



**EDUCATION
CANNOT
WAIT**

The global fund for education in emergencies



2020 ANNUAL RESULTS REPORT

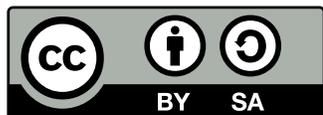
WINNING THE HUMAN RACE

ABOUT THIS PUBLICATION

This report was elaborated under the direction of the Education Cannot Wait (ECW) Secretariat, with contributions from the ECW Executive Committee, grant recipients, and constituents of the ECW High-Level Steering Group. The report covers the period from 1 January to 31 December 2020.

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Education Cannot Wait, July 2021



ABOUT EDUCATION CANNOT WAIT (ECW)

Education Cannot Wait (ECW) is the United Nations global fund for education in emergencies and protracted crises. We support quality education outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. We urgently appeal to public- and private-sector donors for US\$1 billion to reach even more crisis-affected girls and boys. ECW is administered under UNICEF's financial, human resources and administrative rules and regulations; operations are run by the Fund's own independent governance structure.

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**"I always wanted to be like all other children; to grab my bag and head to school, to read, write and learn."
—Kawthar**



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**"Now the only place I enjoy is school".
—Ramadan**



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Ramadan playing his favorite game at the Gebegebo primary school compound.

FOREWORD

“Now the only place I enjoy is school,” says eight-year-old Ramadan, whose family was uprooted by inter-communal violence in Ethiopia. Ramadan lived a happy life in his village where his parents farmed crops and raised cattle and goats until three years ago, when they had to flee to safer grounds, losing everything they owned. While they struggle to make ends meet, Ramadan’s parents are able to send him and his siblings to school thanks to support provided through ECW’s multi-year investment. Ramadan, who suffers from a congenital foot deformity, now dreams of becoming a teacher.

In war-torn Syria, 13-year-old Kawthar first saw the inside of a classroom in 2019. Her family was displaced five times in recent years, as they continued to seek safety from one place to the next. Before going to school, Kawthar rarely left her house, as she suffers from stunting, a condition affecting her growth and ability to walk long distances. She spent her days helping with housework and wondering if she would ever have a future. Thanks to ECW support, she has been attending a self-learning centre for the past three years where she just completed Grade 3. “I always wanted to be like all other children; to grab my bag and head to school, to read, write and learn,” says Kawthar, who dreams of becoming a fashion designer.

A world apart, Kawthar and Ramadan are united through the transformative force of education to empower them to pursue their dreams. This hope gives them the strength to cope with the hardship and adversity of their lives.

With COVID-19 upending entire societies and socio-economic systems, 2020 is remembered as a uniquely challenging year in modern history. While close to 90 per cent of learners worldwide saw their education disrupted – with nearly one year lost in schooling for one billion children – those who were already marginalized and left furthest behind in crisis contexts are paying a heavier price.

For the first time in decades, we are witnessing significant setbacks in hard-won development gains. For the millions of marginalized children and adolescents already caught in armed conflicts, forced displacement, climate-induced disasters and protracted crises, COVID-19 hit as a ‘crisis within a crisis’. An entire generation faces irreversible loss. Among them, an estimated 20 million displaced girls, particularly adolescent girls, are at risk of permanently dropping out of school, not only losing the opportunity to learn, but also the protection that education offers against gender-based violence, child marriage, early pregnancies, exploitation and human trafficking.

For Education Cannot Wait – the global fund dedicated to education in emergencies and protracted crises – COVID-19 is both a threat and an opportunity. This report captures ECW’s significant results against all odds for those left furthest behind in these challenging times. Working together with our partners, the scope of our collective achievements is unequivocal: less than 5 years into existence, ECW has demonstrated its proof of concept through concrete and sustainable results.

Unleashed at record speed, ECW’s COVID-19 emergency grants reached over 29 million children and adolescents – including 51% girls – in 32 crisis-affected countries and contexts! The Fund’s flexibility also allowed implementing partners to re-programme multi-year interventions to meet evolving

urgent needs in the pandemic. For Kawthar, Ramadan, and the millions of other girls and boys reached, this not only meant they were able to continue their education, either remotely or in person, it also meant safety and protection against COVID-19 and the multiple other risks they face. Despite the challenges of the pandemic, ECW rolled out Multi-Year Resilience Programmes in eight additional countries for a total of 18 countries so far, supporting inclusive, equitable, quality education amidst crises for over 4.6 million children and adolescents. ECW's approach kickstarts a better way to design emergency approaches for sustainability and equity.

In 2020, ECW also fulfilled its commitment to focus on those left furthest behind, with girls accounting for 48% of all children and adolescents reached during the year, and forcibly displaced girls and boys accounting for 54%. The Fund also increased the number of adolescents it reached with secondary education by 50% and more than doubled the number of children it reached with pre-primary education.

Despite this noteworthy progress, much more remains to be done to deliver on our collective promise to meet Sustainable Development Goal 4 for universal education by 2030. Without immediate bold action to put those left furthest behind at the forefront of COVID-19 recovery efforts, cycles of violence, hunger, inequality and extreme poverty will continue to perpetuate and efforts to curb climate change will be derailed.

More and better education funding is urgently needed. Public and private donors must step up their efforts, starting with mobilizing US\$1 billion for ECW to continue reaching those left furthest behind. SDG4 cannot be achieved without getting all children into school, including the 35 million children who are forcibly displaced.

To be the first generation in history in which each single child goes to school, we must redouble our collective efforts now. Together, we have one reason for acting: to ensure that instead of some children developing some of their potential in some of the world's countries, all children can develop all their potential in every country. Let the strength and courage of Ramadan and Kawthar inspire us to do so.

The Rt. Hon. Gordon Brown

*Chair of the ECW High-Level Steering Group
and UN Special Envoy for Global Education*



Gordon Brown

ACKNOWLEDGEMENTS

The year 2020 presented unforeseen and unprecedented global challenges due to COVID-19 that had a direct impact on children's education. The results outlined in this report were possible because of the dedication and resilience shown by ECW's broad group of stakeholders, including host-country governments, donors, UN agencies, global and local civil society organizations, philanthropic foundations and the private sector, among others. In particular, the flexibility shown, and agile support mechanisms that grew out of the emergency response to the pandemic, enabled targeted support where it was most needed.

Education Cannot Wait continues working through its strong and committed partnerships to achieve the shared vision of a world where all children and adolescents affected by crises can learn free of cost, in safety and without fear, to grow and reach their full potential as outlined in the Sustainable Development Goals. As we jointly build a movement to reach the millions of children and adolescents impacted by armed conflicts, forced displacement, climate change-related disasters, global pandemics and protracted crises, ECW extends its deep appreciation to its strategic donor partners for their generous and timely funding and to host governments, United Nations agencies, civil society organizations and local communities for our strong partnerships and joint collective efforts. Without this, none of the results delivered for crisis-affected girls and boys through ECW's global investments and partnerships would be possible.

The ECW Secretariat would particularly like to express its appreciation and thanks to ECW's governance structures – the High-Level Steering Group and the Executive Committee – for their political commitment, strategic support, generous funding and consistent

advocacy and campaigning. We thank all our members of these governance structures for their unwavering support and extend our gratitude to the Chair of the High-Level Steering Group, the Rt. Hon. Gordon Brown, United Nations Special Envoy for Global Education and to the Chair of ECW Executive Committee Alicia Herbert, OBE, Director, Education, Gender and Equality and Gender Envoy with the Foreign, Commonwealth and Development Office of the UK Government. We also extend our heartfelt thanks to UNICEF, our hosting agency, under the inspiring leadership of its Executive Director, Henrietta H. Fore, and all heads of UN agencies, CEOs of civil-society and private-sector organizations, the Education Commission, the International Finance Facility for Education and the Global Partnership for Education.

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

ECW acknowledges and thanks all its grantees, whose dedicated work on the ground – often in extremely challenging conditions – ensures that education support reaches the most vulnerable children and adolescents affected by crises.

The ECW Secretariat would also like to thank all the partners and individuals who contributed to its work during this reporting period, in particular those who provided technical support at the global and country levels.

ACKNOWLEDGEMENT

Finally, let us also acknowledge the brave and fearless girls and boys who are attending school, many for the first time, under some of the most challenging conditions of emergency and protracted crisis that we have seen. These children and adolescents are learning to read and write so that one day they can become doctors, teachers, nurses, architects, small business owners, artists, mechanics, coders, engineers, and anything else they wish to become! In learning, they continue to build a brighter future for their families, their communities, their countries and the world at large. On the front lines of education in emergencies and protracted crises, teachers, families and communities are coming together to leave no child behind. They shine their light guiding us.

REPORT CONTRIBUTORS

This report is based on information provided in the programme reports submitted by 29 grantees for a total of 142 active grants during 2020. The results described in the report reflect their hard work and dedication on the ground to support children and adolescents affected by crises in 34 countries.

The report was produced under the guidance of Yasmine Sherif, ECW's Director, and under the leadership of Christian Stoff, Head of ECW's Monitoring, Evaluation and Global Reporting Team. The core report team consisted of Aurélie Rigaud, Maurits Spoelder and Christian Stoff. Inputs to the chapter on Strategic Objective 1 and 2 were provided by Anouk Desgroseilliers and Veronique Mysticki. The analysis was supported by Amanda Abrom, Alexander Baugh, Meredith Bouvier, Margaret Kepley, Chhavi Kotwani and Adel Ramdani.

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The report benefited from valuable inputs and comments from ECW Secretariat colleagues Zeinab Adam, Maarten Barends, Rachel Besley, Niladri Bhattacharjee, Michael Corlin, Kelly Daniels, Eddie Dutton, Nasser Faqih, Manan Kotak, Graham Lang, Jihane Latrous, Michelle May, Yoshiyuki Oshima, Kent Page, Mario Spiezio and James Thomas Vargas. We are also grateful for valuable inputs and comments from a range of partners, including Nicolas Servas (Global Education Cluster) and Benoit d'Ansembourg (UNHCR).

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EDUCATION CANNOT WAIT

EXECUTIVE SUMMARY

In 2020, Education Cannot Wait and its partners acted to continue the Education of millions of children and adolescents affected by the Covid-19 pandemic, conflict and crisis.

The COVID-19 pandemic devastated education systems throughout the world in 2020, making the year exceptionally challenging for children and adolescents already left furthest behind due to armed conflict, climate-induced disaster or forced displacement. The pandemic acted as a risk-multiplier, as it not only created new challenges but also amplified existing risks for the most vulnerable groups, particularly girls and children and adolescents with disabilities. UNESCO estimated that globally, 1.5 billion students, from pre-primary to upper-secondary levels, experienced some sort of learning interruption as a result of school closures in early 2020.¹ This learning loss will only aggravate the pre-pandemic rate of learning poverty, affecting 53 per cent of children in low- and middle-income countries who by 10 years of age could not read or understand a simple text.²

Shortly after the World Health Organization declared a global pandemic, on 11 March 2020, Education Cannot Wait responded rapidly and decisively to the crisis, initiating a substantive package of grants targeting all countries with ongoing ECW investment. US\$23.0 million was mobilized from the First Emergency Response (FER) reserve within 21 days, and a further US\$22.4 million was approved in July 2020 – a total of US\$45.4 million. This funding was distributed across 85 grants in 32 countries and contexts to minimize the impact on education in crisis-affected areas and ensure children and adolescents were able to continue learning.

Funds from over 75 per cent of COVID-19 FERs were sent to partners within eight weeks, making this ECW's most rapid disbursement of funds to date. As a result, over 29 million crisis-affected children and adolescents (51 per cent girls) were reached and supported with distance-learning opportunities, COVID-19 awareness activities, and health and

hygiene products in 2020. In addition, over 300,000 teachers (55 per cent female) were trained on how to facilitate distance learning, adhere to and implement COVID-19 protocols, and promote health and hygiene standards.

These successes amid a global pandemic are testament to ECW's mandate and the resilience of the fund, its partners and the communities, children and adolescents they serve. The systems and support structures that have emerged after COVID-19 will remain a critical tool in enabling children and adolescents to continue their studies when schools are being attacked, damaged or made inaccessible due to conflict, crisis, disaster or future pandemics. Efforts by partners and grantees are guided by Sustainable Development Goal (SDG) 4, and align with ECW's focus on ensuring that the children and adolescents left furthest behind can access and enjoy their right to a quality and safe education.

1 United Nations Educational, Scientific and Cultural Organization, 'Education: From disruption to recovery', <<https://en.unesco.org/covid19/educationresponse>>, accessed 6 July 2021.

2 World Bank, 'COVID-19 could lead to permanent loss in learning and trillions of dollars in lost earnings', Press release, World Bank, Washington, D.C., 18 June 2020, <www.worldbank.org/en/news/press-release/2020/06/18/covid-19-could-lead-to-permanent-loss-in-learning-and-trillions-of-dollars-in-lost-earnings>, accessed 6 July 2021.

EXECUTIVE SUMMARY

Despite the pandemic, ECW maintained its focus on addressing the education needs of children and adolescents in protracted crises and, in line with its Strategic Plan 2018–2022, approved an additional eight new Multi-Year Resilience Programmes (MYRPs), bringing the total to 18 at the end of 2020. In addition, four existing MYRPs re-programmed their funds to respond quickly to COVID-19 challenges that the education sector faced.³

In 2020, ECW distributed US\$138 million to 29 grantees in 33 countries (US\$69 million via FERs [including COVID-19 FERs], US\$62 million via MYRPs and US\$6.5 million via the Acceleration Facility) in order to scale innovations and build institutional capacity for coordination within the education in emergencies and protracted crisis (EiEPC) sector.

Regular, non-COVID-19 grants active in 2020 reached more than **2.6 million children and adolescents (48 per cent girls)**, bringing the total number of children and adolescents reached since ECW's inception in 2016 to nearly **4.6 million (48 per cent girls)**. ECW mobilized US\$91.9 million in 2020 from both public and private sources, for a total of US\$684.5 million mobilized globally since 2016. In addition, ECW and its partners leveraged US\$1 billion in 10 MYRP countries.⁴

TABLE 1. Cumulative key results since ECW's inception, 2017–2020

INDICATORS	RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020
Number of children reached with ECW support	0.7 MILLION	1.4 MILLION	3.5 MILLION	4.6 MILLION
Resources mobilized for ECW trust fund and leveraged in MYRPs	US\$173.5 MILLION mobilized for ECW trust fund	US\$329.2 MILLION mobilized for ECW trust fund	US\$712.6 MILLION (US\$592.6 million for ECW trust fund + US\$120.0 million leveraged in six MYRPs)	US\$1,717.0 MILLION (US\$684.5 million mobilized for ECW trust fund + US\$1,032.5 million leveraged in 10 MYRPs)
Number of grants	42	70	139	167 (256 including grants for COVID-19 interventions)

³ Afghanistan, Chad, State of Palestine, and Uganda.

⁴ 'Leveraged funds' are defined as existing and new country programme funding in response to the needs of MYRP target populations, aligned with MYRP outcomes and coordinated with MYRP partners through the relevant coordination mechanisms.

ECW'S MANDATE IS ARTICULATED AROUND FIVE CORE FUNCTIONS:

1. Inspire political commitment so that education is viewed by both governments and funders as a top priority during crises.
2. Generate additional funding to help close the US\$8.5 billion funding gap needed to reach 75 million children and adolescents.
3. Plan and respond collaboratively, with a particular emphasis on supporting programmes that enable humanitarian and development actors to work together on shared objectives.
4. Strengthen capacity to respond to crises, nationally and globally, including the ability to coordinate emergency support.
5. Improve accountability by developing and sharing knowledge, including the knowledge of what works and what does not work, and by collecting more robust data to make better-informed investment decisions.

A summary of the results of these core functions is presented below.

ECW's mandate supports SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

1./2. INSPIRE POLITICAL SUPPORT AND FINANCING

Over the years, ECW has grown into an established global fund with a proven ability to deliver programmes in conflict and crisis contexts. ECW offers governments, multilateral institutions and the private sector an opportunity to finance comprehensive education programmes for children and adolescents, from the onset of crisis through recovery phases. As a programme model, it requires a crisis-sensitive, context-specific approach and the use of existing coordination structures designed to deliver assistance in countries and contexts affected by armed conflict, forced displacement and climate-induced disasters. All this work requires high-level political support and significant education financing.

Advocating for increased financing for education continues to be one of the most important components of ECW's mandate, aimed at accelerating progress towards SDG 4. The COVID-19 pandemic brought the importance of education to the fore, yet it also negatively affected both overseas development assistance (ODA) and humanitarian funding for education. Despite the worrying global trends, ECW was able to maintain its funding performance thanks to strengthened partner engagement and influence, including through its Executive Committee and High-Level Steering Group.

Strategic partnerships continue to be a critical component to advancing the SDG 4 agenda. ECW

has become a 'go-to' organization for innovation and creativity, supporting groundbreaking initiatives through its Acceleration Facility, exploring new partnerships and adapting areas of focus, such as digital connectivity and climate action. It has also expanded its private-sector engagement with new and scaled-up support from corporate and philanthropic partners, including the LEGO Foundation, Porticus and Verizon.

With no end to the pandemic in sight during 2020, the need for **increased political support** for EiEPC became ever more obvious. ECW firmly positioned itself as a global reference for EiEPC and established its expertise in delivering education programmes during crises. In the same vein, ECW and its partners repositioned EiEPC as a priority within the broader United Nations system. ECW gathered additional political support for EiEPC through its collaboration with other education actors, including the Education Commission, the Global Partnership for Education (GPE), the International Finance Facility for Education (IFFEd), UNESCO, UNHCR, UNICEF and the World Food Programme, along with a broad inclusion of international CSOs, including AVSI, the International Rescue Committee, the Jesuit Refugee Service, the Norwegian Refugee Council, Plan International, Save the Children and Theirworld, as well as local CSOs, and global initiatives such as the Global Campaign for Education and Save our Future.

3. IMPROVE JOINT PLANNING AND TIMELY RESPONSE

ECW developed eight new **Multi-Year Resilience Programmes (MYRPs)** in 2020,⁵ all of which included a more strategic focus and a 'whole-of-child' approach (see Strategic Objective 3, in Part I of the complete report). ECW also enhanced MYRP development processes by strengthening their alignment to existing national policies and strategies, placing greater emphasis on their use in mobilizing resources and ensuring that they are results-based and risk-informed. Some 75 per cent of MYRPs developed during the year were based on a good quality process, meaning that they scored above 4 on a 5-point scale.

ECW's **First Emergency Response (FER)** grants exist to respond rapidly to new and escalating humanitarian crises, and in 2020, ECW established a new FER grant mechanism to respond to the COVID-19 pandemic. In its continued commitment to rapid response, ECW reported its most timely deployment of funds yet in 2020, with 76 per cent of sudden-onset crisis FERs (including COVID-19 FERs) and 58 per cent of all FERs disbursed within eight weeks.⁶ Similarly, the timeliness of MYRPs increased to 71 per cent in 2020 due to the implementation of a lighter, more strategic approach to programme development and approval.⁷

⁵ Burkina Faso, Colombia, Democratic Republic of the Congo, Ecuador, Mali, Niger, Nigeria and Peru.

⁶ In 2019, 50 per cent of sudden-onset crisis FERs and 14 per cent of all FERs were disbursed within eight weeks.

⁷ No MYRPs were disbursed within eight weeks in 2019.

4. STRENGTHEN CAPACITY TO RESPOND

Strengthening EiEPC coordination mechanisms for efficiency, transparency and accountability is one of ECW's core strategic objectives. ECW continued its collaboration and support to **improve the response and coordination capacity** of the Global Education Cluster (GEC), the Inter-agency Network for Education in Emergencies (INEE) and UNHCR. In response to COVID-19, the GEC scaled up remote support to coordinate, develop and consult members of the education clusters through its help desk, distance support, rapid

response teams and online coordination trainings. ECW's financial absorption capacity increased to 95 per cent across its investment portfolio. Some 55 per cent of second- and third-generation MYRPs had cash-transfer components for households, caregivers or schools as a way of respecting the choices and dignity of affected populations. Twenty-three per cent of ECW funding was allocated to local and national implementers thus building in-country response capacity.

5. IMPROVE EVIDENCE AND ACCOUNTABILITY

In all its investment windows, ECW supports partners in the **use of good-quality evidence** to inform programmes throughout the programming cycle. At the programme development stage, ECW emphasizes the use of good-quality data and evidence to identify the children and adolescents most in need, pinpoint their specific needs and assess the crisis context. An external review and analysis of eight MYRP applications developed in 2020 showed that 63 per cent (against a target of 60 per cent) used good-quality data and evidence that were timely, cross-sectoral, disaggregated, conflict-sensitive and gender/equity-specific.

To generate good-quality evidence for planning, ECW worked closely with the GEC to provide support to ECW grantees in conducting needs assessments for the development of MYRPs in Colombia, Iraq and Somalia in 2020. The GEC also supported secondary data reviews in eight MYRP countries/contexts: Afghanistan, Burkina Faso, Democratic Republic of the Congo, Ethiopia, the State of Palestine, Sudan, Venezuela and Yemen. Rapid response teams supported country teams in the Sahel, the Regional Education Working Group for Latin America and the Caribbean, and the Iraq education cluster.

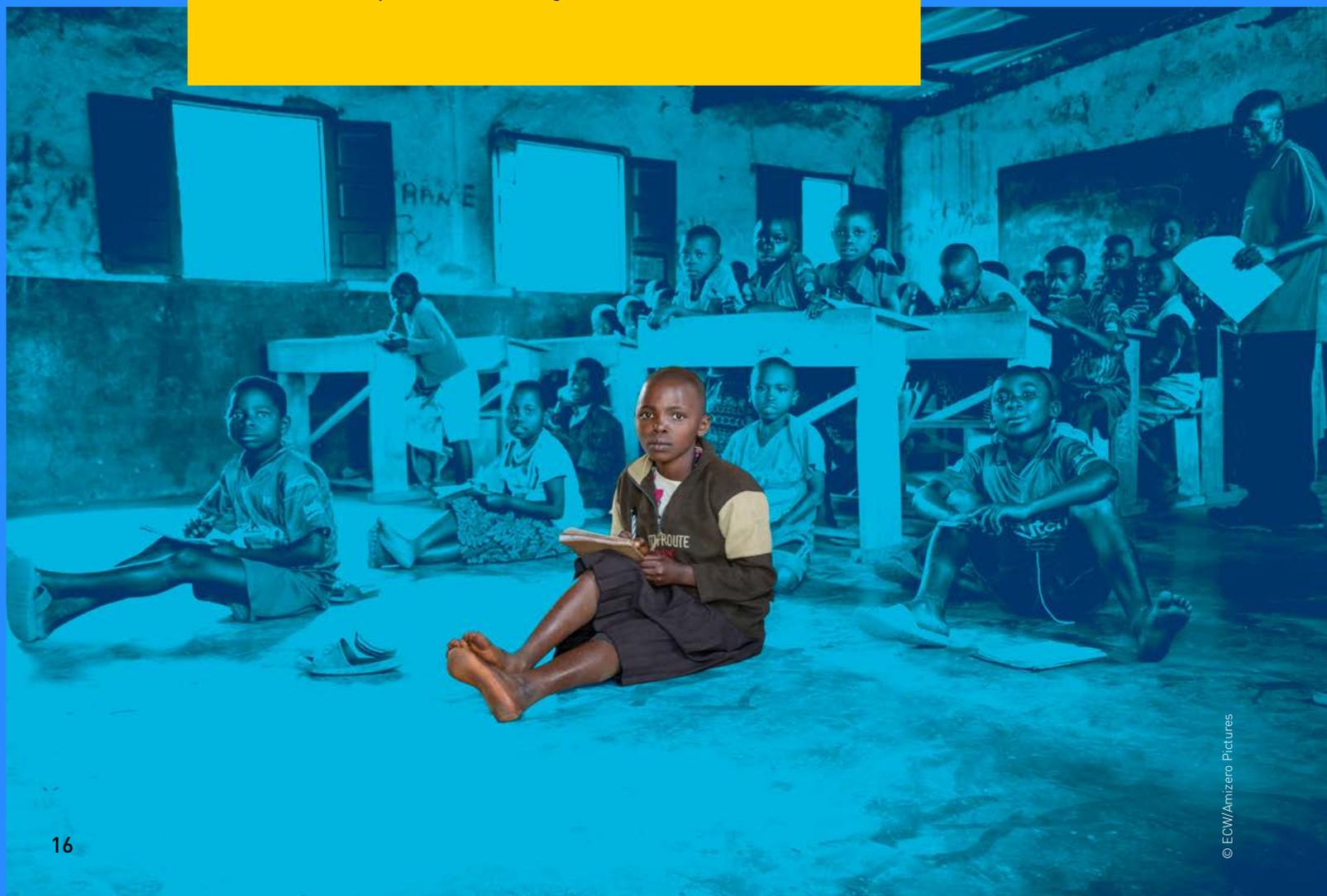
At the programme implementation phase, ECW supports the use of data and evidence to assess and evaluate **progress towards targets**, working with partners to strengthen the measurement and tracking of outcome-level results. ECW launched a multi-year initiative to measure holistic learning outcomes, with a particular emphasis on the integration and analysis of social and emotional learning. A pilot programme in five countries from 2020 to 2022 will develop, test and document fit-for-purpose solutions for measuring holistic learning outcomes of children in crisis-affected countries, which is a new requirement for all MYRPs.

An evaluation of the FER investment modality completed in 2020 found that the FERs were relevant to EiE needs, particularly when used in rapid-onset and escalating emergencies, and confirmed the FER model's proof of concept and the validity of its theory of change.

COLLECTIVE EDUCATION OUTCOMES

At beneficiary level, the work done by ECW and its many partners is grouped around five collective education outcome areas:

- Increased access
- Equity and gender equality
- Greater continuity
- Improved learning and skills
- Safe and protective learning



In 2020, widespread closure of schools due to the COVID-19 pandemic affected **access to education**. ECW partners responded by setting up home-based and distance-learning programmes, which allowed 10.2 million children and adolescents (48 per cent girls) the opportunity to continue their education despite school closures. Learning materials to promote learning at home, designed for either self-learning or to be used by caregivers and visiting teachers, were also provided. Distance-learning programmes adopted strategies to leverage technology for remote learning through radio, television and the Internet. In Bangladesh, for example, ECW supported a shift in programme focus to home-based, caregiver-led education, eventually supporting 61,307 learners. Parents and caregivers were provided with learning materials covering basic numeracy, literacy and life skills and supported by Rohingya volunteer teachers to engage children in education activities for at least two hours a day. Some adolescents were enrolled in online courses on the Coursera and EdX learning platforms.

Of the 98 grants that reported results on access to education in 2020, 96 per cent of programmes increased access to education for crisis-affected children and adolescents. To promote access, ECW-supported interventions sought to increase the number of learning spaces available to children by rehabilitating existing classrooms, building new temporary or permanent spaces, and equipping spaces with furniture, teaching and learning materials, and WASH facilities. In 2020, ECW funding allowed for the building and/or rehabilitation of 1,743 classrooms. ECW recognizes the vital role of teachers in the education system and in 2020 recruited and financially supported 12,182 teachers (39 per cent female). Targeted mobilization and sensitization campaigns to increase school enrolment were conducted.

Global commitments to education continue to underscore the importance of enabling inclusive,

equitable and equal education for all boys, girls and adolescents, irrespective of the barriers they face in accessing education.

Gender equality and girls' education in emergencies and protracted crises are at the forefront of ECW's mandate. To fulfil its commitments on gender, ECW set an ambitious 2020 target of reaching 60 per cent of girls in all its investments.⁸ For all active grants in 2020, ECW reached 1.27 million girls (48 per cent of children/adolescents reached), which is roughly the same number and percentage as in 2019. Since ECW's inception, a cumulative total of 2.2 million girls have been reached through its regular programming. ECW's US\$45.4 million COVID-19 FER investment and MYRPs re-programmed in response to the pandemic reached 14.8 million girls (51 per cent of children/adolescents reached) with distance-learning interventions and health and hygiene messaging and products.

In 2020, 13 grantees (18 per cent) reported strong evidence (with two measurements) of having improved access to education for girls in six countries. Partial evidence (with one measurement) was reported for a further 55 grantees (76 per cent) operating in 20 countries. Three MYRP grants, across Afghanistan, Bangladesh and Uganda, reported fewer girls accessing education compared to 2019, largely due to the COVID-19 crisis that forced schools to close, creating re-enrolment challenges.

In terms of learning, several programmes reported data indicating positive achievement for girls compared to boys. In Somalia and Uganda, girls generally performed as well as boys or outperformed them. In Somalia, 1.5 per cent fewer girls than boys achieved the top grades in reading; girls were 6.5 per cent less likely than boys to achieve the lowest grades in reading and 10.3 per cent less likely to achieve the lowest grades in numeracy, indicating that on average, girls in school or other safe education spaces are learning more than boys.

⁸ The target is in consideration of any pre-existing gender gaps that shape the demographics of learners and teacher/education personnel in several crisis-affected countries and regions. Exceptionally in some contexts, there may be no rationale to target 60 per cent girls in consideration of baseline information concerning school-age children in the areas of intervention.

In 2020, ECW stepped up efforts to systematically enhance inclusive education through its investments. Since its inception, ECW has reached 51,501 children with disabilities (46 per cent girls), which represents just over 1.1 per cent of ECW's total reach. The figure is below the 10 per cent ambition, but it is a considerable improvement over the 0.2 per cent of ECW's total reach at the end of 2019.

Continuity of education in conflict and crisis settings is a significant issue. Having children and adolescents start school, stay in school and transition from one level to another requires stability and continued support with predictable funding, such as that provided through ECW's MYRPs. In 2020, ECW diversified the age groups and education levels it supported. Of all children and adolescents reached with ECW support since inception, the share of children reached with secondary education increased from 9 per cent by the end of 2019 to 13 per cent (329,397; 48 per cent girls) by the end of 2020. ECW reached 275,049 children (51 per cent girls) with early childhood education (ECE) or pre-primary education interventions by the end of 2020 – more than doubling the 108,330 children (52 per cent girls) reached at the end of 2019. ECW increased its investment in ECE from 8.7 per cent of total cumulative investment by the end of 2019 (US\$19.6 million) to 11.5 per cent by the end of 2020 (US\$59.5 million).

At the same time, children in school received remedial education and catch-up programmes to prevent them from dropping out. These efforts were supplemented by awareness campaigns that highlighted the importance of completing schooling and informed families about school feeding programmes, an added incentive to send their children to school. In 2020, 163,938 children and adolescents (46 per cent girls) were supported through school feeding programmes in 19 ECW-supported interventions.

ECW supported 10,243,871 of the hardest-to-reach children and adolescents (48 per cent girls) to continue their education through distance learning as a response to the COVID-19 pandemic all over the

world. To facilitate this, teachers (55 per cent female) were trained in the use of distance-learning applications and developed their capacity to guide learners using such applications through radio, television, social media communications and messaging platforms, including WhatsApp. In addition, 292,171 teachers and other education personnel (55 per cent female) were trained to observe COVID-19 protocols when making home visits and when learners returned to school after closures.

ECW implemented a host of non-formal education interventions to ensure that out-of-school children could continue to access education. Accelerated education programmes (AEPs) provide learners with an equivalent level of educational achievement, taught using a compressed curriculum and methods that match children's level of knowledge, skills and competencies. AEPs are often certified. They are conducted within a shorter time span than formal education, and give over-age, out-of-school children a chance to catch up with their peers and reintegrate into the formal education system, at a suitable level for their age, or be transferred to the next level, usually the secondary-school level. In Somalia, for example, a significant number of IDP children who enrolled in school were over-age and/or had never attended school; they were offered the Alternative Basic Education (ABE) accelerated curriculum in order to catch up and adjust to formal schooling. For active grants in 2020, an average of 60 per cent of children transitioned or reintegrated to formal education after having attended AEPs, remedial classes or catch-up programmes. Most of these programmes were non-formal, and their average completion rate was 86 per cent.

Within education systems, qualified and competent teachers with adequate **capacity** are central to providing sustained **quality education** in EiEPC settings. ECW has trained 68,933 teachers (48 per cent female) since its inception and 42,381 (48 per cent female) in 2020. The share of teachers trained on EiEPC-specific topics such as mental health and psycho-social support, gender and inclusion has

increased by 2 to 4 percentage points; it shows that these topics are increasingly integrated into the investment portfolio. The global COVID-19 pandemic challenged teachers in terms of their capacity and ability to adapt to localized crises. In 2020, teachers often had to diversify their teaching methods and were required to develop new distance-learning techniques to reach children and adolescents amid school closures while maintaining educational requirements. In total, 310,568 (55 per cent female) were trained on COVID-19-related topics such as health and hygiene protection, and on COVID-19 protocols, providing social and emotional support, and facilitating distance-learning models via radio, messaging or online group chats.

Teachers' ability to provide quality education often depends on the quality of teaching resources available to them. In 2020 ECW provided 1,463,577 materials to children and adolescents (45 per cent girls), bringing the total number of materials provided since 2017 to 2,486,670 (47 per cent received by girls). In addition, 9,218 classrooms in 2020, and 24,060 to date, were supported with materials to upgrade classroom resources.

During a crisis, frequently changing situations and population movements make it challenging to measure the effectiveness of interventions on **learning outcomes**, and in 2020 the COVID-19 pandemic compounded these challenges due to school closures, the cancellation of exams and safety concerns. Yet, 22 out of 119 grants were able to obtain baseline learning outcome measurements,⁹ indicating both promising changes as well as large gaps in current levels of learning. In Somalia, early-grade reading and mathematics competencies were assessed as part of the MYRP baseline. Results showed that 62 per cent of students (58 per cent girls) could not read and 38 per cent could not do basic math calculations. An innovative pilot to measure the effectiveness of reading clubs on literacy in Uganda also showed low reading abilities; only 5.8 per cent of students (5.4 per cent of girls and 6.3 per cent of boys) could correctly read one or more words a minute in

the passage that was provided. Intervention schools scored substantially higher than or equal to control schools across a range of core reading skills such as phonemic awareness, alphabet knowledge, fluency, vocabulary and comprehension.

In relation to social emotional learning, the MYRP in the State of Palestine provided psycho-social support and remedial education for children who were formerly detained and children under house arrest (mainly boys). To date, 97 per cent of children who received remedial education reported satisfaction on the alternative education received. Of the total children targeted for psycho-social support by the grantee Save the Children, 82–84 per cent reported improvement in their ability to express their feelings, deal with anger, and handle their stress caused by the emergency, in comparison to 43–46 per cent prior to the intervention.

Physically and psychologically safe learning environments are a key component in ECW investments. A lack of safety and protection can lead students to drop out of school; it can increase their exposure to violence, exploitation and abuse, and reduce their ability to focus on learning. Conversely, schools can help students recover from stress and adversity and protect them from outside dangers such as conflict, natural hazards and violence. ECW promotes a 'whole-of-student' approach to protection and education that includes health, WASH, disaster risk reduction (DRR), and mental health and psychosocial support (MHPSS).

ECW's gender strategy has a goal of addressing gender inequality in EIEPC, and the empowerment of girls, particularly adolescent girls, lies at its heart. Girls' empowerment can be achieved only through gender-responsive MHPSS and the mitigation of gender-based violence (GBV) risks in and around learning spaces. In 2020, 63 per cent of ECW-supported programmes reported increased levels of safety and protection. Among MYRP grantees that implemented safety and protection interventions towards this outcome, 89 per cent provided partial evidence of an improvement and 11 per cent reported

⁹ Learning outcome measurements are not expected or required for many grants out of the 119, including the 60 grants that reported as a response to the COVID-19 pandemic. A learning outcome measurement is required for MYRP grants, and 12 out of 20 MYRP grants (60 per cent) have partial or solid learning outcome measurement data.

solid evidence, which requires a comparison between two data points. Among FER grantees that implemented such interventions, 56 per cent reported either partial or solid evidence of an improvement.

ECW supported a range of actions to protect children and keep them safe, including interventions to deter violence and exploitation, combat the recruitment of children to armed groups, and increase school security. To improve children's physical safety within and around schools, ECW supported safe transport to and from school communities and the monitoring of areas around schools to identify safety and protection concerns. These efforts are in consideration particularly of girls, whose risk of dropping out of school may increase if their safety at or on the way to school is not assured. To protect girls and boys from abduction, kidnapping, human trafficking, child labour and child recruitment, MYRP grantees in Afghanistan and Syria provided 3,049 students (788 in Afghanistan and 2,261 in Syria; 46 per cent girls) with safe transport to educational facilities. Grantees in Syria supplemented safe transport with public campaigns to promote education for all children, including children with disabilities.

ECW supported school leadership and government officials with the design of safety needs assessments and the development of school safety plans involving community stakeholders. ECW partners supported schools in establishing early warning systems and engaging school communities on the importance of self-protection and safety drills in the event of disasters. ECW partners trained teachers to incorporate DRR in education curricula and lessons. In 2020, 17,469 teachers (61 per cent female) across 20 programmes were trained on DRR, emergency preparedness and/or risk management.

To keep children safe within learning environments, ECW partners supported interventions to deter student bullying and corporal punishment in schools, by promoting positive disciplining and conflict-resolution skills among teachers and administrators. Beyond such trainings, ECW grantees helped establish school codes of conduct to safeguard children.

Through 18 programmes in 2020, some 2,600 learning spaces and schools were able to enforce codes of conduct and train teachers and community members in their application. Some 2,404 principals and teachers were trained on such codes of conduct and their implementation.

Conflict and displacement expose communities to significant stress and adversity. Learners and teachers must acquire skills to cope with and navigate the stress and adversity they experience; without such skills, children won't be able to learn, and teachers won't be able to teach. ECW believes that MHPSS is part and parcel of quality education. A technical guidance note on MHPSS in EiEPC, published in 2020 for use in MYRP and FER programme development, includes a range of community-driven MHPSS interventions for use in various contexts. The guidance note is accompanied by an indicator library for MHPSS in EiEPC, intended for use by grantees in measuring and reporting on knowledge acquisition and behaviour change in response to ECW-supported MHPSS interventions.

Protecting children at school encompasses not only their physical and psychological safety, but also their physiological well-being. This includes making sure that crisis-affected girls and boys are ready to learn and can focus on their studies by providing them with access to nutritious meals and safe and clean water, sanitation and hygiene (WASH) facilities. Students, especially girls, without access to safe and clean WASH facilities may not attend school regularly or may drop out; they may prefer to use WASH facilities in their homes, in privacy and dignity, which can expose them to dangers on the way to and from school. To counter this situation, some 52 per cent of ECW-supported grants have implemented actions related to WASH issues, and out of these, 73 per cent have reported increased access to drinking water, basic sanitation facilities separate for girls and boys, and basic hand-washing facilities. Similarly, school feeding programmes supported by ECW encourage students to come to school and stay in school by providing access to nutritious meals.

LOOKING FORWARD

ECW responded to the pandemic successfully and swiftly in 2020, rapidly disbursing over US\$45 million in two rounds of COVID-19 funding, and was also able to reach over 29.2 million girls and boys who were already suffering from the impact of forced displacement and natural disasters. In doing so, ECW proved that its FER grants are an essential investment modality in crisis contexts.

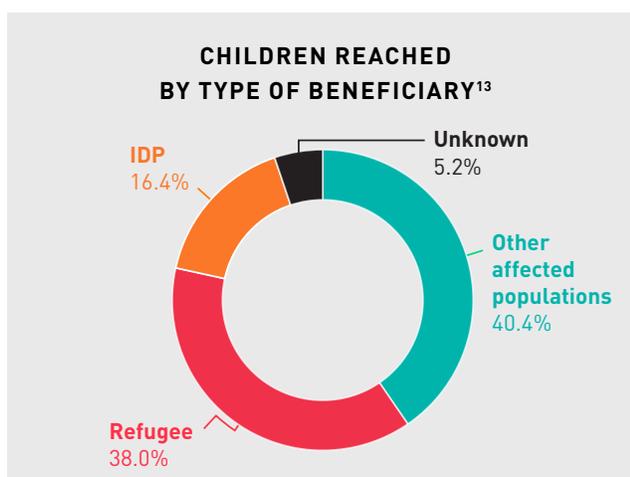
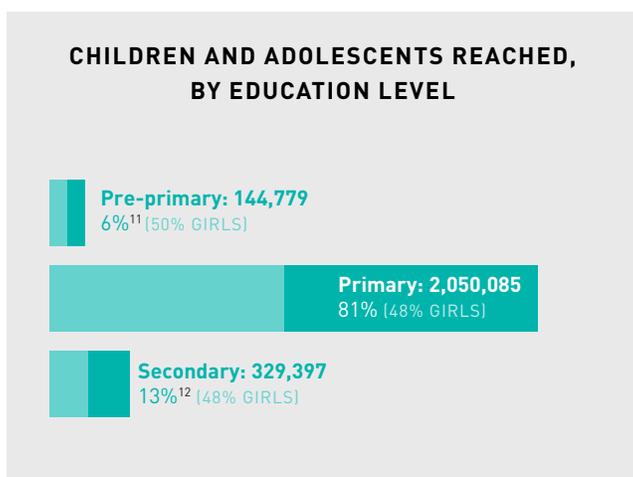
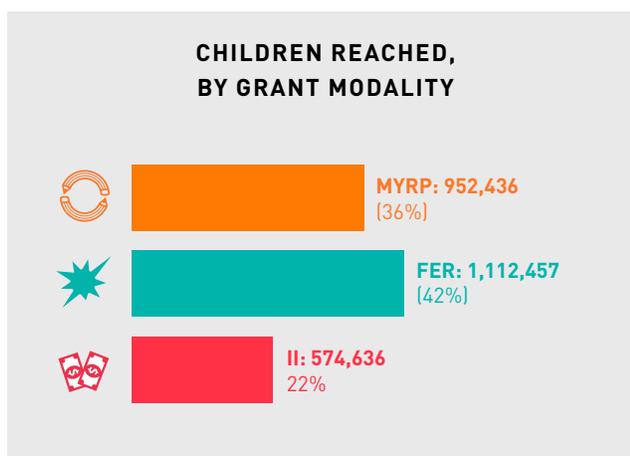
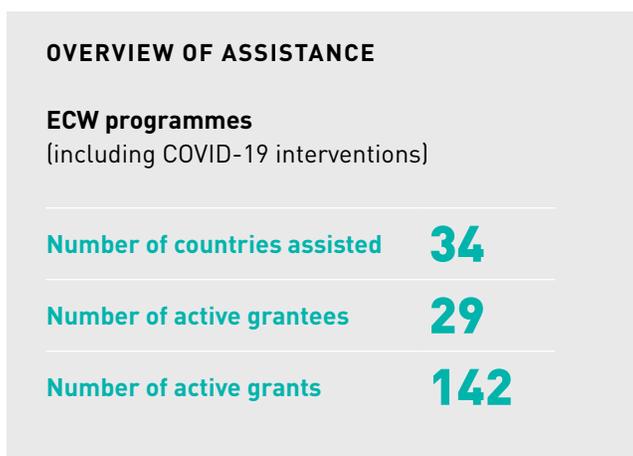
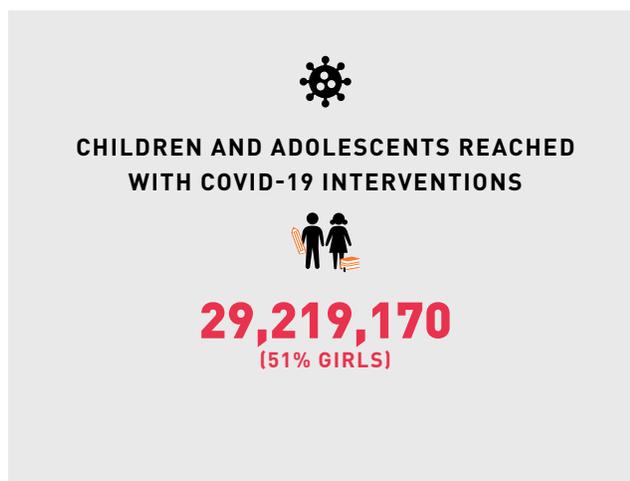
ECW's 2020 Annual Results Report demonstrates the fund's rapid growth and reach in terms of both the children and adolescents who have benefited from a quality education and the resources ECW has mobilized. It also demonstrates that the humanitarian-development nexus can work in practice, that collective outcomes can lead to learning outcomes, and that it is possible to position an inclusive quality education as a priority in the multilateral system. All these achievements are **collective** and a testament to what is possible when all partners work together.

The report also shows how the challenges of delivering education in emergencies and protracted crises have become more complex and how the need for significant, additional financial resources has become more urgent. COVID-19 was a public health disaster that cut off millions of children and adolescents from learning and safe spaces – and dashed their hopes for

a better future. The pandemic brought upon them new risks and triggered mental health and psycho-social issues that will require attention and support, as a condition for their learning.

ECW will continue to invest in the most vulnerable children affected by extreme crises and emergencies that disrupt their learning and impact their well-being. However, building back better in the post-COVID-19 era will require multi-year investments and looking beyond emergency and short-term funding. ECW is no longer a start-up fund, but a proven model with wide coverage across the most severely crisis-affected contexts and countries across the globe. In this spirit, ECW provides its case for investment and has extended its strategic plan period for one year through the end of 2022, to be able to mobilize the required resources and focus on actual in-country delivery.

RESULTS HIGHLIGHTS 2020:



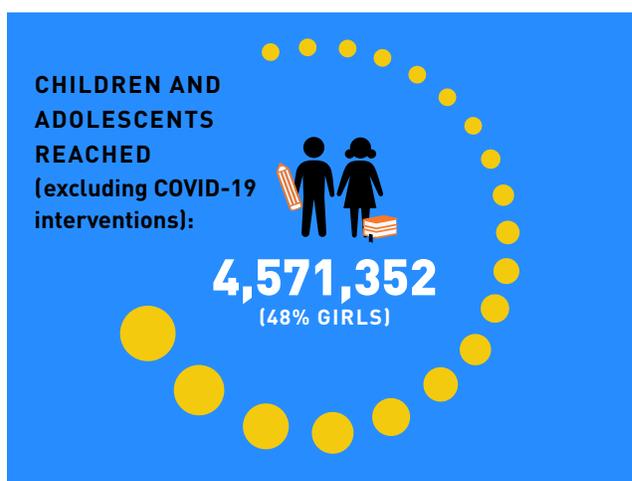
10 In ECW's corporate results framework, the target number of children and adolescents to be reached in 2020 is 6 million. A comparison between the reported (2.6 million) and target (6 million) numbers of children and adolescents reached should not be made. That is because the 6 million target represents children and adolescents reached through both ECW trust funds and leveraged and aligned funding, while the reported figures in this and previous annual results reports represent children and adolescents reached only through ECW trust funds. For additional details, see the text box titled 'Interpreting ECW figures on children reached'.

11 Against a 10% target at end of the strategic plan period.

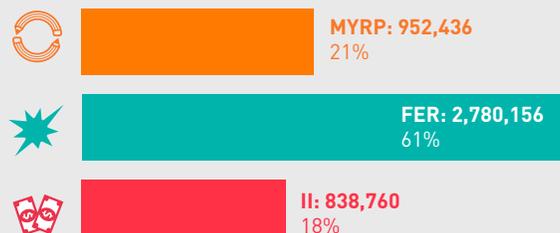
12 Against a 20% target at the end of the strategic plan period.

13 The disaggregated data is based on a total of 2,307,832 children reached. 331,697 children were not disaggregated by a beneficiary group at the grantee level and were excluded from this stage of the analysis

SINCE INCEPTION (2017–2020):



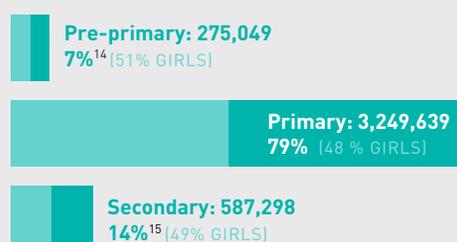
CHILDREN REACHED, BY GRANT MODALITY



OVERVIEW OF ASSISTANCE

	ECW programmes, excluding COVID-19 programmes	ECW programmes, COVID-19 programmes only
Number of countries assisted	33	32
Number of grantees	41	26
Number of grants	166	89

CHILDREN AND ADOLESCENTS REACHED, BY EDUCATION LEVEL



In 2020, ECW diversified the age groups and education levels it supported. Since the fund's inception, the share of children and adolescents reached with secondary education out of all those reached with ECW support increased from 9 per cent in 2019 to 13 per cent to 2020. Furthermore, by the end of 2020, ECW reached 275,049 children (51 per cent girls) with early childhood or pre-primary education interventions – more than doubling the 108,330 children (52 per cent girls) reached at the end of 2019. The share of primary school-age children supported was 85 per cent in 2019 and 79 per cent in 2020.

¹⁴ Against a 10% target at end of the strategic plan period.

¹⁵ Against a 20% target at the end of the strategic plan period.

SELECTED PROGRAMME HIGHLIGHTS IN 2020:

Teachers trained in 2020



42,381
(48% FEMALE)

(68,933 teachers trained since inception)

Children who received learning materials in 2020



1,580,703
(45% GIRLS)

Children supported with school feeding



206,798
(53% GIRLS)

Children with disabilities reached by ECW-supported programmes



51,501
(46% GIRLS)



Across ECW's programme portfolio, the percentage of children with disabilities reached grew from 0.2 per cent since inception to 1.3 per cent in 2020

(2.3 per cent reached through MYRPs; 1.2 per cent reached through FERs)



Access to education increased in 97 per cent of ECW-supported programmes



Measurement of learning outcomes expanded to 22 out of 119 grants,¹⁶ showing both improvements and gaps in the levels of school children's learning



Children's safety and protection improved in 55 ECW-supported programmes (out of 119)

COVID-19 SPECIFIC



4,504,711

children, parents, and education personnel were reached with messages related to COVID-19 and focusing on education.

ECW APPROVED US\$45.4 MILLION

to 32 countries to respond to the COVID-19 pandemic, disbursing FER funds at record speed.



310,600

teachers trained (55 per cent female) on COVID-19 related topics such as distance learning, COVID-19 protocols, and health and hygiene promotion.



10,243,871

(48% GIRLS) of the hardest-to-reach children and adolescents in the world continued their education through distance learning.

¹⁶ Learning outcome measurement is not expected or required for many of the 119 grants, including the 60 grants that reported as a response to the COVID-19 pandemic.

STRATEGIC OBJECTIVE RESULT HIGHLIGHTS:



STRATEGIC OBJECTIVES 1 AND 2: Inspire political support and financing

- ECW mobilized US\$91.9 million in 2020 from both public and private sources, bringing the total amount of resources mobilized globally since 2016 to US\$684.5 million.
- ECW disbursed US\$138 million in 2020, of which US\$45.4 million was disbursed in response to education needs amid the COVID-19 pandemic, totalling US\$372.2 million since the fund's inception.
- In 2020, 95 per cent of humanitarian appeals included an education component; however, EiEPC appeals remain significantly underfunded. Only 39 per cent of EiEPC appeals were funded in 2020, an indication that the funding gap of US\$1.4 billion is getting larger.



STRATEGIC OBJECTIVE 4: Strengthen capacity to respond

- ECW's financial absorption capacity increased to 95 per cent across its investment portfolio.
- Fifty-five per cent of second- and third-generation MYRPs had cash-transfer components for households, caregivers and schools, as a way of respecting the choices and dignity of affected populations.
- Twenty-three per cent of ECW funding was allocated to local and national responders, to build in-country response capacity.



STRATEGIC OBJECTIVE 5: Improve evidence and accountability

- Sixty-three per cent (against a target of 60 per cent) of 2020 MYRP applications used good-quality evidence and data that were timely, cross-sectoral, disaggregated, conflict-sensitive and gender/equity-specific.



STRATEGIC OBJECTIVE 3: Improve joint planning and timely response

- In line with 2020 targets, ECW developed eight new MYRPs in 2020, all of which encompass a more strategic focus and 'whole-of-child' approach.
- In 2020, ECW experienced its most timely deployment of funds yet, with 76 per cent of sudden-onset-crisis FERs (including COVID-19 FERs) and 58 per cent of all FERs disbursed within eight weeks. Timeliness of MYRP disbursement increased to 71 per cent in 2020.

INTERPRETING ECW FIGURES ON CHILDREN REACHED

In its Strategic Plan 2018–2022, ECW committed to an overarching goal of reaching 8.9 million children through its investments, reported both in total and disaggregated by investment window, sex, age and population group. Across all investment windows, ‘children reached’ is defined as the number of children and adolescents aged 3–18 years who are supported directly or intermediately by ECW assistance. Direct support entails that children and adolescents directly receive outputs from ECW-financed grants, such as school kits, cash transfers, school feeding, provision of textbooks. Intermediate support entails that children and adolescents benefit from downstream interventions, such as teacher training, school/classroom construction and rehabilitation, provision of classroom materials. In practice, intermediate support is estimated by using the ratio of current or expected students to inputs (e.g., the pupil-to-teacher or pupil-to-classroom ratio). For instance, the intermediate beneficiaries of 100 teachers receiving pre-service training is 100 times the pupil-to-teacher ratio. When classrooms are supported, the pupil-to-classroom ratio is used.

The number of children reached excludes two categories of beneficiaries: (1) long-term beneficiaries, i.e., those who may benefit from the intervention after the months/year(s) of intervention; and (2) indirect beneficiaries, i.e., those who more broadly use any system or environment improved by the interventions. Indirect beneficiaries may include children benefiting from changes in education policies, children in districts in which education inspectors are trained, children benefiting from improved coordination of humanitarian actions. To avoid double-counting, if a child benefits from several interventions by one or more ECW grantee(s) during or across years, the child is counted only once.

Despite the use of this common definition across ECW investment windows, there are important differences in the intervention packages reaching children and adolescents under the different investment windows. Children reached through MYRPs benefit from comprehensive intervention packages adapted to their specific needs. MYRPs usually last three years and cost US\$220 per child on average. Children reached through non-COVID-19-related FERs benefit from less comprehensive intervention packages that seek to restore education access for crisis-affected children and adolescents more generally. They usually last between 6

and 12 months and cost US\$25 per child on average. The COVID-19 pandemic required an additional distinction to be made when reporting figures of children reached and results achieved. In contrast to these more comprehensive programming approaches under initial investments (II), MYRPs and non-COVID-19-related FERs, children and adolescents reached through COVID-19 interventions received shorter and more targeted support primarily focused on the provision of distance education through radio and other channels and messaging related to COVID-19 protocols, such as: hygiene and social distancing; the use of protective products (masks, soap and anti-bacterial fluids); and the promotion of WASH facilities, such as hand-washing basins. COVID-19-related FERs were between six and nine months in duration and cost US\$1 per child on average; their goals were to enable children and adolescents to continue their education despite school closures and to provide them with health and hygiene protection. Because of these differences in the focus and depth of investment modalities, the numbers of children reached as well as programme-specific results on teachers trained and materials distributed are reported separately throughout this report and should not be totaled.

In relation to the targets set in ECW’s corporate results framework, comparisons between the reported (2.6 million for 2020) and target (6 million for 2020) numbers of children and adolescents reached should not be made. That is because the 6 million target represents children and adolescents reached through both ECW trust funds and aligned and leveraged funding, while the reported figures in this and previous annual results reports represent children and adolescents reached only through ECW trust funds.

In the original model, the ECW seed or trust funds were envisioned to constitute between 10 and 20 per cent of the total funding mobilized (ECW trust funds, and leveraged and aligned funding) in each crisis context. While the aspiration is to do so, it has not yet been possible to set up a common monitoring and indicator framework for ECW seed-funded and other aligned and leveraged programmes in the supported countries. Moreover, the original target number of children reached was based on a hypothetical global average cost per child of US\$113 rather than the actual costs per child in the different countries, which averaged US\$220 per child in MYRPs and US\$25 in FERs. Despite these shortcomings, the targets of 6 million in 2020 and 8.9 million in 2021 and 2022 were maintained to serve as aspirational goals throughout the 2018–2021 Strategic Plan period.

MAP OF ECW INVESTMENTS ACTIVE IN 2020

-  MYRP investments*
-  FER investments
-  COVID-19 related
-  Initial Investment

*ECW may have also made FER investment



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

INTRODUCTION

A YEAR OF GLOBAL DISRUPTION AND OVERLAPPING CRISES

The COVID-19 pandemic devastated education systems throughout the world in 2020, making the year exceptionally challenging for children and adolescents already left furthest behind due to armed conflicts, forced displacement, and climate-induced disasters.

The pandemic acted as a risk-multiplier, as it not only created new challenges but also amplified existing risks for the most vulnerable groups, particularly girls, children and adolescents with disabilities, and those caught up in emergencies and protracted crises. Globally, UNESCO has estimated that 1.5 billion students – from pre-primary to upper-secondary – experienced some sort of learning interruption as a result of school closures in early 2020.¹⁷ World Bank studies suggest that school closures due to COVID-19 might lead to a decrease in the effective schooling of students from 7.9 years to 7.3 years when the number of school years completed is adjusted for quality as measured by learning outcomes.¹⁸ This learning loss will only aggravate the pre-pandemic rate of learning poverty, particularly affecting the 53 per cent of children in low- and middle-income countries who by the age of 10 cannot read or understand a simple text.¹⁹

COVID-19 has intensified the inequalities and challenges brought about by climate change-induced disasters, forced displacement, and armed conflict. As a result of these overlapping crises, a record 167 million people needed humanitarian assistance and protection in 2020, up from 131 million in 2019. This significant increase translated into 38 humanitarian appeals in addition to 20 country-specific appeals in the context of COVID-19, thus 58 appeals in 2020 up from 35 in 2019. This worrying trend seems to be persisting. The United Nations, in its Global Humanitarian Overview, projected that 237 million people would need humanitarian assistance and protection in 2021.²⁰

This introduction highlights four key trends in 2020 and shows how they negatively affected access to education for children and adolescents in crisis settings:

 climate change and natural disasters

 conflicts and violence

 displacement

 COVID-19

17 United Nations Educational, Scientific and Cultural Organization, 'Education: From disruption to recovery', <<https://en.unesco.org/covid19/educationresponse>>, accessed 6 July 2021.

18 World Bank, 'COVID-19 could lead to permanent loss in learning and trillions of dollars in lost earnings', Press release, World Bank, Washington, D.C., 18 June 2020, <www.worldbank.org/en/news/press-release/2020/06/18/covid-19-could-lead-to-permanent-loss-in-learning-and-trillions-of-dollars-in-lost-earnings>, accessed 6 July 2021.

19 World Bank, 'Learning Poverty', Brief, World Bank, Washington, D.C., 15 Oct. 2019, <www.worldbank.org/en/topic/education/brief/learning-poverty>, accessed 6 July 2021.

20 United Nations Office for the Coordination of Humanitarian Affairs, *Global Humanitarian Overview 2021*, OCHA, Geneva, 2021, p. 8, <www.unocha.org/global-humanitarian-overview-2021>, accessed 6 July 2021.

KEY TRENDS IN 2020



CLIMATE CHANGE AND NATURAL DISASTERS HAD CENTRAL ROLE

Climate change and extreme weather continued to pose major humanitarian challenges in 2020. Natural disasters, such as cyclones, typhoons, and floods,²¹ triggered the majority of new internal displacements worldwide, displacing 9.8 million people in the first half of 2020 alone. In sub-Saharan Africa more than 1.2 million people, including 600,000 children, were affected by floods between August and September 2020. In Bangladesh and India, Cyclone Amphan caused 3.3 million pre-emptive evacuations in May 2020.²²

In times of disaster, children usually account for almost half of those affected. Worldwide, more than a half-billion children live in areas with an extremely high flood rate, and 160 million live in high or extremely high drought severity zones.²³ These children usually lack access to adequate resources and assets that can help them to cope with such challenges. Notably, access to education is often severely curtailed.²⁴ Families affected by drought, heat waves, and crop failure are more likely to remove their children from school after a disaster because they cannot afford the associated fees.²⁵ Niger and Sudan experienced damage to 116 schools due to



In Khulna, Bangladesh, more than 1,200 schools were damaged by Cyclone Amphan.

floods in August and September 2020,²⁶ and displaced people in Niger had to seek refuge in schools and with host families. In Khulna, Bangladesh, more than 1,200 schools were damaged by Cyclone Amphan.

21 Disasters here refer to: "A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts." United Nations Office for Disaster Risk Recovery, 'Disaster', <<https://www.undrr.org/terminology/disaster>>, accessed 6 July 2021.

22 Internal Displacement Monitoring Centre, *Internal Displacement 2020: Mid-year update*, IDMC, Geneva, 2020, <<https://www.internal-displacement.org/sites/default/files/publications/documents/2020%20Mid-year%20update.pdf>>, accessed 6 July 2021.

23 International Federation of Red Cross and Red Crescent Societies, *World Disasters Report 2020. Come Heat or High Water: Tackling the humanitarian impacts of the climate crisis together*, IFRC, Geneva, 2020, <<https://media.ifrc.org/ifrc/world-disaster-report-2020>>, accessed 6 July 2021.

24 International Federation of Red Cross and Red Crescent Societies, *We Need to Do Better: Policy brief for enhancing laws and regulations to protect children in disasters*, IFRC, Geneva, 2020, <<https://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2020/06/We-Need-To-Do-Better-Final-En.pdf>>, accessed 6 July 2021.

25 Theirworld, '20 reasons why, in 2020, there are still 260 million children out of school', News and press release, Theirworld, London, 7 Feb. 2020, <<https://theirworld.org/news/20-reasons-why-260m-children-are-out-of-school-in-2020>>, accessed 6 July 2021.

26 Save the Children, 'Tens of thousands forced out of school by floods in sub-Saharan Africa', News note, Save the Children, Nairobi, 25 Sept. 2020, <<https://somalia.savethechildren.net/news/tens-thousands-forced-out-school-floods-sub-saharan-africa>>, accessed 6 July 2021.



CONFLICTS AND VIOLENCE DID NOT STOP IN 2020

There was no reprieve from violence in 2020; conflicts continued to severely impact the lives of people already living in fragile and precarious situations. Displacement related to conflict and violence increased sharply in several countries. In the first half of 2020 alone the number of such displacements was higher than for all of 2019.²⁷ Ten countries produced three-quarters of the world's refugees in 2020, and they contained half of all people worldwide identified as being in need of humanitarian assistance: Afghanistan, Burkina Faso, the Central African Republic, the Democratic Republic of the Congo, Nigeria, Somalia, South Sudan, Syria, Venezuela, and Yemen. In addition, a high percentage of people in these countries are displaced. Most refugees find themselves in long-term displacement situations, with the latest figures suggesting that the number of refugees in protracted situations remained steady at 15.7 million at the beginning of 2020. The Burundi refugee crisis in Rwanda and Uganda, now approaching its seventh year, was classified by UNHCR as protracted in 2019 – the latest refugee crisis to be classified as such.²⁸

It is concerning that schools continue to be targeted in violation of several international conventions. Indeed, between 2017 and 2019 there have been more than 11,000 reported attacks on schools, universities, students, and personnel, harming more than 22,000 students and educators in at least 93 countries.²⁹ The Global Coalition to Protect Education from Attack, supported by ECW, found that between 2017 and 2019 an average of one attack on schools, universities, students, and education personnel was reported each day in Yemen.³⁰ In the Sahel region the number of school closures due to violence in Burkina Faso, Mali, and Niger rose six-fold over the last four years.³¹

On 9 September 2020 the world observed the first International Day to Protect Education from Attack. The UN General Assembly established this day in May 2020 to raise awareness of the millions of school-aged children living in crisis-affected countries and their urgent need for educational support.³²

27 Displacements related to conflict and violence in Cameroon, Mozambique, Niger and Somalia in January–June 2020 were already higher than those for the whole of 2019. *Internal Displacement Monitoring Centre, Internal Displacement 2020: Mid-year update.*

28 UNHCR defines a protracted refugee situation as one in which 25,000 or more refugees from the same nationality have been in exile for at least five consecutive years in a given host country. United Nations High Commissioner for Refugees, *Global Trends: Forced Displacement in 2019*, UNHCR, Geneva, 2020, <www.unhcr.org/5ee200e37.pdf>, accessed 6 July 2021.

29 Global Coalition to Protect Education from Attack, *Education Under Attack 2020: A global study of attacks on schools, universities, their students and staff, 2017–2019*, GCPEA, New York, 2020, <https://protectingeducation.org/wp-content/uploads/eua_2020_full.pdf>, accessed 6 July 2021.

30 Ibid.

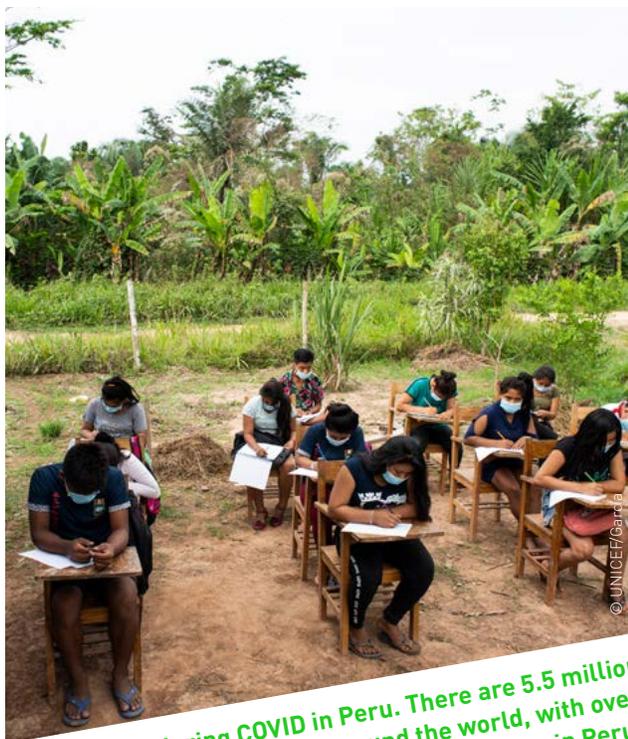
31 United Nations High Commissioner for Refugees, *Coming Together for Refugee Education*, UNHCR, Geneva 2020, <www.unhcr.org/publications/education/5f4f9a2b4/coming-together-refugee-education-education-report-2020.html>, accessed 6 July 2021.

32 United Nations, 'International Day to Protect Education from Attack', <<https://www.un.org/en/observances/protect-education-day>>, accessed 6 July 2021.



Some 40.5 million new internal displacements in 2020 – the highest number on record, even amid the COVID-19 pandemic – were reported by the Internal Displacement Monitoring Centre in its global report issued in May 2021.³³ Of that number, 9.8 million new displacements were due to conflict and violence, and 30.7 million were due to disasters. This brought the number of people living in internal displacement to a record 55 million worldwide as of 31 December 2020. More than 85 per cent (48 million) of people living in internal displacement have fled from conflict and violence, and around 7 million have been displaced by disasters.³⁴

Per UNHCR’s latest report, the number of people displaced across borders reached 29.9 million by mid-2020, including 5.7 million Palestinian refugees under the mandate of the UN Relief and Works Agency and 3.6 million Venezuelans displaced abroad – half of whom were under the age of 18.³⁵ Child refugees are less likely than other children to attend pre-primary, primary, secondary, and university education, and they face greater protection risks because they are out of school. Some 77 per cent of refugee children attend primary school compared with 91 per cent of children globally. The disparity is even greater in secondary education, where only 31 per cent of refugee children and adolescents attend secondary school compared with 84 per cent globally. An estimated 48 per cent of school-aged refugee children were out of school in 2020. The situation requires collective action, which should focus on making education available to and



Schooling during COVID in Peru. There are 5.5 million displaced Venezuelans around the world, with over one million living in Peru.

inclusive of all children, including refugees. It is estimated that the annual average cost of educating refugees would be less than 5 per cent of the public education expenditure of the countries hosting 85 per cent of the world’s refugee population.³⁶

33 Internal Displacement Monitoring Centre, Global Report on Internal Displacement (GRID) 2021: Internal displacement in a changing climate, IDMC, Geneva, 2021, <http://www.internal-displacement.org/sites/default/files/publications/documents/grid2021_idmc.pdf>, accessed 6 July 2021.

34 IDMC has noted that the figure of 7 million people living in internal displacement due to natural disasters is likely a significant underestimate, given incomplete data.

35 United Nations High Commissioner for Refugees, *Mid-Year Trends 2020*, UNHCR, Geneva, 2020, <www.unhcr.org/statistics/unhcrstats/5fc504d44/mid-year-trends-2020.html>, accessed 6 July 2021.

36 United Nations High Commissioner for Refugees and the World Bank, 'Education for all refugee children is within reach – finds World Bank-UNHCR report', Press release, UNHCR and World Bank, Geneva and Washington, D.C., 25 Feb. 2021, <<https://www.unhcr.org/news/press/2021/2/6037c9ad4/education-refugee-children-reach-finds-world-bank-unhcr-report.html>>, accessed 6 July 2021.



COVID-19 AND THE RISE OF OVERLAPPING CRISES

The issues of education and protection became increasingly intertwined in 2020. Schools that represented safe spaces for children had to close due to pandemic-related movement restrictions and lockdowns, thereby putting many children at risk. In particular, school closures put girls at significant risk of early or forced marriage, sexual exploitation, domestic violence and abuse, early and unintended pregnancy, as well as female genital mutilation/cutting.³⁷ At the same time, total or partial lockdowns and curfews exacerbated the risks related to gender-based violence, and greatly limited the ability of survivors to access life-saving support.³⁸ Even before the pandemic, one in three women experienced physical or sexual violence. Since the outbreak of COVID-19, the latest data show that all types of violence against women and girls have intensified, especially as most of them are forced to stay at home.³⁹

The significant progress made since the adoption of the Beijing Declaration and Platform for Action – which includes equal access to education and the eradication of female illiteracy among its strategic objectives – is now threatened by the COVID-19 pandemic. Following disruptions in education in 2020,

the latest figures suggest that 11 million girls may not return to school. In low-income and lower-middle-income countries in particular, girls aged 12 to 17 years are at greater risk now of dropping out of school than they were before the pandemic.⁴⁰

COVID-19 has also amplified the digital divide between countries. While more developed countries were able to quickly transition to distance learning, the poorest countries did not have the structures and systems in place. It is reported that 463 million students and 31 per cent of all schoolchildren worldwide could not be reached through remote learning programmes and were therefore cut off from education.⁴¹ This gap was even wider in rural areas, which represent 70 per cent of those who could not be reached by remote learning. Pandemic-related school closures are likely to increase learning poverty by 10 percentage points, to as much as 63 per cent,⁴² thus erasing previous efforts by the international community to improve educational quality. The need to make school systems more resilient is therefore more relevant than ever before. COVID-19 might offer an opportunity to rebuild education systems to make them more equitable and inclusive, with a marked emphasis on the use of relevant technologies.

- 37 Malala Fund, *Girls' Education and COVID-19: What past shocks can teach us about mitigating the impacts of pandemic*, <https://downloads.ctfassets.net/00an5gk9rgbh/6TMYLYAcUpjhQpXLDgmdla/3e1c12d8d827985ef2b4e815a3a6da1f/COVID19_GirlsEducation_corrected_071420.pdf>, accessed 6 July 2021; and United Nations Educational, Scientific and Cultural Organization, 'Addressing the Gender Dimensions of COVID-Related School Closures', Issue Note 3.1, UNESCO, Geneva, 2020, <<https://unesdoc.unesco.org/ark:/48223/pf0000373379>>, accessed 6 July 2021.
- 38 United Nations Population Fund, *COVID-19: Reporting on Gender-Based Violence during Public Health Crises*, companion guide to *Reporting on Gender-Based Violence in Humanitarian Settings: A journalist's handbook*, 2nd ed., UNFPA, Arab States Humanitarian Hub, 2020, <https://www.unfpa.org/sites/default/files/resource-pdf/Reporting_on_GBV_During_Health_Crises_-_English_-_Final.pdf>, accessed 6 July 2021.
- 39 UN Secretary-General's policy brief: The impact of COVID-19 on women, April 2020 <<https://www.unwomen.org/en/digital-library/publications/2020/04/policy-brief-the-impact-of-covid-19-on-women>>
- 40 United Nations Educational, Scientific and Cultural Organization, *UNESCO COVID-19 Education Response: How many students are at risk of not returning to school?* Advocacy paper, UNESCO, Paris, 2020, <<https://unesdoc.unesco.org/ark:/48223/pf0000373992>>, accessed 6 July 2021.
- 41 United Nations Children's Fund, 'COVID-19: Are children able to continue learning during school closures?', UNICEF, New York, 2020, <<https://data.unicef.org/resources/remote-learning-reachability-factsheet>>, accessed 6 July 2021.
- 42 Learning poverty refers to the proportion of 10-year-olds unable to read a short, age-appropriate text. World Bank, 'New Global Tracker to Measure Pandemic's Impact on Education Worldwide,' Press release, 26 March 2021, <www.worldbank.org/en/news/press-release/2021/03/26/new-global-tracker-to-measure-pandemic-s-impact-on-education-worldwide>, accessed 6 July 2021.

Measures to restrict people’s movement and the economic fallout due to COVID-19 have made life even harder for groups who were already vulnerable, such as children, adolescents, and youth with disabilities in low- and middle-income countries. Those with disabilities represented 12 per cent of the in-school population and 15 per cent of the out-of-school population in those countries before the pandemic.⁴³ During the pandemic,

40 per cent of low-income and lower-middle-income countries did not support children with disabilities as part of their COVID-19 response. Future decisions will be crucial to ensuring that children with disabilities are not left behind and to positioning them at the centre of education programming, especially in crisis contexts.

In the face of these worrying trends, ECW’s model and Strategic Plan – which has been extended for an additional year – remains as relevant and important as ever. The model is structured around its five core functions and a theory of change (see below). ECW’s strategic plan incorporates three different funding/programme modalities, which together aim to achieve a set of collective beneficiary education outcomes⁴⁴ and contribute to a set of systemic outcomes.⁴⁵



The First Emergency Response (FER) investment window/modality supports education programmes immediately in sudden-onset or escalating crises. Since April 2020 part of the FER investment is specifically targeting the COVID-19 pandemic in education and emergency settings.



The Multi-Year Resilience Programme (MYRP) investment window addresses longer-term needs through a multi-year joint programme in countries affected by protracted crises, enabling humanitarian and development actors to work together. By providing seed (start-up) funds, ECW kick-starts the implementation of a MYRP. This begins the financial resource mobilization process together with its partners on an in-country and global level.



The third modality is the Acceleration Facility focused on innovation, capacity development, and the creation of public global goods⁴⁶ for the education in emergency and protracted crisis sector.

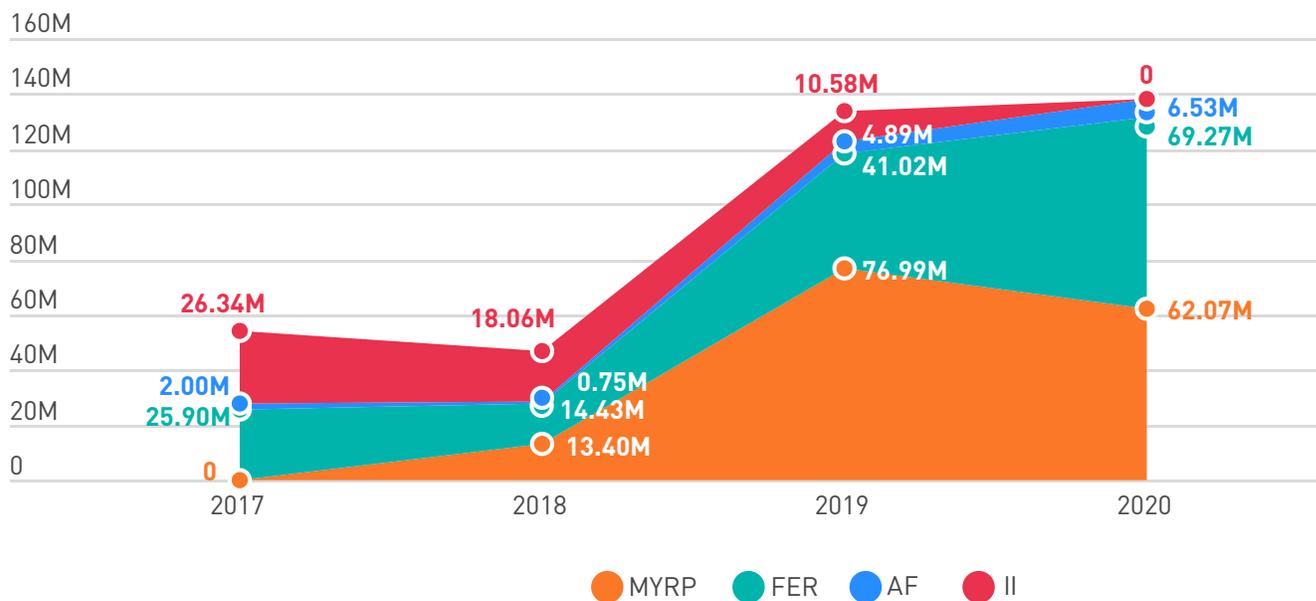
43 Data from a study on 14 countries, extracted from United Nations Educational, Scientific and Cultural Organization, *Global Education Monitoring Report 2020: Inclusion and education: All means all*, UNESCO, Paris, 2020, <<https://unesdoc.unesco.org/ark:/48223/pf0000373718>>, accessed 6 July 2021.

44 Education outcomes: (1) access; (2) continuity; (3) equity/inclusion and gender equality; (4) quality education and learning; (5) safe, healthy, and protective learning environments.

45 Systemic outcomes: (1) Increased political commitment for Education in Emergencies and protracted crises (EiEPC); (2) increased mobilization of resources; (3) more joint and rapid EiEPC responses; (4) strengthened EiEPC preparedness and response capacities; (5) improved evidence and accountability.

46 Global public goods refer to the production of globally accessible publications that serve the broader interest of the EiEPC sector. These publications or goods can be reports, policy briefs, guidance documents etc. that other partners can use to improve EiEPC policy development and/or planning, monitoring or evaluation of projects and programmes.

FIGURE 1. Disbursement per funding window since ECW inception



ECW 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.



We Mobilize Funds



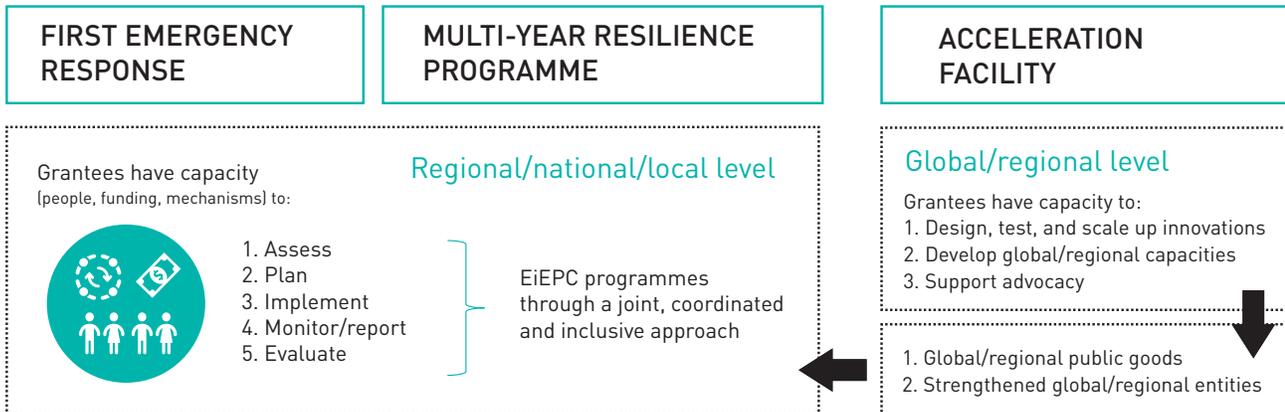
We Facilitate



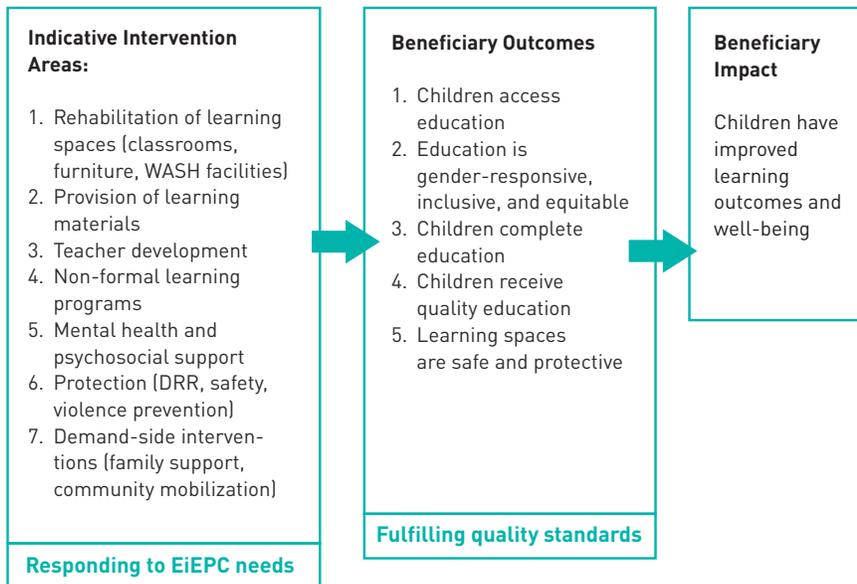
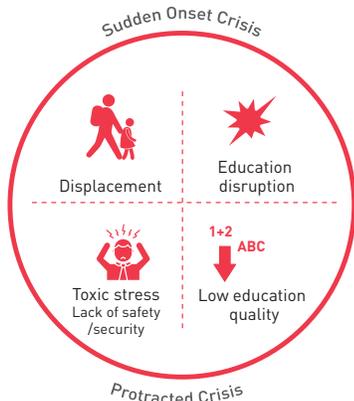
We Support



We Evaluate



We Identify Crises



Strengthening Resilience

Humanitarian Actors

1. Education policies and programmes incorporating risk and resilience
2. National/local capacities for disaster preparedness and response
3. Non-formal education systems (certification/standards)
4. Integrated resilient data systems (EMIS, needs assessments, gender analysis)
5. Adaptable learning assessment systems
6. Community participation/accountability to affected populations

Development Actors

ECW

COVID-19 RESPONSE PROFILE



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HIGHLIGHTS

AGGREGATED RESULTS INFORMATION:

- More than 29.2 million crisis-affected children and adolescents (51 per cent girls) were reached and supported with distance learning opportunities, COVID-19 awareness creation, and health and hygiene products in 2020.
- ECW approved \$45.4 million for disbursement to 32 countries to respond to the COVID-19 pandemic, and 75 per cent of FER funds were dispersed at record speed within eight weeks.
- Four MYRPs quickly re-programmed their initiatives to simultaneously target existing crises and the COVID-19 pandemic, providing flexible support for the most vulnerable.
- Well over 10.2 million of the world's hardest-to-reach children and adolescents (48 per cent girls) continued their education via distance learning.
- Slightly more than 4.5 million children, parents, and education personnel (49 per cent female) were reached with messages related to COVID-19 and focusing on education.
- Some 310,600 teachers (55 per cent female) were trained on COVID-19 related topics, such as distance learning, COVID-19 protocols, and health and hygiene promotion.

The United Nations estimates that since March 2020, 1.5 billion children have experienced a prolonged interruption in education during the pandemic caused by school closures.⁴⁷ Compounding this learning loss 31% of students lack access to remote- and distance-learning opportunities.⁴⁸

COVID-19 has disproportionately affected children, refugees, and internally displaced people (IDPs) in crisis-affected countries, while exacerbating existing challenges.⁴⁹ Refugees and IDPs living in poverty and overcrowded conditions are more susceptible to high infection rates and have reduced access to health care, intensifying the impact of the virus.⁵⁰ Girls in particular are at increased risk. The Malala Fund⁵¹ has highlighted that marginalized girls are at greater risk than boys of dropping out and not returning to school following school closures, and that women and girls are more vulnerable than men and boys to the worst effects of the current pandemic. UNESCO estimates that 11 million girls will drop out of school due to economic impacts caused by COVID-19.⁵²

Girls that remain in school often undertake three times more caring responsibilities than boys.⁵³ During the Ebola crisis in Africa, girls' increased caring responsibilities limited their learning opportunities, and a similar impact is predicted for the current crisis.⁵⁴

During crises, schools and education institutions can play a key role in building the resilience of individuals, communities, and nations. They often serve as important centres, inspiring and guiding local action,

disseminating essential information, and serving as gateways to health, protection, and other services. The closure of such critical infrastructures has had a wide-ranging impact not just on children's schooling but on their daily lives. It has disrupted people's access to other essential services, including health and nutritious food, and closed children off from safe school environments that were protective of them.⁵⁵

While nearly all children worldwide have been affected by school closings due to COVID-19, those living in the poorest countries have been disproportionately so. Since March 2020 schools in countries supported by ECW have closed for an average of 32 days more than in countries not supported by ECW. As a result, students in ECW-supported countries received on average 85 days of education – significantly fewer than the 112 days that students in non-ECW-supported countries received.⁵⁶ Students in South Sudan, for example, lost 16 per cent of their schooling over a lifetime, compared to 3 per cent for students in countries of Europe and Central Asia.⁵⁷ Thus, the poorest children and adolescents in the poorest countries have missed out on a huge proportion of their education, as shown by Figures 2 and 3 below.

- 47 Coronavirus disease 2019 (COVID-19) is a recently discovered infectious virus that has spread globally since March 2020. The virus spreads primarily through bodily fluids, including saliva when breathing, and is particularly infectious in enclosed and crowded spaces, such as classrooms. The World Health Organization (WHO) declared COVID-19 a pandemic on 11 March 2020 and reported 83,363,325 confirmed cases of COVID-19 and 1,803,116 linked deaths globally as of 31 December 2020. Governments have reacted to the pandemic by following health guidelines, which negatively affect children's education. The closing of international borders, non-essential businesses, schools, and colleges and universities as well as the suspension of exams became common to reduce the virus's spread.
- 48 United Nations Children's Fund, "Covid-19: Are children able to continue learning during school closures? A global analysis of the potential reach of remote learning policies using data from 100 countries." UNICEF, New York, 2020.
- 49 Plan International, 'Open letter: Leaders must protect children during COVID-19', Statement endorsed by the CEOs of ChildFund Alliance, Plan International, Save the Children International, SOS Children's Villages International, Terre des Hommes International Federation and World Vision International, 14 April 2020, from <<https://plan-international.org/news/2020-04-14-open-letter-leaders-must-protect-children-during-covid-19>>, accessed 6 July 2021.
- 50 World Health Organization, *Preparedness, prevention and control of Coronavirus disease (COVID-19) for refugees and migrants in non-camp settings*, Interim guidance, WHO, Geneva, 2020, pp. 1–6, <[www.who.int/publications/i/item/preparedness-prevention-and-control-of-coronavirus-disease-\(covid-19\)-for-refugees-and-migrants-in-non-camp-settings](http://www.who.int/publications/i/item/preparedness-prevention-and-control-of-coronavirus-disease-(covid-19)-for-refugees-and-migrants-in-non-camp-settings)>, accessed 6 July 2021.
- 51 Malala Fund, 'Our Priorities: COVID-19 Initiative', <<https://covid.malala.org/>>, accessed 6 July 2021.
- 52 United Nations Educational, Scientific and Cultural Organization, 'Addressing the Gender Dimensions of COVID-Related School Closures', Issue Note 3.1, UNESCO, Geneva, 2020, <<https://unesdoc.unesco.org/ark:/48223/pf0000373379>>, accessed 6 July 2021.
- 53 Ibid.
- 54 Ibid.
- 55 United Nations Educational, Scientific and Cultural Organization, *Building Back Resilient: How can education systems prevent, prepare for and respond to health emergencies and pandemics?* Issue Note 1.3, UNESCO, Paris, 2021, <<https://unesdoc.unesco.org/ark:/48223/pf0000375278>>, accessed 6 July 2021; and United Nations, *Education during COVID-19 and Beyond*, Policy Brief, 2020, <www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf>, accessed 6 July 2021.
- 56 Johns Hopkins University, World Bank and UNICEF, 'COVID-19 Global Education Recovery Tracker', JHU, World Bank and UNICEF, Baltimore, Washington, D.C., and New York, 2021, <www.covideducationrecovery.global/data>, accessed 6 July 2021.
- 57 David Evans, et al., 'It's Been a Year since Schools Started to Close due to COVID-19', Blog post, 10 Feb. 2021, Center for Global Development, <www.cgdev.org/blog/its-been-year-schools-started-close-due-covid-19>, accessed 6 July 2021.

Once schools have closed, many children might never return, significantly altering their prospects for the rest of their lives. In any situation, when education provision is reduced it has a negative impact on children’s learning, safety, nutrition, freedoms, and care – and the sudden shutdown of schools because of COVID-19 has been no exception.⁵⁸ In a policy brief on education in the context of COVID-19, the United Nations has stated that “Learning losses also threaten to extend beyond this generation and erase decades of progress, not least in support of girls’ and young women’s educational access and retention.”⁵⁹ Education is a human right and every child’s right; when it is discontinued it violates those rights, and its timely resumption must be a top priority for governments. Any delay will result in a “generational catastrophe.”^{60,61} The actions of ECW and its partners

and donors in 2020 are helping to prevent such a catastrophe.

Besides incurring the loss of learning, school closures have exacerbated the risks of gender-based violence, sexual abuse and exploitation, child marriage, adolescent pregnancy, and child labour;⁶² and children and adolescents engaging online for learning purposes may be placed at further risk of sexual exploitation and abuse.⁶³ The risks and impacts of such modalities may vary for girls and boys. For example, households may prioritize girls’ domestic care work over their online learning.⁶⁴ When effective, education can limit disparities within communities; yet the lack of an effective education can amplify existing disparities, particularly between girls and boys, with adolescent girls being the most affected.

FIGURE 2. Number of school days lost caused by COVID-19

Figure 2 visualises the distribution of the number of days of school lost caused by COVID-19. The coloured bars show days lost by 99 per cent of the countries in each group. The minimum and maximum data (grey) show the most and least days lost per group. The figure demonstrates ECW efforts to target the most effects countries.



58 Plan International, ‘Open letter: Leaders must protect children during COVID-19’.
 59 United Nations, *Education during COVID-19 and Beyond*.
 60 United Nations Educational, Scientific and Cultural Organization, *Building Back Resilient*.
 61 United Nations, *Education during COVID-19 and Beyond*.
 62 United Nations Children’s Fund and International Rescue Committee, *COVID-19: GBV Risks to Adolescent Girls and Interventions to Protect and Empower Them*, Guidance Note, 2020, < www.unicef.org/documents/covid-19-gbv-risks-adolescent-girls-and-interventions-protect-and-empower-them>, accessed 13 July 2021.
 63 United Nations Children’s Fund et al., *Coronavirus Disease (COVID-19) and Its Implications for Protecting Children Online*, Technical Note, 2020, <www.unicef.org/documents/covid-19-and-implications-protecting-children-online>, accessed 13 July 2021.
 64 United Nations Children’s Fund, *Reimagining Girls’ Education*, UNICEF, New York, 2021, <www.unicef.org/reports/reimagining-girls-education>, accessed 13 July 2021.

ECW'S RESPONSE TO THE COVID-19 PANDEMIC

Shortly after WHO declared the pandemic, ECW responded rapidly and decisively to the global crisis, initiating a plan just two weeks after the first COVID-19 case appeared in an ECW-supported country. Within just 21 days ECW mobilized \$23 million from FER reserves, and a further \$22.4 million was approved in July 2020. This funding was distributed to 85 grantees in 33 crisis-affected areas to ensure the safe continuity and resumption of in-person education. Some 75 per cent of COVID-19 FERs were allocated within eight weeks, making this ECW's most rapid disbursement of funds to date. While ECW moved with an 'urgency of now' philosophy, the organization would have been in an even better position to reach millions more with

such speed had the financing for emergencies been available. ECW's system, structure, and partners were all in place in-country, and they coordinated in an exemplary manner.

The COVID-19 funding differed from ECW's normal funding modalities in its approach. The goal was to ensure the continuity of education for as many girls, boys, and adolescents as possible in a timely way. The 71 COVID-19 FERs were designed to support the scale-up of existing pandemic response systems, provide funding for innovative (often distance) learning solutions, and establish alternative education pathways to maintain access to and retention in education throughout the duration of the COVID-19 crisis.

FIGURE 3. Percentage of schooling missed (in a lifetime) due to COVID-19 per country

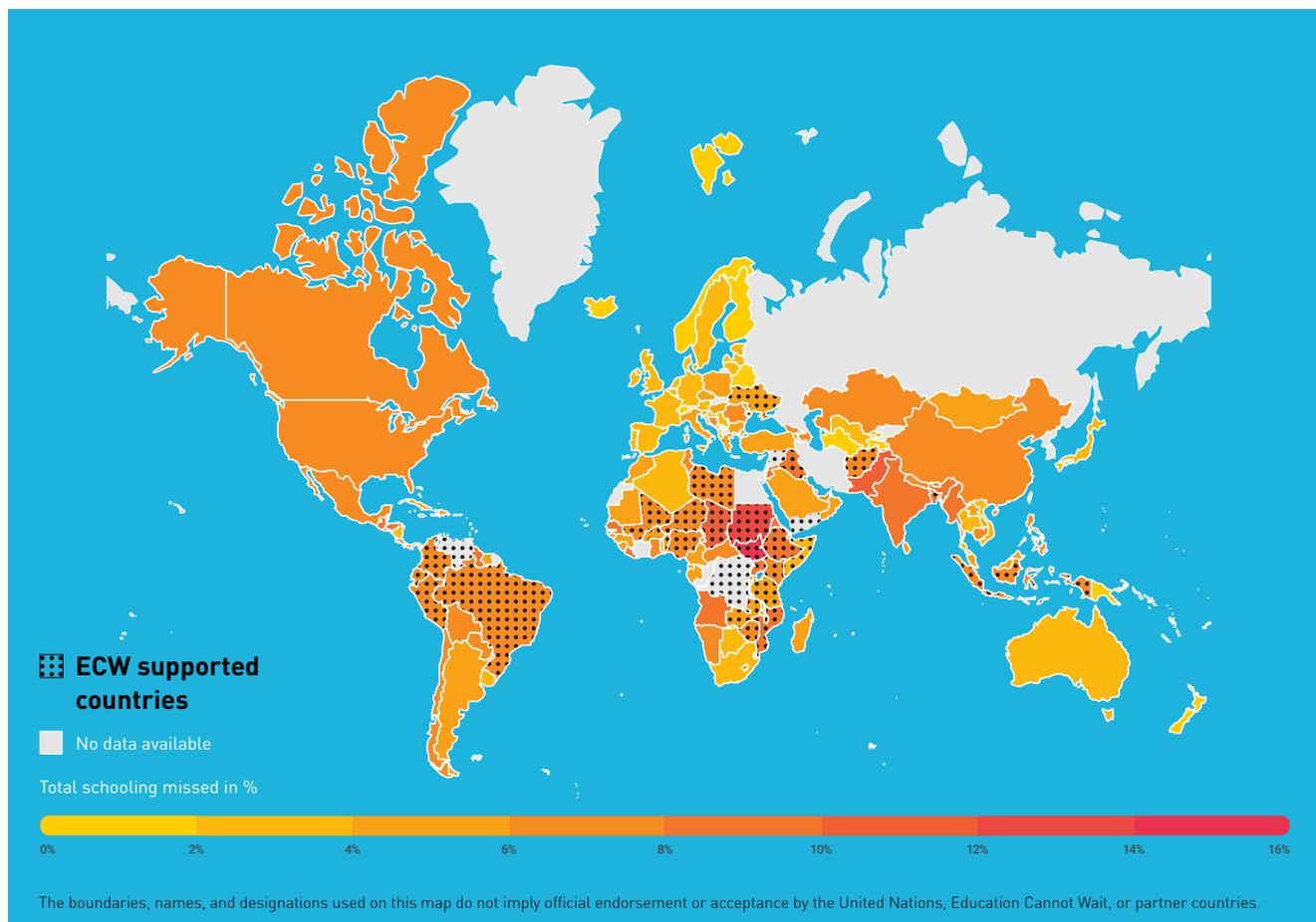
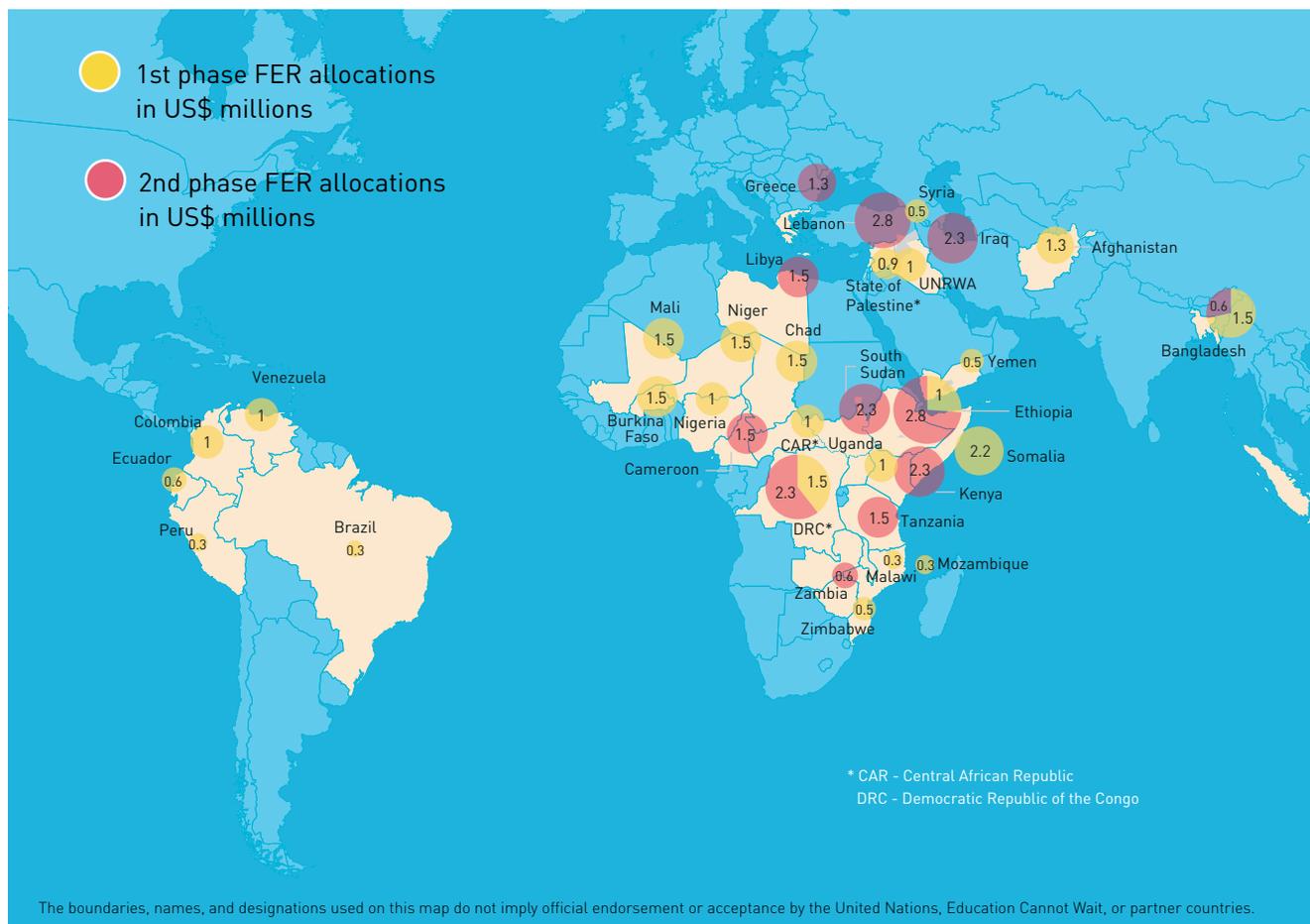


TABLE 2. Timeline showing key stages of ECW response to COVID and important details

DATE		EVENT / DETAILS
12/31/2019		Wuhan Municipal Health Commission, China, reports a cluster of cases of pneumonia in Wuhan, Hubei province
2/11/2020		First COVID-19 death is reported in China
2/24/2020		First COVID-19 case is reported in an ECW-supported country (Nigeria & Afghanistan)
3/11/2020		World Health Organization declares COVID-19 a global pandemic
3/25/2020		Launch of the COVID-19 Global Humanitarian Response Plan by the United Nations
3/16/2020		ECW mobilizes education clusters and partners to submit 23 grant proposals in the amount of \$44 million
3/30/2020		ECW's Executive Committee approves the use of \$23 million FER reserve funds; ECW requests an additional \$50 million in funding
3/4/2020		First COVID-19 death is reported in an ECW-supported country (Iraq)
4/2/2020		Round I of COVID-19 grants is funded in the amount of \$23 million. (First COVID-19 FERs distributed between 2/4/2020 and 3/4/2020)
7/23/2020		FER reserve is replenished; Round II of COVID-19 grants is funded in the amount of \$22.4 million focused on forcibly displaced children/adolescents (refugees and IDPs)
12/31/2020		More than 29.2 million children and adolescents (51% girls) reached with COVID-19 interventions in 2020

FIGURE 4. Financial investments with the data disaggregated for Round I / Round II per country



COVID-19 FERs lasting 6 to 12 months had a much lower cost-per-child expenditure (around \$1 per child) and a higher reach compared to regular FERs lasting 6 to 12 months (\$25 per child) and MYRPs lasting 2–3 years (\$220 per child). As a result, the amount and depth of support that these children and adolescents received is much less compared to the longer and more holistic approach to access, learning, and safety that ECW’s regular FER and MYRP programmes provide. Due to this difference in focus and depth, the figures of children reached as well as specific programme results on teachers trained and materials distributed cannot be combined with other

ECW statistics, and are thus kept separate throughout the report. This profile refers only to the COVID-19 education response interventions of 2020.

In response to the protracted crisis in four countries, ECW and MYRP grantees re-allocated existing 2020 MYRP funds, adding to the COVID-19 FER funding that these countries received. Afghanistan, Chad, the State of Palestine, and Uganda set up specific interventions aimed at continuing education and mitigating any losses of schooling, as well as informing children and adolescents about the importance of health and hygiene.

MAIN RESULTS

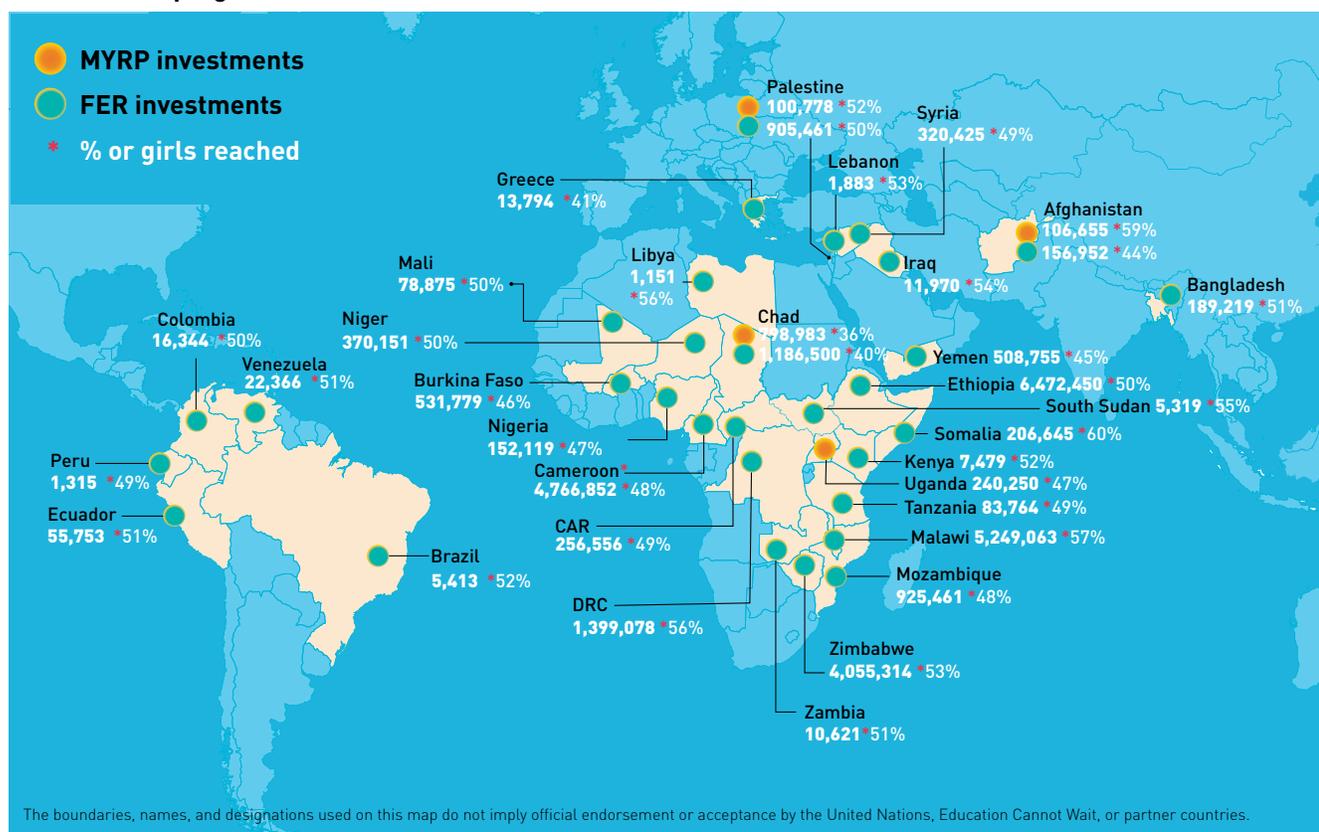
ECW's rapid response to the COVID-19 pandemic allowed the greatest possible number of students to be reached with interventions before education loss irreversibly changed their futures. Twenty-four grantees reached more than 29.2 million children and adolescents (51 per cent girls), including over 1.43 million refugees (49 per cent girls), nearly 1 million IDPs (50 per cent girls), 16.2 million young people from other affected populations (51 per cent girls), and over 65,000 children with disabilities. If these children and adolescents had become deprived of their access to education, it is likely that many would never return to school, reversing decades of progress towards universal education.

In 2020, ECW's investments targeting the most vulnerable in sub-Saharan Africa reached 26.8 million children and adolescents (51 per cent girls). Further

investment resulted in 18.5 million children and adolescents (48 per cent girls) reached in the Middle East and North Africa; slightly more than 101,000 (51 per cent girls) in Latin America and the Caribbean; about 453,000 (50 per cent girls) in South Asia; and close to 14,000 (41 per cent girls) in Europe and Central Asia.

About 19.6 million children and adolescents (52 per cent girls) were supported with continued primary education programmes, providing a solid foundation benefiting not only the children but their families and entire communities. Additionally, about 2.5 million (44 per cent girls) were enrolled in pre-primary education programmes, and 5.5 million (51 per cent girls) children and adolescents were enrolled in secondary education programmes supported by ECW.

FIGURE 5. Number of children reached through COVID-19 specific interventions (FERs and re-programmed MYRPs) in 2020





NIGERIA'S RADIO LEARNING HUBS

To ensure continuity of education during school closures amid the COVID-19 pandemic in Nigeria, Save the Children implemented a large-scale radio education programme. This programme targeted 150 cohorts of children totalling 14,880 children (6,525 girls). Teachers and volunteers produced ECW-funded lessons, which were aired five days a week. To further increase access, ECW funding was used to purchase 1,360 radios in Yobe State.

In a programme survey, 42 per cent of listeners reported an increase in basic numeracy and literacy skills, including word construction and mathematical equations, and a further 52 per cent reported learning and acquiring more advanced skills. Overall, the programme had a 99 per cent satisfaction rate among listeners.

KEY INTERVENTIONS

ECW encouraged a comprehensive approach to COVID-19 interventions to ensure that as many children as possible were able to continue their education during the pandemic. Through COVID-19 FERs, ECW promoted remote learning in various forms, and distributed masks, personal protective equipment (PPE), and other specific products for use in preventing the virus and to facilitate various health and hygiene measures. ECW also carried out large public campaigns to raise awareness of COVID-19 prevention measures.

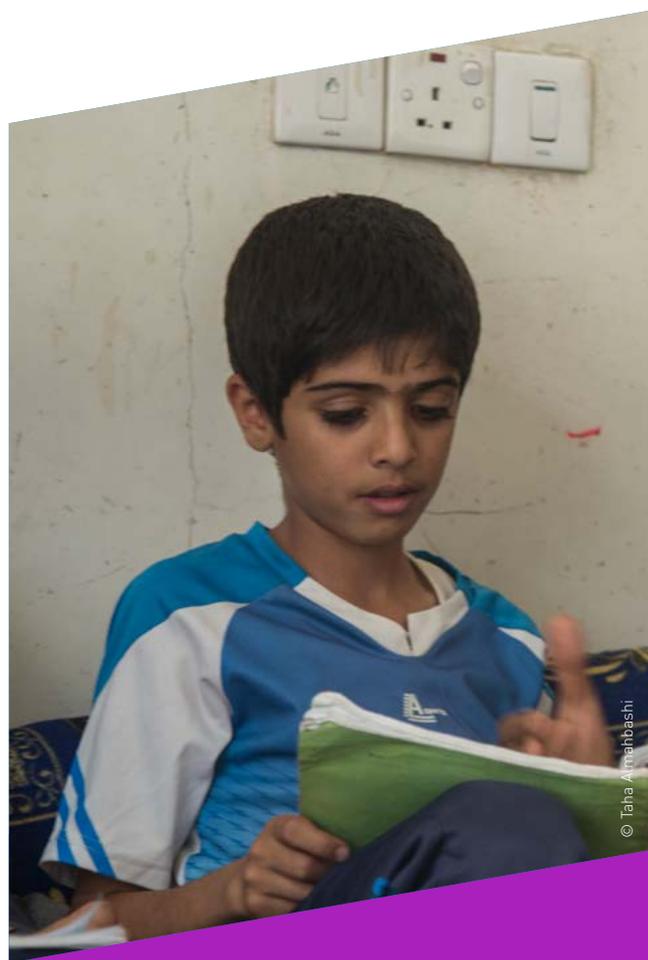
As schools closed their physical doors, remote learning provided an essential opportunity for girls and boys to continue their education in a safe and socially distant manner. Remote learning was critical to making further progress towards education for

all, and for preventing the loss of progress that had been achieved to date. Through COVID-19 FERs and re-programmed MYRPs, more than 14.8 million girls were able to access some form of education and/or COVID-19 awareness. Remote learning alone reached over 10.24 million children and adolescents (48 per cent girls) through radio, television, SMS, WhatsApp, e-learning, and paper-based initiatives. Across Nigeria, four grantees – Plan International, Save the Children, Street Child, and UNICEF – reached 43,544 children (45 per cent girls), distributed 3,943 radios to individuals and community hubs, and trained 978 teachers on remote pedagogy. Other grantees implemented e-learning programmes, such as in Yemen, where UNICEF provided nearly 336,000 children (45 per cent girls) with e-learning materials that complemented radio and TV education initiatives.

E-LEARNING IN IRAQ

In Iraq, ECW's FER partners used common and user-friendly software applications, such as WhatsApp and Viber, to provide information, lessons, and support to 5,370 children and adolescents (3,292 girls) during school closures. To ensure children and adolescents had flexible and accessible distance learning, Save the Children produced asynchronous lessons, which allowed parents and students to attend at convenient times. The Norwegian Refugee Council (NRC) and INTERSOS used these applications to ensure that teachers and students had direct lines of communication to organize learning activities. NRC provided north-east Syrian refugees supplemental Kurdish language lessons and enrolled 443 (49 percent girls) into its basic literacy and numeracy programme.

All implementing partners worked jointly to support the online learning platforms of both the Ministry of Education of the Kurdistan Regional Government and the Ministry of Education of Federal Iraq. During the second suspension of schools, from November to the end of January, FER partners worked closely with communities to increase access to e-learning platforms through the provision of materials and awareness-raising.



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While distance learning increased access and continuity for many children during school closures, girls and children with disabilities faced added barriers that reduced their access to distance learning. In response, ECW partners designed many distance learning interventions to be accessible and equitable for all girls and boys. For example, programme interventions in Libya were based on previous assessments and focus group discussions with stakeholders, and were developed in consideration of participants' accessibility to the learning channels, including in-person and online modalities and paper-based distribution. Similarly, when the Alshamel Centre for Disability in Benghazi faced lockdowns and a lack of PPE, the Organization Breezes Libya for Sustainable Development (Breezes) helped mitigate these challenges by supporting children with distance learning, teacher training, and the provision of PPE. Parents expressed appreciation for the learning materials provided.

The distribution of PPE in coordination with public health campaigns was critical for the re-opening of schools in a safe and protective manner. Through the COVID-19 FERs and the re-programming of several MYRPs, some 912,000 children and teachers (47 per cent girls and women) received quality PPE, such as masks, hand sanitizer, and thermometers. Through the re-programmed MYRP, children in the State of Palestine received science and technology kits for remote learning and hygiene kits to help operationalize safe school protocols established within the Ministry of Education's Back to School plan. In the Gaza Strip, more than 100,000 children (52 per cent girls) in Grades 3 and 4 received work sheets and materials to aid their self-learning in Arabic and mathematics.

Nearly 311,000 teachers (55 per cent female) were trained in COVID-19 preventive measures. The installation of handwashing basins, WASH facilities, and window screens in schools and classrooms was

HUMAN INTEREST STORY

RADIO-BASED LEARNING GETS ITS DAY IN THE SUN IN MALI

“ I could attend classes with this radio. It helped me catch up. ”
—Aichata, 15

Through an ECW-financed programme implemented by UNICEF, solar-powered radios are helping conflict-affected children continue their learning during the COVID-19 crisis.

Persistent insecurity in central and northern Mali has disrupted access to education, health and other services and displaced more than 300,000 people – over half of them children. But COVID-19 compounded the problem.

Before the pandemic, direct threats and attacks on education had forced the closure of around 1,300 schools in the central and northern regions of the country. Pandemic-related measures shuttered schools, leaving many of the most vulnerable children without access to education.

Yet, thanks to efforts by ECW and its partners, children continue to learn in safety. In the Ségou region, the distribution of solar-powered radios is providing an educational lifeline for those who otherwise would have been cut off from classes.

Aichata, 15, attended school in rural Diabaly until it closed because of insecurity. Her family moved to the town of Ségou and enrolled her at the Adama Dagnon school. The school provided her with a solar-powered radio to allow her to continue learning outside regular school hours and make up for the education that she had missed.

“I could attend classes with this radio. It helped me catch up with my studies,” says Aichata.

Around 1,500 households have benefited from the radios, which are used by children who cannot attend classes in person and as an after-hours study resource.

Aichata tunes in to educational programming every Wednesday and Thursday evening with her friends so



they can study together. “Before, I didn’t like grammar because I didn’t understand it and I found it difficult. But now I manage to get quite good marks,” she says.

The radios are distributed by UNICEF, an ECW grantee, and EduCo, an implementing partner. EduCo is responsible for identifying households that can benefit from a radio, and works closely with school management committees to distribute the radios and monitor the results.

Home visits and ‘listening groups’ supported by community volunteers – typically retired teachers – help keep students’ learning on track. ECW also supports temporary learning spaces at IDP sites.

Aichata says she now feels well-integrated into her new school. She aspires to become a school principal. Her dream is that every child in Mali will go to school.

“I know it’s ambitious,” says Aichata. “But I’m sure that one day my dream will come true.”

Contributed by Fatou Diagne, UNICEF Mali

HUMAN INTEREST STORY

IMMACULATE RETURNS TO SCHOOL

“ Education is very important to me. If I do not get it, then my future will not be very bright. —Immaculate, a class 8 pupil ”

When COVID-19 shut down schools in Kenya in March 2020, many girls and children with disabilities struggled to access distance learning because of household responsibilities and limited mobility. But in October 2020 one girl with a disability and others like her were able to return to school for classes and candidate exams thanks to the support of ECW and its implementing partners.

The girl, Immaculate, could not access remote learning activities because her family did not have a television. “I felt bad because my classmates were studying with the help of TV programmes,” she recalls. “Studying at home was also difficult due to the lack of books.”

COVID-19 FER funding from ECW supported several interventions in response to the needs of children with disabilities in Kenya. This included awareness-raising about the importance of health and hygiene among parents, teachers, caregivers, and learners; the coordinated distribution of PPE; and the creation of water, sanitation, and health (WASH) stations at schools. As part of the mobile library projects supported by ECW, books were distributed door to door in the Kawangware, Kitengela, and Umoja areas of Nairobi. In 2020 this initiative benefited 729 children, of whom 367 were girls and 183 were children with disabilities.

Due to the comprehensive COVID-19 response, Immaculate was thrilled to be able to return to a safe school and to continue her education. “When we were



told that we could come back to school, I was very happy because I knew I would be able to recover the study time I had lost. I was still very scared about COVID, but when I got to school I saw the handwashing stations and felt much safer... now I feel protected.”

Immaculate and her classmates received revision books, pencils, and other learning materials when they went back to school. “Education is very important to me,” she declares proudly. “If I do not get it, then my future will not be very bright.”

Save the Children’s original reporting of this story appears at: <https://youtu.be/K0GfEP-duC8>

CONCLUSION

ECW's COVID-19 response contributed to ensuring that some of the world's most vulnerable girls, boys, and adolescents were able to continue their education after school closures via alternative forms of (distance) learning. Yet even amid the pandemic, it is important to recognize that there are ongoing conflicts, natural disasters, and other forms of violence that continue to disrupt education every day, posing threats to children's learning and violating their right to education. ECW will continue to support those children, adolescents, and communities who have been double affected – by existing crises and the COVID-19 pandemic. Many of ECW COVID-19 investments are continuing in 2021 to prevent the reversal of decades of progress towards realizing every child's right to education, improving access to schooling, promoting inclusion in the education sphere, and securing funding for these goals.

As fiscal pressures increase and development assistance comes under strain, the financing of education could also face major challenges, exacerbating massive pre-COVID-19 education funding gaps. For low-income and lower-middle-income countries in an emergency or protracted crisis, that gap had already reached a staggering \$148 billion annually, and it

could now see a 30 per cent increase.⁶⁵ It will be essential to increase funding in the coming years, as the most vulnerable children will feel the repercussions of COVID-19 well after the most privileged have recovered from the pandemic and its memory has faded.

In 1942, in the midst of World War II, Winston Churchill declared: "Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning." Even as vaccines are deployed, this is not the end of the COVID-19 pandemic for the world's most vulnerable children, but simply the end of the beginning. ECW shall continue to work to alleviate COVID-19's impact on education for the most vulnerable boys, girls, and adolescents, ensuring that no child is left behind.

"Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning."

—Winston Churchill

⁶⁵ United Nations, *Education during COVID-19 and Beyond*.

PART I:

STRATEGIC OBJECTIVES

The ECW Strategic Plan (2018–2021) has five core strategic objectives against which performance and progress are measured over time:

- **Strategic objectives 1 and 2:** Inspire political support and financing
- **Strategic objective 3:** Improve joint planning and timely responses
- **Strategic objective 4:** Strengthen capacity to respond
- **Strategic objective 5:** Improve data, evidence, and accountability



STRATEGIC OBJECTIVES 1 AND 2:

INSPIRE POLITICAL SUPPORT AND FINANCING



HIGHLIGHTS

- Despite worrying global trends, ECW was able to maintain its funding performance thanks to strengthened partner engagement and influence from its inception through the end of 2020. ECW mobilized \$91.9 million in 2020 and \$684.5 million through its trust fund since inception. Its partners leveraged an additional \$1 billion in 10 MYRP countries – with (leveraged funds) defined as existing and new funding of programmes in those countries responding to the needs of MYRP target populations, aligned with MYRP outcomes, and coordinated with MYRP partners through the relevant coordination mechanisms.
- COVID-19 has been both a threat to and an opportunity for education in emergencies and protracted crises (EiEPC). It has highlighted the centrality of education but also affected overseas development assistance and humanitarian funding for education. Significant financing will be required in the coming years to scale-up and reach a larger number of children and adolescents affected by conflict and crisis and close the education gap for those left furthest behind.
- ECW has grown into an established global fund that provides quality education in conflict and/or crisis settings thereby contributing to the SDGs. It has done so by using a strong context-specific and crisis-sensitive approach through optimizing existing humanitarian and development coordination structures that are carefully designed to support development in countries affected by armed conflict, forced displacement and climate-induced disasters.
- With no end to the pandemic in sight in 2020, ECW firmly positioned itself as a global reference for EiEPC, with a strong focus on reaching those left furthest behind. In the same vein, ECW and its partners repositioned EiEPC as a priority within the broader United Nations system.
- Globally, ECW continued to establish strong partnerships, produce global knowledge goods, and influence around gender, protection, and mental health and psychosocial support to promote its whole-of-child approach in programming.
- ECW became a ‘go-to’ organization for innovation and creativity, supporting ground-breaking initiatives through its Acceleration Facility; and exploring new partnerships and adapting areas of focus, such as connectivity and climate action.

TABLE 3. Indicators for Strategic Objectives 1 and 2: Inspire political support and financing

INDICATORS	RESULT 2017	RESULT 2018	RESULT 2019	TARGET 2020	RESULT 2020
S.1 Total annual funding for education in emergencies as a percentage of global humanitarian funding ⁶⁶	2% (4% of sector-specific funding)	2.5% (4.3% of sector-specific funding)	2.8% (4.9% of sector-specific funding)	3.5% (5% of sector-specific funding)	2.5% (4.4% of sector-specific funding)
S.1.1 Percentage of crisis-affected countries where humanitarian country-based pooled funds allocate at least 10% to education ⁶⁷	13%	18%	22%	30%	6%
S.1.2 Proportion of humanitarian appeals that include an education component	89%	83%	87%	95%	95% (excluding COVID-19 appeals)
S.1.3 Number of countries that endorsed the Safe Schools Declaration ⁶⁸	N/A	N/A	101	80%	106 (70% of MYRPs)
S.1.4 Percentage of countries in protracted crises targeted by ECW with policies regarding inclusion of refugees ⁶⁹	N/A	N/A	N/A	10%	80% (primary education) 71% (secondary education) ⁷⁰
S.2 Total funding raised and leveraged by ECW at country and global level	\$173.5 million	\$329.2 million	\$712.7 million (\$592.6M global + \$120M leveraged in six MYRPs)	\$1,000 million	\$1,717 million (\$684.5M global + \$1,032.5M leveraged in 10 MYRPs)
S.2.1 Proportion of funding raised and leveraged as a result of: (i) innovative financing; and (ii) non-traditional and private sources	(i) 0 (ii) 2%	(i) 0 (ii) 0	(i) 0 (ii) 17%	Global target will not be specified	(i) 0 (ii) 6%

66 Data on humanitarian financing downloaded from OCHA Financial Tracking Service in June 2021 and analysed by ECW staff.

67 Data downloaded from <https://cbpf.data.unocha.org/> in June 2021 and analysed by ECW staff.

68 <https://ssd.protectingeducation.org/>

69 The indicator as stated in Education Cannot Wait's results framework includes both refugees and IDPs. Given the specific nature of legal barriers faced by refugees, however, it is suggested that the indicator focus on policies regarding the inclusion of refugees only, not of all displaced populations.

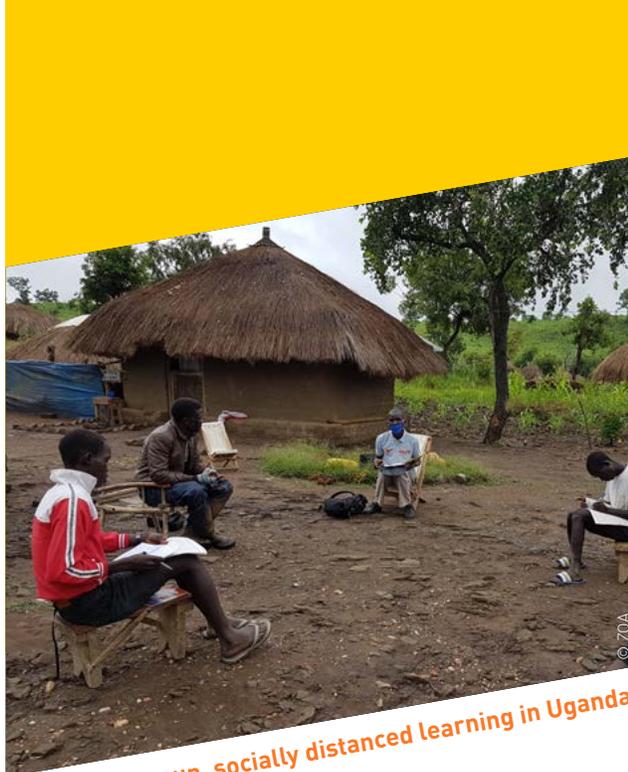
70 These data were collected through UNHCR for 15 of the 26 MYRP countries. Percentages reflect policy availability only; they do not reflect the extent to which these policies were implemented.

COVID-19: BOTH A THREAT AND AN OPPORTUNITY FOR EIEPC FUNDING AND ADVOCACY

The UN Secretary-General has called upon governments to 'build back better' after the current COVID-19 crisis by creating more resilient and inclusive societies, placing a strong emphasis on quality education for children and adolescents left furthest behind. This call has been echoed by the UN Deputy Secretary-General and a growing number of UN Resident/Humanitarian Coordinators. It testifies to a shift in priority setting whereby an inclusive quality education, as articulated by SDG 4, is considered central to achieving all other Sustainable Development Goals and the full spectrum of human rights. It is therefore a good time to put education back on track, capitalizing on lessons learned and demonstrating the centrality of education across the globe.

At the height of the pandemic over 1.5 billion students (90 per cent of the world's learners) were affected by school closures. While remote and online education were rapidly set up in many developed countries, one out of every three children globally missed out on such opportunities,⁷¹ exacerbating pre-existing inequality. Children already living in crisis contexts faced increased and additional risks, with the pandemic representing a 'crisis upon a crisis'.

For the first time, many countries – as well as communities in countries unaffected by other crises – discovered the reality of what it means for their children to lose access to education. This global reckoning provided a unique opportunity to advocate for the centrality of education on the global stage. Today more than ever, education is the key to unlocking opportunity for the next generation: it kick-starts economic recovery, innovation, and climate action, and provides a safety net and lifeline for children and adolescents living in crisis-affected areas. However,



Small group, socially distanced learning in Uganda.

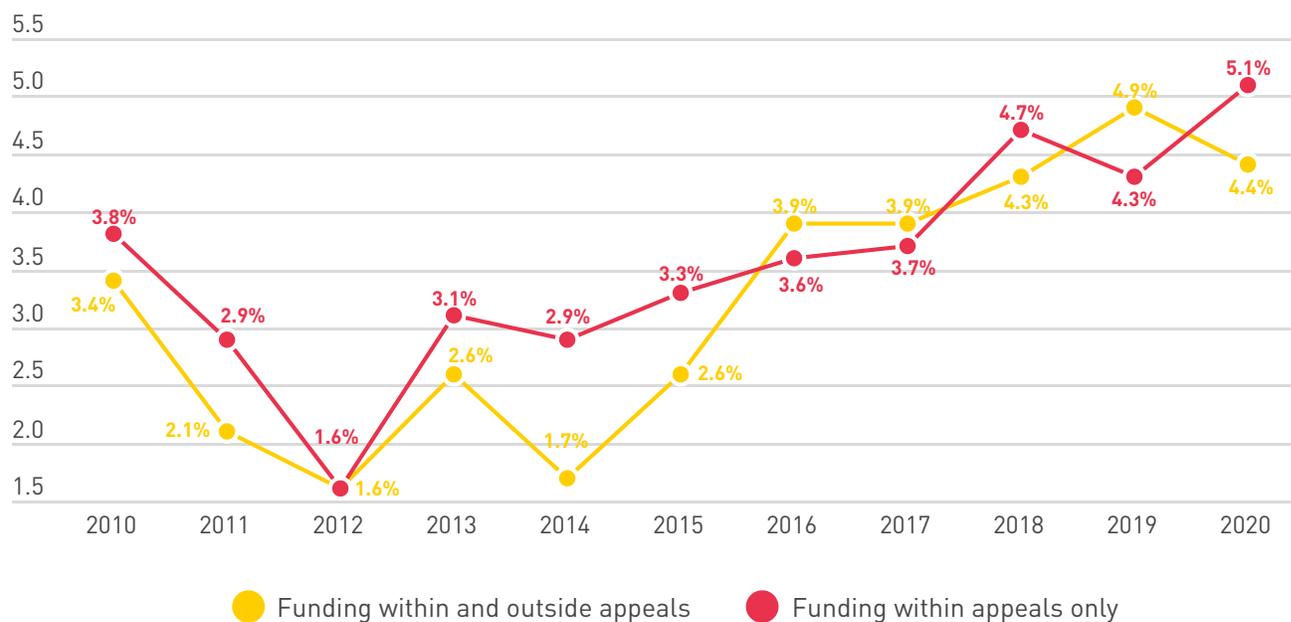
decreased funding for education now threatens the continuity of learning for the most vulnerable.

The pandemic is affecting both overseas development assistance and humanitarian funding for education. UNESCO, in its *Education Finance Watch 2021*, has warned that while global spending on education has increased continuously in absolute terms over the last 10 years, it appears that the COVID-19 pandemic could interrupt this upward trend. Donor countries have already started shifting their budgets away from aid to domestic priorities related to unemployment and the creation of support packages for businesses. An Organisation for Economic Co-operation and Development survey of Development Assistance Committee members also suggested that donor priorities could shift more towards health or other emergencies.⁷² Overall, some estimates predict that aid for education may fall by \$2 billion from its peak in 2020 and not return to 2018 levels for another six years.⁷³

71 United Nations, 'Globally, 1 in 3 children missed out on remote learning when COVID-19 shuttered schools', News story, 27 Aug. 2020, <<https://news.un.org/en/story/2020/08/1071112>>, accessed 6 July 2021.

72 OECD. 2020. "The impact of the coronavirus (COVID- 19) crisis on development finance." OECD, Paris.

73 UNESCO. 2020. "COVID-19 is a serious threat to aid to education recovery." Policy Paper 41, UNESCO. Global Education Monitoring Report, Paris.

FIGURE 7. Share of education funding in sector-specific humanitarian funding, 2010–2020

Humanitarian funding is also feeling the impact, although some positive longer-term trends can still be observed. Between 2019 and 2020 the share of education in sector-specific humanitarian aid increased (from 4.3 per cent to 5.1 per cent) only when taking appeals into account, confirming appeals as a key instrument for advocacy to make education a priority in humanitarian financing. When humanitarian funding both inside and outside appeals is considered, the share of education funding in total sector-specific humanitarian funding decreased slightly, from 4.9 per cent in 2019 to 4.4 per cent in 2020. Nonetheless, the overall trend over the past five years remained on the increase, with 4.4 per cent of sector-specific humanitarian funding dedicated to education in 2020, compared to 2.6 per cent in 2015.⁷⁴

While education has been increasingly prioritized in humanitarian appeals in 2020 – it represented 95 per cent of 2020 appeals, excluding country-specific COVID-19 appeals, compared with 85 per cent on average between 2016 and 2019 – EiEPC appeals remained significantly underfunded (38.7 per cent in 2020). However, this reflects a significant increase in funding requirements for education, from \$1 billion in 2019 to \$1.4 billion in 2020, which has widened the funding gap. Funding requirements for other sectors, such as health, WASH, and child protection, have also been increasing substantially, creating even more pressure on humanitarian funding budgets. While the share of education appeals funded in 2020 decreased slightly (from 43.4 per cent in 2019 to 38.7 per cent in 2020), the amount of education appeal funding in 2020 increased significantly (from \$594 million in 2019 to \$870 million in 2020).⁷⁵

⁷⁴ Data on humanitarian financing downloaded from OCHA Financial Tracking Service in June 2021 and analysed by ECW staff.

⁷⁵ Ibid.

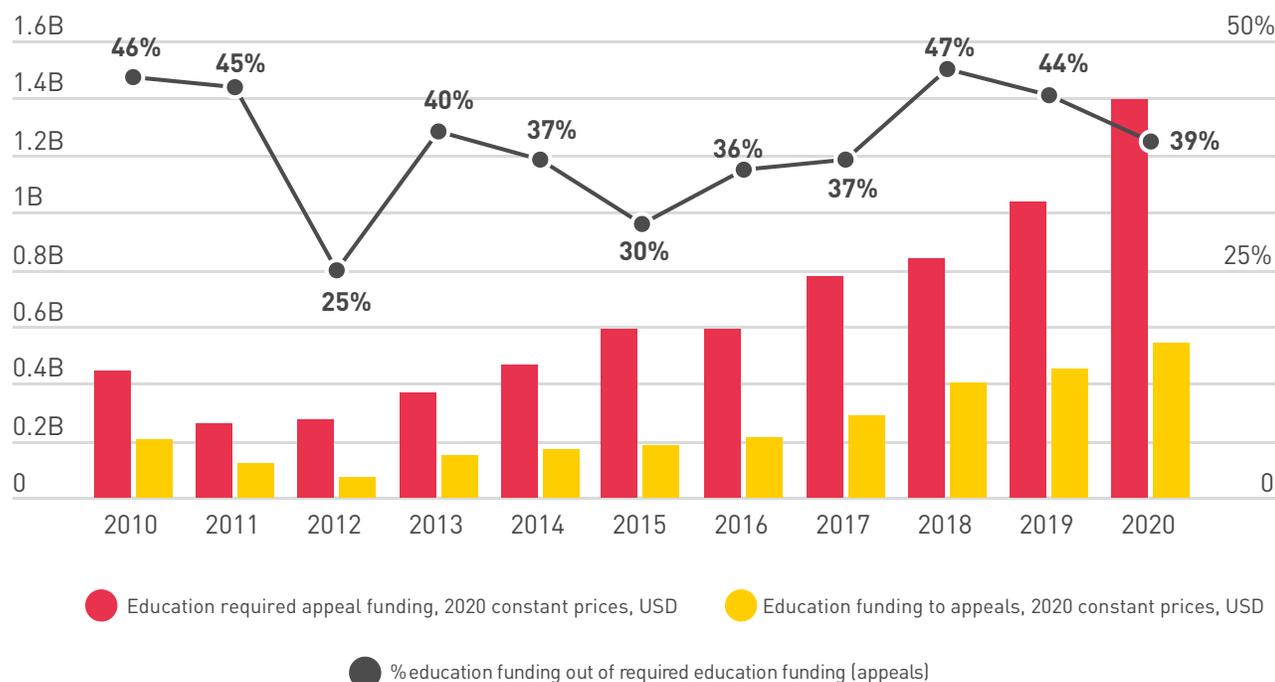
It is worrying to note that only 6 per cent of humanitarian country-based pooled funds (CBPF) dedicated at least 10 per cent of funding to education in 2020, down from 22 per cent in 2019. Indeed, this is the first time since 2015 that the number of countries allocating more than 10 per cent of CBPF funding for education has decreased. This trend has affected several countries where ECW is currently supporting MYRPs, including Afghanistan, the Central African Republic, the Democratic Republic of the Congo, Ethiopia, Somalia, South Sudan, the State of Palestine and Syria. The increase of CBPF dedicated to health (from \$186 million in 2019 to \$197 million in 2020) together with the emergence of COVID-19-specific funding could explain to some extent the decrease of education funding (from \$73 million in 2019 to \$33 million in 2020).⁷⁶ However, more advocacy is needed at the global, regional and country level to reverse this trend.

ECW CONTINUED TO POSITION ITSELF AS A GLOBAL REFERENCE FOR EDUCATION IN EMERGENCIES AND PROTRACTED CRISES

Despite the challenging funding context, ECW continued to deepen its results, widen its outreach and influence to inspire political support, catalyse financing, and ensure that education in times of crisis remains central to global development and humanitarian agendas.

ECW was among the first global funds to support the EiEPC response to COVID-19, with an initial tranche of grants announced at the beginning of April 2020, just one week after the United Nations launched its Global Humanitarian Response Plan for COVID-19 and \$2 billion appeal. This rapidity contributed to strengthening ECW's brand as a reactive fund,

FIGURE 8. Education appeal funding, required vs. actual, 2010–2020



76 Data downloaded from <https://cbpf.data.unocha.org/> in June 2021 and analysed by ECW staff.

uniquely designed to respond to emergencies. A second tranche of COVID-19 grants was announced in July 2020 targeting IDPs and refugees, based on analyses showing unmet needs of children and adolescents in these groups. These allocations also strengthened ECW's brand positioning as a needs-driven fund targeting those left furthest behind, often the most vulnerable children and adolescents who fall between the cracks of the more traditional aid system.

In 2020, ECW was able to effectively and credibly demonstrate success based on concrete and measurable in-country results, which continued to position it as a key global actor for education and paved the way for more elaborate engagement with partners. ECW reinforced alliances and partnerships with strategic donor partners, as well as host governments, UN agencies, civil society organizations (CSOs) and the private sector.

Throughout the year ECW partook in or led global advocacy events for EiEPC, bringing together high-level political leaders, policy makers, influencers, celebrities, and youth advocates. In particular, ECW organized two high-level events, which were held online due to COVID-19, thus allowing ECW and its partners to reach a wider public than similar in-person events in the past. [Stronger Together: Education in Emergencies and Protracted Crises](#) was the subject of a high-level global discussion and the occasion for the launch of ECW's 2019 Annual Results Report, and [The Future of Education Is Here for Those Left Furthest Behind](#) was an ECW side event during the 75th session of the UN General Assembly.

Global outreach was also achieved through advocacy support to ECW's field missions. Indeed, despite the pandemic various field missions went ahead: the ECW Director travelled to Lebanon in December 2020 and Burkina Faso in January 2021 to assess needs and mobilize resources for multi-year investments.

Key stakeholders expressed their support for ECW over the course of 2020. This was clearly highlighted throughout a series of monthly interviews conducted by ECW with the [UN Secretary-General](#) (in January 2021), the [Deputy UN Secretary-General](#), the



"We are proud of the achievements ECW has already made in quickly responding to the COVID pandemic and in some of the most difficult contexts across the world and we are committed to doing our part to enable ECW to continue this critical work."
Karina Gould, Minister of International Development, Canada

Ministers of Education of [Burkina Faso](#) and [Colombia](#), the CEO of the LEGO Foundation, the UN High Commissioner for Refugees, [EU Commissioners](#), and the international development ministers of [Canada](#) and [Denmark](#), among others.

Working closely with global and in-country partners, ECW continued to expand its content production and distribution efforts to ensure that messages reached their target audiences at the global, regional, and national level. ECW's communication outreach and public advocacy channels experienced rapid growth over the year. There was a 200 per cent increase in annual user traffic on the ECW website, a 150 per cent increase on social media channels, and a 125 per cent increase in mailing list subscriptions. In particular, ECW launched a new storytelling platform (Exposure) featuring compelling stories about children and adolescents in need of education support in some of the toughest conditions on earth, and about the positive impact of ECW's investment on their lives and on their communities.

ECW further strengthened its media outreach, including through partnerships established with the Inter Press Service (IPS) news agency and the Cision communication platform. Such outreach resulted in a growing number of mentions by international and national media and communication platforms recognizing ECW's rapid growth and strong results, for a total potential aggregate readership of 4.3 billion in 2020, and growing recognition of ECW as a distinct brand. ECW's sustained media outreach resulted in coverage by high-profile media outlets across the globe – North and South – including The Telegraph (UK), BBC Afrique, Financial Times, New York Times, Los Angeles Times, Voice of America, USA Today, El Pais, Le Monde, Libération, Al Jazeera, Xinhua, Forbes, IPS News, L'Orient Today, Juba Monitor, Peru 21, Bloomberg, AFP, Qatar Economic Times, Politiken, and India Today. Across all channels, ECW's messaging focused on strategic priorities, including ECW partner results, EiEPC needs, resource mobilization, refugees and IDPs, girls' education (and adolescent girls), mental health and psychosocial support, disability and inclusion, and child protection.

ECW REINFORCED ADVOCACY FOR THOSE LEFT FURTHEST BEHIND

GIRLS, CHILDREN AND ADOLESCENTS WITH DISABILITIES, REFUGEES, AND OTHER FORCIBLY DISPLACED CHILDREN

ECW bolstered efforts to ensure that its investments, as well as those of other actors in the EiEPC space, provide inclusive learning opportunities that meet the requirements of all girls, boys, and adolescents, particularly those living with disabilities. In this regard, in December 2020, ECW co-hosted a forum on disability-inclusive education titled 'Reaching the Most Marginalized' together with the Global Campaign for Education, the Government of Norway, the International Disability Alliance, the International Disability and Development Consortium, the Inter-agency Network for Education in Emergencies (INEE), and Special Olympics. The forum offered an opportunity to encourage local, national, and

international decision makers to prioritize inclusive education for learners with disabilities – particularly in humanitarian emergencies – as a key focus of all components of education systems, from the planning phase to delivery, without overlooking its integration in the recent COVID-19 response and recovery efforts.

Following the United Kingdom's hosting of the Global Disability Summit in 2018, ECW has joined the Government of Norway and other organizers for the next event in 2022 to ensure that inclusive education, particularly in emergencies, is high on the agenda for action. To achieve this objective, ECW is working with the Global Action on Disability Network, the Reference Group on Inclusion of Persons with Disabilities in Humanitarian Action, as well as the World Bank's Inclusive Education Initiative. Positioned at the intersection of education and humanitarian action, ECW brings its expertise to these platforms while engaging with international agencies, non-governmental organizations, and organizations for persons with disabilities to advocate for and ensure that investments in education in emergencies become fully inclusive.

ECW continued to advocate for and fund country operations responding to the educational needs of child refugees and IDPs, as well as children living in host communities. Funding was provided for secondary education for refugee children, especially adolescent girls, in line with its pledges made at the Global Refugee Forum. In the same vein, an action plan with the Global Partnership for Education and the World Bank was finalized to enhance collaboration, coordination, and increased financing of global support for the education of child refugees and children living in host communities. A strong emphasis was placed on refugee programmes during ECW's second round of COVID-19 investments.

With respect to access to education for refugees, data provided by UNHCR indicates that about 80 per cent of MYRP countries had policies in place stating that refugees would have the same rights as nationals when accessing primary education, and 71 per cent had similar policies for secondary education. While positive, several studies⁷⁷ suggest that refugees

⁷⁷ United Nations Educational, Scientific and Cultural Organization, *Enforcing the Right to Education of Refugees: A policy perspective*, UNESCO, Paris, 2019, <<https://unesdoc.unesco.org/ark:/48223/pf0000366839>>, accessed 6 July 2021.

continued to face administrative, financial, and/or linguistic barriers – even in countries where such policies exist. Future assessments will need to gauge more systematically the extent to which these policies are implemented effectively, noting that they will need to consider the fragility of national systems where relevant and the pervasive challenges of access for both refugee and host populations.

ECW continued working closely with the Global Coalition to Protect Education from Attack (GCPEA), helping bring the total number of countries endorsing the Safe Schools Declaration from 101 in 2019 to 106 by the end of 2020. ECW also worked with other agency partners of Safe to Learn's Technical Working Group to develop a strategy to operationalize the Safe Schools Declaration. In addition, the organization contributed inputs to several guidelines for protecting children and keeping them safe to learn during the pandemic, including guidelines on supporting schools

to provide a safe online learning experience and recommendations for building back better to end violence against children in and through schools.

ECW PROMOTED THE 'WHOLE-OF-CHILD' TRADEMARK APPROACH

(GENDER, PROTECTION, MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT)

In 2020, ECW engaged in three new global-level strategic partnerships to advance the organization's agenda to give mental health and psychosocial support (MHPSS) a more prominent focus in EiEPC responses. The first such partnership was with the Reference Centre for Psycho-Social Support of the International Federation of Red Cross and Red Crescent Societies (IFRC), a co-chair of the



Displaced and host-community children attend class in a newly built classroom in Kaya, Burkina Faso.

Inter-Agency Steering Committee's (IASC's) MHPSS Reference Group. This partnership came about as the IFRC and the reference group moved rapidly to respond to the shifting MHPSS needs brought about by the COVID-19 crisis and associated school closures. ECW funding assisted a host of new MHPSS global goods and materials produced by the IFRC's Reference Centre and the IASC's MHPSS Reference Group.

A second partnership was with INEE's Psycho-Social Support and Social Emotional Learning Collaborative. INEE and ECW joined forces to advance the agenda on teacher well-being as a standard in MHPSS for EiEPC response. A third partnership was with Columbia University's Protection and Care Learning Network, to set and align ECW's EiEPC child protection research agenda. As part of this partnership, Columbia University is engaging in child protection and MHPSS research on behalf of ECW.

To improve the capacity of EiEPC actors on the ground to develop gender-responsive education in emergencies and to strengthen the quality of its investments, ECW collaborated with the United Nations Girls' Education Initiative (UNGEI) and INEE, through the Acceleration Facility funding window, to develop a core resource package on gender integration in education in emergencies ([EiE-GenKit](#)). This core resource package is designed to assist ECW grantees and other EiEPC practitioners to integrate gender equality throughout the humanitarian programming cycle, from the design phase to the implementation, monitoring, and evaluation of EiEPC interventions. The roll-out of the EiE-Genkit to ECW-supported programmes is planned for 2021. As part of its partnership with UNGEI, ECW supported the establishment of an [online Knowledge Hub](#) focused on gender in EiEPC, pulling together key resources in multiple languages.

In the last quarter of 2020, ECW contracted a consultancy firm to support the development of a Gender Business Case to provide an impetus for increased investment in gender in EiEPC through ECW. The Gender Business Case aims to provide a compelling case for prioritizing investment in girls' education in emergencies and protracted crises, with justification for ECW as a key platform to advance the wider agenda for gender equality in EiEPC.

PROMOTING INNOVATION TO IMPROVE ACCESS TO LEARNING IN UNPRECEDENTED TIMES

In 2020, ECW supported the development of creative solutions to get girls and boys doubly affected by crises in their countries and the COVID-19 pandemic back to learning in the world's toughest places. Through its Acceleration Facility window, ECW invested in sharing best practices to improve education response for inclusive quality teaching and learning. The organization partnered with several multi-agency bodies, such as the Alliance for Child Protection in Humanitarian Action, GCPEA, INEE, and the IASC's MHPSS Reference Group.

By means of the Acceleration Facility window, ECW supported UNHCR with the launch of the second phase of the Humanitarian Education Accelerator. This programme supports organizations in scaling up innovative ideas for education in humanitarian settings, with a research component that generates evidence on how to effectively do so. The programme was amended to include a new activity in response to COVID-19, focusing on identifying good practices and scaling up distance learning and information and communication technologies in education. The Accelerator programme supported innovation projects in response to COVID-19 in Bangladesh, Jordan, and Kenya and focused on: (1) bringing educational content to children at home via an SMS learning platform; (2) delivering digital content to support learning and provide psychosocial support to children; and (3) developing a facilitation guide for mobile-based teaching.

Finally, ECW supported global efforts to harmonize data and indicators. The Global Partners Project, funded by ECW, developed a series of in-depth country case study reports in Bangladesh, Chad, the Democratic Republic of the Congo, Ethiopia, Iraq, and Syria, which focused on strengthening coordinated education planning and response among humanitarian and development actors. These case studies highlight lessons learned across a range of emergency contexts involving refugees and IDPs.

STRONGER TOGETHER: COLLABORATION FOR GREATER EDUCATION RESULTS

COVID-19 presented an opportunity for stronger coordination and cooperation among education actors. At the onset of the COVID-19 pandemic, ECW joined forces with UNESCO and other partners to form the Global Education Coalition to tackle learning disruptions and to administer a specific COVID-19 response. After the initial response, ECW participated in Save Our Future, a global campaign, and the launch of a white paper calling for urgent investment in education to prevent a generational catastrophe.

On 25 January 2021 the Geneva Global Hub for Education in Emergencies was officially launched, bringing together key education partners with an ambitious commitment towards realizing the right to education for crisis-affected and displaced children and adolescents – at a time of unprecedented humanitarian needs. The Global Hub is the result of a pledge made at the 2019 Global Refugee Forum and co-signed by ECW and others working in the education sector, with the goal of convening actors and creating synergies for joint action. ECW will contribute with other partners to an ambitious work plan for 2021, while also managing the Hub's office space in Geneva (kindly provided by the Government of Switzerland), where discussions, policy events, and more will be held with a wide range of stakeholders.

ECW continued to strategically build on its unique position within the UN system to strengthen collaboration and coordination of EiEPC responses at the country level. Working through the UN's established coordination mechanisms – host governments, humanitarian coordinators and resident coordinators, the Inter-Agency Standing Committee's Cluster system, and UNHCR refugee coordination – ECW's investments are driving collective education outcomes and supporting the UN's United to Reform initiative.⁷⁸

ECW is also reaching out beyond the education sector for a holistic and cross-sectoral approach, harnessing the capabilities of various stakeholders, developing creative solutions, and leveraging the use of technology to get crisis-affected girls and boys back to learning in the world's most challenging locations. ECW's investments are bolstered by innovation and research to accelerate progress and impact. This approach is needed now, more than ever, as the COVID-19 pandemic further entrenches the digital divide and its impact on education provision.

ECW also works closely with the Inter-agency Network for Education in Emergencies to: advocate the importance of EiEPC; set and promote standards in EiEPC policy and practice; strengthen capacity among EiEPC actors; and produce, organize, and disseminate knowledge products to inform EiEPC policy and practice.

Civil society continued to be a founding force and a key ally to ECW in 2020. Members of civil society regularly consulted with the ECW Secretariat, often in an advisory role on advocacy and resource mobilization. The role and influence of civil society was reinforced in ECW governance through the election of a youth leader and a teacher's union representative to ECW's Executive Committee.

The International Parliamentary Network for Education,⁷⁹ launched in September 2020 with the support of ECW, is designed to build and strengthen global advocacy work on education within and between national parliaments, supporting parliamentarians to become champions for education nationally, regionally, and internationally. There are now over 250 members of the network from 45 countries. After the appointment of the Global Executive Committee, members began reaching out to parliaments in their regions to introduce the network and to encourage parliamentary speakers to invite members of their parliaments to join.

⁷⁸ United Nations, 'United to Reform,' <<https://reform.un.org>>, accessed 21 July 2021.

⁷⁹ International Parliamentary Network for Education, 'Mobilising political leadership to accelerate quality education for all', IPNED, London, <www.ipned.org>, accessed 6 July 2021.

ECW MAINTAINED A SOLID FUNDRAISING PERFORMANCE DESPITE WORRYING GLOBAL TRENDS

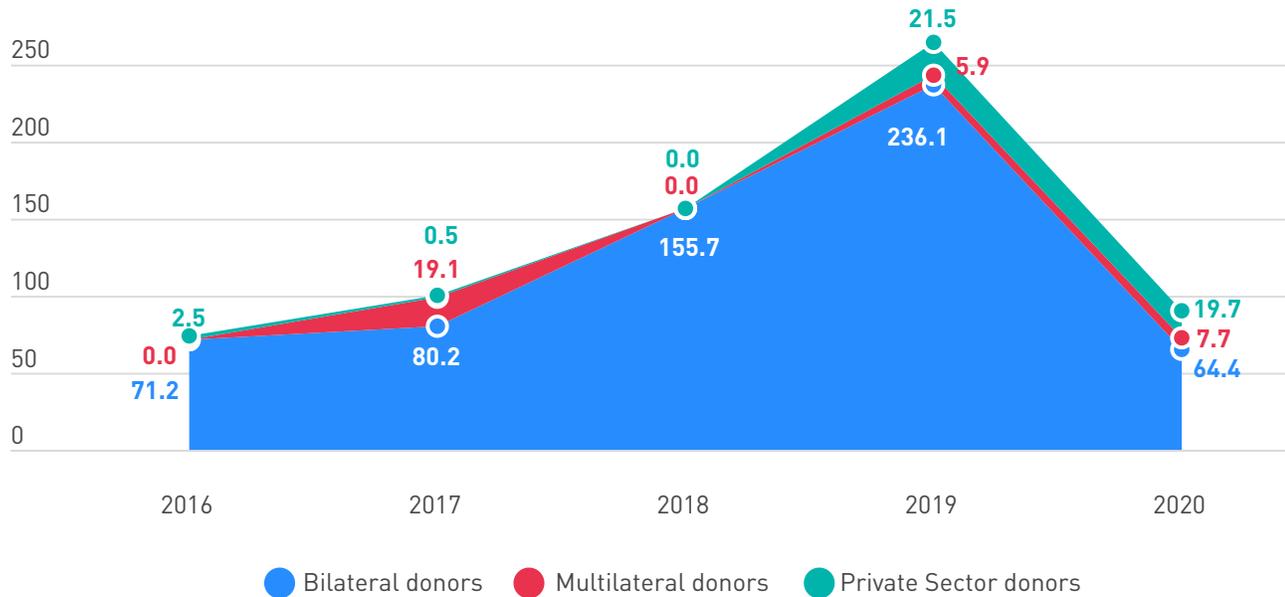
Throughout 2020 engagement with members of ECW’s High-Level Steering Group (HLSG) and Executive Committee was scaled up, and ECW worked to broaden the membership of its governance structure to Arab states and Asia. The HLSG and UN General Assembly high-level events called on public and private donors to answer ECW’s financial appeal to meet the immediate education needs of vulnerable children and adolescents affected by crisis and COVID-19. New political and financial pledges made by strategic partners during these events reinforced shared commitments to increasing support for EiEPC.

ECW’s voice was also amplified in global education policy forums, inter-agency platforms, and advocacy dialogues as the organization increased its efforts

to bring education in emergencies to the forefront of political and funding agendas. ECW continued to actively engage with governments, multilateral institutions, and CSOs in line with the relevant existing global and regional frameworks, such as the G7, the Generation Equality Forum, the Global Compact on Refugees, the UN Agenda 2030 and its High-Level Political Forum, and United to Reform. A virtual side event at the 75th Session of the UN General Assembly – titled ‘The Future of Education Is Here for Those Left Furthest Behind’ – brought together global leaders, young people, teachers, advocates, and education experts to re-imagine education and raise their voices on behalf of all those excluded from education under any circumstances.

Despite worrying global funding trends for education in the context of the COVID-19 crisis, ECW was able to maintain funding levels by doubling its efforts to engage new institutional donors, the private sector, and foundations. In 2020 new donors such as the

FIGURE 9. ECW funds mobilized by year, 2016–2020
in US\$ millions



Government of Finland, Porticus, and Verizon joined the fund, and several existing donors increased their funding. ECW also strengthened its engagement with existing donors through its COVID-19 call to action. Additional funding included top-up contributions from the governments of Canada, Germany, Ireland, the Netherlands, Norway, Switzerland, the United Kingdom, and the United States, and from Theirworld (funded by the Dutch Postcode Lottery), allowing ECW to use its FER grant modality to carry out an emergency response to the COVID-19 pandemic.

As a result, ECW mobilized \$91.9 million in 2020 from both public and private sources, bringing the total amount of resources mobilized since 2016 at the global level to \$684.5 million. ECW's five top donors were (in order) the United Kingdom, Denmark, Norway, Germany, and Canada. Of the total amount of funding mobilized since 2016 from public-sector contributions, 43 per cent has been from development funding envelopes, 31 per cent from humanitarian envelopes, and 26 per cent has no distinction.

FIGURE 10. Sources of funding envelopes, public sector contributions

in US\$ millions

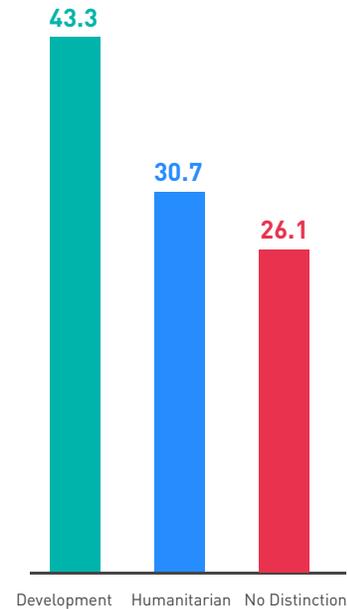
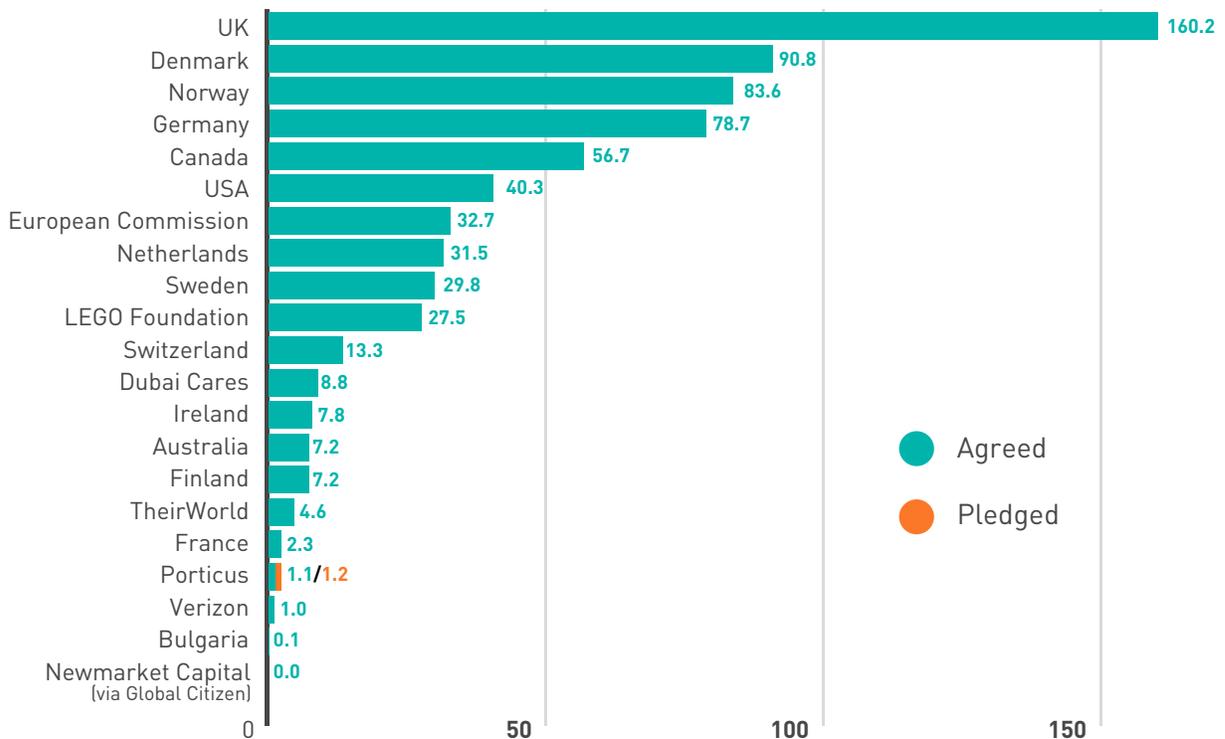


FIGURE 11. Resources mobilized by donor, 2016-2020
in US\$ millions



PART I: STRATEGIC OBJECTIVES

Private-sector donors have contributed \$43 million since the creation of the Fund, including \$27.5 million in grants from the LEGO Foundation, representing 6 per cent of total funding at the global level. Innovative programming with private-sector assistance was further explored across three funding windows in 2020. Under the Acceleration Facility, ECW worked with Porticus to improve measurement of learning outcomes and with the LEGO Foundation to support inclusive early childhood education and play-based approaches in humanitarian appeals and responses.

Through the First Emergency Response window, ECW partnered with Theirworld to respond to the urgent needs of refugee children and adolescents living in camps on the Greek Aegean islands. Through MYRP activities, ECW worked to increase access to digital learning opportunities in Ethiopia and Uganda with contributions from Hewlett-Packard and the ProFuturo Foundation. A workable approach and procedures were developed for the acceptance of private-sector and individual donations with UNICEF's Fund Support Office (FSO), which enabled ECW to accept small, direct donations. A private-sector roundtable event to leverage new interest at the CEO level took place in November 2020.



Primary Seven pupils of Ediofe Girls School, Arua City, Uganda during a class session.

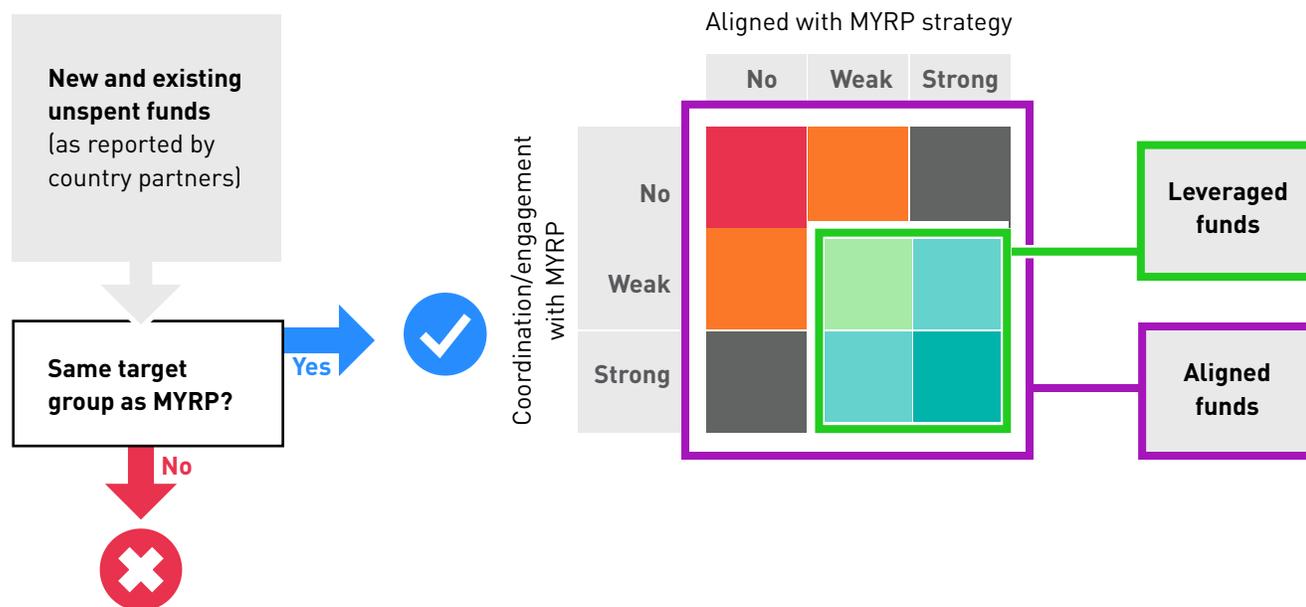
TRACKING ALIGNED AND LEVERAGED FUNDING FROM OTHER PROGRAMMES IN MYRP COUNTRIES

ECW contracted Oxford Policy Management in early 2021 to estimate the amount of funding leveraged in 10 MYRP countries. During several calls and email exchanges with partners and stakeholders from each MYRP country, lists of programmes were established that were supporting the same target groups as the ones in the MYRPs. Eligible programmes included both programmes that started before the MYRP but had unspent funds at the time of the MYRP launch, and programmes that were launched during the same or following years after the MYRP launch.

As a second step, in discussion with in-country partners, for each programme a score was determined regarding its alignment with the MYRP strategy and its engagement with the MYRPs. The following rubrics were employed:

SCORE	TARGET GROUP ALIGNMENT	ENGAGEMENT WITH MYRP MECHANISMS	ALIGNMENT WITH STRATEGY
0	There is NEITHER: (a) targeting towards affected populations identified in the MYRP (particularly in the situation analysis) nor; (b) targeting towards geographic regions where affected populations are particularly concentrated. For situations where affected populations are widely dispersed and served through the national education system, sector support may be counted as target group aligned. For programmes with components that are aligned with the target group, but others that are not, only the value of the aligned components should be counted.	The programme did not engage with MYRP committees or mechanisms during planning or implementation.	The programme is not aligned with the strategy: it does not address the higher-level outcomes identified in the theory of change.
1	There is EITHER: (a) targeting towards affected populations identified in the MYRP (particularly in the situation analysis) or; (b) targeting towards geographic regions where affected populations are particularly concentrated.	The programme engaged with MYRP committees or mechanisms during planning or implementation, but engagement was limited and they did not adopt standardised mechanisms designed by MYRP bodies (e.g., reporting and monitoring), where applicable. For pre-existing programmes, there is an additional criterion that the programme must have been adjusted in part as a result of the engagement with the MYRP.	The programme addresses the high-level outcomes identified in the MYRP. However, it does not operate primarily through the activities and scale-up priorities described in the MYRP.
2	[This score is binary so no programmes will be scored 2]	The programme engaged with MYRP committees or mechanisms during planning or implementation. The engagement was in line with the expectations of MYRP bodies and/or they adopted standardised mechanisms designed by MYRP bodies (e.g., reporting and monitoring), where applicable.	The programme addresses the high-level outcomes identified in the MYRP. It also operates primarily through the activities and scale-up priorities described in the MYRP.

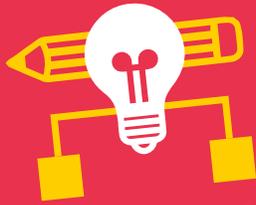
FIGURE 12. ECW’s approach to tracking other funds leveraged at country level



In addition to funding mobilized at the global level, significant resources were mobilized at the country level. According to an external resource tracking exercise conducted by Oxford Policy Management, an estimated \$1.03 billion has been leveraged to date in the 10 initial countries where ECW started supporting MYRPs.⁸⁰ Leveraged funding captures EiEPC resources targeting the same population groups as the MYRP, aligned with the MYRP programmatic strategy, and showing a minimum engagement with the MYRP and its partners in relevant coordination mechanisms at the country level. Leveraged funding consists of both existing funding at the time of the design of the MYRP and new funding that was invested after the MYRP was created.

This significant amount of resources reflects a strong push from the ECW Secretariat to encourage and support country partners to raise and align EiEPC funds with MYRPs, and reflects the efficiency of the MYRP model to function as a resource mobilization vehicle to encourage additional investment in EiEPC. The upcoming MYRP evaluation, to be completed in 2021, will shed further light on the catalytic role played by the MYRPs and ECW seed funding to bring additional funding to the sector.

80 Afghanistan, Bangladesh, the Central African Republic, Chad, Ethiopia, Somalia, South Sudan, State of Palestine, Syria and Uganda.



STRATEGIC OBJECTIVE 3:

IMPROVE JOINT PLANNING AND TIMELY RESPONSE



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HIGHLIGHTS

- In line with 2020 targets, ECW developed eight new MYRPs in 2020, all of which encompass a more strategic focus and 'whole-of-child' approach.
- ECW enhanced the MYRP development processes in 2020 through strengthening alignment to existing national policies and strategies, placing greater emphasis on their use in mobilizing resources and ensuring they were results-based and risk-informed.
- Seventy-five per cent of MYRPs developed in 2020 were based on a good quality process.⁸¹ On average, they scored 4.2 on a 5-point scale.⁸²
- In 2020, ECW experienced its most timely deployment of funds yet, with 76 per cent of sudden-onset crisis FERs (including COVID-19 FERs) and 58 per cent of all FERs disbursed within eight weeks.
- Timeliness of MYRPs increased to 71 per cent in 2020 due to the implementation of a lighter, more strategic-level approach to programme development.

In 2020, ECW continued refining its processes towards improving the quality and speed of its FER and MYRP investments.

As per 2020 targets, the MYRP portfolio rose to 18 countries, with eight new MYRPs approved by the end of the year. That number includes four countries approved in 2018 and six approved in 2019. The eight countries approved in 2020 were: Burkina Faso, Colombia, the Democratic Republic of the Congo, Ecuador, Mali, Niger, Nigeria and Peru.

⁸¹ A 'good quality process' refers to a score above 4 on a 5-point scale.

⁸² Where a score of 1 represents low quality and a score of 5 represents high quality.

TABLE 4. Indicators for Strategic Objective 3: Improve joint planning and timely response

INDICATORS		RESULT 2017	RESULT 2018	RESULT 2019	TARGET 2020	RESULT 2020
S.3	Percentage of ECW-supported multi-year programmes based on a planning process of good quality	N/A	N/A	N/A	85%	75% ⁸³
S.3.1	Percentage of FER countries where funds were disbursed up to eight weeks after the humanitarian appeal date	25%	41%	14%	70%	76% (sudden-onset crisis including COVID-19 FERs) ⁸⁴ 58% (all FER grants) ⁸⁵
S.3.2	Percentage of multi-year programme countries where funds were disbursed up to six months after the country scoping mission	N/A	0%	0%	60%	71%
S.3.3	Number of joint multi-year programmes developed with ECW support	0	4	10	18	18

83 Based on eight countries that developed MYRPs in 2020: i.e., Burkina Faso, Colombia, the Democratic Republic of the Congo, Ecuador, Mali, Niger, Nigeria and Peru.

84 The denominator is the total number of FER grants that respond to an acute emergency or escalation of crisis, including the COVID-19 FER grants. These grants require a timely response.

85 The denominator is the total number of FER grants, including the COVID-19 FERs. This includes acute emergencies as well as FERs in more protracted crisis settings.

DEFINING GOOD QUALITY PLANNING

In 2020, ECW upgraded its MYRP approach towards improved quality planning and development processes, with quality evaluation based on five dimensions:

- extent of joint development
- alignment with existing national policies and strategies
- evidence-based designs
- results-based focus
- risk-informed plans



ECW defines a **joint planning** process on multiple levels. First, on the joint development front, ECW encourages MYRP design and review to be led by the Ministry of Education in consultation with the relevant CSO and UN coordination entities, where possible (for example, the Education Cluster, Education in Emergencies Working Group, Refugee Education Working Group, UN resident coordinator). Next, ECW supports planning processes that require consultation with local education groups, national CSOs and local NGOs. Finally, and of critical importance to fostering an inclusive, joint planning process, ECW promotes the involvement of affected populations and women-led organizations in the design and review of programmes. The 'New Way of Working', as defined by the 2016 World Humanitarian Summit, ensures coordination and partnership between humanitarian and development partners in protracted crises. ECW programmes are situated at the intersection of the humanitarian and development fields, so this new way of working is exactly the approach that ECW MYRPs employ, shifting the traditional model of humanitarian aid to focus on joint multi-year planning, programming and analysis.

ECW requires grants to be **aligned** with existing national policies and strategies and to take into account global EiEPC frameworks. In turn, this requirement encourages grantees to adopt cross-cutting approaches with regard to gender and inclusion, and to ensure that ECW-facilitated programmes do not replace/duplicate any policies, strategies, or practices. Instead, they align across these structures holistically to reinforce learning for the most vulnerable children. Overall, it means that planning processes need to align across national, regional, and local policies as well as across humanitarian and development aid frameworks, programmes, and practices. ECW programmes are also planned across themes, such as gender and risk analysis.

THE PLANNING PROCESS FOR THE NIGER MYRP

The planning process for the Niger MYRP was inclusive and participatory. The governance structure included stakeholders from multiple levels of children's education, as well as local elected officials, education partners in development, parents of students, and ministries of other sectors such as health and nutrition. More specifically, these stakeholders will form thematic groups and participate in annual reviews of the MYRP "to share their experiences and propose solutions to improve programmatic performance and ensure that they are an integral part of the design, implementation, [and] monitoring and feedback loop."

THE PERU MYRP

The Peru MYRP planning process included an extensive mapping of current programmes, policies, and practices relating to the education of children in emergencies and protracted crises. To close the humanitarian-development gap, the Peru MYRP aligns "with the objectives of the National Education Plan in its support for the integration of migrant, refugee, and vulnerable host community children." The Peru MYRP also recognized the intersectionality of children affected by crises and analysed gender and migrant integration issues, concluding that "the Peruvian education system and its national curriculum do prioritize gender equality, education for all and protection. However, the influx of new learners from varied, diverse and unstable backgrounds has highlighted gaps." Overall, the planning process emphasized the need to reinforce Peruvian state education policy that ensures that "new arrivals and the vulnerable populations in host communities, particularly marginalized children and adolescents, receive access to learning."



In the community of Villa Sur in La Guajira, Colombia, children and their families seek new opportunities.

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To ensure that MYRPs are sustainable and accurately address the needs of the target population, it is crucial that MYRP development committees propose interventions that are **evidence-based and results-oriented**. For MYRPs, interventions are measured across various dimensions, including whether they include a solid theory of change, SMART outcomes, and an established monitoring and evaluation (M&E) component. ECW requires MYRPs to conduct various analyses concerning gender and the EiEPC sector at large. More information on evidence-based planning can be found in the Strategic Outcome 5 chapter.

Risk-informed programming is essential to anticipate and manage programmes in volatile EiEPC contexts. The extent to which grantees identify, categorize and develop mitigation measures as part of their risk management framework is another important aspect of quality planning.

THE COLOMBIA MYRP

The Colombia MYRP proposed an exemplary M&E framework. “The proposed MEAL [M&E and learning] framework adopts a child-centred approach to understanding the needs and to monitoring the progress towards achieving the MYRP outcomes. By having a gender-sensitive lens, it will look at whether the different needs of boys and girls have been addressed sufficiently and whether the MYRP is having an impact on gender relations. Community-based and child-participatory methods will be utilized to measure whether the programme has successfully addressed the different needs of girls and boys, including children with disabilities, and to determine whether gender and disability is impacting learning and well-being outcomes.” Prior to COVID-19, the consortium partners in collaboration with local education authorities conducted “mapping and characterization exercise[s] [which] allowed the local education authorities to get a better picture of the demand for education services in their administrative areas. By tailoring the response in each department, partners were able to achieve much better results, tailored to the needs of the communities.”

The Colombia MYRP highlighted specific and detailed M&E activities that would be continually revisited through the lifespan of the programme. For example, “monthly review of progress against output-level indicators to track MYRP progress. This will include systematic collection of quantitative data to track progress on activities, disaggregated by origin, sex and disability.” This in turn allows for informed, strategic scaling up of projects in the coming years.

In an analysis by the external review panel that independently assesses the MYRP proposals and data on the five quality planning dimensions and related criteria, 75 per cent of countries approved for funding in 2020 (six out of eight) developed MYRPs that scored above 4 on a 5-point scale. The average score was 4.2. The Latin American MYRPs scored highest compared to MYRPs in other parts of the world. When data from MYRPs developed in 2019 were included in the analysis, the average score was 4.0, implying that MYRPs developed in 2020 had a better quality planning process than those developed in 2019. Two dimensions – on the extent of joint development of programmes and their alignment with existing policies and strategies – scored particularly high at around 4.5. Scores for two other dimensions – risk-informed planning and evidence-based programming – were lower, at 3.8.

FIRST EMERGENCY RESPONSE

The criteria for a quality planning process in FER grants are the same as those of MYRPs. However, FER quality planning process criteria respond to the humanitarian focus of the FERs working closely together with education and humanitarian partners. FER grants also need to show a clear alignment with humanitarian response plans that demonstrates a coordinated effort for EiEPC. FERs also use joint education needs assessments, employ a “five W” approach to programming (Who is working Where, When, for Whom and on What), and respond in the most effective and cost-efficient way.

“Anchoring FERs in country-driven processes and within the UN coordination structure and Humanitarian Response Plans is seen as important for appropriate, coherent, and connected responses.”

– Mokoro Ltd., Evaluation of the Education Cannot Wait First Emergency Response Funding Modality, Final Evaluation Report, Oxford (U.K.), November 2020, p. 17.

LESSONS LEARNED FROM ECW'S FER 2020 EVALUATION

In 2020, ECW commissioned an external evaluation of its FER programme design and implementation.⁸⁶ The evaluation identified several areas of strength as well as areas for improvement in relation to joint planning, coordination, and timeliness of response. Among the recommendations are the following:

- Continue to use FER to respond rapidly to sudden-onset emergencies and clearly escalating crises.
- Do not default to using the FER in its current form to respond where it is unlikely to catalyse systemic outcomes in protracted crisis settings.
- Continue to align and rely on country-level coordination structures, plans and processes.
- Continue with an overall rapid timeline, high flexibility and light reporting requirements.
- Allow flexibility in the timeline to balance speed with quality programming and interest from international and national partners.
- Issue guidance on trade-offs across the FER portfolio regarding fragmentation and coherence of grants, localization, grantee diversity and coherence, and support the implementation of a minimum FER budget size.
- Strengthen FER coordination in response to the needs of refugees.
- Improve communication regarding country allocation and grantee selection.
- Award larger FERs when needed, keeping the approval process efficient.

ECW drew up a management response to these and other conclusions and recommendations. The response acknowledged that the focus and strength of the FER lay in its timely response and work with existing coordination structures and education plans in sudden-onset emergencies and escalating crisis settings. It also recognized the need to enhance transparency on country and grantee selection and to balance trade-offs, and the importance of awarding larger FERs when needs so dictate.

⁸⁶ Fölscher, Alta, et al., *Evaluation of the Education Cannot Wait First Emergency Response Funding Modality, Commissioned by ECW: Final Evaluation Report*, Mokoro Ltd., Oxford, 2020, <<https://reliefweb.int/report/world/evaluation-education-cannot-wait-first-emergency-response-funding-modality-final>>, accessed 6 July 2021.

HUMAN INTEREST STORY

TELEVISION EDUCATION IN MOZAMBIQUE

“With the schools closed, Telescola is helping me to continue studying at home so that I can continue working to make my dream come true.”
—Amilcar, 14

To support the continuity of learning during school closings, an ECW investment implemented by UNICEF is supporting television and radio education programmes in Mozambique.

School closings and movement restrictions during the COVID-19 pandemic have made it difficult for millions of children to learn. Yet in Mozambique, Alzira Ngomane, 17, her brother Amilcar Ngomane, 14, and others like them are keeping up with their studies, thanks to Telescola da Televisão de Moçambique (TVM), an educational television programme.

“We missed our teachers. They were very friendly and helped us solve the harder exercises. But with the coronavirus, we needed to adapt and learn to solve our exercises alone at home,” say Alzira and Amilcar.

The siblings live in the Albazine district, in the city of Maputo. Alzira, a 12th-grader at Escola Secundária Eduardo Mondlane, dreams of being a civil engineer.

Every afternoon at 3 pm, they place their notebooks on the small wooden table in their living room and turn on the television to follow the 30-minute classes broadcast by TVM. Both recognize that it is not the same as being in a classroom with their colleagues and teachers. But it helps them keep up with some subjects and makes it easier to do their exercises.

“I try to maintain a routine while I’m at home: wake up and do my housework, then study and watch Telescola,” says Alzira. “Without Telescola, it would be difficult to understand the subjects and solve some exercises.”

Since the school closings, TVM has been broadcasting 1.5 to 2.5 hours of Telescola programming daily, on



radio and television, to support the continuity of learning for children in primary and secondary education. ECW support includes programme translation into local languages and community radio broadcasts.

Constância Guiama is one of several teachers who accepted the challenge of teaching at Telescola. When schools shut down due to the coronavirus in 2020, she started using digital platforms to teach and support her students. For those students whose families cannot afford internet service, Telescola offers a practical solution.

The experience, she says, has benefited both teachers and students.

Amilcar likes to draw and dreams of becoming an architect. “With the schools closed, Telescola is helping me to continue studying at home so that I can continue working to make my dream come true,” he says.

Contributed by Claudio Favrelle, UNICEF Mozambique

TIMELINESS

Besides quality planning, ECW focuses on disbursing funds to grantees in a timely manner so that affected populations have access to interventions when needed. For FER grants, ECW strives to disburse funds and start programmes within eight weeks of an emergency or country appeal. Considering that MYRP grants go through a more detailed and lengthy planning process and respond to protracted crises, ECW has an extended time frame in which to disburse these multi-year grants, i.e., within six months of the scoping mission to the country.

Quality planning processes and timeliness looked different in 2020 than in previous years, primarily due to sudden shutdowns after the COVID-19 pandemic was declared. ECW was flexible in its approach to quality planning to ensure it followed local and national health and safety protocols, including the use of virtual meetings instead of in-person meetings as held in the past. As such, the collaboration of humanitarian and development actors was virtual. Scoping missions for MYRPs also looked different than in previous years. In some instances, virtual scoping missions were possible. In others, planning continued until such time as it was deemed safe for in-person meetings. This meant that time frames for disbursing funds quickly were measured variably. Specifically, if no scoping mission was possible, ECW measured disbursement as of the date of the country appeal for MYRP funding.

Despite the challenges brought about by COVID-19, including delays in programme implementation reported around the world, 71 per cent of all MYRP grants developed in 2020 were timely, and funds were disbursed within six months of programme initiation. For all MYRPs active in 2020, 43 per cent of grants were disbursed on time, showing a substantial increase in speed compared to previous years. The time from initiation of the development to disbursement was reduced from approximately 10 months for MYRPs developed in 2018 and 2019 to seven months for the MYRPs developed in 2020. The MYRPs in the Sahel region were especially timely, taking an average of four months and 21 days from initiation to disbursement. The increased timeliness among MYRPs can be attributed to the improvements made

in the MYRP development process facilitated by ECW, which adopted a lighter, strategic-level approach combined with a more condensed template for the MYRP proposals (see section below).

For all 112 FER grants that were approved in 2020, 58 per cent were disbursed within the specified time frame of eight weeks, making it ECW's most timely disbursement of funds to date. For acute emergency grants (86), including COVID-19 FERs, 76 per cent were disbursed within the specified time frame. Timeliness for COVID-19 grants was measured from the declaration of the onset of the pandemic on 11 March 2020. ECW was able to disburse 85 COVID-19 grants (via two rounds) to 33 crisis-affected countries/areas within an average of 50 days, resulting in 75 per cent being disbursed within eight weeks. Analysing all FER grants active in 2020, 45 per cent were disbursed within eight weeks, showing a significant improvement compared to 2019.

REFINING ECW'S WHOLE-OF-CHILD APPROACH IN MYRPS

Drawing from lessons learned in past years, ECW worked to improve MYRP planning and development processes to be more effective in meeting the nuanced needs of children and adolescents who will benefit from these programmes.

Following efforts put in place in 2019, ECW continued with the 'whole-of-child' approach, ensuring a quality education for all children and adolescents affected by emergencies and protracted crises. This approach addresses the multisectoral and holistic needs embedded in educational settings. In other words, while the link between education and outputs such as an improved curriculum is clear, ECW also funds initiatives that address components that fall outside the mainstream educational realm but are still essential to ensuring children have a safe and secure place to learn both physically and emotionally. For example, multiple MYRPs had initiatives on physical and emotional safety, school feeding, and water and sanitation in schools. All MYRPs approved for funding in 2020 address social and emotional learning for children and adolescents as well as for teachers in their programme proposals.



Children in an overcrowded classroom in northwest Burundi where a rise in landslides due to climate change has displaced entire villages.

Connected to this holistic approach in ensuring quality education, ECW conducted a cost-per-child analysis across its portfolio, taking into account the 18 MYRP budgets and targeted reach figures of seed funding. The analysis found that the provision of a holistic package of education support costs about \$220 per child for the three-year duration of a MYRP. Comparing this with the much shorter and more targeted FER programmes, the cost to get a child back to education after he/she is affected by an acute emergency or escalation of a crisis is about \$25 for the duration of the FER. The COVID-19 response cost \$1 per child, reflecting that the COVID-19 grants reached much larger numbers of children, for example, via mass public awareness campaigns and distance education via radio and television. These monetary differences illustrate the variety of holistic support packages that ECW is providing across its programme investments.

As part of the overall effort to improve planning processes, ECW has taken steps to reduce the time it takes to develop and disburse funds while still focusing on the bigger picture, which is reflected in the timeliness data presented above. ECW has achieved timely disbursement of funds by encouraging a comprehensive inception phase after the proposal is approved. The time taken to develop the MYRP proposal is therefore shortened as it focuses more on outcome-level results and higher-level strategies to achieve and measure them. Chad and Ecuador are clear examples of grants with relatively shorter grant development and disbursement times while focusing on detailed outcomes. Funds for both countries were developed, approved, and disbursed in less than six months, with Chad receiving funding in four months and 24 days. These MYRPs provide detail-oriented outcomes, with Ecuador receiving a 90 per cent approval score out of 100 in the quality assurance

review conducted by an external review panel. ECW is also taking the necessary steps internally to ensure that the MYRP process is both sustainable and time efficient. The quality of proposals is improving as a result of drawing more heavily on existing documentation and providing more technical assistance in important areas, such as child safeguarding and protection, gender, MHPSS, inclusion, M&E, and risk management. In using a scaled-up seed-funding model, ECW ensures that the programmes implemented are aligned with

its approach to quality planning, in that growth is results-based and risk-informed.

ECW also encourages grantees to develop scale-up and resource mobilization strategies that are embedded in the MYRP. This ensures that sustainability is integrated from the beginning and creates opportunities for donors to directly fund MYRPs through in-county as well as global resource mobilization efforts. See the Strategic Outcome section in Chapters 1 and 2 for more details.

FIGURE 13. MYRP holistic programming, 2020*



* Refers only to the eight MYRPs approved in 2020



STRATEGIC OBJECTIVE 4:

STRENGTHEN CAPACITY TO RESPOND



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HIGHLIGHTS

- In response to the pandemic, the Global Education Cluster (GEC) scaled-up remote support to coordinate, develop, and consult members of the education clusters via its help desk, distance support, rapid response teams, and online coordination trainings.
- Financial absorption capacity across ECW's investment portfolio increased to 95 per cent.
- Fifty-five per cent of second- and third-generation MYRPs have cash transfers.
- Twenty-three per cent of ECW funding was allocated to local and national responders, almost reaching the Grand Bargain target of 25 per cent.
- The Humanitarian Education Accelerator adapted well to the COVID-19 pandemic by creating the COVID Amplify Challenge, focusing on technological innovations for school closures.

In 2020, ECW built institutional capacity for education in emergencies and protracted crises through a focus on collaboration and coordination at both the global and in-country level. Globally, ECW continued supporting the coordination and membership structures of GEC, INEE, and UNHCR and the development of their technical and advocacy capacities so they could better respond to the needs of those left furthest behind and advocate on their behalf. At the country level, governments and non-governmental partners alike directly engaged in all aspects of programming – from design to implementation, monitoring and reporting.

TABLE 5. Indicators for Strategic Objective 4: Strengthen capacity to respond

INDICATORS		RESULT 2017	RESULT 2018	RESULT 2019	TARGET 2020	RESULT 2020
S.4	Percentage of ECW funding allocated to local and national responders as directly as possible ⁸⁷ to improve outcomes for affected people and reduce transactional costs, in accordance with the Grand Bargain commitment ⁸⁸	19%	30%	26%	30%	23%
S.4.1	Percentage of ECW-supported programmes featuring cash transfers to: (i) households or students for education, and/or (ii) schools to improve learning environments	N/A	N/A	N/A	N/A	55% ⁸⁹
S.4.2	Percentage of cluster countries where cluster lead agencies have full-time dedicated cluster staff (Coordinator and Information Manager) ⁹⁰	35%	31%	55%	50%	48%
S.4.3	Absorptive capacity: portion of grant budgets reported as spent on services delivered	52%	75%	85%	80%	95%
S.4.4	Number of ECW-supported novel approaches in EiE with a clear strategy towards testing and scaling up	N/A	N/A	N/A	N/A	8
S.4.5	Number of children reached through ECW-supported innovations	N/A	N/A	N/A	N/A	30,713

87 Funds transferred through one intermediary, being a UN agency or an international NGO (INGO). ECW aims to avoid any occasion whereby funds are transferred from one UN agency/INGO to another UN agency/INGO.

88 For all MYRPs approved from December 2019 onwards.

89 Colombia, Ecuador, Ethiopia, Peru, Mali and South Sudan, including cash transfers to households, students or schools.

90 The source for this data is the global education cluster.

PARTNER CAPACITY AT THE GLOBAL LEVEL

COORDINATION CAPACITY

In 2020, ECW continued building additional global and regional capacities for the GEC, INEE, and UNHCR to improve EiEPC coordination and education response mechanisms and to promote education for refugees. This support led to better refugee crisis responses for the Sahel and Venezuela regional crises.

The GEC scaled-up remote support to members of the Education clusters. Its help desk increased support fivefold, responding to 53 requests in 2019 and 245 requests in 2020. Of the 2020 requests, 80 were related to the COVID-19 pandemic. A more significant factor in the increase, however, was a more proactive approach by the help desk through engagement and communication in support of cluster teams. Additionally, the GEC adopted a virtual assistance model in response to COVID-19 restrictions, which ensured that critical support continued to country teams. A cumulative total of 660 days of remote support to 16 country teams was provided in 2020, strengthening coordination and information management, as well as thematic and/or needs assessment information. Direct in-country deployment via rapid response teams was provided in five countries.

To develop coordination capacity, the CORE 1 and 2 Coordination Trainings (CCTs), normally held in person, were adapted to online. Demand for the online training exceeded expectations, with 166 participants completing the virtual CORE 1 training in the last three months of 2020 alone, and 151 participants trained during five sessions held in 2020 for CORE 2. The GEC, in collaboration with INEE and UNHCR, conducted additional regional CCTs for non-cluster countries in eastern and southern Africa, Latin America, and East Asia to help these countries adapt and respond to the pandemic. The effort demonstrated these partners' flexibility and ability to deliver results despite the increased challenges in 2020. Online training in French was launched in 2021.

The GEC increased its support to country education clusters in the consultation and development of ECW's FERs and MYRPs. The rapid response team provided support to the Mali education cluster in finalizing and consolidating partner proposals for the third FER allocation for the Sahel. The rapid response team also supported the Regional Education Working Group for Latin America and the Caribbean in developing the regional component of the MYRP for the Venezuela refugee and migrant crisis. GEC provided similar support to the Iraq education cluster for their 2021 MYRP by drafting key documents, such as terms of reference and templates related to grantee selection processes.

ECW also focused on building the advocacy skills and technical capacity needed to strengthen EiEPC responses. Global public goods were developed and disseminated through partnerships with multi-agency bodies, such as the Alliance for Child Protection in Humanitarian Action, GCPEA, INEE, and the IASC's MHPSS Reference Group. For example, INEE continued to prioritize online resources and platforms, culminating in the launch of the first of several e-learning modules on EiEPC and related technical and skills areas.⁹¹ With the platform established and initial content publicly available, INEE is pivoting its focus to adding more content based on the needs communicated by its members, starting with e-learning modules on gender and child protection.

At the governmental level, ECW supported the Inter-Governmental Authority on Development (IGAD) with the implementation of the Djibouti Declaration on Education for Refugees, Returnees and Host Communities in East Africa and the Horn of Africa region. The initiative supported IGAD member states in increasing global, regional, and country level cooperation to achieve SDG 4 on universal quality education as part of the implementation of the United Nations Comprehensive Refugee Response Framework.⁹²

91 Kaya humanitarian learning platform, 'Education in Emergencies (EiE)', Online course, <<https://kayaconnect.org/course/info.php?id=2748>> accessed 6 July 2021.

92 United Nations High Commissioner on Refugees, Global Compact on Refugees digital platform, 'Implementing the Djibouti Declaration: Education for refugees, returnees and host communities', <<https://globalcompactrefugees.org/article/implementing-djibouti-declaration-education-refugees-returnees-host-communities>>, accessed 6 July 2021.

TECHNICAL CAPACITY

Several initiatives in 2020 began building technical capacity in child protection, gender, MHPSS, and teachers' well-being. For example, the IASC's MHPSS Reference Group developed useful guidance on how to conduct MHPSS assessments in the time of COVID-19. With ECW support, IFRC's Reference Centre for Psycho-Social Support developed Child Friendly Activity Cards⁹³ designed for children in lock-down or with limited access to school. The Reference Centre also developed guidance for the media on talking and writing about MHPSS in response to the Beirut explosions.⁹⁴

In late 2020, INEE and its teachers in crisis contexts and psychosocial support collaboratives started development of a teacher well-being toolkit. This toolkit seeks to address educational system failures to safeguard teacher well-being, which have a significantly adverse impact on students and learning outcomes. The purpose of this work is to develop and make accessible a comprehensive, collated collection of teacher well-being tools accompanied by a guidance note highlighting good practices.

As an example of GEC support in Burkina Faso, the education cluster – co-led by the Ministry of Education with support from Plan International and UNICEF – was activated in 2020 following the deterioration of the humanitarian situation and increased insecurity, which had major consequences for education. As of March 2020, 2,512 schools had closed, disrupting learning for more than 349,000 students. The COVID-19 pandemic compounded such challenges, leading to the suspension of schooling across 20,754 establishments at the onset of the pandemic, affecting 5.1 million students. The country team facilitated core cluster functions, coordinated the development of the MYRP, and strongly advocated for the MYRP to be aligned with the multi-

PARTNER CAPACITY AT THE NATIONAL LEVEL

Both the global institutional capacity to drive and coordinate education responses and in-country capacity and coordination are essential to recovering from crises. One of the ways in which ECW measures coordination capacity at the international and national level is by measuring the availability of dedicated cluster staff at the country level. According to the Global Education Cluster, there were 26 officially activated IASC education clusters and EiEPC working groups⁹⁵ as well as three hubs within the Whole of Syria response⁹⁶ by the end of 2020.

Depending on country-level need and available funding, cluster staffing ranged from partially to fully dedicated. In 2020, 48 per cent of clusters/contexts had both a full-time coordinator and a full-time information manager.⁹⁷ Both Save the Children and UNICEF provided dedicated global coordinators, coordination specialists, information management specialists and technical experts to the Global Education Cluster.

year national EiEPC strategy. To do so, the capacity of 22 cluster members and partners was built to coordinate an effective, efficient, and strong EiEPC response. With GEC providing coaching support at a distance, a joint needs assessment was successfully completed to inform the overall response. Finally, the cluster coordinator advocated for prioritizing education in emergencies in Burkina Faso by spotlighting its significant challenges and support needs during the final instalment of the 'Elevating Education in Emergencies' series of high-level meetings hosted by the Global Education Cluster, in which 220 representatives of UN Member States, UN agencies and CSOs participated.

93 World Vision International and International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 'Child Friendly Spaces at Home Activity Cards', World Vision and IFRC Reference Centre for Psychosocial Support, Copenhagen, 2020 <https://pscentre.org/?resource=child-friendly-activity-cards&fbclid=IwAR3Ri8BfBbNA8WFRjaSL8sDxxq-prNMm3q1XRtSNclFzWWhvVg7T0pL4_oQ>, accessed 6 July 2021.

94 International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 'Talking and Writing about Mental Health and Psycho-Social Support in Emergencies', IFRC Reference Centre for Psychosocial Support, Copenhagen, 2020, <<https://pscentre.org/wp-content/uploads/2020/08/talking-about-MHPSS-in-Emergencies.pdf>>, accessed 6 July 2021.

95 Created by the United Nations General Assembly, resolution 46/182 in 1991, the Inter-Agency Standing Committee is the longest-standing and highest-level humanitarian coordination forum of the UN system, bringing together the executive heads of 18 UN and non-UN organizations to ensure coherence of preparedness and response efforts, formulate policy, and agree on priorities for strengthened humanitarian action.

96 The Whole of Syria response represents the totality of the humanitarian education response for children in Syria. It includes the response of education actors based inside the country and education actors who work through a cross-border modality. The response aims to improve access to services, the quality of those services, and the systems that support the delivery of education.

97 The 7-percentage-point difference with 2019 (48 per cent vs. 55 per cent) is due to the change of status of a few contexts (Kenya, Pacific) and change of status of Information Management Officers in Afghanistan, Cameroon, the Central African Republic and southern Turkey.

Another significant aspect to ECW's capacity-building approach is working with national governments and local NGOs. ECW understands that national-level coordination is integral to having a positive, sustainable impact on education response.

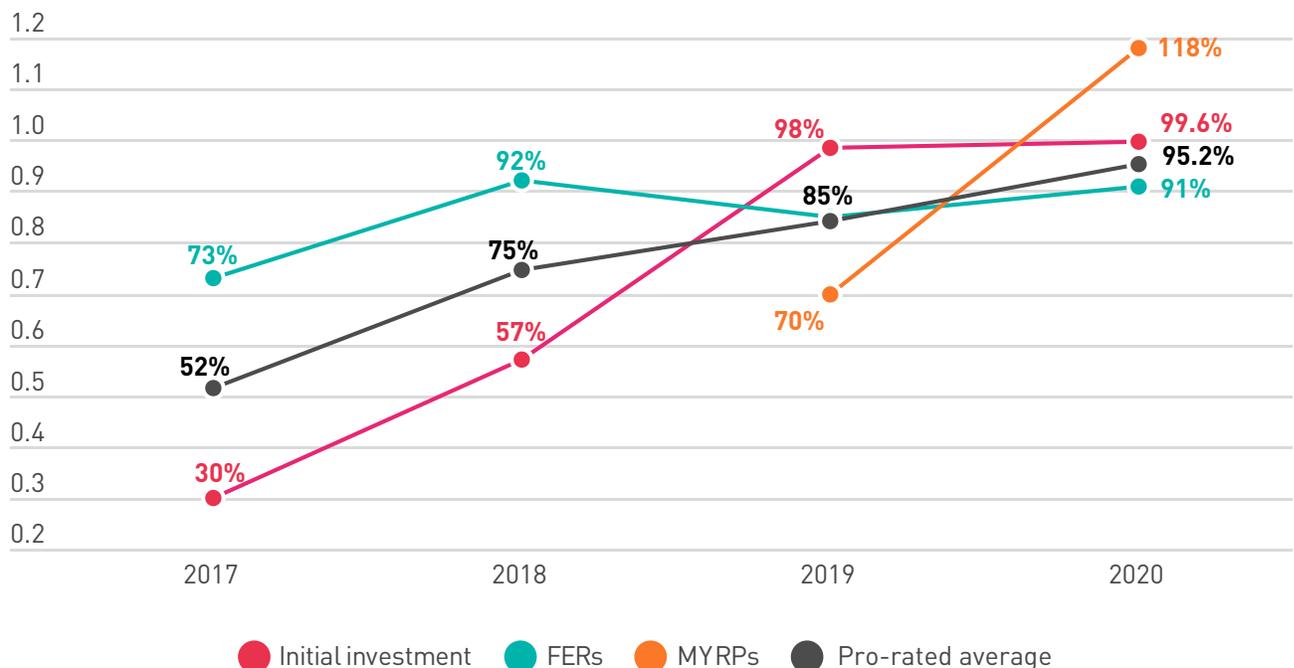
In the context of COVID-19 FER implementation in South Sudan, the Lutheran World Federation (LWF) identified, established, and supported institutional capacity development of local actors to be part of planning, implementation, and advocacy efforts within the education sector. LWF restructured the school governance system by incorporating school management committees and parent-teacher associations in schools. Community members were trained in the planning and monitoring of school-based activities, including tracking children who have dropped out of school and conducting advocacy to improve learning standards. LWF also worked with county education departments to disseminate COVID-19 information and to jointly monitor schools and their compliance with COVID-19 protocols, as well as with local education committees to disseminate

COVID-19 information to parents and communities. The information aimed at helping learners to stay safe while at home and in school, especially when partial school reopening began in October 2020.

UTILIZATION RATES AND LOCALIZATION OF ECW PROGRAMMES

The absorption capacities of ECW grants continue to increase compared to previous years. Absorption capacity is the portion of the grant that is utilized compared to any unused portion of pro-rated expenditure, and provides an indication of how quickly grantees are operating and implementing. Absorption capacity stood at 95.2 per cent on average for all active programmes in 2020. FER programmes increased utilization to 91 per cent in 2020, up from 85 per cent in 2019. MYRPs utilized more funds than expected, reaching an absorption capacity of 118 per cent, a substantial increase from the 70 per cent reported in 2019.

FIGURE 14. Utilization rate by programme, 2017–2020



MYRPs are multi-year programmes, and therefore spread utilization across the duration of the grant, often utilizing more in the early years of the grant.⁹⁸ The multi-year initial investment grants that ECW implemented in four countries at the start of its operations in 2017 have utilized 99.6 per cent of their funding, and all of them were finalized by the end of 2020. About 32 per cent of grants beyond the midway point of implementation in 2020 (42 of 132) required and received no-cost extensions. For FERs, 33 per cent of grants required a no-cost extension, the same as in 2019. One out of the six MYRP countries⁹⁹ that are beyond the midway point of implementation received a no-cost extension. Among 64 grants that ended in 2020, the average utilization rate was about 94 per cent, while 13 grants required a no-cost extension.

ECW supports the localization agenda of the Grand Bargain agreement¹⁰⁰ and is committed to transferring funds as directly as possible¹⁰¹ to local and national providers. In 2020, 23 per cent of funds invested per country were transferred as directly as possible – a reduction of 3 per cent compared to 2019. There are differences between investment modalities: the shorter FERs average 27 per cent and the longer initial investment and MYRPs average 10 per cent and 12 per cent, respectively.

To further promote localization and strengthen the choice and dignity of affected populations in ECW programming,¹⁰² 55 per cent of MYRPs that were approved since the end of 2019 include cash transfers for education to households or students¹⁰³ and/or directly to schools/learning centres aimed at improving the teaching and learning environment.¹⁰⁴

INNOVATIVE AND CREATIVE SOLUTIONS IN PRACTICE

ECW uses three criteria to measure against the corporate indicator on the number of ECW-supported novel approaches in EiEPC, with a clear strategy towards testing and scaling up within the MYRP.

These criteria are:

- **Strategy:** The extent to which the MYRP has a solid scale-up strategy in place.
- **Proof of concept/evidence:** The extent to which the MYRP has gathered evidence of successful and cost-effective innovations that improve EiEPC programming or policy.
- **Scalability:** The extent to which the MYRP is scaling up innovations and has secured related funding.

The five MYRPs in Colombia, Mali, Niger, Peru, and South Sudan meet the first criteria; they have a solid strategy to test and scale up the MYRP concept. As most of these MYRPs were approved in 2020, they are now gathering evidence and mobilizing resources to scale the MYRP interventions to other areas. Evidence collection is created through outcome measurements and/or formative assessments of what works and what does not in EiEPC provision, to test and improve the concept of education for those affected by conflict and crisis.

98 Almost all MYRP grantees that started in 2020 (Ethiopia, Somalia, South Sudan and Syria) have relatively high utilization rates.

99 Bangladesh received a short, three-month extension.

100 Inter-Agency Standing Committee, 'About the Grand Bargain', <<https://interagencystandingcommittee.org/about-the-grand-bargain>>, accessed 6 July 2021.

101 Funds transferred through one intermediary, being a UN agency or an international NGO (INGO). ECW aims to avoid any occasion whereby funds are transferred from one UN agency/INGO to another UN agency/INGO.

102 Global Education Cluster, *Cash and Voucher Assistance for Education in Emergencies: Synthesis Report and Guidelines*, 2019, <[https://reliefweb.int/sites/reliefweb.int/files/resources/1551285775.GEC synthesis report FINAL rgb.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/1551285775.GEC%20synthesis%20report%20FINAL%20rgb.pdf)>, accessed 6 July 2021.

103 For gender- and age-disaggregated data, see the collective outcome section in Chapter 1 on access indicator E1.3.

104 Colombia, Ecuador, Ethiopia, Peru, Mali and South Sudan include cash transfers to households, students or schools. Syria will fund cash transfers during the scale-up. Burkina Faso, the Democratic Republic of the Congo, Niger and Nigeria do not have cash transfer components in their MYRP seed funding.

BESIDES THESE INNOVATIONS, THERE ARE THREE OTHER INNOVATIONS WORTH HIGHLIGHTING:



“The HEA process is at its essence a thought-provoking incubator that pushes you to new heights. Through the various workshops and mentorship opportunities, you gain first-hand knowledge from the experts. . . . It provides a platform for collaboration and sharing of peer-to-peer knowledge and insights. Not only is this a good venue to learn what others in the field are working on but it connects organizations and individuals that might not typically be aware of the others’ impact, serving as a platform to forge partnerships.”

– Amal Alliance

1. Humanitarian Education Accelerator (HEA)

supports innovations in education in emergency settings by building capacity for scale-up and M&E, as well as conducting research to evaluate and inform pilot programmes.¹⁰⁵ In 2020, HEA created the COVID-19 Amplify Challenge¹⁰⁶ in coordination with the EdTech Hub,¹⁰⁷ Global Innovation Exchange¹⁰⁸ and mEducation Alliance.¹⁰⁹ Twelve teams were selected to participate in a weeklong virtual ‘boot camp’ focusing on technological innovations to cope with school closures. The COVID-19 Amplify Challenge fostered technical collaboration among HEA’s technical team and selected country-level NGOs, such as Jusoor,¹¹⁰ Mosaik,¹¹¹ M-Shule,¹¹² and a partnership between Amal Alliance¹¹³ and Ustad Mobile.¹¹⁴

HEA continued advising War Child Holland¹¹⁵ in piloting and scaling up the Can’t Wait to Learn and other programmes to address remote learning. The programme reached 16,000 children (50 per cent girls), most of them primary school aged, who are counted against ECW targets across four countries: Chad, Jordan, Lebanon, and Uganda. Due to COVID-19, Can’t Wait to Learn was adapted for home learning and reached nearly 10,000 children in their homes and another 5,000 through school-based and facilitator-led sessions.

105 Humanitarian Education Accelerator, United Nations High Commissioner for Refugees, and Education Cannot Wait, HEA [Learning Series], <<https://medium.com/hea-learning-series>>, accessed 13 July 2021.

106 EdTech Hub, ‘EdTech Hub teams up with UNHCR’, <<https://edtechhub.org/edtech-hub-teams-up-with-unhcr>>, accessed 6 July 2021.

107 EdTech Hub, ‘Evidence in EdTech’, <<https://edtechhub.org>>, accessed 6 July 2021.

108 Global Innovation Exchange, ‘Smarter Fundraising, More Innovation, Greater Impact’, <www.globalinnovationexchange.org>, accessed 6 July 2021.

109 mEducation Alliance, ‘Supporting Learners in Developing Countries through EdTech Ecosystems Strengthening’, <<https://meducationalliance.org>>, accessed 6 July 2021.

110 JUSOOR, ‘UNHCR bootcamp trains JUSOOR on scaling our online learning program for Syrian refugees in Lebanon’, <<https://jusoorsyria.com/unhcr-bootcamp-trains-jusoor-on-scaling-our-online-learning-program-for-syrian-refugees-in-lebanon>>, accessed 6 July 2021.

111 Mosaik, ‘Helping refugees reach university’, <<https://mosaik.ngo>>, accessed 6 July 2021.

112 M-Shule, ‘Build knowledge in Africa through AI and SMS’, <<https://m-shule.com>>, accessed 6 July 2021.

113 Amal Alliance, ‘COVID-19 Response’, <www.amalalliance.org>, accessed 6 July 2021.

114 Ustad Mobile, ‘Teach. Learn. Share. Online or offline’, <www.ustadmobile.com/lms>, accessed 6 July 2021.

115 War Child, ‘Can’t Wait to Learn’, <www.warchildholland.org/projects/cwlt>, accessed 6 July 2021.



2. Reading clubs. The MYRP in Uganda established reading clubs in 2019 to address the alarmingly low literacy rate among children in and around refugee settlements. The Education Consortium implementing the MYRP designed a pilot study to measure progress in reading ability and to assess the effectiveness of early-grade reading interventions in four refugee settlements. AVSI, Save the Children, and ZOA took part in the pilot study, which analysed both reading capacity and teacher performance in sampled control schools using baseline and end-line measurements. Findings of the study are presented in the beneficiary outcome section of Chapter 4 on quality and learning. The innovative design of the reading clubs and the measurement of reading improvement are innovations that can be used by other grantees across ECWs portfolio and are counted as part of ECWs global indicator.

3. Integrated, play-based early childhood education. ECW partnered with the LEGO Foundation to strengthen the capacity of humanitarian responders to integrate play-based early childhood education (ECE) within humanitarian appeals and responses. Through collaboration with UNICEF in Ethiopia and Uganda, ECW has started to provide quality ECE and play-based learning for about 60,000 conflict-affected children aged 3 to 6 years. A learning agenda is being developed that promotes innovation and includes: (1) a set of questions addressing critical knowledge gaps towards the provision of play-based ECE; (2) a set of associated activities to answer these questions; and (3) knowledge products aimed at disseminating findings. Together with INEE, partners will disseminate the knowledge products as part of advocacy efforts to convey the importance of quality ECE in EiEPC settings.



STRATEGIC OBJECTIVE 5:

IMPROVE DATA, EVIDENCE AND ACCOUNTABILITY



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HIGHLIGHTS

- To generate good quality evidence for planning, ECW worked closely with the Global Education Cluster to provide specific support to ECW grantees by conducting needs assessments for the development of MYRPs in Colombia, Iraq and Somalia. An analysis of quality assurance assessments conducted by an external review panel shows that 63 per cent (against a target of 60 per cent) of the 2020 MYRP applications used good quality evidence and data that were timely, cross-sectoral, disaggregated, conflict-sensitive, and gender/equity-specific.
- ECW launched a multi-year initiative to measure holistic learning outcomes, with a particular emphasis on the integration and analysis of social and emotional learning (SEL). A pilot programme in seven countries began in 2020 and will run until 2022, with a goal to develop, test, and document fit-for-purpose solutions measuring holistic learning outcomes of children in crisis-affected countries, which is a new requirement for all MYRPs.
- To assess the relevance, efficiency, and effectiveness of its operations and to recommend improvements, ECW conducted its first evaluation of the FER investment modality in 2020. The evaluation found that the FERs were relevant to EIE needs, particularly when used in rapid-onset and escalating emergencies. The evaluation further confirmed the FER model's proof of concept and the validity of the theory of change.

Effective programming is underpinned by high-quality data and evidence that informs all stages of the programming cycle, including needs assessments, programme planning and monitoring, and evaluation. ECW has endeavoured to systematize the use of quality evidence by incorporating a new indicator in its corporate results framework in 2020, which seeks to measure the percentage of MYRPs that are informed by good quality evidence.

TABLE 6. Indicators for Strategic Objective 5: Improve evidence and accountability

	INDICATORS	GRANTS OF REFERENCE	RESULT 2017	RESULT 2018	RESULT 2019	TARGET 2020	RESULT 2020
S.5a	Percentage of ECW-supported programmes measuring affected communities' access to education	All grants	14%	67%	83% FER, 62% MYRP	40%	82%
S.5b	Percentage of ECW-supported programmes measuring survival, transition, or completion for crisis-affected children and youth	All grants	14%	33%	50% FER, 38% MYRP	30%	18% for all active grants in 2020 10% FER 60% MYRP
S.5c	Percentage of ECW-supported MYRPs having quality data on learning outcomes (without SEL)	All MYRPs	N/A	17%	23%	30%	40%
S.5d	Percentage of ECW-supported MYRPs having quality data on learning outcomes (including SEL)	All MYRPs	N/A	17%	0%	25%	10% ¹¹⁶
S.5.1	Percentage of ECW-supported MYRPs informed by evidence of good quality	All MYRPs approved from 2020 onwards	N/A	N/A	N/A	60%	63%
S.5.2	Percentage of ECW-supported MYRPs whose results frameworks address the social norms, attitudes, and behaviours that underpin gender inequality	All MYRPs approved from 2020 onwards	N/A	N/A	N/A	Global target will not be specified	80%

116 The MYRP in State of Palestine conducted an SEL assessment. MYRPs in three other countries piloted tools (including SEL), but did not collect data due to school closures linked to the COVID-19 pandemic.

GOOD QUALITY EVIDENCE FOR PLANNING

ECW asks its partners to use good quality evidence and data to the greatest extent possible during the programme planning and review stages, and the organization supports them in doing so. For this purpose, starting in 2020 the external review panel's MYRP assessment has included a dedicated component examining whether the data and evidence as reported in a MYRP proposal are timely, cross-sectoral, disaggregated, and conflict-sensitive, and include a review of systemic barriers and a quality gender analysis.

An analysis of the external review scores for the 2020 MYRPs revealed that 63 per cent (against a target of 60 per cent) met the criteria for good quality evidence (five out of eight MYRPs). Average scores across most criteria were above 4 on a 5-point scale, but average scores were lowest against criteria concerning the availability and quality of disaggregated data and assessments of systemic gaps. Looking at the results by region, the MYRPs from Latin America, with an average score of 4.6, did relatively well in terms of quality of evidence; whereas the MYRPs from the Sahel region, with an average score of 3.6, will require further strengthening of data and assessment capacities to provide a stronger evidence base for future programming.

The external review panel found that 80 per cent of MYRPs developed in 2020 properly addressed the social norms, attitudes, and behaviours that underpin gender inequality in their results frameworks. Criteria analysed included: (1) the quality of gender analysis; (2) the extent to which the theory of change reflects the findings of the gender analysis in the identification of root causes of gender inequality; and (3) the extent to which the MYRP results framework reflects the theory of change versus gender-specific aspects.

In terms of the quality of gender analysis conducted for all MYRPs, 63 per cent (5 of 8) scored at least 4 out of a possible 5, and all programmes scored at least 3. Ecuador had the highest score of 5, while Colombia, the Democratic Republic of the Congo, Mali, and Peru were close behind with 4.5. For Ecuador the overview analysed the needs and roles of girls and boys, including adolescents, as well as the gendered barriers and discrimination they face in accessing and completing their education. Such barriers as childcare and household work as well as child marriage and early pregnancy due to harmful social norms were identified for girls, while child labour was among the barriers identified for boys. The assessment identified the need for secondary data to identify gender-specific risks, such as gender-based violence, that women and girls may have experienced during COVID-19 lockdowns and school closures.

To generate quality evidence for planning purposes, ECW continued to work closely with the Global Education Cluster through funding from ECW's Acceleration Facility. The GEC conducts an annual survey of country partners to identify their needs for quality evidence and for support for education needs assessments and secondary data reviews, and provided specific support to ECW grantees by conducting needs assessments for the development of MYRPs in Colombia, Iraq, and Somalia in 2020. The GEC successfully piloted an updated secondary data review template in Burkina Faso, the Democratic Republic of the Congo, Ethiopia, and Yemen; and completed such reviews in eight MYRP countries: Afghanistan, Burkina Faso, Democratic Republic of the Congo, Ethiopia, the State of Palestine, Sudan, Venezuela, and Yemen. The rapid response team also supported country teams in the Sahel, the Regional Education Working Group for Latin America and the Caribbean and the Iraq education cluster.

STRENGTHENED ACCOUNTABILITY FOR QUALITY DATA AND EVIDENCE IN MYRPS

In mid-2020, ECW revised its corporate results framework, introducing additional indicators and measurement criteria to assess: (1) the quality of MYRP planning; (2) the quality of evidence used in MYRP proposals; and (3) the extent to which MYRPs addressed the social norms, attitudes, and behaviours that underpin gender inequality in their results frameworks.

Relevant to strategic outcome 5, under indicator S5.1, the quality of evidence in MYRPs is assessed according to the following criteria:

Under indicator S5.2, the extent to which MYRPs address the social norms, attitudes and behaviours that underpin gender inequality in their results frameworks is assessed as follows:

FIGURE 15. Indicator S5.1: Percentage of ECW-supported MYRPs informed by evidence of good quality

DIMENSION	CRITERIA
Timely	Extent to which education data from the latest school year(s) are used in the MYRP
Holistic scope	Extent to which data from other sectors and cross-cutting areas, as relevant (i.e., protection, WASH, nutrition), are used in the MYRP
Disaggregation	Extent to which data are disaggregated by geographical location, gender, age, disability status, wealth quintiles, etc. (to allow for equity analysis)
Conflict/disaster-sensitive	Extent to which data and evidence reflect the situation of children (i.e., data are disaggregated by sex and age), specifically in emergencies
System analysis	Quality of assessment of systemic gaps in EiEPC
Gender and equity analysis	Quality of gender analysis and intersectional inequities in the MYRP

FIGURE 16. Indicator S5.2: Percentage of ECW-supported MYRPs whose results frameworks address the social norms, attitudes and behaviours that underpin gender inequality

DIMENSION	CRITERIA
Gender and equity analysis	Quality of gender analysis and intersectional inequities in the MYRP
Theory of change (ToC)	Extent to which the ToC reflects the findings of gender analysis in the identification of root causes of gender inequality
Results framework	Extent to which the MYRP results framework reflects the ToC vs. gender-specific aspects

In consideration of lessons learned, ECW and GEC identified certain minimum requirements that are necessary to prepare for a MYRP: (1) an updated needs analysis, with at least a secondary data review; (2) an updated 'five W' mapping of who is doing what, where, when, and for whom (both undertaken within three months before the MYRP); and (3) a brief strategy overview, after having consulted with partners on priorities for the needs analysis and 'five W' mapping.

In 2020 the GEC supported country teams in Burkina Faso and Yemen to design child-friendly data collection tools and conduct child consultations in support of education needs assessments. Enumerators were trained on participatory methods for children. Children themselves were consulted about their own educational needs during focus group discussions and telephone interviews.

At the global level, ECW supported the GEC with the continued development of the GEC Needs Assessment Package, incorporating knowledge of such cross-cutting issues as accountability to affected populations, cash and voucher assistance, and protection against sexual exploitation, abuse, and gender-based violence. This package, intended for use by coordination teams, was translated into Arabic, French and Spanish. A coaching programme was also developed, containing syllabus, instructional videos, articles, learning exercises, and assignments. More than 150 staff were trained in the programme: 15 cluster staff, 110 cluster partners, and 26 Ministry of Education staff. In 2020 the coaching programme was delivered remotely in Burkina Faso, Ethiopia, and Yemen due to COVID-19 restrictions.



First grader at Al-Hamzi school, smiling to the camera, Hajjah, Yemen, March 2021.

STRENGTHENING MONITORING AND REPORTING AT OUTCOME LEVELS

ECW has made reporting on outcome-level results regarding access and learning a **requisite** for MYRPs, assisting grantees through the provision of **guidance, technical support and funding**. In 2020, for the first time, ECW implemented a joint reporting approach, in which grantees responding to the same crisis are required to prepare a joint report rather than separate reports. This facilitated reporting towards collective outcomes and helped minimize the double counting of beneficiaries at the output level, where interventions reached beneficiaries through more than one ECW grant. On the programmatic side, the joint reporting facilitated better sharing of lessons learned among grantees, thereby improving the coordination of programmatic interventions across grants.

ECW continued to prioritize support to grantees by enhancing assessment and monitoring systems within countries and ensuring that data were used for better programming. Progress in 2020 took the form of several grantees actively seeking and incorporating input from affected populations, adopting monitoring processes that encouraged the direct participation of communities, and undertaking systemic data collection efforts to inform and improve overall EiEPC sector programming.

ECW partners have been successful in promoting accountability and transparency by **seeking the input and feedback of affected populations** during planning and implementation. In Burkina Faso community members helped identify areas of urgent need by assessing the number of displaced students, the state of school infrastructure, and the quality of education provided at schools. A variety of stakeholders, including administrative authorities, mayors, and community leaders, were consulted to ascertain the most effective programming strategies. During programme implementation, grantees prioritized the integration of community feedback and complaint mechanisms into the response, using multiple channels that were child-friendly, gender-sensitive, safe and accessible. Such channels included dialogue sessions with communities, focus group discussions and suggestion boxes.

ECW'S UPDATED CORPORATE RESULTS FRAMEWORK

In 2020, ECW updated its corporate results framework indicators to capture results beyond quantitative outputs, such as teachers trained, material distributed, classrooms rehabilitated. The results framework expanded with several indicators to measure the quality and minimum standards of produced outputs. Examples include the “percentage of supported teachers that meet the minimum national standard or international teachers in conflict and crisis standard” and the “percentage of learning spaces supported by ECW featuring PSS [psychosocial support] activities for children that are a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different subgroups of vulnerable children.”

Indicators as part of collective education outcome 5 on safety and protection are expanded given the diverse nature of this education outcome, which focuses on aspects around: a) water, sanitation, health, and hygiene; b) emotional well-being and/or mental health of children, adolescents, and teachers; c) school resilience and/or disaster risk reduction at the learning level; and d) issues around physical, sexual, and psychological forms of violence against children and adolescents in, to, and from school. Indicators to measure more rigorously the quality and use of evidence to design the MYRPs are also further defined in the results framework and consequent MYRP application and review documents. Details of the criteria to measure quality planning in MYRPs are further explained in systemic outcome 3 on joint planning, and the criteria to measure evidence planning appears above in this chapter.

ECW supported grantees to use the updated framework indicators to measure progress next to the quantitative outputs across its new grants provided in 2020. It should be noted that it will take time until these changes in the ECW corporate results framework will be reflected in grantee reports and thus in ECW's Annual Reports.

In **Colombia** interventions were decided in consultation with communities and education authorities. Children, parents, and teachers provided inputs through feedback mechanisms, focus group discussions, and education committees, and local education authorities were invited to join field monitoring visits. When focus group discussions could not take place and complaint boxes became inaccessible due to COVID-19 lockdowns, ECW partners used alternative means of obtaining community feedback, such as toll-free phone calls and WhatsApp messages.

This feedback informed changes that would make programming more effective, as seen in **Somalia**, where ECW partners encouraged head teachers and community members to use existing mechanisms to provide feedback and lodge complaints. Student support offices were established within regional education offices in four target regions with the objective of addressing complaints. This mechanism was very effective: across the four regions, more than 300 students called in to submit complaints related to online lessons or mobile teachers, to seek advice or clarification on education-related topics, and to share their appreciation for the online lessons. The Ministry of Education recognized that the programme had been successful in promoting accountability and ensuring that mobile teachers supported their students to the best of their abilities.

ECW partners also sought to make **monitoring processes more inclusive and participatory** by directly involving communities. In **Nigeria** grantees monitored interventions with support from teachers, school management committees, and community leaders, and recruited focal persons from the Damaturu and Potiskum local government areas of Yobe State. Those supporting monitoring efforts were equipped with skills-building activities and tools, such as registers, attendance sheets, and report templates provided by the monitoring, evaluation and learning team. ECW partners also strove for transparency through proper documentation in the form of activity reports with monthly updates, distribution registers, and the use of photography as documentary evidence. They reported back to communities in a timely manner, and in the local language. Seeking consent from community members before the



A Listening Club was set up in this neighbourhood in the Democratic Republic of the Congo, when the schools were closed because of COVID-19.

start of programme implementation helped boost their acceptance of the interventions and gain their support.

In the **Democratic Republic of the Congo** monitoring committees were established with the mandate to monitor the progress of distance-learning activities, including student performance, and to raise awareness among parents of this approach. These monitoring committees drew their membership from parent committees and school management committees and were supported by community facilitators; as such, they established an additional link between teachers and parents.

ECW partners also took the lead in **systemic data collection efforts** to improve EiEPC programming overall. In **Yemen**, ECW funds supported education cluster activities that contributed significantly to improving both the generation of data and evidence for use in national-level advocacy as well as the quality of programming. In the West Coast hub, ECW grantees took the lead with district education offices and education cluster partners in conducting an education needs assessment and gap analysis; and the exercise provided a formidable evidence base for use in advocacy around the need to prioritize investment in education interventions in the area.

As a result of this advocacy, investment in education interventions in the target locations has increased, new donors have started to provide funding, and the number of cluster partners accessing the Yemen Humanitarian Pooled Fund for education has increased. Additionally, ECW partners conducted a multisector needs assessment focused on the impact of COVID-19 in six governorates (Amran, Hajjah, Hodeidah, Lahj, Sana'a, and Taizz), which provided useful insights into the impact of the pandemic on the education situation in Yemen.

In the **State of Palestine**, ECW partners supported the Ministry of Education in strengthening and adapting their education management information system (EMIS) with the goal of informing EiEPC strategies and programmes more effectively. Gaps in the generation and use of EMIS data were identified, and remedial action was taken to address them. The support has contributed to clarifying and strengthening accountability among partners.

Table 7 provides an overview of the availability and strength of evidence regarding outcome-level results in areas of access, equity/gender equality, continuity of education, safety/protection, and learning for 119 ECW grants that were active in 2020 and that started before July 2020. The strongest evidence for progress was in the area of access, with 18 of 119 grantees (15 per cent) reporting solid evidence of an increase (two data points available using the standard results framework indicator) and 77 grantees (65 per cent) reporting partial evidence of an increase (one data point available). This is a big improvement since 2019, when only 10 grantees were able to provide one or more data points on access. The area of equity/gender equality also saw improvement, as 68 grantees (57 per cent) reported evidence of improved access to education for girls.

TABLE 7. Overview of outcome-level measurements: Grants active in 2020

EVIDENCE CATEGORY ¹¹⁷	ACCESS	EQUITY/ EQUALITY	CONTINUITY OF EDUCATION	LEARNING	SAFETY/ PROTECTION
Number of grants showing solid evidence of change	18	13	10	5	6
Number of grants showing partial evidence of change	77	55	10	17	49
% of FER grants with solid/partial evidence of change	81%	59%	8%	10%	37%
% of MYRP grants with solid/partial evidence of change	75%	50%	60%	60%	90%

¹¹⁷ Solid evidence refers to grantees reporting on two measurements and/or data points allowing grantees to track increases or decreases in education outcomes over time. Partial evidence refers to grantees reporting data and information from one measurement showing an increase or decrease in education outcomes.

In the outcome area of continuity of education, 20 of 119 grantees (17 per cent) were able to report on completion, transition and/or survival. Of these 20 grantees (8 FERs and 12 MYRPs), 10 showed solid evidence of increases and the other 10 presented partial evidence of increases. Because MYRPs focus on long-term interventions, grantees are more responsive to the need for measuring continuity of education. Hence, 60 per cent of active MYRPs in 2020 measured completion/transition/survival compared with 10 per cent of active FERs. Some 91 per cent of all MYRPs and FERs showed evidence of increased continuity in the provision of education services, usually in the form of non-formal education programmes. Of the grantees who measured continuity of education, all active MYRPs are showing evidence of increase: four grantees (33 per cent) reported solid evidence of an increase and eight grantees (67 per cent) reported partial evidence. Six active FERs – 60 per cent of the FERs grants that tracked continuity outcome measurement – reported strong increases. On average across all MYRPs and FERs that measure completion, 86 per cent of the girls and boys who benefited from ECW-supported non-formal education programmes were able to complete the programme. The average transition or reintegration rate into the formal school system for children who attended non-formal education programmes is 60 per cent.

Across 10 countries, five grantees reported solid evidence of increased learning outcomes, with two data points in 2020, and 17 grantees reported partial evidence of increased learning, with one data point. No grantees reported evidence of a decrease (or a lack of an increase) in this area. The percentage of MYRP grants with strong or partial evidence on learning outcomes grew substantially, from 23 per cent in 2019 to 50 per cent in 2020, an indication that learning outcomes are being prioritized during programme design and implementation stages.

Eighty-seven of 119 ECW-supported programmes active in 2020 (73 per cent) are implementing measures in the outcome area of safety and protection, and 55 (63 per cent) are showing evidence of an increase. MYRP grantees are required to report on safety and protection outcome measurements, while FER grantees are not required/expected to track their

progress in improving safety and protection. Further, MYRP grantees more often shared solid evidence of improvement (22 per cent) compared to FER grantees (5 per cent). All the MYRPs that integrated at least one safety and protection component in their programmes are showing evidence of an increase. Even if safety and protection are subjective outcomes and challenging to measure, ECW encourages its grantees to conduct solid outcome assessments. For instance, data collections were undertaken in Cameroon and the State of Palestine to measure children's perceptions of their psychological well-being after receiving psychosocial support. In a survey after psychosocial support workshops took place in Cameroon, 81 per cent of facilitators reported that the workshops improved children's well-being and reduced their aggressive behaviour. Following a psychosocial support intervention in the State of Palestine, 84 per cent of children reported they could better express their feelings and handle their stress caused by the emergency, an increase from 43 per cent prior to the intervention.

In 2020 a key priority for ECW was to promote and strengthen systems for assessing holistic learning outcomes in MYRP countries. To this end, ECW launched a multi-year initiative to measure holistic learning outcomes, with a particular emphasis on the integration and analysis of social and emotional learning. Funded under the Acceleration Facility, the scope of this initiative expanded from five to seven countries thanks to additional contributions from Porticus. A pilot programme began in 2020 and will run until 2022, the goal of which is to develop, test and document fit-for-purpose solutions measuring holistic learning outcomes of children in crisis-affected countries, which is a new requirement for all MYRPs.

The SEL initiative complements ECW's active participation in INEE's working group on quality and equitable learning outcomes, beginning in 2020. The working group's work over the past year culminated in a policy paper that provides guidance and recommendations on how to increase and improve the measurement of holistic learning outcomes for crisis-affected learners. The paper is intended for EiEPC sector donors, national governments, and humanitarian and development agencies.

Another initiative funded by the Acceleration Facility and implemented with UNESCO focused on bolstering the integration of EiEPC data in EMIS to facilitate data sharing among agencies, and to enhance risk-informed education planning in crisis-affected settings. The first phase of the initiative in 2020 responded to the need for better assessment and analysis of current EMIS and education data challenges in such settings. Six case studies were conducted – in Chad, Ethiopia, South Sudan, State of Palestine, Syria, and Uganda – to examine the gaps between information generated through EMIS and the data and information used by humanitarian and development actors, while outlining potential remedial actions. In the second phase, the organization of an international conference, planned for 2022, will build momentum for harmonized EiEPC data and EMIS efforts among humanitarian, development, and national actors. The conference will examine gaps, challenges, and promising practices related to strengthening EMIS data and evidence as well as information management and its use for crisis preparedness and response. It will formulate key recommendations for UN Member States and humanitarian and development actors, partners and donors for strengthening EMIS within the EiEPC data landscape.

In response to continued attacks on educational facilities and the military use of schools by state and non-state actors, GCPEA launched the Toolkit for Collecting and Analysing Data on Attacks on Education,¹¹⁸ intended for use in standardizing definitions of attacks on education and collecting more detailed, accurate, and comparable data. Partners can use the toolkit to build or strengthen monitoring systems, harmonize definitions, collect robust data, analyse the impacts of attacks, and develop more effective prevention and mitigation plans. It contains a codebook, datasheet templates, an indicator framework, and relevant guidance on data collection and reporting. The development of these products was supported through ECW's Acceleration Facility.

ECW support to the GPCEA also resulted in the publication of its annual flagship report, *Education Under Attack*,¹¹⁹ and of country profiles. The report is a critical source of timely data to inform the programmes and policies needed to prevent attacks against schools and to bolster advocacy. GCPEA used the 2020 report and its research on the impact of such attacks on women and girls to advocate with the Security Council for stronger protections against attacks on education. Significant progress was made in advocating with UN Member States to endorse the Safe Schools Declaration and implement it in a gender-responsive manner. Six states endorsed the Declaration in 2020,¹²⁰ and at least eight of the more than 100 states that have endorsed the Declaration to date have also made progress in its implementation.

STRENGTHENING THE GLOBAL EIEPC DATA ARCHITECTURE

ECW also focused efforts on strengthening EiEPC data systems at both the global and national levels, and prioritized the creation of a stronger global governance mechanism that would drive key reforms towards increased standardization and harmonization of EiEPC data and M&E practices. ECW – working together with INEE, the Network for International Policies and Cooperation in Education and Training, and UNESCO – established a new EiEPC Data Reference Group in December 2020. ECW is the co-chair of this group and developed the background analysis, theory of change, results framework, and governance structure for the group.

ECW also contributed to the development of the INEE Minimum Standards Framework for the INEE Working Group on Standards and Practices for Monitoring and Evaluation. This framework enables organizations involved in delivering education in emergencies to measure the extent to which their programmes are aligned with and making progress against the minimum standards. The indicators are

118 Global Coalition to Protect Education from Attack, *Toolkit for Collecting and Analyzing Data on Attacks on Education*, Working draft, GCPEA, New York, 2021, <<https://protectingeducation.org/publication/toolkit-for-collecting-and-analyzing-data-on-attacks-on-education>>, accessed 6 July 2021.

119 Global Coalition to Protect Education from Attack, *Education under Attack 2020*, GCPEA, New York, 2020, <<https://protectingeducation.org/publication/education-under-attack-2020>>, accessed 6 July 2021.

120 The declaration was endorsed by Malawi in Feb. 2020, Estonia in Apr. 2020, Antigua and Barbuda in May 2020, St. Vincent and the Grenadines in Sept. 2020 and Ghana in Nov. 2020. The total number of state endorsements was 106 as of 31 Dec. 2020.

FIGURE 17: EiEPC Data Reference Group results-framework

VALUE CHAIN	GAPS		EXPECTED RESULTS	
Global data reporting and advocacy	Global level	Gaps in integrating EiE data in SDG4 global reporting/advocacy; discrepancies in global EiE data	Increased harmonization of global EiE data reporting standards and practices	Increased use of EiE data in global advocacy and SDG4 reporting
			Increased integration of EiE data in SDG4 progress reporting	
Data sharing	Gaps in data sharing; lack of data reporting standards, incl on education and financing; lack of interoperable EMIS/EiE data platforms, esp along hum/dev divide		Increased data sharing	Increased EiE data accessibility
			Increased use of common data platforms	
Data production, analysis and use	Data analysis and use	<ul style="list-style-type: none"> • Gaps in analysis/visualizations/reporting standards • Gaps in joint reviews, evaluations and learning of what does (not) work in EiE, and why • Gaps in using evidence for policies/programmes; TOCs; results frameworks 	Strengthened mechanisms for using EiE data and evidence for policy/programmatic learning	Increased use of EiE data and evidence in policies and programmes
			Improved dissemination and communication of findings from EiE data and evidence	
	Data collection, processing and storing	<ul style="list-style-type: none"> • Fragmented data collection, with duplication of efforts • Gaps in real-time/dynamic data capturing • Reaching communities in remote/insecure areas 	Increased joint approaches to needs assessments, reviews, evaluations and research	
	Data/Monitoring strategy	<ul style="list-style-type: none"> • Focus on outputs rather than outcomes; unclear baseline and target setting; lack of collective outcome monitoring; standards/harmonized EiE data/indicators; gaps in conflict/disaster risk analysis 	Increased monitoring of progress towards standardized outcome-level results	Increased availability of relevant, quality and timely EiE data and evidence
	Measurement initiatives	<ul style="list-style-type: none"> • MH-PSS/SEL; learning outcomes; protection • Tracking displaced populations and their needs 	Increased availability and use of common EiE data measurement standards and tools	
Enabling environment	Lack of human and financial resources; lack of prioritization of evidence in organizational cultures, esp in EiE; lack of tracking of EiE data preparedness		Increased availability of EiE staff with data competencies Increased prioritization and funding for EiE data and evidence initiatives/system strengthening EiE data preparedness standards are developed and monitored Strengthened EiE data governance mechanisms	Strengthened environment for the production, sharing and use of quality EiE data and evidence

not intended to be compulsory, but provide examples of how INEE Minimum Standards are being employed within programmes. The framework draws from existing indicator lists – including those used by ECW, European Civil Protection and Humanitarian Aid Operations, the Global Education Cluster, the United Nations Office for the Coordination of Humanitarian Affairs, Teachers in Crisis Contexts, and UNESCO – and proposes new indicators where there are gaps.

ASSESSING WHAT WORKS, WHAT DOES NOT WORK, AND WHY

To assess the relevance, efficiency, and effectiveness of its operations and to recommend improvements, ECW conducted its first evaluation of the FER investment modality in 2020. The FER Evaluation Report and ECW's Management Response were presented to the Executive Committee and subsequently approved in December 2020. The evaluation found that the FERs were relevant to EiE needs, particularly when used in rapid-onset and escalating emergencies. It further confirmed the FER model's proof of concept and validated the theory of change. At the same

time, it highlighted several FER elements that could be strengthened, including investment allocation processes and communication, the size of grants, grantee selection, and learning. The evaluators noted that many of the decisions regarding these processes would require certain trade-offs to be considered, e.g., between speed and better targeting and tailoring; between speed and localization; and among fragmentation, localization, coherence, and grantee diversity.

Currently, two other evaluations are under way. The MYRP evaluation started in December 2020, and terms of reference for an organizational evaluation are under development. Both evaluations will be completed in 2021 and have been guided by evaluation advisory groups, with the representation of senior M&E experts (external to ECW) who were nominated by Executive Committee members. Thus, quality assurance has been maintained throughout the process. Notably, a senior M&E expert nominated by the UK's Foreign, Commonwealth and Development Office participated in the advisory group for the FER evaluation and for the advisory groups of the two ongoing evaluations.



THE FER EVALUATION OFFERED THE FOLLOWING RECOMMENDATIONS IN RELATION TO STRENGTHENING EVIDENCE:

- Invest in strengthening EiE data systems to support both: a) FERs in targeting and needs identification and b) clusters in their fundraising.
- Promote learning as an objective and consolidate learning on key EiE issues.

In response to these recommendations, ECW will promote a focus on learning in its capacity development framework to be developed in 2021 and will expand its investments and partnerships towards strengthening global, regional, and country-level EiEPC data and monitoring systems.

PART II:

COLLECTIVE EDUCATION OUTCOMES

General guidance about the indicator tables at the start of each collective education outcome chapter:

- Tables present results for grants active in 2020 as well as results since ECW inception. ECW uses a system whereby all grantees report cumulative figures for every year. The active grants in 2020 report cumulative figures since the start of the programme. Certain grants, especially MYRPs, are multi-year, and therefore the sum of each year does not equal the total since inception.
- Output indicators related to the number of children reached are disaggregated by ECW's two most important investment windows: FERs and MYRPs. The sum of the number of children reached through FERs and MYRPs will not always match the total number of children reached because ECW has also made Initial Investment grants that started in 2017 and finished in 2020.
- Output indicators on children reached and teachers trained do not include results achieved through COVID-19 interventions. Figures indicated by "CVD" refer to results achieved through all COVID-19 grants only.
- Indicators reporting on "% of ECW-supported programmes with increase on specific outcomes [access, continuity, learning outcomes, etc.]" are calculated using all the active grants in 2020 that started before July 2020 and that reported partial or solid evidence of increase. This is because grants younger than six months cannot be expected to have outcome level results.
- Data is gender-disaggregated, except when grantees did not provide such disaggregation.



COLLECTIVE EDUCATION OUTCOME 1:

INCREASED ACCESS TO EDUCATION



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HIGHLIGHTS

- 96 per cent of ECW-supported programmes increased access to education for crisis-affected children and adolescents.
- 10.2 million of the hardest-to-reach children and adolescents (48 per cent girls) continued their education via distance learning despite school closures due to the COVID-19 pandemic.
- ECW-supported grantees provided cash transfer programmes to 8,260 households. In **Ecuador**, for example, 1,425 vulnerable children and adolescents received financial support for education in the form of cash transfers.
- In 2020, ECW financially supported more than 12,000 teachers and education personnel (39 per cent female). In **Syria**, for example, teachers and education personnel were provided with monthly stipends to reduce teacher absenteeism and reinforce motivation. Some 1,451 non-formal education teachers (44 per cent female) and education personnel in Aleppo, Al-Hasakeh, and Idlib received stipends (57 per cent of the target: 2,539).

ECW programming uses a ‘**whole-of-child**’ approach to deliver quality education to those in need. The goal is to deliver a holistic, multisectoral package of services – encompassing components of psychosocial support, livelihood assistance, social protection, and nutrition to teachers, students, learning centres and communities alike. This approach also serves to facilitate access to education by addressing demand- and supply-side factors in a manner that is responsive to the many challenges faced by refugees and internally displaced persons (IDPs).

TABLE 8. Indicators for Collective Education Outcome 1: Increased access to education

INDICATORS		RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	
		Since inception			Since inception	Grants active in 2020
E1.	Percentage of ECW-supported programmes (having data) with increased access to education for crisis-affected children and youth¹²¹ <small>(target 2020: 66%)</small>	N/A	N/A	100%	97%	97%
E1.1.	Number of teachers/ administrators recruited/ financially supported <small>(Cumulative target in 2020: 34,000)</small>	3,659 <small>(42% FEMALE)</small>	5,703 <small>(30% FEMALE)</small>	139,071 <small>(27% FEMALE)</small>	146,578¹²² <small>(28% FEMALE)</small>	12,182 <small>(39% FEMALE)</small>
E1.2.	Number of classrooms (including temporary learning spaces) built or rehabilitated <small>(Targets established at programme level only)</small>	1,138	2,798	5,675	7,459	1,743
E1.3.	Number of households in ECW-supported communities that received cash transfers for education <small>(Targets established at programme level only)</small>	N/A	N/A	21,081	25,840	8,260
E1.4	Number of children/ youth aged 3–18 reached with non-formal education programmes <small>(cumulative target in 2020: 553,339 – 60% girls)</small>	302,326 <small>(48% GIRLS)</small>	464,528 <small>(48% GIRLS)</small>	569,966 <small>(48% GIRLS)</small>	595,584 <small>(48% GIRLS)</small> COVID: 9.5 MILLION (51% GIRLS) MYRPs: 125,849 FERs: 339,284	231,996 <small>(49% GIRLS)</small> COVID: 9.5 MILLION (51% GIRLS) MYRPs: 125,849 FERs: 102,476

121 For specific information on girls, please see “Percentage of ECW-supported programmes (having data) showing improvement vs. gender parity in access to education in targeted communities” on page 106.

122 Including 127,433 (32,659 women) teachers/administrators supported under the YEMEN Initial investment.

INTRODUCTION

The focus of this beneficiary outcome report is to increase access to education for conflict- and/or crisis-affected children and adolescents. Increased access refers to access for girls, boys, and adolescents to formal and non-formal education in the pre-primary, primary, and/or secondary education level. Formal education includes grants active within a formal school/learning space; informal learning includes, for example, distance learning programmes or remedial classes. Within the concept of access, the spectrum of access monitoring is diverse. For example, grantees can report on registration rates, attendance rates, out-of-school rates, or numbers of children accessing education facilities through ECW support. In 2020, ECW-supported grantees reported solid and partial evidence of an increase in access to education. An example of solid evidence is the increase in the gross enrolment ratio in Uganda, growing steadily from 72 per cent in 2017 to 79 per cent at the end of the first semester in 2020. An example of partial evidence is the ECW-supported Yemen FER, which reached and enrolled over 9,000 children in formal schools with an additional 95 inclusive classrooms.

Of the 98 grants that reported results on access to education, 18 grants (18 per cent) showed solid evidence of increased access, while 77 showed partial evidence (79 per cent).¹²³ Of the 72 grants that reported on access to education for girls, thirteen grants (15 per cent) showed solid evidence of an increase, while 55 (76 per cent) showed partial evidence. At the time of publication, several grants were in the process of collecting data and had not yet reported results. Since 2019, all grant applicants are required to include at least one outcome-level indicator on access in their proposals.

ADDRESSING SUPPLY-SIDE FACTORS FOR ACCESS TO EDUCATION

Widespread closure of schools due the COVID-19 pandemic affected an estimated 1.5 billion students, from the pre-primary to upper-secondary level. In response, ECW partners promoted learning at home by offering **distance learning programmes** and providing **learning materials** designed for either self-learning or use by caregivers or visiting teachers. In some cases, learning materials were also available online.

In the Cox's Bazar refugee settlement of **Bangladesh**, ECW supported home-based, caregiver-led education for more than 61,000 learners (49 per cent girls) aged 3–24 years. Parents and caregivers were encouraged to try to engage children in education activities for at least two hours a day. They were supported by Rohingya volunteer teachers and provided with learning materials covering basic numeracy and literacy as well as life and other skills. Some adolescents and youth were enrolled in online courses on learning platforms such as Coursera and EdX.

In **State of Palestine**, ECW grantees procured and delivered learning kits to build literacy and numeracy for all 19 MYRP-supported schools in the West Bank. Learning materials for Grades 5 through 9 were reviewed and updated in support of self-learning. In Gaza children in Grades 3 and 4 received additional materials in the form of Arabic and mathematics text books during the second semester of the 2019/20 academic year. In **Afghanistan** nearly 118,000 students (58 per cent girls) in Grades 1 and 2 received printed materials for use in self-learning while their schools were closed. In consideration of the children's young age, learning materials were designed to keep students engaged, maintain their learning habits, and help them recall what they had learned in class before the closures.

¹²³ ECW attributes a solid evidence of increase to a specific outcome whenever a grantee reports data and evidence on a positive outcome change, either by comparing two data points over time or by an assessment measuring change over time. If only one data point is available, the increase change is defined through partial evidence.



"It is important to build my mind to attain my future goals," said Abdikarim Ahmed Rookley, Somalia.

In **Syria**, to help reduce any economic burden on caregivers in terms of the costs of their children's education, a total of 30,287 children (52 per cent girls) received school supplies (school bags, pens, pencils, and stationery) and other learning support items, reaching 69 per cent of the 44,075 children targeted. In addition, 17,236 children (43 per cent girls) benefited from recreational supplies, as well as from teacher kits containing stationery and various teaching aids, such as scientific maps and photos. This support reached 62 per cent of the 27,775 children targeted.

Distance learning programmes leveraged technology for **remote learning through radio, television, and the Internet**. While this was an important strategy to mitigate barriers to access while schools were closed, it presented its own challenges given unreliable access to electricity and the Internet, as well as the high costs associated with broadband connections and electronic devices in many areas served by ECW programmes.

In La Guajira, **Colombia**, ECW grantees conducted a remote education pilot programme with refugee, migrant, and indigenous children. This programme combined learning by means of printed materials

with frequent follow-up by teachers through phone calls, radio broadcasts, and online sessions. Low-cost tablets were procured, and a mobile application was developed with educational content on literacy, numeracy, social-emotional learning, and life skills for different age groups. Importantly, materials were delivered in the local language for indigenous communities. Learners built their skills while engaging in various learning approaches, including visual, auditory, and kinesthetic (practical experiments/learning by doing). Because the mobile application functioned both online and offline, it enabled those living in remote communities, with limited connectivity, to fully participate. This pilot programme not only increased access but also addressed issues of educational equity and the need for individualized learning support to meet students' diverse needs.

In the **Democratic Republic of Congo**, nearly 516,000 children of secondary school age (50 per cent girls) participated in an ECW-supported radio education project, increasing enrolment in education programming during school closures. Over the course of the project, more than 170 lessons were broadcast daily in four cities: Bukavu, Goma, Kinshasa, and Uvira. The broadcasts were hosted by personnel of the Ministry of Education and Ministry of Social Affairs as well as education assistants. These assistants were trained to answer questions about the education programme and to provide additional information regarding COVID-19, government policies and its response to the pandemic, and other issues of concern to parents and students. Children who were deemed particularly vulnerable received a radio to use at home.

ECW partners implemented **non-formal education programmes** in cases where children did not have access to formal schooling, dropped out early, or wanted to pursue vocational or skills-based learning. Non-formal education also offered students a pathway into the formal system through accelerated learning or catch-up programmes, and through accredited, community-based education programmes. In **Somalia** a significant number of IDP children who were recently enrolled in school, were overage, and/or had never attended school before were offered the alternative basic education curriculum on an accelerated basis in order to catch up and adjust to formal schooling.

HUMAN INTEREST STORY

MAKING KAWTHAR'S DREAM A REALITY

“

I wish for all children to be able to go to school. And I certainly hope that nobody gets displaced anymore and that we all remain safe.

—KAWTHAR, 13 YEARS OLD

”

Through an ECW-funded self-learning programme delivered by UNICEF in Syria, a 13-year-old girl with physical impairment attends school for the first time

Kawthar didn't see the inside of a classroom until she was 13 years old.

“I always wanted to be like all other children; to grab my bag and head to school; to read, write and learn,” she says.

Over the past several years, Kawthar and her family had to flee violence near their home in Al-Hasakeh city, Syria, and seek safety in other locations. In all, they were displaced five times. But that's not the only reason Kawthar was out of school.

As a child who suffers from stunting, a physical impairment affecting one's growth, Kawthar could not walk for long distances or extended periods of time. The nearest school was 20 kilometres away from Kawthar's home, and her family could not afford the transport.

“I was teased by other children for the way I looked, so I would stay at home and help my mother with housework,” says Kawthar.

Kawthar questioned whether after years of conflict, displacement and hardship, she would ever have the chance to go to school and start building a better future. But in 2019, she and her parents heard from relatives about a new, UNICEF self-learning programme for out-of-school children. Soon afterwards, Kawthar enrolled in grade 1 of the programme.

Kawthar recalls the moment that she heard about the programme. “I could not stop smiling. I knew then that my dream could become a reality,” says Kawthar.



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UNICEF's self-learning programme is designed to help out-of-school children catch up to their peers and eventually reintegrate into regular school. Instruction is delivered at four centres equipped with essential learning materials.

Since November 2020, the programme has reached some 2,600 children in the Al-Hasakeh governorate, including children with disabilities. More than 2,100 children were supported with transport between their homes and the centres.

Kawthar has studied hard and is doing well at school. This year, she completes Grade 3 of the self-learning programme. Her dream is to become a fashion designer.

Despite last year's COVID-19 challenges, including disruptions to school attendance, Kawthar remains as excited as ever about continuing her education.

Contributed by UNICEF Syria

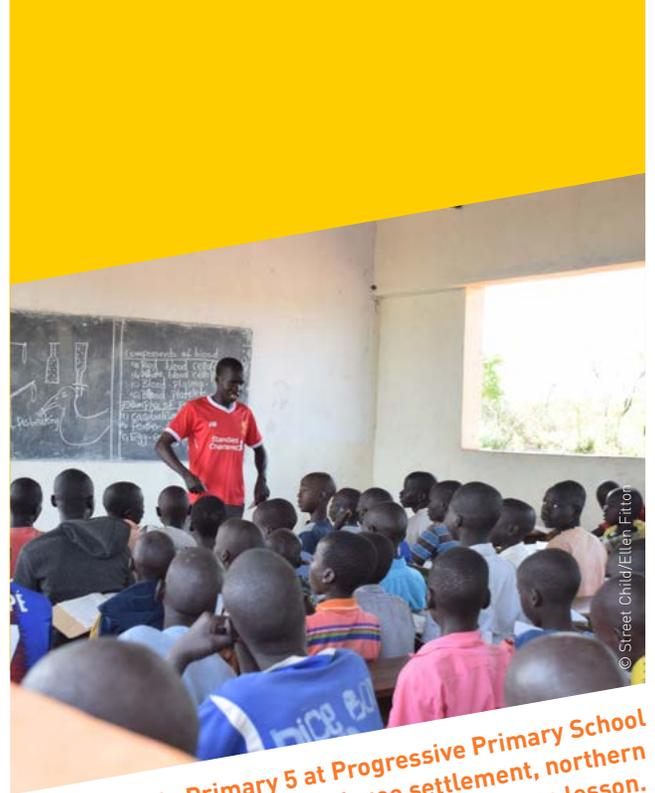
In **Peru** – a country that has received large numbers of Venezuelan migrants and refugees since 2016 – ECW supported a non-formal education programme called Learning Together that sought to help Venezuelan children and adolescents improve their communication, mathematics, and socio-emotional skills through a project-based methodology that allowed them to take ownership of their learning. Tutors supported by volunteers gave in-person sessions three times a week, morning and afternoon; and at the end of the first three modules a total of 458 children and adolescents (48 per cent girls) had attended at least 60 per cent of the sessions. In April 2020 the programme was adapted for online implementation.

ECW-supported interventions sought to increase the number of **learning spaces** available to children by rehabilitating existing classrooms, building new temporary or permanent spaces, and equipping spaces with furniture, teaching materials, and water, sanitation, and hygiene (WASH) facilities. In 2020, ECW funding allowed for the building and/or rehabilitation of 1,743 classrooms.

In the **State of Palestine**, ECW grantees partnered with the Ministry of Education to conduct an infrastructure assessment of 20 schools in East Jerusalem and Area C, leading to the rehabilitation of eight school infrastructures. UNRWA made similar efforts to improve the infrastructure of 28 schools in Gaza and five schools in the West Bank.

In **Syria** a total of 287 new temporary learning spaces were established and 72 existing spaces underwent minor repairs. These efforts were focused on IDP camps in Aleppo and Idleb, where no education facilities were available. All new learning spaces were equipped with gender-segregated WASH facilities, desks, whiteboards and solar panels where feasible.

The emergency response to Cyclone Idai in **Malawi** resulted in the rehabilitation of 35 classrooms in Chikwawa and Mulanje, benefiting 12,598 students (50 per cent girls). In **Mozambique**, 28 classrooms in six primary schools and five administration rooms in four primary schools were renovated, benefitting an estimated 15,510 students (49 per cent girls) and 365 teachers. These rehabilitated classrooms provided a safe learning environment for children, away from extreme weather conditions.



Learners in Primary 5 at Progressive Primary School in Palabek refugee settlement, northern Uganda. The students are in a Science lesson.

ECW partners in **Uganda** have contributed to increasing access to education for refugee children, such as the construction of temporary and permanent learning spaces in 2020. In the Bidibidi, Rwamanja, and Kyangwali refugee settlements, 18 classrooms and three administration blocks in five schools were built to benefit 1,080 children. These new facilities enhanced working conditions for teachers and improved the learning environment for students, bringing the schools much closer to national standards. In the Palabek settlement, lessons were offered in morning and afternoon shifts, an effective strategy – particularly among children in the early grades, where enrolment can be very high. This double-shift strategy was implemented in Palabek before the pandemic took hold and will be rolled out in the Obongi and Rwamwanja settlements once schools reopen.

Clearly, teachers are a vital part of the education system, and thus ECW-supported programmes sought to **recruit teachers and support them financially**. Some 12,182 teachers (39 per cent female) were recruited and supported through ECW in 2020. The goal was to ensure that there were sufficient teachers to reach as many children as possible, and that teachers were well equipped to provide quality learning.

In **Syria** teachers and school personnel were provided with monthly stipends to reduce absenteeism and reinforce their motivation. Some 1,451 non-formal education teachers and education personnel (44 per cent female) in Aleppo, Al-Hasakeh, and Idleb received stipends (57 per cent of the target: 2,539). During remote learning periods when school facilities were closed, custodians, guards, and other personnel whose working hours had been reduced were paid their full monthly stipends.

There often exists a gap in education services for refugees in host countries. In **Ecuador**, ECW partners joined the Ministry of Education in announcing a greater commitment to refugee education by the Ecuadorian Government. Following the ministerial decree, the number of Venezuelan children and adolescents enrolled in school rose from 18,707 in February 2019, to 34,000 by December 2019, to 45,348 by January 2020: a 32 per cent increase in the course of just one year.

ADDRESSING DEMAND-SIDE FACTORS FOR EDUCATION ACCESS

Targeted **mobilization and sensitization campaigns** to increase enrolment saw success in several programmes.

At the beginning of the school semester in **Somalia**, enrolment campaigns involving community mobilization and sensitization resulted in the enrolment of 2,490 out-of-school children (45 per cent girls) in learning centres in February 2020. The number enrolled represented half of the 5,500 school-aged children targeted by the campaign.

The annual back-to-school campaign in **Mali**, carried out in collaboration with regional authorities, focused on rural areas where the gender parity ratio was low. Communities were mobilized through a series of dialogue sessions on the return, enrolment, and retention of children in school. The sessions were organized with local authorities and CSOs and brought together civil society, parents, school headmasters,

traditional and religious leaders, and other partners working in the field of education. ECW programmes extended monetary support to children's families to help alleviate financial constraints so that they could send their children to school.

Grantees in **Ecuador** focused on providing financial assistance to families and children outside the education system or at risk of dropping out of school or not being promoted to the next grade level. As a result, 1,425 children and adolescents – mainly in the highlands, and to a lesser extent in the coastal regions – received financial support for education in the form of cash transfers through multiple ECW grantees. The grantees coordinated among themselves to ensure that they had the same beneficiary selection criteria and shared a database to avoid duplication.

In **Burkina Faso**, 300 vulnerable families (179 living in IDP households and 121 living in host-community households) received unconditional, multiple-use cash transfers for three months to meet the basic needs of their children and other household members. These households included 1,165 girls and 1,156 boys under 18 years, 138 girls and 131 boys aged 18–24, and 559 women and 300 men aged 25 and up. ECW also supported a school feeding programme to encourage parents to send their daughters to school at least until they have completed the primary level, thereby reducing the risk of early marriage and pregnancy. The programme provided nearly 1,000 girls with breakfast at school as well as take-home rations to supplement food at home, and it has resulted in increased enrolment and attendance rates for girls.

ECW-assisted programmes also adopted a diverse and innovative set of strategies to address other **obstacles to education**. In **Syria**, where the commute to school was a safety concern and prevented parents from sending their children to school, 2,261 children (46 per cent girls) were provided transportation.



COLLECTIVE EDUCATION OUTCOME 2:

STRENGTHENED EQUITY AND GENDER EQUALITY



© UNICEF/Dejong

“Going to school is important for girls because if a girl is educated, she can do the same things that her brothers do in the future. If she doesn’t go to school, life will be hard, as she will only work at the market selling things. I want to be educated so I can become a lawyer like my older sister. I want to enjoy my life like my older sister, who can buy what she wants without asking anyone for help. I hope we can continue receiving support so we can stay in school and keep learning. I want a better future where there will be no poverty. A future where schools are made of bricks and not mud like this school.”

– Abuk, age 13, South Sudan

HIGHLIGHTS

- A cumulative total of 2.2 million girls have received continuous education support since ECW’s inception in 2018, and 1.27 million girls received support through grants active in 2020.
- The percentage of children with disabilities reached grew from 0.2 per cent since inception to 1.3 per cent in 2020 across ECW’s programme portfolio (MYRP 2.3 per cent; FER 1.2 per cent).
- Some 14,110 teachers (42 per cent female) have been trained in topics related to gender and inclusion since ECW’s inception.
- In 2020, 80 per cent of ECW-developed MYRPs addressed social norms, attitudes, and behaviours that underlie gender inequality.
- As a response to the COVID-19 pandemic, ECW reached 14.8 million girls (51 per cent of total children reached) with COVID-19-specific interventions through distance learning and health and hygiene messaging and products.

TABLE 9. Indicators for Collective Education Outcome 2: Strengthened equity and gender equality

	INDICATORS	RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	
		Since inception			Since inception	Grants active in 2020
E.2a	Percentage of ECW-supported programmes (having data) with increased learning outcomes for crisis-affected girls <i>(target 2020: 50%)</i>	N/A	N/A	N/A	100%	100%
E.2b	Percentage of ECW-supported programmes (having data) showing improvement vs. gender parity in access to education in targeted communities ¹²⁴ <i>(target 2020: 50%)</i>	N/A	N/A	40%	95%	94% Total 71% MYRPs 100% FERs
E.2.1	Percentage and number of girls out of total children and youth reached by ECW <i>(cumulative target in 2020: 60% = 2.7 million)</i>	47.5% 0.3 million	49% 0.4 million	48% 1.2 million	48% (2.2 million) CVD: 51% (14.8 MILLION) MYRPs: 464,616 FERs: 1,368,709	48% (1.27 million) CVD: 51% (14.8 MILLION) MYRPs: 464,616 FERs: 556,077
E.2.2	Percentage of children and youth identified as having a disability and reached with ECW support, out of all children and youth reached <i>(cumulative target in 2020: 1.5%)</i>	0.9%	0.5%	0.2%	1.1% CVD: 0.2% MYRPs: 2.3% FERs: 1.1%	1.3% CVD: 0.2% MYRPs: 1.7% FERs: 1.2%
E.2.3	Percentage of females among teachers/ administrators recruited/ financially supported <i>(cumulative target in 2020: 44%)</i>	61.8%	44%	44%	28% ¹²⁵ (41,386) MYRPs: 42% FERs: 41%	40% (5,716) MYRPs: 42% FERs: 42%
E.2.4	Number of teachers/administrators trained on gender-related topics or inclusion <i>(targets established at programme level only)</i>	N/A	N/A	6,576	14,110 (42% FEMALE)	12,796 (47% FEMALE)

124 The indicator measures if the number of girls who access education is going up. "Access" refers to enrolment, attendance, and/or retention of girls in formal or non-formal education. The percentage counts the number of grants that have data on increased access for girls.

125 Percentage largely impacted by an Initial Investment (II) grant in Yemen that supported many more male teachers than female teachers. This project ended in 2019.

INTRODUCTION

Global commitments to education continue to underscore the importance of ensuring inclusive education for all girls, boys, and adolescents on an equal basis, irrespective of their gender, disability, refugee/IDP or other status. ECW-funded interventions focus on delivering learning solutions in conflict- and/or crisis-affected locations for all children and adolescents, with a special emphasis on girls, children with disabilities, and IDP and refugee children. ECW's funding in 2020 sought exclusively to identify and remove barriers to access, so that all children aged 3 to 18 years can benefit from education.

This collective outcome indicator measures the increase in access and learning for conflict- and/or crisis-affected girls. It is a subset of the access indicator in collective education outcome 1 and learning indicator in collective education outcome 4. Increased access refers to enrolment, attendance, and/or retention of girls in formal or non-formal education. The indicator counts the number of grants that have access-related data and from there counts those that show an increase in access for girls. The indicator on learning counts the number of grants that have evidence on levels of learning and from there counts those that show an increase in levels of learning for girls. Learning can include both academic learning (often reading/numeracy and/or mathematics) and/or social-emotional learning.

ECW takes affirmative action to address gender gaps in enrolment and retention by ensuring that where such gaps exist 60 per cent of children reached by ECW interventions are girls. This is important because girls living in conflict- and crisis-affected countries tend to be underrepresented within education, particularly at the secondary level, where the classroom and teaching environments, systemic and institutional barriers, and social norms preventing girls from attending school tend to be most pronounced. Children with disabilities are another group that is often underrepresented in education. ECW is strongly committed to addressing the complex challenges around reaching this group of children, and 10 per cent of all children targeted by newly developed grants in 2020 will be those with pre-existing disabilities.

This section showcases ECW's actions in 2020 toward achieving the goal of gender equality and inclusion.

REACHING THOSE LEFT FURTHEST BEHIND

The most marginalized girls and boys are often unreached by traditional humanitarian and development programmes, and they are often out of school. To target such children for assistance, ECW relies on a needs-based approach as a main strategy combining humanitarian principles, such as impartiality, with development principles, such as national ownership and capacity development. Under the leadership of established multilateral in-country coordination mechanisms designed for crisis contexts, education partners collaborate to identify needs, prioritize those children to be reached, and develop appropriate strategies and actions. The process often requires applying a set of clear-cut criteria to identify the geographical locations most affected by crisis. While doing so, ECW works across sectors to ensure a holistic approach responding to the diverse education, mental health/psychosocial support, school feeding, protection, and infrastructural needs, thereby transcending a siloed approach and encouraging collaboration across the humanitarian and development nexus.

In the **Democratic Republic of the Congo**, for example, the MYRP was developed by a working group of stakeholders from the humanitarian and development fields. Several regional and national workshops resulted in the selection of three provinces based on two criteria: (1) children and adolescents most affected by population movements; and (2) those faced with both population displacement and other crises, including epidemics (cholera, Ebola, COVID-19), refugee influxes, and food insecurity.

To ensure context specificity, ECW programmes are designed using existing data and evidence, ensuring that the most vulnerable children and adolescents will benefit from learning interventions. In **Burkina Faso** a joint needs assessment was conducted as part of a FER launched in 2020. A UNICEF grant targeting out-of-school children using IDP data from the National Council for Emergency Relief and Rehabilitation identified the Centre-Nord, Nord, and Sahel regions as the three regions with the highest number of IDPs in the country.

MALI: TARGETING THE CHILDREN MOST IN NEED OF SUPPORT

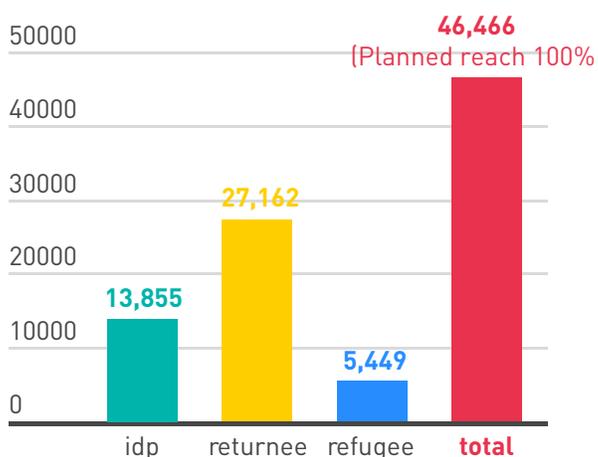
In 2020, EduCo, Plan International, Save the Children, and UNHCR worked together to provide adapted learning solutions for 370,000 of Mali’s most vulnerable children and adolescents. To establish which children were most vulnerable and should benefit from ECW seed funding, the education cluster examined the needs of each region at the local level and recommended a targeting approach based on the classification of Mali’s *cercles* (second-level administrative unit in Mali,

equivalent to districts), assigning a severity level to each. Some 90,000 internally displaced, returnee, and refugee children living in the cercles with the highest levels of severity were identified as having the greatest need and were prioritized for MYRP seed funding. These included all the 46,000 children living in four *cercles* classified as level 5 (the highest level of severity, on a scale of 1 to 5), and 44,000 children living in 19 cercles classified as level 4 in the northern and central regions of the country (14 per cent of all level 4 children). Collectively, these children represent 24 per cent of ECW’s MYRP target in Mali. The remaining 280,000 will be targeted once additional resources are mobilized.

Figure 18. Children in need by severity level in Mali, 2020 (on a scale from 1–5)

Level 5 Severity

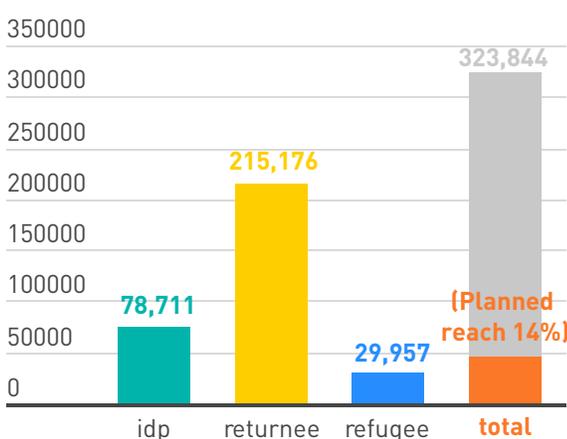
46,000* girls and boys (Planned reach 100%)



REGION	CERCLE
Mopti	Bandiagara and Douentza
Menaka	Anderamboukane and Inekar

Level 4 Severity

44,000 girls and boys (Planned reach 14% of 323,844)



REGION	CERCLE
Mopti	Mopti, Youwarou, Koro and Tenenkou
Tombouctou	Tombouctou, Dire, Goundam, Gourma-Rharous and Niafunke
Gao	Gao, Ansongo, Bourem
Kidal	Kidal, Tin-Essako, Abeibara and Tessalit
Menaka	Menaka and Tidermene
Segou	San

SCALE-UP STRATEGY

When prioritizing segments of the population that are excluded from educational systems, ECW uses a scale-up strategy, designed in-country for purposes of planning, funding allocation, and resource mobilization. ECW provides much-needed seed funds for the initial phase of the MYRP, and interventions can be replicated and expanded thereafter, as additional funds are mobilized nationally, regionally, or globally. MYRPs use approaches that are unique to each country and the severity specificities within it. In the **Mali** example above, ECW seed funding is initially reaching the most vulnerable children and adolescents living in the *cercles* with the highest level of severity. Subsequently, tested approaches will be replicated to boost results, and additional funding will support the response for children living in adjacent *cercles* who were not part of the initial target group.

ECW has used a similar scale-up strategy in **Colombia** through seed funding for a MYRP to assist 7,832 Venezuelan refugee children (57 per cent girls) living in three priority locations. MYRP interventions will be replicated in other areas of the country as more funds are mobilized.

Niger used a slightly different scale-up strategy, through which all children in need in the target regions were supported by ECW seed funds. The education cluster identified the Tillabéri region, followed by the Tahoua region, as the priority areas. A consortium led by the World Food Programme, together with Plan International and World Vision, delivered education activities to these regions. The MYRP seed funding supports interventions that assist all out-of-school girls and boys, including IDP children, those from host communities, refugees, and children with disabilities living in these two regions for three years. More regions will be included over time as additional financial support is received.

GENDER EQUALITY AND GIRLS' EDUCATION

Girls' education and gender equality in emergencies and protracted crises are at the forefront of ECW's mandate and contribute to advancing SDG 5 to achieve gender equality and empower all women and girls, through SDG 4 on inclusive and continued quality education. ECW is gender-responsive in all its investments, taking into consideration the differentiated needs of girls, boys, adolescents, women and men so as to secure equal educational outcomes. It also entails protection-related interventions to remove the gender-related barriers and bottlenecks that keep girls out of school amid conflict and crisis.

To fulfil its commitments on gender, ECW set an ambitious 2020 target of **reaching 60 per cent¹²⁶ girls in all its investments**. ECW recognizes that there is disparity in the school enrolment and retention of girls, particularly adolescent girls and those facing intersecting vulnerabilities (such as displacement) in crisis settings. To this end, targeted interventions that address specific barriers and bottlenecks, including structural barriers such as the root causes¹²⁷ of gender inequality, must be put in place. This commitment has directly translated into a significant increase in the number of girls targeted in new MYRPs developed in 2020 in comparison with previous MYRPs. Eight new MYRPs targeted a total of more than 56 per cent girls overall, including 21 per cent in secondary education, while previous MYRPs targeted just over 50 per cent girls overall and 9 per cent in secondary education.

For all active grants in 2020, ECW reached 1.27 million girls (48 per cent of all children reached), which is roughly the same number and percentage as in 2019. Since ECW's inception, a cumulative total of 2.2 million girls have been reached through its regular programming. ECW's \$45.4 million COVID-19

126 Consideration is given for any pre-existing gender gaps that shape the demographics of learners and teacher/education personnel in several crisis-affected countries/regions. If, in a given context, there is no rationale to target 60 per cent girls given baseline information concerning school-aged children in targeted areas, then written justification should be sent to the ECW Secretariat.

127 Among the root causes of gender inequality are harmful gender norms, including the belief that girls' primary roles and responsibilities are to become mothers and caregivers within the home. Therefore, families might not consider girls' education to be a wise investment, and girls might remain out of school or complete only lower levels of education. In some contexts it is widely believed that boys' role is to earn money for their families, and as a result, boys may engage in child labour and attend school irregularly, or they may drop out completely to participate in paid, unskilled labour. Other structural barriers include a lack of WASH facilities that are safe and separate for girls, insufficient MHM knowledge and a lack of trained female teachers, among others.

HUMAN INTEREST STORY

YOUNG MOTHERS CONTINUE THEIR EDUCATION IN CHAD

“The nursery helps me a lot since my mind is calm while I work. I leave my baby here and I am sure that he is safe and well cared for.”
—Aicha, 32

With funding from ECW, Jesuit Refugee Service is creating safe child care spaces in eastern Chad, so young mothers whose education was disrupted can return to school.

Sleeping on warm blankets, the babies don't seem to notice the heat and laughter coming from the school playground outside. They have already sung songs, played and listened to tales inside the cozy shaded room. Their mothers – attending school nearby – might come by during the morning to feed them, before picking them up in the afternoon, when classes finish and it's time to go home.

Situated right beside the primary and secondary school in the Kounoungou refugee camp, in eastern Chad, the two-room nursery offers a safe space for babies and the chance of a better life for their young mothers. On any given school day, more than 40 babies will be dropped off in the morning by their mothers attending school or teaching at the school next door.

The Jesuit Refugee Service and UNHCR established the nursery, and others like it in Chad, in 2012 in response to thousands of girls in refugee and local communities who had to drop out of school due to early marriage and pregnancy.

Many of the young mothers in the Kounoungou camp are Sudanese, who fled conflict in Darfur. Some of them work as teachers at the schools. The nursery programme offers them child care and other support, so they can finish their education.



Mourra, 22, dreams of becoming a doctor. She has lived in the camp for over 10 years and is in the fourth year of her high school studies. Mourra's son was born in 2019. Without the support of the programme, Mourra would probably not have made it this far. “The nursery really helped me to continue my studies,” says Mourra.

Aicha, 32, juggles teaching five hours a day at the school with her responsibilities as a mother of five. While at school she can breastfeed her son during the class break before returning to her students.

“The nursery helps me a lot since my mind is calm while I work,” says Aicha. “I leave my baby here and I am sure that he is safe and well cared for.”

Contributed by the Jesuit Refugee Service

FER investment and MYRPs re-programmed in response to the pandemic reached 14.8 million girls (51 per cent all children reached) with distance learning interventions and health and hygiene messaging and products.

ECW also requires grantees to report their **actions and results towards gender parity in accessing education**. In 2020, 13 grantees (18 per cent) reported solid evidence (having two measurements) of improved gender parity in 6 countries, and 55 grantees (76 per cent) reported partial evidence (having one measurement) of improved gender parity in 20 ECW-supported countries. MYRP grants in **Afghanistan, Bangladesh, and Uganda** reported a decrease in the number of girls accessing education since 2019, largely due to re-enrolment challenges in connection with COVID-19 school closures.

In addition to reporting on gender parity results, ECW requests grantees to **monitor learning achievements** for crisis-affected children by measuring girls' and boys' learning outcomes at baseline and end-line. In 2020 two programmes reported increased learning for girls, the low number being related to school closures and the consequent suspension of exams. However, several programmes reported baseline data that illustrated positive achievement for girls compared to boys. In **Somalia**, for example, girls generally performed as well as boys or outperformed them. Just 1.5 per cent fewer girls than boys achieved the top grades in reading, and just 0.8 per cent fewer achieved the top grades in numeracy. Girls were 6.5 per cent less likely than boys to achieve the lowest grades in reading, and 10.3 per cent less likely to achieve the lowest grades in numeracy, indicating that on average girls in school or other safe education spaces are learning more than boys. Similarly, in **Uganda** the difference between girls and boys in reading levels was less than 1 per cent. More information on learning levels is presented in Collective Education Outcome 4 on education quality and learning.

ECW continued to **support female teachers**, particularly in terms of their recruitment and the provision of financial support, although challenges have persisted. Some 5,716 female teachers were recruited and/or financially supported by ECW in 2020 – for a total of 41,386 since ECW's inception – but the number represents only 40 per cent of all teachers supported in 2020. A more positive result is seen in the 14,642 teachers and administrators (42 per cent female) trained on gender and inclusion topics from ECW's inception to 2020, as the number is double what it was at the end of 2019, an indication that training on such topics has become more widely integrated across ECW's portfolio. Several grants also show positive changes in inclusive and/or gender-sensitive behaviours following training in these topics. For example, in **South Sudan** a test administered to 1,895 teachers (21 per cent female) before and after their training in inclusive pedagogy showed a 72 per cent increase in knowledge of child-centred and inclusive teaching and learning methods, and an 88 per cent improvement in the use of student assessments. A similar test administered to 75 per cent of these teachers trained in developing appropriate and inclusive learning material showed a marked improvement.

In 2020, 80 per cent of MYRP results frameworks addressed the **social norms, attitudes, and behaviours** that underlie gender inequality.¹²⁸ To address these underlying causes, ECW supported partners with several strategies. In the **Democratic Republic of the Congo** the MYRP addresses barriers and root causes identified through a gender analysis conducted by government and non-governmental partners as part of training on gender equality and inclusion in the emergency education curriculum, which included data collection, disaggregation and analysis. Under this MYRP, gender monitoring committees were established in each target school and communities were mobilized on the importance of girls' education. Teachers in Ecuador were trained to improve their knowledge on gender equality and

128 ECW corporate results framework indicator S.5.2: Percentage of ECW-supported MYRPs whose results framework address the social norms, attitudes, and behaviour that underlie gender inequality.

equity, and student-led campaigns were organized in schools and communities to raise awareness about gender-based violence (GBV) and ways to prevent it. In Somalia a gender policy was developed with the Ministry of Education to promote gender equality, equity, and inclusivity in the provision of education and to ensure equal employment opportunities for all women and men in the education sector without any bias or discrimination irrespective of location, ethnicity, gender, age and disability.

To empower women and girls, partners in the **Central African Republic** supported **women's participation** in parent/teacher associations and parents' circles by providing literacy classes for mothers and young women. Participation in these bodies has increased understanding of women's rights and knowledge of topics ranging from personal hygiene to violence against women to women's roles in their communities. Girls were empowered through their participation in girls' clubs established at their schools. In **Somalia** girls and women were consulted throughout the design of programmes intended for their safety and empowerment, including WASH programmes, to ensure facilities were located in safe and protective environments. In both **Somalia** and **Syria** partners supported the establishment of GBV disclosure protocols and referral mechanisms to ensure that cases were dealt with according to best practices.

In **South Sudan** gender-segregated and accessible WASH facilities were constructed to address issues faced by girls and children with disabilities. The lack of such facilities has proved to be an access barrier for education and has led to the dropout of girls and children with disabilities. Menstrual hygiene and management support was provided to adolescent girls, including the provision of hygiene and dignity kits as well as raising awareness on menstruation and sexual and reproductive health. Importantly, boys were also sensitized on these issues.

INCLUSIVE EDUCATION

By effectively channeling its funding investments, ECW can help redesign and reconstruct education, making it more accessible and inclusive. At the same time, the implementation of ECW's investments can help governments and humanitarian and development actors fill the evidence gap on how to enhance the quality of education in emergencies.

In 2020, ECW stepped up efforts to **systematically enhance inclusive education** through its investments. ECW set a target whereby 10 per cent of all children and adolescents reached through ECW-supported programmes are girls and boys with disabilities. The goal is to ensure that students with disabilities are not left further behind in the design and implementation of ECW investments. Children with disabilities represented approximately 1 per cent of all children targeted in MYRPs approved prior to 2020, but that increased to 7.3 per cent for MYRPs developed in 2020. Four out of the eight MYRPs approved in 2020 reached the 10 per cent target.¹²⁹ Further, ECW strengthened its internal staffing capacity by adding a technical expert to its secretariat who is working with senior management to mainstream disability inclusion across investments and internal operations.

Since its inception, ECW has reached 51,501 children with disabilities (46 per cent girls), which is just over 1.1 per cent of ECW's total reach. The figure is far below the target outlined above, but it is a considerable improvement over the 0.2 per cent of ECW's total reach at the end of 2019. Some 22,160 children with disabilities were reached through MYRP support packages (2.3 per cent of the total MYRP reach), and more than 29,300 were reached through FER programmes (1.1 per cent of the total FER reach). In addition, about 65,000 children with disabilities (50 per cent girls) were reached through the COVID-19 programmes.

Programmatically, ECW's commitment to enhance inclusive EiEPC means that its investments strive to **identify and remove barriers** that hamper access to education and learning. In this regard, the lack of assistive devices for children and adolescents

129 Burkina Faso, the Democratic Republic of the Congo, Mali, and Nigeria.



DIGNITY KITS IMPROVE GIRLS' ENROLMENT AND RETENTION IN SCHOOL

Jonglei State, South Sudan – COVID-19-related school closures in April 2020 resulted in significant child protection issues, particularly sexual abuse of girls, according to the Ministry of General Education and Instruction. Although schools re-opened seven months later, barriers to education continued for many girls.

with disabilities, and the absence of accessible and gender-segregated WASH facilities, were identified as key barriers to access to education in **South Sudan's** MYRP. To reduce school drop-out and stimulate enrolment, the programme mapped students with disabilities across 152 schools, provided them with assistive devices, and built 27 accessible and gender-segregated WASH facilities.

Catering effectively to the needs of all students entails an understanding of their requirements to access education and learning. **Syria's** MYRP reached 21,071 IDP children (69 per cent of all children reached) through both formal and non-formal education. To

Ayen, 18, is one of many girls who had to stay at home when schools closed. But when schools reopened months later, it was extremely hard for Ayen to return. She did not have any soap or sanitary products to help her maintain appropriate hygiene standards while at school. Not only did Ayen miss classes because of this, but her self-esteem and confidence levels plummeted. She is just one of many girls who cannot afford the cost of hygiene products, which is a perennial problem for girls who have reached adolescence in South Sudan.

In October the NGO Nile Hope – with support from Save the Children through the South Sudan MYRP – gave Ayen a 'dignity kit,' containing re-usable sanitary pads, a pair of slippers, a bar of soap, a toothbrush, toothpaste, a flashlight, petticoats, and undergarments. A total of 700 kits were distributed to girls in Nyirol County, Jonglei State, after schools reopened. Adolescent girls who had not yet resumed classes were also mobilized by school management committee members to receive this support.

"This dignity kit is going to help me to go to classes without fail and I won't have to take days off from school," declared Ayen. "Even other girls who dropped out of school can come back now with this kind of help."

ensure quality and inclusive programming, the MYRP embedded a gender analysis in its needs assessment whereby girls, boys, parents, and caregivers were consulted about their obstacles to education, their vulnerabilities, and their perspectives on what was needed to enhance children's full participation in education. Consolidating these analyses and engagements, the MYRP developed 'back-to-learning' campaigns linked to social protection services, such as school transportation and referral pathways to guarantee safety and boost attendance among girls and boys with disabilities and all those at greatest risk of being left behind.



Palabek Refugee settlement, Uganda, currently hosts 46,000 refugees, over 60% of whom are children.

Similarly, the FER for COVID-19 in **Kenya** considered the whole spectrum of disabilities to ensure that out-of-school children with disabilities could access and learn in early childhood development education centres and public primary schools. Referral pathways were initiated with specialized partners and public hospitals for those with cerebral palsy who were not placed in schools due to a lack of personnel who could meet their special learning needs.

To be meaningful, the learning experience of children and adolescents in emergencies must also **recognize and leverage the diversity of the student body**. Through the COVID-19 FER funding that started in **Bangladesh** in April 2020, for example, interactive radio instruction in support of distance education in both camps and host communities was designed with the goal of enhancing gender equity and disability inclusion. Visual learning materials were made to adhere to a strict gender balance, one of the criteria that resulted from student participation during the delivery of sessions. Each e-learning session made use of voice, text, and related visuals to ensure that all students could use the materials regardless of their

literacy or sensory abilities. All content was first developed in English and then translated into Rohingya before being aired; instructions were included so parents could effectively support their children during the sessions. These efforts were complemented by gender- and inclusion-sensitivity training for 3,976 facilitators and administrators (91 per cent female) in both camps and host communities.

An education that is inclusive also aims to **build and strengthen a learner's sense of belonging** through the promotion of safe environments and the creation of an inclusive ethos in schools. In that regard, the MYRP in **Somalia** sought to enhance child safeguarding in schools by bringing together parents and teachers across 24 schools on a weekly basis to discuss challenges, including abuse, that children might face in and out of the classroom. Alongside these efforts, the programme enhanced child participation by means of youth clubs for members aged 10–17. In addition, youth club members were provided with supported to organize a conference in which child protection issues were discussed.

LEVERAGING POLICY CHANGES TO ENHANCE THE SOCIAL INCLUSION OF REFUGEES

Refugees often experience heightened barriers to access and are sometimes unable to continue their education in host countries. In some cases, government policies regarding refugees exclude them from the national education system or create barriers to registration, certification, and integration at the appropriate grade level.

The development of all MYRPs is built on existing plans and strategies such as the Comprehensive Refugee Response Framework or another response plan adopted in a particular country hosting refugees. In the same way, in a protracted crisis where an MYRP grant is already being implemented, a new influx of refugees might require a specific FER investment. ECW also supports global, regional, and country-level entities to advocate for the inclusion of refugees in national education systems in line with the Global Compact on Refugees and the Comprehensive Refugee Response Framework. This work has resulted in an acceleration facility for investment developed with the Intergovernmental Authority on Development (IGAD) to enhance regional cooperation and to accelerate more effective education investments for refugees and displaced children and adolescents across the eight countries of the IGAD region.¹³⁰

In **Bangladesh** the MYRP contributed to strengthening the capacity of the education in emergencies coordination structure, where it advanced the development of a sectoral gender action plan in Cox's Bazar. The MYRP also provided a considerable boost to the overall education system through the roll-out of a gender-sensitive crisis education planning, management, and coordination system, building the capacity of over 200 stakeholders from the education sector through a series of workshops and trainings.

COLOMBIA TAKES A STAND ON REFUGEES

Colombia is demonstrating positive developments in the social inclusion of refugees, where ECW provided \$12.4 million in grant financing under a MYRP to respond to the influx of Venezuelan citizens. Launched in December 2020, this seed funding kicked off measures to integrate out-of-school refugee and migrant children in Colombia's formal education system. This funding aims to leverage an additional \$70.5 million from national and global partners for efforts to expand the programme. The MYRP is based on the plans and strategies of the Ministry of Education.

A couple of months after the launch of the MYRP, the Government of Colombia announced it would offer temporary protection to Venezuelans for a period of 10 years. This special status has the potential to significantly address the protection needs of Venezuelans in Colombia, including children. For instance, it is expected to enable Venezuelans to be included in Colombia's national vaccination plan and allow access to various rights, including employment for children's parents and possible accreditation for any completed school grades. Under this scheme, refugees who may not have had any previous formal status within the country would be able to register and obtain temporary protection status. As the government's programme is rolled out, this temporary protection status could pave the way for expanded social inclusion of refugee children and their parents in the country. It is hoped that other countries in the region that are part of the Refugee and Migrant Response Plan for Venezuela will follow suit.

130 Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, Sudan and Uganda.

GENDER AND COVID-19

In the wake of the COVID-19 pandemic, a report released by the Malala Fund in April 2020 projected that 20 million more secondary-school-aged girls could be out of school once the pandemic was over.¹³¹ Towards mitigating this crisis, ECW-supported FERs focused on addressing the barriers and bottlenecks to girls' access to remote learning modalities, including the risk of girls dropping out of school due to negative coping mechanisms such as child marriage, which are exacerbated in several contexts by the economic consequences of the pandemic.

In **South Sudan** the MYRP supported a study on the impact of school closures on education. Preliminary findings indicated that there was an increase in the number of adolescent pregnancies and forced marriage, as well as child labour. In **Bangladesh** home-based and self-learning activities offered flexibility and provided support to girls as they navigated remote learning resources, even if their domestic burdens increased and they became more vulnerable to learning exclusion. In host communities, teachers and learning facilitators who are mostly female benefitted from these remote learning modules. They enabled continued access to professional development opportunities and allowed flexibility to balance their work with caregiving and other household duties during the pandemic. Also in Bangladesh, the 'back-to-learning' campaign had a particular emphasis on girls (especially those enrolled in secondary education, who are at a higher risk of dropping out), with key messages designed for caregivers, facilitators, and education personnel on both inclusive safety protocols and girls' needs related to education post-COVID-19.

In **Kenya** a mobile library project was set up to distribute books door-to-door in various communities, providing opportunities for girls and children with disabilities to learn through distance education. In **Malawi** the continuity of learning for students in primary and lower-secondary grades was achieved through the production of 400 lessons in English, Chichewa, and mathematics and their airing on radio during school closures. Parents and caregivers were mobilized to promote distance learning among girls in their communities. As a result, girls accessed the radio lessons in large numbers, reducing their learning loss while schools were closed and decreasing their risk of dropping out once schools reopened.

ECW, in partnership with the Inter-agency Network for Education in Emergencies and the United Nations Girls' Education Initiative, finalized the development of a **Core Resource Package on Gender in Education in Emergencies**, the Genkit, which contains a series of practical tools to strengthen the capacity of EiE practitioners to integrate gender in their programmes. The Genkit was developed through an extensive review of over 140 existing EiE and gender resources and in consultation with over 40 global gender and EiE experts.

¹³¹ Malala Fund, *Girls' Education and COVID-19: What past shocks can teach us about mitigating the impact of pandemics*, <https://downloads.ctfassets.net/00an5gk9rgbh/6TMYLYAcUpjhQpXLDgmdla/3e1c12d8d827985ef2b4e815a3a6da1f/COVID19_GirlsEducation_corrected_071420.pdf>, accessed 19 July 2021.



COLLECTIVE EDUCATION OUTCOME 3:

INCREASED CONTINUITY AND SUSTAINABILITY OF EDUCATION



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HIGHLIGHTS

- By the end of 2020, ECW had cumulatively reached some 275,000 children (51 per cent girls) with early-childhood or pre-primary education interventions since its inception – 6 per cent of the organization’s total reach. In 2020, ECW’s active grants reached 144,779 children (50 per cent girls), a decisive increase compared to the 108,330 (52 per cent girls) reached in 2019.
- ECW’s investments in early childhood education (ECE) increased from 8.7 per cent of total cumulative investments at the end of 2019 (\$19.6 million) to 11.5 per cent at the end of 2020 (\$59.5 million, including a \$12.5 million contribution from the LEGO Foundation), thus tripling ECW’s investment in ECE from 2019 to 2020.
- The share of children reached with secondary education out of all children and adolescents reached with ECW support increased from 9 per cent in 2019 to 13 per cent in 2020.
- Since school readiness can contribute to higher rates of completion of education, accelerated school-readiness programmes in **Ethiopia** targeted children aged 6 and 7 who were out of school. A total of 21,849 refugee and host community children (50 per cent girls) in the Benishangul-Gumuz and Gambella regions participated in these programmes over the summer, and 9,531 children (49 per cent girls) participated in the first few weeks after schools reopened.
- In **Syria**, ECW grantees provided remedial education support to 1,828 children (50 per cent girls) who were at risk of dropping out of school during the COVID-19 pandemic. Later in the year, grantees provided remedial support to 9,810 children (56 per cent girls) who were enrolled in schools before the pandemic.
- Students in Grades 1 and 2 in **Afghanistan** received printed self-learning materials, distributed through the MYRP, in support of the continuity of their education during school closures. Of the 120,000 students who received the materials, 106,655 (59 per cent girls) were able to complete them. This 89 per cent completion rate is a significant achievement considering the constraints faced during the early years of learning.

TABLE 10. Indicators for Collective Education Outcome 3: Increased continuity and sustainability of education

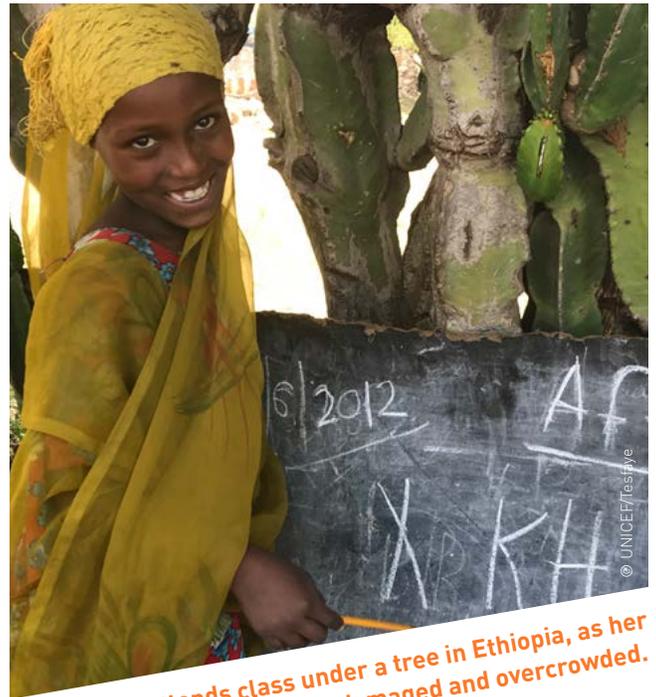
INDICATORS		RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	
		Since inception			Since inception	Grants active in 2020
E.3.	Percentage of ECW-supported programmes (having data) with increased survival, transition, or completion of crisis-affected children and youth <small>(target 2020: 66%)</small>	N/A	N/A	100%	100%	100% 12 MYRPS 8 FERS
E.3.1.	Number of children aged 3–8 reached with early childhood education services <small>(cumulative target in 2020: 457,000 – 10% of 4.57 million)</small>	29,892	78,425 50% GIRLS	174,000 51% GIRLS	275,049 (51% GIRLS) CVD: 3.53 MILLION (44% GIRLS)	144,779 (50% GIRLS) MYRPS: 43,434 FERS: 47,781
E.3.2	Number of children and youth reached with secondary education services <small>(cumulative target in 2020: 914,000 – 20% of 4.57 million)</small>				587,298 (49% GIRLS) CVD: 5.33 MILLION (51% GIRLS) MYRPS: 195,545 FERS: 362,382	329,397 (48% GIRLS) MYRPS: 195,545 FERS: 104,481
E.3.2a	Number of forcibly displaced children of secondary school age enrolled in secondary education in ECW-supported communities <small>(targets established at programme level only)</small>	N/A	N/A	N/A	336,327 (48% GIRLS) CVD: 262,261 (53% GIRLS) MYRPS: 165,869 FERS: 150,513	141,569 (47% GIRLS) MYRPS: 1,384 FERS: 120,240
E.3.3.	Number of ECW-supported countries that have adopted accreditation frameworks for accelerated/non-formal education programmes for crisis-affected children <small>(cumulative target in 2020: 5)</small>	2	2	2	2	2
E.3.4.	Number of children aged 3–18 who received quality school feeding <small>(targets established at programme level only)</small>	N/A	N/A	N/A	266,376 (62% GIRLS)	206,798 (53% GIRLS)

INTRODUCTION

While the education access outcome focuses on measuring the registration, attendance, and drop-out rates of children and adolescents, the continuity of education outcome aims to measure to what extent children stay in school until they complete their education and transition between education levels or formal/non-formal education systems. ECW monitors progress regarding continuity of education with a variety of indicators, and grantees are flexible to select according to the relevance of their intervention. This includes completion rates,¹³² transition rates,¹³³ and survival rates,¹³⁴ but also the adoption of accreditation frameworks for accelerated and non-formal education programmes.

While facilitating access to education is key, ensuring children's **transition to secondary education** and school completion comes with its own set of challenges. Financial constraints and gender norms come into play: generally, boys drop out of school to earn a wage and supplement the household income; girls leave either to manage the household or get married. Secondary education services also tend to lag behind primary education services in low- and middle-income countries, with fewer schools and a lack of qualified teachers at the secondary level and poor prospects for higher education. ECW funding supported 1.84 million children and adolescents (44 per cent girls) in accessing secondary education services in 2020; and 2.17 million (45 per cent girls) since ECW's inception (these numbers exclude children and adolescents supported through COVID-19 FERs and MYRPs that were re-programmed due to the COVID-19 pandemic). School closures associated with COVID-19 had an enormous negative impact on education continuity as not all children could be reached through distance and remote-learning models, and in some cases the likelihood of dropping out of school increased.

To tackle challenges of **education continuity**, ECW-supported programmes that adopted a combination of strategies, including early childhood education for young children, non-formal education programmes for out-of-school children, and remedial and catch-up education programmes for in-school children. Non-formal education includes accelerated, distance-learning, and bridging programmes to ease children's transition to formal schooling. Remedial and catch-up education programmes are intended to prevent children from dropping out of school. These efforts were supplemented by awareness campaigns highlighting the importance of children's school completion and promoting school feeding programmes as an incentive for parents to send their children to school.



A girl attends class under a tree in Ethiopia, as her school is damaged and overcrowded.

¹³² For instance, formerly out-of-school children who completed an Accelerated Education Programme.

¹³³ Survival rate of supported children/adolescents aged 3–18 who transition to the next level of education.

¹³⁴ Percentage of pupils in the first grade of education expected to reach successive grades for ECW-supported children and adolescents in (i) primary school and (ii) lower-secondary school.

In 2020, 22 active grantees out of 119 grants (18 per cent) measured **student transition, completion, and/or survival rates**. Of the 22 grants that provided data on this outcome, 20 reported evidence of increased transition and/or completion rates of ECW-supported programmes. The remaining grantees are still in the process of collecting these outcome-level data. Half of the grants that measured education continuity show solid evidence of increase and the other half show partial evidence. For active grants in 2020 that measured continuity, an average of 60 per cent of children transitioned or reintegrated to formal education after having attended accelerated learning programmes, remedial classes, or catch-up programmes. Most of these programmes were non-formal, and their average completion rate was approximately 86 per cent.

STARTING OFF ON THE RIGHT FOOT WITH EARLY CHILDHOOD EDUCATION

By the end of 2020, ECW had cumulatively reached more than 275,000 children (51 per cent girls) with early-childhood or pre-primary education interventions since its inception. This equals 6 per cent of the total reach. ECW's active grants in 2020 reached 144,779 children (50 per cent girls), a decisive increase compared to the 108,330 (52 per cent girls) reached in 2019

ECW's investments in early childhood education increased from 8.7 per cent of total cumulative investments at the end of 2019 (\$19.6 million) to 11.5 per cent at the end of 2020 (\$59.5 million, including a \$12.5 million contribution from the LEGO Foundation), thus tripling ECW's investment in ECE from 2019 to 2020.

When including the COVID-19 interventions, ECW has reached 3.8 million children (44 per cent girls) with ECE services since its inception, and 3.5 million with COVID-19 interventions alone in 2020. The 3.5 million represents slightly more than 12 per cent of the 29.2 million children (50 per cent girls) reached via COVID-19 investments to date. These interventions are shorter and more targeted, focusing on providing distance education and creating awareness about the

pandemic, often combined with the provision of health and hygiene products such as masks, soap, hand-washing basins, and sanitation facilities in schools or learning spaces.

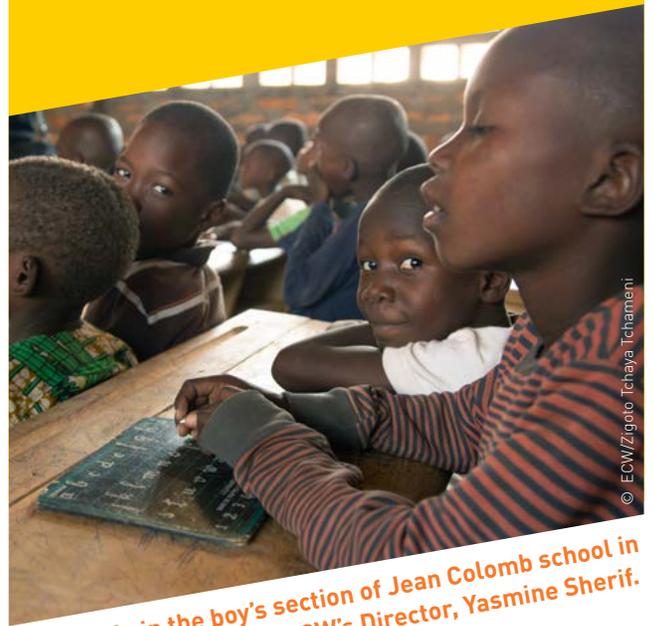
On average, the eight MYRPS developed in 2020 reached a target of 13 per cent in ECE compared to 9 per cent of the MYRPs developed pre-2020, indicating a significant improvement in ECE inclusion in the programme design phase. Children reached with ECE or pre-primary education services represent 6 per cent of all children reached since ECW inception. ECW will continue to extend its reach to crisis-affected children in need of ECE through the generous support of the LEGO Foundation, which enables play-based ECE interventions with UNICEF in **Ethiopia** and **Uganda**, and through MYRPs with specific ECE targets.

In **Nigeria**, ECW partners supported school-readiness programmes aimed at integrating refugee children and out-of-school children living in host communities in the first level of primary education. ECW partners worked in close coordination with the Ministry of Education to develop and implement a school-readiness curriculum with three main components: pedagogy, life skills, and psychosocial support. Eighteen teachers were trained to implement this programme, which reached 1,039 children, including 562 girls (772 refugee children and 267 children from host communities). The Ministry of Education also provided teachers with pedagogic supervision and feedback.

ECW partners in **Ethiopia** implemented an accelerated school-readiness programme specifically for children aged 6–7 who were out of school. Children took part in early stimulation for learning activities to prepare them for the transition to primary school and enrolment in the first grade. The programme was held over two months during the summer, with 150 hours of structured support focused on sensory perceptions and pre-language and pre-mathematics skills; and it reached 21,849 refugee and host community children (50 per cent girls) in the Benishangul-Gumuz and Gambella regions. In October and November, once schools reopened following COVID-19 lockdowns, the accelerated programme was implemented in primary-school settings. Teachers were trained

to implement the programme in their classrooms and support children's transition to primary school, reaching 9,531 children (49 per cent girls).

At the onset of the COVID-19 outbreak in **Malawi**, ECW partners successfully re-programmed their early childhood development initiatives. In-person sessions were adapted for home-based learning through an interactive radio-based programme called *Tisewere* for children aged 3–5. Pre-recorded sessions were broadcast through community radio stations, reaching an estimated 664,000 children (51 per cent girls) directly and an estimated 941,000 children (51 per cent girls) indirectly across the country. Phone-in feedback sessions enabled participating communities to report back on their experiences with the project and to contribute to the development of future lessons. Positive feedback from parents revealed that their children were engaging in the learning activities even while the child-care centres in their communities remained closed.



Pupils in the boy's section of Jean Colomb school in Bangui listening to ECW's Director, Yasmine Sherif.

NON-FORMAL EDUCATION AS A BRIDGE TO FORMAL SCHOOLING

ECW implemented a host of non-formal education interventions to ensure that out-of-school children continued to access education. Accelerated education programmes (AEPs) provide an equivalent level of educational achievement, often certified, through a compressed curriculum using methods that match a child's level of knowledge, skills, and competencies. AEPs are conducted within a shortened time span compared to formal education, and give overage, out-of-school children a chance to catch up with their peers. By taking part in AEPs, learners can be reintegrated into the formal education system at a suitable level for their age, or transferred to the next level, which is usually the secondary-school level.

In 2020, ECW partners in **Colombia** collectively reached 2,004 children (98 per cent girls) through AEPs and non-formal education activities that focused on literacy, numeracy and socio-emotional learning. Some 1,525 children (49 per cent girls) participated in AEPs as part of a non-formal education programme in temporary learning spaces, while 479 children (44 per cent girls) were reached by AEPs targeting those

already in school. Eighty per cent of the students (84 per cent girls) supported by ECW completed the full learning cycle without dropping out, and 71 per cent made the transition to formal education. Partners followed up closely during COVID-19 lockdowns to support children in completing the cycle. Twenty per cent of children could not complete the cycle due to COVID-19 restrictions or because they moved back to Venezuela or migrated to other cities.

In **Nigeria** an AEP played an important role in ensuring the integration of Islamic education within the regular education system, and in making up for lost learning due to COVID-19. Children were provided with various learning materials and access to radios to enable them to listen to educational programmes, and they were paired with AEP teachers who provided individualized support for their learning, according to the child's level and pace. ECW partners ensured that learners from the AEPs were linked to the formal education system and able to transition to the next level of learning without dropping out of school. About 1,400 children (56 per cent girls; 44 per cent boys) benefited from these AEPs.

In the **Central African Republic**, a non-formal education project specifically targeted out-of-school children aged 9–13, and a six-month programme of catch-up classes facilitated their reintegration into the formal system after they passed an exam. A total of 2,016 children (48 per cent girls) participated in classes, which were set up in primary schools equipped with handwashing facilities and recreational kits. All decentralized academic authorities in the four sub-prefectures were strengthened to ensure adequate monitoring of the attendance of both children and teachers and pedagogical supervision of teachers, and school fees of IDP and refugee students were covered. When in-person catch-up activities were interrupted due to COVID-19, ECW grantees supported the provision of remedial sessions for those students who were preparing for national admission exams. These sessions helped increase the success rate of the students in two exam categories: (1) Grade 6 entrance exams, and (2) Common European Framework level 1 language proficiency.

In the **State of Palestine** children under house arrest or formerly detained faced a particular set of challenges when it came to continuing their education. ECW grantees worked with local partners to provide an inclusive package of rehabilitative services to 309 children (4 per cent girls) to enable them to resume life after detention, reintegrate in the educational system, and fulfil their potential as citizens. This intervention started with legal support and has expanded to include psychosocial support and remedial and vocational education. Remedial support was provided for Arabic, English, mathematics, and chemistry. Fifty students received a total of 1,548 hours of face-to-face remedial sessions, and four students participated in 240 hours of virtual sessions.

The **Afghanistan** MYRP ensured continuity of education during school closures through the use of self-learning materials. Some 118,000 students (58 per cent girls), mostly first- and second-graders, received printed self-learning materials, of whom 106,655 students (59 per cent girls) were able to complete them, representing a 90 per cent completion rate. This is a significant achievement, considering the constraints these children faced during the early years of learning, and a credit to the teachers, who were proactive and remained engaged with students and parents throughout the pandemic.

ECW partners in **Peru** facilitated access to the 'I Learn at Home' online platform operated by the Ministry of Education, whose goal was to ensure that crisis-affected children continued to have access to education opportunities and other alternatives. The platform was rolled out in conjunction with dissemination strategies to promote educational content through various media (TV, radio, print, and social media). Parents got involved in facilitating remote learning through phone calls with teachers. Some 984 young girls, boys, and adolescents (50 per cent girls; 50 per cent boys) received education kits (containing stationery supplies, notebooks, backpacks, and other resources) and homework help. Complementary activities were carried out in the areas of mathematics, communication, and socio-emotional skills building. Virtual classrooms were created on a separate platform, called 'Learning United', where more than 1,300 children and adolescents at all levels participated in learning sessions aligned with national curriculum content. Approximately half of the participants attended all sessions. These strategies improved learning conditions and reduced some of the challenges faced by students in doing their schoolwork at home.

NON-FORMAL EDUCATION SUPPORT FOR IN-SCHOOL CHILDREN

ECW endeavours to equip children with the skills and support they need to stay in school and succeed in their educations. ECW supports non-formal programmes for children who have had to leave school. Modalities range from face-to-face learning in Gaza and Syria to remote learning in Lebanon. In the **State of Palestine** catch-up programmes were established to mitigate any learning loss before the start of the 2020/21 school year. To adapt to the remote model of education, field-specific self-learning materials were developed based on existing materials and content. Teachers and parents were advised on how best to support students in their independent study using their textbooks and self-learning materials. At the same time, ECW funding facilitated the use of digital connectivity by providing students and education staff with essential access to second- and third-generation mobile broadband for

purposes of programme coordination, dissemination of online materials, and provision of teacher support. Internet bundles and SMS packages were procured for education staff and students.

In **Syria**, where 2.1 million IDP children were already out of school even before the outbreak of COVID-19, it was imperative to ensure that those children who were still in school remained there. In early 2020, ECW grantees provided remedial support to 1,828 children (50 per cent girls) who were enrolled in formal education but at risk of dropping out; and in July and August they provided remedial support to 9,810 children (56 per cent girls) who were enrolled in schools before the pandemic. This support took place over six weeks and aimed to cover learning that students might have missed during the period of home-based learning, when schools were closed, and reduce their likelihood of dropping out once schools re-opened. In **Ecuador**, ECW partners helped children who were falling behind to catch up and prepare for placement tests for school enrolment and supported in-school children through virtual lessons while schools were closed, thus encouraging them to continue with their studies. These activities reached a total of 1,226 children (51 per cent girls) in 2020.

SECURING TRANSITION TO SECONDARY EDUCATION

Transition to secondary education is an important marker of continuity of education. In **Mali**, 2,449 IDP students (40 per cent girls) were supported in their efforts to pass their exams in October, at the end of the 2020 academic year. A total of 1,605 students (37 per cent girls) passed their exams – for an overall success rate of 65.5 per cent – and were able to move on to secondary school. The success of this intervention was due to its multifaceted approach. Students were given a wide range of support in the form of transportation, meals, and hygiene and health materials; accommodated in sites that were accessible, clean, and secure, and provided with transportation to ensure their safety.

ECW programming under the **Uganda** MYRP provided continued support to AEP centres, providing quality learning environments for children and adolescents who were overage, out of school, or otherwise at risk, including refugee children and adolescents. Not only did these centres provide alternative learning pathways in the form of vocational training, but they also facilitated the transition to secondary education for 64 learners (13 per cent girls) who completed the AEP and went on to enroll in secondary schools within the settlement, neighbouring districts, and urban areas.



Makono Coulibaly, 13, Mali, here at home, listening to lessons on the radio.

MOBILIZING DEMAND FOR CONTINUITY IN EDUCATION

Mobilizing communities to raise awareness about the importance of continued learning at home and returning to school at the end of the COVID-19 pandemic was a major strategy. In **Mozambique** ECW's emergency response was comprised of sensitization activities through a radio campaign and home and school visits to disseminate messages on school retention, child protection and COVID-19 prevention. The community radio in the vast Nhamatanda district broadcast daily messages in three languages to reach the highest possible number of families. In addition, ECW partners went door to door throughout the districts of Beira and Nhamatanda for a period of three months, meeting with an average of 15 families in their homes every day, for a total of 900 families visited. During these visits to homes and to local schools, the partners distributed information on the importance of helping children with their studies at home and of returning to school once the pandemic ended.

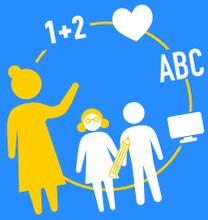
In **Venezuela**, ECW grantees distributed school supplies, food parcels, and hygiene kits to children's families to assist them while remote learning. Of 1,305 parents and representatives surveyed, 98 per cent considered the school supplies to be useful, 89 per cent gave positive feedback on the food parcels, and 86 per cent gave positive feedback on the hygiene kits. Keeping in close contact with the parents helped ensure the continuity of their children's education despite school closures. UNICEF also provided incentives for teachers in the form of non-perishable food parcels, cash transfers, and technology devices to promote motivation and to provide continuity in the education process.

Similarly, ECW grantees in **Peru** purchased and distributed multi-purpose vouchers to Venezuelan families of 3,079 children (49 per cent girls) who were affected by the pandemic, quarantine measures, and associated economic hardship. These vouchers helped families meet their needs for food, shelter, health, and/or hygiene items and thus helped to send their children school.



Fernando Fonseca, 17, receives a food kit in school, Venezuela.

School feeding programmes encourage students to come to school and stay in school, where they have access to nutritious meals. Children who do not have access to nutritional food can often suffer from reduced cognitive development. In 2020, ECW partners reached nearly 206,800 children and adolescents (53 per cent girls) through school feeding programmes in seven countries. In **Venezuela**, for example, approximately 50,700 children and adolescents (50 per cent girls) were reached through an ECW-supported school feeding programme. Similarly, the **Somalia** MYRP provided quality school feeding programmes to almost 17,000 students (46 per cent girls) to ensure that students could focus on learning in the classroom. These interventions contribute to reduced dropout rates and help to ensure that children attend and stay in school.



COLLECTIVE EDUCATION OUTCOME 4:

IMPROVED LEARNING AND SKILLS



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HIGHLIGHTS

- Learning outcome measurement expanded to 22 grants out of 119,¹³⁵ showing both promising changes in levels of learning and large gaps in current academic learning levels.
- Since ECW's inception nearly 69,000 teachers (48 per cent female) have been trained through regular non-COVID-19 programming, including 42,381 teachers (48 per cent female) trained in 2020.
- Approximately 310,600 teachers (55 per cent female) were trained on COVID-19-related topics such as health and hygiene protection, COVID-19 protocols, social and emotional support, and facilitation of distance-learning models through radio, messaging, or online group chats.
- Community engagement was critical to keeping children engaged in continued learning during COVID-19.
- A total of 1.58 million children (45 per cent girls) were reached with teaching and learning materials during pandemic-related school closures in support of their continued education. An additional 1.8 million children (47 per cent girls) were reached with COVID-19-related materials to continue their education and to stay safe.

¹³⁵ For many of the 119 grants, including the 60 that reported as a response to the COVID-19 pandemic, a learning outcome measurement is not expected or required. For MYRP grants a learning outcome measurement is required, and 60 per cent of the MYRPs grants (12 of 20) have partial or solid learning outcome measurement data.

TABLE 11. Indicators for Collective Education Outcome 4: Increase learning and skills

INDICATORS		RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	
		Since inception			Since inception	Grants active in 2020
E.4.	Percentage of ECW-supported programmes (having data) with increased learning outcomes for crisis-affected children and youth <i>(target 2020 - N/A)</i>	N/A	N/A	100%	100%	100%
E.4.1	Number of classrooms supported with materials to enhance the learning environment <i>(targets established at programme level only)</i>	N/A	9,424	19,097 <i>cumulative</i> 9,673 2019	28,477 CVD: 13,889 MYRP: 9,178 FER: 17,533	13,635 CVD: 13,889 MYRP: 9,178 FER: 4,191
E.4.2	Number of children aged 3–18 reached with individual learning materials <i>(targets established at programme level only)</i>	319,445	726,610	1,811,383 <i>(48% GIRLS)</i>	2.6 MILLION <i>(47% GIRLS)</i> CVD: 1.84 MILLION <i>(47% GIRLS)</i> MYRP: 550,931 FER: 1.33 MILLION	1,580,703 <i>(45% GIRLS)</i> MYRP: 550,931 FER: 503,107
E.4.3	Number of teachers/administrators trained on subject knowledge, curriculum/planning, or pedagogy (cumulative) <i>(targets established at programme level only)</i>			28,859	40,227 <i>(42% FEMALE)</i>	24,541 <i>(43% FEMALE)</i>
E.4.4	Proportion of teachers in ECW-supported communities who have received at least one of the following: a) the minimum organized pre-service or in-service teacher training required for teaching at the relevant level; b) organized training in line with the INEE Training for Primary School Teachers in Crisis Contexts standards	N/A	N/A	N/A	NO DATA	NO DATA
E.4.5	Percentage of learners in primary education whose first or home language is the language of instruction at ECW-supported learning spaces	N/A	N/A	N/A	NO DATA	NO DATA
E.4.6	Number of teachers/administrators trained <i>(target: 50,000 in 2020)</i>	4,708	20,047	41,588 <i>(46% FEMALE)</i> <i>cumulative</i> 29,272 <i>(44% female)</i> in 2019	68,933 <i>(48% FEMALE)</i> <i>cumulative</i> CVD: 310,568 (55% FEMALE) MYRP: 10,730 FER: 50,117	42,381 <i>(48% FEMALE)</i> <i>in 2020</i> CVD: 310,568 (55% FEMALE) MYRP: 10,730 FER: 26,975

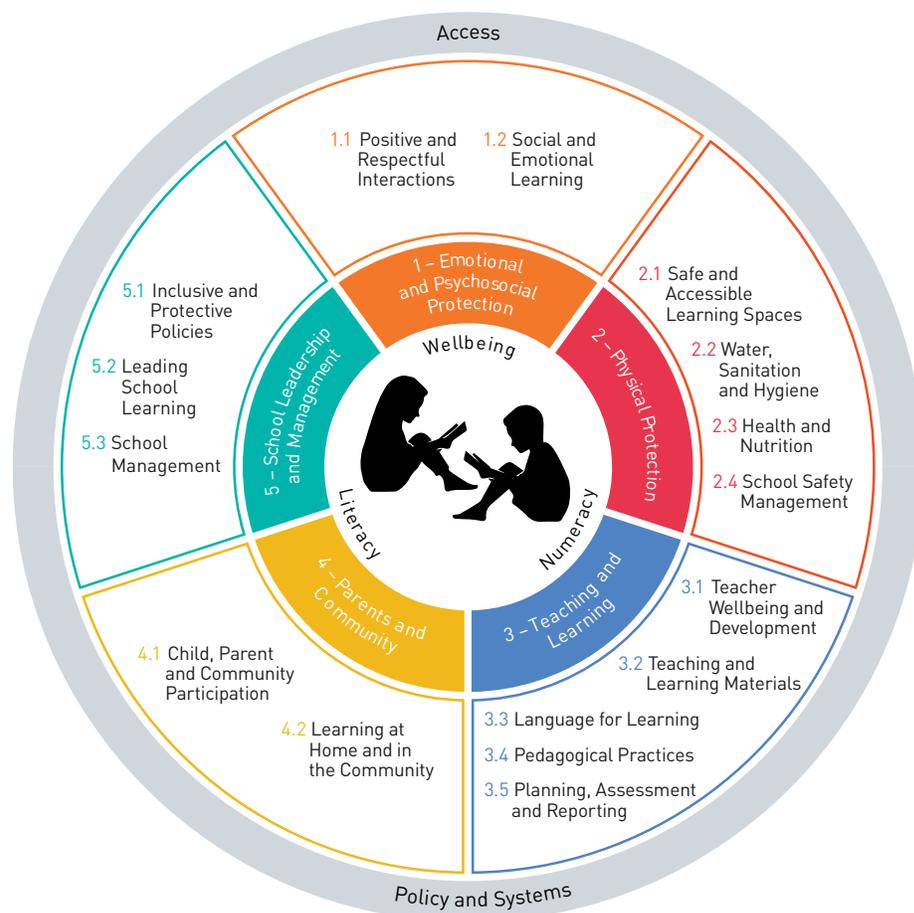
INTRODUCTION

It is critical not only to secure access and continuity of education but also to ensure that the education provided is of a high standard.¹³⁶ This holistic principle guides ECW in its approach to education investment and its work with partners to address a variety of learning, teaching, organizational, and safety needs. By integrating psychosocial support, school feeding, disaster risk management, and WASH into its education investment, ECW supports safe and nurturing learning environments, which can help improve academic outcomes as well as girls' and boys' mental, emotional and physical well-being.

Quality education has the potential to protect children, reduce poverty, diminish the possibility of conflict, eliminate inequality, improve health, boost economic growth, enhance one's life, and restore peace and stability.¹³⁷ A quality education is not an entitlement for a minority of people; everyone has the right to a quality education, including undocumented migrants and children and adolescents who are overlooked in situations of emergency or protracted crisis. ECW exists to support education for these children and adolescents who are too often left furthest behind.

In EiEPC settings, the provision of quality education is closely linked to ECW's other beneficiary outcomes concerning safety, protection, equity and gender equality. Several frameworks and models regarding

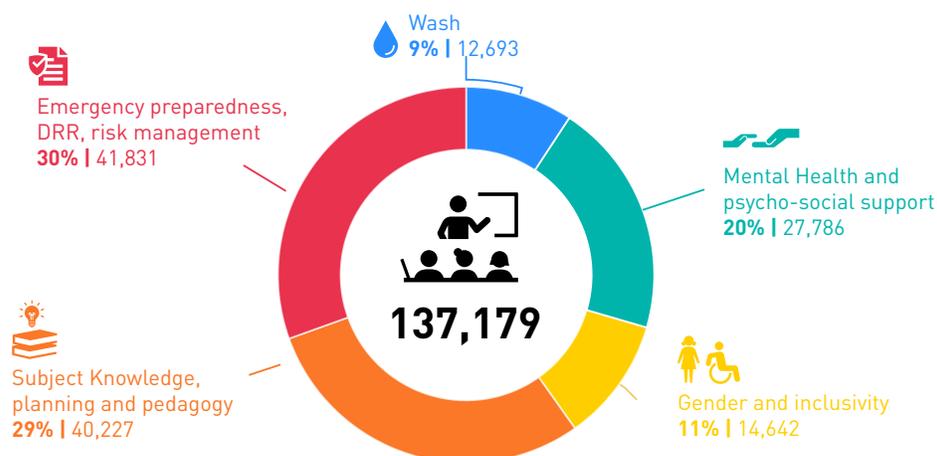
FIGURE 19: Save the Children's Quality Learning Framework¹³⁸



¹³⁶ United Nations Children's Fund, 'Education in emergencies', <www.unicef.org/education/emergencies>, accessed 6 July 2021.

¹³⁷ United Nations Children's Fund, 'Education', <www.unicef.org/education>, accessed 6 July 2021.

¹³⁸ https://resourcecentre.savethechildren.net/node/12460/pdf/00_quality_learning_framework_september_2017.pdf.

FIGURE 20. Percentage and number of teachers trained per topic since inception, including COVID-19 grants, 2017–2020

quality education and learning already exist, and some are particularly useful in EiEPC settings. ECW does not promote any one quality learning model over another and supports implementers in using whichever model fits best to achieve the most desirable results. That said, Save the Children’s quality learning framework is a very useful tool in EiEPC settings, as it brings holistic learning to the forefront of education and to some extent distinguishes various factors that have a higher impact on learning, compared to others. This framework also recognizes the importance of EiEPC coordination mechanisms, system strengthening components, and policy and advocacy efforts that are needed to create political commitment and mobilize resources to provide all those affected by conflict and crisis with a holistic package of educational support.

This section highlights the critical aspects of providing quality education in EiEPC settings and looks at teachers, the teaching and learning process and materials used (including the use of distance education due to COVID-19), the role of parents/custodians and the community, school leadership and management, and learning outcome measurements for academic and social-emotional learning levels. While overlaps exist, aspects concerning safety and protection are presented in Collective Education Outcome 5.

The outcome indicator on the “percentage of ECW-supported programmes (having data) with

increased learning outcomes for crisis-affected children and adolescents” counts the number of grants that have evidence on levels of learning and from there counts those that show an increase in learning levels. The learning outcome measurements differ between grants and include data from examinations, large-scale regional or international measurements, as well as project-specific measurements. Learning can include both academic learning (often reading/numeracy and/or mathematics) and/or social-emotional learning. An example of solid evidence is when the grant has two data points (baseline and end line, before and after the intervention), as the example of StreetChild in **Nigeria** shows. Partial evidence means one measurement, as the baseline study of the MYRP in **Somalia** showcases below.

TEACHERS, TEACHING AND EDUCATION LEADERSHIP

Within education systems, qualified and competent teachers with adequate capacity are central to providing sustained quality education in EiEPC settings.

ECW trained nearly 69,000 teachers (48 per cent female) since its inception and 42,381 (48 per cent female) in 2020. Figure 20 shows teachers trained by topic area through all grants since ECW’s inception.

While the absolute number of teachers trained in all topic areas has increased due to the growth of ECW's portfolio, the share of teachers trained on EiEPC-specific topics such as mental health and psychosocial support, gender, and inclusion has increased by 2 to 4 percentage points, showing that these topic areas have been integrated into the portfolio. The total number of teachers trained is lower than reflected, as certain teachers received training on multiple topics but have only been counted once here.

The global COVID-19 pandemic challenged teachers in terms of their capacity to adapt to localized crises and intensified demands on education staff. In 2020 teachers often had to diversify their teaching methods and were required to develop new distance-learning techniques to reach girls, boys, and adolescents amid school closures while maintaining educational requirements. Several ECW grants had to shift focus and adapt their interventions in support of teachers while schools or learning spaces were closed. In total, approximately 310,600 teachers (55 per cent female) were trained on COVID-19-related topics such as health and hygiene protection, COVID-19 protocols, social and emotional support, and the facilitation of distance-learning models via radio, messaging or online group chats.

In **Kenya**, Save the Children and UNHCR trained 31 teachers on curricula, classroom management, pedagogical techniques, and social-emotional learning through remote learning modalities. Based on a prior inter-agency assessment, the WhatsApp application was determined to be the most inclusive and feasible remote platform. WhatsApp teacher groups were created, with separate groups for the various grade levels and age groups taught, and learning contents and assignments were shared according to fixed weekly schedules. Grantees also developed 43 short videos and online programmes, including the 'Can't Wait to Learn' initiative, in support of remote learning for children.

In **Syria** children are assigned different shifts for school, which led to substantially fewer direct contact hours with teachers. The MYRP (with Save the Children and UNICEF as grantees) compensated for this by providing students with additional learning



REMOTE LEARNING IN LEBANON

In Lebanon the Norwegian Refugee Council (NRC), AVSI, the International Rescue Committee, and Save the Children International implemented a remote learning modality using online platforms. In order to deliver lessons, WhatsApp groups were created where staff or trained non-formal education teachers shared learning content and asked students to complete weekly assignments. In addition, AVSI used online programmes such as the 'Can't wait to learn' initiative for Arabic and mathematics to support remote learning.

A total of 31 teachers (97 per cent female) were recruited and trained to implement remote education. NRC developed 43 short videos to support remote learning for children in Community-Based Early Childhood Education. In addition, there were peer-to-peer exchanges of practices among teachers, and mentoring networks were set up. These networks will continue to provide crucial support throughout 2021 to address any challenges and maintain an exchange of best practices.

In addition, 1,355 children (56 per cent girls) received age-appropriate quality learning material, which included remote learning kits (basic stationary, etc.) and Internet bundles to ensure connectivity to remote learning programmes at home. This initiative helped children maintain continuous access to learning activities, and limited any data usage of their parents' Internet packages.

materials to be completed at home and then handed in to teachers for regular feedback.

ECW continues to fund grantees in developing and implementing training certifications for purposes of building teacher capacity. In 2020 grantees began the work of establishing a new certification system. In **Uganda**, Save the Children collaborated with UNESCO and a local NGO to pilot a refugee teaching certificate, which will allow refugee teachers to attain a qualification that is recognized by the National Council for Higher Education. In **Somalia** the Adventist Development and Relief Agency implemented a similar initiative to certify teachers who complete a two-year training programme.

An essential method of pedagogical development promoted by ECW is 'learning through play'. In 2020, ECW funds were used so children could take part in play-based learning to strengthen their resilience and enhance their social, emotional, cognitive, physical, and creative skills.

ECW and grantees were unable to gather data on two indicators related to: (1) the percentage of teachers who reach a minimum teaching training standard; and (2) the percentage of learners in primary education whose first or home language is the language of instruction at ECW-supported learning spaces.

TEACHING AND LEARNING RESOURCES

The ability of teachers to provide quality education often depends on the quality of teaching resources available to them. In 2020, ECW provided some 1.58 million materials to children and adolescents (45 per cent to girls), contributing to a total of 2.6 million such materials provided since 2017 (47 per cent to girls). ECW also supported 13,635 classrooms in 2020 (28,477 classrooms since 2017) with school-in-a-box kits, books, posters, chalk, stationery, and play-based pre-primary learning materials to be used by teachers and learners alike.

Save the Children in **Colombia** (La Guajira) procured low-cost tablets and developed a mobile application with educational content on literacy, numeracy, social-emotional learning, and life skills for 6,835 children (50 per cent girls). The material was delivered in the local mother language for the indigenous communities and allowed learners to use and develop various learning styles, including visual, auditory, and kinesthetics (practical experiments/learning by doing), while allowing students to develop their literacy, numeracy, social-emotional, and digital skills.

Functioning both on-line and off-line, this application enabled those living in remote communities, with limited connectivity, to fully participate. This was an important element to consider, as many crisis-affected children live in remote areas and miss out on online learning opportunities due to a lack of connectivity. This pilot project addressed educational equity and accessibility issues; and by providing individual support through an interactive package, it further enhanced the learning process. As the content was already built into the app, learners were able to repeat the lessons and move forward at their own pace. Feedback received from the users was very positive and promising.¹³⁹

¹³⁹ Of the users surveyed, 51.5 per cent said they were completely satisfied and 44.3 per cent said they were very satisfied with support received.

Save the Children as grantee distributed recreational and school supply kits to 5,430 children (49 per cent girls) and pedagogy kits to 72 teachers (47 per cent female) in Mopti, **Mali**. These kits are designed to facilitate developmental play and strengthen children's resilience in potential situations where they might be exposed to violence and exploitation.

Amid the COVID-19 pandemic, some 1.84 million children (47 per cent girls) received specific materials for use in learning and COVID-19 prevention – including radios, Internet access packages, textbooks, pens, paper, and health and hygiene products (e.g., hand sanitizer, soap, and masks) – which allowed them to continue learning on a distance basis while schools were closed.

COMMUNITY ENGAGEMENT

Engaging communities on education topics and securing community ownership are essential for the success of any programme. Education can have wide-ranging benefits – ranging from health, nutrition and WASH, to gender equality and equity, to political engagement and criminal justice¹⁴⁰ – and the benefits of a quality education to the individual who receives it often accrue to his or her local community, which benefits in the longer term. Education is of most value to children when it is locally contextualized; this is key to ensuring community engagement.

In the face of public health crises such as the COVID-19 pandemic, individuals and communities may be reluctant to collaborate with one another due to the various risks posed. Throughout 2020, parents and siblings took on the responsibility of teaching; and as these responsibilities shifted from professionals to families, ECW's grantees stepped in to provide direct, quality education support to households.

In **Greece**, UNHCR delivered education resources to parents of children living in refugee camps using both the WhatsApp messaging service and telephone calls. Educational and psychosocial support materials were developed by local teachers and sent directly

to parents, thus enabling children to continue their education using quality resources.

The MYRP in **Bangladesh** supported daily facilitator visits with Rohingya refugee families in their households to support parents and help students with their studies. Facilitators offered mental health and psychosocial support, behavioural and language development support, and advice about protecting against GBV and other risks – and generally promoted people's living together in peace. In a separate intervention, 1,332 teachers (60 per cent female) received professional skills development training, including training on the informal education programme guidelines, training on caregiver-led education, orientation to e-devices, and subject-based training (in mathematics and Burmese and English languages). Teachers received core materials, monthly refreshers, and opportunities for peer learning through teacher-learning circles, as well as adolescent kits for COVID-19 to support individual households.

HOLISTIC LEARNING OUTCOME MEASUREMENT

During a crisis it is often challenging to measure the effectiveness of interventions on learning outcomes. Frequently, changing situations and population movements compound this challenge, and in 2020 the COVID-19 pandemic compounded it further, by closing schools, cancelling exams, and shutting off access to measure children's progress. Compared to the shorter duration and targeted focus on restoring access and continuity of education of FERs, MYRPs are better able to overcome these challenges and conduct baseline and end-line assessments of learning. Further, MYRP grantees are required to report on learning outcomes. Twenty-two of 119 grants active in 2020 were able to conduct learning outcome measurements. Five grantees reported solid evidence of increased learning outcomes, with two data points, and 17 grantees reported partial evidence of increased learning, with one data point. No grantees reported evidence of a decrease (or a lack of an increase) in this area.

140 United Nations Educational, Scientific and Cultural Organization, *Global Education Monitoring Report Summary 2016: Education for People and Planet: Creating sustainable futures for all*, UNESCO, Paris, 2016. < <https://en.unesco.org/gem-report/report/2016/education-people-and-planet-creating-sustainable-futures-all>>, accessed 6 July 2021.

For many grants out of the 119, including those as a response to the COVID-19 pandemic (60 grants), a learning outcome measurement is not expected or required. A learning outcome measurement is expected from MYRP grants only, and 60 per cent of the MYRPs grants (12 out of 20) have partial or solid learning outcome data. Of the 22 that were to conduct learning outcome measurements, 16 (72 per cent) have an indicator against which to measure academic learning, and 12 (56 per cent) have an indicator against which to measure social-emotional learning.

In **Somalia**, for example, literacy and numeracy competencies were assessed as part of the MYRP baseline under the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA). Results showed that 62 per cent of students (58 per cent of girl students) could not read and 38 per cent could not conduct basic mathematics calculations (see example in box below).

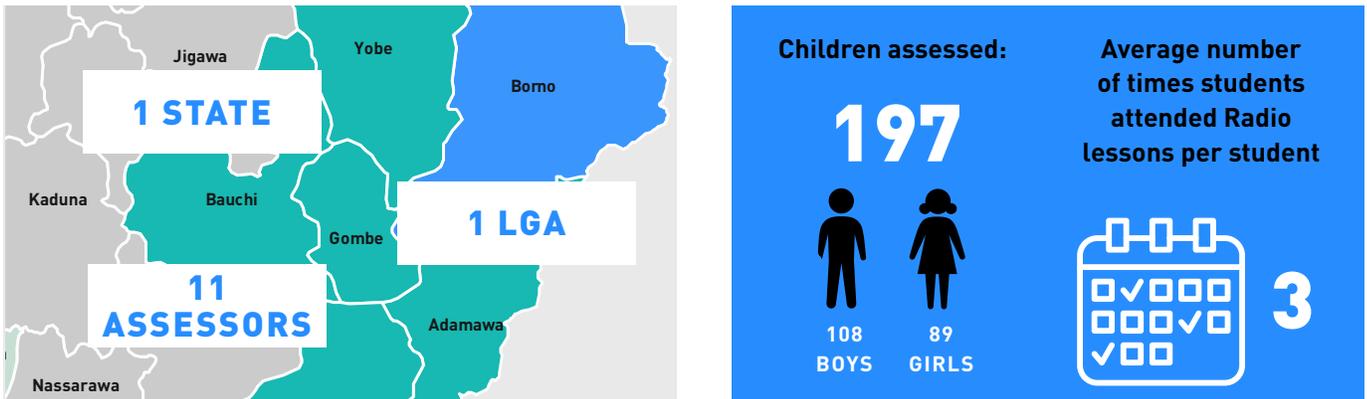
In **Uganda** the EGRA/EGMA for students in primary Grades 1 through 6 revealed a gap in learning outcomes related to literacy and numeracy. Of learners who were sampled, 10 per cent could not identify any numbers correctly, and 16.5 per cent of learners failed all addition questions. AVSI, Save the Children, and the Zionist Organization of America conducted an innovative pilot to measure the effectiveness of reading clubs on literacy, established in 2019 in response to the alarmingly low literacy levels among children in and around refugee settlements. As part of the pilot study in 2020, a reading assessment conducted in intervention and control schools still showed low reading abilities: only 5.8 per cent of students (5.4 per cent girls; 6.3 per cent boys) could correctly read one or more words a minute in the passage that was provided. But intervention schools scored substantially higher than or equal to control schools across a range of core reading skills, such as phonemic awareness, alphabet knowledge, fluency, vocabulary and comprehension.

At the same time, average competency levels are still low. The study therefore concludes: “The results of this assessment are congruent to the global evidence which shows that getting learners to pick interest in reading alone may not be enough to improve literacy skills among children. There should be deliberate interventions aimed at supporting children to improve in areas in which their literacy skills are low.” Given this insight, the education consortium undertook a set of actions related to language development, gender mainstreaming, monitoring and data management, and programme outputs – such as professional teacher development and placement. Prior to schools reopening for the lower grades in June 2021, partners implementing early-grade reading programmes will conduct teacher training and engage teachers in small group teaching sessions in their communities.

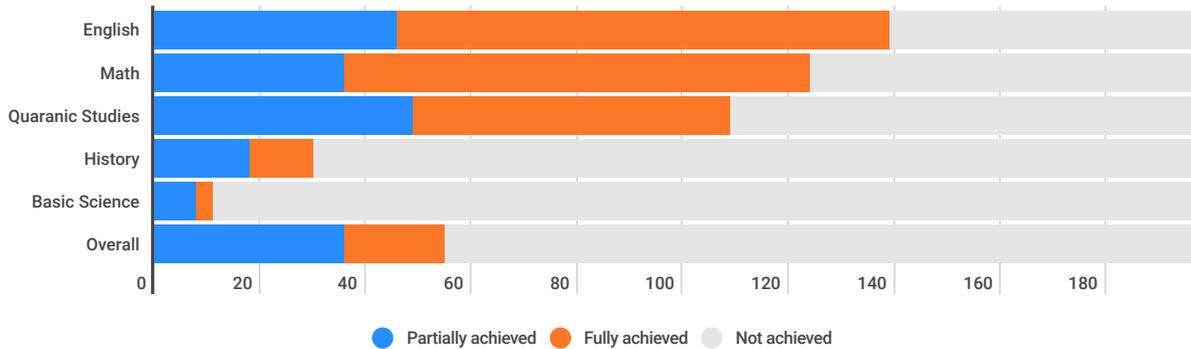
In response to the COVID-19 pandemic in **Nigeria**, a grant to UNICEF supported an initiative whereby volunteer teachers pre-recorded lessons and localized them in consideration of language and cultural content, thus making them appropriate for use in the target communities and building community ownership (see Figure 22). In Borno state, the radio lessons were aired five days a week (once per day), and 88 per cent of listeners partially or fully understood the sessions as by their own judgement. Looking at learning outcomes across English, mathematics, basic science, history, and Qur’anic studies, roughly 50 per cent of the 197 learners (45 per cent girls) scored 5.5 or higher out of 10, and 24 per cent scored 7 or above. Children with any form of disability under-performed compared to children with no disability. Among students surveyed, 67 per cent believed that the radio programme/classes promoted learning, 34 per cent believed the programme promoted education continuity, 10 per cent believed it prevented the spread of COVID-19, and 17 per cent believed it prevented them from doing other things than learning.

Following a COVID-19 programme intervention that provided pre-recorded distance learning as well as health and hygiene information in the Maiduguri metropolitan city of Nigeria, Street Child reported that the proportion of learners able to read letters

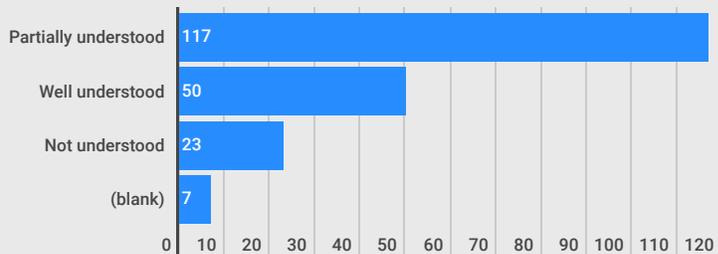
FIGURE 22. Radio programming learning assessment of UNICEF Nigeria – dashboard, 26–30 June 2020



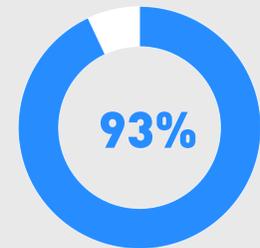
Achievement



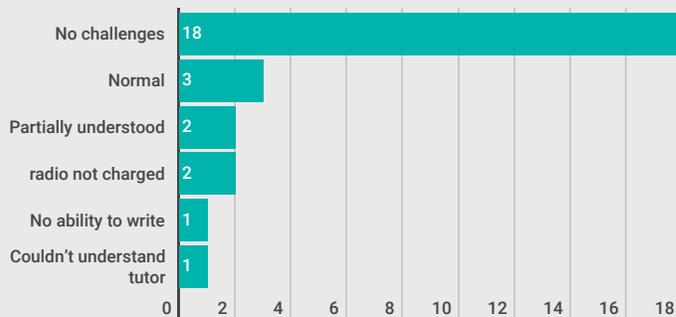
Weekly Lesson Comprehension



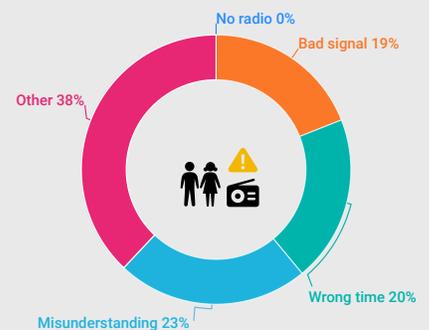
Child/adolescent is a member of a radio club:



Challenges



Attendance Challenges



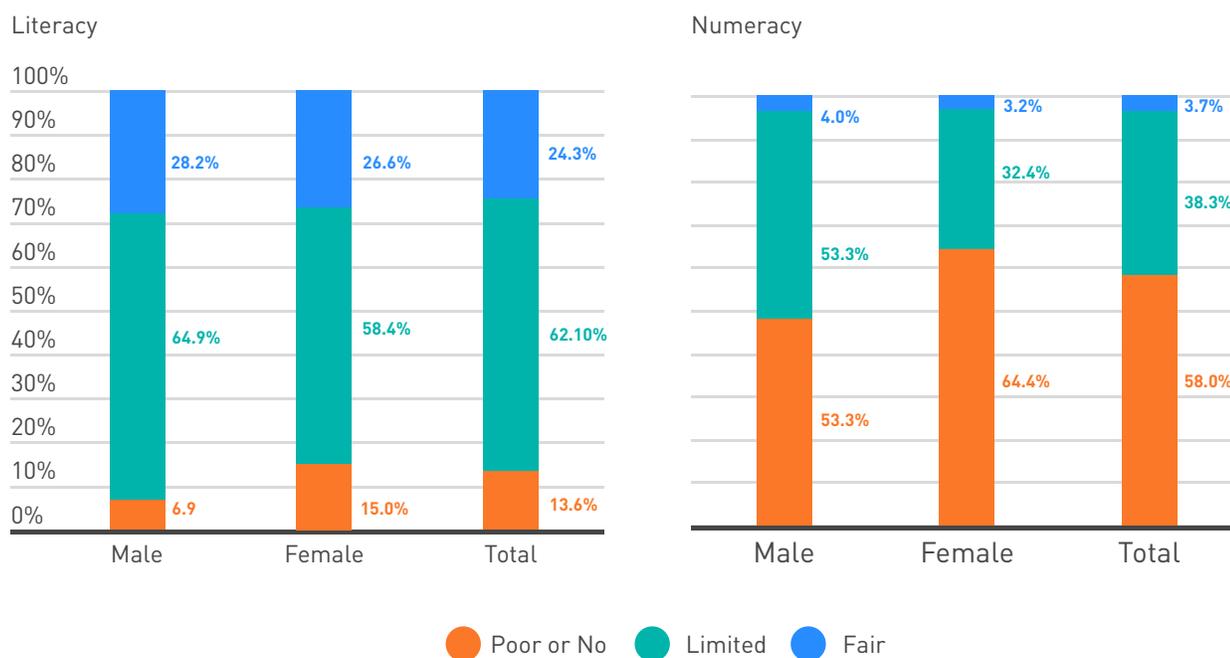
Somalia was successful at collecting baseline data in September 2020 after delays in 2019 to ensure conformity with Ministry of Education, Culture, and Higher Education guidelines. The MYRP collected data for reading and mathematics using the Early Grade Reading Assessment and the Early Grade Mathematics Assessment, respectively. The results of these assessments highlighted the severity of the situation in Somalia, where the majority of children cannot read. Only 24.3 per cent showed fair competency in oral reading, while 75.7 per cent showed limited, poor, or no oral reading capacity at all.



Results in terms of numeracy were worse, with only 3.7 per cent of learners showing fair capacity. Initial actions to improve learning outcomes included providing much needed educational materials, increasing support to teachers, and improving the quality of learning environments. To improve literacy competencies, the programme undertook some solid steps, including: start-up of a two-year diploma

training and coaching course for 102 teachers (34 per cent female); the opening of two new learning labs for children to learn, play, and interact; and the distribution of 18,900 supplementary reading books and 10,000 textbooks. The MYRP will aim to alleviate these difficulties, especially among children with disabilities, who demonstrated below average results.

FIGURE 21: Oral reading capacity, disaggregated by gender, 2020



increased from 17 per cent to 25 per cent, the proportion of learners able to read complete words increased from 8 per cent to 43 per cent, and the proportion of learners able to read whole sentences increased from 17 per cent to 25 per cent. Similar improvements were seen in the town of Jere. Overall, the proportion of children who could not recognize letters declined from 91 per cent to 47 per cent in Jere and from 72 per cent to 9 per cent in Maiduguri. Results in mathematics were similarly impressive. These figures illustrate the powerful potential of the programme to produce positive outcomes even in low-resource environments and emergency settings, and they underscore its use in safeguarding against learning loss during school closures.

SOCIAL-EMOTIONAL LEARNING

ECW's work in support of holistic, quality education extends to its efforts to provide psychosocial support, a safe environment, and social-emotional learning (SEL). The first point in Save the Children's quality learning framework (Figure 19) also incorporates SEL.

In-country capacity to systematically include and measure social-emotional learning is often limited. Aspects of such learning are not normally assessed through formal examinations, so grantees have to design and conduct their own measurements. Several mapping studies and tool libraries have been developed in recent years to provide easier access to SEL measurements in EiEPC. The MYRP in the **State of Palestine** has been able to report that both UNRWA Gaza and UNRWA West Bank provided psychosocial support (PSS) – to 4,218 children (53 per cent girls) and 7,724 children (51 per cent girls), respectively. Moreover, Save the Children supported 357 children (3.4 per cent girls) in non-formal education through providing legal consultations and representation for children under detention, and PSS and remedial education for ex-detainee children and children under home arrest. To date, 97.4 per cent of the children who received remedial education reported satisfaction with the alternative education received. Of the children targeted by Save the Children with PSS, 84.1 per cent reported improvement in their ability to express their feelings and to cope with the stress caused by the emergency, in comparison to 42.9 per cent prior to the intervention; and 81.7 per



Rohingya refugee children participating in psychosocial activity in Bangladesh.

cent reported improved ability to deal with anger and stress caused by the emergency, in comparison to 46 per cent prior to the intervention.

To accelerate SEL measurement capabilities and build capacity in this area, ECW has focused its efforts on strengthening EiEPC data systems at both the national and global level. Key ECW priorities in 2020 were to strengthen systems for holistic learning outcome measurement through the launch of a multi-year initiative and, within this effort, to promote the integration and measurement of SEL. The scope of such work to strengthen learning outcome measurement systems is funded under the Acceleration Facility in seven MYRP countries.

A pilot programme from 2020 to 2022 is developing, testing, and documenting fit-for-purpose solutions that measure the holistic learning outcomes of children in crisis-affected countries. ECW works with a global technical partner to assist in-country grantees to accurately measure progress on learning and increase their capacity in this regard. At the same time, support is on hand to address any systemic changes, such as resource availability and institutional willingness to integrate or conduct timely holistic measurements in the near future.

SOLAR LAMPS ASSIST TEACHERS IN UGANDA

“[The lack of light caused] inadequate preparation for my lessons. With the solar lamps, I can plan for my lessons at night time now.”

– Patricia, a teacher at Romogi Primary School in Parolinya refugee settlement

Uganda is experiencing a crisis caused by large numbers of refugees migrating from neighbouring countries that are experiencing conflict and natural disasters. The refugees are residing in the north of the country, which remains underdeveloped.

As a means to improve teaching and learning, Save the Children International provided teachers with solar lamps, which have helped them improve their commitment to effectively prepare lessons. Before receiving the solar lights, teacher Patricia would use candles, a flashlight, and her phone to light her home. It was very frustrating for her as she could not plan for her next lessons or mark her student’s work at home. “Before the lamps, I could only plan my lessons either very early

in the morning or in the early evening after school,” she recalls, “yet this is something that is supposed to be done daily. I was usually ill prepared for my lessons. With the solar lamps, I can plan for my lessons at night in the comfort of my room because it is now well lit.”

The solar lamps have not only reduced the high cost that Patricia used to incur for lighting, but they have also cut down the cost of charging her phone battery to use as a torch.

The head teacher at Patricia’s school notes that not only are the teachers happy with the lamps, but he has seen a noticeable improvement in both lesson preparation and time management. He reports that the lamps have gone a long way toward addressing lighting issues at the school as well as improving the teachers’ output, and he feels certain that this will eventually result in a marked improvement in learning outcomes.

HUMAN INTEREST STORY

KEEPING 15-YEAR-OLD JAIR IN SCHOOL IN ECUADOR

“ I did not learn to read, but I want the best for my children. —Mercedes, Jair’s mother ”

In Ecuador, 15-year-old Jair would have dropped out of school without an intervention on the part of his teacher, the support of a school counsellor – and a tablet donated thanks to ECW.

Jair, 15, spends much of his day building cardboard cars: ambulances, limousines, buses and trucks. The guadua cane walls of his room are hung with his creations.

“I have a dream of making real cars and being a mechanic. I want to support my family,” says Jair. “I know that I have to study, although sometimes it is not so easy.”

Human beings have different types of intelligence. Jair’s most developed intelligence is spatial. He can imagine and design two- and three-dimensional drawings and calculate volumes and measurements.

But Jair struggles with language. He needs extra help and support from his teachers and family so that he can learn to read and write.

Jair’s mother, Mercedes, felt she could not help. “I can’t read and I have no way to support him with his homework,” she says. She thought about removing him from school.

Jair’s teacher saw that Jair needed reinforcement that went beyond his skills and abilities as a teacher. He contacted Liliana Palate, a school psychologist whose role is to provide emotional, social and psycho-educational support to students and their families who need it, or refer cases to specialized protection or mental health services.

When talking to the family, Liliana identified that Jair’s stepfather, Jhonny, knew how to read and write and



could play a bigger role. She convinced Jair’s parents to keep him in school, and the whole family made a commitment to support Jair with his studies.

“We changed our mind because we want the best for our children,” says Mercedes.

Jhonny is now in charge of helping Jair with his homework. “I am committed to helping him. Sometimes it takes us longer than expected, but with patience, we manage to do the homework together,” he says.

Jair’s parents continue to seek out Liliana for guidance, and her support to the family has been steady. Liliana communicates with Jair and his mother through calls on WhatsApp, and occasional face-to-face visits to follow up on his progress.

Jhonny continues to take seriously his role helping Jair. “I want to support him because I want him to have the opportunities that I couldn’t have,” he said.

Contributed by Ana Maria Castro, UNICEF Ecuador



COLLECTIVE EDUCATION OUTCOME 5:

SAFE AND PROTECTIVE LEARNING ENVIRONMENT



HIGHLIGHTS

- Increased access to safe and clean WASH facilities, including gender-segregated latrines and basic handwashing facilities, and teacher training on health and hygiene awareness are essential to reducing the number of school drop-outs and to promote the physiological well-being of children. In 2020, ECW's partners have increased access to WASH facilities in 2,225 learning spaces.
- Students, particularly girls, are exposed to many risks on their way to and from school. In 2020, ECW-supported grantees provided some 3,100 children with safe transportation mechanisms to and from school.
- To prevent and/or mitigate the impact of future hazards or attacks, ECW's partners collaborated with ministries of education to design and implement disaster risk reduction plans and provide DRR equipment to schools in the Central African Republic, Malawi, Somalia, State of Palestine, and Syria, among other countries. Training on emergency preparedness, DRR, and risk management was provided to approximately 17,500 teachers and administrators in 2020.
- To promote psychological and physical safety of crisis affected-children, ECW's partners trained 2,404 principals and teachers on classroom management, positive discipline, and codes of conduct, and supported protection referral mechanisms within school environments and communities.
- Mental health and psychosocial support is a core component of ECW-supported interventions, particularly in times of school closure, when children are more exposed to physical and psychological violence. In 2020 remote mental health and psychosocial support (MHPSS) interventions for children, teachers, and caregivers were undertaken, and more than 19,500 teachers (54 per cent female) were trained on MHPSS by ECW-supported grantees.

TABLE 12. Indicators for Collective Education Outcome 5: Safe and protective learning

INDICATORS		RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	
		Since inception			Since inception	Grants active in 2020
E.5.	Percentage of ECW-supported programmes implementing safety and protection interventions that report improved outcomes in relation to one or more of the following: i) Violence against children in ECW-supported learning spaces ii) Emotional well-being and/or mental health of children and/or education staff iii) Water, sanitation, health, and hygiene for children iv) School resilience and/or disaster risk reduction at the learning level <i>(target 2020: 66%)</i>	N/A	N/A	N/A	N/A	63% (18 MYRPs, 37 FERs) I. 18% (6 MYRPs, 3 FERs) II. 23% (5 MYRPs, 9 FERs) III. 73% (17 MYRPs, 24 FERs) IV. 29% (3 MYRPs, 5 FERs)
E.5.1	Number of ECW-supported learning spaces with increased access to: (i) drinking water; (ii) single-sex basic sanitation facilities; and (iii) basic handwashing facilities for crisis-affected children and youth <i>(Targets established at programme level only)</i>	N/A	N/A	N/A	N/A	2,225
E.5.1a	Number of latrines built or rehabilitated <i>(Targets established at programme level only)</i>	300	1,788	1,972	3,725	1,885
E.5.2	Number of teachers/administrators trained on the importance of WASH (without COVID training) <i>(Targets established at programme level only)</i>	N/A	N/A	3,266	12,693	9,427
E.5.3	Number of learning spaces supported by ECW whereby a code of conduct: (i) exists; (ii) is enforced; and (iii) teachers and communities are trained/informed on its application <i>(Targets established at programme level only)</i>	N/A	N/A	N/A	N/A	2,600
E.5.6.	Number of teachers/administrators trained on emergency preparedness, DRR, risk management <i>(Targets established at programme level only)</i>	N/A	N/A	25,482	41,831 (47% FEMALE)	17,469 (61% FEMALE)

INDICATORS		RESULT 2017	RESULT 2018	RESULT 2019	RESULT 2020	
		Since inception			Since inception	Grants active in 2020
E.5.7.	Number of learning spaces supported by ECW featuring MHPSS activities for children that are: a) structured; b) goal-oriented; c) evidence-informed, and d) targeted and tailored to different subgroups of vulnerable children <i>(Targets established at programme level only)</i>	N/A	N/A	N/A	N/A	2,786
E.5.8.	Number of teachers / administrators trained on MHPSS	N/A	N/A	N/A	277,786 (52% FEMALE)	19,519 (54% FEMALE)
E.5.9.	Number of teachers who report improvements in psychological well-being / self-care	N/A	N/A	N/A	N/A	2,331 (based on 3 programmes)
E.5.10.	Percentage of learning spaces supported by ECW that have a dedicated counsellor or a social worker available on site	N/A	N/A	N/A	N/A	34% (based on 2 programmes)

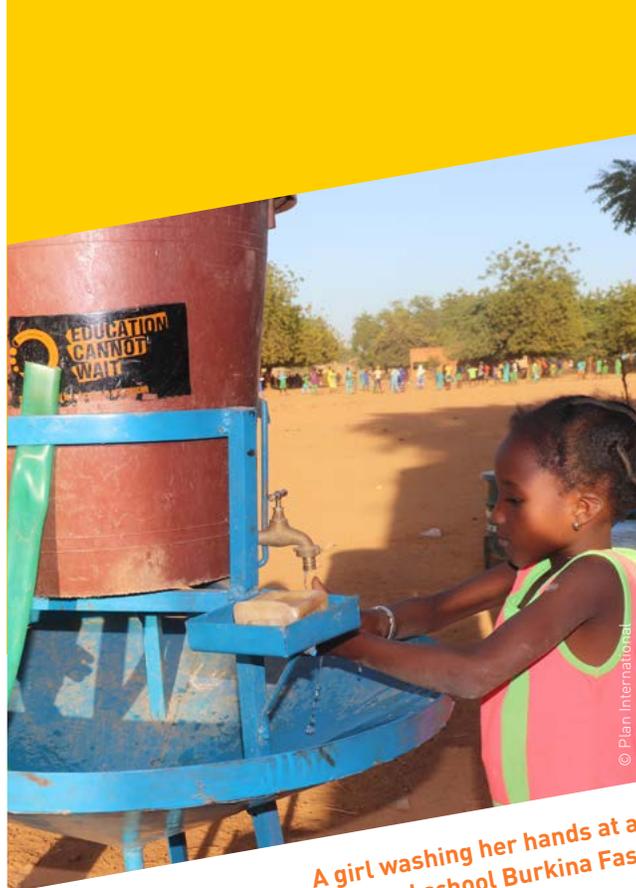


A boy raising his hand to participate in class in a classroom at Oasis Primary school in Zimbabwe.

INTRODUCTION

Physically and psychologically safe learning environments are a key component in ECW investments. Lack of safety and protection for children and adolescents can lead to school drop-out; increased exposure to violence, exploitation and abuse; and impaired ability to focus on learning. Conversely, when schools are safe and protected spaces, they can help students recover from stress and adversity and protect them from dangers associated with conflict, natural hazards, and violence. Child-friendly learning spaces that build children's coping skills can promote their readiness to learn and improve educational outcomes. ECW promotes a 'whole-of-student' approach to protection and education that includes health, WASH, DRR, and MHPSS. Empowerment of girls, particularly adolescent girls, is at the heart of the ECW's Gender Strategy.¹⁴¹ In the context of EiEPC, gender equality can only be achieved through gender responsive MHPSS and GBV risk mitigation in and around learning spaces.

In terms of measuring the aspects covered in this section, 63 per cent of ECW-supported programmes¹⁴² reported increased levels of safety and protection. This covers solid or partial evidence of increased levels of safety and protection regarding at least one of the following four components: (1) violence against children in ECW-supported learning spaces; (2) emotional well-being and/or mental health of children and/or education staff; (3) WASH facilities and support for children; and (4) school resilience and/or disaster risk reduction at the learning level. The evidence of increase is disaggregated by solid vs partial evidence. An example of solid evidence of increase is the **Palestine** MYRP cases, where out of the total children targeted by Save the Children with mental health and psycho-social support, 84.1 per cent reported improvement in their ability to express their feelings and to cope with the stress caused by



A girl washing her hands at an ECW-supported school Burkina Faso.

the emergency, in comparison to 42.9 per cent prior to the intervention. An example of partial evidence of increase is the provision of a code of conduct in 50 schools and communities as well as the development of contingency plans by ECW-supported FER partners in **Mali**.

Of 119 grants, 87 (73 per cent) reported implementing measures related to the four components described above. All MYRP grantees that implemented safety and protection interventions reported either partial or solid evidence of an improvement towards this outcome, against 56 per cent for the FERs. Most of the grantees (89 per cent) provided partial evidence of an improvement; the remaining 11 per cent reported solid evidence, which required a comparison between two data points.

141 Education Cannot Wait, *ECW Gender Strategy 2018–2021: Advancing Gender Equality in Education in Emergencies*, ECW, Geneva, 2018, <www.educationcannotwait.org/download/ecw-gender-strategy-2018-2021>, accessed 19 July 2021.

142 This percentage is based on 87 grants active in 2020 that implemented at least one safety and protection intervention and had at least six months of implementation until 31 December 2020.

PHYSICAL SAFETY OF CHILDREN

Protection is one of ECW's priorities, given the context in which it invests. Children and adolescents affected by conflict and forced displacement are at particularly high risk due to violations of international law regarding warfare, the war-based economy, the circulation of small arms, and the number of militia and extremism groups – all in addition to other forms of exploitation and abuse. As such, ECW places strong focus on both physical and legal protection for school-aged children and adolescents.

At the global level, ECW works closely with partners to advocate for respect of the Safe School Declaration and all international humanitarian, human rights, and refugee laws, which encompass the normative system for legal protection, while also having dedicated capacity focussed on safeguarding and risk management. At the country level, ECW ensures that each of its investments entails a strong protection and safeguarding component.

ECW's protection and safety interventions encompass activities to deter violence and exploitation, combat the recruitment of children in armed groups, and enhance school security and infrastructure. ECW investments have improved the physical safety within and around schools by ensuring safe transportation to and from school communities, assessing and strengthening disaster risk mitigation, and monitoring areas around the school to identify safety and protection concerns.

ECW-funded MYRPs addressed the lack of safe school transportation mechanisms, particularly for girls who are at a high risk of dropping out due to safety concerns. To protect girls and boys from abduction, kidnapping, human trafficking, child labour, and child recruitment, MYRP grantees in **Afghanistan** and **Syria** provided 3,049 students (788 in Afghanistan and 2,261 in Syria; 46 per cent of girls) with safe transport to educational facilities. A school-learning campaign in **Syria** added safe transport to ensure that children, including children with disabilities, could access schools; and an intervention in **Mali** instituted a 5-kilometre maximum distance to primary schools, which was upheld to promote safety and to keep students close to their parents.

ECW also supported school and government officials with the design of needs assessments and school safety plans involving community stakeholders. Needs assessments sought to identify the potential physical dangers to children in the school community and to aid understanding of such dangers. For example, workshops were conducted in **Mali** on the safe schools approach and key child protection themes, reaching 574 stakeholders, including parents and school management committees. In **Niger**, 25 teachers (56 per cent female) were trained on the safe schools approach, and school directors were trained in safe school mechanisms and the development of risk management plans. The directors disseminated training information in their school communities and co-created 30 risk management plans for each localized school context. In ECW-supported MYRPs, 2,231 schools in **Afghanistan** were supported with multi-hazard preparedness plans; and 65 Ministry of Education staff and teachers in the **Central African Republic** were trained in the coordination and management of EiE. Additionally, 49 MYRP-supported schools in **South Sudan** conducted school safety audits towards the development and implementation of school safety plans.

Attacks on schools impact not just the school-going public but the larger community. ECW partners supported schools in establishing early warning systems and in engaging communities on the importance of self-protection and safety drills in the case of disasters. In north-west **Syria** the MYRP established a surveillance system in the event of attacks on education. The system produces operational alerts across the education sector and allows actors to respond within 12 hours of an attack. ECW also funded DRR emergency equipment to prevent and/or mitigate the impact of future hazards or attacks. In the **State of Palestine**, 5,345 children (13 per cent girls) in 22 schools benefited from the provision of DRR equipment, such as first-aid kits and general safety equipment, and 45 school staff (44 per cent female) were trained in the operation of safety systems. Most of these interventions were implemented in collaboration with ministries of education and aligned with ministry standards.

ECW partners trained teachers to incorporate DRR into education curricula and lessons. In 2020,

approximately 17,500 teachers (61 per cent female) across 20 programmes were trained on DRR, emergency preparedness and/or risk management. In **Malawi**, 135 national and district-level resource administrators (35 per cent female) were trained on DRR management, who then developed DRR plans for schools in their districts to strengthen emergency preparedness in their communities. In **Zimbabwe**, CARE as the FER grantee provided training on child-focused DRR to 126 personnel (44 per cent female), including school leadership and teachers, school development committee members, and representatives at the district and ministerial level. This was a unique, community-based approach to creating school contingency plans for natural disasters. In addition, a mapping of hazards and safe areas around schools was conducted and the results were communicated to the larger school community. As part of the **Bangladesh** MYRP, 1,332 teachers and administrators (60 per cent female) were trained on emergency preparedness, risk management, DRR, and gender inclusion; and 647 educators (67 per cent female) took a course on crisis-sensitive planning. Additional COVID-19 funding in **Somalia** supported an assessment of 64 MYRP schools on their ability to withstand disasters, stakeholder training on sustainable preparedness and DRR in schools, and the

development of a framework for school contingency plans.

To safeguard children within learning environments, ECW partners supported interventions to deter bullying among students and corporal punishment by teachers and administrators, and to instead promote positive discipline and conflict resolution skills. MYRP partners in **Uganda** provided 12 schools with a Good School Toolkit that covered aspects of safe learning environments, including good classroom management, child protection, and positive discipline. In **Mozambique**, Save the Children as grantee trained 496 teachers (30 per cent female) on an EiEPC toolkit, which included training on child safeguarding and positive discipline. Based on pre- and post-training evaluations, 92 per cent of teachers demonstrated increased knowledge of the diverse topics covered. Under the **Ecuador** FER some 5,300 teachers (73 per cent female) were trained in inclusive education and the prevention of xenophobia and discrimination, indirectly reaching 51,000 children; and under the **Colombia** FER nearly 1,400 teachers (70 per cent female) were trained in socio-emotional learning and the prevention of GBV and xenophobia. By the end of the training, 69 per cent of the Colombian teachers demonstrated an increased awareness of these topics.



A teacher in Mozambique, where Save the Children as grantee trained 496 teachers on an EiEPC toolkit.

HUMAN INTEREST STORY ASMA'S STORY IN ETHIOPIA

“ Peace and education is the most important thing to achieve our dreams in life.
—Asma, 15 years old ”

ECW supports the work of local education authorities in getting IDP children back to school and providing them with a quality education.

Asma, 15, and her family were driven from their home in 2018 due to conflict in the Oromia region of Ethiopia. They lived in a camp for displaced persons for a year, then were relocated by the government to a host community in Tuliguled, in the Somali region.

Today, Asma is a grade 7 student at the Tuliguled Primary School, thanks to ECW-supported efforts in her community to return children to a protective school environment.

“Due to the conflict, three years of my life have passed without education,” she said. “Now I want to focus on my education.”

School officials in the Tuliguled woreda (district) have been working hard to get IDP children like Asma to resume their education. More than 40 per cent of the 24,000 school-aged children registered at five schools in Tuliguled are IDPs. A recent ‘back to school’ campaign managed to return more than 7,000 children to school.

Mohammed Ahmed is the director at the Tuliguled Primary School. He met with Asma’s parents and advised them several times to send their children to school. “As a father and teacher, I want to encourage girls like Asma to pursue their education,” he said.

Hawa, a PTA member, works closely with parents and teachers to ensure school-aged children attend school and have all the materials they need, including school uniforms, exercise books and pens. Girls receive



‘dignity kits’, so they don’t miss school when they have their periods.

In 2020 the programme supported psycho-social training for teachers working with children who remain affected by their experiences of hostilities and displacement, and in 2021 it introduced nutritious school meals. All activities are supported by ECW.

Asma wakes up every day at 6 am, prepares breakfast and fetches water before heading off to school at 8 am with her three younger siblings. Asma likes her school. She is active in her class and serves as a class representative for seventh grade. She wants to become a doctor.

Reflecting on her experiences, she added: “I think peace and education are the most important things we need to achieve our dreams in life.”

Contributed by Emnet Dereje, Save the Children Ethiopia

Beyond trainings, ECW grantees helped establish codes of conduct for teachers and administrators to help safeguard children. Through 18 ECW-supported programmes, 2,600 schools and learning spaces had codes of conduct in which enforcement was in place or in process in 2020; and some 2,400 principals and teachers were trained on such codes and their implementation. Codes of conduct were established in 50 schools in **Mali** and 256 schools (100 per cent of those targeted) in **Niger**. In **Mozambique** an ECW-supported assessment revealed that 90 per cent of schools had codes of conduct that did not include elements of child protection, spurring grantees to develop a proposal for integrating child protection into the codes of conduct. ECW grantees apply additional safeguarding measures to their operations and programme interventions in accordance with ECW requirements to mitigate and manage risks of harm to children.

PROMOTING AND PROTECTING THE WELL-BEING OF CHILDREN, ADOLESCENTS, AND TEACHERS

Conflict and displacement expose communities – including children, adolescents, and teachers – to significant stress and adversity. For the community to engage in education, learners and education staff must acquire the skills needed to cope with stress and to navigate the adversity that they experience. Otherwise, children won't be able to learn, and teachers won't be able to teach. ECW believes mental health and psychosocial support (MHPSS) is part and parcel of quality education, and thus champions MHPSS that is integrated into the school experience.

ECW's MHPSS in EiEPC Technical Guidance Note, published in 2020, is intended to support MYRP and FER development teams to include in their grants a variety of contextualized and community-driven MHPSS interventions and services. The guidance note is accompanied by an indicator library for MHPSS in EiEPC, which reflects a shift in grantee reporting towards **measuring and reporting on knowledge and behaviour change in response to ECW-supported MHPSS interventions**. ECW encourages structured MHPSS that is: informed by evidence; tailored

according to need; and targeted by sex, age, and population subgroup. Examples of mental health and psychosocial support include: responding to GBV perpetrated against adolescent girls; enhancing social-emotional learning (SEL) via whole-class instruction, focused non-specialized MHPSS groups for vulnerable subgroups of girls and boys; teaching teachers how to tend to and foster their own emotional well-being so they can better support students; providing high-quality teacher trainings on positive discipline and classroom behaviour management; training communities to prevent and mitigate GVB; and training all school and community members to utilize child protection referral mechanisms.

UNRWA was supported through a COVID-19 FER in the **State of Palestine** to implement a **multi-tiered, school-based comprehensive package of MHPSS interventions**, including social-emotional learning, life-skills building, and non-specialized group counselling, with a focus on such themes as stress management and emotional regulation. UNRWA school counsellors provided support to children and adolescents and referred those with highly specialized needs to community-based mental health practitioners. Through ECW funding, UNRWA recruited 146 school-based counsellors (62 per cent female), with the result that nearly 12,000 children (50 per cent girls) in Gaza and the West Bank benefited from this support.

Save the Children led the State of Palestine MYRP MHPSS task team and created specialized MHPSS support tailored for ex-detainee children and children under house arrest. Some 260 children (3 per cent girls) – including 243 ex-detainees (3 per cent girls) and 17 children under house arrest (6 per cent girls) as well as 164 of their caregivers (96 per cent female) – received individual and group counselling. Under the same MYRP, UNESCO developed and delivered key messaging on MHPSS to students and parents via video. Save the Children **assessed social and emotional competencies** in children and their caregivers targeted by ECW-supported MHPSS interventions. Following the interventions, 84 per cent of children reported an improved ability to express their feelings (compared to 43 per cent prior), 82 per cent of children reported an improved ability to deal with anger and stress (compared to 46 per cent prior),

and 79 per cent of caregivers reported improved awareness of their children's MHPSS needs and a sense of increased ability to support their children (compared to 44 per cent prior).

A multi-tiered MHPSS was implemented in the second year of **Uganda's** MYRP by a consortium of organizations, including African Women and Youth Action for Development, Jesuit Relief Services, Street Child, Transcultural Psycho-social Organization, and War Child Holland. The consortium delivered structured MHPSS services for some 15,250 students and 229 caregivers. Teachers were trained in MHPSS, referral mechanisms, and positive classroom management; and over 11,400 caregivers received psycho-education on mental health and well-being, enabling them to better support their children.

During the COVID-19 pandemic, ECW funded **innovative approaches to enhance social emotional learning alongside instruction in reading, writing, and mathematics**. In **Ecuador** under its FER, 50 teachers and administrators were trained on game-based pedagogy to develop students' empathy and to promote peace and non-discrimination within the school environment. In **Colombia**, 1,479 students (49 per cent girls) participated in SEL via distance-learning platforms. In **Bangladesh**, SEL was taught via interactive radio instruction during the pandemic. In **Lebanon**, under its COVID-19 FER, the Norwegian Refugee Council adapted its instructional Better Learning Programme (BLP) to a video platform, which was widely disseminated via WhatsApp to parents supporting children's learning at home. Similarly, NRC engaged entire communities through WhatsApp to promote child protection and SEL in the aftermath of the Beirut explosion.

The Norwegian Refugee Council's BLP is an evidence-based, multi-tiered programme containing diverse interventions for students, caregivers, and teachers, such as SEL instruction, stress reduction activities, and non-specialized group and individual counselling. ECW supported the Norwegian Refugee Council in **Bangladesh** and **Lebanon** to implement the programme during COVID-19. After the interventions were provided for children in **Lebanon**, NRC conducted remote well-being assessments using a revised Student in Emergency Learning Checklist, and

a sample group of 1,220 children who participated in the BLP summer cycle demonstrated a 78 per cent improvement in the well-being indicators assessed.

ECW supported training in MHPSS across 39 per cent of country investments in 2020, reaching 19,519 teachers (54 per cent female). MHPSS training was

conducted either separately or in combination with training on child protection, GBV, and/or inclusive education, depending on the needs and capacity in each context. For example, under MYRPs in **Bangladesh**, the **Central African Republic**, **Syria** and **Uganda**, 2,866 teachers were trained in one course combining MHPSS, child protection, and inclusive education. Following MHPSS interventions in **South Sudan** under the MYRP, 40 per cent of the 1,895 teachers trained (21 per cent female) demonstrated a 70 per cent or more increase in knowledge on MHPSS and child-centred and inclusive teaching practices. In **Afghanistan**, teacher trainings as part of the MYRP resulted in 2,761 teachers (53 per cent female) demonstrating improved knowledge of identification and referral mechanisms. And in **Cameroon**, under the COVID-19 FER, facilitators delivering MHPSS sessions reported a 25 per cent reduction in children's engagement with armed groups following the sessions.

Learners faced unique challenges during COVID-19; and for some children and adolescents, staying home from school meant increased risks requiring extra protection. Teachers had to quickly take on

new roles to support children's well-being remotely while also monitoring for signs of distress and abuse via distance-learning platforms. As such, many of the COVID-19 FERs recognized the criticality of supporting teachers to rapidly build these new skills. As part of the **Niger** FER, for example, a five-day MHPSS training was provided to 765 teachers (35 per cent female) with a focus on detecting signs of stress and abuse in students and referring them to child protection services when necessary. The **Nigeria** COVID-19 FER also covered training of 848 teachers (31 per cent female) with a focus on MHPSS and child-protection referral mechanisms. As part of the **Burkina Faso** COVID-19 FER, teachers were trained on MHPSS, stress management, psychological first aid and referrals to child protection.

ECW also believes that **supporting teachers' well-being** is paramount for student well-being and the achievement of holistic learning outcomes. Thus, teachers' well-being was prioritized through several ECW country investments, and INEE's PSS/SEL Collaborative was awarded a grant specifically for this purpose. As part of COVID-19 FERs, 753 teachers and counsellors in **Ecuador** participated in online workshops to learn skills to support their own mental health and well-being, and teachers in **Mozambique** were provided support and training to enhance their self-esteem and classroom management competencies. As part of the **Ethiopia** FER, 110 teachers and caregivers (74 from Tigray and 36 from Somali) were trained on MHPSS for both themselves and their students.

BRAC INNOVATES TO PROVIDE FOCUSED, SPECIALIZED MHPSS SUPPORT IN BANGLADESH DURING THE COVID-19 PANDEMIC

As part of the Bangladesh FER, the Bangladesh Rural Advancement Committee (BRAC), an international development organization, developed a nationwide tele-counselling platform called Moner Jotno Mobile-E as well as the Pashe Achhi ('Beside You') initiative, a new innovation to stay connected with vulnerable and marginalized children throughout the COVID-19 pandemic. As part of this initiative, caregivers and children received weekly calls integrating messages to prevent and mitigate GBV and enhance well-being. BRAC's case management team served the most vulnerable children – including unaccompanied and separated children and children living under state care. Throughout the pandemic, BRAC was able to provide intense support and counselling to these children and adolescents through the Pashe Acchi platform.

As a result of the MHPSS interventions, BRAC found that 82 per cent of a sample of 61 staff had improved skills to provide appropriate psychosocial support services in

ECW-supported MHPSS interventions also **engaged community members** in child protection. As part of the COVID-19 FER in **Niger**, Plan International trained village chiefs on child protection risks during the pandemic – particularly the risks of child marriage, sexual harassment, and GBV – and how to mitigate these risks. Following the training the chiefs participated in radio programmes that were broadcast in their communities as a way of sensitizing the public on these protection issues. As part of a MYRP in **Somalia**, the Adventist Development and Relief Agency facilitated community discussions on child protection and the prevention of child abuse, and children themselves led a conference on child protection issues relevant to their schools and communities.



times of crisis, and 85 per cent had increased knowledge of appropriate interventions on early stimulation and learning. In addition, a sample of 204 children under 6 years and 129 adolescents revealed that 87 per cent of these 333 beneficiaries reported improved mental health status. Further, 82 per cent of a sample of 100 caregivers also reported improved mental health status.

WASH- AND NUTRITION-FOCUSED INTERVENTIONS

Ensuring students' protection at school not only encompasses their physical and psychological safety but it also requires grantees to provide support for children's physiological well-being. This includes making sure that crisis-affected girls and boys are ready to learn and can focus on their studies by providing access to nutritious meals, clean water and safe sanitary facilities. In 2020 access to WASH facilities was of the utmost importance in ensuring the safety and protection of children around the world in the face of the COVID-19 pandemic.

School communities were assisted through various interventions to increase healthy practices for students. In **Zimbabwe**, CARE as the FER grantee established 20 health clubs to raise awareness of good hygiene practices. Some 1,364 students (58 per cent girls) joined the clubs, and they received 1,200 toothbrushes, 1,200 face towels and 731 bars of soap. They also engaged in friendly competitions to share their knowledge of health practices with other peers. To ensure the sustainability of the project, Ministry of Education officials were trained on participatory health and hygiene education to monitor club outputs, and school health and hygiene coordinators were equipped with tools to run the clubs. An ECW-led initiative in **Malawi** reached well over 32,000 students (49 per cent girls) with the provision of hygiene products – including 161 buckets, 260 bars of soap, 157 bottles of 500-millilitre sanitizer, 121 masks and 55 bottles of liquid soap. In **Chad** the MYRP re-programmed funding to strengthen WASH practices during the pandemic, and purchased 5,349 hand-washing kits and 1,083 boxes of disinfectant for 1,083 schools – reaching more than 398,000 children (43 per cent girls). In **Somalia** partners conducted 37 hygiene awareness forums and 19 disaster mitigation campaigns benefiting 12,511 people (57 per cent girls and women).

The lack of safe and clean WASH facilities in many schools may cause children to attend school irregularly or to drop out altogether. The risk tends to be more marked for girls, particularly once they begin menstruation. In some cases, girls may prefer

to return home to use WASH facilities that they know are safe and that afford them privacy and dignity, but this also can expose them to dangers on the route between school and home. Fifty-two per cent of ECW-supported grants¹⁴³ have implemented actions related to WASH issues, and of these 73 per cent have reported increased access to drinking water, single-sex latrines, and/or basic handwashing facilities for crisis-affected children and adolescents. In 2020, ECW grantees constructed or rehabilitated over 1,400 latrines through programmes in **Colombia**, **Mozambique**, **Niger** and **Somalia**.

In **Somalia** only 30 per cent of schools in project locations had safe drinking water and latrines at the start of the project. Through ECW-funded programmes, some 22,000 children (47 per cent girls) benefited from new water supplies at the school level; and four schools were provided with safe WASH facilities and 12 new latrine blocks, reducing student absenteeism as evidenced by partners' field monitoring reports. Through the **Bangladesh** MYRP, 228 classrooms were equipped with safe, protective and functional sex-segregated WASH facilities. In the **State of Palestine**, 43,000 children (47 per cent girls) were supported through the rehabilitation of WASH infrastructure.

ECW also supports the training of teachers on WASH components. In 2020, 9,427 teachers were trained on safe water and sanitation practices. In **Bangladesh**, as part of COVID-19 interventions, 3,976 teachers (91 per cent female) were trained on WASH and DRR; 1,546 security kits were distributed to teachers, camp staff, facilitators, and volunteers in camps; and hand-washing stations were established in 522 learning centres and 50 pre-primary and primary schools.

As part of the **South Sudan** MYRP, 5,337 girls received hygiene kits and support for their menstrual hygiene management (MHM); and to complement this intervention, boys were taught about menstruation and not to bully girls during their cycle. In **Somalia**, MYRP grantees supported 1,151 girls of upper-primary-school age with MHM through the provision of sanitary kits. Girl-friendly spaces and focus groups were also established to increase girls' comfort level in school.

143 Out of the active grants in 2020 with at least six months of implementation until 31 December 2020.

COVID-19-SPECIFIC WASH INTERVENTIONS

Grantees had to take into account the difficult challenge of strengthening WASH systems during the global COVID-19 pandemic. As part of the **Syria UNICEF COVID-19** intervention, disinfectant supplies were distributed, reaching nearly 219,000 children (49 per cent girls) and well over 16,000 teachers and other school personnel (82 per cent female). Two **Nigeria COVID-19** grantees provided soap and hand sanitizer to 15,000 children and distributed 990 hygiene kits. COVID-19 prevention campaigns were also undertaken for 5,763 parents and community members (42 per cent female) and more than 53,000 children (44 per cent girls). In **Somalia**, Save the Children's COVID-19

intervention disinfected all 47 ECW-supported schools, resulting in the safe return of 15,600 students (44 per cent girls). New safety measures were implemented to increase the protection and safety of children in schools during the pandemic. Social media, radio, television, and other mass campaign materials on COVID-19 prevention were estimated to reach nearly 85,000 children (47 per cent girls). To strengthen the capacity of government systems, an ECW-supported COVID-19 project in **Cameroon**, led by UNICEF, brought about the development of a National Standards of Safety Guide. Technical assistance was also provided to officials on the re-opening of schools. UNICEF estimates that a minimum of 967,000 students attended schools that implemented these specific safety protocols. Aggregate information on the COVID-19 interventions can be found in the COVID-19 profile.



Pupils of Central Primary School, Guyuk, Nigeria, wait their turn to wash their hands at a handwashing station.

Existing protection challenges at the community level, including gender-based violence, were heightened during the pandemic. Efforts to safeguard against risks associated with aid-supported programmes – including the risks of sexual exploitation and abuse (SEA) – were also increased, particularly due to COVID-19 lockdowns. These risks included reduced access to regular reporting and referral mechanisms on the prevention of SEA, the potentially less rapid deployment of staff and volunteers, and the need for grantee staff and volunteers to have contact with vulnerable children outside of regular education sites.

ECW grantees were required to identify and apply risk mitigation measures tailored to the COVID-19 context. When online distance learning interventions were undertaken, grantees ensured that child-friendly online

safety awareness-raising activities were incorporated. Grantees also identified referral pathways that could be accessed by children and communities during school closures to report SEA, child safeguarding, and child protection concerns. To mitigate risks associated with coming into contact with children outside of school environments, grantees applied a 'two-person' rule. This ensured that at least two representatives who had undertaken recruitment screening were present when delivering education materials to children or undertaking other community-level activities. Grantees also applied a range of mitigation measures to safeguard children and communities from the spread of COVID-19, including safety training for staff, restricted in-person access to communities, and use of personal protective equipment and hand sanitizer.

PART III:

WAY FORWARD: RESPONDING TO EVOLVING CHALLENGES

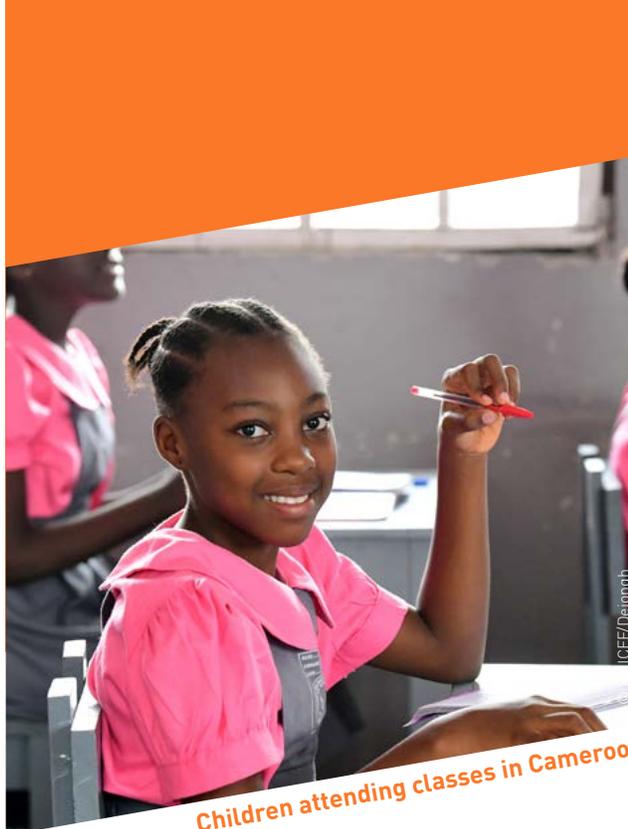
The Education Cannot Wait's 2020 Annual Results Report demonstrates the rapid growth and outreach of ECW over a short span of time, both in terms of the children and adolescents reached with a quality education and the resources mobilized. It also demonstrates that the humanitarian/development nexus can work in practice; that collective outcomes lead to learning outcomes; and that it is indeed possible to position an inclusive quality education as a priority in the multilateral system. All these achievements are collective and testify to what is possible when all work together.

Still, the report also shows how the challenges of delivering education in emergencies and protracted crisis (EiEPC) have become more complex and urgently need further significant financial resources. The COVID-19 pandemic was a public health disaster that cut off millions of children and adolescents already suffering in crisis even further from learning, safe spaces, and the hope for a better future. It brought upon them new risks and triggered mental health and psychosocial issues that will require attention as a condition for learning.

Yet in 2020, ECW responded to the pandemic successfully and swiftly. By rapidly disbursing over \$45 million in two rounds of COVID-19 funding, the organization was able to reach over 29.2 million girls and boys who were already suffering from the impact of forced displacement and natural disasters. In doing so, ECW proved that First Emergency Response (FER) grants are an essential investment modality in crisis contexts.

ECW's strongest added value is that it follows populations in crisis, whether affected by armed conflict, forced displacement, or climate-induced disasters. ECW will continue to invest in the most vulnerable children affected by extreme crises and emergencies that disrupt their learning and impact their well-being. Building back better in the post-COVID-19 era will, however, require multi-year investment and looking beyond emergency and short-term funding. ECW is no longer a start-up fund, but a proven model with wide coverage across the most crisis-affected contexts and countries across the globe. In this spirit, ECW provides its Case for Investment and has extended its Strategic Plan period for one year (until the end of 2022) so as to be able to mobilize the required resources and focus on actual delivery in-country.

The Case for Investment considers the challenges on the ground. Despite the financial crisis affecting some of ECW's donor partners, ECW remains committed to its objective of increasing financing for education in emergencies and protracted crises (EiEPC). Going forward, ECW's added value in humanitarian contexts requires development funding,



Children attending classes in Cameroon.

humanitarian funding, and private-sector funding coming together, in order to increase financing and strengthen Multi-Year Resilience Programme (MYRP) and FER programming. An investment in ECW means speedy, high-quality, equitable, and safe schooling opportunities for children and adolescents affected by conflict and crisis, while also supporting bigger reforms in international aid, such as humanitarian and development coherence, joint programming, the Grand Bargain, the New Way of Working, less bureaucracy and greater accountability.

RESOURCE MOBILIZATION

Education continues to be chronically underfunded, with only 4.5 per cent of global humanitarian aid going to the education sector in 2020, down from 4.9 per cent in 2019. The COVID-19 pandemic has added to the burden of underfinanced educational systems and redirected funding away from education in the humanitarian context.¹⁴⁴ As the first and only global fund dedicated to education in emergencies, ECW remains instrumental in responding to both sudden-onset and protracted crises and in coordinating

¹⁴⁴ Inter-agency Network for Education in Emergencies, *20 Years of INEE: Achievements and Challenges in Education in Emergencies*, INEE, New York, 2020, <<https://inee.org/resources/20-years-of-inee>>, accessed 22 June 2021.

humanitarian and development assistance to provide education equitably to girls and boys. ECW will continue to advocate for increased funding to reach the children and adolescents who are most vulnerable in situations of forced displacement and natural disasters. This includes girls, IDPs, refugees, children with disabilities, and the communities that host them.

A timely response to acute crises requires ECW to prioritize **flexible and fast funding** and to increase the amount of funding it can effectively disburse. ECW reacted with urgency to the COVID-19 outbreak, allocating its first grant within four weeks of the World Health Organization declaring a pandemic. In 2021, ECW will look to increase funding for sudden-onset crises and continue to implement its agile and swift response approach.

To secure increased funding, **ECW will approach a more diverse set of donors** and embrace a non-traditional donor audience in the public sector. ECW will be more assertive with private-sector donors and seek to increase the organization's financing for emergency and sudden-onset contexts. The business community will be essential in ensuring that EiE funding meets requirements. While the contribution of the private sector in terms of sharing knowledge and technical expertise remains extremely valuable, ECW continues to encourage all its partners to provide the much-needed financial assistance that will allow it to reach those children left behind.

ECW will also embrace innovative types of funding, taking into account the financial requirements of its in-country partners as well as multi-year funding opportunities.

ECW AS AN ORGANIZATION

ECW's added value starts with its many partners.

It also lies in its unique position as a catalytic fund that brings together host governments, UN agencies, NGOs, the private sector, government funders, and private foundations – working through established coordination mechanisms specifically designed for crisis-contexts and in support of the broader multi-lateral system. This is what has allowed it to advance

SDG 4 – to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all – with such unprecedented speed, and to leverage critical resources and expertise.

ECW works with governments and partners directly on the ground to develop localized responses to crises through a holistic approach, promoting immediate relief as well as long-term interventions. Through its unparalleled partnerships and technical expertise, ECW promotes a cross-sectoral response and holistic approach to emergencies and protracted crisis that is aligned with existing government development strategies and humanitarian response plans. In this way, ECW increases efficiency, strengthens accountability, and ensures action is taken swiftly and with quality in times of urgent crisis.

Through its flexible organizational mandate, **ECW is uniquely positioned to respond to emerging issues in EiEPC**, including climate change and conflict. Conflict and disaster do not reside within fixed boundaries. Therefore, ECW follows populations and communities that are most affected by crisis, providing regional response grants when appropriate. This approach is evidenced in its sector-coordinated responses to challenges in the Sahel and Southern Africa regions as well as its response to the Venezuela regional crisis.

To achieve its mandate, **ECW promotes strong partnerships and localized knowledge** in order to create multi-faceted grant programming that addresses quality of learning, child protection and safety, community and teacher capacity-building and outreach, and psychosocial support for children. As part of this commitment, ECW launched the Geneva Global Hub for Education in Emergencies, in partnership with the Global Education Cluster, the Graduate Institute of International and Development Studies, the International Committee of the Red Cross, the Inter-Agency Network for Education in Emergencies (INEE), UNESCO, UNHCR, UNICEF, the Government of Switzerland, and the University of Geneva. The purpose of the Hub is to strengthen policy and advance approaches to EiE response across the development/humanitarian nexus while at the same time guaranteeing a multifaceted response to crises across the protection, health, climate and



A boy attends class sitting on the floor in an overcrowded classroom in the northwest of Burundi where landslides have displaced entire communities and destroyed schools.

education sectors. The Hub will inspire high-level political commitments and promote further partnership opportunities to reach children in crisis.¹⁴⁵

Finally, 2020 has underlined the need for rigorous evidence on learning outcomes, out-of-school children, and crisis-affected girls and boys. **ECW is strengthening systems to generate and use high-quality evidence** to appropriately address the needs of the populations it serves, promoting continuous adaptation and accountability. To reinforce ECW and its future work, the organization conducted an evaluation of its FER investment modality in 2020, and will conduct two additional major evaluations in 2021: one evaluating its MYRP investment modality, another evaluating ECW as an organization against the objectives of its Strategic Plan 2018–2022.

ECW INVESTMENT AND PROGRAMMING

ECW programming uses a **comprehensive whole-system and whole-of-child approach** to address EiEPC, encouraging joint planning among all actors by means of a single framework for collective action. Thus, both the humanitarian response for EiEPC and the education sector plans fall under the same umbrella. Traditionally, humanitarian work and development work have been fragmented and siloed in the EiEPC space; ECW's added value addresses this situation and transforms the way all sectors respond to EiEPC. Future investment will always consider this whole-system approach by engaging all actors in planning, coordination, and capacity-building. Programming will embrace the whole child by investing in learning, protection, gender equality,

¹⁴⁵ Education Cannot Wait, 'Launch of the Geneva Global Hub on Education in Emergencies: A catalyst for change', Press release, Geneva Global Hub for Education in Emergencies', ECW, Geneva, 25 Jan. 2021, <www.educationcannotwait.org/launch-of-the-geneva-global-hub-for-education-in-emergencies-a-catalyst-for-change>, accessed 6 July 2021.

disaster risk reduction, mental health/psychosocial support, and human rights. ECW will also work to ensure that EiEPC is perceived by the international community as a multisectoral and cross-cutting issue, rather than a purely educational one. This paradigm shift will be discussed further and will require ECW to direct advocacy efforts towards new audiences, including the private sector.

ECW promotes the right to education, and places concerns for child protection, mental health/psychosocial support, and gender equality at the heart of its investment. First, ECW seeks to ensure that schools **provide safe learning environments** for conflict-affected and/or crisis-affected children in emergencies. ECW's investments encompass physical and psychosocial protections that can sustain lives, and build students' cognitive development and readiness to learn, while advocating for legal protection for affected children under international law.¹⁴⁶ Second, ECW makes continued investment in **mental health and psychosocial support** (MHPSS) for teachers and students; it funds actions that promote teachers' and parents' well-being, thus reinforcing the linkages between caregivers and students' education. Further, ECW has joined the Inter-Agency Standing Committee of the MHPSS Reference Group, and MHPSS has played a major role in all ECW investments, including COVID-19 FERs in over 30 countries. Third, ECW requires **investments that are gender-responsive and gender-transformative** to address the needs of both girls and boys. ECW's Gender Equality Policy prioritizes investment in the delivery of psychosocial support services for victims of gender-based violence (GBV); the construction of gender-segregated water, sanitation, and hygiene facilities; the provision of school fees and materials for girls; and the use of gender-disaggregated metrics. ECW also invests in interventions to end practices that can affect girls' schooling, including child marriage, female genital mutilation/cutting, cultural norms that prioritize boys' education over that of girls, and dowry-related violence.¹⁴⁷

Going forward, ECW calls for more investment in MYRPs that focus on increasing long-term learning opportunities and prioritizing improvements in holistic learning outcomes. Historically, there has never been much attention paid to learning outcomes that address socio-emotional skills, problem-solving capacity, conflict resolution, self-awareness, and appreciation for others. These skills promote cognitive, value-based, and behavioural development that can help children reach their full potential. In 2020, ECW partnered with Porticus, a philanthropic organization, to pilot solutions in three countries to the challenge of measuring socio-emotional learning outcomes for children.¹⁴⁸

These programmes will be successful only if there is an **increased focus on early childhood education and secondary education**. Early childhood education and upper-secondary education are often overlooked in the EiEPC arena. The youngest students need critical interventions to build their early cognitive and learning development, which requires increased focus on socio-emotional learning outcomes. Adolescents without schooling opportunities are faced with an increased risk of recruitment by armed groups or are obliged to enter the workforce. In particular, adolescent girls can face increased risk of early marriage, human trafficking, GBV and exploitation. In reaching these populations, ECW will continue to prioritize internally displaced persons (IDPs), refugees and children with disabilities.

ECW calls for the strengthening of EiE data systems to inform proposal development, design, and implementation of EiE programmes. The current challenge lies in collecting basic education data in crisis-affected countries. For many education indicators, basic data do not exist or they exclude the most vulnerable groups such as IDPs, refugees, and girls. This lack of basic data in crisis-affected settings poses challenges not only for designing interventions but also for investments in programming to serve local populations. Therefore, ECW has been working with

146 Education Cannot Wait, Strategic Plan 2018–2021, <www.educationcannotwait.org/wp-content/uploads/2018/05/Strategic_plan_2018_2021_web_PAGES.pdf>, accessed 6 July 2021.

147 Education Cannot Wait, ECW Gender Equality 2019–2021, Gender Policy and Accountability Framework, 2020, <www.educationcannotwait.org/download/ecw-gender-policy-and-accountability-framework-january-2020>, accessed 6 July 2021.

148 Education Cannot Wait, 'Putting Learning First', 27 Feb. 2020, <www.educationcannotwait.org/putting-learning-first>, accessed 6 July 2021.

sector partners to strengthen safe and ethical data collection, storage, and management of educational indicators for conflict-affected children. In 2020, ECW launched the new INEE Reference Group to set global data standards for EiEPC. This group – co-chaired by ECW, FHI 360, INEE, the NORRAG network of international policies and cooperation in education, and the UNESCO Institute for Statistics – seeks to fill the data gap for EiEPC contexts. At its first session in 2020 the group proposed four core domains of work: (1) increasing EiEPC global data reporting and advocacy; (2) increasing data sharing and accessibility; (3) increasing the availability of timely EiE data and use of EiE data in programmes; and (4) strengthening the enabling environment for the production and use of EiE data.

REFLECTIONS ON A CHALLENGING YEAR

As difficult as the pandemic has been, COVID-19 presents ECW and all our partners with an opportunity to reflect on past achievements and to refine new strategies to better protect and empower children and adolescents in times of crisis. Distance learning will remain a key tool for enabling children to continue their studies when schools are being attacked, damaged, or are inaccessible due to conflicts, disasters or pandemics. With adequate financing, ECW can and must continue to deliver.

The past year also demonstrated that the international community can provide rapid responses when education is affected by crises, but those responses are effective only when the community adopts the right approach and engages globally with the proper and necessary financing. ECW is committed to facilitating the scale-up of its proven model. As a collective ECW community, we are all committed to winning the human race and to placing the young people of this world at the forefront. Educated and thus empowered, they are the ones who will take us across the finishing line. Their potential, their learning, and their future have no price.

PART IV:

COUNTRY PROFILES

Multi-Year Resilience Programmes (MYRPs)

Afghanistan
Bangladesh
Central African Republic
Chad
Ethiopia
State of Palestine
Somalia
South Sudan
Syria
Uganda

First Emergency Responses (FERs)

Cameroon
Democratic Republic of the Congo
Greece
Lebanon
Nigeria
Sahel Regional Profile
Southern Africa Regional Profile
Venezuela Regional Crisis Profile
Yemen

The following profiles feature highlights of interventions and results in each country (1) or region, where ECW had active grants in 2020. The profiles exclude specific COVID-19 interventions as these are presented in the COVID-19 profile in this report.

Results presented for each country and region are aggregated across grants. In each country, the start and end dates of individual grants vary across grantees.

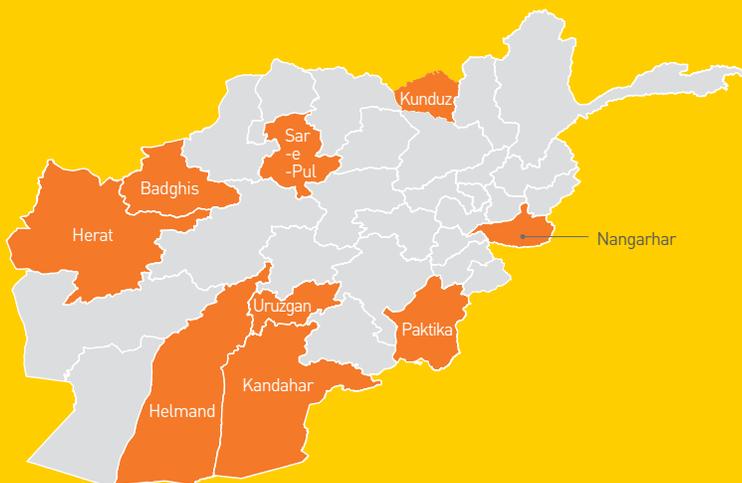
A country profile for Indonesia is excluded in this chapter as the support ended in March 2020 and the results for Indonesia as presented in the respective country profile of the ECW Annual Results Report 2019 still apply.

Afghanistan


119,956
children reached
(58% GIRLS)

125,615 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



After years of war, Afghanistan's population remains highly vulnerable, with eroded coping capacities and little hope of recovery if current conditions persist. Conflict and drought have left 9.4 million people – almost one quarter of the population – in need of humanitarian assistance. The country has seen significant improvements in access to education, yet gaps in services remain and qualified teachers are in short supply. National rates of primary school attendance and retention are low, and in some provinces girls' enrolment is particularly low.

In the past year, education for children in Afghanistan was also disrupted by the closure of education facilities for more than six months as a precautionary measure against the spread of COVID-19. The Ministry of Education's COVID-19 response plan prioritized alternative approaches to classroom-based learning through self-learning, distance learning and small-group learning.

The MYRP expanded access to community-based education for children, promoted continuity in learning by facilitating the transition to hub-schools, supported teacher training, improved monitoring systems and established child protection and safeguarding measures in communities.

KEY RESULTS

Teachers/administrators financially supported/recruited:


ABC
3,623
(46% FEMALE)

Community-based learning spaces established:


3,623

COVID-19 RESPONSE

Children who reported completion of learning materials received as part of COVID-19 assistance:


106,655
(59% GIRLS)

GRANT INFO



MYRP:

Mar. 2019 – Dec. 2021
Grantee: UNICEF



NATIONAL COUNTERPART
Ministry of Education



FINANCIAL INFORMATION
Committed by ECW

MYRP:
US\$36 M



© UNICEF/ Frank Dejongh

Children at the playground of a Community Based School in Afghanistan.

PROGRAMME COMPONENTS

- Switch to remote learning to facilitate access and continuity.** Due to closures, the Ministry of Education directed schools to adopt alternatives to classroom-based learning, such as self-learning and distance learning. Self-learning packages developed by ECW for early-grade students were standardized in coordination with the Education in Emergencies Working Group and endorsed by the Ministry. Teachers and community mobilizers aided in the distribution of learning materials and were guided by ECW partners regarding the use of materials and the monitoring of children's engagement. The learning materials were designed to keep children engaged, maintain their learning habits and help them retain what they had learned in class before schools closed. Some 90 per cent of students who received the materials were able to complete them, a significant achievement considering the constraints they faced, particularly those in their first year of learning.
- Transition to formal schooling.** Students transitioning from community-based education (CBE) to formal schooling are required to have a unique identification number called an Asaas number. ECW implementing partners supported this process by ensuring that all CBE learning spaces were formally linked to a hub school and registered with the Provincial Education Directorate. By the end of June, 99,562 children (83 per cent) of the 119,956 students who were enrolled and still active in MYRP-supported CBE learning spaces had been issued an Asaas number.
- Support for teachers as they provide quality learning.** Teachers played a critical role in keeping education services equitable and inclusive for girls and boys as well as children with disabilities. Teachers were paramount in delivering the COVID-19 education response plan. ECW supported the development of a teacher engagement plan that highlighted three priority areas for teachers' support: (1) distribution of learning materials and monitoring children's engagement in learning; (2) building awareness of COVID-19 prevention and protection measures; and (3) providing basic psychosocial support to students and their families. Teachers had previously been trained in identifying cases needing referral for further psychosocial support.
- Child protection and safety.** Ensuring that children had regular access to and communication with adult professionals was key to reporting any protection concerns during school closures. School management shuras (community members) and community-based child protection mechanisms provided further safeguards and additional communication channels for the reporting of child protection cases.

Bangladesh


88,690
children reached
(48% GIRLS)
.....
88,500 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



Since 2017, the conflict in Myanmar has driven more than 900,000 Rohingya from the country. The refugees, primarily from Rakhine State, are now stateless and living in 34 congested camps in the Cox's Bazar district of neighbouring Bangladesh. The camps lack many basic services, and camp inhabitants' education, health care, nutrition and WASH needs are not met. More than half of those living in the camps are children.

Schools in Cox's Bazar had the lowest retention and achievement rates in Bangladesh even before 2017. Children living in the camps face significant challenges, from shortages of learning spaces to the poor quality of teaching. Many Rohingya children experienced stress and/or trauma caused by conflict and forced displacement, affecting their ability to concentrate on their studies. This is particularly the case for (adolescent) girls, who are often the most excluded from learning. Most girls are withdrawn from school by their families once they reach puberty, and education for girls lags behind that for boys. Moreover, most children have never participated in formal schooling prior to or since arriving in Bangladesh. Those not in school often find little to do in the camps, and the lack of opportunity to learn or engage in activities can place them at risk.

The Government of Bangladesh did not classify education as an essential service during the COVID-19 pandemic. All learning facilities in the camps were closed, and regular education activities were suspended from March 2020 through the end of the year. ECW grantees and other education-sector partners stepped in and supported home-based, caregiver-led education.

KEY RESULTS

Learners enrolled in learning opportunities provided in camps, settlements and host communities:


61,307
(48% GIRLS)

Learning spaces rehabilitated:


198

Teachers trained:


647
(67% WOMEN)

GRANT INFO



MYRP:

Oct. 2018 – June 2021

Grantees: UNESCO, UNHCR, UNICEF



NATIONAL COUNTERPART

Education Cluster in Cox's Bazar



FINANCIAL INFORMATION

Committed by ECW

MYRP:
US\$12 M



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Rohingya refugee children taking part in an ECW-funded psychosocial support activity in Bangladesh.

PROGRAMME COMPONENTS

- Support for caregiver-led learning.** Despite the continued school closures in response to COVID-19, ECW programmes continued to support access to learning opportunities through home-based, caregiver-led education. Rohingya teachers visited parents and children and shared learning competency materials containing detailed instructions on ways to ensure continued learning at home, along with information on COVID-19 mitigation measures and health and hygiene materials. ECW partners built the capacity of around 200 government officials, education implementing agencies and community leaders in the camps and crisis-affected host communities in the Cox's Bazar district. Trained stakeholders replicated and scaled up parenting education at the local level and engaged communities. Home-based education supported 61,307 learners aged 3–24 years.
- Recruitment and training of teachers.** To promote a safe and child-friendly learning environment as well as a more equitable gender balance among educators, ECW partners recruited and supported the retention of 1,333 teachers (60 per cent women). Teacher training covered psychosocial support, disaster risk reduction and management, prevention of sexual exploitation and abuse, and the child safeguarding policy.
- Advocacy efforts for continuity of education.** ECW partners advocated within the education sector for the use of the Myanmar school curriculum with Rohingya children in Bangladesh. Piloting of the Myanmar curriculum began in 2020 and it is currently being scaled up by 14 national and international NGOs working in Cox's Bazar.
- Gender-sensitive approach to education programming.** ECW interventions specifically addressed barriers for women and girls. They included: the provision of separate facilities for girls, boys, mothers and fathers; the creation of safe learning environments for girls; and a specific focus on recruiting women teachers.

Central African Republic

GEOGRAPHICAL AREAS OF IMPLEMENTATION



The Central African Republic is in the midst of one of the most protracted humanitarian crises in the world. Ongoing violence has contributed to the breakdown of already limited services and the deterioration of the education system, and it has hindered citizens' ability to access health care, livelihood opportunities and education. Approximately 738,000 people are internally displaced, and an additional 665,000 people have fled the country. Girls are exposed to the risks of gender-based violence, early pregnancy and early marriage, and boys face the risk of becoming child soldiers or resorting to criminal activities in the absence of educational opportunities.

Many schools are closed because they are occupied by armed groups, or inaccessible due to conflict. Where schools are open, they may lack qualified, trained teachers and learning materials, and building structures may be unsound. These quality issues, coupled with families fleeing violence, have caused many students to drop out of school. Since 2019, the ECW MYRP has responded to this education crisis with a focus on increasing access to education, reintegrating children into schools, training teachers and promoting students' academic achievement.



126,306
children reached
(41% GIRLS)
.....
221,016 targeted

KEY RESULTS

Students previously out of school who were supported by both formal and non-formal schooling efforts:



22,096
(42% GIRLS)

Children who received access to education through temporary learning spaces:



87,454
(42% GIRLS)

Children in non-formal schools who have successfully transitioned to formal education:



89%

GRANT INFO



MYRP:

Jan. 2019 – Dec. 2021

Grantees: Norwegian Refugee Council (NRC), Plan International, UNHCR, UNICEF

COVID-19 FER:

Apr. – Oct. 2020 (NRC),

Apr. 2020 – Jan. 2021

(Jesuit Refugee Service),

Apr. 2020 – Apr. 2021 (UNICEF)



NATIONAL COUNTERPART
Ministry of Education

PROGRAMME COMPONENTS

- **Access to education.** Grantees facilitated the reopening of schools by building classrooms, delivering training courses for teachers, providing teaching and learning supplies, and supporting local education authorities. They constructed a new school, rehabilitated 12 classrooms and upgraded 117 pre-primary learning spaces to make them fully functional. Temporary learning spaces were attended by 87,454 children (42 per cent girls), and learning materials reached 126,306 children (42 per cent girls).
- **Reintegration of children into schools.** Eighty-nine per cent of children in ECW-funded non-formal schools successfully transitioned to formal education, and 22,096 students (42 per cent girls) previously out of school were integrated into either formal or non-formal education. Grantees paid school fees for refugees and internally displaced people, thus facilitating their reintegration into the formal system.
- **Improving learning and skills.** The MYRP aided the organization of upper-secondary national examinations in remote areas. Students preparing for national exams were given remedial sessions, and student performance on these exams improved on average by 20 per cent. Children aged 9–13 years were specifically targeted for catch-up classes that facilitated their reintegration into the formal system; 2,016 children (48 per cent girls) benefited from such classes. Additionally, 699 teachers were trained on such issues as pedagogy, child protection, psychosocial support, WASH and gender-based violence.
- **Promoting gender equality in education.** Grantees conducted campaigns among parents and communities to raise awareness of the importance of enrolling girls in school and preventing drop-out due to socio-cultural norms that discourage girls' education. Teachers were trained on several topics, including the dangers girls often face in humanitarian crises, the use of positive discipline in the classroom and sexual harassment. Grantees established 'girls' clubs' in schools, provided scholarships specifically for girls and encouraged women's participation in community groups such as parent associations.
- **Safety and protection.** Grantees constructed WASH infrastructure, including latrines and child-friendly spaces. School management committees were assisted in developing and implementing school safety plans and school-level alert systems in case of further emergencies.
- **Strengthening systems.** Grantees provided technical support to education authorities on data collection and analysis, including the monitoring of gender dimensions of the crisis and its impacts on vulnerable children, IDPs and children with disabilities. Teachers were taught how to collect data on student outcomes, and school authorities established mechanisms to monitor children's learning progress.

Information on COVID-19 grants can be found in the COVID-19 profile.

FINANCIAL INFORMATION

Committed by ECW

MYRP:
US\$19.5 M

COVID-19 FER:
US\$1 M



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A pupil in the girls section of Jean Colomb school in Bangui is happy with the visit of Education Cannot Wait team in Jean Colomb school in Bangui.

Chad


798,983
children reached
(36% GIRLS)

770,979 targeted (42% GIRLS)

GEOGRAPHICAL AREAS OF IMPLEMENTATION



Chad faces a multidimensional humanitarian crisis of forced migration, food insecurity, malnutrition and health emergencies. In 2020, Chad hosted over 478,651 refugees from neighbouring countries – the Central African Republic, Nigeria and Sudan – and there continues to be a movement of people within the country, with 170,803 IDPs.

Chad's Ministry of National Education and Civic Promotion has insufficient funds to adequately respond to the many challenges facing the country. Initial investment ending in 2020 transitioned to a MYRP starting in 2020, but the goal remains the same: "All girls and boys in communities affected by emergencies receive quality education and training for their well-being in an inclusive, equitable, secured and gender-sensitive learning environment."

In 2020, the COVID-19 pandemic created new challenges to the education system, with school closures in March. As a result, many MYRP-related activities were postponed until the 2021–2022 school year or reprogrammed to support changing needs. The programme focus is on WASH in schools, mental health and psychosocial support, and distance learning.

KEY RESULTS

Rehabilitation of classrooms and WASH facilities (target):



40 CLASSROOMS,
39 BOREHOLES AND
60 LATRINES

Schools supported with feeding programmes (target):



60 SCHOOLS
(20,000 CHILDREN)

Children who received individual learning materials (target):



124,000

Teachers trained in disaster risk reduction (DRR):



570

🔧 COVID-19 RESPONSE

Children reached through distance education programmes:



400,553
(29% GIRLS)



A girl washing her hands and refreshing herself, at the playground of her school, in West Chad.

GRANT INFO



INITIAL INVESTMENT:

Mar. 2017 – Dec. 2020

MYRP:

Jan. 2020 – Dec. 2022

Grantee: UNICEF

COVID-19 FER:

Apr. 2020– Aug. 2021

Grantees: World Food Programme,
UNHCR, Handicap International,
UNICEF



NATIONAL COUNTERPART

Ministry of National Education
and Civic Promotion



FINANCIAL INFORMATION

Committed by ECW

INITIAL INVESTMENT:

US\$ **10 M**

MYRP:

US\$ **21 M**

COVID-19 FER:

US\$ **1.6 M**

PROGRAMME COMPONENTS

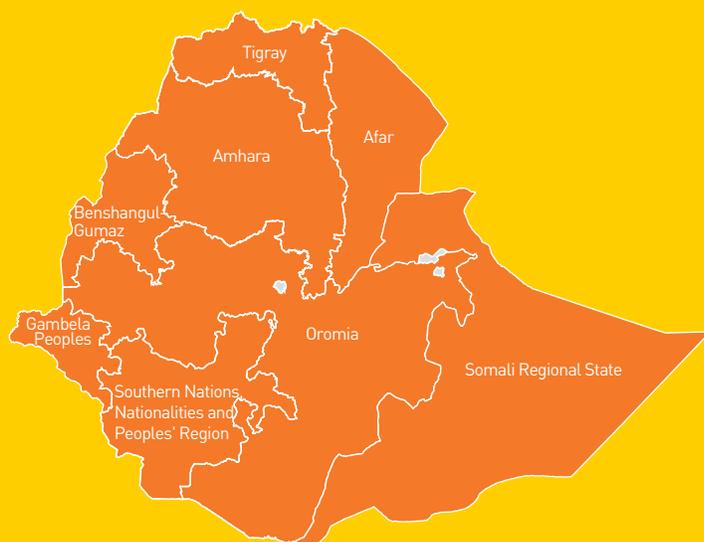
- **Addressing malnutrition.** As part of ECW's holistic approach, MYRP funds will support feeding programmes at 60 schools across the Lac and Logone Oriental provinces. These programmes have the potential to benefit a total of 21,809 girls and boys. Parent-teacher associations and mothers' associations are trained in the management of school feeding and food hygiene.
- **Strengthening inclusive education.** Psychosocial and inclusion activities in the Lac and Logone Oriental provinces seek to meet the needs of girls and boys with disabilities by raising awareness of disability in the community and providing support for families.
- **Improving school infrastructure.** ECW grantees, in coordination with the Ministry of Education and Civic Promotion, launched a tender process for the construction of 40 classrooms, 39 boreholes and 60 latrines – gender-segregated and accessible for children with disabilities – in the Lac and Logone Oriental provinces. These facilities will contribute to safe and positive learning environments for all children.
- **Learning materials for children.** Supplying school-in-a-bag and early childhood development (ECD) kits to schools ultimately supports teachers and their ability to provide quality education. ECW grantees procured 3,100 school-in-a-bag kits, 99 ECD kits and 124,000 school bags for distribution to schools and students in the Lac and Logone Oriental provinces. Because of the COVID-19 pandemic, these kits will be distributed to those most in need during the 2021–2022 school year.

Ethiopia


194,326*
children reached
(40% GIRLS)

77,255 targeted (43% GIRLS)

GEOGRAPHICAL AREAS OF IMPLEMENTATION



Ethiopia hosts the third-largest refugee population in Africa, sheltering 802,821 registered refugees and asylum seekers as of 31 December 2020. School-age children make up over 60 per cent of the refugee population. In addition to the influx of refugees from neighbouring countries, the evolving emergency and armed conflict in Ethiopia's Tigray region and a severe drought in its Somali region have caused significant internal displacement. In the Somali region alone, 263,954 primary-school-age children (52 per cent girls) have been displaced. ECW's far-reaching initial investment of US\$15 million from 2017 to 2020 has supported the provision of quality school settings, education and teachers, benefiting over 194,326 child refugees and host community children in the Benishangul-Gumuz and Gambella regions.

Access to and quality of education persist as challenges, despite the support and commitment of the Ethiopian Government and significant investment by donors. Over the past three years of the initial investment period, progress has included shifts in education toward greater inclusion of refugees into the national systems, policies, strategies, investment and programmes, with the signing of a memorandum of understanding between the Ministry of Education and the Agency for Refugee and Returnee Affairs. ECW's initial investment concluded in December 2020 and the MYRP began in January 2021.

The new MYRP builds on the achievements of the initial investment to support the delivery of quality, inclusive education for children affected by emergencies, with a special focus on girls and children with disabilities. With ECW seed funding of US\$27 million, the programme will focus its immediate interventions on addressing the critical educational needs of 64,827 IDP children who are out of school (49 per cent girls) within the catchment area of 81 schools in 17 woredas in the Amhara, Oromiya and Somali regions.

KEY RESULTS

Children enrolled
(Initial Investment (II)):


389,066
(JUNE 2020)

Classrooms built (II):


84

Teachers and other education
personnel who are refugees
themselves enrolled in MoE-
accredited in-service
teacher-training programmes: (II)


3,313

Children reached with
learning materials (II):


150,000
(38% GIRLS)

WASH facilities built
or rehabilitated (II):


192

Children and adolescents who
benefited from accelerated
school-readiness programming (II):


176,817
(39% GIRLS)

Number of children targeted: Initial investment (II): 77,255 (43% girls), MYRP: 64,827 (49% girls)
Number of children reached: II: 194,326 (40% girls)
MYRP: 0

With funding from the LEGO Foundation, ECW aims to support early childhood education (ECE) and play-based learning. The 3.5-year programme will support national and sub-national education systems to better plan, finance and implement ECE services. Additionally, it aims to reach 15,000 IDP children aged 4–6 years with an enhanced quality of play-based early learning. ECW completed the inception period and produced the related documentation in 2020; programme implementation began in 2021.

GRANT INFO

**INITIAL INVESTMENT:**

Apr. 2017 – Dec. 2020

Grantees: Save the Children, UNICEF

MYRP:

Jan. 2020 – June 2023

Grantees: Save the Children, UNICEF

**COVID-19 FER (1):**

Apr. 2020 – Oct. 2020

Grantees: Save the Children, UNICEF

COVID-19 FER (2):

Aug. 2020 – Aug. 2021

Grantees: Plan International, Save the Children

**NATIONAL COUNTERPART**

II: Agency for Refugee and Returnee Affairs,
Ministry of Education, Regional Education
Bureau of Benishangul-Gumuz and Gambella
MYRP: Ministry of Education

**FINANCIAL INFORMATION**

Committed by ECW

INITIAL INVESTMENT:**US\$15 M****MYRP:****US\$27 M****COVID-19 FER (1|2):****US\$1 M | 940,000****PROGRAMME COMPONENTS**

Initial investment contributed to the following results in 2020:

- **Strengthened access through the building and rehabilitation of school infrastructure.** In the Benishangul-Gumuz and Gambella regions, primary and secondary schools were built to improve access to education for child refugees and children living in host communities. Initial investment supported the construction of 84 primary classrooms and three inclusive secondary schools, and the expansion of eight schools, in both regions. To ensure the protection of students, 60 safe latrines were built, including 33 latrines for girls with provisions for MHM, benefiting 3,600 children (38 per cent girls). The rehabilitation of 32 water systems and 100 water tanks (10,000-litre tanks) at primary schools for refugees benefited 91,000 children (38 per cent girls).
- **Improved teaching through the training of teachers who are refugees.** In coordination with the Ministry of Education and two Colleges of Teaching Education, teachers who are refugees themselves were able to further their professional development through accredited in-service training programmes. Some 1,366 teachers completed certificate, diploma or in-service training, and 1,947 teachers and education personnel were trained in learning outcome assessment.
- **Improved enrolment and participation in schools.** School enrolment increased, even amid the COVID-19 pandemic, from 383,653 children enrolled in May 2019 to 389,066 in June 2020. An important factor contributing to this increase was parent involvement in school improvement plans identifying issues of child safety, WASH in schools and the development of teaching and learning materials. Based on these plans, school grants were provided to 32 primary schools and eight secondary schools to address such issues. The participation of parents – as well as teachers and students – in the planning increased their sense of ownership. Some 627 mathematics kits and 632 science kits were distributed to students and teachers at both the primary and secondary level.
- **Increased continuity of education for conflict-affected girls and boys.** The initial investment supported the implementation of an accelerated school-readiness (ASR) programme for out-of-school children and adolescents. A total of 176,817 children and adolescents (39% girls) benefited from ASR programming: 83 per cent of them at the primary level, 12 per cent at the pre-primary level and 5 per cent at the secondary level. In the Benishangul-Gumuz and Gambella regions, 21,849 out-of-school refugee and IDP children (50 per cent girls), aged 6 and 7 years, benefited from the ASR programme.
- **Increased community participation towards providing a safe and protective learning environment.** To raise awareness and increase the participation of community members on issues relating to children, especially girls' education, extensive engagement campaigns were conducted in 32 refugee and 25 host-community primary schools in the project-targeted regions.

2020 marked the completion of the initial investment and the launch of the MYRP, starting in January 2021. The following are early results:

- **Support to increased enrolment through COVID-19 response activities.** The Ministry of Education developed a COVID-19 response plan to ensure continuity of learning at home and plan for the safe reopening of schools. In preparation for schools reopening, the Ministry developed safe-school protocols, guidelines and tools to survey and assess the benefits and risks of reopening in the affected communities.
- **Support for refugee teacher training.** The MYRP supported a memorandum of understanding between the Regional Education Bureau and the Agency for Refugee and Returnees Affairs, with the goal of strengthening coordination between the two agencies. It also supported the collection of preliminary data on the qualifications of teachers who are refugees themselves across seven camps and an assessment of their needs. In a sampling of 153 refugee teachers, 63 per cent had qualifications below diploma level.

State of Palestine



352,077
children reached
(49% GIRLS)

552,530 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



KEY RESULTS

Children reached with individual learning materials:



77,382
(48% GIRLS)

Teachers/administrators trained:



857
(62% FEMALE)

Classrooms supported with materials to enhance the learning environment:



3,631

The protracted crisis in the State of Palestine has been driven by the ongoing occupation, the years-long blockade of the Gaza Strip and internal divisions between administrations in Ramallah (West Bank) and the Gaza Strip.

Access to education remains compromised, with attacks on schools, threats against school staff and students, and appropriation of school facilities for use by the military. In the Gaza Strip, the blockade and multiple escalations of hostilities have repeatedly damaged and destroyed an already fragile education infrastructure. In the West Bank, security checkpoints impede access to education for children living in East Jerusalem and the Seam Zone, and there have been a number of attacks on Palestinian schools in Area C and Hebron.

Amid widespread poverty, an economy in decline and a breakdown of public services, the COVID-19 pandemic only worsened the situation in both territories. The closure of education facilities in March 2020 resulted in the need to reach 1.43 million children with distance learning. The MYRP was reprogrammed and adapted in support of changing needs regarding WASH, mental health and psychosocial support and distance learning.

GRANT INFO



MYRP:

June 2019 – Dec. 2021
Grantee: UNICEF



NATIONAL COUNTERPART
Ministry of Education



FINANCIAL INFORMATION
Committed by ECW

MYRP:
US\$18 M



Two pupils walk to school in Rafah, southern Gaza Strip, State of Palestine.

PROGRAMME COMPONENTS

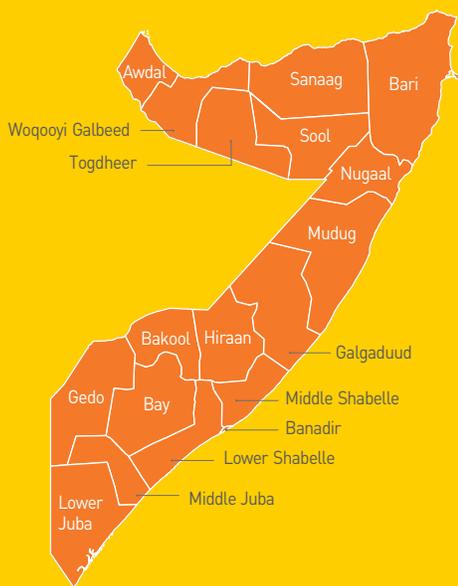
- School infrastructure.** Infrastructure work was completed for four schools, contributing to an improved learning environment for 734 students (81 per cent girls). In Gaza, 28 schools were identified for rehabilitation, and the work of adaptation and maintenance was completed in November 2020. Infrastructural improvements included accessible facilities for students with disabilities, upgraded WASH facilities, particularly for girls, and energy efficiency features.
- Learning materials for children.** Literacy and numeracy materials were procured and delivered to students of all 19 supported schools in the West Bank; the materials supported remote learning during the period of school closures due to COVID-19. In Gaza, additional materials in the form of Arabic and mathematics worksheets were provided to grades 3 and 4 during the second semester of the 2019–2020 academic year. Five science toolkits and three technology learning toolkits were delivered to the United Nations Relief and Works Agency for Palestine Refugees in the Near East, to benefit Gaza schools. A needs assessment led to the procurement of school furniture in the West Bank and the delivery of seats, tables and chairs to schools.
- Vocational training and remedial education for children in conflict with the law.** ECW provided a comprehensive package of rehabilitative services for children under house arrest and ex-detainee children. Some 70 boys participated in vocational assessments; 67 were referred to receive vocational training in construction, masonry, cooking, electrical and mechanical work, and computing. Additionally, 54 children (7 per cent girls) received remedial classes in Arabic, chemistry, English and mathematics. Classes were offered both virtually and in person at the students' homes or at vocational centres, taking into consideration safety and social distancing standards. The remedial classes focused on facilitating the reintegration of children into the formal education system.
- Recruitment and training of teachers and counsellors.** Some 491 education staff (57 per cent women) were recruited, including 340 support teachers (66 per cent women) and 146 psychosocial counsellors (62 per cent women) in the Gaza Strip and West Bank. The support assisted teachers with classroom instruction in Arabic and mathematics, focusing on the special needs of children with disabilities, children with conflict-related injuries and children with chronic health issues. Another 857 education personnel including counsellors and teachers received training in the provision of psychosocial support, benefiting 4,218 children (53 per cent girls).

Somalia



67,893
children reached
(47% GIRLS)
.....
67,520 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



KEY RESULTS

Children with improved access to education:



28,278
(44% GIRLS)

Children reached with individual learning materials:



31,608
(51% GIRLS)

Children aged 3–18 years who received nutritious school meals:



16,955
(46% GIRLS)

Validation of a new gender policy:

The revised policy, validated in September 2020, covers several gaps, provides guidance on the development of the gender strategy and gives meaningful recommendations about gender issues at the school level.

An estimated 3 million children are out of school across Somalia, and the country's primary school attendance ratio is one of the lowest in the world. Only 30 per cent of boys and 21 per cent of girls of primary school age attend primary school. Access to education at the secondary level is even more limited, especially for girls, and 92 per cent of secondary school-aged children are not enrolled in secondary education. Children uprooted by the crisis are also particularly affected, with nearly two thirds of displaced children not attending school.

In the past year, multiple climate crises affected communities in the Puntland state of Somalia, and the crisis response was hindered by drought, flooding and conflict-related displacement. Flash floods displaced 22,000 households and damaged critical infrastructure, including schools for 16,145 students. Cyclone Gati displaced an additional 180,000 people, 3,841 of them schoolchildren.

These events were further exacerbated by COVID-19, which caused the first schools to close on 19 March 2020. Students missed 13 weeks of education.

ECW's goal was to address the impact of crises on education through multi-year support.

GRANT INFO



MYRP:

July 2019 – July 2022

COVID-19 FER:

April to Oct. 2020

Grantees:

Adventist Development and Relief Agency, Save the Children, UNICEF

PROGRAMME COMPONENTS

- **Support children's access to school and raise awareness of the importance of education.** Some 242 classrooms/learning labs were built or rehabilitated, and two new primary schools in the Galkacyo and Qardho districts were established, with accessible building features for children with disabilities. A total of 4,539 solar lamps were distributed, to encourage children's study at home. Awareness campaigns on the importance of education reached 26,364 parents, which contributed to an increase in enrolment of 28,278 students (44 per cent girls). Retention of students in the supported schools remains very high, at 98 per cent.
- **Support to improve learning outcomes.** ECW supported: the development of a two-year diploma in training and coaching for 102 teachers (34 per cent women); the opening of two new learning labs for young children, in which they can learn, play and interact; and the distribution of 18,900 supplementary reading books and 10,000 textbooks. WASH facilities with 12 new gender-segregated latrine blocks were constructed at four schools; and 433 desks were distributed in 18 schools, benefiting 1,305 children (50 per cent girls).
- **Support to provide safe and protective learning environments for crisis-affected children.** At the community level, 240 people (38 per cent women) – including regional education officers,

parents and teachers – participated in awareness-raising on child safeguarding, and 45 children, parents and caregivers participated in training on child resilience. Children's clubs were established to increase children's participation, and recreational materials were distributed.

- **Support to enhance gender equality.** A new policy on gender in education, developed in collaboration with the Ministry of Education and Higher Education and the Ministry of Women and Family Affairs, was validated; it provides guidance on developing a gender strategy and offers recommendations. In Somaliland, the Ministry of Education and Science completed its safe schools framework and issued a school safeguarding manual to support teachers and community education committee members in providing better protection services to children. Women teachers were prioritized for training in the necessary skills to help girls. Separately, the programme covered exam fees for 1,000 eighth graders (41 per cent girls), with the result that 60 per cent of those who scored highest on the exams were girls who attended ECW-supported schools. Girls' attendance increased, girls' absenteeism decreased, and girls generally felt more comfortable, confident and safe.

Information on COVID-19 grants can be found in the COVID-19 profile.

GRANT INFO



NATIONAL COUNTERPARTS

Ministry of Education and Higher Education, Ministry of Women and Family Affairs, Ministry of Education and Science of Somaliland



FINANCIAL INFORMATION

Committed by ECW

MYRP:

US\$21 M

COVID-19 FER:

US\$2.15 M



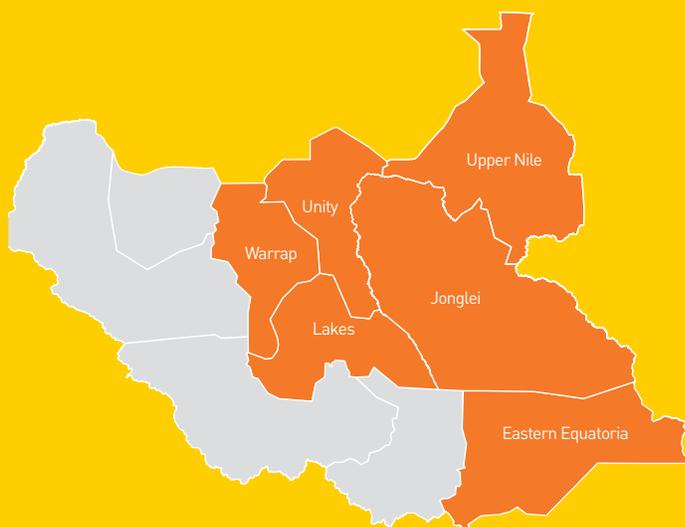
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Children attend class at the JPLG-supported Qudhac-Dheer Primary School in Hargeisa, Somaliland on 6th February 2021.

South Sudan


51,444
children reached
(50% GIRLS)
.....
52,472 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



South Sudan experienced unprecedented floods during 2020, which led to significant displacement of communities. The floods damaged infrastructure, including schools and the roads leading to schools. All latrines in the affected areas flooded, leaving children and adults without sanitary facilities and access to clean water. The floods delayed ECW-funded initiatives, especially WASH projects that were submerged by the floods. Jonglei, Lakes and Upper Nile were among the most affected states.

Ethnic conflict was ongoing and consumed supported areas, including Jonglei, Lakes, Unity and Warrap. In December 2020, grantee staff were evacuated from Jonglei state because of violent armed conflict there. The situation was exacerbated by COVID-19, which caused a total lockdown of all schools.

The goals of the MYRP in South Sudan are to: increase access to education and opportunities for IDPs, retaining them in school; improve the quality of education; and prepare more women for teaching and leadership positions. A major aspect is ensuring safe and protective environments for boys, girls, children with disabilities and education personnel.

KEY RESULTS

Children reached with individual learning materials:


47,886
(40% GIRLS)

Teachers and administrators trained:


1,895
(21% FEMALE)

Girls reached with MHM kits and training:


5,337

Classrooms supported with materials to enhance the learning environment:


269

Classrooms (including temporary learning spaces) built or rehabilitated:


74

GRANT INFO



MYRP:

Jan. 2020 – Jan. 2023
Grantee: Save the Children

COVID-19 FER:

July/Aug. 2020 – July/Aug. 2021
Grantees: ACROSS, Lutheran World Federation, World Vision International



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A teacher in his classroom in South Sudan.

GRANT INFO



NATIONAL COUNTERPARTS

Ministry of General Education and Instruction; Department of Development Partners' Coordination, Directorate of Planning and Budgeting; National Consortium Unit



FINANCIAL INFORMATION

Committed by ECW

MYRP:
US\$30 M

COVID-19 FER:
US\$2.3 M

PROGRAMME COMPONENTS

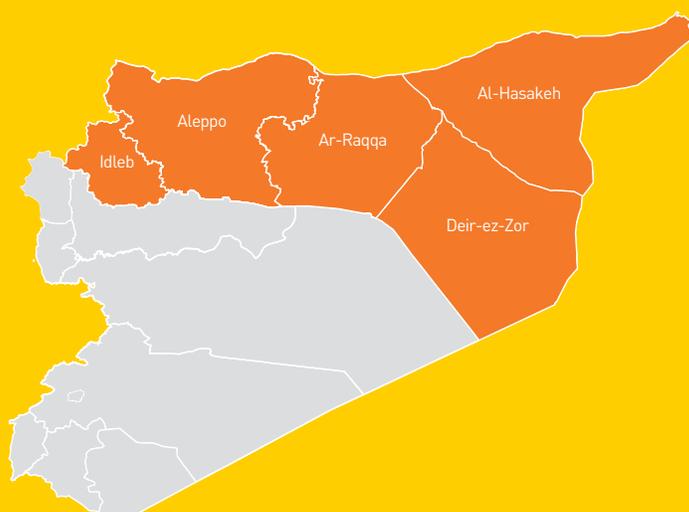
- **Access to education.** Access to education increased in 181 schools; children's school fees were covered, and 5,000 students were reached remotely, through radio education. The MYRP supported candidate classes in 52 schools, offering enhanced learning for students in Primary 8 and Secondary 4 leading up to critical exams. School and community leaders followed up with 148 children and youth (79 per cent girls) who had dropped out of school, encouraging them to re-enrol.
- **Quality of education.** To improve education quality, 1,895 education personnel were trained. Of those trained in 'whole-child' teaching and learning pedagogy, 72 per cent demonstrated increased knowledge. Eighty-eight per cent of those trained in the use of student assessments, and 75 per cent of those trained in developing appropriate and inclusive learning materials, demonstrated improved knowledge.
- **Capacity building.** A total of 302 education personnel were trained on leadership and inspection protocols; 168 schools implemented child protection pathways and 49 schools completed safety audits in 2020.
- **Focus on girls and children with disabilities.** Twenty-seven WASH facilities were constructed, separate for girls and boys and accessible for children with disabilities, including three facilities modified for accessibility; 74 classrooms were fitted with disability ramps. MHM kits and training were provided to 5,337 girls.

Information on COVID-19 grants can be found in the COVID-19 profile.

Syria


30,757
children reached
(50% GIRLS)
.....
247,800 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



2020 marked the tenth year of a brutal conflict that has resulted in one of the worst humanitarian crises in the world. Over 500,000 people have been killed. Some 6.2 million (2.5 million children) are internally displaced and 5.6 million are refugees. More than 11 million people (5 million children) require humanitarian assistance, and their longer-term needs for health, nutrition and education services have become more pressing in the past year.

The provision of education had already been disrupted by attacks on schools and shocks to the national economy. But education was further affected by the COVID-19 pandemic, which likely led to an increase in the number of children out of school. Prior to COVID-19, that number stood at 2.4 million children. Online platforms, distance learning and home-based education interventions were launched across Syria, but limited internet connectivity and restrictions in people's movement presented challenges to the effective implementation of these interventions.

KEY RESULTS

Crisis-affected children enrolled in formal and non-formal education:


30,142
(48% GIRLS)

Children who received remedial education support:


11,638
(55% GIRLS)

Children reached with teaching and learning materials:


30,287
(52% GIRLS)

Teachers and administrators trained:


226
(48% FEMALE)

GRANT INFO



MYRP:

Feb. 2020 – Nov. 2021
Grantee: UNICEF

June 2020 – June 2021
Grantee: Save the Children



NATIONAL COUNTERPARTS

None



FINANCIAL INFORMATION

Committed by ECW

MYRP:
US\$20 M



Internally displaced children participating in recreational activities in northeast Syria.

PROGRAMME COMPONENTS

- Increased access to education.** New, temporary spaces were established or rehabilitated and equipped with gender-segregated WASH facilities, desks, whiteboards and solar panels where feasible. Children were provided with transportation to learning sites because of safety concerns and issues of mobility. Children across Aleppo, Al Hasakeh and Idlib benefited from formal and non-formal education, which included remedial and catch-up instruction, literacy and numeracy classes and self-learning programmes.
- Equal access to education services for girls and boys.** Grantees trained education personnel to specifically work with girls and implement inclusive psychosocial support methodologies including participatory sessions on peer-to-peer relationships and gender to promote girls' equal participation. Partner staff, teachers and education personnel were trained on protecting children against sexual exploitation and abuse, and they signed codes of conduct towards making their schools a safer space, particularly for girls and women.
- Supporting teachers.** Training of teachers and educational personnel sought to build their capacity to provide quality instruction. Training topics included pedagogy, education in emergencies, mainstreaming child protection principles in schools, and foundational social-emotional and life skills; training also covered the preparation of digital study materials, home-based learning and follow-up with children, and COVID-19 preventive measures. Teacher circles were created to provide peer support through the exchange of information and sharing of experiences.
- Mental health and psychosocial support.** Children in both formal and non-formal education settings benefited from psychosocial support and recreational activities to ensure a holistic approach to their well-being. Children identified with additional needs were referred to specialized centres for behavioural issues, health services and protection.
- Monitoring and responding to attacks against education.** An ECW-supported education surveillance system to monitor attacks on schools is now in place in north-west Syria. The system produces operational alerts for the education sector that allow for a quick and timely response coordinated among the sectors. A project manager and technical expert mapped all schools in the north-west. Reporting has been standardized to ensure alignment across the different systems. Reports are generally produced within 12 hours of an attack.

Uganda

115,313*
children reached
(46% GIRLS)

147,644 targeted (48% GIRLS)

GEOGRAPHICAL AREAS OF IMPLEMENTATION



Uganda has been heavily impacted by three simultaneous emergencies, in Burundi, the Democratic Republic of the Congo and South Sudan; it remains the largest refugee-hosting country in Africa. Of the estimated 1.4 million refugees, 60 per cent are under the age of 18. Refugees have freedom of movement within Uganda, but most refugees and asylum seekers reside within the north and north-western regions of the country, which remain underdeveloped.

The goal of ECW's MYRP is to increase access to quality education for both refugee and Ugandan girls and boys. The MYRP is implemented in coordination with the Education Response Plan for Refugees and Host Communities, working together with the Education Consortium and the Ministry of Education and Sports to close the divide between humanitarian and development programming within the districts.

Thanks to LEGO Foundation funding in support of ECE and play-based learning in Uganda, ECW aims to reach 54,000 children aged 3–5 years (50% girls) with family- and community-based ECE activities as part of a 3.5-year programme. At the same time, the programme will seek to improve the capability of Uganda's Ministry of Education and Sports to systematically design and implement play-based ECE. The inception period concluded and related documentation was produced in 2020; programme implementation began in 2021.

KEY RESULTS

Refugee gross enrolment ratio (GER)
(end of term 1, 2020):



Increases in levels of learning:

Students scored higher on reading skills assessment following a pilot intervention.

Accessible classrooms built:



WASH facilities built or rehabilitated:



Children reached with scholastic materials:



Girls reached with menstrual hygiene management (MHM) kits and training:



Teachers trained on inclusion of children with disabilities:



* across 15 districts



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An outdoor class in Palorinya, Uganda.

GRANT INFO

**MYRP:**

Sept. 2018 – Dec. 2021

Grantees: Education Consortium
(led by Save the Children),
UNHCR

**COVID-19 FER:**

March 2020 – Jan. 2021

Grantees: Save the Children,
UNHCR

**NATIONAL COUNTERPARTS**

Ministry of Education
and Sports

**FINANCIAL INFORMATION**

Committed by ECW

MYRP:**US\$33 M****COVID-19 FER:****US\$1 M****PROGRAMME COMPONENTS**

- COVID-19 had an impact on enrolment gains:** The gross enrolment ratio (GER) among refugee children stood at 79 per cent at the end of term 1, 2020; this is an increase over GER in 2017 (58 per cent) and 2019 (72 per cent). However, COVID-19 seems to have reversed many of these gains. In October 2020, schools reopened for examination candidate classes only; GER decreased by 11 per cent at the Primary 7 level, 19 per cent at the Senior Secondary 4 level, and 3 per cent at the Senior Secondary 6 level.
- Levels of learning:** Early-grade reading and mathematics assessments (EGRA/EGMA) for primary grades 1–6 revealed gaps in children's learning outcomes related to literacy and numeracy. Ten per cent of sampled learners could not identify any numbers correctly, and 16.5 per cent failed all other questions. Assessments conducted within reading clubs in 2020 provided further evidence of low reading ability; only 5.8 per cent of learners (5.4 per cent girls, 6.3 per cent boys) could correctly read one or more words a minute in the passage provided. The assessments were part of a pilot intervention in which reading support was provided through reading clubs. Students in the intervention schools often scored significantly higher than students in the control schools across a variety of core reading skills, such as phonemic awareness, alphabet knowledge, fluency, vocabulary and comprehension.
- Support to learners and teachers:** The MYRP funded the distribution of scholastic materials to 115,313 students (46 per cent girls); 89,262 of those students reached were refugees (45 per cent girls) and 26,051 were Ugandan nationals (49 per cent girls). It also funded the training of 2,076 teachers (41 per cent female), including 1,581 Ugandan nationals (43 per cent female) and 495 refugee teachers (30 per cent female), on inclusive education with a focus on developing inclusive learning environments within schools.
- Supporting inclusive education.** The programme continued to demonstrate its commitment to the inclusion of children with disabilities through home visits and the provision of assistive devices, such as wheelchairs, hearing aids and eyeglasses. In 2020, Uganda enrolled an additional 4,830 children with disabilities (45 per cent girls) in school, thus exceeding its target in that regard. As part of a comprehensive approach, 970 students were identified and clinically assessed for physical and psychological disabilities. Of those with physical disabilities, 119 were provided with assistive devices such as hearing aids, wheelchairs and knee prostheses.
- Encouraging equitable education.** ECW supported the building of 18 accessible classrooms and three administrative blocks in five schools, and 168 latrines and 139 hand-washing stations in 154 schools; the new WASH facilities allow for the proper disposal of sanitary materials. As part of the programme's commitment to gender equality and resilience building among girls, 44,757 girls received MHM kits and basic training on menstruation, hygiene and care of sanitary materials.
- Improving mental health and psychosocial support.** In accordance with ECW's holistic approach, the MYRP incorporated a robust MHPSS component for children, families and teachers across six districts. In 2020, a total of 15,253 students (54 per cent girls) and 229 caregivers received MHPSS services, and 11,432 caregivers and 608 teachers received training in MHPSS activities, positive classroom management and psychosocial education for children's mental health and well-being. During the course, 252 cases of children and adults needing psychosocial support in various degrees were identified. It was reported that the children who participated in these activities demonstrated an improvement in judgement, confidence and sleep patterns.

Cameroon

GEOGRAPHICAL AREAS OF IMPLEMENTATION



The ongoing violence in the North-West and South-West regions of Cameroon has displaced more than 430,000 children and separated many families. Armed conflict since late 2016 has forced nearly 80 per cent of schools to close, negatively impacting the education of 700,000 boys and girls. Without a safe school environment and lacking the protection of their families, children in both regions are more susceptible to recruitment by non-state armed groups, exploitation and abuse.

PROGRAMME COMPONENTS

- **Increased access to and continuity of education through distance learning.** To mitigate the impact of school closures on school-aged children in the North-West and South-West regions, 1,583 radios and e-learning kits were distributed; the kits could be used by children online or offline, or in connection with radio programming. Grantees conducted training in the use of the kits for 38 community members (79 per cent women), 20 parents and caregivers (60 per cent women), as well as siblings, and in doing so laid a foundation for community-based education. For those able to attend school, capitation grants were provided for 1,330 IDP and other vulnerable children (60 per cent girls) at 40 schools, thus reducing hidden costs for parents and caregivers.
- **Improved psychosocial support for crisis-affected girls and boys.** Towards establishing safe and protective learning environments, 87 community facilitators (70 per cent women) were trained to provide psychosocial support to children. Training topics included psychological first aid, child protection in emergencies and hygiene management, and the use of games as a way for children to express their feelings. Facilitators were then able to conduct the sessions, ultimately benefiting 4,273 children (53 per cent girls). In a follow-up survey, 81 per cent of facilitators reported that these activities improved children's well-being and reduced aggressive behaviour, and 25 per cent reported a reduction in children's engagement with armed groups.


18,061
children reached
(54% GIRLS)

18,486 targeted (52% GIRLS)

KEY RESULTS

Community facilitators trained in education in emergency standards and psychosocial support:


247
(60% FEMALE)

Children who received capitation grants:


1,330
(60% GIRLS)
FROM 40 SCHOOLS

Children reached by psychosocial services:


4,273
(53% GIRLS)

GRANT INFO



FER:

July 2019 – Dec. 2020
Grantees: Danish Refugee Council,
Plan International, UNESCO,
World Food Programme

COVID-19 FER:

April 2020- June 2021
Grantees: UNESCO and UNICEF



NATIONAL COUNTERPART

None



FINANCIAL INFORMATION

Committed by ECW

FER | COVID-19 FER:
US\$ 2.8 M | \$ 1.5 M

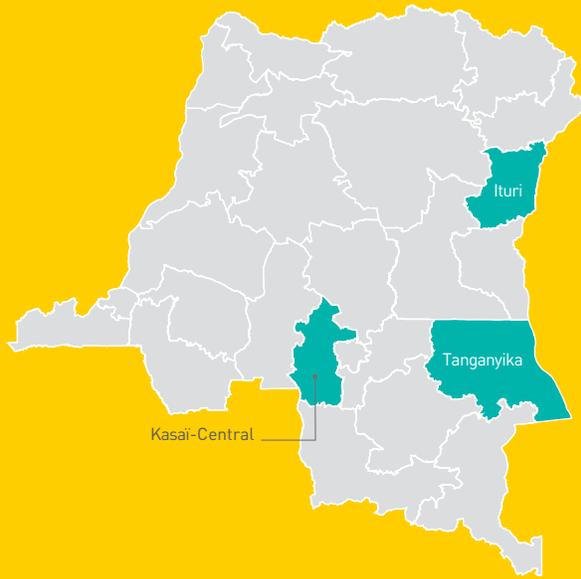


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Children at the playground of a primary school in Cameroon. Psychosocial support includes the use of games as a way for children to express their feelings.

Democratic Republic of the Congo

GEOGRAPHICAL AREAS OF IMPLEMENTATION



The Democratic Republic of the Congo faces extreme poverty and a compounding humanitarian crisis due to violent conflict, natural disasters, disease and a large influx of refugees from neighbouring countries. Sixty-four per cent of the population in DRC lives below the national poverty line. The country is home to the largest population of IDPs within Africa.

The introduction of free primary education in 2019 has led to overcrowded classrooms, teacher shortages and the depletion of education budgets. School infrastructure is poor. These challenges have been compounded by attacks on schools by armed groups. Prior to the COVID-19 pandemic, approximately 15 million to 23 million school-aged children and adolescents were out of school. Since then, that number has more than doubled, with an additional 27 million children and adolescents out of school.

Children and adolescents in DRC are exposed to many risks, including abuse and exploitation, forced recruitment by armed groups, child labour, child marriage and gender-based violence. Refugees and IDPs may additionally experience food insecurity and malnutrition. Because of poverty, many children drop out of school or their families may prioritize boys' education over that of girls. The quality of education remains a concern; many students do not master fundamentals in reading and mathematics. The MYRP has a strong humanitarian focus and cross-cutting programme, as it seeks to address the complex context of DRC and promote long-term resilience and development.


46,122
 children reached
 (52% GIRLS)

 67,740 targeted*

KEY RESULTS

IDP children targeted:

 **40,644**
 (60% GIRLS)

Girls among the children targeted:

(indigenous students, former child soldiers, victims of gender-based violence [GBV], unaccompanied children and other vulnerable groups):

 **35,224**
 (52% GIRLS)

Children with disabilities targeted:

 **10,161**
 (15% GIRLS)

GRANT INFO



MYRP:

Feb. 2021 – Feb. 2023

Grantee: UNICEF



COVID-19 FER (1):

Apr. 2020 – Oct. 2020

Grantees: AVSI, Save the Children, UNESCO, War Child Canada

COVID-19 FER (2):

Aug. 2020 – July/Aug. 2021

Grantees: AVSI, Télécoms Sans Frontières

* with ECW seed funding 200,000 total MYRP

PROGRAMME COMPONENTS

- **Improving student learning.** Safe learning spaces for formal and non-formal education will be constructed. Reading will be prioritized through the establishment of mini libraries and reading programmes. Schools, students and teachers will be provided with learning materials and recreational kits, as well as hygiene and sanitation kits.
- **Reintegration of out-of-school children.** Partners will facilitate the enrolment of adolescents into secondary schools. Scholarships will be specifically earmarked for girls and adolescents with disabilities.
- **Supporting teachers.** Teachers will be trained in pedagogy, classroom management and localized curriculum; topics include gender, inclusion, socio-emotional learning and child protection. Teachers will be equipped with a mental health and psychosocial support guide to prioritize their own self-care and the well-being of students.
- **Life skills and student leadership.** Educational programming will focus on life skills as well as 'second-chance' schooling through remedial education, distance education and accelerated learning programmes for students who have dropped out of school or never attended school. Student-led clubs reflecting common interests – such as peace building, child protection and gender – will be established in learning institutions, with fun and informative activities.
- **Addressing malnutrition.** Students will be provided with school meals and taught about nutrition and how to grow food in a garden. They will have opportunities to create vegetable gardens in their communities. Schools will become platforms for health and nutritional screening.
- **Provision of psychosocial support.** Female volunteers will be trained in psychosocial support and child safeguarding. They will act as menstrual hygiene management (MHM) focal points and role models of female leadership in educational settings.
- **Protection and gender equality in schools.** Committees will be established in schools to monitor gender-based violence and to promote physical and emotional well-being. Grantees will work with school management and leadership to develop codes of conduct as a mechanism to address gender-based violence.
- **Protection and gender equality in communities.** School management committees and parent committees will be trained on accountability, improving learning and civic engagement. These committees will support the monitoring of school performance, ensuring gender equality and children's rights. Interactive and participatory activities will be conducted to raise awareness of the barriers preventing girls from accessing education.

Information on COVID-19 grants can be found in the COVID-19 profile.



NATIONAL COUNTERPART

Ministry of Education, Global Education Cluster



FINANCIAL INFORMATION

Committed by ECW:

MYRP

US\$ **22.2 M**

COVID-19 FER (1):

US\$ **1.5 M**

COVID-19 FER (2):

US\$ **1.6**



© UNICEF/Tremeau

Girls play football during afternoon activities.

Greece

GEOGRAPHICAL AREAS OF IMPLEMENTATION



Greece is host to approximately 121,400 refugees and asylum seekers, 22,150 of whom are housed at six reception and identification centres (RICs): five on the Aegean islands of Chios, Kos, Leros, Lesvos and Samos, and one in Evros. RICs have a collective capacity of 5,400 but are currently at 410 per cent overcapacity. Extreme overcrowding at the centres is causing major protection, security and health risks, especially for the most vulnerable individuals. Children make up 36 per cent of those living at the centres, including 4,420 children who arrived unaccompanied.

Nearly 6,400 schoolchildren (aged 4–17 years) live in dire conditions. Many have pre-existing psychosocial and mental health issues caused by their experiences of extreme violence, threats to their lives and safety, the loss of loved ones and uncertainty about their future. Only 33 per cent of children on the Aegean islands attend any form of school, and just 3 per cent attend formal schools.

The situation in 2020 was further exacerbated by the catastrophic fires that broke out during September in and around the Moria RIC in Lesvos, rendering homeless the centre's entire population of 12,000 people (including 4,200 children).


6,554
children reached
(39% GIRLS)
7,260 targeted

KEY RESULTS

Students who received individual learning materials:


2,816

Out-of-school children who received non-formal education:


6,554

Teachers and front-line workers trained:


282

Classrooms supported, built or rehabilitated:


10

GRANT INFO



FER:

July 2019 – Aug. 2020 (UNHCR);
Feb. 2020 – Feb. 2021 (UNICEF)

COVID-19 FER:

July 2020 – Apr. 2021
Grantees: UNHCR, UNICEF



NATIONAL COUNTERPART

None



FINANCIAL INFORMATION

Committed by ECW

FER | COVID-19 FER:

US\$3.3 M | 1.3 M



© ECW/ Anouk Desgroseilliers

A refugee child attending an ECW-supported learning centre in Lesvos, Greece.

PROGRAMME COMPONENTS

- Classes and recreational activities for children.** UNESCO and UNICEF supported informal classes in Greek, English and mathematics for 6,554 child refugees and asylum seekers (41 per cent girls) who were not in school. Cultural mediators helped those who did not speak either Greek or English. Recreational activities, such as drawing, painting, physical exercise, dance and music, were offered as a way of building children's physical, mental and social skills.
- Expansion of non-formal facilities.** In the Moria refugee camp, UNICEF established a new building and rehabilitated another near the Tapuat non-formal education centre, increasing the centre's capacity by 800. UNHCR arranged safe daily transport to and from the centre in an effort to improve access.
- Teacher training.** UNICEF trained 282 teachers and front-line workers (85 per cent women). The 85 training hours covered such topics as creating inclusive classrooms for refugee and migrant children, classroom management, integrating psychosocial support in language classes, participatory and differentiated pedagogies and Greek as a second language.
- Learning support to students.** Some 2,816 students (42 per cent girls) received individual learning materials focused on English, Greek and mathematics. Learners received weekly homework via text and WhatsApp messages and were given written feedback from teachers.
- Psychosocial support and safe spaces for children and women.** UNICEF held psychosocial support sessions to help children process their trauma. UNICEF also created spaces where women could breastfeed their babies, obtain guidance on such topics as nutrition and gender-based violence and access counselling. These spaces promoted the empowerment of women and girls.

Information on COVID-19 FER grants can be found in the COVID-19 profile.

Lebanon


140,000
children reached
(51% GIRLS)
730,321 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



Lebanon faces vast disparities within education. The quality of teaching in schools in poorer communities, where refugees tend to live, is low compared to that of schools in more affluent areas of the country. Lebanon hosts more refugees per capita than any other country in the world; UNHCR estimates that 1.5 million Syrian refugees and over 200,000 refugees from other countries were living in Lebanon in January 2020. An estimated 9 out of 10 refugees live in extreme poverty.

In response, the FER has sought to improve the quality of basic education for Syrian and other refugees in Lebanon, with a focus on supporting education personnel and students. For details of the ECW MYRP response in Syria, see the Syria country profile.

ECW also responded after an explosion at the port in Beirut in August 2020, which killed over 200 people and damaged or destroyed 120 schools, affecting 55,000 students. As the FER grantee, UNESCO committed to rehabilitating and supplying essential facilities and services for 40 schools, helping 27,000 of those children who were most vulnerable in the aftermath of the disaster.

KEY RESULTS

Education personnel coached on the use of equipment and learning software:



Accredited diplomas in education counselling awarded:



Students with improved access to language labs and e-learning materials and equipment:



Schools equipped with e-learning materials and equipment:



Schools identified for rehabilitation:



GRANT INFO



FER:

Aug. 2018 – Feb. 2020 and
Sept. 2020 – Jan. 2021
Grantee: UNESCO

COVID-19 FER:

July 2020 – May/June 2021
Grantees: AVSI, International Rescue
Committee, Norwegian Refugee
Council, Save the Children

PROGRAMME COMPONENTS

- **Building capacity of Ministry of Education staff.** Training was provided to 60 Ministry of Education coordinators, promoting collaboration, building managerial and leadership skills and developing the Ministry's capacity. In a follow-up survey, 96 per cent of attendees reported that they were satisfied with the training received. Language classes and assessment language certification exams were offered to 600 Ministry of Education staff to improve the Ministry's capacity to work in French.
- **Supporting educators to provide quality education.** 200 education personnel received training and an accredited university diploma in education counselling. The diploma focused on learner-centred teaching, learning pedagogy and reflective practice.
- **Engaging children in their learning.** 140,000 learners in 1,000 schools benefited from improved access to language labs and e-learning materials and equipment.
- **Response to the port explosion.** In Beirut, ECW in coordination with UN partners, mapped and evaluated the damage to all private and public schools affected by the port explosion.

Information on COVID-19 FER grants can be found in the COVID-19 profile.



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NATIONAL COUNTERPART
Ministry of Education



FINANCIAL INFORMATION
Committed by ECW

FER

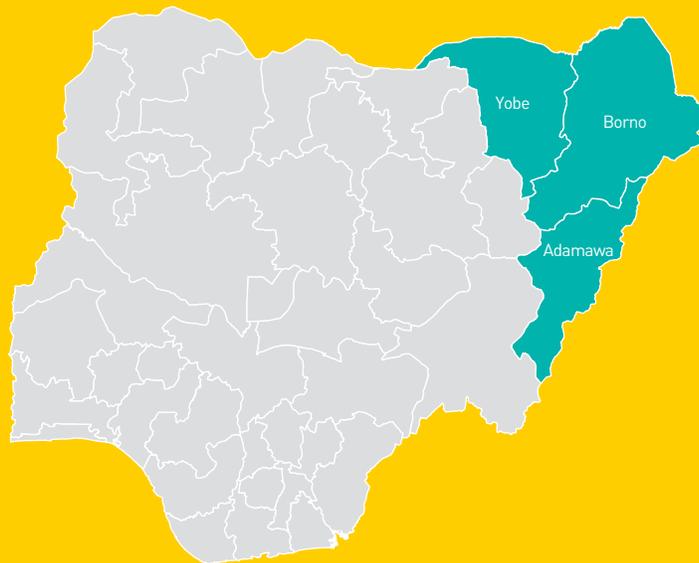
US\$3.8 M

A Palestine refugee girl at an ECW-supported UNRWA school in Ein El Hilweh.

Nigeria


482,292
targeted
(60% GIRLS)

GEOGRAPHICAL AREAS OF IMPLEMENTATION



© UNICEF/ Adebayo

Nigeria is in the tenth year of a crisis driven by ongoing, regionalized armed conflict. At the start of 2020, there were 2.5 million IDPs in Nigeria. Citizens continue to be targeted in killings, abductions and sexual violence. This humanitarian emergency has left 2.8 million children in need of support for education and protection in the north-eastern states of Adamawa, Borno and Yobe.

Armed groups have targeted educational institutions, killing and abducting both students and teachers. Children and adolescents suffer from extreme protection and safety risks such as gender-based violence, abduction, arbitrary detainment and forced recruitment, all of which contribute to school drop-out. Girls are in particular danger en route to school, and they often travel home to use WASH facilities because many schools lack basic sanitation and hygiene infrastructure.

Added to this, poverty prevents students from accessing education – families cannot afford school costs – and quality issues are a further deterrent. Classrooms lack furniture, learning materials are of poor quality, teachers are often absent and qualified teachers are in short supply. These problems disproportionately affect girls and students with disabilities. The MYRP focuses on the continued delivery of education in emergencies through establishing temporary learning spaces, addressing cross-cutting issues such as safety and protection, and strengthening the education sector and local leadership to take ownership of educational transition and delivery.

GRANT INFO



MYRP:

Jan. 2021 – Jan. 2024

Grantees: Norwegian Refugee Council, Save the Children, UNICEF



COVID-19 FER:

Apr. 2020 – Dec. 2020

Grantees: Plan International, Save the Children, Street Child, UNICEF



NATIONAL COUNTERPART
Ministry of Education, National Education Group



FINANCIAL INFORMATION
Committed by ECW

MYRP:

US\$20.1 M

COVID-19 FER:

US\$1.1 M

PROGRAMME COMPONENTS

- **Increased learning opportunities and life skills.** Grantees will provide teaching and learning materials, including school kits, teaching guides and textbooks, to students and schools. The focus will be on supporting vocational education and training for adolescents, including girls and children with disabilities. To monitor holistic learning outcomes, grantees will work with the appropriate representatives to create a national-level monitoring and assessment toolkit on literacy, numeracy and mental health.
- **Reintegration of children who left school because of the conflict.** Classrooms will be constructed and rehabilitated to accommodate greater numbers of children returning to school. Grantees will engage with communities, education authorities, government officials and relevant NGOs to improve and sustain conflict-affected children's enrolment in formal education. Children will be supported in transitioning from alternative learning programmes to formal schooling. Community training interventions will seek to change behaviours and attitudes that prevent girls from accessing education and that may result in recruitment by armed groups. Outreach to parents and guardians will provide information on positive child discipline, the prevention of sexual violence, and MHPSS referral pathways.
- **Supporting teachers.** Teachers, especially women teachers, will be supported through educator stipends to reduce absenteeism and incentivize teaching in a conflict-affected context. Teacher training will cover inclusion and gender equality. Teachers will have access to a mentorship programme to support their mental health and psychosocial support (MHPSS) needs. Grantees will work with authorities to develop a national teacher recruitment campaign and teacher retention strategy, with particular attention on increasing the recruitment of female teachers.
- **Protection and safety.** New WASH facilities and campaigns will promote hygiene, child protection and child safeguarding at the community level. School leadership, personnel, teachers and school-based management committees will receive training on inclusive education. Additionally, gender-informed codes of conduct will be developed for school staff and volunteers.

Information on COVID-19 grants can be found in the COVID-19 profile.



© UNICEF/Owoicho

A girl solves a maths problem on the board in Dogonkuka primary school Fune LGA, in Yobe state, Nigeria.

Sahel Regional Profile



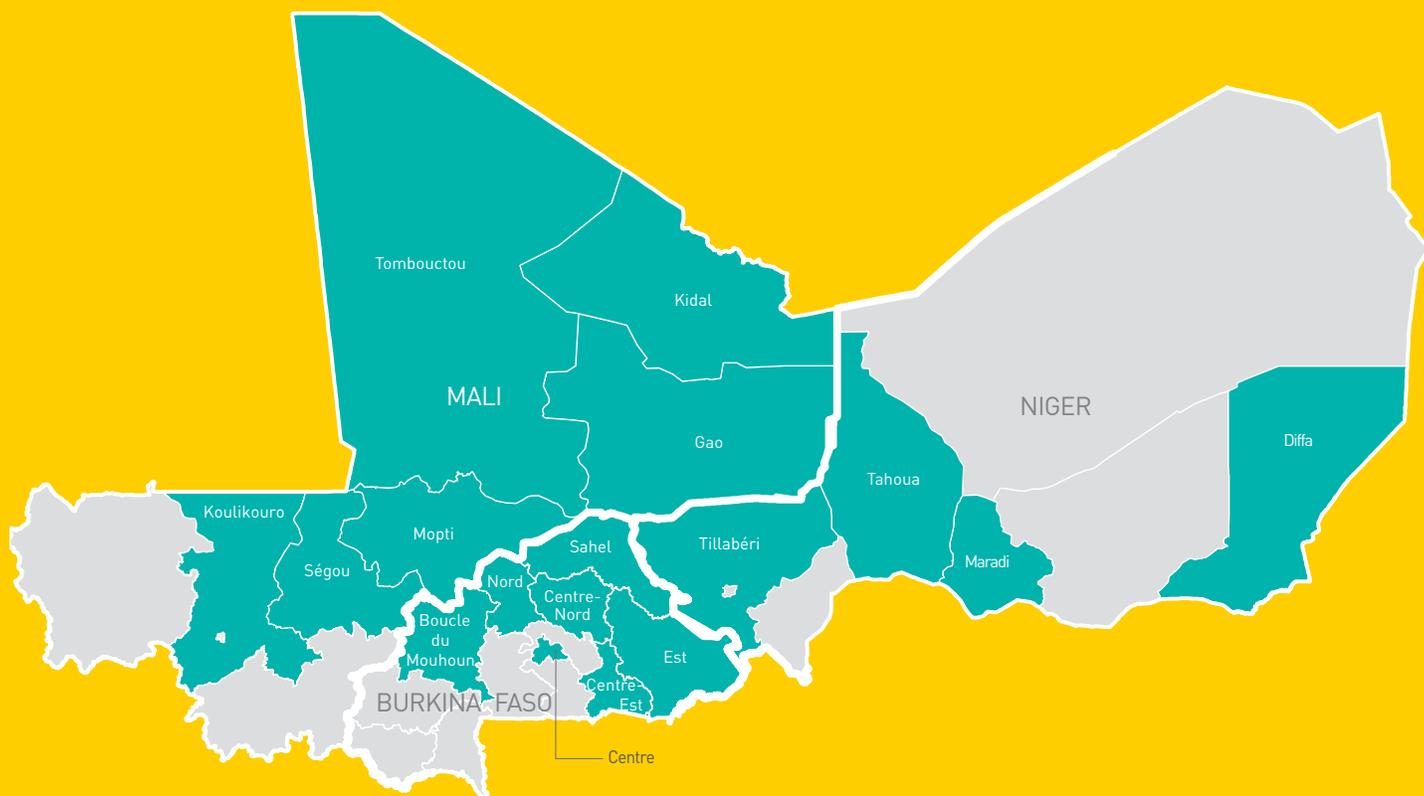
326,623

 children reached

 (49% GIRLS)

 809,038 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



Conflict and insecurity have continued to exacerbate a very fragile situation in the Sahel region, affecting the countries of Burkina Faso, Mali and Niger. The number of children needing humanitarian assistance increased from 1.2 million in 2019 to 2.3 million in 2020. In Burkina Faso specifically, the number of children in need of protection increased more than tenfold, from 35,800 children in 2019 to 368,000 in 2020.

The security situation, coupled with the effects of COVID-19, seriously threatens the well-being of children and their access to education. In all three countries, schools were forced to close to limit the spread of COVID-19, which put an estimated 12 million children out of school temporarily. Before COVID-19, more than 8 million children aged 6–14 years were already out of school in the region. As the crisis unfolds, children who were out of school face increasing challenges in returning to their classrooms. They are more vulnerable to recruitment by armed groups, sexual and gender-based violence, child labour, and other forms of exploitation and abuse.

The ECW-led response in the Sahel region seeks to strengthen the education sector and provide for children’s critical needs in the areas of safety and protection.

KEY RESULTS

Children aged 3–18 years reached with individual learning materials:



276,072

 (47% GIRLS)

Teachers or administrators trained:



10,310

 (34% FEMALE)

Classrooms supported with materials to enhance the learning environment:



2,333

BURKINA FASO

68,184

children reached (FER)
(50% GIRLS)

144,429 (MYRP) + 81,012 (FER)

GRANT INFO



MYRP:

Jan. 2021 – Dec. 2023
(approved Dec. 2020)
Grantees: *Enfants du Monde, UNICEF*



FER:

Oct. 2019 – Oct. 2021
Grantees: *EduCo, Enfants du Monde, Plan International, Save the Children, UNHCR, UNICEF, World Food Programme*

COVID-19 FER:

Apr. 2020 – Jan. 2021
Grantees: *EduCo, Plan International, Save the Children, UNHCR, UNICEF*



NATIONAL COUNTERPARTS

Ministry of National Education, Literacy and Promotion of National Languages



FINANCIAL INFORMATION

Committed by ECW

MYRP:

US\$11.1 M

FER:

US\$9.9 M

MALI:

69,620

children reached (FER)
(48% GIRLS)

90,184 (MYRP) + 287,849 (FER)

GRANT INFO



MYRP:

Jan. 2021 – Dec. 2023
(approved Dec. 2020)
Grantees: *EduCo, Plan International, Save the Children, UNHCR*



FER:

Sept. 2019 – Sept. 2021 (9 grants)
Grantees: *Humanity & Inclusion, Plan International, Save the Children, UNICEF, World Vision*

COVID-19 FER:

Apr. 2020 – Apr. 2021
Grantees: *Save the Children, UNHCR, UNICEF*



NATIONAL COUNTERPARTS

Ministry of Education



FINANCIAL INFORMATION

Committed by ECW

MYRP:

US\$11.1 M

FER:

US\$10.9 M

Disbursed to grantees:

COVID-19 FER:

US\$2.5 M

NIGER:

188,819

children reached (FER)
(50% GIRLS)

53,620 (MYRP) + 151,944 (FER)

GRANT INFO



MYRP:

Jan. 2021 – Dec. 2023
(approved Dec. 2020)
Grantees: *Plan International, World Food Programme, World Vision*



FER:

Aug. 2019 – Mar. 2022
Grantees: *Cooperazione Internazionale (COOPI), Norwegian Refugee Council, Plan International, Save the Children, UNHCR, UNICEF, World Food Programme, World Vision*

COVID-19 FER:

Apr. 2020 – Oct. 2020
Grantees: *Plan International, Save the Children, World Food Programme, World Vision*



NATIONAL COUNTERPARTS

Ministry of Education



FINANCIAL INFORMATION

Committed by ECW

MYRP:

US\$11.1 M

FER:

US\$9.7 M



With the support of ECW, 3,000 solar radios have been distributed to vulnerable households with school-age children and adolescents in conflict-affected areas or distributed to listening groups for children's continued learning, Mali.

PROGRAMME COMPONENTS

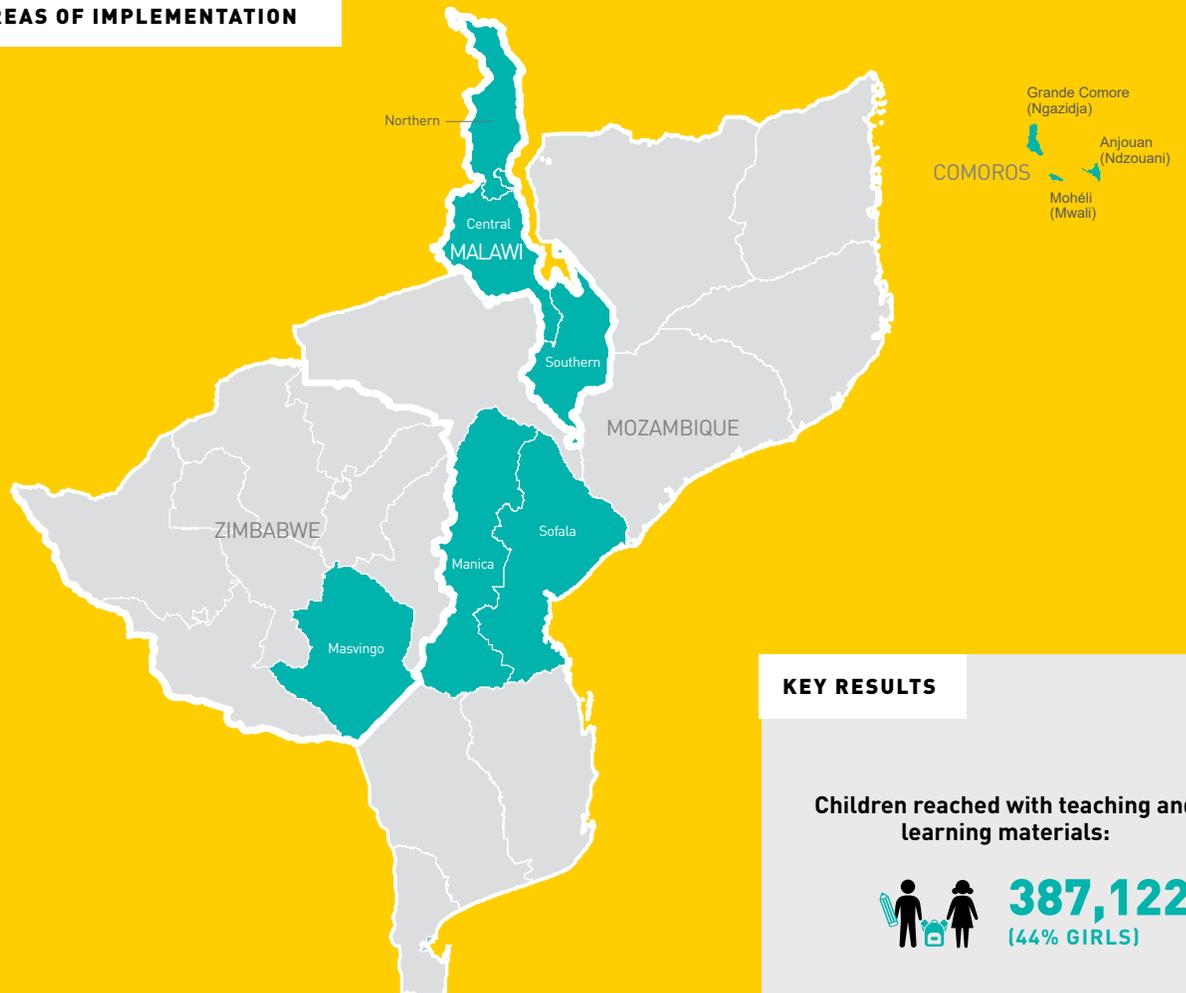
- Access.** Grantees in the Sahel region provided access to education through the rehabilitation or construction of 418 classrooms or temporary learning spaces. In Burkina Faso, ECW-supported interventions established 38 temporary learning spaces and 28 temporary spaces for pre-school and primary education. In Mali, 15 temporary learning centres were built to prevent student drop-out and provide education to adolescents who were out of school in 15 villages. A Niger intervention provided access to education for 23,596 out-of-school children (48 per cent girls) through the construction and/or rehabilitation of 40 classrooms and more than 180 temporary learning centres.
- School fees and enrolment.** Grantees facilitated access to education by paying school fees and enrolling students in formal education. In Burkina Faso, 300 students (64 per cent girls) received eight monthly scholarships and another 150 students (76 per cent girls) were awarded scholarships to complete their schooling. In Niger, 948 students (39 per cent girls) were enrolled in 36 alternative education centres. Another Niger intervention supported 298 displaced schoolchildren (35 per cent girls) through monthly financial stipends.
- Remedial courses and learning outcomes.** Across the Sahel region, ECW grantees reached 276,072 students (71 per cent girls) with individual learning materials and supported students through remedial classes. In Burkina Faso, accelerated schooling was implemented in learning centres to assist 218 students (95 per cent IDPs). Remedial courses were provided for 2,115 students (49 per cent girls) in 26 schools in preparation for end-of-year exams. A Mali intervention supported 2,449 IDP students (39 per cent girls) in preparing for end-of-year exams. Of that group, 1,650 students (36 per cent girls) – nearly two thirds – passed their exams and continued their schooling at the secondary level. These students will be provided with transportation, meals and health kits to support their staying in school. In Niger, 19,463 students (48 per cent girls) benefited from remedial classes in 140 elementary schools, which recorded a 15 per cent improvement in French and mathematics skills. Finally, Niger grantees focused on reintegration through identifying 247 secondary-school-age children (33 per cent girls) from the refugee and IDP communities and re-enrolling 92 per cent of them in school (227 students, including 36 per cent girls), and registering 1,093 children who were out of school (51 per cent girls) in school-readiness programmes to acquire prerequisite foundations in mathematics, reading and life skills.
- Capacity building and protection.** Approximately 10,310 teachers (33 per cent women) were trained in the Sahel region. In Burkina Faso, over 550 teachers and community representatives were trained on various topics, including psychosocial support, disaster risk reduction, the 'safe school' approach and child safeguarding, and 120 teachers were trained in developing school safety and risk mitigation plans. This led to the development of risk mitigation plans in 40 schools in Burkina Faso. In Mali, 18 sessions on safe schools and child protection were conducted for 540 stakeholders (41 per cent women), including members of parent associations and school management committees. A guide on psychosocial support was also developed for educators in Mali. In Niger, 42 school administrators were trained on the risk factors of gender-based violence and on gender equality within schools. School administrators were then tasked with training teachers; the training indirectly benefited more than 8,000 students (48 per cent girls). Within Niger, ECW grantees supported the development of more than 150 school preparedness and risk management plans. In the area of pedagogy, teachers were monitored and assessed on classroom practices and provided with feedback; 50 per cent of the teachers monitored had improved their knowledge and mastery of foundational skills in primary pedagogy.
- Community Initiatives.** In Mali, a national back-to-school campaign actively involved more than 650 child ambassadors in targeted regions. In another intervention, community mobilization activities and assemblies focusing on gender mainstreaming and girls' inclusion in education were held for village chiefs, counsellors, and women and youth (across nine IDP groups and 16 host communities), which facilitated the registration and enrolment of 320 children (63 per cent girls) in accelerated learning centres. Four communal commissions were established to monitor the community and school participation of 518 children (236 with disabilities and 282 displaced/returnee children).

Information on COVID-19 grants can be found in the COVID-19 profile.

Southern Africa Regional Profile


745,827
children reached
(50% GIRLS)
.....
406,915 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



KEY RESULTS

Children reached with teaching and learning materials:

 **387,122**
(44% GIRLS)

Teachers and administrators trained:

 **6,840**
(51% FEMALE)

Classrooms built or rehabilitated:

 **142**

Classrooms supported with teaching and learning materials:

 **2,648**

In 2019, Southern Africa was hit by two of the most extreme cyclones to ever make landfall in the region, leaving a trail of destruction across multiple countries. In March, Cyclone Idai, a category 2 cyclone, brought winds of 105 miles per hour; and just over a month later, in April, the region was struck by Cyclone Kenneth, a category 4 cyclone, with winds of 140 miles per hour. Both cyclones were highly dangerous, but of the two, Cyclone Idai had a more devastating impact, as it hit largely populated areas with poor infrastructure. In 2019, UNICEF reported that 1.6 million children needed urgent assistance, as Cyclone Idai had caused a public health, nutrition, protection, sanitation and education emergency.

Across Comoros, Malawi and Zimbabwe, 435,000 students had their education disrupted as school infrastructure collapsed or was repurposed. In Mozambique, 3,400 classrooms were destroyed or damaged, with 2,713 in a single province (Sofala). In Mozambique, 37,380 teachers were left without teaching resources, which highly curtailed the quality of education that they could provide to students. Education access, enrolment and achievement plummeted in the aftermath of the two cyclones.

Southern Africa Regional Profile

ECW's response to the crises was prompt. It made a significant contribution to UNICEF's US\$122 million humanitarian appeal for support during the initial nine months after the cyclones. Funds from ECW have helped mitigate the adverse impacts for students in Comoros, Malawi, Mozambique and Zimbabwe.

COMOROS

42,089

children reached (FER)
(49% GIRLS)

27,282 (FER)

GRANT INFO



FER:

July 2019 – Dec. 2020
Grantee: UNICEF



NATIONAL COUNTERPARTS

None



FINANCIAL INFORMATION

Committed by ECW

FER:

US\$**639,266**

MALAWI

351,669

children reached (FER)
(52% GIRLS)

87,041 (FER)

GRANT INFO



FER:

June 2019 – July 2020
Grantees: Action Aid, Save the Children, UNICEF, World Food Programme, World Vision

COVID-19 FER:

Apr. 2020 – Oct. 2020
Grantees: Save the Children, UNICEF



NATIONAL COUNTERPARTS

Ministry of Education, Science, and Technology, Ministry of Disaster Preparedness, Department of Public Works



FINANCIAL INFORMATION

Committed by ECW

FER:

US\$**2.3 M**

COVID-19 FER:

US\$**325,000**

MOZAMBIQUE

142,344

children reached (FER)
(51% GIRLS)

202,344 (FER)

GRANT INFO



FER:

Apr. 2019 – May 2021
Grantees: AVSI; Centre for Civil Society Learning & Capacity Building (CESC); Food for the Hungry; Plan International; Save the Children; UNICEF; UN Habitat; World Vision

COVID-19 FER:

Apr. 2020 – Oct. 2020
Grantees: Plan International, UNICEF, World Vision



NATIONAL COUNTERPARTS

Department of Public Education and Department of Environment Health. Both departments are governed by the Ministry of Health.



FINANCIAL INFORMATION

Committed by ECW

FER:

US\$**10.4 M**

COVID-19 FER:

US\$**325,000**

ZIMBABWE

209,725
children reached (FER)
(49% GIRLS)

90,248 (FER)

GRANT INFO

**FER:**

July 2019 – July 2020

Grantees: CARE, Plan International,
Save the Children, World Vision

COVID-19 FER:

Apr. 2020 – Oct. 2020

Grantees: Plan International, Save
the Children, UNICEF, World Vision

**NATIONAL COUNTERPARTS**

Ministry of Primary and Secondary
Education, Ministry of Health

**FINANCIAL INFORMATION**

Committed by ECW

FER:**US\$2.25 M****COVID-19 FER:****US\$400,000**

© UNICEF/Fauvrette

Students at home using the Telescola television programme since their schools closed due to the COVID-19 pandemic, Mozambique.

PROGRAMME COMPONENTS

- **Supported continuity of education in emergencies.** ECW funding facilitated the continuity of education for 745,827 students (50 per cent girls), which helped mitigate the long- and short-term impacts of education loss. National governments, with the support of ECW grantees, made robust progress towards the creation of effective disaster mitigation strategies aligned with strategic education plans.
- **Made physical improvements to schools.** Grantees rehabilitated or built 142 classrooms and temporary learning spaces and mapped 348 classrooms and spaces in need of rehabilitation. To promote effective sanitation, 294 latrines were constructed. Sanitation and the provision of safe water stations contributed to controlling the cholera health emergency caused by the cyclones.
- **Provided quality learning resources.** Grantees distributed 387,122 individual learning materials to children and an additional 2,648 learning resources to classrooms. The learning resources were designed to improve the quality of education within and outside the classrooms.
- **Supported children to stay in school.** Grantees continued to provide financial incentives for children to re-enrol and remain in school; these include payment of school fees and school-feeding programmes to reduce hunger.
- **Public campaigns.** Education awareness, disaster preparedness and health campaigns reached 635,839 people across southern Africa.
- **Teacher training.** A total of 6,840 education personnel received training. Teachers reported a high level of stress among children after the cyclones, especially in Mozambique; 512 teachers received psychosocial training in response to this concern.
- **DRR training and support.** Training on DRR topics was provided to 1,283 education personnel. DRR mapping and plans were developed, and their implementation was monitored through coordination with grantees, CSOs and government stakeholders. Regular monitoring was introduced to quickly identify and assist schools in need.

Information on COVID-19 grants can be found in the COVID-19 profile.

Venezuela Regional Crisis Profile



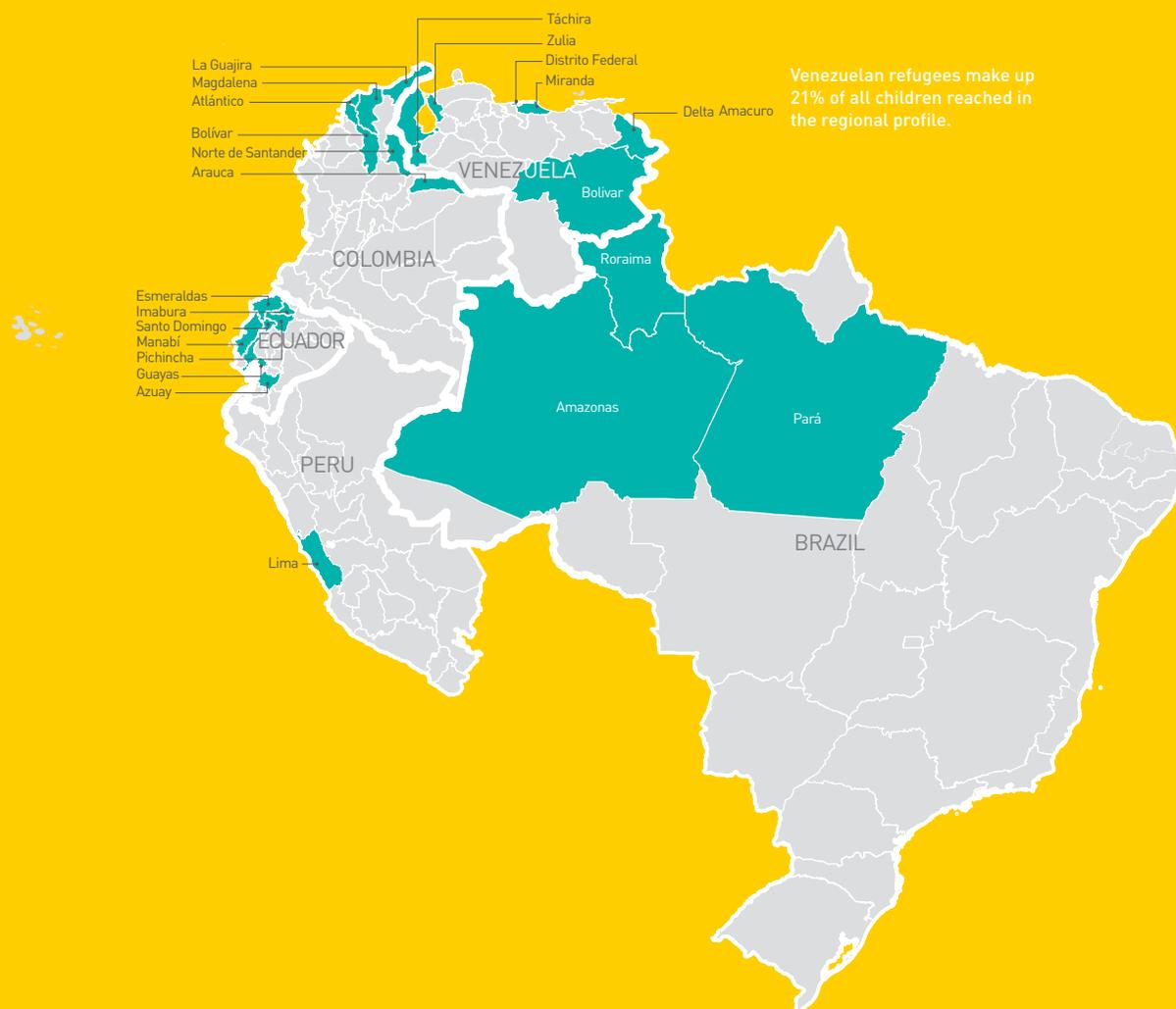
219,275

 children reached

 (50% GIRLS)

 241,681 targeted

GEOGRAPHICAL AREAS OF IMPLEMENTATION



The humanitarian, political and socio-economic crisis in Venezuela has resulted in extreme food insecurity and hyperinflation, which in turn have disrupted Venezuela's public services and educational system. The impacts are many – years of schooling lost, limited access to goods and services, threats to protection and safety, and people unable to access public services such as health – and these impacts are felt disproportionately by children. Many Venezuelans have left for neighbouring countries, which are absorbing them into their national systems. The overwhelming influx of refugees into Brazil, Colombia, Ecuador and Peru has underlined the need for increased educational support. In each of these countries, the number of students and refugees requiring assistance and reintegration into the

Venezuelan refugees directly reached with ECW interventions in Brazil, Colombia, Ecuador and Peru:

47,600

 (49% GIRLS)

SINCE 2019:

Brazil: 11,890 (48% GIRLS)

Colombia: 13,275 (49% GIRLS)

Ecuador: 14,541 (49% GIRLS)

Peru: 7,894 (48% GIRLS)



formal school system has substantially increased since 2015. ECW's educational response to the Venezuela crisis is therefore a regional one. The FER programmes in the four targeted countries were designed to improve access to both formal and non-formal/alternative education for Venezuelan refugee and migrant children and adolescents in Brazil, Colombia, Ecuador and Peru

In response to the COVID-19 pandemic, the programme has prioritized alternative education approaches such as remote learning, remedial education and psychosocial support to ensure the continuity of education. Challenges remain, but the impact of the FER goes well beyond an emergency response. This is evidenced for example in Colombia, where 71 per cent of children supported through the FER are now part of the formal education system in that country.

Building on the results delivered through ECW's first emergency, the MYRPs in Colombia, Ecuador and Peru will continue to ensure access to inclusive and equitable quality education for Venezuelan refugee, migrant and host-community children and adolescents. If fully funded through the three-year MYRP, ECW will reach over 355,000 Venezuelan and host-community children and adolescents.

VENEZUELA

76,871

children reached (FER)
(50% GIRLS)

75,000 (FER)

BRAZIL

11,890

children reached (FER)
(48% GIRLS)

3,500 (FER)

GRANT INFO



FER:

Jan. 2020 – Dec. 2020
Grantee: UNICEF

COVID-19 FER:

Apr. 2020 – Oct. 2020
Grantee: UNICEF



NATIONAL COUNTERPARTS

Ministry of Education



FINANCIAL INFORMATION

Committed by ECW

FER:

US\$7 M

COVID-19 FER:

US\$1 M

GRANT INFO



FER:

Apr. 2019 – Mar. 2020
Grantee: UNICEF

COVID-19 FER:

Apr. 2020 – Oct. 2020
Grantee: UNICEF



NATIONAL COUNTERPARTS

Ministry of Education



FINANCIAL INFORMATION

Committed by ECW

FER:

US\$749,000

Disbursed to grantees:

COVID-19 FER:

US\$250,000

KEY RESULTS

Students who regularly attended catch-up learning classes in Venezuela to promote reintegration in schools:



12,871
(48% GIRLS)

Students who received learning kits in Venezuela:



76,871
(50% GIRLS)

COLOMBIA

32,155

children reached (FER)*
[49% GIRLS]

7,837 (MYRP) + 20,000 (FER)

* 0 (MYRP)

GRANT INFO



MYRP:

Jan. 2021 – Dec. 2023
(approved Dec. 2020)
Grantees: Save the Children
and UNICEF



FER:

July 2019 – Oct. 2020
Grantee: Save the Children

COVID-19 FER:

Apr. 2020 – Oct. 2020
Grantee: Save the Children



NATIONAL COUNTERPARTS
Ministry of Education



FINANCIAL INFORMATION
Committed by ECW

MYRP:

US\$ **12.4 M**

FER:

US\$ **2.6 M**

COVID-19 FER:

US\$ **1 M**

ECUADOR

87,081

children reached (FER)*
[49% GIRLS]

333,258 (MYRP) + 51,000 (FER)

* 0 (MYRP)

GRANT INFO



MYRP:

Jan. 2021 – Dec. 2023
(approved Dec. 2020)
Grantee: UNESCO



FER:

June 2019 – Feb. 2021
Grantee: UNICEF

COVID-19 FER:

Apr. 2020 – Oct. 2020
Grantee: UNICEF



NATIONAL COUNTERPARTS
Ministry of Education



FINANCIAL INFORMATION
Committed by ECW

MYRP:

US\$ **7.41 M**

FER:

US\$ **1.94 M**

COVID-19 FER:

US\$ **550,000**

PERU

11,278

children reached (FER)*
[50% GIRLS]

30,000 (MYRP) + 10,000 (FER)

* 0 (MYRP)

GRANT INFO



MYRP:

Jan. 2021 – Dec. 2023
(approved Dec. 2020)
Grantee: UNICEF



FER:

May 2019 – Sept. 2020
Grantee: Refugee Education Trust

COVID-19 FER:

Apr. 2020 – Oct. 2020
Grantee: Refugee Education Trust



NATIONAL COUNTERPARTS
Ministry of Education



FINANCIAL INFORMATION
Committed by ECW

MYRP:

US\$ **7.41 M**

FER:

US\$ **1.29 M**

COVID-19 FER:

US\$ **300,000**

PROGRAMME COMPONENTS

- Reintegrating students and accelerated learning programmes (ALPs).** The Venezuela FER grant implemented catch-up programmes in six states and 86 alternative teaching centres, reaching 12,871 students (48 per cent girls) who were out of school. As a result, 3,072 of the 3,809 students targeted with the catch-up programme re-enrolled in formal schooling (including 46 per cent girls). In Colombia, FER grantees successfully reached 2,004 children (48 per cent girls) through ALPs; 80 per cent of students supported by ECW completed the school learning cycle and 71 per cent transitioned from informal to formal education. The Colombia MYRP (2021–2023) will continue to focus on temporary learning spaces and support strategies to strengthen students' foundational skills. In Brazil, the FER created two new temporary learning spaces and supported 2,271 children from relocated families. The Peru MYRP (2021–2023) will prioritize cash transfers and learning kits for children with disabilities to promote their reintegration into school.
 - Promoting increased learning outcomes.** The Venezuela FER supported the creation of a three-module curriculum for the reintegration of children into formal schooling. The curriculum is designed to aid in the development of linguistic abilities, mathematics skills and psychosocial skills. The grant also supported the creation of a skills-building programme and its delivery to 11,409 adolescents; they gained valuable life skills and technical skills, completed 320 academic hours and earned a work training certificate. The Colombia MYRP will develop a learning outcome measurement tool to assess the impact of different variables on literacy, numeracy and socio-emotional learning outcomes based on students' level of vulnerability.
 - Training and supporting teachers.** In Venezuela, 518 teachers and facilitators (85 per cent women) were trained to manage the alternative education programme. Teachers were supported with a US\$60 monthly stipend, a monthly food bag and a hygiene kit; 180 them completed a training of trainers session, which indirectly reached 1,685 teachers (71 per cent women). ECW's intervention in Ecuador focused on psychosocial support. Some 1,420 teachers were trained in inclusive education methodologies and activities, reaching 3,000 students. An additional 298 teachers (78 per cent women) participated in training on pedagogy and inclusive education. Online workshops prioritizing teachers' own psychosocial well-being were provided for 753 teachers and counsellors. The Brazil FER trained 9,300 teachers and professionals on carrying out education in an emergency context and working with children from indigenous communities. The Peru MYRP will train school principals and teachers on gender inclusion, mental health and psychosocial support, digital skills building and incorporating socio-emotional and life skills into curricula.
 - Learning materials.** Materials were distributed to 76,871 students (50 per cent girls) in Venezuela, 25,655 students (49 per cent girls) in Colombia, 3,260 students (48 per cent girls) in Ecuador and 7,686 students (48 per cent girls) in Peru. In Venezuela, UNICEF distributed learning materials and ECE and recreational kits; 42,695 students in 194 public schools received the kits. Outside public schools, 12,871 children in 89 ALPs received learning kits and 63,326 adolescents were reached through 260 job training centres.
- Protection and safety.** In Colombia, psychosocial support activities reached 1,479 students (49 per cent girls). Thirty-two classrooms were rehabilitated and 122 latrines were improved, providing safe and dignified access to water for students; 99 per cent of ECW-supported schools now meet safe learning standards. In Ecuador, grantees developed a methodology to promote hygiene and menstrual hygiene within schools, which included a detailed needs assessment of existing WASH facilities, the design of improvement plans and the purchase of WASH kits. Brazil's Super Panas programme established protection services at 30 emergency sites and provided services to 18,402 students living in settlements and informal shelters.
 - Nutritional and cash-based assistance.** In Venezuela, families received monthly food bags with non-perishable food for five people; the assistance reached 17,000 vulnerable and out-of-school children. In total, 84,837 people benefited from the food security programme. Because of COVID-19, Venezuela's summer school programme was conducted online, and 4,142 beneficiaries received snack kits to support their nutritional well-being. In Peru, 3,079 crisis-affected migrant and refugee children received cash-based assistance.



In Ecuador, 15-year-old Jair would have dropped out of school without an intervention on the part of his teacher, the support of a school counsellor – and a tablet donated thanks to ECW.

Information on COVID-19 grants can be found in the COVID-19 profile.

Yemen

GEOGRAPHICAL AREAS OF IMPLEMENTATION



Since 2014, the war in Yemen has caused major disruption to all aspects of life. Some 80 per cent of the total population, including 12.4 million children, need humanitarian assistance. The unprecedented displacement of people fleeing from war, particularly from the governorates of Al Hudaydah, Hajjah and Taizz to other parts of the country, has resulted in the widespread loss of homes, livelihoods and children's education.

Years of armed conflict has devastated education infrastructure. Many school buildings have been destroyed or damaged by airstrikes, mortar fire and heavy shelling, or occupied by armed groups or IDP families. The occupation of schools for non-educational purposes has led to further deterioration of school infrastructure, especially of WASH facilities and furniture. Years without teacher incentives and financial and material support to schools has left few opportunities for children to continue their education during this time.

The COVID-19 pandemic added a new layer of complexity to the crisis for millions of children in Yemen. In March 2020, after several cases of infection were reported, schools closed early, in the middle of the academic year, and remained closed for six months.


9,288
children reached
(48% GIRLS)

14,712 targeted

KEY RESULTS

Teachers/ administrators trained in education in emergencies, psychosocial support, active learning and hygiene promotion:

 **250**
(39% FEMALE)

Classrooms (including temporary learning spaces) built or rehabilitated and supported with materials:

 **95**

Average attendance rate for children and adolescents in ECW-supported education (formal or non-formal equivalent):

 **89%**

GRANT INFO



FER:

Feb. 2020 – May 2021

Grantee: Norwegian Refugee Council



NATIONAL COUNTERPART
Ministry of Education



FINANCIAL INFORMATION
Committed by ECW

FER
US\$3 M

PROGRAMME COMPONENTS

- Rehabilitation and construction of learning spaces.** Three schools in supported locations were reconstructed and rehabilitated to make them habitable and safe for teaching and learning. Temporary learning spaces were built or rehabilitated, resulting in a total of 95 classrooms (permanent and temporary) becoming available for educational use.
- Gender equity in the provision of education.** Volunteer female teachers were recruited as a way of encouraging more girls to enroll in school and providing professional experience to female teachers, towards equal opportunity for all. Provision of gender-segregated latrines in schools allowed students privacy and protection, thus also addressing the gender-specific needs of beneficiaries. As a result of these efforts, 9,288 boys and girls (48 per cent girls) were enrolled in formal education.
- Recruitment of teachers and financial support.** All 84 volunteer teachers (55 per cent female) recruited to support the teaching and learning process in target schools benefited from monthly incentives in the form of cash transfers.
- Community mobilization.** The project built capacity by training seven parent teacher associations (PTAs) made up of 44 members (43 per cent female) in capacity building, which led to the increased participation of PTAs in school activities. The PTAs mobilized students through back-to-school campaigns and collected feedback on the project interventions.
- Training for the provision of psychosocial support.** Teachers were trained on several psychosocial support topics, as well as teaching methodology. Those trained in psychosocial support gained the knowledge and skills to identify students who may require intervention and to make referrals where necessary.



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Girls walking to their school in Taizz, Yemen.

ANNEX 1—FINANCIAL DATA

	APPROVED	DISBURSED				TOTAL		REFUND
		2017	2018	2019	2020	Disbursed	Undisbursed	
INITIAL INVESTMENTS								
Chad	10,000,000	3,781,179	6,218,821	0	0	10,000,000	0	0
Ethiopia	15,000,000	4,797,856	4,412,291	5,789,853	0	15,000,000	0	0
Syria	15,000,000	7,545,622	7,454,378	0	0	15,000,000	0	0
Yemen	15,000,000	10,214,780	0	4,785,220	0	15,000,000	0	0
Total Initial Investments	55,000,000	26,339,436	18,085,491	10,575,073	0	55,000,000	0	0

ACCELERATION FACILITY								
Alliance for Child Protection in Humanitarian Action (CPHA)	100,000	0	0	100,000	0	100,000	0	0
Global Campaign for Education (GCE)	150,000	0	0	150,000	0	150,000	0	0
Global Coalition to Protect Education from Attack (GCPEA)	100,002	0	75,000	25,002	0	100,002	0	0
Global Coalition to Protect Education from Attack (GCPEA)	157,655	0	0	0	157,655	157,655	0	0
Redd Barna	124,548	0	0	124,548	0	124,548	0	1,449
Results UK	383,515	0	0	0	383,515	383,515	0	0
Rockefeller Philanthropy Advisors (Education Commission)	40,000	0	0	0	40,000	40,000	0	0
UNICEF - Early Childhood Development	1,000,000	0	0	0	602,973	602,973	397,027	0
UNICEF IASC Cluster (EMOPS)	2,500,000	2,000,060	499,940	0	0	2,500,000	0	0
UNICEF IASC Cluster (EMOPS)	100,045	0	100,045	0	0	100,045	0	0
UNICEF IASC Cluster (EMOPS)	2,493,946	0	0	1,249,251	1,244,694	2,493,946	0	0

	APPROVED	DISBURSED				TOTAL		REFUND
		2017	2018	2019	2020	Disbursed	Undisbursed	
Inter-Agency Network for Education in Emergencies (INEE)	100,000	0	75,000	25,000	0	100,000	0	0
Inter-Agency Network for Education in Emergencies (INEE)	400,000	0	0	400,000	0	400,000	0	0
International Federation Red Cross (IFRC)	450,000	0	0	0	450,000	450,000	0	0
Intergovernmental Authority on Development (IGAD)	699,898	0	0	0	699,898	699,898	0	0
International Rescue Committee (IRC)	200,000	0	0	0	200,000	200,000	0	0
UNESCO	370,000	0	0	370,000	0	370,000	0	0
UNESCO	2,500,000	0	0	0	2,500,000	2,500,000	0	0
UNGEI: United Nations Girls Education Initiative	499,845	0	0	250,000	249,845	499,845	0	0
UNHCR	2,200,000	0	0	2,200,000	0	2,200,000	0	0
Total Acceleration Facility	14,569,454	2,000,060	749,985	4,893,801	6,528,580	14,172,427	397,027	1,449

FIRST RESPONSE								
Afghanistan	4,626,253	2,644,408	0	731,845	1,250,000	4,626,253	0	0
Bangladesh	5,100,000	3,000,000	0	0	2,100,000	5,100,000	0	0
Brazil	999,000	0	0	749,000	250,000	999,000	0	0
Burkina Faso	9,972,784	0	0	1,850,000	8,122,784	9,972,784	0	0
Cameroon	4,254,473	0	0	2,566,973	1,687,500	4,254,473	0	0
Central African Republic (CAR)	6,999,746	5,999,746	0	0	1,000,000	6,999,746	0	12,787
Chad	1,585,751	0	0	0	1,585,751	1,585,751	0	0
Colombia	3,642,900	0	0	1,982,175	1,660,725	3,642,900	0	0

	APPROVED	DISBURSED				TOTAL		REFUND
		2017	2018	2019	2020	Disbursed	Undisbursed	
Comoros	639,266	0	0	639,266	0	639,266	0	0
Democratic Republic of the Congo (DRC)	6,799,917	0	2,675,904	117,043	3,307,044	6,099,991	699,926	0
Ecuador	2,486,700	0	0	1,936,700	550,000	2,486,700	0	0
Ethiopia	3,800,000	0	0	0	3,800,000	3,800,000	0	0
Greece	4,579,658	0	0	1,390,635	3,189,023	4,579,658	0	0
Indonesia	2,600,000	0	2,350,000	0	250,000	2,600,000	0	0
Iraq	2,299,846	0	0	0	2,299,846	2,299,846	0	0
Kenya	2,300,000	0	0	0	2,300,000	2,300,000	0	0
Lebanon	6,551,630	0	2,252,560	0	4,299,070	6,551,630	0	0
Libya	1,500,000	0	0	0	1,500,000	1,500,000	0	0
Madagascar	473,767	473,767	0	0	0	473,767	0	0
Malawi	2,575,421	0	0	2,250,421	325,000	2,575,421	0	0
Mali	10,800,000	0	0	3,825,000	6,975,000	10,800,000	0	0
Mozambique ¹	10,680,815	0	0	9,109,818	1,401,868	10,511,686	169,129	0
Nepal	1,885,542	1,885,542	0	0	0	1,885,542	0	7,211
Niger	8,769,398	0	0	3,269,398	5,500,000	8,769,398	0	0
Nigeria ²	3,499,345	0	2,385,000	0	1,114,345	3,499,345	0	18,457
Palestine	2,917,518	2,067,518	0	0	850,000	2,917,518	0	0
Peru	1,844,700	250,000	0	971,025	623,675	1,844,700	0	2,043
Papua New Guinea (PNG)	1,544,668	0	1,544,668	0	0	1,544,668	0	0
Somalia	7,083,261	4,933,261	0	0	2,150,000	7,083,261	0	67,301
South Sudan	2,327,391	0	0	0	1,579,891	1,579,891	747,500	0
Syria	3,500,000	0	3,000,000	0	500,000	3,500,000	0	0
Tanzania	1,500,000	0	0	0	1,500,000	1,500,000	0	0
Uganda	4,365,402	3,140,402	225,000	0	1,000,000	4,365,402	0	23,412
Ukraine	1,504,134	1,504,134	0	0	0	1,504,134	0	17,407
UNRWA	1,000,000	0	0	0	1,000,000	1,000,000	0	0

	APPROVED	DISBURSED				TOTAL		REFUND
		2017	2018	2019	2020	Disbursed	Undisbursed	
Venezuela Crisis (Regional)	376,700	0	0	376,700	0	376,700	0	0
Venezuela	8,000,000	0	0	7,000,000	1,000,000	8,000,000	0	0
Yemen	3,500,000	0	0	0	3,500,000	3,500,000	0	0
Zambia	600,000	0	0	0	600,000	600,000	0	0
Zimbabwe	2,750,000	0	0	2,250,000	500,000	2,750,000	0	0
Total First Response	152,235,986	25,898,778	14,433,132	41,015,999	69,271,522	150,619,431	1,616,555	148,616

MULTI YEAR								
Afghanistan ³	50,204,893	0	0	15,616,170	15,989,973	31,606,144	18,598,749	0
Bangladesh ⁴	11,984,967	0	6,000,091	0	5,984,876	11,984,967	0	0
CAR	19,500,000	0	0	6,502,941	6,496,393	12,999,333	6,500,667	0
Chad	21,000,000	0	0	8,676,200	0	8,676,200	12,323,800	0
Colombia	12,420,000	0	0	0	4,135,860	4,135,860	8,284,140	0
Ecuador	7,410,000	0	0	0	3,051,465	3,051,465	4,358,535	0
Ethiopia	32,500,000	0	0	9,016,841	323,726	9,340,566	23,159,434	0
Palestine	18,000,000	0	0	5,798,681	5,941,874	11,740,555	6,259,445	0
Peru	7,410,000	0	0	0	2,487,520	2,487,520	4,922,480	0
Somalia	21,000,000	0	0	7,066,646	7,334,543	14,401,189	6,598,811	0
South Sudan	30,000,000	0	0	9,715,661	0	9,715,661	20,284,339	0
Syria ⁵	20,000,000	0	0	0	10,000,000	10,000,000	10,000,000	0
Uganda	38,500,000	0	7,402,791	14,597,209	323,726	22,323,726	16,176,274	0
Total Multi Year	289,929,860	0	13,402,882	76,990,349	62,069,955	152,463,186	137,466,674	0

NOTE:

1 Plan International (Mozambique) - The Budget was reduced by \$3,942 as they finished the project

2 Save the Children (Nigeria) - The Budget was reduced by \$654 as they finished the project

3 Afghanistan (In Country) was initially \$14,600,000 but was reduced to \$14,204,893.04 as per agreement from Sweden & Switzerland

4 Afghanistan UNICEF was planned for \$8,415,796 but only \$8,400,763 was actual disbursement

5 Syria Year 2 of \$10,000,000 was approved by ExCom in March 2021

ANNEX 2—LIST OF ACRONYMS

ABE	Alternative Basic Education	IEI	Inclusive Education Initiative (World Bank)
AEP	accelerated education programme	IFFEd	International Finance Facility for Education
ALP	accelerated learning programme	IFRC	International Federation of Red Cross and Red Crescent Societies
ASR	accelerated school readiness	IGAD	Inter-Governmental Authority on Development
CBE	community-based education	II	Initial Investment
CBPF	country-based pooled funds	INEE	Inter-agency Network for Education in Emergencies
CCT	CORE 2 Coordination Training	INGO	international non-governmental organization
CESSC	Centre for Civil Society Learning & Capacity Building (Mozambique)	IPS	Inter Press Service
COOPI	Cooperazione Internazionale	LWF	Lutheran World Federation
CPC	Protection and Care (Learning Network at Columbia University)	M&E	monitoring and evaluation
CSO	civil society organization	MHM	menstrual hygiene management
CTE	colleges of teacher education	MHPSS	mental health and psychosocial support
DRR	disaster risk reduction	MYRP	Multi-Year Resilience Programme
ECD	early childhood development	NFE	non-formal education
ECE	early childhood education	NGO	non-governmental organization
ECW	Education Cannot Wait	NORRAG	Network for International Policies and Cooperation in Education and Training
EGRA/EGMA	early grade reading assessment/early grade mathematics assessment	NRC	Norwegian Refugee Council
EiE	education in emergencies	OCHA	United Nations Office for the Coordination of Humanitarian Affairs
EiEPC	education in emergencies and protracted crises	ODA	overseas development assistance
EMIS	education management information system	PPE	personal protective equipment
FER	First Emergency Response	PTA	parent-teacher association
FSO	Funds Support Office (UNICEF)	RIC	reception and identification centre (Greece)
GBV	gender-based violence	SDG	Sustainable Development Goal
GCPEA	Global Coalition to Protect Education from Attack	SEL	social and emotional learning
GEC	Global Education Cluster	ToC	theory of change
GER	gross enrolment ratio	UNESCO	United Nations Educational, Scientific and Cultural Organization
GPE	Global Partnership for Education	UNGEI	United Nations Girls' Education Initiative
HEA	Humanitarian Education Accelerator	UNICEF	United Nations Children's Fund
IASC	Inter-Agency Standing Committee	UNHCR	United Nations High Commissioner for Refugees
ICRC	International Committee of the Red Cross	UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
IDA	International Disability Alliance	WASH	water, sanitation and hygiene
IDDC	International Disability and Development Consortium		
IDP	internally displaced persons		

About Education Cannot Wait (ECW):

Education Cannot Wait is the United Nations global fund for education in emergencies and protracted crises. We support quality education outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. We urgently appeal to public and private sector donors for \$1 billion to reach even more crisis-affected girls and boys. ECW is administered under UNICEF's financial, human resources and administrative rules and regulations; operations are run by the Fund's own independent governance structure.

Additional information is available at
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