



# EDUCATION CANNOT WAIT

a fund for education  
in emergencies

Results Report | April 2017 – March 2018

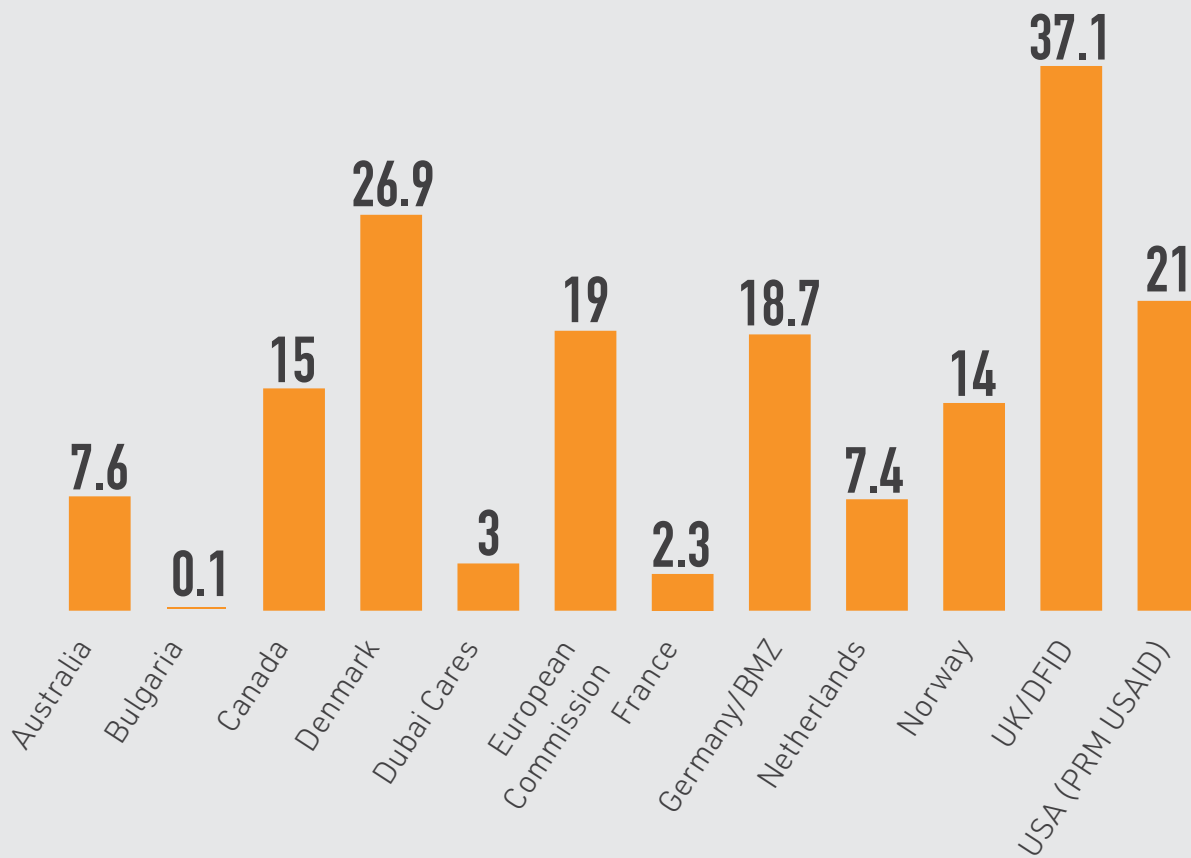
*This report was produced by the ECW Secretariat. It was compiled from the data collected from 42 ECW grantees through their 6-monthly and annual reports as well as specific exchanges with the ECW Secretariat. It also draws upon external data sources such as UNOCHA, UNHCR, the UNESCO Institute for Statistics and individual appeal documents.*

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# TOTAL \$172 M DONOR CONTRIBUTIONS TO ECW

(IN US\$ MILLION AS OF 31 MARCH 2018)





**AUSTRALIA**



**BULGARIA**



**CANADA**



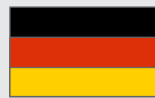
**DENMARK**



**EUROPEAN  
COMMISSION**



**FRANCE**



**GERMANY/  
BMZ**



**NETHERLANDS**



**NORWAY**



**USA  
(PRM USAID)**



**UK/DFID**



دبي العطاء  
Dubai Cares

**DUBAI  
CARES**

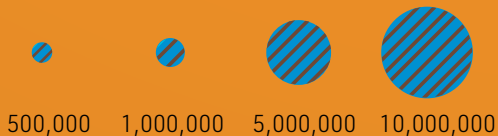
# ECW INVESTMENTS: US\$82 MILLION

(APRIL 2017 – MARCH 2018)

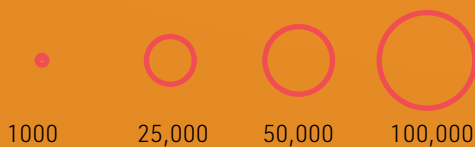
## 650,274 CHILDREN AND YOUTH REACHED



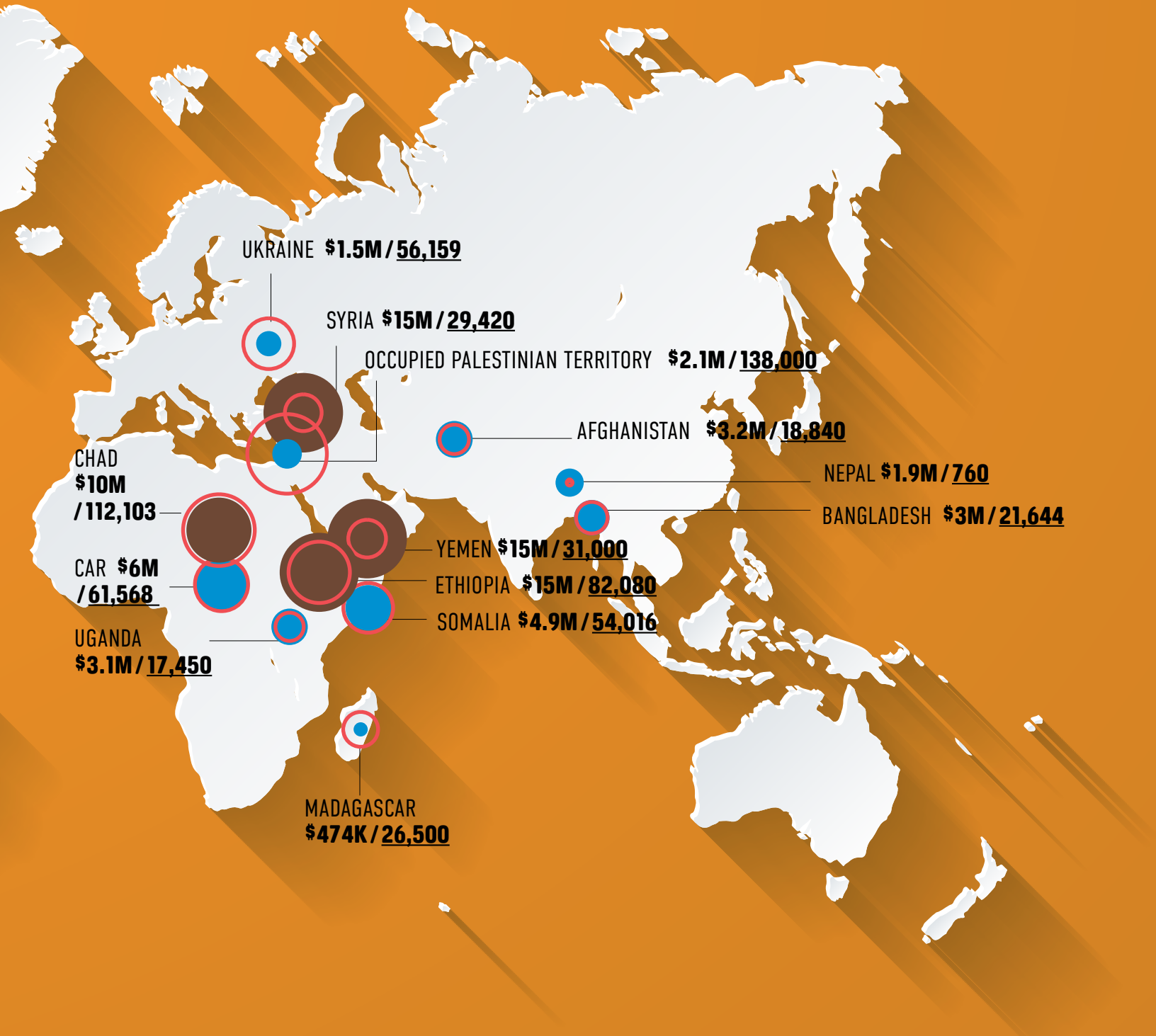
### Sum of Amount budgeted



### Sum of Children reached



● First Emergency Response      ● Initial investment  
(in US\$ as of 31 March 2018)



# EXECUTIVE SUMMARY

**FOLLOWING YEARS OF ADVOCACY, CAMPAIGNING AND RESEARCH, THE EDUCATION CANNOT WAIT (ECW) FUND WAS LAUNCHED IN MAY 2016 AT THE WORLD HUMANITARIAN SUMMIT. THE FUND BECAME OPERATIONAL IN THE FIRST QUARTER OF 2017.**

In its first year of operations, donors' contributions to ECW totalled **\$172 million** - exceeding the fund's initial 2017 resource mobilization target of \$153 million. As of 31 March 2018, ECW has invested **\$82 million in 14 countries<sup>1</sup>** affected by conflict, population displacement and natural disasters. So far, these investments are supporting quality education for more than **650,000 children and youth** - among the most vulnerable and hard-to-reach on the globe.

In 10 countries facing sudden-onset or escalating crises, ECW's 12-month First Emergency Response allocations supported humanitarian partners in kick-starting crucial education programmes. In 3 out of the 4 countries targeted by ECW's 2-year Initial Investments programmes, activities on the ground have already progressed well, reaching nearly half of the target overall<sup>2</sup>.

ECW-supported programs span a wide spectrum of context-specific activities designed to meet education needs for crises-affected children and youth aged 3-18 years old. These include the provision of learning materials and psychosocial support, school and classroom equipment and

infrastructure, teachers' training and support as well as non-formal education programs.

ECW's investments aim at generating outcomes in the areas of access, equity and gender equality, continuity, quality and protection. Results reported by ECW's grantees for this first year show the Fund's investments already have positive outcomes in these areas, in particular regarding increasing access and promoting gender equity. In line with its commitment to measure outcomes, ECW is also incentivizing better assessment of programme results. In that vein, a number of ECW's grantees have started to measure or are planning to measure outcome indicators in these areas.

ECW's investments are also contributing to transform the Grand Bargain localization commitment into reality: for this reporting period, 19 per cent of ECW's investments have gone to local or national stakeholders "as directly as possible" - while the *Grand Bargain's* objective is for that share to reach 25 per cent by 2020.

- <sup>1</sup> In April 2018, ECW announced a \$3 million dollars investment for a First Emergency Response in the Democratic Republic of the Congo (DRC) - bringing its total investments to \$84 million in 15 countries.
- <sup>2</sup> Initial Investments were launched in 2017 before the establishment of the ECW permanent Secretariat with an aim to provide immediate education support to children and youth affected by crises in Syria, Yemen, Chad and Ethiopia. These programs have a 2-year duration. Initial Investments in Chad, Ethiopia and Syria have reached 48 per cent of their overall target and are expected to reach their programmatic objectives on time, while in Yemen, funds are being reprogrammed in order to adapt to the challenging operational environment.



# EDUCATION CANNOT WAIT

SUPPORT IS REACHING  
A TOTAL OF

**650,274**

CHILDREN AND YOUTH  
(48% GIRLS)



**145,994**

CHILDREN REACHED RECEIVED  
NON-FORMAL EDUCATION



**1,138**

CLASSROOMS BUILT



**75,000**

CHILDREN RECEIVED  
PSYCHOSOCIAL SUPPORT



**300**

GENDER-SENSITIVE  
LATRINES BUILT



**319,445**

CHILDREN RECEIVED  
LEARNING MATERIALS



**3,569**

TEACHERS RECRUITED/  
FINANCIALLY SUPPORTED  
(41.8% female)



**4,708**

TEACHERS TRAINED  
(61.2% female)



**29,892**

CHILDREN SUPPORTED  
THROUGH EARLY  
CHILDHOOD EDUCATION


ECW's pioneering role and unique value in addressing the humanitarian-development nexus and bridge the humanitarian - development divide for the education response in protracted crises is bearing fruit. The development of joint multi-year programmes is underway in 5 of the Fund's 25 priority countries – 4 of which are expected to be launched in the second quarter of 2018. Such programmes optimize the humanitarian coordination architecture and ensure coordination with governments, humanitarian, refugee and development agencies/coordination mechanisms, as well as civil society - in alignment with relevant humanitarian and development plans. They also provide a vehicle for joint investments and collaboration between humanitarian and development stakeholders.

ECW's new gender-strategy and focus on girls' education have also proven effective. During the reporting period, ECW's investments reached 48 per cent of girls, which is nearly a 50/50 ratio between girls and boys. In Afghanistan, alone, ECW investments reached 60 per cent of girls, in a country where girls represent only 39 per cent of primary level school enrolment.

Throughout the reporting period, results and lessons learnt from ECW's Initial Investments as well as broader experience of development programming in humanitarian crisis contexts have informed ECW's investments, ensuring a rapid evolution of the Fund's operating modalities and further defining its added value and identity specifically designed for crisis contexts.

In its first year of existence, ECW has also built on advocacy efforts that led to its inception, engaging with key stakeholders to strengthen political and financial commitments to education in emergencies, including through the G20 discussions on the international architecture for financing education and through the G7 commitment to implement the Sustainable Development Goals (SDGs) and raise the attention on education as a priority policy agenda.

Funding trends indicate there is still a long way to go further to the 2010 UN General Assembly resolution 54/290 in which Member States reaffirmed their commitment to the right to education in emergencies. The education sector remains dramatically underfunded and has yet to be prioritized in crisis response – depriving millions of children and youth from an opportunity to thrive and fulfil their potential. An increase in funding to education in emergency is however observed in recent years, including thanks to ECW's contribution. But additional efforts and more collaboration among all stakeholders remain necessary if we want to close the estimated \$8.5 billion gap to reach all crises-affected children and youth with quality education and ensure the achievement of the 2030 Agenda and the SDGs.

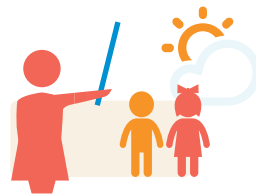
Rohingya children attending an  
ECW-supported learning centre  
in Cox's Bazar, Bangladesh. 



# CONTEXT

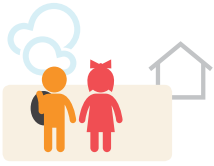
As time closes in for achieving the 2030 Agenda and the Sustainable Development Goals (SDGs), we face an unprecedented challenge that will impact our generation and those yet to come. A staggering number of 75 million children and youth in armed conflicts, refugee camps, natural disasters and countries affected by epidemics are deprived of their right to quality education. And these numbers are growing: the number of people affected by natural disasters is projected to increase by 50 per cent by 2030 compared to the 2000-2015 period, while violent conflicts have increased sharply since 2011.

The children and youth living in the reality of war and natural disasters need hope in their future. Through quality education we keep their hope alive. Many girls and boys in crises have no access to school, or are targeted when simply wanting to go to school<sup>3</sup>. Yet, they are determined to get a chance to learn in the face of adversity. But without schools and learning, entire generations will be lost.



**“EDUCATION FOR CHILDREN AFFECTED BY CRISES CAN STRENGTHEN RESILIENCE AND DECREASE THE LIKELIHOOD OF FURTHER CRISES.”**

3 Between 2000 and 2014, attacks on school facilities have been multiplied by 17.



**“THE AVERAGE TIME A REFUGEE HAS SPENT AWAY FROM HIS OR HER COUNTRY IS OVER 10 YEARS, LONGER THAN MANY CHILDREN’S ENTIRE SCHOOL CAREER.”**

Disruptions brought about by crises last long: the average time a refugee has spent away from his or her country is over 10 years, longer than many children’s entire school career. Conflict widens education inequalities, particularly gender and wealth disparities. And even though natural disasters do not ‘pick their victims’ based on gender, history consistently shows that women and girls suffer disproportionately in such type of crisis<sup>4</sup>.

Despite these realities, education in emergencies continues to be chronically underfunded. In 2016, education in emergencies received only 1.9 per cent of total humanitarian spending, and 3.5 per cent of sector-specific humanitarian financing<sup>5</sup>. Further compounding the challenge is aid fragmentation, lack of cooperation and limited local ownership. Failure to progress on education for children and youth affected by crises will render achieving the Sustainable Development Goals (SDGs) impossible.

Today, despite our shared commitment to the 2030 Agenda, education is not prioritized in crises. As a result, children and youth in fragile and conflict affected countries are 30 per cent less likely to complete primary education and half as likely to complete lower-secondary education<sup>6</sup> than other children. Still, education is an international human right<sup>7</sup>. We have a legal and moral duty toward these children and youth. Failure to progress on education for children and youth affected by crises also puts human rights and gender-equality at risk

and, eventually, undermines efforts for peace and security. Lack of access to quality education means lower economic<sup>8</sup> and health outcomes, higher child marriage, lower women’s empowerment<sup>9</sup> and an increased risk of recruitment to armed groups and violent extremism groups. Conversely, education for children and youth affected by crises strengthens resilience, provides a productive and meaningful opportunity for change and decreases the likelihood of further crises. This is particularly important considering that, currently, half of the countries emerging from violent conflict relapse into conflict within the next five years<sup>10</sup>.

It is possible to assess the magnitude of the challenge ahead. For SDG4 (Quality Education) as a whole, there is an estimated annual financing gap of \$39 billion between 2015 and 2030 for reaching universal pre-primary, primary and secondary education of good quality in low and lower middle-income countries, equivalent to 1.6 per cent of GDP across all countries. If the gap were to be filled entirely through aid, it would require a six-fold increase in aid financing for education. For humanitarian education funding, an estimated \$8.5 billion annually would be needed to reach all children in need of education support. This represents a staggering 20 times the 2016 level of education in emergencies funding<sup>11</sup>.

4 Rethinking Disasters: Why Death and Destruction is not Nature’s Fault but Human Failure. Oxfam International, 2008.

5 OCHA Financial Tracking System.

6 The Learning generation: investing in education for a changing world; International Commission on Financing Global Education Opportunity, 2016.

7 Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (ICESCR), United Nations Convention on the Rights of the Child, and 2010 General Assembly Resolution on the right to education in emergency situations.

8 One more year of education brings a 10 per cent increase in personal income. Montenegro, Claudio E. and Patrinos Harry Anthony. 2013. Returns to Schooling around the World. Background Paper for the World Development Report 2013.

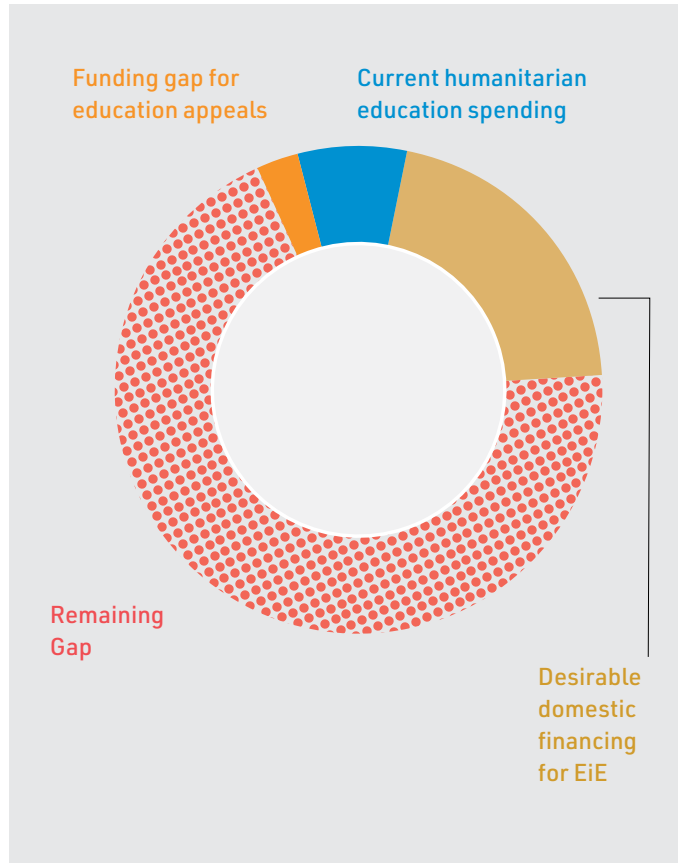
9 Women’s education is associated with rejection of harmful practices, including genital mutilation and cutting, and spousal abuse. See e.g. Gakidou, Emmanuela, Cowling Krycia, Lozano Rafael, Murray Christopher J L. 2010 and UNICEF Innocenti Digest, No.7 - March 2001, Early Marriage, Child Spouses.

10 Mueller, Hannes Felix and Piemontese, Lavinia and Tapsoba, Augustin, Recovery from Conflict: Lessons of Success (February 14, 2017). World Bank Policy Research Working Paper No. 7970.

11 Financial Tracking Service, United Nations Office for the Coordination of Humanitarian Affairs.

## FIGURE 1: ANNUAL FINANCING GAP FOR EDUCATION IN EMERGENCIES (EIE)<sup>12</sup>

(Source: ECW estimate based on ODI calculations and OCHA Financial Tracking System)



The largest portion of the gap is expected to fall upon the international community, while the most “visible” part of the gap – non- or underfunded appeals, only represents a small share of the total financing need. The largest share of the gap is also the one with the lowest visibility. This lack of visibility of education needs is part of the challenge.

Education Cannot Wait (ECW) was created against this backdrop. ECW aims to put education at the center of humanitarian response and support delivery of education in the humanitarian-development nexus. It was conceived as an inclusive platform and fund to bring quality education to crisis-affected children. Adopting A New Way of Working, ECW is a global fund geared at transforming the delivery of education in emergencies and protracted crisis. With less bureaucracy and more accountability, it delivers at speed and ensures a full inclusion of both humanitarian and development actors from the outset.

Working through the established humanitarian coordination architecture, it brings together governments, humanitarian and development actors, civil society and private sector to deliver a more collaborative, coordinated and sustainable response. The fund aims to reach 8 million crisis-affected children and youth with safe, free and quality education by 2021.

<sup>12</sup> Estimate based on ODI calculations on needs and desirable levels of domestic financing for education in emergencies and on the current level of humanitarian education spending

# WORKING TOGETHER TO STEP UP THE DELIVERY OF EDUCATION IN EMERGENCIES AND PROTRACTED CRISES

**I.  
ADDRESSING  
SYSTEMIC  
OBSTACLES  
PAGE 13**

**II.  
COUNTRY  
INVESTMENTS  
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**III.  
DELIVERING  
EDUCATION  
IN CRISIS  
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A student smiles as he writes on the chalkboard of his classroom in a primary school in Galkayo, Somalia. ▶

I.

# ADDRESSING SYSTEMIC OBSTACLES



# FUNDING AND POLITICAL COMMITMENT

## HIGHLIGHTS

Total contributions to ECW – from 12 donors – reached US\$172 million by end 2017

Education funding as a share of humanitarian funding increased from 3.5 per cent in 2016 to 4 per cent in 2017

## AREAS FOR FUTURE GROWTH

Raise the amount and share of funding from innovative approaches and new partnerships (2 per cent in 2017)

Tackle policy level barriers to educational inclusion in crisis settings

To achieve a faster, better quality education in emergencies response in crisis affected countries, political priorities and political will need to translate into resources for education in crisis situations. This includes increased funding to education in humanitarian and refugee appeals<sup>13</sup>, increased availability of predictable funding for education in emergencies, and timely disbursement and use of available funds.

Political will should also be reflected in national policies that are inclusive of refugees, girls and children with disabilities. ECW is contributing to these efforts through advocacy and communication, resource mobilization and investments at the global and local levels, and technical support to policy development. This is a collective effort involving the ECW Secretariat but also the broader ECW movement, driven by donors, host-governments and implementing partners.



Fourteen-year-old Nadira Mohammed, whose sister Najma left Hargeisa with traffickers in January 2017, walks with her friends back from school to her family home in Hargeisa, Somalia.

<sup>13</sup> "Humanitarian appeals" include appeals coordinated through the coordination mechanisms established by UN resolution 46/182 and the cluster system as well as appeals for refugee situations coordinated by UNHCR.

<sup>14</sup> The OECD Development Assistance Committee (DAC) is an international forum of many of the largest funders of aid, including 30 DAC Members. The World Bank, IMF and UNDP participate as observers.

<sup>15</sup> These figures include \$2.5 million for the 2017 ECW Secretariat budget and \$6.7 million for the 2018 ECW Secretariat budget (including unused from 2017).



## TOTAL DONOR CONTRIBUTIONS TO ECW IN 2017: \$172 MILLION

RECEIVED IN 2017 **\$134 million**

TO BE RECEIVED IN 2018 **\$38 million**

### SOURCE OF FUNDING ENVELOPES

32% humanitarian

42% development

26% no distinction

### CATEGORY OF DONOR

98% DAC<sup>14</sup> donors

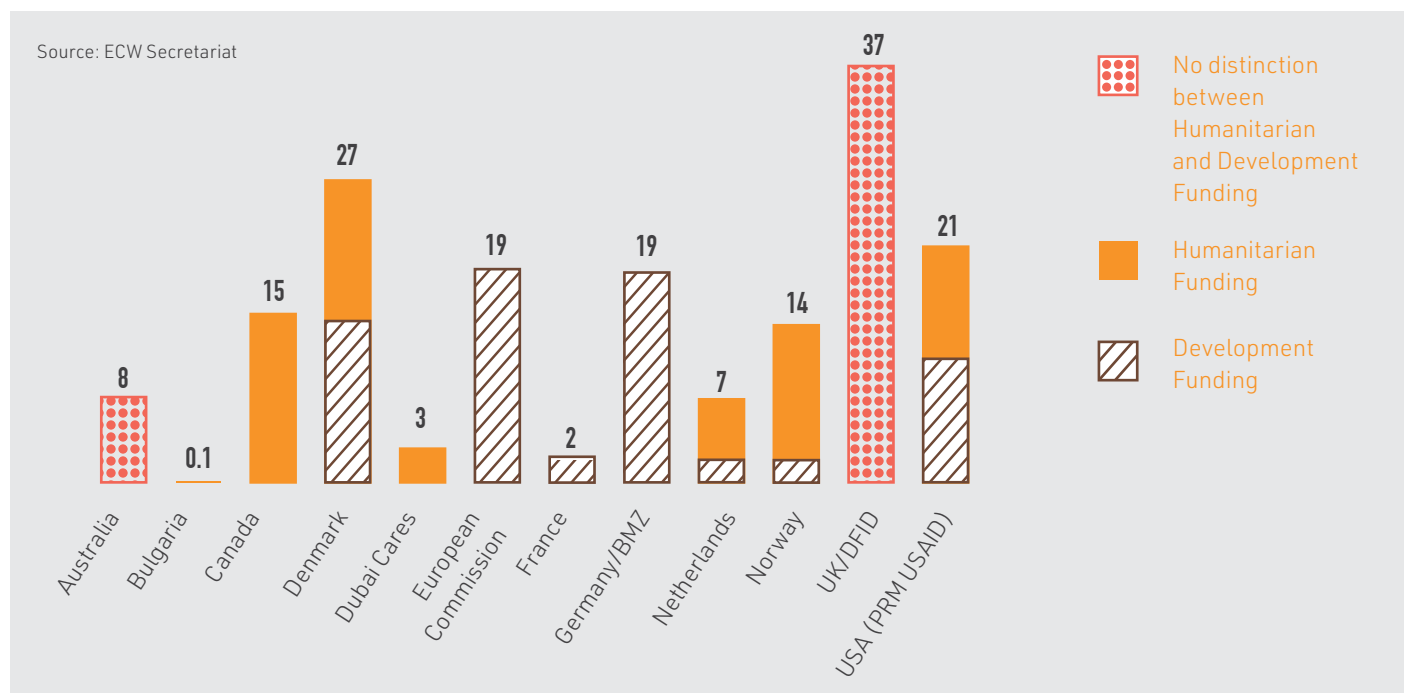
1.8% private & philanthropic

0.2% non-traditional

Out of the total funding raised in 2017, 65 per cent was committed and 42 per cent was disbursed during the same year. Out of the total cumulative funding available by 31 March 2018, 54 per cent have been committed or disbursed<sup>15</sup>. Out of the remaining funds, a further 9 per cent were reserved for First Response, less than 2 per cent for the Acceleration Facility, and close to 25 per cent for the first 3 Multi-Year Resilience Programmes are expected to be launched during the second quarter of 2018. Remaining funding and money raised in the coming months will be dedicated to further investments supporting Multi-Year Resilience programmes.

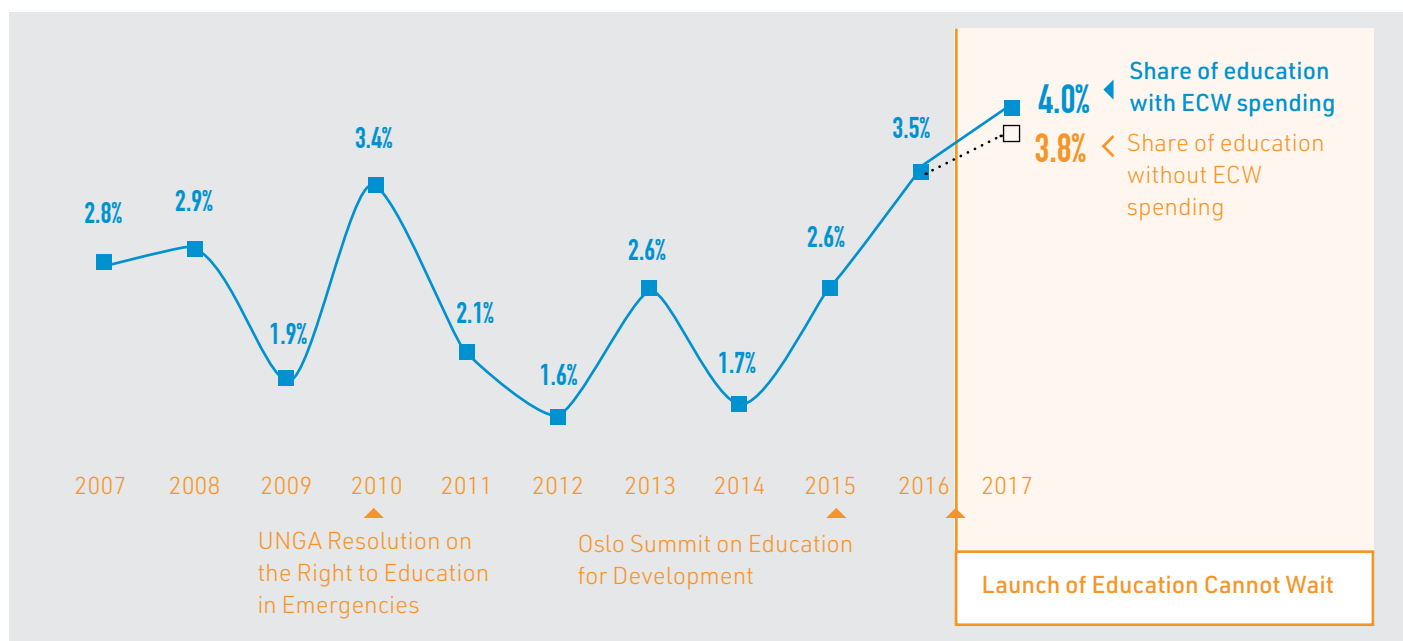
In addition to donor contributions, ECW monitors the funding it leverages through ECW-supported programmes (i.e. the funding allocated at country level to ECW-supported multi-year programmes' pooled funds mechanisms to be launched later in 2018) and global education in emergencies funding. The latter is a useful gauge of the global political will

**FIGURE 2: DONOR CONTRIBUTIONS TO ECW BY END 2017 (US\$)**



### FIGURE 3: SHARE OF EDUCATION OUT OF TOTAL HUMANITARIAN FUNDING

Source: OCHA Financial Tracking System and ECW records and calculations



toward education in crisis situations and of whether ECW may be crowding out existing funding.

The share of the education sector out of the total humanitarian funding<sup>16</sup> over the last 10 years shows an upward trend, in particular starting in 2015 (year of the Oslo Summit on Education for Development) and continuing in 2016 (year of the World Humanitarian Summit and the creation of ECW).

Analysis of funding to education with and without ECW in 2017 shows the ECW's investments account for a 0.2 percentage points increase in the share of humanitarian funding dedicated to education. It also shows that, even without ECW investments, the share of education within total funding would have continued to increase. This suggests that donors' and partners' commitment to education in emergencies has led to an increase in investments both through and outside of ECW, rather than a simple displacement of funding from existing channels to ECW. This is a promising trend, and it is up to all education in emergencies stakeholders, including ECW, to ensure it continues in the coming years.

Government policies are as crucial as funding to strengthen the effectiveness of the response to education in crisis situations. For example, policy changes can make education more inclusive of crisis affected children, girls and children with disabilities. Only 17 per cent of ECW's countries of investments had gender-responsive education systems in 2016, and only 12 per cent had systems promoting inclusive education for children and youth with disabilities<sup>17</sup>. Through its investments, ECW and its partners will incentivize such policy changes in the coming years. In particular, ECW has begun working on the development of accreditation frameworks in Syria and Uganda, policies that promote secondary education for refugees in Uganda, and the development of more inclusive training, curricula and referral systems for girls and children with disabilities in several countries.

<sup>16</sup> Close to half of total humanitarian spending is either multi-sectoral or the sector of intervention has not been specified. In this graph, the share has been calculated assuming that part of the multi-sectoral and non-specified funding was dedicated to education in the same proportion with which education is present in sector-specific spending.

<sup>17</sup> This is a 2016 baseline data from UNICEF.

# CATALYSING RAPID AND COLLABORATIVE RESPONSES

## HIGHLIGHTS:

10 First Emergency Response allocations  
(up to 12-month programmes)

4 Initial Investments (2-year programmes) in Chad, Ethiopia, Syria and Yemen

4 Multi-Year Resilience (2-4-year programmes) in Afghanistan, Bangladesh, Uganda and the occupied Palestinian territory being developed jointly with development and humanitarian stakeholders including 3 expected to be launched in the second quarter of 2018

## AREAS FOR FUTURE GROWTH:

Acceleration of disbursement time for First Emergency Response allocations

Support to the development of additional Multi-Year Resilience Programmes, building on best practices and balancing the need for inclusiveness, quality and speed

## ECW INVESTMENTS: COMMITTED & DISBURSED

(as of 31 March 2018 in \$US)

### INITIAL INVESTMENTS



committed

(27 million disbursed)

### FIRST EMERGENCY RESPONSE



committed

(26 million disbursed)

## ECW FUNDS FOR 2018

(as of 31 March 2018 in \$US)

Multi-Year Resilience programmes	\$42 million
First Emergency Response	\$15 million
Acceleration Facility	\$2 million

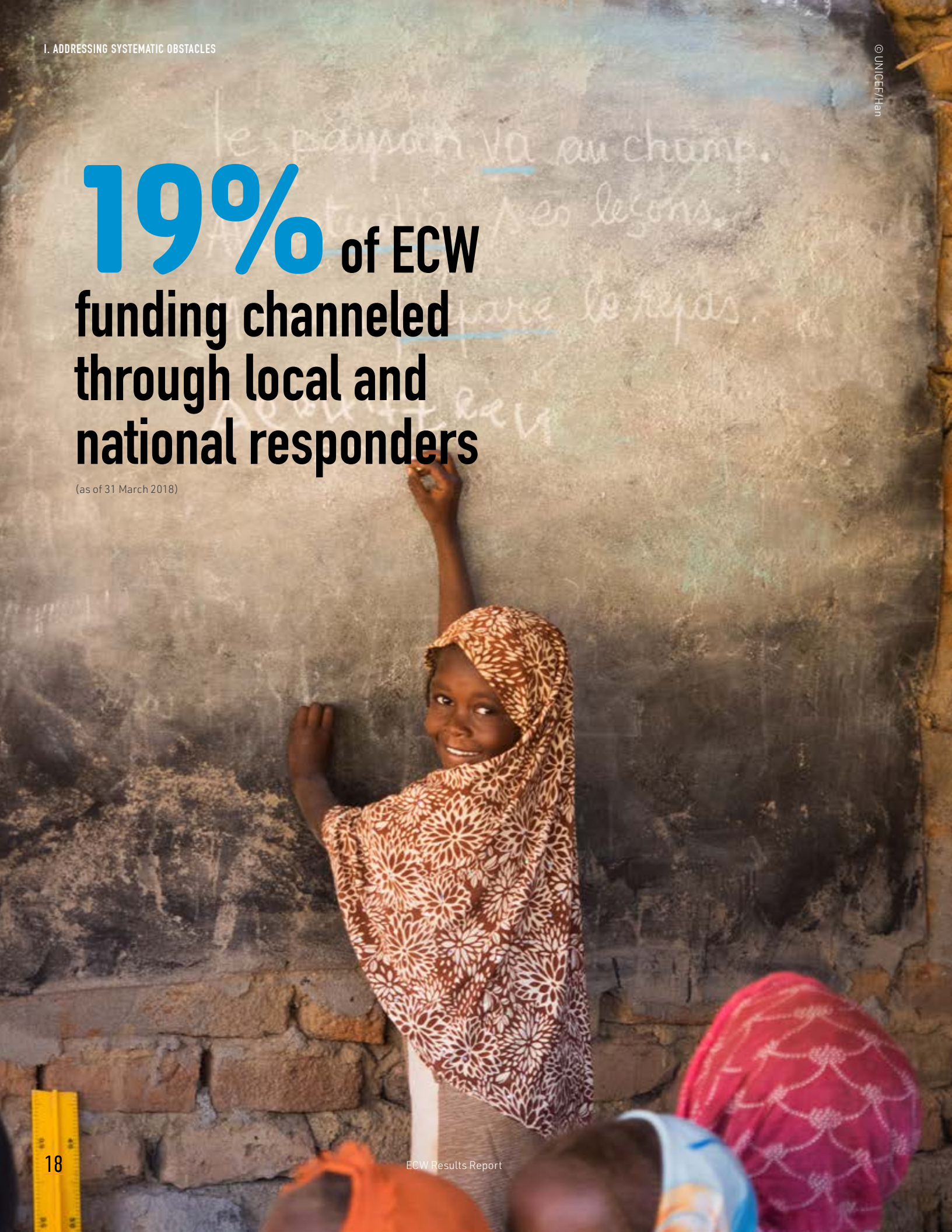
To achieve a faster, better quality education in emergencies response in crisis affected countries, political priorities and political will need to translate into resources for education in crisis situations. This includes increased funding to education in humanitarian and refugee appeals, increased availability of predictable funding for education in emergencies, and timely disbursement and use of available funds. ECW was created to bring a diverse range of actors to work together, based on their comparative advantages, towards achieving collective education outcomes for children and youth affected by crises. In doing so, ECW aims to provide immediate support for education at the onset or escalation of a crisis as well as to bridge relief and development in protracted crises through joint multi-year programming with humanitarian and development stakeholders.

## TOTAL NUMBER OF ECW GRANTEES 42

(as of 31 March 2018)

# 19% of ECW funding channeled through local and national responders

(as of 31 March 2018)



ECW's investments and modalities are flexible and geared to adapt to context-specific realities, optimizing and linking humanitarian and development coordination structures to support national ownership and alignment with national plans. Coordination takes different formats in First Response, Initial Investments, and the development of Multi-Year Resilience programmes. While longer programmes provide a greater avenue for creating strong ties between education stakeholders and developing joint programmes aligned to national plans, ECW's investments in shorter First Emergency Response projects have also supported increased coordination and local ownership.

For example, in **Madagascar**, while Cluster members often receive funding bilaterally, the ECW-supported First Emergency Response project was owned by the Education Cluster, which served as a functional coordination platform for the development and implementation of ECW-funded activities. The UNESCO-led segment of the project further focused on building national capacity in crisis-sensitive planning in line with the 2018-2022 Education Sector Plan, strengthening coordination and communication between relevant parties in this area. This pushed all Cluster members, the National Office for Disaster Management and the Emergency Prevention and Management Committee to come together in a coordinated manner, and has contributed to strengthen the Cluster's capacities.

In some cases, short-term projects have served as an entry point to longer-term cooperation. For example, in **Ukraine**, the ECW-supported First Emergency Response project serves as an entry point for support to the national education reform and provides a unique opportunity to engage a national dialogue on the quality of education and learning outcomes. In **Afghanistan**, positive experience with the First Emergency Response programme has been a key element in building confidence and consensus between the government, humanitarian and development actors around the development of a Multi-Year Resilience Programme.

Initial Investments, as two-year long programmes, have further helped promote coordination, alignment and local ownership. In **Chad**, for example, ECW called for joint and concerted efforts of the education sector partners, both in the emergency and development fields, to ensure a highly consultative and participative process in programme development. For the first time, education sector partners (including the Ministry of Education, the Education Cluster, UN agencies and NGOs) got together to develop a joint education in emergencies programme.

In **Ethiopia**, ECW has brought together different partners - including government entities, UNICEF, UNHCR, Save the Children Ethiopia and diverse NGO partners working with refugees to improve cross-sectional collaboration to address the needs of refugee children. It notably resulted in increased dialogue between two government entities, the Ministry of Education and the Administration of Refugees and Returnee Affairs, leading to the Ministry of Education developing an issues paper on refugee education to inform the design of the next General Education Quality Improvement Programme. Refugee education data have further been integrated within the national EMIS Abstract, contributing to the development of refugee inclusive regional sector plans and assisting with defining interventions.

In **Yemen**, the ECW proposal has been collaboratively prepared with direct participation of the Ministry of Education, the Education Cluster, and the Local Education Group (LEG), to ensure a comprehensive and sustainable response plan. Importantly, the programme has brought together education authorities from Aden and Sana'a to jointly implement an education response that reaches children and young people throughout the country. The development of the ECW programme demonstrates the importance of working towards strong coordination mechanisms to ensure complementarity of donor-funded interventions, including in complex emergencies. Finally, the **Syria** experience is further detailed in the opposite box.

## SYRIA

# JOINT ACTION FOR A BETTER, MORE COHERENT EDUCATION SYSTEM

In Syria, the process of developing the ECW proposal in late 2016 catalyzed engagement between humanitarian, stabilization and development actors who had hitherto no joint official coordination fora. It brought together the Whole of Syria (WoS) education coordination mechanism, co-led by UNICEF and Save the Children, within the framework of the humanitarian response, with the Syria Education Development Partners Group (DPG), a coordination forum for donors and development partners established by DFID.

The Education Dialogue Forum (EDF) was established under the auspices of the ECW Syria Programme to coordinate and share information between the Syria DPG and WoS. It has since had several quarterly meetings and education is considered as a potential model for enforcing the continuum of humanitarian and development work in other sectors of the Syria response. The Syria EDF is leading on different system strengthening components, including curriculum, exams and certification, data harmonization, and standardization of teacher stipends. One of the key successes of the EDF is helping in bridging the understanding between key education stakeholders.

Ahmad, 9, in class at Maysaloon school, Eastern Aleppo. Ahmad is forced to work to support his family



© UNICEF/Charbonneau

**“IN SYRIA, EDUCATION IS CONSIDERED AS A POTENTIAL MODEL FOR ENFORCING THE CONTINUUM OF HUMANITARIAN AND DEVELOPMENT WORK IN OTHER SECTORS OF THE SYRIA RESPONSE.”**

## TIME TO DISBURSEMENT

The imperatives of humanitarian response require that programmes be developed and approved rapidly to ensure responsiveness to needs on the ground. ECW's mandate, however, encompasses the broadening of education in emergencies action to better respond to the need for access, continuity, equity and gender equality, quality and protection. This requires additional needs analysis, consultation and coordination as compared to traditional humanitarian rapid response interventions. In this vein, ECW has set its target disbursement time for First Emergency Response allocations at up to 8 weeks from the start of the emergency<sup>18</sup>, as this would help bring education within rapid humanitarian response timeframes. As for ECW-supported Multi-Year Resilience programmes, the target timeframe for their development has been set to up to 4 months.

### FIRST EMERGENCY RESPONSE: TIME TO DISBURSEMENT IN RAPID-ONSET EMERGENCIES

**26 WEEKS**   
**MADAGASCAR** (disbursed in Sept. 2017)

**25 WEEKS**   
**PERU** (disbursed in Oct. 2017)

**11 WEEKS**   
**NEPAL** (disbursed in Nov. 2017)

**6 WEEKS**   
**BANGLADESH** (disbursed in Nov. 2017)

In the first months of ECW operations, different modalities were used for First Emergency Response allocations. Hence, out of 10 First Emergency Response investments in 2017, only 4 were in rapid-onset emergencies. Analysis of disbursement time for these investments indicate that it decreased significantly as ECW further established its Secretariat and processes.

In order to further strengthen its processes and identify potential hurdles to address, ECW monitors and decomposes the time between the start of an emergency and First Emergency Response funding disbursement into four different phases:

### PHASE 1

Time elapsed between the emergency start date and confirmation of ECW's support<sup>19</sup>

### PHASE 2

Time elapsed between confirmation of support by ECW and receipt of initial proposals

### PHASE 3

Time elapsed from the receipt of initial proposals to the approval of proposals and commitment of funds<sup>20</sup>

### PHASE 4

Time elapsed between receipt of the final proposals and actual disbursement

The comparison of the duration of each phase for the "earlier" and "later First Emergency Response investments" in 2017 shows significant progress. In particular, while it took several weeks for ECW to confirm its support from the emergency start date for its "earlier investments", this delay has been reduced to one week for "later investments".

<sup>19</sup> What is considered here is the date at which support was confirmed and an amount was provided to the country, enabling the proposal development process to start.

<sup>20</sup> It includes time to comment on initial proposals, receive revised proposals, approve them and send the official approved amount to the Fund Support Office for disbursement.

<sup>18</sup> The "start of an emergency" is considered as the date on which a humanitarian appeal is launched

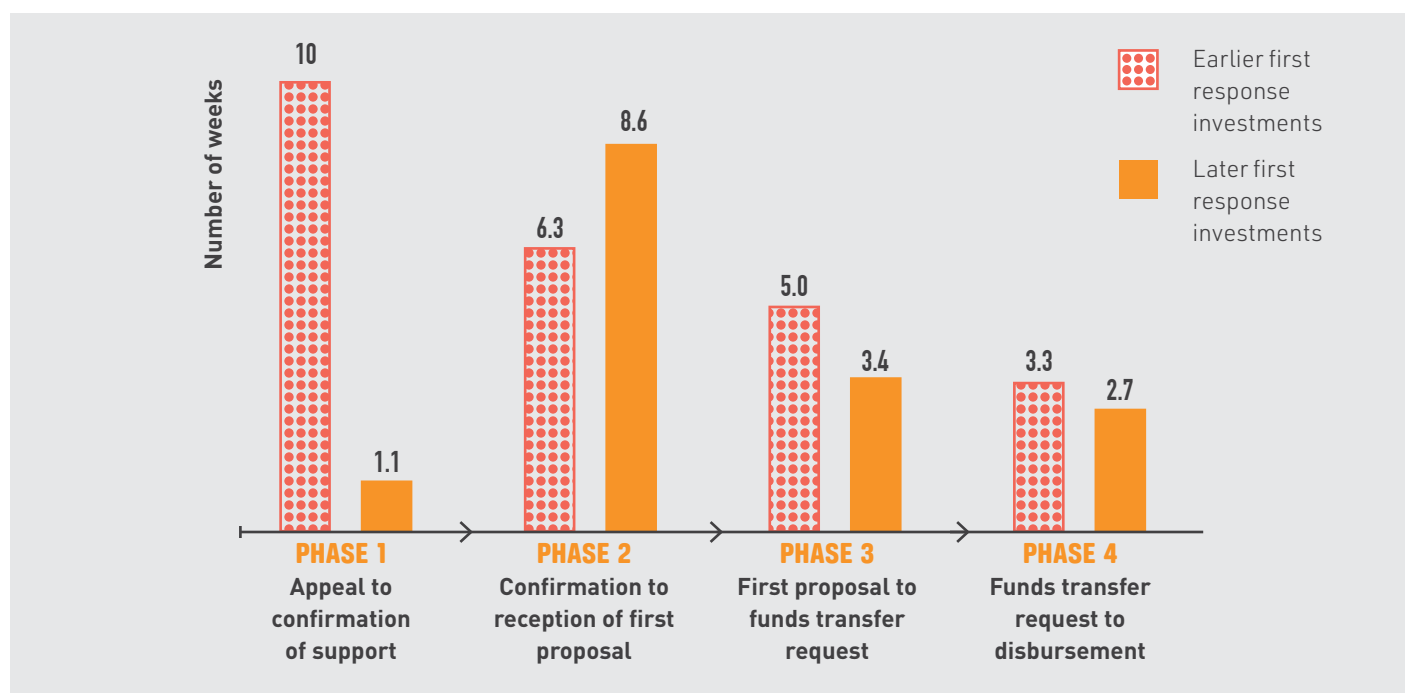
The average time elapsed between confirmation of support by ECW and receipt of proposals remains the longest phase for the “later investments”. This reflects, in part, ECW’s requirement that there be an inclusive, coordinated process and its efforts to diversify grantees, which can have implications on the length of country level negotiations. Prospective grantees that are not already vetted through the United Nations Harmonized Approach to Cash Transfers (HACT) may have to be assessed prior to reaching an agreement, which may create substantial delays.

In an effort to overcome this challenge, ECW is considering undertaking vetting processes in parallel with negotiations around future grantees, so as to cut the time necessary to get to an agreement. This would mean, however, that undergoing the vetting process would not be a guarantee for a prospective grantee to ultimately receive ECW funds.

To date, four Multi-Year Resilience (MYR) programmes are under development. In **Afghanistan**, **Bangladesh** and the **occupied Palestinian territory**, programme development has been fast, and it is expected that these programmes will be ready less than four months after having been initiated. Meanwhile, in **Uganda** where the development of the first MYR model was piloted, the joint plan is ready but the country expressed the wish that the programme launch be aligned with other national processes. This means the official start of the programme has been delayed to mid-2018, prolonging the time between the start of the process and programme launch to over four months.

**Initial investments** have followed a different process as they were launched before the establishment of the ECW permanent Secretariat and served as test models, hence the timeframes were naturally longer. Speed for the development of MYR programmes is expected to increase as lessons learnt inform best practices.

**FIGURE 4: EVOLUTION OF THE TIME TO DISBURSE IN FIRST RESPONSE INVESTMENTS (IN WEEKS)** Source: ECW secretariat records and UNICEF FSO





**UGANDA MYR**

**A 2018-2021 EDUCATION RESPONSE PLAN FOR REFUGEES AND HOST COMMUNITIES**

Given the magnitude of the South Sudanese refugee influx, Uganda was chosen as one of the first Multi-Year Resilience allocations for ECW. The objective was to scale up strategic financial and political support and commitment to the Education sector and current response, situating it within the Comprehensive Refugee Response Framework, while linking to the Refugee and Host Population Empowerment approach, the Government National Development Plan and the Settlement Transformative Agenda and Sustainable Development Goals.

ECW-led multi-stakeholder consultations in-country included refugees alongside the government, humanitarian and development stakeholders.

It was the first time such consultations took place in the education sector between both humanitarian and development actors. The plan



Planning coordinated support to education for refugees and host populations.

developed by in-country stakeholders aims to ensure that children, adolescents and youth from refugee and host communities access sustained quality learning opportunities. It targets 668,000 refugee and host community learners per year, from January 2018 to June 2021 and will support Uganda in meeting its long-term commitment to the SDGs to ensure all school-age children have access to quality education by 2030. It will also contribute to the Uganda Refugee Response Plan 2018 and the Uganda Education and Sports Sector Strategic Plan 2017-2020.

**MYR PROGRAMME DEVELOPMENT TIMEFRAME IN UGANDA**



## AFGHANISTAN MYR

# A JOINT PROGRAMME FOR HARD-TO-REACH CHILDREN

Afghanistan was chosen as one of ECW's upcoming MYR programmes given the growing education in emergencies needs with particular focus of Community Based Education, including both returnees and girls' education, and the ongoing First Emergency Response programme.

The programme has been developed further to extensive consultations with key humanitarian and development stakeholders as well as community members in Kabul and the East of the country (Jalalabad) and is aligned to the National Education Strategic Plan, the Afghanistan National Peace and Development Framework, the revised Community-Based Education Policy and the Citizens' Charter.

It links education in emergencies programming in Afghanistan – primarily responding to the impact of the conflict and forced displacement, as well as disasters and epidemics, as outlined in the HRP 2018-21, coordinated through

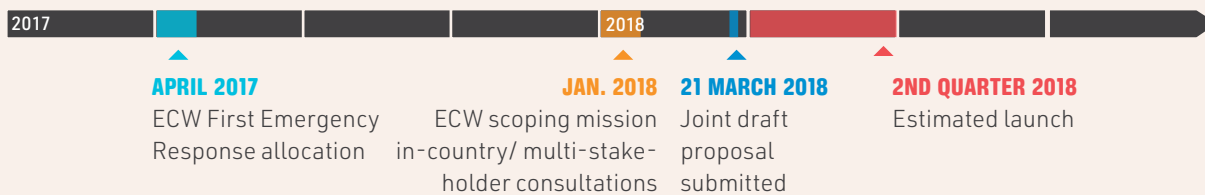


Consultation with the School Management Shura in Jalalabad.

the Education in Emergency Working Group – with the mid- and longer-term, development objectives for the sector as outlined in the National Education Strategic Plan III.

The draft Afghanistan MYR programme aims at reaching an estimated 500,000 students including 60 per cent of girls. Its main objective is to enhance education supply to address increased needs created by emergencies, while alleviating barriers that prevent emergency affected children including those in host communities and particularly girls and children with disabilities, from accessing education.

## MYR PROGRAMME DEVELOPMENT TIMEFRAME IN AFGHANISTAN



## BANGLADESH MYR FROM RAPID-ONSET EMERGENCY TO A MULTI-YEAR RESPONSE

ECW was one of the first organisations to fund the education response to the Rohingya crisis in 2017 with an initial First Emergency Response allocation of \$3 million.

Given the nature of the crisis and needs, a breakthrough agreement was reached in February 2018 with the Government in order for ECW's support to transition into a 2-year programme targeting both refugees and host communities.

Further to field visits and multi-stakeholder consultations with affected populations, education partners on the ground, the Resident Coordinator, UNICEF, UNESCO, UNHCR, the Ministry of Primary and Mass Education and the Local Education Sector Group, in-country partners agreed to expand the initial Joint Response Plan into a multi-year programme. This approach provides a common framework behind which support from ECW, GPE and other partners can be aligned.



Discussing with partners in Cox's Bazar.

The multi-year approach has been developed with the technical assistance from INEE in an inclusive and participatory process and through the agreed coordination structures in Cox's Bazar. It targets close to 300,000 children with a primary focus on access, quality and community participation. It also takes into account considerations around the need for the existing context-specific learning framework to be adapted in the longer-term.

### MYR PROGRAMME DEVELOPMENT TIMEFRAME IN BANGLADESH



## FURTHER MULTI-YEAR RESILIENCE PROGRAMMES

In addition to the development of the three solid MYR programmes in Uganda, Afghanistan and Bangladesh, discussions are also underway regarding opportunities for future multi-year programming in other ECW priority countries, in particular in Lebanon and the occupied Palestinian territory:

- In Lebanon, agreement was reached to use earmarked funds from France through a 2-year programme towards the improvement of the quality of education in “second shift” school<sup>21</sup>. ECW also explored the added value of further interventions focusing on out-of-school adolescents and youth.
- In the occupied Palestinian territory, consultations with both humanitarian and development partners belonging to the Education in Emergency Working Group and the Education Sector were undertaken regarding the opportunity to develop a 3-year MYR programme that would dovetail with the existing First Emergency Response programme. Discussions addressed the potential focus of the programme and opportunities for synergy and co-financing by the main donors and the government.

<sup>21</sup> In their efforts to accommodate refugee children, Lebanese schools have opened a second shift in the afternoons, a scheme that was launched throughout the country in November 2013 by the Ministry of Education and Higher Education with the support of UNHCR.



**“ECW WAS ONE OF THE FIRST ORGANIZATIONS TO FUND THE EDUCATION RESPONSE TO THE ROHINGYA CRISIS IN 2017”**

# STRENGTHENING RESPONSE CAPACITY AND ACCOUNTABILITY

## HIGHLIGHTS

19 per cent of ECW funding going to local or national responders “as directly as possible”

All MYR programmes developed with involvement of affected people

Accountability to affected populations mechanisms required from all ECW grantees

8 country programmes seeking to improve education in emergencies data

## AREAS FOR FUTURE GROWTH

Develop a capacity development framework in 2018 - including how ECW’s investments through its Acceleration Facility window will be used to that effect.

Strengthen the way in which grantees analyse and respond to needs regarding education access, continuity, equity and gender equality, quality and protection.

In accordance with ECW’s core functions, the Fund’s investments aim to strengthen the capacity and accountability of the aid system to respond to education in emergencies and protracted crises. In this view, ECW supports its grantees – in line with its mandate and capabilities – to spend allocated resources effectively and deliver on their commitments. Part of ECW’s efforts to enhance response capacity and accountability include advancing *aid localization*, as per the *Grand Bargain* commitments.

## STRENGTHENING CAPACITY TO DELIVER

Grantees’ capacity to develop and implement sound programmes that appropriately respond to education needs in relation to access, equity and gender equality, continuity, protection and quality – and do so in a timeline fashion – is directly related to capacity to analyse needs, plan, deliver and report on results achieved. For aid to be effective, it is also critical to ensure programmes are appropriately coordinated and relevant data is collected and analysed. Finally, for aid to be accountable to affected population, effective and safe participation, feedback and complaints mechanisms must be in place.

## ECW-SUPPORTED PROGRAMMES IMPROVING DATA IN 8 COUNTRIES

	MADAGASCAR		CHAD
	SOMALIA		SYRIA
	BANGLADESH		YEMEN
	UGANDA		ETHIOPIA

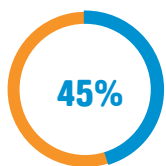
To date, 8 countries seek to improve education in emergencies data as part of their programmes. This involves improvement of data collection systems and harmonization of indicators across education in emergencies responder as in **Syria**, integration of education in emergencies data or indicators within existing Education Management Information Systems (EMIS) as in **Yemen** or **Ethiopia**, development of additional databases such as the South Sudanese teacher database in **Uganda**, or development of real time data collection systems as in **Chad**.

Furthermore, ECW's Multi-Year Resilience programmes that will be rolled out as of the second quarter of 2018 are expected to be evaluated upon completion to assess successes and challenges and build lessons learnt into future programming. One measure of grantees' capacity is their ability to disburse funds on intended services in a timely fashion. Thus, ECW monitors grantees' spending at the time of reporting as compared to the "expected level of spending" planned within the programme's timeframe.

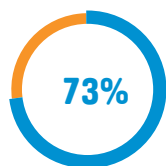


Regarding Initial Investments, overall 30 per cent of the expected amounts have been effectively spent in the three countries with data. It is worth noting that Yemen's positive result is linked to the prudent disbursement target that was set assuming the programme would have a slow take-off, while other Initial Investments underestimated delays in the take-off of the programmes. This suggests a potential need to promote a stronger reflection of risks and increased caution in setting financial milestones (as well as related programmatic milestones) in future Multi-Year Resilience programmes.

### FIRST RESPONSE: FUNDS ABSORPTION BY ECW GRANTEES<sup>22</sup>

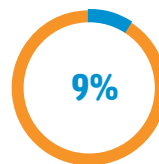


Overall total budgeted amounts spent

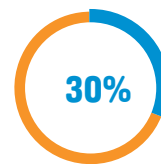


Overall amount effectively spent compared to amount planned/expected

### INITIAL INVESTMENTS: FUNDS ABSORPTION BY ECW GRANTEES<sup>23</sup>



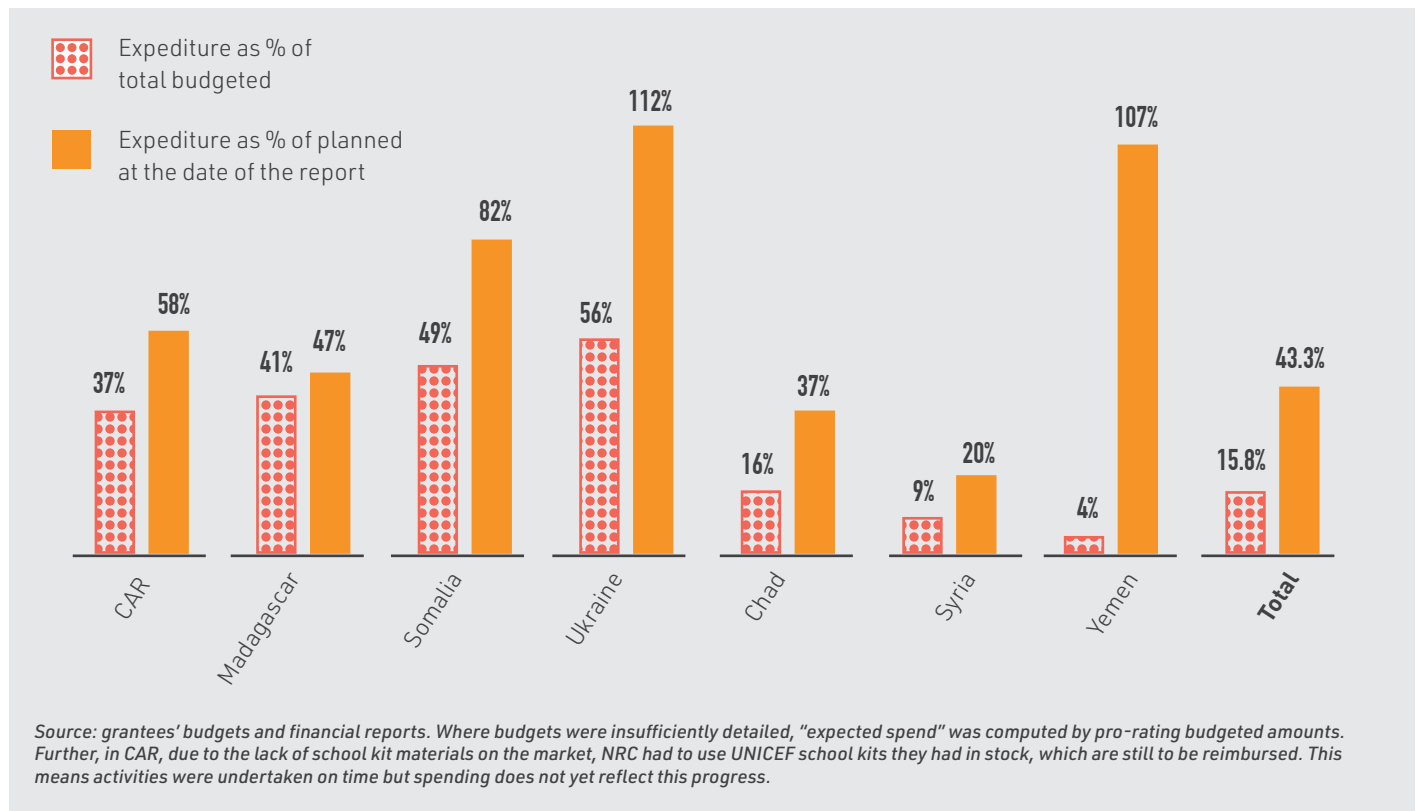
Overall total budgeted amounts spent



Overall amount effectively spent compared to amount planned/expected

<sup>22</sup> This data only takes into account First Response grantees with projects that began at least 6 months prior to their reporting date, as ECW considers this as a reasonable minimum duration for computing disbursement rates. Furthermore, few financial reports are available for grantees that started only a few months ago.

<sup>23</sup> Data for Ethiopia was still unavailable at the date of the report.

**FIGURE 5: FUNDS ABSORPTION IN ECW-SUPPORTED COUNTRIES**

## ECW'S ACCELERATION FACILITY: INVESTING IN PLANNING, RESPONSE AND COORDINATION

In 2017, ECW allocated a \$2.5 million grant to the IASC Education Cluster programme under its Acceleration Facility window to strengthen planning, response and coordination for education in emergencies. This grant brings together three organisations centrally engaged in supporting the provision of education in emergencies and protracted crises – the Global Education Cluster, UNHCR and INEE. Through this programme, the three partners focus on strengthening collaboration among themselves, and on developing evidence through case studies, an online repository and mapping of tools and recommendations to improve coordination, joint planning and response for

education in crisis-affected contexts. Despite delays at the outset of this investment, it is expected that some of the core products from this programme will be available by end 2018.

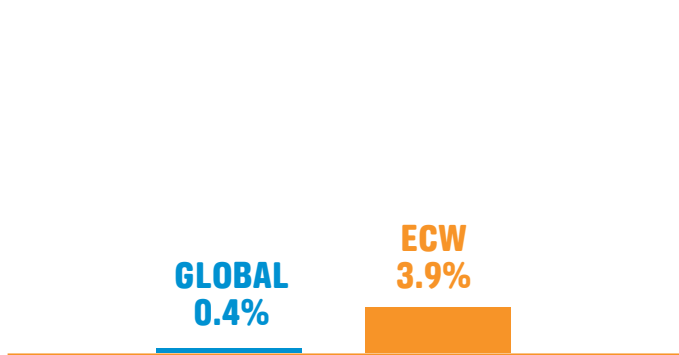
To ensure the most effective use of funding available under its Acceleration Facility window of investments, ECW will develop a capacity development framework during the course of 2018. This framework will inform how funds from the Acceleration Facility will be used and guide efforts at both the global and local levels highlighting existing complementarities and avenue for cooperation with regard to capacity development.

## ADVANCING THE LOCALIZATION AGENDA

At the World Humanitarian Summit in May 2016, more than 30 of the biggest donors and aid providers agreed under the Grand Bargain commitments to increase funding to local and national responders to a “global aggregated target of at least 25 per cent of humanitarian funding to local and national responders as directly as possible”.

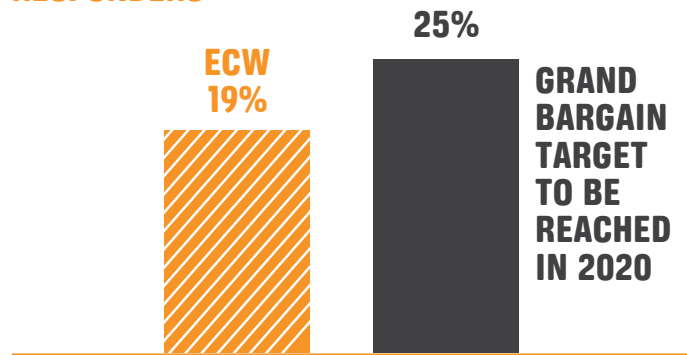
Furthermore, the total share of ECW funding going to national or local responders “as directly as possible” in accordance with the IASC guidance is 19 per cent for the 10 grantees for which sufficient data is available at the time of this report.

### HUMANITARIAN AID CHANNELLED DIRECTLY THROUGH LOCAL AND NATIONAL RESPONDERS



Globally, the share of humanitarian aid that is channelled directly through local and national actors stands at 0.4 per cent<sup>24</sup>. To date, ECW has local or national grantees (direct recipients of ECW money) in Afghanistan (one grantee) and Somalia (4 grantees). These are expected to receive, together, 3.9 per cent of funding committed in the 10 countries for which data is available<sup>25</sup>.

### FUNDING CHANNELLED AS DIRECTLY AS POSSIBLE TO LOCAL & NATIONAL RESPONDERS<sup>26</sup>



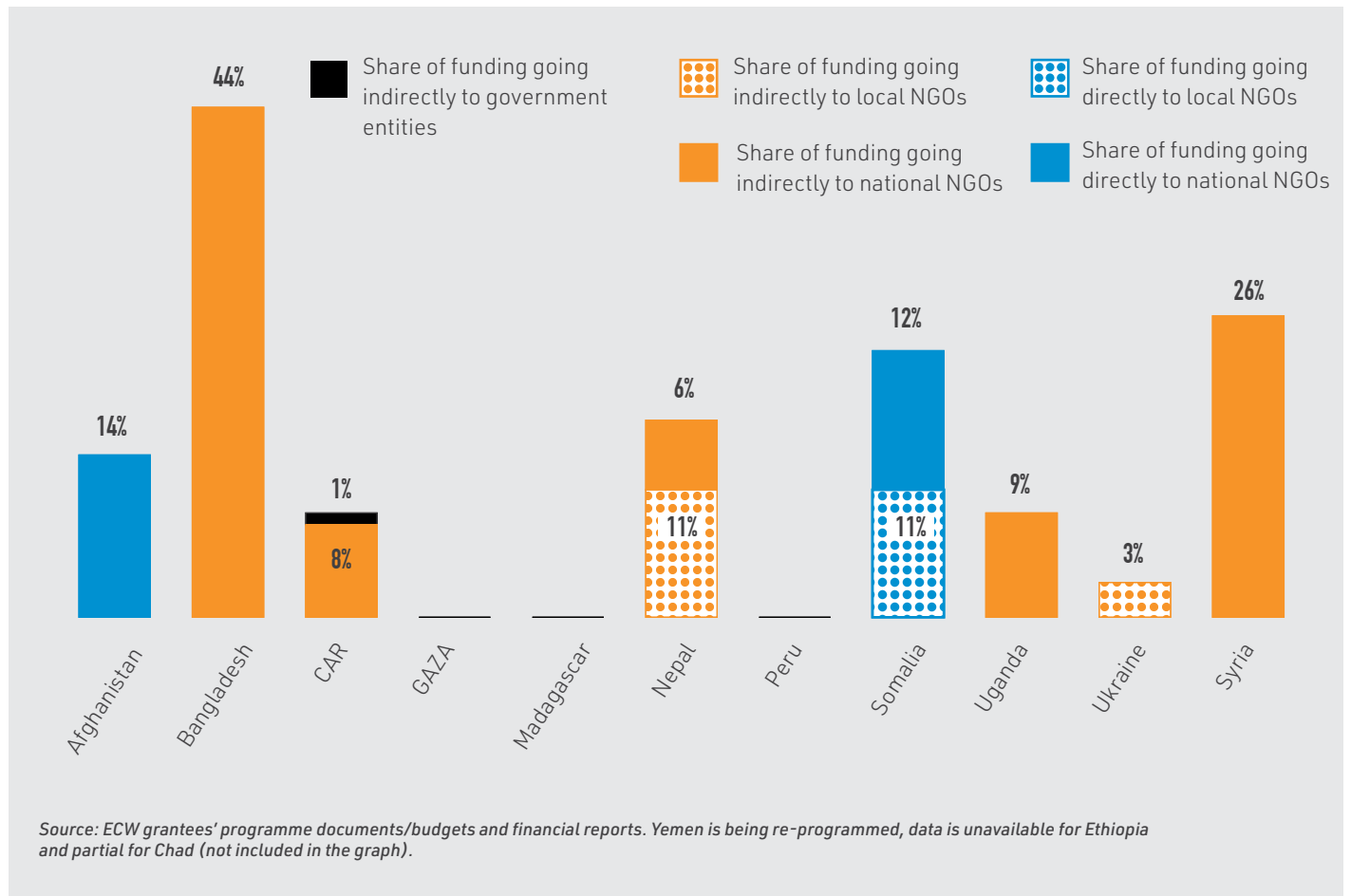
<sup>24</sup> Development Initiatives (2016) Global Humanitarian Assistance Report 2016, page 70.

<sup>25</sup> Peru’s information is unclear, Chad has partial data, Yemen is reprogramming a number of activities, and information is missing in Ethiopia.

<sup>26</sup> According to IASC guidance, the through one international intermediary (which falls under “as directly as possible” according to the IASC)



**FIGURE 6: SHARE OF ECW FUNDING GOING TO LOCAL AND NATIONAL RESPONDERS, “AS DIRECTLY AS POSSIBLE”**



## ACCOUNTABILITY

Accountability means being accountable for evidence-based, context-relevant, effective programming in ECW's five education outcome areas of access, continuity, equity and gender equality, quality and protection. It includes accountability toward partners and donors, but also, most importantly, accountability to affected populations (AAP), in line with the five AAP commitments<sup>27</sup>. This entails enabling beneficiaries – including the most marginalized – to engage in informed participation

in programme design, monitoring and evaluation, and to provide feedback or complaints to responding agencies. These elements are embedded in ECW's application templates. They require grantees to analyse the situation with regard to each of the five education areas and develop activities that respond to the greatest needs highlighted in the analysis. They also require grantees to have mechanisms in place for accountability to affected populations.

<sup>27</sup> IASC commitments for accountability to affected populations, IASC Taskforce on Accountability to Affected Populations, 2013.

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## EXAMPLES OF ACCOUNTABILITY MECHANISMS SET UP BY SOME OF ECW'S GRANTEES

### CAR

Education Management Committees overseeing implementation of interventions, including regular updates from beneficiaries on project status and monitoring teachers' and children's attendance (especially girls' and children with disabilities)

### MADAGASCAR

Collection of feedback from students and teachers to adapt the contents of education emergency supplies

### NEPAL

Monthly community consultations with girls, boys, women and men (including adolescent girls and children with disabilities), flash boards on public display with project information, toll free phones, emails, boxes and help desk for community feedback and complaints

### SOMALIA

Affected communities engaged during design and implementation stages, post-distribution monitoring survey, collection of beneficiaries' feedback through focus group discussions and interviews, secure and confidential management of data on feedback and complaints

### BANGLADESH

Set up of 8 centres to provide information and receive feedback from and to affected populations, establishment of learning centre management committees to strengthen accountability of teachers and responding agencies

Furthermore, beneficiaries have been consulted in the development of each ECW-supported new Multi-Year Resilience programmes, in **Afghanistan**, **Bangladesh** and **Uganda**.

While this is an overall positive picture, gaps remain, and the comprehensiveness and quality of interventions varies. For example, some grantees mention participation and feedback but do not mention complaints mechanisms. Additional efforts are also necessary to ensure that complaints mechanisms in place are adequate to address serious issues such as issues related to protection from sexual exploitation and abuse.

To help address these challenges, during its first year of operations, ECW has updated its proposal templates to further align them with the Fund's strategy to help strengthen accountability through its investments. ECW is also working on developing additional guidance detailing the standards expected under each education outcome area to further improve the quality of ECW-supported programmes. This guidance will include ways of addressing complaints related to serious offenses such as sexual violence and exploitation.

In addition, ECW may support the translation of its guidance material into local language to help overcome language barriers, particularly with local grantees. ECW's capacity building framework will also further contribute toward making education in emergencies stakeholders increasingly accountable to affected populations, donors and partners for delivering on results.

II.

# COUNTRY INVESTMENTS



# AFGHANISTAN



© ECW/Sandhu

**THE EDUCATION SYSTEM IN AFGHANISTAN HAS BEEN SEVERELY AFFECTED BY OVER 30 YEARS OF CONFLICT, CAUSING A DETRIMENTAL EFFECT ON PARTICIPATION RATES AND LEARNING OUTCOMES IN EDUCATION, ESPECIALLY FOR GIRLS.**

Approximately 3.5 million children are out of school, of which 75% are girls. The conflict has led to unprecedented levels of displacement reaching over half a million in November 2016. This crisis has been exacerbated by the influx of more than 610,000 documented and undocumented Afghan returnees forced to return from Pakistan in 2016, and an additional over 450,000 in 2017. Over half of returnee girls and boys are currently out of school due to lack of capacity of schools to enroll additional children, lack of required documentation to facilitate enrolment, lack of female and qualified teachers, cost factors, language barriers, social and cultural norms. This has created an unprecedented humanitarian emergency that has required an immediate, coordinated response from both the Government of the Islamic Republic of Afghanistan and international aid agencies.

3.5 million children are out of school, of which 75% are girls.

## ECW'S RESPONSE

ECW approved a grant of \$3.4m for Afghanistan through its First Emergency Response window. Interventions are being implemented by three local and international NGOs including The Welfare Association for the Development of Afghanistan (WADAN), Save the Children, and the International Rescue Committee. Activities focus on influencing communities' perceptions on the importance of education, recruitment of female teachers, gender responsive pedagogical training and gender-sensitive school WASH facilities. In addition, the programme is scheduled to set up community based classrooms and accelerated learning facilities as a means of reaching out to specific vulnerable communities and to increase girls' participation. These interventions are particularly important in a country where girls represent only 39 per cent of primary level school enrolment and where women represent only 34 per cent of total primary school teachers, with figures even lower at the secondary school level. The programme has been building momentum, however, progress towards the targets is limited as the interventions have only just commenced, with only around 20 per cent of the duration of the project having elapsed to date.

ECW-supported programmes reaching 60% of girls versus national average of 39% girls' enrollment rate for primary school

## LESSONS LEARNT AND WAY FORWARD

Security concerns remain a challenge in programme implementation in Afghanistan. Additionally, identifying well-educated women to recruit as teachers, especially in remote areas is difficult, and women from urban areas are generally unwilling to relocate to remote settlements, due to security and cultural concerns. Further, barriers to education, especially for girls, persist, however, with the proposed community-led interventions, stakeholders are very motivated to pursue the programme goals to overcome these challenges. In this context, it is particularly positive that one grantee has so far succeeded in attracting and recruiting 75 per cent of women among the teachers it supports, with 60 per cent of all children reached so far by all ECW interventions being girls. Moving forward, with a positive experience of the first response programme and with confidence and consensus built between government, humanitarian, and development actors, a Multi-Year Resilience programme is being pursued.

Indicator Achievement / Overall project target



TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION



OF TIME ELAPSED INTO THE PROGRAM



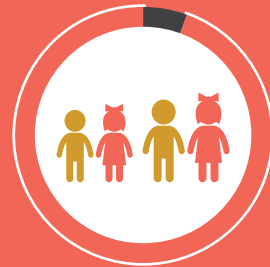
**11,229 / 22,680**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



**114 / 341**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



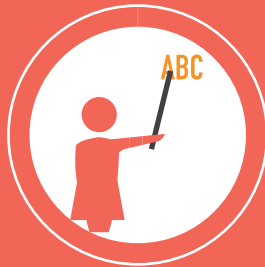
**580 / 10,400**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**N/A / 1,310**

TEACHERS AND EDUCATION PROFESSIONALS  
(e.g. headteachers, inspectors)



**N/A / 487**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**N/A / 830**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS



# BANGLADESH



**VIOLENCE IN RAKHINE STATE, MYANMAR, WHICH INTENSIFIED ON 25 AUGUST 2017, HAS DRIVEN TO DATE AN ESTIMATED 671,000 ROHINGYA REFUGEES ACROSS THE BORDER INTO COX'S BAZAR DISTRICT OF BANGLADESH.**

This has added to the 34,000 refugees previously registered with the government and 213,000 members of the Rohingya community who were residing in Bangladesh prior to the new influx. In total over 884,000 Rohingya refugees presently reside in the district. More than half of the Rohingya population are under the age of 18. This has created an unprecedented humanitarian emergency that has required an immediate, coordinated response from both the Government of Bangladesh and local and international aid agencies.

More than half of the Rohingya population in the Bazar District are under the age of 18

## ECW'S RESPONSE

ECW was one of the first agencies to respond with support to the education sector, with a grant of \$3m through its First Emergency Response window which was approved in October 2017, less than two months after the crisis escalated. These funds aim to support the humanitarian response through the rapid creation of temporary learning centers and the provision of psychosocial support, basic education supplies for Rohingya girls and boys as well as the recruitment and capacity building of teachers. UNICEF is acting as the Grant Agent and interventions are being implemented by the local Bangladeshi NGO BRAC and Save The Children.

Progress towards the targets as we are nearing the mid-way point of the grant are very positive and are reflected in the table below.

## LESSONS LEARNT AND WAY FORWARD

The rapid establishment of the temporary learning centers, combined with psychosocial support and the use of attractive technology for teachers (such as videos and podcasts) has proven to be an effective combination to reach children quickly with basic quality services. Moving forward, ECW initiated the development of a multi-year programme into which this first response will transition.





Indicator Achievement / Overall project target

**21,644 / 30,300**

TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

**35%**

OF TIME ELAPSED INTO THE PROGRAM



**11,162 / 17,160**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



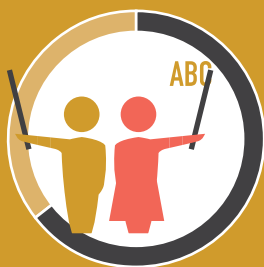
**N/A / N/A**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



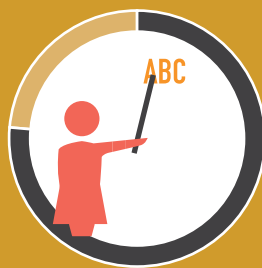
**21,644 / 21,600**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**420 / 650**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**400 / 520**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**210 / 325**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS

# CENTRAL AFRICAN REPUBLIC (CAR)



**CAR HAS BEEN AFFECTED BY INSTABILITY FOR DECADES, REACHING A PEAK WITH THE OUTBREAK OF CONFLICT IN 2012. THE COUNTRY WAS PLUNGED INTO A CRISIS CHARACTERIZED BY INTERCOMMUNAL VIOLENCE THAT HAD DISPLACED OVER 400 000 PEOPLE INTERNALLY, BY 2017.**

Public and social services have been seriously disrupted, leaving nearly half the country in need of humanitarian assistance. Violence and insecurity has weakened an already fragile education system, and affected the provision of education for all children, particularly for girls, due to concerns over safety. The majority of displaced children do not have access to education. Children, particularly girls, have been denied access to school due to displacement and violence. Many schools are closed, at risk of attack, have been destroyed or occupied. Out of school children are at high risk of abuse and exploitation, including sexual abuse and conscription into armed groups.

Gilberte, 15, who is 7 months pregnant, has never attended school

The education system in CAR also faces structural challenges: prior to the crisis only 67% of children were attending school. In 2009 it was estimated that only 35% of the population was literate.

## **ECW'S RESPONSE**

ECW has provided First Response funding to four partners in CAR, channeling a total of \$6m. ECW's grantees – Norwegian Refugee Council (NRC), INTERSOS, UNICEF and Plan International – are providing a range of formal and non-formal education for out-of-school children, in central and northern areas of the country. Grantees are also implementing specific interventions focused on early childhood education, as well as youth focused activities that incorporate basic literacy and numeracy alongside vocational and life skills training. In addition, both UNICEF and INTERSOS are focusing on the quality of education by providing materials to both children and teachers, and building local technical capacity to provide education in emergency contexts.

Half of CAR's population is in need of humanitarian assistance

## **LESSONS LEARNT AND WAY FORWARD**

In CAR, three of ECW's grantees (NRC, INTERSOS and Plan) measure indicators related to children's use of and satisfaction with learning materials, teachers' knowledge and/or teachers' use of teaching practices. Assessments have found that to date, all students are using learning materials. However, when teachers' knowledge was tested prior to training, it was discovered that their competencies in math, grammar and language teaching were poor. Following that assessment, additional training was developed to strengthen teachers' competencies in these areas. This training is being delivered through a mix of formal and non-formal approaches, including working groups and teaching simulations. Weekly assessments are conducted to assess progress and adjust programming. The use of regular feedback loops has therefore been key to strengthening the relevance and effectiveness of support in CAR.

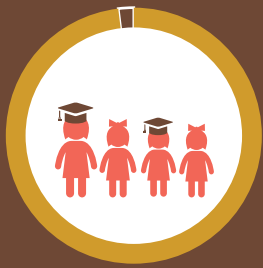
Indicator / Overall project  
Achievement / target

**61,568 / 65,244**

NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

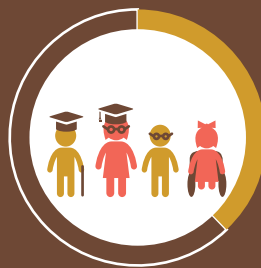
**44%**

OF TIME ELAPSED INTO THE PROGRAM



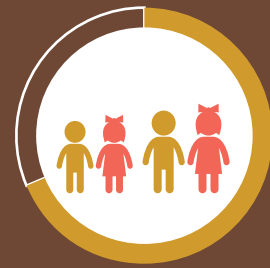
**29,966 / 30,540**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



**65 / 171**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



**21,983 / 31,970**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**818 / 1,119**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**178 / 466**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**351 / 675**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS

# CHAD



**MULTIPLE CRISES IN CHAD'S NEIGHBORING COUNTRIES OF SUDAN, THE CENTRAL AFRICAN REPUBLIC AND NIGERIA HAVE BROUGHT AN INFLUX OF REFUGEES TO AN ALREADY STRAINED CHADIAN EDUCATION SYSTEM.**

At the time of the development of the ECW Initial Investment proposal in late 2016, less than half of the education needs outlined in Humanitarian Response Plan had been financed. This varied by zone of intervention, with the Lake Chad region being virtually the only one to benefit from significant humanitarian financing for education. The various external and internal crises underlined the urgency of responding to the needs of the refugee, returnee and displaced population groups, including the need to help host communities.

Sudanese girl refugees attend class at an ECW-supported school in Chad.

© ECW / Lang

## ECW'S RESPONSE

The ECW grant of US\$ 10 million to Chad aims to support the delivery of sustainable, equitable and inclusive quality education services for affected children and youth from within the refugee and host communities. The programme places emphasis on strengthening community capacities in crisis-affected areas. It was developed jointly by humanitarian and development partners and agreed by the Ministry of National Education and Civic Promotion and education sector partners. UNICEF is acting as the Grant Agent and interventions are being implemented by the Government and three international NGOs (Fondazione ACRA, the Jesuit Refugee Service and Refugee Education Trust International).

Some unforeseen constraints (e.g. prolonged teachers' strike in the context of serious deterioration in the socio-economic situation) and the time-consuming nature of some of the interventions planned (community-based construction) constrained progress towards the original targets. Community mobilization activities have taken place and local construction materials have been procured for the rehabilitation and construction of classrooms and thus work is now underway. In the meantime, temporary learning spaces were made available to students and teachers to meet the urgent need for additional classrooms. Approximately 70% per cent of children targeted in school year 2017-2018 have been reached with educational materials (school supplies, teaching materials and school backpacks) and 49% of teachers have received their planned subsidies. 327 teachers were financially supported, ensuring continuity of education for over 26,000 children during the period of the strike. Training for community teachers in crisis affected zones including both refugee and host community teachers is also under way.

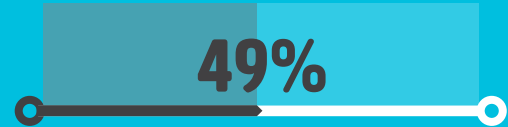
## LESSONS LEARNT AND WAY FORWARD

Enhanced leadership of the Government, at both the central and decentralized levels, has played a key role in coping with constantly changing realities in target zones. Furthermore, as per the initial spirit of the ECW Initial Investment, close coordination and collaboration within the education sector helped overcome potential difficulties and further improved the effectiveness of the ECW interventions. Moving forward, an effective community feedback system will be established given the importance of community mobilization as part of the ECW programme.

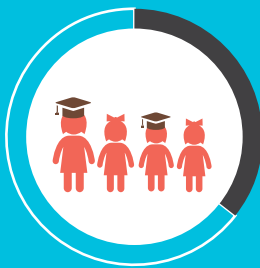
Indicator Achievement / Overall project target



TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

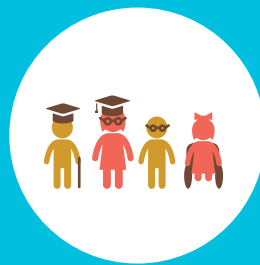


OF TIME ELAPSED INTO THE PROGRAM



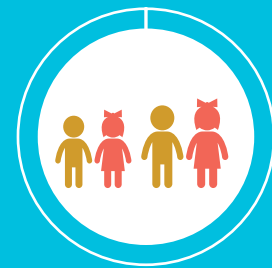
**50,911 / 142,622**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



**N/A / N/A**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



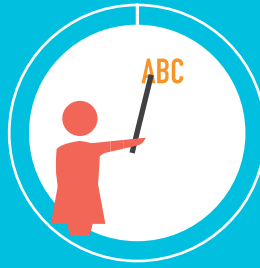
**N/A / 4,800**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**N/A\* / 2,500**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**N/A\* / 500**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**N/A / 150**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS

\* As training is ongoing, figures for teachers trained and the disaggregation by gender have not yet been confirmed, so are not reflected here, even though informal communication suggests that approximately half of the targeted number has been trained to date.

# ETHIOPIA



©ECW/Z. Adam

**AS OF 31 AUGUST 2017, ETHIOPIA IS HOST TO THE SECOND LARGEST REFUGEE POPULATION IN AFRICA WITH 852,721 REGISTERED REFUGEES AND ASYLUM SEEKERS.**

Since the beginning of 2107, 72,890 refugees arrived in Ethiopia (South Sudan, over 44,000; Eritrea, approx. 17,000; and Somalia, over 6,400). The refugee crisis in Ethiopia is protracted in nature, with an estimated 60 per cent of all refugees having stayed longer than five years. Challenges to access and quality of education remain despite strong Government support and commitment, including significant donor investments. An estimated 179,022 refugees were enrolled in general education in 2016-17 school year, including 75,359 female students. The overall enrolment of refugee children in school is 52% (45% girls and 58% boys). Primary school rate enrolment is 47% (national average is 90%). Secondary school rate enrolment is 10% (national average is 29%). In the

A South Sudanese refugee girl and her female teacher in an ECW-supported school in Ethiopia, Gambella Refugee Camp



Education Cannot Wait project regions, there are 26 primary refugee schools with a total of 67,265 children enrolled (26,493 girls and 40,772 boys). Currently, there are 20,659 refugee primary school age children out of school in the targeted regions of which 9,651 girls and 11,008 boys (Assosa 1,427 girls and 1,484 boys; Gambella 8,224 girls and 9,524 boys) ARRA, 2017. UNHCR notes 50% of refugee schools in Ethiopia do not fulfill minimum standards for safe and conducive learning environments

## **ECW'S RESPONSE**

ECW intervention in the amount of USD 15 million aims to improve access to conflict-sensitive, risk-informed, and inclusive primary and secondary education for host and refugee children in the Gambella and Benishangul-Gumuz regions by 2019. ECW interventions target 68,068 refugee children. Activities focus on the construction and/or rehabilitation of education facilities; school improvement grants and delivery of a comprehensive pedagogical instruction package, provision of teaching and learning materials; teaching systems' capacity to deliver quality and inclusive education; support refugee education planning and management in the host education system in targeted woredas at regional and school levels; support active involvement of host and refugee teachers, parents and children/youth in schools and communities.

## **LESSONS LEARNT AND WAY FORWARD**

A positive development has been the integration of refugee education data into the national EMIS Abstract, which has contributed to the development of refugee inclusive regional sector plans and assisted with defining interventions. Ethiopia as a CRRF pilot country has further provided an opportunity for the ECW project to directly support considerable the policy moves this entails. There were delays in initiating the classroom (and WASH facilities) construction interventions, due to the need to harmonise Government of Ethiopia construction processes in refugee camps with UNICEF's procurement processes, this was overcome through an agreement adhering to both UNICEF and ARRA's operating guidelines.

Indicator Achievement / Overall project target

**82,080 / 68,068**

TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

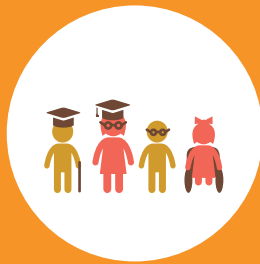
**44%**

OF TIME ELAPSED INTO THE PROGRAM



**32,347 / 28,112**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



**N/A / N/A**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



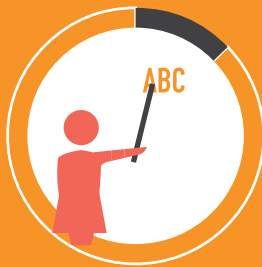
**N/A / 3,500**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**310 / 1,000**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**57 / 444**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**73 / 157**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS



# MADAGASCAR



**IN MADAGASCAR, NATURAL HAZARDS SUCH AS CYCLONES AND CLIMATE CHANGE INDUCED DISASTERS DAMAGE ON AN ANNUAL BASIS SCHOOL INFRASTRUCTURE, WHICH LEADS TO SCHOOLING BEING INTERRUPTED OR STALLED FOR THOUSANDS OF CHILDREN EVERY YEAR.**

This further limits educational opportunities, especially for the most vulnerable children, youth and communities.

In March 2017, Tropical Cyclone Enawo, a category 4 on the Saffir-Simpson scale, made landfall in north-eastern Madagascar's Sava region. In all, 58 out of 119 districts in the country reported damages. The National Office for Risk and Disaster Management reported that around 434,000 people were affected by the cyclone. More than 3,900 classrooms were damaged, of which 2,300 were destroyed. This left over 120,000 children without school facilities. About 57 per cent of all classrooms in the Sava region were destroyed.

Tiavina Rasoaremalala, 12, is one of nine children in her family, which struggles to pay for both food and school.

## ECW'S RESPONSE

ECW made available close to \$500,000 from its First Response Window to two projects implemented by UNESCO and UNICEF.

Both interventions were closely aligned with the Madagascar Enawo response Flash Appeal. Specifically, the projects aim to ensure access to a safe and secure learning environment for all children, including children with disabilities, whose schooling has been interrupted, in the shortest possible time, principally in Sava and Analanjirifo regions. They also encourage retention and school completion, contributing to an end to the cycle of poverty and to the socio-economic development of Madagascar. ECW is funding the purchase of emergency stocks and school furniture for the Education Cluster.

In addition, ECW funding aims to strengthen the Ministry of Education's crisis-sensitive planning capacities in line with the Education Sector Plan 2018-2022, as well as strengthen coordination and communication in crisis-sensitive planning between the Ministry of Education and the Education Cluster to increase the education sector's resilience to natural hazards.

## LESSONS LEARNT AND WAY FORWARD

A number of key lessons learned have resulted from the ECW-funded projects which have also informed the broader education in emergency programming in Madagascar. The composition of emergency stocks has been refined to better suit the local context. Disaster risk reduction trainings have also proven useful in mitigating the impact of many of the cyclones. Most notably, while Cluster members often receive funding bilaterally, the ECW-supported First Response was owned by the Education Cluster, and the UNESCO-led segment of the project further strengthened coordination and communication between relevant parties. This pushed all Cluster members, the National Office for Disaster Management and the Emergency Prevention and Management Committee to come together in a coordinated manner.

Indicator Achievement / Overall project target

**26,500 / 33,120**

TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

**43%**

OF TIME ELAPSED INTO THE PROGRAM



**13,212 / 15,827**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



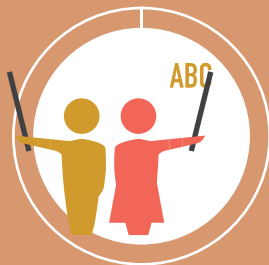
**N/A / N/A**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



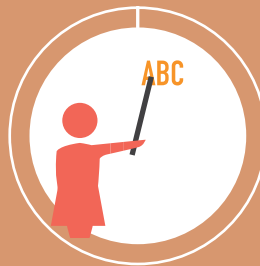
**26,500 / N/A**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**N/A / 62**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**N/A / 15**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**370 / 110**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS

# NEPAL



© UNICEF/Shreshtha

**IN AUGUST 2017, NEPAL EXPERIENCED A PERIOD OF SUSTAINED, HEAVY RAIN. IT RESULTED IN FLOODING AND LANDSLIDES ACROSS 35 OF THE COUNTRY'S 75 DISTRICTS.**

The southern Terai region was particularly badly hit. The floods caused widespread casualties, and impacted significantly on infrastructure, including education and school facilities. An 'Initial Rapid Assessment' (IRA) assessed that 1.7 million people had been affected by the flooding, with almost 65,000 houses destroyed, and 460,000 people displaced. The Education Cluster assessed the number of affected schools at 2033, with more than 200,000 students affected. Many schools were damaged or destroyed, while others were being used as shelters.

Schoolbooks damaged by floodwater are set out on tables to dry in a Primary School in Badaharawa, Durga Bhagbati Gaunpalika, Rautahat District, Tuesday 22 August 2017. Floodwaters at the school destroyed stationery, school records, computers and other study items, leaving behind thick sludge as it receded.

## ECW'S RESPONSE

ECW activated its First Response window for Nepal and provided funding to UNICEF, UNESCO, Save the Children and Plan, totaling \$1,885,542. ECW's grantees focused on four broad areas: rehabilitating schools to ensure that they are safe places for children to return, or providing temporary structures; training teachers to provide lifesaving information – including on hygiene; restocking schools with materials and textbooks; and ensuring that infrastructure built or repaired could withstand a similar event in future.

## LESSONS LEARNT AND WAY FORWARD

ECW's intervention in Nepal is relatively recent: only around 20 per cent of the total duration of the programme has elapsed. Nevertheless, it is providing interesting lessons for interventions in other areas at risk of natural disasters. Of particular note are the efforts to install flood resistant wells, that aim to ensure water supply to schools is not affected by future similar events. This is an example of ECW support to ensure education-related infrastructure has longer-term resilience built in.



KEY FIGURES

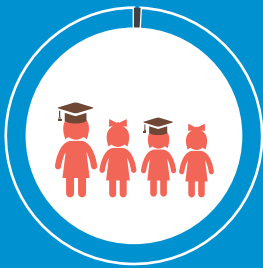
Indicator Achievement / Overall project target



TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

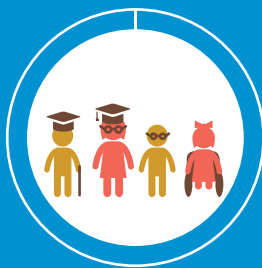


OF TIME ELAPSED INTO THE PROGRAM



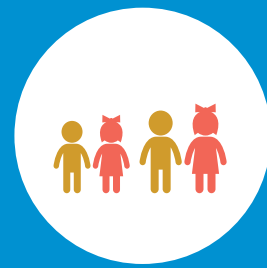
**496 / 45,681**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



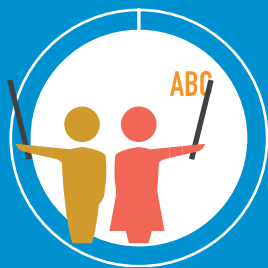
**N/A / 128**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



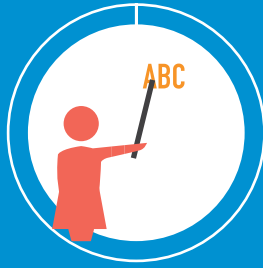
**N/A / N/A**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**N/A / 2,497**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**N/A / 1,068**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**N/A / 1,653**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS



# OCCUPIED PALESTINIAN TERRITORY (GAZA)



**UNRWA'S PROVISION OF EDUCATION PLAYS A KEY ROLE IN THE LIVES OF PALESTINE REFUGEE CHILDREN IN THE GAZA STRIP.**

UNRWA schools provide basic education for 271,900 Palestine refugee students, which is over 83% of the 6-15 years old Palestine refugee children in Gaza. UNRWA's ability to sustain these services is at risk due to the ongoing and severe financial crisis it faces both within Gaza and at the regional level. As of 20 November 2017, the Agency faced an unprecedented US\$ 61 million financial shortfall in its Programme Budget, with the education programme, the largest of UNRWA's programmes, accounting for over 50% of this budget.

Palestine refugee students in UNRWA Al Zaitun Elementary Co-ed "A, B" school start the second semester in Gaza.

**ECW'S  
RESPONSE**

The project of USD 2.067 million value aims to enhance literacy and numeracy for children, promote a more protective and conducive learning environment, and increase the capacity of the UNRWA Gaza school system to prevent and respond to incidents of violence. Project activities to achieve these outputs include hiring and training of 500 support teachers in Arabic and Math to support 137,974 Grade 5-9 children in 275 schools, providing literacy and numeracy learning support materials/kits to Grade 1-4 children, and undertaking of school maintenance and furniture replacement to enhance safety, energy use, access for persons with disabilities and the establishment of gender-appropriate WASH facilities. Further, to reduce violence in schools, 113 Education Specialists and Strategic Support Coordinators will be trained on positive discipline and classroom management. This activity will empower 2750 youth who function as school parliamentarians and lead efforts for reducing violence in schools.

**LESSONS  
LEARNT  
AND WAY  
FORWARD**

The main challenge for UNRWA in Gaza is to continue meeting the education needs of children in the strip, while simultaneously safeguarding achievements in advancing the quality of education for refugee students in a context of deteriorating socio-economic and security conditions, prolonged blockade, and financial crisis. Although the size of this project is small compared to the overall deficit of UNRWA, it contributes significantly to complement access to education with quality interventions in learning, protection and youth empowerment.

Indicator Achievement / Overall project target

**138,000 / 271,900**

TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

**15%**

OF TIME ELAPSED INTO THE PROGRAM



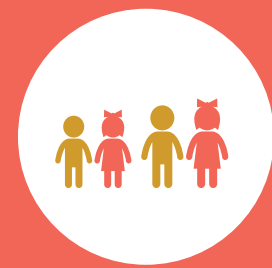
**67,300 / 131,553**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



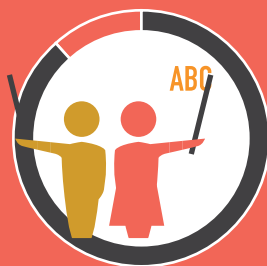
**5,000 / 10,642**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



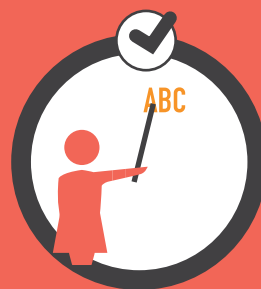
**N/A / N/A**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**543 / 613**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**331 / 300**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**N/A / 3,344**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS

# PERU



**IN EARLY 2017, THE PERUVIAN “COASTAL NIÑO” PRODUCED HEAVY RAINS, FLOODS, AND LANDSLIDES, AFFECTING MORE THAN 1.3 MILLION PEOPLE, INCLUDING 447,925 CHILDREN AND ADOLESCENTS.**

The department of Piura in the North was the most affected in the country, whilst a further 11 departments had declared a state of emergency. More than 49,600 houses had either collapsed or were uninhabitable. A further 260,500 units were damaged. Consequently, many children and their families had been internally displaced to shelters or temporary camps. Reports indicated that 494 schools had at least one classroom collapsed or had been declared unusable out of a total of 2,160 affected. A total of 1,977,463 students were unable to start the school year at the official scheduled date, while 48,835 children and adolescents have been severely affected losing their home or facing other serious losses.

Since the end of January 2017, a sudden and abnormal warming of Pacific waters off Peru known as a Coastal El Niño has led to deadly rains, storms, floods and strong winds. More than 250,000 children have been affected by floods and landslides in Peru during the rainy season. Many children are living now in tents near the flooded area.

## **ECW'S RESPONSE**

ECW provided a rapid injection of US\$250,000 to UNESCO in Peru to jump start the response to the crisis. The UNESCO project aims to:

- Provide additional temporary classrooms with the objective of ensuring continuation of education services in affected zones.
- Ensure that protocols for territorial risk management are in place in the areas where these additional temporary classrooms are installed. This includes the development of school-level risk management plans with the active involvement of the educational community as well as the development of family plans for the emergency and community risk maps.
- Address out-of-school children, assisting UNESCO's Peruvian government counterparts in designing and implementing an in-depth vulnerability screening and school reinsertion strategy in collaboration with the whole educational community.

## **LESSONS LEARNT AND WAY FORWARD**

Implementation of the project has highlighted the importance of involving local government and Civil Defence offices in community training processes and of delivering socio-emotional support programmes for teachers that strengthen protection and resilience to face emergencies.

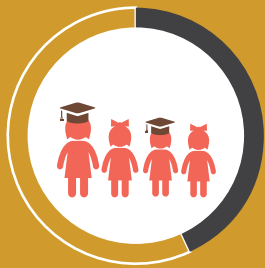
Indicator Achievement / Overall project target

**734 / 1,670**

TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

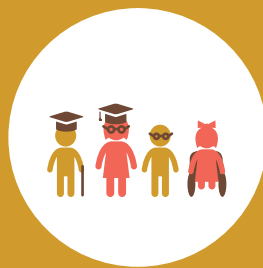
**94%**

OF TIME ELAPSED INTO THE PROGRAM



**361 / 835**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



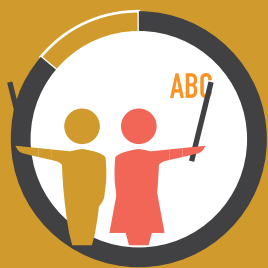
**N/A / N/A**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



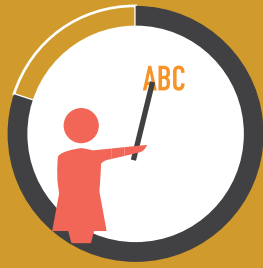
**N/A / N/A**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**19 / 22**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**12 / 15**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**5 / 22**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS

# SOMALIA



**DUE TO THE FAILURE OF THREE CONSECUTIVE RAINY SEASONS DURING 2015-2016, SOMALIA WAS AFFECTED BY SEVERE DROUGHT FOLLOWED BY A PROLONGED DRY SEASON (JULY-SEPTEMBER 2016) AND SIGNIFICANTLY BELOW-AVERAGE RAINFALL (OCTOBER-DECEMBER 2016).**

On 6th May 2017, it was indicated that: 'Crisis (IPC Phase 3) and Emergency (IPC Phase 4) levels of acute food insecurity persisted in many areas of Somalia. This was compounded with a severe AWD/cholera outbreak. Despite large-scale humanitarian assistance, continued food assistance and efforts to prevent and treat AWD/cholera, were needed throughout 2017. According to the Protection & Return Monitoring Network (PRMN) more 739,000 people were displaced due to the drought between 1st November 2016 and 31st May 2017. The Education Cluster estimated at least 295,000 of these as children of school going age. In May 2017,

Girls attending class at an ECW-supported school in Mogadishu, Somalia.

the Humanitarian Coordinator launched a revised HRP for Somalia with an overall appeal of US\$ 1.5 billion to provide humanitarian assistance to 5.5 million people out of the estimated 6.7 people in need. According to the appeal an estimated 528,000 school children (displaced and other) were in need of humanitarian assistance to stay in school during the drought crisis.

## **ECW'S RESPONSE**

The ECW grant of US\$ 4.9 million to Somalia, in line with the Education Cluster response strategy for the drought, focused on retaining children in the schools through provision of food and water to the students, support to teachers with emergency incentives, hygiene promotion to minimize the risk of AWD/Cholera, support to Community Education Committees, and additional teaching/learning supplies to the schools. The ECW efforts, channeled through the Education Cluster, ensured that education interventions be life-saving by encompassing vulnerable children's food, water, health and protection needs. The ECW response in Somalia supports projects in Central South Somalia, Puntland and Somaliland. It funds directly 12 civil society organizations (ADRA, BREC, FENPS, INTERSOS, Norwegian Church Aid, the Norwegian Refugee Council, Relief International, Save the Children, CISP, Somalia Community Concern, SHARDO, and Swisso Kalmo), four of which (BREC, FENPS, Somalia Community Concern and SHARDO are local or national NGOs, representing 23 per cent of total funding – a share just under the 25 per cent target laid out in the grand bargain.)

## **LESSONS LEARNT AND WAY FORWARD**

ECW funding has had a significant impact in encouraging children to go to school. Significant increases were acknowledged in the school population in many schools. However, this also put a strain on the physical school capacity, creating an additional workload for the teachers, overstressing food and water provisions. Furthermore, a participatory approach where the community takes ownership of the process using open, transparent operational mechanisms and direct involvement of local authorities (like Governors, DCs, camp representatives) and representatives of beneficiaries contributed to the success of the programmes. Further efforts will be undertaken to increase the number of female teachers as this affects the gender balance in schools and can lead to girls dropping out, and becoming subject to socio-cultural pressures such as early marriage.



Indicator / Overall project  
Achievement / target

**54,016 / 50,378**

TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

**49%**

OF TIME ELAPSED INTO THE PROGRAM



**23,881 / 22,637**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



**303 / 238**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



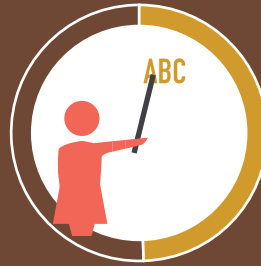
**7,653 / 12,176**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**328 / 584**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**75 / 151**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**30 / 500**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS

\*The Somalia investment will transition to a multiyear programme

# SYRIA



© UNICEF/Charbonneau

**THE SYRIA CRISIS HAS BEEN ONGOING FOR 7 YEARS, WITH SIGNIFICANT CONSEQUENCES FOR CHILDREN WITHIN THE COUNTRY. OCHA ESTIMATES THAT THERE WERE MORE THAN 6.1 MILLION INTERNALLY DISPLACED CHILDREN WITHIN SYRIA AS OF SEPTEMBER 2017, OF WHICH 1.85 MILLION WERE SCHOOL-AGE CHILDREN (5-17 YEARS OLD).**

Further, by end 2017, there were 120,000 children living in besieged areas and 740,000 in hard to reach areas within Syria. 5.8 million children and youth from pre-school to secondary-age and over 300,000 education personnel were in need of urgent education assistance. Further, across the country, 1.75 million 5-17 years old school-age children were out of school and 1.35 million were at risk of dropping out.

Wahida, 11, lost both her parents who were killed from shelling one year ago. With her brother (13) and sister (9) she lives with her uncle. Wahida was displaced twice and has lost one school year, she is now in grade 4 in the Eastern part of Aleppo. The school is severely damaged.

## ECW'S RESPONSE

The programme aims to address the severe and complex education needs inside Syria. It was designed under the Whole of Syria (WoS) umbrella in cooperation with the Syria Education Development Partners Group. The programme seeks to strengthen the capacity of the education system to deliver a timely, coordinated and evidence based education response, improved access for girls and boys to equitable education and learning opportunities, and improved quality and relevance of formal and non-formal education within a protective environment.

While the ECW grant is received by UNICEF, the programme is jointly managed by the WoS education co-coordinators (UNICEF and Save the Children), both at the WoS and hub levels. WoS provides quality assurance on all technical and programme levels, and implements on the ground through partner NGOs. A group of international, regional and local organizations were selected to deliver improved access to and quality of education for 65,000 of Syria's most vulnerable children. In total, WoS partners with 10 international and Syrian NGOs. These partners have reached 42 communities in 26 sub-districts over 5 governorates. The total amount approved for the response is USD 15 million.

## LESSONS LEARNT AND WAY FORWARD

The process of developing the ECW proposal in late 2016 catalyzed engagement between humanitarian, stabilization and development actors who had no joint official coordination fora. It brought together the WoS education coordination mechanism, within the framework of the humanitarian response, with the Syria Education Development Partners Group, a coordination forum for donors and development partners established by DFID. The Education Dialogue Forum (EDF), which was established under the auspices of the ECW programme to coordinate and share information between the Syria Education Development Partners Group and WoS, has since had several quarterly meetings and education is considered as a potential model for enforcing the continuum of humanitarian and development work in other sectors of the Syria response. One of the key successes of the EDF is helping in bridging the understanding between key education stakeholders.

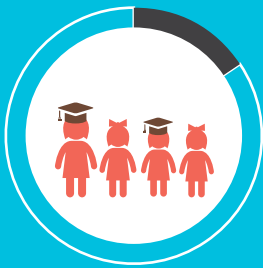
Indicator / Overall project  
Achievement / target

**29,420 / 200,000**

TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

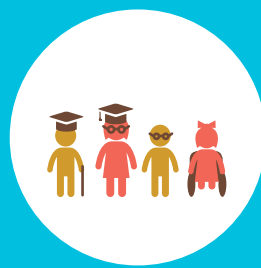
**43%**

OF TIME ELAPSED INTO THE PROGRAM



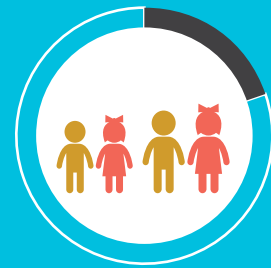
**15,488 / 98,000**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



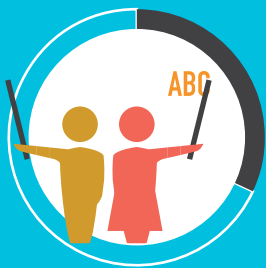
**N/A / N/A**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



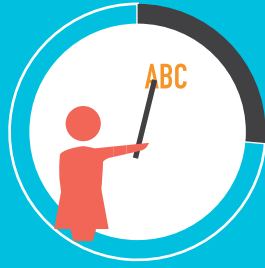
**7,949 / 40,000**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**806 / 2,500**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**443 / 1,666**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**30 / 50**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS



# UGANDA



© UNHCR/Unity & Adam Khan

**1,326,750 REFUGEES (61 PER CENT OF THEM CHILDREN) HAD CROSSED THE BORDER INTO UGANDA. AS OF END FEBRUARY 2018, THE SOUTH SUDANESE REFUGEE INFLUX ALONE WAS OF 1,053,598 REFUGEES.**

This has been declared a child protection emergency, with loss of education one of the drivers of protection challenges. Due to the crisis, 1.2 million children have lost access to education. Many have dropped out of school, have never enrolled or are above primary-entry age. Children who do not start school at enrollment age will likely remain out of school. Mixing older and younger learners makes teaching difficult and raises protection concerns. The increasing number of learners puts a strain on already overstretched facilities with overcrowded classrooms, limited teachers, and insufficient learning materials.

Christina Manas, a 13-year-old South Sudanese refugee studies in grade five at Baratuku settlement in northern Uganda. Her dream is to become a pilot and see the world one day.

Further, while some progress was made in enrolment and retention of refugee children in primary education services in Uganda, access to secondary education for refugee adolescents remains a critical gap across the refugee settlements.

### ECW'S RESPONSE

Given the severity of the situation, Uganda was chosen as one of the First Response allocations for Education Cannot Wait (allocation of US\$ 3.35 million). The response includes a mix of service delivery and systemic support. Service delivery includes provision of ECD, primary and secondary education, recruitment and training of teachers, and infrastructural support. The programme further seeks to strengthen local language instruction. Systemic efforts focus on: i) working toward a harmonized approach to the accelerated education programme across all partners in Uganda, which is expected to support increased, higher quality provision of accelerated education, and ii) identification of clear pathways to accelerate the certification and recruitment of South Sudanese refugee teachers towards bolstering the primary education teaching workforce in schools within refugee and settlements in West Nile region in Uganda.

### LESSONS LEARNT AND WAY FORWARD

The current First Response programme is expected to dovetail with the multi-year **Education Response Plan for Refugees and Host Communities** in Uganda. Close cooperation with global and national partners was instrumental in the development of this plan, which should be launched by mid-2018.

Indicator Achievement / Overall project target



TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION



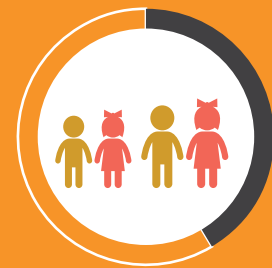
OF TIME ELAPSED INTO THE PROGRAM



**8,393 / 22,210**  
GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



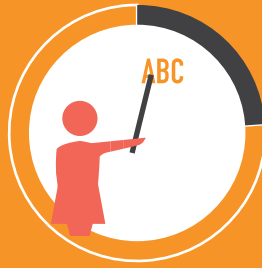
**254 / 663**  
CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



**3,526 / 8,516**  
CHILDREN REACHED WITH NON-FORMAL EDUCATION



**135 / 574**  
TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**57 / 237**  
FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED  
(e.g. headteachers, inspectors)



**42 / 196**  
CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS

# UKRAINE



© UNICEF/Gilberts

**ARMED CONFLICT IN EASTERN UKRAINE CONTINUES DESPITE THE SIGNING OF THE MINSK II CEASEFIRE AGREEMENT. SOME 3.8 MILLION PEOPLE, INCLUDING 1 MILLION CHILDREN, ARE CURRENTLY AFFECTED AND 1,584,472 PEOPLE ARE DISPLACED.**

Against the backdrop of social dislocation and heightened vulnerability, education and the institutions that provide it have taken on even greater significance in their communities at precisely the moment they have the least amount of resources to provide for students.

For the more than 250,000 children under 18 years old living in the most vulnerable areas within 15km of either side of the contact line, problems are compounded by even greater exposure to physical violence from on-going conflict. Many children in these areas attend school in facilities at continual risk of shelling, posing a physical danger to both children and their educational institutions.

Children play inside school number 4 in the town of Avdiivka, Donetsk Oblast, Ukraine



## **ECW'S RESPONSE**

ECW made available \$1.5 million from its First Response to Save the Children and UNICEF. The interventions aim to improve access and quality of education in this highly volatile environment through emergency repairs for damaged educational facilities, urgently needed educational supplies, Life Skills Education in schools and piloting of a Safe Schools program. In addition, the projects also aim to ensure conflict-affected boys and girls benefit from psycho-social support and that the capacity of local education authorities and local organisations' capacity is built.

## **LESSONS LEARNT AND WAY FORWARD**

Overall, ECW-funded interventions are on track to meet their stated objectives. Implementation of the UNICEF project has demonstrated the benefits of engaging school principals and administrations, children, their parents and families during all stages of Safe Schools modelling to ensure ownership by the key stakeholders, their full engagement and support and to build a sustainability beyond the project.

In addition, the ECW-funded activities are also serving as an entry point for support to the national education reform, with emphasis on extending skills-based education opportunities, a competence-based approach and ensuring inclusiveness across the education spectrum. They also provide a unique opportunity to engage a national dialogue on the quality of education and learning outcomes.

Indicator Achievement / Overall project target

**56,159 / 52,550**

TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION

**50%**

OF TIME ELAPSED INTO THE PROGRAM



**30,588 / 26,210**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



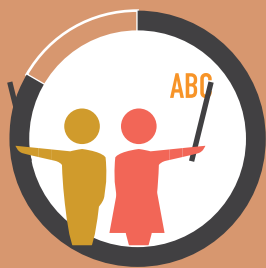
**53 / N/A**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



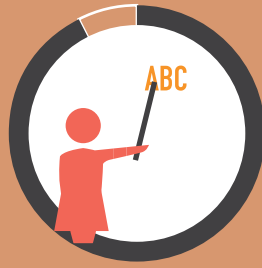
**56,159 / 49,550**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**1,329 / 1,590**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**1,326 / 1,430**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**N/A / 118**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS

# YEMEN



© UNICEF/Clarke for UNOCHA

**THREE YEARS SINCE THE BEGINNING OF THE CONFLICT, THE PEOPLE OF YEMEN CONTINUE TO BEAR THE BRUNT OF ONGOING HOSTILITIES AND SEVERE ECONOMIC DECLINE AND IN 2018, THE TOTAL NUMBER OF PERSONS IN NEED OF HUMANITARIAN ASSISTANCE HAS REACHED 22.2 MILLION, EQUIVALENT TO MORE THAN THREE QUARTERS OF THE TOTAL POPULATION.**

The number of Internally Displaced Persons (IDPs) has exceeded three million in its peak time, and a cholera outbreak also hit the country reaching over 1.06 million in February 2018 with over 2,200 associated deaths. The education sector is no exception to the negative impact of the protracted conflict. To date, 256 schools have been totally destroyed while 1,413 schools have been partially damaged, 153 are hosting IDPs and 23 are occupied by armed groups. The number of out-of-school children is estimated at 3.6 million. Most teachers have not received a full salary since October 2016. In some schools in

Students listen to their teacher during a class held in a tent school, after the Aal Okab school which they used to attend was destroyed.

affected governorates, children are only taught one or two classes as teachers leave school early to work somewhere else to compensate for lost income.

## **ECW'S RESPONSE**

In response to the protracted crisis, Education Cannot Wait (ECW) selected Yemen as one of its three initial investments, and allocated USD 15 million. The programme in Yemen aims to sustain access to quality education for children in areas most affected by the conflict, especially for girls. The target group for this initiative is 2,500,507 children. Interventions in the programme include setting up of temporary learning spaces and distribution of learning materials, support to the conduct of end of cycle exams (grades 9 and 12), strengthening of child protection and violence prevention, increased community involvement and strengthening of the operational capacity of Programme Management Units (PMUs) in Aden and Sana'a under the technical supervision of UNICEF.

## **LESSONS LEARNT AND WAY FORWARD**

The intensification of ground and airstrikes in Sana'a in December 2017 led to the temporary relocation of international humanitarian aid workers. This has rendered the day-to-day interaction with national authorities difficult. Other implementation challenges include delayed recruitment processes for programme staff and disagreement over textbook content.

In view of the aforementioned challenges, UNICEF is reprogramming the funding in collaboration with national partners. In a situation like Yemen, with its geopolitical divide and ever shifting local landscape, programmes need to be able to adjust flexibly to accommodate children's education priorities. This requires responsive management on the ground to advise and guide rapid changes in ways that safeguard the integrity of the programme.

Indicator Achievement / Overall project target

**31,000 / 2,502,000**

TOTAL NUMBER OF CHILDREN REACHED WITH FORMAL AND NON-FORMAL EDUCATION



OF TIME ELAPSED INTO THE PROGRAM



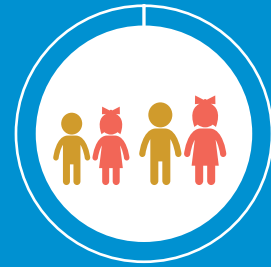
**13,640 / 1,082,938**

GIRLS REACHED WITH FORMAL AND NON-FORMAL EDUCATION



**N/A / N/A**

CHILDREN WITH DISABILITIES IDENTIFIED AND REACHED WITH FORMAL AND NON-FORMAL EDUCATION



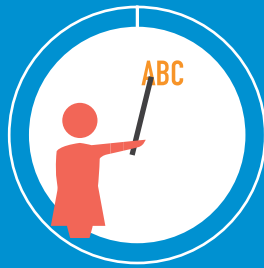
**N/A / 4,241**

CHILDREN REACHED WITH NON-FORMAL EDUCATION



**N/A / 2,021**

TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



**N/A / 808**

FEMALE TEACHERS AND EDUCATION PROFESSIONALS TRAINED (e.g. headteachers, inspectors)



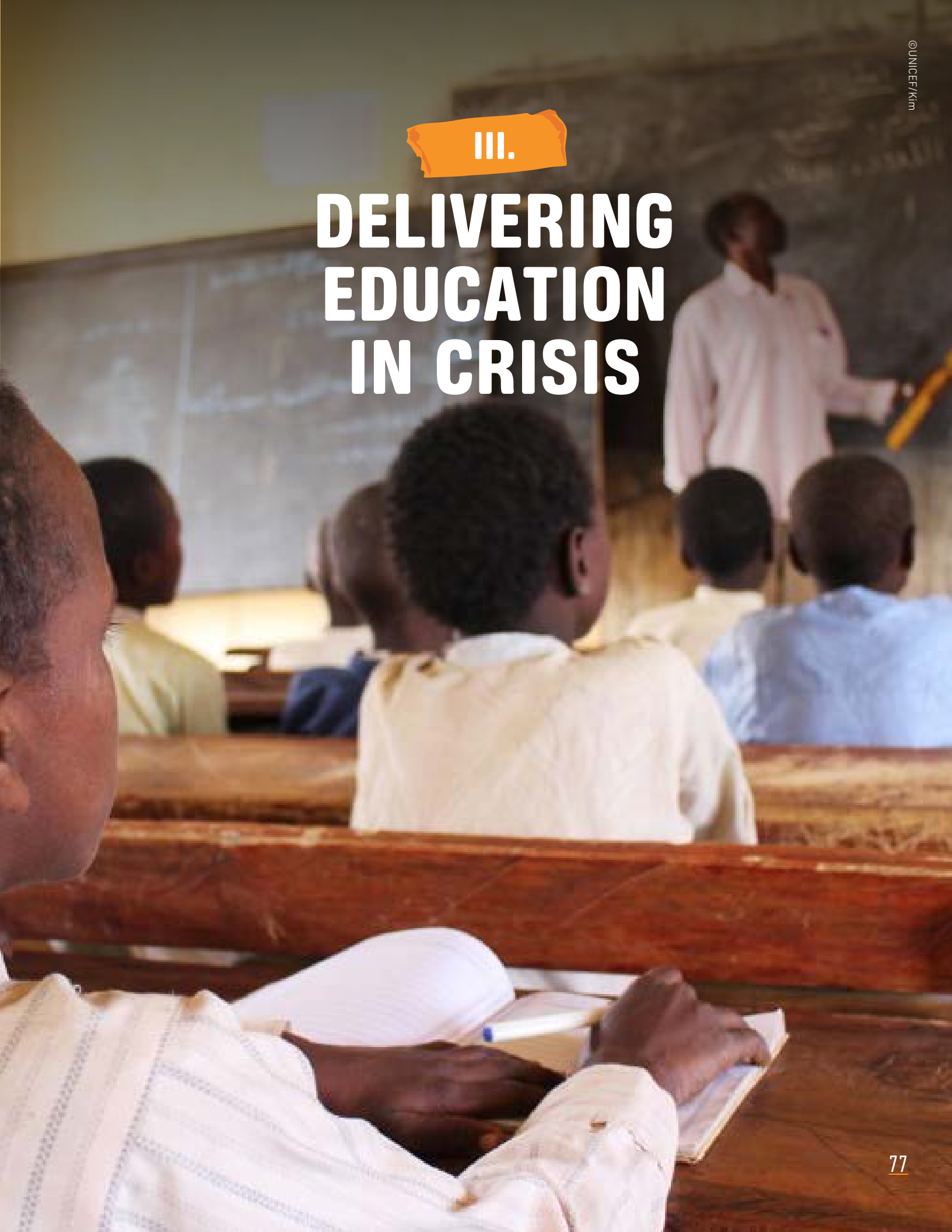
**N/A / 672**

CLASSROOMS SUPPORTED THROUGH EQUIPMENT, INFRASTRUCTURES, OR CLASSROOM MATERIALS



III.

# DELIVERING EDUCATION IN CRISIS



# BRINGING CHILDREN AND YOUTH TO EDUCATION

## HIGHLIGHTS

### 650,274 CHILDREN AND YOUTH REACHED IN 14 CRISIS-AFFECTED COUNTRIES

**145,994 children** reached in 8 countries with alternative modes of education, (catch-up classes, accelerated learning programmes, and life skills programmes)

**8 countries** taking action to address demand-side barriers to education

**50,040 children** directly reached with targeted demand-side action such as cash grants, vouchers, school feeding, coverage of transportation costs, etc.

**5 countries** measuring or planning to measure attendance in beneficiary communities

**3,569 teachers** recruited and/or financially supported (including 1,493 women)

**768 classrooms** or temporary structures built, rehabilitated and/or equipped

One key priority outcome for ECW's investments is to provide access to education to crisis-affected children and youth. Out of an estimated 263 million children and youth who are out of school globally, 63 million live in areas affected by armed conflict<sup>29</sup>. Outside conflict zones, out of school children and youth may still be affected by crises as refugees, internally displaced persons or members of host communities. Others are faced by the impact of natural disasters. To ensure crisis-affected children and youth's access to education, ECW supports context specific actions addressing both supply and demand. ECW also pursues policy changes in areas affecting access.

## INCREASING THE SUPPLY OF EDUCATION

New or escalating crises often generate urgent needs to significantly increase the supply of education – significant population displacement, schools damaged or destroyed by natural disasters – while the limited financial capacity of fragile governments may further exacerbate gaps in education provision. In such contexts, ECW may recruit and/or subsidize teachers and build/rehabilitate learning structures or replace learning materials.



ECW-supported temporary classroom, Ambatomitraka primary school

29 UNESCO Institute for Statistics (UIS). 2016, Leaving no one behind: How far on the way to universal primary and secondary education?



For example, in **Bangladesh**, where ECW was one of the first responders to the massive influx of Rohingya refugees in 2017, ECW is supporting increased education opportunities, including teachers and learning structures. In **Madagascar**, after Tropical Cyclone Enawo damaged or destroyed thousands of classrooms, ECW is helping replace education structures and materials.

But simply increasing the volume of education supply, while often necessary, can miss the complexity of children's schooling trajectories and needs. The trauma of conflict or disaster can affect children's and youth's capacity to go back to education. In response to these needs, ECW seeks to provide a diversity of pathways to education including bridge and catch-up classes, accelerated learning programmes, and life skills programmes. Formal and non-formal education programmes further cover different levels of education, including early childhood development (ECD), primary, secondary and technical and vocational education and training as per the needs in country.

## ADDRESSING DEMAND BARRIERS

The supply of education is just one facet of access. Addressing demand-side barriers to education is also important, and ECW investments in **Afghanistan, Bangladesh, Chad, Ethiopia, Peru, Somalia, Syria** and **Yemen** are taking action in this regard. This may take the form of communication toward communities to explain service availability and address perceptions regarding the benefits of some children's education (such as girls or children with disabilities), or collaborating with the community to reach out to out of school children. It can also take the form of targeted actions such as cash grants, school feeding, or coverage of transportation costs, in line with the country context. There is no one size fits all regarding the type of action that may be most relevant, hence accurate analysis of the barriers children face is essential.

## INCREASING AND DIVERSIFYING SUPPLY OF EDUCATION



### CAR

Out of 61,568 children and youth reached, 21,983 were reached with non-formal education.



### BANGLADESH

420 teachers recruited and 210 temporary learning spaces set up.



### MADAGASCAR

370 pre-primary and primary temporary classrooms set up, and provided with school in a box kits, ECD kits and/or recreation kits.



### PERU AND NEPAL

Cleaning or rehabilitation of classrooms and setting up of temporary learning structures.



Children benefiting from an ECW-supported school feeding programme in Somalia.

## ADDRESSING DEMAND FOR EDUCATION

### AFGHANISTAN, BANGLADESH, ETHIOPIA, PERU,

#### YEMEN

Focus on communication/collaboration with communities to address perceptions with regard to education and bring children to school.

#### SOMALIA

Provision of school feeding, food rations and water. Some grantees reported that attendance has now outstripped expectations, actually putting a strain on schools.

#### CHAD

Plans to provide school feeding in most in need areas.

#### SYRIA

Social protection services for the most vulnerable children.

## PURSuing POLICY CHANGES TO INCREASE ACCESS

Addressing policies is necessary to increase access: in **Uganda**, a number of policy-level barriers prevent expansion of education for refugees and host communities. For example, the number of teachers that can be hired is capped by the Ministry, reflecting the population prior to the influx of refugees, but this ceiling is no longer adapted to the current situation. The ECW-supported Multi-Year Resilience programme addresses registration, licensing of refugee teachers and ensuring that refugee children can benefit from the Universal Secondary Education scheme (a scheme allowing Ugandan children who achieve certain grades on primary exams to study for free at public secondary schools).

## MEASURING AND MONITORING ACCESS

It is important for ECW to assess whether its investments and efforts to increase access to and participation in education are generating the expected results. Unfortunately, there is often a scarcity of data on children in crisis situations, and grantees' ability to measure results is sometimes limited. Five countries are planning to measure results related to access or participation:

**Afghanistan** focuses on attendance rates of children within ECW-supported programmes; **Syria** and **Ethiopia** seek to measure enrolment rates and/or out of school rates; **Uganda** aims to both measure children's attendance in schools supported by the programme and develop a module within the Education Management Information System (EMIS) enabling a better tracking of refugees; **Chad** will measure enrolment rates as part of overall programme monitoring and attendance at school level as it is linked to the provision of food rations for girls.

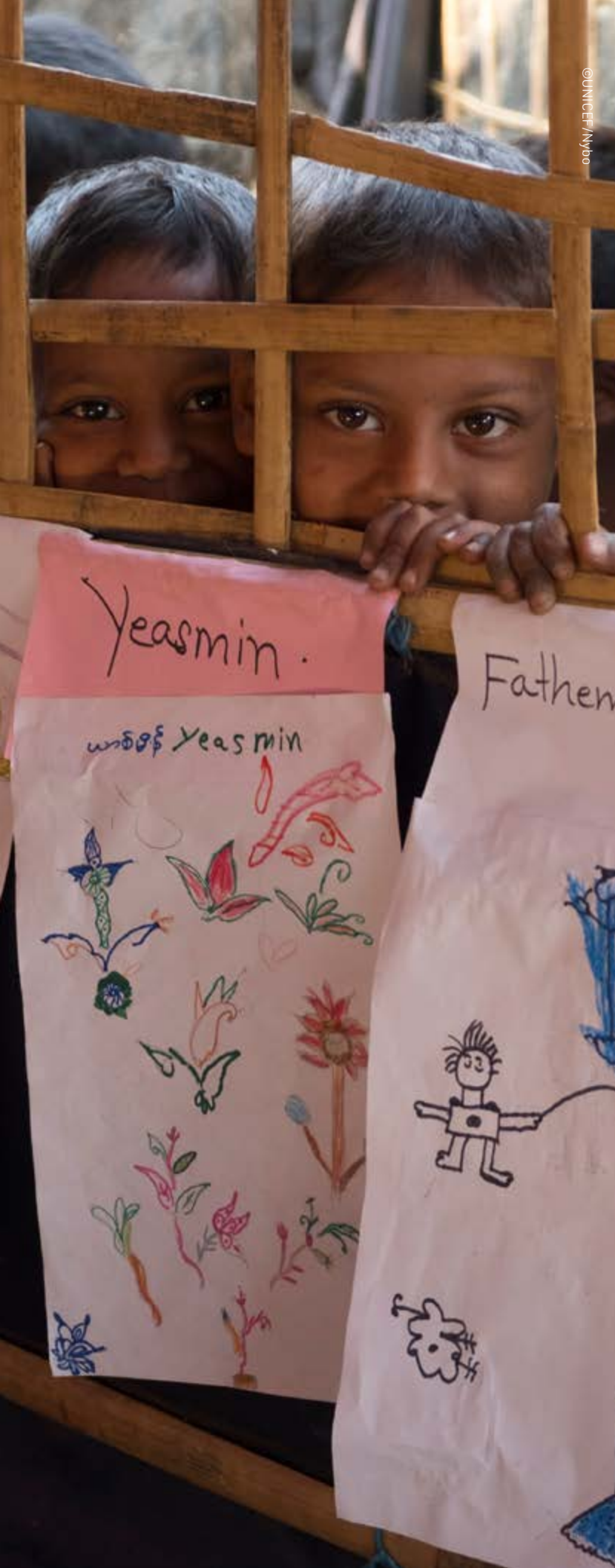
In **Uganda**, attendance rates at the beginning of the programme stand at 72 per cent, but vary from 53 to 84 per cent, suggesting the need for differentiated action to address the various barriers to student attendance in different schools. Further, while 51.2 per cent of children enrolled are females, 48.7% of those attending are, suggesting efforts to enroll girls were insufficient to ensure they attend at the same rate as boys. In **Ethiopia**, with support from ECW, refugee education data has for the first time been integrated into the 2016/17 annual Education Sector Abstract, which is also reflected in the EMIS, contributing to the development of refugee inclusive regional sector plans in these two regions and assisting with defining interventions.

## BANGLADESH FROM A HARROWING JOURNEY TO THE SAFETY OF A CLASSROOM

In Bangladesh, the immediate priority is the provision of safe spaces for Rohingya refugee children to start the healing process from the trauma of their flight from Myanmar and restore some sense of normalcy in their lives. To this end, 210 temporary learning centers have been set up and equipped and 420 teachers recruited. Psychosocial support and child-centred pedagogies have benefited 21,644 children so far, a critical first step on their road to learning again.

Teachers were trained to deliver the curriculum, and students provided with learning materials. The programme also involved informing communities of existing education opportunities and sensitizing them on the importance of education. Parents were equipped to support their children through monthly parenting sessions on children's health and development, specifically safe hygiene practices and protection including positive discipline and prevention of harmful social practices such as child marriage.

Rohingya children in an  
ECW-supported learning centre  
in Cox's Bazar, Bangladesh.



# KEEPING CHILDREN IN SCHOOL

## HIGHLIGHTS

**2 countries developing non-formal education accreditation systems.**  
**CAR strengthening linkages and coordination between non-formal and formal education.**

**12 countries offering at least some general secondary education and CAR offering vocational training.**

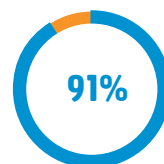
**8 First Response countries strengthening emergency preparedness, resilience and/or conflict prevention.**

**5 countries measuring or planning to measure transition rates from formal to non-formal education, retention rates and/or completion rates.**

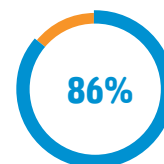
Bringing children to school is not always enough to ensure they stay there. Children affected by man-made or natural crises may drop out as they get older or move to higher levels of education. UNHCR provides estimated figures for refugees: while 61 per cent of refugee children attend primary school, only 23 per cent attend secondary education, and 1 per cent tertiary education<sup>30</sup>. Many of the same drivers affect both access and retention, but some factors such as lack of continuity of education supply affect transition specifically, while demand-side barriers to education evolve as children get older.

Over 20 per cent of children reached by ECW to date are in non-formal education and thus ECW investments are supporting **transitions to formal education**. In **Uganda** and **Syria** for example, ECW-financed programmes are supporting the development of accreditation systems for non-formal education. In **CAR**, the focus is on addressing coordination challenges between formal and non-formal education. This includes locating non-formal education centres in formal schools, providing school kits to facilitate reintegration into formal schools, and follow-up of children who have transitioned to formal education to ensure they do not drop out.

## TRANSITION RATES INTO FORMAL EDUCATION – CENTRAL AFRICAN REPUBLIC



Children aged 8-10 years old



Children aged 11-13 years old

<sup>30</sup> Left behind: refugee education in crisis, UNHCR 2017

<sup>31</sup> Noting that Syria and Peru, aim at supporting children and youth but have not disaggregated their targets by level of education.

Continuity of education also requires the **availability of schools at the higher levels of education**. Secondary education is a part of ECW-supported programmes in **all countries** except Bangladesh and CAR (where the focus is on pre-primary and primary education, and vocational training respectively<sup>31</sup>). The share of children and youth targeted through ECW-financed programmes at the secondary level varies from less than 5 per cent in **Somalia** and **Ethiopia**, to two thirds of the total in **Ukraine**, a reflection of the varying levels of primary completion in these respective countries.

Lack of continuity also relates to lack of predictability in donors' or governments' support to education. Humanitarian responses are often short-term, with unpredictability in financing potentially creating gaps in education programmes. Governments' ability to support education in crisis-affected areas may be strained. ECW is responding to these issues by facilitating the development of longer-term programmes in protracted crises. The four "ECW Initial Investments" in Chad, Ethiopia, Syria and Yemen offer two-year financing. Future Multi-Year Resilience Programmes will finance between 2 and 4 year programmes.

The Initial Investments integrated long-term sustainability beyond the programme period into their design. For example, in Ethiopia, integration of refugee education data within the national Education Management Information System is contributing to integration of refugee education in national and regional education sector planning. In Chad, there is a combination of short-term and long-term support to continuity of education (see box 2). In Syria, system-level efforts focus on developing a coherent education system across conflict lines in preparation for the time when the conflict ends. In Yemen, the focus is on building the education system's capacity so that it remains functional, and embedding training of students and teachers to peace and social cohesion within the programme.

First Response countries also promote sustainability by strengthening the resilience of their education system to future crises.

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## STRENGTHENING RESILIENCE IN FIRST RESPONSE COUNTRIES



### SOMALIA

Training on emergency preparedness, disaster risk reduction & response



### CAR

Peace education embedded into inter-ethnic and inter-religious events



### UKRAINE

Mine awareness training



### MADAGASCAR, PERU & NEPAL

Training on disaster risk reduction



### UGANDA

Facilities using an inclusive and disaster-resistant design



### PALESTINE

Reduction of school running costs using energy saving lights & systems

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Finally, ECW-supported programmes are assessing whether they are succeeding at keeping children in school. In Afghanistan, completion of community based education will be measured. Transition rates from non-formal to formal education will be measured in CAR, Somalia and Syria and dropout will be measured in Gaza. The outputs of these measurements will feed back into programme design and implementation.

## CHAD PROMOTING CONTINUITY IN A HIGHLY FRAGILE ENVIRONMENT

In Chad, the government's financial resources to support education are strained, and the situation has worsened with the fall in oil revenues. In this context, payment of teacher salaries is not always reliable. This has led to several strikes, with the latest beginning at the end January 2018, leading to the closure of most schools. Classes did however continue in the Lac region, in schools where 327 teachers were financially supported by ECW, ensuring continuity of education provision for over 26,000 children. However, providing teachers with financial support is only a temporary measure, and the ECW-supported programme seeks to ensure longer-term continuity of services in the region. Self-sufficiency of communities through income generation activities will provide revenue and also contributing to school operating costs.

Sudanese refugee girls in an ECW-supported school, Chad.



# PROMOTING GENDER EQUALITY AND LEAVING NO ONE BEHIND

## HIGHLIGHTS

**308,974 girls** reached (47.6% of the total).

**Targeted gender actions** undertaken in **13 countries**, including gender-sensitive training, curricula and/or materials in Afghanistan, CAR, Peru, Somalia and Ukraine.

**2,879 female teachers** trained (61.2 per cent of all teachers trained), **1,493** recruited and/or financially supported (41.8 per cent of all teachers recruited/supported).

**300 gender-segregated latrines** built or rehabilitated, **2,545** adolescent girls supported with sanitary kits.

**5,790 children** identified as having a disability and reached with ECW support.

**5 countries** with targeted actions for children with disabilities and associated targets.

**Inclusive education training/promotion** in **Somalia, Ukraine, Bangladesh and Uganda.**

SDG 4 cannot be achieved globally without reaching out to the most vulnerable girls and boys, ensuring they are able to learn in a protective environment. This is more explicit in conflict and crisis-affected contexts: Crises broaden income and gender-based<sup>32</sup> inequalities in education, and these inequalities themselves can fuel further conflict: Where education inequality doubles, the likelihood of conflict more than doubles<sup>33</sup>.

In such a context, ECW addresses inequalities at different levels. At the global level, ECW prioritizes countries most in need of support. At the country level, where needs largely surpass ECW's ability to respond, evidence-based prioritization is pursued to identify where interventions should take place.

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## CRITERIA FOR ECW COUNTRY PRIORITIZATION:

Magnitude of the crisis

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Education funding needs

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Education attainment

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Education inequalities

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32 Education Inequality and Violent Conflict: Evidence and Policy Considerations policy brief, June 2016, UNICEF and FHI360.

33 Østby, Gudrun, 'Inequalities, the Political Climate and Civil Conflict: Evidence from 55 developing countries', in Horizontal Inequalities and Conflict: Understanding group violence in multi-ethnic societies, Stewart & Macmillan, Basingstoke, UK, 2008.

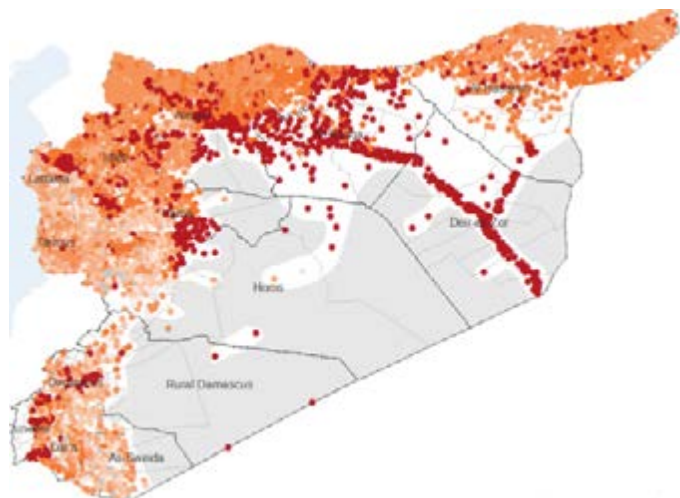


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For example, in **Syria**, the ECW proposal is a coordinated response plan, based on the Syria Education Severity Scale which identifies the most acute education needs in the country.

Needs, however, are not only dependent on geography. ECW also pays attention to **equity in targeting both refugees/IDPs and host populations**, particularly where perceptions may arise that refugees or IDPs receive better services.

Source: *Whole of Syria, Education Severity Scale used to inform programming*



Seven-year old Huda lives in a makeshift camp for displaced families in besieged east Ghouta, rural Damascus

### PERCENTAGE OF CHILDREN AND YOUTH TARGETTED BY DISPLACEMENT STATUS

Refugees	57%
IDPs	9%
Host Populations	8%
Other Populations <sup>34</sup>	22%

<sup>34</sup> Mostly children and youth affected in countries that do not host refugees or IDPs. For example, in Nepal where the floods have mostly affected children who stayed in their original geographical location.


<sup>35</sup> All except Madagascar, which mainstreams gender into programming.





Further drivers of inequality in education include income, language, minority status, gender and disability. These factors may affect children and youth in different ways. Therefore, specific programme content is determined by context. In **Somalia**, an ECW-supported vocational training programme for livelihood opportunities targets 15 to 18 years old youth who are particularly at risk of radicalization, drug trafficking, banditry, and recruitment into armed groups. In **Ukraine**, teachers will be trained to create an accepting environment for all children, including ethnic minorities and religious groups. Efforts to address gender and disability-related barriers are detailed below (language of instruction will be discussed in the next section). Four countries provide training to inclusive education, including **Bangladesh**, **Somalia**, **Uganda** and **Ukraine**.


ECW addresses gender inequality through gender mainstreaming and targeted gender actions (table below).


### 13 COUNTRIES<sup>35</sup> UNDERTAKING TARGETED GENDER ACTION


 **NEPAL, PALESTINE & UKRAINE**  
Focus on building/rehabilitating gender-segregated latrines & delivering sanitary kits to adolescent girls.

 **CAR, PERU, SOMALIA, UKRAINE, SYRIA**  
Gender-responsive training, curricula and/or materials

 **AFGHANISTAN, CHAD & ETHIOPIA**  
Comprehensive combination of interventions including a focus on at least three different areas: Teachers/teaching, infrastructure & WASH, and communities

 **BANGLADESH**  
Inclusive education and focus on communication around child marriage

 **YEMEN**  
Focus on protection of girls, in particular on the way to school

 **CAR, SOMALIA & UGANDA**  
Uneven efforts across grantees

All countries except one undertake targeted gender action. Countries where gender disparities are less acute and programming budgets lower tend to have less comprehensive activities while countries with higher needs provide a more comprehensive package. In **Ethiopia**, the programme delivers a combination of interventions including targeted academic support to girls, particularly in the higher grades, coupled with improved home/school linkages, promotion of women's and girls' participation, WASH infrastructures and materials in support of gender-sensitive and inclusive play and sport. In **Chad**, beyond WASH support, teachers are trained to adopt a gender-sensitive approach, and are expected to work with parents' and mothers' associations. However, in some countries, efforts are uneven across grantees, possibly linked to uneven capacity to address gender issues.

The ECW Gender Strategy will ensure strengthened requirements for all countries to address gender in a rigorous and systematic fashion. For those partners that lack the capacity to do so, the Gender Strategy will be accompanied by technical advisory services to enable countries that are still lagging behind to address gender in a more comprehensive and targeted manner. This will also entail support to address obstacles specifically faced by boys (e.g. child labour, recruitment by armed forces).

<sup>34</sup> Mostly children and youth affected in countries that do not host refugees or IDPs. For example, in Nepal where the floods have mostly affected children who stayed in their original geographical location.

<sup>35</sup> All except Madagascar, which mainstreams gender into programming.

**FIGURE 7: SHARE OF GIRLS IN ENROLMENT: ECW-SUPPORTED VS. BASELINE AND/OR COMPARISON FIGURES**

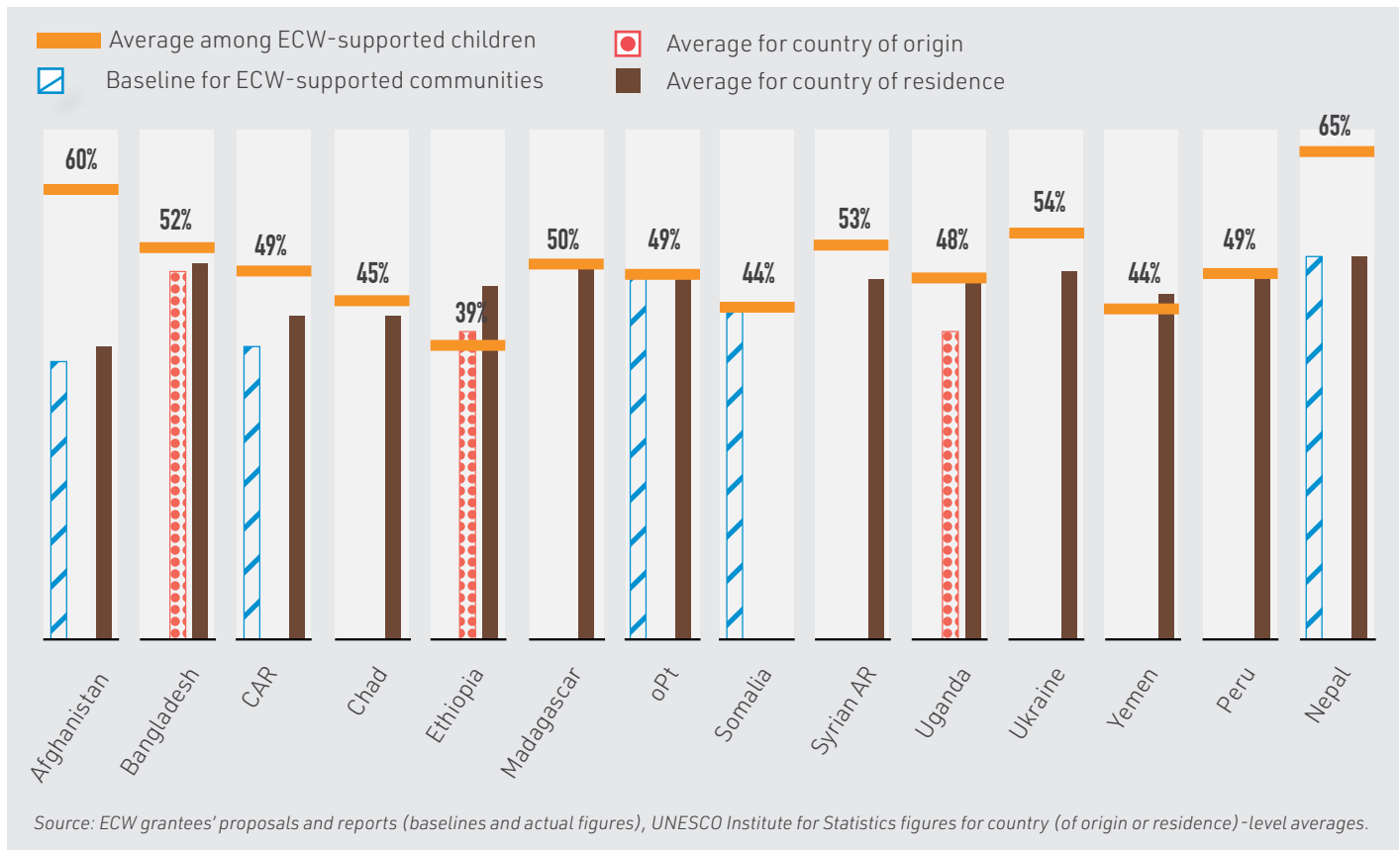


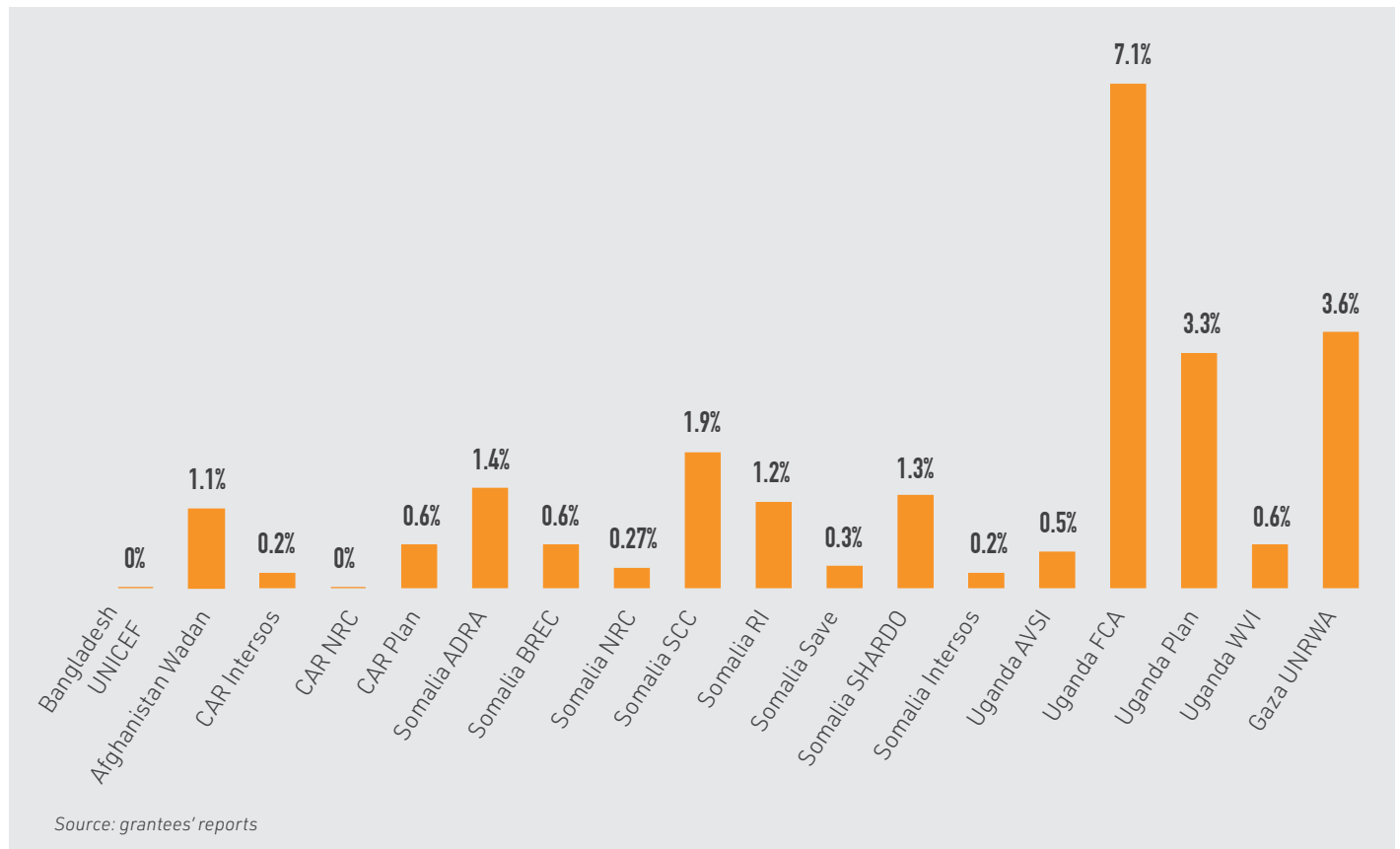
Figure 7 compares the share of female students amongst children reached by ECW and the proportions at the baseline, if available<sup>36</sup>. Where ECW is targeting primarily refugee communities (Bangladesh, Ethiopia, Uganda), the average for the (primary) country of origin was also provided. Further, most recent averages for the country of residence were also used as a point of comparison.

Available figures suggest that the proportion of girls among ECW supported children is significantly higher than existing points of comparison in **Afghanistan, CAR, Chad, Syria** and **Ukraine**. In **Uganda**, while the share of girls for ECW-supported children is lower than expected based on the country average, it is higher than would be expected for the

primary country of origin of ECW-supported students (i.e. South Sudan). In **Bangladesh**, the share of girls among ECW-supported children is higher than available points of comparison, themselves likely higher than figures for Rohingya children in the Rakhine state. On the other hand, figures for **Madagascar, Somalia** and **Gaza** suggest that ECW interventions, overall, have not much improved or worsened gender parity in supported areas. Finally, in Ethiopia and Yemen, the share of girls appears to be lower than existing comparison

<sup>36</sup> Children are reached at different levels of education, so if children were reached through ECD, primary or secondary education, the baseline was computed for these same levels (or mix of levels) of education. The baseline for a given level of education is based on data for existing programmes implemented by ECW grantees in the same community prior to ECW's intervention.

**FIGURE 8: SHARE OF CHILDREN WITH DISABILITIES IDENTIFIED AND SUPPORTED OUT OF ALL CHILDREN REACHED, BY GRANTEE**



points. In Ethiopia, comparison with figures for refugees in Gambella and Benishangul Gumuz should be possible in the future and would be more informative. In Yemen, children reached are in the most in need areas of the country, and only country-level figures are available. In both Ethiopia and Yemen, while further work will be needed to better assess ECW's outcomes with regard to gender, it will be useful to support a greater emphasis on gender issues.

Disability is another major driver of disparity in crisis. Conflicts and disasters tend to create greater risks of disability and greater difficulties for children with disabilities to access education. ECW supports measures that address the needs of children with

disabilities. This entails the promotion of inclusive education and referral mechanisms, inclusive teaching and learning resources, accessible schools and WASH infrastructures, communication **with and involvement of parents and communities**. **To date, 5,790 children, or 1.0 per cent of all children reached with ECW support had a disability and were identified as such, out of a target of 12,123 children in 6 ECW-supported countries.**

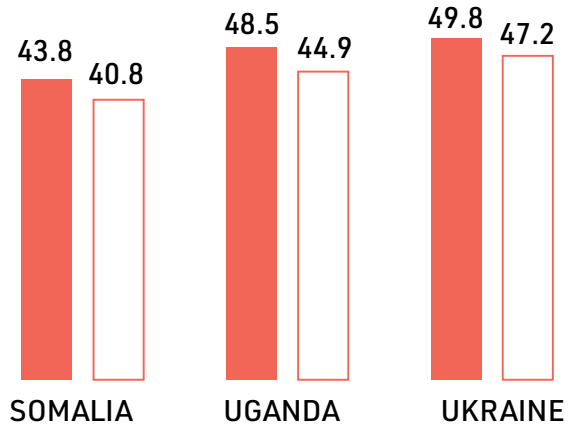
37 Research study on children with disabilities living in Uganda: Situational Analysis on the Rights of Children with Disabilities in Uganda, Uganda Ministry of Gender, Labour and Social Development and UNICEF Uganda, May 2014; Mizunoya, S., S. Mitra and I. Yamasaki (2016). Towards Inclusive Education: The impact of disability on school attendance in developing countries, Innocenti Working Paper No.2016-03, UNICEF Office of Research, Florence.

While this percentage should ideally be compared with figures for the prevalence of disability among crisis-affected children, this information is generally not available. A further challenge with comparing disability prevalence is the definition of disability itself e.g. whether only children with severe difficulties or also children with moderate or mild difficulties are included. For example, child disability prevalence in Uganda has been estimated at levels ranging from around 2 per cent to over 10 per cent<sup>37</sup>.

While there is still progress to be made, awareness of the need to address disability has been increasing. Among grantees that did not initially define targets or activities for children with disabilities, requesting disability information in progress reports has created a positive trend: eight grantees have begun identifying children with disabilities while they originally did not have a plan to do so. Some countries are paving the way toward disability inclusion.

In **Uganda**, disability-inclusive ECD learning spaces, including WASH infrastructure are being set in place, and communities are being mobilized to recognize the importance of ECD for children with disabilities, and involving persons living with disability in project implementation and monitoring. 254 children with disabilities have been reached through ECW-supported programmes in Uganda. In **Gaza**, where UNRWA has experience in identifying and responding to the needs of children with disabilities, approximately 5,000 children with disabilities have been reached.

### IMPACT OF GENDER ON ACCESS TO EDUCATION FOR CHILDREN WITH DISABILITIES



- Percentage of girls among children reached
- Percentage of girls among children with disabilities reached

There are fewer females among children with disabilities reached than among all children reached. This suggests that girls with disabilities may face additional barriers to education as compared to boys. However, the differences are not very large, and disability prevalence is not always identical for both genders. Further efforts to assess and address potential gender-specific barriers to disability inclusion will therefore be needed.

**“48% of children reached by ECW investments are girls and 2/3 of teachers trained are females”**



# TAKING RESPONSIBILITY FOR LEARNING

## HIGHLIGHTS

**29,892 children** provided with early childhood education.

**319,445 children** reached with learning materials and **4,708 teachers** trained.

**4 countries** strengthening mother tongue instruction.

At least **8 countries** providing life skills education or socio-emotional learning.

**7 countries** measuring results of activities to promote learning, including **4 countries** measuring learning outcomes.

Children’s ability to access education – and their ability to stay in school – is still far from guaranteed in crisis situations. But access is not enough to ensure learning takes place: even outside of crisis contexts, many children that have gained access to school are not learning. An estimated 330 million children in school are not learning<sup>38</sup>, and in low income countries, the average student performs worse than 95 percent of high-income country students<sup>39</sup>.

Data for crisis situations is harder to come by, as measurement of learning outcomes is rarely undertaken in crisis-affected countries. Improving learning in crisis settings takes sustained and concerted efforts. Whilst ECW promotes learning in all contexts, the **Multi-Year Resilience Programmes**, with their emphasis on long-term joint planning, programming and monitoring, provide a particularly good platform for improving learning.

Globally, Early Childhood Development (ECD) tends to be forgotten in crises and under 40 per cent of active 2016 humanitarian response plans, flash appeals and refugee response plans included comprehensive ECD or early childhood education within education sector responses<sup>40</sup>. ECW therefore promotes ECD components within the programmes it supports to **ensure that children in crisis settings benefit from a good start**.



Early childhood development activities in CAR.

38 The Learning generation: investing in education for a changing world; New York, International Commission on Financing Global Education Opportunity, 2016

39 World Bank. 2018. World Development Report 2018: Learning to Realize Education’s Promise. Washington, DC: World Bank

40 Theirworld, 2016. “Safe Spaces: The Urgent Need for Early Childhood Development in Emergencies and Disasters”.

With ECW support, 29,892 children so far have been provided with ECD services. In total, ECD has been included over two thirds of the countries which ECW supports including [Afghanistan](#), [Bangladesh](#), [Madagascar](#), [CAR](#), [Ethiopia](#), [Nepal](#), [Somalia](#), [Uganda](#) and [Ukraine](#). While this is better than the global track record in crisis settings, it remains insufficient given the importance of early childhood education to help brain development in young children, help them recover from toxic stress and lay the foundation for future learning. ECW plans to expand its support to ECD in the coming years.

ECW support to increase learning also encompasses **teacher training** and **distribution of learning materials**. To date, 4,708 teachers have been trained and 319,445 children have been reached with learning materials through ECW support. Training or material distribution is not always effective though. As a consequence, several ECW grantees are assessing or planning to assess results related to training and/or materials including gains in knowledge, new practices adopted, use or satisfaction of materials etc. The CAR experience (see box) is particularly instructive in this regard.



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## CENTRAL AFRICAN REPUBLIC: IMPROVING PROGRAMMING THROUGH ACCOUNTABILITY

In CAR, the Norwegian Refugee Council, Intersos and Plan International measure indicators related to children's use of, and satisfaction with, learning materials, teachers' knowledge and/or teachers' use of teaching practices.

Assessments have found that all students so far were using learning materials. These assessments will be reiterated in the first half of 2018 to check whether this remains the case over time. On the other hand, when teachers' knowledge was tested prior to training, it was discovered that their competencies in math, grammar and language teaching were poor. Following that assessment, additional training was developed to strengthen teachers' competencies in these areas. This training is being delivered through a mix of formal and non-formal approaches, including working groups and teaching simulations. Weekly assessments are conducted to assess progress and adjust programming.



In Yemen, a girl jumps rope in Sa'ada. Psychosocial support is provided to children in a UNICEF child-friendly space.

Displacement increases the likelihood that children will have to go to school in areas in which the language of instruction is one they are not familiar with. ECW-supported programmes are **addressing language of instruction issues in four countries: Afghanistan, Uganda, Chad and Ethiopia.**



#### ETHIOPIA

Provision of locally procured learning materials, including supplementary reading materials in local languages

### ADDRESSING LANGUAGE OF INSTRUCTION



#### AFGHANISTAN

Culturally, socially & linguistically relevant learning materials & language classes for returnees that only speak Urdu



#### UGANDA

ECD in the local language & use of relevant languages in the curriculum, materials & pedagogy of the accelerated education programme



#### CHAD

Support to teaching & learning, adaptation & translation of pedagogical programmes into local languages

ECW also supports **skills programmes** to provide children with life skills, socio-emotional learning and/or citizenship skills in Afghanistan, CAR, Chad, Ethiopia, Somalia, Syria, Uganda and Ukraine. In Ukraine, over 56,000 children have been reached to date with skills education including empathy, conflict prevention and resolution, gender sensitivity and active citizenship skills. In Somalia, skills development programmes integrate an important hygiene and disease prevention component, and in Ethiopia, the objective is to strengthen tolerance and trust between communities. The Syria and Yemen programmes further integrate plans to establish and strengthen school parliaments/school councils as part of efforts to develop children's participation and citizenship skills.





Sudanese refugee children in an ECW-supported school in Chad.

When it comes to learning, it is important to **assess results achieved**, particularly in a global context in which learning measurements are scarce and in which education systems often fail to coherently incentivize increased learning outcomes. Overall, 7 countries: Afghanistan, CAR, Ukraine, Uganda, Chad, Syria and Ethiopia are measuring results related to learning, including whether teacher training leads to changes in teacher knowledge and practice or whether textbooks and learning materials are being used/appreciated by beneficiaries. Afghanistan, Ethiopia and Uganda are supporting the development/strengthening of formative assessment within schools, with an initial batch of 17 teachers trained in Uganda.

The variety in the types of learning/skills assessments that will be implemented promises to provide interesting insights on what may work best in different contexts. It will inform efforts by further ECW programmes to integrate learning assessments into programming. These efforts will also be supported through ECW's Acceleration Facility.

## 4 COUNTRIES MEASURING LEARNING OUTCOMES



### AFGHANISTAN

ASER citizen-led assessment will be used to evaluate students' learning;



### CAR

Vocational students' skills will be assessed (as well as collating pass rates)



### UGANDA

Crisis-affected children will undertake nation-wide learning assessments



### SYRIA

A locally relevant pilot assessment will be developed to assess learning

# PROTECTING CHILDREN IN AND THROUGH EDUCATION

## HIGHLIGHTS

**300 gender-segregated latrines built or rehabilitated and 2,545 adolescent girls supported with hygiene kits.**

**Over 50,000 students in 277 schools and learning centres benefited from the adoption and/or strengthened implementation of a code of conduct in Afghanistan, Bangladesh, CAR, Uganda and Somalia.**

**9 countries addressing corporal punishment and violence in school. (Afghanistan, CAR, Gaza, Peru, Somalia, Syria, Uganda, Ukraine and Yemen)**

**At least 4 countries with specific provisions related to gender-based violence. (CAR, Peru, Somalia and Ukraine)**

**Over 75,000 students benefiting from psychosocial support in 10 countries.**

**7 countries measuring protection outcomes.**



Somalia, Students in the ECW-supported Awbale school practicing hand washing.

Conflicts and disasters increase the likelihood of being out of school, a risk factor for, *inter alia*, child trafficking, child labor, early marriage, sexual abuse, recruitment by armed groups, including child prostitution<sup>41</sup>. Education in such contexts is a means to bring a sense of normalcy, while providing them with the tools for a better future. Hence, ECW promotes child protection through its provision of equitable, quality education in a safe environment. Protection risks also exist within the school and on the way to school, thus ECW works to decrease these risks by promoting safe infrastructures, protective curricula and practices (including support to address violence and gender-based violence) and psychosocial support.

ECW promotes the building, upgrading or rehabilitation of infrastructures so that they meet minimum standards. For example, in **Gaza** latrines and essential infrastructure maintenance are a focus of support, including installation of fans in 1,037 classrooms (under procurement). In **Somalia**, efforts have focused on improving WASH facilities in a context in which acute watery diarrhea and cholera are prevalent. 211 latrines were built or rehabilitated. Further, Relief International Somalia collected data from a small sample of schools and found that 98 per cent of children reported that the

<sup>41</sup> See e.g. UNICEF, 2009, risks and realities of child trafficking and exploitation in Central Asia.

school had functional latrines, and 96 per cent reported that girls are using the rehabilitated/newly constructed girls-friendly latrines. ECW-supported programmes are further promoting safety on the way to school through e.g. mine awareness training as in **Ukraine** and bringing schools closer to children's homes as with the provision of community-based education in **Afghanistan**.

Protection risks are not limited to the physical environment. Behaviors and practices in schools can also create protection risks. Reducing these risks relies on a mix of interventions, including training on positive discipline and non-violent practices, including sensitization to/addressing of gender-based violence; referral and complaints systems and mechanisms; gender-sensitive and inclusive curricula and materials; and the adoption of codes of conduct or activities to strengthen their application.

In **Somalia**, there is a drop box in each school targeted by the SHARDO NGO to encourage reporting of complaints. An anonymous officer is assigned to collect data from the boxes and handle the cases without exposing the complainants, following a 'do no harm' principle. Cases considered include (but are not limited to) rape, deprivation, exploitation, sexual or physical abuse and forced marriages. A referral pathway has been established with local service providers e.g. local police, health centres and safe houses to respond to cases if/when reported. Save the Children has trained 138 community members on the code of conduct, which entailed the prevention of physical and corporal punishment and sexual abuse, which guides teachers in identifying and resolving ethical issues arising in their work. Further, Intersos has trained all teachers and educational personnel/community education committees in 17 schools on child rights and child protection as per the Minimum standards for child protection in Humanitarian action.

## EXAMPLES OF MEASURES TO PROMOTE PROTECTIVE BEHAVIOURS



### PALESTINE

Support to address challenges with safety and student well-being, including violence in school.



### UKRAINE

Teachers trained on gender based violence, sexual violence, discrimination and conflict resolution in Ukraine.



### PERU

Teachers, principals and parents receiving training on strategies to avoid sexual, physical or psychological violence from a gender approach.



### CAR

Teachers trained on risks faced by girls in a crisis context, including prevention of gender based violence and sexual harassment in school.



### SOMALIA

Teachers trained to instructional methods that eliminate gender bias and gender based violence. Establishment of complaints mechanisms.



### UGANDA

120 teachers trained on the code of conduct.



### BANGLADESH

420 teachers oriented on the code of conduct and provided with a related package.

## UKRAINE PARTNERING FOR CHILD PROTECTION

In alignment with the implementation of the Safe Schools Declaration, the Education Cluster developed and maintains a system to monitor and respond to attacks on schools. This system is now widely used for information and advocacy, in media outlets and global reporting systems. The cluster worked closely with the Global Coalition to Protect Education from Attack, (GCPEA) to develop the Ukraine profile for the 2018 forthcoming global publication, Education Under Attack. This is the first time that Ukraine will be profiled in this type of global publication.

The “Safe School Concept” is currently piloted in 10 schools and integrates four dimensions: physical safety, psychosocial well-being, inclusive learning and participatory school governance. While part of the focus of the Ukraine programme is to protect children against violence (including Mine Risk Education for 4,185 children), the programme also focuses on building resilience and well-being. Skills education, which has benefited 56,100 children to date, includes clear communication, empathy, cooperation, problem-solving, conflict prevention and resolution, negotiation, mediation, reconciliation, appropriate assertiveness, respect for human rights, gender sensitivity and active citizenship skills, will further contribute to child protection.



ECW-supported HEART psychosocial support session



Psychosocial support to help address the trauma of conflict or disaster is provided in 10 countries: Afghanistan, Bangladesh, CAR, Chad, Gaza, Somalia, Syria, Uganda, Ukraine and Yemen, benefiting over 75,000 children so far. In CAR, 48 teachers (out of a target of 78 teachers) have been assessed by education inspection authorities as able to identify vulnerable children and provide appropriate psychosocial support. To strengthen the capacity of the remaining teachers, refresher trainings are done informally during supervision and teachers who did not perform to a sufficient standard will be reassessed. Finally, education is also a means to promote protective practices e.g. with regard to hygiene education and reduction in the incidence of disease (Afghanistan and Somalia) or the dissemination of life saving messages (Nepal and Bangladesh).

## ASSESSING CHILD PROTECTION OUTCOMES



### BANGLADESH, CAR, CHAD, ETHIOPIA & SOMALIA

Focus on changes in children’s or teachers’ knowledge or practices related to protection.



### UGANDA

Measurement of parents’ satisfaction with the safety and child friendliness of the school environment.



### UKRAINE

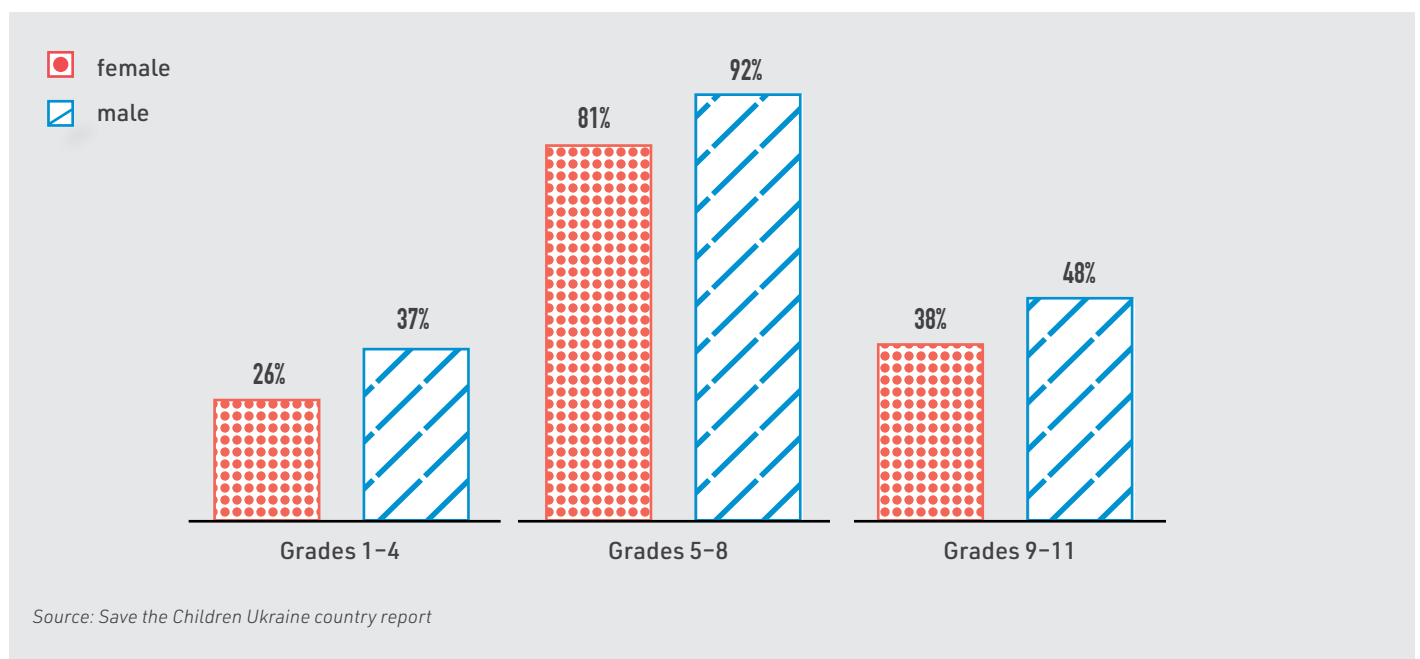
Assessment of psycho-social well-being and progress in mine awareness knowledge.



### SOMALIA

Measurement of the reduction in acute watery diarrhea and cholera cases as a result of hygiene education.

**FIGURE 10: IMPROVEMENT IN CHILDREN’S MINE RISK AWARENESS KNOWLEDGE (INCREASE IN CORRECT ANSWERS), UKRAINE**



# LESSONS LEARNT AND WAY FORWARD

**Children and youth in crisis situations are among the hardest to reach and most vulnerable. It is estimated that 75 million of them, including 39 million girls and adolescent girls, urgently need quality education and that \$8.5 billion dollars is required to meet their needs. Financial resources are essential to fulfill our collective goal to reach all children and youth with quality education as spelt out in the Agenda 2030. Financial resources, in turn, depend on genuine political will to translate commitments into action.**

At country level, the capacity of stakeholders are instrumental to success. It requires setting aside differences and work together in a collaborative and cooperative spirit. Coordination through joint programming is today central key to building and implementing joint programmes as part of the New Way of Working and the UN reform for the development system. This requires a holistic perspective that connects the dots between education and other sectors: an understanding of complementarity between actors, their added value and comparative advantage. It also expects from us respect for national ownership and the resilience inherent in local capacities, including refugees, host-communities and all affected populations.

During its first year of operations, ECW exceeded its financial targets, reached out to countries affected by conflict and disasters to empower stakeholders delivering in the education sector, while also establishing the human resources capacity, structures and business processes for the ECW Fund itself. This has created a momentum of trusted partnerships and a recognition of ECW as results-driven.

As illustrated by the results achieved in its first year of operations, ECW is committed to maintain a speedy response to facilitate collective efforts in delivering depth in the form of quality education. ECW's ability to do so where education is the most at risk and to those most at risk, notably girls and adolescent girls, in emergencies and protracted crises, frames ECW's unique value. By optimizing the existing multilateral humanitarian coordination structure designed for crisis, ECW has showcased the possibilities for success by bringing humanitarian and development actors/coordination mechanisms together around quality education. This is the overarching positive lesson learned for ECW during the reporting period.

**Emerging solutions to the existing gap for education in emergencies and protracted crises:** In Afghanistan, Bangladesh, Lebanon, the occupied Palestinian territory and Uganda, ECW missions clearly showed the gap that ECW was created to address. Current development investments were not available or designed to address the sudden influx of refugees, returnees, and/or children and youth in host-communities or in insecure and inaccessible environments. In these countries, different scenarios played out. Either development funding was tied up to larger trust funds that will require time to

disburse with limited outreach, or inadequate or limited funding was allocated to refugee education. The divide between the humanitarian and development actors was also prevalent, as the humanitarian investments for education were dramatically low and/or short-term preventing and thus not conducive to quality education and learning outcomes. Through ECW's speed (enabled through the humanitarian structure) with a focus on depth (quality enabled through development principles), ECW rapidly adopted a facilitating role and financing for in-country actors, who were brought together to fill these gaps and optimize resources. This now needs to be brought to scale through adequate financing, expansion in bridging the understanding and cooperation between humanitarian-development actors and strengthened capacity for established coordination mechanisms designed to operate effectively in emergencies and protracted crises, such as the Education Cluster and Refugee Coordination mechanisms. Equally important will be to link with, and engage development coordination structures, within the multilateral crisis country coordination.

**Strengthening collective efforts for education in emergencies and protracted crisis:** There has been an increase in the level of commitment, interest, and funding for education in crisis situations. This is the first time since data is collected systematically that there is such a long-lasting increase in funding for education in emergencies. However, current successes pale in front of the magnitude of the need: we are still far from the estimated additional \$8.5 billion needed to provide quality education for 75 million crisis-affected children and youth. All ECW partners must therefore maintain and increase the momentum for education in emergencies and protracted crises. This has to be a collective global effort of UN and EU member states, the ECW Secretariat, its governance entities, HLSG and EXCOM, its partners among host-governments, in the UN and civil society, private sector, foundations and other education in emergencies stakeholders.

**Translating the New Way of Working into real action on the ground:** ECW has been successful in strengthening coordination and joint programming in crisis through Multi-Year Resilience programmes. For the first time in many instances, ECW has brought together government, humanitarian and development actors to work together from the outset. Initial Investments have had a positive impact overall on coordination and local systems, but there were delays at the outset in delivering results for children. Once operational in the third quarter of 2017, the lighter "First Emergency Response" model delivered more rapidly on average. In this context, it was decided to take the best of the two, with new Multi-Year Resilience programmes expected to embed a "First Response" investment in more instances where protracted crises is predicted to follow



**Implementing a capacity development framework:** Meeting the targets set in the Grand Bargain means working with more national and local NGOs. ECW has rapidly diversified and localized its support (19 per cent of its support goes to local or national responders “as directly as possible”). However, while local actors may be the only ones able to reach certain populations, they also often have lower capacity, including language barriers or low data skills. ECW can address some of these through the development of additional guidance or translation of key documents and templates, but for some more comprehensive support will be needed. The Acceleration Facility is expected to provide some of this support, through both country-level assistance and the development of global public goods. The Secretariat will also consider a broad set of options including delivering through an implementing agency present on the ground and with greater ability to build capacity, contracting technical assistance, or using constituents from ECW’s governance structure’s country presence where feasible.

**Systematizing positive experiences, including by strengthening minimum requirements for grantees, lesson sharing, and direct support:** There are a number of very good experiences in different countries. As ECW’s country outreach is expanding (with 14 countries<sup>42</sup> as of 31 March 2018), ECW is in a much better position now to strengthen practice through the sharing of experience and strengthened guidance where needed. The Acceleration Facility serves as a resource center for support and cooperation on best practices and lessons learned. This will relate in particular to i) the development of guidance on quality standards for analysis or response (the gender marker is a useful guidance for gender, similar guidance will be developed in other areas); ii) increased support and sharing of good practices in the areas of gender and learning outcomes measurement particularly; and iii) the strengthening of requirements and guidance regarding accountability to affected people, including complaints mechanisms able to respond appropriately to issues of sexual exploitation and abuse.

<sup>42</sup> In April 2018, ECW announced a \$3 million dollars investment for a First Emergency Response in the Democratic Republic of the Congo (DRC) – bringing the total number of ECW countries of investment to 15.

# EXPRESSION OF THANKS

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

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

ECW also thanks all of its grantees whose relentless work ensures education support reaches the most vulnerable crises-affected children and youth in its countries of investment: Adventist Development and Relief Agency (ADRA), Association of Volunteers in International

Service (AVSI), Bay Regional Education Committee (BREC), Comitato Internazionale Per Lo Sviluppo Dei Popoli (CISP), Finn Church Aid, Formal Education Network for Private Schools (FENPS), International Rescue Committee, Intersos, Norwegian Church Aid (NCA), Norwegian Refugee Council, Plan International (PLAN), Relief International, Save the Children, Shabelle Relief and Development Organization (SHARDO), Somali Community Concern (SCC), SWISSO Kalmo, UNESCO, UNICEF, UNRWA, War Child Canada, Welfare Association for the Development of Afghanistan (Wadan), World Vision Uganda.

The ECW Secretariat would also like to thank all the partners and individuals who contributed to its work during this reporting period, in particular those who provided technical support either at global or country levels, including the Education Commission, Global Business Coalition, Global Coalition for

Education, the Humanitarian and Resident Coordinators, Humanitarian and UN Country Teams, the Global Education Cluster and all in-country education clusters, the Education in Emergency Working Groups, the Local Education Groups, the Global Partnership for Education (GPE), the Inter-Agency Network for Education in Emergencies (INEE), No lost Generation, the Northern and INGO Civil Society group, TheirWorld, UNESCO, UNHCR, UNICEF.

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

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## ANNEX 1: EDUCATION INDICATORS BY COUNTRY

COUNTRY	Modality	TOTAL AMOUNTS APPROVED	% OF TIME ELAPSED AT THE DATE OF THE LATEST UPDATE	Total children reached	Total girls reached	Children with disabilities identified & reached with ECW support	Children reached with ECD	Children reached with non-formal education	Direct beneficiaries of targeted actions to address demand-side barriers	Adolescent girls reached with MHM kits
<b>AFGHANISTAN</b>	FER	<b>3,392,044</b>	<b>19%</b>	18840	11229	114	1787	580	0	0
% of target:				43%	50%	33%	119%	6%	NA	NA
<b>BANGLADESH</b>	FER	<b>3,000,000</b>	<b>35%</b>	21644	11162	0	7229	21644	0	0
				71%	65%	NA	98%	100%	NA	NA
<b>CAR</b>	FER	<b>5,999,746</b>	<b>44%</b>	61568	29966	65	6111	21983	0	450
				94%	98%	38%	85%	69%	NA	281%
<b>CHAD</b>	II	<b>10,000,000</b>	<b>49%</b>	112103	50911	0	0	0	0	0
				34%	36%	NA	NA	0%	0%	NA
<b>ETHIOPIA</b>	II	<b>15,000,000</b>	<b>44%</b>	82080	32347	0	0	0	0	0
				121%	115%	NA	0%	0%	NA	NA
<b>GAZA</b>	FER	<b>2,067,518</b>	<b>15%</b>	138000	67300	5000	0	0	0	0
				51%	51%	47%	NA	NA	NA	NA
<b>MADAGASCAR</b>	FER	<b>473,767</b>	<b>43%</b>	26500	13212	0	6500	26500	0	0
				80%	83%	NA	85%	NA	NA	NA
<b>NEPAL</b>	FER	<b>1,885,542</b>	<b>20%</b>	760	496	0	0	0	0	0
				1%	1%	0%	0%	NA	NA	NA
<b>PERU</b>	FER	<b>250,000</b>	<b>94%</b>	734	361	1	262	0	0	0
				44%	43%	NA	NA	NA	NA	NA
<b>SOMALIA</b>	FER	<b>4,933,260</b>	<b>49%</b>	54016	23881	303	1333	7653	50040	2095
				107%	105%	127%	148%	63%	133%	78%
<b>SYRIA</b>	II	<b>15,000,000</b>	<b>43%</b>	29420	15488	0	0	7949	0	0
				15%	16%	NA	NA	20%	0%	NA
<b>UGANDA</b>	FER	<b>3,140,402</b>	<b>25%</b>	17450	8393	254	6334	3526	0	0
				35%	38%	38%	54%	41%	NA	0%
<b>UKRAINE</b>	FER	<b>1,504,234</b>	<b>50%</b>	56159	30588	53	336	56159	0	0
				107%	117%	NA	19%	113%	NA	NA
<b>YEMEN</b>	II	<b>15,000,000</b>	<b>28%</b>	31000	13640	0	0	0	0	0
				1%	1%	NA	NA	0%	0%	NA
<b>First response</b>	FER	<b>26,646,512</b>	<b>27%</b>	395671	196588	5790	29892	138045	50040	2545
				57%	59%	48%	57%	103%	133%	69%
<b>Initial investments</b>	II	<b>55,000,000</b>	<b>32%</b>	254603	112386	0	0	7949	0	0
				8.2%	8.3%	NA	0%	15%	0%	NA
<b>TOTAL</b>		<b>81,646,577</b>	<b>31%</b>	<b>650274</b>	<b>308974</b>	<b>5790</b>	<b>29892</b>	<b>145994</b>	<b>50040</b>	<b>2545</b>
				<b>17%</b>	<b>18%</b>	<b>48%</b>	<b>54%</b>	<b>78%</b>	<b>54%</b>	<b>69%</b>

\* Training is ongoing in Chad and preliminary figures suggest that around half of the target has been reached to date, but exact, disaggregated figures are not yet available hence were not reported.

COUNTRY	Modality	TOTAL AMOUNTS APPROVED	% OF TIME ELAPSED AT THE DATE OF THE LATEST UPDATE	Teachers and education professionals trained	Female teachers and education professionals trained	Teachers recruited or financially supported	Female teachers recruited or financially supported	Total children reached with learning materials	Classrooms supported with infrastructures, equipment or classroom materials	Gender-sensitive latrines built or rehabilitated
<b>AFGHANISTAN</b>	FER	<b>3,392,044</b>	<b>19%</b>	0	0	372	153	0	0	0
% of target:				0%	0%	68%	57%	0%	0%	0%
<b>BANGLADESH</b>	FER	<b>3,000,000</b>	<b>35%</b>	420	400	420	400	21644	210	0
				65%	77%	65%	77%	71%	65%	NA
<b>CAR</b>	FER	<b>5,999,746</b>	<b>44%</b>	818	178	680	203	58152	351	2
				73%	38%	84%	46%	90%	52%	3%
<b>CHAD</b>	II	<b>10,000,000</b>	<b>49%</b>	0	0	327	41	112103	0	0
				0%	0%	33%	21%	36%	0%	0%
<b>ETHIOPIA</b>	II	<b>15,000,000</b>	<b>44%</b>	310	57	258	48	7440	73	0
				31%	13%	82%	36%	86%	46%	NA
<b>GAZA</b>	FER	<b>2,067,518</b>	<b>15%</b>	543	331	543	331	0	0	0
				89%	110%	109%	135%	NA	0%	NA
<b>MADAGASCAR</b>	FER	<b>473,767</b>	<b>43%</b>	0	0	0	0	26500	370	0
				0%	0%	NA	NA	96%	336%	NA
<b>NEPAL</b>	FER	<b>1,885,542</b>	<b>20%</b>	0	0	0	0	0	0	0
				0%	0%	NA	NA	0%	0%	0%
<b>PERU</b>	FER	<b>250,000</b>	<b>94%</b>	19	12	3	1	0	5	12
				86%	80%	NA	NA	0%	23%	55%
<b>SOMALIA</b>	FER	<b>4,933,260</b>	<b>49%</b>	328	75	617	140	34862	57	211
				56%	50%	104%	79%	127%	15%	123%
<b>SYRIA</b>	II	<b>15,000,000</b>	<b>43%</b>	806	443	215	120	15021	30	0
				32%	27%	13%	11%	8%	6%	NA
<b>UGANDA</b>	FER	<b>3,140,402</b>	<b>25%</b>	135	57	134	56	4303	42	75
				24%	24%	45%	43%	132%	21%	31%
<b>UKRAINE</b>	FER	<b>1,504,234</b>	<b>50%</b>	1329	1326	0	0	8420	0	0
				84%	93%	NA	NA	19%	0%	0%
<b>YEMEN</b>	II	<b>15,000,000</b>	<b>28%</b>	0	0	0	0	31000	0	0
				0%	0%	NA	NA	3%	0%	NA
First response	FER	<b>26,646,512</b>	<b>27%</b>	3592	2379	2769	1284	153881	1035	300
				40%	51%	81%	72%	47	14	13
Initial investments	II	<b>55,000,000</b>	<b>32%</b>	1116	500	800	209	165564	103	0
				14%	15%	27%	14%	11%	7%	0%
<b>GRAND TOTAL</b>		<b>81,646,577</b>	<b>31%</b>	<b>4708</b>	<b>2879</b>	<b>3569</b>	<b>1493</b>	<b>319445</b>	<b>1138</b>	<b>300</b>
				<b>28%</b>	<b>36%</b>	<b>56%</b>	<b>46%</b>	<b>17%</b>	<b>12%</b>	<b>12%</b>

**ANNEX 2: STRATEGIC RESULTS**

<b>INDICATOR</b>	<b>VALUE</b>
Overall annual funding to education in emergencies as a % of global humanitarian funding.	<b>2.0%</b> (4.0% of sector specific funding)
Percentage of countries in protracted crises targeted by ECW with i) gender-responsive education systems; ii) inclusive education for children and youth with disabilities and iii) policies regarding inclusion of refugees and internally displaced persons.	i) <b>17.4%</b> ii) <b>12.5%</b> iii) <b>TBD</b>
Proportion of humanitarian appeals that include an education component.	<b>89%</b>
Number of crisis and conflict affected countries where meetings took place between ECW leadership or HLSG members and senior officials within the country to generate momentum for ECW's goals (cumulative).	<b>6</b>
Total funding raised and leveraged by ECW at country and global level, disaggregated by budget type (humanitarian/other)	<b>US\$ 172,219,988</b> (32.4% humanitarian, 41.6% development, 26.1%: sources that do not distinguish humanitarian and development funding)
Proportion of funding raised and leveraged as a result of: i) innovative financing and ii) non-traditional and private sources	i) <b>0%</b> ii) <b>2%</b>
Proportion of ECW multi-year proposals developed through relevant humanitarian and development mechanisms and/or evidence of collaboration between humanitarian and development agencies.	<b>All so far</b>
Percentage of first emergency response countries where funds were disbursed up to 8 weeks after the humanitarian appeal date	<b>25% 1/4</b> (1/2 if only programmes set in place after mid-2017 are considered)
Percentage of multi-year program countries where funds were disbursed up to 4 months after the country scoping mission.	<b>0% (0/1)</b>
Number of joint multi-year programs developed with ECW support.	<b>4</b> being developed, <b>3</b> with draft programme document
Proportion of new multi-year programs aligned to national and/or regional education plans.	<b>100%.</b> Afghanistan and Uganda to both development & humanitarian plans, Bangladesh to humanitarian plan

INDICATOR	VALUE
Percentage of ECW funding allocated to local and national responders as directly as possible to improve outcomes for affected people and reduce transactional costs, in accordance with the Grand Bargain commitment	<b>19.3%</b>
Percentage of ECW-supported multi-year programmes that monitor at least two collective education outcomes	<b>N/A</b> (no monitoring ongoing yet for MYR programmes)
Absorptive capacity: portion of grant budgets that has been reported as spent on services delivered.	<b>15.8%</b> of total budget, 43.3% of planned expenditure at the date of the report for projects with at least 6 months of existence
Percentage of multi-year programs addressing access, equity and gender equality, continuity, quality and protection	<b>100%</b> , but efforts to be made on comprehensiveness of response
Proportion of new multi-year programs developed with inputs from beneficiaries.	<b>100%</b>

## UPDATE ON THE MEASUREMENT OF OUTCOMES IN ECW-SUPPORTED COUNTRY PROGRAMMES

	ACCESS	CONTINUITY	EQUITY	LEARNING	PROTECTION
<b>HAVING DATA</b>	Uganda Ethiopia	CAR Somalia	All (gender) Afghanistan Bangladesh CAR Gaza Somalia, Uganda (disability)		Ukraine (some results)
<b>PLANNING TO MEASURE RESULTS</b>	Afghanistan Chad Syria	Afghanistan Gaza Syria	Nepal (disability)	Afghanistan, CAR, Syria, Uganda (learning outcomes) Chad, Ethiopia, Ukraine (proxy results)	Bangladesh CAR Chad Ethiopia Somalia Uganda

## ANNEX 3: PRIORITIZATION OF EDUCATION IN CRISIS SETTINGS BY REGION

### A SMALL SHARE OF HUMANITARIAN APPEALS IS DEDICATED TO EDUCATION

Education is a priority for people in and outside of humanitarian situations alike. In the Sustainable Development Goals process, one million people were consulted, with special effort made to reach the most marginalized, and participants concurred to put education as a top priority.

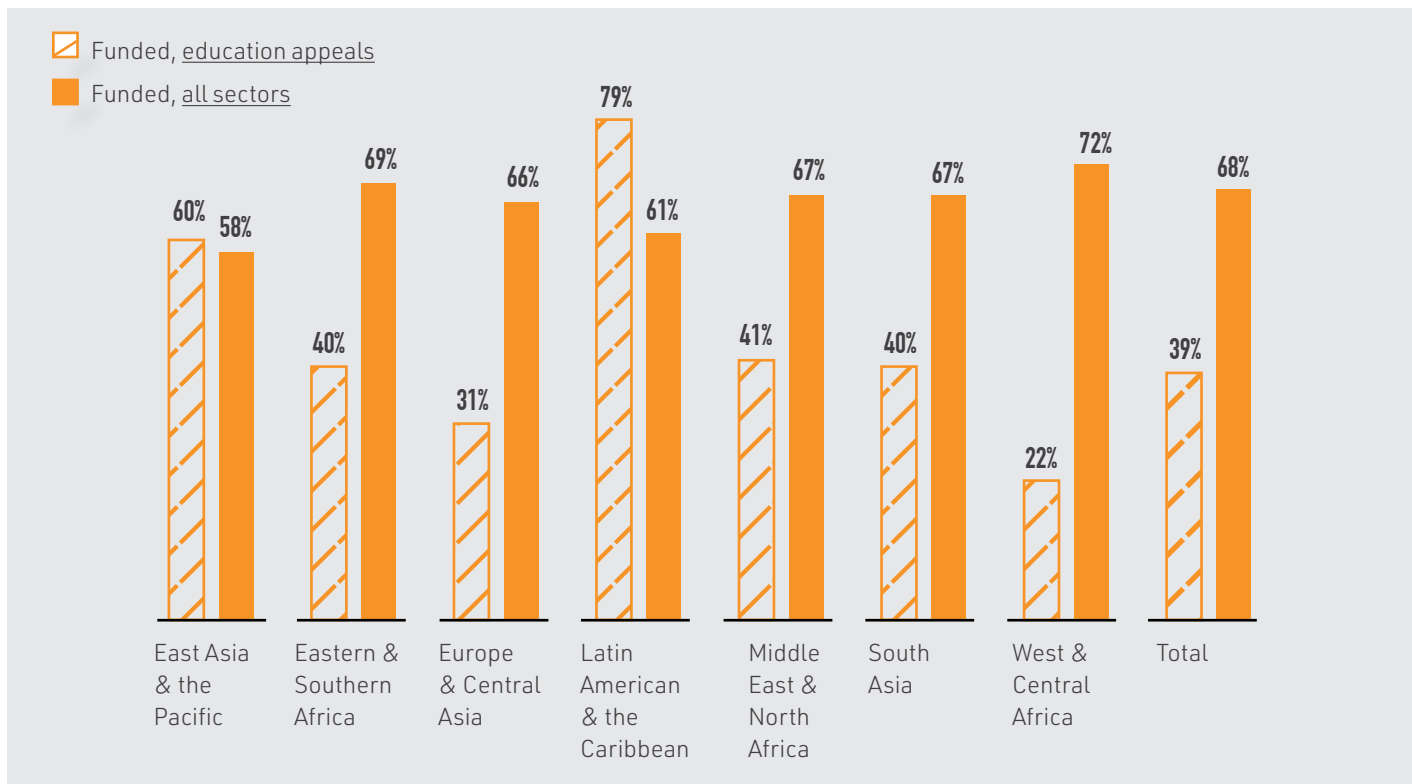
Yet, education is an underfunded priority in most settings. Estimates of funding needs to achieve the Millennium Development Goals suggested the share of education budget needed for education in low income countries (in development settings) was around 20 per cent. However, on average, low-income countries dedicated 14.5 per cent of GDP to education in 2011, and middle income countries 19.0 per cent<sup>43</sup>. But donors put far less of an emphasis on education that countries do: ODA to education, was 8.6 per cent of all ODA in 2015<sup>44</sup>.

The situation is worse in humanitarian situations. An estimated 4.6 per cent of appeal requests were dedicated to education<sup>45</sup> over the 2007-2016 period, however, education appeals were only funded at a 39 per cent level over the same period, while

total funding received for all sectors is 68 per cent of total amounts requested recorded in the database<sup>46</sup>. As a consequence, education represents a small share of total humanitarian funding. Over the 2007-2016 period, the share of education within humanitarian appeals funding has amounted to an average of 3.2 per cent only<sup>47</sup>. In 2016, education in emergencies received only 3.6 per cent of sector-specific humanitarian financing<sup>48</sup>.

### DIFFERENT PRIORITY TO EDUCATION IN DONOR FUNDING IN DIFFERENT REGIONS

Decisions to fund education depend on the region: in West and Central Africa, donors cover 72 per cent of all humanitarian appeals, the best percentage of all the regions, whereas they cover a low 58 per cent in East Asia and the Pacific. Yet, when it comes to education in emergencies funding, only 22 per cent of requests for West and Central Africa are covered, against 60 per cent in East Asia and the Pacific. So while actors on the ground in West and Central Africa put as much of a priority to education as their colleagues in East Asia and the Pacific (both request around 4 per cent of total appeals for education), actual funding is far lower in West and Central Africa.



43 The Investment Case for Education and Equity, UNICEF, 2015

44 OECD-DAC financial database, using only amounts for which the sector is specified.

45 OCHA Financial Tracking System appeals data – using only amounts for which the sector is specified.

46 OCHA Financial Tracking System appeals data.

47 OCHA Financial Tracking System.

48 UNICEF Annual Results Report on education, 2016. This figure includes responses to appeals and humanitarian pooled funds.



Discrepancies are particularly striking when individual countries are considered. Below are all the countries with large education appeals (over US\$ 10 million requested) over the 2007-2016 period. The 13 best funded education requests are on the left, and the 13 least funded are on the right.

Appeals for Haiti and Zimbabwe were both reasonably funded when all sectors are considered: 66 per cent of the total when all sectors are considered. Yet, Haiti's request for education funding was 90 per cent funded whereas Zimbabwe's was only 9 per cent funded. In total, 7 of the countries with the least funded education in emergencies requests are from West and Central Africa.

In response to this challenge, ECW integrates the level of humanitarian funding to education in the way it prioritizes countries, both for first response investments and for Multi-Year Resilience Programmes. It also incentivizes greater donor engagement in underfunded crises through political advocacy.

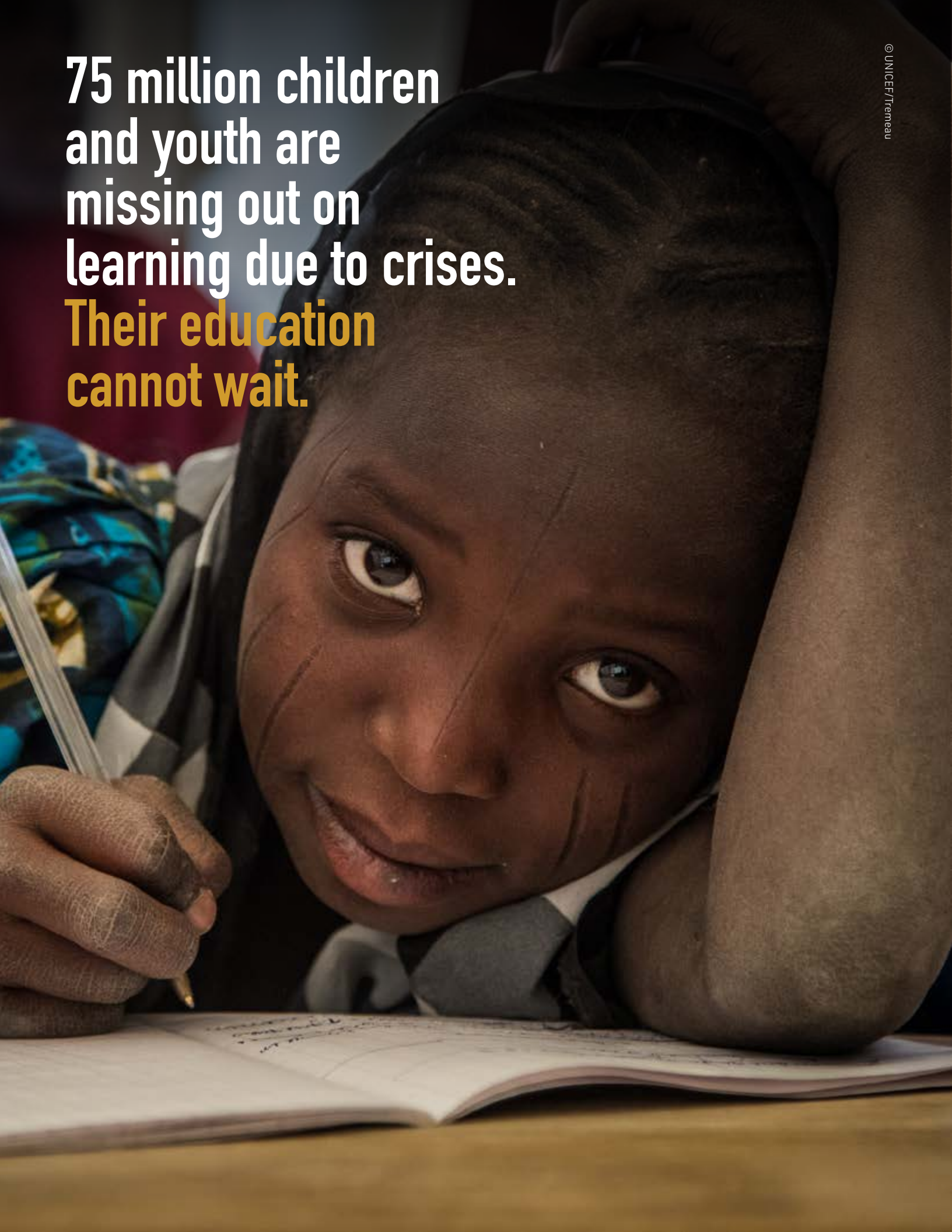
### BEST FUNDED EDUCATION REQUESTS

APPEAL FOCUS	% FUNDED (education)	% FUNDED (all requests)
Haiti	90%	66%
Myanmar	77%	66%
South Sudan	67%	79%
Philippines	49%	58%
Sudan	48%	75%
Nepal	48%	94%
Afghanistan	48%	72%
Uganda	42%	72%
CAR	40%	56%
Syria	39%	56%
Sri Lanka	37%	62%
Somalia	37%	62%
Palestine	37%	68%

### LEAST FUNDED EDUCATION REQUESTS

APPEAL FOCUS	% FUNDED (education)	% FUNDED (all requests)
Zimbabwe	9%	66%
DR Congo	14%	74%
West Africa	15%	78%
Nigeria	18%	51%
Mali	21%	49%
Cameroon	21%	58%
Chad	21%	65%
Yemen	25%	60%
Iraq	29%	90%
Kenya	30%	71%
Ukraine	33%	49%
Niger	34%	64%
Pakistan	36%	59%

**75 million children  
and youth are  
missing out on  
learning due to crises.  
Their education  
cannot wait.**





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