



**EDUCATION
CANNOT
WAIT**

Annual Results
Report 2022
EXECUTIVE SUMMARY



→ **WITH HOPE
AND COURAGE:**

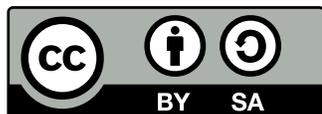
*Moving Fast Forward Into
Our Next Strategic Plan*

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 2022.

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Education Cannot Wait, August 2023



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.

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Cover photo: A displaced girl plays a game with her classmates in front of their school in Gaza, State of Palestine.

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**EDUCATION
CANNOT
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WITH HOPE AND COURAGE:¹

*Moving Fast Forward
Into Our Next
Strategic Plan*

¹ This year's title comes from one of Save the Children's 2022 MYRP reports on their programme in South Kordofan, Sudan. In the report, a programme beneficiary named Wadah said, "I went to my father and, filled with all the hope and courage, said to him: 'Father, this time I will not miss this chance, I will not bury my dreams of being someone very important and very useful for my family and my community.' My persistence forced my father to allow me to join the Accelerated Learning Programme with Global Aid Hand and Education Cannot Wait funding." Wadah continued, "Now, I am very happy that I have another chance to build a brighter future. I thank Education Cannot Wait, Global Aid Hand and their partners for making my dream of joining the school again come true."



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Two girls in front of their primary school in Uganda. ECW support is increasing access to quality education for both refugee and host community children and youth in the country.

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EXECUTIVE SUMMARY

With hope and courage²

In 2022, global crises continued to escalate, affecting more children and persisting for extended periods. The United Nations reported a record 362 million people needing humanitarian assistance and protection globally as of June 2023.³ They include 62.5 million internally displaced persons (IDPs) and 35.3 million refugees at the end of 2022.⁴

The number of internal displacements due to conflict and violence nearly doubled from the previous year, to 28.3 million. New and ongoing conflicts in 2022 contributed to displacements in Ukraine (16.9 million), the Democratic Republic of the Congo (4 million), Ethiopia (2 million), and Myanmar (1 million). Half of all refugees in 2022 originated from just three countries: the Syrian Arab Republic (Syria) (6.5 million), Afghanistan (5.7 million), and Ukraine (5.7 million). An estimated 8.7 million people fled their homes because of natural disasters, including floods, storms, drought, and wildfires, which are increasingly the source of prolonged internal displacement.⁵ Many of these crises are related to climate change. The weather phenomenon known as La Niña triggered floods and drought, including the worst drought on record, which displaced 2.1 million people in Ethiopia, Kenya, and Somalia.

In June 2023, Education Cannot Wait (ECW) issued its second global estimates study on the number of school-aged children affected by conflict or crisis in need of education support. These new figures, and the broader trends behind them, are alarming. The study estimated that about 224 million school-aged children globally were affected by crises and in need of education support.⁶ Among them, only 25 million (11 per cent) were in school and achieving minimum proficiency levels in reading and/or mathematics. The

majority – 127 million (57 per cent) – were in school but not achieving minimum proficiency levels, and 72 million (32 per cent) were out of school. Reversing these trends is essential to achieving Sustainable Development Goal 4, focusing on quality education for all.

ECW supports the millions of children affected by conflict, climate-induced disasters, and protracted crises to realize their right to a quality education. ECW was established at the World Humanitarian Summit in 2016 and is now in its sixth year of operation. It launched its second Strategic Plan, for the period 2023–2026, during the United Nations General Assembly in September 2022.

Over the initial Strategic Plan period (2018–2022), ECW's overarching goal was to ensure quality education for 8.9 million conflict- and disaster-affected children aged 3 to 18 years (50 per cent girls). By the end of 2022, ECW had supported over 8.8 million children and adolescents across 44 countries. Of these, 49.2 per cent were girls, 1.2 per cent were children with disabilities, 28 per cent were refugees, 13 per cent were IDPs, and 59 per cent were children living in host communities and other crisis-affected children.

² The title of ECW's 2022 Annual Results Report is inspired by testimony from a beneficiary of ECW's MYRP in the Sudan, led by Save the Children. This child's full story appears on the cover page of the complete report.

³ United Nations Office for the Coordination of Humanitarian Affairs, *Global Humanitarian Overview 2023, Mid-Year Update*, June 2023.

⁴ United Nations High Commissioner for Refugees, *Global Trends in Forced Displacement in 2022*, June 2023, p. 2.

⁵ Internal Displacement Monitoring Centre, *Global Report on Internal Displacement 2023*, p. 3.

⁶ Education Cannot Wait, *Crisis Affected Children and Adolescents in Need of Education Support: New Global Estimates and Thematic Deep Dives*, June 2023.

Moreover, ECW supported 32.2 million children and adolescents (51 per cent girls) with targeted interventions to continue their learning during the COVID-19 pandemic. In 2022 alone, ECW reached nearly 4.2 million children and adolescents (50 per cent girls) in 30 countries through 85 programmes: 26 Multi-Year Resilience Programmes (MYRPs), 26 First Emergency Responses (FERs), and 33 Acceleration Facility programmes.

This Annual Results Report describes the accomplishments of 2022 and the first Strategic Plan period (2018–2022). The year 2022 represents a transition for ECW, an opportunity to reflect on past achievements and lessons learned, and to build on this experience to inform the second Strategic Plan, which is now under way. The report outlines main global outcomes aligned with ECW's objectives in Part 1, and beneficiary results – in terms of education access, equity, gender equality, holistic learning, and safe and protective learning environments – in Part 2.



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Fatima, 14, and students smile in their class in Mozambique. ECW support is addressing the educational needs of girls and boys impacted by increasing insecurity and devastating natural disasters in the country.

PART 1:

Strategic Objectives



Inspire political commitment and financing

Throughout 2022, ECW was a forceful advocate on behalf of crisis-affected children around the world. It used its advocacy platform to keep these children's needs at the forefront of the global education discourse and in support of its fundraising for education in emergencies and protracted crises.

ECW analysed funding trends, including humanitarian funding appeals, total requirements, and the share of funding for both education and education in emergencies (EiE). The good news is that all these areas grew – and funding for EiE was higher than ever before. The total available funding for EiE grew 57.4 per cent over three years – from \$699 million in 2019 to a record \$1.1 billion in 2022; while funding toward EiE in humanitarian appeals grew a staggering 86 per cent – from \$458 million to \$852 million during the same period.

Yet, funding requests for EiE within humanitarian appeals have nearly tripled, from \$1.1 billion in 2019 to almost \$3 billion at the end of 2022. Despite the increased funding, the funding gap for education against appeals has also widened over the past five years, meaning that funding demand outweighs supply within appeals. Only 30 per cent of education requirements were funded in 2022. While this represents an increase from the record-low 19 per cent in 2021, it is still lower than during 2018–2020, when 40 per cent to 48 per cent of education requirements were funded.⁷

ECW's first global estimates study, issued in June 2022, was used by ECW and others to raise visibility of the urgent need for support to education for crisis-affected children around the world. ECW's #222MillionDreams ✨📚 campaign engaged key partners, donors and champions worldwide in a call

⁷ The average share of funding against all appeals for other sectors rose from 26 per cent in 2021 to 36 per cent in 2022. Education was in twelfth position against other sectors in terms of the share of funding against requirements in 2022.

for funding and political commitment. At least 45 high-profile leaders from the United Nations system, governments, civil society, and the private sector lent their voices to the campaign. This resulted in a Call to Action at the United Nations Transforming Education Summit (September 2022). Member States and partners committed to implement actions, and donors heeded the urgent call for funding.

In part due to these advocacy efforts, ECW has succeeded in mobilizing over \$1.5 billion for its Trust Fund, through which it funds three programme modalities: the FER, the MYRP, and the Acceleration Facility.

ECW's High-Level Financing Conference, held in February 2023, brought together over 30 government ministers and high-level delegates and secured pledges of \$826 million for education in emergencies and protracted crises (EiEPC) for the new Strategic Plan period (2023–2026), including over \$700 million for the ECW Trust Fund. Germany, the United Kingdom and the United States are ECW's largest bilateral donors, and the LEGO Foundation remains ECW's largest private-sector donor. With 1.5 billion the Trust Fund is significantly better funded in 2023 than it was at the end of 2021, when it totaled \$1.1 billion.

To date, however, some of ECW's largest and prospective bilateral and multilateral donors have not yet committed funding for the full 2023–2026 period, and there remains a gap in funding from the private sector, foundations and philanthropic donors. In the first half of 2023, ECW faces a funding gap of approximately \$670 million to fully finance results under the Strategic Plan, 2023–2026.

In addition to the Trust Fund, ECW's country-level partners in 22 MYRP-supported countries have reported that a total of nearly \$1.2 billion – or \$54 million per country on average – was allocated as new funding for EiEPC programmes beginning in or after the year their MYRPs were launched.⁸ The partners estimated that of the total allocation, \$842 million (71 per cent) was strongly aligned to and closely coordinated with the MYRP partners and stakeholders.



Young girl at an ECW-supported learning facility in Cúcuta. She was forced to flee conflict in Venezuela and is now receiving holistic education support from ECW partners in Colombia.

⁸ By the end of 2022, ECW had an active portfolio of MYRPs in 26 countries. Four of the 26 did not complete the reporting template as they were launched only in the second half of 2022.



Improve joint planning and timely response

ECW's portfolio has steadily grown over the years. Since inception, ECW has funded 289 programmes in 44 countries: 26 MYRPs, 145 FERs, 66 COVID-19 FERs, 48 Acceleration Facility programmes, and 4 initial investments.

ECW's programme portfolio in 2022 included 26 MYRPs, 26 FERs, and 33 Acceleration Facility programmes in 30 countries. Twelve new FERs totalling \$34 million were approved in response to acute emergencies and escalated crises affecting children's education in 10 countries. Ukraine and Moldova were assigned \$6.5 million in response to the war in Ukraine. Ethiopia, Kenya, and Somalia were assigned \$12 million to address the impact of drought in eastern Africa. Pakistan received \$5 million, and the Sudan received \$2 million, both to address the impact of severe flooding. Chad, Ethiopia, and the Niger received a total of \$8.5 million in response to the influx of refugees from Cameroon, the crisis in Tigray, and the continued situation in the greater Lake Chad area, respectively. Not including these approved amounts in 2022, ECW has allocated a total of \$193 million through the FER modality (24 per cent of total programmatic allocations), since its operations began in 2018.

Two new MYRPs (Cameroon and Haiti) and one renewed MYRP (Central African Republic) were approved in 2022, increasing the MYRP portfolio to a total of 26 countries.⁹ New commitments in the amount of \$77 million were approved via 11 grants to these three MYRPs, with the Central African Republic receiving a record \$40 million. In total, MYRP grantees were allocated \$138 million in 2022, for a total of \$528 million (66 per cent of total programmatic allocations) since ECW's inception. Recognizing the importance of broadening the scope of partners, ECW has actively sought to increase the



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flow of funds through non-governmental organizations (NGOs) to leverage their specialized knowledge, local networks, and community-based approaches. As a result, more grants and funding were provided to international NGOs than in previous years. In 2022, 54 per cent of the newly supported grantees corresponded to international NGOs, 44 per cent to United Nations agencies, and 2 per cent to local NGOs. Regarding funding, 44 per cent was provided to international NGOs in 2022 compared to 26 per cent in 2019.

Interventions at the level of primary education continue to receive the largest budget allocation: 75 per cent of total allocation in 2022. Nonetheless, budget allocations at early childhood education (pre-primary) and secondary education levels, and the overall share of children targeted at these levels, have increased. ECW allocated 11 per cent of its budget at the pre-primary level and 15 per cent at the secondary level over the 2018–2022 period. Pre-primary budget allocation exceeded the goal of 10 per cent set in 2019. Children targeted with secondary education service provision represent 26 per cent of all children targeted in 2022 – the highest share since ECW's inception.

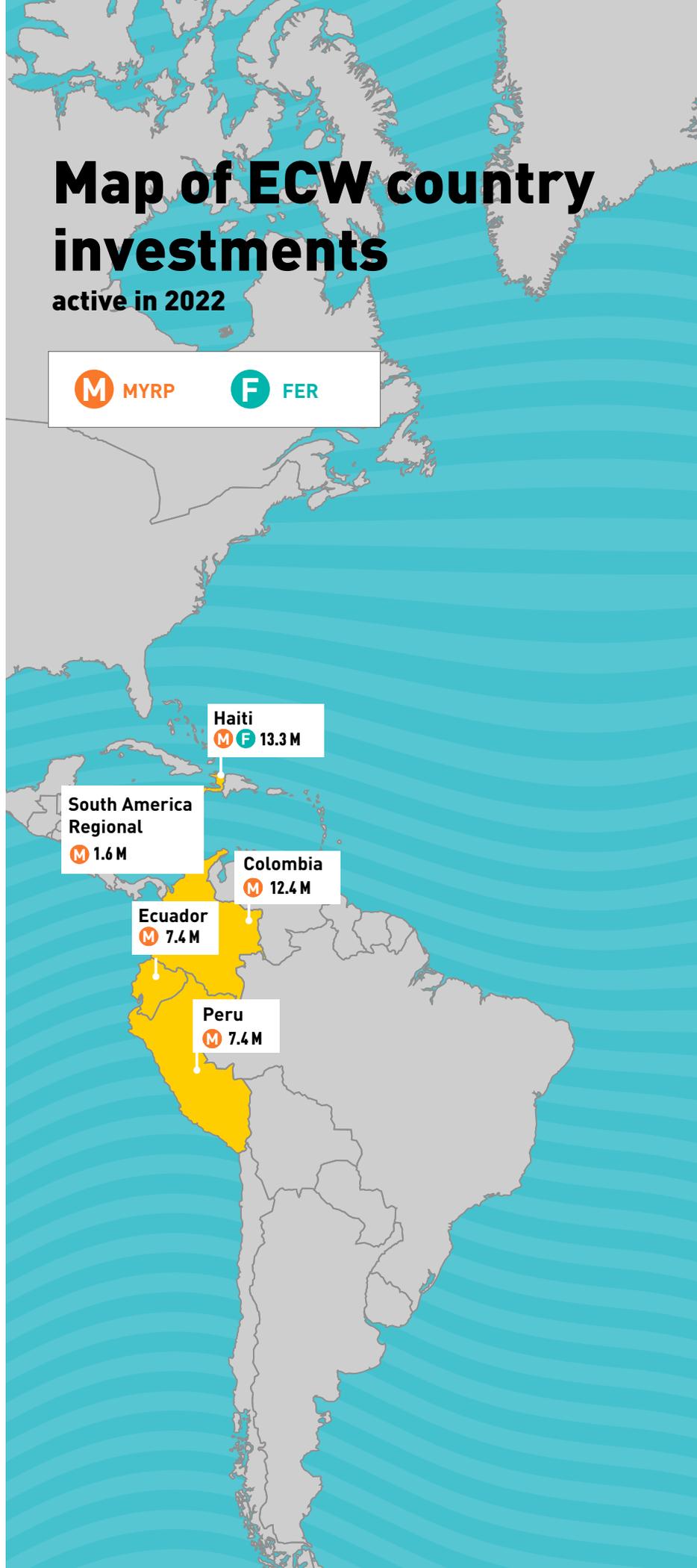
⁹ The 26 MYRP countries are Afghanistan, Bangladesh, Burkina Faso, Burundi, Cameroon, the Central African Republic, Chad, Colombia, the Democratic Republic of the Congo, Ecuador, Ethiopia, Haiti, Iraq, Lebanon, Libya, Mali, the Niger, Nigeria, Pakistan, the State of Palestine, Peru, Somalia, South Sudan, the Sudan, the Syrian Arab Republic, and Uganda.

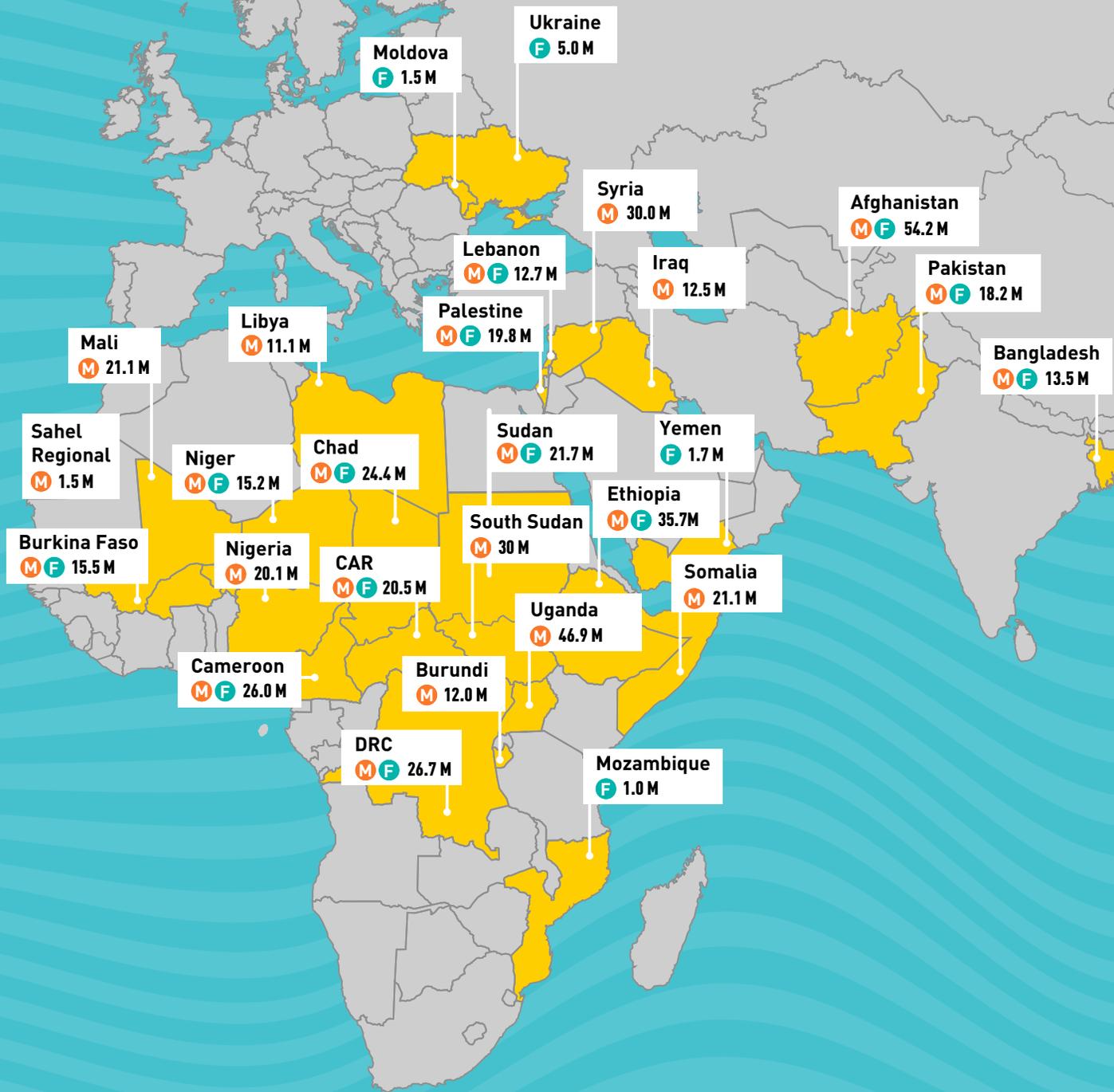
Average numbers of targeted children per programme have not changed significantly, but overall MYRP budgets have doubled on average, from \$12.5 million annually in 2019–2021 to \$25.6 million in 2022.¹⁰ Budgets per child have increased over the period 2018–2022, from \$54 to \$77 annually for the MYRPs and from \$41 to \$59 for the duration of the FERs (12 to 18 months).¹¹ The higher budget per child means that each child receives a broader set of interventions and more in-depth support, a shift in line with ECW’s greater focus on promoting quality education and holistic learning.

The distinct nature and urgency of FER interventions requires a speedy response, thus ECW monitors and analyses timeliness of FERs as a critical result indicator. Overall, in 2022, 16 per cent of all FERs were developed within the eight-week target, compared to 31 per cent in 2021 and 37 per cent throughout the Strategic Plan period (2018–2022). On average throughout the period, acute-emergency FERs took nine weeks to disburse, while protracted-crisis FERs took 15 weeks.

¹⁰ The spike is partly due to the \$40 million in seed funding allocated to the Central African Republic as part of its MYRP renewal.

¹¹ FER interventions are immediately deployed and of shorter term, which explains in part their higher budget per child.





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.



Strengthen capacity to respond

ECW continues to invest in capacity-strengthening of the broader EiEPC sector to respond to the education needs of children and to sustain the transformative changes that are at the heart of its mission.

The Acceleration Facility complements MYRP investments through its focus on strengthening EiEPC response capacities, both globally and locally. ECW allocated \$5.1 million in 2022 and \$22.2 million since inception (2.8 per cent of total programmatic allocations) towards capacity-strengthening through the Acceleration Facility. Two Acceleration Facility grants in 2022 were valued at more than \$1 million: (1) to strengthen system wide EiEPC response through enhanced coordination with the Global Education Cluster; and (2) to strengthen holistic outcome measurement systems in EiEPC in Colombia and Peru with New York University's Global TIES for Children.

One of ECW's core partners, the Global Education Cluster supported a coordinated response in 27 crises in 2022 and continues to work with ECW to strengthen the EiEPC coordination architecture. The cluster updated its core coordination training to incorporate MYRP-focused content and cross-cutting priorities (e.g., the inclusion of people with disabilities, preventing gender-based violence, child safeguarding and protection) and developed new guidance and resources for cluster coordinators, including a first-of-its-kind toolkit on rapid education response.

Other Acceleration Facility grants supported partners developing global guidance, standards and tools in critical areas. ECW supported the following in 2022:

- Field testing of a Minimum Service Package for mental health and psycho-social support (MHPSS) in EiE. The package was developed by three United Nations organizations – UNHCR, UNICEF, and WHO – and is now officially managed by the Inter-Agency Standing Committee.



© ECW/Justin Makangara

- Development of a set of resources to support teacher well-being in emergencies, including guidance notes for use with teachers and tools for use in advocacy, all managed by the Inter-Agency Network for Education in Emergencies (INEE).
- Establishment of the Gender Lead Organization function under MYRPs in Burundi, Bangladesh, Lebanon, Libya, Pakistan, and the Sudan, which has contributed to enhanced collaboration among sectors working on gender issues and capacity development of MYRP grantees and implementing partners.
- Evaluation of available resources on inclusive education for crisis-affected individuals with disabilities, including an identification of gaps in the resource base. In 2022, INEE and ECW organized a side event on inclusive education and INEE minimum standards at the Global Disability Summit.



Improve data, evidence and accountability

Quality data and evidence are essential tools for EiEPC programming, monitoring outcomes, and holding stakeholders accountable for progress. ECW is committed to improving data and data ecosystems; using quality data to monitor programme results; and advancing knowledge of ‘what works’ in EiEPC on an evidence basis.

Much of the data and evidence work in 2022 was funded by Acceleration Facility grants to partners. For example:

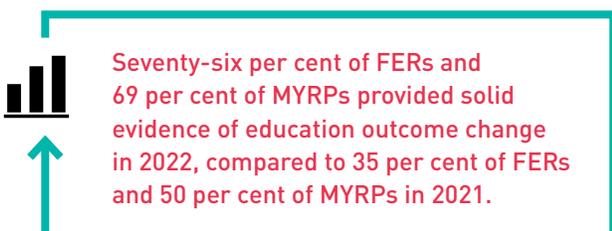
- UNESCO is working in Ethiopia and South Sudan to integrate global approaches to the use of data and evidence into national planning and monitoring systems, and to improve system coherence among development partners. Globally, six country case studies on EiE data system strengthening were made available as global public goods.
- The Global Education Cluster continued to support country clusters in calculating their ‘people-in-need’ and target figures for use in humanitarian needs assessments, and in their multisectoral aspects, including education, child protection and health.
- The Global Coalition to Protect Education from Attack oriented stakeholders on its Toolkit for Collecting and Analysing Data on Attacks on Education and launched a microsite to disseminate the toolkit more widely and make it more user-friendly.

ECW continued to co-chair INEE’s EiE Data Working Group and has collaborated with the group to conduct the study of crisis-affected children and adolescents in need of urgent education support, mentioned above, using a new methodology and data from multiple sources.

ECW supports grantees to report on education outcomes related to access and continuity, holistic learning, safety and protection, and gender and inclusion where these outcomes were part of the programme results frameworks. Availability and quality of outcome-level data has improved across the 43 active programmes in 2022. These programmes show either baseline data soon after they started their work, or partial or solid evidence when they have been implemented for longer. Seventy-six per cent of FERs and 69 per cent of MYRPs provided solid evidence of education outcome change in 2022, compared to 35 per cent of FERs and 50 per cent of MYRPs in 2021.

Eighty-two per cent of education outcome data provided is sex-disaggregated. These programmes are therefore monitoring and reporting on outcomes for boys and girls as well as average values. This is important, as progress can be unequal between boys and girls.

An external organizational evaluation of ECW was conducted, with its recommendations informing ECW’s new Strategic Plan, 2023–2026. The exercise resulted in the development of a learning agenda, with a focus on gaining a better understanding of what works and does not work and driving developments in six EiEPC priority areas: holistic learning and education participation; EiEPC coordination; localization; gender-transformative programming; resource mobilization; and EiEPC data and evidence.



PART 2:

Beneficiary Outcome Results



Children reached

With an expanding portfolio, ECW and its partners have reached an increasing number of crisis-affected children and adolescents with quality education support tailored to their needs. Almost 4.2 million children were supported in 2022 alone (50.0 per cent girls, 1.6 per cent children with disabilities). This has brought the total number of children and adolescents reached by ECW from the start of operations through 2022 to 8.8 million (49.2 per cent girls, 1.2 per cent children with disabilities), almost achieving its Strategic Plan target of 8.9 million by the end of 2022.

Most children supported by ECW and its partners have been children of primary school age. However, the percentage of children reached through early childhood education as a share of all children reached increased from 5 per cent in 2019 to 9 per cent in 2022, for a total of 719,413 children (50.4 per cent girls). The percentage of children reached at the secondary education level increased from 3 per cent to 13 per cent during the same period, for a total of 1.1 million (51.5 per cent girls).

Table 1 provides detailed numbers of children reached by gender, education level, population group, and programme modality.

More than half of all children reached in 2022 were girls (2.1 million), and 13.7 per cent more girls were reached in 2022 than in 2021. For the first time, ECW-supported programmes are now reaching more girls than boys – and this holds across pre-primary and secondary education levels, within refugee populations, within non-formal education, and through the FER funding window.

The percentage of children with disabilities reached through MYRPs is also growing quickly. The number of children with disabilities more than doubled, from 25,500 in 2021 to 61,200 in 2022.

ECW assistance benefited 883,558 child and adolescent refugees in 2022 (21 per cent of all children reached), and 2.1 million refugees since its inception (28 per cent).

Table 1. Children reached by ECW

2022 and 2018–2022

	2022	2018–2022
	4.2 million (50.1% girls)	8.8 million (49.2% girls) (Target: 8.9 million)
 via MYRPs	3.5 million (48.2% girls)	3.7 million (48.3% girls)
 via FERs	653,801 (58.9% girls)	4.3 million (51.0% girls)
 pre-primary	4.9% (50.4% girls)	9% (50.4% girls)
 primary	79.6% (49.1% girls)	78% (48.2% girls)
 secondary	15.5% (53.3% girls)	13% (51.5% girls)
 refugees	21% (50.6% girls)	28% (49.3% girls)
 IDPs	14% (48.3% girls)	13% (48.3% girls)
 children with disabilities	1.6% (48.7% girls)	1.2% (48.0% girls)
 via non-formal education	670,000 (51.0% girls) (16% of all children reached)	1.1M (50.3% girls) (13% of all children reached)

ECW and its partners are helping to ensure crisis-affected children access quality education and holistic learning. Priority interventions are comprehensive and serve two main purposes. First, they address the diverse impacts of crisis on education – from barriers to access to education, to damages to school infrastructure – while caring for learners’ well-being. Second, they are tailored to the needs of specific groups affected by crisis, such as disabled children, girls, refugees, and children living in host communities. Such interventions seek to guarantee inclusive education during crises.

Since ECW’s inception, a standard package of interventions delivered by partners has typically involved skills-building activities for teachers (in 100 per cent of MYRPs and 94 per cent of FERs), the supply of learning materials (in 92 per cent of MYRPs and 85 per cent of FERs), the rebuilding of learning spaces (in 80 per cent of MYRPs and 72 per cent of FERs), and latrines (in 76 per cent of MYRPs and 54 per cent of FERs). Over time, MYRPs have increasingly supported the standard package of interventions, while FERs increasingly support interventions such as teacher recruitment, MHPSS service delivery, community engagement in children’s education (i.e. through awareness campaigns and other activities), and efforts to improve school management (i.e., through the establishment of parent-teacher associations).



Improved access and continuity of education

In 2022, ECW allocated \$138 million in MYRP funding to increase children's education participation through improved access and continuity interventions. The allocation represents 38 per cent of the total programmatic investment in 2022, just below the Strategic Plan period average of 40 per cent.

Of the programmes active in 2022, 91 per cent show improvements in accessing education via reporting on better enrolment (36 programmes) and/or retention rates (16 programmes). Specifically, 69 per cent of MYRPs and 76 per cent of FERs shared solid evidence on increased access to education in 2022, up from 47 per cent for MYRPs and 24 per cent for FERs in 2021. Remaining in school is equally important, and some 96 per cent of the programmes reporting change in education continuity show improvements. Eighty per cent of ECW-supported non-formal education programmes revealed that at least half of learners completed and transitioned to the formal education system to continue their learning.

An analysis of 10 programmes that provided evidence of solid increase in access or continuity found three common features. Programmes supported: (1) the creation of learning opportunities, tailored for the hardest to reach and accessible to them, supplemented by teaching and learning materials for both learners and teachers; (2) a reliable supply of competent teachers and supplementary learning programmes for those who need extra support; and (3) the effective engagement of local communities to help promote access to and continuity of education.

ECW promotes gender parity in access to and continuity of education and emphasizes girls' education. Eighty per cent of programmes in 2022 had similar or higher levels of gender parity in access and continuity of education than in previous years. Boys continue to outperform girls in terms of access to and continuity of education in conflict and crisis settings. Yet, an

analysis of ECW's FER and MYRP portfolio with data on access, retention, completion, and/or transition found that access and continuity rates increased over time, by 1 per cent for girls and 2.2 per cent for boys on average.

In 2022, ECW provided a range of supports that helped children and adolescents go to school and stay in school. These included:

- Construction and rehabilitation of learning spaces: 9,773 learning spaces constructed/rehabilitated in 2022, and 21,052 during the Strategic Plan, 2018–2022.
- Recruitment of teachers and administrators, or financial support: 22,273 teachers/administrators (40.3 per cent female) supported in 2022, and 168,855 (29.1 per cent female) during the Strategic Plan period.
- Community mobilization efforts to increase enrolment rates: An estimated 4.1 million people (50 per cent female) were reached in 2022.
- Financial support for education, and school feeding programmes: 232 households and 61,821 children (60.9 per cent girls) received financial support in 2022; and 319,109 children (48.8 per cent girls) benefited from school feeding programmes in 2022. This brings the total number of children reached through school feeding programmes to more than 581,000 during the Strategic Plan period.
- Provision of essential learning and support materials for children with disabilities: 65,864 children with disabilities (48.7 per cent girls; 1.6 per cent of all children reached) received such materials in 2022; and 101,144 children with disabilities (48 per cent girls; 1.2 per cent of all children reached) received such materials during the Strategic Plan period.



Strengthened equity and gender equality

ECW's intentional focus on advancing girls' education and gender equality through inclusive, gender-responsive, and gender-transformative education programming – especially at the secondary level where girls are at higher risk of dropping out or not attending school than boys – seems to be paying off. Strengthening gender equity in ECW-education programmes requires addressing context-specific barriers and targeting gender-specific responses for girls and boys. For example, ECW supported girls' school enrolment and the recruitment and retention of female teachers in Afghanistan; engaged local women's organizations in MYRP design through the Gender Lead Organization in Pakistan; and supported the development of a girls' education strategy in South Sudan.

Specific gender inequalities were identified through an intersectional gender analysis considering power dynamics, vulnerabilities, capacities, voices, and the participation of both boys and girls in education. In nine MYRPs where the difference between boys' and girls' access to education and participation in education exceeded 10 per cent, girls outperformed boys in four programmes and boys outperformed girls in four programmes; one programme showed mixed results.

Gender mainstreaming, to help ensure access to education and participation for both boys and girls affected by crisis, was a common feature in all nine MYRPs.

Furthermore, ECW supported the following activities in 2022:

- The recruitment and training of 35,728 female teachers (49.8 per cent of all teachers recruited/trained) and related community mobilization.
- The provision of menstrual health and hygiene management kits to girls, addressing menstruation-related challenges that could interrupt girls' education.
- Support for a safe learning environment, by providing safe transportation for children and teachers; training teachers and administrators to address gender-based violence; and implementing gender-based violence risk-mitigation measures.

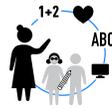
Since inception, ECW has invested approximately \$226 million (28 per cent of its total programme allocation) in education programmes that provide support to refugees (MYRPs: \$191 million; FERs: \$33.5 million; Accelerated Facility: \$773,000). Fifty-two per cent of refugees (723,000) are supported in countries that explicitly promote refugee inclusion and have policies in place.¹² Twenty-one per cent (293,000) are Rohingya refugees who fled Myanmar and are living in camps in Cox's Bazar, Bangladesh; they have no access to the Bangladesh national education system and are instead educated via tailored programmes or the Myanmar curriculum adapted for them. The other 26 per cent of refugees (370,000) reside in countries where they face limitations or challenges in accessing national education systems.



more than 1/2

More than half of all children reached in 2022 were girls (2.1 million), and 13.7 per cent more girls were reached in 2022 than in 2021. For the first time, ECW-supported programmes are now reaching more girls than boys.

¹² Categorization of countries uses UNHCR's *Global Compact on Refugees: Indicator Report 2021* related to the primary level of education.



Improved learning and skills

Only 25 million children, or 10 per cent of the 224 million school-aged children affected by crisis and conflict, are in school and learning. Some 127 million (52 per cent) of crisis-affected children are in school and not meeting minimum proficiency levels in mathematics and reading. That number is even higher than the number of crisis-affected children who are out of school (72 million, or 32 per cent).

Amid this global learning crisis, ECW is increasingly focused on improving the quality of education and teaching and learning processes in schools. The share of MYRP budgets allocated to learning-outcome interventions has increased from 16 per cent in 2019 to 25 per cent in 2022, the largest outcome increase in budget allocation during the Strategic Plan period.

Since 2020, all MYRPs have identified increased levels of learning as a programme objective and allocated budgets for the implementation and measurement of learning improvements. Among 26 MYRPs active in 2022, 16 have data on learning outcomes (62 per cent), a significant increase from 7 MYRPs with such data in 2021. Among them, Mali, Somalia, the State of Palestine, Syria, and Uganda show a solid level of measurement quality, and Colombia, Ethiopia, and Peru show a partial/moderate level of measurement quality.

Among programmes demonstrating improved learning outcomes, four MYRPs (in Ethiopia, Mali, Syria and Uganda) stood out for notable progress in children's learning. These programmes used tailored strategies and student-centred pedagogies to meet learner needs and emphasized social-emotional learning for both teachers and students. Programmes supported teachers, through classroom enhancements and the introduction of multiple shifts (for manageable class sizes); improved remuneration to motivate teachers;

and training in support of their own mental health and well-being. Programmes involved and empowered communities, parents and caregivers through local campaigns to raise accountability and awareness, as well as trainings for community leaders. This participatory approach fostered a supportive learning environment and positively influenced outcomes.

The number of teachers trained with ECW support continues to grow. ECW funded the training of 72,629 teachers in 2022, and that of 140,539 teachers over the Strategic Plan period. Fully half of teachers trained were female: they represented 49.8 per cent of teachers trained in 2022 and 49.3 per cent of teachers trained over the period.

In 2022, teacher-training activities were included in 94 per cent of the FERs and 100 per cent of the MYRPs. MYRP training generally covers academic subjects, curriculum/planning, gender-related topics, MHPSS, and inclusion; FER training generally covers disaster risk reduction and emergency preparedness, in accordance with the nature of the grants. Over 2 million children in 2022 (48.7 per cent girls), and 5.3 million children during the Strategic Plan period (48.6 per cent girls), were provided with learning materials, supplies, and distance learning equipment. Schools received 25,154 'school-in-a-box' sets in 2022, for a total of 67,258 sets during the Strategic Plan period, each set containing a variety of materials (posters, number blocks, workbooks, etc.) in support of teaching children to read, write, and calculate numbers, and for engaging children through drawing, colouring, painting, play and other activities. ECW supported 3,650 parent-teacher associations and school-management committees in 2022, for a total of more than 9,900 during the Strategic Plan period.



Safe and protective learning environments

ECW is committed to creating secure and safe learning environments as part of a quality education for children and adolescents affected by conflict and prolonged crisis. ECW allocated 8 per cent of MYRP budgets in 2022, and 14 per cent over the Strategic Plan period of 2018–2022, towards enhancing safety and protection. The results are evident. Among programmes reporting on safety and protection outcomes, 94 per cent indicated improvement in this area (6 per cent indicated no change). Key indicators included teachers' knowledge of codes of conduct, recorded cases of safety/protection violations against learners, perceptions of safety among children and teachers while commuting to and from school, and the proportion of ECW-supported learning spaces that meet safety standards.

ECW has a zero-tolerance approach toward child protection violations and requires its grantees to adopt strict child safeguarding policies. MYRPs consistently promote efforts to mitigate the risk of gender-based violence (GBV), in accordance with Inter-Agency Standing Committee Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015) and ECW's dedication to shielding children and adolescents from GBV and sexual exploitation and abuse during emergencies. ECW extends its impact by partnering with organizations such as the Global Coalition to Protect Education from Attack, advocating for commitments outlined in the Safe Schools Declaration, and aligning its programmes and planning with international legal frameworks governing humanitarian action, human rights, and refugee rights.

ECW's investments support a comprehensive array of interventions designed to bolster safety and protection.

For example, 3,947 children (50.7 per cent girls) experienced improved access to transportation to and from school, thanks to ECW-supported interventions in 2022. Codes of conduct were enacted and enforced in 1,451 ECW-supported learning spaces, and teachers and communities were trained to prevent school-based violence, bullying, and corporal punishment.

Safe and clean WASH facilities are especially important for keeping girls in school once they reach the age of menstruation. In 2022, 2,268 learning spaces were upgraded to allow better access to clean water, sex-segregated sanitation, and basic hand-washing amenities. Some 3,700 learning spaces met these standards under the Strategic Plan, 2018–2022. Moreover, 7,524 latrines were constructed or rehabilitated, with 75 per cent made accessible to children with disabilities. Notably, 66 per cent of programmes had learning spaces with 'gender-sensitive' latrines,¹³ while 25 per cent of programmes had learning spaces with 'gender-responsive' latrines, offering private facilities with menstrual hygiene tools. Additionally, 5,230 teachers and administrators (37.6 per cent female) received WASH training, resulting in 22,305 more spaces meeting WASH standards in 2022, and 50,162 such spaces since ECW's inception.

A priority for ECW is building school resilience, achieved through infrastructure enhancements, rigorous monitoring, and a strategic emphasis on empowering teachers with emergency readiness and disaster risk reduction capabilities. Some 13,524 teachers (48.7 per cent female) participated in training in these essential skills in 2022, thereby bolstering disaster risk reduction systems in 1,451 ECW-supported learning spaces.

¹³ Refers to sex-segregated latrines. See Inter-Agency Network for Education in Emergencies (INEE), Guidance Note on Gender: An overview and selected case studies (2019).

Notably, ECW's dedication to child protection encompasses collaboration, capacity-building, and advocacy. Collaboration is engaged at both national and global levels to reinforce commitments to child protection. Concurrently, ECW's interventions are structured to equip learners with stress management tools, fostering readiness for effective learning. By the end of 2022, 16 FERs and all MYRPs had integrated MHPSS interventions into programmes, with a significant increase in evidence of improvement in 49 per cent of programmes, compared to 16 per cent in 2021.

ECW supported the integration of tailored MHPSS activities into 1,991 ECW-supported learning spaces, and the establishment of dedicated psycho-social support within or near 3,104 learning spaces, in 2022. Thus ECW is enabling a supportive and inclusive educational environment benefiting diverse sub-groups of crisis-affected children. Further, ECW supported the training of 32,956 teachers (47.1 per cent female) to address learners' mental health needs in 2022, thus underscoring its commitment to their mental health and well-being.



Fatima, 10, raises her hand to answer a question in her class in Iraq. ECW investments in the country are improving access to safe, inclusive quality education for the most vulnerable crisis-affected girls and boys.

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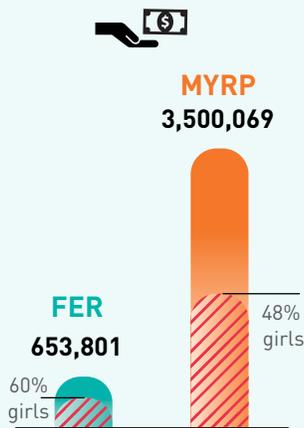
Highlights from 2022¹⁴



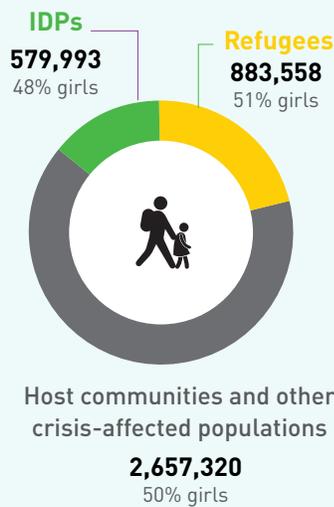
4,153,870

Children and adolescents reached (excluding COVID-19 interventions)

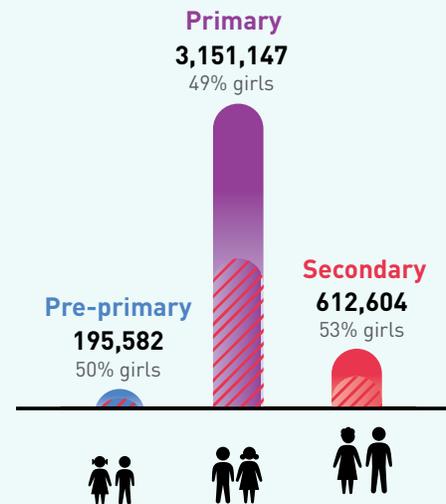
By grant modality



By type of beneficiary*



By education level



85 programmes

are active in 2022**
(26 MYRPs, 26 FERs, and 33 AF)

30 countries

assisted

37 grantee organizations

* Excluding 32,999 children reached by ECW with unknown population status.

** These programmes consist of 142 grant agreements with 37 ECW partners (71 MYRP grants, 38 FER grants, and 33 AF grants)

14 The 'other' affected children refer to crisis-affected populations/children who do not host displaced populations. For example, populations that are affected by a cyclone or flood or drought but who are not displaced and not hosting IDPs/refugees.

Highlights Since Inception

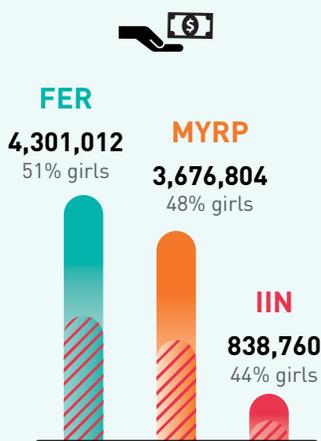


8,816,576

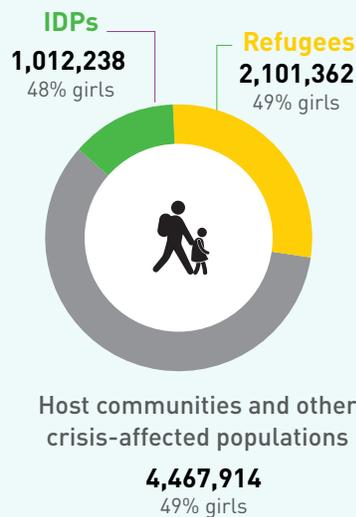
Children and adolescents reached (target of 8.9 million)

32.2 million children and adolescents reached with targeted COVID-19 interventions during 2020-2022, 51% girls

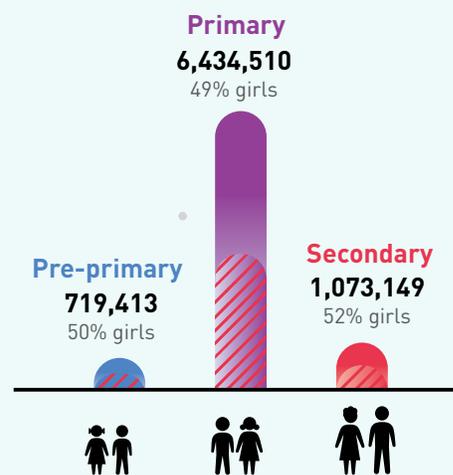
By grant modality



By type of beneficiary*



By education level



289 grants

26 MYRPs, 145 FERs, 66 COVID FERs, 48 AF, and 4 initial investment programmes**

44 countries

assisted

70 grantee organizations

* Excluding 1,235,062 crisis affected children reached by ECW with unknown population status.

** These programmes consist of 392 grant agreements with 70 ECW partners (88 MYRP, 256 FERs, 4 initial investment, and 48 AF grants).

Strategic objective highlights

Outcome results

More transition from non-formal to formal education

Eighty per cent of ECW-supported non-formal education programmes reported that at least half of the learners completed and transitioned to a formal education system to continue their learning

For the first time, ECW-supported programmes are reaching more girls than boys

ECW-supported programmes reached 2.08 million girls (aged 3 to 18 years old), which is over half of all children and adolescents reached in 2022.

More children with disabilities reached

Within 2022, the number of children with disabilities reached by MYRPs went up by 140 per cent from 25,551 (47.5 per cent girls) in 2021 to 61,180 (48.7 per cent girls) in 2022 – an encouraging increase.

More programmes presenting evidence-based learning outcomes

The percentage and number of MYRPs with baseline or increased levels of learning data has grown to 62 per cent of all active MYRPs in 2022.

Improved level of safety and protection

Improved levels of safety and protection are observed in 65 per cent of programmes compared to 29 per cent in 2021.

Outputs results

Most common ECW-supported interventions under the Strategic Period (2018-2022)

Building teachers' capacity (95 per cent of programmes), learning materials distribution (86 per cent of programmes), building and rehabilitation of learning spaces (74 per cent of programmes) and latrines (57 per cent) and teachers' recruitment/financial support (43 per cent)

Sixty per cent of all children reached received learning materials to support their learning

5.3 million children and adolescents (49 per cent girls) and 67,258 learning spaces or classrooms were supported with teaching and learning material between 2018 and 2022.

MHPSS gained more prioritization among the interventions conducted in 2022

By the end of 2022, 16 FERs and all MYRPs had incorporated MHPSS interventions in their programmes and 49 per cent of programmes provided evidence of improvement, compared to 16 per cent in 2021.

Strategic highlights

\$1.5 billion

From ECW's inception through to the ECW High Level Financing Conference (HLFC) in February 2023, ECW has mobilized over \$1.5 billion for its Trust Fund, a significant increase from the \$1.1 billion reported at the end 2021.

x2

The average MYRP budget more than doubled, from \$12.5 million (2019–2021) to \$25.6 million in 2022. ECW renewed the MYRP in the Central African Republic with a record-breaking \$40 million of seed funding.

25%

The share of MYRP budgets allocated to learning-outcome interventions increased from 16 per cent in 2019 to 25 per cent in 2022.

12 new FERs

In 2022, 12 new FER programmes, totaling \$34 million, were approved in response to acute emergencies and escalated crises affecting children's education in 10 countries.

children targeted

The overall share of children targeted, and the budget allocated to Early Childhood Education (ECE) (11 per cent) and secondary education (15 per cent) interventions increased throughout the Strategic Plan Period (2018–2022).

28%

In 2022, the share of FER programme budgets allocated to the provision of secondary education services was 28 per cent, the highest such share allocated to secondary education service provision to date.

more than half

In 2022, more than half of active programmes (51 per cent: 16 MYRPs and 6 FERs) shared at least one measurement of learning outcomes, a significant improvement compared to 2021, in which 33 per cent of programmes reported on learning outcomes.



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In Cameroon, a girl helps her classmates follow their teacher's lesson. ECW investments are reaching girls and boys with disabilities so they can have access to an inclusive, quality education.

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.

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

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