





RESULTS AGAINST ALL ODDS

2023 ECW ANNUAL RESULTS REPORT









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 2023. 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 United Nations Member States. The boundaries, names and designations used in the maps in this publication do not imply official endorsement or acceptance by the United Nations, ECW, or partner countries. All figures in this report are presented in United States dollars, except where indicated.

Education Cannot Wait, August 2024



ABOUT EDUCATION CANNOT WAIT

Education Cannot Wait (ECW) is the global fund for education in emergencies and protracted crises within the United Nations. 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, United Nations agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public- and private-sector donors for expanded support to reach even more vulnerable children and youth.

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Additional information is available at www.educationcannotwait.org

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- © UNICEF/Awad: In Sudan, Malaz, 14, resides in a temporary shelter for internally displaced people with her family.
- © UNICEF/Joseph: In Haiti, Jephté, 12, is in 5th grade. He wants to become a doctor to take care of people and help his family.
- © UNICEF/Bidel: In Afghanistan, a young girl holds her notebook outside a child-friendly space.
- © UNICEF/Satu: In Bangladesh, Fariya, 5, attends pre-primary school despite facing the challenges of a lost arm.
- © UNICEF/El Baba: In the Gaza Strip, Sama, 10, walks through the rubble of her destroyed neighborhood in Khan Younis.
- © UNICEF/Filippov: In Ukraine, Milana, 6, has been unable to attend kindergarten. She misses the games she played with friends and art classes.
- © UNICEF/Vigné: In North Kivu province, Democratic Republic of the Congo, a displaced boy attends a temporary learning space.
- © UNICEF/Chol: In Juba, South Sudan, a smiling student poses for a photograph inside a classroom.



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2023 ECW ANNUAL RESULTS REPORT

ACKNOWLEDGEMENTS

The results presented in this report are the direct outcome of the unwavering commitment, strategic guidance, technical contributions and financial support of a diverse group of stakeholders, including host-country governments, donors, United Nations agencies, global and local civil society organizations (CSOs), philanthropic foundations and the private sector.

Education Cannot Wait (ECW) continues to work through these partnerships to achieve its shared vision of a world in which all children and adolescents affected by crises can learn safely, without cost, and free from fear, as envisaged in the Sustainable Development Goals. Despite the challenging global context of diminishing funding and increasingly intense protracted crises, these collaborative efforts have proven to be crucial in reaching our objectives. ECW extends its sincere appreciation to its donors for their generous and timely contributions, without which none of the achievements documented in this report would have been possible.

The ECW Secretariat would particularly like to express its gratitude to ECW's governance structures - the High-Level Steering Group and the Executive Committee - for their political commitment, strategic guidance, generous funding and consistent advocacy. We thank all members of these governance structures for their steadfast support and extend special thanks to the Chair of the High-Level Steering Group, The Rt. Hon. Gordon Brown, United Nations Special Envoy for Global Education; and to the Co-Chairs of the ECW Executive Committee, Heike Kuhn, Head of the Education Division, Federal Ministry for Economic Cooperation and Development of Germany, and Merete Lundemo, Special Envoy, Ministry of Foreign Affairs of Norway. We also extend our heartfelt thanks to UNICEF, our hosting agency, under the inspiring leadership of its Executive Director, Catherine Russell, and to the heads of United Nations agencies, to CEOs of civil society and private-sector organizations, and to the chairs of the International Finance Facility for Education and the Global Partnership for Education.

Governments and civil society in countries experiencing emergencies and protracted crises are catalysts of transformational investments across the humanitarian-development nexus. They are leading the charge in building local actions and stepping up to provide safe, quality learning environments for all children, including those who are displaced. ECW extends its gratitude to its grantees, partners and individuals whose relentless work on the ground – often in very challenging conditions – and at the global level supports the vital efforts of teachers, families and communities who are on the front lines. It is only by coming together that we can ensure no child is left behind, foster hope and build a brighter future for all.

Finally, let us acknowledge the brave and resilient girls and boys who, against all odds and despite the unfair barriers they have had to face, are continuing their education. They are not only learning to read and write, but also developing the skills to thrive as individuals and members of society. They are paving their paths to become doctors, nurses, architects, teachers, entrepreneurs, mechanics, engineers, or whatever they aspire to be.

CONTRIBUTORS

This report is based on information provided in the programme reports submitted by 28 grantees, for a total of 108 active grants during 2023. The results described in the report reflect the hard work and dedication of our grantees on the ground in support of children and youth affected by crises in 32 countries.

The report was produced under the guidance of Yasmine Sherif, ECW Executive Director, and under the leadership of Christian Stoff, Chief of ECW's Monitoring, Evaluation and Global Reporting team. The core report team consisted of Francesca Pinna, Beza Tesfaye, Carly Tubbs Dolan, and Maurits Spoelder.

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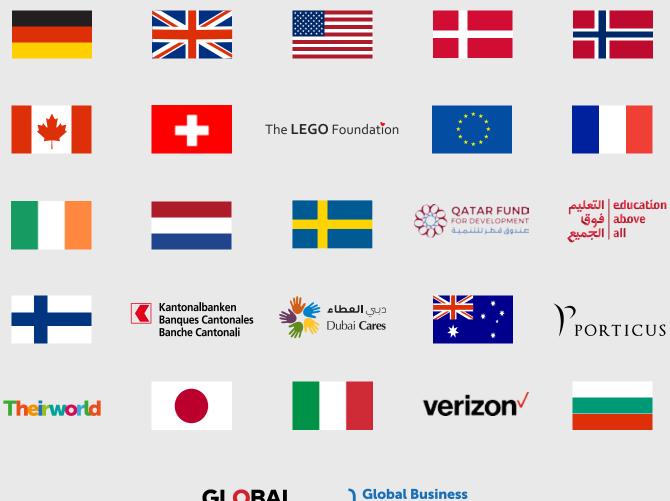
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OUR STRATEGIC DONOR PARTNERS





Coalition For Education

ACRONYMS

AF	Acceleration Facility
ASER	Annual Status of Education Report
AUS0	All Ukrainian School Online
CFM-TV	Child Functioning Module: Teacher Version
COP 28	2023 United Nations Climate Change Conference (Twenty-Eighth Conference of the Parties of the United Nations Framework Convention on Climate Change)
СРНА	Alliance for Child Protection in Humanitarian Action
CRS	Creditor Reporting System
CS0	civil society organization
DCM	delivery chain mapping
DRR	disaster risk reduction
ECD	early childhood development
ECE	early childhood education
ECHO	European Civil Protection and Humanitarian Aid Operations
ECW	Education Cannot Wait
EiE	education in emergencies
EiEPC	education in emergencies and protracted crises
EMIS	education management information system
ERP	Education Response Plan
FER	First Emergency Response
FTS	Financial Tracking Service
GBV	gender-based violence
GCCG	Global Cluster Coordination Group
GEC	Global Education Cluster
GHO	Global Humanitarian Overview
GLO	gender lead organization

GPE	Global Partnership on Education
GRF	Global Refugee Forum
HAL	Holistic Assessment for Learning
HALDO	Holistic Assessment of Learning and Development Outcomes
HI	Humanity & Inclusion
HLFC	High-Level Financing Conference
HNO	Humanitarian Needs Overview
HOLAS	Holistic Learning Assessment Systems
HRP	Humanitarian Response Plan
IASC	Inter-Agency Standing Committee
IATI	International Aid Transparency Initiative
IDMC	Internal Displacement Monitoring Centre
IDP	internally displaced person
IFFEd	International Finance Facility for Education
IGAD	Inter-Governmental Authority on Development
INEE	Inter-Agency Network for Education in Emergencies
IOM	International Organization for Migration
ISEEC	Initiative to Strengthen Education in Emergencies Coordination
JENA	Joint Education Needs Assessment
L/LNG0s	local and national non-governmental organizations
LNAs	local and national actors
LW0	local women's organization
МНМ	menstrual health and hygiene
MHPSS	mental health and psychosocial support
MYRP	Multi-Year Resilience Programme
NGO	non-governmental organization
NRC	Norwegian Refugee Council
NYU	New York University



their ECW-supported learning centre in a refugee camp in Cox's Bazar, Bangladesh. ECW investments in the country are supporting Rohingya refugee and marginalized host community children and adolescents to continue their education.

Students reading in

OCHA	United Nations Office for the Coordination of Humanitarian Affairs
ODA	overseas development assistance
OECD	Organisation for Economic Co-operation and Development
OPD	organization of persons with disabilities
PiN	people in need
PSEA	protection from sexual exploitation and abuse
RRRP	Regional Refugee Response Plan
RRT	Rapid Response Team (Global Education Cluster)
RSPN	Rural Support Programmes Network
SDG	Sustainable Development Goal
SEL	social and emotional learning

TaRL	Teaching at the Right Level
UNC	University of North Carolina
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations Refugee Agency
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestinian Refugees in the Near East
USAID	United States Agency for International Development
VOICE	Voluntary Organisations in Cooperation in Emergencies
WASH	water, sanitation and hygiene
WFP	World Food Programme
WR0	women's rights organization
Youth4EiE	Youth for Education in Emergencies

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FOREWORD

Our world faces unprecedented challenges. Armed conflicts have intensified, forced displacement is at an all-time high, and the climate crisis threatens to reverse decades of development gains. Millions are at risk. From Gaza to Sudan to Ukraine and beyond, the horrors of war continue unabated. In forgotten crises – such as those in the Democratic Republic of the Congo, Haiti, Myanmar, Nigeria and Yemen – millions of children are being denied their fundamental rights, including their right to quality education.

Responding to Global Challenges

OCHA's 2024 Global Humanitarian Overview presents a stark picture: one in five children worldwide lives in, or flees from, conflict. Nearly 300 million people will need humanitarian assistance in 2024 due to conflicts, climate emergencies and other crises. The estimated number of crisis-affected children needing quality education has surged from 75 million in 2016 to 224 million today.

This silent crisis is particularly severe in specific regions. Half of all out-of-school children in emergencies are concentrated in eight countries: Afghanistan, Democratic Republic of the Congo, Ethiopia, Mali, Myanmar, Nigeria, Pakistan and Sudan. In Sudan, 17 million are missing out on education; over 2 million people – the majority children – have fled to neighbouring countries since the conflict started in April 2023, adding pressure on already overstretched education systems.

This is just one of many examples of the ripple effect one conflict can have on the future of entire generations in a whole region. Without access to safe, quality education, these children face a future marred by recruitment into armed groups, child marriage and other grave violations of their rights.

Even those in school are struggling. By 2030, without decisive action, 300 million children could lack basic literacy and numeracy skills. Yet, Latifa in Burundi, Ali in Syria and Kansi in Ethiopia, and those taught by Hafsat in Nigeria, are just a few of the millions of children benefiting from ECW support: examples of how quality education that encompasses a range of services meets the specific needs of crisis-affected children and transforms lives. We must #ShareTheirVoices and uphold our commitment to reach every single child in crises.

Economic uncertainty, dwindling resources and other global challenges undermine efforts to achieve the Sustainable Development Goals by 2030. Disturbingly, while needs are escalating, humanitarian funding for education decreased for the first time in a decade, dropping by 3% from US\$1.2 billion in 2022 to \$1.17 billion in 2023.

Despite the odds, Education Cannot Wait (ECW), the global fund for education in emergencies and protracted crises within the United Nations, is achieving significant results. In 2023 alone, ECW, together with its strategic partners, provided quality education to 5.6 million children and adolescents. Since starting its operations in 2017, ECW has reached over 11 million girls and boys and mobilized more than \$1.6 billion for its Trust Fund, which has helped millions more.

For our 25 strategic donor partners, these transformative investments go well beyond getting children into the classroom for the first time and funding teachers and building schools. They deliver a quality child-centred and holistic education, and thus represent a commitment to sustainable development, human rights, economic resilience and global security.

As a proven, results-focused global fund, ECW's agile approach will continuously evolve to ensure faster,

deeper and more targeted responses to reach those overlooked by traditional aid systems. By combining the urgency of humanitarian action with sustainable developmental efforts, and fostering collaboration among key stakeholders while mobilizing funding, ECW is pioneering what we believe is a new vision for universal education.

However, to truly address escalating needs, we must urgently scale up efforts and will require more funding, and ever-improving strategies to mobilize resources most effectively. And we will need to accelerate the speed, impact and sustainability of our investments.

A New Vision

ECW's 2023 Annual Results Report showcases the impact and opportunities of our global investments. It demonstrates the added value of ECW's unique operational model and its impactful rapid growth as a change-maker within the United Nations system and the multilateral education aid sector.

As we advance our 2023–2026 Strategic Plan, we must focus on increasing educational participation, learning, and well-being in crisis contexts. This requires substantial investments in early childhood education, increased support to improve completion rates at secondary levels, more gendertransformative approaches, mental health support, and agile, holistic solutions that address the wholechild needs: academically and social-emotionally.

Teachers are the unsung heroes of these efforts. We must ensure they have the capacity, resources and support needed to succeed. At the community level, building on successful models of engagement with local organizations, parents and governments is crucial to fostering safe, inclusive learning environments and fulfilling our Grand Bargain commitments.

Financial Resources Are Key

As ECW and our strategic partners accelerate efforts, so must the donor community. Every G7 nation has joined the ECW movement, marking a significant step. Many of our generous strategic donor partners are making multi-year contributions, significantly enhancing the predictability and continuity of our funding. Innovative private-sector partnerships, including those with the LEGO Foundation, Swiss Cantonal Banks and Porticus, help scale these efforts. In-country resource mobilization is also yielding significant results.

But this is not enough. We must urgently mobilize \$600 million to close our funding gap for ECW to reach 20 million children through our Strategic Plan. We can do so with public- and private-sector donor support. ECW has a proven record and the structures in place to deliver with efficiency and speed. This is an investment in our collective efforts and our demonstrated successes.

Education is a public good and a fundamental right. To achieve our goals, global leaders must align policies, funding and humanitarian principles. Multilateral education aid funding must immediately be increased to reverse the current downward trend. National governments of lower-middle-income countries must be supported to boost their education budgets with new financing mechanisms such as the International Finance Facility for Education (IFFEd). Partnerships and collaboration must be strengthened across humanitarian, development and peace efforts, with holistic, human-centred interventions.

Education is the most powerful tool to restore hope in a world marred by brutal conflicts, human rights violations and inequality. It is our investment in a new generation of leaders. By acting now, we can unlock the vast potential of the world's most marginalized children and empower them to build a more equal, social and peaceful pact for our humanity.



The Rt. Hon. Gordon Brown

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

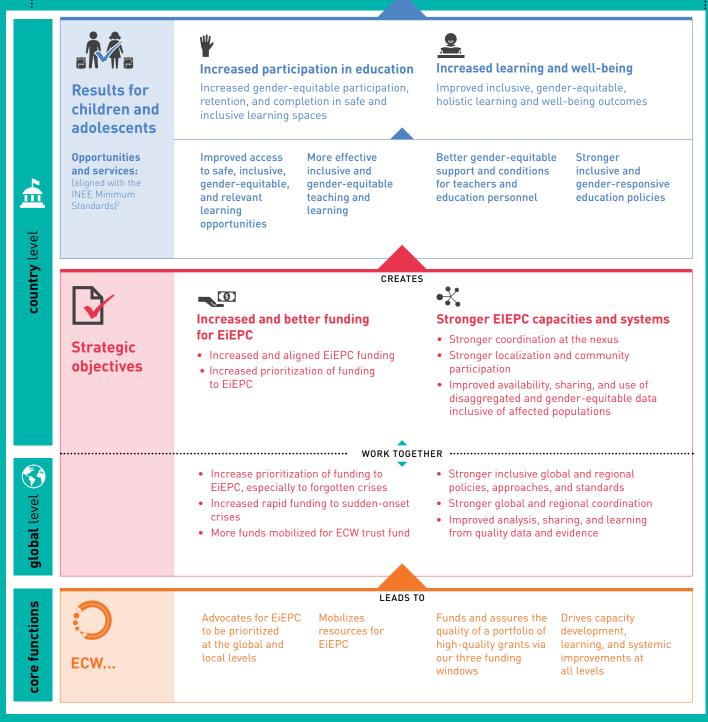
Gorthe Bren

THEORY OF CHANGE



Goal

Children and adolescents¹ affected by crises realize their right to safe, gender-equitable, and inclusive quality education and achieve holistic learning outcomes



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

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



EXECUTIVE SUMMARY

Education Cannot Wait (ECW) made great strides in achieving its goals in 2023, and it continued to accelerate progress in delivering inclusive and equitable quality education to girls and boys caught up in emergencies and protracted crises all over the world. In just this first year of ECW's new Strategic Plan (2023–2026), ECW reached 5.6 million children³ – or 29% of its four-year cumulative target of reaching close to 20 million children – through its First Emergency Responses (FERs) and Multi-Year Resilience Programmes (MYRPs). This brings the total number of children reached to over 11 million since ECW started operations in 2017.

ECW focuses its work on children who are most vulnerable in emergencies and protracted crisis situations – including those affected by armed conflict, forced displacement and climate-induced disasters – with the greatest education needs. ECW reached more girls (51%), internally displaced children (17%), and refugee children (22%) in 2023 than in previous years, and more children of secondary school age (23%) and pre-primary school age (7%), compared with primary school-age learners (70%).

One in five children reached in 2023 (1.2 million, 55% girls) was supported through FERs in acute emergencies or escalated crises, while four in five children (4.4 million, 50% girls) were reached through MYRPs in protracted crisis settings (STRATEGIC PLAN INDICATORS 1 AND 2). As a compounding threat to education, ECW's focus on responding to the impacts of climate change is growing. For example, the proportion of children reached through FERs in emergencies resulting from climate-induced hazards increased from 14% in 2022 to 27% in 2023.

At the current pace of progress, MYRPs are on track to achieving their target of 7.6 million children reached by the end of 2026 but FERs are expected to reach only 27% of their target of 11.9 million children. The FER shortfall can be attributed to an increase in the programme cost per child, from \$32 to \$53 in 2023, resulting in a higher level of quality education of longer duration but for fewer children than targeted; and persistent underfunding, which is preventing ECW from scaling up its portfolio allocations to reach more boys and girls.

³ ECW defines 'children reached' as the number of children and adolescents aged 3–18 years in all their diversity who are supported directly or intermediately through ECW assistance.



© World Vision

Nakurchel, 12, writes in her classroom in Ethiopia. An ECW-supported accelerated learning programme in her area is supporting children like Nakurchel, who have missed years of learning due to crises – including persistent drought and ongoing conflict – in catching up on their education, and preparing them to join their peers in formal schools.

ECW and its partners increased education participation, learning and well-being for children in crisis contexts

ECW is dedicated to ensuring that all crisis-affected children and adolescents receive a quality education and are actively learning. In 2023, ECW made progress towards education participation, continuity and learning targets in five out of eight Strategic Plan result indicators. This progress, along with the growing number of children reached, highlights a consistent improvement in meeting the educational needs of crisis-affected children.

Education participation

School enrolment or attendance improved in 95% of ECW's programmes (93% FERs, 96% MYRPs) (INDICATOR 3). Of these programmes, 72% showed gender-equitable progress, whereby enrolment or attendance improved for both boys and girls and there was improvement towards gender parity. Notably, programmes in Nigeria, Pakistan and Somalia reported significant increases in children's participation in formal education despite challenges such as conflict, displacement and climate shocks.

C FOUR IN FIVE

children (4.4 million, 50% girls) were reached through MYRPs in protracted crisis settings.

Education continuity

Efforts to support learners transitioning from non-formal to formal education and from one education level to the next showed notable success. Some 86% of programmes reporting had transition rates above 60% (INDICATOR 5). However, education retention and completion rates remain areas for improvement, with only 53% of reporting programmes achieving retention or completion rates above 75%, against a target of 90% (INDICATOR 4). This shortfall reflects global challenges in primary and secondary school completion that are exacerbated by volatile crisis situations. Many children do not attend school because of factors like school fees and high-stakes exams, but in emergencies and protracted crises they may not be able to ever return to school or fully complete their education without intervention.

Learning

Programmes in protracted crisis environments supported learning outcomes, reflecting ECW's commitment to holistic education. The number of programmes systematically monitoring and reporting on learning outcomes is still limited. Yet, among those MYRPs able to monitor learning outcomes, 80% reported improvements in children's academic learning (INDICATOR 6) and 72% reported improvements in children's social and emotional learning and/or well-being (INDICATOR 7). ECW is dedicated to working with partners to generate more comprehensive data on learning outcomes within crisis contexts, while continuing to enhance learning through multi-year programmes.

ECW's Strategic Plan sets an ambitious goal to improve gender norms and attitudes toward education. Through **gender-transformative programming**, FERs and MYRPs aim to ensure equitable access and learning opportunities for girls. However, measuring changes in gender norms and attitudes remains challenging, with only one programme (in Uganda) successfully demonstrating a positive change (INDICATOR 8). Moving forward, ECW will collaborate with implementing partners to integrate tools for better measurement and tracking of changes in gender norms and attitudes. To achieve results in all these areas. ECW programmes employed a mixture of interventions as part of a comprehensive 'whole child' approach. In line with the Inter-agency Network for Education in Emergencies (INEE) minimum standards,⁴ these interventions focused on improving access to safe and inclusive learning opportunities, delivering more effective and inclusive learning, supporting teachers and educational personnel, and promoting stronger and more inclusive education policies. ECW and its partners constructed and rehabilitated safe learning spaces and WASH infrastructure, distributed teaching and learning materials, provided cash support for education, and supported capacity-building activities with teachers and education personnel. They engaged caregivers and communities in school management committees and in implementing disaster preparedness measures in schools.

The second secon

children reached in 2023 (1.2 million, 55% girls) was supported through FERs in acute emergencies or escalated crises.

4 The INEE Minimum Standards for Education are guidelines aimed at improving the quality of education in emergencies. They include 19 standards with key actions and guidance notes to enhance educational preparedness, response, and recovery, ensuring access to safe and relevant learning opportunities.

In consideration of the unique needs of girls and boys, displaced learners, and children with disabilities, ECW and its partners supported the implementation of codes of conduct in schools and case referral mechanisms, and provided specialized assistance in areas of child protection, gender-based violence prevention, psychosocial support, and inclusive education. Moreover, they provided assistive learning devices (for children with disabilities) and menstrual health and hygiene products (for girls) and supported school feeding interventions.

To support learners most at risk of educational exclusion, ECW applied a two-track approach, mainstreaming disability inclusion across all interventions while implementing targeted initiatives to meet learners' specific needs. For refugees and internally displaced persons (IDPs), ECW facilitated access to learning opportunities, promoted inclusion in national education systems, provided psychosocial support, adapted curricula and reduced financial constraints. For children with disabilities. programmes improved accessibility, provided tailored educational materials, and built community awareness to ensure children's holistic well-being. To facilitate access and learning for adolescent girls, ECW recruited and supported female teachers, addressed gender-based violence concerns, and engaged communities to promote girls' education.

ECW programmes employed these interventions in various ways. A synthesis of programme results in 2023 conducted for the purposes of this report found several enabling factors common across programmes that were critical to achieving results:

- Tailored formal and non-formal education solutions, aligned with national priorities and complementary to existing programmes that promote contextually responsive, learners' needs-oriented education.
- Flexible and adaptable programming models that enhanced ECW's ability to respond to evolving needs quickly, for example, in the case of climate hazard-induced emergencies.
- Holistic and gender-targeted support for teachers that incorporated aspects of capacity, recruitment, retention, agency, motivation and well-being. Teacher development interventions went beyond training and financial remuneration. They attracted new teachers and retained existing teachers in the workforce.
- Engagement of local stakeholders, including parents, caregivers and community leaders, in the promotion and management of education programmes to create safe, protective, accessible and enabling learning environments.
- Cross-sectoral collaboration with multiple actors, including those in the protection, water and sanitation, nutrition and disaster management sectors.

In just this first year of ECW's new Strategic Plan (2023–2026), ECW reached 5.6 million children.



ONICEF Ukraine

Anastasia takes notes during a lesson at her school in Kryve Ozero, Ukraine. ECW investments supported the installation of shatter-resistant window film in her school, making the learning environment safer and ensuring that students can continue their education amidst the daily threat of shelling in the country.

ECW and its partners strengthened education capacities and systems in emergencies and protracted crises

Achieving better results for crisis-affected children requires strong EiEPC systems and capacities to respond to their needs. ECW prioritizes systems and capacity strengthening at both country and global levels with a focus on three areas: (1) improved coordination at the humanitarian-development nexus, (2) increased localization and community engagement, and (3) stronger data and evidence systems.

Nexus coordination:

To enhance coherence among EiEPC actors, ECW's MYRPs made progress in improving coordination across the nexus (INDICATOR 11) and increased harmonization of data and evidence systems (INDICATOR 17). ECW's Acceleration Facility (AF) contributed to this progress by supporting key global EiEPC partners, such as the Global Education Cluster (GEC), INEE, the United Nations Educational, Scientific and Cultural Organization (UNESCO), and others. Moving forward, ECW's grantees will receive additional support in the form of tools integrated into the design and implementation of new MYRPs, which they can use to operationalize work across the nexus in protracted crisis contexts.

Localization:

In line with the Grand Bargain commitments, advancing localization and ensuring the engagement of affected populations were top priorities for ECW and its partners in 2023. FERs and MYRPs contributed to improved engagement with local and national actors (LNAs) and affected populations, by intentionally involving them throughout programming cycles (INDICATOR 14). Moreover, in 2023, an average of 24% of ECW funding to FERs and MYRPs was channelled to LNAs (INDICATOR 12). ECW also aims to enhance localization through its new MYRP consortium model, which includes ring-fenced funding, local actor involvement in programme design and implementation, and ongoing capacity development support for LNAs.

Data and evidence:

ECW is committed to strengthening data and evidence systems and promoting a culture of learning. In 2023, all MYRPs were informed by quality evidence of needs (INDICATOR 16), and most FERs and MYRPs (84%) monitored education participation outcomes (INDICATOR 15A). However, measuring learning outcomes remains a challenge in EiEPC contexts, as 64% of MYRPs (39% with genderdisaggregated data) reported learning outcome data 'on time' against a target of 80% (INDICATOR 15B). Moreover, available data are often not useful for meeting the learning needs of programme partners, because these data are not collected with this purpose in mind. In response, ECW will prioritize supporting country partners in data production efforts, with a focus on ensuring that outcome monitoring, particularly on learning outcomes, is done in a way that enables meaningful analysis of what works, how it works, and for whom.

At the global level, ECW and its partners have made strides in generating more knowledge products on EiEPC. The priority in the coming years is to promote the sharing and uptake of these products so to increase cross-programme learning and influence ways of working (INDICATOR 25). ECW will leverage its strategic partnerships to maximize the adoption of policies, approaches and standards at global and regional levels to align with emerging evidence and knowledge (INDICATOR 23).



A young boy with a vision impairment learns to read in Braille at an ECW-supported training centre for children with vision impairments in the Central African Republic. ECW investments in the country are increasing access to safe, quality education for children impacted by ongoing conflict and crisis.

ECW and its partners contributed to increased and better funding for EiEPC

As a global fund and advocate, ECW collaborates with partners to boost political commitment for prioritizing EiEPC and delivering quality education for 224 million crisis-affected children and adolescents in need of educational support through increased and better funding.

Despite a global context of aid cuts, ECW mobilized \$900 million (60%) against its \$1.5 billion funding target in the first year of its 2023–2026 Strategic Plan (INDICATOR 22). This notable achievement puts ECW well on the way to achieving its Strategic Plan ambitions and contributes a significant share of aid required to respond to EiEPC.

However, looking at the broader education in emergency funding landscape, total humanitarian funding for education decreased by 3% for the first time in a decade – from \$1.2 billion in 2022 to \$1.17 billion in 2023 (INDICATOR 18A), with only 11% of this funding allocated to forgotten crises (INDICATOR 18B). Similarly, funding for education relative to humanitarian appeal requirements decreased slightly, from 33% in 2022 to 29% in 2023 – though it is still much higher than the record low of 20% in 2021 (INDICATOR 20).

Grappling with a record humanitarian aid funding gap due to financial cuts amid growing needs, the Global Humanitarian Overview in 2024 applied a more stringent approach, known as 'boundary setting,' regarding what can be included in humanitarian appeals. This has effectively reduced appeal requirements for the education sector for the first time in years, from \$3.7 billion in 2023 to \$3.05 billion in 2024 – a reduction of \$680 million (18%).

Against this backdrop, ECW will work together with its partners to explore innovative partnerships with private-sector investors, foundations and others to mobilize additional financing, both for the ECW Trust Fund and the broader EiEPC sector. ECW will continue its robust advocacy and efforts to strengthen alliances and networks to raise awareness of EiEPC trends and needs, while promoting evidence-based messages on the achievements of ECW and its partners. This work will focus on key bilateral donors to prevent any reversal of progress made over the past few years and to bring EiEPC financing from the margins to the centre of funding priorities.

Given global funding constraints, ECW aims to optimize its programmatic portfolio. This involves a more focused deployment of FER, MYRP and AF investments, leveraging synergies with other bilateral and multilateral funding sources.

FERs will emphasize speed and flexibility, aiming to reduce disbursement times in acute crises from an average of 20 weeks in 2023 to a target of 12 weeks, while ensuring inclusiveness of local actors (INDICATOR 21). MYRPs will continue as the primary vehicle for multi-year, predictable funding in protracted crises, targeting a smaller number of countries where the greatest value can be added. By enhancing coherence across the humanitariandevelopment nexus, ECW will align MYRPs with other education investments (INDICATOR 9), maximizing collective impact towards EiEPC goals. Strategic initiatives through the AF will strengthen capacities and systems among implementing partners and stakeholders and improve ways of working.

HIGHLIGHTS 2023

girls i i i i i i i 5,597,253 children and adolescents

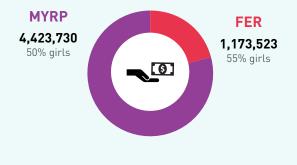
51%

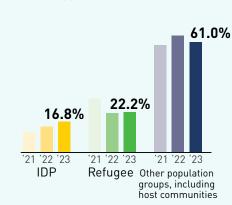
Of the 5.6 million children and adolescents reached in 2023, 4.4 million (4,423,730; 50% girls) were reached via MYRPs and 1.2 million were reached via FERs (1,173,523; 55% girls).

Compared to the previous year, ECW is reaching more displaced learners and a greater diversity of children across the educational continuum.

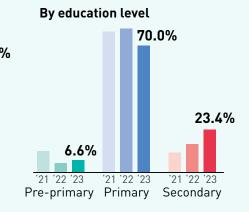
reached

By grant modality





By type of beneficiary



An overview of ECW 2023 results:



13,003 CLASSROOMS built or rehabilitated





4,408,874 CAREGIVERS

and community members mobilized (50% women)





83,461 CHILDREN provided with cash or education vouchers (61% girls)

335,169 LEARNERS supplied with school feeding [50% girls]



125,094 ADOLESCENT GIRLS received menstrual health and hygiene products



107,613 TEACHERS

and education personnel received teacher training on a variety of topics (59% women) til,570 CHILDREN WITH A DISABILITY received assistive devices and learning aids (54% girls)



school-management committees or parentteacher associations

EDUCATION

ACCESS AND

ATTENDANCE

improved in 95% of

programmes



3,920 LEARNING SPACES feature MHPSS support

•

TRANSITION RATES from

non-formal to formal education above 60% in 86% of programmes

These ECW supports contributed to:

EDUCATION RETENTION AND COMPLETION

RATES above 75% in 53% of programmes



ACADEMIC AND SOCIAL-EMOTIONAL LEARNING

improved in 80% of MYRPs (academic) and 72% of MYRPs (SEL)



86 programmes

are active in 2023 (31 MYRPs in 26 countries, 27 FERs and 28 AF)

5 See "Scorecard methodology" for more information.





28 grantee organizations

(number of unique grantees, when active in multiple countries/programmes)

HOW TO READ THIS REPORT

This annual results report provides a comprehensive review of ECW's results in 2023 against its <u>Strategic Plan (2023–2026)</u>.⁶ The chapters present results at three levels, as shown in the ECW <u>Theory of Change</u>:



Results for Children: The chapter starts with an analysis of programmes benefiting crisis-affected girls and boys between the ages of 3 and 18 years in all their diversity (INDICATORS 1 AND 2). ECW is committed to supporting those most in need, particularly those with intersecting vulnerabilities related to gender, disability, refugee and displacement status, and age.

Following this analysis, the chapter focuses on the two main outcome-level results in education for children and adolescents: (1) increased gender-equitable education participation, retention and completion (INDICATORS 3–5); and (2) improved inclusive, gender-equitable holistic learning and well-being (INDICATORS 6–8).

It then provides a brief overview of ECW-supported interventions designed to promote the achievement of children's participation and holistic learning outcomes. The rest of the chapter highlights how ECW programmes are fit for purpose and adapted to the contexts, challenges and needs of specific groups. This includes a focus on common programme approaches in complex crisis settings, where most ECW programmes operate; in response to climate change as an increasingly prominent exacerbating factor within complex crises; and in efforts to reach those left furthest behind (displaced populations, girls, and children with disabilities).



Strengthened EIEPC Capacities and Systems: The chapter covers ECW's contribution to strengthening systems and capacities to deliver results for children, encompassing results at both global and country levels. The three areas covered in this chapter relate to: (1) coordination (INDICATOR 11 and 24); (2) localization and community engagement and accountability (INDICATORS 12–14); and (3) data and evidence (INDICATORS 15–17 AND 25). ECW efforts in these areas contribute to the creation of more inclusive global and regional policies, approaches and standards (INDICATOR 23), which, in turn, reinforce EiEPC systems and capacities.



Increased and Better EIEPC Funding: The chapter describes ECW's core function as a global fund and 2023 results in relation to mobilizing funding for the ECW Trust Fund (INDICATOR 22), allocating funds to those most in need (INDICATORS 21 and 9), and advocating for more funding for EiEPC at both the country level (INDICATOR 10) and the global level (INDICATORS 18–20).⁷

6 Education Cannot Wait, ECW's Strategic Plan 2023–2026 Achieving Results: A New Way of Working, ECW, 2022. <www.educationcannotwait.org/sites/default/files/2022-09/f_ecw1016_strategic_report.pdf>

7 For an overview of the complete programmatic portfolio and financial allocations in 2023, see: Education Cannot Wait, From Crises to Classes: Programmatic Portfolio and Financial Allocations: 2023 Overview, ECW, 2024. <</td>

2023-overview>

Scorecard Methodology

In reporting on indicators across all three chapters, ECW introduced a scorecard methodology, which classifies progress towards indicator targets as:



Not all programmes can or are expected to provide data on all indicators; this depends on the design and duration of the programme and the stage of programme implementation at the time of reporting progress to ECW. Also, not all reporting data are of sufficient quality or in the format required for the indicator calculation.

In the assessment of the reliability of results for indicators 3–8, the report provides information on the size of the evidence base; and for indicators designed to assess change, the report also provides information on the strength of the evidence base. The report distinguishes between:

- Solid evidence of change: Two or more comparable data points are provided, allowing for an assessment of outcome change over time.
- **Partial evidence of change:** One data point is provided, allowing for a comparison with a previous situation.

Among the total number of programmes with solid or partial evidence of change, we only report on improvements substantiated with partial or <u>solid</u> evidence of an increase.



The online methodological appendix provides additional details on the data and methodology used in assessing progress against the indicator targets, and outlines the assumptions and limitations involved.

RESULTS FRAMEWORK SCORECARD

2023 Overview



ECW reached 5.6 million children – 51% of which were girls – through its investment modalities in 2023.

HOW TO READ The results:	Indicator #	- 0	2
	2023 result	1.17 MILLION	4.42 MILLION
		children and adolescents aged 3 to 18 years reached through the FER funding window ^b	children and adolescents aged 3 to 18 years reached through the MYRP funding window ^b
	Projected progress against ——		
	the 2026 target	55% of which were girls	50% of which were girls

Children are participating in ECW-supported education opportunities...

3 4 6 95% of FERs/MYRPs had 86% of FERs/MYRPs had 53% of FERs/MYRPs had increased education participation in retention or completion rates above transition rates from non-formal ECW-supported communities^a 75% in ECW-supported learning to formal education above 60% in spaces^a ECW-supported communities^a (...and improving their academic and social and emotional skills. 6 8 7 80% of MYRPs had improved 72% of MYRPs had improved MYRP had evidence of change in learning outcomes in literacy and/ children's social and emotional social norms and attitudes towards or numeracy in ECW-supported learning/well-being in ECWgender equality^c learning spaces^a supported learning spaces^a **PROGRESS** Completed **Off track** BAR KEY^b **On track** Not classified^d At risk

a Indicator language incorporates proposed adjustments to wording.

- b Progress was assessed using quantitative projections where pre-2023 baseline data were available, assuming a constant annual rate of change without adjustment for potential compounding.
- Progress was assessed qualitatively when baseline data were not available. For ease of interpretation and visualization, standardized progress bars for each category are used throughout the report.
- Small sample sizes precluded assessment of progress on this indicator.
 See Assess 1

d See Annex 1.

e Data for indicators 23, 24, 25c has yet to be determined

ECW and partners mobilized aligned funding – but more must be done to ensure EiEPC funding is prioritized.



We have made promising progress in strengthening coherence at the nexus through improved coordination, localization, accountability, and data and evidence systems.



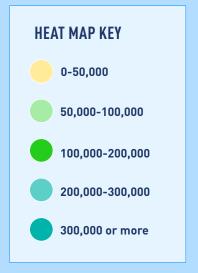
While ECW has had important successes in mobilizing and disbursing funding in a challenging global operating environment, a coordinated effort is needed to reach our goals.



Global-level results: Strategic objectives

Map of children reached by ECW-supported programmes active in 2023, by country

The geographical map shows the total number of children reached⁸ by country for programmes active in 2023.⁹ This includes 27 FERs, 28 AF grants and MYRPs in 26 countries.

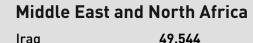


South America and the Caribbean

Colombia	98,236
Ecuador	217,627
Haiti	428,822
Peru	34,345

Note: The boundaries, names and designations used in this map do not imply official endorsement or acceptance by the United Nations, ECW or partner countries.

8 The number of children reached is cumulative, thus the number of children reached by programmes active in 2023 shown on the map is the total number.
9 A programme can consist of multiple grants. 'Active' refers to a programme implemented during a given year (i.e., 2023), whether for the entire year or during part of the year.





Iraq	49,544
Lebanon	109,555
Libya	64,394
State of Palestine	625,425
Syria	310,878
Yemen	5,381

Asia

164,025
10,9198
39,112
231,680

East Africa

267,669
15,725
69,630
81,592
125,018
368,981

West and Central Africa

Burkina Faso	228,784
Burundi	115,787
Cameroon	91,161
Central African Republic	79,280
Chad	499,607
Democratic Republic	
of the Congo	79,227
Mali	216,705
Niger	217,293
Nigeria	277,734

CHAPTER 1

RESULTS FOR CHILDREN AND ADOLESCENTS

ECW has established itself as a global advocate working to ensure that education is prioritized and financed across a range of acute and protracted crisis settings. Such crises may occur in relation to climate change, natural hazards, conflict, economic shocks, or public health emergencies – in themselves or in combination. ECW's goal is to ensure that children and adolescents¹⁰ affected by crises realize their right to safe, gender-equitable, and inclusive quality education and achieve holistic learning outcomes. To be able to work effectively and in a timely manner across both humanitarian and development settings, ECW's funding mechanisms and programmatic designs are tailored, flexible and responsive to the situation of boys and girls and take into consideration the actors that provide education to children. ECW's added value is its ability to navigate and fund these different crisis settings quickly and flexibly.

This chapter provides an overview of the results for children achieved through ECW-supported programmes active in 2023, the first year of ECW's new Strategic Plan (2023–2026).

10 ECW and its partners support programming for both children and adolescents, ranging in age from 3 to 18 years. Throughout this report, the term "children" refers to both children and adolescents. It is used as a convention to save text space.

First and foremost. ECW aims to reach children across the education continuum through its FER (INDICATOR 1) and MYRP (INDICATOR 2) funding mechanisms, with a focus on those children left furthest behind: girls, children with disabilities, and children who are forcibly displaced. ECW-supported programmes work to equitably improve children's participation (enrolment and attendance) through both formal and non-formal educational opportunities (INDICATOR 3). Yet, sporadic access to education environments, even if of high-quality, is insufficient to ensure children's holistic learning. Thus ECW-supported programmes additionally focus on promoting continuity of education. This includes efforts to ensure that children remain enrolled in educational programmes from one year to the next, that they progress through successively more advanced learning levels, and that they successfully complete their education programmes (INDICATOR 4). In emergency and protracted crisis contexts, continuity also includes a focus on ensuring that children can transition between education modalities and spaces – for example, from non-formal education programmes to formal schooling – which ultimately supports social and economic inclusion (INDICATOR 5).

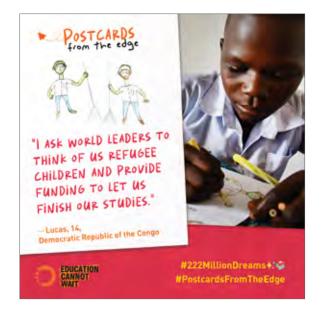
Through continuous participation in high-guality, inclusive learning opportunities, a diversity of children can achieve the holistic skills that will enable them to thrive and contribute to sustainable. inclusive communities. These skills include academic skills, such as literacy and numeracy skills (INDICATOR 6), and the social and emotional skills that are essential for children's success in school, work, home and their communities (INDICATOR 7). ECW additionally considers positive change in social norms and attitudes towards gender equality as a key outcome that supports more equitable inclusion and success in educational opportunities (INDICATOR 8). ECW is assessing not only whether children are achieving education participation and learning outcomes, but also whether these achievements are equitable. Children's participation in high-quality, inclusive learning opportunities is a focus of MYRPs.

ECW aims to reach children across the education continuum through its FER and MYRP funding mechanisms, with a focus on those children left furthest behind.

— 📣 ADVOCACY

ECW's <u>#PostcardsFromTheEdge</u> campaign, launched in 2023, highlights the powerful stories, letters and drawings from girls and boys reached by ECW investments in response to crises around the world. These 'postcards' are a living testament to the remarkable power of education to transform lives. They are used in advocacy calling on leaders across the globe to stand up for the world's most vulnerable children and take action so that all children reach their full potential and realize their dreams.





Areas of achievement

In the first year of its new Strategic Plan, ECW is on track or has achieved five out of eight indicator targets regarding education participation and learning for children. An analysis and synthesis of programmatic reporting on results indicate that ECW and partners:

Reached a significant total of

5.6 million learners (51% girls) in crisis settings. More girls, children at pre-primary and secondary education levels, and displaced population groups were supported in 2023 than in previous years (INDICATORS 1 AND 2).



Improved children's participation in Supported learners' transitions formal and non-formal educational from non-formal education to opportunities, based on evidence from nearly 75% of eligible MYRPs in ECW's portfolio (INDICATOR 3).¹¹



formal education, thereby enabling opportunities for official certification, based on evidence from nearly 20% of eligible programmes in ECW's portfolio (INDICATOR 5).¹²



Delivered programmes in protracted crisis settings in which children are improving their academic and/or social and emotional skills, based on evidence from 20%-30% of eligible MYRPs in ECW's portfolio (INDICATORS 6

AND 7).

Areas for improvement

The reporting also indicates that ECW and partners can redouble efforts to support children's participation and learning in the following areas:

Reaching the targeted number of children in sudden-onset emergencies through the FER programme modality (INDICATOR 1).

Ensuring that children are completing and achieving holistic learning within education opportunities, particularly in formal schools in protracted crisis settings (INDICATOR 4).

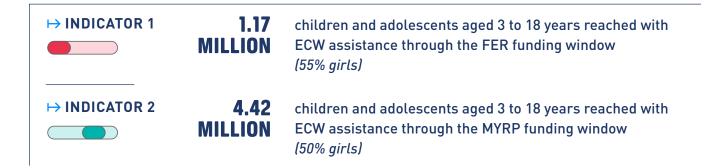
....

Strengthening the availability, quality, timeliness and utility of continuity and learning outcome data to provide more reliable estimates for accountability and learning purposes.

11 Eligible programmes include those active for more than six months in 2023. Programmes active for less than six months (i.e., programmes that started after July 2023) were not expected to report on outcomes before the end of 2023 and thus were not included in the analysis of results if they did not provide data 12 Available evidence for this indicator also refers to programmes that provided a non-formal education component.

REACHING A DIVERSITY OF CHILDREN

One year into its new Strategic Plan (2023–2026), ECW has already reached 5.6 million children (51% girls); the total represents 29% of ECW's cumulative target (19.5 million children). Since its inception in 2017, ECW has supported over 11 million children and adolescents in crisis-affected contexts with education.



In 2023, four in five children reached (4.4 million, 50% girls) are trapped in complex protracted crises and supported by MYRPs operating in 26 countries (INDICATOR 2). About one in five children (1.2 million, 55% girls) in situations of acute emergency or escalation of crisis are supported through FER programmes (INDICATOR 1). ECW funded 19 active FER programmes in 2023. Table 1 provides an overview of children in all their diversity reached in 2023.

One year into its new Strategic Plan, ECW has already reached 5.6 million children (51% girls). The number of FERs responding to climate hazardinduced emergencies grew from four FERs in two countries in 2022 to eight FERs in seven countries in 2023. Seven of these eight FERs reported results in 2023. The number of children reached in these seven FERs represent roughly 27% (51% girls) of the total number of children reached by FERs in 2023 - a significant increase from the 14% of children reached by FERs in response to climate hazard-induced emergencies in 2022. As climate change continues to affect education access and learning opportunities in crisis-affected countries in drastic ways, ECW will continue to respond, monitor and report on the percentage of children experiencing extreme climate events who are reached by FERs, while noting that this figure may fluctuate from year to year depending on the frequency of such events.

TABLE 1: Children reached by ECW in 2023, by programme modality, education level and beneficiary characteristics

	NUMBER/PERCENTAGE REACHED IN 2023	TARGET BY 2026
TOTAL	5.6 MILLION (51% girls)	19.5 MILLION (60% girls)
By programme modality:		
O Via MYRPs	4.4 MILLION (50% girls)	7.6 million
🗰 Via FERs	1.2 MILLION (55% girls)	11.9 million

By education level and type:			
		NUMBER/ PERCENTAGE REACHED IN 2023	TARGET BY 2026
Ť	Pre-primary	6.6% (51% girls)	10%
ŤŦ	Primary	70.0% (50% girls)	n/a
Ť	Secondary	23.4% (52% girls)	20%
	Formal education	76.4% (51% girls)	n/a
	Non-formal education	23.6% (51% girls)	n/a

By ber	By beneficiary characteristics:			
		NUMBER/ PERCENTAGE REACHED IN 2023	TARGET BY 2026	
^	Refugees	22.2% (50% girls)	n/a	
I ââl	IDPs	16.8% (50% girls)	n/a	
ġ	Children with disabilities	1.7% (46% girls)	10%	

ACROSS ALL INVESTMENT WINDOWS, 'CHILDREN REACHED' IS DEFINED AS THE NUMBER OF CHILDREN AND ADOLESCENTS AGED 3-18 YEARS IN ALL THEIR DIVERSITY WHO ARE SUPPORTED DIRECTLY OR INTERMEDIATELY THROUGH ECW ASSISTANCE. Of the 5.6 million children reached, 76% or 4.28 million children (51% girls) were supported through the formal education system, in public schools run by national Ministries of Education. Yet, the proportion of children reached through non-formal education programmes across ECW's portfolio increased in 2023 compared to previous years. Some 24% or 1.32 million children (51% girls) were supported through alternative and temporary non-formal education programmes, including distance learning in 2023; the proportion has increased from 16% in 2022 and 13% during the 2018–2022 Strategic Plan period.¹³ Some 26% of children (50% girls) reached by MYRPs and 15% of children (52% girls) reached by FERs received support through non-formal programming in 2023.

ECW reaches children in all their diversity, and the levels of diversity were greater in 2023 than in previous years. <u>Table 1</u> (above) shows the diversity of children reached in terms of gender, education level and displacement group in 2023.

More than two thirds of children supported in 2023 were of primary school age (Figure 1). Yet, the proportion of children supported through pre-primary and secondary education increased compared to previous years. Secondary school-aged learners represented 23% of all children reached, a substantial increase from 13% during the 2018–2022 Strategic Plan period.

The proportion of learners supported though pre-primary education showed an improvement, from 4.9% in 2022 to 6.6% in 2023. But these levels are down from the average of 9% during 2018–2022. ECW worked with its partners to ensure that new programmes developed (4 MYRPs and 13 FERs) target at least 10% of children at the pre-primary level.

The proportion of girls reached at pre-primary and secondary level has improved compared to previous years. Girls made up 51.2% of children reached at pre-primary level in 2023, compared to 50.4% during 2018–2022; and 52.4% of children reached at secondary level in 2023, compared to 51.5% during 2018–2022.

BACKGROUND INFORMATION: HOW ECW MEASURES REACH

Across all investment windows, 'children reached' is defined as the number of children and adolescents aged 3–18 years in all their diversity who are supported directly or intermediately through ECW assistance.

Direct support implies that children and adolescents received outputs (products and services, such as education, school material, cash transfers or school feeding) from ECW-financed programmes. Intermediate support implies that children benefited from downstream interventions, such as teacher training, and school/classroom construction and rehabilitation. Intermediate support is estimated using the ratio of current or expected learners to inputs (e.g., the pupil-toteacher or pupil-to-classroom ratio).

The number of children reached excludes long-term beneficiaries (those who may benefit from the intervention after months or years of intervention) and indirect beneficiaries (those who more broadly use any system or environment improved by the interventions, e.g., children benefiting from changes in education policies or curricula).

To avoid double-counting, if a child benefits from more than one intervention by any number of ECW grantees during the year or across years, the child is counted only once.

MYRPs are on track to achieving their target of 7.6 million children reached by the end of 2026

13 These figures exclude the 32.2 million children (51% girls) supported in response to the COVID-19 pandemic between 2019 and 2022.

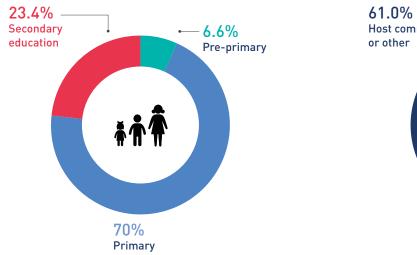
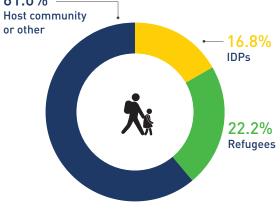


FIGURE 1. Children reached, by education level and population group, 2023¹⁴



The proportion of forcibly displaced children reached has increased from 35% in 2022 to 39% in 2023. Of the total number of children reached, the proportion of IDPs is 16.8% and the proportion of refugees is 22.2%. ECW expects these proportions to increase further, as 57% of the 1.1 million children targeted through newly approved programmes in 2023 are refugees (30%) or IDPs (27%). That is almost twice as high as the proportion of forcibly displaced children reached during the 2018–2022 Strategic Plan period, a further indication that ECW is diversifying its reach.¹⁵

There are substantial differences between MYRPs and FERs in terms of education level and type of beneficiary reached. In both absolute numbers and proportionate terms, MYRPs reached more children at pre-primary and secondary education levels than did FERs, and more host-community and refugee children. FERs supported more IDPs who are affected by acute emergencies.

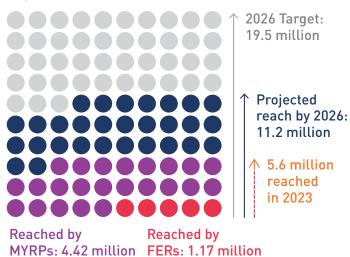
ECW has made several projections as to the likelihood of meeting its cumulative target of reaching 19.5 million children by the end of 2026. MYRPs are on track to achieving their target of 7.6 million children reached by the end of 2026, through existing MYRPs and planned renewals during this Strategic Plan period. FERs are off track; they are expected to reach only 27% of their target of 11.9 million children by the end of 2026 if the portfolio continues to develop along its current path (see Figure 2 below). The FER shortfall can be attributed to two factors. First, the average programme cost per child has increased from \$32 in 2018–2021 to \$53 in 2023, resulting in a higher level of quality education of longer duration but for fewer children than targeted. Second, persistent underfunding is preventing ECW from scaling up its portfolio allocations to reach more boys and girls.

14 Percentages calculated excluding children with unknown education level (n = 124,878) or population status (n = 21,914)

15 ECW's Strategic Plan stated that ECW in 2023 would set global targets for indicators 1 and 2 on the proportion of forcibly displaced children to be reached by the end of its Strategic Plan period. Following further discussion, however, ECW recommends not setting global targets on forcibly displaced children to be reached and will issue a note to its governance mechanisms explaining the rationale behind this recommendation.

FIGURE 2. Overview of children reached by ECW in 2023, with reach projections for 2024–2026

Gap*: 8.3 million



*The gap refers to the number of children that are currently projected to remain unreached.

ECW is addressing these developments. It is scaling up resource mobilization efforts, which will allow for additional FER programmes and increased FER budgets to support more learners. In addition, ECW is closely monitoring budget-per-child levels for each individual FER programme when it is approved. Achieving a better balance between the average number of children reached by a FER, the quality of education provided under the FER, and the duration of the FER programme will lead ECW to achieve the overall FER target by the end of 2026. To account for influencing factors, ECW will introduce a more nuanced reporting of progress towards the targets on children reached, considering cost per child as a proxy for depth of programming alongside budgetary allocations and resources mobilized against targets.



© ECW/Jiménez

KANSA, 15

From Livestock to Learning

"Attending this school has boosted my confidence, and shown me that we have the right to learn and that I can do anything."

At the age of 11, Kansa's life was turned upside down when the border conflict between the Somali and Oromia regions in Ethiopia arrived at her doorstep. She and her family fled their home and eventually settled in the Kologi IDP Camp in the Babile *woreda*, Somali Region. But amid the upheaval and loss caused by their displacement, Kansa sees a silver lining: school.

As a young girl, Kansa never thought she would have the opportunity to attend school. But a backto-school campaign convinced her parents to enrol her in the ECW-funded Horsade Primary School at the camp. Now 15, Kansa is a star student and dreams of becoming a teacher.

Violence, insecurity and displacement, compounded by poverty and the worst drought in four decades, are compromising the education of hundreds of thousands of children in Ethiopia. Through its MYRP, ECW is supporting in-country partners to ensure access to quality education for crisis-affected children. In the Kologi IDP Camp, Norwegian Refugee Council, Save the Children and partners are providing critical 'wholeof-child' interventions, including school feeding, access to clean water, school materials and menstrual hygiene products, MHPSS and more.

Four years into her education, Kansa has gained more than the ability to read, write and do math. She has become a happier child and learned to dream.

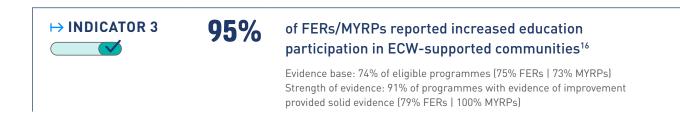
Contributed by Save the Children and Norwegian Refugee Council

For more information on ECW's work in Ethiopia, go to https://www.educationcannotwait.org/our-investments/where-we-work/Ethiopia

IMPROVING CHILDREN'S PARTICIPATION AND HOLISTIC LEARNING

Increasing participation, retention and completion

In 2023, 95% of ECW's programmes (93% of FERs, 96% of MYRPs) reported increased participation in education (improved enrolment or attendance).



Compared with 2022, these percentages are about the same for FERs (95%) and slightly higher than for MYRPs (88%). Of programmes reporting increased participation in 2023, 72% showed gender-equitable improvements,¹⁷ with nearly half reporting gender parity. Notably, many programmes have provided quality evidence of improvement (solid or partial evidence of change). However, most data used to calculate this indicator pertain to enrolment, a reflection of intent to participate in educational opportunities, as opposed to attendance, which reflects the frequency or extent of participation in education.

Programmes with comparatively large increases in participation in the formal education system include Nigeria, Pakistan and Somalia, among others. These programmes were able to quickly integrate a diversity of learners – from among host-community and displaced populations - despite internal escalation of the situation, increases in violence from terrorist groups, and/or influxes of refugees from neighbouring countries. For example, the MYRP in Nigeria provided gender-transformative support for enrolment such that gender parity improved in favour of girls by over 10 percentage points. Other programmes - for example, in Sudan, Syria and Ukraine - provided gender-equitable non-formal education programmes, such as catch-up classes and online learning, to ensure that children continue their learning despite school closures, mass displacement and hostilities. Through these modalities, ECW and partners were able to support participation among both enrolled students and children who were out of school. A minimum of 419,038 learners (52% girls) were newly enrolled in education after being out of school previously.

16 Across indicators 3–7 we report in the text on gender-equitable attainment of outcomes, given that for some indicators only a few programmes (fewer than five) provided sufficient sex-disaggregated data to enable an assessment of gender equity.

17 For indicators 3, 6, and 7, all programmes coded as gender equitable provided evidence of outcome improvement for both males and females. In addition, programmes had to provide evidence of improvement towards gender parity favouring females. Assuming an operating context of gender parity favouring males, this included programmes that reported: (a) gender parity favouring males at baseline, and improvements in parity favouring girls; (b) gender parity at both baseline and endline; (c) gender parity at baseline and improvements in parity favouring girls; or (d) gender parity favouring girls at both baseline and endline.

→ INDICATOR 4

53%

of FERs/MYRPs reported retention or completion rates above 75% in ECW-supported learning spaces

Evidence base: 35% of eligible programmes (11% FERs | 50% MYRPs)

In 2023, 53% of ECW programmes (100% FERs, 47% MYRPs) reported retention or completion rates for children and adolescents above 75%, while nearly 80% of programmes reported retention or completion rates above 50%.¹⁸ The sample of programmes with sex-disaggregated data is small. Yet, all programmes reporting retention or completion rates above 75% with sex-disaggregated data had gender-equitable improvements.¹⁹

Retention/completion results were driven in part by the fact that 66% of programmes reporting on this indicator provided data on completion rates, which tend to be lower than retention and grade- or education-level transition rates. About one third of programmes had completion rates over 75%. By contrast, 80% of programmes had retention/ transition rates over 75%. Among those programmes that provided completion data, the rates of completion were lower in formal school settings than in non-formal school settings. This likely reflects both the shorter-term nature of non-formal programmes and the relatively direct control over programme implementation that providers of non-formal education programmes have.

These results should be interpreted in the context of stagnating completion rates globally attributed in part to policy barriers such as school fees and high-stakes exams. To further understand patterns in the results, ECW examined programmes with evidence of change in completion rates over time. MYRPs in Burkina Faso and Nigeria had solid gains in non-formal programme completion rates (a 12 to 18 percentage-point increase) between 2021 and 2023, resulting in overall completion rates well over 75%. In contrast, the MYRP in Burundi had fewer gains in formal school completion rates (a 3-percentage-point increase, from 53% to 56%), between 2022 and 2023, which reflects the global trend. Burundi's achievement is notable, but it underscores the barriers at many levels - from the household to the policy level - that must be addressed to improve education completion in crisis contexts.

→ INDICATOR 5

of FERs/MYRPs reported transition rates from non-formal to formal education above 60% in ECW-supported learning spaces

Evidence base: 19% of eligible programmes (8% FERs | 24% MYRPs)

Over 85% of ECW programmes (100% FERs, 83% MYRPs) have transition rates from non-formal to formal education above 60% for children and adolescents (INDICATOR 5). The sample of

86%

programmes with sex-disaggregated data is small.²⁰ Yet, all programmes reporting transition rates greater than 60% with sex-disaggregated data were gender-equitable. Notably, however, only about one

¹⁸ Based on the limited availability of data, we consider evidence of retention, grade/level transition, or completion rates in this indicator. Given the diversity of outcomes measured and measurement methods, we do not report average rates for retention, grade/level transition, or completion.

¹⁹ Four programmes (three MYRPs and one FER) reported a rate greater than 75% and provided sex-disaggregated data. Given that ECW does not assess change over time for this outcome, we calculated gender equity as a gender parity score at a single point in time over 0.97. For more details on this calculation, see the online methodological appendix.

²⁰ Three programmes (two MYRPs and one FER) reported a rate greater than 60% and provided sex-disaggregated data. Given that ECW does not assess change over time for this outcome, we calculated gender equity as a gender parity score at a single point in time over 0.97. For more details on this calculation, see the online methodological appendix.

fifth of eligible programmes – those that had been operating for more than six months and provided non-formal education services – provided any data for this indicator; thus, this result should be interpreted with caution. This reflects the operational challenges in providing reliable data on children over time and across educational settings in crisis contexts. Programmes in Ethiopia, Mali and Nigeria had high transition rates. These countries have comparatively strong formal education systems that recognize prior learning certifications and have established partnerships with non-formal education providers, including non-governmental organizations (NGOs), faith-based organizations and private institutions, including those established through ECW programmes.

Improved holistic learning and well-being outcomes

80%



of MYRPs (8 MYRPs) reported improved learning outcomes in literacy and/or numeracy in ECW-supported learning spaces

Evidence base: 30% of eligible MYRPs Strength of evidence: 63% of programmes with evidence of improvement provided solid evidence

In 2023, 80% of MYRPs (eight MYRPs) reported improvements in children's academic learning outcomes: Bangladesh, Lebanon, Mali, Nigeria, Pakistan, Peru, the State of Palestine and Syria.²¹ This is an equal number of eight MYRPs compared to previous years, although the sample of programmes differs. In addition, two FERs (in Afghanistan and Chad) reported improvements in literacy, numeracy, or emotional and stress regulation among learners. The sample of programmes with sex-disaggregated data is small. Yet, all MYRPs with partial or solid evidence of improvement in academic learning outcomes with sex-disaggregated data met the criteria for gender-equity.²² For example, the Pakistan MYRP conducted baseline and endline assessments in 100 accelerated learning centres in Khyber Pakhtunkhwa. The assessments found that 59% of children's academic skills improved between baseline and endline, with a 2-percentage-point increase in gender parity favouring girls. Six of the eight MYRPs that reported improvements (75%) provided evidence on both children's literacy and numeracy skills, although these did not occur across countries to the same degree or in a consistent pattern.

Half of reported improvements were among children in non-formal education programmes. MYRPs in Bangladesh and Nigeria provided solid evidence of improved literacy and numeracy skills among children in formal education settings.

READ MORE ABOUT THE FACTORS ENABLING IMPROVEMENT IN HOLISTIC LEARNING <u>HERE</u>. READ MORE ABOUT HOW ECW IS PROMOTING MEASUREMENT OF HOLISTIC LEARNING OUTCOMES <u>HERE</u>.

21 Measurement approaches, age groups, domains of learning, and sampling methodologies employed vary across programmes. This diversity combined with the small sample precludes additional aggregate analysis or conclusions. Coherent and collective outcome-level measurement in crisis settings and integrating crisis-affected populations in global SDG4 datasets are a challenge and a continued ECW ambition that receives due attention through ECW's system-strengthening work reported on in Chapter 2 of this report.

22 Three programmes reported partial or solid evidence of improvement in academic learning outcomes and provided sex-disaggregated data.



of MYRPs (5 MYRPs) reported improved social and emotional learning and/or well-being of children and adolescents in ECW-supported learning spaces

Evidence base: 23% of eligible MYRPs Strength of evidence: 40% of programmes with evidence of improvement provided solid evidence

In 2023, 72% of MYRPs (five MYRPs) reported increases in children's and adolescents' social and emotional learning and/or well-being outcomes: Burkina Faso, Colombia, Libya, Syria and Uganda. However, none of these programmes reported sex-disaggregated data that would enable assessment of gender equity.

72%

The assessed social and emotional learning (SEL) outcomes differed by context, according to the intent of the programme. For example, MYRPs in Burkina Faso, Libya and Uganda delivering mental health and psychosocial support (MHPSS) services provided evidence of improvement in psychosocial well-being, while MYRPs in Colombia and Syria implementing SEL programming provided evidence on social and emotional skills such as empathy and self-concept. The differing outcomes also likely reflect how social and emotional outcomes are understood, defined and prioritized within the various social and cultural contexts.

O Country Highlight

SYRIA

Assessing foundational learning improvements using the HALDO tool

In Syria, the United Nations Children's Fund (UNICEF) and Save the Children used the Holistic Assessment of Learning and Development Outcomes (HALDO) tool to measure literacy, numeracy, SEL, and executive functioning across their nonaccredited or non-formal education programmes in 10 governorates.



In north-east and north-west Syria, 69% of learners (676 out of 980) showed improved HALDO scores after two months of well-attended self-learning, remedial and accelerated learning programmes, with the highest scores in literacy (64%) and the lowest in SEL (46%). On average boys showed higher scores than girls (71% vs. 68%), with programme attendance being almost equal. Similar results were observed in government-controlled areas of Syria, with 65% of learners (67% boys and 63% girls) showing improved HALDO scores after one month. HALDO also collected demographic and home characteristics to understand how equity factors – such as sex, socioeconomic status, home learning environment, and disability – affect children's learning.

→ INDICATOR 8

MYRP reported evidence of change in social norms and attitudes towards gender equality among students, teachers or caregivers

Evidence base: 4% of eligible MYRPs Strength of evidence: 100% of programmes with evidence of improvement provided solid evidence

One MYRP began reporting on this new indicator in 2023, marking a significant step towards supporting gender equality in education. As part of efforts to address gender-related barriers to quality and transformative education, some MYRPs are beginning to monitor social norms towards gender equality among boys, girls, teachers and caregivers. For example, the Peru MYRP provided solid evidence that 80% of students who completed training on gender and inclusion could identify key concepts around gender, roles and stereotypes, compared to 4% of

1

students who could identify these concepts before the training. Interestingly – although not counted towards this indicator – a FER in Ethiopia found that the extent to which caregivers' positive attitudes towards gender-inclusive practices increased following training varied by gender: 75% of female caregivers reported an increase in positive attitudes, while only 16% of male caregivers reported such an increase. This underscores the need for a better understanding of how to measure and improve social norms and attitudes towards gender equality.

44 ECW Annual Results Report: Results Against All Odds

Four-year-old Ritaj and her younger brother, Ahmad, in front of the community centre that houses their new early childhood education programme in Syria. The ECW-supported programme is giving children affected by the ongoing armed conflict in the country the opportunity to learn, play and develop in a protective environment.

Q Country Highlight

UGANDA

Measuring social norms and attitudes toward gender equality and girls' empowerment in refugeehosting districts

The renewed MYRP in Uganda – implemented by Save the Children and the United Nations Refugee Agency (UNHCR) – conducted a gender perception survey of 1,786 boys across 28 randomly selected schools in four refugee-hosting districts supported by the MYRP.

The survey adopted and contextualized the School-Related Gender-Based Violence Measurement Toolkit, published in 2020 by the United States Agency for International Development (USAID), which formed part of the study.

Overall, 56% of boys surveyed demonstrated an informed understanding of gender, while 38% had misconceptions and 6% lacked knowledge. Older learners (above 15 years of age) showed higher levels of positive perception than younger learners. The study found that education, including accelerated education programmes, positively influenced perceptions, and that higher education levels led to a better understanding of gender dynamics. Variations across settlements in the districts surveyed highlight the need to consider local contexts when addressing gender issues. Targeted educational initiatives tailored to different age groups, education levels and settlements are crucial to addressing misconceptions and promoting gender equality.



The study underscores the need to tailor interventions based on each school's specific challenges and needs and to focus efforts on increasing positive perceptions, challenging stereotypes, and fostering critical thinking to create inclusive and equitable societies. The study recommends close collaboration with teachers, learners and families to develop inclusive lesson delivery and education strategies that promote gender equity and create supportive learning environments. Peer education, mentorship, stronger reporting mechanisms, and continued monitoring and evaluation of the changes observed, are further recommendations.

FIVE COMMON NEGATIVE GENDER PERCEPTIONS

- 1. The father should have more say than the mother to make family decisions.
- 2. Girls sometimes deserve to be hit by the boys they are dating.
- If a boy and a girl have already been intimate, then it is ok for him to force her to have sex even if she doesn't want to; it's a way of showing love.
- 4. It is acceptable for a boy to hit "a little" his girlfriend or a female colleague.
- 5. For a boy to be accepted by his teenage friends, he should have sex with his girlfriend.

Source: 23-ECW-MYR-04-UGA-STC_Gender Perceptions Report

ECW-SUPPORTED INTERVENTIONS: HIGHLIGHTS ACROSS CONTEXTS

ECW supports a range of interventions aimed at improving continuous, equitable and safe access to quality educational opportunities, in accordance with INEE minimum standards. These interventions seek to promote children's effective participation in their learning and enhance the quality of learning environments, thus ensuring learners acquire the necessary academic and social and emotional skills that will enable them to thrive. Following is a brief overview of the interventions commonly implemented across programmes and contexts.

Getting all learners back to learning and ensuring their safety. ECW and its partners work with communities affected by emergencies to implement a range of education modalities (in-person, hybrid and remote) within both formal and non-formal education services in support of children's access to education without interruption, retention in school, and transition within education opportunities. ECW also works across a range of settings to anticipate, prevent and reduce the direct and indirect barriers to education for children in all their diversity. To do so, ECW programmes engage in caregiver outreach and sensitization about the importance of education for girls and children with disabilities, as well as provide financial support for households struggling to cover education costs. Within communities, ECW programmes sponsor mobilization efforts to facilitate the re-enrolment of children in educational opportunities. Within schools, ECW-supported programmes provide structural services that anticipate crises, by establishing disaster risk reduction systems, and respond to crises, by constructing and rehabilitating schools and classrooms. They also implement activities to promote safe and inclusive school environments that address the needs of the whole child, such as by establishing referral mechanisms, building accessible latrines, separate for girls and boys, and providing school feeding.

More effective, inclusive and gender-equitable teaching and learning. ECW and its partners are focused on ensuring that children have access to an education that considers their holistic well-being and development. For this, it is imperative that learning be of good quality, adapted to the implementation context, and inclusive of children in all their diversity. This commonly includes teacher training activities covering pedagogy, MHPSS and inclusion. It also includes the development and revision of curricula and teaching and learning materials, and their provision both to classrooms and to individual learners.

Better gender-equitable support for teachers and educational personnel. Teachers and their wellbeing remain at the forefront of any effective EiEPC programme, and ECW programmes actively support the recruitment, retention and well-being of teachers and front-line education providers. This can involve financial support and support for teachers' psychological well-being and self-care.

Stronger inclusive and gender-responsive education policies. ECW-supported programmes – and MYRP programmes in particular – coordinate across a diversity of stakeholders to enact subnational and national education policies that respond to ECW programmatic priorities around gender, inclusion and the educational continuum. Programmatic Priority Spotlight

CROSS-SECTORAL COLLABORATION

School feeding

Hungry children cannot learn. Thus, hunger is a significant barrier to learning in emergencies and protracted crises, where children and their families may experience food insecurity. The growing threat from climate change adds greater risks to children's ability to access nutritious meals for their health and ability to learn.

ECW recognizes the importance of investing in school feeding programmes as a high-impact and cost-effective solution²³ and has elevated school feeding as a programmatic priority within the new Strategic Plan (2023–2026). For many crisis-affected children and adolescents, a meal at school may be the only food they eat all day; and for their families, it can be an important incentive to send and keep girls and boys in school.

ECW's investments in 2023 reached 311,300 children and adolescents (49% girls) in eight countries with quality school feeding interventions. This is a similar result as in 2022. Notable examples and achievements from programmes include:

• In Cameroon and Haiti, ECW supported the World Food Programme (WFP) in leading a 'home-grown' school feeding initiative that focused on local procurement from smallholder farmers. This approach helps ensure that children receive nutritious meals and strengthens local food systems and economies.



- In Chad, the EduTrac system collected data for school feeding programmes and provided real-time monitoring of the effectiveness of school canteens, teacher attendance, and meal quality. This data collection and monitoring contributed to improved efficiency and effectiveness of school meal delivery by MYRP partners, and higher student attendance and participation rates, by ensuring consistent meal quality and teacher presence.
- In the Democratic Republic of the Congo, over 39,000 students in 69 schools received nutritious meals in a healthy school environment during the 2023–2024 academic year. The initiative, carried out in collaboration with UNICEF and other partners, has played a crucial role in fostering social cohesion between Bantou and Twa communities, by addressing the historical context of inter-community conflict in Tanganyika.
- In Niger, a total of 15,589 students (51% girls) benefited from hot and nutritious school meals aimed at improving school attendance and retention rates through the MYRP led by WFP. Similarly, school feeding and cash support provided to mothers played a crucial role in boosting school readiness and attendance among vulnerable students in the MYRP implemented by Save the Children and UNICEF in Ethiopia.

23 WFP has found that in 10 countries, each US\$1 invested in school feeding yielded US\$1 to US\$10 in economic returns. See: World Food Programme, 'School Meals Investment Case: Cost-Benefit Analysis & National Cost Assessment', 2016. https://executiveboard.wfp.org/document_download/WFP-0000038422.

Table 2 shows an overview of outputs provided to learners, teachers and learning spaces that contributed to education participation and learning outcomes across the FERs and MYRPs active in 2023.

Outputs for learners	Number	Median (n) ²⁴	Median for FERs (n)	Median for MYRPs (n)	
Individual learning material	2,108,515 (53% girls)	16,382 (47)	8,297 (20)	26,980 (27)	
Cash transfers for education	83,461 (61% girls)	1,350 (18)	1,500 (2)	1,339 (16)	
Menstrual health and hygiene kits	119,898 (100% girls)	2,583 (24)	1,500 (13)	5,196 (11)	
Distance or home-based learning opportunities	1,687,384 (38% girls)	62,490 (7)	129,518 (2)	62,490 (5)	
School feeding	335,169 (50% girls)	17,328 (12)	7,330 (2)	19,596 (10)	
Learners with a disability who received an assistive device/technology or learning aid	11,570 (54% girls)	171 (11)	66 (6)	215 (5)	
Outputs for teachers and education pers	Outputs for teachers and education personnel				
Teachers recruited/financially supported	23,449 (45% female)	222 (32)	104 (17)	920 (15)	
Teachers trained (overall)	107,613 (59% female)	823 (51)	277 (23)	1,477 (28)	
 On disaster risk reduction On gender On subject knowledge, pedagogy, assessment On MHPSS On WASH On inclusion On gender-based violence 	32,725 (72% female) 19,926 (58% female) 41,490 (53% female) 75,675 (69% female) 11,097 (49% female) 18,967 (54% female) 9,189 (54% female)	773 (17) 703 (23) 633 (37) 417 (41) 362 (10) 339 (21) 310 (17)	2,305 (3) 271 (8) 212 (12) 231 (15) 220 (3) 245 (6) 262 (9)	491 (14) 857 (15) 865 (25) 814 (26) 378 (7) 364 (15) 545 (8)	
Outputs for learning environments					
Classrooms built/rehabilitated ²⁵	13,003	70 (41)	58 (16)	114 (25)	
Classroom learning material provided	37,442	305 (35)	106 (13)	540 (22)	
Community members reached to enhance education re-enrolment	4,408,874 (50% female)	9,521 (26)	10,914 (10)	9,521 (16)	

24 The median refers to the midpoint of the distribution of reported results for a given indicator. The "n" refers to the number of programmes that reported on the output result.

25 Classrooms and latrines are constructed in a gender-responsive and inclusive manner.

Latrines built/rehabilitated	9,442	67 (37)	39 (15)	87 (22)
A code of conduct (i) exists (ii) is enforced and, (iii) teachers and communities are trained/informed on its application	1,002	68 (11)	38 (4)	71 (7)
Learning spaces have a functioning school-management committee and/or parent-teacher association	6,358	77 (29)	32 (10)	128 (19)
Learning spaces with DRR systems/ processes/measures in place	2,101	65 (11)	N/A	65 (11)
Learning spaces with a functioning referral mechanism in place (psychosocial, legal, GBV, protection, and/or disability)	351	64 (5)	N/A	64 (5)
Learning spaces that feature quality psychosocial support	3,920	36 (19)	33 (8)	56 (11)
Learning spaces with GBV risk mitigation measures implemented	1,855	310 (17)	262 (9)	545 (8)



Nyehoth, 12, takes notes in her newly renovated classroom in Dadaab Refugee Camp, Kenya. ECW investments supported the renovation of schools and latrines throughout the camp, strengthening the educational infrastructure for refugee and host-community children and adolescents. While programmes share common approaches and activities, ECW is committed to ensuring that they are appropriate to the operational, cultural, linguistic, and developmental contexts in which they are implemented. Therefore, interventions provided by FER and MYRP programmes differ. FER programmes aim to restore the education function after an acute emergency and emphasize interventions around disaster risk-reduction and school resilience, classroom rehabilitation, provision of learning materials, and MHPSS. MYRPs that operate in protracted crises take a longer, systemic approach and emphasize interventions that promote sustainability, such as community engagement, teacher recruitment and retention, cash transfers, comprehensive teacher capacity development, and inclusive education.

The following section describes how ECW responds in complex crises – the context in which many of ECW's programmes are implemented. Within complex crises, climate change is an increasingly prominent factor that exacerbates humanitarian needs, requiring adapted responses. Recognizing this reality, ECW's work in some complex crises includes a focus on mitigating the impacts of climate change on education, which is discussed in detail in the section on Responding to climate change, later in this chapter.

Q Country Highlight

UKRAINE AND MOLDOVA

Remote education as a lifeline

In the face of conflict and crisis, digital education has become a critical lifeline in Ukraine and Moldova, transforming educational landscapes in these countries and ensuring continuity and support for conflict-affected Ukrainian students.

In Ukraine, the Ministry of Education and Science has driven a significant shift towards online learning. A total of 12,604 educational institutions across nine regions were utilizing offline, online and blended formats, and online schools were serving 863,414 students, by the end of 2023. Central to this transformation is the All-Ukrainian School Online (AUSO) initiative, supported by UNICEF and Osvitoria (a civil society organization) and funded by ECW. AUSO has provided access to education for 177,801 conflict-affected children from grades 1 to 11, including those with disabilities and those who are internally displaced. Notably, 75% of participants in the initiative were girls, emphasizing its commitment to gender inclusivity.

AUSO has daily webinars and specialized teacher training tailored to support the needs of students and it provided to 184,050 children and caregivers with critical information on accessing educational services amid the conflict. With 77,685 children participating in digital catch-up activities, AUSO has surpassed initial outreach targets, demonstrating the potential of online education to reach a wider audience. The Ministry has recognized AUSO's success and sought further support from UNICEF for content development.



In Moldova, UNICEF and the Refugee Education Working Group with support from ECW have established 98 EduTech labs across 32 regions of the country in response to the Ukraine crisis. These labs support the integration of Moldovan and Ukrainian students in the education system, in alignment with Moldova's National Education Plan 2030. EduTech labs facilitate connections to online learning platforms and provide a protective environment, offering MHPSS services, information on child protection policies, and referrals to counselling and protection support services. The labs are available to 40,329 children (50% girls), including 707 refugees.

The labs also feature a Welcome and Inclusion Pack for non-formal education. This pack includes Romanian language programmes (Romanian is the main language spoken in Moldova), enrichment games, and social-emotional learning activities, helping children adjust to the classroom and formal learning process. The pack has been adopted by all Moldovan schools enrolling refugee students.

AUSO in Ukraine, and the EduTech labs in Moldova, are ECW-funded digital education initiatives that have not only helped maintain learning continuity, but also provided essential support for children and adolescents during times of crisis. They are good examples of the transformative power of digital education in overcoming challenges and reaching vulnerable populations.

Responding to complex crises

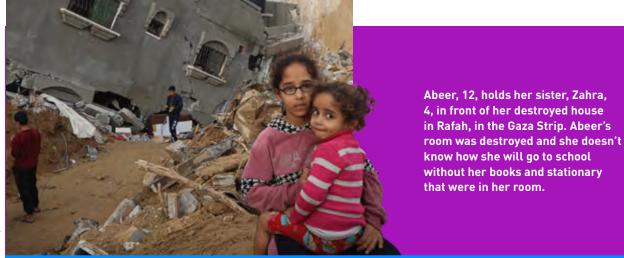
Humanitarian crises have become increasingly complex and protracted: For example, 83% of education clusters have been active in crisis contexts for nine years or more. FERs and MYRPs in 27 countries – nearly 90% of ECW programmes – are in response to complex crises, often arising from multiple, interrelated factors and lasting for several years or even decades.

ECW's MYRP is the main programmatic modality responding in complex, protracted crises, although some FERs also operate in complex crisis settings, often in complementarity with MYRPs in these countries. The MYRP is a multi-year financing model that supports crisis-affected children (refugees, IDPs and their host communities) to access quality education and learning by bridging emergency education interventions and national education plans and strategies. As such, it addresses the immediate need to ensure education services remain functioning, while enabling longer-term, systemic improvements.

In 2023, MYRPs were active in 26 complex crisis contexts. An additional 19 FER programmes operated in largely the same complex crisis-affected countries. Across these contexts, there have been notable improvements in both education access and learning outcomes: 95% of MYRP and FER programmes had evidence of improvement in participation (INDICATOR 3), 53% had evidence of completion above 75% (INDICATOR 4), and 83% had evidence of transition rates above 60% (INDICATOR 5). With regards to learning, 80% of these programmes had evidence of improvement in academic outcomes (INDICATOR 6) while 72% had evidence of improvement in social and emotional learning (INDICATOR 7).

THIS SECTION OUTLINES THREE KEY CHARACTERISTICS OF ECW'S EDUCATION SUPPORT:

- A The provision of aligned, complementary and tailored formal and non-formal education programmes
- Promotion of holistic support for teachers
- Creation of safe, protective, accessible and enabling learning environments, which have led to successful results in complex crisis contexts



BACKGROUND INFORMATION: THE IMPACT OF COMPLEX CRISES ON EDUCATION

Countries facing complex crises are characterized by an interplay of conflict, social and political instability, and low economic development. They are vulnerable to the impacts of natural disasters, including those resulting from environmental and climate-related hazards. In addition, many of these countries – such as Chad, the Democratic Republic of the Congo, Ethiopia, Lebanon, Sudan and Uganda – host large refugee populations despite having limited resources.

In complex crisis contexts, access to education and quality of education are compromised. Formal education systems struggle to provide stable services. The inclusion of large numbers of refugees and/or IDPs puts a strain on schools, while displaced communities often lack access to adequate facilities.

The immediate and long-term effects of conflict and displacement on children are profound. In the short-term, access is disrupted due to challenges such as teacher shortages (when teachers flee conflict areas) and school closures (when schools become targets of violence or destruction, or are repurposed for military or emergency uses). In 2023, this reality was experienced by learners in Afghanistan, north-eastern Nigeria, countries of the central Sahel region, Sudan, eastern Ukraine and Yemen, among other countries. In the long-term, children exposed to violence, instability and displacement experience higher levels of trauma and stress, which can severely impair their capability to learn. The gaps in their education result in significant skill deficiencies and learning loss among generations of children, affecting their future employment prospects and economic productivity.

ECW's programmes in complex crises – both FERs and MYRPs – address these challenges and promote a comprehensive approach to education that will increase children's participation in education on a gender-equitable basis and improve their holistic learning outcomes and well-being.



Throughout 2023, ECW outreach to media highlighted the education needs of children caught in armed conflict, forced displacement and climate-induced disasters and helped position these issues at the top of the global agenda. ECW media outreach reached a potential aggregate audience of 27 billion in 2023.²⁶

In this photo, ECW Executive Director Yasmine Sherif speaks with <u>France 24</u> on the needs of children and adolescents fleeing the conflict in Sudan to neighbouring countries, following her mission to the border regions of eastern Chad.



27 BILLION POTENTIAL AUDIENCE IN 2023

26 Potential aggregate audience is the measurement of viewership and listenership across various platforms, such as TV, online content, blogs, radio, podcasts and social media networks. Measurement is based on third-party analytics.

Providing a suite of complementary and tailored formal and non-formal education solutions

Investing in a range of education modalities that are contextually responsive and oriented to learners' needs is critical to ensuring that children of all ages and at all stages of their development can continue their education when formal education systems are under pressure.

In 2023, ECW partners employed a suite of tailored education modalities, both formal and non-formal, when responding to complex crises in 25 out of 27 countries, which together accounted for 92% of the children reached by ECW. For example, ECW partners were able to continue providing education to boys and girls in Afghanistan, Burkina Faso, Sudan and Ukraine when schools were under attack and people were forcibly displaced.

ECW programmes recognize that effective forms of educational support - as well as expected participation and learning outcomes - differ based on children's developmental stage: pre-primary, primary and secondary. At the pre-primary level, ECW-supported programmes seek to increase young children's access to early childhood education (ECE), aid their transition from pre-primary to primary school, and build their school-readiness skills. Of the 39 MYRP and FER programmes supporting interventions for children of pre-primary school age, nearly 60% did so solely through formal education programming, and 20% did so through a combination of formal and non-formal programmes. Programmes commonly integrated key elements of the evidence-based Nurturing Care Framework,²⁷ which emphasizes a holistic approach to ECE including health, nutrition, learning, security and responsive caregiving. For example, in Ethiopia, the MYRP (implemented by Save the Children and UNICEF, with funding from the LEGO Foundation) provided an accelerated school-readiness programme that incorporated school feeding, cash transfers to support caregivers' involvement in education, classroom rehabilitation, and play-based learning activities. On average throughout the programme, 65% of the 13,535 children who completed the ECE component successfully joined grade 1 in formal schools.



Sifen Aman, 5, in her pre-primary classroom in rural Ethiopia. ECW investments in the country are supporting early childhood education initiatives, and improving access to education for girls and boys who are refugees, internally displaced, and from host communities.



ECW programmes recognize that effective forms of educational support differ based on children's developmental stage.

27 World Health Organization, United Nations Children's Fund and the World Bank Group, *The Nurturing Care Framework for Early Childhood Development: A framework for helping children survive and thrive to transform health and human potential*, 2018. https://nurturing-care.org/ncf-for-ecd

• Country Highlight

SUDAN

Rapidly moving from formal to non-formal education after war breaks out

In April 2023, a vicious civil war erupted between the Sudanese army and the paramilitary Rapid Support Forces. The fighting started in Khartoum and quickly spread to Darfur, Kordofan and elsewhere, forcing millions of Sudanese to flee their homes. After over a year of conflict, Sudan has become the largest internal displacement crisis in the world, with nearly 10 million people displaced within the country.

A further 2 million people have fled to neighbouring countries, including the Central African Republic, Chad, Egypt, Ethiopia and South Sudan. ECW supported each of these countries with a total allocation of \$14.8 million in 2023.

Before the war, the MYRP was primarily geared towards strengthening Sudan's formal education system; it reached some 90,000 children through its support to over 200 public schools across South Kordofan and West Darfur. However, as the war caused the country's already faltering education system to collapse, most schools shut down or were repurposed to host displaced people.

To minimize the time children are out of school, Save the Children, UNICEF and their partners quickly rolled out a comprehensive non-formal education programme. They set up temporary learning spaces, trained teachers and covered their salaries, provided



teaching and learning materials, and organized back-to-school campaigns to raise awareness about the importance of education and to convince parents to send their children – especially girls – back to school.

Each learning space serves 40 to 45 children, offering a flexible, learner-centred pedagogy that actively engages children in the learning process. With the war now in its second year, the MYRP partners are making every effort to ensure that both learners and educators have access to MHPSS, via training and classes on social-emotional learning, through initiatives to foster self-care and well-being, and by putting in place referral pathways to health and protection agencies.

At the time of writing, the programme was the only available pathway to continued learning across large swaths of South Kordofan and West Darfur. Over 60% of the 47 MYRP and FER programmes supporting primary-school-aged children, and 45% of the 40 programmes supporting secondaryschool-aged children, employ both formal and non-formal education modalities to ensure children's participation and holistic learning outcomes. This combined approach reflects the diversity of potential educational trajectories as children age and the need for a suite of flexible modalities to address a range of needs and barriers affecting children, schools and education systems in complex crises. While continuing to support formal education at primary and secondary levels, ECW partners provided non-formal programmes, i.e., remedial programmes, to provide targeted support to those behind gradelevel competence to succeed in formal education; catch-up programmes, to address short-term disruptions in education access; and accelerated education programmes, to address longer-term disruptions

in education access through accelerated delivery of age-appropriate content. For example, the MYRP in Syria supported non-accredited formal schools in the north-west and north-east parts of the country, as well as provided remedial, catch-up and accelerated education programmes to learners at equivalent grade 2 and 3 levels. Other countries that similarly combined formal and non-formal education modalities in their primary and secondary programming include Iraq, Lebanon, Nigeria, the State of Palestine, and Yemen. In addition, ECW supported vocational education programmes for adolescents who spent much time out of school and were old enough to enter the workforce. Such vocational education programmes were provided either as an integral part of secondary schooling or as separate from formal schooling in Burkina Faso, the Central African Republic, the Democratic Republic of the Congo, Niger, and Nigeria.

ENABLING FACTOR: MOVING BEYOND ACCESS TO TAILORING, COMPLEMENTARITY AND ALIGNMENT

Across education modalities within ECW-supported programmes, key strategies contributing to children's successful participation and holistic learning at all developmental stages include tailoring of programmes for and to the local context;²⁸ complementing the existing education infrastructure;²⁹ and aligning with national curricula and standards.³⁰ The effectiveness of such strategies is supported by strong evidence, primarily from development contexts (low-and middle-income countries), but increasingly from crisis contexts.

To ensure programmes are tailored to students' learning levels and needs, MYRPs integrated formative assessment approaches with interactive, activity-based learning methods:

In north-east and north-west Syria, the MYRP (implemented by UNICEF and Save the Children) piloted training of teachers in both non-accredited formal schools and non-formal education programmes on the Holistic Assessment for Learning (HAL), a formative assessment developed by Arabic subject-matter experts. Teachers were helped in identifying the skills their students have mastered and areas needing further support, and in selecting and implementing responsive activities; a corresponding toolkit supported teachers' use of this assessment method once they completed the training. Over 99% of teachers felt more effective in supporting children's learning outcomes

²⁸ Abdul Latif Jameel Poverty Action Lab (J-PAL), 'Tailoring instruction to students' learning levels to increase learning,' J-PAL Policy Insights, last modified January 2019. https://doi.org/10.31485/pi.2522.2019

²⁹ Shah, Ritesh, and Liyun Choo, Accelerated Education Evidence Review, INEE Accelerated Education Working Group, 2020. https://inee.org/resources/accelerated-education-evidence-reviews; Kim, Ha Yeon, and Lindsay Brown, 'How to Support School-Aged Children Living in Crisis Contexts? Evidence-based recommendations for stakeholders,' NYU Global TIES for Children, 2023. https://view.genially.com/61faf55436bdd800166ac38f/horizontal-infographic-diagrams-3ea-stakeholder-reviews; with the state of the state

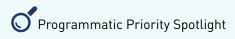
³⁰ Hwa, Yue-Yi, Michelle Kaffenberger and Jason Silberstein, Aligning Levels of Instruction with Goals and the Needs of Students (ALIGNS): Varied approaches, common principles, RISE Insight Series, 2020. https://riseprogramme.org/sites/default/files/2020-11/RISE_Insight_ALIGNS.pdf)

after the training, and 69% of a sample of children in areas where HAL was implemented improved their scores on a holistic summative assessment after two months.

In north-east Nigeria, the MYRP (implemented by UNICEF, the Norwegian Refugee Council and Save the Children) rolled out a remedial approach called Teaching at the Right Level (TaRL) for 3,321 learners in formal school grades P4–P6 (53% girls). A total of 273 teachers (51% female) received ongoing training and coaching to apply assessment activities and pedagogical approaches while involving caregivers and the community. By the end of the programme, there were significant reductions in the percentages of children at the lowest levels of literacy (36 percentage points) and numeracy (21 percentage points). These learning improvements strengthened support among MYRP grantees and other Education in Emergencies Working Group partners for scaling up the intervention across north-east Nigeria.

To ensure programme alignment and complementarity with formal education systems and economies, MYRPs employed various strategies, ranging from mapping existing national curricula, policies and needs to actively supporting the development and/or revision of policy approaches:

- In Pakistan, the MYRP (implemented by UNICEF, Voluntary Service Overseas UK, and the Rural Support Programmes Network) developed an accelerated learning programme using the government-approved curriculum for children who had dropped out of secondary school. The 18-month programme was implemented with 3,947 children (44% girls) in the Khyber Pakhtunkhwa province. Learning levels among the children improved by 59% (60% for girls, 56% for boys), and all were placed in appropriate grades in government schools after completing the programme.
- In Nigeria, the MYRP (implemented by UNICEF, the Norwegian Refugee Council and Save the Children) established a partnership with the University of Maiduguri to research educational transitions and official criteria for mainstreaming learners into formal education. The research findings in conjunction with community back-to-school campaigns contributed to an increase in the rate of transition from non-formal to formal schools, from 82% in 2022 to nearly 100% in 2023, benefiting 18,140 learners (58% girls).
- In Lebanon, the MYRP (implemented by UNICEF, UNESCO and Save the Children) supported the work of aligning a non-formal education legal framework with the Ministry of Education and Higher Education's five-year plan, promoting cost-effective, genderresponsive, flexible pathways for vulnerable out-of-school children to transition into formal education. ECW supported similar work to transition from non-formal to formal schools in Burkina Faso, Chad, Ecuador, Ethiopia, Lebanon, Mali, Niger and Syria.
- In the Democratic Republic of the Congo, the MYRP (implemented by UNICEF) supported non-formal, vocational training programmes. Some 500 adolescents (61% girls) were trained and developed business skills in areas relevant to the local economy, such as fish processing, tailoring, carpentry, and vegetable farming. The learners were integrated into local cooperatives, helping to ensure ongoing support from the community. ECW supported similar work in Burkina Faso, Colombia and Uganda.



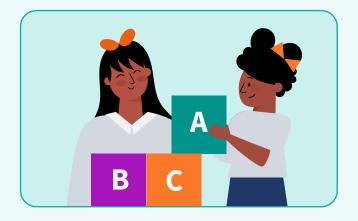
EDUCATIONAL CONTINUITY

Advancing early childhood education in Ethiopia and Uganda

Early childhood education is critical in laying the foundation for lifelong learning and development. It fosters cognitive skills, social abilities and emotional growth, providing children with the tools they need to succeed academically and socially.

Ethiopia and Uganda have embarked on transformative journeys to enhance their ECE policies and frameworks, ensuring that more children have access to quality early education. Programmes in both countries were funded by the LEGO Foundation, through ECW and UNICEF.

In Ethiopia, a landmark step was taken with the approval of an Early Childhood Development (ECD) and Education Policy Framework (2022-2023) and the establishment of a free, compulsory pre-primary education programme (for two years), integrated into the national education and training policy. This achievement set the stage for a series of significant changes aimed at standardizing and improving the quality of ECE across the country. The Ministry of Education developed a national pre-primary education curriculum that is play-based, which to date has benefited over 3.5 million children in ECE centres nationwide. Additionally, 35,655 children (nearly half of them girls) have directly benefited from 401 ECE centres supported by the programme. Remarkably, 52% of these children were newly enrolled, highlighting the curriculum's role in increasing ECE accessibility. This initiative has become a valuable resource for other ECE implementers and the Government, further enhancing the quality of ECE activities across Ethiopia.



3.5 MILLION

The Ministry of Education in Ethiopia developed a national pre-primary education curriculum that is playbased, which to date has benefited over 3.5 million children nationwide.

Uganda similarly undertook a major revision of its ECE curriculum, under the ECD Learning Framework for children aged 3-5 years, which dated from 2005. Recognizing the need for a more modern approach, the National Curriculum Development Centre reviewed the 2005 framework, revised the curriculum, and rebranded it as the Early Learning and Experiences Curriculum. The revised curriculum emphasizes learning through play, a crucial element in fostering creativity, problem-solving skills and emotional resilience in young children. A total of 111,476 (51% girls) were eventually supported with pre-primary education through play-based interventions delivered through home and community-based learning activities, ECD centres and the use of multimedia materials.

Imamaya, a teacher, works with students in class during a 'Reading Corner' initiative in Mali. ECW supports the innovative initiative, part of a programme designed to strengthen the academic skills of students reintegrated into the educational system after having been out of school, and children who have never been schooled but are too old to enrol in first grade.



Promoting holistic support for teachers

In 2023, all ECW MYRP and FER programmes included activities to improve the capacity, recruitment, retention, agency, motivation and well-being of teachers.

Such activities go beyond training and financial remuneration so as to attract new teachers into the workforce. The wide range of teacher-focused activities supported by ECW reflects the fact that quality teaching is the most important school-level predictor of students' holistic learning – and that teachers in protracted crises are front-line workers who require support in their own right.³¹ As such, ECW encourages a holistic approach that focuses on: (1) reducing structural, economic and normative barriers to teaching; (2) strengthening teachers' diverse skills, knowledge and abilities; and (3) supporting teachers' motivation and well-being.

Approximately 60% of MYRP and FER programmes active in 2023 supported teacher recruitment and/ or provided financial assistance to retain teachers, with a focus on equity and inclusivity. Recruiting and retaining qualified teachers in protracted crisis settings can be difficult and costly. This is particularly so for female teachers, who often experience disadvantage due to gender norms and stereotypes but are key drivers in supporting girls' enrolment and retention in school. In settings with large numbers of displaced learners, recruiting teachers from refugee or IDP communities to work alongside teachers in the national system or from host communities can provide invaluable socio-cultural and linguistic support to refugee learners and their families.

31 Inter-Agency Network for Education in Emergencies, Teachers in Crisis Contexts: Promising Practices in Teacher Professional Development, Well-being, Management, and School Leadership, INEE, New York, 2022. https://inee.org/network-spaces/ticc-wg

This approach also creates meaningful economic pathways for displaced teachers, amplifying the pull factors of education. In Ethiopia, 223 refugee teachers (33% female) from eight refugee camps received scholarships to upgrade their skills. In Bangladesh, female Rohingya volunteers supported adolescent girls in 13 ECW-funded facilities, ensuring a supportive learning environment (see <u>Starting with</u> those left furthest behind).

MYRP and FER programmes in complex crises supported training – for 90,502 teachers (53% female) - and other forms of professional development to strengthen teachers' diverse knowledge, skills and attitudes. Many initiatives focused on supporting teachers' academic subject knowledge, pedagogy, didactics and assessment, with pre- and post-training assessments indicating that a high percentage of trained teachers improved their capacities and used their new skills. For example, the FER in Pakistan supported the training of 875 teachers (45% female) on multigrade and inclusive classroom management; 70% of those trained showed improvements in their knowledge of these areas. In Colombia, the MYRP supported training for 4,096 teachers (75% female), 87% of whom adopted new teaching techniques, such as digital pedagogical skills and gender-responsive pedagogy. In the MYRP in Afghanistan, the percentage of teachers achieving minimum standards in instruction increased from 10% to 91% after training, and completion rates for children in non-formal education was observed at 95% after their teachers were trained.

Training also provided teachers with the tools to support students' mental health and social and emotional learning, as well as to promote diversity, inclusion and gender equity. In a FER in Syria, 87% of teachers responding to the 2023 earthquake reported



Approximately 60% of MYRP and FER programmes active in 2023 supported teacher recruitment and/ or provided financial assistance to retain teachers, with a focus on equity and inclusivity.

increased knowledge about MHPSS after they were trained, compared to 50% before the training. Through a FER in Libya, teachers were trained to recognize signs of distress in children and improve referral processes, with 80% of a sample of students reporting improvements in mental health and wellbeing between baseline and endline. In the Peru MYRP, 2,456 school managers and teachers (80% female) were trained in gender and inclusion, and 926 (83% female) obtained university certificates.

In addition to training, ECW-supported programmes promoted continuous teacher professional development through coaching and peer-support models. In Uganda, for example, the MYRP developed a continuous professional development model aligned with the National Teacher Competency Framework and Teacher Policy, to be piloted in 2024. The model is based on Save the Children's Enabling Teachers Common Approach, which seeks to ensure that teachers are supported in an enabling environment and have the competencies required to improve learning outcomes for girls and boys, especially the most marginalized.

HAFSAT, 27

An Educator Makes a Difference

"Teaching is in my blood. I don't see myself doing anything else."

Twenty-seven-year-old Hafsat comes from a family of educators, and she has always felt the calling to become a teacher. Today, she is making a difference in the lives of children living at the Hajj Camp in Maiduguri, Borno State, in northeast Nigeria.

As a teacher, Hafsat has always worked with those children left furthest behind. Hajj Camp serves as a temporary home for surrendered armed group members and their families – supporting them on their path to reintegrate into their communities. Hafsat's students at the camp's temporary learning centre have lived through harrowing experiences, and many have never been to a school. It is estimated that 2 million children have had disruptions to their education due to conflict and violence stemming from the decade-long Boko Haram insurgency in the region.

ECW supports a wide range of interventions under the MYRP in north-east Nigeria, including the construction of safe learning spaces, provision of learning materials, teacher training and incentives, school feeding, and mental health and psychosocial support for children affected by armed conflict. With funding from ECW and support from UNICEF and the Government of Norway, these temporary learning centres and passionate teachers like Hafsat are changing the lives and futures of crisisaffected children in the country.

Contributed by UNICEF Nigeria

For more information on ECW's work in Nigeria, go to www.educationcannotwait.org/our-investments/where-wework/Nigeria



Programmatic Priority Spotlight

ON PRIORITIZING SUPPORT FOR TEACHERS

Teachers' well-being

"It is precisely that the teacher knows how to deal with the diversity of students she has, and for this, she must apply her social-emotional skills. ... She has a minimum of 30 ... 30 different heads, 30 little people who come with different values and different attitudes. So sometimes it gets on our nerves ..."

 Front-line service provider in a school in Lima, Peru, serving a high proportion of Venezuelan learners in need of international protection.³²

In crisis contexts, teachers experience job stress, burnout and other stresses that pose significant risk to their well-being. They may become dissatisfied in their job, question their social and emotional competencies, or lose confidence in their teaching skills. Teachers' well-being has positive impacts on their mental health, and on their school attendance, job retention and teaching practices – with significant consequences for children's learning and well-being. As such, ECW considers teachers' well-being as an enabling factor for an inclusive quality education. A key element of ECW's holistic approach to front-line providers is supporting teachers' well-being:

• To reduce stress and burnout and improve job satisfaction among teachers, ECW-sponsored programmes in Afghanistan, Ecuador, Ethiopia, Lebanon, Syria and Uganda offered psychosocial support sessions for teachers. For example, sessions implemented for teachers in Afghanistan through a FER helped their well-being. Following the sessions, 56% of



teachers (62% females, 52% males) reported high levels of well-being at endline, compared to 44% of teachers at baseline. The teachers with high levels of well-being also reported having positive motivation and job satisfaction, lower stress and anxiety about work, and the ability to manage stressful situations.

• To support teachers' social and emotional competencies, ECW-sponsored programmes in Ethiopia and Peru supported teachers to participate in dedicated training to build their social and emotional skills. In Peru, the training aimed to promote empathy, improve communication skills, and help teachers develop *convivencia* (co-existence) in their classrooms. Some 95% of teachers in northern and southern Lima who participated in the training responded positively to it.

In Peru, a nationally representative survey of teachers reported that the biggest stressor they face is supporting students' social and emotional skills. This is a particular challenge in schools hosting large numbers of Venezuelan refugees and migrants, in which bullying has contributed to a high dropout rate among the Venezuelan students. In response, an ECW AF grant supported the work of New York University's Global TIES for Children (NYU Global

32 Seminario, Evelyn, et al., 'Strengthening Holistic Learning Outcome Measurement Systems in Emergencies and Protracted Crises: Colombia and Peru. Diagnostic Report for Peru,' NYU Global TIES, 2024. https://doi.org/10.6084/m9.figshare.25443817.v2

TIES) to identify the strategies teachers feel most and least confident using to resolve student conflicts, with a focus on strategies based on restorative justice principles to support inclusion. Stakeholders in partnership with the Regional Bureau for Education in Metropolitan Lima developed the CALMA scale, which provides concrete information on promoting respectful interactions among diverse students, fostering student agency in conflict resolution, providing space for processing conflict in classrooms with diversity, and dealing with the stress posed by student conflicts. 'CALMA' – which stands for 'CALidez en el MAnejo del crecimiento

emocional de los estudiantes' (Warmth in managing students' emotional growth) - was piloted with a regionally representative sample of teachers in Lima. Peru's Pontifical Catholic University used the sample results to develop a toolkit for teachers containing bite-sized, user-friendly strategies to mitigate the stress of student conflict situations. By equipping teachers with these targeted, accessible tools, the initiative envisages both to improve their conflict management skills as well as to foster inclusive learning environments conducive to holistic student development.



Leonel, 12 (second from left), with his classmates in Lima, Peru. He left Venezuela with his family in search of a brighter future, but has experienced discrimination and xenophobia in his new home. Thanks to an ECW-funded programme which trains teachers to foster more inclusive classrooms, Leonel feels a part of his school community and is thriving today.

• Create safe, protective, accessible, enabling learning environments.

Across most programmes in complex crises, ECW partners contributed towards improving the accessibility and safety of educational facilities.

ECW supported improvements in the quality of school structures by providing fencing, lighting, sex-segregated and secure facilities for water, sanitation and hygiene (WASH), security guards, and designated play areas. For example, as part of the FER in Chad, protection experts worked with communities to select safe locations for temporary learning spaces and ensure adherence to environmental standards. 'Gender-sensitive' latrines with inside locks were installed, and solar lighting was placed around school grounds to enhance safety at night. In the Democratic Republic of the Congo and Uganda, ECW partners built inclusive classrooms and latrines, enhancing the safety and accessibility of educational facilities, including for children with disabilities. They provided physical and emotional safety and protection for learners, both within the school and beyond.

Contributing to this, ECW-funded activities provided support for capacity building of educators and caregivers in protection from sexual exploitation and abuse (PSEA) and gender-based violence (GBV); implementation of MHPSS and child protection services directly within schools and the establishment of effective referral mechanisms; and awarenessraising campaigns targeted to families and communities. Such an integrated approach is crucial not only for children's learning but also for their overall development and well-being. It exemplifies how education can be a space for inter-sectoral assistance, and how the sectors can address the holistic needs of children collaboratively.

In the Democratic Republic of the Congo, ECW-funded activities included training school management committees on child protection and gender-based violence. In Burundi, over 9,709 parents and caregivers received training on gender and inclusion, PSEA and GBV, and positive parenting skills. In Lebanon, ECW deployed school counsellors to provide support sessions with individuals and in groups, facilitate awareness raising among parents, and monitor students' well-being. Transportation was provided to and from school for 4,982 students from the Ein El-Hilweh Camp, in an area affected by violent clashes. In Peru, ECW partners trained 2,634 school managers and teachers using the toolbox for socio-emotional skills development in schools. Training covered emotional skills, risk behaviours, psychological first aid, and non-violent child-rearing practices. Psychologists identified and provided guidance for cases requiring immediate care, benefiting 7,943 students and 7,735 parents. Some 41% of beneficiaries were refugees and migrants.

Promotion of community-based structures and processes to ensure safety and protection is paramount. In Cameroon, community 'relays' and local stakeholders participated in specialized training to prevent sexual exploitation and abuse. In Syria and Uganda, communities were engaged in safeguarding initiatives; safe reporting channels and feedback mechanisms were established to ensure accountability and sustain safeguarding practices. In Bangladesh, in response to such crises as the Camp 11 fire and Cyclone Mocha, ECW partners emphasized community involvement through parenting education sessions, in the work of addressing trauma and displacement-related issues, and in initiatives to empower caregivers to create nurturing environments for their young children. For more information on how ECW-partners contributed to safeguarding, see Spotlight on cross-sectoral collaboration: Safeguarding.



Promotion of communitybased structures and processes to ensure safety and protection is paramount.

LATIFA, 18

Change Takes Root

"We plant trees to protect classes from heavy winds that would destroy the roofs and damage properties that are inside. Once we have trees here at school, we will have fresh air and a conducive learning environment."

Burundi ranks high among countries most vulnerable to climate change. Shifting weather patterns – causing drought in some parts of the country and heavy rains in others – have led to the destruction of homes and schools, increased food insecurity and disrupted essential services, including education.

But a group of 30 students at the Kigembezi Basic School in Nyanza-Lac Commune, Makamba Province, is taking action. Latifa, 18, and her friends in the environmental club are planting trees as a way of building resilience to environmental shocks while raising awareness of climate change in their community.

The environmental club at Latifa's school is one of many such clubs supported by ECW under its MYRP in Burundi. The programme – titled Komezawige, which means 'keep studying' in the Kirundi language – is implemented by a consortium of partners led by World Vision and UNICEF, in coordination with the Government.

Climate events in the area of Nyanza-Lac have increased in frequency and severity. But trees can aid rain production, protect against wind, and prevent landslides due to heavy rainfall. To date, students in the Kigembezi environmental club have planted over 300 trees in their schoolyard and the surrounding areas.

Contributed by World Vision Burund

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



Responding to climate change

ECW works in countries ranked by the University of Notre Dame as among the most vulnerable to climate change, including Burundi, Chad, the Democratic Republic of the Congo, Mali, Niger, Somalia and Sudan, according to the ND-GAIN index.³³ These countries are also affected by fragility, such that institutions and services, including for education, cannot meet existing needs of the population. In fact, nearly 90% of countries where ECW provided emergency support in response to climate hazards in 2023 were countries facing complex crises. Climate change acts as an exacerbating factor in these contexts, compounding and amplifying existing vulnerabilities and threatening to further undermine education results for children.

Against this backdrop, ECW has accelerated its work on climate change. Eight active FERs (seven initiated in 2023) responded to immediate, climate hazard-induced disasters, such as severe flooding in Chad, Libya and Pakistan, and drought in Ethiopia, Kenya and Somalia, in 2023. Roughly 80% of these programmes reported evidence of improved education access even amid the high risk of disaster disruption. In addition to these FERs, several programmes (at least 25% of ECW's programme portfolio³⁴) are strengthening capacities and systems for disaster preparedness. Recognizing that climate change will continue to severely affect countries facing complex crises, ECW programmes - particularly MYRPs - embed disaster preparedness measures to help build the resilience of communities and education systems against future climate shocks and stressors. These measures align with the Comprehensive School Safety Framework and include support for the following activities: training of teachers and administrators in emergency preparedness, disaster risk reduction (DRR), and risk management; establishment of DRR systems, processes and measures for learning spaces; and the development of safety and emergency preparedness plans within schools and communities.

THIS SECTION DESCRIBES ECW'S RESULTS—AND THE FACTORS CONTRIBUTING TO PROGRAMME SUCCESS—IN THREE KEY AREAS OF EIEPC RESPONSES TO CLIMATE CHANGE-RELATED CRISES.

Rebuilding and strengthening school infrastructure
 Enabling education continuity
 Strengthening disaster preparedness and risk reduction

Climate change will continue to severely affect countries facing complex crises.

33 University of Notre Dame Global Adaptation Initiative, 'ND-GAIN Country Index,' 2024. https://gain.nd.edu/our-work/country-index/rankings
 34 Education Cannot Wait, 'Climate Reflection Paper' (internal document). Programmes with DRR interventions will be included with an updated analysis of programme results from 2023.

BACKGROUND INFORMATION: CLIMATE CHANGE IMPACTS ON EDUCATION IN CRISIS-AFFECTED COUNTRIES

Climate change trends are troubling: 2023 was the warmest year on record, and devasting floods and prolonged drought in places like the Horn of Africa contributed to a rise in global food insecurity and displacement. Tens of millions of children, particularly in vulnerable, crisis-affected communities, are at risk of education disruptions and learning loss due to climate change.

EXPLORE:



ECW research published in 2023 found that climate shocks disrupted education for 62 million crisis-affected children and adolescents since 2020. This is one study in a growing body of evidence of the direct and indirect losses and damages to the education sector caused by climate change. Yet more

evidence is required – and urgent action is needed, especially on behalf of those most at risk in crisis-affected contexts.

The impacts of climate change on communities in crisis-affected communities are particularly severe and create significant barriers to accessing education and learning. When disasters such as prolonged drought erode households' financial resources and drive food insecurity, children's education is often compromised. Girls are particularly at risk of dropping out of school and being forced into child marriage.³⁵ Health and safety concerns can also create barriers to education, as when education facilities are damaged by climate hazards or become unsuitable for learning under extreme heat. In the wake



of sudden-onset disasters, schools are often repurposed to serve as temporary shelters, disrupting schooling. In contexts where livelihoods revolve around climate-sensitive activities such as rain-fed agriculture, climate change can exacerbate resource scarcity and increase the risk of conflict and displacement as additional barriers to education.

To deal with these multiple barriers, a growing number of ECW-supported programmes addressed the impacts of climate change on education. These programmes had aims of reducing disruptions to education and learning loss and introducing climate-change adaptation and disaster risk mitigation strategies through schools and education systems.



Climate shocks disrupted education for 62 million crisis-affected children and adolescents since 2020

35 Save the Children, *Global Girlhood Report 2023: Girls at the Centre of the Storm. Her planet, her future, her solutions*, Save the Children, Fairfield (Connecticut) and London, 2024. https://resourcecentre.savethechildren.net/document/global-girlhood-report-2023-girls-at-the-centre-of-the-storm



Nadia, 13, dreams of becoming a doctor one day. She lives and attends school in an IDP camp in Niger after a flood destroyed her family's home. ECW investments are increasing school enrolment for children and adolescents impacted by conflict and climate change in the country.

Rebuilding and strengthening school infrastructure

Rehabilitating and adapting school infrastructure is a critical first response to climaterelated disasters and an important aspect of mitigating future disaster risk.

Overall, in contexts where ECW's partners responded to climate-related disasters, 1,208 schools were reconstructed or temporary learning spaces were developed, contributing to education continuity for crisis-affected children.

Many programmes responding to climate-related disasters - particularly FERs - focused on rebuilding and strengthening school infrastructure and creating safe and conducive learning environments for teachers and students. In 2022–2023, devastating floods affecting several countries across Africa and southern Asia required a focus on building temporary learning spaces. In response to severe floods in Pakistan in 2022, for example, the FER rapidly mobilized partners to establish temporary learning spaces and rehabilitate damaged schools in flood-affected districts, providing access to inclusive and quality learning opportunities for 100,055 children through 2023 by limiting school dropout and reducing children's exposure to protection risks. The programme began about six weeks after the launch of the 2022 Pakistan Floods Response Plan.

At the same time, several programmes prioritized the rehabilitation of schools and other learning spaces with improved construction to better withstand future climate shocks and stressors. For example, the FER in Chad supported the development of a new classroom model for Sudanese refugees in the eastern part of the country. Recognizing that the typical classroom construction from plastic and iron sheets on wooden structures was unsuitable for the eastern Chad climate, the partners (UNHCR as implementer, working with the Ministry of National Education and Civic Promotion) introduced a more durable construction of metal, concrete and locally made bricks. The FER in Kenya mitigated water insecurity and improved sanitation in droughtaffected areas by installing water tanks and gutters for rainwater harvesting and putting in pipelines to connect schools to the closest water sources. A number of programmes, including in Burundi, Ethiopia and Pakistan, have promoted low-cost eco-friendly interventions that improved the school environment by planting trees in school compounds, a technique that reduces heat in the school area by 1-5 degrees Celsius.³⁶

36 Marin, Sergio Venegas, Lara Schwarz and Shwetlena Sabarwal, *The Impact of Climate Change on Education*, The World Bank Group, Washington, D.C., 2024. https://inee.org/sites/default/files/resources/P180005171cc7c0c91a8b011d03080e9086.pdf

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ENABLING FACTOR: PROVIDING FLEXIBLE AND ADAPTABLE PROGRAMMING FOR RAPID RESPONSE TO EVOLVING NEEDS

Climate change is associated with extreme and variable weather patterns. In sudden-onset emergencies due to climate hazards, such as tropical cyclones and floods, the resulting displacement of communities tends to occur for shorter periods of time than in conflictrelated emergencies. Thus programmes responding to climate change have to be flexible and adaptive to evolving needs. A distinctive feature of ECW's programmes, particularly the FERs, is their ability to be nimble and adapt responses to best meet emerging priorities and ensure continuous access to safe and quality education in variable contexts.

- For example, the FER in Pakistan (implemented by Acted and UNICEF) was initially focused on building temporary learning spaces following the floods in 2022. But as IDPs started to return to their communities of origin, the programme in 2023 shifted focus towards rehabilitation and recovery. Activities included dewatering in targeted areas and repairing damaged schools while working to re-enrol students in the formal system through community engagement.
- Similarly in Chad, the FER implemented by UNICEF initially set out to build temporary learning spaces to accommodate children who had been internally displaced by floods. But as communities returned home, the programme shifted focus to preparedness activities in collaboration with the Ministry of National Education and Civic Promotion. Funds were repurposed for backfilling a method used to mitigate erosion and stabilize foundations of schools in areas at flood risk. Contingency stocks of tents and tarpaulins were pre-positioned to ensure access to education for approximately 27,500 children in the event of possible floods in 2023.
 - FERs in Ethiopia, Kenya and Somalia were developed in response to prolonged drought in the Horn of Africa. However, in all three countries, floods related to El Nino were an unexpected challenge and required a rapid shift in programmes. Many schools were damaged, and flood-displaced communities were sheltering in schools. In response, FER programmes implemented by Care, the Norwegian Refugee Council and UNICEF (among other partners) increased their focus on constructing and rehabilitating learning spaces, including temporary learning spaces.

Overall, complementarity between FERs and MYRPs has been key to ECW's rapid and effective crisis response. In South Sudan, ECW has leveraged a MYRP 'crisis modifier' to be able to quickly shift funding in response to an emergent crisis. MYRPs in Chad, Ethiopia, Libya and Pakistan have coordinated responses with new FERs in response to climate disasters, thus ensuring complementarity in approaches and targeting that will maximize impacts in crisis-affected areas.

B Enabling continuous access through distance and remedial options and economic support

Ensuring children's continued access to education is a prime focus of ECW's work in disaster-affected areas.

Prolonged school closures increase the risk of student dropout, requiring alternatives when schools are damaged or used as temporary shelters following climate-related hazards. In these situations, ECW programmes have helped ensure education continuity through the provision of distance or remote learning initiatives. Experiences from prolonged school closures during the COVID-19 pandemic demonstrated the utility of distance learning, and some programmes are now putting distance-learning platforms into use when sudden-onset disasters occur. For example, a distance-learning platform co-developed through the MYRP in Chad in 2020 was revived by the FER in 2023. The FER reached 3,550 students (40% girls) affected by floods, in addition to over 1.2 million students (30% girls) reached through the MYRP, and succeeded in disseminating lessons by radio and mobilizing community members to promote school attendance and collect feedback from listeners.

The provision of material and financial support (e.g., cash, meals and learning materials) to students at risk of dropping out of school and their families has proven to be an important safety net that retained children in school in disaster-affected contexts. Economically disadvantaged communities that face food insecurity due to drought or other extreme weather hazards have benefited the most from initiatives such as school feeding and cash support. FERs in Ethiopia and Somalia have introduced emergency school feeding programmes in response to drought, and the MYRP in Burundi prioritized the provision of meals for children in schools. In Somalia, cash grants were used to cover school fees for displaced children who were out of school, to promote their enrolment in learning centres, while in Chad and Pakistan, cash transfers were targeted to girls and their families, to prevent girls from dropping out due to financial pressures. Such support has had positive results in terms of children's school retention and attendance.

For example, in Ethiopia, average attendance rates in schools targeted by the FER increased from 50% at baseline in 2022 to 85% by 2023.

Among children and adolescents whose schooling has been disrupted by climate disasters, programmes have succeeded in increasing enrolment (or re-enrolment) through a focus on accelerated and remedial learning initiatives and community back-to-school campaigns. The FER in Somalia supported community education committees in organizing public meetings and sensitizing parents to re-enrol their children in school, resulting in the enrolment of 18,655 out-of-school learners (51% girls) in disaster-affected communities. The FER in Pakistan supported an accelerated learning programme that allowed children to complete middle school in 20 months; the programme served nearly 4,000 children in flood-affected districts, where out-of-school rates were already high due to poverty. Students who complete such programmes may transition to formal education or pursue alternative learning pathways.

The provision of material and financial support to students at risk of dropping out and their families has proven to be an important safety net in disasteraffected contexts.



Students in an ECW-supported Adolescence Club in Cameroon. The new clubs are equipping girls and boys to sensitize their peers on their rights and responsibilities within school and the community. ECW investments in the country are addressing educational and psychosocial needs of children living in conflict-affected areas.

ENABLING FACTOR: LEVERAGING COMMUNITIES AND YOUTH AS CHANGE AGENTS IN CLIMATE ACTION

Climate change disproportionately affects marginalized communities, including youth, girls and those in crisis-affected countries. **ECW programmes put these groups at the forefront of efforts to prevent, prepare for and respond to the impacts of climate change, recognizing their critical role in climate action.** In this way, ECW supports locally led adaptation and is delivering on its commitment to leave no child behind in fulfilment of the United Nations Framework Convention on Climate Change's global Action for Climate Empowerment agenda.

Schools and communities are central to an effective disaster response and disaster risk mitigation adapted to their local specificities and capacities. **ECW programmes have provided local actors with training and support to assess, monitor and mitigate disaster risks within their communities.** Following adverse weather events that led to school closures in Iraq in 2023, ECW's MYRP (implemented by UNICEF, Voluntary Service Overseas UK, and RSPN) supported the Government and communities (including children) to develop school resilience plans in 48 schools, enabling the schools to prepare for potential disasters related to climate change. In the Somali region of Ethiopia, MYRP partners (UNICEF and Save the Children) engaged community members in school management efforts, including through training on crisis response and DRR. The community focal points systematically monitored and reported on flooding conditions to their local government DRR entities, helping to ensure that area schools were targeted for disaster risk management actions.

ECW partners working in countries vulnerable to climate change are also promoting communities – particularly youth – to play a leading role in local climate action. Awarenessraising activities and training are critical strategies for disseminating knowledge about the risks of climate change and what can be done to mitigate such risks. For example, the Burundi MYRP has established environmental clubs in schools with a focus on sensitizing learners, teachers and the broader community. This initiative trained 168 individuals on environmental protection and engaged communities in actions such as planting trees and establishing school gardens.

O Strengthening disaster preparedness and risk reduction

While ECW and partners continued to respond to climate disasters, programmes also supported efforts to strengthen education systems to be more climate resilient.

Both FERs and MYRPs worked with diverse actors at national and local levels and in schools to improve preparedness to climate disasters through riskinformed planning.

Enhancing preparedness at the school level entailed the work of ensuring that teachers and administrators were aware of the disaster risks affecting their schools and had plans in place to respond. In Kenya, FER partners worked with the National Drought Management Authority to train teachers on DRR, which led to the development of action plans to mitigate the effects of El Nino rains in 2023. In Pakistan, MYRP partners trained 1,281 government officials and teachers (53% female) on DRR emergency preparedness and school safety. The teachers then developed school safety assessment plans to mitigate various risks. Mock drills in schools were introduced in preparation for potential disasters. Often through the purview of an 'all hazards, all risks' approach, these efforts enhanced school preparedness and contributed to improving safety practices and increased capacities to comprehensively manage future crises.

At the subnational and national levels, ECW programmes coordinated with humanitarian and development partners, and governments, to strengthen and improve alignment around existing disaster risk management plans. The Nigeria MYRP and the Somalia FER conducted assessments on the impact of floods and drought on education to inform responses and notify government partners. The

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Kenya FER helped coordinate disaster preparedness and response among education actors in eight drought-affected counties. Ministry of Education officials and stakeholders at national and subnational levels in Kenya were supported to conduct rapid assessments, develop a monitoring system to track the impact of climate hazards on schools, and develop preparedness and response plans. This support also enabled county-level EiE working groups to advise local schools on mitigation and adaptive measures in response to bush fires and heat waves, as well as floods.

Given the increasing impacts of climate change on crisis-affected communities, ECW and partners recognize the value of combining preparedness with anticipatory action. At the United Nations Climate Change Conference in Dubai in 2023 (COP 28), ECW became a signatory to the Getting Ahead of Disasters Charter and committed to launching two anticipatory action pilots in climate-vulnerable countries in 2024 and generating insights on how this promising approach can be further leveraged by the EiEPC sector. In addition, partners on the ground have identified the need to strengthen resilience of communities and children in the face of climate change by focusing on the knowledge and skills that are useful for coping and adapting to climate-related challenges. As the MYRP in Iraq highlights, making curriculum adjustments and entering into collaborations with schools, government and technical partners to address climate challenges are forwardlooking priorities.

Enhancing preparedness at the school-level entailed the work of ensuring that teachers and administrators were aware of the disaster risks affecting their schools and had plans in place to respond.

ENABLING FACTOR: COORDINATING ACROSS SECTORS FOR EFFECTIVE CLIMATE RESPONSE

Addressing the impacts of climate change is a priority that involves various sectors (e.g., education, health, food, nutrition and protection) and cuts across humanitarian and development pillars. As such, collective action across the sectors is necessary to respond effectively and efficiently to the growing and multifaceted threat of climate change.

ECW's partners are coordinating with disaster risk management entities and other technical partners outside the education sector to respond effectively to climate change-related impacts on education. For example, coordination between education partners and food security actors such as WFP have been fundamental for implementing school feeding initiatives in various contexts affected by climate change.

Besides coordinating and collaborating around implementation, ECW and partners are **coordinating on data collection and needs analyses to help develop holistic education responses to climate-related risks and impacts.** ECW supports the development by partners of Joint Education Needs Assessments (JENA) with a focus on climate-driven crises. JENA is a useful process led by the GEC that allows partners to coordinate data collection and analyses on collective priorities as a precursor to the development of joint plans. For example, the FER in Somalia supported the education cluster to conduct a JENA focusing on the impact of drought and displacement on education. The assessment focused on understanding the needs and risks associated with the climate crisis and mobilized humanitarian and development actors in Somalia to respond to the crisis through programmes and advocacy.

Mahmoud, Joury and friends run towards their ECW-supported school in Domiz Refugee Camp in the Kurdistan Region of Iraq. Thanks to ECW investments, they are receiving a holistic quality education, and thriving in their school and community.



ALI, 18

Ali's Journey Back to School

"I wasn't expecting to pass! I am so happy that I did. I can now continue learning and study law."

When Ali's grade 12 exam results came back, he was overjoyed to discover he had passed with flying colors. Now 18, Ali was born with a vision impairment and has struggled all his life to stay in school.

When he was 10, his family was forced to flee their hometown of Ar Rastan, Syria, due to persistent conflict in the area. He was bullied and lacked learning accommodations in his new school. Later, as an adolescent, he dropped out to help on the family farm.

When Ali finally returned to his hometown, he enrolled at the Blind Care Association Centre, a facility supported by ECW and UNICEF. Trained teachers taught him to read and write in Braille, and he received learning materials converted into Braille. At the centre, he found a support system and accessible learning environment that gave him the tools to not only stay in school, but to thrive there.

With his exams now behind him, Ali plans to study law. "I will be a lawyer and defend vulnerable people," he says.

Children with disabilities are often left furthest behind in crises and require sensitive, targeted and inclusive accommodations. ECW has committed to a wide range of programmes in Syria and around the world to help girls and boys – like Ali – to continue learning and dreaming.

Contributed by UNICEF Syria

For more information on ECW's work in Syria, go to www.educationcannotwait.org/our-investments/where-we-work/Syria **O UNICEF Syris**

Starting with those left furthest behind: Targeted interventions for marginalized groups

Refugee learners, IDPs, children with disabilities, and girls face unique and compounded barriers in situations of conflict and crisis. Targeted interventions are essential to ensure these groups have access to quality education and to prevent their further marginalization.

Conflicts and crises often exacerbate existing inequalities, further limiting access by vulnerable populations to educational resources and safe learning environments. For example, refugee and IDP learners frequently lack stability and continuity in their education due to displacement, with refugees facing additional barriers stemming from potentially exclusionary policies and legislation in their host countries. Children with disabilities may face physical, systemic and social barriers that prevent them from attending school. Meanwhile, girls and boys may face gender-related barriers and risks due to cultural, economic and safety concerns. In response to these challenges, ECW promoted targeted interventions, including the provision of tailored education solutions, and support for inclusive policies and protective measures, to ensure that all children, regardless of their circumstances, can receive quality education. This approach not only promotes equity and inclusivity but also enhances the overall development and resilience of individuals and communities.

THE FOLLOWING SECTION HIGHLIGHTS HOW ECW DELIVERED TARGETED AND TAILORED RESPONSES FOR THESE PRIORITY GROUPS:



Overall results achieved for children in 2023 are detailed earlier in this report.



Aisha, 13, at school in Maiduguri, Nigeria. Paralyzed as a toddler and forced to flee her village due to attacks by armed groups, she was unable to attend school for many years. Thanks to an ECW-supported initiative, Aisha received a handcycle, enrolled in an accelerated education programme for out-ofschool children and is an active member of her school community today.

Supporting refugee learners

According to UNHCR, over half the world's 14.8 million school-aged refugee children are not enrolled in formal education, leaving over 7 million children without access to schooling.³⁷ In 2023, ECW reached a total of 1.24 million refugee learners,³⁸ 50% of them girls. ECW-funded programmes provided the following targeted support besides its 'generic' support to all population groups.

Facilitating access to schooling for refugees.

ECW interventions to support access to education for refugee learners focused on addressing the financial and physical barriers to education, expanding educational facilities, ensuring safe learning environments, and engaging educators, communities and families. In Peru, ECW supported the delivery of 16,028 school kits and provided 1,474 vouchers to Venezuelans in need of international protection to cover additional needs, such as food, clothing, school supplies and transport. In Lebanon, ECW funded transportation to and from school for 4,982 students from the Ein El-Hilweh Camp, in an area affected by violent clashes. ECW funded the construction of 104 classrooms and 80 latrines in Chad, increasing refugee enrolment by 143%, and infrastructure improvements in the Democratic Republic of the Congo, enabling the enrolment of 3,072 refugees.

Ensuring safety and protection. ECW partners helped ensure protection and inclusivity inside and outside of schools through the direct provision of services, educator training, and effective referral mechanisms. In the Central African Republic, 25 teachers received training on gender equality and preventing gender-based violence, contributing to safer environments. In the Democratic Republic of the Congo, ECW funded child protection training, established safe school spaces, and distributed dignity kits (containing hygiene supplies for girls), benefiting 3,072 refugee children. In Peru, socio-emotional support included the development of a skills toolbox and teacher training, and the establishment of a

referral call centre, aiding 3,178 refugee students and families. In Uganda, MHPSS services, including the TeamUp intervention and cognitive-behavioural therapy sessions, helped children manage stress and trauma, enhancing their safety, well-being, and learning performance.

Promoting school retention, transition and

learning. ECW programmes engage parents and communities to create a supportive learning environment, improving children's school retention and mitigating their risks of dropout. In Bangladesh, parents' participation in meetings and sessions at school helped boost attendance and participation among refugee learners; and teacher development focused on pedagogy, language skills and mental health led to learning gains. In Peru, campaigns against xenophobia contributed to enrolling 138,050 Venezuelan children in need of international protection in formal and non-formal education. In the Central African Republic, teachers received pedagogical training in support of their work with refugee students transitioning to French-language instruction, which led to improved learning outcomes.

Flexible, accelerated and alternative education

programmes. Flexible and adapted learning opportunities are crucial for refugee learners facing educational disruptions. ECW facilitated catch-up and remedial classes in the Central African Republic and the Democratic Republic of the Congo, aiding learners' smooth transitions to formal education. In Peru, ECW support led to enrolments of 138,050

³⁷ United Nations Refugee Agency, Unlocking Potential: The Right to Education and Opportunity, UNHCR, Geneva, 2023

³⁸ ECW includes in the category "refugee learners" those with refugee status under the UNHCR mandate, Palestinian refugees under the UNRWA mandate, as well as Venezuelan learners who have migrated across international borders and while not holding refugee status are recognized as being in need of international protection.

migrant and refugee children in learning recovery workshops and entrepreneurship and leadership development programmes; and in Uganda, ECW supported the TaRL remedial approach and language bridging programmes to help refugee children catch up academically. In Cameroon, ECW supported teacher capacity-building, the distribution of teaching materials, and vocational training activities.

Enhancing local and national education systems.

Where possible, ECW assistance is strengthening local and national education systems to support refugee inclusion by training education officials, improving data management, and developing inclusive policies. Such policies provide legal frameworks for refugee education; they cover access to host-country schools, refugee

documentation requirements, and educational benefits. In Cameroon, ECW supported the creation of an education in emergencies strategy roadmap, specifically for integrating the needs of refugees into national planning. In the Democratic Republic of the Congo, collaboration with provincial authorities led to the inclusion of refugees in education sector plans. In Uganda, training and support for school management committees enhanced local educational governance. In Peru, technical assistance to the Ministry of Education and regional bodies facilitated the integration of migrant and refugee children into public schools. In contexts where refugees are denied access to national education systems, ECW advocates for inclusive systems and access to formal schooling for refugees.



Students in front of Lubile Primary School in Mpungwe Village, Democratic Republic of the Congo. The school had been destroyed during clashes between the Twa and Bantou communities. With the support of ECW, the school was rehabilitated and now includes six classrooms and sanitary toilets. • Country Highlight

SOMALIA AND UGANDA

Supporting refugee inclusion through policy strengthening

In Uganda, the MYRP has supported the development of the Education Response Plan (ERP) for Refugees and Host Communities and the functioning of the ERP Secretariat within the Ministry of Education and Sports since 2018.

The current ERP II (2021-2022 to 2024-2025) aims to annually reach 674,895 learners in all 12 refugeehosting districts at a total cost of \$450 million. ECW funding (through Save the Children and a UNHCR consortium) contributed to this result by supporting 253,862 learners (49% girls) in 2023 (38% of all those reached in Uganda in 2023). A key achievement was the validation and verification of learner registration data in the upgraded education management information system (EMIS), which now generates and assigns unique identification numbers for schools, teachers and students, enabling consistent tracking of education outcomes over time. Teachers in 300 primary schools and 38 secondary schools were trained in the use of the upgraded EMIS. On average to date, 47% of learners in refugee-hosting schools are included in the system.



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In the Somali Region of Ethiopia, UNHCR as ECW's partner signed a memorandum of understanding (MoU) with the Regional State Government and Ethiopia's Refugees and Returnees Service to support integration of refugees into the national education services. The signing took place in June 2023. The MoU provided for the education of 20,585 refugee learners (43% girls) in the Bokh, Galhamour and Hegalle districts and for UNHCR to support system strengthening of regional and *woreda* (district-level) education offices by providing technical assistance for coordination and monitoring and evaluation.

A key achievement was the validation and verification of learner registration data in the upgraded education management information system (EMIS).

B Supporting IDP learners

The International Displacement Monitoring Centre (IDMC) estimated that there were 75.9 million people living in internal displacement globally at the end of 2023, up from 71.1 million in 2022.³⁹ Conflict and violence triggered 20.5 million new forced displacements in 2023 alone – this is 70% higher than the annual number averaged over the past decade. New escalations of the conflict in Sudan accounted for almost 30% of new displacements in 2023, while the conflict in the Gaza Strip accounted for 17% – 3.4 million new displacements – in the last three months of 2023.

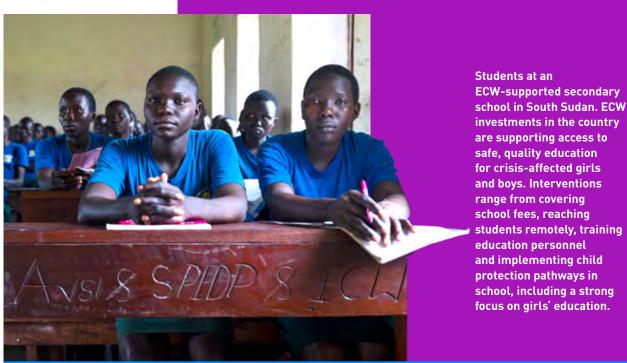
ECW reached a total of 497,024 IDPs in 2023. The proportions of IDPs among all those reached by ECW were highest in Somalia (59%), Ethiopia (55%), Yemen (52%), Syria (49%), Burkina Faso (48%) and Nigeria (39%). ECW promotes targeted interventions to ensure that IDP children receive quality education adapted for them and social and emotional support for their well-being. Investing in education for IDPs not only meets these children's immediate educational needs but also contributes to sustainable solutions that promote self-reliance and resilience among IDPs, and their integration into local communities or safe return to their homes when conditions allow. ECW's programmes for IDPs specifically have focused on:

Removing financial constraints to access education by providing education materials, transportation, uniforms and cash assistance, and covering exam fees. In Syria, ECW supported the provision of school supplies (bags, pens, pencils and stationery) and recreational materials for displaced children, and classroom kits with teaching aids (scientific maps and photos) for their schools. Similarly, in the Democratic Republic of the Congo, displaced children were supported through the distribution of learning materials and uniforms, the provision of scholarships, and school canteen activities. Such supports contribute to children's improved school attendance and retention, by easing caregivers' economic burden and motivating them to send their children to school.

Facilitating social cohesion, mitigating tensions between displaced and host communities, and reducing stigma against displaced persons and their marginalization. In Burkina Faso and Somalia, ECW programmes supported awarenessraising campaigns highlighting the reality of displacement and the importance of education, as well as door-to-door home visits, town hall meetings, and peer engagement of learners in IDP-hosting communities.

Adapting education curricula in consideration of the backgrounds and current realities of IDPs to facilitate their learning. ECW programmes for displaced learners in Syria, for example, included catch-up classes, flexible learning arrangements, and life skills and vocational training to facilitate integration of displaced learners into formal schooling or engage them in professional activities. In the Democratic Republic of the Congo, adolescent boys and girls, including young mothers, formerly associated with armed groups and survivors of gender-based or sexual violence were enrolled in non-formal education and vocational training. Upon completion of the training they received start-up materials to pursue their occupations.

39 International Displacement Monitoring Centre, *2024 Global Report on Internal Displacement*, IDMC, Geneva, 2024. https://www.internal-displacement.org/global-report/grid2024



ECW programmes prioritized the provision of psychosocial support and the establishment of

effective referral mechanisms. To help children cope with displacement-related stress and trauma, MHPSS services were set up in at least 19 or a third of ECW programmes in 2023. Overall 75,675 teachers (69% female) were trained to recognize and address mental health-related shocks and stressors among learners in over 75% of ECW funded programmes in 2023. For example, teachers in Ethiopia were trained on mental health and 'psychological first aid' through the Norwegian Refugee Council's Better Learning Programme; and 20,992 drought-affected children (54% IDPs, 49% girls) were supported to recover from trauma or to bolster their well-being and prevent mental health issues in the future. This support resulted in a heightened sense of safety, better concentration and improved school engagement among the children, which in turn enhanced their learning outcomes. In Somalia, 796 teachers (24% female) received training to identify and refer displaced children needing psychosocial support, and 987 members of community education

and boys. Interventions range from covering school fees, reaching students remotely, training education personnel and implementing child protection pathways in school, including a strong focus on girls' education.

* 497,024

ECW reached 497,024 IDPs in 2023. The proportions of IDPs among all those reached by ECW were highest in Somalia (59%), Ethiopia (55%), Yemen (52%), Syria (49%), Burkina Faso (48%) and Nigeria (39%).

committees (43% female) were trained to facilitate these referrals to specialized protection and social services. Similarly, following the onset of the conflict in Sudan, referral mechanisms were established in 23 schools in South Kordofan. Trained teachers delivered weekly sessions to support children in overcoming stress through practical exercises such as breathing and relaxation techniques under the Better Learning Programme.

Inclusion for children with disabilities

Inclusive education for children with disabilities is a strategic priority for ECW. It is estimated that 1 in 10 children worldwide has a functional disability, and most children with disabilities live in low- and middle-income countries often affected by emergencies. At least 50% of children with disabilities in low- and middle-income countries are still out of school.⁴⁰ Among the main barriers to education for children with disabilities are societal attitudes and stigma; inadequate teaching practices that are not adapted for children with specific needs; and the lack of accessible physical school environments (with ramps, adapted toilets, etc.) and accessible school transport.⁴¹

ECW in its Accountability Framework on Disability Inclusion (2023–2026) has established that 10% of those reached by its programmes will be children with disabilities. To meet this outcome, ECW employs a two-track approach – (1) mainstreaming disability inclusion in all interventions; and (2) implementing targeted initiatives to meet learners' specific needs – that keeps the 'whole child' at the centre of programming and engages entire communities in the process. ECW-supported results in 2023 included:

Better identifying children's needs, to drive adapted planning. In 2023, ECW programmes in Cameroon, the Central African Republic and Irag used mixed assessment methods, including the Washington Group Short Question Set, to identify and analyse education barriers for children with disabilities and advocate for policy changes and increased inclusivity in education. In Cameroon, after the National Inclusive Education Policy was approved in 2020, ECW partners developed an assessment tool that became mandated for use in primary schools. In Pakistan, grantees assessed 50,000 children from 400 schools to develop strategies for learning difficulties. Likewise, in Uganda, MYRP partners employed the Malawi Development Assessment Tool in two refugee-hosting districts. Also in Uganda, through an AF grant, ECW supported the piloting of the Child Functioning Module: Teacher Version (CFM-TV), based on the questionnaire tool developed by the Washington Group and UNICEF for use in household

identify the prevalence of disability in the classroom to inform the development of inclusive educational responses at the school level. The aim of the pilot was to validate the module in a crisis context and share the experience with the EiEPC community for use at a global level. Read more about ECW's efforts to provide better data on children with disabilities on page 111 here.

Making education more accessible. From the six programmes that reported, 6,539 (53% girls) children with a disability were newly enrolled in education opportunities. For example, in Afghanistan and Ethiopia, community-awareness activities promoted societal acceptance and inclusion of persons with disabilities, and education enrolment and participation of children with disabilities on a par with other children. ECW supported transportation to and from schools for children with disabilities in Syria, and accessible classrooms and latrines equipped with ramps and support bars in Bangladesh.

Providing tailored support. In 2023, ECW addressed the substantial barriers that limit learning engagement among 11,570 children with disabilities (54% girls). In 10 countries, learners received specialized stationery and educational tools like Braille typewriters, eyeglasses, crutches, and large-print materials. In Bangladesh and Uganda, physical, occupational, speech and language therapies were introduced, and individual education plans were developed to ensure tailored support. In Libya,

40 Humanity & Inclusion, 'Children with disabilities still excluded from school,' 10 November 2022. https://www.hi-us.org/en/news/children-with-disabilities-still-excluded-from-school
 41 Ibid.

surveys. The Teachers Version of the CFM is used to

40 resource rooms for children with disabilities were established in government schools.

Building capacities of teachers and communities. 21 ECW programmes supported teacher training to adapt pedagogy to meet the needs of learners with disabilities. 18,967 teachers and education personnel (54% female) were trained on inclusive teaching methods, strategies for managing diverse needs in the classroom, and techniques for supporting children with disabilities. In South Sudan, MYRP partners collaborated with the Ministry of General Education and Instruction's Teacher **Development and Management Services** to train 45 master trainers (4% female). These trainers, in turn, are tasked with training other teachers on disabilityinclusive teaching and learning approaches. Ongoing engagements with South Sudan's National Teacher Training Institutes are embedding disabilityinclusive practices into pre-service teacher training programmes.

Supporting policy development and efforts to institutionalize inclusive

education. ECW, through UNICEF, assisted the delivery of tailored capacity building for education officials and the creation of thematic platforms on disability inclusion in Moldova; the establishment of an inclusive education programme committee within the Ministry of Education in Libya; and the development of national inclusive education policies in Cameroon and Lebanon.

• Country Highlight



LEBANON:

Supporting the inclusion of children with disabilities through advocacy and policy development



Advocacy for legislative frameworks, policies and guidelines that promote inclusive education and protect the rights of all children is an important part of ECW programmes. Under the MYRP in Lebanon, ECW in partnership with UNICEF contributed to the development of a national inclusive education policy and its adoption by

the Ministry of Education and Higher Education. The policy provides a framework for the implementation of inclusive education from kindergarten to grade 12, in both public and private schools, and a roadmap for implementation, to be finalized in 2024. The policy makes a shift from a medical model of disability to a rights-based, social model. A learning brief documents the development of the policy in Lebanon, highlighting its adherence to international principles and adaptation to the specific country context, as well as the best practices and lessons learned, both national and international, that informed the policy. ECW supports the work of knowledge sharing across countries, to build on lessons learned from the Lebanon experience and to influence change in other contexts.

D Targeting girls through gender-transformative interventions.

Crisis-affected girls face significant barriers to education, including increased risks of gender-based violence and early marriage, leading to lower enrolment rates among girls compared to boys. In its latest study, ECW estimates that 53% of the 72 million out-of-school children affected by crises are girls. ECW continued to increase the proportion of girls among all children reached by its programmes. In 2023 it reached 2.84 million girls, 51% of the total number of children supported, an increase compared to 48% in 2022. The share of girls reached through MYRPs in 2023 was nearly equal to that of boys (49% girls, 51% boys). But the share of girls reached through FERs was 55% across all levels, and 52% at the secondary level.

To address gender-related barriers to education access and quality, and to achieve education that is truly transformative for girls, ECW implemented targeted interventions based on a socio-ecological model that involved collaboration with sectors and services such as GBV prevention and response, sexual and reproductive health and rights, and WASH. More specifically, ECW interventions in 2023 included:

Supporting girls' access to education through tailored programmes. Flexible and responsive education programmes, including catch-up classes, gender-segregated learning spaces and community-based learning, are among the interventions commonly proposed by ECW partners in support of girls' access to education. Addressing the unique circumstances of crisis-affected girls, while considering the contextual challenges they also face, helps ensure the effectiveness of such interventions. For example, in Bangladesh because of gender norms, Rohingya female volunteers chaperone girls to and from community-based learning facilities and accompany them in classes with male teachers. These volunteers also connect with parents when girls drop out of education, to identify why the girls left school and to encourage them to return.

Recruitment, capacity and retention of female teachers. Knowing there is a female teacher in the classroom helped convince caregivers to send their daughters to school. In 2023, 10,903 female teachers (45% of total) were recruited and financially supported, and 63,432 female teachers were trained (59% of total). Additionally, 19,926 teachers (58%

female) were trained on gender-related topics to enhance their capacity in gender-responsive and inclusive education practices. In Afghanistan, female teachers in community-based education centres were supported to work flexible shifts, receive maternity leave, and participate in gender-segregated training in district centres rather than in provincial capitals, nearer to their homes.

Menstrual health and hygiene kits. In 2023, 125,094 adolescent girls in 24 countries were reached with menstrual health management (MHM) products. Some 1,800 girls in Somalia, and 2,666 Ukrainian refugees in Moldova, were supported. MHM kits provided girls with the tools to manage their menstrual health and helped build their confidence. Girls sent feedback using QR codes that came with the kit; 97% of girls found information in the kit to be clear, and a majority learned something new from the information and found the menstrual calendar and pads useful. Also, in Moldova, 345 Moldovan and 55 Ukrainian girls participated in 29 group discussions with psychologists on topics of menstrual and reproductive health.

Engaging fathers in girls' education. Close engagement with caregivers and parents – fathers as well as mothers, and brothers – is crucial for girls to attend school and stay in school safely. In Colombia, ECD programmes engaged fathers and mothers in activities to raise awareness of gender stereotypes and promote home learning, with the result that 14,000 children under the age of 5 years enrolled in or continued their pre-schooling with a



focus on play-oriented activities and early literacy outcomes. Similarly, in Kenya, headteachers reported greater involvement of parents in their daughters' education following caregiver engagement and awareness-raising activities implemented through the FER programme.

Preventing gender-based violence. Nine of ECW-supported programmes integrated GBV prevention activities in response to safety audits conducted in learning spaces. These activities included the establishment of referral mechanisms and specialized support structures, and work with teachers to improve their understanding of GBV and their capacity to identify and refer. In Somalia, ECW supported the establishment of GBV prevention and response mechanisms in 280 learning centres, and the appointment of 126 trained child protection focal persons (37% female). In Syria, ECW supported teacher training to identify and refer early signs of violence and to integrate gender-responsive pedagogy in their teaching.

ECW's new Gender Policy and Accountability Framework (2023–2026) envisages to further advance gender-transformative programming across the Fund's portfolio.⁴² The newly established function of gender lead organizations (GLOs) within MYRPs provides support to partners in their technical, strategic and advocacy efforts to better integrate gender considerations in programmes, as well as to local women's organizations engaged by partners to bring contextual expertise. GLOs now are active in MYRPs in 11 countries. ADVOCACY



ECW's #AfghanGirlsVoices campaign was launched in August 2023 by the United Nations Special Envoy for Global Education, The Rt. Hon. Gordon Brown, together with ECW Executive Director Yasmine Sherif and ECW Global Champion Somaya Faruqi. The launch marked the two-year anniversary of the ban on girls' access to secondary education in Afghanistan. The campaign elevates the brave calls for action from girls within Afghanistan and amplifies their appeal for stronger international support, advocating for the immediate resumption of the right to education for girls and women in Afghanistan.

165 MILLION UNIQUE USERS REACHED SINCE 2023⁴³

EXPLORE:



42 Education Cannot Wait, Gender Equality and Empowerment of Women and Girls: Policy and Accountability Framework 2023–2026, 2023.
43 Reach on social media refers to the total number of unique users who have seen a specific piece of content. This number represents how many distinct individuals have been exposed to a post, video or any other form of campaign content across social media platforms. Measurement is based on third-party analytics.

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CHAPTER 2

STRENGTHENED EIEPC CAPACITIES AND SYSTEMS

To ensure crisis-affected children and adolescents realize their right to safe and inclusive quality education and achieve holistic learning outcomes, ECW works with partners to deliver quality programming, while also tackling systemic challenges for EiEPC at both country and global levels. Due to their duration, scale and complexity, crises increasingly necessitate sustainable, long-term responses. Yet, at the same time, the global aid system is seeing growing needs amid diminishing resources, making it imperative to improve ways of working to ensure that funding is used effectively.

ECW is a partnership platform for funding, programming, advocacy, and systems change. As such, it plays a central role in promoting coherence among and between humanitarian and development actors to optimize complementary capacities, advance on collective commitments, and maximize the impacts of EIEPC responses for crisis-affected children and adolescents. Through its three complementary funding modalities, ECW contributes to strengthening EiEPC capacities and systems at both country and global levels. FERs and MYRPs deliver results for children, while supporting local and national education capacities and systems. The AF – which funds initiatives to generate global public goods (including guidance and knowledge products) and strategic partnerships – contributes to creating a stronger global EiEPC architecture that enables better results at country level. This chapter describes results achieved by ECW and partners in strengthening systems and capacities related to coordination, localization and community engagement, and data and evidence systems – three priorities that align with INEE's foundational standards for quality education responses. As these strategic priorities cut across ECW's work at both country and global levels, this chapter integrates examples from FERs, MYRPs and AF grants. A fourth systemic feature of ECW's work – better resources and funding for EiEPC – is discussed separately, in Chapter 3.



Areas of achievement

In this first year of ECW's new Strategic Plan, there have been noteworthy achievements in strengthening capacities and systems to drive better results for children. ECW and partners:

\$

Contributed to nexus coherence

for more effective responses in protracted crises, through improved coordination (INDICATOR 11), harmonized data and evidence systems (INDICATOR 17), and meaningful engagement with local partners (INDICATOR 16). We continued to deepen the conceptualization and operationalization of nexus interventions within MYRPs. Ш

Enhanced data-driven programming by ensuring that all new MYRPs in 2023 were informed by quality evidence on needs. Most FERs and MYRPs (84%) monitored participation outcomes (INDICATORS 15A and 16).



Generated more evidence on EiEPC through knowledge products on thematic priorities. ECW and partners developed 11 knowledge products in 2023 (INDICATOR 25).

Areas for improvement

Areas of improvement in which ECW and partners can redouble efforts to further strengthen EiEPC responses include:

6

Increasing the percentage of funding in programmes transferred as directly as possible to LNAs (INDICATOR 12), by requiring partners to ring-fence at least 25% of funds and institutionalizing meaningful engagement and equitable partnerships with LNAs throughout the programme cycle of new MYRPs through a consortium model.

Ш

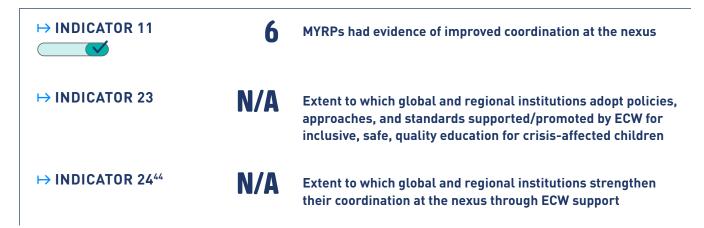
Continuing to support country partners in data production efforts,

with a focus on ensuring that outcome monitoring, particularly on learning outcomes, is done in a way that enables meaningful analysis of what works, how, and for whom (INDICATOR 15B).

Prioritizing efforts to share and promote the uptake of knowledge products developed by ECW and partners (INDICATOR 25), by facilitating engagement with products through learning exchange and other cross-sectoral learning opportunities.

Forging strategic partnerships with institutions that have relevant mandates or evidence-based approaches to maximize the potential for adoption of global and regional policies, approaches and standards (INDICATOR 23). This will involve mapping strategic opportunities and prioritizing inclusive approaches with affected communities.

STRONGER COORDINATION AT THE NEXUS



In 2023, six MYRPs had evidence of contributing significantly to better coordination at the humanitarian-development nexus (INDICATOR 11). In protracted crisis settings, MYRPs serve as the bridge between emergency education actions and long-term education responses and strategies by coordinating multi-year responses among humanitarian and development actors.

The MYRPs in Ethiopia and South Sudan provide illustrative examples of how programmes have succeeded in enhancing coordination among diverse education actors to better align responses and funding in protracted crises. (See <u>Ethiopia example</u> of strengthening coordination with development actors in crisis contexts, below.)

It is worth noting that the measurement of results on nexus coordination reflects self-assessments captured in narrative reports, where partners were asked to describe and assess their contribution to improving nexus coordination using a four-point Likert scale (from 'none' to 'a significant extent'). Several programmes indicated that their contribution was to a small or moderate extent, but only those programmes that indicated their contribution was to a significant extent were reported against ECW's Strategic Plan indicator 11. While the results in 2023 are encouraging, ECW will continue to build on and expand guidance and support to MYRP partners so that they may better leverage the nexus to achieve greater results for children.

Specifically, in 2023, ECW developed a conceptual framework on the nexus, encompassing four areas: localization, data and evidence systems, better aligned finance, and coordination. With this conceptual framework providing a common understanding and approach, MYRP partners will conduct in-depth diagnostic assessments at the design stage and develop nexus-responsive and/or nexus-transformative interventions, where possible, in their programmes. Over time, ECW expects that self-assessments on contributions to nexus coordination – as well as the other three nexus areas assessed in narrative reports (INDICATORS 13, 14 AND 17) – will be anchored to this deeper understanding of what it means to operationalize the nexus in EiEPC responses and will reflect more intentional efforts to improve coherence.

44 For more information on indicators 23 and 24, see the results framework scorecard in Annex 1.

• Country Highlight

ETHIOPIA

Strengthening coordination with development and refugee response actors

MYRP partners in Ethiopia (UNICEF and Save the Children) have been engaged since 2020 in supporting a coordinated response to a situation marked by internal conflict, largescale displacement (both internal and refugee movements), and climateinduced emergencies.

From design, the MYRP was aligned with frameworks focused on both humanitarian and development goals, including the Education Cluster Strategy and Humanitarian Response Plan, as well as national strategies such as the Education Sector Development Plan VI, Education and Training Road Map, and Disaster Risk Management Policy and Strategy.

With this clear foundation as a link between emergency and long-term education responses, the MYRP has been able to bring the humanitarian and development pillars closer together. For example, both MYRP grantees coordinate the national education cluster, while also participating in the local education group (known as the Education Technical Working Group), in which they engage in monthly meetings and have made EiE updates a standing agenda item. Having this touchpoint with development stakeholders has enabled prioritization and coordination of programmes and funding towards crisis needs, evidenced by the mobilization of over \$118 million in new education funding and programmes in Ethiopia that are strongly aligned with the MYRP's strategy.



Ethiopia is a 'mixed setting,' in which the population of concern includes refugees, IDPs and other affected groups. In this context, the MYRP has contributed to enhancing coordination between the education cluster and refugee response mechanisms and actors, which in turn has benefits for the programme. Cluster leads worked with Refugee Education Working Groups led by UNHCR and the national Refugee Returnee Service on planning, implementation and monitoring of programming related to refugees. As part of this, the MYRP was able to provide support to refugee learners in secondary schools and deliver a teacher training programme focused on improving the quality of education for refugees.

66 The MYRP in Ethiopia has brought humanitarian and development efforts closer, enabling the mobilization of \$118 million in aligned funding.

(**0**)

PROGRESS AND OPPORTUNITIES: CONTRIBUTING TO STRONGER, INCLUSIVE EIEPC POLICIES, APPROACHES AND STANDARDS

ECW actively engages in global and cross-sector partnerships to enhance EiEPC policies, approaches, and standards, ensuring inclusive, safe, and quality education for children affected by crises (INDICATOR23). In collaboration with its partners, ECW develops and disseminates global public goods—including knowledge products, guidance, and tools-to foster coherence and innovation across the sector. Moving forward, ECW will continue to work with partners at all levels to promote and monitor the adoption of these ECW-endorsed policies, approaches, and standards. Starting in 2024, a yearly survey will be conducted with a representative sample of EiEPC stakeholders at both global and country levels to assess awareness, usage, and integration of these initiatives.

<text>

Wherever possible, ECW prioritized the involvement of national governments in MYRP coordination mechanisms to promote the institutionalization of EiEPC considerations. Engagement of government partners at national level, particularly Ministries of Education, is a key success factor for effective nexus coordination. For example, in Ecuador, where the Ministry of Education and development partners are closely engaged in the MYRP, a substantial amount of funding has been mobilized to address the regional Venezuelan migrant and refugee crisis, including an \$80 million investment from the Ministry of Education, aligned with the existing MYRP. In many other countries where the government's role is limited, ECW supported the humanitarian sector, often through the education cluster, to take on a larger role in coordination efforts to mainstream EiEPC considerations into long-term approaches, thereby promoting the sustainability of humanitarian actions.

To improve nexus coordination and mitigate aid fragmentation, ECW and partners worked on strengthening guidance and support for countrylevel coordination. ECW's AF partnership with the GEC helped to strengthen education cluster/EiE working groups⁴⁵ through training activities, surge support and sharing of best practices, enabling coordination of rapid emergency support that laid the groundwork for longer-term recovery and resilience efforts. Throughout 2023, GEC provided 1,090 days of deployment and remote support to education clusters and working groups, including through its help desk and Rapid Response Team (RRT), which provided crucial support during sudden or escalating crises in Afghanistan, Ethiopia, Pakistan, Somalia and Ukraine. Further, in response to requests from country clusters for guidance on how to better coordinate with development partners in protracted crises, the GEC also developed a guidance tool, titled 'Practical Coordination Steps towards Humanitarian-Development Nexus,' through the support of ECW's AF grant. This tool – developed in collaboration with the Global Partnership on Education (GPE) and with input from ECW, INEE and UNESCO - is intended for use by country-based education clusters and EiE working group coordination teams and provides

45 EiE working groups refers to sector-specific groups that receive support from the GEC but are not formal clusters. These are distinct from EiE working groups organized under the Refugee Coordination Mechanism, which are referred to in this report as refugee education working groups.

recommendations for aligning EiE responses with national sector plans.

In refugee-hosting countries, ECW and partners promote sustainable solutions for refugee learners through coordinated programmatic and policy responses at country, regional and global levels. ECW's collaboration with UNHCR has been fundamental to providing emergency education support to refugees and promoting their inclusion in national education plans and services. When conflict erupted in Sudan in April 2023 triggering a large outflow of refugees, ECW issued FERs to UNHCR and partners in five neighbouring countries - the Central African Republic, Chad, Egypt, Ethiopia and South Sudan - to scale up emergency educational support as part of a concerted regional response. The capacity of key partners like UNHCR to coordinate emergency educational responses on the ground, coupled with the flexible design of the FER, enabled a rapid response. In the Democratic Republic of the Congo,

ECW's FER implemented by UNHCR elevated refugee inclusion as a priority in education policies at both provincial and national levels. The FER co-financed the North Ubangi provincial sector review, ahead of the ongoing revision of the Education Sector Strategy, thus helping to ensure that refugee needs were considered in these processes. The programme's support for sustainable solutions stems from the Joint Action Plan between ECW, GPE and the World Bank that was agreed upon during the Global Refugee Forum (GRF) in 2019.

ECW and partners also leveraged opportunities at the GRF in 2023 to collectively advocate for sustainable solutions, including in education, for refugees. ECW's partner, the Geneva Global Hub for Education in Emergencies (EiE), assumed leadership of the GRF Education Alliance Task Team focused on education in emergency contexts, which ECW joined, to advocate for minimizing the time refugee children and youth spend out of school.



ECW made several key commitments at the 2023 <u>Global Refugee Forum</u>, including a pledge to step up investments by investing at least \$500 million in refugee education over the next four years, contingent on the Fund reaching its financing targets. Other key commitments included multi-stakeholder pledges on EiEPC, ECD, gender equality, secondary education, teachers, MHPSS and socio-emotional learning.

EXPLORE:







STARTING WITH THOSE LEFT FURTHEST BEHIND:

Enhancing refugee inclusion through coordinated data on regional flows

ECW's support to regional entities such as Inter-Governmental Authority on Development (IGAD) as well as its regional MYRPs helps to enhance coordinated approaches to crossborder refugee flows.

The Regional South America MYRP, addressing the Venezuelan migrant and refugee crisis, exemplifies a strong coordinated effort among ECW's humanitarian and development partners, including UNICEF, UNESCO, Save the Children and Plan International. In 2023, a significant achievement of this programme was the harmonized collection of data to monitor the educational situation of migrant and refugee children through the Regional Monitoring Framework for Students on the Move. This initiative, piloted in seven countries, leveraged efforts from other regional initiatives such as the Inter-Agency **Coordination Platform for Refugees and Migrants** from Venezuela, known as R4V, co-led by UNHCR and the International Organization for Migration (IOM), to enhance coordinated monitoring and assessment of education needs and outcomes for refugee and migrant children across the region. Additionally, a regional forum, 'Education beyond Borders,' brought together over 180 participants from 20 countries to share best practices and formulate common agendas on gender-responsive education services for populations on the move.



The Regional South America MYRP boosted coordination on cross-border flows, enabling unified data collection and improved education for migrant and refugee children. Underpinning efforts to enhance nexus coordination at the country level, ECW and partners continue to cooperate at the global level to enable coherent country-level responses. The Initiative to Strengthen Education in Emergencies Coordination (ISEEC), which emerged in 2019 out of the ECW-supported Global Partners Project, remains the key platform for nexus coordination among EiEPC partner institutions. Originally composed of the GEC, UNHCR and INEE to promote joined-up coordination approaches in mixedcrisis settings, the partnership fosters collaboration among education clusters, refugee education working groups and local education groups. UNESCO formally joined the initiative in 2023, and with ECW's backing, partners engaged in tailored capacity-building initiatives at regional and country levels, including a facilitated dialogue held during the GEC annual meeting in Nairobi (Kenya).

ECW is committed to monitoring and reporting on the contributions of such efforts at the global and regional level to improve coordination at the nexus as part of its Strategic Plan Results Framework (INDICATOR 24). To do so, ECW has commissioned an assessment of global enablers and barriers to nexus coordination as part of a three-year formative evaluation on the nexus, which begins in 2024.



A student holds up his drawing in front of his school in Kenya's Dadaab Refugee Camp. ECW investments supported the renovation of schools and latrines throughout the camp, strengthening the educational infrastructure for refugee and hostcommunity children and adolescents in the country. (**0**)

PROGRESS AND OPPORTUNITIES: COORDINATING WITH PARTNERS ON EDUCATION AND CLIMATE CHANGE

In 2023, ECW intensified its efforts to coordinate effectively on climate change issues within the EiEPC sector, in tandem with developing more climate-smart and responsive programmes within countries (further discussed in <u>Chapter 1</u>). This included coordinated engagement on climaterelated research, advocacy, events and networks to elevate the EiEPC agenda within global climate action policy dialogues.

One avenue to influence climate policy and action is through improved evidence and learning. ECW published a report estimating the number of crisis-affected children whose education has been disrupted by climate-related crises⁴⁶ and provided inputs to the development of Geneva Global Hub on EiE's flagship report on EiEPC and the linkages to climate change. These reports have anchored advocacy messages around the critical need for climate finance and actions to account for education impacts in crisis contexts. ECW continues to coordinate with education partners to enhance learning and evidence on climate change and education, as an active member in the Building Evidence in Education climate special interest group.

Throughout the year at key climate changerelevant events like the Copenhagen pre-COP on Climate and Education, Climate Week at the United Nations General Assembly, COP28 and the RewirEd Summit, ECW collaborated with partners including Global Citizen, UNESCO, UNHCR, GPE and Youth for Education in Emergencies (Youth4EiE) to spotlight critical agendas such as loss and damage, climate-induced displacement, gendered impacts of climate change, the need for climate adaptation, and innovative climate finance. Critically, ECW used these forums to advocate on behalf of children living on the front lines of the climate crisis who are deprived of their right to a quality education – so these children are not forgotten in global discussions on climate and education. During a panel on transforming education for climate at the RewirEd Summit, ECW emphasized the need for innovative financing for climate-resilient education and highlighted the importance of gender equality and youth engagement. At COP28, ECW launched and disseminated its first-ever climate appeal – 'Right Here, Right Now' – for \$150 million, to which the Government of Denmark pledged approximately \$6.5 million. Among other notable events at COP28, ECW and GPE co-hosted an intergenerational dialogue at the Children and Youth Pavilion.

Meanwhile, ECW joined networks like the Greening Education Partnership and the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, and endorsed the Getting Ahead of Disasters Charter. Joining these networks underscores ECW's commitment to integrating climate change considerations into EiEPC at all levels, advocating for education's critical role in building climate resilience, and addressing the challenges posed by climate change on education in crisis settings. Likewise, ECW's support to the GEC is strengthening sector capacity in climate response and preparedness, including through the establishment of a task force on anticipatory action. These efforts have helped focus global attention on the education impacts and needs in countries most affected by the climate crisis, and contributed to improved coherence within the EiEPC sector on how to respond to this growing threat.



At COP28, ECW launched its first-ever climate appeal, "Right Here, Right Now."



ECW investments in Somalia supported the construction of Girls' Friendly Spaces at schools, creating safe spaces for female students to read, eat, pray, relax, converse openly without interruption and access free menstrual hygiene kits.

Coordinating across programmatic priorities

In 2023, ECW invested in promoting coordinated approaches at both country and global levels to institutionalize efforts across its programmatic priorities.

By contributing to collaborative advocacy, capacity building, knowledge dissemination, and the development of global guidance, ECW helps ensure that EiEPC stakeholders – including education authorities – are informed and empowered to comprehensively address learners' needs, particularly those most vulnerable to being left behind, both immediately after an emergency and in the long term. Throughout the Strategic Plan period, ECW will continue to invest in fostering these collaborative endeavours, promoting their uptake across the EiEPC sector to become standard practice. This investment underlines ECW's commitment to a quality education for all children, continuously and without disruption, in safe learning spaces.

THIS SECTION DESCRIBES COORDINATION AND COLLABORATION WITH PARTNERS IN THREE AREAS:

Integrating child protection into EiEPC
 Prioritizing inclusive education for children with disabilities
 Shaping gender-transformative approaches

Integrating child protection in EiEPC

ECW's collaboration with partners has effectively led to better mainstreaming protection and MHPSS priorities in EiEPC at both global and country levels. The EiEPC and child protection sectors are intrinsically linked and mutually reinforcing in their efforts to holistically understand and meet the needs of emergency-affected learners.

Through an ECW AF grant in 2023, the GEC continued to collaborate with the Child Protection Area of Responsibility within the Global Protection Cluster, producing and integrating technical guidance and tools on child protection and MHPSS throughout all phases of the humanitarian programme cycle. This effort also included developing and disseminating a compilation of education cluster good practices in integrating gender and GBV risk mitigation. In multiple countries, the collaboration resulted in shaping child protection policies, integrating protection and education in learning spaces, and establishing frameworks to coordinate efforts across sectors, enhancing overall support and reducing duplication.

Throughout 2023, the GEC also participated in forums such as those organized by the Inter-Agency Standing Committee (IASC) and the Geneva Global Hub for EiE, integrating education priorities into broader humanitarian coordination efforts. In partnership with ECW, the GEC improved internal guidance for ECW grantees and promoted coherence between country plans and GEC strategies, contributing valuable inputs to ECW's MHPSS and Child Protection Advisory Group to support integrated protection and MHPSS initiatives.

Through its partnership with War Child Sweden, ECW promoted the prioritization of MHPSS in Nordic countries, supporting the Copenhagen Roadmap on MHPSS in Humanitarian Settings. In late 2023, ECW launched a new AF initiative with the Alliance for Child Protection in Humanitarian Action to enhance technical skills and knowledge in the child protection and education sectors. This initiative promotes a whole-child development approach, emphasizing multisectoral and integrated programming.

B Prioritizing inclusive education for children with disabilities

ECW prioritizes innovative inclusive education by addressing the needs of children with disabilities through strategic partnerships. Programmes and investments align with ECW's Policy and Accountability Framework on Disability Inclusion.

At the global level, ECW continued its engagement with key partners to shape sector-wide efforts on inclusive education. Its collaboration with the INEE Inclusive Education Working Group resulted in the development and dissemination of crucial resources, including two reports: *Disability-Inclusive Education in Emergencies: Key Concepts, Approaches, and Principles for Practice* (January 2024) and *Disability-Inclusive EiE Resources Mapping and Gap Analysis* (October 2023). These resources were produced through extensive surveys and literature reviews; they identify gaps and good practices in disability-inclusive education. In early 2023, ECW awarded an AF grant to the International Disability Alliance and Inclusion International. The grant supports collaborations with organizations of persons with disabilities at local, national and regional levels aimed at identifying barriers to accessing education in emergencies and equipping humanitarian actors with the tools needed to create inclusive educational environments. The project includes pilot interventions in Colombia and Niger. Programmatic Priority Spotlight

CROSS-SECTORAL COLLABORATION

Policy development and integration of child protection and MHPSS in EiEPC

In Niger, the GEC in collaboration with the Child Protection Area of Responsibility supported the development of a policy aimed at improving the protection of children in schools and reception centres. They also developed a tool to define roles and responsibilities for MHPSS, stemming from the contextualization of GEC's Child Protection–EiE Collaboration in Coordination Framework. Similarly, in the Democratic Republic of the Congo, the GEC and the Child Protection Area of Responsibility developed guidelines for integrating protection and education within child-friendly spaces and temporary



learning and protection spaces. In Venezuela, the GEC supported an intersectoral framework for MHPSS, outlining the main roles between several clusters (education, health and protection) and the child protection and GBV areas of responsibility. This framework aims to avoid duplication and enhance complementarity for the multisectoral delivery of MHPSS services.

ADVOCACY

Through powerful storytelling, ECW investments are regularly featured on global media platforms. One such story, featured in *Forbes*, highlights how children with disabilities in Peru, including 15-year-old Anaís and 14-year-old Joel, are finding renewed hope and opportunities through access to quality, inclusive learning environments – thanks to an ECW-funded programme implemented by UNICEF and partners. ECW also regularly publishes real-life stories of impact on its storytelling platform, <u>Exposure</u>.

740,000 VIEWS TO DATE ON EXPOSURE





B Shaping gender-transformative approaches

In 2023 ECW made significant strides in promoting coordinated approaches to advance gender mainstreaming and gender-transformative methods in EiEPC by establishing and strengthening capacities of gender lead organizations.

GLOs served as core technical entities, dedicated to building partner capacity, engaging with local women's organizations (LWOs), generating crucial data, and advocating for gender-transformative responses. The impact of these efforts was evident across various initiatives. GLOs in eight countries supported training for 555 individuals on gender equality in EiEPC, with sessions covering essential topics like gender-sensitive reporting, GBV, and the EiE-Gen Kit. Participants in the training demonstrated notable improvements in their gender knowledge, particularly in Bangladesh, Cameroon and Uganda.

Strategic partnerships were a key result of GLO support, with 26 grantees collaborating with LWOs in 11 countries. The partnerships achieved concrete results, for example, in distributing sanitary pads in Lebanon and raising awareness on gender issues through community campaigns in the Central African Republic and South Sudan. GLOs also engaged external actors in collaborations to promote gender equality. In Bangladesh, stakeholders participated in training on safeguarding and disability inclusion, as well as community monitoring and feedback mechanisms, and joint advocacy on occasion of the 16 Days of Activism against GBV, an issue of concern for women and girls living in the Rohingya camps. In Burundi, over 5,000 girls received hygiene kits to support gender inclusion.

Monitoring and advocacy were key components of the work of GLOs as part of MYRPs in seven countries. For instance, in Pakistan, GLOs played a vital role in monitoring gender and child safeguarding, and in educating children about harmful practices and how and where to report concerns.

ECW AF funding enabled Plan International to provide ongoing technical support and mentoring to GLOs and MYRP partners on gender-responsive and gender-transformative EiE programming in Cameroon, Myanmar and Nigeria. The support builds on lessons learned from prior MYRP experiences and EiE programming more broadly. Capacity building in Nigeria has extended to the wider EiE working group, including government, NGO and CSO stakeholders. Activities under this grant have effectively shaped both ongoing and upcoming MYRPs.

ADVOCACY

Marking Malala Day 2023, ECW Executive Director Yasmine Sherif joined a <u>roundtable</u> <u>discussion</u> at the United Nations Headquarters in New York focusing on the importance of girls' education and taking stock of achievements and progress towards SDGs 4 (quality education) and 5 (gender equality). She participated in the event alongside Amina J. Mohammed, United Nations Deputy Secretary-General; Awut Deng Acuil, Minister of Education in South Sudan; ECW Global Champion Somaya Faruqi; and girls' rights advocate Samantha Umar.



STRONGER LOCALIZATION AND COMMUNITY PARTICIPATION

Local and national actors (LNAs)⁴⁷ and affected communities are at the heart of ECW's approach to delivering effective and quality EiEPC responses. In its focus on strengthening localization and accountability to affected populations, ECW recognizes that local participation is key to the acceptance, ownership, and ultimately, the effectiveness and sustainability of aid interventions.

Over the past year, ECW programmes and global initiatives have worked to advance the localization agenda by enabling direct funding to LNAs and their meaningful engagement. Similarly, multiple initiatives have empowered affected communities as co-creators of solutions to education challenges through participation in programmes and policy discussions, information sharing, and accountability mechanisms. - 📣 ADVOCACY





of FER and MYRP expenditures and commitments, on average, were transferred as directly as possible to local and national actors in 2023.

ECW announced an AF grant to the <u>Global</u> <u>Survivors Fund</u> in support of an innovative, locally led education programme in northern Nigeria. The programme delivers education as a form of reparation for survivors of conflict-related sexual violence. This announcement is among more than 30 press releases issued by ECW in 2023 to raise awareness of children's EiEPC needs and provide visibility of the joint impact achieved by ECW and its international and local partners.

47 ECW follows the Grand Bargain and IASC definitions: "Local and national nonstate actors: Organizations engaged in relief that are headquartered and operating in their own aid recipient country and which are not affiliated to an international NGO. National and sub-national state actors: State authorities of the affected aid recipient country engaged in relief, whether at local or national level." <interagencystandingcommittee.org/sites/default/files/migrated/2023-05/Grand Bargain Caucus on funding for localisation_Monitoring and accountability framework_VF.pdf>



Students in front of their village's new accelerated learning programme centre in Punjab District, Pakistan. The ECW-supported centres are enabling girls and women affected by recent floods and other crises in the country to resume their education.

Increasing direct funding to LNAs

→ INDICATOR 12

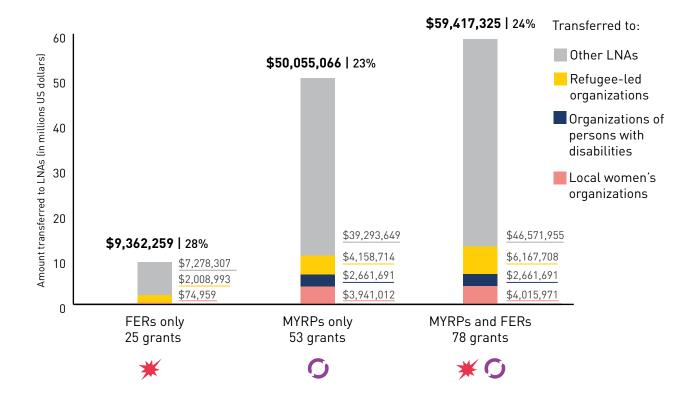
24%

of funds in FERs and MYRPs transferred to national/local partners – including local women's organizations (LWOs), organizations of persons with disabilities (OPDs), and refugee-led organizations – as directly as possible

Across FERs and MYRPs active in 2023, an average of 24% of expenditures and commitments were transferred as directly as possible to LNAs through 2023 (Figure 3). However, when looking at the weighted average of expenditures and commitments transferred to LNAs, the percentage falls to 14%. That is because larger grants tend to transfer a smaller percentage of their funds to LNAs compared to smaller grants.⁴⁸ Notably, FERs tend to deliver a larger percentage of their funds to LNAs, while MYRPs tend to transfer a larger amount. In line with the Grand Bargain commitments on localization, ECW aims to increase its funding that flows as directly as possible to LNAs, with a target of 30% of funds in FERs and MYRPs by 2026.⁴⁹

⁴⁸ In past years, ECW reported the weighted average of expenditures and commitments to LNAs. Moving forward, ECW proposes using the simple average, as it is a more accurate reflection of what ECW aims to influence. This is because in using the weighted average, programmes with larger budgets are weighted more than programmes with smaller budgets. However, for most programmes, the amount transferred to LNAs does not increase proportionally with the size of the programme. Because ECW encourages that each grant transfers 30% of funding to LNAs, we plan to use the simple average transferred across all FER and MYRP grants to assess this indicator moving forward.

⁴⁹ To monitor transfers to LNAs in FERs and MYRPs, ECW asks grantees to report this information in the delivery chain mapping (DCM) template of financial reports. Though the DCM provides a snapshot on funding going to LNAs, there are some noteworthy limitations of this analysis. First, not all ECW grantees submit delivery chain mapping data and information (33% of FERs and MYRPs that provided financial reports did not provide sufficient information on DCM in 2023). In addition, DCM cannot account for secondary transfers to LNAs from international organizations that are sub-grantees of MYRP partners. As many of ECW's United Nations agency partners sub-grant to international NGOs, the DCM figures represent a conservative estimate of ECW funds reaching LNAs. Despite these limitations, the analysis points to opportunities to increase direct funding to LNAs and better monitor the transfer of funding.





To increase direct access to funding, ECW and its partners are working to identify and scale solutions that address the persistent barriers that LNAs face, including competition with experienced international organizations, and the inability of LNAs to meet **donor requirements.** One innovative example has been the partnership between ECW's FER and MYRP partners in Uganda and Street Child Uganda, following the Ugandan ERP's call to increase the involvement of local actors. The strategy included ring-fencing at least 10% of FER and MYRP funds for local and national NGOs (L/NNGOs). In addition, two separate funding windows for sub-grantees were created: the first was for all eligible organizations, including L/NNGOs, and the second was limited to only L/NNGOs. These tactics were successful, with 33% of MYRP programme funding and 26% of FER programme funding transferred to L/NNGOs. To fulfil donor requirements for receiving funds, Street Child created a Localization Unit that took on donor compliance requirements and partner due diligence assessments, while offering more flexibility for L/NNGO partners. The unit developed tailored capacity strengthening plans for partner L/NNGOs based on their due diligence assessments.

The example from Uganda demonstrates that incremental increases in funding to LNAs can be achieved through intentional actions such as ring-fenced funding and strengthening organizational capacities of LNAs, and ways can be found to manage perceived risks. To build on these lessons, as ECW moves towards establishing a consortium model approach for MYRPs, partners will be required to include LNAs within the consortium and ring-fence at least 25% of quality funds (i.e., multi-year grants and covering up to 7% of overhead costs) for LNAs. This portfolio-wide change, which takes effect in 2024, will further institutionalize measures to establish equitable partnerships and increase meaningful engagement with LNAs. Specifically, beyond the allocation of funding to LNAs, the consortium model places a premium on involving LNAs throughout the life cycle of the MYRP and makes provisions for LNAs to receive institutional capacity development support from lead MYRP partners.

Increasing meaningful engagement of LNAs

→ INDICATOR 13



FERs/MYRPs had evidence of improved quality of engagement with national and local partners, including LWOs, OPDs and refugee-led organizations (INDICATOR 13)

Among FERs and MYRPs, 16 had evidence of improved quality of engagement with national and local partners. Beyond allocating funding to LNAs, which is imperative, localization requires working with LNAs on equitable terms and creating opportunities for their leadership in humanitarian action. Leveraging the knowledge and expertise of LNAs, while investing in strengthening their institutional capacities to be better equipped to lead EiEPC response, has been a priority for ECW and partners.

Through an AF partnership with the GEC, ECW is supporting the generation of guidance to support meaningful engagement of LNAs in humanitarian coordination at the country level. The GEC continues to be a central player in the Global Cluster Coordination Group (GCCG) Localization Task Team, which facilitates opportunities to exchange best practices on localization between clusters and countries. A key contribution of the task team to the EiPEC sector has been the development of global knowledge goods drawing on best practices and experiences at the country level on how to promote local leadership, particularly in education clusters. These goods include GEC guidance on local leadership, which provides an entry point to understanding how education clusters can promote local leadership in the cluster; a local leadership case study from South Sudan, including a step-by-step process to consider and initiate L/NNGO coordination: and additional case studies from other localization pilot projects, with insights and options for use by education cluster teams to inspire localization progress in their contexts.

Global partnerships with the GEC and the VOICE network of humanitarian NGOs have also expanded opportunities for engaging LNAs in the development of FERs and MYRPs, while generating insights into successful approaches. For example, during the development of the Ukraine MYRP, the GEC led consultations with local partners across several subnational hubs to understand the opportunities and limitations for a more localized approach in MYRP development and implementation. Ensuring local actors are at the forefront of this response has been a key priority, resulting in a local partner leading the MYRP consortium in Ukraine. More broadly, the GEC has documented lessons learned with local clusters to identify key enablers and barriers for LNA empowerment and has shared these with ECW for its use in MYRP development.

Through an AF grant with VOICE, ECW is advancing the inclusion of LWOs in MYRP processes, with a focus on MYRP renewals in Colombia and Ethiopia. In both countries, the organizations were engaged at all stages of the MYRP design process, from participating in assessments to providing feedback on the proposed MYRP response strategy; their contributions were invaluable for the MYRP renewals. Another noteworthy result of this initiative has been an increase in the involvement of LWOs in cluster activities; at least two such organizations joined the cluster in Ethiopia.

ECW also endeavours to engage and consult with persons with disabilities and their organizations. In 2023, several national and local organizations active in promoting inclusion and the right of children with disabilities to education took part in the design and implementation of ECW-supported programmes, including in Colombia, Iraq and Peru.

LNAs are critical partners in the EiEPC response, helping to deliver interventions that are adapted to the context and reaching those most in need. In places where legal, security and other barriers inhibit access by international aid organizations, responding to humanitarian needs of affected communities is



Samira, a teacher, works with a young student on a crafts project in Ukraine. With ECW funding, a makeshift kindergarten has been set up in a basement shelter, allowing children affected by the ongoing war to learn and play in a protective, nurturing learning environment.

possible only through collaboration with local organizations. For example, in Afghanistan, a directive from the Ministry of Education in June 2023 instructed the handover of all education activities from international to national NGOs. In response, the MYRP and country partners identified seven local NGOs through which activities will be delivered, while the international NGOs play more of a capacity-building role for the sector.

While leveraging the capacities and strengths of LNAs, ECW programmes invested in continued development of local partners to help them be better positioned to receive direct funding and manage programmes. In 2023, several ECW programmes - both FERs and MYRPs - allocated resources specifically to strengthening the capacities of local and national partners. For example, the FER in the Democratic Republic of the Congo requires that 7% of funds going to local partners be designated for capacity building, while MYRPs in both Ethiopia and Pakistan have created capacity development plans targeted to the assessed needs of local partners. These programmes are supporting local partners to strengthen not only their technical abilities but also their core organizational capacities, such as

human resource processes, financial management, safeguarding and procurement, which will enable them to meet requirements to access funds from international donors. As a prime example of ECW's capacity support for LNAs to independently access funds, the Pakistan MYRP provides local partners within its consortium with training on how to develop expressions of interest and proposals for direct funding calls.

There have been notable achievements in the inclusion of LNAs and affected communities. Yet, ECW will redouble its support to address remaining barriers, by building on successful approaches. ECW's global partnerships through the AF present opportunities to further support work on localization and community engagement and accountability, including at the country level through the generation and dissemination of tools and best practices. At the same time, the ECW Secretariat continues to enhance its guidance and support for programme design, monitoring and learning to advance localization and community engagement and accountability goals through FER and MYRP investments.

Community engagement and accountability

→ INDICATOR 14

15

FERs/MYRPs had evidence of improved quality of engagement with affected populations including LWOs, OPDs and refugee-led organizations (INDICATOR 14)

Among FERs and MYRPs, 15 programmes had evidence of improved quality of engagement with affected populations. Ensuring that programmes are responsive and accountable to the communities being served is a key strategic priority for ECW. Programmes promote engagement with communities in design and implementation, while accountability is assured through information sharing and feedback, as well as through policies that enhance safeguarding of participants, particularly children.

To ensure accountability and engagement, ECW programmes promote multiple avenues for dialogue and information exchange between implementing partners and communities. Many programmes, both FERs and MYRPs, maintained open lines of communication with affected populations through feedback mechanisms. These often took the form of suggestion boxes, toll-free hotlines, WhatsApp or email communication channels tailored for specific population groups. For example, in Nigeria, provisions were made for visually impaired individuals to receive information verbally, while those with partial visual impairments received large-print banners.

The efforts of partners to promote these feedback channels have resulted in improved communication with communities. In the State of Palestine, MYRP partners reached over 384,800 people by disseminating information and raising awareness about the programme and its feedback mechanisms; they received 3,736 pieces of feedback from community members. Notably, partners have used the feedback to inform programming decisions, as in Colombia, where MYRP partners scaled up remedial classes based on direct feedback received from communities. **ADVOCACY**



In March 2023, ECW Executive Director Yasmine Sherif led a <u>high-level mission to Colombia</u>. The delegation visited ECW-supported schools and learning centres, and met with in-country partners and members of communities. The mission highlighted efforts by the Government in support of the inclusion of Venezuelan children and other children affected by armed conflict and climate change, as well as indigenous and Afro-descendant peoples, in the national education system. It also stressed the need for continued and enhanced international solidarity and burden-sharing. ECW's partners proactively sought input from community members at various stages of programming, and shared information with them. Stakeholder consultations, including community dialogues and focus group discussions, were organized around programme activities and approaches. For example, through the FER in Moldova, 84 focus group discussions were conducted with children, parents and teachers to get feedback on programme activities. Monitoring surveys following the distribution of stationery and school hygiene kits, and MHM kits for girls, were used to gauge recipients' satisfaction with these supplies. Sharing information back with communities also enhances accountability. For example, the GEC supported the education cluster in Burkina Faso to share findings with children who engaged in the Joint Education and Child Protection Needs Assessment. Facilitators presented the findings to children in a fun and interactive way using leaflets and colouring books.



caregivers and community members reached through campaigns and other activities to raise awareness of the importance of education. • Country Highlight



PAKISTAN

Enabling citizen-led education programming and planning

ECW and partners strive to ensure that communities are engaged as co-creators in education responses in emergency contexts.

In Pakistan, the MYRP (implemented by UNICEF, Voluntary Service Overseas UK, and RSPN) supported efforts to facilitate community engagement through various local structures, community networks, village groups and parent teacher committees. The diverse group of engaged stakeholders (both men and women) included community leaders, representatives of disadvantaged groups, religious elders, and social workers. They participated in regular consultations, dialogues and focus group discussions that informed the design and implementation of the MYRP. Additionally, 155 community members (60% female) participated in citizen dialogues to inform the development of new education sector plans in two provinces. Participants in the dialogues shared opinions on where they saw the education gaps to be filled and made suggestions for the sector plans under development. Feedback from communities was shared with district education officials in workshops to discuss improvements for more inclusive and gender-responsive education sector plans.

To ensure boys and girls enter (or re-enter) school, and meaningfully engage in their learning, many ECW programmes included community outreach activities and campaigns on the importance of educating children. A total of 4,408,874 caregivers and community members (50% female) were reached through back-to-school campaigns and other activities to raise awareness of the importance of education. These activities were especially relevant for marginalized learners such as adolescent girls, the forcibly displaced, and children with disabilities. Partly because of community outreach and other efforts, 419,038 learners (52% girls) were newly enrolled in school or non-formal education programmes. The top five countries where this was achieved in 2023 were Uganda, Burkina Faso, Pakistan, Afghanistan and Colombia.

In shorter-term FERs, community engagement is critical to ensure the continuity of support provided by the programmes. For example, communities in the Democratic Republic of the Congo were engaged in FER-supported activities, to build ownership and sustain the progress made. Communities working alongside implementing partners cleared areas and laid foundations for schools and classrooms to be built. School management committees were established, trained, and given responsibility for the monitoring of educational activities and development of school action plans, as well as for school operations, financial oversight, and asset management.

Recognizing the vital need for policy discussions at the highest level to include the voices of local actors, ECW and partners have created spaces and opportunities to bring youth and representatives from affected communities into these conversations. ECW's AF partnership with Plan International for the Youth4EiE programme has contributed significantly towards this aim. Youth4EiE mobilizes and supports youth leaders and their organizations to raise awareness of the challenges of EiEPC and to advocate on behalf of children and youth, to meet their educational needs and to increase government funding for EiEPC. In 2023, the programme provided ongoing mentorship and training, so that youth from affected countries could develop their knowledge and skills in support of their advocacy both in their own countries and internationally. Through the programme, several youth representatives participated in high-level advocacy events including COP28, the Sustainable Development Goals (SDG) Summit, the UKFIET Conference, and ECW's High-Level Financing Conference, as well as events in the United Kingdom Parliament and the United States Senate. Youth advocates also were able to engage national leaders in their countries to show greater support for EiEPC. The educational needs of children and youth are at the centre of EiEPC efforts. These initiatives to amplify youth voices demonstrate a commitment by ECW and its partners to empower locally driven and responsive actions.

To ensure accountability and engagement, ECW programmes promote multiple avenues for dialogue and information exchange between implementing partners and communities.



CROSS-SECTORAL COLLABORATION

Safeguarding

A key pillar of accountability to affected populations in EiEPC contexts entails strengthening mechanisms for safeguarding, including protection from sexual exploitation and abuse. ECW and partners have invested in putting into place clear frameworks and standards within organizations serving children to ensure that safeguarding measures are applied.

In 2023, ECW began to develop its new Safeguarding Framework, which includes a focus on PSEA and child safeguarding. This work aligns with UNICEF's Safeguarding Policy (issued in March 2024) and is due to be completed in 2024. The GEC, UNHCR, Save the Children, and LNA partners such as the Rural Support Programmes Network (Pakistan) and the Cedar Seed Foundation (Nigeria) provided inputs to the new framework through a peer review process.

The GEC actively promotes child safeguarding and provides tools and support to country education clusters. GEC developed the Child Safeguarding Resource Pack in 2023 containing key information, synthesized and simplified for use by education cluster coordination teams and their partners. This pack is based on in-country learning and resources developed over three years of GEC support to strengthen the work of country clusters on child safeguarding.



The safeguarding frameworks, tools and resources being rolled out are supporting partners at the country level in their efforts to put in place processes and accountabilities to communities. Safeguarding measures adopted in response to the GEC's support in the Democratic Republic of the Congo and the State of Palestine include codes of conduct, and policies on sharing children's images and on the use of standard consent forms.

IMPROVED AVAILABILITY, SHARING AND USE OF QUALITY DATA AND EVIDENCE

No EiEPC strategy or intervention can be effectively developed, implemented or monitored without accurate, timely disaggregated data. In line with its strategic objective to strengthen EiEPC capacities and systems, in 2023 ECW supported the improved collection, dissemination and use of disaggregated data among its programmes portfolio to reflect the diversity of the target populations and to identify and address inequalities.

Through its AF, ECW and its partners produced at least 12 global public goods aimed at improving the availability of harmonized and reliable data on the impacts of emergencies and protracted crises on education, critical needs of affected populations, and learning outcomes achieved through programmes. These resources, combined with collaborative advocacy and capacity-building endeavours at different levels, are intended for use by stakeholders in their decisions on financial investments, strategies, and technical assistance, thereby leading the sector towards more informed and effective action. ECW remains committed to leveraging its outreach and influence to provide and track global headline figures on EiEPC needs, the reach of EiEPC responses and financing trends to guide advocacy and programming.

Bridging the data gap: from data generation to meaningful action, ensuring evidence drives impact across the EiEPC sector.

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PROGRESS AND OPPORTUNITIES: STRENGTHENING DATA AND EVIDENCE PRODUCTION, SHARING AND USE

Notable progress has been made in strengthening the production, dissemination and use of data and evidence across the EiEPC sector, yet there are opportunities for further improvement. ECW and its partners have generated more data on education needs and outcomes in crisis settings in recent years, a significant achievement. Still, there is a need to ensure that these data are useful for EiEPC stakeholders from the outset. ECW will continue to support country partners in data production efforts, focusing on outcome monitoring, particularly learning outcome monitoring, in a way that enables meaningful analysis of what works, how, and for whom.

There remains a further gap between data production and the sharing and use of knowledge products. To close this gap, ECW will promote cross-sectoral knowledge exchange and learning among EiEPC actors within and across countries as a priority. This includes facilitating stakeholder engagement with knowledge products developed by ECW and its partners.

Ultimately, ECW seeks to advance stronger policies, approaches and standards for safe, inclusive quality education for crisis-affected children. Data and evidence can be used to enhance a shared understanding of EiEPC needs, responses and outcomes, as well as to identify remaining gaps in the knowledge base. As such, ECW will support the synthesis of EiEPC data and evidence through global partnerships and will use insights to drive more informed and evidence-driven EiEPC policies, approaches and standards across the sector.

Better data on EiEPC needs





of MYRPs (4 MYRPs) were informed by better quality evidence on needs, including analyses regarding gender equality and capacities

ECW continues to prioritize its commitment to enhance evidence-driven EiEPC approaches across its portfolio by enhancing the production, sharing and use of reliable EiEPC data. In 2023, all four approved MYRPs were rated by an external review panel as being informed by high-quality data that met standards on timeliness, holistic scope, disaggregation, conflict sensitivity, system analysis, and gender and equity analysis (INDICATOR 16).

From a more systemic level, the AF partnership with the GEC provided targeted support to country clusters and working groups in calculating people in need (PiN) figures and leading comprehensive needs assessments. This involved updating PiN guidance and offering remote technical support to country teams in Afghanistan, Burkina Faso, the Central African Republic, the Democratic Republic of the Congo, Mali, Myanmar, Niger, Nigeria, South Sudan and Ukraine. The GEC also provided technical assistance and guidance for Joint Education Needs Assessments – ensuring a child participation angle – in the Democratic Republic of the Congo and Nigeria, and reviewed and developed rapid needs assessment tools for the Syria hubs (in north-west Syria and southern Türkiye).

Regular planning meetings with the GEC have strengthened support for country clusters developing MYRPs and FERs. ECW's coordination with the GEC has led to better-sequenced support, particularly for JENAs and strategy development before MYRPs are initiated in-country. This coordination has resulted in timely and effective GEC support aligned with ECW timelines and has maximized impact in thematic priority areas such as gender and GBV, disability and localization.



Fatima, 17, at her vocational training centre in Maiduguri, Nigeria. She is part of an ECW-supported flexible hybrid learning initiative for out-ofschool adolescent girls, which includes a literacy and numeracy programme, with a vocational training component. Today, Fatima is able to read and is developing the skills to fulfill her dream of becoming an expert seamstress in her community.

• Country Highlight



DEMOCRATIC REPUBLIC OF THE CONGO

Building information management capacities for better assessment and planning

In the Democratic Republic of the Congo, the GEC supported the education cluster to create and implement information management tools. These included tools used in '5W' monitoring and evaluation, secondary data reviews, and Humanitarian Needs Overviews (HNO)/Humanitarian Response Plans (HRP); School Status tools for use with educators; and templates used in reporting, visualization/infographics, etc. The quality data collected through the tools will contribute to the MYRP at various stages of the programme cycle. More than 70 partners were trained on information management and the different tools and techniques, enhancing their understanding of the importance of data for good coordination, timely monitoring, and inclusiveness.

Understanding gender-related needs and barriers was also a priority to better identify EiEPC needs. In line with its Gender Policy, ECW encouraged all FER and MYRP grantees to assess gender and inclusion to inform programme design and delivery. Gender assessments carried out in Iraq, Sudan and Ukraine identified barriers to education for both girls and boys and provided critical baseline data for planning and monitoring progress. Some 56% of MYRP and FER programmes active in 2023 reported a strong impact on gender-equitable education participation (INDICATOR 3).

Through its AF grant, ECW partnered with Plan International to pilot the Gender Analysis for Education in Emergencies toolkit in Burkina Faso, Mali, Niger and Nigeria. This toolkit, developed in 2021, and related capacity-building efforts by the GLOs and gender task forces, has been valuable towards informing MYRP renewals in these countries.

Moving forward, ECW remains committed to monitoring shifts in gender-related social norms through programmes to ensure that children have consistent access to education and achieve optimal learning outcomes.

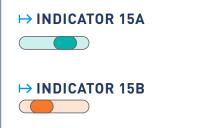
ECW emphasizes the need to understand and address the drivers of gender exclusion to ensure inclusive education in crisis settings.

To address the under-reporting of children with functional disabilities, ECW funded the use of the Washington Group's Child Functioning Module: Teacher Version (CFM-TV) assessment tool to measure the prevalence rate of children with a functional disability in crisis-affected situations. Across three schools in Uganda's refugee-affected districts, assessments revealed that 11% to 25% of learners have a functional disability. This percentage is significantly higher than the 1% of learners with a disability reached and reported via the Uganda MYRP. Similar assessments in Bangladesh, Cameroon, Ecuador, Ethiopia, Pakistan, Syria and Ukraine uncovered the same pattern of higher disability rates among a sampled set of learners than among the total number of children supported. For example, Bangladesh identified 6% of 5,734 screened refugee children with functional disabilities, while Pakistan found 13% in a sample of nine schools. Colombia identified 2.3% of children with disabilities, and the Central African Republic found 15%. These two countries used their own national tools.

The consistent results obtained through the Child Functioning Module are often higher than the average of 1.7% of children with a disability reached across ECW's portfolio. This underscores the need for reliable, specialized tools and standards to identify children with functional disabilities. While data on children with disabilities are becoming more accessible and utilized, the lack of standardized approaches and tools still leads to inconsistencies and limits comparability. Despite these challenges, ECW investments in 2023 contributed to a better understanding of children with disabilities and greater support for them. This progress includes enhancing teaching practices, monitoring children's participation, and providing crucial data for advocacy.

Throughout the Strategic Plan period, ECW will continue to invest in developing and adopting standardized approaches to ensure consistent and comparable data on access to education and learning for children with disabilities across EiEPC contexts.

Better measurement of learning outcomes





39%

of FERs/MYRPs had data on time to monitor education participation, disaggregated by sex and education level (INDICATOR 15A)

of MYRPs had data on time to monitor learning outcomes, disaggregated by sex and education level (INDICATOR 15B)

Investing in the measurement of participation and learning outcomes in EiEPC contexts is essential for impactful educational interventions and has been a priority for ECW. In 2023, after a year of implementation, 84% of programmes (82% of MYRPs and 90% of FERs) provided accurate, timely genderdisaggregated data on children's participation within the educational opportunities that these programmes supported (INDICATOR 15A). All MYRPs in 2023 prioritized the measurement of learning outcomes. Among MYRPs active for more than a year, 64% provided accurate and timely data on children's academic and/or social and emotional learning outcomes (INDICATOR 15BI). This was possible through the use by partners of such tools as the Annual Status of Education Report (ASER) tool, used by the Norwegian Refugee Council in Nigeria and focusing on foundational numeracy and literacy skills, and the HALDO tool, used by UNICEF and Save



Sara, 9, was born in a refugee camp in Iraq after her family fled the war in Syria years earlier. Sarah was a star student in her camp's small school until an accident resulted in a serious pelvic fracture and forced her to miss months of class. Thanks to an ECW investment, Sara was able to attend additional catch-up classes and a wheelchair has been sourced for her, ensuring that she is able to continue her education and work towards her goal of becoming a doctor one day.

the Children in Syria, including in non-accredited formal schools. These tools helped teachers assess student learning in literacy, numeracy, social and emotional learning, and executive functioning, along with demographic and home-related factors influencing learning outcomes.

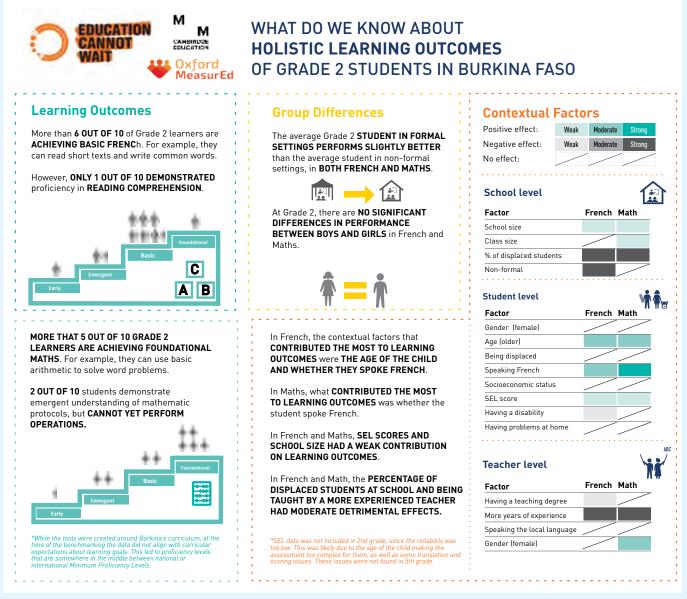
While ECW is increasing the availability of learning outcome data through its MYRPs, challenges remain in disaggregating data by gender and education levels and ensuring consistency over time. In 2023, only 39% of MYRPs active for more than a year reported gender-disaggregated data on academic or social and emotional learning outcomes. Additionally, there were insufficient disaggregated data on participation and learning outcomes by education levels, limiting the ability to analyse gender-equitable improvements in learning.

To address these challenges, ECW in collaboration with Cambridge Education and Oxford MeasurEd provided technical assistance to MYRPs in Burkina Faso, the Democratic Republic of the Congo, Ethiopia and Iraq to conduct representative, sample-based holistic learning assessments in MYRP-supported

learning spaces. The disaggregated data collected across these MYRPs offers valuable insights into how education programmes are supporting the children left furthest behind. These data also shed light on the various factors in the home, school and community that influence children's holistic learning. This assistance enables ECW and its partners to deepen their understanding of what works, how it works, and for whom. To further support broader learning, the technical partners in the initiative have developed a handbook on holistic learning outcome measurements in EiEPC settings, which is set to be published in 2024.

Meanwhile, through the AF partnership with NYU Global TIES and the University of North Carolina (UNC), ECW supported the development and piloting of open-source R software (used in statistical computing) to ensure that learning outcome assessments are fair and unbiased. Stakeholders at the Ministry of Education in Peru and the Regional Bureau for Education in Metropolitan Lima were trained on this approach, promoting the timely provision of reliable, disaggregated data for marginalized populations.

Burkina Faso: Measuring learning outcomes among IDP and host-community learners



Source: Holistic learning Outcome Measurement in Burkina Faso crisis affected areas of the MYRP (Cambridge Education and Oxford MeasureEd, 2024)

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ECW in collaboration with Cambridge Education and Oxford MeasurEd provided technical assistance in Burkina Faso to conduct representative, samplebased holistic learning assessments in MYRP-supported learning spaces. The disaggregated data collected offer insights into how education programmes are supporting children left furthest behind, and shed light on the various factors that influence children's holistic learning.

Institutionalizing crisis- and riskrelated data



7

MYRPs improved systems for coordination, harmonization, and institutionalization of crisis- and risk-related data

Efforts to strengthen data availability, sharing and use extended to promoting harmonized data systems and processes used by Ministries of Education and humanitarian and development actors. Seven active MYRPs in 2023 demonstrated evidence in improving systems for coordinating, harmonizing and institutionalizing crisis- and risk-related data (INDICATOR 17), and one AF programme was specifically dedicated to this purpose.

By investing in efforts to coordinate and institutionalize crisis- and risk-related data, ECW promotes collaborative and systematic needs assessments and responses to EiEPC challenges that involve Ministries of Education and partners from across the humanitarian-development nexus. This approach involves enhancing and harmonizing the institutional enabling environment; improving data production tools and processes; and changing behaviours towards data sharing and use. Strengthening local data systems, from the onset of an emergency, promotes local leadership and sustainable solutions. It also supports needs assessments, contextualized education plans, policies, and resilience building.

ECW is incorporating partner-produced knowledge and tools into planning guidelines for upcoming MYRPs, including a focus on data and evidence systems in its nexus guidance to be piloted in 2024. These guidelines promote integrated data systems, fostering a collaborative data-driven culture and readiness to address crises and support learners in challenging contexts. (0)

GLOBAL ACHIEVEMENT: STRENGTHENING EIEPC DATA SYSTEMS

AF investments in programmes with UNESCO and NYU Global TIES have led to the development and dissemination of resources and practical guidance for use by leading EiEPC practitioners and Ministries of Education in strengthening data systems to inform EiEPC approaches in a holistic manner. These resources include the **UNESCO EiE Data System Strengthening Tools,** including the EiE Data Conceptual Framework, the Diagnostic Toolkit (piloted in Ecuador, Jordan and within the UNRWA EMIS), Institutionalization Guideline as well as the Knowledge Hub.⁵⁰ NYU Global TIES developed the Holistic Learning Assessment Systems (HOLAS) framework and piloted it in Colombia and Peru. This framework integrates global standards like the RISE and SABER assessments, emphasizing equity and inclusiveness. It has been crucial in informing and enhancing the renewal processes of MYRPs in the pilot countries.

50 UNESCO, 'EIE Data Systems Strengthening Knowledge Hub,' <https://www.unesco.org/en/eie-knowledge-hub>.



Saleh Kadre Djibrine arrived at the Gaga Refugee Camp in eastern Chad as a child in 2005 and completed his schooling there. Today, Saleh is a teacher at the refugee camp and supports young refugees to continue their education.

In 2023, collaborations with partners in the ISEEC (GEC, INEE, UNESCO and UNHCR) and NYU Global TIES facilitated data sharing and improved systems in several countries in Africa (Cameroon, Chad, Ethiopia and South Sudan) and Latin America (Colombia, Ecuador and Peru) through MYRPs and AF programmes. These efforts enhanced EiEPC data literacy among education officials and

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Collaborations with partners in the Initiative for Strengthening Education in Emergencies Coordination and NYU Global TIES facilitated data sharing and improved systems in several countries. partners, helped standardize EiEPC indicators, and informed institutional educational assessments and planning. They also led to the integration of EiEPC data into national and regional data sets (e.g., Ethiopia EMIS and the Latin America and Caribbean Regional Monitoring Framework) and the use of these data in policy advocacy and reports for better decision-making.

Tracking global EiEPC trends and figures

At a global level, ECW is dedicated to assessing progress trends and supporting evidence-based advocacy to ensure that EiEPC stakeholders effectively target and address the educational needs of those most impacted by emergencies and that the limited resources available to do this are optimized. In line with its strategic commitments, ECW collaborates with partners to track key global headline figures in several priority areas, including EiEPC needs, impacts and financing.

In 2023, ECW published a study offering a refined methodology in calculating the numbers of crisisimpacted children in need of educational support, while providing important trend analyses to inform future investments in education in emergencies and protracted crises. ⁵¹ Among the key findings, 224 million school-aged children and adolescents are affected by crises, 105 million are out of school (52% girls), and 127 million are not meeting minimum proficiency levels set by SDG 4 (quality education). This study was released at the Education in Emergencies Data and Evidence Summit in Geneva in June 2023.

Meanwhile, considering the global climate emergency, ECW developed a background study for the emergency appeal to support education for children affected by climate hazards. The study highlighted the impact of climate shocks on education, estimating that nearly one third of the 224 million crisis-affected children in need of educational support are impacted by climate-related events. Approximately 31 million children are in countries unprepared for severe climate crises. The study revealed that droughts and floods are the most common climate-related shocks, with 13 million forced movements of school-aged children due to these events since 2020. This analysis underscores the urgent need for the EiEPC sector to address climate impacts and helps direct targeted interventions to mitigate these effects.

— 📣 ADVOCACY

Throughout 2023, ECW media outreach positioned the education needs of children caught in crises, including climate-induced disasters, at the top of the global agenda, reaching a potential aggregate audience of 27 billion.⁵² In this photo, ECW Executive Director Yasmine Sherif speaks with <u>Al Jazeera</u> about the urgent need to 'connect the dots' between climate action and education action.

27 BILLION POTENTIAL AUDIENCE IN 2023

51 Education Cannot Wait, Crisis-Affected Children and Adolescents in Need of Education Support.

52 <u>Potential aggregate audience</u> is the measurement of viewership and listenership across various platforms, such as TV, online content, blogs, radio, podcasts and social media networks. Measurement is based on third-party analytics.



Tracking global EiEPC funding trends and gaps is a priority area for ECW. In fact, persistent underfunding is partly due to siloed humanitarian and developmental funding streams and limited financial tracking. ECW's envisaged Funding Observatory will help ensure timely, transparent, high-quality financing data. In 2023, ECW began analysing data from the Financial Tracking Service (FTS), hosted by the United Nations Office for the Coordination of Humanitarian Affairs (OCHA); and other systems like the Creditor Reporting System (CRS), hosted by the Organisation for Economic Co-Operation and Development (OECD), and the International Aid Transparency Initiative (IATI) to improve funding transparency. Building on its findings, ECW is set to embark on the development of analytical reports on

Zharick, 18, arrives at the Centre for Development and Self-Management in Ecuador with her baby daughter, Arleth. Thanks to the ECW-funded educational inclusion programme for pregnant and parenting adolescents, young mothers like her are receiving the holistic support they need to reintegrate into the national education system – from education and psychosocial support to childcare and medical care.

EiEPC financing data, which in turn will be used in advocacy and policy documents intended to enhance tracking of funding across donors and partners, and highlight strategic priorities and trends to improve funding for EiEPC.

Comprehensive tracking and analysis are central to ECW's ability to drive and be accountable for results, and to learn and improve from the collective efforts of EiEPC stakeholders. ECW will continue investing in the tracking of global headline figures throughout the Strategic Plan period, enabling impactful educational interventions and providing critical evidence in support of advocacy for sustained support in crisisaffected regions.

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CHAPTER 3

INCREASED AND BETTER FUNDING FOR EIEPC

As the global fund for education in emergencies and protracted crises, ECW plays a unique role as a **fundraiser**, **financer** and **advocate** to stimulate more and better funding for the EiEPC sector. This includes mobilizing resources, allocating funds to reach those left furthest behind, and promoting alignment of programmes from both humanitarian and development actors to reduce the significant systemic gaps in education in acute and protracted humanitarian contexts.

Working alongside partners, ECW aims to increase political commitment for prioritizing EiEPC and delivering education support for 224 million crisis-affected children and adolescents in need of educational support. Under its new Strategic Plan, ECW aims to raise \$1.5 billion for its Trust Fund to reach 20 million children and adolescents who are most in need of support through its FERs, MYRPs and AF programmes. ECW thereby is serving as a catalyst to drive greater collective action and results in the EiEPC sector. This chapter focuses on these topics. First, it explores ECW's own efforts to mobilize \$1.5 billion for its Trust Fund and reach 20 million children and adolescents. Second, it unpacks ECW's role in generating more and better funding for education in emergencies and protracted crises. In doing so, the chapter highlights overall trends in EiE financing, the allocations of ECW's main funding windows, as well as ECW's unique focus on the most forgotten, underfunded crises in its programmes and advocacy. The chapter also touches on the barriers to accessing financing data – both humanitarian and development – for the 224 million crisis-affected children and adolescents in need of educational support, before providing initial insights from ECW's forthcoming Financing Observatory.⁵³



Ahead of ECW's High-Level Financing Conference in February 2023, ECW launched its flagship <u>#222MillionDreams</u> campaign. The campaign shares the dreams of crisis-affected girls and boys around the world, and calls on donors, the private sector, philanthropic foundations and high-net-worth individuals to urgently mobilize more resources to scale up ECW's investments. The campaign played an important role in drawing attention to ECW's 2023–2026 Case for Investment and \$1.5 billion financing target, and is ECW's most successful campaign since the Fund's inception.









53 ECW also supports partners to coordinate advocacy and strengthen the capacity of organizations to campaign. This work is referenced in this chapter but covered in detail in Chapter 2, on strengthening capacities and systems.

54 Reach on social media refers to the total number of unique users who have seen a specific piece of content. This number represents how many distinct individuals have been exposed to a post, video or any other form of campaign content across social media platforms. Measurement is based on third-party analytics.

Areas of achievement

In the first year of the new Strategic Plan, ECW and its partners have made progress in the following aspects:

(6)

6

Despite a global context of aid cuts, ECW mobilized \$900 million in 2023 – 60% of its \$1.5 billion funding target (INDICATOR 22). Long-term humanitarian financing for education increased from \$821 million in 2021 to \$1,169 million in 2023 – albeit a slight decrease from \$1,228 million in 2022 (INDICATOR 18).

Areas for improvement

Areas of improvement in which ECW and partners should reinforce efforts:

Exploring innovative partnerships to advocate for and mobilize additional financing, both for the ECW Trust Fund and the broader EiEPC sector (INDICATOR 25)



Continuing robust advocacy to
prevent a reversal of progress made
over the past few years to bringIn an environment of global fundin
constraints, doing more with less
through a more focused portfolio
FER, MYRP and AF investments th
leverage synergies and comple-



In an environment of global funding constraints, **doing more with less through a more focused portfolio** of FER, MYRP and AF investments that leverage synergies and complementarities with other bilateral and multilateral funding (including from global climate funds), prioritizing contexts where programmes can add the greatest value.



Increasing the speed of FER funding disbursement, while ensuring participatory processes where needed (INDICATOR 21).

MOBILIZING RESOURCES FOR THE ECW TRUST FUND



\$902 mobilized for ECW Trust Fund

Against a backdrop of competing global priorities and reduced aid to education, ECW secured \$900 million of its \$1.5 billion target (Figure 4). ECW is first and foremost a financing mechanism. Without mobilizing resources for the ECW Trust Fund, the work highlighted in this annual results report would not be possible. 2023 is the first year in a new Strategic Plan cycle, thus was an important moment for ECW's resource mobilization. In total, ECW has mobilized over \$1.6 billion for the Trust Fund since it was created.

The ECW High-Level Financing Conference (HLFC) kick-started fund mobilization efforts. With support from the Government of Switzerland, which hosted the conference, and co-convenors – Governments of Colombia, Germany, Niger, Norway and South Sudan – the HLFC provided a global platform for partners to make pledges to ECW's Trust Fund. ECW also welcomed funding commitments at the Seventy-Eighth Session of the United Nations General Assembly, the Global Refugee Forum, and the COP28 climate conference.



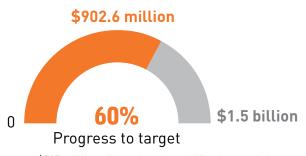
Leaders from across the globe came together at ECW's High-Level Financing Conference held on 16-17 February 2023 in Geneva, Switzerland, More than 2.300 participants registered to attend in-person and online. HLFC featured over 100 speakers from around the world, including more than 30 government ministers and other high-level officials, global youth advocates and others. It provided a space for global leaders to position the education needs of crisis-affected children at the top of the international agenda and reaffirm their commitments to addressing this global challenge.



Making #222MillionDreams 🕂 🛎 come true!

Several new donors joined the ECW partnership in 2023. The Governments of Italy, Japan and Qatar, and the Zurcher Kantonal Bank, made their first pledges. A milestone was reached: all G7 member states now fund ECW. The Governments of France and Ireland made their first multi-year allocations, another important step as ECW seeks predictable, multi-year financing. Funding commitments and ongoing support were also provided by Governments of Canada, Denmark, Finland, Germany, Norway, Switzerland, the United Kingdom and the United States, and from Dubai Cares, the European Commission, the LEGO Foundation and Porticus, all of whom featured at the ECW HLFC pledging conference. To close the \$600 million financing gap for the Trust Fund, ECW continued to advocate for resources in new donor markets, pursued thematic and geographic top-ups from existing donors, and sought to forge new and innovative partnership models with the private sector and foundations (Figure 5).

FIGURE 4. Resources mobilized for the ECW Trust Fund, 2023 (in US dollars)



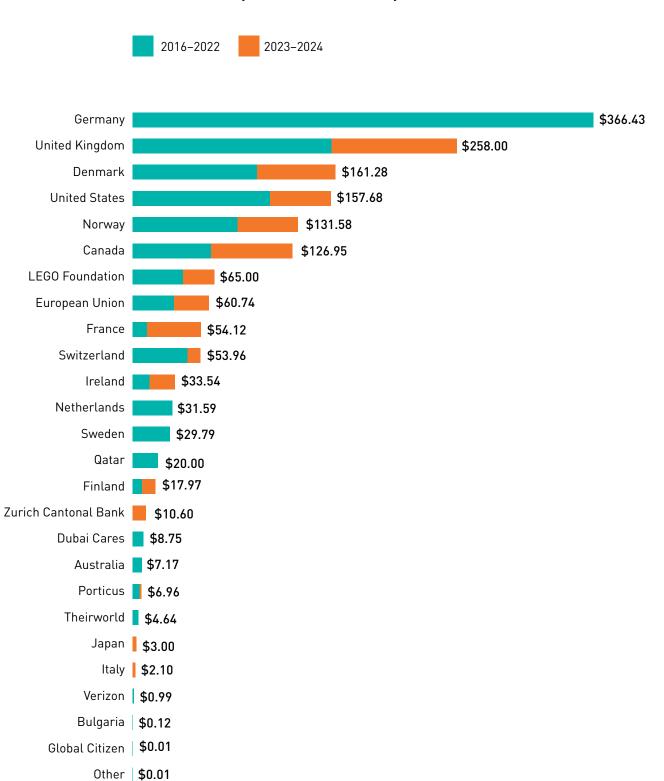
\$597 million still needs to be mobilized to reach the \$1.5 billion target during the 2023–2026 Strategic Plan period

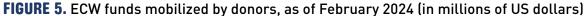
ECW stepped up its work with political champions, acknowledging their critical leadership role, not just as financial contributors but as convenors. The following examples showcase some of the promising approaches and models that could prove crucial as ECW seeks to fully finance the Trust Fund.



ECW shined a light on the global education crisis during the <u>Global Citizen Festival</u> in New York City in September 2023. Executive Director Yasmine Sherif took the stage alongside Rachel Brosnahan, award-winning actress and education champion. During the festival, France's Minister of State for Development and International Partnerships, Chrysoula Zacharopoulou, announced a new €40 million contribution to ECW. Global Citizen Festival is an annual event in which global leaders are called on to take urgent action on the most pressing crises in the world.







Partnering with finance

With support and leadership from the Government of Switzerland, the Cantonal Bank of Zurich partnered with the Swiss Cantonal Banks to develop a financial product its clients can invest in to support the Sustainable Development Goals. The product aims to provide a continuous source of financing to education by dedicating a portion of its return to ECW. Inspired by this model – in which investors earn a financial return while continuously replenishing the ECW Trust Fund – ECW began seeking partners to find solutions in other markets. Tribe Impact Capital, an impact investment company based in the United Kingdom, committed to work with ECW to establish a sustainable mechanism to access new sources of finance for funding education. The result was an innovative product, developed by Tribe, which will allocate a flow of capital as continuous investment into the work being done by ECW. Given the interest and engagement of financial services companies in this model, ECW will expand this approach to new investors and new markets throughout 2024. If you are from the financial services industry reading this, please reach out!

Right Here, Right Now

As the eyes of the world looked to Dubai for the COP28 climate conference in December, ECW launched its 'Right Here, Right Now' fundraising appeal. The campaign called on donors to commit \$150 million to help ECW scale up its response to climate change. Building on the success of its COVID-19 appeal in 2020, ECW aims to reach an additional 2 million girls and boys most impacted by the climate crisis with holistic, quality education. The appeal was launched alongside a new analysis produced by ECW, which revealed that 62 million children and adolescents affected by climate hazards are in desperate need of education support, including 13 million forcibly displaced. The Government of Denmark responded to the appeal, announcing \$6 million at the COP28 conference. ECW will continue to leverage thematic and geographic fundraising moments to secure new funding for the Trust Fund.

ADVOCACY



Ahead of COP28, ECW launched its <u>#RightHereRightNow</u> campaign to spotlight its emergency appeal, calling on donors to urgently mobilize new, additional funding to scale up ECW's response to climate change. To amplify and raise support for the appeal, the ongoing campaign underscores the urgent need to connect education action and climate action.

+108 MILLION UNIQUE USERS REACHED SINCE 2023⁵⁵ EXPLORE:



55 Reach on social media refers to the total number of unique users who have seen a specific piece of content. This number represents how many distinct individuals have been exposed to a post, video or any other form of campaign content across social media platforms. Measurement is based on third-party analytics.



ADVOCACY

Special Envoy Helen Grant MP The former United Kingdom Prime Minister's Special Envoy for Girls' Education and a Member of Parliament, Helen Grant has championed new sources of funding from non-traditional donors. As a vocal proponent for girls' education for her government, Special Envoy Grant advocated for ECW among the private sector, foundations and philanthropists, including at a reception in the UK Parliament that she convened. ECW will step up its work with champions throughout the 2023–2026 Strategic Plan period, taking the model to new countries such as Denmark, Germany, Norway and the United States.

Inspiring win-win partnerships with foundations

Building strong partnerships with foundations is an essential part of ECW's resource mobilization approach. ECW pursues win-win partnerships that go beyond a one-way grant relationship, inspiring shared commitments. Alongside the LEGO Foundation, ECW has helped put children's right to play and ECE at the heart of global EiE debates. The LEGO Foundation's technical, financial and political support has inspired ECW to target to spend 10% on pre-primary education. ECW's partnership with Porticus looks beyond getting children back in school, focusing on learning, child development and well-being. Together, ECW and Porticus are generating new evidence and advancing global discussions on learning outcomes in emergencies. This approach – going after high-value, win-win partnerships – allows ECW and its foundation partners to have a lasting, global impact beyond the results achieved in each project cycle, while supporting ECW to reach its Trust Fund target.



A girl takes part in an e-learning session at the Makana children's safe space in the El Goz gathering point, Sudan. ECW funding is ensuring holistic services – from e-learning and psychosocial services to water, sanitation and hygiene – are provided daily to the hundreds of displaced and host-community children that visit the Makana each day.

ALLOCATING MORE AND BETTER EIEPC FUNDING TO THOSE MOST IN NEED

ECW allocates its mobilized resources to its partners through its FER, MYRP and AF investment modalities for EiEPC programmes in the most severe and underfunded crises.⁵⁶

14%

→ INDICATOR 21

of FERs disbursed up to 12 weeks after the humanitarian appeal date

First Emergency Response Modality

To address urgent education needs in sudden-onset or escalating crises, ECW allocated a total of \$35.4 million to partners in 11 countries through its FER investment modality in 2023 – a similar level of investment as in 2022. ECW's portfolio of programmes active in 2023 totalled \$82.1 million and was implemented through 27 FER programmes via 42 partner grants in 19 countries.

FER investments in 2023 responded to a range of crises, including a health emergency, an economic crisis, conflict and forced displacement, and climate-induced hazards and natural disasters. In total, \$14.8 million was committed in response to the conflict in Sudan through six multi-country FER programmes, in the Central African Republic (\$2 million), Chad (\$3 million), Egypt (\$2 million), Ethiopia (\$2.3 million) and South Sudan (\$500,000) as well as inside Sudan (\$5 million). Syria was allocated a total of \$8.5 million across two FERs in response to the cholera outbreak (\$1.5 million) and the earthquake response (\$7 million). ECW's portfolio response to climate-related events in 2023 increased due to river and rainfall flooding in Chad, Storm Daniel in Libya, and drought in Somalia. Lebanon received \$2 million in response to its appeal due to the economic crisis, and Uganda received \$4.1 million in response to new refugee influxes from the Democratic Republic of the Congo and South Sudan.

***** \$35.5 MILLION

allocated to partners in 11 countries through the FER investment modality in 2023 to address urgent education needs in sudden-onset or escalating crises.

56 This section provides only a brief overview of investments in 2023. For a more comprehensive analysis regarding ECW's allocations from its FER, MYRP and AF investment modalities, please see the April 2024 report titled *From Crises to Classes: Programmatic Portfolio and Financial Allocations in 2023.*



PROGRESS AND OPPORTUNITIES: SUPPORTING TIMELY DISBURSEMENT OF FUNDING

ECW strives to initiate its FER programmes within 12 weeks of a humanitarian appeal date. In 2023, the average time for FER disbursement was 20 weeks. Only 14% of FERs were disbursed within the 12-week target, and 55% were approved within 12 weeks of the appeal.

ECW is committed to continuous improvement and will implement certain measures towards more timely FER disbursals. ECW will: (1) require a 'lighter' concept note at the approval phase, with specific programmatic details to be determined during the inception phase, to expedite the FER approval process; and (2) pre-approve partners, to increase the speed of the grantee selection process. At the same time, the FER evaluation (2020) recommended that pursuing speed should not compromise an inclusive development process, and it is essential to establish partnerships that allow for greater involvement of local actors. Therefore, ECW aims for a **balanced approach**, ensuring both **rapid and inclusive processes**.

In 2024, ECW is implementing its anticipatory action modality (through the FER window), which involves the pre-approval of \$5 million in funds. This enables ECW to act on early warning signs and pre-emptively address crises, minimizing their impact on learners and educational systems.

Multi-Year Resilience Programme Modality

To strengthen the resilience of education systems in protracted crises, ECW approved \$114.5 million for four new MYRPs, in Afghanistan, Myanmar, South Sudan and Uganda. This brought the total number of countries supported by MYRPs in 2023 to 26, with funding committed through 74 grants. The total budget for active MYRPs in 2023 reached \$605 million.

© \$114.5 MILLION

approved to strengthen the resilience of education systems in protracted crises for four new MYRPs.





additional aligned funding for EiEPC mobilized in MYRP countries

PROGRESS AND OPPORTUNITIES: PROMOTING ALIGNED FUNDING AT THE HUMANITARIAN-DEVELOPMENT NEXUS IN PROTRACTED CRISES

Beyond programming, MYRPs incentivize joint advocacy and resource mobilization, providing a platform for collaboration and alignment of country-level funding. A total of \$741 million in 19 MYRP-supported countries – \$39 million per programme on average – was reported by country-level partners as new financial allocations⁵⁷ for EiEPC programmes that were strongly aligned and closely coordinated with the MYRP.⁵⁸ This represented about 66% of all new financial allocations for EiEPC programmes in these contexts.⁵⁹ Four of the 19 MYRP countries – Ethiopia, Haiti, Nigeria and South Sudan – reported values above \$60 million. It should be noted that these resources do not flow through the ECW Trust Fund, and ECW does not claim that they were mobilized because of ECW. Rather, they are the result of collective advocacy and resource mobilization efforts by the entire EiEPC community, as well as the ability of the EiEPC actors to ensure close alignment and coordination of funding and programming towards the achievement of shared objectives.

South Sudan exemplifies the unified approach encouraged by ECW. Country-level partners have reported \$160 million in new financial allocations strongly aligned and closely coordinated with the MYRP. The Ministry of General Education and Instruction played a key role in preparing the MYRP proposal, aligning it with national education priorities and strategies. Post-launch, the Ministry contributed an additional \$16 million, aligned with the programme's objectives. Structured coordination mechanisms in South Sudan helped ensure consistent engagement and efficient resource utilization (e.g., structured collaboration with GPE avoided duplication and helped ensure complementarity in the utilization of an additional \$10 million in MYRP funding from GPE). Development partners' coordination forums and education cluster meetings facilitated this alignment.

57 "New" refers to financial allocations for EiEPC programmes that started during or after the year of the MYRP launch in that country.

59 As a reference, from 2018 to the end of 2023, a total of \$1.12 billion in 24 MYRP-supported countries was reported as new financial allocations for EiEPC programmes strongly aligned and closely coordinated with the MYRPs.

⁵⁸ Partner reports without information on the level of coordination between the MYRP and EiEPC programmes have been excluded from this analysis.

Acceleration Facility Modality

To complement these country-level investments, ECW established 13 new global AF-funded partnerships in 2023, totalling \$8.1 million, to address systemic challenges, strengthen sector capacities, and test innovations. New partnerships were established with institutional partners such as INEE and the Geneva Global Hub for EiE. Targeted AF programmes are developed with various organizations, such as Voluntary Organisations in Cooperation in Emergencies (VOICE) to improve local women's engagement in EiEPC; the Alliance for Child Protection in Humanitarian Action (CPHA) to advance the integration of child protection and whole child development in EiEPC; and Plan International to build evidence on gender transformative education. WarChild and Save the Children received an AF grant to lobby, advocate and fundraise for EiEPC in Nordic countries. The average approved AF grant increased in value from \$209,000 in 2022 to \$621,000 in 2023.

***** \$8.1 MILLION

allocated through 13 new global AF-funded partnerships in 2023 to complement ECW country-level investments.

- 📣 ADVOCACY

ECW Executive Director Yasmine Sherif led a high-level mission to <u>South Sudan</u>, underscoring the importance of supporting and investing in education, especially for children impacted by armed conflict, forced displacement and climate-induced disasters. During the mission, ECW met with strategic partners and announced a \$40 million extension of the MYRP, as well as a FER grant to support an immediate education response for the refugees and returnees fleeing from Sudan.



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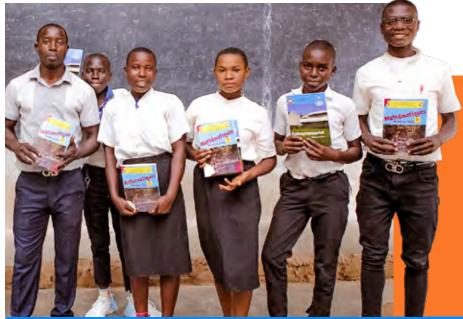
ADVOCATING FOR EIEPC FINANCING IN A GLOBAL CONTEXT OF FUNDING CONSTRAINTS

→ INDICATOR 10	6.8 %	of EiE funding required as a % of total appeal funding
→ INDICATOR 18A	\$1.17 Billion	total annual EiEPC funding
→ INDICATOR 18B	\$130 Million	total annual EiEPC funding to forgotten crises
→ INDICATOR 19	4.5%	EiE funding (out of sector-specific humanitarian funding)
→ INDICATOR 20	29%	EiE funding against required EiE appeal funding

ECW seeks to influence broader EiEPC funding trends by advocating for increased prioritization and financial support for EiEPC. This section of the report describes trends in EiEPC financing based on an analysis of data from OCHA's Financial Tracking Services (FTS).⁶⁰ While FTS includes sector requirements and funding flows against Regional Refugee Response Plans (RRRPs), the reporting and analysis of sector-specific funding flows remains hampered by the fact that most funding towards RRRPs is reported as multisectoral funding.⁶¹

⁶⁰ The FTS database depends on voluntary data reporting from both donors and recipient agencies. Values from past years may get adjusted whenever new data are reported.

⁶¹ UNHCR maintains its own Refugee Funding Tracker, <refugee-funding-tracker.org>. The data on RRRP requirements are consistent with those reported on FTS. Where Humanitarian Response Plans (HRPs) overlap with RRRP components, the RRRP requirement is integrated in HRPs to avoid double counting. Therefore, to avoid double counting, ECW used the FTS data when conducting its analysis of total humanitarian funding, including EiE financing for HRPs, RRRPs and other appeals.



Students hold new learning materials that were distributed through an ECW-funded programme in Burundi. Lack of educational materials is a significant challenge in the country, particularly affecting success rates for children with specific needs.

Increasing humanitarian financing for education

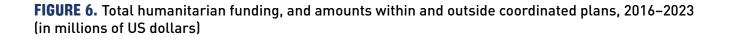
For the first time in a decade, total humanitarian funding for education decreased compared to the previous year, from \$1.2 billion in 2022 to \$1.17 billion in 2023 (Figure 6).⁶²

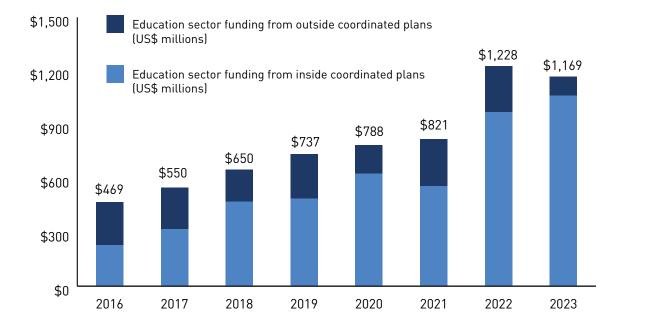
This followed a longer-term trend of increased EiE funding, from \$469 million in 2016 to \$821 million in 2021 to \$1.2 billion in 2022. The decline in EiE funding occurred alongside a significant decrease in global humanitarian funding overall, from \$41.5 billion in 2022 to \$33.9 billion in 2023. Between 2021 and 2023, the share of education in total sector-specific humanitarian funding fluctuated, from 4.8% in 2021 to 4.2% in 2022 to 4.5% in 2023.

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The funded amounts for education, relative to appeal requirements, decreased slightly – from 33% in 2022 to 29% in 2023.

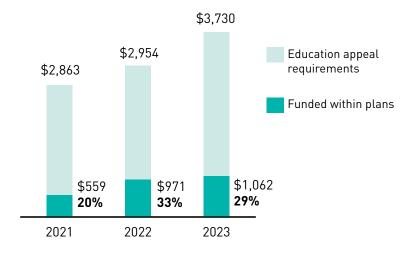
62 The analysis of humanitarian funding for education in this section of the report is based on data downloaded on 21 June 2024 from OCHA's Financial Tracking Service (FTS), unless otherwise indicated.





The funded amounts for education, relative to appeal requirements, decreased slightly – from 33% in 2022 to 29% in 2023 – but this percentage was still much higher than the record low 20% in 2021 (Figure 7). This recent decrease should be seen in consideration of the substantial increase in the amount of education appeal requirements between 2022 and 2023. Education appeal requirements grew by 26%, from \$2.9 billion in 2022 to \$3.7 billion in 2023, an all-time high.⁶³

FIGURE 7. Education appeal requirements and amounts funded within plans (in millions of US dollars), and percentage funded, 2021–2023⁶⁴



63 This increase was driven by higher education requirements for countries such as Ukraine (\$327 million), Syria (\$195 million), and Ethiopia (\$73 million).64 Long-term trends in education requirements should not be analysed prior to 2021 due to changes in data reporting practices in the FTS.

After a period of steady increases, appeal requirements for the education sector have decreased for the first time in years, from \$3.7 billion in 2023 to \$3.05 billion in 2024 – a reduction of \$680 million, or 18%.⁶⁵ This decrease was consistent with an 18% decrease in total appeal requirements between 2023 and 2024, to a large part due to boundary setting (see text box, at right).

As a share of total sector-specific appeal requirements, education requirements decreased slightly, from 7.1% in 2023 to 6.8% in 2024, following fluctuations in the two years prior (7.9% in 2021 and 6.4% in 2022). Comparatively, the top priorities have been food insecurity, comprising 36% to 43% of the total appeal requirements, followed by health (10% to 11%), WASH (8% to 9%) and emergency shelter and non-food items (7% to 9%).

Certain crisis appeals have been chronically underfunded for several years. In HRPs for 2022 and 2023, Nigeria is the country with the least funded education appeal requirements; only 8% of requirements were covered. Next on the list were Mali (10% to 15%), Burkina Faso (15%), Yemen (13% to 18%), Ethiopia (15% to 19%), Myanmar (17% to 21%), Haiti (19% to 20%) and the Democratic Republic of the Congo (20% to 22%).

Moreover, humanitarian funding for education has not been allocated equitably. ECW supported a study by the Global Hub for EiE analysing EiE funding to countries ranked according to Save the Children's Risk to Education Index. The study found that 11 countries facing the highest risk to education in 2023 were also the most underfunded – that is, they received less than the global average of humanitarian funding.⁶⁶

In 2023, \$130 million (11%) of the total of \$1.17 billion in humanitarian aid for education was allocated to forgotten crises.⁶⁷ To ensure that

forgotten crises receive the attention and funding they deserve, ECW has initiated separate tracking of EiEPC funding for these crises and has integrated a scoring component that prioritizes forgotten crises in its allocation of funds. ECW in close coordination with its partners will reinforce advocacy efforts to increase global funding for forgotten crises in a more targeted manner.

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BACKGROUND INFORMATION: BOUNDARY SETTING IN HUMANITARIAN APPEALS IN THE GLOBAL HUMANITARIAN OVERVIEW (GHO) 2024

The global humanitarian community requested a total of \$46 billion in 2024, a significant decrease from the \$56 billion requested in 2023. With many crises being prolonged and new ones emerging, the entire humanitarian system has become increasingly stretched. Only 43% of appeal requirements were funded in 2023, a record funding gap against overall humanitarian appeals. This has contributed to a more stringent approach to what gets included in humanitarian appeals, known as 'boundary setting,' which was applied by the GHO 2024 to all sectors, including education.

"In the face of these mounting crises, the global humanitarian system is on the verge of collapse. Needs are rising. And funding is drying up. Our humanitarian operations are being forced to make massive cuts."

– António Guterres, Secretary-General of the United Nations, in his address to the UN General Assembly on 19 September 2023

⁶⁵ The decreases in financial requirements from 2023 to 2024 were also reflected in corresponding decreases in people in need (PiN) figures for education. These ranged from 62.2 million in 2021 to 85.9 million in 2022 then dropped to 74.3 million in the GHO 2024. The percentage of people in need targeted has remained steady at approximately 30% in 2024.

⁶⁶ Geneva Global Hub for Education in Emergencies, Unlocking Futures: A global overview of education in emergencies financing, 2024. https://eiehub.org/wp-content/uploads/2024/06/7-Key-Insights_Unlocking-Futures-A-Global-Overview-of-EiE-Financing.pdf

⁶⁷ ECW uses the list of forgotten crises issued by the European Union–European Civil Protection and Humanitarian Aid Operations (EU–ECHO). These are defined as severe, protracted humanitarian crises where people receive insufficient or no international aid.



In 2023, ECW announced three <u>Global</u> <u>Champions</u>, whose role is to further propel and amplify advocacy messages for EiEPC: (from left to right) Folly Bah Thibault, acclaimed international journalist, lead presenter for Al Jazeera and founder of the Elle Ira à l'École Foundation; Somaya Faruqi, former captain of the Afghan Girls' Robotics Team; and Christina Lamb, Chief Foreign Correspondent at The Sunday Times, bestselling author and co-writer of *I Am Malala*.



Increasing financing for education at the humanitarian-development nexus

Most crises with active appeals – approximately 90% – have had repeated appeals for many years, often for more than a decade. These protracted crises require sustained and integrated efforts from both humanitarian and development actors to break the persistent cycle of appeals.

In a 2024 report, the Geneva Global Hub for EiE highlighted the need to strengthen EiEPC financing at the humanitariandevelopment nexus as one of three key opportunities to advance global EiEPC financing (see box, at right). (**0**)

PROGRESS AND OPPORTUNITIES: UNLOCKING MORE AND BETTER EIEPC FINANCING: REPORT FINDINGS

- Global education funds remain a key catalyst for mobilizing additional EiE funding. ECW and the Global Partnership for Education (GPE) should receive increased funding in accordance with stated targets, while collaboration between the two global funds should be further strengthened and institutionalized to build on previous successes.
- 2. There is still potential for expanding nexus funding approaches for EiE. Coordination between humanitarian and development funding for education should be further strengthened in crisis-affected countries.
- 3. There is significant untapped potential for climate finance investment in EiE. An appropriate proportion of climate finance should be provided to the education sector, and EiE partners should be given further capacity-building opportunities so they can access the relevant funding mechanisms.

Source: Geneva Global Hub for Education in Emergencies, Unlocking Futures: A global overview of education in emergencies financing, 2024. https://eiehub.org/wp-content/uploads/2024/06/7-Key-Insights_Unlocking-Futures-A-Global-Overview-of-EiE-Financing.pdf The Geneva Global Hub for EiE report found that overall development aid to the education sector in fragile and crisis-affected countries has increased in recent years. The proportion of official development assistance (ODA) in these contexts rose from 6.4% in 2017 to 7.2% in 2022. Moreover, the World Bank has increased its funding to education in fragile and crisis-affected countries, from \$5.2 billion in 2022 to \$7.0 billion in 2024. This represents 27% of the World Bank's total education spending.

A combined analysis of humanitarian and development aid in crisis contexts is essential for understanding funding trends and the shifts between these types of aid, and for identifying crises with persistent funding needs. However, the absence of a comprehensive system for monitoring education financing within the nexus, including a tracking system for both humanitarian and development education aid, poses a significant challenge. This is further complicated by the lack of standardized definitions for what constitutes humanitarian versus development funding, as different organizations employ varying practices. ECW, for example, only considers FERs as humanitarian aid and thus does not publish its MYRP allocations to the FTS. This means that data extracted from the FTS excludes ECW work through the MYRP window – unless a MYRP funding recipient classifies the funding as humanitarian aid and reports it to the FTS. Examples of ECW's total allocations, including both FERs and MYRPs, in selected chronically underfunded crises are described in the following box.

To enhance the awareness of stakeholders on EiEPC financing flows and trends, ECW has begun work on a Financing Observatory, an innovative initiative that will consolidate existing data on EiEPC funding and present it in a visually accessible format for all partners. In collaboration with the UNESCO Global Education Monitoring Report, ECW has commenced an evaluation of the completeness, quality and coherence of education financing data in crisis settings. By integrating data from both humanitarian and development funding sources, the observatory seeks to enhance our understanding of education financing flows and trends in crisis contexts.

PROGRESS AND OPPORTUNITIES: PROVIDING FUNDING IN CHRONICALLY UNDERFUNDED CRISES

In 2023, ECW disbursed \$71.4 million to countries in which funding within HRPs was below 25% for 2022–2023. This amount represents approximately 30% of the reported funded amount in these countries (\$252.4 million).

A total of \$129.7 million was disbursed to countries in 2023, according to FTS. ECW disbursed \$80.8 million to these countries. Yet, the amount of ECW funding published by FTS was only \$8.1 million (FER programme disbursements).

A notable example is South Sudan – one of the forgotten crises listed by the European Union. ECW disbursed \$17.1 million through the MYRP window (\$40 million allocation) in 2023, accounting for over 30% of the annual appeal for HRP South Sudan. FTS published no ECW funding for South Sudan in 2023.

Similarly, Nigeria, also listed as a forgotten crisis, received \$9.1 million in 2023 from ECW through the MYRP window. This amount is more than double the total amount of funding from all donors published by FTS. ANNEXES

ANNEX 1:

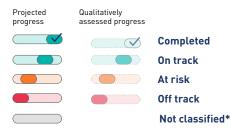
Results framework scorecard

Legend

NA Not available for the specified year TBD To be determined

- No target value previously established; proposed value based on data from 2023
- ^a Fewer than five programmes with requisite evidence to calculate indicator. *See online methodological appendix for more details.*

Progress toward target



*Progress could not be classified for lack of data or because of methodological issues

Level of disaggregation	Baseline	Results: 2023	Target: 2026 (Current)	Progress towards target
of 3- to 18-year-old children and ado R funding window	lescents reached wi	th ECW assistan	ce through	
Total	6,902,767	5,597,253	NA	
Female	48.4%	50.7%	NA	
Pre-primary	9.0%	6.6%	NA	
Secondary	11.0%	23.4%	NA NA NA	
Children with disabilities	0.9%	1.7% 22.2%		
Refugees	30.0%			
IDPs	13.0%	16.8%	NA	
 DICATOR 1 of 3- to 18-year-old children and adol			-	funding window
Total	3,900,000	1,173,523	11,900,000	
Female	50.0%	55.0%	60.0%	
Pre-primary	11.8%	4.8%	10.0%	
Secondary	11.9%	20.3%	20.0%	
Children with disabilities	1.3%	1.0%	10.0%	
Refugees	27.1%	19.8%	NA	
IDPs	13.4%	24.4%	NA	

NOTE: Quantitative projections assume a constant annual rate of change towards the target as occurred between 2022 and 2023, where 2022 data are available; otherwise, between 2018–2021 and 2023. The 2018–2021 values are reported in the baseline column to align with baseline values in the Strategic Plan; 2022 values are available in the 2022 ECW Annual Results Report. Projections are not adjusted for potential compounding. Quantitative projections were reviewed and discussed by the ECW Secretariat before final assignment of a scorecard classification. Where prior values were not available or were not comparable, progress towards the target was qualitatively assessed by the ECW Secretariat on criteria including: remaining distance to target; upcoming investments, and strategic priorities.

	Level of disaggregation	Baseline	Results: 2023	Target: 2026 (Current)	Progress towards target
Goal: II	NDICATOR 2		1		
Number	r of 3- to 18-year-old children and adoles	cents reached wit	th ECW assistan	ce through the MY	RP funding
window	,				
	Total	2,200,000	4,423,730	7,600,000	
	Female	47.5%	49.5%	60.0%	
	Pre-primary	5.9%	7.1%	10.0%	
	Secondary	11.2%	24.2%	20.0%	
	Children with disabilities	1.2%	1.9%	10.0%	
	Refugees	31.7%	22.9%	NA	
	IDPs	13.5%	14.8%	NA	
Result 1	I: INDICATOR 3A				
% FERs	/MYRPs with increased education particip	ation in ECW-sup	oported commu	nities	
	Eligible programmatic investments				
	Total	96.0%	94.5%	90.0%	
	FERs	96.0%	93.3% 95.5%	90.0% 90.0%	
	MYRPs	96.0%			
	Programmatic investments with sol	id evidence of inc	rease		
	Total	46.0%	91.4%	50.0%	
	FERs	46.0%	78.5%	50.0%	
	MYRPs	46.0%	100.0%	50.0%	
Result 1	I: INDICATOR 3B				
% FERs	/MYRPs with increased gender-equitable	education partici	ipation in ECW-s	supported commu	nities
	Total programmatic investments	NA	72.2%	90.0%	
	FERs	NA	50.0%	90.0%	
	MYRPs	NA	83.3%	90.0%	
	I: INDICATOR 4A //MYRPs with retention or completion rate	es above 75% in E	CW-supported	learning spaces	
	Total programmatic investments	NA	52.9%	90.0%	
	FERs	NA	100.0%	90.0%	
	MYRPs	NA	46.7%	90.0%	
		INA	40.770	70.070	
	I: INDICATOR 4B //MYRPs with gender-equitable retention (or completion rat	es above 75% i	n ECW-supported	learning spaces
% FERs	5	-			<u> </u>
% FERs	Total programmatic investments	NIA	100 0%	91111/2	(
% FERs,	Total programmatic investments FERs	NA NA	100.0%	90.0% 90.0%	

	Level of disaggregation	Baseline	Results: 2023	Target: 2026 (Current)	Progress towards targe
	INDICATOR 5A IYRPs with transition rates from non-fo ties	rmal to formal ed	ducation above o	60% in ECW-suppo	orted
	Total programmatic investments	67.0%	85.7%	80.0%	
	FERs	90.0%	100.0%	80.0%	
	MYRPs	20.0%	83.3%	80.0%	
% FERs/M	INDICATOR 5B IYRPs with gender-equitable transition ported communities ^a	rates from non-f	ormal to forma	l education above	60% in
	Total programmatic investments	NA	100.0%	80.0%	
	FERs	NA	100.0%	80.0%	
	MYRPs	NA	100.0%	80.0%	
	All eligible MYRPs: Number of MYRPs	8	8	20	
paces	and % of MYRPs with improved learning				
	-	8	8	20	
	% of MYRPs	100.0%	80.0%	90.0%	
	MYRPs with solid evidence of impro-	vement:			
	Number of MYRPs	NA	5	12*	
	% of MYRPs	63.0%	62.5%	60.0%	
lumber a	INDICATOR 6B and % of MYRPs with gender-equitable ported learning spaces ^a	improved learning	g outcomes in li	teracy and/or nun	neracy in
	Number of MYRPs	NA	3	20	
	% of MYRPs	NA	100%	90.0%	
lumber a	INDICATOR 7A and % of MYRPs with improved social ar nts in ECW-supported learning spaces All eligible MYRPs:	nd emotional lear	ning (SEL) and/	or well-being of cl	nildren and
	Number of MYRPs	4	5	10	
	% of MYRPs	100%	71.7%	60.0%	
	MYRPs with solid evidence of improv				
			-	(sh	
	Number of MYRPs	NA	2	6*	

	Level of disaggregation	Baseline	Results: 2023	Target: 2026 (Current)	Progress towards targe
Number	INDICATOR 7B and % of MYRPs with gender-equitable oported learning spaces ^a	improved SEL an	d/or well-being c	of children and ad	lolescents in
	Number of MYRPs	NA	NA	10	
	% of MYRPs	NA	NA	60.0%	
Number	INDICATOR 8 and % of MYRPs in a sample of MYRP co gender equality among students (m/f), t MYRPs ^a				
	All eligible MYRPs:				
	Number of MYRPs	NA	1	6*	
	% of MYRPs	NA	100%	50.0%	
	MYRPs with solid evidence of impro	vement:			
	Number of MYRPs	NA	1	3*	
	% of MYRPs	NA	100%	60.0%*	
	of additional aligned funding for EiEPC r tion support component (in United State Overall		nple of MYRP cou \$39,000,000	ntries with a ded \$50,000,000*	licated resource
mobilizat S01A: IN I	tion support component (in United State	s dollars) NA	- 		I
mobilizat 501A: IN	tion support component (in United State Overall DICATOR 10	s dollars) NA	- 		I
mobilizat 501A: IN EiE fundi 502A: IN	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi	s dollars) NA ng 7.9%	\$39,000,000 6.8%	\$50,000,000* 10.0%	
mobilizat 501A: IN EiE fundi 502A: IN	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi Overall DICATOR 11	s dollars) NA ng 7.9%	\$39,000,000 6.8%	\$50,000,000* 10.0%	
mobilizat S01A: IN EiE fundi S02A: IN	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi Overall DICATOR 11 and % of MYRPs in a sample of MYRP co	s dollars) NA ng 7.9% ountries with evid	\$39,000,000 6.8% ence of improved	\$50,000,000* 10.0%	the nexus
mobilizat S01A: INI EiE fundi S02A: INI Number 3 S02A: INI % of fund	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi Overall DICATOR 11 and % of MYRPs in a sample of MYRP co Number of MYRPs % of MYRPs DICATOR 12 Is in FERs and MYRPs transferred to nations and WROs) as directly as possible	s dollars) NA ng 7.9% ountries with evid NA NA	\$39,000,000 6.8% ence of improvec 6 20.7%	\$50,000,000* 10.0% Coordination at 1 5 80.0%	the nexus
mobilizat 501A: IN EiE fundi 502A: IN Number 3 502A: IN % of fund	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi Overall DICATOR 11 and % of MYRPs in a sample of MYRP co Number of MYRPs % of MYRPs DICATOR 12 ds in FERs and MYRPs transferred to nations and WROs) as directly as possible Simple average:	s dollars) NA ng 7.9% ountries with evid NA NA tional/local partn	\$39,000,000 6.8% ence of improvec 6 20.7% ers (including LV	\$50,000,000* 10.0% Coordination at 1 5 80.0% VOs, OPDs, refuge	the nexus
mobilizat 501A: INI EiE fundi 502A: INI Number 3 502A: INI % of fund	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi Overall DICATOR 11 and % of MYRPs in a sample of MYRP co Number of MYRPs % of MYRPs DICATOR 12 ds in FERs and MYRPs transferred to nations and WROs) as directly as possible Simple average: Total programmatic investments	s dollars) NA Ng 7.9% Untries with evid NA NA tional/local partn 34.7%	\$39,000,000 6.8% ence of improved 6 20.7% ers (including LW 24.3%	\$50,000,000* 10.0% Coordination at 1 5 80.0% VOs, OPDs, refuge 30.0%	the nexus ee-led
mobilizat 501A: IN EiE fundi 502A: IN Number 3 502A: IN % of fund	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi Overall DICATOR 11 and % of MYRPs in a sample of MYRP co Number of MYRPs % of MYRPs DICATOR 12 Is in FERs and MYRPs transferred to nations and WROs) as directly as possible Simple average: Total programmatic investments MYRPs	s dollars) NA NA TORNA NA NA NA Stional/local partn 34.7% 35.3%	\$39,000,000 6.8% ence of improved 6 20.7% ers (including LV 24.3% 22.6%	\$50,000,000* 10.0% Coordination at 1 5 80.0% VOs, OPDs, refuge 30.0% 30.0%	the nexus ee-led
mobilizat 501A: IN EiE fundi 502A: IN Number 3 502A: IN % of fund	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi Overall DICATOR 11 and % of MYRPs in a sample of MYRP co Number of MYRPs % of MYRPs DICATOR 12 ds in FERs and MYRPs transferred to nations and WROs) as directly as possible Simple average: Total programmatic investments MYRPs FERs	s dollars) NA Ng 7.9% Untries with evid NA NA tional/local partn 34.7%	\$39,000,000 6.8% ence of improved 6 20.7% ers (including LW 24.3%	\$50,000,000* 10.0% Coordination at 1 5 80.0% VOs, OPDs, refuge 30.0%	the nexus ee-led
mobilizat S01A: INI EiE fundi S02A: INI Number 3 S02A: INI % of fund	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi Overall DICATOR 11 and % of MYRPs in a sample of MYRP co Number of MYRPs % of MYRPs DICATOR 12 ds in FERs and MYRPs transferred to nations and WROs) as directly as possible Simple average: Total programmatic investments MYRPs FERs Weighted average:	s dollars) NA NA T.9% NA NA NA NA Stional/local partn 34.7% 35.3% 33.6%	\$39,000,000 6.8% ence of improved 6 20.7% ers (including LV 24.3% 22.6% 27.8%	\$50,000,000* 10.0% Coordination at 5 80.0% VOs, OPDs, refugu 30.0% 30.0% 30.0%	the nexus ee-led
mobilizat S01A: INI EiE fundi S02A: INI Number a S02A: INI % of fund	tion support component (in United State Overall DICATOR 10 ng required as a % of total appeal fundi Overall DICATOR 11 and % of MYRPs in a sample of MYRP co Number of MYRPs % of MYRPs DICATOR 12 ds in FERs and MYRPs transferred to nations and WROs) as directly as possible Simple average: Total programmatic investments MYRPs FERs	s dollars) NA NA TORNA NA NA NA Stional/local partn 34.7% 35.3%	\$39,000,000 6.8% ence of improved 6 20.7% ers (including LV 24.3% 22.6%	\$50,000,000* 10.0% Coordination at 1 5 80.0% VOs, OPDs, refuge 30.0% 30.0%	the nexus ee-led

	Level of disaggregation	Baseline	Results: 2023	Target: 2026 (Current)	Progress towards targe
Number	NDICATOR 13 r and % of FERs/MYRPs with evidence o g OPDs, refugee-led organizations, and		of engagement	with national and I	local partners
	Total programmatic investments:				
	Number	NA	16	19*	
	Percentage	NA	34.8%	40.0%	
	MYRPs:				
	Number	NA	9	11*	
	Percentage	NA	32.1%	40%*	
	FERs:				
	Number	NA	7	8*	
	Percentage	NA	38.9%	40.0%*	
	Number Percentage	NA NA	15 31.3%	19* 40.0%	
	Number	NA	15	19*	
	-	NA	31.3%	40.0%	
	MYRPs: Number		-		
		NA	8	11*	
	Percentage	NA	26.7%	40.0%*	
	FERs:				
	Number	NA	7	8*	
	Percentage	NA	38.9%	40%*	
	Percentage NDICATOR 15A / MYRPs with data on time to monitor e				ucation level
	NDICATOR 15A / MYRPs with data on time to monitor e With data on time, disaggregated	education participat			
	NDICATOR 15A / MYRPs with data on time to monitor e	education participat			ucation level
	NDICATOR 15A / MYRPs with data on time to monitor e With data on time, disaggregated	education participat	ion, disaggrega	ated by sex and edu	
	NDICATOR 15A / MYRPs with data on time to monitor e With data on time, disaggregated Total programmatic investments	education participat by sex: NA	ion, disaggrega 84.2%	ated by sex and edu 95.0%	
	NDICATOR 15A / MYRPs with data on time to monitor e With data on time, disaggregated Total programmatic investments MYRPs	education participat by sex: NA NA NA NA	tion, disaggrega 84.2% 82.1%	ated by sex and edu 95.0% 95.0%	
	NDICATOR 15A / MYRPs with data on time to monitor e With data on time, disaggregated Total programmatic investments MYRPs FERs	education participat by sex: NA NA NA NA	tion, disaggrega 84.2% 82.1%	ated by sex and edu 95.0% 95.0%	

70.0%

100.0%

95.0%

 \checkmark

FERs

	Level of disaggregation	Baseline	Results: 2023	Target: 2026 (Current)	Progress towards target
S02A: INDIC					
% MYRPs wit	h data on time to monitor learning o	utcomes, disaggr	regated by sex a	nd education leve	l
	MYRPs with data on time, disaggregated by sex	NA	39.3%	95.0%	
	MYRPs with data on time, disaggregated by education level	48.0%	64.0%	95.0%	
S02A: INDIC Number and equality and o	% of MYRPs that are informed by be	tter quality evide	nce on needs, in	cluding analyses	regarding gender
	Number of MYRPs	6	4	NA	
	% of MYRPs	86.0%	100%	90.0%	
and risk-rela					ation of crisis-
	Number of MYRPs	NA	7	5	
	% of MYRPs	NA	24.1%	80.0%	
S01B: INDICA	ATOR 18A tal annual EiEPC funding				
	Total (in millions of US dollars)	\$821	\$1,169	\$1,200	
S01B: INDICA Amount of to	ATOR 18B tal annual EiEPC funding to forgotter	n crises			
•	Total (in millions of US dollars)	NA	\$130	150*	
S01B: INDICA % EiE funding	ATOR 19 g (out of sector-specific humanitaria	n funding)			
•	Total	4.8%	4.5%	8.0%	
S01B: INDICA % EiE funding	ATOR 20 g against required EiE appeal funding	9			
	Total	19.8%	28.5%	40.0%	
S01B: INDICA % FERs disbu	ATOR 21 Irsed up to 12 weeks after the huma	nitarian appeal d	ate		
	FERs	56.0%	14.0%	75.0%	
SO1B: INDICA Funding mob	ATOR 22 ilized for ECW Trust Fund				
		\$1,070			

	Level of disaggregation	Baseline	Results: 2023	Target: 2026 (Current)	Progress towards target
Extent to	DICATOR 23 which global and regional institutions nclusive, safe, quality education for cris		•	andards support	ed/promoted by
	Average across stakeholders	NA	To be assessed for ARR24	TBD	
	DICATOR 24 which global and regional institutions s	strengthen their c	oordination at th	e nexus through l	ECW support
	Average across stakeholders	NA	To be assessed for ARR24	TBD	
Extent to	DICATOR 25 which knowledge products supported b , shared, and used (1. minimal, 2. limite Produced			crisis-affected cl	hildren are
b	Shared	NA	1.7	4	
c	Used	NA	To be assessed for ARR24	3	

ANNEX 2:

Children reached by country in 2023

		Total	% Female	% Male	% CWD*	% Refugees	% IDP	% 0APs**	% Pre-Primary	% Primary	% Secondary
Afghanistan	FER	38,183	55%	45%	1%	6%	2%	92%	0%	100%	0%
	MYRP	125,842	50%	50%	4%	4%	32%	63%	0%	100%	0%
Bangladesh	MYRP	109,198	52%	48%	1%	93%	0%	7%	7%	86%	7%
Burkina Faso	MYRP	228,784	50%	50%	3%	2%	49%	49%	3%	71%	26%
Burundi	MYRP	115,787	56%	44%	2%	15%	6%	79%	4%	59%	37%
Central	FER	4,184	45%	55%	0%	20%	0%	80%	5%	86%	9%
African Republic	MYRP	75,096	45%	55%	1%	0%	2%	98%	1%	99%	0%
Cameroon	MYRP	91,161	48%	52%	0%	23%	23%	54%	0%	100%	0%
Chad	FER	37,138	52%	48%	1%	79%	10%	11%	11%	69%	20%
	MYRP	462,469	44%	56%	0%	8%	13%	79%	0%	98%	2%
Colombia	MYRP	98,236	52%	48%	2%	41%	2%	58%	26%	48%	26%
Democratic	FER	8,990	46%	54%	5%	38%	0%	62%	0%	82%	18%
Republic of the Congo	MYRP	70,237	50%	50%	0%	0%	25%	75%	2%	92%	6%
Ecuador	MYRP	217,627	51%	49%	0%	6%	0%	94%	4%	61%	35%
Ethiopia	FER	141,995	48%	52%	3%	18%	44%	38%	10%	79%	11%
	MYRP	125,674	48%	52%	2%	3%	63%	34%	41%	56%	3%
Haiti	MYRP	428,822	48%	52%	0%	0%	0%	100%	1%	5%	94%
Iraq	MYRP	49,544	55%	45%	5%	36%	19%	46%	4%	72%	24%
Kenya	FER	15,725	46%	54%	6%	94%	0%	6%	22%	39%	39%
Lebanon	FER	38,377	52%	48%	0%	100%	0%	0%	0%	83%	17%
	MYRP	71,178	51%	49%	4%	81%	0%	19%	4%	94%	2%

* Children with disabilities

** Other affected populations

		Total	% Female	% Male	% CWD*	% Refugees	% IDP	% 0APs**	% Pre-Primary	% Primary	% Secondary
Libya	MYRP	64,394	52%	48%	4%	5%	1%	95%	1%	93%	6%
Mali	MYRP	216,705	49%	51%	2%	4%	24%	73%	5%	82%	14%
Moldova	FER	47,850	50%	50%	2%	4%	0%	96%	20%	70%	10%
Myanmar	MYRP	39,112	50%	50%	0%	0%	0%	100%	8%	86%	6%
Niger	FER	16,643	52%	48%	1%	34%	28%	38%	12%	66%	23%
	MYRP	200,650	49%	51%	1%	4%	16%	80%	9%	64%	27%
Nigeria	MYRP	277,734	54%	46%	1%	0%	39%	61%	0%	93%	7%
Pakistan	FER	100,055	56%	44%	0%	0%	81%	19%	8%	83%	9%
	MYRP	131,625	59%	41%	13%	14%	0%	86%	14%	67%	19%
Peru	MYRP	34,345	51%	49%	2%	40%	0%	60%	11%	49%	40%
Somalia	FER	69,630	50%	50%	4%	0%	63%	37%	4%	92%	4%
South Sudan	MYRP	81,592	42%	58%	3%	0%	16%	84%	19%	73%	8%
State of Palestine	MYRP	625,425	50%	50%	3%	66%	1%	33%	0%	63%	37%
Sudan	FER	21,764	54%	46%	0%	43%	29%	29%	9%	72%	20%
	MYRP	103,254	51%	49%	1%	33%	28%	39%	5%	76%	19%
Syria	FER	185,501	51%	49%	1%	5%	41%	54%	2%	82%	16%
	MYRP	125,377	49%	51%	2%	3%	54%	43%	1%	78%	21%
Uganda	FER	115,119	47%	53%	0%	78%	0%	22%	3%	89%	8%
	MYRP	253,862	49%	51%	1%	73%	0%	27%	46%	51%	4%
Ukraine	FER	326,988	67%	33%	0%	0%	0%	100%	0%	57%	43%
Yemen	FER	5,381	58%	42%	2%	0%	52%	48%	18%	74%	8%

ANNEX 3:

Overview of global public goods produced, 2023

Following is a list of global public goods supported by ECW through AF grants, with links, and their authors or producers. These products were developed for the EiEPC sector and are available in the public domain, for use by all.

Global public goods supported by ECW through the AF grants	Author/producer
Better Learning Programme App: <feel better="" better,="" learn=""></feel>	NRC
Child Participation in (Joint) Education Needs Assessments and Other Education Cluster-Led Initiatives: Compendium of all GEC tools and supporting resources	GEC
Child Participation within Coordinated EiE Needs Assessments and Analysis: A Supplementary Guide	GEC
Child Safeguarding: What Education Clusters Need to Know (master slide deck)	GEC
Colors of Kindness, Spring 2022: Results from a pilot study with refugee and host students in NGOs and formal schools in Greece. Summary Report	Amal Alliance
Conceptual Framework for Education in Emergencies Data	UNESCO
Crisis-Affected Children and Adolescents in Need of Education Support: New Global Estimates and Thematic Deep Dives	ECW
Curriculum Content Planning Framework (CCPF) Practical Maths Programme	War Child
Disability-Inclusive EiE: Key concepts, approaches, and principles for practice	INEE
Disability-Inclusive EiE: Resources Mapping and Gap Analysis	INEE
Earthquake Response Specific Examples (child protection and education lessons learned)	GEC
The Education Cluster at Country Level: Country Co-Leadership Agreement (slide deck)	GEC
Education Cluster Preparedness Plan (template)	GEC
Education Cluster: Sector Preparedness Assessment (step-by-step method)	GEC
EiE Data System Strengthening: Knowledge Hub	UNESCO

Frequently Asked Questions on the Child Functioning Module: Teacher Version (CFM- TV)	НІ
Futures at Risk: Climate-Induced Shocks and Their Toll on Education for Crisis- Affected Children: Background study for the ECW Climate Appeal	ECW
GEC <how to=""> Series for Education Cluster Teams: Establishing Quality EiE Response Standards and Standard Operating Procedures (SOPs)</how>	GEC
GEC <how to=""> Series: Local Leadership in Education Cluster Coordination</how>	GEC
Global Education Cluster People in Need (PiN) 2023 Methodology & Templates	GEC
Good Practices on Gender & Gender-Based Violence Risk Mitigation Integration by Education Clusters (learning brief)	GEC
Guidance towards Institutionalizing EiE Data Production and Use for Crisis-Sensitive Educational Planning	UNESCO
Guidelines and Toolkit for a Diagnosis of the EiE Data Ecosystem	UNESCO
Leveraging Education in Emergencies for Climate Action	Geneva Global Hub
Minimum Actions for Child Safeguarding in Education Coordination	GEC
Nordic Road Map for MHPSS in Fragile and Humanitarian Settings, 2022–2030	War Child
Practical Steps towards Bridging the Humanitarian-Development Nexus (draft version)	GEC
Preparedness Toolkit for Education Clusters and Child Protection Working Groups (final version)	GEC
RDIF software (tool for analysis of bias of survey items)	NYU Global TIES/UNC
Resource Menu for Earthquake Coordination Response (lessons learned and guidance)	GEC
Strengthening Education Management Information Systems for Increased Resilience to Crises: A synthesis of case studies	UNESCO
Strengthening Holistic Learning Measurement Systems in EiEPC in Colombia and Peru	NYU Global TIES
Türkiye and Syria Earthquake Response: MHPSS Tip Sheet for Education Clusters [first draft]	GEC

About Education Cannot Wait (ECW)

Education Cannot Wait is the global fund for education in emergencies and protracted crises within the United Nations. 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, United Nations agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public- and private-sector donors for expanded support to reach even more vulnerable children and youth.

Additional information is available at www.educationcannotwait.org

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