



**EDUCATION  
CANNOT  
WAIT**

The global fund for education in emergencies

# Stronger Together in Crises

2019 Annual Results Report

Executive Summary

## ABOUT THIS PUBLICATION

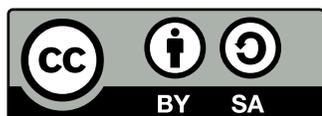
This is the Executive Summary of the Education Cannot Wait (ECW) 2019 Annual Results Report. The full report is available at <https://www.educationcannotwait.org/annual-report/> [the full report is available in English only].

The 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 2019 to 31 December 2019.

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All figures are presented in US dollars, unless otherwise noted.



Education Cannot Wait, June 2020

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## ABOUT EDUCATION CANNOT WAIT (ECW):

ECW is the first global fund dedicated to education in emergencies and protracted crises. It was launched by international humanitarian and development aid actors, along with public and private donors, to address the urgent education needs of 75 million children and youth in conflict and crisis settings. ECW's investment modalities are designed to usher in a more collaborative approach among actors on the ground, ensuring relief and development organizations join forces to achieve education outcomes. Education Cannot Wait is hosted by UNICEF. The Fund is administered under UNICEF's financial, human resources, and administrative rules and regulations, while operations are run by the Fund's own independent governance structure.

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# IN 2019, EDUCATION CANNOT WAIT REAFFIRMED ITSELF AS THE GLOBAL FUND FOR EDUCATION IN EMERGENCIES AND PROTRACTED CRISES

The year 2019 was transformative for Education Cannot Wait (ECW) as the global fund substantially increased its operations, distributing US\$130.7 million – more than in 2017 and 2018 combined – to 75 grantees in 29 countries.<sup>1</sup> ECW grants active in 2019 reached more than 2.6 million children (48 per cent girls), bringing the total number of children reached since the fund's inception to nearly 3.5 million.<sup>2</sup> In 2019, ECW mobilized \$252.8 million from both public and private donors – up from \$159.6 million in 2018 – bringing the total of funds mobilized from inception to the end of 2019 to \$585.9 million (see Table 1).

1 All results are cumulative for all ECW grants that were active for at least a month in 2019.

2 Due to the complex nature of the crisis in Yemen, about 3.96 million children in Yemen were supported with a different type of assistance compared to that provided in other countries; beneficiaries are thus featured separately.

**TABLE 1: CHILDREN REACHED BY ECW GRANTEES AND RESOURCES MOBILIZED, BY YEAR**

	2017	2018	2019
Number of children reached with ECW support (cumulative headcount for all grants active in each year)	0.7 M	1.4 M*	2.6 M*
Resources mobilized in each calendar year (in US \$ million)	172 M	159.6 M	252.8 M*
Cumulative number of grants since ECW inception	42	70	139

\* These figures do not include the 3.96 million children supported in Yemen and who are featured separately (see footnote 2 on the previous page).

Financing remains a top priority for ECW to advance progress on Sustainable Development Goal (SDG) 4 – to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all – and to address the needs of the 75 million children and youth who are left furthest behind in humanitarian emergencies and protracted crises. ECW's efforts come at a moment in history when conflict, natural disaster, displacement of populations, and infectious disease are affecting children and youth at unprecedented levels: there are now more refugees globally than at any time since World War II, half of whom are children. In the face of complex and protracted emergency situations, ECW today provides an influential platform for collective advocacy, resource mobilization, and speed in the delivery of results for children.

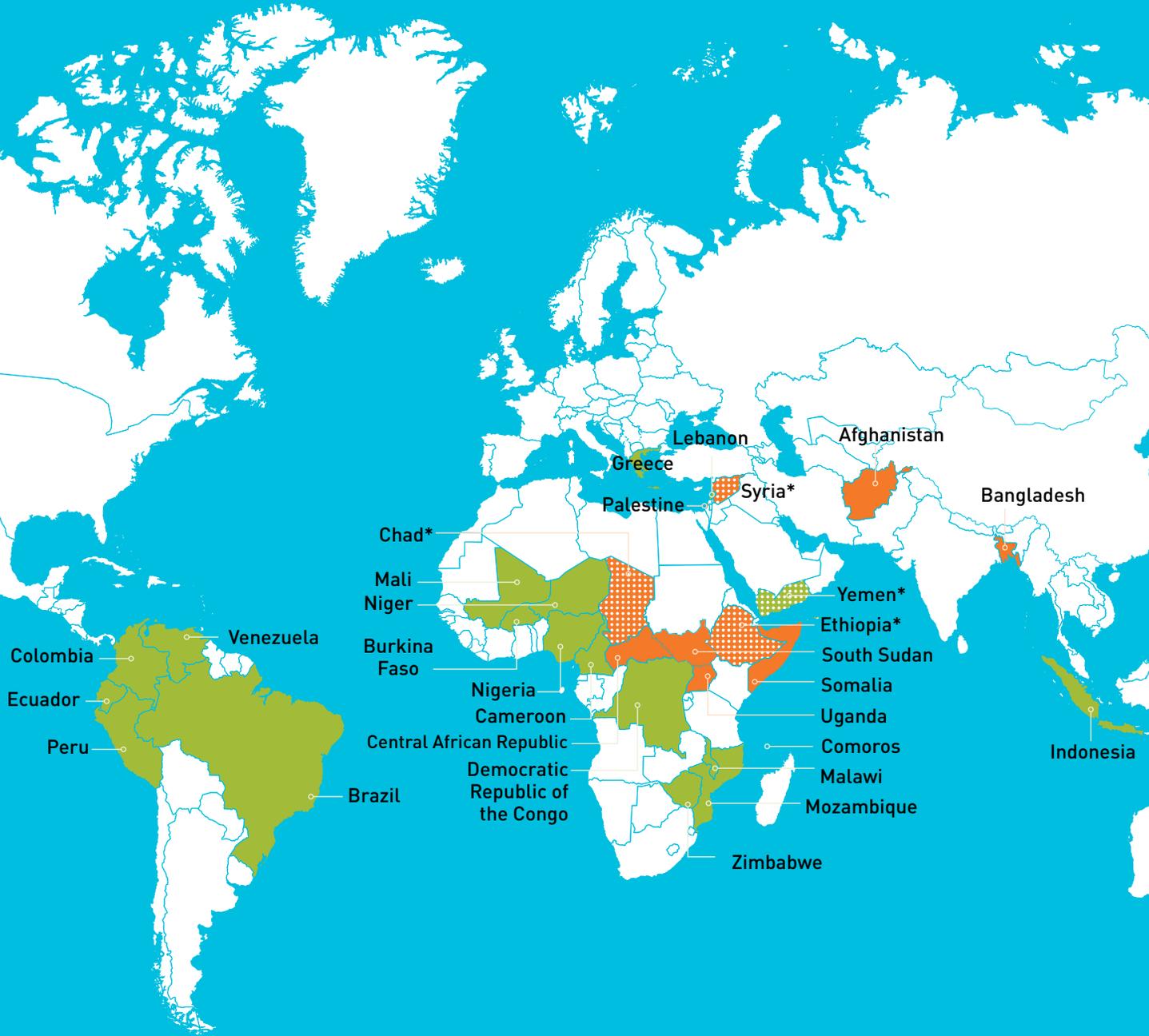
ECW's global advocacy for education in emergencies and protracted crisis (EiEPC) contributed to the upward trends recorded in humanitarian funding for education, with global humanitarian aid to education increasing fivefold from 2015 to 2019, reaching a record amount of more than \$700 million in 2019. The share of global humanitarian funding dedicated

to EiEPC grew from 4.3 per cent in 2018 to 5.1 per cent in 2019. More remains to be done, however, as appeals for EiEPC remained significantly underfunded in 2019, with only 43.5 per cent of the required funding secured – down from 47.5 per cent in 2018. Of the total amount raised by ECW for EiEPC in 2019, 35.7 per cent came from development sources and 36 per cent from humanitarian sources. The dual sources of funding highlight ECW's approach supporting humanitarian and development coherence, which lays the groundwork for sustainable solutions to improve learning for children affected by conflict, natural disaster, and forced displacement.

In 2019, six new Multi-Year Resilience Programmes (MYRPs) – bringing together humanitarian and development actors – were jointly launched with national authorities and in-country partners, increasing the number of active MYRPs to 10, with total disbursements under this funding window at about \$89 million (22 grants). The year 2019 also marked a high point for disbursements under the First Emergency Response (FER) funding window: \$40 million. About \$81 million has been disbursed through FERs over the life of the fund using 101

# Map of active grants in 2019

■ MYRP     
 ■ FER     
 ● \*INITIAL INVESTMENT



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“I have a lot of friends. They help me study,” says 10-year-old Yasmina who lives in a refugee camp in Bangladesh. Yasmina suffers from a speech impediment and learning disabilities. Since she started attending regularly an ECW-supported learning center, her comprehension and ability to speak have been improving.

grants. To improve the coherence and efficiency of regional solutions to regional challenges, in 2019 ECW also disbursed approximately \$13 million using two regional, rather than country-specific, FER grants: one in the Sahel and one in response to the Venezuela crisis.

ECW funding in 2019 flowed to emerging educational needs within rapidly changing humanitarian contexts, ensuring that education systems did not stop operating and that solutions were put in place at the nexus between humanitarian and development assistance. ECW’s investments significantly improved access to education: in Uganda, following ECW’s support to the Education Response Plan<sup>3</sup>, the primary gross enrolment ratio for refugee children improved from 53 per cent in 2017 to 75 per cent (71.4 per cent for girls) in 2019. Similarly, in Ethiopia, following a \$15 million grant implemented by UNICEF, the primary gross enrolment ratio for refugee children rose to 67 per cent, up from 62 per cent in 2018.

Conflict and forced displacement intensified barriers to education for girls, displaced populations, and children with disabilities. Through interventions that addressed gender-based barriers to education, ECW’s MYRP grants have reached gender parity, with girls representing 50 per cent of all beneficiaries. In Afghanistan, a successful model of community-based education has reached 57 per cent of girls among its beneficiaries. Restoring access and promoting gender equality does not guarantee that children will complete their education: children and youth affected by crisis may drop out of school as they get older due to employment opportunities as well as due to gendered sociocultural norms and expectations that may prevent girls from continuing their education. In 2019, ECW reached more than 108,000 children with early childhood education services, which is fundamental for setting a course for a child’s educational journey.

<sup>3</sup> As part of its MYRP in Uganda, ECW funded a consortium of 12 civil society organizations led by Save the Children to support the implementation of the Education Response Plan. Civil society organizations included APPCO, AVSI, CRS, Finn Church Aid, Humanity and Inclusion, NRC, Plan International, Street Child, Save the Children International, War Child Holland, Windle International Uganda, ZOA, and five local implementing partners.

In Bangladesh, approximately 7,000 Rohingya refugee children (49 per cent girls) whose educations had been disrupted by displacement took part in accelerated education tailored to the Myanmar curriculum. Globally, over 35,000 children took part in either catch-up classes or accelerated education to be able to re-enter formal education at the correct age-for-grade. In the Central African Republic, the Norwegian Refugee Council delivered an eight-month accelerated learning programme to 720 conflict-affected children (45 per cent girls), and 85 per cent of children who completed the programme were able to re-enter the formal system after receiving the required certification.

Safe and protective learning environments are necessary for children's well-being and improved learning outcomes; for many children and youth, even walking to and from school exposes them to risk of gender-based violence. To this end, ECW-funded programmes in 2019 provided 4,175 girls and boys with safe transportation to and from educational facilities; and across ECW-supported interventions, more than 102,000 children have been taught by teachers who were trained in psychosocial support and inclusive education.

Delivering quality education and improving learning outcomes are key ECW objectives. In 2019, ECW actively promoted a 'whole-child' approach in which interventions address a variety of learning, teaching, organizational, and safety needs. The approach responds to the fact that conflict-affected children and youth often do not have previous schooling experience, nor do they have the mental or academic readiness for learning. ECW also recognizes that teachers and other education personnel play a pivotal role in creating quality learning environments. Since 2017, ECW grantees have trained more than 41,000 teachers and education personnel (46 per cent women). Further, in 2019 more than 1.8 million children received learning material support, more than doubling the support in previous years. School-based teaching and learning packages were also distributed in 9,673 learning spaces, including school-in-a-box sets containing pencils, erasers, scissors, exercise books, clocks, laminated posters, chalk, and counting cubes.

© Save the Children Uganda



Girls participate in an ECW-supported menstrual hygiene management activity in a refugee settlement in Northern Uganda.

In Nigeria, ECW supported the international NGO Street Child to increase learning in both reading and mathematics through a catch-up programme in areas affected by the Boko Haram insurgency. The programme provided non-formal education for more than 5,200 children aged 4–14 who were either out-of-school or had fallen behind in the formal education system. As a result, the percentage of children who were unable to recognize letters plummeted from 50 per cent to just 1 per cent; the percentage of students able to read words increased from 9 per cent to 43 per cent; and the percentage of students able to read a paragraph of text increased from 1 per cent to 13 per cent. In Afghanistan, Save the Children and the Afghanistan Consortium for Community-based Education and Learning achieved similar improvements: at baseline only 2 per cent of the students were able to read a story and answer related questions correctly, while at endline, after students had received non-formal as well as community-based educational support, 48 per cent could do so. When tested on numeracy, 75 per cent of the students at baseline were unable to recognize three or more single-digit numbers, while at endline the percentage decreased to just 1 per cent.



© ECW/Zigato Tchaya

A student smiles as she attends class in the ECW-supported Jean Colomb primary school in Bangui, Central African Republic.

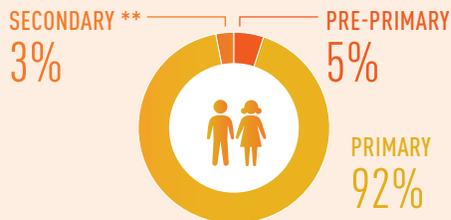
Based on lessons learned over the last three years, ECW urges donors to increase the share of both humanitarian and development funding for education in crisis contexts, to deliver on the rights of children and youth, and to meet SDG 4. To answer the UN Secretary-General's call for a Decade of Action, in 2020 ECW will continue playing a convening role at the global, regional, and country level, bringing together donors, governments, UN agencies, other global education actors, civil society, and the private sector to build an international movement around EiEPC. In addition to continuing to mobilize and leverage funds at the global level, ECW will further diversify funding with a focus on non-traditional donors, international finance institutions, and philanthropic and private sector organizations. At the country level, ECW will build capacity for advocacy and resource mobilization to leverage additional funding.

To address existing gender imbalances in education outcomes, ECW is committed to reaching more girls than boys – up to 60 per cent of girls – in multi-year programmes. Educating girls delivers well-documented and multidimensional benefits, yet girls who live in conflict-affected countries are almost two and a half times more likely to be out of school than those who do not.

Future investments will contribute to tackling the inequalities within education by trying to address the root causes of gender-based discrimination. Education for refugees and the internally displaced will also remain a key focus for ECW. In 2019, only 63 per cent of refugee children attended primary school (compared to 91 per cent globally) and only 24 per cent of refugees accessed secondary education. While increasing the size of its portfolio, in 2020 ECW will continue to support regional plans and structures to respond to refugee crises affecting multiple countries in a coordinated manner, ensuring not just access to but also continuity of education. ECW will also continue to focus on efforts to generate and disseminate global evidence on what works and what does not. In this regard ECW will scale-up its support to improving learning outcome measurement systems in MYRP countries between 2020 and 2023, investing in global, regional, and national partnerships. ECW will also continue responding to the COVID-19 pandemic, which continues to challenge educators everywhere – even more so in crisis contexts.

## Results Highlights in 2019:

ECW reached  
**2.6 million\*** children  
(48% girls):



\*This excludes an additional 3.96 million in Yemen  
\*\* These figures again exclude Yemen. If one includes Yemen, then the percentages change as follows: 2% for pre-primary; 71% for primary and 27% for secondary education.



**504,000** children  
reached through  
MYRPs  
(50% girls)



**\$130.7 M** disbursed  
(more than 2017 and 2018 combined)  
101 FERs, 10 MYRPs,  
and Acceleration Facility  
&  
**\$252.8 M** mobilized  
+ \$120M in-country.



50% of countries with sudden-onset crises received  
first emergency response in < 8 weeks\*

\* All of these were natural disasters in 2019



**1.8 million**  
children received  
learning materials  
(48% girls)



**102,000** children and  
**17,348** education  
personnel received  
psychosocial support/  
training



For grants active in 2019,  
16 grants reported strong evidence\* for  
increased access,  
7 for increased continuity  
and 4 for increases in  
learning outcomes



**Growth in the share  
of funding** dedicated to  
education (as a percentage  
of humanitarian funding)

\*i.e. two data points

## Country Highlights in 2019:



### Improved gross primary enrolment rate for refugee children

— Ethiopia (from 62% in 2018 to 75% in 2019), Uganda (from 53% in 2017 to 75% in 2019)



### Learning levels in reading and math are improving when measured

—Afghanistan, Nigeria



### 54,281 children supported with school feeding

—Democratic Republic of the Congo, Mali, Somalia, Uganda, Yemen

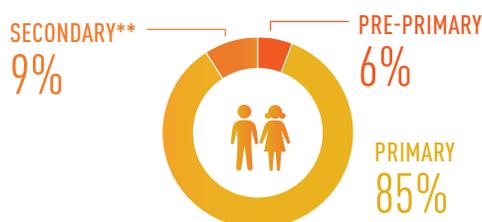


### 35,000 children enrolled in accelerated education programmes

—Afghanistan, CAR, DRC and Syria

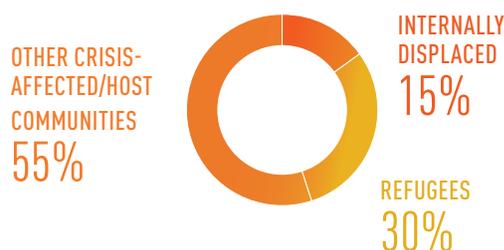
## Results Highlights since ECW inception (2017-2019):

**3.5 million\* children total reached (48% girls):**



\*This excludes an additional 3.96 million in Yemen  
 \*\* These figures again exclude Yemen. If one includes Yemen, then the percentages change as follows: 2% for pre-primary; 70% for primary and 28% for secondary education.

**Breakdown of category of children reached by ECW:**



**41,500 teachers and education personnel trained (46% women)**



**Girls represent 50 per cent of all beneficiaries in MYRPs**

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A student reads her maths textbook in a grade 3 community-based learning space funded by ECW in the city of Kunduz, Afghanistan.

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