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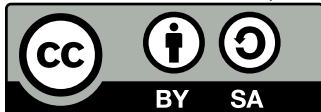
# INVESTING IN FUTURES

**2024 ANNUAL RESULTS REPORT**

## ABOUT THIS PUBLICATION

This report was elaborated under the direction of the Education Cannot Wait (ECW) Secretariat, with contributions from the ECW Executive Committee, grant recipients, and constituents of the ECW High-Level Steering Group. The report covers the period from January 2023 to December 2024. The views expressed in this publication are those of the author[s] and do not necessarily represent those of the United Nations, including donor agencies or United Nations Member States. The boundaries, names and designations used in the maps in this publication do not imply official endorsement or acceptance by the United Nations, ECW, or partner countries. All figures in this report are presented in United States dollars, except where indicated.

Education Cannot Wait, September 2025



## ABOUT EDUCATION CANNOT WAIT

Education Cannot Wait (ECW) is the global fund for education in emergencies and protracted crises within the United Nations. We support quality education outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, United Nations agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public- and private-sector donors for expanded support to reach even more vulnerable children and youth.

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Marufa, Rebeka and Sadia attend an ECW-funded learning facility in the Rohingya refugee camps of Cox's Bazar, Bangladesh. With no prior education, the centres give them a chance to gain basic literacy and numeracy skills. Now, they are becoming changemakers in their community and shaping a more equal future.



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# INVESTING IN FUTURES

**2024 ANNUAL RESULTS REPORT**

# ACKNOWLEDGEMENTS

The results presented in this report reflect the collective efforts, dedication and unwavering support of ECW's broad community of partners. We extend our deepest gratitude to all who contributed to making education possible for crisis-affected children and adolescents worldwide.

We are especially thankful to host country governments, donor partners, United Nations agencies, global and local civil society organizations, philanthropic foundations, and private sector partners for their ongoing commitment to education in emergencies and protracted crises (EiEPC). Their collaboration and support across the humanitarian-development-peace nexus remain the driving force behind our shared vision: a world where every child can access safe, inclusive and quality learning opportunities, no matter their circumstances.

Our sincere appreciation goes to the members of the ECW High-Level Steering Group and the Executive Committee for their strategic guidance and steadfast advocacy. We offer particular thanks to the Chair of the High-Level Steering Group in 2024, The Rt. Hon. Gordon Brown, United Nations Special Envoy for Global Education, and to the Chair at the time of report publication in 2025, Sigrid Kaag, former Dutch Minister of Finance, Trade and Aid and former Under Secretary General of the United Nations. We also extend our gratitude to current and former Co-Chairs of the Executive Committee during 2024 and 2025: Dr. Heike Kuhn, Head of the Education Division at the Federal Ministry for Economic Cooperation and Development of Germany; Merete Lundemo, Special Envoy for Education in Crisis and Conflict at the Ministry of Foreign Affairs of Norway; and Dominik Stillhart, Delegate for Humanitarian Aid and Head of the Swiss Humanitarian Aid Unit. Their leadership continues to be essential in advancing ECW's mission.

We also thank UNICEF, ECW's hosting agency, led by its Executive Director, Catherine Russell, as well as the heads of United Nations agencies, CEOs of civil society and private-sector organizations, and the Chairs of the International Finance Facility for Education and the Global Partnership for Education.

At the country level, we extend heartfelt thanks to governments, civil society organizations and local actors who lead education responses in some of the most complex and challenging contexts. Their tireless efforts are critical to ensuring that the children and adolescents most at risk can access safe, quality education.

We also recognize that these achievements were made possible during a period of unprecedented challenges: growing financial constraints across the aid sector and a rising number and intensity of crises globally. We are deeply grateful to all partners and donors who continued to prioritize education and maintained their commitments despite these headwinds.

Finally, the remarkable resilience and determination of the children and young people – and their teachers, families and communities – who continue to face unimaginable hardships and profound unfairness remain our greatest source of inspiration. They are the primary agents of their own future, and we are privileged to accompany them on their journey.

## CONTRIBUTORS

This report draws on information provided in programme reports submitted by 41 unique grantee organizations, covering 104 active grants across 33 countries during 2024.

The report was produced under the guidance of ECW's Executive Director and the leadership of Christian Stoff, Chief of ECW's Monitoring, Evaluation and Global Reporting team. The core report team included Carly Tubbs Dolan, Francesca Pinna, Maurits Spoelder and Beza Tesfaye.

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Additional inputs were provided by Nasser Faqih, Jihane Latrous, Benjamin Sadek, Anouk Desgroseilliers and Jelena Borak.

Information management was supported by Carly Tubbs Dolan, Camila Gaiao and Claudia Manili.

We are also grateful for the inputs and feedback from our Executive Committee partners and donors, which helped strengthen the report's analysis and presentation.

*Editing and proofreading by Jelena Borak. Graphic design, art direction and layout by Svenja Greenwood.*



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Students work on a class assignment in the Tigray region of Ethiopia. ECW investments are reaching displaced and host community children in the country and providing them with the resources and support they need to get back to learning.

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# ACRONYMS


<b>ACE</b>	Action for Climate Empowerment	<b>ICARe</b>	International Common Assessment of Reading
<b>AF</b>	Acceleration Facility	<b>IDP</b>	internally displaced person
<b>AKF</b>	Aga Khan Foundation	<b>INEE</b>	Inter-Agency Network for Education in Emergencies
<b>ALP</b>	accelerated learning programme	<b>INTPA</b>	European Commission's Directorate-General for International Partnerships
<b>ASER</b>	Annual Status of Education Report	<b>ISEEC</b>	Initiative to Strengthening Education in Emergencies Coordination
<b>BLP</b>	Better Learning Programme	<b>JENA</b>	Joint Education Needs Assessment
<b>CBE</b>	community-based education		local and national non-governmental organizations
<b>COP 29</b>	2024 United Nations Climate Change Conference (Twenty-Ninth Conference of the Parties of the United Nations Framework Convention on Climate Change)	<b>LNAs</b>	local and national actors
<b>CRS</b>	Creditor Reporting System	<b>LWO</b>	local women's organization
<b>DAC</b>	Development Assistance Committee	<b>MHPSS</b>	mental health and psychosocial support
<b>DRR</b>	disaster risk reduction	<b>MYRP</b>	Multi-Year Resilience Programme
<b>ECE</b>	early childhood education	<b>NFE</b>	non-formal education
<b>ECHO</b>	European Civil Protection and Humanitarian Aid Operations	<b>NGO</b>	non-governmental organization
<b>ECOSOC</b>	Economic and Social Council	<b>OCHA</b>	Office for the Coordination of Humanitarian Affairs
<b>ECW</b>	Education Cannot Wait	<b>ODA</b>	official development assistance
<b>EiE</b>	education in emergencies	<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>EiEPC</b>	education in emergencies and protracted crises	<b>OOSC</b>	out-of-school children
<b>EMIS</b>	education management information system	<b>OPD</b>	organizations of persons with disabilities
<b>EU</b>	European Union	<b>PGI</b>	protection, gender and inclusion
<b>FER</b>	First Emergency Response	<b>SEL</b>	social and emotional learning
<b>FTS</b>	Financial Tracking Service	<b>SRGBV</b>	school-related gender-based violence
<b>GBV</b>	gender-based violence	<b>TaRL</b>	Teaching at the Right Level
<b>GCPEA</b>	Global Coalition to Protect Education from Attack	<b>UN</b>	United Nations
<b>GEC</b>	Global Education Cluster	<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>GEM</b>	Global Education Monitoring	<b>UNFCCC</b>	United Nations Framework Convention on Climate Change
<b>GHO</b>	Global Humanitarian Overview	<b>UNHCR</b>	United Nations Refugee Agency
<b>GLO</b>	gender lead organization	<b>UNICEF</b>	United Nations Children's Fund
<b>GPE</b>	Global Partnership for Education	<b>UNRWA</b>	United Nations Relief and Works Agency for Palestinian Refugees in the Near East
<b>HNO</b>	Humanitarian Needs Overview	<b>VOICE</b>	Voluntary Organisations in Cooperation in Emergencies
<b>HRP</b>	Humanitarian Response Plan	<b>WASH</b>	water, sanitation and hygiene
<b>IASC</b>	Inter-Agency Standing Committee		
<b>IATI</b>	International Aid Transparency Initiative		
<b>ICAN</b>	International Common Assessment of Numeracy		


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# FOREWORD

## We Must Unite to Keep Hope Alive

In a year marked by deepening crises and shrinking aid budgets, Education Cannot Wait (ECW) and its partners have demonstrated what is possible when we act with urgency, unity and purpose.

The 2024 Annual Results Report tells a story of resilience and resolve: mid-way through its 2023–2026 Strategic Plan, the Fund has reached 8.3 million crisis-affected children and adolescents with inclusive, quality education across 33 countries – despite escalating armed conflicts, climate-induced disasters and unprecedented funding constraints. **This brings the total number of children reached since ECW was created in 2016 to an impressive 14 million girls and boys.**

With a stronger focus on measuring learning outcomes, results show that where ECW invests, more children are enrolled, stay in school, and learn both academic and social-emotional skills. Notable gender-equitable improvements are registered, with girls representing 51% of the children reached.

This progress reflects the unique strength of ECW's strategic model and the unwavering commitment of our global coalition of partners. In 2024, more than 100 organizations – including host governments, UN agencies, local and international civil society organizations, philanthropic foundations and private sector leaders – came together to deliver education in some of the world's most complex crises. This is not just coordination – it is a shared commitment translating into collective action.

At the systems level, ECW deepened its impact. The Fund provided direly needed rapid responses as a vital lifeline in escalating emergencies while its multi-year programmes strengthened coordination across the humanitarian-development-peace nexus, with a strong focus on increasing support to local partners and national ownership. Data systems also improved, enabling better tracking of education in emergencies and protracted crises results for children and financing trends, advancing global coherence and evidence-based decision making.

Beyond the numbers, this is hope for the future for children like 14-year-old [Zénabou](#) in the Central African Republic and 12-year-old [Masa](#) in Gaza. Zénabou – born deaf and non-speaking – is attending school for the first time and has learned to read, write and use sign language thanks to an inclusive education initiative. Masa is rebuilding lost skills and rediscovering joy through education alongside mental health and psychosocial support, learning calming and coping techniques to process the trauma and stress around her.

But the road ahead remains steep.

Despite strong results and growing global support and recognition, ECW faces a widening funding gap that threatens to stall progress. By the end of 2024,

the Fund had mobilized US\$934 million toward its 2023-2026 Strategic Plan – approximately two-thirds of its target. However, US\$113 million in pledged contributions remain unpaid, while humanitarian needs continue to surge against a backdrop of severe funding shortfalls and programme cuts.

Without bold, decisive action, millions of children risk being left behind – not due to a lack of solutions, but because of chronic underinvestment. Education is our best – if not the only – hope for children enduring the brunt of crises, from Afghanistan, Bangladesh and Haiti to Ukraine, Gaza and Sudan.

ECW has developed a proven model to catalyze public and private financing, strengthen collaboration at the global, regional, national and local levels, and ensure efficiency and accountability throughout the delivery chain.

Together with partners, ECW remains committed to intensifying efforts to strengthen its value proposition within the sector. This includes a focus on collaboration, local ownership, outcome-level impact, piloting innovative approaches and scaling up proven solutions.

To continue our work – and protect the significant results achieved – we are asking for renewed financial contributions from our public and private sector partners. We also look forward to expanded commitments through new innovative partnerships.

Only through collective action can we unlock the transformative potential of millions of girls and boys who urgently need access to quality education in crisis-affected areas around the world.

With US\$567 million in additional contributions to meet our US\$1.5 billion resource mobilization goal by the end of 2026, we can deliver quality education to 20 million children who need it the most.

Education is the key to protecting these children and safeguarding their futures. Our investment in their education is an investment in the very foundation of our shared humanity.



A handwritten signature in blue ink, appearing to read 'Sigrid Kaag', with a stylized flourish at the end.

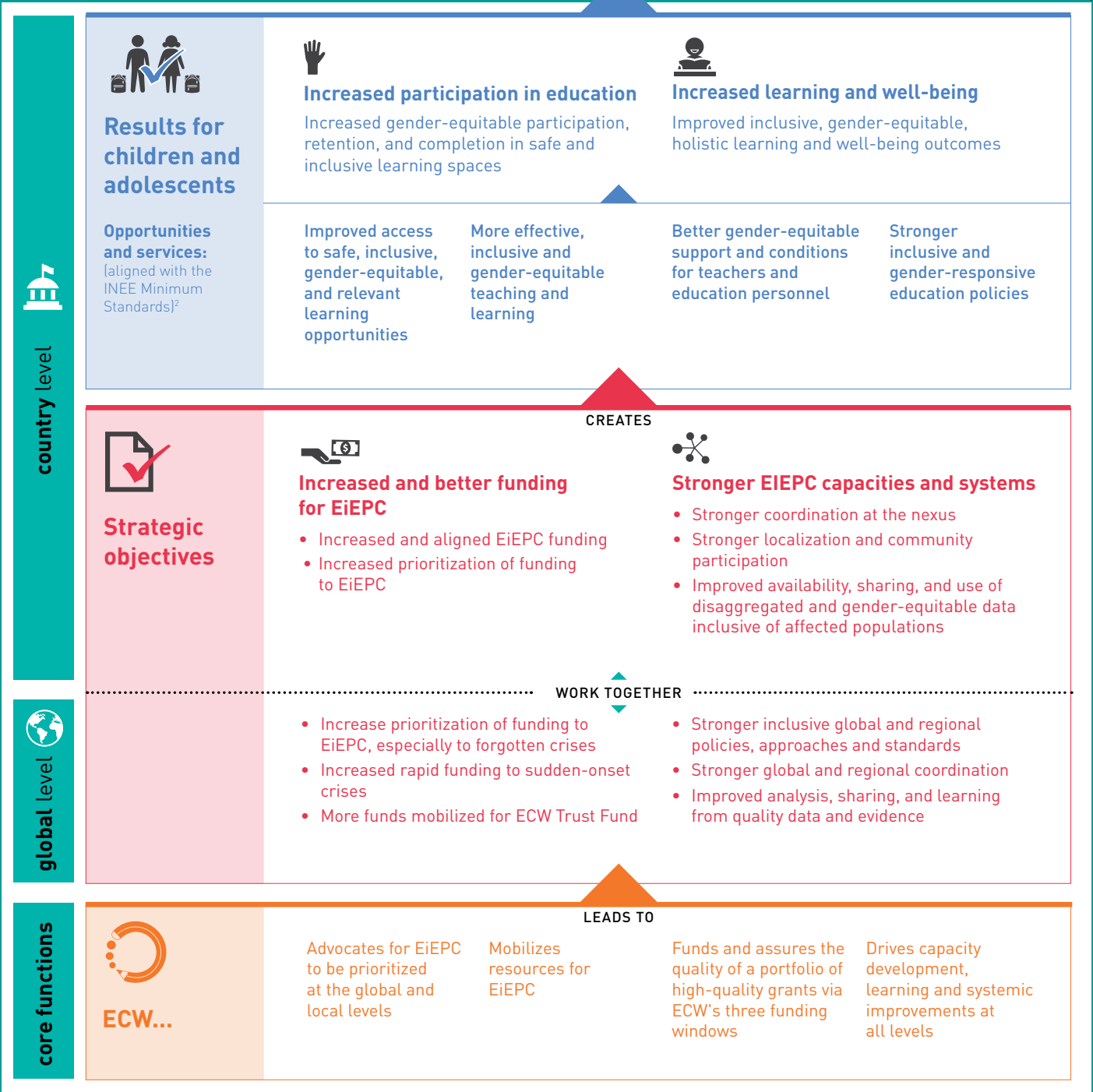
Sigrid Kaag  
*Chair of the ECW High-Level Steering Group*

# THEORY OF CHANGE



## Goal

Children and adolescents<sup>1</sup> affected by crises realize their right to safe, gender-equitable, and inclusive quality education and achieve holistic learning outcomes



<sup>1</sup> Referring to children and adolescents in this document, ECW means crisis-affected girls and boys between the ages of 3 and 18 years in all their diversity. ECW is committed to supporting those most in need, paying particular attention to gender, disability, refugee status, displacement status, sexual orientation and gender identity, and age and stage (including supporting children in the early years and in secondary school).

<sup>2</sup> ECW programmes will deliver improved opportunities and services, as appropriate for the specific context, and in line with INEE Minimum Standard Domains 2-5. All our activities are underpinned by Domain 1, the Foundational Standards, which also frame ECW's strategic objective to deliver stronger capacities and systems.



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# EXECUTIVE SUMMARY

In 2024, Education Cannot Wait (ECW) and its partners continued to meet the challenges of delivering inclusive, quality education for crisis-affected girls and boys worldwide, despite deepening conflicts, climate-driven emergencies and declining aid financing. Building on the first year of implementation of its 2023–2026 Strategic Plan, ECW accelerated progress across its strategic objectives and goal: increasing and improving financing for education in emergencies and protracted crises (EiEPC), strengthening education systems and coordination, and delivering results for children and adolescents.

Despite mounting global pressures, ECW reached more children, enhanced the quality and equity of learning, and mobilized critical resources in some of the world's most complex crises. This year's report highlights the scale and quality of ECW's impact while identifying key gaps requiring urgent collective action.

 **Advocacy highlight**

## 234 MILLION REASONS TO ACT

On the International Day of Education, ECW launched its new *Global Estimates Study*, revealing that 234 million school-aged children in crises now require urgent education support. The Report sounds the alarm on growing needs that are outpacing education aid funding – as compounding conflicts, coupled with more frequent and severe extreme weather and climate events, jeopardize the present and future of this rapidly growing number of children. Increased financing from public donors, the private sector and high-net-worth individuals is urgently needed to reach those left furthest behind. The launch of the report generated top-tier media coverage in 18 languages – reaching a potential aggregate audience of 1.9 billion<sup>3</sup> and raising awareness on the urgency to scale up education support for children in crisis settings.



EXPLORE:



**1.9 BILLION**  
POTENTIAL AGGREGATE  
AUDIENCE

<sup>3</sup> Potential aggregate audience is the measurement of viewership and listenership across various platforms, such as TV, online content, blogs, radio, podcasts and social media networks. Measurement is based on third-party analytics.



Students work on their exams in a classroom in Sudan. Their school was reconstructed thanks to an ECW-funded initiative in the country, enabling them to continue their education.

# 1 Expanding access and advancing learning for crisis-affected children

In the first two years of the 2023–2026 Strategic Plan, ECW-supported programmes reached 8.3 million children and adolescents across 33 countries – 51% of them girls. This represents 78% of the proportionate target based on funds raised.<sup>4</sup>

These results, a marked increase from the 5.6 million children reached in 2023, reflect steady progress towards the 2026 goal of reaching 10.7 million children with the available funding envelope. Of those reached during the first two years of the strategic period, 5.9 million were supported through Multi-Year Resilience Programmes (MYRPs) and 2.4 million through First Emergency Responses (FERs), including in some of the world’s most challenging settings: Sudan, Syria, the Democratic Republic of the Congo (DRC), the State of Palestine (including Gaza), Afghanistan and Ukraine. Forty-three percent of all children reached in 2024 were forcibly displaced – up from 39% in 2023. This brings the total number of children reached by ECW-supported programmes since inception to 14 million (50% girls).



Of those reached during the first two years of the strategic period, 5.9 million were supported through MYRPs and 2.4 million through FERs.”

Overall, ECW has achieved or is on track to meet six of the eight Strategic Plan outcome indicators related to education participation, holistic learning and gender equality, with progress improving across all indicators compared to previous years (*see next page*).

Despite this progress, several persistent challenges continue to hinder equitable access and learning for crisis-affected children. Early childhood education and disability inclusion remain significantly under-represented across ECW’s portfolio, requiring more deliberate and targeted interventions. Dropout and non-completion rates are still high in many contexts and, while girls are increasingly enrolling, sustained investment is needed to ensure their retention, particularly at the secondary level. In addition, the growing reliance on non-formal education – although essential in reaching the most marginalized – highlights the urgent need for stronger integration with formal education systems to ensure continuity, certification and durable learning pathways for all learners.

<sup>4</sup> ECW’s 2023–2026 Strategic Plan aimed to reach 19.5 million children—7.6 million through MYRPs and 11.9 million through FERs—based on the assumption that US\$1.5 billion in funding would be fully mobilized. By the end of 2024, ECW had mobilized US\$934 million, of which US\$821 million has been confirmed—approximately 55% of the total resource mobilization target. Given this, the Secretariat assessed progress relative to the level of funding confirmed by the end of 2024, on the assumption that any unconfirmed funding would likely not be secured and disbursed in time for programming within the current Strategic Plan period. This “proportionate target” reflects the number of children ECW aims to reach based on confirmed resources at the midpoint of the Strategic Plan. Applying this approach, 55% of the original 19.5 million target yields a proportionate target of 10.7 million children by 2026 [FERs: approximately 6.5 million; MYRPs: approximately 4.2 million].

Teacher Rundayfah with her students in Syria. ECW investments have supported teachers like her to receive critical training on class management and interactive teaching methods to bring learning to life for crisis-affected children.



## KEY ACHIEVEMENTS



**96% OF PROGRAMMES** reported increased participation in education, with 74% demonstrating gender-equitable improvements.



**91%** of ECW-supported non-formal programmes that provided evidence reported transition rates to formal education above **60%**, maintaining last year's results.



**88% OF MYRPS** that provided evidence reported improvements in literacy and/or numeracy, and 78% showed gains in social and emotional learning (SEL) – 6 and 8 percentage points higher, respectively, than in 2023.



Programmes in Afghanistan, South Sudan and Niger demonstrated progress in overcoming gender barriers through targeted, context-sensitive approaches. Learners and teachers also showed positive shifts in gender norms supporting more equitable access and participation, where data was available.

# 2 Strengthening systems, coordination and local ownership

In 2024, ECW investments helped reinforce the architecture and capacity of national and global systems to better serve crisis-affected children. Programmes demonstrated stronger cross-sector collaboration, improved data use and greater localization – all essential for effective, equitable and sustainable education in emergencies.

## KEY ACHIEVEMENTS



### TWELVE

**ECW-supported MYRPs reported evidence of improved coordination** across the humanitarian-development-peace nexus – double the number that did so in 2023.



### THE NEW MYRP CONSORTIUM MODEL

**introduced in 2024 formalized roles and funding allocations for LNAs and women-led organizations**, anchoring ECW's commitment to the Grand Bargain and shifting power to local levels.



### OVER 30% OF MYRPS AND 24% OF FERS

**presented evidence of improved engagement with local and national actors** (LNAs).



### 71% OF MYRPS

**reported learning outcomes on time**, with 58% of these datasets sex-disaggregated – an improvement from 64% and 39%, respectively, in 2023.

In addition, ECW expanded its production of global public goods, data tools and guidance materials in 2024. A key challenge remains ensuring the systematic use and uptake of evidence across programmes to drive adaptive learning.

Programmes also began embedding climate resilience within systems-strengthening efforts. Climate-adaptive education was integrated into MYRP design in at least 21 countries, and 11 FERS responded to climate-induced events – demonstrating ECW's commitment to building future-ready education systems.

# 3 Mobilizing and targeting EiEPC financing more effectively

In 2024, ECW received US\$243.7 million in new contributions, bringing the total raised for the current strategic period to US\$934 million and to US\$1.66 billion since its inception. As of 2024, as a result of having secured its first commitment from Italy, ECW is now supported by all G7 donors, underscoring growing global recognition of the Fund’s role in delivering education in crises.

**Yet systemic funding gaps deepened.** For the first time in over a decade, global humanitarian funding for education declined. Sharp aid cuts led to education targets being slashed in 21 countries, with reductions averaging over 40% – and exceeding 80% in Chad and Sudan – exposing the fragility of education financing in crisis response.

**With 62% of its US\$1.5 billion Strategic Plan target mobilized to date (including US\$113 million in uncommitted pledges),** urgent and sustained action is needed from donors and partners to bridge the widening funding gap while protecting and building on the progress achieved.



School Auntie Josephine and her mentees in their classroom in Burundi. ECW investments support education continuity for girls and boys affected by crises in the country – including displacement caused by reoccurring climate-induced disasters.

## KEY ACHIEVEMENTS



### CONTINUED DIVERSIFICATION OF ECW'S DONOR BASE,

securing new contributions from both public and private partners. This included the first-ever contribution from the **Government of Japan** of US\$3 million and a formalized partnership with the **Swiss Cantonal Banks**, which launched an innovative return-oriented investment fund for ECW with CHF 10 million in seed capital and an expected CHF 7 million in annual contributions.



### ADDITIONAL TOP-UP CONTRIBUTIONS

included US\$7 million from the **US Bureau of Population, Refugees and Migration (PRM)**, US\$37 million pledged by the **Government of Switzerland**, and dedicated support from the **European Commission** and the **Government of the United Kingdom** for ECW's regional response to the Sudan crisis.



**39%**

**of the total US\$202 million in disbursements were directed to forgotten and underfunded crises,**<sup>5</sup> reaffirming the Fund's commitment to equity and reaching those left furthest behind.



### ADVOCACY SUSTAINED

**ECW also sustained its advocacy for multi-year, flexible contributions** while exploring innovative financing mechanisms to unlock additional resources – including climate finance, philanthropic capital and private sector investments.



### ECW LAUNCHED KEY INITIATIVES

In collaboration with UNESCO's Global Education Monitoring Report team, ECW launched key initiatives under the EiEPC Financing Observatory, consolidating and analyzing IATI and FTS datasets to enhance transparency and support evidence-based advocacy.

<sup>5</sup> See Section 3.3.1 for further detail.



## Looking Ahead

As ECW enters the second half of its 2023–2026 strategic period, the path forward is clear: accelerate efforts to reach at least 10.7 million children by 2026, deepen investment in data-driven and gender-transformative programming, and work across the humanitarian-development nexus to expand and align financing.

Closing the persistent financing gap will require leveraging all available funding streams – from traditional development aid to climate finance, philanthropic capital and innovative mechanisms such as results-based financing, match-funding and blended finance.

**The cost of inaction is too high. Every missed year of school exacerbates inequality, perpetuates poverty and deprives crisis-affected children of the opportunity to rebuild their futures.**

With a proven model, strong results and a broad and growing coalition of partners, ECW is well-positioned to scale its impact. What is needed now is bold, coordinated political leadership to ensure that education remains an accessible lifeline for every child, no matter the crisis.

# HOW TO READ THIS REPORT

This results report provides an overview of the achievements of ECW and its partners across the first two years of the 2023–2026 Strategic Plan. The results presented are aligned with ECW’s Theory of Change and corporate results framework, highlighting key areas of progress while identifying ongoing challenges.<sup>6</sup>

Although more concise than in previous years, the report is based on a broader and more robust evidence base – enabled in part by the ECW Secretariat’s strengthened systems for capturing, reviewing and synthesizing results across its programme portfolio. To complement the high-level overview of results provided here, ECW will publish a series of thematic learning briefs in 2025–2026 to further unpack key trends and lessons learned.



**We want to cater to your interests and needs, and therefore welcome your input! Contact us at [info@ecw.org](mailto:info@ecw.org) to suggest topics for upcoming learning briefs.**

<sup>6</sup> The ECW corporate results framework was designed to: (1) support accountability for results over the full strategic plan period, and (2) facilitate ongoing learning and course correction as new data becomes available. Most indicators in ECW’s 2023–2026 Results Framework are cumulative, unless otherwise specified. Accordingly, this report prioritizes cumulative reporting aligned with the Results Framework, while also providing annual results where relevant and to enhance transparency. [See Annex 3]. Education Cannot Wait, ECW’s Strategic Plan 2023–2026 Achieving Results: A New Way of Working, ECW, 2022. [https://www.educationcannotwait.org/sites/default/files/2022-09/f\\_ecw1016\\_strategic\\_report.pdf](https://www.educationcannotwait.org/sites/default/files/2022-09/f_ecw1016_strategic_report.pdf)

Fourteen-year-old twins Fadilatou and Neimata outside of their school in Kaya, Burkina Faso. ECW-supported transition courses are helping out-of-school and displaced children like them catch up on learning and return to formal school.



**THE REPORT IS ORGANIZED AROUND ECW'S THEORY OF CHANGE AND PRESENTS RESULTS AT THREE LEVELS:**

### **PART 1**

## **Results for children**

This section includes a summary and analysis of the children and adolescents (aged 3–18 years) reached through FERs and MYRPs active during the Strategic Plan period (INDICATORS 1 AND 2). Given ECW's focus on marginalized groups, the section highlights progress in reaching girls, children with disabilities and forcibly displaced learners across pre-primary, primary and secondary education levels. It also presents outcome-level results related to increased participation in education (Section 1.2, INDICATORS 3–5) and improved learning outcomes (Section 1.3, INDICATORS 6–8).

### **PART 2**

## **Strengthened EiEPC systems and capacities**

This section covers ECW's contributions to strengthening systems at the global and country levels to deliver better results for children and adolescents. It focuses on (1) coordination at the humanitarian-development nexus (INDICATORS 11, 23–24), (2) localization, community engagement and accountability (INDICATORS 12–14), and (3) data and evidence generation and use (INDICATORS 15–17 and 25).

### **PART 3**

## **Increased and better EiEPC funding**





This section reports on ECW's performance as a global fund, presenting 2023–2024 results in relation to mobilizing resources for the ECW Trust Fund (INDICATOR 22), allocating funding to those most in need (INDICATORS 9 AND 21), and advocating for more and better EiEPC financing at country (INDICATOR 10)<sup>7</sup> and global levels (INDICATORS 18–20).

Each part combines quantitative data with qualitative evidence to provide a comprehensive picture of progress. Where possible, the report highlights directional changes over time to identify areas of improvement or concern.

<sup>7</sup> For an overview of the complete programmatic portfolio and financial allocations in 2024, see: Education Cannot Wait, Learning as a Lifeline: Programmatic Portfolio and Financial Allocations: 2024 Overview, ECW, 2024. <https://www.educationcannotwait.org/resource-library/learning-lifeline-programmatic-portfolio-and-financial-allocations-2024-overview>

# SCORECARD AND INDICATOR METHODOLOGY

**In reporting on indicators across all three chapters, ECW uses a scorecard methodology to classify progress towards indicator targets as follows:**

	Indicator target achieved
	On track to meet the target by the end of 2026, based on current projections
	At risk of missing the target by the end of 2026, based on current projections
	Off track to meet the target by the end of 2026, based on current projections

*Scorecard status as of the end of 2024*

Scorecard categorizations for 2024 were determined through a qualitative assessment conducted by the ECW Secretariat's Monitoring, Evaluation and Global Reporting (M&E) team. This assessment factored in the heightened uncertainty introduced by major aid sector cuts in early 2025, which are likely to affect the pace of progress towards Strategic Plan targets and increase variability in results over time.

The majority of indicators in ECW's Results Framework are cumulative in nature, meaning they track aggregate progress across the full duration of the Strategic Plan rather than capturing annual snapshots. Accordingly, scorecard categorizations are presented for both 2023 and 2024 to visualize directional change and identify areas of improvement or decline.

# Indicator methodology

Most indicators reported in this report are based on data extracted from grantee reports, which were then synthesized and analysed by the ECW Secretariat.<sup>8</sup> Following submission in March 2025, all grantee reports were reviewed for completeness, consistency, methodological clarity and evidence of progress towards Strategic Plan targets.

Not all programmes are expected to report on all indicators; eligibility depends on programme design, duration and stage of implementation at the time of reporting. ECW also allows flexibility in how partners report on selected indicators, recognizing that grantees operate in diverse sociocultural contexts, with varied programme designs, theories of change, and constraints on data availability and quality.

## Data extraction and synthesis methods vary depending on the type of information reported:

**Quantitative data** (e.g., number of children reached disaggregated by key demographic factors for INDICATORS 1 and 2, the amount of aligned funding mobilized for INDICATOR 9, the amount of funding transferred to local and national actors for INDICATOR 12, and key programmatic outputs) were extracted from standardized reporting templates, then cleaned and analysed using an automated R-based pipeline.

**Quantitative and qualitative data** related to children's outcomes (INDICATORS 3–8 and 15) and systems-level outcomes (INDICATORS 11, 13, 14, and 17) were analysed using a hybrid approach combining directed qualitative content analysis<sup>9</sup> with principles of frame-

work analysis.<sup>10</sup> This approach ensures inclusion of rich, context-specific evidence while supporting comparability across programmes and over time using a theory-driven framework.

Predefined coding categories were derived from ECW's Theory of Change, linking each piece of evidence to a specific outcome domain (e.g., enrolment, academic learning, coordination) and indicator. Evidence was also coded for metadata such as target population, implementation setting, data quality (see below) and measurement approach. For systems-level outcomes, additional thematic codes were applied based on [ECW's Nexus Guidance](#).

To promote reliability, all coding was performed by one M&E team member and independently reviewed by a second. Discrepancies were resolved through discussion to ensure shared interpretation and alignment with the programme's intent.

The structured data were then aggregated and analysed systematically to track progress across diverse contexts and to support ECW's mandate as a global fund operating in 33 crisis-affected countries.

<sup>8</sup> Exceptions include indicators 10, 16 and 18-25. For more on the methodology behind these indicators, see methodological notes in relevant chapters.

<sup>9</sup> Hsieh, Hsiu-Fang, and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15, no. 9 (November): 1277–1288. <https://doi.org/10.1177/1049732305276687>.

<sup>10</sup> Gale, Nicola K., Gemma Heath, Elaine Cameron, Sabina Rashid, and Sabi Redwood. 2013. "Using the Framework Method for the Analysis of Qualitative Data in Multi-Disciplinary Health Research." *BMC Medical Research Methodology* 13, no. 1 (September): 117. <https://doi.org/10.1186/1471-2288-13-117>.

## Indicators 1-8

For INDICATORS 1-8, the report presents the size of the evidence base from which results are drawn – that is, the share of eligible programmes<sup>11</sup> that provide data for a given indicator. As reporting is done cumulatively for these indicators, eligible programmes are those active during 2023 and/or 2024 that also satisfy the indicator-specific criteria detailed in the footnote. A larger evidence base generally increases confidence in the representativeness of results across the portfolio. Conversely, where the evidence base is smaller, findings should be interpreted cautiously as they may reflect more context-specific patterns or underlying data constraints rather than broad trends.<sup>12</sup>

**For indicators assessing change, the report also includes detail on the strength of the evidence, which is assessed during the qualitative coding process:**

**Solid evidence of change:** Two or more comparable data points are provided, allowing for an assessment of outcome change over time.

**Partial evidence of change:** A single data point is provided, allowing for a comparison with a prior situation.

Among the total number of programmes with solid or partial evidence of change, only improvements substantiated with solid or partial evidence of increase are included in this report. Determinations of meaningful change are made within the qualitative coding process, recognizing that what constitutes such change varies depending on the educational outcome under consideration, programme-specific targets and contextual factors.



A girl reads from her workbook in an ECW-supported school in Kyiv, Ukraine. Thanks to ECW investments, students are receiving MHPSS and learning materials to continue learning amid the conflict.

© ECW/Babinets

<sup>11</sup> For indicators 3-8, programmes approved in 2024 must have been active for more than six months in 2024; programmes commencing after July 2024 were not expected to report outcome-level results by year's end. For Indicator 5, programmes must additionally include a non-formal component.

<sup>12</sup> Given the rolling approval and renewal of programmes in the portfolio throughout the Strategic Plan period, data gaps are not only expected but inevitable in any single year. For that reason, the Secretariat prioritizes transparency in how results are presented and encourages interpretation of results alongside information on the size and strength of the evidence base.

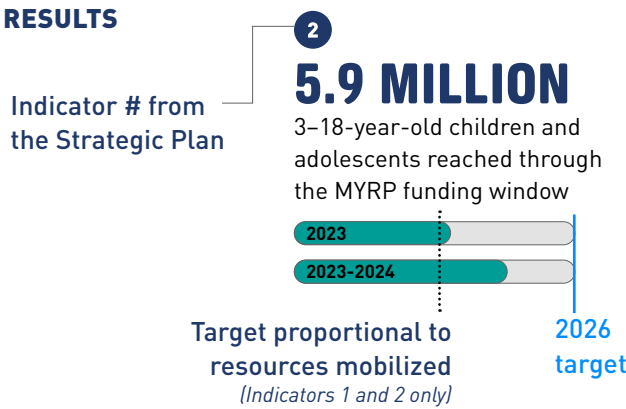
# ANNUAL RESULTS REPORT SCORECARD:

## Progress towards 2026 targets

Cumulative results across years 1 and 2 of the 2023–2026 Strategic Plan<sup>13</sup>

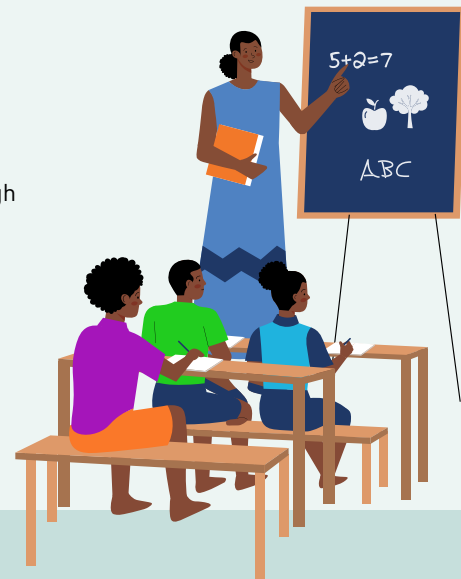
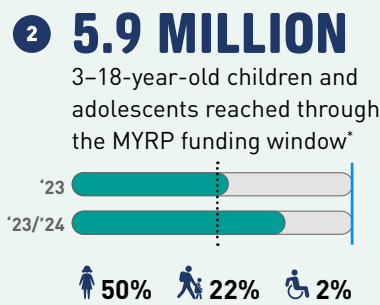
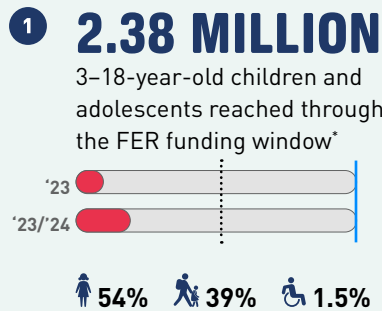
### HOW TO READ THE RESULTS

All results are reported cumulatively for the first 2 years of the Strategic Plan (2023–2024) except where otherwise noted.



KEY	
	Target achieved
	On track
	At risk
	Off track

ECW has reached 8.3 million children (51% girls) halfway into its 2023–2026 Strategic Plan



Country-level results for children and adolescents

<sup>13</sup> All results are reported cumulatively for the first 2 years of the Strategic Plan (2023–2024) except for annual indicators marked with an \*.

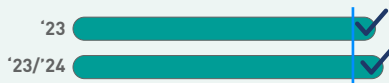


**ECW-supported programmes have maintained improvements in children’s access to education...**

**...and are increasingly ensuring that children remain in, transition through, and complete formal and non-formal education opportunities.**

**Country-level results for children and adolescents**

**3 96%** of FERs/MYRPs had increased education participation in ECW-supported communities\*



**4 64%** of FERs/MYRPs providing evidence had retention or completion rates above 75% in ECW-supported learning spaces\*



**5 91%** of FERs/MYRPs providing evidence had transition rates from non-formal to formal education above 60% in ECW-supported communities\*



**More programmes are providing evidence that children are improving their academic and SEL skills – and that they are shifting the gender norms that facilitate equitable access and learning.**

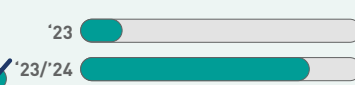
**6 88%** of MYRPs providing evidence reported improved learning outcomes in literacy and/or numeracy in ECW-supported learning spaces\*



**7 78%** of MYRPs providing evidence reported improved children’s SEL/well-being in ECW-supported learning spaces\*



**8 5** MYRPs had evidence of change in social norms and attitudes towards gender equality



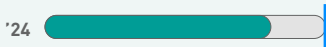
[READ MORE IN CHAPTER 1](#)

**Anchored in the principles of aid effectiveness, ECW is improving coordination among partners at country and global levels...**

**11** **12** MYRPs had evidence of improved coordination at the nexus



**24** **67%** Extent to which global and regional institutions strengthen coordination at the nexus through ECW support (assessed through progress against global nexus Priority Actions)\*\*

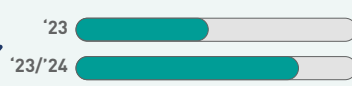


**...enhancing ownership and engagement among local and national actors (LNAs) and affected communities...**

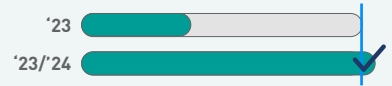
**12** **29%** of funds in FERs/MYRPs to be transferred to LNAs\*\*



**13** **15** of FERs/MYRPs had evidence of improved quality of engagement with LNAs



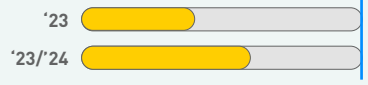
**14** **21** FERs/MYRPs had evidence of improved quality of engagement with affected populations



**15** a) **95%** of FERs/MYRPs had sex-disaggregated data on time to monitor education participation

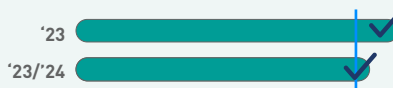


**15** b) **58%** of MYRPs had sex-disaggregated data on time to monitor learning outcomes



**...and ensuring accountability through data and evidence - including progress in ensuring ECW programmes have data on time.**

**16** **91%** of MYRPs are informed by better quality evidence on needs



**17** **13%** of MYRPs improved systems for crisis- and risk-related data



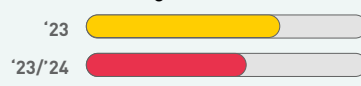
[READ MORE IN CHAPTER 2](#)

**ECW and partners have reached their target for mobilizing aligned funding – but the extent to which EiEPC funding is prioritized is at risk at country levels.**

**9** **US\$37.3 MILLION** additional aligned funding for EiEPC mobilized



**10** **5.4%** of EiEPC funding required as a % of total appeal funding\*

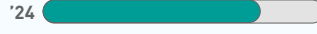


[READ MORE IN CHAPTER 3](#)

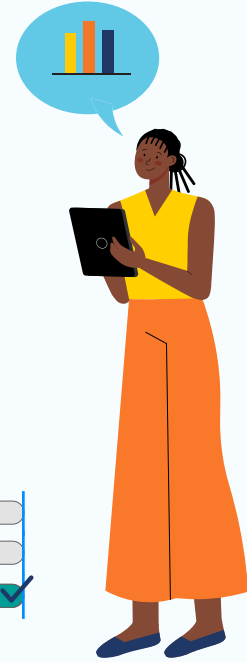
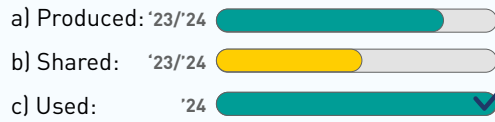
**Adoption of ECW-supported technical guidance and tools remains limited, highlighting the need for stronger dissemination and integration into practice.**



**23** Extent to which global and regional institutions adopt policies, approaches and standards supported by ECW\*\*:



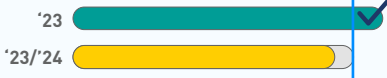
**25** Extent to which knowledge products supported by ECW are\*\*\*:



[READ MORE IN CHAPTER 2](#)

**Globally, education is losing ground in humanitarian response. Despite reduced appeals, funding remains stagnant and far below needs.**

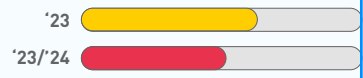
**18 a) US\$1.11 BILLION**  
total annual EiEPC funding\*



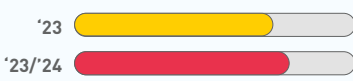
**18 b) US\$232 MILLION**  
total annual EiEPC funding to forgotten crises\*



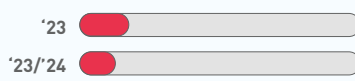
**19 4%** EiEPC funding (out of sector-specific humanitarian funding)\*



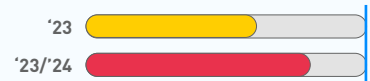
**20 30%** EiEPC funding against required EiEPC appeal funding\*



**21 10%** FERs disbursed up to 12 weeks after the appeal date\*



**22 us\$934 MILLION**  
mobilized for ECW Trust Fund



[READ MORE IN CHAPTER 3](#)

\*\*2024 result only reported

\*\*\*2024 result only shown here - see report for more detail.

# Map of children reached by ECW-supported programmes active in 2023 and/or 2024:

Cumulative results across years 1 and 2 of the 2023-2026 Strategic Plan

The geographical map shows the total number of children reached by country for programmes active in 2023 and/or 2024.<sup>14</sup> This includes 40 FERs and MYRPs in 28 countries.<sup>15</sup>

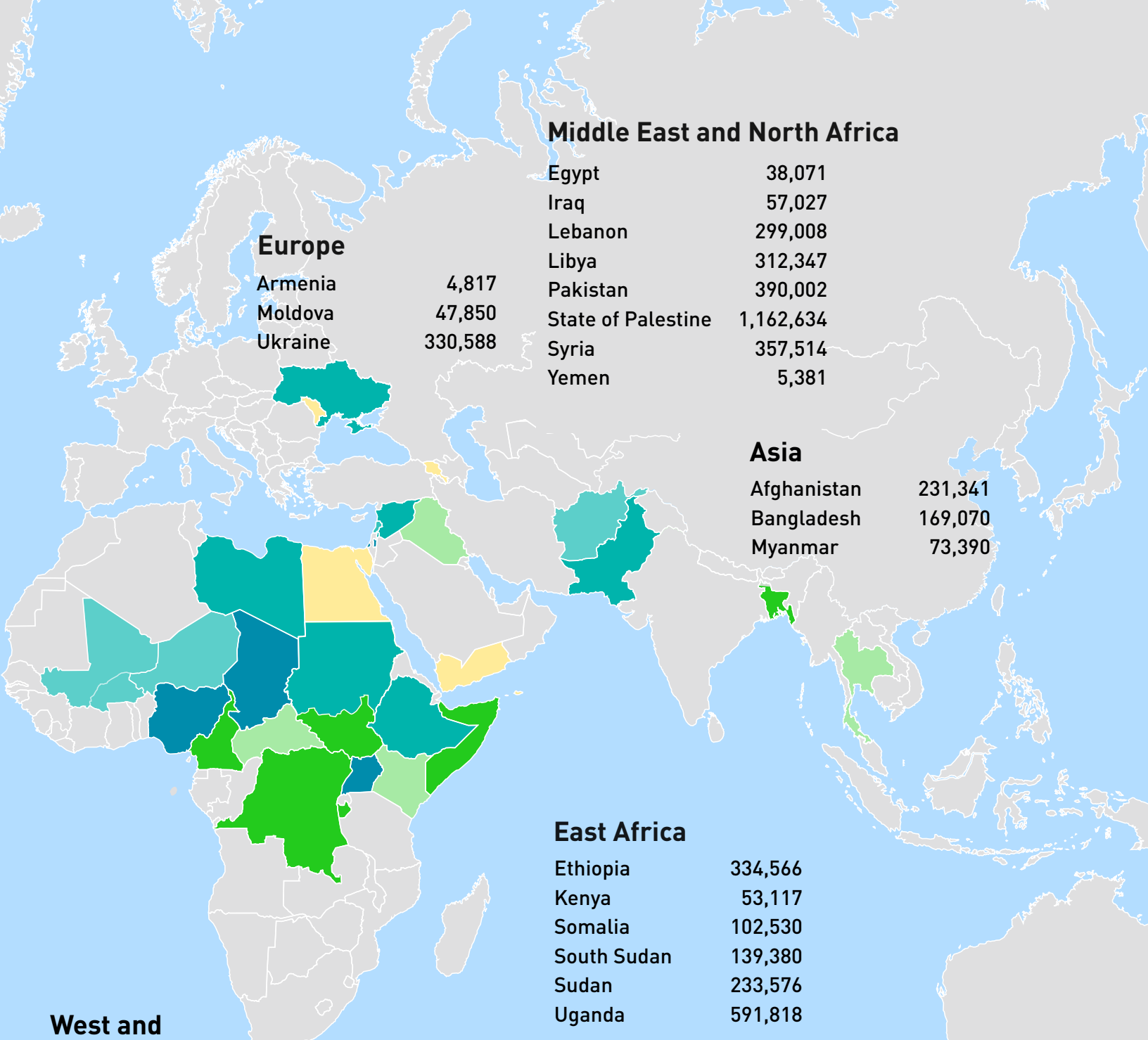


## South America and the Caribbean

Colombia	98,236
Ecuador	218,740
Peru	35,476
Haiti	523,354

<sup>14</sup> The number of children reached is cumulative, thus the country figures shown on the map represent the total number of children reached by all programmes active in 2023 and/or 2024 in that country.

<sup>15</sup> A programme can consist of multiple grants. 'Active' refers to a programme implemented during a given year (i.e., 2023), whether for the entire year or during part of the year.



**Europe**

Armenia	4,817
Moldova	47,850
Ukraine	330,588

**Middle East and North Africa**

Egypt	38,071
Iraq	57,027
Lebanon	299,008
Libya	312,347
Pakistan	390,002
State of Palestine	1,162,634
Syria	357,514
Yemen	5,381

**Asia**

Afghanistan	231,341
Bangladesh	169,070
Myanmar	73,390

**East Africa**

Ethiopia	334,566
Kenya	53,117
Somalia	102,530
South Sudan	139,380
Sudan	233,576
Uganda	591,818

**West and Central Africa**

Burkina Faso	259,380
Burundi	186,028
Cameroon	175,785
CAR	87,478
Chad	613,335
DRC	172,229
Mali	223,478
Niger	218,834
Nigeria	533,010



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**Wisam, 9, at her ECW-supported school in Port Sudan. Forced to flee her home in Sinnar due to the armed conflict, she's receiving support from ECW to continue her education.**

## CHAPTER 1

# RESULTS FOR CHILDREN AND ADOLESCENTS

This chapter presents an overview of the results achieved for children through ECW-supported programmes in the first two years of the 2023–2026 Strategic Plan.

Overall, ECW has achieved or is on track to meet six<sup>16</sup> of the eight Strategic Plan indicator results on education participation, holistic learning and gender equality. Progress has been made across all indicators compared to previous years.

<sup>16</sup> Indicator 2, 3, 5, 6, 7 and 8.



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## Areas of achievement



**Increased numbers of children reached:** ECW-supported programmes reached an additional 2.7 million learners in 2024, bringing the total number of children reached by the end of the second year of the Strategic Plan to 8.3 million learners (51% girls) across 33 countries. ECW reached 78% of its proportionate total children-reached target by the end of 2024.<sup>17</sup>



Evidence of improved holistic learning outcomes is also increasingly emerging across MYRPs in this Strategic Plan period, with **88% of programmes providing evidence reporting gains in literacy and numeracy and 78% of reporting MYRPs showing improvements in social and emotional competencies.** This is 6 and 8 percentage points higher, respectively, than in 2023.



Three out of four programmes demonstrated **gender-equitable improvements in education participation**, reflecting ECW's strong commitment to advancing gender equality.



**91% of non-formal programmes providing evidence reported transition rates of learners to formal education above 60%**, maintaining last year's result.



Nearly all programmes continued to advance children's participation in education, with **96% of ECW-supported initiatives reporting increased enrolment or attendance**, mirroring last year's performance.



Learners and teachers are demonstrating **positive shifts in gender norms** that support more equitable access and participation in education where data are available.

<sup>17</sup> See footnote 1.



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## Areas for improvement



**Early childhood education (ECE) remains underrepresented, with only 6% of children reached compared to the 10% target.** A stronger focus on ECE was integrated into new programmes launched in 2024 and will need to continue in the coming years.



The growing share of non-formal education – now reaching 27% of ECW-supported learners – underscores the **need for stronger integration of non-formal with formal education systems**, particularly in conflict-affected contexts.



The **inclusion of children with disabilities remains a persistent challenge.** Greater efforts are required to identify, count, support and include children with disabilities, both in and out of school, by the end of the Strategic Plan period.



**ECW remains committed to ensuring that both girls and boys not only access education but also progress through and complete their learning journeys.** While children are increasingly accessing education compared to last year,<sup>18</sup> more deliberate action is required to ensure learners complete their education journeys. Achieving this will require predictable and targeted financing, coupled with an integrated “whole school” approach engaging learners, teachers and communities.

<sup>18</sup> In 2024, 64% of programmes report retention or completion rates above 75%, a notable increase from 53% last year. Additionally, 91% of non-formal education initiatives are successfully supporting transitions into formal education, up from 86% the previous year.

# CHILDREN REACHED

<p>→ INDICATOR 1</p>	<p><b>2.4 MILLION</b></p>	<p>3- to 18-year-old children and adolescents reached with ECW assistance through the FER funding window <i>(cumulative through 2024 for the 2023–2026 Strategic Plan period)</i></p>
<p>Evidence base: 100% of FERs active in 2023 and/or 2024</p>		
<p>→ INDICATOR 2</p>	<p><b>5.9 MILLION</b></p>	<p>3- to 18-year-old children and adolescents reached with ECW assistance through the MYRP funding window <i>(cumulative through 2024 for the 2023–2026 Strategic Plan period)</i></p>
<p>Evidence base: 100% of MYRPs active in 2023 and/or 2024</p>		

In the first two years of the 2023–2026 Strategic Plan, ECW has reached a cumulative 8.3 million crisis-affected children and adolescents in 33 countries, including 4.2 million or 51% girls.<sup>19</sup> This marks a significant increase from the 5.6 million children reached (51% girls) by the end of 2023. This total represents 78% of ECW’s cumulative Strategic Plan target proportionate to the level of funding mobilized by the end of 2024, indicating that ECW is likely to reach its proportionate target of 10.7 million by the end of 2026.<sup>20</sup>

**ECW-supported programmes reached children in the most severe crises, as identified by the INFORM Severity Index.**<sup>21</sup> These contexts – including Sudan, Somalia, Syria, Afghanistan, DRC, the State of Palestine (including Gaza), Ethiopia and Ukraine – are among those with the largest absolute numbers and/or shares of crisis-affected children globally.<sup>22</sup> The majority (71%) of children and adolescents reached (5.9 million, 50% girls) live in protracted crisis settings and were supported through MYRPs operating in 28 countries (INDICATOR 2). The other 29% of children (2.4 million, 54% girls) were supported via FERs in acute emergency settings or escalating crises (INDICATOR 1) across 40 programmes in 23 countries.



In the first two years of the Strategic Plan, ECW has reached a cumulative 8.3 million crisis-affected children and adolescents in 33 countries, including 4.2 million or 51% girls.

<sup>19</sup> The total number of children supported since ECW’s inception in 2017 is 14 million (50% girls).

<sup>20</sup> By the end of 2024, ECW had confirmed mobilization of US\$822 million, representing 55% of its US\$1.5 billion funding goal in the 2023-2026 Strategic Plan. Under a fully-funded Strategic Plan scenario, this result would correspond to 43% of the 19.5 million children ECW aims to support by 2026.

<sup>21</sup> ACAPS. *INFORM Severity Index*. EUR 30400 EN. Luxembourg: Publications Office of the European Union, 2024. <https://drmkc.jrc.ec.europa.eu/informindex/INFORM-Severity>

<sup>22</sup> ECW Global Estimates 2025



© Norwegian Refugee Council/Ahmed Ahmed

Students work on their exams in a classroom in Al Geneina, Sudan. Their school was reconstructed thanks to an ECW-funded initiative in the country, enabling them to continue their education.

**ECW is also reaching children affected by climate-induced hazards and with programmes focused on climate change adaptation.** Since the start of the Strategic Plan, eleven FERs were activated in response to such events, reaching more than 528,000 children cumulatively by 2024, up from eight FERs in 2023, reaching about 314,000 children. Climate-responsive FERs accounted for 22% of all children reached through FERs by 2024 – up from 14% in 2022, but slightly below the 27% recorded in 2023, a year marked by El Niño and a high number of climate-related disasters and responses.<sup>23</sup>

To account not only for responses to climate-related disasters, but also efforts to help communities adapt, ECW also tagged programmes according to OECD DAC Rio Markers. 32 programmes (21 MYRPs and

11 FERs) active in this Strategic Plan period were classified as having adaptation as a ‘principle’ or ‘significant’ objective, as per guidance on the application of Rio Marker. These programmes reached a total of 3.41 million children in the first two years of the Strategic Plan (41% of total children reached).

ECW aims to reach a diversity of children across the educational continuum, with a focus on the most marginalized children: girls, children with disabilities and forcibly displaced children. Cumulative reach data for this Strategic Plan is disaggregated below to facilitate a more nuanced understanding of our reach – not only in terms of how many children are supported, but also which populations are being reached.

<sup>23</sup> ECW continues to track and report on this trend, acknowledging that year-to-year variations are likely due to fluctuations in the occurrence and severity of climate events.

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Students in a geometry class in Ecuador. An ECW-funded programme for crisis-affected children and adolescents in the country provides the holistic support they need to continue learning.

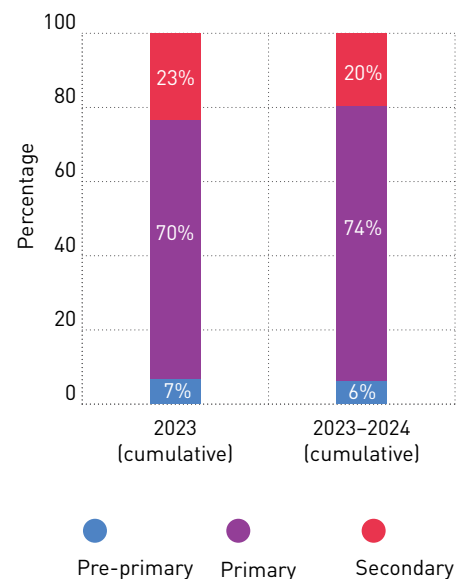
## Reaching children across the educational continuum

As in previous years, most children reached were at the primary education level, accounting for 74% of all children supported by programmes active between 2023-2024 (51% girls). This is slightly higher than the 70% reported for programmes active in 2023 (50% girls). Accordingly, the cumulative share of children supported at pre-primary and secondary education levels in this Strategic Plan was slightly lower than the 2023 figure, with 6% reached at pre-primary (compared to 7% in 2023) and 20% at secondary (compared to 23% in 2023).

ECW met its target of reaching at least 20% of children at the secondary education level. For pre-primary, the cumulative figure of 6% was below the 10% target. In response, a more intentional focus on ECE was integrated into the design of new initiatives launched in 2024. These efforts aimed to identify targeted opportunities for ECE interventions, moving the portfolio closer to its pre-primary education goal by the end of the Strategic Plan. Countries such as Colombia, Ecuador and Haiti included dedicated components focused on ECE within this approach.

**Some differences in reach across the educational continuum were also evident across ECW's funding modalities.** While FERs and MYRPs supported relatively the same proportion of pre-primary school-aged children, MYRPs reached proportionally higher numbers of secondary school-aged children (21% vs. 15%) compared to FERs.

**FIGURE 1. Children reached by education level, first and second years of the Strategic Plan (cumulative)<sup>20</sup>**



<sup>24</sup> Percentages calculated excluding children with unknown education level (n = 170,548).



Nathalie in South Kivu Province, DRC. Through ECW investments, the 14-year-old received a menstrual hygiene kit, ensuring she has the resources she needs to keep attending school even while on her period.

## Reaching girls

Girls accounted for 51% of all children reached during the first two years of the Strategic Plan period, up slightly from 50.7% of children reached by programmes active in 2023. This cumulative figure reflects incremental progress, especially in crisis contexts where girls face heightened risks of exclusion from education, alongside increasing backlash against gender equality, including girls' right to education.

While continued efforts are needed to meet the target, disaggregated results indicate that both funding modalities are adapting to better address gender-specific challenges. FERs reached a higher proportion of girls than MYRPs, at 54% and 50% respectively. At the secondary education level, 57% of learners in FERs are adolescent girls – suggesting that FERs are increasingly designed and implemented in a way that addresses the context-specific gender-related barriers faced by adolescent girls in crisis, including school-related gender-based violence (SRGBV) and menstrual health management. These results demonstrate the potential of gender-responsive planning even in short-term, rapid-response settings.

MYRPs have also meaningfully contributed to progress towards the target of gender balance in reach, favoring girls. In certain countries where gender disparities in out-of-school rates are particularly severe – such as Afghanistan and Pakistan – girls represented more than 55% of children reached through MYRPs in 2023–2024. These programmes reach more girls compared to earlier programmes in these countries, thanks to tailored interventions implemented in partnership with local women organizations with the support of the ECW Gender Lead Organization (GLO) model ([read more on GLO model results here](#)).



MYRPs have also meaningfully contributed to progress towards the target of gender balance in reach, favoring girls.

© UNICEF



Eighteen-year-old Hauwa has a mobility impairment and was displaced by floods in Nigeria. Today, she is back in school and receiving the specialized support she needs to thrive – thanks to ECW and partner support.

## Reaching children with disabilities

More than 155,500 children with disabilities (47% girls) have received support through ECW-supported programmes active in this Strategic Plan, accounting for 1.9% of all children reached thus far in this period. This is slightly higher than the 1.7% of children with disabilities reached by programmes active in 2023, but well below ECW's Strategic Plan target of reaching at least 10% children with disabilities.

To accelerate progress, ECW has committed to allocating at least 5% of its FER and MYRP programme costs to targeted disability inclusion interventions. This commitment was most recently reaffirmed during the April 2025 Global Disability Summit in Berlin, Germany.<sup>25</sup>

While gender balance in reach is achieved across most groups, girls with disabilities continue to lag behind, representing only 47% of children with disabilities reached. Targeted interventions that address their intersectional needs and the specific barriers they face are essential to ensure they are no longer left behind.



### LOOKING FORWARD:

**Programmes approved in 2024 are targeting more children with disabilities (6.9%) compared to previous years.** This increased focus combined with targeted funding will help programmes to a) identify children with a disability who are out-of-school – preferably using rigorous tools such as the Washington Group Child Functioning Module,<sup>26</sup> b) sensitise communities and caregivers to send all their children to school, and c) provide tailored and targeted support to learning spaces, teachers and specialised support services for these kids to meaningfully participate and learn. Moreover, in future MYRPs, ECW will earmark resources to accelerate contextually relevant programming for children with disabilities in all their diversity, through technical and financial support.

<sup>25</sup> <https://www.globaldisabilitysummit.org/>

<sup>26</sup> <https://www.washingtongroup-disability.com/question-sets/wg-unicef-child-functioning-module-cfm/>

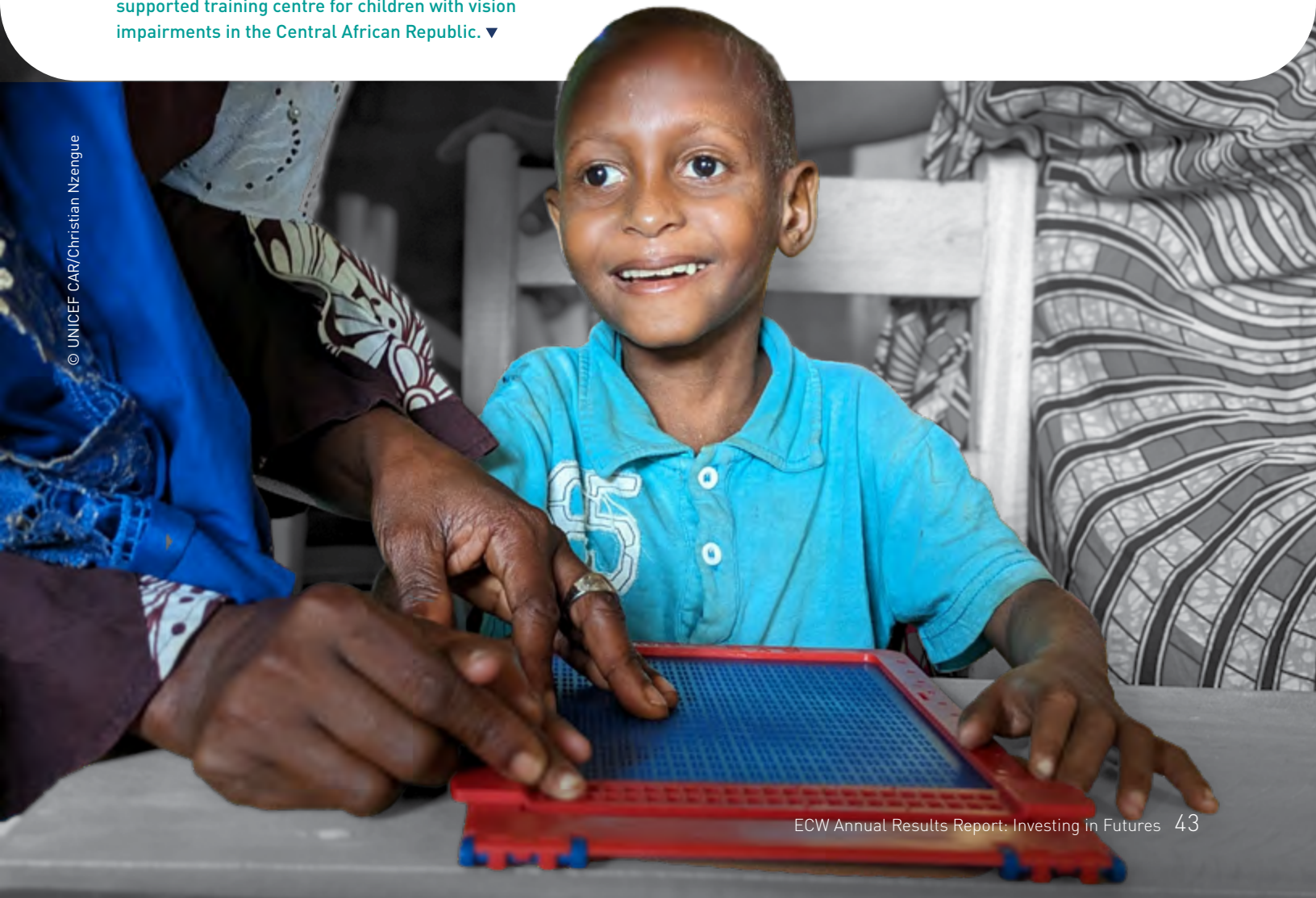
 **Advocacy highlight**

## **INCLUSIVE EDUCATION BEGINS WITH THE RIGHT DATA**

During the Global Disability Summit – hosted by the Governments of Germany and Jordan, along with the International Disability Alliance – ECW participated in several key events, including a pledge announcement committing to the improvement of data collection and evidence-based decision-making to build more inclusive education systems. ECW also jointly pledged to integrate disability inclusion across sector-wide efforts while specifying targeted interventions in a twin-track programmatic approach. Such commitments represent a step forward in ensuring children with disabilities are not left behind in crises, advancing ECW's goal of safe, inclusive learning environments for every child, regardless of circumstance or ability.



A boy learns to read and write in braille at an ECW-supported training centre for children with vision impairments in the Central African Republic. ▼



## BEATRICE, 24

# Signs of Change in South Sudan

In a bright classroom in Juba, Beatrice is learning to speak with her hands. She is one of 1,400 student teachers receiving training in sign language, braille and inclusive teaching through an ECW-funded initiative led by Light for the World, in partnership with the South Sudan Ministry of General Education and Instruction.

The training is part of an ECW MYRP in the country and equips teachers with tools to reach all learners – including children with disabilities. For Beatrice, it's personal. In her previous school in Magwi County, she saw children with disabilities left behind simply because there were no teachers trained to support them.

“In the school where I taught, you rarely saw children with disabilities as there were not enough teachers to teach sign language and braille. I believe that is why they chose to stay at home,” she says.


In South Sudan, more than 2.8 million children are out of school today. Children with disabilities face even greater hurdles to accessing education, often hidden from sight and forgotten by systems not designed for them.

Beatrice is determined to change that. When she returns to her community after the nine-month training, she'll be more than a teacher – she'll be an advocate, helping children who've long been excluded enter the classroom and create a future beyond it.

This ECW-supported initiative not only provides teacher training, but also builds safe, accessible learning spaces and provides children with the assistive devices they need to attend school. Through this holistic approach, the aim is to remove the barriers that many girls and boys in South Sudan face in accessing their right to inclusive, quality education.

*Contributed by Light for the World*

*For more information on ECW's work in South Sudan, go to [www.educationcannotwait.org/our-investments/where-we-work/South-Sudan](http://www.educationcannotwait.org/our-investments/where-we-work/South-Sudan)*



“ At the beginning, it was a bit difficult, but after the introduction to sign language, the sessions are now getting interesting and we are learning it with much love.”  
—Beatrice



Children take part in a learning activity at a temporary educational space in Gaza. ECW investments are supporting the delivery of MHPSS alongside education for displaced girls and boys in the State of Palestine.

## Reaching forcibly displaced children

ECW has supported 3.5 million forcibly displaced children – 43% of all children reached through programmes active under this Strategic Plan – representing the highest share since the Fund’s inception. This is higher than the 39% reported in 2023 and reflects both the growing scale of displacement globally<sup>27</sup> and ECW’s continued prioritization of education for refugees and internally displaced persons (IDPs).

**Of the forcibly displaced children reached, 2.2 million (27%) were refugees<sup>28</sup> and 1.3 million (16%) were IDPs.** Girls made up 51% of each the refugee and IDP children reached, reflecting a modest shift from 2023 when girls and boys were reached in equal proportions (50%). The proportion of forcibly displaced children reached varies by funding window. MYRPs, which are structured to address longer-term education needs, reached a higher share of host community children compared to refugee and IDP children. FERs, designed for rapid response to emergencies that often involve displacement, supported a more evenly distributed mix of host community (45%), refugee (39%) and internally displaced (15%) learners.

Notably, the share of refugee children reached in the first two years of the Strategic Plan period was 5 percentage points higher than in the first year, aligning with ECW’s pledge at the 2023 Global Refugee Forum to ensure 25% of children reached through its portfolio in this Strategic Plan are refugees.<sup>29</sup> This progress was driven in part by ECW’s expanded support in the State of Palestine in 2024, where more than 520,000 refugee children were newly reached through partnerships with UNICEF and UNRWA.



### LOOKING FORWARD:

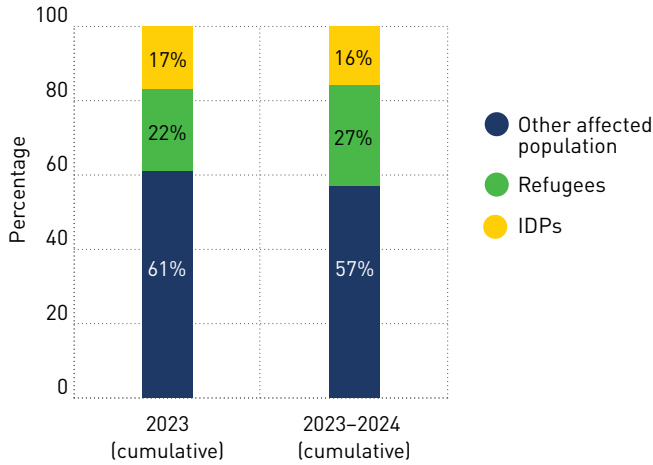
**New programmes launched in 2024 are expected to further increase the share of forcibly displaced children across ECW’s portfolio. Among these, 54% of targeted children are forcibly displaced – 31% IDPs and 23% refugees – reflecting a deliberate effort to prioritize displacement-affected populations in programme design and implementation.**

<sup>27</sup> <https://www.unhcr.org/media/unhcr-education-report-2024-refugee-education-five-years-launch-2030-refugee-education>; <https://www.internal-displacement.org/global-report/grid2025/>

<sup>28</sup> This figure encompasses refugees under UNHCR’s mandate, Palestine refugees under the United Nations Relief and Works Agency for Palestine Refugees in the Near East’s (UNRWA) mandate, asylum-seekers, and other people in need of international protection as reported by ECW grantees.

<sup>29</sup> Of the 2.2 million refugee children reached since the start of the 2023–2026 Strategic Plan, an estimated 980,000 are Palestinian refugee children in the State of Palestine or Lebanon. This figure is approximate, as partners operating in the State of Palestine, Lebanon and Syria are not required to disaggregate refugee populations by country of origin or by the UN agency responsible for their protection and assistance.

**FIGURE 2.** Children reached by displacement status, first and second years of the Strategic Plan (cumulative)<sup>30</sup>



“

**ECW has supported 3.5 million forcibly displaced children – 43% of all children reached through programmes active under this Strategic Plan – representing the highest share since the Fund’s inception.**



© Save the Children/Rubina Alea

Teacher Kulsoma works with a student in an ECW-supported community-based learning facility in Cox’s Bazar, Bangladesh. Such facilities, led by female teachers, are helping to ensure that Rohingya adolescent girls can continue their education.

<sup>30</sup> Percentages calculated excluding children with unknown population status (n = 100,961).

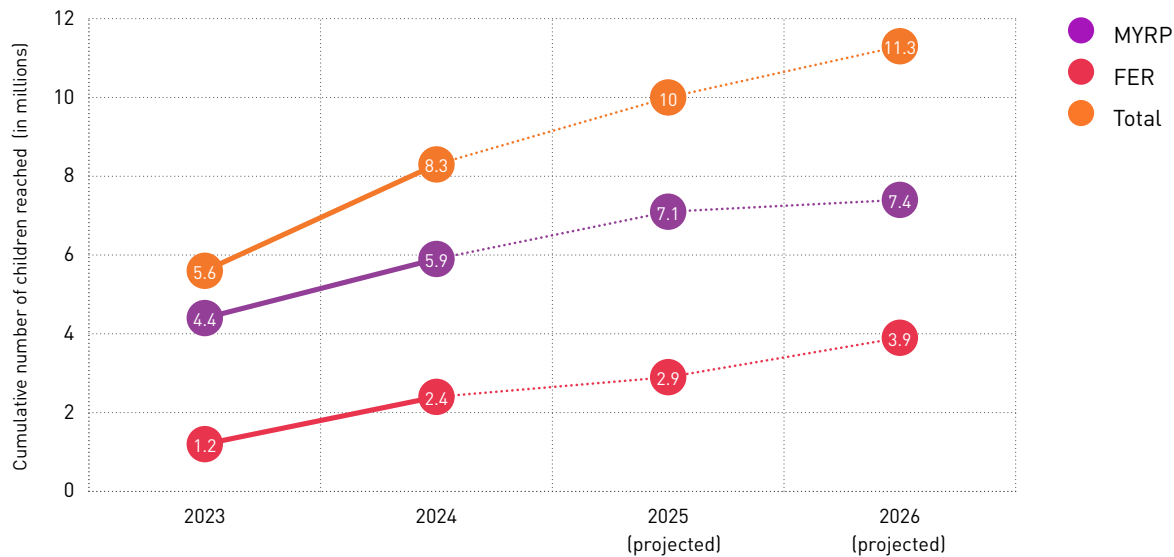
# Programme performance and strategic outlook

By the end of 2024, ECW had mobilized US\$934 million, of which US\$821 million has been confirmed—approximately 55% of the US\$1.5 billion funding target in the 2023–2026 Strategic Plan. With 8.3 million children supported so far by programmes active in this Strategic Plan period and with available funding, it is anticipated that ECW will reach 11.3 million children by the end of 2026.<sup>31</sup> ECW is therefore on-track to reach beyond the proportionate 10.7 million children target by the end of 2026. The original ambition to support close to 20 million children<sup>32</sup> with quality education is out of reach unless additional resources are mobilised urgently.

MYRPs have already reached the proportionate target of supporting 4.2 million children. With more MYRPs under development for 2025 and 2026, the expected reach by the end of 2026 via MYRPs is approximately 7.5 million.

FERs, however, are off track, with projections indicating that about 59% or approximately 3.8 million of the proportionate 6.5 million target will be reached by the end of 2026.<sup>33</sup> Further expansion of the FER portfolio will be required to meet this target within the Strategic Plan period.

**FIGURE 3: Cumulative number of children reached in 2023–2026 Strategic Plan period, by funding window (projected)**



<sup>31</sup> This conservative estimate includes approximately 10 million children expected to be reached through active programmes in 2023 and 2024, as well as 1.3 million additional children projected to be reached by the end of 2026 through programmes developed in 2025 and 2026 (0.3 million via MYRPs and 1 million via FERs). An additional 1.3 million are estimated to be reached over the full duration of these later programmes, bringing the final estimated total reach to 12.6 million children.

<sup>32</sup> ECW reach targets are 11.9 million children to be reached via FERs and 7.6 million via MYRPs, as outlined in the Fund’s Strategic Plan 2023–2026.

<sup>33</sup> An additional 800,000 children are estimated to be reached in 2027 by FERs launched during this Strategic Plan period, bringing the total to 71% of the proportionate target.



### **METHODOLOGICAL NOTE: HOW ECW MEASURES AND REPORTS REACH**

Across all investment windows, *'children reached'* is defined as the number of children and adolescents aged 3–18 years, in all their diversity, who are supported either directly or indirectly through ECW assistance.

Direct support implies that children and adolescents receive outputs (products and services such as education, school materials, cash transfers, school feeding, mental health and psychosocial support [MHPSS], etc.) from ECW-financed programmes. Intermediate support implies that children benefit from so-called *'downstream'* interventions, including trained teachers or the construction and rehabilitation of schools and classrooms. Intermediate support is estimated using ratios of current or expected learners to inputs (e.g., pupil-to-teacher or pupil-to-classroom ratios).

The number of children reached excludes long-term beneficiaries (children who may benefit from the interventions after the programme ends) and indirect beneficiaries (children who broadly use systems or environments improved by programme interventions, such as those benefiting from changes in education policies or curricula).

To avoid double-counting, if a child benefits from more than one intervention by any number of ECW grantees during the year or across years, the child is counted only once.

This section reports on ECW's cumulative reach across the Strategic Plan period up to the end of 2024, in alignment with ECW's Results Framework. To enhance transparency, annual reach figures for programmes active in 2024 are also provided in a supplementary table in the annex.



Caution is advised when interpreting changes in cumulative reach figures over time. Differences across years may reflect shifts in the composition of the programme portfolio – such as the addition of new FERs or MYRPs in 2024 – rather than actual changes in reach or strategic focus. For example, the proportion of refugee children targeted and reached may vary depending on when refugee-hosting countries undergo MYRP renewal and how those renewals are distributed across the Strategic Plan period. Similarly, the onset of acute emergencies in refugee-hosting contexts – or crises leading to cross-border displacement – may lead to fluctuations in the proportion of refugee learners reached through FERs.






Accordingly, language throughout the cumulative results section has been carefully calibrated to acknowledge where figures are higher or lower than in previous years, without necessarily implying directional change or causal attribution. At the same time, when interpreted alongside contextual information – such as trends in conflict and displacement, shifts in the education funding landscape and upcoming programme renewals – these figures serve as important guideposts for identifying gaps, informing strategic adjustments and ensuring that ECW remains on track to meet its cumulative targets under the Strategic Plan.






With 8.3 million children supported so far by programmes active in this Strategic Plan period and with available funding, it is anticipated that ECW will reach 11.3 million children by the end of 2026. **ECW is therefore on-track to reach beyond the proportionate 10.7 million children target by the end of 2026.**

**TABLE 1:** Children reached, by funding window, education level and beneficiary characteristics

	CUMULATIVE NUMBER REACHED		CUMULATIVE TARGET BY 2026	
	2023 <i>(Year 1 of Strategic Plan)</i>	2023-2024 <i>(Years 1 and 2 of Strategic Plan)</i>	Unadjusted, contingent on mobilization of US\$1.5 billion	Proportionate, based on confirmed US\$821 million funding
<b>TOTAL</b>	<b>5.6 MILLION</b> (51% girls)	<b>8.3 MILLION</b> (51% girls)	<b>19.5 MILLION</b>	<b>10.7 MILLION</b>
<b>By funding window:</b>				
 Via MYRPs	<b>4.4 MILLION</b> (50% girls)	<b>5.9 MILLION</b> (50% girls)	<b>7.6 MILLION</b>	<b>4.2 MILLION</b>
 Via FERs	<b>1.2 MILLION</b> (55% girls)	<b>2.4 MILLION</b> (54% girls)	<b>11.9 MILLION</b>	<b>6.5 MILLION</b>

<b>By education level and type:</b>				
	CUMULATIVE PERCENTAGE REACHED		CUMULATIVE TARGET	
	2023 <i>(Year 1 of Strategic Plan)</i>	2023-2024 <i>(Years 1 and 2 of Strategic Plan)</i>	By 2026	
 Pre-primary	<b>7%</b> (51% girls)	<b>6%</b> (51% girls)	<b>10%</b>	
 Primary	<b>70%</b> (50% girls)	<b>74%</b> (51% girls)	<b>N/A</b>	
 Secondary	<b>23%</b> (52% girls)	<b>20%</b> (51% girls)	<b>20%</b>	
 Formal education	<b>76%</b> (51% girls)	<b>73%</b> (51% girls)	<b>N/A</b>	
 Non-formal education	<b>24%</b> (51% girls)	<b>27%</b> (51% girls)	<b>N/A</b>	

By beneficiary characteristics:			
	CUMULATIVE PERCENTAGE REACHED		CUMULATIVE TARGET
	2023 <i>(Year 1 of Strategic Plan)</i>	2023-2024 <i>(Years 1 and 2 of Strategic Plan)</i>	By 2026
 Refugees	<b>22%</b> (50% girls)	<b>27%</b> (51% girls)	<b>N/A</b>
 IDPs	<b>17%</b> (50% girls)	<b>16%</b> (50% girls)	<b>N/A</b>
 Children with disabilities	<b>1.7%</b> (46% girls)	<b>1.9%</b> (47% girls)	<b>10%</b>

Mariya holds up her drawing in her school supported by ECW in northern Nigeria. When she grows up, she dreams of becoming a teacher. ▼



# IMPROVED PARTICIPATION IN AND CONTINUITY OF EDUCATION

## → INDICATOR 3



**96%** of FERs/MYRPs reported increased education participation in ECW-supported communities

Evidence base: 92% of eligible programmes (83% FERs | 100% MYRPs)

Strength of evidence: 87% of programmes with evidence of improvement provided solid evidence (88% FERs | 87% MYRPs)

By the end of 2024, 96% of ECW-supported programmes – 96% of FERs and 97% of MYRPs – reported improvements in children’s participation in educational opportunities in crisis contexts. Among these, 74% of programmes demonstrated gender-equitable improvements.<sup>34</sup> These results are consistent with those reported in the first year of the Strategic Plan, when 95% of programmes reported improvements in education participation, 72% of which were gender equitable.

<sup>34</sup> Across indicators 3–7, we report in the text on gender-equitable attainment of outcomes, given that for some indicators only a few programmes (fewer than five) provided sufficient sex-disaggregated data to enable an assessment of gender equity.

<sup>35</sup> This method provides a more reliable approximation of the p-value when standard assumptions are violated due to small or sparse samples (Agresti, 2002; Manly, 2006).



### **METHODOLOGICAL NOTE: MONITORING EDUCATION PARTICIPATION OUTCOMES**

To assess ECW-supported programmes’ contributions to improved education participation, grantee reports were reviewed for evidence of changes in enrolment and/or attendance. Among the 92% of eligible programmes that reported data, the majority (87%) reported on enrolment outcomes, while 13% reported on attendance.

A range of measurement approaches were used: nearly two-thirds of those reporting on enrolment focused on the number of newly-enrolled learners in formal or non-formal education, while others tracked the number of children reached who were already enrolled (35%) or enrolment rates in formal education (4%). Programmes reporting on attendance primarily used attendance rates (86%) in formal or non-formal settings.

Given the diversity of participation-related outcomes and measurement approaches, aggregate results are prioritized in reporting. However, exploratory analysis indicated some variation across approaches: a higher proportion of programmes reported partial or solid improvements in reach (100%), new enrolments (97%) and enrolment rates (100%) compared to attendance rates (83%). These differences were not statistically significant ( $p = 0.223$  using a chi-square test with Monte Carlo simulation, 10,000 replicates) and should be interpreted with caution due to small sample sizes (<3).<sup>34</sup>

This result is based on evidence from 92% of eligible programmes (56 out of 61), compared to 74% in the first year of the Strategic Plan. As described in the methodological note, the majority of data illustrates the ability of ECW-supported programmes to expand or maintain children’s access to education services – either by enrolling learners previously out of school or supporting those already enrolled to continue participating. A smaller group of programmes contribute data on enrolment and attendance rates, however, providing valuable insight into whether ECW-supported interventions are driving systemic gains in access and fostering more consistent school participation. For example:

- In **Bangladesh**, the MYRP reported increased attendance rates, from 81% in 2022 to 87% in 2024 for the more than 169,0070 supported Rohingya refugees. Girls slightly outperformed boys at baseline and endline (82% vs. 80% in 2022, 88% vs. 86% in 2024). The MYRP attributed this improvement to improved community engagement, strengthened home-learning support, and the expansion of learning facilities.
- In **Pakistan**, a FER enrolled more than 100,000 children (56% girls) in formal and non-formal education, exceeding the target by 21% through effective community outreach and strong collaboration with education authorities and parent-teacher associations/school management committees.
- In **South Sudan**, a 12% increase in enrolment relative to 2023 was observed, reaching more than 76,600 (49% girls) largely Sudanese refugee learners and some South Sudanese returnees by integrating them into formal schools and accelerated learning programmes (ALPs) at the end of 2024 via a FER. In addition, the MYRP increased enrolment by more than 49,800 learners in one year, reaching nearly 131,500 students and improving the share of girls from 42% in 2023 to 45% in 2024.



**By the end of 2024, 96% of ECW-supported programmes reported improvements in children’s participation in educational opportunities in crisis contexts.**

Nearly three out of four programmes that reported improvements in educational participation demonstrated gender-equitable results (73% FERs, 74% MYRPs).<sup>36</sup> This indicates that both girls and boys demonstrated improved participation in education opportunities and that programmes have progressed towards – or achieved – gender parity, defined as roughly equal participation between girls and boys. For example, MYRPs in Bangladesh, Burkina Faso, Chad, Myanmar and the State of Palestine, as well as FERs in Chad, Moldova and Sudan, all achieved gender parity in participation outcomes by the end of the reporting cycle.

Notably, nearly two-thirds of programmes with gender-equitable education access results demonstrated improvements that led to outcomes favoring girls. For instance, a FER in Niger initially enrolled more boys than girls across formal and non-formal programmes. However, by the end of the reporting period, significantly more girls had been enrolled than boys – indicating not only a closing of the gender gap, but a reversal in favor of girls. Other programmes in Afghanistan, DRC, Lebanon and Sudan maintained higher levels of girls’ participation over time, reflecting ECW’s intentional approach to advancing girls’ education.

<sup>36</sup> For indicators 3, 6 and 7, all programmes coded as gender equitable provided evidence of outcome improvement for both males and females. In addition, programmes had to provide evidence of improving towards or achieving gender parity. Assuming an operating context of gender parity favouring males, this included programmes that reported: (a) gender parity favouring males at baseline and improvements in parity favouring girls; (b) gender parity at both baseline and endline; (c) gender parity at baseline and improvements in parity favouring girls; or (d) gender parity favouring girls at both baseline and endline.

**Country highlight**

**AFGHANISTAN**

# Gender-responsive strategies boost girls' education

In Afghanistan, a Save the Children and Aga Khan Foundation-led consortium saw higher enrolment and retention of girls than boys, with nearly 19,500 girls remaining enrolled in primary education compared to about 13,000 boys – up from nearly 15,400 girls in 2023.



© Save the Children

Girls study in an ECW-supported community-based education class in eastern Afghanistan.

This progress is attributed to targeted retention strategies such as active community engagement, the recruitment of female teachers and the implementation of gender-separated classrooms in line with the de facto authority's guidance. A structured monitoring system – featuring monthly classroom observations and regular attendance tracking – helped ensure teaching quality and learner retention. These efforts not only increased enrolment but also highlighted the impact of gender-responsive programming in sustaining girls' participation in crisis-affected education settings.

**Advocacy highlight**

## LIFTING #AFGHANGIRLSVOICES

ECW's #AfghanGirlsVoices advocacy campaign, co-created with Global Champion Somaya Faruqi, launched in August 2023. It entered its second phase in June 2024, marking 1,000 days since the ban on Afghan girls' education beyond the sixth grade. As part of the renewed global call for action, dozens of leaders and advocates added their voices to the campaign – including bestselling author Khaled Hosseini, UN Special Rapporteur on the situation of human rights in Afghanistan Richard Bennett, Afghanistan's first female Olympic athlete Friiba Rezayee, Malala Fund Co-Founder Ziauddin Yousafzai, and many others. To date, the global campaign has reached over 190.9 million individuals on social media and over 4 billion<sup>37</sup> potential aggregate audience through earned media.



**190.9 MILLION** INDIVIDUALS ON SOCIAL MEDIA AND OVER 4 BILLION POTENTIAL AGGREGATE AUDIENCE THROUGH EARNED MEDIA

<sup>37</sup> Potential aggregate audience is the measurement of viewership and listenership across various platforms, such as TV, online content, blogs, radio, podcasts and social media networks. Measurement is based on third-party analytics.

## Ensuring education participation: Reaching children through formal and non-formal education

Of the children reached through programmes under this Strategic Plan, 73% (6 million – 51% of whom were girls) received support via the formal education system, primarily through government-run schools. The remaining 27% – or 2.2 million children (52% girls) – were supported through non-formal education (NFE), a larger share than in 2023 (24%) (see Figure 4). This represents the highest proportion of NFE supported through ECW funding since the Fund’s inception.

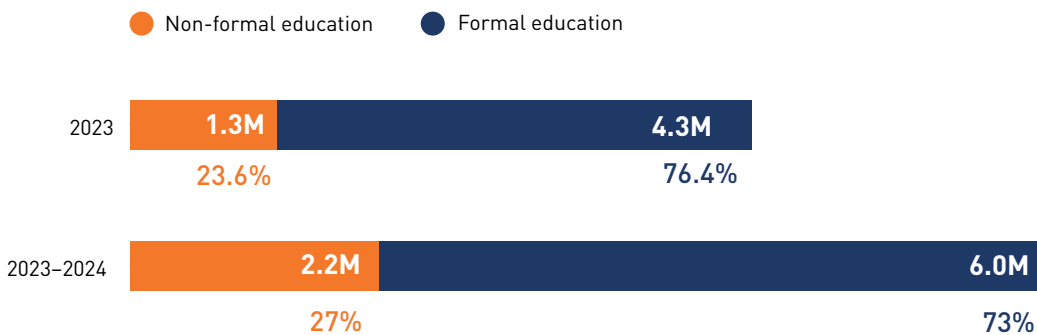
The increasing share of children supported through non-formal education reflects the need to reach children who face significant barriers to accessing formal schooling. NFE remains a critical pathway for marginalized groups – including displaced learners, young mothers, children with disabilities and those in need of MHPSS – who are often excluded from formal education systems or live in crisis contexts where

such systems are not well-equipped to support their needs.

This development demonstrates ECW’s adaptability in funding and its partners’ flexibility in providing education models tailored to the multiple realities of displaced and crisis-affected populations. These NFE models include establishing temporary learning spaces (e.g., Ethiopia and Lebanon), distance learning courses (e.g., Burkina Faso and Moldova) and accelerated or catch-up learning programmes for children who have dropped out of school (e.g., DRC, Somalia and Sudan).

Due to its focus on protracted crisis settings, MYRPs tend to support more children in formal schooling compared to FERs (76% vs. 66%). FERs, by contrast, support a relatively greater share of children through NFE programmes compared to MYRPs (34% vs. 24%).

**FIGURE 4.** Cumulative number (in millions) and percentage of children reached through formal and non-formal education in ECW-supported programmes



The increasing share of children supported through non-formal education reflects the need to reach children who face significant barriers to accessing formal schooling.

 Country highlight

**MOLDOVA**

## Setting up alternative learning pathways for Ukrainian refugees



© UNICEF/Buga

The Moldova FER responded to the urgent education needs of Ukrainian refugee children following the outbreak of the war. With about 136,000 refugees in Moldova by the end of 2024,<sup>38</sup> access to formal education remained limited, with only a small proportion enrolled in Moldovan schools due to language barriers and administrative challenges.



© UNICEF/Buga

Sixteen-year-old Nadejda, a refugee from Ukraine, attends class in an ECW-supported EDUTech Lab in Moldova.

To help bridge this gap, the ECW-supported FER facilitated access to alternative learning pathways through non-formal education initiatives. These included language classes, remedial and catch-up sessions, and digital skills training, delivered through 81 newly established EDUTech Labs.<sup>39</sup>

These labs reached more than 47,600 children (50% girls) and served not only as safe learning environments but also as entry points for psychological support, social interaction and gradual integration into formal education in Moldova.

<sup>38</sup> <https://www.unhcr.org/sites/default/files/2025-06/Moldova%20ARR%202024.pdf>

<sup>39</sup> <https://www.unicef.org/moldova/en/press-releases/education-without-borders-children-moldova-and-ukraine-will-learn-together-thanks> and <https://www.education-cannotwait.org/news-stories/human-stories/digital-lifeline>



© Save the Children/Rubina Alea

Young Rohingya refugee in Cox's Bazar, Bangladesh. The 14-year-old was born with a hearing impairment and intellectual disability. Today, she is receiving the specialized support she needs to learn at an ECW-supported community-based learning centre.



## EQUITY

# Inclusive education for children with disabilities



From an equity perspective, crisis-affected children with disabilities are among the most disadvantaged. Over 20% of out-of-school crisis-affected children – more than 17 million out of the 85 million – are children with disabilities,<sup>40</sup> which is higher than the global average of 10–15%.

In 2024, ECW-supported programmes addressed substantial barriers to learning engagement for more than 155,500 children with disabilities (47% girls) across all programme countries. ECW applies a two-track approach to meet its commitment to inclusive education for crisis-affected children with disabilities: 1) Mainstreaming disability inclusion across all interventions, and 2) implementing targeted initiatives tailored to meet the specific needs of learners with disabilities.

### ECW-SUPPORTED RESULTS IN 2024 INCLUDED:

#### Provision of tailored education support programmes:

- These targeted children with disabilities to regain access to education and receive the personalised, specialised support they need when in school.
- In **Chad**, children benefited from integrated physical, occupational, speech and language therapies, while individualized education plans ensured tailored support.
- In **Libya**, 40 ‘Montessori-style’ resource rooms were established within government schools. In remote areas like Ghat and Ubari, community centres also included physiotherapy rooms to support children with motor disabilities.

#### Making schools more accessible and inclusive, and providing adapted learning material and equipment:

- In **Lebanon**, transportation assistance enabled nearly 5,000 children (60% girls) from Ein El Hilweh to attend schools regularly.
- In **Ethiopia**, a more local inclusive ‘school-to-village’ screening approach was piloted, leading to the identification and enrolment of more than 800 children with disabilities (54% girls) in ECW-supported classes.
- In **Myanmar**, community-awareness campaigns, cash transfers for education, and individual student kits promoted social acceptance and increased enrolment and participation for more than 1,600 learners (48% girls).

<sup>40</sup> The 17 million figure represents only children not forcibly displaced, as data limitations prevent estimating the number of forcibly displaced school-aged children with disabilities. It is fair to assume that the actual number of out-of-school, crisis-affected children with disabilities is likely much higher.

## Developing the capacity of teachers and education personnel:

- Training equipped educators to better meet the individual learning needs of children with disabilities. In total, 21 ECW-supported programmes provided training to over 23,000 teachers and education personnel (45% female). Training covered inclusive pedagogy, strategies for managing diverse classroom needs, and techniques for supporting learners with disabilities.
- In **Afghanistan**, ECW supported local education officials with tailored capacity-building and established thematic platforms to promote disability inclusion.
- In **Uganda**, national master trainers delivered refresher training to frontline teachers and health workers to strengthen early detection and referral systems.

## Institutionalizing inclusive education through systems strengthening and policy reform:

- In **Chad, Ethiopia, Lebanon** and **Myanmar**, the Washington Group Set of Questions was used to identify functional disabilities and education barriers for children with disabilities.
- In **Iraq**, updated disability legislation emphasizes the rights and full participation of persons with disabilities in education and society, following advocacy by ECW-supported programmes.
- In **Ethiopia**, a ministry-led inclusive education committee was established to coordinate cross-sectoral response efforts. Through coordinated assessments, inclusive programming and targeted support, the MYRP is laying the groundwork for equitable education for all. The data directly informed the 2024 Humanitarian Response Plan (HRP).

### Advocacy highlight

## MILESTONE FOR INCLUSIVE EDUCATION IN IRAQ

In 2024, following the strong advocacy of Save the Children and the Iraqi Alliance of Disability Organization, with support from ECW, the Iraqi Parliament voted to amend Law 38 for persons with disabilities. This amendment removes key barriers for children with disabilities to access education beyond grade six. A true example of advocacy in action, this marks a key milestone towards achieving the full inclusion and empowerment of persons with disabilities in Iraq.



Through ECW's MYRP in Iraq, strategic partners are ensuring crisis-affected children have the necessary support and access to inclusive education.

## → INDICATOR 4



**64%** of FERs/MYRPs reported retention or completion rates above 75% in ECW-supported learning spaces

Evidence base: 41% of eligible programmes (17% FERs | 65% MYRPs)

In the first two years of the Strategic Plan, 64% of ECW-supported programmes (80% FERs, 60% MYRPs) providing evidence reported learner retention, grade/level transition or completion rates above 75%, compared to 52% in the first year of the Strategic Plan.

The number of programmes providing sex-disaggregated data increased slightly but remains limited. Nonetheless, all programmes reporting retention or completion rates above 75% with sex-disaggregated data demonstrated gender-equitable results.<sup>41</sup> In addition, nearly 85% of programmes reported retention, transition, or completion rates above 50%, comparable to 2023 results.

These findings are based on evidence from 41% of eligible programmes (25 out of 61), compared to 35% in the first year of the Strategic Plan.<sup>42</sup> Notably, the proportion of MYRPs reporting on educational continuity outcomes was 15 percentage points higher than in 2023. As described in the methodological note, most reported data reflect shorter-term continuity outcomes – such as learners completing non-formal programmes or remaining enrolled in formal schools within the academic year. This suggests that ECW-supported programmes are often able to sustain educational continuity for a large share of learners over shorter durations. However, supporting the majority of learners to progress through and complete full formal education cycles remains more challenging. These findings should be interpreted in the context of global challenges in raising primary completion rates above 75% in formal school settings in many low- and middle-income countries.

Despite these challenges, there is promising evidence that ECW-supported programmes are contributing to

improvements in longer-term educational continuity outcomes in formal school settings. For example, Niger’s MYRP tracked administrative data from 10 intervention communes across two target regions of Tahoua and Tillabéri. These data indicate that primary completion rates rose from 41.5% in 2019–2020 to roughly 44% in 2022–2023, a gain of three percentage points. The programme credited its success to a comprehensive whole-school intervention strategy – including upgraded infrastructure, enhanced teacher training and supervision, strengthened community engagement and delivery of instruction tailored to each learner’s level. While modest and country specific, these gains, in the context of household-to-system-level barriers to sustained participation in formal education, provide initial evidence on how a whole-school approach can effectively support education continuity.



**64% of ECW-supported programmes providing evidence reported learner retention, grade/level transition or completion rates above 75%, compared to 52% in the first year of the Strategic Plan.**

<sup>41</sup> Six programmes (four MYRPs and two FERs) reported a rate greater than 75% and provided sex-disaggregated data. Given that ECW does not assess change over time for this outcome, we calculated gender equity as a gender parity score at a single point in time over 0.97.

<sup>42</sup> An additional nine programmes provided numeric evidence related to educational continuity, though not in a rate format that allowed for reporting against this indicator. The ECW Secretariat continues to support programmes throughout the design, implementation, and monitoring phases to report on educational continuity, while also strengthening internal systems for evidence synthesis.



Five-year-old Amina in class in the Arlaadi IDP camp, Somalia. Her family left their home in 2021 due to drought, and the young girl has spent most of her life in the camp.

© UNICEF/Mumin

## Country highlight

### SOMALIA

## Flexible education for drought-affected displaced learners

In Somalia, more than 14,000 children (49% girls) from drought-affected IDP settlements participated in NFE at 142 learning spaces through the Accelerated Basic Education Level 1 curriculum, a government-accredited non-formal programme.

These centres also implemented an evidence-based holistic education approach to improve foundational skills called Teaching at the Right Level (TaRL),<sup>43</sup> with nearly 8,100 children (48% girls) completing a six-month programme cycle. Attendance and completion rates across centres averaged 91% (89% girls, 93% boys), demonstrating high engagement and progress towards re-integration into formal schooling.

<sup>43</sup> <https://teachingattherightlevel.org/evidence-based-approach/>



## METHODOLOGICAL NOTE: MONITORING EDUCATION CONTINUITY OUTCOMES

To assess ECW-supported programmes' contributions to education continuity, grantee reports were reviewed for evidence on retention (the extent to which children remain enrolled and avoid dropping out), grade- or level-transitions (the proportion of learners progressing from one grade or level to the next) and completion (the share of learners finishing an education cycle or programme). Only evidence reported as a rate was considered. These outcomes are measured using different approaches. Some approaches do not map neatly to a single outcome – for example, survival rates capture elements of both retention and progression. Given the diversity of measurement approaches, average rates are not reported.

Nearly half of the reporting programmes (44%) shared data on completion, with over half of these drawing from programme-collected data in NFE settings. One-third (36%) reported on grade- or level-transitions, almost all in formal education systems, while one-fifth (20%) reported on retention, primarily in formal schools. Nearly half of all continuity data from formal school settings was sourced from national or sub-national administrative data specific to ECW-supported schools or communities, reflecting efforts to leverage existing education data systems (see Chapter 2) while ensuring programme relevance.

Given the diversity of outcomes and measurement approaches, aggregate results are prioritized in reporting. However, exploratory analysis suggests variation across outcomes, with a higher proportion of programmes reporting retention rates above the benchmark (100%) compared to grade/level-transition (44%) or completion (64%) rates. Although this difference was not statistically significant ( $p = 0.120$  using a chi-square test with Monte Carlo simulation, 10,000 replicates; see methodological note: participation), the trend may warrant further investigation.



Students at their school in Haiti. Thanks to ECW investments, the school is delivering catch-up classes and accelerated education programmes to children and youth affected by the escalating violence in the country.

→ INDICATOR 5



**91%** of FERs/MYRPs reported transition rates from non-formal to formal education and/or employment above 60% in ECW-supported learning spaces

Evidence base: 23% of eligible programmes (14% FERs | 31% MYRPs)

Among ECW-supported non-formal programmes active during the first two years of the Strategic Plan, 91% of those that provided evidence (100% FERs, 88% MYRPs) reported transition rates of learners to formal education above 60%, maintaining last year's result. All programmes with sex-disaggregated data demonstrated gender-equitable transitions.<sup>44</sup>

**Over 23% of eligible programmes reported data for this indicator, up from 19% in 2023.** This is in part a reflection of context: Transitions are not feasible in contexts where formal education systems have or are at a high risk of collapse (e.g., Sudan, Afghanistan, Somalia) or where entrenched legal and policy barriers restrict access to formal education for certain groups (e.g., in Bangladesh).<sup>45</sup> Even in

contexts where such transitions are possible, limited interoperability between non-formal and formal systems – particularly for FERs – and high levels of displacement and migration make it difficult to track learners reliably across settings and over time. ECW continues to invest in system strengthening and data architecture to address these issues (see Chapter 2).

<sup>44</sup> 4 programmes reported a rate greater than 60% and provided sex-disaggregated data. Given that ECW does not assess change over time for this outcome, we calculated gender equity as a gender parity score at a single point in time over 0.97.

<sup>45</sup> Save the Children. (2023). Build Forward Better: 2023 Briefing. <https://resourcecentre.savethechildren.net/pdf/Build-Forward-Better-2023.pdf>



© ECW

Students raise their hands in class. The ECW-funded school in Nigeria provides children and teachers with holistic education support, including learning materials, teacher training and classroom rehabilitation.

### Country highlight

## NIGERIA

# Supporting successful transitions from non-formal to formal education

In Nigeria, nearly 110,500 children completed an NFE course, with about 62,500 learners (51% girls) successfully transitioning into formal schools through the government's mainstreaming process.

Prior to placement, learners took standardised exams developed and validated by state authorities to assess their readiness. Those who passed received official certification and were placed in appropriate grade levels within their communities. To support a smooth transition, each child also received a 'mainstreaming kit' with scholastic materials and clothing.

Programmes in ten countries showed high transition rates. For example:

- In **Burkina Faso**, more than 5,500 or 77% of internally displaced learners (81% girls, 71% boys) are now attending formal education after completing their NFE programme.
- In **Ethiopia**, more than 8,800 over-age out-of-school children (48% girls) gained foundational skills through ALPs in Oromia and Amhara. Over-age refers to children who are older than the typical age for their grade level, often due to delayed school entry or extended interruptions exacerbated by conflict and crisis. The 'Speed School Model' was implemented, covering three years of education in a 10-month condensed learning programme using activity-based and learner-centred methods. Nearly all learners (99% for girls) successfully enrolled in primary school, with some now ranking at the top of their classes.
- In **Uganda**, more than 470 refugee learners enrolled in language bridging centres, with 79% successfully transitioning to mainstream education or Accelerated Education Programmes.



Among ECW-supported non-formal programmes active during the first two years of the Strategic Plan, 91% of those that provided evidence (100% FERs, 88% MYRPs) reported transition rates of learners to formal education above 60%, maintaining last year's result.

 Thematic spotlight

**EQUITY**

## Reaching refugee learners

About 123.2 million people, including 49 million children, were forcibly displaced worldwide by the end of 2024.<sup>46</sup> In 2023, 7.2 million (49%) of the 14.8 million school-aged refugee children were still out of school.<sup>47</sup>



While enrolment in primary education has improved, refugee children continue to lag behind global averages. Gender parity in education outcomes among refugee children also remains elusive, with girls disproportionately affected – though some progress has been made in countries like Cameroon, Ethiopia and Uganda.

In response, ECW programmes focus on holistic, context-responsive interventions, including school kits, uniforms, transportation, cash transfers, safe learning spaces, MHPSS and strengthened education systems.

**KEY ASPECTS OF ECW PROGRAMMES INCLUDE:**

**Tailored and flexible programmes to integrate refugee learners:**

ECW programmes provided a range of accelerated and alternative learning opportunities – including catch-up classes, remedial education, language classes and life skills development – to help refugee children gain access to education after conflict and displacement.

- In **Egypt**, support focused on expanding the physical capacity of 20 public schools and promoting social cohesion initiatives that allowed 8,000 refugees to learn together with host community children in safe, inclusive environments.
- In the **Central African Republic**, investments in school infrastructure and remedial language classes helped boost enrolment among refugee children, reinforcing the broader aim of integrating refugees within national education frameworks.
- In **Kenya**, refugee net enrolment rose by 33% – 32% for girls and 34% for boys – via formal and non-formal education.

<sup>46</sup> This figure encompasses refugees under UNHCR’s mandate, Palestine refugees under the United Nations Relief and Works Agency for Palestine Refugees in the Near East’s (UNRWA) mandate, asylum-seekers, IDPs and other people in need of international protection. <https://www.unhcr.org/global-trends-report-2024>

<sup>47</sup> According to UNHCR’s Education Report 2024, there are an estimated 17.3 million children aged 0 to 17 who are refugees, people in refugee-like situations and other people in need of international protection, of whom 14.8 million are school-aged. <https://www.unhcr.org/media/unhcr-education-report-2024-refugee-education-five-years-launch-2030-refugee-education>

### Prioritising protection and well-being:

To ensure safe and inclusive learning, ECW-funded programmes prioritized the integration of MHPSS services across both formal and non-formal education settings.

- In **Bangladesh**, more than 1,300 children (78% girls) received direct MHPSS support, while systemic improvements were made through the deployment of 15 MHPSS focal points and the training of over 170 educators, 92% of whom reported improved emotional well-being and self-care.
- In **Uganda**, the 'Journey of Life' programme provided preventive and resilience-building support to children with mild to moderate psychosocial distress, resulting in improved psychological well-being: Whereas 25% of learners reported a high

level of well-being at the start of the programme, 83% of learners reported a high level of well-being at the end of the programme. The programme also helped reduce stigma around mental health through community and learner engagement. Meanwhile, the Cognitive Behavioural Therapy targeted children with more severe distress, addressing complex issues like family conflict and neglect. After the interventions, children reported improvements in their mood, behaviour and daily functioning.

### Strengthening systems for durable solutions:

Programmes supported the integration of refugee children into public schools by working closely with government partners. Except for Rohingya learners in Bangladesh, refugee inclusion is a priority in all 27 other countries where ECW and its partners operate. For example:

- In the **Central African Republic, Egypt and Uganda**, improved learning environments and community engagement promoted school governance and social cohesion, enabling refugees from neighbouring countries to access formal, government-led schools.
- In **Ethiopia**, government-led planning and budgeting for refugee inclusion – including school site selection and teacher deployment through public payroll systems – continues to strengthen integration.
- In **Chad, Colombia, Ecuador and Uganda**, the adoption of inclusive education policies, plans or frameworks, and the integration of ECW-funded interventions into national plans, have enabled refugee children to access formal education.

In addition, ECW awarded a US\$2.6 million Acceleration Facility grant to UNHCR aimed at accelerating refugee inclusion into national education systems – strengthening coordination mechanisms in both emergency and protracted crisis contexts, and helping governments operationalize the Global Compact on Refugees through policy and planning.<sup>48</sup>

<sup>48</sup> <https://www.unhcr.org/us/node/27190>

## **NYEHOTH, 12**

# Laying a Foundation for Learning in Kenya

Twelve-year-old Nyehoth fled conflict in South Sudan and now lives in Dadaab, Kenya – home to one of the world’s largest refugee settlements. Like many children in her situation, Nyehoth’s dreams of education were nearly erased by displacement, poor infrastructure and a lack of resources.

“I used to struggle to concentrate in my previous school because the classrooms were old and crowded,” she says.

But change came when an ECW-funded initiative reached Dadaab. A part of the Fund’s FER in Kenya, the UNHCR-implemented initiative supported the renovation of classrooms in the settlement. Previously, leaking roofs and unhygienic sanitation facilities made for unsafe learning environments. Through this investment, crumbling classrooms were rebuilt, latrines were constructed, and schools were infused with color and life – transforming the spaces into places children feel safe and empowered. Passionate about arts and crafts, Nyehoth feels reenergized in her new environment. “Now, I feel inspired to learn and create. The colorful surroundings make me feel like anything is possible.”

*Contributed by UNHCR*

*For more information on ECW’s work in Kenya, go to [www.educationcannotwait.org/our-investments/where-we-work/Kenya](http://www.educationcannotwait.org/our-investments/where-we-work/Kenya)*

Nyehoth’s story reflects the power of quality inclusive education, especially for refugee children who face so much uncertainty but deserve the chance to heal, learn and imagine new possibilities – even amid crisis.

“Now that I have more space and resources to explore my passion, who knows, maybe one day I will become a famous artist.”

**“ My education journey has been filled with challenges. But thanks to support from UNHCR and ECW, our school environment has undergone a remarkable transformation.”**

~Nyehoth



# IMPROVED HOLISTIC LEARNING, WELL-BEING AND GENDER OUTCOMES

## ⇒ INDICATOR 6



**88%** of MYRPs (14 MYRPs) reported improved learning outcomes in literacy and/or numeracy in ECW-supported learning spaces

Evidence base: 52% of eligible MYRPs

Strength of evidence: 64% of programmes with evidence of improvement provided solid evidence

Across the first two years of the Strategic Plan, 88% of reporting MYRPs (14 in total) demonstrated improved academic learning outcomes for children. This is a substantial increase from the 8 MYRPs and 80% that reported improved learning in 2023. The evidence base for this indicator increased from 30% of eligible MYRPs in 2023 to 52% in 2024, showing that more MYRPs are measuring learning.

**About half of the observed learning improvements were among children in NFE programmes** in, for example, Bangladesh, Pakistan and Syria. This highlights the critical role that remedial, flexible and community-based learning models play in reaching out-of-school children and adolescents.

At the same time, programmes such as those in Niger and Uganda continued to demonstrate solid evidence of improvement in learning outcomes in formal education settings, underscoring the value of integrating crisis-affected learners and system-strengthening investments supported by ECW.

### Examples of improved academic learning include:

- In formal schools in **Nigeria**, the proportion of children meeting the minimum literacy standard – based on ASER assessments<sup>49</sup> aligned with national grade-level benchmarks – increased from 8% in 2022 to 58% in 2024. Girls outperformed boys, with literacy levels rising from 6% at baseline to 60% at endline for girls, compared to an increase from 9% to 55% for boys.
- In **Niger**, CM2 (sixth and final year of primary) learners in ECW-supported<sup>50</sup> schools outperformed those in 'control schools' by 10% in math and 24% in French. In ECW-supported schools, 56% of learners in math and 48% in French reached minimum proficiency levels. This trend was also observed with CE1 learners (third year of

<sup>49</sup> <https://asercentre.org/>

<sup>50</sup> The ECW MYRP in Niger is referred to as 'Programme d'Appui à la Qualité de l'Éducation en Situation d'Urgence (PAQUES)'.

primary school), although here the difference with other schools was a maximum of 4%. Only slight differences exist between girls and boys in both CE1 and CM2. The assessment of learning outcomes was undertaken by Ministère de l'Education Nationale, de l'Alphabétisation, de l'Enseignement Professionnel et de la Promotion des Langues, and was based on randomly selected samples of students from ECW-supported formal schools.

- In **Pakistan**, baseline and endline assessments conducted in 100 ALP centres in Khyber Pakhtunkhwa showed significant learning gains among learners completing the ALP. At baseline, children could answer only 20% of assessment questions, but by the endline, scores had improved to 59% – with girls improving from 20% to 60% and boys from 19% to 56%.

“

Across the first two years of the Strategic Plan, 88% of reporting MYRPs demonstrated improved academic learning outcomes for children.

A girl plays at an Early Childhood Development Play Lab playground in Uganda, built through an ECW-supported initiative.▼



Esteri, a primary 7 student, reads from her workbook in the Kyangwali Refugee Settlement in Uganda.



© Windle International Uganda

 Country highlight

**UGANDA**

## Improved literacy among conflict-affected learners

External mid-2024 assessments show significant improvements in foundational literacy among conflict- and crisis-affected children and adolescents supported by ECW.

At the lower primary level (P3), the proportion of learners demonstrating basic reading skills rose from 18% to 34%, with girls outperforming boys (38% vs. 31%). At the upper primary level (P6), reading competency nearly doubled, increasing from 40% to 83%, with girls and boys achieving near parity.

Refugee and host community schools both saw remarkable gains. Literacy levels in refugee schools improved from 7% to 34% at P3 and from 33% to 83% at P6. Similarly, host community schools rose from 3% to 37% at P3 and from 33% to 82% at P6 – well above the national benchmark of 26% in rural schools.<sup>51</sup>

Younger learners (under the age of 15) performed better than older learners (37% vs. 11%), largely due to more consistent attendance, as older adolescents often balance schooling with income-generating work. These results reflect strong and equitable progress in literacy, with gender parity achieved by the upper primary level, demonstrating the positive impact of targeted support in crisis-affected contexts.

<sup>51</sup> <https://uneb.ac.ug/wp-content/uploads/2024/08/2023-SUMMARY-REPORT.pdf>

 Advocacy highlight

## HARNESSING THE POWER OF STORYTELLING

Through powerful storytelling, ECW investments are regularly featured on global media platforms. One such story, featured in Forbes, highlights how 12-year-old Muqadas and her mother Salma in flood-affected Punjab, Pakistan, are both returning to school thanks to an accelerated learning programme funded by ECW and delivered by UNICEF. Muqadas is just one of over 100,000 children impacted by the 2022 floods whose lives are transformed thanks to supports from this innovative programme.

ECW's real-life stories of impact – published on its storytelling platform, Exposure – have generated over 1.2 million views to date.

READ STORY:



 **1.2 MILLION**  
VIEWS HAVE BEEN GENERATED ON  
ECW'S EXPOSURE PLATFORM TO  
DATE

 Country highlight

**NIGERIA**

## Improved reading levels using the ‘Teaching at the Right Level’ approach



© UNICEF/Adesegun

In Northeast Nigeria, the MYRP applied the TaRL approach to support children displaced by non-state armed groups.

This evidence-based method proved highly effective, as demonstrated by significant improvements in reading outcomes across baseline and endline assessments in three states.

The percentage of children at the beginner level dropped from 63% to 23% – a 40-point reduction – while paragraph-level and story-level reading scores increased by 12% and 6%, respectively. These results reflect a substantial shift from early literacy stages towards more advanced reading comprehension among 72,300 children, 48% of whom were girls.

TaRL is a learner-centred approach that adapts instruction to each child’s current learning level,

servicing as a remedial intervention for students in primary school grades 4 to 6. By enabling children to learn at their own pace, the approach offers a personalized educational experience.

The core components of TaRL include grouping children by learning level, engaging well-trained and motivated teachers, employing systematic formative assessment practices, and focusing on foundational skills in reading and mathematics. Unlike many traditional classroom methods, TaRL emphasizes active engagement. Teachers encourage discussion, demonstrations and collaboration, providing opportunities for learners to ask questions and participate meaningfully in each session.

**While not required to report on learning outcomes, nine FER programmes nonetheless provided evidence of improved foundational learning, often using smaller sample-based assessments.**

For example, in Somalia, learners improved their minimum proficiency level in literacy (paragraph and story) from 19% at baseline to 39% at midline and 61% at endline.

Eighty-eight percent of MYRP programmes that reported improvements in academic learning outcomes and provided sex-disaggregated data demonstrated gender-equitable results. While the

availability of sex-disaggregated data has improved this year, it remains a challenge that ECW continues to invest in (see INDICATOR 15B), with 57% of the 14 MYRPs providing evidence of improvement reporting sex-disaggregated data at both timepoints. Notably, however, among programmes with gender-equitable improvements, nearly half provided evidence of improvement in learning outcomes that ‘favor’ girls – implying that girls outperformed or improved their levels of learning more than boys during the programme. This is the case, for example, in Colombia, Ecuador, Lebanon and Niger.

## → INDICATOR 7



**78%** of MYRPs (7 MYRPs) reported improved SEL and/or well-being of children and adolescents in ECW-supported learning spaces

Evidence base: 29% of eligible MYRPs

Strength of evidence: 29% of programmes with evidence of improvement provided solid evidence

During this Strategic Plan period, 78% of MYRPs (7 programmes)<sup>52</sup> reported improvements in children's and adolescents' SEL and/or well-being outcomes. In addition, 4 FERs did the same.

**As in previous years, the nature of reported outcomes varied by context, shaped by each programme's design and objectives.** Certain programmes focused on MHPSS services and showed evidence of improved psychosocial well-being, such as reduced levels of anxiety or better coping strategies while in crisis. Other programmes emphasised SEL programming and reported baseline values or gains in specific social-emotional competencies such as empathy or positive self-concept. For example:

- In **Libya**, the ECW MYRP delivered MHPSS to more than 23,600 children (56% girls) via 420 trained teachers (90% female) in 39 learning spaces or community centres, helping 73% of them increase their ability to manage difficult emotions – a finding cross-verified by parent surveys.<sup>53</sup>
- In **Moldova**, through the Better Learning Programme<sup>54</sup> for Ukrainian refugees, 47% of learners improved their overall well-being and 40% improved their academic learning levels via pre- and post-tests.
- In **Pakistan**, more than 83,600 children (59% girls) demonstrated improved collaboration and conflict resolution skills through targeted MHPSS interventions in formal and non-formal education settings, against a target of about 118,000 that is to be achieved in the coming years.

These variations in the concept and measurement of SEL reflect how different social and cultural settings define, interpret, and prioritise social and emotional outcomes. This also highlights the need for contextually relevant approaches and locally validated measurement tools across programmes – an area that ECW prioritises in its work.

While the sample is small, three MYRPs with sex-disaggregated data show gender-equitable improvements in SEL, implying that gender parity in SEL has improved over time. Two out of these three MYRPs show SEL outcomes that 'favor' girls – meaning that girls outperformed or improved their levels of learning more than boys during the programme. Several MYRPs have also adopted ECW's gender/SEL outcome indicator – the percentage of adolescent girls reporting feeling empowered – which is tracked through dedicated gender-targeted SEL interventions. These interventions, a key part of ECW's approach to gender-transformative EiEPC, are designed to build girls' confidence, leadership skills and participation, thereby strengthening both gender equality and broader learning outcomes.

<sup>52</sup> Bangladesh, Burkina Faso, Colombia, Libya, Pakistan, Syria and Uganda.

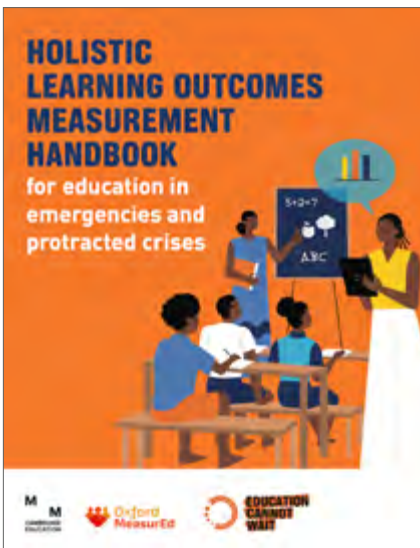
<sup>53</sup> No sex-disaggregated data available.

<sup>54</sup> <https://www.unicef.org/moldova/en/stories/healing-through-learning-unicef-empowers-teachers-and-parents-support-children-stress> and <https://www.nrc.no/campaign/blp/trauma>



### LOOKING FORWARD:

In 2025 and beyond, ECW aims to enhance the reliability and availability of learning outcome data across its programme portfolio through expanded use of harmonised assessment tools, baseline-endline assessments and strengthened country-level capacity. To achieve this, ECW will publish a handbook providing partners with a step-by-step guide to design and conduct holistic learning outcome measurement, incorporating aspects of academic and SEL.



© ECW/Babinets

Six-year-old Veronika reintegrated into formal education with support from an ECW-funded initiative in Ukraine – giving her the chance to socialize with peers and recover from learning losses.



**78% of MYRPs** (7 programmes) reported improvements in children’s and adolescents’ SEL and/or well-being outcomes

 **Advocacy highlight**

## ETHIOPIA MISSION

In December 2024, ECW Global Champion and Danish Minister of Finance Nicolai Wammen joined the Fund's high-level mission to Ethiopia. Traveling to the Tigray region, the delegation witnessed the impact of ECW-funded programmes providing safe, inclusive learning opportunities for crisis-affected girls and boys. During the mission, Wammen called for bold donor action to advance new and innovative financing solutions to scale up the delivery of quality education for millions of children caught in crises in Ethiopia and beyond. The mission leveraged high-level advocacy moments to raise awareness of the crisis, including through interviews with France 24 TV, Radio France Internationale, UN News and other major news outlets, reaching a total potential aggregate audience of 1.4 billion.<sup>55</sup>



© ECW/Jimenez

 **1.4 BILLION**  
TOTAL POTENTIAL AGGREGATE AUDIENCE

 **Thematic spotlight**

## EQUITY

### Integrating internally displaced learners

Internal displacement reached a new high in 2024, with 83.4 million people displaced within their own countries, including tens of millions of children. The Internal Displacement Monitoring Centre reported 47.4 million new displacements due to conflict and violence in 2024.<sup>56</sup>



<sup>55</sup> Potential aggregate audience is the measurement of viewership and listenership across various platforms, such as TV, online content, blogs, radio, podcasts and social media networks. Measurement is based on third-party analytics.  
<sup>56</sup> <https://www.internal-displacement.org/global-report/grid2025/>

During this Strategic Plan period, ECW reached 1.3 million IDP learners (50% girls), with some of the highest proportions found in Burkina Faso, Ethiopia, Nigeria, Somalia, Syria and Yemen, where over or close to 50% of the supported learners were internally displaced. These countries are emblematic of the complex, overlapping crises where ECW is working to bridge humanitarian and long-term development responses.

#### KEY ASPECTS OF ECW PROGRAMMES FOR IDPS INCLUDE:

##### **Promoting inclusion and social cohesion:**

Successful programmes placed a strong emphasis on strengthening the inclusion of displaced learners and building social cohesion between displaced populations and host communities. Investments in community engagement, awareness-raising and inclusive teaching practices helped reduce stigma, foster acceptance and promote safe access to education for all children.

- In **Burkina Faso**, where children are affected by armed conflict driven by terrorist groups, community involvement promoted the enrolment of close to 100,000 previously displaced and out-of-school children in NFE centres and formal schools.
- In **Ethiopia**, more than 10,700 children (51% girls) were supported through NFE initiatives in 85 targeted IDP-hosting communities.

##### **Prioritising MHPSS and protection:**

Multiple ECW programmes promote efforts that equip educators and community members with the tools to create safe school environments and support children's emotional recovery.

- In **Burkina Faso**, more than 129,200 children (41% IDPs) benefited from tailored MHPSS interventions. The concept of 'second chance schools' provided psychosocial support through recreational and play-based activities designed to help learners process trauma and rebuild a sense of normalcy.
- In **Gaza**, nearly 4,300 internally displaced school-aged children (54% girls and 8% children with disabilities – 51% of them girls) received MHPSS and recreational activities designed to reduce distress and promote well-being. Children aged 6–15 participated in the evidence-based Better Learning Programme, which teaches self-regulation, calming and coping skills.

##### **Strengthening systems for durable solutions:**

For internally displaced learners, ECW funded the development of multisectoral responses that linked education with shelter and protection systems.

- In **Ethiopia's** Tigray region, the Education and Shelter Clusters jointly developed a plan to accommodate IDPs in formal schools, backed by the Ethiopia Humanitarian Fund.
- In **Nigeria**, nearly 62,500 NFE learners (51% girls) successfully transitioned into formal schools following the government's mainstreaming process. Those who passed the NFE programme received official certification and were placed in appropriate grade levels within their communities.

## MASA, 12

# Drawing Hope in Gaza

When war reached Masa's neighbourhood in Gaza, the 12-year-old lost more than her home. She lost her school, her friends, her routines – and the sense of safety that once made her feel strong.

Forced to flee multiple times due to attacks and displacement orders, Masa and her family now live in a tent in Deir al-Balah. The silence inside the tent made her anxiety grow. Nightmares haunted her. She feared losing her family, especially after her aunt was killed in an airstrike on a school where she was sheltering, and her cousin badly injured. "My life became nothing but emptiness, suffering and extreme loneliness," she says.

Everything changed when a group of teachers visited her family's tent and invited her to join a new temporary learning space at the site. There, through the Better Learning Programme – implemented by the Norwegian Refugee Council and funded by ECW – Masa is receiving mental health and psychosocial support, rebuilding her lost skills in math and Arabic, making new friends, and rediscovering joy through play and art.

The initiative, part of an ECW FER, combines foundational learning with therapeutic tools like breathing exercises, guided drawing and storytelling. Children like Masa are taught how to cope with fear, stress and grief.

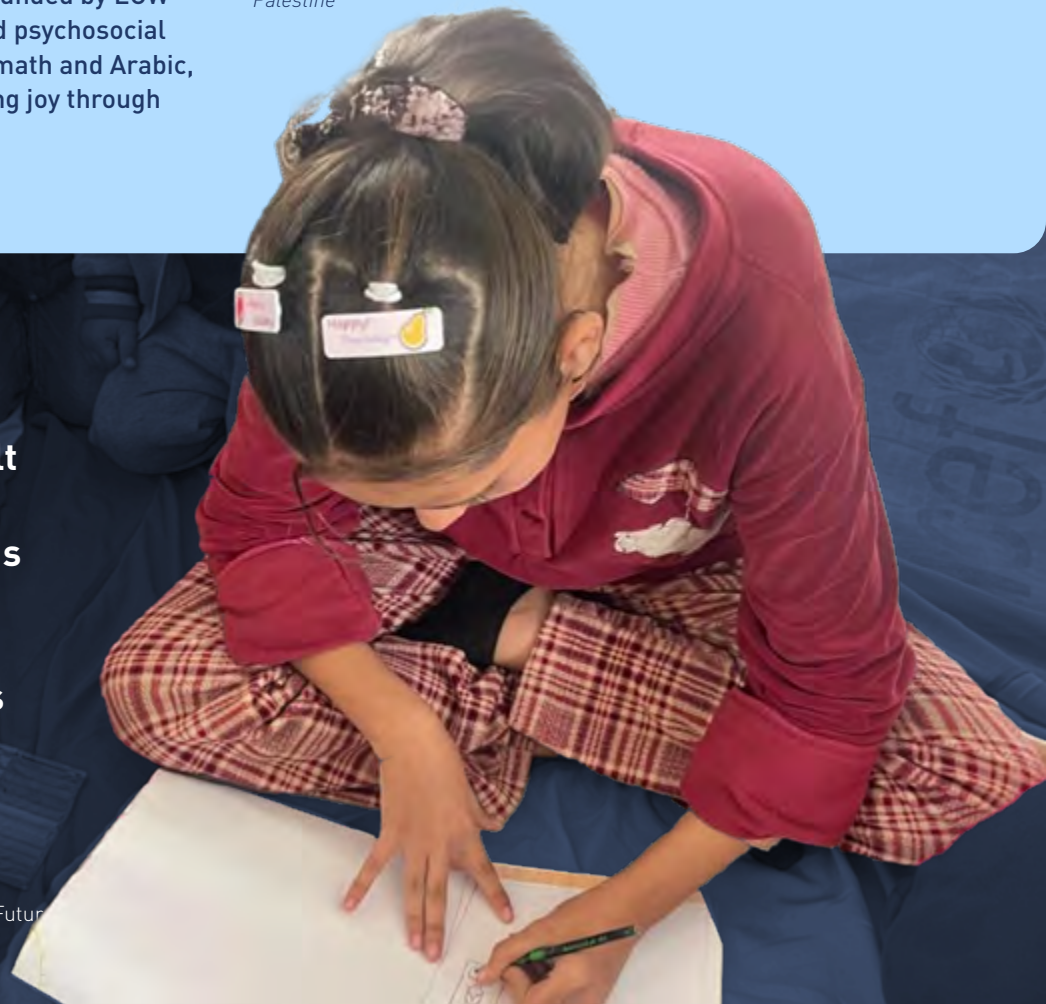
Now, each day, Masa draws the sea: calm, steady and full of color. In every wave, she is finding her strength again.

"I love drawing the sea because it reminds me that life is still possible and beautiful."

*Contributed by the Norwegian Refugee Council  
For more information on ECW's work in the State of Palestine, go to [www.educationcannotwait.org/our-investments/where-we-work/State-of-Palestine](http://www.educationcannotwait.org/our-investments/where-we-work/State-of-Palestine)*

“ Since joining the sessions at the educational tent, I have felt some hope that life could return to us. I made friends and established a routine in my life. I also started drawing beautiful pictures again, just like before.”

—Masa





 Country highlight

**NIGERIA**

## Healing through learning: Supporting survivors of conflict-related sexual violence



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In Northeast Nigeria, a pioneering ECW-supported Acceleration Facility initiative with the Global Survivors Fund<sup>57</sup> is reaching over 120 out-of-school girls – survivors of Boko Haram’s conflict-related sexual violence – and children born of war.

Implemented by the Neem Foundation<sup>58</sup> in collaboration with survivor- and community-led groups, the programme provides safe, stigma-free learning spaces, trauma-informed education, MHPSS and community-based peacebuilding efforts.

Education stands as a right and form of reparation which can enable these women and girls to reintegrate in society, build life skills and transform their futures.

Tailored learning pathways support both adolescent survivors and younger girls who had never attended school. By the end of 2024, 95 learners (94% girls) were enrolled, with 98% attendance in one pathway and nearly 59% achieving strong results in literacy and numeracy.

The initiative also fostered marked improvements in learners’ emotional resilience, confidence and engagement, demonstrating the critical role of education in holistic care and recovery for survivors of GBV.

<sup>57</sup> <https://www.globalsurvivorsfund.org/>

<sup>58</sup> <https://neem.global/>

 **Advocacy highlight**

**NIGERIA MISSION**

In February 2024, ECW’s Executive Director and Executive Committee Co-Chairs led a high-level joint mission to Nigeria. During the mission, they met with survivors of Boko Haram’s conflict-related sexual violence – part of a groundbreaking ECW-funded initiative by the Global Survivors Fund which supports survivors and their children with safe, inclusive education and MHPSS as a form of reparation. Through this holistic response, young survivors can begin to receive the necessary support to heal and the tools to rebuild their lives. The delegation also observed the results of the MYRP that provides support to displaced children and host communities affected by the conflict in the region. The mission leveraged high-level advocacy moments to raise awareness of the crisis, including through interviews with France 24 TV, BBC Afrique and local media reaching a total potential aggregate audience of 115 million.<sup>59</sup>



© ECW/Jimenez

 **115 MILLION**  
TOTAL POTENTIAL AGGREGATE AUDIENCE

↳ **INDICATOR 8**



**5** MYRPs reported evidence of change in social norms and attitudes towards gender equality among students, teachers or caregivers

Evidence base: 16% of eligible MYRPs  
Strength of evidence: 80% of programmes with evidence of improvement provided solid evidence

In 2024, 5 MYRPs reported against ECW’s indicator on changes in social norms and attitudes towards gender equality and girls’ empowerment, compared to a single Uganda MYRP in 2023. The strength of the evidence is high, but the evidence base remains low, indicating that a limited number of MYRPs are measuring this indicator.

Besides the MYRPs, a FER in Syria empowered nearly 1,400 conflict- and crisis-affected adolescent girls through a support package including girls’ clubs, life skills training, distribution of dignity kits and GBV awareness sessions. These educative sessions focused on SEL and resilience-building topics such as

self-awareness, communication, friendship-building and emotional expression. Over 90% of participating girls reported increased confidence, improved ability to share their feelings with friends, enhanced leadership and agency, and reduced feelings of loneliness – in other words, they felt more empowered.

<sup>59</sup> Potential aggregate audience is the measurement of viewership and listenership across various platforms, such as TV, online content, blogs, radio, podcasts and social media networks. Measurement is based on third-party analytics.



Student reads from a workbook in her ECW-supported secondary school in Magwi, South Sudan.

 Country highlight

**SOUTH SUDAN**

## Social norms and attitudes towards gender equality are changing in ECW supported schools

In South Sudan, a Knowledge, Attitudes and Practices survey was conducted in MYRP-supported schools.

On average, 59% of learners (58% of girls and 60% of boys) reported a positive shift in their perceptions of gender equality. Boys showed a greater change than girls – 7% versus 2% – suggesting that targeted interventions can effectively shift mindsets. Additionally, 64% of teachers and school administrators (65% of women and 63% of men) reported improved perceptions of social norms and attitudes related to gender equality. Furthermore, 82% of girls reported feeling safe in their learning environments, surpassing the programme target of 80%.

An ECW-funded initiative in South Sudan supported the distribution of menstrual hygienic kits to girls and training of teachers on school-related GBV. ►





## EQUITY

# Targeting girls through gender responsive and transformative interventions



Across crisis-affected contexts, girls face heightened barriers to access and to continuing their education. Pre-existing GBV, child marriage and entrenched gender norms all contribute to disproportionately lower enrolment, attendance and completion rates compared to boys.

**ECW estimates that girls account for 52% of the 85 million out-of-school children in emergencies and protracted crises.**<sup>60</sup> Once girls are safe in school, they perform equally or even outperform boys. Global data shows that 52% of the 17% of all crisis-affected children who attend primary school and achieve, or are likely to achieve, minimum reading proficiency by the end of primary education are girls.<sup>61</sup>

During this Strategic Plan period, 21% of ECW programmatic funding (12% of FERs and 25% of MYRPs) was gender-targeted. Gender-targeted interventions focus specifically on improving gender equality and the empowerment of women and girls through dedicated interventions.

### 2024 HIGHLIGHTS OF GENDER-TARGETED PROGRAMMING:

#### Engaging communities:

Flexible, community-responsive models such as catch-up classes, gender-segregated learning spaces and community-based education have helped mitigate access barriers for crisis-affected girls.

- In **Afghanistan**, a 120-hour online pilot programme for out-of-school girls aged 14–18 led to significant gains in confidence (from 38% to 83%), emotional well-being (93%), leadership and motivation. By the end of the programme, 84% of participants had applied for income-generating opportunities and 81% had developed personal future development plans.
- In **Pakistan**, more than 1,200 community resource persons were mobilized across three districts in Balochistan to identify and address barriers to school access, particularly for girls and marginalized groups. With nearly 230 trained (50% female), they supported community engagement and household-level solutions, contributing to improved enrolment and retention.

<sup>60</sup> <https://www.educationcannotwait.org/resource-library/new-global-estimates-study>  
<sup>61</sup> Idem.

### Recruiting and supporting female teachers:

The presence of female teachers is a critical factor in parental decisions to enrol and keep girls in school. It also sometimes correlates positively with learning outcomes, as an ECW study in Burkina Faso showed for mathematics outcomes of grade 2 learners across formal and non-formal settings.

- In 2023-2024, ECW-supported programmes recruited nearly 17,000 female teachers (48% of total) and trained approximately 25,000 educators (54% female) on gender-responsive and inclusive pedagogies.
- In **Bangladesh**, the recruitment of 600 female teachers and the creation of single-sex Community-Based Learning Facilities provided safe, culturally appropriate spaces for girls, increasing female secondary school enrolment from 17% in 2022 to 21% in 2024, and raising attendance rates to 82%.

### Menstrual and reproductive health:

Menstruation remains a key barrier to adolescent girls' school attendance. In 2023-2024, ECW reached nearly 345,000 girls in 16 countries with menstrual hygiene management kits.

- In **Cameroon**, more than 7,400 adolescent girls took part in life skills, and sexual and reproductive health sessions designed to boost self-esteem and raise awareness about early pregnancy and child marriage prevention.
- In **Egypt, Somalia** and **South Sudan**, gender- and disability-friendly WASH facilities were constructed, and over 16,000 adolescent girls received hygiene kits and training on menstrual hygiene management. In **Somalia**, these interventions led to a significant reduction in absenteeism during menstruation – from 35% to just 2%, as confirmed by Post-Distribution Monitoring.

### GBV risk mitigation in and around schools:

In 2024, 61% of approved FERs and 77% of MYRPs allocated part of their budget to GBV risk mitigation measures. These packaged response activities include safety audits, GBV risk mitigation training, safe referrals, dissemination of referral pathways in coordination with the GBV Area of Responsibility and related interventions.

- In **South Sudan** and **Syria**, GBV awareness sessions focused on prevention strategies, available support services, reporting mechanisms, and referral pathways within schools and surrounding communities were organized for teachers and communities.
- In total, 6 ECW-supported programmes established referral pathways and set up protection mechanisms, and nearly 19,000 teachers (46% female) were trained on GBV risk mitigation in 2023-2024.
- In **Somalia**, 280 learning centres were equipped with GBV protocols, and 126 child protection focal persons (37% female) were designated.



© ECW/Babinets

**Students at an ECW-supported school in Kyiv, Ukraine. Thanks to ECW investments, students are receiving MHPSS and learning materials to continue learning amid the ongoing armed conflict.**

## CHAPTER 2

# STRENGTHENED EIEPC CAPACITIES AND SYSTEMS

In the second year of its Strategic Plan, ECW has deepened its pivotal role in reinforcing systems and capacities within the global EiEPC architecture. Anchored in the principles of aid effectiveness, ECW focuses on enhancing coordination among partners, advancing national and local ownership, and driving greater accountability and impact through improved data and evidence.

As both a partnership platform and a pooled fund, ECW is uniquely positioned to drive joint approaches among donors and implementing partners. Its flexible, needs-based investment model targets critical gaps in crisis-affected education systems – reducing duplication, minimizing transaction costs and fostering coherent, harmonized responses.

At the country level, ECW provides life-saving education in emergencies through both FERs and MYRPs, while also strengthening national and local education systems. These programmes are designed to enhance humanitarian coordination and bridge humanitarian and development efforts, laying the groundwork for efficient, impactful and sustainable education responses for children in crises.

At the global level, ECW has contributed to tangible improvements in sectoral capacity and system strengthening across the EiEPC landscape through strategic investments via the Acceleration Facility (AF) and targeted technical support from its Secretariat. These efforts are helping to deliver more effective, locally responsive education responses.

This chapter reviews ECW's contributions to strengthening EiEPC systems and capacities at both global and country levels to deliver holistic education support in crisis contexts. It highlights key results achieved through support to global technical partners via the AF and to national systems and crisis responses through MYRPs and FERs.

## Areas of achievement



### **Enhanced nexus strengthening at country and global levels:**

Reinforced by ECW's technical guidance and support on strengthening the nexus, an increasing number of MYRPs are enhancing coordination at the humanitarian-development nexus. This has led to better programme complementarity, stronger alignment with national systems and long-term development goals, and improved harmonization both within the education sector and across other relevant sectors. Beginning in 2024, ECW also advanced its commitment to collaborate with partners in strengthening global EiEPC coherence across five key priority actions.



### **Significant allocations for LNAs in 2024, particularly through MYRPs:**

MYRPs, on average, allocated 32% of budgets to LNAs, while FERs allocated an average of 16% of budgets to LNAs. For MYRPs, this was in part the result of ECW's 2024 requirement that all MYRPs allocate at least 25% of funds to LNAs and the support provided to partners to meet this target.



### **Improved data on participation and learning outcomes:**

A growing number of FERs and MYRPs are reporting on participation outcomes and learning outcomes (MYRPs only). This improvement reflects a confluence of factors, including greater support from the ECW Secretariat to partners to measure outcomes such as holistic learning.

## Areas for improvement



### **Enhancing the integration of technical guidance produced by the AF:**

ECW will explore opportunities to support partners in enhancing user-centred design and accessibility of technical guidance and contribute to its targeted dissemination to increase uptake. Additionally, the most impactful guidance has come from partners with a clear global mandate, suggesting that the AF should better leverage influential partners with a mandate to shape global and regional EiEPC policies and approaches.



### **Prioritizing sustainability and local ownership:**

Working with partners, ECW will embed clear sustainability and exit plans within MYRPs and FERs to enhance national and local ownership over programme interventions, including through engagement with affected communities.



### **Collecting more and better data on children with disabilities:**

The lack of integration of standardized tools to identify children with disabilities remains a challenge, contributing to low programme reach levels. As part of its pledge at the Global Disability Summit, ECW will enhance efforts to collect more and better harmonized data using validated tools that produce globally comparable estimates, such as the Washington Group Short Set questions on disabilities.

# STRONGER COORDINATION AT THE NEXUS

## → INDICATOR 11



## 12 MYRP countries with evidence of improved coordination at the nexus

Evidence base: 100% of eligible MYRPs

Across ECW's MYRPs, 12 reported evidence of improvement in strengthening coordination across the nexus. MYRPs with evidence of improvement in coordination are often in the second or third year of implementation – highlighting that, like child-level outcomes, systemic improvements occur over time. While many programmes responding to protracted or geographically isolated crises (e.g., MYRPs in Nigeria, Ethiopia and Chad) have demonstrated improvements through collaboration across the humanitarian-development-peace nexus, progress is evident even in contexts of active conflict or high fragility (e.g., Sudan, Myanmar and South Sudan). In both types of settings, there are strong examples of MYRPs enhancing harmonization and coherence.

In addition, new MYRPs developed in 2024 in Chad and Nigeria – while not yet required to report evidence of improved coordination outcomes – embedded a stronger focus on the nexus by using [ECW's new nexus diagnostic and design tools](#) with the support of the ECW Secretariat. These programmes intentionally identified opportunities within programme objectives to enhance complementarity and alignment with other EiEPC efforts across the humanitarian-development spectrum. For example, to improve quality learning in crisis-affected areas through enhanced pedagogical support to teachers, the new Chad MYRP draws on existing training materials and approaches developed under ongoing World Bank-funded and other development programmes, and aligns with national pedagogical supervision standards – contributing to reduced fragmentation.

The new nexus diagnostic and design tools developed by the ECW Secretariat in 2024 to support in-country partners to build nexus-responsive MYRPs have been integrated into the MYRP development process and will be rolled out in all future multi-year programmes.

As the examples in this section highlight, the results of strengthening coordination across the nexus are numerous. They include enhanced complementarity of programmes, alignment with national frameworks and long-term development efforts, and more coherent and harmonized approaches across education and other relevant sectors. Though it is not possible to assess directly, these improvements support more effective, efficient and sustainable responses for crisis-affected children.<sup>62</sup>

<sup>62</sup> ECW's ongoing thematic nexus evaluation aims to better assess the links between ECW's efforts to strengthen coordination across the nexus to improved results for children, through deep-dive country assessments in four countries. The final results of the evaluation are expected in 2026.



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Students show off drawings of what they want to be when they grow up in front of an ECW-supported primary school in Maiduguri, Nigeria.



### **METHODOLOGICAL NOTE: COUNTRY-LEVEL STRATEGIC OBJECTIVE OUTCOMES**

As in previous years, evidence of improvements in coordination and other ways of working is determined by partners' self-assessment and narrative explanations. In 2024, the self-assessment prompts for strategic objectives (Strategic Plan INDICATORS 11, 13, 14, 17) were updated to provide more specific guidance to partners on what improvements in outcomes may look like and asked partners to rate the extent to which their programme has contributed to such improvements. Furthermore, to improve the reliability and comparability of self-assessments, ECW reviewed the highest self-assessments by partners and adjusted them by one unit where justified.

Due to these adjustments to improve rigor, some partners' self-assessments declined or were downgraded. However, in many cases, partners also noted improvements that were clearly articulated and justified.

The evidence base for these indicators includes all eligible programmes: that is, all FERs and MYRPs active for more than 6 months for indicators 13 and 14, and all MYRPs active for more than 6 months for indicators 11 and 17.

# Strengthening alignment and complementarity

In countries where strong national leadership in the education sector existed, several ECW-supported MYRPs demonstrated a clear commitment to aligning or embedding interventions with national education sector plans and frameworks to enhance the impact and sustainability of their responses.

MYRP partners in Haiti and Burkina Faso coordinated with national authorities to ensure teacher training initiatives complied with national certification standards – reducing fragmentation and improving scalability. In Uganda, MYRP partners introduced Save the Children’s ‘Enabling Teachers’ approach, working with District Local Governments and Teacher Colleges to train teachers for the refugee response while advocating for its integration into the national teacher professional development framework.

In contexts where national crisis response systems and frameworks were limited or under-resourced, MYRPs served as frameworks to align EiEPC responses. In Myanmar, political instability following the 2021 military coup disrupted centralized education coordination and restricted engagement with de facto authorities. As a result, the MYRP became a central platform for coordinating education efforts among non-state actors and development partners in conflict-affected and ethnic-controlled areas. The programme was designed to align with the Education Cluster Strategy and Joint Response Framework, promoting consistency across implementing agencies. Other major investments, most notably the Global Partnership for Education (GPE) Education Sector Programme Implementation Grant, leveraged and adapted the MYRP’s results framework and targeting approach, and established its steering committee under the existing ECW MYRP structure. This collaboration ensures a common approach among partners within a challenging operating environment.

The principle of complementarity remained central to ECW’s approach, emphasizing coordination that reduces overlaps and addresses critical gaps. Mechanisms like MYRP Steering Committees – comprising of government, humanitarian and development actors – provide a structured platform to coordinate MYRP efforts with broader sector priorities, programmes and needs. In South Sudan, this approach enabled MYRP partners to identify and address the challenge of fragmented teacher training efforts. The MYRP supported the establishment of the Teacher Service Commission, which centralized teacher recruitment, training and management under a nationally-led system – strengthening harmonization and coherence in teacher training interventions.

Furthermore, ECW-supported programmes targeting refugees emphasized integration as a durable solution through effective coordination with national systems and across the Refugee Education Working Groups and the education clusters. In Ethiopia, the FER complemented national efforts by coordinating with the Ministry of Education, Regional Education Bureaus, and Refugee and Returnee Services to organize placement exams for refugee students lacking academic records. This collaboration enabled equitable access to secondary education and supported refugee inclusion within the national system, reinforcing the government’s Comprehensive Refugee Response Framework agenda and reducing parallel services for refugee learners.

## Advancing sectoral and cross-sectoral coherence

Several MYRP programmes placed strong emphasis on both sectoral and cross-sectoral coordination across humanitarian and development education responses.

By engaging with coordination structures – such as Local Education Groups and Education Clusters – as well as actors from adjacent sectors like health, protection and WASH, these programmes helped strengthen the linkages between education in emergencies and wider crisis response and development frameworks.

**In several contexts, implementing partners worked together with national governments to ensure emergency education needs and responses were reflected in government-led plans and policies.** For

example, coordination with ministries in Chad and South Sudan helped ensure education was embedded in national disaster preparedness planning. Specifically, in South Sudan, the MYRP supported the Ministry of General Education and Instruction to develop a costed Education Emergency Preparedness and Response Plan that engaged humanitarian and development partners and established a national framework for coordinated crisis response.

Sectoral coordination also enhanced the coherence and reach of EiEPC service delivery in different

“

In contexts where national crisis response systems and frameworks were limited or under-resourced [like Myanmar and Sudan], MYRPs served as frameworks to align EiEPC responses.”

Teacher Breiy works with a student in a primary school in the Tigray region of Ethiopia. Her students are back in the classroom after years of missing out on an education due to the conflict that devastated the region – thanks to the support of ECW and partners. ►



© ECW/Tesfaye

contexts. A Joint Education Needs Assessment in Burkina Faso led to the design of an Accelerated Schooling Strategy targeting out-of-school children, supported by a multi-actor mapping exercise to prevent service duplication and direct resources where needs were most acute. Similarly, MYRP efforts in Ethiopia contributed to a national Accelerated Education harmonization process, resulting in a joint work plan and technical task force to standardize programming across partners.

**Even in a context of widespread conflict and state fragility, the Sudan MYRP worked in partnership with humanitarian and development actors to improve coherence while reaching more crisis-affected learners.** Working with partners in the Local Education Group, the programme contributed to the development of the Transitional Education Plan, including by sourcing data on emergency needs. Moreover, a key component of the programme – a structured, non-formal education approach – was subsequently adopted by implementing partners with

funding from the GPE and INTPA-funded partners, extending this harmonized approach across other crisis-affected states.

In line with global guidance, advocacy and technical efforts from AF partners (see feature on ‘Advancing Cross-Sectoral Coordination’), several ECW-supported programmes responding to complex crises coordinated with other sectors, such as child protection, MHPSS and WASH, to address the multi-faceted needs of crisis-affected learners. Education responses were increasingly designed to incorporate holistic services – whether through referral pathways or joint delivery mechanisms. For example, in both Libya and Uganda, MYRP partners strengthened referral systems to connect vulnerable children to MHPSS and protection services. Meanwhile, in Burundi, ECW-supported partners worked with education and disaster risk management authorities to incorporate emergency preparedness into local education plans, helping schools stay safe and operational during crises.



Students read from their workbooks in a classroom in Sudan. Their school was reconstructed thanks to an ECW-funded initiative in the country, enabling them to continue their education.

© Norwegian Refugee Council/Ahmed Ahmed

 Thematic spotlight

**CROSS-SECTORAL COORDINATION**

# Advancing towards holistic education outcomes



In crisis settings, children face overlapping risks such as displacement, violence, trauma and disrupted learning. In 2024, AF grants to partners including the Global Education Cluster (GEC), UNICEF, the Alliance for Child Protection, the Global Coalition to Protect Education from Attack (GCPEA) and War Child Holland – alongside several FERs and MYRPs – helped to better integrate education with other sectors such as child protection, MHPSS and GBV prevention. These efforts contribute to more holistic and inclusive support for children.

## Strengthening child protection and GBV linkages with education

Through an AF grant to the GEC, and direct support to MYRP country teams during the design of the MYRPs, ECW supported joint education-child protection planning in key crisis contexts. In DRC, Nigeria and Ethiopia, the education clusters collaborated with the Child Protection Area of Responsibility to align school reopening and learning continuity plans with child protection protocols. Additionally, ECW’s efforts to support cross-sectoral collaboration with the GBV Area of Responsibility led to GBV risk mitigation measures, teacher training on referral pathways and gender-responsive education planning. These actions strengthened frontline delivery and reduced protection-related learning barriers.

At the global level, ECW’s grant to the Alliance for Child Protection in Humanitarian Action supported the development and piloting of the ‘Integrate’ AI

tool – developed with the Inter-agency Network for Education in Emergencies (INEE) along with an implementation pack aimed at providing frontline actors with real-time, context-specific integration plans and training materials based on the INEE and Child Protection Minimum Standards. These resources are informed by survey data from 321 organizations, 81% of which reported regular joint work between education and child protection actors. In 2024, 70% of new Alliance members were national or local organizations, whose engagement in technical working groups more than doubled, advancing local leadership in cross-sectoral coordination.

## Enhancing protection of education from attack

ECW’s AF grant to GCPEA supported both global advocacy and country-level coordination to strengthen school safety. The 2024 *Education Under Attack* report documented over 6,000 attacks on

education across 2022–2023, highlighting the scale of threats to education in conflict zones. Findings contributed to policy discussions at the UN Security Council and renewed global attention to safe learning environments. The reporting period also marked increased state commitment to the Safe Schools Declaration. With the support of ECW-funded advocacy efforts, Mauritius, Rwanda and the United States endorsed the Declaration in 2024, bringing the total number of endorsing countries to 121.

At the country level, ECW's GEC grant enabled local coordination in Cameroon to link education and protection data systems for improved monitoring and response to attacks on schools – reinforcing the protective dimensions of education planning through integrated analysis and advocacy.

### **Integrating MHPSS into education programming**

An AF grant to War Child Holland advanced the global MHPSS-in-education agenda through technical leadership and multi-stakeholder engagement. In March 2024, War Child co-hosted the Second Nordic Conference on MHPSS in Fragile and Humanitarian Settings with the Swedish Government. The event convened over 75 organizations and resulted in an updated set of recommendations to the Copenhagen Roadmap, alongside the launch of the Malmö Open Pledges – a joint action platform focused on youth, gender, climate and digital inclusion.

These global efforts reinforce ECW's work to integrate psychosocial well-being into EIEPC programming, as reflected in multiple initiatives that embed MHPSS (including programmes in Libya, Haiti, Uganda and Myanmar) to provide holistic, trauma-informed support for affected learners.

A girl reads at her community-based learning facility in Cox's Bazar, Bangladesh. ECW support is ensuring that young Rohingya refugees like her – including children with disabilities – have the support and resources to continue their education. ►



© Save the Children/Rubina Alea

⇒ **INDICATOR 24**



**67%** overall progress has been made on the Global Nexus Priority Actions

Evidence base: 100% of eligible MYRPs

As part of its Strategic Plan, ECW committed to strengthening global and regional coordination in EiEPC. As of 2024, ECW has achieved 67% progress against these objectives, underscoring its continued commitment to advancing global coordination.

To identify the most pressing coordination gaps and opportunities, ECW launched a global thematic evaluation on strengthening the nexus in EiEPC in 2024. Following a baseline assessment – drawing on consultations with over 45 stakeholder organizations – ECW adopted five priority actions aimed at improving coherence, effectiveness and collaboration across the sector.

One key aspect of improved global coordination has been enhancing complementarity (**Priority Action 1**). To this end, ECW and GPE convened a technical workshop to improve coordination in protracted crisis contexts. Key outcomes included commitments to develop joint guidance to help in-country stakeholders better understand the two funds’ mandates, timelines and processes. The workshop also identified opportunities for joint programme steering committees, harmonized planning timelines and shared advocacy products.



**67% overall progress** achieved on ECW’s five Global Nexus Priority Actions.



**METHODOLOGICAL NOTE:  
MEASURING PROGRESS AGAINST GLOBAL  
NEXUS PRIORITY ACTIONS**

To measure **Indicator 24** – “extent to which global and regional institutions strengthen their coordination at the nexus through ECW’s support” – ECW tracks progress against five Priority Actions identified through extensive stakeholder consultations as part of ECW’s ongoing formative evaluation on strengthening the nexus in EiEPC. These actions outline how ECW, in collaboration with partners, can help improve global EiEPC coordination across the nexus:

- Priority Action 1:** Enhancing ECW-GPE complementarity
- Priority Action 2:** Strengthening collaboration with ISEEC partners
- Priority Action 3:** Advancing EiEPC financing data
- Priority Action 4:** Advancing EiEPC data standards and protocols
- Priority Action 5:** Strengthening localization through institutional capacity support

ECW uses a monitoring framework that documents progress under each priority action for four common stages of collective action: (1) joint diagnosis, (2) common vision-setting, (3) joint initiatives and (4) joint advocacy/shared lessons. A score is applied for each stage of each Priority Action based on whether efforts are beginning, progressing or achieved. The average normalized score (0–100) is reported against Strategic Plan Indicator 24. Narrative examples of progress on these priority actions are described across various sections of this chapter.

In addition, ECW supported key ISEEC partners – GEC, UNHCR and INEE – through AF funding (**Priority Action 2**) to strengthen regional and global coordination. The year 2024 marked the first in-person meeting of ISEEC partners since 2020, resulting in a joint agenda focused on country support, knowledge sharing, capacity building and advocacy. One key output is a new e-learning module on coordination, launching in 2025. The GEC also developed guidance to align humanitarian responses with national education plans and supported coordination in 23 countries and one regional response. Meanwhile, ECW backed INEE’s global rollout of the updated Minimum Standards through 35 regional

events, promoting harmonized approaches across the EiEPC sector.

Joint advocacy across the EiEPC sector was bolstered through stronger global coordination efforts. Notably, in 2024, ECW’s AF partner, the Geneva Global Hub for Education in Emergencies (EiE Hub), convened 12 public events – including six cross-sectoral dialogues – bringing together humanitarian, development, climate and human rights actors. These collaborations strengthened collective advocacy efforts, helping to include education in global policy processes like the Pact for the Future.

 **Advocacy highlight**

## CHAMPIONING CLIMATE-RESPONSIVE EDUCATION AT COP29

At COP29 in Baku, the ECW delegation – accompanied by ECW Climate Champion Adenike Oladosu – advanced a new value proposition to embed education within the climate agenda. ECW co-hosted events with strategic partners to ensure those on the frontlines of the climate crisis, armed conflict and other emergencies are central to climate-education action, decisions and commitments. ECW called on governments and donors to increase funding that connects the dots between education and climate action. ECW’s presence at COP29 generated wide media coverage, including top-tier broadcast media interviews with Oladosu.

ECW Climate Champion Adenike Oladosu advocates for the urgent need to connect education and climate action at COP29 in Baku. ►





## COORDINATION

# Strengthening coordination at the climate-education nexus



In 2024, ECW and its partners – including the EiE Hub and the GEC – strategically advanced coordination at the intersection of climate change and EiEPC. ECW developed an ambitious, partner-aligned advocacy plan focused on three core outcomes:

1. Securing new and climate-resilient funding for education in crisis-affected contexts.
2. Embedding EiEPC into climate-related negotiations and frameworks – particularly those addressing loss and damage, conflict and resilience.
3. Raising cross-sectoral awareness to ensure EiEPC is reflected in climate decision-making processes.

### TO DRIVE THESE GOALS, ECW AND PARTNERS ENGAGED IN COLLECTIVE ADVOCACY ACROSS KEY GLOBAL PLATFORMS:

- **At COP 29**, ECW endorsed the *Common Principles for Effective Climate Finance and Action for Relief, Recovery and Peace*. This landmark initiative sets out four principles aimed at enhancing conflict-sensitive, locally tailored climate investments in fragile, conflict-affected, and humanitarian settings. ECW aligned its climate efforts with this cross-sectoral initiative, reaffirming its commitment to enhance coordinated climate action at global and country levels as part of its Strategic Plan. COP 29 also marked the launch of GCPEA's first climate-focused analysis on *Protecting Education from Attack in the Context of Climate Change*, developed with ECW's support.
- **Ahead of the Bonn Climate Talks**, ECW and partners made two joint evidence submissions to UNFCCC. The first submission, with UNICEF and GPE, focused on tools and support to advance the Action for Climate Empowerment (ACE) Dialogue. The second, with the EiE Hub, GPE and UNESCO, provided good practice examples of the climate impacts on education and policy solutions to address this.

- **At Bonn**, ECW participated in the first-ever mandated Expert Dialogue on Children and Climate Change, marking a major step in integrating child rights into climate discussions. ECW also presented to government focal points at the ACE Academy, encouraging them to increase sensitivity to EiEPC considerations.
- **At forums such as the Berlin Climate and Security Conference**, ECW brought a conflict- and fragility-sensitive lens to climate-education advocacy. Although education remains underrepresented in formal climate-conflict dialogues, ECW strengthened its positioning through informal engagement and new partnerships within multisectoral donor coordination groups.
- With AF support, the EiE Hub facilitated a **multisectoral climate dialogue in Geneva and during ECOSOC in New York** – as well as launched a new analysis on financing for education in emergencies, which included recommendations on climate financing.

Collectively, these advocacy efforts opened entry points for aligning education and climate policies, promoted anticipatory action, and explored mechanisms to address gaps like limited climate finance flows for countries most impacted by climate change and least ready to adapt.

At the programmatic level, ECW and the GEC made progress in integrating climate considerations into education assessments and response strategies. For instance, GEC supported preparedness and response planning in countries like Ethiopia, Cameroon and the Central African Republic, and supported clusters to engage in OCHA-led anticipatory action frameworks in Somalia, Nigeria, Myanmar, Pakistan and Ethiopia.

A key achievement was the development and launch of the GEC's *Guidance on Coordinated Anticipatory Action in Education* at the 2024 Humanitarian Networks and Partnerships Week, providing practical tools to help education clusters align early action with inter-agency efforts and climate-related risks.

ECW also launched two anticipatory action pilots, with strong community participatory approaches, in Pakistan and Somalia. Alongside these pilots, ECW is working with a technical partner to undertake a learning activity to understand effective practices and the impact of anticipatory action in EiEPC, which will contribute new evidence on the value of acting earlier.

Despite this momentum, a significant gap remains: the lack of integrated climate financing for education in crisis-affected countries. To address this, ECW is working with partners to explore co-financing initiatives to unlock climate funds for education in crisis-affected contexts. Lessons from this approach will be captured in a case study as part of the ongoing nexus evaluation, offering insights into effective multisector collaboration and integrated financing to tackle the interconnected challenges of delivering quality education, addressing climate change and responding to conflict.



Collectively, these advocacy efforts opened entry points for aligning education and climate policies.”

→ **INDICATOR 23**



Approaches and standards supported/promoted by ECW for inclusive, safe, quality education for crisis-affected children are adopted to a 'limited extent' (2.3 / 4) by global and regional institutions

In 2024, through the AF, ECW reinforced its commitment to advancing shared standards, approaches and tools to support inclusive, safe, and quality education in emergencies and protracted crises. By supporting global partners to produce technical guidances and fostering sector-wide standards, ECW aims to promote greater coherence across humanitarian and development actors working on education responses in crises.

In 2024, ECW undertook a survey to assess progress on INDICATOR 23. The survey collected responses from 53 stakeholders – including grantees, cluster members and technical partners – and assessed three dimensions of uptake: **awareness, integration into practice and standardization**. Results are based on feedback on 17 technical tools that were finalized and published by AF grants in 2023 across the thematic areas of Coordination, Data & Evidence, Protection Gender-Inclusion (PGI) and Learning Outcomes.

While overall awareness (2.0/4) and integration (2.2/4) were limited, standardization scored slightly higher (2.7/4), resulting in a total average score of **2.3 out of 4 – reflecting a 'limited level of adoption.'** The highest levels of uptake were observed for technical tools developed in the areas of Coordination and PGI, including those produced by actors such as the GEC and Humanity & Inclusion.

The technical tools were most frequently used for programme design, strategic planning and capacity building – highlighting their relevance to both operational and strategic decision-making. Lessons from this initial analysis stress the importance of improving visibility and targeted dissemination to raise awareness and increase adoption. Tools developed by actors with a distinct, standard-setting role within the EiEPC architecture, and accompanied by clear guidance and training, were more likely to be integrated and institutionalized.

Future global public good development and uptake will benefit from a continued focus on **user-centered design, accessibility, tailored dissemination and alignment with partner mandates** to drive sustained impact across the EiEPC sector.

In 2024, ECW counted the production of at least **nine additional technical tools and guidance documents** across its strategic priorities. These will be integrated into the yearly survey that will continue to assess the level of awareness and uptake of these tools among EiEPC practitioners.



© UNICEF/YPN

Students learn in an accelerated education programme in Yemen. ECW investments in the country are providing crisis-affected children with much-needed learning opportunities in safe, inclusive environments.



## COORDINATION

# Embedding gender expertise within MYRP country teams: The GLO function model

As part of its commitment to hardwire gender capacity within MYRP country implementation teams, ECW continued scaling up the use of a Gender Lead Organization (GLO) in 12 renewed MYRPs, bringing the number of MYRP countries supported through a GLO function to 23 in 2024.



**GLOS IN 11 COUNTRIES ACTED AS TECHNICAL ASSISTANCE PARTNERS AND ‘THOUGHT LEADERS’ FOR ALL PROGRAMME ACTORS TO ACHIEVE FOUR CORE OBJECTIVES, AS HIGHLIGHTED BELOW:**

### 1. Capacity strengthening of EiE actors on gender equality programming

GLOs supported the development and dissemination of targeted knowledge products on gender equality. These included training and advocacy material, implementation guidelines, and thematic content and guidance on gender-sensitive reporting, GBV and the EiE-GenKit.<sup>63</sup>

- In **Cameroon** and **Myanmar**, GenKit resources were contextualized and distributed, and both **South Sudan** and **Myanmar** focused on school-related GBV.
- **Bangladesh** promoted gender-responsive pedagogic tools using multimedia. In **Pakistan**, two animated videos in local languages were screened– one promoting girls’ right to education and another focused on ‘Good Touch/Bad Touch.’ These videos were shown in classrooms to raise awareness on GBV and improve protection.

With support from a Plan International United Kingdom AF grant, GLOs in **Cameroon, Nigeria,**

**Myanmar** and **South Sudan** strengthened their technical leadership on gender-transformative education. For example, in Cameroon, the GLO established a multi-stakeholder Gender Task Force – involving six MYRP grantees and four ministries – and developed a joint Gender Action Roadmap that guides implementation and enhances national coordination on gender education.

Nearly **1,200 partner personnel (68% women)** were trained on gender equality programming in EiEPC by GLOs. In **Bangladesh, Burundi, Cameroon** and **South Sudan**, participants reported significant knowledge gains (over 80% on average) on gender equality in EiE programming.

<sup>63</sup> <https://www.ungei.org/website/eie-genkit>

## 2. Advancing meaningful partnerships with Local Women's Organizations (LWOs)

Strategic partnerships with LWOs were a key feature of GLO-supported work in 2024, strengthening both service delivery and community engagement across 11 countries.

- A total of **28 grantees and sub-grantees** partnered with local women- and disability-led organizations to promote inclusive, gender-responsive education.
- In **Burundi**, 36 LWOs were trained on gender inequality, power dynamics and harmful norms, boosting their capacity to prevent and respond to GBV.
- In **Cameroon**, LWOs played a central role in promoting community sensitization on gender equality and providing psychosocial support to adolescent girls.
- In **Lebanon**, a partnership with WINGWOMAN enabled the production and distribution of reusable sanitary pad kits, coupled with menstrual hygiene awareness and livelihood opportunities for marginalized women.

## 3. Facilitating cross-sectoral collaboration with GBV and Gender in Humanitarian Action Working Groups

Promoting cross-sectoral coordination with other clusters, beyond education, is a key role of the GLO.

- In **Lebanon**, the GLO convened GBV and WASH partners to conduct holistic participatory consultations with adolescent girls in displacement shelters. This initiative not only improved gender-responsive collective improvements in WASH infrastructure but also strengthened inter-sector coordination in crisis response.
- In **Pakistan**, a memorandum of understanding was signed with the Khyber Pakhtunkhwa Child Protection and Welfare Commission to reinforce collaboration on child protection and inter-agency coordination.

## 4. Supporting in-country advocacy for gender equality in and through EIEPC

Collaboration extended across clusters and government stakeholders to strengthen inclusive education systems and policy frameworks.

- In the **Central African Republic**, coordination with the Ministry of Education's Gender, Disability and Inclusion Focal Points enhanced national accountability and enabled the Ministry's participation in the first African Union Pan-African Conference on Girls' and Women's Education.
- GLOs also contributed directly to advancing national policy reform. In **South Sudan**, a GLO-led workshop in December 2024 validated the Revised Policy on the Alternative Education System and School Governance Guidelines.

# STRONGER LOCALIZATION AND COMMUNITY PARTICIPATION

Communities and local partners are at the heart of ECW's investments in EiEPC. In line with Grand Bargain commitments, ECW prioritizes national and local participation and ownership as a foundation for more accountable, sustainable and contextually relevant responses.

ECW's flexible funding and partnership model enables engagement with LNAs, particularly in hard-to-reach or politically constrained settings where access is limited. By directing resources to local civil society organizations, ECW supports effective education delivery in contexts where coordination with state authorities is not feasible due to humanitarian or operational constraints. This approach helps expand service coverage, enhances contextual relevance, and sustains access and learning in volatile environments.

Community accountability and engagement mechanisms are integral to the success of all programmes, ensuring that they reflect the realities and needs of affected populations. By shifting resources and leadership closer to the ground, ECW helps foster more resilient education systems in crisis-affected settings.



Young student in her ECW-supported class in Chocó, Colombia. ECW investments in the country are increasing access to quality education for Venezuelan refugee, migrant and host community children and youth.

# Increasing funding to LNAs

→ **INDICATOR 12**



**29%** Nearly one-third (29%) of total ECW FER and MYRP budgets were planned for transfer to local and national partners – including women-led organizations, organizations of persons with disabilities and refugee-led groups – strengthening locally driven education responses. Proportions were higher in MYRPs (32%) compared to FERs (16%).

In 2024, approved MYRPs and FERs planned to transfer, on average, 29% of their programme budgets to LNAs.<sup>64</sup> This was largely driven by MYRPs, which allocated an average of 32% of their budget to LNAs, compared to 16% in FERs. The simple average of these planned transfers is lower, suggesting that larger programmes allocated more to LNAs than smaller ones.

These results reflect ECW’s recent commitment to ring-fence at least 25% of programme budgets for national consortium partners. MYRPs consistently adopted this approach, with 7 out of 11 allocating more than 25%. While FERs allocated less to LNAs overall, some demonstrated significant variance; for instance, the Yemen FER allocated as much as 56% of its programme budget to LNAs.



Nearly one-third of total ECW FER and MYRP budgets were planned for direct transfer to Local and National Actors in 2024.



**METHODOLOGICAL NOTE:  
MAPPING THE DELIVERY CHAIN**

Because of delays in grantee reporting of actual expenditures by LNAs, this year ECW reports the average percentage of planned transfers to LNAs (out of the total programme budget) for Strategic Plan INDICATOR 12, rather than actual transfers. As a result, direct comparison with results from previous years is not possible. Once grants are completed, ECW will validate whether actual expenditures align with planned transfers and include this information in subsequent Annual Results Reports.

For programmes beginning in 2024, ECW introduced enhanced reporting templates, including a new Delivery Chain Mapping template to track budget transfers to LNAs: in-country organizations (national and local NGOs) and government partners. As with the previous template, only direct transfers from ECW to LNAs and from lead ECW grantees to LNAs are counted. Transfers from sub-grantees to LNAs are not included. The Delivery Chain Mapping template, filled at the start of a grant and updated annually, now requires grantees to indicate both planned transfers and actual annual expenditures by LNAs. The latter is generally reported only at programme completion due to expenditure reporting delays.

<sup>64</sup> This excludes 3 FERs developed in 2024 that were using a different reporting template.

# Increasing meaningful engagement of LNAs

## ⇒ INDICATOR 13



**15** FERs and MYRPs with evidence of improved quality of engagement with national and local partners, including local women's organizations (LWOs), organizations of persons with disabilities (OPDs) and refugee-led organizations

Evidence base: 100% of eligible MYRPs and FERs

Across FERs and MYRPs, 15 programmes (6 FERs and 9 MYRPs) reported evidence of improved meaningful engagement with LNAs. Beyond allocating more funding to LNAs, ECW and partners prioritized quality partnerships and meaningful engagement with local actors.

Improvements in engagement were assessed in terms of enhanced participation in programme design, allocation of quality funding, shared risks and visibility, and ongoing capacity development.

Several FERs and MYRPs demonstrated inclusive partnerships with LNAs – including women-led, refugee-led and disability-focused organizations. For example, the Uganda MYRP engaged YARID, a refugee-led organization, to lead the Teaching at the Right Level strategy, while Thrive-Gulu, a local women-led organization, coordinated the national MHPSS Working Group. Within the Somalia FER led by UNICEF, all implementing partners were local Community-Based Organizations intentionally engaged in programme planning, implementation and monitoring.

Progress in engaging LNAs was reinforced by tailored capacity development efforts, now a requirement in ECW's MYRP guidance. Capacity-building areas were identified through Organizational Capacity Assessment tools, as seen in the Myanmar MYRP, helping local partners strengthen institutional capabilities and position themselves to access more funding. In Uganda, a dedicated Localization Unit in the MYRP developed tailored plans and provided mentorship, resulting in a 21% increase in local partners' capacity scores related to Monitoring, Evaluation, Accountability and Learning. Some FERs

also prioritized LNA capacity development, though often with a more targeted focus on core areas like financial management.

Challenges remain in sustaining capacity support over time. Lessons learned indicate gaps in post-training accompaniment and flexible funding for long-term institutional development. Addressing these gaps requires combining technical assistance with funding mechanisms for local actors. Country-based pooled funds offer a promising avenue. In Nigeria, MYRP partners helped national NGOs access funding from the Nigeria Humanitarian Fund and advocated for greater allocations from other donors to local organizations.

**Beyond delivery, ECW supports LNA participation and leadership in coordination and planning processes – alongside AF partners such as VOICE and the GEC, and with a focus on women-led organizations.** The GEC contributed to the Global Cluster Coordination Group's Localization Task Team and published guidances with over 20 examples of local leadership to promote greater LNA inclusion.

Additionally, the GEC and ECW produced a learning brief on gender equality in education clusters, showcasing promising practices for engaging local women's organizations in Afghanistan, Pakistan and Ethiopia.

In Ethiopia and Colombia, VOICE worked with MYRP partners to establish Women’s Advisory Groups, facilitating WLO participation in education clusters. VOICE also produced two learning briefs highlighting barriers and good practices for WLO engagement in education planning. These efforts are yielding results. In Nigeria, MYRP partners reported increased presence of LNAs in sector coordination, including leadership roles at both state and local levels.

ECW and partners continue to prioritize localized, inclusive and sustainable EiEPC responses. However, achieving these localization goals requires sustained focus on gaps in long-term funding, capacity development and leadership opportunities – especially for

organizations led by women, refugees and persons with disabilities.

As part of its five nexus priority action areas (Priority Action 5), ECW made tangible progress on localization in 2024. Specifically, ECW advanced its transition to a consortium-based MYRP model requiring at least 25% of funds be allocated to LNAs. Complementary efforts included ECW’s support to the GEC’s Rapid Response Team to develop multilingual e-learning modules on localization, aimed at strengthening country-level partner capacity. Moving forward, ECW and its partners will continue to prioritize localization to ensure local actors have the resources and support to lead effectively.



A girl plays in front of her ECW-supported accelerated learning programme elementary centre in Punjab, Pakistan.

© UNICEF/Alianza Khatri

 Country highlight

## **AFGHANISTAN**

# Localization helps sustain education access in Afghanistan

The MYRP in Afghanistan, led by Save the Children in partnership with national and local NGOs, illustrates the strategic importance of localization in complex crises with constrained access. Following the August 2021 takeover of power by de facto authorities, Afghanistan faced the collapse of public services, mass displacement, and major restrictions on girls' and women's education – severely disrupting learning.

The MYRP focused on expanding education access by working through vetted national and local NGOs with proven capacity to deliver in insecure settings, strong community networks and the ability to navigate political dynamics. Local partners engaged throughout the programme cycle – from needs assessments to delivery and adaptation based on community feedback.

Working through local partners was particularly critical for girls, who faced heightened restrictions. National partners engaged community shuras, religious leaders and de facto authorities to secure support for education services. Programme modalities were adapted to local norms through the recruitment of female teachers, gender-segregated classrooms and community-led oversight mechanisms.

The localized model allowed agility. Local partners quickly adapted delivery mechanisms to shifting access conditions, such as expanding hub schools when community-based education (CBE) and accelerated learning programmes (ALPs) were banned in some provinces.

In addition to service delivery, the MYRP integrated organizational capacity-building for national partners, including structured support in key areas like safeguarding. As a result, the programme reached approximately **69,000 children – 63% of whom were girls** – through CBE, ALPs and hub schools, including in hard-to-reach areas. This case demonstrates that localization is a core strategy for sustaining inclusive education in volatile contexts, not a secondary priority.



© Save the Children

Eight-year-old girl attends an ECW-supported community-based education class in her village in Afghanistan.

# Community engagement and accountability

⇒ **INDICATOR 14**



**21** FERs and MYRPs reported evidence of improved quality of engagement with affected populations, including LWOs, OPDs and refugee-led organizations

Evidence base: 100% of eligible MYRPs and FERs

In 2024, 21 programmes – 7 FERs and 14 MYRPs – reported evidence of improved quality of engagement with affected populations. Community engagement results spanned several areas, including enhanced accountability to affected populations, greater community participation across programme phases and the promotion of community ownership to ensure programme sustainability.

Across FERs and MYRPs, partners strengthened community accountability and feedback mechanisms, fostering continuous dialogue with communities. Mechanisms included suggestion boxes, feedback hotlines, focus group discussions, community meetings and reflection sessions. To promote inclusivity, ECW-supported programmes also developed tailored feedback mechanisms. For example, partners implementing the Kenya FER created child-friendly feedback tools – such as suggestion boxes designed specifically for children – to enable young learners to safely and anonymously express concerns.

In addition to indirect feedback channels, many programmes prioritized regular face-to-face engagement to strengthen accountability and responsiveness. For instance, in Nigeria, MYRP partners conducted seven focus group discussions across 19 locations, engaging nearly 1,600 individuals. Feedback from these consultations was used to make programme adjustments. Similarly, the Burkina Faso MYRP established community feedback committees comprising of students, parents and teachers to collect regular feedback, reinforcing community ownership and responsiveness.

Importantly, ECW programmes ensured feedback was acted upon. For example, the Myanmar MYRP introduced a Parental Satisfaction Survey, which captured structured feedback from parents and led to concrete improvements, such as increasing the availability of learning materials in hard-to-reach areas and addressing transportation challenges for students. In the Niger MYRP – as in several other programmes – all community feedback was recorded in a dedicated database to track follow-up actions. Monthly reports summarized community input and guided programme teams in improving delivery.

Programmes also embedded participatory approaches across all phases. In the Ethiopia FER, local partner OWS Development Fund conducted regular community forums at the start of the initiative to identify barriers to education. These forums, along with suggestion boxes and community meetings, ensured the programme adapted to changing needs. Similarly, Kenya FER partners held participatory workshops and consultations, enabling affected populations to help design and monitor activities. Using a child-to-child approach in enrolment campaigns helped identify out-of-school children, while feedback from adolescent girls shaped menstrual hygiene initiatives.

Community structures played a key role in reaching at-risk learners. In the Uganda MYRP, local elders advocated against early marriage and supported girls' education, improving retention rates. In the Chad FER, local committees developed strategies to mitigate GBV and health risks – especially for girls. These groups created school protection charters and context-specific risk reduction plans, which were monitored through community oversight.

Informal and community-based structures, such as school management committees and parent-teacher associations, were pivotal in embedding community voices and leadership. These groups maintained close links with community leaders, collaborated with implementing partners and helped sustain education services. This was evident in Burundi, Burkina Faso and Ethiopia MYRPs, where targeted support was provided to strengthen these groups' capacities.

Community-led initiatives were particularly important in sustaining FERs. In DRC, the FER built on grass-roots initiatives – such as makeshift schools and community-based teaching mechanisms established

by host and refugee communities – by providing financial and technical support, and involving local leaders in school selection and infrastructure management. In Haiti's Artibonite department, the FER trained and equipped local groups to work with schools on early warning and contingency planning to prevent disruptions amid gang violence. In the Central African Republic, FER-supported joint community engagement activities, such as parent-teacher association meetings and community events, not only fostered community ownership but also built trust and social cohesion between host and refugee populations.

Despite these successes, challenges persist in engaging the most marginalized groups. Libya MYRP partners faced difficulties accessing and engaging children on the move, while Chad FER partners reported that socio-cultural norms limited women's participation in centralized feedback channels, with many preferring anonymous suggestion boxes over in-person information centers. These findings highlight the need to continually adapt community engagement strategies to overcome structural and cultural barriers and ensure inclusion.

 **Advocacy highlight**

**HAITI MISSION**

In July 2024, an ECW high-level mission to Haiti shined a light on one of the world's forgotten crises. Amid rising violence, insecurity and forced displacement, millions of children have been left at risk and without access to education. During the mission, ECW announced a FER grant to support life-saving access to education in the country. The delegation visited ECW-supported schools focused on learning recovery, MHPSS and life skills. The mission leveraged high-level advocacy moments to raise awareness of the growing crisis, including through interviews with the Associated Press, UN News, IPS and other major news outlets, reaching a total potential aggregate audience of 1.4 billion.<sup>65</sup>



© ECW/Jimenez

 **1.4 BILLION**  
TOTAL POTENTIAL AGGREGATE AUDIENCE

<sup>65</sup> Potential aggregate audience is the measurement of viewership and listenership across various platforms, such as TV, online content, blogs, radio, podcasts and social media networks. Measurement is based on third-party analytics.

 Country highlight

## CENTRAL AFRICAN REPUBLIC

# Community engagement supports inclusive education delivery

The MYRP in the Central African Republic demonstrates the strategic role of community engagement in delivering education services during a protracted crisis. In a context marked by insecurity, displacement and limited services, the programme placed local communities at the center of governance, oversight and implementation to improve access to inclusive, quality learning.

The community engagement approach revolves around inclusive, participatory and locally-driven mechanisms, with the *Kundukwa* (meaning 'work group' in Sango) as a central platform. These community-based dialogues bring together parents, community leaders and local stakeholders to discuss the importance of education – especially for girls and children with disabilities. The *Kundukwa* dialogues promote awareness, challenge harmful gender norms, and encourage local accountability for school attendance and retention.

The programme also strengthened community structures such as parent-teacher associations, mothers' associations and school governments.



© UNICEF/Christian Nzengue

Student practices reading braille at an ECW-supported training centre for children with vision impairments in the Central African Republic.

For example, around 130 parent-student associations were revitalized, and 130 women engaged through mothers' associations to advance girls' education and leadership. Girls' clubs were created to empower female students, and children were actively involved in school governance. Women-led organizations, such as the *Organisation des Femmes Centrafricaines*, played a crucial role in conducting educational talks, identifying out-of-school girls and advocating for their return. These efforts have successfully reintegrated nearly 300 out-of-school girls, underscoring the powerful impact of community-driven engagement on inclusive education outcomes.

## ZÉNABOU, 14

# Isolation to Inclusion in the Central African Republic

Born deaf and non-speaking, Zénabou spent years at home in Bambari, helping with chores and watching other children walk to school – something she never imagined doing herself.

“I realized very early that it was a system that wasn’t made for me because I was different.”

That changed with the launch of a new ECW-funded inclusive education initiative in the Central African Republic, implemented by UNICEF, Humanity & Inclusion and national organizations, including the ‘Centre d’Alphabétisation et de Formation en Braille pour les Aveugles en Centrafrique’ and the ‘Association Nationale des Déficiants Auditifs de Centrafrique’.

The programme supports deaf and visually-impaired children with tailored learning in braille and sign language, while also integrating them into

mainstream classrooms. For Zénabou, attending school for the first time and meeting other deaf students was life-changing.

“I suddenly realised that I wasn’t the only one in this situation. Seeing more than 30 deaf people in the same place was astonishing.”

Now, the 14-year-old is learning to read, write and sign – and dreams of one day working in the humanitarian sector.

Her parents, once uncertain about her future, now champion disability rights in their community. Her younger sister Aziza, though hearing, attends the same school and is learning to sign alongside Zénabou.

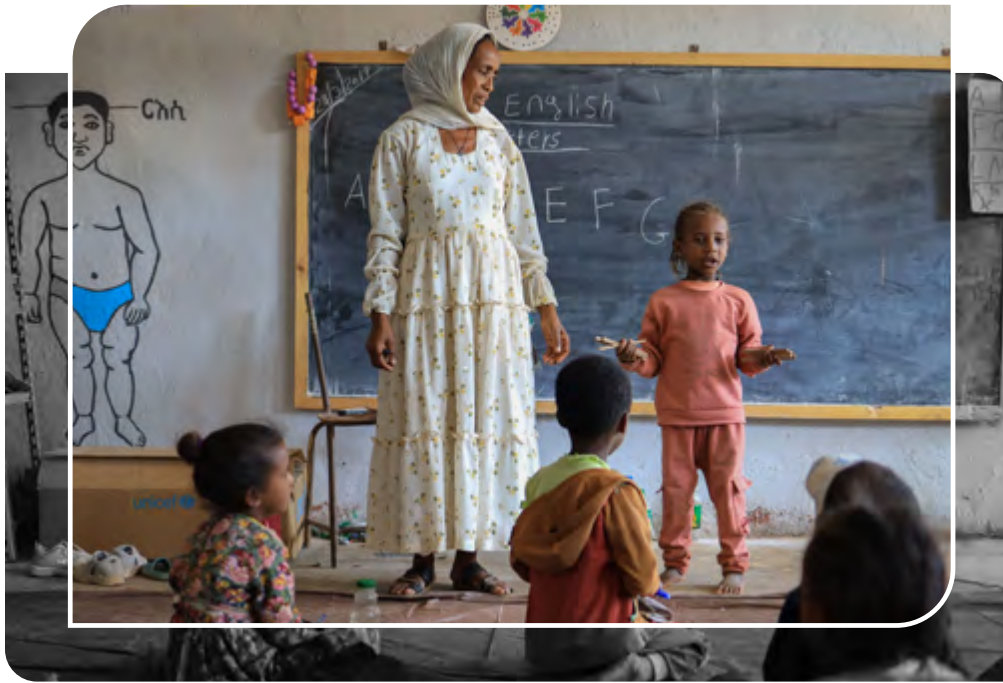
Through the support of ECW and partners, children like Zénabou are finally accessing the quality, inclusive education they deserve – unlocking not just learning, but hope and self-expression.

*Contributed by UNICEF  
For more information on ECW’s work in the Central African Republic, go to [www.educationcannotwait.org/our-investments/where-we-work/Central-African-Republic](http://www.educationcannotwait.org/our-investments/where-we-work/Central-African-Republic)*



“ I still don’t know where this adventure is going to take me, but today I can read, write, count and communicate effectively!”

—Zénabou



Furtuna, 5, is getting the early education that she deserves at an ECW-supported primary school in Ethiopia.

© ECW/Tesfaye

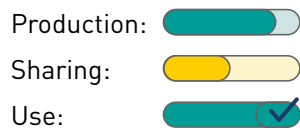
# IMPROVED AVAILABILITY, SHARING, AND USE OF QUALITY DATA AND EVIDENCE

Quality data and evidence are essential for designing effective education responses in crisis-affected contexts. ECW plays a catalytic role in improving the availability, sharing and use of such data, particularly by addressing gaps in existing data and evidence systems. This includes tracking the needs of the most marginalized and vulnerable learners – displaced populations, children with disabilities and others often excluded from education data statistics.

ECW also works to strengthen the harmonization of data standards and approaches across the EiEPC sector to improve the interoperability of information used by both humanitarian and development actors. In parallel, ECW advocates for better data and evidence on holistic learning outcomes in crisis contexts, helping build a more complete

understanding of needs and progress in EiEPC. These efforts aim to integrate crisis-sensitive information into national and global education data and evidence systems, thereby supporting more coordinated and evidence-based EiEPC responses.

↳ **INDICATOR 25**



Moderate (3.3/4) production, limited (2.1/4) sharing and moderate (3/4) use of knowledge products funded by ECW in support of education for crisis-affected children

Since the start of its strategic period, ECW has invested in producing, disseminating and promoting the uptake of knowledge products through both its AF and Secretariat-led initiatives, fostering exchange across global and country-level actors. In 2024 alone, ECW supported the development of 13 global knowledge products aligned with its key thematic priorities: (i) Coordination, (ii) Data & Evidence, (iii) PGI and (iv) Policy. These include flagship publications such as the 2024 Education Under Attack report by GCPEA, the Flagship Report on Financing for Education in Emergencies by the EiE Hub, and guidance on Strengthening the Leadership of Local and National Actors by the GEC.

**ECW conducted a comprehensive analysis of 24 knowledge products finalized in 2023 and 2024 to assess their production and dissemination.** The average score for production was 3.3/4, reflecting a moderate degree of methodological clarity and inclusive development processes. Sharing scored lower at 2.1/4, indicating the need to enhance accessibility and dissemination efforts. These findings are complemented by a global survey launched in 2024 that assessed partner engagement with global public goods finalized in 2023. The use of knowledge products completed in 2023 was rated moderate, with an average score of 3/4. This result was driven by high stakeholder engagement (over 50% of surveyed stakeholders reported usage), moderate perceived influence (2.8/4) and limited integration into practice (2.1/4). While most respondents engaged with knowledge products relevant to their thematic areas, usage was often occasional and tied to specific purposes.

Meanwhile, an analysis of ECW’s website analytics offers valuable insights into audience engagement with the Resource Library – a digital hub for ECW’s guidance documents, reports, advocacy briefs and other knowledge products. Over the past year, the library recorded more than 29,000 views, resulting in over 23,400 downloads of ECW resources.

Among the most downloaded materials were the *2023 Annual Results Report*, the *MYRP Manual* and the *2025 Global Estimates Study* along with its supporting advocacy brief – each receiving over 1,300, 1,075 and 1,050 downloads, respectively.

**Overall, these findings suggest that ECW-supported knowledge products are reaching their intended audiences and informing global advocacy efforts, strategic thinking and planning.** However, the routine integration of guidance materials into operations remains limited.

Moving forward, ECW and its partners will focus on improving the accessibility of current and future knowledge products, refining dissemination strategies through a mix of strategic communications tools, enhanced collaboration and stronger alignment between knowledge products, advocacy, capacity development and strategic planning. ECW will also continue to track knowledge use through annual surveys to better support these efforts.



**In 2024 alone, ECW supported the development of 13 global knowledge products.”**

## Better data on EiEPC needs

### → INDICATOR 16



**10** MYRPs (91%) are informed by better quality evidence on needs, including analyses regarding gender equality and capacities

Evidence base: 100% of eligible MYRPs

In 2024, 10 out of 11 approved MYRPs (91%) were informed by high-quality data on learners' needs and sectoral capacities, meeting key criteria such as timeliness, disaggregation, conflict sensitivity, and gender and equity analysis. Based on external review panel assessments, these MYRPs effectively leveraged timely, conflict-sensitive and inclusive data, earning an average score of 4 or above on the 5-point quality evidence scale – consistent with the previous year.

However, some MYRPs encountered challenges in accessing up-to-date, disaggregated data and integrating intersectional data from sectors such as protection, nutrition and WASH. These gaps were particularly evident in Somaliland and Ukraine and are largely attributable to the limited availability of disaggregated data in conflict-affected settings, as well as institutional and funding constraints affecting data collection.

Recognizing the critical need for crisis-sensitive data and evidence to inform programming and EiEPC planning, the GEC – supported by AF funding – promoted robust Joint Education Needs Assessments (JENAs). In 2024, JENAs were conducted in Lebanon and Haiti with active engagement from MYRP partners, supporting comprehensive cross-sectoral needs analyses and directly informing HRPs and MYRP responses. Lebanon's assessment included MHPSS, and SEL components, while Haiti's JENA emphasized gender and GBV considerations.

Improved data on marginalized groups – particularly girls and children with disabilities – remains a top priority and notable progress has been made in addressing gaps. To strengthen gender-responsive planning across MYRPs, ECW developed an AF grant for Plan International to pilot the *Gender Analysis for Education in Emergencies* toolkit in seven countries: Burkina Faso, Cameroon, Mali, Myanmar, Niger,



Teachers attend a tutoring catch-up workshop in Slavsko, organized by Teach for Ukraine with ECW's support.

Nigeria and South Sudan. This toolkit enabled the collection of disaggregated, context-specific data on barriers faced by crisis-affected learners, particularly adolescent girls and children with disabilities. Findings informed the development of tailored gender profiles that guide MYRP responses. Due to strong demand, this toolkit is now positioned as a global public good, offering a replicable approach to gender-responsive analysis across EiEPC contexts.

**Capturing disaggregated data on children with disabilities remains challenging.** However, ECW's partners across multiple countries are intensifying efforts to improve identification and support for children with disabilities through the use of standardized tools.

Finally, as part of its mandate, the GEC continues to strengthen evidence-based planning and coordination at both the country level and across the global EiEPC architecture through the use of data standards and guidance. In 2024, ECW supported the GEC to reinforce its centralized Data Repository<sup>66</sup> and provide technical support on data to country clusters. The repository was regularly updated with key documents such as Humanitarian Needs Overview (HNOs), Humanitarian Response Plans (HRPs), and situation reports, serving as a central hub for timely, comparable data and cross-context analysis. To further enhance the quality of education needs assessments, the GEC supported 23 country clusters with tailored guidance on the IASC People in Need methodology, strengthening data quality. In 2024, the GEC also finalized guidance for standardized reporting on people reached and offered webinars and clinics to ensure consistent data collection.

## Thematic spotlight

### IMPROVED DATA

## Strengthening data and evidence to support children with disabilities

Across several programmes, partners have made notable efforts to strengthen the collection, analysis, and use of disability-disaggregated data to inform inclusive education responses.



<sup>66</sup> <https://www.educationcluster.net/data-repository>

ECW partners have increasingly adopted standardized tools, particularly the Washington Group Questions, including the Child Functioning Module and the Enhanced Short Set, to identify children with functional difficulties. These tools are now in use across at least 13 programmes, enabling early identification, targeted support and more equitable access to education.

As illustrated in the examples below, large-scale disability assessments have been implemented in multiple countries. Programmes are using assessment findings to design concrete support mechanisms, from tailored referrals and assistive devices to adjustments in classroom environments:

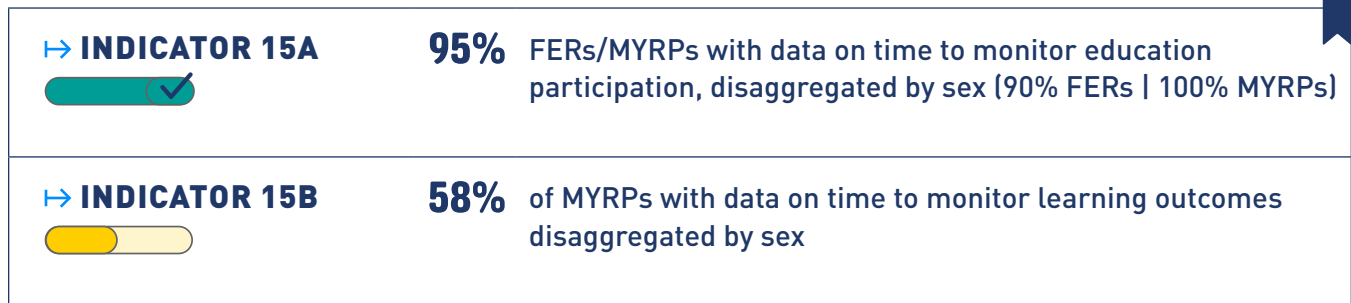
- **Uganda:** The MYRP assessed over 36,000 learners using the Washington Group Questions and found that 8% had a disability. The results informed referrals, service provision and national planning, with support from partners such as Humanity and Inclusion and Cheshire Services Uganda. The programme also produced a Disability Data Use Guidance Note and developed case studies to share lessons learned, establishing a model for how evidence can inform both programme design and national policy frameworks.
- **Myanmar:** MYRP partners applied the Washington Group Questions to a combined sample of nearly 40,000 children. Assessments were disaggregated by age and sex, and the data revealed high rates of learning and communication difficulties. Findings informed the provision of assistive devices, classroom adaptations and inclusive learning materials, while technical partnerships helped harmonize methodologies and timelines across different actors.
- **Ethiopia:** A multi-region disability screening, led by the Norwegian Refugee Council and Light for the World, used school-village linkage surveys to identify children with disabilities. This initiative resulted in the enrollment of over 2,800 children with disabilities and the distribution of assistive devices such as hearing aids and braille kits.
- **Somalia:** MYRP partners adapted the Washington Group Questions and aligned them with existing school-level identification tools to strengthen disability screening. Initial screenings were conducted through teacher observation and school records, followed by a more structured assessment led by specialists from SOS Children's Villages. This approach enabled the programme to assess specific types of disabilities, determine assistive device needs and recommend specialized services.

While significant progress has been made, ECW partners continue to face challenges in collecting and using harmonized data on children with disabilities. In response, as part of the **2025 Global Disability Summit**, ECW – together with the German Federal Ministry of Economic Cooperation and Development, the UK's Foreign, Commonwealth & Development Office, the International Disability Alliance and the GEC – made a joint pledge on disability inclusion in EiEPC, which includes a focus on **'Strengthening Data, Evidence and Accountability for Inclusive Education.'** Specifically, ECW and its partners will promote the assessment of disability prevalence using validated tools that generate globally comparable estimates, such as the Washington Group Short Set questions on disabilities. To fulfil this commitment, the ECW Secretariat will work with partners through FER and MYRP programmes to collect more and better-harmonized data on children with disabilities.



Standardized tools such as the Washington Group Questions are now in use across at least 13 programmes to identify children with disabilities.

# Better measurement of learning outcomes



Outcome-level data disaggregated by key demographic factors is essential for understanding how EiEPC investments translate into tangible and equitable results for the most marginalized children. Since the start of the 2023–2026 Strategic Plan, 95% of eligible programmes (90% of FERs and 100% of MYRPs) have provided timely sex-disaggregated data on children’s participation, an improvement from 84% in the first year of the Strategic Plan (INDICATOR 15A). This includes 35 FERs and MYRPs that, by programme completion, had two comparable data points on education participation – primarily enrolment or attendance data – with sex disaggregation. Such data increases confidence in assessing whether children’s participation improved during programme implementation and whether these improvements were equitably shared between girls and boys.

Importantly, information on children’s holistic learning is increasingly available across MYRPs: cumulatively for this Strategic Plan period, 71% of MYRPs have timely data on children’s academic and/or social-emotional learning outcomes (INDICATOR 15B), compared to 64% in the first year of the Strategic Plan. This increase is largely driven by MYRPs approved in 2022–2023, 81% of which have reported at least one data point. In contrast, 60% of completed MYRPs – the majority launched between 2019 and 2021 – provided data at two time points.

This variation across MYRP cohorts reflects the growing prioritization of learning outcomes within the ECW Secretariat and the wider sector over the past five years, while also highlighting the continued operational challenges of collecting multiple rounds of learning outcome data in crisis-affected contexts. As described in Chapter 1, several MYRP partners



95% of programmes now provide timely sex-disaggregated data on children’s participation in education.

(including in Nigeria, Pakistan, Uganda and Libya) are integrating assessment tools to understand children’s levels of academic and SEL, and their progress over time.

**The availability of sex-disaggregated learning outcome data has also improved, with 58% of MYRPs providing timely sex-disaggregated data compared to 39% in the first year of the Strategic Plan (INDICATOR 15B).** Importantly, four out of five



71% of MYRPs have timely data on children’s academic and/or social-emotional learning outcomes.

programmes with timely learning outcome data also report sex-disaggregated data. However, data on learning outcomes disaggregated by educational level remains limited, as ECW implementing partners do not consistently monitor outcomes at different education levels.

**Progress on timely, sex-disaggregated participation and holistic learning outcome data reflects a confluence of factors at the programme, ECW Secretariat and sector levels.** Partners have strengthened their capacities to assess holistic learning outcomes, including through technical support provided by ECW to conduct such assessments (see Uganda country highlight) and through dedicated ‘ring-fenced’ funds for holistic learning outcome measurement included in MYRP budgets. Building on these experiences, a handbook on best practices for measuring holistic learning outcomes in emergencies was developed in 2024 and will be published in 2025. This guidance aims to serve as a global public good for partners – both implementing organizations and governments – seeking practical direction on undertaking holistic learning outcome assessments in crisis contexts.

At the Secretariat level, ECW’s quality assurance processes and evidence management systems for grantee reporting have improved in recent years, capturing more data from reports, enabling better assessment of data quality, and enhancing automation in synthesizing results across programmes.

**Improvements in learning outcomes data and measurement have also been bolstered by growing global momentum around the importance of learning in emergencies.** In 2024, ECW continued to advocate for a greater focus on improving and measuring learning outcomes in EiEPC, including through its support to the GEC. At its Annual Partners Meeting in October 2024, the GEC brought together over 124 partners and country clusters/working groups to explore how clusters can advance learning in emergencies amid tightening funding and escalating crises. The meeting provided a platform to define the Cluster’s role in supporting learning, identify key steps and mobilize partnerships to implement them. A key outcome was the agreement on a set of prioritized collective actions for the GEC, partners and country teams to take forward.

ECW also continued its partnership with the Aga Khan Foundation (AKF) and the [Schools2030](https://schools2030.org) programme to integrate crisis-affected populations into education support programmes in Afghanistan, Pakistan and Uganda. AKF’s three-step teacher-led design model to ‘assess, innovate and showcase’ produced learning outcomes and learning environment assessment tools<sup>67</sup> for educators to use.

Finally, through co-funding with the Porticus Foundation, ECW established an AF partnership to support the Peoples Action Network<sup>68</sup> in integrating crisis-affected populations and SEL domains into their existing citizen-led assessment tools on language and literacy.<sup>69</sup> These new tools will be piloted in Bangladesh and Uganda in 2025 and 2026.

<sup>67</sup> [https://schools2030.org/assessment/assess-tools-2/?\\_assessment\\_filter=outcome-tools](https://schools2030.org/assessment/assess-tools-2/?_assessment_filter=outcome-tools)

<sup>68</sup> <https://palnetwork.org/>

<sup>69</sup> International Common Assessment of Numeracy (ICAN) and the International Common Assessment of Reading (ICARe).

 Country highlight

**UGANDA**

## School-readiness study of refugee-hosting districts

In 2024, ECW supported a study measuring school readiness levels among pre-primary learners in all refugee-hosting districts in Uganda. The study focused on children receiving play-based ECE at community centres or primary schools from one of seven core sector actors.

Using an index that assessed academic skills, SEL and executive functioning, findings showed that 81% of children were not fully ready for formal schooling. Of these, 64% demonstrated emerging readiness, while only 19% met the expected benchmarks across cognitive and social-emotional domains. Only 15% of refugee children were school-ready compared to 22% of host community children. At the same time, a greater proportion of host community children (20%) were deemed to be 'behind' – defined as performing low on all domains – as compared to refugee children (14%) on the school readiness measure. Differences in readiness between girls and boys were minimal, with girls equally likely to be school-ready.

Analysis of quantitative and qualitative data identified several key factors influencing ECE outcomes. These included engaging parents and



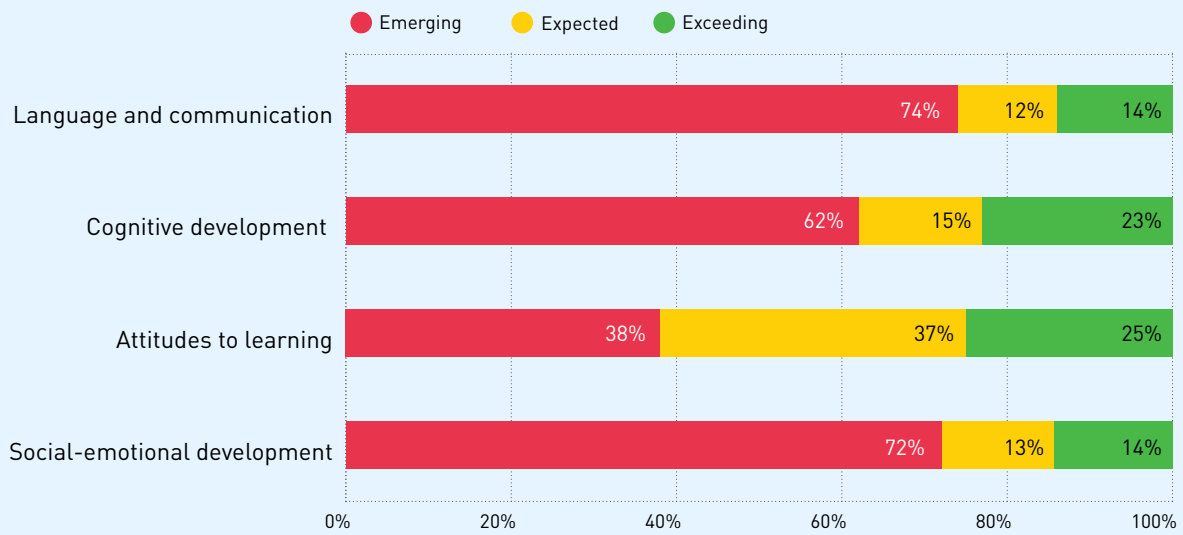
© UNICEF/Abdul

Five-year-old Gideon in a local early childhood development centre in Uganda.

communities; ensuring ECE is contextual, affordable and accessible; delivering integrated programming that acknowledges the multiple challenges faced by refugee families (e.g., health, employment, food security and housing); and reducing class sizes. The learning environment was also found to play a critical role, with over 33% of the variance in student learning attributable to the specific centre attended. This underscores the importance of classroom and school conditions in supporting learning.

Areas that were found to 'not work' or that presented challenges in achieving school readiness for all included limited support for marginalized learners, insufficient teacher support beyond training, narrow project focus, limited advocacy programming, sustainability concerns due to underfunding and the exclusive targeting of refugee-hosting areas.

**FIGURE 5.** School readiness levels by domain



Children play games at Katikit Early Childhood Development Play Lab playground in Uganda, built through an ECW-supported initiative. ▼



# INSTITUTIONALIZING CRISIS- AND RISK- RELATED DATA

## → INDICATOR 17



**13** MYRPs have strengthened their systems for coordinating, harmonizing and institutionalizing crisis- and risk-related data, enabling more coherent and evidence-driven education responses

Evidence base: 100% of eligible MYRPs

In 2024, 13 MYRPs made significant improvements in harmonizing EiEPC data standards and approaches across humanitarian and development partners. These efforts often aligned with national systems, contributing in some cases to the institutionalization of crisis-related data. While data systems strengthening was an explicit objective for certain MYRPs – such as in Libya – many programmes embedded it as a strategy to support broader outcomes, including improved learning and inclusive education.

A key example is South Sudan's MYRP, where partners supported the development of the national Education Emergency Response Plan by convening EiE partners to select priority EiE indicators from an indicator bank. This effort facilitated consistent data collection using standardized tools, which are scheduled to be digitized in 2025 and integrated into the national Education Management Information System (EMIS).

In Nigeria, MYRP partners collaborated closely with national EMIS personnel and the Education in Emergencies Working Group to introduce harmonized needs assessments, digital attendance registers, and a tracker for attacks on schools. These tools enabled the collection of disaggregated data on enrolment, school safety, disability inclusion and psychosocial needs, ensuring consistency and quality across implementing partners. Data were routinely shared through coordination platforms, supporting planning and alignment across the EiEPC sector.

In Haiti and Uganda, MYRPs focused on integrating data on crisis-affected and marginalized children into national systems to better tailor responses for these groups. In Haiti, MYRP partners leveraged standardized tools to capture information on displaced learners and children with disabilities, directly informing teacher training practices and the development of inclusive learning materials such as braille devices and sign language resources. In Uganda, MYRP partners worked with the Ministry of Education and Sports to enhance the collection of disability data, supporting the integration of the Washington Group Child Functioning Module in EMIS, as well as refugee population data. These integrated data sets facilitated access to government support, such as capitation grants and teacher wage subsidies for refugee teachers, reinforcing their inclusion in national systems.

Similarly, in Libya, MYRP partners supported the Ministry of Education to operationalize a national EMIS using OpenEMIS. A pilot in 69 schools tested standardized data collection and reporting processes, while a national statistical handbook and training for ministry staff laid the groundwork for sustainable, system-wide adoption – particularly for monitoring the needs of marginalized groups such as girls and children with disabilities.

The Iraq MYRP demonstrated the impact of data-informed advocacy in driving policy and systems improvements at multiple levels. Partners trained local education directorates and school management committees on standardized data collection, sharing and analysis, addressing data quality challenges and aligning crisis and risk indicators with national education frameworks. This facilitated the integration of data on vulnerable groups, including children with disabilities, into provincial education databases. At the national level, data collected and shared by the MYRP on children with disabilities contributed

to the amendment of national legislation (Law 38), enhancing inclusive access for this group.

Complementing these country-level efforts, ECW also worked globally to harmonize EiEPC data standards and approaches, including needs and aid financing (Priority Actions 3 and 4, under the five global nexus priority actions). To improve understanding of education financing in crisis settings, the ECW Secretariat established and piloted its EiEPC Financing Observatory in partnership with UNESCO’s Global Education Monitoring (GEM) Report team. This initiative synthesized aid data from systems such as the International Aid Transparency Initiative (IATI), Financial Tracking Services (FTS) and the Creditor Reporting System (CRS) to enhance evidence-based decision-making. In 2024, the pilot analyzed humanitarian and development funding in six countries – Chad, DRC, Ethiopia, Haiti, Nigeria and South Sudan. A custom data extraction tool supported the analysis, and preliminary findings were shared with stakeholders to validate the approach.



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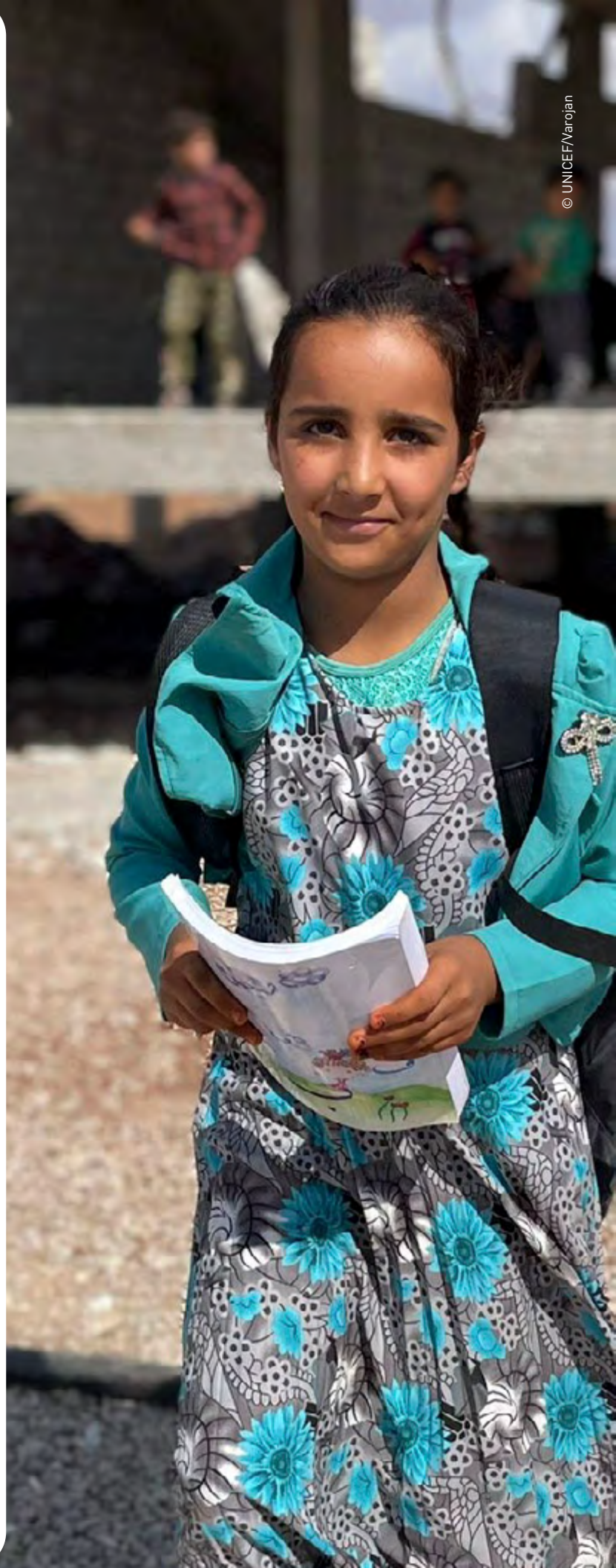
Jandarme teaches a math lesson to level two students at an ECW-supported school in South Kivu Province, DRC.

**Additionally, in 2024, the ECW Secretariat developed a new protocol to improve estimates of out-of-school children (OOSC) in crisis-affected areas.** This protocol, drafted by a task force chaired by the ECW Secretariat, aims to ensure more accurate, standardized and comparable data across global education statistics. It was presented at the Education Data and Statistics Commission in 2025 and will be applied by the UNESCO Institute for Statistics in global Sustainable Development Goal 4 monitoring, as well as in ECW's latest global EiEPC needs analyses.



The ECW Secretariat developed a new protocol to improve estimates of out-of-school children in crisis-affected areas.

Khatar, 9, holds one of her books in the Dael Camp in Syria. Thanks to ECW support, she was able to catch up on her education and is now back in formal school. ►



 Thematic spotlight

**DATA**

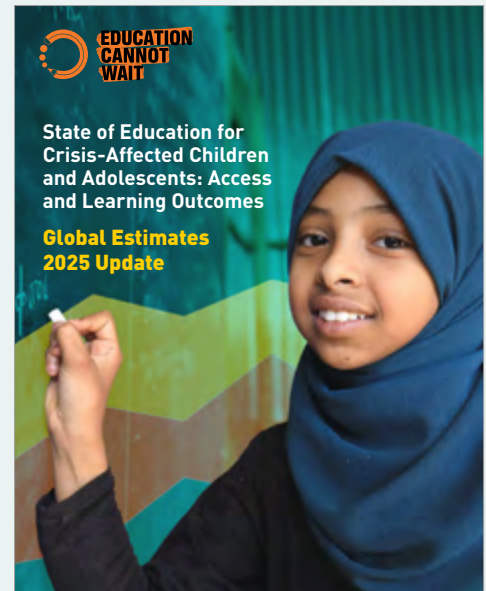
## Synthesizing data to track global EiEPC needs



Aligned with the new OOSC estimation protocol, ECW released a *Global Estimates Study* on the number of crisis-affected children in need of education support. The study revealed that 234 million school-aged children affected by crises now urgently need support to access quality education – a rise of 35 million in just three years.

This surge is driven by escalating armed conflicts, climate-induced disasters and other crises. Refugees, internally displaced children, girls and children with disabilities are among the hardest hit. The report underscores that the demand for education far exceeds available funding and calls for immediate, increased investment to address this global challenge.

The Global Estimates Study relies on an integrated dataset of crisis indicators and a transparent and robust methodology. The latest edition adopted a more sophisticated estimation procedure and drew on a broader array of data sources while maintaining full alignment with methodologies applied in previous iterations. In addition to leveraging the ACAPS INFORM Severity Index, for the first time, the estimates integrated data from the Armed Conflict Location & Event Data project and the EM-DAT natural-disaster database.



Mapendo, 12, sits in class in her ECW-supported school in the South Kivu province of DRC.



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## CHAPTER 3

# INCREASED AND BETTER FUNDING FOR EIEPC

**In 2024, humanitarian needs surged to unprecedented levels, with over 305 million people requiring assistance.**<sup>70</sup> Armed conflicts in the State of Palestine, Sudan, Ukraine and across the Sahel, combined with the intensifying climate crisis, drove mass displacement and placed immense pressure on essential services. Education systems in crisis contexts were pushed to the brink, with an estimated 234 million crisis-affected children and adolescents requiring urgent education support – an increase of 18% compared to three years ago.<sup>71</sup>

Yet, in 2024, education remained one of the most underfunded sectors, with only 30% of funding requirements met in humanitarian appeals (INDICATOR 20), despite representing just 5.4% of total 2024 Global Humanitarian Overview requirements.

This shortfall reflects a broader aid financing crisis. Global ODA remains stagnant at 0.35% of Gross National Income (GNI), and in 2025 several major donors announced deep cuts to development budgets, severely affecting the education sector. In some countries, such as Chad and Mali, this could result in the loss of up to half of external education funding.<sup>72</sup>

As the global fund for education in emergencies and protracted crises in the United Nations, ECW continues to play a vital role as fundraiser, financier and advocate, working to mobilize US\$1.5 billion to reach 20 million crisis-affected learners by 2026. This chapter outlines ECW's 2024 efforts to increase and improve education financing across all fronts – humanitarian and beyond.

<sup>70</sup> Global Humanitarian Overview 2025, OCHA, December 2024.

<sup>71</sup> Global Estimates Update 2025, ECW, January 2025.

<sup>72</sup> What is the potential impact of recent cuts in aid to education? UNESCO GEM, April 2025.

## Areas of achievement



**Broadened and diversified resource mobilization:** In 2024, ECW secured first-time commitments from Japan and Italy and formalized an innovative investment partnership with Swiss Cantonal Banks – bringing all G7 donors on board and diversifying its funding base amid a constrained aid environment. ECW also secured new public donor pledges from Japan, Switzerland, the UK, US PRM and the EU Commission.



**Strategic, needs-based allocation of funds:** ECW disbursed US\$202.1 million across all three funding windows – 39% of which targeted ECHO-classified forgotten crises<sup>73</sup> – supporting immediate humanitarian needs and long-term resilience in 33 crisis-affected countries in 2024.



**Leadership in EiEPC financing transparency and data use:** Through its collaboration with UNESCO GEM, ECW advanced the consolidation of humanitarian and development financing data for education, piloting analyses in six countries and laying the groundwork for a unified, transparent and evidence-based approach to tracking and improving EiEPC financing.

## Areas for improvement



**Accelerating resource mobilization amid a deepening crisis:** With US\$934 million mobilized against a US\$1.5 billion target and US\$113 million of pledges still to be committed, ECW faces a growing funding gap in an increasingly constrained global aid environment. As humanitarian needs surge and EiEPC remains one of the most underfunded sectors, ECW must redouble efforts to diversify its donor base, expand private and philanthropic partnerships, and define a compelling value proposition for the next strategic period to optimize its added value in a shifting financial and political landscape.



**Improving timeliness and scale of rapid response funding:** While FERs enabled life-saving support in acute emergencies, only 10% met the 12-week disbursement benchmark (INDICATOR 21), with average delays highlighting process bottlenecks. As anticipatory action pilots show early promise, ECW must continue to streamline internal procedures and strengthen surge response capacity to ensure education support reaches children when they need it most.



**Addressing structural vulnerabilities in education financing:** In 2025, sweeping reprioritizations across humanitarian response plans led to education targets being slashed by over 40% in 21 countries – and by more than 80% in Chad and Sudan. These reductions laid bare the structural fragility of education financing in crisis contexts. To close the persistent funding gap, ECW must intensify efforts to leverage all available financing streams – from development aid and climate finance to philanthropic capital and innovative instruments, such as blended and results-based financing. Unlocking these resources will require stronger data systems, improved transparency, and clearer strategic alignment to ensure every dollar is equitably and effectively deployed.

<sup>73</sup> List as of 2023 – Bangladesh, Burkina Faso, Cameroon, DRC, Haiti, Lebanon, Mali, Myanmar, Nigeria and South Sudan.

# ECW'S RESOURCE MOBILIZATION FOR THE GLOBAL TRUST FUND

→
INDICATOR 22

US\$934  
MILLION

A total of US\$934 million has been mobilised for the current Strategic Plan (63% of the US\$1.5 billion target)

In 2024, ECW continued its efforts to mobilize resources for the Global Trust Fund and received a total of US\$243.7 million in contributions. This brought cumulative resources mobilized for the ECW Global Trust Fund to US\$1.66 billion since its inception, including US\$934 million for the current strategic period (INDICATOR 22) – which represents 63% of the US\$1.5 billion funding target for the current Strategic Plan (Figure 6). However, of the US\$934 million mobilized, ECW is still working to convert US\$113 million in pledges into firm commitments.

**FIGURE 6.** Resources mobilized for the current ECW Strategic Plan, 2024 (US\$)



## Expanding and diversifying resource mobilization

Building on commitments made at the 2023 High-Level Financing Conference, ECW continued to grow and diversify its funding in 2024. These efforts align with ECW's strategic objective to broaden funding sources while enhancing the predictability and sustainability of financing for education in crisis contexts.

ECW expanded its partnership with the Government of Japan, which pledged an additional US\$2.75 million to the Fund. ECW also received a new top-up

contribution from the European Commission and an additional US\$7 million from US PRM. The Government of Switzerland pledged an additional US\$37 million, while the Government of the United Kingdom pledged support to ECW's regional response to the Sudan crisis. In 2024, ECW also secured its first commitment from Italy, ensuring that the Fund is now supported by all G7 donors. On the private sector side, ECW launched a new partnership with the Swiss Cantonal Banks.



© UNICEF Kenya/Paul Kidero

Gabriel, 12, in front of his ECW-supported school in Kilifi County, Kenya.



ECW is now supported by all G7 donors

 Thematic spotlight

**INNOVATIVE FINANCING**

## A new model of philanthropy for sustainable giving



In a significant advancement in sustainable philanthropy, the ECW Secretariat formalized a partnership with the Swiss Cantonal Banks through the launch of an innovative return-oriented investment fund.

The product, based on investments in sustainable bonds and equities, donates 2% of its volume annually to ECW, creating a predictable, multi-year funding stream to support children in crisis. The new fund was launched with CHF 10 million in seed capital and provides a compelling model for aligning philanthropic giving with responsible financial investment. According to recent projections, it is expected that this funding scheme may yield up to CHF 7 million of yearly contributions. This means more children affected by crises will have access to safe learning spaces, trained teachers, and the resources and support to reclaim their right to education.

 Advocacy highlight

## PLAYFUL LEARNING: UGANDA LEADS THE WAY ON INTERNATIONAL DAY OF PLAY

In 2024, the UN General Assembly officially designated 11 June the International Day of Play, celebrated for the first time in Uganda with a National Play Day. Organized by the Ugandan Government with support from UNICEF, the LEGO Foundation, Plan International and ECW, the day brought together hundreds of children, parents and teachers in activities that emphasized the role of play in building skills, resilience and well-being – and promoted the importance of play for learning and development.



# Elevating political and private sector leadership

Throughout 2024, ECW intensified high-level political engagement and advocacy to strengthen global commitment to education in crisis settings. This included deploying a strategic mix of communications and advocacy tools – ranging from high-level stakeholder engagement, field missions and global events to media outreach, digital campaigns, storytelling, evidence-based advocacy products and coalition-building through networks and alliances.

In particular, at the United Nations General Assembly in New York, The Rt. Hon. Gordon Brown, Minister Nicolai Wammen and Sidsel Kristensen, CEO of the LEGO Foundation, co-hosted a series of high-level events to galvanize global action. Together, they called on the private sector, philanthropic foundations and global leaders to scale up financing for the 234 million crisis-affected children in urgent need of educational support.

At the 2024 Spring Meetings of the World Bank Group and the International Monetary Fund in Washington D.C., Senior Danish politician Nicolai Wammen announced that he would join ECW in a personal capacity as a Global Champion to mobilize political leadership and promote new and innovative sources of financing, particularly with the private sector. A joint high-level mission to visit ECW-supported programmes in Ethiopia further elevated his role as an ECW Global Champion. In parallel, ECW raised global awareness through prominent public advocacy platforms. This includes the 2024 Global Citizen Festival, where ECW’s Executive Director took the stage alongside award-winning actress and education advocate Rachel Brosnahan to highlight the global education crisis and mobilize mass support for ECW’s mission. In total, ECW’s sustained media outreach throughout 2024 generated an estimated potential reach of over 11 billion through earned media coverage across global platforms.

 **Advocacy highlight**

## A GLOBAL STAGE FOR EDUCATION

ECW Executive Director Yasmine Sherif joined global citizens, activists and celebrities on stage at the 2024 Global Citizen Festival in New York, delivering a powerful call to action to expand support for inclusive, quality education for girls and boys worldwide – including those impacted by armed conflicts, climate-induced disasters and protracted crises. Their education cannot wait. The Global Citizen Festival campaign resulted in US\$1 billion in commitments to defeat poverty, defend the planet and demand equity for the world’s most marginalized communities. The event attracted a crowd of over 60,000 and was broadcast and streamed across major platforms worldwide.



 **60,000** LIVE AUDIENCE IN NYC

# ECW'S ALLOCATION OF FUNDING TO WHERE IT'S MOST NEEDED

## Disbursement through ECW funding windows

In 2024, ECW approved a total of US\$238.5 million in new investments across its three funding windows – the FER, MYRP and AF – to support both sudden-onset and protracted crises. Notably, US\$32.8 million – equivalent to 14% of new commitments and 39% of total 2024 disbursements (US\$202.1 million) – was allocated to countries identified under the ECHO Forgotten Crisis Assessment.<sup>74</sup>

ECW's investments addressed both immediate needs through FERs and longer-term system resilience via MYRPs and AF grants. By the end of 2024, ECW's active portfolio spanned 33 crisis-affected countries, with a cumulative value of US\$810.4 million, and US\$202 million disbursed during the year across all modalities.<sup>75</sup>

<sup>74</sup> List as of 2023 – Bangladesh, Burkina Faso, Cameroon, DRC, Haiti, Lebanon, Mali, Myanmar, Nigeria and South Sudan.

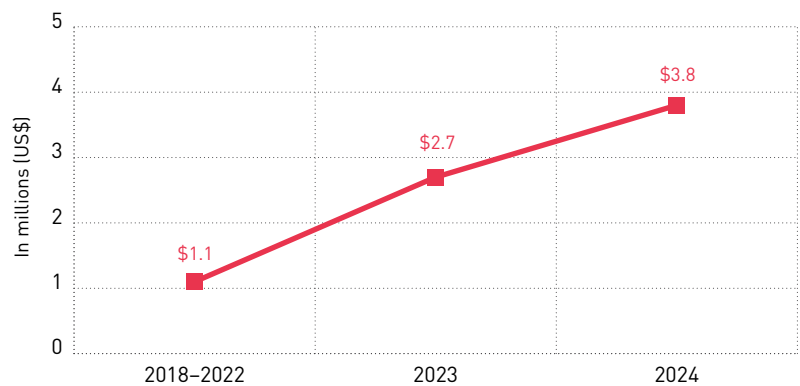
<sup>75</sup> Programmatic and financial allocations and disbursements – by country and funding window – since the beginning of the current Strategic Plan period are detailed in ECW's annual Programmatic Portfolio and Financial Allocations Overview, published each April.



## First Emergency Response

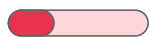
In 2024, ECW approved US\$54 million in new FER allocations, with US\$47.4 million disbursed. These rapid, flexible grants enabled ECW to respond swiftly to escalating emergencies in some of the world’s most severe crisis settings – including the State of Palestine, Ethiopia, Sudan, Lebanon and Haiti. ECW also piloted anticipatory action grants in Pakistan and Somalia, among the first for the EiEPC sector.

**FIGURE 7.** Average budget size of FERs developed, 2018–2024



FER programmes in 2024 had an average value of US\$3.8 million, up from US\$2.7 million in 2023 and US\$1.1 million during the 2018–2022 Strategic Plan period. Budgetary top-ups to FERs developed before 2024 in the Central African Republic and Egypt further illustrate the increasing budget sizes (Figure 7). The average cost per child for FERs in 2024 was US\$49.4 – a slight decrease compared to US\$53 budgeted per child in 2023.

→ **INDICATOR 21**



**10%** of FERs were disbursed within 12 weeks of a humanitarian appeal launch

Despite ongoing efforts to streamline processes, only 10% of FERs met the target of being disbursed within 12 weeks of a humanitarian appeal launch (INDICATOR 21). The average time from appeal to disbursement was 20.4 weeks, though this dropped to 16.6 weeks when measured from ECW’s internal investment decision – highlighting areas under ECW’s direct control. Notably, in Sudan, Libya and Ethiopia, FERs were developed within 10–12 weeks due to strong in-country coordination and pre-identified grantees.



## Multi-Year Resilience Programme

Through the MYRP window, ECW approved US\$176.3 million across twelve protracted crisis contexts – including Chad, Colombia, Ethiopia, Syria and Ukraine – with US\$150 million disbursed. In 2024, the average budget per child under MYRPs decreased to US\$156 compared to US\$237 in 2022–2023. This decline reflects ECW’s strategic effort to maximize reach in pursuit of its target of supporting 20 million learners by the end of the 2023–2026 Strategic Plan.

The average size of MYRP approvals in 2024 was US\$15.2 million, supporting approximately 101,000 learners per programme, with 59% of beneficiaries being girls. The lower per-child cost (US\$156)

compared to 2023 (US\$241) is intentional and driven by efforts to achieve greater economies of scale, reduce overhead and balance the portfolio alongside growing FER allocations.



© UNICEF/Aldhaher

A teacher plays a game with her students at their ECW-supported learning centre in Syria.

↳ **INDICATOR 9**



**US\$37.3  
MILLION**

An average of US\$37.3 million per programme reporting new aligned funding benefitting from strong coordinated planning and delivery

Beyond programming, MYRPs act as powerful catalysts for joint advocacy and resource mobilization, offering a structured platform to align country-level funding and foster collaboration. By the end of 2024, a cumulative total of at least US\$1.24 billion in new financial allocations was reported across 25 MYRPs – an average of US\$52 million per programme – targeting the same crisis-affected populations as the MYRPs themselves. Of this amount, 66% was reported as strongly aligned with MYRP objectives and benefitting from coordinated planning and delivery, representing an average of US\$37.3 million per programme reporting new aligned funding (INDICATOR 9). The MYRPs in Ethiopia (10.6%), Haiti (10.3%) and Burkina Faso (9.7%) stood out for their success in mobilizing such aligned financing.

It is important to note that these resources do not flow through the ECW Trust Fund, and ECW does not claim to have mobilized them directly. Rather, they reflect the collective advocacy and coordination efforts of the broader EiEPC community and the ability of stakeholders to align external funding with shared goals – minimizing duplication and maximizing the strategic use of available resources.

For instance, in Ethiopia, grantees reported additional contributions from Norway that were closely aligned with MYRP priorities. These top-up funds were mobilized to address rising needs in conflict-affected northern regions and supported the transition phase of UNICEF’s MYRP implementation in Amhara and

Oromia. In Burkina Faso, reported aligned funds were primarily channelled to partners operating in the same geographic areas targeted by the MYRP. These efforts benefitted from both Education Cluster coordination and the MYRP’s own mechanisms, which reduced overlap and optimized the use of limited resources. A similar experience was reported by partners in Haiti, where most aligned funding supported school feeding initiatives. Coordination was strengthened through joint planning, targeting, monitoring and oversight of the national school meals programme – ensuring consistency across interventions and alignment with local and national authorities, as well as other actors.



The average size of MYRP approvals in 2024 was US\$15.2 million, supporting approximately 101,000 learners per programme, with 59% of beneficiaries being girls.

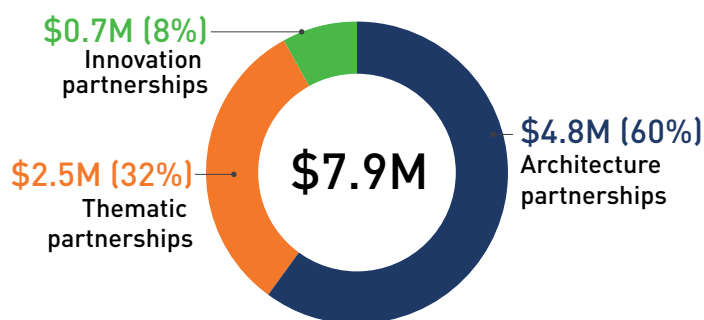


## Acceleration Facility

In 2024, ECW approved US\$8 million in AF grants across 14 new partnerships, focusing on system-strengthening, innovation and global public goods. Investments covered areas such as gender-transformative measurement, climate change integration in education and support to global coordination bodies – including the GCPEA, the EiE Hub and UNHCR.

Following a 2023 revision of the AF window, ECW introduced three AF grant types – architecture partnerships, thematic partnerships and innovation partnerships – to increase strategic clarity. In 2024, 47% of total AF commitments went to architecture partnerships, which provide multi-year support to entities with recognized mandates in EiEPC coordination (Figure 8). The average AF grant value increased from US\$300,000 in 2022 to over US\$657,000 in 2024, with most grants now designed as multi-year. This shift reflects ECW’s intention to move away from fragmented short-term grants and instead foster deeper, longer-lasting sectoral impact.

**FIGURE 8.** Funding Category of AF grant in millions, 2024 (US\$)



### Advocacy highlight

#### OUTREACH BY THE NUMBERS

Throughout 2024, ECW’s media outreach amplified global awareness of the urgent education needs of children caught in armed conflict, forced displacement and climate-induced disasters. These efforts helped position these issues at the forefront the global agenda, reaching a potential aggregate audience of 11.1 billion.<sup>76</sup> In this photo, ECW’s Executive Director speaks with France 24 TV about the findings of ECW’s latest Global Estimates Study – shining a light on the nearly one quarter of a billion crisis-affected children and adolescents requiring urgent support to access quality education.



**11.1 BILLION**  
POTENTIAL AGGREGATE AUDIENCE

<sup>76</sup> Potential aggregate audience is the measurement of viewership and listenership across various platforms, such as TV, online content, blogs, radio, podcasts and social media networks. Measurement is based on third-party analytics.

# ADVOCATING FOR EIEPC FINANCING

As global humanitarian needs continue to rise and education systems in crisis-affected countries remain chronically underfunded, advocacy grounded in reliable evidence is more vital than ever. Without timely, transparent and comparable financing data, it is impossible to understand the full scale of education funding flows and gaps – information that is crucial to mobilize and allocate resources effectively.

In response, ECW is investing in stronger tracking and analysis of education financing in emergencies and protracted crises to identify funding gaps, support prioritization based on need and strengthen accountability. Through sector-specific monitoring and the development of the EiEPC Financing Observatory, ECW is working to transform fragmented data into actionable insights for donors, national governments and implementing partners.



A teacher works with her students in one of the oldest schools in Timbuktu. An ECW-supported “Reading Corner” initiative is bringing out-of-school children to classrooms like this one in Mali.

# Tracking the state of EiEPC funding to build awareness and commitment

## Humanitarian funding to education remains alarmingly low

→ **INDICATOR 10**



**5.4%** In 2025, the education sector accounted for 5.4% of the total funding requirements in the Global Humanitarian Overview

In 2025, education accounted for just 5.4% of total requirements in the Global Humanitarian Overview (GHO) – excluding education components under refugee response plans (Indicator 10, see Figure 4).<sup>77</sup>

This share represents a sharp decrease from the previous year (6.8%), even as OCHA’s ‘boundary-setting’ approach sought to narrow humanitarian appeals and reduce duplication. Since peaking at 7.6% in 2021, the share of education in overall humanitarian requirements has averaged 6.4% over the past three years, signalling a shrinking space for the sector within an increasingly constrained humanitarian system (Figure 9).

This downward shift is further compounded by widespread aid cuts in 2025 and a sector-wide hyper-prioritization process, which forced the education sector to reduce its funding requirements by an alarming 43% in 2025. These trends underscore the urgency of protecting education from further marginalization in crisis responses.



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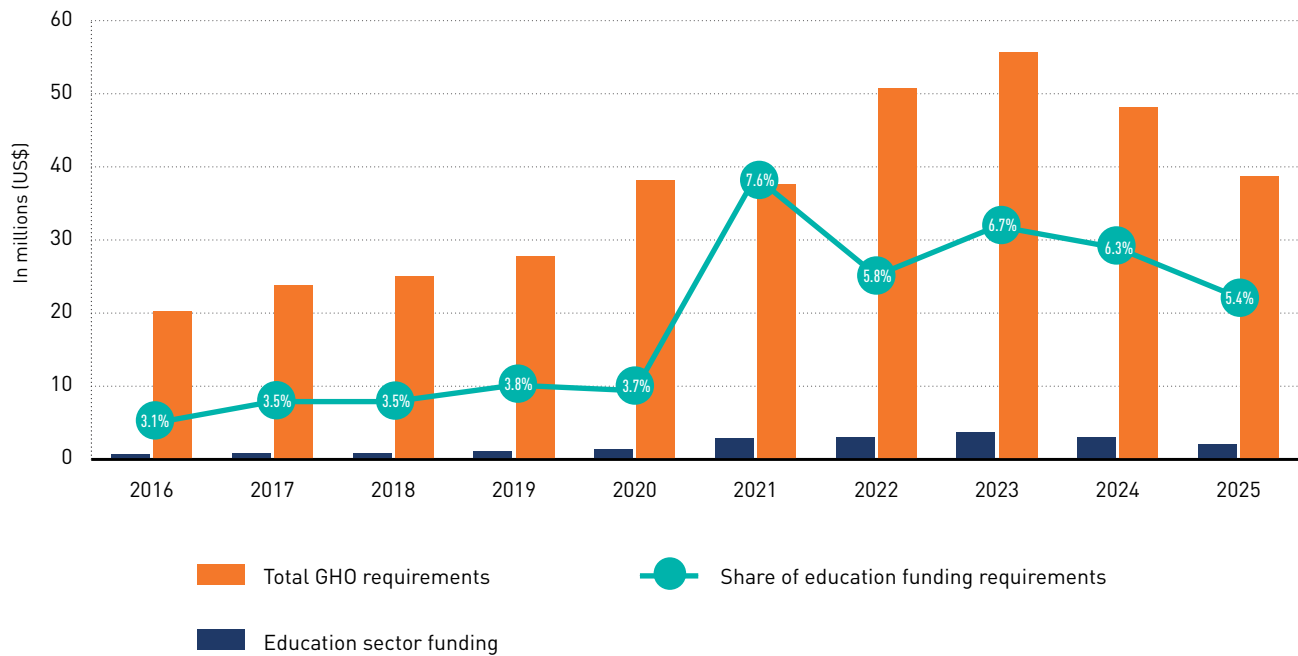
Through songs, games and stories – part of an ECW-supported programme – young refugee and host community children are preparing for the start of a new school year in Armenia.

“

In 2024, the share of the education sector appeal funding requirements was 5.4% – signaling a shrinking space for the sector within an increasingly constrained humanitarian system

<sup>77</sup> For the indicator related to the funding requirements, 2025 was the year used as a reference, and this is the only case for which 2025 data is being used for the report. This is because the requests are published at the beginning of the year and therefore are the result of advocacy efforts that relate to 2024.

**FIGURE 9.** Proportion of education sector funding requirements within GHO (US\$ Million)



<p>↳ <b>INDICATOR 18A</b></p>	<p><b>US\$1.114 BILLION</b></p>	<p>In 2024, the education sector received a total of US\$1.114 billion in humanitarian funding (inside and outside GHO)</p>
<p>↳ <b>INDICATOR 19</b></p>	<p><b>4%</b></p>	<p>Humanitarian appeal funding to the education sector represented 4% of total sector-specific humanitarian funding (inside GHO)</p>

Although the education humanitarian financing ask in the GHO was scaled down from US\$3.7 billion in 2023 to US\$3.1 billion in 2024, this reduction did not result in higher coverage. In fact, total funding to education in emergencies decreased slightly, reaching approximately US\$1.1 billion in 2024, down from US\$1.3 billion in 2023 (INDICATOR 18A). This represented only 3.1% of total humanitarian funding reported to FTS and just 4%<sup>78</sup> of total sector-specific humanitarian disbursements (INDICATOR 19), a slight decrease from the previous year (5%).

<sup>78</sup> This was calculated based on total funding recorded on FTS (inside GHO) excluding funding labelled as 'other', 'not specified', 'multi-sector', and 'multi-cluster'.

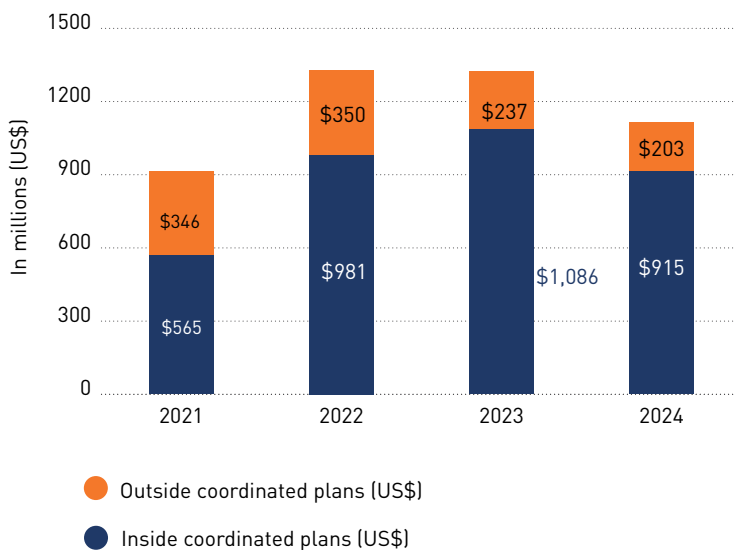


© Norwegian Refugee Council/Ahmed Ahmed

Students read from their workbooks in an ECW-supported classroom in Sudan.

Of this amount, 81% was directed to needs within inter-agency humanitarian response plans, a proportion consistent with 2023 (82%) (Figure 10).

**FIGURE 10.** Education in emergencies funding: Inside and outside coordinated plans (2021–2024)



Five of the ten countries with the lowest EIE funding coverage also ranked among the top ten countries with the highest numbers of people in need of education assistance.

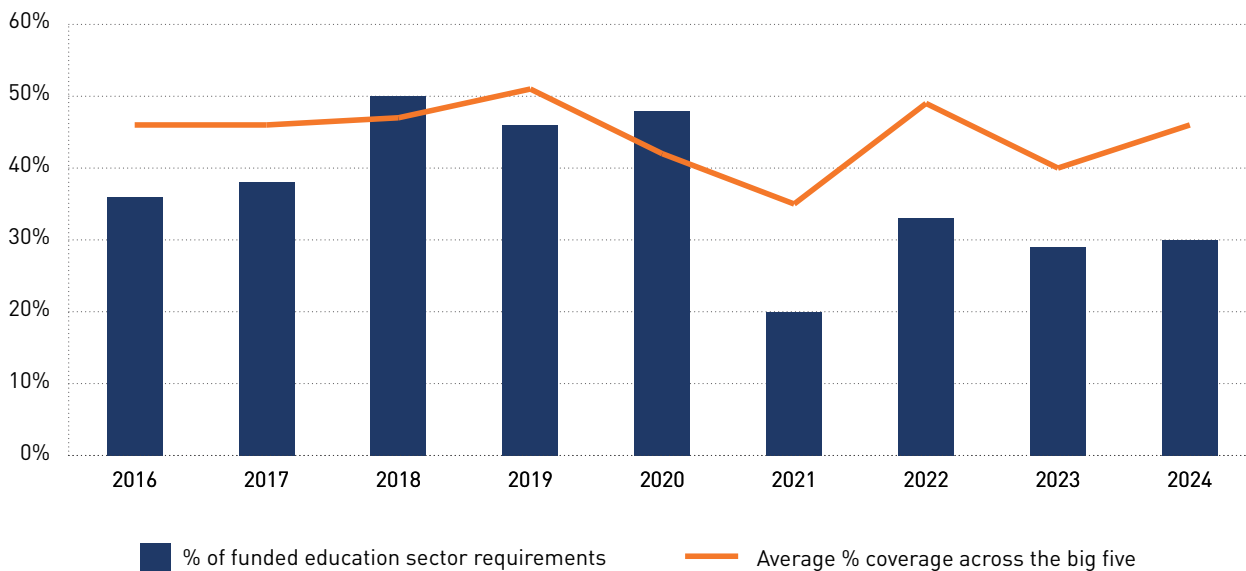
→ INDICATOR 20

**30%** of education appeal requirements were met in 2024



While the global average coverage of humanitarian appeal requirements in 2024 for the ‘Big Five Sectors’<sup>79</sup> was 46%, only 30% of education funding requirements were met, making education one of the least-funded sectors (INDICATOR 20) (Figure 11). This underfunding persists despite the sector’s recognized central role in recovery and resilience.

**FIGURE 11. Average funding coverage: Education sector vs. the ‘Big Five’ (2016–2024)**

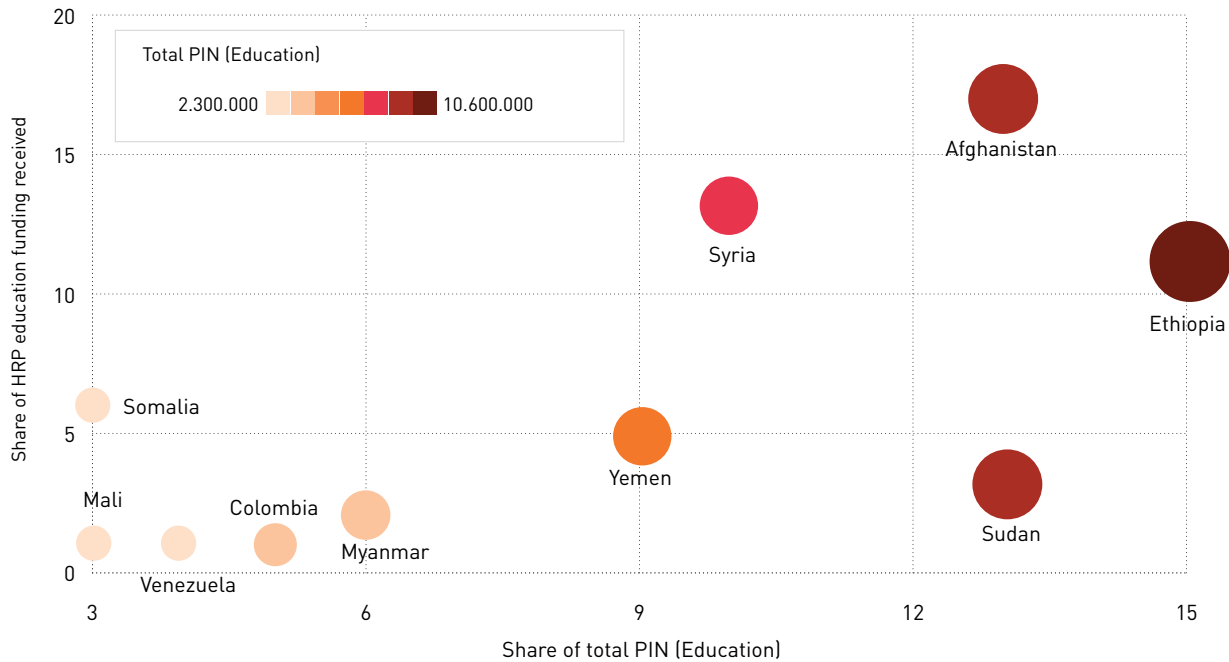


Chronic underfunding was particularly pronounced in several crisis-affected countries. In 2024, while the average coverage of education funding requirements across countries with a Humanitarian Response Plan (excluding Flash Appeals and Refugee Response Plans) was 36%, Mali (6.1%), Venezuela (8.1%) and Mozambique (10.3%) recorded the lowest coverage levels. This stands in sharp contrast to better-funded contexts such as Ukraine (99.8%), Afghanistan (70.4%) and the Central African Republic (68.7%).

**Strikingly, five of the ten countries with the lowest EIEPC funding coverage – Mali, Venezuela, Myanmar, Sudan and Syria – also ranked among the top ten countries with the highest numbers of people in need of education assistance.** If People in Need figures are an indication of where funds are most needed, Myanmar, Colombia, Venezuela and Mali each received only 1% of total education humanitarian funding through the HRPs – far lower than the global average of 4% (Figure 12).

<sup>79</sup> Food Security, Protection, WASH, Health and Nutrition.

**FIGURE 12. Top 10 countries with people in need and share of HRP funding (2024)**



→ **INDICATOR 18B** ✓ **A TOTAL OF US\$232.4 MILLION** was directed to countries classified as 'forgotten crises' by the ECHO Forgotten Crisis Assessment

Out of the US\$1.1 billion in total humanitarian funding received by the education sector in 2024, 21% (US\$232.4 million) was directed to countries classified as 'forgotten crises' by the ECHO Forgotten Crisis Assessment<sup>80</sup> (INDICATOR 18B).

ECW has contributed to this shift by embedding forgotten crisis scoring in its internal allocation model and systematically tracking disbursements to these contexts. In 2024, ECW disbursements to forgotten crises (US\$77.9 million) accounted for 39% of total disbursements, an improvement from 31% in 2023 (US\$60.9 million).

While progress is evident, these countries remain underfunded relative to their needs and require continued advocacy.

<sup>80</sup> List as of 2023 - Bangladesh, Burkina Faso, Cameroon, Democratic Republic of the Congo, Haiti, Lebanon, Mali, Myanmar, Nigeria, South Sudan. Figures represent total funding reported to the education sector on FTS

## Promoting funding at the humanitarian-development-peace nexus

Nearly 90% of countries with active humanitarian appeals in 2024 had experienced repeated plans for over a decade – underscoring the protracted nature of most crisis contexts. These settings demand integrated, sustained responses that transcend humanitarian silos. Yet, financing for education remains fragmented between humanitarian and development streams, which are tracked through separate systems with distinct standards. This fragmentation limits the visibility of total resources going to education in crisis contexts and hampers efforts to align funding across actors and timelines.

In response, ECW – together with the UNESCO GEM team – has initiated a collaboration to consolidate and analyze education financing data spanning humanitarian and development funding sources. The analysis provides a global overview of funding trends and highlights structural issues in how education in crises is recorded, tagged and categorized.

Six pilot countries – Chad, DRC, Ethiopia, Haiti, Nigeria and South Sudan – were examined in depth, revealing inconsistencies and overlaps in how humanitarian and development streams are reported. This work aims to move the sector towards a more coherent, evidence-based and equitable model of financing for education in crisis contexts.



ECW and UNESCO GEM are consolidating humanitarian and development funding data. This effort will provide the first full overview of resources dedicated to education in crises.



39% of total 2024 ECW disbursements and 21% of humanitarian education funding went to “forgotten crises” – up from 12% in 2023.

In 2025–2026, ECW will scale up efforts to consolidate education financing data across humanitarian and development sources. Planned activities include the publication of a policy paper in collaboration with the UNESCO GEM Team aimed at shaping global conversations on EiEPC financing and improving the quality and availability of funding data to support decision-making.

ECW will also facilitate consultations to advance unified reporting standards, continue consolidating data for selected MYRP countries, and pilot the use of consolidated data to inform investment decisions and targeted advocacy. These efforts will ultimately make EiEPC financing data more transparent, accessible and policy-relevant.



## EIEPC FINANCING TRACKING

# Insights from the joint ECW and UNESCO GEM policy paper



Contrary to common assumptions, most funding for EiEPC flows through development budgets, not humanitarian channels – making it harder to track and potentially undermining coordinated and effective responses at a time when aid to education is under strain.<sup>81</sup>

By triangulating data from the three main financing tracking systems (CRS, IATI and FTS), the policy paper shows that in 2023, only 8% of EiEPC funding was recorded as humanitarian in the CRS – down from 30% in 2017 – despite rising needs across crisis-affected contexts.

This shift occurred even as the share of education within total aid to crises increased: from 9% to 12% globally (2016–2023), and from 21% to 24% in countries with protracted humanitarian response plans. Yet, the bulk of this funding remains invisible in humanitarian tracking systems. In six pilot countries (DRC, Ethiopia, Chad, South Sudan, Nigeria and Haiti), just 12% of reported education funding appeared in FTS – or 15% when including IATI transactions marked as humanitarian.

These gaps reveal deeper challenges: fragmented data systems, inconsistent definitions of what counts as humanitarian and widespread underreporting. FTS coverage is limited, IATI's humanitarian tag is inconsistently applied, and many education-related grants – including GPE emergency funding – are not captured in either system.

To address these issues, the policy paper calls for aligning humanitarian and development reporting systems to better reflect total EiEPC flows, improving classification standards across platforms, enhancing interoperability and shared data protocols, and making crisis-related education financing data more accessible, detailed and actionable for decision-making.

<sup>81</sup> Funding for education in crises: Data in distress, UNESCO GEM and ECW, July 2025.

# LOOKING AHEAD: A NEW ERA FOR ODA FINANCE

As of 2024, an estimated 234 million crisis-affected children and adolescents are in urgent need of education support. Yet, education continues to be one of the most chronically underfunded sectors, despite its vital role in protecting children, supporting recovery and fostering long-term resilience.

The situation worsened further in 2025 as the global aid landscape entered a period of significant contraction. According to a new UNESCO GEM Report,<sup>82</sup> aid to education fell sharply in 2024, with additional cuts expected through 2027 – marking the steepest decline since the 1990s. Many DAC donors have signaled reductions of up to 25% and, in some countries, the declines may be even more severe. For low-income countries – where external aid represents between 17% and 50% of total education budgets – these cuts could be devastating.

For the humanitarian sector, this has triggered system-wide reprioritization across humanitarian response plans. Education bore some of the most severe impacts: across 21 countries, humanitarian education targets were slashed by over 40%, and funding requirements dropped by one-third. In 10 countries, targets were cut by more than 50%, with the most dramatic reductions in Chad (90%), Sudan (83%), Haiti and Venezuela (75%).<sup>83</sup>

These developments expose how vulnerable education remains when resources are scarce and competing demands intensify. They also highlight

the structural limitation of relying on humanitarian funding alone to meet the needs of crisis-affected learners. Closing the persistent financing gap will require leveraging all available sources of funding – spanning development aid, climate finance, philanthropic capital and innovative mechanisms such as results-based financing, match-funding and blended finance.

However, unlocking these sources also demands better data, stronger transparency, and a clear focus on ensuring that every dollar is strategically aligned and equitably deployed. At the same time, the aid

<sup>82</sup> UNESCO policy paper No. 50, Aid to education: time for tough decisions - UNESCO Digital Library, June 2025.

<sup>83</sup> 2025 HNRP Re-prioritization Analysis, Global Education Cluster, June 2025.

system faces mounting strain: donor fatigue, escalating global crises and internal budget reallocations are further eroding predictability – placing already underfunded sectors like education at even greater risk.

In this context, ECW remains committed to transforming political will into tangible investments for crisis-affected children and adolescents. By working with partners to build a more predictable, diversified and effective global financing ecosystem, the Fund aims to ensure that EiEPC is no longer overlooked – because education cannot wait, and neither can our commitment to funding it.

“

Closing the education financing gap demands every available funding source. From development aid and climate finance to philanthropy and innovative tools like blended and results-based finance, all avenues must be leveraged.

Students listen to their teacher during a lesson in Lebanon. ECW investments in the country are supporting inclusive, safe access to quality education for children impacted by crises. ▼



## ANNEX 1.

# Results framework scorecard: Progress towards 2026 targets

Cumulative results across years 1 and 2 of the  
2023–2026 Strategic Plan (2023–2024)

## Legend

N/A Not available for the specified year

\* Target value proposed in ARR 2023

\*\* Annual indicator






\*\*\* Fewer than five programmes with requisite evidence to calculate indicator. See notes.
















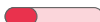












\*\*\*\* Progress not classified due to limited data or target not available.

- ↑ Upgraded: Rating of progress improved  
→ Maintained: No change in rating of progress  
↓ Downgraded: Rating of progress worsened

## Progress toward target

Projected progress<sup>III</sup>

-  Completed  
 On track  
 At risk  
 Off track  
 Not classified\*\*\*\*

Level of disaggregation	Baseline <sup>I</sup>	Results		Target By 2026 (Current)	Progress towards target		2023-2024 change
		2023 <sup>II</sup>	2023–24		2023	2024	
<b>Goal:</b> Number of 3- to 18-year-old children and adolescents reached with ECW assistance through MYRP/FER funding window							
Total <sup>a</sup>	6,902,767	5,597,253	8,279,390	19,500,000 (10,700,000)			
Female	48.4%	50.7%	51.0%	N/A			
Pre-primary <sup>b</sup>	9.0%	6.6%	6.1%	N/A			
Secondary	11.0%	23.4%	19.7%	N/A			
Children with disabilities	0.9%	1.7%	1.9%	N/A			
Refugees <sup>c</sup>	30.0%	22.2%	27.4%	N/A			
IDPs	13.0%	16.8%	15.7%	N/A			
<b>Goal: INDICATOR 1</b> Number of 3–18-year-old children and adolescents reached with ECW assistance through the FER funding window							
Total <sup>d</sup>	3,900,000	1,173,523	2,378,522	11,900,000 (6,500,000)			→
Female <sup>e</sup>	50.0%	55.0%	54.0%	60.0%			N/A
Pre-primary <sup>f</sup>	11.8%	4.8%	4.8%	10.0%			↓
Secondary	11.9%	20.3%	14.7%	20.0%			↓
Children with disabilities <sup>g</sup>	1.3%	1.0%	1.5%	10.0%			→
Refugees	27.1%	19.8%	38.8%	N/A			N/A
IDPs <sup>h</sup>	13.4%	24.4%	15.3%	N/A			N/A

Level of disaggregation	Baseline <sup>I</sup>	Results		Target	Progress towards target		2023-2024 change
		2023 <sup>II</sup>	2023-24	By 2026 (Current)	2023	2024	
<b>Goal: INDICATOR 2</b>							
Number of 3–18-year-old children and adolescents reached with ECW assistance through the MYRP funding window							
Total <sup>i</sup>	2,200,000	4,423,730	5,900,868	7,600,000 (4,200,000)			→
Female <sup>i</sup>	47.5%	49.5%	50.0%	60.0%			N/A
Pre-primary <sup>k</sup>	5.9%	7.1%	6.4%	10.0%			↓
Secondary	11.2%	24.2%	21.1%	20.0%			→
Children with disabilities <sup>l</sup>	1.2%	1.9%	2.0%	10.0%			→
Refugees	31.7%	22.9%	22.4%	N/A			N/A
IDPs <sup>m</sup>	13.5%	14.8%	15.5%	N/A			N/A
<b>Result 1: INDICATOR 3a</b>							
% FERs/MYRPs with increased education participation in ECW-supported communities							
Total programmatic investments	96.0%	94.5%	96.4%	90.0%			→
FERs	96.0%	93.3%	96.0%	90.0%			→
MYRPs	96.0%	95.5%	97.0%	90.0%			→
Total investments: Solid evidence	46.0%	91.4%	87.0%	50.0%			→
FERs: Solid evidence	46.0%	78.5%	87.5%	50.0%			→
MYRPs: Solid evidence	46.0%	100.0%	86.7%	50.0%			→
<b>Result 1: INDICATOR 3b</b>							
% FERs/MYRPs with increased gender-equitable education participation in ECW-supported communities							
Total programmatic investments	N/A	72.2%	74.0%	90.0%			→
FERs	N/A	50.0%	73.0%	90.0%			↑
MYRPs	N/A	83.3%	74.0%	90.0%			→
<b>Result 1: INDICATOR 4a</b>							
% FERs/MYRPs with retention or completion rates above 75% in ECW-supported learning spaces							
Total programmatic investments	N/A	52.9%	64.0%	90.0%			→
FERs	N/A	100.0%	80.0%	90.0%			↓
MYRPs	N/A	46.7%	60.0%	90.0%			→

Level of disaggregation	Baseline <sup>I</sup>	Results		Target	Progress towards target		2023-2024 change
		2023 <sup>II</sup>	2023-24	By 2026 (Current)	2023	2024	
<b>Result 1: INDICATOR 4b</b>							
% FERs/MYRPs with gender-equitable retention or completion rates above 75% in ECW-supported learning spaces***							
Total programmatic investments <sup>n</sup>	N/A	100.0%	100.0%	90.0%			N/A
FERs	N/A	100.0%	100.0%	90.0%			N/A
MYRPs	N/A	100.0%	100.0%	90.0%			N/A
<b>Result 1: INDICATOR 5a</b>							
% FERs/MYRPs with transition rates from non-formal to formal education above 60% in ECW-supported communities							
Total programmatic investments	67.0%	85.7%	91.0%	80.0%			→
FERs	90.0%	100.0%	100.0%	80.0%			→
MYRPs	20.0%	83.3%	88.0%	80.0%			→
<b>Result 1: INDICATOR 5b</b>							
% FERs/MYRPs with gender-equitable transition rates from non-formal to formal education above 60 per cent in ECW-supported communities <sup>a</sup>							
Total programmatic investments <sup>o</sup>	N/A	100.0%	100.0%	80.0%			N/A
FERs	N/A	100.0%	100.0%	80.0%			N/A
MYRPs	N/A	100.0%	100.0%	80.0%			N/A
<b>Result 2: INDICATOR 6a</b>							
Number and % of MYRPs with improved learning outcomes in literacy and/or numeracy in ECW-supported learning spaces							
MYRPs	8	8	14	20			↑
MYRPs	100.0%	80.0%	88.0%	90.0%			→
MYRPs: Solid evidence	N/A	5	9	12*			→
MYRPs: Solid evidence	63.0%	62.5%	64.3%	60.0%			→
<b>Result 2: INDICATOR 6b</b>							
Number and % of MYRPs with gender-equitable improved learning outcomes in literacy and/or numeracy in ECW-supported learning spaces							
MYRPs <sup>p</sup>	N/A	3	7	20			N/A
MYRPs	N/A	100%	88%	90.0%			N/A

Level of disaggregation	Baseline <sup>I</sup>	Results		Target By 2026 (Current)	Progress towards target		2023-2024 change
		2023 <sup>II</sup>	2023-24		2023	2024	
<b>Result 2: INDICATOR 7a</b> Number and % of MYRPs with improved social and emotional learning (SEL) and/or wellbeing of children and adolescents in ECW-supported learning spaces							
MYRPs	4	5	7	10			→
MYRPs	100%	71.7%	78.0%	60.0%			→
MYRPs: Solid evidence	N/A	2	2	6*			→
MYRPs: Solid evidence	50.0%	40.0%	28.6%	60.0%			→
<b>Result 2: INDICATOR 7b</b> Number and % of MYRPs with gender-equitable improved Social and Emotional Learning (SEL) and/or wellbeing of children and adolescents in ECW-supported learning spaces <sup>a</sup>							
MYRPs <sup>a</sup>	N/A	N/A	3	10			N/A
MYRPs	N/A	N/A	100%	60.0%			N/A
<b>Result 2: INDICATOR 8</b> Number and % of MYRPs in a sample of MYRP countries with evidence of change in social norms and attitudes towards gender equality among students (m/f), teachers (m/f) and caregivers (m/f) in communities supported through MYRPs							
MYRPs	N/A	1	5	6*			N/A
MYRPs	N/A	100%	100%	50.0%			N/A
MYRPs: Solid evidence	N/A	1	4	3*			N/A
MYRPs: Solid evidence	N/A	100%	80%	60%*			N/A
<b>S01A: INDICATOR 9</b> Amount of additional aligned funding for EiEPC mobilized in a sample of MYRP countries with a dedicated resource mobilization support component							
Overall (millions)	N/A	39	37.3	50*			N/A
<b>S01A: INDICATOR 10</b> EiE funding required as a % of total appeal funding**							
Overall	7.9%	6.8%	5.4%	10.0%			↓
<b>S02A: INDICATOR 11</b> Number and % of MYRPs in a sample of MYRP countries with evidence of improved coordination at the nexus							
MYRPs	N/A	{6} 5 <sup>II</sup>	12	5			→
MYRPs	N/A	{20.7%} 17.2% <sup>II</sup>	41.4%	80.0%			N/A

Level of disaggregation	Baseline <sup>I</sup>	Results		Target	Progress towards target		2023-2024 change
		2023 <sup>II</sup>	2023-24	By 2026 (Current)	2023	2024	
<b>S02A: INDICATOR 12</b>							
Amount and % of funds in FERs and MYRPs transferred to national/local partners (including LWOs, OPDs, refugee-led organisations and WROs) as directly as possible							
WEIGHTED AVERAGE:							
Total programmatic investments	21.4%	14.3%	28.9%	30.0%			N/A
MYRPs	20.5%	13.4%	31.7%	30.0%			N/A
FERs	32.0%	22.4%	15.8%	30.0%			N/A
SIMPLE AVERAGE:							
Total programmatic investments <sup>r</sup>	34.7%	24.3%	21.9%	30.0%			N/A
MYRPs	35.3%	22.6%	29.6%	30.0%			N/A
FERs	33.6%	27.8%	14.8%	30.0%			N/A
<b>S02A: INDICATOR 13</b>							
Number and % of FERs/MYRPs with evidence of improved quality of engagement with national and local partners including Organisations of Persons with Disabilities (OPDs), refugee-led organizations, and Women's Rights Organisations (WROs)							
TOTAL PROGRAMMATIC INVESTMENTS							
Number	N/A	(16) 9 <sup>II</sup>	15	19*			→
Percentage	N/A	(34.8%) 19.6% <sup>II</sup>	27.3%	40.0%			→
MYRPS							
Number	N/A	(9) 6 <sup>II</sup>	9	11*			→
Percentage	N/A	(32.1%) 21.4% <sup>II</sup>	30.0%	40%*			→
FERS							
Number	N/A	(7) 3 <sup>II</sup>	6	8*			→
Percentage	N/A	(38.9%) 16.7% <sup>II</sup>	24.0%	40%*			→
<b>S02A: INDICATOR 14</b>							
Number and % of FERs/MYRPs with evidence of improved quality of engagement with affected populations, including OPDs, refugee-led organisations and WROs							
TOTAL PROGRAMMATIC INVESTMENTS							
Number	N/A	(15) 8 <sup>II</sup>	21	19*			↑
Percentage	N/A	(31.3%) 16.7% <sup>II</sup>	38.2%	40.0%			↑
MYRPS							
Number	N/A	(8) 5	14	11*			→
Percentage	N/A	(26.7%) 16.7% <sup>II</sup>	46.7%	40%*			↑

Level of disaggregation	Baseline <sup>I</sup>	Results		Target	Progress towards target		2023-2024 change
		2023 <sup>II</sup>	2023-24	By 2026 (Current)	2023	2024	
FERS							
Number	N/A	[7] 3 <sup>II</sup>	7	8*			↑
Percentage	N/A	[38.9%] 16.7% <sup>II</sup>	29.0%	40%*			↓
<b>S02A: INDICATOR 15A</b>							
% MYRPs with data on time to monitor education participation, disaggregated by sex and education level							
WITH DATA ON TIME, DISAGGREGATED BY SEX							
i) Total programmatic investments	N/A	84.2%	95.1%	95.0%			↑
i) MYRPs	N/A	90.0%	100.0%	95.0%			↑
i) FERS	N/A	82.1%	90.0%	95.0%			→
WITH DATA ON TIME							
ii) Total programmatic investments	71.0%	89.5%	97.0%	95.0%			↑
ii) MYRPs	76.0%	85.7%	100.0%	95.0%			↑
ii) FERS	70.0%	100.0%	93.3%	95.0%			↓
<b>S02A: INDICATOR 15B</b>							
% MYRPs with data on time to monitor learning outcomes, disaggregated by sex and education level							
MYRPs with data on time, disaggregated by sex	N/A	39.3%	58.1%	95.0%			→
MYRPs with data on time	48.0%	64.0%	71.0%	95.0%			→
<b>S02A: INDICATOR 16</b>							
Number and % of MYRPs that are informed by better quality evidence on needs, including analyses regarding gender equality and capacities							
MYRPs	6	4	10	N/A*			N/A
MYRPs	86.0%	100%	91%	90.0%			→
<b>S02A: INDICATOR 17</b>							
Number and % of MYRPs that improved systems for coordination, harmonization and institutionalization of crisis- and risk-related data							
MYRPs	N/A	[7] 6 <sup>II</sup>	13	5			→
MYRPs	N/A	[24.1%] 20.7% <sup>II</sup>	43.3%	80.0%			N/A
<b>S01B: INDICATOR 18A</b>							
Amount of total annual EiEPC funding**							
Total (millions)	821.00	1,324	1,114	1,200			↓

Level of disaggregation	Baseline <sup>I</sup>	Results		Target By 2026 (Current)	Progress towards target		2023-2024 change
		2023 <sup>II</sup>	2023-24		2023	2024	
<b>S01B: INDICATOR 18B</b>							
Amount of total annual EiEPC funding to forgotten crises**							
Total (US\$ millions)	N/A	130	232	150*			↑
<b>S01B: INDICATOR 19</b>							
% EiE funding (out of sector-specific humanitarian funding)**							
Total	4.8%	(4.5%) 5%	4.0%	8.0%			→
<b>S01B: INDICATOR 20</b>							
% EiE funding against required EiE appeal funding**							
Total	19.8%	28.5%	29.8%	40.0%			→
<b>S01B: INDICATOR 21</b>							
% FERs disbursed up to 12 weeks after the humanitarian appeal date**							
Total	19.8%	28.5%	29.8%	40.0%			→
<b>S01B: INDICATOR 22</b>							
Funding mobilized for ECW Trust Fund							
Total (US\$ millions)	1,070	902	934	1,500			↓
<b>S02B: INDICATOR 23</b>							
Extent to which global and regional institutions adopt policies, approaches, and standards supported/promoted by ECW for inclusive, safe, quality education for crisis-affected children							
Average across stakeholders <sup>s</sup>	N/A	N/A	2.3	3*			N/A
<b>S02C: INDICATOR 24</b>							
Extent to which global and regional institutions strengthen their coordination at the nexus through ECW support							
Average across stakeholders <sup>t</sup>	N/A	N/A	67%	83%			N/A
<b>S02C: INDICATOR 25</b>							
Extent to which knowledge products supported by ECW in support of education for crisis-affected children are produced, shared, and used							
Production average across knowledge products	N/A	3.2	3.26	4			↑
Sharing average across knowledge products	N/A	1.7	2.12	4			→
Use average across knowledge products <sup>u</sup>	N/A	N/A	3	3			N/A

## Notes:

- I Results are used as a baseline value when results are not available in previous years.
- II Some results for Indicators 11,13,14 and 17 from 2023 were adjusted downward due to a more rigorous review process applied to grantees' self-assessments of strategic objectives. Because results are cumulative and scores cannot decrease over time, the 2023 results were adjusted in two cases: (a) when a grantee's self-assessed score for the same program was lower in 2024 than it had been in 2023 (b) when the Secretariat's review in 2024 justified reducing a grantee's self-assessed score by one point. If this reduction caused the 2024 score to fall below the 2023 score, the 2023 score was also adjusted downward to maintain consistency. *Unadjusted values are included in italics.*
- III Scorecard categorizations for 2024 were determined through a qualitative assessment conducted by ECW Secretariat's Monitoring, Evaluation and Global Reporting team. This assessment factored in the heightened uncertainty introduced by major aid sector cuts in early 2025, which are likely to affect the pace of progress towards Strategic Plan targets and increase variability in results over time.
- 
- a ECW's 2023–2026 Strategic Plan aimed to reach 19.5 million children—7.6 million through MYRPs and 11.9 million through FERs—based on the assumption that US\$1.5 billion in funding would be fully mobilized. By the end of 2024, ECW had mobilized US\$934 million, of which US\$821 million has been confirmed—approximately 55% of the total resource mobilization target. Given this, the Secretariat assessed progress relative to the level of funding confirmed by the end of 2024, on the assumption that any unconfirmed funding would likely not be secured and disbursed in time for programming within the current Strategic Plan period. This "proportionate target" - included in parenthesis—reflects the number of children ECW aims to reach based on confirmed resources at the midpoint of the Strategic Plan. Applying this approach, 55% of the original 19.5 million target yields a proportionate target of 10.7 million children by 2026 (FERs: approximately 6.5 million; MYRPs: approximately 4.2 million).
- b % level of education does not include those with unknown levels
- c % type of beneficiary does not include those with unknown levels
- d See note, row 17
- e Although the Strategic Plan document lists an aggregate target of 60% by 2026, this was a legacy and does not align with the guidance in the ECW Gender Implementation Guide 2023-2026, which was developed and launched in conjunction with the Strategic Plan 2023-2026. In practice, the target for each country investment is identified at country level by the country team following a gender analysis of available data. Should data be missing or inconsistent to determine gender parity across educational levels, then the 60% target is applied. ECW Gender Implementation Guide 2023-2026: [https://www.educationcannotwait.org/sites/default/files/2023-03/f\\_ecw1020\\_geewg\\_implementation\\_guide\\_mech\\_march\\_14.pdf](https://www.educationcannotwait.org/sites/default/files/2023-03/f_ecw1020_geewg_implementation_guide_mech_march_14.pdf)
- f See note, row 19
- g While the Strategic Plan notes that targets will be set on the proportion of forcibly displaced children, ECW continues to recommend not setting global targets for this population. The scale and composition of forcibly displaced populations vary significantly across contexts, and setting a global target may divert resources from the highest-priority needs in each setting. At the same time, it is important to acknowledge that the Global Refugee Forum pledge has been made and is referenced in the text.
- h See note, row 22
- i See note, row 17
- j See note, row 26
- k See note, row 19
- l See note, row30
- m See note, row 22
- n Indicator 4b calculation based on the sample of 6 programs (FER = 2, MYRP =4) with retention, completion, or progression rates > .75 and gender-disaggregated data available. Indicator 4a calculation includes an additional 10 programs (FER = 2, MYRP = 8) with rates > .75 that did not report gender-disaggregated data.
- o Indicator 5b calculation based on the sample of 4 programs (FER = 2, MYRP =2) with transition rates > .6 and gender-disaggregated data available. Indicator 5a calculation includes an additional 6 programs (FER = 1, MYRP = 5) with rates > .6 that did not report gender-disaggregated data.
- p Indicator 6b calculation based on the sample of 7 MYRPs with partial or solid evidence of improvement and gender-disaggregated data available at baseline and endline. Indicator 6a calculation includes an additional 7 programs with partial or solid evidence of improvement that did not report gender-disaggregated data.
- q Indicator 7b calculation based on the sample of 3 MYRPs with partial or solid evidence of improvement and gender-disaggregated data available at baseline and endline. Indicator 7a calculation includes an additional 4 programs with partial or solid evidence of improvement that did not report gender-disaggregated data.
- r Compared to the previous year, ECW has revised its methodology to use planned amounts rather than actual expenditures when calculating this indicator. Under the previous approach, relying on amounts spent meant that results for completed programmes were captured only with a delay. The revised method makes the data more actionable, as values will adjust more quickly. ECW will also analyse completed programmes to assess any differences between planned and actual amounts transferred.
- s Indicator 24 is calculated based on an online survey of 17 technical guidance products developed through ECW's support. The response rate to the survey was 53 respondents.
- t Indicator 24 is calculated based on progress against five Priority Actions identified through extensive stakeholder consultations as part of ECW's formative evaluation on strengthening the nexus. Progress on each priority action is assessed for four common stages of collective action: (1) joint diagnosis, (2) common vision-setting, (3) joint initiatives and (4) joint advocacy/shared lessons. A score is applied for each stage of each Priority Action based on whether efforts are beginning, progressing or achieved. The average normalized score (0–100) is reported against Strategic Plan Indicator 24.
- u Indicator 25c is calculated based on an online survey of 10 knowledge products developed through ECW's support. The response rate to the survey was 53 respondents.

**ANNEX 2.**

# Children reached by country and type of investment

Cumulative results across years 1 and 2 of the 2023–2026 Strategic Plan (2023–2024)

		Total	% Female	% CWD*	% Refugees	% IDP	% OAPs**	% Pre-Primary	% Primary	% Secondary
Afghanistan	MYRP	193,158	54%	5%	21%	76%	3%	0%	100%	0%
	FER	38,183	55%	1%	2%	92%	6%	0%	100%	0%
Armenia	FER	4,817	47%	6%	0%	93%	7%	100%	0%	0%
Bangladesh	MYRP	169,070	52%	1%	0%	9%	91%	10%	80%	7%
Burkina Faso	MYRP	259,380	51%	3%	51%	47%	2%	3%	70%	25%
Burundi	MYRP	186,028	55%	1%	7%	82%	11%	4%	53%	28%
Cameroon	MYRP	175,785	50%	2%	23%	50%	27%	4%	90%	6%
CAR	FER	8,067	47%	5%	0%	63%	37%	6%	78%	15%
	MYRP	79,411	46%	1%	2%	98%	0%	3%	97%	0%
Chad	MYRP	465,888	44%	0%	13%	79%	8%	0%	98%	1%
	FER	147,447	50%	1%	1%	48%	51%	4%	78%	18%
Colombia	MYRP	98,236	52%	2%	2%	57%	40%	26%	48%	25%
DRC	FER	14,266	47%	4%	13%	56%	31%	0%	76%	11%
	MYRP	157,963	48%	0%	14%	86%	0%	1%	96%	3%
Ecuador	MYRP	218,740	51%	0%	0%	94%	6%	4%	61%	35%
Egypt	FER	38,071	53%	0%	0%	38%	62%	0%	71%	29%
Ethiopia	MYRP	150,432	48%	2%	53%	28%	3%	34%	63%	3%

		Total	% Female	% CWD*	% Refugees	% IDP	% OAPs**	% Pre-Primary	% Primary	% Secondary
Ethiopia	FER	184,134	47%	3%	34%	45%	21%	11%	78%	10%
Haiti	MYRP	468,949	48%	0%	0%	100%	0%	1%	7%	92%
	FER	54,405	47%	2%	6%	94%	0%	1%	22%	77%
Iraq	MYRP	57,027	54%	6%	17%	49%	34%	6%	71%	23%
Kenya	FER	53,117	47%	3%	3%	67%	30%	30%	52%	18%
Lebanon	MYRP	169,128	53%	4%	0%	14%	70%	2%	90%	7%
	FER	129,880	52%	1%	7%	50%	43%	0%	82%	18%
Libya	MYRP	262,528	58%	1%	0%	91%	6%	1%	95%	3%
Libya	FER	49,819	53%	2%	15%	79%	1%	0%	69%	9%
Mali	MYRP	223,478	49%	2%	27%	69%	4%	4%	85%	11%
Moldova	FER	47,850	50%	2%	0%	96%	4%	20%	70%	10%
Myanmar	MYRP	73,390	51%	2%	16%	84%	0%	12%	75%	9%
Niger	MYRP	202,191	49%	1%	16%	80%	4%	9%	64%	27%
	FER	16,643	52%	1%	28%	38%	34%	12%	66%	23%
Nigeria	MYRP	533,010	48%	1%	48%	52%	0%	3%	80%	16%
	FER	0	0%	0%	0%	0%	0%	0%	0%	0%
Pakistan	FER	100,055	56%	3%	81%	19%	0%	8%	83%	9%
	MYRP	289,947	55%	6%	0%	84%	16%	10%	71%	19%
Peru	MYRP	35,476	51%	2%	0%	58%	42%	10%	49%	40%
Somalia	FER	102,530	52%	7%	58%	42%	0%	3%	91%	6%
	MYRP	0	0%	0%	0%	0%	0%	0%	0%	0%
South Sudan	MYRP	131,456	45%	4%	12%	82%	3%	11%	80%	8%
	FER	7,924	60%	11%	0%	7%	93%	20%	74%	6%
State of Palestine	MYRP	638,345	50%	3%	1%	32%	66%	0%	55%	32%
	FER	524,289	53%	0%	1%	0%	99%	0%	99%	0%











Total			% Female	% CWD*	% Refugees	% IDP	% OAPs**	% Pre-Primary	% Primary	% Secondary
Sudan	MYRP	151,275	53%	1%	40%	37%	23%	3%	83%	14%
	FER	82,301	59%	0%	50%	38%	11%	5%	88%	6%
Syria	FER	227,098	52%	1%	36%	53%	4%	2%	84%	14%
	MYRP	130,416	50%	2%	56%	41%	3%	1%	77%	22%
Uganda	FER	215,257	47%	4%	0%	31%	69%	15%	78%	7%
	MYRP	376,561	49%	4%	0%	23%	77%	32%	63%	5%
Ukraine	MYRP	3,600	53%	2%	25%	75%	0%	54%	0%	46%
	FER	326,988	67%	0%	0%	95%	0%	0%	54%	41%
Yemen	FER	5,381	58%	2%	52%	48%	0%	18%	74%	8%

**ANNEX 3.**

# Children reached by programme type, education level and population group

## Annual results for 2023 and 2024

In the main text, we report cumulative results across all ECW programmes active in 2023 and/or 2024 to support monitoring of progress against the 2023–2026 Strategic Plan (MYRPs = 42, FERs = 40). In this annex, we present results separately for programmes active in 2023 (MYRPs = 31, FERs = 27) and those active in 2024 (MYRPs = 36, FERs = 32).

	CHILDREN REACHED BY PROGRAMMES ACTIVE IN 2023	CHILDREN REACHED BY PROGRAMMES ACTIVE IN 2024
<b>TOTAL</b>	<b>5.6 million</b> (51% girls)	<b>7.5 million</b> (50% girls)
<b>By funding window:</b>		
 Via MYRPs	<b>4.4 million</b> (50% girls)	<b>5.5 million</b> (50% girls)
 Via FERs	<b>1.2 million</b> (55% girls)	<b>2 million</b> (51% girls)
<b>By education level and type:</b>		
 Pre-primary	<b>6.6%</b> (51% girls)	<b>5.1%</b> (51% girls)
 Primary	<b>70%</b> (50% girls)	<b>75.6%</b> (50% girls)
 Secondary	<b>23.4%</b> (52% girls)	<b>19.3%</b> (50% girls)
 Formal education	<b>76.4%</b> (51% girls)	<b>73.5%</b> (50% girls)
 Non-formal education	<b>23.6%</b> (51% girls)	<b>26.5%</b> (52% girls)
<b>By beneficiary characteristics:</b>		
 Refugees	<b>22.2%</b> (50% girls)	<b>28.5%</b> (51% girls)
 IDPs	<b>16.8%</b> (50% girls)	<b>15.7%</b> (51% girls)
 Children with disabilities	<b>1.7%</b> (46% girls)	<b>2.0%</b> (47% girls)

**ANNEX 4.**

# Selected programme outputs, by programme type

Cumulative results across years 1 and 2 of  
the 2023–2026 Strategic Plan (2023–2024)

Annex 4 provides an overview of selected outputs provided to learners, teachers, and learning spaces through ECW-supported programmes active in 2023 (Year 1 of the Strategic Plan) and cumulatively across programmes active in 2023 and/or 2024 (Years 1 and 2). Comparing the two columns highlights the additional reach achieved through programmes that remained active in 2024 as well as those newly implemented that year. Figures are rounded to the nearest thousand (K) or million to aid readability.

Output	CUMULATIVE NUMBER PROVIDED	
	2023 (Year 1 of Strategic Plan)	2023-2024 (Years 1 and 2 of Strategic Plan)
<b>Outputs for learners:</b>		
Individual learning materials	<b>2.1 million</b> (53% girls)	<b>3.5 million</b> (51% girls)
Distance or home-based learning opportunities	<b>1.7 million</b> (38% girls)	<b>1.7 million</b> (36% girls)
School feeding	<b>335K</b> (50% girls)	<b>385K</b> (50% girls)
Menstrual health and hygiene kits	<b>120K</b> (100% girls)	<b>344K</b> (100% girls)
Learners with a disability who received an assistive device/technology or learning aid	<b>12K</b> (54% girls)	<b>19K</b> (50% girls)
<b>Outputs for teachers and education personnel:</b>		
Teachers recruited/financially supported	<b>23K</b> (45% female)	<b>35K</b> (48% female)
Teachers trained (overall)	<b>108K</b> (59% female)	<b>144K</b> (57% female)
On disaster risk reduction	<b>33K</b> (72% female)	<b>39K</b> (63% female)
On gender	<b>20K</b> (58% female)	<b>25K</b> (54% female)
On subject knowledge, pedagogy, and/or assessment	<b>41K</b> (53% female)	<b>61K</b> (50% female)
On MHPSS	<b>76K</b> (69% female)	<b>91K</b> (64% female)
On WASH	<b>11K</b> (49% female)	<b>13K</b> (37% female)
On inclusion	<b>19K</b> (54% female)	<b>28K</b> (45% female)

	CUMULATIVE NUMBER PROVIDED	
On gender-based violence	<b>9K</b> (54% female)	<b>19K</b> (46% female)
<b>Outputs for learning environments:</b>		
Classrooms built/rehabilitated	<b>13K</b>	<b>19K</b>
Classroom learning material provided	<b>29K<sup>84</sup></b>	<b>35K</b>
Learning spaces with DRR systems/ processes/measures in place	<b>2K</b>	<b>3K</b>
Learning spaces with a functioning referral mechanism in place (psycho- social, legal, GBV, protection, and/or disability)	<b>.4K</b>	<b>.5K</b>
Learning spaces that feature quality psychosocial support	<b>4K</b>	<b>5K</b>
Learning spaces with GBV risk mitigation measures implemented	<b>2K</b>	<b>2K</b>

<sup>84</sup> This number has been revised from the figure reported in the 2023 Annual Results Report following updates to programme data and verification processes. Revisions can occur when additional or corrected information is received from grantees after the reporting cut-off date or when methodological refinements are applied. These adjustments ensure that results reflect the most accurate and validated information available.

**ANNEX 5.**

# Selected programme outputs, by programme type

## Annual results for 2023 and 2024

Annex 5 provides an overview of selected outputs delivered to learners, teachers, and learning spaces through ECW-supported programmes active in 2023 and those active in 2024. Because the composition of ECW's programmatic portfolio changes year-to-year, the figures are not directly comparable as in Annex 4. Instead, Annex 5 should be read as detailing what was delivered within each year's active portfolio, rather than growth over time. Figures are shown in full to preserve accuracy, given the smaller scale of annual results.

Output	Outputs provided by programmes active in 2023	OUTPUTS PROVIDED BY PROGRAMMES ACTIVE IN 2024			
		Total number	Total number	Median <i>(n of programmes reporting results)</i>	Median for FERs <i>(n)</i>
<b>Outputs for learners</b>					
Individual learning materials	<b>2,108,515</b> (53% girls)	<b>2,917,412</b> (50% girls)	<b>31,252</b> (47)	<b>21,606</b> (20)	<b>43,858</b> (27)
Distance or home-based learning opportunities	<b>1,687,384</b> (38% girls)	<b>1,382,600</b> (30% girls)	<b>6,923</b> (7)	<b>4,686</b> (2)	<b>35,035</b> (5)
School feeding	<b>335,169</b> (50% girls)	<b>385,382</b> (50% girls)	<b>20,796</b> (12)	<b>7,735</b> (2)	<b>22,102</b> (10)
Menstrual health and hygiene kits	<b>119,898</b> (100% girls)	<b>338,822</b> (100% girls)	<b>5,971</b> (24)	<b>4,063</b> (13)	<b>10,951</b> (11)
Learners with a disability who received an assistive device/technology or learning aid	<b>11,570</b> (54% girls)	<b>13,332</b> (49% girls)	<b>388</b> (11)	<b>262</b> (6)	<b>1,110</b> (5)
<b>Outputs for teachers and education personnel</b>					
Teachers recruited/ financially supported	<b>23,449</b> (45% female)	<b>25,147</b> (52% female)	<b>276</b> (32)	<b>141</b> (17)	<b>674</b> (15)
Teachers trained (overall)	<b>107,613</b> (59% female)	<b>120,236</b> (53% female)	<b>1,312</b> (51)	<b>537</b> (23)	<b>2,012</b> (28)

Output	Outputs provided by programmes active in 2023	OUTPUTS PROVIDED BY PROGRAMMES ACTIVE IN 2024			
		Total number	Total number	Median (n of programmes reporting results)	Median for FERs (n)
On disaster risk reduction	<b>32,725</b> (72% female)	<b>18,960</b> (44% female)	<b>585</b> (17)	<b>423</b> (3)	<b>585</b> (14)
On gender	<b>19,926</b> (58% female)	<b>24,114</b> (55% female)	<b>851</b> (23)	<b>450</b> (8)	<b>944</b> (15)
On subject knowledge, pedagogy, and/or assessment	<b>41,490</b> (53% female)	<b>54,767</b> (50% female)	<b>677</b> (37)	<b>300</b> (12)	<b>1,084</b> (25)
On MHPSS	<b>75,675</b> (69% female)	<b>50,068</b> (52% female)	<b>756</b> (41)	<b>386</b> (15)	<b>1,418</b> (26)
On WASH	<b>11,097</b> (49% female)	<b>12,962</b> (37% female)	<b>458</b> (10)	<b>2,156</b> (3)	<b>458</b> (7)
On inclusion	<b>18,967</b> (54% female)	<b>26,198</b> (42% female)	<b>496</b> (21)	<b>307</b> (6)	<b>821</b> (15)
On gender-based violence	<b>9,189</b> (54% female)	<b>17,508</b> (46% female)	<b>514</b> (17)	<b>292</b> (9)	<b>781</b> (8)
<b>Outputs for learning environments</b>					
Classrooms built/rehabilitated	<b>13,003</b>	<b>11,029</b>	<b>105</b> (41)	<b>36</b> (16)	<b>207</b> (25)
Classroom learning material provided	<b>2,943,777</b>	<b>26,953</b>	<b>203</b> (35)	<b>109</b> (13)	<b>637</b> (22)
Learning spaces with DRR systems/processes/measures in place	<b>2,101</b>	<b>2,930</b>	<b>167</b> (12)	<b>262</b> (1)	<b>100</b> (11)
Learning spaces with a functioning referral mechanism in place (psychosocial, legal, GBV, protection, and/or disability)	<b>351</b>	<b>434</b>	<b>64</b> (6)	<b>33</b> (1)	<b>67</b> (5)
Learning spaces that feature quality psychosocial support	<b>3,920</b>	<b>3,452</b>	<b>40</b> (19)	<b>33</b> (8)	<b>67</b> (11)
Learning spaces with GBV risk mitigation measures implemented	<b>1,855</b>	<b>2,154</b>	<b>128</b> (9)	<b>30</b> (6)	<b>49</b> (3)

## About Education Cannot Wait (ECW)

Education Cannot Wait is the global fund for education in emergencies and protracted crises within the United Nations. We support quality education outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, United Nations agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public- and private-sector donors for expanded support to reach even more vulnerable children and youth.

Additional information is available at [www.educationcannotwait.org](http://www.educationcannotwait.org)

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