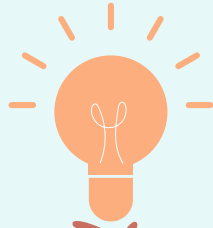




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NEXUS APPROACH GUIDANCE FOR MULTI- YEAR RESILIENCE PROGRAMMES

About this publication

The *Nexus Approach Guidance for Multi-Year Resilience Programmes* was prepared in 2025 by Beza Tesfaye and Christian Stoff, under the direction of the Education Cannot Wait Secretariat. The guidance outlines the steps to designing Multi-Year Resilience Programmes that leverage opportunities and address barriers to coherence across the humanitarian-development-peace nexus to enhance quality education for crisis-affected children.

Copyediting: Jelena Borak
Layout and design: Svenja Greenwood

For any questions or feedback, contact Beza Tesfaye,
betesfaye@un-ecw.org.

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CONCEPTUAL OVERVIEW

What is the purpose of this guidance and who is it for?

This guidance document outlines the steps to designing Multi-Year Resilience Programmes (MYRPs) that leverage opportunities and address barriers to coherence across the humanitarian-development-peace nexus to enhance quality education for crisis-affected children. **It is a resource primarily for MYRP programme managers and programme designers¹** to facilitate conversations and decision-making with country stakeholders and operationalize ECW's nexus approach. This guidance note may also be useful for other practitioners working on operationalizing the nexus in Education in Emergencies and Protracted Crises (EiEPC).

This guidance document should be used together with the MYRP Manual and MYRP Template, as it plays a critical role in developing a new MYRP. Specifically, information gathered and decisions made through the tools in this guidance document will feed into the MYRP proposal document, following the structure and requirements set out in the MYRP Manual and MYRP Template. Throughout this document, reference is made to the two other MYRP documents, indicating how they can be used with this MYRP Nexus Approach Guidance.



¹ MYRP programme managers refers to ECW's programmatic leads for each MYRP who provide technical and strategic leadership in the design of MYRPs. Programme designers refer to any individual tasked by ECW to lead the writing on the development of the MYRP application, in consultation with in-country stakeholders, such as the MYRP Development Committee—a committee composed of diverse in-country education stakeholders.

What is ECW's Approach to Strengthening the Humanitarian-Development-Peace (HDP) Nexus?

ECW's nexus approach centers on four areas that represent ways in which ECW, other donors and implementing partners can improve EiEPC responses:



Joint planning and programming



Aligned finance and resource mobilization



Coordinated data and evidence approaches



Localisation

For MYRP implementing partners, the main entry point for operationalizing the nexus is through joint planning and programming. This area focuses on the processes and approaches needed to foster collaboration among diverse actors involved in protracted crises. The other three areas – coordinated data and evidence, aligned financing and resource mobilization, and localisation – are critical, related agendas that contribute to joint planning and programming among education actors, and to strengthening education systems and response mechanisms in crisis contexts. More details on each area are provided on the next page



KEY CONCEPTS:

The nexus as an approach: The term “nexus” refers to an approach and a set of global commitments aimed at achieving greater coherence through more collaborative engagement and structural shifts in aid planning and financing between actors and organizations to achieve collective education outcomes. This is primarily a question of aid effectiveness, which requires working over multiple years, identifying the comparative advantage of diverse national and international actors, and strengthening, wherever possible, existing local and national capacity and systems.

Strengthening the nexus: The collective effort of enhancing coherence between short-term humanitarian assistance, longer-term development, and cross-cutting efforts to support peace to reduce chronic vulnerability and risk.





Joint planning and programming: Coordination throughout the programming cycle can facilitate joint programmes that enhance synergies across multiple actors working on education in protracted crisis contexts. Actors can engage in joint programming by establishing collective outcomes, and aligning and harmonizing their efforts. This collaboration requires effective and fit-for-purpose coordination mechanisms that work across humanitarian, development and peace silos. Through effective coordination, EiEPC actors can work together to ensure that emergency interventions are embedded into long-term efforts and systems



Coordinated data and evidence: Availability of data to inform decision-making plays a pivotal role in addressing the unique challenges posed by emergencies and ensuring timely and targeted interventions. Collaboration between humanitarian and development actors is required for the harmonization of needs analyses, monitoring and evaluation approaches in crises. These common approaches can, in turn, support the integration of crisis and risk-related data in national Education Management Information Systems (EMIS), as well as global education statistics, improving opportunities for education policies and programmes to support crisis-affected learners.



Aligned financing and resource mobilization: In protracted crises, multi-year financing is critical to achieving desired outcomes in education. Harmonizing emergency funds with long-term plans can ensure flexibility and responsiveness. When funding is strategically designed as an enabler, it fosters coordination and reduces fragmentation among education actors. Joint pledges between funders like ECW, the Global Partnership for Education (GPE) and the World Bank exemplify collaborative approaches to financing education in refugee and crisis contexts, reinforcing a joint commitment to supporting crisis-affected children and adolescents.



Localisation: Localisation is a pivotal strategy in the pursuit of effective education responses during crises. The Grand Bargain commits to increase leadership and funding for local and national actors in humanitarian responses, while development strategies increasingly place an emphasis on national ownership. Meaningful engagement with national and local actors through direct funding, equitable partnership and capacity sharing enhances sustainability. Working with and through community-based structures and response mechanisms, and strengthening them, also enhances community ownership and reinforces resilience.

Nexus Minimum Standards

All MYRPs should be nexus responsive, meaning they should apply a nexus diagnostic and incorporate nexus-enabling interventions with appropriate outcomes, outputs, and processes that lead to more sustainable results and support resilience of crisis-affected communities. MYRPs can create pathways towards sustainability and resilience through a nexus approach in one of two ways:

1. Leveraging opportunities to align with or complement other efforts

(e.g. curricula assessments, teacher training mechanisms, teacher recruitment and deployment) with an aim of embedding MYRP interventions within systems.

2. Developing a stand-alone system-strengthening outcome

focused on improving the enabling environment (i.e. strengthening coordination, data and evidence, emergency preparedness, localisation) for more coherent EiEPC responses.

The depth of nexus programming may vary by context. Factors like the level of national partner engagement and presence of conflict will influence what is possible.

[SEE MORE UNDER "WHY DOES IT MATTER?"](#)

What about the peace pillar?

While the peace pillar of the HDP nexus may seem less visible, sustaining peace and averting conflict is necessary to ensure all children have access to quality education. ECW’s partners are well-positioned to support “positive peace” – a concept that refers to “the attitudes, institutions and structures that create and sustain peaceful societies.”² This can be done through efforts that focus on building the capacities for peace within communities and societies (referred to as “small p” approaches), recognizing that other actors may be better placed to promote efforts that focus on political processes and security responses (referred to as “Big P” approaches).³

Efforts that promote positive peace should be integrated into the programming priorities of MYRPs in conflict-affected or post-conflict settings. **At a minimum, a conflict-sensitive lens should be applied in the development of all MYRPs to understand what, if any, underlying drivers of conflict exist and ensure planned MYRP interventions do not exacerbate these – following the principle of “Do No Harm.”**

As part of the MYRP’s implementation of educational services, ECW’s partners typically support peace and social cohesion at the school, individual and community levels. There is a myriad of ways that programmes can do this, beginning with enabling safety and protection within schools and learning environments – for example, by working with national and international stakeholders to implement the Safe Schools Declaration.

At the individual/child level, MYRPs often facilitate healing trauma and enable coping through Mental Health and Psychosocial Support (MHPSS) services for children affected by armed conflict and violence. In some contexts, particularly in places that are transitioning out of conflict, MYRPs may also implement activities that strengthen social cohesion through interventions that bring together participants from diverse communities (e.g. sports for peace events) and support broader education reforms that address underlying equity issues (e.g. revising national

FIGURE 1. OPPORTUNITIES TO PROMOTE POSITIVE PEACE THROUGH MYRPS



² The Institute for Economics and Peace, “Positive Peace”, [Positive Peace - Institute for Economics & Peace](#)

³ ECW’s partners typically engage in “small p” activities that support peace at the community level rather than “big P” activities that are linked to broader security sector engagement and diplomatic efforts. For more discussion of “small p” and “big P”, see: Microsoft Word - 300026579 Final HDP Nexus Final Report_02052023_final.docx

curricula). These examples are not exhaustive because how a MYRP may support peace is contextually driven and integrated into its unique response to improve education access and learning.⁴

Beyond integrating interventions or approaches in their design that support positive peace, MYRPs should also be aware of and seek to align with any existing national peacebuilding efforts and processes, including any transformative and/or restorative justice initiatives that relate to the education sector.

Why does it matter?

The concept of the HDP nexus recognizes that to effectively address the underlying causes that drive crisis-related needs, humanitarian, development and peace efforts must work in a concerted way to respond to protracted crises. While the objective of the HDP nexus is to improve aid effectiveness and ensure that aid actors are working in complementary ways towards shared goals, the implications of this approach go beyond the aid sector. Well-aligned, coordinated and complementary efforts across humanitarian, development and peace actors can support the transition from aid reliance towards stronger and more resilient systems.

Working across the nexus should translate into incremental institutionalization of the crisis response efforts and mechanisms. There is greatest potential to contribute to this type of change in contexts where national governments are positively engaged in crisis response, and where both national and international partners work towards country-led collective outcomes. **Though challenging, the nexus also remains relevant in contexts where there is ongoing conflict or political instability, and the space for development and peace efforts may be limited.** In such situations, humanitarian actors often play a larger role in EiEPC and can contribute to improving efficiency, effectiveness, and sustainability of results by coordinating efforts and supporting informal and community-based systems and response mechanisms.

i Well-aligned, coordinated and complementary efforts across humanitarian, development and peace actors can support the transition from aid reliance towards stronger and more resilient systems.

⁴ For examples of education programmes supporting peace, as well as evidence from such programmes, please refer to the INEE and UNICEF's repository on "Learning for Peace": [Learning for Peace | INEE](#)



STEP-BY-STEP DEVELOPMENT GUIDANCE



Phase

1

DIAGNOSTIC

Step 1 : Preparatory Work

Understand impact of crisis on education and identify existing coordination bodies, donor investments and gaps

Conduct a desk review of key documents, focusing on the four nexus areas: joint programming, coordinated data and evidence, aligned financing and localisation

Prepare to share findings and refine agenda for scoping mission

Step 2 : Scoping Mission

Introduce nexus approach during workshops

Gather additional context and align on needs analysis and priorities

Conduct a focused working session to confirm analysis and draft recommendations on nexus integration

Step 3: Define MYRP Priorities

Set 3-4 top priorities for the MYRP response strategy

Discuss nexus-related gaps and determine if they should be addressed as stand-alone priorities or integrated outputs

Phase

2

DESIGN

Step 4: Adjust Response Strategy

Refine MYRP response strategy collaboratively (remotely or in-person)

Confirm scope, feasibility and sustainability of interventions

Ensure nexus principles are embedded in outputs and strategies

Step 5: Embed Nexus in Results Framework and Budget

Finalize the results framework with nexus-specific indicators

Ensure sufficient budget allocation for nexus results and monitoring

Support grantee in reflecting nexus principles in implementation plans



Outputs

- ➔ Refined agenda of the scoping mission
- ➔ Presentation of key findings of the needs analysis
- ➔ Refined guiding questions for the in-country working session on nexus

- ➔ Validated findings of nexus analysis with additional evidence, and list of recommendations to inform MYRP priorities and Theory of Change

- ➔ Validated set of priorities (outcomes) and initial set of outputs responding to nexus challenges
- ➔ Nexus summary table filled out to guide design discussion

- ➔ Validated response strategy (Section 2 of MYRP template), geographical focus considering complementarity and set of implementation principles

- ➔ Results framework and budget addressing nexus gaps, with specific indicators to assess progress against nexus-specific interventions
- ➔ Sustainability strategy and implementation arrangements aligned with nexus principles



The diagnostic phase takes place during the early part of MYRP development – namely, during pre-scoping preparation, the scoping mission and early engagement between programme designers and the Development Committee. The purpose of the diagnostic phase is to build a joint understanding of nexus-related challenges and opportunities in the working environment and identify the opportunities that can be leveraged and challenges that can be addressed to achieve and accelerate MYRP results.

Step 1: Preparatory work



MYRP programme managers and programme designers with support of Education Cluster Coordinator

Before the scoping mission, programme designers should conduct preparatory work to understand:

- The main impact and consequences of the crisis on the education sector
- The coordination bodies in place and their functionality (e.g. Education Cluster, EiE Working Group, Refugee Working Group, Local Education Group)
- Donor investments and programmes in place working on education sector strengthening, including crisis preparedness and response
- Main gaps not covered by ongoing or in pipeline programmes

The MYRP Programme Manager and the Education Cluster Coordinator should support the programme designers with collecting and sharing the relevant documentation, and in connecting the penholder with relevant stakeholders.

Programme designers should conduct a desk-review of the key documentation (refer to blue box on the right). They should prepare to share the findings with the Development Committee during the scoping mission and facilitate a working session to further develop the nexus diagnostic. Programme designers can use the guiding questions for **Section 1, sub-section 1.C. Education System and Policy, of the MYRP Application Template** (refer to pages 65-66 of the [MYRP Manual](#)) to help guide the preparatory work. As part of the situational analysis, programme designers conduct a preliminary assessment of the level of nexus coherence considering the four result areas: (1) Coordinated data and evidence approaches, (2) Joint Planning and Programming (3) Aligned financing and resource mobilization, and (4) Localisation. As part of the analysis, programme designers should also identify the underlying systemic factors that influence crisis needs.

This initial work should enable the MYRP programme manager and programme designers to better prepare for the scoping mission by: (a) refining the agenda to focus on key meetings and visits, (b) setting-up a strategy to address any gaps in the information or documentation received so far, and (c) preparing to share and validate with the Development Committee the key takeaways from the initial analysis, including on the nexus. For this validation exercise with the Development Committee, programme designers can use the Annex 1: Diagnostic Tool and adjust the guiding questions based on initial findings.

Documents to consider for the preparatory work:

- Joint Educational Needs Assessment, Humanitarian Needs Overview, Refugee needs analysis and Refugee Response Plans
- Education Sector Analysis, Joint Sector Review Terms of Reference and Memo
- Education Sector Plan and Education in Emergency Strategy or Contingency Plan
- Statistic year books and analytical reports
- Key recent studies on education context (including MICS, study focusing on specific groups such as girls, children with disabilities, IDP, refugees, etc.)
- Recent evaluation reports sector governance (analysis of Local Education Group (LEG) operation, cluster operation, EMIS, etc.)
- Evaluation Report of previous MYRP or latest annual report
- If applicable, the Global Partnership for Education (GPE) Partnership Compact
- Mapping of main education development and EiE programmes ongoing/in pipeline (look for reporting platform)
- Recent conflict analyses

This is an indicative list; all documents might not be available/applicable for a specific country.




**Outputs
of step 1:**

- ➔ Refined agenda for the scoping mission
- ➔ Presentation of key findings of the needs analysis
- ➔ Refined guiding questions for the in-country discussion session drawing on Annex 1: Diagnostic Tool

Step 2: Confirm Initial Findings During the Scoping Mission



MYRP programme manager, programme designers and Development Committee

The scoping mission enables MYRP programme managers, and programme designers to gain additional information on the context, build collective agreement over the needs analysis and establish the MYRP priorities in response to those needs. Among these priorities, all MYRPs should meet the nexus minimum standards through either a standalone systems strengthening priority and/or embedding systems strengthening in other programmatic priorities. At the beginning of the scoping mission's in-country workshop, the MYRP programme manager will present to the Development Committee ECW's thematic priorities for the MYRP, including introducing the nexus concept and the four focus areas as entry points.

Within the agenda of the workshop, programme designers should ensure that there is an agenda item to discuss the nexus (recommended duration: 2 hours).

The recommended approach is to organize a discussion session with a limited group and facilitate the discussion using guiding questions prepared in advance, drawing on questions in [Annex 1: Diagnostic Tool](#). The output of this step is a shared understanding of the context in terms of gaps and opportunities across the four nexus areas, and recommended actions that could be prioritized in the MYRP to address gaps or leverage opportunities identified. The findings and recommendations of this session should then be discussed with the wider Development Committee for validation and agreement.



Actors to consider for the nexus discussion session:

- Education Cluster Coordinator
- Coordinator of the Refugee Education Working Group if applicable in the country
- Representative from the data unit and Planning Department of the Ministry of Education
- Leader of the Local Education Group
- Representative of local NGOs and key players supporting education sector management (for example, representative of donors supporting reform of EMIS in the country)

Contextual adjustments:

- When preparing for the nexus discussion sessions, programme designers should adjust the guiding questions to the initial findings emerging from the desk review. He/she should adjust the list of actors required for the working session depending on the context and liaise with the MYRP programme manager to ensure that the participants will be available.
- The programme designers and the MYRP programme manager might prefer to organise this dialogue remotely, ahead of the scoping mission or right after, given time constraints. Guiding questions can be shared via email and responses can be collected remotely. In this case, we would advise that the Education Cluster coordinator helps consolidate responses before sharing them with the programme designers.
- Programme designers and the MYRP programme manager might prefer to have the discussion in plenary during the workshop. In this case, we advise to reduce the guiding questions to a minimal and organise the discussion around the four focus areas with two questions for each of them: what are the key challenges and what could the MYRP do to help address them?
- During the workshop, Annex 2: Summary Table could be used to help brainstorm the MYRP outcomes, critical gaps and proposed interventions. These can then be refined with the Development Committee during the development of the MYRP and finalised once the response strategy has been agreed.

Outputs of step 2:

- ➔ **Validated findings of nexus analysis with additional evidence for in-country discussions**
- ➔ **List of recommendations to inform MYRP priorities and Theory of Change**



2.

DESIGN

Step 3: Priorities and Key Parameters for the MYRP Response Strategy



KEY ACTORS

Programme designers and Development Committee

Typically, the scoping mission's in-country workshop leaves enough time to decide on the top 3-4 programmatic priorities that will inform the programmatic outcomes, or results, of the MYRP response strategy.

Based on the nexus diagnostic findings, the programme designers and the Development Committee then discuss how the identified nexus opportunities and gaps may affect the achievement and sustainability of each of the MYRP programmatic priorities, and what the MYRP should do in response. In doing so, programme designers and the Development Committee can use [Annex 2: Summary Table](#) to capture the key takeaways and decisions of the discussion.

Programme designers should facilitate the discussion using the key findings from the situational analysis, including the nexus diagnostic, to help decide if and how the gaps and opportunities identified could be addressed or leveraged through two approaches:

1) **Through an intervention, output result or implementation parameters for one of the outcome areas:**

Under each priority outcome, programme designers and the Development Committee should explore what can be done to link interventions to national or local systems and/or complement other humanitarian and development efforts to improve education service delivery for crisis-affected children. The programme designers should guide this discussion ensuring that under each outcome, the Development Committee considers nexus gaps and opportunities, and decides if they can be addressed through a specific output or through specifying implementation parameters. Not all gaps and opportunities identified by the diagnostic can be addressed by the MYRP, and discussions should focus on identifying where and how the MYRP

can add the most value. If the MYRP Development Committee agrees that it can achieve an outcome in a nexus-responsive way, it can do so by focusing on improving, for example⁵:

- ✓ **Harmonization:** Ensuring that MYRP activities are harmonized with other efforts, including enhancing complementarity with existing and planned education initiatives (e.g. targeting population groups/geographic areas and planning interventions that leverage synergies with what others are doing).
- ✓ **Alignment:** Developing or leveraging plans, frameworks, standards and implementation modalities that support coherence in relation to the specific MYRP outcome – and, where possible, aligning with national priorities (e.g. a teacher development training intervention in crisis contexts that align with national certification frameworks to ensure the support is linked to national policies).
- ✓ **Ownership:** Enhancing the ability of local and national partners to exercise effective leadership in the achievement of the MYRP priority outcome, including by ensuring that local and national actors are meaningfully engaged throughout design and implementation (e.g. working closely with School Management Committees to manage and maintain rehabilitated school infrastructure to ensure continued access).

2) Through a standalone system-strengthening priority/outcome:

If there is a larger systemic or sector-wide challenge that the MYRP can address to improve nexus coherence, the Development Committee may choose to suggest this through a dedicated priority or outcome area. This often takes the form of specific result that focuses on enhancing the enabling environment for EiEPC responses, such as a focus on strengthening coordination mechanisms, data and evidence systems, or policies and plans to enhance emergency preparedness in the education sector.

Outputs of step 3:

- ➔ **Validated set of priorities (outcomes) and initial set of outputs responding to nexus challenges**
- ➔ **Annex 2: Summary Table filled out to guide design discussion**

Improving the Quality of Coordination Processes

As MYRPs aim to improve coordination through a nexus approach, it is important to keep in mind that coordination quality can reflect both the quality of coordination processes and the quality of coordination outcomes. While coordination outcomes, such as improvements in alignment and harmonization, are discussed above, a MYRP can also improve the quality of coordination processes. Indicators of improved quality of coordination processes that could be byproducts of how MYRPs engage with others across the nexus include:

- Improved accountability through clarity in roles that leverage comparative advantages
- Enhanced predictability of processes
- A common understanding and vision
- The consolidation of processes rather than fragmentation
- Greater transparency and trust among partners

⁵ The examples below of outcomes that the MYRP can focus on improving through a nexus approach (alignment, harmonization and ownership) relate to three principles of the Paris Declaration on Aid Effectiveness (See: OECD, 2005, Paris Declaration on Aid Effectiveness, OECD temporary archive)

Step 4: Adjusting the MYRP Response Strategy



KEY ACTORS

Programme designers and Development Committee

After the scoping mission, programme designers and the Development Committee will keep refining the response strategy. This stage can be done either remotely, in-person or through a hybrid approach with the Development Committee to finalize the MYRP Theory of Change and response strategy (Section 2 of MYRP Template). At this step, programme designers should work with the Development Committee to:

- Confirm the scope of the MYRP considering complementarity with other programmes in pipeline (notable for the geographical focus)
- Confirm feasibility of desired interventions and sustainability approach
- Design and refine expected outputs and discuss implementation arrangements



**Outputs
of step 4:**

- ➔ Validated Response strategy (Section 2 of MYRP template)
- ➔ Geographical focus of MYRP identified, considering complementarity, alignment and implementation arrangements

Step 5: Embedding Nexus Approach into Results Framework and Budget



KEY ACTORS

Programme designers and Grantee

After Section 1 and 2 of the MYRP Application Template are finalized, the MYRP Programme Manager organizes the selection of the MYRP grantee(s). Once the grantee(s) is selected, programme designers will work with the grantee(s) to finalize the MYRP package. Programme designers should aim to ensure that agreed results and strategies are properly reflected in the results framework with appropriate indicators. Programme designers should support:

- Setting up specific indicators to monitor progress against outputs and outcomes that are related to enhancing coordination across the nexus.
- Ensuring sufficient budget is allocated to nexus related results and their monitoring.
- Ensuring that the findings from the diagnostic tools are taken into account to define the sustainability strategy. The diagnostic might identify opportunities or gaps in terms of capacities of local actors, leadership and coordination in the education sector, etc. The sustainability approach should build on these

findings and explain how the MYRP is planning to leverage or address them (this can include advocacy strategy for longer-term funding, capacity-strengthening strategy aimed at local actors to take over certain activities, etc.)

- Ensuring that the implementation strategy builds on the nexus diagnostic: the diagnostic might identify bottlenecks in terms of field coordination, inclusion of local actors in the decision-making process, or gaps in available data. The implementation strategy should reflect on how the MYRP will leverage the opportunities and mitigate or address the gaps identified through the nexus diagnostic (for example, if the MYRP is to be managed by a Steering committee, how can the composition of the committee help address localisation challenges by ensuring representation of local and national actors).

For this step, programme designers might refer to ECW's indicators library, which proposes specific indicators on system strengthening. These indicators can be adjusted to the context. The main approach for measuring progress on nexus indicators will be through ECW's Annual Narrative Reporting Template, which includes dedicated sections (Sections 4-7) to discuss the programme's areas of work related to the nexus.

Contextual adjustments:

The grantee selection process might vary from one country to another, and the grantee selection committee might ask applicants to highlight in their application how they plan to leverage a nexus-enhancing approach in the response strategy. Programme designers can then build on this to work with the selected grantee towards reflecting this commitment when allocating budgets and designing indicators to monitor nexus interventions within the results framework.

Outputs of step 5:

- ➔ **ECW's Results Framework and budget template filled with specific indicators (and associated budget lines) to assess progress against nexus-specific interventions in the MYRP response strategy (refer to ECW's Results Framework and Budget Template)**
- ➔ **Sustainability strategy and implementation arrangements aligned with nexus approach (refer to Section 3 and 4 of MYRP Template)**

Annex 1

Guiding Questions for Diagnostic Phase

This set of guiding questions can be used by programme designers and the MYRP Programme Manager to inform the analysis of nexus gaps and opportunities in the country. It is recommended to use this tool to guide a working session with a small group of stakeholders during the **scoping mission**.

The group should include at least one representative from the data unit and planning department of the Ministry of Education, the Education Cluster Coordinator as well as the coordinator of other groups where relevant (for example, the Education Refugee Working Group, if applicable in the context), leader of the Local Education Group, representative of local NGOs and key players supporting education sector management (for example, representative of donors supporting reform of EMIS in the country).

The guiding questions provided below are examples and should be adapted based on your initial literature review. The document below proposes a format to help capture and document the in-country analysis, but programme designers might use any other format they deem more appropriate.

Responses to these questions should be shared with the wider MYRP Development Committee when finalising the needs analysis.

Initial Working Session on Nexus

Overarching question: How can the MYRP contribute to creating an enabling environment for a successful implementation of the response to crises impacting education?

You can use the questions proposed for each area.



DOMAIN

Data and evidence

The data system in place should avoid duplication of data collection, produce reliable data disaggregated by age, gender, status at the minimum, and enable analysis from an intersectional perspective. The data should be accessible to the key players in the field of education development and EIEPC. The national data management system should collect data enabling education partners to monitor the crisis impact.

GUIDING QUESTIONS

RESPONSES

1. To what extent is EMIS data easily accessible? Is a report produced on a yearly basis? Does it facilitate the monitoring of education trajectories of crisis-affected and vulnerable children, such as displaced children, refugees and children with disabilities? Are there any barriers for other stakeholders to accessing or using this data set?



2. Is there another information monitoring system? (for example, platforms existing in parallel of the EMIS?) If yes, where is it active and what are the opportunities or challenges encountered for this system?



3. To what extent do the different data collections use the same definitions/categories (e.g. harmonised definitions for refugee, displaced, out-of-school children and children with disabilities)? Are there any inconsistencies between data sets?



4. To what extent are there analyses that cross-reference data from education and protection/other sectors?



5. What is planned to measure the specific learning of displaced/refugee children? What about socio-emotional learning?



6. What other limitations/challenges do you identify to accessing reliable data on education in emergencies?



Recommendations from the group:

(what actions could be covered by the MYRP to respond to the identify challenges?)












DOMAIN

Joint planning and programming

Ideally, each group (Education Cluster and LEG at the minimum) should have a clear mapping of who is doing what and where. This information should be available for all key players and used to share best practices, avoid duplication and ensure complementarity between the interventions. The Ministry of Education should have active participation in both the LEG and Education Cluster (if not leading them) and have a strategy for crisis preparedness and response.

GUIDING QUESTIONS

RESPONSES

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>7. To what extent is there a clear articulation of roles and joint planning between the LEG, the Education Cluster, and the Refugee Group (if relevant for your context)? What kind of communication exists between these groups? Are there joint analysis or planning initiatives?</p> |  |
| <p>8. To what extent is there a clear leadership on the crisis response in Education? Who has leadership over coordinating this response? How does this translate into practice?</p> |  |
| <p>9. To what extent is there a clear mechanism to map out the response interventions, with a strategy to complement each other (thematically/geographically)? Is there duplication among response interventions? (For example, distribution for teaching and learning material at the same schools from two different programmes?)</p> |  |
| <p>10. To what extent is there a platform where stakeholders can share tools/approaches/best practices and evidence, for other stakeholders to integrate in their own programme? (This could happen through the Cluster, for example.)</p> |  |
| <p>11. To what extent is the LEG also addressing some EiEPC challenges / supporting response in impacted areas? Is there evidence of changes in education development programs in response to the crisis?</p> |  |
| <p>12. What is the role of the Ministry of Education in these different groups?</p> |  |
| <p>13. Does the Ministry of Education have a specific plan or strategy for EiEPC/a contingency plan? Is it being implemented? Is there a specific unit/department responsible for its implementation?</p> |  |

Recommendations from the group:

(what actions could be covered by the MYRP to respond to the identify challenges?)











DOMAIN

Financing

Emergency related funds should be harmonized with long-term plans, and development funds should ensure flexibility and responsiveness to emerging crises. Funding should act as an enabler for coordination, reducing competition among education actors and promoting localisation. Joint pledges from diverse donors would indicate a collaborative approach to financing EiEPC

14. Is there an updated tracker of international funding streams under implementation and planned on short/medium-term? If yes, is the information accessible by other stakeholders? Who is responsible for it? (e.g. an International Cooperation Department within the Ministry of Education)? 
-
15. Are there examples of joint funding strategies? (For example, a common fund for the education sector fed by different donors) 
-
16. To what extent are funding streams operating on a multi-year basis? Do they encourage multi-sectoral/joint programmes? 
-
17. To what extent is there a common strategy for resource mobilization at the Education Cluster level? (and, if applicable, between the Cluster and Education Refugee Working Group)? 
-
18. How informed are national NGOs and local organizations about upcoming funding opportunities? Is funding accessible for national/local organizations? 
-
19. To what extent is there flexibility to allocate part of the funds to the crisis response through education development programmes (e.g. Within GPE or World Bank-funded programmes, is there a budget line for contingency/crisis response?) 

Recommendations from the group:

(what actions could be covered by the MYRP to respond to the identify challenges?)

...





DOMAIN


Localisation


Humanitarian country team and other coordination spaces should provide an enabling environment for local and national actors for collaborative analysis and approach. Partnerships between INGOs and local/national actors should be results-oriented and support organisational development of local and national actors.


Funding mechanisms could be directly dedicated to them or, in default, funding mechanisms encourage partnership with local organisations.


20. To what extent are national organizations actively involved in the Education Cluster? (and, if relevant, in the Education Refugee working group?) If not, what are the main blockages? (distance and costs of participation, lack of transparency, lack of active inclusion approach?) 

21. To what extent are they involved in the LEG activities? 

22. To what extent are there mechanisms to involve local actors in the needs assessments and analyses/design of response strategies in emergencies? (e.g. consultation mechanism/ participative design events). If yes, what are the challenges encountered? If not, why? 

23. To what extent do national and local organisations manage to receive funds from international cooperation? Directly from donors or among a consortium with international organisations? What are the main blockages? 

24. In what areas should capacity be strengthened to foster localisation? 

25. To what extent have programmes strengthened community ownership and leadership in EiEPC programmes? For example, are there initiatives that support or work with local community-based structures to engage in sustained dialogue with communities to identify their priority needs and develop interventions/action plans to address them? 

Recommendations from the group:

(what actions could be covered by the MYRP to respond to the identify challenges?)

...

Annex 2 Summary Table

MYRP OUTCOME	SUMMARY OF CRITICAL NEXUS GAPS OR OPPORTUNITIES	MAIN UNDERLYING FACTORS	POSSIBLE TO ADDRESS THROUGH MYRP	PROPOSED INTERVENTION
<p>EXAMPLE:</p> <p><i>Increased equitable access to education and retention of most marginalized, crisis- and conflict-affected girls and boys, including young children, adolescents, and children with disabilities.</i></p>	<p><i>No recent or reliable census of school age children and adolescents directly impact capacity to have reliable estimation of Out of School Children (OOSC) and to track progress.</i></p> <p><i>No disaggregation of data to identify children with disabilities, impacting ability to identify districts/grade with most needs for adjustments and support.</i></p>	<p><i>Issue with national capacities and lack of resources to conduct yearly census.</i></p> <p><i>Disability inclusion is not a political priority. Deep social stigma associated, preventing self-report/identification.</i></p>	<p><i>Not possible to address within MYRP.</i></p> <p><i>Specific output</i></p>	<p><i>MYRP consortium will support Ministry of Education in advocating for resources to fund yearly school census.</i></p> <p><i>OOSC identification campaign will need to have specific module for identification of Children with Disabilities, training of enumerators to implement the module and training of MoE analyst to incorporate information in wider EMIS.</i></p>
<p>...</p>	<p>...</p>	<p>...</p>	<p>...</p>	<p>...</p>

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.

Additional information is available at
www.educationcannotwait.org
Contact: info@un-ecw.org

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