



**EDUCATION
CANNOT
WAIT**

Annual Results
Report 2022

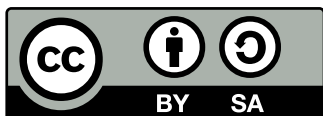
**WITH HOPE
AND COURAGE:**
*Moving Fast Forward Into
Our Next Strategic Plan*

ABOUT THIS PUBLICATION

This report was elaborated under the direction of the Education Cannot Wait (ECW) Secretariat, with contributions from the ECW Executive Committee, grant recipients, and constituents of the ECW High-Level Steering Group. The report covers the period from 1 January to 31 December 2022.

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations, including donor agencies or the UN Member States. The boundaries, names, and designations used on the maps 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.

Education Cannot Wait, August 2023



ABOUT EDUCATION CANNOT WAIT (ECW)

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

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

Credit: ©UNICEF/d'Aki

Layout and design: Svenja Greenwood



**EDUCATION
CANNOT
WAIT**

WITH HOPE AND COURAGE:¹

*Moving Fast Forward
Into Our Next
Strategic Plan*

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

Foreword

The Vast Potential of the Human Spirit

With hope and courage, we must rise to the challenges before us. We must rise to the challenge of a world set afire by climate change, forced displacement, armed conflicts and human rights abuses. We must rise to the challenge of girls being denied their right to an education in Afghanistan. We must rise to the challenge of a global refugee crisis that is disrupting development gains the world over. We must rise to the challenge of brutal and unconscionable wars in places like Sudan and Ukraine that are putting millions of children at risk every day.

By ensuring every single child has access to quality education and embracing the vast potential of the human spirit – especially the 224 million girls and boys caught in emergencies and protracted crises that so urgently need our support – we can rise to this challenge. It's a chance for girls with disabilities like Sammy in Colombia to find a nurturing place to learn and grow, it's a chance for girls that have been forced into child marriage like Ajak in South Sudan to resume control of their lives, it's a chance for refugees like Jannat in Bangladesh to find hope and dignity once more.



As Education Cannot Wait (ECW) has successfully completed its first strategic plan period and now enters its second strategic period, we are seeing time and again the power of education in propelling global efforts to deliver on the promises outlined in the 2030 Agenda for Sustainable Development, the Paris Agreement, the Convention on the Rights of the Child, and other crucial international frameworks. By ensuring quality holistic education for the world's most marginalized and vulnerable children in crisis settings, we invest in human capital, transform economies, ensure human rights, and build a more peaceful and more sustainable future for all.

The achievements outlined in ECW's 2022 Annual Results Report tell a story of a breakout global fund moving with strength, speed and agility, while achieving quality. Together with a growing range of strategic partners, ECW reached 4.2 million children in 2022 alone. It was also the first year girls represented more than half of the children reached by ECW's investments, including 53% of girls at the secondary level, which is a significant milestone in achieving the aspirational target of 60% girls reached. Now in its sixth year of operation, ECW has reached a total of 8.8 million children and adolescents with the safety, power and opportunity of a quality, inclusive education. An additional 32.2 million children and adolescents were reached with targeted interventions during the COVID-19 pandemic. We are also seeing a global advocacy movement reaching critical mass, together with stronger political commitment and increased financing for the sector. In 2022, funding for education in emergencies was higher than ever before. Total available funding has grown by more than 57% over just three years – from US\$699 million in 2019 to more than US\$1.1 billion in 2022.

However, the needs have also skyrocketed over this same period. Funding asks for education in emergencies within humanitarian appeals have nearly tripled from US\$1.1 billion in 2019 to almost US\$3 billion at the end of 2022. This means that while donors are stepping up, the funding gap has actually widened, and only 30% of education in emergencies requirements were funded in 2022.

With support from key donors, including Germany, the United Kingdom and the United States, as the top-three contributors among 25 in total, such as visionary private sector partners like The LEGO Foundation, US\$826 million was announced at the ECW High-Level Financing Conference in early 2023. Collective resource mobilization efforts from all partners and stakeholders at global, regional, and country levels also helped unlock an additional US\$842 million of funding for education in-country, which was contributed in alignment with ECW's Multi-Year Resilience Programmes in 22 countries, and thus illustrates strong coordination by strategic donor partners who work in affected emergencies and protracted crises-contexts.



Jannat in Bangladesh

© Save the Children

We must rise to this challenge by finding new and innovative ways to finance education. To date, some of ECW's largest and prospective bilateral and multilateral donors have not yet committed funding for the full 2023–2026 period, and there remains a gap in funding from the private sector, foundations and philanthropic donors. In the first half of 2023, ECW faces a funding gap of approximately \$670 million to fully finance results under the Strategic Plan, 2023–2026, to reach more than 20 million children over the next three years.

The investments will address the diverse impacts of crisis on education through child-centred approaches that are tailored to the needs of specific groups affected by crisis, such as children with disabilities, girls, refugees, and vulnerable children in host communities. These investments entail academic learning, social and emotional learning, sports, arts, combined with mental health and psycho-social services, school feeding, water and sanitation, as well as a protection component. Since ECW became operational, we have withstood the cataclysmic forces of a global pandemic, a rise in armed conflicts that have disrupted social and economic security the world over, the unconscionable denial of education for girls in Afghanistan, floods and droughts made ever-more devastating by climate change, and other crises that are derailing efforts to deliver on the Sustainable Development Goals. Now is the time to come together as one people, one planet to address the challenges before us. Now is the time to embrace the vast potential of the human spirit. With education for all, we can make sure girls like Sammy, Ajak and Jannat are able to reach their full potential, we can build a better world for generations to come.

The Rt. Hon. Gordon Brown

UN Special Envoy for Global Education, Chair of ECW High-Level Steering Group



Gordon Brown

List of acronyms and abbreviations

AEP	accelerated education programme	NRC	Norwegian Refugee Council
BLP	Better Learning Programme	OCHA	United Nations Office for the Coordination of Humanitarian Affairs
CCT	Core Coordination Training	PSEA	prevention of sexual exploitation and abuse
COP	Conference of the Parties	SDG	Sustainable Development Goal
DG ECHO	Directorate-General for European Civil Protection and Humanitarian Aid Operations	SEL	social and emotional learning
DGESS	General Directorate of Planning and Statistics	SIDA	Swedish International Development Cooperation Agency
DRR	disaster risk reduction	TES	Transforming Education Summit
ECE	early childhood education	UNESCO	United Nations Educational, Scientific and Cultural Organization
ECHO	European Commission Humanitarian Office	UNHCR	United Nations High Commissioner for Refugees
ECW	Education Cannot Wait	UNICEF	United Nations Children’s Fund
EiE	education in emergencies	UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
EiEPC	education in emergencies and protracted crises	WASH	water, sanitation and hygiene
FER	First Emergency Response	WFP	World Food Programme
FTS	Financial Tracking System	WHO	World Health Organization
GBV	gender-based violence		
GCPEA	Global Coalition to Protect Education from Attack		
GEC	Global Education Coalition		
GLO	gender lead organization		
GPE	Global Partnership for Education		
GTP	Global Technical Partner		
HEA	Humanitarian Education Accelerator		
HLFC	High-Level Financing Conference		
HLOM	holistic learning outcomes measurement		
HNO	Humanitarian Needs Overview		
HRP	Humanitarian Response Plan		
IASC	Inter-Agency Standing Committee		
IDP	internally displaced persons		
INEE	Inter-Agency Network for Education in Emergencies		
LNA	local and national actors		
M&E	monitoring and evaluation		
MHM	menstrual hygiene management		
MHPSS	mental health and psychosocial support		
MoE	Ministry of Education		
MYRP	Multi-Year Resilience Programme		
NGO	non-governmental organization		

Additional notes for the reader:

All amounts are in US dollars (\$), unless otherwise stated.

The term ‘children’ is sometimes used interchangeably with ‘children and adolescents’. This is in accordance with the Convention on the Rights of the Child, which states: For the purposes of the present Convention, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier (article 1).

Acknowledgements

The achievements presented in this report are a direct result of the unwavering commitment and invaluable support from a diverse group of stakeholders, including host-country governments, donors, United Nations agencies, global and local civil society organizations, philanthropic foundations, and the private sector, among others.

Education Cannot Wait (ECW) continues to work diligently through these partnerships to fulfil our shared vision of a world where all children and adolescents affected by crisis can access free and safe education, enabling them to grow, learn, and reach their full potential as outlined in the Sustainable Development Goals. As we continue to build a global movement to support crisis-affected children and adolescents, ECW extends its heartfelt appreciation to the generous and timely funding provided by our donors. Without their continuous support, none of the remarkable results achieved through ECW's global investments and partnerships would have been possible.

The ECW Secretariat would like to express special thanks to ECW's governance structures – the High-Level Steering Group and the Executive Committee – for their unwavering political commitment, strategic support, generous funding, and consistent advocacy efforts. We extend our appreciation to all members of these governance structures for their exceptional support, and we are especially grateful to the Chair of the High-Level Steering Group, the Rt. Hon. Gordon Brown, United Nations Special Envoy for Global Education, and to the Chair of the ECW Executive Committee, Alicia Herbert, OBE, Director of Education, Gender, and Equality and Gender Envoy with the Foreign, Commonwealth, and Development Office of the UK Government.

Our heartfelt thanks also go to UNICEF, our hosting agency, under the inspiring leadership of its Executive Director, Catherine M. Russell, and to all heads of UN agencies, CEOs of civil society and private sector organizations, the Education Commission, the International Finance Facility for Education, and the Global Partnership for Education.

Host-country governments have played a crucial role as catalysts of transformational investments across the humanitarian-development nexus, leading efforts to provide safe, quality learning environments for refugee and displaced children and adolescents, and ensuring education access for every child, everywhere. Civil society organizations have been instrumental in advocating for ECW and supporting resource mobilization efforts.

ECW expresses deep gratitude to its grantees and partners, whose relentless work on the ground, often in challenging conditions, ensures that education support reaches the most vulnerable children and adolescents affected by crisis.

The ECW Secretariat also acknowledges with thanks all the partners and individuals who contributed to our work during this reporting period, particularly those who provided technical support at the global or country levels.

Lastly, let us also recognize the bravery and resilience of the girls and boys who are attending school for the first time and learning to read and write, aspiring to become professionals and respected citizens such as doctors, nurses, architects, teachers, small business owners, mechanics, engineers, and more. On the frontlines of education in emergencies and protracted crises, teachers, families, and communities are joining forces to ensure that no child is left behind. Together, we are creating a brighter and more hopeful future for all.

ACKNOWLEDGEMENTS

REPORT CONTRIBUTORS

This report is based on information provided in the programme reports submitted by 37 grantees for a total of 85 programmes that were active during 2022: 26 Multi-Year Resilience Programmes, 26 First Emergency Response programmes, and 33 Acceleration Facility programmes. The results described in the report reflect their hard work and dedication on the ground to support children and youth affected by crises in 30 countries.

The report was produced under the guidance of Yasmine Sherif, ECW's Director, and under the leadership of Christian Stoff, Chief of ECW's Monitoring, Evaluation and Global Reporting team. The core report team consisted of Aurélie Rigaud, Maurits Spoelder, and Christian Stoff. The analysis was supported by Emma Aphetsetche Ahadoberry, Maíra de Abreu Martinez, Hinah Espejo Mian, and Siyan Qian. Information Management by Gael Leloup.

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Fatuma, 9, listens to her teacher's instructions during class. ECW investments in Ethiopia are improving access to education for refugee, internally displaced and host community children and adolescents.

Our Strategic Donor Partners



The LEGO Foundation



التعليم | education
فوق | above
الجميع | all



Theirworld



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EXECUTIVE SUMMARY

With hope and courage²

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

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

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

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

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

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

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

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

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

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

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

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

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



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

PART 1: Strategic Objectives



Inspire political commitment and financing

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

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

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

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

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

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

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

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

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

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

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



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



Improve joint planning and timely response

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

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

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



\$34 million

ECW's programme portfolio in 2022 included 26 MYRPs, 26 FERs, and 33 Acceleration Facility programmes in 30 countries. Twelve new FERs totalling \$34 million were approved in response to acute emergencies and escalated crises in 10 countries. Two new MYRPs and one renewed MYRP were approved in 2022.

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

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

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

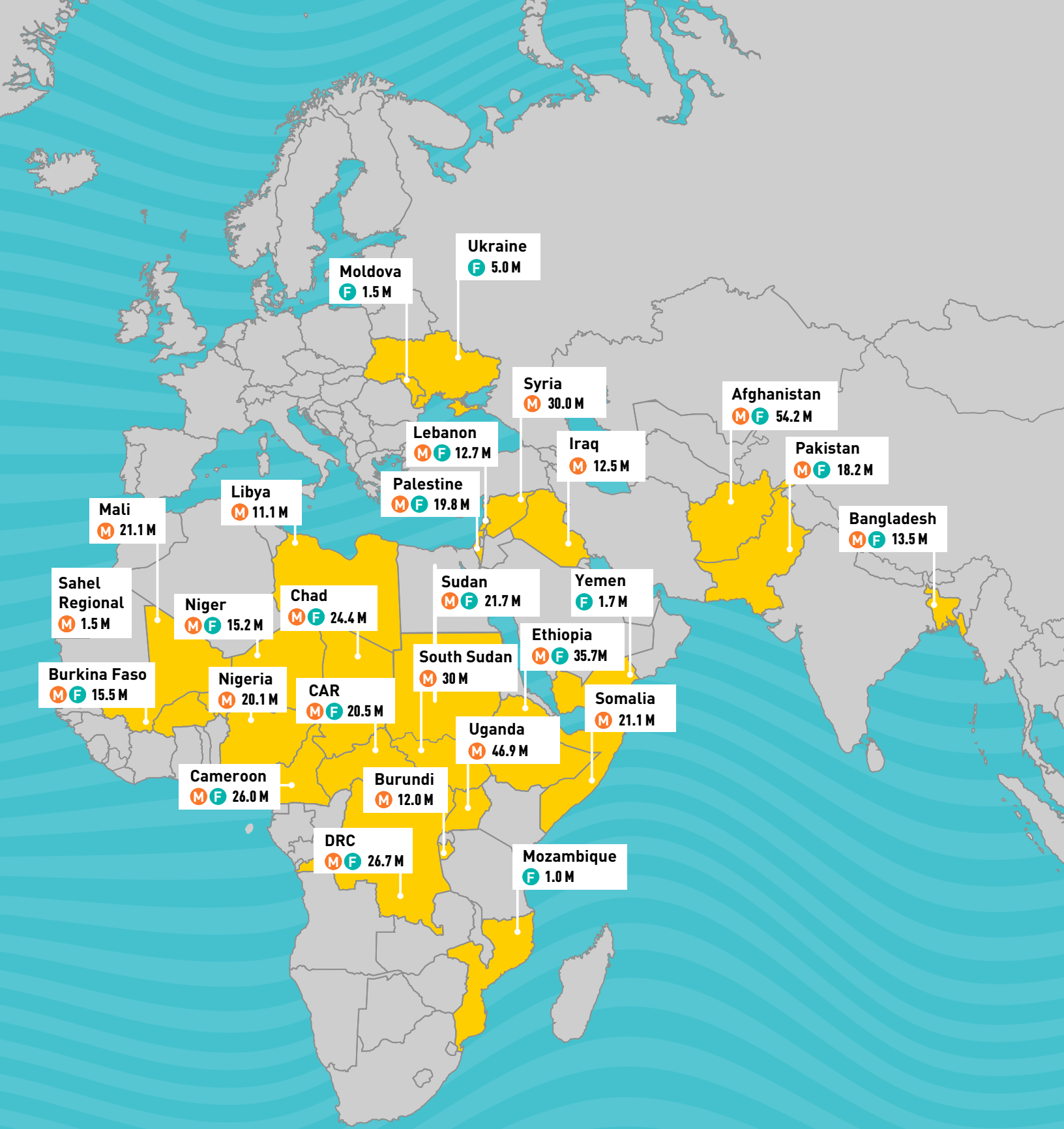
Average numbers of targeted children per programme have not changed significantly, but overall MYRP budgets have doubled on average, from \$12.5 million annually in 2019–2021 to \$25.6 million in 2022.¹⁰ Budgets per child have increased over the period 2018–2022, from \$54 to \$77 annually for the MYRPs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

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

¹⁰ The spike is partly due to the \$40 million in seed funding allocated to the Central African Republic as part of its MYRP renewal.
¹¹ FER interventions are immediately deployed and of shorter term, which explains in part their higher budget per child.

Map of ECW country investments active in 2022





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



Strengthen capacity to respond

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

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

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

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

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



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



Improve data, evidence and accountability

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

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

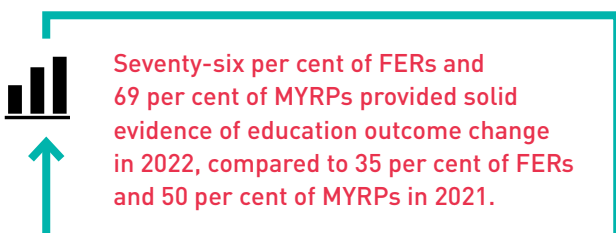
- UNESCO is working in Ethiopia and South Sudan to integrate global approaches to the use of data and evidence into national planning and monitoring systems, and to improve system coherence among development partners. Globally, six country case studies on EiE data system strengthening were made available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

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

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

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

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



PART 2:

Beneficiary Outcome Results



Children reached

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

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

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










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

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

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

Table 1. Children reached by ECW

2022 and 2018–2022

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

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

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



Improved access and continuity of education

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

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

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

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

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

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

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



Strengthened equity and gender equality

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

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

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

Furthermore, ECW supported the following activities in 2022:

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

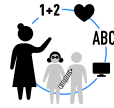
Since inception, ECW has invested approximately \$226 million (28 per cent of its total programme allocation) in education programmes that provide support to refugees (MYRPs: \$191 million; FERs: \$33.5 million; Accelerated Facility: \$773,000). Fifty-two per cent of refugees (723,000) are supported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



More than 1/2

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

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



Improved learning and skills

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

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

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

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

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

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

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



Safe and protective learning environments

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

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

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

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

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

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

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

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

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



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

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GLOBAL CONTEXT

The year 2022 saw a continuation of recent trends – the list of crises¹⁴ around the world continued to grow and become **more severe**, affecting **more people** and lasting for **longer periods of time**. According to the Global Humanitarian Needs Overview 2023, **a record 362 million people, or 1 in every 23 people around the world, needed humanitarian assistance and protection as of 22 June 2023¹⁵** – a significant increase from the 274 million reported at the beginning of 2022.

14 The term crisis should be understood against a spectrum and is linked to a set of factors acting together, including, beyond the severity of a natural hazard or conflict, low capacities to recover from these shocks at different levels – that is, at family, community, and country level. This also means that crisis severity, risk and frequency often overlap with fragility, poverty, and weak governance systems – factors that are generally linked to low education outcomes.

15 Global Humanitarian Needs Overview 2023, as accessed on 22 June 2023 via <https://humanitarianaction.info/>

This disturbing trend has led to record-high levels of forced displacements. According to the Internal Displacement Monitoring Centre (IDMC)'s 2023 Global Report on Internal Displacement, 60.9 million new internal displacements, or movements,¹⁷ were recorded during 2022, which is a 60 per cent increase from 2021 and the highest figure ever recorded. The number of internal displacements due to conflict and violence nearly doubled to 28.3 million. The war in Ukraine alone led to 16.9 million new internal displacements, followed by conflicts in the Democratic Republic of the Congo (4 million), Ethiopia (2 million) and Myanmar (1 million), among others. The La Niña weather phenomenon continued to trigger record levels of flood displacement in countries including Pakistan, Nigeria and Brazil. It also led to the worst drought on record which displaced 2.1 million people in Somalia, Ethiopia and Kenya.¹⁸

At the end of 2022, 71.1 million people around the world, the highest number ever recorded, were living as internally displaced persons (IDPs)¹⁹ – individuals or groups who have been forced to leave their homes but have not left their country of origin – representing a 20 per cent increase compared to the end of 2021. Conflict and violence remain the primary causes of prolonged internal displacement. Of the total number, an unprecedented 62.5 million people lived in internal displacement because of conflict and violence, compared to 8.7 million who lived in internal displacement because of natural disasters. However, the increase in people living in internal displacement due to natural disasters has grown by 45 per cent year-on-year, more than the 17 per cent increase for conflict and violence, suggesting that natural disasters are increasingly the cause of prolonged internal displacement.

Almost three out of every four of the world's IDPs live in just 10 countries: Syria, Afghanistan, the Democratic Republic of the Congo, Ukraine, Colombia, Ethiopia,

Yemen, Nigeria, Somalia and Sudan. In many, disasters and conflict overlapped in 2022, prolonging the displacement for many people and displacing others for a second or third time.

Forced displacements across borders also continued to break records. At the end of 2022, the United Nations High Commissioner for Refugees (UNHCR) reported²⁰ a record high of 35.3 million refugees, 5.4 million asylum-seekers and 5.2 million other crisis-affected populations in need of international protection. The invasion of Ukraine in 2022 triggered the largest forced displacement in magnitude and velocity since the second World War. At the end of 2022, 11.6 million Ukrainians remained displaced, including 5.9 million within their country and 5.7 million who fled to other countries.

About half of all refugees and other crisis-affected populations in need of international protection originated from just three countries: Syrian Arab Republic (6.5 million); Ukraine (5.7 million); and Afghanistan (5.7 million). Globally, Turkey, the Islamic Republic of Iran, Colombia, Germany and Pakistan hosted the largest refugee populations at the end of 2022. About three out of four refugees were hosted in low- and middle-income countries.

Climate change continues to grow as an underlying factor contributing to this increasing trend in crises and conflict and is labelled a humanitarian crisis in the 2023 Global Humanitarian Report released by the United Nations Office for the Coordination of Humanitarian Affairs. The floods in Pakistan and the droughts in Ethiopia and Somalia are tragic examples of this reality. The Internal Displacement Monitoring Centre reports 32.6 million new internal displacements²¹ due to natural disasters, with floods (19.2 million) being the leading trigger followed by storms (10 million), droughts (2.2 million), and wildfires (0.4 million), among others.

16 IDMC (2023): Global Report on Internal Displacement, as accessed on 22 June 2023 via <https://www.internal-displacement.org/global-report/grid2023/>

17 The number of internal displacements refer to the number of forced movements of people within the borders of their country recorded during the year. There can be multiple displacements occurring per person during a year, as some people become displaced several times before finding a solution to their displacement. In contrast, the total number of IDPs reported later in this chapter counts all the people living in internal displacement at the end of a given year. See IDMC (2023) for details.

18 *ibid*

19 *ibid*

20 <https://www.unhcr.org/global-trends-report-2022>

21 While the total number of IDPs provides a snapshot of all the people living in internal displacement at the end of a given year, the internal displacements figure refers to the number of forced movements of people within the borders of their country recorded during the year. See IDMC (2023) for details.

These crises disrupt everyone’s lives but particularly those of children:²² conflict and health epidemics may take the lives of their parents and caregivers; natural hazards may destroy crucial infrastructure; and droughts may leave them malnourished. In severe cases, these shocks can force families and communities to move either within or across their country’s borders. These displacements then affect both the displaced as well as the host communities in countries which receive them.

Crises often lead to a breakdown in the provision of essential services such as access to health care, but education is also deeply affected. Conflict can even lead to attacks against schools, school personnel and students. In 2020 and 2021, there were more than 5,000 reported attacks on education, or cases of military use of schools or universities, causing physical harm to over 9,000 students and educators in at least 85 countries.²³ This has a fundamental impact on children and adolescents. Exposure to violence reduces executive functioning skills – including working memory, inhibition and attention – and compromises emotional and behavioral self-regulation skills.²⁴

In June 2023, ECW published a research study²⁵ that provided the latest global estimates for the number of crisis-affected children and adolescents in need of education support. The study had an updated methodology, used data up to March 2023 from a variety of data sources, and received technical inputs from the Inter-Agency Network for Education in Emergencies (INEE) Education in Emergencies (EiE) Data Working Group. The study found that about 224 million school-aged children around the world were affected by crises and needed education support. This represented an increase of 12.5 per cent compared to the previous year after considering the methodological improvements introduced this year to last year’s dataset.



224 million children

In June 2023 about 224 million school-aged children around the world were affected by crises and needed education support. This represented an increase of 12.5 per cent compared to the previous year.

These crisis-affected children had varied educational needs which were grouped as follows:

- About 72 million (53 per cent of which were girls), or 32 per cent of school aged crisis-affected children, were out of school. Of this number, 17 per cent had functional difficulties and 21 per cent had been forcibly displaced. About half of these children, or about 36 million, were concentrated in only eight countries: Ethiopia, Pakistan, Afghanistan, Sudan, DRC, Myanmar, Mali and Nigeria.
- About 127 million, or 57 per cent of all crisis-affected children, and 84 per cent of those in school, were not achieving minimum proficiency levels in reading or mathematics as outlined in the United Nations’ Sustainable Development Goal 4.
- Only about 25 million (50 per cent of which were girls), or 11 per cent of crisis-affected children, were in school and achieving minimum proficiency levels in both reading and mathematics.

Beyond these global estimates, the study included additional analyses on selected topics. For example, it found that conflict and natural disasters differ in terms of their impact on learning outcomes over time.

22 ECW defines children and adolescents to mean 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 intersecting vulnerabilities related to gender, disability, refugee status, displacement status, and age and stage (including supporting the early years, and secondary school).

23 See Global Coalition to Protect Education from Attack (2022): Education under Attack 2022, accessible via https://protectingeducation.org/wp-content/uploads/eua_2022.pdf

24 Chávez, C., and Aguilar, M. (2021), The Impact of Community Violence on Educational Outcomes: A review of the literature. Innocenti Working Paper 2021-03. Florence: UNICEF Office of Research – Innocenti.

25 ECW (2023): Crisis-Affected Children and Adolescents in Need of Education Support: New Global Estimates and Thematic Deep Dives, accessed on 22 June 2023 via https://www.educationcannotwait.org/sites/default/files/2023-06/new_global_estimates_and_thematic_deep_dives.pdf


An analysis of crisis-affected countries in sub-Saharan Africa who had available data on learning trajectories showed that the pace of learning could be about six times slower on average in conflict-affected countries compared to countries affected by recurring natural disasters, with smaller-than-expected gender differentials for children aged 7 to 14.

ECW's study²⁶ also included an assessment of the connection between climate change risks and education outcomes. It was found that about 83 per cent of crisis-affected children who were out of school, and 75 per cent of crisis-affected children who attend school but face learning deprivations, live in countries with a Climate Change Risk Index²⁷ higher than the global median value of 6.4. Therefore, it can be concluded that high risks associated with climate change can be linked to poor education outcomes.²⁸ Furthermore, climate change impacts are not gender neutral. Where sex-disaggregated data were available, studies found that girls and women, particularly those in crisis-affected contexts, were disproportionately affected by climate-induced disasters due to pre-existing gender inequalities.²⁹

ECW's study³⁰ also found that gender disparities in education access and transition became more pronounced in secondary education and were largest in high-intensity crises, namely crises with an INFORM Severity Index³¹ larger than 4. They were particularly significant in Afghanistan, Chad, South Sudan, and Yemen. At the same time, girls consistently showed a strong learning potential whenever given the opportunity. Even in crises, the proportion of girls who achieve minimum proficiency in reading was consistently higher than that of their male counterparts.

These new global figures, as well as the broader recent trends in global crises highlighted earlier, are alarming. Most crisis-affected children and adolescents are missing out on a quality education that will allow them to achieve their dreams. Investing in a better education yield benefits not only for them but also their communities, countries, and the whole of humanity.

The 2022 Annual Results Report describes the achievements made and lessons learned from ECW and its partners during 2022 as it supports all crisis-affected children and adolescents in accessing quality education and achieving better learning outcomes. As 2022 was the last year of ECW's Strategic Plan 2018–2022, the report also looks back at the progress made since ECW's inception in 2016 and highlights how the lessons learned have informed the Strategic Plan 2023–2026.



Climate change risk

About 83 per cent of crisis-affected children who were out of school, and 75 per cent of crisis-affected children who attend school but face learning deprivations, live in countries with a Climate Change Risk Index higher than the global median value.

26 ibid

27 See UNICEF (2022) on the Climate Change Risk Index methodology.

28 As climate change-related events cannot be observed in isolation from other crisis drivers, further analysis requires a more complex framework that can disentangle the effects of each driver.

29 See Mind the Gap 2 report, INEE (2022) for more information.

30 ECW (2023): Crisis-Affected Children and Adolescents in Need of Education Support: New Global Estimates and Thematic Deep Dives, accessed on 22 June 2023 via https://www.educationcannotwait.org/sites/default/files/2023-06/new_global_estimates_and_thematic_deep_dives.pdf

31 <https://sdgintegration.undp.org/inform-risk-severity-and-warning>

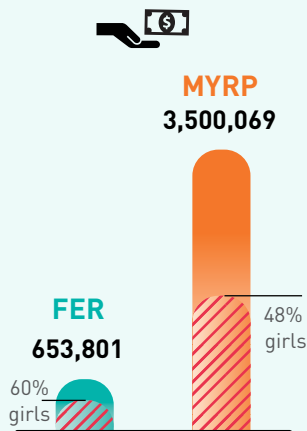
Highlights from 2022³²



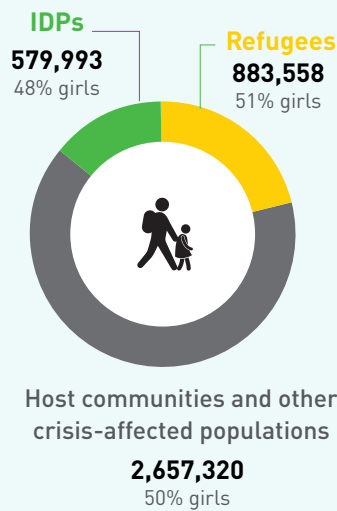
4,153,870

Children and adolescents reached (excluding COVID-19 interventions)

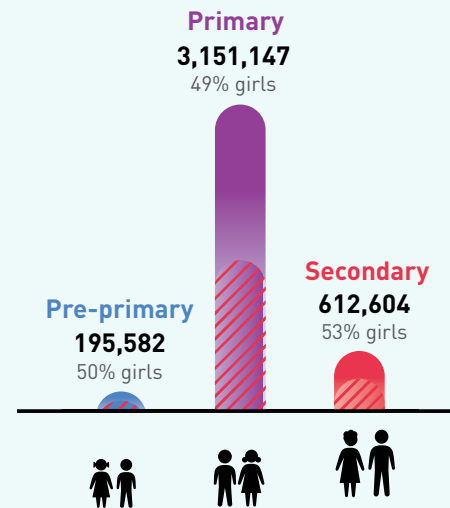
By grant modality



By type of beneficiary*



By education level



85 programmes

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

30 countries

assisted

37 grantee organizations

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

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

³² The 'other' affected children refer to crisis-affected populations/children who do not host displaced populations. For example, populations that are affected by a cyclone or flood or drought but who are not displaced and not hosting IDPs/refugees.

Highlights Since Inception

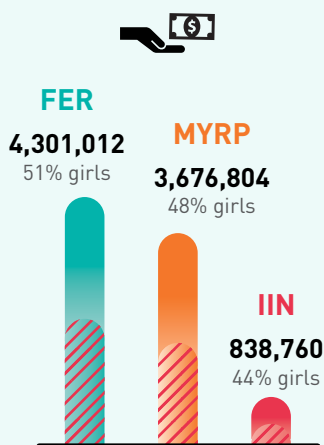


8,816,576

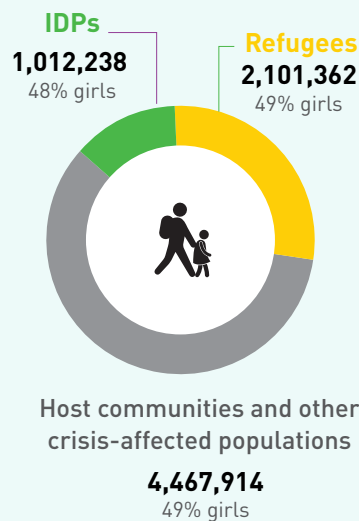
Children and adolescents reached (target of 8.9 million)

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

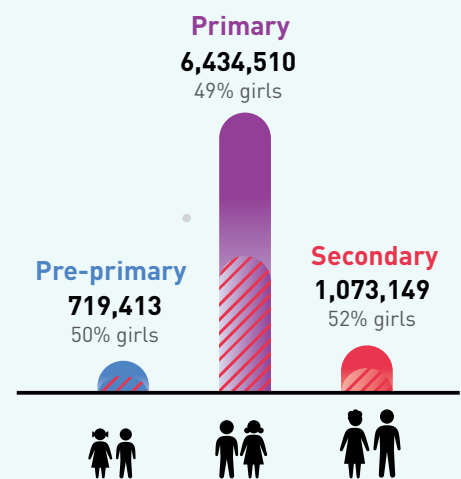
By grant modality



By type of beneficiary*



By education level



289 grants

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

44 countries

assisted

70 grantee organizations

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

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

Strategic objective highlights

Outcome results

More transition from non-formal to formal education

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

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

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

More children with disabilities reached

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

More programmes presenting evidence-based learning outcomes

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

Improved level of safety and protection

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

Outputs results

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

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

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

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

MHPSS gained more prioritization among the interventions conducted in 2022

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

Strategic highlights



\$1.5 billion

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



x2

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



25%

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



12 new FERs

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



children targeted

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



28%

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



more than half

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




© UNICEF/Beguel

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



PART I

STRATEGIC OBJECTIVES



Under its first Strategic Plan (2018–2022), ECW committed to achieving the goal of reaching 8.9 million crisis-affected children and youth, improving their learning outcomes, and enhancing their socio-emotional well-being and employability.³³

³³ The original Strategic Plan was from 2018 to 2021 and aimed to reach 8 million children and adolescents. This target was increased during its first year of implementation to 8.9 million to be reached until end 2021. In 2021, the Strategic Plan period was extended to end 2022, maintaining the same 8.9 million target.

To achieve this goal, ECW would work with its partners to address systemic bottlenecks in Education in Emergencies and Protracted Crises (EiEPC). In its first Strategic Plan 2018-2022, addressing these bottlenecks led to the formulation of the following five strategic objectives:



STRATEGIC OBJECTIVE 1:
Increase political support for education in crises

Increase high-level attention with an aim towards greater equity of response, with an emphasis on the most vulnerable and reaching neglected crises.



STRATEGIC OBJECTIVE 2:
Increase financing for education in crises

Raise significant additional resources to support interventions that improve access, quality, continuity, protection, equity and gender equality.



STRATEGIC OBJECTIVE 3:
Improve joint planning and responses

Unite humanitarian and development efforts in support of national preparedness and responses to education crises through facilitating the development of joint programmes.



STRATEGIC OBJECTIVE 4:
Strengthen capacity to respond

Strengthen individual and institutional capacity of those leading education efforts in crises and improve delivery systems.



STRATEGIC OBJECTIVE 5:
Improve data, evidence and accountability

Develop and share knowledge with a focus on increasing awareness of need and evidence for effective people-centred interventions.

Achieving these strategic objectives would strengthen the capacities of partners on the ground to deliver quality education programmes that contribute to improved outcomes for crisis-affected children and adolescents. These outcomes include increased education access, quality, continuity, protection, equity, and gender equality for children and adolescents affected by crises.

The first part of this report describes the joint contributions and efforts of ECW and its partners towards achieving these five strategic objectives. The second part of this report will focus on how these contributions helped to achieve improved outcomes for crisis-affected children and adolescents.



Students in class in Iraq. ECW investments in the country are improving access to safe, inclusive quality education for the most vulnerable crisis-affected girls and boys.





STRATEGIC OBJECTIVES 1 AND 2

INSPIRE POLITICAL COMMITMENT AND FINANCING



ECW released the 'Global Estimates' study:

222 million
crisis-affected children urgently required access to quality education.

This groundbreaking data analysis formed the basis for the:

#222MillionDreams ✨📖
advocacy campaign



support from 45 influential leaders by end of the year



rallied donors to back the High-Level Financing Conference (HLFC) held in February 2023.



boosted ECW's media coverage: 4,800 mentions 16 billion views

ECW significantly increased the mobilized funds:



February 2023

US\$1.5 billion

2021

US\$1.1 billion

Appeals for Education in Emergencies (EiE) funding have almost tripled in recent years:



2022

US\$3 billion

2019

US\$1.1 billion

Allocation by country-level partners for EiEPC programmes:

ca. **US\$1.2 billion**

\$54 million on average per MYRP country.³⁴

—of which—



strongly aligned to MYRP results and stakeholders coordinating their programming.

Funding for EiE experienced steady growth to a record high:



2022

US\$1.1 billion

2019

US\$699 million

Funding allocated toward appeals increased over three-fold from 2016 to 2022, reaching \$852 million.

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

Introduction

As the United Nation’s fund for EiEPC, ECW works to raise the global profile around the issue, helping millions of boys and girls affected by conflict, climate-induced disasters and other crises realize their right to education and pursue their dreams. In 2022, ECW continued to inspire, advocate and motivate decision makers to increase political and financial commitments aimed at tackling barriers to inclusive and equitable quality education for crisis-affected children and adolescents.³⁵ As a key pillar of its commitment to leave no child behind, ECW pursues funding for education, playing a critical role in the education in emergencies (EiE) ecosphere to influence change at both the thematic and county levels.

Increasing political commitment: generating momentum and support

ECW’s mission is 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.” Raising awareness is fundamental to creating change. Throughout 2022, ECW increased visibility around the issue of EiEPC through targeted data-driven campaigns, major events to convene key decision makers, and an effective use of traditional and social media.

A major leap forward in 2022 was the launch of the global **#222MillionDreams** 🌟📖 **campaign**. The campaign emanated from a June 2022 report released by ECW, with estimates that the number of crisis-affected school-aged children requiring urgent educational support had grown from 75 million in



EiEPC visibility

Throughout 2022, ECW increased visibility around the issue of EiEPC through targeted data-driven campaigns, major events to convene key decision makers, and an effective use of traditional and social media.



2016 to an alarming 222 million as of June 2022. Of the estimated 222 million children and adolescents in need of support, as many as 78.2 million were out of school (of whom 54 per cent were girls), and close to 120 million were in school but not achieving minimum proficiency in reading or mathematics.³⁶

³⁵ 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).

³⁶ In June 2023, ECW published a new study with updated global figures for crisis-affected children and adolescents in need of education support. The new global figure is estimated to be 224 million, with 72 million out of school and 127 million in school but not achieving minimum proficiency in reading or mathematics.

The ground-breaking data analysis in the June 2022 report – a first for the EiEPC sector – received significant interest from stakeholders and became the foundation for ECW’s 2023–2026 Strategic Plan as well as the #222MillionDreams 🌟📖 campaign. The campaign activated high-level advocacy moments with key partners, donors and champions worldwide. In all, 45 leaders lent their individual voices to rally support for #222MillionDreams 🌟📖, calling for funding and political commitment for EiEPC in the lead up to the ECW HLFC in February 2023. Notable supporters

included the Rt. Hon. Gordon Brown, United Nations Secretary-General António Guterres, ministers of international development from donor countries, ministers of education from crisis-affected countries, heads of United Nations agencies, celebrities and more. External media extensively covered the campaign and its call to action, with over 4,800 individual media mentions during the year, according to third-party analytics. In all, ECW’s media coverage reached an estimated 16 billion potential views in 2022, a 50 per cent increase from the previous year.



© UNICEF/Daragh

“**Leave no one behind** is the central, transformative promise of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs). It represents the unequivocal commitment of all United Nations Member States to eradicate poverty in all its forms, end discrimination and exclusion, and reduce the inequalities and vulnerabilities that leave people behind and undermine the potential of individuals and of humanity as a whole.”³⁷

Children caught in humanitarian emergencies and protracted crises are particularly vulnerable to being left behind. This is especially true for girls, children with disabilities and children who are forcibly displaced from their homes. Meanwhile, accessing education is not only essential in helping to ensure that children in all their diversity reach their full potential, but it can also help provide a critical grounding and stabilizing presence during times of trauma and uncertainty.

37 <https://unsdg.un.org/2030-agenda/universal-values/leave-no-one-behind>



Public advocacy influences change

ECW and its strategic partners made headlines in leading global media outlets including Al Jazeera, AP, BBC, CNN, Forbes, France 24 and more.

Toward solidifying ECW's place as a thought leader in the EiEPC space, ECW Executive Director Yasmine Sherif headlined several high-profile events, published op-eds in leading outlets, and appeared on radio, in newspapers and on television to advocate for the human right to education for children and adolescents affected by conflict, climate change, displacement and other protracted crises. Sherif also visited countries impacted by emergencies and protracted crises where ECW and partners are supporting children and adolescents, providing critical opportunities to advocate and build on global momentum around the issues and to highlight the positive impact of ECW's funding on the ground.

During the year, ECW also launched its new revamped website to improve donor visibility, information on country investments and results, transparency, and accountability. The website attracted over 150,000 users in 2022, which is a 32 per cent increase from the previous year. Social media campaigns, including #222MillionDreams 🌟📖, reached users across the globe, and followers on ECW's social media channels increased from 20 to 48 per cent depending on channels.



Every time ECW and its partners can publicly make a case for equitable education for all children, they raise awareness of the barriers that deny crisis-affected children of their right to education. Likewise, they raise awareness about what ECW and its partners are doing to remove these barriers and provide solutions, along with the many ways that individuals, groups, and government entities can play a role in effecting positive change, such as funding ECW.

Raising awareness, global events and advocacy campaigns like #222MillionDreams 🌟📖 create critical momentum that can have a profound impact on decision makers and their commitment to change. In September 2022, the Transforming Education Summit (TES) took place during the 77th session of the United Nations General Assembly. Convened by the Secretary-General, the TES aimed at elevating education to the top of the global political agenda to galvanize national commitments and to collectively find solutions to recover pandemic-related learning losses. The TES is part of "Our Common Agenda" launched by the United Nations Secretary-General in 2021, which provides a vision for the future of global cooperation.

During the Summit, ECW, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations High Commissioner for Refugees (UNHCR) and the Global Partnership for Education (GPE) launched a Call to Action entitled the 'Education in Crisis Situations: A Commitment to Action,' which aims to ensure no one is left behind in times of crisis. The Call to Action, which was endorsed by more than 30 Member States and partners, commits actors to implementing four specific actions that improve access, quality, equity and inclusion for the 222 million children and youth whose education has been interrupted or who are not learning due to armed conflict, displacement internally and across borders, and health or climate-induced disasters.

Sisters Jana and Yara, Syrian refugees living in Lebanon, write about their dreams in notebooks. ECW and partner support is strengthening the learning environment and opportunities for crisis-affected children and youth like them in the country.



© Save the Children/Shkeir

Education in Crisis Situations: A Commitment to Action.



Improve equitable inclusive education access and learning outcomes for children and youth affected by crises.



Protect and improve external financing across humanitarian and development instruments, helping to ensure that financing is equitable and in alignment with national planning priorities and commitments to international conventions.



Work together in the spirit of international cooperation to build crisis-resilient education systems that help ensure the protection of children and youth by addressing their needs in a holistic way, which includes: their health, well-being and nutrition; access to water and sanitation; and protection from violence, sexual exploitation and abuse.



Take in to account diverse crisis-affected contexts, scale up high-impact and evidence-based interventions, and mainstream them into policy and programming efforts with a focus on eight inter-linked priorities: (i) teachers; (ii) community participation; (iii) gender equality and inclusion; (iv) early childhood education; (v) mental health and psychosocial support; (vi) protection from violence; (vii) equitable delivery of education technology and innovation, especially for the most marginalized children; and (viii) meaningful child and youth engagement.

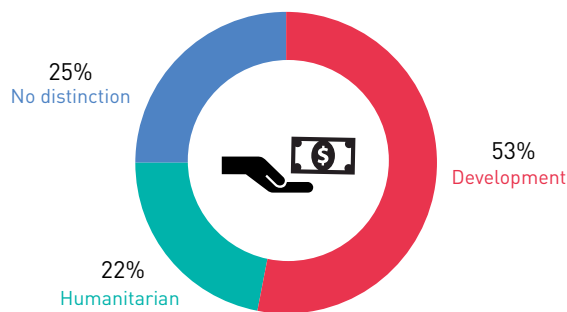
Increasing financial commitment: mobilizing more and higher quality financing

Even heightened awareness and widespread policy change will stall if adequate resources are not allocated to move results forward. ECW combines its advocacy, resource mobilization and investment efforts to help mobilize more funding for EiEPC. Together with its partners, ECW aims to produce a set of coordinated financing solutions that help ensure that: (i) education is part of every humanitarian response; (ii) no crisis remains forgotten; and (iii) education needs are reduced over time through multi-year and holistic approaches that fill the gap between humanitarian and development programming.

RESOURCES MOBILIZED FOR THE ECW TRUST FUND

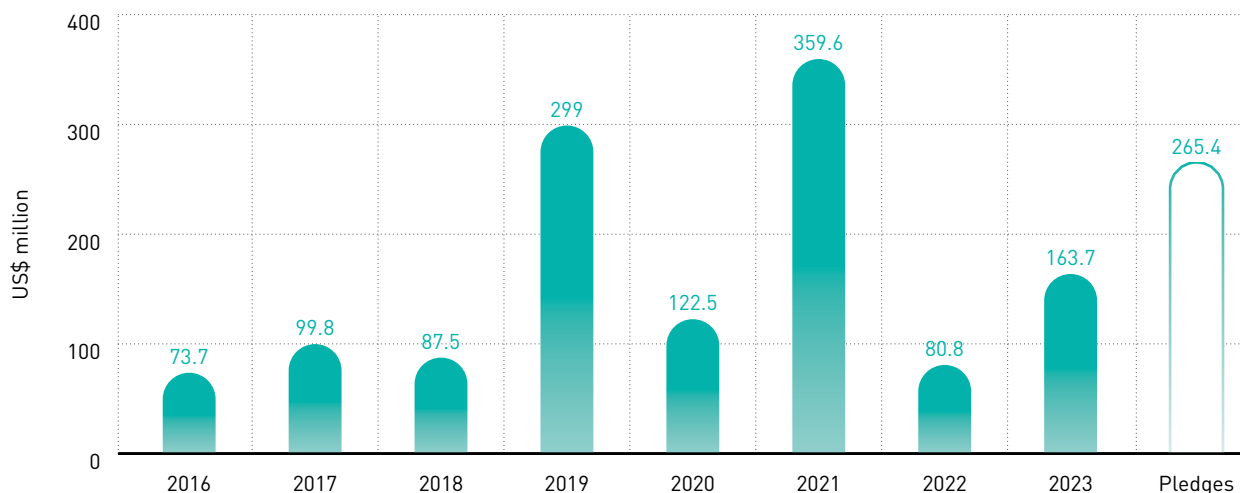
To enable ECW to make a difference, it works with numerous partners to raise resources for its Trust Fund, from which it funds the work of the ECW Secretariat and allocates resources through the First Emergency Response (FER), the Multi-Year Resilience Programme (MYRP) and the Acceleration Facility windows.

Figure 1. Shares of funding envelopes for public sector donor contributions,
as of February 2023



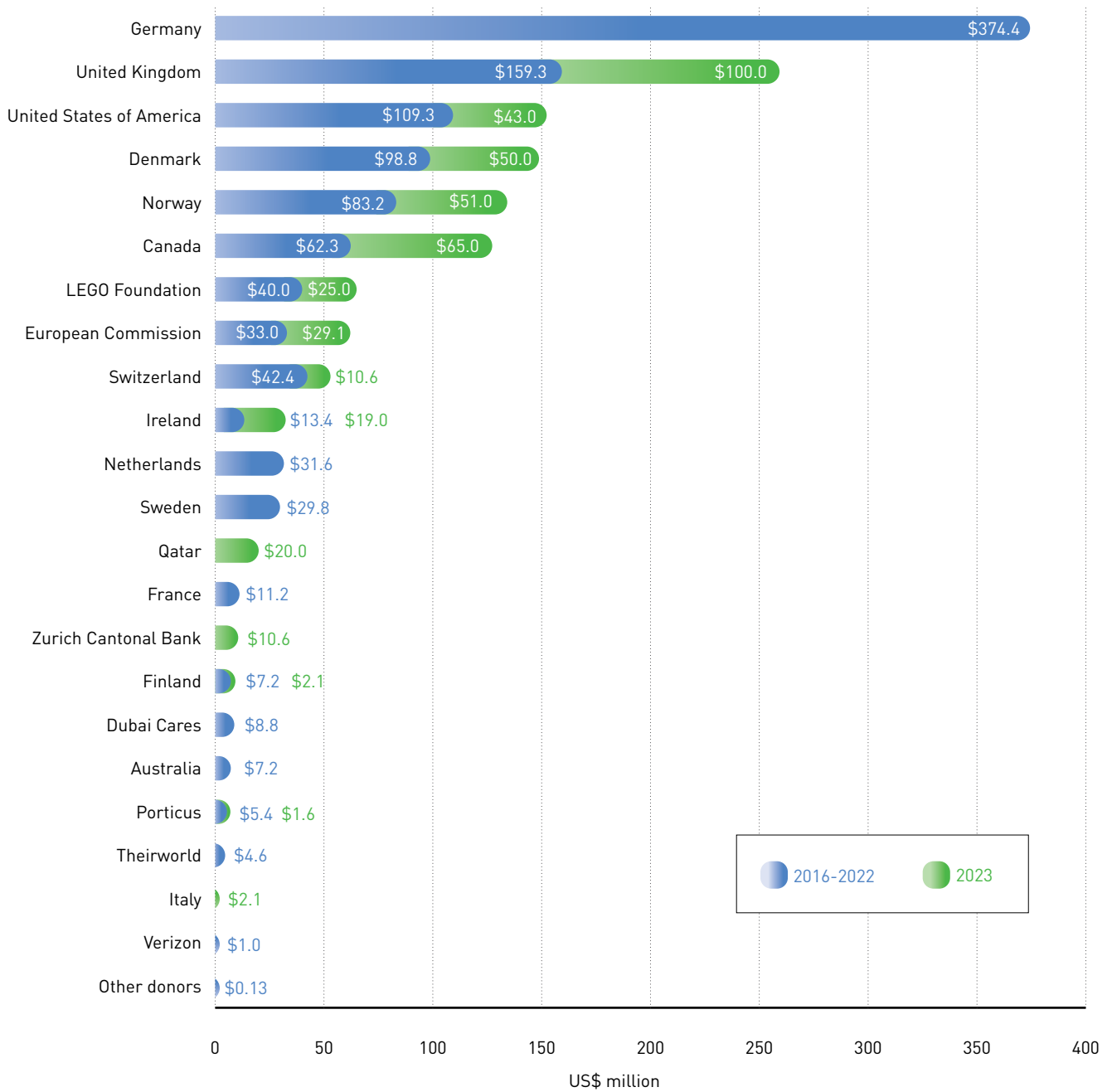
From ECW's launch at the World Humanitarian Summit in 2016 through the ECW HLFC in February 2023, ECW mobilized over \$1.5 billion for the Trust Fund.³⁸ ECW's three largest donors are Germany, the United Kingdom and the United States. The Lego Foundation remains ECW's largest private sector donor. Bilateral contributions made up 90 per cent of the total funding mobilized, with private sector and multilateral contributions making up 6 per cent and 4 per cent, respectively.

Figure 2. ECW funds mobilized by year
as of February 2023



³⁸ In this chapter, the narrative captures resources mobilized up until the High-Level Financing Conference in February 2023 instead of only through 31 December 2022.

Figure 3. ECW funds mobilized by donor
as of February 2023





© ECW/Michael Calabro

The bulk of ECW's resource mobilization-related work in 2022 was focused on preparing for the ECW HLFC. The conference was a crucial opportunity for ECW to secure funding for its 2023–2026 Strategic Plan. In preparation, ECW embarked on a year-long effort to secure political support for the goals of the HLFC, under the banner of the #222MillionDreams campaign, alongside HLFC co-host Switzerland and co-convenors Colombia, Germany, Niger, Norway and South Sudan, as well as many champions and strategic partners.

Advocacy efforts were led by organizations across many countries. This included: the Canadian International Education Policy Working Group; the Danish EiE Alliance; Dubai Cares; Education Above All; the Geneva Global Hub for Education in Emergencies; the Global Business Coalition for Education; the Global Campaign for Education based in Italy, Germany, Norway, Spain and the United States; Global Citizen; the Global Partnership for Education; the International Parliamentarian Network for Education; the Irish Forum for Global Education; the Japanese non-governmental organization Network for Education; the Send My Friend to School campaign in the United Kingdom; UNICEF; and various other partners in Australia, Sweden and across the European Union. These efforts helped mobilize political support for ECW's resource mobilization goals ahead of the ECW HLFC.

ECW's Executive Director and leadership team also toured donor capitals, making the case for increased, multi-year funding for ECW. Events at prominent forums such as Davos, the United Nations General Assembly and Global Citizen Live, among others, helped to focus this fundraising effort.

ECW's HLFC marked a significant milestone for EiEPC. Thousands of virtual and in-person attendees were able to connect and unite to accelerate the impact of joint results through a wide range of high-level panels, thematic sessions and side events.

The HLFC was a tremendous success, with over 30 government ministers and high-level delegates in attendance. In total, \$826 million was pledged towards EiEPC, including over \$700 million for the ECW Trust Fund. Seventeen donors announced funding and policy commitments during the Donor Pledging Session including three new donors – Italy, Qatar and the Zurich Kantonal Bank. With support and leadership from the Swiss Government, the partnership with the Zurich Kantonal Bank aspires to provide an estimated \$10 million in 2023–2026. The model provides a predictable, continuous stream of revenue, linked to the success of an investment fund, without having to return to donors and philanthropists each year. This opens exciting opportunities for ECW to explore across new markets in the coming years.

Despite these successes, some of ECW's largest bilateral and multilateral donors have still not committed for the full 2023–2026 period. Several prospective donors are also yet to contribute, and there remains a significant gap in funding from the private sector, foundations, and philanthropic donors. A key lesson from the HLFC was the critical importance of political leadership and lobbying. As ECW seeks to close the remaining \$670 million financing gap for the Trust Fund, it will be crucial to draw on this experience and work closely with champions on the ECW High-Level Steering Group and beyond.

Making education an integral part of the humanitarian response

ECW works closely with its partners to advocate and mobilize more, and better, resources for rapid EiE responses. In 2022, ECW continued its successful advocacy to make education an integral part of the humanitarian response, ensuring that education was included in appeals and response plans and funds were committed to help address the most urgent and immediate needs. By announcing FER funding early on, sometimes within a matter of days, to countries like Chad, Ethiopia, Pakistan, Somalia and Ukraine, ECW set an example that encouraged other donors and funds to provide decisive and timely support to the EiE response.

The Financial Tracking Service (FTS) operated by the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) provides a comprehensive data set that can be used to assess sector-wide

progress regarding the prioritization of education in humanitarian funding appeals, as well as actual funding amounts against these appeal requirements.³⁹

Data from the FTS show that education appeals have almost tripled in recent years. They stood at \$2.954 billion in 2022, which is a slight increase from \$2.864 billion in 2021, but a significant increase compared to \$1.396 billion in 2020 and \$1.053 billion in 2019.⁴⁰

To gauge the prioritization of education within appeals, it is useful to track the share of education funding requirements in all sector-specific humanitarian funding requirements. This share grew between 2019 and 2022 – from 5.2 per cent to 6.4 per cent – indicating progress in the prioritization of education within appeals.




“ Amid the devastating floods of 2022 in Pakistan, ECW was among the first to respond to the funding appeal. This prompt action proved to be a game-changer during the initial days of the crisis. Not only did ECW’s timely support catalyze additional support from other donors, but it also played a critical role in boosting the morale of the Government and crisis-affected communities. ”

— Ehsan Ullah
Coordinator, Education Sector Working Group, UNICEF, ECW MYRP Pakistan
 — Yasir Arafat
Education Officer, UNICEF, ECW MYRP Pakistan

39 Although the FTS serves as the most comprehensive data source on humanitarian funding, it does have several limitations that need to be acknowledged. These limitations primarily revolve around coverage, classification of funding sources, and sector specificity. See textbox on page 49 for more details.


40 This jump in funding requirements can partially be attributed to the increasing inclusion of Regional Response Plans (RRPs) for refugee crises alongside Humanitarian Response Plans (HRPs) in the FTS database. For example, the 2021 Afghanistan RRP and 2020 Nigeria RRP were not reflected in FTS. Considering only HRPs and Flash Appeals, overall requirements for education also continued to increase. In 2022, requirements amounted to \$1.9 billion, up from \$1.6 billion in 2021 and more than double the value of \$875 million in 2018.

Ensuring that education funding is increasingly part of humanitarian appeals is meaningless if it does not translate into more EiE funding. On a positive note, FTS data indicate that total funding for EiE, both inside and outside appeals, achieved a record \$1.085 billion in 2022, up from \$812 million in 2021, \$715 million in 2020 and \$699 million in 2019. Of the funding allocated in 2022, \$852 million was toward appeals, which is more than three times the \$230 million allocated in 2016 (Figure 4).



\$1.085 billion

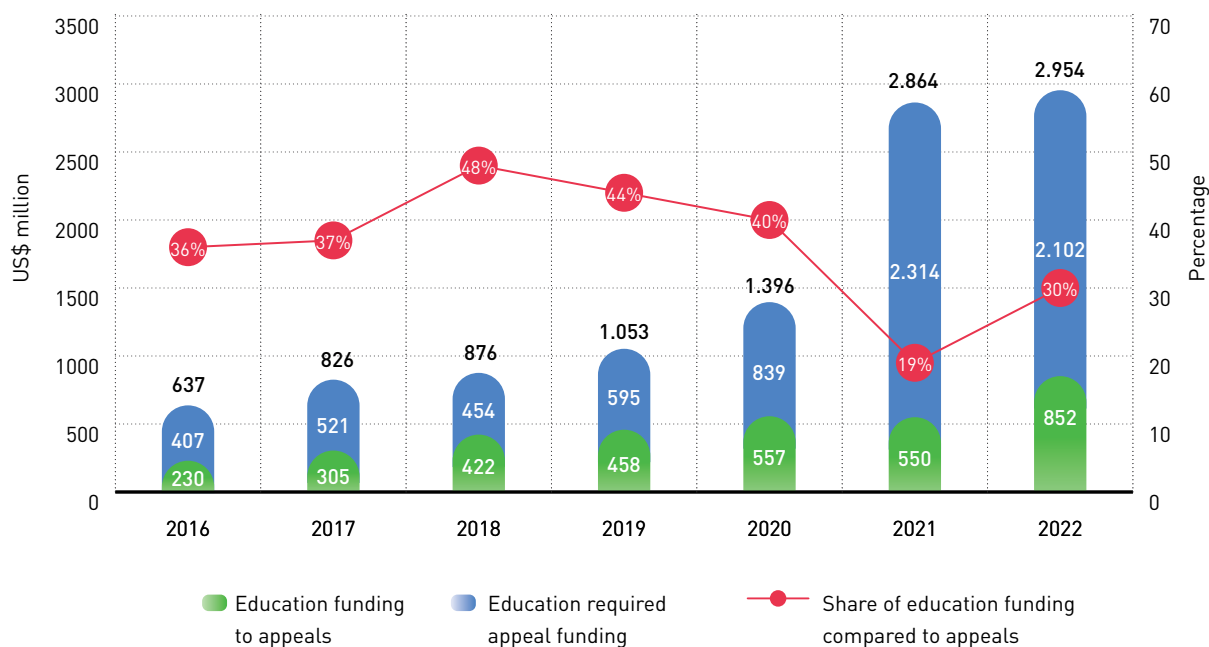
On a positive note, FTS data indicate that total funding for EiE, both inside and outside appeals, achieved a record \$1.085 billion in 2022, up from \$812 million in 2021, \$715 million in 2020 and \$699 million in 2019.



Despite the encouraging progress, the funding gap for education against appeals has widened over the past five years. Thirty per cent of education requirements were funded in 2022. While this represents an increase from the record-low 19 per cent in 2021, it is still lower than during 2018–2020, when 40 per cent to 48 per cent⁴¹ of education requirements were funded.⁴²

To assess the degree to which education is prioritized in humanitarian funding, it is valuable to monitor the share of education funding within sector-specific humanitarian funding. An analysis of the FTS data suggests that the share of education funding was slightly lower in 2022 than in 2021, considering funding both within and outside appeals, albeit less so for the

Figure 4. Funding of education appeals
required and actual in millions of US\$



41 Data on the share of education funding against total requirements only for Humanitarian Response Plans (HRPs). Flash Appeals show similar trends, with funding improving when compared to 2021 but worsening for the 2018–2022 period overall. The share of funding for education requirements rose to 28.7 per cent in 2022 from 25.1 per cent in 2021. Yet this marks a drop compared to 2018 when the share of education funding was 48.1 per cent.

42 The average share of funding against all appeals for other sectors rose from 26 per cent in 2021 to 36 per cent in 2022. In 2022, education was in 12th position against other sectors in terms of the share of funding against requirements.

share within appeals. In 2022, education represented 3.9 per cent of the total sector-specific humanitarian funding in appeals – a decrease from 4.4 per cent in 2021 as illustrated in Figure 5 ([Indicator S.1](#)). While this represents an increase since 2017, it has not reached the level of 2018 when the percentage peaked at 4.7 per cent.⁴⁴

Country-based pooled funds are an important instrument for funding crisis responses. Humanitarian country-based pooled funds allocated at least 10 per cent to education in 12 per cent of crisis-affected countries in 2022 ([Indicator S.1.1](#)). This share falls short of ECW’s target of 35 per cent of crisis-affected countries and is a decline from the 15 per cent share in 2021. However, it is an overall improvement from the 6 per cent share in 2020.



Coverage of ECW funding in the Financial Tracking System

The Financial Tracking System (FTS) is a tool that monitors humanitarian funding needs and the corresponding amounts provided. It collects data from both donor and recipient agencies, which are then reviewed and cross-checked globally by information managers from OCHA.

It is important to note that ECW funding amounts in the FTS have primarily been reported by recipient agencies, as the ECW team has not directly reported allocations to the FTS team thus far. Additionally, reporting to the FTS is voluntary for agencies, which means that only a portion of ECW funding has been reported over the years. Consequently, a significant portion of humanitarian education funding is missing from the FTS, leading to incomplete information about the overall funding landscape.

Moreover, there are important questions that require further discussion and agreement related to the scope of ECW funding that should be reported through the FTS. According to OCHA guidelines, only humanitarian funding, or funding that covers the usually one-year timeline of a humanitarian appeal, should be captured in the system. This would exclude any multi-year funding allocations from ECW for MYRPs. At the same time, interviews with several recipient agencies in 2023 showed that there were substantial variations across agencies in adhering to this guideline. Some grantees solely reported ECW’s FER investments, while others reported both FER and MYRP investments.

ECW’s analysis in 2023 found that out of ECW’s total allocations (2016–2022), only 19 per cent had been reflected in the system.⁴³ Additional data gaps were identified with respect to the correct classification of recipient organizations as grantees and implementing partners as well as sector classifications. These reporting inconsistencies make it challenging to obtain a comprehensive overview of the ECW funding information and limit the use of FTS data as a tool for tracking EiEPC funding flows comprehensively. As part of its Strategic Plan 2023–2026, ECW is committed to ensuring that its humanitarian funding flows are registered in the global public platforms, such as the FTS and/or the International Aid Transparency Initiative (IATI), to bridge the existing data gaps and will actively engage with its grantees to address the reporting inconsistencies and foster more standardized reporting practices.

Appeals tripled

Data from the FTS show that education appeals have almost tripled in recent years.

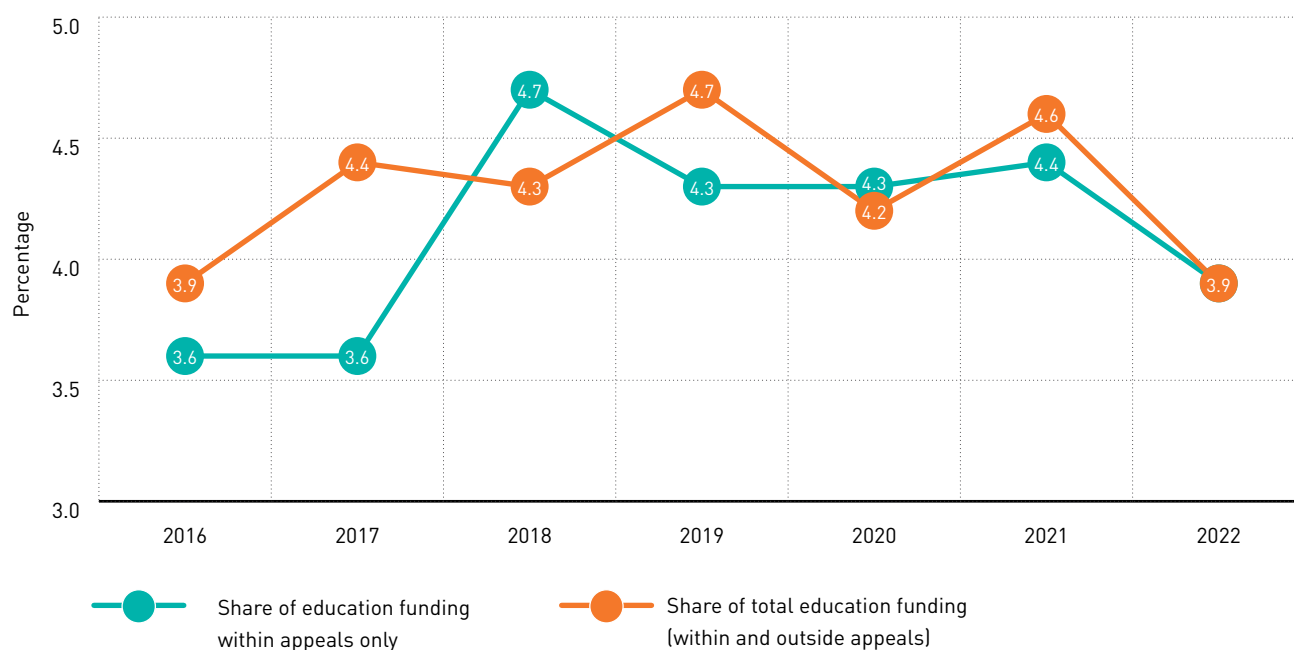


⁴³ Considering ECW disbursements, 23 per cent are reflected in the FTS.

⁴⁴ Caution should be exercised when conducting trend analysis due to the inconsistent inclusion of data in the database over the years. For example, it should be noted that recipient organizations reported ECW funding data to FTS to a limited extent only, and the degree of exclusion varied over time.

Figure 5. Share of education funding in sector-specific humanitarian funding (%)

2016–2022



Calling attention to under-funded and forgotten crises

As the leading advocate for the right to education for children and adolescents caught up in forgotten crises, ECW has fostered a growing recognition within the international community that SDG4 – ensure inclusive and equitable quality education and promote lifelong learning opportunities for all – cannot be realized unless dedicated efforts are made to reach the girls and boys left furthest behind. As Afghanistan and Ukraine continued to capture the news headlines, ECW has also shone a spotlight on some of the more forgotten crises. In 2022, ECW was present in Cameroon, the Democratic Republic of the Congo, Ethiopia, Haiti, Libya, Lebanon, Iraq, the State of Palestine, Somalia and South Sudan, among others, rolling out programmes in often severely underfunded and overwhelmed humanitarian contexts and calling attention to the plight of the millions of children and adolescents whose suffering too often goes unnoticed.

Education requirements and funding varied across appeals and were unequally distributed. In 2022, the 10 largest appeals, or a quarter of all appeals, accounted for 67 per cent of the total appeal requirements and received 68 per cent of the total funding for education. Appeals with the greatest education

requirements included the Syrian Arab Republic Response and Resilience Plan (3P) (\$537 million), the Syrian Arab Republic Humanitarian Response Plan (HRP) (\$351 million), the Yemen HRP (\$276 million), the Afghanistan HRP (\$162 million), the Ukraine RRP (\$161 million), the Somalia HRP (\$126 million), and the Venezuela HRP (\$111 million). Despite featuring the largest amounts across all education appeals, education was not always prioritized compared to other sectors across these seven appeals. Comparing sector-specific shares of education requirements with the global average of 6.4 per cent, the sector-specific share of education requirements was 3.6 per cent for the Afghanistan HRP and 5.7 per cent for the Somalia HRP. The Yemen HRP, the Syria HRP, and the Syria 3RP had an above-average share of 6.6 per cent, 7.9 per cent, and 9 per cent, respectively. In Venezuela, even though the total amount required was comparatively lower than the other six appeals, the HRP had the highest sector-specific share of appeal requirements for education at 14 per cent, thereby underscoring the HRP’s significant focus on education. This prioritization of education within its appeal highlights a recognition of the critical role education plays in the overall humanitarian response effort in Venezuela.



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Students in front of their primary school in Nigeria. ECW investments in the country are protecting and reintegrating back into school children and adolescents impacted by ongoing violence.

In 2022, the four best funded appeals in terms of amounts included the Syria 3RP (\$391 million), the Afghanistan HRP (\$158 million), the Ukraine Flash Appeal (\$47 million) and the Venezuela HRP (\$35 million). As shown in Figure 6, the appeals that were best funded in terms of shares against appeal requirements were the Iraq HRP with 93 per cent and the Ukraine Flash Appeal, which superseded the Ukraine HRP, with 82 per cent funding coverage. The Niger HRP, the Guatemala HRP and the Syria 3RP were the next best-funded education appeals with 80, 76 and 73 per cent respectively. All the top 10 best-funded appeals in 2022 were funded at or above the global average of 30 per cent funding for education requirements.⁴⁵

On the other hand, the least funded appeals were funded at significantly less than 30 per cent and had lower amounts of funding required, as illustrated in Figure 7. As of August 2023, Madagascar's Flash Appeal had the least-funded education request, at 7 per cent, followed by the South Sudan RRP, which was funded at 8 per cent. Other poorly funded requests included those for the HRPs in Nigeria, Myanmar, South Sudan, Libya and Haiti as well as the Venezuela RMRP, the Rohingya JRP, and the Kenya Drought Flash Appeal.

ECW approved new allocations in 2022 to the best-funded appeals of 2022 through its Ukraine FER, Cameroon MYRP and the Niger FER, to the least-funded appeals through its Haiti FER and Kenya FER, and to less-funded appeals through its Yemen FER, Somalia FER, Burkina Faso MYRP and Chad FER.

⁴⁵ Data for Figures 6 and 7 were downloaded on 25 August 2023 from the following sources: For HRPs, Flash Appeals and other appeals (JRP, RMRP) from the OCHA-FTS. For Refugee Response Plans (RRPs and 3RP) from the Refugee Funding Tracker (<http://refugee-funding-tracker.org>) developed by UNHCR.

Figure 6. Best funded education requests 2022

(Education funding as % of education appeal requirements)

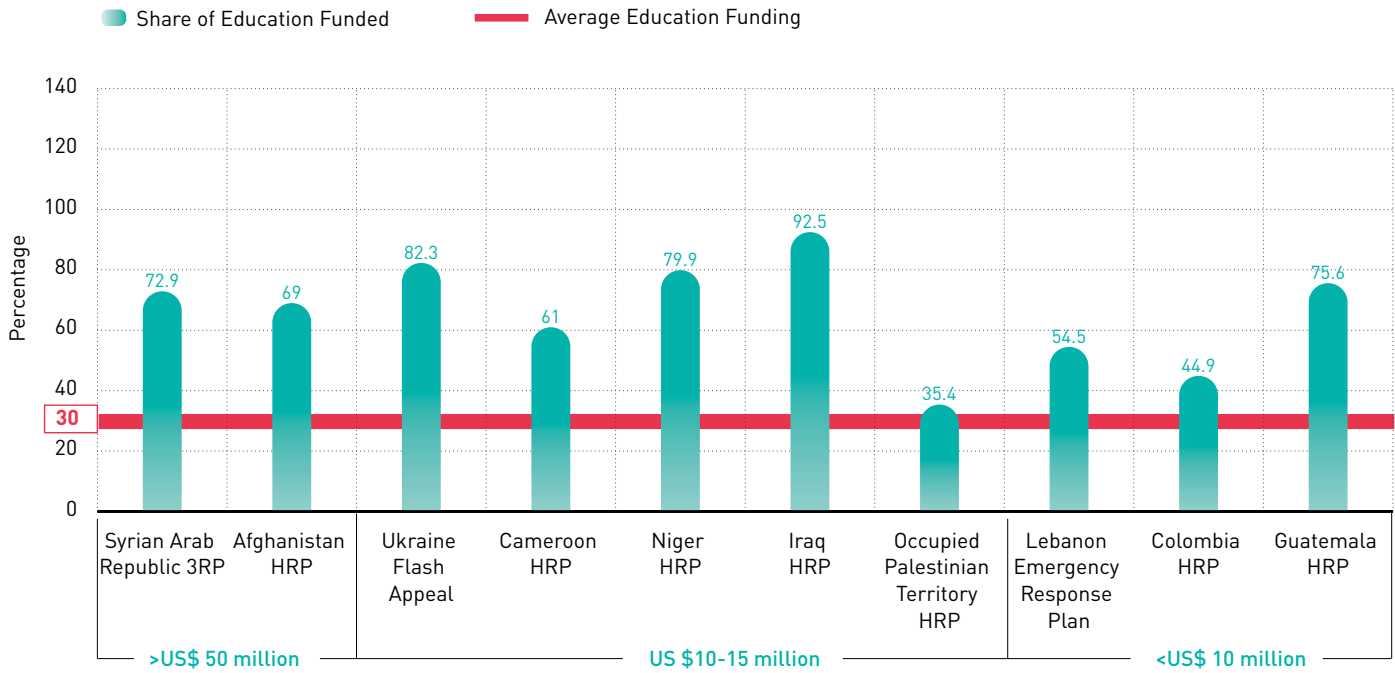
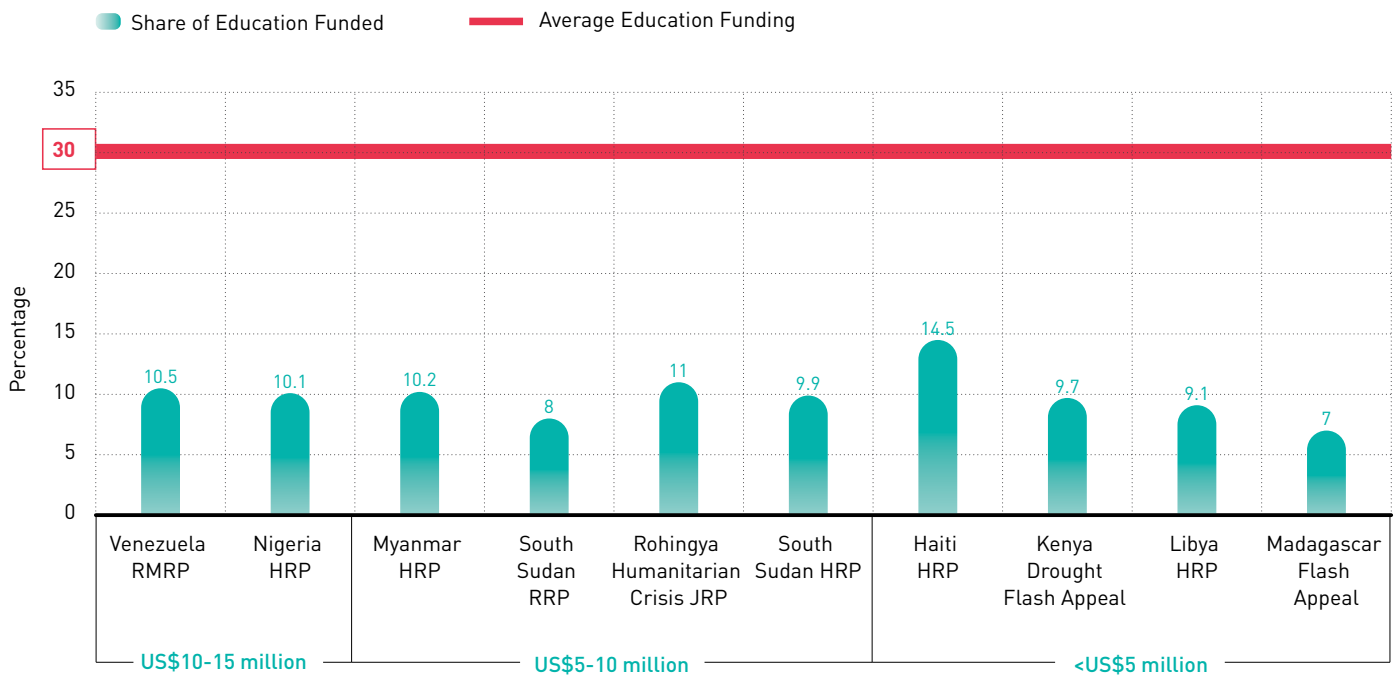


Figure 7. Least funded education requests 2022

(Education funding as % of education appeal requirements)



Reducing needs, risks and vulnerabilities over time

Ensuring education interventions are part of every humanitarian response from the first day of an escalating crisis is important. However, to break the cycle of protracted crises, humanitarian responses need to be complemented with advocacy, resource mobilization and investment efforts aimed at reducing people’s needs, risks and vulnerabilities, thereby increasing their resilience over time. This requires multi-year programming, holistic approaches and system strengthening efforts that connect humanitarian and development actors with programmes in countries affected by protracted crises.

At a global level, ECW continued to advocate for greater prioritization of EiEPC, urging G7⁴⁶ and G20 leaders to formally commit to ringfencing and even increasing EiEPC financing. ECW partnered in this advocacy with, among others, the European Commission, the Global Campaign for Education, the Geneva Hub for Education in Emergencies, Global Citizen, the GPE, the International Parliamentary Network for Education, UNESCO, the World Bank, and various education coalitions. As a result of these lobbying efforts, EiEPC featured prominently in several communiqués and declarations, including the TES Call to Action and the G7 Development Ministers’ Meeting communiqué entitled *Achieving the Sustainable Development Goals in Times of Multiple Crisis* (May 2022).



Global advocate

At a global level, ECW continued to advocate for greater prioritization of EiEPC, urging G7 and G20 leaders to formally commit to ringfencing, and even increasing, EiEPC financing.

46 See: G7 Call for International Cooperation to Protect Children’s Right to Education in Emergencies and Crises [13 April 2022].

47 See ECW (2023): Crisis Affected Children and Adolescents in Need of Education Support: New Global Estimates and Thematic Deep Dives. Accessible via <https://www.educationcannotwait.org/resource-library/crisis-affected-children-and-adolescents-in-need-education-support-new-global>



Climate change and resource mobilization

Girls, boys, communities, and education systems are increasingly exposed to climate and environmental hazards, shocks and stresses because of the impacts of climate change. Climate change is causing displacement, worsening access to education and learning and accelerating protection needs, because of damage to school infrastructure and learning spaces and the loss of textbooks and other educational materials. The impacts of climate change are not gender neutral, with studies finding that women and girls, particularly in crisis-affected contexts, are disproportionately affected by climate-induced disasters due to pre-existing gender inequalities.⁴⁷

In the 2023–2026 Strategic Plan, climate change plays a pivotal role in ECW’s advocacy and resource mobilization efforts for EiEPC, particularly in contexts in which populations are strongly influenced by climate change’s negative effects. The realities of climate change, when used in evidence-based advocacy, make for a powerful argument, compelling stakeholders to acknowledge the inseparable link between climate change and education in crisis contexts. By highlighting how climate change intensifies vulnerabilities and disrupts education, advocates can mobilize resources and galvanize support for education programmes in EiEPC.

The Conference of the Parties (COP), as the premier global forum for climate change discussions, provides a platform to underscore the importance of investing in education as part of climate change adaptation and mitigation strategies. Through strategic advocacy efforts at the upcoming COP 28 planned for 30 November to 12 December 2023, ECW and its partners hope to amplify the urgency of addressing climate change impacts on EiEPC, garnering political commitment and financial resources for programmes that prioritize EiEPC. The Education Pavilion at COP28, the first in its history, will showcase global and national commitments to integrating education and climate change priorities. This will help raise awareness, mobilize resources and generate momentum for action in these agendas.



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MULTI-YEAR RESILIENCE PROGRAMMES AS MODEL FOR JOINT PROGRAMMING AND RESOURCE MOBILIZATION

At the country level, ECW utilizes its MYRPs as a model for joint EiEPC programming. MYRPs unite humanitarian and development actors to reduce risks and vulnerabilities of crisis-affected populations and build resilience of their communities.

Beyond programming, MYRPs serve as a platform for partnerships around advocacy and resource mobilization that rallies actors behind agreed collective results. As such, they play a crucial role in aligning ongoing and planned funding efforts within the country as well as inspiring donors to contribute additional funds in support of the MYRP framework and objectives. This includes encouraging the development of country-specific campaigns and investment cases, as well as reaching out to both in-country and international donors and potential investors.

Nyamal Tek Jing, 19, a refugee from South Sudan, sits in her classroom in Ethiopia. ECW investments in the country have supported the construction of new schools, teacher training and provision of teaching and learning materials.

In the absence of a system for tracking funding flows at the humanitarian and development nexus,⁴⁸ ECW has begun collecting information from its MYRP partners to track funding for other programmes that provided education support to the same population groups targeted through the MYRPs and assess the extent to which these programmes have aligned and coordinated their programming with the MYRPs. Importantly, the allocations for these programmes did not flow through the ECW Trust Fund and ECW does not claim that they were mobilized because of ECW. Instead, they were the result of collective resource mobilization efforts from all EiEPC partners and stakeholders at global, regional, and country levels.

48 It is challenging to track both humanitarian and development funding going into protracted crisis settings because there is no system currently in place that unites both funding flows. The Financial Tracking Service (FTS) only tracks humanitarian financing – by definition, capturing only funding with a one-year programming horizon in line with one-year humanitarian appeals. Other systems such as the IATI and OECD DAC databases capture both humanitarian and development funding although it is difficult to link these to specific crises.

ECW has found that from 2018 to the end of 2022, a total of \$1.193 billion in 22 MYRP-supported countries,⁴⁹ or an average \$54 million per country, was reported by country-level partners as new financial allocations for EiEPC programmes that started during or after the year of the MYRP launch in that country. Four of the 22 MYRP countries – Afghanistan, South Sudan, Syria, and Uganda – registered values above \$100 million.

ECW also asked its country-level partners to assess the extent to which these EiEPC programmes were aligned with the MYRPs, and on the strength of their coordination with the MYRPs. Out of the \$1.193 billion, 71 per cent (\$842 million) was assessed as being strongly aligned with the MYRPs and having partners and stakeholders who were closely coordinating their programming.

A closer look at country cases provides important lessons learned regarding resource mobilization, alignment and coordination efforts. South Sudan reported the highest amount of additional funding, with \$232 million. Of this total, 87 per cent of programme funding was assessed as strongly aligned and coordinated with the MYRP. Partners provided additional information about how joint planning helped to ensure that investments were well aligned and how investments supported complementary interventions – such as cash transfers, teacher incentives and school rehabilitation – particularly when the same geographic locations were targeted. Such joint planning provided a strong basis for coordinating the development of ECW’s renewed MYRP during 2022, and for the agreed framework for financing education at the intersection of humanitarian and development efforts that emerged from the process of developing that MYRP. Funding partners in South Sudan included GPE, the European Union, the Government of Norway, and the United Kingdom’s Foreign, Commonwealth and Development Office, among others.

In Syria, lessons learned regarding coordination and alignment from the first MYRP (2021-2022) informed the development process for the renewed MYRP in 2022 and 2023. In the first MYRP, the in-country partners faced challenges in reporting on aligned funding due to political sensitivities and related donor restrictions. In 2022, the Education Development Forum for Syria, including development and humanitarian actors, initiated a process to activate its work and improve coordination and alignment of funding in support of children’s education. The improved coordination will not only have a positive impact on current and future phases of multi-year funding from GPE and ECW, but will also improve the alignment with other funding, including bilateral support from donor countries.

In Colombia, a total of \$36.5 million in new funding was mobilized by EiEPC partners. Around 95 per cent of these funds were implemented through programmes strongly aligned and coordinated with the MYRP. Canada has been the biggest contributor, with almost \$10 million in funding to education interventions aligned with the priorities of the MYRP, followed by Norway, with a contribution of \$3.1 million, and the LEGO Foundation, with a contribution of \$1.6 million. Other donors that have contributed partially or completely to the MYRP’s objectives include the European Commission Humanitarian Office (ECHO), the Swedish International Development Cooperation Agency (SIDA), the United States Bureau of Population, Refugees and Migration, and the World Food Programme (WFP).

In 2022, Canada contributed to the regional MYRPs in Latin America, from which Colombia received 2.3 million Canadian dollars. Canada’s contribution topped up ECW’s seed investment. It allowed partners to expand to new areas, scale up MYRP interventions such as accelerated learning and catch-up programmes, and implement other components of the MYRP that were not prioritized for ECW seed funding, such as distribution of menstrual health management items.

⁴⁹ By end 2022, ECW had an active portfolio of MYRPs in 26 countries. Four of the 26 did not complete the reporting template as they had only been launched during the second half of 2022.

Based on these findings, ECW observes that the current model of in-country resource mobilization is most effective when one or more of the following factors are present:

- There is strong engagement and leadership from local authorities and donors in supporting the MYRP.
- The MYRP is one of the primary programmes for supporting EiEPC in the country.
- The crisis is better funded and receives high political attention and support.
- In-country partners possess robust and well-coordinated capacities in advocacy and fundraising.
- There is effective coordination with other multi-lateral donors to education programmes, such as ECHO, GPE and the World Bank.

Countries like Afghanistan, Bangladesh, Colombia, Iraq, South Sudan and Uganda serve as good examples in which at least one of these factors contributed to successful in-country resource mobilization efforts. For countries where such efforts have not been successful, it is essential to focus more on addressing the aforementioned factors and exploring stronger global advocacy to raise awareness and mobilize political commitment, particularly for forgotten crises.

As part of the 2023–2026 Strategic Plan priorities, ECW aims to develop a more comprehensive model for in-country resource mobilization. This model includes establishing incentives (financial and non-financial) for partners, providing capacity assistance to countries requiring support, intensifying global advocacy efforts for forgotten crises, and identifying a smaller number of MYRPs where ECW and its partners can play a pivotal advocacy role in supporting EiEPC priorities.

A student reads from a book in her ECW-supported class. ECW investments in Colombia are increasing access to quality and formal education for Venezuelan refugee, migrant and host community children and youth.



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Moving the needle for the most vulnerable and marginalized

The greatest challenges in leaving no child behind lie in acknowledging those children and adolescents who are most vulnerable, most deeply affected by emergencies and protracted crises, and most marginalized within their societies; and addressing their needs met through intersectional policies, tailored interventions and fully funded programmes. Throughout 2022, ECW employed a multifaceted approach to help ensure that the needs and rights of these children and adolescents were at the forefront of the global education agenda. This included advocacy and fundraising efforts to promote inclusive policies and programmes that address the varied needs of crisis-affected children and adolescents in a holistic, gender-equitable manner, including aspects of their mental health and psychosocial well-being, protection, health and nutrition. This work focused particularly on child refugees and IDPs, children with disabilities, and the most marginalized and disadvantaged girls.



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Multifaceted approach

Throughout 2022, ECW employed a multifaceted approach to help ensure that the needs and rights of these children and adolescents were at the forefront of the global education agenda.



A FOCUS ON FORCIBLY DISPLACED POPULATIONS

To promote the inclusion of refugee teachers and their integration into national education systems, ECW collaborated with UNHCR, the International Labour Organization (ILO) and the Permanent Mission of Switzerland to the United Nations to organize a side event at the United Nations Economic and Social Council High-Level Political Forum in July 2022. This event, titled 'Refugee Teachers and Teachers of Refugees: What does transformation look like?', aimed to sustain global focus on refugee education in anticipation of the TES.

The HLCFC held in February 2023 was similarly an opportunity for global advocacy around priority themes in the EiEPC sector. For example, ECW organized a session on 'Leave No One Behind' during which UNHCR called for a renewed focus in support of the inclusion of refugees in national education systems.

The United Nations Special Rapporteur on the Human Rights of IDPs spoke about the critical importance of ensuring access to quality education to realize the right of internally displaced children to education. A side event on education needs in Latin America provided an opportunity to advocate for safe schools in a regional context, where education is increasingly under attack from non-state armed groups, including narco-trafficking organizations. The side event was organized by ECW with governments and partners in the region in response to the continuing Venezuela refugee and migrant crisis and increasing numbers of IDPs in countries like Colombia and Honduras.

At the regional level, ECW provided support through its Acceleration Facility to the advocacy work of the Intergovernmental Authority on Development in eastern Africa. Most Djibouti Declaration member

states⁵⁰ now have costed national plans for the inclusion of refugees and returnees in the national education system, and a regional qualification framework has been developed. ECW and other actors in the region, including the German Agency for International Cooperation, re-energized political commitment in 2022 to accelerate the qualification framework process. UNHCR supported national capacities during the process.

At a regional ministerial conference held in Yaoundé (Cameroon) in April 2022, ECW advocated for solutions to the forced displacement of hundreds of thousands of people due to the Central African Republic crisis, and called on countries to give priority to education as a pillar within any comprehensive plan for protection and solutions. The central advocacy message reiterated that education is not only a human right but gives children stability and a future.



HARNESSING POLITICAL WILL FOR GENDER EQUALITY AND EMPOWERMENT OF GIRLS AND WOMEN

In April 2022, ECW launched its 'Call to Action to Empower Her' to raise awareness of the urgent need to advance gender equality for girls and boys left furthest behind in crises. The call to action was co-signed by Germany's Minister for Economic Cooperation and Development and ECW's Executive Director. In May 2022, ECW became a signatory to the Freetown Manifesto for Gender-Transformative Leadership in Education, led by the Gender at the Centre Initiative, a programme supported by the United Nations Girls' Education Initiative (UNGEI) and the UNESCO International Institute for Educational Planning. The manifesto targets several ECW-supported MYRP countries, including Burkina Faso, Cameroon, Chad, Mali, Mali, the Niger, Nigeria, South Sudan and Uganda. In September 2022, ECW participated in the TES and

committed to its Call to Action on advancing gender equality and girls' and women's empowerment in and through education, in line with the G7's Charlevoix Declaration (2018), G7 Development Ministers' Meeting Communiqués in 2021 and 2022, and the G20's Ministerial Declaration (2021). ECW committed to the following actions:

1. Financing the implementation of equitable, effective and evidence-based responses that aim to close gender disparities and inequalities in all aspects and at all levels of education, promoting women's leadership, and changing harmful gender structures, norms, attitudes and practices.
2. Funding and partnering with global, regional and grassroots feminist organizations and young activists to collaborate and collectively advocate with governments to help ensure gender-transformative education and champion girls' and women's empowerment in and through education.
3. Investing in gender capacity strengthening at global and country levels to integrate gender equality in sector assessments, plans and strategies, including in emergencies and protracted crises.

50 Djibouti, Ethiopia, Kenya, Somalia, South Sudan, the Sudan and Uganda.

ECW’s new Gender Policy and Accountability Framework 2023–2026⁵¹ was developed in close consultation with the ECW Gender Reference Group and a wide range of external actors and is aligned with the commitments formulated at the TES. It emphasizes an intersectional approach across marginalized groups and issues, such as: forcibly displaced children and adolescents; children and adolescents with disabilities; mental health and psychosocial support;

adolescent girls’ empowerment; and early learning. To operationalize the framework in its FERs and MYRPs, ECW developed a Gender Implementation Guide for grantees and partners, containing practical guidance on integrating gender in investments, in line with global best practices and commitments such as the United Nations Inter-Agency Standing Committee (IASC) Gender Policy and Accountability Framework.⁵²

DISABILITY INCLUSION-RELATED POLICY COMMITMENTS

In 2022, ECW and its partners continued their efforts to prioritize disability inclusion on the global agenda. Advocacy sought to strengthen policies and practices to better address the inclusion of persons with disabilities, as well as raise awareness worldwide about inclusive education, specifically in emergency situations.

ECW and members of the Global Action on Disability Network contributed jointly to the ‘Inclusive Education: Making It Happen’ event during the second Global Disability Summit in February 2022, hosted by the International Disability Alliance and the Governments of Ghana and Norway. During the Summit, ECW committed to require country programmes and partners to:

- Detail their programme strategies to enhance disability inclusion and ensure that such strategies address accessibility and reasonable accommodation, inclusive teaching, data and engagement (at a minimum).
- Establish feedback and complaint mechanisms in programmes, raise awareness about the availability of such mechanisms, and develop procedures to improve their accessibility.
- Allocate programme budget for accessibility and reasonable accommodations and measure these outputs in a results framework.
- Highlight the differential risks experienced by groups of children with diverse disabilities targeted by programmes, as well as risks stemming from the intersection of gender and disability.
- Engage organizations of persons with disabilities in programme/steering committees for the design of programmes, with adequate budgetary allocations to support and sustain participation.



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Moustapha, 10, in front of his school with friends in Cameroon. In the country, ECW investments are addressing educational and psychosocial needs of girls and boys living in conflict-affected areas, and supporting inclusive education.

51 ECW Gender Policy and Accountability Framework 2023-2026: https://www.educationcannotwait.org/sites/default/files/2023-03/f_ecw1020_geewg_policy_and_framework_mech_march_14.pdf

52 <https://interagencystandingcommittee.org/iasc-reference-group-gender-and-humanitarian-action/iasc-policy-and-accountability-framework-gender-equality-and-empowerment-women-and-girls>

ECW committed itself to:

- Strengthen partner capacities to collect data on children with disabilities, to link these data with education management information systems, and to conduct multisectoral needs assessments.
- Establish a system to track and report annually on the percentage of resources allocated in MYPRs and FERs to outputs focused on disability inclusion and on mainstreaming disability in education.
- Ensure that ECW's corporate results framework refers to disability inclusion as part of a collective education outcome, and includes references to

disability across results, with time-bound targets, disaggregated as relevant.

In February 2023, ECW announced that it would sign the [Call to Action on Disability Inclusive Education](#) launched at the TES. As a signatory, ECW reconfirmed its commitment to investing in quality education that is inclusive and equitable for all children; to transforming educational systems to be inclusive for all, including those with diverse disabilities; and to help ensure that all learners in emergencies and protracted crises can access inclusive quality education and learn in safe and protected environments.

Promoting multisectoral approaches to holistically address needs

ECW continued its global advocacy on the importance of including mental health and psychosocial support (MHPSS) in all education responses in emergency and protracted crisis contexts. This included lobbying of governments to fund MHPSS activities. ECW has been unwavering in its message that mental health is necessary for learning. For children and adolescents to effectively learn, they must be able to cope with their stress and adversity, and they must receive support as they process their experiences and recover from their trauma. As part of this work in 2022, ECW partnered with War Child Sweden to advance policy efforts on MHPSS in fragile and humanitarian contexts.

With ECW funding, War Child Sweden and other key stakeholders convened a conference in August 2022 and engaged with a diverse community of Nordic country donors to increase funding for MHPSS. It was the first time a donor group had been formed in the Nordics to specifically advocate for funding for MHPSS in emergency and protracted crisis settings.⁵³ ECW's support to War Child Sweden also spurred the launch of the Nordic Network on MHPSS⁵⁴ and the 2030 Nordic Roadmap on MHPSS.⁵⁵

Following the conference, ECW joined Nordic partners, government representatives and MHPSS organizations,

including the International Federation of the Red Cross and Red Crescent Society's Psychosocial Support Centre, in endorsing the 2022 Copenhagen Declaration on MHPSS in Fragile and Humanitarian Settings. The declaration calls for increased investment and intentional focus on quality MHPSS in fragile and humanitarian settings. ECW remains steadfast in its engagement with the Nordic Network and has committed to support the next conference, planned for March 2024 in Sweden.

As part of its global advocacy, ECW continued to highlight the linkages between education and protection. ECW engaged with Safe to Learn, a five-year initiative dedicated to ending violence in schools, as a partner and active member of its advisory board; this offered an opportunity to advocate within the Safe to Learn partnership on the urgent protection needs of children in specific EiEPC contexts. ECW supported the sub-action track on safe schools, led by Safe to Learn, in preparation for the TES, and with Safe to Learn developed a joint [guidance note](#) on embedding violence prevention and response in EiEPC settings, which was launched at the HLFC. ECW also joined the launch in September 2022 of the Comprehensive School Safety Framework 2022–2030, which supports education-sector policymakers, planners, school

⁵³ See link for more details: <https://www.rodekors.dk/nordicmhpssconference>

⁵⁴ The Nordic Network is a group of Nordic donors and Nordic stakeholders advocating for more attention and funding for MHPSS in conflict and fragile settings.

⁵⁵ For more details, see <https://www.rodekors.dk/sites/rodekors.dk/files/2022-10/Nordic%20Road%20Map%20on%20MHPSS%20in%20Fragile%20and%20Humanitarian%20Settings%20%2812%20Oct%29.pdf>



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Students participate in an activity at Paoua Accelerated Learning Centre in the Central African Republic. The ECW-supported centre reaches children who have dropped out of school – or never enrolled in the first place – due to the conflict. The intensive programme allows learners to complete grades 1 through 6 in just three years.

administrators and other partners in promoting child rights, sustainability and resilience in the education sector.

The Global Coalition to Protect Education from Attack (GCPEA) continued to play a crucial role in advocating for the protection of education in situations of armed conflict, with the Safe Schools Declaration as a framework to guide and support these efforts. Three States endorsed the declaration in 2022, and two States endorsed it in early 2023, for a total of 118 endorsing States as of June 2023. Among them, the Central African Republic, Mali, Nigeria, South Sudan and Ukraine introduced legislative, policy or programmatic measures to better protect education. The State-Led Implementation Network was officially launched to encourage the sharing of experiences and good practices among endorsing States, and an Implementation Resource Bank was expanded, in itself a good practice for purposes of knowledge exchange.

GCPEA continued to provide evidence of the scope and impact of attacks on education around the world, which was used to advocate for action to end attacks, including through implementation of the Safe Schools Declaration, and to inform prevention and response measures. ECW contributed to promoting GCPEA's flagship report, *Education under Attack*, in its 2022 edition, launched in June 2022. GCPEA presented key findings from the report during an [event](#) at the Palais des Nations in Geneva and published an [op-ed](#) on the rise of attacks on education in Ukraine.

GCPEA also released several case studies, including [The Impact of Explosive Weapons: A Case Study on Afghanistan](#), accompanied by a [press release](#), op-ed in [El País](#) and social media campaign, in September 2021. A second case study, [Measuring the Impact of Attacks on Education in Palestine](#), was released in April 2022, and a third, [The Impact of Attacks on Education and Military Use in Myanmar](#), was released in September 2022. ECW's communications team was involved in the media planning associated with these case studies.

Looking back, looking forward

The year 2022 was crucial for ECW as it transitioned from its first Strategic Plan cycle into the second. The conclusion of the Strategic Plan 2018–2022 provides an opportunity to reflect on the results achieved and lessons learned to date in ECW’s work towards inspiring political commitment and increasing financing for EiEPC.

ECW owes its remarkable success to the unwavering support and dedication of its founding donors and champions. These visionary partners played a pivotal role in propelling ECW from its beginnings as a start-up to its position as a prominent global fund in just a few years. Our partners’ political, financial, technical and strategic commitment guided ECW during its early stages, providing invaluable seed funding and crucial capacity development. Their contribution also helped institutionalize the approaches that paved the way for ECW’s fundraising achievements and supported the growth of ECW’s global advocacy movement.

One of ECW’s key strengths lies in its ability to innovate and add value to the broader education sector globally. By delivering additional support and resources, such as mobilizing humanitarian aid for education or directing long-term funding to neglected and under-funded crises, ECW has garnered increased support and confidence in its unique model. In the years ahead, this valuable experience will be leveraged to further refine our comparative advantage and help ensure continued added value and forward movement in our resource mobilization efforts.

A vital element in ECW’s advocacy and fundraising successes has been the collaborative utilization of existing alliances, networks, United Nations agencies, civil society groups and political champions to advance our mission. By working together, ECW has identified areas of shared interest and concentrated our efforts where they are most needed. This collaborative approach has been instrumental in maintaining support and sustaining interest in ECW’s endeavours.



“ ECW is more than just a donor; it is a dedicated partner who truly understands the dynamics and complexities on the ground in Palestine and who is committed to going the extra mile. Moreover, the Fund’s robust advocacy efforts and insightful analyses are also mutually reinforcing, shedding light on the challenges faced by crisis-affected children in Palestine and around the world to fulfil their right to quality education. ”

— Sarthak Pal,
Programme Manager, ECW MYRP State of Palestine

Throughout its first Strategic Plan, ECW played an increasing role in rallying governments, political stakeholders, United Nations leaders, civil society networks, celebrities, and private and philanthropic actors. This progress is evidenced in ECW's presence in an increasing number of multilateral forums and global policy frameworks – ensuring a renewed focus on crisis-affected girls and boys and strengthening the linkages between the EiEPC sector and other key sectors including protection, food security, MHPSS, disability inclusion, gender equality and climate-change mitigation.

Furthermore, ECW has increasingly played a central role as a convener and a catalyst for EiEPC-specific commitments in global forums and frameworks such as the G7, the United Nations General Assembly, the Global Refugee Forum, the Global Disability Summit and the TES. ECW's role was further crystalized in the widespread support received by the #222MillionDreams 🌟📖 campaign ahead of the HLFC, culminating at the conference itself, where an impressive number of influential participants from a wide range of organizations addressed a number of advocacy themes and priorities. The two-day EiEPC event, the first of its kind, was also unique in the way it connected ECW's global advocacy to local efforts, with a strong focus on lifting the voices of crisis-affected communities, youth and national partners.

As ECW enters the second Strategic Plan period and builds on these successes, ECW needs to further articulate the linkages between global and local/national efforts, with a focus on drawing lessons from what works.

Successful in-country resource mobilization relies on such factors as readiness, ownership, leadership and capacity at the national level. ECW plays a crucial global role, but its capacity to drive in-country fundraising is limited. Therefore, it is essential to concentrate efforts on a select group of countries where needs are most acute and conditions are favourable for success. Diluting ECW's resources across too many contexts poses the risk of missing valuable opportunities to make a tangible impact.

By reflecting on these key lessons, ECW is poised to embrace the coming years with a renewed focus on collaboration, innovation and targeted resource



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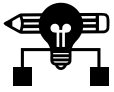
mobilization. At the end of the first half of 2023, ECW still faces a funding gap of approximately \$670 million to fully finance its Strategic Plan 2023–2026. Closing this gap within the first two years of the plan period is crucial so that ECW can commit predictable and multi-year financing to its programme countries, and further leverage political commitment and financing for the EiEPC sector.

ECW will continue to expand its advocacy efforts on the global stage and enhance its work to activate and support country partners in their advocacy efforts. Advocacy will be streamlined as a cross-cutting function supporting the achievement of two new strategic objectives – 'Increased and better funding for EiEPC' and 'Stronger EiEPC capacities and systems' – in the Strategic Plan 2023–2026.

ECW remains grateful to its founding partners and committed to realizing its mission of ensuring quality education for every child in crisis-affected areas of the world.

→ Esteri, a student at Kenomi Primary School, has seen child marriage and adolescent pregnancy affect the lives of those around her. Thanks to ECW and partner support in Uganda, Esteri is thriving in school, receiving learning materials and determined to continue her education.





STRATEGIC OBJECTIVE 3

IMPROVED JOINT PLANNING AND TIMELY RESPONSE

New in 2022:

2 MYRPs

- Cameroon
- Haiti



SINCE ECW INCEPTION



New in 2022:

12 FERs



War in Ukraine



Drought in eastern Africa



Flooding in Pakistan



Escalation of armed conflict in the Lake Chad area and Ethiopia



FER and MYRP budgets are increasing, and more funding is being allocated per child.

Increased throughout the Strategic Plan Period (2022–2022):

Overall share of **children targeted**

Average time to disburse:



9 weeks for acute-emergency FERs

Budget allocated to: ECE



Budget allocated to: Secondary Education



Introduction

Under Strategic Objective 3, ECW aims to respond to both acute emergencies and protracted crisis settings with tailored programming and financing modalities that ensure the right balance between timely and well-coordinated planned responses. ECW has adopted two flexible programme funding modalities – the First Emergency Response (FER) and the Multi-Year Resilience Programme (MYRP) – to respond to these situations.

This chapter reports on ECW’s strategic objective on joint planning and the timely response of its FER and MYRP programmes. It specifically analyses the timeliness of the FER response given its acute nature, the quality of the planning phase in MYRPs, and budget allocations per education outcome and level, including costs-per-child analysis.

ECW’s evolving FER and MYRP portfolios

The FER modality addresses immediate and urgent education needs when a crisis suddenly occurs or escalates. ECW strives to deliver funds promptly after the onset of an emergency through relevant emergency coordination mechanisms, including the Education Cluster, the Refugee Education Working Group and the Education in Emergencies Working Group. The size of the ECW investment is determined by the level of need, the scale of the response, available financial resources, and the implementation capacity of partners.

In 2022, **12 new FER programmes** totalling \$34 million were approved in response to acute emergencies and escalated crises affecting children’s education in 10 countries. Ukraine and Moldova were collectively assigned \$6.5 million in response to the war in Ukraine. Ethiopia, Kenya, and Somalia were collectively assigned \$12 million to address the impact of drought

in eastern Africa. Pakistan received \$5 million, and the Sudan received \$2 million, to address the impact of severe flooding. Chad, Ethiopia, and the Niger received a total of \$8.5 million in response to the influx of refugees from Cameroon, the crisis in Tigray, and the continued situation in the greater Lake Chad area, respectively.

With these newly developed FERs, the total number of FER programmes active in 2022 is 26. In total since ECW’s inception 145 FER programmes were developed.⁵⁶ These FER programmes consist of 38 grant agreements in 2022, and 256 since inception.

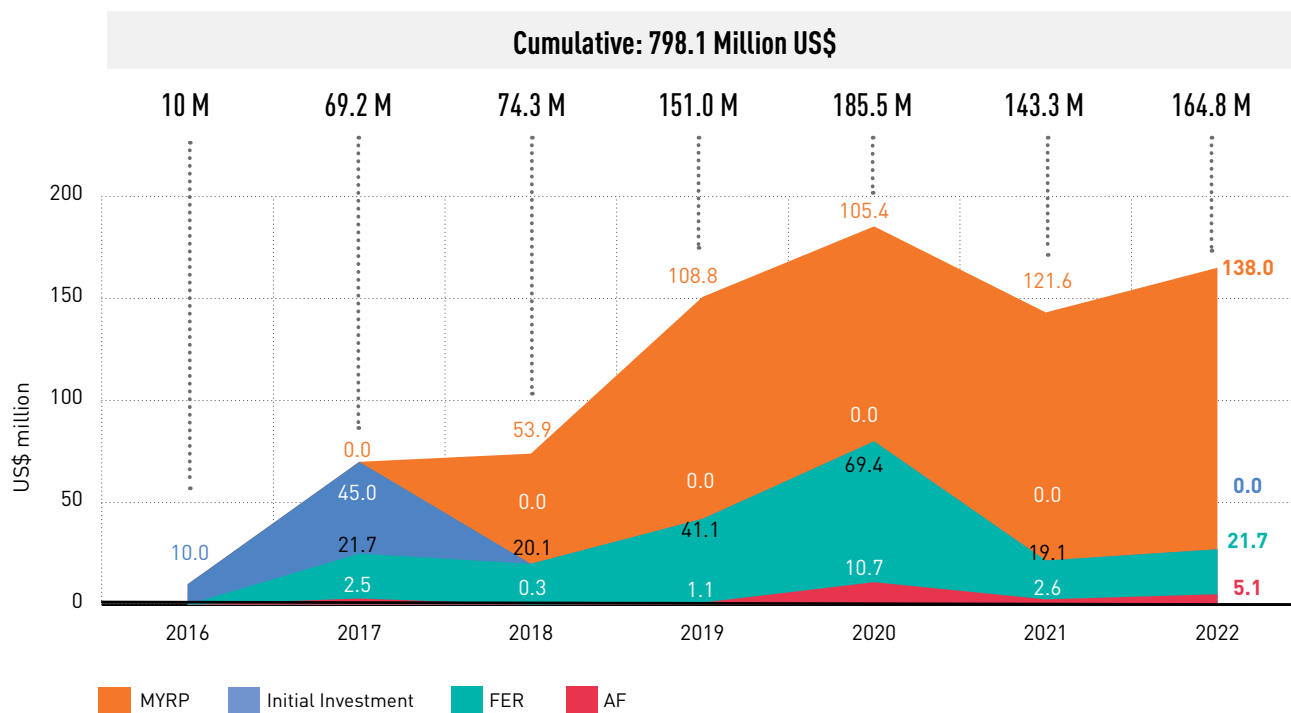
A total of \$193 million has been allocated to FER grantees since ECW’s inception, of which almost \$22 million was allocated in 2022. This amount represents 24 per cent of total programmatic allocations⁵⁷ since ECW’s inception (Figure 8).

56 Note that pre-2021 all FER grants were considered as an individual FER programme as each grant reported individually even when the grants responded to the same crisis. After 2021, ECW introduced joint programming and therefore reporting for the FERs that were approved together to respond to the same crisis in a country.

57 In 2022, ECW allocated \$5.1 million from its Acceleration Facility through 14 new grants and two cost extensions. The average value of Acceleration Facility grants increased from \$288,000 in 2021 through 11 grant agreements to \$367,000 in 2022 through 14 grant agreements (including cost extensions). However, this value is well below the registered peak in 2020, when \$10.7 million was allocated across 12 grantees. Since ECW’s inception up to the end of 2022, ECW has allocated a total of \$22.2 million, or 2.8 per cent of total programmatic allocations, through the Acceleration Facility investment modality.

Figure 8. ECW allocations by investment type

2016–2022, in million US\$



MYRPs are instrumental in addressing the immediate and long-term education needs of children and adolescents affected by protracted crises. These programmes, typically spanning three years or longer, provide a comprehensive and sustained approach to education in crisis-affected countries. MYRPs aim to bring together humanitarian and development actors to help improve learning outcomes and well-being for crisis-affected children and adolescents, thereby strengthening coherence in systems, approaches and programmes operating in protracted crisis settings.

In 2022, **two new MYRPs** (Cameroon and Haiti) and **one renewed MYRP** (Central African Republic) were approved,⁵⁸ bringing the total number of countries supported by MYRPs since ECW’s inception to 26 ([indicator S3.3](#)).⁵⁹ New commitments in the amount of \$77 million were approved via 11 grants to these three MYRPs, with the Central African Republic receiving the

lion’s share (\$40 million). The total number of active MYRP grants to implement the 26 MYRPs in 2022 is 71.

Since inception, 88 MYRP grants were developed with ECW partners to implement the 26 MYRPs. These grants include two regional MYRPs in the Sahel and Latin America regions to respond to regional crisis, as well as additional MYRP funding in Burkina Faso, Ethiopia, Mali, and Uganda. The average budget for MYRPs has more than doubled from \$12.5 million (2019–2021) to \$25.6 million in 2022.

A total of \$138 million was allocated to MYRP grantees in 2022.⁶⁰ This increased the amount of MYRP allocations since inception to \$528 million, representing 66 per cent of total programmatic allocations (\$798 million). Figure 8 depicts the evolution of MYRP allocations since ECW’s inception.

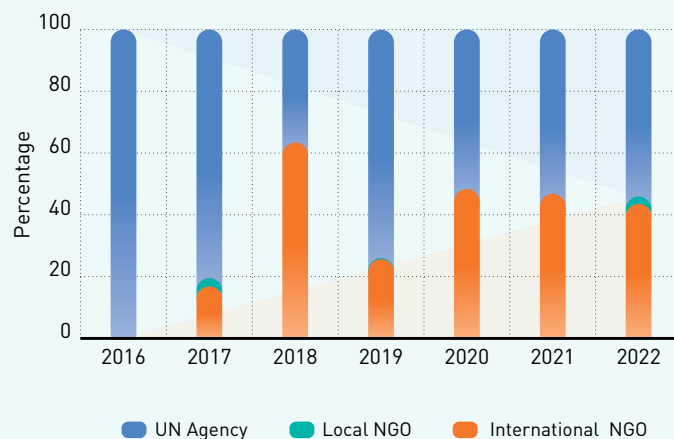
58 Approvals refer to the decision to invest. For MYRPs, these decisions are made by ECW’s Executive Committee, following the ECW operational manual standard of operations.

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

60 Allocations refer to the contractual agreement made between ECW and its grantees. Allocations happen after approvals. It can be the case that approvals and allocations are not happening in the same year.

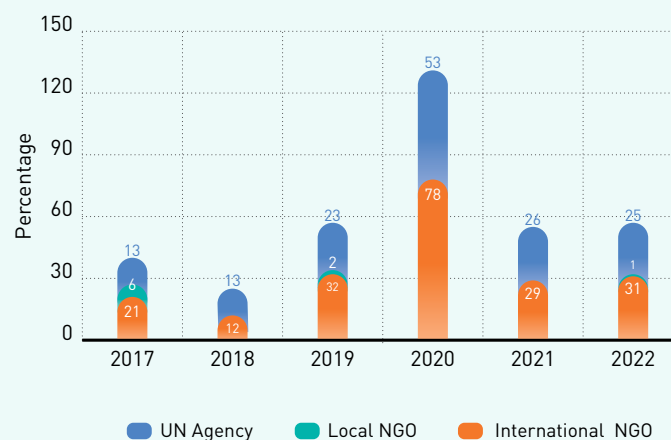
Increasing grantee diversity across ECW's investment modalities

Recognizing the importance of broadening the scope of partners, ECW has actively sought to deepen the flow of funds through NGOs to leverage their specialized knowledge, local networks, and community-based approaches. This effort is reflected in the decreasing trend of ECW's allocations to UN agencies over the years. In 2016, UN agencies received 100 per cent of ECW funds via initial investments. This percentage gradually decreased to 74 per cent in 2019 and further declined to between 52 and 54 per cent in the following years (2020–2022). This strategic shift reflects ECW's commitment to diversifying its pool of grantees and engaging a broader range of partners to ensure a more comprehensive and inclusive approach to education in emergencies and protracted crises.



	2016	2017	2018	2019	2020	2021	2022
International NGO	0.0%	16.8%	63.4%	25.6%	48.3%	46.8%	43.5%
Local NGO	0.0%	2.7%	0.0%	0.4%	0.0%	0.0%	2.4%
UN Agency	100.0%	80.5%	36.6%	73.9%	51.7%	53.2%	54.1%

Analyzing the number of grants to partners, NGOs received the majority. In 2022 alone, 54 per cent of the newly supported grantees corresponded to international NGOs, 44 per cent to UN agencies, and 2 per cent to local NGOs. Out of the 366 grants initiated during the strategic period 2016–2022, some 212, or 58 per cent, corresponded to NGOs (18 local NGOs). The remaining 154, or 42 per cent, correspond to UN agencies.



	2016	2017	2018	2019	2020	2021	2022	TOTAL	%
International NGO		21	12	32	78	29	31	203	55.5%
Local NGO		6		2			1	9	2.5%
UN Agency	1	13	13	23	53	26	25	154	42.1%
TOTAL	1	40	25	57	131	55	57	366	



“ ECW responded with remarkable speed to the crisis in Ukraine, kickstarting the formulation of the response at the very start of the war, even before the education cluster was fully reactivated. This speed and level of efficiency exemplifies ECW’s capacity as a global donor and pooled fund to swiftly prioritize and address emerging crises. ”

— Mary Ada Greer
Senior EiE Technical Advisor, Save the Children,
ECW FER Ukraine

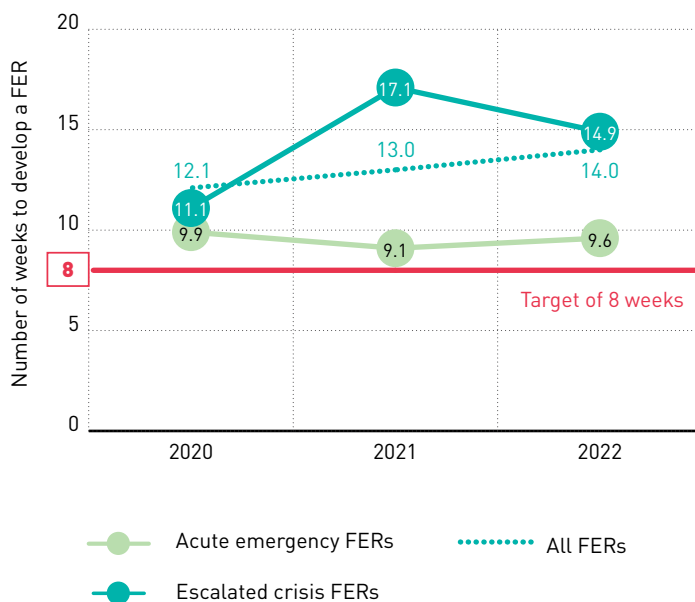
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Balancing speed and quality in FERs

A rapid response is essential when a disaster occurs, or a crisis escalates. Children need to resume their education as soon as possible to avoid the loss of learning and to have some stability in the midst of rapidly changing and volatile circumstances. ECW’s goal is to quickly disburse funds to grantees, so that populations affected by crisis and emergencies can access interventions when needed. Figure 9 summarizes the timeliness of FERs, including the number of weeks between a humanitarian appeal and the disbursement of funding to grantees.

The average time for FER response increased from 85 days in 2020 to 98 days in 2022. This is largely due to the FERs increasingly being used to respond to escalating crises within existing protracted contexts, requiring coordination and collaboration among both humanitarian and development partners at all levels, including the local or community level. For example, the FER window was used in countries experiencing challenging political circumstances and

Figure 9. Timeliness of FERs
2020–2022



highly volatile situations, such as Burkina Faso, the Syrian Arab Republic (hereafter Syria), and Yemen. When escalation occurs affecting population groups in an area in which a MYRP already exists, the ECW has the option of reallocating funding from the MYRP to respond to the escalated crisis. This happened in 2020, when four MYRPs responded to the COVID-19 pandemic, and more recently in 2022, when the Somalia MYRP was reprogrammed to quickly respond to the drought emergency. Somalia's reprogrammed MYRP was followed by an FER.

A comparison between FERs in response to escalating protracted crises and FERs in response to acute emergencies reveals significant differences in the response time. On average, acute-emergency FERs took 9 weeks to disburse, while FERs in an escalated protracted-crisis took 11 to 17 weeks. Notably, approximately 50 per cent of acute-emergency FERs responded within eight weeks following the humanitarian appeal, including COVID-19 FERs, which were swiftly disbursed.

Overall, 16 per cent of all FERs in 2022 were developed within the eight-week target ([indicator S3.1](#)), compared to 31 per cent in 2021. On average throughout the Strategic Plan period (2018–2022), 37 per cent of FERs were disbursed within eight weeks.

Multiple variables influence the timeliness of FER disbursements. It takes about 50 to 60 days to develop a final proposal for approval. After approval, grantee registrations and assessments with the United Nations/UNICEF system are conducted. These include assessments on the prevention of sexual exploitation and abuse (PSEA) and organizational and financial micro-assessments in connection with the Harmonized Approach to Cash Transfers. If an organizational micro-assessment is needed, it is normally conducted 8 to 12 weeks after a request for it is made. The process usually takes longer when grantees sub-contract to other sub-grantees.



Pakistan and Ukraine are good examples of ECW's timely disbursement of FER grants.

In response to the severe flooding that affected 33 million people across Pakistan, ECW successfully disbursed a FER grant of \$5 million within seven weeks after the launch of the appeal. The FER has a target of reaching 40,800 children in three provinces affected by the floods – Balochistan, Punjab and Sindh – with equitable access to quality learning opportunities through teacher capacity building, distribution of learning materials, and provision of classrooms. The FER is implemented by UNICEF and runs from October 2022 to October 2023.

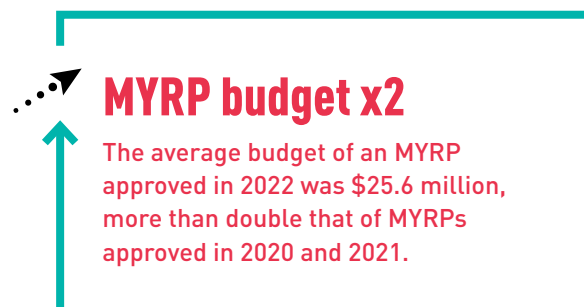
ECW disbursed a \$12.5 million FER grant within 8.5 weeks in response to the war in Ukraine. The FER has a target of reaching 100,000 children in the country, with a focus on children who are internally displaced. The FER is implemented by Save the Children and runs from June 2022 to June 2023.

Optimizing MYRPs as a joint programme plan vehicle

MYRP planning is not as rapid as for FERs; MYRPs require a deeper analysis to inform their multi-year duration. MYRPs operate in protracted crisis settings and work with governments and humanitarian and development partners. MYRPs not only respond to education needs of learners, teachers and schools; they also systemic address challenges such as limited resources, insufficient data and evidence, and the need for policy change. MYRPs thereby aim to reduce risks and vulnerabilities and increase the resilience of crisis-affected communities.

An external review panel annually conducts an analysis of the quality of MYRP planning processes; five dimensions of quality planning are scored on a 5-point scale (Table 2). The review in 2022 found that overall quality of the MYRP documents was stable over the

2019–2022 period. Joint development of programmes was the dimension with the highest score in 2022 (4.6), and three dimensions scored 4.0 or 4.1. MYRPs had a total average score of 4.0 across all quality planning dimensions in 2022 ([indicator S.3](#)).



MYRP budget x2
The average budget of an MYRP approved in 2022 was \$25.6 million, more than double that of MYRPs approved in 2020 and 2021.

Table 2. MYRP quality planning scores, 2019–2022 ([indicator S.3](#))

QUALITY PLANNING PROCESS DIMENSION	2019	2020	2021	2022
Extent of joint development of programmes	4.7	4.4	4.6	4.6
Alignment with existing national policies and strategies	N/A	4.4	4.4	4.1
Result-based focus	3.8	4.2	4.4	4.1
Risk-informed plans	N/A	3.8	4.4	3.1
Evidence-based designs	3.4	4.0	4.2	4.0
TOTAL	3.9	4.1	4.4	4.0

Table 3. MYRP evidence-based planning scores, 2019–2022 ([indicator S.5.1](#))

EVIDENCE-BASED PLANNING CRITERIA	2019	2020	2021	2022
Timeliness	N/A	4.3	3.9	4.0
Holistic scope	N/A	4.1	4.2	3.6
Disaggregation	3.3	3.7	4.1	4.4
Conflict/disaster sensitivity	5.0	4.3	4.5	4.4
System analysis	4.5	3.8	4.2	4.1
Gender and equity analysis	3.5	4.1	4.3	4.1
TOTAL	4.1	4.0	4.2	4.1

ECW also monitors the extent to which MYRPs use high-quality evidence and data in the design and review of programmes, with six dimensions scored on a similar 5-point scale (Table 3). Scores have changed little over the 2019–2022 period; MYRPs received total average scores between 4.0 and 4.2 throughout the period ([indicator S5.1](#)). The results reflect the ongoing challenge of obtaining reliable data in the EiEPC sector (because of population movements, limited safe access to affected areas, etc.) and the need for quality data to better inform programming.

The average budget of an MYRP approved in 2022 was \$25.6 million, more than double that of MYRPs approved in 2020 and 2021. However, comparing the average budgetary allocation to a single grantee that receives funding via a MYRP programme,⁶¹ there has been a significant decrease in the approved budget for MYRP grantees over the past two years. In 2020, the average allocation stood at \$16.5 million. This figure decreased significantly to \$5.3 million in 2021 and further dropped to \$4.3 million in 2022.

Whereas having a larger pool of grantees (per programme) increases the likelihood of accessing a wide range of expertise, perspectives, and local

understanding (ultimately leading to more comprehensive and contextually relevant interventions and approaches), it also demands robust coordination mechanisms to ensure effective collaboration and maximize the collective impact of ECW-funded initiatives. With numerous grantees, there is a requirement for well-established communication channels, monitoring processes, and regular joint reporting mechanisms, to ensure alignment with programme goals and prevent duplication of efforts. Harmonization of approaches becomes essential to avoid fragmented efforts, inefficient resource utilization, and potential gaps in coverage.

As ECW aims to achieve a better balance in the number of grantees per programme, exploring consortium arrangements emerges as a viable option. A consortium consists of one grantee who receives the entire programme budget and who works together with multiple sub-grantees on an equal footing in the governance of the programme. By leveraging consortium arrangements, ECW programmes can benefit from the strengths found in having a diverse grantee pool while maintaining coherence and synergy in the overall implementation of the programme.

A student at his ECW-supported school in Ethiopia, where ECW investment is improving access to education for refugees, internally displaced and host community children and adolescents.

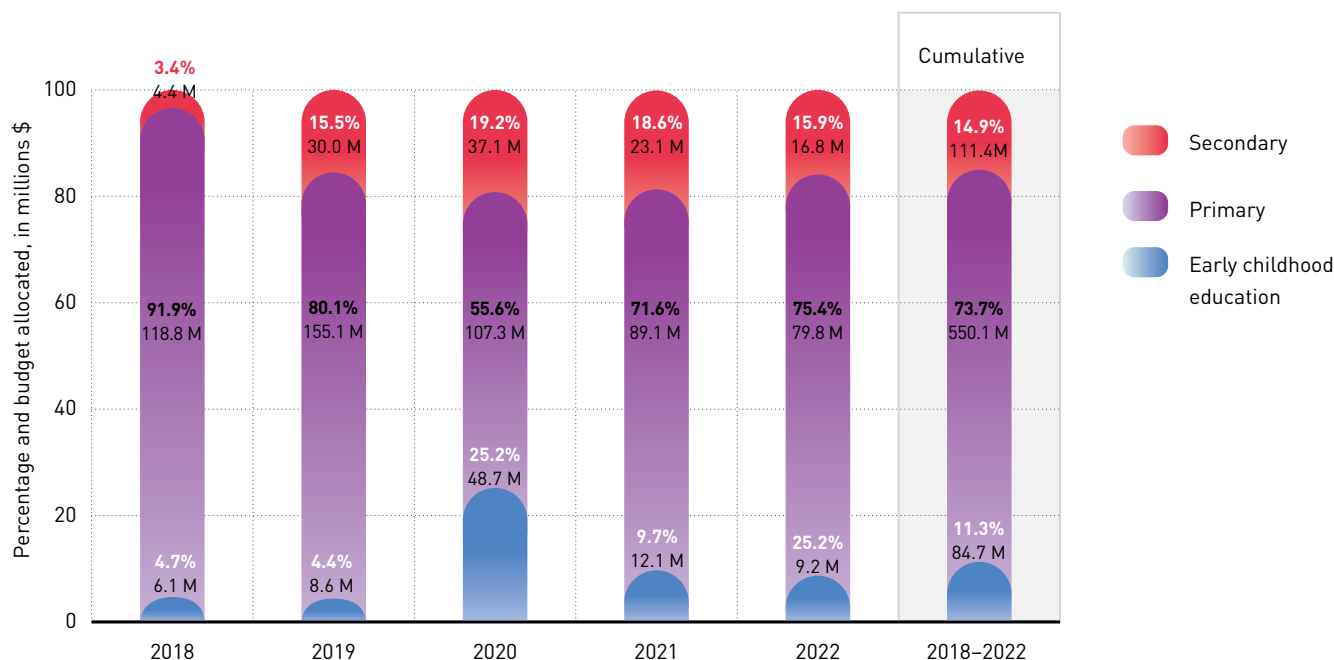


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61 An MYRP consists of multiple individual grants to grantees ranging from 1-6, with an average of 2.5 grantees per MYRP.

Figure 10. Share of annual budget allocation

by level of education, 2018–2022 (in millions of US dollars)*



Increasing emphasis on ECE and secondary education

Combining MYRP and FER investments, primary education continues to receive the largest share of funding; ECW allocated \$79.8 million (75.4 per cent of all funding) to interventions for children at the primary education level in 2022 (Figure 10).⁶² However, ECW has committed to increasing the share of its investments in early childhood education and secondary education, and allocations at these levels have grown since the fund’s inception in 2017.

In 2019, ECW set a goal to allocate at least 10 per cent of its programme funding (in-country) to the provision of early childhood education (ECE) services. By the end of 2022, ECW allocated \$84.7 million to improving ECE services for pre-school learners, representing 11 per cent of programme investment (\$746 million) over the 2018–2022 period and exceeding the goal of 10 per cent set in 2019. The share of ECE in programmatic targets and budgets is growing substantially for FERs and has remained relatively stable for MYRPs in 2021–2022. FERs developed in 2022 allocated 11.8 per cent of their total investment to the provision of ECE services, which

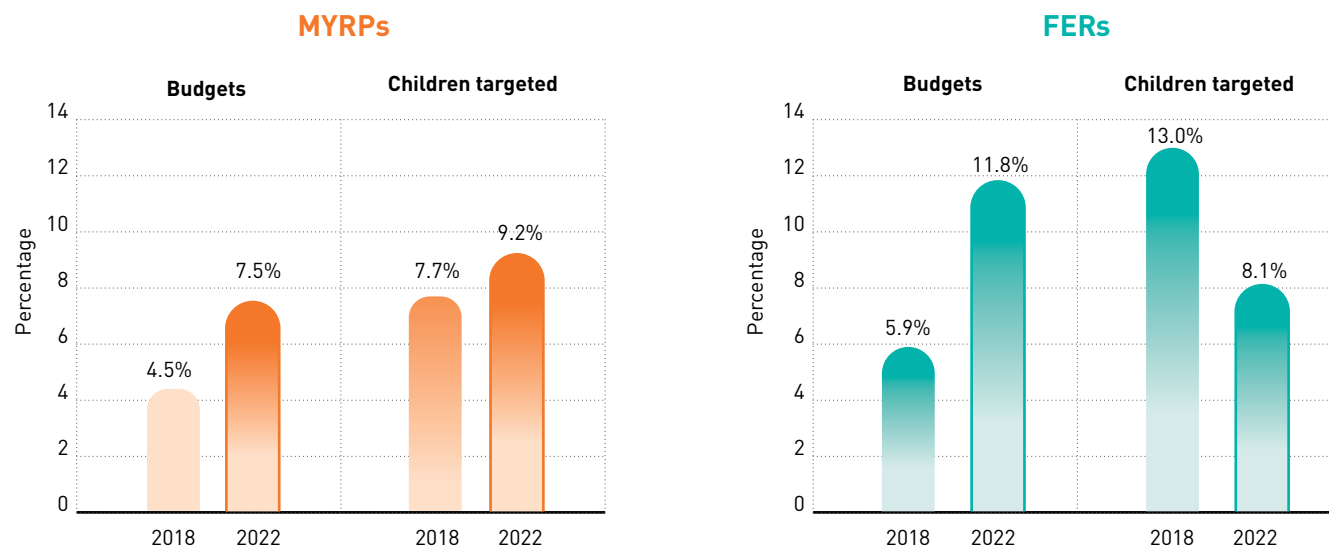
is the largest share of FER investment in ECE since ECW’s inception. MYRP allocations for ECE increased, from 4.5 in 2018 to 7.5 per cent in 2022.

ECW allocated \$84.7 million for the provision of ECE services in 2018–2022, representing 11 per cent of its total programme investment for the period (\$746 million).


Throughout ECW’s Strategic Plan 2018–2022, the percentage of children targeted for ECE service provision has fluctuated: it increased for MYRPs but decreased for FERs from 2021 to 2022 (Figure 11). However, both MYRP and FER budgets allocated to ECE service provision have increased, reflecting the shift in ECW’s focus towards providing quality education services and support – but to fewer children – and away from reaching more children with less impactful interventions. This development is in line with the higher budgets per child for MYRPs and FERs as explained in this chapter.

⁶² The results presented in this section exclude the results of COVID-19 response programmes.

Figure 11. Share of early-childhood education out of total children targeted and budget
2018–2022



Since 2018, the number of children targeted for secondary education service provision and the budget allocated for this have increased significantly. The share of budget allocated to providing secondary education services increased from 3 per cent in 2018 to 16 per cent in 2022. The 218,068 children targeted for secondary education service provision in 2022 represents 26 per cent of the total number of children targeted at all education levels in 2022: the highest share of children targeted for secondary education service provision since ECW's inception.



\$84.7 million

ECW allocated \$84.7 million for the provision of ECE services in 2018–2022, representing 11 per cent of its total programme investment for the period (\$746 million).

The share of MYRP budgets allocated to secondary education service provision decreased from 20 per cent in 2021 to 11 per cent in 2022. However, the decrease reflects that a large portion of 2022 investments were allocated to a \$40 million MYRP in the Central African Republic focusing only on ECE and primary education.⁶³ In 2022, the share of FER programme budgets allocated to the provision of secondary education services was 28 per cent, the highest such share allocated to secondary education service provision to date (Figure 12).

⁶³ The Central African Republic MYRP approved in 2022 is focusing only on early childhood and primary education. Secondary-education interventions in MYRP-targeted prefectures are covered by the European Union.

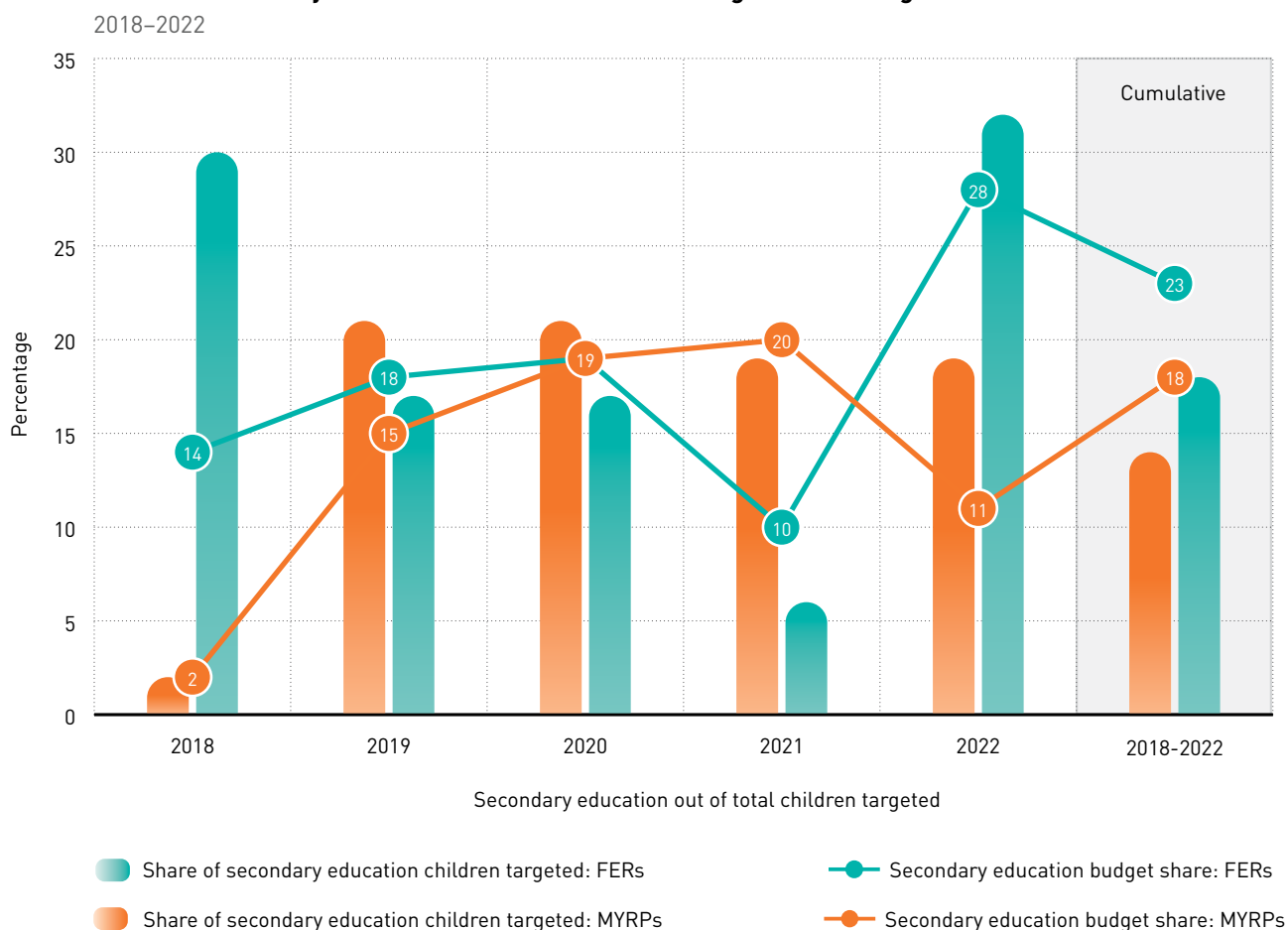
Increasing budget allocations per child in FERs and MYRPs

FER and MYRP programme budgets are increasing, and more funding is being allocated per child. This allows ECW to address the differentiated learning needs of individual children affected by conflict and crisis. The ECW budget per child is calculated by dividing the budget amount by the number of children targeted by the programme or grant. For MYRPs approved in 2022, the budget per child was \$232 for the three-year duration of the MYRP and \$77 per year, a substantial increase over the period 2018–2022, in which the MYRP budget per child averaged \$161 for

the MYRP duration and \$54 per year (Figure 13).⁶⁴ This increase is due to the fact that the budget for MYRPs developed in 2022 is larger than the budget for MYRPs developed in previous years, while the average number of targeted children has not changed significantly.

FERs in 2022 had a budget per child of \$59, which is more than the FER average budget of \$41 over the period 2017–2022 but not as much as the MYRP budget per child.⁶⁵ The FER budget per child has remained stable for the last three years. One of the reasons that

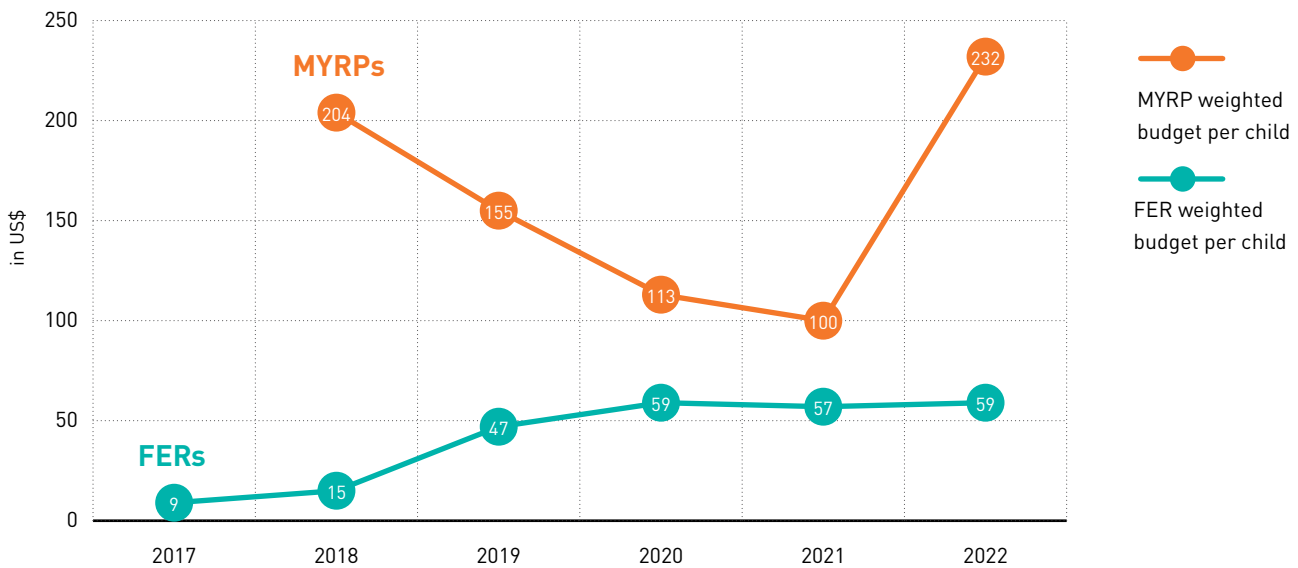
Figure 12. Share of secondary education out of total children targeted and budget



⁶⁴ ECW applies a weighted budget per child. This refers to the total amount of ECW seed funding divided by the total number of children targeted through ECW seed funding during the three-year MYRP period (2018–2022). The unweighted budget per child is \$257.

⁶⁵ Excluding COVID-19 FERs.

Figure 13. Weighted budget per child, by FER and MYRP
2017-2022



FER budget per child per year is lower than MYRP budget per child owing to the breadth of the education intervention over the lifetime of the grant. FERs (12–18 months in duration) are shorter than MYRPs (3 years in duration), and their focus is on re-establishing education function after an emergency occurs. MYRPs focus on children’s retention, completion and learning in school, which requires greater investment in the quality of instruction, safe learning environments, education policy and system change.

The average budget of an MYRP approved in 2022 was \$25.6 million, more than double that of MYRPs approved in 2020 and 2021 (Figure 14). However, the average number of targeted children in 2022 is like that of the previous two years. The higher budget per child entails that each child receives a broader set of more in-depth support, a shift in line with ECW’s greater focus on promoting quality education and holistic learning.

The same pattern of higher budgets per child is applicable to the FER. FER grants were developed in 2022 with an average budget of \$2.9 million, compared to FERs developed in 2021 with an average budget of \$1.5 million (Figure 15). This is a result of ECW’s strategic objective of increasing FER budget sizes and reducing the number of FER grants when possible.

When calculated across individual FER grants, budget per child ranged from \$31 to \$237 in 2022. These differences are significant, as in previous years. Often, they have to do with the crisis context of the assisted country, variable price settings per area, the diverse needs of children and schools affected in the crisis, and other support being provided by government and the humanitarian-development community. For example, when another organization provides school feeding or supports teachers in response to a crisis, ECW funding can be allocated to other needs.

There are also significant differences in budget per child across individual MYRPs. A direct comparison between programmes and countries, without controlling for these other inputs, is therefore of limited relevance.

Figure 14. Average MYRP budget and average number of children targeted
2018–2022

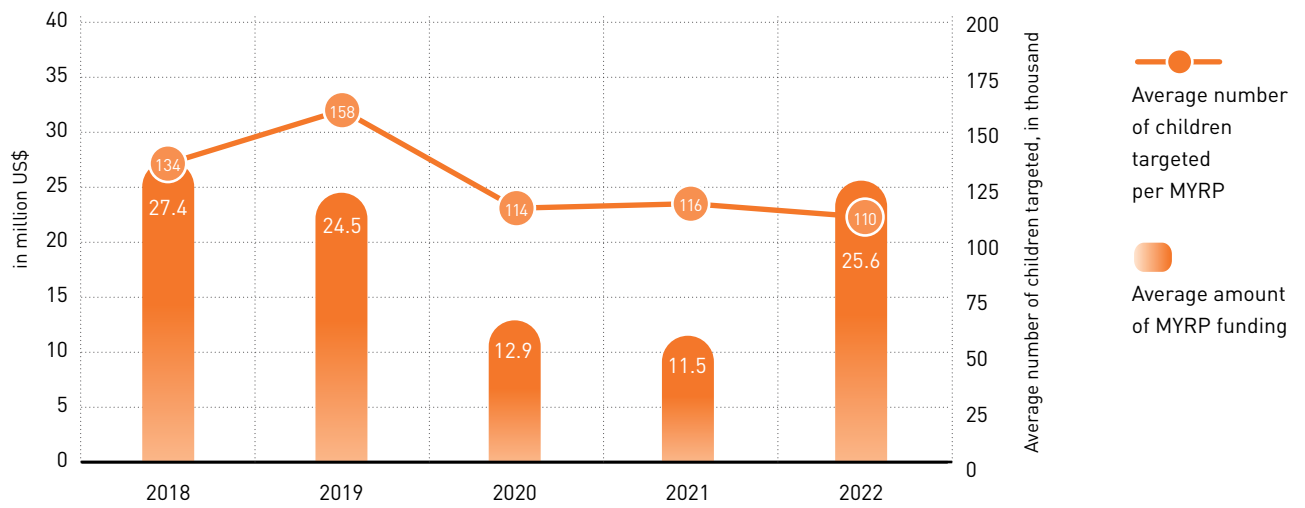


Figure 15. Average FER budget and average number of children targeted
2018–2022

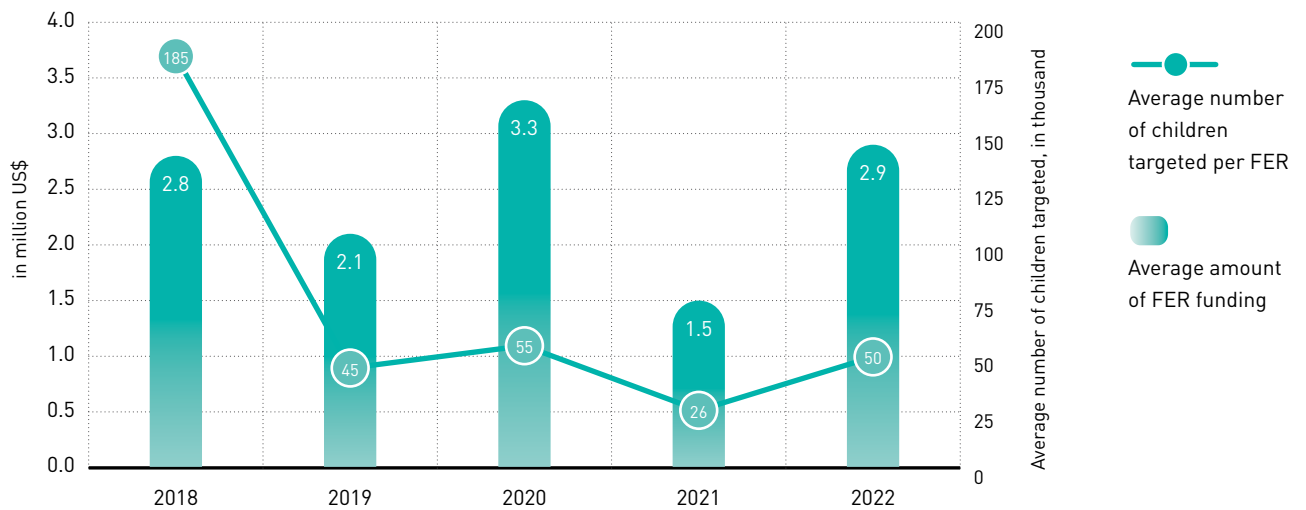
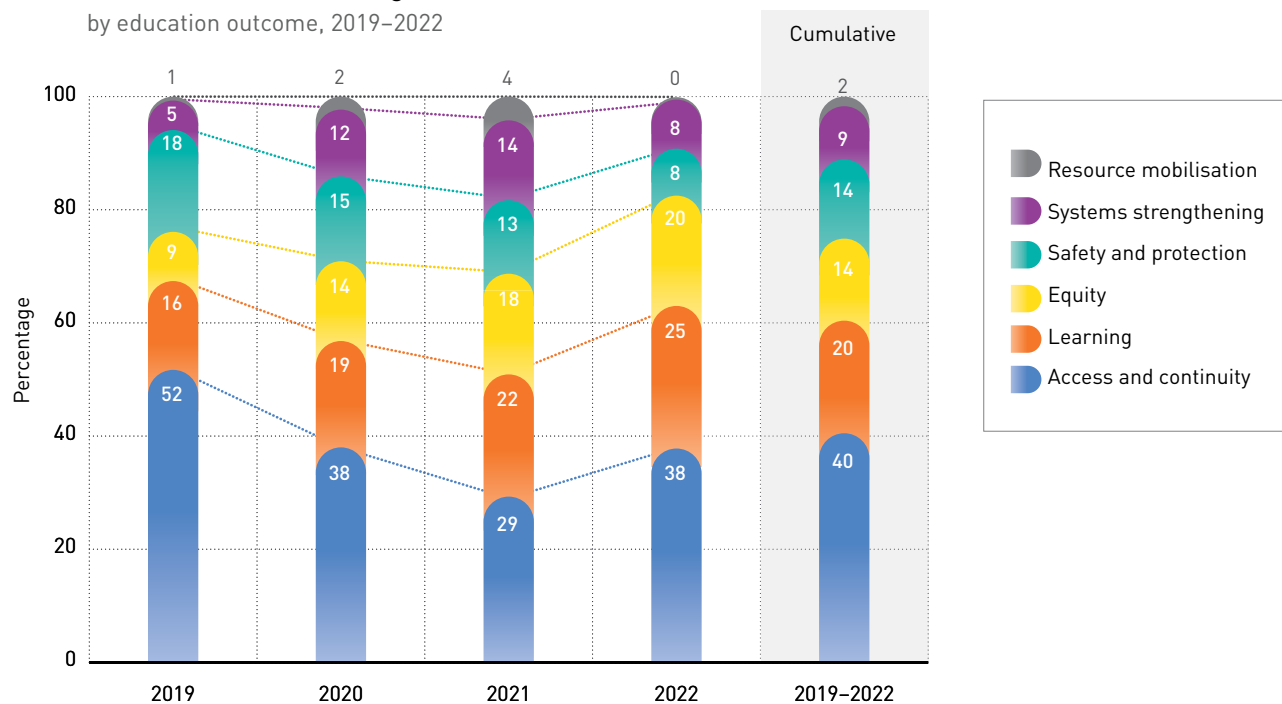


Figure 16. Distribution of MYRP budgets

by education outcome, 2019–2022



MYRPs emphasize holistic programming approaches

The focus of MYRP investments has shifted from interventions to increase access to and continuity of education, to a ‘holistic’ approach incorporating activities that prioritize learning, well-being, equity, and safety aspects (Figure 16). While activities are interconnected across outcomes, the percentage of budget allocated to learning and equity-focused interventions has gradually increased. This entails more focus on the importance of teachers, provision of learning materials, and response to the diverse needs of learners in the classroom and learning environment, in addition to classroom construction and rehabilitation, safe transportation services, back-to-school campaigns and other activities that promote access and retention.

Analysing budget allocations per country and year-on-year, it is noted that MYRP budgets increased substantially in 2022 compared to 2020 and 2021. This is due largely to ECW’s having responded to

recommendations arising from the MYRP evaluation relating to increasing budgets per country in response to increased need. MYRP budgets in 2022 contained proportionally more spending on learning and equity-targeted interventions than in previous years.

The share of budget allocated to increasing access to and continuity of education is generally higher in countries with higher levels of children out of school (such as Chad, the Democratic Republic of the Congo and South Sudan), while budget share allocated to learning, equity and safety outcomes is generally higher in countries with lower levels of children out of school (such as Ecuador, Peru and Libya) (Figure 17).⁶⁶ It is important to note, however, that national education data sometimes do not adequately represent crisis-affected populations, especially in the case of children outside the formal education system. ECW recognizes this data challenge and is taking action to respond to it (see the chapter on Strategic Objective 5).

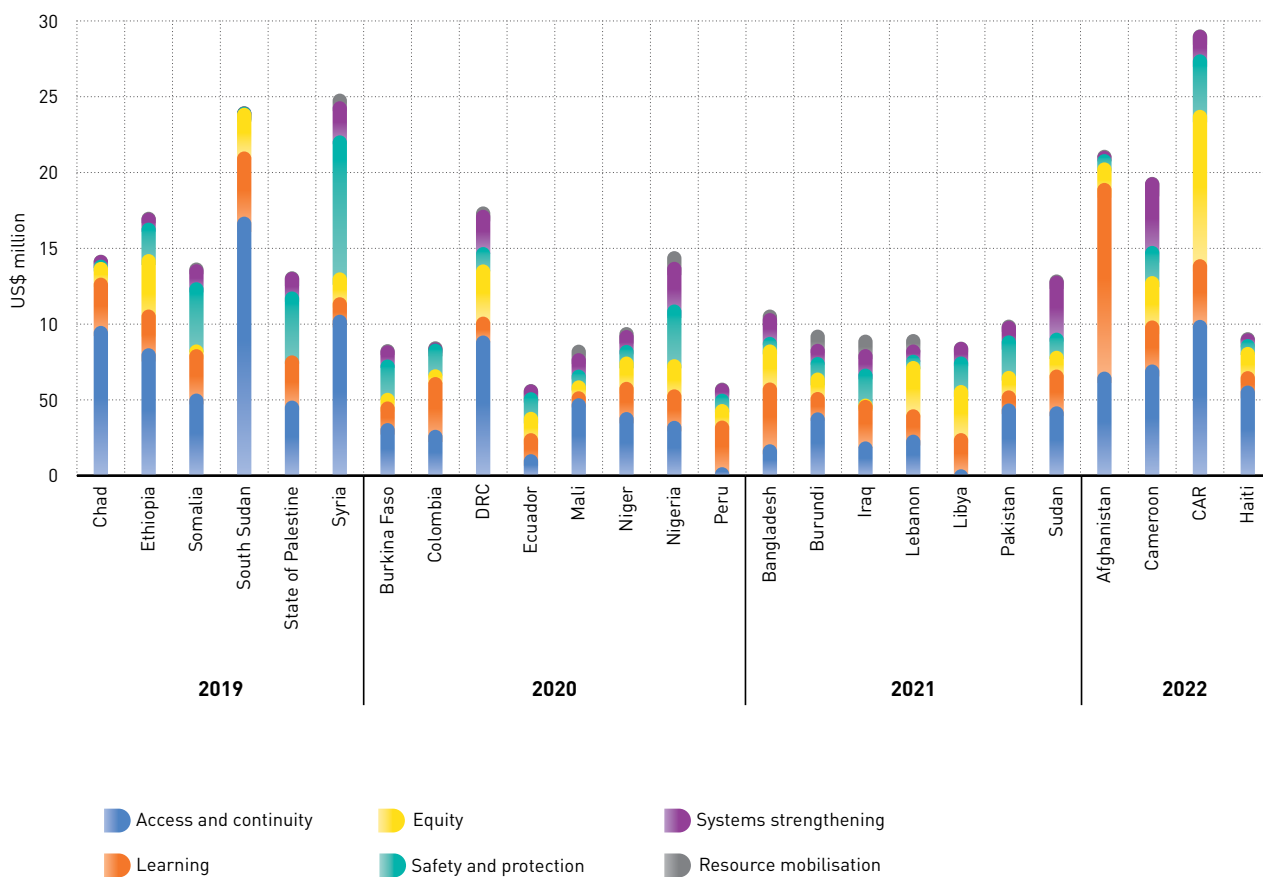
⁶⁶ United Nations Educational, Cultural and Scientific Organization, ‘Out-of-school children’ indicators [website], <https://www.education-inequalities.org/indicators/eduout_prim>, accessed 30 May 2023.

Students in Ecuador smile over a note from a classmate. ECW support in the country is improving access to inclusive and equitable quality education for refugee and migrant Venezuelan children and youth.



© UNICEF Ecuador

Figure 17. Distribution of MYRP budget, by education outcome and country 2019–2022





Central African Republic offers a holistic packaged approach within the renewed MYRP via increased budget per child

The Central African Republic MYRP was renewed in November 2022 to provide a safe and inclusive school environment for children who were displaced amid protracted conflict, food insecurity and political fragility. With a funding injection of \$40 million from ECW, the MYRP aims to reach 92,109 children and adolescents by October 2026. This brings the budget to \$434 per child – significantly higher than \$98 per child under the first phase of the MYRP from 2019–2022 – and indicates the implementation of a comprehensive package of interventions for crisis-affected populations, in support of both continuing children’s education and improving the social-emotional and overall well-being of both learners and teachers.

The preceding MYRP, which ran from March 2019 to September 2022, reached 334,030 children in seven prefectures: Basse Kotto, Haut-Mboumu, Nana Grebizi, Ombella M’poko, Ouaka, Ouham and Ouham-Pende. The budget of \$19.5 million enabled 315,115 children aged 6–13 years to access primary and pre-primary education that was safe, inclusive and of good quality. With a higher budget per child, the renewed MYRP will not only retain previous interventions but also introduce interventions to promote equity, quality learning, safety and protection.

This packaged approach is a direct follow-up from the lessons learned during the first MYRP and a recommendation from the external evaluation. The evaluation concluded that *“[the MYRP] scope.... was overly ambitious, particularly vis-à-vis the existing conditions, which have been further exacerbated by the pandemic, supply-chain breakdowns, and growing external economic pressures. The implementing partners’ efforts to pivot in the approach, later during the implementation period, and introduce a packaged approach to interventions, grounded in mobilizing local sub-grantees and governance was likely the primary reason for the achievement of at least the key objectives....”*

The evaluation continues to recommend continuing the packaged set of intervention as it *“helps ensure more comprehensive and cost-transparent support to communities.”* At the same time the evaluation recommends developing simpler, more focused MYRP as *“extensive and complex programming is harder to understand, prioritize, and implement, increasing the chances of missing targets and outcomes”* and invest in capacity development in M&E at Ministry and community levels, plus a focus on quality training. The evaluation finally recommends to *“keep the programming that works, but think of sustainability [via introducing/continuing] cash transfer programmes, alternative education programmes, accelerated education, and radio learning [as these] were all highly impactful and should therefore continue or be expanded.....”*

The new MYRP responded to all these recommendations by broadening the education support, integrating aspects on inclusion, MHPSS and gender-transformative programming to change gender attitudes and raise awareness of gender equality in both schools and communities. Women will also be encouraged to participate in ECW-supported community-based education committees, parent-teacher associations, and school-management committees. The MYRP will additionally expand access to education opportunities via radio clubs and catch-up programmes for children who are out of school, thereby adopting a more flexible approach in the face of uncertainty in the Central African Republic. Moreover, the new MYRP is designed to promote cooperation and coordination at a systems level by localizing resource management and building capacity of partners, including the Ministry of Education, through training in data monitoring and evaluation.

Looking back, looking forward

ECW's programmatic portfolio has begun implementing the commitments outlined in the Strategic Plan 2023–2026. This includes increased programme budgets and fewer, more targeted responses, quicker responses to acute emergencies, and enhancements in quality planning and implementation to address the education needs of children affected by conflicts and crises.

In accordance with the new Strategic Plan and recommendations from external evaluations, ECW has been increasing programme budgets for both FERs and MYRPs. Particularly noteworthy was the renewal of the MYRP in the Central African Republic, which received a record-breaking \$40 million of seed funding, underscoring ECW's commitment to forgotten crises. Through a comprehensive analysis of crisis severity, educational situations in conflict and crisis settings, and existing funding, ECW developed an updated model to identify countries and allocate MYRP funding to them. In the new Strategic Plan, 66 per cent (\$985 million) of programme funding will be allocated in protracted crisis settings through 28 MYRPs. Additionally, 25 per cent (\$380 million) will be allocated in response to acute emergencies and crisis escalations through FERs, while 3 per cent (\$40 million) will be dedicated to the Acceleration Facility.

Over the years, MYRP investments have shifted towards a more holistic approach that prioritizes learning, equity and safety, resulting in increased costs per child. Allocations to learning and equity-focused interventions have grown, reflecting the importance of teachers, learning materials and the diverse needs of learners. This trend will continue in the new Strategic Plan. The rise in budget per child across MYRPs and FERs will continue to help ensure that children and adolescents can learn and thrive. However, specific budget allocations will vary, with countries with higher levels of out-of-school children prioritizing access and continuity of education, while countries with lower levels of out-of-school children emphasize learning, equity, and safety outcomes. The budget per child continues to be influenced by the availability of other financial contributions.



Allocations to learning and equity-focused interventions have grown, reflecting the importance of teachers, learning materials and the diverse needs of learners.

The MYRP modality has undergone several iterations to address the diverse needs of population groups and genders, working with governments and across the humanitarian-development nexus. Moving forward, ECW aims to improve specific aspects of its approach within MYRPs. One priority is to strengthen coordination and collaboration at the nexus, fostering a more cohesive and cooperative effort among stakeholders. Another focus is to enhance the involvement of local and national organizations, ensuring that the voices of affected populations are amplified during programme design and implementation phases. Moreover, it is crucial to improve the availability of data and evidence on educational needs, outcomes related to education participation, holistic learning, and equitable learning environments. This data will be connected to financial flows to enhance evidence-based planning and policy development.

FERs continue to respond to escalated crises and natural disasters, for example the war in Ukraine, the flooding in Pakistan, the droughts and floods in eastern Africa, and population movements due to conflict in the Sahel. A speedy response is of high importance for FERs. In the new Strategic Plan, timeliness will exclusively apply to FERs and not to MYRPs, aligning with the distinct nature and urgency of emergency response interventions. Based on the recommendation of the FER evaluation to balance speed of disbursement with more inclusive FER planning processes, involving national and local actors, ECW has revised its target on timeliness of FER funding disbursement, from 8 weeks between appeal and disbursement, to 12 weeks.

Girls in an informal school in Idlib, Syria, a city heavily impacted by the ongoing conflict. This ECW-supported school is providing much-needed education and psychosocial support to children affected by years of brutal conflict and recent earthquakes.





STRATEGIC OBJECTIVE 4

STRENGTHEN CAPACITY TO RESPOND

The GEC Core Coordination Training including new content on MYRPs and key priorities was completed by:



1,000 +
participants

Cluster capacities were strengthened for multisectoral needs assessments incorporating:



education



child protection



health

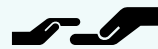


perspectives of children and adolescents



Gender capacity

The Gender Lead Organization (GLO) function was established to strengthen in-country gender capacity and inform MYRP design in six countries.



A global Minimum Service Package

Developed to promote mental health support in schools (for MHPSS in EiE).

Well-being



INEE compiled resources for teacher well-being during emergencies.



Knowledge sharing

UNHCR shared knowledge goods on innovative EiE developments and scaling through the Humanitarian Education Accelerator (HEA).

Introduction

Throughout its 2018–2022 Strategic Plan, ECW has invested in strengthening capacity and systems for response and recovery, working with partners to identify and fill capacity gaps in specific crises and supporting broader efforts to increase capacity across the education sector.

ECW's 2021 **Capacity Development Framework** outlines how the three funding windows – the First Emergency Response (FER), Multi-Year Resilience Programme (MYRP) and Acceleration Facility – work jointly and complementarily with each other to strengthen partnerships, capacities and systems at global, regional, national and local levels. Connected to these efforts, and underpinning all of ECW's work, are a commitment to learning and accountability; advancing knowledge of 'what works' by investing in the collection and analysis of timely, disaggregated and accurate data; and working with partners to communicate needs, progress and investment opportunities.

The Acceleration Facility plays a significant role in advancing Strategic Objective 4 as it focuses specifically on strengthening education response capacity both globally and locally in analysis, programming (including innovations), and monitoring and evaluation (M&E), often through the development of tools, training, and technical guidance. It also advances the identification and sharing of best practices and contributes to the development of global public goods in education in crisis situations – for example, through the development and sharing of knowledge products. The Acceleration Facility also works to strengthen EiE coordination mechanisms for emergency response both in-country and globally.

From ECW's inception to the end of 2022, it allocated a total of \$22.2 million, or 2.8 per cent of total programmatic allocations, through the Acceleration Facility investment modality. In 2022, ECW approved two new AF programmes and allocated \$5.1 million through 14 new grants and two cost extensions. The average value of Acceleration Facility grants increased from \$288,000 through 11 grants in 2021 to \$367,000

through 14 grants in 2022.⁶⁷ However, this value is well below the peak amount of \$10.7 million through 12 grants in 2020.

In 2022, two Acceleration Facility investments were over \$1 million: (1) 'Strengthening systemwide EiEPC response through enhanced coordination' to the Global Education Cluster; and (2) 'Strengthening holistic outcome measurement systems in EiEPC: Colombia and Peru' to New York University. In addition, ECW made smaller investments to several grassroots initiatives focused on MHPSS, such as Fundación Proinco, based in Colombia, and the women-led Amal Alliance. ECW also launched two requests for proposals, each in the amount of \$1.5 million, to address systemic bottlenecks related to disability inclusion and gender equality.

Since 2021, MYRPs have increasingly included a specific result area on system strengthening. MYRPs that started in 2022 have allocated 8 per cent of their budgets toward system strengthening, and MYRPs since ECW's inception have allocated 9 per cent of their budgets to this result area. System-strengthening interventions are delivered at national and local (school) levels. The work includes data and evidence generation, cooperation and collaboration, emergency preparedness, inclusion of marginalized populations, localization, and risk management. These aspects of systems strengthening are described in this chapter.

This chapter presents 2022 results in four areas: (1) strengthening the EiEPC coordination architecture; (2) strengthening capacities for quality, inclusive EiEPC programming; (3) strengthening localization in EiEPC; and (4) supporting the development and scale-up of EiEPC innovations.

⁶⁷ Includes cost-extensions.



“ ECW’s unique partnership approach brings key stakeholders to work together in Peru. Each partner is a technical leader in their respective field, contributing valuable expertise to the overall programme. Having many organizations working under one framework has been immensely beneficial, also creating a learning experience for all involved. We have achieved significant gains through working collaboratively. ”

— Fernando Bolanos
UNICEF Lead, ECW MYRP Peru

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Strengthening the EiEPC coordination architecture

Strong coordination is essential for the education sector to overcome systemic obstacles and deliver a coherent, accountable, timely and effective response that is grounded in robust data and analysis.

As one of ECW’s core partners, the **GEC** continued reinforcing the humanitarian coordination architecture, developing guidance and tools for the sector, and profiling the voices and experiences of country teams and partners. The GEC Strategy (2022–2025), launched in March 2022, is closely aligned with ECW’s Strategic Plan. Both prioritize disability inclusion, gender, localization, and accountability to crisis-affected populations, and both contain a stronger focus on early childhood education and adolescent programming.

Having **dedicated**⁶⁸ **cluster coordinators and information managers** is crucial for effective coordination within clusters. In several countries, ECW’s FERs and MYRPs have provided at least partial funding for these functions. In 2022, 17 out of 30 education clusters

or EiE working groups (57 per cent) had both cluster coordinators and information managers dedicated to this work, including staff on fixed-term contracts, temporary staff, and consultants ([indicator S4.2](#)). This is slightly lower than the 60 per cent in 2021, but higher than the 48 per cent in 2020. If only staff on fixed-term contracts are considered,⁶⁹ then 23 per cent had dedicated cluster coordinators and information managers in 2022, an improvement over 20 per cent in 2021 and 10 per cent in 2020.

The GEC supported 27 crises in 2022 to help ensure timely, predictable, accountable and coordinated education responses. At an operational level, **GEC support was synchronized with FER and MYRP processes and timelines** to provide partners at country level with the support and evidence they needed at key stages of programme design and development. These joint planning efforts helped improve coherence with existing strategies and response plans and supported inclusive consultation among partners.

⁶⁸ The term “dedicated” specifically excludes cluster coordinators and information managers who have additional non-cluster responsibilities, commonly known as “double hatting”.

⁶⁹ The use of fixed-term contracts is preferred, as it ensures staff presence for longer durations, promoting continuity and knowledge transfer across humanitarian programming cycles.

With Acceleration Facility funding, the **GEC's Help Desk and Rapid Response Team** – a group of deployable technical experts on various topics, such as needs assessment, capacity development, multisectoral coordination, and localization – provided either remote or on-site support to country clusters, working groups and partners to coordinate effective, accountable, and localized responses across all areas of the humanitarian programme cycle. In 2022, this included support to partners during 11 MYRP and FER development processes.

With Acceleration Facility support, the GEC also updated its flagship CCT to incorporate MYRP-focused content and thematic and cross-cutting priorities, towards further mainstreaming of these priorities into the day-to-day work of coordination teams. These priorities were disability inclusion, gender and GBV, child participation, child safeguarding, child protection, EiE, and localization.

In 2022, over 1,000 participants completed the self-paced online CCT-[CORE 1](#) training, and 165 participants attended CCT-CORE 2 training courses, held globally, to reinforce coordination, information management and strategy development skills. The CCT-CORE 2 training included three global training

courses – held in Istanbul, Turkey (in English); Dakar, Senegal (in French); and Quito, Ecuador (in Spanish) – and two remote training courses for teams from Moldova, Mozambique, Myanmar and the State of Palestine.

The Acceleration Facility funding enabled the GEC to expand and maintain its rich **repository of guidance, resources, tools, and country examples**. The GEC has expanded its knowledge management platform to 15 countries to enhance their practices and mitigate the loss of institutional memory during staff turnover within the cluster, a lesson learned in previous years. Three examples of valuable guidance developed by the GEC are: [Education Cluster Guide for Coordinators: Practical Steps towards Nexus](#); a [Compendium of GEC resources for Child Participation in Education Cluster-led initiatives](#); and a first-of-its-kind [Toolkit on Rapid Education Response](#).



In 2022, over 1,000 participants completed the self-paced online Core Coordination Training (CCT) 1, and 165 participants attended CCT-CORE2 training courses.



How the Acceleration Facility helped enhance the EiEPC architecture – findings from ECW's Organizational Evaluation (2023)

An analysis of the Acceleration Facility grant to the GEC demonstrated that the GEC and Education Cluster coordination functions had improved operational capacity at country and global levels. For example, using the strengthened capacity of the GEC Rapid Response Team, built through Acceleration Facility grants, the GEC was able to rapidly mobilize and deploy a cluster coordinator and information management specialist to Ukraine, amid difficult logistics, to activate a cluster in 12 hours. The speed and coordination capacity of that team, working collaboratively with UNHCR, enabled ECW to develop a FER within 10 days, which made funding rapidly accessible. More generally, the Acceleration Facility enabled the GEC to develop guidance and standard operating procedures for global and country clusters as well as a structured support cycle with all education clusters. This has improved the consistency and quality of planning to meet needs more proactively. The Acceleration Facility has also built country-level capacity through tailored training for MYRP country stakeholders, on such topics as the Joint Education Needs Assessments and education-related 'people-in-need' calculations. This capacity building has contributed to improved quality on the ground and the greater reach of education clusters.



Strengthening the rapid education response

Work by the GEC contributed to strengthening global coordination around rapid EiE responses. The GEC and partners developed a [Toolkit on Rapid Education Response](#), the first of its kind, featuring ECW investments with links to application materials, and containing guidance and resources developed by the Rapid Response Team and experts on emergency preparedness, rapid assessment, planning and advocacy. The work was funded by ECW and the Directorate-General for European Civil Protection and Humanitarian Aid Operations (DG ECHO).

The toolkit includes information on:

- ECW's FER modality as the 'go-to' funding source, together with the Central Emergency Response Fund and country-based pooled funds
- The need to invest in preparedness, and the need for a rapid response
- The case for EiE as a life-saving intervention
- Beyond education, the role of education facilities in providing other life-saving interventions to children and adolescents, such as: health; nutrition; water, sanitation and hygiene (WASH); and protection interventions.



© WFP/Barbara Mendes

Jean, 10, enjoys his nutritious lunch at ECW-supported Lueyeye School in the Tanganyika Province, Democratic Republic of the Congo. He wants to be a carpenter when he grows up. ECW investments in the country are reaching out-of-school and displaced children with safe, inclusive holistic education.

With Acceleration Facility funding, the GEC also undertook a [yearly analysis](#) of cross-cutting areas in Humanitarian Needs Overviews (HNOs) and HRPs, to identify opportunities for strengthening the annual humanitarian programme cycle and EiEPC responses, and to inform country cluster needs and the GEC's priorities for support. This global good provides country clusters, partners and ECW with practical suggestions and entry points towards developing inclusive, high-quality response plans that are more accountable to stakeholders.

As part of the **Initiative for Strengthening Education in Emergencies Coordination**, the GEC, INEE, UNESCO, UNHCR and the UNICEF Regional Office for Eastern and Southern Africa collaborated to deliver a training programme titled 'Approaches to Joined-Up Coordination' in July 2022. The training brought together 28 participants across 14 organizations, from Ethiopia, Kenya, South Sudan and the Sudan. It used a hybrid modality to build participants' skills and knowledge, towards improving coordinated systems for IDPs and refugees and strengthening collaboration between humanitarian and development actors.



© UNICEF/Knowles-Coursin

Strengthening capacities for quality, inclusive EiEPC programming

ECW's core mission is to help ensure gender-equitable, inclusive, protective and safe education for children and adolescents affected by emergencies and protracted crises. To achieve this, ECW facilitated the development of global inter-agency guidance, standards and tools covering critical areas such as multisectoral approaches, MHPSS, gender, and inclusive education.

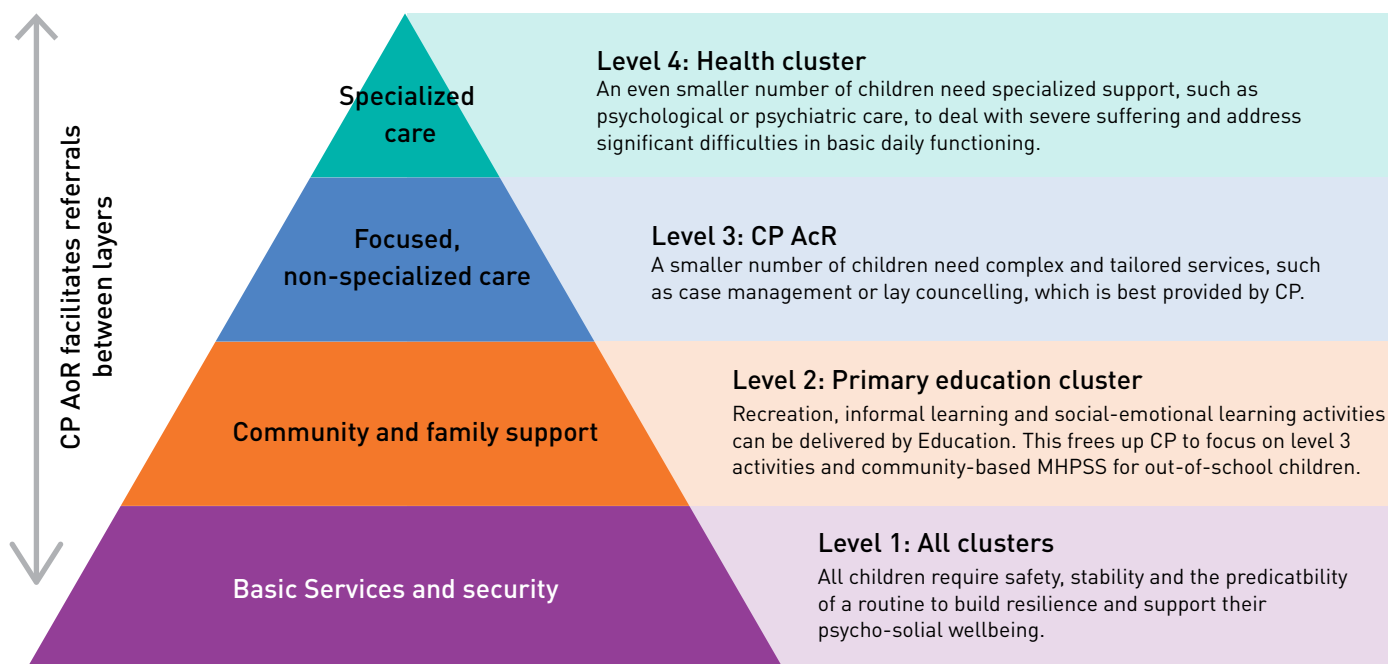
STRENGTHENING CAPACITIES FOR MULTISECTORAL APPROACHES

The needs of crisis-affected children and adolescents are multi-dimensional, encompassing food, security, health services (including MHPSS) and education; they require holistic support from multiple sectors, such as education, child protection, health and WASH. Strengthening coordination across sectors and

clusters is crucial to enhancing response capabilities at systemic, organizational and individual levels.

The GEC's Rapid Response Team helped strengthen the collaboration among child protection, health and education clusters, thereby integrating protection and MHPSS in EiEPC programming. In Niger, for example, the clusters supported a [policy for children in centres and host schools](#), an inter-sectoral policy to help improve the protection of children in schools and gathering centres. The [Roles and Responsibilities for MHPSS tool](#), contextualized from the GEC's Child Protection-EiE Collaboration in Coordination Framework (Figure 18), seeks to improve the quality and reach of MHPSS services through coordinated efforts.

Figure 18: GEC’s Child Protection-EiE Collaboration in Coordination Framework



With Acceleration Facility funding in 2022, the GEC developed and delivered training to country clusters and working groups on cross-cutting and thematic issues. One such training course, on **child participation and child safeguarding**, was attended by more than 420 cluster team members, partners and enumerators representing at least 16 humanitarian crises. The GEC also developed an open-access online module titled ‘Child Safeguarding in Education Coordination,’ accessible in [English](#) and [French](#) on the Agora and Kaya learning platforms.

In 2022, ECW provided funding to the Global Child Protection Area of Responsibility to conduct a **study of existing MHPSS strategies for children and their families** in Bangladesh (Cox’s Bazar), Colombia, the Democratic Republic of the Congo, Iraq and South Sudan. The findings from the five countries were shared in workshops and meetings; an analytical report will be officially launched in 2023 with recommendations on ensuring high-quality, specialized MHPSS support services at Layer 4 of the IASC MHPSS pyramid (Figure 18). The Area of Responsibility will use these findings to advocate for an inter-sectoral approach, bringing together partners working in education, health and child-protection. The learning

and recommendations will inform global discourse and planning of MHPSS Layer 4 services and interventions in humanitarian and crisis contexts.

ECW’s new **GLO** function, established in 2022 under MYRPs in Burundi, Bangladesh, Lebanon, Libya, Pakistan and the Sudan, contributed to enhancing collaboration among sectors working on gender issues in emergencies and protracted crises, such as GBV, and to build capacities of EiEPC actors involved in MYRP implementation to address such issues. For example, cross-sectoral activities include joint training on GBV core concepts and safe referrals (through the GBV in Emergencies sub-cluster), and interventions to prevent child marriage and commercial sexual exploitation, which have already been implemented in Bangladesh.

STRENGTHENING STANDARDS AND APPROACHES FOR MHPSS

ECW and partners rallied to support UNHCR, UNICEF and the World Health Organization (WHO) in creating a **Minimum Service Package (MSP) for MHPSS in EiE**. Various donors funded the development of the package, while ECW covered costs related to field-testing in Colombia and South Sudan. As part of this, ECW awarded a grant to a local MHPSS organization,

Fundación Proinco, in Colombia, which implemented training and group sessions with 1,471 students (55 per cent girls), 121 teachers and counsellors (52 per cent female) and 528 caregivers (84 per cent female) to promote learners' mental health and well-being, build capacities, and promote peaceful coexistence in schools. Data collected with participants in the programmes indicated positive improvements in their well-being. Following the field testing, the MSP was adjusted, vetted and finalized; it now officially sits with the IASC as a key global good, which is expected to support better coordinated and more equitable responses and ultimately lead to significant improvements in the mental health and psychosocial well-being of children, adolescents, and school staff in EiEPC settings.

ECW supported several partners in refining their MHPSS approaches, establishing guidance and support mechanisms, and generating data and evidence to **elevate MHPSS within the partner organizations**. For example, ECW funding from both its MYRP and Acceleration Facility investment modalities enabled the Norwegian Refugee Council (NRC) to strengthen and scale up its flagship **Better Learning Programme (BLP)**, which features a comprehensive set of school-based psychosocial supports at each level of the IASC MHPSS pyramid. Acceleration Facility funding supported: refinements to the BLP approach;⁷⁰ the establishment of BLP regional hubs in Asia, Latin America, the Middle East, and West and Central Africa; and upgrades to the BLP phone application. NRC was a MYRP grantee in nine countries, six of which collected BLP impact data using the NRC's research-based Students Learning in Emergency Checklist tool. The NRC's West and Central Africa hub found that, on average, students who participated in the first BLP component (four sessions of BLP-1) had improved by 32 per cent across eight factors of the checklist: (1) safety; (2) self-regulation; (3) self-efficacy; (4) school support; (5) family support; (6) well-being; (7) academic functioning; and (8) hope.

ECW also provided Acceleration Facility funding to the **Amal Alliance**,⁷¹ a grassroots, women-led organization

focused on the creation of social and emotional learning (SEL) tools; its Colors of Kindness is a core package of SEL lessons for use in emergency and conflict settings. The funding supported the Alliance in leveraging evidence produced from pilot programmes in Bangladesh and Uganda, and in refugee camps in Greece, and sharing best practices and implementation models for MHPSS in EiEPC. Harvard University's Ecological Approaches to Social and Emotional Learning Laboratory measured the programme effectiveness of Colours of Kindness; teachers who used it reported a significant increase in students' SEL skills from baseline to endline. ECW funding supported the leveraging of research, publications, and evidence-based advocacy on promoting SEL in EiEPC.

Successful features of grassroots MHPSS investments are: (1) Flexible approaches used towards responding to the individualised and contextual needs of the children, learning spaces, and different communities, utilizing situational diagnoses; (2) Teachers received skills training through experiential learning on student-centred active learning approaches, combined with support materials to replicate participatory workshops; (3) Local actors and educational personnel were actively engaged from the beginning of the design and implementation process; and (4) A monitoring and reporting system was established, taking into account technological limitations in the territory. Feedback processes were used to strengthen evidence-based decision making and make necessary adjustments to the programme approaches.

SPEARHEADING GLOBAL EFFORTS TO ADDRESS TEACHERS' MENTAL HEALTH IN IEPC SETTINGS

Teachers in emergency settings often take on multiple roles and non-traditional responsibilities to respond to the diverse needs of students and communities.⁷² They experience the same stress and adversity as their students do, but often with minimal support; and they too need healing. Students' mental health affects their ability to learn. Likewise, teachers' mental health affects their ability to teach effectively, and must be addressed for the benefit of both teacher and learner.

⁷⁰ The importance of ensuring synergies between MYRP and AF investments was highlighted in MYRP and organizational evaluations.

⁷¹ The "Colors of Kindness" approach was developed after Amal Alliance had been selected as a finalist under the Humanitarian Education Accelerator COVID-19 Challenge, led by UNHCR and funded by ECW. More details on the HEA initiative are presented later in this chapter.

⁷² Mendenhall, Mary, Sonia Gomez and Emily Varni, *Teaching Amidst Conflict and Displacement: Persistent challenges and promising practices for refugee, internally displaced and national teachers*, Background Paper for the 2019 Global Education Monitoring Report, ED/GEMR/MRT/2018/P1/13, UNESCO, 2018.

INEE addressed the mental health needs of teachers through a multi-year Acceleration Facility grant to INEE’s PSS/SEL and Teachers in Crisis Contexts working groups. The groups published the following outputs in 2022:

- [Teacher Well-Being Tools and Resources Mapping](#): A searchable database containing 126 linked materials in five languages, including resources, measurement tools and policy/advocacy papers.
- [Teacher Well-Being Resource Collection](#): 25 resources collected during the mapping process and identified by the Teacher Well-being Reference Group for inclusion on the INEE website.
- [Teacher Well-Being Gap Analysis](#): 10 key findings and a set of 13 recommendations for practitioners, researchers and policymakers.
- [Guidance Note on Teacher Well-Being in Emergency Settings](#): Provides guidance on how to support teacher well-being in the five domains of INEE’s Minimum Standards and three pillars of teacher well-being: (1) promoting MHPSS for teachers; (2) creating enabling work environments; and (3) enhancing teachers’ voices, agency, and leadership in crises.

- INEE Teacher Guidance Notes, contextualized for [Colombia](#), [Kenya \(Kakuma Refugee Camp\)](#), [Myanmar](#) and the State of [Palestine](#), providing further qualitative studies and reflections on provisions for teacher well-being across these four varied contexts.
- A workshop facilitation pack on teacher well-being in emergency settings, developed from an [initial pilot workshop](#) co-facilitated by INEE and NRC, which took place in Ramallah, State of Palestine, in August 2022.

These initiatives, supported by ECW and facilitated by the two INEE working groups, brought together actors from across the EiE ecosystem – teachers, MHPSS practitioners, research and academic institutions, funding agencies, strategic thinkers, policymakers, school leadership and local stakeholders – in collaborative spaces. In doing so, INEE has put teacher well-being on the map within the EiE sector and provided stakeholders with initial tools to use in advocating for teacher well-being in EiE planning and interventions. Moreover, the contextualization of the guidance notes revealed the challenges the sector still faces and the need for more funding to support the mental health and well-being of teachers and school staff.

Tugume, a teacher at Ematong Primary School in Kiryandongo Refugee Settlement, walks into his accommodation unit. ECW funding supported the construction of these teacher housing units in Uganda, which allow teachers to avoid traveling long distances every day to teach. Staying closer to the school is also giving teachers like Tugume more time to prepare lessons and give their students greater support.



© Windle International Uganda

GENDER MAINSTREAMING AND GBV RISK MITIGATION

In 2022, ECW developed a partnership with the GEC through the Acceleration Facility window to strengthen global and country-level Education Cluster capacity on gender integration and GBV risk mitigation. The partnership leveraged GEC's unique position in EiEPC coordination to reinforce sector-wide efforts to implement safe, inclusive and gender-transformative education responses through MYRP and FER investments.

Key results in 2022 include:

- Deployment of a full-time gender and GBV risk mitigation specialist within the GEC team.
- Support to country teams in Ethiopia, Somalia and South Sudan to strengthen gender and GBV risk mitigation across ECW's MYRP and FER development processes.
- Stepped-up support on gender and GBV risk mitigation for over 15 education clusters and working groups from September to December 2022.
- GEC core coordination and needs assessment training packages and tools updated to better reflect gender and GBV risk mitigation, and these packages/tools made available for the sector.
- Online training conducted for 23 participants across 10 organizations in the Syrian Arab Republic (hereafter Syria) on mainstreaming gender and GBV risk mitigation across the humanitarian programme cycle, through ECW investments (MYRPs and FERs); and the sharing of tools, available resources, and guidance.

These results have paved the way for expanded support in 2023 to improve the mainstreaming of gender and GBV risk mitigation into education cluster and working group strategies, needs overviews, response plans, and MYRPs and FERs.

In line with ECW's commitment to embed gender capacity within all its investments, ECW supported all MYRPs developed in 2022 to help ensure the availability of dedicated gender expertise throughout the MYRP lifecycle. A key action taken in 2022 was the



Gender capacity

In line with ECW's commitment to embed gender capacity within all its investments, ECW supported all MYRPs developed in 2022 to help ensure the availability of dedicated gender expertise. A key action taken in 2022 was the establishment of the GLO to strengthen gender capacity in MYRP country teams and address accountability gaps.



establishment of the GLO to strengthen gender capacity in MYRP country teams and address accountability gaps. The GLO receives dedicated funding for the three years of MYRP implementation, and provides dedicated gender technical support (i.e., for monitoring, training, and knowledge management) to all grantees and sub-grantees. It can play a role in MYRP design and the grantee selection process, provided it does not implement the MYRP. A neutral gender expert from a local or international non-governmental organization (NGO), United Nations agency or gender coordination structure is expected to be part of the selection committee, to assure a quality review of selected proposals for their gender responsiveness and to identify one consortium member with the capacity and expertise to serve as GLO during the MYRP implementation phase. Figure 19 provides an overview of the role of the GLO at three key stages of the MYRP lifecycle.

GLOs in the six countries are still in the early stages of operation, but 2022 reports show that progress is already being made. For example, the GLO function enabled the **identification of gender capacity gaps** within MYRP country teams, the training of 180 EiEPC actors (grantees, sub-grantees and implementing partners), and the formation of gender focal point networks across MYRP partners for sustainability. MYRPs in Bangladesh, Lebanon and the Sudan reported that GLOs contributed to the development of gender assessments in the first year of MYRP implementation, and to the work of resource mobilization by developing and sharing advocacy materials.

Figure 19: The Gender Lead Organization (GLO) function in MYRPs



Design phase

Support MYRP Development Committee (MDC) to:

- Conduct secondary gender data review
- Conduct a mapping of/and consult relevant in-country gender stakeholders, including LWOs
- Support MDC to Conduct an intersectional gender analysis
- Complete IASC GAM tool
- Consult with other sectors: GBV, Gender, WASH, SRHR,..
- Identify gender capacity gaps and provide guidance/orientation
- Integrate gender into ToC and outcomes/ results/products
- Participate in all key meetings



Grantee selection process

- Serve on the selection committee to ensure consideration of the gender sensitivity of selected proposals and to ensure that a consortium member has the real capacity to be the lead organization on gender issues during the implementation phase



Implementation phase

- Support the overall implementation of the MYRP in a transversal manner
- Use resources allocated in the MYRP budget for gender capacity strengthening
- Ensure technical support, monitoring, training and knowledge management/production

DISABILITY INCLUSION

ECW has worked closely with INEE to promote the rights and needs of children and adolescents with disabilities in emergencies. In 2022, INEE and ECW organized a side event titled '[Inclusive Education Case Studies and the INEE Minimum Standards](#)' at the Global Disability Summit. This side event highlighted INEE's work of reviewing the Minimum Standards for Education using gender and inclusion lenses and reflected on good practices for using the Minimum Standards to implement inclusive education programming in emergency contexts.

With Acceleration Facility funding, INEE has made significant contributions to promoting principles, behaviours and actions towards the inclusion of excluded and marginalized people in EiE interventions. INEE's Working Group on Inclusive Education brings together diverse partners with expertise in inclusive education in crisis contexts to help ensure the relevance of its work to the broader community of EiE stakeholders.

In 2022, INEE conducted a mapping of existing resources for the inclusive education of children and people living with disabilities in crisis-affected contexts, and analysed gaps in the availability of materials. Based on these exercises, INEE is formulating inclusive education in emergencies principles and taxonomy, finalizing a report on disability-related inclusive education data, and developing technical resources to fill identified gaps. The mapping exercise is expected to be used by other EiE stakeholders in research and data generation on inclusive education, and in developing new resources and revising existing resources.

INEE has proactively sought contributions from stakeholders of varying profiles across diverse crisis-affected contexts, and it has consulted widely through the [INEE Community of Practice](#), the Inclusive Education Working Group member networks, and other strategic partners, including organizations of people with disabilities. While the consultation sample size is too small to reflect the entire sector, it does highlight the lack of representation of people with disabilities in decision-making and technical roles in the EiE sector, even though those roles focused on inclusive education. Further collaborative efforts are required to create inclusive systems that are welcoming for all.

With Acceleration Facility funding, the GEC supported clusters to **strengthen disability inclusion in HNOs and HRPs** in Burkina Faso and Somalia in 2022. GEC supported online training for Education Cluster partners in Ethiopia (25 participants) and Yemen (65 participants) on integrating disability inclusion across all stages of the humanitarian programme cycle.

Developing tools adapted to crisis settings that **identify and collect data about children with disabilities** is key to improving disability inclusion in EiEPC programming. With Acceleration Facility funding, Humanity and Inclusion in Uganda initiated the development, piloting and validation of a data-collection tool to be administered through schools (rather than households), and adapted it for use with children and youth in crisis settings. In 2022, Humanity and Inclusion recruited key staff to work on this tool and completed the project inception phase, which included drafting the research protocol and survey tools (i.e., cognitive interview guide with teachers, and consent and assent forms).



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Strengthening localization in EiEPC

Engaging national and local actors where possible contributes to building more resilient education systems. ECW is strongly committed to the localization agenda. ECW's Strategic Plan 2018–2022 articulated this commitment by emphasizing the importance of funding national partners as directly as possible. For its Strategic Plan 2023–2026, ECW has developed a **more comprehensive approach towards localization** based on four pillars: (1) inclusive and meaningful engagement; (2) capacity development alongside implementation; (3) intentional funding; and (4) learning approach.

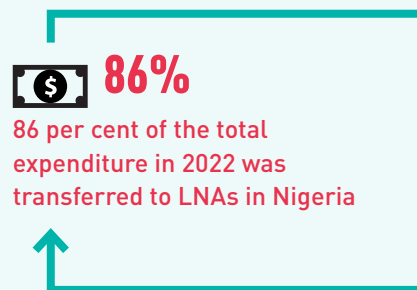
In 2022, ECW rolled out new policy and accountability frameworks on gender equality and disability inclusion. Both frameworks emphasize the role of representative voices at the local level to support and inform MYRP and FER design. For MYRPs specifically, ECW encouraged greater use of consortium partnership models to support the delivery of education programmes that might not otherwise have had the capacity to receive direct funding. MYRPs in Bangladesh, Pakistan and Uganda effectively match international organizations with national partners that have expertise in disability and gender inclusion, to expand the reach of programmes to communities that otherwise would be excluded.

In line with the Grand Bargain, a core component of ECW's localization effort is the **transfer of funding as directly as possible to local and national actors** (LNAs).⁷³ Through the annual reporting process, ECW systematically maps the allocation of funds to LNAs, both as direct grantees and as sub-grantees. Many grantees submit the requested information, but ECW has also noted that 62 of 135 grantees who submitted financial reports for 2022 have not completed the delivery-chain mapping. The lack of details, including from United Nations agencies that typically sub-grant most funds, suggests that funding to LNAs is significantly underreported.

73 ECW measures funding to LNAs as funds channeled directly or via one intermediary.

ECW indirect funding to LNAs (via intermediaries): Nigeria (2021–2023)

The focus of Nigeria’s MYRP is on addressing the capacity and resource gaps faced by national and state educational authorities, and by doing so, it is helping to facilitate the transition from temporary and alternative learning programmes to formal education. The programme aims to strengthen planning and strategic development initiatives, working closely with national, state and local authorities. This collaboration empowers the national Government to take the lead in the overall response and drive long-term improvements in the education sector. The MYRP serves as a roadmap for recovery and transition, with the aim of establishing a resilient and sustainable education system led by national educational authorities. In line with the MYRP programmatic outcomes, **86 per cent of the total expenditure in 2022 was transferred to LNAs in Nigeria through UNICEF as one of the grantees.** National and subnational state actors received 40 per cent of these funds, while national and local nonstate actors received the remaining 60 per cent of funds.



Nonetheless, 17 per cent of grantees’ total expenditure in 2022 corresponded to transfers to LNAs, a reduction of 5 per cent compared to 2021.⁷⁴ This means that transfers to local partners represent 29 per cent of the total transfers made. There are differences between investment modalities: FERs, which are of shorter duration, average 21 per cent; and MYRPs, of longer duration, average 16 per cent. While the data may have some limitations, these findings provide valuable insight into the distribution of funds, reaffirming the pivotal role of partners and local actors in the successful execution of interventions.

To support localization and to complete the flow of funds through the delivery chain to LNAs in the EiEPC ecosystem, ECW will redouble its support to grantees working in consortium arrangements that have proved effective to date, including through the offer of further technical assistance to grantees to document good practices and share experiences. Furthermore, ECW has committed to ensuring that the flow of funds to LNAs is registered in global public platforms (the Financial Tracking System and/or the International Aid Transparency Initiative) to enable a publicly accessible view of the funding. ECW actively encourages and

invites direct recipients of funding to adopt a similar practice of public reporting, thus fostering greater transparency across the humanitarian sector.

In 2022, the **GEC** with Acceleration Facility funding continued to integrate localization efforts into existing cluster coordination processes to create sustainability, avoid standalone activities, and promote ownership by stakeholders at country and subnational levels. Examples of support provided by the Localization Specialist in GEC’s Rapid Response Team include:

- **Afghanistan:** Mapped challenges and opportunities to strengthen subnational cluster coordination and developed practical recommendations with the coordination team towards a more effective, localized education response across Afghanistan’s provinces. Actions are continuing into 2023.
- **South Sudan:** Designed and supported the process of creating and selecting a national NGO cluster co-coordinator in South Sudan, which has increased local leadership and coordinator capacity to strengthen the education response. The new cluster co-coordinator was in post as of February 2023.

⁷⁴ Transfers to LNAs (as percentage of total expenditures): 17 per cent in 2017; 30 per cent in 2018; 26 per cent in 2019; 23 per cent in 2020; 22 per cent in 2021; 17 per cent in 2022.

- **Nigeria EiE Working Group (remote):** Supported the localization task team to develop a localization strategy and integrated action plan, with prioritized actions to be supported in 2023.
- **Northeast Syria EiE Working Group (remote):** Supported a localization pilot, which increased local engagement in the HNO/HRP process; documents were translated, and training was conducted in the local language. This pilot was a recommendation of the 2021 GEC-supported workshop where Northeast Syria EiE Working Group members identified key activities for localization, thus building continuity and commitment to supporting the required initiatives and gaps. This pilot resulted in higher local and national NGO submission of project sheets for the 2023 HRP, thereby increasing potential access to humanitarian funding.

↓

Sara and Hanan, 10, are best friends in Syria. Despite the crises which have impacted their entire childhoods, an ECW-supported informal learning center is allowing them to learn and have fun. “I love the class and my friends so much, and how they teach here,” says Sara.



Supporting development and scale-up of EiEPC innovations

In the past, the EiEPC sector lacked mechanisms for scaling up innovative solutions to address challenges in providing quality education to crisis-affected children and adolescents. Additionally, there were gaps in evidence regarding effective approaches and scale-up strategies. The **HEA** was launched in 2016 to address these challenges, by identifying impactful EiEPC innovations, facilitating their sustainable scale-up, and building an evidence base to enhance understanding of successful practices and underlying factors.

With Acceleration Facility funding, UNHCR implemented HEA Phase 2 from 2020 to 2022. Building on HEA Phase 1 (2016–2019), HEA Phase 2 sought to address gaps in evidence and capacity for scale-up by merging HEA elements – including mentorship,

organizational capacity building, and a cohort of collaborators – with rigorous research and evaluation processes. With the onset of COVID, HEA pivoted to support a seed funding approach for partners looking to provide less-tested innovative approaches which could work with the shifts in education delivery.

In 2022, the HEA produced several knowledge products on lessons learned since the start of the HEA in 2016. These global public goods include the [HEA Learning Synthesis 2022](#) and videos on the three programmes selected (Cohere, Madrasati and iACT).⁷⁵ Recommendations for donors and innovators from the HEA Learning Synthesis 2022 are presented in the textbox on page 98.

Looking back, looking forward

Since its inception, one of ECW's five core functions has been to 'strengthen capacity to respond to crises, nationally and globally, and to include the ability to coordinate emergency support.' Over the first Strategic Plan period, ECW has invested in capacity strengthening across its investment portfolio.

ECW's 2022 evaluations highlighted that the MYRP's multi-year timeframe and mission to connect humanitarian and development actors offers a unique opportunity to invest in strengthening expertise and systems in EiEPC contexts, and that this has been more effectively used as the fund has matured. The evaluation revealed that the MYRPs have made progress by incorporating capacity development as a distinct expected result, and the processes emphasizing alignment with existing plans, funds, and joint planning and reporting across sectors have contributed to the development of systemic capacity. Similarly, the addition of the GLO to the MYRP's design and implementation is a way of strengthening gender-related capacities and addressing accountability gaps in gender capacity strengthening in MYRP country teams.

The evaluation also found that the Acceleration Facility has been strengthening systemic capacity through support to the development of global public goods and made clear contributions to strengthening systemic capacities for planning and coordination of EiE. The evaluation indicated that the Acceleration Facility grants that best demonstrate a catalytic effect are those with a strong focus on longer-term, sequenced, iterative support for strengthening capacity in technical areas connected to specific MYRPs. For instance, the multi-year Acceleration Facility to the Global Education Cluster enhances EiE coordination through core cluster support and the initiative for 'Strengthening Holistic Outcome Measurement Systems in EiEPC.' Future work will consider how to improve system strengthening of refugee co-ordination mechanisms (since refugees are not part of a cluster approach) to ensure high quality, coherent support for all crisis-affected population groups.

⁷⁵ The videos and other global public goods are available at <<https://www.unhcr.org/hea/>> and <<https://medium.com/hea-learning-series>>, accessed 22 June 2023.

HEA recommendations



Recommendations for donors

Strengthen the pipeline of financial support for scaling EiEPC innovations:

- o Early-stage funders should incorporate follow-on funding opportunities and assist in establishing relationships with funders at later stages.
- o Introduce a donor coordination role, in which an organization or consortium facilitates a platform for funders and stakeholders to help ensure a financing pipeline for EiEPC innovations.
- o Encourage larger donors to offer extended grants for later stages of scale-up and collaborate with other donors to establish connections and a funding pipeline.

Facilitate scale-up: Donors and funders should revise funding mechanisms to facilitate both scale-up and scaling out of initiatives.

- o This may involve modifying application and selection processes, for example, to reduce emphasis on the number of beneficiaries or locations reached.
- o Funding should also prioritize support to innovators in building sustainability components (organizational capacity, M&E, project management, and documentation) and provide bridge funding for ongoing viability.

Enable localization: Donors should promote localization by incorporating local initiatives into their funding mechanisms and being flexible with partnership rules. Donor participation in forums where local initiatives are presented can provide valuable insights into their work, the challenges they face, and their support requirements.

Clarify requirements around evidence: Donors should offer clear guidelines on evidence requirements, including what, when and why it is needed. They should consider the innovation's maturity and realistic timelines, and they should communicate how the evidence will be used, whether for funding, adoption, or advocacy. Clarity is crucial for innovators, who need to understand expectations and intended outcomes from the donor's perspective.



Recommendations for innovators

Engage with Ministries of Education early on, even without seeking adoption or funding, as the government is a crucial stakeholder.

Upskill your team in theories of change, partnerships, documenting and codifying the innovation, value propositions for stakeholders, business models, and M&E foundations.

Recognize the importance of M&E in serving multiple purposes, encompassing programme review, evidence generation, and scale-up. When generating evidence, consider intended audiences, their specific needs, and the most effective communication methods.

Ensure all team members participate in scale-up activities.

Understand the EiEPC financing architecture to identify suitable funding opportunities across various stages of a scaling journey.

Consider partnership arrangements for funding eligibility: If certain organizational structures are ineligible for grants, such as refugee-led and community-led organizations, explore partnerships with local or international NGOs to access funding and technical support while strengthening or changing capacities and legal structures.

This chapter highlighted the global efforts of partners in producing guidance, tools and knowledge products; however, more research is needed to assess how these resources are used by practitioners on the ground and how their use informs better programming. A challenge arises when different agencies use guidance products containing different messaging from one product to another. This may contribute to more fragmented programming on the ground, as implementing agencies are often required to adhere to requirements set by larger partner agencies and donors. Greater harmonization among agencies is necessary, potentially through the establishment of a global platform where standards and harmonized approaches can be discussed and agreed upon, including the development of a minimum core set of standards for various aspects of EiE programming.

Capacity strengthening is a powerful way to catalyse and sustain the transformative change that is at the heart of ECW's mission. ECW will therefore continue to prioritize stronger EiEPC capacities and systems in the new Strategic Plan 2023–2026. Launched during the High-Level Steering Group at the United Nations General Assembly in September 2022, the Plan includes the strengthening of EiEPC capacities and systems as a priority, sets out a fresh and bold direction for the Acceleration Facility, and includes a new ECW Learning Agenda and Results Framework.

To deliver these commitments, ECW will build on recommendations from the evaluations and the 2021 Capacity Development Framework. For example, the 2021 Capacity Development Framework sets out recommendations to optimize the use of ECW's unique funding structure and value-added differentiators, to promote and invest in a more equitable, evidence-based, systemic approach to capacity development, design and delivery. In addition, ECW's 2022 Organizational Evaluation highlights the unique value of the Acceleration Facility but recommends that the Acceleration Facility approach be revised as a complement to the broader ECW strategic planning process – work that was carried out at the end of 2022. The new approach includes dedicated staff capacity, greater strategic focus, more effective and transparent grant making, stronger connections across the



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investment windows, and a stronger reflection on the learning component.

ECW started implementing many of these recommendations in 2022. For example, two Open Calls for Proposals for Acceleration Facility funding were launched – one focusing on gender and one on disability inclusion. The new gender-targeted Acceleration Facility grants aim to address gaps in gender analysis, capacity of EIE practitioners in gender equality programming, meaningful engagement of local women's organizations, and GBV risk mitigation measurement through the development of global public goods and direct support to be implemented beginning in 2023 in a number of MYRP countries (such as Burkina Faso, Cameroon, Chad, Colombia, the Democratic Republic of the Congo, Ethiopia, Mali, Myanmar, the Niger and Nigeria) in partnership with Plan United Kingdom, VOICE,⁷⁶ and UNICEF.

The Request for Proposal approach will give larger and multi-year funding to a more diverse set of grantees and will intentionally link ECW's work on global public goods and system strengthening to needs and activities at the country level through MYRPs. The impact of this new approach will be reported upon in the next Annual Results Report.

76 VOICE is a feminist organization working to end violence against women and girls in conflict, crisis, and disaster settings around the world, <https://voiceamplified.org/>



Students in a classroom of Lubile Primary School in Mpungwe Village. ECW investments have supported the construction of new classrooms, like this one, in the Democratic Republic of the Congo.





STRATEGIC OBJECTIVE 5

IMPROVE DATA, EVIDENCE AND ACCOUNTABILITY

FERs

2022

76%

2021

35%



Provided solid evidence of education outcome change.

MYRPs

2022

69%

2021

50%

More than half of active programmes shared at least one measurement of learning outcomes:



2022

51% (16 MYRPs, 6 FERs)

2021

33%



First
holistic learning outcome measurements

In Burkina Faso and Iraq.



Coordination and coherence in EiEPC data systems and approaches in Ethiopia and South Sudan has improved via UNESCO's AF work.

New Strategic Plan 2023–2026

—informed by—



Organizational evaluation

conducted in 2022



A learning agenda

six priority areas:

- learning and education participation
- EiEPC coordination
- localization
- gender-transformative programming
- resource mobilization
- EiEPC data and evidence

Introduction

Strengthening capacities to produce, disseminate and use quality data and evidence in EiE is essential for decision-making, targeted interventions, monitoring and evaluation, advocacy and knowledge sharing. It helps ensure that education responses in emergency settings are effective and efficient, and that they ultimately contribute to the protection and well-being of children and adolescents affected by crises.

ECW is committed to learning and accountability; advancing knowledge of ‘what works’ by investing in the collection and analysis of timely, disaggregated and accurate data; and working with partners to communicate needs, progress and investment opportunities. This chapter presents results in three areas: (1) strengthening the EiEPC data and evidence ecosystem; (2) better data on EiEPC needs; and (3) strengthening the monitoring of outcome-level results.

Strengthening the EiEPC data and evidence ecosystem

In the past, data and evidence systems employed by humanitarian and development actors evolved separately, limiting their potential. Lack of coherence between these systems causes inefficiency, fragmentation, and challenges in monitoring and planning. Connecting these systems is vital for a coordinated and effective response to education needs in crisis-affected contexts.

Since 2019, ECW Acceleration Facility funding has supported the work of the **UNESCO to strengthen crisis-related data and evidence systems**. The aims are to integrate crisis-related data and evidence tools, mechanisms and approaches into government planning and monitoring systems, and to help ensure coherence and interoperability with equivalent tools, mechanisms and approaches from development partners.

In 2022, UNESCO worked in Ethiopia on optimizing the use of existing data through the [EiE Data Tool and Indicator Review](#) against INEE Minimum Standards and produced an **EiE Data Ecosystem Map** that analysed the data-sharing processes of different stakeholders. These exercises raised awareness of the data currently being produced. The analysis was shared and improved

in collaboration with members of the [EiE Data Technical Working Group](#).

To support standardization and quality of data, the EiE Data Technical Working Group produced an [EiE indicator dictionary](#) that proposes a core set of indicators against which to monitor progress using standard definitions. UNESCO also provided capacity building to improve the production and analysis of data on refugees. The resulting analysis of refugee education data was published by Ethiopia’s Ministry of Education (MoE) in its national Education Annual Abstract 2021–2022 and was used to inform the allocation of block grants for refugee schools.

In South Sudan, UNESCO mapped and analysed active M&E frameworks for EiE and their associated indicators in collaboration with the South Sudan Education Cluster and the Ministry of General Education and Instruction. UNESCO also developed a [crisis- and risk-related education data ecosystem map](#) and [accompanying explanatory presentation](#) to visualize the current state of crisis- and risk-related data sharing, and identify entry points for designing more effective data-sharing processes and infrastructure. The work was accompanied by a series of capacity-building

activities to enhance the data literacy of education ministry officials at both central and state levels for use in planning.

UNESCO has developed several knowledge tools on EiE data, and disseminated them as global public goods, to inspire engagement towards enhancing the data ecosystem for improved EiE and resilience. UNESCO published 10 [practice-based learning and evidence case studies](#) on EiE data systems strengthening. These were submitted by partners following two calls for submission and posted on the Inter-Agency Network for Education in Emergencies (INEE) website.

As part of the same project, UNESCO conducted user research to understand the needs and gaps of practitioners working with crisis- and risk-related education data. Based on [findings from the user research](#) and consultations with global partners, the project team developed a draft EiE data conceptual framework and an EiE data diagnostic tool to support the generation and analysis of data at the country level and to guide the measurement of outcome-level indicators of education quality, safety and protection, access and equity. The project team facilitated the first round of consultation and review while preparing pilot exercises in Ecuador (January 2023) and Jordan (March 2023)

to assess the practical usability and effectiveness of the tools. Overall, the aim is to integrate EiE data into national information management systems.

To strengthen the **coordination around EiEPC data and evidence**, ECW continued to co-chair and contribute to the INEE EiE Data Working Group, which it helped establish in 2020. The Working Group provides a global platform for a stronger, more collaborative EiE data ecosystem. It has helped discussion and generated consensus on frameworks, methodologies, standards and tools on key data issues in EiEPC. These issues are grouped into four streams: (1) global data reporting; (2) data sharing, analysis and use; (3) joined-up approaches to measuring holistic learning outcomes; and (4) data standards. In 2022, the platform hosted consultations on the methodology for estimating the global number of crisis-affected children and adolescents in need of education support, which were successfully used in advocacy, engagement and resource mobilization activities (described in this report in the chapter on Strategic Objectives 1 and 2). The Working Group also shared lessons learned regarding the measurement of holistic learning outcomes in crisis settings and on the integration of these approaches and findings in SDG4 monitoring.

Students in a refugee camp near the border of Sudan and Chad. ECW support in Chad not only supports newly-arrived refugees from Sudan, but other vulnerable groups, including host community children.



©ECW

Girls in their school in Niger. ECW support is increasing school enrolment for children and youth impacted by conflict and climate change in the country.



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Better data on EiEPC needs

Data and evidence on education needs for crisis-affected children and adolescents are essential, as they aid our understanding of the challenges and barriers these children and adolescents face. Data and evidence can inform targeted interventions, resource allocations, policy development and advocacy, thereby aiding the effectiveness of educational support. By utilizing accurate and comprehensive data, stakeholders can better prioritize and design interventions that promote access to quality education, positively impacting the lives of those affected by crises.

Until recently, education statistics failed to adequately capture the extent and severity of the impact of crises on children's and adolescents' education needs, masking these needs on a global scale. Efforts to address this gap were fragmented in the absence of a global mechanism for generating and validating estimates. To bridge this divide, ECW collaborated with the INEE EiE Data Working Group in 2022 to conduct a study and develop estimates of the number of crisis-affected children out of school or in school but

lacking minimum proficiency in reading and mathematics. The study employed data from various sources and a new methodology and consultative process, as described earlier in this chapter. The resulting global estimate of 222 million crisis-affected children and adolescents in urgent need of education support was used by stakeholders for advocacy and resource mobilization purposes, as described in the chapter on Strategic Objectives 1 and 2 of this report.

In crisis contexts, joint education needs assessments are critically important as they inform and shape Humanitarian Needs Overviews (HNOs) and HRPs by providing essential data and insights that are essential to ensuring an effective, context-specific EiE response. Through Acceleration Facility funding, the GEC continued to strengthen the ability of clusters to produce better-quality data on education needs, and then to feed that data into the HNOs and HRPs. In 2022, the GEC continued to support country clusters in calculating their people-in-need and target figures. Webinars were held for all activated clusters ahead of

HNO development, and technical support for people-in-need calculations was provided to country teams in Burkina Faso, Lebanon, Myanmar, South Sudan and the Whole of Syria response. The GEC also provided technical support to education clusters and working groups leading assessments in the Democratic Republic of the Congo, Kenya, Mali, Somalia, Ukraine, and north-east Syria and Damascus hubs, thanks to Acceleration Facility funding.

Leveraging funding from both ECW and the United States Agency for International Development’s Bureau of Humanitarian Affairs, the GEC supported the work of strengthening child protection, child participation and child safeguarding in joint education needs assessments in Burkina Faso, Myanmar, the Niger and northwest Syria. The assessment reports, now being finalized, will provide a strong basis for response planning and decision-making, including by ECW as it determines funding allocations through MYRP and FER mechanisms.

Clear communication and visualization of EiE data and evidence are crucial to decision-making and global advocacy. In 2022, the GEC continued to strengthen the collection, analysis and sharing of data through dashboards highlighting EiEPC trends, including progress trends and remaining unmet needs, at both country and global levels. The GEC also supported country clusters in data visualization and advocacy. Country profiles disseminated at global level now contain key details on people in need, individuals targeted and reached, and funding.

The **Global Coalition to Protect Education from Attack (GCPEA)**, with Acceleration Facility funding, continued to strengthen the production, dissemination and use of quality data regarding attacks against schools, students and education personnel. GCPEA has developed a **Toolkit for Collecting and Analysing Data on Attacks on Education**, intended for use by partners in meeting a specific commitment within the Safe Schools Declaration on monitoring and reporting of attacks on education. The toolkit offers guidance on the gathering, analysis and reporting of data pertaining to attacks on educational facilities and the military uses of such spaces, and it reinforces GCPEA’s efforts to establish standardized definitions for attacks on education. ECW provided feedback on the toolkit during its development.



Better quality data

Through Acceleration Facility funding, the Global Education Cluster continued to strengthen the ability of clusters to produce better-quality data on education needs, and to feed that data into the HNOs and HRPs.

GCPEA offered user orientations on the toolkit and launched a [microsite](#) to disseminate it more widely. Having participated in the orientations and individual meetings on how to use the toolkit, several organizations changed their data collection and analysis tools to incorporate the toolkit methodologies. For example:

- Save the Children Colombia used tools that aligned with GCPEA’s toolkit to report a change in data collection and analysis, and published a briefing paper including these data.
- The Ukraine Education Cluster developed standard operating procedures for collecting data on attacks on education which incorporated toolkit indicators for the Ministry of Education and Science to implement.
- The GEC incorporated GCPEA tools, such as the data collection form and data template, as well as other components of the toolkit, in the [Cluster Guidance Note on Attacks on Education](#), published in 2022.

GCPEA’s toolkit informed the Education under Attack database, resulting in more robust data and more sophisticated analysis used in the 2022 edition of GCPEA’s flagship report, *Education under Attack* (see the chapter on SO1 and SO2). GCPEA shared data from its Education under Attack database with the UNESCO Institute of Statistics to measure progress against United Nations Sustainable Development Goal thematic indicator 4.a.3, on attacks on education.

GCPEA also used the toolkit methodologies to release the country case studies described in the chapter on Strategic Objectives 1 and 2: [The Impact of Explosive Weapons: A Case Study on Afghanistan](#); [Measuring the Impact of Attacks on Education in Palestine](#); and [The Impact of Attacks on Education and Military Use in Myanmar](#).

Strengthening outcome-level results monitoring

Until recently, the focus of EiE monitoring efforts has been on tracking inputs, activities and outputs rather than outcomes. The data and evidence on learning outcomes in EiE, for example, has been thin. To change this, since inception ECW has been supporting its partners to include outcome-level results and indicators on participation (education access and continuity) in FERs and MYRPs, and on learning outcomes in MYRPs. Yet, it is challenging to establish such outcome-based monitoring in crisis settings. Assessing outcomes on learning, safety and well-being requires the use of sophisticated concepts and tools (more so than monitoring participation outcomes), sufficient technical and organizational capacities on the ground, and often, additional funding.

In 2022, ECW strengthened its methodology to analyse the education outcome measurement and change of ECW-supported programmes. Both the quality of the evidence shared (solid, partial, baseline, etc.) and the direction of the change (increase, stable, decrease) are assessed. A combination of these two criteria gives the final score of outcome-level results for a given FER or MYRP. Table 4 presents the outcome measurements for each programme active for more than six months in 2022.

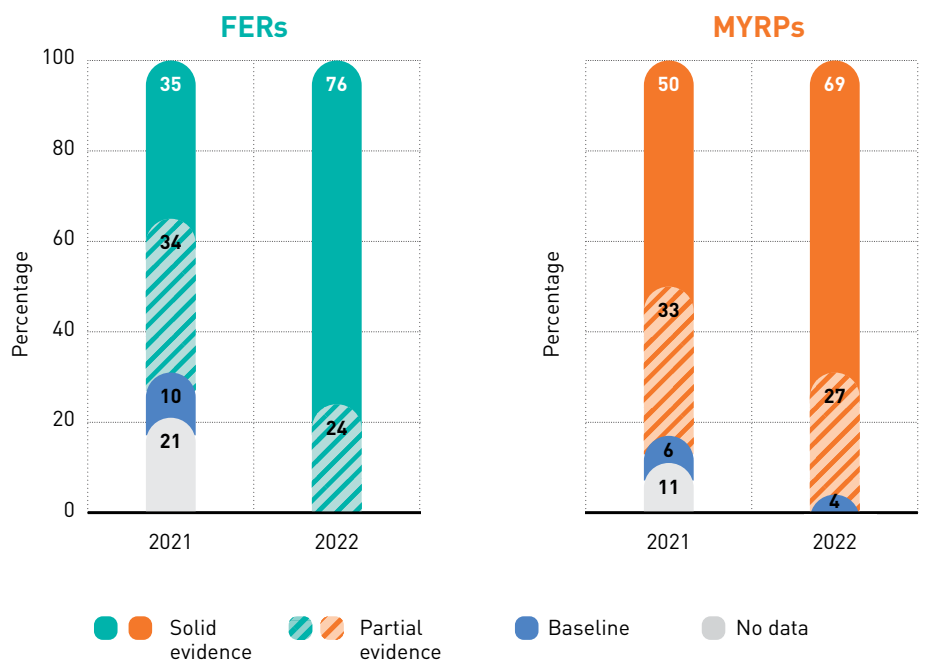


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Table 4: ECW's education outcome measurements scoring system

SCORING	Description of education outcome change
● NO DATA (N)	No measurement of education outcomes is available
● BASELINE (B)	Baseline data is available describing the status of the education outcome, allowing for future comparisons with mid-line and/or end-line data
● PARTIAL EVIDENCE (P)	A comparison showing a change over time is stated using only one education outcome data point. A comparison to a previous situation is made, e.g., 70 per cent of children are now feeling safer
● SOLID EVIDENCE (S)	Two or more data points are shared allowing a comparison of education outcome change over time (pre- and post-intervention testing, for example)

Figure 20. Availability of education outcome data
active programmes in 2022



In ECW’s Strategic Plan 2018–2022, programmes were requested to provide evidence of change for four education outcomes as part of their results frameworks: participation (access and continuity of education); learning; safety and protection; and gender and inclusion. Within this analysis and for each outcome change, results for boys and girls have been analysed separately to determine improvement by gender.

For the 2022 Annual Results Report, ECW analysed a sample of 43 programmes that reported (26 MYRPs and 17 FERs) and were active for more than 6 months in 2022.⁷⁷ Programmes that were active for less than 6 months (which started after July 2022) could not be reasonably expected to report on outcomes before the end of 2022 and were therefore excluded from the sample.

Results of the analysis show that 98 per cent of active programmes in 2022 (25 MYRPs and 17 FERs) provided partial or solid evidence of education outcome change.

This is a significant improvement over the 71 per cent of active programmes in 2021 (15 MYRPs and 47 FERs) that provided such evidence. All 17 FER programmes provided evidence of outcome change in 2022, while 14 FER programmes (21 per cent) provided no such evidence in 2021.

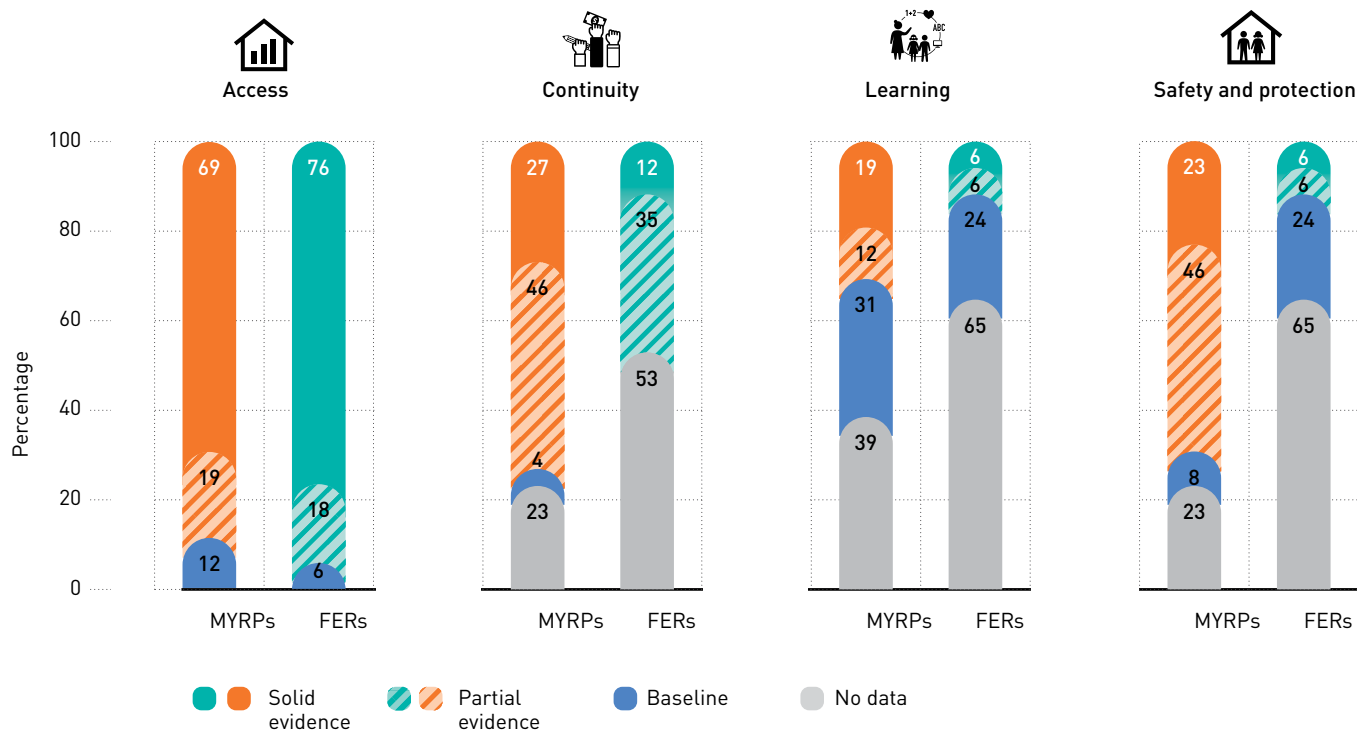
This increase in the availability of outcome data is the result of programmes strengthening their capacity and attention to the quality of their measurement systems. This is seen especially in the higher percentages of programmes that provided evidence of outcome change in participation (education access and continuity), and learning (Figure 21).

It should be noted that FERs and MYRPs do not measure change for all education outcomes; they measure change only for those education outcomes contained in their results frameworks. However, all MYRPs and FERs are required to report on education access and/or continuity, and all MYRPs are required to report on learning.

⁷⁷ The 26 MYRPs include two top-up funding MYRPs financed by USAID in Burkina Faso and Mali.

Figure 21. Availability of education outcome change data

active programmes in 2022



It is also noted that 82 per cent of the education outcome data provided is sex-disaggregated; these programmes therefore are monitoring and reporting on outcomes for boys and girls as well as average values. This is important as progress can be unequal between boys and girls. MYRPs and FERs show a similar trend in their reporting, with 83 per cent of MYRPs and 78 per cent of FERs providing sex-disaggregated data.

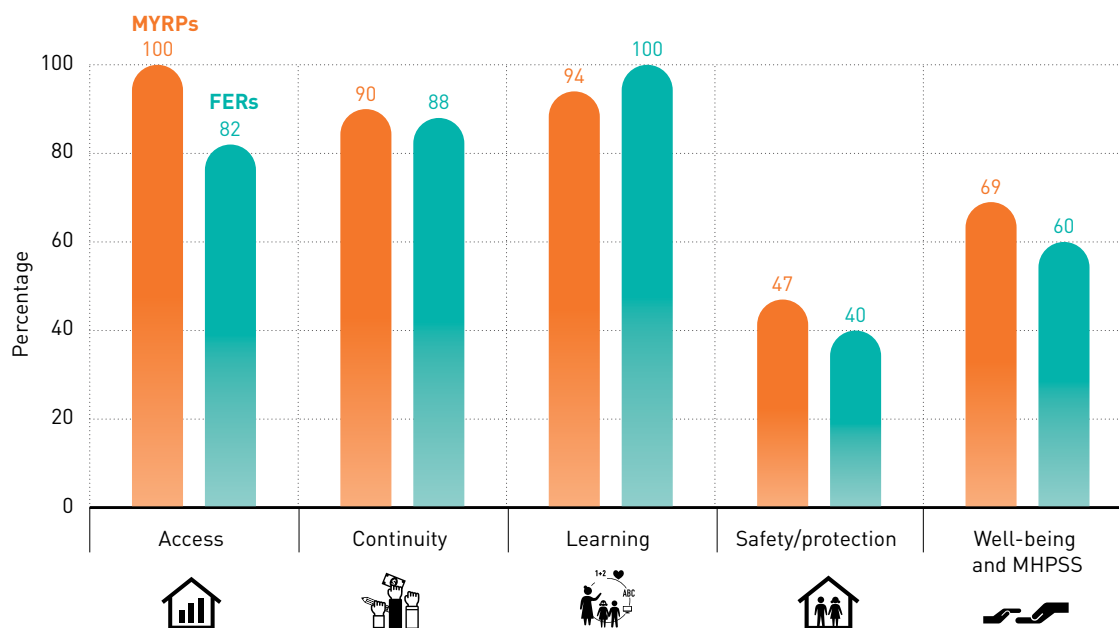
Figure 22 shows the results of ECW's analysis of availability of sex-disaggregated data for five education outcomes. More programmes provided sex-disaggregated data when reporting on access, continuity, and learning. Access outcomes relate to enrolment and attendance, continuity outcomes relate to retention, completion, and transition, and learning outcomes relate to the quality of learning. Fewer programmes provided sex-disaggregating data when reporting on safety/violence, and MHPSS. Outcomes on safety

and violence relate to the safety that is perceived by children and teachers in the learning environment, and outcomes on MHPSS relate to children's overall well-being. Results of this analysis show that children's level of safety regarding violence is not systematically monitored separately for boys and girls: 43 per cent of programmes reporting on this outcome provided sex-disaggregated data. Results are slightly better for MHPSS: 65 per cent of programmes reporting on this outcome provided separate data for boys and girls.



82% sex-disaggregated
82 per cent of the education outcome data provided is sex-disaggregated

Figure 22. Percentage of MYRPs/FERs with gender-disaggregated data
per education outcome



Note: data based on reported outcome level data for grants active in 2022.

MEASURING EDUCATION PARTICIPATION MORE EFFECTIVELY

Since 2020, the availability of outcome data on access to education has been increasing among ECW programmes: all programmes provided baseline, partial or solid data on access ([indicator S.5a](#)) in 2022, against 70 per cent in 2021. Programmes more often provided solid evidence of outcome change (two measurements allowing for comparison over time): 78 per cent (18 MYRPs and 12 FERs) in 2022 against 22 per cent in 2021. The availability of partial evidence and baseline data has decreased in favour of solid evidence: 19 per cent of programmes (18 MYRPs and 13 FERs) provided partial evidence in 2022, against 22 per cent in 2021. Nine per cent of programmes (3 MYRPs and 1 FER) provided baseline data in 2022, against 25 per cent in 2021.

In EiEPC settings, the number of children going to school is captured systematically through enrolment and attendance data. ECW-supported partners report on indicators such as the number of children and adolescents newly enrolled in ECW-supported educa-

tion programmes, enrolment ratio, average attendance rate, and out-of-school rate. Enrolment rates are well monitored. Among the 43 active programmes in 2022, 95 per cent (26 MYRPs and 15 FERs) provided partial data, solid data or baseline data, on enrolment, establishing a solid foundation for future progress assessment. Attendance rates are more challenging to monitor: 44 per cent of active programmes in 2022 (12 MYRPs and 7 FERs) provided partial evidence, solid evidence or a baseline on attendance.

Continuity of education relates to children staying in school and transitioning between education levels or programmes. The availability of such data has improved: 63 per cent of programmes (20 MYRPs and 7 FERs) measured the continuity of education through baseline, partial or solid data in 2022 ([indicator S.5b](#)), compared to 33 per cent in 2021. Twenty-one per cent of programmes (6 MYRPs and 2 FERs) provided solid evidence of outcome change on continuity in 2022, against 1 per cent in 2021. Only 35 per cent of programmes provided no data on continuity. These are mostly FERs (60 per cent), which are of insufficient

duration to show outcome-level changes in continuity. FERs usually conclude within 12 to 18 months and are not designed to monitor and report on education outcomes beyond those occurring within one cycle or one year of education. On the other hand, MYRPs are of longer duration (3 years), and often provide alternative education and catch-up programmes, to reduce learning loss and support learners in transitioning from one grade to the next or from non-formal to formal schooling. These interventions are regularly monitored, thus programmes are more likely to provide completion and transition rates as evidence of outcome change.

When breaking down reported education continuity data by completion and transition rates, ECW found that 49 per cent (15 MYRPs and 6 FERs) provided at least one data point or a baseline on completion, and 51 per cent of programmes (16 MYRPs and 6 FERs) provided at least one data point or a baseline on transition, among the 43 active programmes in 2022.

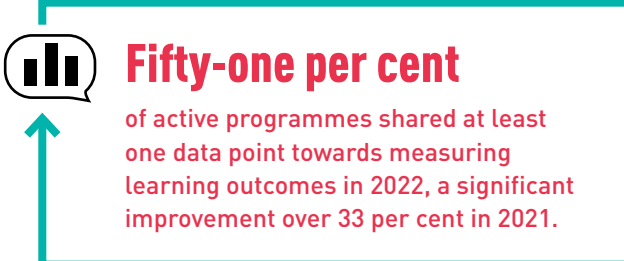
STRONGER AVAILABILITY OF LEARNING OUTCOME DATA

Fifty-one per cent of active programmes (16 MYRPs and 6 FERs) shared at least one data point towards measuring learning outcomes in 2022, a significant improvement over 33 per cent in 2021. Grantees reported on numbers of children and adolescents with improved levels of learning and percentages of children who passed their exams or attained at least a minimum level of proficiency in reading, mathematics and/or SEL at the end of their grade or education level. That over half of programmes shared at least one data point on learning outcome in 2022 is significant, as it reflects the importance that ECW places on understanding levels of learning and what works and does not work to improve holistic learning outcomes. Among active programmes in 2022, 62 per cent of MYRPs and 35 per cent of FERs developed learning assessments for use in monitoring and reporting. Again, FERs are not expected to report on learning outcomes due to the nature of their design, i.e., to respond to acute emergencies and to restore the education function.

Because measuring holistic learning is a daunting task that requires strong technical capacity and expertise, ECW invested in and completed the second year of its **2021–2023 flagship initiative on holistic learning outcome measurement and system strengthening** support in seven MYRP contexts,⁷⁸ with the generous support of Porticus, a private philanthropic donor.⁷⁹ The objective of this initiative is to develop holistic learning outcomes measurement (HLOM) systems: to adapt such systems to conflict and crisis settings or to strengthen such systems where they already exist. Institutional analysis and other preparatory work were conducted globally and in-country in 2021, and measurement designs and data collection were worked on in 2022. The initiative is led by ECW's global technical partners: Cambridge Education, Oxford MeasurEd, and New York University's Global TIES for Children research centre.

Work under this initiative was piloted in Burkina Faso and Iraq. Project teams in these countries developed the sampling strategy, designed data collection tools and materials, and tested survey questions with EiEPC-affected populations. Fieldwork involved data collection and analysis, resulting in data availability in early 2023. A team in the Democratic Republic of the Congo has finalized HLOM design decisions and started developing and testing the measurement tools and processes, while teams in Bangladesh and Ethiopia have begun discussions on the design.

HLOM designs are based on existing systems of education provision for conflict- and crisis-affected populations, which vary among country contexts and may engage many different actors from country to country, depending on the context. For example, in Burkina Faso, close collaboration is sought with the



Fifty-one per cent
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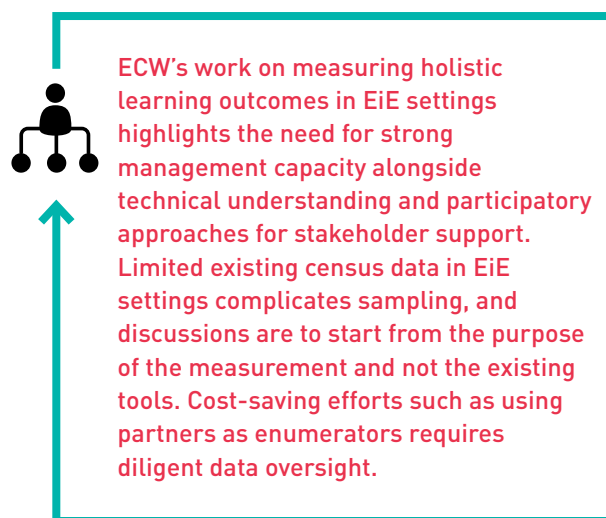
78 Bangladesh, Burkina Faso, the Democratic Republic of the Congo, Ethiopia and Iraq. With an Acceleration Facility investment to NYU-TIES, ECW has further expanded this work to Colombia and Peru, in response to the Venezuelan refugee crisis.

79 Porticus: <https://www.porticus.com/en/home/>

Ministry of Education because education is largely provided to IDPs and host communities (see the case study below). In Iraq, coordination is with two education systems, because the MYRP programme supports crisis-affected populations (Syrian refugees, Iraqi returnees and host communities) in both Kurdistan and the federal regions of Iraq. In Bangladesh, the design is aligned with the Humanitarian Response Plan, thus coordination involves MYRP partners working as part of the Cox’s Bazar education sector. Improved academic and SEL outcomes in relation to this initiative are described in the chapter on [Beneficiary Outcome 4](#).

ECW’s work on HLOM to date offers some useful insights. The main lessons learned include:

- Dedicated management and leadership are essential for the success and functioning of HLOM systems and the usefulness of HLOM data. Global and in-country technical support on HLOM is necessary but insufficient.
- Participatory and sector-wide approaches take time, but such approaches are critical to building support among stakeholders for HLOM system change.
- EiEPC settings are challenging to work in, so ECW and partners decided to keep the initiative focused. However, there remains a risk in some settings that too simple an approach and a lack of attention to basic technical requirements could result in a HLOM data set with limited utility.
- A common issue across most conflict-affected countries is the limited availability of census data on refugees, IDPs, returnees, host communities and other crisis-affected populations. This makes sampling challenging, in terms of establishing the number and characteristics of learners who make up the measurement sample.
- Across countries, discussions about the development of data collection tools often began with the tools that were already available. The starting point of such discussions should be: What needs to be measured? And then: What are the appropriate items from existing tools that can be adopted?



ECW’s work on measuring holistic learning outcomes in EiE settings highlights the need for strong management capacity alongside technical understanding and participatory approaches for stakeholder support. Limited existing census data in EiE settings complicates sampling, and discussions are to start from the purpose of the measurement and not the existing tools. Cost-saving efforts such as using partners as enumerators requires diligent data oversight.

- Some countries tried to save costs by using implementing partners as enumerators. But to assure the quality of data collected, there needs to be sufficient oversight of their fieldwork.

In addition, ECW funded the Aga Khan’s Foundation Schools2030 programme⁸⁰ in Afghanistan, Pakistan and Uganda. Schools2030 is a 10-year participatory learning improvement programme based in 1,000 schools across ten countries. Using the principles of human-centered design and focusing on the key transition years of ages 5, 10 and 15 years old, Schools2030 supports teachers and students to design and implement education micro-innovations. In 2022, Schools2030 supported countries like Afghanistan, Pakistan and Uganda in building their capacity for developing contextually relevant, teacher-implemented holistic learning assessment tools and data. It collaborated with National Assessment Partners from civil society, universities and governments to adapt and pilot assessment tools for preschool, primary and secondary school levels. These tools measured learning outcomes in nationally prioritized domains. Teachers were actively engaged in co-creating these tools and received training to utilize them effectively. The baseline assessments provided valuable data for teachers to identify underperforming domains and measure the impact of innovations to improve learning outcomes. The adapted assessment tools received positive feedback from teachers, enabling them to gain new insights into their students’ learning levels.

80 <https://schools2030.org/>



Measuring holistic learning outcomes for crisis-affected children in Burkina Faso **PART 1**⁸¹

The MYRP is being implemented in Burkina Faso by UNICEF, [EDUCO](#), and [Enfants du Monde \(EdM\)](#) from January 2021 to December 2023 in the Central-East, Central-North, North, and Sahel regions. The project aims to improve access, quality, and management of the education system in crisis contexts, targeting both public schools and non-formal education centres at the primary level.

The goal of the holistic learning outcome measurement initiative is to generate reliable data on the learning levels of children in conflict settings and to strengthen the existing assessment system in the country so as to collect and utilize high-quality data for decision-making and adaptive programming.

Burkina Faso has a solid national assessment system led by the General Directorate of Planning and Statistics (DGESS), conducting regular learning assessments every two years that are funded by the state. Although the data is reliable, the findings are poorly disseminated and seldom used for decision-making. Efforts are being made to expand the current national learning assessment system to include children learning in emergency settings, with the National EiE strategy 2019–2024 planning a learning assessment specifically designed for assessing learning after prolonged school closures due to crises. However, the national assessment system currently lacks effectiveness in targeting internally displaced persons and refugee children, many of whom are not enrolled in formal schools and are out of school.

This measurement initiative follows a collaborative approach, with DGESS leading the design and implementation in-country, supported by Cambridge Education and Oxford MeasurEd as the global technical partner (GTP), and UNICEF, EDUCO, and EdM for specific technical and operational activities.

A capacity assessment of DGESS was undertaken to identify areas where additional support was needed. As a result, the GTP provided training to DGESS team members on item development, psychometric analysis, and regression models to enhance their capacity for future assessments. Weekly coordination meetings between the GTP and DGESS were held throughout the implementation period, ensuring quality assurance of technical products, tools, and plans.

Collaborations and consultations involved key stakeholders in the country, including other departments within the MoE, such as curriculum specialists and inspectors, who contributed to the development of assessment tools and the benchmarking exercise. These stakeholders will also play a crucial role in disseminating and utilizing the assessment results for decision-making.

The grantees and MYRP implementing partners were consulted, especially during the preparation of the sampling strategy. Due to security challenges, travel of enumerators to certain areas was not possible, and community workers from implementing partners were mobilized as a replacement for data collection. The Government took the lead in sharing, explaining, and disseminating the learning assessment findings, as well as in presenting results to grantees, implementing partners, and a larger group of Ministry staff.

The Government's strong leadership and engagement, along with the support from the GTP, and their political will to improve education service delivery for conflict-affected children contributed to the success of the holistic learning outcome measurement initiative, which is a significant step forward for the education sector. There is a current aspiration to further strengthen the national learning assessment system and to include EiE specifics, and efforts should be made to make this aspiration a reality.

For part 2 of this case study see Beneficiary Outcome chapter 4.

⁸¹ Part 2 of this case study is presented in beneficiary outcome chapter 4. Part 2 describes the methodology and results of the study.



© UNICEF/Dejongh

Young girls learn in Burkina Faso. ECW is providing education support for girls and boys impacted by ongoing conflict and insecurity in the country.

SAFETY AND PROTECTION

Safety and protection are not systematically monitored in all ECW-supported programmes due to the complexity of using standard criteria to properly assess these outcomes. However, ECW is supporting grantees to improve the monitoring of safety and protection in ECW learning environments. Depending on the programme intervention, grantees reported on various indicators such as: the number of children with improved skills on stress management and regulating their emotions; the number of learning spaces in line with national and international standards in safety; hygiene and sanitation in ECW-supported communities; and the number of teachers who demonstrate

the ability to adequately refer children to psychosocial, legal and case management services.

In 2022, 72 per cent of active programmes (20 MYRPs and 11 FERs) provided at least one data point (baseline, partial or solid data) towards measuring safety and protection outcomes in ECW-supported learning environments. This is an improvement over 2021, when 46 per cent of active programmes (8 MYRPs and 32 FERs) provided at least one data point. These data reflected results in areas of WASH, disaster risk reduction (DRR), violence against children, mitigation of GBV risks, and/or MHPSS.

Looking back, looking forward

Throughout the Strategic Plan 2018–2022 period, ECW and its partners dedicated significant efforts to enhancing data and evidence systems in the field of EiEPC. These collective endeavours have resulted in the generation of more comprehensive and improved data and evidence, shedding light on the needs and outcomes achieved by partners operating in crisis contexts.

ECW and its partners have made substantial progress in tracking needs. The release in 2022 of ECW's global estimates on **children and adolescents affected by crises and requiring educational support** brought significant attention to issues of EiEPC and prompted stakeholders to request ECW to play an increasing role in producing the global estimates. ECW will continue to support regular updates of the global estimates under the new Strategic Plan (2023–2026). ECW also plans to establish an **EiEPC Financing Observatory** to monitor funding dedicated to EiEPC. Additionally, tracking the number of crisis-affected children and adolescents reached by the collective efforts of humanitarian and development partners will be prioritized, with the GEC spearheading this crucial aspect of work.

The collaboration between ECW and GEC in **enhancing joint education needs assessments** in crisis contexts has yielded remarkable results. With the guidance and support of the GEC, more clusters have been able to conduct comprehensive assessments, improving the evidence base for HRP, FER and MYRP. Advances were made in conducting multisectoral needs assessments, with particular emphasis on education and child protection aspects. These collaborative efforts have led to a more holistic understanding of the multifaceted needs in crisis contexts, and ECW is committed to sustaining and strengthening these efforts in the new Strategic Plan period. A central aspect of this endeavour involves further engaging national and local actors, including the affected populations themselves, to help ensure their active involvement in assessment processes. By prioritizing the participation of local stakeholders, ECW aims to facilitate more contextually relevant and impactful interventions in education and child protection within crisis-affected areas.

In results monitoring, ECW and partners have made substantial progress. One achievement is the **more standardized reporting of results** through the ECW



“ Throughout the MYRP in South Sudan, ECW has consistently demonstrated exceptional accessibility and strong communication. We’ve received valuable support from the Fund’s technical advisors whenever required – at the same time, ECW’s approach fosters country-led processes, empowering teams at the local level. ”

— Jacob Masanso Gebukoba
Chief of Party, ECW MYRP South Sudan

indicator library, aligned with other partner libraries. This enhances data aggregation and quality assurance. Additionally, an improved information and database system enables efficient tracking of partner results.

Since its inception, ECW has worked closely with partners at the global, regional and country levels to enhance the availability and quality of outcome-level results in the EiEPC field. This concerted effort has moved beyond simply measuring participation and has expanded to encompass the measurement of learning outcomes on both academic achievements as well as socio-emotional competencies. Notably, the progress made in this regard is evident in the **increasing number of MYRPs reporting on holistic learning outcomes**.

The availability of outcome-level data provides an opportunity to generate and synthesize evidence on what works and what does not work, as well as to understand the underlying factors that contribute to success or failure. However, while progress has been made in generating outcome-level results, there is still a significant **lack of evidence on effective education programming in crisis settings**. To address this gap, ECW will introduce a capacity development initiative to support MYRP partners to produce data on the context, interventions, outputs and outcomes in an integrated manner, enabling them to generate evidence on what works, what does not, and why. It is expected that the data sets emerging from this comprehensive approach will provide a foundation for evaluating the effectiveness of programme interventions and will inform future strategies.

Generating all this evidence is only meaningful if it is shared and used as a basis for collective learning. ECW recognizes the **need for a stronger platform to facilitate learning and knowledge exchange** on EiEPC. In the new Strategic Plan, ECW is committed to fostering partnerships with organizations like GEC, GPE, INEE and UNESCO to establish a robust platform for practitioners to share experiences, best practices, and lessons learned. This platform will enable collaboration, dissemination of successful approaches, and the exchange of evidence-based insights, ultimately improving education outcomes in crisis settings. By creating a vibrant community of practice, ECW aims to catalyse positive change and help ensure quality education for children and adolescents affected by crises.

To prioritize investment in evidence and learning, ECW has introduced a **learning agenda** under the new Strategic Plan. This agenda consists of six priority areas: (1) improving our understanding of what drives improved education outcomes for crisis-affected children and adolescents and in what settings; (2) what drives better coordination; (3) what works to strengthen localization; (4) what works with respect to gender-transformative approaches; (5) what works in resource mobilization for EiEPC; and (6) what works in strengthening EiEPC data and evidence. By actively engaging in knowledge generation and sharing, ECW aims to enhance the effectiveness and impact of EiEPC programming, ensuring that education interventions in crisis contexts are evidence-based, contextually relevant, and continuously improving.



Strategic Objectives 1+2

Inspire political commitment and financing

INDICATORS	RESULT 2018	RESULT 2019	RESULT 2020	RESULT 2021	TARGET 2022	RESULT 2022
S.1 Total annual funding for education in emergencies as a percentage of global humanitarian funding & (percentage of sector specific funding)	4.3% (4.7%)	4.7% (4.3%)	4.2% (4.3%)	4.6% (4.4%)	5.5% (5.4%)	3.9% (3.9%)
S.1.1 Percentage of crisis-affected countries where humanitarian country-based pooled funds allocate at least 10% to education	18%	22%	6%	15%	35%	12%
S.1.2 Proportion of humanitarian appeals that include an education component	83%	87%	95% <small>(excluding COVID-19 appeals)</small>	98% <small>(excluding COVID-19 appeals)</small>	100%	93%
S.1.3 Number of countries who endorsed the Safe School declaration	N/A	101	106 countries <small>(including 70% of MYRP countries)</small>	113 countries <small>(including 67% or 16 out of the 24 MYRPs countries)</small>	95% of countries where ECW has invested	116 countries <small>(including 73% or 19 out of 26 MYRP countries)</small>
S.1.4 Percentage of countries in protracted crises targeted by ECW with policies regarding inclusion of refugees ⁽ⁱ⁾	N/A	N/A	80% <small>(primary education)</small> 71% <small>(secondary education)</small>	No data	15%	85% <small>(pre-primary)</small> 74% <small>(primary)</small> 65% <small>(secondary)</small>
S.2 Total funding raised and leveraged by ECW at country and global level (in M USD) ⁽ⁱⁱ⁾	TF: \$261 million	TF: \$560 million	TF: \$682.5 million	Trust fund: \$1,071 million	\$1,800 million	Trust Fund: \$1,552 million ⁽ⁱⁱⁱ⁾
S.2.1 Proportion of funding raised and leveraged as a result of: i) innovative financing; ii) non-traditional and private sources	(i) 0 (ii) 0	(i) 0 (ii) 17%	(i) 0 (ii) 6%	i) 0 ii) 7%	Global target not specified	i) 0 ii) 6%

(i) Categorization of countries uses UNHCR's 2021 Global Compact On Refugees Indicator Report: <https://www.unhcr.org/global-compact-refugees-indicator-report/>

(ii) Based on the MYRP evaluation recommendations, tracking of in-country leveraged funding was done for all new funding mobilized by the EiEPC community. A total value of close to \$1.2 billion, or an average \$54 million per country, was reported by country-level partners as new funding for EiEPC programmes allocated during the year of the MYRP launch or after in 22 MYRP-supported countries (4 of the 26 MYRPs did not complete the reporting template as they had only been launched during the second half of 2022). Out of the \$1.2 billion, 71 per cent, or \$842 million, was assessed as being strongly aligned with the MYRPs and having partners and stakeholders that were closely coordinating their programming.

(iii) The figure captures resources mobilized up until the High-Level Financing Conference in February 2023 instead of only through 31 December 2022.



Strategic Objective 3

Improve joint planning and responses



INDICATORS	RESULT 2018	RESULT 2019	RESULT 2020	RESULT 2021	TARGET 2022	RESULT 2022
S.3 Percentage of ECW-supported multi-year programmes based on a planning process of good quality	N/A	N/A	75%	86%	100%	75%
S.3.1 Percentage of FERs countries where funds were disbursed up to eight weeks after the humanitarian appeal date	41%	14%	76% (sudden-onset crisis including COVID-19 FERs)	50% (sudden-onset crisis) 20% (all FERs)	85%	50% (acute emergencies), 16% (all FERs)
S.3.2 Percentage of multi-year programme countries where funds were disbursed up to six months after the country scoping mission	0%	0%	71%	6%	75%	0%
S.3.3 Number of joint multi-year programmes developed with ECW support	4	10	18	24	26	26



Strategic Objective 4

Strengthen capacity to respond

INDICATORS	RESULT 2018	RESULT 2019	RESULT 2020	RESULT 2021	TARGET 2022	RESULT 2022
S.4 Percentage of ECW funding allocated to local and national responders as directly as possible to improve outcomes for affected people and reduce transactional costs, in accordance with the Grand Bargain commitment	30%	26%	23%	22%	30%	17%
S4.1 Percentage of ECW-supported programmes featuring cash transfers to (i) households or students for education (ii) schools to improve learning environment ⁽ⁱ⁾	N/A	N/A	55%	69%	Global target not be specified	50% ⁽ⁱⁱ⁾
S4.2 Percentage of cluster countries where cluster lead agencies have full-time dedicated cluster staff (Coordinator and Information Manager)	31%	55%	48%	60%	60%	57%
S4.3 Absorptive capacity: portion of grant budgets that has been reported as spent on services delivered	75%	85%	95%	97% (Total) MYRPs: 99% FERs: 92%	90%	87%
S4.4 Number of ECW-supported novel approaches in EiE with a clear strategy towards testing and scaling up	N/A	N/A	8	No data	Global target not be specified	No data
S4.5 Number of children reached through ECW-supported innovations	N/A	N/A	30 713	No data	Global target not be specified	No data

(i) for all MYRPs approved from 2019 onwards

(ii) Burkina Faso, CAR, Chad, DRC, Ecuador, Mali, Niger, Nigeria, Peru, Somalia, South Sudan, Sudan. 12 out of 24 MYRPs



Strategic Objective 5

Improve data, evidence and accountability



INDICATORS	RESULT 2018	RESULT 2019	RESULT 2020	RESULT 2021	TARGET 2022	RESULT 2022
S.5a Percentage of ECW-supported programmes measuring affected communities' access to education	67%	MYRPs: 62% FERs: 83%	82%	71% MYRPs: 15 FERs: 46	60%	100%
S.5b Percentage of ECW-supported programmes measuring survival, transition or completion for crisis-affected children and youth.	33%	MYRPs: 38% FERs: 50%	18%	33% MYRPs: 10 FERs: 19	50%	63% MYRPs: 20 FERs: 7
S.5c Percentage of ECW-supported MYRPs having quality data on learning outcomes [without SEL]	17%	23%	40%	43% MYRPs: 9	70%	58% MYRPs: 15
S.5d Percentage of ECW-supported MYRPs having quality data on learning outcomes [including SEL]	17%	0%	10%	48% MYRPs: 10	50%	62% MYRPs: 16
S.5.1 Percentage of ECW-supported MYRPs informed by evidence of good quality	N/A	N/A	63%	86%	80%	100%
S.5.2 Percentage of ECW-supported MYRPs whose results frameworks address the social norms, attitudes, and behaviours that underpin gender inequality	N/A	N/A	80%	71%	Global target not specified	50%

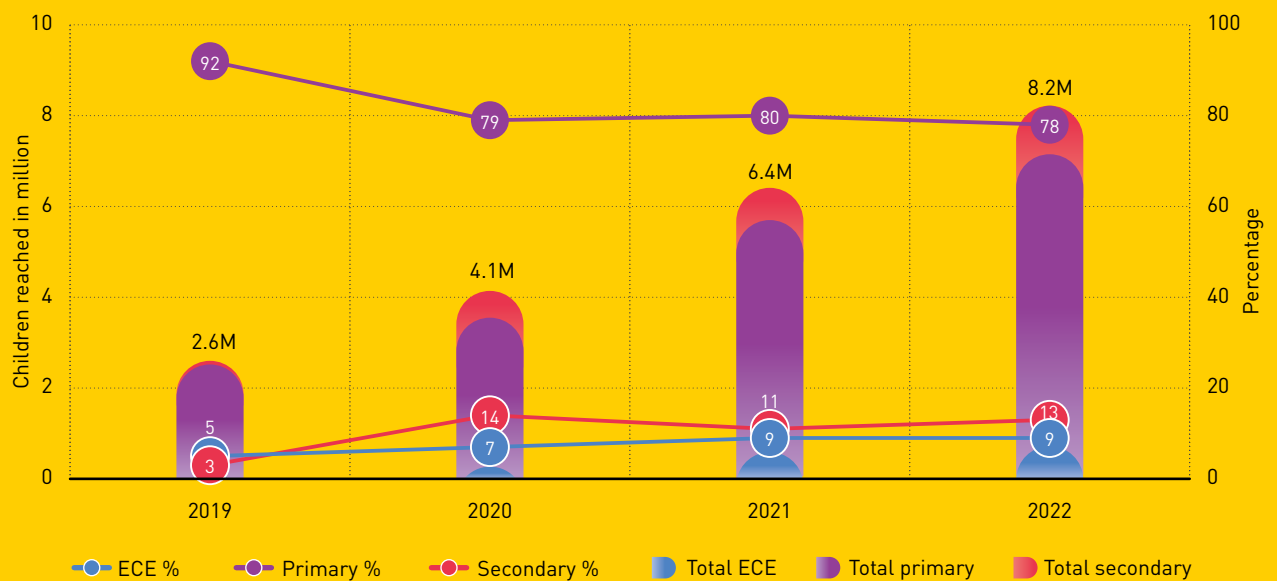
PART II

BENEFICIARY OUTCOMES

The second part of this report presents data and evidence on what really matters: whether ECW's programmes contributed to better outcomes for crisis-affected children and adolescents. The five expected beneficiary results as per the Strategic Plan 2018–2022 include the following: (1 and 3) Improved access and continuity of education; (2) Strengthen equity and gender equality; (4) Improved learning and skills; and (5) Safe and protective learning environments.

With an expanding portfolio, **ECW and its partners have reached an increasing number of crisis-affected children and adolescents with quality education support tailored to their needs.** Almost 4.2 million children were supported in 2022 alone (50 per cent girls, 1.6 per cent children with disabilities). This has brought the total number of children and adolescents reached from ECW’s start of operations until the end of 2022 to 8.8 million (49 per cent girls, 1.2 per cent children with disabilities), almost reaching its Strategic Plan target of 8.9 million children and adolescents by the end of 2022.

Figure 23. Percentages and total numbers of children reached
by education level, 2019–2022⁸²



82 Calculations based on 8.2 million children reached of which the level of education is known and reported.

Most children supported by ECW and its partners have been children of primary school age. Going forward, ECW has committed to increasing its reach to children of pre-primary and secondary school age. During the Strategic Plan 2018–2022 period the percentage of children reached in ECE as a share of all children reached increased from 5 per cent in 2019 to 9 per cent in 2022, for a total of 719,413 children (50.4 per cent girls; [indicator E.3.1](#)).

The percentage of children reached at the secondary education level increased from 3 per cent to 13 per cent between 2019 and 2022, for a total of 1.073 million (51.5 per cent girls). ECW expects to provide more support to children in ECE and secondary level as grantees continue to report on their targets in the coming years. A detailed disaggregation of children reached by education level and population group is available in the annex.

Before delving into the individual chapters describing each of ECW's five beneficiary outcomes, it is important to highlight the extent to which multiple interventions, rather than single interventions, were used in ECW's programmes. These multiple interventions addressed the bottlenecks preventing crisis-affected children and adolescents from accessing quality education, and they led to improved learning outcomes and greater well-being. FERs provided more rapid responses with fewer key interventions, and MYRPs providing multi-year programmes with more comprehensive intervention packages.

ECW and its partners emphasize the use of comprehensive sets of interventions to enable crisis-affected children and adolescents to access quality education and achieve holistic learning outcomes. Each of these sets of interventions are tailored to the needs and gaps identified in each crisis setting by partners and affected communities on the ground. Employing a comprehensive set of interventions is crucial for two reasons. First, it enables a holistic approach in addressing the multifaceted impacts of crises on education systems, including disruptions in access, infrastructure damage, displacement, and the well-being of learners. Second, it allows tailored interventions to meet the diverse needs of various groups,

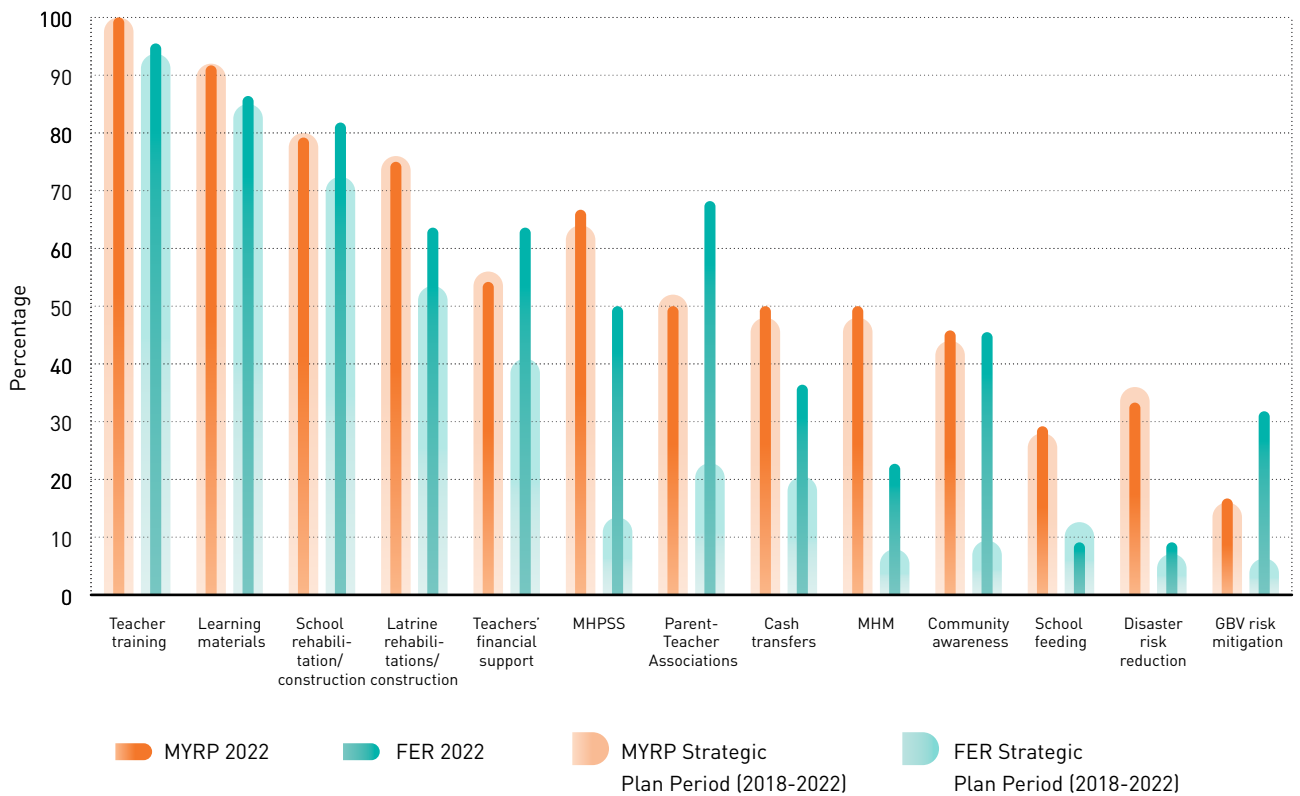
such as children with disabilities, girls, refugees, internally displaced persons, host communities, and other crisis-affected populations. By doing so, no one is left behind in accessing education during crises.

Furthermore, employing multiple sectors helps overcome systemic challenges by addressing pre-existing weaknesses in education systems, such as inadequate infrastructure, teacher capacity, and limited resources. It also contributes to building resilience in communities by integrating education with sectors such as health, nutrition, protection, WASH, and livelihoods. This holistic approach fosters collaboration among stakeholders and facilitates long-term development, as education interventions contribute to such broader goals as poverty reduction, health improvement, gender equality, and social cohesion.

ECW analysis⁸³ reveals the existence of a standard package of interventions adopted by partners since inception of the Funds. For both MYRPs and FERs, they usually include strengthening teacher capacity (100 per cent of MYRPs and 95 per cent of FERs), distribution of learning materials to children (92 per cent of MYRPs and 85 per cent of FERs), building and rehabilitation of learning spaces (80 per cent of MYRPs and 72 per cent of FERs), and latrines (76 per cent of MYRPs and 54 per cent of FERs). Over the years the percentage of MYRPs participating in standard ECW interventions has remained relatively stable or has increased. On the other hand, more FERs acted to financially support and recruit teachers, to provide MHPSS, and to engage communities in children's education through back-to-school campaigns and the creation of Parent-Teacher Associations. As an example, GBV risks mitigation measures were implemented by 32 per cent of active FERs in 2022, while it was included in 6 per cent of FERs during the Strategic Plan period. Both MYRPs and FERs have strengthened their gender interventions. Support of adolescent girls with MHM was integrated by 48 per cent of MYRPs and 8 per cent of FERs under the Strategic Period 2018–2022, while it reached a notable 50 per cent of MYRPs and 23 per cent of FERs in 2022.

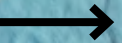
83 Analysis conducted on 152 programmes since inception and 46 programmes active more than six months in 2022 that adopted the interventions listed and shared output results.

Figure 24. Interventions adopted by type of programmes
under the Strategic Plan Period (2018–2022) and in 2022 only



“ In Burkina Faso, ECW’s flexibility allows us to deliver the diverse range of interventions required to address the urgent needs of children in emergency contexts, spanning from informal to formal education settings. Very few donors have this capacity to see the full spectrum of interventions, enabling us to accompany children along their journey, both in terms of intervention types and geographical locations. ”

—Emilie Roy
Chief of Education, UNICEF, ECW MYRP Burkina Faso



Amna, 14, is learning how to write the Arabic alphabet on her solar-powered tablet in an e-learning center in Sudan. ECW investments are supporting children and adolescents impacted by ongoing conflict and instability in the country.

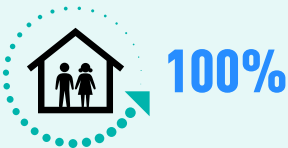




BENEFICIARY OUTCOMES 1+3

IMPROVED ACCESS AND CONTINUITY OF EDUCATION

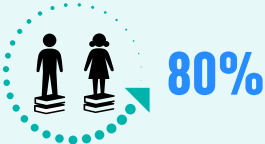
ECW-supported programmes that show improvements in enrolment and/or attendance:



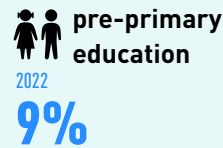
ECW-supported non-formal education programmes where at least half of learners completed and transitioned to formal education system to continue their learning:



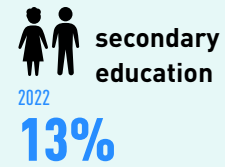
Programmes that show a similar or better level of gender parity in access and continuity of education:



ECW is diversifying the age groups it reaches as more and more children are supported via:



2019
5%



2019
3%

Features of ECW-supported programmes that contribute to access and continuity in education:



Accessible and tailored learning programmes



Teaching and learning materials



Competent teachers



Engaged communities

Introduction

ECW has estimated that as of March 2023, 224 million crisis-affected children and adolescents globally need education support.⁸⁴ Almost a third (72 million) of these children are out of school (53 per cent girls, 21 per cent forcibly displaced, and 17 per cent with functional difficulties).

During its first Strategic Plan period (2018–2022), ECW and its partners made remarkable strides in improving access and continuity to education for children and adolescents affected by conflict, crisis and displacement. They have worked together to overcome demand- and supply-side barriers (Figure 25) and to create inclusive and safe learning environments to help achieve the global education Sustainable Development Goal 4. In 2022, ECW allocated \$ 138 million in MYRP funding to increase children’s school participation through improved access and continuity interventions, which represents 38 per cent of the total programmatic investment in 2022, just below the strategic plan period average of 40 per cent.

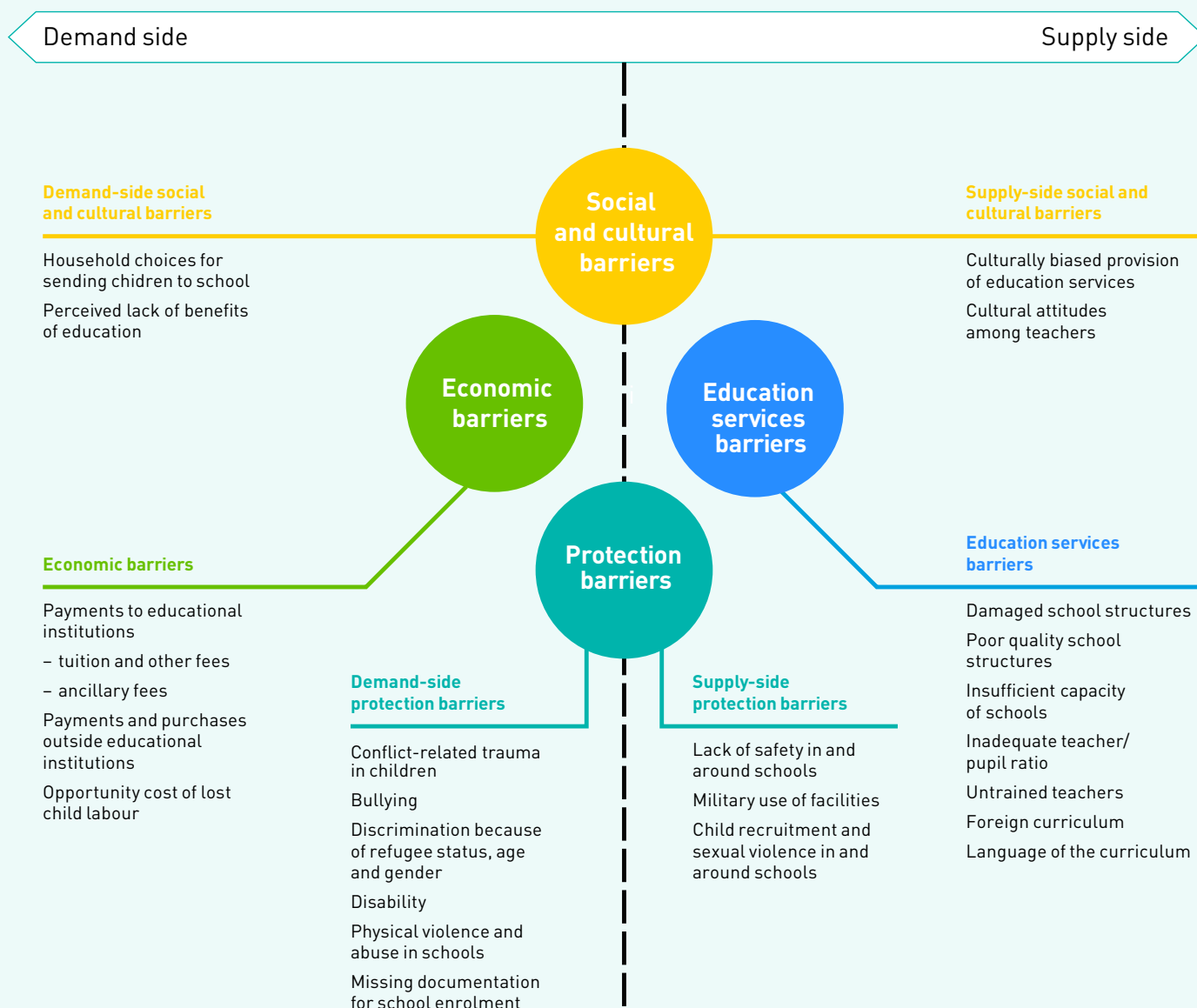
Fatimah, 12, writes on the board in her classroom in Yemen. ECW support in the country is reaching children and youth affected by the ongoing armed conflict and crises.



© UNICEF/Gabreel

84 ECW, Crisis Affected Children and Adolescents in Need of Education Support: New Global Estimates and Thematic Deep Dives (2023).

Figure 25. Barriers to accessing education



Source: Global Education Cluster, *Cash and Voucher Assistance for Education in Emergencies: Synthesis Report and Guidelines*, p. 11.

More programmes show increases in access and continuity of education

Of the programmes active in 2022, 91 per cent show improvements in accessing education via reporting on better enrolment (36 programmes) and/or retention rates (16 programmes). Specifically, 69 per cent of MYRPs shared solid evidence (at least two data points) on increased access to education in 2022, up from 47 per cent in 2021. Some 76 per cent of FER programmes reported solid evidence on increased access to education, compared to 24 per cent in 2021. Over time, ECW partners have been able to gather more outcome-level data allowing for comparison of outcome change. As a result, the availability of programmes with only baseline level information, or partial evidence of increases in education access with one data point, have reduced.

Beyond access to education, ECW and its partners are engaged in ensuring that children remain in the learning environment. ECW encourages the monitoring and reporting of continuity of education through the measurement of transition and completion rates of programmes. Some 96 per cent of the programmes that report changes in terms of education continuity show improvements (Figure 27). Moreover, 30 per cent of MYRPs shared solid evidence of improved continuity, a significant improvement compared to 2021 when MYRPs could only report on partial levels of evidence on education continuity.

Figure 26. Outcome change in accessing education
in 2021 and 2022

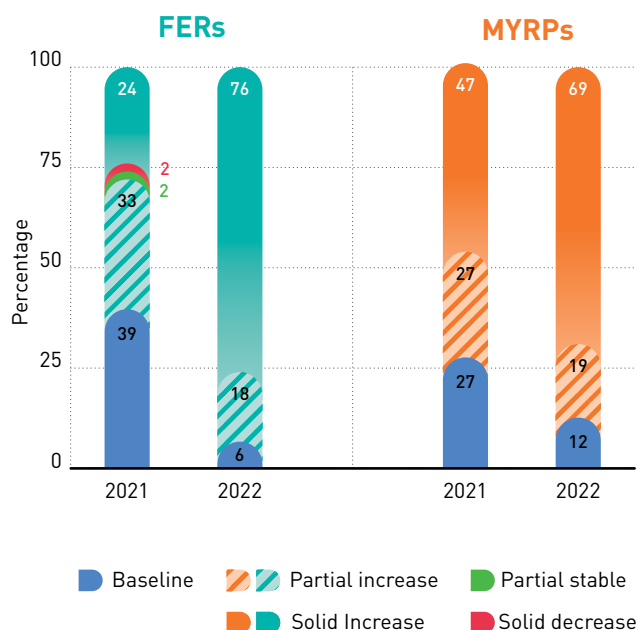
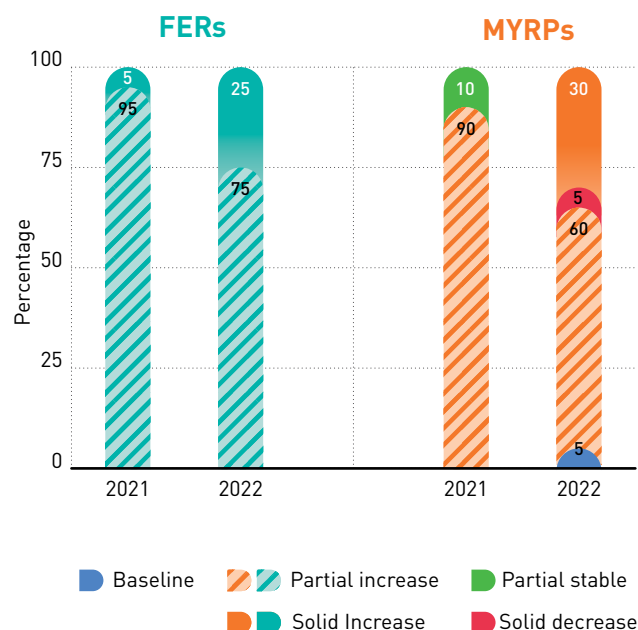


Figure 27. Outcome changes in continuity of education
in 2021 and 2022



Comparing continuity across two data points presents challenges, as programmes must complete an entire education cycle (pre-primary, primary, or secondary) or tailored programme (accelerated education, catch-up classes, etc.) to accurately measure change. Fifteen programmes shared transition rates from formal to non-formal education system, and 12 of those (80 per cent) reported transition rates of 50 per cent or higher. Completion rates were higher, with 16 programmes (94 per cent) reporting that 50 per cent or more of children and adolescents successfully completed their formal or non-formal education programme. These data indicate that while most programmes achieved success in facilitating the completion or transition of education for more than half the children and adolescents, there is still a smaller subset of programmes in which fewer than half the children and adolescents were able to complete and/or transition to the next education level or grade, or from non-formal to formal education systems.

80% of programmes

reported transition rates of 50 per cent or higher. Completion rates were higher, with 16 programmes (94 per cent) reporting that 50 per cent or more of children and adolescents successfully completed their formal or non-formal education programme.



“ ECW’s commitment to education in Afghanistan and support for the Aga Khan Foundation and our partners has been vital, enabling us to support thousands of out-of-school children to continue accessing quality learning. ECW’s flexibility has been especially important considering the country’s complex and rapidly changing context, enabling effective management of such large-scale education programmes. ”

— Najmuddin Najm
CEO of the Aga Khan Foundation, ECW MYRP Afghanistan

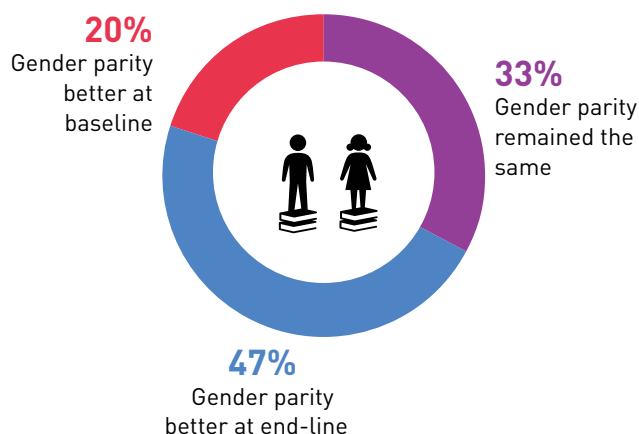
Gender parity in education access and continuity

ECW promotes gender parity in access to and continuity of education and emphasizes girls' learning. Analysing gender-disaggregated outcome data on access and continuity aspects such as enrolment, retention, completion, and transition, the percentage of ECW-supported programmes (having data) showing improvement versus gender parity in access to and continuity of education ([indicator E.2b](#)) is 47 per cent.⁸⁵ This implies that the measurement(s) of the MYRP or FER conducted showed better gender parity in the endline compared to the baseline. It does not reveal if boys and/or girls improved their access and continuity, as the following paragraph does. In 33 per cent of the measurements, gender parity remained similar, and in 20 per cent of the cases gender parity decreased.

Several interesting observations can be made when conducting a deeper comparison of improvements in access and continuity of both boys and girls across the 2022 portfolio. Overall, and as presented in a recent study from ECW,⁸⁶ boys are outperforming girls when it comes to access and continuity in education in conflict and crisis settings. Analysing ECW's FER and MYRP portfolio with 63 data points (32 for girls, 31 for boys) on access, retention, completion, and/or transition show that programmes improve the access and participation rates over time by on average 1 per cent for girls and 2.2 per cent for boys.

In 42 per cent of the cases, boys improved their access and continuity in education by at least 1 percentage point, and in 16 per cent of the cases by 5 percentage points or more. These figures are lower for girls, with 28 per cent of cases seeing an increase in access and continuity by 1 percentage point or more. Access and retention rates are also more likely to go down for girls over time as well, at 41 per cent for girls vs. 26 per cent for boys. An important note is that conflict and crisis settings are volatile, and affect boys, girls, and teachers differently. Given the circumstances, no change or a slight reduction in access and continuity levels could still be viewed as a positive result (e.g., girls in Afghanistan).

Figure 28. Share of ECW-supported grants with data by gender parity status



The measurement(s) of the MYRP or FER conducted showed better gender parity in the endline compared to the baseline.

Even though the share of measurements indicating an improvement is higher for boys, a comparative assessment shows that changes where girls and boys improved on access and continuity relative to each other occurred in a rather equal share of cases. In about a third of the cases, the change for boys and girls is similar and below one percentage point. In 30 per cent of the cases, girls' access/continuity increased more than boys', and in 36 per cent of the cases, boys outperformed girls. Interestingly, comparing data from baseline and endlines shows that in 59 per cent of the cases, girls' baseline values are higher than that of boys, while at the endline this drops to 36 per cent. This suggests that when it comes to going to school and staying in education, boys benefit from ECW investments more than girls do.

⁸⁵ In 2022, ECW advanced its methodology in measuring gender parity in access and continuity ([indicator E.2b](#)). Previously, ECW analysed whether levels of access and continuity for girls and boys improved over time.

⁸⁶ Education Cannot Wait, *Crisis-Affected Children in Need of Education Support: New Global Estimates and Thematic Deep Dives*, 2023. <<https://www.educationcannotwait.org/resource-library/crisis-affected-children-and-adolescents-in-need-education-support-new-global>>, accessed 20 June 2023.

Key features of ECW-funded interventions that promote children attending and staying in school

Among the 32 programmes that demonstrated solid or partial evidence of increased access and continuity compared to previous results, notable improvements were observed in 10 programmes. These programmes include the MYRPs in Colombia, Syria, Niger and Burkina Faso, as well as the FER programmes in Yemen and Ethiopia. These programmes employed comprehensive sets of interventions, commonly incorporating the following components:



Distribution of essential learning and support materials:

The provision of teaching and learning materials to both learners and teachers is important because it attracts children to school. Learners received textbooks as well as bags, water bottles, stationery, and other materials. Teachers received flip charts, cards, posters, books, and stationery items for their classrooms. These materials played a crucial role in motivating children to participate actively in the learning process and helped overcome economic barriers that had hindered their access to education. ECW partners identified children with disabilities and provided them with special kits and assistive and mobility devices such as hearing aids for children with hearing difficulties, and glasses, Braille typewriters, and materials printed in large font sizes for children with visual impairments. In 2022 alone 65,864 children with disabilities (49 per cent girls) received support, accounting for 1.6 per cent of the total number of children reached during 2022. Since the start of the ECW operations, a total of 100,910 children with disabilities (48 per cent girls) have been supported, representing 1.1 per cent of the total number of children reached.



Building and rehabilitation of learning spaces:

Learning spaces were established in rural areas and locations where schools were inaccessible or over-crowded. In areas affected by violence or natural (often climate-induced) disasters, severely damaged classrooms were rehabilitated and furnished to create a safe, child-friendly environment. Adaptations such as building ramps were included to enhance accessibility for children with disabilities. Additionally, expanding temporary learning spaces, particularly for over-aged children and those who had dropped out of school, helped crisis-affected children complete their education and transition to appropriate grade levels.

Over the Strategic Plan period 2018–2022 ECW helped with the rehabilitation and construction of 21,052 classrooms and temporary learning spaces and the recruitment and financial support of 168,855 teachers and administrators (29 per cent female) to address the inadequate teacher/pupil ratio. In 2022 alone, 9,773 classrooms were built or rehabilitated and 22,273 teachers and administrators (40 per cent female) were recruited or received financial support, contributing to increased enrolment rates in ECW-supported communities.



9,773

classrooms were built or rehabilitated

22,273

teachers and administrators (40 per cent female) were recruited or received financial support



Contributing to increased enrolment rates in ECW-supported communities.



Reliable supply of trained teachers and supplementary learning programmes:

Recruitment and training of teachers for formal, non-formal, accelerated, vocational, and/or entrepreneurship programmes played a vital role in providing locally relevant learning opportunities for crisis-affected children. The presence of trained teachers instilled confidence in caregivers and the wider community, encouraging them to send their children to school. Without teachers, caregivers are often reluctant to enrol their children as they have less confidence that the children will receive a quality education. Increased access facilitated the completion of grade levels and smooth transition for children into subsequent levels or education systems. Teachers received capacity development support on inclusive education and pedagogy, including the use of pedagogical kits, which prepared them to deliver supplementary remedial classes and catch-up programmes in an inclusive manner.



Effective community engagement: Influential local community stakeholders were actively engaged through various channels of targeted outreach to help promote access to and continuity of education. Children who were out of school were identified and their enrolment was facilitated by providing information about learning centres and enrolment procedures with the help of key local actors such as Village General Assemblies, community leaders, ministries of education, religious figures, local organizations for people with disabilities, women's associations, and mother's associations. Innovative approaches like community dialogue were introduced to enhance community involvement. Direct outreach efforts were undertaken, particularly with caregivers lacking documentation or who had been forcibly displaced, to provide structured support for enrolment or re-enrolment. Families also participated in awareness sessions on supporting children with disabilities, specifically blind and visually impaired children, to optimize their inclusion in the education system. ECW partners established partnerships with school principals to address regulations and facilitate the enrolment of all children, irrespective of their documentation status. Additionally, school management and Parent-Teacher Associations received training to effectively engage with communities. Programmes also supported ministries of education in disseminating information about enrolment requirements through radio messages, posters, and announcements via loudspeakers in communities.



Trained teachers

The presence of trained teachers instilled confidence in caregivers and the wider community, encouraging them to send their children to school.

In 2022, an estimated 4,139,000 people (50 per cent female) were reached with community mobilization efforts, including through back-to-school campaigns, contributing to increases in enrolment rates among children in ECW-supported communities. This is a significant increase compared to 2021 when an estimated 111,300 people (55 per cent female) were reached with community mobilization efforts. Campaigns particularly benefited girls. For example, under the MYRP in Niger in 2022 a total of 42,761 out-of-school children re-enrolled in school following campaigns conducted in 180 communities; among those who re-enrolled, 79 per cent were girls.

Coping with financial barriers to increase participation

Economic factors also represented major barriers preventing families from enrolling and retaining their children in the formal education system. Parents and caregivers faced financial barriers to education such as school fees and school-related costs, both direct and indirect, and opportunity costs when children are in school and cannot work. ECW and its partners have developed financial support mechanisms to reduce the barriers preventing children from attending and staying in school. In 2022 alone, 232 households and 61,821 children (61 per cent girls) in ECW-supported communities received financial support for education. Under the entire Strategic Plan period from 2018–2022, ECW

partners provided financial support and scholarships to 64,900 children in total (61 per cent girls).

Another example of intervention reducing children’s risk of school drop-out are school feeding programmes which benefited 258,984 children (48 per cent girls) in 2022, bringing the total number of children reached with school feeding to 581,294 under the Strategic Plan 2018–2022. Distribution of dry food rations for children to take home and the establishment of canteens in learning centres have helped increase school attendance in 15 countries since ECW’s inception.



Ajak sits with her young children and teacher in South Sudan. Getting married and having children when she was still a child herself, Ajak thought she’d never return to school. Thanks to ECW and partner support, she is now continuing her education. Read Ajak’s inspiring story on page 139.



School feeding in Haiti: A safety net keeping children in school

The education sector in Haiti operates in an extremely difficult context, amid political and economic crisis, a volatile security situation, and civil unrest, and these conditions were further aggravated over the past few years by the COVID-19 pandemic and a major earthquake in November 2021, all of which delayed children's return to school and contributed to a learning deficit. Endemic poverty compounds this complex situation, and thus increases the risk of children dropping out of school.⁸⁷

Earthquake damage to the education sector was estimated at nearly 32 billion HTG (around \$320 million).⁸⁸ With the destruction of approximately 1,250 schools, the education-sector requires the rebuilding of the national school infrastructure as well as the provision of basic resources. In this context, the package of interventions developed by the Haiti FER has been key to increasing access to and continuity of education.

The FER was designed to deliver a comprehensive package of interventions to promote school attendance and continuity of education for children affected by the earthquake. Launched by UNICEF and WFP in September 2021, the programme has reached 14,103 children (47 per cent girls). It has covered the construction of 36 primary-school classrooms; the provision of school supplies, textbooks, and hygiene kits (including menstrual kits for girls) to 3,385 children and adolescents (54 per cent girls); and the distribution of cash transfers to 1,002 families selected based on vulnerability criteria: single-parent families headed by women; large families with young children, children with disabilities, or both; and families in which women were pregnant or breastfeeding.

The most impactful intervention of the Haiti FER, however, was its school feeding programme, led by WFP, which assisted 76 schools and distributed a total of 181 metric tons of food. Daily hot meals provided to school children contributed to mitigating food insecurity and reinforcing the resilience of communities. The school feeding intervention had a noteworthy impact on children's school attendance, with rates increasing to 88 per cent in June 2022 and 93 per cent in December 2022. Teachers and school staff reported that children had better concentration and paid more attention in class as a result of their nutritional intake. Parents were enthusiastic about the programme, particularly because inflation and the depreciated HTG had reduced their household purchasing power. The school feeding programme therefore represented an essential safety net within the community, making it possible for families to enrol and keep their children in school.



© UNICEF/Ergen

Students smile in front of their school in Haiti after receiving ECW-supported school kits. These kits and other initiatives are helping to ensure educational continuity and protection for girls and boys affected by the devastating earthquake in Haiti.

⁸⁷ Fifty-nine per cent of households surveyed for the 2022 Multisectoral Needs Assessment cited high costs of education as the main reason for children dropping out of school.

⁸⁸ The Haitian gourde (HTG) is the national currency. The figure was calculated at the United Nations rate of operational exchange on 31 December 2021 (100.382 HTG = US\$ 1).

Tailored alternative education programmes to ensure continuation of learning

Non-formal education (NFE) programmes play a vital role for children and adolescents to fill gaps in their learning and transition into the formal school system. NFE programmes serve as an alternative to formal education, catering to children, adolescents, and youth who are out of school and who do not have access to traditional educational systems or for whom such systems are not suitable.

In 2022, some 670,000 children and adolescents aged 3–18 (51 per cent girls; 20 per cent refugees; 25 per cent IDPs) participated in non-formal programmes through the initiatives of ECW’s grantees. Under the Strategic Plan period 2018–2022, ECW partners reached about 1.1 million children and adolescents (50 per cent girls; 27 per cent refugees; 22 per cent IDPs) through non-formal education initiatives. This represents 13 per cent of all children reached during the strategic plan period.

These programmes offer a flexible, tailored, and responsive approach to education, catering to the specific circumstances of affected groups. In crisis and conflict settings, non-formal education programmes exhibit diversity in content, duration, methods, location, certification, and target populations. For example, accelerated education programmes (AEPs) offer an alternative education for learners who are out of school or overaged, helping them catch up and integrate into the formal system faster. AEPs use customized teaching methods based on learners’ existing knowledge, skills and attitudes, aiming to provide equivalent certified competencies in basic education. These programmes can be categorized as formal or non-formal based on ECW-supported countries’ education policy framework.

ECW programmes also apply remedial and catch-up classes for children who have or are falling behind. These initiatives offer specialized support to enhance foundational literacy, numeracy, or study skills, tailored to each learner’s specific needs. For instance, the Colombia MYRP established temporary learning

spaces to equip Venezuelan migrant learners with essential skills while awaiting formal education placement. The programme reached 9,277 children, with 64 per cent transitioning to formal education, including 5 per cent with disabilities, and 76 per cent who were displaced Venezuelans.

In 2022, 14 (58 per cent) of the active MYRPs were supported to implement accreditation frameworks for accelerated/non-formal education programmes supporting crisis-affected children ([indicator E.3.3](#)).⁸⁹ Since ECW started operations, accreditation frameworks have been adopted in 14 countries. The recognition of accelerated/non-formal education programmes enables crisis-affected children and adolescents to both access and continue their education, which may otherwise be hampered by the lack of accreditation. For example, the Lebanon MYRP is developing standardised assessments to provide certification that will allow children to transition into the formal government-led education system.



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89 Afghanistan, Bangladesh, Chad, Colombia, Democratic Republic of the Congo, Ecuador, Ethiopia, Haiti, Iraq, Lebanon, Mali, Peru, Somalia and Uganda.



A range of strategies and supports to keep children in school in Mali

Since January 2021, the Mali MYRP has implemented various interventions to help ensure access and continuity to quality education for learners affected by conflict and crisis in the Gao, Menaka, Mopti and Timbuktu regions of the country. To reduce barriers to access, partners under the MYRP have provided financial support to 4,515 vulnerable households, benefiting 15,577 children (54 per cent girls), and they have facilitated the issuance of documentation for 2,157 children without birth registration (49 per cent girls) in support of their school enrolment. Community mobilization raised awareness about continuity of education, with at least 1,500 community activities, including back-to-school campaigns and awareness-raising on girls' education, with a focus on empowerment and covering topics of gender-based violence. Mobilization activities, conducted through community radio messages, meetings and events, have reached some 6,287 adults and resulted in the enrolment of 2,491 children (51 per cent girls) in schools.

The MYRP has also prioritized pre-primary education, establishing 26 child-friendly learning spaces (Centres de Petite Enfance) for 3,913 children aged 3–5 (52 per cent girls), in support of their overall development and readiness for primary school. The children's progress will be closely monitored to help ensure a smooth transition to primary school for those turning 6 years old in the upcoming school year.

One notable intervention under the MYRP is the Passerelle Accelerated Education Strategy (Stratégie de Scolarisation Accélérée Passerelle) to facilitate students' transition into the formal school system. Instruction at the Gateway centres is fast-tracked – many of the courses begun by students in 2021 were completed in 2022 – resulting in an impressive transition rate. Of the 2,766 students who enrolled at the centres and completed the programme, 89 per cent have transitioned into formal education.

Overall, the MYRP has shown positive results, with school attendance rates for students supported by the programme estimated at 87 per cent. Partners in the Mali MYRP are EduCo, Plan International, Save the Children and UNHCR.

Vocational education and life-skills programmes are an important part of ECW-supported interventions often at the level of secondary learners. Vocational programmes offer professional training and build social skills that are foundational to success in work and life in general. Life-skills programmes provide emotional and social support to learners, promote positive mental health practices and the avoidance of risky behaviours, and build skills that help learners to better manage their personal lives and interpersonal relationships. In ECW programmes they are often designed for adolescents who are out of school and unlikely to return to formal schooling.

For example, in the Democratic Republic of the Congo soap-making, sewing, and baking courses were popular among adolescent girls, particularly among young mothers formerly associated with armed groups and among survivors of gender-based violence. To address access barriers, one project established a nursery and enlisted older women to care for the babies of young mothers while they attended the training.



Online learning for war-affected children in Ukraine

ECW's FER programme was launched in June 2022 to address the education crisis caused by the ongoing war in Ukraine. Approximately 1.2 million children and a total of 11 million people have been displaced due to the conflict, leading to severe disruptions in learning. Thousands of educational institutions have been destroyed or damaged by bombings and shelling and only a quarter of Ukrainian schools offer full-time, in-person learning.

The Ukraine FER programme, led by Save the Children and UNICEF, focuses on distance learning initiatives using the All-Ukrainian Schools Online platform. This platform, originally developed for the COVID-19 response by the Ministry of Education and Science, provides educational content to a wide range of users, including children with special educational needs. The programme offers online learning materials and assessments for both formal and non-formal education settings, with a particular emphasis on catch-up programmes to reduce learning losses.

The online materials cover various topics, including explosive ordnance and disaster risk reduction, mental health and psychosocial support, young child development, nutrition, hygiene, and COVID-19 prevention. The lessons have had a broad impact, with 75,000 children and young people participating in lessons and 3,477 teachers and administrators (of which 96 per cent are female) receiving training on child protection and inclusive education.

To address children's mental health and well-being, the FER programme incorporates MHPSS (Mental Health and Psychosocial Support) through the online platform. Eight-hundred and eighty-four teachers and educators (95 per cent female) were trained in MHPSS, socio-emotional learning, violence prevention, and response. As a result, 27,329 children (50 per cent girls) received psychological support and 9,313 were referred to case management services.

In the first seven months of the FER programme, over 270,000 children (22 per cent IDPs, and 69 per cent girls), have benefited from education support. Most of them (64 per cent) participated in formal education through online learning, while the others attended non-formal activities online to catch up on missed education and accelerate their learning.



A student goes through her language lesson on a laptop in an ECW-supported digital learning center in Ukraine.



Vocational training for a successful transition to work in Niger

In Niger, the MYRP targets adolescents in and out of school, including those with disabilities, with vocational programmes that teach them the necessary skills to successfully integrate into their economies and societies. Led by WFP, the MYRP started in January 2021 and runs to January 2024. ECW funding supported the creation of 10 professional training centres (Centres de Formation aux Métiers) for adolescents, whose goal it was to train these young people in a career track and develop their skills in preparation for securing paid employment immediately after completing the vocational programme. Students at the training centres have the opportunity to choose a career from several available tracks: agro-pastoralism, construction, electricity, masonry, mechanics, and sewing. (The most popular careers were sewing and agropastoralism for girls, and construction and masonry for boys.) All 10 of the training centres are fully equipped with the necessary learning materials and electricity generators to ensure uninterrupted learning. As with all ECW-funded education centres, these are safe, hygienic, and inclusive learning spaces designed to promote the well-being of the learners. Teachers are trained in psychological support mechanisms, gender inclusivity, and a code of professional conduct.

In the first two years of the MYRP, more than 4,800 adolescents (53 per cent girls) enrolled in a professional training programme, and of these 858 (62 per cent girls) completed the programme in their chosen fields. (Most students who did not complete the programme had already found stable employment.) Upon completion of the programme, 44 of the highest-performing female students were provided with sewing machines and kits to help them succeed and achieve financial independence.

Distance learning programmes

Distance learning is important in today's educational landscape, especially in crisis-affected learning communities, as it offers a way to achieve continuity when education is disrupted that is without geographical barriers and that minimizes travel safety concerns. Distance learning provides flexibility for children to learn at their own pace and schedule, and it leverages technology, offering interactive resources and collaborative tools that enhance the learning experience. Since the 2020 COVID-19 outbreak, ECW has increasingly integrated distance learning into its programmes using a wide range of communication platforms, including radio, television, social media and SMS.

Under the FER led by Plan International, radio was used to disseminate education programming in Mozambique. Sixteen programmes, broadcast in Portuguese and local languages, were part of a back-to-learning campaign, the goal of which was to engage communities and raise awareness of the importance of education, particularly for girls. Radio listening clubs were established for internally displaced persons, and they and their families received 100 solar-powered radio units to facilitate their participation in the clubs. As a result of the campaign school attendance rates improved, as did parent and community awareness and involvement. Parents and caregivers of children with disabilities received dedicated support to enable them to assist their children in remote learning.

ANOTHER CHANCE FOR AJAK AT SCHOOL IN SOUTH SUDAN

She had her first child when she was just 15 years old.

In South Sudan, a girl's value is often measured by the number of cattle her family can raise for her dowry. It was only after her second child that 23-year-old Ajak discovered she could still be in school.

“ I regretted my decision to marry early, and accepted my fate, thinking it was too late for me to go back to school. I grew up believing that girls are born to make their parents proud through marriage.”

Such was her determination; Ajak convinced her husband and parents to allow her to go back to school.

She is now continuing her learning in the 6th Grade. Ajak is enrolled in an ECW-funded programme, implemented by World Vision South Sudan for children who face risks such as child marriages that could prevent their continuity of education and return to school. In Warrap State, this programme has a Child Protection Help Desk in eight schools to support children who are at risk of abuse, exploitation and violence. In addition, teachers are trained to provide psychosocial support and counselling to children in the community.

With the scale of the impact of the protracted crisis, a large proportion of adolescent girls who are out of school are at high risk of child marriage. Tailored alternative, accelerated, community-based or mobile solutions are necessary to ensure that they can enrol at the right level, or catch up and re-integrate into formal educational settings as appropriate. In parallel, interventions related to community and parental engagement in education need to be supported to shift deeply entrenched harmful gender norms, such as child marriage and low value of girls' education.



© World Vision

Ajak receives special support from Awac, a teacher at the community primary school. Awac knows only too well that she wouldn't be a teacher today without the support of individuals who motivated her along the way. She is determined to offer the same support to Ajak.

“ The lean season, July to August, is the time most girls are forced into marriage as people suffer from hunger. The programme is effective in saving many girls from child marriage. There is a need to continue advocating for children's rights in South Sudan's communities.”

—Teacher Awac

With the possibility of an education, Ajak's life has changed drastically. Although she now has three children, she is as hopeful as ever about her future.

“ I am determined to complete my secondary level and find a way to proceed to university. I plan to support my children to go to school, too. For the first time, I feel fulfilled doing something for myself.”

For more information on ECW's work in South Sudan, go to www.educationcannotwait.org/our-investments/where-we-work/south-sudan.



Contributed by World Vision South Sudan

→ Daouda, 8, at his school in Burkina Faso. During an armed attack on his village, he was hit by a bullet and lost his arm. ECW seeks to target girls and boys with disabilities through interventions meeting their specific requirements so they can access inclusive education. Thanks to this support, Daouda is now back in school and closer to achieving his dream of becoming a lawyer.





BENEFICIARY OUTCOME 2

STRENGTHEN EQUITY AND GENDER EQUALITY

Over half of all children supported (2.08 million) in 2022 were girls aged 3 to 18, 13.7% higher than in 2021



FERs, pre-primary and secondary, host community and refugees

reach more girls than boys in 2022.

The number of children with disabilities reached by MYRPs went up:



by 140%

in 2022

61,180

(48.7% girls)

2021

25,551

(47.5% girls)

Girl refugees reached:



in 2022

50.6%

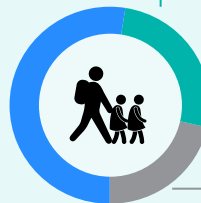
particularly at the pre-primary and primary levels.

Refugee support since the start of ECW programmes:

52%

(723,000)

of refugees have been supported in countries that promote refugee inclusion and that have policies in place to support this inclusion.



Some 26%

(370,000)

of refugees can access formal government provided education but face limitations or challenges in doing so.

21%

are excluded from the national education system.

Introduction

One of ECW's strategic objectives is to make quality education in conflict- and crisis-affected settings accessible, inclusive, safe, and gender equitable for all learners, regardless of age, nationality, displacement status, ability, and/or sexual orientation and gender identity. This chapter reviews and analyses the challenges and results related to achieving the objective of equity in educational access, continuity and learning.

The chapter focuses on ECW's priority groups, which include girls (aged 3 to 18), children with disabilities, refugees and internally displaced persons. These groups face multiple, overlapping challenges while already affected by crisis. For example, girls in Afghanistan and Rohingya children in Bangladesh are prohibited from attending formal schools in their countries of residence. Yet many host countries such as Chad, Colombia, Moldova, Peru, and Uganda, among others, have policies that support the inclusion of refugees in their national education systems, with support from ECW.

In line with the gender commitments outlined in the Strategic Plan 2023–2026, ECW's new Gender Policy and Accountability Framework 2023–2026, as well as its accompanying gender Implementation Guide, set out ambitious targets to bring about gender transformation both at the level of the Secretariat and the level of the ECW-supported investments. Some of these commitments and targets include:

- Locally driven intersectional gender analysis and meaningful engagement of in-country gender expertise that informs programme design and delivery.
- Support to meaningful and equitable partnerships of ECW grantees with local women's organizations.
- A minimum resource allocation (15 per cent for FERs and 25 per cent for MYRPs) for gender-targeted interventions across all investments, in line with the United Nations sector-wide approach 2.0.
- All MYRPs being supported by a Gender Lead Organization at the design and implementation phase to help ensure capacity-strengthening.

- Gender-based violence risk mitigation measures systematically costed and measured in all investments.

The equity challenge is not merely institutional. Several challenges also arise at the school and learning levels: the insufficient capability of education personnel to identify and refer children who require specialized care; language constraints among education personnel as well in the teaching and learning materials; the absence of assistive devices or adapted learning spaces for those who need them; limited specialized care for children in need of protection, victims of gender-based violence, children requiring mental health and psychosocial support services, and those with learning disorders; and social norms and values that prevent these children and adolescents from safely going to school and staying in school. In 2022 and throughout the Strategic Plan period (2018–2022), ECW grants responded to these challenges.

Under the Strategic Plan 2018–2022, ECW took multiple steps to promote equity and gender equality. ECW recognized the disparities in school enrolment and retention of girls, particularly adolescent girls, in crisis settings, particularly where girls faced displacement, disability, and other intersecting forms of discrimination and marginalization. ECW set ambitious global targets: 60 per cent of all children to be reached are girls, and 10 per cent are children with disabilities, in contexts where there are documented disparities in enrolment ratios at each education level.

ECW urges grantees to see children and adolescents as a diverse and heterogeneous group, and to intentionally apply an intersectional gender, protection, and age lens when addressing the needs and rights

A girl working on a writing assignment in her ECW-supported class in Colombia. ECW investments in the country are increasing access to quality and formal education for Venezuelan refugee, migrant and host community children and youth.



© UNICEF Colombia

of the various subgroups of disadvantaged children and adolescents prioritized by ECW. This inclusive approach is anchored in ECW's established policies, frameworks, plans and templates, and is a point of reference in this Annual Results Report and past reports.

ECW strives to support gender transformative approaches whenever possible across MYRPs so that MYRP stakeholders can identify, address, and positively transform the root causes of gender inequality and empower disadvantaged groups. Concrete examples include:

- The meaningful engagement of local women's organizations to the MYRP needs analysis and overview. In Pakistan the Gender Lead Organization function in the MYRP design was led by the Pakistan Alliance for Girls Education (PAGE), and during the MYRP implementation it is co-led by PAGE and Voluntary Service Overseas.
- In South Sudan the MYRP 2018–2022 supported an evaluation of the Girls' Education Strategy 2018–2022. As a result, the MYRP 2023–2027 will support the Ministry of General Education and Instruction in the development of the Girls Education Strategy 2023–2027. The new strategy will be instrumental in

supporting the education sector in operationalizing the Education Sector Plan 2023–2027, which has the objective of advancing gender equality and empowerment of women and girls across the sector.

Every year, an External Review Panel assesses new and renewed MYRPs for their use of high-quality evidence and data as planning criteria; the quality of gender and equity analysis is one of six categories scored on a 5-point scale. In 2022, new or renewed MYRPs in four countries had an average score of 4.1 on the 5-point scale, for the quality of their gender analysis. In 2022, two out of four new MYRPs addressed changes in gender-related social norms, attitudes and behaviours in their results frameworks ([indicator S.5.2](#)). Three criteria were analysed: (1) quality of gender analysis and intersecting inequities analysis (age, disability, gender, etc.); (2) data disaggregated by sex, age, disability, location and socio-economic status; and (3) the extent to which MYRP results frameworks reflect a theory of change in their gender-specific aspects. The 50 per cent of MYRPs that addressed gender norms, attitudes and behaviours in 2022 compares with 50 per cent of MYRPs in 2020 and 71 per cent of MYRPs in 2021. However, the 2022 sample of four new MYRPs is small in relation to the prior years.

The gender parity gap in children reached is closing

Girls represent about half of the 224 million crisis-affected children and adolescents globally in need of education support, and they are more likely than boys to be out of school, particularly at primary and secondary education levels.⁹⁰ Overall, girls represent 53 per cent of the 72 million crisis-affected children who are out of school. Available data indicate that there is a gender disparity in the proportions of non-forcibly displaced children with functional difficulties vs. without functional difficulties at all levels of education⁹¹ (54 per cent girls vs. 52 per cent girls); the disparity is slightly greater at the lower secondary level (56 per cent girls vs. 53 per cent girls). As such, adolescent girls represent over half (55 per cent) of the non-forcibly displaced children with functional difficulties who do not attend secondary school.

In school, and particularly in secondary school, girls tend to outperform boys, especially on reading. Girls represent 49 per cent of the 127 million crisis-affected children and adolescents at all education levels who do not meet minimum competencies in reading or mathematics. This percentage drops to 48 per cent at the secondary level. These data imply that when girls affected by crisis are in school, they have higher levels of learning, although they face many other challenges.

Further research and analysis are needed to aid our understanding of the influence of gender norms – including girls’ and boys’ traditional roles and responsibilities – on the learning levels of adolescent girls in crisis-affected contexts. Additional data are also required. Global aggregated data are available to assess girls’ and boys’ performance in reading and mathematics, but there are no such data available to assess girls’ (and boys’) performance in social-emotional learning domains. Still, there is considerable evidence from gender studies that girls have less agency and power than boys to make personal and public choices. Measuring adolescent girls’ empowerment in crisis settings is a critical way to gauge gender equality in education beyond levels of reading and mathematics performance. Several interesting

observations can be made when comparing access and continuity of education, as well as levels of learning, between boys and girls; and when further examining these comparisons through an intersectional lens to discern gender differences at the various educational levels, between children with and without disabilities, and among children with varying displacement status.



2.08 million reached

ECW is comparatively reaching more and more girls over the years. For all active grants in 2022, ECW reached 2.08 million girls which is 50 per cent of all children reached.

Through all its active grants in 2022, ECW reached 2.08 million girls, which is 50 per cent of all children reached ([indicator E.2.1](#)). Since its launch in 2016, ECW has reached 4.34 million girls (49.2 per cent of all children reached).⁹² When excluding ECW initial investments developed in 2017 from all FERs and MYRPs, ECW has supported about 4 million girls (49.7 per cent of all children reached).

The number of girls assisted by ECW in 2022 (2.08 million) is 13.7 per cent higher than in 2021 (1.82 million). This increase is mainly due to more MYRP grants being developed and active in 2022 than in previous years with a Gender Lead Organization in place to strengthen the capacity of the MYRP country team and to support the implementation of gender transformative interventions that address systemic barriers to gender inequality in access, retention, and completion.

⁹⁰ The figures cited in these two paragraphs are from ECW, Crisis-Affected Children in Need of Education Support.

⁹¹ At all levels of education refers to pre-primary, primary and secondary levels.

⁹² In addition, 16.2 million girls were reached with distance learning interventions and products, and health and hygiene messaging and products, through ECW’s targeted COVID-19 investments in 2020–2021.

The year 2022 was the first in which ECW grants achieved gender parity. Previously, the percentage of girls reached was around 48 per cent of all children. An increase of 1.2 percentage points from 2021 (48.9 per cent) to 2022 (50.1 per cent) is substantial given that

ECW is working to address gender gaps in education, and that in 2020 it introduced a target of ensuring that 60 per cent of children benefiting from ECW-funded support will be girls, including adolescent girls.

Girls reached differs substantially between programmes, education levels, and population groups

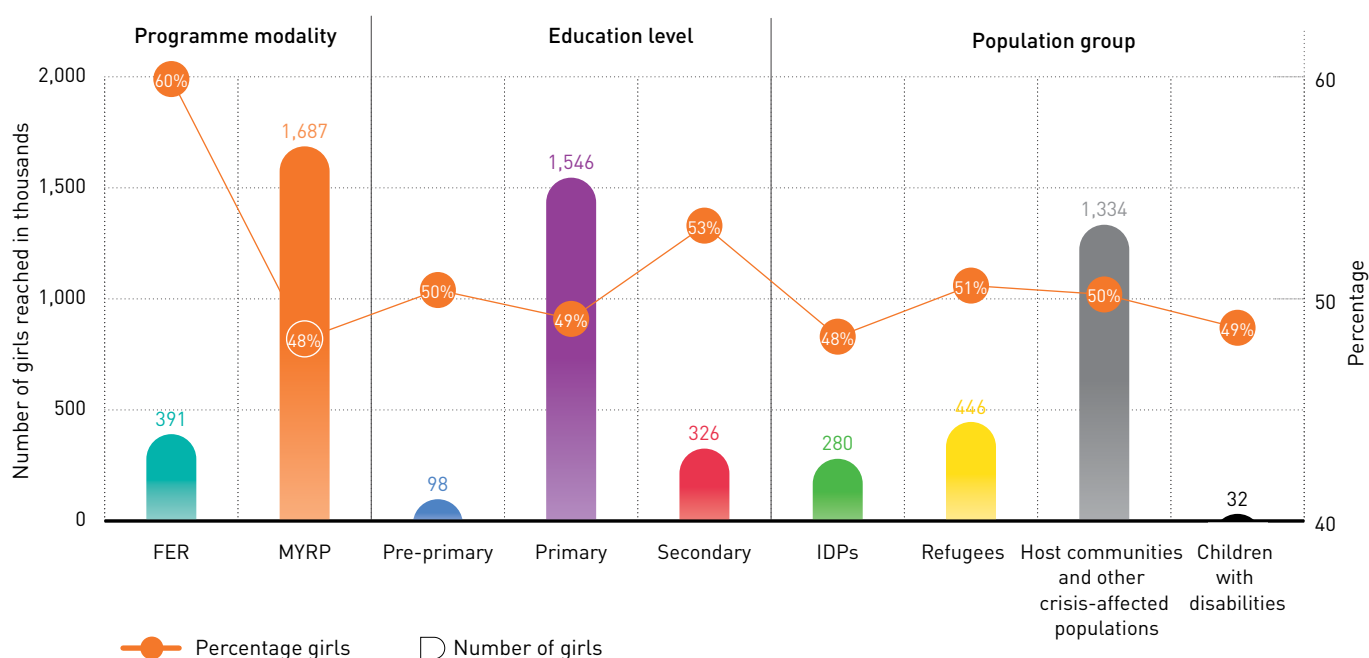
On further examination of percentages of girls reached, substantial differences were observed among programmatic modalities, education levels, and population groups (Figure 29). For example, 60 per cent of children reached through FERs in 2022 were girls compared to 51 per cent in 2021 – a significant increase in one year. Some 48 per cent of children reached by MYRPs in 2022 were girls compared to 47 per cent in 2021.

At pre-primary and secondary education levels, ECW reaches more girls than boys. Some 53 per

cent of children reached at the secondary level were girls in 2022 (compared to 49.5 per cent in 2021), which reflects that ECW is successfully responding to the challenges to girls’ access to and retention in secondary education, as highlighted above. The difference is even more striking when data are disaggregated by programme modality. At the secondary level, girls represent 67 per cent of all children reached by FERs compared to 50 per cent of all those reached by MYRPs. At the pre-primary level, the differences are minimal: girls represent 50 per cent of all those reached by FERs and 51 per cent of all those reached by MYRPs.

Figure 29: Number and percentage of girls reached

by programme modality, education level, and population group, in 2022



Mohmoud, 8, and his sisters after attending their ECW-supported summer remedial classes in Aleppo. ECW investments are increasing access to inclusive, holistic education for girls and boys affected by conflict in Syria.



© UNICEF

Another noteworthy observation is that 48 per cent of all internally displaced persons reached in 2022 were girls, which is slightly lower than the percentages of all girl refugees (51 per cent), girls in host communities, and other crisis-affected children reached (50 per cent). Differences between the education levels are also observed. There is near gender parity among internally displaced persons reached at the secondary level (49.7 per cent reached were girls), with less parity at the pre-primary level (48.5 per cent) and primary level (48.1 per cent).

Singling out children with disabilities, more boys were reached overall than girls (48.5 per cent) in 2022. This distribution is observed in all cases, even when data are disaggregated by FER/MYRP and education level. For FERs, this is progress towards gender parity compared to previous years. At the secondary education level, 49.7 per cent of children with disabilities reached were girls, which is higher than since ECW's inception (46.4 per cent). At the primary level, 48.7 per cent of children with disabilities reached were girls, which has also improved since inception (47.9 per cent). The sample of children with disabilities at the pre-primary level was relatively small in 2022, but since inception nearly 56 per cent of children with disabilities reached were girls.

To conclude this analysis, ECW is reaching increasing numbers of girls each year. FERs, programmes targeting children at pre-primary and secondary education levels, and programmes targeting child refugees all reach more girls than boys. Yet gender parity under MYRPs, programmes targeting IDPs, and programmes targeting children with disabilities has not yet improved. The percentage of girls assisted by these programmes remain around 48.5 per cent and will require dedicated targeting under ECW's Strategic Plan 2023–2026.

Multiple factors prevent girls from attending and completing school on par with boys, and ECW is addressing them on several fronts, recognizing that gender parity in numbers is only an early indicator of gender equality. ECW's intentional focus on advancing girls' education and gender equality through gender-responsive and gender-transformative education programming – especially at the secondary level where girls are more at risk of not attending or dropping out of school – seems to be paying off. Overall however, substantial improvements were not seen in gender parity in 2022 compared to previous years.



Supporting girls' education through affirmative action for female teachers in Afghanistan

Girls' education in Afghanistan faces daunting challenges. The Taliban's takeover in 2021 disrupted schooling for many children when the academic year resumed in March 2022. In December 2022, the Taliban explicitly banned tertiary education for female students and reinforced the ban on girls attending secondary school. These actions contribute to a destructive cycle, as the limited number of educated women who can teach under these circumstances negatively affects girls' enrolment and retention. Grantee reports indicate a 9 per cent decline in female teacher participation since the inception of the Afghanistan MYRP.

Despite this challenging context, the Afghanistan MYRP has achieved significant progress in enrolling both girls and boys in non-formal primary education. A total of 58,962 girls and 59,181 boys were enrolled through community-based classes and accelerated learning programmes. The MYRP, implemented by UNICEF, was initially launched in March 2019. It received a no-cost extension until September 2023 and has a budget of \$50.2 million to reach children in nine provinces: Badghis, Helmand, Herat, Kandahar, Kunduz, Nangarhar, Paktika, Sar-e-Pul, and Uruzgan.

From the outset, the MYRP prioritized efforts to retain female teachers and maintain a balanced enrolment of girls at 58 per cent in each province. Areas with high rates of girls dropping out of school were given special attention. Of the 3,823 teachers hired, 37 per cent were female and recruited through affirmative-action measures. These measures included gender-segregated training sessions and community councils (Shuras) as needed, prioritizing the hiring of female teachers, employing female community mobilizers and headteachers, allowing women to attend sessions accompanied by a *mahram* (male chaperone), offering three months of maternity leave and providing flexibility in teaching time slots.

To sustainably respond to the situation of girls' education, ECW-funded programmes aim to address underlying security concerns and social and cultural norms, including harmful gender norms that keep girls and boys out of school. Gender lead organizations reported that in Pakistan, Community Women Village Networks were formed and capacitated in key project locations to help ensure girls' enrolment and parents' sensitization. In Bangladesh, girls' education is a regular topic of discussion during the monthly sessions with parents.

In DRC, gender-targeted interventions such as provision of support to women for the set-up of income-generating activities contributed to supporting



More girls reached

FERs, programmes targeting children at pre-primary and secondary education levels, and programmes targeting child refugees all reach more girls than boys.

the schooling of girls and boys. Income-generating activities also have a component of MHM because as part of their action plans the seamstresses are sewing and distributing hygienic pads for free to young vulnerable pupils in the village schools.⁹³

93 See B02 chapter for additional information on ECW-supported MHM interventions.

Key success features of gender equality across ECW programmes

The success of improving gender equity and equality cannot be attributed to a single or a set of targeted interventions. There is no 'magic bullet' that can universally be applied in every context. Instead, effective gender-equitable programming begins with a locally driven intersectional gender analysis to identify specific gender inequalities, considering power dynamics, vulnerabilities, capacities, voices, and participation of all genders.

ECW's approach involves engaging Gender Lead Organizations and local women's organizations that have a deep understanding of the context and needs. These organizations are actively involved in development committees, ensuring their voices are heard and informing the design of investments. Gender-equitable interventions are then supported based on identified needs and barriers, aimed at improving gender equality in education during emergencies and protracted crises.

In nine MYRPs where differences between boys' and girls' access and participation exceeded 10 per cent, girls outperformed boys in four programmes, boys outperformed girls in four programmes, and one programme showed mixed results. Gender mainstreaming, ensuring access and participation for both crisis-affected boys and girls, was a common feature in all nine MYRPs. Additionally, the following gender-targeted interventions were observed across these programmes.

- **Recruiting female teachers and community mobilization:** Successful programmes focused on recruiting local female teachers, encouraging parents to send girls to school, and providing role models for young women. Teachers and community resource persons played a vital role in sensitizing communities to support girls' education. Afghanistan's case study illustrates the significant impact of female teachers. In 2022, 35,728 female teachers (50 per cent of all teachers trained) underwent training on various topics outlined in the Beneficiary Outcome 4 chapter.
- **Providing menstrual health and hygiene management kits:** All programmes included distributing menstrual health and hygiene management kits to girls, addressing menstruation-related challenges that could lead to interrupted education.
- **Ensuring a safe learning environment:** Providing safe transportation for children and teachers contributed to increased girls' attendance. In low-security situations, learning centres operating under community leadership protection allowed girls to continue their education. Teacher and administrator training to address GBV was emphasized, along with implementing GBV risk mitigation measures, a systematic requirement since ECW joined the global Call to Action on Protection from GBV in Emergencies in 2021.⁹⁴ In 2022, 32 per cent of active FERs reported implementing GBV risk mitigation measures, a significant improvement to enhance access and retention for at-risk groups, especially adolescent girls, and female teachers.

Programmes in which boys outperformed girls faced unique context-specific barriers to girls' participation. For instance, low literacy levels among women and such local practices as child marriage and engagement in seasonal harvesting posed challenges to girls' attendance and retention in education.

Of particular interest is the fact that a higher percentage of female teachers (51 per cent) received training on gender and inclusion topics ([indicator E.2.4](#)), whereas a smaller proportion received training on subjects such as MHPSS (47 per cent) and WASH (38 per cent). This discrepancy highlights a gender disparity in the distribution of training across topics. Furthermore, it is striking that only 40 per cent of the 8,952 teachers receiving financial support in 2022 were female. This figure is substantially below the gender parity observed in the training programmes and highlights an imbalance in the allocation of financial resources. Efforts are needed to help ensure equitable opportunities for both male and female teachers. By promoting gender balance in teacher training and financial support, education programmes can foster a more inclusive and diverse teaching workforce.

94 <https://www.calltoactiongbv.com/>

In conclusion, advancing gender equality and empowerment of women and girls through ECW-supported investments requires not only gender mainstreaming but also intentional gender-targeted interventions that build on the socio-ecological model and that involve collaboration with other sectors such as GBV, sexual and reproductive health and rights, and WASH. Locally driven intersectional gender analysis and meaningful engagement of in-country gender expertise that informs programme design and delivery is essential to address context-specific gendered-barriers through

the implementation of inclusive strategies. The new Gender Policy 2023–2026 paves the way for more ambitious gender equality programming so that MYRPs will aim to be gender-transformative and explicitly seek to redress gender inequalities, address structural barriers, and empower disadvantaged groups. In this way children and adolescents, in all their diversity, can have equal opportunities to receive quality, safe, inclusive, and gender-equitable education and build a brighter future.

More children with disabilities are supported, but we are not there yet

Children with disabilities are 49 per cent more likely than other children to have never attended school and 42 per cent less likely to have foundational reading and numeracy skills.⁹⁵ Of 72 million children affected by conflict and/or crisis who are out of school globally, over 12.1 million (17 per cent) have a disability – far more than the UNICEF-estimated average of 10 per cent of all children worldwide.⁹⁶

Identifying and referring children with disabilities in EiEPC settings is an ongoing challenge. In 2021, ECW tested the use of the Child Functioning Module, containing tools to identify disabilities in children, with teachers and school administrators in EiEPC settings through an Acceleration Facility grant with advisory support from Humanity and Inclusion and the Washington Group. In 2022 a follow-up survey with grantees found that a third of ECW programmes collected data on children with disabilities based on visual inspection, another third used medical or binary questions (Do you have a disability?), and a smaller percentage preferred using other tools. ECW continues to share and promote the use of the module, especially during the design of new and renewed MYRPs.



© ECW

⁹⁵ UNICEF, *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities* (New York, 2021), <https://data.unicef.org/resources/children-with-disabilities-report-2021/>.

⁹⁶ *Ibid.*

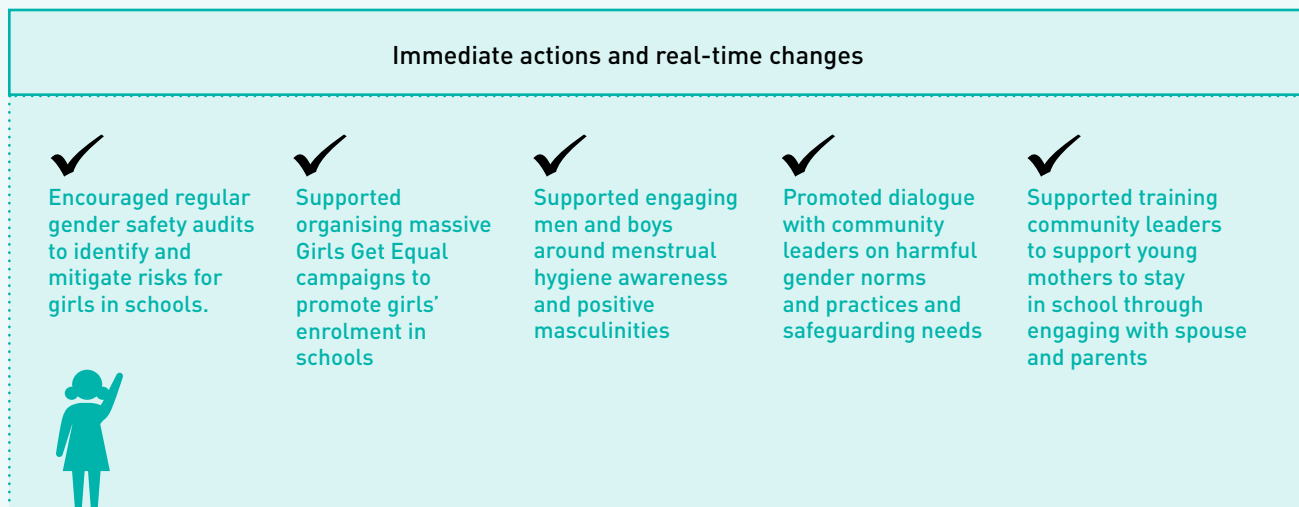
Piloting of the EIE Gender Toolkit (GenKit)

Partners working on EiEPC have realized that gender equality will remain limited without inter-agency efforts and investments to increase partner capacities on gender. In 2021, ECW, the United Nations Girls' Education Initiative, and the INEE developed the EIE Gender Toolkit (EIE GenKit) in support of gender-relevant programming in times of both crisis and peace.⁹⁷ The EiE GenKit contains practical tools that can be used by education practitioners to strengthen programmes along the continuum from gender-responsive to gender-transformative.

South Sudan and Uganda piloted the EiE GenKit in 2022.⁹⁸ Both countries assessed needs, identified immediate and longer-term actions, and designed context-specific strategies to increase gender responsiveness of EiE programmes, services and infrastructure. Communities were directly involved in these processes. Results of the pilot study in South Sudan are shown in Figure 30.

Figure 30. South Sudan pilot study results

South Sudan Pilot Study Results – how using the EiE-GenKit changed knowledge, attitudes and/or practices for gender equality in EiEPC



The pilots also led to several recommendations for donors, including ECW and implementers. The main recommendations are as follows:

- Over the longer term, invest in capacity development of the EiEPC workforce, including at the level of national ministries, towards gender equality.
- Identify adaptations to the EiE GenKit based on need, and invest over time in adapting the kit.
- Expand the timeframe for adapting EiEPC programmes to promote gender transformation.
- Support more inclusive humanitarian coordination and response mechanisms, and jointly monitor use of the EiE GenKit and its tools; consolidate the results of the monitoring for purposes of evidence generation.

97 ECW, EiE GenKit: A core resource package on gender in education in emergencies (2021), <<https://www.educationcannotwait.org/resource-library/eie-genkit-core-resource-package-gender-in-education-in-emergencies>>.

98 ECW, Removing gendered barriers to education in emergencies and protracted crisis (EiEPC): Staff capacity building on gender equality with the EiE-GenKit (2022), <https://www.educationcannotwait.org/resource-library/removing-gendered-barriers-education-in-emergencies-and-protracted-crisis-eiepc>.



© UNICEF/Tibaweswa

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

ECW's promotion of the Child Functioning Module since 2021, and its ambitious target of reaching children with disabilities as 10 per cent of all children reached by ECW programmes, resulted in a steep increase in the total number of children with disabilities reached through MYRPs by the end of 2022 (see Figure 31). In 2022 alone, 65,864 children with disabilities were assisted (49 per cent girls), which is 1.6 per cent of the total reach. Since ECW's start of operations, 101,444 children with disabilities were supported (48 per cent girls) which is 1.2 per cent of all children reached. Some 61,317 children (48.7 per cent girls) were reached through MYRPs, and 39,827 children (46.6 per cent girls) were reached through FERs. Some 363 learning spaces were reported as having a functioning psychosocial, legal, protection, and/or disability referral mechanism in place. This number is still limited and tracking this indicator was only introduced in 2022.



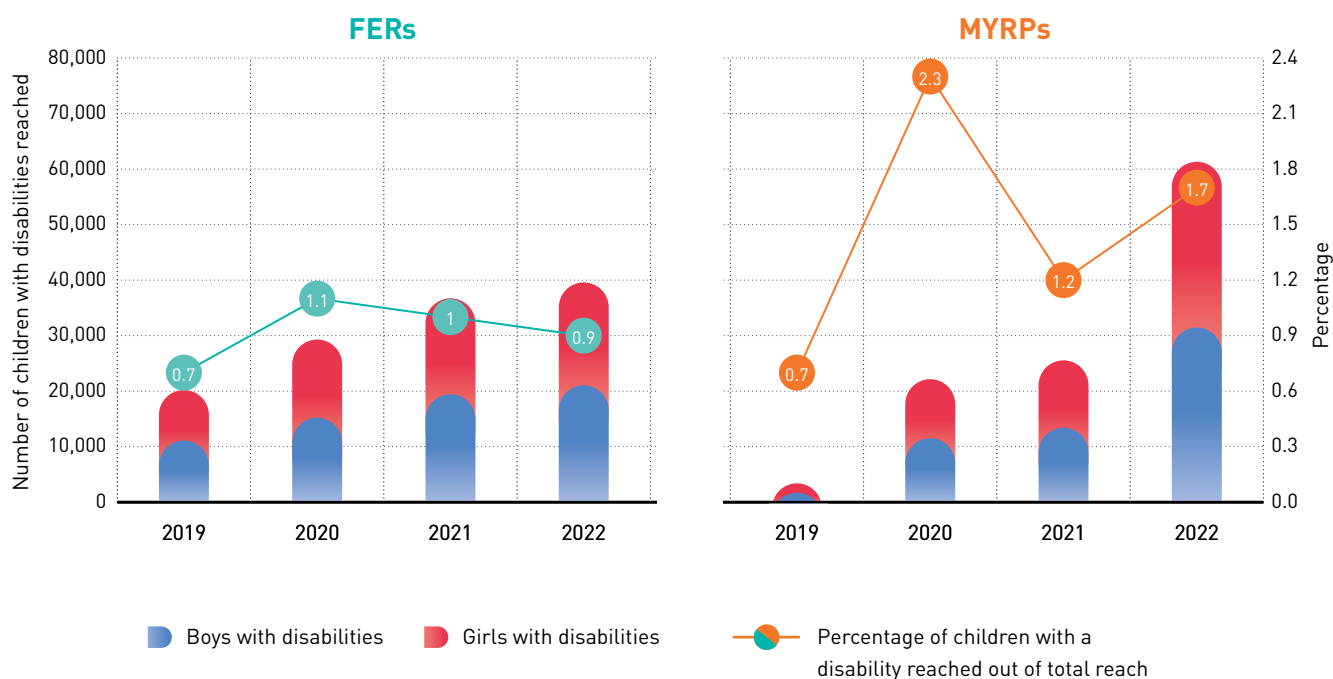
140% increase

Within just one year, the number of children with disabilities reached through MYRPs increased by 140 per cent – from 25,551 (47.5 per cent girls) in 2021 to 61,180 (48.7 per cent girls) in 2022.

Within just one year, the number of children with disabilities reached through MYRPs increased by 140 per cent – from 25,551 (47.5 per cent girls) in 2021 to 61,180 (48.7 per cent girls) in 2022 – an encouraging jump (Figure 31). The increase from 1.2 to 1.7 per cent as a proportion of all children reached by MYRPs is also encouraging, given the nearly 3.7 million children (48 per cent girls) who were assisted through MYRPs in 2022. Among all children reached through FERs, the percentage of children with disabilities remains around 1 per cent.

Figure 31: Number of children with disabilities reached, and children with disabilities as percentage of all children reached

2019–2022



Inclusion of refugees: A diverse picture

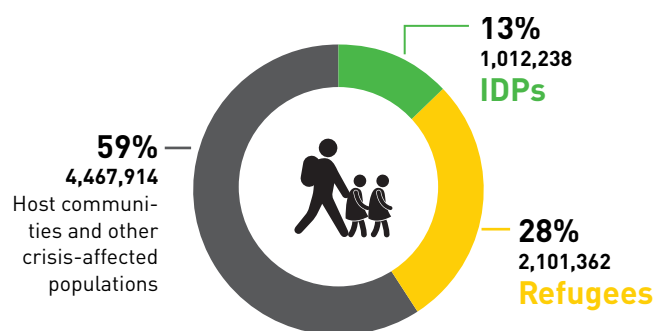
ECW upholds the principle that national education systems must facilitate refugees' access to education, as envisaged in the Global Compact on Refugees (2018). Yet ECW also recognizes that because refugees, asylum seekers, and other crisis-affected populations in need of international protection are not citizens of their host countries, they face legal, policy, operational, financial, and often linguistic barriers that limit their children's access to education and their inclusion in national education systems, plans and budgets. These barriers are in addition to other existing challenges to accessing education in refugee-hosting countries. Most countries supported by ECW through MYRPs share the commitment to national inclusion of refugees though some may not have prioritized refugees in the MYRP.⁹⁹

Since inception, ECW has invested approximately \$226 million (MYRPs: \$191 million; FERs: \$33.5 million; and Accelerated Facility: \$773,000) or 28 per cent of the total programme allocation in education programmes that support refugees and their host communities, including Palestinian refugees supported under the mandate of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNWRA). Refugees are mostly included within host communities and national education systems, and in some cases live in dedicated refugee camps. On average, 24 per cent of the children reached by ECW programmes that respond to refugee movements are refugees or refugee-like populations who need international protection, such as the Venezuelan migrants in Latin America and the Rohingya in Bangladesh. The other 76 per cent are the crisis-affected host populations.

ECW assistance benefited 883,558 child and adolescent refugees (50.6 per cent girls) in 2022, for a total of 2.1 million refugees (49.3 per cent girls) since ECW's inception (Figure 32). Refugees represent 21 per cent of all children and adolescents reached in 2022 and 28 per cent since ECW's inception.¹⁰⁰

ECW supported nearly 580,000 child and adolescent IDPs (48.3 per cent girls) in 2022 and over 1 million child and adolescent IDPs (48 per cent girls) since inception. IDPs represent 14 per cent of all children and adolescents reached in 2022, and 13 per cent overall since inception. On average, there is no difference between MYRPs and FERs in terms of the percentages of refugees and IDPs they reach. However, MYRPs and FER in the same country do differ considerably and often intentionally. For example, the MYRP in Ethiopia does not support refugees, while the FERs do.

Figure 32: Children reached by population group
since ECW's inception



Note: excluding 1,235,062 crisis affected children reached by ECW with unknown population status

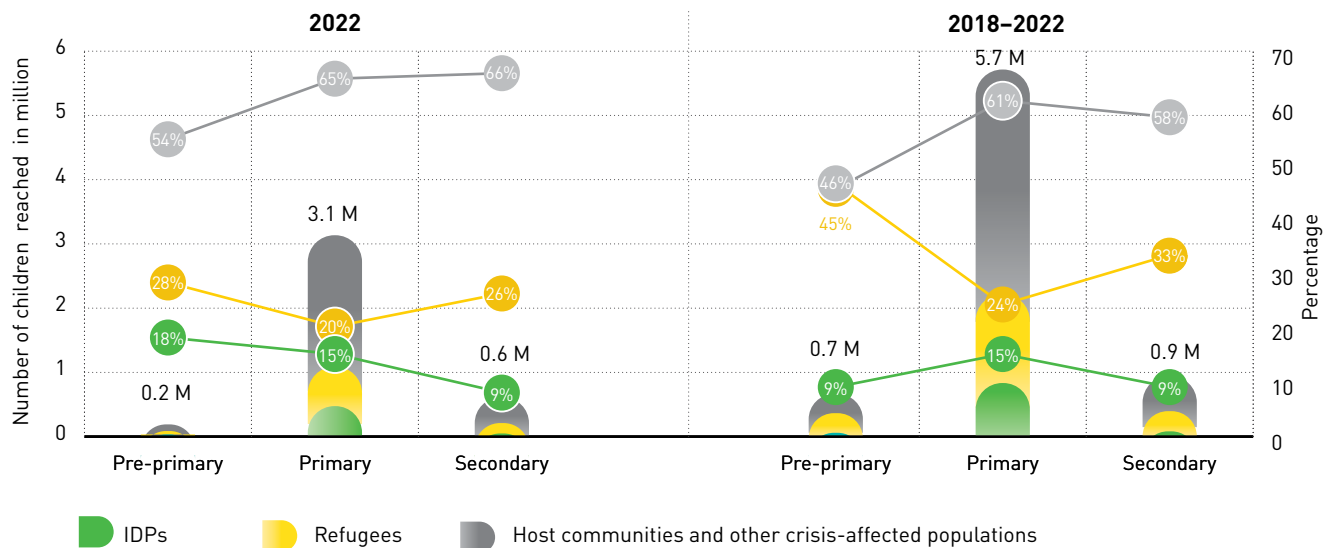
An analysis of different population groups reveals significant variations in the education levels of children reached. Notably, refugees make up 46 per cent of pre-primary-school-age learners, 33 per cent of secondary-school-age learners and only 24 per cent of primary-school-age learners (Figure 33). These data indicate that the proportion of refugee learners reached is much lower at the primary level, while primary-school-age children constitute 78 per cent of ECW's total reach. Internally displaced persons as a percentage of all learners shows the opposite trend: they make up 15 per cent of all primary-school-age learners supported by ECW and only 9 per cent each of pre-primary-age and secondary-school-age learners. In total, IDP learners represent 13 per cent of all learners supported.

⁹⁹ Cameroon, Chad, Colombia, the Democratic Republic of the Congo, Ecuador, Ethiopia, Iraq, Lebanon, Pakistan, Peru, Niger, South Sudan, Sudan and Uganda.


¹⁰⁰ The number includes 704,176 Palestine refugees under the UNWRA mandate.

Figure 33: Number and percentage of refugee, IDP, host communities and other crisis-affected populations reached

by education level in 2022 and since ECW's inception



Regarding girls' education, it is noteworthy that more girl than boy refugees were reached in 2022, particularly at the pre-primary and primary levels. However, there is an underrepresentation of girl refugees at the secondary-school level, which calls for targeted interventions. By prioritizing the education of adolescent refugee girls, ECW's Strategic Plan aims to address this disparity and advance gender equality in educational outcomes.



Refugees make up 46 per cent of pre-primary-school-age learners, 33 per cent of secondary-school-age learners and only 24 per cent of primary-school-age learners.

The following analysis focuses on refugees under UNHCR's mandate and other crisis-affected populations in need of international protection, and their inclusion in host-country national education systems. As such, it does not account for the 704,176 Palestine refugees under UNRWA's mandate that ECW has supported.

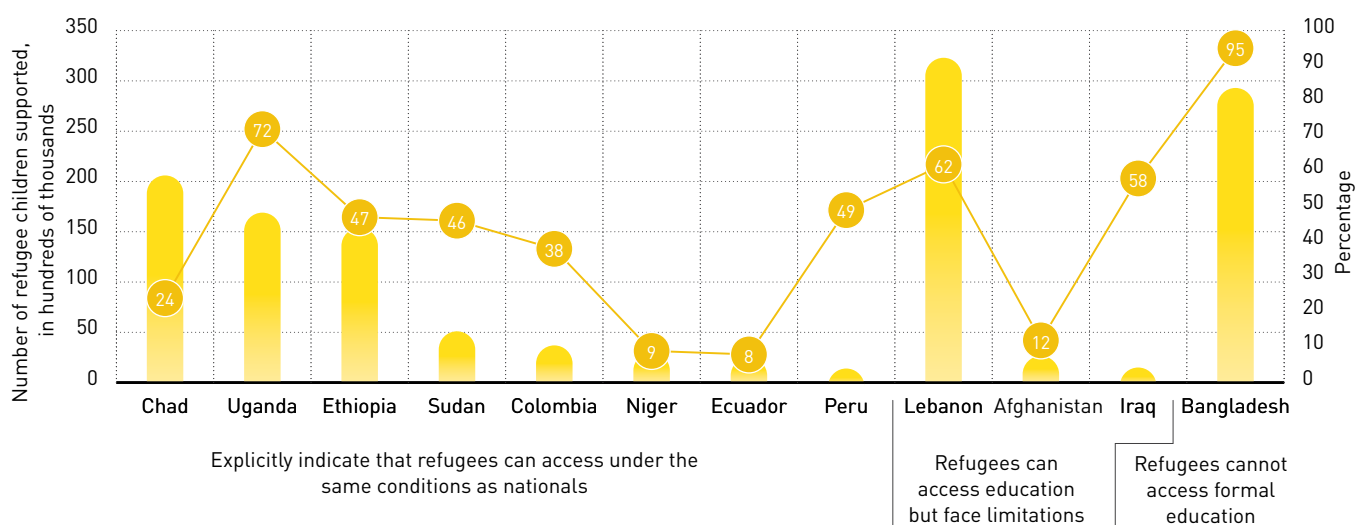
Focusing on the 1.4 million refugees under UNHCR's mandate, the majority (723,000 or 52 per cent) are supported in countries that explicitly promote refugee inclusion and that have policies in place.¹⁰¹ This is the case in most ECW-supported countries including for example, Chad, Ethiopia, and Uganda where ECW supported a substantial number of refugees. Twenty-one per cent are the 293,000 Rohingya's in Bangladesh that do not have access to the national

curricula or education system and are instead education via tailored or the Myanmar curriculum.

The other 26 per cent (370,000) of refugees reside in countries that have formal government-provided education available but in which they face limitations or challenges in accessing that education. Examples of this can be found in Afghanistan, Iraq, and Lebanon, and these challenges are multiple, interrelated, and differ by context. Several limitations for refugees when accessing education include limited infrastructure and material to accommodate all refugee learners and insufficient funding to adequately respond to this shortfall. Refugee camps and settlements are often situated in remote and underserved areas, and this geographical isolation and lack of transportation poses a challenge for refugee children to access schools.

¹⁰¹ Categorization of countries uses UNHCR's Global Compact on Refugees: Indicator Report 2021 related to the primary level of education. See <https://www.unhcr.org/global-compact-refugees-indicator-report/>.

Figure 34. Top countries with the highest number and percentage of ECW-supported refugees
since ECW's inception



Language barriers are another challenge, as refugees may have limited proficiency in the local language upon arrival, making it difficult for them to integrate into the education system. Obtaining the necessary documentation to enrol in schools, such as identification papers or residence permits, can be challenging and time-consuming as well. Bureaucratic processes and limited awareness about the rights of refugees add to the difficulties they face in accessing education. Discrimination and social exclusion are also a reality in certain contexts, including within the education system. Prejudice from teachers and peers can limit refugees' opportunities for participation and hinder their learning experience. Finally, many refugees have experienced traumatic or stressful events, such as conflict, displacement, and loss. These experiences have profound psychological and emotional impacts that affect their ability to concentrate and engage in education, let alone learn. Resolving these issues requires concerted efforts to prioritize refugee education, allocate resources, implement inclusive policies, and promote social integration.

On average, in places where ECW supports refugee populations (see above), refugees comprise 35 per cent of the children reached, with the remaining 65 per cent coming from the host communities. Most of the ECW-supported refugees benefited from FER grants that respond to acute emergencies and escalated crisis (450,529), while a smaller number received support through MYRPs (238,737). Both grant types

exhibit a relatively equal distribution of girls and boys, with FERs having 50 per cent girls and MYRPs having 49 per cent girls.

In some countries where policies explicitly exclude refugees from national education systems, the responsibility for provision of all educational services to refugees is carried out through parallel services financed exclusively through donor funds. This is not only costly but also risks disruptions in services if sufficient funds are not raised year on year to ensure the continuity of services.

The presence of policies that allow refugees to have access to the national system (through allowing use of the national curriculum and offering certification) does not necessarily imply that the government co-funds education provision. Where refugees are housed in refugee camps or have limited freedom of movement, the costs of providing education may still fall to external donors.

Where refugees attend host community schools alongside their peers, hosting governments do subsidize the costs of education provision (school infrastructure, teacher costs, etc). The Global Compact on Refugees calls for greater international solidarity in helping hosting governments to meet these costs. Inclusion, therefore, does not imply reduced responsibility sharing or the cessation of support by donors.



Education support to refugees in southern Chad

Chad has long had to address the challenge of accommodating both refugees and internally displaced persons within its borders. Even before the current crisis in the Sudan, about 600,000 refugees had fled ongoing conflicts in neighbouring countries – Cameroon, the Central African Republic, and the Sudan – seeking refuge in Chad, while unrest and violence within Chad itself have resulted in significant internal displacement of about 381,000 people by April 2023. With a surge in the number of refugees from the Central African Republic in early 2021, the existing education system is straining to meet the needs of both local host populations and the expanding refugee community. Girls' enrolment rates at all levels remain low, and girls often drop out of school, particularly at the secondary level. Further, girls are often kept home from school to help with domestic work and to care for younger siblings.

In response to the crisis, Chad's FER has focused on strengthening equity and gender equality in education in emergencies. With the assistance of ECW funding in the amount of \$1 million and implementation support from UNHCR, this programme has reached 6,614 refugee children and adolescents (45 per cent girls) during the April 2021 to April 2022 implementation period. Girls, children with special needs, and children whose parents had special needs were prioritized through the project and provided support to cover school enrolment fees.

Primary-school enrolment vouchers were distributed to 3,000 refugees (44 per cent girls), 57 children with special needs (75 per cent girls), and 1,023 children whose parents had special needs. Secondary-school enrolment vouchers were distributed to 198 girl refugees. The girls and their parents received home visits to raise awareness about the importance of girls' education.

Remedial classes were conducted for displaced students in primary and secondary schools in the intervention areas of Beka, Doholo, and Gondje. Teachers from the refugee community were recruited for the pre-primary schools in Doholo and Gondje, and 15 teachers (mostly men) were recruited for the Doholo primary school (10 Chadians and 5 from the refugee community).

Children at Fourkouloum Primary School take part in a celebration of World Menstrual Hygiene Day. ECW investments in Chad are providing education and new opportunities for crisis-impacted girls and boys.



© JRS Chad/Irene Galera

MEDA FINDS HOPE IN THE DEMOCRATIC REPUBLIC OF THE CONGO

With her 2-year-old baby strapped on her back, 21-year-old Meda quickly gets dressed. She does not want to miss a single minute of her afternoon classes. While she is in school, her mother, Mireille, will look after her daughter. Going to school was not always an option for Meda.

In 2017, violence and fighting between armed rival groups in the Central African Republic (CAR) forced Meda and her mother to seek safety in the Democratic Republic of the Congo (DRC). Meda is one of the over 70,000 refugees who made that perilous journey.

“Initially, after we came here, I continued to go to school. But soon after, I got pregnant. The father of my child ran away, and I had to deal with the pregnancy alone, so I had to abandon my studies. I was ashamed and afraid that nobody would want to marry me and take care of my child anymore.”

In times of crisis, women and girls are disproportionately affected. Gender-sensitive basic facilities are lacking and they struggle to make a decent living, thus increasing their vulnerability.

While Meda's education was disrupted by the conflict and early pregnancy, fortunately, she seized the opportunity to go back to school when a UNHCR partner, Association pour le Developpement Social et la Sauvegarde de l'Environnement (ADSSE), introduced the Zero enfants a la maison (No Children at Home) campaign. This campaign was made possible through funding from ECW and collaboration with UNICEF and other partners. The campaign raised awareness in local and refugee communities on the importance of sending children to school, especially young mothers and girls with caregiving responsibilities.

For more information on ECW's work in the Democratic Republic of the Congo, go to www.educationcannotwait.org/our-investments/where-we-work/democratic-republic-the-congo.



© UNHCR/Vittoria Moretti

“I used to see women working with international organizations coming here to talk to us, and I hoped that my daughter would become one of them one day and help the community, if she completes her studies.”

— Mireille, Meda's mother

Although she was surrounded by the prejudices of her fellow students, neighbours and community members – Meda soldiered on, she kept on going to her classes. She was motivated by the desire to obtain a diploma and to secure a job to take care of her daughter. Today, Meda has renewed self-confidence and is determined to complete her studies.

“I am passionate about studying the sciences. I would like to become a teacher someday, so that I can share knowledge with children and other girls like me.”

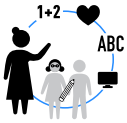
Through such targeted initiatives to build a more resilient gender-equal world, thousands of refugee and Congolese girls and boys are returning to school in Northern DRC.

“Many girls felt isolated and ashamed to go back to school after giving birth. So, we explained to them that, even if they have children, they should still aim for a better future by completing their education. Today, girls like Meda have become examples for other young mothers in DRC.”

— Adélaré Abesolo, Education Officer at ADSSE

→ **A girl reads at an ECW-supported primary school in Ethiopia. ECW investments in the country are improving access to education for refugee, internally displaced and host community children and adolescents.**





BENEFICIARY OUTCOME 4

IMPROVED LEARNING AND SKILLS

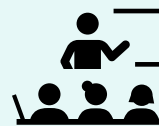
School-aged children affected by crisis and conflict who are in school and learning:



Only 10%

25 million children of 224 million

The number of teachers trained in 2022 has grown substantially compared to previous years:



2022

72,629

since inception almost 141,000

The share of MYRP budgets allocated to learning-outcome interventions:



2022

25%

2019

16%

ABC



Also a first this year:

50%

of the teachers trained were female.

The percentage and number of MYRPs with baseline or increased levels of learning data has grown to:



2022

62%

of all active MYRPs.

Children and adolescents supported with teaching and learning materials:



2018-2022

5.3 million

(49 per cent girls),
60 per cent of all children reached

Learning spaces/classrooms supported with teaching and learning materials:



2018-2022

67,258

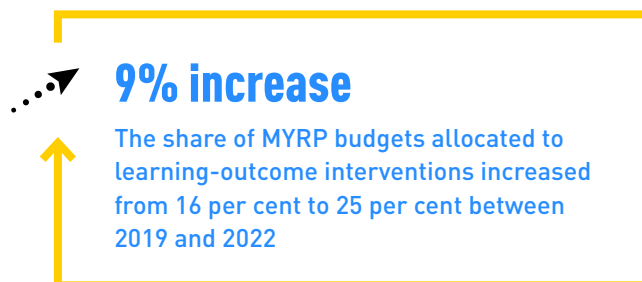
Introduction

ECW recognizes that education is ultimately about children acquiring the knowledge, skills and attitudes that are relevant to their lives, and not merely about getting all girls and boys into safe learning spaces and keeping them there.

In its recent analysis of crisis-affected children in need of education support, ECW estimated that more children are in school and failing to meet minimum proficiency levels than there are children out of school and receiving no education.¹⁰² Of the 224 million school-aged children and adolescents affected by crisis and conflict,¹⁰³ 152 million are in school and 72 million are out of school – but among those in school, 127 million are not meeting minimum proficiency levels in mathematics and reading. The challenge of providing quality education is therefore enormous: only 25 million children or 10 per cent of the 224 million school-aged children affected by crisis and conflict are in school and learning.

Over the Strategic Plan period (2018–2022), ECW has increasingly focused on improving the quality of education and teaching and learning processes in schools. The share of MYRP budgets allocated to learning-outcome interventions increased from 16 per cent to 25 per cent between 2019 and 2022, the largest outcome increase in budget allocation during the period. Significant interventions occurred to improve education quality, including those focused on teachers' skills and well-being, teacher-learner interactions in the classroom (didactics, pedagogy), school management and leadership, and community engagement in promoting schools and school functioning. This chapter presents the progress on these aspects of quality education.

From 2020 all MYRPs have increased levels of learning as a programme objective and have increased their allocated budgets to the implementation and measurement of learning improvements. Through the



Acceleration Facility funding, MYRPs in seven countries are providing additional technical assistance, from both global and local sources of expertise, to systematically strengthen work on holistic learning outcomes and their measurement. ECW aims to expand the number of countries in the 2023–2026 Strategic Plan period and has already received the funding to do so.

Among 26 MYRPs active in 2022, 16 of them (62 per cent) have data on learning outcomes (Figure 35),¹⁰⁴

102 ECW, Crisis-Affected Children in Need of Education Support.

103 Of the 224 million about 53 per cent are girls, 17 per cent have functional difficulties, 21 per cent are forcibly displaced, and 54 per cent live in sub-Saharan Africa.

104 This value is the number of MYRPs with baseline data plus the number of MYRPs which show partial or solid increases in levels of learning. It is to be noted that MYRPs with baseline data are not yet expected to show increases as they recently started their MYRP.

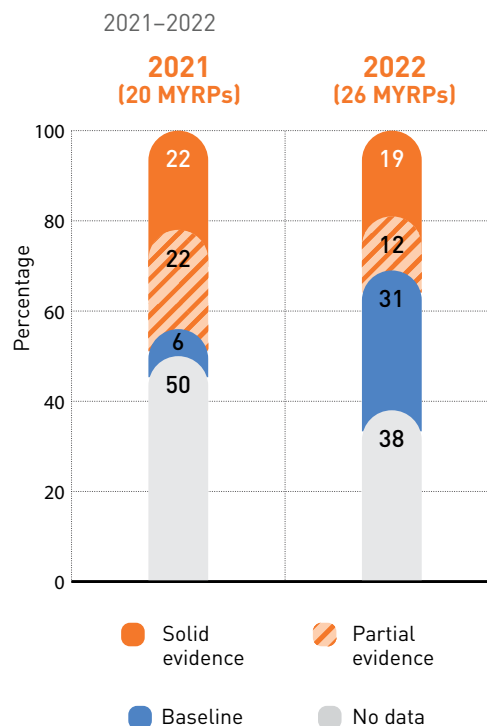


Thuha and Enas line up to receive learning materials at their school in Iraq. ECW investments in the country are improving access to safe, inclusive quality education for the most vulnerable crisis-affected girls and boys.

an increase of seven MYRPs from 2021. The most significant change is that all four MYRPs that started in 2021–2022 – Bangladesh, Burkina Faso, Iraq, and Nigeria – were able to establish a baseline value on the levels of learning. Burkina Faso and Iraq were supported in establishing their baselines by ECW’s global technical partners, Cambridge Education and Oxford MeasurEd.

In the new Strategic Plan 2023–2026, ECW will track if MYRPs are providing on-time learning outcome data. The current indicator and above paragraph do not take this time factor into account. The new indicator measures the percentage of MYRPs with learning outcome measurement data against what is reasonably expected given the time the grant started.¹⁰⁵ MYRPs are expected to have learning level baseline data after one year of implementation and learning outcome change measurement before the end of the programme. Applying the new indicator shows that 68 per cent of MYRPs in 2022 produced on-time learning outcome data (six baselines and eight learning outcome changes).¹⁰⁶

Figure 35: Percentage of MYRPs with learning outcome measurements



¹⁰⁵ Indicator 15b: % of MYRPs with on-time data to monitor learning outcomes, disaggregated by sex and education level.
¹⁰⁶ Sample is based on 22 MYRPs and excludes the four MYRPs that started less than a year ago.

Young students in a classroom in Nigeria. ECW support is protecting and reintegrating back into school girls and boys impacted by ongoing violence in the country.



© UNICEF/owicho

Countries that show improvements in levels of learning

For the second year in a row, eight MYRPs active in 2022 showed improvements in levels of learning. These are 100 per cent of MYRPs that measure learning outcomes. Among them, Palestine, Mali, Somalia, Syrian Arab Republic (Syria), and Uganda show a solid level of measurement quality and Ethiopia, Colombia and Peru show a partial/moderate level of measurement quality. The sources of learning outcome measurement data, and the tools and methodologies used in measurement, differ from country to country. Data often relate to the education level/grade for which learning is measured, and the tools used to measure learning in crisis-affected populations may not be the same as in other populations. For example, early-grade reading assessments and early-grade mathematics assessments are used in Somalia and Uganda. ECW-funded sample-based assessments in formal and non-formal education settings are used in Burkina Faso, Iraq, Mali and Syria. Governmental examination data are analysed in Ethiopia, and Annual Status of Education Reports or Teaching at the Right Level studies are used in Bangladesh, Nigeria, and Uganda.

For example, in the MYRP in Syria, UNICEF and Save the Children collectively measured foundational skills using Save the Children's Holistic Assessment for Learning and Development Outcomes tool to standardize the approach and report jointly. Overall, the assessment scores are measured based on the four domains of literacy, numeracy, social and emotional learning, and executive functioning. The scores showed that 1,192 children (76 per cent) of the 1,562 sampled children (49.7 per cent girls) assessed had improved skills across overall scores over the course of two months. More children (68 per cent) had gains in literacy compared to the other domains. The executive functioning domain had the lowest gains, at 54 per cent.

68% of MYRPS

in 2022 produced on-time learning outcome data

Measuring holistic learning outcomes for crisis-affected children in Burkina Faso **PART 2**¹⁰⁷

This MYRP is being implemented in Burkina Faso by UNICEF, [EDUCO](#), and [EdM](#) from January 2021 to December 2023 in the Central-East, Central-North, North, and Sahel regions. The programme aims to improve access, quality, and management of the education system in crisis contexts targeting both public schools and non-formal education centres at the primary level.

The goal of the initiative is to generate reliable data on the learning levels of children in conflict settings and to strengthen the existing assessment system in the country in order to collect and utilize high-quality data for decision-making and adaptive programming.

The research questions of the holistic learning measurement are:

RQ1:

What are the learning levels of Grade 2 and Grade 5 students in French and mathematics within the MYRP beneficiary population?

RQ2:

What are the students' achievements in social-emotional learning (SEL)?

RQ3:

What are the differences in learning between formal and non-formal?

RQ4:

What are the differences in learning by gender?

RQ5:

What are the important contextual factors associated with differences in learning levels in French and mathematics?

So far, the study has collected information from teachers and children in 40 primary schools and 40 non-formal learning centres, including community schools in three regions: North, Centre-East, and Sahel. The study was conducted in a representative sample designed to detect differences in learning outcomes by gender and type of educational structure (formal and non-formal).

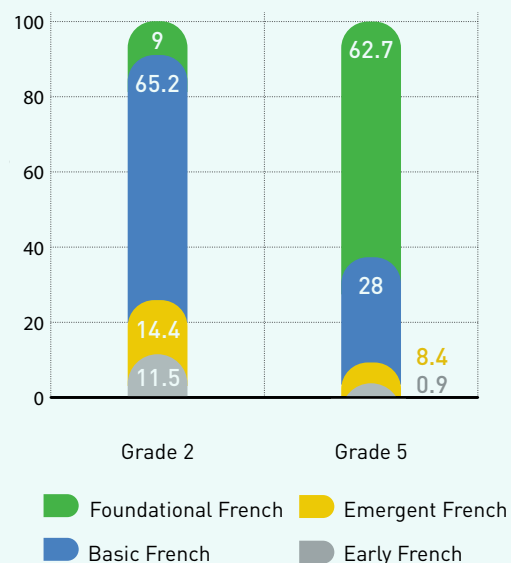
The baseline assessment covered grades 2 and 5 content and was administered to learners beginning grades 3 and 6 at the start of the 2022-23 academic year. For the first time in Burkina Faso a socio-emotional skills assessment was also conducted focusing on skills relevant in conflict settings including empathy, conflict resolution and stress management.

Results

A comprehensive report on the findings is still being finalized and will cover learning outcomes and influencing factors in MYRP-supported schools. Some preliminary findings of French language results are as follows:

In MYRP-supported schools in Burkina Faso, a large majority of Grade 2 (74 per cent) and Grade 5 (91 per cent) learners are achieving basic or foundational French language knowledge and skills.

Figure 36: Proportion of learners achieving each proficiency range for grade 2 and grade 5



107 Part 1 of this case study is presented in Strategic Outcome chapter 5. Part 1 describes the background and approach of the measurement.

While the results of the assessment can be seen as positive, there are important considerations to keep in mind. Firstly, collaborating with the government has been beneficial in leveraging their assessment expertise and experience in extending the national assessment system to cover learners in emergency settings. However, this approach also reflects the characteristics of the national assessment system, which mainly emphasizes academic French knowledge and skills, with a priority on grammatical knowledge in the assessments. Future assessments should consider adding or adapting items to evaluate critical thinking, reading for meaning, and expression.

Secondly, children should be able to read and comprehend text after two years of schooling. However, only a small minority of Grade 2 learners in MYRP-supported schools in Burkina Faso demonstrated proficiency in reading and comprehension. Similarly, after four years of schooling all learners should be proficient in reading and comprehension but only a small majority achieved proficiency at this level in MYRP-supported schools.

The specific knowledge and skills associated with each proficiency level will be detailed below.

Figure 37: The French language knowledge and skills demonstrated at each level.

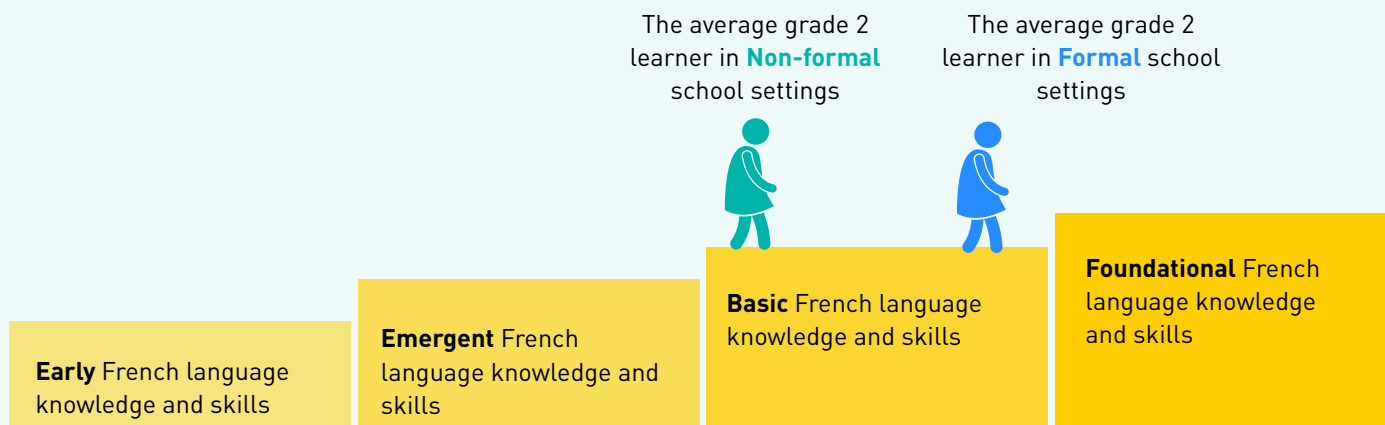
Early French language knowledge and skills	Emergent French language knowledge and skills	Basic French language knowledge and skills	Foundational French language knowledge and skills
<p>Grade 2 French Language</p> <ul style="list-style-type: none"> Identify basic grammar rules Write letters 	<ul style="list-style-type: none"> Understand and write common opposite words After being able to read a two paragraph text, select three adjectives to describe the character Identify synonyms 	<ul style="list-style-type: none"> Read a two-paragraph text Understand and write opposite words that are not common Select correct words to complete a sentence Apply the feminine and masculine versions of words Write common words, identify verbs and nouns in the sentence 	<ul style="list-style-type: none"> Read a two-paragraph text silently and answer comprehension questions Write sentences in the negative form Know and identify common grammatical functions Write sentences
<p>Grade 5 French Language</p> <ul style="list-style-type: none"> Write letter 	<ul style="list-style-type: none"> Separate three syllables in a word Fill in missing words in a sentence after it has been read out to the learner Write words read out to the learner 	<ul style="list-style-type: none"> Write two-syllable word Create a word with three syllables provided Read short text and select words with three syllables Write a six-word sentence after it has been read out to the learner 	<ul style="list-style-type: none"> Read a paragraph text and answer comprehension questions

Gender differences in French language proficiency were minimal on average in Grade 2, but in the Grade 5 cohort girls showed higher proficiency. In Mathematics, on average, boys scored slightly higher than girls in Grade 2, but in Grade 5 girls outperformed boys.¹⁰⁸

On average, learners in formal school settings (78 per cent) were considerably more proficient in French language than those in non-formal settings (57 per cent). This was the case for Grade 2 as there were no students enrolled in non-formal settings at the 5th grade level.

¹⁰⁸ It is essential to consider that the mean scores for Grade 2 and Grade 5 learners are not directly comparable because different tests were used for each grade. Proficiency levels between girls and boys are comparable within each grade. However, achieving a score of 500 on the Grade 2 assessment, for example, does not equate to achieving 500 on the Grade 5 assessment due to the Grade 5 assessment being more challenging.

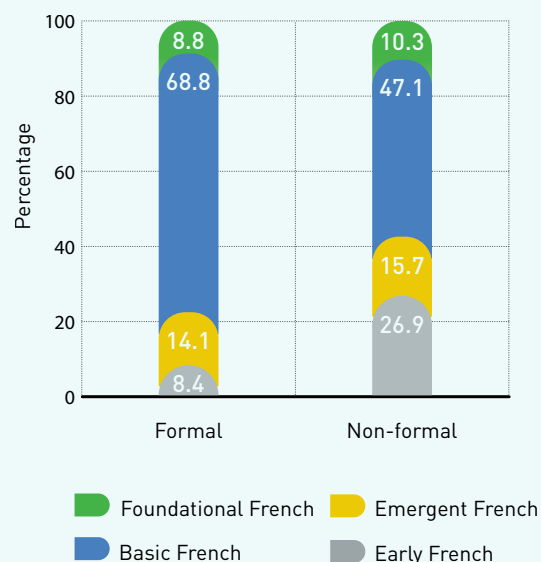
Figure 38: Average French language performance of formal and non-formal crisis-affected Grade 2 students in Burkina Faso




The average learner in both non-formal and formal school settings achieves basic proficiency levels. However, students in formal settings score around the middle of the proficiency level, while students in non-formal settings score towards the lower end. It is crucial to consider beyond the average case as it can reveal important insights. For instance, less than 10 per cent of Grade 2 students in formal settings are still at an Early French proficiency level. In contrast, this proportion rises to almost 27 per cent for students in non-formal settings. In other words, more than 1 out of every 4 children enrolled in non-formal settings struggle with the most fundamental aspects of French knowledge and skills.

Analysing the variables that influence learning (RQ5), between 14 and 21 per cent of the variance in French can be explained by the school the student attends. Unsurprisingly the learners age, and whether they are speaking the language of instruction at home, has a significant effect on French learning levels. As well, the teacher’s experience showed an unusual finding. Each additional year of teaching experience initially decreased students’ scores until teachers reached about 20 years of experience, after which the effect on learning outcomes became more positive. For example, the strongest negative effect was seen in teachers with around 11 years of experience, whose students scored an average of 78 points less than those taught by teachers with no experience. Teacher experience started having a positive effect after around 23 years. Students learning through a non-formal programme scored an average almost 69 points less than students learning through a formal programme. This finding could be linked to the added difficulties that come with supporting students who are internally displaced and have been out of school. In fact, the percentage of displaced students within a class was also found to impact average scores. Students in classrooms where all their peers were displaced scored an average of 68 points less than those in classrooms with no displaced students. In the case of class size, when keeping all else constant, each additional student in a class reduces results by 1.1 points in average, implying the importance of keeping class sizes manageable. Finally, higher social-emotional performance positively impacts levels of learning in French (not significant) and Math (significant).

Figure 39: Proportion of students at grade 2 in each proficiency level by enrollment status in formal or non-formal settings



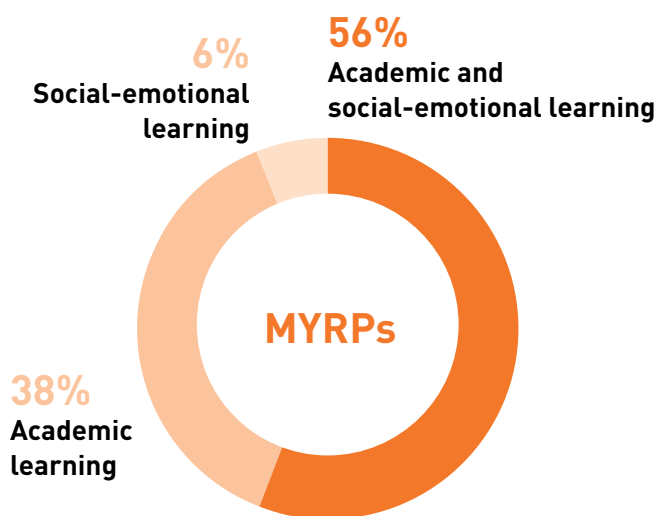
 The percentage of displaced students within a class was also found to impact average scores. Students in classrooms where all their peers were displaced scored an average of 68 points less than those in classrooms with no displaced students

ECW promotes a holistic approach to learning. Among the 16 MYRPs with learning outcome measurement data in 2022, 94 per cent had an academic component (literacy and numeracy), 62 per cent had an SEL component, and 56 per cent had both academic and SEL components (Figure 40). This implies that SEL is still more uncommon a measurement compared to academic learning.

Focusing primarily on restoring the education function, FER grants are not expected to report on learning outcomes, but 7 of the 17 FER programmes (41 per cent) reporting on learning outcome measurement in 2022 had an academic learning component and one of these also had an SEL component. Combining FERs and MYRPs, all programmes show improvements in levels of learning and no programmes show a decrease or remain stable ([indicator E.4](#)).

Looking deeper into the improvements in learning levels of both boys and girls, the sample of measurements whereby two gender disaggregated data points are available is limited. For [indicator E.2.a](#) on the percentage of programmes (having data) with increased learning outcomes for girls, the value is 100 per cent as all programmes show increases. When comparing genders, girls outperform boys with more than 1 per cent difference in levels of learning as much as boys outperform girls (six measurements and seven measurements, respectively). The same applies when improvements in levels of learning are above 5 per cent. Girls outperform boys by at least 5 per cent in four measurements, while boys outperform girls by at least 5 per cent in three measurements.

Figure 40. Learning domains measured within MYRPs



Victoria, 10, shows her homework in Guatire, Venezuela. ECW support in the country improves access to education and provides holistic support to crisis-affected children and youth.



© UNICEF/Cabral



Getting learning back on track in Uganda

Uganda had the longest COVID-19 related school closures in the world.¹⁰⁹ After almost two years without in-person learning, the country reopened its schools in January 2022 promising a better educational environment for all children in Uganda, including child refugees from Burundi, the DRC, Eritrea, Ethiopia, Rwanda, Somalia, South Sudan, and the Sudan. The Uganda MYRP, launched in 2018, had a role in getting learning back on track for these children.

A cost extension in 2022 increased the MYRP budget to more than \$40 million, with more than \$18 million (45 per cent) allocated for improving the delivery of quality education and training. To achieve this outcome, the MYRP made it possible to reach 35,155 children with a number of innovative pedagogies through its two grantees, UNHCR and Save the Children.

The innovative pedagogies included three pilot projects:

1. Early-grade interventions to promote reading through the Jolly Phonics programme¹¹⁰ and mathematics through the Singapore Math approach.¹¹¹
2. Language bridging courses to facilitate the integration of refugee learners into the local education system.
3. Teaching at the Right Level¹¹² to catalyze strong foundational skills in reading and mathematics for children.

The Teaching at the Right Level project reached 3,756 children. The project consisted of two programmes: a programme to support young mothers and a catch-up programme conducted in six primary schools in the Palabek Refugee Settlement and the Lamwo District, with the support of the AVSI and Luigi Guissani Foundations. Learning outcomes improved over the pilot period, from August to October 2022. Some 73 per cent of children moved up at least one level in mathematics between Level 1 and Level 6. End-line results indicate that 36 per cent gained the highest proficiency in mathematics at Level 6, up from 4.6 per cent at the baseline. Similarly, 72 per cent of children moved up at least one level in reading, to Level 5. End-line results indicated that proficiency at Level 5 tripled, from 11.7 per cent to 33.9 per cent. Girls outperformed boys substantially, which reflects overall trends in global data on crisis-affected learners at the primary level.¹¹³



© UNICEF/Nakibuka

Students actively participate in a lesson in their classroom in Uganda. ECW investments are increasing access to quality education for both refugee and host community girls and boys in the country.

109 See <https://www.theguardian.com/global-development/2022/jan/14/term-starts-in-uganda-but-worlds-longest-shutdown-has-left-schools-in-crisis>

110 Jolly Phonics, <https://www.jollylearning.co.uk/jolly-phonics/>.

111 Singapore Math Inc., <https://www.singaporemath.com/pages/what-is-singapore-math>.

112 Teaching at the Right Level Africa, <https://teachingattherightlevel.org/>.

113 ECW, Crisis-Affected Children in Need of Education Support.

Key features that influence improved learning outcomes

Among the programmes that showed solid or partial evidence of increased levels of learning, four MYRPs¹¹⁴ demonstrated notable learning leaps for participating children and adolescents. These programmes exhibited the following key features that significantly contributed to improvements in learning:

- **Choosing established and tailored education programmes:** These programmes utilized learning approaches that were specifically designed to meet the unique needs of learners. Examples included Accelerated School Readiness programmes, Teaching at the Right Level, tailored distance-based programming for mobile populations, adopting established methods for early-grade reading and mathematics such as Jolly Phonics or Singapore Math, and self-paced learning programmes. When well adapted to the context, challenges, and needs of each group of learners these approaches proved to be effective.
- **Focusing on social-emotional well-being for teachers and learners:** All the programmes included interventions that promoted social-emotional learning and well-being for both teachers and students. This involved providing dedicated attention to teacher training on mental health and psychosocial support, as well as incorporating student-led active pedagogies such as activity or play-based learning. Programmes that emphasized these aspects consistently showed improved levels of learning. Ensuring that children were taught in a language they understand, as well as addressing language gaps, was also pivotal in boosting learning outcomes.
- **Promoting manageable classrooms:** The programmes prioritized the construction and rehabilitation of classrooms, as well as the implementation of multiple shift systems, to ensure that pupil-per-classroom ratios were manageable.

By aiming for smaller groups of approximately 40 children, these programmes aimed to provide sufficient attention and support to each learner. Another crucial aspect was the motivation of teachers, as it was identified as a key influencing factor in achieving positive learning outcomes. Programmes focused on maintaining a well-motivated teaching staff to create an optimal learning environment.

- **Teachers are key:** The programmes that achieved significant learning advances recognized the importance of investing in educators. They implemented measures to improve the remuneration of teachers and offered training programmes specifically focused on their well-being and professional development. By prioritizing teacher well-being, these programmes were able to enhance motivation and foster a greater dedication among teachers to provide quality education.
- **Participatory and localized school management:** Another crucial aspect that contributed to improved learning outcomes was the active involvement of schools, communities, and caregivers. These programmes implemented strategies to empower and strengthen schools, communities, and caregivers through increased local accountability mechanisms. They also emphasized cultivating leadership skills and provided training for school-management committees and parent-teacher associations. This participatory approach played a systemic role in fostering a supportive educational environment and ultimately led to improved levels of learning.



Teacher well-being

By prioritizing teacher well-being, these programmes were able to enhance motivation and foster a greater dedication among teachers to provide quality education.

114 Ethiopia, Mali, Syria, and Uganda.



“ ECW stands out as the most consistent and committed fund provider for the education response to the Rohingya crisis in Bangladesh. From the very beginning, ECW has focused on addressing the specific needs and gaps. This is unique for a donor – rather than coming in with a ‘one-size-fits-all’ formula, ECW responds to the existing needs on the ground, closely consulting with the education cluster to craft tailored solutions. ”

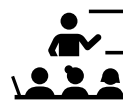
— Tazreen Jahan
Cox’s Bazar Education Sector Programme Coordinator,
ECW MYRP Bangladesh

© Rashedul Islam

Teachers, teaching, and education leadership receive more attention

All ECW programmes contain interventions to improve the quality of teaching and learning with support for teachers, school directors, and other education personnel working in conflict and crisis settings. Support for teachers relates to their remuneration, recruitment, and retention, as well as to their pre- and in-service capacity development. Teacher remuneration must be fair and consistent. Continuous professional development is key to preparing, retaining, and motivating teachers to impart learning to their students. Increasing numbers of teachers funded by ECW are being supported to work in crisis settings.

The number of teachers trained in 2022 has grown substantially compared to previous years to 72,629. It is also the first year that 50 per cent of the teachers trained are female, up from 44 per cent in 2019. The growth in the number of teachers trained is proportionate to the growth in ECW’s programme portfolio. The increased number of active MYRPs in 2022 shows that 86 per cent of the total number of teachers trained (62,724; 46 per cent female) are coming from MYRPs. In 2021 this was 48 per cent for MYRPs and 52 per cent for FERs. The total growth in MYRPs also



Continuous professional development is key to preparing, retaining, and motivating teachers to impart learning to their students.

contributed to the 251 per cent annual increase in the number of teachers trained compared to in 2021 when 20,469 were trained.

Over the Strategic Plan period (2018–2022), ECW has funded the training of 140,539 teachers (49 per cent female, 47 per cent FERs) ([indicator E.4.6](#)) on a range of topics both traditional in nature to the teaching progression (subject matter knowledge, curricula and planning, pedagogy and didactics, gender, inclusion) and specific to EiEPC settings (MHPSS, DRR, WASH).

Analysing the number of teachers trained and children reached per programme, it can be observed that the ratio of one trained teacher versus the number of children reached has dropped from an annual average of 76 (between 2019 and 2021), to 57 in 2022. The average ratio for MYRPs is 56 children per teacher compared to FERs which is 66 children per teacher.

While the preferred pupil: trained teacher ratio is 40 in developing settings, ECW programmes have made a considerable step in training more teachers in 2022. Nonetheless, further analysis is needed into programme documentation to see if the trained teachers teach all or a part of the children reached by ECW, and therefore this statistic is to be used with caution.

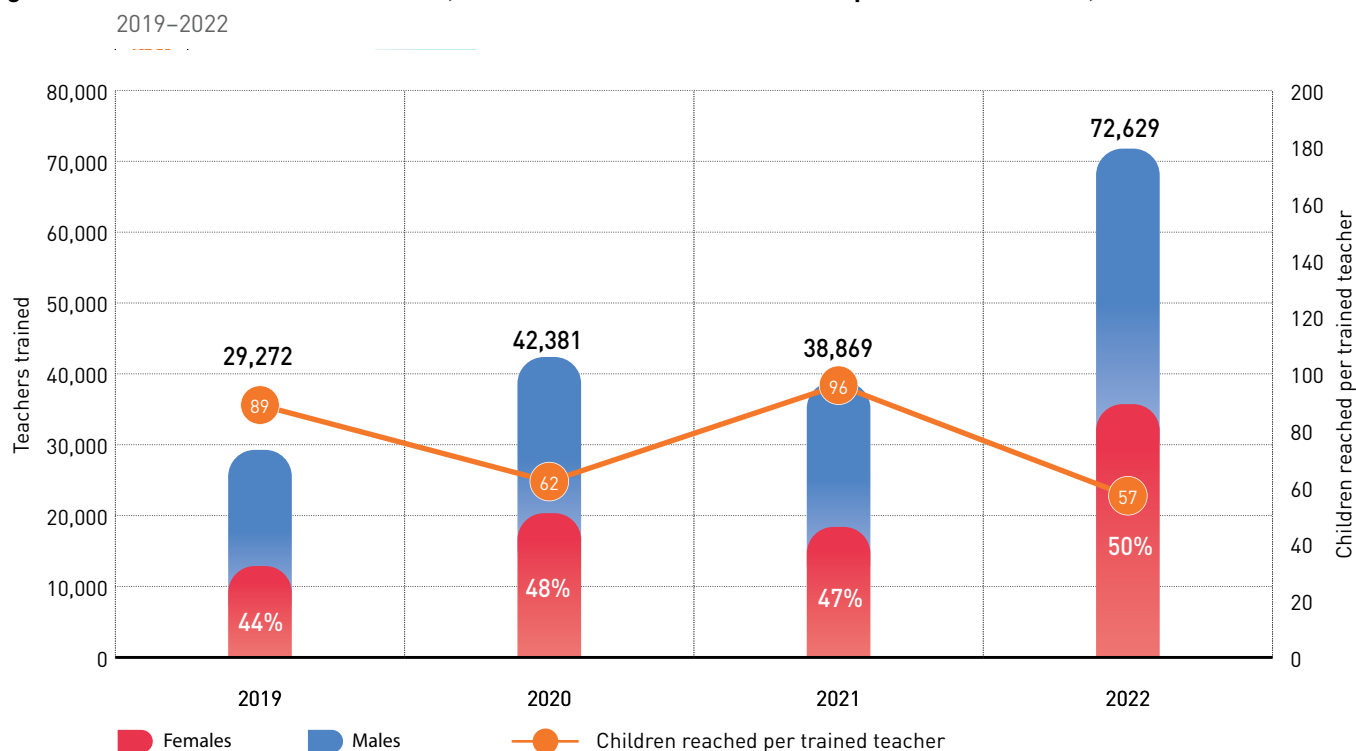
Looking into more depth per trained topic, in 2022, FERs and MYRPs proportionally trained teachers on similar topics. This has to do with the design of FERs that are used to respond to an escalation of crisis in an existing protracted crisis setting thereby having less emergency focus. Looking back over the entire strategic planning period (2018–2022), MYRPs and FERs do train teachers in different topics. The longer-term MYRPs that respond to protracted crisis settings, train more teachers in subject knowledge and curriculum/ planning (indicator E.4.3), gender-related topics (indicator E.2.a), MHPSS (indicator E.5.8), and inclusion (indicator E.2.4.b). FERs place more emphasis on training teachers on disaster risk reduction and emergency preparedness (indicator E.5.6). This is in accordance with the nature of the grants, with FERs

responding to sudden crises where teachers require training on disaster-risk reduction and how to assist students in traumatic situations.

Of particular interest is the fact that a higher percentage of female teachers (51 per cent) received training on gender and inclusion topics (indicator E.2.4), whereas a smaller proportion received training on subjects such as MHPSS (47 per cent) and WASH (38 per cent). This discrepancy highlights a gender disparity in the distribution of training across different areas of focus.

Training is the first step in teacher capacity development, and the second step is to monitor the extent to which teachers are applying the training topics in terms of demonstrating better performance in the classroom. Some teacher training programmes supported by ECW contain a behaviour-change measurement component. In 2022, 35 per cent of programmes (50 per cent of MYRPs, 18 per cent of FERs) reported a positive change in teacher behaviour in the classroom on various topics, an indication of their improved capacity.

Figure 41: Number of teachers trained, and number of children reached per teacher trained,





Strengthening the student-teacher relationship in Cabo Delgado, Mozambique

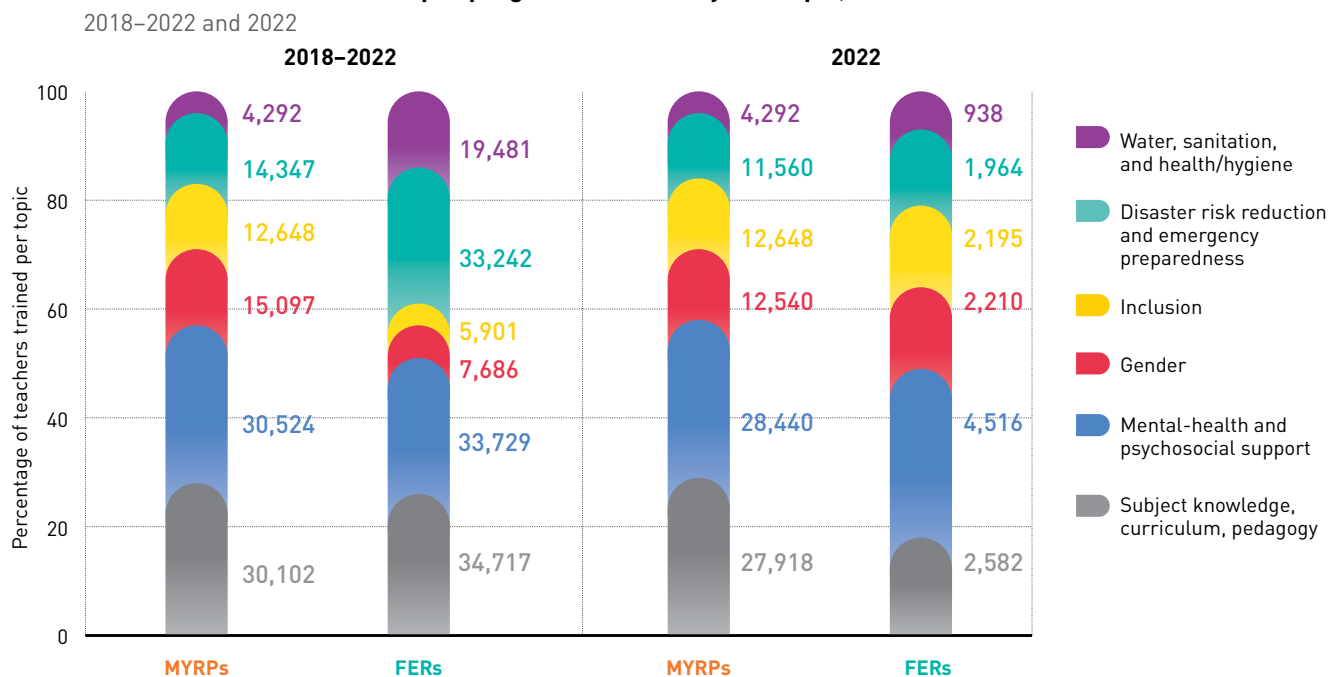
In 2022, Cabo Delgado was still experiencing the ‘triple shock’ of the COVID-19 pandemic, violent attacks on civilians by terrorist groups triggered by the extremist group Al-Shabaab, and the aftermath of cyclones Idai and Kenneth, all of which have had a profound effect on the ability of teachers to effectively meet the learning needs of their students. Amid such disruption, the FER supported 43,229 children aged 6 to 18 (50 per cent girls) to continue their education. Save the Children is the lead grantee in the programme.

One of the key issues identified when the FER programme began in March 2021 was the limited capacity of teachers to deliver a curriculum that was relevant to the local culture. Students did not relate well to the subjects taught and materials used, which reflected on their learning outcomes. To address this gap, the FER supported the training of 260 teachers (44 per cent female) in the use of didactics and pedagogies that were culturally appropriate, relevant and recognizable. Teachers were tested prior to and following the trainings; 208 participants (80 per cent of those trained) demonstrated improved understanding and skills.

The programme also focused on enhancing teachers’ knowledge of mental health, gender, and inclusion. Training sessions on these topics were conducted by facilitators from the Institute of Teacher Training and the Forum of Mozambican Associations of People with Disabilities, an implementing partner. A total of 531 teachers (29 per cent female) were trained, surpassing the initial target of 300. Teachers were observed in the classroom after one cycle of training, confirming that 73 per cent had made progress in incorporating gender and inclusion methodologies in their classes.

Teachers reported feeling more confident in their ability to engage and motivate children, and to provide specific support to children with learning challenges. They felt stronger in their connections with students, making children feel comfortable and supported in their learning environments.

Figure 42. Number of teachers trained per programme modality and topic,



Next to training, the number of teachers recruited or financially supported ([indicator E1.1](#)) has increased steadily at a rate of 7 per cent each year since 2019. In total 22,273 teachers (40 per cent female) were supported financially in 2022. Since inception, 168,855 teachers (29 per cent female) were financially recruited or financially supported.¹¹⁵

Age- and gender-appropriate teaching and learning materials for learners, teachers, and classrooms enable a quality learning environment and enhance the learning experience. In 2022, ECW provided 2.04 million children and adolescents (49 per cent girls) with learning materials ([indicator E.4.2](#)) such as textbooks; supplies such as stationery, uniforms, and school bags; and distance-learning equipment such as radios and learning apps. For the entire strategic plan period, 5.3 million children and adolescents (49 per cent girls) were supported with material, which

is 60 per cent of the total 8.8 million children and adolescents reached. Of these, 49 per cent of children were provided with materials via MYRPs, 37 per cent via FERs and 14 per cent via the Initial Investments. Besides providing individual learning materials for learners, teachers and classrooms are also provided with teaching and learning material packages. Some 67,258 school-in-a-box sets (35 per cent MYRPs, 65 per cent FERs) were provided throughout the strategic plan period, of which 25,154 were provided in 2022 alone (92 per cent MYRPs). Each kit contains a variety of materials such as posters, number blocks, workbooks, vocational training equipment, and other items in support of teaching children to read, write, and calculate numbers, as well as engaging children through drawing, colouring, painting, play and other classroom activities ([indicator E.4.1](#)). Also provided was classroom furniture such as desks, benches, chairs, black boards, etc.



Empowering teachers and transforming schools in Peru

The Peru MYRP addressed the need to close the gap in education that resulted from forced displacement and the COVID-19 pandemic. Learning disparities were particularly evident following the return to in-person schooling in 2022 among children of Venezuelan families in Peru. Teacher capacity was a key strategy under the MYRP, initiated in January 2021 and implemented by UNICEF.

Learning recovery activities, such as after-school workshops, were designed to help students who were having difficulties or had fallen behind. Capacity-building activities with teachers addressed educational inequalities in terms of access, retention, learning achievement and the social-emotional well-being of children, particularly within the Venezuelan migrant population. The goal was to empower teachers and transform schools into more inclusive and resilient learning environments.

Teacher in-service training consisted of four courses: social-emotional learning, democratic and diversity values, gender and the prevention of gender-based violence, and inclusive school management. A total of 1,154 teachers and principals completed the programme and received certification in at least one course, and 920 completed all four courses.

Teachers' newly acquired knowledge and skills have played a crucial role in driving positive changes in schools. Teachers demonstrated increased awareness of issues related to discrimination, the value of diversity, and the importance of focusing on the most disadvantaged children, particularly Venezuelans. They also displayed a greater commitment to transforming school practices. For example, teachers participated in a process of identifying educational barriers to the inclusion of students, particularly those with disabilities, which led to the design and implementation of innovation projects that recognized and valued diversity.

In addition to the training, a mentoring programme was implemented in the MYRP intervention areas, which reached 3,235 principals and teachers (72 per cent female). This mentoring programme aimed to strengthen leadership skills, foster the exchange of best practices among teachers, and create networks for learning and innovation in support of other activities to promote positive change in embracing diversity within the educational environment.

115 The 127,433 teachers/administrators (26 per cent female) financially supported under the Yemen Initial Investment grant are not presented, as it is an outlier.

Strengthened relevance of education through community engagement and localized approaches

The support, engagement, and commitment of local communities is essential for the provision of quality education in crisis-affected environments, particularly amid volatility and limited resources. Community engagement and localized approaches strengthen the relevance of education provided under such circumstances, and they improve the accountability of education to the populations that education is intended to serve.

Parent-teacher associations and school-management communities that engage with parents, caregivers, and local communities give a voice to those who send their children to school or non-formal learning programmes. In 2022, 3,650 of these associations and committees were active. During the strategic planning period, from 2018–2022, 9,909 (22 per cent via MYRPs) were established. Mothers and caregivers play a critical role in the continuity of education for their children.

Likewise, teachers from local communities play a pivotal role in a participative and locally owned education, as they live and work among crisis-affected populations. They may include teachers who are refugees or are displaced, and who not only speak the language of the learners but who also have a close and trusting connection with community members. Thus,



Community engagement and localized approaches strengthen the relevance of education provided under such circumstances, and they improve the accountability of education to the populations that education is intended to serve.



in their communities these teachers are in a strong position to promote school attendance and retention, particularly for girls.

Community members are also often engaged in activities such as the creation of locally resourced learning materials; learning environment improvement projects (e.g., rehabilitating classrooms and constructing fences outside school facilities); and the management of school feeding programmes. The MYRPs in Ethiopia and Uganda offer two examples of strong community engagement, as described in the box below.



Engaging communities through play-based learning in Ethiopia and Uganda

Dedicated programmes in Ethiopia and Uganda uniquely focus on early childhood development. They emphasize community engagement in the learning process and are guided by play-based pedagogies.¹¹⁶ Since 2021 the MYRPs in the two countries have been funded by the LEGO Foundation and implemented by UNICEF.

The larger of the two programmes, in Uganda, supported the training of parents and caregivers in their homes as well as community-based activities. Parents were taught how to play with their children using readily available materials as toys; and they identified vulnerable households in their communities that could benefit from similar support. To date, 42,290 parents have been supported, and 46,429 children aged 3 to 5 (51 per cent girls) have been reached through nurturing practices, play-based learning and key family care practices.¹¹⁷

Parenting groups have played a vital role in teaching families how to incorporate play-based learning at home. An assessment revealed that 84 per cent of the families reached through the parenting groups had engaged in play with their children, and 78 per cent had talked to someone about improving the health of their children, enrolling them in school, and protecting them against violence.

The Uganda MYRP also supported the development of a 'Parent Book' project, providing families with the tools to support their children's holistic development through play and focus-group discussions with parents/caregivers and children, and to test UNICEF Early Childhood Development kits. These measures were intended to provide learning opportunities for young children affected by emergencies or living in poverty.

In Ethiopia, the MYRP supported the establishment of parent-teacher-student associations in primary schools. Over 230 members and 9,281 parents and caregivers were oriented through the associations on the value of play-based learning, a stimulating home environment, and child protection referral mechanisms. These associations have contributed to the increased involvement of parents and older children in activities such as storybook reading to younger children in their homes, school clean-ups, and the development and local manufacture of toys. In the Oromia region of the country parents regularly visit pre-primary classes to share traditional stories, creating excitement among the children; and at a pre-primary centre in the Amhara region, parents and siblings join storybook readings with younger children, with the teacher assessing the children's ability to retell the stories. Other community members participate in the reading activities in their homes.

The MYRP initiatives in Ethiopia and Uganda highlight the importance of engaging communities in the learning process. They have yielded positive outcomes, including increased parental engagement, improved child well-being, and the establishment of supportive learning networks within communities. These MYRPs serve as inspiring examples for future projects seeking to harness the power of play and community engagement to promote young children's optimal development.



© UNICEF/Tadesse

Students wave during a Right to Play activity at Shekole Refugee Primary School in Ethiopia. ECW investments in the country are improving access to education for refugee, internally displaced and host community children and youth.

116 The LEGO Foundation, Learning through Play, <https://learningthroughplay.com/>.

117 UNICEF, All the Key Family Care Practices, <https://www.unicef.org/uganda/all-key-family-care-practices>.

A NEW BEGINNING FOR SAMMY IN COLOMBIA

She is always the first to arrive.

Every Monday, Wednesday and Friday morning, 10-year-old Sammy is the first one to arrive at the ECW-funded Child-Friendly Spaces run by Save the Children in La Guajira, Colombia. She lives for the days when she can happily join the other children in this safe environment – learning, playing and singing. But life for Sammy wasn't always like this.

When she was two years old, Sammy's family discovered that she could not walk. During the arduous journey from Venezuela to Colombia, her parents lost the medical documents that indicated that Sammy's psychomotor skills were severely impaired. School administrators advised Sammy's mother that she needed to attend a special education institution that would also focus on meeting her daughter's needs. Without these documents, Sammy would not have access to the quality education that she is entitled to, nor would she ever realize her dreams of becoming a chef or a doctor one day.

Just when all hope was lost, Child-Friendly Spaces offered Sammy a lifeline in her neighbourhood. This inclusive ECW-funded programme provides classes that boost literacy and numeracy, as well as social and emotional skills. Classes are offered to every child in the community. There are no restrictions on access, so Sammy can attend the classes regularly.

ECW adheres to a human rights approach: an approach that strives to guarantee access to education – making it a meaningful learning experience for crisis-affected girls and boys with disabilities around the world.

Since its creation, this ECW-funded programme in Colombia has reached over 57,000 children, including over 22,000 refugees and 468 children with disabilities. In low-income communities, children with disabilities, particularly girls, face greater challenges in accessing a quality education. Sammy is being educated alongside her brother in



© Save the Children/Maria Hernández

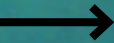
“ It has been incredible to see Sammy's significant learning gains with these classes. She has shown us that when you have dreams, you can make them a reality. She has every desire to learn and have a life like any other girl her age would.”

— Sammy's mother

a disability-friendly environment where supportive teachers accommodate her needs. These classes have shown the positive impact of inclusive facilities that support full participation and protect vulnerable children with disabilities. Sammy now has a better chance of being integrated and of becoming a productive member of her community.

At the end of the day, she warmly waves goodbye to her teachers. Sammy's brother is always there to tenderly carry his sister home on his back. It is one of their favourite moments of the day.

For more information on ECW's work in Colombia, go to www.educationcannotwait.org/our-investments/where-we-work/colombia.



Young girls in their classroom in Somalia. ECW investments in the country are increasing enrolment rates and educational infrastructure for crisis-affected children and youth.



BENEFICIARY OUTCOME 5

SAFE AND PROTECTIVE LEARNING ENVIRONMENTS

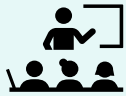
Improved levels of safety and protection:



2022
65%
of programmes

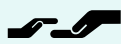
2021
29% of programmes

Teachers and education administrators who underwent training in emergency preparedness, DRR and risk management:



13,524
(49% female)

Programmes that incorporated MHPSS interventions by the end of 2022:



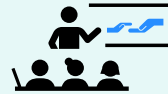
16 FERs, all MYRPs

and programmes that showed improvement in MHPSS:

2022
49%

2021
16%

Teachers trained in mental health and psychological support, highlighting ECW's continuous commitment to MHPSS:



2022
32,956
teachers and administrators
(47% female)

ECW-supported learning spaces, where dedicated psychosocial focal points, school counsellors, or social workers were stationed providing a readily available support system for learners:



since inception
3,104

Learning spaces meeting the minimum standard on WASH:



2022
22,305

since inception
50,162

Introduction

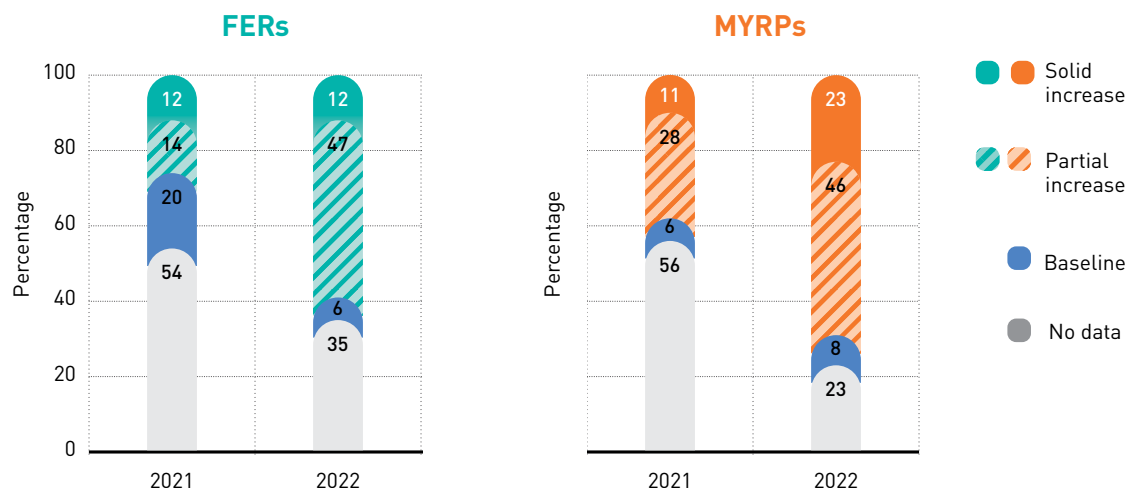
Creating secure and safe learning environments is crucial to ensuring access to quality education for children and adolescents in settings affected by conflict and protracted crisis. Safety and protection for ECW are diverse concepts that encompass actions in support of: (1) violence prevention and assuring the physical safety of learners and teachers; (2) WASH, health and nutrition; and (3) well-being, emotional protection and mental health.

The share of MYRP budgets allocated to safety and protection relative to other education outcomes has declined over the Strategic Plan period: from 18 per cent 2019, to 15 per cent in 2020, to 8 per cent in 2022. In Afghanistan and Haiti, for example, the overriding need to improve access and continuity of education resulted in a relatively lower MYRP budget allocated to safety and protection. Overall, 14 per cent of MYRP budgets were allocated to safety and protection initiatives between 2019 and 2022. In parallel, all FERs and MYRPs are systematically providing GBV risk mitigation measures in line with the Inter-Agency Standing Committee GBV Guidelines 2015.

Some 65 per cent of programmes (28 of 43) reported outcome-level results on improved safety and protection levels for children, adolescents and/or teachers ([indicator E.5](#)). The other 35 per cent reported either a baseline or did not have data, which is expected for those programmes that started in 2022. This is significant progress over 2021, when only 29 per cent of programmes reported improvements. It also means that all programmes that do measure outcome change show improvements ([indicator E5 i-iv](#)) and that none have declined or remained stable. Among those reporting in 2022, 29 per cent of 28 programmes (six MYRPs and two FERs) provided evidence of a solid increase with at least two data points, allowing for a comparison of safety and protection levels over time (Figure 43).

Figure 43: Measurement of outcome-level changes in safety and protection

FERs and MYRPs, 2021–2022



Measurements focus on the outcomes that the programmes seek to change, be they physical, mental, and/or psychosocial levels of safety and/or protection perceptions (Figure 44). The well-being, mental health and psychosocial support needs of teachers, children and adolescents is the most reported outcome category in 2022. Programmes reported on the number of children referred to MHPSS and to legal and case management services, as well as on the percentage of teachers and learners with increased ability to manage their stress and emotions.

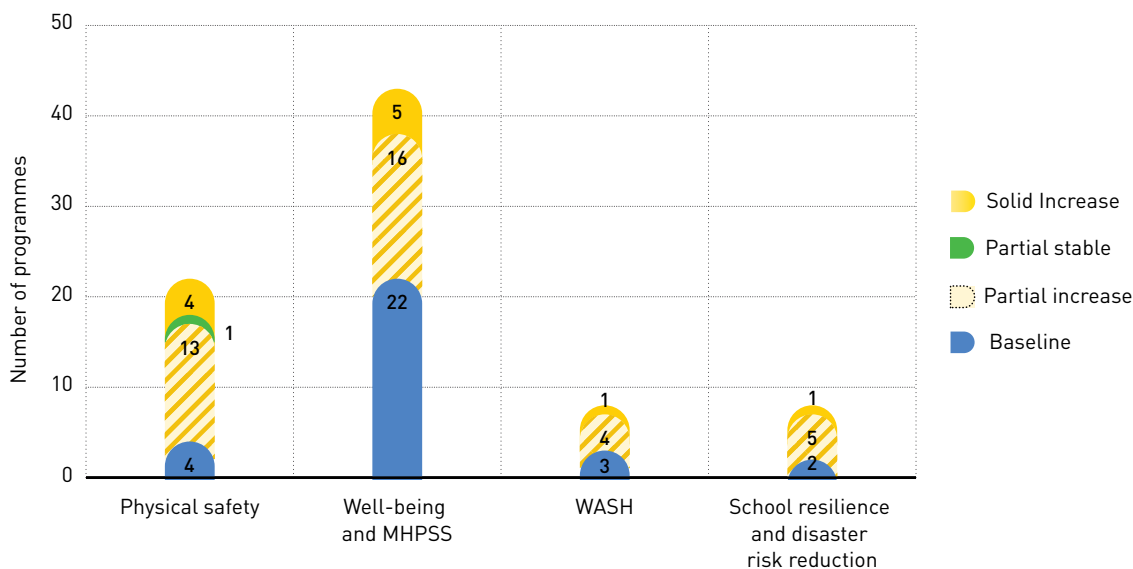
Measuring outcome changes as an effect of safeguarding, resilience and disaster risk reduction is less common across the ECW grants portfolio. The main reason for this is that the beneficiary outcome of an established or improved DRR system and/or safeguarding policy effectively results in (improved) perceptions and levels of safety for learners and education staff, and this is measured via that category. Therefore, the number of programmes reporting on DRR is limited as shown by the figure below. The same situation applies for WASH interventions. There are limited education programmes that measure the effects of WASH interventions on health and hygiene levels of learners or education personnel. More attention is given to increased access and participation, learning and safety/violence aspects.



© ECW

A young girl in a refugee camp in Chad. ECW investments in the country are providing education and renewed hope for crisis-impacted children and youth in the country.

Figure 44: Number of programmes that measure outcome-level changes in safety and protection by category, 2022



Violence prevention and safety and protection

Children and adolescents affected by conflict and displacement are especially vulnerable to exploitation and abuse. Often they are at risk of forced recruitment into armed groups, kidnappings, sexual and other forms of violence, as well as attacks on schools and communities. ECW works at local, national and global levels to promote and protect children's rights and to safeguard their access to physical, psychosocial and legal protection measures. The work focuses on the children and adolescents who are most at risk of violence, including girls, children with disabilities, child refugees and internally displaced persons. ECW takes an integrated approach to education and child protection in emergencies and encourages its partners to do the same. This implies that safety and protection aspects are an integral part of all education interventions that also involve dedicated interventions that focus on improved levels of safety.

In 2022, 94 per cent of programmes in 2022 that measure perceptions of safety and protection showed improvement ([indicator E5i](#)), with 6 per cent showing no change. Some common indicators include teachers' levels of understanding of codes of conduct, the number of cases of violations against learners, assessed perceptions from children and teachers of their own safety while in or going to/from school, and the proportion of ECW-supported learning spaces that meet standards for safe learning environments.

Also in 2022, 42 per cent of programmes measured the efficacy of interventions to mitigate physical, emotional and/or sexual violence against children and adolescents, compared to just 13 per cent in 2021. Nine per cent of programmes showed baseline values, and the remaining 49 per cent have not measured this outcome as it is not part of their programme intervention logic, or it is too early to do so.

At national and global levels, ECW works with partners, such as the Global Coalition to Protect Education

from Attack, to promote commitments under the Safe Schools Declaration¹¹⁸ and in accordance with international laws governing humanitarian action, human rights and refugees. The aims are to strengthen methods and systems that help prevent attacks against education, mitigate the repercussions on students, and respond to the needs of children and adolescents after such attacks. Protections may include mine clearance, safe learning spaces, MHPSS and services referrals.

To protect children in conflict settings, ECW funds transportation to and from school when needed and has facilitated the creation of school-attack alert and response systems. In 2022, 3,947 children (51 per cent girls) benefited from such transportation; and of the children surveyed, 94 per cent reported feeling safe commuting to and from ECW-supported schools and during school.¹¹⁹

At the country level, ECW investments support a range of safety and protection activities, including public campaigns promoting protective behaviours, comprehensive sexuality education, teacher training programmes (including modules on positive discipline), and assisting schools to adopt and adhere to codes of conduct to limit school-based violence, bullying, and corporal punishment. In 2022, 1,451 ECW-supported learning spaces had codes of conduct that were enforced and on which teachers/communities were trained ([indicator E.5.3](#)), for a total of 4,813 such spaces between 2018 and 2022.



Lebanon example

ECW funding supported the training of 86 teachers (92 per cent female) on processes for identifying and referring children to protection and support services, including services for child victims of gender-based violence.

118 Based on five grants that reported on this indicator since ECW inception.

119 Ibid.

Students in a classroom in Lebanon. ECW is strengthening the learning environment for crisis-affected children and youth in the country.



© UNICEF/Khamissy



ECW-supported interventions contributed to safer, more inclusive school environments in Lebanon

The Lebanon MYRP is creating safe and resilient learning spaces for students and teachers by improving referral systems for students in need of support and promoting inclusion of children with disabilities and girls. UNICEF leads the MYRP in Lebanon.

A school climate survey to analyse school safety mechanisms was given to students and teachers in non-formal education programmes. Children were surveyed on such topics as their commute to school, their school environment, the resources available to them, their teachers and programme staff, and classroom safety and inclusion. Teachers were surveyed on school safety hazards, behaviours of programme personnel, school vulnerabilities, school response in emergencies and school improvement plans. The results of the survey indicated that 99 per cent of enrolled students and 93 per cent of teachers felt safe at school.

A separate school safety survey was conducted in ECW-supported schools with 59 teachers (92 per cent female) regarding their perceptions of student behaviours and interactions. Some 91.5 per cent of teachers responded that children made their best effort to attend school every day, and 90 per cent responded that children in school treated one another with respect. Following interventions to raise awareness of the safety and inclusion of children with disabilities, 78 per cent of teachers reported that students demonstrated inclusive behaviours and treated children with disabilities with respect.

ECW funding supported the training of 86 teachers (92 per cent female) on processes for identifying and referring children to protection and support services, including services for child victims of gender-based violence. As a result, 132 children (43 per cent girls) were referred to specialized services and 50 children (46 per cent girls) were referred to psychosocial support services; all these children were also provided with other types of support to help them remain enrolled in school.

ECW supported the hiring of a full-time gender specialist recruited by UNICEF in Lebanon in March 2022 to help ensure that the MYRP is implemented in a gender-responsive manner and that girls feel safe at ECW-supported schools. The specialist has been involved in the preparation of training materials and has facilitated training sessions for MYRP grantees and partners on best practices regarding gender. This specialist also conducted three field visits and liaised with the ECW Gender Programme Manager to monitor and help ensure effective implementation. In collaboration with the sub-grantees, UNICEF has developed a Gender Action Plan for 2022–2024 for Lebanon, which was approved by all implementing partners and will be monitored with the assistance of ECW management.

School resilience and disaster risk reduction

Building school resilience by improving school infrastructure and monitoring the areas around schools is a key element in improving safety and protection and a priority for ECW. To help ensure the protection of students beyond the period of the programme, ECW focuses on strengthening teachers' emergency preparedness and DRR capabilities, which can lead to lifesaving interventions when DRR systems are in place. In 2022, 13,524 teachers and administrators (49 per cent female) were trained in emergency preparedness, DRR and risk management ([indicator E.5.6](#)). These preparations contributed to DRR systems, processes, and measures being in place in 1,451 ECW-supported learning spaces ([indicator E.5.5](#)).

ECW takes a zero-tolerance approach to child protection violations and requires grantees to meet child safeguarding policy requirements. In addition, ECW supports programmatic interventions that contribute to risk mitigation for gender-based violence, prevention of sexual exploitation and abuse (PSEA) and child safeguarding.

ECW partners engage with children, communities, and policy makers to strengthen PSEA and child safeguarding interventions at multiple levels. Efforts are various, and in 2022 included awareness-raising on violence prevention, training of staff and volunteers on safeguarding practices, the establishment and strengthening of reporting mechanisms and the development of PSEA and child safeguarding policies.



13,524 teachers

In 2022, 13,524 teachers and administrators (49 per cent female) were trained in emergency preparedness, DRR and risk management. These preparations contributed to DRR systems, processes, and measures being in place in 1,451 ECW-supported learning spaces.

Enhancing refugee education in Chad: ECW's durable classrooms overcome challenges and boost enrolment rates

In Chad the implementation of safe and protective learning environments supported by the ECW initiative under the FER programme, led by UNHCR, has resulted in increased enrolment rates for refugees. Prior to the commencement of construction in early 2022, only 22 per cent of primary-level classrooms in areas targeted by ECW interventions were permanent structures constructed with durable materials. The remaining 78 per cent were made of straw, tarps, and wood, rendering them vulnerable to storm damage and destruction, leaving students without a secure learning space. However, following the completion of construction, 62 per cent of classrooms became durable, modern, accessible, and designed to accommodate children and adolescents with disabilities.

By March 2022, 30 durable classrooms had been constructed and furnished. Eight classrooms were specifically built for pre-primary education at Doholo and Gondje refugee camps, reducing the number of students per classroom from 100 to 62. At the primary school level, 18 classrooms were built in Doholo and Began, leading to a 20 per cent increase in enrolment and a decrease in the number of students per classroom from 136 to 98. Four new classrooms were also constructed for secondary school students, allowing enrolment to more than double while maintaining acceptable student-to-classroom ratios of 56.

In late 2022 widespread flooding destroyed all the remaining classrooms built of straw, tarps, and wood. However, the ECW-funded durable classrooms proved essential, allowing children to continue their schooling without interruption amid the extreme weather. These classrooms remained intact while providing a safe and stable learning environment.



A student stands in front of new latrines at their school in the Democratic Republic of the Congo. The construction of the latrines and new classrooms was made possible by ECW investments.

© UNICEF/Mulata

WASH, health, and nutrition

Hygienic and safe facilities and latrines, clean water, and nutritious meals are essential to children's health, well-being and learning. In fact, a lack of clean WASH facilities that are separate for girls and boys and accessible for those with disabilities can cause children to attend school irregularly or to drop out completely. ECW supports partners working to improve children's overall health and hygiene by funding the provision of school meals, access to clean water, the supply of hygiene kits, teacher training, and community campaigns to raise awareness of the importance of WASH.

Safe and clean WASH facilities are especially important for keeping girls in school once they reach the age of menstruation. A lack of such facilities in schools can cause menstruating girls to return home during school hours, miss whole days or weeks of school, or drop out entirely. Some girls may prefer to return home to use WASH facilities that are safe and private, but travelling

home can expose them to dangers. In 2022, 22,305 additional learning spaces were reported to be meeting the minimum standards on WASH, bringing the total to 50,162 since the start of ECW programmes.

As a result, in 2022 a total of 2,268 ECW-supported learning spaces provided increased access to drinking water, basic sanitation facilities segregated by sex, and basic hand-washing facilities for crisis-affected children and youth, bringing the total to 3,700 under the Strategic Plan 2018–2022 ([indicator E.5.1](#)). At least 533,714 children and adolescents (45 per cent girls) had improved access to clean drinking water, 319,109 children (49 per cent girls) were provided with meals at school; and 5,230 teachers and administrators (38 per cent female) were trained on WASH ([indicator E.5.2](#)). In addition, 117,801 adolescent girls affected by conflict and crisis received menstrual care kits or similar assistance.

SAFE, INCLUSIVE AND GENDER-EQUITABLE WASH FACILITIES

In 2022, ECW partners built or rehabilitated 7,524 latrines (75 per cent accessible to children with disabilities) through 32 programmes (70 per cent of active programmes; 75 per cent of MYRPs and 64 per cent of FERs).¹²⁰ Sixty-six per cent of the programmes that built or rehabilitated latrines in 2022 reported that they were gender-sensitive (sex-segregated latrines). Latrines built or rehabilitated through 25 per cent of programmes were gender-responsive (safe and private sex-segregated latrines with access to handwashing facilities and menstrual hygiene management tools). For details, see Figure 45.

WASH interventions primarily aim to improve the health, hygiene, and general well-being of learners and education personnel. ECW education programmes do not often measure health or hygiene levels or their improvement. Programmes instead focus on measuring levels of holistic learning, including well-being (as reported on below on MHPSS as well as in Beneficiary Outcome chapter 4), and on education participation (reported on in Beneficiary Outcome chapter 1 and 3). Therefore, in 2022 only 12 per cent provided partial or solid evidence of change with respect to WASH.

Figure 45. Latrines built or rehabilitated by ECW partners
through active programmes in 2022

Type of latrines built/rehabilitated	% of programmes through which latrines were built/rehabilitated		
	% of all programmes	% of MYRPs	% of FERs
Latrines construction / rehabilitation	70 % (32 programmes)	75% (18 MYRPs)	64% (14 FERs)
Gender-sensitive¹²¹	66%	67%	64%
Gender-responsive¹²²	25%	33%	14%
Accessible for children with disabilities	59%	67%	50%

A girl reads a book to her class as part of a celebration around World Menstrual Hygiene Day at Fourkouloum Primary School. ECW and partner support in Chad is providing education and new opportunities for crisis-impacted children.



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¹²⁰ Analysis conducted on 42 programmes active more than six months in 2022 (24 MYRPs and 22 FERs).

¹²¹ Refers to sex-segregated latrines. See Inter-Agency Network for Education in Emergencies (INEE), Guidance Note on Gender: An overview and selected case studies (2019).

¹²² Refers to safe and private sex-segregated latrines with handwashing facilities and access to sanitary wear for girls. See INEE, Guidance Note on Gender.

Menstrual hygiene management

In crisis contexts where ECW operates, most adolescent girls lack access to necessary facilities, products, and information for proper menstrual health management. The World Bank estimates that 500 million adolescent girls face resource shortages for menstrual hygiene management (MHM).¹²³ This leads to stigma, harassment, and exclusion during menstruation, causing shame and anxiety and limiting their mobility. Consequently, girls miss school days, hindering their education and increasing the risk of dropping out. To achieve SDG 3 (good health and well-being) and SDG 5 (gender equality), supporting girls with MHM is crucial for uninterrupted schooling.

 17,794

hygiene kits were distributed in Chad. Surveys conducted with the girls showed positive results, with increased comfort attending school during menstruation and reduced absences and drop-out rates.

ECW takes a comprehensive approach by providing reusable menstrual hygiene products, safe latrines, and education on MHM through training and clubs. In 2022 menstrual hygiene kits (known as 'dignity kits') were distributed to 117,801 girls through ECW funding. Over the entire Strategic Plan period (2018–2022), 147,352 girls were supplied with menstrual kits, which means that 80 per cent of the menstrual kits made available by ECW-supported programmes since inception were distributed in 2022. ECW also funded the construction or renovation of 7,524 sex-segregated latrines in 2022, ensuring privacy and safety for girls during their periods. These interventions contributed to improved enrolment, attendance, and retention rates for adolescent girls in ECW-supported schools.

Furthermore, ECW promotes systemic changes and gender-transformative interventions in MYRPs through community education and support. For example, in the Democratic Republic of the Congo women's associations were trained and empowered through the MYRP. They engaged in income-generating activities, such as making and distributing sanitary pads for marginalized girls, which not only generated income but also provided opportunities for women to mentor young girls in their communities. These mentorship programmes facilitated open discussions on MHM and basic reproductive health.

In Chad, UNICEF and partners provided MHM kits and educational support to girls and adolescent girls through the Chad MYRP. Despite challenges in resource acquisition and electricity access, 17,794 hygiene kits were distributed. Surveys conducted with the girls showed positive results, with increased comfort attending school during menstruation and reduced absences and drop-out rates. ECW plans to conduct a deeper study on the impact of MHM on girls' education in 2023.

Also in Chad, UNHCR contributed to increased enrolment and retention of secondary school girls through the distribution of 560 menstrual hygiene kits and community awareness campaigns. The project involved strong community engagement, including parent-teacher associations conducting campaigns to raise awareness about menstrual cycles and combat stigma. The number of girls enrolled in ECW-supported secondary schools almost doubled by the end of the project.

In South Sudan, ECW's MYRP implemented by Save the Children supported 1,709 young mothers across six states by providing education, protection, and well-being interventions. MHM kits were distributed to over 18,000 adolescent girls, resulting in increased enrolment and retention rates. Community engagement and reshaping attitudes within families played a critical role in supporting young mothers and preventing child marriages.

Overall, these examples highlight the importance of promoting MHM in Chad and South Sudan, not only for girls' education but also for breaking down harmful practices and ensuring a safe and inclusive learning environment.

123 World Bank Group. Menstrual Health and Hygiene, 12 May 2022, <https://www.worldbank.org/en/topic/water/brief/menstrual-health-and-hygiene>.

Mental health and psychosocial support

MHPSS interventions protect and promote the well-being of learners and teachers impacted by conflict, natural disaster, displacement, and other emergencies. Recognizing the impact of mental health and well-being on learning and teaching, ECW places strong emphasis on integrating MHPSS components within every country investment. By the end of 2022, 16 FERs and all 26 MYRPs had incorporated MHPSS interventions in their programmes. Forty-nine per cent of programmes (14 MYRPs, 7 FERs) provided evidence of improved well-being, compared to 16 per cent in 2021, and all programmes that measured outcome change showed improvements ([indicator E5.ii](#)).

MHPSS activities in the education space equip learners with coping mechanisms to better navigate adversity, manage stress, and restore emotional well-being, thereby enhancing their readiness to learn effectively. ECW's interventions are tailored to specific contexts and driven by local capacities and demands, ensuring their relevance and effectiveness within communities and learning spaces. The Peru MYRP, for example, incorporated a three-fold MHPSS strategy, through: (1) capacity development of 1,076 teachers and school directors (82 per cent female) in MHPSS; (2) MHPSS assistance provided to learners, including a help line service (*fono ayuda*) to facilitate specialist support for students and the monitoring of 3,898 children and adolescents (50 per cent girls); and (3) awareness-raising activities to shape the perceptions of caregivers and communities regarding MHPSS and social and emotional learning.

A total of 1,991 ECW-supported learning spaces in 2022 reported that MHPSS activities were structured, goal-oriented, evidence-informed, targeted and tailored to different subgroups of affected children ([indicator E.5.7](#)).¹²⁴ These MHPSS activities were tailored to respond to the unique needs of diverse subgroups of affected children. By implementing these comprehensive MHPSS interventions, ECW sought to foster an inclusive and supportive educational environment that nurtures the development of holistic learning outcomes that contribute to children and adolescents' well-being. In addition, dedicated psychosocial focal points, school counsellors, and/or social workers were stationed within or close to a total of 3,104 ECW-supported learning spaces since ECW inception, providing a readily available support system for learners ([indicator E.5.10](#)). Where dedicated specialized support was not possible, teachers were trained. In 2022, 32,956 teachers and school administrators (47 per cent female) were trained in MHPSS and/or psychological support topics ([indicator E.5.8](#)), equipping them with the knowledge and skills to better understand the mental health needs of their learners. MHPSS trainings varied in nature: some focused on identifying MHPSS support needs, others provided teachers the skills to respond to MHPSS needs in the context of the classroom, and still others focused on referral mechanisms to child protection and health. During the entire strategic plan period 2018–2022, 66,039 teachers (49 per cent female) were trained on MHPSS.

Additionally, ECW prioritized the provision of MHPSS services to improve the mental health and well-being of teachers and education personnel, recognizing that their own resilience and well-being are essential in creating a conducive teaching and learning environment.

124 In Afghanistan, Burkina Faso, Colombia, the Democratic Republic of the Congo, Ethiopia, Libya, Nigeria, Pakistan, Somalia, Sudan, South-Sudan and Syria.

Promoting teacher well-being and enhancing mental health support in South Sudan schools

In South Sudan schools are affected by the consequences of extreme climate changes, including flooding and drought, which pose a threat to the safety and well-being of children both within and near schools. Intermittent communal conflicts occurring in multiple states of South Sudan have also disrupted the provision of quality education, exposing children, adolescents and teachers to psychological hardships. Since January 2020, Save the Children has been leading the South Sudan MYRP, implementing a comprehensive response to address safety concerns and assist teachers in safeguarding and promoting the mental health and well-being of themselves and their students.

As part of the MYRP, safety audits have been conducted in 241 schools and learning environments since its inception. Subsequently, schools have developed and implemented safety plans with the guidance and support of school management committees and parent-teacher associations. A survey conducted among the learners revealed that the majority (92 per cent) reported feeling safe or very safe within and around the learning spaces.

In 2022 a total of 2,281 teachers (18 per cent female) in MYRP-supported schools received training on understanding and applying the professional code of conduct. Additionally, 2,155 teachers (29 per cent female) from 238 learning spaces enhanced their understanding of the significance of MHPSS as well as social and emotional learning. Following the training, most teachers reported an increase in self-awareness and improvement in emotional management strategies, which positively impacted their relationships with colleagues. Additionally, teachers developed better abilities to identify students in need of support and counselling, thereby benefiting both their own well-being and that of their students.

The table below summarizes results from the teacher survey on learners’ safety and well-being:

Safety and mental health well-being	Very large extent	Moderate extent	Less extent	No improvement
To what extent do you think the project enhanced safety and protection of pupils/ students in school?	57.9%	36.8%	2.6%	0.0%
To what extent do you think the project enhanced MHPSS services at the school level?	65.8%	23.7%	5.3%	2.6%

An evaluation of the South Sudan MYRP recommended that the donor community should provide support for grant-funded activities aimed at enhancing MHPSS initiatives in schools throughout the country. This support should ideally include continued and periodic teacher training on MHPSS, as well as the delivery of counselling and other psychosocial support services to IDPs and individuals who have experienced trauma, stress, and adversity associated with conflict and crisis.

JANNAT KEEPS HER DREAM ALIVE IN BANGLADESH

Thirteen square kilometres of temporary shelters – some made of wood or bamboo, most with tarpaulins – are sprawled out in a maze of muddy hillside pathways. This is Kutupalong, the world’s largest refugee camp. About one million Rohingya refugees live in this settlement in Cox’s Bazar, Bangladesh.

These steep hillsides are also home to half a million refugee children whose dreams extend far beyond the confines of this camp. Fourteen-year-old Jannat* is one of them.

“ I thought I would never get a chance to go to school again in my life. Since my childhood, I wanted to become a doctor, but after coming here, that desire started dying day-by-day.”

Children and youth face insurmountable obstacles to accessing educational opportunities in Cox’s Bazar. Girls, as well as children with disabilities, are among those most affected. In addition to extreme weather events, refugee children are extremely vulnerable to exploitation, gender-based violence, sexual abuse and child marriage.

Initially, Jannat used to go to a learning centre. However, when she became a teenager, she had to drop out due to social and cultural norms that restrict adolescent girls to their homes.

With funding from ECW, Save the Children established a community-based learning facility that also serves as a haven for girls like Jannat. In this secure learning environment, led by female teachers, girls who were at risk of dropping out, or who had never been able to go to school, now have access to a quality education.

Jannat is back in the classroom and a little bit closer to fulfilling the dream that she has had since she was a little girl – to become a doctor. Inspired by a doctor in Myanmar whose work in her community had such a positive impact, Jannat is as determined as ever.



© Save the Children Bangladesh/Rubina Hoque Alea

“ Four months ago, I went to a camp hospital and was treated by a doctor. Her kind voice and attitude clicked my old dream again.”

Jannat and her classmates study six main subjects at the centre: Burmese, English, science, mathematics, social studies and life skills. Unsurprisingly, Jannat’s favourite subjects are Burmese and science. She knows that if she is to become a good doctor, she will need a firm grasp of science.

Her parents are inspired by her love of learning:

“ Education is very important for us. We want our children to continue their studies as far as possible. Jannat is very attentive and interested in her studies. We will try our best to fulfill her dream.”

—Jannat’s mother

But they also know that there is no future for their children at the Kutupalong Refugee Camp. They hope that one day they will return to Myanmar so that Jannat can attend university.

For more information on ECW’s work in Bangladesh, go to www.educationcannotwait.org/our-investments/where-we-work/bangladesh.

*Names have been changed to protect identifying information



Beneficiary outcome 1

Improved access and continuity of education

INDICATORS	RESULT 2018	RESULT 2019	RESULT 2020	RESULT 2021	RESULT 2022	Grants active in 2022
	Since inception	Since inception	Since inception	Since inception	Since inception	
E.1 Percentage of ECW-supported programmes (having data) with increased access to education for crisis-affected children and youth <i>(Target 2022: 100%)</i>	N/A	100%	97%	95% MYRPs: 11 FERs: 26	N/A ⁱ	100% MYRPs: 23 FERs: 16
E1.1 Number of teachers/administrators recruited/financially supported <i>(Target established at programme level only)</i>	5,703 (30% female)	139,071 (27% female)	146,578 (28% female)	146,578 (28% female)	168,855 (29% female) MYRPs: 18,619 (41% female) FERs: 17,059 (34% female) IINs: 133,177 (26% female)	22,273 (40% female) MYRPs: 17,971 (40% female) FERs: 4,302 (39% female)
E1.2. Number of classrooms (including temporary learning spaces) built or rehabilitated (percentage adapted/accessible) <i>(Targets established at programme level only)</i>	2,798	5,675	7,459	20,125	21,052 57%	9,773 74%
E1.3. Number of a) households in ECW-supported communities and b) children that received cash transfers for education <i>(Targets established at programme level only)</i>	N/A	a) 21,081	a) 25,840	a) 33,768 b) 26,447 (57% girls)	a) 33,864 b) 64,900 (61% girls)	a) 232 b) 61,821 (61% girls)
E1.4 Number of 3-18 year-old children/youth reached with non-formal education programmes <i>(Cumulative target in 2022: N/A)</i>	464,528 (48% girls)	569,966 (48% girls)	595,584 (48% girls) MYRPs: 125,849 FERs: 339,284 COVID-19: 9,504,203 (51% girls)	836,470 (49% girls) MYRPs: 349,409 FERs: 356,610 COVID-19: 11,007,494 (51% girls) IINs: 130,451	1,124,018 (50% girls) MYRPs: 649,850 (50% girls) FERs: 474,168 (51% girls) COVID-19: 11,012,325 (51% girls)	670,047 (51% girls) MYRPs: 547,716 (50% girls) FERs: 122,331 (55% girls) COVID-19: 5,979 (52% girls)

ⁱ ECW methodology has changed since 2020



Beneficiary outcome 2

Strengthened equity and gender equality

INDICATORS	RESULT 2018	RESULT 2019	RESULT 2020	RESULT 2021	RESULT 2022	
	Since inception	Since inception	Since inception	Since inception	Since inception	Grants active in 2022
E.2a Percentage of ECW-supported programmes (having data) with increased learning outcomes for crisis-affected girls <i>(Target 2022: 70%)</i>	N/A	N/A	100%	100% ⁱ	N/A ⁱⁱ	100%
E.2b Percentage of ECW-supported programmes (having data) showing improvement vs. gender parity in access to education in targeted communities <i>(Target 2022: 70%)</i>	N/A	40%	95%	92% MYRPs: 6 FERs: 6	N/A ⁱⁱⁱ	47% ^{iv}
E.2.1 Percentage and number of girls out of total children and youth reached by ECW <i>(Cumulative target in 2022: 50%, 4.45 million, with 60% in at least 3 MYRPs)</i>	49% (0.4 Million)	48% (1.2 Million)	48% (2.2 Million) MYRPs: 464,616 FERs: 1,368,709 COVID-19: 51% (14.8 Million)	48% (3,338,799) MYRPs: 1,023,680 FERs: 1,942,954 IINs: 372,165 COVID-19: 51.85% (16,158,709)	49% (4,338,546) MYRPs: 1,774,891 (48% girls) FERs: 2,191,490 (51% girls) IINs: 372,165 (44% girls) COVID-19: 52% 16,158,709	50% (2,078,911) MYRPs: 1,687,248 (48% girls) FERs: 391,663 (60% girls) COVID-19: 26% 260,174
E.2.2 Percentage of children and youth identified as having a disability and reached with ECW support, out of all children and youth reached <i>(Cumulative target in 2022: 3.0%)</i>	0.5%	0.2%	1.1% MYRPs: 2.3% FERs: 1.1% COVID-19: 0.2%	0.90% MYRPs: 1.18% FERs: 1.02% COVID-19: 0.22%	1.2% (101,144) MYRPs: 1.7% FERs: 0.9% COVID-19: 0.22%	1.6% (65,864) MYRPs: 1.7% FERs: 0.7% COVID-19: 0.02%
E.2.3 Percentage of females among teachers/ administrators recruited/ financially supported <i>(Cumulative target in 2022: 50%)</i>	44%	44%	28% (41,386) MYRPs: 42% FERs: 41%	29% (45,453) MYRPs: 48% FERs: 38% IINs: 26%	29% (48,431) ^v MYRPs: 42% FERs: 38% IINs: 26%	40% (8,952) MYRPs: 41% FERs: 39%
E.2.4 Number of teachers/administrators trained on a) gender-related topics and b) inclusion <i>(Targets established at programme level only)</i>	N/A	6,576 on gender and/ or inclusion	14,110 (42% female) on gender and/ or inclusion	a) 14,437 (45% female) b) 9,326 (40% female)	a) 22,783 (49% female) b) 19,771 (48% female)	a) 14,750 (51% female) b) 14,843 (51% female)

i Result from previous methodology

ii ECW methodology has changed since 2021

iii In 2022 ECW advanced its methodology in measuring gender parity in access and continuity (indicator E2b). Before 2022, ECW analyzed if girls' and boys' access and continuity levels improved over time.

iv Including 32,659 female teachers/ administrators supported under the Yemen Initial Investment

v ECW methodology has changed since 2021

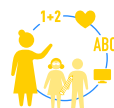


Beneficiary outcome 3

Improved access and continuity of education

INDICATORS	RESULT 2018	RESULT 2019	RESULT 2020	RESULT 2021	RESULT 2022	
	Since inception	Since inception	Since inception	Since inception	Since inception	Grants active in 2022
E.3 Percentage of ECW-supported programmes with increased survival, transition or completion of crisis-affected children and youth <i>(Target 2022: 100%)</i>	N/A	100%	100%	97% (for active programmes in 2021) MYRPs: 9 FERs: 19	N/A ⁱ	96% MYRPs: 18 FERs: 8
E.3.1 Number of 3-8 year old children reached with early childhood education services <i>(Cumulative target in 2022: 890,000)</i>	78,425 (50% girls)	174,000 (51% girls)	275,049 (51% girls) MYRPs: 75,149 FERs: 178,051 COVID-19: 3,531,455	591,013 (50% girls) MYRPs: 119,304 FERs: 449,860 COVID-19: 3,549,943	719,413 (50% girls) MYRPs: 237,309 FERs: 460,225 (50% girls) COVID-19: 3,551,869	195,582 (50% girls) MYRPs: 169,814 FERs: 25,768 (51% girls) COVID-19: 2,651
E.3.2 Number of children and youth reached with secondary education services <i>(Targets established at programme level only)</i>		315,000	587,298 (49% girls) MYRPs: 195,545 FERs: 362,382 COVID-19: 5,332,873	711,669 (49% girls) MYRPs: 227,952 FERs: 454,346 INNs: 29,371 COVID-19: 6,150,194	1,073,149 (52% girls) MYRPs: 482,835 FERs: 560,943 (54% girls) COVID-19: 6,512,930	612,604 (53% girls) MYRPs: 481,715 FERs: 130,889 (67% girls) COVID-19: 362,925
E.3.2a Number of forcibly displaced children of secondary school age enrolled in secondary education in ECW-supported communities <i>(Targets established at programme level only)</i>	N/A	N/A	336,327 (48% girls) MYRPs: 165,869 FERs: 150,513 COVID-19: 262,261	301,878 (49% girls) MYRPs: 103,297 FERs: 178,636 COVID-19: 477,222	396,727 (48% girls) MYRPs: 186,297 FERs: 190,485 (49% girls) COVID-19: 47,874,600	211,272 (49% girls) MYRPs: 185,327 FERs: 25,945 (48% girls) COVID-19: 170,600
E.3.3 Number of ECW-supported countries that have adopted accreditation frameworks for accelerated/ non-formal education programmes for crisis-affected children <i>(Target established at programme level only)</i>	2	2	2	7	14 (58% of 26 MYRPs)	
E.3.4 Number of 3-18 children receiving quality school feeding <i>(Targets established at programme level only)</i>	N/A	N/A	266,376 (62% girls)	389,497 (48% girls)	567,191 (48% girls) MYRPs: 282,754 FERs: 222,554	305,006 (49% girls) MYRPs: 282,754 FERs: 36,355

ⁱ ECW methodology has changed since 2020



Beneficiary outcome 4

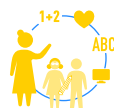
Improved learning and skills

INDICATORS	RESULT 2018	RESULT 2019	RESULT 2020	RESULT 2021	RESULT 2022	
	Since inception	Since inception	Since inception	Since inception	Since inception	Grants active in 2022
E.4 Percentage of ECW-supported programmes (having data) with increased learning outcomes for crisis-affected children and youth <i>(Target 2022: 70%)</i>	N/A	100%	100%	100% (for active programmes in 2021) MYRPs: 8 FERs: 17	N/A ⁱ	100% MYRPs: 8 FERs: 2
E.4.1 Number of classrooms supported with materials to enhance the learning environment <i>(Targets established at programme level only)</i>	9,424	19,097	28,477 MYRPs: 9,178 FERs: 17,533 COVID-19: 13,889	58,207 MYRPs: 15,799 FERs: 40,577	67,258 MYRPs: 23,397 FERs: 42,030	25,154 MYRPs: 23,072 FERs: 2,082
E.4.2 Number of children 3 -18 reached with individual learning materials <i>(Targets established at programme level only)</i>	726,610	1811383 (48% girls)	2,603,276 (47% girls) MYRPs: 550,931 FERs: 1,335,082 COVID-19: 1,845,746	4,223,517 (49% girls) MYRPs: 975,827 FERs: 2,498,933 COVID-19: 1,979,080	5,316,935 (49% girls) MYRPs: 1,944,035 FERs: 2,624,143 IINs: 748,757 COVID-19: 1,979,080	2,039,787 (49% girls) MYRPs: 1,842,201 FERs: 197,586 COVID-19: 4,391
E.4.6 Number of teachers/ administrators trained <i>(Target 2022: 78,000)</i>	20,047	41,588 (46% female)	68,933 (48% female) MYRPs: 10,730 FERs: 50,117 COVID-19: 310,568 ⁱⁱ	87,367 (47% female) MYRPs: 18,617 FERs: 60,664 COVID-19: 88,649 ⁱⁱⁱ	140,539 (49% female) MYRPs: 65,281 FERs: 67,172 IINs: 8,086 COVID-19: 88,649	72,629 (50% female) MYRPs: 62,724 FERs: 9,905
E.4.3 Number of teachers/administrators trained on subject knowledge, curriculum/planning, or pedagogy (cumulative) <i>(Targets established at programme level only)</i>	N/A	28,859	40,227 (42% female)	52,211 (46% female)	69,369 (48% girls) MYRPs: 30,102 FERs: 34,717 IINs: 4,550	30,500 (48% girls) MYRPs: 27,918 FERs: 2,582

i ECW methodology has changed since 2020

ii Includes awareness creation activities on the importance of COVID-19 in education

iii This includes only teachers/ administrators trained on COVID-19 in education related topics



Beneficiary outcome 4

Improved learning and skills

<p>E.4.4 Proportion of teachers in ECW-supported communities who have received at least one of the following: a) the minimum organized teacher training pre-service or in-service required for teaching at the relevant level; b) organized training in line with the INEE Training for Primary School Teachers in Crisis Contexts (TICC) standards</p> <p><i>(Targets established at programme level only)</i></p>				<p>481</p> <p>MYRPs: 389</p> <p>FERs: 92</p>	<p>74% (1,796 teachers)</p> <p>MYRPs: 74%</p> <p>FERs: 73%</p>	<p>83% (1,704 teachers)</p> <p>MYRPs: 74%</p> <p>FERs: 92%</p>
<p>E.4.5 Percentage of learners in primary education whose first or home language is the language of instruction at ECW-supported learning spaces</p> <p><i>(Targets established at programme level only)</i></p>	N/A	N/A	N/A	No data	No data	No data



Beneficiary outcome 5

Safe and protective learning environments

INDICATORS	RESULT 2018	RESULT 2019	RESULT 2020	RESULT 2021	RESULT 2022	Grants active in 2022
	Since inception	Since inception	Since inception	Since inception	Since inception	
<p>E.5 Percentage of ECW-supported programmes (having data) with increased levels of safety and protection in relation to one or more of the following:</p> <p>i) Violence against children in ECW-supported learning spaces.</p> <p>ii) Emotional well-being and/or mental health of children and/or education staff.</p> <p>iii) Water, sanitation, health and hygiene (WASH) for children.</p> <p>iv) School resilience and/or disaster risk reduction at the learning level.</p> <p><i>(Target 2022: 75%)</i></p>	N/A	N/A	<p>63% MYRPs: 18 FERs: 37</p> <p>i. 18% MYRPs: 6 FERs: 3</p> <p>ii. 23% MYRPs: 5 FERs: 9</p> <p>iii. 73% MYRPs: 17 FERs: 24</p> <p>iv. 29% MYRPs: 3 FERs: 5</p>	<p>100% {for active programmes in 2021} ⁽ⁱ⁾</p> <p>MYRPs: 7 FERs: 18</p> <p>i. 91% MYRPs: 2 FERs: 8</p> <p>ii. 100% MYRPs: 4 FERs: 10</p> <p>iii. 100% MYRPs: 2 FERs: 3</p> <p>iv. 100% MYRPs: 3 FERs: 6</p>	N/A ⁽ⁱⁱⁱ⁾	<p>100% MYRPs: 18 FERs: 10</p> <p>i. 94% MYRPs: 12 FERs: 5</p> <p>ii. 100% MYRPs: 14 FERs: 7</p> <p>iii. 100%</p> <p>iv. 100% MYRPs: 4 FERs: 2</p>
<p>E5.1 Number of ECW-supported learning spaces with increased access to (i) drinking water; (ii) single-sex basic sanitation facilities, and (iii) basic hand-washing facilities for crisis-affected children and youth</p> <p><i>(Targets established at programme level only)</i></p>	N/A	N/A	2,225	2,916	3,700	2,268
<p>E5.1a Number of a) latrines built or rehabilitated, of which:</p> <p>i) gender-sensitive latrines,</p> <p>ii) gender-responsive latrines,</p> <p>iii) inclusive latrines</p> <p><i>(Targets established at programme level only)</i></p>	a) 1,788	a) 1,972	a) 3,725	a) 6,843	a) 11,604 (72% accessible to children with disabilities)	a) 7,524 (75% accessible to children with disabilities)
<p>E5.2 Number of teachers/administrators trained on the importance of WASH (without COVID-19 training)</p> <p><i>(Targets established at programme level only)</i></p>	N/A	3,266	12,693	21,742 (39% female)	24,032 (40% female)	5,230 (38% female)
<p>E5.3 Number of learning spaces supported by ECW-whereby a code of conduct (i) exists (ii) is enforced and, (iii) teachers and communities are trained/informed on its application</p> <p><i>(Target established at programme level only)</i></p>	N/A	N/A	2,600 learning spaces	3,905	4,813	1,425

(i) data has been updated using programmes instead of grants
(ii) ECW methodology has changed since 2020






Beneficiary outcome 5

Safe and protective learning environments





















E5.4	Number of ECW-supported learning spaces that have a functioning school-management committee and / or parent-teacher association (for all grants approved from 2020 onwards) <i>(Target established at programme level only)</i>	N/A	N/A	N/A	5,517	9,909	3,650
E5.5	Number of ECW-supported learning spaces with DRR systems / processes / measures in place <i>(Target established at programme level only)</i>	N/A	N/A	N/A	1,863 MYRPs: 1,204 FERs: 659	2,327 MYRPs: 1,668 FERs: 659	1,451 MYRPs: 1,343 FERs: 108
E5.6	Number of teachers/administrators trained on emergency preparedness, DRR, risk management <i>(Target established at programme level only)</i>	N/A	25,482	41,831 (47% female)	47,375 (46 % female)	51,036 (47% female)	13,524 (49% female)
E5.7	Number of learning spaces supported by ECW featuring PSS activities for children that are a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different sub-groups of vulnerable children <i>(Target established at programme level only)</i>	N/A	N/A	2,786	13,803	15,244	1,991
E5.8	Number of teachers/administrators trained in MHPSS <i>(Target established at programme level only)</i>	N/A	N/A	27,786 (52% female)	54,038 (48% female)	66,039 (49% female)	32,956 (47% female)
E5.9	Number of teachers who report improvements in psychological well-being/self care <i>(Targets established at programme level only)</i>	N/A	N/A	2,331 (based on 3 programmes) 2020	581	3,020 (40% female)	2,554 (34% female)
E5.10	Percentage of learning spaces supported by ECW that have a dedicated counsellor or a social worker available on site <i>(Targets established at programme level only)</i>	N/A	N/A	N/A	78%	62% 3,104 learning spaces	43% ⁽ⁱ⁾ 942 learning spaces

(i) data based on one MYRP.

ANNEX 1 FINANCIAL DATA

-  First Emergency Response
-  Initial Investment
-  Multi-Year Resilience Programme

ECW allocations and disbursements by country






Country		Allocation		Disbursements	
		2016-2021	2022	2016-2021	2022
Afghanistan	 FER	\$8,626,253	\$-	\$8,626,253	\$-
	 MYRP	\$50,204,893	\$-	\$31,606,143	\$16,717,750
Bangladesh	 FER	\$5,350,000	\$-	\$5,350,000	\$-
	 MYRP	\$11,984,966	\$13,200,000	\$11,984,966	\$4,462,373
Brazil	 FER	\$999,000	\$-	\$999,000	\$-
Burkina Faso	 FER	\$9,972,784	\$-	\$9,972,784	\$-
	 MYRP	\$11,100,000	\$2,000,000	\$4,340,000	\$4,928,282
Burundi	 MYRP	\$-	\$12,000,000	\$-	\$3,851,478
Cameroon	 FER	\$5,254,473	\$-	\$5,254,473	\$-
	 MYRP	\$-	\$25,000,000	\$-	\$9,741,034
CAR	 FER	\$7,999,746	\$-	\$7,999,746	\$-
	 MYRP	\$19,500,000	\$-	\$19,500,000	\$-
Chad	 FER	\$2,585,751	\$2,500,000	\$2,585,751	\$2,500,000
	 IIN	\$10,000,000	\$-	\$10,000,000	\$-
	 MYRP	\$20,946,870	\$-	\$16,093,058	\$-
Colombia	 FER	\$3,642,900	\$-	\$3,642,900	\$-
	 MYRP	\$12,420,000	\$-	\$4,135,860	\$4,151,884
Comoros	 FER	\$639,266	\$-	\$639,266	\$-
DRC	 FER	\$8,799,917	\$-	\$8,799,917	\$-
	 MYRP	\$22,200,000	\$-	\$9,716,297	\$7,816,433
Ecuador	 FER	\$2,486,700	\$-	\$2,486,700	\$-
	 MYRP	\$7,410,000	\$-	\$3,051,465	\$4,358,535
Ethiopia	 FER	\$4,800,000	\$2,000,000	\$4,800,000	\$2,000,000
	 IIN	\$14,999,999	\$-	\$15,000,000	\$-
	 MYRP	\$32,697,715	\$-	\$20,106,400	\$9,790,336
Greece	 FER	\$4,579,658	\$-	\$4,579,658	\$-

Country		Allocation		Disbursements	
		2016-2021	2022	2016-2021	2022
Haiti	★ FER	\$1,500,000	\$-	\$1,500,000	\$-
	○ MYRP	\$-	\$11,800,000	\$-	\$4,397,638
Indonesia	★ FER	\$2,600,000	\$-	\$2,600,000	\$-
Iraq	★ FER	\$2,299,846	\$-	\$2,299,846	\$-
	○ MYRP	\$12,500,000	\$-	\$3,261,788	\$-
Kenya	★ FER	\$2,300,000	\$-	\$2,300,000	\$-
Lebanon	★ FER	\$8,051,630	\$-	\$8,051,630	\$-
Libya	★ FER	\$1,500,000	\$-	\$1,500,000	\$-
	○ MYRP	\$-	\$11,100,000	\$-	\$4,611,755
Madagascar	★ FER	\$473,767	\$-	\$473,767	\$-
Malawi	★ FER	\$2,575,421	\$-	\$2,575,421	\$-
Mali	★ FER	\$10,800,000	\$-	\$10,800,000	\$-
	○ MYRP	\$11,100,000	\$9,999,995	\$4,014,000	\$7,931,262
Moldova	★ FER	\$-	\$1,500,000	\$-	\$1,500,000
Mozambique	★ FER	\$11,680,815	\$-	\$11,680,815	\$-
Nepal	★ FER	\$1,885,542	\$-	\$1,885,542	\$-
Niger	★ FER	\$9,769,398	\$2,000,000	\$9,769,398	\$2,000,000
	○ MYRP	\$11,100,000	\$-	\$3,700,000	\$3,700,000
Nigeria	★ FER	\$3,499,345	\$-	\$3,499,345	\$-
	○ MYRP	\$20,100,000	\$-	\$6,700,000	\$4,350,000
Pakistan	★ FER	\$-	\$5,000,000	\$-	\$5,000,000
	○ MYRP	\$-	\$13,200,000	\$-	\$4,569,648
Palestine	★ FER	\$5,717,518	\$-	\$5,717,518	\$-
	○ MYRP	\$18,000,000	\$-	\$18,000,000	\$-
Papua New Guinea	★ FER	\$1,544,668	\$-	\$1,544,668	\$-
Peru	★ FER	\$1,844,700	\$-	\$1,844,700	\$-
	○ MYRP	\$7,410,000	\$-	\$2,487,520	\$2,460,032
Sahel Regional	○ MYRP	\$1,545,321	\$-	\$633,265	\$-
Somalia	★ FER	\$7,083,261	\$-	\$7,083,261	\$-
	○ MYRP	\$21,122,230	\$-	\$21,122,230	\$-
South America Regional	★ FER	\$376,700	\$-	\$376,700	\$-
	○ MYRP	\$1,560,060	\$-	\$520,020	\$520,020
South Sudan	★ FER	\$2,327,391	\$-	\$2,327,391	\$-
	○ MYRP	\$30,000,000	\$-	\$19,915,661	\$10,084,339
Sudan	★ FER	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
	○ MYRP	\$-	\$17,700,000	\$-	\$5,848,283
























ANNEX 1

Country		Allocation		Disbursements	
		2016-2021	2022	2016-2021	2022
Syria	✳ FER	\$3,500,000	\$-	\$3,500,000	\$-
	🇷🇺 IIN	\$15,000,000	\$-	\$15,000,000	\$-
	🇲🇾 MYRP	\$20,000,000	\$9,999,999	\$20,000,000	\$10,000,000
Tanzania	✳ FER	\$1,500,000	\$-	\$1,500,000	\$-
Uganda	✳ FER	\$4,365,402	\$-	\$4,365,402	\$-
	🇲🇾 MYRP	\$46,825,924	\$49,893	\$34,965,940	\$9,786,471
Ukraine	✳ FER	\$1,504,134	\$5,000,000	\$1,504,134	\$5,000,000
Venezuela	✳ FER	\$8,000,000	\$-	\$8,000,000	\$-
Yemen	✳ FER	\$3,500,000	\$1,700,702	\$3,500,000	\$1,700,702
	🇷🇺 IIN	\$15,000,000	\$-	\$15,000,000	\$-
Zambia	✳ FER	\$600,000	\$-	\$600,000	\$-
Zimbabwe	✳ FER	\$2,750,000	\$-	\$2,750,000	\$-
Grand Total		\$633,225,381	\$164,833,785	\$499,186,389	\$165,032,048

ANNEX 2 CHILDREN REACHED

-  First Emergency Response
-  Initial Investment
-  Multi-Year Resilience Programme
-  Acceleration Facility
-  COVID-19

Children reached by country 2016–2022

Country	Type of investment	Total	Children			Population Group			Education Level		
			% girls	% boys	% CwD	% refugees	% IDP	% other*	% ECE	% Primary	% Secondary
Afghanistan	 MYRP	124,383	50%	50%	4%	4%	31%	64%	0%	100%	0%
	 FER	103,919	54%	46%	0%	20%	30%	50%	5%	91%	4%
	 CVD	263,607	50%	50%	0%				3%	71%	26%
Bangladesh	 MYRP	268,956	50%	50%	0%	99%	0%	1%	33%	65%	2%
	 FER	40,559	54%	46%	0%	100%	0%	0%	41%	59%	0%
	 CVD	182,121	50%	50%	1%	90%	0%	10%	33%	59%	8%
Brazil	 FER	11,889	48%	52%	0%	100%	0%	0%	24%	64%	12%
	 CVD	5,413	52%	48%	0%	100%	0%	0%	37%	41%	23%
Burkina Faso	 MYRP	164,964	53%	47%	3%	2%	37%	61%	2%	70%	28%
	 FER	223,058	51%	49%	2%	2%	48%	51%	5%	76%	19%
	 CVD	524,544	46%	54%	0%	0%	11%	88%	0%	31%	69%
Burundi	 MYRP	5,078	52%	48%	8%	33%	14%	53%	0%	100%	0%
CAR	 MYRP	334,030	44%	56%	0%	1%	4%	96%	3%	97%	0%
	 FER	122,764	45%	55%	0%	0%	44%	56%	8%	90%	2%
	 CVD	193,911	47%	53%	0%	0%	1%	99%	3%	94%	3%
Cameroon	 FER	41,341	53%	47%	2%	15%	67%	18%	7%	75%	17%
	 CVD	6,843,695	53%	47%	0%	6%	13%	81%	0%	66%	34%
Chad	 MYRP	829,163	44%	56%	0%	24%	19%	58%	0%	99%	1%
	 FER	17,611	44%	56%	3%	60%	0%	40%	9%	76%	15%
	 CVD	2,153,003	33%	67%	0%	60%	8%	31%	0%	65%	34%
Colombia	 MYRP	65,566	52%	48%	3%	37%	1%	63%	16%	55%	30%
	 FER	32,155	49%	51%	0%	42%	0%	58%	4%	68%	28%
	 CVD	16,344	50%	50%	2%	42%	2%	56%	14%	55%	31%

ANNEX 2

Country	Type of investment	Total	Children			Population Group			Education Level		
			% girls	% boys	% CwD	% refugees	% IDP	% other*	% ECE	% Primary	% Secondary
Comoros	✱ FER	42,089	49%	51%	0%				1%	99%	0%
DRC	○ MYRP	64,099	51%	49%	0%	0%	15%	85%	2%	93%	5%
	✱ FER	54,985	49%	51%	1%	7%	32%	62%	2%	85%	13%
	✳ CVD	1,410,324	55%	45%	1%	3%	4%	93%	1%	38%	61%
Ecuador	○ MYRP	214,584	51%	49%	0%	5%	0%	95%	3%	61%	35%
	✱ FER	87,081	49%	51%	0%	17%	0%	83%	14%	45%	41%
	✳ CVD	55,753	51%	49%	0%	5%	0%	95%	12%	39%	49%
Ethiopia	○ MYRP	286,398	43%	57%	1%	48%	20%	32%	18%	73%	9%
	✱ FER	37,709	47%	53%	2%	41%	11%	48%	13%	66%	20%
	✳ CVD	6,530,212	50%	50%	0%	1%	1%	97%	0%	99%	0%
Greece	✱ FER	6,554	38%	62%	0%	100%	0%	0%	7%	47%	46%
	✳ CVD	13,794	41%	59%	0%	100%	0%	0%	12%	53%	35%
Haiti	○ MYRP	9,586	48%	52%	1%	0%	0%	100%	27%	73%	0%
	✱ FER	17,488	48%	52%	0%	0%	0%	100%	22%	78%	0%
Indonesia	✱ FER	63,302	51%	49%	1%	0%	100%	0%	4%	58%	37%
Iraq	○ MYRP	26,802	54%	46%	2%	58%	10%	32%	3%	80%	18%
	✳ CVD	44,231	52%	48%	1%	42%	14%	44%	2%	66%	33%
Kenya	✳ CVD	153,446	47%	53%	2%	75%	22%	3%	12%	67%	21%
Lebanon	○ MYRP	2,133	51%	49%	6%	99%	0%	1%	43%	43%	14%
	✱ FER	518,198	50%	50%	0%	62%	0%	38%	46%	52%	3%
	✳ CVD	9,336	52%	48%	2%	95%	0%	5%	28%	64%	8%
Libya	○ MYRP	30,554	50%	50%	0%	1%	0%	98%	0%	96%	4%
	✳ CVD	17,011	53%	47%	5%	15%	20%	65%	11%	56%	33%
Madagascar	✱ FER	37,150	49%	51%	0%	0%	0%	100%	18%	73%	9%
Malawi	✱ FER	351,669	51%	49%	0%	0%	10%	90%	5%	95%	0%
	✳ CVD	5,249,063	57%	43%	0%				43%	54%	2%
Mali	○ MYRP	178,301	49%	51%	1%	4%	23%	73%	5%	84%	12%
	✱ FER	266,912	50%	50%	1%	0%	4%	96%	6%	85%	9%
	✳ CVD	66,955	50%	50%	0%	2%	9%	90%	0%	82%	18%
Mozambique	✱ FER	298,681	49%	51%	0%	0%	30%	70%	3%	88%	9%
	✳ CVD	925,461	48%	52%	0%	0%	100%	0%	0%	84%	16%

Country	Type of investment	Total	Children			Population Group			Education Level		
			% girls	% boys	% CwD	% refugees	% IDP	% other*	% ECE	% Primary	% Secondary
Nepal	★ FER	178,573	52%	48%	1%				15%	56%	29%
Niger	○ MYRP	121,101	49%	51%	1%	4%	13%	84%	11%	57%	32%
	★ FER	231,735	50%	50%	1%	13%	22%	66%	4%	87%	10%
	✳ CVD	220,701	50%	50%	2%	5%	9%	86%	1%	55%	44%
Nigeria	○ MYRP	148,419	52%	48%	2%	1%	26%	73%	0%	96%	4%
	★ FER	290,951	46%	54%	0%	0%	7%	93%	1%	99%	0%
	✳ CVD	152,119	47%	53%	0%	0%	26%	74%	0%	97%	3%
Pakistan	○ MYRP	38,136	50%	50%	20%	12%	0%	88%	6%	85%	9%
Palestine	○ MYRP	591,253	49%	51%	3%	68%	1%	30%	0%	65%	35%
	★ FER	348,141	52%	48%	3%	93%	2%	4%	1%	66%	33%
	✳ CVD	1,006,239	50%	50%	2%	93%	0%	7%	0%	87%	13%
Papua New Guinea	★ FER	33,626	43%	57%	0%	0%	0%	100%	17%	83%	0%
Peru	○ MYRP	17,561	50%	50%	2%	37%	0%	63%	10%	53%	37%
	★ FER	12,012	48%	52%	0%	70%	0%	30%			
Somalia	○ MYRP	185,820	47%	53%	2%	0%	27%	72%	0%	100%	0%
	★ FER	58,953	45%	55%	0%	1%	23%	76%	3%	96%	2%
	✳ CVD	206,645	60%	40%	3%	0%	20%	80%	0%	100%	0%
South America Regional	★ FER	76,871	50%	50%	0%	0%	0%	0%	0%	95%	5%
South Sudan	○ MYRP	140,130	45%	55%	1%	0%	7%	93%	14%	69%	17%
	✳ CVD	51,171	50%	50%	1%	86%	0%	14%	27%	66%	7%
Sudan	○ MYRP	92,483	51%	49%	1%	37%	19%	43%	4%	77%	19%
	★ FER	16,200	48%	52%	0%	100%	0%	0%	25%	60%	15%
Syria	○ MYRP	381,002	47%	53%	1%	3%	55%	42%	0%	78%	21%
	★ FER	35,889	42%	58%	2%	0%	100%	0%	0%	0%	0%
	✳ CVD	930,326	50%	50%	0%	0%	0%	0%	0%	39%	61%
Tanzania	✳ CVD	105,141	51%	49%	0%	78%	0%	22%	12%	80%	8%
Uganda	○ MYRP	195,062	48%	52%	2%	71%	0%	29%	24%	76%	0%
	★ FER	38,634	46%	54%	1%	89%	0%	11%	33%	54%	13%
	✳ CVD	243,927	47%	53%	0%	77%	0%	23%	0%	0%	100%
Ukraine	★ FER	361,402	65%	35%	0%	0%	7%	93%	1%	44%	55%

ANNEX 2

Country	Type of investment	Total	Children			Population Group			Education Level		
			% girls	% boys	% CwD	% refugees	% IDP	% other*	% ECE	% Primary	% Secondary
Venezuela	✿ CVD	22,366	51%	49%	0%	0%	0%	0%	0%	96%	4%
Yemen	✿ FER	14,669	52%	48%	1%	0%	34%	66%	7%	88%	5%
	✿ CVD	508,755	45%	55%	0%				0%	49%	51%
Zambia	✿ CVD	18,467	44%	56%	0%	59%	0%	41%	9%	66%	25%
Zimbabwe	✿ FER	228,242	49%	51%	4%	0%	1%	99%	14%	80%	5%
	✿ CVD	4,055,314	53%	47%	0%	0%	0%	100%	27%	53%	20%

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
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