ECW Operational Model & Results Framework

Results Framework Annex B

February 10, 2017

The Boston Consulting Group

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Context for ECW Results Framework effort

This document provides an overview of the proposed ECW results framework, as well as the process and methodology used to develop it.

The overall objective was to align on a robust foundational results framework that can guide ECW's initial monitoring and evaluation activities. The results framework is intended to evolve over time, as ECW builds evidence and tests its Theory of Change.

The results framework was designed with deep engagement from a Technical Working Group (TWG), comprised of 14 technical experts nominated by Task Team 2 and representing 12 organizations and agencies.

- The framework was informed by a variety of inputs, including the ODI report, comparative analysis of peer results frameworks, and expert and stakeholder interviews.
- In addition, TWG members provided detailed technical input between November – January, including two group consultations.
- Input was also solicited via ECW's two design workshops and strategic guidance was provided by Task Team 2 and the ECW co-directors.

In addition to this overview, ongoing work is being performed to detail technical methodologies for each indicator, gather baseline data, and articulate M&E activities in different resource scenarios

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Executive Summary: ECW Results Framework

As a first step in developing ECW's results framework, the Theory of Change (TOC) proposed by ODI was refined to clarify linkages between the ECW platform's five strategic functions, outputs, systemic outcomes, beneficiary outcomes, and impact.

A comprehensive set of indicators was developed to allow ECW to test the TOC over time, leveraging existing data and sharing measurement effort across the ECW Secretariat and grantees

- Results framework will be flexible to highly variable grantee contexts, recognizing that not all indicators will be relevant, available, or appropriate for a given context.
- Grant-specific log frames will be developed that link to the ECW results framework, and the Secretariat can support grantees to build monitoring capacity over time.
- Grantees must report on four indicators; five others encouraged where context and capabilities allow.

Within this comprehensive results framework, three core results were prioritized to communicate the success of the ECW platform and for HLSG focus

- As data and measurement improves, core indicators will evolve, with a focus on quality and equity

ECW will make phased investments through its Acceleration Facility to "push the envelope" over time where improved data quality, new indicators, or new data platforms are most critical.

- Balancing ECW's ambition with the need for a realistic measurement burden in early stages

Indicative targets have been identified where baseline data sources currently exist or baseline is assumed zero. Where data is not currently available, target-setting approach is recommended.

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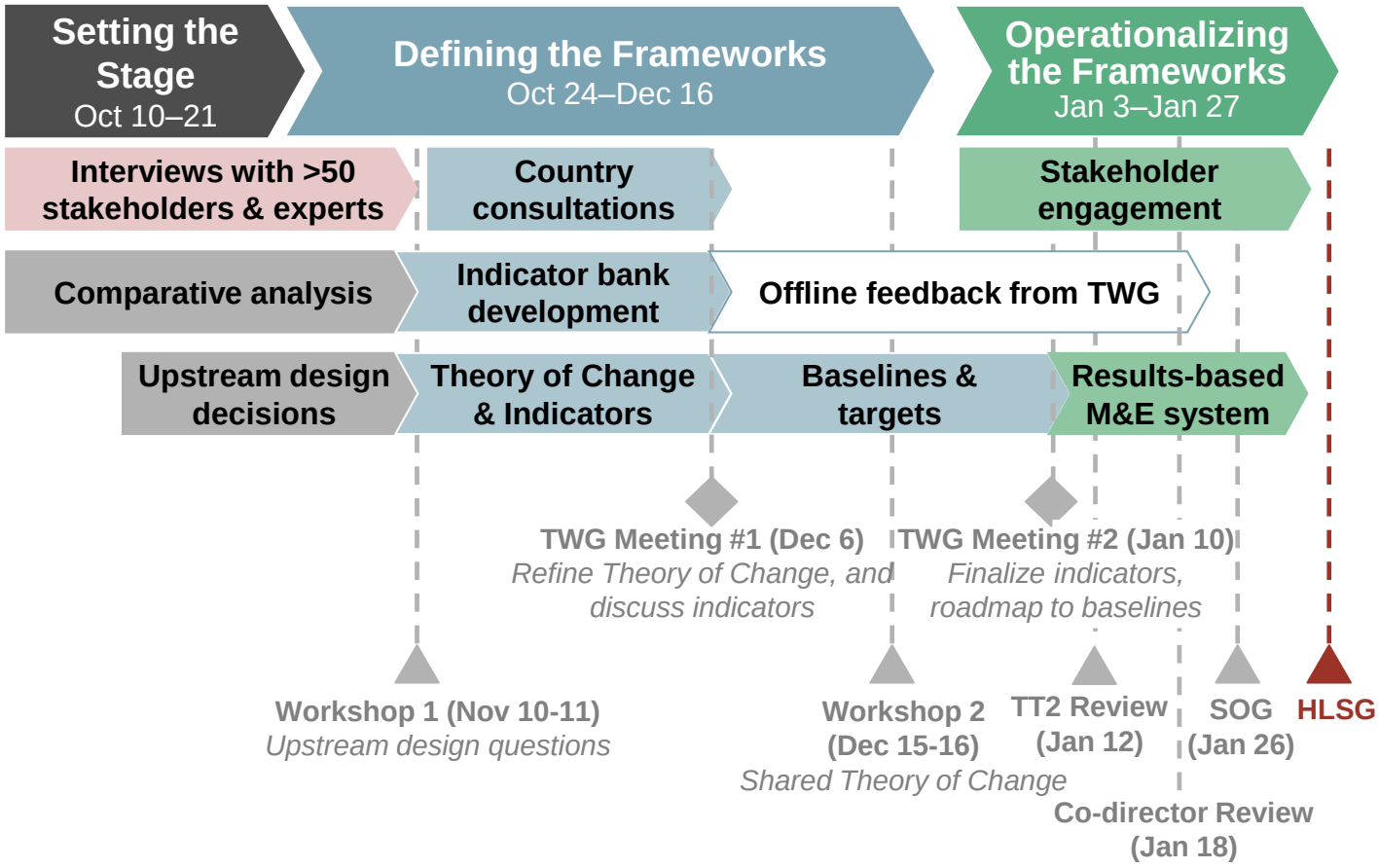
Results framework developed with guidance from TWG, workshop attendees, Task Team 2, and co-directors



TWG members

- **DFID:** Sarah Hennell, Kate Greany
- **Dubai Cares:** Annina Mattsson
- **European Commission:** Robert Prouty
- **Global Education Cluster:** Maria Agnese Giordano
- **GPE:** Moritz Bilagher (GPE)
- **IRC:** Silvia Diazgranados Ferrans
- **MSI Inc. (formerly Save):** Dr. Nitika Tolani
- **Norad:** Lene Leonhardsen
- **UNESCO Institute of Statistics:** Allison Kennedy
- **UNHCR:** Barbara Zeus
- **UNICEF:** Gabrielle Bonnet, Luc Gacougnolle
- **USAID:** Suezan Lee

TWG members were nominated by Task Team 2

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Key themes from stakeholder feedback

Theory of change

Appetite in Workshop 1 to refine theory of change (TOC) from ODI proposal paper

- Recommendation to amend impact statement to improve clarity and measurability
- TWG input to rethink connection between outputs, fund outcomes, and program outcomes

Positive feedback on revised theory of change at Workshop 2; recommendation to outline rationale for linkages across TOC, to be tested and refined over time

SOG feedback to further articulate logic behind linkages and more explicitly call-out gender in ToC

- Also guidance to revise impact statement to strive beyond education to longer-term livelihood

Indicators

Existing data sources may be limited and/or inappropriate for crisis contexts, requiring use of grantee-reported indicators and newly developed data collection mechanisms

- Need to balance with grantee reporting burden – focus on indicators that are operationally meaningful, prioritize areas to "push the envelope," and allow flexibility for varying contexts

Suggest that ECW select a few key indicators to aggregate at a global level

Disaggregate by gender, level of education, disability, refugees, IDPs, and minorities (by context)

Overarching feedback that in designing the initial framework, perfection can be the enemy of the good; ECW should test, learn, and refine, recognizing that failure is okay.

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Results framework designed with the aspiration to fulfill these key principles

Selective standardization

Strive for **global meaningful quantitative** measures of success among partners and grantees where it counts

Minimize burden

Seek efficiency in the **M&E burden** placed on grantees

Flexibility to local context

Reflect the **on-the-ground reality** across contexts

Focus

Focus management on only the most **meaningful impact** indicators

Agenda-setting

Prioritize a few key areas to **push the envelope** on results measurement, e.g., quality, beneficiary feedback on data collection

Transparency

Measure **actionable and reliable** results to support accountability and board / donor decision making, reflecting the complex reality

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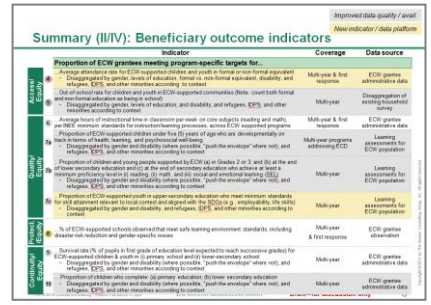
Results framework methodology

Refined Theory of Change → **Developed set of indicators** → **Prioritized current indicators** → **Phased investments**

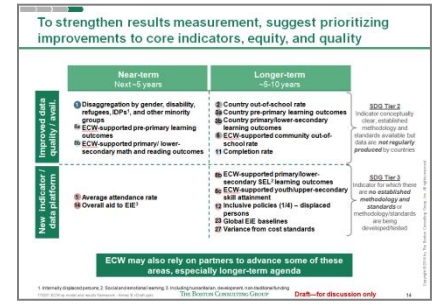
Further refined ODI Theory of Change

- Incorporated input from design workshops
- Ensured all key elements of ECW platform included
- Detailed linkages



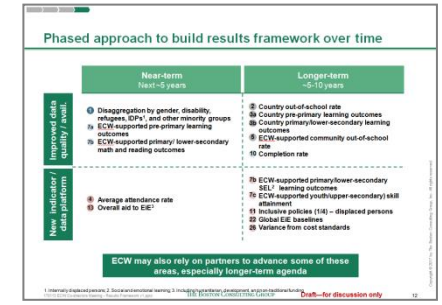
Created comprehensive set of indicators

- Assembled "indicator bank" from partners
- Identified indicators mapped to each element of ToC
- Assessed current data availability



Prioritized 2-3 critical indicators to communicate ECW success

- Based on guiding principles
- Currently able to be measured with some reliability



For areas where ECW could "push the envelope", created phased approach

- Areas to strengthen data quality / availability, as well as indicators
- Focus on improving top 2-3 measures, equity and quality

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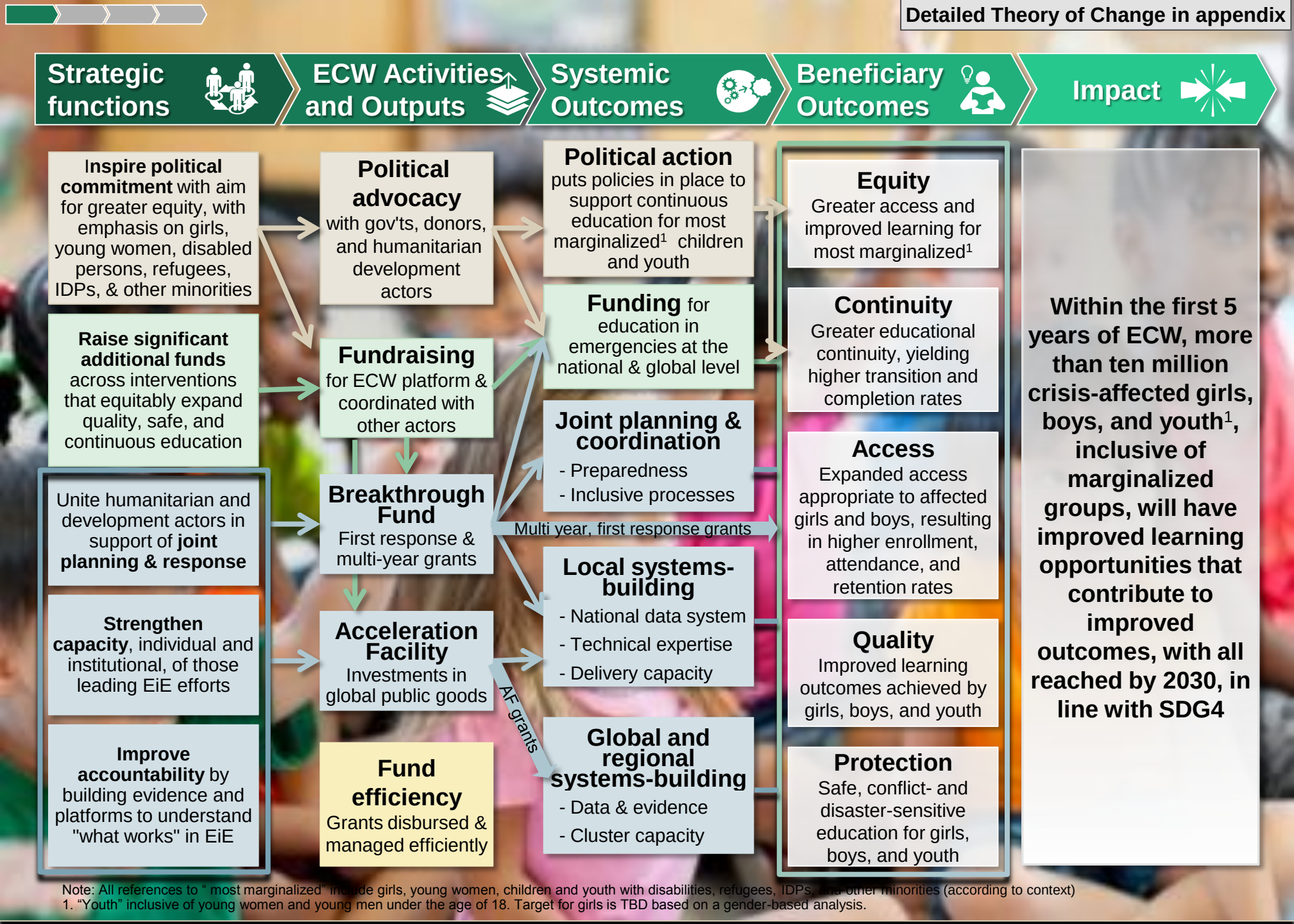
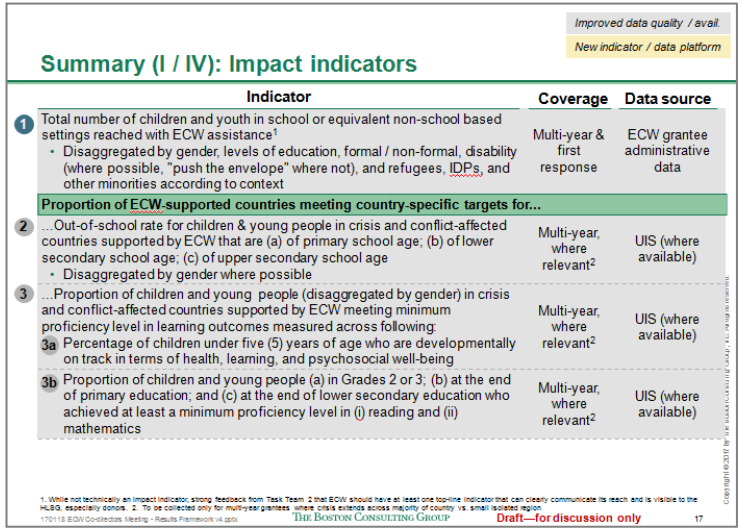
Detailed Theory of Change in appendix



Note: All references to " most marginalized" include girls, young women, children and youth with disabilities, refugees, IDPs, and other minorities (according to context)
1. "Youth" inclusive of young women and young men under the age of 18. Target for girls is TBD based on a gender-based analysis.

Comprehensive set of indicators developed to enable Secretariat to test Theory of Change *(see Appendix)*



Improved data quality / avail.
New indicator / data platform

Summary (I / IV): Impact indicators

	Indicator	Coverage	Data source
1	Total number of children and youth in school or equivalent non-school based settings reached with ECW assistance[1] • Disaggregated by gender, levels of education, formal / non-formal, disability (where possible, "push the envelope" where not), and refugees, IDPs, and other minorities according to context	Multi-year & first response	ECW grantee administrative data
	Proportion of ECW-supported countries meeting country-specific targets for...		
2	...Out-of-school rate for children & young people in crisis and conflict-affected countries supported by ECW that are (a) of primary school age; (b) of lower secondary school age; (c) of upper secondary school age • Disaggregated by gender where possible	Multi-year, where relevant[2]	UIS (where available)
3	...Proportion of children and young people (disaggregated by gender) in crisis and conflict-affected countries supported by ECW meeting minimum proficiency level in learning outcomes measured across following:		
3a	Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being	Multi-year, where relevant[2]	UIS (where available)
3b	Proportion of children and young people (a) in Grades 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education who achieved at least a minimum proficiency level in (i) reading and (ii) mathematics	Multi-year, where relevant[2]	UIS (where available)

1. While not technically an impact indicator, strong feedback from Task Team 2 that ECW should have at least one top-line indicator that can clearly communicate its reach and is visible to the HLSG, especially donors. 2. To be collected only for multi-year grantees where crisis extends across majority of country vs. small isolated region

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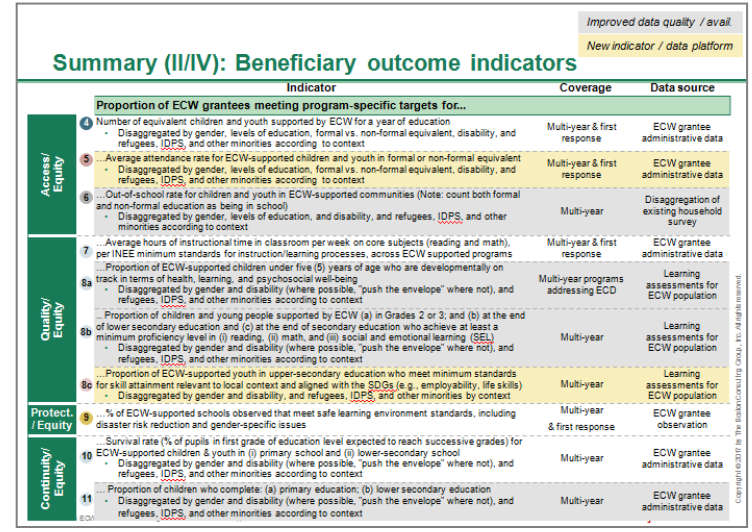

Improved data quality / avail.
New indicator / data platform

Summary (II/IV): Beneficiary outcome indicators

		Indicator	Coverage	Data source
		Proportion of ECW grantees meeting program-specific targets for...		
Access/ Equity	4	Number of equivalent children and youth supported by ECW for a year of education • Disaggregated by gender, levels of education, formal vs. non-formal equivalent, disability, and refugees, IDPS, and other minorities according to context	Multi-year & first response	ECW grantee administrative data
	5	...Average attendance rate for ECW-supported children and youth in formal or non-formal equivalent • Disaggregated by gender, levels of education, formal vs. non-formal equivalent, disability, and refugees, IDPS, and other minorities according to context	Multi-year & first response	ECW grantee administrative data
	6	...Out-of-school rate for children and youth in ECW-supported communities (Note: count both formal and non-formal education as being in school) • Disaggregated by gender, levels of education, and disability, and refugees, IDPS, and other minorities according to context	Multi-year	Disaggregation of existing household survey
Quality/ Equity	7	...Average hours of instructional time in classroom per week on core subjects (reading and math), per INEE minimum standards for instruction/learning processes, across ECW supported programs	Multi-year & first response	ECW grantee administrative data
	8a	...Proportion of ECW-supported children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being • Disaggregated by gender and disability (where possible, "push the envelope" where not), and refugees, IDPS, and other minorities according to context	Multi-year programs addressing ECD	Learning assessments for ECW population
	8b	...Proportion of children and young people supported by ECW (a) in Grades 2 or 3; and (b) at the end of lower secondary education and (c) at the end of secondary education who achieve at least a minimum proficiency level in (i) reading, (ii) math, and (iii) social and emotional learning (SEL) • Disaggregated by gender and disability (where possible, "push the envelope" where not), and refugees, IDPS, and other minorities according to context	Multi-year	Learning assessments for ECW population
	8c	...Proportion of ECW-supported youth in upper-secondary education who meet minimum standards for skill attainment relevant to local context and aligned with the SDGs (e.g., employability, life skills) • Disaggregated by gender and disability, and refugees, IDPS, and other minorities by context	Multi-year	Learning assessments for ECW population
Protect. / Equity	9	...% of ECW-supported schools observed that meet safe learning environment standards, including disaster risk reduction and gender-specific issues	Multi-year & first response	ECW grantee observation
Continuity/ Equity	10	...Survival rate (% of pupils in first grade of education level expected to reach successive grades) for ECW-supported children & youth in (i) primary school and (ii) lower-secondary school • Disaggregated by gender and disability (where possible, "push the envelope" where not), and refugees, IDPS, and other minorities according to context	Multi-year	ECW grantee administrative data
	11	...Proportion of children who complete: (a) primary education; (b) lower secondary education • Disaggregated by gender and disability (where possible, "push the envelope" where not), and refugees, IDPS, and other minorities according to context	Multi-year	ECW grantee administrative data

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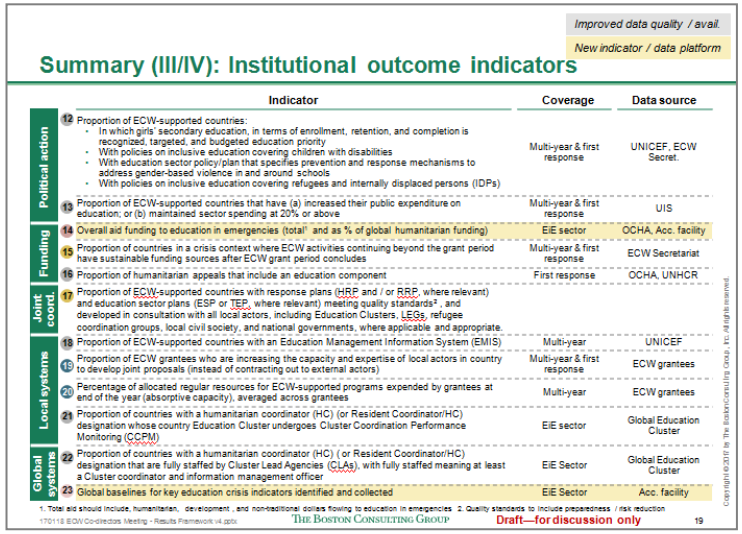

Improved data quality / avail.
New indicator / data platform

Summary (III/IV): Institutional outcome indicators

		Indicator	Coverage	Data source
Political action	12	Proportion of ECW-supported countries: • In which girls' secondary education, in terms of enrollment, retention, and completion is recognized, targeted, and budgeted education priority • With policies on inclusive education covering children with disabilities • With education sector policy/plan that specifies prevention and response mechanisms to address gender-based violence in and around schools • With policies on inclusive education covering refugees and internally displaced persons (IDPs)	Multi-year & first response	UNICEF, ECW Secret.
	13	Proportion of ECW-supported countries that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above	Multi-year & first response	UIS
Funding	14	Overall aid funding to education in emergencies (total and as % of global humanitarian funding)	EiE sector	OCHA, Acc. facility
	15	Proportion of countries in a crisis context where ECW activities continuing beyond the grant period have sustainable funding sources after ECW grant period concludes	Multi-year & first response	ECW Secretariat
	16	Proportion of humanitarian appeals that include an education component	First response	OCHA, UNHCR
Joint coord.	17	Proportion of ECW-supported countries with response plans (HRP and / or RRP, where relevant) and education sector plans (ESP or TEP, where relevant) meeting quality standards[2], and developed in consultation with all local actors, including Education Clusters, LEGs, refugee coordination groups, local civil society, and national governments, where applicable and appropriate.		
Local systems	18	Proportion of ECW-supported countries with an Education Management Information System (EMIS)	Multi-year	UNICEF
	19	Proportion of ECW grantees who are increasing the capacity and expertise of local actors in country to develop joint proposals (instead of contracting out to external actors)	Multi-year & first response	ECW grantees
	20	Percentage of allocated regular resources for ECW-supported programs expended by grantees at end of the year (absorptive capacity), averaged across grantees	Multi-year	ECW grantees
	21	Proportion of countries with a humanitarian coordinator (HC) (or Resident Coordinator/HC) designation whose country Education Cluster undergoes Cluster Coordination Performance Monitoring (CCPM)	EiE sector	Global Education Cluster
Global systems	22	Proportion of countries with a humanitarian coordinator (HC) (or Resident Coordinator/HC) designation that are fully staffed by Cluster Lead Agencies (CLAs), with fully staffed meaning at least a Cluster coordinator and information management officer	EiE Sector	Global Education Cluster
	23	Global baselines for key education crisis indicators identified and collected	EiE Sector	Acc. facility

1. Total aid should include, humanitarian, development , and non-traditional dollars flowing to education in emergencies 2. Quality standards to include preparedness / risk reduction

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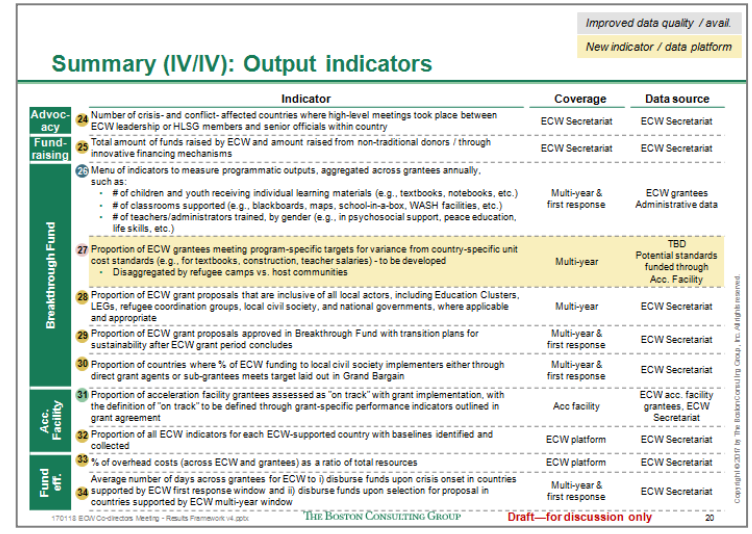

Improved data quality / avail.
New indicator / data platform

Summary (IV/IV): Output indicators

		Indicator	Coverage	Data source
Advocacy	24	Number of crisis- and conflict- affected countries where high-level meetings took place between ECW leadership or HLSG members and senior officials within country	ECW Secretariat	ECW Secretariat
Fund-raising	25	Total amount of funds raised by ECW and amount raised from non-traditional donors / through innovative financing mechanisms	ECW Secretariat	ECW Secretariat
Breakthrough Fund	26	Menu of indicators to measure programmatic outputs, aggregated across grantees annually, such as: • # of children and youth receiving individual learning materials (e.g., textbooks, notebooks, etc.) • # of classrooms supported (e.g., blackboards, maps, school-in-a-box, WASH facilities, etc.) • # of teachers/administrators trained, by gender (e.g., in psychosocial support, peace education, life skills, etc.)	Multi-year & first response	ECW grantees Administrative data
	27	Proportion of ECW grantees meeting program-specific targets for variance from country-specific unit cost standards (e.g., for textbooks, construction, teacher salaries) - to be developed • Disaggregated by refugee camps vs. host communities	Multi-year	TBD Potential standards funded through Acc. Facility
	28	Proportion of ECW grant proposals that are inclusive of all local actors, including Education Clusters, LEGs, refugee coordination groups, local civil society, and national governments, where applicable and appropriate	Multi-year	ECW Secretariat
	29	Proportion of ECW grant proposals approved in Breakthrough Fund with transition plans for sustainability after ECW grant period concludes	Multi-year & first response	ECW Secretariat
	30	Proportion of countries where % of ECW funding to local civil society implementers either through direct grant agents or sub-grantees meets target laid out in Grand Bargain	Multi-year & first response	ECW Secretariat
Acc. Facility	31	Proportion of acceleration facility grantees assessed as "on track" with grant implementation, with the definition of "on track" to be defined through grant-specific performance indicators outlined in grant agreement	Acc facility	ECW acc. facility grantees, ECW Secretariat
	32	Proportion of all ECW indicators for each ECW-supported country with baselines identified and collected	ECW platform	ECW Secretariat
Fund eff.	33	% of overhead costs (across ECW and grantees) as a ratio of total resources	ECW platform	ECW Secretariat
	34	Average number of days across grantees for ECW to i) disburse funds upon crisis onset in countries supported by ECW first response window and ii) disburse funds upon selection for proposal in countries supported by ECW multi-year window	Multi-year & first response	ECW Secretariat

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Core results and indicators prioritized to measure ECW's overall success, communicate externally, and focus HLSG

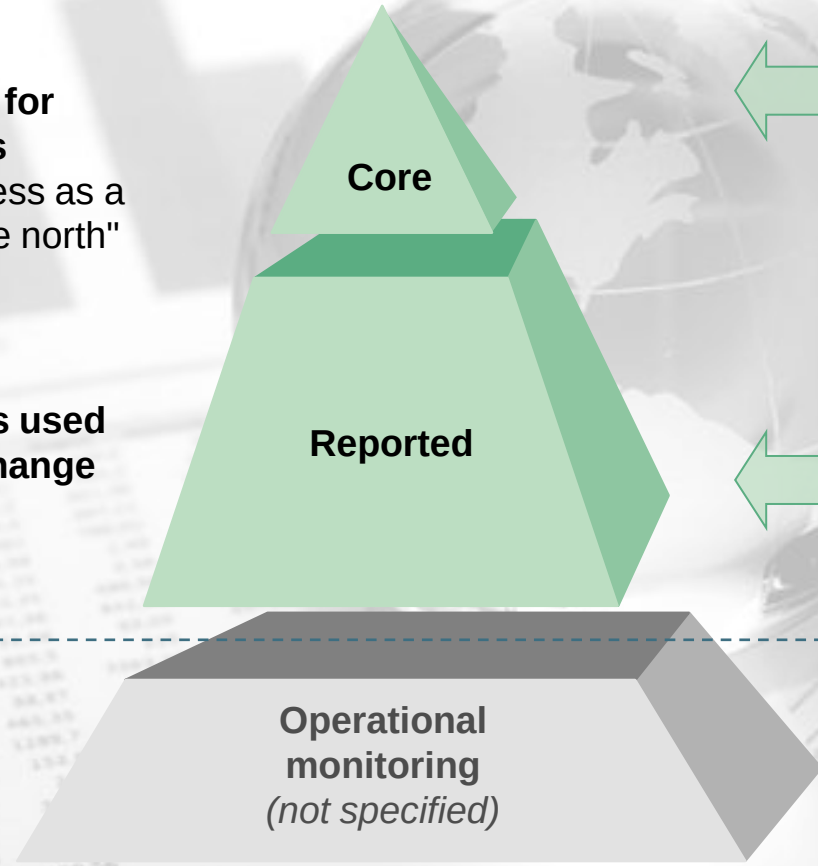
ECW Results Framework indicators

2-3 critical indicators prioritized for communication and HLSG focus

- Used to measure ECW's success as a fund and progress against "true north"

Comprehensive set of indicators used to monitor and test Theory of Change

Additional data and information that the Secretariat may collect to inform operational decisions



"Push the envelope" investments: Areas where improved data quality, new indicators, or new data platforms will be required

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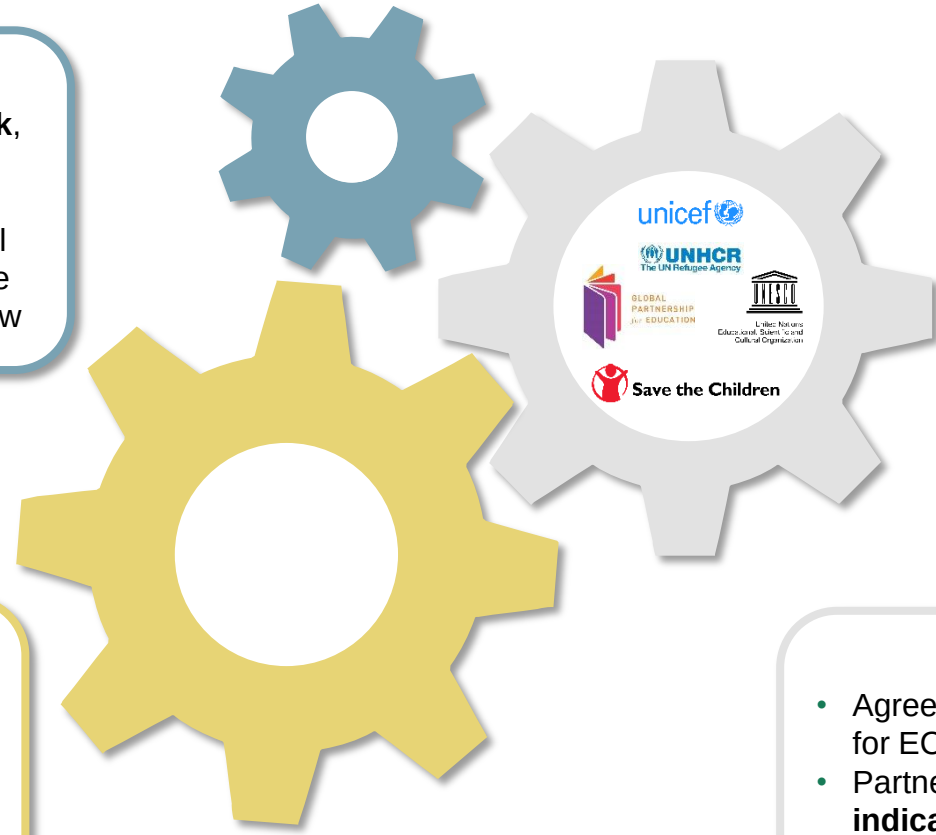
M&E approach will be flexible to grantee context and leverage existing data

Grantees

- Grantee proposes **grant-specific results framework**, linked to ECW results
- **4 indicators required** – 2 programmatic, 2 operational
- 5 others **encouraged** where context and capabilities allow



Secretariat

- Track internal **administrative** and **global** measures
- Collate **existing data**
- Contract with external experts for **evaluation** or **new data collection**
- Invest in near-term priorities through **acceleration facility**

Partners

- Agree to **share existing data** for ECW-supported countries
- Partner to **advance indicators** over time, both in quality and availability

Note: Example partners, not comprehensive

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Overview: Proposed ECW core and reported indicators

Core indicators (near-term)

- 1 # children/youth reached w/ ECW assistance, by gender, education level
- 17 Inclusive, quality humanitarian & development plans
- 25 ECW financing (total, non-traditional)

Aspire for core indicators to become more outcome- and quality-focused long-term; see next page

Outputs

- 24 Engagement with high-level officials
- 26 Grant-specific outputs (e.g., textbooks)
- 28 Grants jointly coordinated
- 29 Grant transition plans
- 30 Civil society funding
- 31 Acc. facility grant-specific results
- 32 ECW country baselines collected
- 33 Total overhead (ECW and grant agents)
- 34 Time to disburse

Systemic outcomes

- 12 Presence of inclusive policies
- 13 Domestic financing for education
- 15 Grants with sustainable funding sources
- 16 Proportion of appeals w/ education
- 18 Countries w/ quality EMIS
- 19 Local actors for technical support
- 20 Absorptive capacity
- 21 Cluster performance monitoring
- 22 Cluster staffing

Beneficiary outcomes

- 4 Equivalent children/youth supported for a year
- 6 ECW community out-of-school rate
- 7 Avg instructional time
- 8a ECW-supported pre-primary learning outcomes
- 8b ECW-supported primary/ lower-secondary math and reading outcomes
- 9 Schools meeting safe learning standards
- 10 Survival rate
- 11 Completion rate

Impact

- 2 Country out-of-school rate
- 3a Country pre-primary learning outcomes
- 3b Country primary/lower-secondary learning outcomes

Measurement effort

- Breakthrough Fund Grantees (required)
- Breakthrough Fund Grantees (by context)
- Acc. facility grantees
- Secretariat
- Existing data sources

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For discussion: Selection of core results and indicators

Propose that core results and indicators should...

Be able to assess general success of the ECW platform

Strike a balance between beneficiary and systemic outcomes

Focus on the areas where ECW can be expected to move the needle

Cover key areas where ECW provides additionality

Be measureable with existing indicators / data collection methodologies

Core results and indicators based on principles

Near-term
Next ~5 years

Support children and youth

1 # children/youth reached with ECW assistance (by gender, education level, disability, refugees, IDPs, minority status, where possible) [1]

Raise funding for ECW

25 ECW financing (total, non-traditional)

Bridge humanitarian development divide

17 Inclusive, quality humanitarian, development plans

Longer-term
~5-10 years

Support vulnerable children and youth

1 # reached w/ ECW assistance (by gender, edu. level, disability, refugees, IDPs, minority status)[1]

Provide quality education in crisis

8 ECW-supported learning outcomes appropriate to education level (by gender, education level, disability, refugees, IDPs, minority status)[1]

Increase overall funding to EiE

14 Overall aid to EiE (including humanitarian, development, and non-traditional funds)

1.Disagregate by refugees, IDPs, minority status where applicable according to context

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To strengthen results measurement, suggest prioritizing improvements to core indicators, equity, and quality

	Near-term Next ~5 years	Longer-term ~5-10 years	
Improved data quality / avail.	1 Disaggregation by gender, disability, refugees, IDPs[1], and other minority groups 8a ECW-supported pre-primary learning outcomes 8b ECW-supported primary/ lower-secondary math and reading outcomes	2 Country out-of-school rate 3a Country pre-primary learning outcomes 3b Country primary/lower-secondary learning outcomes 6 ECW-supported community out-of-school rate 11 Completion rate	**SDG Tier 2** Indicator conceptually clear, established methodology and standards available but data are ***not regularly produced*** by countries
New indicator / data platform	5 Average attendance rate 14 Overall aid to EiE[3]	8b ECW-supported primary/lower-secondary SEL[2] learning outcomes 8c ECW-supported youth/upper-secondary skill attainment 12 Inclusive policies (1/4) – displaced persons 23 Global EiE baselines 27 Variance from cost standards	**SDG Tier 3** Indicator for which there are ***no established methodology and standards*** or methodology/standards are being developed/tested

ECW may also rely on partners to advance some of these areas, especially longer-term agenda

1. Internally displaced persons; 2. Social and emotional learning; 3. Including humanitarian, development, non-traditional funding

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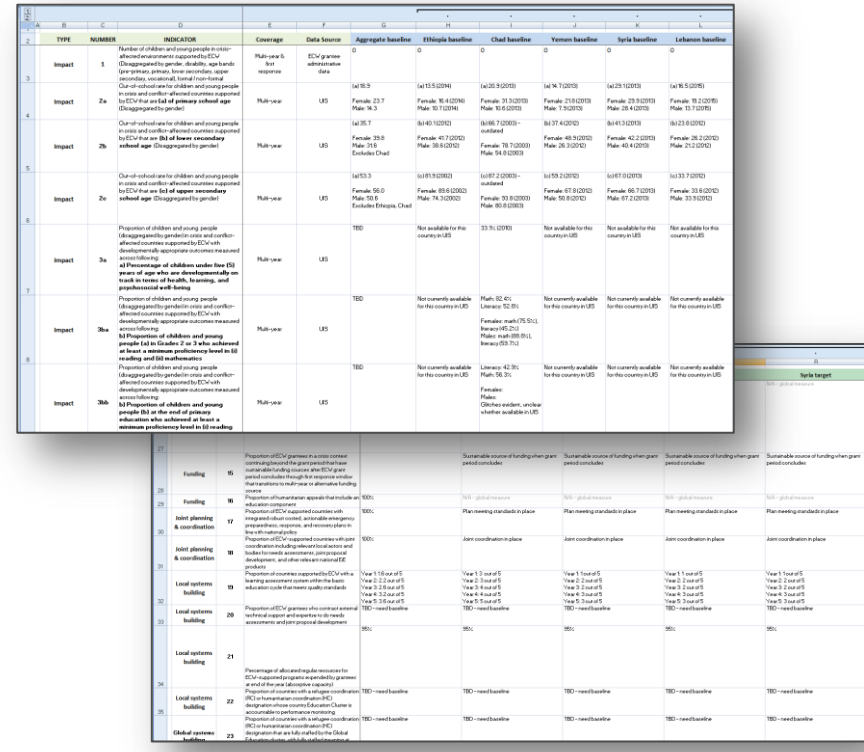
Where baseline data exists, working to set indicative targets overall and for initial investment countries

Working to collect baseline data for five initial investment countries (Ethiopia, Chad, Yemen, Syria, Lebanon) where data sources already exist; recall:

- 2 Country out-of-school rate (UIS)
- 3a3b Country pre-primary & primary/lower-secondary learning outcomes (UIS)
- 12 Inclusive policies – 3 of 4 (UNICEF)
- 13 Domestic financing (UIS)
- 16 Proportion of appeals w/ education (FTS, UNHCR)
- 18 Countries with quality EMIS (UNICEF)
- 21 Cluster performance monitoring (Global Ed. Cluster)
- 22 Cluster staffing (Global Ed. Cluster)



Where baseline exists or is currently 0 (e.g., # of ECW-supported children), setting indicative targets *(approach on following page)*

- Adopting existing targets where they have already been set by ECW (e.g., ODI financing targets) or key partners

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For remaining indicators, recommend target setting approach once baselines are collected

Three scenarios for baseline data

At the outset, three scenarios for available baseline data for a given indicator:

1. **Data sources currently exist** (e.g., UIS, UNICEF); data is available and relatively recent for relevant countries
2. **Baseline is assumed zero** at fund start because indicator measures "ECW-supported" activities

Collecting baselines

3. **Data is not available** because indicator is new, new data collection platform investments are needed and / or crisis context makes data collection infeasible

As new countries receive ECW support, baselines will need to be assessed for each ECW grantee / country

Considerations to set 5-year and annual targets

To set 5-year target ranges for countries / programs, recommend considering:

- Pre-crisis levels: Indicator level prior to crisis, esp. for conflict or natural disasters
- Regional comparables: Average and "best-in-class" in region (e.g., East Africa)
- Developed country benchmarks: May serve as aspiration

Assess trajectory that evidence would suggest achievable for annual targets

- Gradual increase likely in protracted crises unlikely to recover quickly
- Flattening of progress over time may be favored in sudden onset or natural disaster
- Linear increase suggested for platform targets, less affected by external factors

After developing targets, step back to consider if targets are ambitious enough to deliver desired results

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Example: ECW baselines and targets for near-term core indicators

	Indicator	Data source	Periodicity	Baseline		Milestone 2018	Milestone 2019	Milestone 2020	Milestone 2021	Target 2022
1	**Total number of children and youth in school or equivalent non-school based settings reached with ECW assistance[1]**	**Grantee reported**	**Bi-annual**	Total children and youth: *Female:* Baseline timeframe = 2017 n = 5 countries	0 *0*	1.36M *0.49M*	3.4M *1.31M*	6.12M *2.62M*	9.52M *4.49M*	13.6M *6.8M*
17	**Proportion of ECW-supported countries with response plans and education sector plans meeting quality standards , and developed in consultation with all relevant local actors, including Education Clusters, LEGs, refugee coordination groups, local civil society, and national governments, where applicable and appropriate[2]**	**ECW Sec.**	**Annual**	Overall: Baseline timeframe = 2017 n = 5 countries	TBD	40%	50%	75%	90%	100%
25	**Total amount of funds raised by ECW and amount raised from non-traditional donors / through innovative financing mechanisms**	**ECW Sec.**	**Bi-annual**	Overall: *Non-traditional/ financing mechanisms* Baseline timeframe = 2016	$119M *$2.5M*	$153M *$6.1M*	$383M *$19.2M*	$689M *$55.1M*	$1B *$100M*	$1.5B *$150M*

1. ECW assistance defined according to USAID methodology; Grantees requested to disaggregate by formal vs. non-formal, disability, and refugees, IDP's, or other minorities according to context. 2. Response plans include HRP and / or RRP, where relevant; education sector plans to include ESP or TEP where relevant; quality standards to include preparedness (per UNICEF).

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Agenda

Appendix

Summary (I / X): Impact indicators

IMPACT - Within the first 5 years of ECW, more than ten million crisis-affected girls, boys, and youth[1], inclusive of marginalized groups, will have improved learning opportunities that contribute to improved outcomes, with all reached by 2030, in line with SDG4

	Indicator	Coverage	Data source	Phased investment
1	Total number of children and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance[1] • Disaggregated by gender, levels of education, formal / non-formal, disability, and refugees, IDPs, and other minorities according to context, where possible	Multi-year & first response	ECW grantee administrative data	Data quality/ Availability
2	Proportion of ECW-supported countries meeting country-specific targets for: Out-of-school rate for children & young people in crisis and conflict-affected countries supported by ECW that are (a) of primary school age; (b) of lower secondary school age; (c) of upper secondary school age • Disaggregated by gender where possible	Multi-year, where relevant[2]	UIS (where available)	Data quality/ Availability
3	Proportion of ECW-supported countries meeting country-specific targets for: Proportion of children and young people (disaggregated by gender) in crisis and conflict-affected countries supported by ECW meeting minimum proficiency level in learning outcomes measured across the following:	Multi-year, where relevant[2]	UIS (where available)	Data quality/ Availability
3a	Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being			
3b	Proportion of children and young people (a) in Grades 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education who achieved at least a minimum proficiency level in (i) reading and (ii) mathematics	Multi-year, where relevant[2]	UIS (where available)	Data quality/ Availability

1. Assistance defined according to USAID methodology; While not technically an impact indicator, strong feedback from Task Team 2 that ECW should have at least one top-line indicator that clearly communicates its reach and is visible to HLSG 2. To be collected only for multi-year grantees where crisis extends across majority of country vs. small isolated region

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Summary (II / X): Beneficiary outcome indicators

BENEFICIARY OUTCOMES			
Access - Expanded access appropriate to affected girls and boys, resulting in higher enrollment, attendance, and retention rates **Equity - Greater access and improved learning for most marginalized**			
Indicator	**Coverage**	**Data source**	**Phased investment**
4 Number of equivalent children and youth supported by ECW for a year of education	Multi-year & first response	ECW Secretariat	
5 Proportion of ECW grantees meeting program-specific targets for: Average attendance rate for ECW-supported children and youth in formal or non-formal equivalent • Disaggregated by gender, levels of education, formal vs. non-formal equivalent, disability, and refugees, IDPS, and other minorities according to context, where possible	Multi-year & first response	ECW grantee administrative data	New indicator / data platform
6 Proportion of ECW grantees meeting program-specific targets for: Out-of-school rate for children and youth in ECW-supported communities • Disaggregated by gender, levels of education, and disability, and refugees, IDPS, and other minorities according to context, where possible	Multi-year	Disaggregation of existing household survey	Data quality/ Availability

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Summary (III / X): Beneficiary outcome indicators

Quality - Improved learning outcomes achieved by girls and boys
Equity - Greater access and improved learning for most marginalized

	Indicator	Coverage	Data source	Phased investment
7	Proportion of ECW grantees meeting program-specific targets for: Average hours of instructional time in classroom per week on core subjects (reading and math), per INEE minimum standards for instruction/learning processes, across ECW supported programs	Multi-year & first response	ECW grantee self-assessment	
8a	Proportion of ECW grantees meeting program-specific targets for: Proportion of ECW-supported children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being • Disaggregated by gender and disability, and refugees, IDPS, and other minorities according to context, where possible	Multi-year programs addressing ECD	Learning assessments for ECW population	Data quality/ Availability
8b	Proportion of ECW grantees meeting program-specific targets for: Proportion of children and young people supported by ECW (a) in Grades 2 or 3; and (b) at the end of lower secondary education and (c) at the end of secondary education who achieve at least a minimum proficiency level in (i) reading, (ii) math, and (iii) social and emotional learning (SEL) • Disaggregated by gender and disability (where possible, "push the envelope" where not), and refugees, IDPS, and other minorities according to context, where possible	Multi-year	Learning assessments for ECW population	Data quality/ Availability *(for reading and math)* New indicator / data platform *(for SEL)*
8c	Proportion of ECW grantees meeting program-specific targets for: Proportion of ECW-supported youth in upper-secondary education who meet minimum standards for skill attainment relevant to local context and aligned with the SDGs (e.g., employability, life skills) • Disaggregated by gender and disability, and refugees, IDPS, and other minorities according to context, where possible	Multi-year	Learning assessments for ECW population	New indicator / data platform

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Summary (IV / X): Beneficiary outcome indicators

	Indicator	Coverage	Data source	Phased investment
	Protection - Safe, conflict- and disaster-sensitive education for girls, boys, and youth **Equity - Greater access and improved learning for most marginalized**			
9	Proportion of ECW grantees meeting program-specific targets for: % of ECW-supported schools observed that meet safe learning environment standards, including disaster risk reduction and gender-specific issues	Multi-year & first response	ECW grantee self-assessment	
	Continuity - Greater educational continuity, yielding higher transition and completion rates **Equity - Greater access and improved learning for most marginalized**			
10	Proportion of ECW grantees meeting program-specific targets for: Survival rate (% of pupils in first grade of education level expected to reach successive grades) for ECW-supported children & youth in (i) primary school and (ii) lower-secondary school • Disaggregated by gender and disability (where possible, "push the envelope" where not), and refugees, IDPS, and other minorities according to context, where possible	Multi-year	ECW grantee administrative data	
11	Proportion of ECW grantees meeting program-specific targets for: Proportion of children who complete: (a) primary education; (b) lower secondary education • Disaggregated by gender and disability (where possible, "push the envelope" where not), and refugees, IDPS, and other minorities according to context, where possible	Multi-year	ECW grantee administrative data	Data quality/ Availability

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Summary (V / X): Systemic outcome indicators

SYSTEMIC OUTCOMES			
Political action puts policies in place to support continuous education for most marginalized children and youth			
Indicator	**Coverage**	**Data source**	**Phased investment**
12 Proportion of ECW-supported countries meeting country-specific targets for: • Girls' secondary education, in terms of enrollment, retention, and completion is recognized, targeted, being a budgeted education priority • Policies on inclusive education covering children with disabilities • Education sector policy/plan specifying prevention and response mechanisms to address gender-based violence in and around schools • Policies on inclusive education covering refugees and internally displaced persons (IDPs)	Multi-year & first response	UNICEF, ECW Secretariat	New indicator / data platform *(For displaced persons policy only)*
13 Proportion of ECW-supported countries that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above	Multi-year & first response	UIS	
Funding for education in emergencies at the national & global level			
14 Overall aid funding to education in emergencies (total[1] and as % of global humanitarian funding)	EiE sector	OCHA, Acc. facility	New indicator / data platform
15 Proportion of countries in a crisis context where ECW activities continuing beyond the grant period have sustainable funding sources after ECW grant period concludes	Multi-year & first response	ECW Secretariat	
16 Proportion of humanitarian appeals that include an education component	First response	OCHA, UNHCR	

1. Total aid should include, humanitarian, development , and non-traditional dollars flowing to education in emergencies

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Summary (VI / X): Systemic outcome indicators

	Indicator	Coverage	Data source	Phased investment
Joint coordination and planning including preparedness and inclusive processes				
17	Proportion of ECW-supported countries with response plans (HRP and / or RRP, where relevant) and education sector plans (ESP or TEP, where relevant) meeting quality standards[1] , and developed in consultation with all local actors, including Education Clusters, LEGs, refugee coordination groups, local civil society, and national governments, where applicable and appropriate.	Multi-year	ECW Secretariat	
Local systems-building, including national data systems, technical expertise, and delivery capacity				
18	Proportion of ECW-supported countries with a well-functioning Education Management Information System (EMIS), assessed based off of data quality and timeliness, disaggregation, and comprehensiveness	Multi-year	UNICEF	
19	Proportion of ECW grantees who are increasing their use of local actors for contracted support of joint proposals and needs assessments (instead of contracting to external actors)	Multi-year & first response	ECW grantees	
20	Percentage of allocated regular resources for ECW-supported programs expended by grantees at end of the year (absorptive capacity), averaged across grantees	Multi-year	ECW grantees	
21	Proportion of countries with a humanitarian coordinator (HC) (or Resident Coordinator/HC) designation whose country Education Cluster undergoes Cluster Coordination Performance Monitoring (CCPM)	EiE sector	Global Education Cluster	

Note: HRP = Humanitarian Response Plan; RRP = Refugee Response Plan; ESP = Education Sector Plan; TEP = Transitional Education Plan; 1. Quality standards to include preparedness/risk reduction; leverage existing GPE and UNICEF standards for ESPs and TEPs

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Summary (VII / X): Systemic outcome indicators

Global and regional systems-building, including data & evidence and Cluster capacity			
Indicator	**Coverage**	**Data source**	**Phased investment**
22 Proportion of countries with a humanitarian coordinator (HC) (or Resident Coordinator/HC) designation that are fully staffed by Cluster Lead Agencies (CLAs), with fully staffed meaning at least a Cluster coordinator and information management officer	EiE Sector	Global Education Cluster	
23 Proportion of global baselines for key education crisis indicators identified and collected	EiE Sector	Acc. facility	New indicator / data platform

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Summary (VIII / X): Systemic indicators

OUTPUTS				
Political advocacy with governments, donors, and humanitarian and development actors				
	Indicator	**Coverage**	**Data source**	**Phased investment**
24	Number of crisis- and conflict- affected countries where high-level meetings took place between ECW leadership or HLSG members and senior officials within country	ECW Secretariat	ECW Secretariat	
Fundraising for ECW platform & coordinated with other actors				
25	Total amount of financing to ECW and amount raised from non-traditional donors / through innovative financing mechanisms	ECW Secretariat	ECW Secretariat	

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Summary (IX / X): Output indicators

Breakthrough Fund – first response & multi-year grants			
Indicator	**Coverage**	**Data source**	**Phased investment**
26 Menu of indicators to measure programmatic outputs, aggregated across grantees annually, such as: • # of children and youth receiving individual learning materials (e.g., textbooks, notebooks, etc.) • # of classrooms supported (e.g., blackboards, maps, school-in-a-box, WASH facilities, etc.) • # of teachers/administrators trained, by gender (e.g., in psychosocial support, peace education, life skills, etc.)	Multi-year & first response	ECW grantees Administrative data	
27 Proportion of ECW grantees meeting program-specific targets for variance from country-specific unit cost standards (e.g., for textbooks, construction, teacher salaries) - to be developed • Disaggregated by refugee camps vs. host communities	Multi-year	TBD Potential standards funded through Acc. Facility	New indicator / data platform
28 Proportion of ECW grant proposals that are inclusive of all local actors, including Education Clusters, LEGs, refugee coordination groups, local civil society, and national governments, where applicable and appropriate	Multi-year	ECW Secretariat	
29 Proportion of ECW grant proposals approved in Breakthrough Fund with transition plans for sustainability after ECW grant period concludes	Multi-year & first response	ECW Secretariat	
30 Proportion of countries where % of ECW funding to local civil society implementers either through direct grant agents or sub-grantees meets target laid out in Grand Bargain	Multi-year & first response	ECW Secretariat	

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Summary (X / X): Output indicators

	Indicator	Coverage	Data source	Phased investment
Acceleration Facility – investments in global public goods				
31	Proportion of acceleration facility grantees assessed as "on track" with grant implementation, with the definition of "on track" to be defined through grant-specific performance indicators outlined in grant agreement	Acc facility	ECW acc. facility grantees, ECW Secretariat	
32	Proportion of all ECW indicators for each ECW-supported country with baselines identified and collected	ECW platform	ECW Secretariat	
Fund efficiency – grants disbursed & managed efficiently				
33	% of overhead costs (across ECW and grantees) as a ratio of total resources	ECW platform	ECW Secretariat	
34	Average number of days across grantees for ECW to i) disburse funds upon crisis onset in countries supported by ECW first response window and ii) disburse funds upon selection for proposal in countries supported by ECW multi-year window	Multi-year & first response	ECW Secretariat	

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Leveraged initial draft theory of change from ODI paper as a starting point

Problem statement: Emergencies and protracted crises currently disrupt and destroy education opportunities for more than 75 million children and young people around the world, violating their rights and increasing risk of marginalization

Platform purpose: Generate greater shared political, financial and operational commitment to meet the educational needs of millions of children and young people affected by crises

Obstacles	Strategies		Platform structure and functions	Outputs	Outcomes	Impact
Low priority and uneven attention to education across crises	Increase high-level attention with an aim towards greater equity of response, with an emphasis on the most vulnerable	Breakthrough Fund	Inspire **political commitment**	Strengthened commitment by governments, donors and humanitarian and development actors increases proportion of affected children and youth receiving quality education	**Response time** Quick strategic, agile responses in place to support education needs in crises	More than 18% of crises-affected children and young people will have improve education opportunities appropriate for their age and ability by 2020, with all reached by 2030 in line with SDG4 on education
Not enough money to cover all education needs across crises, with particular gaps in 'forgotten emergencies'	Raise significant additional money and equitably channel across interventions that improve access, quality and protection	High level advisory Panel Executive Management Committee Secretariat	Joint **planning and response**	New acute crises result in joint multiyear, costed education plans, underpinned by improved coordination and national financing mechanisms with focus on long-term sustainability	**Access** Expanded access appropriate to affected populations, resulting in higher retention, transition and completion rates	
Interrupted education owing to impact of crises and poor links across actors	Unite humanitarian and development efforts in support of national response		Generate and disburse new **funding**	Substantial increase in generating and disbursing additional, predictable funds for education in crises	**Quality** Improved learning outcomes achieved by affected groups	
Inadequate capacity to lead and deliver education and recovery efforts, both nationally and internationally	Strengthen individual and institutional capacity of those leading education efforts in crises and improve delivery systems		Strengthen **capacity**	National and global capacity to respond to and coordinate education crises is improved	**Protection** Safe and conflict- and disaster-sensitive education available in crises contexts	
Lack of data and analysis to inform decisions on education prioritisation, allocation and delivery	Develop and share knowledge with a focus on increasing awareness of need and evidence for high-quality interventions efforts in crises and improve delivery systems	Acceleration facility	Improve **accountability**	Real-time, quality data and analysis support education crises advocacy, response planning, implementation and accountability as standard	**Equity** Greater access and improved learning for the most marginatised	

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Education Cannot Wait Theory of Change

February, 2017

Strategic functions (from ODI)

Increase high level attention and **inspire political commitment** with an emphasis on girls, young women, disabled persons, refugees, IDPs, and other minorities (according to context)

Raise significant additional funds for education in crises across interventions that equitably improve access to quality, safe, and continuous education for girls and boys

Unite humanitarian and development actors for **joint planning & response** with a focus on long-term sustainability

Strengthen capacity, individual and institutional, of those leading EiE efforts and improve delivery systems

Improve accountability by developing and sharing knowledge with a focus on increasing awareness of need, improving real-time quality data platforms, and building evidence for "what works" in EiE

ECW Activities / Outputs (ECW platform, global, country)

Linkages to Systemic Outcomes

Activity: ECW HLSG and Secretariat conducts **political advocacy** to strengthen commitment by governments, donors, and humanitarian and development actors to increase proportion of crisis-affected children and youth, inclusive of girls, young women, disabled people, refugees, IDPs, and other minorities (according to context) receiving a quality education

Output: HLSG and Secretariat meetings and agreements with donors and governments

- ECW HLSG engages senior officials and ministers from ECW-supported countries to advocate for enactment of **equitable education policies** and increased **domestic financing** for education
- Secretariat supports ECW grantees and other actors in ECW-supported countries actively involved in developing local or national policy that addresses issues of **marginalized groups** (e.g. dissemninating evidence of "what works" in line with INEE minimum standards for education policy, which may include training teachers on reducing sexual and gender-based violence in and around schools, and connecting key actors to develop tailored political mobilization efforts for specific crises)
- ECW HLSG engages senior officials and ministers in **donor countries** to advocate for the importance of EiE and the need to emphasize unique needs of marginalized groups, contributing to increased funding for EiE and greater focus on vulnerable groups in EiE programming, including outside the context of ECW fundraising and grants

Linkages to Sys. Outcomes

Activity: ECW **raises substantial funding** to support its platform and to allow the disbursement of additional grants to support education in emergencies

Output: Increased financing for ECW programming

- Fundraising by ECW HLSG and Secretariat drives additionality of financing not only to ECW but also to the **EiE sector** more broadly through coordinated fundraising campaigns with GPE and other relevant actors that ensure coherent messaging of complementarity
- ECW raise funds from **non-traditional** donors and other **innovative** financing mechanisms, with a particular focus on the private sector

Linkages to Systemic and Beneficiary Outcomes

Activity: ECW makes grants through the **Breakthrough Fund**, representing 95% of ECW's overall investments, in line with a strategy approved by the HLSG and to support inclusive, coordinated, and impactful in-country program delivery

Output: Multi-year and first-response grants (incl. country-level initial investments)

ECW's overall strategy and operating model

- ECW's operating model emphasizes partnership with and support of country-level grantees, including local civil society
- ECW's strategy may direct Breakthrough Fund grants to specific crises or themes (e.g., forgotten crises, refugees, girls)

First response window

- ECW makes grants through four first response modalities designed to incentivize inclusion of education in humanitarian **appeals** (e.g., matching, initial provision of funds)

Multi-year window (incl. initial investments)

- ECW requires development of multi-year proposals in consultation with relevant **existing coordination mechanisms** (e.g., LEGs, Clusters, refugee coordination bodies, education sector / inter-sectoral gender working groups) to enhance joint planning and coordination
- Steady multi-year funding increases **predictability** and ability to plan for years at a time
- For multi-year grants, ECW requires a transition plan for sustainability after the grant period, enhancing **continuity**

Multi-year & first response windows (incl. initial investments)

- ECW supports specific programs designed to reach **most marginalized** (e.g., life skills training that includes gender-based violence prevention/response and sexual and reproductive health and rights, targeted incentives to female learners)**,** as well as civil society implementers often best equipped to reach them
- ECW requires grantees to collect **disaggregated data** by gender, disabled persons, refugees, IDPs, and minorities (by context) wherever possible to ensure accountability
- ECW supports programs that expand **access** to education for girls and boys (e.g., by repairing learning environments, recruiting more male and female teachers, funding learning kits), through both the first response and multi-year windows
- ECW grants in both the first response and multi-year windows support grantees to enhance the **quality** of education provided (e.g., inclusion of human rights, peace, life skills, and sexual and reproductive health in education curriculums)
- In its review of the technical quality of proposals, the Secretariat ensures grants are made to programs providing **quality** education (vs. access alone)
- ECW funds programs that enhance **safety and security** of educational environments (e.g., schools have adequate WASH facilities for girls and boys including sex-specific toilets and menstrual hygiene management, prevention and monitoring systems to identify gender-based violence risks, school evacuation drills in earthquake-prone areas)

Linkages to Sys. Outcomes

Activity: Through the **Acceleration facility** (representing 5% of ECW's investments), ECW makes catalytic investments in global and regional architecture, in line with its overall strategy

Output: Acceleration facility grants (incl. global-level initial investments)

- Some global goods developed through acceleration facility grants improve sex-disaggregated **local data platforms** and systems to monitor country-level progress and enhance accountability
- Acceleration facility directly invests in **global or regional coordination** bodies (e..g, Education Cluster), **data** platforms, and **evidence** generation

Activity: ECW **efficiently approves, disburses, and manages** grants to ensure value for money for ECW donors through fund management structures that are fit for purpose and an operational model that allows nimble decision making

Output: Efficient grantee support and fund disbursement processes

Systemic Outcomes (short-term)

Linkages to Beneficiary Outcomes

ECW-supported beneficiary governments take **political action** to provide continuous, quality, and safe education to the most marginalized children and youth in crisis, including girls, young women, disabled persons, refugees, IDPs, and other minorities (according to context).

- Government commitment and policies ensure quality and safe education to the most marginalized girls and boys, especially when mandates for certain groups such as **refugees** are held separately from Ministries of Education
- Inclusive, gender-responsive Ministry of Education policies ensure equitable educational opportunities for **young women and girls**, including mechanisms to prevent and respond to gender-based violence in and around schools and prioritization of girls' secondary education
- Inclusive policies make needs of girls and boys with **disabilities** a top priority
- Government prioritization of funding for education ensures **sustainability**

Linkages to Beneficiary Outcomes

ECW advocacy and fundraising increase **EiE funding** globally, incl. total aid from humanitarian, development, and non-traditional sources, and as percentage of humanitarian funding

- Greater funding, through ECW commitments and inclusion of education in humanitarian appeals, increases number of ECW-supported children and youth receiving a quality, safe education (e.g., by funding gender-responsive teaching and learning materials), which ensures **access** to the hardest to reach (e.g., rural) and **most marginalized** (e.g., girls)
- Lining up sustainable funding sources after the ECW grant period ends enhances education **continuity** for ECW-supported children and youth by allowing them to remain in the same quality learning environments near their homes where they feel safe
- Additional funding improves **quality** of ECW-supported programming through investments to improve curricula, conduct assessments to monitor learners' progress, provide in-depth training to male and female teachers, purchase additional materials, etc.
- Increased funding covers necessary investments to meet **safe learning standards** for ECW-supported programs (e.g., working with communities to organize escorts for learners going to and from classes, providing sanitary materials to girls and women who would otherwise not be able to attend school)

Linkages to Beneficiary Outcomes

Existing national and local actors in ECW-supported countries, inclusive of LEGs, Clusters, refugee coordination groups, civil society, and national governments (where appropriate and applicable) **jointly plan and coordinate** for preparedness, response, and implementation

- ECW multi-year proposals, humanitarian response plans, and gender-responsive education sector plans developed through inclusive processes (e.g., consultation with gender working groups, refugee coordination groups) ensure education programming addresses needs of most **vulnerable** (e.g., refugee education addressed, safe environments for girls)
- ECW bridges humanitarian and development actors in ECW-supported countries by requiring coordination of LEGs and Clusters in proposal process, which enhances the **sustainability** of ECW programs and ensures **risk reduction strategies** are included in EiE programming (e.g., emergency preparedness plans, disaster simulation drills)
- Robust, coordinated ECW multi-year proposals (facilitated with ECW support) and humanitarian response / education sector plans (e.g., developed in consultation with civil society and government actors) ensure resources are used most effectively to **reach** the greatest number of children and youth and empower local actors often most equipped to provide the highest **quality** response

Multi-year, first response grants
(Country-level initial investments)

Linkages to Beneficiary Outcomes

ECW supports **local systems-building** in ECW-supported countries through enhancements to national and local data systems, technical expertise, and delivery capacity

- Enhanced national EMIS systems with disaggregated data (e.g., by disability, gender) and ongoing monitoring of learning and skill outcomes (e.g., reading, math, psychosocial, life skills) increase accountability of ECW grantees to provide **quality** education to all children and youth, inclusive of **vulnerable groups**
- Increased local technical expertise (e.g., to conduct joint needs assessments) and local delivery capacity (e.g., more trained teachers, schools rebuilt close to learners' homes) increase the number of children and youth gaining **access** to **safe** education and improve program **sustainability** after ECW grant period concludes (e.g., experts in country capable of developing plans, quality infrastructure developed)

Acc. facility grants,
(Global-level initial investments)

Linkages to Beneficiary Outcomes

ECW supports **global systems-building** by improving evidence generation, data disaggregation (e.g., by gender, refugees, IDPs. etc.) and increasing Education Cluster capacity

- Identification and collection of global baselines, disaggregated by vulnerable groups and inclusive of indicators to monitor learning outcomes and educational **continuity** in crisis (e.g., survival, completion rates), allows ECW and other actors to strengthen the **quality** of EiE programming and ensure it's inclusive
- By generating evidence of "what works" in EiE, ECW improves the **quality** of its programs and supports other actors (e.g. guidelines on social and emotional learning outcomes)
- Enhanced capacity of global Education Clusters ensures rapid response teams are deployed to ECW-supported countries to conduct coordinated needs assessments that accurately estimate girls and boys lacking **access** to education and to develop humanitarian response plans that meet INEE minimum standards and INEE Pocket Guide to Gender for **protection**

Beneficiary Outcomes (medium-term)

Equity – Marginalized groups supported by ECW have access to safe, high-quality learning environments that are inclusive and meet the unique needs of marginalized groups. The groups ECW will focus on are:

- **Girls and young women -** Reduced barriers to education for girls, including reduced sexual and gender-based violence in and around schools and reduced barriers to safe water, sanitation, and menstrual hygiene management in schools
- **Disabled children and youth** – Inclusive policies, learning environments, and attitudes for disabled children / youth
- **Refugees, IDPs, minorities** (according to context) – Improved commitment to providing safe, quality education for displaced persons and context-specific minorities

Continuity – ECW-supported girls and boys have greater continuity in their education, resulting in higher transition and completion rates through the ECW grant period and beyond (disaggregated by gender, disability, refugees, IDP's, minority status according to context)

Access – In ECW supported areas and populations, more girls, boys, young women, and young men, are enrolled in school or other context-appropriate learning environments and regularly attend programming (disaggregated by gender, disability, refugees, IDP's, minority status according to context)

Quality – ECW-supported girls, boys, young women, and young men achieve improved learning outcomes appropriate to their education level, including for reading, math, social and emotional learning, and life skills (disaggregated by gender, disability, refugees, IDP's, minority status according to context)

Protection – ECW-supported girls and boys receive safe, conflict- and disaster- sensitive education in line with existing and adopted standards in safe, gender-sensitive learning environments

Impact (long-term)

Within the first 5 years of ECW, more than ten million crisis-affected girls, boys, and youth[1], inclusive of marginalized groups, will have improved learning opportunities that contribute to improved outcomes, with all reached by 2030, in line with SDG4

Note: EiE = Education in Emergencies; all references to "marginalized" or "vulnerable groups" include girls, young women, children and youth with disabilities, refugees, IDPs, and other minorities (according to context)

1. "Youth" inclusive of young women and young men under the age of 18. Target for girls is TBD based on a gender-based analysis. Given that girls are 2.5 times more likely to be out of school across all conflict-affected states, there is a strong rationale for setting country or grantee level targets to address gender disparity issues specific to each respective context.