



ECW Initial Investments Progress Report

FOR INFORMATION



24 November 2017

ECW Initial Investments: Chad, Ethiopia, Syria, Yemen, IASC
Education Cluster

Reporting period: April 2017 – October 2017

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1. ACRONYMS

ARRA = Administration for Refugees and Returnee Affairs

DFID = UK's Department for International Development

ECD = Early Childhood Development

ECS = Education Cluster Strategy

ECW = Education Cannot Wait

EEC = Education in Emergencies Cluster

EiE = Education in Emergencies

HIV = Human Immunodeficiency Virus

HRP = Humanitarian Response Plan

EoI = Expression of Interest

GIS = Geographic Information System

IASC = Inter-Agency Standing Committee

IDP = Internally Displaced Person

ISIL = Islamic State of Iraq and the Levant

INEE = Inter-Agency Network for Education in Emergencies

INGO = International Non-Governmental Organization

LEG = Local Education Group

MENPC = Ministry of National Education and Civic Promotion

MoE = Ministry of Education

NES = North Eastern Syria

NGO = Non-Governmental Organization

OCHA = United Nations Office for the Coordination of Humanitarian Affairs

OOSC = Out of School Child

PMU = Programme Management Unit

SDGs = Sustainable Development Goals

Syria DPG = Syria Development Partners' Group

Syria EDF = Syria Education Dialogue Forum

UNESCO = United Nations Educational, Scientific and Cultural Organization

UIS = UNESCO Institute for Statistics

UNHCR = United Nations High Commissioner for Refugees

UNICEF = United Nations Children's Fund

WASH = Water, Sanitation and Hygiene

WFP = World Food Programme

WoS = Whole of Syria

2. GENERAL INFORMATION

Reporting Period:	April 2017 – October 2017
Reporting countries:	Chad, Ethiopia, Syria, Yemen, Inter-Agency Standing Committee (IASC) Education Cluster
Grant Type:	Initial Investment
Duration:	2 years
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3. CONTEXT

As we continue our collective efforts to work towards achieving the 2030 Agenda and the Sustainable Development Goals (SDGs), we face an unprecedented challenge that will impact our generation and all those yet to come. A staggering 75 million children and youth affected by armed conflicts, natural disasters, epidemics or living in refugee camps are being deprived of their right to quality education.

Education in Emergencies (EiE) continues to be underfunded. In 2016, EiE received only 1.9 per cent of total humanitarian spending and 3.5 per cent of sector-specific humanitarian financing¹. Furthermore, the challenges are compounded by aid fragmentation, lack of cooperation and limited local ownership. The failure to make progress on education for children affected by crises will render achieving the SDGs impossible. Some 63 million out-of-school children live in countries affected by conflict² with additional out of school girls and boys affected by natural disasters.

Education Cannot Wait (ECW) was created against this backdrop as an inclusive platform and fund to bring education to crisis-affected children.

Since its inception, ECW has developed its global reach and financing base. Thanks to its donors, over \$150 million have been pledged to support its operations, enabling ECW to fund programmes in 13 countries (Afghanistan, Bangladesh, the Central African Republic, Chad, Ethiopia, Madagascar, Nepal, Peru, Somalia, the Syrian Arab Republic, Uganda, Ukraine and Yemen) to support a total of 3.7 million children. Some of these programmes are in countries affected by natural disasters or rapidly escalating crises such as floods in Peru and Nepal, cyclone in Madagascar, and the Rohingya crisis in Bangladesh, with the majority of the targeted countries being in protracted crises. ECW is intervening where crises are the most severe, needs are the largest, and funding and coping capacity is limited: Out of nine protracted crises funded by ECW, two were unfunded and seven severely underfunded³.

While most of these programmes have only been recently approved, five of them were initiated early on: Chad, Syria and Ethiopia (approved in April 2017), Yemen (approved in August 2017) and the IASC Education Cluster (approved in July 2017). These programmes, called “initial investments”, provide funding to address education needs in protracted conflict or refugee crises. They have a duration of two years and their scope (both in terms of amounts spent and/or children targeted) is generally larger than that of other ongoing programmes.

This report focuses on these initial investment programmes. A total of US\$ 54 million has been committed to the five programmes aimed at reaching approximately 3.1 million children through targeted interventions.

¹ OCHA Financial Tracking System

² UNESCO Institute for Statistics (UIS). 2016. “263 million children and youth are out of school”.

³ Less than 40% of amounts requested available.

4. OVERVIEW OF THE PROGRAMMES

ECW works in very fragile and complex environments where it is committed to making a difference for the education of children and youth.

Two of these countries (Syria and Yemen) are affected by conflicts that have destroyed education infrastructure, pushed children out of school and exposed them to the horrors of war, while creating fractures within the education system between areas dominated by opposing forces. Chad and Ethiopia are refugee hosting countries. In Chad, refugees live in a fragile context in which a difficult economic environment threatens to disrupt the provision of education even for host communities. In Ethiopia, the regions hosting refugees are the least developed of the country and are prone to sudden human-made and/or natural hazard-induced disasters that increase the burden on overstretched education services.

In such contexts, ECW's first programmatic emphasis is to provide or restore education: by building or rehabilitating essential infrastructure, distributing quality education material and training teachers. ECW's programmes also aim to improve learning for all children, better organize and coordinate the response, and build capacity for the years to come. This involves, for example, the development of sustainable modalities of education delivery and the harmonization of education systems across conflict lines. The programmes in Chad, Ethiopia, Syria and Yemen, and the IASC Education Cluster programme, are further detailed below.

4.1. Chad

Programme title: Providing support for education in emergencies in Chad
Grantee: UNICEF
Key partners: Ministry of National Education and Civic Promotion (MENPC), Education Cluster, UN agencies (UNESCO, UNHCR, WFP), international and national NGOs (ACRA, JRS, RET International)
Objective: Strengthening the sustainability of education delivery in crisis
Programme budget: \$10,037,643
Programme duration: April 2017 – April 2019
Direct beneficiaries: 325,466 children, over 2,500 teachers.

Background: The multiple crises in neighboring countries (Sudan, the Central African Republic and Nigeria) have brought an influx of refugees to an already strained Chadian education system⁴. The ECW grant of US\$10 million to Chad is ensuring a sustainable quality basic education supply that is equitable and inclusive for children and youth affected by the crises in Chad – refugees and host communities. The programme places particular emphasis on strengthening community capacities in crisis-affected areas. The programme was developed jointly by humanitarian and development partners involved in the proposed regions of intervention and agreed by the MENPC and education sector partners.

OUTCOME 1: Expanded infrastructure and improved access to learning environments for children and young people affected by crises.

This is being achieved through a variety of activities, including the rehabilitation of 126 schools to provide conducive learning environments for children and teachers. In order to promote self-sufficiency in relation to school and classroom maintenance, the approach to construction is community-based, rather than through contracting construction firms. The programme further involves the procurement and distribution of teaching and learning materials in 10 crisis-affected regions.

⁴ Primary completion stood at 38 per cent nationwide in 2013, with an average of 62 students per teacher in primary education according to UNESCO Institute for Statistics data.

OUTCOME 2: Increased self-sufficiency of schools and communities to improve the quality of education in a sustainable manner.

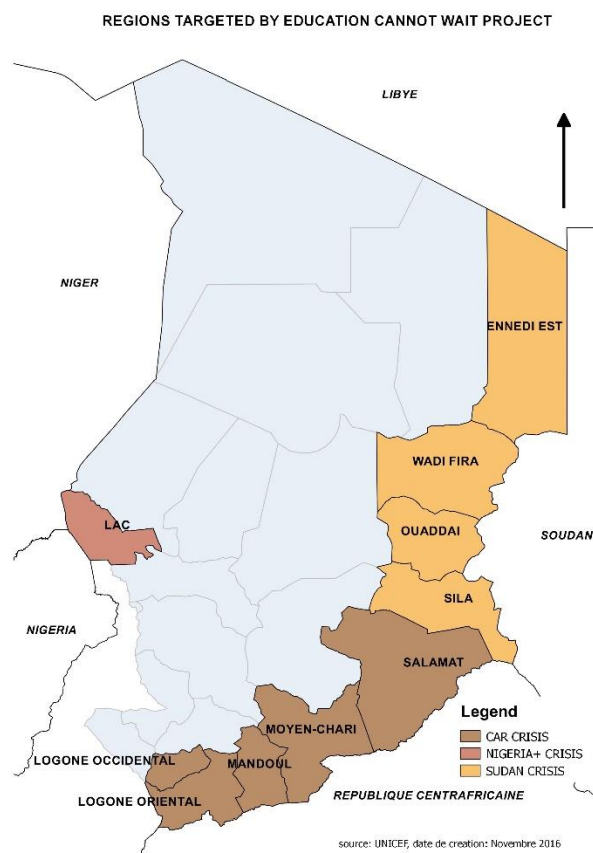
Interventions are strengthening communities in targeted areas through the involvement of parents’ and mothers’ associations. The programme also includes assistance to communities to support them in developing income-generating activities to cover school costs and contribute to greater community involvement in school management. Furthermore, ECW, through its partners on the ground, is supporting the development of sustainable infrastructure, school canteens, and non-formal basic education opportunities.

OUTCOME 3: Improved integrated education response and improved planning and response capacity.

Teachers capacities are built and supported through in-service training, including specialized, cross-sectoral training so that they are able to work with students to transform them into agents of change in the community. Training of inspectors is also undertaken, and improved monitoring promoted through the implementation of a real-time reporting system.

Target groups: ECW investments are targeting the regions of Ennedi Est, Lake, Logone Oriental, Logone Occidental, Mandoul, Moyen Chari, Ouaddai, Salamat, Sila, and Wadi Fira. The target groups within these regions, are the following:

- Refugee, returnee and displaced children and youth (6-24 years of age), with an emphasis on girls and youth.
- Children and youth (6-24 years of age) in host communities enrolled and to be enrolled in schools or non-formal basic education centers in targeted areas.
- Teachers, school directors, counselors and educational inspectors.
- Parents and communities hosting pilot schools.



4.2. Ethiopia

Programme title: Promoting conflict-sensitive, risk-informed, and inclusive education for host and refugee children in Ethiopia
Grantee: UNICEF
Key partners: Ministry of Education, United Nations’ High Commissioner for Refugees (UNHCR), Save the Children
Objective: Improve access to conflict-sensitive, risk-informed, and inclusive primary and secondary education for host and refugee children in Gambella and Benishangul-Gumuz regions.
Programme budget: \$14,838,375
Programme duration: April 2017 – April 2019
Direct beneficiaries: 68,068 children, 1,214 current/future teachers, 100 education officials.

Background: Ethiopia is host to the second largest refugee population in Africa, sheltering 852,721 registered refugees and asylum seekers as of 31 August 2017, of which around 179,000 were enrolled in general education. Since the beginning of 2017, 72,890 refugees arrived in Ethiopia, mainly from South Sudan, Eritrea and Somalia, while an estimated 60 per cent of refugees have stayed longer than five years. The \$15 million ECW Ethiopia grant is aimed at achieving the outcomes below, agreed upon by the MoE, the Regional Education Bureaus, the Administration for Refugees and Returnee Affairs (ARRA), NGO partners, UNICEF, UNHCR, and Save the Children.

OUTCOME 1: Increased enrolment in pre-primary, primary and secondary education amongst refugee and host community children and adolescents in the targeted regions.

This is achieved primarily through the construction and/or rehabilitation of primary and secondary education infrastructures and procurement of key supplies, alongside the provision of early childhood development (ECD) opportunities.

OUTCOME 2: Greater integration of host and refugee education service governance, data and information management at regional, local and facility levels.

Related activities include the strengthening of coordination/planning mechanisms between the MoE and ARRA at regional, woreda and facility levels to improve the continuum of responses in a context where long term and new refugee communities co-exist and emergency and development approaches to education must be deployed simultaneously.

OUTCOME 3: Improved capacity of the education sector (individual/institutional; officials/staff) to respond to refugee and host community primary and post-primary educational needs.

This is to be achieved through recruitment, training and deployment of teachers and development of refugee-inclusive teaching policies; promoting and supporting the participation of host and refugee teachers, parents and children/adolescents in education in the targeted schools and communities; and implementing quality enhancing inputs such as the development of school improvement plans in refugee schools and the provision of teaching and learning materials.

OUTCOME 4: Increased host and refugee community participation in education.

This is to be achieved through the assessment of barriers to community engagement and the development and implementation of related strategies to support community dialogue processes under outcomes 1 and 2.

Target groups: ECW investments are targeting the regions of Gambella and Benishangul-Gumuz. The target groups within these regions, are the following:

- Refugee children of school age, especially primary school age children.
- Teachers of primary refugee schools, as well prospective teachers to be recruited and trained.
- Education sector officials.
- Community members mobilized to participate in education planning and management in the targeted woredas.



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4.3. Syria

Programme title: Strengthening the education system inside Syria towards sustainable delivery of equitable, quality and protective education services for all children
Grantee: UNICEF
Key partners: Whole of Syria (comprised of over 180 partners including UN, INGOs, NGOs, Red Cross), Syria Education Development Partners Group (comprised of 8 major donors)
Objective: Achieve system-level improvement at national, governorate and school levels, with a particular focus on timely data collection, analysis and dissemination
Programme budget: US\$ 15,017,400
Programme duration: April 2017 – April 2019
Direct beneficiaries: 200,000 children, 2,500 teachers

Background: The Syria conflict has led to a drop from near-universal enrolment in basic education prior to 2011 to 74 per cent in 2014. The numerous material challenges facing the Syrian education system are compounded by pervasive systemic challenges, including fragmented education delivery, with different actors providing education based on different curricula and governance standards. Coordination challenges contribute to teacher turnover and lack of accreditation fuels concern over the value of schooling. Against this backdrop, the \$15 million ECW Syria grant is providing a strategic approach to addressing the complex education needs inside Syria. The programme is achieving three outcomes, which have been agreed by the Whole of Syria (WoS) and the Syria Education Development Partners Group (DPG):

OUTCOME 1: Strengthened capacity of the education system to deliver a timely, coordinated and evidence-based education response.

The programme has established an inclusive Education Dialogue Forum (EDF) for strengthened collaboration and coordination among education actors, focused on five system strengthening components: i) Framing the dialogue around a Syrian curriculum; ii) Standardization of stipends inside Syria; iii) Understanding local education authorities; iv) Capacity Development framework; and v) Harmonization of data collection and analysis.



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OUTCOME 2: Improved access for girls/boys to equitable education and learning opportunities.

Activities in this area cover the strengthening of both supply of, and demand for, education, including the provision and improvement of school infrastructures (including tents, pre-fabs and rented rooms), education supplies, back to learning campaigns, remedial and non-formal education that provide pathways to formal education, and social protection services.

OUTCOME 3: Improved quality and relevance of formal and non-formal education within a protective environment.

The programme takes a comprehensive approach to quality improvement, focusing on both academic outcomes and well-being of children. Activities include psychosocial support and recreational materials, life-skills education, the provision of professional development opportunities to 2,500 teachers and education personnel, and the piloting of learning assessments.

Target groups: ECW system strengthening activities are supporting all of Syria, with investments under outcomes 2 and 3, targeting 31 sub-districts in 7 governorates (Aleppo, Damascus, Hama, Homs, Idleb, Lattakia, Rural Damascus) focusing on a needs-based approach. The targeted groups, are the following:

- Girls and boys (5-17 years of age) with a focus on vulnerable children with special needs and disabilities, internally displaced people, host communities and refugees, out of school children and children at risk of dropping out in government and non-government-controlled areas including hard-to-reach, militarily encircled and besieged areas.
- Teachers and educational personnel in government and non-government-controlled areas including hard-to-reach, militarily encircled and besieged areas.
- Education authorities and community members.
- WoS education partners.

4.4. Yemen

Programme title: Ensuring Access to Quality Education for all Conflict-Affected Children in Yemen
Grantee: UNICEF
Key partners: Ministry of Education, Education in Emergencies Cluster, Local Education Group
Objective: Ensure the provision of access to quality, safe education for 2.5 million of children affected by conflicts in Yemen
Programme budget: US\$ 14,018,700
Programme duration: August 2017 – August 2019
Direct beneficiaries: 2,502,000 children

Background: Yemen is one of the poorest countries in the Middle East and the ongoing conflict has exacerbated the situation, leading to the destruction of the economic and social fabric. The Education sector has been directly affected by the situation with the closure of 21 per cent of schools. In this context, the US\$14 million ECW Yemen grant is ensuring education continuity and mitigates the impact of the conflict for the most affected children, thus contributing to the objectives of the Education Cluster Strategy (ECS), which was developed and endorsed by the Ministry of Education (MoE) and Yemen’s Education in Emergencies Cluster (EEC). The programme was agreed by the MoE and various partners of the EEC and the Local Education Group (LEG).

OUTCOME 1: Quality and safe education provided for children affected by the conflict and war.

To achieve this outcome, the programme is to distribute textbooks and teacher guides to benefit 1.3 million children in grades 1-3 of basic education across Yemen, helping to ensure the implementation of Grade 9 and 12 national examinations, and is providing access to safe and good quality education opportunities in four governorates.

OUTCOME 2: Strengthened capacity of MoE staff and community members at central level and in the four targeted governorates, on planning and M&E, to provide education in emergencies.

The programme will train community members and MoE staff at the central and decentralized levels on monitoring and reporting, planning and coordination to respond to and provide education for children affected by conflict.

OUTCOME 3: Improved programme management of the Programme Management Unit (PMU) to provide sound financial management and timely reporting on implementation.

To achieve this outcome, the programme is supporting the addition of staff within the PMU, in charge of monitoring and evaluation and accounting respectively. The PMU is also managing the current GPE grant, further promoting linkages between ECW and GPE programmes.

Target groups: ECW’s investments are targeting four governorates: Taiz, Sa’ada, Shabwa and Dhala’, which represent diverse geographical areas (North, East, West and South) and are among the most affected by the conflict and least supported. Two other governorates, Lahij and Hajah, have been selected as standby governorates in case implementation is impeded in one of the four governorates. The target groups include:



Figure 2. Yemen map - targeted regions in orange

- Girls and boys affected by conflict in Yemen, including IDPs, refugees and host communities.
- Teachers, school administration staff and local community members.
- Educational management at central, governorate and district level.

4.5. IASC Education Cluster

Programme title: Strengthening planning, response and coordination for education in emergencies in crisis-affected contexts
Grantee: UNICEF
Key partners: Global Education Cluster (UNICEF and Save the Children), UNHCR and INEE
Objective: Children in crisis-affected contexts have improved learning opportunities through more aligned, sustainable and coherent education programmes.
Programme budget: US\$ 2,500,000
Programme duration: July 2017 – July 2019

Background: Globally, the provision of education in emergencies and protracted crises faces several major obstacles. These include dissonance among humanitarian and development coordination mechanisms engaged in the delivery of education, lack of national/local ownership of the education sector, and lack of contextualized and harmonized tools and guidance. The result is disjointed efforts from different organizations working towards their own outcomes, often driven by specific funding and donor requirements.

To help address these issues, an initial investment from ECW of \$2.5m on strengthening planning, response and coordination for EiE and crisis affected contexts was made through a partnership with INEE, the Global Education Cluster and UNHCR. The overall goal of this work is to improve learning outcomes for children through enhancing capacity and collaboration with regards to coordination, joint planning and response at global and country levels. Two outputs are envisaged as follows:

OUTCOME 1: Strong learning and evidence base developed 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.

OUTCOME 2: Strengthened collaboration and field support among and between project entities.

Implementation is proceeding more slowly than anticipated due largely to the heavy schedules, workloads and capacities of the three agencies, coupled with the fact that the project was initiated just before the summer vacation (and thus it has been difficult to get all three parties together until recently). Despite this, progress has been made in terms of developing a joint workplan, finalizing terms of reference for both staff members (primarily to coordinate and manage the work) and external consultants (focusing predominantly on the research/mapping aspects) and developing sub-grantee co-operation agreements (as is the case for INEE who have not received funds directly from ECW and so will be sub-contracted by UNICEF – necessitating the signing of a Programme Co-operation Agreement - PCA). Research will begin in January and results under each of the two outputs are expected by mid-2018.

5. PROGRESS AND ACHIEVEMENTS – REACHING CHILDREN WITH EDUCATION

ECW is improving education access, equity and gender equality, continuity, quality and protection across its programmes.

Provision of access to education aims at increasing enrolment rates in crisis-affected areas across ECW's initial investments. Activities include efforts to increase an often weak education supply as well as, according to the context, to remove policy or legal obstacles to education while strengthening demand. Programmes provide adapted solutions to each crisis by recognizing the context-specific barriers that are disrupting children's education or keeping them out of school. In many crises, a lack of safe educational spaces and infrastructures poses a severe challenge. Therefore, ECW interventions include the construction and rehabilitation of schools and temporary learning centers, with the aim to benefit over 100,000 students across the three countries. The alternative and non-formal education component intends to bring education to over 50,000 girls and boys that have never been to school or had their education interrupted. Back to school campaigns, and social services such as school feeding, social transfers and the provision of transportation further help address demand-side barriers to education.

Equity and gender equality are being placed at the forefront of ECW programmes. ECW recognizes that crises tend to increase inequalities in education,⁵ and foster greater gender-based violence. Therefore, programmes are promoting greater equality through targeting of the most vulnerable or marginalized children, who are most often girls. A variety of activities across ECW investments such as the provision of gender-sensitive, accessible infrastructure; gender-responsive teacher training; inclusive and equitable education; community awareness and sensitization; strengthening leadership; and monitoring on equity and gender equality issues, are further addressing equity challenges. Further, social programmes, when well-targeted to the most marginalized, also promote increased equity in education – over 30,000 girls and boys across Chad and Syria are benefiting from school feeding and other social services.

Ensuring that children not only access school but progress and complete their education, is another key ECW beneficiary outcome. Programmes are providing relevant, quality and flexible education geared to the needs of targeted children, which decreases the likelihood of repetition and dropout. Activities also entail the removal of legal and policy obstacles to continuity of education, and actions to build back better and ensure continuity beyond the grant period. For example, accreditation frameworks that are ensuring that non-formal education provided through ECW's support feeds into formal education pathways, are being developed.

ECW is promoting quality education in the initial investment countries, which encompasses a broad array of activities including planned training for over 8,000 teachers, teacher support, distribution of teaching and

⁵ Education Inequality and Violent Conflict: Evidence and Policy Considerations policy brief, June 2016, UNICEF and FHI360.

learning materials to 1.6 million children, strengthening of accountability systems, and provision of quality education and skills development. Measurement of results, including learning outcomes, is further embedded into ECW's support to quality education, particularly in Chad and Syria, to ensure appropriate feedback mechanisms into ECW programming, while programmes in Ethiopia and Yemen promote formative and summative assessment and the implementation of examinations respectively.

Finally, ECW promotes protection across its programmes. This includes physical safety and psychosocial well-being in school, promoted through e.g. changes in attitudes, practices, equipment and/or infrastructure (for example, gender-responsive WASH infrastructures) and greater safety and protection against all forms of violence (e.g. physical, sexual, gender-based) in and around school and communities, including through the provision of safer alternative education options. Psychosocial support and the training of teachers to enable them to identify vulnerable children and to provide a safe and inclusive learning environment is also embedded into programming.

During the reporting period, the programmes primarily focused on the required preparatory work necessary to ensure results for children are ensured. Among others, this included procurement of education material and infrastructure related items; joint planning; the establishment of coordination mechanisms with partners to ensure the smooth operations of the project; mapping of schools; reviewing curricula; recruiting expertise; or community mobilization.

Below are details of the programmatic focus, progress and achievements organized by country around ECW's Beneficiary Outcomes (access, equity and gender equality, continuity, quality and protection). Given that investments are still very recent, this report focuses both on plans and progress to date, with future reports intended to shift the emphasis toward a primary focus on achievements.

5.1. Access

In Chad, construction plans for classrooms, latrines, water points and school furniture were developed and adapted to the different climatic and soil conditions in the target localities. Partners conducted field missions with local educational authorities to verify and collect data on the construction sites, allowing the initial mapping of schools. These construction and rehabilitation activities aim to provide a better learning environment for children and increasing their access to education. The programme provides support for children who have dropped out of school or have missed entirely on their education to attend catch-up or skills training programmes, and further seeks to provide educational opportunities for the most excluded children, thereby adhering to the concept of leaving no-one behind.



@ UNICEF/2017/Sokhin

In Ethiopia, ECW is funding the construction of classrooms and WASH facilities. The work is being carried out through PCAs with NGOs that are accredited to work in the refugee camps, alongside competitive procurement processes. Primary school capitation grants are in the process of being issued through government systems to reach 26 primary schools for the start of the 2017/18 academic year. In addition, 149 refugee teachers have been recruited over July/August 2017, enabling the enrolment of some 7,000 additional children in temporary learning spaces. They will join the additional permanent classrooms supported by the programme as of January 2018. In addition, the Ethiopia programme also focuses on the identification of socio-economic barriers to education, with particular attention to girls, to better inform programming and decision making in light of the needs on the ground.

In Syria, the ECW programme focuses on direct improvement of access to education through the establishment and rehabilitation of classrooms in tents, pre-fabs, temporary learning spaces, rented rooms and underground safe learning spaces, provision of WASH, school furniture and other amenities, distribution of education supplies and teaching materials, and direct provision of non-formal education. Furthermore, Back-to-Learning campaigns are being initiated and services such as school transportation, meals or vouchers provided, seek to address barriers related to distance or poverty.

In Yemen, the ECW programme focuses on equitable access to safe and good quality education opportunities through the rehabilitation of schools and provision of temporary learning spaces with appropriate water and sanitation. Activities also include the distribution of textbooks and teacher guides targeting the early grades (Grades 1-3), and the provision of alternative, flexible education opportunities for children who have no access to formal schools through preparation, design and implementation of an Accelerated Learning Programme, a community classroom programme and a self-learning programme.

5.2. **Equity and gender equality**

In Chad, income generation activities seek to address the twin challenges of lack of government financial capacity and extreme poverty of the targeted populations. Activities to provide educational opportunities for out of school children (OOSC) further help reach out to the most excluded. To tackle gender inequality, ECW helps build gender-responsive latrines and provides teachers with gender-awareness training so that they can do a better job of protecting students, particularly girls. Linkages between teachers and parents' and mothers' associations are being strengthened. Changes in teaching practices will be measured to assess the effectiveness of the training programme. To further embed efforts in promoting gender equality within the education system, the Director of the Directorate for the Promotion of Girls' Education in the MoE has been appointed as the focal point to address questions linked to girls' education.

In Ethiopia, a key strategy in addressing gender and equity dimensions for refugee children has been through the integration of host and refugee data and information management, and the analysis of disaggregated data – such as by sex and location – to determine areas requiring greater support. Targeted academic support coupled with improved home/school linkages is foreseen to support girls in their studies. Further, the building of gender-sensitive WASH infrastructures and inclusion of women in capacity building activities promote increased participation of girls in education. A challenge which remains to be addressed is the difficulty in recruiting female teachers due to the lower levels of education amongst female refugees compared to their male counterparts.

In Syria, all proposals were reviewed with a gender and equity lens. This includes ensuring that activities address gender needs and protection risks, and that social protection activities such as school transportation catering particularly for target girls. The training of education personnel focuses on child-centered, inclusive, gender responsive and protective pedagogy (including a focus on disability and social inclusion). Teacher training programmes include guidance for teachers to consider the different factors that influence inclusion and exclusion of girls and/or boys, especially in early childhood and basic education. A key aspect of the programme is that of conducting consultations with girls, boys, women and men regarding perceived obstacles to full participation in education caused by gender-related issues, discrimination and the presence of vulnerabilities.

In Yemen, the programme responds to the educational needs of the most disadvantaged groups, including girls, children with special needs, child laborers and children from marginalized groups. These factors are considered in all stages including programme assessment, preparation and implementation, monitoring and evaluation, and - in reporting (including sex-disaggregated data). To address risks of violence against girls at school, or on the way to and from school, the provision of alternative education programmes such as community-based classrooms brings schools closer to girls and seeks to ensure a gender sensitive physical learning environment. Other activities include training of teachers on gender-responsive education, training

of Father/Mother Councils, and media/communication campaigns which include awareness raising about safety and the importance of education, especially for girls. Other disadvantaged groups, such as child labourers or children with special needs, are targeted through the development of an integrated inclusive education framework. The framework includes alternative and flexible programmes taking into account the specific needs of OOSC. Activities further involve teacher training on the promotion of equal opportunities and comprehensive education for persons with special needs, and WASH services are being adapted for children with special needs. Finally, the programme entails provision of nutritious snacks for close to 20,000 students in 4 pilot districts.

5.3. Continuity

In Chad, continuity is fostered by promoting communities' self-sufficiency and developing sustainable infrastructure. Partners (MENPC, UNESCO, UNHCR, UNICEF and others) have discussed how to establish effective community engagement and optimize community mobilization based on good practices and past experiences. It was decided that information should be communicated as inclusively and broadly as possible, not only to school principals, parents' and mothers' associations, students and local educational authorities, but also to local administrative authorities, community and religious leaders and locally organized associations. The increased communication and coordination helps identify and understand the problems affecting children's education and actions that can be taken at the community level. This approach is eventually strengthening ownership and commitment resulting in sustainability of the programme. Activities to improve the quality of education (see next section) will further promote commitment to education among children and communities.

In Ethiopia, continuity is being addressed through the integration of refugee education and refugee schools in the national education system, including regional-level education sector planning. A significant achievement has been the integration of refugee education data within the 2016/17 annual Education Sector Abstract and the inclusion of key education data on refugees in the draft sector plans in both target regions. These achievements in the two regions are a step in the right direction. Further efforts will build upon these results to integrate refugee schools and children into the national education system and ensure the sustainability of investments and the quality of education services.

In Syria, children targeted through non-formal education are expected to move on to the formal system, but to make this possible, the ECW programme includes accreditation of non-formal programmes. Social protection services also promote continuity of education for the most vulnerable children, including through school transportation, school meals, vouchers, and referral pathways for children in need of additional support.



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In Yemen, the programme supports the provision of General Certificate Exams for displaced students, which helps to ensure continuity of education. Activities also include strengthening the capacity of educational personnel in the MoE and of local community members to better respond to education in emergencies, contributing to both better quality and continuity of education.

5.4. Quality

In Chad, ECW's investments support scaled-up distribution of teaching and learning materials in all ten regions affected by humanitarian crisis. These are to be delivered to at least 153,300 primary school students

and 2,400 teachers. during the first phase of distribution in November 2017, with another distribution organized in January 2018. Teacher training focuses on pedagogical practices on the teaching of literacy and numeracy, multi-grade teaching, life skills (integrating aspects related to health, hygiene, HIV prevention and social cohesion) and large class sizes. Evaluation of teachers at the beginning and end of the training to measure changes in their knowledge is embedded into the programme. Planned activities also include the strengthening of local pedagogical and administrative support and inspector training on the conduct of school/teacher visits. The development of rapid monitoring and work with school management committees and mothers' associations is further expected to strengthen community based management and accountability.

In Ethiopia, a training programme for refugee teachers, delivered through the regional Teacher Education College, is expected to be completed by December 2017. IIEP-UNESCO will further deliver technical training to regional education planners and managers in both regions in late 2017. Furthermore, an Accelerated School Readiness (ASR) curriculum has been adapted and trialed in two camps of Benishangul Gumuz over August 2017. Support to pedagogy improvement (including support to undertake formative and summative student assessment) is coupled with strengthened school based management – including through school improvement plans and greater communication between school and parents on their children's achievement. Joint school inspections – for non-refugee and refugee schools – is further promoted.

In Syria, teaching and learning approaches are being strengthened through an integrated approach to learning based on human rights, focusing on the acquisition of core skills for learning, employability, empowerment and active citizenship. Activities further include the provision of teaching resources and incentives, as well as peer mentoring to help teachers and education personnel share their experiences and challenges, including bi-weekly monitoring and classroom observations. At the institutional level, discussions with experts and facilitators are underway to determine the type of education that Syrian children should receive, and address the fragmentation of curricula. Standardized learning assessment tools (focusing on literacy, reading and numeracy skills) are being developed with the aim to ultimately improve teacher training and assist children in effective learning. This is further informing work by other education stakeholders in Syria and the development of realistic methods for learning outcome assessments in other crisis contexts outside of Syria.

In Yemen, the distribution of textbooks and teachers guides for grades 1-3 is expected to improve quality and ensure sustained provision of education during conflict. Trainings for school administrators and teachers are enhancing their capacity to provide quality education and skills in emergencies and protracted crises.

5.5. Protection

In Chad, teachers are provided, through PCAs covering the October 2017 to June 2019 period, with training including gender awareness, psychosocial protection and protection (particularly of girls) against gender based violence in emergencies. Training further includes psychosocial support and risk mitigation to deal with emergencies. Training is delivered by external experts as well as by a pool of already trained experts from a previous programme.

In Ethiopia, efforts to address children's protection have thus far primarily focused on the construction and improvement of WASH facilities, and ensuring that the design caters to the different needs of girls and boys. Interventions further include the provision of recreation, sports and play materials and activities to enhance children's well-being, and capacity development of education stakeholders' conflict/disaster risk sensitive education approaches in line with the 2013 Ethiopian Minimum Standards for Education in Emergencies.

In Syria, given the impact of the war on children, psychosocial protection support is a key priority and targets vulnerable children and children exhibiting protection risks, such as physical forms of violence, exploitation and abuse. Activities include training of teachers and education personnel in child centered, protective pedagogy and to enable to adequately respond to the emotional distress of students while promoting their wellbeing. Provision of supplementary recreational materials and teacher training on School Based Preparedness and Response are further embedded into the programme to enhance to children’s well-being and protection.

In Yemen, psychosocial protection and social protection (e.g. protection services, legal and policy protection) activities have a target of over 1,500 teachers to benefit 50,000 children. Foreseen training of 56 trainers and specialists on conflict-sensitive education and coordination and of 800 teachers and school administrators on child protection and violence prevention further buttresses actions to shift the education system’s capacity to provide adequate protection to vulnerable children. Politically, the programme will seek to embed neutrality of education in legislation. The programme further seeks to improve school administrators’ and teachers’ ability to respond to emergencies through training to the INEE Minimum Standards.

6. BUILDING A MORE EFFECTIVE AND SUSTAINABLE SYSTEM FOR EiE

Delivering on ECW’s outcomes requires action to be effective and sustainable. Hence efforts need to be coordinated to maximize coherence and complementarity and avoid duplication, be evidence-based and accountable, and accompanied by appropriate capacity on the ground. Calling for improved education outcomes/impact further requires long-term action to ensure coherence over time, bridge the humanitarian-development divide, and even simply enable collection of evidence. Further, while speed is less critical in protracted crises than in sudden-onset disasters, ECW is aiming at responding rapidly to needs. In the case of Chad, Ethiopia, Syria and Yemen, the delay between the proposal due date and disbursement was on average 3.5 months (with a range between 2 and 4.5 months). While commendable, this timeframe is anticipated to become faster and leaner as lessons learned and evaluations continuously inform programming and decision making processes.

The ECW leadership and HLSG members actively explained and promoted ECW’s vision during the reporting period – an action all the more crucial as ECW is still a new initiative. This has taken the form of meetings with senior officials within Initial Investment countries and countries in protracted crises in which ECW will/is likely to work in the future. Such meetings supported the development of the programme in Syria, Chad and Yemen, as well as that of the IASC Education Cluster programme. Meetings with high-level officials in Uganda helped kick start the foreseen multi-year programme, and further missions to Iraq and Lebanon helped share ECW’s vision.

This section describes how, at country level, ECW’s Initial Investments are contributing to building a better system for EiE.

In Chad, 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. The programme was developed jointly by humanitarian and development partners involved in the proposed regions of intervention⁶, taking into account not only the geographical specificities but also the comparative advantages of each partner in the field. The main contribution of ECW interventions in Chad are providing a more comprehensive response to the crises in Chad by complementing ongoing education programmes to ensure a coordinated and sustainable response to emergency needs. The ECW Chad programme is further setting up a real-time school data collection system via SMS called EduTrac. It

⁶ Including the Ministry of Education, Education Cluster, UNHCR, the Local Education Group and local CSOs.

is intended that this is being replicated and scaled up in the future, and is contributing to building a more effective EiE system with better data and reporting.

In Ethiopia, ECW has brought together different partners - including government entities, UNICEF, UNHCR, Save the Children Ethiopia and diverse NGO partners working with refugees - and improved cross-sectional collaboration to address the needs of refugee children. It notably resulted in increased dialogue between two government entities, the MoE and the ARRA, leading to the MoE developing an issues paper on refugee education to inform the design of the next General Education Quality Improvement Programme. In late 2017, a joint delegation representing the MoE and ARRA participated in an IGAD refugee education workshop, which is expected to assist the ECW intervention in refining refugee school curricula and certification interventions. At the regional level, the two target region Education Bureaus are also engaged in technical support and primary education service delivery in refugee camps.

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 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, 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 three quarterly meetings and education is looked at as a potential model for enforcing the continuum of humanitarian and development work in other sectors of the Syria response.



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The Syria EDF is leading on different system strengthening components that are at different stages of development. Dialogue around a Syrian curriculum (including exams and certification) has started with experts and facilitators to frame the discussion. A short roadmap is being presented towards the end of November 2017 for discussion. The objective is to carve a space that brings stakeholders together to dialogue on the type of education that Syrian children should receive and address some of the challenges affecting the sector.

A programme concept and roadmap around capacity development has been developed and is being finalized. The foreseen capacity development programme is providing EiE actors with an opportunity for professional development and experiential learning, and equipping them with the knowledge and skills required to plan, implement and coordinate high quality EiE responses in complex emergencies and crises. This has been a first in the EiE field as it is addressing dispersion of training and linking training to a roll-out strategy. A task force for the design of the programme has been established and a mapping exercise of existing tools and resources is being undertaken.

A concept note on harmonization of data collection and analysis has also been prepared and presented at the last EDF meeting in September 2017. The concept note includes the development of a system to ensure proper triangulation of data from different sources and mechanisms that are reflective of the localization of needs-based response across Syria.

Finally, work around the standardization of stipends is in its preliminary stages with a bidding process almost finalized to hire a consulting firm in this area. The consultancy is developing recommendations to achieve a unified payment system, including a harmonized stipend scale, against a mapping of pre-conflict and current practices in remuneration; leading to agreement around a roadmap in this area.

The ECW proposal in Yemen has been collaboratively prepared with direct participation of the MoE, EiE Cluster, and the LEG, to ensure a comprehensive and sustainable response plan. Importantly, the programme has brought together education authorities from the divided parties of Aden and Sana'a to jointly implement an education response that reaches children and young people throughout the country. As a result of ECW's intervention, the existing PMU in Sana'a will be paired with a new one in Aden, in order to strengthen the involvement and coordination of partners from both parts of the country. The development of the ECW programme demonstrates the importance of working towards strong coordination mechanisms to ensure complementarity of donor-funded interventions, even when challenged with a difficult context and divided parties. Such joint planning and response efforts must be sustained to ensure coherence of programme objectives and activities with the Education Cluster plan.

Many of the activities in the ECW programme have been developed with a view towards sustainability and continuation of activities by the MoE, and have low recurring implementation costs. For example, the implementation of flexible and alternative education programmes through ECW would be transitioned to the MoE, who is developing a framework for OOSC based on the experiences of ECW and other programmes. This framework is being applied to all schools at the national level.

The IASC Education Cluster programme brings together three entities that are centrally engaged in supporting the provision of education in emergencies and protracted crises. These partners recognize that in order to build a more effective and sustainable system for EiE and harmonize humanitarian and development coordination, planning and approaches, strong partnership is needed. By uniting and collaborating under this programme, the partners are using their expertise to develop global-level and country-specific lessons and recommendations that can be adapted in other crisis contexts.

Finally, ECW is working very closely with the Resident Coordinator/Humanitarian Coordinator and his/her office in each country to ensure the commitment and engagement of all humanitarian and development actors, governments and local aid coordination groups. Linking up with such stakeholders and sectors is critical as they all contribute to getting children and youth back to school. ECW also seeks to strengthen partnerships with the private sector.

7. CHALLENGES

Many of the challenges faced by ECW's investments have been directly related to the complexity and unpredictability of conflict situations. Further compounding this, economic challenges (some of them as a result of the crisis) have further weakened already fragile local capacities. ECW programmes have in part been conceived to help address such challenges, but acute worsening of the situation on the ground could threaten progress.

The economic situation in Chad has dramatically deteriorated with a rapid decrease in the country's oil revenues. This situation has led to a nationwide teacher strike in 2016 and increased criminality and security incidents all over the country. Without any improvement in the situation, teachers, especially those who are not supported by any external partner, might organize another strike and disrupt the upcoming school year. Additionally, due to the lack of local capacity in producing a large quantity of materials meeting the quality standards, the procurement of school materials was managed through UNICEF's Supply Division in Copenhagen, requiring longer than anticipated delivery time to Chad. This lack of local capacity has also lengthened the process of recruiting specialized expertise. As Chad is a landlocked country, foreign goods are transited via the Douala port in Cameroon, which can create delays.

The political situation in Ethiopia has caused delays in the MoE's engagement within ECW work-planning processes, with two changes of Minister of Education over the past year, and a re-shuffling of all MoE

Directorate Heads - including a critical counterpart, the Director of Planning and Resource Mobilisation. This has affected the finalization of a MoU between the MoE and the ARRA. ARRA is currently elaborating a policy to further clarify the process through which refugees would be gradually integrated within host communities and receive access to host country services, which will require clarification around the role of ARRA and the line Ministries, notably the MoE, with corresponding implications for ECW activities.

Limited coordination and understanding of stakeholders' contextual situation and modality of operating in Syria is an underlying challenge, which is the reason why the Syria Education Dialogue Forum was created. Over time, the Syria EDF has helped in bridging the understanding between all key education stakeholders and has provided an opportunity to agree on various operating modalities. This is still work in progress and as the Syria EDF matures, it is hoped that it will continue to play the role of ensuring improved collaboration, coherence and effectiveness across the humanitarian, stabilization and development responses.

The targeting and prioritization of the geographic areas was difficult due to the ongoing conflict with the shifting political landscape in Rural Damascus, Aleppo, Homs and North Eastern Syria (NES). Some areas that were not accessible at the time of the launch of the Call for Expressions of Interest (EoI) later became accessible. This is an area that requires flexibility and continued adjustments.

Sub-granting at decentralized level with over 130 humanitarian actors further required a cumbersome process to ensure transparency, especially as ECW has attracted a lot of attention from education stakeholders. To manage expectations and address critical needs on the ground, the WoS developed a rigorous process and sufficient time had to be dedicated to ensure quality proposals, thorough and participatory hub level review, and vetting and endorsement by the WoS.

In Yemen, the ongoing conflict is affecting the Government's ability to finance the Education sector due to the financial crisis and collapsed economy. Measures will be taken to ensure programme sustainability that mostly involve capacity building of MoE staff on programme implementation and monitoring, infrastructure maintenance and repair.

Conflict of interests between various parties is a difficult challenge in Yemen. This will be mitigated by: i) ensuring wide coverage in all parts of the country; ii) delegating responsibilities to governorate and districts levels to eliminate perception that the programme is being imposed by the central level; iii) involving communities in decision-making, sensitization and advocacy; and iv) promoting a culture of peace in schools and within communities.

8. GOOD PRACTICES AND LESSONS LEARNED

Improved coordination has been fostered between humanitarian actors and development/stabilization actors: In Syria, there is a full recognition that the humanitarian, development and stabilization fields need a common forum to discuss and coordinate the educational response, which ECW has been able to convene. In Ethiopia, collaboration between the MoE, the ARRA, and development partners has been key to working towards the better integration of refugee schools in the national education system, including inclusion in education sector planning and service delivery.

EiE proposals were developed jointly through a participatory process: Education sector partners in Chad convened together for the first time to develop a joint EiE programme. The successful joint planning has paved the way for future collaborations.

Expert ECW feedback at every stage of programme development, including on gender considerations was appreciated: Regular expert feedback from the ECW Secretariat improved the quality of Chad's ECW proposal and contributed to collective reflection. Similarly, the gender analysis requested by the ECW Secretariat during the inception phase provided a unique opportunity for partners to address gender issues in the education sector. The technical support mission further helped partners gain a common understanding of the ECW approach and develop a clearer theory of change, which ultimately led to a realignment of activities to priority needs in affected zones.



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There is a need to better understand the systemic issues facing the education sector: The development of the Syria ECW proposal has helped realize that not enough is known about some of the systemic issues facing the Syrian education sector. The EDF is overseeing related research and discussion, which is informing the education response and ensuring it is targeted within the operating environment and follows the principle of 'Do No Harm'.

It is important to triangulate, harmonize and strengthen data sources: While developing the Syria ECW proposal, it became clear that different methodologies and tools are being utilized by different actors providing education assistance inside Syria. While the bulk of activities implemented under the HRP are reported by education partners on a monthly basis, there is a lack of confidence and granularity in the data. In addition, stabilization programmes have no formal mechanism to report activities into the WoS, and there are partners who do not report at all. There is now an interest to engage on the importance of information management to ensure coherence, coordination and synchronization in education data collection, analysis and reporting. In Ethiopia, the importance of integrating data on refugee schools and children within the information management and reporting of Regional Education Bureaus was recognized; it will help ensure that refugee schools are included in regional education sector planning and corresponding service delivery, such as teacher training programmes.

There is a need for continued emphasis on the most disadvantaged children: ECW Yemen has chosen to focus on girls and other disadvantaged groups. These often consist of child labourers or children with special needs, for which the MoE is currently developing an integrated inclusive education framework. This area will require continued emphasis in the future.

9. WAY FORWARD

ECW's investments in Chad, Ethiopia, Syria and Yemen have to date established structures for enhanced coordination and improved joint planning and response in country. After finalizing proposals, all countries have begun operationalization of proposed activities, including selection of implementing partners and sub-granting processes as relevant. The way forward for each proposal is delineated below:

In Chad, five main actions are planned for Q4/2017 and Q1/2018: payment of subsidies for 327 contractual teachers in the Lac region and 250 community teachers in the South; organization of the first round of pedagogical training for 1,250 teachers; implementation of community-based activities by NGOs; distribution of school supplies for the launch of the 2017-2018 school year; and recruitment of a consultant and organization of a workshop for the development of an education-sector contingency plan. ECW funds will support payment of teacher subsidies via mobile telephone, which should reduce the risks related to cash payment and also means teachers will not have to travel far to collect their pay. The setting up of

EduTrac for real-time data collection and reporting is expected to be relatively quick as a similar initiative based on the same platform was already used in Chad, which will help facilitate the implementation of EduTrac.

In Ethiopia, an ECW programme coordinator has just been recruited to provide coordination for the implementation of the interventions. The coordinator works closely with two national Refugee Education Specialists based in the ARRA and the MoE respectively. In recognition of the importance of accelerating the provision of primary classrooms for refugee children in Gambella and Benishangul-Gumuz regions, the programme undertakes a ‘transitional’ approach which will provide support through existing operational arrangements whilst reaching agreement for greater integration of service delivery by the MoE within the primary schools in refugee camps. A GIS mapping will also be conducted to inform the construction intervention and ensure that the classrooms provided contribute to longer term refugee/host community joint usage.

In Syria, ECW investment activities are on track based on the costed work-plan. To account for changes due to the ongoing Raqqa response, the Amman hub will channel USD 1 million for the newly accessible areas with high numbers of OOSC coming out of ISIL controlled areas. Since there is no formal hub established in NES and due to the complexity of the operating environment, the WoS will be doing direct solicitation for partners instead of the EoI procedure that it undertook for the other sub-grants.

In Yemen, the grant agreement was signed in August 2017 (Chad, Ethiopia and Syria signed in April 2017), hence activities are not as advanced as in Ethiopia, Syria and Chad. Activities in the next few months will include finalizing plans and processes with the implementing partner to carry out activities listed in the costed workplan. These include: printing and transporting teaching materials for grades 1-3, supporting general examinations for grades 9 and 12, provision of temporary learning spaces and school supplies, training of Father/Mother Councils, provision of alternative education programmes, training of teachers and school administrators, and provision of school snacks.

The IASC Education Cluster will begin research in January, with results under each of the two outputs expected by mid-2018.

Further, lessons learnt from the Initial Investments are feeding into ECW’s development of longer-term multi-year programmes in protracted crises.

10. EXPRESSION OF THANKS

ECW extends its sincere appreciation for generous and timely funding from its donors, which enabled support to the IASC Education Cluster and to the most vulnerable communities in Chad, Ethiopia, Syria and Yemen through strategic, sustainable, comprehensive and much needed Education interventions.

ECW much appreciates the strategic partnership with its donors and other partners, and aims to continue strengthening such partnership in the interest of the most vulnerable groups, especially children and youth that risk losing out on education in crisis affected countries.

ECW will ensure its social media approach includes social media posts in English and country specific languages to ensure the widest possible outreach of social media messages to an audience across countries and languages.

11. ANNEXES

11.1. Indicator tables⁷

The tables below provide additional details on ECW’s programming environment and emphasis. They cover: i) the situation with regards to enrolment & learning ii) elements of the policy and financial environment iii) the emphasis/balance of ECW initial investments.

ECW initial investments take place in very fragile environments. Based on available data, out of school rates in primary education exceed 40 per cent in the communities targeted by three of the four initial investments, noting that in Syria and Yemen the entire country is affected by the crisis (Table 1).

Table 1: Primary and lower secondary school age out of school rates

Country	Country out of school rate (total)	ECW community out of school rate
Chad	Approx. 50% (primary)	More than 90% (primary)
Ethiopia	14% (primary), 55% (secondary)	46% (primary), 91% (secondary)
Syrian Arab Rep.	32% in (ages 5-17)	
Yemen	28% (ages 6-14)	

Sources: ECW Chad proposal (2016 study, MENPC, UNICEF); UIS and ECW proposal (UNHCR 2015-2018 Ethiopia refugee education strategy) for Ethiopia; 2016 UNICEF MENA out of school children update (Syria and Yemen).

Further, learning outcomes (Table 2) are generally low in initial investment countries with data, with fewer than half of the children reaching a minimum level of proficiency (level 1 out of 4 levels) in reading and mathematics.

Table 2: Learning outcomes in reading, mathematics and/or science

Country	Percentage of students reaching a minimum performance standard in:		
	Reading	Mathematics	Science
Chad (PASEC 2004 - primary)	22%	33%	NA
Ethiopia	NA	NA	NA
Syrian Arab Rep. (TIMSS 2007 - lower secondary)	NA	46%	77%
Yemen (TIMSS 2011 - primary)	NA	8%	5%

Source: World Inequality Database on Education, accessed Nov. 2017

Financial priority (Table 3) attributed to education in the four initial investments is contrasted – while Ethiopia dedicates a large share to education in its budget (significantly more than the often-used benchmark of 20 per cent in low income countries), Chad’s education financing is weaker. While data for Syria and Yemen refer to the years prior to the crisis, hence are not reflective of the current situation, it shows that financial priority to education in Yemen was relatively weak prior to the crisis.

Regarding the policy environment, the data that is presented relates to risk assessment and risk management. Scores range from 1 to 4, with 4 being the best score. The indicator, which was collected by UNICEF in 2016, has three sub-components, related to the existence and strength of the risk assessment, the risk reduction strategy and human and financial resources for risk management. Yemen appears as the least prepared country, with Chad having the best assessment and strategy. All countries, however, have insufficient human and financial resources to respond to the needs.

⁷ Indicator tables do not include the IASC Education Cluster programme

Table 3: Financial and policy environment

Country	Share of government budget dedicated to education	Risk assessment and management			
		Total score	Risk assessment	Risk reduction strategy	Human and financial resources
Chad	12.5% in 2013	2.7	3	3	2
Ethiopia	27.0% in 2013	2.3	2	3	2
Syrian Arab Rep.	19.2% in 2009 (prior to the conflict)	1.7	2	1	2
Yemen	12.5% in 2008 (prior to the conflict)	1.3	1	1	2

Source: UIS data for financing, accessed Nov. 2017; UNICEF 2016 data for the policy environment

Table 4 details the focus of ECW programmes across its four initial investment countries – total number of children targeted, shares by gender and levels of education, teachers supported through recruitment, incentives/stipends or training, and children reached with learning materials. The figures reflect the diversity of strategies for reaching children in response to needs on the ground, ECW added value and complementarity with other donors.

Table 4: ECW programming targets

Country	Total children targeted	Children targeted with ECD	Children targeted with primary education	Children targeted with secondary education	Children targeted at an unspecified level*	Girls targeted	Teachers or education professionals targeted through training	Teachers to be recruited or financially supported	Children targeted with learning materials
Ethiopia	68,068	5%	90%	4%	0%	41%	1,000	1,700	8,635
Chad	325,466	0%	96%	0%	3%	44%	2,500	-	314,456
Syrian AR	200,000	NA	NA	NA	NA	49%	2,500	997	200,000
Yemen	2,502,000	0%	48%	41%	11%	43%	2,021	314	1,030,000

* “Unspecified level” refers to education that does not fall easily under a specific level, such as skills training courses.