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The global fund for education in emergencies



Annual Results Report 2019

23-24 June 2020, ExCom

Table of contents

1. About the report
2. Setting the scene: EiE in 2019
3. Result highlights
4. Lessons learned and way forward



About the report

- 2019 & cumulative results since inception
- Systemic organizational outcomes based on strategic plan
- Collective beneficiary outcomes: access, equity and gender equality, continuity, quality and learning, and safe/protective learning environments.
- Based on about 100 grantee reports from 25 different grantees
- Includes all 2019 active and final grants
- More disaggregation and analysis i.e. MYRP vs. FER, target vs. result, costs

Setting the scene: EiE in 2019



25% of **all children** are affected by conflict and/or crisis!

Record number of forcibly displaced – 79.5M, and:

- Crises becoming more protracted;
- Schools being under attack;
- More extreme weather events.



Infectious diseases on the rise affect learning

Cholera in Yemen; Ebola in DRC; COVID19

ECW Portfolio overview



US\$ 131M disbursed in 2019

101 FERs, 10 MYRPs, and AF; more than 2017 and 2018 combined



2.6 million children reached (grants active in 2019)

48% girls; 504,300 through MYRPs (50% girls)

3.5 M children reached since inception (+3.9 M in Yemen)



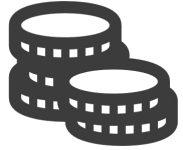
29 countries + 2 regional grants; 25 different grantees

Result highlights:

Systemic outcomes

(ECW grants active in 2019)

Increasing funding and political commitment



US\$252.8M mobilised in 2019 + US\$120M in-country

US\$159.6M in 2018; US\$ 588.7M since inception



More diversified funding sources

7% of private sector is US\$17.7M (2% in 2017)



5.1% of total sector-specific humanitarian funding to education (4.8% in 2018)

43.5% of appeals funded (47.5% in 2018) but medium-term trends still upwards.

22% of OCHA's Country-based Pooled Funds (18% in 2018) with at least 10% to Education



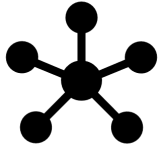
Increased political commitment towards girls, secondary and refugee education via the GRF, Biarritz declaration as well as in MYRP countries

Facilitating joint and rapid response and recovery



Stronger joint response and recovery planning

- Joint assessment, analysis, and formulation of responses – linking humanitarian, development and refugee coordination mechanisms; with ownership by Governments
- Regional response approaches introduced (Sahel and Venezuela crises)
- Use of MYRP seed-funds to kick-start process and in-country resource leveraging to scale up
- 101 FERs, 10 MYRPs, 29 countries (+2 regions) with grants active in 2019, 21 different grantees



More holistic intervention packages

- Holistic approach to quality education – instead of singular interventions
- Beyond education, with partnerships i.e. WFP, MHPSS, inclusion, gender, UNHCR.



More rapid responses to sudden onset emergencies

- 50% of countries received FERs in < 8 weeks in 2019; up from 41% in 2018 [sudden onset crises]
- MYRPs need to reconsider trade-off quality/timeliness

Other program funding: Aligning and leveraging efforts for collective outcomes

In 2019, 120 million USD of existing and new program funding was 'actively' aligned to & leveraged through MYRPs (Afghanistan, Somalia, CAR, Bangladesh, Palestine, Uganda)

- ✓ Pre-filled data from FTS, IATI and donor databases (EDRIS; EU-DEVAID; DFID; USAID; BMZ; Canada)
- ✓ For each other program, reviewed documents and discussed with in-country partners alignment of MYRPs with existing programs and contribution of MYRPs to raising new funding
 - ✓ **MYRP brought novel feature that influenced other existing and new programs**, e.g. new strategies, interventions and/or population groups through updated joint needs assessment/analysis; targeting approach; TOCs and results frameworks; partnerships; coordination setups
 - ✓ **MYRP mobilized additional funds** through engagement with donors in-country/globally – aligned and complementing MYRP.
- ✓ Uganda and Afghanistan were most effective in leveraging – critical success factor was the Government's ownership/leadership and donor presence in committees

Strengthening capacities for response and recovery



Strengthened country EiEPC capacities

- Cluster coordinator staff in 55% of countries (31% in 2018)
- Use of national/local partners 26% funds as direct as possible (Grand Bargain target 25%; ECW target 30%)
- Increased on-track funds utilization by grantees - 84% in 2019 (75% in 2018); 70% MYRPs; 85% FERs; 98% IIs



Stronger global EiEPC support environment

- Improved Global Education Cluster support: RRT's + distance support/helpdesk/coaching
- More and more validated EiEPC resources available via INEE new website
- Improved coordination between UNHCR, GEC and INEE through Global Partners Project



Increased innovation focus via targeted AF and MYRP investments

- Early Childhood Education – play-based learning in crisis-affected communities
- Non-formal education solutions (UNHCR multi-year AF investment, HEA)



Strengthened ECW Secretariat and processes to provide grantees with stronger technical support and partnership facilitation, e.g. quality education, MHPSS, protection, gender, M&E

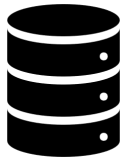
Improving evidence and accountability



ECW strengthened systems to assess needs across countries and inform MYRP selection and allocations



More Joint Education Needs Assessments (JENAs): Nigeria and Libya with GEC support. Bangladesh with REACH support. Cameroon, Ethiopia and Indonesia. GEC revised its Needs Assessment Package and provided more tailored support.



UNESCO produced case studies in Chad, Ethiopia, Palestine, South Sudan, Syria and Uganda on EMIS quality and use in EiEPC (through AF)



Stronger outcome-level results monitoring in MYRPs (and selected FERs)

Challenges for outcome level reporting in EiEPC

- Hard to establish baselines in humanitarian settings
 - Conflicts/crises typically affect high-risk areas disproportionately
 - Poor EMIS quality = low chances of timely, disaggregated data in risk-prone areas
- Who is accountable for outcome level measurement? Two options...
 - A) whole set of EiEPC partners >> outcomes measured at community/province level
 - B) ECW grantees >> outcomes measured at the school level
- Option A) most logical - collective action can bring holistic learning
 - ... but who is accountable in the field for joint measurement and reporting?
 - Additional complexity layer: low M&E capacity and prioritisation in most vulnerable areas
- ECW with its partners providing solutions to both challenges – one on capacities and two on accountabilities, particularly in MYRPs

Outcome level measurement – the evidence

Evidence category	Access	Girls' inclusion	Continuity	Learning
Number of grants reporting strong evidence of increase (i.e. two data points are available on a SMART outcome indicator)	16	10	7	4
Number of grants reporting partial evidence of increase - only one data point available [without baseline] but with reasonable evidence of improvement (e.g. large-scale rehabilitation of school infrastructure after natural disaster)	20	16	20	2
Percentage of grants with strong/partial evidence of increase (18 completed FER grants in 2019)	83%	72%	50%	17% (AFG, 2 in Nigeria)
Percentage of grants with strong/partial evidence of increase (6 MYRPs only, 13 MYRP grantees)	62%	54%	38%	23% (50% of countries)

Result highlights:

Beneficiary outcomes

(ECW grants active in 2019)

Improving access to and continuity in education services

- **Access:** gross primary enrolment rate for refugee children improved from 53% in 2017 to 75% in **Uganda** and from 62% in 2018 to 67% in **Ethiopia** in 2019.
- **Continuity:** 35,000+ children (50% girls) completed accelerated learning programs.
- 16 grants reported strong evidence (i.e. two data points) for increased access, and 7 for continuity
- 9% of children reached in **secondary education** and 5% in **ECE** – this needs to increase (targets were set & commitments made, e.g. GRF)



FERs: crisis-sensitive solutions to restore access – depending on crisis type

In 2019, ECW distributed \$40 million through the FER window to restore access to education.

FER grants tailored to context / type of crisis:

- Mozambique, Malawi, Zimbabwe, and Comoros >> rehabilitated learning spaces; provided learning materials; provided PSS after **natural disasters**.
- Sahel >> Temporary Learning Spaces set up; radio education delivered in areas with **worsening security**
- Yemen >> supported teachers' salaries and organization of exams within a **collapsing education system** following a protracted conflict
- Chad >> rehabilitated classrooms, distributed learning materials, community engagement, supported livelihoods after a **sudden economic downturn compounded by a refugee crisis**
- Venezuela >> nonformal education provided, supported refugee families to obtain documentation to enroll children in a **regional refugee crisis**

Costing Accelerated Education programs

- AE analysis covered 4 FER grants from 2018, in Uganda and CAR
- Per-capita cost of delivering AE between US\$70 and US\$305 per year
 - Context matters: costs should not be compared directly across grantees or countries
 - Trade-off between access and quality
- FE in EiE costs US\$156 per child per year (ODI, 2016)
 - comparable to three out of four cases in this VfM analysis
 - ...but care should be taken with direct comparison: AE also serves inclusion bottom line
- Conclusion: AE can be cost-effective
 - more so if AE operates at scale (high fixed costs: curricula, teacher training, physical space)
 - more so if AE offers inclusive pathways for reintegration into FE or vocational training
 - high relevance in post-COVID-19 scenario

Costing Accelerated Education

	NRC Uganda	PLAN CAR	NRC CAR	War Child Uganda
# of children enrolled	2,046	550	675	1,578
Student-to-teacher ratio	16:1	69:1	38:1	24:1
Cost per child (year)	\$175	\$70	\$305	\$124

Gender equality and empowerment/marginalized populations

- **Programs target most in need populations:**
 - ✓ **Countries** most in need selected.
 - ✓ Most in need **populations** are targeted in the countries. Refugees 30%, IDPs 15%, 55% other/host.
- **Gender parity** in MYRPs achieved.
- **Girl's education access:** non-formal community-based education holds promise for girl's education i.e. Afghanistan, Somalia.
- 10,500 **children with disabilities** (0.2%) is lower than 2018 and requires attention.



Example on girls Education – Afghanistan MYRP



- **Non-formal community-based education** to promote (re)integration
- 3621 learning centres reaching 122,000 (**58% girls**) returnees, IDPs, and host communities.
- Strong **community involvement** (Shura's) to mobilise and advocate for girls' education
- 3,621 teachers (48% women)
- **Women teachers** tend to increase girls' attendance (Herat vs. Uruzgan)



Example on inclusion – Uganda MYRP



- Humanity Inclusion conducted functional **disability screenings** and barrier assessments in 40 schools
- **Database** that shows prevalence of various disabilities to inform interventions
- **3,704 assessed** using Washington Group tool
- **1,219 received assistive devices**, others receives specialised support within schools and referrals.
- Strong engagement and capacity development of **local authorities**.

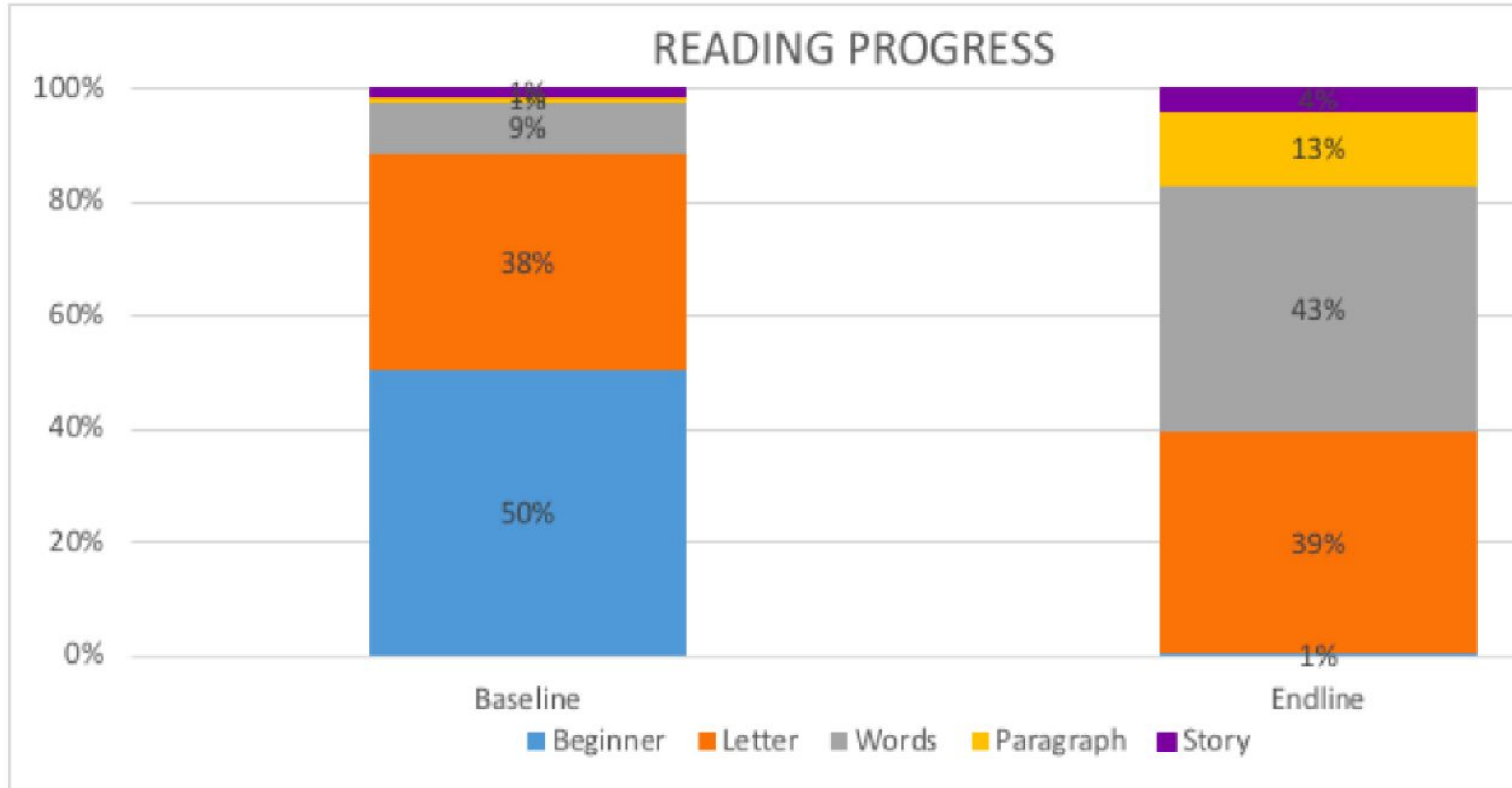
Improving Learning Outcomes



- 4 programs have solid learning outcome measurements; 2 partial. Need to increase.
- **Learning** levels in reading and mathematics are improving when measured; illiteracy and no-single digit recognition levels from 50% and 29% to 1% in 6 months in NE Nigeria.
- 30,000 **teachers** and education personnel trained in 2019 (44% women) on variety of conflict/crisis related and more traditional subjects.
- 1.8 million children and youth (48% girls) received **learning materials** in 2019

Example on learning - FER

Street Child North East Nigeria (6 months)



- Non-Formal education
- 4-5 hrs. a day in class
- Strong teacher training (10 days + refresher) on pedagogy/assessment.
- Measurement adapted from “Teaching at the Right Level (TARL)”
- N = 301, same kids (5-16 yrs)
- 95% confidence & 8% margin of error
- Reading & number recognition
- Oral assessment

Health, safety and protection

Health, safety and protection are basic requirements for learning to start and have become part of the response:

- 102,000 children and 17,348 education personnel received PSS support/training.
- Code of conducts in 80% of countries.
- 4,175 with safe school transportation (Syria, Afghanistan)
- 25,000+ of teachers / administrators trained on emergency preparedness, DRR, risk management.
- 55,630 WASH services to children; 1,972 gender-sensitive latrines;
- 54,281 children supported with school feeding (Yemen, DRC, Mali, Somalia, Uganda)



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Examples of 2019 MYRP intervention packages

Grantee	MYRP country	Built / rehabilitated classrooms	Built / rehabilitated latrines	Built and/or rehabilitated gender-segregated latrines	Provided incentives to teachers	Provided school furniture	Accelerated Learning Programs (ALP)	Awareness campaigns on education and related topics	Trained teachers on pedagogy	Trained teachers subject knowledge / curriculum	Trained teachers on inclusive education (e.g. children with disabilities)	Remedial classes	Provision of teaching and learning material for literacy and numeracy to children / youths	Provision of teaching and learning material for literacy and numeracy to teachers / classrooms	Provision of materials for socio-emotional learning to children / youth	Trained teachers on emergency preparedness, DRR, risk management	School feeding programs	Provision of clean water supply	Trained teachers on PSS	Psychosocial services (children / youths referred to therapist, counselor, etc.)	Psychosocial services (children / youths receive services from therapist, counselor, etc.)	Life skills programs (i.e. clubs, trainings, after school programs)	Initiatives to mobilize communities around education (e.g. parents and teachers associations)	Support to community-driven monitoring systems	Support to national systems for monitoring
UNHCR	CAR	X	X	X				X	X		X					X									
NRC	CAR	X				X	X	X	X	X		X	X	X		X			X				X	X	X
UNICEF	CAR	X	X	X	X	X		X	X			X	X	X		X			X			X	X	X	
UNICEF	Palestine										X										X			X	X
UNICEF	Somalia				X			X									X	X							
ADRA	Somalia	X	X				X	X					X					X					X	X	
Save	Somalia																						X		
Save	Uganda	X		X	X	X	X	X	X		X		X	X	X	X		X	X	X		X	X	X	X
UNHCR	Uganda																								
UNICEF	Afghanistan	X			X		X	X	X		X		X	X		X			X	X		X	X	X	X

Lessons learned and way forward

Lessons learned/way forward: Resource mobilization

1. **ECW helped trigger a movement** together with the UN, CSOs, the private sector and the larger community of donors to increase EiEPC funding – this journey needs to continue
2. **HLSG, ExCom and Civil Society** are central to engage donors at highest level and influence funding decisions to ensure additionality in resource mobilization. This high level engagement has helped mobilize new EiEPC funding and increased funding pie for this marginalized sector.
3. Donors from the **private sector** like LEGO demonstrated that private sector enterprises and foundations are key stakeholders in transforming EiEPC qualitatively and quantitatively.
4. **In-country RM** to help leverage new EiEPC resources requires capacity development and new approaches and partnerships to advocacy for prioritizing EiEPC. ECW support must continue to push for this shift, together with its partners, and track resources mobilized.
5. **Demonstrating and showcasing improved collective outcomes** on the ground needs to complement the above approaches.

Lessons learned/way forward: Programming

Based on lessons learned, MYRP approach refined to facilitate scale-up and leverage partner efforts:

- 1. Include a broad coalition of partners.** Global, regional and national partners in education, protection and health/nutrition; national/local partners; hum/dev actors to collaborate from the onset
- 2. Getting the programme design right.** Develop comprehensive sets of costed interventions (quality education, protection, MHPSS, health/nutrition) based on critical needs identified through timely joint needs assessments/analyses. Ensuring children and youth furthest left behind are reached.
- 3. Working towards scale.** Agreeing on (1) how ECW seed funding should be used; (2) how existing funding should be aligned; (3) how new funding should be mobilised in-country, and programmed to ensure ECW's seed funding is complemented.
- 4. Reviewing and adapting.** Joint reviews and reporting, with a focus on collective outcome-level results; tracking financing towards collective outcomes; joint evaluations
- 5. Investing strategically in innovations, global public goods and partnerships to support country-level initiatives.** Ensure country-level partners have access to tested interventions, knowledge products, tools, approaches and partnerships to respond effectively and efficiently to the crisis.
 - ☐ Strengthen focus on girls education, displaced populations and children with disabilities
 - ☐ Increase program reach for ECE (10% target) and secondary education (GRF commitment for refugee girls' secondary education), particularly in MYRPs

Lessons learned/way forward: Costs of MYRP Quality Packages

Costs per student are increasing for MYRPs, as the “packages” grow to include services such as MHPSS, school feeding, cash-based assistance, and livelihood support (e.g. MYRP in South Sudan)

ECW will require more resources to support this holistic approach to EiEPC and reach those furthest left behind.

MYRP	Year approved	Costs per child per Year
Afghanistan	2018	\$121.40
Bangladesh	2018	\$67.80
CAR	2018	\$33.33
Ethiopia	2019	\$148.79
Palestine	2018	\$28.88
Somalia	2019	\$108.89
Uganda	2018	\$42.69
Chad	2019	\$55.28
Syria	2019	\$239.52
South Sudan	2019	\$285.71
		Costs per child per Year
Averages across MYRP countries	2018	\$112.70
	2019	\$133.10



Thank you!



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