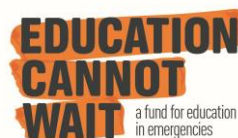




Education Cannot Wait

Update on 2017 Progress

This paper was prepared by:¹



Background and Executive Summary:

The Education Cannot Wait (ECW) fund was established at the World Humanitarian Summit by international humanitarian and development aid actors, along with public and private donors. Adopting the New Way of Working, it aims at addressing the funding gap that currently leaves behind an estimated 75 million children and youth whose education is disrupted due to conflict, epidemics and natural disasters. To achieve its goal, ECW embraces the Agenda for Humanity's transformative approach to lift obstacles that have traditionally created disjointedness between humanitarian and development interventions, hampering the efficiency of the aid system.

ECW became operational in the first quarter of 2017 and by the end of the year, it exceeded its resource mobilization target, raising US\$172 million in contributions from 12 donors: Australia, Bulgaria, Canada, Denmark, Dubai Cares, European Union, France, Germany, Netherlands, Norway, United Kingdom and United States. Additional partners also supported the Fund through advocacy and/or technical assistance: UNICEF, UNHCR, UNESCO, the Inter-Agency Network for Education in Emergencies (INEE), the Global Partnership for Education (GPE), Tanzania, Lebanon, the Global Education Cluster, Plan International and Save the Children.

ECW rapidly scaled up its activities from its \$55 million initial investments in 4 crisis-affected countries to a total of close to \$87 million in 16 countries as of 1 June, 2018. Today, ECW's investments are reaching more than 650,000 (including 48 per cent of girls) of the most vulnerable and marginalized children and youth on the globe through 42 implementing partners.

ECW's first strategic plan for the period 2018 – 2021 was endorsed by the Fund's High-Level Steering Group in April 2018 marking a stepping stone in defining ECW's vision and objectives. The plan is solidly anchored in the Agenda for Humanity's five Core Responsibilities and its associated transformations. It draws a clear path to steer change and bring a variety of actors to work more collaboratively in achieving Sustainable Development Goal 4 on education where it is most in jeopardy.

¹ This paper was authored by Education Cannot Wait. The views expressed in this paper are those of the authors and do not necessarily reflect the views of the United Nations Secretariat.

In the next four years, ECW aims to reach 8 million of the most vulnerable crisis-affected children and youth on the globe with education outcomes in five crucial areas: access, equity and gender equality, continuity, protection and quality. This will advance Core Responsibility #3 “Leave No One Behind” under the following transformations:

- 3E) “Eliminate gaps in education for children, adolescents and young people”
- 3D) “Empower and protect women and girls”
- 3F) “Empower young people”
- 3G) “Include the most vulnerable”

ECW’s five strategic objectives - i.e. increase political support to education in emergencies, increase financing, improve joint planning and responses, strengthen capacity to respond and accountability - are aligned with both Core Responsibilities #4 “Change People’s Lives: From Delivering Aid to Ending Need” and #5 “Invest in Humanity” under the following transformations:

- 4C) “Deliver collective outcomes: transcend humanitarian-development divides”
- 5A) “Invest in local capacities”
- 5D) “Shift from funding to financing”
- 5E) “Diversify resources and increase efficiency”

Finally, ECW’s funding modalities are also designed to advance the localization of aid agenda, in line with the Grand Bargain commitment.

Data Sources

A total of 16 stakeholders reported against the ECW initiative on the PACT platform for 2017, the majority of whom are ECW’s key donors and partners. Submitted reports provide an overview of the stakeholders’ funding and/or technical support to ECW.

As a functioning new financing mechanism, ECW has set up its own results monitoring and evaluation framework. ECW grantees produce 6-monthly reports on the implementation of their programs at country-level which feed into ECW’s global information products. At the global level, ECW also monitors the systemic changes it aims to achieve through its five core strategic objectives. Data presented in this paper is mostly drawn from ECW’s comprehensive first annual report covering April 2017-March 2018.

Achievements to date

- **ECW is catalyzing additional resources for education in emergencies:** data analysis of the share of the education sector out of the total humanitarian funding shows an upward trend in recent years, with an increase from 1.7 percent to 4 percent between 2014 and 2017. Further analysis of funding to education with and without ECW in 2017 shows ECW’s investments account for a 0.2 percentage point increase in the share of humanitarian funding dedicated to education.
- **ECW is advancing the aid localization agenda:** in its first year of operations, 19 percent of ECW’s investments were channeled “as directly as possible” to national or local responders, nearing the Grand Bargain’s target of 25 percent.
- **ECW supported a speedy education response in the fastest growing refugee crisis in 2017:** ECW was one of the first organizations to fund the education response to the Rohingya crisis with an initial First Emergency Response allocation of \$3 million disbursed to grantees within 6 weeks

from the onset of the crisis, allowing for a rapid set up of learning centers and the delivery of education programmes, including psycho-social support.

- **ECW has translated the humanitarian-development nexus into a model of collaboration and joint planning between humanitarian and development actors:** As of June 2018, ECW has facilitated the development of three multi-year joint education programmes between humanitarian and development actors in Afghanistan, Bangladesh and Uganda (to be launched in coming weeks). In Uganda, particularly, ECW was the catalyst for the first such coordination efforts among humanitarian and development education actors in-country.
- **ECW successfully established itself as a new field-focused global humanitarian financing mechanism:** in its first year of operations (April 2017-March 2018) ECW invested US\$82 million in 14 crisis-affected countries. These include 4 initial investments in Chad, Ethiopia, Syria and Yemen; and 10 emergency response allocations to sudden-onset or escalating crises in Afghanistan, Bangladesh, Central African Republic, Madagascar, Nepal, Occupied Palestinian Territory, Peru, Somalia, Uganda and Ukraine. (From April-June 2018, ECW made additional emergency response allocations to the Democratic Republic of Congo and to Papua New Guinea, bringing the total investments of the fund to close to \$87 million.)
- **ECW's investments are reaching the furthest behind, including girls and adolescent women caught in crises:** ECW's supported programmes are reaching more than 650,000 vulnerable children and youth (48 percent girls) caught in conflict or natural disaster. Key education outcomes include ECW-supported programmes undertaking gender targeted action in at least 13 countries. For example, girls represent 60 percent of all children reached by ECW implementing partners in Afghanistan, a country where girls account for only 39 percent of primary enrolment.

The obstacles/impediments to progress

- **Donors and aid actors have yet to embrace education as being 'life-saving and life-sustaining' in emergencies:** Despite increased political commitment to education in emergency, including a growing recognition of the protective role of education in crisis settings, ECW's access to humanitarian funding is still limited and education remains largely underfunded and unprioritized in emergency responses.
- **More predictable funding is needed for ECW to deliver on its pioneering work in bridging the humanitarian – development gap in the education sector:** ECW aims at developing and launching multi-year programmes to meet the needs of 8 million children and youth in up to 25 priority countries in protracted crises by 2021. Predictable funding is key to achieve this goal and ensure access to quality and continuing education that can translate into learning, life skills and employability, thus reducing vulnerabilities and strengthening resilience. Given the growing humanitarian needs in all sector, innovative financing should be part of the solution to generate predictable resources to better prepare and respond to crises.
- **The humanitarian – development divide remains entrenched in the international aid system:** ECW has made great progress in bridging the gap by bringing humanitarian and development actors to collaborate and plan jointly at country level. However, the divide also needs to be addressed at the global level, including in the internal structures of aid donors that tend to work in silos.

- **The private sector’s appetite for risk is still limited:** for ECW to deliver on its promise to harness private sector’s resources to achieve collective outcome in education in emergencies, businesses and entrepreneurs must increase their willingness to invest in high risk environments, including conflict situations. Meanwhile, while there is a growing interest by development actors to invest in volatile and high risk environments, some of their operational modalities remain ill-adapted to high-risk crisis settings.

Recommendations

- **Humanitarian actors should further prioritize education in emergencies as a life-saving and life-sustaining sector** at the onset of new or escalating crises, including through an increased share to education in emergency appeals such as Humanitarian Response Plans.
- **Humanitarian and development actors must strengthen the linkages between development and humanitarian education coordination systems** at country level to support transparent joint-planning processes. As an entry point for the education in emergency response, the cluster mechanism must be strengthened, including with dedicated coordination and information management capacities.
- Humanitarian and development actors must address education in emergencies through a more holistic approach, ensuring its **linkages with other areas such as gender equality, protection, livelihood skills and employability**.
- **Multilateral donors at capital level should increase multi-year/predictable funding** to the education in emergency response and strengthen the linkages between their development and relief portfolio.
- **Private sector actors should increase the level of risk they are willing to take to invest in education in emergency**, including in volatile crisis-affected areas. Meanwhile, **development actors should further adapt their modalities to crisis settings** to ensure they can increase their support to the response.

About this paper

All stakeholders who made commitments at the World Humanitarian Summit (WHS) in support of advancing the Agenda for Humanity were invited to self-report on their progress in 2016 through the Platform for Action, Commitments and Transformation (PACT) (agendaforhumanity.org). The information provided through the self-reporting is publicly available and forms the basis, along with other relevant analysis, of the annual synthesis report. The annual synthesis report will be prepared by OCHA and will highlight trends in progress, achievements and gaps that need more attention as stakeholders collectively work toward advancing the 24 transformations in the Agenda for Humanity. In keeping with the multi-stakeholder spirit of the WHS, OCHA invited partners to prepare short analytical papers that analyze and assess self-reporting in the PACT, or provide an update on progress on initiatives launched at the World Humanitarian Summit. The views expressed in this paper are those of the authors and do not necessarily reflect the views of the United Nations Secretariat.