



**EDUCATION
CANNOT
WAIT**

a global fund for education in emergencies



**ANNUAL
REPORT
2018**

ABOUT THIS PUBLICATION

This report was elaborated under the direction of the Education Cannot Wait (ECW) Secretariat, with contributions from ECW Executive Committee, grant recipients and constituents of the ECW High-Level Steering Group. The report covers the reporting period from 1 January 2018 to 31 December 2018.

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 and names and the designations used on the maps of 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.

REPORT CONTRIBUTORS

This report is based on the information provided in the annual reports submitted by 57 grantees for 2018.¹ The results described in the report reflect their hard work and dedication on the ground to support children affected by crises in 18 countries.

The report was produced under the overall guidance of ECW's Director Yasmine Sherif and under the leadership of Christian Stoff, Head of ECW's Monitoring, Evaluation and Reporting Team. The core report team consisted of Christian Stoff, Matteo Valenza and Lyndsay Bird. The analysis was supported by Jaynellen Stokes-Walters, Lauren DeVietro, Shruti Sheshadri and Zarmeen Shakil. Copyediting and proofreading by Greg Benchwick, Anouk Desgroseilliers and Kent Page.

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Graphic design by Svenja Greenwood under the coordination of Anouk Desgroseilliers

Cover photograph: © UNICEF/Ramasomanana

¹ This report represents results from 57 grants, however, there were a total of 64 active grants in 2018, 7 of them were not included since they were in the beginning stages of implementation.



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ANNUAL REPORT 2018

CONTENTS

Foreword	5
Executive Summary	9
Introduction	16
Part I: Responding to the Global Context	18
Part II: Strategic Objectives	22
Increase political support to education in crises	24
Increase financing for education in crises	28
Improve joint planning and responses	34
Strengthen capacity to respond	38
Improve data, evidence and accountability	44
Part III: Education Results: Leaving no Child Behind	50
Increased access	56
Strengthened equity and gender equality	60
Greater continuity and sustainability	63
Improved learning and skills	66
Safe and protective learning environment and education	70
Part IV: Country Profiles	73
Afghanistan	74
Bangladesh	76
Central African Republic	78
Chad	80
Democratic Republic of the Congo (DRC)	82
Ethiopia	84
Indonesia	86
Madagascar	88
Nepal	90
Nigeria	92
Papua New Guinea	94
Peru	96
Somalia	98
State of Palestine	100
Syria	102
Uganda	104
Ukraine	106
Yemen	108

Part V: Lessons Learned and Way Forward 110

Expression of Thanks 116

Annex I:	Strengthening ECW's operational model	117
Annex II:	Education indicators by country	118
Annex III:	Reporting against the strategic results framework	120
Annex IV:	Tables	127
Annex V:	Definitions and glossary	129
Annex VI:	Acronyms	132

LIST OF FIGURES

Figure	Title	
1	Theory of Change	13
S2.1	ECW Funds Mobilized 2016-2018	29
S2.2	Total Donor Contributions (Summary only)	29
S2.3	EiE Funding Amounts (total and appeals only) Constant 2018 USD	30
S2.4	Humanitarian Appeals (Education)	31
S2.5	EiE Funding, % Total Humanitarian Funding	31
S2.6	Humanitarian Country-based Pooled Funds	32
S2.7	Share of Education Development Funding going to Crisis-affected Countries	33
S3.1	ECW's Disbursements per Investment Window and Year	35
S3.2	Time to FER Disbursement in Sudden-onset Emergencies in 2018	35
S4.1	Funds Absorption by ECW Grantees	41
S4.2	Funding Channeled as Directly as Possible to Local and National Responders	41
S5.1	Overview of Grantees Reporting on Collective Outcomes	49
E1.1	Overview of Intervention Packages	54
E1.2	Type of Subject Materials Delivered in ECW Supported Countries	59
E1.3	Topics for Teacher Training in ECW Supported Countries	67
Annex II	Education Indicators by Country	118
Annex III	Reporting against the Strategic Results Framework	120
A4.1	ECW's Funds Committed and Disbursed for 2016-2018	127
A4.2	Donor Contributions to ECW by End 2018 (USD)	128

OUR DONORS



AUSTRALIA



BULGARIA



CANADA



DENMARK



**EUROPEAN
COMMISSION**



FRANCE



**GERMANY/
BMZ**



NETHERLANDS



NORWAY



SWEDEN



**USA
(PRM USAID)**



UK/DFID



**DUBAI
CARES**

**GLOBAL
CITIZEN**

**GLOBAL
CITIZEN**

WJSFF
WILL & JADA SMITH FAMILY FOUNDATION

**WILL AND
JADA SMITH
FAMILY
FOUNDATION**

Theirworld
A brighter future for every child

THEIRWORLD

FOREWORD

“I want to become a nurse after finishing school. I want to save the lives of my people.”

Janet, 16, is an inspiring, resilient adolescent who experienced brutal conflict and lost her father to senseless killing. Uprooted, she was forced to flee her country, carrying only the experience of a childhood torn apart. Yet, from a dark place of despair and dispossession, she was determined to change her destiny. By accessing quality education, today she is stronger and ready to make a difference for others: she wants to become a nurse and save lives.

Janet is a South Sudanese refugee living in Uganda where school has become her second home. She is enrolled in an accelerated education programme providing teenage refugee girls with quality education and work skills. The Education Cannot Wait (ECW) investment in Uganda through the Education Response Plan for Refugees and Host Communities nurtures Janet's dream of a better future and gives her the tools to make it a reality.

Janet's story is shared by millions of girls and boys whose childhoods and futures are violently interrupted by conflicts, natural disasters and displacement. Her story reminds us that strong investment in education is a bright beacon of hope that empowers children and youth to achieve their potential and bring about positive change for themselves and the world. Janet is no longer left behind. Instead, she has advanced to the forefront of our collective efforts and the New Way of Working through the Education Cannot Wait Fund.

As this Annual Report for 2018 illustrates, less than two years into its operations, ECW's results are both positive and tangible, including a much-needed shift in how we deliver education in emergencies and protracted crises. By the end of 2018, ECW's investments had provided learning opportunities to over 1.4 million children and youth caught in 18 of the world's most devastating humanitarian crises.

ECW's mission of reaching those left furthest behind derives from an approach that allows for access and speed, while also focusing on quality and inclusiveness. By driving the New Way of Working through coordinated joint programming and collective outcomes, ECW facilitates humanitarian/development coherence. By catalyzing bilateral and other multilateral donors to do more for children impacted by emergencies and protracted crises, including refugee and displaced children,

many more are provided education. By optimizing the established coordination system specifically designed for humanitarian contexts, ECW's investments reach Janet and millions of others left farthest behind.

Close to half of all children and youth reached are girls; 46 per cent are refugees and internally displaced children; nearly 13,700 children and youth with disabilities attend formal schooling; and, nearly half of the 20,000 teachers trained are women. One third of ECW's disbursements in 2018 catalyzed more collaborative responses across the humanitarian/development nexus, with ECW approving its first four groundbreaking multi-year resilience joint programmes in Afghanistan, Bangladesh, Central African Republic and Uganda.

ECW successfully improved response speed in sudden onset crises - e.g. Indonesia's tsunami and earthquake and the escalation of internal displacement in the Democratic Republic of the Congo - through rapid disbursements to implementing partners forming part of inter-agency emergency appeals. Thanks to strategic investments in the established multilateral coordination system designed for humanitarian crisis-settings, access, speed, coordination and response capacities were significantly strengthened.

ECW's commitment to the Grand Bargain's aid localization agenda was demonstrated with 30 per cent of all funding disbursed as directly as possible to local providers in 2018. Needs assessment and information management support generated new data, improving accountability and informing responses. Nearly three-quarters of ECW-supported responses employed community-driven monitoring mechanisms, improving accountability for affected people.

This rapid progress is the result of a collective effort in which host-governments and local civil society, donor partners, UN agencies, international non-governmental organizations and private sector jointly come together to deliver results differently. Strong political commitment accompanied by increased financial resources for joint programming as close as possible to the point of delivery show how a shared vision can become reality.

Throughout 2018, ECW and partners inspired political commitment and additional financing for education in emergencies: the G7 Charlevoix Declaration on girls' education in crises settings and the European Union's commitment to allocate 10 per cent of its humanitarian funding to education are two crucial achievements.

Globally, the share of education in all humanitarian funding reached a five-year high: 4.3 per cent. And, despite growing humanitarian needs, funding for education

in emergency appeals increased, with nearly half of all requirements met in 2018. With US\$333 million mobilized as of December 2018, Education Cannot Wait is now established as an innovative game-changer and strategic instrument of the global education aid architecture.

Indeed, where political commitment and financial resources go hand in hand, where collective efforts are geared at overcoming silos towards joint programming and where a crisis-sensitive and context-specific approach is applied, we stand greater chances of reaching children and youth left farthest behind. In the same vein, when SDG4 on quality education is moved from the margins to the center of such efforts, we can also, by default, help accelerate progress towards other SDGs.

There are 75 million children and youth, of whom 39 million are girls, bearing the brunt of conflict, displacement and disaster. We cannot and must not leave them behind if we are to win the race for the 2030 Agenda. Provided that the financial target of \$1.8 billion is reached by 2021, education is a secure investment that will contribute to life-transforming dividends for 9 million children and adolescents, while also accelerating progress for all SDGs.

Janet's story inspires us to continue to increase investments in quality education in the race for the Global Goals. This report is a tribute to her and to all who made it possible in 2018 to bring 1.4 million children and youth left furthest behind to the forefront.



Gordon Brown

The Right Honourable Gordon Brown,
Chair of the Education Cannot Wait
High-Level Steering Group and United
Nations Special Envoy for Global
Education



Yasmine Sherif

Yasmine Sherif,
Director,
The Education Cannot Wait Fund



[Redacted]

Safe learning environments provide hope, opportunity and protection. Girls and boys who are not in school are at high risk of being left behind.

EXECUTIVE SUMMARY

Climate change, natural hazards, disasters, conflicts and insecurity have triggered a rise in the number, the scale and the duration of humanitarian crises. As a result, more than 75 million children and youth living in crisis, conflict and disaster are being deprived of the inherent human right of an education of good quality. Without the hope, opportunity and protection that safe learning environments provide, these girls and boys are at high risk of being left behind.

Despite the well-documented potential of education as an enabler to break the cycles of poverty and protracted crises, education in emergency settings remains underfunded. This means that millions of girls and boys each year remain out of school or are forced to drop out early. With limited education, their personal development is significantly hindered, as is their ability to become productive members of society.

Failing to serve the needs of these 75 million children threatens to derail other development gains and our ability to achieve the goals outlined in the Agenda for Humanity and the 2030 Agenda for Sustainable Development, especially Sustainable Development Goal 4, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The funding gap in appeals remains very large with 56 per cent unfunded

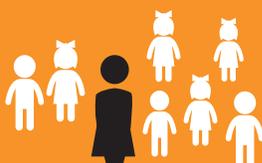
Education Cannot Wait's analysis indicates that while donors increased their focus on education in emergencies and protracted crises by investing US\$ 578 million in 2018, the funding gap remains very large (56 per cent of the total amount of resources needed for EiE in appeals was unfunded). Moreover, the share of funding for education in emergencies increased slightly – from 3.7 to 4.3 per cent of all humanitarian funding.

To address these issues, the report calls for stronger engagement from traditional donors, increased participation of foundations and the private sector, the development of innovative financing modalities, and the operationalization of the 'New Way of Working' that connect partners and bridge the humanitarian-development gap to provide sustainable solutions and innovative programming.

RESULTS HIGHLIGHTS



1,413,936*
children and youth
supported (47% girls)



259,556
children received
non-formal education
(50% girls)



2,798
Classrooms built
or rehabilitated



726,610
Children received
individual learning materials



1,788
Latrines built
or rehabilitated
(59% gender-segregated)



11,078
Classrooms received
learning materials



5,703
Teachers recruited/
Financially supported
(30% female)



20,047
Teachers trained
(44% female)



78,425
Children supported through
early childhood education
(52% female)

* Children are reached through a comprehensive approach with different types of assistance that are context-specific (e.g. upgraded learning spaces, teachers trained or financially supported, learning materials, school feeding, etc.) Figures on the number of children and teachers reached are cumulative for the calendar year 2018, based on reports from ECW grants active in 2018. The total number of children reached does not include data for Yemen. Due to the highly complex nature of the crisis, about 1.3 million children in Yemen were supported to take end-of-cycle exams and received food rations. As this type of assistance is different from the assistance provided in other countries, beneficiaries are featured separately pending further aggregation of data.

IMPACT

By 2021, Education Cannot Wait (ECW) and its partners are set to mobilize US\$1.8 billion to reach close to 9 million children living in emergencies and protracted crises.²

Donors are stepping up to reach these goals and act for education in crises. Since its inception, the Fund has mobilized US\$ 333.5 million, reaching over 1.4 million children, as of 31 December 2018 (figures in this report cover the period from 1 January 2018 to 31 December 2018). Of the children reached, 46 per cent were refugees and Internally Displaced People (IDPs) and 47 per cent were girls; about 14,000 children with disabilities were reached.

In 2018, the Fund developed and approved Multi-Year Resilience Programmes (MYRP) in four countries and supported a total of 18 countries with First Emergency Responses (FER), Initial Investments and MYRPs.

In building political momentum and supporting the 'New Way of Working', the Fund continued its advocacy work in 2018. In partnership with national governments, UN Agencies, Civil Society Organizations, non-profits, the private sector and philanthropic foundations, the Fund advocated for improved access to education for children living in conflict and emergency settings. It also advocated to improve the quality of safe and protective learning environments and outcomes through improved teacher training and capacity building, gender-responsive programme development, provision of psychosocial support services for children who have experienced trauma, and continued innovations in the Education in Emergencies (EiE) space.

By 2021, Education Cannot Wait and its partners are set to mobilize US\$1.8 billion to reach close to 9 million children living in emergencies and protracted crises.

² Learn more about ECW's Case for Investment at www.act4educationincrisis.org.

FUNDING MODALITIES AND DELIVERY OF SERVICES

In 2018, ECW developed a flexible model that allowed the Fund, its donors and implementing partners to pursue the double bottom line of working along the humanitarian-development nexus with speed and quality, while at the same time ensuring that a holistic set of services be provided to children in humanitarian emergencies.

In 2018, the Fund substantially increased the speed and agility of its grant making. When a crisis suddenly occurs or escalates – for example in the aftermath of a disaster – a speedy response is required to immediately restore the provision of education. In these situations, ECW is funding emergency responses via the FER Window. Developed in partnership with national governments, implementing partners, local communities and other relevant stakeholders, FER grants provide rapid funding against an inter-agency coordinated proposal, and work in alignment with inter-agency planning, flash appeals and Humanitarian Response Plans. In 2018, 51 FER grants were active in 14 countries via 25 different implementing agencies, reaching 1.02 million children (49 per cent girls)³. In 2018, 41 per cent of FER projects were disbursed within 8 weeks of submission to the ECW secretariat.

Conversely, protracted crises require the consolidation of humanitarian and education sector plans to facilitate a coherent, coordinated approach. In these countries ECW supports investments at the humanitarian-development nexus via the Multi-Year Resilience Window to increase resilience and

strengthen systems for delivery of EiE. In 2018, ECW developed four MYRPs in Afghanistan, Bangladesh, Central African Republic and Uganda, enabling humanitarian and development actors to jointly deliver on education outcomes. In Uganda, this process succeeded in bringing together the host government and all relevant partners to jointly plan and programme their responses for refugees. The resulting plan, the first of its kind, aims to ensure improved learning outcomes for refugee and host-community children and adolescents across Uganda. ECW has supported the implementation of the plan through a US\$33 million investment over three years which is managed by a consortium of NGOs.

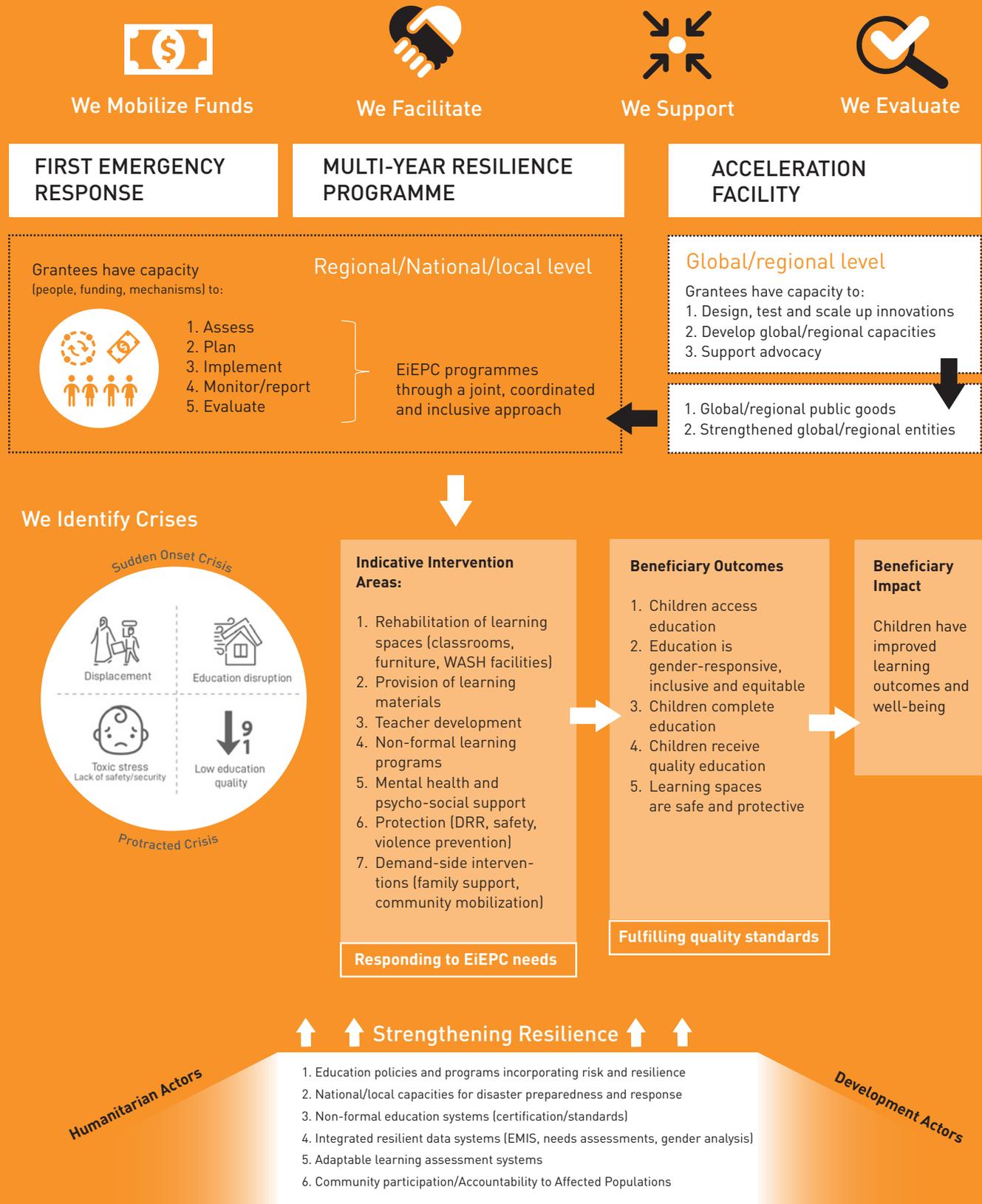


ECW developed a flexible model that allowed the Fund, its donors and implementing partners to pursue the double bottom line of working along the humanitarian-development nexus with speed and quality.

³ Refer to the country profiles section for more detailed information on results achieved in the individual countries.

FIGURE 1: THEORY OF CHANGE

We Inspire: A world where all children and youth affected by crises can learn free of cost, in safety and without fear in order to grow and reach their full potential.



COUNTRIES WITH ACTIVE ECW GRANTS IN 2018



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

A precursor to MYRPs were Initial Investments – the very first grants disbursed by ECW in 2017. In 2018, four Initial Investment grants were active in Chad, Ethiopia, Syria and Yemen via UNICEF, reaching 1.72 million children [including 1.3 million children in Yemen who benefitted from ECW financial support for undertaking end of year examinations only, of whom 46% were girls]³. Lessons learnt from the initial investments were fundamental to improving the integration of conflict-sensitive education planning and to building a partnership and operational model that links humanitarian and development actors across the nexus and enables a flexible programming approach tailored to the highly dynamic context in crisis-affected countries.

The Fund's work to serve as a broker and catalyst for improved coordination continued to improve in 2018. As a cross-cutting principle, ECW invests in the multilateral coordination system especially designed for education in emergencies and protracted crises: The Inter-Agency Standing Committee's Education Cluster facilitates collaborative and complementary linkages to development coordination mechanisms, notably the Local Education Groups. As a frequent co-lead of the Cluster, governments are a key partner for ECW in this approach. However, in certain emergencies or protracted crises, ECW has the value-added flexibility to work with relevant national and local counterparts to ensure that no child is left behind in receiving education services. Furthermore, ECW builds capacity by establishing partnerships with key global actors such as the Inter-agency Network for Education in Emergencies (INEE), UNICEF, UNESCO, UNHCR and the Global Education Cluster (GEC). In 2018, the Global Partners' Project (a collaboration between UNHCR, GEC and INEE) produced a detailed mapping of EiE coordination structures – a first step in understanding the complexity of these mechanisms so that capacity building efforts can strengthen capacity to respond effectively.

Knowledge, data and evidence-based decision making is essential to improve the efficiency and effectiveness of EiE investments. To this end, ECW strengthened systems for EiE data collection, analysis and reporting. In Chad, mobile phone technology supported the collection of real-time data to help planning and decision making at the school level. In Syria, tools were developed to improve measurement of learning outcomes, to provide a snapshot of children and adolescents' reading, numeracy and social emotional skills, and to help teachers adjust their lessons accordingly. In Ethiopia, refugee schools were included in the national Education Management Information Systems (EMIS), and progress has been made towards including refugees into the services of the national education sector.

EXPANDED SUPPORT

By 2021, ECW plans to launch MYRPs in 25 priority countries. Through these grants, the fund will reach close to 9 million children annually and will catalyse approximately US\$1.2 billion in co-financing for the MYRPs. While promising gains are being made, millions of children are still at risk, large funding gaps for education in emergencies persist, and crises continue to perpetuate negative cycles of poverty, hunger, inequality and violence.

In embracing the 'New Way of Working' and supporting global leaders in achieving the Sustainable Development Goals and the Agenda for Humanity, ECW serves as a catalyst and broker to bridge humanitarian and development responses – by connecting governments, implementing partners, donors, private sector partners and philanthropic foundations with speedy and agile investments. These investments put children first, improve learning and protection for girls and boys living in conflict and crises, and embrace a holistic approach that connects various partners across the human-development nexus to deliver lasting results.

INTRODUCTION

Education Cannot Wait (ECW) is the first global fund dedicated to education in emergencies (EiE) and protracted crises. As a catalytic fund its principles of strategic partnership, coordination and collaboration are in line with the goals of the Grand Bargain and commitments made at the World Humanitarian Summit (WHS). Since its foundation during the WHS in 2016, ECW's flexible investment modalities have supported rapid responses to urgent education needs, whilst working across both humanitarian and development aid systems in protracted crises.

ECW investments include:



INITIAL INVESTMENTS

Introduced by ECW in 2016 as the first funding modality which will transition into MYRPs. Four countries received continued support through this modality in 2018.



FIRST EMERGENCY RESPONSE

Responds to the most immediate and urgent needs when a crisis suddenly occurs or escalates. It provides rapid funding against an inter-agency coordinated proposal and is aligned with inter-agency planning and resource mobilization strategies, such as Flash Appeals and Humanitarian Response Plans. In 2018, new FERs were approved for six crises, bringing the total FERs to 18 (including those that have transitioned to MYRPs).



ACCELERATION FACILITY

Supports activities that feed into broader collective efforts at all levels to improve education preparedness, planning and response in sudden-onset and protracted crises. It does this by funding research and innovation, developing strategic partnerships, and providing core support to existing partners.



MULTI-YEAR RESILIENCE PROGRAMMES

Respond to the call for a 'New Way of Working' through joint analysis, multi-year planning and joint programming in protracted crisis countries. This modality is geared to long-term predictable financing and bridging the relief to development gap. In 2018, new MYRPs were approved for four countries affected by protracted crises.



PART I

RESPONDING TO THE GLOBAL CONTEXT

“I’m the big girl in the house now. I take care of everything. I clean the house and prepare food. The most demanding is to fetch water because the water point is quite far away.”

Mirabelle, 14, Central African Republic (CAR).

For three years, Mirabelle has lived in a camp for internally displaced persons in the town of Bambari. Her whole family was displaced because of armed conflict. Globally, forced displacement due to conflict and disaster is at its highest rate in modern history, and is set to continue to increase. In 2018, there were 28 million new internally displaced persons across 148 countries and territories, according to the Internal Displacement Monitoring Centre (IDMC). Despite these hardships, all Mirabelle wants is to go to school and to become a teacher. Investing in her future is an investment in security, an investment in humanity, and an investment in economic prosperity.

Mirabelle is not alone. In recent years, humanitarian crises like the one in CAR have risen in scale, become more protracted and require more funding to address. For example, humanitarian appeals now last an average of nine years and the size of the appeals has increased nearly 400 per cent over the last decade.⁴

Climate change, disasters and epidemics, conflicts and insecurity have triggered massive internal displacement and human migration across the globe. By the end of 2018, 41.3 million people were estimated to be internally displaced because of conflict and violence, the highest figure ever recorded.⁵

Three-quarters of these internally displaced persons were in only 10 countries, including Syria, Colombia, Democratic Republic of the Congo, Somalia, Afghanistan, Yemen, Nigeria, Ethiopia, Sudan and Iraq. Furthermore, UNHCR reported⁶ that by the end of 2018, there were also 25.9 million refugees

and 3.5 million asylum-seekers, with 67 per cent of all refugees coming from just five countries (Syria, Afghanistan, South Sudan, Myanmar and Somalia). Half of these refugees were children and adolescents below the age of 18. Only 50 per cent of these children had access to primary education, compared to the global access figure of over 90 per cent.⁷

Because of such crises, generations of children and adolescents not only lose out on years of schooling, but also their prospects to further their education, find gainful employment, become productive members of society, and build a better economic and social future. This perpetuates cycles of poverty, hunger, violence and gender inequality, among other factors, and undermines global efforts to achieve the Sustainable Development Goals by 2030.

4 UNOCHA (2019): Global Humanitarian Overview 2019

5 IDMC (2019): Global Report on Internal Displacement

6 UNHCR (2019): Global trends – Forced displacement in 2018

7 UNHCR (2018): Turn the tide – Refugee education in crisis.

In 2018, only 50 per cent of refugee children had access to primary education, compared to the global access figure of over 90 per cent.

The numbers behind this pressing humanitarian crisis are daunting:

 **75 MILLION +**
children and adolescents are deprived of their education and their chance to prepare for a productive adulthood.⁸

 **37 MILLION**
out-of-school girls and boys (from primary to lower secondary school age) are living in conflict-affected countries and 26 million of all out-of-school youths of upper-secondary age live in areas affected by conflict.⁹

 **2.5X**
these crises disproportionately affect young women and girls, and children with disabilities. Girls are almost two and a half times more likely to be out of primary school if they live in conflict-affected countries.¹⁰

Sadly, the situation for children and youth is set to get worse. According to a recent report by Theirworld¹¹, within two years, there will be an estimated 550 million children and adolescents of school and pre-school age (3–18), living across 64 countries, whose education is under threat from war, endemic high violence, or environmental threats. The report estimates that by 2030, this number will rise to 622 million and that nearly a quarter of these children and adolescents will not complete primary school, over half will not complete secondary school, and three-quarters will fail to meet basic learning outcomes in literacy and math, lacking the skills to participate fully in society and the economy.

Despite these grim prospects, the impact and disruption to children and adolescents' lives and education can and must be mitigated. Across the humanitarian-development spectrum, there is emerging consensus that addressing these multiple risks requires embracing 'A New Way of Working.' Investments in education – especially in crisis contexts where cycles of risk are multiplying – will be a core component of this work. Taken together, they are essential in achieving the goals outlined in the Agenda for Humanity and in the 2030 Agenda for Sustainable Development (SDGs).

In embracing this new way of working and creating more holistic and integrated investments in education in emergencies, it is important to recognize that crises increasingly cross borders and require regional approaches for both political and programmatic responses. The need for regional approaches across sectors is clearly illustrated through the regional crises unravelling in Chad, Ethiopia, Syria, Uganda and Venezuela.

8 ODI (2016): A common platform for education in emergencies and protracted crises: Evidence paper.

9 UNESCO Institute of Statistics (UIS) (2016): "263 million children and adolescents and youth are out of school."

10 UNESCO (2015): Humanitarian aid for education: why it matters and why more is needed. Education for All Global Monitoring Report - Policy Paper 21.

11 Theirworld (2018): Safe Schools: the Hidden Crisis - A framework for action to deliver Safe, Non-violent, Inclusive and Effective Learning Environments.

Across the humanitarian-development spectrum, there is emerging consensus that addressing these multiple risks will require embracing 'A New Way of Working.'

Flexible country programming modalities and increased inter-agency programming will help address the complex humanitarian and development issues arising in countries like Nigeria, where humanitarian responses are required in the northeast because of violence connected with Boko Haram, while other parts of the country still require development support to meet basic human needs.

National and local capacities should be strengthened to address these issues and to channel funds as directly as possible, as outlined through the Grand Bargain commitments.¹² As with other development initiatives, the voices of affected communities should be incorporated into all EiE responses to build resilience. Above all, as a global community, we need to better connect people and systems to achieve collective outcomes and leave no one behind under the Agenda for Humanity.

Increased funding and political support for education, especially in crisis contexts, could be a game-changer in addressing these global humanitarian issues that affect security, humanitarian development and economic resilience in both developing and developed countries.

As South Sudanese refugee and youth advocate Foni Joyce Vuni states: "Children caught up in conflicts will end up either as peacemakers or as peace-breakers."¹³ Yet despite education being one of the highest priorities for children, youth and their parents, education in these contexts remains both underfunded and under prioritised.



"I believe every child has a right to education especially learning languages, this is what will help them support their communities." Malam, 55, teaches in the Dar es Salam refugee camp in Chad. Education Cannot Wait's Initial Investment in Chad has reached over 180,000 children and trained 1,300 teachers.

The ECW Fund emerged in 2016 as part of a global commitment to close the financing gap for education in emergencies and protracted crises and provide quality education, opportunity and hope for girls and boys whose lives are being ripped apart by war, conflict and disasters. Since the Fund's inception, it had mobilized US\$333.5 million up to end 2018 to support children living in these dangerous and complex environments. Perhaps more importantly, it is building consensus around the 'New Way of Working', embracing new modalities through its innovative Multi-Year Resilience Programmes, and leading a global charge to put education in emergencies at the forefront of the global humanitarian agenda.

¹² 'The Grand Bargain commits donors and aid organizations to providing 25 per cent of global humanitarian funding to local and national responders by 2020, along with more un-earmarked money, and increased multi-year funding to ensure greater predictability and continuity in humanitarian response, among other commitments.' www.agendaforhumanity.org

¹³ UNHCR (2018): Turn the Tide: Refugee Education in Crisis.



PART II

STRATEGIC OBJECTIVES

In 2018, ECW launched its first Strategic Plan (2018-2021). This plan is based on a vision 'to generate greater shared political, operational and financial commitment to meet the educational needs of millions of children and young people affected by crises, with a focus on more agile, connected and faster response that spans the humanitarian-development continuum to lay the ground for sustainable education systems.'

THE STRATEGIC PLAN HAS FIVE CORE OBJECTIVES, AGAINST WHICH ITS PERFORMANCE WILL BE MEASURED OVER TIME:



1. Increase political support to Education in crises



2. Increase financing for education in crises



3. Improve joint planning and responses



4. Strengthen capacity to respond



5. Improve accountability

Strategic objective 1



INCREASE POLITICAL SUPPORT TO EDUCATION IN CRISES

HIGHLIGHTS

Prioritising education. Advocacy by ECW and partners, including the participation of the Under-Secretary-General for Humanitarian Affairs/UNOCHA in the HLSG, meant that in 2018 education is increasingly recognised as a priority by humanitarian aid stakeholders.

Advancing gender equity through education.

The June 2018 G7 Charlevoix Declaration on Quality Education For Girls, Adolescent Girls And Women In Developing Countries refers to ECW. The text marked a historic political milestone for girls' education in crisis settings.

Reaching the furthest behind in crisis.

The UNESCO Global Education Monitoring Report 2019 recognised ECW's role as an important mechanism to reach the most vulnerable on the move, such as refugees and internally displaced persons.

Regional engagement

with the Intergovernmental Authority on Development (IGAD) in 2018 contributed to strengthening the 'Policy on Integration of Refugees into National Education Systems' in IGAD countries and building a common analytical and advocacy platform on EiE. This builds on the ECW-facilitated First Education Response Plan for Refugees and Host-Communities, launched in Uganda in 2018.

Garnering political support for education in emergencies has been an ongoing challenge for decades. Education remains unprioritized and underfunded in humanitarian appeals. This is despite international agreements such as Sustainable Development Goal 4 insisting that all children are entitled to receive an inclusive and equitable quality education. ECW recognizes that education in emergencies and protracted crises is foundational and central to recovery and peacebuilding.

To play its part in achieving this, ECW adopts a crisis-sensitive and context-specific approach to education and has promoted a holistic 'whole-of-system' approach to joint programming. This has amplified the voices of governments, international and national NGOs, and civil society, who recognise that in crisis situations, no single actor can deliver the totality of the education response required. Collective outcomes are a prerequisite for learning outcomes in crises.

“In crisis situations, no single actor can deliver the totality of the education response required. Collective outcomes are a prerequisite for learning outcomes in crises.”

ECW's approach is endorsed by the High-Level Steering Group (HLSG), chaired by the UN Special Envoy for Global Education and composed of ministers of development, ministers of education, heads of UN agencies, CEOs of NGOs and private and philanthropic sectors. The Steering Group provides a clear marker that ECW has galvanised global and regional education related agendas.

ECW's pioneering engagement with both humanitarian and development actors in 2018 contributed towards a notable increase in political commitment to education in emergencies. The UN system-wide Emergency Relief Coordinator was invited to become a member of the HLSG and the IASC Education Cluster was invited to become a member of the Executive Committee. Strong engagement with the humanitarian coordination system particularly through the Education Cluster, while linking and coordinating with the Local Education Groups (LEGs), has been crucial in ECW's rapid advancement. This is helping to address past issues of a lack of investment in the Cluster which resulted in underfunding of EiE. By strengthening inclusion of humanitarian leadership and actors on education in emergencies, ECW moved closer towards the point of delivery in humanitarian contexts. ECW also engaged high-level political fora not only for development, such as the SDG-High Level Political Forum and the United Nations General Assembly, but also in humanitarian fora, such as the United Nations Economic and the Social Council (ECOSOC) Humanitarian Affairs Segment.

This role in bridging the humanitarian and development divide was recognised in the 2019 UNESCO Global Education Monitoring report¹⁴ as critical to support the needs of the most vulnerable children and adolescents in crisis settings. For decades these two sides of international assistance have been separated, and education in emergencies fell through the cracks. By engaging both the humanitarian and development community, education in



In Uganda, the Government, ECW and a wide range of partners launched the first multi-year Education Response Plan for Refugees and Host-Communities to address the needs of refugee students, and provide girls and boys access to safe and protective learning environments.

emergencies began moving from the margins to the centre in humanitarian settings. By simultaneously working with the two funding 'arms' of key donors, such as ECHO (humanitarian) and DEVCO (development) for the European Union, ECW has promoted the principles of the New Way of Working and enhanced better coordination of funding to EiE.

To better connect development and humanitarian actors at the country level, ECW engaged with a wide spectrum of actors in each country it supported in 2018. This included the UN Humanitarian and Resident Coordinators, optimizing the established role of the Education Cluster to coordinate EiE in the humanitarian appeals and response, while also linking it to development coordination structures, such as the Local Education Groups.

¹⁴ UNESCO (2019): Global Education Monitoring Report - Migration, Displacement and Education: Building Bridges not Walls

Rohingya refugee Yasmina is challenged by a speech impediment and learning disabilities. With the support from ECW, she is now attending classes full time at a UNICEF/Plan learning center in Kutupalong, Bangladesh.



© UNICEF/Bangladesh

In Uganda, for example, ECW brought together the government, humanitarian and development actors around the first Education Response Plan for Refugees and Host-Communities. Since its inception and throughout 2018, ECW advocated to governments, UN agencies and bi-lateral donors to strengthen cooperation and solidarity with refugees and affected host countries. For example, in September 2018, the UN Special Envoy for Global Education and Chair of the ECW High-Level Steering Group, Gordon Brown, endorsed the Global Compact for Refugees. Meanwhile, the ECW Director played a crucial role in securing the support of the Government of Bangladesh for a two-year education response framework to support Rohingya refugee and host-community children and adolescents. This advocacy has also supported better coordination mechanisms for education for refugees at a regional level. For example, as a result of facilitating the first Education Response Plan for Refugees and Host-Communities in Uganda, ECW was a key partner at the first consultative meeting of the Intergovernmental Authority on Development (IGAD) and its core partners on the implementation of the Djibouti Declaration and Plan of Action on Refugee Education, convened in May 2018 in Addis Ababa, Ethiopia.

ECW's advocacy and communications strategy, developed in 2018, also highlighted how ECW will continue to leverage the necessary support to advance the New Way of Working (NWoW).¹⁵ For example, the roll out of the ECW Multi-Year Resilience Programme (MYRP) model and approval of four MYRPs in 2018, demonstrated a tangible manifestation of the NWoW. In the development of the MYRP in Uganda (Education Response Plan for Refugees and Host-Communities), humanitarian and development stakeholders worked in collaboration with the government to develop a very first joint response framework for refugees and host-communities. The programme aims to provide quality education to 570,000 refugee and host-community children and adolescents over several years.

Building strategic partnerships in 2018, whether with the private sector, UN or NGOs, enhanced the amplification of ECW's messages on EiE. For example, ECW developed a strategic partnership with the technology giant Hewlett-Packard (HP) to deploy technological educational tools as part of multi-year programmes. This leveraged additional resources and expertise for educational materials.

¹⁵ <https://www.unocha.org/story/new-way-working>

ECW also worked closely with civil society partners in a global advocacy campaign that contributed to the the ground-breaking June 2018 G7 ‘Charlevoix Declaration on Quality Education for Girls, Adolescent Girls and Women in Developing Countries’¹⁶. In 2018, ECW remained a powerful voice in support of the improvement of girls’ education and learning outcomes and developed its 2018-2021 Gender Strategy to help realize this. Global events on girls’ education provided advocacy opportunities to mobilise momentum on girls’ education at the UN General Assembly and the Global Citizen *She is Equal* summit. ECW participated in consultations on the *Safe to Learn* campaign, which was spearheaded by the Global Partnership to End Violence against Children. ECW’s own website also highlighted specific issues linked to global campaigns including *International Day for the Elimination of Violence Against Women and Girls* and *International Day of the Girl*.

Ensuring that this political commitment at a global level is translated to reality on the ground requires targeted intent and action, and support from implementing partners such as UNGEI, PLAN, Save the Children, UN Women and the Global Coalition to Protect Education from Attack (GCPEA). For example, through the funding received from ECW and others, a study was conducted by GCPEA on the Impact of Attacks on Education for Women and Girls in the Kasai Central Province of the DRC.¹⁷ This formed part of a wider advocacy campaign by GCPEA through a variety of high-level international and ministerial events which were also supported by ECW, for governments to endorse the Safe Schools Declaration. The Declaration emphasizes the need for preventive measures to stop attacks on education.

“Education Cannot Wait is the ideal partner to identify and deploy effective, scalable education solutions to marginalized populations. Together with Learning Equality and ECW, it is HP’s intention to amplify our work in Uganda to serve refugee students around the world.”

– Gus Schmedlen, Vice President for Education, HP.

¹⁶ G7 [2018]: Charlevoix Declaration on Quality Education for Girls, Adolescent Girls and Women in Developing Countries.

¹⁷ Global Coalition to Protect Education from Attack (2019): “All That I Have Lost” – Impact of Attacks on Education for Women and Girls in Kasai Central Province Democratic Republic of Congo.

Strategic objective 2



INCREASE FINANCING FOR EDUCATION IN CRISES

HIGHLIGHTS

ECW raised US\$333.5 million at the global level from inception to the end of 2018, thus increasing the global contribution to education in emergencies.

The European Union (EU) committed to devoting 10% of its humanitarian aid funding to education.

Spending on education increased slightly to 4.3 per cent of total humanitarian aid funding in 2018, a record high in recent years. However, much more remains necessary to achieve our global commitment to ensure universal and equitable education (SDG4) by 2030.

Donors pledged additional financing through co-financing ECW-facilitated multi-year programmes (MYRPs) in crisis-affected countries.

As the only global fund for education in emergencies and protracted crises, financing is ECW's overarching mandate and priority. Thus, ECW's advocacy to inspire political commitment is closely intertwined with its efforts to mobilize additional financing for the sector. For example, advocacy at the highest level, including from ECW, positively impacted the EU's commitment to devote "10 per cent of the Union's humanitarian aid to education from 2019." This is an increase from 1 per cent in 2015. In addition, the European Parliament called on the European Commission and Member States to increase their funding to ECW.

Commitment from donors to the ECW global Trust Fund has been consistently high since 2016 as demonstrated by the significant funds raised in less than three years. ECW has mobilized a total of US\$333.5 million for education in emergencies since its inception to the end of 2018 as illustrated in Figure S2.1.

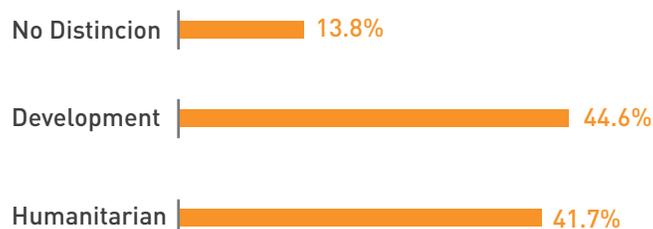
ECW has mobilized a total of US\$333.5 million for education in emergencies since its inception to the end of 2018

TABLE S2.1: ECW FUNDS MOBILIZED 2016-2018

	Total in Local Currency, millions			Agreed (in million USD) per year			
		Agreed	Pledge*	2016	2017	2018	Pledge*
Australia	AUD	10			7.6		
Bulgaria	EUR	0.1			0.1		
Canada	CAD	20	50		15.6		37.6
Denmark	DKK	279	200	10.5	16.3	15.2	31.1
France	EUR	2			2.3		
Germany (BMZ)	EUR	31			18.7	17	
Netherlands	EUR	22		7.4		17.1	
Norway	NOK	188		14.0		8.2	
Sweden	SEK	270				29.6	
United Kingdom (DFID)	GBP	29.7		38.3			
US / PRM	USD	10			10		
USAID	USD	11		1.0	10		
European Commission	EUR	16			19.1		
Dubai Cares	USD	3	3.8	2.5	0.5		3.8
Totals				73.7	100.2	87.1	72.5

* Remaining pledges for which contribution agreements were not signed as of December 31, 2018

Most of the ECW funds were mobilized from traditional bi-lateral and multi-lateral donors from both sides of the humanitarian/development spectrum, with one foundation (Dubai Cares) supporting ECW in 2018. With respect to the sources of the funding envelopes, Figure (S2.2) shows that 42 per cent of the funds mobilized for ECW came from humanitarian sources, 44 per cent from development sources and 14 per cent from sources without distinction. To support diversification of its funding base, ECW developed an 'Approach to Innovative Financing', which was approved by the HLSG in September 2018. The approach sets out how ECW will explore new ideas for resource mobilization. This includes collaboration with the International Finance Facility for Education, engagement with multilateral development banks to fund EiE in middle-income countries, and contingency financing models to support first emergency responses.¹⁸

FIGURE S2.2: TOTAL DONOR CONTRIBUTIONS (SUMMARY ONLY)**Sources of funding envelopes**

¹⁸ Learn more about ECW's 'Case for Investment' at www.act4education.org.

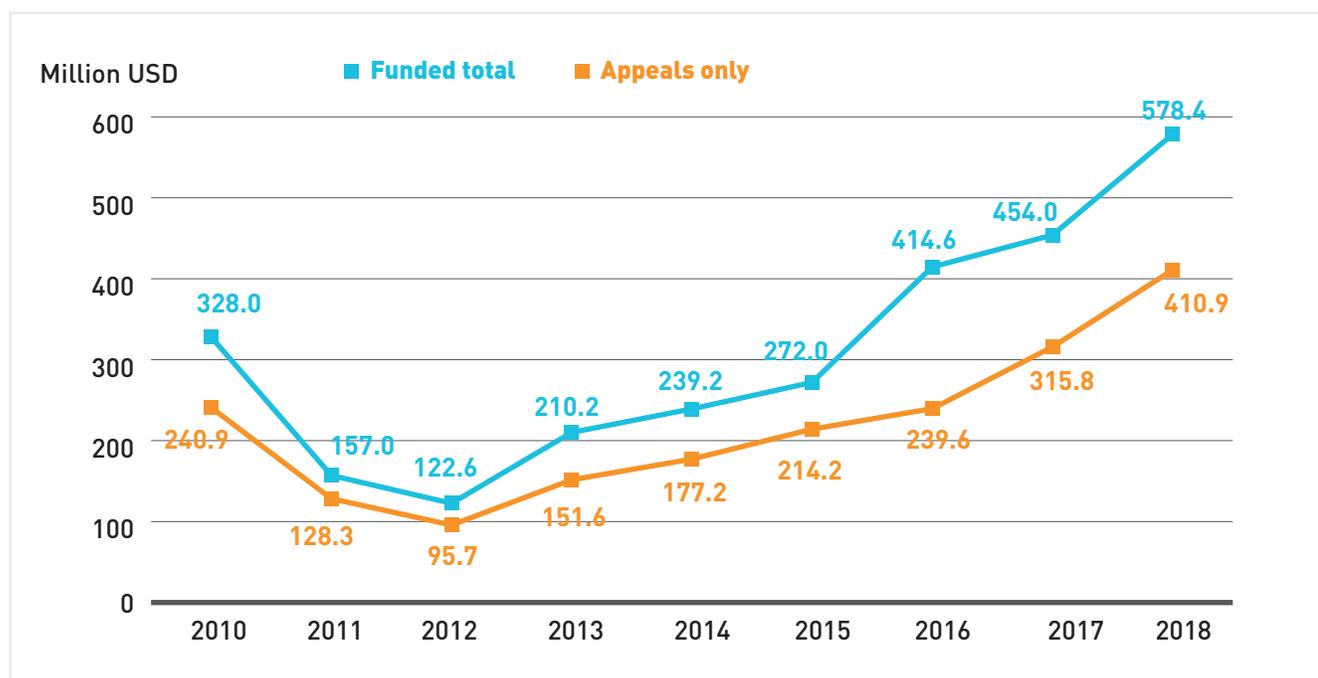
By 2021, ECW will be supporting MYRPs in 25 priority countries affected by protracted crises where vulnerabilities and education needs are significantly high and underfunded. These ground-breaking programmes, launched with Education Cannot Wait’s seed-funding allocations, are designed to catalyse close to US\$1.2 billion in additional co-financing at the country level to support learning outcomes and children and youth’s wellbeing. Country co-financing allows for targeted outcomes, national ownership, resilience building, demand-driven operationalization of multi-year investments and establishing humanitarian-development coherence. Along with the launch of MYRPs, ECW and its partners are appealing for funding and mobilizing national and international champions to mobilize increased co-financing at the country level.

In terms of global humanitarian funding towards education, Figure (S2.4) shows a substantial increase in annual funding since 2010 at constant 2018 prices, both for amounts towards appeals only, as well as appeals and non-appeal related funding.¹⁹



Through ECW’s First Emergency Response, new materials were introduced into classes to include play in learning for Palestinian children in Gaza.

FIGURE S2.3: EIE FUNDING AMOUNTS (TOTAL AND APPEALS ONLY), IN CONSTANT 2018 US \$



¹⁹ ECW staff estimations based on OCHA-FTS data downloaded on 27 June 2019. Deflators downloaded from OECD-DAC to adjust values to constant 2018 prices.

Despite this increase, the funding gap for education in emergencies in 2018 remained significant. In 2018 alone, the gap between humanitarian appeals for education and actual commitments was US\$525 million, with 44 per cent of the required amounts in appeals for education funded. Table (S2.4) shows that in 2018 the share funded has been at its highest since 2011 but was still lower than 2010, where the percentage funded peaked at 46 per cent. At the same time, the table shows that the required appeal amounts for education almost doubled since 2010, from US \$ 521 million to US \$ 936 million. On a positive note, this highlights that despite this substantial increase in required funding for education in emergencies particularly over the last two years, donors increased the percentage funded from 38 to 44 per cent.

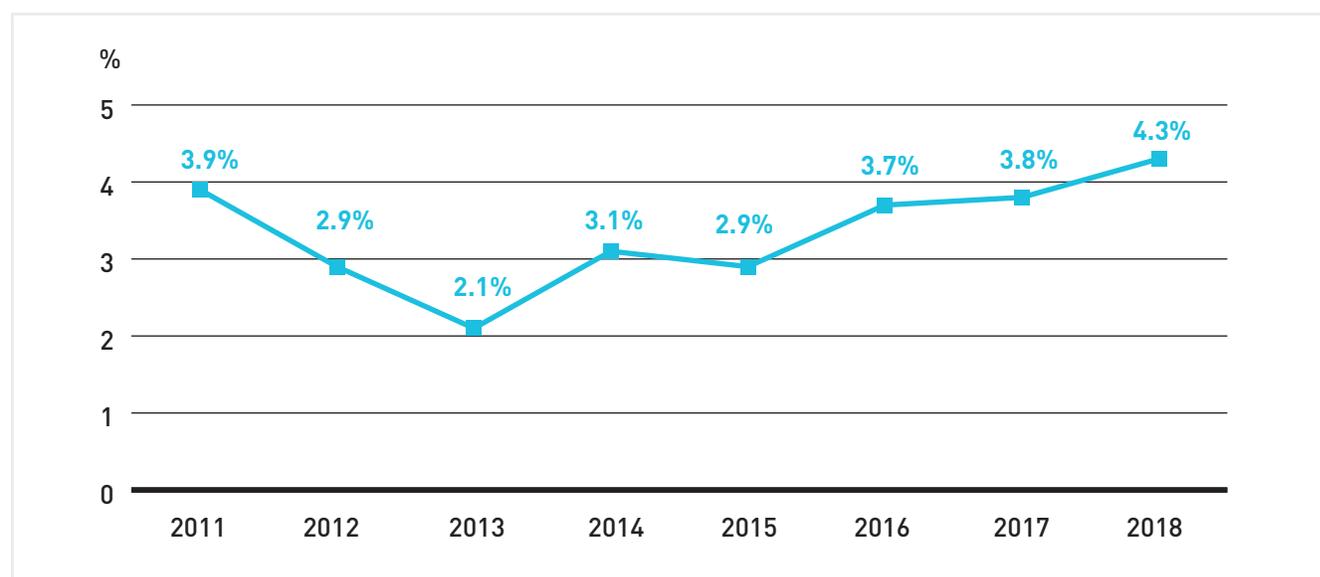
Compared to other sectors, education in emergencies had been among the least prioritized sectors in humanitarian appeals. Figure (S2.5) suggests that in terms of the share of humanitarian funding, prioritization for education in emergencies remained low, albeit showing a slight increase over recent years up to 4.3 per cent in 2018.²⁰ Similarly, the share of appeals with an education sector component was 83 per cent in 2018, only slightly higher than the 80 per cent average since 2010.

TABLE S2.4: HUMANITARIAN APPEALS (EDUCATION)

Education appeals amounts, required and funded, amounts in millions, at constant 2018 prices

Year	Required	Funded	% funded
2010	521.1	240.9	46.2%
2011	292.9	128.3	43.8%
2012	340.8	95.7	28.1%
2013	374.2	151.6	40.5%
2014	489.0	177.2	36.2%
2015	641.7	214.2	33.4%
2016	629.0	239.6	38.1%
2017	849.4	315.8	37.2%
2018	935.9	410.9	43.9%

FIGURE S2.5: EIE FUNDING, % TOTAL HUMANITARIAN FUNDING



²⁰ This figure was calculated using the OCHA Financial Tracking System. It focuses only on the share of education funding in relation to other similarly specified sectors.

Apart from its share in humanitarian funding, prioritization of education in emergencies is also reflected in humanitarian country-based pooled funds. Figure (S2.6) shows that the percentage of crisis-affected countries where humanitarian country-based pooled funds prioritize education increased sharply in 2016, the year ECW was launched. Since then, it has remained relatively stable at around 18 per cent, showing that more efforts are needed to turn advocacy into funding commitments.

Bilateral government and multilateral donors from the development side have increasingly prioritized countries in emergencies and protracted crises

FIGURE S2.6: HUMANITARIAN COUNTRY-BASED POOLED FUNDS (CBPF)

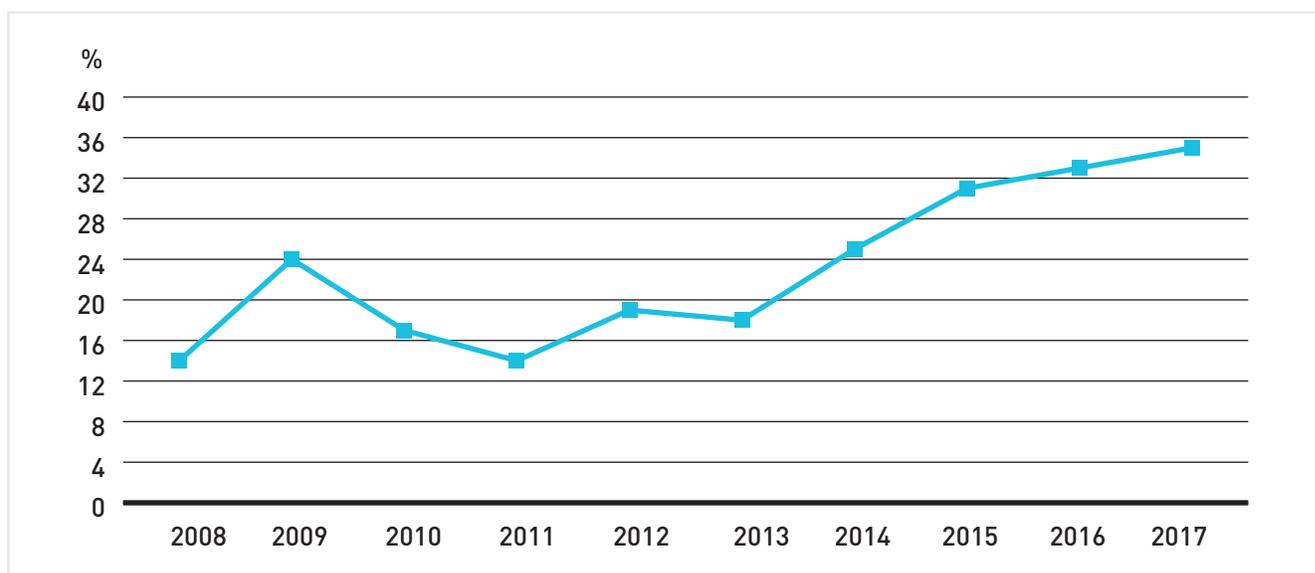
Indicator	2015	2016	2017	2018
Percentage of crisis-affected countries where humanitarian country-based pooled funds allocate at least 10% to education	6%	18%	17%	18%
Percentage education CBPF allocation out of total CBPF, weighted average (all)	4%	4%	4%	5%
Number of countries where more than 10 per cent of CBPF funding goes to education	1	3	3	3
Total number of countries with CBPFs	18	17	18	17

Given ECW's mandate to work across the humanitarian-development nexus, funding data was also reviewed from a development perspective. Analysis was conducted using the Organisation for Economic Co-operation and Development (OECD) Common Reporting Standard data to determine the contribution of official development aid to education in countries affected by crisis.²¹ While the share of humanitarian funding to education has remained relatively static, bilateral government and multilateral donors from the development side of the spectrum have increasingly prioritized countries in emergencies and protracted crises. For example, as seen by Figure S2.7, over the last 10 years, the share of education development funding going to crisis-affected countries more than doubled from 14 per cent to 35 per cent.



Leonora Jose, 12 and her friend Olga Romao, 11, pose in their school which was badly damaged by Cyclone Idai in Beira, Mozambique. ECW was the first to provide funding to support the quick restoration of education and learning opportunities for children and youth affected by the disaster in Mozambique and neighboring countries.

²¹ The methodology is explained in the ECW Policy Brief on Foundations' Engagement in Education in Emergencies and Protracted Crises. <http://www.educationcannotwait.org/download/foundation-policy-brief/>

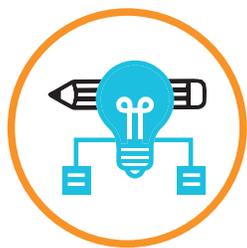
FIGURE S2.7: SHARE OF EDUCATION DEVELOPMENT FUNDING GOING TO CRISIS-AFFECTED COUNTRIES

This increasing investment into EiE is also seen in funding from foundations.²² For example, in 2018, the LEGO Foundation awarded US\$100 million to education in emergencies to address forced displacement. Overall, foundation grant-making to EiE increased slightly between 2008 and 2016, the years for which data was available. The total contribution was estimated to be US\$294.5 million over the past 9 years, which while significant, is much less than that invested by donors or governments.

To diversify its funding portfolio, including with the private sector, ECW developed an Innovative Financing approach, and in June 2018 launched a global challenge to seek proposals for new ideas to help address the billion-dollar finance gap for education in emergencies and protracted crises. Close to 200 ideas were submitted which were narrowed down to 3 winning ideas:

- Global Investment Fund by Yasser Bentaibi, 4usConsulting, from Morocco: Waqf (charitable endowments) would invest in economic empowerment programmes. The profit generated would be used to support education in emergencies.
- Every Child Needs a School – Book Industry supports ECW by Mary Muchena-Stredwick and Rachel Stredwick from the United Kingdom: International book publishers, retailers and authors would sign-up to contribute up to 1 per cent of the net sale of book purchases to the ECW Fund.
- 1-in-9 Fund by Brock Warner, War Child Canada, from Canada: Establish a publicly traded investment fund which would direct a share of the fund's management fees to support children and youth affected by conflict and crisis. 1 in 9 children are living in a war-affected country.

²² See ECW Brief on Foundations' Engagement in education in emergencies and protracted crises.



Strategic objective 3

IMPROVE JOINT PLANNING AND RESPONSES

HIGHLIGHTS

Speed of delivery nearly doubled in 2018. The length of time from the start of an emergency to the disbursement of First Emergency Response grants has decreased from an average of 119 days in 2017, to an average of 67 days in 2018 (with Indonesia taking only 33 days).

First Emergency Response (FER) grants, conditioned on increasing speed through coordination and comparative advantage, were launched for six countries in 2018 (Democratic Republic of the Congo, Indonesia, Lebanon, Nigeria, Papua New Guinea and Syria). These six bring the total of active FER grants to 18, some of which overlap with the four MYRP countries.

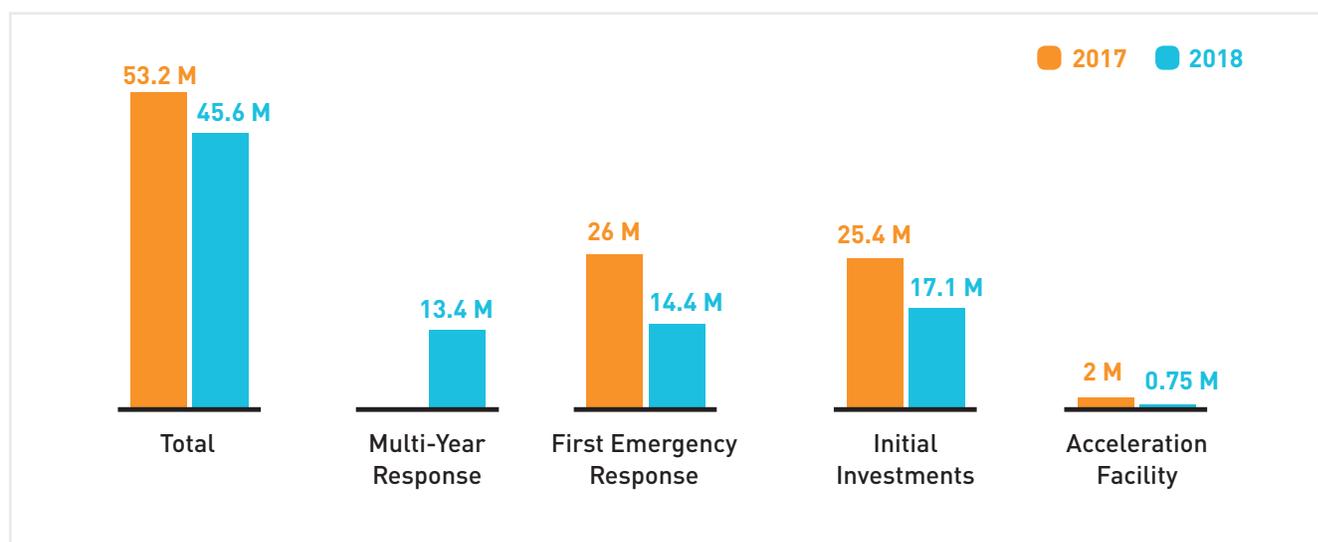
Multi-Year Resilience Programmes set a new model representing humanitarian speed with development depth in humanitarian crisis settings. By responding with speed and bridging the humanitarian and development gap towards collective outcomes, quality education reached children and youth in crisis faster, wider and deeper. In 2018, four MYRPs were approved: Afghanistan, Bangladesh, Central African Republic and Uganda.

The Education Cannot Wait High-Level Steering Group has become an inspiring and forward-looking forum of high-level political support, and the ExCom has become a fast-moving and efficient forum for operational support. Both represent the New Way of Working and the bridge between the humanitarian and development communities coming together.

ECW has become a central broker and convener, connecting various actors to improve joint planning and response for EiE.

ECW invests in the multilateral coordination system especially designed for education in emergencies and protracted crisis: The Inter-Agency Standing Committee's Education Cluster facilitates collaborative and complementary linkages to development coordination mechanisms, notably the Local Education Groups. As a frequent co-lead of the Cluster, governments are a key partner for ECW in this approach. However, in certain emergencies or protracted crises, ECW has the value-added flexibility to work with relevant national and local counterparts to ensure that no child is left behind in receiving education services. The New Way of Working inspires knowledge sharing, the mainstreaming and acceleration of best practices, and positive engagement across sectors towards humanitarian-development coherence.

Table (S3.1) shows ECW's disbursements for its different investment windows since its inception. With these disbursements, ECW had an active portfolio of 64 grantees in 18 countries during 2018, demonstrating the engagement with a wide range of actors.

TABLE S3.1: ECW'S DISBURSEMENTS PER INVESTMENT WINDOW AND YEAR IN USD

First Emergency Response

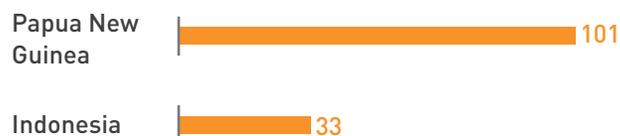
This investment window responds to the most immediate and urgent education needs following the rapid onset of an emergency or the escalation of an existing crisis. However, the speed of grant making needs to be balanced with ensuring quality, the participation of stakeholders, and alignment with existing systems. For example, all First Emergency Response grants approved during 2018 were aligned with inter-agency planning and resource mobilization strategies. These included Flash Appeals and Humanitarian Response Plans, and the grants were funded against an inter-agency coordinated proposal.

ECW works to provide prompt quality assurance to grantees' proposals, and to disburse funds as quickly as possible after the onset of an emergency. For example, in 2018, the speed of disbursement averaged 67 days – with Indonesia only taking 33 days to disburse funds, as shown in Figure S3.2²³. This is compared to 2017, when the average speed of disbursement was 119 days.

The increase in performance is due to several factors including enhanced templates, guidance and support from the ECW Secretariat. This is coupled with growing awareness and capacity at country level (particularly within Education Clusters) of ECW's processes and expectations concerning quality. In addition, the ECW Secretariat has increasingly been able to share experiences, best practices and examples of high-quality applications from other emergencies. In 2018, six new First Emergency Response grants were launched in the Democratic Republic of the Congo (DRC), Indonesia, Lebanon, Nigeria, Papua New Guinea (PNG) and Syria.

FIGURE S3.2: TIME TO FER DISBURSEMENT IN SUDDEN-ONSET EMERGENCES IN 2018

Total days from emergency to disbursement



²³ Additional FERs apart from Indonesia and Papua New Guinea launched in 2018 in connection with escalation due to protracted crises, they were excluded from the Figure S3.3 as they were not rapid onset emergencies.



Aril, 11, lost everything when a 7.4 magnitude earthquake off the coast of Sulawesi triggered a tsunami that shattered his community on 28 September 2018. Aril finds comfort at the temporary learning centre set up with support from ECW. There, he feels safe and can play and continue to learn.

In 2018 two earthquakes and a tsunami hit **Indonesia**, heavily affecting the lives of children on the island of Sulawesi and damaging over 1,500 schools. Just a month after receiving a request, ECW committed US\$2.8 million for EiE interventions. In coordination with the Indonesian Ministry of Education and Culture, children, adolescents and teachers were provided with educational

supplies, with up to 27,000 children having received supplies by end of 2018. In addition, by end 2018, 770 teachers (65 per cent female) out of a target of 2,700 teachers were trained in psychosocial support. Furthermore, the setup of 910 temporary learning spaces was initiated in 2018 but these would only be finalized in early 2019.

The earthquake that hit the Highlands in **Papua New Guinea** (PNG) in February 2018 affected 544,000 people (including more than 252,000 children and adolescents), nearly 127,000 of whom needed humanitarian assistance. ECW funds of US\$1.5 million were used to distribute emergency supplies to set up 62 Temporary Learning Spaces, and train teachers, thus improving access and a return to school. These supplies included tents, early childhood development (ECD) kits, School-in-a-Box kits and recreational kits to enable teachers to set up temporary learning spaces. As a result, up to 11,744 children and adolescents were reached with assistance from ECW (48 per cent female). Through participatory activities and demonstrations, workshop attendees learned how to set up and run the temporary learning spaces, to use education in emergencies supplies effectively, and to put into practice positive child-centred teaching methods.

The earthquake that hit the Highlands of Papua New Guinea

severely damaged classrooms which were no longer considered safe to use. Classes of 50 students suddenly increased to 100 students; Mr Boli, a teacher at one school described how he dealt with the overcrowding:

“I tried fitting all of the students in an extra room opposite the library but found it difficult to teach due to overcrowding and limited space. That’s why, most times, I take them outside to teach where they have more space to sit and are comfortable ... Oftentimes I had no choice but to send my students home when it was raining.”



Using funds from ECW, and with help from the community and implementing partners, tents were erected to provide temporary classrooms.



Multi-Year Resilience Programmes

The Multi-Year Resilience window responds to the call for the New Way of Working. Through coordination and collaboration, it shifts the focus to joint analysis, multi-year-planning and joint-programming in protracted crises. Integrating mutually reinforcing immediate and medium-term response, it is geared to mobilising long-term predictable financing and thereby bridging the relief-to-development gap. This enables humanitarian and development actors to work together on delivering collective education outcomes. In 2018, ECW approved multi-year funding for MYRPs in four countries affected by protracted crises, with implementation, planning and coordination beginning immediately.

The **Afghanistan** MYRP was developed between January and July 2018 and approved by the ECW Executive Committee in August. The programme is reaching the most vulnerable displaced populations in Afghanistan, with a focus on girls, IDPs and returnee refugee communities. By effectively bridging the humanitarian-development divide it works to: a) catalyse recovery; b) help implement Afghanistan's new Community-Based Education Policy; and c) promote continuity of quality education to improve learning outcomes. The programme targets 500,000 children and adolescents annually and aligns with the National Policy on Girls' Education and the National Education Strategic Plan 2017-2021.

In **Bangladesh**, over 700,000 Rohingya refugees were forced across the Myanmar border into Cox's Bazaar district in 2017 to escape wide-spread violence in Rakhine State, joining an existing population of Rohingya escaping decades of violence and persecution. ECW was one of the first organizations to fund the education response to the Rohingya crisis in 2017. In 2018, given the protracted nature of the crisis, a breakthrough agreement was brokered by ECW with technical assistance from INEE through an inclusive and participatory process using the agreed coordination structures in Cox's Bazaar. As a result, in February 2018 the Government of Bangladesh agreed to transition into a 2-year response plan reaching

'Today marks an important milestone

in the way that the international community, together with host governments, address the crisis situation of the 75 million children and youth in armed conflict, refugee camps, natural disasters and countries affected by epidemics deprived of their right to a quality education. These children and their education, traditionally left behind, are now not only at the centre of humanitarian response and will also be supported by a new way of working: supporting the delivery of education in the humanitarian-development nexus,' said Rt Hon Gordon Brown on the Launch of the Education Response Plan for Refugees and Host Communities in Uganda.

both refugees and host communities approved for funding by ECW. The approach built on the existing one-year Joint Response Plan and provided a common framework for alignment by ECW and other partners.

In the **Central African Republic**, ECW facilitated the development of a 3-year programme in 2018, using the Education Cluster Strategy as the basis. An extensive and in-depth participatory process was undertaken in collaboration with the Local Education Group. This ensured the programme linked to medium- and longer-term plans such as the National Plan for Recovery and Consolidation of Peace. The programme aims to support displaced children and adolescents and host communities, and to strengthen links between humanitarian and development aid efforts.

In **Uganda**, which is one of the largest refugee hosting countries in the world since 2016, ECW supported the development of the Education Response Plan for Refugees, by bringing together the host government and all relevant partners to jointly plan and programme their responses. The resulting plan, the first of its kind, aims to ensure improved learning outcomes for refugee and host-community children and adolescents across Uganda. ECW has supported the implementation of the plan through a US\$33 million investment over three years managed by a consortium of NGOs.



Strategic objective 4

STRENGTHEN CAPACITY TO RESPOND

HIGHLIGHTS

The capacity of country-level EiE coordination mechanisms was strengthened by supporting their role as facilitators of First Emergency Response applications and the development of Multi-Year Resilience Programmes.

ECW's investments are aligned with existing national strategies and inter-agency humanitarian response appeals and plans, ensuring complementarity and strengthening national and local capacity

The Global Partners' Project – a collaboration between UNHCR, GEC and INEE – produced a detailed mapping of EiE coordination structures – each of them playing a distinctive role with a specific mandate yet working together in a complementary fashion.

The Grand Bargain translated into action: Close to 30 per cent of ECW funds were channelled as directly as possible to local NGOs – up from 19 per cent in 2017.

In 2018, ECW worked with partners as part of its joint programming strategy to improve capacity in core areas of response and delivery for education in emergencies. ECW's support in this area aimed to identify and fill capacity gaps both at the country and global levels. It achieved this by: strengthening the Inter-Agency Standing Committee's Education Cluster to carry out its coordination and advocacy role in humanitarian settings; by empowering national capacity, of both government officials and staff; and, by investing in local partners directly or indirectly.

Country Level

In **Ethiopia**, through the process of developing the MYRP, two coordination mechanisms for EiE (the cluster for IDPs and the refugee response group for refugees) were brought together. This enabled them to respond effectively for the provision of EiE and protection of displaced populations. In addition, the education cluster was strengthened as a catalyst for humanitarian and development actors to work on short- to medium-term interventions linked to development efforts. This expanded the education cluster's ability to respond to systemic obstacles facing the provision of EiE. After the ECW financed Overseas Development Institute study on the Education Cluster was completed, a full-time cluster coordinator and information management officer were also appointed.



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“In the Central African Republic, I didn’t go to school. It’s important for me to come to school and learn. That’s why I’m happy in Danamadja.”

—Saboule, 17

In the **Central African Republic**, ECW worked with the Education Cluster to build the capacity of the Emergency Unit of the Ministry of Education by supporting the development of a Multi-Year Resilience Programme. This process included a participatory capacity needs assessment of the Emergency Unit. The resulting multi-year plan included financing from ECW to support the strengthening of this critical EiE unit. Funding for the plan included core costs for coordination activities, field visits, establishment of sub-clusters and pre-positioning of contingency kits.

In **Chad** the Education Cluster was encouraged by ECW to undertake the development of a Cluster Strategy as a first step in the process of creating a Multi-Year Resilience Programme. The subsequent work with the Ministry of Education, and technical working groups, supported rigorous analysis to develop robust EiE strategies as part of the Cluster Strategy. This ultimately will strengthen the capacity of the Education Cluster and the Ministry of Education to respond to crises more effectively.

ECW not only supported coordination at a country level, but also supported programmes to strengthen technical capacity of partners. For example, in **Ukraine**, training was conducted to bolster the capacity of education authorities and staff on key concepts of education in emergencies, including EiE Minimum Standards, Education Cluster functions and the Humanitarian Cycle. In collaboration with the Education Cluster, a capacity development plan was also developed, which included capacity strengthening on Conflict Sensitive Education (CSE).

The Ukraine Education Cluster Strategy was developed in consultation with partners, and it is closely aligned with the multi-year Humanitarian Response Plan.

The Ukraine Education Cluster (UEC) Strategy was intended to be broader in its scope than the Humanitarian Response Plan (HRP), presenting the UEC's approach in areas not touched upon in the HRP.

This strategy aimed at building a common understanding and commitment among partners, ensuring not only global minimum standards as a foundation but also that context-specific standards were set, shared and adhered to.

Consultation was an overarching principle for Education Cluster Strategy development, and it ran through the entire development process. At each step, UEC aimed to collectively develop, verify and validate the building blocks of the strategy, in particular the response standardization. In this way, UEC ensured that all partners contributed to and informed the final document.



© UNICEF/Gilbertson V.

Lera, 10, lives on the Contact Line in Ukraine. “We have to stay inside the school all the time, and are not allowed to play outside during the breaks. The boys play football in the school’s corridors. They can’t break the windows because of the sandbags” she says.

Through the process of response standardization, UEC took the following steps:

1. Based upon the Needs Overview section and HRP, UEC came up with a set of Cluster objectives and activities to address the existing needs in EiE.
2. Based on the draft response framework, UEC requested the Cluster partners to share the following information per activity if it was applicable:
 - a. Short activity description, including standards
 - b. Average budget per unit (price per learning kit, ECCD kit, training)
 - c. Topics for teacher capacity building
 - d. Modalities used for psychosocial support and life skills programming in schools
 - e. Elements of “Safe Schools” approaches.
3. Received results were combined in the comparative table to identify key differences and similarities in partners’ activities and approaches.
4. Standards were produced and included in the draft of the Ukraine Education Cluster Strategy.
5. Standards were discussed during series of face to-face meetings at national and sub-national levels.
6. After the second round of review the Response Framework as a part of UEC strategy was shared with all stakeholders including the Ministry of Education.

This exercise ensured that UEC partners achieved common understanding of minimum standards in humanitarian response in Ukraine. As a result, from 2019 onwards, this will avoid confusion during budgeting and ensure that UEC partners use the same set of activities while reporting, ultimately the Cluster’s accountability, in terms of number of beneficiaries reached under the different activities. Finally, the strategy will also be considered as a tool of communication and advocacy towards the diverse EiE stakeholders including donors.

In **Uganda**, the technical capacity to ensure inclusion of children and adolescents with disabilities was strengthened through training for partner staff and Government of Uganda colleagues on inclusive education. The NGO Humanity Inclusion was contracted in a cross-cutting role to build capacity and assist implementing partners to improve inclusion in their programmes. This helped improve their awareness and knowledge of inclusivity on both technical and practical levels to better support inclusive learning environments.



15-year-old Veronica has been taught how to write by her older brother at their home in Central Uganda. Veronica suffers from Cerebral palsy since a bout of under treated cerebral malaria.

Absorption capacity and transfer of funds to local providers

TABLE S4.1: FUNDS ABSORPTION BY ECW GRANTEES

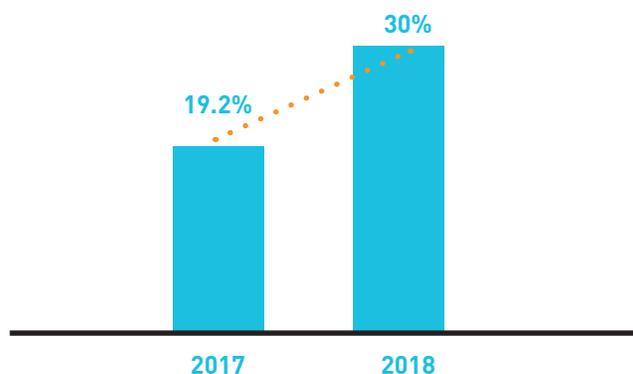
	Initial Investments	First Emergency Response
Number of grantees*	4	43
Number of No Cost Extension	4	10
Utilization of funds**	57%	92%

* Only includes grants with more than six months duration elapsed (started before 30 June 2018)

** Based on prorated amounts for all grants and completed by end of 2018

'Absorption capacity' is the portion of a grant that is spent against the education services delivered. In 2018, compared to the planned pro-rated expenditure, 73 per cent of the funds disbursed to grantees were utilized – 92 per cent for FERs and 57 per cent for initial investments (see Table S4.1). Several programmes had no-cost extensions, 10 out of 43 FER grantees (23 per cent) and all four initial investments. In these cases, contextual factors beyond the control of grantees required longer programme durations than anticipated. Out of all the programmes completed by the end of 2018, only one grantee had a utilization rate of less than 95 per cent. In all cases with utilization rates below 100 per cent, the outstanding funds were returned to ECW.

FIGURE S4.2: FUNDING CHANNELLED AS DIRECTLY AS POSSIBLE TO LOCAL AND NATIONAL RESPONDERS



A key element of ECW's localisation commitments is that funds are transferred as directly as possible to local providers*. An analysis of the delivery chain from ECW to implementers on the ground demonstrates that in 2018, the percentage of expenditure that went as directly as possible to national/local partners has increased to close to 30 per cent, compared to 19 per cent in the previous year. With respect to ECW's FER allocations, ECW stopped transferring funds directly to national/local partners in 2018, in accordance with its revised Corporate Risk and Accountability Framework.

* Funds are transferred through one intermediate - international NGOs or UN agencies.

Global Level

In 2018, ECW made a strategic decision to invest in the **Global Education Cluster**. One of the factors that have contributed to marginalizing education in emergencies and protracted crisis is the lack of investment in the UN system-wide and in established multilateral coordination mechanisms designed for education in emergencies and protracted crisis. The capacity to manage and mobilize humanitarian funding for an EiE response is largely dependent on the commitment to the multi-lateral system and the agreed Inter-Agency Standing Committee coordination arrangement. A weak Education Cluster will face greater challenges in positioning education in emergencies, including in humanitarian funding appeals, joint assessments and coordination overall. Therefore, ECW's support to EiE included core support to the Global Education Cluster through investments from the Acceleration Facility (AF). This investment enabled the Cluster to strengthen their response capacity by bolstering Rapid Response Teams to support country-led Education Clusters. It also enabled them to plan and organise the 2019 Global Education Cluster meeting in Amman, to initiate the re-design of their website, and to conduct member states (humanitarian donors) briefings in Geneva, focussing on the theme of "Elevating Education in Emergencies." The ECW investment was also accompanied by mutually reinforcing decisions, such as: including the Emergency Relief Coordinator/OCHA in the ECW High-Level Steering Group; linking all ECW investment to engagement with the Humanitarian Coordinator (who determines funding allocations); and including the Education Cluster in the ECW Executive Committee.

Another strategic decision in 2018 related to strengthening the **Inter-agency Network for Education in Emergencies** - Through its core contribution to INEE, ECW supported the initiation of work on the development of an EiE practitioner competency framework aligned to the INEE Minimum Standards. When finalised in 2019, these



A young boy at the Zaatari Refugee Camp in Jordan, where nearly 80,000 Syrian refugees are living. "Protection is a universal responsibility all humanitarian actors must work towards. Reaching this goal will require equitable education for every girl and boy on this planet – even those living in crisis; complemented by more tailored, child protection services for children who need them," says Nancy Kanwal, Global Education Cluster

standards will help agencies strengthen their capacity to recruit suitably qualified practitioners, undertake performance management and provide professional development. This core support also enabled INEE to increase its ability to share global public goods and knowledge in EiE by contributing to the re-design of the INEE website (including the INEE Toolkit). This included upgrading the functionality of the website to enable users to search more easily for information and tools and to enhance the contact and exchange between INEE members in several languages.

In 2018, ECW continued its support to the Global Partners' Project, a strategic collaboration between the Global Education Cluster (GEC), the United Nations High Commissioner for Refugees (UNHCR) and the Inter-agency Network of Education in Emergencies (INEE) which was initiated in 2017. The project aims to build an evidence base as well as a knowledge platform and tools to improve EiE interventions by looking at the effectiveness of various collaborative planning efforts and responses across a wide range of emergencies and protracted crises. In partnership with the Overseas Development Institute, the project conducted a comprehensive review of the coordination, planning, and response structures within the education in emergencies field. This included a series of in-depth country case studies to identify lessons learnt across a range of emergency contexts and their policy implications at the global level. The resulting recommendations will be used to ensure more effective, relevant and sustainable joint

education programming in crisis-affected contexts and will feed into the development of forthcoming multi-year programmes. The results from the case studies in Bangladesh and Somalia will be fed into their respective mid-term reviews.

In 2018, funds from ECW's Acceleration Facility were also used to support the **Global Coalition to Protect Education from Attack** (GCPEA). With staggering numbers on attacks against schools, abduction of students and other violations of international law preventing quality education in conflict, ECW supported GCPEA to ensure greater availability of robust data by strengthening data collection and analysis on attacks on education and military use of schools. This data collection contributes to the development of better strategies to protect girls and boys, prevent abuse, and mitigate harm. It is also used as a powerful advocacy tool promoting the respect for international humanitarian, human rights and refugee law.



© Save the Children/Daphnee Cook

“I love the learning center. I have been through a lot back in Myanmar. When we learn and play here, I feel peace in my heart, and forget what has happened to me.”

—Janat Ara, 12.

Strategic objective 5



IMPROVE DATA, EVIDENCE AND ACCOUNTABILITY

HIGHLIGHTS

In Chad, mobile phone technology supported the collection of real-time data to help planning and decision making at the school level.

In Bangladesh, baselines to measure learning outcomes of Rohingya refugee children and adolescents were established.

In Syria, tools were developed to improve measurement of learning outcomes, to provide a snapshot of children and adolescents' reading, numeracy and social emotional skills, and to help teachers adjust their lessons accordingly.

In Ethiopia, refugee schools were included in the national EMIS, and progress has been made towards including refugees into the services of the national education sector.

ECW's monitoring framework required all grantees to disaggregate data at a minimum by sex, age and disability and where relevant, displacement status and locale and to report on collective outcomes.

Two-thirds of ECW-supported countries conducted needs assessments in 2018 to improve the effectiveness of EiE responses.

72% of ECW-supported countries employed community-driven monitoring mechanisms showing how grantees include accountability towards affected people mechanisms in their programmes.

In its Strategic Plan 2018-2021, ECW commits to ensure 'accountability and knowledge of 'what works' through investing in the collection and analysis of timely, disaggregated and accurate data and information on education in emergencies, working with partners to communicate needs, progress and investment opportunities.'

This data must be collected and analysed not only for collaborative planning and programming purposes, but also to provide evidence for advocacy to strengthen the political commitment for EiE. Such data also provides the opportunity to tailor ECW programmes to the needs of marginalized groups and to ensure greater accountability to populations affected by crises, at both global and country levels. For example, in 2018, ECW supported the Global Coalition to Protect Education from Attack (GCPEA) to conduct a study on the impact of attacks on education for women and girls in the Kasai Central Province of the DRC. The study revealed the devastating impact of violence on marginalised girls.

Data provides the opportunity to tailor ECW programmes to the needs of marginalized groups and to ensure greater accountability to populations affected by crises

“Girls were forced to play an important role in the Kamuina Nsapu militia and were recruited specifically as the carriers of charms or fetishes—the protective magic—that the Kamuina Nsapu militia members believed would protect them during battle. These young girls, referred to as “ya mamas” (little mamas) were believed to be able to magically stop bullets by rustling their skirts, thereby sending the bullets back toward the soldiers who had shot at them. They were placed at the front of the militia units going into battle as human shields, often completely unarmed or armed only with a magical weapon such as a broom or kitchen utensil.”²⁴



Core support from ECW also enabled INEE to increase its ability to share and access global public goods and knowledge in EiE. For example, in September 2018, INEE, together with the Journal on Education in Emergencies and NORRAG, held a workshop at New York University on evidence for education in emergencies. This event brought together a select group of public and private sector policymakers, practitioners, funders, and researchers to share updates on research and learning agendas and highlight evidence gaps in the field. It was also used as a forum to discuss the development of an INEE Learning Agenda to build collective consensus around research gaps, themes, and guiding questions for investigation. This agenda would reduce duplication and inspire key stakeholders to engage in complementary research and activities.

Human resources continued to play a crucial role to ensure programming was based on timely quality data and evidence. At a global level, the Education Cluster reported that, in 2018, 31 per cent of Cluster countries (9 out of 26) had full-time Information Management Officer (IMO) alongside Cluster Coordinators. While this represented a slight decrease compared to the previous year, down from 35 per cent in 2017, it constituted a major increase compared to 2013 where only one Cluster or Working Group had an IMO. To improve the availability and quality of EiE data, more funding

is needed to facilitate the rapid deployment of EiE-dedicated IMOs to more Cluster countries and ECW will continue its advocacy and funding support towards this end.

Conducting needs assessments

When an emergency strikes, one of the key constraints facing those trying to ensure a relevant and rapid response, is the frequent lack of reliable, comparable and agreed data. Therefore, conducting a joint needs assessment with education ministries and their partners is critical. ECW supports its grantees to conduct such needs assessments, whether these utilise the Global Education Cluster’s Joint Needs Assessment Toolkit²⁵ or their own. With regards to EiE-specific assessments led by national Clusters in 2018, these were done in Bangladesh, Indonesia, South Sudan, Ukraine and **Syria**.²⁶ The Education sector was also part of 2018 Multi-Sector Needs Assessments (MSNAs) in Afghanistan, Iraq, Libya, Nigeria, Somalia, Uganda, Ukraine and Yemen.

24 GCPEA (2019): “All That I Have Lost”: Impact of Attacks on Education for Women and Girls in the Kasai Central Province - Democratic Republic of Congo DRC, p.6

25 http://educationcluster.net/wp-content/uploads/2013/12/Ed_NA_Toolkit_Final.pdf

26 This list does not include agency-specific assessments.

In 2018, 67 per cent of ECW-supported countries conducted needs assessments. For example, in **Bangladesh**, ECW funded a Joint Education Needs Assessment which provided comparable evidence to understand the education needs and gaps amongst Rohingya refugee communities. A follow-up assessment will provide a collective understanding of the education needs, gaps and capacities through a large-scale analysis of the situation of children and adolescents in 34 refugee camps.

In **Central African Republic**, in collaboration with implementing partners, IDP sites managers and local Education Committees, local education authorities conducted education needs assessments. In **Syria**, partners worked with education counterparts on the ground to develop their own needs assessments when selecting geographic areas and schools for their projects. Communities were involved in the design phase and were consulted on their needs.

In Syria, partners worked with education counterparts on the ground to develop their own needs assessments when selecting geographic areas and schools for their projects. This means boys like Zakaria, 12, who has a congenital heart disease, have the chance to attend school.



Strengthening data and information systems

All countries supported by ECW in 2018 (18 countries across Initial Investments, First Emergency Response and Multi-Year Resilience Programmes) were assisted to improve data systems. This implied ensuring that all data collected for ECW-funded programmes was sex-, age- and disability-disaggregated. In addition, to strengthen mainstreaming of gender in its programming, ECW draws attention to and guides potential grantees to undertake a gender analysis and use the IASC 'gender with age' marker to design gender sensitive and gender responsible programmes.

ECW recognizes that strengthening Education Management Information Systems (EMIS) is a key driver for improved accountability for children and adolescents affected by crises. Aligning EiE data with existing or national systems can be complex, as national EMIS data is often not available for crisis-affected areas, or recent enough to make planning and decision making sufficiently accurate or cost effective in emergency contexts. Therefore, ECW has supported some countries to include crisis related data in their national systems. For example, in **Ethiopia**, the ECW-funded programme to promote crisis-sensitive, risk-informed and inclusive education for host and refugee children and adolescents ensured that data on refugee schools and children and adolescents was collected and included in the 2017-2018 EMIS. This will continue during the following school year's data collection process.

In **Chad** the historic gap between officially available data and the reality in schools prevented education stakeholders from taking informed decisions. This made it harder to plan needs-based interventions in areas affected by humanitarian crisis. The use of mobile phone technology was used to support the collection of real-time data to help better planning and decision making. EduTrac was one of the first initiatives of this kind undertaken in Chad. Introduced with ECW funding to increase the speed

and efficiency of collecting school data, it became operational by the end of 2018. EduTrac aims to enhance the data collection process through SMS surveys by regularly sending a series of questions to key school personnel (school principals, as well as parents) and collecting and summarizing their answers in return. Key questions for upcoming surveys include tracking payment of teacher subsidies as well as absenteeism of both teachers and students.

In **Syria** the Syria Crisis Education Information Management Package provided a coherent and comprehensive list of EiE indicators. This was accompanied by guidance to ensure comparability and alignment with national data collection and management systems. ECW's programming and logical framework for its support to Syria were aligned with the Package.

Strengthening Accountability to Affected Populations (AAP)

People receiving humanitarian assistance are the primary stakeholders of any humanitarian response and have the right to participate in the decisions that affect their lives, receive the information they need and seek remedies if the help they receive is not adequate. In this regard, the Accountability to Affected Populations (AAP)²⁷ framework offers a people-centred and rights-based approach for people affected by disaster and conflict. ECW's application templates adhere to the principles of AAP and require grantees to analyse the situation against the five commitments outlined in AAP. One of the first of the AAP commitments, on *leadership/governance* requires organizations to ensure AAP mechanisms are integrated into key programmatic and monitoring documents, something that ECW has ensured through its application templates. The other areas include *transparency*, to ensure accessible and timely information is provided to affected populations; *feedback and complaints* whereby the

How grantees have included accountability mechanisms for affected populations is seen in most ECW-supported countries, with 72 % of countries employing community- driven monitoring mechanisms.

views of affected populations are actively sought to improve policy and practice in programming; participation, which enable affected populations to play an active role in the decision-making processes that affect them; *design, monitoring and evaluation*, which ensures the involvement of affected populations in the design, monitoring and evaluation of the goals and objectives of programmes.

How grantees have included accountability mechanisms for affected populations is seen in most ECW-supported countries, with 72 per cent of countries employing community- driven monitoring mechanisms. For example, in **Chad**, where the erosion of livelihoods hindered access to education, affected communities were invited to identify income generating activities that best meet their needs based on the outcomes of a series of market surveys. This process allowed the communities to reflect jointly on different activities and make informed decisions. In addition, a monitoring mechanism was established by the Educating Mothers Associations and school principals with support from implementing partners. The initial purpose of the mechanism was to monitor attendance of teachers in the classroom. It was later revised to further monitor absenteeism of students in classrooms through an active involvement of members of Educating Mothers Associations who conducted home visits as part of their regular monitoring of students absent from the classroom.

²⁷ https://interagencystandingcommittee.org/system/files/legacy_files/TOOL-Spercent20toppercent20assistpercent20inpercent20implementingpercent-20thepercent20IASpercent20AAPpercent20Commitments.pdf

In **Afghanistan**, a standardised data collection for supervisors was developed for the ECW-funded project to monitor Community Based Educators (CBEs). This enabled supervisors to check if teaching practices were aligned to minimum quality benchmarks and prevent student/teacher absentees, and to highlight any need for support in the CBE sites. In **Uganda**, the Community Education Committee (CEC) provided a meaningful platform for parents and community leaders to participate in the Accelerated Education Programme (AEP). This created an influential link between the school and the larger community. CECs have been involved in supporting and monitoring AEP classes, recruitment of learners, and meeting with parents of learners who have poor attendance.

Other examples demonstrate how ECW-financed programmes provided feedback mechanisms to affected populations. In **Syria**, partners used a range of different methods to collect feedback from affected populations, such as focus group discussions, Facebook and WhatsApp, among others. The managers reviewed the items and took appropriate actions within 15 days. The use of complaint boxes by students, school personnel, parents or the larger school community was also quite common. The feedback was comprised of enquiries or requests for information or assistance regarding personnel breaching codes of conduct. In **Somalia**, consultations were held with communities on their priority needs in response to drought shocks. In addition, ECW supported an extensive survey in February 2018 across all schools supported by ECW's contribution. The survey enabled the grantee to gain a deeper understanding of the challenges faced in the schools. This informed the grantee's programming approach and distribution of materials going forward.



“I was worried about my future and my community. ECW brought a positive change in my life as well for the returnee children. Now we are happy.” Ms. Fahema spent half of her life in a Pakistani refugee camp and recently returned to Afghanistan. Thanks to ECW's support to community-based education, she is now proud to teach pupils in her community.

Outcome level monitoring

Outcome level monitoring refers to monitoring against ECW's five collective outcomes. These include outcomes on access, continuity, equity and gender equality, learning and protection. The extent of outcome level monitoring depends on the investment window used by ECW in a particular context. For example, the First Emergency Response grants last between 6 and 12 months and are generally concerned with restoring safe and equitable access to education. Multi-Year Resilience Programmes are more comprehensive and operate on a longer time span, so their outcomes may measure more, if not all, of the dimensions highlighted in Table S5.1. ECW has committed itself to measuring at least two outcome results as part of its performance monitoring framework for all MYRPs (e.g. access, gender equality and inclusion, continuity, learning, and protection). Wherever possible, ECW grantees are encouraged to leverage national systems to measure learning outcomes. However, in certain cases there may be a need for ad-hoc assessments to be conducted with certain categories of children and adolescents (e.g. refugees) who may require tailored learning assessments.

ECW-financed programmes provided a wide range of feedback mechanisms to affected populations

TABLE S5.1: OVERVIEW OF GRANTEES REPORTING ON COLLECTIVE OUTCOMES

	Access	Continuity	Gender equality and equity		Learning	Protection
			Gender and education level	Disability		
Having data*	Afghanistan, Bangladesh, Central African Republic, Chad, DRC, Ethiopia, Indonesia, Nigeria, Somalia, Syria, Uganda, Ukraine	Afghanistan, Central African Republic, Palestine, Somalia, Syria, Uganda	Afghanistan, Bangladesh, Central African Republic, Chad, DRC, Ethiopia, Indonesia, Madagascar, Nepal, Nigeria, Palestine, Papua New Guinea, Peru, Somalia, Syria, Uganda, Ukraine, Yemen	Afghanistan, Bangladesh, Central African Republic, DRC, Indonesia, Nepal, Palestine, Somalia, Uganda, Ukraine	Afghanistan, Bangladesh, Central African Republic	Bangladesh, Central African Republic, Chad, Somalia, Syria, Uganda, Ukraine
Planning to measure results **	Afghanistan, Bangladesh, Central African Republic, Uganda	Afghanistan, Central African Republic	Afghanistan, Bangladesh, Central African Republic, Uganda	Afghanistan, Bangladesh, Central African Republic, Uganda	Afghanistan, Bangladesh, Central African Republic, Uganda	Afghanistan, Bangladesh, Central African Republic

* Includes countries with FERs, IIs and/or MYRPs active in 2018. Countries are listed as 'having data' if at least one grantee reported outcome-level data.

** Includes only countries with MYRPs launched/active in 2018

Among its measurement of outcome level results, ECW has placed emphasis on learning outcomes. Three ECW supported countries, Afghanistan, Bangladesh, and Central African Republic, reported data on learning outcomes in 2018. All of these countries conducted their learning assessments as part of accelerated education programs. For example, in **Bangladesh**, technical support was provided in December 2018 to education sector partners to assess students' learning competency levels in numeracy and literacy (English and Burmese). This used the Annual Education Status Report tools. The assessment demonstrated alarmingly low levels of learning amongst refugee children and adolescents. For example, only about 37 per cent of children aged 9-11 could recognize letters in Burmese; only about 20 per cent of children and adolescents aged 11 or above could perform subtraction; and, about 5 per cent of teenagers could not read a paragraph in English.

Apart from learning assessments in connection to non-formal education, ECW also supported the development of learning assessments in formal education settings, as part of the initial phases of MYRPs. Examples include **Afghanistan** where the ECW grantees started using tools to design learning outcome assessments together with the Ministry of Education. In **Uganda**, the MYRP included measurement of improvement in Measuring Learning Achievement scores in literacy and numeracy which will be implemented in 2019. In **Central African Republic**, the implementation of a Learning Quality Monitoring system was developed in cooperation with the Ministry of Education Emergency Unit. In **Syria**, the efficiency and effectiveness of different early grade learning tools in identifying students' social, emotional and cognitive skills was assessed. This initiative resulted in a new set of tools for teachers to assess their students' strengths and weaknesses in reading, math, and social-emotional skills. These will be adopted in 2019.



PART III

EDUCATION RESULTS: LEAVING NO CHILD BEHIND

ECW operates in a diverse range of complex emergencies. The selection of these countries is based on the scale of the crisis, its severity and the gap in funding from other partners.

459,510
REFUGEE
CHILDREN
&
386,379
IDP
CHILDREN*
 were supported with formal and non-formal education

*These figures include data from Yemen

HIGHLIGHTS

Increased access

1,154,380 children and adolescents (47 per cent girls) were supported to attend formal school through ECW programmes in 2018.

83 per cent of ECW-supported countries built and/or rehabilitated classrooms, schools/ education facilities.

All countries were supported to provide formal schooling, **with 56 per cent of ECW-supported countries providing all 3 levels: pre-, primary, and secondary education.**

Strengthened equity and gender equality

14,228 children and adolescents with disabilities (45 per cent girls) were supported to attend formal or non-formal education.

44 per cent of the 20,047 teachers trained through ECW programmes are women.

Gender analysis was made a mandatory requirement for all new ECW programmes.

Greater continuity and sustainability

259,556 children (50 per cent girls) were supported to access some form of non-formal education, such as catch-up/ remedial classes, accelerated learning programmes or vocational training.

In the Central African Republic, **training to teachers of Accelerated Learning Programmes – mostly para or community teachers – significantly increased their knowledge, as evidenced by pre- and post-test scores.**

Improved learning and skills

16 out of 18 ECW-supported countries **trained teachers through ECW programmes**

Training increased teachers' knowledge in core subjects, as evidenced by pre-and post-tests conducted before and after training

28 per cent of countries provided information on learning outcomes and/or supported students to sit for learning assessments.

Safe and protective learning environment and education

44 per cent of ECW-supported countries promoted the use of a teacher's code of conduct.

Health and nutrition of children and adolescents, such as school feeding, was supported in 17 per cent of ECW-supported countries, and access to clean water in 22 per cent of countries.

ECW investments supported the mental health and well-being of children and adolescents through teacher training in psychosocial support in 50 per cent of countries and provision of psychosocial services in 33 per cent of countries.

Diversity in context and the need for tailored responses

From conflicts and insecurity, to displacement by disasters such as earthquakes and tsunamis, ECW funds EiE in a wide range of crises. While some of the ECW-supported countries suffered from disasters (Indonesia, Nepal, Papua New Guinea and Peru), most ECW investments were directed to countries affected by violence and conflict, (Afghanistan, Bangladesh, Central African Republic, DRC, Ethiopia, Nigeria, State of Palestine, Somalia, Syria, Ukraine, Uganda and Yemen). In some cases, both conflict and disasters overlapped, such as in Somalia, which suffered recurrent and severe droughts since 2015, thus compounding the negative impact of the conflict on the population. Chad is an example of a protracted or 'forgotten crisis', where children and young people suffered from prolonged disruption of education services due to high levels of poverty and an underfunded education sector.

ECW country selection process

In selecting countries for ECW investments, the scale of the crisis is assessed, alongside its severity and the gap in funding from other partners. The DRC, for example, has consistently featured amongst the countries with the highest number of out-of-school children and adolescents in Sub-Saharan Africa, yet it remained underfunded, with less than 50 per cent of humanitarian appeals funded in 2018.²⁸ Other examples of ECW-supported countries that had low levels of existing investments included Central African Republic, State of Palestine and Yemen. In many cases, the FERs in such contexts have either been continued, or transitioned into MYRPs, such as Afghanistan, Central African Republic and the State of Palestine.

²⁸ <https://fts.unocha.org/appeals/overview/2018>

Most crises lead to substantial population displacements, either internal, cross-border or both, and ECW supports both refugee and internally displaced populations. Refugees for example, were the focus in 22 per cent of ECW-supported countries, including Bangladesh, Ethiopia and Uganda. Refugee crises were primarily due to conflict and violence and usually led to protracted displacements. Many of the host countries already suffered from under-funded education systems and the influx of refugees often stretched these systems to the limit. Therefore, host populations were supported simultaneously alongside refugees.

Internal displacements were the focus in 61 per cent of ECW-supported countries, with examples including DRC, Indonesia, Nigeria, PNG, Syria, Ukraine and Yemen. Displacements due to disasters such as in Indonesia, Nepal and PNG were primarily internal and temporary. ECW-supported programmes in this type of context focused on rehabilitating the formal education system and enabling displaced populations to return to their homes as soon as possible. This support would often build upon existing national mechanisms, where the governments played a leadership role in coordinating the response.

Conflict settings with longer-term internal displacements such as Afghanistan, CAR, DRC and Somalia required additional measures. Many of these countries were also affected by an additional influx of refugees from neighbouring countries, creating a double burden on education systems, which were required to respond to the needs of both refugees and IDPs. Even without the influx of refugees, the scale of the problem from 'just' internal displacement was huge. For example, according to the Humanitarian Response Plan for the DRC in 2018, more than 2.2 million people fled their homes in 2017 alone. This brought the total number of internally displaced persons to 4.5 million, the highest among all African countries. ECW-supported programmes in these countries focused on providing additional facilities, furniture, materials and education personnel in camp settings and/or host communities. These



The Makod Primary and Secondary School in Tierkidi Refugee Camp in Ethiopia provides a safe and secure learning environment thanks to the support of ECW investments and the work of the Government and partners to create better learning opportunities for refugees.

inputs helped the host communities to better cope with the influx of new students and their families.

Whether children and adolescents were displaced within their countries or across borders, the impact on their lives was profound and prolonged, with many of them deprived of good health, nutrition, shelter, protection and education. In this context, education was key to not only enabling children and adolescents to learn again, but also as a means to providing hope in an environment marked by trauma, devastation and chronic adversity. In total, 459,510 refugee children and a total of 386,379 IDP children were supported with formal and non-formal education.

The above examples of context-specific programmes highlight the need for flexible programming approaches. Therefore, ECW's focus in 2018 was on the provision of comprehensive education packages that targeted the most vulnerable and were tailored to their needs. These intervention packages formed the basis to ensure that progress towards the collective outcomes of increased access, equity and gender equality, continuity, improved learning, and safety and protection, can be achieved.

Table (E1.1) provides an overview of the intervention packages provided across ECW's investment portfolio.

TABLE E1.1: OVERVIEW OF INTERVENTION PACKAGES

Type of service provided		Afghanistan	Bangladesh	CAR	Chad	DRC	Ethiopia	Indonesia	Madagascar	Nepal	Nigeria	State of Palestine	PNG	Peru	Somalia	Syria	Uganda	Ukraine	Yemen	Total	%
Access	Built and/or rehabilitated classrooms	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		15	83%
	Built and/or rehabilitated latrines	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓			13	72%
	Provided school furniture			✓		✓		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	12	67%
	Accelerated Learning Programs (ALP)	✓		✓		✓					✓					✓				5	28%
	Vocational education			✓	✓	✓												✓		4	22%
	Provided incentives to teachers	✓	✓	✓	✓						✓					✓	✓	✓	✓	9	50%
	Provision of cash transfers to students/families															✓				1	6%
	Awareness campaigns on education and related topics	✓	✓	✓		✓	✓	✓			✓	✓				✓	✓	✓		11	61%
	Support to organisation for end of year exam		✓													✓	✓	✓	✓	5	28%
Learning support	Trained teachers on pedagogy/subject knowledge/curriculum	✓	✓	✓	✓	✓	✓					✓	✓		✓	✓	✓	✓		12	67%
	Trained teachers on Early Childhood and Care Development (ECCD) principles			✓		✓		✓												3	17%
	Trained teachers on inclusive education (e.g. children with disabilities)	✓	✓	✓												✓				4	22%
	Mentorship programs for teachers	✓		✓							✓				✓					4	22%
	Remedial classes										✓				✓	✓	✓			4	22%
	Provision of teaching and learning material for literacy and numeracy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	16	89%
	Provision of materials for socio-emotional learning	✓	✓	✓		✓	✓	✓							✓	✓	✓	✓		10	56%
Safety	Promotion of codes of conduct	✓	✓							✓	✓		✓		✓	✓	✓			8	44%
	Trained teachers on emergency preparedness, DRR, risk management		✓			✓		✓		✓					✓	✓		✓		7	39%
WASH / health / nutrition at school	Trained teachers on health and hygiene awareness	✓								✓			✓		✓					4	22%
	School feeding programs														✓		✓	✓		3	17%
	Provision of clean water supply	✓		✓						✓			✓		✓		✓			6	33%

Type of service provided		Afghanistan	Bangladesh	CAR	Chad	DRC	Ethiopia	Indonesia	Madagascar	Nepal	Nigeria	State of Palestine	PNG	Peru	Somalia	Syria	Uganda	Ukraine	Yemen	Total	%
Psychosocial support services and life skills	Trained teachers on psychosocial support		✓	✓		✓		✓					✓		✓	✓		✓	✓	9	50%
	Psychosocial services		✓			✓									✓	✓	✓	✓		6	33%
	Life skills programs	✓	✓	✓		✓		✓			✓				✓	✓	✓	✓		10	56%
	Provision of life skills materials	✓				✓	✓			✓					✓	✓	✓	✓		8	44%
Strengthening systems	Initiatives to mobilise communities around education (e.g. parents and teachers associations)	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓		✓	✓		12	67%
	Support to community-driven monitoring systems	✓	✓	✓	✓	✓	✓	✓				✓	✓		✓	✓	✓	✓		13	72%
	Support to national systems for monitoring		✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓		13	72%
	Trainings for education planners and managers in conflict-sensitive and risk-informed education	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		14	78%



Collective outcome 1

INCREASED ACCESS

HIGHLIGHTS

A total of 1,154,380 children and adolescents (47 per cent girls) were supported to attend formal school through ECW programmes in 2018.

83 per cent of ECW supported countries built and/or rehabilitated classrooms, schools/education facilities, resulting in a total of 2,798 classrooms constructed in 2018.

All countries were supported to provide formal schooling, 56 per cent of which provided all 3 levels – pre-, primary, and secondary education (Afghanistan, DRC, Ethiopia, Indonesia, Madagascar, Nepal, Nigeria, Somalia, Uganda and Ukraine.)

Safety of school facilities was an important feature for many sites that were rehabilitated or constructed in 2018

In 2018, a total of 1,154,380 children and adolescents (47 per cent girls) were supported to attend formal school through ECW programmes. To increase both the access and retention of children and adolescents in schools affected by crises, ECW supported a package of interventions that included the construction/rehabilitation of school facilities, and the provision of teaching and learning materials to motivate students and teachers. In addition, awareness raising, and community engagement helped to increase the demand for children and adolescents to attend the education programmes on offer. These were supported through school grants and community engagement activities.

School facilities and equipment

Provision of safe school facilities helps minimize the disruption of education for children and youth in crisis-affected contexts. Therefore, 83 per cent of ECW-supported countries built and/or rehabilitated classrooms, schools, or education facilities in 2018. ECW exceeded its target to rehabilitate or construct classrooms, by over 500 (from a target of 2,292 to an achieved 2,798). For example, in **Chad**, out-of-school numbers were reduced by the building of Temporary Learning Spaces. The construction of additional spaces meant that 5,699 children and adolescents (54 per cent of whom were girls) were able to attend classes because of the increased capacity of schools to take in more students.

Safety of school facilities was an important feature for many sites that were rehabilitated or constructed in 2018. Ensuring a safe and protective environment is essential to ensure access to schools in environments where safety and protection is compromised. For example, in **Uganda**, fencing was provided to support the protection needs of boys and girls. This adhered to the INEE 'Access and Learning Environment Standard #3: Facilities and Services' and was in line with the Ministry of Education and Science minimum requirements for safety of children in Early Childhood Development centres. The fencing helped reduce acts of vandalism, theft and destruction of infrastructure and materials, and provided improved safety and protection for children during outdoor learning activities and free play time.

In **the State of Palestine**, installing light emitting diodes (LEDs) at targeted schools improved safety. In addition, linking neighbouring schools with one power generator (instead of two) saved energy, reduced fuel costs, and achieved power efficiency. In **Uganda**, the installation of solar panels provided lighting for all the supported classrooms, improved visibility during lessons, and therefore enhanced learning. The solar lighting also improved security on the school grounds at night and allowed for additional revision lessons and study halls to be held in the evenings.

Ensuring children and adolescents have a proper seat and a desk is a basic requirement to encourage them to attend school. Therefore, 67 per cent of ECW-supported countries provided school furniture. For example, in **Ethiopia**, school furniture for students and teachers (chairs, pupils' desks and teachers' desks), were adapted to host community standards, with the support of the local government. This enabled the inclusion of refugee schools into national systems and processes. In addition, all classrooms and latrines were provided with access ramps for children and adolescents with disabilities.

Engaging the community in school and/or latrine and/or furniture construction is one way of increasing demand and the likelihood that parents will keep their children and youth in school. For example, in **Central African Republic**, the community participation approach included a cash-for-work scheme, whereby the community supplied rubble and sand, and monetary compensation was provided for local community labour. This approach not only increased ownership of the project by the community, but also helped to overcome challenges faced by a volatile security situation, and furthermore boosted the local economy. In **Chad**, school construction committees were formed by community members in ECW-supported schools, who helped construct classrooms. The act of construction meant that parents felt a greater sense of ownership and pride in the school and the classrooms they had constructed.



In Uganda, half a million refugee and host-community children will benefit from the Multi-Year Resilience Programme. Improved learning environments are providing safe places for children to learn, grow and thrive.

Somalia is an example of a complex emergency facing multiple crises, including conflict and drought. To help maintain access to education, with support from ECW funds, the Community Education Committees ensured children and adolescents did not drop out of school during drought periods. For example, the 96 per cent retention rate in 2018 of severely marginalised girls (IDPs, girls with disabilities, orphaned or from female-headed households), was a significant achievement given the additional challenges associated with these children attending drought-affected schools.

In **DRC**, the community was involved in the decision-making process of what materials should be supplied to the school through the ECW grant. They were publicly informed of all aspects of the project activities. This approach was supported by the development of School Improvement Plans, which included all members of the Parent Teacher Associations, as well as members of the management committees of each school (including student representatives - 1 girl, 1 boy - and a teacher representative). These school stakeholders determined their needs based on the school budget as well as the general needs of the school.



“I had to leave everything behind. Everything was pillaged and destroyed. They killed many men in my town.”

—Dahabaye, a member of the “Educating Mothers Association” at Togoye primary school of the Am Nabak refugee camp in the Wadi Fira province, Chad.

Dahabaye had to flee her home in Darfur, Sudan, during airstrikes back in 2003. She has been living in the Am Nabak refugee camp since 2004, shortly after her arrival in Chad. Like other members of the ‘Parent-Teacher Association’ and the ‘Educating Mothers Association’ in the school, she gathered sand and gravel to contribute to the construction of classrooms, a project supported by ECW. She remembered that at first many of her fellow parents were sceptical of the initiative.

“Although I persuaded them to join forces as parents, I must admit that I also had my doubts. Will the NGO and the construction company really use what we bring? Wouldn’t it be just a waste of time and energy? I told myself that I would feel really bad to see the sand and gravel I brought scattered all over, not being used.” The doubt she had gradually turned into excitement.

“The classrooms we see today are the result of our joint efforts. They belong to the whole community. We are proud to show them to our children and adolescents and outside visitors.”

For Dahabaye, there is still a long way to go to improve the learning environment for the children and adolescents. Thanks to the experience she had with the construction of the ECW-supported classrooms, she firmly believes that there is much more that can be done through linking more donor support to community contribution and participation.

“I feel more confident that we, as a community, can make positive changes for our children and adolescents. We are ready to engage in more activities, beyond construction.”

Teacher motivation and learning materials

Without trained teachers, there is no quality education. Therefore, motivating teachers to join and stay in the teaching profession is critical to ensure access to education. This often takes the form of financial or in-kind incentives. Therefore, paying incentives for teachers was one component of ECW support in some countries. 39 per cent of ECW-supported countries provided incentives to teachers. For example, in **Somalia**, providing incentives to teachers meant that they were able to teach extra hours to the grade 8 students who had missed part of their school syllabi because of the drought. This enabled them to prepare for their national examinations, and as result, over 96 per cent of students passed the exams.

Without learning materials, teachers and learners would be unable to either deliver or receive quality education. Therefore in 2018, 89 per cent of ECW-supported countries provided subject materials to teachers, classrooms, and/or students. ECW exceeded its target to support over 10,000 classrooms with school supplies as 11,078 classrooms were provided with school-in-a-box kits, teachers' guides, chalk boards, posters, maps, bookshelves, etc. The type of materials provided can be seen in Figure E1.1 which highlights the breakdown of subject materials delivered.

Provision of teaching and learning materials has a motivating effect on both students and teachers. For example, in **Chad**, the distribution (of individual learning materials) produced immediate results in encouraging parents to send their children and adolescents to school and in attracting more children and adolescents to school. Likewise, in **Nepal**, the ECCD kit was an incentive for children to stay in the ECCD centres, which lacked well-maintained classrooms and teaching learning materials.



FIGURE E1.2: TYPE OF SUBJECT MATERIALS DELIVERED IN ECW SUPPORTED COUNTRIES

Subject materials	# of countries
General teaching and learning materials (non-specified)	5
Exercise books	3
Teaching/Classroom materials ²⁹	3
School backpacks	3
Textbooks	5
Basic educational supplies and writing materials for children	8
ECD materials	3
EiE kits	2
Inclusive materials/kits (specifically for girls or children with disabilities)	3
Subject specific materials	3

²⁹ Includes black board and chalk, mats for students, pens, score recording, lesson planner, progress book, student attendance register, blackboard eraser, metal ruler, colour chart, flip chart paper, wall clock, number chart, alphabet chart, white paper, protection posters, brochures and booklets, school bags, six notebooks, rulers, pencils, sharpeners, and geometry boxes

Collective outcome 2



STRENGTHENED EQUITY AND GENDER EQUALITY

HIGHLIGHTS

14,228 children and adolescents with disabilities (45 per cent girls) were supported to attend formal or non-formal education.

44 per cent of the 20,047 teachers trained through ECW programmes are women.

Gender analysis was made a mandatory requirement for all new ECW programmes.

Equity and gender equality have been embedded in the ECW results framework, in which sex- age- and disability disaggregated data has been collected and analysed from all countries.

“If you are a girl, 11 years old, and disabled, you may not as well exist,” said one of ECW’s partners in Uganda.

Such a statement highlights the consistent and urgent challenges to ensure that all children have the same access, opportunity, and advancement in education; while at the same time eliminating the barriers that prevent their participation. Therefore, equity and gender equality have been embedded in the ECW results framework, in which sex- age- and disability disaggregated data has been collected and analysed from all countries. It is also reflected in grantees’ needs analyses, programme activities and monitoring frameworks.

In crisis situations, promoting inclusivity and equity for children with disabilities may be challenging, but it is essential. Crises not only increase the risk of disability, but also prevent children and youth with disabilities from accessing education. Therefore, ECW specifically supports measures that address the needs of children and adolescents with disabilities, and in 2018 exceeded its annual target in this regard. To date, 14,228 children and adolescents with disabilities (45 per cent girls) attended formal or non-formal education with ECW support. Such support includes the promotion of inclusive education and referral mechanisms, inclusive teaching and learning resources, accessible schools and WASH infrastructures, as well as communication with, and involvement of, parents and communities.



Poor hygiene facilities and the lack of gender-specific latrines or Water, Sanitation and Hygiene (WASH) stations make it harder for girls to access and continue their education in many crisis-affected countries. A lack of proper hygiene facilities also puts them at risk for sexual abuse and other gender-based violence.

For example, in **Nigeria**, sex dis-aggregated and disability-friendly latrines were constructed to encourage children and adolescents with disabilities to attend school. In **Syria**, a disability questionnaire was developed to ensure more inclusive programming. The primary purpose was to identify children and adolescents with functional difficulties which may limit their participation in school. Once children and adolescents with disabilities were identified, the necessary actions were taken to address the access barriers that these children and adolescents face. This included construction of disability-friendly latrines, or transportation to school.

Similar barriers that prevent children with disabilities from coming to school, are also a factor in preventing girls from attending school. Poor hygiene facilities and the lack of gender-specific latrines or Water, Sanitation and Hygiene (WASH) stations impact on girls' access and continuation at school, as well as their physical and psychosocial well-being. Therefore, in 2018, 78 per cent of ECW-supported countries built and/or rehabilitated latrines/hand washing stations.

As an example of a gender-inclusive school environment, in **Nepal**, when rehabilitating the latrines, the ECW-funded programme also constructed sanitary pad disposal pits next to the latrine building. In **the State of Palestine**, the establishment of gender-appropriate WASH facilities and the implementation of new accessibility guidelines were implemented in 116 schools in Gaza. In addition, in **Somalia**, 150 girls from Dr Ayub and Sahel primary schools and selected adolescent girls from the IDP schools were mentored on menstrual hygiene and provided with dignity kits which included a packet of sanitary pads and two panties for each girl. 'The Yellow Eagles', a group of girls, continued to mentor other girls on menstrual hygiene in schools, so these girls could embrace their menstrual cycle without shame or self-stigmatization.

In Syria, children and adolescents with disabilities were identified and the necessary actions were taken to address the access barriers they face. This included construction of disability-friendly latrines, or transportation to school.

In **Uganda**, efforts were made to mainstream gender in the design and implementation of the ECW MYRP. In terms of design, the programme has a substantial focus on menstrual hygiene management. One of the main reasons cited for poor attendance and drop-out of school of girls is a lack of appropriate facilities and materials to attend school when menstruating. Girls also experience shame, stigma and fear of embarrassment. Gender is also prioritised at a management and operational level. Gender is a standing agenda item in all programme meetings. The Consortium Management Unit staff who oversee the programme also had a dedicated deliverable on gender mainstreaming built into their management objectives.

In **Chad**, the existing gender disparity in society posed a significant challenge in reaching a gender balance in all aspects of the activities undertaken. However, efforts were made to narrow the gap wherever possible. For example, where activities directly involved members of affected communities, the communities were strongly encouraged to increase female participation. As a result of advocacy efforts, 85 per cent of the participants (1,432 women out of 1,685 participants - across all ECW-supported partners) were women among those attending basic literacy skills training.

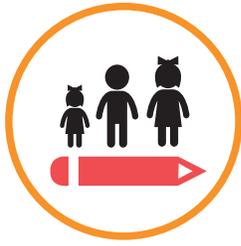
Somalia is an example where girls were specifically targeted through ECW programmes, where girls who were out of school were registered despite some community resistance. Girls were also mentored to build their confidence, self-awareness and esteem. Providing female role models was another approach used by the programme, where female teachers were recruited, trained and provided with coaching and mentorship to improve their practice. Likewise, in Nepal, girls were prioritised through a checklist for student selection. This was because they were perceived to be more vulnerable in the local social context, where boys were typically more privileged than girls.

In 2018, ECW trained 20,047 teachers, of whom 44 per cent are women. Certain countries particularly focused on support towards female teachers, as demonstrated by the example from Somalia.



Giving women and girls a voice

An IDP programme in Somalia, supported by ECW, promoted the inclusion of women in Community Education Committees (CEC) to ensure that the voice of women and girls were represented. Typically, there were few opportunities for women in the community to participate in decision-making roles. Although there were more male than female teachers, the grantee ensured that each IDP school had at least one female teacher. Women who were not qualified but were interested in teaching, and had secondary school education, were recruited and trained. They were also provided coaching and mentorship to improve their practice. In one IDP school, the CEC selected one female teacher and appointed her as the deputy head teacher. The head teacher mentored her and when he was away, she provided leadership to the school - a position she had never envisioned. She remains a role model to girls and women in the community.



Collective outcome 3

GREATER CONTINUITY AND SUSTAINABILITY

HIGHLIGHTS

78,425 children (52 per cent girls) were supported to attend pre-primary classes – therefore supporting continuity, as there is increasing evidence on the role of pre-primary education in keeping children in school.

780,867 children (47 per cent girls) were supported with secondary school education - given the short time frame of ECW's activities, it is too early to determine the impact of ECW programmes on transition rates from primary to secondary school.

259, 556 children (50 per cent girls), were supported to access some form of non-formal education, whether this be catch-up/remedial classes (28 per cent), accelerated learning programmes (28 per cent), or vocational training (22 per cent).

The continuity and sustainability of EiE interventions is an essential component for long-term economic and human development. For example, according to the World Bank “on average, women with secondary school education earn almost twice as much as those with no education at all.”³⁰

There are various ways in which the continuity of education can be enhanced. These include ensuring both formal and non-formal pathways are accessible and motivate children and youth to access, attend and stay in school. In the case of the formal system, provision of quality early childhood and secondary education, have been shown to encourage children and youth to stay in school and to improve their life opportunities.

Evidence is growing on the importance of pre-primary education not only to promote school readiness and learning, but also in its role in promoting retention once children are in primary school. Therefore, 66 per cent of ECW-supported countries provided pre-primary education to 78,425 children (52 per cent girls). **Nepal** for example, supported a total of 21,349 children to attend pre-primary classes. Support included construction or rehabilitation of Early Childhood Care and Development (ECCD) blocks, which were damaged by the flooding, and distribution of ECCD kits and materials. Training was also provided on the use of the ECCD kits.

³⁰ Learn more about the value of sustainable education interventions at www.act4educationin crisis.org

Provision of secondary education is a strong motivating factor for students in crisis-situations to continue their primary education beyond the early grades. Therefore, 27 per cent of ECW-supported countries provided access to secondary school education, with a total of 780,867 children (47 per cent girls) attending secondary level education. For example, in **Yemen**, support provided by ECW, enabled national exams to be conducted, and 1,262,927 children, (571,300 or 45 per cent of whom were girls) sat the end of cycle national exams for Grades 9 and 12. This allowed Grade 9 students to graduate from the 9-year basic education cycle and continue their post basic education by joining the 3-year secondary education. Likewise, Grade 12 students were able to graduate from the 3-year secondary education cycle for transition to tertiary education. Therefore, the support to Grade 9 and 12 national exams was a key intervention to ensure the continuity of young people's education in Yemen.

It was not possible given the short time frame of ECWs activities to calculate the impact of ECW programmes on transition rates from primary to secondary school.

Where formal education options are not available or appropriate, flexible pathways are sometimes necessary to bring children and adolescents back to education. In response to these needs, ECW supports a diversity of non-formal education pathways, including bridge and catch-up classes, accelerated learning programmes, and vocational education programmes. Non-formal education opportunities allow children and adolescents either to transition back into regular schooling or offer opportunities to further their education through accelerated learning or vocational training. 78 per cent of ECW-supported countries in 2018 provided some form of non-formal education, supporting 259,556 children, of whom 50 per cent were girls, to access non-formal education. Of these, 28 per cent of ECW-supported countries provided catch-up classes (which supported a total of 10,423 children and adolescents, of whom 48 per cent were girls).



© UNICEF/Roger LeMoigne

IDP children attend class in a UNICEF schooltent, Karizak, (near Herat) Afghanistan

For example, in **Central African Republic**, over 75,000 conflict-affected children and adolescents (216 per cent of the target), 46 per cent of whom were girls, were provided with access to non-formal education opportunities. Over 50 per cent of these were later integrated into formal schooling. In **DRC**, two-month-long catch-up classes were provided to reduce out of school numbers, and 4,857 children and adolescents affected by conflict (2,375 girls, 2,482 boys) were identified and tutored to join and complete the national primary education cycle. These were then reintegrated into the formal school system in 2018. Interestingly in **Afghanistan**, non-formal education for IDPs is considered an 'outreach' of the formal education system. Therefore, the MYRP in Afghanistan, developed in 2018, and started in 2019, will help implement the new Community-Based Education Policy (which also governs 'accelerated education'), which was endorsed by the Afghanistan Government in January 2018.

Accelerated learning programmes (ALPs) were another form of non-formal education activity with 28 per cent of countries providing ALPs as one of their interventions. These classes were typically for children and adolescents who were overage. For example, in **Central African Republic**, the ALPs for Sudanese and Nigerian refugees were in very high demand. ALPs typically rely on para or community teachers, who may possess rudimentary levels of teacher training. Therefore, ECW funds supported 176 community teachers from the 30 target schools, to participate in a 10-day training on general pedagogy, child psychology, pedagogy of French, science education and social education, and early learning activity methodologies. Pre-and post-tests conducted before and after the trainings, revealed that most teachers had only basic knowledge of the subjects taught. The pre-test demonstrated that only 32.94 per cent obtained a score of more than 20/40. The post-test showed a significant improvement in knowledge with 63.85 per cent scoring more than 20/40.

Ensuring children and adolescents have access to further education opportunities, whether these are formal or non-formal, is one way of motivating young people to stay in primary school. Where secondary schooling opportunities don't exist or are inappropriate, vocational or youth programmes can offer viable alternatives. 22 per cent of countries supported vocational education. For example, in **Central African Republic** conflict-affected youth aged 14-18 were provided with training in literacy, numeracy, life skills and vocational skills trainings. The high demand for vocational opportunities for youth meant that more youth than originally targeted were trained. Training was held in sewing, saponification and oil processing, motorcycle mechanics, masonry, carpentry, agriculture and livestock. In **Chad**, youths were encouraged or systematically integrated into the training on income generating activities and then in the management of the activities themselves. The programme helped the youths to become more autonomous by teaching them about financial management and development of micro-finance projects at an early age.

Where formal education options are not available or appropriate, flexible pathways are sometimes necessary to bring children and adolescents back to education.



Collective outcome 4

IMPROVED LEARNING AND SKILLS

HIGHLIGHTS

Teachers were trained in the vast majority (89 per cent) of ECW-supported countries.

Training increased teachers' knowledge in core subjects. For example, in Afghanistan, pre-and post-tests conducted before and after training revealed an average of 80 per cent increase in knowledge. And in DRC the pre-test rate of only 5.6 increased to 95.6 per cent post-training.

28 per cent of countries provided information on learning outcomes and/or supported students to sit for learning assessments.

As detailed in ECW's strategic plan, all grants under the Multi-Year window are required to report on learning outcomes. A target has been set for 65 per cent of ECW-funded programmes to record an increase in learning outcomes by 2021. However, providing data on learning outcomes is not a requirement for First Emergency Response grants. This is for two reasons: firstly, the objective of FER grants is to provide an immediate and rapid response to a quickly escalating crisis. Therefore, it would be inappropriate to collect baseline data on learning during an emergency response. Secondly, the limited duration of grants under the FER window (around 1 year) makes it very hard to detect significant changes on outcome indicators, which change slowly over time.

Therefore, in 2018 ECW supported quality inputs such as the training of teachers in a variety of relevant subjects, with the aim that quality inputs would result in improved learning outcomes. In addition, ECW supported some countries to train teachers to measure learning outcomes and conduct examinations. 89 per cent of ECW-supported countries conducted training for 20,047 teachers, 44 per cent of whom were women. These trainings helped teachers provide a better-quality education that was relevant to the context. The topics for teacher training varied in each context. Table E4.1 shows the number of countries and the type of training that was offered.



TABLE E1.3: TOPICS FOR TEACHER TRAINING IN ECW SUPPORTED COUNTRIES

Subject	# countries
Subject knowledge (math, reading, science)	4
Positive discipline, codes of conduct, and mitigating violence in classroom	8
Inclusive education practices (gender and CwD)	4
Life skills	4
Use of materials provided	4
Assessments	2
Child-centred teaching and methodologies	6
Psychosocial support skills	6
Providing education in emergencies (EiE), including life-saving skills and conflict/disaster risk reduction	7
Classroom management	3
Health related topics (hygiene, nutrition, cholera prevention)	4
School management	4
Basic pedagogy and effective teaching methodologies	5
ECCD/ECE curriculum	2
Utilizing local materials to develop classroom content	2

Most teachers expressed satisfaction with the training they received. For example, in **Chad**, some teachers particularly appreciated the practical approach adopted by the training including preparation of pedagogical notes. One teacher stated he applied the techniques learned during the training to prepare different disciplines of science separately, whereas he used to mix them up in the past. Feedback demonstrated that teachers had increased their knowledge of these subjects as a result of the training. For example, in **DRC**, the pre-test indicated a success rate of only 5.6 per cent of the 160 participants evaluated. At the post-test, the rate increased to 95.6 per cent. Likewise, in **Afghanistan**, pre-and post-tests were conducted during and after the training on curriculum, learner-centred pedagogy, classroom management, positive discipline and inclusive education for girls and children and adolescents with disabilities. These tests revealed an average of 80 per cent increase in knowledge.



Rozina Aktar 22, teaches level 4 students at the UNICEF-supported Learning Centre in Camp 4 of the mega Rohingya Refugee camp of Kutapalong, where a new curriculum is being rolled out. She's enjoying teaching, asked why Rozina said "Education takes people from the darkness and brings them into the light" "What drives me is the students' ambition to learn."

The average length of the trainings for most countries (13 out of the 18) was 2-4 days, although most teachers expressed a wish that the training could be longer. Only 5 countries held trainings for more than a week. A more systematic and long-term training was provided in **Ethiopia**, where ECW supported 309 refugee teachers to enrol in MoE accredited in-service programmes provided by regional Colleges of Teacher Education in Gambella and Benishangul-Gumuz regions. ECW funding paid for students' tuition fees, transportation cost, boarding and catering services and medical fees for the adult students. The two-year course will enable these refugee teachers to obtain a recognised teaching qualification.

Providing on-going teacher training, motivates untrained teachers and encourages them to stay in the profession. One way of supporting teachers in this way has been through mentorship programmes. In 2018, 22 per cent of ECW-supported countries conducted mentorship programs to accompany teacher trainings. For example, in **Afghanistan**, on-going, collaborative professional development was supported through Teacher Learning Circles. This was after both ministry of education and community-based education teachers were trained on: a) basic pedagogy b) gender sensitive classroom management, c) participatory learner-centered teaching methods and new pedagogical approaches, d) healing classrooms and social emotional learning, and e) basic, life-saving hygiene promotion.

In **Nigeria**, in an area where the quality of education is extremely poor, in-service mentorship training was provided to 110 Community Volunteer Teachers (60 women, 50 men) to teachers and peer-to-peer education for students in the targeted schools. In addition, to strengthen the capacity of teachers to provide quality, learner-centred education, positive discipline, protection and psychosocial support to traumatized children and adolescents, the project facilitated in-service mentorship training for 75 teachers (60 per cent male and 40 per cent female - due to the shortage of female teachers in the area) in the targeted schools.

Gender equality is mainstreamed within ECW's support, and ensuring that significant numbers of female teachers are trained is central. All data on training is disaggregated by gender, and the 2018 data indicates that 44 per cent of all teachers trained under ECW-supported programmes were women. In **Chad**, the female participation rate was the highest in the Wadi Fira province (48 per cent) where mostly Sudanese refugee teachers attended the training. The training covered three main subjects in primary education: reading, math and science, and was organized in French and Arabic to meet the pedagogical needs of schools where classes are taught in either one or both languages. In **Nepal**, the development of a 'Teacher Training Manual and the Self-Learning Material' considered the specific needs of women, girls, men and boys during a crisis. For example, the needs of women's hygiene issues in disaster events including post-disaster were discussed during the training and included in the manual. Gender-neutral language was used, to the extent possible, within the manual.

Providing on-going teacher training, motivates untrained teachers and encourages them to stay in the profession.



Niyakueka Gatluak, 20, teaches first grade students in Makod Primary and Secondary School in Tierkidi Refugee Camp in Ethiopia. She teaches in the Nuer language (Thok Naath), spoken by Nuer people of South Sudan and people of Gambella.

Learning outcomes

As noted above, it was not possible in 2018 for all countries supported by ECW to provide data on learning outcomes. Most countries were unable to measure learning outcomes within a one-year funding window. However, 28 per cent of countries provided information and/or supported students to sit for learning assessments. For example, in **Bangladesh**, a learning competency framework (LCFA) was developed for Rohingya refugee children and adolescents. This provided progressively structured learning for students, which allowed learners to achieve competencies equivalent to grades one to ten in formal education core curriculum areas (English, Burmese, mathematics, science and life skills).

The contribution from ECW supported the development of story books linked to the LCFA and the assessment of learning competencies of children and adolescents. In some contexts, such as in **Somalia**, students were able to sit for the national examination. In 2018, for example, according to the results announced by the Ministry of Education in July 2018, 349 (96.4 per cent) of the children and adolescents passed and transitioned to the next level of their education; while 13 (6 per cent)

learners who did not perform well in the examinations were encouraged to repeat their respective classes for better results. In **Uganda**, continuous assessment was the preferred option for measuring areas of development and competences from two Early Childhood Development/Child Friendly Space centres. In the assessment, 95 per cent of the children showed progress and improvement in their skills and knowledge. In **Ethiopia**, in 2018, on-the-job training on the Assessment for Learning programme was provided for Regional Education Bureau staff, school management staff, and classroom teachers in Benishangul-Gumuz and Gambella regions. The programme equipped teachers with skills, resources and a supportive environment to become more active, continuous, competency-based, and engaging for students, with the goal of improving learning outcomes. Assessment for Learning activities have already been introduced in refugee camp settings through other funding sources and will be expanded in 2019 through ECW funding.

Collective outcome 5



SAFE AND PROTECTIVE LEARNING ENVIRONMENT AND EDUCATION

HIGHLIGHTS

44 per cent of ECW-supported countries promoted the use of a teacher's code of conduct.

ECW supported interventions to improve the health and nutrition of children and adolescents, such as school feeding in 17 per cent of ECW-supported countries and access to clean water in 22 per cent of countries.

ECW investments supported the mental health and well-being of children and adolescents through teacher training in psychosocial support in 50 per cent of countries and provision of psychosocial services in 33 per cent of countries.

Ensuring the physical safety for children and adolescents featured highly in ECW-supported interventions in 2018, particularly in conflict-affected contexts.

Quality learning in any situation, but especially in situations of crisis, cannot take place unless children and adolescents feel safe and protected in healthy learning environments. In 2018 ECW supported a range of interventions which included adhering to the INEE Minimum Standards and the Safe Schools Declaration³¹ and supporting improved physical and psycho-social well-being, as highlighted below.

In 2018, 44 per cent of ECW-supported countries promoted the use of a teacher's code of conduct. In **Somalia**, for example, as part of promoting safe and protective learning spaces for children and adolescents, teachers were sensitised on child rights and child protection principles, and the existing teacher's code of conduct was distributed. Similarly, in **Uganda**, teachers were trained on instruction methods, classroom management and control, social issues faced in refugee settlements, how to foster a safe school environment and the code of conduct for teachers.

Ensuring the physical safety for children and adolescents featured highly in ECW-supported interventions in 2018, particularly in conflict-affected contexts. In Syria, for example, safe means of transportation for children and adolescents were provided to and from school. In **DRC**, development of participatory risk reduction plans was undertaken at community and school levels. These aimed to define a risk reduction plan, focused on either the individual attitudes to be promoted, or collective actions to be undertaken, to reduce vulnerabilities

³¹ <https://gadrrres.net/resources/comprehensive-school-safety-framework>

and increase the well-being and safety of children and adolescents. In **Ukraine**, a mobile data collection tool, Kobo Toolbox, was developed to monitor Mine Risk Education activities. The tool collected the following data: locations with GPS, number of sessions, age groups, and number of participants disaggregated by sex. Pre- and post-questionnaires were used to measure changes in knowledge of children and adolescents regarding mine risk awareness.

Many of ECW's interventions in 2018 included support to children and adolescents' mental well-being and social and emotional learning. For example, 50 per cent of countries trained teachers in psychosocial support, and 33 per cent provided psycho-social support services. For example, in **Bangladesh**, in addition to giving teachers the tools required to support children, support was provided to ensure parents, caregivers and other community members increased their knowledge on a range of topics, such as: healthy lifestyle practices; coping with stress; different aspects of children's health and development; hygiene and protection; positive disciplining; and, prevention of harmful social practices such as child marriage.



Two classmates take a break to get some water on their way to the playground of the ECW-supported Daresalam refugee camp school in the Lake Region in Chad. Their families fled Nigeria after Boko Haram attacked their homes. For these refugee children, 'home' is now a distant place but school is the foundation for a brighter future.

In **Somalia**, student leaders in the upper classes of 14 schools in Baidoa were trained on psychosocial support in June 2018. They were given tips on how to quickly identify distressed learners and link them to selected teachers or head teachers for further support. If needed these children would then be referred to professional case workers for additional support. Recreational or play-based approaches were also adopted in Somalia. For example, recreational materials were distributed to schools in Puntland. These included swings, skipping ropes, footballs, volleyballs and headscarves for girls. Provision of these materials enabled students to stay in school longer and to play and socialize with classmates. This helped nurture psychosocial wellbeing.

Recreational activities or arts and sports were another mechanism by which ECW supported the physical health and well-being of children and adolescents. For example, recreation activities including sport, drama or dance were organized in **Central African Republic** and based on the interests of the children and adolescents to contribute to promote peace and social cohesion and improve children and adolescents' life's skills. ECW funds supported clubs of pre-adolescents and adolescents living with HIV and AIDS. The clubs were led by children and adolescents to improve their own situation by learning about HIV and AIDS, sharing experiences, and providing peer support. In **Ukraine**, an arts-based approach was taken to support conflict affected children and adolescents. The 'healing and education through art' approach was used as a classroom-based psychosocial support as well as for educational purposes. This project was complemented by facilitation of Mine Risk Education to mitigate the risks to children and adolescents' physical safety.

It is not only the physical safety and the psychosocial health of children and adolescents and youth in emergency contexts that is compromised. In many crisis situations, the severe lack of nourishment and levels of malnutrition affect children



Quality learning in any situation, but especially in situations of crisis, cannot take place unless children and adolescents feel safe and protected in healthy learning environments.

and adolescents' abilities to learn. Therefore, in 2018 ECW 17 per cent of ECW-supported countries provided school feeding programmes. For example, in **DRC**, school gardening activities were developed to increase children's access to quality education and/or encourage the retention of children in school since evidence indicates that the lack of school feeding is a barrier to school access among children. The school gardens were set up with the active participation of school directors, parents, teachers and children.

Likewise access to clean water, decent sanitation and good hygiene (WASH), are essential to ensure continuity of education and effective learning. In **Somalia**, children and adolescents were trained as part of school clubs in positive water, health, hygiene and nutrition practices. After the training, the club members participated in hygiene promotion campaigns, both at school and community levels. Formation of the clubs supported school cohesion between learners, teachers and parents, and enhanced child participation.

In all, 22 per cent of ECW-supported countries provided school water programmes. Lack of such facilities cause diseases that kill over 800 children and adolescents daily. Also, millions of children and adolescents miss out on education because of the time spent collecting water. These children and adolescents are often the most vulnerable.³² In **Somalia**, linking public schools to the main water supply not only improved the health and hygiene of children and adolescents attending those schools, but also their attendance. The availability of water in school ensured that the learners were more settled in school and did not have to go to the market or return home for drinking water. The project also provided a long-term sustainable solution to clean drinking water. These water systems were functioning three months after the end of the project.

³² <https://www.unicef.org/uk/what-we-do/water-and-sanitation/>



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PART IV

COUNTRY PROFILES

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

The chosen geographical representation for each country maps is the first-level administrative divisions "Adm1". Sources for all maps: HDX, Education Cannot Wait, NYU Spatial Data Repository.

AFGHANISTAN

After decades of war, Afghanistan is now on a path toward development and stabilization; yet the conflict largely depleted vulnerable communities' coping mechanisms. An unpredictable security situation, combined with a severe drought, has displaced more than 550,000 civilians since 2017, pushing 3.3 million into emergency levels of food insecurity. As a result, today, 6.3 million people require humanitarian assistance. Violations of human rights continue to be reported, mainly by non-state armed groups, ranging from attacks on education facilities to the forced recruitment of children. Despite remarkable achievements in increasing access to education since the early 2000s, significant gaps remain: primary attendance and retention rates are low, several provinces still show very low rates of girls' enrolment and the availability of qualified female teachers remains a challenge.

FIRST EMERGENCY RESPONSE GRANT

(transitioned to a Multi-Year Resilience Programme in 2018)



NATIONAL COUNTERPART:
Ministry of Education

DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD)

International Rescue Committee:	Save the Children:
\$1,352,514 (51%)	\$828,335 (31%)



The Welfare Association for the Development of Afghanistan (WADAN): \$463,559 (18%)

Footnote: Figures include cumulative total up to end 2018

GEOGRAPHICAL AREAS OF IMPLEMENTATION



2017

2018

2019

DECEMBER 2017

First allocation of FER funds

JANUARY 2018

Scoping mission for transition to MYRP

SEPTEMBER 2018

Approval of MYRP

APRIL 2019

Completion of ECW FER funded activities

ECW RESPONSE

In 2017, ECW allocated funds from the First Emergency Response, which supported:

- 1) **Establishing non-formal, community-based education classes.** Establishing non-formal, community-based education classes. To enrol IDP and returnee boys and girls in non-formal education programmes, Community Based Education (CBE) classes were established. CBE classrooms were equipped with heaters in winter and ceiling fans with solar panel systems in summer to ensure that educational spaces were conducive to learning. To maintain the quality of education, monthly classroom checks were carried out by community member associations, which had been previously established and trained.
- 2) **Providing healthy, safe, and secure school environments for children.** School management and teachers were trained on conflict resolution and hygiene promotion, as well as maintenance of newly constructed-WASH facilities. A Teacher Code of Conduct and compliance mechanisms were established in adherence to the INEE Minimum Standards.
- 3) **Provision of classroom materials and development of supplemental educational programmes.** Textbooks and classroom supplies were provided to each CBE class. Reading corners and language classes were established for returnee girls and boys through the provision of children's graded storybooks.
- 4) **Support to teachers' professional development.** CBE teachers were trained on foundational literacy and numeracy, learner-centered pedagogy, classroom management, and positive disciplinary approaches and were provided teaching incentives. Teachers received on-going and collaborative professional development support through Teacher Learning Circles.

ECW transitioned its support to Afghanistan from a First Response into a Multi-Year Resilience Programme in 2018. The focus of this programme is to expand access to education and improve the quality of learning in schools through community-based education (CBE).

RESULTS



NEXT LEARNING ASSESSMENT PLANNED FOR: 2020

48,263
Children received individual learning materials

874
Classrooms received learning materials

1,642
Teachers trained (42% female)

553
Teachers recruited/ Financially supported (41% female)

563
Classrooms built or rehabilitated

643
Latrines built or rehabilitated (33% gender-segregated)

BANGLADESH

Conflict escalated in Myanmar’s northern Rakhine State in August 2017, resulting in the displacement of more than 800,000 people to neighbouring Bangladesh, including more than 400,000 children. Most of the displaced are Rohingya, a Muslim minority, escaping reported extreme violence, persecution and human rights violations. In total, more than 1 million Rohingya refugees are currently living in Bangladesh. The influx of around 519,000 Rohingya refugees (55 per cent children) into Cox’s Bazar district has put a significant strain on one of the least developed districts in Bangladesh. Approximately 625,000 children and youth live in camps where their education is significantly hampered due to limited access to learning spaces, lack of inclusive learning environments, and subpar quality of education services; women and children are also at high risk of gender-based violence. The immediate humanitarian needs of Rohingya refugee children are compounded by the trauma they suffered before or during their displacement.

FIRST EMERGENCY RESPONSE GRANT

(transitioned to a Multi-Year Resilience Programme in 2018)



NATIONAL COUNTERPART

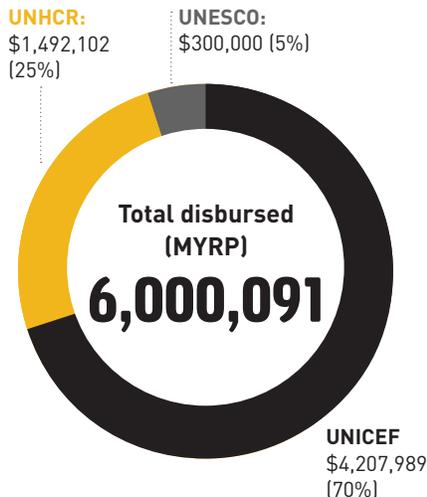
Ministry of Education

DISBURSEMENT BREAKDOWN

Total disbursed (FER) (in USD):

3,000,000

(100% UNICEF)



Footnote: Figures include cumulative total up to end 2018

GEOGRAPHICAL AREAS OF IMPLEMENTATION



2017

2018

2019

NOVEMBER 2017

First allocation of FER funds

FEBRUARY 2018

Scoping mission for transition to MYRP

SEPTEMBER 2018

Approval of MYRP

NOVEMBER 2018

Completion of ECW FER funded activities

ECW RESPONSE

In 2017, ECW funded a First Emergency Response programme to increase access to equitable learning opportunities along two lines:

- 1) **Established temporary learning spaces in refugee camps.** Learning materials were distributed to children of both refugee and host communities. These included supplies such as writing kits, education in emergencies kits, and materials for classroom start-up.
- 2) **Improved quality of teaching to ensure protection, psychosocial support and inclusive education.** Teachers were trained on inclusive education, child protection, emergency preparedness, and provision of psychosocial support to children dealing with trauma. Teachers collaborated with the community in areas of focus such as safe hygiene practices, prevention of harmful social practices and girls' education. Physiotherapy, speech, language, and occupational therapy were provided in learning centres to cater to children with disabilities.

In 2018, ECW has expanded its support to Bangladesh via a Multi-Year Resilience Programme (MYRP), which will extend through 2020 and build upon the existing emergency response platform. Interventions will be geared to increase access to education in safe learning environments, improve education quality through teachers' training, distribution of learning materials, and community participation.

RESULTS



27,418

Children received individual learning materials



650

Teachers trained (76% female)



325

Classrooms built or rehabilitated



NEXT LEARNING ASSESSMENT PLANNED FOR: 2020
(baseline assessment conducted in 2018)

CENTRAL AFRICAN REPUBLIC

Since 2012, Central African Republic has been the stage of prolonged political instability and violent conflict. As a result, 1.2 million people are either internally displaced or have sought refuge in neighbouring countries, making one in four Central Africans displaced. Repeated incidents of schools being looted, occupied by armed groups or destroyed continue to hamper the provision of quality schooling. Currently, fewer than three in five children finish primary school and just about 6 per cent complete high school. Many children and youth remain at risk of exploitation and recruitment into armed groups and are unlikely to return to formal schooling once they drop out.

FIRST EMERGENCY RESPONSE GRANT

(transitioned to a Multi-Year Resilience Programme in 2018)



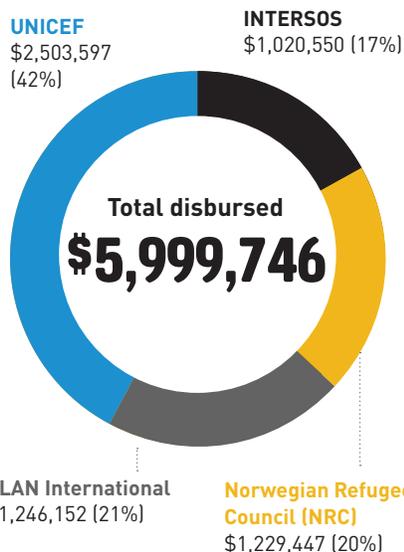
NATIONAL COUNTERPART:
Ministry of Education

GEOGRAPHICAL AREAS OF IMPLEMENTATION



DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD):



Footnote: Figures include cumulative total up to end 2018



AUGUST 2017

First allocation of FER funds

MAY 2018

Scoping mission for transition to MYRP

NOVEMBER 2018

Completion of ECW FER funded activities

DECEMBER 2018

Approval of MYRP

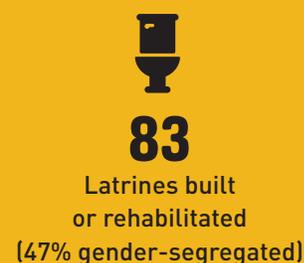
ECW RESPONSE

The extent of the needs in the region led ECW to support the rehabilitation of the education system according to the following components:

- 1) **Provided access to secure school environments.** Educational facilities in conflict-affected locations were built and rehabilitated to provide safer learning spaces. Using a community-based approach, beneficiary communities contributed building materials to complete construction works.
- 2) **Developed formal and non-formal education opportunities.** Remedial classes, accelerated learning programmes or bridge classes as well as vocational training provided opportunities for students to be reintegrated into formal education and continue their education. The youth education programme provided conflict-affected youth aged 14-18 with literacy, numeracy, life skills and vocational skills trainings to increase their livelihood opportunities.
- 3) **Provided classroom materials to create conducive learning environments.** To enhance learning opportunities and facilitate student learning, pedagogy kits were distributed to teachers. Wash kits were procured to promote hygiene in schools. Early Child Care and Development (ECCD) centres were equipped with playgrounds to promote the socialization of children.
- 4) **Improved the quality of teaching.** Teachers were provided opportunities to be trained on topics such as the ECCD curriculum, education in emergencies, psychosocial support, inclusive education and water, hygiene and sanitation support. Students received psychosocial support and reinforced their capacities in resilience and life skills through recreation activities including sports, drama or dance to promote peace and social cohesion in schools.
- 5) **Strengthened capacity of community members to respond to the needs of crisis-affected children.** The Parent-Teacher Associations (PTAs) and other school stakeholders were trained on maintaining safe school environments and on the importance of community participation in education. The purpose of these trainings was also to develop the PTAs' role in the communities as well as enable members to identify children with signs of trauma. Further, parental circles were established to monitor and supervise children in ECCD centres.

ECW support in Central African Republic transitioned into a Multi-Year Resilience Programme (MYRP) in January 2019. The MYRP will continue to address the issues of displacement by ensuring access to quality education. ECW grantees, with support from the Education Cluster, will rehabilitate classrooms and implement accelerated/alternative education programmes.

RESULTS



NEXT LEARNING ASSESSMENT PLANNED FOR: 2020

CHAD

Multiple crises in neighbouring countries triggered an influx of 450,000 refugees into Chad over the last several years, critically burdening an already strained education system. An economic downturn driven by a fall in oil prices, insufficient rainfall, and the deterioration of the security situation lowered the resources available to maintain school infrastructure and pay teachers' salaries, resulting in a prolonged teachers' strike affecting the whole country. The fragility of the education system resulted in approximately 1.2 million children aged 6 to 11 not enrolled in school, many of whom are refugees or internally displaced persons.



INITIAL INVESTMENT

(transitioning to a Multi-Year Resilience Programme)



NATIONAL COUNTERPART:

Ministere de l'Éducation Nationale et de la Promotion Civique

GEOGRAPHICAL AREAS OF IMPLEMENTATION



DISBURSEMENT BREAKDOWN

(in USD)



Footnote: Figures include cumulative total up to end 2018

2017

APRIL 2017

ECW initial investment

2018

AUGUST 2018

Scoping mission for transition to MYRP

2019

SEPTEMBER 2019

Completion of ECW initial investment funded activities

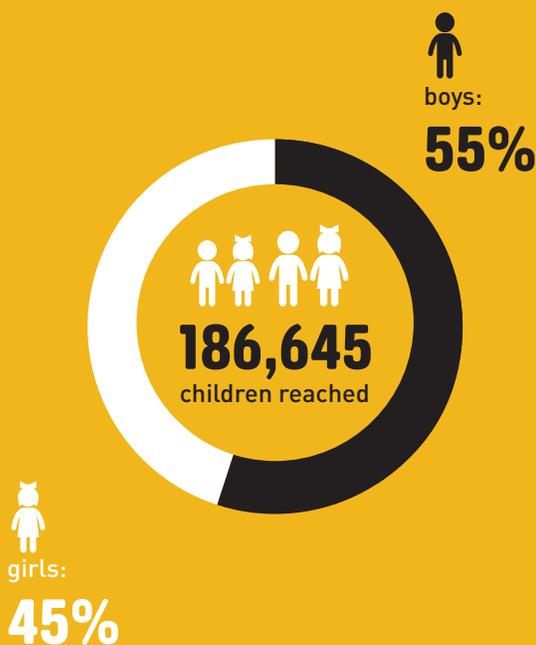
ECW RESPONSE

ECW's intervention, designed to complement and build on programmes by GPE, USAID, and other UN agencies, was structured along several components:

- 1) **Distributed learning materials.** Children received a package featuring backpacks and school supplies and recreational materials (in coordination with USAID).
- 2) **Supported teachers' professional development and strengthened local monitoring systems.** To improve the quality of education, teachers were trained on pedagogy as well as on teaching subjects, management of multi-grade classes, class organization, and textbook management. In addition, both communities and educational authorities were trained on community-based monitoring of education outcomes. Motorcycles were delivered to inspectors to increase the frequency of school monitoring visits.
- 3) **Developed of a sustainable model for community self-sufficiency in education and classroom maintenance.** The programme supported the development of income-generating activities to ensure families had the necessary resources to facilitate their children's continued attendance in school. Salary top-ups were provided to teachers to encourage continuity in teaching. Communities were engaged in the renovation of learning spaces and in monitoring students' attendance.
- 4) **Developed education-sector contingency plan** endorsed by humanitarian and development partners for policy dialogue on the development of the next education sector plan.

In 2019, ECW will increase financial support to Chad as it transitions into a Multi-Year Resilience Programme.

RESULTS




185,890
Children received individual learning materials



47
Classrooms received learning materials



1,342
Teachers trained
(20% female)



658
Teachers recruited/
Financially supported
(14% female)



150
Classrooms built or rehabilitated



85
Latrines built or rehabilitated
(33% gender-segregated)

DEMOCRATIC REPUBLIC OF THE CONGO (DRC)

DRC has been experiencing one of the world’s most prolonged and complex humanitarian crises. By the end of 2017, a total of 4.5 million Congolese were internally displaced – the highest in any African country – and around 700,000 had fled to neighbouring countries. DRC has one of the largest populations of out-of-school children – with over 3.5 million primary-school-aged children out of school. Despite some progress in the last decade, the DRC’s education system still faces a wide range of intertwined challenges with financing, quality assurance and governance, which resulted in weak education outcomes and marked internal disparities, especially in areas affected by insecurity. Additionally, some schools are occupied by armed groups, putting many children and adolescents at risk for enrolment into these groups or being victims of gender-based violence. Starting in 2017, a renewed wave of violent conflict has affected the provinces of Tanganyika, South Kivu, Kasai, and Bandundu, putting an additional burden on an already strained education system.

FIRST EMERGENCY RESPONSE GRANT

(transitioned to a Multi-Year Resilience Programme in 2020)



NATIONAL COUNTERPART:
Ministry of Education

DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD):

UNICEF:
\$1,000,065 (36%)

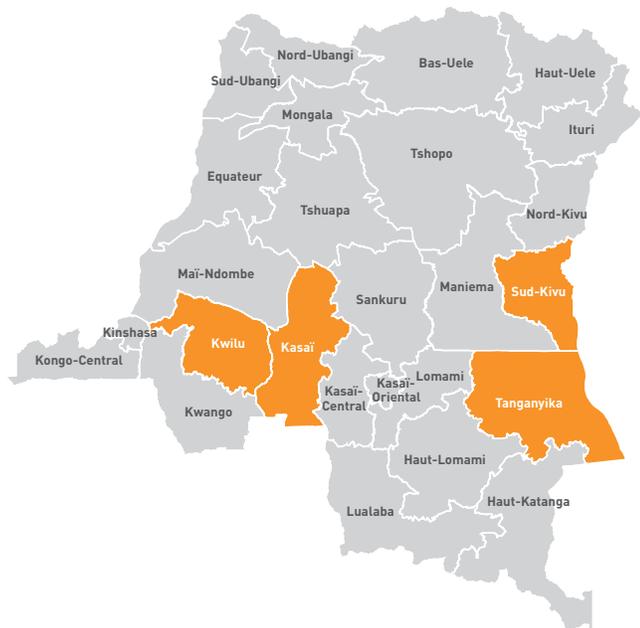
Association of Volunteers in International Service (AVIS): \$632,957 (24%)



Norwegian Refugee Council (NRC): \$1,042,882 (40%)

Footnote: Figures include cumulative total up to end 2018

GEOGRAPHICAL AREAS OF IMPLEMENTATION



2017

2018

2019

APRIL 2018

First allocation of FER funds

APRIL 2019

Completion of ECW FER funded activities

PLANNED 2019

Scoping mission for transition to MYRP

ECW RESPONSE

ECW funded interventions along the following lines:

- 1) **Reintegrated formerly out-of-school children into formal education.** About 10,000 children attended catch-up courses and took the end-of-cycle exam for primary school, thus enabling them to re-join the formal education system.
- 2) **Increased protection in learning environments.** Teachers were trained on pedagogy, Early Childhood Care and Development (ECCD) principles, basic hygiene practices, risk management and psychosocial support to enhance their capacity to respond to the needs of children in emergencies. Recreational activities and risk reduction plans were also developed to provide psychosocial support and counter trauma.
- 3) **Increased protection in home environments.** Alongside teachers, parents were also trained on child protection. This was to enhance positive parenting and avoid adopting negative coping mechanisms. Trainings focused on the reintegration of vulnerable children (e.g. gender-based violence survivors) into the school system through the emphasis on inclusive education.
- 4) **Promoted children's engagement through psychosocial activities.** After-school clubs were set up to create opportunities for physical, intellectual, and creative stimulation, with the goal of encouraging student engagement, interaction, and to provide support to students.
- 5) **Upgraded school infrastructure and distributed teaching and learning materials.** Learning environments were improved through the rehabilitation of classrooms, gender-separated latrines were constructed and rehabilitated, and furniture, classroom materials and recreational supplies were provided.

In 2019 or 2020, ECW will increase financial support to DRC as it transitions into a Multi-Year Resilience Programme.

RESULTS



NEXT LEARNING ASSESSMENT PLANNED FOR: BASELINE EXPECTED IN 2020

29,266
Children received individual learning materials

8
Classrooms received learning materials

834
Teachers trained (32% female)

81
Classrooms built or rehabilitated

121
Latrines built or rehabilitated (49% gender-segregated)

ETHIOPIA

Ethiopia is host to the second largest refugee population in Africa, accommodating over 920,000 registered refugees and asylum seekers as of December 2018. Almost 60 per cent of refugees have been residing in Ethiopia for over five years. Strong commitment by the government coupled with donor investments resulted in increasing the number of refugee children enrolled in primary schools. However, the quality of the education for refugee children is often hindered by inadequate teacher training, very high student-teacher ratios and lack of materials in classrooms.



INITIAL INVESTMENT

(transitioning to a Multi-Year Resilience Programme)



NATIONAL COUNTERPART:

Ministry of Education and Administration for Refugee and Returnee Affairs

GEOGRAPHICAL AREAS OF IMPLEMENTATION



DISBURSEMENT BREAKDOWN

(in USD)



Footnote: Figures include cumulative total up to end 2018

2017

APRIL 2017

ECW initial investment

2018

2019

APRIL 2019

Scoping mission for transition to MYRP

DECEMBER 2019

Completion of ECW initial investment funded activities

ECW RESPONSE

The ECW intervention was designed to improve access to and the quality of education for nearly 70,000 refugee children along the following lines:

- 1) **Expanded school access for refugees and host community children.** Existing primary and secondary schools were upgraded to accommodate the increase in enrolment amongst children in both refugee and host communities. Additionally, four model refugee-inclusive secondary schools, designed to align with national education standards, are expected to be completed in time for the start of the 2019/20 school year.
- 2) **Provided learning materials.** To improve the teaching and learning environment, classrooms received textbooks, teacher guides, school supplies, as well as science and recreation kits.
- 3) **Supported refugee teachers' professional development and strengthening of education management and monitoring.** More than 300 refugee teachers have been enrolled in a two-year in-service accreditation programme by the Ministry of Education. In parallel, to improve school management, education planners and MoE officers were trained in conflict-sensitive education planning, while local school management staff was trained in the implementation of learning assessments.
- 4) **Increased host and refugee community participation in education.** Support and capacity development for Parent-Teacher-Student Associations has been provided to develop school improvement plans.

In 2019, ECW plans to expand funding to Ethiopia via a Multi-Year Resilience Programme.

RESULTS



**NEXT LEARNING
ASSESSMENT
PLANNED FOR:
2021**



193

Classrooms received learning materials



336

Teachers trained



308

Teachers recruited/Financially supported (41% female)

INDONESIA

A 7.4 magnitude earthquake struck Indonesia on September 28th, 2018, triggering a tsunami and landslides that affected the Central Sulawesi Province. This disaster killed approximately 3,600 people, while an additional 172,000 people have been internally displaced.

As of October 2018, 1,299 schools and 2,546 classrooms resulted as having been either destroyed or damaged, causing significant disruptions in children’s learning. Around 262,000 children have been affected in the districts of Palu City, Donggola, Sigi, and Parigi Moutong.



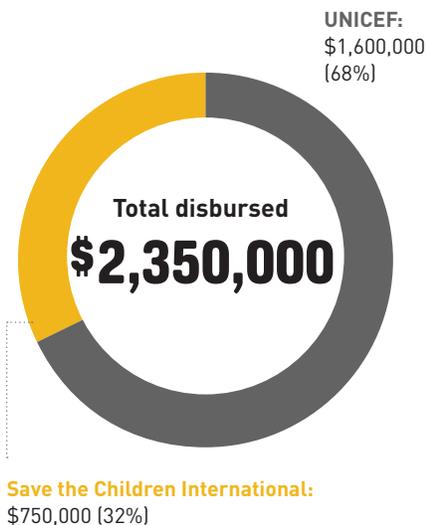
FIRST EMERGENCY RESPONSE GRANT

NATIONAL COUNTERPART:

Ministry of Education and Culture (MoEC)

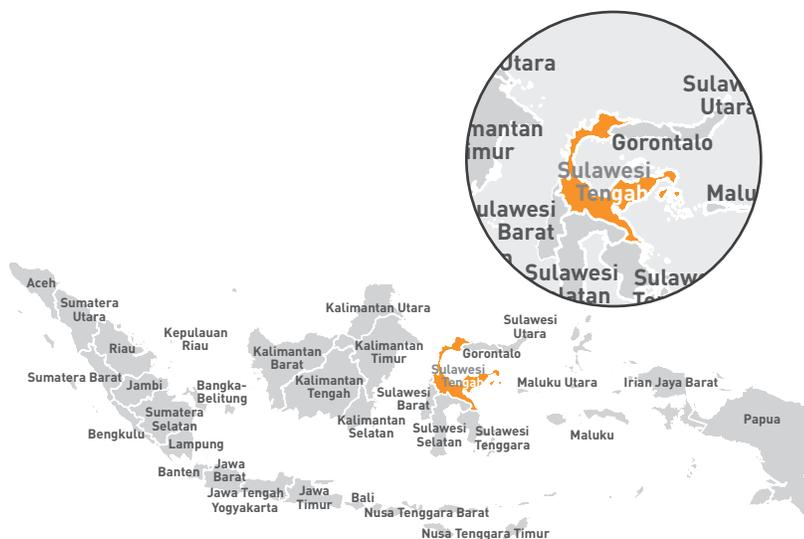
DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD):



Footnote: Figures include cumulative total up to end 2018

GEOGRAPHICAL AREAS OF IMPLEMENTATION



2018

2019

OCTOBER 2018

First allocation of FER funds

OCTOBER 2019

Completion of ECW FER funded activities

ECW RESPONSE

ECW funded interventions to re-establish access to basic education and early childhood development for children in affected areas, in two main results areas:

- 1) Increased access to inclusive education.** Temporary learning spaces were established to enable continuity of education while the government planned for school rehabilitation. Education supplies along with recreational and learning materials and kits for children with disabilities were distributed to enhance access. Child friendly spaces were created to provide an additional avenue for the provision of psychosocial support to students, teachers, parents and community members.
- 2) Quality of education enhanced.** Trainings were held for teachers, school supervisors, headmasters and other stakeholders on child protection and gender-based violence, psychosocial support, Education Childhood and Care Development (ECCD), and education in emergencies (EiE). The aim was to increase the capacity of delivering education in a context characterized by a high prevalence of trauma among students.

RESULTS




26,768
Children received individual learning materials



178
Classrooms received learning materials



770
Teachers trained (65% female)

MADAGASCAR

An intense tropical cyclone wreaked havoc on the country's Sava region in 2017. By late March, the number of people affected reached 434,000, with 58 districts out of 119 reporting damages, including 247,219 people temporarily displaced. About 57 per cent of all classrooms in the Sava region were destroyed.

 **FIRST EMERGENCY RESPONSE GRANT**

NATIONAL COUNTERPART:

Ministry of Education
(Regional Directorate – DREN)

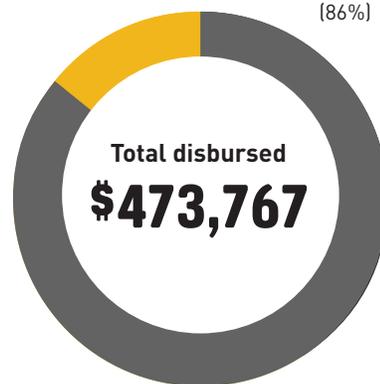
GEOGRAPHICAL AREAS OF IMPLEMENTATION



DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD):

UNESCO: \$67,410 (14%) **UNICEF:** \$406,357 (86%)



Footnote: Figures include cumulative total up to end 2018

2017

2018

2019

AUGUST 2017

First allocation of FER funds

FEBRUARY 2019

Completion of ECW FER funded activities

ECW RESPONSE

ECW funded interventions to address the most immediate education needs of the affected communities according to the following components:

- 1) **Improved access to safe learning environments.**
To enhance learning spaces, classrooms were rehabilitated and provided with desks, blackboards and chairs for students and teachers.
- 2) **Procured prepositioned stock in vulnerable areas.**
Replacement supplies of essential materials for children were ordered to ensure a more rapid response to future

disasters. At a regional level, the rehabilitation and/or construction of warehouses were implemented to ensure that stock can be pre-positioned in at-risk areas.

- 3) **Strengthened coordination and communication to increase resilience to natural hazards.** The Ministry of Education, education planners, and DRR focal points were trained on Crisis and Disaster Sensitive Planning to strengthen disaster prevention, preparedness and response techniques. These trainings provided tools to improve communications and implement a coordinated emergency response strategy.

RESULTS




26,500
Children received
individual learning
materials



110
Classrooms
received learning
materials

NEPAL

In 2017, Nepal's Terai area was hit by massive rainfall, resulting in large-scale flooding and landslides. Many schools remained closed or were unable to function normally due to severely damaged or destroyed assets, buildings, missing teaching and learning materials, unsafe classrooms and malfunctioning sanitation facilities and drinking water sources. As a result, the education of 200,000 children was disrupted.

 **FIRST EMERGENCY RESPONSE GRANT**

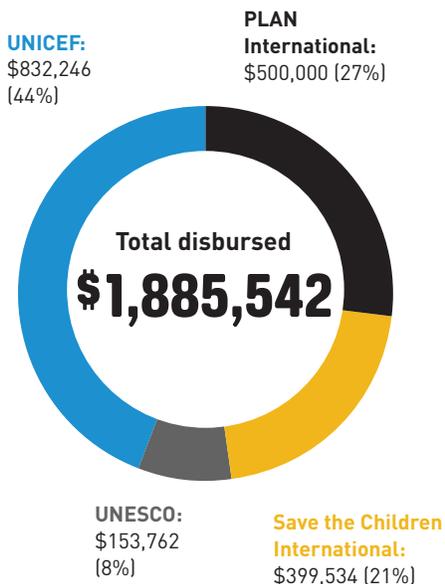
NATIONAL COUNTERPART:
Department of Education

GEOGRAPHICAL AREAS OF IMPLEMENTATION



DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD):



Footnote: Figures include cumulative total up to end 2018

2017

2018

2019

OCTOBER 2017
First allocation of FER funds

AUGUST 2019
Completion of ECW FER funded activities

ECW RESPONSE

Through the First Emergency Response window, ECW supported an intervention structured along the following components:

- 1) **Conditional cash grants provided the rehabilitation of schools.** School management committees received grants to clean and rehabilitate schools by repairing classrooms, removing debris, conducting maintenance of doors, windows, and roofs, and installing new water pumps.
- 2) **Developed gender-sensitive and inclusive WASH infrastructure model.** WASH facilities were rehabilitated and improved to be both gender-friendly and disability-friendly by including sanitary pad disposal pits behind constructed toilets and ramps to be wheelchair accessible.
- 3) **Distributed classroom materials, school supplies and textbooks.** To assist in creating an enabling learning environment, the project distributed school supplies, sports materials and textbooks.
- 4) **Strengthened students' resilience in emergency preparedness and response.** Teachers were trained on how to teach students emergency situation preparedness and on how to better prepare students to cope with post-traumatic stress and resume education after disasters.

RESULTS




73,969
Children received
individual learning
materials



2,031
Classrooms
received learning
materials



5,736
Teachers trained
(34% female)



40
Classrooms built
or rehabilitated



363
Latrines built
or rehabilitated
(50% gender-segregated)

NIGERIA

For the past 10 years, North-Eastern Nigeria has been severely affected by armed clashes that have displaced close to 1.8 million people, many of whom live in Borno state.

Scores of schools have been destroyed, over 2,000 teachers have been killed, and in the Konduga and Raan regions, only 18% of the original 108 area-schools operational in 2009 are currently open.

Teachers who remain in service work in overcrowded classrooms and often have not received adequate training. The lack of safe and usable infrastructure, insecurity at schools, subpar teacher training, coupled with the absence of teaching materials in schools all contribute to hinder access to education.



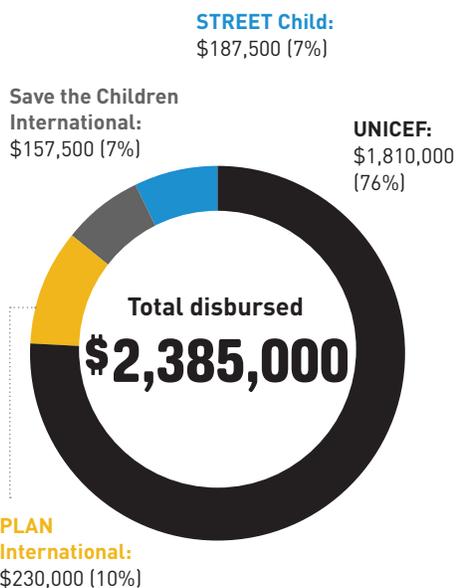
FIRST EMERGENCY RESPONSE GRANT

NATIONAL COUNTERPART:

Maiduguri University/Faculty of Education and the Ministry of Religious Affairs (MoRA)/ State Universal Basic Education, Local Government Education Authority in the target LGAs

DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD):



GEOGRAPHICAL AREAS OF IMPLEMENTATION



Footnote: Figures include cumulative total up to end 2018

2018

2019

SEPTEMBER 2018
First allocation of FER funds

OCTOBER 2019
Completion of ECW FER funded activities

ECW RESPONSE

ECW interventions aimed to provide safe, inclusive, and good quality learning environments to children affected by conflict and recurrent violence, and included the following:

- 1) **Provide access to learning opportunities in safe and learning-conducive environments.** The rehabilitation of classroom and the construction of WASH facilities have begun, as well as the procurement of student desks.
- 2) **Support teachers' professional development and procure educational supplies.** To increase access to quality education, teachers are being trained on delivering catch-up and remedial classes, numeracy and literacy skills, the use of child-centred teaching and learning methods, and school-record keeping.
- 3) **Provide remedial classes and catch-up classes.** Children will be offered remedial and catch up classes to ensure they have received educational opportunities appropriate to their grade level. This will be supplemented with trainings and after school clubs that cover key life skills including decision-making, assertiveness, empathy, problem solving, hygiene and peace building.

RESULTS




5,492
Children received individual learning materials



7
Classrooms built or rehabilitated



24
Teachers trained (50% female)



5
Latrines built or rehabilitated (33% gender-segregated)

PAPUA NEW GUINEA

The powerful earthquake that hit the Highlands in Papua New Guinea (PNG) in February 2018 affected about 544,000 people, including more than 252,000 children. The affected area was already suffering from the effects of the 2015 and 2016 El Niño-induced droughts as well as from internal conflict when a 7.5 magnitude earthquake struck. Damage concerned school infrastructure, teaching materials, WASH facilities and teachers' residences. In addition, trauma is reported as having a strong negative impact on students' attendance, well-being and learning outcomes.



FIRST EMERGENCY RESPONSE GRANT

NATIONAL COUNTERPART:
National Department of Education

DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD):



Footnote: Figures include cumulative total up to end 2018

GEOGRAPHICAL AREAS OF IMPLEMENTATION



MAY 2018
First allocation of FER funds

MAY 2019
Completion of ECW FER funded activities

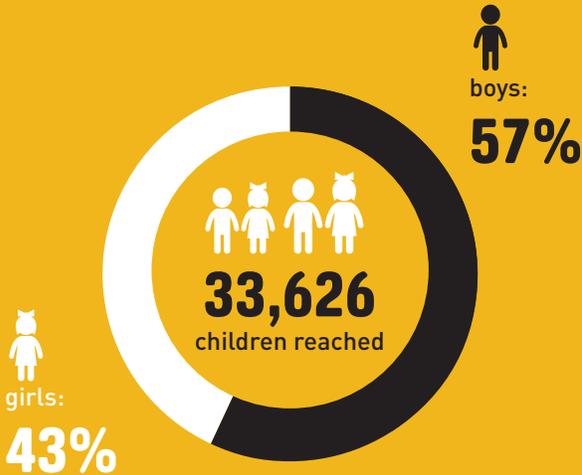
ECW RESPONSE

The intervention was aimed at providing a safe environment where boys and girls could safely recover from the psychosocial impact of the earthquake and continue with their learning:

1) **Restored access to educational facilities.** ECW funds were used to set up temporary learning facilities, latrines, and WASH stations. Grantees were also able to distribute tents, teaching and learning materials, early childhood development kits as well as recreational kits to create child friendly spaces.

2) **Improved quality of education.** Teachers were trained on how to set up and run temporary learning spaces, how to use education in emergencies supplies effectively, and how to implement positive child-centred teaching methods. Workshops provided guidance on delivering psychosocial support to improve learning along with training on developing comprehensive school safety plans, the role of good hygiene, and child protection.

RESULTS




11,744
Children received individual learning materials



62
Classrooms received learning materials



442
Teachers trained (67% female)



62
Classrooms built or rehabilitated



151
Latrines built or rehabilitated

PERU

In 2017, Peru suffered great damage from the Coastal El Niño phenomenon that produced heavy rains, floods and landslides affecting more than 1.3 million people including over 440,000 children and adolescents. Almost 2 million students were unable to start the 2017 school year. Of all regions, Piura suffered the most damage, with 37,000 students affected by the interruption of classes and the loss of school materials.



**FIRST EMERGENCY
RESPONSE GRANT**

**NATIONAL
COUNTERPART:**
Ministry of Education

GEOGRAPHICAL AREAS OF IMPLEMENTATION



DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD):



Footnote: Figures include cumulative total up to end 2018

2017

2018

2019

SEPTEMBER 2017

First allocation of FER funds

SEPTEMBER 2018

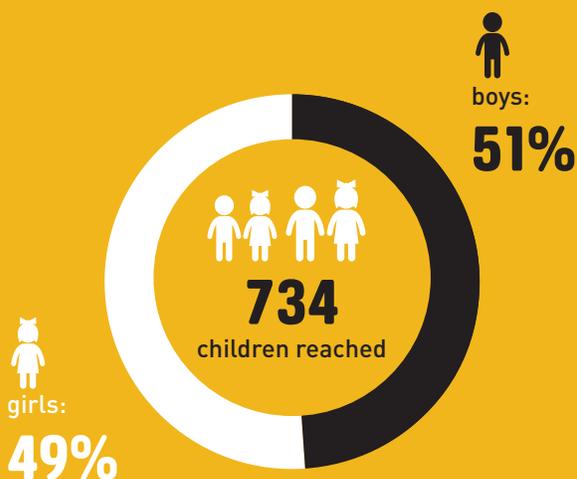
Completion of ECW FER funded activities

ECW RESPONSE

ECW's intervention supported the region of Piura in the reconstruction of classrooms and to provide risk management capacities to schools and local and regional education authorities by addressing the following components:

- 1) **Established safe learning spaces.** ECW funds were used to construct temporary learning spaces and connected WASH facilities to ensure the continuity of educational services.
- 2) **Prepared regional plans in Piura to incorporate a component of DRR.** Protocols were created to improve territorial risk management in affected areas; school-level risk management plans were developed with counterparts and communities to enhance capacity and readiness when responding to crises.

RESULTS



250

Children received individual learning materials



17

Classrooms received learning materials



19

Teachers trained (63% female)



17

Classrooms built or rehabilitated



17

Latrines built or rehabilitated

SOMALIA

Protracted emergencies over the past two decades stemming from conflict, drought and flooding negatively affected education outcomes in Somalia. Progress in the delivery of educational services differed across regions. Somaliland and Puntland benefitted from more favorable stability, security and administrative development, hence enrolment rates are on a positive trend. Progress on education outcomes remains slower in South and Central Somalia, most of primary and secondary schools are managed by non-state providers. Regardless of regional differences, the sector faces severe challenges with regard to quality, mainly due to the high number of unqualified and untrained teachers, payment of teachers, multiple curricula in use, poor education infrastructure and weak capacity for service delivery. Over 3.4 million school-aged children are out of school and an estimated 1 million school-aged children are internally displaced; amongst these, 75 per cent of girls are not attending school.

FIRST EMERGENCY RESPONSE GRANT

(transitioning to a Multi-Year Resilience Programme in 2019)



NATIONAL COUNTERPART:

Ministry of Education and Regional Education Officer for Mudug region

DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to grantees (in USD)

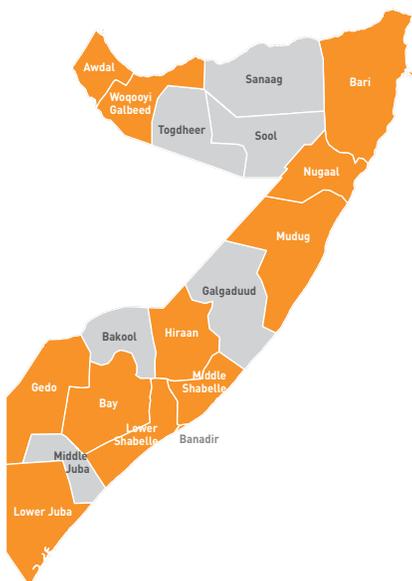
Total disbursed

\$4,933,261

- Adventist Development and Relief Agency:** \$565,656 (11%)
- Bay Regional Education Committee:** \$249,999 (5%)
- Comitato Internazionale Per Lo Sviluppo Dei Popoli:** \$249,999 (5%)
- Formal Education Network for Private Schools:** \$291,982 (6%)
- INTERSOS Somalia:** \$449,974 (9%)
- Norwegian Church Aid:** \$212,506 (4%)
- Norwegian Refugee Council:** \$600,000 (12%)
- Relief International:** \$660,722 (13%)
- Save the Children:** \$800,000 (16%)
- Shabelle Relief and Development Organization:** \$301,933 (6%)
- Somali Community Concern:** \$300,000 (6%)
- SWISSO Kalmo:** \$250,181 (5%)

Footnote: Figures include cumulative total up to end 2018

GEOGRAPHICAL AREAS OF IMPLEMENTATION



2017

JULY 2017

First allocation of FER funds

2018

APRIL 2018

Scoping mission for transition to MYRP

AUGUST 2018

Completion of ECW FER funded activities

2019

JUNE 2019

Approval of MYRP

ECW RESPONSE

In 2017, ECW supported interventions featuring three main components:

- 1) **Ensured access to safe learning spaces.** Construction of new temporary learning facilities as well as rehabilitation of classrooms in schools was completed. Teaching and learning materials were provided and a Code of Conduct was adapted to promote enforcement of child rights and child protection principles.
- 2) **Improved the quality of education.** Teacher trainings were conducted on basic pedagogy, child rights, psychosocial support for learners, emergency preparedness and DRR. Teachers were also trained to facilitate the establishment of Child to Child clubs in schools to promote hygiene awareness. Community Education Committees and head teachers were trained on conflict management, and school resource management regarding food and water. Financial incentives were provided to teachers to support continuity of service.
- 3) **Provided safe drinking water and school feeding programmes.** Using water trucking, pipe installation and storage tanks, schools obtained access to clean water. When applicable, schools were connected to the water supply system to enhance sustainability and reduce recurrent high transportation costs of water, which led to improvement of hygiene and sanitation in schools. Students also benefited from school feeding programmes, either via the distribution of take-home dry food through a monthly food voucher to collect food items from selected vendors.

ECW is expanding its support to Somalia by transitioning into a Multi-Year Resilience Programme (MYRP). The aim is to improve access to safe, quality, inclusive education for crisis-affected children. The programme's interventions will include the provision of food rations and water, construction of classrooms, distribution of teaching and learning materials to schools and provision of incentives for teachers.

RESULTS



**NEXT LEARNING
ASSESSMENT
PLANNED FOR:
2020**



35,853
Children received
individual learning
materials



361
Classrooms
received learning
materials



1,159
Teachers trained
(37% female)



623
Teachers recruited/
Financially supported
(24% female)



119
Classrooms built
or rehabilitated



147
Latrines built
or rehabilitated
(42% gender-segregated)

STATE OF PALESTINE

Over 10 years of blockade coupled with intermittent conflict have led to unsustainable living conditions in Gaza, where about 84 per cent of the population needs humanitarian aid and over 1.3 million are registered as refugees. About 250 schools serve over 240,000 students, who attend school in extremely challenging conditions, surrounded by poverty and violence. Years of underfunding have left the education system in Gaza critically stretched, with 94 per cent of schools operating on a double-shift basis and significant shortages of teaching and learning materials, amongst other structural deficits.

FIRST EMERGENCY RESPONSE GRANT

(transitioned to a Multi-Year Resilience Programme in 2019)



DISBURSEMENT BREAKDOWN

(in USD)



GEOGRAPHICAL AREAS OF IMPLEMENTATION



Footnote: Figures include cumulative total up to end 2018



- JANUARY 2018**
First allocation of FER funds
- MARCH 2018**
Scoping mission for transition to MYRP
- DECEMBER 2018**
Completion of ECW FER funded activities
- APRIL 2019**
Approval of MYRP

ECW RESPONSE

ECW funded a response based on three components:

- 1) **Provided access to safe, quality learning environments and infrastructure.** School infrastructure was enhanced by improving the safety of learning spaces, establishing WASH facilities, and provision of furniture. To improve the learning environment, electrical upgrades, fans, and power generators were also provided.
- 2) **Quality teaching and learning contributed to inclusive education.** Training was provided to teachers on basic education pedagogy in literacy and numeracy, complemented by provision of remedial classes for literacy and numeracy; training was also provided on how to respond to different learning styles.

- 3) **Protection, psychosocial support and safe learning environments.** Psychosocial support was provided to teachers and parents, and education planners were trained on conflict sensitive and risk informed education.

In 2019 ECW expanded its support to education in the State of Palestine through a Multi-Year Resilience Programme, which will extend ECW support to the West Bank. The focus will be on improving access to inclusive and gender-responsive education, enhancing the quality of education with further expansion of protection for students, and strengthening the capacity of the education system to respond to crisis.

RESULTS



613
Teachers trained
(58% female)



3,238
Classrooms
received learning
materials

SYRIA

About 1.8 million Syrians are internally displaced, with around 5.6 million registered as refugees. There have been over 650 reported attacks on schools, and the continued conflict poses a significant threat to children’s access to education. Currently, over 2 million Syrian children are out of school with some having been out of the education system for more than five years. Among the sites hosting internally displaced (IDP) children, 74 per cent of sites do not have access to any education services, further exacerbating barriers to education for children.

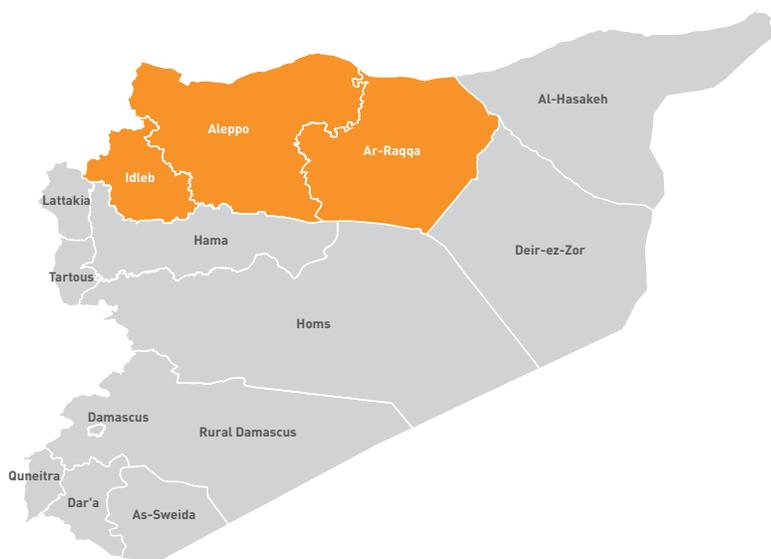


INITIAL INVESTMENT

followed by an additional grant under the First Emergency Response Window (transitioning to a Multi-Year Resilience Programme in 2019)



GEOGRAPHICAL AREAS OF IMPLEMENTATION



DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to grantees (in USD)

Total disbursed (FER)
\$3,000,000
 (UNICEF)

Total disbursed (II)
\$14,546,198
 (UNICEF)

Footnote: Figures include cumulative total up to end 2018



JULY 2018
 ECW initial investment

APRIL 2019
 Scoping mission for transition to MYRP

SEPTEMBER 2019
 Completion of ECW initial investment funded activities

ECW RESPONSE

ECW funded interventions focused on five areas to improve access to equitable education, provide protection within the learning environment, and enhance teachers' professional development.

- 1) **Improved access to inclusive learning opportunities.** Classrooms were built and refurbished, electrical and plumbing was repaired, and ramps were installed to allow children with disabilities access to school. In addition, buses were contracted to provide children with safe transportation to and from school and children received various school supplies.
- 2) **Strengthened non-formal pathways to formal education.** Children were provided non-formal education opportunities through remedial and catch-up classes, accelerated learning programmes, self-learning programmes, and literacy and numeracy programmes.
- 3) **Supported teachers' professional development and provided teacher incentives.** Teachers were trained in education in emergencies (EiE), psychosocial support, and child centred pedagogy for numeracy and literacy. These trainings were focused on ensuring teachers response to education in emergency settings. This was coupled with further professional development for teachers to improve the quality of education. Stipends were provided as incentives for teaching personnel to maintain continuity of services by reducing teacher absenteeism.
- 4) **Improved protection in learning environment.** To aid recovery and resilience, psychosocial support was provided in all schools, with some schools having child protection workers to provide adequate referrals to children in need. Techniques from Mine Risk Awareness trainings were used to provide psychosocial support to students with trauma. Recreational activities such as structured play involving street theatre were also delivered to further psychosocial support.
- 5) **Administered financial support for 9th and 12th grade final exams.** To promote the certification of students and allow for their continued progress in the formal education system, intensive exam preparation was provided to 9th and 12th grade students who come from hard-to-reach and besieged areas, as well as students that had experienced significant interrupted learning.

In December 2018, Education Cannot Wait started a transition towards a Multi-Year Resilience Programme focusing on building access, quality, and strengthening continuity of education. The interventions will rehabilitate learning spaces and provide school transport, train teachers, and introduce measures to bolster community participation in education as well as the reintegration of children from non-formal to formal education.

RESULTS



UGANDA

Uganda is currently hosting nearly one million South Sudanese refugees, out of whom 517,000 are children. Refugees fleeing conflict in South Sudan are concentrated in 12 districts which are amongst the least developed in the country. This resulted in classroom overcrowding which has hampered the efficiency of the education system in host communities, where the gross enrolment rate is 120 per cent at primary level but only 18 per cent at the secondary level. Amongst South Sudanese refugees, 53 per cent of primary school aged and 92 per cent of secondary school aged children are out of school, while an average of 22 per cent are enrolled in grades lower than their age.

FIRST EMERGENCY RESPONSE GRANT

(transitioned to a Multi-Year Resilience Programme in 2018)



NATIONAL COUNTERPART:
The Ministry of Education and Sports (MoES)

GEOGRAPHICAL AREAS OF IMPLEMENTATION



DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to grantees (in USD)

Total disbursed (FER)

\$3,365,402

Association of Volunteers in International Service (AVIS): \$500,000 (15%)

Norwegian Refugee Council (NRC): \$400,000 (12%)

Finn Church Aid (FCA): \$400,000 (12%)

PLAN International: \$349,755 (10%)

Save the Children Fund - Uganda: \$530,647 (16%)

UNESCO: \$110,000 (3%)

WAR CHILD Canada: \$550,000 (16%)

World Vision Uganda: \$300,000 (9%)

UNHCR: \$225,000 (7%)

Total disbursed (MYRP):

\$7,402,791

UNHCR: \$402,791 (5%)

Save the Children: \$7,000,000 (95%)

Footnote: Figures include cumulative total up to end 2018

2017

JULY 2017

Scoping mission for transition to MYRP

OCTOBER 2017

First allocation of FER funds

SEPTEMBER 2018

Approval of MYRP

2019

DECEMBER 2019

Completion of ECW FER funded activities

ECW RESPONSE

ECW funded interventions to improve education outcomes of children residing in both refugee and host communities. The intervention is articulated around three main components:

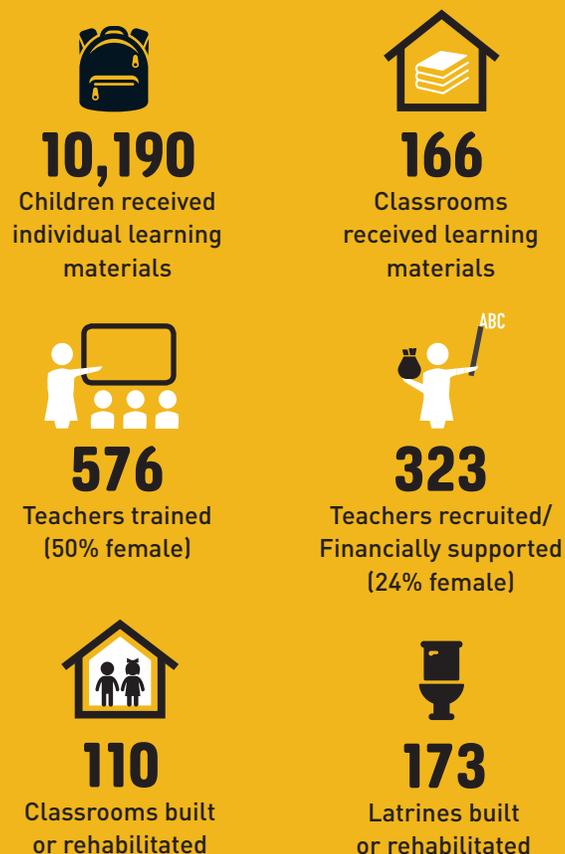
- 1) **Improved access and addressed overcrowding of learning spaces.** Early childhood centres with child friendly spaces were created to counter classroom overcrowding and to accommodate more learners. Overcrowding of centres was also addressed through double shifting and building of girls' dormitories. A library and laboratory for secondary school were constructed to enhance educational opportunities along with play and learning materials that were distributed across primary and secondary schools. Latrines were built with hand-washing facilities and girls were provided with menstrual hygiene kits with a safe disposal system for their menstrual hygiene materials. Solar panels were also added in centres to allow for additional learning in the evenings to maximize learning time.
- 2) **Implemented accelerated learning programmes and increased quality of education.** An accelerated learning programme (ALP) curriculum was developed to support children in this emergency response phase. Teachers were trained in ALP to better equip them to work in refugee contexts especially with children who may be below grade level, overage, and previously out of school.
- 3) **Enhanced protection.** Caregivers and security personnel were trained on child protection and referral/reporting systems within the early childhood centres to ensure the safety and protection of students. Adolescent children underwent life skills training and were psychosocially supported through extra-curricular and recreational activities such as music, dance, drama and athletics.

In 2018, Education Cannot Wait (ECW) supported the transition into a Multi-Year Resilience Programme (MYRP).

RESULTS



**NEXT LEARNING
ASSESSMENT
PLANNED FOR:
2022**



UKRAINE

Armed conflict in the Donetsk and Luhansk regions has made it challenging for children to attend school, due to an increased risk of shelling. In 2018, 10 education facilities were attacked and 8 were temporarily closed. The conflict has worsened pre-existing gaps in education, specifically regarding the quality of teaching. To improve relevance and quality of education, the Ukrainian government started a comprehensive education reform called the New Ukrainian School. The reform aims at preparing a new generation of Ukrainian school graduates to be equipped with the necessary life skills, knowledge and critical thinking to successfully transition to adulthood and access the labour market.

FIRST EMERGENCY RESPONSE GRANT

NATIONAL COUNTERPART:

Ministry of Education and Science (MoES), and Department of Education in Donetsk and Luhanska GCA

GEOGRAPHICAL AREAS OF IMPLEMENTATION



DISBURSEMENT BREAKDOWN

Breakdown of amount disbursed to FER grantees (in USD):

Save the Children:
\$628,353 (42%)



UNICEF:
\$875,781 (58%)

Footnote: Figures include cumulative total up to end 2018

2017

2018

2019

AUGUST 2017

First allocation of FER funds

AUGUST 2018

Completion of ECW FER funded activities

ECW RESPONSE

The ECW intervention was built around the following components:

- 1) **Improved access to safe learning spaces.** To address the significant issue with access of pre-school children attending school, Early Child Care and Development centres (ECCD) and schools were rehabilitated. Teaching and recreational materials including furniture and toys for children in ECCD centres improved the quality of education provided.
- 2) **Supported teachers and other education staff.** Teachers improved skills on child-friendly methodologies such as positive discipline, inclusive education, child safe-guarding and stress management. Additionally, trainings were conducted for educators and local authorities to promote understanding of principles and standard protocol for education in emergencies.
- 3) **Provided quality learning and psychosocial support to conflict-affected girls and boys.** Children benefited from HEART (Healing and Education through Art), where teachers incorporated this art-based approach to provide classroom-based psychosocial support. Additionally, life skills and resilience programmes and mine-risk-awareness sessions were delivered to improve students' safety, well-being and resilience.

RESULTS




10,265
Children received
individual learning
materials



2,639
Classrooms
received learning
materials



2,107
Teachers trained
(95% female)



26
Classrooms built
or rehabilitated

YEMEN

Since 2015, the ongoing conflict in Yemen has caused mass displacement and critical damage to the country's economy and infrastructure. Today, over 80 per cent of the country's population relies on humanitarian aid to survive, including more than 12 million children. Educational services have not escaped the conflict's destruction. More than 2,500 schools are no longer in a functional state, due to either structural damage or displacement of students or teachers, or after being occupied by armed groups. The total number of out-of-school children now stands at 2 million, and almost three quarters of public school teachers have not been paid their salaries in over two years, putting the continued education of an additional 4.5 million children in jeopardy.



INITIAL INVESTMENT

NATIONAL COUNTERPART:

Ministry of Education

DISBURSEMENT BREAKDOWN

(in USD)



GEOGRAPHICAL AREAS OF IMPLEMENTATION



Footnote: Figures include cumulative total up to end 2018

2017

JULY 2017
ECW initial investment

2018

NOVEMBER 2018
Funds were reallocated to support teacher incentives payments

2019

DECEMBER 2019
Completion of ECW initial investment funded activities

ECW RESPONSE

ECW's Initial Investment in Yemen included the following components:

- 1) **Provided school feeding and educational materials to aid learning.** To enhance the quality of educational environments available to children, school bags, school supplies and nutritional snacks were distributed.
- 2) **Improved school infrastructure.** To prevent further disruption of schooling due to inadequate infrastructure, the construction of temporary learning spaces as well as distribution of teaching and learning materials are underway.
- 3) **Supported the organization of final exams.** ECW provided funding for the general examinations of students in grades 9 and 12 for the 2016/2017 and 2017/2018 school years.

RESULTS




31,000
Children received
individual learning
materials



1.26 million
Children enabled to
take exams



PART V

LESSONS LEARNED AND WAY FORWARD

This report demonstrates an increase in international awareness and political commitment towards education in emergencies. However, there is a need to transform these stated intentions and commitments by global humanitarian and development actors into equivalent increases in funding to meet the increasing needs.

While funds to education in emergencies have increased in absolute terms, the percentage share of humanitarian funding for education remains low when compared to other sectors.

Without a substantial injection of funding for education in emergencies, we risk perpetuating negative cycles of poverty, hunger, violence and more. It is now increasingly clear among all actors that education is foundational for recovery and sustainable development. A major shift is taking place also in the humanitarian community and alignment is being made with the broader UN reform towards the Global Goals. At the same time, failure to mobilize effective financing for education in emergencies and protracted crisis undermine our global efforts to achieve the Sustainable Development Goals for those left furthest behind in countries of conflict and crisis.

To contribute to these goals and support donors and nations worldwide in ensuring inclusive and equitable quality education and the promotion of lifelong learning opportunities for all (SDG4), ECW will continue to strengthen mechanisms for **mobilizing and leveraging funding** for education in emergencies and protracted crisis at global, regional and country levels.

As part of its resource mobilization efforts, Education Cannot Wait and its partners are calling on governments, private sector companies, philanthropic foundations and global leaders to rise and support our efforts to mobilize \$1.8 billion by 2021 to provide quality education to children and youth in crisis. This includes US\$673 million in funding for the ECW Global Trust Fund, which will be dispersed via First Emergency Responses, the Acceleration Facility and Multi-Year Resilience Programmes (MYRPs).

Without a substantial injection of funding for education in emergencies, we risk perpetuating negative cycles of poverty, hunger, violence and more.

MYRPs play a distinct role in mobilizing additional funding and programmes and now includes in-country fund mobilization as a specific responsibility by grantees. By 2021, Education Cannot Wait will be supporting MYRPs in 25 priority countries affected by protracted crises where vulnerabilities and education needs are significantly high and underfunded. These ground-breaking programmes, launched with Education Cannot Wait's seed-funding allocations, are designed to catalyse close to US\$1.2 billion in additional co-financing at the country level to support learning outcomes and children and youth's wellbeing.

With the pioneering model of the MYRPs, ECW will continue to support UN reform and translate the Agenda for Humanity, including the Grand Bargain and the New Way of Working, into very concrete and tangible results on the ground. ECW's investment in the humanitarian coordination system and the role of the Humanitarian Coordinator through the Inter-Agency Standing Committee Cluster system is essential. It enables ECW to optimize the multi-lateral system's efforts to deliver crisis-sensitive, coordinated and collaborative joint programming on education. In doing so, ECW facilitates a strong and substantive linkage to the development system, both through the Resident Coordinator system and the Local Education Groups. This in turn transforms the MYRPs into a vehicle for strengthening humanitarian-development coherence. Furthermore, ECW's flexibility to invest in national civil society organizations enables ECW to set an example for the Grand Bargain translated into results.

Along with the launch of MYRPs, ECW and its partners are issuing humanitarian appeals and mobilizing national and international champions to mobilize increased co-finance at the country level. To monitor such efforts more closely, ECW will strengthen its mechanisms for tracking EiE financing.

By 2021, ECW will be supporting MYRPs in 25 priority countries affected by protracted crises.

Besides investing in structural changes to reposition education in emergencies and protracted crisis, ECW will also continue to drive substantive priorities such as quality education. To achieve SDG4, ECW leverages funding to strengthen implementing partners capacity, knowledge and standard-setting towards learning outcomes.

More investments are needed to support **young children aged 3 to 5 with early childhood education interventions**. With its portfolio in 2018, ECW reached about 40,000 children (52 per cent girls) in that age group, constituting only 5 per cent out of all children reached.

Research shows that trauma and neglect during the early childhood years carries long-term negative – and in many cases irreversible – effects. Moreover, investments during these early years can improve the retention of students in primary and secondary schools. ECW will increase its investments towards this age group and seek partnerships to strengthen the quality of related interventions.

On the flipside, **adolescents** will also require a stronger investment focus across ECW's investment portfolio. With its portfolio in 2018, ECW reached

about 470,000 children (52 per cent girls) in that age group, constituting 22 per cent out of all children reached. In this regard, non-formal education opportunities that are well aligned with formal education systems will need to play a stronger role. ECW will increase its investments towards secondary education opportunities – both formal and non-formal – and seek partnerships to improve the quality of **non-formal education opportunities** and strengthen the recognition in formal education systems. This will be particularly important in countries hosting large refugee populations to prevent the continuation of parallel education systems with double standards for host and refugee populations.

Research shows that trauma and neglect during the early childhood years carries long-term negative – and in many cases irreversible – effects. ECW's investments reached about 40,000 children in that age group in 2018.

ECW's strategic value proposition is the availability of flexible investment windows and processes – the FER window for sudden onset and escalation of protracted crises and the MYRP for protracted crises. **Acute emergencies** require the fastest possible response. For sudden onset emergencies, ECW was able to reduce its average number of days for disbursing FER grants from 119 in 2017 to 67 days in 2018. ECW will continue its efforts to increase its speed in disbursing FER grants by strengthening its guidance documents to grantees and keeping bureaucratic hurdles to a minimum so that investments maintain quality standards and complement investments from other partners. The replication of best practices and expansion data to improve evidence-based decision making will improve effectiveness and efficiency, as will continued efforts to broker partnerships and work across the humanitarian-development nexus.

Among others, ECW's operational review planned for 2019 will contribute to this end and ensure that ECW is fit for purpose. In the case of **protracted crises**, multi-year resilience programmes have presented an opportunity for a strong focus on improving the quality of education and building more resilient education systems in countries affected by crises. ECW approved four such programmes during 2018, with a focus on delivery of comprehensive intervention packages shaped through a strong collaboration and coordination setup in each country and based on thorough needs assessments.

ECW will continue to emphasize the **quality of programmes** across all investment windows, both in terms of outcomes and processes towards achieving these outcomes. This will be done through new partnerships, recruitment of additional staff and more focused technical assistance to grantees in key areas. The Acceleration Facility, with a dedicated Strategy to be launched in early 2019, will play a key role in moving beyond traditional approaches to delivering quality education, identifying, testing and scaling up innovations in key areas.

To improve the quality of its programming, ECW will continue to push for a stronger focus on **improving learning outcomes**, moving beyond improving just access to education. This will require careful design of comprehensive intervention packages to ensure all conditions are met to facilitate quality teaching and learning processes. Beyond the rehabilitation of learning spaces and the delivery of learning materials, teachers play a key role in this regard but the support packages towards teachers are often inadequate. ECW will support grantees to ensure that teachers trainings are: (1) mindful of the needs of teachers from the onset; (2) optimized to each given context; and, (3) sufficient in length and depth.

Based on the lessons learned from ECW investments in the Ukraine and Bangladesh, the role of Education Clusters and EiE working groups play an important role ensuring the development and application of **common standards** across all agencies in each country. To gauge the success of all these efforts, ECW will include the measurement of learning outcomes in all new multi-year resilience programmes. This will require technical and financial support to grantees in adapting existing and, if needed, developing new learning assessment tools to fit the needs in each given context.

ECW will develop a gender policy and accountability framework in 2019 to ensure gender is effectively mainstreamed throughout its investments and systems

Mental Health and Psychosocial Support (**MH-PSS**) has been recognized as a key requirement of all EiE interventions. In 2018, only half of all ECW grants featured MH-PSS interventions and the level of depth and quality varied substantially across programmes. ECW will reach out to experts and partners in 2019 to ensure that all ECW investments assess the need for MH-PSS interventions and, if included, they apply 'best in class' intervention logics.

Equity, gender equality and inclusion are embedded in the ECW results framework, and are reflected in grantees' needs analyses, programme activities and monitoring frameworks. ECW also requires that a gender analysis is conducted in every new ECW supported programme. However, existing programmes also need to ensure that they comprehensively support equity and gender equality in teaching and learning. To date, most programmes report on sex- disability- disaggregated data, or gender-sensitive water and sanitation facilities. Therefore, ECW will undertake further capacity development with partners (where necessary) to understand how best to conduct gender analysis and gender mainstreaming within ECW-funded programmes. ECW will develop a gender policy and accountability framework in 2019 to ensure gender is effectively mainstreamed throughout its investments and systems.

Protection is one of ECW's priorities. Every conflict is a protection crisis and every crisis have protection dimensions, as the rule of law is undermined. Education alone does not provide protection, but constitutes a foundational factor for protection against violence, child marriage, trafficking, and gender- and sexual violence. ECW will continue to promote international law, such as international humanitarian, human rights and refugee law and leverage funding for practical protection, safe learning environments and prevention of attacks against children, teachers, schools and their communities. To this end, ECW will continue its partnership with the Global Coalition to Protect Education from Attack (GCPEA) and other relevant initiatives such as the Safe to Learn Initiative.

National governments and local counterparts

play a key role in achieving resilient education systems in countries affected by emergencies and protracted crises. ECW works with governments wherever possible, however, in certain crisis contexts, ECW has the value-added flexibility to work with relevant national and local counterparts to quickly reach children most in need of education in emergencies' support.

ECW has exceeded its Grand Bargain commitment of disbursing at least 25 per cent of its funds as directly as possible to national Governments and local partners, increasing the percentage from 19 in 2017 to 30 per cent in 2018. However, there is an increasing recognition that beyond disbursing funds to local actors, their voices need to be included and empowered to ensure that all programmes are co-created by international and local actors. ECW will strengthen its operating model to include and cost capacity development initiatives of local actors as a distinct component across its investments. This will ensure that local actors are increasingly on an equal footing compared to their international peer agencies and foster long-term sustainability and resilience.

ECW will continue to strengthen its operating model ensuring it remains an **agile learning organization** that can adapt to the highly dynamic programming context surrounding EiE. With respect to streamlining its operations and processes, ECW will undertake an operational review in 2019, which will also feature a survey to partners and grantees to identify areas for improvement. Further to this, ECW will develop a distinct Monitoring and Evaluation Strategy during 2019 to ensure accountability and learning are operationalized throughout the ECW platform.

In expanding its portfolio and mobilizing US\$1.8 billion by 2021, ECW will retain its focus on innovation, quality, sound returns-on-investment, fiduciary integrity, improved evidence-based programming, and efficiency. By bringing this speed, agility and efficiency to the traditionally

underfunded EiE sector, the Fund will support the private sector and philanthropic foundations in creating targeted EiE interventions. The ECW Fund also provides donors with unique access points to scale-up, mainstream and accelerate educational actions. In realizing the goals outlined in the SDGs and Agenda for Humanity, these actions support developing nations in building the strong enabling environments needed to ensure long-term resilience. First and foremost, they put children and youth first, ensuring their needs and inherent human rights are put first in every investment.

In expanding its portfolio and mobilizing US\$1.8 billion by 2021, ECW will retain its focus on innovation, quality, sound returns-on-investment, fiduciary integrity, improved evidence-based programming, and efficiency.

EXPRESSION OF THANKS

Without the positive engagement, financial and strategic support of ECW stakeholders, ECW would not have been what it is today, nor will it become what we all aspire to achieve.

ECW extends its sincere appreciation for the generous and timely funding of its donors up to end 2018: Australia, Bulgaria, Canada, Denmark, Dubai Cares, European Commission, France, Germany (BMZ), Netherlands, Norway, Sweden, United Kingdom (DFID), United States of America (USAID & PRM). Without their support, it would not have been possible to achieve the results presented in this report.

ECW also thanks all of its grantees whose relentless work ensures education support reaches the most vulnerable crises-affected children and youth in its countries of investment: Adventist Development and Relief Agency (ADRA), Associazione Volontari per il Servizio Internazionale (AVSI), Bay Regional Education Committee (BREC), Care International, Comitato Internazionale Per Lo Sviluppo Dei Popoli (CISP), Finn Church Aid, Food For The Hungry, Formal Education Network for Private Schools (FENPS), Global Coalition to Protect Education from Attack (GCPEA), Inter-agency Network for Education (INEE), International Rescue Committee (IRC), INTERSOS, Norwegian Refugee Council (NRC), Plan International, Relief International (RI), Save the Children International (SCI), Shabelle Relief and Development Organization (SHARDO), Somali Community Concern (SCC), Street

Child, SWISSO Kalmo (SK), UNESCO, United Nations Girls Education Initiative (UNGEI), UNHCR, UNICEF, UNRWA, WADAN, War Child Canada, World Food Programme, World Vision, Yayasan Sayangi Tunas Cilik (YSTC).

The ECW Secretariat would also like to thank all the partners and individuals who contributed to its work during this reporting period, in particular those who provided technical support either at global or country levels, including the Education Commission, Global Business Coalition, Global Coalition for Education, the Humanitarian and Resident Coordinators, Humanitarian and UN Country Teams, the Global Education Cluster and all in-country education clusters, the Education in Emergency Working Groups, the Local Education Groups, the Global Partnership for Education (GPE), the Inter-agency Network for Education in Emergencies (INEE), No lost Generation, the Northern and INGO Civil Society group, TheirWorld, UNESCO, UNHCR, UNICEF.

Finally, the ECW Secretariat would like to express its appreciation and thanks to ECW's governance structures – the High-Level Steering Group and the Executive Committee – for their political commitment, strategic support, generous funding and for campaigning and providing advocacy platforms and outreach.

ANNEX I: STRENGTHENING ECW'S OPERATIONAL MODEL

ECW continued to strengthen its internal systems and mechanisms to support the global efforts for EiE, and to live up to the aims of its Strategic Plan 2018-2021. The development of the following strategic documents, including the Strategic Plan in 2018, was essential to keeping ECW agile and fit-for-purpose. These documents included:



The Strategic Plan 2018-2021



The Theory of Change

(in draft by end of 2018)



Guidance and templates for FER and MYRP

(revisions initiated in 2018)



Acceleration Facility Strategy

(in draft by end 2018)



Resource Mobilization Strategy and financial targets

(completed in 2018)



Approach to Innovative Financing

(completed in 2018)



Gender Strategy 2018-2021

(completed in 2018)



Advocacy and Communication Strategy

(in draft by end 2018)



The Case for Investment

(in draft by end 2018)



Collective Results Framework

(completed in 2018)



Risk Management Framework

(which includes a portfolio risk framework, corporate risk framework, a fraud/misuse of funds framework, and a safe-guarding framework).

ANNEX II: EDUCATION INDICATORS BY COUNTRY

Country Start Date – Status (Date ended or grant active)	Total amounts approved (includes 2017 and 2018)	Total amounts disbursed (includes 2017 and 2018)	Total children reached with ECW supported services	Total females reached with supported services / percentage	Total number of children reached, Formal Education	Females reached, Formal Education / percentage	Total number of children reached, Non-formal Education	Females reached, Non-formal Education / percentage
Afghanistan 6/12/2017– Grant active in 2019	15,689,120	2,644,408	93,747	55,464 59%	83,102	50,360 61%	10,645	5,104 48%
Bangladesh 6/11/2017– 11/12/2018	14,984,966	9,000,091	40,378	21,957 54%	12,960	8,119 63%	27,418	13,838 50%
CAR 8/23/2017– 30/11/18	12,499,079	5,999,746	103,691	50,178 45%	64,317	27,950 43%	39,374	19,213 49%
Chad 3/4/2017– Grant active in 2019	10,000,000	9,304,815	186,645	83,461 45%	185,890	83,016 45%	755	445 59%
DRC 17/4/18– Grant active in 2019	2,883,022	2,675,904	42,176	20,790 49%	41,736	20,570 49%	440	220 50%
Ethiopia 3/4/2017– Grant active in 2019	15,000,000	8,584,211	40,053	16,572 41%	40,053	16,572 41%	0	0 N/A
Gaza 1/1/2018– 31/12/18	13,808,073	2,067,518	278,938	134,965 48%	278,938	134,965 48%	0	0 N/A
Indonesia 8/10/2018– Grant active in 2019	2,600,000	2,350,000	60,780	30,154 50%	60,223	29,829 50%	557	325 58%
Lebanon 29/08/18– Grant active in 2019	2,252,560	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Madagascar 25/08/17– 7/9/2018	473,767	473,767	34,750	17,300 50%	8,250	3,775 46%	26,500	14,412 54%
Nepal 1/10/2017– 6/11/2018	1,885,542	1,885,542	178,573	92,887 52%	178,573	73,062 41%	0	0 N/A
Nigeria 9/1/2018– Grant active in 2019	2,499,999	2,385,000	8,505	4,576 54%	7,056	3,853 55%	1,449	723 50%
Papua New Guinea 10/5/2018– Grant active in 2019	1,544,668	1,544,668	33,626	14,495 43%	30,726	13,226 43%	2,900	1,269 44%
Peru 9/1/2017– 30/09/18	250,000	250,000	734	361 49%	734	361 49%	0	0 N/A
Somalia 1/7/2017– 31/05/18	4,933,261	4,933,261	37,774	26,564 45%	36,040	15,430 43%	1,976	891 45%
Syria 3/4/2017– Grant active in 2019	18,000,000	17,546,198	162,970	84,148 52%	85,512	45,257 53%	77,458	38,891 N/A
Uganda 10/25/2017– 31/12/19	14,365,402	10,768,193	36,012	17,828 46%	34,906	15,201 44%	2,043	1,023 50%
Ukraine 23/08/17– 22/08/18	1,504,134	1,504,134	73,405	39,196 52%	5,364	2,662 50%	68,041	36,534 54%
Yemen 1/7/2017– Grant active in 2019	15,000,000	9,994,099	1,327,877	599,884 45%	1,327,877	599,884 45%	0	0 N/A
Grand Total	150,173,593	93,911,555	2,741,813	1,283,434 47%	2,482,257	1,144,092 46%	259,556	129,690 50%

Country Start Date – Status (Date ended or grant active)	Pre-primary children reached	Teachers / administrators trained	Female teachers/ administrators trained / percentage	Children reached with learning materials	Teachers / administrators financially supported	Female teachers/administrators financially supported / percentage	Classrooms supported with materials	Classrooms built or rehabilitated	Latrines constructed or rehabilitated
Afghanistan 6/12/2017– Grant active in 2019	1,569	1,642	686 42%	48,263	553	225 41%	874	563	643
Bangladesh 6/11/2017– 11/12/2018	16,822	650	494 76%	27,418	-	- N/A	325	325	0
CAR 8/23/2017– 30/11/18	9,817	1,629	440 27%	109,627	881	231 26%	829	284	83
Chad 3/4/2017– Grant active in 2019	-	1,342	266 20%	185,890	658	91 14%	47	150	85
DRC 17/4/18– Grant active in 2019	1,115	834	246 29%	29,266	-	- N/A	8	81	121
Ethiopia 3/4/2017– Grant active in 2019	-	336	6 2%	-	308	- N/A	193	0	0
Gaza 1/1/2018– 31/12/18	-	613	356 58%	-	-	- N/A	3238	0	0
Indonesia 8/10/2018– Grant active in 2019	1,857	770	504 65%	26,768	-	- N/A	178	0	0
Lebanon 29/08/18– Grant active in 2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Madagascar 25/08/17– 7/9/2018	6,720	-	- N/A	26,500	-	- N/A	110	0	0
Nepal 1/10/2017– 6/11/2018	21,349	5,736	1,938 34%	73,969	-	- N/A	2031	40	363
Nigeria 9/1/2018– Grant active in 2019	661	24	12 50%	5,492	-	- N/A	0	7	5
Papua New Guinea 10/5/2018– Grant active in 2019	5,800	442	297 67%	11,744	-	- N/A	62	62	151
Peru 9/1/2017– 30/09/18	-	19	12 63%	250	-	- N/A	17	17	17
Somalia 1/7/2017– 31/05/18	1,483	1,159	428 37%	32,837	623	149 24%	361	119	147
Syria 3/4/2017– Grant active in 2019	-	2,168	855 39%	97,074	2,357	919 39%	0	1014	0
Uganda 10/25/2017– 31/12/19	7,327	576	276 48%	10,247	323	86 27%	166	110	173
Ukraine 23/08/17– 22/08/18	1,564	2,107	2,011 95%	10,265	-	- N/A	2639	26	0
Yemen 1/7/2017– Grant active in 2019	-	-	- N/A	31,000	-	- N/A	0	0	0
Grand Total	78,425	20,047	8,827 44%	726,610	5,703	1,701 30%	11,078	2,798	1,788

ANNEX III: REPORTING AGAINST THE STRATEGIC RESULTS FRAMEWORK

No	INDICATORS	Actual 2017	Target 2018	Actual 2018	ECW Secretariat Comments
ECW GOAL: By 2021, ECW-supported interventions will be reaching 8 million crisis-affected girls, boys, and youth, including from marginalized groups, resulting in improving their learning outcomes and enhancing their socio-emotional wellbeing and employability.					
G1	Number of 3-18 years old children and youth reached with ECW assistance.	650274 [48% female]	1,300,000	2,741,813 in total [47% female]; 1,413,936 plus 1,327,877 in Yemen [with a less comprehensive package of services]	This is a headcount of all children reached with either formal or non-formal services.
COLLECTIVE EDUCATION OUTCOMES					
OUTCOME 1: Increased access to education for crisis-affected girls and boys					
E1.1	Out of school rate in countries in protracted crises targeted by ECW.	N/A	Primary: 21.6 Lower sec.: 33.9	N/A	ECW investment too small to have an impact on such indicator
E1.2	Percentage of ECW-supported programs with increased access to education for crisis affected children and youth (<i>once two data points become available</i>).	N/A	N/A	N/A	Two data points may become available starting 2019
E1.3	Percentage of ECW-supported programs planning to measure/measuring affected communities' access to education.	Planning to measure: 21% Having data: 14%	Planning to measure: 22% Having data: 12%	Planning to measure*: 100% Having data**: 67%	* Includes only countries with MYRPs launched/active in 2018 ** Includes countries with FERs, IIs and/or MYRPs active in 2018. Countries are listed as 'having data' if at least one grantee reported outcome-level data.
E1.4	Number of teachers/administrators recruited/financially supported.	3569 [42% female]	8,190	5703 [30% female]	
E1.5	Number of 3-18 years old children/youth benefiting from non-formal education opportunities.	145,994	364,000	259,556 [50% female]	
E1.6	Number of direct 3-18 years old beneficiaries of targeted action to address demand-side barriers to education (school feeding, cash transfer, etc.).	50,040	195,000	N/A	Generic, non-SMART indicator which can be interpreted in different ways and does not help assess ECW's grantees performance.

No	INDICATORS	Actual 2017	Target 2018	Actual 2018	ECW Secretariat Comments
OUTCOME 2: Strengthened equity and gender equality in education in crisis					
E2.1	Gender parity index for primary/ lower secondary completion rates in countries in protracted crises targeted by ECW.	N/A	Primary: 0.901 Lower sec.: 0.859	N/A	Given the size of investments so far, it is not realistic to assume that ECW had an impact on such indicator.
E2.2	Percentage of children and youth identified as having a disability and reached with ECW support, out of all children and youth reached.	0.89%	0.40%	0.52% (14,228 children in total)	
E2.3	Percentage and number of girls out of total children and youth reached by ECW.	47.51% in total	46.00%	49% in total, 52% in pre-primary, 48% in primary, and 50% in secondary	These percentages exclude Yemen (disaggregation for Yemen was N/A)
	Headcount of girls reached by ECW	0.309 million	0.598 million	1.283 million	
E2.4	Percentage of females among teachers/administrators trained	61%	46%	44%	The apparent decline is due to low ratio of female to male teachers in the body of teachers in certain countries.
OUTCOME 3: Increased continuity and sustainability of education for crisis affected girls and boys					
E3.1	Completion rates in countries in protracted crises targeted by ECW.	N/A	PCR: 64.4 LSCR: 41.4	N/A	Given the size of investments so far, it is not realistic to assume that ECW had an impact on such indicator.
E3.2	Percentage of ECW-supported programs with increasing survival, transition or completion of crisis-affected children and youth <i>(once two data points become available)</i> .	N/A	N/A	N/A	Two data points may become available starting 2019

No	INDICATORS	Actual 2017	Target 2018	Actual 2018	ECW Secretariat Comments
E3.3	Percentage of ECW-supported programs planning to measure/measuring survival, transition or completion for crisis-affected children and youth.	Planning to measure: 21 % Having data: 14%	Planning to measure: 22% Having data: 12%	Planning to measure*: 50% Having data**: 33%	* Includes only countries with MYRPs launched/ active in 2018 ** Includes countries with FERs, IIs and/or MYRPs active in 2018. Countries are listed as 'having data' if at least one grantee reported outcome-level data.
E3.4	Number of classrooms (including temporary classrooms) supported with infrastructures or classroom materials.	1,138 (built/rehab/ material)	5,980	11,078 (supported with materials)/ 2,798 (built or rehabilitated)	
E3.5	Number of 3-8 years old children reached with early childhood education (ECD).	29,892	117,000	78,425 (50% girls)	Slightly lower than target - specific investments on Early Childhood Education are foreseen for 2019
E3.6	Number of grantees that have developed accreditation frameworks for accelerated/ non-formal education programs for crisis-affected children and youth with ECW support.	2	2	2	

OUTCOME 4: Improved learning and skills outcomes for crisis-affected girls and boys

E4.1	Percentage of countries in protracted crises targeted by ECW with increasing learning outcomes	N/A	60% (50% girls, 50% boys)	N/A	Given the size of investments so far, it is not realistic to assume that ECW had an impact on such indicator.
E4.2	Percentage of ECW-supported programs with increasing learning/skills outcomes for crisis-affected children and youth (<i>once two data points become available</i>).	N/A	N/A	N/A	Two data points may become available starting 2019
E4.3	Percentage of ECW-supported multi-year programs planning to measure/measuring learning/skills outcomes of crisis-affected children and youth.	Planning to measure: 60% Having data: 0%	Planning to measure: 60% Having data: 10%	Planning to measure*: 100% Having data**: 17%	* Includes only countries with MYRPs launched/ active in 2018 ** Includes countries with FERs, IIs and/or MYRPs active in 2018. Countries are listed as 'having data' if at least one grantee reported outcome-level data.
E4.5	Number of children/youth reached with individual learning materials.	319,445	936,000	726,610 [48% female]	Reprogramming in Yemen has negatively affected this indicator
E4.6	Number of teachers/administrators trained.	4,708 [61% female]	13,000	20,047 [44% female]	

No	INDICATORS	Actual 2017	Target 2018	Actual 2018	ECW Secretariat Comments
OUTCOME 5: Safe and protective learning environment and education ensured for crisis affected girls and boys.					
E5.1	Share of ECW-supported schools and learning environments meeting safe learning standards (<i>once a standard indicator is approved</i>).	N/A	N/A	N/A	N/A
E5.2	Share of ECW-supported programs intending to measure/measuring protection outcomes.	Planning to measure: 43% Having data: 7%	Planning to measure: 35% Having data: 14%	Planning to measure*: 75% Having data**: 39%	* Includes countries with MYRPs launched/active in 2018 ** Includes countries with FER, II and/or MYRP grants active in 2018 from all ECW funding windows (FER, II, MYRP). Countries are listed as 'having data' if at least one grantee reported outcome-level data.
E5.3	Number of ECW-supported countries adopting/operationalizing a code of conduct with ECW support.	4	N/A	8	
E5.4	Number of gender-sensitive latrines built or rehabilitated.	300	1,820	1,788	
STRATEGIC RESULTS					
OUTPUT 1: Increased political support to education for crisis-affected girls and boys					
S1.1	Overall annual funding to education in emergencies as a % of global humanitarian funding.	2.0% (4.0% of sector specific funding)	2.5% (4.3% of sector specific funding)	2.53% (4.32% of sector specific funding)	
S1.2	Percentage of countries in protracted crises targeted by ECW with:				
	i) gender-responsive education systems;	i) 17.4%	i) 27.2%	i) 26.1%	
	ii) inclusive education for children and youth with disabilities and	ii) 12.5%	ii) 22.9%	ii) 26%	
	iii) policies regarding inclusion of refugees and internally displaced persons.	iii) N/A	iii) N/A	iii) N/A	
S1.3	Percentage of crisis-affected countries where humanitarian country-based pooled funds allocate at least 10% to education	12.50%	N/A	18%	
S1.4	Proportion of humanitarian appeals that include an education component.	84%	94%	83%	

No	INDICATORS	Actual 2017	Target 2018	Actual 2018	ECW Secretariat Comments
S1.5	Number of crisis and conflict affected countries where meetings took place between ECW leadership or HLSG members and senior officials within the country to generate momentum for ECW's goals (cumulative).	6	13	13	

OUTPUT 2: Increased education in emergencies funding for in-needs populations

S2.1	Total funding raised and leveraged by ECW at country and global level, disaggregated by budget type (humanitarian/other)	US\$ 172.2 (32.4% humanitarian, 41.6% development, 26.1%: sources that do not distinguish humanitarian and development funding)	US\$ 383 (share of humanitarian funding TBC)	US\$ 333.5 (41.7% humanitarian, 44.6 % development, 13.8%: sources that do not distinguish humanitarian and development funding)	
S2.2	Proportion of funding raised and leveraged as a result of: i) innovative financing and ii) non-traditional and private sources	i) 0% ii) 2%	N/A	i) 0% ii) 0%	

OUTPUT 3: Joint, locally owned planning and timely response, inclusive of humanitarian and development partners

S3.1	Proportion of ECW multi-year proposals developed through relevant humanitarian and development mechanisms and/or evidence of collaboration between humanitarian and development agencies.	100%	90%	100%	
S3.2	Percentage of first emergency response countries where funds were disbursed up to 8 weeks after the humanitarian appeal date	25% (1/2 if only programmes set in place after mid-2017 are considered)	65%	41%	Multiple factors contribute to this: need to conduct quality assurance by the secretariat, the time taken by in-country partners to address secretariat comments, additional clearance and comments by the Executive Committee for allocations above \$3 million or where UNICEF is the grantee as well as grant agreement preparation and due diligence work by the Funds Support Office in cases where disbursement is to non-UN partners.

No	INDICATORS	Actual 2017	Target 2018	Actual 2018	ECW Secretariat Comments
S3.3	Percentage of multi-year program countries where funds were disbursed up to 4 months after the country scoping mission.	0% (0/1)	65%	0% (0/2)	
S3.4	Number of joint multi-year programs developed with ECW support.	N/A	6	4	
S3.5	Proportion of new multi-year programs aligned to national and/or regional education plans.	N/A	85%	100%	

OUTPUT 4: Strengthened local and global capacity for analysis, programming, monitoring and evaluation

S4.1	Percentage of ECW funding allocated to local and national responders as directly as possible to improve outcomes for affected people and reduce transactional costs, in accordance with the Grand Bargain commitment	19%	21%	30%	
S4.2	Percentage of cluster countries where cluster lead agencies have full time dedicated cluster staff (Coordinator and Information Manager)	35%	N/A	31%	
S4.3	Percentage of ECW-supported multi-year programmes that monitor at least two collective education outcomes	N/A		100%	
S4.4	Absorptive capacity: portion of grant budgets that has been reported as spent on services delivered.	15.8% of total budget, 43.3% of planned expenditure at the date of the report for projects with at least 6 months of existence	65%	73.21% of planned expenditure at the date of the report for projects with at least 6 months of existence (FER: 92%, II: 57%)	

No	INDICATORS	Actual 2017	Target 2018	Actual 2018	ECW Secretariat Comments
OUTPUT 5: Evidence-based programs for equitable, continued, quality and protective education in emergencies in place					
S5.1	Percentage of multi-year programs addressing access, equity and gender equality, continuity, quality and protection	100%	100%	100%	
S5.2	Proportion of new multi-year programs developed with inputs from beneficiaries.	100%	100%	100%	
S5.3	Number of assurance and due diligence activities conducted per investment	N/A	N/A	Micro-assessment: 8 Spot-check: 25 Audit: 1	Assurance and due-diligence activities include micro-assessments, spot-checks, and audits.

ANNEX IV: TABLES

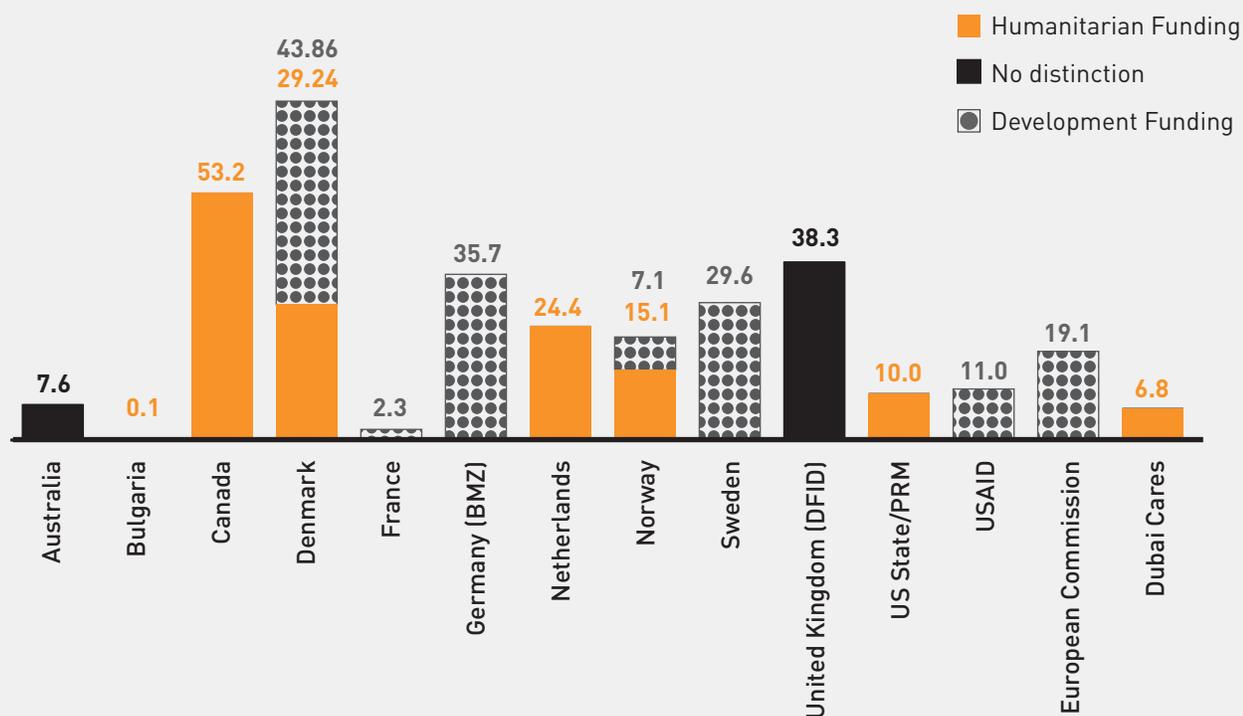
TABLE A4.1: ECW'S FUNDS COMMITTED AND DISBURSED FOR 2016-2018

Allocation of Funds & Disbursements Inception to 31 December 2018 in USD	Committed		Disbursed	
	2017	2018	2017	2018
Initial Investments				
Chad	10,000,000		3,546,647	5,758,168
Ethiopia	15,000,000		4,498,756	4,085,455
Syria	15,000,000		7,329,284	7,216,914
Yemen	15,000,000		9,994,099	0
Total Initial Investments	55,000,000	0	25,368,786	17,060,537
Acceleration Facility				
UNICEF: EMOPS	2,500,000		1,965,986	499,940
UNICEF: Global Education Cluster		100,045	0	100,045
Global Coalition to Protect Education from Attack (GCPEA)		100,002	0	75,000
Inter-agency Network for Education in Emergencies (INEE)		100,000	0	75,000
UNGEI: United Nations Girls Education Initiative			0	0
Total Acceleration Facility	2,500,000	300,047	1,965,986	749,985
First response				
Afghanistan	3,376,253		2,644,408	0
Bangladesh	3,000,000		3,000,000	0
Central African Republic	5,999,746		5,999,746	0
DRC		2,883,022	0	2,675,904
Indonesia		2,600,000	0	2,350,000
Lebanon		2,252,560	0	2,252,560
Madagascar	473,767		473,767	0
Malawi			0	0
Mozambique			0	0
Nepal	1,885,542		1,885,542	0
Nigeria		2,499,999	0	2,385,000
State of Palestine	2,067,518		2,067,518	0

	Committed		Disbursed	
	2017	2018	2017	2018
<i>—First response continued</i>				
Peru	250,000		250,000	0
Papua New Guinea (PNG)		1,544,668	0	1,544,668
Somalia	4,933,261		4,933,261	0
Syria		3,000,000	0	3,000,000
Uganda	3,365,402		3,140,402	225,000
Ukraine	1,504,134		1,504,134	0
Zimbabwe			0	0
Total First Response	26,855,623	14,780,249	25,898,778	14,433,132
Multi Year				
Afghanistan		11,507,352	0	0
Bangladesh		11,984,966	0	6,000,091
CAR			0	0
State of Palestine			0	0
Uganda		11,000,000	0	7,402,791
Total Multi Year	0	34,492,318	0	13,402,882
Total	84,355,623	49,572,614	53,233,550	45,646,536

FIGURE A4.2: DONOR CONTRIBUTIONS TO ECW BY END 2018 (USD)

Funding sources, by donor (in million US\$)



ANNEX V: DEFINITIONS AND GLOSSARY

This glossary is abstracted from the INEE Minimum Standards Handbook. As applicable, ECW applies these standardized definitions in its monitoring, evaluation and reporting. Definitions vary from one context to another depending on socio-cultural, institutional, economic and political factors.

Access: an opportunity to enrol in, attend and complete a formal or non-formal education programme. When access is unrestricted, it means that there are no practical, financial, physical, security-related, structural, institutional or socio-cultural obstacles to prevent learners from participating in and completing an education programme.

Assessment: 1) an investigation carried out before planning educational activities and intervening in an emergency to determine needs, gaps in the response and available resources; 2) a test of learners' progress and achievement. An 'assessment of learning outcomes' is a form of assessment determined by an education programme. A number of assessment tools can be found in the INEE Toolkit: www.ineesite.org/toolkit. Assessment tools should always be adapted to reflect information needed in a specific context or environment.

Child-friendly spaces and schools: safe spaces and schools where communities create nurturing environments for children to access free and structured play, recreation, leisure and learning activities. Child-friendly spaces may provide health, nutrition and psychosocial support and other activities that restore a sense of normality and continuity. They are designed and operated in a participatory manner. They may serve a specific age group of children or a variety of age ranges. Child-friendly spaces and schools are important in emergencies through to recovery.

Child protection: freedom from all forms of abuse, exploitation, neglect and violence, including bullying; sexual exploitation; violence from peers, teachers or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

Children: all people between 0 and 18 years of age. This category includes most adolescents (10–19 years). It overlaps with the category of youth (15–24 years)

Early childhood development: the processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. These processes are supported by social and financial policies and comprehensive programming that integrate health, nutrition, water, sanitation, hygiene, education and child protection services. All children and families benefit from high-quality programmes, but disadvantaged groups benefit the most.

Education authorities: governments with their associated ministries, departments, institutions and agencies who are responsible for ensuring the right to education. They exercise authority over education provision at national, district and local levels. In contexts where government authority is compromised, non-state actors, such as NGOs and UN agencies, can sometimes assume this responsibility.

Education Cluster: an inter-agency coordination mechanism for agencies and organisations with expertise and a mandate for humanitarian response within the education sector in situations of internal displacement. Established in 2007 through the IASC (see separate entry), the Education Cluster is led by UNICEF and Save the Children at the global level. At a country level, other agencies may lead and the national ministry of education is actively involved. UNHCR is the lead agency in refugee contexts. The Education Cluster is responsible for strengthening preparedness of technical capacity to respond to humanitarian emergencies. During humanitarian response, it should ensure predictable leadership and accountability in the education sector.

Education in emergencies: quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.

Formal education: learning opportunities provided in a system of schools, colleges, universities and other educational institutions. It usually involves fulltime education for children and young people, beginning at between five and seven years and continuing to 20 or 25 years old. It is normally developed by national ministries of education, but in emergency situations may be supported by other education stakeholders.

Gender: the roles, responsibilities and identities of women and men and how these are valued in society. They are specific to different cultures and change over time. Gender identities define how society expects women and men to think and act. These behaviours are learned in the family and in schools and through religious teaching and the media. Gender roles, responsibilities and identities can be changed because they are socially learned.

Gender balance: an approximately equal number of men and women and boys and girls. It can refer to participation and input into activities and decision-making to ensure that both male and female interests are considered and protected. It can refer to the number of men and women employed by education authorities and by international and national agencies. It is particularly important in the employment of teachers. A balance of men and women at all levels creates more possibilities for discussing and addressing the different impacts of policies and programming on men and women and boys and girls.

Gender-based violence: any harmful act based on gender differences. In many contexts, women are more vulnerable to gender-based violence because of their lower status in society. Men and boys may also be victims, especially of sexual violence. The nature and extent of gender-based violence vary across cultures, countries and regions. Examples include:

- sexual violence such as sexual exploitation and abuse, forced prostitution, and forced and child marriage;

- domestic and family violence including physical, emotional and psychological abuse;
- harmful cultural or traditional practices such as female genital mutilation, honour killings and widow inheritance, usually by male members of a dead husband's family.

Inclusive education: ensures the presence, participation and achievement of all individuals in learning opportunities. It involves ensuring that education policies, practices and facilities respond to the diversity of all individuals in the context. Exclusion from education can result from discrimination, lack of support to remove barriers or use of languages, content or teaching methods that do not benefit all learners. People with physical, sensory, mental and intellectual disabilities are often among the most excluded from education. Emergencies have an impact on exclusion. Some individuals who were previously able to access education may be excluded because of circumstantial, social, cultural, physical or infrastructural factors. Inclusive education means ensuring that these barriers to participation and learning are removed and that teaching methodologies and curricula are accessible and appropriate for students with disabilities. All individuals are welcomed and supported to make progress, and their individual requirements are addressed.

Instruction and learning processes: interactions between the learners and teachers. Instruction is planned according to the curricula, based on needs identified through assessment, and made possible through training of teachers. Learner-centred, participatory and inclusive instruction and learning processes involve the larger community in providing and supporting education.

Learners: People, including children, youth and adults, who participate in education programmes. This includes students in formal schools, trainees in technical and vocational education and training programmes and participants in non-formal education, such as literacy and numeracy classes, life skills courses in the community and peer-to-peer learning.

Learning outcomes: the knowledge, attitudes, skills and abilities that students have attained as a result of taking part in a course or education programme. Learning outcomes are usually described as what students 'should know and be able to do' as a result of instruction and learning processes.

Non-formal education: educational activities that do not correspond to the definition of formal education (see separate entry above). Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterised by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programmes, literacy and numeracy. Nonformal education may lead to late entry into formal education programmes. This is sometimes called 'second-chance education'.

Participatory learning: an approach to teaching and learning which focuses on the learner. It encourages learning by doing things, using small groups, concrete materials, open questioning and peer teaching. For example, learners use practical activities to understand mathematical concepts or work together to solve problems and ask and answer questions. Participatory learning is contrasted with teacher-focused methodologies, which are characterised by learners passively sitting at desks, answering closed questions and copying from a blackboard. Participatory learning may also be used with teachers and education authorities to support them to analyse their needs, identify solutions and develop and implement a plan of action. In these contexts, it may include community participation, coordination and analysis.

Psychosocial support: processes and actions that promote the holistic well-being of people in their social world. It includes support provided by family and friends. Examples of family and community support include efforts to reunite separated children and to organise education in an emergency setting.

Quality education: quality education is affordable, accessible, gender-sensitive and responds to diversity. It includes 1) a safe and inclusive learner friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; 4) adequate and relevant materials for teaching and learning; 5) participatory methods of instruction and learning processes that respect the dignity of the learner; 6) appropriate class sizes and teacher-student ratios; and 7) an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills.

Resilience: the capacity of a system, community or individual potentially exposed to hazards to adapt. This adaptation means resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Resilience depends on coping mechanisms and life skills such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance and resourcefulness. Resilience occurs when protective factors that support well-being are stronger than risk factors that cause harm.

Risk assessment: a methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat or harm to people, property, livelihoods and the environment on which they depend.

Youth and adolescents: youth are people between 15 and 24 years and adolescents are people between the ages of 10 and 19. Together they form the largest category of young people, those aged between 10 and 24 years. The end of adolescence and the beginning of adulthood vary. Within a country or culture, there can be different ages at which an individual is considered to be mature enough to be entrusted by society with certain tasks. In emergency situations, adolescents have needs that are different from those of younger children and adults. Youth refers to a period of progression towards independent responsibility.

ANNEX VI: **ACRONYMS**

CSO	civil society organization
ECD	early childhood development
ECW	Education Cannot Wait
EiE	Education in emergencies
EiEPC	Education in emergencies and protracted crises
EMIS	Education Management Information Systems
EU	European Union
GCPEA	Global Coalition to Protect Education From Attack
GEC	Global Education Cluster
GPE	Global Partnership for Education
IDP	internally displaced person
IFFEd	International Finance Facility for Education
INEE	Inter-agency Network for Education in Emergencies
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girl's Education Initiative
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WASH	Water, sanitation and hygiene

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.

Additional information is available at
www.educationcannotwait.org

Contact: info@educationcannotwait.org

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