

## Theory of Change

*This Theory of Change should be read in conjunction with ECW's Strategic Plan, the ECW Results Framework and the Corporate Risk Framework document* Access to and quality of education are severely curtailed during both natural and man-made emergencies and protracted crises: in total 75 million 3-18 years old children and youth in crisis situations are in urgent need of educational support<sup>1</sup>. 35 per cent of all out-of-school children of primary school age, 25 per cent of all out-of-school adolescents of lower secondary age, and 18 per cent of all out-of-school youth of upper secondary age live in conflict-affected areas<sup>2</sup>. Further, even among crisis affected children and youth that are in school, frequent disruptions in education services and poor learning conditions often hamper opportunities to gain the knowledge and skills they need for their future. Crises also increase inequality<sup>3</sup>, leading to exclusion of certain groups such as girls (boys in some contexts), the poorest, minorities or children/youth with disabilities from education. This in turns leads to heightened protection challenges, including recruitment by armed groups, early marriage, sexual exploitation and child labour. Lack of education further decreases resilience to natural<sup>4</sup> or man-made disasters, and a doubling in the level of education inequality has been associated with a doubling in the probability of conflict<sup>5</sup>.

It is therefore urgent to invest in education for crisis-affected children and youth and provide them with equitable access to quality education in a protective environment. ECW investments will not only drive achievement of SDG 4 on quality inclusive education but also achievement of interrelated SDG goals, such as SDG 5 on gender equality, SDG 10 on reduced inequalities, and SDG 16 on peace, justice and strong institutions.

## Collective outcomes

During the 2018-21 strategic plan period, the ECW's investments will contribute to the following collective outcomes:

**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 and sustainability of education for crisis affected girls and boys
<b>Outcome 4:</b>	Improved learning and skills outcomes for crisis-affected girls and boys

<sup>1</sup> Education Cannot Wait, Proposing a fund for education in emergencies. ODI, 2016.

<sup>2</sup> UNESCO Institute for Statistics, 263 Million Children and Youth Are Out of School, 2016.

<sup>3</sup> Education Inequality and Violent Conflict: Evidence and Policy Considerations policy brief, June 2016, UNICEF and FHI360.

<sup>4</sup> Brian Blankespoor et al., "Adaptation to Climate Extremes in Developing Countries," The World Bank, 2010, 3

<sup>5</sup> Østby, G., 'Inequalities, the Political Climate and Civil Conflict: Evidence from 55 developing countries', in Horizontal Inequalities and Conflict: Understanding group violence in multi-ethnic societies, edited by Stewart and Macmillan, United Kingdom, 2008, pp. 136–159.

<b>Outcome 5:</b>	Safe and protective learning environment and education ensured for all crisis-affected children and youth
-------------------	---

Achieving these collective outcomes requires two elements:

- That education in emergency programmes address challenges affecting education access, continuity, equity and gender equality, learning and protection for crisis-affected children and youth in a context-relevant and evidence-based manner.
- That the way the international community does education in crisis situations be conducive to the development and implementation of such programmes.

The paragraph below will describe ECW’s activities to help address the challenges described above, while the next section will be dedicated to the “what” i.e. the type of activities ECW seeks to incentivize within education in emergencies programming.

## Systemic response

**Funding levels** for education in crisis situations are extremely low, and there is an estimated US\$ 8.5 billion gap to reach the 75 million children and youth in urgent need of education support. This gap is close to 20 times the current level of humanitarian funding for education. Doing education in a more efficient manner will not be enough to bridge this gap. ECW was therefore given an ambitious target of US\$ 3.725 billion to be raised by 2021, which will be raised at the global level (to replenish ECW’s global fund) and at country-level (against joint plans and programmes). Given the level of ambition, resources will draw upon diverse funding sources (including from the South and the private sector) and innovative funding, paying attention to ensuring additionality of funding. It is further assumed that HLSG and Executive Committee members will support resource mobilization efforts.

The funding gap for education in crisis situations results, in part, from lack of commitment and **political will** for education in crisis. This lack of commitment manifests in weak attention to education paid within national plans and emergency response plans, and in weak and uneven commitment of donors to these plans. While 68 per cent of humanitarian appeals were funded over the past 10 years, the level of funding for education appeals was only 39 per cent overall and 22 per cent in West and Central Africa<sup>6</sup>. Lack of commitment impacts on financing, but also on policies at country level that are often not conducive to inclusive education for crisis-affected children. It is expected that advocacy and communication at all levels, toward government partners, HC/RC, and humanitarian and development partners, will help increase commitment to education in crisis situations. This assumes that the momentum that drove the creation of ECW will persist, with HLSG support.

Further, the education in emergencies aid architecture itself is not conducive to the achievement of quality, inclusive education for crisis-affected children: financing is often **short term and unpredictable**, while there is a **lack of coordination** between education actors in crisis situations, particularly humanitarian and development actors, with often limited involvement of local actors. This affects the continuity, coherence and sustainability of service. Meanwhile, lack of coordination with cross-sectoral actors decreases the sector’s ability to efficiently deliver on gender and protection services. The development of joint

<sup>6</sup> ECW computations, based on the OCHA financial tracking database, for the 2006-2016 period.

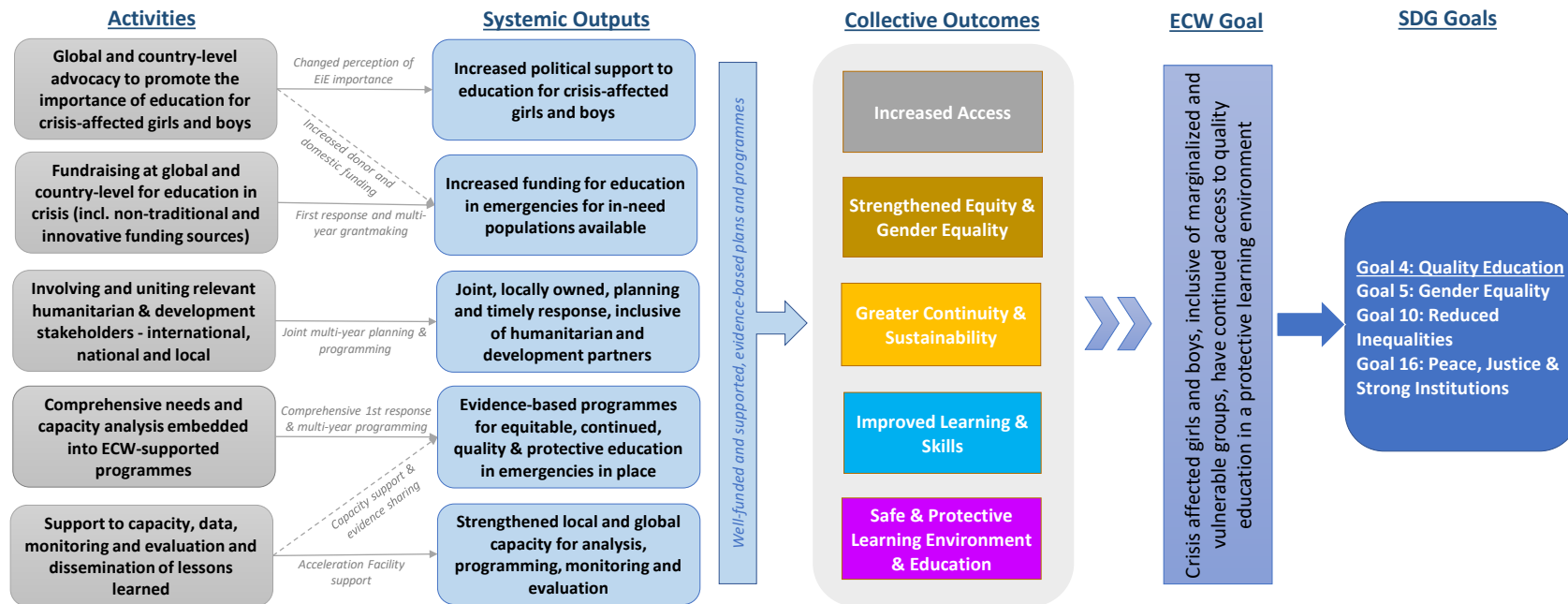
multi-year programmes resulting from active involvement and coordination of all relevant humanitarian and development stakeholders, including local partners and beneficiaries, will enable longer-term, coordinated funding and action, bridging the humanitarian-development divide. In rapid-onset crises, while the model may be different to ensure a speedy response (see First Emergency Response), ECW also requires grantees to coordinate their action.

The development of quality joint multi-year programmes assumes that funding received by the ECW global fund or at country level under joint ECW-supported programmes is itself predictable and multi-year. To ensure this, advocacy toward donors for more predictable funding will be part of ECW’s strategic plan. It also assumes that stakeholders have sufficient capacity to develop, implement and monitor solid plans. Yet, capacity is often limited in crisis situations, and short-term planning and programming further promotes a tendency to focus on inputs, with **limited accountability** as to longer-term outcomes, particularly learning. To address this challenge, ECW will contribute to capacity building and will share experiences and global public goods on education in crisis situations. ECW will also incentivize evidence-based programming.

This analysis informs ECW’s Core Functions outlined in the previous section as well as the activities and outputs in **Figure 1** and in the text below.

<b>Systemic Outputs</b> ( <i>ECW Core Functions</i> )
<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 emergency education funding for in-need populations <i>Achieved by reaching fundraising goals</i>
<b>Output 3:</b> Joint, locally owned, planning and timely response <i>Resulting from active involvement and coordination of all relevant humanitarian and development stakeholders, including local partners and beneficiaries and allocating grants in a timely and equitable manner.</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>

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



For clarity purposes, risks and assumptions have not been included in this graph, but they are an integral part of this Theory of Change and in the separate *Corporate Risk Framework*.

## Incentivizing good programming

ECW programmatic activities and outputs are context specific. However, ECW **requires** a certain number of processes to be followed and **incentivizes** certain types of activities expected to provide good value for money.

ECW requires:

- For all ECW funded programmes to be underpinned by a sound analysis of the situation around all five collective outcome areas. Analysis of equity and gender equality should include disaggregation by displacement status, disability, sex, age, ethnicity and geography where feasible. Analysis of protection should include disaster-related risks, physical attacks on education and gendered, violent or discriminatory practices, materials or curricula. Support will be provided, where needed, to strengthen implementing partners' capacity and analysis.
- For all multi-year resilience (MYR) programmes to address all five collective outcome areas.
- For all programmes to mainstream gender<sup>7</sup> and for all MYR investments to integrate targeted actions that address barriers to equity and gender equality (including barriers to equal access, continuity, learning or protection), in partnership with cross-sectoral partners, women's organizations, and the government.

Further, ECW reviews programmes to ensure these do not exacerbate inequalities ("do no harm").

The narrative and **Figure 2** that follow describe programmatic activities that are incentivized by ECW, noting the importance of contextualizing programmes to each crisis context.

### Collective Outcome 1: ACCESS

Refugees' estimated primary education enrolment rate is only 61 per cent, and many more children and youth (IDPs, displaced, hosts, etc.) in crisis situations (man-made or natural) are missing out on education.

**ECW:**

- Supports an increase in education supply through additional teachers or infrastructure (including temporary infrastructure) where required, particularly where there is an upsurge in the numbers of crisis-affected children or where distance to learning spaces discourage learners (particularly girls) from accessing education.
- Promotes education opportunities that account for children's schooling career, age, gender 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 to 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 youth, and with an emphasis on girls, minorities and children with disabilities. Also advocates to review conditions of access (costs, recognition of past learning etc.).

---

<sup>7</sup> In First Emergency Response programmes, targeted interventions will not always be feasible e.g. when the funding aims at ensuring rapid recovery of the education system after a flood, but gender mainstreaming will be mandatory.

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

Equity challenges increase in crisis situations, and crises have differing impact on access, completion and learning of boys and girls of different regions, migratory status, income levels, abilities, ethnicities or languages.

### **ECW:**

- Addresses inequity between crises and regions through global and country-level advocacy, and through the selection of priority countries.
- 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.
- Promotes increased gender balance in the teaching profession (including among administrators), gender-sensitive and inclusive curricula and pedagogy, community based/flexible learning options, cash transfers, appropriate language of instruction and learning/reading materials to address inequality in access, continuity, learning and protection.
- Partners with actors such as the United Nations Girls' Education Initiative (UNGEI), the UN Women Crisis Prevention, Preparedness and Response Unit, UNFPA, Girls not Brides and others, to support equity and gender equality in education and strengthen joint advocacy.

## **Collective 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.
- 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.
- 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.
- Prioritizes joint multi-year resilience programmes in protracted crises and increases its use of local actors to build local ownership and capacity.
- Encourages efforts to integrate disaster risk reduction and building back better within programming where education systems are affected by repeated crises.

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

Learning encompasses subjects such as reading and mathematics, and socio-emotional, citizenship and employability 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, focusing on ensuring their quality and relevance and measuring results (e.g. teacher knowledge, use of materials).



- Emphasizes early childhood development and school readiness as key to intellectual and emotional development and resilience building<sup>8</sup>.
- Promotes teaching in an appropriate language of education – a challenge particularly relevant when children are displaced to a different region or country.
- Promotes increase in instructional time, community involvement, and other interventions to drive up the quality of education and conflict-sensitive education. ECW further promotes tested, scalable innovations to improve learning.
- Works with affected populations to promote citizenship, education for sustainable development, peace education, and sexual and reproductive health rights.
- Works with youth in selected contexts to promote employability skills.
- 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.

### **Collective 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:**

- Promotes the deployment of psychosocial support, appropriate comprehensive sexual and reproductive health education and menstrual hygiene management, and the establishment of codes of conduct and of mechanisms to prevent and respond to school-related discrimination and violence, including gender based violence preventing girls or boys (including adolescents) from accessing and benefiting from quality education in a safe learning environment.
- 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.
- 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.
- Cooperates with partners such as UNICEF, UNHCR, UN Women, UNFPA and local and international NGOs with experience in protection interventions, as well as 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.

<sup>8</sup> Theirworld, 2016. “Safe Spaces: The Urgent Need for Early Childhood Development in Emergencies and Disasters”.

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

