



MULTI-YEAR RESILIENCE PROGRAMME MANUAL



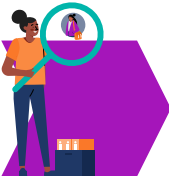


Designed for use by country level partners in MYRP countries during the design, implementation and evaluation of a MYRP

Education Cannot Wait (ECW) was set up in 2016 and is the Global Fund for Education in Emergencies and Protracted Crises (EiEPC). ECW's mission is to generate greater shared political, operational and financial commitment to meet the educational needs of millions of children and adolescents affected by crises, with a focus on more agile, connected and faster response that spans the humanitarian-development continuum to lay the ground for sustainable education systems.

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations, donor agencies or United Nations Member States. All figures are presented in United States dollars.

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Acronyms

APA	Annual Performance Assessment	IDP	Internally Displaced Persons
CPIE	Child Protection in Emergencies	INEE	Inter-Agency Network for Education in Emergencies
ECE	Early Childhood Education	INGO	International Non-governmental Organization
ECW	Education Cannot Wait	LEG	Local Education Group
EIE/EIEPC	Education in Emergencies/ Education in Emergencies and Protracted Crises	LWO	Local Women’s Organization
EOI	Expression of interest	MDC	MYRP Development Committee
ESP	Education Sector Plan	MHPSS	Mental Health and Psychosocial Support
ETRG	Education Technical Reference Group	MYRP	Multi-Year Resilience Programme
ExCom	Executive Committee	NCE	No Cost Extension
FSO	Funds Support Office (UNICEF)	NGO	Non-governmental Organization
GBV	Gender- Based Violence	OCHA	Organization for the Coordination of Humanitarian Affairs
GBViE	Gender-Based Violence in Emergencies	OPD	Organizations of Persons with Disabilities
GCL	Grant Confirmation Letter	PGI	Protection, Gender, and Inclusion
GLO	Gender Lead Organization	PSEA	Protection from Sexual Exploitation and Abuse
GRG	Gender Reference Group	ToC	Theory of Change
GSC	Grantee Selection Committee		
HACT	Harmonized Approach to Cash Transfers		
HLSG	High-Level Steering Group (ECW)		
HRP	Humanitarian Response Plan		

USING THE MYRP MANUAL


The Multi-Year Resilience Programme (MYRP) Manual is a practical tool that provides a step-by-step guide to developing and implementing ECW's Multi Year Resilience Programme. The Manual is particularly relevant to those engaged in any part of the MYRP lifecycle at the country level or at headquarters.



Who should use the Manual

The Manual is aimed at individuals and organizations involved in the MYRP lifecycle, including:


- Ministries of Education
- UN Agencies
- National and International non-governmental organizations (NGOs/INGOs)
- In-country coordination mechanisms, such as Sector Leads, Education Clusters and Refugee Education Working Groups
- Organizations involved in the design of a MYRP, for example as part of the MYRP Development Committee (MDC)
- Penholders engaged to support the development of the MYRP
- Implementing partners, once they have been identified
- Other parties may also access the Manual to understand more about the MYRP development process



Intention of the Manual

The Manual outlines the steps required to develop and implement a MYRP and see it through to closure. It is designed to help those engaged in the development process to:

- understand the purpose and key principles behind ECW's MYRP
- plan and take forward an effective MYRP development process
- design a contextually appropriate MYRP, in line with ECW's programmatic priorities
- move from approval to implementation
- oversee implementation, reporting and evaluation across the three years of the MYRP
- take the MYRP through to closure



You can navigate between the different sections of the manual by clicking on the numbers in the top left corner of each page within each section.

The Manual is a ‘one-stop-shop’ to guide the MYRP development process. Other policy and guidance documents are signposted throughout the document and should be reviewed and utilized as a complement to the Manual:

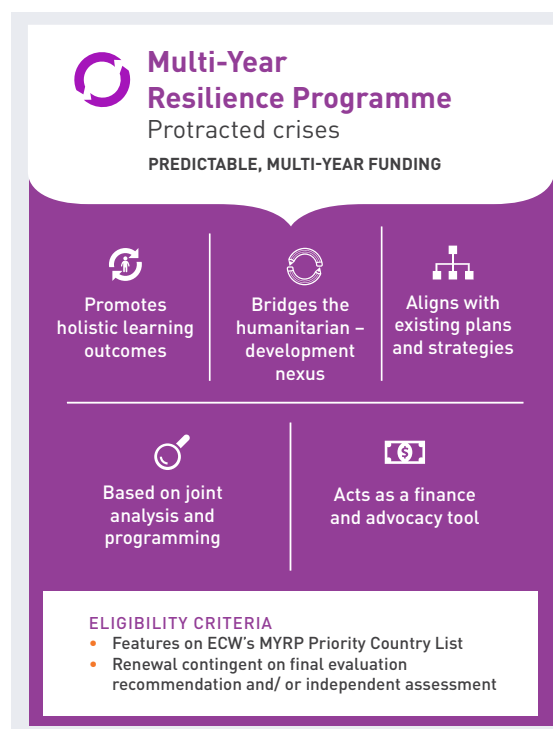


THE ESSENCE OF MULTI-YEAR RESILIENCE PROGRAMMES

ECW's Multi-Year Resilience Programme

Through the MYRP funding window, ECW invests in countries affected by conflict and protracted crises. Multi-year financing is an opportunity to provide predictability in a protracted crisis and enable joint analysis and planning and strengthen humanitarian and development programming and financing of EiEPC responses. While the MYRP is initiated in crisis contexts, its aim is ultimately to ensure that emergency education provision is integrated into development strategies and national education plans. In this way, MYRPs can have an impact across the humanitarian–development nexus to address immediate needs, while also strengthening education systems and capacities to achieve sustainable impact and transformation.

MYRPs are country-led programmes. In addition to responding to critical needs and building essential systems and capacities, they can also serve as an instrument for financing and advocacy. This inspires more political commitment to education at the national and international levels, which can leverage additional funding and help align in-country funds against collective outcomes. MYRP should be designed to match an identified gap in the education sector, both in terms of service delivery needs, and in where ECW's contribution can be of the greatest added and comparative value.



MYRP Principles

Based on ECW's mandate, policies and the 2023–2026 Strategic Plan, every MYRP should align with the following principles:



MYRPs should be child-centered, to deliver inclusive, quality education that responds to structural and intersecting disparities that hold back the most vulnerable and marginalized groups, such as girls, displaced and forcibly displaced learners, and children with disabilities.



Protection, gender equality, and inclusion should be fully integrated into MYRP design and implementation to address issues of violence, discrimination and exclusion through an intersectional approach.



MYRPs should champion holistic,¹ quality education and demonstrate how this can be achieved in crisis-affected contexts for children aged 3 to 18.



Agile, coordinated, and sustainable responses: MYRPs should build on, align with and complement existing or upcoming plans and strategies to improve the coherence and quality of the EiEPC response by making connections between Humanitarian Response Plans (HRPs) and long-term development strategies.



MYRPs should **invest in local and national actors and build local and national-level capacities** in a mutually beneficial way to empower and ensure locally led and sustainable responses.



MYRPs should adhere to the INEE minimum standards. These include foundational standards on coordination, analysis and participation of EiEPC response, as well as quality standards for education access and the learning environment, teaching and learning, teachers and other education personnel, and education policy.

¹ ECW defines 'holistic learning' as a comprehensive approach that addresses the academic, emotional, ethical, intellectual, physical, and social needs of learners.

Programmatic Priorities

The principles above are integrated into MYRPs through ECW's Programmatic Priorities. To maximise impact, the following ECW programmatic priorities and requirements should be explored comprehensively both as part of the needs analysis and development of the MYRP Strategy and programme results:



Education Access and Participation: Increase participation and minimise disruption to education for children (aged 3–18 years), with a focus on gender equality and inclusion. This may involve formal or non-formal education through catch-up classes or accelerated learning programmes.



Protection, Gender, and Inclusion (PGI): The MYRP Strategy should support a comprehensive package of holistic and intersectional² interventions that: 1) support gender transformative³ interventions, including gender-based violence (GBV) prevention and risk mitigation; 2) promote disability inclusive programming practices in MYRPs;³ and 3) respond to the mental health and psychological wellbeing of children, adolescents and teachers in a safe, protective environment.



Holistic Learning Outcomes: Provide quality education that includes both academic skills, such as literacy and numeracy, and social-emotional learning. This involves improving core elements of education delivery such as teaching methods, teacher development and mentoring, learning outcome measurement, creating conducive learning environments and supporting teachers' well-being.



School Health and Nutrition: Provide school meals and health programmes to improve children's well-being and learning outcomes.



Climate-Smart Education: ECW has made a strategic commitment to make our MYRPs more climate-smart, and to include climate risks as part of an all-hazards approach to needs assessments and needs-based decision-making and programme design.



Systemic Change: Address underlying issues that hinder access and learning by collaborating with other humanitarian and development organizations to create a bridge between the MYRP Strategy supported by ECW and associated development activities (typically supported by partners such as the Global Partnership for Education, World Bank and other bilateral and multilateral development agencies). Strengthen systems and capacities to respond to protracted crises and help to mitigate recurring crises by anticipating and managing risks and vulnerabilities and enhancing the resilience⁵ of children, their communities and the education system to future crises, including those related to climate change, conflict and forced displacement.



Advocacy for Funding: Identify opportunities to secure additional funding for EiEPC programmes.

2 ECW is committed to supporting those most in need, paying particular attention to the intersection of multiple identities such as gender, disability, refugee status, displacement status, sexual orientation and gender identity, age, and stage (including supporting the early years and secondary schools).

3 ECW Gender Implementation Guide for FER and MYRP Grantees (2023).

4 ECW Policy and Accountability Framework on Disability Inclusion (2022).

5 Resilience is the ability of people, households, communities, countries and systems to mitigate, adapt to and recover from shocks and stresses in a manner that reduces chronic vulnerability and facilitates inclusive growth.

Integrating Protection, Gender Equality, and Inclusion (PGI) in the MYRPs.

In its Strategic Plan 2023-2026 and related documents, ECW has made clear commitments toward protection, Mental Health and Psychosocial Support (MHPSS), gender equality and empowerment of women and girls, inclusive education and disability inclusion.

ECW MYRP investments aim to address these priorities in an integrated manner as the way these areas manifest in the lived experiences of children, adolescents, and their communities in crisis-affected settings are interconnected and intersectional. PGI is therefore integrated into each step of the MYRP lifecycle, from pre-scoping mission to evaluation and conclusion, with clear criteria and benchmarks available in the PGI self-assessment checklist.



Protection
(CP/MHPSS/GBV)

Gender
(Transformative EiEPC)

Inclusion
(Children with disabilities, forcibly displaced children, ECE)

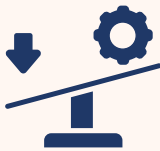
Working at the Humanitarian-Development Nexus

ECW proposes four nexus result areas as entry points for systems and capacity strengthening that can contribute to humanitarian-development coherence.

At a minimum, all MYRPs should be Nexus responsive: which means they leverage opportunities for coherence. Where possible, MYRPs should strive to be Nexus transformative, to address barriers to coherence.

To achieve more sustainable results, MYRPs should integrate appropriate outputs, processes and indicators, under relevant outcomes.

Nexus responsive



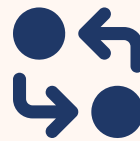
Leverage opportunities for coherence



Consider all four nexus areas in the design of the MYRP and mainstream these approaches where possible.



Nexus transformative



Address barriers to coherence where possible



Identify one area to focus on through the MYRP

When identifying nexus opportunities and gaps relevant to your MYRP, you should consider **agendas that cut across humanitarian and development sectors, such as:** community-based approaches, promoting resilience (i.e., preparedness, anticipatory action and risk reduction), strengthening national and local capacities, gender transformative approaches, and promoting refugee inclusion, where relevant. The MYRP should focus on one or more of the following aspects within its response strategy.



Coordinated planning and programming at the national and sub-national level between diverse stakeholders, including Clusters, Refugee Education Working Groups and Local Education Groups (LEGs), to provide safe, quality and continuous education in response to a crisis. The aim of coordinated planning and programming at the nexus is to link emergency education provision to formal systems, ultimately supporting the integration of EiE and emergency preparedness in national education systems. EiE planning should take a holistic approach, examining cross-sectoral and intersectional needs, and programming should be risk-informed, conflict-sensitive, adaptive, safe, inclusive, gender-transformative and focused on resilience-building.



Strengthen localization through the meaningful engagement of local civil society actors with intentional work to build institutional capacity towards increased local leadership in the sector. This should be pursued by engaging local actors (including Local Women's Organizations [LWOs] and Organizations of Persons with Disabilities [OPDs]) in the design of the MYRP and as strategic, long-term partners, providing technical and financial support to strengthen organizational capacities, and ensuring their participation and decision-making in EiE planning and coordination processes and the implementation of the MYRP. One aim of localization is to ensure that education services supported by the MYRP are sustainable beyond the MYRP grant timeframe.



Strengthen systems for data and evidence generation, sharing and use. The aim of this is to improve coordination, harmonization and institutionalization of crisis- and risk-related data. Strengthened data and evidence systems at the nexus are demonstrated by common or shared data collection approaches, measurements and data sharing platforms that enable data integration that can be easily used across EiE and formal education systems.



Better coordinated financing mechanisms and resource mobilization approaches across humanitarian-development education sectors, between relevant sectors including child protection, and alongside efforts by other flagship programmes and government. Such efforts contribute to more predictable and better aligned funding in protracted crises that aims to achieve collective goals.

MYRP Priority Country List

The list of MYRP priority countries is based on an overall priority index. This index has two components – a composite quantitative score weighted at 80 per cent in the priority index), and a qualitative score (weighted at 20 per cent in the priority index), regarding the added value of a MYRP in responding to the protracted crisis.

The Composite Quantitative Score draws on the following data sets:

- a) **INFORM Severity** measures the severity of a crisis (not specific to education).
- b) Stock of crisis-affected children and adolescents who are (1) **out of school** or (2) **in school but not achieving minimum competency in reading or mathematics**.
- c) **INFORM Risk** is a forward-looking dataset that estimates the risk of crises based on natural and human hazards, the socio-economic vulnerability of groups in a country, and the coping capacity of the actors in a country (institutional capacity and infrastructure).
- d) **Education funding needs** from the latest available estimates of required funding from appeals, HRPs and/or Regional Refugee Response Plans from the Organization for the Coordination of Humanitarian Affairs (OCHA) [Financial Tracking Service](#) database and the [refugee funding tracker](#).
- e) **Education funding in EiE**, aggregated from the latest updates to the [OCHA Financial Tracking Service](#) database and the [UNHCR refugee funding tracker](#).



i In its Strategic Plan (2023–2026), ECW committed to reviewing the MYRP portfolio with a view to reducing the number of countries with multi-year programmes. The rationale was to create space for larger MYRPs that can deepen engagement, fill a larger gap in funding and achieve more results. Therefore, it is not envisaged that countries will be added to the MYRP priority list.

THE MYRP LIFECYCLE

The MYRP Manual is structured around the steps required to develop and implement a MYRP and see it through to conclusion. The MYRP lifecycle is similar in all contexts, regardless of whether a MYRP is being initiated for the first time or being renewed.

OVERVIEW OF THE MYRP LIFECYCLE





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CHAPTER 1



MYRP SCOPING MISSIONS



To kick-start the process of designing the MYRP at country level, the ECW secretariat and the appointed MYRP Penholder will undertake a scoping mission.

This is used to clearly communicate the expectations and overall approach, define needs and identify priorities to lay the foundation for a robust MYRP development process. The scoping mission should be used to consult widely with all relevant education, humanitarian and development partners. Where possible and appropriate, the timing of the scoping mission should align with other planned processes at country level.



The scoping mission should engage a diverse range of partners, including:

Relevant Coordination Mechanisms:

including involvement of the LEG, which is critical from the outset

Government: Ministry of Education and relevant national/sub-national bodies to ensure government ownership where appropriate (e.g., Education, Finance, Disaster Management, Climate, Gender and Inclusion Unit)

The Resident/Humanitarian Coordinator: in line with the empowered role envisaged by the Secretary General's reform

Local actors: should be included in a way that encourages and facilitates their leadership and engagement throughout the MYRP lifecycle. Parents, teachers, children and adolescents should be engaged

MYRP Penholder: ECW will make a consultant or 'Penholder' available to support the design of the MYRP

Donors: Key bilateral/multilateral donors, international financing institutions (including education, LEGs, the private sector)

Thematic experts: Protection/Mental Health and Psychosocial Support (MHPSS), gender, disability, disaster management/climate change (where relevant)

Other Sectors: Representatives from Child Protection, MHPSS, Gender-Based Violence and Disaster Risk Reduction



Key outcomes of the MYRP scoping mission

- 1 Relevant actors, including authorities and local actors, are informed about the MYRP design process and the size of the available ECW MYRP funding allocation.

- 2 Strategic priorities for the MYRP are discussed and set among all national and local actors working across the humanitarian-development nexus.

- 3 The added value of the MYRP is clear and set in relation to existing and upcoming policies, programmes and plans (for example, education sector plans (ESPs), the bilateral and multilateral funding landscape, refugee education plans, HRPs, and relevant gender and inclusion strategies).

- 4 Lessons from previous ECW programmes and other relevant programming are shared.

- 5 Key risks in the country/programme context are identified.

- 6 The membership of the MYRP Development Committee is validated and agreed with the ECW secretariat and the Committee is established.

- 7 The role and identification process for the Gender Lead Organization (GLO) in the MYRP Development Committee and grantee selection is agreed upon.



Establishing the MYRP Development Committee

The MYRP Development Committee (MDC) is a small representative committee that can drive forward the design of the MYRP and the development of the MYRP programme document. The chairing of this committee is agreed at country level and is often co-led by the Ministry of Education and the Education Cluster.

A MYRP Penholder may be made available by ECW to support the design of the MYRP and facilitate the work of the MDC.

The ECW Secretariat participates as an observer and provides guidance to help inform the country-led process and share lessons, evidence and approaches from other contexts to ensure the programme meets ECW's programmatic and operational requirements. ECW provides advice on managing conflicts of interest at country level to ensure an open and transparent process for all stakeholders.

Meaningful consultation with in-country protection, gender and inclusion actors is essential. The identification of a Gender Lead Organization (GLO) at the onset of the design phase is critical to ensure that sufficient gender capacity is available to support the design

+ SEE DEFINITION BELOW AND SAMPLE ECW GLO TERMS OF REFERENCE FOR THE DESIGN PHASE IN ANNEX 3.

Definition of the Gender Lead Organization function:

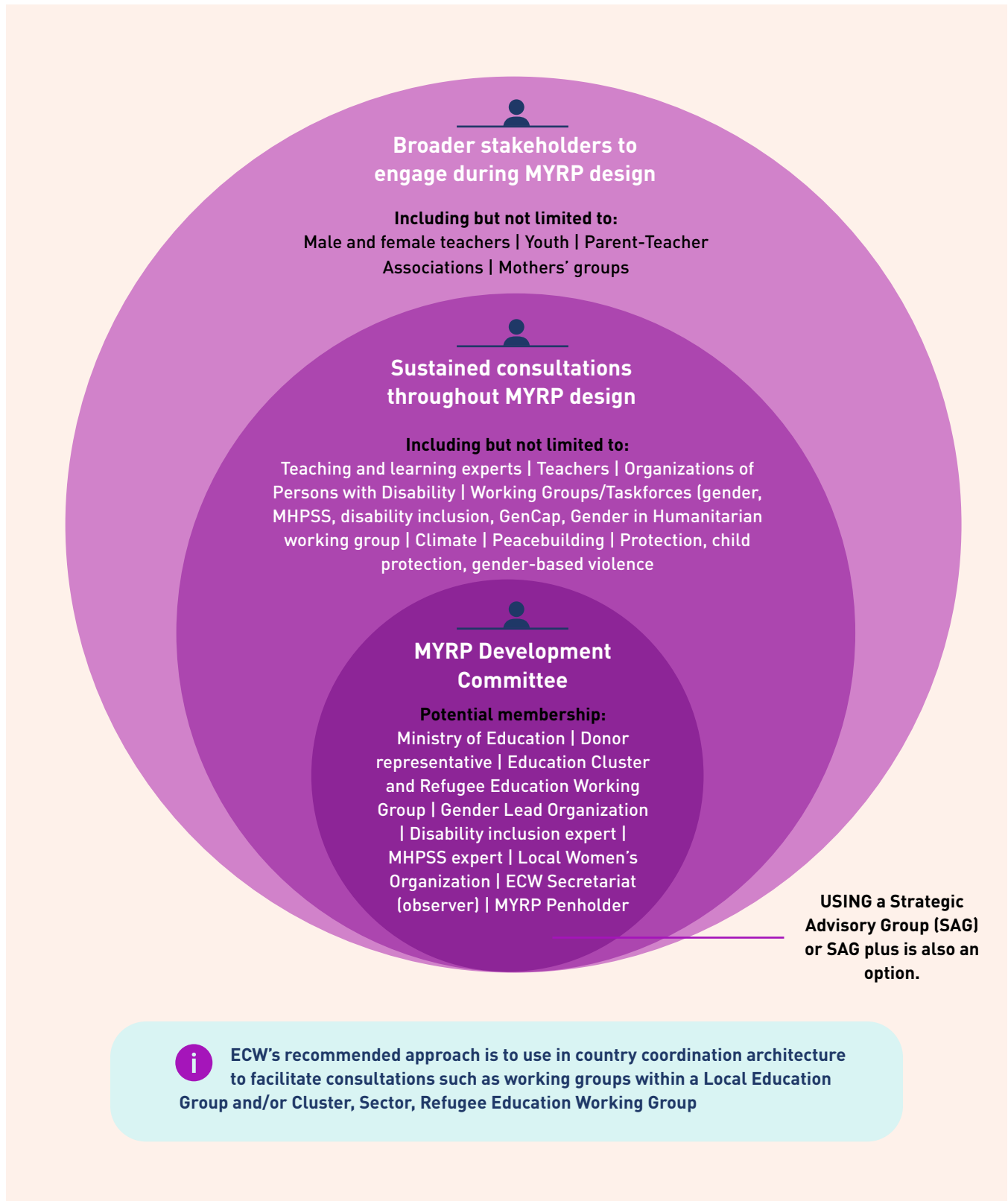
In line with its commitment to embed gender capacity within all its investments, particularly MYRPs, ECW is supporting all MYRPs to ensure that dedicated gender expertise is available at the three key stages of the MYRP lifecycle (design phase, grantee selection phase, and implementation phase), through the establishment of the GLO at country level.

+ FOR MORE INFORMATION, CONSULT THE GLO GUIDANCE NOTE IN ANNEX 3.





FIGURE 1: LAYERS OF CONSULTATION DURING MYRP DESIGN





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CHAPTER 2



MYRP PROPOSAL DEVELOPMENT AND GRANTEE SELECTION



A MYRP PROPOSAL DEVELOPMENT

This section outlines the steps for developing a high-quality MYRP proposal, following the scoping mission and committee formation. The entire planning, development and approval process should take less than six months, with renewals expected to take a shorter time, building upon lessons and experiences from previous MYRPs.

Contents of the MYRP Proposal submitted to ECW

Listed below is the package of documents that should be submitted to ECW as part of the MYRP application. The proposal is typically submitted to the ECW Secretariat either by the Ministry of Education or the relevant in-country coordination mechanism. The full proposal includes the following documents:

- The MYRP Programme Document (developed by the MYRP Development Committee on behalf of the education sector), covering:**
 - Section 1:** Situational Analysis to identify the Added Value of the MYRP
 - Section 2:** MYRP Strategy with Theory of Change (ToC)
 - Section 3:** Strategy for Sustainability
 - Section 4:** Implementation and Accountability (includes the identification of the proposed grantee(s) [Consortium Lead] and a description of how and why they have been selected)
- Annex A:** Joint Results Framework and Finance Template
- Annex B:** Risk Assessment and Safeguarding Matrix
- Annex C:** Protection, Gender, Inclusion Self-assessment Checklist
- Annex D:** Grantee Selection Process Package (Expression of Interest, Selection of Grantee, Committee set up, Report/Minutes of selection of consortium, Grantee Information Sheet)



Submission of the final MYRP package to ECW secretariat

Who should submit: The MYRP package is usually submitted by the relevant coordination mechanism, for example, the Education Cluster. In some cases, government may submit to ECW.

ECW can make available a template for submission of the final MYRP package





B MYRP PROGRAMME DOCUMENT

Guidance for developing a MYRP proposal

MYRP Document Section 1: Situation Analysis to Identify the Added Value of the MYRP

Section one of the MYRP document is used to inform the MYRP design, and identify the critical priority needs where ECW can add value⁷ in the context.

Section 1 provides an assessment of the:

- crisis profile and its drivers
- impact of the crisis on children, educators, their communities, the education system, and children's participation and learning, applying a gender and intersectional lens
- capacity and ability of the sector to prepare for and respond to the crisis, including local actors such as local women's organisations (LWOs)
- improvements in access, quality teaching and learning needed in the context for crisis-affected girls, boys, educators and their communities

The situation analysis should be rigorous and comprehensive but the scope of the analysis (for example, by age, phase of education or geographical area) should be guided by the role ECW funding can play in creating change. The approach below is designed to support country teams to conduct a proportionate needs analysis.

⁷ The added value of a MYRP is that it works across humanitarian imperatives and development priorities to strengthen the resilience of girls and boys, educators, schools, their communities and the systems that support them.


TABLE 1. HOW TO APPROACH YOUR NEEDS ANALYSIS
Scan then focus proportionately

The situation analysis should scan broadly but the **depth** of analysis should be tailored according to known crisis populations, geographies and education levels. The analysis should focus on both the humanitarian and development systems, as well as political, economic, social and technological factors. Needs should focus on both access and learning, as well as system strengthening. Conflict sensitivity and climate considerations should be applied where they are relevant to the context.

Analysis of the humanitarian and development funding context will help to identify existing and future opportunities for: 1) alignment; 2) complementarity; and 3) inspiring additional political commitment at the national and global levels, and mobilizing more and better resources during the implementation period of the MYRP. This will also help to inform the MYRP sustainability approach.

The situation analysis should examine the capacities of relevant actors, in particular those in the education and EiEPC eco-system, and consider both humanitarian and development actors.

The analysis should apply a gender and intersectional lens to look at the situation and specific vulnerabilities of girls, boys and adolescent learners in all their diversity, male and female teachers and education staff and the communities they live in. It must also address ECW priorities and commitments through the inclusion of relevant sex, educational level and disability disaggregated data. The gender and intersectional analysis should build on secondary data available from other sectors (GBV, Child Protection, Gender in Humanitarian Action, nutrition) and consultation with LWOs and OPDs with the support of the GLO.

ECW's Nexus Tools and Guidance should be used early in the situational analysis to help identify gaps and opportunities across the humanitarian-development nexus, and how these can be addressed through the MYRP design.

ECW's PGI self-assessment checklist should be used to inform this analysis.

Draw on existing evidence

Map available evidence and strategies and use these as the basis for defining needs. The analysis should build on and align with these documents.

In some cases, especially in the absence of [HRPs](#) and [Education Sector Plans \(ESP\)](#), the MYRP may be a document of reference for the entire EiEPC sector. In these cases, this section should have a broader focus on needs in the sector. In other cases, much of this information may already exist, for example through an existing ESP, sectoral gender strategy, or Ministry strategy for girls' education and inclusion.



Consult widely and inclusively

Each situation analysis should include stakeholder mapping. This should start with the communities the MYRP seeks to support, educators, civil society (both national and international), education authorities, relevant protection, gender and inclusion actors, and other implementing partners including UN agencies, and donors.

All relevant coordination bodies should be included in this analysis, including the Cluster, the Refugee Education Working Group, and the LEG. This will ensure the broadest possible mapping of education stakeholders. It will be used to understand who is doing what and where, and to ensure the right actors are included in capacity assessments and involved in the MYRP development process. Capacity Assessments can draw on existing data or use short surveys and consultations to assess the capacity of national and local actors. The assessment should focus on their ability to effectively respond to and address the specific challenges and need within the crisis context.

Identify critical priority needs where ECW can add value

The situation analysis should provide and prioritise key findings and situational/evidence-based recommendations to the MYRP Development Committee on how the MYRP should be designed in terms of results and approaches. This includes results for learners, teachers and learning spaces, as well as systemic changes for consideration. The MYRP should explicitly identify critical priorities to address with regards to gender transformation and disability inclusion.

Connections to other relevant ECW investment through its Acceleration Facility in a particular thematic area, and opportunities to connect or learn from this should be considered.

These findings and recommendations are to be specified for boys, girls, adolescents, children with disabilities and different education levels and population groups when relevant.

+ SEE ANNEX 2 FOR GUIDING QUESTIONS TO COMPLETE SECTION 1 OF THE MYRP PROGRAMME DOCUMENT.



MYRP document Section 2: MYRP Strategy

The MYRP Strategy addresses the priority areas identified in the Situation Analysis and sets out the approach and expected results to strengthen the resilience of the education sector to improve outcomes for crisis-affected children. The Strategy should emphasize capacity building and measurement to track progress.

The MYRP Strategy should align with the MYRP principles and ECW programmatic priorities, including participation, retention and continuity in education. The Strategy should address gender and disability inclusion, and use complementary responses, evidence-based interventions, cross-sectoral collaboration and climate resilience strategies.

The Strategy should also have a clear ToC that shows how it will sustainably improve learning outcomes for girls, boys and adolescents.

Connections to relevant work taking place through ECW's Acceleration Facility should also be made. Humanitarian-Development Nexus Tools and Guidance should be used to identify what the MYRP should prioritise to advance work in the four nexus areas.

The strategy focuses on:

Who: targeting the most vulnerable girls, boys, and adolescents (3-18 years old) identified through the needs analysis who are not receiving existing support or need resilience building (e.g., transitioning to formal education).

Where: Locations identified in the needs analysis, prioritizing the most vulnerable and aiming for system strengthening. The MYRP budget and potential for added value will determine geographic scope.

How: Evidence-based strategies and actions tailored to the education level and needs of the target group. A focus on ECW's added value in the context.

+ SEE ANNEX 2 FOR GUIDING QUESTIONS TO COMPLETE SECTION 2 OF THE MYRP PROGRAMME DOCUMENT.



RIO Markers

Under the MYRP Strategy, grantees should provide a RIO marker score to measure environment and climate-relevant spending. Grantees will score the application according to the RIO markers:

0	not targeted (Climate change mitigation or adaption not targeted)
1	significant (Climate change mitigation or adaption is integrated as an objective)
2	principal (Climate change mitigation or adaption is central to the application)

The scoring will be a self-assessment by grantees and should be supported by a short narrative outlining the rationale for the score and who ECW can contact in the event of a query. The score will be quality assured by the ECW Secretariat and may be confirmed or subject to change. The score will be registered in the ECW Grants Database.

For examples and guidance on how to apply the RIO markers please consult these documents:

Grantees should also draw on any guidance within their organizations when completing their scoring.

MYRP document Section 3: Strategy for Sustainability

MYRPs must prioritize long-term impact. This section focuses on how MYRPs can ensure lasting benefits for girls, boys and adolescents beyond the programme timeframe. Plan for the future, even without renewal. Design a MYRP for sustainability, considering:

- **Scaling and Embedding:** Can the MYRP elements be integrated into existing systems, development programmes or expanded for a wider reach?
- **Local Ownership:** How will the MYRP build the capacity of local organizations to sustain and grow the programme's results?
- **Systemic Change:** How will the MYRP strengthen the education sectors ability to respond to shocks and disruptions while providing quality equitable education and being more resilient to future emergencies?
- **Advocacy:** How will the MYRP inspire increased political commitment and education funding?



Remember:

- **Humanitarian-Development Nexus:** Focus on strengthening connections between humanitarian and development efforts for a more resilient education system
- **Local Engagement:** Meaningful participation by local actors fosters ownership and long-term success
- **Data and Evidence:** Ensure education needs in emergencies are reflected in national data systems
- **Gender and Disability:** Apply a gender and disability-inclusive lens throughout your sustainability strategy

+ SEE ANNEX 2 FOR GUIDING QUESTIONS TO COMPLETE SECTION 3 OF THE MYRP PROGRAMME DOCUMENT.

MYRP document Section 4: Implementation and Accountability

This section of the template sets out the approach to implementing the MYRP, including:

- The comparative advantages and complementarity of the Consortium and why they were the best fit to deliver the MYRP, including expertise and capacity to deliver on gender equality and disability inclusion
- Grantee roles and how the Consortium will benefit MYRP partners and the broader education sector, including how MYRP governance and implementation will be coordinated alongside other flagship education programmes (see MYRP Governance and Accountability at Country Level below)
- Demonstrate the intentionality to support institutional capacity development activities of local Civil Society Organizations, particularly LWOs, and the intentionality to partner with them to deliver the MYRP interventions
- Explain the comparative advantage of the selected GLO to strengthen the gender and inclusion capacity of MYRP stakeholders and the integration of gender equality in the MYRP interventions. This should help to achieve gender equitable outcomes for children and adolescents in all their diversity
- All accountability measures including plans for monitoring, evaluation and joint reporting
- Important emails that document the MYRP development and grantee selection processes should be submitted alongside the MYRP Programme Document

+ SEE ANNEX 2 FOR GUIDING QUESTIONS TO COMPLETE SECTION 4 OF THE MYRP PROGRAMME DOCUMENT.



Annex A: Joint Results Framework and Finance Template

Results Framework

The Results Framework template should align directly with the intervention strategy in Section 2 and include all the information on outcomes, outputs, indicators, baseline values and targets.

The response strategy should identify three to five clear outcome statements. The outcomes can be focused on the targeted learners (access and participation, holistic learning, safety and protection), as well as on more systemic system change aspects such as improved cooperation and coordination, localization, education financing, and data and evidence systems.

All results should mainstream gender and disability inclusion through a focus on promoting and designing interventions that are inclusive for all. For results/ interventions that are gender or disability inclusion targeted, or that focus on a specific population group or education level, add a dedicated result statement and associated indicator for each target group so monitoring data can be disaggregated.

Following logical model thinking, the achievement of each outcome requires multiple costed outputs and activities. These outputs include hard (infrastructure, supplies) products and soft (training, advocacy, capacity) services.

Please refer to the section in Chapter 3 below on [ECW's Strategic Commitments and Quality Standards](#) for a list of mandatory results and indicators that should be included in the Results Framework.

After the selection of outcomes and outputs, indicators, baseline values and targets are to be set and jointly agreed upon. Use the ECW Indicator Library to formulate result indicators.

For further instruction, see the Results Framework template.

Formulating outcomes and outputs

An **outcome** is the correct use/application of the delivered product or service (i.e., output) by the target group. Examples are: "Programme completion rates of ECW-supported learners increased"; "Academic and social-emotional learning levels of ECW-supported children improved"; "Boys, girls and adolescents feel safer and more protected in to and from schools"; and "Coordination and cooperation amongst humanitarian and development actors increased."

An **output** is a product or service delivered to the target group. Examples are classrooms built, teaching and learning material distributed to children or classrooms, latrines or handwashing basins built, capacity of teachers and school managers increased, policies/plans/frameworks approved, school transport provided, cash transfers distributed to parents, MHPSS services provided to children, Parent-Teacher Associations/School Management Committees established and functional, and GBV risk mitigation measures in place.



Developing MYRP Targets (who the MYRP will reach)

Number of children reached: Once the response strategy is clear, and the programme budget is known, the cost per child and total number of learners can be calculated.

The following guidelines apply to calculating the total number of children targeted:

TABLE 2: CALCULATING THE TOTAL NUMBER OF CHILDREN TARGETED

Include both direct and intermediate beneficiaries in your targeting:		
Direct Beneficiaries	Direct recipient of activities including school kit distributions, scholarships, cash incentives and textbooks.	✓
Intermediate Beneficiaries	Beneficiaries affected by downstream interventions on the school or learning environment, including teacher training, classroom construction and materials for teachers. The number of intermediate beneficiaries is the number of students who will interact with the outputs. In practice, this is estimated through the current or expected learner/input ratio.	✓
Do not include indirect beneficiaries in your targeting:		
Indirect beneficiaries	The users of any system or environment improved by interventions having only an indirect impact on schools and students. For example, beneficiaries of a change in education policies or curricula.	✗

Budget template

A MYRP budget should be well balanced between the outcomes in the MYRP Strategy, with realistic budgets allocated to ensure the MYRP is able to achieve the intended results and targets. The budget must also provide an annual breakdown of how funds will be spent and allocated across the Consortium. Budget information must be aligned with the outputs and outcomes of the Results Framework.

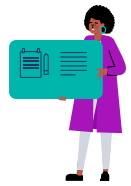


ECW has set required targets within the budget that, unless otherwise indicated, must be met in all MYRPs:

TABLE 3: DEVELOPING THE MYRP BUDGET

<p>Operational Costs</p>	<p>Maximum 20 per cent of overall MYRP budget</p> <ul style="list-style-type: none"> • Office running costs and security expenses, office stationary/supplies, and utilities such as telecommunications, internet, and office rental and other direct costs that may not be directly attributable to the programme. • May include costs of some personnel not directly engaged in the project implementation but who are indirectly supporting it. Expenses for monitoring, evaluation and reporting, related to the implementation of the project. • In-country management and support staff, pro-rated to their contribution to the programme (representation, planning, coordination, logistics, administration, finance) • Other costs pro-rated to their contribution to the programme (e.g., venue and travel)
<p>Indirect Support Costs</p>	<p>Maximum 7 per cent of overall MYRP budget: automatically calculated in Finance Template</p> <ul style="list-style-type: none"> • General and administrative • HQ costs • Grant management • Protection from Sexual Exploitation and Abuse (PSEA) and child safeguarding oversight and capacity strengthening • Other overheads
<p>Gender-targeted interventions</p>	<p>Gender-targeted outputs should aim to represent 25 per cent of Programmatic Costs</p>
<p>GLO function</p>	<p>The GLO function budget should be costed in a stand-alone budget line in the programme cost section to cover a full-time gender specialist for each year of the MYRP, as well as the four pillars of the GLO function (see GLO guidance note)</p>
<p>Disability Inclusion</p>	<p>Disability inclusion-targeted outputs should aim to represent 5 per cent of Programmatic Costs</p>
<p>Mental Health and Psychosocial Support</p>	<p>All ECW MYRPs should include costed MHPSS interventions in line with the ECW Guidance Note on MHPSS⁸ as a component of the education response. ECW strongly recommends that MHPSS targeted outputs represent 10 per cent of programmatic costs.</p>

8 ECW Guidance Note on MHPSS, 2022.



Monitoring, evaluation and learning outcome measurement

5 per cent to 9 per cent of the total budget envelope is recommended for monitoring activities, depending on local circumstances

MYRPs should set aside around US\$110,000–US\$130,000 for programme evaluations, but costs may vary based on the scope of the programme and required data collection costs

Allocate US\$150,000–US\$200,000 to measure progress in holistic learning (academic and social-emotional domains) using existing data or primary data collection.

Budgeting for Protection, Gender and Inclusion:

Based on ECW's intersectional approach we recognise and strongly encourage consideration of outputs targeting vulnerable groups that capture more than approach across protection/MHPSS, gender equality and inclusion. For example, an output may at the same time be gender-targeted and MHPSS-targeted or gender-targeted and disability inclusive-targeted (e.g., an output dedicated to adolescent girls' agency/empowerment through SEL).





Annex B: Risk Assessment

Implementing Partners are required to demonstrate a comprehensive understanding of risks related to the programme and available risk management and child and adolescent safeguarding capacity in the delivery area(s) during all stages of the MYRP lifecycle. All applications must include one completed Risk Assessment for the grantee(s) (Consortium Lead) using the ECW template, as set out below.

Grantee Risk Assessment

Developed by the proposed grantee(s) (Consortium Lead), with support from the MYRP penholder, based on the programme approach defined in the MYRP Programme Document

The Risk Assessment template includes a tab where the grantee is required to set out child and adolescent safeguarding policies, procedures, roles and responsibilities, and how these would be applied to the programme context. Once a grantee has been selected, the ECW Secretariat will conduct PSEA assessments of non-UN grantees in line with the *UN Implementing Partner Protection from Sexual Exploitations and Abuse Capacity Assessment* (UN common PSEA assessment framework). As with the Risk Assessment, information regarding safeguarding should be kept up to date by the grantee(s).

The Risk Assessment template also includes a tab containing an environmental assessment where the grantee(s) should provide an overview of relevant policies, procedures and practices, as well as the potential impact of programming activities.

What to capture in the risk assessment?

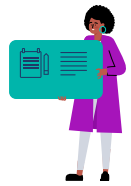
Identify and assess the likelihood and potential impact of five categories of risk associated with MYRP design and implementation (Context; Delivery; Safeguarding; Operational; and Fiduciary).

Describe mitigation measures for identified risks, and assesses residual risk exposure, providing an overall residual risk rating for each of the five categories.

Identify a clear risk owner for each risk.

One Risk Assessment submitted by the grantee(s) (Consortium Lead) directly receiving ECW funds; not required of sub-grantees.

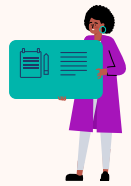
Following initial submission and review by the ECW Secretariat, grantee Risk Assessments should be kept up to date by the grantee(s) and any new risks or changes in overall residual risk rating for any category should be communicated to the ECW Secretariat.



Annex C: **PGI Self Assessment**

The MYRP Development Committee and GLO will complete a protection, gender and inclusion self-assessment checklist to assess the degree to which protection/MHPSS, gender transformation and inclusivity (particularly disability inclusion, and other characteristics such as refugee status and age) are in line with ECW's PGI Minimum Standards. The PGI self-assessment checklist can be used throughout the design process and should be submitted with the final application.

The checklist will be shared by ecw as part of the MYRP application package.



Grantee Selection

Consortium-Based Implementation

From 2024 onwards, ECW MYRPs will be implemented through a consortium approach. A consortium-based approach maximizes the efficiency of joint programming, joint accountability and advances specific commitments towards localization. The composition of consortia will vary depending on the context, but the process is the same for all, apart from situations where local partners decide to use an existing consortium setup that meets the criteria outlined below.

Where a MYRP consortium needs to be created, this is achieved via a two-step process. For further information, please refer to the [Guidance Note on ECW's Consortium Approach](#).

Once the Consortium Lead and Partners are identified, the MYRP programme document is then further developed, finalized and validated to ensure joint programming, ownership and accountability.





Step 1

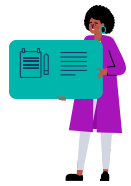
Selection of the Grantee/Consortium Lead: Managed by EiE Coordination entity

The selection of the Consortium Lead can only commence once high level information in sections one and two of the MYRP Programme Document are available. This relates, for example, to the identification of priority needs and groups the MYRP is addressing, geographical location and high level intervention areas.

⊕ THE CRITERIA FOR SELECTING GRANTEE(S) IS SET BY ECW AND SHOULD NOT BE MODIFIED, TO ENSURE A CONSISTENT APPROACH ACROSS ALL COUNTRIES. THE CRITERIA AND ASSOCIATED RUBRIC FOR SCORING APPLICATIONS ARE SHOWN IN ANNEX 4.

To select the grantee(s), the EiE coordination entity (Cluster, Education in Emergencies Working Group, Refugee Working Group etc.) first sets up an independent Selection Committee through an open call for expressions of interest. The members of this committee should have no conflict of interest with potential applicants, nor a vested interest in managing or receiving the funds. It is up to each country to select the members of this Committee. ECW recommends that the Committee includes the following representatives:

- The government – which will in most cases act as Chair of the Committee, and have a single vote
- An ECW in-country strategic donor
- A UN entity, e.g., OCHA
- A local/national NGO
- An international INGO
- A Women-Led Organization or gender focal point if existing in the cluster
- An in-country EiE Coordination Mechanism (e.g., Cluster, EiE Working Group etc.) – as an observer
- The ECW Secretariat as an observer



The Selection Committee will issue a call for expressions of interest using a standard application form, which will subsequently be used to assess the applications according to the selection criteria (in Annex 4). All applications should be submitted to the Ministry of Education and the EiE coordinating mechanism, which will subsequently issue instructions to the Selection Committee and indicate a date by which they should independently assess the applications and then meet to collate the results and make a selection. Once the grantee(s) have been selected, the result will be communicated to all those

organizations that applied, giving them a week to submit any complaints. Complaints will be discussed by the Selection Committee and a decision will be made. In some cases, based on context, ECW will indicate whether MYRP implementation should be through a single grantee or more than one grantee. In the event of two grantees being identified to implement the MYRP, the Selection Committee will make a recommendation for which grantee should be the Consortium Lead.



Step 2

Selection of implementing partners to form the consortium (managed by the Selection Committee and Consortium Lead)

Once the grantee(s) have been selected and the strategic objectives and outcomes of the MYRP have been agreed (including the target zones), the Selection Committee, in consultation with the Consortium Lead, will issue a call for expressions of interest in order to select consortium implementing partners based on the programmatic aspects of the MYRP.

The selection of the consortium implementing partners should be open, fair and transparent.

As with Step 1, members of the Selection Committee should have no conflict of interest with potential applicants, nor a vested interest in managing or receiving the funds.

The criteria for the selection of the Consortium Lead is set by ECW across the board to ensure consistency and cannot be changed. In contrast, the criteria for selecting consortium implementing partners is developed at country level with the support of the Selection Committee and ECW. As with the grantee selection process, the criteria for selecting consortium implementing partners will be shared with all partners in advance so that the basis upon which applications will be judged and how scores will be allocated is clear.

To ensure efficient collaboration and programme management, ECW recommends keeping the consortium size manageable. While there is flexibility based on programme content and funding level, a

consortium of up to five partners is a good starting point for most proposals. This allows for a strong team structure while fostering effective communication and decision-making.

Once the consortium implementing partners have been selected, this group of partners comprising the grantees(s) and the implementing organizations is considered as the ECW MYRP Consortium. To expedite programme implementation upon approval, consortium selection should be finalized by the time of MYRP submission to ECW's Executive Committee. This allows for swift partnership agreements and a smooth transition to the implementation phase.

The Consortium Lead is expected to ensure certainty within the delivery chain so that consortium partners can jointly deliver, report and have ownership of programme results. Consortium partners should be engaged for the full duration of the MYRP, to provide predictability and continuity of activities.



Consortium Lead Responsibilities

Expected of the Consortium Lead upon selection. These are communicated in advance to manage expectations for all stakeholders. The responsibilities are categorized as essential and desirable to guide the Selection Committee in their evaluation and should be part of the EoI package issued for Step 1.

Commitment	Description	Essential	Desirable
Consortium Composition:	The lead must ensure there's at least one local or national NGO included in the consortium.	Yes	
Funding:	At least 25% of the MYRP budget must be allocated to national consortium partners. Additionally, the Consortium Lead commits to the provision of multi-year funding with 7% overhead costs for all consortium partners.	Yes	
Institutional Capacity strengthening:	The Consortium Lead commits to work with consortium partners to conduct an institutional capacity assessment and subsequent capacity development plan for the consortium's national partners.	Yes	
GLO function:	The lead will either undertake to perform the GLO function directly or contract in an organisation to fulfill this role (this can also be a one of the members of the consortium)	Yes	
Management and joint Reporting:	The Consortium Lead takes on the overall management responsibility and accountability for the consortium including but not limited to joint consolidated reporting for the entire MYRP. ECW provides a MOU template that can be contextualized.	Yes	
Resource Mobilization:	The Consortium Lead commits to work with all consortium partners and coordination mechanism to leverage the MYRP to secure additional funding, aiming for a 20% increase.		Yes



Essential Commitments:
These are non-negotiable requirements for all potential grantees.



Managing conflicts of interest during proposal development

ECW puts in place a number of safeguards during the proposal development phase to manage conflicts of interest.

- The MYRP Development Committee is established to have a diverse set of expertise and seek collective agreement on priorities
- ECW seeks to engage donor groups and LEGs to ensure greater accountability and communications in relation to the MYRP design and priorities
- Cluster lead agencies participate in the Grantee Selection Committee as observers only and cannot participate in scoring and decision-making discussions
- ECW encourages organizations one step removed from the MYRP process, such as donor representatives, to be involved in the grantee selection
- ECW signs off on documentation and is an observer of both the MYRP Development Committee and Grantee Selection Committee



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CHAPTER 3



QUALITY ASSURANCE, APPROVALS AND FUND DISBURSEMENTS

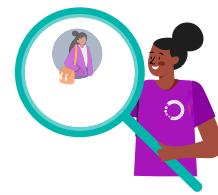


ECW's Strategic Commitments and Quality Standards

The following commitments are benchmarks that all MYRPs should strive to achieve. In contexts where these benchmarks do not match the needs as defined by the MYRP Development Committee in Section 1 (Situation Analysis), a strong rationale should be provided for the lower targets.

ECW Commitment	Quality Standards
Target groups	<input checked="" type="checkbox"/> MYRPs should target the hardest to reach and most vulnerable, including refugees, internally displaced persons and their host communities.
	<input checked="" type="checkbox"/> Within the identified locations, prioritize those furthest behind, considering gender, education level and disability.
	<input checked="" type="checkbox"/> Aim for 60% girls reached across all population groups, unless a gender analysis shows parity or a disparity favouring girls. ⁹
	<input checked="" type="checkbox"/> At least 10% of children with disabilities should be targeted in each MYRP.
	<input checked="" type="checkbox"/> Reflect the targets of 60% girls and 10% children with disabilities in the Results Framework.
	<input checked="" type="checkbox"/> To identify boys and girls with disabilities, ECW recommends using the Washington Group/UNICEF Child Functioning Module (WG-CFM) diagnostic toolkit. This can be done during programme inception if no existing data is available. The identification process informs target setting.
	<input checked="" type="checkbox"/> Follow the ECW Policy and Accountability Framework on Disability Inclusion for accessibility, accommodations and teacher training.
	<input checked="" type="checkbox"/> Complete the GLO (Gender and Learning Opportunities) tab.
Education levels	<input checked="" type="checkbox"/> Support children aged 3–18.
	<input checked="" type="checkbox"/> Focus on particular levels of education rather than across every level of education, to promote participation, retention and smooth transitions within and between education levels (formal and non-formal).
	<input checked="" type="checkbox"/> Align interventions with the highest needs and existing programmes.

⁹ ECW has set an aspirational target of 60 per cent girls to be reached across the population groups targeted by the MYRP (i.e., by educational level, children with disabilities, refugees). Targeting (and reaching 60 per cent girls) is only valid in contexts where there is a documented disparity in the ratio of the number of female students enrolled at primary and secondary levels of education to the number of male students at each level. In contexts where the gender analysis shows either a parity between the sexes or a disparity in favour of females, the general guidance of reaching 60 per cent girls does not apply. In contexts where the disparity affects boys, implementation strategies need to be put in place to target them.



Integrating PGI into the intervention strategy

- Gender and disability inclusion should be mainstreamed throughout intervention strategies (outcomes and outputs).
- At least one marginalized group should be targeted through gender-targeted interventions (refugee/displaced/out-of-school adolescent girls, young mothers, girls with disabilities).
- Targeted disability inclusion outputs address the specific barriers identified in the needs overview, including at systems/policy level.
- Ensure gender transformation is considered through either: targeted outputs to address norms, attitudes, behaviours (student, parents, schools, community level); girls' agency/empowerment; policy and systems.
- MHPSS/CP outputs should be clearly identified to address child safety and wellbeing, psychosocial support and risks identified in the needs overview.
- Cross-sectoral collaboration with other sectors (such as Child Protection in Emergencies [CPiE], Gender-based Violence in Emergencies [GBViE], Sexual and Reproductive Health and Rights, protection/MHPSS, gender, GBV (e.g., joint training initiative on GBV risk mitigation and GBV core concepts), and child-friendly CP referral pathways).

Outcomes

- An outcome on improved levels of education access/participation.
- An outcome on holistic learning (academic and social-emotional learning).¹⁰
- At least one outcome on system strengthening linked to the four nexus areas.
- Include at least one outcome indicator for each PGI theme (Disability Inclusion, Gender Equality/GBV, MHPSS).
- All outcomes must have at least one indicator
- Set baseline and target values for all outcome and output indicators (this can be "0").

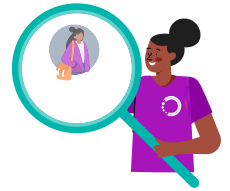
Outputs

- Measure targeted outputs for each PGI theme with an indicator in the Results Framework.
- All outputs must have at least one indicator.
- Set baseline and target values for all outcomes and outputs indicators (this can be "0").

Budget

- The above results and target commitments have budgetary implications (see section above on Budget).

¹⁰ Allocate US\$150,000–US\$200,000 to measure progress in holistic learning (academic and social-emotional domains) using existing data or primary data collection.



Quality Assurance

While ECW Secretariat staff are engaged throughout the MYRP proposal development, every MYRP will go through a rigorous quality assurance process before being submitted for approval.

The purpose of quality assurance is to:

- ensure that the situation analysis is comprehensive and priorities have been informed by the nexus diagnostic and PGI self-assessment
- ensure that the response strategy is clearly informed by the needs identified, the ToC has a logical flow and there is sufficient focus on system strengthening, vulnerability and equity and inclusion

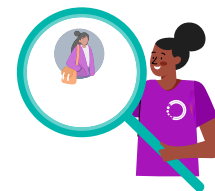
- provide technical guidance on the planned approaches and suggest ways that these could be strengthened or made more ambitious
- share views and lessons from other ECW MYRPs
- provide feedback on the implementation and governance arrangements of the MYRP and approach to grantee selection

During the QA process reviewers will first check to see that benchmarks are met. Where they are not met, reviewers will query the explanation for the smaller target, often requesting additional information from the MYRP Development Committee. Where explanations are not sufficient, the MYRP Development Committee may be required to raise the targets to meet the commitment.

i Who is involved in Quality Assurance

- **ECW Secretariat throughout the process and after submission**
- **Education Technical Reference Group (ETRG) and Gender Reference Group (GRG)**
- **External Review Panel (ERP)**
- **ECW Executive Committee provides final approval**





Quality Assurance and Approval Process

The key steps in quality assurance of the MYRP Programme Documents are detailed below.

	What happens	Timeline	Purpose
Step 1. ECW secretariat direction check	Sections of the MYRP programme document and annexes are submitted to the ECW secretariat for review and feedback as they are ready. These can be submitted by the Penholder or MYRP Development Committee chairs.	Feedback on individual components will be shared within 5 days	This step happens early in the MYRP design process to provide early technical direction.
Step 2. ECW Secretariat reviews full MYRP package	<p>The full MYRP package is submitted to the ECW secretariat for a full review.</p> <p>This should be submitted by the Penholder or MYRP Development Committee chairs.</p> <p>ECW will provide feedback in a dedicated call, followed by written feedback.</p>	5 days	To provide a full technical review and compliance with ECW processes and guidelines. Ensure that the MYRP addresses ECW commitments and priorities and aligns to Quality Assurance Standards .
The Penholder and MYRP Development Committee will have 10 days to respond to ECW's feedback			
Step 3. Education Technical Reference Group (ETRG) & Gender Reference Group (GRG)	<p>Full draft of MYRP programme document. This is submitted by ECW to the Reference Groups</p> <p>The MYRP Penholder, together with ECW, will present a draft of the MYRP to the ETRG and GRG.</p>	5 days	<p>To share the MYRP documents for information and technical steers ahead of submission to ExCom.</p> <p>The GRG also provides technical steers to the ECW secretariat on gender integration in MYRPs.</p>
Step 4. External Review Panel (ERP)	Full Draft of all MYRP programme documents and annexes submitted by ECW to the ERP. ECW will share ERP recommendations with the MYRP implementing partners, in-country coordination mechanism and MYRP governance structure to be addressed during inception.	2 days	The ERP provides independent, technical reviews of MYRP proposals and makes recommendations on programme design and funding to support the decision making of the ExCom. Development teams should expect to receive a score and recommendations from the ERP. Recommendations must be addressed during inception.

Once the above quality assurance steps have been finalised, the ECW Secretariat prepares the application for ECW ExCom approval. ExCom will have 10 days to review the MYRP and confirm that they have no objection.



Fund Disbursement

Following approval of the MYRP by the ECW ExCom, a formal notification will be shared with the relevant grantee(s) to inform them that the MYRP has been approved. At this stage, ECW will publish the MYRP document on its website and issue a public announcement to promote the news of the allocation across its global communication channels.

The chart below shows how the MYRP proposal development, quality assurance and approval of the grant align with the disbursement of funds and implementation

PROGRAMME



ADMINISTRATION



In parallel to the MYRP approval process, ECW assesses the eligibility of a prospective grantee(s) to receive funds from ECW. When a grantee is selected, ECW collects essential information about the grantee and its application through an online form. This is also used to develop a Grant Confirmation Letter (GCL), a contract that is signed by UNICEF as the ECW funds custodian and the grantee. The administrative process must begin as soon as the grantee is selected so that the GCL is issued, and the funds are disbursed promptly.

Based on the pre-assessment, a micro-assessment may be required to ensure receipt of funds. This can take up to four months and can therefore affect the start date of the grant. Therefore, the start date should not be determined before the results of the pre-assessment. If a grantee has already been micro-assessed by other UN agencies such as UNDP and UNFPA, this stage may not be required. However, the assessment must remain valid for the duration of the MYRP.

Non-UN agencies will be required to provide information on their capacity to manage their sub-grantees to the ECW Grants Management Team. Non-UN grantees are also required to register with the UN Partnership Portal and pass both UN Core Value and PSEA assessments. The details of this requirement will be shared based on the results of the pre-assessment.

After the due diligence is completed, UNICEF Funds Support Office (FSO) will issue a GCL, an agreement or a contract of the approved grant. Upon receipt of the GCL, the grantee must counter-sign it and return it to FSO as soon as feasible. The formal grant start date will be the date when the GCL is counter-signed by the grantee. Any expenditures incurred before the formal grant start date cannot be charged against the ECW funds agreed under the GCL. If the grantee wishes to backdate the start date (maximum of four weeks from the counter-signature date), the grantee must inform the ECW Grants Management Team during the pre-assessment stage.

FSO initiates the transfer of funds. After funds have been transferred, FSO reaches out to the grantee to confirm the disbursement of funds.



ECW Grants Management Handbook

The ECW Grants Management Team has developed a [comprehensive handbook](#) for ECW grants, including the MYRP grants, which provides step-by-step guidance on the grant management process for the set up and implementation phases.

The Handbook provides:

- An overview of the [organizational setup](#) of ECW, the administrative responsibilities of the ECW secretariat and its host, UNICEF, the grant allocation process and the commitments and responsibilities included in the grant agreement.
- An overview of the [administrative process of Proposed and Approved grants](#), covering issues including due diligence for prospective grantees, an overview of required action determined by the Pre-Assessment, and links to the online forms including the Grantee Information Sheet, which the selected grantee must submit to prepare for a Funds Transfer Request
- Procedures for No-Cost Extension (NCE), Reprogramming, Budget Revision and Instalment Requests. NCE and reprogramming requests should be made online using the [ECW NCE/ Reprogramming request form](#). To ensure timely processing, the FSO requires at least 30 working days to review these requests. Additionally, ECW Grants Management needs 10 working days to process and approve requests before sending them to the FSO. Therefore, a grantee must submit its NCE or reprogramming requests at least 2 months prior to the grant end date to guarantee processing.
- Detailed guidance on [Reporting Guidelines and Resources](#), with a comprehensive online folder with webinar recordings and report templates, including for the MYRP.

 **FOR ANY INQUIRIES REGARDING THE HANDBOOK, PLEASE CONTACT GM@UN-ECW.ORG.**



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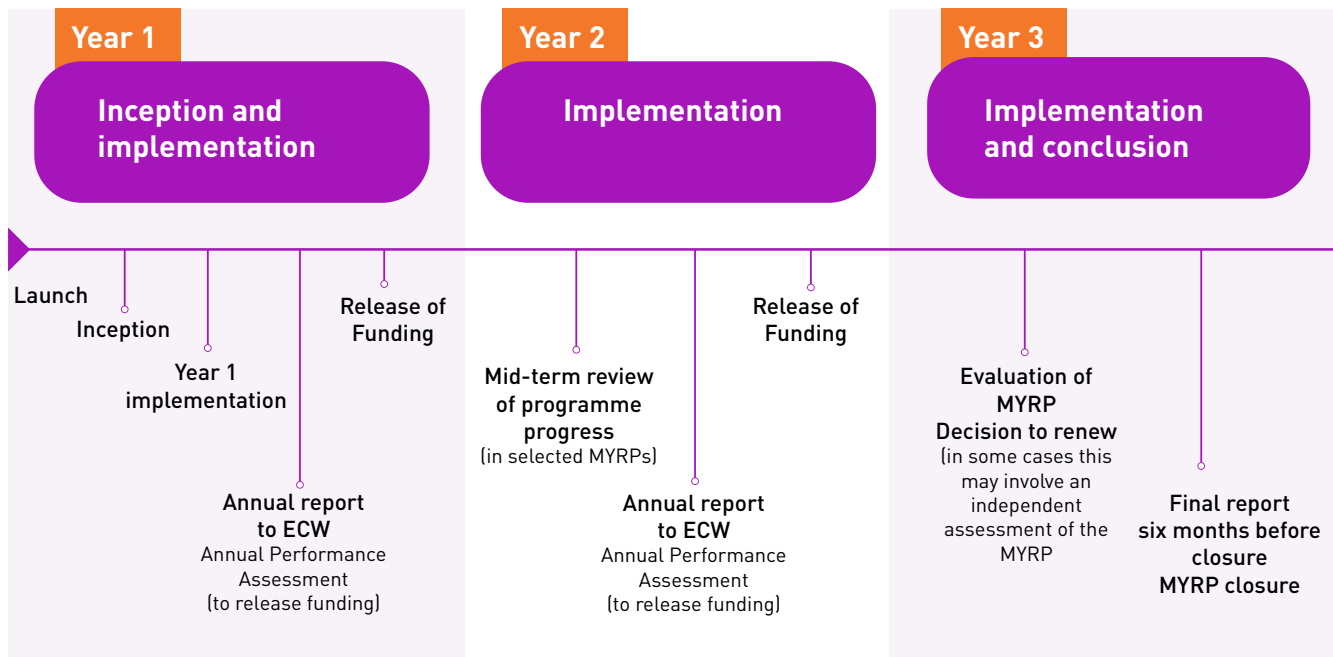
CHAPTER 4



IMPLEMENTATION, MONITORING AND REPORTING



MYRPs are three-year programmes. The three-year implementation period normally runs as follows:



MYRP Launch

MYRPs are usually launched through a combination of an official launch event, community engagement and communication activities. Launch activities should be tailored to the context and audience, and should be linked to key objectives such as building partnerships, resource mobilisation or engaging communities.

Official launch event: used to formally announce the start of the programme to stakeholders, beneficiaries and the wider public. Attendees may include high-level officials, donors, members of the MYRP Development Committee, local actors, community representatives, beneficiaries and the media. A launch event may include a keynote speaker, a presentation of the programme's objectives and intervention areas.

Community engagement: should be used to ensure local level understanding of the programme and get buy-in. Participants may include direct beneficiaries, local community members, local leaders, programme

implementers and other local and international partners working in the area.

Communication activities: to raise awareness and share the objectives of the MYRP. This may involve media outreach, and a mix of media products such as press releases, social media posts and digital campaigns, interviews, blog posts, and photos and videos, depending on the context. Communications for the MYRP launch should be planned jointly with the ECW secretariat and in line with the ECW [Visibility Guidance Note](#). See section below for further guidance on communications and branding.



MYRP Inception Phase

The inception phase is crucial to setting the foundation for successful implementation, and should be used to plan thoroughly, engage the right people and create robust systems. A typical MYRP inception phase would take around three to six months depending on the context. ECW may request a short inception report detailing key decisions, workplans and updated documents such as risk matrices, and a Monitoring, Evaluation, Accountability and Learning plan where relevant.

The inception phase should be used to:

Communicate the MYRP objectives and develop a plan to engage and keep key stakeholders informed. Stakeholder engagement should include national, regional and local government, other sectors (e.g., child protection and GBV), local organizations, and members of the MYRP Development Committee. Information should be shared through existing coordination mechanisms such as a LEG or a Refugee Education Working Group

Develop a detailed workplan: this should outline activities, timelines, key deliverables and contingencies between deliverables and who is responsible for delivering them

Recruitment of a full-time Gender Specialist by the GLO and development of an annual GLO workplan to support gender capacity strengthening of MYRP partners and other tasks as per the targets set out in the GLO Results Framework tab

Agree ways of working within the consortium, for example on delivery of activities, monitoring and reporting responsibilities, as well as risk management

Ensure **key staffing positions** are recruited and filled and any relevant training is conducted, including, for example, on issues such as safeguarding

Establish the MYRP Governance arrangements (see MYRP governance, below)

Review and update the risk matrix: identify and review the risk matrix and update mitigation plans

Develop a monitoring, evaluation and learning plan, based on the ToC and Results Framework to track progress, measure impact and adapt strategies based on evidence and learning. This should refine any baselines from the needs assessment and establish feedback mechanisms

Pilot or test run any activities ahead of full-scale implementation

Develop a communications and visibility plan (see section on [Communication, Visibility and Branding](#) below)



MYRP Governance and Accountability at Country Level

Good governance arrangements are essential to ensure that the MYRP achieves its objectives effectively and sustainably. These arrangements depend on context. Governance arrangements should be established during the inception phase of the MYRP.

The MYRP Steering Committee is a high-level representative, consultative, and decision-making body that will convene on a regular basis – most countries meet every quarter. The Steering Committee should have a clear mandate to ensure cohesive and effective implementation of the MYRP.

ECW recommends the following functions for the MYRP governance structure (Steering Committee):

1. **Strategic Alignment:** A key role of the MYRP Steering Committee is to oversee and identify opportunities for how the MYRP complements and aligns with other strategic policies and sector plans, and other humanitarian and development support to the education sector.

2. **Transparency and Accountability:** Review and endorse annual work plans, reports, agree recommendations and actions resulting from these and hold the MYRP implementation partners accountable for high quality delivery. Review, agree, and endorse major programmatic changes/realignments.

3. **Coordination and information sharing:** The MYRP should be strongly coordinated with other major education sector investments in both humanitarian and development space. Existing coordination mechanisms (such as the LEG, Education Cluster, Refugee Education Working Group) should be regularly updated on MYRP implementation.

4. **Decision making:** Agree on a decision making process, including how disputes will be resolved within the Steering Committee, for example through a majority vote.

5. **Joint monitoring and evaluation:** MYRP Steering Committee members should have a role in monitoring progress, evaluating programme effectiveness, and make recommendations to improve delivery and results based on findings. In some cases, the MYRP Steering Committee advises on the evaluation design, results and management response.

6. **Risk management and escalation:** While implementing partners are responsible and accountable for risk management, the MYRP Steering Committee should have oversight of programme risk management, have an agreed position on risk appetite and management of risks that escalate.

7. **Sustainability and exit planning:** MYRP Steering Committee members should: 1) identify and support resource mobilisation opportunities; 2) opportunities for adoption of MYRP supported outcomes by other programmes; and 3) provide guidance to advance the identified Nexus priorities in the country.



Suggested membership of the MYRP Steering Committee

- Ministry of Education representatives (at national and sub-national level, as appropriate)
- Bilateral donor Representatives
- EiE coordination mechanism (e.g. Education Cluster and/or Refugee Education Working Group)
- MYRP grantees (including international and national organizations)
- Private sector donors
- Multilateral organizations (e.g. GPE or World Bank)
- Local Education Group co-chairs



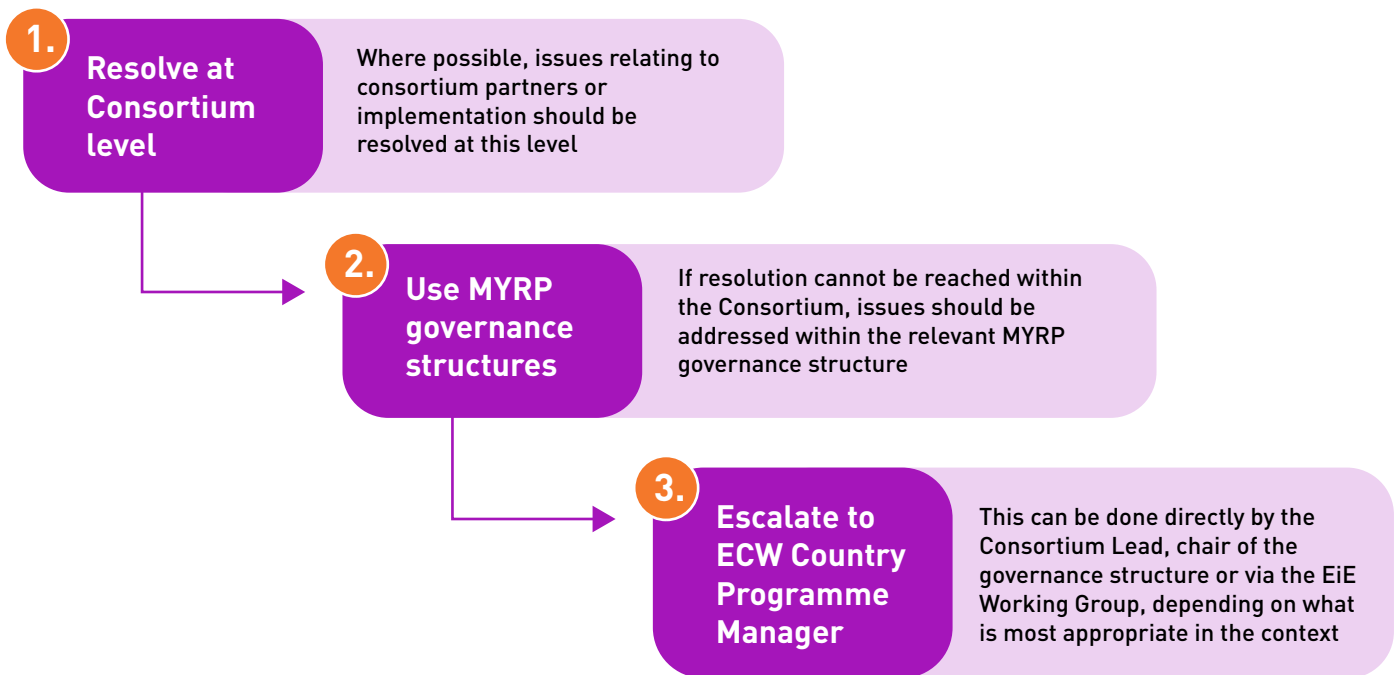
Where coordinating agencies (e.g. cluster lead agencies or UNHCR) are also serving as MYRP grantees, the role of the Steering Committee is critical to ensure compliance and accountability. There needs to be regular reporting on progress from grantees to the Steering Committee. ECW will follow up on any concerns raised by partners on the ground that cannot be resolved through the Steering Committee (see guidance below on escalation).



Managing Conflicts During Implementation

When issues arise, efforts should be made to resolve them at consortium level. If this is not possible, it is recommended that the issue is raised through the governance structure put in place to oversee the MYRP. If resolution cannot be reached at this level, the issue can then be escalated to ECW directly through the Country Programme Manager or via the EiE Working Group, depending on what is most relevant in the context. Conflicts of interest should be considered at each stage of resolution, and if in doubt, advice can be sought from ECW.

FIGURE 2: SUGGESTED APPROACH TO RESOLVING ISSUES





Monitoring

The MYRP proposal should outline what approaches the MYRP is taking to monitor outcome-level results such as increased access, learning, safety and equity. ECW promotes the use of joint monitoring approaches and tools by all grantees in the consortium to measure the MYRP outcomes and outputs. Approaches and tools approved by the education sector or cluster should be the starting position for this. The recommended budget for monitoring should be between 5 per cent and 9 per cent of the total budget envelope, depending on local circumstances.

The purpose of monitoring in the MYRP is a combination of accountability towards donors and crisis-affected populations, as well as learning and improving the MYRP. Based on monitoring information, workplans, targets and results can be modified.

The monitoring approach should describe **when** (frequency), **where** (sample), **how** (tools), and **who** is responsible for: a) data collection, cleaning; b) aggregation; c) analysis; d) reporting; and e) storing information for knowledge management purposes.

Monitoring data can be collected via the MYRP, and existing secondary datasets can also be used, if they are representative of the crisis-affected target populations of the MYRP. All primary and secondary data collection and analysis work should be costed and budgeted.

Where there are gaps in capacity, tools or systems to monitor and report well at grantee level, or within the EiEPC sector, the MYRP proposal should identify these gaps and risks, so that the MYRP can respond with dedicated efforts and funding.

All outcomes and related outputs should be monitored and reported on in the Results Framework document. ECW does not require activity monitoring or reporting, although the MYRP grantees might see value in monitoring the progress of their work and expenditure. The narrative report should describe how or whether results (impact, outcome, outputs) have been achieved.

Focus on outcome changes such as increased access, learning, safety, equity and system change are of most interest rather than reporting on the activities conducted. The reporting templates provide more detailed guidance.

Note: ECW promotes joint results monitoring approaches with all partners in the delivery chain and at key moments with members of the MYRP Steering Committee. MYRPs should measure and report on education participation and learning outcomes as well as the GLO function. All outcome and output indicators relating to children and/or teachers should be monitored and reported upon with disaggregated information on sex, educational level and disability. Outcomes and outputs should be monitored and reported upon.





MYRP grantees are required to actively track existing and emerging risk and ensure that their Risk Assessments are kept up to date. ECW should be alerted when new risks are identified or there are significant changes in existing risks (nature or rating of risk) and/or mitigating measures. Updated Risk Assessments must be submitted to ECW as part of the 6-monthly portfolio risk reporting exercise.

The GLO function in the implementation phase is monitored through the Results Framework, with specific outcome and output indicators to track:

1. the capacity strengthening of MYRP partners on gender equality programming and monitoring in EiEPC

2. the extent to which the GLO function is contributing to strategic partnership building with LWOs;
3. the extent to which the GLO collaborates with external actors to implement cross-sectoral gender programming; and
4. the extent to which results are supporting advocacy and resource mobilization efforts.

When changes in social norms and values and girls' empowerment is an outcome of the MYRP, this should be monitored and reported on.

 **FOR EVALUATION AND LEARNING SEE CHAPTER 5.**



MYRP Reporting Requirements

[ECW Reporting General Guideline and Resources](#) are available on the ECW website. The table below summarizes the required reports and how to submit them to ECW.

TABLE 4: SUMMARY OF MYRP REPORTING REQUIREMENTS

Reporting Requirement	When it takes place	Purpose
Annual Report	Annually (due end March)	To monitor results, spending and progress against original plans and targets. Contributes to ECW's overall results reporting on an annual basis.
Mid-term Review	In Year 2 ahead of the Annual Report and Annual Performance Assessment (APA) (in selected MYRPs only)	To review progress, any changes to context, re-alignment, learning and any course correction.
Annual Performance Assessment	Conducted after a minimum of one year of delivery has been completed from either the start of the programme or the date of the last APA. In general it is expected that APAs will be conducted within 18 months of the start of a MYRP or the previous APA.	<p>To assess performance over the past year of implementation to confirm satisfactory conditions for the release of the next tranche of funding. Performance will be assessed against:</p> <ul style="list-style-type: none"> • Progress against ECW Results Framework targets • Utilization of finances <p>Agree on any substantive changes before the next year of implementation, taking into account any products or services invested in through ECW's Acceleration Facility window, and other evidence or learning at country level. A review of the recommendations from the previous APA will also be undertaken (if applicable).</p>
Final report	6 months after the end of the MYRP	
Programme Evaluation	In Year 3	See Chapter 5
Independent Assessment	In Year 3 (in selected MYRPs only)	To make a recommendation to ECW on whether a future MYRP investment is needed



Submitting annual and final reports

For each reporting window a coherent narrative report, a Results Framework report, and a financial report should be submitted together.

- One joint narrative and one joint Results Framework report should be submitted for the whole MYRP, regardless of the number of grantees
- The results and finance templates (in Excel) report cumulative results since the start of the MYRP. Therefore the same templates should be used throughout the grant period unless there are major changes in the template design (in this case, ECW will inform the grantees)
- A blank narrative reporting template should be used for each reporting period, even though results should be reported cumulatively, since the start of the MYRP
- All report templates are made available via an online link. To inform ECW of specific individuals who need to receive the link(s) to the report templates, please send an email to gm@un-ecw.org stating the Grant Reference Number found in the GCL
- All reports are submitted online and should not be downloaded and sent to the ECW Secretariat as email attachments. For more details, please refer to the Reporting General Guideline found on the [ECW website](#)
- After updating the reporting templates, and when ready to present them formally to ECW, please use [this form](#) to notify the ECW Grants Management Team



Communication, Visibility and Branding

Coordinated and cohesive communications, messaging and branding are essential to effective programme delivery. Activities included in any MYRP should include attribution to ECW as a funder. These include, ensuring the ECW logo is visible on infrastructures and assets supported by the MYRP, as well as acknowledging ECW as a funder via media outreach and human stories, social media, videos and photographs.

The ECW [Visibility Guidance Note](#) includes a template for a Communications and Visibility Plan and specific guidance on communications products and activities.

The Guidance Note includes guidelines on how to apply the ECW brand.

Assignment of intellectual property and other proprietary rights, including copyright to written materials, photographs and videos, is outlined in the GCL. Except as otherwise expressly provided in the Letter, all materials developed through the Grant will be in the public domain.

Child safeguarding is at the heart of ECW's work and any involvement of children in advocacy and communications activities must be done in line with international best practices, ECW policies, and your organization's own policies. See UNICEF Ethical Reporting Guidelines for further guidance. The MYRP Consortium should develop a communications and visibility plan, including details on engagement with local, national and international media, social media, and other digital platforms, as well as communication products and outreach efforts to provide visibility to the ECW MYRP. Once developed, the plan should be shared with the ECW Advocacy and Communications Team to ensure coordination, coherence and integrated messaging and promotion.

MYRP grantees are expected to regularly share human interest story elements – including testimonies and quality photographs and/or videos – with the ECW Advocacy and Communications Team to showcase the results of the MYRP. Refer to the Human Interest Story Guidance Note.

For international and high-profile media outreach, grantees should liaise in advance with the ECW Advocacy and Communications Team.

Social media is essential in connecting with donors, stakeholders and the community of practice and building on ECW's global movement to leave no child behind. Throughout the lifecycle, partners should share relevant social media stories and tag ECW. ECW rolls out social media packs for relevant campaigns and global events.

OUR CHANNELS

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Newsletter:
<https://www.educationcannotwait.org/news-stories/newsletters>





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CHAPTER 5



EVALUATION AND CONCLUSION



Evaluation and Learning

ECWs evaluation policy states that all MYRPs should be externally evaluated at the end of their grant. This evaluation should capture information on the entire scope and timeframe of the programme, using a variety of data collection approaches. The purpose of the evaluation is to produce a global synthesis report of the MYRP that sheds light on lessons learned, which can inform future MYRPs and EiEPC interventions in the country. The MYRP evaluation should be gender-responsive.¹² The following evaluation criteria should as a minimum be answered/assessed:

The **relevance and appropriateness** of the MYRP. Covering the relevance and appropriateness and alignment of the MYRP objectives and approaches with the broader EiEPC sector needs and objectives identified via, for example, Joint Education Needs Analysis. Contextualization and adaptation of implementation approaches.

Coherence (internal and external) and alignment of the MYRP with the broader national humanitarian-development frameworks, plans and policies. The extent to which MYRP objectives align with HRPs, ESPs and other relevant education programming and with other previous or current in-country funding sources.

Efficiency of management with respect to cost-efficiency, timeliness, and transparency, and the achievement of outputs.

Effectiveness of achieved outputs, the ToC evaluation and the adopted 'ways of working'.

Connectedness/sustainability to assess aspects of resilience, system strengthening, localization, capacity development and humanitarian-development cooperation.

Evaluations are a critical component for learning in the MYRP renewal process. ECW is committed to ensuring that gender-responsiveness is considered at each stage of evaluation design, planning, execution,

analysis, reporting, and dissemination of results. This is intended, to assess the extent and nature of changes in gender and power relations resulting from the MYRP, through an inclusive, participatory evaluation process that respects all stakeholders. Evidence and lessons learned from the current or previous MYRP should be shared and reflected in the design of the new MYRP. It is critical that evaluations are completed before the beginning of the MYRP renewal. ECW suggests that the grantees begin planning for the evaluation at least eight months before the end of the programme, and that the evaluation begins at least six months before the planned end of the programme. MYRPs should set aside roughly US\$110,000–US\$130,000 for programme evaluations, but costs may vary based on the scope of the programme and required data collection costs.

Please refer to the ECW 'Guidance for grantees at country level MYRP evaluations' for more technical details on planning for this evaluation. Where possible, ECW encourages grantees to implement more rigorous data collection and evaluation approaches that may allow the programme's contribution towards outcome change to be measured and understood. Should grantees be interested in implementing such impact evaluations, they can contact the ECW secretariat for more technical support and guidance.

Through monitoring and evaluation, and additional opportunities to gather and synthesize relevant data, the ECW secretariat is interested in working with



grantees to advance learning and evidence-informed action across the EiEPC sector. The implementation of the MYRP is an opportunity for grantees, ECW and the broader sector to learn about what works in achieving results for crisis-affected children and adolescents. Learning, therefore, should be seen as an integral part of doing. MYRPs are encouraged to reflect on and document lessons learned throughout the programme’s lifespan. The ECW secretariat will

organize opportunities for MYRPs to share what they have learned among grantees and other stakeholders to improve knowledge sharing and use.

When relevant, grantees are encouraged to connect with the ECW Advocacy and Communications Team to promote key MYRP outcomes and knowledge sharing via ECW’s communications channels.

Decisions on the Future of a MYRP

MYRPs should be designed from the outset with the assumption that they are three-year programmes, with a focus on sustainability and exit strategies from the very beginning.

Any continuation of funding relies on a new assessment of need and priorities and does not mean an automatic renewal of the scope duration, funding level, activities, geographical locations or implementation arrangements of the previous MYRP.

ECW will in some cases commission independent assessments of a sample of MYRPs in the third year of implementation. These assessments are being piloted and will use a standardised set of criteria to

make a recommendation on ECW’s future role in a given context. Alongside this, MYRP design processes will facilitate country-based reflection on ECW’s added value and in some cases will signal a final phase of the MYRP, after which ECW will withdraw from the context. In such cases, the MYRP design process will put greater emphasis on responsible exit strategies. As ECW begins to withdraw from countries, further guidance will be provided on responsible exit.



APPENDICES AND ADDITIONAL RESOURCES

Annex 1: Roles and Entities Involved in MYRP Development and Implementation

ECW Country Programme Manager	The Country Programme Manager is the ECW staff member responsible for managing the MYRP development process, providing guidance on the application process, hiring, and supervising the MYRP Penholder, and ensuring appropriate guidance on thematic priorities.
ECW ExCom	Responsible for signing off the final MYRP document and funding commitment.
ECW Secretariat	<p>The ECW Secretariat is responsible for managing the MYRP development process, providing guidance on the application process, hiring, and supervising the MYRP Penholder, and ensuring appropriate guidance on thematic priorities. It is also accountable to the HLSG, approving MYRP proposal applications, and conducting a final review and preparing the application for ECW ExCom approval, while effectively managing any actual or perceived conflict of interest in terms of grantee selection and MYRP implementation. In addition, they provide guidance on grant management, risk management and safeguarding, tracking the progress of MYRPs against expected results, and ensuring ethical use of data. The ECW Secretariat provides strategic guidance on mapping overall funding expectations and sources for education in the country, mobilizing additional resources for the MYRP, and media outreach related to the MYRP.</p> <p>Works with in-country coordination entities in a group of selected MYRPs to support advocacy efforts for inspiring more political commitment at the national and global levels and leveraging additional resources.</p> <p>Manages any media outreach related to the MYRP at global level.</p>
External Review Panel	Supports the decision making of the ExCom by conducting independent, technical reviews of MYRP proposals and making recommendations on funding.
Gender Lead Organization	The GLO function aims to strengthen the gender capacity of the MYRP partners throughout the lifecycle of the MYRP, namely in the design phase, GSC and implementation phase, to design and implement gender-transformative MYRPs (see sample ECW GLO guidance in annex).
Governments, national and local authorities	Based on context, the relevant counterparts and national and sub-national level should be engaged through the MYRP design stage (e.g., as part of the MYRP Development Committee), grantee selection and implementation to ensure ownership, and that the MYRP is aligned to other initiatives in the sector.

Grantee Selection Committee or independent Selection Committee	A neutral, independent committee with expertise in the education sector and local context, with a neutral gender expert. Responsible for overseeing the selection of the MYRP grantee(s).
In-country Coordination Mechanism	<p>Prior to the ECW scoping mission, ECW will have identified the relevant in-country coordination entity, or entities, to facilitate the MYRP development process. In most cases, the leads of the coordination entity(ies) will act as country-level focal points for the ECW Secretariat. The focal points will support and, as necessary, host the MYRP Penholder, organize the MYRP Development Committee and Selection Committee, and channel communication on the MYRP process to stakeholder groups. The focal points must use their position to ensure broad, inclusive, and transparent participation. This means ensuring the inclusive and meaningful participation of local actors, including LWOs,¹³ OPDs and refugee-led organizations where applicable, as well as the involvement of other sectors such as CPiE and GBViE. Early in the process, the focal points will inform ECW of the existence of PGI focal points in their sector and connect them with ECW's PGI team. The focal point(s), through the coordination entity(ies), are also responsible for supporting the selection of a GLO at each step of the process, as well as technical focal point organizations for Disability Inclusion and MHPSS for the MYRP development process, announcing the grantee selection, and submitting the full MYRP application to ECW.</p> <p>Education Cluster The Education Cluster is responsible for bringing together key partners under the shared goal of ensuring predictable, well coordinated and equitable provision of education for populations affected by humanitarian crises.</p> <p>Refugee Coordination Model such as Refugee Education Working Group</p> <p>In refugee-hosting countries, this group provides technical and expert guidance on the inclusion of refugees in the MYRP and their inclusion in the national education system (in countries that support refugee inclusion in national systems).</p> <p>Local Education Group – Bilateral donors and the LEG should be engaged from the outset to enhance their coordination with ECW and align funding to EiEPC.</p>

13 ECW has made the explicit commitment that starting in 2023, all MYRPs will systematically involve local women's organizations in the design/implementation of the ECW-supported MYRPs.

MYRP Development Committee

The MYRP Development Committee is a participatory body responsible for developing the MYRP programme document on behalf of the education sector in the context. The MYRP Development Committee should have broad and inclusive membership (i.e., representation of LWOs and OPDs) as well as a GLO identified before the first meeting of the MYRP Development Committee, while remaining a focused group able to drive forward the development of the MYRP programme documents. The primary responsibilities of the MYRP Development Committee are to craft an evidence-based and risk-informed, inclusive and gender-transformative MYRP on behalf of the sector to align the MYRP with relevant existing strategies, ensure context specificity, meet ECW's Quality Standards, align with gender, disability, and MHPSS standards, include priorities agreed upon by all stakeholders, complement education investments, ensure coherence between emergency response and development, and revise the MYRP draft based on Quality Assurance Review feedback.

MYRP Penholder

The MYRP Penholder is a resource provided by ECW to support the development of all MYRPs. The Penholder facilitates, on behalf of the development committee, the MYRP development process, documenting decisions, and ensures inclusivity through stakeholder consultation. They develop the Grantee Selection process, serve as secretariat for the MYRP Development Committee, and liaise with stakeholders at country level and ECW Secretariat. Communication with ECW staff focal points on climate, disability, gender, [MHPSS and/or Social and Emotional Learning \(SEL\), risk management and safeguarding](#) is required, as is coordinating MYRP revisions based on the Quality Assurance Review. MYRP Penholders are based remotely and will make up to two trips to the country where the MYRP is being developed, including for the scoping mission. Their overall accountability is to ECW, although they must work closely with the MYRP Development Committee in the development of the MYRP proposal.

Annex 2: Guiding Questions for Completing the MYRP Proposal

1 ■ Guiding questions for Section 1 (Situation analysis)

Theme and approach	Guiding questions
<p>Drivers and Impact of the crisis</p> <ul style="list-style-type: none"> • Comprehensive Crisis Impact Analysis. • For conflict settings, identify how conflict dynamics impact the resilience of girls, boys, educators, and their communities.¹ • Intersectional Protection, Gender and Inclusion Analysis (use the PGI checklist). • Use disaggregated data by sex, disability, and population status to determine the groups at greatest risk of being left behind. • Involve local voices. • Identify and analyze risks and related mitigation strategies. • Consult with climate partners to understand the current and potential impacts of climate change and disasters on education. • Review the data and ensure the integration of climate and disaster-related data and considerations aligns with the priorities and commitments of ECW. 	<p>What is the impact of the crisis on:</p> <p>1.A ACCESS AND PARTICIPATION:</p> <ul style="list-style-type: none"> • Which particular groups are affected by the crisis, taking into account their sex, age, disability, displacement status, sexual orientation/ gender identity (LGBTQIA+)? Please highlight groups whose resilience is the most impacted. • What are their respective needs and priorities? • What are the drivers / barriers for their low participation and access to education and what are their coping mechanisms? • What are the immediate (e.g., safety/GBV risks) and systemic (e.g., gender norms) barriers to participation and learning, applying an intersectional lens? • What are the different risks faced by girls and boys as well as male and female teachers? • What are the drivers / barriers for low participation and access in the context, applying an intersectional lens?

Theme and approach	Guiding questions
	<p>1.B TEACHING AND LEARNING:</p> <ul style="list-style-type: none"> • What challenges do girls and boys in all their diversity, including those living with disability, face in achieving mental health and personal wellbeing? What traumas, stressors and adversity do girls, boys, and male/female teachers face and how do they impact their mental, physical, and mental health? • How well are girls, adolescent girls, boys, and adolescent boys learning, including those with disabilities? • Is there equal participation of women and men and adequate representation of all community groups in school management committees and other related groups? • Is there available data on learning outcomes for crisis-affected populations? • What impact is the crisis having on teaching and learning? For girls and boys of all ages who are accessing education, what do learning outcomes look like in both formal and non-formal education, and across learning levels? • How safe and climate-resilient is education for girls and boys of all ages, including those with a disability? • What lessons have been learned, including from other ECW investments, that could be applied to improve children’s learning and participation?
	<p>1.C EDUCATION SYSTEM/POLICY:</p> <ul style="list-style-type: none"> • What is the impact of the crisis on education service provision for children in all their diversity, including by the national government? • Are there any policies with discriminatory aspects that may disadvantage a particular group? • Are there any policies and/or systems that should be prioritized to support critical gaps with regards to gender equality and inclusion (pregnant adolescent girls, LGBTIQIA+ learners, children with disabilities, other)? • What gendered intersectional impact does the crisis have on resilience for girls, boys, adolescents, particularly adolescent girls, female educators, and their communities in the immediate term. How is it likely to impact resilience and gender transformation in the longer term with regard to: the norms, attitudes and behaviours of learners, caregivers, schoolteachers, and communities; adolescent girls’ empowerment; policies; and institutional level? • Have Washington Group questions been used to gather data on crisis-affected children with disabilities? • How is the climate crisis predicted to impact resilience?

Theme and approach	Guiding questions
<p>Capacity and ability of the education system to prepare and respond</p> <ul style="list-style-type: none"> • Map out existing and planned strategic frameworks or plans and programmes in-country to build synergies, avoid duplication and cover gaps. • Identify the value add of the MYRP in the context. • Use the PGI checklist. • Use Nexus Diagnostic tool if relevant. • Review existing and previous ECW investments both in the context, and through the Acceleration Facility (AF). 	<p><i>Consider the capacity and ability of the education sector across the humanitarian-development-peace nexus to prepare for and respond to crises:</i></p> <ul style="list-style-type: none"> • What key education and Education in Emergencies capacities exist, or do not exist in the sector? • What is the overall humanitarian and development funding context for education (both existing and programmes in pipeline)? • To what extent are local and national actors engaged in the education response or coordination mechanisms? Give examples where relevant. • Across the humanitarian-development-peace nexus, what are key opportunities that the MYRP could leverage, and critical gaps (and underlying factors driving these gaps) that the MYRP could address? In your response refer to and summarize the assessments from the Nexus Diagnostic Tool across the following four nexus areas: 1) coordinated data and evidence approaches; 2) joint programming ; 3) localization; and 4) coordinated financing and resource mobilization. • When identifying nexus opportunities and gaps relevant to your MYRP, you should consider agendas that cut across humanitarian and development sectors, such as: community-based approaches; promoting resilience (i.e., preparedness, anticipatory action and risk reduction); strengthening national and local capacities; gender transformative approaches; and promoting refugee inclusion, where relevant.

2. Guiding Questions for Section 2 (MYRP Strategy)

The following guiding questions for section 2 of the template can support the selection of results and the implementation approaches to achieve them.

Theme and approach	Guiding questions
<p>Addressing needs and priorities</p> <ul style="list-style-type: none"> • Choose the level(s) of education to address (e.g., pre-primary, primary, secondary). • Identify programmatic priorities. 	<ul style="list-style-type: none"> • Based on Section 1 analysis, what strategies will increase education participation and holistic learning for the priority groups identified? • How will the MYRP address intersectional gender issues and marginalized groups (girls, disabilities, MHPSS) through targeted interventions?
<p>Alignment and collaboration</p> <ul style="list-style-type: none"> • Use ECW Nexus tools 	<ul style="list-style-type: none"> • Based on the MYRP Nexus Design Tool, how will the MYRP <i>leverage existing opportunities</i> within and across the humanitarian-development-peace nexus to achieve stronger results which address immediate needs while reducing long-term risks and vulnerabilities? • Is any relevant work taking place through ECW's Acceleration Facility and are there opportunities to integrate or connect to the MYRP Strategy and implementation approach? • How can the MYRP address critical gaps across one or more of the four nexus areas? 1) coordinated data and evidence approaches; 2) joint programming; 3) localization; and 4) coordinated financing and resource mobilization as part of a systems strengthening effort?

Theme and approach	Guiding questions
Protection, gender and inclusion <ul style="list-style-type: none"> Use PGI self-assessment 	<ul style="list-style-type: none"> How will the MYRP mainstream gender and disability inclusion in all interventions? Identify at least one marginalized group targeted by gender-transformative interventions (e.g., adolescent girls, young mothers). How will the MYRP promote gender transformation through targeted outputs (norms, behaviours, empowerment) or policy changes? What targeted outputs address disability inclusion barriers (including at a systems level)? How will the MYRP address child safety and wellbeing through MHPSS/CP outputs? Describe cross-sectoral collaboration with other sectors (CPiE, GBViE, Sexual and Reproductive Health and Rights) on protection, gender, and inclusion issues.
Localisation and partnership <ul style="list-style-type: none"> Use PGI self-assessment and Nexus tools 	<ul style="list-style-type: none"> How will MYRP outputs and outcomes contribute to strengthening localization efforts? How will MYRP grantees equip local organizations, communities, and authorities for education provision and emergency preparedness/response? To what extent will local actors (Local Women’s Organizations [LWOs], OPDs, Refugee-led Organizations) be meaningfully engaged as implementing partners, sub-grantees, or consortium partners (delivery, feedback mechanisms)?

3. Guiding Questions for Section 3 (Strategy for Sustainability)

Theme and approach	Guiding questions
How will connectedness and sustainability be considered during and after the MYRP?	<ul style="list-style-type: none"> How will the MYRP align with other programmes, support or funding within the EiEPC or development sectors? Does the wider funding landscape offer an opportunity to embed or scale work through the MYRP? How will the MYRP’s work on system strengthening help to sustain the results of the programme? Systems strengthening work refers to priorities identified through the MYRP Nexus Diagnostic and Design Tools. These include both (1) the interventions that aim to improve coherence and support institutionalization of the MYRP Strategy in relation to specific learning or participation outcomes, and (2) interventions focused on improving the broader enabling environment for EiEPC, such as strengthening data systems and improving financing for EiEPC as stand-alone outcomes.

Theme and approach	Guiding questions
<p>Determine how the MYRP will contribute to capacity strengthening of local organizations, communities and authorities to sustain and expand the results of the programme.</p>	<ul style="list-style-type: none"> • How will grantees and implementing partners ensure that local communities and organizations, such as OPDs, and national and local education authorities have the resources and capacities needed to carry forward and expand upon the objectives outlined in Section 2, including the protection of education and the continuous improvement of teaching and learning? • How will LWOs be engaged in an equitable way to deliver on the MYRP gender transformative interventions? • To what extent will the GLO function contribute to capacity strengthening of MYRP partners?
<p>Based on the funding context, determine if MYRP actions can be scaled-up and how the MYRP will contribute to joint resource mobilization efforts.</p>	<ul style="list-style-type: none"> • If relevant to the context: based on the funding context, would constitute a realistic resource mobilization target on top of the ECW seed funding? • Should additional resources be mobilized, how would the objectives outlined in Section 2 be scaled? Would this mean increased funding for the same activities over a wider geography? Or, would it mean funding complementary activities that were not financed through seed funding? • How would these plans benefit, align with, and/or leverage existing government, organizational, and donor plans? • What methods would be used by the sector to mobilize the resources required by the scale-up strategy? • What happens after the MYRP concludes?

4 ■ Guiding Questions for Section 4 (Implementation and Accountability)

Theme and approach	Guiding questions
<p>Explain the comparative advantages of the selected grantees and why they were deemed best fit to deliver the MYRP programme approach.</p>	<ul style="list-style-type: none"> • What are the comparative values and expertise exemplified by the selected grantee that lead to their selection? How does the grantee and their implementing partners complement one another to effectively implement the response strategy? How does the design of the consortium model make the most of these complementary capacities? • Explain which organization was selected to fulfil the GLO function during the MYRP implementation phase and explain their comparative added value for this role. Are they sufficiently resourced in the MYRP to complete these tasks?

Theme and approach	Guiding questions
<p>Demonstrate the partnership approach to be implemented by the consortium and how that will benefit their partners and the broader education sector.</p>	<ul style="list-style-type: none"> • How will the grantees work with one another, the relevant education authorities, and other education actors to ensure accountability to the girls and boys, educators, and communities that they serve? Which structures, groups, or mechanisms will be used to help maintain accountability of and between grantees and implementing partners? • How will grantees ensure implementing partners receive the support that they require, including the capacity strengthening and learning necessary to implement the MYRP and other education programmes? • What percentage of grantee funding is earmarked for institutional capacity strengthening of local actors including LWOs?) • How will local and/or regional actors with skills in gender, disability inclusion and MHPSS be actively engaged and part of all aspects of the lifecycle of the MYRP – including implementation and monitoring? • How will the MYRP implementation be coordinated alongside other flagship education programmes in the context, including the Global Partnership for Education and World Bank? How will the MYRP consortium coordinate with other relevant humanitarian sectors including Child Protection and MHPSS technical working groups?
<p>Detail the MYRP approaches to monitoring, evaluation, learning, and reporting.</p>	<ul style="list-style-type: none"> • Only for the outcomes and related indicators described in section 2 and the results-framework, describe: • The collective monitoring approaches, methodology and methods proposed. • How this approach is coherent with or can leverage existing approaches in the sector. • Who is engaged and taking the lead in outcome-level monitoring, what is the existing monitoring capacity and what support do you require, if any? • Scope of the GLO function as per the GLO tab in the Results Framework
<p>Describe your anticipated monitoring and evaluation approach in this context to support programmatic, organizational, and sectoral learning in three areas. Your response should reflect the barriers to and enablers of education participation, learning, and quality identified through the situational analysis, above.</p>	<ul style="list-style-type: none"> • How to achieve improvements in education participation, holistic learning outcomes, and changes in social norms and values toward gender equality and girl’s empowerment in your context. • How well the MYRP programme is implemented in your context and how the MYRP improves this over time, considering beneficiary and local actors’ voices. • Ambitions for improving the education evidence and data system in your context via the MYRP.

Annex 3: Gender Lead Organization (GLO) Guidance Note

Guidance note for the Gender Lead Organisation function throughout the lifecycle of the MYRP

Definition: In line with its commitment to embed gender capacity within all its investments, particularly MYRPs, ECW is supporting all MYRPs to ensure that dedicated gender expertise is available at the three key stages of the MYRP lifecycle – the design phase, the grantee selection phase, and the implementation phase – through the establishment of the GLO at country level.

Rationale: To ensure that MYRPs are gender transformative, ECW is committed to **embedding in-country gender expertise** throughout the lifecycle of the MYRP.

This means that during the **scoping mission** to start the renewal process of a MYRP, the GLO function model is introduced to the participants and that a **GLO is identified** to be part of the **MYRP Development Committee**.

During the **grantee selection phase**, a **neutral gender entity** is identified to join the Grantee Selection Committee and ensure that the selected proposals are aligned with ECW’s commitments to gender transformative MYRPs. This can be the same GLO identified to support the MYRP design, provided that it is not applying for ECW funding as grantee, sub-grantee, or consortium member.

In the **implementation phase**, the identified GLO supports the MYRP country team to strengthen their **capacities** on gender transformative Education in Emergencies (EiE) and protracted crisis programming.

Expected outcome: gender capacity of MYRP stakeholders is strengthened and gender equality is meaningfully integrated into the MYRP lifecycle, with better gender-equitable outcomes for children and adolescents in all their diversity through this three-phased approach:

GLO in the:

Design Phase

Must be identified during or soon after the MYRP scoping mission and be an integral part of the MYRP Development Committee. The ECW Programme Manager and Gender Manager need to be formally notified

Grantee Selection Process

Needs to be identified during the formation of the grantee selection committee. The ECW Programme Manager and Gender Manager need to be formally identified.

Implementation Phase

Needs to be identified during the grantee selection phase and needs to be clearly reflected in the MYRP application package, through: a) clear rationale in the narrative proposal b) a specific budget line in the GLO grantees budget to cover the pillars of the GLO function for the entire duration of the MYRP c) GLO tab in the results framework completed.

Main tasks and responsibilities during the design phase:

The **GLO supports the integration of gender equality in the analysis and design phases**, in order to develop a gender-transformative MYRP addressing the root causes of harmful gender norms impacting crisis-affected children and adolescents in all their diversity, as well as female teachers.

The GLO should **support the penholder and development committee** to conduct an intersectional needs overview that examines the immediate and structural gender-related barriers to safe, inclusive, and equitable education at the level of the individual child and adolescent (**e.g., married adolescent girl, girl with disability,**) **parents and community level (gender norms), organizational level (curricula), and policy level (policies and plans).**

During MYRP design discussions, The GLO should support the penholder and MYRP Development Committee to **identify gender-specific priorities for the MYRP**, relevant to the context and to the MYRP's added value. The GLO can help play a key role in bridging the humanitarian-development nexus through the identification of barriers and intervention strategies than address both the **immediate barriers and structural barriers** to gender equality in and through EiEPC.

The GLO should ensure that at least one **local women organization (LWO)** and one organization of persons with disabilities, as well as the gender focal point in the Ministry of Education (if available), are included in the MYRP Development Committee.

Secondary gender/GBV data from the Gender in Humanitarian Action WG, GBV-sub-sector, PSEA WG, Ministry of Women Affairs, LWOs, should inform the intersectional gender analysis.

An intersectional lens should be applied to ensure that intersecting vulnerabilities are addressed by the MYRP (e.g., disability status, age, displacement status, sexual orientation).

- The GLO will conduct, as needed, a light assessment of the gender capacity of the MYRP Development Committee and provide **light induction/orientation, on key gender core concepts** and strategies relevant to the MYRP design.
- The GLO will support the penholder to ensure that the needs overview, the ToC, the intervention strategies, the Results Framework, and budget are in line with **ECW Minimum Standards for Gender-Transformative MYRPs.**
- The GLO should attend, whenever relevant, **key meetings** with the penholder and country coordination team when meetings are held with ECW team, to provide specific updates on the integration of gender in the MYRP development.
- In order to ensure **sustainability of gender capacity within the EiE sector**, the GLO will identify a **volunteer gender focal point from the EiE sector** and will offer light shadowing to transfer capacity on gender integration in the EiE sector.
- Support the MYRP Development Committee and the penholder to complete in a joint session the ECW self-assessment Protection, Gender, and Inclusion checklist before the *first submission* of the MYRP to the ECW Secretariat, and support programmatic adjustments as relevant.
- Support the penholder to include the GLO budget and indicators in the budget template and Results Framework.

Main tasks and responsibilities during the grantee selection process

The GLO supporting the MYRP design may also perform the GLO function during the grantee selection process, provided that their organization will not submit an application in the grantee selection process either as a grantee, sub-grantee, or consortium member.

It is expected that a **neutral GLO** (either LWO, INGO, or UN) will be part of the selection committee to ensure the following:

Criteria for review of Expressions of Interest/proposals aligned with ECW Gender Minimum

Standards for Gender Transformative MYRPs, including for meaningful engagement of LWOs in MYRP consortia.

The GLO for the implementation phase is identified during the grantee selection process. The grantee will need to demonstrate its capacity and experience in undertaking this role as part of the grantee selection process (e.g., the grantee budget should reflect multi-year financial and human resources dedicated to gender technical support, capacity building and coordination for the MYRP implementation).

Main tasks and responsibilities during the implementation phase

ECW is committed to ensuring that technical gender capacity is embedded within all MYRPs through the funding of the GLO function throughout the MYRP implementation phase with ECW **seed funding**.

The MYRP grantee/sub-grantee/consortium member selected to perform the GLO function should therefore reflect in its grantee budget as a **stand-alone GLO budget** line in the programme cost section of the budget application dedicated to the GLO function in the ECW budget template to sufficiently resource the GLO function (e.g., full-time gender specialist for 3 years, gender trainings, workshops, and other capacity strengthening interventions over 3 years, gender M&E, knowledge management and production).

During the first three months of the MYRP, the GLO should ensure awareness and buy-in from all partners on the GLO function and recruit a gender specialist on a full-time basis dedicated exclusively to supporting the MYRP country team.

The GLO function should cover the following areas:

The diagram consists of four numbered boxes arranged horizontally, each containing a specific function of the GLO. Below these boxes is a paragraph summarizing the arrangement of roles and responsibilities.

- 1. Capacity strengthening of MYRP partners**
- 2. Support to strategic partnership building with local women organization (LWOs)**
- 3. Collaboration with external actors to promote Gender Equality and Empowerment of Women and Girls in EiEPC**
- 4. Monitoring, documentation, and advocacy on gender results**

In case the GLO function is shared between a LWO and an INGO or UN agency, a clear division of roles and responsibilities will be established. The GLo budget will be shared in an equitable and transparent way to reflect the roles and responsibilities agreed between the two stakeholders.

ECW GLO RESULTS IN THE RESULTS FRAMEWORK

The GLO results will be captured in the ECW MYRP Results Framework via a GLO-specific tab to be completed during the application and reporting phases. It will include the baselines and targets for the outcomes and outputs related to the GLO function.

The GLO will be expected to contribute to the annual reporting on the results achieved by the GLO as well as the expenditure spent. It is therefore essential to fund sufficiently the GLO function from the get-go.

Annex 4: Criteria for selecting the Consortium Lead (Step 1)

LEGAL REQUIREMENTS: Applicants must have these legal requirements in place to receive ECW funding	YES/NO Optional: Include relevant details
Harmonized Approach to Cash Transfer (HACT) certification valid for the duration of the programme.	Yes / No
Valid Prevention of Sexual Exploitation and Abuse UN assessment	Yes / No
Experience in reducing and managing risks of harm to individuals (including children with disabilities, women and girls) through integrating harm prevention measures into activity design and implementation;	
Strong commitment to ensuring that safeguarding measures are adopted and adhered to across the delivery chain by both the grantee and implementing partners, including safeguarding policies, codes of conduct, recruitment screening practices, incident reporting and referral mechanisms, and investigative protocols; and	
Willingness and ability to perform a safeguarding oversight function across the delivery chain, including in the area of incident reporting, investigation and referral, and to support partners with safeguarding capacity strengthening.	
Valid Core assessment	Yes / No
Registration on UN Partner Portal	Yes / No
Criteria	Rubric
Proven experience of managing grants of similar size.	Grants of similar size or larger (MAX 10 POINTS) . Grants of smaller size (points pro-rata based on size of grant, i.e., 50% of size equal 50% of points, i.e., 4 points)
Technical, human resource capacity and experience regarding gender mainstreaming and targeted programme interventions (either directly or via an organization specialized in gender-focused programming in EiE) and commitment to fulfill the role of Gender Lead Organization (GLO) for the MYRP or select among the implementing partner and organization to fulfil this role.	Evidence of fulfilling a Gender Lead Organization role (MAX 10 POINTS)

Criteria	Rubric
Existing geographic presence in at least one of the crisis-affected zone(s) targeted by the MYRP	All zones = MAX 5 POINTS
Ability and proven experience of giving multi-year (i.e., at least 3 year) funding to organizations including support to indirect costs at 7% and commitment to do so for the MYRP implementing partners	Evidence of multi-year grants with sufficient operational costs given in the last two years (MAX 5 POINTS).
Commitment to provide multi-year funding to consortium partners (i.e., at least 3 year) funding to organizations including support to indirect costs at 7% and commitment to do so for the MYRP implementing partners	Clear commitment demonstrated (MAX 5 POINTS)
Proven experience of quickly establishing partnerships with national and international organizations in the education sector via open calls for proposals	Evidence of partnership creation in short timeframes (less than 3 months) during the last two years (MAX 5 POINTS), and between 3-6 months (MAX 2 POINT)
Core technical capacity in country (staff and programmes) in the sector of education and protection and additional integrated programming of other sectors (minimum of 2 sectors)	Technical capacity in minimum two additional sectors (MAX 5 POINTS)
Experience of supporting the capacity building of organizations both in relation to programme capacities as well as institutional management organization	Evidence of capacity building for programming (5 POINTS) and organizational capacity (MAX 5 POINTS)
Regular and active participation in the EiE coordination mechanism and support to the education sector, particularly regarding crisis-affected zones	Demonstrated active participation (MAX 5 POINTS)
Experience in managing funds in complementarity with other funds in the last 2 years	Experience explained and minimum of 2 different funds managed (MAX 5 POINTS)
Proven system of monitoring and evaluation , especially with regards to compiling inputs from several partners into one consolidated, timely and high-quality joint reporting.	Evidence of previous reporting and collation of multiple inputs (MAX 10 POINTS)
EoI demonstrates value for money (based on economy, efficiency and equity) and how the grantee will deliver quality results for children based on available resources following ECW's guidance on cost per child plus demonstrated proof of value for money	Commits to follow ECW's guidance on cost per child (5 points) plus demonstrated proof of value for money (5 POINTS)

Criteria	Rubric
Evidence of strong and effective partnerships and commitment to work with: <ul style="list-style-type: none"> • Government at the national level • Government at the sub-national level • National NGOs • Communities on the ground 	Minimum of experience with 2 levels of partnership (MAX 5 POINTS)
Leadership on joint programming: Ability and commitment to lead a diverse set of partners to achieve joint programme design, joint implementation, joint decision making and joint monitoring and deliver collective results	Joint Programming Commitment (MAX 10 POINTS)
MAXIMUM TOTAL	100 POINTS

About Education Cannot Wait (ECW):

Education Cannot Wait is the global fund for education in emergencies and protracted crises within the United Nations. We support quality education outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public and private sector donors for expanded support to reach even more vulnerable children and youth.

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