



**EDUCATION
CANNOT
WAIT**

The global fund for education in emergencies



**ANNUAL
REPORT
2018**

EXECUTIVE SUMMARY

Climate change, natural hazards, disasters, conflicts and insecurity have triggered a rise in the number, the scale and the duration of humanitarian crises. As a result, more than 75 million children and youth living in crisis, conflict and disaster are being deprived of the inherent human right of an education of good quality. Without the hope, opportunity and protection that safe learning environments provide, these girls and boys are at high risk of being left behind.

Despite the well-documented potential of education as an enabler to break the cycles of poverty and protracted crises, education in emergency settings remains underfunded. This means that millions of girls and boys each year remain out of school or are forced to drop out early. With limited education, their personal development is significantly hindered, as is their ability to become productive members of society.

Failing to serve the needs of these 75 million children threatens to derail other development gains and our ability to achieve the goals outlined in the Agenda for Humanity and the 2030 Agenda for Sustainable Development, especially Sustainable Development Goal 4, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The funding gap in appeals remains very large with 56 per cent unfunded

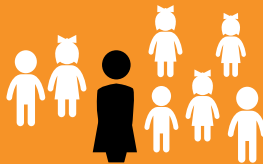
Education Cannot Wait's analysis indicates that while donors increased their focus on education in emergencies and protracted crises by investing US\$ 578 million in 2018, the funding gap remains very large (56 per cent of the total amount of resources needed for EiE in appeals was unfunded). Moreover, the share of funding for education in emergencies increased slightly – from 3.7 to 4.3 per cent of all humanitarian funding.

To address these issues, the report calls for stronger engagement from traditional donors, increased participation of foundations and the private sector, the development of innovative financing modalities, and the operationalization of the 'New Way of Working' that connect partners and bridge the humanitarian-development gap to provide sustainable solutions and innovative programming.

RESULTS HIGHLIGHTS



1,413,936*
children and youth
supported (47% girls)



259,556
children received
non-formal education
(50% girls)



2,798
Classrooms built
or rehabilitated



726,610
Children received
individual learning materials



1,788
Latrines built
or rehabilitated
(59% gender-segregated)



11,078
Classrooms received
learning materials



5,703
Teachers recruited/
Financially supported
(30% female)



20,047
Teachers trained
(44% female)



78,425
Children supported through
early childhood education
(52% female)

* Children are reached through a comprehensive approach with different types of assistance that are context-specific (e.g. upgraded learning spaces, teachers trained or financially supported, learning materials, school feeding, etc.) Figures on the number of children and teachers reached are cumulative for the calendar year 2018, based on reports from ECW grants active in 2018. The total number of children reached does not include data for Yemen. Due to the highly complex nature of the crisis, about 1.3 million children in Yemen were supported to take end-of-cycle exams and received food rations. As this type of assistance is different from the assistance provided in other countries, beneficiaries are featured separately pending further aggregation of data.

IMPACT

By 2021, Education Cannot Wait (ECW) and its partners are set to mobilize US\$1.8 billion to reach close to 9 million children living in emergencies and protracted crises.²

Donors are stepping up to reach these goals and act for education in crises. Since its inception, the Fund has mobilized US\$ 333.5 million, reaching over 1.4 million children, as of 31 December 2018 (figures in this report cover the period from 1 January 2018 to 31 December 2018). Of the children reached, 46 per cent were refugees and Internally Displaced People (IDPs) and 47 per cent were girls; about 14,000 children with disabilities were reached.

In 2018, the Fund developed and approved Multi-Year Resilience Programmes (MYRP) in four countries and supported a total of 18 countries with First Emergency Responses (FER), Initial Investments and MYRPs.

In building political momentum and supporting the 'New Way of Working', the Fund continued its advocacy work in 2018. In partnership with national governments, UN Agencies, Civil Society Organizations, non-profits, the private sector and philanthropic foundations, the Fund advocated for improved access to education for children living in conflict and emergency settings. It also advocated to improve the quality of safe and protective learning environments and outcomes through improved teacher training and capacity building, gender-responsive programme development, provision of psychosocial support services for children who have experienced trauma, and continued innovations in the Education in Emergencies (EiE) space.

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² Learn more about ECW's Case for Investment at www.act4educationincrisis.org.


FUNDING MODALITIES AND DELIVERY OF SERVICES

In 2018, ECW developed a flexible model that allowed the Fund, its donors and implementing partners to pursue the double bottom line of working along the humanitarian-development nexus with speed and quality, while at the same time ensuring that a holistic set of services be provided to children in humanitarian emergencies.

In 2018, the Fund substantially increased the speed and agility of its grant making. When a crisis suddenly occurs or escalates – for example in the aftermath of a disaster – a speedy response is required to immediately restore the provision of education. In these situations, ECW is funding emergency responses via the FER Window. Developed in partnership with national governments, implementing partners, local communities and other relevant stakeholders, FER grants provide rapid funding against an inter-agency coordinated proposal, and work in alignment with inter-agency planning, flash appeals and Humanitarian Response Plans. In 2018, 51 FER grants were active in 14 countries via 25 different implementing agencies, reaching 1.02 million children (49 per cent girls)³. In 2018, 41 per cent of FER projects were disbursed within 8 weeks of submission to the ECW secretariat.

Conversely, protracted crises require the consolidation of humanitarian and education sector plans to facilitate a coherent, coordinated approach. In these countries ECW supports investments at the humanitarian-development nexus via the Multi-Year Resilience Window to increase resilience and

strengthen systems for delivery of EiE. In 2018, ECW developed four MYRPs in Afghanistan, Bangladesh, Central African Republic and Uganda, enabling humanitarian and development actors to jointly deliver on education outcomes. In Uganda, this process succeeded in bringing together the host government and all relevant partners to jointly plan and programme their responses for refugees. The resulting plan, the first of its kind, aims to ensure improved learning outcomes for refugee and host-community children and adolescents across Uganda. ECW has supported the implementation of the plan through a US\$33 million investment over three years which is managed by a consortium of NGOs.

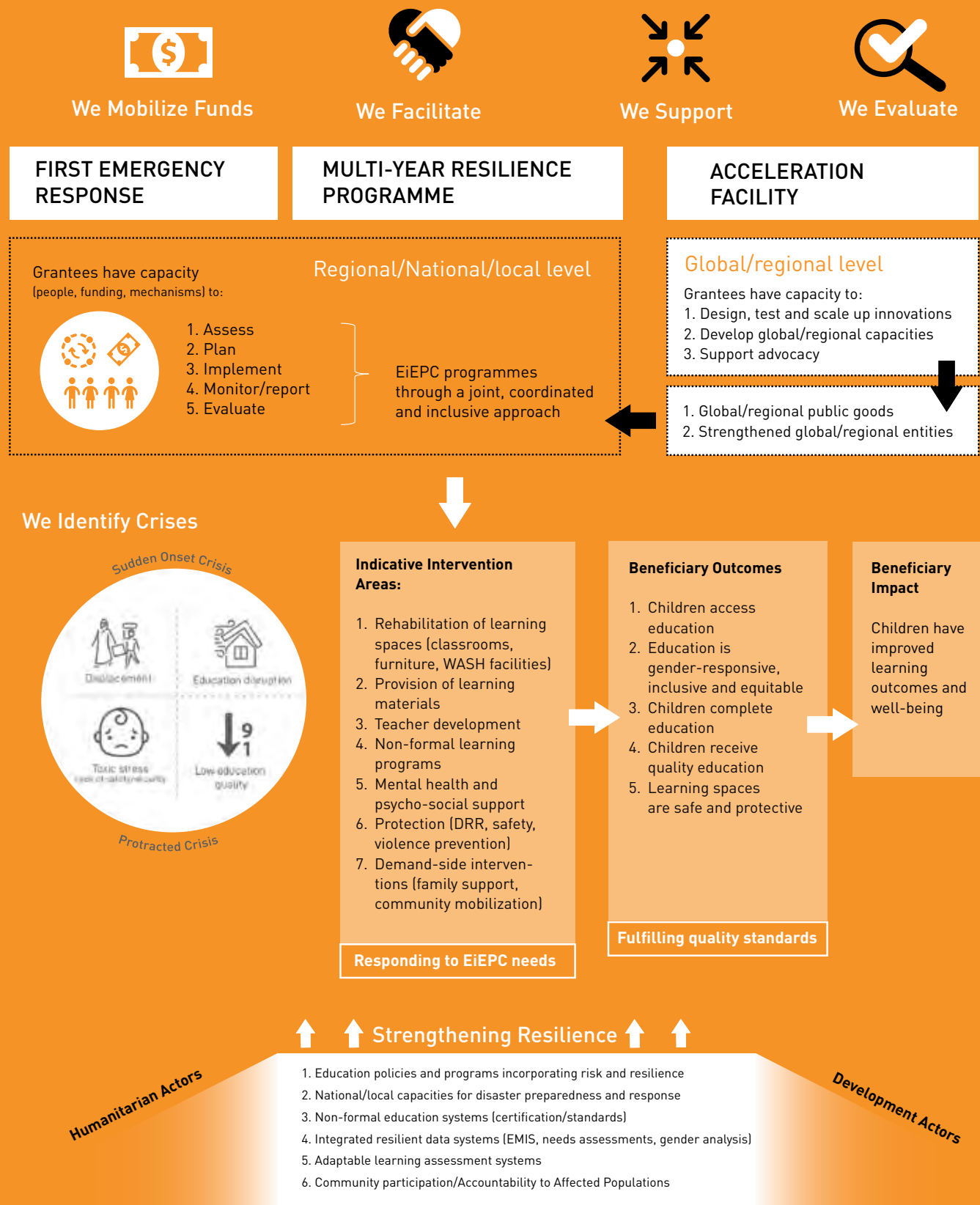


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³ Refer to the country profiles section for more detailed information on results achieved in the individual countries.

FIGURE 1: THEORY OF CHANGE

We Inspire: A world where all children and youth affected by crises can learn free of cost, in safety and without fear in order to grow and reach their full potential.



COUNTRIES WITH ACTIVE ECW GRANTS IN 2018



The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations, Education Cannot Wait, or partner countries.

A precursor to MYRPs were Initial Investments – the very first grants disbursed by ECW in 2017. In 2018, four Initial Investment grants were active in Chad, Ethiopia, Syria and Yemen via UNICEF, reaching 1.72 million children [including 1.3 million children in Yemen who benefitted from ECW financial support for undertaking end of year examinations only, of whom 46% were girls]³. Lessons learnt from the initial investments were fundamental to improving the integration of conflict-sensitive education planning and to building a partnership and operational model that links humanitarian and development actors across the nexus and enables a flexible programming approach tailored to the highly dynamic context in crisis-affected countries.

The Fund's work to serve as a broker and catalyst for improved coordination continued to improve in 2018. As a cross-cutting principle, ECW invests in the multilateral coordination system especially designed for education in emergencies and protracted crises: The Inter-Agency Standing Committee's Education Cluster facilitates collaborative and complementary linkages to development coordination mechanisms, notably the Local Education Groups. As a frequent co-lead of the Cluster, governments are a key partner for ECW in this approach. However, in certain emergencies or protracted crises, ECW has the value-added flexibility to work with relevant national and local counterparts to ensure that no child is left behind in receiving education services. Furthermore, ECW builds capacity by establishing partnerships with key global actors such as the Inter-agency Network for Education in Emergencies (INEE), UNICEF, UNESCO, UNHCR and the Global Education Cluster (GEC). In 2018, the Global Partners' Project (a collaboration between UNHCR, GEC and INEE) produced a detailed mapping of EiE coordination structures – a first step in understanding the complexity of these mechanisms so that capacity building efforts can strengthen capacity to respond effectively.

Knowledge, data and evidence-based decision making is essential to improve the efficiency and effectiveness of EiE investments. To this end, ECW strengthened systems for EiE data collection, analysis and reporting. In Chad, mobile phone technology supported the collection of real-time data to help planning and decision making at the school level. In Syria, tools were developed to improve measurement of learning outcomes, to provide a snapshot of children and adolescents' reading, numeracy and social emotional skills, and to help teachers adjust their lessons accordingly. In Ethiopia, refugee schools were included in the national Education Management Information Systems (EMIS), and progress has been made towards including refugees into the services of the national education sector.

EXPANDED SUPPORT

By 2021, ECW plans to launch MYRPs in 25 priority countries. Through these grants, the fund will reach close to 9 million children annually and will catalyse approximately US\$1.2 billion in co-financing for the MYRPs. While promising gains are being made, millions of children are still at risk, large funding gaps for education in emergencies persist, and crises continue to perpetuate negative cycles of poverty, hunger, inequality and violence.

In embracing the 'New Way of Working' and supporting global leaders in achieving the Sustainable Development Goals and the Agenda for Humanity, ECW serves as a catalyst and broker to bridge humanitarian and development responses – by connecting governments, implementing partners, donors, private sector partners and philanthropic foundations with speedy and agile investments. These investments put children first, improve learning and protection for girls and boys living in conflict and crises, and embrace a holistic approach that connects various partners across the human-development nexus to deliver lasting results.

[Read the full ECW 2018 Annual Report here](#)