



**EDUCATION  
CANNOT  
WAIT**

The global fund for education in emergencies



# ACHIEVING RESULTS: A NEW WAY OF WORKING

**STRATEGIC  
PLAN | 2023-2026**

#### ABOUT THIS PUBLICATION

This strategic plan was developed through a consultative process with country partners, UN and multilateral agencies, donor governments, civil society organizations (including representatives of youth and teachers), the private sector, and foundations. It was also informed by independent evaluations of each of Education Cannot Wait's (ECW) three investment windows and an organizational evaluation. We thank everyone who contributed to the strategy process. Your input has been invaluable. This plan was approved by ECW's High-Level Steering Group in September 2022 in the margins of the 77th session of the UN General Assembly in New York.

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations or UN Member States. The boundaries, names, and designations in this publication do not imply official endorsement or acceptance by the United Nations, Education Cannot Wait, or partner countries. All figures are presented in US dollars.



September 2022

#### ABOUT EDUCATION CANNOT WAIT (ECW)

Education Cannot Wait (ECW) is the United Nations global fund for education in emergencies and protracted crises. We support quality education outcomes for refugee, internally displaced, and other crisis-affected girls and boys so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public and private sector donors for expanded support to reach even more vulnerable children and youth.

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

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Cover photo: Linda, 12, studying at primary school in Madagascar. Her favourite subject is history.

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Layout and design: Svenja Greenwood

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# FOREWORD



When we learn and play here, I feel peace in my heart and forget what has happened to me.”

These are the words of Janat. She loves attending her local learning centre. The 12-year-old Rohingya refugee has lost both her parents and been attacked by gunfire. She hid in the woods for 15 days to escape bandits threatening to rape and abduct young girls in her native Myanmar. Janat is a survivor. She is a girl with dreams. She is also a symbol of hope and resilience.

Across the globe in Somalia, 12-year-old Nadifa’s hands are hardly big enough to hold a hammer. Yet, in order to survive and support her family, she works at a quarry smashing chalk stones. Nadifa isn’t alone. Conflict and crushing poverty mean that most of Somalia’s internally displaced children are out of school. They too deserve to dream. They too deserve peace. They have the right to education and the opportunity it provides to rebuild their lives and create a better future.

Education Cannot Wait has no time to waste. Our role as the United Nations global fund for education in emergencies and protracted crises has never been more urgent. The challenge before us is unprecedented. Conflict, forced displacement, climate-induced disasters, food insecurity, and COVID-19 are together creating a learning catastrophe. Currently, 222 million children and adolescents live in crisis contexts. And 78 million of them, like Nadifa, are out of school. The promise of Sustainable Development Goal 4 – the right to an inclusive and equitable quality education – is cruelly denied to them.

As a multilateral organization inclusive of all, we have spent the past six years learning and doing. Since our establishment at the World Humanitarian Summit in 2016 and operationalization in 2017, ECW has raised \$1.1 billion and reached 7 million children across 43 crises. It has become crystal clear to us that getting children into schools is simply not enough. In fact, our research has found that nine out of ten crisis-affected children already attending primary or secondary education are not proficient in basic reading or mathematics. We must reverse this trend. Collective action is the only way forward. Our model works and has yielded results.

At the heart of our new Strategic Plan is a commitment to continue to accelerate and deepen our investments so as to ensure that crisis-affected children have access to education and that they acquire holistic learning outcomes. We will scale up our proven model – delivering with humanitarian speed and achieving development depth – to directly reach 20 million children and adolescents.

Grounded in the UN system and working across the globe with member states, civil society, the private sector, and communities, we are a global convenor and advocate, ceaselessly driving-up political commitment to reach all those children and youth who, like Janat, have been left furthest behind due to armed conflicts, forced displacement, and climate-induced disasters. And we work tirelessly to drive transformational change across the education in emergencies and protracted crises architecture and the humanitarian and development sectors – building stronger partnerships, capacities, and systems to produce results and sustainability.

This is an exceptional time for humanity. The world’s children and adolescents face a generational learning crisis never seen before. They challenge us to go further and faster. This plan is a response to that challenge. ECW, now firmly established as a global changemaker, will work with partners to transform the delivery of education to children and adolescents caught up in crises.

No one can do it alone. A ‘New Way of Working’ means working together. Indeed, it takes collective efforts to achieve results. Together, we can ensure that the dreams of the 222 million children and adolescents affected by crises are fully realized.



*Gordon Brown*

**The Rt. Hon. Gordon Brown**  
Chair of the High-Level Steering Group of Education Cannot Wait  
United Nations Special Envoy for Global Education  
Chair of the International Commission on Financing  
Global Education Opportunity



*Yasmine Sherif*

**Yasmine Sherif**  
Director  
Education Cannot Wait

# WHAT'S NEW IN THIS STRATEGIC PLAN?

The global Education in Emergencies and Protracted Crises (EiEPC) community has called on ECW to go further and faster. ECW's second Strategic Plan is a response to that challenge. Over the next four years we intend to deliver global leadership in the following areas by building on our existing gains and catalysing new solutions.



## Prioritizing holistic learning<sup>1</sup> outcomes

Close to 120 million crisis-affected children are in school but not achieving minimum proficiency in reading and mathematics. At the same time, we know that a whole-of-child approach to learning, which promotes both learning and social and emotional well-being, is most effective. ECW will redouble its efforts to ensure that crisis-affected children receive education that supports them to acquire holistic learning outcomes, including foundational literacy and numeracy skills, while improving their well-being.



## Improving financing data

An effective EiEPC sector relies on transparent funding streams and strong collaboration. Currently, global players are hindered by an overly complex funding landscape and a siloed working approach. ECW will invest in efforts to generate, share, and use EiEPC financing data more effectively through a new Financing Observatory. We will work with partners to ensure that timely, transparent, harmonized, and high-quality data on EiEPC financing are available and used to improve operational effectiveness and deliver better results.



## Responding to climate change

ECW's new Strategic Plan is coming at an exceptional time. The triple burden of climate, conflict, and COVID-19 has jeopardized progress on the Sustainable Development Goals and sharply driven up the number of children in need. Climate shocks represent yet another challenge to building resilient education systems. Our response to the climate crisis will cut across all of our work, from new global advocacy on the Comprehensive School Safety Framework 2022–2030 to country-level First Emergency Response (FER) and Multi-Year Resilience Programme (MYRP) investments that are more climate-responsive and climate-smart.

<sup>1</sup> ECW defines 'holistic learning' as a comprehensive approach that addresses the academic, emotional, ethical, intellectual, physical, and social needs of learners.



◀ Adolescent Girls' Club members in the Dar Es Salam refugee camp, Chad. ECW's holistic approach helps girls to stay and succeed in school.



## Placing localization and community participation at the core of our work

ECW is committed to playing a leadership role in advancing localization of EiEPC responses. We will advocate for more meaningful participation, influence, and leadership by local actors in EiEPC response. This will include improving partnership models and capacity-building approaches to target systemic issues, as well as setting ourselves more ambitious year-on-year targets for ECW programme funds to be managed by a more diverse group of local and national actors.



## Advancing our commitment to gender, disability, and displacement

Our commitment to reach those left behind remains a core principle, and in order to deliver on it we are more ambitious in this new Strategic Plan – moving from gender responsive to gender transformative approaches, working to ensure that disability inclusion is a top priority, and continuing to advocate for the inclusion of displaced learners.

# 2023–2026

## ACHIEVING RESULTS: A NEW WAY OF WORKING



**Advocating and strengthening the system**  
for the 222 million children and adolescents  
who are denied their right to quality education



**Reaching 20 million**  
with increased participation and holistic learning

**Supporting 12 million**  
in acute emergencies  
with rapid response

**Supporting 8 million**  
in protracted crises  
with multi-year  
funding



**Raising 1.5 billion:**  
for the ECW Trust Fund to go further and faster

# THE CONTEXT: A WORLD IN CRISIS

We face a global learning catastrophe caused by a world in crisis. Armed conflict, climate change, and a global pandemic have caused unprecedented levels of forced displacement and further entrenched existing inequalities.

Children and adolescents bear the brunt.<sup>2</sup> The depth and magnitude of their developmental constraints and learning losses have never been seen before. As a result of these devastating realities, their right to an inclusive and continued quality education has been disrupted, denied, or destroyed.

## 222 million children in need of support

Using a new methodology and data from a variety of sources, ECW found that 222 million school-aged children are affected by crises globally and in need of educational support. ECW's ground-breaking analysis indicates that about 78 million children (of whom 54 per cent are girls) are out of school, and close to 120 million are in school but not achieving minimum proficiency in mathematics or reading. In fact, just one in ten crisis-impacted children attending primary or secondary education is actually achieving these minimum standards. This shocking new figure dramatically confirms the growing needs that ECW was established to help meet. Those 222 million children challenge us to do more, better, and faster.



© ECW/Emnet Dereje

▲ “When I finish school, I want to be a doctor because I have a passion to take care of people.”  
Asma, 15, an internally displaced learner in Ethiopia.

<sup>2</sup> Referring to children and adolescents in this document, ECW means crisis-affected girls and boys between the ages of 3 and 18 in all their diversity. ECW is committed to supporting those most in need, paying particular attention to gender, disability, refugee status, displacement status, sexual orientation and gender identity, age, and stage (including supporting the early years and secondary school).

## Education in peril for those left furthest behind in crises



### Conflict and violence

A surge in violent conflicts in recent years has left a trail of human suffering, displacement, and protracted humanitarian needs. Fragility, conflict, and violence represent a central challenge to educational progress, including to the very safety of teachers, learners, and places of learning.

From Afghanistan to Yemen, Nigeria to Mali, students and teachers are killed, raped, and abducted, while schools and education facilities are bombed, burned down, and used for military purposes. In 2020 and 2021 the Global Coalition to Protect Education from Attack identified over 5,000 reported attacks on education and incidents of military use, harming or killing at least 9,000 students and educators. On average, six attacks on education or incidents of military use occurred each day.



### Forced displacement

The global level of forced displacement is at a historical high. The number of people forced to flee their homes has increased every year over the past decade. At the time of writing this strategy, the war in Ukraine has caused the fastest-growing refugee crisis in Europe since the end of World War II. Globally, there are a staggering 100 million forcibly displaced people, including refugees, internally displaced persons (IDPs), and asylum seekers who have fled their homes to escape violence and persecution.

The vast majority of forcibly displaced people live in developing countries that are struggling to meet their own development goals. Accommodating the sudden arrival of large numbers of newcomers presents a serious challenge, putting further pressure on educational services and infrastructure. In resuming or starting their education in their host community, displaced children and adolescents face intersecting barriers due to their status, gender, age, and wider background. This is further exacerbated by laws and policies that may not be favourable to the inclusion of refugees in national education systems.



### Food insecurity

Conflict, climate shocks, rising costs, and an unsustainable food system are driving millions of people to the brink of starvation. An estimated 45 million people in 43 countries are teetering on the edge of famine. From 2019 to 2022 the number of acutely food insecure people jumped from 135 million to 345 million, with almost 160 million estimated to be below 19 years of age.

Child marriage is increasing as families are pushed to the brink and feel forced to marry off their young daughters to have one less mouth to feed, too often relying on the dowry to put food on the table for the rest of the family. This situation, in combination with the ongoing learning crisis, has resulted in a set of conditions that is creating devastating reversals in the health and well-being of an entire generation.



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## Climate crisis

The climate emergency is the defining crisis of our time. It is a leading cause of displacement, a growing cause of conflict, and presents a very real threat to education. 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. Longitudinal research has confirmed that childhood exposure to climate shocks, such as droughts and floods, has a stark impact on access to education and learning progress. The poorest households are the least resilient to extreme weather events, as caregivers must struggle to provide their children with nutritious food or pay for school-related costs during periods of climate crisis.

Climate change affects all children, but it has a disproportionate impact on girls as barriers to their education are multiplied. Households may resort to more traditional gender roles following climate shocks, and this can have long-lasting negative consequences on girls, such as reduced school attendance, school dropout, and the increased risk of child marriage.



© UNICEF/Franco

## Pandemic disease

The global disruption to education caused by the COVID-19 pandemic is without parallel, and its effects on learning and well-being have been severe. The crisis brought education systems across the world to a halt, with school closures affecting more than 1.6 billion learners.

Learning losses have been large and inequitable. Initial analyses suggest that COVID-19-induced learning losses are more pronounced among the poorest and those who were already lagging in terms of learning prior to the pandemic – two categories that typically include children in crises. Younger and more marginalized children, including girls, are missing out the most.

## EiEPC remains chronically underfunded

EiEPC remains underfunded against the backdrop of rapidly increasing needs, and the funding gap is growing. From 2019 to 2021 the funding requirement for EiEPC more than doubled, from \$1.1 billion to \$2.9 billion, yet financing has simply not kept up. Even with year-on-year growth in humanitarian funding for EiEPC over the last decade, the funding gap for education is growing, and also growing faster than other sectors. The record high of \$645 million raised for EiEPC in 2021 met only 23 per cent of the requirement.

# WHO WE ARE AND OUR ACHIEVEMENTS TO DATE

In response to unprecedented levels of human suffering, world leaders came together in Istanbul, Turkey, in 2016 for the World Humanitarian Summit. One of the highlights of the Summit was the launch of ECW – the world’s first and only global fund for EiEPC, established to set in motion the New Way of Working.

Since its creation, ECW has raised the global profile of education in crisis contexts. It has successfully marshalled a growing coalition of governments, multilateral agencies, and civil society actors to deliver on Sustainable Development Goal 4 – an inclusive and equitable quality education. ECW has generated unprecedented political and financial commitment to EiEPC, securing over \$1.1 billion in its Trust Fund and reaching over 7 million children and adolescent learners. ECW has become a distinctive global fund, with a lean Secretariat and a unique way of working.

At the heart of ECW’s delivery model sits its three flagship investment windows. Through the FER window, ECW has cut through red tape to deliver faster and better results in 43 sudden onset emergencies or escalating crises. By applying the principle of ‘less bureaucracy and more accountability’, ECW has rallied host-governments, UN agencies, civil society, and private sector partners to respond with ‘the fierce urgency of now’.

ECW’s MYRP window is the world’s first humanitarian–development, multi-year education funding mechanism. It has enabled humanitarian and development actors in over 20 countries to co-create and implement strategic, multi-year programmes, aligned to existing government strategies as well as to humanitarian and refugee response plans. Through its MYRPs, ECW has showcased how the international community can deliver on Our Common Agenda – the Secretary-General’s vision for more effective and networked multilateralism.

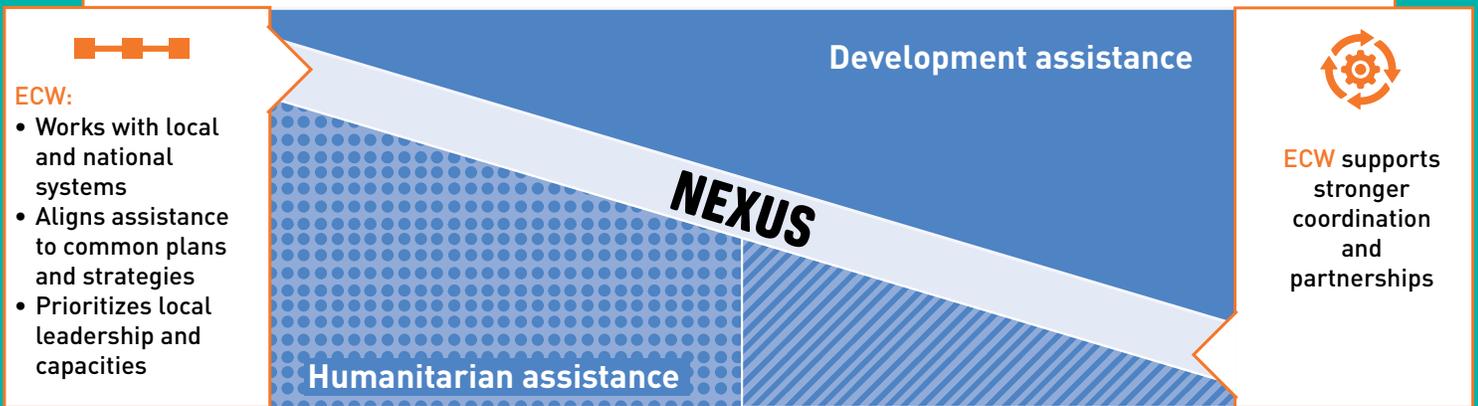
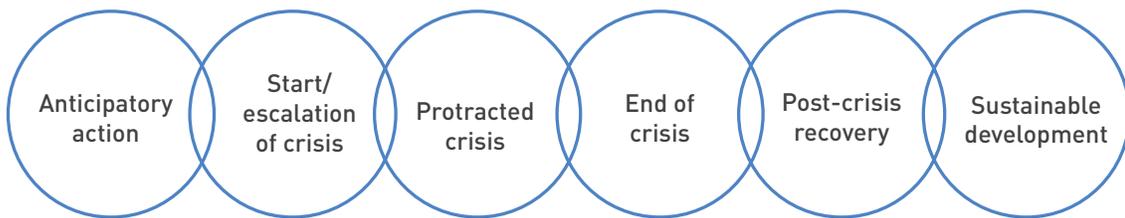
Education has long been overlooked in already underfunded and overwhelmed humanitarian contexts, resulting in serious and persistent gaps in personnel, policy, and practice. Investments made through ECW’s Acceleration Facility window have helped close those gaps. Through innovation pilots and evidence generation, ECW has built the capacity of the entire sector to more accurately track, and holistically respond to, children in need.

Born out of a global advocacy movement, ECW has proven to be much more than a fund. As a leading voice for children in forgotten crises, ECW has fostered a growing recognition by the international community that the Sustainable Development Goals cannot be realized unless dedicated efforts are made to reach children and youth left furthest behind. Indeed, it is today a consensus that education is a foundational goal to reach all other goals.

# HOW ECW SUPPORTS HUMANITARIAN-DEVELOPMENT COHERENCE



**ECW is a global advocate, ensuring EIEPC is prioritized and financed**



**First Emergency Response**  
Speed and efficiency in acute emergencies



**Multi-Year Resilience Programme**  
Multi-year support in protracted crises

**ECW convenes and strengthens the EIEPC architecture through global partnerships, innovations, and global goods**

# VISION, MISSION, AND PRINCIPLES



## Vision

A world where all children and adolescents affected by crises can learn free of cost, in safety and without fear.



## Mission

To generate greater shared political, operational, and financial commitment to meet the educational needs of millions of children and adolescents affected by crises, with a focus on more agile, connected, and faster responses that span the humanitarian–development continuum to achieve sustainable education systems.

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## Principles

### **Defending education as a fundamental human right and an enabler of all other rights.**

It is a foundation on which to achieve sustainability and to tackle today's global development challenges. We use a rights-based approach and affirm our commitment to international human rights and humanitarian and refugee law.

**Championing holistic, quality education** for children and adolescents in crisis-affected contexts from early childhood through secondary education.

**Leaving no child or adolescent behind** in our mission to deliver inclusive quality education in crises that responds to the structural and intersecting disparities holding back girls, displaced learners, children with disabilities, and other marginalized groups.

### **Advancing the empowerment of girls, women, and children living with disabilities**

through gender mainstreaming, targeted gender/disability responsive or transformative investments informed by locally driven analyses and capabilities.

### **Protecting children from violence, exploitation, and abuse.**

We support interventions that ensure protection from harm and all forms of physical, psychological, and sexual violence, while also advocating for legal protection under law.

### **Investing in local actors and building local-level capacities**

to empower, tap into the resilience of, and learn from host-governments, national and local civil societies, communities, parents, teachers, and students.

### **Role-modelling an agile, coordinated, and sustainable response**

in both emergencies and protracted crises, anchored in our design of working across the humanitarian–development nexus to address immediate needs, while also achieving sustainable impact and transformation.

### **Remaining fully accountable to the affected populations we serve first and foremost**

– children and adolescents, their parents and their teachers – as well as to our strategic donor partners, UN agencies, civil society, and host governments.

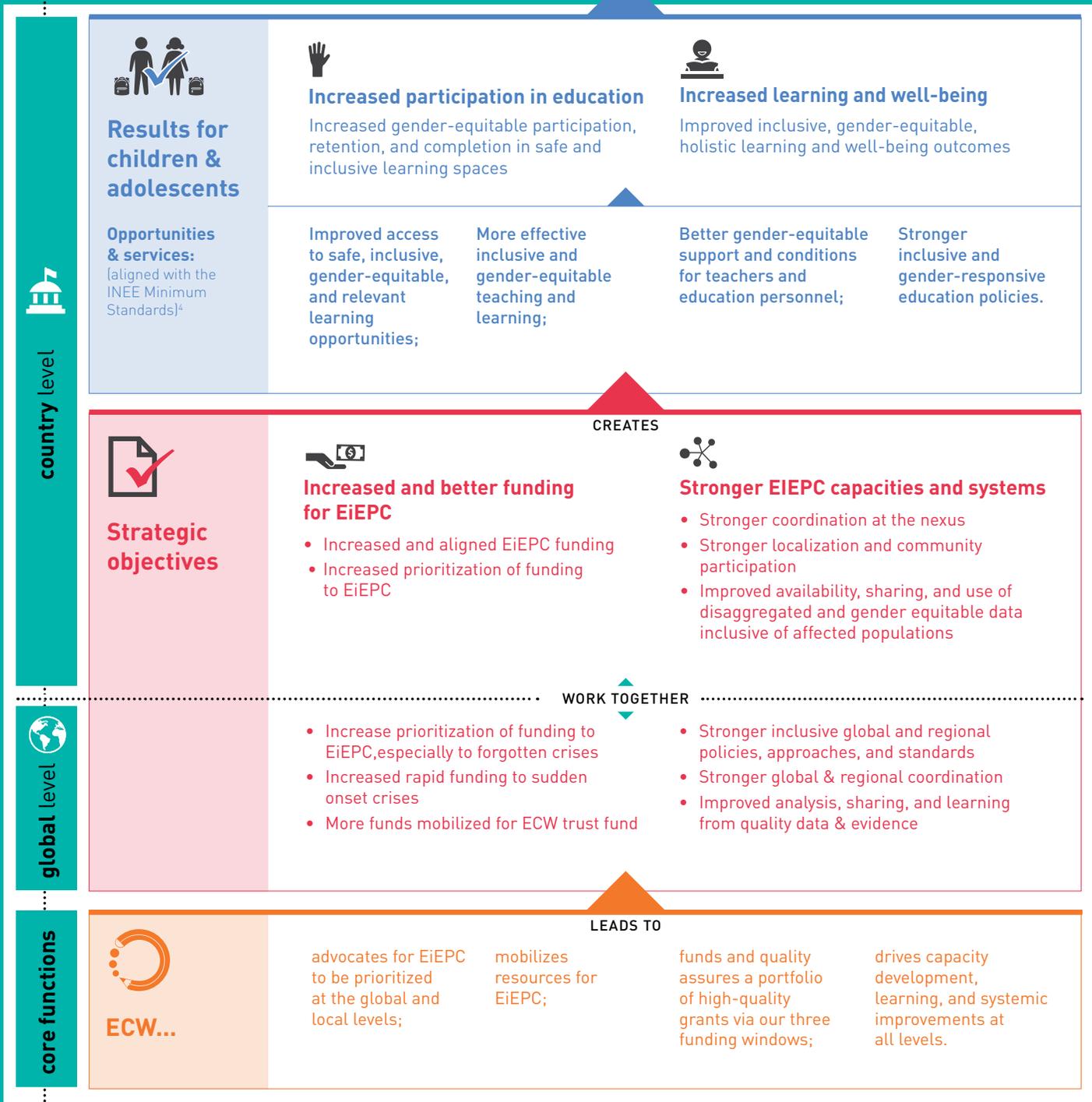


# THEORY OF CHANGE



## Goal

Children and adolescents<sup>3</sup> affected by crises realize their right to safe, gender-equitable, and inclusive quality education and achieve holistic learning outcomes.



<sup>3</sup> Referring to children and adolescents in this document, ECW means crisis-affected girls and boys between the ages of 3 and 18 in all their diversity. ECW is committed to supporting those most in need, paying particular attention to gender, disability, refugee status, displacement status, sexual orientation and gender identity, and age and stage (including supporting the early years and secondary school).

<sup>4</sup> ECW programmes will deliver improved opportunities and services, as appropriate for the specific context, and in line with INEE Minimum Standard Domains 2 - 5. All our activities are underpinned by Domain 1, the Foundational Standards, which also frame ECW's strategic objective to deliver stronger capacities and systems.

# STRATEGIC OBJECTIVES

Over the 2023–2026 period ECW will strive to deliver ambitious outcomes for children and adolescents: that they have access to a safe, inclusive quality education; and that they acquire holistic learning outcomes and improved well-being. To achieve this, ECW's central priority will be to address the two most critical and persistent challenges to closing the quality education gap in emergencies and protracted crises: a lack of funding and weak capacities and systems.



## Strategic Objective 1: Increased and better funding for EiEPC

Working to close the EiEPC funding gap has been central to ECW's mission since its inception and is universally viewed as the single most important contribution that the fund can make.

### ECW funding requirements

ECW will need a minimum of \$1.5 billion for its Trust Fund for the next strategic period 2023–2026. Meeting this target is critical to achieving the results set out in this strategy, both in terms of ECW's direct target of the 20 million most in-need children and adolescents and its wider role in reaching the 222 million children whose education has been disrupted by crisis.

### Leading global efforts to inspire political commitment and mobilize more funding

ECW was created to play a leading role in inspiring political commitment to EiEPC, and in doing so to increase the share of resources available for interventions more widely, not just its own Trust Fund. As a unique partnership and thought leader for the EiEPC sector – bringing together public and private donor partners, UN agencies, host governments, and civil society – ECW will amplify the recommendations of global bodies such as the UN High-Level Political Forum that are calling for better global cooperation and increased public expenditure on education. We will also champion the outcomes of the 2022 Transforming Education Summit.

## STRATEGIC OBJECTIVES

ECW will therefore act as a convenor to drive reforms across the global EiEPC architecture. The tracking of resource flows to EiEPC is an important aspect of these efforts. It remains impeded by the complex funding landscape and siloed working approach in the sector. ECW will develop a new Financing Observatory, which will consolidate existing data on funding from all relevant modalities and present it on a common platform available to all partners. This work will be a priority theme for the Acceleration Facility. At the same time, ECW recognizes the need to more accurately measure and report on global reach figures for EiEPC to determine what global financing has achieved. ECW will therefore continue to invest in efforts to generate, share, and use EiEPC needs and reach data more effectively, working closely with partners such as INEE, the Global Education Cluster, UNHCR, and UNICEF.

### **Strengthening predictability and alignment at the country level**

The short timeframes and unpredictable nature of humanitarian funding is not conducive to funding education. Most often, appeals do not even run the length of the academic school year. Ensuring a longer-term perspective between humanitarian and development actors is essential to ensure that education strategies and interventions are sustainable. Our FERs and MYRPs – locally owned, technically strong, credible, and predictable EiEPC programmes – provide an opportunity for greater alignment and aid effectiveness, especially when developed in collaboration with the Global Partnership for Education (GPE) and other education donors.



**Around the world, 222 million children are having their education cruelly interrupted. In the face of crises, the UN’s fund for education in emergencies – Education Cannot Wait – is standing with children across 40 countries. We need governments, businesses, foundations and individuals to support the vital work of Education Cannot Wait. Help us keep 222 Million Dreams alive.”**

António Guterres, UN Secretary-General,  
June 2022



## **Strategic Objective 2: Stronger EiEPC capacities and systems**

Strengthening capacities and systems are pivotal aspects of ECW's added value. These two elements are critical to deliver our dual mission of humanitarian speed coupled with development depth. ECW will invest in strengthening capacity for preparedness, response, and recovery, both nationally and globally.

### **Stronger coordination at the nexus**

ECW is uniquely positioned to understand, and to capitalize upon, opportunities arising at the interface between humanitarian response and development programming. This will remain a priority for ECW. Our MYRPs systematically assess how the programmatic interventions outlined in each context link with other initiatives from development actors and national governments. However, the MYRP and FER evaluations have highlighted that further work needs to be under-taken on this issue to better analyse the EiEPC funding landscape and to articulate more concretely what nexus programming means in each situation.

A major component of this work will therefore entail supporting efforts at the country level to strengthen engagement and coordination in each EiEPC setting across the humanitarian and development sectors. The objective is to ensure that the humanitarian aspects of the MYRPs (typically supported by ECW seed funds) are clearly linked, where appropriate, to associated development activities (typically supported by partners such as GPE and other bilateral and multilateral development agencies). ECW will work with partners, such as UNHCR, the Global Education Cluster, INEE, and GPE to document good practice and advocate for effective processes. This may include collaboration between education in emergencies coordination groups and local education groups; the inclusion of EiEPC, in particular refugee education, in national sector plans and budgets; and strengthened EiEPC capacity within ministries.

### **Stronger localization and community participation**

Increasing and improving the localization<sup>5</sup> of humanitarian response is crucial to effectively delivering education in crises and a key commitment under the Grand Bargain initiative. This in turn better addresses the needs of affected populations and enables national actors to prepare for future humanitarian responses. ECW supports and practices localization as a fundamental component to improve the quality, relevance, and sustainability of EiEPC responses.

<sup>5</sup> Localizing a humanitarian response (or 'localization') is the process of recognizing, respecting, and strengthening the leadership of local authorities and the capacity of local civil society in humanitarian action.

## STRATEGIC OBJECTIVES

For the 2023–2026 period, ECW will advocate for meaningful participation, influence, and leadership by local actors, and implement improved partnership models and capacity-building approaches. ECW will also work within its existing operational frameworks to ensure local actors can access funding as well as explore further options for direct financing. This will involve more ambitious year-on-year targets to increase the proportion of ECW programme funds being managed by a more diverse group of local and national actors, supported by targeted capacity-building.

### **Improved sharing and use of data**

No EiEPC strategy or intervention can be effectively and efficiently developed, managed, and implemented without accurate, timely, and disaggregated data. ECW therefore supports the improved collection, dissemination, and use of disaggregated data that are inclusive of affected populations so as to reflect diversity within target populations and to identify and address inequalities.

To achieve this objective, ECW will ensure that the design of MYRPs is informed by better quality evidence on needs, including analysis regarding gender and capacities. ECW will also work with grantees to improve the quality of reach data (particularly on disability, refugees, and IDPs) and the production of disaggregated results. Efforts will be made to support targeted MYRP countries to strengthen systems and capacities for coordination, harmonization, and institutionalization of crisis and risk-related data.

ECW will encourage its partners in MYRP countries to produce, share, and promote the use of data and evidence on what works and what does not, as well as on what enhances participation and learning of the most marginalized learners. ECW will also work with partners such as INEE to share data widely with the sector, including sharing regular updates regarding agreed upon global EiEPC headline indicators.

### **Increased inclusive policies, approaches, and standards**

ECW has an important role to play in engaging in policy dialogue and technical developments at the global level. For example, support to the inclusion of refugee children, youth, and teachers in national education systems, in line with the Global Compact on Refugees, may require advocacy for policy and potentially legal frameworks that support national inclusion and responses. Together with GPE and the World Bank, ECW will continue to use its voice to influence and advocate for improved policies and practices, while also contributing to sector networks and working groups, and supporting technical advancements in the sector.



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## PAKISTAN: HARNESSING THE POWER OF LOCAL ACTORS

Localization sits at the heart of ECW's response in Pakistan. In 2022, ECW launched a MYRP to improve access to quality education for at least 155,000 refugee and crisis-affected children and adolescents. ECW is prioritizing communities most affected by the influx of Afghan refugees and recurrent climate disasters.

As a direct result of our commitment to empowering local actors, Rural Support Programmes Network (a Pakistani NGO) was selected to co-lead the MYRP as one of ECW's three grantees. In addition, the Pakistan Alliance for Girls' Education provides technical advice to grantees to improve results on gender equality and girls' empowerment. A key feature of the MYRP is the strengthening of local authorities and local communities for the long term. Local education authorities are being supported to recruit more female educators, and to develop education strategies that align with provincial and federal plans. At a community level, parent-teacher associations are being established to develop school improvement plans, enabling more local solutions to local challenges.

▲ Nazia Noor, 13, reads in her Accelerated Education Programme centre class in Baluchistan province, Pakistan.

# GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN AND GIRLS

Gender equality and the empowerment of women and girls caught up in crises are at the forefront of ECW's investments and advocacy efforts. Since ECW's inception, both FERs and MYRPs have contributed to achieving gender parity between girls and boys. They have also aimed at being gender-responsive, meaning that investments seek to identify and address the differentiated needs of girls, boys, women, men, and gender diverse individuals, in all their diversity, to promote equal outcomes.

Ninety-five per cent of ECW-supported programmes have shown an improvement in terms of equal access for girls and boys to education in crisis-affected communities. In this new strategic period, ECW will continue to deliver quality, inclusive, and safe gender-responsive (and, where feasible, gender transformative) programmes in emergency settings through FERs. In protracted crises, we will deepen our efforts towards a greater focus on gender transformative education through MYRPs, depending on context, resources, and capacities.

This approach aims at redressing gender inequalities and empowering disadvantaged children and adolescents in all their diversity “by utilizing all parts of an education system – from policies to pedagogies to community engagement – to transform stereotypes, attitudes, norms and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression.”<sup>6</sup>

Together with our partners, we will strengthen multisectoral approaches to shift deeply entrenched gender barriers and intersectional discrimination and to support cross-sectoral shared outcomes. This includes country-driven collaboration with other sectors, such as Health, Sexual and Reproductive Health and Rights, Protection and Child Protection, Gender-Based Violence in Emergencies, and WASH.

In this new strategic period, ECW is more committed than ever to be a change maker in support of gender equality in and through EiEPC through several bold commitments, including:

- Locally driven intersectional gender analysis and meaningful engagement of in-country gender expertise that informs programme design and delivery;
- A minimum resource allocation for gender targeted interventions in all investments in line with the UN sector-wide approach 2.0;
- Partnership with local women's organizations in the implementation of investments;
- All MYRPs supported by a gender lead organization at the design and implementation phase for sustainable capacity strengthening and accountability; and
- Gender-based violence risk mitigation measures systematically costed and measured in all investments, including explicit work to prevent and respond to all forms of violence in and around schools.

ECW's commitments will be further supported by our enhanced reporting systems. We will develop new key performance indicators on quality, inclusive, safe, gender-responsive, and transformative EiEPC as well as gender indicators that measure gender equality and change.

<sup>6</sup> UNICEF, Plan International, United Nations Girls' Education Initiative, and Transform Education (2021), "Gender Transformative Education: Reimagining education for a more just and inclusive world."



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## **AFGHANISTAN: A BOLD EDUCATION SECTOR PARTNERSHIP TO DELIVER RESULTS FOR GIRLS**

**A** ECW Director Yasmine Sherif speaks with students at a girls' primary school in Kabul during ECW's all-women mission to Afghanistan in October 2021.

Following the Taliban's return to power in 2021, ECW worked with global partners to deliver a highly coordinated response aimed at safeguarding girls' education.

In February 2022, ECW and the Global Partnership for Education (GPE) conducted a joint mission to Afghanistan to review critical needs on the ground. The two organizations worked closely with humanitarian and development actors to finalize the Afghanistan Education Sector Transitional Framework, a comprehensive \$1.5 billion two-year blueprint for off-budget financing to Afghanistan's education sector. Both ECW and GPE have committed to fully aligning their funding behind the new Framework. For example, both organizations will support community-based education as a core element of their respective responses. Importantly, the two funds have closely collaborated to ensure complementary geographic and technical approaches.

Inclusive, gender-responsive teaching and learning approaches sit at the heart of the Framework. Accordingly, ECW's MYRP in Afghanistan aims to keep adolescent girls learning, including through accelerated learning and cash assistance, and to build a larger base of female teachers. ECW also continues to advocate for the reopening of secondary schools to ensure girls can realize their basic right to education.

# RESPONDING TO THE CLIMATE CRISIS

Climate-related events disrupt education through school closures, damage to/ destruction of facilities, and the displacement of entire communities. Disasters accounted for over three quarters of new displacements in 2020. Increases in temperature also affect education, with students demonstrating lower learning outcomes during hot school years compared to cooler ones. Climate shocks pose a danger to children, particularly girls, as families turn to negative coping mechanisms to survive. Keeping children in school during climate shocks is therefore critically important, but extreme weather events are increasing in severity and frequency, disrupting the education of nearly 40 million children a year.

ECW is committed to ensuring that education is protected from climate-related impacts. ECW is already strongly positioned to deliver climate-sensitive and climate-smart results, as demonstrated by our multi-country response to tropical cyclones Idai and Kenneth in 2019. Since climate events can be short-term sudden shocks and/or slow onset disasters, a credible response must bridge the humanitarian–development nexus – an existing major priority for ECW. ECW’s dual mission of speedy education responses in emergencies as well as quality education for the long run can be capitalized upon to respond effectively to the climate crisis.

Over the new strategic period, ECW will develop its policy and strategic approach to climate change so that it can help address this crisis and protect children in the most effective way possible via its existing modalities. At the country level, ECW will make a combination of enhancements to its FER and MYRP funding windows. At the global level, ECW will increase its engagement in climate policy dialogue and advocacy.

We will:

- Increase the number of FERs in response to climate events to protect children and education in times of crisis.
- Enhance our investment mechanisms, particularly the MYRPs, to be climate smart and to include climate risks as part of an all-hazards approach to needs assessments and needs-based decision-making and programme design.
- Endorse the revised Comprehensive School Safety Framework 2022–2030 and work with partners to support its adoption and implementation.
- Use the Acceleration Facility (AF) to support global learning, research, and guidance on climate resilience and climate resilient education systems in EiEPC.
- Support greater collaboration on the climate-EiEPC intersection. For example, strengthen our relationship with the Anticipatory Action Task Force to learn from its members, and embed EiEPC in its work and in the wider anticipatory action ecosystem.
- Explore accessing and distributing climate finance through our existing funding mechanisms for EiEPC and setting organizational emission reduction targets for ECW in line with the United Nations Framework Convention on Climate Change.



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## THE CLIMATE CRISIS: ECW IN ACTION

In 2019, Southern Africa was hit by two of the most extreme cyclones to ever make landfall in the region, leaving a trail of devastation across Comoros, Malawi, Mozambique, and Zimbabwe. It resulted in an estimated \$773 million of damage to buildings, infrastructure, and agriculture. Families lost their homes and mass displacement occurred. Thousands of schools were damaged or destroyed, leaving hundreds of thousands of students at risk of never returning. This caused academic achievement and enrolment rates to plummet.

ECW responded swiftly to the crisis via a \$15.5 million FER, which made a significant contribution to the humanitarian appeal. ECW funding supported: reparations for damaged schools; the provision of educational supplies to communities; training of education personnel on psychosocial support for students; and support to government to implement long-term disaster mitigation strategies. ECW-funded education awareness, disaster preparedness, and health campaigns reached over 635,000 people across Comoros, Malawi, Mozambique, and Zimbabwe. ECW funding also facilitated continuity of education for over 745,000 students (50 per cent girls).

<sup>A</sup> Leonora, 12, and Olga, 11, in their classroom in Mozambique. The school was badly damaged during Cyclone Idai in 2019.

# PROGRAMMATIC PRIORITIES

For every country investment we make, we conduct a holistic country-level analysis that determines the appropriate level of application of each programmatic priority in that context, and the level of engagement by the ECW Secretariat.

## Starting with those left furthest behind



### Meeting the needs of learners with disabilities affected by crises

Worldwide, 1 child in 10 lives with a disability. Most live in low- and middle-income countries, which is where emergencies and protracted crises are more likely to occur. ECW has been working with partners to make disability inclusion a top priority in EiEPC, and this will continue in the new strategic period. ECW commits to reach 10 per cent of children with disabilities across its investment portfolio. We will ensure that all ECW investments adopt a twin-track approach by promoting both targeted interventions for learners with disabilities as well as the inclusion of all learners. Importantly, ECW will embrace intersectionality as a building block of its work on disability inclusion to ensure we support all children, and we will collaborate with local organizations of persons with disabilities in the implementation of investments. ECW's Policy and Accountability Framework on Disability Inclusion provides the basis for this approach.



### The inclusion of forcibly displaced children and adolescents

The inclusion of refugees in national systems is a central tenet of the Global Compact on Refugees. ECW will continue to support the inclusion of refugees, including refugee teachers, into national education systems. This will entail advocacy for favourable legal and policy frameworks to accommodate refugee children, and aligning financing so that refugee educational needs are integrated in education sector plans. Only a third of all refugee children are enrolled at the post-primary level. At the 2019 Global Refugee Forum, ECW therefore committed to increase support to refugee secondary education. ECW also jointly pledged with the World Bank and the GPE to improve collaboration and financing for refugees and host communities. We will continue to fulfil these commitments in the coming years.



Teaching is the only reason why I get out of bed in the morning, my only inspiration for my country and the internally displaced students of Alluheyah District.”

➤ Ibrahim, a schoolteacher in Yemen.

## Prioritizing support for teachers and teacher well-being



Successfully meeting the needs of IDP children and adolescents requires clarity on the specific barriers to education that they face. ECW will support the development of context-specific responses through our investments. We will deliver advocacy and interventions to ensure access to quality education opportunities, include IDP-hosting schools and teachers in national systems, and support IDPs to recover civil documentation.

A growing evidence base has shown that distance education can be an effective way to reach displaced children. ECW will support efforts to increase equitable, safe, and gender-responsive access to low- and no-tech remote learning solutions in EiEPC and to scale up best practices.

Current policies and programmes in EiEPC settings continue to fall short when it comes to recruiting, certifying, remunerating, and providing continuous and systemic support to teachers. Severe under-investment in the teaching workforce is particularly acute in crisis-affected contexts. Gaps in funding and irregular payment of salaries, inequitable recruitment and management policies, barriers to certification, a lack of professional development, and inadequate mental health and psychosocial support all pose serious challenges to teachers.

In the new strategic period, ECW will improve the quality of support provided to teachers and help to resolve the policy barriers affecting them in EiEPC settings. This will include ensuring that teachers are factored into needs assessments and resulting programmatic interventions. ECW will systematically support locally driven gender analysis to understand the barriers and bottlenecks faced by female teachers and to build teacher capacity on gender-responsive and disability-inclusive pedagogy.

## Working across the education continuum



### Championing early learning

Interaction and play enable children to explore and make sense of the world around them and to develop their social and learning skills, as well as their imagination and resilience. Children in crises all too often miss out on play-based early childhood education with devastating long-term effects. ECW will support the consolidation of global standards for early learning in EiEPC situations and invest in capacity-building, uptake, and application of these standards in its investments. Mental health and psychosocial support for young children is essential to protect their developmental potential and ability to playfully learn, and ECW will therefore pilot play therapy approaches. To continuously inform programmatic practices, ECW will take on the role of knowledge broker regarding gender-equitable early-learning outcome measurement methods. ECW will uphold its 2019 UN General Assembly commitment to allocate at least 10 per cent of resources towards early learning, and will advocate for other donors to do the same. Inclusion of early learning through both FER and MYRP windows will be continuously prioritized.



### Investing in secondary education

Few dreams can be achieved without a secondary education as it provides a crucial pathway to higher education and an opportunity to equip older adolescents with practical life skills and cultivate vocational interests. Adolescents living in EiEPC contexts face a myriad of risks, and secondary education plays an important role in protecting them from these risks. ECW will continue to ensure that its investments assess the needs of, and propose relevant solutions for, the post-primary level. This includes both formal and non-formal pathways as well as investment in professional and vocational training programmes. ECW will also continue to support certified flexible and alternative learning programmes tailored to the unique needs of various marginalized subsets of adolescents (for example, girls who are married, mothers, former child soldiers).

## Promoting cross-sectoral collaboration



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### Addressing protection through education

Physical and legal protection are critically important in environments of violence and those where there is a break-down of the rule of law. ECW therefore advocates for legal protection under international humanitarian, human rights, and refugee law, as well as the implementation of the Safe Schools Declaration. ECW promotes learning environments in which no form of violence (physical, psychological, sexual) is tolerated, and where violence is actively prevented and appropriately responded to when it occurs. ECW expects partners to apply the Minimum Standards for Child Protection in Humanitarian Action, and we will continue to strengthen this approach across our investment portfolio. We also encourage partners to work collaboratively across the education in emergencies and child protection coordination mechanisms to share knowledge and resources.



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### The lifesaving and life enhancing safety net of school feeding

In EiEPC settings, school feeding interventions represent lifesaving, life-enhancing safety nets that promote social cohesion, stability, and resilience during and after crises. Health and nutrition have particular relevance for girls, who represent 60 per cent of all undernourished people globally. ECW is committed to increasingly supporting school feeding as part of an approach to promoting school health and nutrition. As a member of the School Meals Coalition, ECW will advocate for greater political commitment and funding for school-based interventions that address children's needs during crises. ECW will also strengthen its collaboration to generate evidence on the effects of school feeding on children's well-being, including how it influences hope in communities emerging from conflict; reduces child recruitment into armed groups; brings together divided communities; and improves citizen awareness towards the state.

# INVESTMENT WINDOWS

ECW will maintain its three existing investment windows – the FER, MYRP, and AF – as all three have demonstrated that they remain relevant and fit for purpose. All three windows are systematically integrating the agreed actions arising from their respective evaluations.

ECW will continue to seek to uphold the commitments of the Grand Bargain, through increased accountability to affected populations and the meaningful participation of the people we serve. Grantees and partners will ensure effective participation of children and adolescents, their parents and teachers, throughout the programme cycle.



The value-add of [the FER] modality at country level is its speed, flexibility and ability to adapt to country needs, which enable the rapid restoration of educational continuity, thus minimizing the impact of emergencies on learning.”

“The MYRP modality has a clear added value as a dedicated source of funding for longer-term programmes ... and it has facilitated a deviation from the usually siloed funding that comes through humanitarian and development assistance, creating the opportunity for strategic, multi-year nexus work.”

“There is broad consensus on the need for and potential added value from a facility of this kind in the EiEPC field, and that with the ECW reach – through its FERs and MYRPs and its country-level as well as global engagement – the AF is well placed.”

Independent evaluations of ECW’s investment windows



## First Emergency Response

Sudden onset emergencies or escalating crises

MAXIMUM 12-MONTH GRANT



Rapidly responds to minimize learning loss



Swiftly disburses funds



Led by the in-country coordination mechanism



Prioritises education in the humanitarian response

### ELIGIBILITY CRITERIA\*

- UN Level 2 or Level 3 emergency
- New displacement
- Increase in out-of-school children
- Anticipatory action required

### Investments are context-specific

- FERs do not automatically lead to MYRPs. MYRPs do not require a pre-existing FER.
- FERs may be triggered in countries with an active MYRP when an acute crisis takes place. When this happens, there may or may not be a direct interlinkage between the two investments.



## Multi-Year Resilience Programme

Protracted crises

PREDICTABLE, MULTI-YEAR FUNDING



Promotes holistic learning outcomes



Bridges the humanitarian – development nexus



Aligns with existing plans and strategies



Based on joint analysis and programming



Acts as a resource mobilization tool

### ELIGIBILITY CRITERIA

- Features on ECW's MYRP Countries Index\*\*
- Renewal contingent on final evaluation recommendation

REINFORCE, LINK INTO, AND ACCELERATE INTERVENTIONS



## Acceleration Facility

Development and uptake of global public goods in EiEPC



Majority of funding allocated via open calls for proposals



Builds a stronger EiEPC sector at country and global level



% of Fund reserved for flexible financing to fund innovations and global public goods

### ELIGIBILITY CRITERIA\*

- Delivers on an ECW Learning Agenda theme
- Implements an objective from ECW's Capacity Development Framework
- Results in a global public good

\*At least one criterion must be satisfied.

\*\*A composite index ranking countries based on key humanitarian and development indicators.



## First Emergency Response

This window responds to the most immediate and urgent education needs as a crisis suddenly occurs or escalates, and it prioritizes support to children affected by displacements, particularly those out of school. The FER allows education provision to be restored as quickly as possible in the midst of acute crisis. It provides rapid funding against an inter-agency coordinated proposal and is aligned with inter-agency planning and resource mobilization strategies, such as Flash Appeals and Humanitarian Response Plans. ECW aims to deliver funds as quickly as possible after the onset of an emergency through the relevant emergency coordination mechanism, typically the Education Cluster, the Refugee Education Working Group, and/or the Education in Emergencies Working Group.

The size of the ECW investment is determined by need, the size of the response, available financial resources, and the capacity of partners to implement. ECW does not set the level of funding as a percentage of the overall education requirements of the emergency. Rather, the Secretariat enters into a dialogue with the emergency coordination mechanism and recommends a realistic level of funding.

ECW will make \$380 million available for the FER window for the next strategic period. This represents 25 per cent of the replenishment target by the end of 2026, and constitutes a significant increase over ECW's first strategy period. ECW therefore expects to fund a greater share of the education needs in humanitarian responses than it has previously.



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## **CENTRAL AFRICA: A RAPID RESPONSE TO A REGIONAL CRISIS**

The 2020 general election in the Central African Republic (CAR) led to significant displacement, forcing nearly 200,000 people (almost half of them children) from their homes. Many families sought refuge in the neighbouring countries of Chad, Cameroon, and the Democratic Republic of the Congo. Education was interrupted for thousands of children at a time when the region was already grappling with the consequences of the COVID-19 pandemic and years of conflict and insecurity.

ECW's response to the emergency was rapid and agile. ECW simultaneously launched four country FERs totalling \$5 million. These grants provided timely and predictable funding – e.g., in Chad the FER covered 60 per cent of the emergency appeal – and targeted over 43,000 children and adolescents (56 per cent girls). The FERs improved access to education, enriched quality of learning, and enhanced the safety of schools for both refugees and nationals. Local NGOs, selected as sub-grantees, were critical to the response in CAR itself as they were the only actors able to operate in otherwise inaccessible parts of the country.

▲ Malembe, 15, in her classroom in Dar Es Salam camp in Chad. Malembe is receiving support from an ECW-funded programme providing inclusive education.



## Multi-Year Resilience Programme

ECW's MYRP window addresses quality and financing challenges for education in protracted crises. Through multi-year financing and joint analysis and planning, MYRPs bridge the humanitarian–development nexus. By integrating immediate and medium-term responses that are mutually reinforcing, MYRPs facilitate long-term predictable funding and strengthen coherence between humanitarian relief and development interventions and financing. MYRPs are closely aligned with existing plans and strategies and seek to connect national sector strategies and humanitarian response plans. They serve as both a financing and resource mobilization tool.

MYRPs are country-led, promote gender-responsive and inclusive programming, and implement a comprehensive package of holistic interventions. ECW helps facilitate the process of developing these programmes (which are predominantly led by governments) and provides core seed funding. Additional efforts are undertaken (supported by the ECW seed funds) to use the MYRP to mobilize additional resources at the country level, where the context allows.

All MYRPs have a learning outcome measurement requirement. In addition, ECW has also embarked on measuring holistic learning outcomes in a subset of MYRP countries. During the new strategic period, we will expand this initiative to additional countries where it is deemed feasible to implement the approach. The emphasis of this work is to understand the key factors that impact learning and well-being and to feed these back into improvements in programme design.

As of 2022 the MYRP portfolio stands at 28 countries. Over the 2023–2026 period ECW will refine the MYRP priority list via systematic evaluations at the end of each MYRP programme cycle. The expectation is that this will result in a reduced overall number of MYRP targeted countries and better funded MYRPs.

ECW will pilot a resource mobilization approach in at least five crisis contexts in the next strategic period to test how ECW can more effectively ensure MYRPs can be used to leverage additional funding. These efforts will be linked to our work to improve the availability of EiEPC financing data, to bring greater attention to funding gaps, and to advocate for those gaps to be closed. ECW will shape its approach to resource mobilization based on learning from this process.



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▲ Ali, 9, practices writing the alphabet on the blackboard in a child-friendly space in Iraq.

## IRAQ: BUILDING BACK BETTER

Iraq's education system has suffered a major deterioration over the past decade. Armed conflict, a series of sanctions, and COVID-19 have negatively affected access, equity, and quality of education. Approximately only a quarter of all internally displaced children are able to access a formal education, while just 2 out of 10 returnees are back in the classroom. More than half of Iraq's school buildings need rehabilitation and reconstruction, and school children are struggling with the psychological impact of years of living in active war zones.

In 2021, ECW allocated \$12.5 million in catalytic seed-funding for a MYRP. This builds on the FER grant and is funding formal and non-formal quality education for over 40,000 refugee and IDP children. The programme delivers across the humanitarian-development nexus by operationalizing key objectives from Iraq's Education Sector Plan and Education Cluster Strategy. It has been instrumental in the approval of UNHCR's Refugee Integration Policy and is being used to advocate for more resources to support IDPs across Iraq. The programme, implemented by Save the Children in coordination with Iraq's Ministries of Education in Baghdad and Erbil, has a strong focus on protection and mental health. This includes psychosocial support, safe transportation to school, and training of parent-teacher associations on school safety. The MYRP also champions inclusive learning opportunities for children with disabilities, rehabilitating classrooms to better suit their specific needs, and teacher training on inclusion.



## Acceleration Facility

The Acceleration Facility provides ECW with the ability to support the development and uptake of global public goods within the EiEPC ecosphere. ECW defines 'global public goods' both as products as well as entities.

For the period 2023–2026 the Acceleration Facility budget will be set at \$10 million per year. This funding will focus on achieving the six strategic themes in ECW's Learning Agenda (see Monitoring, Evaluation, and Learning). It will also deliver on ECW's existing capacity development framework.

Most of the funding will be allocated via open calls for proposals. The emphasis will be on ensuring that the investments made through this window reinforce, link into, and accelerate interventions within the other two windows, particularly the MYRPs. This includes the ability to give core support to global-level education in emergency coordination mechanisms. ECW will retain up to 25 per cent of the allocated funding to be used as a flexible financing modality. This greatly embodies the spirit of how the window was originally conceived, and it has proven to be a unique added value of ECW as a global fund. ECW will have dedicated staffing to capacitate a more transparent and strategic approach to allocating funds under the Acceleration Facility.



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## THE GLOBAL EDUCATION CLUSTER: A GLOBAL PUBLIC GOOD

ECW has provided two rounds of Acceleration Facility grants to strengthen the Global Education Cluster's (GEC) core functions. As a global public good, the GEC provides critical field support, evidence and guidance, and advocacy and communication to education stakeholders around the world. ECW's grant has been a game changer for the delivery of quality, coordinated, and accountable responses to meet the deepening and complex needs of children and youth in EiEPC.

With the creation of a dedicated helpdesk and a strengthened Rapid Response Team, the GEC can now provide more timely and context-specific support to over 30 Education Clusters and Working Groups. A strengthened GEC also means smoother delivery of robust, evidence-based responses and Education Cluster strategies that serve as a foundation for ECW's FERs and MYRPs. The 2022 Organizational Evaluation found that ECW's funding to the GEC resulted in stronger operational capacity at global and country levels, with improved quality and reach of Education Clusters.

▲ Ukrainian schoolchildren continue learning in classrooms reinforced by sandbags. The GEC's strengthened Rapid Response Team activated a cluster within 12 hours in response to the Ukraine crisis in 2022.

# MONITORING, EVALUATION, AND LEARNING

ECW's approach to monitoring, evaluation, and learning is central to our ability to drive and be accountable for results, and to learn from and improve our collective efforts in support of EiEPC.

Our approach to monitoring, evaluation, and learning during this strategy period will include:

- A corporate ECW-wide results framework – published as an annex to this strategic plan.
- A monitoring and annual reporting system, with a set of core indicators at the grant level as well as a suite of recommended indicators from which grantees can select, depending on the operating context and programme.
- A learning agenda, which will include a system of reviews and evaluations to provide a foundation for evidence-based learning, testing innovations, and guiding a range of decisions and actions by partners.

This work will complement what grantees are doing regarding data and evidence. Several of ECW's research questions will provide the required data for reporting against indicators in the corporate results framework.

The themes for the learning agenda are:

- Increased participation and improved holistic learning outcomes
- Increased and better financing
- Strengthened gender responsive and transformative programming
- Increased participation and outcomes for children with disabilities
- Stronger coordination, including on localization
- Stronger data and evidence, including how to improve disaggregation

At a global level, to assess progress and support evidence-based advocacy for prioritizing EiEPC, ECW will also work with partners to support the tracking of global headline figures regarding:

- EiEPC needs (i.e., crisis-affected children and adolescents in need of education support; numbers of out-of-school children in emergencies; numbers of children not learning the minimum competencies in reading and mathematics).
- EiEPC financing trends (i.e., funding requirements for EiEPC appeals, and funding towards meeting those appeals).
- EiEPC reach (i.e., convening stakeholders to explore how better to track the global reach of EiEPC funding).

ECW will strengthen its position as a learning organization. Reviews, evaluations, and annual reports will be used to steer our development throughout the strategic period, at both the global and country level. We will engage grantees and other actors in this learning journey, supporting greater cross-country, cross-sector, and cross-partner exchange.

At the end of this strategy period, ECW will also commission a second independent organizational evaluation as part of its commitment to continuous organizational learning and improvement.

# MANAGING RISK AND SAFEGUARDING

ECW's ability to operate successfully in crisis-affected contexts is underpinned by our risk management system. At an institutional level, ECW is guided by a Corporate Risk Framework and a portfolio-level risk data repository on all FER and MYRP investments.

The Corporate Risk Framework reflects assumptions and risks underpinning our Strategic Plan. At a programme level, all ECW grantees must submit quality risk assessments (on programme context, delivery, safeguarding,<sup>7</sup> operational, and fiduciary risk) to the Secretariat as a prerequisite for funding. Twice a year the Secretariat produces a Risk Report for ECW's Executive Committee based on risk updates from grantees.

Over this strategic plan period, ECW will deepen its work on safeguarding children and other vulnerable groups from all forms of harm, including ensuring closer alignment with the safeguarding policies, procedures, and initiatives of the Inter-Agency Standing Committee. We will operationalize an ECW safeguarding regulatory framework across our investment portfolio and deliver a new capacity-strengthening programme for Secretariat staff and grantees. All grantees will be required to have strong safeguarding policies and procedures in place and will be supported to develop or strengthen these where necessary. This work will be driven by our firm commitment to enhancing the safety and well-being of all our programme participants.

<sup>7</sup> ECW defines 'safeguarding' as the policies, practices, and organizational culture that are developed to prevent the abuse or exploitation of anyone who comes into contact with the organization, including grantees, beneficiaries, suppliers, and other stakeholders. Safeguarding requires organizations to take all reasonable steps to prevent abuse and exploitation and to respond appropriately whenever safeguarding concerns are raised.



# COSTING THE PLAN

ECW plans to disburse at least \$1.5 billion in the strategic period 2023–2026, as follows:

## PLANNED FUNDING ALLOCATIONS FOR THE 2023–2026 STRATEGIC PERIOD

FUNDING WINDOW / COST AREA	TOTAL (\$ MILLIONS)	%
 First Emergency Response	380	25%
 Multi-Year Resilience Programmes	985	66%
 Acceleration Facility	40	3%
 Operations	95	6%
<b>Total</b>	<b>1,500</b>	<b>100%</b>

Programmes will represent at least 94 per cent of total ECW expenditure over this period. This continues ECW’s firm commitment to stay financially lean as an organization; during our last strategic period, programmes similarly represented 95 per cent of total costs.

The balance between the investment windows will be pursued over the strategic period and there may be variations in individual years. The allocation and disbursement of resources will be balanced against actual cash flow and earmarking of funds as well as the implementation rate of grantees. ECW proposes to keep an average cash balance of 15–20 per cent of the annual disbursements. Should ECW exceed or fall short of the funding target, the effect will be distributed among the funding windows and cost areas to retain the balance indicated in the table above.



# ANNEX 1: RESULTS FRAMEWORK

NO	INDICATORS	BASELINE <sup>9</sup>	TARGET	RATIONALE
<b>Goal</b> <b>Children and adolescents<sup>9</sup> affected by crises realize their right to safe and inclusive quality education and achieve holistic learning outcomes</b>				
1	<p><b>Number of 3–18-year-old children and adolescents reached with ECW assistance through the FER funding window, disaggregated by sex, education level, disability, and refugees/IDPs/other affected populations</b></p> <p><i>Definition: Headcount of children aged 3 to 18 reached with FER funding, disaggregated to the maximum possible extent by sex, education level, disability, and refugees/IDPs/other affected populations.</i></p>	<p><b>3.9 million</b> (2018–2021), 50% females; 11.8% pre-primary; 11.9% secondary; 1.3% with functional difficulties; 27.1% refugees; 13.4% IDPs</p>	<p><b>11.9 million</b> (2023–2026), 60% females; at least 10% pre-primary, 20% secondary; 10% with functional difficulties; TBD for refugees and IDPs</p>	<p><i>To understand the “reach” &amp; “breadth” of ECW assistance via FER funding, regardless of whether the assistance led to results (outcome-level indicators are provided in the following section)</i></p>
2	<p><b>Number of 3–18-year-old children and adolescents reached with ECW assistance through the MYRP funding window, disaggregated by sex, education level, disability, and refugees/IDPs/other affected populations</b></p> <p><i>Definition: Headcount of children aged 3 to 18 reached with MYRP funding, disaggregated to the maximum possible extent by sex, education level, disability, and refugees/IDPs/other affected populations.</i></p>	<p><b>2.2 million</b> (2018–2021), 47.5% females; 5.9% pre-primary; 11.2% secondary; 1.2% with functional difficulties; 31.7% refugees; 13.5% IDPs</p>	<p><b>7.6 million</b> (2023–2026), 60% females; 10% pre-primary; 20% secondary; 10% with functional difficulties; target for refugees and IDPs to be established in 2023</p>	<p><i>To understand the “reach” &amp; “breadth” of ECW assistance via MYRP funding, regardless of whether the assistance led to results (outcome-level indicators are provided in the following section)</i></p>



## Results for children and adolescents<sup>10</sup>



### Result 1: Increased gender-equitable participation, retention, and completion in safe and inclusive learning spaces

3	<p><b>% FERs/MYRPs with increased gender-equitable education participation in ECW-supported communities</b></p> <p><i>Definition: Numerator: number of ECW programmes with partial/solid evidence (as per existing ECW definitions) of increased participation (enrolment or attendance), disaggregated by funding window.</i></p> <p><i>Denominator: number of ECW programmes with evidence of outcome change on participation (enrolment or attendance). ECW programmes with no outcome level data should not be included in the denominator.</i></p> <p><i>In case of sudden onset crises, baselines are intended as post-crisis baselines, not pre-crisis baselines.</i></p>	<p><b>96%</b> 95% FERs, 100% MYRPs, with 46% solid evidence</p>	<p><b>90%</b> at least 50% with solid evidence</p>	<p><i>To understand the effectiveness of ECW grants at increasing participation in any form of education for programmes that have been active for at least six months of a calendar year (net of any inception phase)</i></p>
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NO	INDICATORS	BASELINE <sup>8</sup>	TARGET	RATIONALE
4	<p><b>% FERs/MYRPs with gender-equitable retention or completion rates<sup>11</sup> above 75% in ECW-supported learning spaces</b></p> <p><i>Definition: Numerator: number of ECW programmes with partial/solid evidence (as per existing definitions) of retention or completion rate above 75% (disaggregated by funding window).</i></p> <p><i>Denominator: number of ECW programmes with available data on completion and/or transition. ECW programmes with no outcome level data on completion and/or transition should not be included in the denominator.</i></p> <p><i>In case of sudden onset crises, baselines are intended as post-crisis baselines, not pre-crisis baselines.</i></p>	Baseline to be established in 2023	<b>90%</b>	<i>To understand the effectiveness of ECW grants at increasing retention in/completion of education cycles (all forms of education: formal education, informal education, non-formal education) for programmes that have been active for at least six months of a calendar year (net of any inception phase)</i>
5	<p><b>% FERs/MYRPs with gender-equitable transition rates from non-formal to formal education above 60% in ECW-supported communities</b></p> <p><i>Definition: Numerator: number of ECW programmes with partial/solid evidence (as per existing definitions) of transition rates from non-formal to formal education above 60% disaggregated by funding window. Instances of transition from non-formal education to livelihoods should be reported separately, but they would count positively towards the achievement of the target for children of secondary school age.</i></p> <p><i>Denominator: number of ECW programmes with available data on transition rates. ECW programmes with no outcome level data should not be included in the denominator.</i></p> <p><i>In case of sudden onset crises, baselines are intended as post-crisis baselines, not pre-crisis baselines.</i></p>	<b>67%</b> 90% FERs, 20% MYRPs	<b>80%</b> only for programmes with a non-formal education component	<i>To understand the effectiveness of ECW grants at increasing retention in transition to formal education for programmes that have been active for at least six months of a calendar year (net of any inception phase)</i>
 <b>Result 2: Improved inclusive, gender-equitable holistic learning and well-being outcomes</b>				
6	<p><b>Number and % of MYRPs with gender-equitable improved learning outcomes in literacy and/or numeracy in ECW-supported learning spaces</b></p> <p><i>Definition: Numerator: number of programmes with partial/solid evidence (as per existing definitions) of increased academic outcomes of the beginning of programme activities, disaggregated by funding window.</i></p> <p><i>Denominator: number of programmes with evidence of change on learning outcomes.</i></p>	<b>8 MYRPs</b> 100%, 63% with solid evidence	<b>At least 20 MYRPs</b> 90%, with at least 60% of programmes with solid evidence	<i>To understand the effectiveness of ECW grants at increasing academic learning in any form of education for programmes that have been active for at least six months of a calendar year</i>

<sup>8</sup> Baseline data is calculated at the end of the calendar year 2021, unless otherwise noted.

<sup>9</sup> Referring to children and adolescents in this document, ECW means crisis-affected girls and boys between the ages of 3 and 18 in all their diversity. ECW is committed to supporting those most in need, paying particular attention to gender, disability, refugee status, displacement status, sexual orientation and gender identity, and age and stage (including supporting the early years and secondary school).

<sup>10</sup> The education results for children and adolescents (indicator numbers 3–8) will be disaggregated by sex so that ECW and supported programmes track gender parity and address gender barriers to participation, retention/completion, transition, and learning as needed.

<sup>11</sup> Completion rates are defined flexibly. They will usually refer to the share of children completing a non-formal programme or a year of formal programme

## RESULTS FRAMEWORK

NO	INDICATORS	BASELINE <sup>8</sup>	TARGET	RATIONALE
7	<p>Number and % of MYRPs with gender-equitable improved Social and Emotional Learning (SEL) and/or well-being of children and adolescents in ECW-supported learning spaces</p> <p><i>Definition: Numerator: number of MYRPs with partial/solid evidence (as per existing definitions) of increased SEL and/or well-being of children of the beginning of programme activities.</i></p> <p><i>Denominator: number of MYRPs with evidence of change on learning outcomes.</i></p>	<p><b>4 MYRPs</b> 100%, 50% with solid evidence</p>	<p><b>At least 10 MYRPs</b> 60%, with at least 60% of programmes with solid evidence</p>	<p><i>To understand the effectiveness of ECW grants at increasing SEL / child well-being in any form of education for programmes that have been active for at least six months of a calendar year</i></p>
8	<p>Number and % of MYRPs with evidence of change in social norms and attitudes towards gender equality among students (m/f), teachers (m/f), and caregivers (m/f) in communities supported through MYRPs</p> <p><i>Definition: For each subgroup, country-level averages would be formed for students (m/f), teachers (m/f), and caregivers (m/f) based on a questionnaire administered to a sample of each subcategory via a longitudinal study. If a MYRP has an overall score larger than 3, it qualifies as a MYRP with positive evidence of change.</i></p>	<p>Baseline to be established in 2023</p>	<p><b>50%,</b> with a change towards gender equality above a threshold (to be developed in 2023) among those MYRPs with available data</p>	<p><i>To monitor and understand the extent and the drivers of change of social norms and attitudes towards gender equality among students, teachers, and caregivers in communities supported through MYRPs</i></p>



### Country Level Strategic Results

#### S01A: Increased and better funding for EiEPC at country level

##### Increased and aligned EiEPC funding

9	<p>Amount of additional aligned funding for EiEPC mobilized in a sample of MYRP countries with a dedicated Resource Mobilization support component</p> <p><i>Definition: ECW annually tracks funding amounts of other programmes targeting the same beneficiary group as the MYRPs, and assesses the degree to which these programmes have been aligned and coordinated with the MYRPs. ECW will be piloting a new approach to in-country resource mobilization in a sample of MYRP countries.</i></p>	<p>Baseline to be established in 2023</p>	<p>Target to be established in 2023</p>	<p><i>To better understand progress towards mobilizing additional funding to EiEPC beyond MYRP seed funding in MYRP countries by donors and partners</i></p>
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NO	INDICATORS	BASELINE <sup>8</sup>	TARGET	RATIONALE
<b>Increased prioritization of funding to EiEPC</b>				
<b>10</b>	<p>EiE funding required as a % of total appeal funding</p> <p><i>Definition: Details available in 2021 Annual Results Report</i></p>	<b>7.9%</b> (2021)	<b>10%</b> (2026)	<i>To understand sectorial trends in funding and the relative contribution of ECW to resource mobilization</i>
<b>S02A: Stronger EiEPC capacities and systems at country level</b>				
<b>Stronger coordination at the nexus</b>				
<b>11</b>	<p>Number and % of MYRPs in a sample of MYRP countries with evidence of improved coordination at the nexus</p> <p><i>Definition: A standardized questionnaire based on a Likert scale with 5 values will be developed in 2023 for administration to a sample of in-country stakeholders, to be used to track evidence of improved coordination.</i></p>	Baseline to be established in 2023	<p><b>At least 5 MYRPs</b> with evidence of change</p> <p>80% with improvement above a threshold (out of those with evidence of change; threshold to be developed in 2023)</p>	<i>To monitor and understand how ECW contributes to coordination at the nexus in countries supported through MYRPs</i>
<b>Stronger localization and community participation</b>				
<b>12</b>	<p>Amount and % of funds in FERs and MYRPs transferred to national/local partners – including local women's organizations (LWOs), organizations of persons with disabilities (OPDs), and refugee-led organizations – as directly as possible</p> <p><i>Definition: Details available in 2021 Annual Results Report</i></p>	<b>22%</b> (active grants in 2021)	<b>30%</b> (active grants in 2026)	<i>To understand adherence of ECW to Grand Bargain commitments</i>
<b>13</b>	<p>Number and % of FERs/MYRPs with evidence of improved quality of engagement with national and local partners, including including LWOs, OPDs, and refugee-led organizations</p> <p><i>Definition: In 2023 a monitoring approach will be developed with qualitative and quantitative measures of engagement with national and local partners, based on the Localization Performance Measurement Framework (by NEAR NGO) – see sections 1, 3, and 5 of the framework.</i></p>	Baseline to be established in 2023	Target to be established in 2023	<i>To understand adherence of ECW to Grand Bargain commitments</i>

## RESULTS FRAMEWORK

NO	INDICATORS	BASELINE <sup>a</sup>	TARGET	RATIONALE
14	<p>Number and % of FERs/MYRPs with evidence of improved quality of engagement with affected populations, including LWOs, OPDs, and refugee-led organizations</p> <p><b>Definition:</b> In 2023 a monitoring tool will be developed with qualitative and quantitative measures of engagement with affected populations, based on the Localization Performance Measurement Framework (by NEAR NGO) – see section 6 of the framework.</p>	Baseline to be established in 2023	Target to be established in 2023	To understand adherence of ECW to Grand Bargain commitments
<b>Improved availability, sharing, and use of quality data</b>				
15	<p>a. % FERs/MYRPs with data on time to monitor education participation, disaggregated by sex and education level</p> <p>b. % MYRPs with data on time to monitor learning outcomes, disaggregated by sex and education level</p> <p><b>Definition:</b> FERs are only required to report on outcome-level results on participation; MYRPs are required to report on outcome-level results for both participation and learning outcomes.</p> <p>Data on time refers to the following requirements:</p> <ul style="list-style-type: none"> <li>• At least one data point available (baseline) within the first year of programme implementation</li> <li>• At least two data points available allowing for outcome change comparison over time within 24 months of programme implementation</li> </ul>	<p>a. <b>71%</b> 76% MYRPs and 70% FERs</p> <p>b. <b>48%</b> of MYRPs</p>	<p>a. <b>95%</b> of FERs/ MYRPs</p> <p>b. <b>80%</b> of MYRPs</p>	To understand the capacity of grantees and ECW to generate data on time on education outcomes
16	<p>Number and % of MYRPs that are informed by better quality evidence on needs, including analyses regarding gender equality and capacities</p> <p><b>Definition:</b> Evidence relates to aspects of the education need of EiEPC-affected populations and the capacity of stakeholders to respond. Dimensions of quality refer to evidence being timely, holistic in scope, disaggregated, conflict-disaster sensitive, and if it includes specific systemic and gender/equity aspects. A Likert scale and/or rubric is to be used to assess.</p>	<b>86%</b>	<b>90%</b> of developed MYRPs with improvement above a threshold (out of those with evidence of change)	To understand the extent to which MYRPs are informed by high-quality evidence
17	<p>Number and % of MYRPs that improved systems for coordination, harmonization, and institutionalization of crisis- and risk-related data</p> <p><b>Definition:</b> Evidence relates to aspects of risk management, capacity to develop and execute risk mitigation measures, the existence of harmonized plans and practices in EiEPC delivery as well as result measurement analysis, and learning. A Likert scale and/or Rubric is to be used to assess.</p>	Baseline to be established in 2023	<p><b>At least 5 MYRPs</b> with evidence of change</p> <p>80% with improvement above a threshold (out of those with evidence of change)</p>	To understand the extent to which MYRPs contribute to improving national systems for coordination, harmonization, and institutionalization of crisis- and risk-related data



NO	INDICATORS	BASELINE <sup>a</sup>	TARGET	RATIONALE
<b>Global Level Strategic Results</b>				
<b>S01B: Increased and better funding for EiEPC at global level</b>				
<b>Increased prioritization of funding for EiEPC, especially to ‘forgotten crises’</b>				
<b>18</b>	<p>a. Amount of total annual EiEPC funding b. Amount of total annual EiEPC funding to forgotten crises</p> <p><b>Definition:</b> Total EiE funding and EiE funding to forgotten crises are calculated using OCHA data (FTS); forgotten crises are defined following the designated ECHO criteria.</p> <p>The set of forgotten crises may change from baseline to endline – the indicator would measure the percentage increase in EiE funding in the countries that are identified by ECHO as forgotten crises.</p>	<p>a. <b>\$640 million</b> (2021)</p> <p>b. Baseline to be established in 2023</p>	<p>a. <b>\$1.2 billion</b> (2026)</p> <p>b. Baseline to be established in 2023</p>	<p>To understand the dynamics of EiEPC funding globally and the effectiveness of ECW advocacy for more and better EiEPC funding, including in forgotten crises, as per the objectives of ECW’s Financing Observatory</p>
<b>19</b>	<p>% EiE funding (out of sector-specific humanitarian funding)</p> <p><b>Definition:</b> Numerator: yearly committed EiE funding (OCHA FTS). Denominator: total yearly humanitarian funding required (EiE) (OCHA FTS).</p>	<b>5%</b>	<b>8%</b> (2026)	<p>To understand the dynamics of EiEPC funding globally and the effectiveness of ECW advocacy for more and better EiEPC funding</p>
<b>20</b>	<p>% EiE funding against required EiE appeal funding</p> <p><b>Definition:</b> Numerator: total yearly humanitarian funding disbursed against appeals (EiE) (OCHA FTS). Denominator: total yearly humanitarian funding required in appeals (EiE) (OCHA FTS).</p>	<b>22%</b>	<b>40%</b> (2026), with a projected annual \$3 billion education appeal requirement	<p>To understand the dynamics of EiEPC funding globally and the effectiveness of ECW advocacy for more and better EiEPC funding</p>
<b>Increased rapid funding to sudden onset crises</b>				
<b>21</b>	<p>% FERs disbursed up to 12 weeks after the humanitarian appeal date</p> <p><b>Definition:</b> Numerator: number of FER grants responding to acute emergencies that were disbursed within 12 weeks of the date of the humanitarian appeal. Denominator: number of FER grants responding to acute emergencies.</p>	<b>56%</b>	<b>75%</b> (2026)	<p>To understand speed of ECW in disbursing under the FER window</p>
<b>More funds mobilized for ECW trust fund</b>				
<b>22</b>	Funding mobilized for ECW Trust Fund	<b>\$1.07 billion</b> (2017–2021)	<b>At least \$1.5 billion</b> (by 2025)	<p>To estimate the level of funding mobilized by the fund</p>

## RESULTS FRAMEWORK

NO	INDICATORS	BASELINE <sup>8</sup>	TARGET	RATIONALE
 <b>S02B: Stronger EiEPC capacities, systems at global level</b>				
<b>Stronger inclusive global and regional policies, approaches, and standards</b>				
<b>23</b>	<p><b>Extent to which global and regional institutions adopt policies, approaches, and standards supported/promoted by ECW for inclusive, safe, quality education for crisis-affected children</b></p> <p><i>Definition: A rubric with the following criteria shall be used for the assessment: i. availability of evidence; ii. number of institutions impacted; and iii. effects on children.</i></p>	Baseline to be established in 2023	Specific increase in pre-set rubrics, to be developed in 2023	<i>To understand the extent to which ECW supported the strengthening of global and regional policies, approaches, and standards</i>
<b>Stronger global and regional coordination</b>				
<b>24</b>	<p><b>Extent to which global and regional institutions strengthen their coordination at the nexus through ECW support</b></p> <p><i>Definition: A rubric with the following criteria shall be used for the assessment: i. availability of evidence; ii. number of institutions impacted; and iii. effects on children.</i></p>	Baseline to be established in 2023	Specific increase in pre-set rubrics, to be specified in 2023	<i>To understand the extent to which ECW supported strengthening global and regional EiEPC coordination</i>
<b>Improved analysis, sharing, and learning from quality data and evidence</b>				
<b>25</b>	<p><b>Extent to which knowledge products supported by ECW in support of education for crisis-affected children are produced, shared, and used</b></p> <p><i>Definition: A monitoring table will be produced to assess the extent to which knowledge products (e.g., reports on global needs and on EiEPC funding; summary of evidence of what works and what does not in EiE; global public goods on measurement of learning outcomes in EiEPC; etc.) are shared and used on the global, regional, and/or national level. The uptake and impact of the product is to be assessed.</i></p>	Baseline to be established in 2023	To be assessed on a case-by-case basis	<i>To understand the extent to which ECW supported the strengthening of analysis, sharing, and learning from quality data and evidence</i>

# ANNEX 2: THEORY OF CHANGE ASSUMPTIONS

## Assumptions at each level



### Results for children and adolescents

Assumptions #

1. Governments and ECW partners have the necessary understanding and capacities to engage and include the most marginalized children and adolescents in EiEPC.
2. ECW and partners have sufficient political influence to advocate for improved education policies for crisis-affected children and adolescents.
3. ECW and partners have sufficient capacity to support governments in developing and implementing better policies for crisis-affected children and adolescents.
4. Organizations active in EiEPC maintain high-quality programming standards
5. Governments provide an enabling environment for EiEPC operations (e.g., access to the field, data sharing, commitment to education outcomes, and inclusion for crisis-affected children and adolescents, etc.).
6. There is a sufficient number of grantees/implementing partners at country level able to operate and respond flexibly in high-risk environments.
7. Multi-sectoral collaboration exists at country level (i.e., disability actors, GBViE sector, gender in humanitarian action, CP/MHPSS, and others).



### Strategic objectives

Assumptions #

1. ECW and partners have sufficient influence and technical capacity to strengthen in-country EiEPC coordination.
2. Cluster lead agencies have full-time dedicated cluster staff (i.e., Coordination and Information Manager).
3. In-country EiEPC actors effectively coordinate their interventions under the designated structures (i.e., cluster, refugee coordination, nexus coordination, and Local Education Groups).
4. ECW partners (e.g., donors, governments, grantees) actively support and implement new ways of working and transformational approaches to education in crises (e.g., bridging the humanitarian-development divide, improving evidence, ensuring learning outcomes, joint programming).
5. ECW donors remain committed to funding programming and supporting operations in high-risk environments.
6. ECW and partners raise sufficient funding both globally and in-country to contribute to EiEPC funding gaps.
7. ECW's role is well understood by humanitarian and development partners, and complementarity between ECW and other global actors is well-defined.



### ECW core functions

Assumptions #

1. Continued political and organizational commitment to and confidence in ECW.
2. ECW's governance and host support delivery of Strategy 2023–2026.
3. Donors deliver their financial commitments on time with limited earmarking.
4. ECW Secretariat is adequately staffed and resourced.
5. ECW Secretariat systems are fit for purpose.

# ANNEX 3: ECW'S GOVERNANCE STRUCTURE

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<b>Director and Secretariat</b>	The ECW Director has overall responsibility, under the authority of the High-level Steering Group and its Chair, to provide strategic leadership to ECW and manage the ECW Secretariat. The Secretariat has responsibility for the day-to-day operations of ECW, including strategy, monitoring, and grant-making.
<b>Executive Committee</b>	This committee oversees ECW operations and is primarily accountable for the implementation of ECW strategy and policies. It is made up of Director-level representatives from partner organizations, UN and multilateral aid agencies, civil society organizations, foundations, and the private sector.
<b>High-level Steering Group (HLSG)</b>	The HLSG provides strategic guidance to the fund's operations. Convened at the ministerial level, it is comprised of partner organizations, including heads of UN and multilateral aid agencies, CEOs of civil society organizations and foundations, and private sector representatives. The HLSG advocates for high-level political commitment and funding to achieve ECW's goals and objectives.
<b>Hosting</b>	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. During the course of this strategic period, there will be a second review of the hosting arrangement with UNICEF.

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"IN A GENTLE  
WAY, YOU  
CAN SHAKE  
THE WORLD"

Mahatma Gandhi

**About Education Cannot Wait (ECW):**

Education Cannot Wait is the United Nations global fund for education in emergencies and protracted crises. We support quality education outcomes for refugee, internally displaced, and other crisis-affected girls and boys so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public and private sector donors for expanded support to reach even more vulnerable children and youth.

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