



**EDUCATION  
CANNOT  
WAIT**

2021 Annual  
Results Report



**EXECUTIVE SUMMARY**

# **WE HAVE PROMISES TO KEEP**

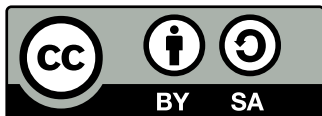
And Miles to Go  
Before We Sleep

## 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.

Follow us:

@Educannotwait



Additional information is available at [www.educationcannotwait.org](http://www.educationcannotwait.org)

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.

© UNICEF/Sujan

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"





©UNICEF/Tadesse

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.

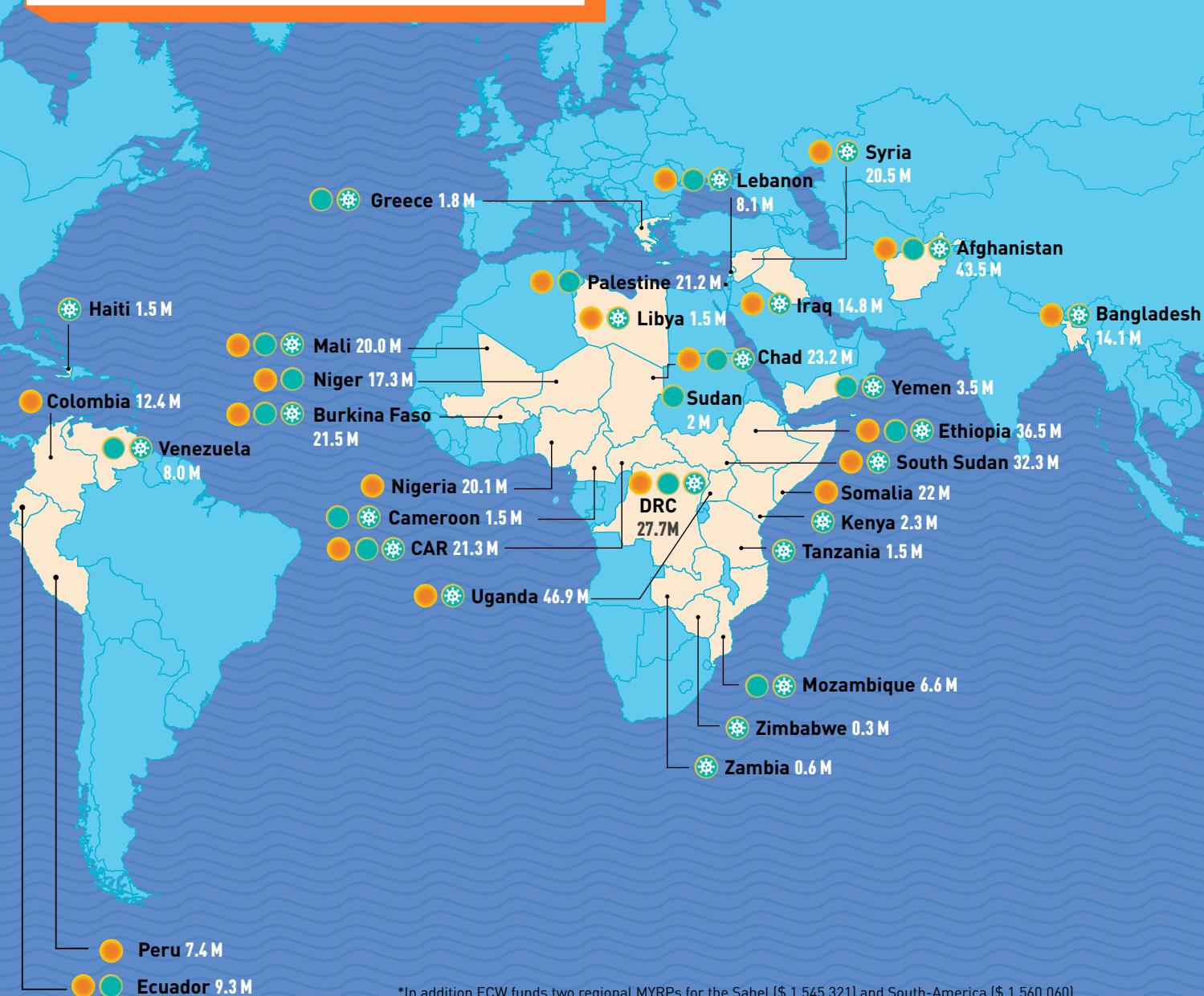




# MAP OF ECW INVESTMENTS ACTIVE IN 2021

(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.



© ECW/Amizero Pictures

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.**

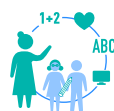
### Outcome-level reporting

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.

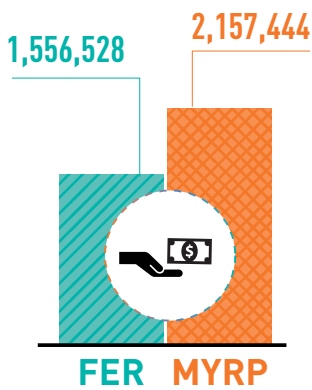
ECW will continue advocating for the use of existing platforms and networks that shape the EiEPC institutional ecosystem. ECW is strengthening its internal data collection efforts in relation to education outcomes and outputs of its grant portfolio.

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.

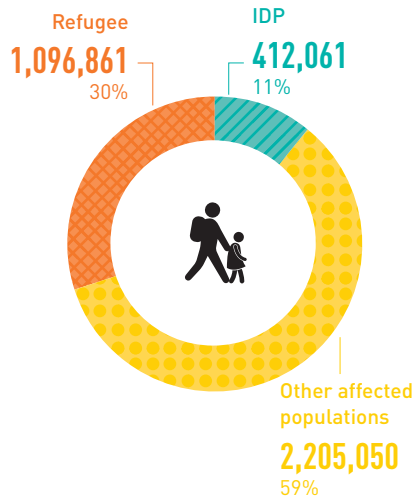
Highlights for grants  
**active in 2021**



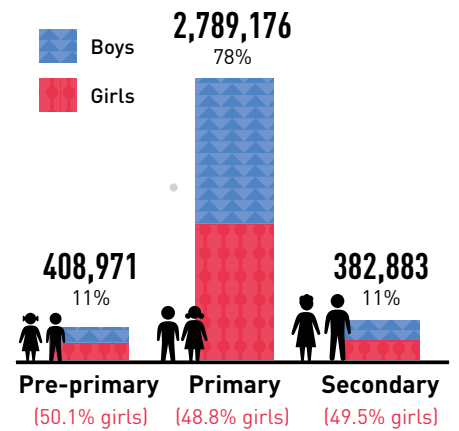
By grant modality



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



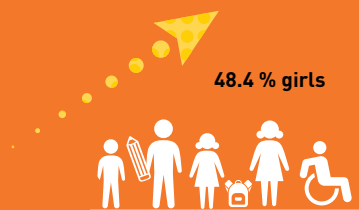
**32 countries**  
assisted



**37 grantee organizations**

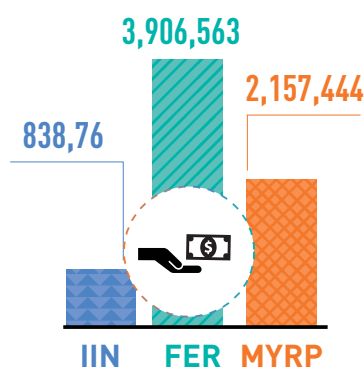


Highlights for grants since ECW inception

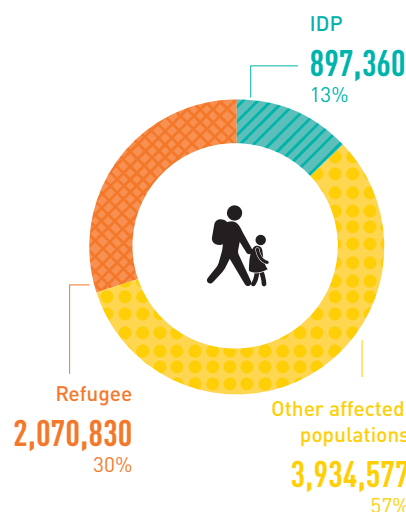


**6,902,767** Children and adolescents reached (excluding COVID-19 interventions)

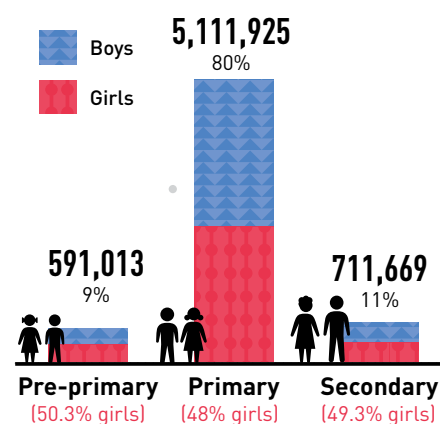
By grant modality



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)

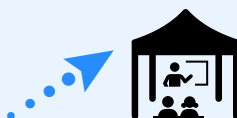
Selected **programme and strategic objective highlights** in 2021

**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:



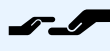
**Almost 27,000**

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.



## **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)

Follow us:

@Educannotwait

