



ECW Multi-Year Resilience Programme

HAITI

2022-2025

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ECW Multi-Year Resilience Programme for Haiti

Programme Title	Multi-Year Resilience Programme for Haiti	
Duration	2022-2025	
Girls and Boys to be Reached	45,500 Girls and Boys	
Funding Overview	MYRP Total requirement	US\$ 28 million
	ECW Seed Funding Investment	US\$ 11.8 million
	Required Resources	US\$ 16.2 million

Programme Summary

The ECW-facilitated Haiti Multi-Year Resilience Programme (MYRP) has been developed as a direct response to the prolonged effects of serial crises. Since the 2010 earthquake, Haiti has experienced multiple political, social, economic, health and institutional crises affecting both citizens and institutions. The MYRP aims to ensure that emergency humanitarian assistance is linked to development interventions and that immediate needs are addressed through sustainable actions that build resilience. It guarantees the right to high-quality, inclusive education and training for the most vulnerable girls and boys, including adolescents, in a protective, inclusive and gender-equitable environment. The objectives support the most marginalized girls and boys, including adolescents and children with disabilities and aim to strengthen the education system and its institutions.

The MYRP has four outcomes: i) increase access to formal and non-formal education; ii) improve the quality of teaching and learning, including socio-emotional development; iii) strengthen the governance and resilience of the education system; and iv) mobilize additional resources and partnerships to scale-up the MYRP interventions to reach the most marginalized children and adolescents. The expected outcomes relate to universal access to safe education, the provision of high-quality education tailored to crisis situations, the governance inherent in the Haitian education system and the mobilization of additional resources. These four outcome areas are part of a sustainable, resilient approach that considers the entire school community as well as the various partners of the Ministry of National Education and Vocational Training (MENFP – herein after referred to simply as the Ministry).

The MYRP targets approximately 45,500 children aged 3–18 years in 35 districts. Out of this number, 53 per cent are girls, 10 per cent are in preschool, 73 per cent are in basic education, 17 per cent are in secondary school (lower secondary education) and 10 per cent are children living with disabilities. A census will be conducted to refine the approach and support the identification of children with disabilities in and out of school.

The ECW Seed Funds will reach over 20,000 girls and boys in 35 districts, delivered through a collaborative implementation arrangement with UNICEF and the World Food Programme (WFP). The programme will prioritize inclusive and gender-equitable access to education in protective environments. It will also promote inclusive, holistic, and gender-equitable quality education, invest in strong governance and resilience of the education system, and mobilize additional funds for the MYRP implementation.

Programme Outcomes

Outcome 1	ACCESS - The most vulnerable girls, boys and adolescents aged 3–18 years have access to education in a protective environment that meets their needs
Outcome 2	QUALITY - Girls and boys aged 3–18 years from the most vulnerable families benefit from holistic education that promotes academic achievement, socio-emotional development and physical and mental well-being

Outcome 3	GOVERNANCE - The governance and resilience of the system are improved to better meet the educational needs of students in crisis situations
Outcome 4	LEVERAGING RESOURCES - Additional resources are mobilized to implement the strategies defined in the MYRP

1. Situational and Institutional Analysis

1.1. Country context

Haiti ranks 170 out of 189 countries on the Human Development Index¹ and over several decades has continued to be affected by multiple, major crises (political, social, economic, health and institutional). This is mainly due to the country's history and the resulting socio-political violence and chronic poverty. Natural disasters also affect an already vulnerable population, especially the poorest strata of society, with chronic adversity present in day-to-day life. Since 2015, the country has faced an acute institutional and socio-political crisis, resulting in a significant increase in kidnappings and feelings of insecurity, particularly in the metropolitan area of Port-au-Prince. Existing vulnerabilities and the effects of the crises only exacerbate humanitarian needs. Geographically, every department in the country has been exposed to numerous natural disasters in recent years. The most recent are:

- the earthquake (7.2 magnitude) that occurred in the southern region of the country on 14 August 2021. Three departments were affected: Nippes, Sud and Grand'Anse, having a direct impact on more than 800,000 people.²
- the global COVID-19 pandemic – Haiti recorded 19,374 cases and 487 deaths across the country. The pandemic has also affected the economy and social sectors.

The Haitian education system has approximately 20,000 schools offering basic or secondary education, with a formal and non-formal sector. The private sector educates 77 per cent of all students and accounts for 85 per cent of the educational infrastructure. Even before the recent crises, the Haitian education system was facing major challenges, both in terms of access and the quality of the school environment, teaching and learning.

According to the most recent data:³

- Net enrolment rates for children in Haiti are estimated by the Ministry to be approximately 60 per cent in preschool, 77 per cent in basic education and 15 per cent in secondary school.
- Only seven out of 10 children from the poorest households attend primary school compared to nine out of 10 from the wealthiest households. Exclusion from the education system is more pronounced in rural areas than it is in urban areas, where an average of six out of 10 children have access to education.
- School buildings are not up to standard in 35 per cent of public schools and 43 per cent of private schools.
- More than 50 per cent of schools have no water or toilets, and 75 per cent have no electricity.
- 80 per cent of teachers are unqualified.
- Across the three departments, 70 per cent of sixth-year students (age 11–12 years) are over-age.
- In terms of mathematical proficiency and reading performance in French and Creole, the level of fourth-year students (age nine–10 years) is well below average and a long way from meeting the required standards.
- Before the earthquake, a significant number of children aged 5–18 years (approximately 500,000) were not in school.

¹ United Nations Development Programme, 'The Next Frontier: Human development and the Anthropocene', UNDP, 2020, <<https://hdr.undp.org/sites/default/files/Country-Profiles/HTI.pdf>>, accessed 19 August 2022.

² United Nations Office for the Coordination of Humanitarian Affairs, 'Haiti: Humanitarian needs overview', UN OCHA, 2021.

³ Ministry of National Education and Vocational Training, 'Plan décennal d'éducation et de formation' [Ten year education and training plan, PDEF], MENFP, Port-au-Prince, December 2020

- As many girls as boys are enrolled in the education system: gender parity in enrolment is 1.04 in early childhood education, 1.00 in pre-primary and primary education, 1.08 in lower secondary education and 1.07 in upper secondary education⁴.
- More than half of public and private schools are very small, with fewer than 100 students. Very little provision is made for children with disabilities.

The proportion of repeaters is higher in the early years (11 to 13 per cent) and there are a significant number of dropouts at all grade levels. Approximately 55 per cent of youth leave the education system before the end of the sixth year of education, with most youth and adolescents remaining in pre-primary and primary education when they should have transitioned to secondary level. These issues affect boys more than girls⁵. For many years, the Haitian education system has been operating with a very low rates of return, with only one in four students managing to complete the first six years of education within the required time frame, and even fewer completing the secondary level.⁶

The ending of major educational grant programmes, coupled with school closures over the past three years due to the COVID-19 pandemic, and the resulting health and safety situation, have greatly affected the education of children and adolescents (MENFP, 2020 & 2021).

There is a lack of accurate quantitative and qualitative data to assess the full extent of issues relating to gender, disabilities, gender-based violence and early pregnancies. Government interventions regarding care for particularly vulnerable children have been limited, especially for children with disabilities and child domestic workers, of which there are an estimated 286,000.⁷ Even in public schools, over 60 per cent of the costs (such as textbooks and other pedagogical materials, uniforms, transportation and food) are borne by families.

The governance of the Haitian education system is organized into four levels: central structures (Minister's Office, secretariats of State, general inspectorate, general directorates and technical units); departmental directorates; school districts; and school management teams. As well as constituting key links in the governance chain, these structures are key parts of the pedagogical team. Generally, decisions are made from the top down, which significantly lengthens preparation and response times in crisis situations. Typical inefficiencies include a lack of resources at the departmental level and a poor information management system at the level of the Ministry. In this sense, the data available represent little more than estimates. Departmental structures do not have sufficient resources, processes or tools to assess the situation of the system or the students themselves. In addition, basic data on children in highly vulnerable situations, such as children with disabilities and out-of-school children and adolescents, are either non-existent or inaccurate.

1.2. Education Needs Overview

The challenges to meeting the education needs of 4.9 million girls and boys in Haiti are numerous and diverse. Out of this number, 57 per cent are women and girls and 14 per cent have a disability. The activity of armed gangs who control access to the regions to the north and south of the capital makes it difficult for humanitarian actors to respond. In 2022, approximately 800,000 children, adolescents and youth (49 per cent of girls and 10 per cent of children with disabilities) were not able to access education safely or follow a normal pattern of schooling. Families are not able to cope with the increasing prices of essential goods and face difficulties in paying school fees in a country where 80 per cent of schooling is private. Families are responsible for more than 60 per cent of the cost even though 70 per cent of them live below the poverty line⁸. The barriers to education are mainly economic, with

⁴ Ministry of National Education and Vocational Training, 'Analyse sectorielle' [Sector analysis], 2019; Ministry of National Education and Vocational Training, 'Plan décennal d'éducation et de formation' [Ten-year education and training plan, PDEF], MENFP, Port-au-Prince, December 2020.

⁵ Ministry of National Education and Vocational Training and United Nations Children's Fund, Etude sur les enfants non-scolarisés en Haïti [Study of out-of-school children in Haiti], MENCP and UNICEF, 2017.

⁶ Ministry of National Education and Vocational Training, 'Analyse sectorielle' [Sector analysis], 2019; Ministry of National Education and Vocational Training, 'Plan décennal d'éducation et de formation' [Ten-year education and training plan, PDEF], MENFP, Port-au-Prince, December 2020.

⁷ Lunde, Henriette, Jing Liu, and Jon Pedersen, 'Child Domestic Workers in Haiti in 2014: Tabulation report', FAFO, 2014.

⁸ United Nations Office for the Coordination of Humanitarian Affairs, 'Haiti: Humanitarian needs overview', UN OCHA, 2021.

schooling mainly available on a fee-paying basis. The lower the family income, the higher the risk of exclusion from the education system.

The latest Government Mortality, Morbidity and Utilization Survey (EMMUS-VI, 2017)⁹ confirmed that approximately 22 per cent of children are chronically malnourished (compared to 38 per cent in 1995), with a global acute malnutrition rate of 4 per cent. Two-thirds of children are anemic. Iron, vitamin A, iodine and zinc deficiencies are the most significant. According to data from the Humanitarian Needs Overview, 10 per cent of the population has a disability. Out of this number, 56 per cent are women and around 14 per cent of the 4.9 million individuals have been targeted as people in need.

In academic years 2018–2019 and 2019–2020, schools were able to open for around 60–80 days out of the 180 scheduled days, and education was stopped for around three million girls and boys. The number of out-of-school children is likely to increase significantly in 2022. This situation is exacerbated in the departments most affected by the crises, particularly the metropolitan area of Port-au-Prince and the communes in Haiti's Southern Region, or 'Grand Sud', following the earthquake of 14 August 2021. According to data from the Office for the Coordination of Humanitarian Affairs quotes (OCHA), at least 10,000 children were forced to move in 2021 as a result of the violence in the capital. Following the earthquake of 14 August 2021, it was estimated that over 1,250 schools, including 530 public schools, were damaged or destroyed, directly affecting more than 300,000 students. As of October 2021, approximately 250,000 children were still not able to return to school in communes affected by the earthquake, and resources to rebuild destroyed or damaged schools are still not available. With limited intervention, the number of children in need could increase from 800,000 to 1.1 million by the end of 2022.

Only eight to ten per cent of children with disabilities attend a school, whether a special or conventional school. A few special schools exist, but there is no official ministry programme to guarantee high-quality education governed by guidelines and standards. According to the analyses, the current crises increase the risk of gender-based violence for approximately 265,000 people. Out of this number, 90 per cent are girls and 20 per cent live with a disability. In Haiti, gender inequalities result in women becoming increasingly vulnerable, both economically and in terms of health outcomes, such as maternal death, risk of early pregnancy and poor birth control options.

Violence in schools is also a barrier to education (OCHA, 2022). Haitian women are among the least educated groups, and those who have attended school do not have the same opportunities to access higher education as men. Structural unemployment has a much greater effect on women. National laws discriminate against girls and allow them to marry before the age of 18, coupled with norms that promote this practice and limit the choices available to adolescent girls.

According to reports from national and international partners, the number of early pregnancies among adolescents is also alarming. However, there is still a lack of data available on this subject. 85 per cent of children and adolescents are subject to some form of violent discipline, including at school, despite the statutory interdiction against violating the physical dignity of children.

Results from the 2012 Violence Against Children Survey indicate that violence is widespread in Haiti, including in schools. The prevalence of physical violence and corporal punishment remains particularly high: 60 per cent of women and 57 per cent of men aged 18–24 years were physically abused before the age of 18 years. According to this survey, 26 per cent of girls and 21 per cent of boys have been exposed to sexual violence and 35 per cent of girls and 27 per cent of boys to emotional abuse. Violence takes place within families and communities, but also within institutions such as schools. With 712,000 children being affected, and around 15 to 20 per cent of these requiring individual psychosocial care, there is a significant need for child protection (Ibid.).

⁹ Institut Haïtien de l'Enfance and ICF, 'Enquête Mortalité, Morbidité et Utilisation des Services (EMMUS-VI) Haïti 2016-2017', Pétion-Ville, ICF, 2018, <<http://dhsprogram.com/pubs/pdf/FR326/FR326.pdf>>.

1.3. Aligned strategies and plans

There are a number of country level strategies and plans which have informed the development of this MYRP. Careful attention has been paid to ensure coherence and complementarity with these over-arching documents. The proposed interventions therefore align with priorities defined in the following national plans and strategies:

Relevant plans and strategies	How the MYRP aligns
Ten-year education and training plan (PDEF) 2020–2030	The MYRP will contribute to the achievement of the outcomes set by the Ten-year Education and Training Plan, while filling gaps in the sector-specific plan related to the resilience of the most vulnerable students in high-risk areas. These gaps include access to school in a safe and inclusive environment; psychosocial support (psycho-social support); support with teaching materials; nutrition and hygiene; and training for teachers, head teachers and parents with attainment assessment. The intervention areas detailed in the MYRP reflect those defined in the Ten-year plan. The outcome indicators that will be used to measure them are primarily aligned with the third theme of the Plan, which focuses on access and equality.
Humanitarian Response Plan (HRP) UN OCHA – Humanitarian Programme Cycle 2021–2022	The MYRP shares the same humanitarian objectives as the HRP and aims to strengthen: the resilience of the most vulnerable children by providing mental health and psycho-social support for vulnerable students, teachers and head teachers, and by helping to improve school infrastructure to ensure the safety of children in general, as well as those with disabilities; and the capacity of actors throughout the Ministry governance chain in terms of managing humanitarian risks and emergencies.
Post-COVID-19 economic recovery plan 2020–2023	The MYRP is aligned with this plan by proposing to rehabilitate/reconstruct schools, adding sanitary units and drinking water or handwashing facilities, as needed.
Promoting an Efficient Education System in Haiti (PEES), 2021–2025	The MYRP is aligned with this project, as it aims to strengthen the resilience of students by improving teaching processes, in addition to literacy and numeracy, alongside regular assessments in these subjects.
IBD support project for the ten-year education and training plan (PAPDEF) 2021–2026	The MYRP is aligned with this project, particularly in terms of access and quality, and the first two levels of basic education (pre-primary and primary) – a priority segment of the PAPDEF. The governance component of the MYRP is also related to the project through its institutional strengthening target.
Integrated Recovery Plan for the Southern Peninsula (PRIPS) 2022	The MYRP also aligns with this recovery plan by providing additional resources for interventions to rebuild school infrastructure, provide psycho-social support, protect children (especially girls) and strengthen governance.
First Emergency Response (FER) – ECW Implemented by United Nations Children’s Fund (UNICEF) and World Food Programme (WFP) 2021–2022 (one year)	The MYRP will help extend and consolidate the ECW First Emergency Response activities in targeted communes and schools in the southern region of Grand Sud. Students associated with this programme will continue to receive support to encourage them to stay in school and promote academic achievement beyond the immediate post-earthquake response that was the focus of this funding.

The MYRP's Added-Value

The MYRP will support existing plans and programmes, in particular the Ten-year Education and Training Plan and will increase the capacity of the Ministry to develop strategies and tools to mobilize partners and actors within the education system. These strategies and tools will then provide an effective and inclusive response to the educational needs of all girls and boys aged three to 18 years, particularly for the most marginalized children who are constantly exposed to multiple and multifaceted crises, including natural disasters and sociopolitical violence. The MYRP will strengthen and/or enhance existing response coordination frameworks and will include specific support for the Ministry of Federal Education and Vocational Training to mobilize its partners towards the issues targeted by the programme. It will help fill the gaps in the sector-specific plan by facilitating the effective implementation of emergency preparations and responses in a systematic and sustained manner. In turn, this will promote interventions relating to access and quality of education. This includes mental health, psycho-social support, gender equality and inclusion. It will also leverage resources, and support protection against violence (including gender-based violence) and the recovery of the education system in the targeted communes.

1.4 Ensuring Humanitarian-Development Coherence

Given its history, Haiti requires a dual approach to solutions that work from both a humanitarian and development perspective to achieve systemic change. While for decades, periods of great social and political turbulence have been followed by intervals of calm, natural disasters, sociopolitical crises and instability have remained constant. In 2019, following significant efforts by the government, positive action was taken to integrate emergency education into national plans and programmes, particularly the National Risk and Disaster Management Plan (2019–2030). However, there are major challenges in putting this plan into practice, mostly because of political instability and a lack of resources.

Emergency cells have been set up within the Ministry, both at the central level and within the departmental education directorates, which are also involved in the process of implementing the Ten-year Education and Training Plan. These cells collaborate with the education in emergencies cluster at the national level, as well as those at the departmental level, with civil society actors operating in the field. This collaboration aims to ensure that the actions of partners working in the sector are better coordinated so that they align with the aims of the education and training plan.

The MYRP will support the increase in capacity of central and deconcentrated structures. It will also back the processes set out in the education and training plan. As this plan and the MYRP are implemented, structures, actors and school communities will be mobilized. They will help to ensure the safety and protection of children through the establishment of complaint procedures at the school level, and will contribute to providing teachers, head teachers and school council members with training on Protection from Sexual Exploitation and Abuse (PSEA). These groups will also help to ensure the continuity of education in crisis situations. All of this will require the Haitian education system to consider the provision of regular government resources, and to mobilize its development partners to contribute to this end. The MYRP will support both humanitarian actions and actions that will help to structure the Haitian education system to make it more resilient.

1.5 Funding Context and Funding Gaps for Education

There are serious needs to be met in Haiti. To help the country meet them, technical and financial partners made approximately US\$ 45m available to the education system between 2020 and 2021. The following table shows how these funds were distributed between humanitarian and development activities:

Status	Humanitarian	Development	Total
Paid	US\$3.3 million	US\$18,811,958	US\$22,111,958
Committed	US\$7 million	US\$16,000,000	US\$23,000,000
Total	US\$10.3 million	US\$34,811,958	US\$45,111,958

As a result of the earthquake of 14 August 2021 in the Grand Sud region, the level of need has clearly increased in terms of an immediate response, short-term recovery and longer-term development. In the Post-Disaster Needs Assessment and the Integrated Recovery Plan for the Southern Peninsula, the Ministry and its partners identified four intervention areas that address sector governance, economic recovery, reconstruction and protection. Because of the level of destruction, priority was given to rebuilding school infrastructure. While the MYRP will be of help in this regard, it will also fill in the gaps in the other areas, notably inclusion and protection, which constitute the majority of the interventions.

Table of post-earthquake recovery needs for the Grand Sud region for 2022 (PDNA and PRIPS, 2022):

Strategic Areas from the PRIPS	Needs (in US\$)	Funding available (in US\$)	Funding shortfall (in US\$)
Education Sector governance	325,000	325,000	0
Economic recovery	10 million	10 million	0
Resilient infrastructure	352 million	37 million	315 million
Inclusion and social protection	38 million	14 million	24 million
Total	400 million	61 million	339 million or 85%

There is a clear interest among the donor community in continuing to fund education in the country. This can be seen in the various scoping missions recently recorded by many of the organizations within this community, such as ECW, the Inter-American Development Bank, World Bank, the United States Agency for International Development (USAID) and others. As proof of this, a lot of resources have gone into humanitarian assistance over the last few months, with the aim of helping the country to deal with the consequences of the major earthquake that hit the Sud department, as well as the socioeconomic crisis affecting the whole country. More recently, at the donor conference held in early 2022, donors agreed to provide approximately US\$600 million to support the recovery of the education sector in the three departments affected by the 2021 earthquake, based on the Post-Disaster Needs Assessment.

The MYRP therefore provides coherence between urgent humanitarian objectives and a medium-term vision for the recovery and continuity of education in Haiti, especially in areas affected by crises. It also offers a frame of reference for actors and stakeholders at all levels. Furthermore, it shows how important it is for them to ensure universal and equal access within a more resilient education system, which offers solutions to ensure that schooling can continue even in crisis situations. It can therefore be integrated into a road map to support the implementation of the Ten-year Education and Training Plan during emergencies, by addressing the three areas in a systemic manner to ensure:

- Fairer access to education for children and youth, especially the most vulnerable from the poorest families, those living with disabilities and those exposed to potential violence, in an environment that is tailored to their needs
- Academic success of the most vulnerable children, by improving their core skills to encourage academic achievement and ensure that they stay in education, supporting their socio-emotional development and providing psycho-social support to promote their well-being
- Safety of all actors in the education system, especially girls, boys and teachers, by making use of disaster risk management mechanisms and crisis response plans at the central, deconcentrated, community and school levels

1.6 Stakeholder Consultation Process

Following an initial scoping mission conducted by the ECW Secretariat, a MYRP Development Committee was established by the Ministry. This committee was composed of various national and international organizations, as well as United Nations organizations:

- National Office for Partnership in Education (ONAPE/MENFP)
- Office of the Minister of National Education and Vocational Training
- Ministry of National Education and Vocational Training, Studies and Programming Unit (UEP)
- Ministry of National Education and Vocational Training Director General
- World Food Programme (WFP)
- UNICEF (education cluster and co-lead of the Education in Emergencies Group)
- Save The Children (co-lead of the Education in Emergencies Group)
- Cadre de Liaison Inter-ONG [Inter-NGO Liaison Framework – CLIO]
- Plan International

The role of the committee was to: i) ensure that the MYRP is aligned with the priorities of the Humanitarian Needs Overview, Humanitarian Response Plan and the Education Sector Plan, transitional education plans and emergency education strategies; ii) provide strategic guidance on the MYRP process; iii) support the preparation of the MYRP budget in consultation with the partners and identify interventions that would be supported by ECW seed funds; iv) finalize the MYRP results framework based on the ECW template and in consultation with the partners; v) Liaise with ECW on the grantee selection process; and vi) approve the final document before it is submitted to the ECW Secretariat.

The process was coordinated by a MYRP consultant, who was recruited by the Steering Committee and was responsible for putting together the draft document. The document was then thoroughly reviewed to ensure that it aligned fully with existing strategies, while also working to see whether it could be aligned to support Education for All efforts in Haiti. Regular consultations and discussions took place within this committee to link MYRP priorities with current, national priorities. These working sessions were chaired by the National Office for Partnership in Education from the Ministry and facilitated by UNICEF, the education cluster coordinator and the supporting MYRP consultant. The steering committee was actively involved in the: development of the MYRP, including in the consultation with all actors involved in the education and training sector at the decentralized level in the areas affected by the crises; targeting of the most vulnerable municipalities and priority interventions for children affected by these crises; development of the theory of change, logical framework and budget; and the drafting of the MYRP document and related annexes.

UNICEF was designated as the organization responsible for mainstreaming gender in the MYRP in Haiti and examined available secondary data to integrate the gender perspective into the MYRP, taking into account disability inclusion.

Throughout the process, regular consultations took place with UNICEF, WFP, Plan International, Save the Children, CLIO, ONAPE, UEP, the Ministry Director General, IBESR and the Commission d'adaptation Scolaire et d'Appui Social [Commission for Educational Adaptation and Social Support – CASAS]. These working sessions were chaired by the National Office for Partnership in Education of the Ministry and facilitated by the coordinator of the Education Sector Group and the MYRP consultant.

2. Programme Description

2.1 Theory of Change

The right to high-quality education and training in a protective, gender-sensitive and inclusive environment is guaranteed for all the most vulnerable girls and boys, including adolescents									
ACCESS			QUALITY			GOVERNANCE			LEVERAGING RESOURCES
The most vulnerable girls, boys and adolescents aged 3–18 years have access to education in a protective environment that meets their needs			Girls and boys aged 3–18 years from the most vulnerable families benefit from holistic education that promotes academic achievement, socio-emotional development and physical and mental well-being			The governance and resilience of the system are improved to better meet the educational needs of students in crisis situations			Additional resources are mobilized to implement the strategies defined in the MYRP
Public schools are able to accommodate and retain girls, boys and adolescents to a satisfactory extent, including children with disabilities, out-of-school children and children who have been affected by crises	Economic barriers are removed to facilitate the schooling of children from the most vulnerable families, including those with disabilities	Alternative learning opportunities are created for youth who are out of school and over-age	Teaching practices promote better learning	Student learning is enhanced across core subjects, as is socio-emotional development	The school environment is enhanced to promote student protection, learning, academic achievement and well-being, including girls and children living with disabilities	The Ministry of National Education and Vocational Training (MENFP) and partners have made the relevant preparations to respond quickly to emergencies	Disaggregated information and data (level, age, gender, profile) relating to the sector can be accessed quickly in the event of an emergency or crisis	The educational community is prepared and shows resilience in the event of a crisis	MENFP is supported by partners to mobilize additional funds for the implementation of the MYRP
Increase in and improvement of places in public schools	Support for families for the education of their children, especially girls and children with disabilities	Non-formal education/vocational training for adolescents aged 15–18 years and youth who are over-age, with a focus on empowering girls	Improvement in the quality of teaching and learning	Strengthening of students' knowledge and skills across core subjects	Development of students' socio-emotional skills and knowledge to create a gender-sensitive and non-violent environment	Implementation of emergency response and coordination processes	Improvement of the information system for the education sector, with a focus on gender and disability	Improvement in the knowledge and capacities of actors at all levels	Communications with donors, partners and the general public on interventions and outcomes
Introduction of school meals	Support for special schools to increase the number of places for children with disabilities	Educational catch-up programme/accelerated programme for adolescents aged 12–14 years	Improvement of teaching methods by considering inclusive, positive and gender-sensitive educational approaches	Improvement of learning outcomes	Improvement of health and hygiene measures, with a focus on girls and female teachers Support for school communities	Improvement in the capacity of local actors, including women's organizations and organizations for people with disabilities	Development of information-gathering tools	Strengthening of schools and school communities in preparation for emergency situations	

2.2 Programmatic Outcomes

OUTCOME 1 – ACCESS: The most vulnerable girls, boys and adolescents aged 3–18 years have access to education in a protective environment that meets their needs

ECW Thematic Priorities: Access, Gender Equality & Continuity

The MYRP aims to ensure that girls and boys, especially those that are not yet enrolled in school or who have dropped out have access to quality and relevant learning. The MYRP emphasizes the need to identify children in priority areas that are living with a disability (as identified in the Humanitarian Needs Overview 2021) and ensure safe and accessible access, particularly for those who are victims of socio-political violence or affected by humanitarian crises.

1.1 – Public schools are able to accommodate and retain girls, boys and adolescents to a satisfactory extent, including children with disabilities, out-of-school children and children who have been affected by crises.

The MYRP will facilitate the return of girls, boys, adolescents and children with disabilities, who have been affected by crises, to public schools. This will be achieved by increasing the number of school places and boosting attendance for children whose education has been interrupted as a result of the crises and associated economic repercussions. Expanding public schools will be done in line with established quality standards. It will take into consideration accessibility needs for children with disabilities. This will include the construction of new classrooms or rehabilitation of existing classrooms, coupled with the distribution of benches, furniture for teachers and other classroom equipment and furniture to create a safe, child-friendly learning environment.

The strategy also aims to encourage the establishment of preschool classes where they do not yet exist to counter the effects of late entry, especially for girls. Ministry-level building standards will be applied and adapted to meet the needs of children with reduced mobility, including access to toilets. Awareness will be raised among school committees (parents, teachers, head teachers and students) about gender issues, as well as how to welcome and support children with disabilities to settle in. Distribution of hot meals to children in targeted schools will make schools more accessible, improve attendance and encourage the retention of students. Head teachers, school meal management committees and cooks will be trained in good hygiene practices (handling and cooking food) and strengthening the sourcing of local products for sustainability.

Schools and areas will be selected based on the needs of girls, boys and young children in regions affected by the earthquake, in addition to certain areas in the metropolitan area of Port-au-Prince that are affected by violence. The main strategy will be to involve deconcentrated Ministry structures, local organizations and the gender specialist who will be recruited to help with these selections. This will ensure that the school environment is set up to accommodate and meet the needs and profiles of girls and boys, and that schools are aware of gender and disabilities.

1.2 – Economic barriers are removed to facilitate the schooling of children from the most vulnerable families, including those with disabilities

Children from the most vulnerable families, including those living with disabilities, will receive support to help with their schooling. This will be in the form of unconditional cash transfers for 500 of the most vulnerable families, including single mothers and those with a child with a disability. Unconditional cash transfers will help to counteract the main barriers that exclude these children from the education system. This includes the socio-economic situation of families, the opportunity costs in the face of deprivation, and the indirect costs of education – all within a context where inflation and the costs of transporting essential goods result in families becoming increasingly impoverished, particularly female heads of households.

For children with disabilities, financial support and provision of equipment will also be made available to special schools and to regional organizations. Special schools and organizations for children with disabilities will be identified through a collaboration with the Commission for Educational Adaptation and Social Support within the Ministry and local organizations that work with children with disabilities. Special schools will receive support to accommodate the needs of children with physical and cognitive disabilities. At present, neither public schools nor teachers have the capacity to work with children with special educational needs, especially those with cognitive and/or sensory disabilities. Other funding will provide the Ministry with support for institutional strengthening, aimed at providing for children with disabilities. Collaboration between the Commission, the Office of the Secretary

of State for the Integration of Persons with Disabilities and local grass roots organizations will identify the best approaches and make recommendations on how to implement them as part of the programme.

1.3 – Alternative learning opportunities are created for youth who are out of school and over-age

Girls and boys who are out of school and over-age will be able to access education that is tailored to their specific needs. An accelerated programme will be introduced for one thousand 12 to 14-year-old students (60 per cent girls) at primary level and at risk of dropping out. The accelerated programme is implemented by the Ministry and enables over-age children who are still at the primary level of education to complete both pre-primary and primary education over a three-year period.

A further 2,400 students aged 15–18 years (60 per cent adolescent girls) who are either out of school or cannot move beyond the pre-primary and primary levels of education, will have access to non-formal education in dedicated public centres. This intervention has been piloted with the Ministry for the past four years and focuses on developing vocational skills in areas with good employment prospects, including in sectors that are traditionally reserved for boys such as mechanics, motorcycle repair, masonry, electricity and plumbing, and information and communications technology. Non-formal education modules include core skills (literacy and numeracy), citizenship education, sexual and reproductive health care education, and topics such as leadership and entrepreneurship.

Outcome 2: QUALITY – Girls and boys aged 3–18 years from the most vulnerable families benefit from holistic education that promotes academic achievement, socio-emotional development and physical and mental well-being

ECW Thematic Priorities: Quality and Gender Equality

The MYRP will help to address persistent issues in the quality of education, such as low levels of academic achievement and underdeveloped teaching skills. It will also strengthen cross-disciplinary skills that contribute to student well-being and to the development of a non-violent and resilient culture within the school. A pool of Ministry trainers will receive support to enable them to support teachers, head teachers, students and the school community. There is a strong correlation between the low quality of teaching, a lack of teaching skills and outdated pedagogical practices with academic failure and retention within Haitian schools. Violence in schools also has an effect on student learning.¹⁰ By working on these areas, the programme intends to improve the academic and socio-emotional development of students, as well as the school environment, to promote academic achievement and the well-being of students, staff and the school community in general. The following strategies will be prioritized to achieve the objectives detailed in Outcome 2:

2.1 – Teaching practices promote better learning

Teachers' knowledge and skills will be improved to promote academic achievement of students in targeted schools. Teachers and head teachers will benefit from training sessions on teaching specific subjects, as well as on broader teaching practices (such as active learning, positive discipline, teaching and evaluation of learning). Teachers will receive teaching materials (information sheets and classroom materials) to make use of the knowledge acquired during training.

The MYRP will contribute to the development and implementation of a system to regularly assess students' literacy and numeracy skills, to identify gaps in students' knowledge before it is too late and find ways to address them. This will be done by developing tests, creating an assessment procedure and planning how data will be entered and processed, as well as how results will be analyzed and interpreted. Coaches will be selected from a pool of trainers and will receive support to ensure that teachers are regularly observed in the classroom.

Teachers will receive training on socio-emotional development and on tools which can be used to assess student well-being. The MYRP will also support the well-being of teachers through training sessions covering psycho-social support and mental health, which will allow them to take better care of themselves and provide more support for the students in their care.

2.2 – Student learning is enhanced across core subjects, as is socio-emotional development

Students will improve their academic and socio-emotional knowledge and skills in targeted schools. This will entail a close focus on reading (Creole and French) and numeracy to lay the foundations for overall academic achievement across all subjects, reduce high failure rates and make students more resilient in school. Preschool

¹⁰ UNICEF, *Study on Academic Failure*, 2018

students will also benefit from materials to promote pre-reading and pre-maths skills, as well as early learning kits. To achieve this, teachers will receive training and adapt existing materials developed by other partners to the needs of their students. The methods that teachers learn about during the training will be used to assess students. Standardized learning and assessment tools will also be used, including materials developed by the Ministry with the support of USAID.

The MYRP will support the Ministry and school management teams to ensure that a sufficient number of teaching hours can be provided, with an average of 800 hours per year for basic education and 915 hours per year for lower and upper secondary education.

Haiti's two official languages (Creole and French) are also the two teaching languages. However, at pre-primary level, attention will be given to the use of Creole as the teaching language for pre-primary education, as per the language plan adopted by the Ministry.

2.3 – The school environment is enhanced to promote student protection, learning, academic achievement and well-being, including girls and children living with disabilities

A comprehensive training package for the entire school community will raise awareness about psycho-social support, social and emotional learning and violence. Materials will be developed with the support of specialists, drawing on what is already available. Teachers and head teachers will receive training in psycho-social support as part of the programme. In the teacher training on psycho-social support, there is a module dedicated to managing stress, emotions and grief, to support teachers' own well-being and to support student wellbeing.

Members of the school council will also receive training on: the importance of socio-emotional development; monitoring absenteeism to ensure the compliance with the number of compulsory teaching hours, which is approximately 800 hours per year for the pre-primary and primary levels of education and 915 hours per year for lower and upper secondary education; monitoring school supplies (school meals, equipment); fair methods that are sensitive to gender; issues related to inclusion; implementation of the code of conduct against violence in schools; and PSEA. Documents covering these different themes are already available either from the Ministry or from partners. Training will therefore need to be provided for the trainers who will be responsible for providing courses on the various topics.

Hygiene infrastructure will be provided in targeted schools where toilets and water points are not available. This measure will promote hygiene, student health and the prevention of disease, particularly COVID-19. Gender-responsive and adapted latrines will be available for girls and boys, including children with physical disabilities. The most vulnerable adolescent girls in the targeted schools will receive menstrual hygiene kits to minimize the risk of missing additional days of school once they reach puberty. Female teachers will also receive menstrual hygiene kits.

Social and emotional learning and psycho-social support will be integrated into learning in a cross-disciplinary manner and by providing access to materials covering issues such as violence and gender. In-school activities on the code of conduct, violence and gender, psycho-social support and social and emotional learning will be tailored depending on level and need (referral, complaint system – WFP hotline and UNICEF PSEA training). Local women's organizations will also be consulted and involved in referrals relating to reports of abuse and gender-based violence. The gender specialist will follow up on schools and communities, as well as on the Ministry structures and partner organizations involved in the activities.

Outcome 3: GOVERNANCE – The governance and resilience of the system are improved to better meet the educational needs of students in crisis situations

ECW Thematic Priorities: Access, Continuity and Protection

3.1 – The Ministry and partners have made the relevant preparations to respond quickly to emergencies

Emergency response coordination and monitoring processes are in place and operational. Emergency cells will be created and trained on disaster prevention and response, with support from local actors, such as women's organizations and those working with people with disabilities.

Emergency cells will also be supported in planning and carrying out disaster alert simulations at the central, departmental and local levels and more particularly in schools, with the aim of raising awareness and training all the actors involved.

Contingency plans will include details regarding gender and disabilities, so that these are considered during training, preparedness and response activities.

3.2 – Disaggregated information and data relating to the sector can be accessed quickly in the event of an emergency or crisis

The information system for emergency situations is strengthened at the central and departmental levels. One of the issues often observed at the Ministry level during emergencies is its limited ability to quickly collect data on the schools and children affected, so that appropriate decisions can be made. The MYRP will help the Ministry refine the tools and processes that it uses for data collection, including data disaggregated by gender, age and year group, as well as data on out-of-school children and children with disabilities and will support training of education personnel in central and departmental Directorates.

Support for improving the information system through tools, processes and training will be available from partners, specialists and local actors to ensure the integration of gender and disability-related issues. The information system will provide input for contingency plans and access to more accurate data in targeted areas.

3.3 – The educational community is prepared and shows resilience in the event of a crisis

The educational community will be prepared to be resilient in the event of a crisis. Students, school councils, communities, municipalities, local organizations, and departmental directorates of Education will be trained on inclusive and gender-responsive disaster risk management.

Technical and logistical support will also be provided at the central, departmental and local levels for the coordination, implementation and monitoring of programmes aimed at strengthening the resilience of educational communities. In targeted communities, teaching resources will also be shared among the partners when adverse events occur. Simulations will be conducted in targeted schools and communities in collaboration with the Directorate for Civil Protection and the school communities in the most at-risk areas. The gender specialist recruited as part of the MYRP will also provide support for these activities.

Outcome 4: LEVRAGING RESOURCES – Additional resources are mobilized to implement the strategies defined in the MYRP

ECW Thematic Priorities: Resource Mobilization

ECW is funding 41 per cent of the MYRP. the Ministry will receive support to help them find sources to make up the shortfall in funding. This will enable the programme to be deployed to its full extent, as well as into other target areas where there is significant need.

4.1 – The Ministry has the support of partners to mobilize additional funds to implement the MYRP

Communications with donors, partners and the general public on interventions and outcomes:

Most of the interventions will involve using the outcomes of the MYRP to promote the approach and mobilize other actors to finance the remaining US\$16 million. Specific actors will be identified based on themes, targets and areas that are underfunded and/or not included in the Ten-year Education and Training Plan. This will enable effective ownership or scaling-up, particularly with regard to children with disabilities, gender equality, learning and emergency preparedness.

UNICEF will provide the Ministry with support on which strategies to use to attract the required funding through the use of social networks, photos, videos, and human-interest stories. Reviews and sectoral tables organized through National Office for Partnership in Education with all the actors – mainly the technical and financial partners but also non-governmental organizations will take place regularly to track lessons learnt.

2.3 Gender Equity and Inclusion

The MYRP intends to increase cooperation with women's organizations and with safeguarding actors, such as the Women's Movement for the Development of Grand'Anse, Rezo Fanm Nan Nip, the Fanm Vanyan an Aksyon organization, Kay Fanm, Solidarite Fanm Ayisyèn, the Brigade for the Protection of Minors and a unit of the National Police to give girls more protection when in education and to make referrals for cases requiring care.

At the national level, commitments have been made by the Haitian State to provide visibility for students living with a disability, as seen through the creation of the Commission for Educational Adaptation and Social Support within the Ministry. The Law on the Integration of Persons with Disabilities was passed and the State has started engaging in major discussions about the education sector with platforms of organizations, such as the National Associative Network for the Integration of Persons with Disabilities and the Haitian Society for Aid to the Blind, which focus on the integration of people with disabilities. These groups have also been involved in intersectoral meetings at the central and departmental levels. The MYRP intends to encourage collaboration with the platforms of organizations working in the targeted communes and departments with the aim of promoting inclusive education and to support students with special needs.

The following strategies will be implemented:

- An intersectoral committee will be set up by the Ministry, including State institutions such as the Ministry for the Status of Women and Women's Rights and the Office of the Secretary of State for the Integration of Persons with Disabilities, as well as specialist civil society organizations, in particular women's organizations and institutions working with children with disabilities. This committee will be able to conduct joint advocacy, monitor the implementation of activities and make specific recommendations to the Ministry and to partners regarding the referral of children whose needs require specialized care.
- A gender specialist will be recruited to support the Ministry and its partners over a three-year period, working through the committee and on practical delivery. The gender specialist will also make strategic recommendations regarding the approach to gender, identify gaps in the data and contribute to the planned data collection and analysis tools.
- A gender analysis will be carried out in the targeted areas to gain further knowledge about gender issues such as early pregnancy, gender-based violence and practices within the system, and whether women can access leadership and teaching positions.
- Teachers' knowledge of equality will be improved through a teaching approach that is sensitive to gender, disabilities and violence, psychosocial and PSEA support and training modules.
- Adolescent girls will be provided with hygiene kits to minimize the risk of missing days at school once they reach puberty.
- Access to facilities will be improved (ramps and adapted toilets, mobility assistance while taking gender equality into account).
- Municipal education commissions will be revitalized, which bring together religious and community leaders, inspectors and local-authority representatives, whose role will be to resolve problems related to the education of vulnerable children and the efficient operation of schools, particularly in the event of a crisis.

2.4 Prioritizing the Most Disadvantaged

The MYRP is well aligned to the fourth priority in the Ten-year Education and Training Plan to ensure that the most vulnerable individuals benefit most from the State's efforts towards education. The programme is also based on the levels of vulnerability as described in the Humanitarian Needs Overview document and the targeted areas were decided upon based on the vulnerability map of people in need.

The Ten-year Plan objective is to guarantee that vulnerable children and youth and those with special education needs and disabilities are able to access and stay in school, including an increase in the number of children in public schools and the improvement of special schools. It also specifies how it will improve the quality of the offer and help these children and youth to progress and thrive. The Plan also provides details of a specific school meals programme and finally, details about adapted programmes and teacher training.

Children and adolescents not yet enrolled in school

At the start of implementation, a campaign will be conducted in the target communes to raise awareness among families about their children returning to school, regardless of their gender or situation. The Ministry's departmental directorates will work alongside local partners and the community to identify children aged three to 18 years who

are not yet in school or who are living with a disability. Arrangements will be made to ensure that they are all enrolled in school, and that they are exposed to teaching and learning that is tailored to their needs and enables them to make up for some of the time they have lost. This will allow them to continue their education and better equip them to enter the workforce.

Children with disabilities

In collaboration with local institutions specializing in children with disabilities, adapted equipment will be provided, while teachers and head teachers will receive training on how to help integrate these children into school life and take responsibility for their education. Those with severe disabilities will be referred to specialist institutions in their commune, in collaboration with community organizations working in this area.

Welfare for the most disadvantaged families

As part of this programme, an unconditional cash transfer will be given directly to the poorest families, prioritizing those with single mothers and a child with a disability. The UNICEF Child Protection Programme Division, which works with organizations for women and people with disabilities in the targeted communes, will provide support in identifying these families.

Preschool children

The MYRP will encourage the Ministry to continue its policy of setting up pre-school classes in national schools. This will allow the public system to accommodate an increased number of vulnerable children aged four and five and reduce current inequalities in terms of access, particularly regarding the late entry of girls.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Leveraging resources and advocacy

The total cost of the MYRP in Haiti is estimated to be US\$28.5 million over three years (2022–2025), of which US\$11.8 million (approximately 41 per cent) will be provided by ECW in seed funding. An additional US\$16.7 million will therefore be required to ensure the scale-up and continuity of the programme.

A major coordination effort is already under way between the Haitian State's technical and financial partners to contribute to the implementation of the Ten-Year Education and Training Plan (2020–2030). Addressing one of the most important aspects of this Plan, namely the education of the most vulnerable children in emergency situations, the MYRP will play an important role in terms of advocacy, with the Ministry currently garnering support at the highest levels of State, as well as with partner organizations, to leverage the resources necessary for the implementation of the Plan.

Several approaches will thus be combined to raise funds. Two Ministry partners – the World Bank and the Inter-American Development Bank – are currently determining how much funding to provide to support the implementation of the Plan. Other donors such as USAID, the European Union, the French Development Agency (AFD), the Canadian International Development Agency, the Spanish Agency for International Development Cooperation and the Japan International Cooperation Agency, among others, are also doing the same. The MYRP budget includes funds for advocacy efforts to leverage these additional resources, which will be used to scale up approaches and activities that target gender equality and inclusion in the education sector, which are often underfunded.

UNICEF and WFP, two United Nations organizations, as well as other international non-governmental organizations (INGOs) such as Save The Children and Plan International are part of the Steering Committee and have actively contributed to the development of the MYRP. These organizations will also provide assistance in securing additional funding, especially as during the exchange meetings that took place with the education in emergencies cluster and the education cluster, it was clear that these partners share ECW priorities for girls, children living with disabilities, out-of-school children, and the protection and welfare of teachers, head teachers, students and parents.

3.2 ECW Seed Fund Scale-Up Strategy

The MYRP prioritizes children and adolescents, who are ranked among the highest severity indexes of four and five in the Humanitarian Needs Overview document (OCHA, 2022). The ECW seed fund will reach 19,300 children, of whom 52 per cent are girls, 10 per cent are children with disabilities, 10 per cent are children under the age of six, and 18 per cent are secondary-level adolescents aged 12–18 years. It will be used to help children in the priority areas of Port-au-Prince and the Grand Sud region, and who are classed as being extremely vulnerable.

The average cost per child is estimated to be approximately US\$560. The calculation of the average unit cost is influenced by the unit costs related to classroom construction and equipment, as well as toilet construction (approximately US\$880). It is now higher than in 2021, largely due to the increase seen across all implementation costs, which have been affected by global and local economic and political conditions. Inflation, the country's dependence on imports, and fuel and transport costs are the main factors influencing the increased cost of the programme activities. However, in this case, the average cost alone cannot be used to assess programme efficiency.

The scaling-up strategy will mostly involve meeting the need for school places by rebuilding more classrooms and increasing the coverage of school meals. Communication and information-sharing activities will help mobilize technical and financial partners to intervene in areas that are not covered by the seed fund. In particular, these are areas that meet the criteria of being extremely vulnerable, as defined in the Humanitarian Needs Overview, as well as in relation to the needs and gaps identified by the Ministry in terms of financing the 2020–2030 sector-specific plan. The MYRP will engage other partners on issues that are underfunded and that are not addressed in current plans and interventions, such as empowering and bringing adolescents that have previously been excluded from the system back into school. Other areas include implementing interventions for children with disabilities, including providing training for teachers on inclusion and gender, and strengthening the capacity of the ministry and organizations to ensure that vulnerable and marginalized children have the right to access education.

Targeted communities in the Grand and Ouest departments for the MYRP seed fund:

Nippes	Grande'Anse	Sud	Ouest
Anse-à-Veau	Abricots	Aquin	Port-au-Prince
Arnaud	Anse-d'Hainault	Arniquet	
Baradères	Beaumont	Camp-Perrin	
Fonds-des-Nègres	Bonbon	Cavaillon	
L'Asile	Chambellan	Chantal	
Miragoâne	Corail	Chardonnières	
Paillant	Dame-Marie	Côteaux	
Petit-Trou-de-Nippes	Jérémie	Les Cayes	
Petite-Rivière-de-Nippes	Les Irois	Maniche	
Plaisance-du-Sud	Moron	Port-à-Piment	
	Pestel	Roche-à-Bateaux	
	Roseaux	Saint- Jean-du-Sud	
		Saint- Louis-du-Sud	
		Torbeck	

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

A strategy for monitoring and evaluating the implementation of the Ten-Year Education and Training Plan has already been developed by the Ministry. The MYRP will align with this strategy as much as possible. The indicators developed as part of the MYRP results framework will be used to monitor progress against the objectives pursued. Regular meetings with all the actors involved in the implementation of the programme will be organized, and regular monitoring reports will be put together to prompt discussion at these meetings.

UNICEF and WFP have standardized monitoring and evaluation procedures that will be used to monitor the successful implementation of activities. Regular quality-assurance activities such as spot checks and programme visits will be organized for the communes involved, which are selected in line with the conditions specified within the programme.

The results framework is the main document that will guide all of the processes and procedures put in place by the Ministry and its implementing partners (UNICEF and WFP) to monitor activities financed by the seed fund. The lack of data and a baseline also represent a challenge for the sector in general, as well as in this programme. One strategy will be to use the first year as a baseline to measure progress. The gender analysis will also provide data to measure progress on gender issues.

The monitoring and evaluation processes detailed in the MYRP will ensure that activities are conducted efficiently and that progress on the outcomes reports on successes and good practices. These measures will form the basis for communications and advocacy to partners and actors within the sector, particularly to mobilize additional resources and align with other ongoing projects and programmes. The programme therefore includes an annual review and sectoral table. At the end of the programme, a large workshop to present the outcomes achieved and lessons learned will take place with the main partners. A comprehensive external evaluation of the programme is also planned to take place after three years. The evaluation will consider the programme objectives and the achievement of the targets in terms of the outputs and the results framework indicators. This evaluation will also look at the collaborative dynamic between actors at the national and local levels.

Following an analysis of the absorptive capacity of the government, government procedures will be used for procurement, using funds transferred to the Ministry and the departmental educational directorates.

A monitoring committee, formed of representatives from the various institutions and organizations involved in the implementation of the MYRP, including the Ministry, National Office of Education Partnerships, representatives of Haitian and international NGOs who are members of the education in emergencies cluster, WFP and UNICEF, will be set up and will meet quarterly. Extraordinary sessions may also be called, if necessary, to ensure the overall technical coherence of the programme's activities and good communication between the partners. The implementing partners will draft these reports together and submit them to monitoring committee and the Ministry for validation.

4.2 Learning Outcome Measurement

Both learning outcomes and socio-emotional skills and achievements will be measured.

Academic outcomes: teachers will receive training covering active learning, the language plan (use of Creole and French), and formative and summative assessment practices, mainly in reading in Creole, reading in French and mathematics. They will be able to adapt teaching resources to the specific needs of their students, and to check and communicate their students' progress in core subjects.

Socio-emotional development: the programme will build on available assessment materials that are already used in other programmes implemented by Ministry partners and UNICEF. Teachers and students will receive training in this regard. The departmental and local structures of the Ministry, namely the educational support service, the Directorate of Basic Education and the inspectorate, will be involved in the student assessment processes.

The Ministry and its partners will use materials that are already available, such as the INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings, to

train and assess the teachers and students that have been targeted. The Ministry and UNICEF will facilitate a committee within the education in emergencies cluster to support actors and partners, as well as to share good practices and existing materials with them as part of their socio-emotional development interventions.

In addition to the measures covering the core subjects, the programme will measure progress through indicators of student success, such as transition to the next school year. This will take into account that the quality of teaching and learning, as well as student assessment methods, are among the main reasons behind academic failure, along with violence and mental health. The mental health of students will also be assessed and an indicator is planned to measure student well-being. Assessment tools already exist and are used by some NGO partners.

5. Implementation Arrangements

5.1 Governance Structure of the MYRP

The MYRP will be governed by existing institutional processes. A monitoring committee will oversee the programme and guide aspects such as communication and visibility, as well as monitoring and evaluation. Programme monitoring is based on accountability, continuous learning and data for decision-making. Basic data and programme monitoring form the main pillars for measuring outcomes. The monitoring system will also be used to ensure accountability for the donor, partners and grantees. Activities and targets may be adjusted slightly over the course of the programme, based on context, reviews, decisions and progress; this will ensure that interventions have as much impact as possible.

The committee will be composed of representatives from the Ministry, National Office of Education Partnerships, the two partner organizations, NGOs (international and national) and other stakeholders. In addition to guiding the initial implementation of the MYRP, this committee will also leverage resources. The selection committee will establish clear and comprehensive criteria for selecting implementing partner organizations for seed funding. At the departmental level, a committee will also be set up through the deconcentrated Ministry structures and local partners. The central monitoring committee and the grantees will be responsible for ensuring that the departmental committees function as they should and will organize regular meetings with local committees.

The monitoring committee will report on implementation and progress to the Office of the Minister of National Education, the Director General of National Office of Education Partnerships and to the partners, through regular meetings and planned reviews. Information will be shared at the education cluster and the education in emergencies cluster, to promote the outcomes and encourage partners to fully commit to the MYRP.

5.2 Grantee Selection Process

Measures were taken to make this process as participatory and transparent as possible. Under the institutional leadership of National Office for Partnership in Education and following a participatory exercise involving partners from both education groups (donor group and emergency education group), the grantee selection committee comprised one representative from each of the following:

- National Office for Partnership in Education
- OCHA
- national and international non-governmental organizations
- the office of the Minister of Education
- technical and financial partners

The Director General of the Ministry, the Director General of ONAPE, and a representative of ECW acted as observers.

This selection committee, supported by the coordinator of the education cluster and the ECW secretariat, defined a timetable for the submission of expressions of interest and the criteria for their evaluation, in line with ECW's guidance on the grantee selection process. The timetable, criteria and process were all communicated to the Education Cluster members and expression of interest was released in August 2021.

The Selection Committee evaluated the applications received against the agreed criteria and then disseminated the to the Education Cluster members in March 2022.

The selected beneficiaries are WFP and UNICEF. The two selected grantees will be responsible for specific components and activities outlined in this programme document. They have committed to implementing the ECW-funded activities through local implementation modalities, working closely with national NGOs and national government entities, seeking to build national capacity to respond to educational needs in emergencies.

5.3 Child Safeguarding & PSEA/PSH

The growing complexity of the situation in Haiti exacerbates existing vulnerabilities, including serious security issues that put the population's protection at risk. The risk of violence towards women and children, including sexual exploitation and abuse, remains high. Chronic violence and abductions disrupt the delivery of services and weaken the normal protection networks.

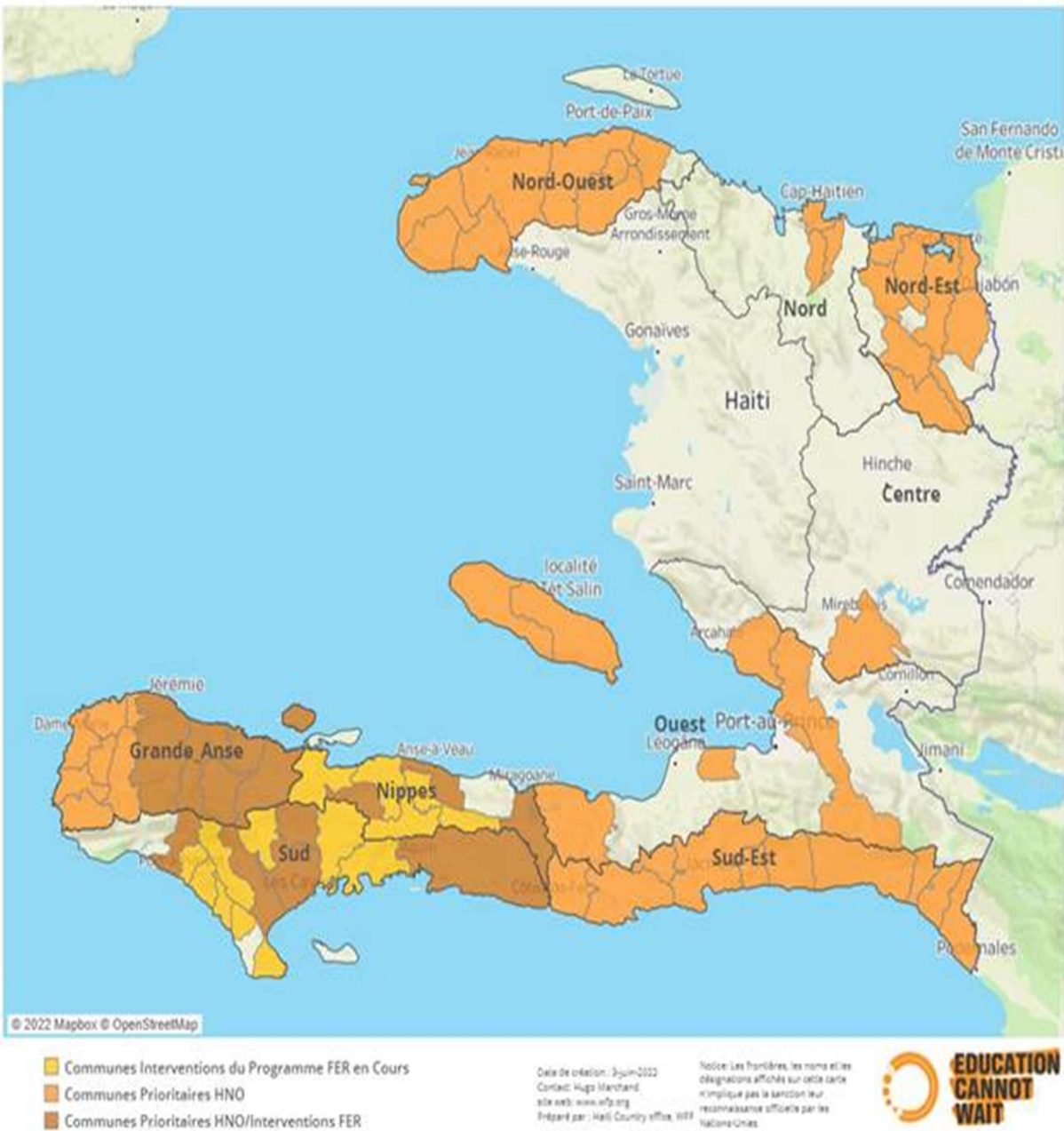
According to the national child protection strategy from the Institute of Social Welfare and Research (IBESR)¹¹, child protection is about preventing, responding to and eliminating violence, abuse, neglect and exploitation towards children. This includes involving children, both boys and girls, in their own protection by informing them of their right to be protected and by giving them techniques to avoid and cope with risks. Every action taken as part of Haitian National Child Protection Strategy revolves around measures to reduce risks, preventive measures to mitigate risks and protective measures to adapt to risks.

Organizations which receive MYRP funds will enforce the zero-tolerance approach of UNICEF, WFP and other partners towards the sexual harassment, exploitation and abuse of all persons, especially the most vulnerable girls, children and youth. The implementation of this strategy is supported by a strong regulatory framework. All civil society partners are required to undergo a PSEA assessment. Grantees will ensure that partners adopt and enforce all the necessary policies and procedures to protect children, adolescents and adults (including staff and associates) against sexual harassment, exploitation and abuse. This will include ensuring access to incident reporting processes, the protection of individuals under whistle-blower policies and the referral of survivors to appropriate services in accordance with United Nations principles and international frameworks.

The MYRP will also ensure that the school community is fully engaged, including children and adolescents, to reduce the risk of violence, abuse and exploitation. Materials designed to raise awareness include messages aimed specifically at children, which cover sexual exploitation and abuse (SEA), the right to receive help without having to do sexual favours in return and the reporting channels available.

¹¹ L'Institut du Bien-Etre Social et de Recherches

Annex A: Map



Annex B: MYRP Programme and ECW Seed Fund Budget

MYRP OVERALL BUDGET				
Haiti				
	Year 1	Year 2	Year 3	TOTAL
PROGRAMME COSTS				
OUTCOME 1: The most vulnerable girls, boys and adolescents aged 3–18 years have access to education in a protective environment that meets their needs	\$ 6,500,000	\$ 6,000,000	\$ 6,000,000	\$ 18,500,000
OUTCOME 2: Girls and boys aged 3–18 years from the most vulnerable families benefit from holistic education that promotes academic achievement, socio-emotional development and physical and mental well-being	\$ 1,500,000	\$ 1,500,000	\$ 400,000	\$ 3,400,000
OUTCOME 3: The governance and resilience of the system are improved to better meet the educational needs of students in crisis situations	\$ 300,000	\$ 100,000	\$ 90,000	\$ 490,000
OUTCOME 4: Additional resources are mobilized to implement the strategies defined in the MYRP	\$ 100,000	\$ 100,000	\$ 75,000	\$ 275,000
Sub-total for Programme Costs	\$ 8,400,000	\$ 7,700,000	\$ 6,565,000	\$ 22,665,000
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 1,267,000	\$ 1,236,224	\$ 1,000,000	\$ 3,503,224
Total for Programme and Operational Costs	\$ 9,667,000	\$ 8,936,224	\$ 7,565,000	\$ 26,168,224
Programme Support Costs (@7%)	\$ 676,690	\$ 625,536	\$ 529,550	\$ 1,831,776
GRAND TOTAL	\$ 10,343,690	\$ 9,561,760	\$ 8,094,550	\$ 28,000,000

ECW SEED FUNDING BUDGET

Haiti

	Year 1	Year 2	Year 3	TOTAL
PROGRAMME COSTS				
OUTCOME 1: The most vulnerable girls, boys and adolescents aged 3–18 years have access to education in a protective environment that meets their needs	\$ 2,656,150	\$ 2,656,150	\$ 2,233,750	\$ 7,546,050
<i>Output 1.1 Public schools are able to accommodate and retain girls, boys and adolescents to a satisfactory extent, including children with disabilities, out-of-school children and children who have been affected by crises</i>	\$ 1,591,150	\$ 1,591,150	\$ 1,168,750	\$ 4,351,050
<i>Output 1.2 Economic barriers are removed to facilitate the schooling of children from the most vulnerable families, including those with disabilities</i>	\$ 335,000	\$ 335,000	\$ 335,000	\$ 1,005,000
<i>Output 1.3 Alternative learning opportunities are created for youth who are out of school and over-age</i>	\$ 730,000	\$ 730,000	\$ 730,000	\$ 2,190,000
OUTCOME 2: Girls and boys aged 3–18 years from the most vulnerable families benefit from holistic education that promotes academic achievement, socio-emotional development and physical and mental well-being	\$ 687,000	\$ 595,000	\$ 185,000	\$ 1,467,000
<i>Output 2.1 Teaching practices promote better learning</i>	\$ 81,000	\$ 45,000	\$ 45,000	\$ 171,000
<i>Output 2.2 Student learning is enhanced across core subjects</i>	\$ 87,500	\$ 87,500	\$ 87,500	\$ 262,500
<i>Output 2.3 The school environment is enhanced to promote student protection, learning, academic achievement and well-being</i>	\$ 518,500	\$ 462,500	\$ 52,500	\$ 1,033,500
OUTCOME 3: The governance and resilience of the system are improved to better meet the educational needs of students in crisis situations	\$ 233,000	\$ 95,000	\$ 55,000	\$ 383,000
<i>Output 3.1 The Ministry of National Education and Vocational Training (MENFP) and partners have made the relevant preparations to respond quickly to emergencies</i>	\$ 40,000	\$ 40,000	\$ -	\$ 80,000
<i>Output 3.2 Information and data relating to the sector can be accessed quickly in the event of an emergency or crisis</i>	\$ 143,000	\$ -	\$ -	\$ 143,000
<i>Output 3.3 The educational community is prepared and shows resilience in the event of a crisis</i>	\$ 50,000	\$ 55,000	\$ 55,000	\$ 160,000
OUTCOME 4: Additional resources are mobilized to implement the strategies defined in the MYRP	\$ 20,000	\$ 20,000	\$ 35,000	\$ 75,000
<i>Output 4.1 MENFP has the support of partners to mobilize additional funds to implement the MYRP</i>	\$ 20,000	\$ 20,000	\$ 35,000	\$ 75,000
Sub-total for Programme Costs	\$ 3,596,150	\$ 3,366,150	\$ 2,508,750	\$ 9,471,050
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 550,953	\$ 518,922	\$ 487,112	\$ 1,556,987
Total for Programme and Operational Costs	\$ 4,147,103	\$ 3,885,072	\$ 2,995,862	\$ 11,028,037
Programme Support Costs (@7%)	\$ 290,297	\$ 271,955	\$ 209,710	\$ 771,963
GRAND TOTAL	\$ 4,437,400	\$ 4,157,027	\$ 3,205,572	\$ 11,800,000

Annex C: Results Framework

Outcome / output numbering	Level (Outcome/ Output)	Result statement	ECW Standard Indicator - Select from dropdown or select "Other program specific indicator" and add it ->	Grantee's Own Program Specific Indicator	Alignment with HRP/HRP/TFP/ESP indicators	Contributing agencies	Date indicator is proposed	Unit of measurement	Means of Verification	Year of Target	Target Total
1	Outcome	The most vulnerable girls, boys and adolescents aged 3-18 years have access to education in an environment that meets their needs	Enter a grantee selected Program Specific Indicator ->	Number of girls, boys and adolescents who have previously been excluded from the education system but return to school	ESP/HRP	UNICEF & WFP		Number #	Administrative data, school data, UNICEF reports	2025	19,300
1.1	Output	Public schools are able to accommodate and retain girls, boys and adolescents to a satisfactory extent, including children with disabilities, out-of-school children and children who have been affected by crises	Number of classrooms (including in temporary learning spaces) built or rehabilitated		ESP/HRP	UNICEF		Number #	Rapports de construction, photos	2024	24
1.1	Output	Public schools are able to accommodate and retain girls, boys and adolescents to a satisfactory extent, including children with disabilities, out-of-school children and children who have been affected by crises	Number of conflict and/or crisis affected boys, girls and adolescents (3-18 year olds) who receive ECW-supported school feeding		ESP/HRP	WFP		Number #	Distribution reports	2025	17,000
1.1	Output	Public schools are able to accommodate and retain girls, boys and adolescents to a satisfactory extent, including children with disabilities, out-of-school children and children who have been affected by crises	Enter a grantee selected Program Specific Indicator ->	Number of hot meals distributed to boys, girls and adolescents affected by the crisis	ESP/HRP	WFP		Number #	Distribution reports	2025	6,885,000
1.1	Output	Public schools are able to accommodate and retain girls, boys and adolescents to a satisfactory extent, including children with disabilities, out-of-school children and children who have been affected by crises	Enter a grantee selected Program Specific Indicator ->	Quantity of food distributed (in Metric tonne)	ESP/HRP	WFP		Number #	Distribution reports	2025	1,239
1.1	Output	Public schools are able to accommodate and retain girls, boys and adolescents to a satisfactory extent, including children with disabilities, out-of-school children and children who have been affected by crises	Number of classrooms supported with teaching and learning materials to enhance the learning environment		ESP/HRP	UNICEF		Number #	Distribution reports	2024	24
1.1	Output	Public schools are able to accommodate and retain girls, boys and adolescents to a satisfactory extent, including children with disabilities, out-of-school children and children who have been affected by crises	Enter a grantee selected Program Specific Indicator ->	Number of schools assisted with school feeding programme	ESP/HRP	WFP		Number #	Distribution reports	2025	90
1.2	Output	Economic barriers are removed to facilitate the schooling of children from the most vulnerable families, including those with disabilities	Number of boys, girls, and adolescents in ECW-supported communities receiving cash transfers for education		ESP/HRP	UNICEF		Number #	UNICES TM reports	2025	500
1.2	Output	Economic barriers are removed to facilitate the schooling of children from the most vulnerable families, including those with disabilities	Number of conflict and/or crisis affected boys, girls and adolescents (3-18 year olds) reached with individual learning materials		ESP/HRP	UNICEF		Number #	Distribution reports	2025	19,300
1.2	Output	Economic barriers are removed to facilitate the schooling of children from the most vulnerable families, including those with disabilities	Enter a grantee selected Program Specific Indicator ->	Number of children with disabilities who receive support to access education	ESP/HRP	UNICEF & WFP		Number #	UNICEF reports	2025	1,540
1.3	Output	Alternative learning opportunities are created for youth who are out of school and over-age	Enter a grantee selected Program Specific Indicator ->	Number of youth who are over-age and have access to the accelerated education programme	ESP/HRP	UNICEF		Number #	Centre reports	2025	3,500
1.3	Output	Alternative learning opportunities are created for youth who are out of school and over-age	Enter a grantee selected Program Specific Indicator ->	Number of youth who benefit from the non-formal education programme and who successfully complete the programme	ESP/HRP	UNICEF		Number #	Centre reports	2025	3,500
2	Outcome	Girls and boys aged 3-18 years from the most vulnerable families benefit from holistic education that promotes academic achievement, socio-emotional development and physical and mental well-being	Enter a grantee selected Program Specific Indicator ->	Percentage of students who successfully complete the school year and transition to the next level	ESP/HRP	UNICEF & WFP		Percentage %	School, MENFP and UNICEF reports	2025	90.0%
2	outcome	Girls and boys aged 3-18 years from the most vulnerable families benefit from holistic education that promotes academic achievement, socio-emotional development and physical and mental well-being	Enter a grantee selected Program Specific Indicator ->	Number of conflict and/or crisis affected boys, girls and adolescents (3-18 year olds) supported by ECW who improved their levels of learning in (i) reading, and/or (ii) math	ESP/HRP	UNICEF & WFP		Number #	School, MENFP and UNICEF reports	2025	TBD
2	Outcome	Girls and boys aged 3-18 years from the most vulnerable families benefit from holistic education that promotes academic achievement, socio-emotional development and physical and mental well-being	Enter a grantee selected Program Specific Indicator ->	Percentage of children who report being less stressed at school	ESP/HRP	UNICEF & WFP		Percentage %	School, MENFP and UNICEF reports	2025	85.0%
2.1	Output	Teaching practices promote better learning	Number of teachers / administrators trained		ESP/HRP	UNICEF		Number #	School, MENFP and UNICEF reports	2023	400
2.2	Output	Student learning is enhanced across core subjects	Enter a grantee selected Program Specific Indicator ->	Number of teachers/ administrators (m/f) trained in subject knowledge, curriculum / planning or pedagogy topics.	ESP/HRP	UNICEF		Number #	School, MENFP and UNICEF reports	2022	400
2.3	Output	The school environment is enhanced to promote student protection, learning, academic achievement and well-being, including girls and children living with disabilities	Number of ECW-supported learning spaces featuring MHPS activities for children and adolescents that are a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different sub-groups.		ESP/HRP	UNICEF & WFP		Number #	School, MENFP and UNICEF reports	2023	60
2.3	Output	The school environment is enhanced to promote student protection, learning, academic achievement and well-being, including girls and children living with disabilities	Number of ECW-supported learning spaces whereby a code of conduct (i) exists (ii) is enforced and, (iii) teachers and communities are trained / informed on its application		ESP/HRP	UNICEF		Number #	School, MENFP and UNICEF reports	2023	60
2.3	Output	The school environment is enhanced to promote student protection, learning, academic achievement and well-being, including girls and children living with disabilities	Enter a grantee selected Program Specific Indicator ->	Number of teachers/ administrators (m/f) trained in MHPS and psychological support topics.	ESP/HRP	UNICEF		Number #	School, MENFP and UNICEF reports	2023	420
2.3	Output	The school environment is enhanced to promote student protection, learning, academic achievement and well-being, including girls and children living with disabilities	Number of gender responsive and inclusive latrines constructed or rehabilitated		ESP/HRP	UNICEF		Number #	School, MENFP and UNICEF reports	2025	24
2.3	Output	The school environment is enhanced to promote student protection, learning, academic achievement and well-being, including girls and children living with disabilities	Enter a grantee selected Program Specific Indicator ->	Number of conflict and/or crisis-affected adolescent girls supported by ECW, who receive menstrual care kits, feminine hygiene kits or similar assistance	ESP/HRP	UNICEF		Number #	School, MENFP and UNICEF reports	2025	TBD
2.3	Output	The school environment is enhanced to promote student protection, learning, academic achievement and well-being, including girls and children living with disabilities	Enter a grantee selected Program Specific Indicator ->	Number of teachers who receive menstrual care kits, feminine hygiene kits or similar assistance	ESP/HRP	UNICEF		Number #	School, MENFP and UNICEF reports	2025	TBD
2.3	Output	The school environment is enhanced to promote student protection, learning, academic achievement and well-being, including girls and children living with disabilities	Number of ECW-supported learning spaces that have a functioning school-management committee and / or parent-teacher association		ESP/HRP	UNICEF & WFP		Number #	School, MENFP and UNICEF reports	2023	60
3	Outcome	The governance and resilience of the system are improved to better meet the educational needs of students in crisis situations	Enter a grantee selected Program Specific Indicator ->	Functional crisis management system in the departments	ESP/HRP	UNICEF		Index	MENFP and UNICEF reports	2025	1
3.1	Output	The Ministry of National Education and Vocational Training (MENFP) and partners have made the relevant preparations to respond quickly to emergencies	Enter a grantee selected Program Specific Indicator ->	Number of departments with contingency plans	ESP/HRP	UNICEF		Number #	MENFP and UNICEF reports	2023	4
3.2	Output	Disaggregated information and data relating to the sector can be accessed quickly in the event of an emergency or crisis	Enter a grantee selected Program Specific Indicator ->	Number of people trained in crisis information management	ESP/HRP	UNICEF		Number #	MENFP and UNICEF reports	2024	100
3.3	Output	The educational community is prepared and shows resilience in the event of a crisis	Enter a grantee selected Program Specific Indicator ->	Number of people in communities that are trained in disaster risk management (risk and disaster reduction)	ESP/HRP	UNICEF		Number #	MENFP and UNICEF reports	2025	1,000
4	Outcome	Additional resources are mobilized to implement the strategies defined in the MYRP	Enter a grantee selected Program Specific Indicator ->	Existence of a financial monitoring report from the sector-specific plan	ESP/HRP	UNICEF & WFP		Index	MENFP and UNICEF reports	2025	1
4.1	Output	MENFP has the support of partners to mobilize additional funds to implement the MYRP	Enter a grantee selected Program Specific Indicator ->	Additional amounts mobilized for the MYRP	ESP/HRP	UNICEF & WFP		US\$	MENFP and UNICEF reports	2025	\$16,000,000.00

CHILDREN AND ADOLESCENTS REACHED JOINTLY

TOTALS		AUTO		AUTO		MANUAL									
20,850	TARGET	Grant reference number: AUTO (for individual reporting only)	GRN Pending	Grantee organization: (auto)	Multiple Grantees	Date of reporting update: (dd-mm-yy)									
.	CHILDREN AND ADOLESCENTS REACHED	LEVEL OF EDUCATION AND SEX BREAKDOWN													
		Pre-Primary		Primary		Secondary		Unknown level of education		Total					
		F	M	F	M	F	M	F	M	F	M	Total			
FORMAL EDUCATION															
Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through formal education	Refugee	Target										-	-	-	
		Reached											-	-	-
	IDP	Target											-	-	-
		Reached											-	-	-
	Other affected populations (including Host populations)	Target	1,200	850	7,650	7,650						8,850 (51%)	8,500	17,350	
		Reached											-	-	-
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target											-	-	-
		Reached											-	-	-
	TOTAL	Target	1,200	850	7,650	7,650	-	-	-	-	-	8,850 (51%)	8,500	17,350	
		Reached	-	-	-	-	-	-	-	-	-	-	-	-	-
	Children with disabilities (cross-cutting: for all type of beneficiaries)	Target	120	120	900	900						1,020 (50%)	1,020	2,040	
		Reached											-	-	-
NONFORMAL EDUCATION															
Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through non formal education	Refugee	Target										-	-	-	
		Reached											-	-	-
	IDP	Target											-	-	-
		Reached											-	-	-
	Other affected populations (including Host populations)	Target					2,100	1,400				2,100 (60%)	1,400	3,500	
		Reached											-	-	-
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target											-	-	-
		Reached											-	-	-
	TOTAL	Target	-	-	-	-	2,100	1,400	-	-	-	2,100 (60%)	1,400	3,500	
		Reached	-	-	-	-	-	-	-	-	-	-	-	-	-
	Children with disabilities (cross-cutting: for all type of beneficiaries)	Target											-	-	-
		Reached											-	-	-

Annex D: IASC Gender with Age Marker Report

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

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:dffab1e3-2d26-3382-b3df-ace2706e3b25>

Annex E: Risk Matrix

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

Full MYRP:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:a8edb91a-bc99-3134-8959-d6ad0e33f87e>

UNICEF:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:365244fa-963d-346e-999f-afe94d35d56d>

WFP:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:a4469893-5b93-3b6e-aa1b-e99c37d0faeb>