



**EDUCATION  
CANNOT  
WAIT**

2021 Annual  
Results Report



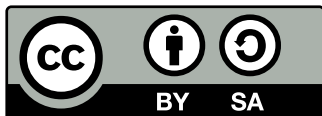
**WE HAVE PROMISES  
TO KEEP** | And Miles to Go  
Before We Sleep

## ABOUT THIS PUBLICATION

This report was elaborated under the direction of the Education Cannot Wait (ECW) Secretariat, with contributions from the ECW Executive Committee, grant recipients, and constituents of the ECW High-Level Steering Group. The report covers the period from 1 January to 31 December 2021.

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations, including donor agencies or the UN Member States. The boundaries, names, and designations used on the maps in this publication do not imply official endorsement or acceptance by the United Nations, Education Cannot Wait, or partner countries. All figures are presented in US dollars.

Education Cannot Wait, August 2022



## ABOUT EDUCATION CANNOT WAIT (ECW)

Education Cannot Wait (ECW) is the United Nations global fund for education in emergencies and protracted crises. We support quality education outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public and private sector donors for expanded support to reach even more vulnerable children and youth. The Education Cannot Wait High-Level Financing Conference, co-hosted by ECW and Switzerland, and co-convened with Germany, Niger, Norway and South Sudan, will take place February 16-17, 2023, in Geneva.

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Contact: [info@un-ecw.org](mailto:info@un-ecw.org)

Cover photo: Rohingya refugee girl Rohima, 13, at a learning centre in Cox's Bazar camps, Bangladesh  
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Layout and design: Svenja Greenwood

2021 Annual Results Report

# WE HAVE PROMISES TO KEEP

And Miles to Go  
Before We Sleep\*



\*Inspired by Robert Frost's poem "Stopping by Woods on a Snowy Evening"

# FOREWORD

## TIME FOR COURAGE AND STRENGTH TO FINANCE EDUCATION

There is no dream more powerful than that of an education. There is no reality more compelling than to attain one's full potential. We must keep our promise: to provide inclusive and equitable quality education and promote lifelong learning opportunities for all, as enshrined in the Sustainable Development Goals (SDG4) and Human Rights Conventions.

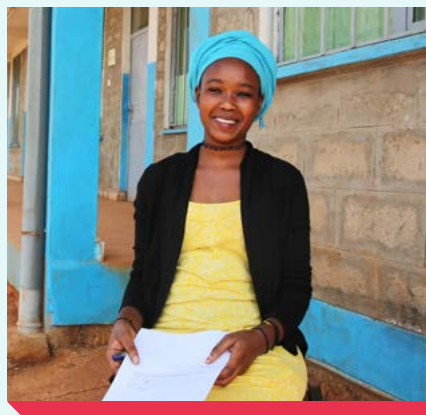
While progress is being made, we still have a long way to go. Today, we are faced with the cruel reality of [222 million children and adolescents](#) worldwide in wars and disasters in Africa, Asia, the Middle East and South America who need urgent financial investments to access a quality education.

According to Education Cannot Wait's recent analysis, 78.2 million of these crisis-impacted children are out of school and 119.6 million are not achieving minimum competencies in reading and mathematics despite attending school. COVID-19 has exacerbated their plight further. In the 21st Century, children and youth are in the midst of an unprecedented nightmare: a shocking global learning crisis.

As the United Nations global fund for education in emergencies and protracted crises, Education Cannot Wait (ECW) and our strategic partners have made big strides in a rapidly deteriorating world. Working with governments, donors, UN agencies, civil society organizations, the private sector, communities and affected youth, we have reached nearly 7 million children and adolescents with a quality education in the world's most challenging humanitarian crises. Girls represent nearly half of the beneficiaries reached. In 2021 alone, we reached 3.7 million children and adolescents, and an additional 11.8 million with our COVID-19 interventions.

This Annual Results Report provides insights on ECW's investments and our collective achievements in 2021. We now continue to inspire political support and financing, improve joint planning and timely response, and strengthen capacity, evidence and accountability through our constantly growing investments.

It means refugee girls like Bchiote in Ethiopia will be able to realize her dream to work in a bank, and boys like [Jia](#) in Bangladesh can make his dream come true of becoming a doctor. It means that refugees finally can become part of the national education system, such as in Colombia, Ecuador and Uganda.



Bchiote in Ethiopia

© UNICEF/Tekeignie

Today, education is increasingly seen as life-saving and the sustainable response to every humanitarian crisis. ECW's investments empower partners with financing to jointly deliver a child-centred and holistic approach to learning: social and emotional development, literacy and numerical skills, quality learning environments, school feeding programmes, as well as psychosocial support in excruciating armed conflicts and forced displacement in countries like [Democratic Republic of the Congo](#), [Ethiopia](#), [Mali](#), [Nigeria](#), [Pakistan](#), [Somalia](#), [South Sudan](#), [Sudan](#), [Ukraine](#) and [Yemen](#).



Jia in Bangladesh

© UNICEF/Sujan

As a global movement and a coordinated and cooperative platform for action, ECW's investments have been made possible through US\$1.1 billion in contributions to the ECW Trust Fund. Germany's ground-breaking additional \$228.3 million contribution in 2021 – and its continued strong leadership and advocacy through the G7 – provide a beacon of light to deliver on these 222 million dreams.

With the latest ECW Annual Results Report 2021 in your hand, accompanied by ECW's new Strategic Plan 2023-2026, I urgently appeal for substantive funding commitments at Education Cannot Wait's High-Level Financing Conference, taking place in Geneva in February 2023.

Hosted by Switzerland and Education Cannot Wait – and co-convened by Germany, Niger, Norway and South Sudan – the ECW replenishment conference offers an opportunity for global leaders to keep our promises and turn commitments into action for all children and youth left furthest behind in soul-shattering crises.

If they can dream of a better future despite the nightmare they face, we must show the courage and strength to finance their education and make their dreams come true.

**The Rt. Hon. Gordon Brown**

*United Nations Special Envoy for Global Education  
Chair of the High-Level Steering Group of Education Cannot Wait  
Chair of the International Commission on Financing Global Education Opportunity  
Former Prime Minister of the United Kingdom*



*Gordon Brown*



**Education Cannot Wait continues to work through partnerships to achieve our shared vision of a world where all children and adolescents affected by crises can learn free of cost, in safety and without fear, to grow and reach their full potential, as outlined in the Sustainable Development Goals, as here in Cameroon.**

© ECW/ Béloroumou

# ACKNOWLEDGEMENTS

The results presented in this report are the direct result of the steadfast commitment and strategic and financial support from a broad group of stakeholders, including host-country governments, donors, United Nations agencies, global and local civil society organizations, philanthropic foundations, and the private sector, among others.

Education Cannot Wait continues to work through these partnerships to achieve our shared vision of a world where all children and adolescents affected by crises can learn free of cost, in safety and without fear, to grow and reach their full potential, as outlined in the Sustainable Development Goals. As we continue to build a global movement to reach all crisis-affected children and adolescents in need of education support, ECW extends its sincere appreciation for the generous and timely funding of its donors. Without this generous and timely support, none of the results delivered through ECW's global investments and partnerships would be possible.

The ECW Secretariat would particularly like to express its appreciation and thanks to ECW's governance structures – the High-Level Steering Group and the Executive Committee – for their political commitment, strategic support, generous funding and consistent advocacy and campaigning. We thank all our members of these governance structures for their unwavering support and extend our gratitude to the Chair of the High-Level Steering Group, the Rt. Hon. Gordon Brown, United Nations Special Envoy for Global Education, and to the Chair of ECW Executive Committee, Alicia Herbert, OBE, Director, Education, Gender and Equality and Gender Envoy with the Foreign, Commonwealth and Development Office of the UK Government. We also extend our heartfelt thanks to the United Nations Children's Fund

(UNICEF), our hosting agency, under the inspiring leadership of its Executive Director, Catherine M. Russell, and all heads of UN agencies, CEOs of civil-society and private-sector organizations, the Education Commission, the International Finance Facility for Education and the Global Partnership for Education.

As catalysts of transformational investment across the humanitarian-development nexus, host-country governments are leading the charge in building local action, stepping up to provide refugee and displaced children with safe, quality learning environments, and ensuring every child, everywhere has access to an education. Civil society organizations have also stepped up to advocate for ECW and support resource mobilization efforts.

ECW thanks its grantees and partners, whose relentless work on the ground – often in very challenging conditions – ensures education support reaches the most vulnerable children and youth affected by crises.

The ECW Secretariat would also like to thank all the partners and individuals who contributed to its work during this reporting period, in particular those who provided technical support at global or country level. Finally, let us also acknowledge the brave and fearless girls and boys who are attending school for the first time and learning to read and write so that one day they can become doctors, nurses, architects, teachers, small business owners, mechanics and engineers. On the frontlines of education in emergencies and protracted crises, teachers, families, and communities are coming together to leave no child behind.

## ACKNOWLEDGEMENTS

### REPORT CONTRIBUTORS

This report is based on information provided in the programme reports submitted by 27 grantees for a total of 146 active grants during 2021. The results described in the report reflect their hard work and dedication on the ground to support children and youth affected by crises in 32 countries.

The report was produced under the guidance of Yasmine Sherif, ECW's Director, and under the leadership of Christian Stoff, Chief of ECW's Monitoring, Evaluation and Global Reporting team. The core report team consisted of Aurélie Rigaud, Maurits Spoelder and Christian Stoff. The analysis was supported by Carlos Bueno Martinez, Giada Costantini, Rémi de Lassus Saint Genies, Sydney Krug, and Yan Yangyidan.

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South Sudanese students at Shekole Refugee Camp Primary School in Ethiopia play football outside. ECW investments in the region support access to safe, inclusive education.

# EXECUTIVE SUMMARY

Investments in education for children and adolescents<sup>1</sup> affected by emergencies and protracted crisis are the core of our collective quest to achieve Sustainable Development Goal 4 – the global education goal. Without the foundational goal of SDG 4, all other SDGs will fall behind unfulfilled. This Annual Results Report 2021 describes the achievements made and lessons learned by Education Cannot Wait (ECW) and its partners during 2021 as we jointly support all crisis-affected children and adolescents in accessing quality education and achieving better learning outcomes.

<sup>1</sup> ECW defines 'children and adolescents' as crisis-affected girls and boys between the ages of 3 and 18 in all their diversity. ECW is committed to supporting those most in need, paying particular attention to intersecting vulnerabilities related to gender, disability, refugee status, displacement status, and age and stage (including supporting the early years, and secondary education).

2021 was a pivotal year for ECW. The fund marked its fifth anniversary as the United Nations global fund for education in emergencies and protracted crises. ECW enters its financial replenishment in 2023 and is preparing to embark on a new strategic plan period for 2023–2026.

2021 was ECW's most successful resource mobilization year since its inception. It raised US\$388.6 million in 2021, despite a challenging funding context, on behalf of children and adolescents whose education has been disrupted. To date, the fund has mobilized US\$1.07 billion for its Trust Fund between 2016 and 2021 and thereby exceeded the target set under its current strategic plan (2018–2022).

Since 2016, ECW has reached 6.9 million children and adolescents (48.4 per cent girls) with programmes and interventions in some of the world's most challenging humanitarian contexts, including 3.7 million children and adolescents (48.9 per cent girls) with grants active in 2021 alone. ECW reached 11.8 million with COVID-19 interventions that same year, bringing the total number of children and adolescents supported by COVID-19 interventions to 31.2 million. Girls reached with CVD response since inception is 51.85 per cent.

ECW invests in countries affected by conflicts, protracted crises and climate-related disasters. ECW assisted 32 countries in 2021, through 174 grants (including 50 COVID-19 related grants) that were implemented by 37 grantee organizations and their implementing partners. ECW and partners implement programmes in all of the countries with the highest number of forcibly displaced populations (internally displaced persons [IDPs], refugees and returnees) worldwide: Afghanistan, Bangladesh, Burkina Faso, Chad, Colombia, the Democratic Republic of the Congo, Ethiopia, Gaza and the West Bank, Iraq, Lebanon, Nigeria, Pakistan, South Sudan, the Sudan, Somalia, Syria, Uganda and Yemen.

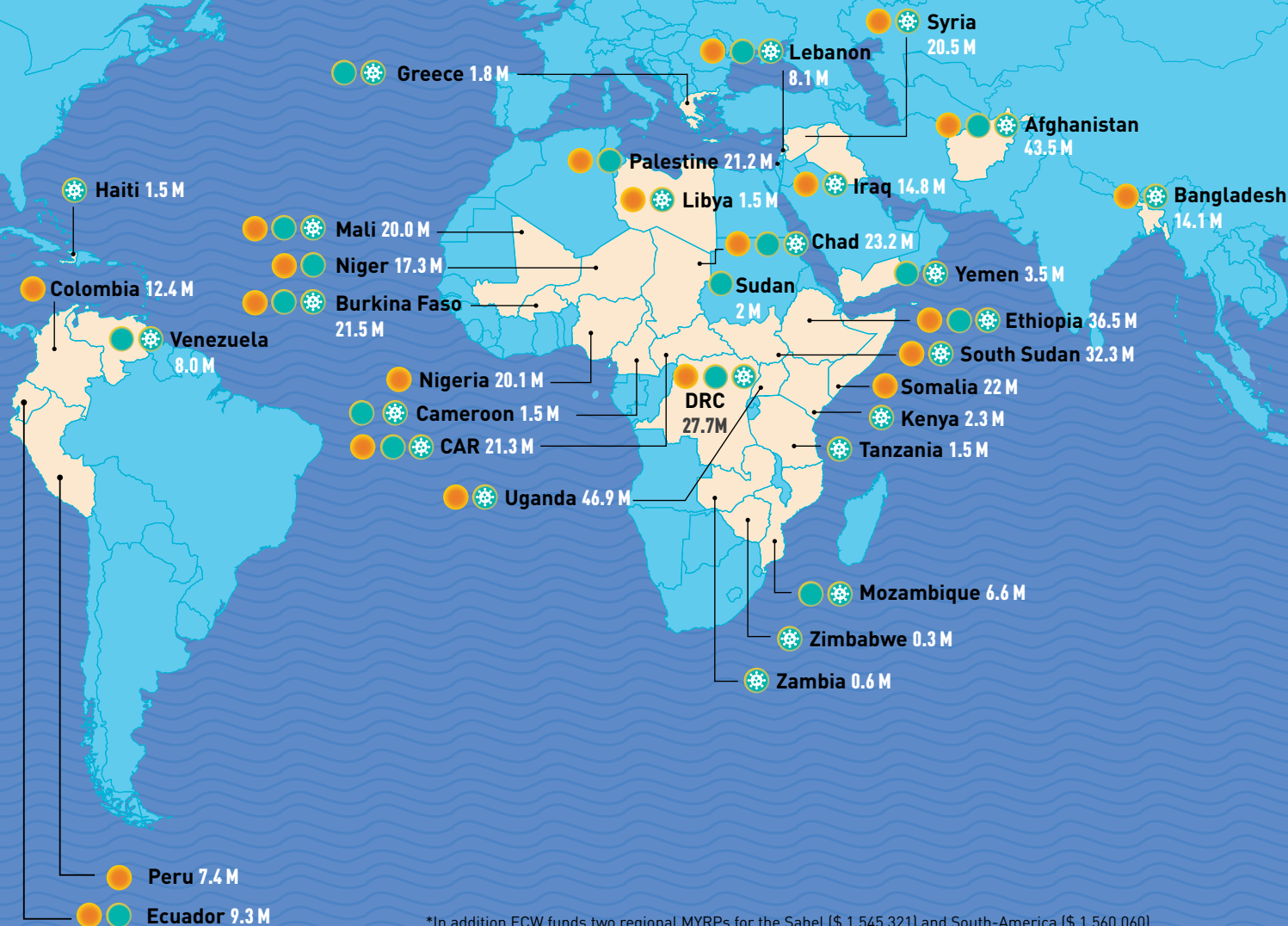
In 2021, ECW made new allocations of US\$143 million to grantees via its three investment modalities: the Multi-Year Resilience Programme (MYRP), the First Emergency Response (FER) and the Acceleration Facility (AF). ECW approved six new MYRPs (Burundi, Iraq, Lebanon, Libya, Pakistan and the Sudan) and one renewed MYRP (Bangladesh) in the total amount of US\$121.2 million; 12 FERs (US\$19 million); and 13 new AF grants (US\$2.6 million). With these new allocations in 2021, ECW has expanded its portfolio of active grants to a total amount of US\$495.8 million.



# MAP OF ECW INVESTMENTS ACTIVE IN 2021

(in US\$)

- MYRP investments\*
- FER investments
- ❄️ COVID-19 related



\*In addition ECW funds two regional MYRPs for the Sahel (\$ 1,545,321) and South-America (\$ 1,560,060).

The boundaries, names, and designations used on this map do not imply official endorsement or acceptance by the United Nations, Education Cannot Wait, or partner countries.



In June 2022, ECW released new estimates that globally, approximately 222 million school-aged children are affected by crises, of which 78.2 million are out of school and 119.6 million are not achieving minimum competencies in mathematics and reading despite attending school.<sup>2</sup> Another 24.2 million in pre-primary school, primary or secondary school are achieving minimum proficiency in mathematics or reading but are still affected by crises and are in need of support. These 222 million crisis-affected children and adolescents are missing a quality education that would shape and determine their futures. They need urgent educational support.

These new global figures should be a wake-up call for all of us. To get on track to achieving SDG4, it will be necessary to re-double investments and efforts in support of all children and adolescents affected by crises on their learning journey. These investments will not only benefit these children and their families but will also help build a stronger, more cohesive, resilient global community.

<sup>2</sup> ECW developed the estimates using a new methodology and data from a variety of sources, with technical inputs from the Inter-agency Network for Education in Emergencies (INEE) reference group on Education in Emergencies data. See: Education Cannot Wait, Global Estimates: Number of crisis-affected children and adolescents in need of education support, ECW, 2022. <[www.educationcannotwait.org/resource-library/global-estimates-number-crisis-affected-children-and-adolescents-in-need-education](http://www.educationcannotwait.org/resource-library/global-estimates-number-crisis-affected-children-and-adolescents-in-need-education)>, accessed July 2022.



## STRATEGIC OBJECTIVES 1 AND 2

# INSPIRE POLITICAL SUPPORT AND FINANCING

Despite a challenging funding context, ECW succeeded in mobilizing US\$1.07 billion for its Trust Fund between 2016 and 2021, including an additional US\$388.6 million in 2021. Bilateral and multilateral contributions made up 93.2 per cent of funding, with private and foundation contributions making up the remaining 6.8 per cent.

ECW's top donors in 2016–2021 were the Governments of Germany (US\$364.1 million), the United Kingdom (US\$160 million), Denmark (US\$88.9 million), Norway (US\$83.6 million) and Canada (US\$62.3 million), and the European Commission (US\$62 million). A donation of US\$40 million from the LEGO Foundation has established them as an important foundation donor. Contributions in 2020–2021 were smaller than in previous years, although Germany's contribution of US\$285.4 million in 2021<sup>3</sup> marked a departure from this trend.

Across 19 countries supported through MYRPs<sup>4</sup>, donors and partners mobilized an additional cumulative amount of more than US\$1 billion in new funding for Education in Emergencies and Protracted Crises (EiEPC) programmes supporting the same type of beneficiaries as the MYRPs, including US\$685 million strongly aligned and coordinated with the MYRPs.

**ECW continued its advocacy at global, regional and national levels** for high-quality, inclusive education systems for all children affected by crises. Advocacy partners in 2021 included the Global Partnership for Education (GPE), the Intergovernmental Authority for Development (IGAD) in East Africa and the Horn of Africa, the International Parliamentary Network for Education (IPNEd), Plan International, the United Nations High Commissioner for Refugees (UNHCR), the World Bank, and World Vision International, among others.

ECW advocated for greater prioritization of girls' education as part of the global Call to Action on Protection from Gender-Based Violence in Emergencies, and for safe learning environments through the Safe to Learn Partnership. In her public engagements, ECW Director Yasmine Sherif regularly condemned violence targeting students and learning institutions. ECW's participation in global forums and events, as with Global Citizen and Dubai Cares in 2021, helped to mobilize resources and raise awareness of EiEPC needs among large audiences.

<sup>3</sup> The contribution contract was concluded in 2021. It represents a sum of €250 million of which €50 million is earmarked for the current strategic programming cycle and €200 million is earmarked for the new strategic plan period (2023–2026). Exchange rate locked on 20 December 2021.

<sup>4</sup> The assessment included 19 MYRPs from their start years to the end of 2021; it excluded five MYRPs approved in December 2021.



### STRATEGIC OBJECTIVE 3

## IMPROVED JOINT PLANNING AND TIMELY RESPONSE

ECW developed six new MYRPs – for Burundi, Lebanon, Libya, Iraq, Pakistan and the Sudan – and renewed the Bangladesh MYRP for a second phase in 2021, resulting in 24 MYRPs approved so far and US\$453 million in seed funding allocated between 2018 and 2021 (Bangladesh was the first MYRP that was renewed for a second phase). ECW approved 12 FER programmes, implemented via 20 grants amounting to some US\$19 million, in 2021.<sup>5</sup> This brings the total number of FER grants to 199 since inception and the total investment under this window to US\$171 million.

MYRPs are designed to respond to protracted crises, and they are characterized by a more detailed and purposefully more lengthy planning process. For this reason, ECW has extended the timeframe for disbursement of MYRP grants to six months from the date of the scoping mission to the country. In 2021, 17 new MYRP grants were initiated and developed to start in 2022; 14 of these grants were disbursed by the end of May 2022.

The purpose of FERs is to restore education provision as soon as possible by supporting access to safe education environments and providing basic inputs,

such as learning materials, temporary learning spaces and school equipment. The planning process is leaner for FERs, and grants are quicker to disburse than for MYRPs. The average speed of disbursement was 9 weeks for acute emergency and COVID-19 FERs and 17 weeks for FERs responding to an escalation of crisis.

The weighted cost per child<sup>6</sup> is much lower for FER grants than for the MYRPs: US\$53 for 6- to 18-month FER grants (excluding COVID-19 FER grants) in 2021 compared with US\$137 for a three-year MYRP (2018–2021). Yet, in the case of FERs, this weighted cost per child has doubled, and in the case of MYRPs it has gradually decreased. The increase in cost per child in the FERs approved in 2021 was, in part, because children and adolescents were supported through more holistic intervention packages compared to previous years. The lower weighted MYRP cost is partly explained by ECW's shift in focus, from access-related interventions (51 per cent in 2019; 29 per cent in 2021) with high initial investments, including for school repairs, to more holistic education programming that includes equity, learning, and system strengthening, as part of ECW's 'whole-of-child' approach.<sup>7</sup>

<sup>5</sup> Afghanistan, Cameroon, Central African Republic, Chad, Democratic Republic of the Congo, Ethiopia, Haiti, Lebanon, Mozambique, Niger, State of Palestine and Sudan.

<sup>6</sup> 'Weighted budget per child' refers to total amount of ECW seed funding divided by the total number of children targeted through seed funding during the three-year MYRP period (2018 to 2021). 'Unweighted budget per child' refers to the average budget of all MYRPs divided by the total number of children targeted. The unweighted budget per child is US\$254, since MYRP inception (2018).

<sup>7</sup> This approach addresses the multisectoral and holistic needs embedded in educational settings. In other words, while the link between education and outputs such as an improved curriculum is clear, ECW also funds initiatives that address components that fall outside the mainstream educational realm but are still essential to ensuring children have a safe and secure place to learn both physically and emotionally.





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ECW's External Review Panel conducted a comparative analysis of the seven MYRPs developed in 2021. Six were found to be based on good-quality, evidence-informed planning processes;<sup>8</sup> they scored above 4.0 on a 5-point scale. On average the seven MYRPs scored 4.4 across five dimensions of quality planning processes and 4.2 in terms of their use of high-quality evidence and data during programme design and review stages.<sup>9</sup> Overall, nearly all the new MYRPs provided indicators to ensure an effective disaggregation of beneficiary data (according to factors including gender, age, disability status and wealth inequalities). ECW's MYRP modality was independently evaluated by Oxford Policy Management (OPM) in 2021.<sup>10</sup>

**▲ Displaced children in Burundi eagerly wait for class to begin.**

**ECW developed six new MYRPs – for Burundi, Lebanon, Libya, Iraq, Pakistan and the Sudan – and renewed the Bangladesh MYRP for a second phase in 2021**

<sup>8</sup> Five dimensions of quality planning process: (1) joint development of programmes, (2) results-based focus, (3) risk-informed plans, (4) evidence-based designs, and (5) alignment with existing national policies and strategies.

<sup>9</sup> Six dimensions of use of high-quality evidence and data during programme review and design stages: (1) timeliness, (2) holistic scope, (3) disaggregation, (4) conflict- or disaster-sensitive, (5) system analysis, (6) gender and equity analysis.

<sup>10</sup> Oxford Policy Management, *Evaluation of the ECW MYRP Modality: Final Synthesis Report*, OPM, Oxford (UK), 2021.



**STRATEGIC OBJECTIVES 4 AND 5**

## **STRENGTHEN CAPACITY, EVIDENCE AND ACCOUNTABILITY**

To date, ECW has allocated 9 per cent of total MYRP funding (US\$25 million) to systems strengthening, including capacity development. The share of MYRP total funds allocated to this has increased from 4 per cent for MYRPs developed in 2019 to 14 per cent for MYRPs developed in 2021.

Between 2019 and 2021, ECW allocated another US\$15 million to systems strengthening, including coordination, through its AF. These grants fund a multi-year partnership with the Global Education Cluster (GEC), which coordinated responses in 60 per cent of crisis contexts identified in 2021, up from 35 per cent in 2017. As of late 2021, there were 27 officially activated Inter-Agency Standing Committee (IASC) Education Clusters and Education in Emergencies Working Groups, 60 per cent of which had both a full-time Coordinator and a full-time Information Manager. ECW launched the Gender Lead Organization function within the seven MYRPs developed in 2021; budget is earmarked for gender capacity strengthening, monitoring and knowledge production.

In 2021, ECW further strengthened its approach and contributed to global guidance and resources regarding disability-inclusive education, gender and localization.

- **Inclusive education:** ECW supported the Inter-Agency Network for Education in Emergencies (INEE) in its work to elevate disability-inclusive education in emergencies, with several initiatives started in 2021.
- **Gender:** ECW together with INEE and the United Nations Girls' Education Initiative (UNGEI) developed the Education in Emergencies (EiE) GenKit, a core resource package whose goal is to promote improved gender and education outcomes in emergencies and developed gender-specific guidance for use with MYRP and FER partners and internally.
- **Localization:** ECW supports the localization agenda of the Grand Bargain agreement and is committed to transferring funds as directly as possible to local and national providers. Some 22 per cent of funds were transferred as directly as possible in 2021, which is a similar percentage as in 2020.<sup>11</sup>

<sup>11</sup> COVID-19 FERs are excluded from the calculation.

ECW conducted an analysis of outcome change evidence on a sample of 112 MYRPs and FERs active in 2021.<sup>12</sup> It found that 75 per cent of programmes showed partial evidence of change (one data point) or solid evidence (at least two data points) for at least one education outcome of their result framework. In 2021, as in 2020, access was the education outcome for which grantees were best able to report on progress. Other education outcomes, such as learning (academic and social-emotional) and safety and protection, are more difficult to measure and monitor.

ECW improved learning of children and its measurement compulsory across its MYRPs from 2020 onward. ECW completed the first year of its 2021–2023 flagship initiative on holistic learning outcome measurement and system strengthening support in five MYRP contexts, with the generous support of Porticus, a private philanthropic donor.



### **BENEFICIARY OUTCOME 1 AND 3**

## **ACCESS AND CONTINUITY**

In 2021, ECW supported interventions to reduce the period in which education is interrupted, ensuring the fastest possible resumption of education services and enabling crisis and conflict-affected children and adolescents to go back to school as quickly as possible. US\$21 million of MYRP funding (29 per cent of seed-fund budgets of the seven MYRPs approved in 2021) were allocated to interventions designed to increase access and continuity of learning.

Primary education continues to receive the majority share of funding allocated (US\$79 million in 2021, representing 71.5 per cent of the total programme investment). However, ECW has committed to increasing the share of its investment in early childhood education (ECE) and secondary education services. In 2021, ECW allocated 11 per cent of total

programme investments to ECE, thus meeting the 10 per cent target established with the LEGO Foundation in 2019. Secondary education received 17.4 per cent of ECW budget allocation, an increase over prior years. As a result, the share reached for ECE increased from 5 per cent in 2019 to 9 per cent in 2021, and the share of children reached under secondary education increased from 3 per cent to 11 per cent for the same period.

ECW partners have designed programmes to address obstacles to education from both demand and supply sides and tailored interventions to meet the needs of children and adolescents who are refugees, IDPs or otherwise affected by emergencies and protracted crises. On the supply-side interventions, ECW supported the rehabilitation of 13,457 learning

<sup>12</sup> Sample is all the active programmes in 2021 (21 MYRP programmes and 91 FER grants) that started before 31 July 2021 and reported as part of their annual exercise for 2021. MYRP data are calculated based on the number of MYRP programmes. FER data are based on the number of FER grants. Note that MYRPs and FER programmes often have multiple grantees.

spaces in 25 countries in 2021 and recruited and/or financially supported 20,845 (45 per cent female) teachers and administrators. On the demand-side, ECW-supported community mobilization activities, including back-to-school campaigns that reached 111,123 children, men and women in nine countries in 2021. In addition, ECW partners provided cash-transfer interventions to 26,447 children (57 per cent girls) in consideration of education costs that keep many children from attending school. ECW continued to support school-feeding programmes for families without access to regular, nutritious food at home; more than 186,000 children (48 per cent girls) in 15 countries benefited from such programmes in 2021.

About 10 per cent of children and adolescents reached by ECW in 2021 benefited from non-formal education programmes, including accelerated education programmes (AEPs), remedial classes and catch-up programmes. ECW supported vocational education and life skills programmes for secondary-school-aged children who are out of school and unlikely to return to formal schooling.

### Outcome-level reporting

Eighty out of the 112 active programmes in 2021<sup>13</sup> (71 per cent) were able to report on their progress through proper measurement of access to education. Fifty-two programmes reported on outcome change and 96 per cent of them showed improvement.

Fewer programmes reported on continuity of education than on access to education, due to the greater challenges in measuring completion and transition. Yet, 38 of the 112 active programmes in 2021 (34 per cent) reported on continuity (transition and/or completion). Of these 38 programmes, 97 per cent provided evidence of improved continuity of education in terms of increased survival, transition or completion, and 70 per cent reported transition rates of 50 per cent to formal education system after completion of AEPs, remedial classes or catch-up programmes.

**52 programmes reported on outcome change in access to education and 96% of them show improvement.**

➤ **ECW funding is supporting crisis-impacted children in Yemen in accessing quality learning environments.**



© UNICEF

<sup>13</sup> Analysis conducted on 112 active programmes in 2021, that started before July 31th, 2021



## BENEFICIARY OUTCOME 2

# STRENGTHENED EQUITY AND GENDER EQUALITY

Since inception, ECW has reached 3.3 million girls (48.4 per cent of all children reached) and 2.6 million child refugees and IDPs (43 per cent) through its regular programming. In 2021, ECW emphasized a locally driven approach based on gender analysis that is informed by in-country expertise and inclusive of persons with disabilities, girls and young women. ECW and grantees started working through established coordination mechanisms and structures, both multilateral and in-country, around gender and gender-based violence, and disability.

**ECW reached 1.8 million girls** (49 per cent of all children reached) through its regular programming in 2021 (all active grants), which is higher than in previous years, plus another 16.2 million girls through ECW COVID-19 investments, including distance learning interventions, since 2020. These results are against ECW's target, established in 2020, of ensuring that 60 per cent of those benefiting from ECW-funded support are girls.

ECW's approach to gender equality is two-pronged; strategies address both the differentiated challenges faced by girls, boys and adolescents in accessing and benefiting from education in emergencies and the root causes of gender-based discrimination. Interventions in the learning space include the provision of gender-responsive water, sanitation and hygiene (WASH) facilities and educational material, curricula and pedagogy.

**In 2021, ECW reached 412,000 IDPs (49 per cent girls). Additionally, 1.1 million refugees** (50 per

cent girls) were supported through ECW's regular programming, which is 29 per cent of total children reached, down from 38 per cent in 2020. Children and adolescent refugees in Palestine represent 360,000 of the total reached. In the programmes approved in 2021, the share of funding allocated to refugees represented US\$38.5M, including US\$12 million for refugees in Bangladesh, up from US\$20 million in 2020.

ECW upholds the position as set out in the Global Compact on Refugees (2018) to include refugees in national education systems, and ECW supports countries in implementing the Global Compact framework where this is a national policy. This situation affects 4.6 million children and adolescents out of school in host countries impacted by crises. In its new report on crisis-affected children and adolescents in need of education support, ECW estimates that 3.4 million children and adolescents who are refugees and 1.2 million in asylum-seekers/refugee-like are out of school in host countries.<sup>14</sup>

MYRPs are developed in line with existing strategies for integrating refugees into national education systems, such as refugee response and education sector plans adopted by host countries. Since 2019 ECW has allocated US\$272 million – half of its US\$549 million allocation to education in crisis settings – for children and adolescents living in local (host) communities and other conflict/crisis-affected populations, as well as US\$151 million in support of education for child IDPs and US\$126 million for refugees.

<sup>14</sup> Education Cannot Wait, Global Estimates, 2022.

For all active grants in 2021, ECW reached 34,191 **children and adolescents with disabilities** (0.92 per cent of all children reached against 1.3 per cent in 2021), bringing the total since ECW inception to 62,274 children with disabilities (0.90 per cent since inception), against ECW's target of 3 per cent for the period 2018–2021.

ECW has strengthened its reporting guidelines on inclusive education for its grantees and promotes the meaningful engagement of organizations of persons with disabilities in programme planning from the start. ECW encourages grantees to monitor results on inclusive education, by gathering and analysing disaggregated data on access to education by children with disabilities, including the construction of accessible learning spaces.

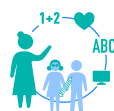
✔ **Leden, a student with disabilities in Ethiopia, is receiving targeted education support.**

### Outcome-level reporting

Of the 112 programmes active in 2021, 19 reported on changes in levels of equity and gender equality and 18 reported baseline values. Of the 19 programmes with outcome results, 18 reported an improvement for equity and gender equality and one reported stable results.

Since June 2021, ECW has required all new ECW investments to use the IASC Gender with Age Marker (GAM) at the programme design phase; this extends to the seven MYRPs developed in 2021 and 12 FERs. Five of the seven MYRPs developed in 2021 included a focus in their results frameworks on changing social norms, attitudes and behaviours that reinforce gender inequality and keep girls out of school. In 2021, 92 per cent of programmes that reported at least two data points on access for girls and boys demonstrated an improvement in gender parity, against the target of 60 per cent. All programmes that reported gender-disaggregated learning outcomes achieved improved learning results for girls.





## BENEFICIARY OUTCOME 4

# IMPROVED LEARNING AND SKILLS

In its new report, ECW estimates that, among the children and adolescents affected by crises, only 15 per cent of those attending school are achieving minimum literacy, and fewer than 10 per cent are achieving minimum numeracy.<sup>15</sup> Thus 119.6 million (54 per cent of those affected by crises) are in school but not achieving these minimum proficiencies.

ECW recognizes the important role of teachers in influencing the provision of education quality and levels of learning achievement, and ECW support has addressed issues of teacher remuneration, recruitment and retention, as well as capacity development. ECW has supported the training of 87,367 teachers and administrators (47 per cent female) since the fund's inception and 38,869 (47 per cent female) in 2021. The proportion of teachers trained in mental health and psycho-social support (MHPSS) has increased significantly in relation to other topic areas since 2019, when ECW established MHPSS as a policy priority.

Grants are increasingly measuring the effect of capacity-development activities on teacher performance/capacity and behaviours in the classroom. In 2021, 26,835 teachers (52 per cent female) demonstrated an increase in knowledge, skills and/or performance.

ECW has supported the provision of education materials and textbooks to over 4.2 million children (49 per cent girls) since the fund's inception, and to over 2 million children (50 per cent girls) in 2021. ECW has supported the distribution of age- and gender-appropriate materials and textbooks for teachers and students to 58,207 classrooms since inception, and 28,274 in 2021. ECW programmes

often include a community engagement component, which is important to the work of social norms change and was critical during the COVID-19 pandemic lockdowns, when parents and caregivers worked together with schools in their communities to continue education provision via radio, television and mobile communication platforms.

In keeping with its whole-of-child approach, ECW has prioritized quality education and the measurement of holistic learning outcomes in its MYRPs. The share of MYRP programmatic funding allocated to improving the quality of education and learning levels has increased from 14 per cent in 2019, to 19 per cent in 2020, and 22 per cent in 2021. From 2020, all MYRPs have increased learning as an outcome with contextually relevant indicators in their results frameworks, and have allocated budget towards measuring this outcome. In the seven MYRP countries, ECW provides additional technical support to grantees and partners in their measurement of holistic learning outcomes.

### Outcome-level reporting

Thirty-four of the 112 programmes active in 2021 (38 per cent) reported outcome-level information on learning for children. Of these, 30 reported improved learning outcomes (including social and emotional learning (SEL)) and 4 reported a baseline value. 'Holistic learning' is defined as a contextually relevant combination of academic and social-emotional learning domains. The number of ECW-funded programmes with information on the levels of academic learning achieved by beneficiaries, and academic learning as a share of EiE programming, has grown, especially for MYRPs. But measuring social-emotional learning remains a challenge.

<sup>15</sup> Ibid.



## BENEFICIARY OUTCOME 5

# SAFE AND PROTECTIVE LEARNING ENVIRONMENTS

The share of ECW budget allocated to safety and protection interventions has declined – from 21 per cent in 2019, to 15 per cent in 2020, and 13 per cent in 2021 – as ECW’s budget overall and its allocations for other outcomes (such as improving quality, equity and system strengthening) have increased. For all MYRPs, the budget share allocated to safety and protection from ECW’s inception is about 17.5 per cent.

In addressing **violence in schools**, ECW supports the Global Coalition to Protect Education from Attack (GCPEA) and promotes the Safe Schools Declaration. In 2021 ECW supported safe transportation to and from schools for 3,907 children (52 per cent girls). To ensure children and adolescents are safe to learn, some 3,784 of ECW-supported learning spaces had codes of conduct on bullying and corporal punishment.

In 2021, ECW partners trained 18,639 teachers and administrators (46 per cent female) in emergency preparedness, disaster risk reduction (DRR) and risk management, enabling 1,863 ECW-supported learning spaces to have DRR measures in place. Efforts to protect children from violence include child safeguarding policy development, the establishment of reporting mechanisms, community engagement and teacher training, including training on codes of conduct, gender-based violence (GBV) prevention and referral mechanisms.

ECW is unwavering in its belief that **MHPSS** support is part and parcel of a quality education, and requires all MYRPs and FERs to include an MHPSS component. This requirement has become even more crucial since the COVID-19 pandemic. In 2021, 13,803 ECW-supported learning spaces featured MHPSS activities of good quality, and 78 per cent of such spaces had a dedicated counsellor or social worker available on site. Since ECW’s inception, the number of teachers trained on MHPSS topics has doubled, to about 54,000, showing the results of ECW investment in this policy priority area. ECW also supports parents, teachers and counsellors in addressing their own well-being, so they can support children and adolescents more effectively.

Key actions supported by ECW and partners have contributed to **improved health and hygiene** in schools. Some 2,581 ECW-supported learning spaces had increased access to clean drinking water, safe sanitation facilities, and basic hand-washing facilities in 2021; and 16,983 teachers and administrators (39 per cent female) were trained in WASH topics. Community campaigns raised awareness of the importance of WASH, disseminated information on COVID-19 prevention and promoted a safe return to school. As measures to keep girls in school, ECW supported the construction or rehabilitation of 3,202 latrines, separate for girls and boys, and provided 182,665 adolescent girls with menstrual hygiene care kits or similar assistance.



## Outcome-level reporting

Forty-six of the 112 programmes active in 2021 (41 per cent) reported on the status of safety and protection of children and teachers in ECW-supported learning environments. Of the 46, 29 programmes reported an improvement, and 17 reported a baseline value as a benchmark against which to measure change in the future. Thus, 100 per cent of

programmes that measured safety and protection reported improvements at outcome level in 2021. Grantees most often reported on children's and teachers' mental health and psychological well-being following MHPSS interventions. In comparison, fewer grantees measured improvements following WASH and DRR interventions.



## LOOKING FORWARD

The development of the 2023–2026 strategic plan offers a unique opportunity to consolidate the ECW fundraising model and develop a plan for mobilizing increased, flexible and predictable financing to meet the world's growing needs for crisis-affected children and adolescents. Building on Germany's US\$285.4 million funding commitment in 2021, ECW will work with the High-Level Steering Group (HLSG), the Executive Committee and strategic partners to launch an ambitious financing campaign, which will culminate in a High-Level Financing Conference on 16 and 17 February 2023.

In prioritizing gender equality and inclusion of those most marginalized in education – girls, children with disabilities, child IDPs and refugees – ECW's piloting of the Gender Lead Organization function at MYRP design and implementation phases has marked an important shift; it led to improved gender analysis in MYRP needs overviews and a significant increase in gender-targeted interventions in theories of change, strategies and programme implementation. Similar lead organizations were also identified for other areas, such as Children with Disabilities and MHPSS. ECW will continue to engage these organizations in ways that are mutually beneficial and build on these organizations' unique knowledge and capacities.

ECW prioritizes quality education and the measurement of holistic learning outcomes, along with access and continuity outcomes, and now requires grantees to incorporate and measure learning outcomes in their MYRPs. Given the challenges that such measurement entails, ECW will continue to support grantees and partners with technical expertise and advocacy, funded through the AF. Grantees have made significant progress in reporting on better inclusion and gender equality, in accordance with ECW policy requirement that programmes systematically disaggregate data by gender and disability in their results reporting.

ECW will continue advocating for the use of existing platforms and networks that shape the EiEPC institutional ecosystem. ECW is strengthening its internal data collection efforts in relation to education outcomes and outputs of its grant portfolio.

As part of an organizational evaluation conducted in 2022, ECW is looking to develop a clearer position on what is meant by MYRP sustainability and how to further link AF grants with country-level FERs and MYRPs, with the goal of increasing the efficiency and effectiveness of ECW investments.

# GLOBAL CONTEXT

In 2021, worrying trends continued in the scale, severity and protracted nature of conflicts and crises in an increasing number of countries. The Global Humanitarian Overview (GHO) 2022, issued in December 2021, projected that 274 million people will require humanitarian assistance in 2022. That is a significant increase from the 235 million people requiring such assistance in 2021, which was already the highest number in decades. At the same time, crises are becoming more protracted. Haiti, Mali, the Niger and Yemen have had inter-agency humanitarian appeals for at least 10 consecutive years; Afghanistan, the Central African Republic (CAR) and Chad for at least 15 consecutive years; and the Democratic Republic of the Congo, Somalia and the Sudan for at least 20 consecutive years.<sup>16</sup>

<sup>16</sup> United Nations Office for the Coordination of Humanitarian Affairs, *Global Humanitarian Overview 2022*, OCHA, New York and Geneva, 2021. <<https://gho.unocha.org/>> accessed 18 July 2022.

These disturbing trends have led to record levels of forced displacement, with children and adolescents<sup>17</sup> affected disproportionately.<sup>18</sup> At the end of 2021, more people were living as IDPs worldwide than ever before: 59.1 million, with 25.2 million being children and adolescents under the age of 18.<sup>19</sup> Conflict and violence remain the primary causes why people continue living as IDPs for prolonged periods. At the end of 2021, an unprecedented 53.2 million people were living in internal displacement because of conflict and violence across 59 countries – an increase of 5.8 million over 2020 – with growing numbers of IDPs in Afghanistan, Burkina Faso, Ethiopia and Yemen. Their number also remained high in Colombia, the Democratic Republic of the Congo and Syria, which together accounted for a third of the global total. ECW and its partners implement programmes in all the countries with the highest number of forcibly displaced populations (IDPs, refugees and returnees) worldwide as of the end of 2021: Afghanistan, Bangladesh, Burkina Faso, Chad, Colombia, the Democratic Republic of the Congo, Ethiopia, Gaza and the West Bank, Iraq, Lebanon, Nigeria, Pakistan, South Sudan, the Sudan, Somalia, Syria, Uganda and Yemen.

Forced displacement across borders also continued to break new records. At the end of 2021, a record-high 27.1 million refugees, 4.6 million asylum-seekers and 3.9 million Venezuelans displaced abroad were reported by UNHCR.<sup>20</sup> Some 69 per cent of all refugees and Venezuelans displaced abroad originated from just five countries: Syria (6.8 million), Venezuela (4.6 million), Afghanistan (2.7 million), South Sudan (2.4

million) and Myanmar (1.2 million). Most refugees and Venezuelans displaced abroad (83 per cent) were hosted in developing countries, with least developed countries – such as Bangladesh, Chad, the Democratic Republic of the Congo, Ethiopia, Rwanda, South Sudan, the Sudan, Uganda, the United Republic of Tanzania and Yemen – hosting 7 million (27 per cent).<sup>21</sup>

Climate change continued to be a key underlying driver behind the trends in crises and displacement. According to the GHO 2022, among the top 15 countries classified as most vulnerable and least ready to adapt to climate change, 12 had a Humanitarian Response Plan in 2020, and all 15 were in a state of conflict or experiencing institutional or social fragility.<sup>22</sup> Natural disasters triggered most new internal displacements in 2021: 23.7 million out of 38 million.<sup>23</sup> By 2050 up to 216 million people may have to move within their own countries because of climate change.<sup>24</sup>

The ways in which crises impact on children and adolescents' access to education and learning are manifold. Climate shocks increasingly affect education systems in contexts that are already characterized by conflict and poverty, creating complex and inter-related emergencies. Worldwide, more than half a billion children live in areas with extremely high flood rates, and 160 million live in high or extremely high drought severity zones.<sup>25</sup> Every year, the education of almost 40 million children and adolescents is disrupted because of extreme weather events.<sup>26</sup>

<sup>17</sup> ECW defines 'children and adolescents' to mean crisis-affected girls and boys between the ages of 3 and 18 in all their diversity. ECW is committed to supporting those most in need, paying particular attention to intersecting vulnerabilities related to gender, disability, refugee status, displacement status, and age and stage (including supporting the early years, and secondary school).

<sup>18</sup> In 2020, children accounted for 30 per cent of the world's population but made up 41 per cent of all forcibly displaced people. See also: UNHCR, *Global Trends – Forced Displacements in 2021, 2022*. <<https://www.unhcr.org/en-us/publications/brochures/62a9d1494/global-trends-report-2021.html>> accessed 18 July 2022.

<sup>19</sup> Internal Displacement Monitoring Centre, GRID 2022 – *Children and youth in internal displacement, 2022*. <[https://www.internal-displacement.org/sites/default/files/publications/documents/IDMC\\_GRID\\_2022\\_LR.pdf](https://www.internal-displacement.org/sites/default/files/publications/documents/IDMC_GRID_2022_LR.pdf)> accessed 18 July 2022.

<sup>20</sup> UNHCR, *Global Trends, 2022*.

<sup>21</sup> Ibid.

<sup>22</sup> Global Humanitarian Overview 2022, 2021. <<https://gho.unocha.org/>> accessed 18 July 2022.

<sup>23</sup> *Children and youth in internal displacement, 2022*.

<sup>24</sup> Global Humanitarian Overview 2022.

<sup>25</sup> International Federation of Red Cross and Red Crescent Societies, *World Disasters Report 2020. Come Heat or High Water: Tackling the humanitarian impacts of the climate crisis together*, IFRC, Geneva, 2020. <<https://reliefweb.int/report/world/world-disasters-report-2020-come-heat-or-high-water-tackling-humanitarian-impacts>> accessed 18 July 2022.

<sup>26</sup> Global Humanitarian Overview 2022.

GCPEA<sup>27</sup> reported over 2,100 attacks on education and military use of schools in 2021 – a level similar to 2020 but 33 per cent higher than in 2019. The number of students and educators injured, killed, arrested or otherwise harmed in attacks in 2021 nearly doubled, to 4,600 compared with 2020; these numbers have returned to levels prior to the COVID-19 pandemic, when school closures were widespread. Globally, incidents of military use of schools and education facilities more than doubled between 2018–2019 and 2020–2021; over 570 incidents occurred in 2020 and 2021, with 40 per cent of incidents occurring in Myanmar. Girls and women were targeted because of their gender in attacks on education in at least 11 countries in 2020 and 2021.<sup>28</sup>

When conflicts and natural disasters force people to relocate, the impact on children’s access to education can be particularly severe. Children and adolescents living as refugees may not enrol in or drop out of school in host communities and camps, or they may be unable to catch up in their learning and achieve even minimum proficiency levels. At secondary level, many adolescent refugees face pressure to work to provide financial support for their families, even though completing a quality education offers crucial opportunities to learn local languages and otherwise aid refugees’ social integration with host populations, and to gain the qualifications necessary for higher education and quality jobs in the future. According to UNHCR, in 2021, 68 per cent of refugee children (67 per cent of girls) were enrolled in primary school and just 34 per cent of refugee children and adolescents (31 per cent of girls) were enrolled in secondary schools, with strong disparities compared to host populations. In Jordan, for example, the secondary enrolment rate for refugees in 2019–2020 was

25 per cent, compared with 65 per cent for host-population learners.<sup>29</sup>

The COVID-19 pandemic has compounded effects on educational access for children and youth affected by conflict, displacement and climate-related disasters. Globally, at the height of the pandemic, 1.6 billion children and adolescents were affected by school closures.<sup>30</sup> By the end of February 2022, about two in five learners continued to suffer from disruptions to education. While most countries had fully opened schools, 42 countries had only partially opened schools and 6 countries still had their schools fully closed.<sup>31</sup>

School closures often lasted longer in low- and middle-income countries than in high-income countries, and the response was typically less effective.<sup>32</sup> Many countries facilitate remote learning. However, children and youth in humanitarian contexts often lack access to the necessary technology. Thousands of refugee learners live in unconnected, low-income regions, and often they lack access to digital devices and live in crowded conditions, making quality distance learning impossible. Girls in low-income countries and education in emergencies and protracted crisis (EiEPC) contexts without access to technology and the internet are particularly disadvantaged for remote learning: an impact of the so-called ‘digital gender divide’. Estimates from World Bank, UNICEF and UNESCO (2021) regarding loss of learning show that in low- and middle-income countries, the prolonged school closures and lack of support to students during these closures may contribute to a rise in the share of children living in Learning Poverty from over 50 before the pandemic up to 70 percent.<sup>33</sup>

<sup>27</sup> Global Coalition to Protect Education from Attack, *Education Under Attack 2022*, GCPEA, New York, 2022. <<https://protectingeducation.org/publication/education-under-attack-2022/>> accessed 18 July 2022.

<sup>28</sup> Ibid.

<sup>29</sup> United Nations High Commissioner for Refugees, *Education Report 2021. ‘Staying the course’: The challenges facing refugee education*, UNHCR, Geneva, 2021. <<https://www.unhcr.org/en-us/publications/education/612f85d64/unhcr-education-report-2021-staying-course-challenges-facing-refugee-education.html>> accessed 18 July 2022.

<sup>30</sup> UNESCO, ‘Education: From School Closure to Recovery’. <<https://en.unesco.org/covid19/educationresponse#durationschoolclosures>> accessed 18 July 2022.

<sup>31</sup> UNESCO, UNICEF, The World Bank, *Where are we on education recovery?*, 2022. <<https://www.unicef.org/reports/where-are-we-education-recovery>> accessed 18 July 2022.

<sup>32</sup> The World Bank, UNESCO and UNICEF, *The State of the Global Education Crisis*, UNESCO, Paris, UNICEF, New York, and World Bank, Washington, D.C., 2021. <<https://openknowledge.worldbank.org/handle/10986/36744>> accessed 18 July 2022.

<sup>33</sup> Ibid.

Especially for children living in EiEPC contexts, closed schools mean not only the loss of learning, but also the loss of access to nutritious school meals and psycho-social support, and an increased risk of exploitation and GBV.<sup>34</sup> Advances in gender equality are threatened, with school closures placing an estimated 10 million more girls at risk of child marriage in the next decade.<sup>35</sup>

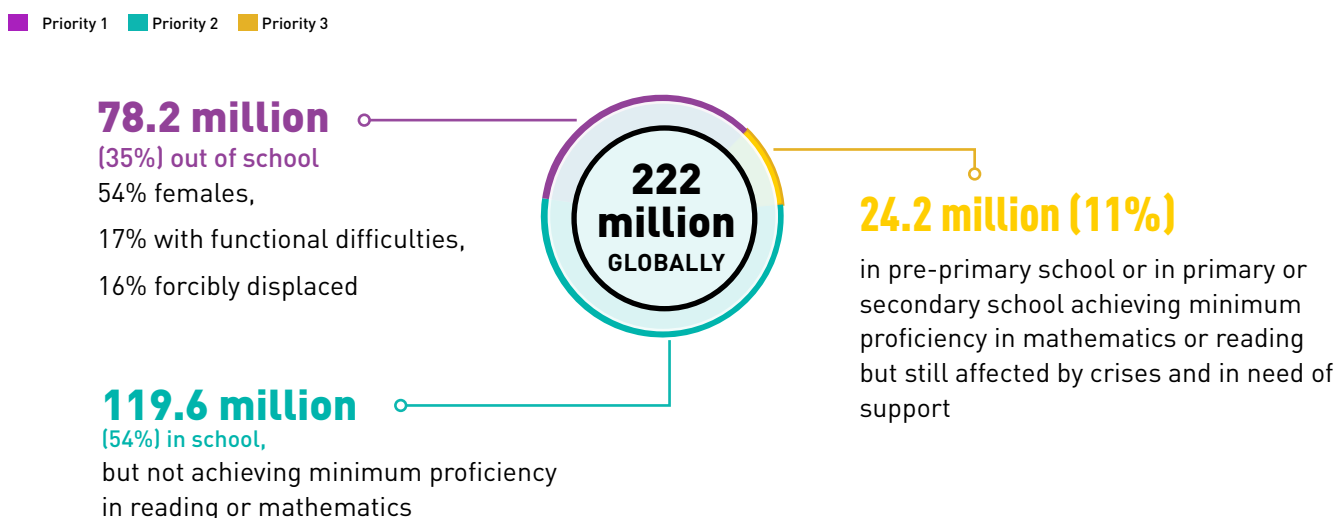
Global statistics do not reveal the scale and severity of the impact of crisis on the education needs of affected children and adolescents, rendering their needs less visible to the global community. To address this gap, ECW, with technical input from the INEE reference group on Education in Emergencies Data, produced a research study using a new methodology and data from a variety of sources

to estimate numbers of out-of-school children in emergencies and crisis-affected children who are not achieving minimum proficiency levels in literacy and numeracy, and hence need urgent educational support.

The research found that globally, approximately 222 million school-aged children were affected by crises, of which 78.2 million were out of school (54 per cent girls, 17 per cent with functional difficulties, 16 per cent forcibly displaced). An estimated 65.7 million of these out-of-school children (84 per cent) lived in protracted crises, with about two thirds of them (65 per cent) in just 10 countries (Afghanistan, Ethiopia, the Democratic Republic of the Congo, Mali, Nigeria, Pakistan, Somalia, South Sudan, the Sudan and Yemen).

**Figure 1. Spectrum of educational needs**

Number of school-aged children & adolescents trapped in emergencies and protracted crises in need of education support:



<sup>34</sup> Oxfam International, *The Ignored Pandemic - The Dual Crises of Gender-Based Violence and COVID-19*, 2021. <<https://oxfamilibrary.openrepository.com/bitstream/handle/10546/621309/bp-ignored-pandemic-251121-en.pdf>> accessed 18 July 2022.

<sup>35</sup> UNICEF, *COVID-19: A threat to progress against child marriage*, 2021. <<https://data.unicef.org/resources/covid-19-a-threat-to-progress-against-child-marriage/>> accessed 18 July 2022.

<sup>36</sup> ECW, *Global Estimates*, 2022. <<https://www.educationcannotwait.org/resource-library/global-estimates-number-crisis-affected-children-and-adolescents-in-need-education>> accessed 8 July 2022.

<sup>37</sup> The age range of school-aged children is from one year before the start of primary school to the age in which upper secondary school ends. The estimates are based on data up to February 2022.

The study also assessed the learning levels of children and adolescents affected by crises. Of the 222 million school-aged children affected by crises, about 119.6 million (54 per cent) were not achieving minimum competency in mathematics or reading despite attending school. Together with the estimates for out-of-school children, this means that a total of 197.8 million crisis-affected children and adolescents were either out of school or not achieving minimum competencies in mathematics or reading – corresponding to 89 per cent of all crisis-affected children and adolescents caught in crises globally.<sup>38</sup>

These new global figures should be a wake-up call for all of us. They show that most crisis-affected children and adolescents are missing a quality education that would shape and determine their futures. To get on track to achieving SDG4, it will be necessary to re-double investments and efforts in support of all children and adolescents affected by crises on their learning journey. These investments will not only benefit crisis-affected children and adolescents, but also help build a stronger, more cohesive, resilient global community. For example, if all children were to achieve basic reading skills, 171 million fewer people would be living in absolute poverty.<sup>39</sup>

Education that is inclusive and teaches the values of sustainable peacebuilding can be crucial for refugee integration, conflict reconciliation and the creation of socially just systems.<sup>40</sup> Education is also key to climate change adaptation, mitigation and disaster risk reduction. Education investments can reduce climate risk for 1 out of 10 children.<sup>41</sup> During environmental disasters and the ensuing resource scarcity, women and children have mortality rates 14 times higher than men.<sup>42</sup> These factors contribute to a vicious cycle of vulnerability and poverty for children, especially girls, in emergency settings.

In this spirit, ECW and its partners believe that investments in education for crisis-affected children and adolescents are key in our collective quest to achieve not only SDG4 but all other SDGs, including SDG 5. This Annual Results Report 2021 describes the achievements made and lessons learned from ECW and its partners during 2021 as we support all crisis-affected children and adolescents in accessing quality education and achieving better learning outcomes. 🗣️

**Figure 2. Education in protracted crises**



<sup>38</sup> The estimates regarding learning levels were from before the COVID-19 pandemic. Initial analyses suggest that learning losses due to the pandemic are more pronounced amongst the poorest and those who were already lagging in terms of learning prior to the pandemic, two categories that typically include children in crises. On estimations regarding COVID-induced learning losses, see for example Patrinos, Harry Anthony, Emiliana Vegas and Rohan Carter-Rau, *An Analysis of COVID-19 Student Learning Loss (English)*, Policy Research Working Paper No. WPS 10033, World Bank Group, Washington, D.C., 2022.

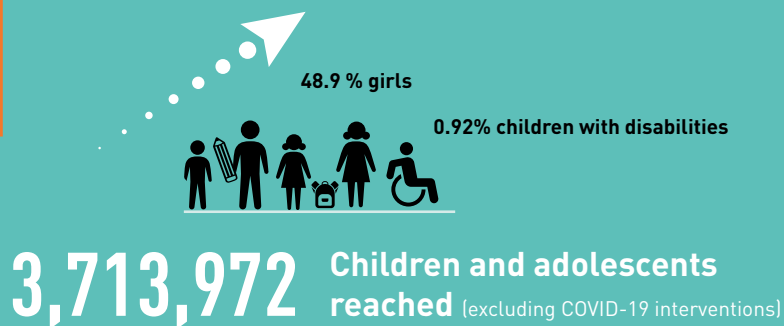
<sup>39</sup> UNESCO, Education for people and planet: creating sustainable futures for all, Global education monitoring report, 2016. <<https://en.unesco.org/gem-report/report/2016/education-people-and-planet-creating-sustainable-futures-all>> accessed 18 July 2022.

<sup>40</sup> World Bank and UNHCR, The Global Cost of Inclusive Refugee Education, Washington, D.C: World Bank, 2021. <<https://www.unhcr.org/6038d7724.pdf>> accessed 18 July 2022.

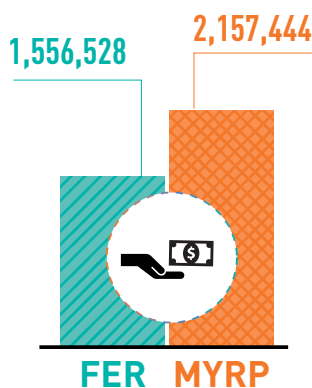
<sup>41</sup> INEE, 20 years of INEE. Achievements and Challenges in Education for Emergencies, 2020. <<https://inee.org/resources/20-years-inee-achievements-and-challenges-education-emergencies>> accessed 18 July 2022.

<sup>42</sup> UNDP, Gender, climate change adaptation and disaster risk reduction, 2016.

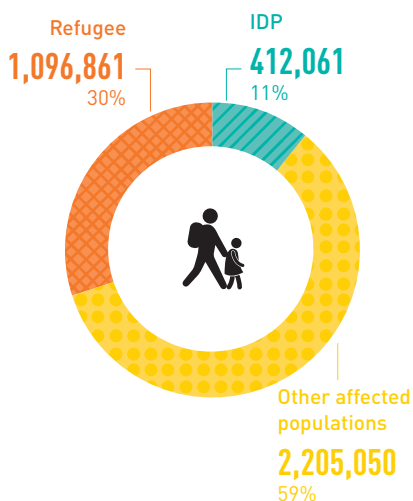
Highlights for grants active in 2021



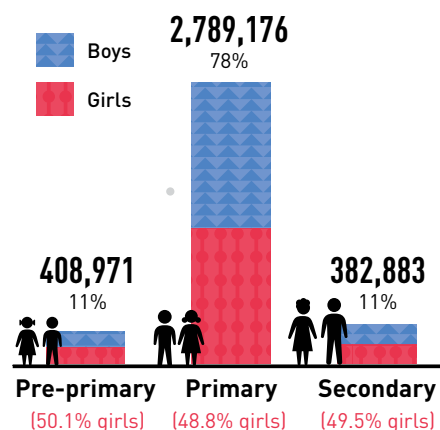
By grant modality



By type of beneficiary



By education level (2021)



11,760,915 Children and adolescents

reached with COVID-19 interventions (49.4 % girls)



174 grants

44 MYRPs, 105 FERs (of which 50 are COVID-19 FERs) and 26 AFs



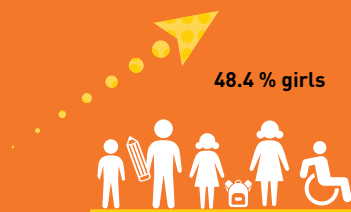
32 countries

assisted



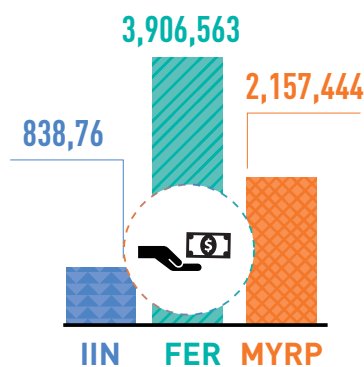
37 grantee organizations

Highlights for grants since ECW inception

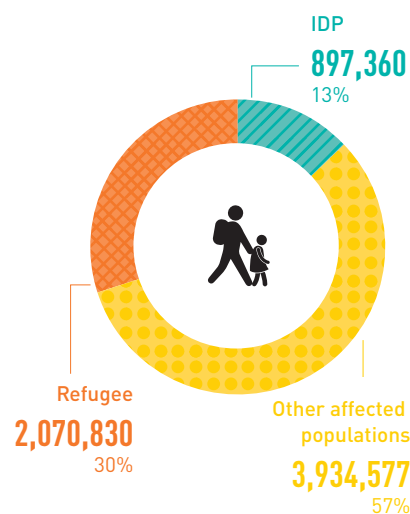


**6,902,767** Children and adolescents reached (excluding COVID-19 interventions)

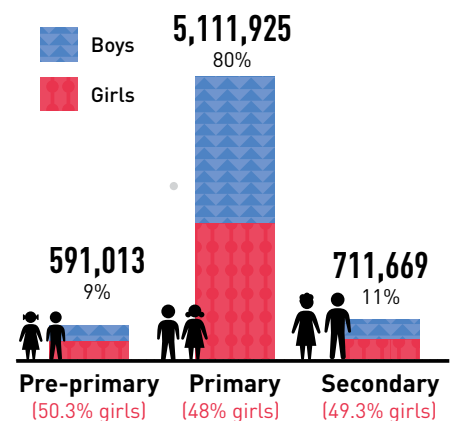
By grant modality



By type of beneficiary



By education level (2021)



**31 million** children and adolescents

reached with COVID-19 interventions during 2020–2021 (52% girls)



**310 grants**

(including 85 COVID-19 related grants and 32 AF grants)



**40 countries**

assisted



**55 grantee organizations**

(excluding 8 AF grantees)



Selected **programme and strategic objective highlights** in 2021

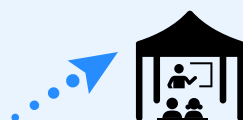
**OUTCOME RESULTS**



1) **More boys and girls complete and transition their education:**

**70 per cent** of programmes reported transition rates of 50 per cent or more.

**78 per cent** of programmes reported completion rates of 50 per cent or more.



2) **More boys and girls are learning:**

**34 programmes** reported improved academic and/or social-emotional learning outcomes.



3) **92 per cent** of programmes that reported on access for girls and boys demonstrated an improvement in gender parity.

This achievement **far exceeded** the target of 60 per cent.

**OUTPUT RESULTS**

to achieve the ECW outcomes, among others:



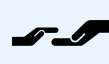
**Almost 27,000**

Almost 27,000 teachers (52 per cent female) trained and demonstrated an **increase in knowledge, capacity or performance** in 2021.



**2,036,590 children**

Assisted 2,036,590 children (50 per cent girls) and 28,274 classrooms with **teaching and learning material** in 2021.



**13,803 learning spaces**

13,803 learning spaces are now featuring **mental health and/or psychosocial support** activities and the number of teachers trained on MHPSS topics doubled in 2021 to about 54,000.



**26,447 children**

21,733 households and 26,447 children and adolescents (57 per cent girls) received **cash transfers** to access education.

**STRATEGIC HIGHLIGHTS**



ECW mobilized more than US\$1 billion between 2016 and 2021, including US\$388.6 million in 2021 alone.

ECW initiated 7 new MYRPs and 12 new FERs in 2021, expanding its portfolio of grants active in 2021 to a total of US\$495.8 million supporting programmes in 32 crisis-affected countries.

In 2021, ECW has further diversified its portfolio:

- The total share of children reached with ECE increased from 5 per cent in 2019 to 9 per cent in 2021.
- The total share of children reached with secondary education increased from 3 per cent in 2019 to 11 per cent in 2021.
- The share of funding targeting refugees and IDPs has grown from about 38 per cent in 2019 to 64 per cent in 2021.
- The relative share of funding allocated to education quality, equity and system improvement components has grown, while focus on access and continuity decreased from 51 per cent in 2019 to 29 per cent in 2021.



75 per cent of active grants in 2021 reported on outcome level change for at least one education outcome, including access, continuity, equity/gender equality, learning, safety, and protection.



**A girl in Yemen learning to read with support from ECW's investments.**



STRATEGIC OBJECTIVES 1 AND 2

# INSPIRE POLITICAL SUPPORT AND FINANCING

Education appeal funding asks reached a record high:



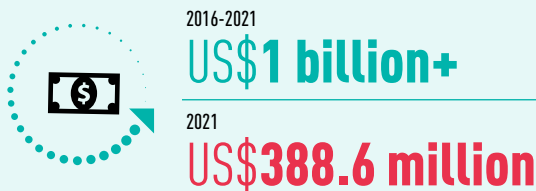
Record Education appeal funding:



**—BUT—** a growing funding gap:

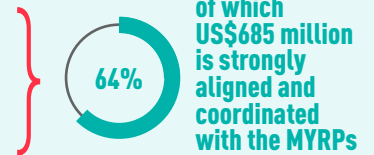


ECW has succeeded in mobilizing:



Donors and partners mobilized an additional cumulative amount in new funding for education programmes supporting the same type of beneficiaries as the MYRPs:\*

**More than  
US\$1 billion**



ECW expanded its portfolio of grants active to a total amount of:



\*Across 19 countries supported through MYRPs, beyond the funding provided by ECW through the ECW Trust Fund.

## GLOBAL EIEPC FUNDING TRENDS: THE CHALLENGE TO MEET INCREASING NEEDS

Funding needs for education in emergencies (EiE) have increased drastically in recent years. Data from the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) Financial Tracking Service (FTS)<sup>43</sup> show that education appeals have more than doubled: from US\$1.1 billion in 2019 and US\$1.4 billion in 2020 to US\$2.9 billion in 2021. Meanwhile, EiE funding has increased gradually over the same period. But it has not kept up with increasing needs.

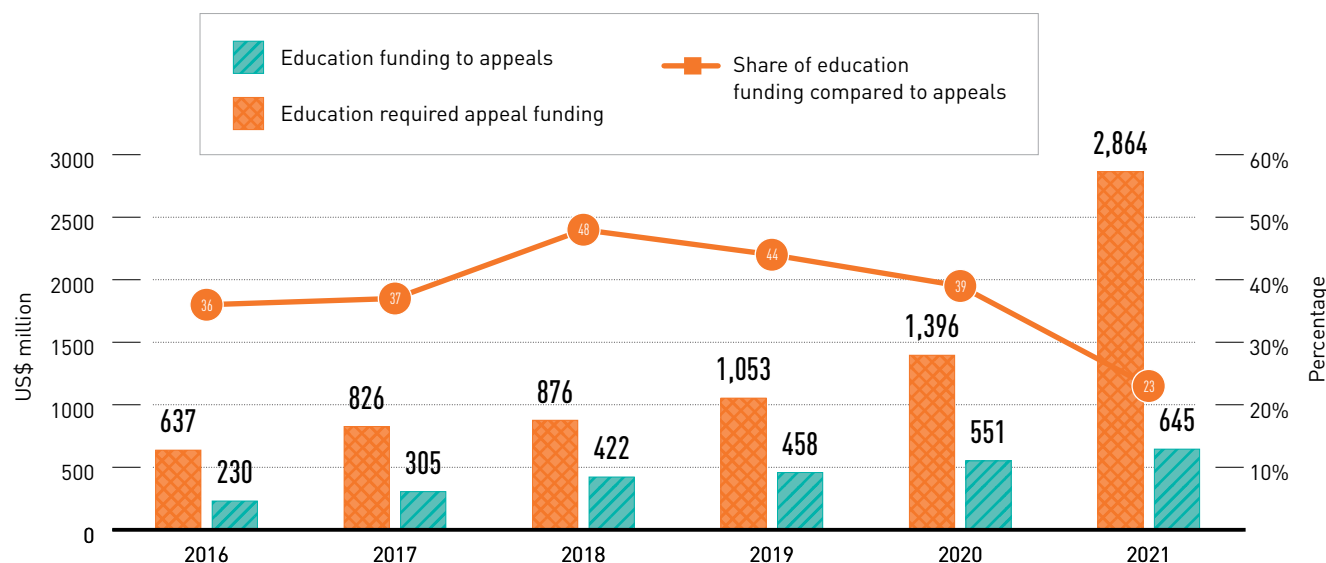
Funding for EiE inside and outside appeals reached a record US\$827 million received in 2021, up from US\$469 million received in 2016 when ECW was launched. Of the funding for EiE received in 2021, US\$645 million was against appeals – a record-high figure compared with US\$458 million against appeals in 2019 and US\$557 million in 2020.

**Education appeals have more than doubled: from US\$1.1 billion in 2019 and US\$1.4 billion in 2020 to US\$2.9 billion in 2021.**

Yet, the education sector in emergencies remains underfunded, and the funding gap is growing. EiE was funded at 44 per cent of required funding in 2019, 40 per cent in 2020 and only 23 per cent in 2021 (Figure 3). Overall, for all sectors, the average share of funding against appeals has decreased, from 53 per cent in 2019 to 35 per cent in 2021. But the funding gap for EiE is bigger than the overall gap, and it has been growing faster than for other sectors.

**Figure 3. Education sector funds received against emergency appeals, 2016–2021**

in million US\$



<sup>43</sup> Except where otherwise indicated, the analysis of humanitarian funding needs and flows in this report uses data from FTS, a centralized database managed by OCHA. See: <<https://fts.unocha.org/appeals/overview/2021/sectors>>. All FTS data used in the analysis were accessed on 20 June 2022. Regarding data limitations using FTS data for EIEPC trend analysis, please see the [textbox](#).

On a positive note, there are indications that education is being prioritized increasingly in appeals. In 2021, all but one appeal included an education component ([indicator S.1.2](#)); and from 2019 to 2021, the share of education requirements in appeals increased from 5.2 per cent to 7.9 per cent.

The share of education funding in sector-specific humanitarian funding has also increased, to 5 per cent in 2021, up from 4.2 per cent in 2017 (Figure 4) ([indicator S.1](#)). But the increased share is not as large as that of education requirements in appeals.

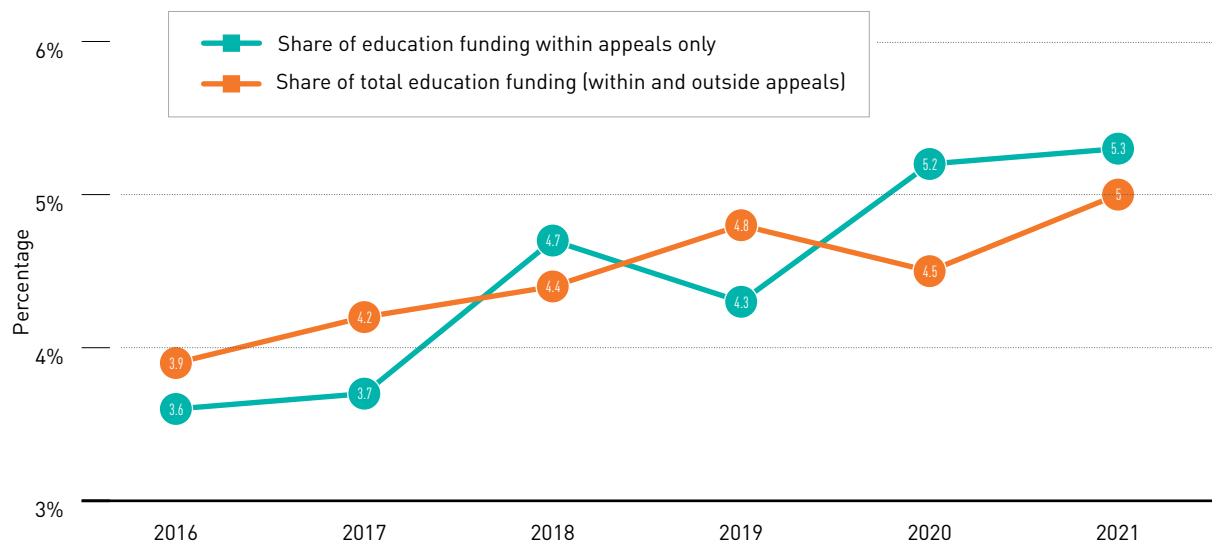
Even though appeals now largely include education as part of humanitarian responses, the funding of appeals was highly unequal. In 2021, 55 per cent of education funding against appeals went to three appeals: the Syria Regional Refugee and Resilience Plan (3RP), the Syria Humanitarian Response Plan (HRP) and the Yemen HRP. At the same time, half of the appeals in 2021 accounted for 16 per cent of the

total requirements but received only 4 per cent of the total funding.

Country-based pooled funds (CBPF) are an important instrument for funding crisis responses. In 15 per cent of crisis-affected countries, humanitarian CBPF allocated at least 10 per cent to education in 2021 ([indicator S.1.1](#)). That share falls short of ECW's target of 35 per cent of crisis-affected countries in 2021 but is an improvement over the 6 per cent share in 2020.<sup>44</sup>

**The share of education funding in sector-specific humanitarian funding has also increased, to 5 per cent in 2021, up from 4.2 per cent in 2017 (Figure 4). But the increased share is not as large as that of education requirements in appeals.**

**Figure 4. Share of education funding in sector-specific humanitarian funding**  
in million US\$



<sup>44</sup> OCHA, 'Country-Based Pooled Funds Data Hub', <[https://cbpf.data.unocha.org/#cluster\\_heading](https://cbpf.data.unocha.org/#cluster_heading)>, accessed 18 July 2022.

A large part of funding for crisis-affected countries is development related, as when development assistance reaches the same areas and beneficiary groups targeted through humanitarian funding. According to the latest data from the Organisation for Economic Co-operation and Development (OECD)'s Development Assistance Committee (DAC), average annual funding commitments towards education for crisis-affected countries increased to US\$ 5.6 billion for the three-year period from 2018

to 2020, compared to US\$5.1 billion for 2017–2019 and US\$3.4 billion for 2008–2010.<sup>45</sup> Yet, its share among total overseas development assistance (ODA) has remained unchanged since 2010. Relative to all developing countries, OCHA appeal countries received a total education budget of 37 per cent in 2020. This percentage has gradually increased since 2010, highlighting that conflict-affected countries are increasingly receiving overseas development assistance (ODA) funds for education.



### Global EIEPC financing data limitations

While the FTS database provides the most comprehensive database for tracking humanitarian funding, trend analysis of the FTS data regarding sector-specific funding requirements and actual amounts should be done with caution for the following reasons.

First, almost half of the funding in the FTS is registered as multi-sectoral or funding without a sector specification. Using sector-specific funding as denominator provides a more accurate picture of the prioritization of education funding in humanitarian funding. In 2021, 42 per cent of funding was either multisectoral (15 per cent) or did not specify the sector (27 per cent).

Second, the extent to which sector-specific funding requirements from regional refugee response plans (RRRPs) have been reflected in the FTS has changed significantly between 2020 and 2021. This is in part explained by the fact that the number of RRRPs for which education funding requirements were reported in the FTS increased from two to six from \$80 million to \$1.2 billion between 2020 and 2021. However, taking the education required funding amounts from the actual RRRP documents, the funding amounts required for education increased only slightly from US\$1.1 billion to US\$1.2 billion between 2020 and 2021.

Third, there are data gaps on actual education funding for a number of appeals, especially RRRPs. In the case of the Syria 3RP, the FTS showed a total education funding of US\$192 million up to end 2021. This value had been reported on the dedicated 3RP website up to mid-2021. However, the 3RP website had updated to a total amount of US\$372 million up to end 2021. These changes were not reflected in the FTS as of 20 June 2022. These 'missed' US\$180 million represent 28 per cent of the total funding reported on the FTS.

Fourth, a substantive portion of development funding also reaches crisis-affected children and adolescents as the analysis of OECD-DAC data showed. While education funding for humanitarian programming and/or from humanitarian funding sources is tracked through the OCHA FTS, development-related education funding is reported through the OECD-DAC database. Despite overlaps in target beneficiary groups, this fragmentation in financial reporting coupled with a one-year time lag for reporting of development-related funding through the OECD-DAC database constitutes a key barrier to a consolidated picture of EIEPC funding needs and amounts at the humanitarian-development nexus.

<sup>45</sup> Annual average ODA commitments to education for countries with interagency appeals in 2020 were calculated. Given that ODA commitments fluctuate on a year-by-year basis, three-year moving averages rather than the actual annual commitment amounts were used for the trend analysis

In terms of amounts, ODA funding for education has been much greater than humanitarian funding. In 2020, humanitarian funding for education in crisis-affected countries represented 10 per cent of the total ODA for education to those same countries. This share has, however, increased from 6 per cent in 2010 to its highest peak in 2019 and 2020. This suggests a gradual shift in education funding with a greater focus on humanitarian financing, with education having an increasing share. Figure 11 shows the trends in ODA commitments to education in crisis-affected countries since 2010.

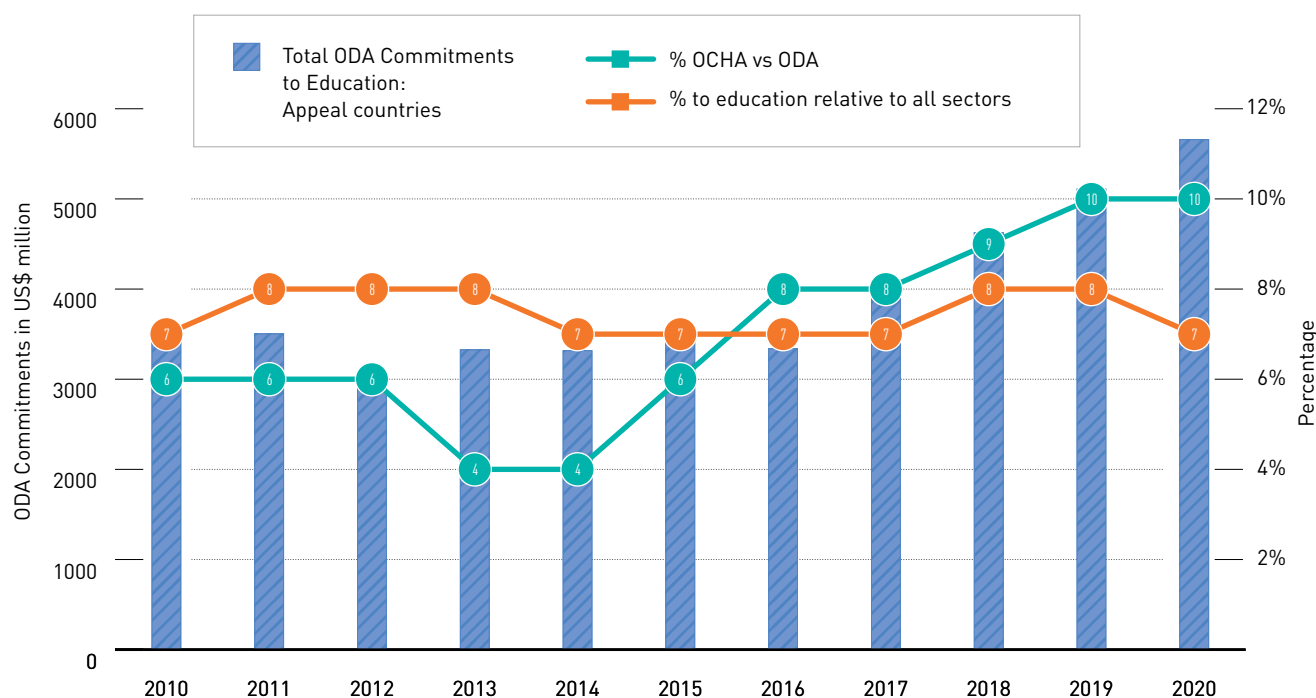
Several studies published in 2021 found that external financing needs for education increased substantially, due to both the global COVID-19 pandemic and an increase in the number and severity of crises and conflicts, which has triggered record figures for IDPs and refugees. A 2020 paper from UNESCO<sup>46</sup>

estimated that the annual financing gap of US\$148 billion (between available domestic expenditure and the costs of achieving SDG 4 by 2030) is likely to increase by US\$30 billion to US\$45 billion, as the economic impact of COVID-19 has increased financing needs for re-enrolment, second-chance programmes and infrastructure.

Save Our Future, a global movement for improved, inclusive and resilient education systems, produced a white paper in 2021<sup>47</sup> highlighting three important threats to financing education: (1) decreased domestic spending in education due to slow economic growth and shifting priorities; (2) pressures on household economies, so families are less able to pay for education; and (3) fiscal pressure on donor countries and multilateral funding, which leads to less aid for education.

**Figure 5. Trends in ODA commitments to education in crisis-affected countries, since 2010**

in million US\$




<sup>46</sup> UNESCO, 'Act now: reduce the impact of COVID-19 on the cost of achieving SDG 4', policy paper, 2020. < <https://unesdoc.unesco.org/ark:/48223/pf0000374163>> accessed 18 July 2022.

<sup>47</sup> Save Our Future, Averting an Education Catastrophe for the World's Children, Save Our Future, Paris, 2020. < [https://saveourfuture.world/wp-content/uploads/2020/10/Averting-an-Education-Catastrophe-for-the-Worlds-Children\\_SOF\\_White-Paper.pdf](https://saveourfuture.world/wp-content/uploads/2020/10/Averting-an-Education-Catastrophe-for-the-Worlds-Children_SOF_White-Paper.pdf)> accessed 18 July 2022.

## 2021 - ECW'S MOST SUCCESSFUL YEAR IN RESOURCE MOBILIZATION

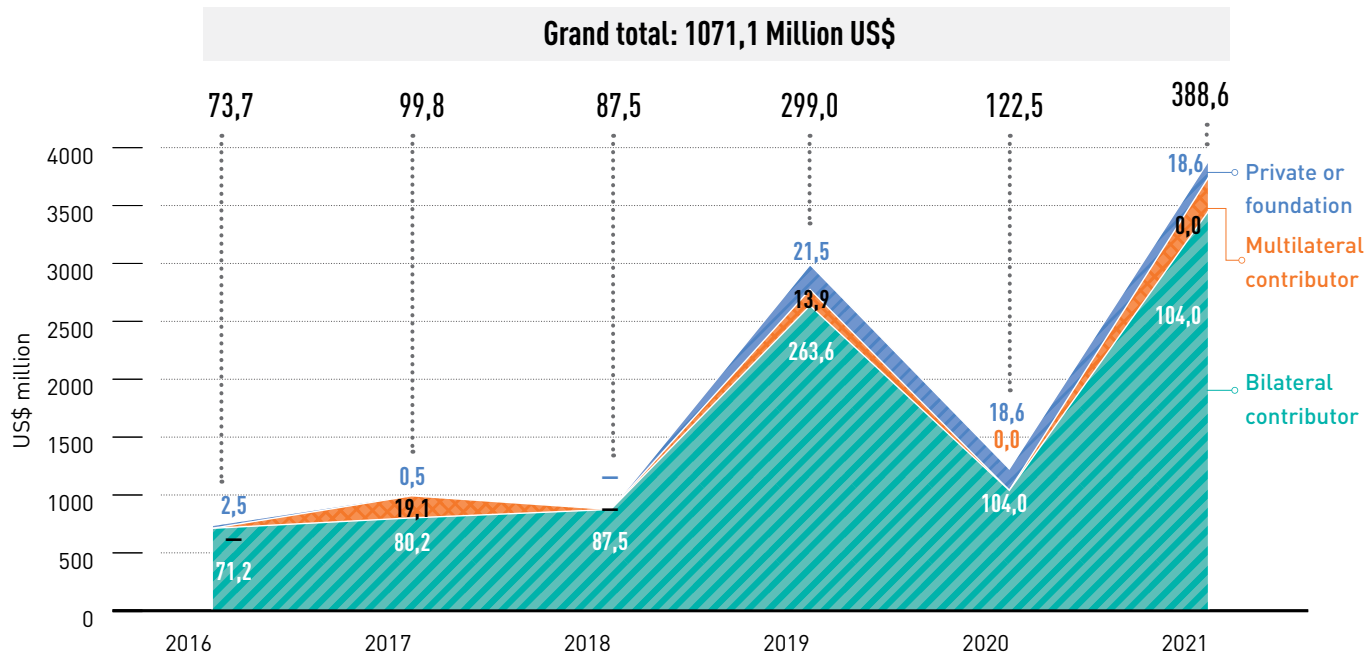
ECW succeeded in mobilizing more than US\$1 billion between 2016 and 2021, thereby exceeding the target set under its current Strategic Plan. For 2021 alone, this included an additional US\$388.6 million despite a challenging funding environment due to the COVID-19 pandemic. Figure 12 shows the funding mobilized by type of contributor from 2016 to 2021. Overall, the 2016–2019 period was marked by a steady increase in funding and a growing number of partners. The period of 2020 and early 2021 was marked by smaller contributions. Germany’s contribution of US\$285.4 million<sup>48</sup> in 2021 marked a departure from this trend.



**ECW succeeded in mobilizing more than US\$1 billion between 2016 and 2021, thereby exceeding the target set under its current Strategic Plan. For 2021 alone, this included an additional US\$388.6 million despite a challenging funding environment due to the COVID-19 pandemic.**

**Figure 6. Funds mobilized by year and type of contributor, 2016–2021**

in million US\$



<sup>48</sup> The contribution contract was concluded in 2021. It covers a sum of 250 million EURO, of which 50 million is for the current strategic programming cycle and 200 million is for the new strategic plan period from 2023 onward.



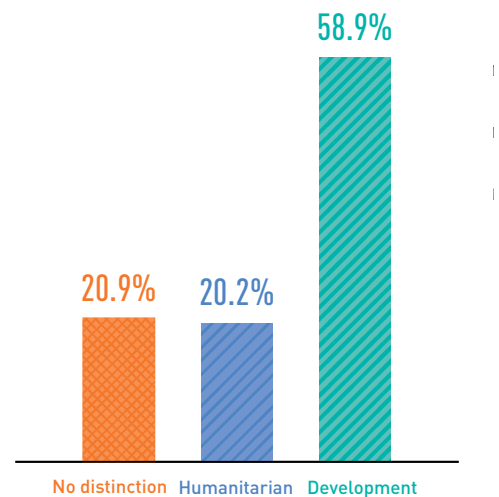


© UNHCR/ DRC

Yabanziri is a Congolese mother of two. She was able to return to schooling with support from ECW's Multi-Year Resilience Programme in DRC.

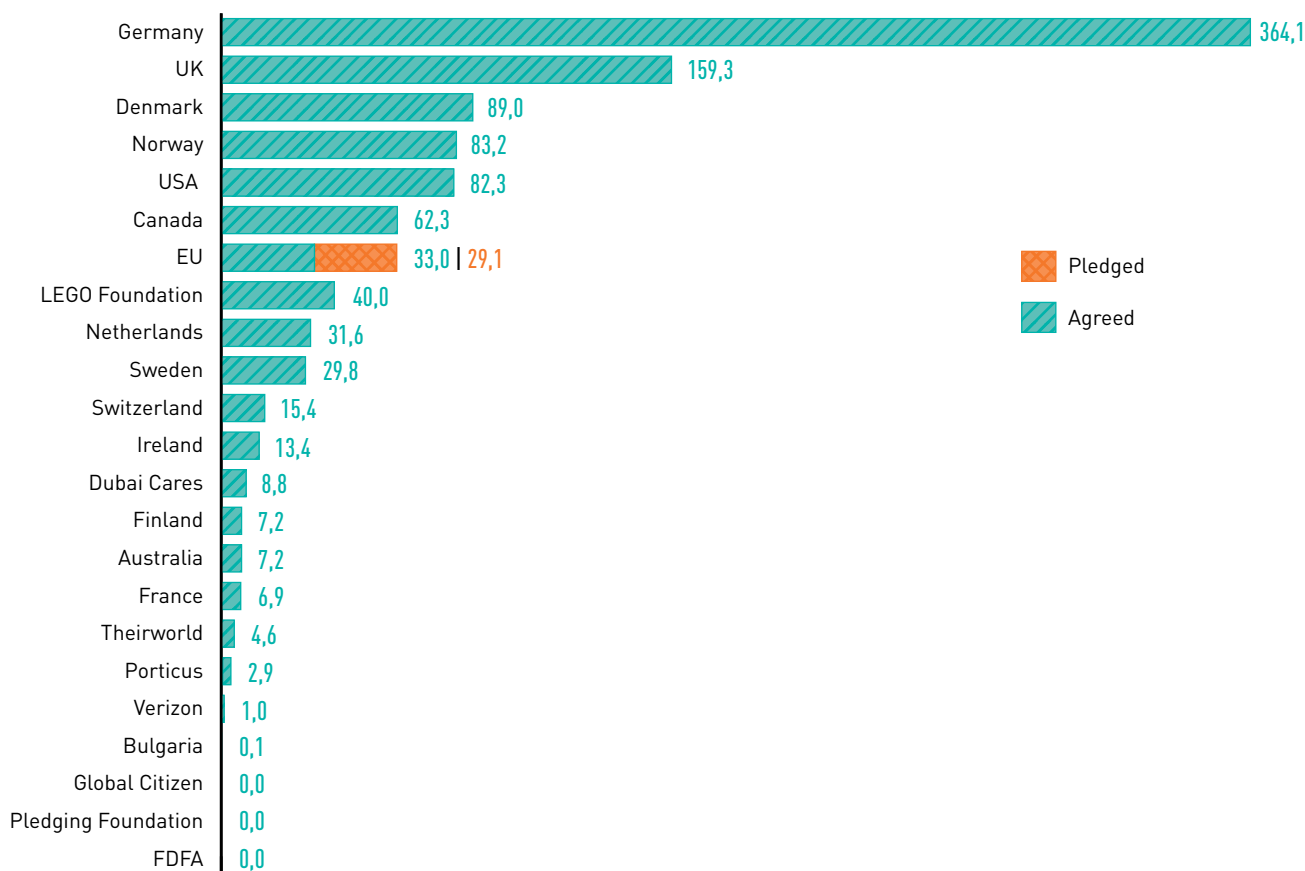
Bilateral and multilateral contributions made up 93.2 per cent of funding, with private and foundation contributions making up the remaining 6.8 per cent ([indicator S.2.1](#)). Of the public sector donor contributions since inception, as shown in Figure 13, 59 per cent came from development envelopes, 20 per cent from humanitarian funding envelopes, and 21 per cent did not make a distinction between the two.

**Figure 7. Shares of funding envelopes for public sector donor contributions, since inception**



**Figure 8. ECW's donor contributions, 2016-2021**

in million US\$



ECW's top donors in 2016–2021 were the Governments of Germany (US\$364.1 million), the United Kingdom (US\$160 million), Denmark (US\$88.9 million), Norway (US\$83.6 million), Canada (US\$62.3 million), the European Commission (US\$62 million) and the LEGO Foundation (US\$40 million). Figure 14 shows ECW's donors ranked by their contributions between 2016 and 2021.

### ECW CONTINUED TO EXPAND ITS PORTFOLIO

Generous contributions from donors enabled ECW to allocate much needed financing to its partners to support conflict and crisis-affected children and adolescents with quality EiEPC programmes. In 2021, ECW made new allocations of US\$143 million to grantees via its three investment modalities – a decrease from the US\$184 million allocated in 2020.<sup>49</sup>

<sup>49</sup> It is important to note that the date when a Grant Confirmation Letter [GCL] is issued, is the reference date for registering an allocation in ECW's financial system. An additional US\$ 91.2 million were approved by its ExCom in end 2021 but these allocations were registered only in 2022 when the GCLs were issued.

**In 2021, the following allocations were made:**

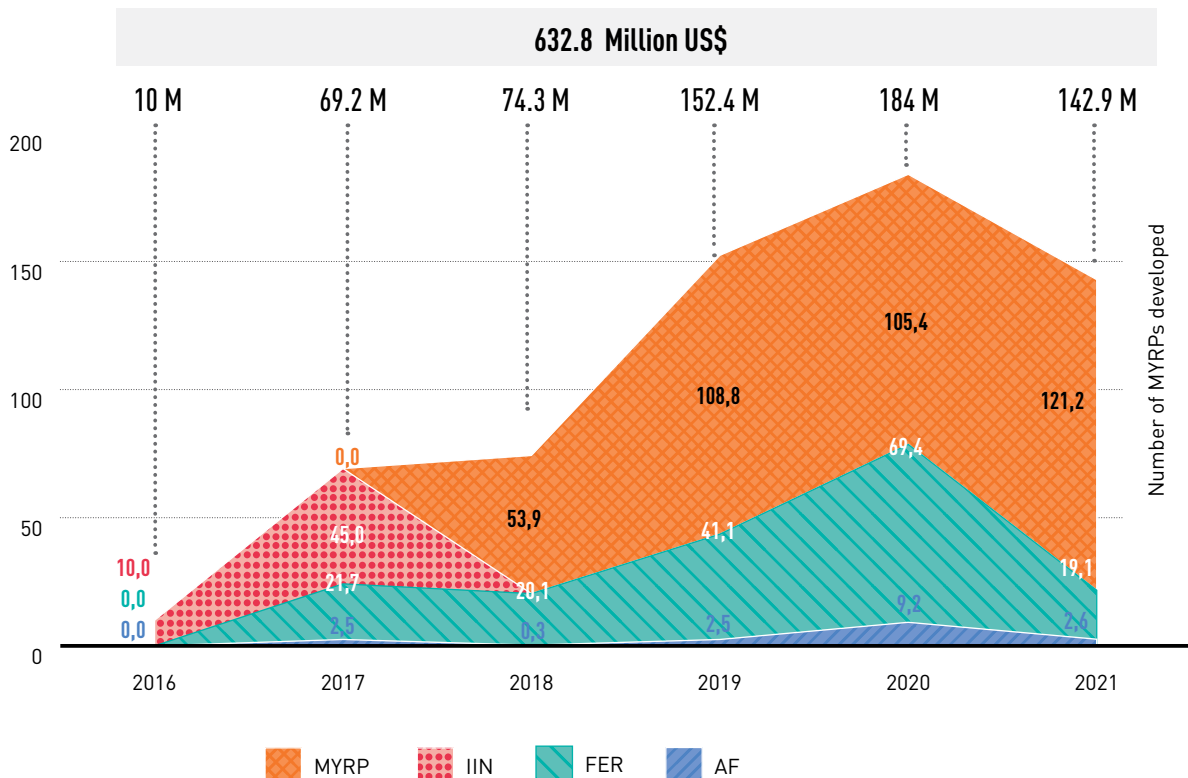
- Six new MYRPs (Burundi, Iraq, Lebanon, Libya, Pakistan, the Sudan) and one renewed MYRP (Bangladesh) were approved in 2021, increasing the total number of countries supported by MYRPs to 24<sup>50</sup>. A total amount of US\$121.2 million was allocated to MYRPs in 2021 and an additional US\$91.2 million of allocations in 2022 to MYRPs was approved in end 2021. This increased total MYRP allocations from inception up to the end of 2021 to US\$389.4 million.
- Twelve FER programmes were approved in 2021, amounting to US\$19 million in allocations to 20 grantees. This brings the total to US\$171 million in allocations from inception up to the end of 2021 for this investment window.

- Thirteen new AF grants were approved in 2021. In terms of allocations, a total amount of US\$2.6 million was allocated in 2021 and an additional US\$4.4 million from grants approved in late 2021 were allocated in 2022. This increased the total AF allocations to US\$17 million from inception up to the end of 2021.

**ECW expanded its portfolio of grants active in 2021 to a total amount of US\$495.8 million, supporting programmes in 32 crisis-affected countries.**

**Figure 9. ECW allocations per year, by modality, from inception to end 2021**

in million US\$



<sup>50</sup> The other MYRP countries include the following: Afghanistan, Bangladesh, Burkina Faso, Burundi, CAR, Chad, Colombia, DRC, Ecuador, Ethiopia, Iraq, Lebanon, Libya, Mali, the Niger, Nigeria, Pakistan, Palestine, Peru, Somalia, South Sudan, the Sudan, Syria, and Uganda.

## MOBILIZING NEW AND ALIGNING AVAILABLE FUNDING IN COUNTRIES TOWARDS BETTER COLLECTIVE OUTCOMES

The 2021 case for investment highlighted the importance of mobilizing new and aligning available funding with MYRP objectives for higher collective impact; and it set a target of US\$1 billion. To meet this target, MYRP grantees have a responsibility to mobilize new and align existing funding in their countries. New mobilized funds may flow through the ECW Trust Fund and MYRP grantee(s), but mostly they constitute separate programmes implemented either by the MYRP grantee agency or other agencies that align and coordinate their strategies, objectives and target groups with those of the MYRPs. This may involve delivering the same or similar packages of education interventions to additional beneficiaries from the same group(s) of crisis-affected populations as targeted through MYRP seed funding.

To gauge progress towards mobilizing additional funding beyond MYRP seed funding, ECW annually tracks funding amounts of other programmes, targeting the same beneficiary group as the MYRPs, and assessing the degree to which these programmes have been aligned and coordinated with the MYRPs. Considering 19 MYRPs,<sup>51</sup> from the MYRP start years to the end of 2021, donors and partners have mobilized a cumulative amount of more than US\$1 billion in new funding<sup>52</sup> for education programmes targeting the same beneficiary group as the MYRPs. Almost all those programmes were reported to have at least a weak alignment and coordination engagement with the MYRPs. Strong strategic alignment was reported for US\$733 million (68 per cent of new programmes) and strong coordination engagement for US\$580 million (54 per cent of new programmes).<sup>53</sup> Combining both aspects, the assessment found that in the 19 MYRP countries, a total amount of US\$685 million of new funding was mobilized for other programmes that were assessed

as strongly aligned and coordinated with the MYRPs ([indicator S.2](#)).

The 2022 assessment also introduced a question to score the degree to which the MYRP and its partners contributed to leveraging 'new' programmes.<sup>54</sup> Where partners responded to this question, their responses suggested that MYRPs in Chad, Colombia, Iraq and the Niger had a strong role in leveraging funds for several other programmes, and MYRPs in the Democratic Republic of the Congo and Ethiopia had a weak role. As this question was not posed to MYRP partners who had already participated in the previous year's assessment, the findings regarding this question should not be treated as representative for ECW's entire MYRP portfolio. Still, the responses can provide entry points for further studies to understand better how the MYRPs across different contexts can act as a catalyst and help mobilize new funding in countries.

In addition to new funding, an estimated US\$324 million from 'pre-existing' programmes that started before the MYRP start year was available for joint programming.<sup>55</sup> A total of US\$182 million in pre-existing programme funding (56 per cent) was reported as strongly aligned and US\$129 million (40 per cent) was strongly coordinated with the MYRPs.

**In 19 MYRP countries measured, a total amount of US\$685 million of new funding was mobilized for other programmes that were assessed as strongly aligned and coordinated with the MYRPs (indicator S.2).**

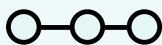
<sup>51</sup> The five MYRPs approved in December 2021 were not included in the assessment.

<sup>52</sup> This included all 'new' programmes that started during or after the MYRP start year.

<sup>53</sup> Syria represented a special case where strategic alignment was assessed as high for most other programmes but coordination engagement was assessed as weak. This was due to the limits set by ECW partners about what the MYRP could fund. As a result, partners were comfortable referring to their programming funding as strategically aligned with that of the MYRP but stopped short of actively engaging in MYRP coordination mechanisms. Excluding Syria, the overall percentage for strong engagement increases to 66 per cent.

<sup>54</sup> Partners were asked to score whether the MYRP played a weak role, a strong role or no role in: (1) triggering the development of the new programme; (2) informing the development of the strategy and programmatic approach of the other programme; and/or (3) mobilizing resources for the other programme

<sup>55</sup> These funds were not counted against funds mobilized.



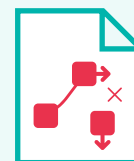
## ECW's 2021 assessment of alignment of other programmes with MYRPs provided several findings and lessons learned:



ECW and partners for other programmes in MYRP countries have mobilized substantial amounts in response to the education needs of the same target groups as the MYRPs. To leverage the synergies of these programmes and move from fragmented to bigger, collective education results, it is key to promote close strategic engagement and alignment across all programmes, including those receiving bilateral funding and those benefiting from multilateral funding, such as the GPE, the World Bank and the EU and others.



Such close alignment and engagement worked well in cases where there was a strong overarching coordination structure in place, often guided by national crisis-sensitive plans and frameworks spanning the humanitarian-development nexus. In the CAR, for example, the National Plan for Recovery and Consolidation of Peace (RCPCA) helped promote alignment and coordination across humanitarian and development programmes in Education. MYRP partners in the CAR reported US\$105 million in aligned funding since the MYRP started – exceeding the US\$60 million funding gap against the MYRP funding target. Other similar examples of good programme alignment include Afghanistan, Chad, Ecuador and Uganda.



Conversely, where there has been no such overarching framework, success in aligning programmes across the nexus has been more challenging. The MYRP itself has served as a framework under which to link programming in several cases, but not all. Successful examples include Iraq, where the Education Cluster, MYRP Steering Committee and ECW Seed Fund grantee contributed to the development of the Education Sector Plan, ensuring alignment with the MYRP. In Burkina Faso the three priority areas outlined in the education sector plan were included in the MYRP to strengthen cohesion between the sector plan, the MYRP and the National Education in Emergencies Strategy. In Syria, many donor-funded programmes are referred to as aligned strategically in working towards shared goals and objectives across many education interventions in crisis contexts, but partners do not engage in MYRP coordination mechanisms due to the political situation in the country.



© ECW/Omid Fazel

Yasmine Sherif, Director of Education Cannot Wait, is welcomed by teachers and students at a girls' primary school in Kabul, Afghanistan.

## ECW AS A POLICY INFLUENCER

ECW continued to advocate with partners at global, regional and national level for the inclusion of child **refugees** and IDPs in national education systems.

In 2021 ECW continued to honor its pledge, announced at the first Global Refugee Forum in 2019, to work together with GPE and the World Bank to close the education financing gap and provide technical assistance in refugee-hosting countries. In addition, ECW continued its partnership with the IGAD to promote refugee inclusion in East Africa and the Horn of Africa through the development of national costed plans and a regional qualifications framework. Re-energizing political commitment and enhancing national capacity will be needed to accelerate progress in this area.

At Dubai Cares' RewirED Summit in 2021, ECW became a founding sponsor of the Refugee Connected Education Challenge. This is an effort led by the UNHCR to ensure that schools that host child refugees and IDPs are included in digital education and connectivity efforts, globally and nationally. ECW

set out a plan of action, which includes a commitment to step up advocacy and communications on the issue.

MYRPs continued to promote and support the inclusion of refugees in national education systems, and countries that endorsed the Global Compact on Refugees have legally committed to facilitate access by refugee and host community children to their education systems. Such efforts require a greater focus on addressing the specific needs of refugee children and adolescents, and of refugee teachers in the national systems, as well as a shift in education financing modalities, from parallel service delivery to national service delivery policies and from project-type interventions to multi-year development financing.

In 2021, ECW stepped up efforts as part of its commitment to improve **disability inclusion** across all programmes, and instituted measures to directly engage persons with disabilities and organizations of persons with disabilities in ECW investments. ECW

strengthened internal procedures concerning the quality of inclusion in programmes and developed its policy and accountability framework to guide and systematize disability inclusion in ECW investments.<sup>56</sup> ECW developed this document with the International Disability Alliance. It includes time-bound actions on programming and partnerships as outlined in the 2023–2026 Strategic Plan.

In alignment with ECW’s commitment to advance **gender equality** and the empowerment of women and girls, ECW joined the global Call to Action on Protection from Gender-Based Violence in Emergencies led by the Government of Denmark. ECW also participated in a high-level UNGA event, advocating for accountability within the EiEPC sector and increased funding.

ECW joined the United Nations IASC Gender Reference Group, enabling ECW to advocate for greater prioritization of girls’ education as part of the group’s advocacy agenda. This proved particularly important in Afghanistan following the Taliban takeover. To operationalize ECW’s Gender Policy and Accountability Framework (2019–2021), the Secretariat developed and disseminated guidance on the meaningful engagement of local women’s organizations, GBV risk mitigation and targeting girls in ECW-supported investments.

MYRPs developed in 2021 promoted gender equality and women and girl’s empowerment. For example, in the Sudan, ECW sought to address the systemic barriers to girls’ access to education through policy dialogue and reform workshops with national and state officials under the MYRP. ECW will continue advocacy through coordination mechanisms in the country to systematically involve local women’s organizations and engage gender expertise at the design phase of MYRPs.

ECW stepped up its global advocacy for **safe learning environments** through the Safe to Learn Partnership.

ECW and Safe to Learn collaborated on the development of operational guidelines for partners working in emergency settings, to be launched in 2022.

ECW Director Yasmine Sherif regularly condemned violence targeting students and learning institutions and called for the respect of international humanitarian law and the Safe Schools Declaration through her public speaking engagements, media interviews, high-level meetings and field visits. Ms. Sherif travelled to Afghanistan, Burkina Faso, Cameroon and the Democratic Republic of the Congo in 2021. These high-level missions provided opportunities to advocate for EiEPC needs on the ground and to highlight the ongoing response by ECW and partners.



**ECW joined the United Nations IASC Gender Reference Group, enabling ECW to advocate for greater prioritization of girls’ education as part of the group’s advocacy agenda.**

The keywords “safe and protective learning” appeared 916 times in media articles on ECW, reaching a potential audience of over 910 million readers. ECW published 40 content pieces – such as press releases and human-interest stories – mentioning “protection” or “safe and protective learning” on its website. Stories featured the GCPEA and the Safe Schools Declaration, among others. All contents were amplified across ECW’s social media channels.

ECW also amplified calls to action using the #SafeToLearn and #NotATarget hashtags. Related messaging generated over 100,000 impressions on Twitter, ECW’s largest social media channel, in 2021.

<sup>56</sup> ‘Education Cannot Wait Policy and Accountability Framework on Disability Inclusion’. <<https://www.educationcannotwait.org/resource-library/education-cannot-wait-policy-and-accountability-framework-disability-inclusion>> accessed 12 July 2022.

## ADVOCACY LEADERSHIP, PARTNERSHIPS AND COMMUNICATIONS

ECW has established itself as a global actor on the international stage for **education in emergencies and protracted crises** and is acknowledged in major global policy frameworks. ECW has moved education from the margins to the center of the multilateral system, while delivering results through proven models of education assistance in crises-affected countries. ECW is specifically mentioned in the G7 Declaration on Girls' Education and Recovery from COVID-19 (2021), which acknowledges that girls' education was set back due to the COVID-19 pandemic and articulates a commitment by countries to placing gender equality and the empowerment of women and girls at the center of the work of "building back better."

As part of an ongoing partnership, ECW and the IPNEd launched a joint statement of concern and commitment recognizing the urgency of mobilizing political leadership to ensure the delivery and funding of high-quality, inclusive education systems for all children affected by crises. As ECW goes into its financial replenishment in 2023 and a new strategic plan in 2023–2026, IPNEd intends to step up its work on EiEPC so that legislators have the tools and resources they need in support of efforts to improve education outcomes for children affected by crises.

Through a new partnership with World Vision International, ECW supported a new EiEPC Campaign Champions Group, a network of over 40 organizations including NGOs, civil society coalitions, youth groups, teachers' unions and foundations. The group campaigns for increased political will for EiEPC at local and global level that will lead to additional support for crisis-affected children and youth and increased financial resources mobilized for EiEPC.

Throughout 2021, ECW's partnership with Global Citizen to raise awareness of EiE funding needs culminated in its representation at the annual Global Citizen Live concert in New York, where high-level political engagement supported ECW's resource mobilization efforts. ECW also partnered with the United Arab Emirates Government and Dubai Cares at the RewirED Summit to mobilize resources and raise awareness of EiEPC needs.

ECW conducted high-level advocacy and made commitments at other global forums and conferences in 2021, including: the Fifth Brussels Conference on Supporting the Future of Syria and the Region; the 76th session of the United Nations General Assembly (UNGA76); the United Nations Climate Change Conference (COP26), in Glasgow; the International Conference on the Safe Schools Declaration in Abuja; and the IGAD High-Level Regional Experts Meeting for Enhanced Implementation of the Djibouti Declaration (on Education for Refugees, Returnees and Host Communities).

And in a new, youth engagement initiative, ECW joined forces with Plan International UK to develop the Youth4EiE platform. This initiative will support youth ambassadors from around the world in their advocacy and campaigning at national and global levels to put education in emergencies on the agenda of world leaders and influencers.

ECW's **communications and media outreach** continued to grow, enabling ECW to reach a larger audience with its messages. ECW's aggregate global readership grew by 100 per cent, reaching a total potential audience of 8.6 billion readers in 2021 compared to 4.3 billion readers in 2020. ECW's social media channels, including Twitter, Facebook, Instagram, LinkedIn and YouTube, had an average growth of 66 per cent.

ECW was covered in top-tier media in 2021, including ABC, CBS, Fox News, MSNBC, the New York Times, the Telegraph, the Washington Post, Xinhua, Yahoo Finance and Al Arabiya, plus Forbes and People magazines, Modern Diplomacy and Project Syndicate. ECW was also featured regularly in additional news outlets, such as Corriere Della Sera and La Repubblica (Italy), El País and La Nación (Spain), Göteborgs-Posten and Dagens Nyheter (Sweden), the Anadolu Agency (Turkey). ECW has ramped up its translation of key communication assets, which partly explains the coverage in non-English-language media.





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Josmar, 9, completes a task with the help of his mother. Josmar receives educational support from an ECW-funded programme in Ecuador which has enabled thousands of children and adolescents to enter the education system.

Yasmine Sherif, ECW's Director, appeared as a global thought leader and subject matter expert in media profiles, opinion pieces, podcasts and advocacy events, and her high-level missions – to Afghanistan, Burkina Faso, Cameroon and the Democratic Republic of the Congo – generated media coverage. ECW featured high-level interviews on its website with António Guterres, United Nations Secretary General; Nujeen Mustafa, a Syrian refugee, author and activist; H.E. Rangina Hamidi, the first female Minister of Education in Afghanistan; Melissa Fleming, United Nations Under-Secretary-General for Global Communications; and Helen Grant, the U.K. Prime Minister's Special Envoy for Girl's Education.

In total, ECW published 75 human interest stories in 2021, and its Exposure storytelling channel received over 350,000 visits in 2021, to total over 500,000 lifetime visits. Content focused on key areas of ECW's

work and provided expanded visibility for ECW's strategic partners. Many stories were published in multiple languages.

ECW analyzed key messages and themes as part of its media monitoring in 2021. "Girls and education" were the top key message in stories mentioning ECW, followed closely by "refugees", "natural disasters" and "funding." Other key mentions included "protracted crises", "gender equality", "safe and protective learning", "children with disabilities", "psychosocial and mental health", "UN reform", "improved skills and learning" and "increased access and greater continuity".

Throughout the year, ECW launched global advocacy campaigns on social media, including a campaign on its fifth anniversary. The #ECW5 campaign reached a potential audience of 10 million people with over 4,000 mentions on Twitter.



**Building on the  
€200 million funding commitment from  
the Government of Germany,**

**ECW will work with the HLSG, the Executive Committee and strategic partners to launch an ambitious financing campaign on 16-17 February 2023 in Geneva, co-hosted by ECW and Switzerland and co-convened by Germany, the Niger, Norway and South Sudan.**

## OPPORTUNITIES AND THE WAY FORWARD

Looking forward to 2022 and beyond, ECW intends to redouble efforts to inspire political will and increase financing for EiEPC. The development of the 2023–2026 Strategic Plan offers a unique opportunity to consolidate the ECW fundraising model and develop a plan for mobilizing increased, flexible and predictable financing to meet the world’s growing needs.

Building on the €200 million funding commitment from the Government of Germany, ECW will work with the HLSG, the Executive Committee and strategic partners to launch an ambitious financing campaign on 16-17 February 2023 in Geneva, co-hosted by ECW and Switzerland and co-convened by Germany, the Niger, Norway and South Sudan. The campaign will use key global influencing moments such as G7 Leaders’ Summits, UNGA and World Bank meetings to renew political commitments to EiEPC and encourage increased financial contributions from existing and new donors, the private sector, foundations and the philanthropic community. The campaign will culminate in a High-Level Financing Conference in early 2023.

ECW plans to collaborate with the Geneva Global Hub for Education in Emergencies and the INEE to launch a new analysis of the growing education needs in emergencies and protracted crises. This evidence-based analysis will serve as a critical advocacy resource in ECW’s global resource mobilization efforts.

ECW will also evolve its approach to resource mobilization for individual MYRPs, refining the model over the 2023–2026 Strategic Plan period and allocating greater resources to fundraising in the design of new MYRPs. ECW will utilize crisis-specific pledging conferences such as the Afghanistan pledging conferences, co-hosted by the United Nations with the Governments of Germany, Qatar and the United Kingdom in 2022, to align new, additional resources with the goals of individual programmes.

The Global Disability Summits are key moments for ECW and partners to renew commitments. The International Disability Alliance, the Government of Norway and the Government of Ghana hosted the second Summit in February 2022, held online

as a COVID-19 precaution. The United Nations Transforming Education Summit, which will be held during the 77th session of the United Nations General Assembly in September 2022 (UNGA 77), provides an opportunity for ECW and partners to put EiEPC at the forefront of the global agenda through the United Nations Secretary-General's vision of education as the great equalizer. Known as "Our Common Agenda," the vision calls for a new social contract to leave no one behind as the world emerges from the COVID-19 pandemic with less than eight years left to achieve the SDGs.

ECW will also play an active role at the next Global Refugee Forum in 2023, an opportunity to continue advocating in favour of shared responsibility in support of refugees and their host communities, and

to advance the principles of national inclusion that are subject of the Global Compact on Refugees. Lack of transparency, a complex funding landscape and siloed working make it difficult to track resource flows to education in emergencies and humanitarian contexts and ensure the greatest impact on people affected by crisis. Data are often incompatible, which limits the ability to join up and compare data to create a richer picture of the financing landscape, including how humanitarian financing interacts with development funding. ECW and its partners envision a role for ECW to bring about greater transparency and provide essential information on what funding is available, how it is allocated, who it benefits, and what works best to improve access to and the quality of services in EiEPC. ◀



Students in southern Chad follow their teacher's instructions during an emergency evacuation drill, as part of ECW's support to increase access to learning by making schools safer.



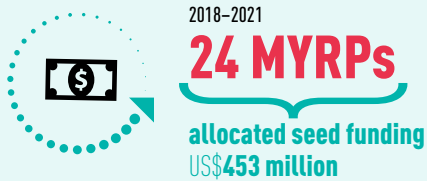
Supports for ECE in Somalia are providing young girls and boys with the opportunity to learn through play.



**STRATEGIC OBJECTIVE 3**

# IMPROVED JOINT PLANNING AND TIMELY RESPONSE

ECW invested in a total of:



ECW developed:



Burundi, Iraq, Lebanon, Libya, Pakistan, the Sudan (Bangladesh renewed)

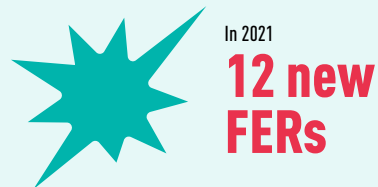
The focus of MYRP investments shifted:



**86 per cent** were based on good-quality, evidence-informed planning processes.

(Found by ECW's External Review Panel.)

In response to urgent needs in new and escalating crises ECW approved:



When developing its programmes, ECW focuses on the quality of the planning process, the timeliness or speed at which funds are disbursed and the programme cost per child. These three aspects, for both FERs and MYRPs, are presented below.

### FIRST EMERGENCY RESPONSE

ECW approved 12 FER programmes, implemented via 20 grants amounting to about US\$19 million, in 2021.<sup>57</sup> The Haiti FER is in response to an acute emergency, and FERs in other countries are in response to escalations of existing crises. This brings the total number of FER grants to 199 (and the total investment under this window to about US\$171 million. Funds allocated for FER programmes in 2021 range between US\$1 million (Cameroon, the CAR, Chad, Ethiopia, Mozambique, and the Niger) and US\$4 million (Afghanistan).

The **planning process** for FER programmes differs from that of the MYRPs. It is leaner, focuses on a quick response through existing coordination mechanisms (typically the Education Cluster, Refugee Education Working Groups or the Education in Emergencies Working Group) and is based on available needs assessments. In approving FER applications, ECW applies two main criteria: a clear understanding and plan to address the education needs in the crisis; and a coordinated response aligned with existing strategies, plans and humanitarian standards.<sup>58</sup> Approvals are subject to quality assurance and a recommendation from the ECW Secretariat. The ECW Director approves FERs up to US\$3 million, and the Executive Committee approves FERs above US\$3 million.<sup>59</sup>

The purpose of FERs is to restore education provision as soon as possible by supporting access to safe education environments and providing basic inputs, such as learning materials, temporary learning spaces and school equipment. The weighted **cost-per-child**<sup>60</sup> for 6- to 18-month FER grants (excluding COVID-19 FER grants) is much lower than for the MYRPs. Yet, the weighted cost per child for FERs has doubled: from US\$25 in 2017–2020 to US\$53 in 2021. ECW believes this is because nearly all 2021 FERs were in response to protracted crisis situations and contained more holistic packages (like those in MYRPs) than in previous years.

A **quick response** is essential in humanitarian work. Children should be able to continue their education as soon as possible to avoid the loss of learning and to create stability in rapidly changing and volatile circumstances. ECW's goal is to disburse funds to grantees in a timely manner, so that populations affected by crises and emergencies can access interventions when needed.

FERs are quicker to disburse funds than MYRPs, due to the nature of the grants. FER grants respond to acute disasters and escalated crises. ECW aims to disburse funds and start programmes within eight weeks of an emergency or country appeal. Of 103

<sup>57</sup> Afghanistan, Cameroon, the Central African Republic, Chad, the Democratic Republic of the Congo, Ethiopia, Haiti, Lebanon, Mozambique, the Niger, State of Palestine and the Sudan.

<sup>58</sup> INEE Minimum Standards, Child Protection Minimum Standards, the Sphere Handbook (containing the Humanitarian Charter, the Protection Principles and the Core Humanitarian Standard) and IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.

<sup>59</sup> In cases where the FER amount is less than US\$3 million and UNICEF is a grantee or sub-grantee, the ECW Secretariat issues a non-objection request to the Executive Committee, not to solicit comments on the content of the proposal but simply to ask whether there is any objection to UNICEF acting as grantee in the specific context. Globally, UNICEF is host of the ECW Secretariat and in this capacity serves as funds custodian.

<sup>60</sup> Weighted cost per child refers to the total amount of ECW funding divided by the total number of children targeted.

grants active in 2021,<sup>61</sup> 30 per cent were disbursed in a timely manner, with an average of 91 days from the date of the emergency appeal to the date of disbursement ([indicator S.3.1](#)).

As in 2020, the average speed of disbursement for FERs responding to acute emergencies and COVID-19 active in 2021 was quicker than for FERs in response to an escalation of a crisis. The average speed of disbursement for acute emergency and COVID-19 FERs was about nine weeks, compared with 17 weeks for FERs responding to an escalation of crisis. The difference is due to the greater urgency surrounding acute emergencies (natural disasters), including the COVID-19 outbreak. Responses to acute disasters are often targeted and focused on rapidly

restoring education provision and making sure children and adolescents continue their education in a safe manner as soon as possible. Responses to an escalation of a crisis tend to warrant a more robust analysis of needs and responses, encompassing multiple education outcome areas.

Table 1 compares the timeliness of disbursement of funds in acute emergencies and protracted crises for FERs active in 2020 and 2021.

Multiple variables influence the timeliness of FER disbursements. It takes about 56 days on average to develop a final proposal to be approved: about 28 days from concept note to first proposal and another 28 days from first to final proposal.<sup>62</sup>

**Table 1. Timeliness of FER disbursement, 2020–2021**

	2020		2021	
	Average number of days to disbursement	Percentage of FERs that met target of 8 weeks	Average number of days to disbursement	Percentage of FERs that met target of 8 weeks
FERs responding to acute emergency including CVD	73	40%	65	50%
FERs responding to escalation of crisis	96	5%	121	8%
All active FERs	85	21%	91	30%

<sup>61</sup> Among the 103 grants active in 2021, 20 are new FER grants begun in 2021 of which 2 are in response to acute emergencies in Haiti and 18 to escalations of existing crises.

<sup>62</sup> Mokoro Ltd. commissioned by ECW, Evaluation of the Education Cannot Wait First Emergency Response Funding Modality, Final Evaluation Report, Mokoro Ltd., Oxford (UK), November 2020.

Another variable is the time it takes to complete grantee registrations and assessments with the United Nations/UNICEF system. These include registrations with the United Nations Partner Portal (UNPP), assessments on the prevention of sexual exploitation and abuse (PSEA) and core values, and organizational and financial micro-assessments in connection with the Harmonized Approach to Cash Transfers (HACT). If an organizational micro-assessment is needed, it is normally conducted 8 to 12 weeks after the request for it is made. These requirements are not in themselves difficult to respond to, but it takes time to respond meaningfully and accurately for contracting. When required registrations and assessments are already in place, contracting and fund disbursements go relatively quickly.

Another variable influencing the timeliness of FER disbursements is the due diligence required in situations of sub-grantee arrangements. Grantees and implementing partners that are designated as sub-grantees must provide additional information, which takes more time.

## MULTI-YEAR RESILIENCE PROGRAMMES

To support education responses in countries experiencing protracted crises, ECW developed six new MYRPs – for Burundi, Lebanon, Libya, Iraq, Pakistan and the Sudan – resulting in a total of 24 MYRPs approved so far ([indicator S.3.3](#)). Bangladesh was the first MYRP that was renewed for a second phase. In 2021, ECW invested US\$92 million via the seven MYRPs, bringing the total seed-funding investment to US\$453 million since ECW's inception in 2017.

A comparative analysis of MYRPs developed and approved from 2019 to 2021 found that the **quality of the planning processes** had improved over the period. The seven MYRPs developed and approved in 2021 had an average score of 0.5 points more than the 2019 MYRPs and 0.25 more than the 2020 MYRPs.<sup>63</sup> The analysis, conducted by the External Review Panel, scores the five dimensions of MYRP quality planning process using a 5-point scale (see Table 2).

**Table 2. MYRP quality planning scores\* 2019–2021 (indicator S.3)**

Quality planning process dimension	2019 <sup>64</sup>	2020	2021
Extent of joint development of programmes	4.7	4.4	4.6
Alignment with existing national policies and strategies	N/A	4.4	4.4
Results-based focus	3.8	4.2	4.4
Risk-informed plans	N/A	3.8	4.4
Evidence-based designs	3.4	4.0	4.2
<b>TOTAL</b>	<b>3.9</b>	<b>4.2</b>	<b>4.4</b>

\* Scores are on a 5-point scale, where 0 = low and 5 = high.

<sup>63</sup> Scoring is done by the External Review Panel (ERP), made up of independent experts. ERP provides an objective review of MYRP applications and makes recommendations to ECW's Executive Committee as to whether the applications should be approved.

<sup>64</sup> Scores for 2019 are based on fewer criteria.





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Children affected by recurring climate-related disasters and years of unrest in Burundi need educational support.

Six of the seven MYRP countries that developed a MYRP in 2021 scored above 4.0 on the 5-point scale, with a total average of 4.4 across the five dimensions ([indicator S.3](#)). The countries scored highest on the ‘joint development of programmes’ dimension, with an average score of 4.6 in 2021. The scores for other dimensions increased from the previous years, except for the ‘alignment with existing national policies and strategies’ dimension, which did not change from 2020 to 2021.



#### Example: Burundi MYRP

The **Burundi MYRP** addresses the situation of child refugees returning to the country after years of conflict; it focuses on ensuring access to quality education and supporting retention rates through catch-up and remedial education opportunities. The MYRP aligns with several national education instruments, including the Refugee Reintegration Plan, the National Child Protection Policy, the National Gender Policy and the Guideline for Inclusive Education, as well as the Education in Emergencies Working Group strategy, the Humanitarian Response Plan and the Education Transition Plan. The aim is to increase access and equity in basic education, improve the quality of education and build system resilience. Activities proposed under the MYRP contribute to strategic objectives and results. A monitoring and evaluation system uses relevant SMART indicators<sup>65</sup> to monitor against project objectives and will collect programme-related data through such tools as U-Report<sup>66</sup> and ONA.<sup>67</sup>

<sup>65</sup> SMART refers to a common, best-practice approach to programme monitoring and evaluation. SMART indicators are Specific, Measurable, Achievable, Relevant and Time-bound.

<sup>66</sup> U-Report: <https://ureport.in/>

<sup>67</sup> ONA: <https://ona.io/home/>

Alongside the quality planning process, ECW monitors the extent to which grantees use **high-quality evidence and data** during the programme design and review stages. Starting in 2019, the External Review Panel has assessed the extent to which data and evidence used in MYRP proposals are timely, cross-sectoral ('holistic'), disaggregated and conflict- or disaster-sensitive, and the extent to which they include analyses of system barriers, gender and equity (Table 3).

**Table 3. MYRP evidence-based planning scores, \* 2019–2021 (indicator S.5.1)**

Evidence-based planning criteria	2019 <sup>65</sup>	2020	2021
Timeliness	N/A	4.3	3.9
Holistic scope	N/A	4.1	4.2
Disaggregation	3.3	3.7	4.1
Conflict/disaster sensitivity	5.0	4.3	4.5
System analysis	4.5	3.8	4.2
Gender and equity analysis	3.5	4.1	4.3
<b>TOTAL</b>	<b>4.1</b>	<b>4.0</b>	<b>4.2</b>

\* Scores are on a 5-point scale, where 0 = low and 5 = high.

On average, the seven MYRPs developed in 2021 scored 4.2 on a 5-point scale; the score is slightly higher than the average MYRP score in 2020. Six of the seven MYRP countries scored above 4.0 across most criteria in 2021. The criteria with the lowest score in 2021 was 'timeliness'. Overall, however, almost all the new MYRPs provided indicators to ensure an effective disaggregation of data according to factors including the gender, age, disability status, and wealth inequalities of the beneficiaries, and all could demonstrate that the evidence and data reflected the situation of children in their specific contexts.



#### Example: Iraq MYRP

The planning process for the Iraq MYRP involved different actors, towards ensuring accountability and broad consultation across the education sector. A task force was created to identify gaps and priorities for the MYRP, which included officials of the Ministry of Education in Kurdistan and at the federal level, and representatives of non-governmental organizations (NGO), international NGOs and donor organizations. The task force engaged with the education clusters to gain a deeper understanding of context, educational challenges and gaps. This consultative planning process allowed the MYRP to have enough data and information to create a sound, relevant programme design.



Between 2018 and 2021, ECW invested in a total of 24 MYRPs, representing a seed funding allocation of US\$453 million.<sup>68</sup> The number of MYRPs per year has gradually increased, ranging from four in 2018 to seven in 2021. Yet, as the number of MYRPs has grown, the seed funding budget available per MYRP has declined (Figure 10). Initial MYRPs received more seed funding compared with the MYRPs developed in 2020 and 2021. The MYRPs developed in 2018 and 2019 received about US\$25 million in seed funding over three years, an amount nearly double the US\$13 million over three years received by the MYRPs developed in 2020 and 2021. This change is largely explained by funding availability and an updated allocation of funding for identified crisis settings.

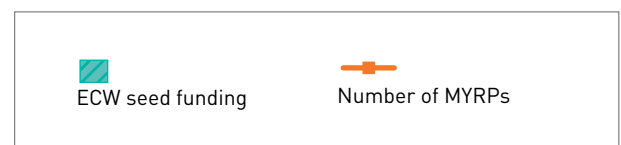
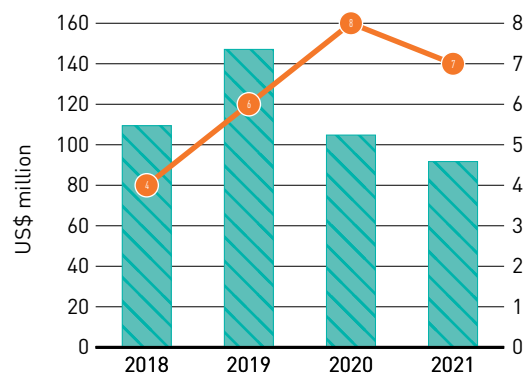
“ The MYRP has promoted joint, inclusive, and evidence-based planning and coordination across the humanitarian-development nexus, particularly in contexts where there is strong government engagement, existing capacity at country level, and effective humanitarian and development coordination mechanisms. Moreover, the modality has increased attention to and data about access and learning outcomes for IDPs, refugees, and other vulnerable groups. ”

From: Oxford Policy Management, Evaluation of the ECW MYRP Modality: Final Synthesis Report (p. 4).

Between 2018 and 2021, ECW invested in a total of 24 MYRPs, representing a seed funding allocation of US\$453 million.

Figure 10. ECW seed funding and number of MYRPs, 2018 – 2021

in million US\$

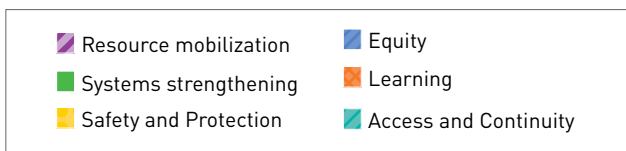
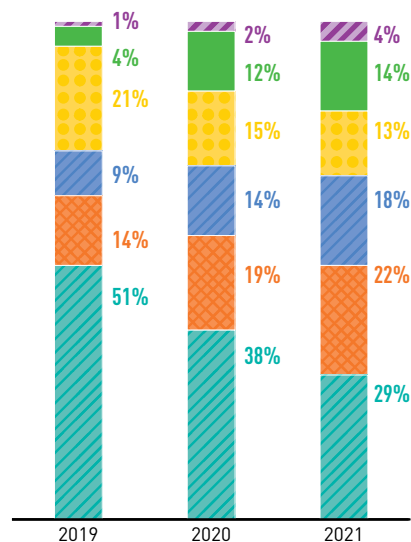


<sup>68</sup> This total number excludes the two regional MYRPs for the Sahel and South America and includes the two phases of the Bangladesh MYRP.

Over the years, the focus of ECW’s MYRP investments has shifted from access and continuity of education (51 per cent in 2019; 29 per cent in 2021) to ‘holistic’ financing, which includes other aspects of education, such as equity, quality, and safety and protection (Figure 11). In addition, the allocation of funding to longer-term sustainability aspects, such as resource mobilization and systems strengthening interventions, has grown. This includes capacity development at coordination and (sub) national authority level and the development of policies, plans and frameworks within schools and/or subnational governmental level. These trends fit with ECW’s ‘whole-of-child’ approach in MYRPs that responds to the multidimensional needs of children and adolescents affected by conflict and crisis.

It is important to note that outputs clustered as part of the outcome on equity are often integrated into outcomes on access and continuity, learning, and safety and protection. The outputs represent an equitable focus or targeted attention to those most in need or most marginalized, including girls, children with disabilities, child refugees and IDPs. For example, gender-targeted interventions may include such outputs as dignity kits and interventions to introduce gender-responsive pedagogy or prevent GBV. Specific interventions for children with disabilities may include assistive learning devices, and interventions for child refugees may include targeted language programmes. Of the total number of equity outcomes, 56 per cent are integrated into other outcomes, while 44 per cent represent an explicit outcome. Among the equity outcomes integrated into other outcomes, most are integrated into access and continuity (40 per cent) or quality (20 per cent each); the latter focuses on interventions within the learning space, particularly targeting education personnel, teaching-learning processes, development and distribution of education material, and community and caregiver engagement.

Figure 11. MYRP outcome-based budgets, 2019 – 2021



**Over the years, the focus of ECW’s MYRP investments has shifted from access and continuity of education to ‘holistic’ financing, which includes other aspects of education, such as equity, quality, and safety and protection (Figure 11).**



### In-depth analysis: Budget per child in MYRPs

Across all MYRPs from 2018 to 2021, the weighted budget per child<sup>69</sup> is **US\$137** for the three years of a MYRP. This weighted budget has gradually decreased from US\$204 in 2018 to US\$102 in 2021 (Figure 12). The lower weighted budget per child in 2021 is partly explained by ECW's shift in focus, from access-related interventions with high initial investments to a more integrated and comprehensive approach that provides access to quality and safe education. Such an approach allows ECW to better respond to the diverse needs of children and adolescents in areas affected by conflict and crisis.

Access interventions – such as rehabilitation of learning spaces, transportation, school feeding and cash transfers – focus on the short term and tend to be more cost-intensive; they need to be repeated to have an effect. Learning and equity interventions focusing on the medium to long term (for example, teachers' professional development) tend to be less cost-intensive; over time they reach more children with fewer financial resources.

When controlling for the number of MYRPs developed per year, the analysis similarly finds a lower budget per child for the 2020–2021 MYRPs than for the 2018–2019 MYRPs. Overall, there is a clear distinction between first- and second-phase MYRPs developed in 2018 and 2019 and third-phase MYRPs developed in 2020–2021. The number of children targeted through seed funding per MYRP in 2020–2021 is slightly lower than in 2018–2019, while seed funding per MYRP in 2020–2021 is about half of funding per MYRP in 2018–2019 (Figure 13).

Figure 12. Weighted budget per child, 2018 – 2021

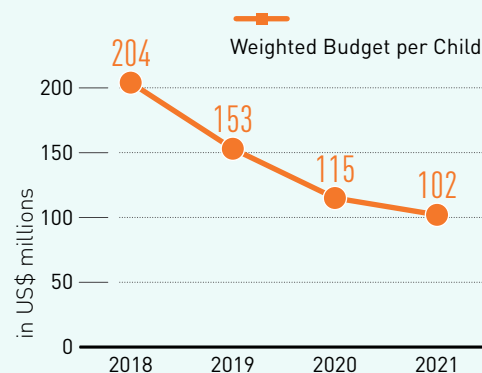
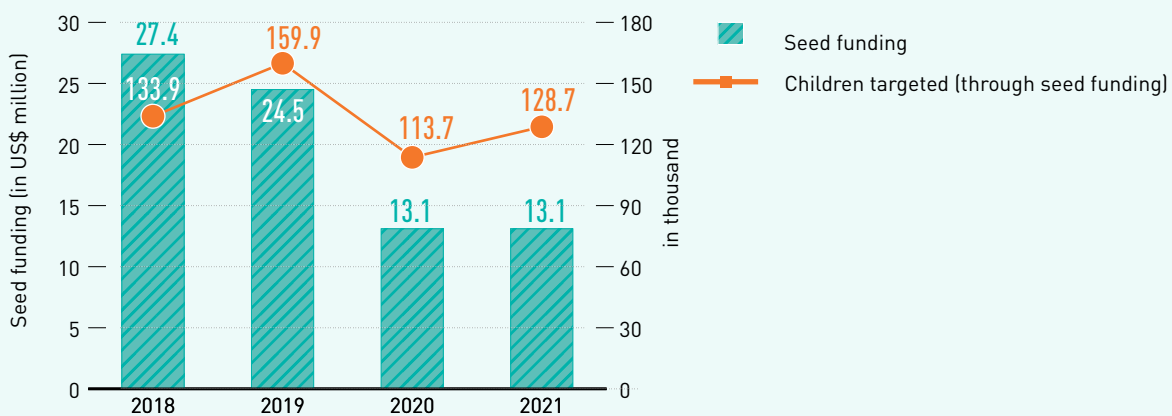


Figure 13. Seed funding and children targeted through seed funding, per MYRP, 2018 – 2021



<sup>69</sup> Weighted budget per child refers to total amount of ECW seed funding divided by the total number of children targeted through seed funding during the three-year MYRP period (2018 to 2021). 'Unweighted budget per child' refers to the average budget of all MYRPs divided by the total number of children targeted. The unweighted budget per child is US\$254, since MYRP inception (2018).



### In-depth analysis: Budget per child in MYRPs (continued)

Individual MYRPs, however, show substantial differences in their costs per child. Often this has to do with contextual needs for children and schools; price settings per country, region, and crisis; and the presence of governments and other actors who also provide education investments and inputs. A direct comparison between countries, without controlling for these other inputs, is therefore of limited relevance. For example, when a government provides teacher salaries or when another programme builds schools, the MYRP aims to align and complement those efforts, resulting in a lower cost per child targeting fewer education outcomes and needs. This is the case in Burundi, with a cost per child of US\$88 a year. When support from others is limited and needs are very high, the MYRP support package is more holistic and includes a variety of the education outcomes as presented above. That is the case in Ethiopia, with a high cost per child of US\$446.

Key lessons appear from this analysis. MYRPs with high budgets per child often contribute to access, safety and protection, and learning outcomes through targeted interventions to promote equity for the most marginalized children, including girls and children with disabilities. MYRPs with lower budgets per child tend to reach children through fewer, more targeted interventions focusing on either equitable access or learning outcomes, while funding from other sources can complement the ECW investment. ECW aims to respond to the holistic education needs of every child affected by conflict and/or crisis and, in collaboration with its partners, apply a cost-per-child that supports this.



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**When support from others is limited and needs are very high, the MYRP support package is more holistic and includes a variety of the education outcomes as presented above. That is the case in Ethiopia, with a high cost per child of US\$446**

👉 **Students participate in a reading circle, Ethiopia**

In 2020, the quality planning process and the timeliness of disbursement were severely shaped by the COVID-19 pandemic. ECW promptly adapted to address the rapidly changing circumstances, implementing new strategies such as virtual scoping missions and virtual meetings with partners. Approaches and strategies in response to the COVID-19 emergency in 2020 were used again in 2021, as the pandemic continued to affect many regions. For instance, of the seven MYRPs developed in 2021, four were established after a virtual scoping mission.

MYRP grants are designed to respond to protracted crises, and they are characterized by a more detailed and purposefully more lengthy planning process. For this reason, ECW has extended the timeframe for disbursement of MYRP grants to six months from the date of the scoping mission to the country. Since inception, ECW has developed a total of 59 MYRP grants; 34 per cent were disbursed in a timely manner, with an average of nine months from the scoping mission to the disbursement of funds to grantees.<sup>70</sup>

In 2021 alone, 17 new MYRP grants (six new MYRPs and one renewal) were initiated and developed, to start in 2022.<sup>71</sup> Of these 17 new MYRP grants 82 per cent (14 out of 17) were disbursed by the end of May 2022. Six per cent of those were disbursed within six months ([indicator S.3.2](#)), with an average of 10 months from the scoping date. This is a little longer compared to the MYRP grants developed in 2020, largely due to strengthened due diligence measures around organizational fitness, child safeguarding, and risk management that lengthened the contracting, and not programme document developed, phase. In 2020, 70 per cent of the 20 grants were disbursed in a timely manner, with six-seven months from the scoping date.

Variables that influence the timeliness of MYRP contracting and disbursements are similar to those of FERs, described above, including grantee HACT assessments and other required grantee documentation requirements, as well as rules and regulations regarding sub-contracting. Most of the MYRP documents were developed and approved by ECW's Executive Committee within six months.

**i** ECW's MYRP modality was independently evaluated by OPM in 2021.<sup>72</sup> The findings and conclusions in relation to a quality planning process and timely response, outlined in the final evaluation report, are relevant to the discussion above.

**“ The MYRP modality has promoted inclusive planning and is engaging humanitarian and development partners, particularly through its clusters and working groups. An inclusive process from the outset sets the tone for joint ownership of the plan and sets up stronger participation across the programme cycle. ”**

From: Oxford Policy Management, Evaluation of the ECW MYRP Modality: Final Synthesis Report.

In relation to the quality planning process, the evaluation found that: “The ECW Secretariat has provided active and tailored support to coordination mechanisms and stakeholders in the MYRP appraisal and design phases. Based on feedback and lessons learned from MYRP partners at country level, the MYRP design process, including the template and guidance, has been adapted for clarity and greater focus on alignment across the nexus, which has enhanced efficiency. MYRP processes in the appraisal phase have also seen improvements in timeliness and efficiency at the global level, based on the establishment of, and strategic engagement of expertise within, an External [...]

<sup>70</sup> The average number of months from scoping mission to disbursement refers to 54 MYRP grants out of 59 developed for which data are available.

<sup>71</sup> The MYRP grant in Iraq was the only one among the new MYRPs developed and initiated in 2021, that also started in the year 2021.

<sup>72</sup> Oxford Policy Management, *Evaluation of the ECW MYRP Modality: Final Synthesis Report*, OPM, Oxford (UK), 2021.

Evaluated by OPM in 2021.  
(continued)

(...)

Review Panel in 2019 and an Education Technical Reference Group (ERTG) within the ExCom in 2020.”

The report continues: “The MYRP modality can be strengthened by a more systematic approach to meaningfully engaging EiEPC stakeholders that are not part of an Education Cluster/EiE Working Group across the MYRP project cycle, particularly local NGOs and civil society. MYRPs would also benefit from more systematic engagement with Local Education Groups (LEG) on implementation and funding mobilized, or remaining gaps, as well as joint work to ensure that MYRPs are factored into joint sector reviews.”

In relation to timeliness, the evaluation found: “the disbursement of MYRP funds has seen delays largely due to factors outside of ECW’s control, such as government or COVID-19 pandemic challenges. In some contexts, the disbursement of ECW funds through the UNICEF, as a MYRP grantee, has impacted the timeliness of the disbursement of funds to implementing partners (IPs) due to delays associated with UNICEF’s internal Programme Cooperation Agreement (PCA) process. This has meant that in some countries, the multi-year nature of MYRP funding for IPs has not yet been fully realized, limiting the efficiency of MYRP processes and the ability of IPs to plan on a multi-year basis.”

## OPPORTUNITIES AND THE WAY FORWARD

The continued growth in the number of active grants in ECW’s portfolio requires careful attention. The 2022 ECW organizational evaluation report concludes that “The large number of ECW grants, combined with a small average size creates a significant workload for the ECW Secretariat, reducing their efficiency and potentially undermining the effectiveness of the grants.” In future, ECW needs to carefully reconsider the size of its MYRP seed funding envelope and the total budget of its FER reserve in relation to the ask and planned impact. In addition, the seed funding is to come with a clear plan on how to leverage additional funding as well as how to align with existing or new funding from other donors including GPE in-country. The final organizational evaluation report (p.55) states that “ At global and national levels, there is a need for greater clarity on roles, responsibilities, accountabilities and complementarity among major funds and coordination bodies operating across the nexus, ECW, the GPE and the World Bank in particular. Capacity needs to be built and a pathway and SOPs articulated for systematic engagement between and alignment of Education Clusters/REWGs and LEGs on the integration of EiEPC components into Transitional Education Plans/Education Sector Plans for sustainability. This requires communication and efforts to align on the part of EiEPC stakeholders, including ECW itself.”

ECW is aware of these challenges and discussions with GPE are on-going as to the best way to address them. The ECW management response to the MYRP evaluation’s recommendation on sustainability, resilience and long-term planning also notes that the ExCom will take the responsibility to initiate “a focused discussion with GPE to ensure, where possible, systemic engagement with LEGs on the integration of MYRP components into TEPs and ESPs” for long-term joint planning and sustainability. An action that ECW will take forward from this is to develop a clear position on what is meant by MYRP sustainability, which is likely to involve developing a set of principles of sustainability that guide in-depth discussions, including with LEGs, on sustainability of the MYRP at a national country level. Such discussions shall consider the recent country-based progress on joint planning with the LEG in Afghanistan, on which





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ECW and GPE can build, as well as how humanitarian and development coordination mechanisms can support on-going monitoring of progress.

When developing programmes, a trade-off exists between their speediness and quality. While ECW strives for and monitors both aspects of this quality programming, finding the optimal balance depends on a multitude of contextual factors. The engagement and participation of all relevant actors, especially local actors, and grantee selection requires time and careful attention which, when done properly, benefits the approval and quality of implementation. The way forward for ECW and its partners would be to carefully manage this trade-off, whereby in principle first emergency responses to acute emergencies are driven by speed, and FERs and MYRPs that respond to more protracted or escalation of crisis settings require more design time. The **timeliness** percentages and quality planning scores presented in this chapter can be seen from this perspective. ↻

- ④ Students listen to their teacher deliver the day's lesson at a girls' primary school in Kabul.



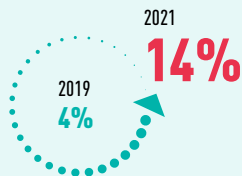
At Fourkouloum school, in the Lake Chad province, artistic activities such as dances, theatre and book reading are contributing to counter barriers and taboos forcibly displaced girls encounter in their daily life, with the support of ECW and Jesuit Refugee Service (JRS).



## STRATEGIC OBJECTIVES 4 AND 5

# STRENGTHEN CAPACITY, EVIDENCE, ACCOUNTABILITY

The share of MYRP total funds allocated to the work of systems strengthening and capacity development has grown:



## Gender Lead Organization function launched

to address the gap in gender capacity with the MYRP country teams within the seven MYRPs developed in 2021

Gender capacity strengthening, monitoring knowledge production for MYRP partners during the MYRP implementation phase.

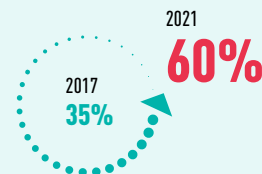


2021

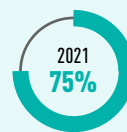
## Guidance frameworks and tools development:

disability inclusion, gender, localization, holistic learning outcome measurement.

Dedicated coordination and information management capacities among officially activated IASC Education Clusters and EiE Working Groups:



Dedicated education cluster staffing at country level increased to its highest level since ECW's inception, strengthening the coordination of education responses.



ECW-supported programmes that shared partial or solid evidence of change for at least one education outcome of their Result Framework.

## INTRODUCTION

Strengthening the capacity of ECW and partners to deliver education in emergencies is one of ECW's core functions and a strategic objective. Since its inception in 2017, ECW has been actively investing in a diverse portfolio of capacity development initiatives at global and country levels that has evolved organically. Strengthening global education in emergency capacity is one of ECW's core functions and a strategic objective. ECW's 2021 Capacity Development Approach envisions investments from the three funding windows – FER, MYRP and AF – working jointly and complementarily to strengthen partnerships, capacities and systems at global, national and local levels across design, implementation, monitoring and evaluation phases (M&E).

To date, ECW has allocated US\$15,117,498 through its AF and US\$25,351,380 (approximately 9 per cent of its MYRP funding) to systems strengthening, including capacity development. AF grants often target global-level institutional capacity, while the MYRPs target in-county capacity and systems strengthening work in schools and at national and subnational level. The amount allocated to capacity development and system strengthening has increased from 4 per cent of total funds for MYRPs developed in 2019 to 14 per cent of MYRPs developed in 2021. On average, per MYRP, US\$951,000 in 2019 and US\$1,440,797 in 2021 were allocated to systems strengthening.

Between 2019 and 2021, most AF grant funding was allocated to global and national coordination,

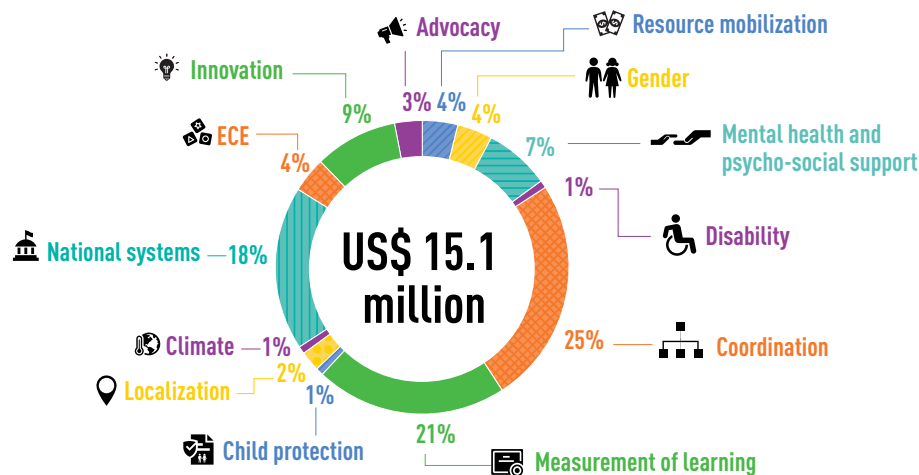
**The amount allocated to capacity development and system strengthening has increased from 4 per cent of total funds for MYRPs developed in 2019 to 14 per cent of MYRPs developed in 2021.**

**New AF allocations in 2021 were made towards strengthening localization (StreetChild as grantee), mental health and psycho-social support (Norwegian Refugee Council [NRC] and WarChild Holland), child protection (Alliance for Child Protection in Humanitarian Action, GCPEA and UNICEF), resource mobilization and political commitment (World Vision, Save the Children), and INEE, among others.**

systems strengthening, measurement of holistic learning outcomes and EiEPC data (see Figure 14). New AF allocations in 2021 were made towards strengthening localization (StreetChild as grantee), mental health and psycho-social support NRC and WarChild Holland), child protection (Alliance for Child Protection in Humanitarian Action, GCPEA and UNICEF), resource mobilization and political commitment (World Vision, Save the Children), and INEE, among others.

This chapter presents the 2021 progress results in four main areas: (1) EiEPC coordination capacity; (2) localization; (3) data and evidence; and (4) policies, standards, and tools. The themes presented in figure 20 above are integrated into these areas.

Figure 14. Acceleration Facility budget, by theme, 2019 – 2021



## A. STRONGER EIEPC COORDINATION CAPACITY

The quality of EiEPC programmes hinges on the capacity of partners to generate and use good-quality data and to adapt available data and evidence for each crisis context. Under a multi-year partnership funded through the AF, the GEC, supported country education clusters, EiE working groups, and partners to deliver more effective, innovative and inclusive EiEPC responses through dedicated coordination, information management and thematic support.

The GEC developed standard operating procedures (SOP)<sup>73</sup> to clarify and streamline the role of clusters in helping facilitate ECW MYRPs. The SOP complemented a tailored core coordination training for countries engaged in MYRP development in 2021 that was used to train 332 participants from country clusters and partners. As a result, all MYRPs developed during 2021 were based on quality evidence generated through joint education needs assessments and/or secondary data analysis. The CORE 2 training, which builds on foundational knowledge acquired with CORE 1, and is implemented through a blend of theoretical and practical activities, was delivered virtually to 172 participants across 34 countries, as well as regional and global staff.<sup>74</sup>

### Example: Sudan

In the Sudan, GEC remotely deployed three experts – in needs assessment, information management and child participation – to support the design and implementation of a Joint Education Needs Assessment (JENA) and built capacities of the country team and partners on the JENA methodology. This resulted in the first JENA ever conducted in the Sudan, with 602 schools, 525 caregivers and 408 children surveyed. The evidence informed both the cluster response and the MYRP to support access to quality education for displaced, conflict-affected, and otherwise vulnerable children in the Sudan.

<sup>73</sup> Global Education Cluster, SOP on the Role of the Country Education Cluster/EiE Working Groups in the ECW Multi-Year Resilience Programmes, GEC, Geneva, 2020. <<https://educationcluster.app.box.com/s/mjdorp67t1whxp294k7jdxcpnz5sxyg>> accessed 18 July 2022.

<sup>74</sup> Another 166 participants joined the virtual CORE 1 training in late 2020.

GEC, INEE and the UNHCR developed a separate training course, Approaches to Joined Up Coordination, to strengthen the capacities and knowledge of country teams and partners in navigating and working across IDP, refugee and development education coordination structures. The two-day training was piloted in 2021 and will be rolled out in 2022. UNICEF and UNHCR, with support from GEC, also worked closely together to support coordination structures in response to the education needs of Ethiopian refugees in the Gadaref region of the Sudan. This work is done through the Initiative for Strengthening Education in Emergencies Coordination (ISEEC),<sup>75</sup> a legacy of the ECW funded Global Partners Project.<sup>76</sup>

A critical success factor for quality coordination at national level is the availability of adequate human resources. ECW invests in GEC capacity – both global and in-country – through the AF. As of late 2021, there were 27 officially activated IASC Education Clusters and<sup>77</sup> Working Groups, 60 per cent of which had both a full-time Coordinator and full-time Information Manager, ([indicator S.4.2](#)) Information Managers were recruited in Cox’s Bazar (Bangladesh), Myanmar, and north-eastern Syria, and newly dedicated in Afghanistan and the Whole of Syria response.



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A group of CAR refugees and Congolese students attend evening classes in an ECW-funded school.

<sup>75</sup> Initiative for Strengthening Education in emergencies Coordination (ISEEC), 2022. <<https://www.educationcluster.net/ISEEC>> accessed 14 July 2022.

<sup>76</sup> See GEC webpages on ISEEC and the Global Partners Project: <[www.educationcluster.net/content-page/initiative-strengthening-education-emergencies-coordination](http://www.educationcluster.net/content-page/initiative-strengthening-education-emergencies-coordination)> and <[www.educationcluster.net/content-page/global-partners-project](http://www.educationcluster.net/content-page/global-partners-project)>. Both accessed 8 June 2022

<sup>77</sup> In addition to the 27 IASC Education Clusters and EIE working Groups, there were also three hubs within the Whole of Syria response resulting into a total of 30 contexts. The Refugee Education Coordination mechanism is not included in this number.

## B. IMPROVED LOCALIZATION APPROACHES

ECW partnered with Street Child to advance the localization agenda, in a project that seeks to increase the capacities of local-level organizations, including refugee-led organizations, in their EiEPC responses and to capture successful strategies in a series of global goods. The project, funded under the AF for the period 2021–2022, seeks to expand the pool of local-level organizations that can apply for EiE funds and enhance their ability to absorb and implement funds.

The 2021 project report presents a localization framework and contains recommendations for both the ECW Secretariat and the MYRP steering committees. It concludes that: the ECW Secretariat is an ideal platform for promoting localization as well as equal, equitable and principled partnerships; and MYRP steering committees are critical in accelerating localization across countries and assuring that commitments to localization are translated into action.<sup>78</sup> The report presents a framework on how to approach localization and what the Secretariat and in-country actors can do to advance it.

The recommendations to the Secretariat fall into four main categories:

**Set clear and consistent criteria** for national actors and reassess ECW’s risk matrix in consideration of the varying levels of capacity of national and local organizations as potential MYRP grantees and agents.

**Promote and prioritize localization** through purpose-built, dedicated and personalized funding instruments (such as segmented or stratified funds) for smaller organizations and/or through innovation funds for prototyping and piloting local-led approaches; offer capacity strengthening and surge support to organizations that are prospective implementers of MYRPs.

**Allow sufficient time** for organizations to assess capacity, process contracts and allocate funding. Local organizations often do not have the required assessments in place to adhere to UNICEF due-diligence requirements.

**Measure and monitor.** The Secretariat should measure and monitor access, applications and allocations of funding for national and local organizations.

The project report has five recommendations for MYRP stakeholders and steering committees:

**CONTEXTUALIZE:** Steering Committees in close collaboration with stakeholders should analyze and agree on localization and what they aim to achieve at the local level; steering committees should consider who is local, what localization is and what it implies in context.

**CONVENE AND COORDINATE.** Steering committees should appoint actors with authority and agenda-setting ability to convene and coordinate with national and local-level organizations.

**CREATE CONSENSUS** Steering committees should be transparent in their communications with national and local-level organizations. An appointed convener could assist in creating consensus in the event of concerns or complaints.

**CONSTRAINTS.** Scoping should support steering committees in analyzing constraints to the inclusion and involvement of national and local-level organizations, and operational plans should include actions to address these constraints.

**CRITERIA.** Selection criteria should support steering committees to consider the unique abilities and advantages of national and local-level organizations, including access to communities, cost-efficiencies, and sustainability. Selection criteria are often slanted towards risk management without sufficient consideration of abilities and advantages.

<sup>78</sup> Education Cannot Wait, Capacity Development Framework: findings report, 2021.



 **Pakistan's MYRP (2021)— offers a good example of the localized approach, in which the global principles and standards promoted by ECW are applied in-country.**

Pakistan's MYRP is helping to build technical and institutional capacities of local authorities and organizations promoting sustainability in the context of natural emergencies occurring cyclically in Pakistan and the protracted nature of the crisis in neighbouring Afghanistan. In this localized approach, leadership is shared among the three grantees – a Pakistani organization (Rural Support Programmes Network), an international NGO (Volunteer Service Overseas) and a United Nations organization (UNICEF) – each bringing its unique technical expertise and regional experience to the partner consortium. A second local organization, the Pakistan Alliance for Girls' Education, co-leads with Volunteer Service Overseas on building gender capacity within the MYRP country team and ensuring interventions contribute to gender equality and women's and girls' empowerment.

Over the course of the MYRP, capacity development needs at the local level are identified and addressed through long-term planning, done jointly with local organizations. Implementing partners build institutional approaches, develop technical expertise and share knowledge with one another. In these ways, the localization envisaged by the MYRP is contributing to a stronger civil society.

Beyond the grantees, local education authorities receive support through the MYRP to develop education strategies that are relevant locally and align with provincial and federal education-sector plans. With programming aligned between the local and national levels, communications of needs become clearer and more systematized, leading to sustained and improved responses for all girls and boys. Partners also work with local education authorities to identify opportunities to recruit and train more female educators, including administrators.

Schools are often focal points for community engagement. The MYRP supports efforts that help communities to take stronger ownership of their schools. The establishment and support of parent-teacher associations (PTAs) creates local support structures managed by the people who best understand their children's needs. Functioning PTAs can help develop school improvement plans that provide a platform from which district and provincial authorities, as well as local and international organizations, can more accurately respond to educational needs. As PTAs take on more ownership, more local solutions may be found to local challenges.



Another example that is strengthening local capacity is the Humanitarian Education Accelerator (HEA).<sup>79</sup> Funded by ECW and led by UNHCR, HEA supports promising EiE innovations to transition from successful pilots to programmes that can operate at scale. UNHCR has developed an online learning series to share evidence and insights on HEA with the broader ecosystem.<sup>80</sup>

In 2021, HEA supported 13 innovations through an intensive virtual Scaling Bootcamp, providing targeted support to participants over two weeks as they developed their innovations for sustainable scale. Five teams were selected from the bootcamp cohort to receive three months of further capacity building support on M&E (in partnership with New York University's Global Ties for Children research center), planning for scale, identifying key stakeholders and developing partnerships. Three final teams – Madrasatin Jordan, [Cohere](#) in Uganda and Little Ripples in Chad – were then chosen to receive the full HEA grant of up to US\$200,000, a further year of tailored capacity building support and individual external evaluations of their innovations.

In [Chad](#), Little Ripples is an ECE programme co-created and led by members of IDP and refugee communities. It offers quality, comprehensive pre-primary education, based on play, that supports the social, emotional, cognitive and physical development of children aged 3 to 6. The programme envisages

expanding to southern Chad to support refugee children from the CAR.

In [Jordan](#), Madrasati runs a programme of after-school clubs for refugee and host-population children and works with school staff to improve their capacities and motivation. Scale-up includes 10 new clubs (co-funded) and the roll-out of operational and M&E tools and training across 200 schools.

In [Uganda](#), Cohere supports access to quality learning opportunities for children with disabilities in their communities. Activities are co-created and implemented by refugee-led organizations. Scale-up entails reaching 1,500 refugee children with disabilities with learning in their homes (co-funded with Comic Relief).

ECW supports the localization agenda of the Grand Bargain agreement<sup>81</sup> and is committed to transferring funds as directly as possible to local and national providers.<sup>82</sup> In 2021,<sup>83</sup> 22 per cent of funds invested were transferred as directly as possible ([indicator S.4](#)) – a similar score compared to 2020. There are differences between investment modalities: the shorter FERs average 31 per cent and the longer MYRPs average about 20 per cent. The financial delivery chain analysis includes all grants including those that implement themselves, or that work in consortia models reducing the number of ECW grants and thereby enhancing efficiency and reducing workload for the Secretariat. This latter case is particularly affecting the percentage of the MYRPs. For example, the MYRPs in Uganda and Palestine have one ECW grantee that receives all the MYRP funds from ECW. This indicator tracks transfers to the grantees only. It does not track transfers from these international partners to other potentially local/national partners downstream. These values are therefore 'missing' in the calculations of this indicator.



**As of late 2021, there were 27 officially activated IASC Education Clusters and Working Groups, 60 per cent of which had both a full-time Coordinator and full-time Information Manager, (indicator S.4.2)**

<sup>79</sup> HEA, 'HEA Timeline', 2022.

<<https://view.genial.ly/62446e287a4ad600117ac712/interactive-content-ecw-presentation>> Accessed 14 July 2022.

<sup>80</sup> See UNHCR websites on HEA and the HEA Learning Series: <[www.unhcr.org/hea/](http://www.unhcr.org/hea/)> and <<https://medium.com/hea-learning-series>>. Both accessed 8 June 2022.

<sup>81</sup> Inter-Agency Standing Committee, 'About the Grand Bargain', <<https://interagencystandingcommittee.org/about-the-grand-bargain>> accessed 14 July, 2022:

<sup>82</sup> Funds transferred through one intermediary, being a UN agency or an international NGO (INGO), to local/national partners. ECW aims to avoid any occasion whereby funds are transferred from one UN agency/INGO to another UN agency/INGO.

<sup>83</sup> Calculation excludes COVID FERs.

## C. IMPROVED DATA AND EVIDENCE-BASED PROGRAMMING AND SYSTEMS

ECW programming is evidence-based and data driven. It includes investments in crisis-responsive education data and management information systems, learning outcome measurement, and data for harmonized disaggregation by disability. These activities are presented below, along with an analysis of the extent to which grantees are conducting education outcome-level monitoring on access/continuity of education, learning, gender equality and inclusion, and safety and protection.

**Crisis-responsive EIEPC data systems:** Most education management information systems (EMIS) have been unable to adapt to the rapidly changing and complex nature of emergencies and lack crisis-sensitive indicators or quality data for such indicators; and there exists no common education data platform that runs across the humanitarian-development divide. As a result, humanitarian partners working in EiEPC have often established parallel data systems without sufficient concern for harmonizing and integrating systems and data sets. Through its AF funding, ECW supported the United Nations Educational, Scientific and Cultural Organization (UNESCO) in addressing this shortcoming. UNESCO has advocated for harmonised education information systems among partners across the humanitarian-development nexus to enhance collaborative action in EiEPC.

For example, in **Ethiopia**, the Education Cluster strategy reflects EiE Data/EMIS considerations, while the Ministry of Education (MoE) and EiE partners were mobilized to identify existing data providers and mechanisms, and to identify needs and opportunities for harmonization and complementarity of education data, all leading to the technical road map. In addition, a capacity building assessment for education officials at federal and regional levels is helping to define institutional capacity-building activities in collaboration with EiE actors. Other ECW-investments are working to improve EiEPC data systems. In Mali, a FER grant implemented by Humanity & Inclusion (HI) supported capacity building in the MOE Statistical Planning Unit towards strengthening the EMIS to include data on the



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Children attending class in Burkina Faso.

enrolment of children with disabilities in schools, and data collection forms were revised to integrate information on inclusive education. Through a grant implemented by UNICEF in Somalia, ECW supported the work of the Ministry of Education and Science (MoES) to integrate EiE indicators into its EMIS platform. The indicators provided relevant outcome-level information, aiding the Ministry in understanding the impact of emergencies in schools and ensuring evidence-based responsiveness, while building its capacity.

**Monitoring child functioning and disability.** It remains a sectoral challenge in conflict and crisis settings to properly collect data on children with disabilities – the first step in a situation and needs-based approach to the design and implementation of inclusive, quality education programming. In 2021, therefore, ECW supported efforts to collect data on children with disabilities through an AF grant, with HI as the grantee and with the Washington Group (WG) as an advisor. The ECW-funded project particularly helps test the use of the WG/UNICEF Child Functioning Module (CFM) with teachers and school administrators in emergency contexts.

The CFM was developed for administration to parents and primary caregivers to identify children with disabilities. The new teacher’s version is intended for administration to teachers and school administrators. ECW will make the teacher’s version available to all grantees – to harmonize disability data across ECW programmes – and is working as part of the WG technical group<sup>84</sup> dedicated to the use of the CFM administered by teachers to generate evidence and enhance the uptake of the disability measurement and monitoring tools across the EiE sector. Under the grant, the GEC is examining how best to leverage disability data that build on the WG framework for purposes of updating and developing assessment tools to enhance disability inclusion in EiE in Humanitarian Response Plans, Humanitarian Needs Assessments and cluster strategies. GEC is also working to increase the meaningful participation of diverse local actors, such as organizations of persons with disabilities and local women’s organizations, while its Localisation Task Team is advocating for the increased representation of such organizations in the relevant country clusters and for their prioritization as recipients of institutional, capacity-strengthening support.

The **GCPEA** continued to document attacks on education and their impact. GCPEA’s flagship report, *Education under Attack*, released every two years, contains a database of incidents of attacks on education and the military use of schools’. The report includes a toolkit on the methodologies used in its *Education Under Attack*<sup>85</sup> database. GCPEA is building capacities at country level to collect and analyse more robust data, for use in advocacy and to inform prevention and response measures. GCPEA improved its own Education under Attack data in the process of orienting education clusters, MOE and other partners on the methodologies in the toolkit.<sup>86</sup> Similarly, the development of case studies, such as one on Afghanistan produced by GCPEA in 2021, has provided opportunities to collect and analyse timely data.<sup>87</sup>

The data and evidence generated by GCPEA are frequently used in advocacy calls for action: to end attacks on schools, to implement the Safe Schools Declaration, to protect education. Such advocacy has contributed to tangible improvements at national level in 2021. For example:

- The Government of **Ukraine** adopted an action plan for implementing the Safe Schools Declaration in August. The plan includes developing a system for monitoring attacks on educational institutions.
- Drawing on the *Guidelines for Protecting Schools and Universities from Military Use During Armed Conflict*,<sup>88</sup> **Nigeria** released its National Policy for Safety, Security and Violence-Free Schools in September.
- **South Sudan** launched the Safe School Declaration Guidelines with support from Save the Children in October. The document aims to facilitate dissemination of the guidelines and their incorporation into the South Sudan People’s Defense Forces’ code of conduct.

<sup>84</sup> Washington Group on Disability Statistics, ‘Informational Meeting on Experiences with the Child Functioning Module-Teacher Version’, 2021. <<https://www.washingtongroup-disability.com/events/informational-meeting-on-experiences-with-the-child-functioning-module-teacher-version-539/>> accessed on 14 July, 2022.

<sup>85</sup> Education Under Attack 2022. <<https://eua2022.protectingeducation.org/>> accessed 14 July 2022.

<sup>86</sup> Global Coalition to Protect Education from Attack, Toolkit for Collecting and Analyzing Data on Attacks on Education, 2021.

<<https://protectingeducation.org/publication/toolkit-for-collecting-and-analyzing-data-on-attacks-on-education/>> accessed 18 July 2022.

<sup>87</sup> Global Coalition to Protect Education from Attack, The Impact of Explosive Weapons on Education: A Case Study of Afghanistan, GCPEA, New York, 2021.

<<https://protectingeducation.org/publication/the-impact-of-explosive-weapons-on-education-a-case-study-of-afghanistan/>> accessed 18 July 2022.

<sup>88</sup> Global Coalition to Protect Education from Attack, Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, GCPEA, New York, 2014.

<<https://protectingeducation.org/publication/guidelines-for-protecting-schools-and-universities-from-military-use-during-armed-conflict/>> accessed 18 July 2022.

## Measurement of outcome level results



ECW continued supporting grantees in improving their assessment and monitoring systems within their local specificities. Grantees have combined different ways of analyzing the effect of their interventions through baseline, pre-post assessments, and external (impact) evaluations. In Iraq, a vulnerability criterion was used to **identify** the most vulnerable children to enrol them in ECE centers and determine their access to connectivity devices to facilitate distance learning. In Syria, learning outcomes in literacy and mathematics were measured with **pre- and post-assessment** results via the Annual School Education Report (ASER) and the Holistic Assessment for Learning and Development Outcomes (HALDO) tests. In Bangladesh, an **Endline Evaluation study** of the first phase of the MYRP was conducted to assess the overall progress of the project among beneficiaries. The study reviewed the overall project performance based on DAC/OECD and ALNAP<sup>89</sup> evaluation criteria, and explored the achievement, challenges, key lessons, and recommendations for improving programming leading to the renewal of the MYRP in 2021.

A variety of data collection tools – surveys, interviews, machine learning, focus groups – and sources of information – qualitative, quantitative

and mixed-methods – have been used by grantees to monitor and evaluate their programme results. In Chad, EduTrac, an innovative data collection system using **mobile phones**, was launched and piloted in all MYRP schools to collect outcome-level quantitative data in real time on the learning environment: including number of children enrolled, effectiveness of the canteen, reception of school kits, effective presence of teachers, and progress of the construction of infrastructure. In Bangladesh, the education sector with MYRP support conducted a **gender survey** to inform best practices in refugee camps with the objective of scaling up gender-responsive programming, driving greater operational impact and helping to develop evidence-based measurable changes.

ECW has strengthened its methodology to analyze the availability of education outcome measurement and change. Grantees who reported on outcome level changes are scored based on two criteria. The first refers to the quality of the evidence shared by the grantee to measure outcome changes: no data (N), baseline data (B), partial (P) or solid (S) evidence. Table 4 describes the evidence scores for the first criteria.

**Table 4. ECW education outcome measurement scoring system**

Scoring	Description of education outcome change
<b>No data (N)</b>	No measurement of education outcomes is available
<b>Baseline (B)</b>	Baseline data is available describing the current status of the education outcome, allowing for future comparisons with midline and/or endline data
<b>Partial Evidence (P)</b> 	A comparison showing a change over time is made but using only one education outcome data point.
<b>Solid Evidence (S)</b> 	Two or more data points are shared allowing a comparison of education outcome change over time (pre and post tests for example)

<sup>89</sup> ALNAP, *Evaluation of Humanitarian Action Guide*, 2016. <<https://www.alnap.org/system/files/content/resource/files/main/alnap-evaluation-humanitarian-action-2016.pdf>> accessed 18 July 2022.



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Students outside of the Chamuk Primary School, South Sudan.

The second criteria indicate the direction of the change identified: improvement (I), stable results (S), and decrease (D).

A combination of these two scoring criteria categories gives the final score of outcome level results.

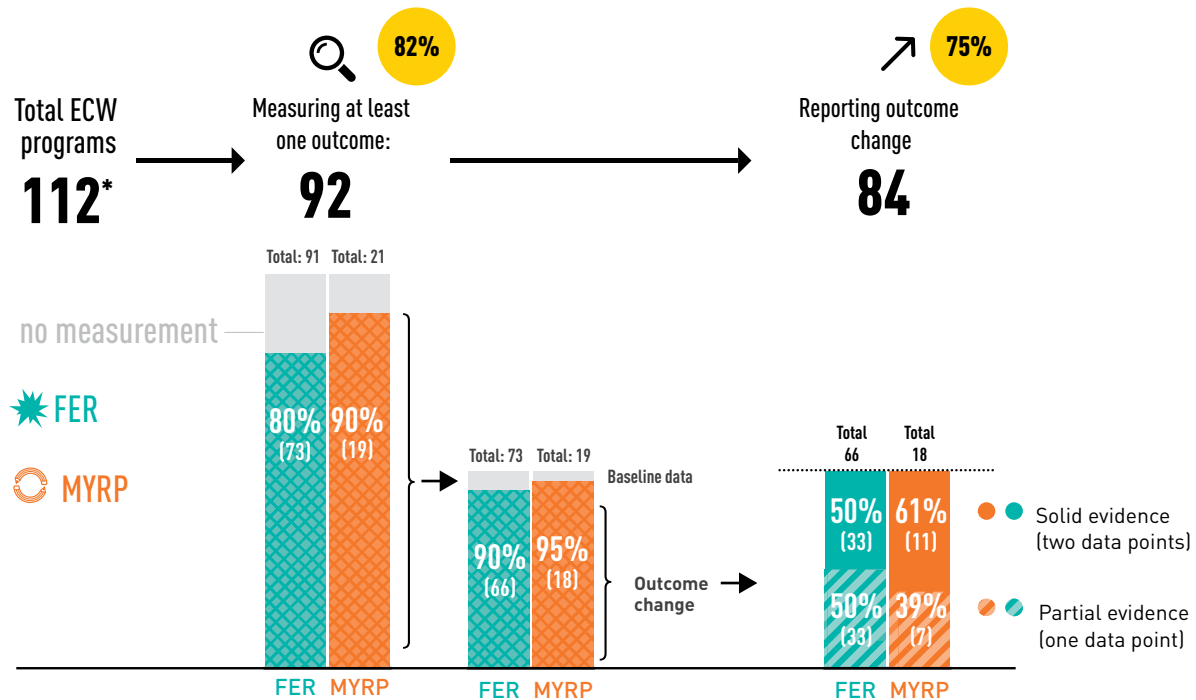
Examples of education outcomes are connected to ECW's collective education outcomes relating to: (1) access and continuity of education (enrolment, attendance, transition, completion, gender parity indexes); (2) academic and/or social-emotional levels of learning (percentage of ECW-supported children who achieve the minimum age proficiency levels in reading and/or math, number of children who show an improvement in SEL, math or reading); (3) safety and protection (percentage of ECW-supported children who report feeling safer in the school environment; and (4) number of ECW-supported learning spaces/schools that meet safe learning environment standards.

Products and/or services delivered to the target group such as textbooks, trained teachers, classrooms and menstrual hygiene kits are not outcomes and therefore are not assessed with assigning the score for education outcome analysis.

The South Sudan MYRP for example, shared two data points for enrolment rate and showed solid evidence of improved access to education (SI). It has contributed to an 11 per cent increase in enrolment in Magwi County.

Grants reporting on one data point showing improved level for a specific outcome are scored as partial evidence (P) and improved (I). That was the case of the Somalia COVID FER, which was scored PI, by reporting that 64 per cent of ECW-supported learning spaces were equipped with DRR systems and school safety plans.

Figure 15. Availability of education outcome measurements, active grants in 2021



Note: Analysis conducted on 112 active programmes in 2021, that started before July 31th, 2021

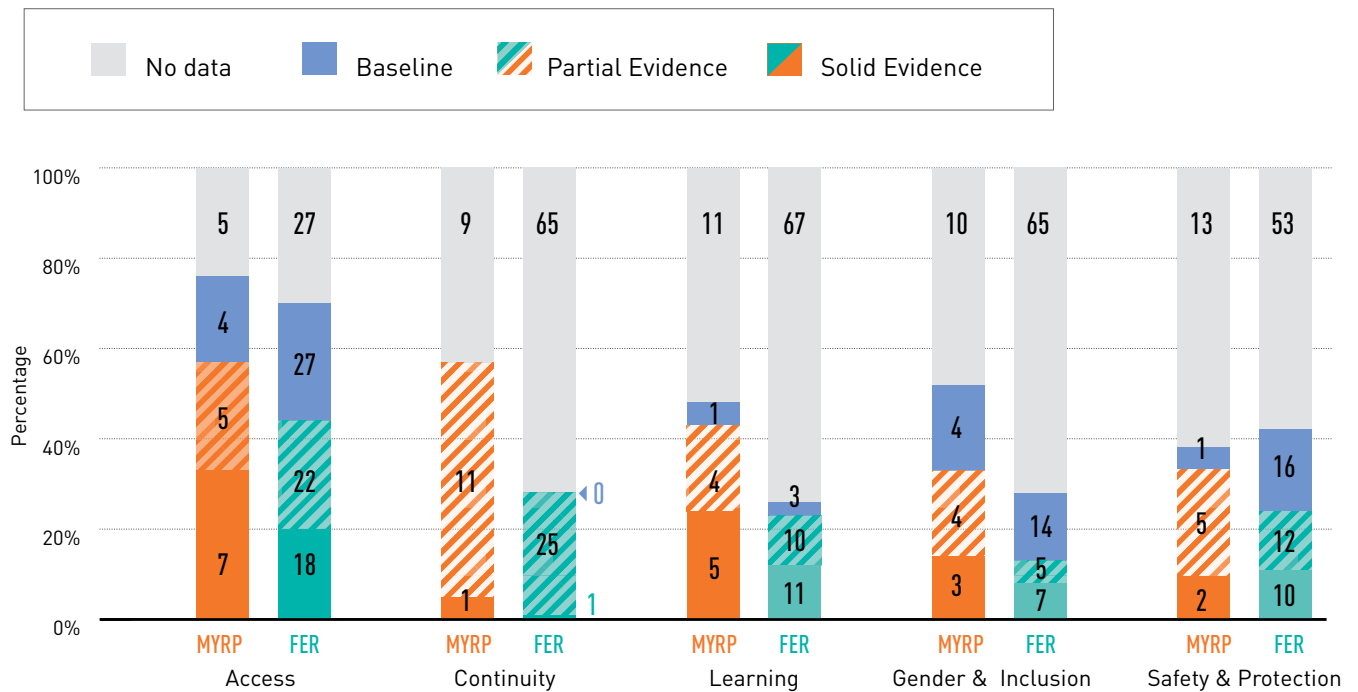
**Results show that 75 per cent of active grants**

**(18 MYRPs and 66 FERs) were able to share partial or solid evidence of change for at least one education outcome of their Result Framework.**

The analysis of outcome change evidence was conducted on a sample of 112 programmes (21 MYRPs programmes and 91 FER grants) active in 2021 that started before 31 July 2021.<sup>90</sup> Results show that 75 per cent of them (18 MYRPs and 66 FERs) were able to share partial or solid evidence of change for at least one education outcome of their Result Framework. This means they reported on outcome change with at least one data point.

Seven per cent of active programmes (1 MYRP and 7 FERs) provided baseline data for one or more education outcome, and 18 per cent (2 MYRPs, 18 FERs) have not yet reported any results.

<sup>90</sup> MYRP data are calculated based on the number of MYRP programmes. FER data is based on the number of FER grants. Note that MYRPs and FER programmes often have multiple grantees.

**Figure 16. Availability of measurements of ECW education outcomes in 2021<sup>91</sup>**

### Increased Access: the most tracked outcome in ECW's portfolio

In 2021, as in 2020, access remains the education outcome for which grantees are best able to report on progress; this is especially the case for MYRPs. Seventy-one per cent of ECW active programmes in 2021 (76 per cent of MYRPs and 70 per cent of FERs) shared baseline, partial or solid data (indicator S.5a). Indeed, in 2021, grantees strengthened their capacities and monitoring tools to better track access. In 2021, more grantees reported solid evidence of outcome change in terms of increased access: 22 per cent of programmes (7 MYRPs and 17 FERs) reported solid evidence of outcome change in 2021, against 15 per cent in 2020 (18 grants). Twenty-nine per cent

(5 MYRPs and 27 FERs) have not yet<sup>92</sup> reported on this outcome with proper measurement and/or are showing weak evidence of change.

Of the programmes that reported on access outcome results changes, 35 per cent shared baseline data and 65 per cent showed solid or partial evidence of change in terms of increased access by for children and adolescents to education, which means that grantees reported on enrollment and/or attendance in education with at least one data point showing evidence of change.

<sup>91</sup> Note that most MYRPs have all education outcomes included in their results-framework and therefore monitor and report on its progress. For MYRPs, access and learning outcomes are compulsory to include and measure. Result statement and indicator formulations, however, differ between grants as they depend on contextual need and programme design. FERs on the other hand have fewer outcomes as part of their results-framework and therefore do not report on those not included.

<sup>92</sup> ECW grants have different start and end dates. Grantees are therefore at different stages of their implementation either starting, mid-way, or ending. Grantees that are starting often do not have outcome-level data available. However, ECW has excluded grants that started after 31 July 2021 from the analysis.

## Learning and continuity: long lasting outcome measurement

Compared to access, other education outcomes are more difficult to measure and monitor. This is a challenge for the EiEPC sector that also affects ECW and its grantees. In EiEPC settings the number of children going to school is captured systematically through enrollment and attendance data. But capturing completion, transition and holistic learning for those affected by conflict and crisis is more challenging. Beyond the limited monitoring and measurement capacity on these topics, and depending on the outcome, some grants require a significant amount of time to show outcome-level changes. FERs usually conclude within 12 to 18 months and are not designed to monitor and report on all learners' outcomes beyond one cycle or one year. Consequently, they tend to report less frequently than MYRPs (whose duration is longer) on learning outcomes (74 per cent of FERs have no data) and continuity (29 per cent of FERs shared at least one data point, against 57 per cent of MYRPs).

Programmes that started before 2021 lasted longer than those that started during 2021, and usually reported more data on completion: 30 per cent of programmes that started before 2021 shared partial or solid evidence of change, against 13 per cent for those that started after 2021. In the overall portfolio, improved continuity of education in the form of completion and transition is more challenging to

**Not all country-level initiatives bring an EiE lens to their approach and many focus on improving assessment tools, rather than strengthening assessment systems.**

measure. Thirty-four per cent of ECW-supported programmes measured continuity of education (indicator S.5b) and 66 per cent of ECW-supported programmes did not provide any data.

The availability of solid outcome-level information on the levels of learning (academic and SEL) for children and adolescents is limited across the EiEPC sector, including ECW grants. To counter this, ECW made improved learning of children and its measurement compulsory across its MYRP from 2020 onward. Thirty per cent of ECW-supported programmes in 2021 (48 per cent MYRPs – and 26 per cent FERs) shared measurement on learning outcome, but 70 per cent did not collect any data.

As measuring holistic learning is a daunting task that requires strong technical capacity and expertise, ECW invested and completed the first year of its 2021–2023 flagship initiative on **holistic learning outcome measurement** and system strengthening support in five MYRP contexts,<sup>93</sup> with the generous support of Porticus, a private philanthropic donor.<sup>94</sup> ECW, with its global partners Cambridge Education and Oxford Measured, produced a global and five in-country diagnostic institutional analysis studies that informed the approach and design of the work at both global and in-country level. Some of the key findings from the institutional analysis are that:

- The global architecture for strengthening holistic learning outcome measurement systems in emergency and protracted crisis settings is weak and fragmented.
- Not all country-level initiatives bring an EiE lens to their approach and many focus on improving assessment tools, rather than strengthening assessment systems.
- Assessments have not been used to support policy formulation in EiE settings. Instead, data was often used for the purposes of programme evaluation and to inform programmatic approaches.

<sup>93</sup> Bangladesh, Burkina Faso, DRC, Ethiopia, and Iraq. With an AF investment to NYU-TIES, ECW has further expanded this work to Colombia and Peru responding to the Venezuelan refugee crisis.

<sup>94</sup> Porticus: <https://www.porticus.com/en/home/>



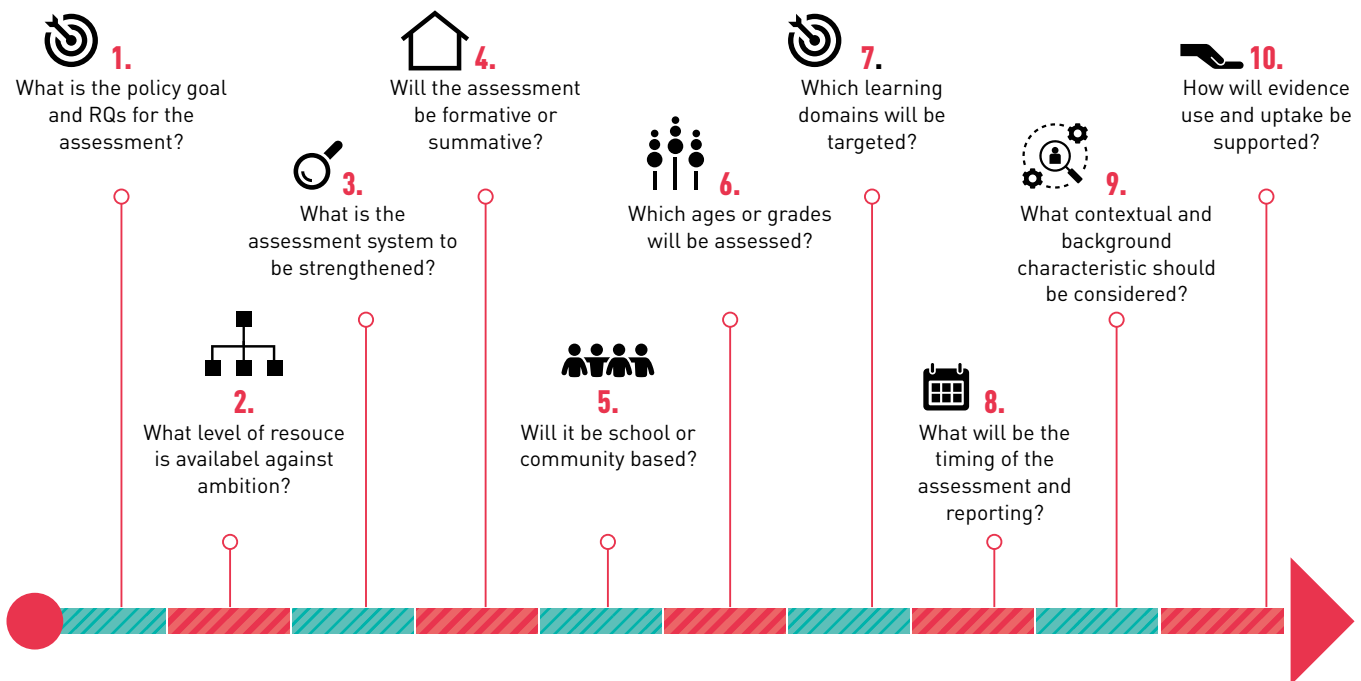
- The geographical coverage of initiatives is large, as multiple countries in each region have at least one initiative on learning measurement.
- Six global initiatives are dedicated to mapping learning measurement activities in EiE, improving measurement for M&E systems in EiE, and securing global financing for stronger assessment systems, including in conflict-affected countries.
- Adaptation occurred in two cases. First, India and Pakistan adapted the Annual Status of Education Report for use across Bangladesh, India, Pakistan, Nepal, Syria, Bangladesh, Nigeria, Mali, Senegal, Mexico, Mozambique, and East Africa. Second, the International Development and Early Learning Assessment and the International Social and Emotional Learning Assessment tools were implemented across many countries.

Figure 17 describes 10 decisions that need to be made in the design of learning outcome assessments, beginning with questions about overall purpose, funding and focus, followed by more practical questions about what and where data is to be collected (school or community, ages or grades, learning domains, timing, contextual background characteristics) and how evidence and uptake of information will be used.

The handbook will be piloted in five countries in 2022 based on which improvements are to be made. In 2023 the handbook shall be made publicly available to the sector. Prior to that the handbook can be used in the other MYRPs. The work conducted so far triggered additional funding from Porticus with an expansion of this work to Colombia and Peru.

**Figure 17. Summary of Key Design Decisions for Learning Outcome Assessments<sup>95</sup>**

**Before designing a learning assessment, there are 10 decisions to be made:**



<sup>95</sup> Produced by Cambridge Education and Oxford MeasurEd, 2021, commissioned by ECW.



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ECW programmes are driven by gender equality initiatives that aim to provide young women and girls equal access to quality education.

### **Gender equality and equity: significant progress made in reporting**

In 2021, ECW strengthened its standard indicator library and encouraged all new programmes to adopt gender and inclusion indicators and set up monitoring and evaluation tools to measure their progress towards this outcome. Most ECW-supported programmes reported on results systematically disaggregated by sex and children with disabilities, as per ECW policy. Grantees made significant progress in reporting on better inclusion and gender equality: 26 per cent of the recent programmes (started during 2021) reported on solid or partial evidence of change for this outcome, against 15 per cent of old programmes (starting date before 2021). Therefore, it is more challenging to monitor improved gender equality and inclusion than other education outcomes. This outcome was measured through solid or partial evidence for 17 per cent of the active programmes in 2021 (19 programmes), and 16 per cent (18 programmes) were able to share baseline data.

### **Safety and protection: the least tracked outcome in ECW's portfolio**

Not every programme includes safety and/or protection-related interventions or outcome, and its monitoring requires the use of standard criteria and expertise to properly assess safety/protection, general well-being, and/or mental health perceptions among children, adolescents and teachers. In 2021, 59 per cent of partners provided weak or no evidence on the concept of safety and protection. Twenty-six per cent (7 MYRPs and 22 FERs) reported at least one data point, with partial or solid evidence of outcome change.

## D. HARMONIZED APPROACHES, POLICIES, STANDARDS AND TOOLS

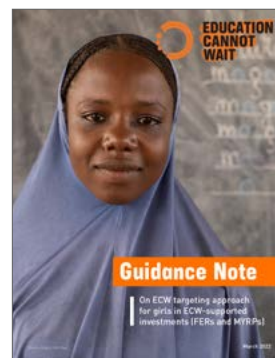
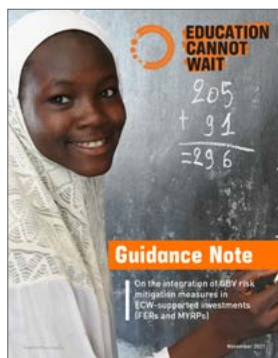
ECW supported the generation of global inter-agency guidance, standards and tools on a wide range of technical priority topics including gender, inclusive education, coordination, MPHSS and early-childhood-education.

For example, as part of its commitment to mainstreaming gender in its investments, ECW together with INEE and the UNGEI has developed the EiE-GenKit as a core resource package whose goal is to promote improved gender and education outcomes in emergencies. The first resource of its kind, the EiE-GenKit provides education practitioners with practical tools to promote gender-responsive programming from crisis to peace and sustainable development. It is based on extensive research and consultation and reflects the latest available resources, evidence and good practices.<sup>96</sup> Following its launch in 2021, the EiE-Genkit was piloted with MYRP partners in Uganda and South Sudan. The pilots are already contributing to short- and long-term changes in knowledge, attitudes, and practices (KAP) regarding gender equality, as well as to the scale-up of gender transformative actions. UNGEI, Plan Canada and Plan U.K. were other partners in the pilots.

In South Sudan, orientation activities as part of the EiE-GenKit pilot contributed to the implementation of targeted interventions – such as gender safety audits in schools and girls’ school enrolment campaigns under the slogan ‘Girls Get Equal’ – and KAP changes. New PTA/school management committees were sensitized on gender; men and

boys were engaged on menstrual hygiene awareness and positive masculinities; and dialogue on gender topics, including safeguarding needs, with community leaders on harmful gender norms and practices. The Ministry of Education and General Instruction (MoEGI) Directorate of Gender participated in the EiE-GenKit orientation. Plan South Sudan reported that key MoEGI staff are seeing the need to mainstream the EiE-GenKit tools into the education system to strengthen national gender-responsive education systems planning and implementation and promote gender equality across the entire country, beyond ECW project sites. This indicates that the tools developed as part of this MYRP and the orientation process designed to operationalize the tools were valuable assets to stakeholders at all levels of the EiEPC ecosystem from local community to national level.

**ECW together with INEE and the UNGEI has developed the EiE-GenKit as a core resource package whose goal is to promote improved gender and education outcomes in emergencies.**



<sup>96</sup> EiE-GenKit: <https://www.ungei.org/campaign/eie-genkit?emci=8d32f176-da0b-ec11-981f-501ac57ba3ed&emdi=17a93696-590f-ec11-981f-501ac57ba3ed&ceid=10274324>



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ECW supports children with disabilities like Ali in Ethiopia to receive access to quality education.

In response to the FER evaluation recommendations, ECW developed gender-specific guidance – on targeting girls through programmes, engaging local women and girls’ organizations, and mitigating the risks of GBV and oriented ECW Secretariat staff and MYRP and FER partners on these important thematic areas.

ECW supported INEE in its work to elevate disability-inclusive education on the global EiE agenda, with several initiatives started in 2021: filling critical gaps in the EiE evidence base; equipping practitioners with practical tools and resources to build capacity and implement robust, results-oriented programmes; and integrating IE, especially for children with disabilities, into all other components of EiE interventions.

In the early learning sub-sector, ECW is investing in a global community of practice. In partnership with INEE and UNICEF, an ECD Task team has been revitalized to take a technical leadership role in strengthening coordinated, evidence-based guidance as well as inclusion of early learning in the wider sector standards and tools.

Yet, more work can be done to improve the uptake and use of global guidance and tools at national and local level. A recent study<sup>97</sup> by Translators without Borders, the GEC and the Child Protection Area of Responsibility found that the use of such tools by practitioners at country level is limited due to physical access

<sup>97</sup> Translators without Borders, 'Navigating global guidance: The accessibility and use of child protection and education in emergencies guidance - research brief', 2021. < <https://translatorswithoutborders.org/wp-content/uploads/2021/09/Navigating-Global-Guidance-Report.pdf> > accessed 18 July 2022.

<sup>98</sup> ECW (2022). Realizing the right to inclusive and equitable quality education of children and adolescents with disabilities in emergencies and protracted crises. Education Cannot Wait Policy and Accountability Framework on Disability Inclusion.



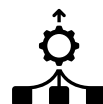
**ECW’s Policy and Accountability Framework on Disability Inclusion<sup>98</sup>**

**provides a blueprint to ensure that the ECW Secretariat realizes disability inclusion, both internally and externally, through its investments and partnerships.**

The Framework was developed in 2021, benefiting from a consultation process with organizations of persons with disabilities and a review process with members of the ECW Executive Committee. The Framework defines actions towards the achievement of three policy objectives:

1. ECW Secretariat is fit for purpose
2. ECW programming is inclusive
3. ECW’s partnerships help enhance disability inclusion in EiEPC

The Framework seeks to guide the systematization of ECW’s work on disability inclusion – in both its programmes and operations – to ensure that ECW reaches 10 per cent of children with disabilities across its investment portfolio with access to inclusive and equitable quality education in a safe and protected environment as part of its new Strategic Plan (2023-2026).



**ECW aims to avoid fragmentation of efforts and instead continue to work toward consolidating efforts.**

and a range of barriers, including non-availability of language versions, ineffective dissemination structures, and a one-size-fits-all approach that does not distinguish between the needs of different audiences. To address these factors in relation to gender, in 2021 ECW launched the Gender Lead Organization function across all new MYRPs.

An AF grant has made it possible for the **IGAD** in the East Africa and the Horn of Africa region to respond to the needs of its member states<sup>99</sup> in providing access to quality and inclusive education for refugees, returnees, IDPs and host communities. With the financial and technical support received, IGAD was able to harmonize policies, strategies, and plans of action relevant to education in emergencies a part of the implementation of the Djibouti Declaration on Refugee Education and its Operational Plan adopted in 2017. Four member states (Ethiopia, the Sudan, South Sudan, and Uganda) have completed multi-year costed national education response plans (NERPs) and have started to roll them out. Kenya has developed a policy for refugee education, which opens the way for the elaboration of its NERP. At the regional level, IGAD has developed a Regional Education Policy Framework, which serves as a guide for countries that have yet to establish national policies and as a reinforcement tool for countries with policies in place.

## OPPORTUNITIES AND THE WAY FORWARD

Opportunities lie in further linking the AF grants with the country-level FERs and MYRPs. Products in the form of (global) public goods on localization, gender, learning outcome measurement, crisis sensitive data, disability inclusion and other topics as presented in this chapter can be valuable for in-country actors and FER/MYRP grantees. These products can provide further guidance and develop the capacity of actors

to improve the quality of the implementation of the grants. AF grants can also further strengthen in-country systems and processes of the EiEPC sector and be used at scale beyond the direct scope of the FER and MYRP, thereby enhancing sustainability.

The work on localization, for example, is to be further conceptualised at country level whereby MYRP grantees and steering committees act upon the recommendations provided in this chapter. ECW shall support steering committees to consider who is local, what localization is and what it implies in their context relating to capacity development, participation of local actors, and in-country financing.

ECW aims to avoid fragmentation of efforts and instead continue to work toward consolidating efforts. ECW should continue advocating toward the use of existing platforms and networks that shape the EiEPC institutional ecosystem. For example, INEE's measurement library<sup>100</sup> is the go-to place for measurement tools to assess children and adolescents' learning and holistic development. The EiE-GenKit is what is to be promoted and shared across the sector including in ECW FER and MYRP grants.

Lastly, ECW is strengthening its internal data collection and processing efforts in relation to education outcomes and outputs of its grants portfolio, and connecting these results to financial expenditure information. This report and chapter touch upon some of the core elements of value for money (VfM), including cost-per-child per programme analysis and an improvement in the availability of outcome-level data. Several data points in the VfM analysis are currently based on budgets and planned results. There is now an opportunity to connect financial expenditure per intervention area with education outcome level results on access, participation, gender and holistic learning levels, and compare that with the budgetary and result planning information.📍

<sup>99</sup> Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, the Sudan, and Uganda.

<sup>100</sup> INEE measurement library: <<https://inee.org/measurement-library>>


**Strategic Objective 1+2**

INDICATORS	RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	TARGET 2021	RESULT 2021
<b>S.1</b> Total annual funding for education in emergencies as a percentage of global humanitarian funding	<b>2.3%</b> (4.2% of sector-specific funding)	<b>2.5%</b> (4.4% of sector-specific funding)	<b>2.8%</b> (4.8% of sector-specific funding)	<b>2.5%</b> (4.5% of sector specific funding)	<b>4.2%</b> (5.4% of sector specific funding)	<b>2.9%</b> (5% of sector-specific funding)
<b>S.1.1</b> Percentage of crisis-affected countries where humanitarian country-based pooled funds allocate at least 10% to education	<b>13%</b>	<b>18%</b>	<b>22%</b>	<b>6%</b>	<b>35%</b>	<b>15%</b>
<b>S.1.2</b> Proportion of humanitarian appeals that include an education component	<b>89%</b>	<b>83%</b>	<b>87%</b>	<b>95%</b> (excluding COVID 19 appeals)	<b>100%</b>	<b>98%</b>
<b>S.1.3</b> Number of countries who endorsed the Safe School declaration			<b>101</b>	<b>106</b> countries as of December 2020 (including 70% of MYRP countries) 106 countries as of December 2020 (including 70% of MYRP countries)	<b>90%</b> of countries where ECW has invested	<b>113</b> countries as of end 2021 (including xx% of MYRP countries)
<b>S.1.4</b> Percentage of countries in protracted crises targeted by ECW with policies regarding inclusion of refugees	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>80%</b> (primary education)  <b>71%</b> (secondary education)*	<b>15%</b>	No new data
<b>S.2</b> Total funding raised and leveraged by ECW at country and global level (in M USD) <sup>101</sup>	<b>Trust Fund: \$173.5 million</b>	<b>Trust Fund: \$261 million</b>	<b>Trust Fund: \$560 million</b>	<b>Trust Fund: \$682.5 million</b>	<b>1800</b>	<b>Trust Fund: \$1071 million</b>
<b>S.2.1</b> Proportion of funding raised and leveraged as a result of: i) innovative financing; ii) non-traditional and private sources	<b>(i) 0</b> <b>(ii) 2%</b>	<b>(i) 0</b> <b>(ii) 0</b>	<b>(i) 0</b> <b>(ii) 17%</b>	<b>(i) 0</b> <b>(ii) 6%</b>	<b>N/A</b>	<b>i) 0</b> <b>ii) 6,8%</b>

<sup>101</sup> based on MYRP evaluation recommendations, tracking of leveraged funding is based on a methodology refined during early 2022. Tracking was done for all new funding mobilized by the EiEPC community across 19 countries supported through MYRPs, donors and partners mobilized an additional cumulative amount of more than US\$1 billion in new funding for EiEPC programmes supporting the same type of beneficiaries as the MYRPs, including \$685 million strongly aligned and coordinated with the MYRPs



### Strategic Objective 3

INDICATORS	RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	TARGET 2021	RESULT 2021
<b>S.3</b> Percentage of ECW-supported multi-year programmes based on a planning process of good quality	N/A	N/A	N/A	75%	100%	86%
<b>S.3.1</b> Percentage of FER countries where funds were disbursed up to eight weeks after the humanitarian appeal date	25%	41%	14%	76% <small>(sudden-onset crisis including COVID-19 FERs) 58% [all FER grants]</small>	80%	50% <small>(sudden-onset crisis) 30% [all FERs]</small>
<b>S.3.2</b> Percentage of multi-year programme countries where funds were disbursed up to six months after the country scoping mission	N/A	0%	0%	71%	70%	6%
<b>S.3.3</b> Number of joint multi-year programmes developed with ECW support	0	4	10	18	25 <sup>102</sup>	24

102 Three MYRPs piloted tools (including SEL) but could not conduct data collection due to the school closures linked to the COVID-19 pandemic.


**Strategic Objective 4**

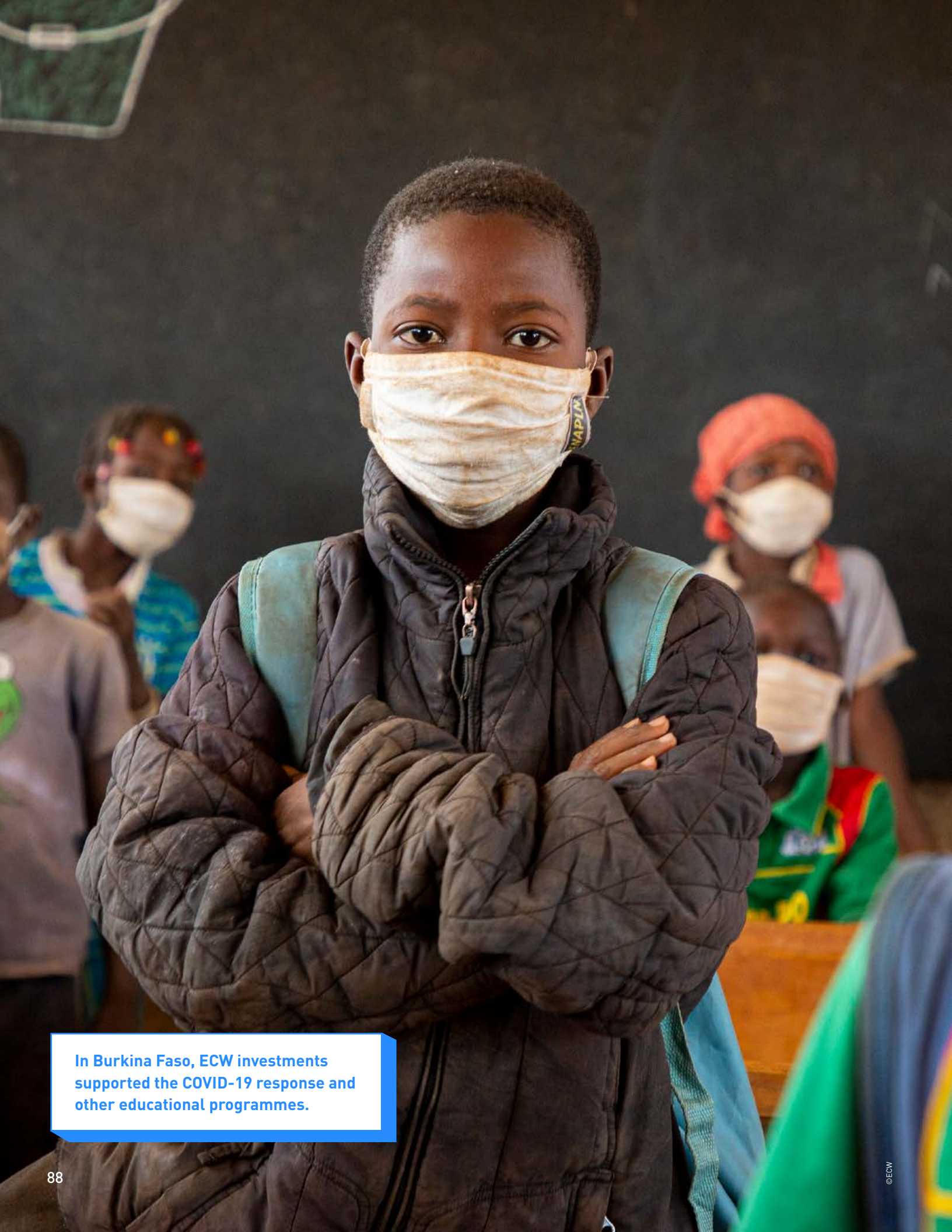
INDICATORS	RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	TARGET 2021	RESULT 2021
<b>S.4</b> Percentage of ECW funding allocated to local and national responders as directly as possible to improve outcomes for affected people and reduce transactional costs, in accordance with the Grand Bargain commitment	19%	30%	26%	23%	30%	22%
<b>S4.1</b> Percentage of ECW-supported programmes featuring cash transfers to (i) households or students for education (ii) schools to improve learning environment <sup>103</sup>	N/A	N/A	N/A	55%	N/A	69%
<b>S4.2</b> Percentage of cluster countries where cluster lead agencies have full-time dedicated cluster staff (Coordinator and Information Manager)	35%	31%	55%	48%	60%	60%
<b>S4.3</b> Absorptive capacity: portion of grant budgets that has been reported as spent on services delivered	52%	75%	85%	95%	90%	97% [MYRP 99%; FER 92%]
<b>S4.4</b> Number of ECW-supported novel approaches in EiE with a clear strategy towards testing and scaling up	N/A	N/A	N/A	8	N/A	No data
<b>S4.5</b> Number of children reached through ECW-supported innovations	N/A	N/A	N/A	30 713	N/A	No data

<sup>103</sup> for all MYRPs approved from 2019 onwards: Burkina Faso, Chad, DRC, Ecuador, Ethiopia, Mali, Niger, Peru, and South Sudan. 9 out of 13 MYRPs.




**Strategic Objective 5**

INDICATORS	RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	TARGET 2021	RESULT 2021
<b>S.5a</b> Percentage of ECW-supported programmes measuring affected communities' access to education	14%	67%	83% FER 62% MYRP	82%	50%	71% [76 % MYRPs, 70 % FERs]
<b>S.5b</b> Percentage of ECW-supported programmes measuring survival, transition or completion for crisis-affected children and youth.	14%	33%	50% FER 38% MYRP	18% for all active grants in 2020  10% FER 60% MYRP	40%	34% [12 MYRPs, 26 FERs]
<b>S.5c</b> Percentage of ECW-supported MYRPs having quality data on learning outcomes [without SEL]	N/A	17%	23%	40%	60%	43% [9 MYRPs]
<b>S.5d</b> Percentage of ECW-supported MYRPs having quality data on learning outcomes [including SEL]	N/A	17%	0%	10%	40%	48% [10 MYRPs]
<b>S.5.1</b> Percentage of ECW-supported MYRPs informed by evidence of good quality	N/A	N/A	N/A	63%	70%	86%
<b>S.5.2</b> Percentage of ECW-supported MYRPs whose results frameworks address the social norms, attitudes, and behaviours that underpin gender inequality	N/A	N/A	N/A	80%	N/A	71%



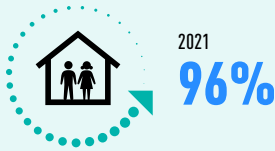
**In Burkina Faso, ECW investments supported the COVID-19 response and other educational programmes.**



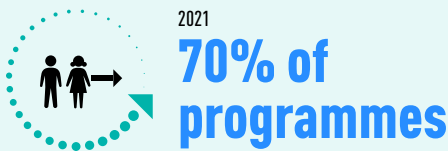
**BENEFICIARY OUTCOMES 1 AND 3**

# ACCESS AND CONTINUITY

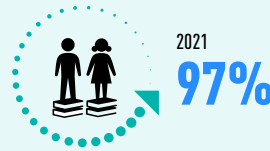
ECW-supported programmes that provided evidence of an increase in levels of access to education:



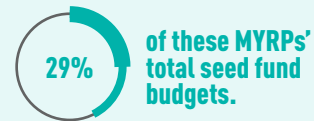
Programmes that reported transition rates of 50 per cent or higher to the formal education system after completion of AEPs, remedial classes or catch-up programmes



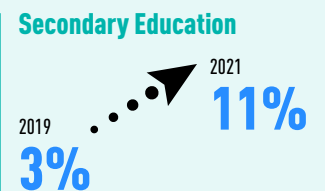
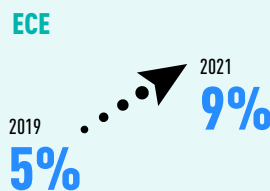
ECW-supported programmes that showed increased survival, transition or completion of crisis-affected children and adolescents:



Amount the seven MYRPs developed in 2021 dedicated to increasing access and continuity of education among crisis-affected children:



The share of children reached has increased substantially for:



## INTRODUCTION

ECW supports the provision of holistic education programming as part of its 'whole child' approach. The goal is to ensure that all children and adolescents affected by conflict and crisis, including those with disabilities, have access to safe and protected learning environments. ECW estimates that 222 million crisis-affected children and adolescents globally need education support. More than a third (78.2 million) are out-of-school children (54 per cent females, 16 per cent forcibly displaced, 17 per cent with functional difficulties).<sup>104</sup> In this context and towards the achievement of Sustainable Development Goal 4 – the global education goal – ECW aims to reduce the period in which education is interrupted, ensure the fastest possible resumption of education services, and get children back in school as quickly as possible. ECW dedicated US\$21 million of MYRP funding to increasing access to education and continuity of learning in 2021. This represents 29 per cent of the total seed fund budgets of the seven MYRPs approved in 2021.

As of 2019, ECW has required all programmes to report on at least one outcome-level indicator on access and/or continuity as part of their results frameworks. Outcome indicators reported by grantees to monitor access include rates of enrolment and attendance in education (formal and non-formal) and out-of-school rates. Once children and adolescents are reintegrated in learning environments (or start school for the first time), ECW-supported programmes must ensure that they stay in school, complete their education programme and transition to the next grade, and that those in non-formal education programmes transition to the formal education system.

Outcome indicators reported by grantees to monitor improvements in the continuity of education include rates of completion, retention and transition and the adoption of accreditation frameworks for AEPs and non-formal education programmes. These indicators vary by grantee, based on the programme interventions.



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▲ Yaleska, 7, poses for a photo with her new school kit, delivered by ECW with support from UNICEF. This is part of a series of initiatives to ensure that more children and adolescents have access to quality education throughout Ecuadorian provinces.

<sup>104</sup> ECW, Global Estimates, 2022. < <https://www.educationcannotwait.org/resource-library/global-estimates-number-crisis-affected-children-and-adolescents-in-need-education> > accessed 18 July 2022.

## 1. INCREASING EMPHASIS ON EARLY CHILDHOOD EDUCATION (ECE) AND SECONDARY EDUCATION

Primary education continues to receive the majority of ECW funding (Figure 18), and ECW dedicated US\$79 million (71.5 per cent) of funding to primary education in 2021. However, in line with ECW's commitment to increasing the share of its investment towards ECE (pre-primary) and secondary education, the shares of funding allocated to pre-primary and secondary levels has grown since the fund's inception in 2017.

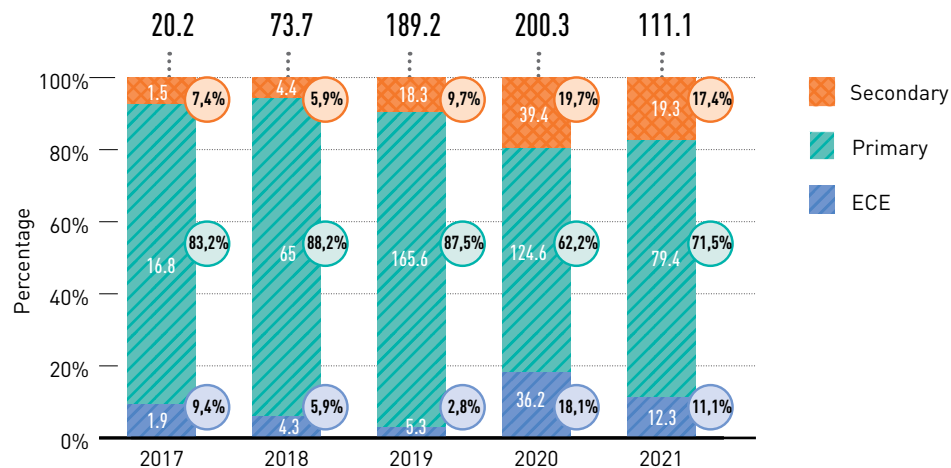
In 2019, ECW, in partnership with the LEGO Foundation set a target of allocating at least 10 per cent of its programme funding to ECE, and that target has been met. By the end of 2021, ECW had cumulatively allocated US\$60.1 million<sup>105</sup> to ECE services, representing 10 per cent of the total programmatic investment (US\$594 million). ECW grants approved in 2021 allocated US\$12.3 million for the provision of ECE services, representing 11 per cent of ECW total programme investment in 2021 (US\$111 million). However, this share is less than in 2020 (18 per cent) due to ECW's greater investment in ECE services as part of COVID-19 interventions in that year.

The share of the budget dedicated to secondary education services increased from 7.4 per cent in 2017 to 17.4 per cent in 2021. It should also be noted that allocations are often multi-annual, meaning that funding allocated in 2020 is still active in 2021 and often beyond.

While the absolute number of children reached in primary education has been growing since 2019, the proportion of children reaching primary level out of the total remains stable at around 80 per cent, while the proportions in ECE and at secondary level have increased since 2019.

**ECW grants approved in 2021 allocated US\$12.3 million for the provision of ECE services, representing 11 per cent of ECW total programme investment in 2021 (US\$111 million).**

**Figure 18. Share of annual funding allocation by education in ECW supported programmes<sup>106</sup>**  
in million US\$

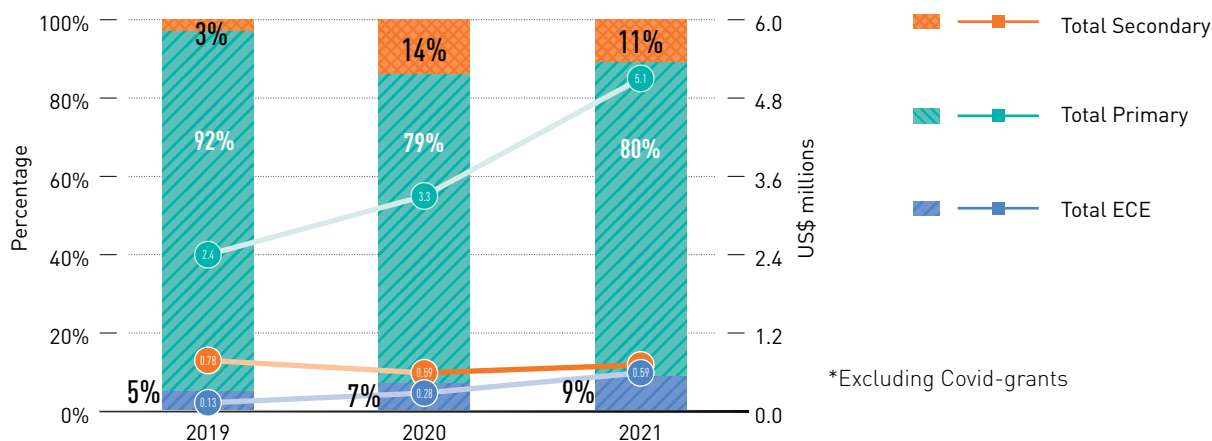


<sup>105</sup> These results include Covid-grants interventions. Excluding the COVID-19 interventions, by the end of 2021 ECW had cumulatively budgeted US\$52.9 million into ECE. This represents 9.6 per cent of the total investment (US\$549 million).

<sup>106</sup> Annual values, including COVID-19 grants.

**Figure 19. Percentage of children reached by education level and total sum, excluding COVID**

in million US\$



\*Excluding Covid-grants

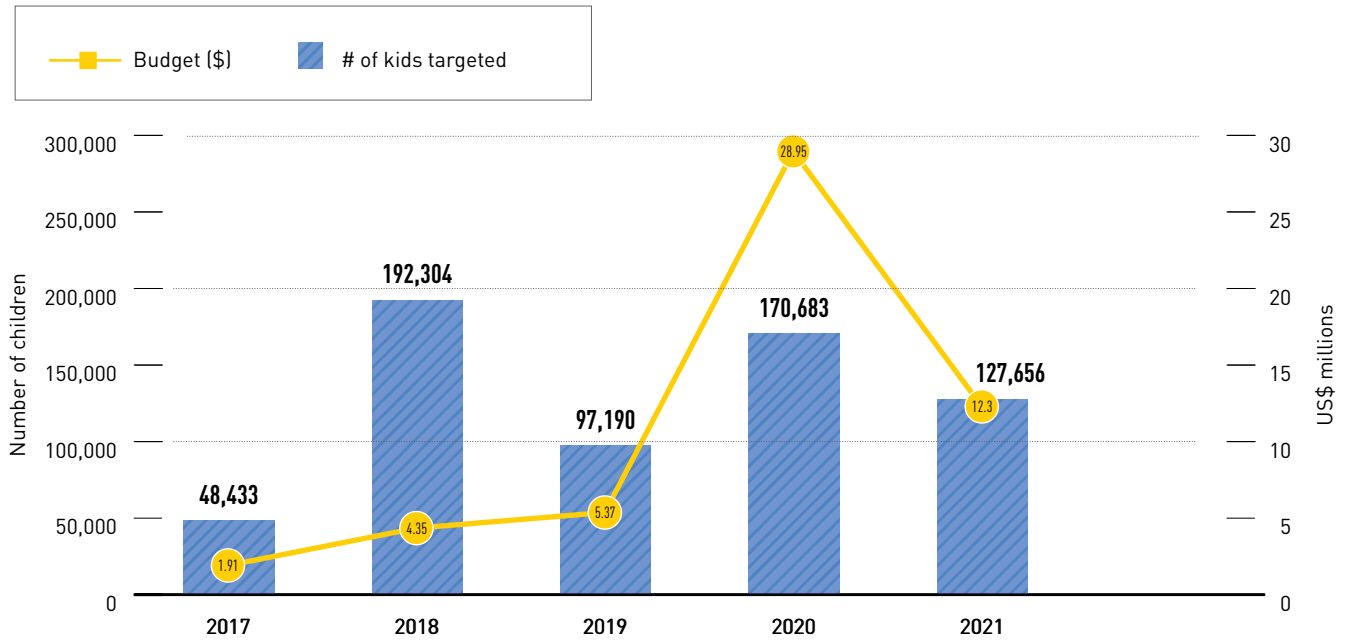
In low- and middle-income countries, secondary education services often lag behind primary services due to a shortage of qualified teachers and education facilities. In 2020, ECW set the ambitious target of reaching 20 per cent of adolescents with secondary education. The share of children targeted at secondary education level increased substantially, from 7.4 per cent in 2017 to 17.4 per cent in 2021. This increase in investment in secondary education, from 2019 onwards, resulted in a relative increase in children reached in this education level since 2019, reaching its peak in 2020 with a share of 14 per cent. From inception until the end of 2021, ECW reached 711,669 children (49.3 per cent girls) at secondary education level (indicator E.3.2), which represents 11 per cent of the total reached – this is, however, a slight decrease from the previous 14 per cent reached up to the end of 2020.

When excluding COVID-19 programmes, ECW-supported grants approved in 2021 targeted 127,656 children with ECE (8.4 per cent of the total), against 170,683 in 2020 (20.3 per cent). The total share of children reached in ECE since ECW inception has increased from 5 per cent in 2019 to 9 per cent in 2021 reaching a total of 591,013 children (50 per cent girls – indicator E.3.1) through ECE service since ECW inception.

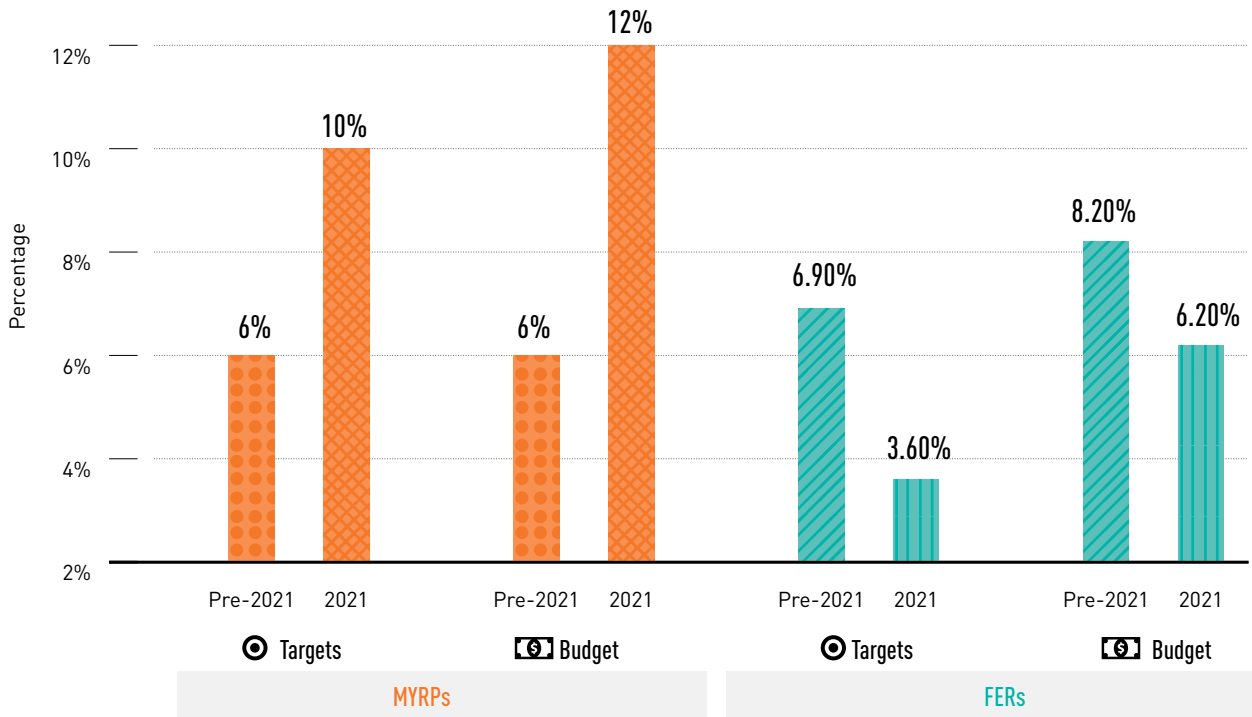
While the share of ECE in programmatic targets and budgets is growing for MYRPs, it is reducing for FERs. Comparing FERs developed in 2021 with those developed in earlier years, ECE’s share of the total allocation and the number of children targeted decreased. FERs developed in 2021 allocated 6.2 per cent of their total investment in ECE, which is lower than the 8.2 per cent allocated by FERs approved prior to 2021. As a result, children targeted in ECE made up 3.6 per cent of the total number of children targeted by FERs approved in 2021, a decrease from 6.9 per cent in previous years. Comparing 2021 MYRP with pre-2021 MYRP figures, the targets have grown from about 6 per cent of total pre-2021 to 12 per cent in 2021.

ECW expects to reach more children in ECE and secondary level in the coming years as grantees continue to report on their targets.

**Figure 20. Annual FER and MYRP targets of children and allocations to ECE since 2017, excluding COVID and bilateral programmes<sup>107</sup>**



**Figure 21. Comparison of annual allocation dedicated to ECE (excluding COVID-19), by type of grant**



<sup>107</sup> In addition to the MYRP and FER targets and allocations in 2020, ECW is implementing a US\$12.5 million bilateral ECE programme in Uganda and Ethiopia with generous support from the LEGO Foundation.

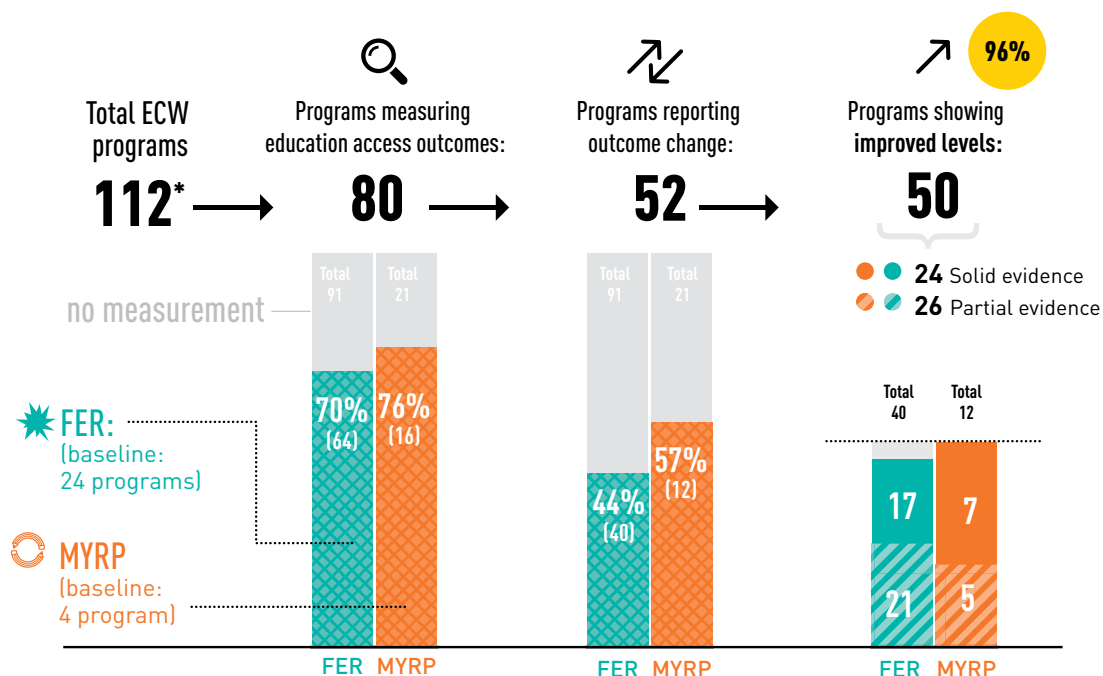
## 2. INCREASING ENROLMENT AND ATTENDANCE

ECW partners have designed programmes to address obstacles to education from both demand and supply sides and tailored interventions to meet the needs of children and adolescents who are refugees, IDPs or otherwise affected by conflict and crisis, often living in deprived communities and refugee camps.

To increase children’s enrolment into the formal and non-formal education system, ECW promoted supply-side interventions, including the rehabilitation or construction of schools, classrooms and learning spaces, and equipped spaces with WASH facilities and furniture to create inclusive learning environments that meet all children’s needs, including the hygiene needs of adolescent girls when menstruating. In 2021, ECW-supported active grants have rehabilitated 13,457 learning spaces in 25 countries ([indicator E.1.2](#)). Additionally, 20,845 (45 per cent female) teachers and administrators were recruited and/or financially supported to meet the needs of a growing school-age population affected by conflict and crisis ([indicator E.1.1](#)).

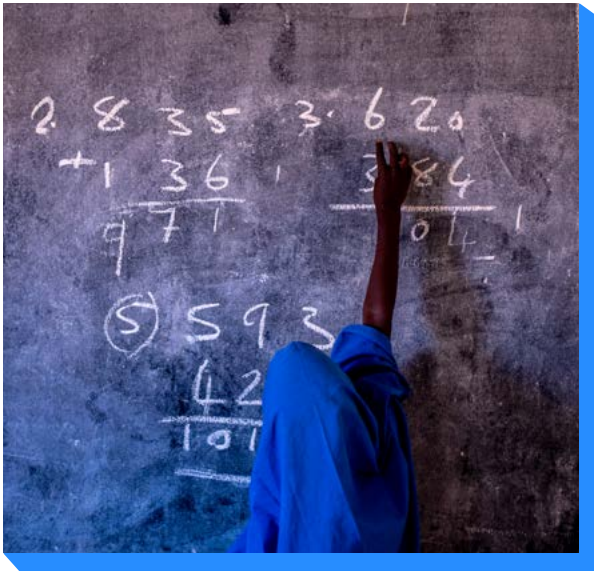
On the demand-side, access and continuity of education were encouraged via effective community awareness-raising activities on the importance of education. Many parents and caregivers do not consider enrolling their children in school because of security concerns, economic barriers, or social norms regarding gender roles. Raising awareness is a first step toward building ownership of communities in the education process and ensuring that children, girls, and adolescent girls in particular, can integrate into the education system and complete their learning cycles. In 2021, ECW-supported programmes were able to reach 111,123 children, men and women (55 per cent female) with community mobilization efforts including back to school campaigns, thereby increasing the re-enrolment of out-of-school children in nine countries.

Figure 22. Measurements of outcome-level changes in education access in 2021



Note: Analysis conducted on 112 active programmes in 2021, that started before July 31th, 2021





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ECW's MYRP in Nigeria supports educational activities for children to further their learning.

Of the 112 active programmes<sup>108</sup> in 2021, 80 (16 MYRPs and 64 FERs) programmes, or 71 per cent, were able to report on their progress in restoring education through proper measurement: enrolment rate (66 programmes) and/or attendance rate (29 programmes). Thirty-five per cent shared a baseline value as a benchmark for future improvement. Of the 52 programmes that reported on outcome change, 96 per cent show improvement (indicator E.1). When reporting, 48 per cent shared solid evidence of improved access with two data points in time, allowing a comparison over time.

MYRPs provide more robust evidence of improved access to education (57 per cent reported on increased access with at least one data point) compared to FERs (44 per cent). Twenty-four per cent of MYRPs did not yet report on access data, against 30 per cent of FERs.

<sup>108</sup> Sample is all the active programmes in 2021 (21 MYRPs programmes and 91 FERs grants) starting before 31 July 2021, and that reported on their annual exercise for 2021.

<sup>109</sup> UNICEF source.

## Nigeria MYRP – A range of interventions contribute to increased access

Since the conflict began in north-eastern Nigeria in 2013, at least 2,295 teachers have been killed, more than 1,000 children have been abducted and more than 1,400 schools have been destroyed.<sup>109</sup> The situation and other factors – such as teacher absenteeism due to insecurity and delayed salary payments, the long distances students and teachers must travel between home and school, the lack of learning spaces and gender and disability-sensitive WASH facilities, and the COVID-19 outbreak – have all contributed to the decision by many families to not send their children to school. In this context, ECW's MYRP has supported a wide range of activities to increase access to basic education for crisis-affected children in three states in north-eastern Nigeria. Since January 2021, the MYRP has been led by the NRC, Save the Children and UNICEF.

In 2021, partners constructed 37 temporary learning spaces and 42 latrines – safe facilities, including separate toilets, and accessible for all children including those with disabilities – to increase school capacities. Some 189 teachers (41 female) were recruited and given a monthly stipend of US\$64 as a form of motivation and compensation for their service. Enrolment campaigns and return to school initiatives promoted equal access to education, with particular focus on out-of-school children and adolescents, girls and children with disabilities. These initiatives resulted in total school enrolments of 26,775 children and adolescents (13,245 boys and 13,530 girls) in Borno, Adamawa and Yobe states, a 49.9 per cent increase over the prior school year, when 17,856 students (9,250 males and 8,606 females) were enrolled.

### 3. NON-FORMAL EDUCATION PROGRAMMES: A BRIDGE TO BETTER EDUCATION OPPORTUNITIES

Non-formal education programmes can offer an opportunity for children and adolescents to either catch up in their learning and eventually transition back into the formal school system or attain much needed life skills, particularly in conflict and crisis settings with prolonged education disruptions. ECW partners reached 386,242 children and adolescents (49 per cent girls, 35 per cent refugees) with non-formal education programmes in 2021 (indicator E.1.4). This is 10.4 per cent of the total number of children and adolescents reached in 2021, a figure higher than 2020, whereby children reached through NFE programmes represented 8.8 per cent of the total reached.

AEPs provide out-of-school learners with an equivalent level of educational achievement within a compressed timeframe and curricula; the achievement level is often certified. AEPs use teaching and learning methods that match the child's existing level of knowledge, skills and attitudes. Over-aged children taking part in AEPs have a chance to catch up with their peers and can be reintegrated into formal education classes that are suitable for their ages, or transfer to the next educational level, which is usually secondary school. So far, ECW has supported seven countries that have adopted accreditation frameworks for accelerated/non-formal education programmes for crisis-affected children (indicator E.3.3).<sup>110</sup>

For secondary-school-aged children who are out of school and unlikely to return to formal schooling, ECW supported vocational education and life skills programmes. The life skills programmes provide emotional and social support to learners and teach them how to cope with situations and manage their lives both on a personal level and in their interpersonal relationships. The goal is to promote positive mental health practices and reduce risky behaviours, these being important needs in emergency contexts.



#### Uganda MYRP: Life skills programme

A life skills programme supported by ECW in Uganda contributed to positive mental health outcomes among its adolescent participants. The MYRP, led by Save the Children and UNHCR and in place from September 2018 to March 2022, targeted adolescents, including children with disabilities, both in and out of school. The aim is to help participants develop a set of life skills encompassing socialization, positive mental health and well-being, mechanisms for coping with stress, and personal hygiene habits, while supporting them in their academic achievements and qualifications. The life skills package comprised a series of interventions, from enterprise challenges to girls' clubs in schools, complemented by psycho-social support services offered more broadly. A School Enterprise Challenge programme reached 1,893 adolescents and youth with life skills messages through 20 radio spots, a radio talk show and 10 meetings with participants. A Youth Enterprise Challenge engaged 450 out-of-school youth and taught business skills that would increase their chances of self-employment. As reported by some participants in their stories of change, the programme made them aspire to return to school and gave them the confidence to start their own businesses.

The MYRP also supported 10 schools in establishing Girls' Education Movement (GEM) clubs, which empower girls to learn how to manage peer pressure, develop support systems, and build self-esteem and confidence. Girls who participated in GEM club activities have transferred their knowledge to an additional 300 girls. This life skills programme, coupled with the psycho-social support services offered, has had important results in terms of participants' improved sense of safety and well-being. For example, of the 918 graduates of the Heroes Journey programme, 654 reported a decrease in distress symptoms with an average decrease of 60.5 per cent.

<sup>110</sup> Afghanistan, Bangladesh, Iraq, Mali, Peru, Somalia and Uganda.

#### 4. IMPROVED CONTINUITY THROUGH COMPREHENSIVE EDUCATION PACKAGE INTERVENTIONS

It is challenging to promote regular attendance and completion of education in conflict and crisis settings, where the risk of drop-out increases as children, especially girls, grow older. Multiple economic, cultural and social barriers to access and retention in the education system remain to be addressed. Compounding factors include gender norms, including those that force girls into child marriage, and boys' and adolescents' immediate need for paid work, which cause them to drop out of school. Caregivers sometimes face financial constraints and cannot afford education-related fees. Onward forced displacement, insecurity and uncertainty about the future – not to mention the impacts of climate changes in some contexts and a global learning crisis that was exacerbated by the COVID-19 pandemic – have prevented regular attendance and completion of learning programmes.

ECW has been supporting comprehensive intervention packages to promote continuity of learning to crisis- and conflict-affected children and

adolescents. Many families affected by conflict and crisis face financial constraints that prevent their children from completing school and transitioning, either to the next school level or grade in the formal education system or from non-formal education programmes to the formal system. In consideration of school costs (including registration fees and school uniforms), ECW partners have provided financial support to households through various cash-transfer programmes and scholarships. Some 26,447 children (57 per cent girls) benefited from cash transfer interventions in 2021 ([indicator E.1.3](#)). Many families do not have access to regular, nutritious food at home, so ECW continues to support school-feeding programmes, with positive results in terms of children's retention in school. Grantees have established canteens in learning centres and distributed dry food rations to children to take home. In 15 countries, more than 186,000 children (48 per cent girls) were supported with school feeding programmes in 2021 ([indicator E.3.4](#)).



Students attending class at a local school in Ungheni, Moldova. The school hosts Ukraine refugee children who attend class with Moldovan pupils.



© UNICEF/Franco

## Colombia MYRP –

### **A comprehensive package of interventions for sustainable learning**

Political instability in Colombia, increased refugee and migrant flows from neighbouring Venezuela, and the impact of the COVID-19 pandemic have weakened Colombia's educational system. Under the MYRP in Colombia, partners have developed a comprehensive package of interventions to increase access and continuity of education for children and adolescents who are refugees and living in host communities. The package focuses on social-emotional learning and mindfulness, providing opportunities for children and adolescents to learn stress management, nonviolent communication, and problem-solving skills as part of their curriculum and for teachers and parents to practice mindfulness techniques to help manage their stress.

Given the low capacity of existing schools to absorb growing numbers of migrants and refugees, grantees worked together to increase the education system's absorption capacity by rehabilitating 65 schools and 74 latrines and establishing eight temporary learning spaces. They conducted back-to-learning campaigns in communities – reaching a total of 5,535 people – and went door-to-door sharing information with families on how to access education. AEPs and catch-up classes were offered, allowing children opportunities to continue learning during school closures and re-integrate in the learning environment. In total, 1,465 children (55 per cent girls) were supported with remedial classes – 71 per cent of these children were migrants and refugees, 27 per cent lived in host communities, and 2 per cent were returnees. These non-formal programmes varied in their approaches to teaching and learning, including remote and blended modalities, adapted to the context and children's needs. All programmes, however, focused on strengthening foundational skills in literacy, numeracy and social-emotional learning, including mindfulness.

To promote children's retention in school, partners provided holistic support to children and their families throughout the learning cycle and regularly engaged communities in awareness-raising and workshops to share information about the education system. Learners received materials approved by the Ministry of Education, and 780 children received dry food rations and refreshments. Some 80 per cent of parents reported an increased understanding of how to enrol their children in school following the workshops and awareness-raising activities.

At the end of the first year of MYRP implementation, 2,703 children (89 per cent of them migrants and refugees) accessed formal and non-formal education including accelerated learning and catch-up classes, and their average attendance rate (in both formal and non-formal education) was 89 per cent. With ECW support, 958 out of school children (51 per cent girls; 95 per cent refugees and migrants) transitioned to formal education. In the context of school closures due to COVID-19, schools choosing not to accept new children as students after reopening, and national strikes, this 35 per cent transition rate is a clear success.

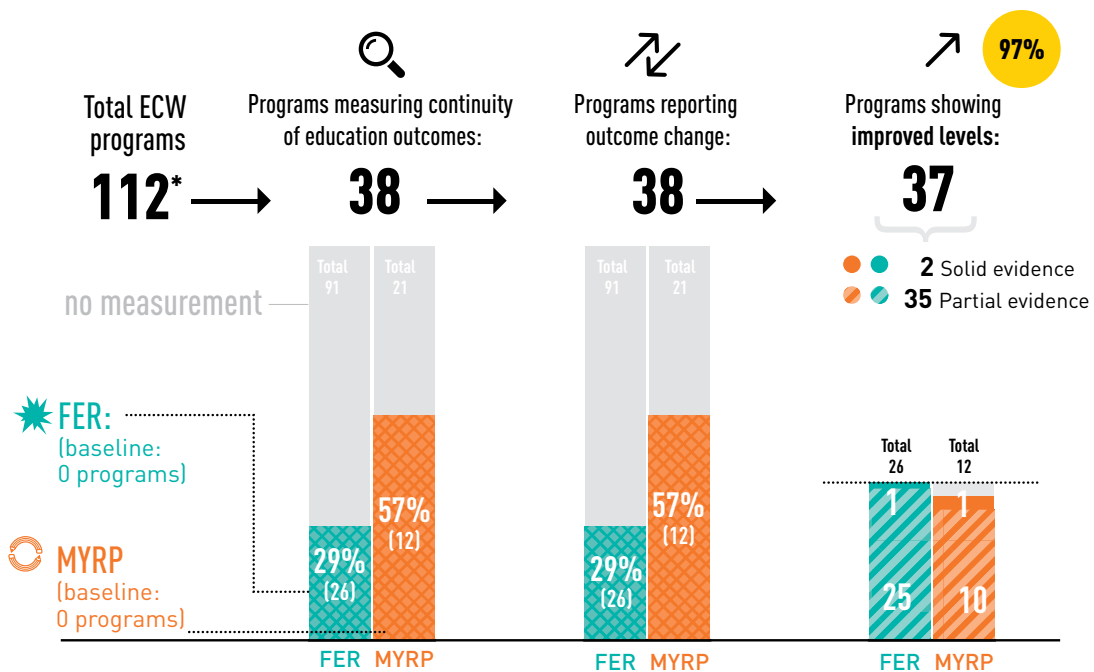
Out of 112 active programmes in 2021, 38 programmes (12 MYRPs and 26 grants FERs) reported on completion and/or transition as indicators of continuity of education. Thirty-seven out of the 38 programmes (97 per cent) that reported on outcome change provided evidence of improved continuity through increased survival, transition or completion of crisis-affected-children and youth (indicator E.3). Some 95 per cent of grantees shared partial evidence of increased continuity of education, with one data point (Figure 23).

Grantees face greater challenges in measuring and reporting on continuity of education through completion and transition indicators than in measuring access through enrolment and attendance indicators. Comparing continuity over time through two data points is problematic because programmes need to complete an education programme cycle (pre-primary, primary or secondary). Thirty-seven per cent of the 89 programmes that started before

2021 reported solid or partial evidence of improved continuity of education, against 17 per cent of the 23 programmes that started in 2021. Because they are of longer duration, MYRPs are better able to report on continuity than FERs: 52 per cent of active MYRPs shared partial and/or solid evidence of improved completion or transition, against 29 per cent of active FERs.

In 2021, 27 programmes (24 per cent) shared completion rates of formal/non formal education programmes and 24 programmes (21 per cent), reported on transition rates.<sup>111</sup> Overall, almost 70 per cent of these programmes reported transition rates of 50 per cent or higher. Completion rates are slightly higher, with 78 per cent of programmes enabling 50 per cent or more of the children to complete their programme, education level or grade. These results underscore that while most programmes have succeeded in helping more than half of the children and adolescents to complete or transition their

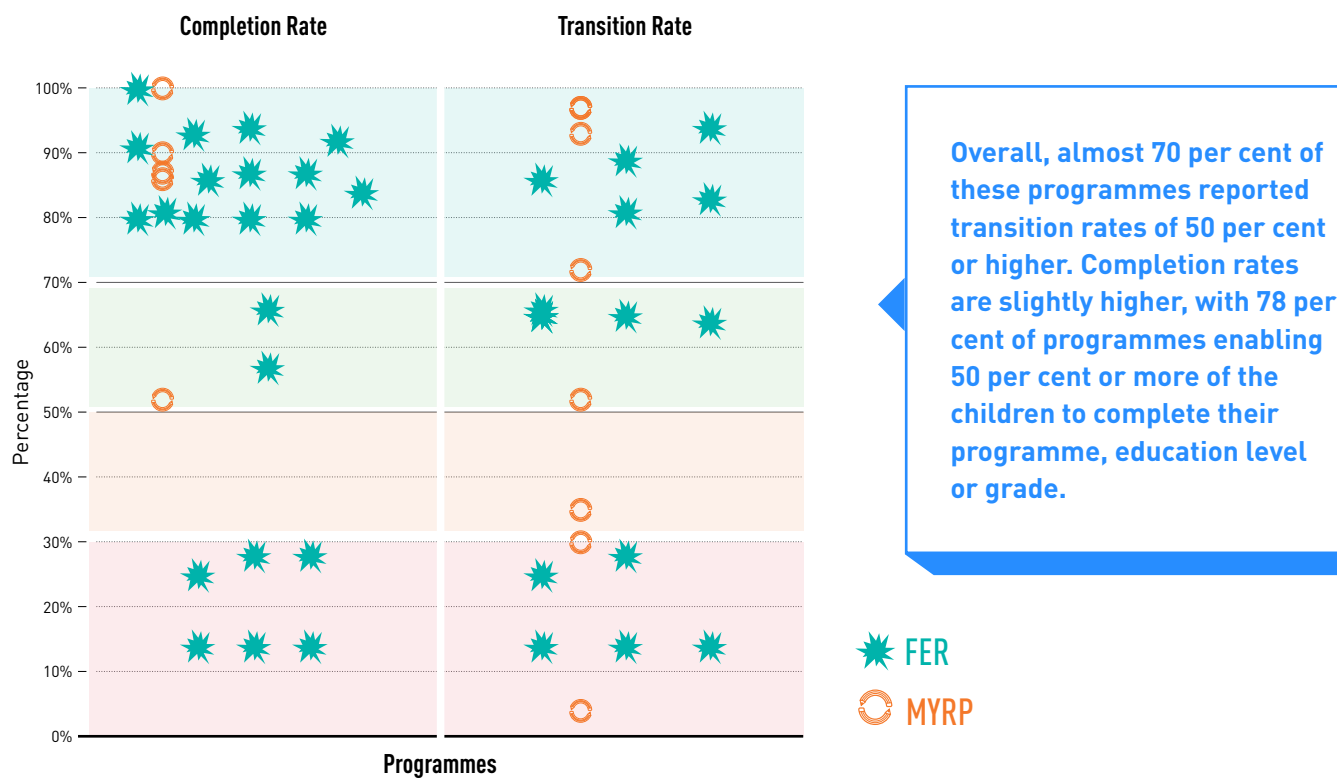
Figure 23. Measurements of outcome level changes in continuity of education in 2021



Note: Analysis conducted on 112 active programmes in 2021, that started before July 31th, 2022

111 Nine programmes reported results on children transitioning to the next level of education (early childhood education, primary, secondary) and 15 programmes reported transitioning to formal education after having completed non-formal programmes including AEPs, remedial classes and catch-up programmes.

Figure 24. Distribution of ECW programmes based on their completion and transition rates in 2021



education, for a smaller proportion of programmes, fewer than half of the children and adolescents complete and/or transition to the next education level, grade or formal education system.

Results shared by ECW-supported grantees show a weighted completion rate of 79 per cent, with a total of 188,177 sampled children completing a formal or non-formal education programme out of 237,782 that participated. The weighted average transition rate for ECW-supported schools is 63 per cent, with 15,251 children and adolescents out of 30,689 transitioning to formal schooling after completing a non-formal education programme, and 97,145 children and adolescents out of 146,485 transitioning to the next grade/level.<sup>112</sup>

This transition rate is lower than the completion rate as many learners experience additional obstacles when wanting to transition to the next grade, level or school. In South Sudan 1,442 students (534 girls, 908 males), or 91 per cent of candidates, from the Accelerated Learning Programme passed their 2020 South Sudan Certificate of Primary School Examinations (SSCPE), qualifying them for secondary school placement. However, due to limited secondary school capacity not all candidates were able to transition into secondary education. UNHCR is currently supporting the construction of additional secondary school classrooms to increase the transition rate.

<sup>112</sup> There is a substantial variety in both the number and percentage of children and adolescents partaking and completing/transitioning to another system, education level or grade. For example, the Lebanon FER allowed 4,783 girls, boys and adolescents to complete the non-formal education programmes out of 5,979 (completion rate of 80 per cent) and 3,886 to transition into the formal schooling system (transition rate of 65 per cent). The much smaller Niger FER supported 150 learners with scholarships during the last year of their primary education cycle and 37 of them continued their learning on secondary education level.



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Distance learning allows an adolescent girl in Zambia to participate in a remote internship.

## 5. DISTANCE LEARNING PROGRAMMES

Distance learning programmes have become important tools in ensuring continued learning and retention in crisis-affected settings due to insecurity or as a public health measure during the COVID-19 pandemic. Since 2021, ECW has increasingly integrated distance learning into its programmes, with particular focus on inclusion of children omitted from digital initiatives due to a lack of connectivity and equipment, as well as preexisting gender norms. ECW supported 31.16 million children (51.8 per cent girls, 7.6 per cent refugees) with COVID-19 interventions during 2020–2021.

ECW increased its support for distance learning interventions delivered through communication platforms and tools – radio, TV, MP4 players and other handheld devices, social media and short message service (SMS) – with grants in 11 countries in 2021.<sup>113</sup> Both online and offline classes were implemented. In remote areas lacking good connectivity, partners developed smartphone applications so children studying at home could access recordings of their classes. Families were provided with connectivity kits, including smartphones, tablets or solar-powered radios, depending on the need and local context; and under some programmes, families facing financial constraints were issued vouchers to cover the cost of internet use.


<sup>113</sup> MYRP: Bangladesh, Ecuador and Peru. FER: Bangladesh, Burkina Faso, Cameroon, Central Africa Republic, the Democratic Republic of the Congo, Iraq, Mali, Venezuela, Zambia and Zimbabwe.

## **Zambia FER: Connecting children through distance learning in the context of COVID-19**

Throughout Zambia, school closures related to COVID-19 led to concerns over learning loss and the risk of school drop-out, especially among refugee children. The ECW FER grant was established in response to these concerns. Under the FER, UNHCR, in partnership with Plan International and World Vision, implemented a distance learning programme in support of continued learning for children living in the Maheba, Mantapala and Mayukwayukwa settlements and in host communities. Amid the school closures, partners adopted a wide range of remote learning modalities and provided 500 radios, 500 tablets and 3,000 study kits to affected children and their families. Interventions were tailored to meet a range of children's learning needs. For example, learning content was localized for speakers of different languages, lessons were offered for students with special education needs who struggled with the information and communication technology (ICT), and 30 computers were distributed to after-school programmes to enhance students' digital skills. Ten solar panels were installed in six schools to improve ICT access for all learners. This appears to be an effective approach, as one of the key challenges with respect to distance learning is limited access to electricity in the settlement areas. As a result of the interventions, 18,467 children and adolescents (8,129 females) had access to remote learning tools and were retained in an online learning programme.

Once the FER has concluded, distance learning interventions will be implemented by the Ministry of Education and local schools, thus ensuring continuity and sustainability of the programme.

## **LESSONS LEARNED:**

- Distance learning programmes were introduced as an innovative solution during and after COVID-19-related school closures. Such programmes, however, needed to adapt to local contexts, address a range of connectivity needs, consider the preexisting gender digital divide, as well as online safety concerns, and adjust approaches to mitigate the greater risk of learning loss among marginalized children. The success of such programmes also relied on regular support for families, due to the limited digital skills of many parents and caregivers. Supply chain interruptions and language of instruction differences made distance learning difficult to scale up, which meant that although they reached many children, many others were left behind.
- Prioritizing the participation of parents, PTAs, local authorities, school management committees, and adolescents and children in programmes from the beginning enables solid community engagement, a key aspect in restoring education. ECW-supported campaigns raised awareness about the importance of education for all children, addressed social norm barriers, and were successful in increasing enrolment, especially of girls. They have supported more comprehensive social and communication practices that serve the collective needs of communities.
- Many children lack foundational literacy skills, which prevents their retention and completion in formal schooling. Non-formal education programmes helped strengthen foundational skills, so children could learn more complex subjects once enrolled in the formal education system.
- However, completion of a non-formal education programme does not always guarantee transition to formal schooling. ECW grantees have highlighted the obstacles of transitioning, such as a limited capacity of schools in the national education system to welcome additional children.
- All ECW-partners agreed that school feeding was a key factor contributing to increased enrolment and improved attendance.
- The number of school facilities has increased through ECW support. Yet, some programmes in areas of regular migration flows have highlighted the need to also increase the number of teachers recruited and supported. 



**HANIFA'S STORY****REMEDIAL CLASSES PROVIDE A LIFELINE FOR 15-YEAR-OLD HANIFA IN ETHIOPIA**

They lost everything, including their home.

**"I have witnessed the horror of conflict. When the conflict broke out in our neighbourhood, we ran into bushes to save our lives. That moment was very difficult for my family. My mother was very ill and had a miscarriage. At one time, we were all thirsty and forced to drink dirty water. I believe conflict should be avoided under any circumstances because it only results in destruction."**

Three years ago, 14-year-old Hanifa came to Ethiopia after her family was displaced. Now, with her parents and seven siblings, she lives at a site for internally displaced people near her school in Moyale Woreda.

She fell behind in her schooling. In Ethiopia every 8th grader is required to take national level examinations, and Hanifa was far from ready. But remedial after school classes have been a lifeline.

**"I like going to school because I want to acquire knowledge so I can live a good life. Both of my parents went to school and understand the benefits of education very well. They encourage me to focus on my education."**

Through alternative learning approaches, ECW's support ensures continuity of learning, especially for girls, and responds to the specific needs of girls. The remedial classes address the needs of students who missed school, slow-paced learners, and those who struggle with academic performance, enabling them to get back on track and to achieve success.

Another critical part of ECW's MYRP is the establishment of a health-promoting learning environment, providing essential services such as sanitation and hygiene and menstrual health management (MHM). Hanifa could not safely manage her period, so she stayed away from school. She had to take even more remedial classes to catch up.



© Save the Children/Dereje/2021

**" I like going to school because I want to acquire knowledge so I can live a good life. Both of my parents went to school and understand the benefits of education very well. They encourage me to focus on my education. "**

**"Last year, when my period suddenly came while in class, I panicked and went home. I stayed home for more than a month because I felt humiliated. My mother advised me not to feel ashamed about it as it is a natural thing for any adolescent girl."**

MHM in schools improves the learning environment for girls. ECW grantees have distributed menstrual hygiene management kits. Hanifa now has the knowledge to confidently manage her menstruation hygienically and with dignity. Since she returned to school, her attendance and performance have improved. Hanifa's dream is to become a water engineer to solve the water shortage in her community.

The programme aims to improve learning through equitable access, crisis-sensitive, and quality education for emergency-affected children, especially girls and children living with disabilities.



**Shehnaz (13) attends an Accelerated Education program (AEP) in Baluchistan province, Pakistan.**



**BENEFICIARY OUTCOME 2**

# STRENGTHENED EQUITY AND GENDER EQUALITY

ECW reached:



since inception

**3,338,799 girls**

48.4% of total



2021

**34,191 children with disabilities**

0.92% of total

2020

1.1%



since inception

**2,558,486 refugees and IDPs**

43% of total



2021

**better locally driven approach**

- country-driven gender analysis led by in-country gender expertise
- inclusion of organizations for persons with disabilities, women and girls' coordination structures

MYRPs developed in 2021 that included a focus in their results frameworks on changing the social norms, attitudes and behaviours reinforcing gender inequality



**71 per cent of MYRPS**

## INTRODUCTION

In conflict- and crisis-affected settings, many barriers hamper equity and equality in education up to and beyond the contextual social norms and values that every country and individual have. National educational policies can prohibit the inclusion of specific groups of children, such as refugees, preventing their integration or re-integration into national formal education systems.

At the school level, an insufficient amount of appropriate and adaptable resources, inflexible timetabling, an absence of mother tongue curricula, and discriminatory classroom and teaching practices all hamper proper inclusion of vulnerable groups. Inaccessible school buildings and an absence of gender-specific latrines and menstrual hygiene products prevent girls, adolescent girls and children with disabilities from safely accessing and continuing their education.

A long and dangerous journey to and from school can also represent a major obstacle for children and adolescents as they are at higher risk from sexual abuse, and other forms of GBV. Children with disabilities, especially if they are (adolescent) girls<sup>114</sup> living in an emergency setting, are at an increased risk of GBV. Many families feel that children with disabilities, especially girls, should be kept at home for their own safety.

In 2020, ECW set the ambitious target of addressing gender gaps in access and continuity of education by ensuring that 60 per cent of the children benefiting from ECW-funded support will be girls, including



**In 2021, ECW and its grantees started working via established multilateral in-country coordination mechanisms around gender and GBV, disability and refugees.**



© UNICEF/Sánchez

**17-year-old girl returns home from school with the help of her mother in Iraq.**

adolescent girls. Parity in access, retention and completion is however not enough for ECW and grantees to be inclusive and gender-equitable in their approach. Therefore, in 2021, ECW and its grantees started working via established multilateral in-country coordination mechanisms around gender and GBV, disability and refugees. By identifying and encouraging collaboration with local women's organizations and organizations of persons with disabilities (OPDs), localized responses were developed to be more context-sensitive, sustainable and personalised. This was done with the aim to identify, mitigate and eventually remove barriers to access, so that all children and adolescents in all their diversity can pursue an education. This translated

<sup>114</sup> Humanity & Inclusion, 'Sahel: Working Toward Inclusive Education for Girls With Disabilities'. <[https://www.hi-us.org/news\\_africa\\_sahel\\_region\\_inclusive\\_education\\_girls\\_disabilities](https://www.hi-us.org/news_africa_sahel_region_inclusive_education_girls_disabilities)> accessed 18 July 2022.



## Co-Designing Iraq's MYRP with Organizations of People with Disabilities

In Iraq, thanks to an ECW investment of \$US12.5 million, Save the Children International (SCI) developed a MYRP to be implemented from August 2021 to August 2024. From the beginning, SCI sought the engagement of the Iraqi Alliance for Disability Organization (IADO) and the Jinda Organisation for Displaced Women and Children. The MYRP design process was an interesting example of exemplifies how humanitarian and development actors, together with organizations led by people with disabilities, can better operationalize the IASC guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action. While the current guidelines provide well-defined standards, their implementation is not yet systematic.

In this case, SCI set up an inclusive Task Force involving diverse stakeholders to advise and provide information on drafting the MYRP. The engagement of IADO provided the task force with a detailed context analysis of barriers, risks and identification of gaps in provision for children with disabilities, in order to provide these children with a meaningful learning experience. These insights fed into the design of the theory of change of the MYRP and informed a set of recommended and targeted interventions, as well as mainstreaming a focus on disability across other components of the programme.

SCI and OPDs plan to work together to develop a strong inclusive code of conduct for both teachers and students, enhancing the protection and well-being of children with disabilities in schools and in their communities, in order to reduce harmful attitudes and stigmatization against them.

A learning from Iraq is that to achieve more localized and contextualized solutions and multiply the results of best practices, it is vital that the engagement of OPDs becomes systematic and is planned from the start of the design phase of a MYRP, as well as during its subsequent implementation phases. Engagement of OPDs must also be mutually beneficial and framed as an exchange of knowledge and capacities between OPDs, humanitarian and development actors and the government. A funded capacity strengthening approach component is critical to ensure that OPDs have the tools and knowledge required to engage in similar non-education coordination platforms, thereby advancing the localization agenda.

into the identification at country level of gender and OPD lead organizations as key members of the MYRP development committees to support the design of gender responsive MYRPs.

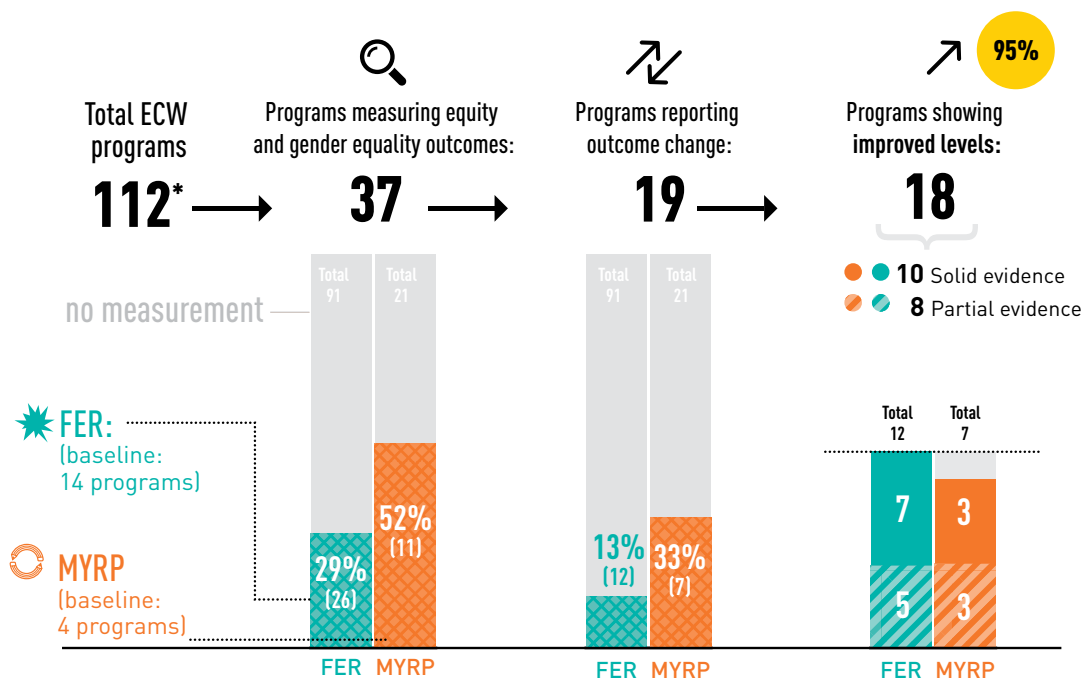
Of the 112 programmes active in 2021, 37 (33 per cent) reported outcome-level information on equity and gender equality. Of these, 19 reported on changes in levels of equity and gender equality and 18 reported baseline value as a benchmark for future improvement. Of the 19 programmes with outcome results, 18 reported an improvement (95 per cent) for equity and gender equality while one had stable results for this outcome. When reporting, 56 per cent utilized solid measurement tools with at least two data points, allowing grantees to compare levels over time.

Outcome-level reporting on equity and gender equality is not substantially different between FERs and MYRPs. However, because MYRPs are a multi-year intervention, they are more able to report on progress over time. ECW promotes gender parity in access and continuity and emphasis on girls' learning through its grants. In 2021, 92 per cent of programmes that reported at least two data points on access for girls and boys demonstrated an improvement in gender parity ([indicator E.2b](#)). With a goal of 60 per cent, the gender parity achieved far exceeded ECW's target. Furthermore, 100 per cent of programmes which reported gender-disaggregated learning outcomes achieved improved learning results for crisis-affected girls ([indicator E.2a](#)).

For all active grants in 2021, ECW reached 1.82 million girls (48.9 per cent of all children reached), which is 43 per cent (550,000) and 55 per cent (620,000) more compared to 2020 and 2019 (indicator E.2.1). Since ECWs inception, a cumulative total of 3.34 million girls have been reached through its regular programming. In addition, 16.2 million girls were reached via ECW's targeted COVID-19 investments with distance learning interventions and products, as well as health and hygiene messaging and products since inception. In 2021, 8,411 female teachers were trained on a variety of topics as presented in beneficiary outcome 4, including subject knowledge, planning, pedagogy, mental health and psychosocial support, inclusivity, gender, WASH, emergency preparedness and DRR. In addition, 14,191 teachers (44 per cent female) were trained on gender-related aspects in 2021 (indicator E.2.4).

**ECW reached 1.82 million girls (48.9 per cent of all children reached), which is 43 per cent (550,000) and 55 per cent (620,000) more compared to 2020 and 2019 (indicator E.2.1). Since ECWs inception, a cumulative total of 3.34 million girls have been reached through its regular programming.**

Figure 25. Measurements of outcome level changes in equity and gender equality in 2021



Note: Analysis conducted on 112 active programmes in 2021, that started before July 31th, 2021



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Pre-primary girls are accessing early childhood education in Somalia.



### Counting children with disabilities

For all active grants in 2021, ECW reached 34,191 children and adolescents with disabilities (0.92 per cent of all children reached) ([indicator E.2.2](#)), compared with 1.3 per cent for active grants in 2020. ECW set a target of 3 per cent for the period 2018–2021. From inception until the end of 2021, a cumulative total of 62,274 children and adolescents with disabilities has been reached by ECW (0.90 per cent of all children reached), in comparison to 1.1 per cent and 0.2 per cent in 2020 and 2019, respectively. One explaining factor behind the low reach figure, which also represents a sectoral challenge, is the persistent use of measurements that fail to characterize the diversity of children with disabilities. These measurements, such as self-identification or binary questions to parents/caregivers (i.e., does the child have a disability), can produce data quickly. However, speed might come at the cost of accuracy given that these methods are known to severely undercount of children with disabilities, particularly in crises. Thus, ECW expects there is severe undercounting of these children and new MYRPs tend to use the first year to define and plan how to collect data on children with disabilities.

In 2021, ECW consulted a sample of grantees across 21 programmes (12 MYRPs and 9 FERs) to understand how they were collecting data on children with disabilities. Results from this survey were presented at the [Annual Meeting of the Washington Group of Statistics](#). From the survey it emerges that of the grantees looking at functioning using the WG tools; a third were collected data based on visual inspection; a third used either medical or binary questions (do you have a disability); while a smaller percentage of grantees reported using other tools. As such, statistics on children with disabilities might just give a partial representation of the total population reach under these investments. In moving forward, ECW seeks to harmonize data collection on children with disabilities across its grantees and investments. As a first step in this direction, ECW leveraged its AF to work with Humanity and Inclusion and the WG with the aim of producing a toolkit that will help partners collect data on children with disabilities across ECW investments. More specifically, the AF will test the use of Teacher Version2 of the WG/ UNICEF Child Functioning Module (CFM-TV) in Uganda. ECW will then aim to share this toolkit with prospective grantees and use it at scale over the next strategic plan in those contexts where quality data on children on disabilities are not available.

## 1. CHILDREN WITH DISABILITIES AND INCLUSIVE EDUCATION

Inclusive education for children and adolescents with disabilities has long been an under-emphasized but crucial component of EiE response efforts. According to UNICEF, 10 per cent of children worldwide have some form of disability.<sup>115</sup>

Children with disabilities are often neglected in times of conflict and crisis, experiencing major risks and challenges in accessing basic services, including education. An education system that excludes children with disabilities limits the future opportunities of children and adolescents and perpetuates harmful attitudes and practices towards those with disabilities. A key resource in tackling stigmatization and exclusionary attitudes in schools is awareness creation among teachers and administrators in inclusive education practices. In 2021, 5,560 (46 percent female) teachers and administrators were trained on inclusive education ([indicator E.2.4](#)).

Over the last year, ECW has strengthened its reporting guidelines on inclusive education for its grantees. ECW has encouraged grantees to monitor results on inclusive education by systematically disaggregating data gathered about whether children and adolescents with disabilities are accessing learning spaces. In addition, ECW has encouraged grantees to monitor results related to construction and materials and if these are adapted or made accessible. As grantees continue to integrate disability inclusive monitoring procedures, ECW expects to collect more disaggregated information in the near future.

As showcased by the example in Chad, ECW investments support governments and humanitarian and development actors to identify and remove barriers that hamper access to education and learning for children and adolescents living with disabilities. Other examples of inclusive interventions include sensitization campaigns, making schools more accessible and distributing assistive learning devices.



### Case study: Inclusive education makes progress in Chad MYRP

Chad is currently facing a protracted complex humanitarian crisis, which is exacerbated by the underdeveloped status of the region. This crisis has had tremendous repercussions on the ability of children and adolescents to access to quality educational opportunities. The education system in Chad has limited capacity, insufficient educational materials, and a shortage of human resources, including teachers. Moreover, for socio-economic reasons, education is often not prioritized, resulting in over 56 per cent of primary school age children being out of school, and a problem with adult illiteracy, with 60 per cent of women and 44 per cent of men having never attended school.

It is against this backdrop that ECW granted UNICEF US\$21 million to implement the MYRP from 2020 to 2023. Among the main objectives of this MYRP are the amelioration of educational access, attendance and retention for children and adolescents with disabilities. The programme is implemented in collaboration with the relevant Ministries<sup>116</sup> and the World Food Programme (WFP), as well as national and international NGOs such as the JRS<sup>117</sup> and Humanity and Inclusion (HI).<sup>118</sup>

From June to October 2021, a baseline study was conducted in the 100 schools targeted by HI. The consortium identified, through awareness-raising campaigns, 1,035 children with disabilities. Of the 1,035 children, 341 were out of school. Now, these children have been registered in schools and their attendance is regularly being monitored. This goal is being reached through different activities. For instance, to ensure physical accessibility 10 entrance ramps in four schools were installed to allow students to safely access educational buildings. Twenty-one children with physical disabilities benefitted from personalized medical support, and teachers were trained in inclusive education and pedagogy, through the training of trainers approach. HI and the Ministry of National Education and Civic Promotion's (MENPC) Direction for Inclusive Education and Emergency Action are developing a National Strategy for Inclusive Education to be validated by the MENPC in 2022.

<sup>115</sup> UNICEF, Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities, 2022. < <https://data.unicef.org/resources/children-with-disabilities-report-2021/> > accessed 18 July 2022.

<sup>116</sup> Ministry of National Education and Civic Promotion, the Ministry of Professional Training and Trade, the Ministry of Women, Family and Child Protection.

<sup>117</sup> In consortium with the Fondazione ACRA (Rural Cooperation in Africa and Latin America) and CELIAF (Women's Associations Liaison and Information Unit).

<sup>118</sup> In consortium with APSELPA (Action for the Protection of Health, the Environment and Fight against Food Shortage); and the national NGO Technidev for the establishment of distance learning courses.



**RAFAT'S STORY****INCLUSIVE EDUCATION  
IN SYRIA**

At an ECW-supported learning center in a refugee camp in Idlib, Syria, Maysa has a big smile on her face as she watches her son Rafat complete a school assignment. Over the past year, 9-year-old Rafat has finally learnt to read and write. It has been a long road for Rafat, who has a severe visual impairment.

“On my first day of school, violence forced it to close,” says Rafat.

Maysa explains how the family has had to endure frequent displacements for the past three years.

“After fleeing our home village, we suffered greatly until we found a safe place to live. My four children, between 3 and 14, were unable to enrol in school for almost two years since there was no school nearby.”

However, in September 2020 when a new learning center opened in their camp, Maysa immediately registered her school-age children. Initially, Rafat refused to go to school. He was so traumatized by the constant bullying from his classmates in the past.

The learning center gave Rafat an equal opportunity to realize his full potential. For far too many children with disabilities, especially in wartime, exclusion is a lost opportunity. Through the established referral mechanisms at the learning center, Rafat was connected to an eye doctor for examinations and other services. ECW also ensured that he was provided with eyeglasses. Furthermore, Rafat benefited from psychosocial support activities as well as support from his teachers.

“Even though he is 9, we had no choice but to enrol him in the beginner level class. I’ve worked hard with him to overcome his vision problem by letting him sit in front of the board, encouraging him to do his best and motivating his classmates to support him,” says Teacher Ali.



“ I was unable to attend school for nearly two years due to my family being displaced. Now, I am able to attend and learn from my Arabic teacher, Mr. Ahmed. ”

Every day, Rafat cannot wait to get to school.

“I was unable to attend school for nearly two years due to my family being displaced. Now, I am able to attend and learn from my Arabic teacher, Mr. Ahmed. I love Mr. Ahmed and interacting with my sister and friends in class. My teachers taught me to read and write in a way that was easy for me,” says Rafat.

Rafat has completed two cycles of non-formal education over the past year. In September 2021, he began his third cycle. Inclusive and accessible facilities like the learning center help to dismantle discriminatory attitudes against children with disabilities.

## 2. GENDER AND GIRLS' EDUCATION

Many girls, including adolescent girls, across the world continue to face major obstacles in accessing equal educational opportunities – perpetuating the risk of poverty, discrimination and dependency on others. As with children with disabilities, girls living in conflict- and crisis-affected countries tend to be underrepresented within the educational system, especially at secondary level, due to classroom and teaching environments as well as institutional and systemic obstacles. There is a substantial disparity in the school enrolment and retention of girls, especially adolescent girls, and those facing intersecting vulnerabilities. For example, in Kenya and Ethiopia, there are only 7 refugee girls for every 10 refugee boys enrolled in primary education, and in Uganda, there are 5 girls for every 10 boys enrolled in secondary education.<sup>119</sup> The COVID-19 pandemic has further deepened gender inequality in 2021, due to girls having less access to remote learning devices, more duties in the household and an increase in child marriages<sup>120</sup> Therefore, girls' education is fundamental to achieving gender equity as well as social justice, reducing child marriage, child exploitation, and GBV.

ECW has a two-pronged approach to gender equality, whereby investments incorporate strategies which go beyond addressing the differentiated challenges that girls, boys and adolescents face in accessing and benefiting from education in emergencies, to incorporate the root causes of gender-based discrimination through gender-targeted interventions.

Gender-targeted interventions at the level of the learning space include, among others, gender-responsive WASH facilities (944 gender-responsive latrines<sup>121</sup> built/rehabilitated in 2021), gender-responsive educational material, curricula and pedagogy (14,191 of teachers have been trained on gender since inception, of which 44 per cent are female in 2021). Teachers are trained on GBV risk mitigation and measures, including school-related gender-based violence, gender-responsive life skills and social emotional learning (SEL) programmes, and gender-responsive distance learning (tailored for subgroups such as married girls and child mothers). Gender-targeted interventions for girls include: menstrual hygiene kits and/or dignity kits; girl's groups/peer education and girl-led community action; and support to adolescent (lactating) mothers' groups.

Gender-targeted interventions for communities, including men and boys, are focused on school fees and other costs, cash (19,095 girls benefitted from cash transfers for education) ([indicator E.1.3](#)), support for gender-equitable PTAs, mothers' associations, and community mobilization on harmful gender norms. An example from Tanzania is provided below.

<sup>119</sup> UNHCR, 'Her Turn: It's Time to Make Refugee Girls' Education a Priority', <<https://www.unhcr.org/herturn/#:~:text=In%20Kenya%20and%20Ethiopia%2C%20there,girls%20enrolled%20in%20primary%20education>> accessed 18 July 2022.

<sup>120</sup> UNESCO, *UNESCO COVID-19 Education Response Education Sector Issue Notes 3.1: Addressing the gender dimensions of COVID-related school closures, 2020*; Malala Fund, *Girls' education and COVID-19: what past shocks can teach us about mitigating the impact of pandemics, 2020*, <<https://malala.org/newsroom/malala-fund-releases-report-girls-education-covid-19>> accessed 18 July 2022; UNESCO, UNICEF, Plan International, UNGEI, Malala Fund (2020). Building back equal: Girls back to school guide. <<https://unesdoc.unesco.org/ark:/48223/pf0000374094?posInSet=1&queryId=46d0cf32-6562-4c46-aaaa-886391124ca1>> accessed 18 July 2022.

<sup>121</sup> INEE, Gender-responsive latrines: safe and private sex-segregated latrines with handwashing facilities and access to sanitary wear for girls, INEE Guidance Note on Gender: An Overview & Selected Case Studies, 2019.



## Refugee and host community girls stay in school in Tanzania

In Tanzania, IRC responded to the compounded impacts of displacement, the COVID-19 pandemic and subsequent school closures on refugee and host community children. The Tanzania COVID-19 FER was active from June 2020 until June 2021 and received US\$1.5 million in ECW seed funding.

IRC identified refugee and host community girls as especially at risk of dropping out during the school closures. In response, IRC implemented targeted gender initiatives. These included distributing MHM kits, MHM training and gender responsive teacher training. The MHM kits improved girls' school enrolment during their menstrual periods and increased their learning outcomes. The end line evaluation, conducted by IRC, found that 95 per cent of respondents rated the MHM training as useful and 98 per cent were aware of the appropriate use of MHM kits.

The FER consortium, in collaboration with the Kigoma Regional Quality Assurance Officer, also conducted a three-day Gender and Inclusive Education training which reached 40 (17 female, 23 male) education officers from the IRC, Save the Children and Plan International. The training aimed at building the capacities of trainers to transfer the knowledge learnt to teachers. Following this, Gender Responsive Pedagogy teacher trainings were conducted in the Nduta, Mtendeli and Nyarugusu refugee camps. These trainings reached a total of 2,175 (27 per cent girls) teachers and focused on promoting gender equality, reducing gender stereotypes, and responding positively to the needs of all learners. An endline assessment found that participating teachers increased their knowledge from an average of 45 per cent in pre-tests to an average of 89 per cent in post-test results.

At system level, ECWs funds the development of policies that support the recruitment and retention of female teachers and national gender-responsive curricula. ECW also indirectly financially supports and collaborates with Ministries of Gender, Ministries of Education, and other key Ministry bodies to strengthen gender-responsive data management systems, and jointly address systemic barriers on child marriage, GBV and female genital mutilation. An example of from Somalia is provided below.

**The MYRP led by the Adventist Development and Relief Agency (ADRA) in the Federal Government of Somalia** was able to contribute to the increase of the number of female learners from 45 per cent to 47 per cent. The contribution was made through a new Ministry of Education, Culture and Higher Education Gender Policy, focused on enrolment campaigns targeting girls and the presence of female mentors in ECW-supported schools. To further strengthen girls' enrolment and retention ADRA built safe drinking water stations, constructed gender-disaggregated latrines, distributed menstrual hygiene kits, and instrumented child clubs as well as school feeding programmes, which were especially impactful during the harsh drought period.

All ECW investments developed in 2021 have used the IASC GAM at the design phase. Grantees are also requested to use the IASC GAM monitoring tool on an annual basis, at the end of the 12-months FERs, and to support the ECW annual reviews to adjust the MYRP programming.



**All ECW investments developed in 2021 have used the IASC GAM at the design phase.**

At programmatic design level, all ECW investments developed since June 2021, when ECW joined the global Call to Action on Gender-based Violence in Emergencies,<sup>122</sup> have included GBV risk mitigation measures costed in the ECW budget and measured in the ECW result Framework. This entails 12 FERs and 7 MYRPs.

In 2021, 71 per cent of MYRPs (five out of seven) addressed changes in social norms, attitudes, and behaviors to gender inequality in their results frameworks (indicator S.5.2). This was an improvement from the 2020 score of 63 per cent. The criteria analyzed included: (1) the quality of gender analysis and intersectional inequities; (2) the extent to which the theory of change reflected the gender analysis in the identification of root causes of gender inequality; and (3) the extent to which the MYRP results framework reflected the theory of change versus

gender-specific aspects. In 2021, in terms of the quality of gender analysis conducted for all MYRPs, five of the seven countries with a new or renewed MYRP scored above 4.5 out of 5.<sup>123</sup>

The EiE-GenKit<sup>124</sup> orientation and pilot in Uganda contributed to changing social norms and values through increased gender parity in community engagement structures in education including PTAs and School Management Committees. This led to safer and more gender responsive and targeted interventions, which were captured in school improvement plans such as the creation of spaces for breast feeding to cater for teenage mothers who have re-enrolled in school, an increased number of teacher houses and safe transport options for female staff, and the deliberate re-location of pregnant and lactating mothers to Yumbe town to ease access to medical services.

**At programmatic design level, all ECW investments developed since June 2021, when ECW joined the global Call to Action on Gender-based Violence in Emergencies, have included GBV risk mitigation measures costed in the ECW budget and measured in the ECW result Framework. This entails 12 FERs and 7 MYRPs.**

<sup>122</sup> In 2021, ECW joined the global Call to Action on Gender-based Violence in Emergencies (GBViE) and made commitments to strengthen gender analysis, GBV risk mitigation, and meaningful engagement of local women organisations in all ECW-supported FERs and MYRPs.

<sup>123</sup> The five countries in 2021 with a new or renewed MYRP are: Bangladesh, Burundi, Libya, Pakistan and the Sudan.

<sup>124</sup> EiE-GenKit: <https://www.ungei.org/campaign/eie-genkit?emci=8d32f176-da0b-ec11-981f-501ac57ba3ed&emdi=17a93696-590f-ec11-981f-501ac57ba3ed&ceid=10274324>

**KAIKAI'S STORY****SAFEGUARDING  
MENSTRUAL HEALTH WITH  
DIGNITY IN CHAD**

“I didn’t know that it was possible to go to school during my period,” says 14-year-old Kaikai.

Kaikai and adolescent girls across the Lake Chad and Logone Oriental regions of Chad are no longer missing school on the days they have their period. A new initiative is equipping young women in the country with the knowledge and resources to manage their menses and personal hygiene with confidence. Their lives are being transformed, knowing that they can learn and take care of their health without experiencing shame, discomfort, and stress and even dropping out of school.

Since 2021, the Jesuit Refugee Service (JRS) Chad in partnership with ACRA, Cellule de Liaison des Associations Feminines (CELIAF) and support from UNICEF, has participated in the production of MHM kits. This is a local initiative where the kits are manufactured by the Tchad Helping Hand Foundation with funding from ECW.

More than 6,000 refugee and internally displaced students attending the local schools are now receiving these services. These gender-responsive strategies are reducing girls’ absenteeism and drop-out in a region where as many as 1 in 10 girls misses school during their menstrual cycle, according to UNESCO. The MHM training has improved the quality of the learning environment for girls.

“When girls have their period, they feel ashamed to go to school. The JRS MHM kit helped me a lot in my daily life. And I learned during the training how to use the sanitary pads and protect myself. I love reading and writing at school. I learn a lot of things. In the future I want to become a teacher,” says 14-year-old Hadiza.



© Irene Galera/JRS Chad

“ I didn’t know that it was possible to go to school during my period. ”

Teachers also have a crucial role in supporting girls to feel empowered to safely manage their menstruation with dignity. JRS has held MHM training for teachers as well as awareness-raising activities within schools and communities to combat the stigma around menstruation. After he attended the JRS training, Teacher Souhadi felt better prepared to talk to his students.

“The JRS MHM training was very rich and beneficial for all teachers. We learned to find the correct words to reassure girls on what is happening to them,” he says.



Students attending class at a local school in Ungheni, Moldova. The school hosts Ukraine refugee children who also attend class with Moldovan pupils.

### 3. INCLUSION OF REFUGEES AND IDP'S

The lives of refugee and IDP children and adolescents are very often completely disrupted by the breakout of (climate induced) disasters, new conflicts and the exacerbation of existing ones. They frequently face compounded challenges and multiple specific barriers in accessing basic services, including educational opportunities. Recent calculations by ECW estimate that between January 2019 and February 2022, of the total of 78.2 million conflict- and/or crisis-affected out-of-school children and adolescents (54 per cent girls) a total of 3.4 million refugee children and adolescents, and 1.2 million asylum seekers or children and adolescents in asylum-seekers/refugee-like populations” were out of school in host countries impacted by crises.<sup>125</sup> In 2021, UNHCR<sup>126</sup> reported that this continued rise in the global forcibly displaced population means that close to half of all refugee children – 48 per cent – remain out of school. This 48 per cent also

includes non-crisis settings and ECW assumes that the percentage of refugee children out-of-school in crisis settings is higher than the global average. The average gross enrolment rate for the year from March 2019 to March 2020 for UNHCR reporting countries was 68 per cent for primary level. For secondary level, the corresponding rate for reporting countries was 34 per cent, illustrating that significant structural barriers remain for refugee learners to access post-primary education. Comparing enrolment for host country and refugee learners reveals significant disparities in access whereby refugee learners have lower gross enrolment rates than non-refugees.

ECW upholds the position as set out in the Global Compact on Refugees in 2018 to include and integrate refugees in national education systems. At the same time ECW recognizes that as refugees and

<sup>125</sup> <https://www.educationcannotwait.org/resource-library/global-estimates-number-crisis-affected-children-and-adolescents-in-need-education>.

<sup>126</sup> UNHCR Education Report, 'Staying the course' - The challenges facing refugee education', 2021.

< <https://www.unhcr.org/612f85d64/unhcr-education-report-2021-staying-course-challenges-facing-refugee-education> > accessed 18 July 2022.

asylum seekers are not citizens of host countries, refugee children and adolescents face added legal, policy, operational and financial barriers, which preclude their access to education and their inclusion in national education systems, plans and budgets. These challenges often come on top of the already low-resourced, over-crowded classrooms, and insufficient number of qualified teachers that conflict- and crisis-affected countries face.

In addition to the systemic and contextual constraints, refugee children have unique educational needs which need to be met to ensure a smooth integration into formal schooling. Because of their forced displacement, they are likely to have been out of school for an estimated three to four years and often require remedial support in foundational mathematics and literacy, intensive language learning when the local or academic delivery languages are new, support to adapt to new elements in a curriculum such as history or geography, and/or the need for accelerated education programmes so that they can enrol in age-appropriate formal schooling. Specific, dedicated support is needed to understand their academic and social-emotional education and learning needs and to respond to these in a coordinated and timely manner.

**A total of 3.4 million refugee children and adolescents, and 1.2 million asylum seekers or children and adolescents in refugee-like situations, were out of school in host countries impacted by crises.**

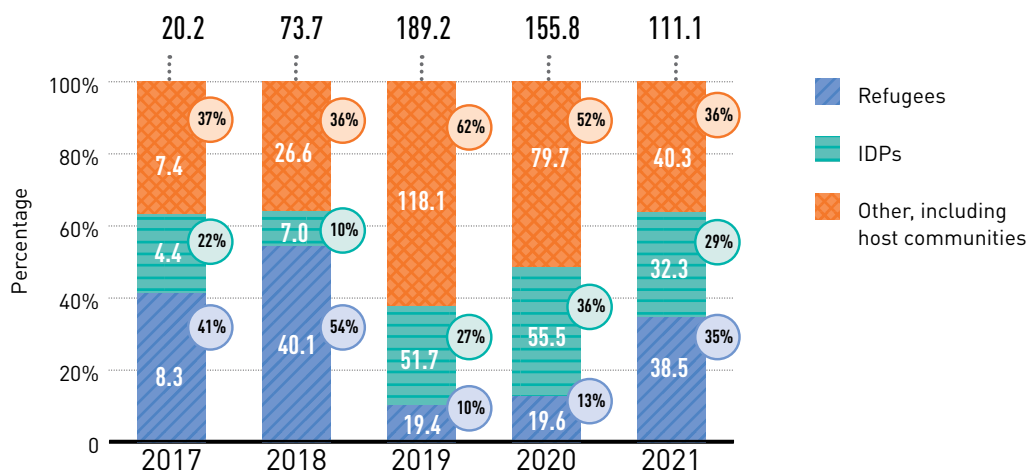
All ECW MYRPs are developed in line with existing strategies such as the Refugee Response and Education Sector Plans adopted by specific hosting countries. ECW, in alignment with the Global Compact on Refugees, supports global, regional, and country-level bodies to advocate for refugees' inclusion in national education systems. While refugees face specific legal challenges to accessing education in their countries of asylum, activities to enhance inclusion of refugees and IDPs at the learning space level include for example: the distribution of learning materials in a language the learners understand; providing language classes to better follow host-country curricula; offering remedial or readiness classes so refugees/IDPs can catch-up on missed learning; provision of MHPSS; recruiting, retaining and capacitating male and



👉 **A 13-year-old student completes an exercise in front of her class in Kaya, Burkina Faso – the town in which her family found refuge after being displaced.**

**Figure 26. Share of annual allocation dedicated to each type of beneficiaries in ECW-supported programmes, excluding COVID-19 grants**

in million US\$



female (refugee) teachers so they are qualified and competent to respond to the individualised needs of both refugees and host community learners; and building/rehabilitating education facilities in refugee hosting areas and improving community engagement.

In 2021, ECW reached 1.1 million refugees (49.9 per cent girls) through its regular programming (29 per cent of total children reached, down from 38 per cent in 2020), as well as 412,000 IDPs (49.2 per cent girls). This represents a higher figure compared to the 876,917 refugees and 378,480 IDPs reached in 2020. Children and adolescent refugees in Palestine represent 360,000 of the total reached in 2021. In the programmes approved in 2021, the share of funding allocated to refugees represented US\$38.5 million, including US\$12 million for refugees in Bangladesh, up from US\$20 million in 2020.

In terms of budgetary allocations, of the US\$549 million allocated to education in crisis settings since 2017, US\$151 million (27.5 per cent) was allocated in support of education for internally displaced (IDP) children, US\$126 million (22.9 per cent) for refugees,

**Since 2019, ECW’s programme portfolio has grown substantially, and the share of funding allocated to refugees and IDPs has also grown.**

and US\$272 million (49.6 per cent) for children and adolescents living in local (host) communities and other conflict- and crisis-affected populations (see Figure 32).

Since 2019, ECW’s programme portfolio has grown substantially, and the share of funding allocated to refugees and IDPs has also grown. Programmes initiated in 2021 increased the amount of ECW funding allocated to refugees by nearly double, from US\$20 million in 2020 to US\$39 million in 2021. The share going to refugees grew from about 10 per cent of the total (about US\$20 million) in 2019 to about 35 per cent of the total (US\$39 million) in 2021. The share of IDPs remained more stable, at 27 per cent in 2017 and 29 per cent in 2021.





### Case study example Rohingya children learn at home during a precarious year

For the past four years, Bangladesh has welcomed Rohingya refugees fleeing from the extreme violence in Rakhine State, Myanmar. It is currently hosting 890,0002 refugees in 34 congested camps in the Cox's Bazar district. In 2020 and 2021, the humanitarian response in the camps was drastically reduced due to COVID-19 related restrictions, which also impacted the delivery of education services. All 5,252 learning centers in the camps were closed from March 2020 until the end of September 2021. The COVID-19 pandemic, compounded with fire incidents, monsoon rains, floods and landslides have further exacerbated Rohingya refugees' living conditions, especially for women and children. Moreover, cultural norms and religious beliefs represent one of the main barriers to Rohingya refugee girls' access to education at the available Learning Centres. For instance, once Rohingya girls reach puberty, they are expected to take on the traditional gender roles of caregivers, and they are often married off as a safeguarding measure, and give up on their education.



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In this precarious context, with an ECW investment of US\$8.4 million, a consortium of UNICEF, UNHCR and UNESCO working with additional implementing partners,<sup>127</sup> implemented the MYRP from October 2018 to September 2021, focusing on providing access to education in safe and protected learning environments for both Rohingya refugees and host communities in the country, improving community participation and ensuring ownership and engagement of the targeted beneficiaries.

In 2020, an education survey was conducted to assess the educational situation of Rohingya refugee children. From this survey, it emerged that 77 per cent of the children involved in the study were studying at home, and that one of the key constraints identified for the successful delivery of quality home-based education support was the limited capacity and/or literacy of their caregivers. From this evidence, the Bangladesh MYRP developed a series of activities to improve caregivers' capacity in supporting children's education such as bi-monthly home visits, where children were organized in small groups in households where one caregiver together with his/her children supported the neighbours. Radio broadcasting for caregivers and children to leverage the support to continue this initiative were also successfully developed, and in addition, UNICEF distributed activity sheets, workbooks and other educational materials to all 27,383 children (50 per cent girls including 137 children with disabilities) who were enrolled at ECW-supported learning centers. The Bangladesh MYRP has also contributed to raise knowledge among the education actors on the importance of using the Myanmar curriculum for Rohingya children's education, to ensure they continue on their learning path. The piloting of the Myanmar Curriculum was rolled out by UNICEF in early December 2021 with 10,000 children.

<sup>127</sup> Bangladesh Betar-Cox's Bazar, District Information Office Cox's Bazar, BRAC (Bangladesh Rehabilitation Assistance Committee), British Council, CBM, CODEC (Community Development Center), DCA (Danish Church Aid), DAME, Friendship, JCF (Jagorani Chakra Foundation), Mukti, Plan International, Room to Read, Save the Children Sweden Bangladesh, World Vision Bangladesh.

## LESSONS LEARNED:

- To achieve more localized and contextualized solutions and to multiply the results of best practices, it is vital that the engagement of specialised organizations working on gender and for people with disabilities become systematic in their approach and adequately engaged from the start in the design phase of a MYRP programme, as well as during its subsequent implementation phases.
- Engagement of gender-focussed organizations and organizations of persons with disabilities must be mutually beneficial and framed as an exchange of knowledge and capacities. The piloting of the gender-lead organization function at the design and implementation phase of the MYRPs developed in 2021 has already showed an important shift in the prioritization of gender equality in the MYRPs by country teams.
- The capacity of EiE actors on GBV risk mitigation is still limited in many contexts and there is still confusion between GBV prevention programming and GBV risk mitigation in emergencies, as well as referrals to child protection and GBV actors. A funded capacity strengthening approach component is critical to ensure that local organizations have the tools and knowledge required to engage in education and similar non-education coordination platforms, thereby advancing the localization agenda.
- Many children and adolescents with disabilities, especially those with cognitive and/or social-emotional disabilities, are among the most marginalized in education. Referral mechanisms are needed to ensure access to the services they require, including but not limited to health.



**The piloting of the gender-lead organization function at the design and implementation phase of the MYRPs developed in 2021 has already showed an important shift in the prioritization of gender equality in the MYRPs by country teams.**

- The important role of teachers and education personnel across the ECW portfolio contributes to changed perceptions around gender and inclusion in education. Female teachers in particular play an immensely important role for girls, and especially adolescent girls, in accessing school and creating a safe learning environment. However, gender disparities between male and female teachers do exist and more female teachers need to be recruited/identified and trained. Where needed, MYRPs address this.
- To ensure that refugees' unique educational needs are effectively addressed, the use of systematic approaches to strengthening national education systems (for example, improved infrastructure, teacher training and language support), and improving the availability of flexible education opportunities (for example, accelerated education and non-formal education) have improved the education response to refugees. However, there is a need to further increase the explicit inclusion of refugees and their specific needs in funding windows and in national multi-year education strategies (for example, MYRPs). ◀

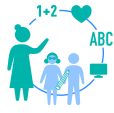


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Female teachers in particular play an immensely important role for girls, and especially adolescent girls, in accessing school and creating a safe learning environment.



Students attend an ECW-supported class in Cameroon.



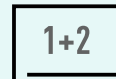
**BENEFICIARY OUTCOME 4**

# IMPROVED LEARNING AND SKILLS



**222 million children are affected by crisis**

and 198 million of them are in urgent need of educational support.



since inception

**less than 10%**

attending school achieve minimum numeracy competency



since inception

**only 15%**

achieve minimum literacy



The number of ECW-funded programmes with information on levels of academic learning is growing, especially for MYRPs. But measuring social-emotional learning remains a challenge.

Teachers that demonstrated an increase in knowledge, capacity or performance:



ABC

2021

**26,835 teachers**

52% female

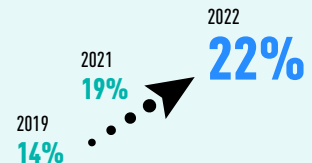
More ECW grants are measuring improved levels of academic and/or social-emotional learning:



**53%**  
solid evidence

The share of MYRP programmatic funding allocated to improve the

**quality of education**  
and learning levels of children



## INTRODUCTION

The share of MYRP programmatic funding allocated to improving the quality of education and learning levels of children has increased – from 14 per cent in 2019, to 19 per cent in 2020, and 22 per cent in 2021. ECW partners are focused on providing quality education and measuring holistic learning outcomes. This focus on quality is in keeping with ECWs ‘whole-of-child’ approach, delivered through its MYRPs, in response to the multidimensional needs of children and adolescents affected by conflict and crisis.

This chapter reports on interventions to improve the quality of EiEPC as a growing share of ECW’s MYRP portfolio. Interventions relate to the quality of teaching and instruction; school management and leadership; and parent and community engagement – and they influence multiple education outcomes.

ECW<sup>128</sup> estimates that 222 million school-aged children are affected by crises globally, and of that total, 198 million are in urgent need of educational support. These children represent a spectrum of educational needs: 78.2 million are out of school (54 per cent females, 17 per cent with functional difficulties, 16 per cent forcibly displaced), while 119.6 million (54 per cent of those affected by crises) are in school but not achieving minimum proficiency in reading or mathematics (the latter estimates are to be considered pre-COVID-19; hence they do not reflect any COVID-19 pandemic induced learning loss).

## ARE CHILDREN LEARNING?

In order to work towards eradicating learning poverty,<sup>129</sup> and in response to the education crisis worsened by the COVID-19 pandemic,<sup>130</sup> ECW has prioritized quality education and the measurement of holistic learning outcomes in its MYRPs. From 2020, all MYRPs have increased learning as an outcome statement with contextually relevant indicators in their results frameworks, and have allocated budget towards measuring this outcome.

ECW has also invested, through its AF, in providing additional global technical support to seven MYRP countries, in the form of two global technical partners who support MYRP grantees and its partners to measure holistic learning<sup>131</sup> outcomes and strengthening the EiEPC system. Progress on this work is presented in the chapter of this report on Systemic Objectives 4 and 5: Strengthening capacity, evidence, and accountability.

**The share of MYRP programmatic funding allocated to improving the quality of education and learning levels of children has increased – from 14 per cent in 2019, to 19 per cent in 2020, and 22 per cent in 2021.**

<sup>128</sup> ECW, Global Estimates, 2022, < <https://www.educationcannotwait.org/resource-library/global-estimates-number-crisis-affected-children-and-adolescents-in-need-education> > accessed 18 July 2022.

<sup>129</sup> The World Bank defines learning poverty as being unable to read and understand a simple text by age 10. See World Bank, ‘What is learning poverty?’ Brief, 28 April 2021. <<https://www.worldbank.org/en/topic/education/brief/what-is-learning-poverty>> accessed 18 July 2022.

<sup>130</sup> The World Bank, UNESCO and UNICEF, ‘The State of the Global Education Crisis: A Path to Recovery’, 2021. < <https://www.unicef.org/reports/state-global-education-crisis> > accessed 17 June, 2022.

<sup>131</sup> Holistic learning’ is defined as a contextually relevant combination of academic and social-emotional learning domains.

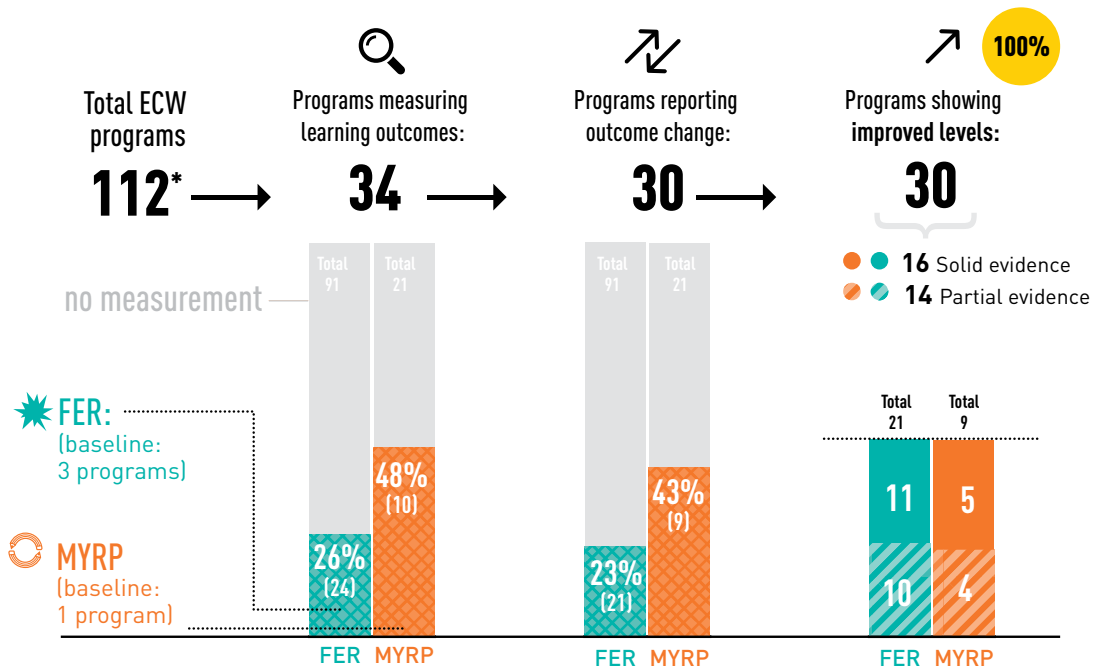
In 2021, 34 out of 112 active programmes (38 per cent) reported outcome-level information on learning for children. Of these, four reported a baseline value as a benchmark for future improvement, and the remaining 30 reported improved learning outcomes. All the programmes with outcome level results (21 FERs and 9 MYRPs) showed increased learning outcomes for crisis-affected children and youth (indicator E.4). In 2021, 53 per cent of active programmes reporting on learning outcomes shared solid evidence (at least two data points), allowing grantees to compare levels of learning over time. This is a significant improvement over 2020, when 23 per cent<sup>132</sup> of active programmes reporting on learning outcomes in 2020 shared solid evidence of improvement.

**ECW estimates that 222 million school-aged children are affected by crises globally, and of that total, 198 million are in urgent need of educational support.**

explained by the fact that more grants, especially MYRPs, are now in their second or third (final) year of implementation, which allows for comparisons to be made over time. Another reason is that since 2020, ECW has encouraged its partners, and MYRPs grantees especially, to plan for the measurement of learning outcomes. Assessing change requires comparison over time: 30 per cent of programmes that started before 2021 have reported solid or partial evidence of change for the learning outcome, against 13 per cent of the programmes that started during 2021.

Figure 33 provides a breakdown of learning outcome data reported by FER and MYRP programmes in 2021. An increase in the evidence provided in support of learning outcome improvement is partly

**Figure 27. Measurements of outcome level changes in children and adolescents' learning**



Note: Analysis conducted on 112 active programmes in 2021, that started before July 31th, 2021

132 Twenty-three percent refers to the 5 out of 22 active grants in 2020 that measured learning outcomes.

MYRPs measure and report on the levels of learning to a greater extent than FERs. Some 48 per cent of MYRPs (10 programmes<sup>133</sup> out of 21) shared data on the levels of learning for children and adolescents in 2021 ([indicator S.5d](#)). Nine reported on academic learning levels, and four reported on social-emotional learning and three reported on both levels.<sup>134</sup>

In comparison, 26 per cent of FERs (24 grants out of 91) shared data on the levels of learning. Twenty reported on academic learning, nine reported on social-emotional concepts and five reported on both academic and social-emotional levels of learning.

The following are two examples – from Iraq and the Middle East and North Africa region – of how grantees report on changes in the levels of learning.



### Syrian refugee children's learning improvements

Syrian refugee children are among the most disadvantaged children in Iraq, and even prior to the COVID-19 pandemic only 53 per cent of school-aged Syrian refugee children in Iraq were enrolled in school. But school closures during the pandemic disadvantaged them even further. In response, ECW's COVID-19 FER, in the amount of US\$2.3 million, focused on ensuring continuity of learning for children and adolescents during the pandemic. A consortium of partners – INTERSOS, NRC, People in Need, Public Aid Organisation and Save the Children – conducted baseline and endline surveys to measure learning improvements over the period the grant was active (September 2020 to September 2021).

The FER targeted school-aged children and adolescents and pre-school age-children among refugee populations living in the Dohuk, Erbil and Sulaymaniyah governorates with provision of alternative education and school-readiness activities, improvements to physical learning environments, and capacity development of teachers, parents and caregivers. The children were provided basic literacy and numeracy classes and were given standard learning kits developed by the Education Cluster in Iraq and self-learning materials on English, Arabic, science and mathematics subjects. Language classes were taught in Arabic or Kurdish, depending on the region, to support the children's ability to succeed in school, and in the Sulaymaniyah governorate, the Public Aid Organisation offered classes on pronunciation and writing in the Kurmanji and Sorani dialects, to deepen social cohesion between the refugees and the host communities. The language support enabled the children to feel more confident and capable of participating in class.

The partners conducted baseline and endline Annual School Education Report surveys to measure learning improvements and to identify struggling learners who were at risk of dropping out of school or repeating the school year. Some 74 per cent of children showed improvement in mathematics over the intervention period. Children's literacy skills improved 88 per cent in Dohuk and 78 per cent in Kirkuk, while numeracy skills improved by 86 per cent in Dohuk and 53 per cent in Kirkuk. Students identified as at-risk were enrolled in remedial classes to avoid further disruption to their education. People In Need also assessed psycho-social support (PSS) activities that aimed at enhancing the students' wellbeing and improving their resilience, the PSS survey findings showed that about 97 per cent of the students who participated in PIN's activities improved their resiliency because of taking certain sessions and activities.

<sup>133</sup> Bangladesh, the Central African Republic, Colombia, Ethiopia, Mali, State of Palestine, Somalia (two programmes), Syria and Uganda.

<sup>134</sup> MYRP reporting on social-emotional learning is recognized by ECW as an area for improvement.





## Better Learning Programme in the Middle East and North Africa region

The Norwegian Refugee Council's Better Learning Programme (BLP) is a set of school-based, mental health and psycho-social support interventions for all learners, including the hardest to reach and most marginalized. The evidence-informed programme, piloted in the Middle East and North Africa region, has been evaluated and identified as a best practice. In 2021–2022, ECW's AF supported the scale-up throughout the region and beyond.

BLP focuses on improving learning capacity by integrating techniques for coping with stress and adversity into daily teaching and learning. This encourages recovery for children and youth who are struggling with the impacts of violence and displacement due to crisis, and disruptions to regular school closures during the COVID-19 pandemic. A guidance kit developed to support this process includes four modules, on: (1) programming for well-being and introduction to BLP; (2) preparing for BLP programming; (3) developing capacity for BLP programming; and (4) implementing and monitoring BLP programming.

Impact findings from a recent external evaluation are consistent with earlier studies.<sup>135</sup> The evaluation found that BLP has had a significantly positive impact on children's well-being, study skills and academic performance and on teacher-pupil relationships. In the State of Palestine, the BLP was supported through the MYRP. Only 28 per cent of students reported feeling confident or very confident prior to the programme, compared with 86 per cent who reported feeling confident/very confident having participated in the programme. Students who completed the intervention in Gaza reported improvements in all the domains measured: better school functioning, fewer stress-related symptoms, improved ability to self-regulate negative emotions, more self-efficacy, better study skills, and higher academic performance. In Lebanon, prior to the programme, 34 per cent of students reported feeling confident about their futures; after they completed the BLP there was a 115 per cent increase. The long-term effects were observed five months after the intervention was carried out.

In response to growing psycho-social support needs stemming from conflict, attacks to education and the pandemic, the Norwegian Refugee Council in 2021 introduced the BLP to 10 additional countries<sup>136</sup> and started its preparation phase in four additional countries,<sup>137</sup> bringing its total coverage to 26 countries.

<sup>135</sup> Forsberg, June T., and Jon-Håkon Schultz, 'Educational and psychosocial support for conflict-affected youths: The effectiveness of a school-based intervention targeting academic underachievement', *International Journal of School and Educational Psychology*, published online 22 March 2022. <<https://www.tandfonline.com/doi/full/10.1080/21683603.2022.2043209>> accessed 18 July 2022.

<sup>136</sup> Burkina Faso, the Niger, Cameroon, Colombia, the Democratic Republic of the Congo, Mali, Nigeria, Honduras, El Salvador, the Sudan and Venezuela.

<sup>137</sup> The Central African Republic, Ethiopia, Iran and Mozambique.

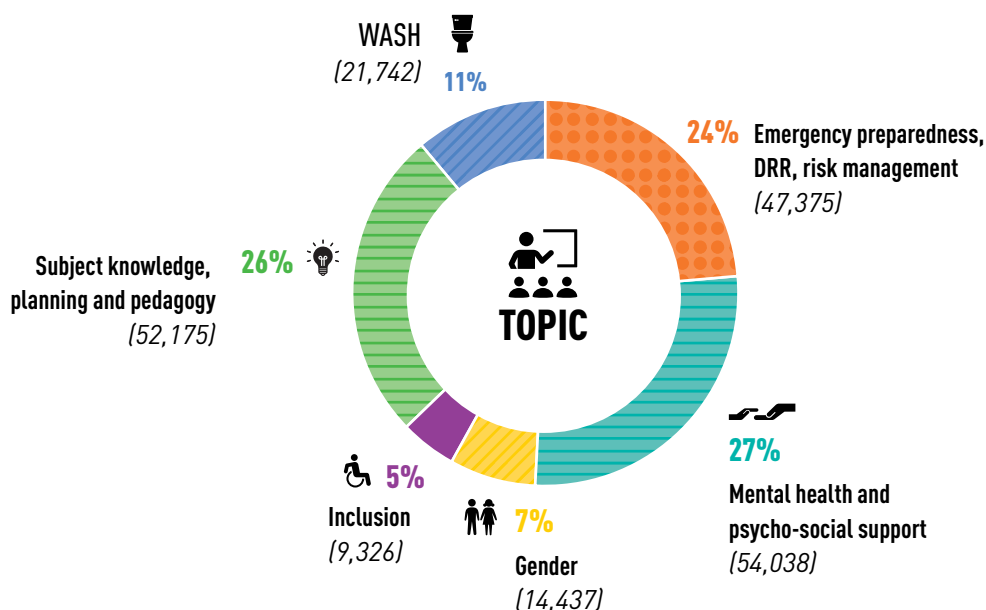
## TEACHERS, TEACHING AND EDUCATION LEADERSHIP

The role of teachers and education/school leadership is well recognized as one of the main factors influencing the provision of education quality and levels of learning. At the same time, well-qualified and well-supported teachers, both male and female, and education personnel influence boys and girls in coming to and staying in school.

A large majority of ECW grants active in 2021 have interventions that aim to improve the quality of education via supporting teachers, school leadership and/or education personnel. This support relates to fair and consistent remuneration, recruitment and retention of teachers, as well as capacity development of teachers working in conflict and crisis settings.

ECW grants have supported the training of 87,367 teachers and administrators (47 per cent female) since the fund's inception and 38,869 (47 per cent female) in 2021 ([indicator E.4.6](#)) Figure 28 shows the number of teachers trained by topic area through all grants since inception.<sup>138</sup> Since inception, the proportion of teachers trained in MHPSS has increased significantly in relation to other topic areas which relate to MHPSS being an ECW policy priority since 2019. In 2021, half of all programmes trained teachers and/or administrators on MHPSS and psychological support topics (81 per cent of MYRPS, 41 per cent of FERs).

**Figure 28. Percentage and number of teachers trained per topic, including COVID-19 grants, 2017 – 2021**



<sup>138</sup> The total number of teachers trained is lower than the total number of teachers trained per topic, as certain teachers received training on multiple topics.



© UNICEF/Fitppov

Children on the move play at a collective center in Ukraine, where they receive basic services, stationery, recreational and educational kits.

Grants are increasingly measuring the effect of training and other capacity-development activities on both teachers' performance/capacity and their behaviour in the classroom. In 2021, 26,835 teachers (52 per cent female, 7,925 via MYRPs and 18,910 via FERs) demonstrated an increase in knowledge, capacity or performance.

Teaching and learning materials are essential to the provision of quality education. This fact became even more apparent during the COVID-19 related lockdowns, when children were required to participate in distance learning due to closure of schools and learning spaces. ECW has supported 4,223,517 million children (49 per cent girls) with education materials since the fund's inception and 2,036,590 (50 per cent girls) in 2021 ([indicator E.4.2](#)). Learning materials can include textbooks, educational posters, pens and notebooks and even remote learning tools. ECW has supported the distribution of age- and gender-appropriate materials and textbooks to 58,207 classrooms since inception, and 28,274 in 2021, to be used by teachers and learners ([indicator E.4.1](#)).

**Since inception, the proportion of teachers trained in MHPSS has increased significantly in relation to other topic areas which relate to MHPSS being an ECW policy priority since 2019. In 2021, half of all programmes trained teachers and/or administrators on MHPSS and psychological support topics (81 per cent of MYRPS, 41 per cent of FERs).**

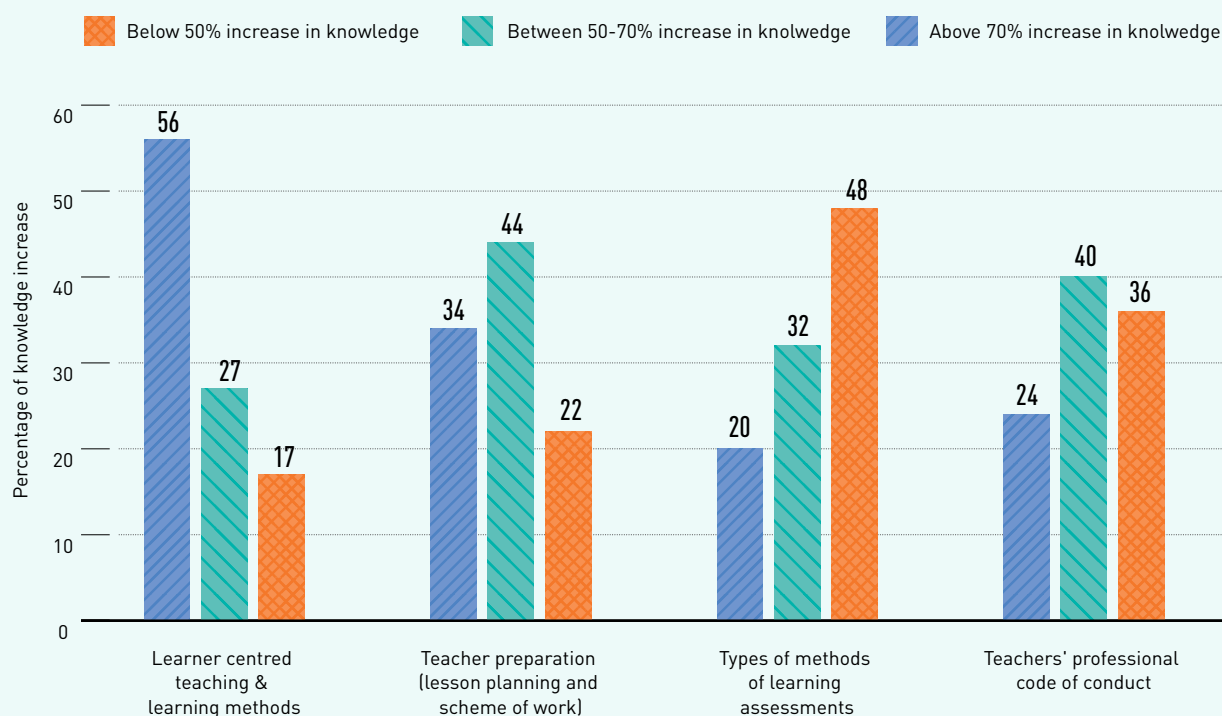


## The key role of teachers and teacher development in South Sudan

The South Sudan MYRP is providing education amid protracted conflict, displacement, climate disasters and extreme poverty. The context has been challenging for educators: teachers are often absent and turnover is high; many teachers are unqualified; salary payments are often erratic; and classrooms lack learning materials. Yet, partners in the MYRP see teachers not as the problem, but as having a critical role in the solution.

The MYRP, led by Save the Children, has received US\$30 million in ECW seed funding to improve children's access to schooling, educational quality, school safety and overall well-being from January 2020 to January 2023. In the first two years of the programme, partners trained 2,576 teachers, teaching assistants and volunteer teachers (465 females and 2,111 males) on a range of topics, including pedagogy, lesson planning and subject matter. Participants were tested pre- and post-training to measure the effectiveness of the training. Some 83 per cent of participants demonstrated a more than 50 per cent increase in their knowledge of learner-centred teaching and learning approaches (see Figure 29).

**Figure 29. Increased knowledge of learner-centred teaching and learning aspects post training, South Sudan**



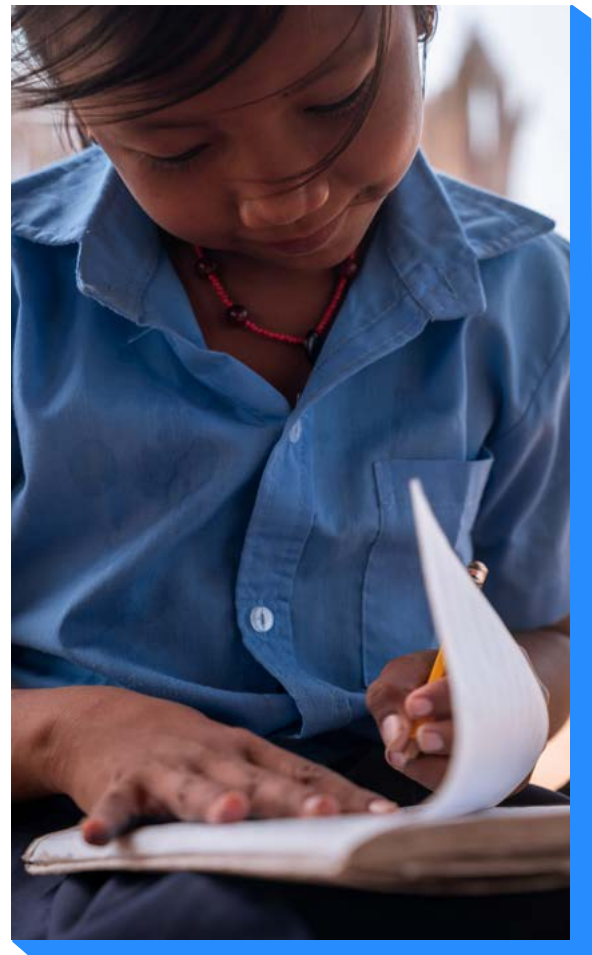
In addition, lessons were observed to measure the extent to which teachers put what they learned into practice and to provide school-based coaching and mentoring in areas on which teachers needed more work. The lesson observations measured: preparedness and planning for the lessons; use of learner-centred teaching and learning methods; use of grade-, subject- and context-appropriate teaching and learning aids; use of gender-sensitive language; use of positive disciplining; and subject-matter knowledge. In the 400 lessons observed, 53 per cent of the teachers demonstrated adequate subject-matter knowledge, pedagogical approach and lesson preparedness, while 47 per cent demonstrated competencies in one or more of these areas (but not all three). Some of the volunteer teachers demonstrated insufficient knowledge of the content or subject matter that they were teaching.

In South Sudan, delayed payment of salaries makes it challenging to retain qualified teachers, as they may opt for other sources of income and other professions. The situation threatens the gains in quality teaching that have been achieved through the MYRP and other efforts. The national education budget is insufficient not just to retain teachers but also to maintain and further improve teaching standards, an issue to be addressed through advocacy and funding as an urgent priority.

## COMMUNITY ENGAGEMENT

Communities have an essential role in ensuring children go to school, stay in school, and receive a quality education, and ECW programmes often include a community engagement component, whereby men and women in the community interact with teachers and school leadership through parent-teacher associations and school management committees. Such interactions can lead to a closer engagement of parents and caregivers in their children's learning processes and more support at home. Community engagement is important to the work of social norms change – as when community members have worked together to eliminate cultural and social barriers to education for girls and boys – and was critical during the COVID-19 lockdowns, when parents and caregivers worked together with schools in their communities to continue education provision via radio, television and mobile communication platforms.

The MYRP in Colombia provides an example of community engagement in the learning process of marginalized groups.



School girl in Colombia.



### The role of caregivers during school closures

ECW's MYRP in Colombia is addressing the impacts on education of multiple, overlapping crises, including the escalating armed conflict, increased migration from Venezuela, political instability and the coronavirus pandemic. UNICEF and Save the Children as grantees received US\$12.4 million to reach 150,000 children and adolescents attending 100 schools (60 per cent primary, 20 per cent secondary, and 20 per cent pre-primary). Some 60 per cent of children and adolescents reached were migrants and refugees, 60 per cent were girls, and 10 per cent were children with disabilities. The effects of COVID-19-related school closures were felt most by those populations that were already marginalized, including children and adolescents known as walkers (*caminantes*), who travelled on foot from neighbouring Venezuela; those living in rural areas; and those with few economic opportunities and limited access to remote learning. The closure of safe school spaces increased these children's risk of exploitation, child labour and recruitment by armed groups.

The Colombia MYRP emphasizes the vital role of community, parents and caregivers in keeping their children in school and preventing exploitation. The goal is to equip parents and caregivers with skills to support their children's socio-emotional learning, reading and mathematics. Under the programme, 4,998 parents and caregivers (74 female) received support in 2021 on enrolling their children in school, promoting their children's learning and well-being, and the use of non-violent parenting methods. They were taught about the different learning styles of children and adults, the importance of daily routines for their children and how to plan and organize them, and ways of disciplining their children and managing their behaviour without resorting to violence. Parents also built skills to manage their own stress using mindfulness. Additional sessions covered topics on preventing COVID-19, xenophobia and gender-based violence.

All parents and caregivers who participated in the sessions reported finding them useful. Upon completion of the sessions, 83 per cent of participants demonstrated skills in supporting their children's learning and well-being and 80 per cent reported an increased understanding of how to access education.

### LESSONS LEARNED:

- ECW prioritized quality education and the measurement of holistic learning outcomes in its MYRPs by allocating more funding to teacher recruitment, retention and capacity development, and improving teaching and learning processes, education leadership and community engagement.
- ECW recognizes that properly measuring levels of holistic learning in conflict- and crisis-affected settings is a challenge often requiring specialized external support. ECW is addressing this challenge through advocacy, dedicated AF funding and requiring grantees to include and measure learning in the MYRPs. The availability of evidence on levels of learning outcome is growing across the fund portfolio.
- Data on the levels and improvements of social-emotional learning is still lagging those of academic learning. The BLP focuses on improving learning capacity by integrating techniques for coping with stress and adversity into daily teaching and learning. BLP's evidence-based approach shows high promise and is being scaled up in conflict- and crisis-affected settings.
- The role and capacity of female and male teachers and education personnel and their interaction with parents, caregivers and communities remains of utmost importance for children and adolescents' continued school-going and learning. ECW will continue to invest in teacher capacity-building and community engagement towards ensuring that learning spaces are safe and protective for children. ◀

**IBRAHAM'S STORY****BUILDING BACK BETTER  
IN YEMEN**

Ibrahim lives in one of the most dangerous places on earth. He is a teacher in Yemen, a country where students, teachers and schools have frequently come under attack and school attendance and education quality have declined. Yet Ibrahim has been relentless in ensuring that the right to education is a reality for children.

“Teaching is the only reason why I get out of bed in the morning, my only inspiration for my country and the internally displaced students of Alluheyah District,” said Ibrahim.

He is 42-years old and works as a public-school principal at the Al Wifaq School, which is located at the internally displaced hosting site in Yemen’s Al Hudaydah Governorate on the western coast. Five years of brutal war have left the education sector in a crisis. Nearly two-thirds of teachers have not been paid their salaries in over 50 months, putting the education of over four million children and adolescents on the line, according to recent reports from UNICEF.

Ibrahim and his colleagues tried to find solutions to provide new learning opportunities for their students in ramshackle, temporary learning spaces and bombed-out buildings.

“Working under these circumstances, with no classrooms, furniture and educational materials makes me depressed at times. Furthermore, as the temperature rises in the summer, many students miss school, and the handful who remain become ill as a result of sitting on the ground all day in those hovels,” said Ibrahim.

To give the children of Alluheyah District access to a quality education, ECW partnered with the NRC and local partners such as the Building Foundation for Development. Schools were rehabilitated, temporary learning spaces were established, as well as water and sanitation facilities that are key in the prevention of COVID-19 infection. Teachers received stipends



©BFD Yemen

“ Teaching is the only reason why I get out of bed in the morning, my only inspiration for my country and the internally displaced students of Alluheyah District ”

and teaching kits. The impact of war on children and youth was eased by a safe and protective learning environment. Increased protection measures mitigate the long-term impacts of the war.

Ibrahim is elated. He sees a future with immense possibilities and so does young Radia whose family fled to Alluheyah at the onset of the war:

“Now, praise to God, they built a school for us, with chairs, fans, blackboards and bathrooms. They provided me with a wonderful kit that contained all the school supplies. It contained soap, toothpaste, nail clippers, colours and drawing books. Thanks to those who provided us with these things. I am overjoyed.”

Over 4,000 IDP and host community students and education staff in Al Qanawis and Alluheyah Districts have benefitted from this support.



Students walk to newly rehabilitated, gender-segregated latrines at a primary school in Burundi. A new ECW-funded multi-year programme in the country is working to bolster school resilience, promote safe school environments and improve the quality of education.






**BENEFICIARY OUTCOME 5**

# SAFE AND PROTECTIVE LEARNING ENVIRONMENTS



All programmes measured:  
**improvements**  
at the outcome-level in 2021



**Budget share decreased**  
for safety and protection  
21%  
2019  2021  
**13%**

The number of teachers/  
administrators trained:



since inception about  
**54,000**  
on MHPSS topics

&

since inception  
**47,375**  
emergency preparedness  
and DRR  
(46 per cent female)

Learning spaces supported by ECW  
that feature quality PSS activities:



**13,803**

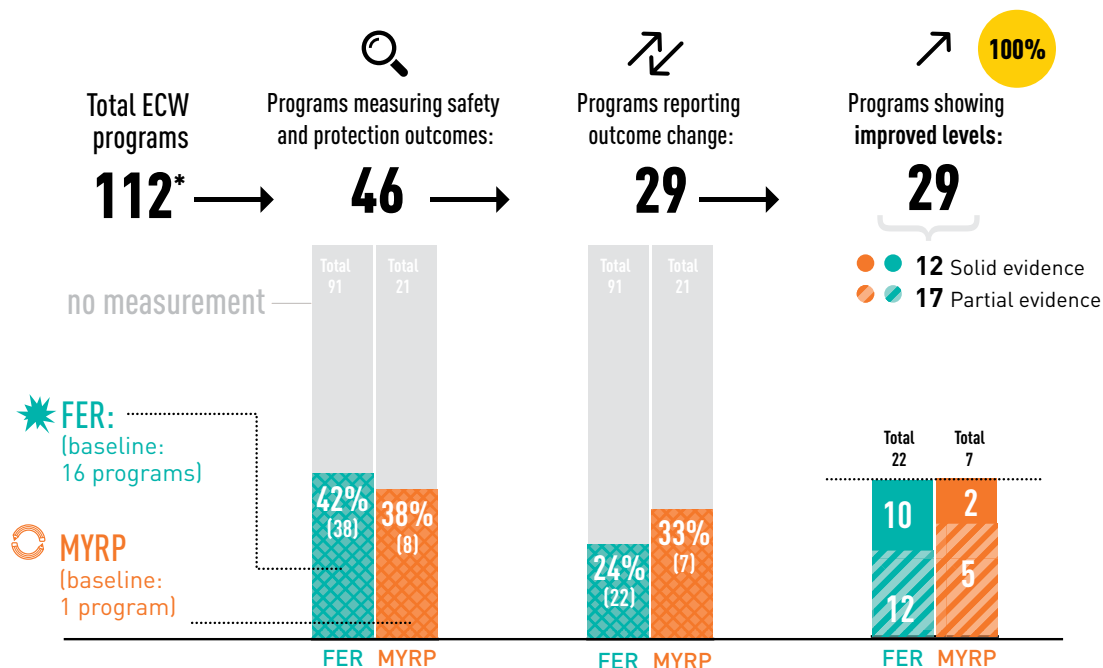
## INTRODUCTION

For children and adolescents in conflict- and crisis-affected settings to access, attend, transition and learn in school, it is essential that their learning environments are safe and protective. The concept of safety and protection is diverse, and ECW's focus lies on four main elements: (1) violence and physical safety; (2) school resilience and DRR; (3) emotional well-being and mental health; and (4) water, sanitation and hygiene (WASH), health and nutrition.

The overall budget share toward safety and protection interventions has declined – from 21 per cent in 2019, to 15 per cent in 2020, and 13 per cent in 2021 – as ECW's budget has increased and as other outcomes, such as improving quality, equity and system strengthening have grown over the years. From inception, the share of MYRP budgets allocated to safety and protection is about 17.5 per cent for all MYRPs.

Of the 112 FERs and MYRP programmes active in 2021, 46 (41 per cent) reported on the status of safety and protection of children, adolescents and teachers in ECW-supported learning environments. Of this number, 29 programmes reported an improvement, and 17 reported a baseline value as a benchmark against which to measure change in the future. All the programmes (7 MYRPs and 22 FERs) that reported on safety and protection outcome-level results showed improvement ([indicator E.5](#)). When reporting on improved level of safety and protection, 12 programmes (41 per cent) shared solid evidence of improvement, with at least two data points, allowing grantees to compare levels of safety and protection over time.

Figure 30. Measurement of outcome-level changes in safety and protection in 2021



Note: Analysis conducted on 112 active programmes in 2021, that started before July 31th, 2021

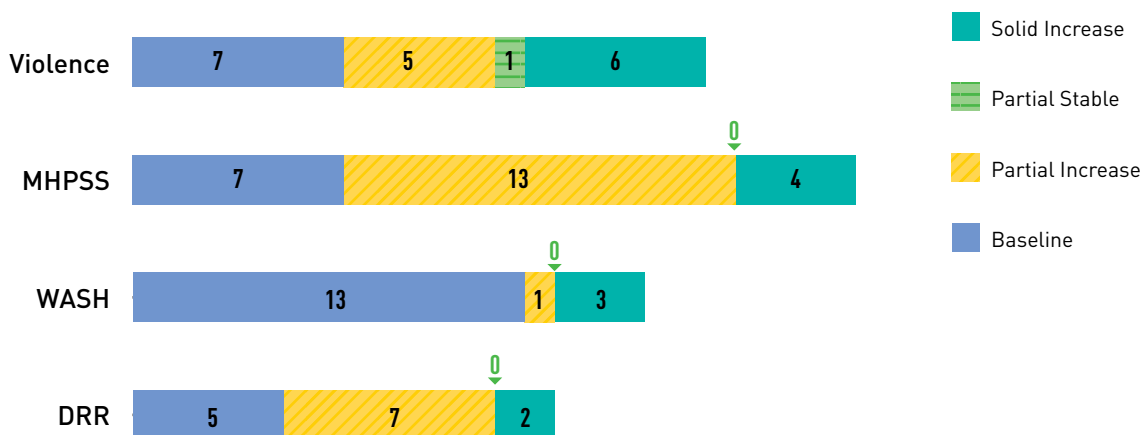
Implementing programmes to improve children’s safety and protection and assessing improvements requires comparison over a significant amount of time. More than three quarters of programmes (78 per cent, 11 FERs and 7 MYRPs) that started in 2021 have not been able to report on any safety and protection outcome results. The availability of measurement and outcome results on safety and protection is growing over time: 29 per cent of the programmes that started prior to 2021 have been able to report on solid or partial evidence of change level for this outcome, against 13 per cent for those that started during 2021.

Safety and protection are broken down into several reporting categories (Figure 31). The mental health and psychological well-being of teachers and children is implemented within ECW programming and is measured and reported on most often. Twenty-four programmes conducted a measurement in relation to MHPSS and well-being, and all 17 programmes showing outcome-level change showed an improvement (solid or partial evidence). The remaining seven programmes reported on baseline data. There

were fewer improvements reported in categories of health and hygiene (following WASH interventions), levels of emergency preparedness and/or safety in the learning environment (via DRR interventions). Seventeen programmes were able to share measurements for WASH and 14 for DRR.

ECW partners evaluate efficacy of interventions to mitigate physical, emotional and sexual violence against children and adolescents through various tools: the most common ones include measuring teachers’ levels of understanding on codes of conduct and assessing the perceptions of children and teachers of their own safety while inside school or travelling to and from their learning environment. Nineteen programmes reported on this category: seven reported on baseline data and six with two data points showing improved level. It is to be noted that programmes and grants do not necessarily include all of these categories, as needs and alignment of the partners determine which categories to include, and therefore ECW does not expect grantees to report on all categories.

**Figure 31. Measurement of outcome level changes in safety and protection, by category**



## 1. VIOLENCE, PHYSICAL SAFETY, SCHOOL RESILIENCE AND DISASTER RISK REDUCTION

Physical safety and protection from violence are core to ECW's mission and of the utmost importance in the conflict and protracted crisis settings where ECW's grantees operate. Children and adolescents affected by conflict and forced displacement are particularly vulnerable to exploitation and abuse, for example through forced recruitment into militia and extremist groups, as survivors of rape and other forms of sexual violence, or as targets of kidnappings and violent attacks on schools and communities.

ECW places a strong focus on both physical and legal protections of school-aged children and works at local, national, and global level to better protect children's rights. At a global level, ECW supports the

GCPEA and promotes the Safe Schools Declaration<sup>139</sup> and all international laws governing humanitarian action, human rights and refugees. ECW and its partners aim to strengthen systems and approaches to prevent attacks against education, mitigate their impact on education, and/or respond to the needs of children and adolescents in the aftermaths of such attacks, including through mine clearance, catch-up programmes, MHPSS and referrals. To protect children in armed conflict contexts, ECW funds transportation to and from school and supports partners in setting up school attack alert and response systems. In 2021, 3,907 children (52 per cent girls) benefitted from transportation from/to school.



The GCPEA determined that more than 5,000 reported attacks on education and incidents of military use of schools and universities had occurred in 2020 and 2021 – on average, six such attacks and incidents every day – with harm to more than 9,000 students and educators in at least 85 countries.<sup>140</sup> Many of these countries are affected by conflict and crisis and supported by ECW. The highest incidences of attacks on education were in Mali, the Democratic Republic of the Congo, Myanmar and the State of Palestine. GCPEA noted a reduction in attacks on education in early 2020, as countries implemented lockdowns and other public health measures in their initial response to COVID-19, followed by a spike in attacks in late 2020 and early 2021, when schools reopened. Armed forces and non-state armed groups took advantage of vacant schools, using them for military purposes during the pandemic in several countries, including Afghanistan, Myanmar, Syria and the Sudan. GCPEA's report was funded by ECW.

<sup>139</sup> The Safe Schools Declaration is an inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict: <https://ssd.protectingeducation.org/>

<sup>140</sup> Education under Attack 2022, 2022.

## Protecting education from attack in Syria

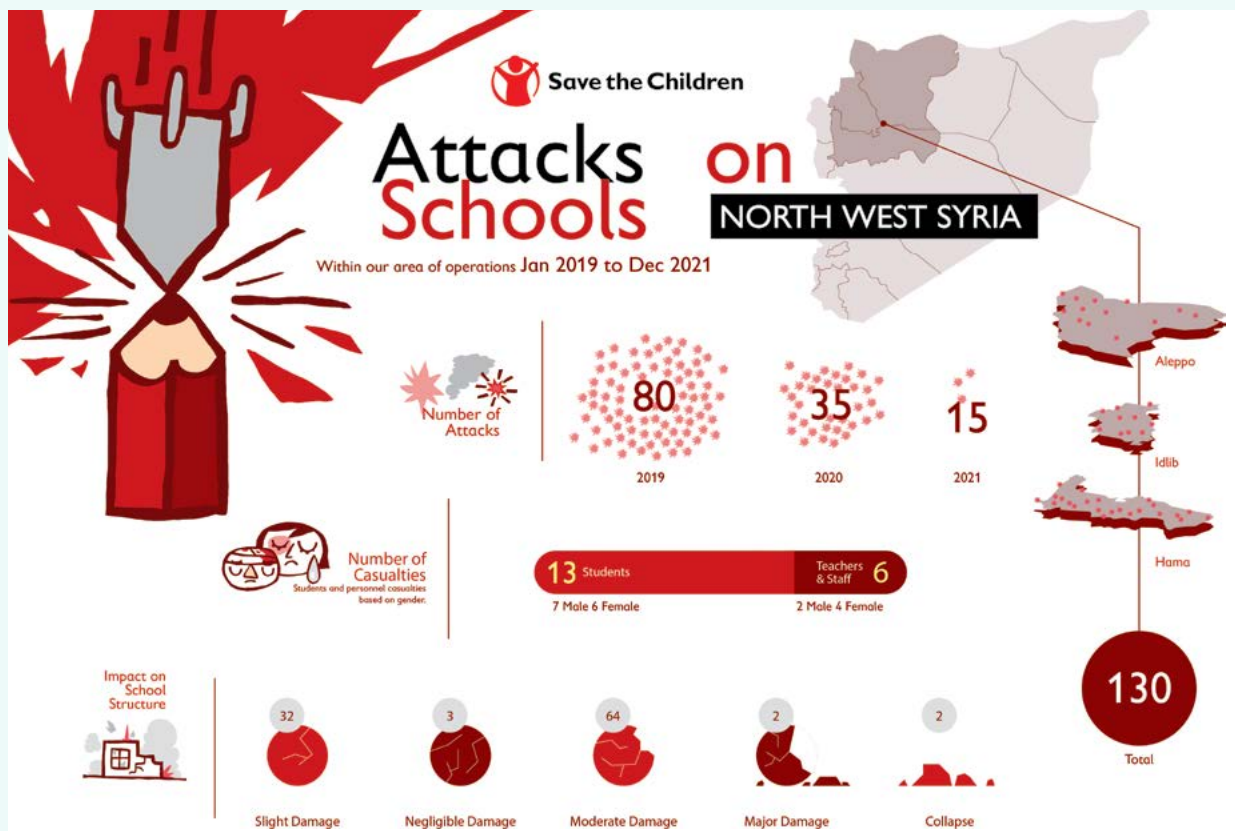
The Syria MYRP, led by UNICEF and Save the Children, has focused on protecting children, adolescents, teachers and learning spaces from attack. To address safety concerns while traveling to and from learning spaces and issues of mobility the MYRP partners have provided a total of 2,927 children (1,420 girls) with safe transportation.

The MYRP has also made innovative strides in developing a monitoring and verification system of attacks on education. A new ECW-supported surveillance system collects and makes available data related to attacks on education and their impact on children, teachers and education infrastructure in Northwest Syria. Reporting has been standardized to ensure alignment across the different systems. The surveillance system is built on a series of databases, which house information on school name, operational status and capacity changes in case there is a change of affiliation; and on attack information related to each individual school. The alerts are generated to give timely information when an attack occurs. In the event of an attack, dedicated observers are deployed on the ground to provide real-time information about incidents. Within 24 hours after the alert is shared, an incident report is produced which has all the confirmed information and details on the attack. Fifteen alerts and incident reports were shared in 2021.

To further increase awareness of the devastating impact of attacks on education, Save the Children has produced and disseminated several advocacy materials, including figure 32.

**A new ECW-supported surveillance system collects and makes available data related to attacks on education and their impact on children, teachers and education infrastructure in Northwest Syria.**

**Figure 32. Save the Children advocacy material in Syria**



At country level, ECW guarantees that all its investments include significant protection and safeguarding components. Moreover, ECW seeks to improve the safeguarding and risk management capacities of its organizational and ministerial partners.

ECW's investments to address violence in schools extends to bullying and corporal punishment. ECW encourages schools to adopt and adhere to codes of conduct. In 2021, 3,784 ECW-supported learning spaces had or included a code of conduct that was enforced and whereby teachers and communities were trained/informed on its application ([indicator E.5.3](#)).

ECW focuses particularly on those most at risk of violence and exploitation, such as girls, children with disabilities, child refugees and IDPs. ECW investments include measures to prevent the recruitment of children by armed groups and provide safe transportation to and from school.

In addition, as a key priority, ECW supports improvements to school infrastructure and resilience, increased DRR and monitoring areas around schools for safety and protection concerns. Strengthening teachers' DRR and emergency-preparedness capacities can save lives, and the effects of such capacity strengthening can lead to protection improvements beyond the period of the ECW programme. In 2021 18,639 (46 per cent female) teachers and administrators were trained in emergency preparedness, DRR and risk management ([indicator E.5.6](#)). Overall, these processes enabled 1,863 ECW-supported learning spaces to have DRR systems, processes and measures in place ([indicator E.5.5](#)).



## Feeling safe in schools in Burkina Faso

The Burkina Faso FER represented a critical programme in ensuring the safety of internally displaced and host-community children within a context of increased insecurity and recurrent attacks amid armed conflict and the effects of the COVID-19 pandemic. The situation had an impact on the functioning of schools and alternative learning centers; schools have closed, and students have left school. The one-year project, with seed funding in the amount of US\$800,000, was led by Educo in collaboration with the Ministry of Education, and implemented in the northern part of Burkina Faso and in the Boucle de Mouhoun region from July 2020 to July 2021. It aligns with the country's national EiE strategy.

The FER responded to these growing security and safety needs through a comprehensive package of school-related and individual interventions.

At the school level, the interventions focused on equipping schools with safety materials and introducing international child protection standards. To protect preschool children, school and classroom layouts were reviewed, and school grounds were fenced in to keep pupils safe. WASH activities included the rehabilitation of 12 latrines in ECW-supported learning spaces – making them gender-sensitive (safe and separate for boys and girls) to help prevent GBV – and children were provided with WASH kits and hand-washing tools.

At the individual level, interventions focused on strengthening teacher capacities and sensitizing them on how to deal with emergency situations. A total of 440 teachers were trained in the safe school's approach, the development of preparedness and response plans, gender-sensitive pedagogy, large-group management and other topics. Moreover, campaigns to raise awareness of GBV and reproductive health were conducted in schools, reaching 16,237 students (50 per cent girls).

This comprehensive package of interventions has had a significant benefit on children's safety. Spaces are now safer and healthier: 95 per cent of ECW-supported classrooms are now aligned with international standards on safety and have improved WASH facilities. Physical violence in schools has all but disappeared, with incidence reduced from 10 per cent before the project to 0 per cent following its implementation. The project therefore underlines the importance of a thorough set of interventions for addressing children's safety, both in school and beyond school.

Child safeguarding is a critical element in ECW's interventions. In crisis-affected settings, EiE and child protection are inextricably related. Addressing risk and protective factors, coupled with broader policies on child protection, is a fundamental aspect to promoting sustainable solutions and resilient systems. By engaging children, families, communities and policymakers, ECW aims to strengthen child safeguarding processes at multiple levels of the system. Efforts range from the sensitization of children and communities to the training of staff and volunteers on child safeguarding practices, the establishment of reporting mechanisms and the development of broader child safeguarding policies.



© UNICEF/Anmar

Noor, 9, is happy to be back in class at a recently re-opened school in eastern Mosul.

## 2. MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT

Armed conflict, natural disasters and displacement create great stress, with impacts felt by children, adolescents, parents and caregivers, and teachers. ECW is unwavering in its belief that MHPSS is part and parcel of a quality education. For learners to be able to learn and teachers to have full capacity to teach, their mental health and well-being needs must be considered and addressed.

ECW promotes MHPSS interventions that are informed by evidence, tailored according to need, and targeted by sex, age and population sub-group. Examples of MHPSS interventions include: the staffing of learning centres by school counsellors; training communities to prevent, mitigate GBV and provide updated information on local GBV referral pathways; enhancing social-emotional learning through direct instruction; targeting sub-groups of marginalized girls and boys; orienting parents and teachers on the use of child protection referral mechanisms in their communities; and supporting parents, teachers and counsellors in addressing

their own well-being, so they can support children and adolescents more effectively.

In 2021, 13,803 learning spaces supported by ECW featured MHPSS activities for children that were structured, goal-oriented, evidence-informed and targeted and tailored to different sub-groups of vulnerable children ([indicator E.5.7](#)). Seventy-eight per cent of learning spaces had a dedicated counsellor or a social worker available on site ([indicator E.5.10](#)).

During the first year of the COVID-19 pandemic (2020), according to the World Health Organization,<sup>141</sup> global levels of anxiety and depression rose by 25 per cent. In 2021, isolation, stress, fear of infection, the loss of loved ones and economic burdens resulting from the pandemic were likely. Before the pandemic, ECW required that all MYRPs and FERs include an MHPSS component, but since the onset of the COVID-19 pandemic, this requirement has become even more crucial.

<sup>141</sup> World Health Organization, 'Mental Health and COVID-19: Early evidence of the pandemic's impact: Scientific brief', 2 March 2022. < [https://www.who.int/publications/i/item/WHO-2019-nCoV-Sci\\_Brief-Mental\\_health-2022.1](https://www.who.int/publications/i/item/WHO-2019-nCoV-Sci_Brief-Mental_health-2022.1) > accessed 18 July 2022.



## Coping with stress and adversity in Palestine

The State of Palestine MYRP is working with the Palestinian Ministry of Education to limit and address the negative impacts of the COVID-19 pandemic and ongoing violence and insecurity of local communities. The MYRP is coordinated by UNICEF and has been active since June 2019. In 2021 ECW granted a no-cost extension to distribute US\$18 million in seed funding until December 2022.

2021 was a challenging year, with a sharp increase in tension and violence in the West Bank (particularly in East Jerusalem) and in Gaza. For example, 78 Palestinians were killed in the West Bank in 2021, compared with 24 in 2020, and 263 were killed in Gaza in 2021, compared with 6 in 2020. The numbers of structures demolished or seized, and of people displaced in the West Bank, were the highest seen in five years (2016–2021). Ex-detainee children and adolescents under house arrest were among the groups most affected by the challenges of 2021.

The MYRP responds to the immense physical, emotional and psychological adversity experienced by Palestinian children and adolescents. An MHPSS intervention package delivered through Save the Children provided 198 children with life skills/SEL instruction to help them cope with stress and adversity. Training topics included problem solving, creative and critical thinking, conflict management, effective communication and coping with stress. In surveys, 79 per cent of children reported having knowledge and awareness of key life skills after participation in the training, compared with 41 per cent pre-intervention.

In the wider community, Save the Children provided MHPSS training to caregivers, school counsellors, volunteers and programme staff. Caregivers of ex-detainees and children under house arrest received individual and group counselling. Of the total 348 (338 female, 10 male) caregivers targeted, 60 per cent reported having improved awareness of their children's MHPSS needs and ability to offer support post-intervention, in comparison with 51 per cent prior to the intervention. UNICEF provided specialized training in psychological first aid (PFA) to 56 school counsellors (30 female, 26 male). PFA is used with children and adolescents who have experienced stressful events, to meet their basic needs and help them make sense of their experiences, with referrals to any specialized services that they may need. The counsellors cascaded this training to 476 teachers (333 female, 143 male) in coordination with their supervisors and were supported through coaching sessions led by the partners.

The State of Palestine MYRP has adopted a holistic approach to safety and well-being, combining MHPSS interventions with DRR measures to build resilience in schools and communities. The United Nations Development Programme (UNDP) and UNESCO coordinated with the Ministry of Education to jointly implement DRR systems, and trained 45 school staff members (20 female, 25 male) on DRR systems operation. Of the staff trained, 74 per cent agreed that the interventions contributed to making the schools better equipped to deal with emergencies and crises.



**The State of Palestine MYRP has adopted a holistic approach to safety and well-being, combining MHPSS interventions with DRR measures to build resilience in schools and communities.**



### 3. WASH, HEALTH AND NUTRITION

The COVID-19 pandemic has added new layers of urgency to WASH interventions in the context of crisis and protracted conflict. Yet, hygienic facilities, safe latrines and sanitary facilities, clean water and nutritious meals have always been foundational to children's health, well-being and learning. The lack of safe, clean and gender- and disability-sensitive WASH facilities in schools can cause children to attend school irregularly or drop out altogether. WASH-focused teacher training, the provision of hygiene kits, and school meals and improved access to clean water are some of the key actions supported by ECW and partners to improve overall health and hygiene


in schools. Overall, these investments enabled 2,581 ECW-supported learning spaces in 2021 to have increased access to drinking water, single-sex basic sanitation facilities and basic hand-washing facilities for crisis-affected children and youth ([indicator E.5.1](#)), and 16,983 (38 per cent female) teachers and administrators to be trained on WASH ([indicator E.5.2](#)). Community campaigns raising awareness of the importance of WASH, disseminating information on COVID-19 prevention and promoting a safe return to school were conducted by ECW-partners.



#### Safe, inclusive and gender-equitable WASH facilities

In 2021, ECW-supported partners built or rehabilitated 3,776 latrines in 52 programmes (46 per cent of active programmes) and mostly in MYRPs (86 per cent of MYRPs against 37 per cent of FERs). Out of these programs sixty-five per cent (62 per cent FERs and 72 per cent MYRPs) indicated that these latrines were gender-sensitive.<sup>142</sup> As part of its efforts to ensure that MYRPs are at minimum gender-responsive, ECW introduced a new indicator in 2021 to track the share of investments with gender-responsive latrines.<sup>143</sup> As a result, 23 per cent of active programmes in 2021 indicated having built or rehabilitated a total of 944 gender-responsive latrines. Forty-four per cent of the programmes that built/rehabilitated latrines ensured they were adapted to and accessible for children with disabilities. MYRPs (72 per cent) reported more than FERs (29 per cent) on accessibility of latrines.

**Table 3.**



TYPE OF LATRINES BUILD/REHABILITATED	#built/rehabilitated through active programmes in 2021	% of programmes building/rehabili- tating each type of latrines	% of programmes	
			% of FERs	% of MYRPs
Gender-sensitive latrines	3,202	65%	62%	72%
Gender-responsive latrines	944	23%	24%	22%
Latrines with access for children with disabilities	1,974	44%	29%	72%

<sup>142</sup> INEE, Gender-sensitive: sex-segregated latrines, INEE Guidance Note on Gender: An Overview & Selected Case Studies, 2019.

<sup>143</sup> INEE, Gender-responsive latrines: safe and private sex-segregated latrines with handwashing facilities and access to sanitary wear for girls, INEE Guidance Note on Gender: An Overview & Selected Case Studies, 2019.



Students in Libya listen intently as their teacher leads a lesson at the front of the class.

### Responding to the COVID-19 pandemic in Libya

In Libya, the disruption to education caused by the ongoing conflict and the COVID-19 pandemic has severely impacted the academic and social-emotional development of children and youth. Schools have faced challenges in implementing new health protocols and procedures after a year-long closure due to COVID-19. Many reopened schools did not have enough resources or were not fully prepared to operate under these circumstances. Minor disruptions due to COVID-19 outbreaks continued throughout the school year, resulting in the suspension of in-person classes earlier than expected, ahead of final exams in the summer.

The Libya FER has provided an integrated response in addressing the effects of COVID-19 on children's access, learning and sense of safety in school. Led by grantee, the NRC, the FER was active for one year (August 2020 to August 2021) and received seed funding in the amount of US\$1.5 million. The grant covers support to schools in adopting COVID-19 prevention measures, by providing or rehabilitating WASH materials in schools and sensitizing children on WASH habits to ensure that precautionary behaviours are adopted. Across the country, children and families were informed about COVID-19 preventive measures and the safe return to in-person classes. Schools in 28 municipalities were supplied with a total of 395 hand sanitizers, 1,228 thermometers and 2,250 packs of 50 masks, benefiting 4,000 children. In the south of Libya, UNICEF supported the rehabilitation of WASH facilities in three schools, which benefited 1,500 children.

Before and after the intervention, parents were asked if they worried that their children did not practice COVID-19 prevention measures. The percentage who stated they were "least worried" increased from 60 per cent to almost 70 per cent, and the percentage who stated they were "extremely worried" decreased from more than 10 per cent to less than 5 per cent. This immediate feedback and the families' perspectives suggests that the FER's integrated approach, combining WASH interventions that address both individual and material needs, has had a positive impact on children's WASH habits and families' sense of safety.

Girls are especially at risk of missing school, particularly once they begin menstruation. Stigma around menstruation and the lack of safe WASH facilities in schools can force girls to return home during school hours, miss whole days or weeks of school, or drop out entirely. In some cases, girls may prefer to return home to use WASH facilities that are safe and afford them privacy and dignity but travelling between school and home can expose them to dangers on the route. To prevent such risks, ECW supported the construction or rehabilitation of 944 gender-responsive latrines, as well as improved MHM through training and the provision of MHM sanitary kits, in 2021. In addition, 182,665 conflict and/or crisis affected adolescents girls received menstrual care kits or similar assistance.

**Stigma around menstruation and the lack of safe WASH facilities in schools can force girls to return home during school hours, miss whole days or weeks of school, or drop out entirely.**

## LESSONS LEARNED:

- School safety and protection programmes are most impactful when they address needs in context, and are made of up interventions at different levels interacting to reach intended beneficiaries (children) as individuals and as members of their families and communities.<sup>144</sup> Support to schools can range from the provision of broader basic services and protection for all to specialized assistance for children. Effective interventions have included lessons on personal well-being in curricula, mapping referral pathways, and providing specialized psycho-social support services for children who need them.
- An important lesson learned during the COVID-19 pandemic is that educational programming should address the well-being of teachers and school staff as well as students, with teacher well-being interventions contextualized to the individual, school, community and broader policy levels.
- The development of EiE indicators within EMIS provides a firm foundation for informed decision-making and preparedness in the education sector to deal with emergencies. Vulnerability analysis is an important aid to understanding how emergency situations affect the most marginalized groups; such analyses and other tools must be developed, kept up-to-date and refined. In relation to this, it is critical to strengthen evidence-based systems and build capacity among local actors in support of DRR at schools.
- A community-based approach is fundamental to the effective utilization of evidence-based systems. The development of capacities of a variety of education stakeholders is critical to enhance community knowledge about crisis response, develop early warning systems and ensure preparedness at various levels of the system such as communities and schools.

<sup>144</sup> Inter-agency Network for Education in Emergencies, Guidance note. Psychosocial support: facilitating psychosocial well-being and social and emotional learning, INEE, New York, 2018.

**LONA'S STORY****A SCHOOL OF THEIR OWN FOR CHILDREN IN SOUTH SUDAN**

The dilapidated classrooms were roofed with old, tattered plastic sheets and the wooden walls were consumed by termites. This was the condition of the Rock of Ages Nursery and Primary Adventist School. Since it was established in 2013, the school had no permanent structure for nearly 500 children. The children were at the mercy of thunderstorms, intolerable heat and hot winds.

"I used to fear to come to school when it rains. Sometimes I miss classes," says 15-year-old Lona, a Primary 7 student.

When it rained early in the morning, most of the children would stay at home, impacting school attendance and the quality of learning. It reminded the headteacher of the old days when the students would sit under the trees to learn: "During sunshine and rains, our lessons are completely disrupted. If it rains, both teachers and pupils would run to nearby homes for cover," says Otim Robert William.

Worse still, the school had no water, sanitation and hygiene facilities. Consequently, the children and the teachers resorted to open defecation. Outbreaks of waterborne diseases were common and girls were constantly at risk of sexual violence.

Through ECW's Multi-Year Resilience Programme, Save the Children is leading the partnership with the NRC and Finn Church Aid (FCA), to rehabilitate the school and to leave no child behind. With assistance from ECW, the dedicated Parent-Teacher Association constructed a one-block, three classroom facility and latrine; and Plan International supported an additional temporary learning structure. Plan International and AVSI also provided hygiene kits such as handwashing containers and soap to improve sanitation and prevent the spread of COVID-19.



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**“ Since our classroom was constructed, I stay in school the whole day without any worry about sunshine or rain. I also don't have to go to the bushes anymore because there are bad people there. I now use the ladies' toilet and when I finish I just wash my hands with containers of water and soap. ”**

This multi-sectoral approach to school health plays an important role in providing a safe and gender-sensitive learning environment, protecting girls from physical, psychological and sexual violence.

"Since our classroom was constructed, I stay in school the whole day without any worry about sunshine or rain. I also don't have to go to the bushes anymore because there are bad people there. I now use the ladies' toilet and when I finish I just wash my hands with containers of water and soap near here," says Lona.



## Beneficiary Outcome 1

INDICATORS	2018	2019	2020	2021		
	Results since inception			Result since inception	target	Results grants active
<b>E.1.</b> Percentage of ECW-supported programmes (having data) with increased access to education for crisis-affected children and youth	N/A	100%	97%	N/A <sup>145</sup>	75%	96% (12 MYRPs, 38 FERs)
<b>E.1.4</b> Number of 3-18 years old children/ youth reached with non-formal education programmes	464,528 (48% GIRLS)	569,966 (48% GIRLS)	595,584 (48% GIRLS)  CVD: 9,504,203 (51% GIRLS)	836,470 (48.53 %) CVD: 11,007,494 (50.87%)	N/A	386,242 (49.33% GIRLS) CVD: 2,228,023 (50.03%)
			MYRPs: 125,849 FERs: 339,284	FERs: 356,610 MYRPs: 349,409 IINs: 130,451		FERs: 36,833 MYRP: 349,409
<b>E.1.1.</b> Number of teachers/administrators recruited/financially supported	5,703 (30% FEMALE)	139,071 (27% FEMALE)	146,578 (28% FEMALE)	159,529 <sup>146</sup> (29%)	Targets established at programme level only	20,845 (45% FEMALE)
<b>E.1.2.</b> Number of classrooms (including temporary learning spaces) built or rehabilitated	2 798	5 675	7 459	20 125	Targets established at programme level only	13 457
<b>E.1.3.</b> Number of a) households in ECW-supported communities and b) children that received cash transfers for education	N/A	21081	a) 25,840	a) 34,611  b) 26,447 (57% GIRLS)	Targets established at programme level only	a) 21,733  b) 26,447 (57% GIRLS)

<sup>145</sup> ECW Methodology has changed since 2020

<sup>146</sup> Including 127,433 (32,659 female) teachers/administrators supported under the Yemen Initial Investment



## Beneficiary Outcome 2

INDICATORS	2018	2019	2020	2021		
				Results since inception	target	Results grants active
<b>E.2a</b> Percentage of ECW-supported programmes (having data) with increased learning outcomes for crisis-affected girls	N/A	N/A	100%	N/A <sup>147</sup>	65%	100%
<b>E.2b</b> Percentage of ECW-supported programmes (having data) showing improvement vs. gender parity in access to education in targeted communities	N/A	40%	95%	N/A <sup>148</sup>	60%	92% <sup>149</sup> 6 MYRPs 6 FERs
<b>E.2.1</b> Percentage and number of girls out of total children and youth reached by ECW	49% 0.4 Million	48% 1.2 Million	48% (2.2 Million) CVD: 51% ( 14,8 Million)  MYRPs: 464,616 FERs: 1,368,709	48.4 % (3,338,799) CVD: 51.85% (16,158,709)  MYRP: 1,023,680 FERs: 1,942,954 INNs: 372,165	50% (4.45 million, with 60% in at least 1 MYRP])	48.9% (1,815,000) CVD: 49.4 % (5,808,194)  MYRP: 1,023,680 FERs: 791,320
<b>E.2.2</b> Percentage of children and youth identified as having a disability and reached with ECW support, out of all children and youth reached	0,5%	0,2%	1.1% CVD: 0.2%  MYRPs: 2.3% FERs: 1.1%	0.91% CVD: 0.22 %  MYRPs: 1.18% FERs: 0.95%	3%	0.92 % CVD: 0.27%  MYRPs: 1.18% FERs: 0.56%
<b>E.2.3</b> Percentage of females among teachers/ administrators recruited/financially supported	44%	44%	28% (41,386)  MYRPs: 42% FERs: 41%	29% (45,453) <sup>150</sup>  MYRPs: 48% FERs: 38% IIN: 26%	47%	45% (8,411)  MYRPs: 48% FERs: 38%
<b>E.2.4</b> Number of teachers/ administrators trained on a) gender-related topics and b) inclusion	N/A	6576	14,110 (42% FEMALE) from 2021 onwards ECW has disaggre- gated teachers trained on gender-related topics and inclusion	a) 14,437 (45% FEMALE)  b) 9,326 (40% FEMALE)	Targets established at programme level only	a) 14,191 (44% FEMALE)  b) 5,560 (46% FEMALE)

<sup>147</sup> ECW Methodology has changed since 2020

<sup>148</sup> ECW Methodology has changed since 2020

<sup>149</sup> Based on 13 programmes that shared two data point on girls's access to education

<sup>150</sup> Including 32,659 female teachers/ administrators supported under the Yemen Initial Investment



## Beneficiary Outcome 3

INDICATORS	2018	2019	2020	2021		
				Results since inception	target	Results grants active
<b>E.3</b> Percentage of ECW-supported programs with increased survival, transition or completion of crisis-affected children and youth	N/A	100%	100%	N/A <sup>151</sup>	75%	97 % 11 MYRPs, 26 FERs
<b>E3.1.</b> Number of 3-8 year old children reached with early childhood education services	78,425 50% GIRLS	174,000 51% GIRLS	275,049 (51% GIRLS)  CVD: 3,531,455 (44% girls)	591,013 (50.31% GIRLS)  CVD: 3,549,943 (43.54 % girls)	890,000	408,971 (50.1 % GIRLS)  CVD: 603,076 (50.18 % girls)
			MYRPs: 75,149 FERs: 178,051	MYRPs: 119,304 FERs: 449,860 INNs: 29,849		MYRPs: 119,304 FERs: 289,667
<b>E.3.2</b> Number of children and youth reached with secondary education services		315 000	587,298 (49% GIRLS)  CVD: 5,332,873 (51% girls)	711,669 (49.27% GIRLS)  CVD: 6,150,194 (52.85%)	Targets established at programme level only	382,883 (49.54% GIRLS)  CVD: 3,612,898 (48.76%)
			MYRPs: 195,545 FERs: 362,382	MYRPs: 227,952 FERs: 454,346 INNs: 29,371		MYRPs: 227,952 FERs: 154,931
<b>E.3.2 a)</b> Number of forcibly displaced children of secondary school age enrolled in secondary education in ECW-supported communities	N/A	N/A	336,327 (48% GIRLS)  CVD: 262,261 (53% GIRLS)	301,878 (48.60% GIRLS)  CVD: 477,222 (49.40% GIRLS)	Targets established at programme level only	139,686 (49.49% GIRLS)  CVD: 347,351 (47.01% GIRLS)
			MYRPs: 165,869 FERs: 150,513	MYRPs: 103,297 FERs: 178,636		MYRPs: 103,297 FERs: 36,389
<b>E.3.3</b> Number of ECW-supported countries that have adopted accreditation frameworks for accelerated/non-formal education programmes for crisis-affected children	2	2	2	7	Targets established at programme level only	7
<b>E.3.4</b> Number of 3-18 children receiving quality school feeding	N/A	N/A	266,376 (62% GIRLS)	389,497 (48% GIRLS)	Targets established at programme level only	186,408 (48% GIRLS)

151 ECW Methodology has changed since 2020



## Beneficiary Outcome 4

INDICATORS	2018	2019	2020	2021		
				Results since inception	target	Results grants active
<b>E.4.</b> Percentage of ECW-supported programmes (having data) with increased learning outcomes for crisis-affected children and youth	N/A	100%	100%	N/A <sup>152</sup>	65%	100% 21 FERs, 9 MYRPs
<b>E.4.1</b> Number of classrooms supported with materials to enhance the learning environment	9,424	19,097 cumulative 9,673 2019	28,477 CVD: 13,889 MYRP: 9,178 FER: 17,533	58,207 MYRP: 15 799 FER: 40 577	Targets established at programme level only	28 274 MYRP: 15 799 FER: 12 475
<b>E.4.2</b> Number of children 3 -18 reached with individual learning materials	726 610	1,811,383 (48% GIRLS)	2,603,276 (47% GIRLS) CVD: 1,845,746 (47% GIRLS)	4,223,517 (49% GIRLS) CVD: 1,979,080 (46% girls)	Targets established at programme level only	2,036,590 (50% GIRLS) CVD: 1,332,980 (45% GIRLS)
			MYRP: 550,931 FER: 1,335,082	MYRP: 975,827 FER: 2,498,933		MYRP: 975,827 FER: 1,060,763
<b>E.4.6</b> Number of teachers/ administrators trained	20 047	41,588 (46% WOMEN) CUMULATIVE	68,933 <sup>153</sup> (48% FEMALE) cumulative CVD: 310,568 (56% FEMALE)	87,367 <sup>154</sup> (47% FEMALE) CVD : 88,649 (57 PER CENT FEMALE)	78,000 in 2021	38 869 (47 % FEMALE) CVD : 23,900 (55 % FEMALE)
			MYRP: 10,730 FER: 50,117	MYRP: 18,617 FER: 60,664		MYRP: 18,617 FER: 20,252
<b>E.4.3</b> Number of teachers/ administrators trained on subject knowledge, curriculum/ planning, or pedagogy (cumulative)	N/A	28 859	40,227 (42% FEMALE)	52,175 (46% FEMALE)	Targets established at programme level only	34,379 (49% FEMALE)

<sup>152</sup> ECW Methodology has changed since 2020

<sup>153</sup> Includes awareness creation activities on the importance of COVID-19 in education

<sup>154</sup> This includes only teachers/ administrators trained on Covid-19 in education related topics



INDICATORS	2018	2019	2020	2021		
	Results since inception			Result since inception	target	Results grants active
<b>E.4.4</b> Proportion of teachers in ECW-supported communities who have received at least one of the following: a) the minimum organized teacher training pre-service or in-service required for teaching at the relevant level; b) organized training in line with the INEE Training for Primary School Teachers in Crisis Contexts (TICC) standards	N/A	N/A	N/A	<b>481</b> (50% FEMALE) MYRP: 389 FER: 92	Targets established at programme level only	<b>481</b> (50% FEMALE) MYRP: 389 FER: 92
<b>E.4.5</b> Percentage of learners in primary education whose first or home language is the language of instruction at ECW-supported learning spaces	N/A	N/A	N/A	no data	Targets established at programme level only	no data



## Beneficiary Outcome 5

INDICATORS	2018	2019	2020	2021		
				Results since inception	target	Results grants active
<b>E.5.</b> Percentage of ECW-supported programmes (having data) with increased levels of safety and protection in relation to one or more of the following: <ul style="list-style-type: none"> <li>i) Violence against children in ECW-supported learning spaces .</li> <li>ii) Emotional well-being and/ or mental health of children and/or education staff.</li> <li>iii) Water, sanitation, health and hygiene (WASH) for children.</li> <li>iv) School resilience and/or disaster risk reduction at the learning level.</li> </ul>	N/A	N/A	<b>63%</b> 18 MYRPs, 37 FERs  <b>i. 18%</b> 6 MYRPs, 3 FERs  <b>ii. 23%</b> 5 MYRPs, 9 FERs  <b>iii. 73%</b> 17 MYRPs, 24 FERs  <b>iv. 29%</b> 3 MYRPs, 5 FERs	N/A <sup>155</sup>	75%	<b>i. 92%</b> 2 MYRPs, 9 FERs  <b>ii. 100 %</b> 4 MYRPs, 13 FERs  <b>iii. 100%</b> 4 FERs  <b>iv. 100%</b> 3 MYRPs, 6 FERs
<b>E.5.1</b> Number of ECW-supported learning spaces with increased access to (i) drinking water; (ii) single-sex basic sanitation facilities, and (iii) basic hand-washing facilities for crisis-affected children and youth	N/A	N/A	2225	2916	Targets established at programme level only	2581
<b>E.5.1 a)</b> Number of a) latrines built or rehabilitated, of which : <ul style="list-style-type: none"> <li>i) gender-sensitive latrines,</li> <li>ii) gender-responsive latrines,</li> <li>iii) inclusive latrines</li> </ul>	a) 1.788	a) 1.972	a) 3725	a) 6843	Targets established at programme level only	<b>a) 3776</b> <b>i) 3,202</b> <b>ii) 944</b>  <b>iii) 1,974</b>
<b>E.5.2</b> Number of teachers/ administrators trained on the importance of WASH (without covid training)	N/A	3 266	12 693	21 742 [39% FEMALE]	Targets established at programme level only	16 963 [39% FEMALE]

155 ECW Methodology has changed since 2020






INDICATORS	2018	2019	2020	2021		
	Results since inception			Result since inception	target	Results grants active
<b>E5.3</b> Number of learning spaces supported by ECW-whereby a code of conduct (i) exists (ii) is enforced and, (iii) teachers and communities are trained/informed on its application	N/A		<b>2,600 learning spaces</b> 2 MYRPs 16 FERs	<b>3 905</b> 3 MYRPs 22 FERs	Targets established at programme level only	<b>3 784 learning spaces</b> 3 MYRPs 16 FERs
<b>E5.4</b> Number of ECW-supported learning spaces that have a functioning school-management committee and / or parent-teacher association (for all grants approved from 2020 onwards)	N/A	N/A	N/A	<b>5 517</b>	Targets established at programme level only	<b>5 517</b>
<b>E5.5</b> Number of ECW-supported learning spaces with DRR systems / processes / measures in place	N/A	N/A	N/A	<b>1, 863</b> FERs: 659 MYRPs: 1,204	Targets established at programme level only	<b>1 863</b> FERs: 659 MYRPs: 1,204
<b>E5.6.</b> Number of teachers/administrators trained on emergency preparedness, DRR, risk management	N/A	25 482	<b>41 831</b> (47% FEMALE)	<b>47 375</b> (46 % FEMALE)	Targets established at programme level only	<b>18 639</b> (46 % FEMALE)
<b>E5.7.</b> Number of learning spaces supported by ECW featuring PSS activities for children that are a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different sub-groups of vulnerable children	N/A	N/A	<b>2 786</b>	<b>13 803</b>	Targets established at programme level only	<b>13 803</b>
<b>E.5.8</b> Number of teachers/administrators trained in MHPSS	N/A	N/A	<b>27,786</b> (52% FEMALE)	<b>54, 038</b> (48% FEMALE)	Targets established at programme level only	<b>36 621</b> (48% FEMALE)

INDICATORS	2018	2019	2020	2021		
				Results since inception	target	Results grants active
<b>E.5.9</b> Number of teachers who report improvements in psychological well-being/self care	N/A	N/A	2,331 (based on 3 programmes)	581	Targets established at programme level only	270
<b>E.5.10</b> Percentage of learning spaces supported by ECW that have a dedicated counsellor or a social worker available on site	N/A	N/A	34% (based on 2 programmes)	78 % (based on 4 CVD programmes)	Targets established at programme level only	78 % (based on 4 CVD programmes)

# ANNEXES

# ANNEX 1

## FINANCIAL DATA

-  First Emergency Response
-  Initial Investment
-  Multi-Year Resilience Programme
-  Acceleration Facility
-  COVID-19

### ARR 2021. Annex - ECW allocations and disbursements by country

	Allocation			Disbursements			% to be disbursed
	2016-2020	2021	Total	2016-2020	2021	Total	
<b>AFGHANISTAN</b>	<b>\$54 831 146</b>	<b>\$4 000 000</b>	<b>\$58 831 146</b>	<b>\$36 232 396</b>	<b>\$4 000 000</b>	<b>\$40 232 396</b>	<b>32%</b>
 FER	\$4 626 253	\$4 000 000	\$8 626 253	\$4 626 253	\$4 000 000	\$8 626 253	0%
 MYRP	\$50 204 893		\$50 204 893	\$31 606 143		\$31 606 143	37%
<b>BANGLADESH</b>	<b>\$17 084 966</b>	<b>\$250 000</b>	<b>\$17 334 966</b>	<b>\$17 084 966</b>	<b>\$250 000</b>	<b>\$17 334 966</b>	<b>0%</b>
 FER	\$5 100 000	\$250 000	\$5 350 000	\$5 100 000	\$250 000	\$5 350 000	0%
 MYRP	\$11 984 966		\$11 984 966	\$11 984 966		\$11 984 966	0%
<b>BRAZIL</b>	<b>\$999 000</b>		<b>\$999 000</b>	<b>\$999 000</b>		<b>\$999 000</b>	<b>0%</b>
 FER	\$999 000		\$999 000	\$999 000		\$999 000	0%
<b>BURKINA FASO</b>	<b>\$9 972 784</b>	<b>\$11 100 000</b>	<b>\$21 072 784</b>	<b>\$9 972 784</b>	<b>\$4 340 000</b>	<b>\$14 312 784</b>	<b>32%</b>
 FER	\$9 972 784		\$9 972 784	\$9 972 784		\$9 972 784	0%
 MYRP		\$11 100 000	\$11 100 000		\$4 340 000	\$4 340 000	61%
<b>CAMEROON</b>	<b>\$4 254 473</b>	<b>\$1 000 000</b>	<b>\$5 254 473</b>	<b>\$4 254 473</b>	<b>\$1 000 000</b>	<b>\$5 254 473</b>	<b>0%</b>
 FER	\$4 254 473	\$1 000 000	\$5 254 473	\$4 254 473	\$1 000 000	\$5 254 473	0%
<b>CAR</b>	<b>\$26 499 746</b>	<b>\$1 000 000</b>	<b>\$27 499 746</b>	<b>\$19 999 079</b>	<b>\$7 500 667</b>	<b>\$27 499 746</b>	<b>0%</b>
 FER	\$6 999 746	\$1 000 000	\$7 999 746	\$6 999 746	\$1 000 000	\$7 999 746	0%
 MYRP	\$19 500 000		\$19 500 000	\$12 999 333	\$6 500 667	\$19 500 000	0%
<b>CHAD</b>	<b>\$32 532 621</b>	<b>\$1 000 000</b>	<b>\$33 532 621</b>	<b>\$20 261 951</b>	<b>\$8 416 858</b>	<b>\$28 678 809</b>	<b>14%</b>
 FER	\$1 585 751	\$1 000 000	\$2 585 751	\$1 585 751	\$1 000 000	\$2 585 751	0%
IIN	\$10 000 000		\$10 000 000	\$10 000 000		\$10 000 000	0%
 MYRP	\$20 946 870		\$20 946 870	\$8 676 200	\$7 416 858	\$16 093 058	23%

	Allocation			Disbursements			% to be disbursed
	2016-2020	2021	Total	2016-2020	2021	Total	
<b>COLOMBIA</b>	<b>\$3 642 900</b>	<b>\$12 420 000</b>	<b>\$16 062 900</b>	<b>\$7 778 760</b>		<b>\$7 778 760</b>	<b>52%</b>
✳ FER	\$3 642 900		\$3 642 900	\$3 642 900		\$3 642 900	0%
○ MYRP		\$12 420 000	\$12 420 000	\$4 135 860		\$4 135 860	67%
<b>COMOROS</b>	<b>\$639 266</b>		<b>\$639 266</b>	<b>\$639 266</b>		<b>\$639 266</b>	<b>0%</b>
✳ FER	\$639 266		\$639 266	\$639 266		\$639 266	0%
<b>DRC</b>	<b>\$6 799 917</b>	<b>\$24 200 000</b>	<b>\$30 999 917</b>	<b>\$5 892 873</b>	<b>\$12 623 341</b>	<b>\$18 516 214</b>	<b>40%</b>
✳ FER	\$6 799 917	\$2 000 000	\$8 799 917	\$5 892 873	\$2 907 044	\$8 799 917	0%
○ MYRP		\$22 200 000	\$22 200 000		\$9 716 297	\$9 716 297	56%
<b>ECUADOR</b>	<b>\$9 896 700</b>		<b>\$9 896 700</b>	<b>\$5 538 165</b>		<b>\$5 538 165</b>	<b>44%</b>
✳ FER	\$2 486 700		\$2 486 700	\$2 486 700		\$2 486 700	0%
○ MYRP	\$7 410 000		\$7 410 000	\$3 051 465		\$3 051 465	59%
<b>ETHIOPIA</b>	<b>\$45 799 999</b>	<b>\$6 697 715</b>	<b>\$52 497 714</b>	<b>\$28 140 566</b>	<b>\$11 765 834</b>	<b>\$39 906 400</b>	<b>24%</b>
✳ FER	\$3 800 000	\$1 000 000	\$4 800 000	\$3 800 000	\$1 000 000	\$4 800 000	0%
🇸🇩 IIN	\$14 999 999		\$14 999 999	\$15 000 000		\$15 000 000	0%
○ MYRP	\$27 000 000	\$5 697 715	\$32 697 715	\$9 340 566	\$10 765 834	\$20 106 400	39%
<b>GREECE</b>	<b>\$4 579 658</b>		<b>\$4 579 658</b>	<b>\$4 579 658</b>		<b>\$4 579 658</b>	<b>0%</b>
✳ FER	\$4 579 658		\$4 579 658	\$4 579 658		\$4 579 658	0%
<b>HAITI</b>		<b>\$1 500 000</b>	<b>\$1 500 000</b>		<b>\$1 500 000</b>	<b>\$1 500 000</b>	<b>0%</b>
✳ FER		\$1 500 000	\$1 500 000		\$1 500 000	\$1 500 000	0%
<b>INDONESIA</b>	<b>\$2 600 000</b>		<b>\$2 600 000</b>	<b>\$2 600 000</b>		<b>\$2 600 000</b>	<b>0%</b>
✳ FER	\$2 600 000		\$2 600 000	\$2 600 000		\$2 600 000	0%
<b>IRAQ</b>	<b>\$2 299 846</b>	<b>\$12 500 000</b>	<b>\$14 799 846</b>	<b>\$2 299 846</b>	<b>\$3 261 788</b>	<b>\$5 561 634</b>	<b>62%</b>
✳ FER	\$2 299 846		\$2 299 846	\$2 299 846		\$2 299 846	0%
○ MYRP		\$12 500 000	\$12 500 000		\$3 261 788	\$3 261 788	74%
<b>KENYA</b>	<b>\$2 300 000</b>		<b>\$2 300 000</b>	<b>\$2 300 000</b>		<b>\$2 300 000</b>	<b>0%</b>
✳ FER	\$2 300 000		\$2 300 000	\$2 300 000		\$2 300 000	0%
<b>LEBANON</b>	<b>\$6 551 630</b>	<b>\$1 500 000</b>	<b>\$8 051 630</b>	<b>\$6 551 630</b>	<b>\$1 500 000</b>	<b>\$8 051 630</b>	<b>0%</b>
✳ FER	\$6 551 630	\$1 500 000	\$8 051 630	\$6 551 630	\$1 500 000	\$8 051 630	0%
<b>LIBYA</b>	<b>\$1 500 000</b>		<b>\$1 500 000</b>	<b>\$1 500 000</b>		<b>\$1 500 000</b>	<b>0%</b>
✳ FER	\$1 500 000		\$1 500 000	\$1 500 000		\$1 500 000	0%






	Allocation			Disbursements			% to be disbursed
	2016-2020	2021	Total	2016-2020	2021	Total	
<b>MADAGASCAR</b>	<b>\$473 767</b>		<b>\$473 767</b>	<b>\$473 767</b>		<b>\$473 767</b>	<b>0%</b>
✳ FER	\$473 767		\$473 767	\$473 767		\$473 767	0%
<b>MALAWI</b>	<b>\$2 575 421</b>		<b>\$2 575 421</b>	<b>\$2 575 421</b>		<b>\$2 575 421</b>	<b>0%</b>
✳ FER	\$2 575 421		\$2 575 421	\$2 575 421		\$2 575 421	0%
<b>MALI</b>	<b>\$10 800 000</b>	<b>\$11 100 000</b>	<b>\$21 900 000</b>	<b>\$10 800 000</b>	<b>\$4 014 000</b>	<b>\$14 814 000</b>	<b>32%</b>
✳ FER	\$10 800 000		\$10 800 000	\$10 800 000		\$10 800 000	0%
○ MYRP		\$11 100 000	\$11 100 000		\$4 014 000	\$4 014 000	64%
<b>MOZAMBIQUE</b>	<b>\$10 680 815</b>	<b>\$1 000 000</b>	<b>\$11 680 815</b>	<b>\$10 511 686</b>	<b>\$1 169 129</b>	<b>\$11 680 815</b>	<b>0%</b>
✳ FER	\$10 680 815	\$1 000 000	\$11 680 815	\$10 511 686	\$1 169 129	\$11 680 815	0%
<b>NEPAL</b>	<b>\$1 885 542</b>		<b>\$1 885 542</b>	<b>\$1 885 542</b>		<b>\$1 885 542</b>	<b>0%</b>
✳ FER	\$1 885 542		\$1 885 542	\$1 885 542		\$1 885 542	0%
<b>NIGER</b>	<b>\$8 769 398</b>	<b>\$12 100 000</b>	<b>\$20 869 398</b>	<b>\$8 769 398</b>	<b>\$4 700 000</b>	<b>\$13 469 398</b>	<b>35%</b>
✳ FER	\$8 769 398	\$1 000 000	\$9 769 398	\$8 769 398	\$1 000 000	\$9 769 398	0%
○ MYRP		\$11 100 000	\$11 100 000		\$3 700 000	\$3 700 000	67%
<b>NIGERIA</b>	<b>\$3 499 345</b>	<b>\$20 100 000</b>	<b>\$23 599 345</b>	<b>\$3 499 345</b>	<b>\$6 700 000</b>	<b>\$10 199 345</b>	<b>57%</b>
✳ FER	\$3 499 345		\$3 499 345	\$3 499 345		\$3 499 345	0%
○ MYRP		\$20 100 000	\$20 100 000		\$6 700 000	\$6 700 000	67%
<b>PALESTINE</b>	<b>\$21 917 518</b>	<b>\$1 800 000</b>	<b>\$23 717 518</b>	<b>\$15 658 073</b>	<b>\$8 059 445</b>	<b>\$23 717 518</b>	<b>0%</b>
✳ FER	\$3 917 518	\$1 800 000	\$5 717 518	\$3 917 518	\$1 800 000	\$5 717 518	0%
○ MYRP	\$18 000 000		\$18 000 000	\$11 740 555	\$6 259 445	\$18 000 000	0%
<b>PAPUA NEW GUINEA</b>	<b>\$1 544 668</b>		<b>\$1 544 668</b>	<b>\$1 544 668</b>		<b>\$1 544 668</b>	<b>0%</b>
✳ FER	\$1 544 668		\$1 544 668	\$1 544 668		\$1 544 668	0%
<b>PERU</b>	<b>\$1 844 700</b>	<b>\$7 410 000</b>	<b>\$9 254 700</b>	<b>\$4 332 220</b>		<b>\$4 332 220</b>	<b>53%</b>
✳ FER	\$1 844 700		\$1 844 700	\$1 844 700		\$1 844 700	0%
○ MYRP		\$7 410 000	\$7 410 000	\$2 487 520		\$2 487 520	66%
<b>SAHEL REGIONAL</b>		<b>\$1 545 321</b>	<b>\$1 545 321</b>		<b>\$633 265</b>	<b>\$633 265</b>	<b>59%</b>
○ MYRP		\$1 545 321	\$1 545 321		\$633 265	\$633 265	59%
<b>SOMALIA</b>	<b>\$28 205 491</b>		<b>\$28 205 491</b>	<b>\$21 484 450</b>	<b>\$6 721 041</b>	<b>\$28 205 491</b>	<b>0%</b>
✳ FER	\$7 083 261		\$7 083 261	\$7 083 261		\$7 083 261	0%
○ MYRP	\$21 122 230		\$21 122 230	\$14 401 189	\$6 721 041	\$21 122 230	0%



















	Allocation			Disbursements			% to be disbursed
	2016-2020	2021	Total	2016-2020	2021	Total	
<b>SOUTH AMERICA REGIONAL</b>	<b>\$376 700</b>	<b>\$1 560 060</b>	<b>\$1 560 060</b>	<b>\$376 700</b>	<b>\$520 020</b>	<b>\$896 720</b>	<b>54%</b>
✳ FER	\$376 700		\$376 700	\$376 700		\$376 700	0%
○ MYRP		\$1 560 060	\$1 560 060		\$520 020	\$520 020	67%
<b>SOUTH SUDAN</b>	<b>\$32 327 391</b>		<b>\$32 327 391</b>	<b>\$11 295 552</b>	<b>\$10 947 500</b>	<b>\$22 243 052</b>	<b>31%</b>
✳ FER	\$2 327 391		\$2 327 391	\$1 579 891	\$747 500	\$2 327 391	0%
○ MYRP	\$30 000 000		\$30 000 000	\$9 715 661	\$10 200 000	\$19 915 661	34%
<b>SUDAN</b>		<b>\$2 000 000</b>	<b>\$2 000 000</b>		<b>\$2 000 000</b>	<b>\$2 000 000</b>	<b>0%</b>
✳ FER		\$2 000 000	\$2 000 000		\$2 000 000	\$2 000 000	0%
<b>SYRIA</b>	<b>\$38 500 000</b>		<b>\$38 500 000</b>	<b>\$28 500 000</b>	<b>\$10 000 000</b>	<b>\$38 500 000</b>	<b>0%</b>
✳ FER	\$3 500 000		\$3 500 000	\$3 500 000		\$3 500 000	0%
🇸🇩 IIN	\$15 000 000		\$15 000 000	\$15 000 000		\$15 000 000	0%
○ MYRP	\$20 000 000		\$20 000 000	\$10 000 000	\$10 000 000	\$20 000 000	0%
<b>TANZANIA</b>	<b>\$1 500 000</b>		<b>\$1 500 000</b>	<b>\$1 500 000</b>		<b>\$1 500 000</b>	<b>0%</b>
✳ FER	\$1 500 000		\$1 500 000	\$1 500 000		\$1 500 000	0%
<b>UGANDA</b>	<b>\$46 315 509</b>	<b>\$4 875 847</b>	<b>\$51 191 356</b>	<b>\$26 689 128</b>	<b>\$12 642 214</b>	<b>\$39 331 342</b>	<b>23%</b>
✳ FER	\$4 365 402		\$4 365 402	\$4 365 402		\$4 365 402	0%
○ MYRP	\$41 950 107	\$4 875 847	\$46 825 954	\$22 323 726	\$12 642 214	\$34 965 940	25%
<b>UKRAINE</b>	<b>\$1 504 134</b>		<b>\$1 504 134</b>	<b>\$1 504 134</b>		<b>\$1 504 134</b>	<b>0%</b>
✳ FER	\$1 504 134		\$1 504 134	\$1 504 134		\$1 504 134	0%
<b>VENEZUELA</b>	<b>\$8 000 000</b>		<b>\$8 000 000</b>	<b>\$8 000 000</b>		<b>\$8 000 000</b>	<b>0%</b>
✳ FER	\$8 000 000		\$8 000 000	\$8 000 000		\$8 000 000	0%
<b>YEMEN</b>	<b>\$18 500 000</b>		<b>\$18 500 000</b>	<b>\$18 500 000</b>		<b>\$18 500 000</b>	<b>0%</b>
✳ FER	\$3 500 000		\$3 500 000	\$3 500 000		\$3 500 000	0%
🇻🇪 IIN	\$15 000 000		\$15 000 000	\$15 000 000		\$15 000 000	0%
<b>ZAMBIA</b>	<b>\$600 000</b>		<b>\$600 000</b>	<b>\$600 000</b>		<b>\$600 000</b>	<b>0%</b>
✳ FER	\$600 000		\$600 000	\$600 000		\$600 000	0%
<b>ZIMBABWE</b>	<b>\$2 750 000</b>		<b>\$2 750 000</b>	<b>\$2 750 000</b>		<b>\$2 750 000</b>	<b>0%</b>
✳ FER	\$2 750 000		\$2 750 000	\$2 750 000		\$2 750 000	0%
<b>GLOBAL</b>	<b>\$14 489 454</b>	<b>\$2 648 364</b>	<b>\$17 137 818</b>	<b>\$14 132 427</b>	<b>\$2 538 364</b>	<b>\$16 670 790</b>	<b>3%</b>
💡 AF	\$14 489 454	\$2 648 364	\$17 137 818	\$14 132 427	\$2 538 364	\$16 670 790	3%
<b>GRAND TOTAL</b>	<b>\$489 844 505</b>	<b>\$143 307 307</b>	<b>\$633 151 812</b>	<b>\$372 007 924</b>	<b>\$126 803 465</b>	<b>\$498 811 389</b>	<b>21%</b>

# ANNEX 2

## CHILDREN REACHED

-  First Emergency Response
-  Initial Investment
-  Multi-Year Resilience Programme
-  Acceleration Facility
-  COVID-19

Country	Type of investment	Total	Children			Population Group			Education Level		
			% girls	% boys	% CwD	% refugees	% IDP	% other*	% ECE	% Primary	% Secondary
Afghanistan	 MYRP	115,396	50.30%	49.70%	1%	15%	29%	56%	0%	100%	0%
	 CVD	263,607	49.90%	50.10%					3%	71%	26%
Bangladesh	 MYRP	176,735	49.60%	50.40%	0%	100%	0%	0%	48%	51%	1%
	 CVD	182,121	50.50%	49.50%	1%	90%	0%	10%	33%	59%	8%
Burkina Faso	 MYRP	88,909	51.20%	48.80%	1%	0%	26%	74%	2%	71%	26%
	 FER	123,617	51.50%	48.50%	3%	3%	38%	59%	5%	66%	29%
	 CVD	16,735	50.90%	49.10%	0%	6%	47%	46%	0%	64%	36%
Cameroon	 FER	3,75	54.40%	45.60%	0%	86%	0%	14%	12%	80%	8%
	 CVD	2,851,264	49.60%	50.40%	0%	15%	25%	60%	0%	81%	19%
CAR	 MYRP	129,751	41.70%	58.30%	0%	1%	4%	95%	4%	96%	0%
	 FER	5,561	45.80%	54.20%	4%	0%	6%	94%	0%	100%	0%
	 CVD	180,656	47.30%	52.70%	0%	0%	0%	100%	3%	94%	4%
Chad	 MYRP	446,744	43.60%	56.40%	0%	7%	13%	79%	0%	98%	2%
	 FER	7,83	44.60%	55.40%	2%	70%	0%	30%	9%	74%	17%
	 CVD	1,118,111	39.90%	60.10%	0%	76%	1%	23%	2%	66%	33%
Colombia	 MYRP	25,53	52.20%	47.80%	1%	37%	0%	63%	18%	52%	30%

Country	Type of investment	Total	Children			Population Group			Education Level		
			% girls	% boys	% CwD	% refugees	% IDP	% other*	% ECE	% Primary	% Secondary
DRC	MYRP	23,751	50.80%	49.20%	0%	0%	38%	62%	5%	89%	7%
	FER	6,953	44.90%	55.10%	0%	53%	0%	47%	0%	82%	18%
	CVD	1,401,760	55.50%	44.50%	1%	3%	3%	94%	1%	38%	61%
Ecuador	FER	87,081	49.00%	51.00%	0%	17%	0%	83%	14%	45%	41%
Ethiopia	MYRP	73,178	48.30%	51.70%	3%	0%	75%	25%	18%	82%	0%
	FER	9,157	50.30%	49.70%	3%	0%	13%	87%	5%	95%	0%
	CVD	85,044	39.40%	60.60%	0%	100%	0%	0%	30%	42%	28%
Kenya	CVD	153,446	46.90%	53.10%	2%	75%	22%	3%	12%	67%	21%
Greece	FER	1,319	45.80%	54.20%	0%	100%	0%	0%	13%	40%	47%
	CVD	13,794	41.20%	58.80%	0%	100%	0%	0%	12%	53%	35%
Haiti	FER	11,78	47.20%	52.80%	1%	0%	0%	100%	24%	76%	0%
Lebanon	FER	518,198	50.20%	49.80%	0%	62%	0%	38%	46%	52%	3%
	CVD	9,336	52.20%	47.80%	2%	95%	0%	5%	28%	63%	8%
Libya	CVD	17,011	52.80%	47.20%	5%	15%	20%	65%	12%	54%	33%
Mali	FER	250,794	50.20%	49.80%	1%	0%	4%	96%	6%	84%	10%
	MYRP	65,234	49.70%	50.30%	0%	2%	18%	80%	1%	96%	3%
	CVD	42,796	49.80%	50.20%	0%	0%	4%	96%	0%	100%	0%
Mozambique	FER	220,832	49.60%	50.40%	0%	0%	24%	76%	2%	88%	10%
Niger	FER	144,634	50.30%	49.70%	1%	14%	22%	63%	4%	88%	9%
	MYRP	69,334	50.90%	49.10%	1%	4%	14%	82%	9%	59%	32%
	CVD										
Nigeria	MYRP	26,775	50.50%	49.50%	0%	0%	7%	93%	0%	92%	8%

## ANNEXES

Country	Type of investment	Total	Children			Population Group			Education Level		
			% girls	% boys	% CwD	% refugees	% IDP	% other*	% ECE	% Primary	% Secondary
Palestine	✳ FER	69,203	68.20%	31.80%	0%	79%	19%	2%	3%	97%	0%
	○ MYRP	450,428	49.20%	50.80%	3%	72%	2%	26%	0%	65%	35%
	✳ CVD	100,778	51.80%	48.20%					0%	28%	72%
Peru	○ MYRP	7,972	48.90%	51.10%	0%	70%	0%	30%	6%	71%	22%
Somalia	○ MYRP	119,834	47.00%	53.00%	2%	0%	23%	77%	0%	100%	0%
	✳ CVD	33,53	48.10%	51.90%	7%	0%	62%	38%	0%	100%	0%
South America Regional	✳ FER	76,871	50.40%	49.60%	NA	NA	NA	NA	0%	95%	5%
South Sudan	○ MYRP	119,463	46.50%	53.50%	1%	0%	7%	93%	15%	69%	15%
	✳ CVD	51,171	50.40%	49.60%	1%	86%	0%	14%	27%	66%	7%
Sudan	✳ FER	9,66	48.60%	51.40%	0%	100%	0%	0%	17%	72%	11%
Syria	○ MYRP	69,777	49.20%	50.80%	2%	3%	58%	40%	0%	82%	18%
	✳ CVD	930,326	50.50%	49.50%					0%	39%	61%
Tanzania	✳ CVD	105,141	51.10%	48.90%	0%	78%	0%	22%	12%	80%	8%
Uganda	○ MYRP	148,633	47.20%	52.80%	0%	72%	0%	28%	0%	100%	0%
	✳ CVD	3,677	35.10%	64.90%	0%	77%	0%	23%	0%	0%	100%
Venezuela	✳ CVD	22,366	50.60%	49.40%					0%	96%	4%
Yemen	✳ FER	9,288	48.20%	51.80%	0%	0%	23%	77%	0%	97%	3%
	✳ CVD	508,755	45.00%	55.00%					0%	49%	51%
Zambia	✳ CVD	18,467	44.00%	56.00%	0%	59%	0%	41%	9%	66%	25%
Zimbabwe	✳ CVD	3,606,792	50.40%	49.60%	0%	0%	0%	100%	11%	62%	27%

# ANNEX 3

## ACRONYMS

ADRA	Adventist Development and Relief Agency	ISEEC	Initiative for Strengthening Education in Emergencies Coordination
AF	Acceleration Facility	JENA	Joint Education Needs Assessment
AEP	accelerated education programme	JRS	Jesuit Refugee Service
BLP	Better Learning Programme	KAP	knowledge, attitudes, and practices
CAR	Central African Republic	LEG	Local Education Groups
CBPF	country-based pooled funds	M&E	monitoring and evaluation
CELIAF	Cellule de Liaison des Associations Feminines	MENPC	Ministry of National Education and Civic Promotion
CRM	Child Functioning Module	MHM	menstrual health management
COVID-19	coronavirus disease 2019	MHPSS	mental health and psycho-social support
DAC	Development Assistance Committee	MYRP	Multi-Year Resilience Programme
DRR	disaster risk reduction	NERP	national education response plan
ECE	early childhood education	NGO	non-governmental organization
ECW	Education Cannot Wait	NRC	Norwegian Refugee Council
EiE	education in emergencies	ODA	official development assistance
EIEPC	education in emergencies and protracted crises	OCHA	Office for the Coordination of Humanitarian Affairs (United Nations)
FER	First Emergency Response	OECD	Organisation for Economic Co-operation and Development
FTS	Financial Tracking Service	OPD	organizations of persons with disabilities
GAM	gender with age marker	OPM	Oxford Policy Management
GBV	gender-based violence	PCA	Programme Cooperation Agreement
GCPEA	Global Coalition to Protect Education from Attack	PFA	psychological first aid
GEC	Global Education Cluster	PSEA	prevention of sexual exploitation and abuse
GHO	Global Humanitarian Overview	PSS	psycho-social support
GPE	Global Partnership for Education	PTA	parent-teacher associations
HACT	harmonized approach to cash transfers	RRRP	Regional Refugee Response Plans
HLSG	High-Level Steering Group	SEL	social and emotional learning
HRP	Humanitarian Response Plan	SDG	Sustainable Development Goal
HI	Humanity and Inclusion NGO	SMART	specific, measurable, achievable, relevant and time-bound
IADO	Iraqi Alliance for Disability Organization	SMS	short message service
IASC	Inter-Agency Standing Committee	SOP	standard operating procedures
IDP	internally displaced person	UNDP	United Nations Development Programme
IIN	Initial Investment	UNGEI	United Nations Girls' Education Initiative
INEE	Inter-Agency Network for Education in Emergencies	UNHCR	United Nations High Commissioner for Refugees
IGAD	Intergovernmental Authority for Development	UNICEF	United Nations Children's Fund
IP	implementing partners	WASH	water, sanitation and hygiene
INEE	Inter-agency Network for Education in Emergencies	WG	Washington Group
IPNEd	International Parliamentary Network for Education		



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## **About Education Cannot Wait (ECW):**

Education Cannot Wait is the United Nations global fund for education in emergencies and protracted crises. We support quality education outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public and private sector donors for expanded support to reach even more vulnerable children and youth. The Education Cannot Wait High-Level Financing Conference, co-hosted by ECW and Switzerland, and co-convened with Germany, Niger, Norway and South Sudan, will take place February 16-17, 2023, in Geneva.

Additional information is available at  
[www.educationcannotwait.org](http://www.educationcannotwait.org)  
Contact: [info@un-ecw.org](mailto:info@un-ecw.org)

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