



# Strategy

## 2018-2021

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# 1. Introduction

Education Cannot Wait (ECW) is the first global fund dedicated to education in emergencies and protracted crises. ECW seeks to advance SDG4 where it is most in jeopardy: to meet the educational needs of 13.6 million children and youth affected by conflict and disasters by 2021.

A total of 75 million children and youth in urgent need of educational support are today at risk of forced labor, early marriage, gender based violence (GBV), trafficking and recruitment into armed groups. The consequences for their dignity, their future productivity and that of their communities are severe. There is a risk these consequences will escalate and impact upon the achievement of the 2030 Agenda, universal human rights and gender equality, and, ultimately, peace and security.

The 2015 Oslo Summit on Education for Development urged governmental and non-governmental education partners to mobilise collective action and more funding for education in emergencies. Subsequently, at the UN Sustainable Development Summit, Member States reiterated their commitment to SDG 4. The ensuing World Humanitarian Summit (WHS) in 2016 - under The Agenda for Humanity - established ECW to respond to the chronic underfunding for education in humanitarian contexts, reinforce education at the core of the humanitarian-development nexus, and address learning challenges in emergencies and protracted crisis. In doing so, ECW adopts a new way of working.

The sheer magnitude and speed with which a crisis can set in and play out puts at risk the imperatives of quality, inclusion, gender equality, continuity and sustainability within the delivery of education in emergency contexts. ECW seeks to address these challenges without compromising the need for a timely response. **The added value of ECW is that it works at humanitarian speed with development depth.**

ECW utilizes the multilateral humanitarian coordination structure and connects it to development structures. Drawing on operational principles for crisis response, ECW funds programmes that are based on development principles. By optimizing the combined strength of humanitarian and development, ECW investments benefit from access and outreach, empower partners to respond with speed through off-budget and direct execution modalities, and pursue the educational needs of populations (refugees, internally displaced, girls, including adolescents, and children and youth with disabilities) while raising the quality of education through a consistent application of the ECW Theory of Change (TOC).

Drawing on its WHS mandate, ECW brings together humanitarian and development actors in planning and implementation, facilitates joint programming and leverages multi-year financing. It bridges the gap between relief and development, reinforces the Grand Bargain and localization agenda, and pursues quality and depth through the ECW Theory of Change. **Thanks to its cost-effective and uniquely lean and agile structure and *modus operandi*, ECW is able to do so with less bureaucracy and more accountability.**

## 2. Strategic Framework

### Vision

ECW inspires unprecedented political, financial and operational commitment to the educational needs of 75 million children and youth<sup>1</sup> - with special attention to refugees, internally displaced, girls, including adolescents, minorities and children and youth with disabilities - affected by emergencies and protracted crises by 2030, closes the funding gap for education in humanitarian crisis, bridges relief to development in the education sector, and ensures equitable and sustainable education.

### Mission

ECW forges global partnerships, mobilizes financial resources, brings humanitarian and development partners together through joint programming and applies a Theory of Change that strengthens quality, inclusion, protection, gender equality and sustainability.

### Core Functions

The five core functions of ECW are interrelated and mutually reinforcing:

#### 1. Inspire Political Commitment

Financing for education is indispensably linked to political commitment. When education or SDG4 in emergencies and protracted crisis is chronically underfunded and receives only 3.5% of the overall humanitarian aid, political commitment is lacking. Still, investing in education in emergencies and protracted crisis is a moral, legal and economic imperative. Against these realities, ECW's first core function is to inspire political commitment.

Besides making a case for investment based on the non-negotiable right to quality education for 75 million children and youth affected by armed conflict, natural disasters or epidemics, ECW situates education in relation to other priorities of the broader political agenda for emergencies and protracted crisis. In this vein, it makes a case for investment by showcasing how education or SDG4 is central to achieving all other SDGs, prevent conflict and maintain peace and security. In doing so, ECW seeks to shift education from the margins to the centre in priority setting, policy-making and financing.

Based on its WHS mandate, high-level governance structure and a combination of both upstream and grass-roots level partnerships, ECW is well positioned to inspire political commitment from different vantage points at global, regional and national level. ECW will combine its leverage of funding, catalytic role, technical assistance, advocacy and dialogue

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<sup>1</sup> "Children and young people" or "boys and girls" refers to the age group 3-18 years old

as it engages governments to allocate funds from their national budgets, and mobilizes the humanitarian/development leadership in-country, as well as multilateral and bilateral actors, to finance education through their respective envelopes. A commitment to financing is, however, also expected to come with a responsibility to ensure quality, inclusion, and gender equality. ECW's pursuit of political commitment encompasses both financing and a recognition of the imperatives and outcomes enshrined in the ECW Theory of Change.

The first port of call refers to the ECW's own governance structures. By virtue of their role in ECW, the ECW Secretariat, the High-Level Steering Group (HLSG), chaired by the United Nations Secretary General's Special Envoy for Global Education, and the Executive Committee, are expected to mobilize political support for financing and quality. ECW will develop A Blueprint for Action specifically designed for its governance stakeholders.

In expanding the political outreach upstream, ECW advocates, conducts partnership building and influences policy-making across the multilateral system, where political decisions impact prioritization and financing: United Nations Agencies (including but not exclusively the HLSG members: UNICEF, UNHCR and UNESCO), the Secretariat and 193 Permanent Missions to the United Nations (host-governments and donors), the European Union, the World Bank, regional development banks and regional intergovernmental organizations, alongside international NGOs who partake in the multilateral system. ECW will scale up its strategic engagement across the multilateral system to institutionalize and systematize financing for education in emergencies and protracted crisis, and will give special attention to refugees and the Comprehensive Refugee Response Framework (CRRF) given the magnitude of refugee-generating crisis situations and the multi-year nature of the CRRF.

As a movement for change, ECW also works closely with non-governmental organizations and civil society to mobilize political support and the thereby linked financing for education and its Theory of Change in emergencies and protracted crisis. A key partner for ECW is the ECW Northern and INGO Civil Society Constituency, chaired by Save the Children ("The ECW Advocacy Group"), which includes a variety of actors, such as the Global Education Cluster and the Global Campaign for Education. ECW will invest its engagement with civil society – North and South – to harness the power and outreach of civil society in impacting global policy-making and financing. In support of these collaborative efforts, ECW will develop a Partnership and Resource Mobilization Strategy 2018-2021.

At country-level ECW's entry point for inspiring political commitment is that of the humanitarian coordination structure and host-governments, alongside local grassroots organizations and education actors, including the children and the youth. An important aspect of ECW's catalytic support is to ensure that the voice of children and youth, especially girls (including adolescents), their families and communities, is heard all the way up 'the line of command' as decisions are made on resource allocations.

ECW will work in close cooperation with the humanitarian coordination system: The Office for the Coordination of Humanitarian Affairs/OCHA, Humanitarian Coordinators, the Inter-Agency Standing Committee and Global Education Cluster, and UNHCR for refugee situations, to reposition education in the humanitarian response and institutionalize humanitarian resource allocation to education in emergencies and protracted crisis.

## **2. Plan and Respond Collaboratively**

Education is a development priority and this should not change because of the occurrence of an emergency or protracted crisis. It is the context that changes, requiring humanitarian speed at the outset. However, quality education cannot be effectively pursued unless it is situated within a long-term vision that ensures national ownership, depth, continuity and sustainability. Since the do-no-harm principle compels a crisis-sensitive response, the strength of the humanitarian approach: speed, access, reduced bureaucracy and increased accountability, is just as important to ensure that education does not wait until functional and accountable systems are in place, or worse, until the crisis is over.

ECW recognizes the need to combine humanitarian and development expertise during an emergency and protracted crisis. Given its catalytic role and funding leverage, an essential aspect of ECW's core functions is to bring together humanitarian and development partners and ensure that planning, implementation and M&E are done in a collaborative and coordinated fashion across the education sector.

Such coordinated approach requires a shared set of principles, especially as regard humanitarian principles (humanity, impartiality, neutrality) and development principles (national ownership, capacity development and sustainability), and ensures a consistent adherence to a rights-based approach: protection and gender, including human rights, refugee and humanitarian law. A shared set of principles also warrants a common coordination structure, recognition of comparative advantages and a clear division of labor at the outset. ECW will actively facilitate this process for all its financial investments in multi-year joint programming.

Given ECW's lean set-up, the need for speed in a humanitarian context, and the recognition of in-country expertise, ECW relies on field-based in-country assessments. In this spirit, ECW conducts rapid assessment missions and applies its convening power based on its WHS mandate and ECW governance structure. ECW leverages the multilateral humanitarian coordination architecture and works effectively through dedicated coordination mechanisms for education in emergencies (cluster, sector or working group), while facilitating linkages to existing development structures, such as the UNDAF or Local Education Groups (LEGs).

The ability to move across the humanitarian-development continuum with speed combined with its convening power mandated by the WHS and the added value of the ECW governance structure, constitutes one of ECW's unique strengths. ECW will thus tap into in-country expertise, provide catalytic support to collaborative and coordinated planning and implementation between humanitarian and development actors, and facilitate multi-year joint programming in line with the ECW Theory of Change as a prerequisite for ECW financing.

## **3. Generate and Disburse Additional Funding**

This strategy covers the period 2018-2021 and targets 13.6 million children and youth by 2021 with a total funding requirement of \$3.7 billion. However, by 2030, ECW seeks to

close the \$8.5 billion funding gap needed to reach 75 million girls and boys aged 3 to 18 in 35 crisis-affected countries.

ECW has two vehicles for disbursing funds to priority countries: First Emergency Response window for sudden onset emergencies, or spikes in existing crises, and Multi-Year Reliance window for protracted crisis. ECW invokes First Emergency Response where crisis hits or escalates, and deploys Multi-Year Resilience Programme should the crisis represent - or evolve into - a protracted crisis. As such, funding is not limited to addressing sudden gaps in an emergency, but is mainly geared at providing multi-year financing to the education needs both during an emergency and throughout the duration of a protracted crisis.

The *High-Level Report on Humanitarian Financing* (2016), prepared for the WHS, serves as a major blueprint for ECW. As such, ECW casts the net wide, pursues additionality and adopts a holistic approach to financing. To this end, ECW will diversify its donor-base across the North and South. It will identify new and innovative sources of financing and deploy innovative financing instruments to make financing more efficient and effective on the ground.

ECW will engage the humanitarian leadership through dialogue and institutional change to ensure that education is prioritized in resource allocation against the humanitarian response plans. However, ECW's chief financial investments will be that of multi-year joint programmes, which span across immediate emergency and medium-term investments towards long-term sustainability.

Building on best practices in other development sectors that have generated considerable predictable and multi-year financing in crisis contexts, ECW will facilitate the production of field-driven and costed joint programmes. Through consultative processes within established coordination mechanisms, these joint programmes will be managed by grants-managers with a proven record and capacity to ensure accountability for larger funding, results, inclusion, and timely delivery. The joint programmes will provide a clear budget, established objectives, indicators and outcomes. Such joint programmes will be developed in-country in accordance with the WHS outcomes and ECW's five core functions, and will thus meet the requirements for collaboration, coordination, a rights-based approach, emphasis on gender - as per ECW's Gender Strategy - and the all-encompassing standards set by the ECW Theory of Change.

Through multi-year joint programmes designed for protracted crisis -serving both as an accountable and consensus-based programme document for action as well as a vehicle for advocacy and resource mobilization, ECW will engage a broad range of partners to contribute financially to strengthen the transition from relief to development in the education sector. ECW will mobilize humanitarian, development, private sector and financing institutions to invest in context-specific ECW-facilitated joint programmes.

ECW will also reach out to critically important global education partners who may deploy different – yet mutually reinforcing – modalities towards shared outcomes. In this regard, ECW will support a thorough review of complementarity and comparative advantages that each partner brings to the table. A major area of interest to ECW is to explore cooperation

with the Global Partnership for Education (GPE) and the International Financing Facility for Education (IFFEd). ECW will seek to engage these actors to jointly map areas of complementarity on financing in emergencies and protracted crisis, and how their specific roles in fragile states and development contexts can further optimize initial ECW investments.

#### **4. Strengthen Capacity to Respond**

Sustainable solutions to the challenge of delivering education in emergencies and protracted crisis require targeted efforts to invest in empowerment and capacities of local and national partners. The localization agenda and Grand Bargain of the WHS are critically important in order to ensure respect for fundamental development principles, uphold the principle of ‘do-no-harm’ and to ensure sustainability.

All ECW-investments will require provision for capacity development, consistent and systematic technical support and strategic policy advice. Since ECW has the unique option of also investing directly in local partners who have undergone the required HACT assessment, ECW can and will make a significant contribution to localization. Whether it is done directly through the ECW Secretariat or via a grants-manager in-country that has the capacity to invest in local partners, ECW puts the localization agenda upfront in all its investments, as this provides a substantive development dimension to ECW financing.

ECW’s investment in capacity development of local and national actors will be guided by international standards and guidelines with a focus on areas that are of direct relevance to crisis and threats to equality, inclusion and quality in the education system. Drawing on the INEE standards and international conventions, such a number of human rights conventions, the Convention on the Rights of the Child, the Convention, the Convention on Elimination of All Forms Discrimination Against Women and the Convention Relating to the Status of Refugees, ECW will place special emphasis on protection, gender equality and related threats of exclusion. For reasons of accountability and sustainability, ECW investments will also address operational skills, such as management, accounting, M&E and reporting.

#### **5. Ensure Accountability**

Accountability is closely related to the localization agenda and the Grand Bargain’s commitment to reducing bureaucracy and strengthening accountability. By reinforcing country-level capacity to collect and analyse data, ECW will improve the quality of reporting and - by extension - accountability.

Strengthened investment in data will ensure accurate reporting and use of funds, while also bolster learning and application of accountable programming. Through ECW-facilitated multi-year programmes, ECW will support in-country partners to appreciate, access, collect and apply accurate country-specific data and information. Through training, ECW will reinforce the correlation between accurate data, adequate programming, actual results and predictable financing.

ECW also gives priority to accountability and due diligence across its own processes. First, ECW investments are designed through transparent, inclusive, multi-stakeholder consultations that include the participation and capacity development of the government, the civil society and the affected populations. Uniquely connected to the field through the humanitarian architecture and frequent in-country missions, the ECW Secretariat takes an active role in facilitating and supporting programme design and in monitoring progress.

Second, the ECW Secretariat applies due diligence across its entire structure, rather than confining it to a separate unit or expertise. The lean size of the ECW Secretariat reduces the risk for redundant bureaucracy and offers conditions conducive to maintaining highest standards of accountability. The ECW governance structure and risk-management module further reinforce the conditions for transparent collective responsibility and accountability against the ECW Theory of Change and expected outcomes.

## Theory of Change

Access to and quality of education are severely curtailed during emergencies and protracted crises. This is manifested in inequality between boys and girls, and numerous related gender and protection challenges accompanied by exclusion of certain groups such as the poorest, minorities or children with disabilities and a constant disruption of education.

ECW investments serve both to address the financing gap as well as to leverage financing to bring about change as outlined in the ECW Theory of Change. In driving the achievement of SDG 4 on quality education, ECW also impacts interrelated SDG goals, such as SDG 5 on gender equality, SDG 10 on reduced inequalities, and SDG 16 on peace, justice and strong institutions.

During the ECW strategy period 2018 -2021, the following outcomes will guide ECW’s core-functions and financial investments:

**Goal: Provision of continued, equitable access to quality education in a protective environment for crisis-affected girls and boys aged 3-18.**

<b>Outcome 1:</b>	Increased access to education for crisis-affected girls and boys
<b>Outcome 2:</b>	Strengthened equity and gender equality in education in crisis
<b>Outcome 3:</b>	Increased continuity of education for crisis affected girls and boys, including greater sustainability in the provision of education in crisis situations at country level
<b>Outcome 4:</b>	Improved learning and skills for crisis-affected girls and boys
<b>Outcome 5:</b>	Safe and protective learning environment and education ensured for all crisis-affected children and youth, regardless of gender, disability, or minority status

Activities and outputs of ECW’s Core Functions outlined in the previous section relate to how ECW works to strengthen education in emergencies and protracted crisis situations, rather than to the contents of ECW-facilitated joint programmes. *Figure 1 in Annex 5* demonstrates how ECW activities and outputs lead to expected outcomes and, ultimately, the SDG goals. It should be viewed in conjunction with the section below. While

programmatic activities and outputs are context specific, a number of programmatic strands are known to be instrumental to increasing education access, equity and gender equality, continuity, quality, and protection in crisis situations, and these are further described in **Figure 2 in Annex 5**.

<b>Systemic Outputs (ECW Core Functions)</b>
<b>Output 1:</b> Increased political support to education for crisis-affected girls & boys <i>Fostered through global and country-level advocacy.</i>
<b>Output 2:</b> Increased and timely emergency education funding for in-need populations <i>Achieved by reaching fundraising goals and allocating grants in an equitable manner.</i>
<b>Output 3:</b> Joint, locally owned, planning and response <i>Resulting from active involvement and coordination of all relevant humanitarian and development stakeholders, including local partners and beneficiaries.</i>
<b>Output 4:</b> Development of evidence-based programmes for equitable, continued quality and protective education in emergencies <i>Ensured by requiring all grantees to undertake a comprehensive analysis of access, equity, gender equality, quality, continuity and protection issues, and respond to needs.</i>
<b>Output 5:</b> Strengthened local and global capacity for analysis, programming (including innovations), monitoring and evaluation <i>Supported through the Acceleration Facility to address chronic deficits in capacity and the tendency to do “business as usual”.</i>

**Changes resulting from these systemic outputs will contribute to the achievement of the five Outcomes and ECW’s overall Goal:**

<b>Outcome 1: ACCESS</b>
Refugees’ estimated primary education enrolment rate is only 50 per cent, and many more children and youth in crisis situations are missing out on education.

**ECW:**

- Supports an increase in education supply through additional teachers or infrastructure where required, as well as education opportunities that account for children’s schooling career, age and emotional needs, including alternative pathways to education.
- Supports interventions to increase demand for education, addressing socio-cultural barriers, safety challenges, gender norms and opportunity costs that play a prominent role in the exclusion of vulnerable children and youth. Special attention is given to interventions that address safety and security issues, as well as the care burdens that adolescent girls assume disproportionately.
- Advocates for increased political support and legal/institutional changes to ensure the right to education for crisis-affected children and youth, especially for refugee and internally displaced children and with an emphasis on girls, minorities and children with disabilities, and advocates to review conditions of access (costs, recognition of past learning etc.).

- Raises increased education funding, reaching the 2021 target of 13.6 million girls, boys and youth requires an estimated \$3.7 billion for education in crisis. Simply providing education in a cost-effective manner will not be sufficient to bridge the gap.

### **Outcome 2: EQUITY and GENDER EQUALITY**

ECW focuses on bridging the equity gap and promoting gender equality, considering the differing impact of crises on access, completion and learning of boys and girls.

#### **ECW:**

- Reviews programmes to ensure these do not exacerbate inequalities (“do no harm”).
- Requires programmes to target most in-need populations, including across conflict lines. ECW involves all relevant education partners, especially local NGOs (localization) that are best placed to reach out to the most vulnerable population groups.
- Requires programmes to be underpinned by an analysis of equity and gender equality, including enrolment and completion data disaggregated by displacement status, disability, sex, age, ethnicity and geography where feasible. Support will be provided, where needed, to strengthen capacity and analysis among implementing partners.
- Requests<sup>2</sup> targeted actions to be gender-responsive in FER investments and address barriers to equity and gender equality<sup>3</sup>, in partnership with stakeholders: cross-sectoral partners, women’s organizations, and the government, in MYR investments.
- Addresses inequity between crises and regions through global and country-level advocacy, and through the selection of priority countries.
- Partners with actors such as the United Nations Girls’ Education Initiative (UNGEI) and the UN Women Crisis Prevention, Preparedness and Response Unit, which support equity and gender equality in education and strengthen ECW’s joint advocacy.

### **Outcome 3: CONTINUITY & SUSTAINABILITY**

Sustainability and continuity of education provision are essential to enable crisis-affected children and youth to finish their education in countries affected by protracted or recurring crises, thus reducing child marriage, teen pregnancy or recruitment into armed groups.

#### **ECW:**

- Ensures the provision of accessible education opportunities at the successive levels of education and assesses legal issues preventing transition between levels or types of education (e.g. lack of accreditation of non-formal education) as well as other drivers of dropout: poverty, gender, disability, ethnicity, geography and religion.

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<sup>2</sup> Requirements will differ according to the length and type of programme. All Multi-Year Resilience programmes will have to design appropriate targeted actions, but in First Emergency Response programmes, this will not always be feasible e.g. when the funding aims at ensuring rapid recovery of the education system after a flood. Instead, minimum requirements for such programmes will be that they mainstream gender in their activities.

<sup>3</sup> For example, female teachers/education administrators, cash transfers, close and accessible infrastructure, including water, sanitation, and hygiene facilities, appropriate language of instruction, comprehensive sexual and reproductive health education, menstrual hygiene management, promotion of inclusive education and gender-responsive pedagogy and curricula.

- Promotes actions to address education failure and/or disinterest in education, such as school readiness mentoring and life skills education, and other initiatives that keep girls and boys, particularly adolescents, in school.
- Prioritizes joint multi-year resilience programmes in protracted crises and increases its use of local actors to build local ownership and capacity. ECW further involves both humanitarian and development actors in its multi-year programmes and ensures alignment with existing plans and frameworks, including Education Sector Plans.
- Encourages efforts to integrate building back better within programming where education systems are affected by repeated crises.

#### **Outcome 4: LEARNING & SKILLS**

Learning encompasses subjects such as reading and mathematics, and socio-emotional and citizenship skills development in children and youth affected by crises.

##### **ECW:**

- Provides learning materials and teacher training (including gender-responsive, child-centred pedagogy and non-violent discipline) where necessary, and emphasizes school readiness, language of education, instructional time, and community involvement. ECW further promotes tested, scalable innovations to improve learning.
- Supports efforts to strengthen accountability, including the measurement of learning outcomes, with all multi-year programmes expected to be on track to measure learning outcomes by 2021.
- Works with affected populations to promote citizenship, education for sustainable development, peace education, and sexual and reproductive health rights.
- Engages in multi-year programmes that provide the timeframe necessary to ensure (and measure) a shift in learning outcomes.

#### **Outcome 5: PROTECTION**

Protection issues may arise within the school (e.g. unsafe environment, inappropriate conduct), but may also stem from the outside environment (to reach school, attacks on schools). Both boys and girls are vulnerable to recruitment, attack, and injury, while girls are at greater risk of sexual abuse and other forms of gender-based violence.

##### **ECW:**

- Partners with actors that advocate for the protection of education facilities, students and teachers under international law, such as the Global Coalition to Protect Education from Attack (GCPEA) and the International Committee of the Red Cross (ICRC).
- Cooperates with the Special Representative of Children in Armed Conflict and the Special Representative on Sexual Violence in Conflict to influence global policy making and resource allocations to the protection of children and youth in relation to their right to quality education in armed conflict situations.
- Assesses protection risks (from physical attacks on education to gendered, violent or discriminatory teaching practices, materials or curricula) and works with partners such as UNHCR and NGOs, to deploy protection interventions, including the establishment of codes of conduct or mechanisms to prevent and respond to school-related discrimination and violence, including gender based violence.

- In assessing gender-related protection risks, cooperates with UNICEF, UNHCR, UN Women, UNFPA and local and international NGOs to incorporate targeted measures to reduce risks, mitigate impact and bring an end to gender-based violence preventing girls (including adolescents) from accessing and benefiting from quality and equality in a safe learning environment.
- Engages and guides beneficiary communities in the development of their programmes to ensure these are well-accepted and tailored to local needs and local culture.
- Ensures that its support for educational infrastructure meets minimum standards. Priorities include safe/accessible location, access/transportation, operating hours, separate latrines, and related services including menstrual hygiene management.

## 3. Implementation Strategies

### First Emergency Response Window

ECW provides rapid financing at the onset or escalation of crisis (armed conflict, natural disasters and epidemics) through its First Emergency Response (FER) window. The FER window seeks to respond to the most immediate and urgent needs as a crisis suddenly occurs or escalates, providing rapid funding against an inter-agency coordinated proposal. The FER is invoked immediately at the outbreak of a crisis, and is aligned inter-agency planning and resource mobilization strategies, such as Flash Appeals and Humanitarian Response Plans (HRPs) where present. Funds are delivered within three to four weeks based on the approval of a proposal submitted by the relevant EiE coordination mechanism.

The ECW secretariat expects to fund on average 25 per cent of the education requirements via the FER window. Funding 25 per cent of an appeal through the FER window helps reduce the gap between the level of funding of education appeals and that of all sectors taken together (39 vs. 68 percent). However, each allocation is context-specific. In the case of smaller appeals, ECW may elect to go significantly above a 25 percent share to ensure sufficient scale and impact. It should be noted that the FER allocations are accompanied by ECW's dialogue with the Humanitarian Coordinator to increase funding levels for education against the HRP, as a matter of practice and policy.

### Multi-Year Resilience Window

The Multiyear Resilience (MYR) window responds to the WHS call for new ways of working. One of the major changes is to shift the focus towards multi-year planning and joint-programming in protracted crisis countries, and integrated immediate needs in the MYR, alongside medium- and long-term needs. Thus, Multiyear frameworks allow ECW and its partners to address immediate- medium and long-term needs in a mutually reinforcing manner to bridge relief and development. While initial MYR joint programmes may have a duration of 3-4 years (depending on context and capacity), these are renewable

(and subject to updating and realignment) for as long as the protracted crisis lasts, or warrants international assistance in the humanitarian/development nexus.

MYR joint programmes serve as a means to implement the five core functions and strategic objectives of ECW, including: joint planning and programming; collaboration amongst partners (governments, UN agencies and NGOs); inspiring political commitment; strengthen localization and accountability; and ensure predictable multi-year financing. As such MYR, joint programmes also serve as a resource mobilization tool to generate additional financing - based on a costed joint programme developed at the field level with clearly defined outcomes and indicators (which offer more reassurances to donors than stand-alone funding).

MYR joint programmes provides the most effective approach to address education challenges that persist in the gap between the humanitarian short-term and the development long-term. The MYR joint programmes are designed to link with the HRP, the Refugee Resettlement Programme, the Comprehensive Refugee Response Framework (CRRF), National Education Sector Plans (ESPs) and the United Nations Development Assistance Framework (UNDAF). As such, MYR does not only address symptoms but also strengthens linkages to systems to help prepare the target population and institutions against on-going shocks and crisis.

The implementation of MYR proposal is expected to commence within eight to twelve weeks from the conclusion of the ECW assessment mission facilitating the process of developing a joint programme in-country. MYR Priority countries and the methodology for selection are outlined in **Annex 1**.

## Acceleration Facility Window

The overall goal of the Acceleration Facility (AF) window is to support results and learning outcomes in-country. To this end, it harnesses collective efforts at global, regional, national, and local to improve education planning and response in emergencies sudden-onset and protracted crises.

ECW will prioritize contributing to broader collective efforts and research in cooperation with key education actors and networks that seek to advance public goods, such as the Inter-Agency Network of Education in Emergencies (INEE), the Global Education Cluster (GEC), the Global Partnership for Education (GPE), the Education Commission (EC), UN Agencies, NGOs and donors/foundations.

In specific, The AF seeks to increase efficiency, effectiveness and impact of EiE interventions through five strategies:

1. Contribute to the development of global, regional and local public EiE goods in close cooperation with global networks, partnerships, research institutes and donors, such as those mentioned above. This will entail advancing best practice; strengthening data collection and harmonisation; and generating, using and disseminating evidence to strengthen: measurement of learning outcomes; gender responsive programming,

- monitoring and evaluation including targeted investments to advance gender equality that extend beyond the minimum and core commitments to gender equality.
2. Improve education planning, coordination, monitoring, response and financing in emergencies and protracted crises, in close cooperation with global networks, partnerships, research institutes, partners such as UNESCO (custodian for SDG4), UNICEF, donors, and those mentioned above. This will entail investments in action-orientated research, assessments and development of tools/pilots on issues such as cluster coordination /capacity, portable curricula and certification and innovative financing models.
  3. Promote innovation in education and financing of education through new solutions that can be scaled up and sustained. ECW will partner with the Global Alliance for Humanitarian Innovations, which too was established at the WHS, and the Education Commission, which is currently piloting the LABs, and the private sector.
  4. Commission separate research, evaluations and assessments, as required. This applies in especially to ECW-facilitated joint programmes, while also supporting wider evidence-based programming to enhance education outcomes as well as innovations in programming and financing.
  5. Forge stronger strategic partnerships and provide funding support to existing EiE partners, whose contribution is essential to fulfil ECW's mandate, especially in improving quality and outreach of their technical services and advocacy.

## Partnerships, Coordination & Cooperation

As a global fund and movement established along the WHS outcomes, partnerships, coordination and cooperation constitute an essential aspect of ECW's modus operandi. One of ECW's added values and strengths is that of being anchored in the multilateral system of the United Nation, which encompasses 193 UN Member States, UN departments, agencies, NGOs, civil society, the European Union, the World Bank, and which together govern and implement the humanitarian architecture and its response emergencies and protracted crisis.

This allows ECW to use its convening power through the Humanitarian Coordinator and Resident Coordinator and build partnerships with host-governments. By working through existing coordination structures designed by the multilateral aid system for emergencies and protracted crisis, ECW is well situated to serve as a catalyst for bringing together education partners in such contexts under the WHS commitments, and in ensuring seamless linkages between the multilateral humanitarian and development systems. As a result, ECW is able to promote a whole-of-system approach, which is essential for measuring effective partnerships, coordination and cooperation.

ECW works primarily through the humanitarian aid coordination architecture with Humanitarian Coordinator and IASC Global Education Cluster as the initial entry point for engagement with host-governments, UN agencies, NGOs and civil society. Other principal partnerships refer to the Inter-Agency Network for Education in Emergencies (INEE), as well as the Global Partnership for Education (GPE) and the Education Commission (EC). ECW will invest in facilitating coordination and complementarity among these actors through stronger cooperation and coordination in-country (through MYR joint

programming, information sharing, planning and implementation) to optimize the added value of each and strengthen collective efforts for financing the development sector of education amidst humanitarian settings.

## Resource Mobilization

In reaching 75 million young people in emergencies and crisis, a total of US\$ 11.8 billion are required annually. Out of this, almost three quarters i.e. US\$ 8.5 billion per year, are likely to remain unfunded. In view of these figures, ECW was established to help close this financing gap ECW. Its ambitious fundraising target stands at a total of US\$ 3.7 billion by 2021 (see **Table 1** below for annual funding targets).

**Table 1: Fundraising goals for ECW**

	2016-17	2018	2019	2020	2021
<b>Number of Children &amp; youth targeted</b>	1.4 m	3.4 m	6.1 m	9.5 m	13.6 m
<b>Funding required</b>	\$153 m	\$383 m	\$689 m	\$1 bn	\$1.5 bn

During 2016/17, ECW exceeded its funding target by just over \$18 million as \$171.5 million were mobilized. However, since annual targets incrementally increase over the strategy period (2018-2018) continued assertive resource mobilization and innovative financing mechanisms will be required.

The *High-Level Panel on Humanitarian Financing* presented at the WHS serves as blueprint for ECW. In this regard, ECW resource mobilization is guided by the following principles, which will be outlined in more detail in the ECW forthcoming Resource Mobilization Strategy and Blueprint for Action for ECW stakeholders and governance structure:

- **Results & Impact:** ECW’s assertiveness on resource mobilization starts with a structure and modus operandi fit for purpose to achieve its outcomes, and an equally assertive approach to connecting the dots between results and resources.
- **Additionality & Connectivity:** ECW raises new funds that are additional to the resources that are already available to education in emergencies and protracted crisis, and connects to financial partners and mechanisms of essential relevance to education, such as gender envelopes, climate change envelopes and security envelopes.
- **Diversification & Inclusion:** ECW seeks new donors in the South, whose contribution is essential to the localization agenda, while also bringing in resources from the private sector and foundations to nurture universal commitment to financing education.
- **Humanitarian & Development Financing:** In addressing the humanitarian-development nexus and bridging relief and development, ECW is bound to access both

humanitarian and development sources to ensure complementary and coordinated approaches.

- **Flexibility & Targeting:** ECW adopts a flexible resource mobilization approach, and works with partners to take into account their interests, policies, and branding requirements, as this will allow them to shoulder lead-roles and buy-in from their own constituencies.
- **Collaboration & Financing Architecture:** ECW will invest significant efforts in establishing a clear complementary and mutually reinforcing collaboration between key education partners geared at financing, such as GPE, IFFED, Dubai Cares and Education Above All.
- **Predictability in Investment:** ECW-facilitated joint programmes provide a field- and needs-driven vehicle for investments, allowing partners to contribute against a costed joint programme that is inclusive and provides clearly designed objectives, outcomes and robust results-frameworks, and which leverage the multilateral humanitarian/recovery coordination architecture and ensures synergies.

## Advocacy & Communications

ECW's advocacy is largely, but not exclusively, carried out by the HLSG Chairperson, Gordon Brown, and the ECW Director, together with the ECW secretariat and broader ECW movement, such as the ECW Northern and INGO Civil Society Constituency, chaired by Save the Children ("the ECW Advocacy Group"), the Global Campaign for Education, UN agencies, civil society, such as Dubai Cares, Plan and Save the Children, and donor partners represented in the HLSG and EXCOM, who all provide advocacy platforms and outreach for ECW.

As the hosting agency, UNICEF provides added value given UNICEF's recognized expertise in the areas of non-profit branding, communication, outreach and advocacy, alongside solid support from other HLSG and EXCOM Members. In addition, the United Nations Department for Public Information (UN DPI) and the UN Spokesperson's Office support ECW publicity and outreach, as does the Global Business Coalition, the Education Commission (BCEd) and Their World.

In addition to the ECW Strategy, the ECW Secretariat commissioned an ECW Gender Strategy. ECW is in the process of finalizing an ECW Communication Strategy and will develop a separate ECW Resource Mobilization Strategy. In this regard, all ECW advocacy strategies and communications products will highlight ECW's special emphasis and focus on gender equality in the context of intergovernmental processes such as Education 2030 Framework for Action, the Declaration to Educate Girls in Crises, the IGAD Djibouti Declaration, and the Comprehensive Refugee Response Framework (CRRF).

As a result, ECW starts its implementation of its 2018-2021 strategy with an excellent foundation for scaling up ECW's advocacy and communications in the coming four years,

benefiting from the multilateral system's and the business sector's capacity, network and outreach. The ECW Strategy, together with emerging results and evidence from country investments, and the above-mentioned strategies (Gender, Communications and Resource Mobilization) offers an opportunity to set out and communicate ECW's unique added value and the transformative role that ECW is mandated to mantle for education in emergencies and protracted crises.

## 4. Monitoring, Evaluation & Learning

### Headline Results

Over the 2018-2021 strategy period, ECW seeks to achieve the following headline results:

- 13.6 million children and youth targeted and 7.8 million reached (3.53m girls).
- 3 percent of children and youth reached have a disability and are identified.
- All ECW-facilitated multi-year programmes on track to measure learning outcomes, with 60 percent of those with at least two data points showing increased learning outcomes.
- 75 per cent of schools and learning environments supported by ECW meet safe learning standards<sup>4</sup>.

**Annex 2** shows a detailed results framework.

### Monitoring, Evaluation and Learning

ECW monitors progress, evaluates results and delivers detailed annual reports, while providing rolling technical support to learning – through its direct contact with country teams and mission to the field, and through Acceleration Facility. Specifically, ECW measures progress at two levels:

- The development of a well-funded, efficient and sustainable system for delivery of education to crisis-affected children and youth. Among other things, this includes: monitoring of funding raised; effectiveness in coordination of ECW-facilitated joint programmes; increase in local capacity; and, measurement of progress in strengthening EiE monitoring and learning at the national and global levels through the Acceleration Facility.
- The achievement of ECW's outcomes: increased access, equity and gender equality, continuity and quality of education in a protective learning environment for crisis-

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<sup>4</sup> Note this is not 100 percent because when programs start, targeted schools may not yet meet the appropriate standards.

affected girls and boys, at individual programme level and across ECW's portfolio – by aggregating individual programme results.

At individual programme level, **the selection of indicators** balances the need for flexibility to each crisis context with strong measurement of outcomes.

- All ECW-facilitated programmes report on children and youth reached, and on a set of mandatory ECW output indicators (e.g. teachers – male and female – trained, girls, boys, and youth reached with learning materials, etc.). This facilitates aggregation at the global level and helps report on the overall reach of ECW-facilitated programmes, and on progress on key activities.
- All ECW-facilitated programmes are mandated to measure results, in a manner that is adapted to the length of the program and capacity on the ground.
- By 2021, every multi-year programme should be on track to measure learning outcomes. In this regard, ECW will support grantees that do not yet have sufficient capacity to measure learning through its Acceleration Facility and the sharing of experience from other countries.
- Gender equity and equality are embedded in the ECW results framework, and will be reflected in grantees' needs analyses, programme activities, and monitoring.
- To ensure comparability in outcome indicators measured by different programmes, a set of non-mandatory indicators is proposed. Grantees select a subset of these in light of their programme focus, timeframe, and monitoring and evaluation capacity, in discussion with the ECW secretariat. These indicators may be replaced, in certain contexts by appropriate proxies<sup>5</sup>. SMART<sup>6</sup> programme/country specific indicators may be added if the specificities of the programme justify it.

**Monitoring responsibility** is shared between ECW and its grantees/partners<sup>7</sup>. This aims to ensure overall oversight and risk mitigation by the ECW Secretariat, alongside ownership of the programme by ECW partners. Shared responsibility is also necessary to keep the ECW Secretariat lean, since ECW's planned growth, from its initial portfolio to the 2021 targets, will require strengthened in-country monitoring processes in all ECW-facilitated joint programmes. Leveraging existing capacity in-country will allow the ECW Secretariat to focus more closely on the programmes in need of the most support.

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<sup>5</sup> Proxies may be used particularly for shorter-term programmes for which measurement of beneficiary outcomes is often more challenging, as a short-term solution when capacity is still insufficient, or if needed to ensure alignment with national monitoring frameworks.

<sup>6</sup> Specific, measurable, achievable, relevant, time-bound.

<sup>7</sup> More specifically, Secretariat staff are in regular contact with grantees to discuss progress, challenges and lessons learnt. Each grantee further provides formal reports (6-monthly, annual and final) based on its programme monitoring framework. Further monitoring is undertaken through: i) secretariat visits, ii) ExCom partners whose organizations are involved in the programme, iii) Lead agencies of joint programmes and/or programme support units or their equivalent supported by ECW and in-country partners and/or, if needed, country or regionally-based monitoring consultants hired by the secretariat.

The ECW Multiyear window entails agreement on a joint programme and M&E framework, with strong country-level ownership. In view of this, yearly joint programme reviews will promote common assessment of progress and lesson learning (including finding efficiencies, cost-savings, and adapted scenarios to meet challenges). The ECW Secretariat will participate in these reviews alongside its partners, also taking the opportunity to directly observe activities on the ground through on-site visits.

In order to ensure the best use of the ECW Secretariat resources, regular ECW Secretariat visits are not expected for First Emergency Response investments -, except in case of special need<sup>8</sup> when for example programs have to be significantly adjusted or major challenges are reported. ECW will instead rely primarily on consultancy firms to undertake spot checks of grantees' reporting.

Evaluation is also a core part of ECW's strategy. Through the Acceleration Facility, ECW encourages evaluations in individual countries and across a subset of countries, on Acceleration Facility priority themes. A formative evaluation of ECW will take place in April 2019 (one year after the approval of the strategy) and another, summative evaluation will take place in 2021. Details of ECW monitoring and evaluation activities are provided in Annex 3. A summarized risk matrix is outlined in Annex 4.

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<sup>8</sup> It is expected that such a need may exist in 20 per cent of first emergency response investments.

# Annexes

## Annex 1: Methodology for Country Prioritisation

Eligibility for the Multi-Year Resilience Window will be determined by a robust analysis of key indicators by country which will be reviewed and updated on a regular basis to ensure that any new protracted crises are included as appropriate.

Table 2 below provides a list of countries ECW has supported to date (either as an Initial Investment or through the First Emergency Response Window) and which have already been identified as eligible for support under the Multi-Year Resilience Window (highlighted in bold), alongside new countries to benefit from the Multi-Year Resilience Window during 2018-2021 (those not in bold). This strategy targets at total of 25 countries for multi-year programming during this four-year period.

Table 2: ECW Priority Countries

1	<b>Afghanistan</b>	14	Mali
2	<b>Bangladesh</b>	15	Myanmar
3	Burundi	16	Niger
4	Cameroon	17	Nigeria
5	<b>Central African Republic</b>	18	Pakistan
6	<b>Chad</b>	19	<b>Palestine/West Bank and Gaza</b>
7	Democratic Republic of Congo	20	<b>Somalia</b>
8	<b>Ethiopia</b>	21	South Sudan
9	Haiti	22	Sudan
10	Iraq	23	<b>Syrian Arab Republic</b>
11	Jordan	24	<b>Uganda</b>
12	<b>Lebanon</b>	25	<b>Yemen</b>
13	Libya		

*The methodology to identify these 25 worst protracted crises is as follows:*

**Protracted crisis:** A protracted crisis has been defined as a crisis that has had an emergency for the past 3 years in a row at least, based on OCHA appeals data, UNHCR RRP information, and UNICEF HAC appeal information. A handful of new crises come up on a

regular basis, and when it is expected that they will become protracted, they can be added to the list (this was done for Bangladesh and Venezuela).

**Ranking criteria:** The ranking is based on 3 composite scores: the severity of the crisis and risks (this score is not specific to education), education funding gaps, and the situation of education in the country.

**Severity of the crisis and risks:**

This score is a composite of three scores: i) general level of severity of the crisis and risks ii) current refugee/IDP burden iii) latest evolution and future risks (with an emphasis on conflict-related risks). Development stakeholders have greater difficulty intervening in acute conflicts or refugee situations, while they are generally well involved in fragile countries affected by ongoing chronic vulnerability, hence the emphasis on conflict/refugee/IDP situations and on rapidly changing crises.

The first score is based on the INFORM risk score for 2018, which reflects general risk levels. INFORM is a collaboration between the IASC reference group on risk, early warning and preparedness and the European commission (<http://www.inform-index.org/>). The second score integrates the absolute number of refugees/IDPs in the country and their relative burden as compared to the country population. The third score includes the INFORM sub-score related to projected conflict risk, recent variations in numbers of refugees/IDPs in the country, and recent variations in the number of refugees from the country as a proxy for increased volatility.

**Education funding gaps:**

This index reflects two elements: the severity of the education financing gap, and the country's ability to cope. The education financing gap is assessed through two measures: i) the percentage of education funding requested through existing appeals that has been financed, ii) the ratio between education in emergencies funding and total humanitarian funding. The second measure helps account for variations in education amounts requested for a given appeal (some appeals ask for very small education amounts or do not ask for any education funding at all: in this context, while education may appear well funded at first sight, the actual education financing gaps may still be large).

It is important to assess a country's capacity to cope as some countries may have relatively large needs but high financial means. Further, an underfinanced crisis of a relatively small scale as compared to the size of the country (a few tens of thousands of refugees) is easier to managed than a similarly underfinanced crisis that touches the entire country. The "capacity to cope" is therefore measured in two ways: i) the ratio of the education financing gap to the national education budget ii) the ratio of the humanitarian funding gap to national GDP. While the second measure is not specific to education, it is argued that if the total humanitarian funding gap is extremely large as compared to national GDP, this will likely affect a country's capacity/willingness to contribute to education in emergencies needs.

### **Situation of education in the country**

This is measured through two scores. The first two scores reflect the level of access and continuity in education in the corresponding countries, and the level of equity in education. These rely on available administrative and household survey data, and include data on pre-primary, primary and secondary education. Equity is measured through data on gender disparities, but also disparities based on location (urban/rural) or wealth (poorest/wealthiest quintiles) when these are available.

### **Limitations**

- Lack of data specifically on education funding available per country as part of refugee response plans means proxies were used.
- The current classification does not include appeal amounts beyond the OCHA or UNHCR websites.
- Countries are the unit of analysis, but analysis based on sub-national regions may be more relevant, particularly where there is de facto separation between regions. Doing so would however require an agreed methodology and stronger data.
- Education data is based on multiple data sources to increase its reliability, but education data in protracted crisis is too often partial and/or outdated.

#### *Footnote*

Note that there is one discrepancy between the list below of 25 countries and the list of 25 countries targeted by this strategy outlined in table 2: Mauritania (number 22) was replaced by Cameroon (number 32). The rationale is that, though all other countries in the 25 top have a level of 5 or above for “severity of the crisis”, Mauritania’s score is only 4.9: the country ranks high on the list mostly because of low educational outcomes – which may be best dealt with in a development setting. It would therefore appear reasonable to look into countries with higher crisis severity levels. While Cameroon is not the next country in the list, it stands out for its high crisis severity and is also flagged as a country with a rapidly worsening situation. It is therefore suggested to put Cameroon within the list instead of Mauritania.

## The ranking:

Based on the above, we arrive at the following ranking:

Country	Score 1: crisis severity and risks	Score 2: severity of education funding gaps	Score 3: education situation / needs	Composite score	Rank
Somalia	10.0	2.9	6.1	6.3	1
South Sudan	12.6	0.8	4.1	5.8	2
Syrian Arab Republic	12.7	1.7	2.5	5.6	3
Yemen	9.2	2.5	3.4	5.0	4
Central African Republic	7.3	3.6	4.1	5.0	5
Afghanistan	8.2	2.3	4.2	4.9	6
Chad	7.7	2.1	4.0	4.6	7
Iraq	9.5	1.7	2.5	4.6	8
Democratic Republic of the Congo	8.3	2.3	2.8	4.5	9
Sudan	6.9	2.2	3.4	4.2	10
Niger	6.6	2.0	3.7	4.1	11
Nigeria	7.3	2.1	2.7	4.0	12
Libya	7.4	1.9	2.8	4.0	13
Pakistan	6.8	2.1	3.0	3.9	14
Ethiopia	6.2	2.3	3.0	3.8	15
Uganda	6.7	1.9	2.8	3.8	16
Palestine	8.8	0.9	1.7	3.8	17
Burundi	6.5	2.0	2.8	3.7	18
Haiti	6.3	1.6	3.0	3.6	19
Bangladesh	6.7	2.1	2.0	3.6	20
Myanmar	6.4	2.1	2.3	3.6	21
Mauritania	4.9	1.9	3.5	3.6	22
Lebanon	6.5	1.8	2.2	3.5	23
Mali	5.2	1.9	3.4	3.5	24
Jordan	6.5	1.9	1.8	3.4	25
Burkina Faso	4.9	1.8	3.1	3.4	26
United Republic of Tanzania	5.4	1.9	2.8	3.4	27
Congo	5.1	2.3	2.5	3.3	28
Djibouti	4.7	2.2	3.0	3.3	29
Rwanda	4.9	2.0	2.7	3.2	30
Senegal	4.1	2.1	3.4	3.2	31
Cameroon	6.5	1.6	1.4	3.2	32
Ukraine	6.3	2.0	1.2	3.2	33
Turkey	6.4	0.6	1.9	3.0	34
Kenya	5.6	1.5	1.6	2.9	35
Democratic People's Republic of Korea	4.2	2.3	1.5	2.7	36
Venezuela (Bolivarian Republic of)	4.4	Insufficient information - proxy score = 2	1.6	2.7	37
Egypt	4.5	1.0	1.7	2.4	38

## Annex 2: Results Framework

No	INDICATORS	Level	2016	2017	2018	2019	2020	2021	Source of verification	Disaggregation	Comments
<b>ECW Goal:</b> By 2021 more than ten million crisis-affected girls, boys, and youth, including from marginalized groups will have benefitted from ECW supported interventions, resulting in improving their learning outcomes and enhancing their socio-emotional wellbeing and employability.											
G1	Total/year to date 3-18 years old children and youth planned to reach/reached with ECW assistance.	Headline result	N/A	Total planned: 1,360,000 (target set when ECW was set-up) 3,950,510 (actual) Year to date: 369,346 (actual)	Total planned: 3,400,000 YTD target: 1,300,000	Total planned: 6,120,000 YTD target: 3,100,000	Total planned: 9,520,000 YTD target: 5,000,000	Total planned: 13,600,000 YTD target: 7,800,000	ECW program documents, ECW country reports	By gender, level of education, migration status and disability	This indicator is ECW's headline result, and reflects numbers of child/youth beneficiaries. The total figure relates to the sum of targets in all funded projects. Since most projects will be multi-year, targets set in plans are not expected to be achieved in the same year programs are approved, hence the second target refers to "year-to-date" results.
<b>BENEFICIARY-LEVEL RESULTS</b>											
<b>Outcome 1:</b> Increased access to education for crisis-affected girls and boys											
B1.1	Out of school rate in countries in protracted crises targeted by ECW.	Impact	Primary: 21.4 Lower sec.: 34.3	Primary: 21.6 Lower sec.: 34.1	Primary: 21.6 Lower sec.: 33.9	Primary: 21.5 Lower sec.: 33.6	Primary: 21.3 Lower sec.: 33.2	Primary: 21.0 Lower sec.: 32.7	UIS: noting that values collected at the end of 2017 date back from 2015	By gender, level of education (primary, lower secondary)	This indicator measures national level progress to which ECW's action contributes. Note that, to ensure stability in the number of countries contributing to that figure, only the 25 countries targeted by multi-year programs in the period considered will be included. As ECW expands, progress in countries supported by ECW will be compared to progress in countries that are not.
B1.2	Percentage of ECW-supported programs planning to measure/measuring affected communities' access to education. Percentage of ECW-supported programs with increased access to education for crisis affected children and youth ( <i>once two data points become available</i> ).	Outcome	N/A	Planning to measure: 17% Having data: 0% With improved outcomes: N/A	Planning to measure: 20% Having data: 10% With improved outcomes: N/A	Planning to measure: 25% Having data: 15% With improved outcomes: 60%	Planning to measure: 33% Having data: 20% With improved outcomes: 66%	Planning to measure: 40% Having data: 30% With improved outcomes: 75%	ECW program documents, ECW country reports	By gender/level of education	This indicator relates to progress specifically for ECW-supported communities. ECW will encourage more grantees to measure beneficiary outcomes in the area of access. As programs start measuring these outcomes, related data on progress will become available and will also be monitored.
B1.3	Number of teachers/administrators recruited/financially supported.	Output	N/A	Year to date: 2,325	8,190	19,530	31,500	49,140	ECW country reports	By gender	This indicator reflects ECW's efforts to increase/preserve the size of the teaching force in situations in which national capacity to face the need is insufficient. While doing so is often critical in crisis, ECW also engages in efforts to find longer-term solutions to ensure teachers are available and provided with adequate stipends/salaries in a sustainable manner.
B1.4	Number of 3-18 years old children/youth benefiting from non-formal education opportunities.	Output	N/A	Year to date: 104,621	364,000	868,000	1,400,000	2,184,000	ECW country reports	By gender	This indicator reflects ECW's support to diversified education pathways to provide relevant opportunities to crisis-affected children and youth.

B1.5	Number of direct 3-18 years old beneficiaries of targeted action to address demand-side barriers to education (school feeding, cash transfer, etc.).	Output	N/A	Year to date: 55,043	195,000	465,000	750,000	1,170,000	ECW country reports	By gender	This indicator reflects direct support to children and youth through targeted actions to address demand-side barriers to education. It does not include community mobilization or efforts to change the perception of education, as the number of child beneficiaries of these actions cannot easily be counted. However, these actions will be described qualitatively in reporting.
<b>Outcome 2: Improved equity and gender equality, ensuring greater access and improved learning for most marginalized groups</b>											
B2.1	Gender parity index for primary/lower secondary completion rates in countries in protracted crises targeted by ECW.	Impact	Primary: 0.892 Lower sec.: 0.847	Primary: 0.897 Lower sec.: 0.855	Primary: 0.901 Lower sec.: 0.859	Primary: 0.906 Lower sec.: 0.864	Primary: 0.912 Lower sec.: 0.870	Primary: 0.920 Lower sec.: 0.876	UIS		This indicator measures national level progress to which ECW's action contributes. Note that, to ensure stability in the number of countries contributing to that figure, only the 25 countries targeted by multi-year programs in the period considered will be included. As ECW expands, progress in countries supported by ECW will be compared to progress in countries that are not.
B2.2	Percentage of ECW-supported programs planning to measure/measuring numbers of children and youth with disabilities reached.	Outcome	N/A	Planning to measure: 36% Having data: 0%	Planning to measure: 40% Having data: 30%	Planning to measure: 44% Having data: 35%	Planning to measure: 46% Having data: 39%	Planning to measure: 50% Having data: 41%	ECW program documents, ECW country reports		This indicator relates to measures of disability specifically within ECW-supported communities. ECW will encourage more grantees to measure disability.
B2.3	Percentage of girls out of total children and youth reached by ECW.	Output	N/A	% of girls in current plans: 44.8% % of girls among children and youth actually reached: 46.5%	44.9%	45.1%	45.2%	45.3%	ECW country reports	By level of education	This indicator reflects ECW's efforts toward gender parity. Targets for "planned" are based on targets for the total number of children and youth, with the assumption that the share of girls will increase. Since most projects will be multi-year, targets set in plans will not be achieved in the same year programs are approved, hence a 2nd target for year to date results.
B2.4	Percentage of children and youth identified as having a disability out of all children and youth reached.	Output	N/A	Year to date: 737 % of children and youth identified as having a disability out of all children and youth reached: 0.2%	0.4%	0.7%	1.5%	3.0%	ECW country reports		This indicator reflects children and youth that have access to education and are identified. Increases in the percentage of children and youth with disabilities out of children and youth reached reflect ECW's efforts to i) promote an increased focus on disability in programming ii) greater (and better) measurement of disability.
B2.5	Percentage of females among teachers/administrators trained.	Output	N/A	Multi-year target: 46.2%	46.4%	46.6%	46.8%	47.0%	ECW country reports		This indicator reflects ECW's efforts to increase the proportion of trained female teachers in schools, as a way to promote girls' education.

Outcome 3: Improved continuity of education for crisis-affected girls and boys											
B3.1	Completion rates in countries in protracted crises targeted by ECW.	Impact	PCR: 63.9 LSCR: 40.1	PCR: 64.0 LSCR: 41.0	PCR: 64.4 LSCR: 41.4	PCR: 64.8 LSCR: 41.9	PCR: 65.4 LSCR: 42.4	PCR: 66.0 LSCR: 42.8	UIS	By gender and level of education (primary, lower secondary)	This indicator measures national level progress to which ECW's action contributes. Note that, to ensure stability in the number of countries contributing to that figure, only the 25 countries targeted by multi-year programs in the period considered will be included. As ECW expands, progress in countries supported by ECW will be compared to progress in countries that are not.
B3.2	Percentage of ECW-supported programs planning to measure/measuring survival, transition or completion for crisis-affected children and youth. Percentage of ECW-supported programs with increasing survival, transition or completion of crisis-affected children and youth ( <i>once two data points become available</i> ).	Outcome	N/A	Planning to measure: 17% Having data: 0% With improved outcomes: N/A	Planning to measure: 20% Having data: 10% With improved outcomes: N/A	Planning to measure: 25% Having data: 15% With improved outcomes: 60%	Planning to measure: 33% Having data: 20% With improved outcomes: 66%	Planning to measure: 40% Having data: 30% With improved outcomes: 75%	ECW program documents, ECW country reports	By gender, level of education	This indicator relates to progress specifically for ECW-supported communities. ECW will encourage more grantees to measure beneficiary outcomes in the area of continuity. As programs start measuring these outcomes, related data on progress will become available and will also be monitored.
B3.3	Number of classrooms (including temporary classrooms) supported with infrastructures or classroom materials.	Output	N/A	Year to date: 1,693	5,980	14,260	32,300	35,880	ECW country reports	By level of education	This indicator reflects ECW's efforts to support availability of education structures with minimum equipment/materials at the successive levels of education.
B3.4	Number of 3-18 years old children/youth reached with early childhood education (ECD).	Output	N/A	Year to date: 29,020	1,170,000	310,000	550,000	975,000	ECW country reports	By gender	This indicator ECW's efforts to promote school readiness among crisis-affected children and youth as a tool to improve future survival and learning. It reflects an increasing emphasis on ECD within ECW programs.
B3.5	Number of ECW-supported grantees working to develop accreditation frameworks for accelerated/non-formal education programs for crisis-affected children and youth.	Output	N/A	3	4	6	9	12	ECW program documents		This indicator reflects ECW's efforts to address accreditation-related obstacles to education continuity. In many countries, the lack of recognition of accelerated/non-formal education programs hinders children & youths' ability to continue their education. ECW will therefore encourage more countries to take up work in this area where this is an issue.
Outcome 4: Improved learning and skills outcomes for crisis-affected girls and boys											
B4.1	Percentage of countries in protracted crises targeted by ECW with increasing learning outcomes.	Impact	N/A	60% (6/10 with data) 50% girls, 50% boys (3/6 with gender-disaggregated data)	60% (50% girls, 50% boys)	62% (52% girls, 52% boys)	65% (55% girls, 55% boys)	68% (58% girls, 58% boys)	UNICEF	Total, girls' learning outcomes, boys' learning outcomes	This indicator measures national level progress to which ECW's action contributes. Note that, to ensure stability in the number of countries contributing to that figure, only the 25 countries targeted by multi-year programs in the period considered will be included. As ECW expands, progress in countries supported by ECW will be compared to progress in countries that are not.

B4.2	Percentage of ECW-supported multi-year programs planning to measure/measuring learning/skills outcomes of crisis-affected children and youth. Percentage of ECW-supported programs with increasing learning/skills outcomes for crisis-affected children and youth ( <i>once two data points become available</i> ).	Outcome	N/A	Planning to measure: 40% (2/5) Having data: 0% With improved outcomes: N/A	Planning to measure: 60% Having data: 10% With improved outcomes: N/A	Planning to measure: 100% Having data: 15% With improved outcomes: N/A	Planning to measure: 100% Having data: 25% With improved outcomes: N/A	Planning to measure: 100% Having data: 40% With improved outcomes: 60%	ECW program documents, ECW country reports	Total and share having values disaggregated by gender	This indicator relates to progress specifically for ECW-supported communities. 2 multi-year (and 3 first emergency response) programs plan to measure learning outcomes of crisis affected children and youth. ECW will encourage further grantees to measure beneficiary outcomes in the area of learning. As programs start measuring these outcomes, related data on progress will become available and will also be monitored.
B4.3	Share of ECW-supported multi-year programs working to ensure crisis-affected children and youth have access to education in a language they understand.	Output	N/A	50% (2/4)	50%	55%	55%	60%	ECW program documents		This indicator reflects the importance of language for learning. It is particularly important in situations of displacement, in which displaced populations are often hosted in areas speaking different languages.
B4.4	Number of children/youth reached with individual learning materials.	Output	N/A	Year to date: 265,023	936,000	2,232,000	3,600,000	5,616,000	ECW country reports	By gender	This indicator reflects provision of minimum materials to support learning.
B4.5	Number of teachers/administrators trained.	Output	N/A	Year to date: 3,726	13,000	31,000	50,000	78,000	ECW country reports	By gender	This indicator reflects provision of training for teachers and education administrators (e.g. head teachers) in ECW-supported schools and programs.
<b>Outcome 5: Safe and protective learning environment and education ensured for all crisis affected children and youth</b>											
B5.1	Share of ECW-supported programs intending to measure/measuring protection outcomes. Share of ECW-supported schools and learning environments meeting safe learning standards ( <i>once a standard indicator is piloted and implemented</i> ).	Outcome	N/A	Planning to measure: 29% Having data: 0% Share of schools meeting safe learning standards: N/A	Planning to measure: 33% Having data: 20% Schools meeting safe learning standards: N/A	Planning to measure: 36% Having data: 28% Schools meeting safe learning standards: N/A	Planning to measure: 39% Having data: 34% Schools meeting safe learning standards: 65%	Planning to measure: 42% Having data: 37% Schools meeting safe learning standards: 75%	ECW program documents, ECW country reports		This indicator reflects ECW's progress toward measurement and achievement of protection outcomes. One challenge of the measurement of protection outcomes is the quality of the measure. Hence, while ECW will make efforts to increase the number of countries measuring protection outcomes, it is expected that more effort will be made to develop quality measures in this area.
B5.2	Percentage of ECW-supported multi-year programs supporting the development/implementation of a gender-sensitive and/or inclusive curricula.	Output	NA	25% (1/4)	25%	30%	30%	35%	ECW program documents		This indicator covers efforts to improve curricula by making them more gender-sensitive and/or more inclusive of vulnerable or minority populations including refugees, linguistic/ethnic minorities, children and youth with disabilities, etc. as relevant in the country context.
B5.3	Percentage of countries in which ECW is supporting the development/implementation of a code of conduct in schools.	Output	N/A	14%	19%	25%	32%	40%	ECW program documents		This indicator reflects ECW's action toward ensuring a more protective school environment through changes in behaviors within schools. ECW will encourage grantees in countries in which schools attended by refugees lack codes of conduct to consider supporting their establishment and implementation.

B5.4	Number of gender-sensitive latrines built or rehabilitated.	Output	N/A	Year to date: 503	1,820	4,340	7,000	10,920	ECW country reports		This indicator reflects an important part of ECW activities to support protective environments. Other activities are undertaken on a country-by-country basis, as relevant, and are described within reports even though they are not aggregated at the global level.
<b>SYSTEMIC CHANGE</b>											
<b>Output 1: Increased political support to education for crisis-affected girls and boys</b>											
S1.1	Percentage of countries in protracted crises targeted by ECW with policies regarding: i) gender-responsive education systems, ii) inclusive education for children and youth with disabilities, iii) inclusion of refugees and internally displaced persons.	Output	N/A	i) 17.4% ii) 12.5% iii) NA	i) 27.2% ii) 22.9% iii) TBD	i) 37.0% ii) 33.3% iii) TBD	i) 46.7% ii) 43.8% iii) TBD	i) 56.5% ii) 54.2% iii) TBD	UNICEF for i) and ii), ECW data collection for iii)		This indicator reflects ECW's advocacy and technical support toward the development of national policies that help inclusive, equitable access to education for crisis-affected children and youth. These indicators focus on 3 areas: promotion of gender equity, promotion of disability inclusion (these first two are already defined and collected by UNICEF), and promotion of refugee inclusion (to be developed and collected in cooperation with partners).
S1.2	Proportion of humanitarian appeals that include an education component.	Output	74%	79%	83%	87%	91%	95%	OCHA Financial Tracking Database		This indicator reflects ECW's contribution, through advocacy, to ensuring that all humanitarian appeals ultimately have an education component.
S1.3	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).	Output	N/A	6	13	19	25	31	ECW secretariat		This indicator reflects the level of effort by the ECW secretariat to increase political will. Values provided for this indicator are cumulative. High-level meetings taking place at the global level have not been counted.
<b>Output 2: Increased, timely education in emergencies funding for in-needs populations</b>											
S2.1	Overall annual funding to education in emergencies as a % of global humanitarian funding.	Output	1.9% (3.5% of sector-specific funding)	2.0% (3.9% of sector specific funding)	2.5% (4.3% of sector specific funding)	3.0% (4.6% of sector specific funding)	3.5% (5.0% of sector-specific funding)	4.2% (5.4% of sector specific funding)	OCHA Financial Tracking Database		This indicator is intended to help assess ECW's contribution to global EiE funding, in particular: i) the impact of ECW's advocacy for more funding for education globally, ii) the additionality of ECW funding.
S2.2	Total funding raised by ECW at country and global level, disaggregated by budget type (humanitarian/other), non-traditional donors/innovative financing mechanisms.	Output		Target: \$153,000,000	\$ 383,000,000	\$ 689,000,000	\$ 1,000,000,000	\$ 1,500,000,000	ECW secretariat, country reports		This indicator reflects ECW's total fundraising ability as well as its capacity to promote donors' full alignment behind joint programs. It also highlights ECW's activity to diversify its funding sources.
S2.3	Absorptive capacity: portion of grant budgets that has been reported as spent on services delivered.	Output	N/A	TBD	TBD	TBD	TBD	TBD	Financial reports from ECW-supported countries		This indicator reflects grantees' capacity to effectively use ECW grant money.

S2.4	Percentage of i) first emergency response countries where funds were disbursed less than 8 weeks after emergency start and ii) multi-year program countries where funds were disbursed less than 4 months after country selection.	Output	N/A	i) 1/2 ii) 0/1	i) 65% ii) 65%	i) 70% ii) 70%	i) 80% ii) 80%	i) 90% ii) 90%	ECW secretariat records		This indicator reflects ECW's ability to respond to needs in a timely manner. Note that data for 2017 relate to programs set in place after mid-2017, i.e. two first emergency response programs following rapid-onset crises (Nepal and Bangladesh) and one pilot multi-year program (Uganda).
<b>Output 3: Joint, locally owned planning and response, inclusive of humanitarian and development partners</b>											
S3.1	Proportion of countries where the share of ECW funding to local civil society implementers either through direct grant agents or sub-grantees meets the target laid out in Grand Bargain.	Output	N/A	TBD	TBD	TBD	TBD	TBD	ECW program documents / delivery chain mapping		This indicator reflects local capacity building. It requires the mapping of the delivery chain for each grantee. This is a work in progress. Targets will be set once this is finalized.
S3.2	Proportion of ECW proposals developed through relevant humanitarian and development mechanisms and/or evidence of collaboration between humanitarian and development agencies.	Output	N/A	N/A	75%	80%	85%	90%	ECW secretariat and program documents		This indicator reflects ECW's work through existing humanitarian and development mechanisms e.g. education cluster. Where such mechanisms are not in place, ECW will work through relevant humanitarian and development collaboration mechanisms in place at country level.
S3.3	Proportion of new multi-year programs developed with inputs from beneficiaries.	Output	N/A	N/A	100%	100%	100%	100%	ECW secretariat and program documents		
S3.4	Number of joint multi-year programs developed with ECW support.	Output	N/A	1	6	11	16	21	ECW secretariat		This indicator reflects ECW's ability to promote joint planning. The expected number of joint humanitarian plans developed is slightly below the expected number of multi-year investments as some countries already have joint plans in place involving most/all local actors.
<b>Output 4: Evidence-based programs for equitable, continued, quality and protective education in emergencies in place</b>											
S4.1	Percentage of multi-year programs addressing access, equity and gender equality, continuity, quality and protection	Output	N/A	100%*	100%	100%	100%	100%	ECW program documents		This indicator reflects ECW's ability to promote joint planning. The expected number of joint humanitarian plans developed is slightly below the expected number of multi-year investments as some countries already have joint plans in place involving most/all local actors. Note that the 100% for current programs (which refers to existing initial investments) reflects the fact that all these programs touch upon each of the 5 ECW outcomes. However, more demanding criteria will be developed in the future to define what ECW considers to be a minimum acceptable level of consideration of each outcomes.

Output 5: Strengthened local and global capacity for analysis, programming, monitoring and evaluation											
S5.1	Proportion of acceleration facility grantees assessed as "on track".	Output	N/A	N/A	90%	90%	90%	90%	ECW reports		This indicator reflects the acceleration facility's ability to deliver on its mandate as a whole (i.e. with regard to capacity building, data improvement, coordination, innovations, etc.). "On track" will be defined based on each grantee's workplan. Achievement of at least 90% of targets will be considered "on track".
S5.2	Number of multi-year programs which have embedded innovations encouraged by ECW.	Output	N/A	N/A	0	1	2	4	ECW country reports		This indicator reflects ECW's ability to support countries in adopting tested innovations to improve education outcomes in crisis settings. To be promoted for inclusion and included in this indicator, innovations will have to i) have been tested and evaluated in similar contexts ii) be scalable and sustainable.
S5.3	Number of countries in which ECW is supporting data improvement initiatives.	Output	N/A	8 (incl. 2 supporting new data collection systems)	8	10	12	14	ECW program documents		This indicator reflects ECW's ability to support countries in developing or improving data collection systems or supporting harmonization/integration of data collection.
S5.4	Number of acceleration facility initiatives to support planning and coordination in place.	Output	N/A	1	1	2	2	3	ECW program documents		This indicator reflects efforts through the acceleration facility to support country-level programs to promote capacity development - particularly with regard to the strengthening of data and accountability mechanisms, innovation and coordination, as well as global and regional programs e.g. to support data harmonization or regional capacity building. It is expected that, by 2021, around 25% of supported countries will be resorting to the acceleration facility, with an additional approx. 3 global or regional-level programs supported.

### Annex 3: Key monitoring and evaluation activities at grantee and global levels

Action	Level	When
Drafting and budgeting of the programme monitoring and evaluation plan, including selection of indicators and definition of milestones and targets for core, non-core and country-specific indicators	Individual programme or grantee	At the beginning of each programme
Development and updating of a risk matrix	Individual programme or grantee	At the beginning of each programme, with regular updates
Updates on progress, challenges and lessons learnt	Individual programme or grantee	Regularly throughout the project (3-monthly in the case of first emergency response investments, every month in the case of multi-year programs)
Formal reports	Individual programme or grantee	6-monthly, annual and final
Programme evaluation	Multi-year programme or thematic	At the end of a programme, as per need for thematic evaluations
Updates and briefing	Global level	Regularly throughout the year, shared directly to partners and through the ECW website
Report to ECW donors/stakeholders (incl. progress on indicators)	Global level	Annual
ECW evaluation	Global level	Formative (April 2019), summative (in 2021)

## Annex 4: Risk Matrix

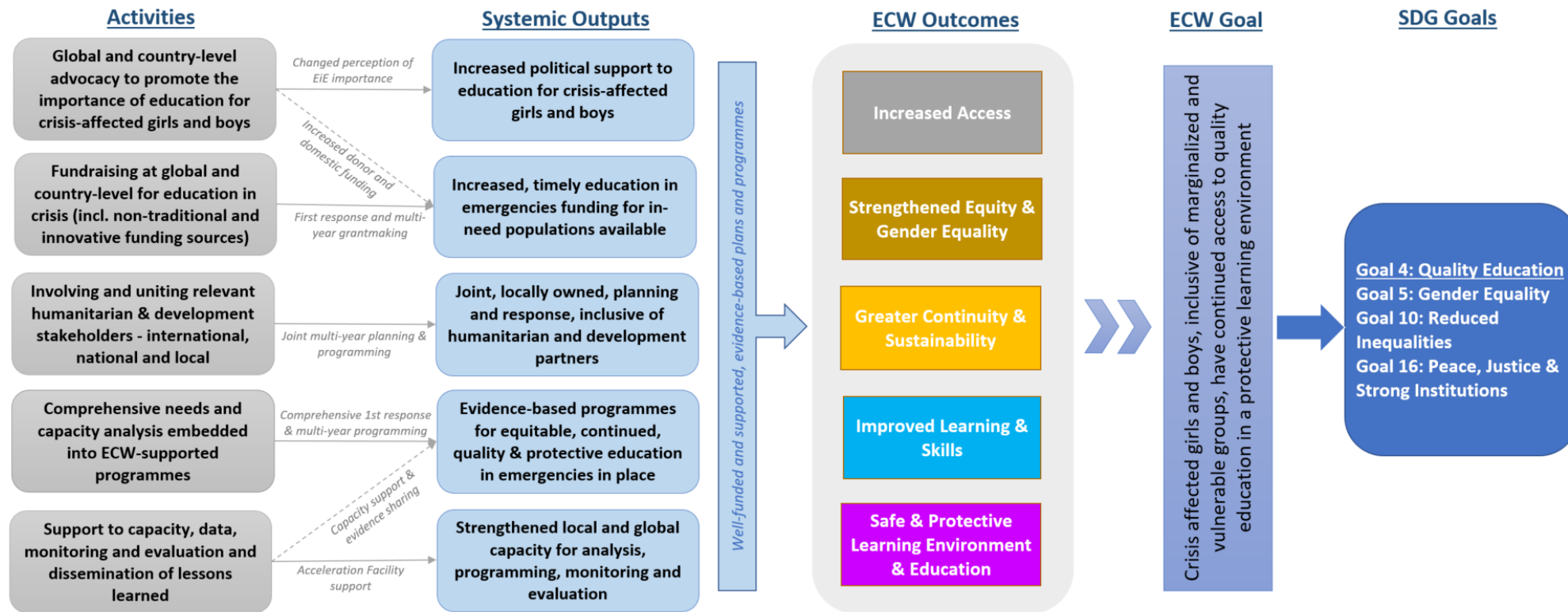
ECW Strategy 2018-21 – Assumptions and Risks		
	Assumptions/Risks	ECW Response
<b>Financial commitments and resource mobilisation</b>	<p>Assumption: Global financial commitments to ODA/SDGs is at least maintained and donor commitment to financing Education in Emergencies - particularly to ECW - increases and broadens 2018-21, including through innovative financing, new donors, and in-country pooled financing.</p> <p>Risk: ECW falls short of its resource mobilisation target and is unable to finance its results targets</p>	<p>ECW governance bodies support advocacy and resource mobilisation at global and country levels. ECW demonstrates ongoing ECW results and added value, and takes proactive approach to resource mobilisation (prioritising staff time; cultivating new partnerships; implementing a resource mobilisation strategy and innovative finance plan).</p>
<b>Political and organisational commitment</b>	<p>Assumption: Political and organisational commitment to Education in Emergencies and WHS outcomes, and to ECW in particular, is maintained and increases 2018-21.</p> <p>Risk: The power of the ECW movement reduces, with impact on fundraising and joint planning/response.</p>	<p>Active engagement of ECW governance body Chairs and members in advocacy. ECW supports effective engagement of governance bodies and high-level champions; pursues a clear communications strategy at global and country levels; and demonstrates ongoing ECW results and added value.</p>
<b>External context in programme countries</b>	<p>Assumption: ECW donors have appetite for operating and staying the course in high-risk environments. Sufficient grantees/implementing partners at country level able to operate and respond flexibly in high-risk environments.</p> <p>Risk: Deterioration of political/conflict situation limits ability to implement and monitor programmes in certain contexts.</p>	<p>ECW develops context-sensitive programmes which have the buy-in of all key stakeholders, and which are implemented through appropriate, pre-assessed agencies. ECW programmes have strong risk management in place, are closely monitored by the Secretariat, and are able to re-programme where needed to adapt to changing context.</p>
<b>Transformational approach to education in crises</b>	<p>Assumption: ECW partners (donors, government partners, grantees) actively support and implement new ways of working and transformational approaches to education in crises (eg. bridging humanitarian-development divide; improving evidence; ensuring learning outcomes; joint programming).</p>	<p>ECW governance bodies actively support collaboration, new ways of working, and focus on education outcomes. ECW programmes developed through strong communication with all key partners at country level on ECW mandate and results framework. ECW programmes include appropriate, ambitious indicators to support achievement of the results framework, and are monitored closely by Secretariat during implementation. ECW programmes draw on</p>

	Risk: ECW unable to support transformative shift envisaged in multi-year programmes and Acceleration Facility (cannot demonstrate added value and move beyond ‘business as usual’).	best-practice evidence and learning, and in turn support the development of improved evidence and learning, disseminated within EiE community.
<b>Capacity at country level</b>	Assumption: Sufficient capacity, coordination and programming opportunities at country level to develop, implement and measure progress against large-scale, joint ECW programmes. Risk: ECW fails to scale-up multi-year programmes and deliver results framework due to country-level limitations, including capacity and willingness of partners.	ECW closely involved in development of programmes, ensuring strong consultation process, buy-in of partners, in-country ownership, and partners’ capacity to implement and monitor programmes. Close monitoring of implementation, and support to capacity development, as needed. Development of appropriate governance and funding modalities at country level to enable scale-up of joint programmes. ECW establishes partnerships with specialized actors to support capacity strengthening and development.
<b>Governance, Secretariat, and operating model</b>	Assumption: ECW’s governance and operating model, and Secretariat capacity, supports delivery of Strategy 2018-21. Risk: Lack of Secretariat capacity to enable the scale-up envisaged; governance and operating models confuse or slow down decision-making and speedy response, delaying implementation of results	ECW governance bodies ensure appropriate alignment of governance and operating frameworks and Secretariat capacity to the ECW Strategy.
<b>Fiduciary risk</b>	Assumption: Sufficient partners at country level able to manage funding to required standards, and report instances of mismanagement of funds. Risk: Fraud, corruption, or diversion of funds by ECW grantees or third parties (including to listed entities).	ECW grantees must be pre-assessed, and sub-grantees must be cleared by the ECW Fund Support Office. Financial firm appointed to conduct financial monitoring and spot checks of non-UN grantees. Fraud reporting and whistleblowing hotline established and communicated widely at country level. Allegations dealt with promptly, in line with UNICEF procedures.
<b>Do no harm</b>	Assumption: Sufficient partners at country level able to develop and manage risk-sensitive programmes. Risk: ECW funds inadvertently cause harm in high-risk environments – e.g. to social cohesion, gender equality, conflict dynamics, through contentious education materials.	ECW programmes developed through consultation with wide range of partners, with emphasis on safeguarding, human rights and gender equality. Programmes are context-sensitive and include risk assessments. ECW grantees must be pre-assessed and sub-grantees cleared by the Fund Support Office. Close monitoring of programmes by Secretariat.

## Annex 5: Theory of Change graphs

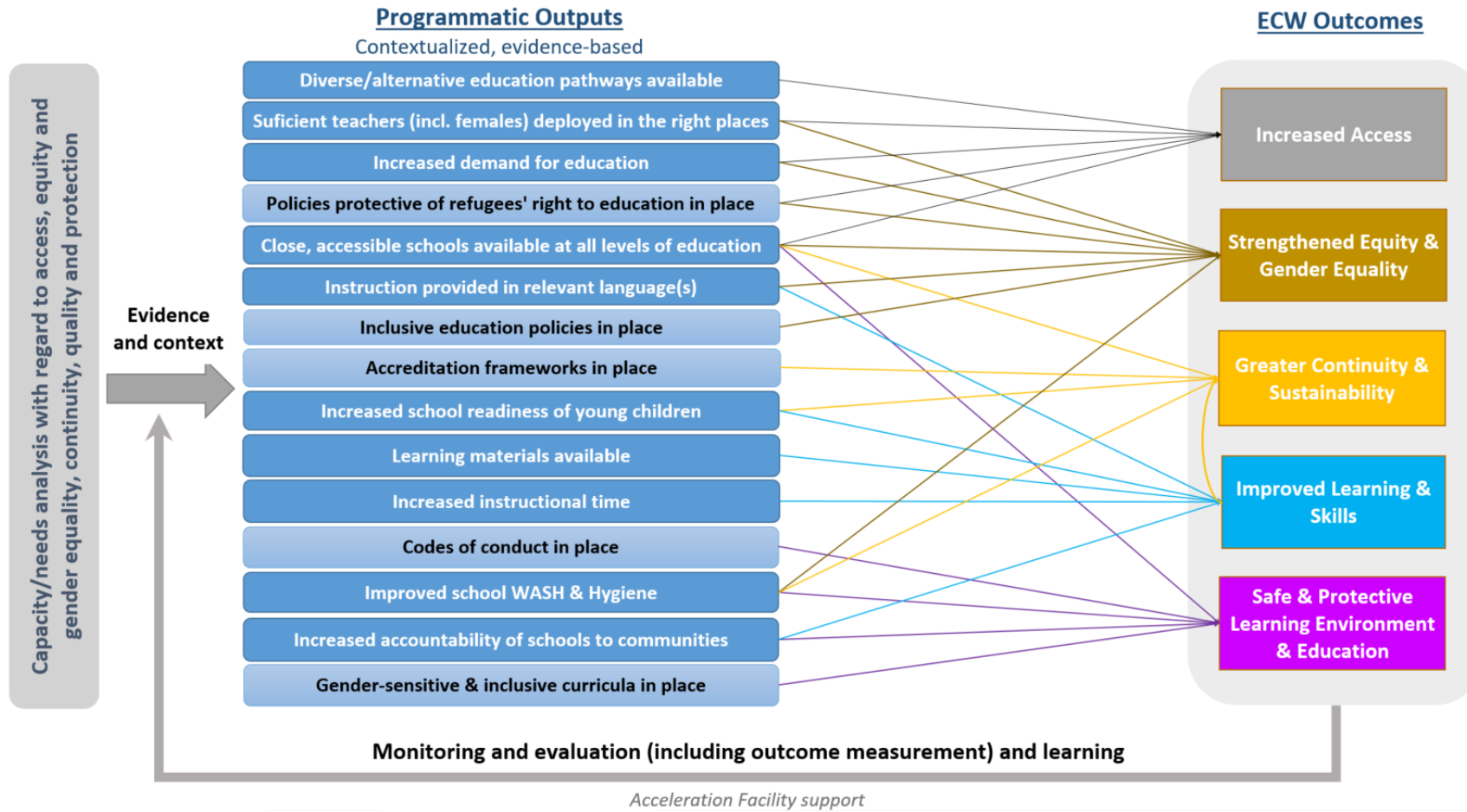
The theory of change in figure 1 shows how ECW will promote the development of well-funded and supported, evidence-based plans and programs, but does not detail the contents of these programs. Figure 2, below, zooms in on the programmatic outputs<sup>9</sup> that may (according to the context) be used to drive the achievement of ECW outcomes.

**Figure 1: ECW Theory of Change – from systemic activities to systemic outputs and outcomes for ECW beneficiaries**



<sup>9</sup> “Programmatic” outputs and outcomes refer to the results of programmes at country level (e.g. children are in school and learning), whereas “systemic” outputs and outcomes relate to the results of efforts to strengthen the overall EiE system (e.g. increased funding for EiE).

Figure 2: ECW’s programmatic areas of emphasis (specific programme programme programme outputs are contextualized to each crisis context)



## **Annex 6: ECW Secretariat Organogram**

*To be inserted once finalised.*