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**THIS ACTION IS FUNDED BY THE EUROPEAN UNION**

**ANNEX 6**

to the Commission Implementing Decision on the financing of the multiannual action plan for the thematic programme on Global Challenges (People) for 2022-2024

**Action Document for Education in Emergencies and Protracted Crisis: Education Cannot Wait**

ANNUAL PLAN

This document constitutes the multiannual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

## 1 SYNOPSIS

### 1.1 Action Summary Table

<b>1. Title CRIS/OPSYS business reference Basic Act</b>	<i>Education in Emergencies and Protracted Crisis: Education Cannot Wait</i> CRIS number: 2022/044-288 OPSYS business reference: ACT-61390 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
<b>2. Team Europe Initiative</b>	No
<b>3. Zone benefiting from the action</b>	Global action. The action will consolidate the intervention in 16 countries with Multi Year Resilience Programmes (MYRC) and support first emergency responses in more than 25 countries.
<b>4. Programming document</b>	NDICI Global Challenges Multiannual Indicative Programme (MIP) 2021-2027
<b>5. Link with relevant MIP(s) objectives / expected results</b>	The action will contribute to Specific objective 2 (Education) of the People priority of the Global Challenges MIP and to the following results in particular: <ul style="list-style-type: none"> <li>Result 1: improved access to inclusive, quality education for all, including children and young people living in countries affected by conflict or natural disasters, <i>inter alia</i> through support for global funds.</li> </ul>
<b>PRIORITY AREAS AND SECTOR INFORMATION</b>	
<b>6. Priority Area(s), sectors</b>	111 – Education 112 – Basic Education
<b>7. Sustainable Development Goals (SDGs)</b>	Main SDG (1 only): 4 Other significant SDGs (up to 9) and where appropriate, targets: Contribute to SDG 5, 10 and 16
<b>8 a) DAC code(s)</b>	11220 – Primary Education

	11230 – Basic life skill for youth and adults 11320 – Secondary education			
<b>8 b) Main Delivery Channel</b>	UNICEF (41122)			
<b>9. Targets</b>	<input checked="" type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
<b>10. Markers (from DAC form)</b>	<b>General policy objective @</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Participation development/good governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>RIO Convention markers</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>11. Internal markers and Tags:</b>	<b>Policy objectives</b>	<b>Not targeted</b>	<b>Significant objective</b>
Digitalisation @		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services		YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Connectivity @		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	digital connectivity energy transport health education and research	YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	Migration @ (methodology for tagging under development)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @ (methodology for marker and tagging under development)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>BUDGET INFORMATION</b>				
<b>12. Amounts concerned</b>	Budget line(s) (article, item): 14.020240 – Global Challenges People <b>Total estimated cost:</b> EUR 25 000 000 <b>Total amount of EU budget contribution for 2023:</b> EUR 25 000 000 The contribution is for an amount of EUR 25 000 000 from the general budget of the European Union for 2023, subject to the availability of appropriations for the respective financial years following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths This action is to be co-financed in parallel by at least 25 other bilateral donors and foundations; replenishment event will take place Q1 of 2023. Indicative replenishment target: EUR 1 380 000 000 (USD 1 500 000 000) for the 2023-2026 period.			
<b>MANAGEMENT AND IMPLEMENTATION</b>				
<b>13. Type of financing</b>	<b>Indirect management</b> with UNICEF			

## 1.2 Summary of the Action

Human development is at the core of our multilateral commitment towards achieving the SDGs by 2030 and leaving no one behind. This means taking a human rights-based approach to guarantee that all individuals can be healthy and thrive and can have equal opportunities. Investing in the future of people and human development is also investing in children and in youth, as key agents of development and essential contributors to the 2030 Agenda, including through their ability to innovate.

The right to education remains a challenge for millions of children and youth, especially during emergency or protracted crises, including refugee and IDP children<sup>1</sup>. There is a clear understanding and agreement on the importance of education during times of crises. It is estimated that more than 222 million school-aged children and youth are in need of education support in countries affected by humanitarian crises<sup>2</sup>. According to the UN<sup>3</sup> almost two thirds of the world's children were living in a conflict-ridden country. Approximately 426 million children – over one in six – were living less than 50

<sup>1</sup> See [UNHCR Education Report 2021: 'Staying the course' - The challenges facing refugee education](#)

<sup>2</sup> See <https://www.educationcannotwait.org/resource-library/global-estimates-number-crisis-affected-children-and-adolescents-in-need-education>

<sup>3</sup> See <https://reliefweb.int/report/world/children-affected-armed-conflict-1990-2019>

km from where the actual fighting took place.

COVID 19 has brought massive school closures, forcing many countries even further off-track to achieving their education commitments and goals. The impact on education systems is likely to be most devastating in countries with already low enrolment rates, low learning outcomes, high dropout rates and low resilience to shocks. Education systems in countries facing emergencies and protracted crises are requiring additional support to resume education and to ensure equal access to high quality education for all.

**ECW is the first global multilateral fund dedicated to supporting education for girls and boys in countries affected by wars, disasters and crises.** It was launched at the World Humanitarian Summit in 2016 by a coalition of international aid agencies and public and private donors to usher in faster and more sustainable education responses in crisis settings.

Since its inception, ECW has mobilized a total of USD 697,3 million, to support more than 40 countries affected by Emergencies or Protracted Crisis. A total of 16 donors are currently supporting ECW, including 9 EU Member States partners together with 6 private sector contributors.

During the Global Citizen Event in September 2021, Commission President Ursula von der Leyen pledged EUR25 million to continue supporting ECW's work with the most vulnerable school-aged children and youth. Through this Action, the European Union will continue supporting ECW efforts to guarantee the access to high quality education for children and youth in countries affected by conflict, natural disasters or displacement.

## 2 RATIONALE

### 2.1 Context

Recent years have seen a proliferation of humanitarian crises and the number of people in need of humanitarian assistance and protection has tripled from 90 million in 2015 to an estimated 274 million in December 2021. It has more than doubled since ECW was founded in 2016, when conflict, natural disasters, epidemics and other crises were already considered to pose a serious threat to achieving the Sustainable Development Goal for Education (SDG4). The actual numbers of people in need over the last two years significantly exceeded estimated figures expected at the end of 2019<sup>4</sup>. According to the most recent Global Humanitarian Overview by the Office of the Commissioner for Humanitarian Affairs<sup>5</sup>, the main drivers of humanitarian needs have been political conflicts, climate disasters and the COVID-19 pandemic.

Furthermore, more than 1 percent of the world's population is now displaced, including 35 million children<sup>6</sup>. As the Global Humanitarian Needs Overview<sup>7</sup> highlights, crises are becoming increasingly complex and protracted, and the number of refugees remains at a record high, with fewer being able to return home.

To support the education services during emergencies and protracted crises, ECW was launched at the World Humanitarian Summit (WHS) in 2016. That was the culmination of growing recognition that education had historically been neglected as a humanitarian priority. The education in emergencies field

<sup>4</sup> OCHA, 2019. See: <https://reliefweb.int/report/world/ocha-annual-report-2019>

<sup>5</sup> OCHA, 2022. See: <https://gho.unocha.org/#:~:text=The%20Global%20Humanitarian%20Overview%20is,who%20need%20help%20the%20most>.

<sup>6</sup> Ibidem

<sup>7</sup> Ibidem

had matured enough to have widely recognized technical standards, tools and expertise, and there was a growing body of evidence to make a legitimate case for its centrality to humanitarian response, resilient recovery and sustainable and peaceful development. Studies by the Overseas Development Institute which estimated that more than 75 million children and young people were in urgent need of educational support in crisis-affected countries served as the design documents for what became ECW.<sup>8</sup>

ECW was also born out of the development agenda put forward at the Oslo Summit (2015) and within the Sustainable Development Goals (SDGs), with their emphasis on reaching the furthest behind first. ECW is both shaped by and positioned to capitalize on these global commitments, and is the result of years of advocacy and research. While ECW is a fund, its foundations highlight that it is also driven by a disruptive goal that aims to change how education in emergencies and protracted crisis is perceived and prioritized across the nexus: in the wider humanitarian and development architecture. These origins shaped the core functions of ECW. In 2020, ECW reached 4.6 million of children and youth with education support, including 49% of refugees and Internally Displaced People (IDPs)<sup>9</sup>. As per the 2021 draft report, ECW reached 3.7 million of children and youth in 32 countries, including 40% of Refugees and IDPs. In the years to come, ECW will continue providing education support to the most vulnerable and crises-affected children and youth, including refugees and IDPs.

Recognising that continuous access to quality learning is a priority for children and families affected by crises and that no single organisation is capable of taking on the challenge alone, ECW was formed as a platform and fund for education in emergencies and protracted crises. ECW's broad mandate is "to generate greater shared political, operational and financial commitment to meet the educational needs of millions of children and young people affected by crises, with a focus on more agile, connected and faster response that spans the humanitarian-development continuum to lay the ground for sustainable education systems."

The proposed action will contribute to human development and the achievement of the SDG4 in the crisis and conflict affected countries. This action supports a human rights-based approach to guarantee that all individuals can thrive and have equal opportunities. Universal access to quality education (SDG 4) is a pre-condition for the success of all SDGs and is therefore at the heart of the Global Challenges programme.

Through this intervention, the Commission in Team Europe approach with Member States, will continue advocating and influencing the global agenda on education in emergencies and protracted crises, leaving no one behind. This contribution supports a 'Stronger Europe in the World' and strengthens the EU as global actor in the delivery of the 2030 agenda. The EU can leverage on ECW's rapidity in mobilising action for the most vulnerable that often fall in the cracks of education systems, and to build the triple nexus in the education sector. The nexus approach is a collective effort on the European Union, and its Member States and partners to address protracted and predictable crises, to help people recover and to avoid unnecessary suffering.

This Action will continue supporting ECW to provide education services, through partners, in crisis-affected countries and contexts. This intervention provides rapid and predictable humanitarian response in the education sector, and at the same time reduce risks and strengthen people's coping capacities to minimise humanitarian needs in the education sector.

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<sup>8</sup> ODI, 2016a, ODI, 2016b

<sup>9</sup> See <https://www.educationcannotwait.org/impact-results/main-results-dashboard>

## 2.2 Problem Analysis

In recent years, increasing acceptance of education as a humanitarian priority has been reflected in funding; however, critical gaps remain<sup>10</sup>. According to a report from the Peace Research Institute Oslo (PRIO) and Save the Children, between 2015 to 2018, eight donors — including Canada, France, Norway, Switzerland, the EU, the UK, the United Arab Emirates and the US — referred explicitly to ‘education in emergencies’ in their national or foreign policies, up from just four countries in 2015.<sup>11</sup>

Despite policy commitments and funding disbursements, funding levels in 2019 were still far below the 4% global target of minimum spending on education, and spending on education continues to lag far behind other sectors. While the share of humanitarian funding to education increased from a low of just 0.9% in 2000, by 2018 education still received just 3.2% of total humanitarian spending, falling again to just 2.6% in 2019<sup>12</sup>. At the same time, education is a key public social service whose financing cannot be shouldered by emergency budgets.

ECW estimated that there is around 222 million of children without continued access to quality learning in countries affected by conflict, natural disaster, and displacement. Education is a fundamental right and a basic need for children caught in humanitarian crisis. It is crucial to give them a better future, develop their full potential, and equip them with skills and protection to restore their sense of normality and safety. Education is one of the best tools for investing in peace, stability, and economic growth. Education is a key sector to contribute with the triple nexus in countries affected by humanitarian crisis.

It is a sector at the heart of a nexus approach, where humanitarian and development budgets and planning must complement each other in order to ensure not only immediate and continued service delivery but also a longer-term approach to recovery and resilience building in the sector. ECW main role is to contribute to the nexus, providing funds and support from the emergency response to the multi-year resilience phase and closing the gap between humanitarian and development needs and resources.

The target group of this Action are girls and boys, and youth affected by emergencies and protracted crises, including forced displacement, as well as teachers, education personnel and communities. It also includes other stakeholders who play an important role in promoting quality of education such as teachers unions.

ECW strategic priorities target the most vulnerable population groups, such as girls and school age children with disabilities. ECW prioritizes those groups and provides agile and rapid funds to accelerate access, retention and learning, and adopting a whole child approach, including by provision of psychosocial support for children and teachers.

In order to increase sustainability, the target group also includes, where possible, national and sub-national education authorities. Ultimately, it is the government’s responsibility to ensure the provision of quality education in safe learning environments.

## 3 DESCRIPTION OF THE ACTION

### 3.1 Objectives and Expected Outputs

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<sup>10</sup> INEE, 2020c.

<sup>11</sup> See: <https://donortracker.org/insights>

<sup>12</sup> Zubairi & Rose, 2020

ECW main objectives are aligned with the EU agenda in education and SDG 4. ECW is committed to leave no one behind, and to support all school age children to have access to quality education, even in the worst circumstances and contexts.

The **Overall Objective** of this action is to support crises-affected girls, boys, and youth, inclusive of marginalized groups, to have improved learning opportunities that contribute to improved outcomes.

**Specific Objective 1** will support interventions reaching crisis-affected children and youth (including refugees and IDPs) improving their learning outcomes and enhancing their socio-emotional wellbeing and employability.

**Results** will indicatively include:

Result 1.1 – Strategic plan and Governance structure of the platform ‘Education Cannot Wait’ revised and operationalised to inspire political commitment and to continue supporting education systems in fragile contexts.

Result 1.2 – First Emergency Response funds (FER) and Multi Year Resilient Programmes (MYRP) are developed and operationalised to respond to education needs, including for Refugees and IDPs.

Result 1.3 – Improve accountability by developing and sharing knowledge, including collection of more robust data in order to make better informed investment decisions, and knowledge of what works and does not.

### 3.2 Indicative Activities

Under objective 1, the proposed Action will consolidate ECW interventions to continue improving access to quality education in protracted crisis environments.

Proposed interventions need to take into account the International Network of Education in Emergencies (INEE) minimum standards which include standards on "Teaching and Learning", "Teachers and other Education Personnel", "Protection and Well Being", "Equal access" and other domains. Actions should also take into account the Safe Schools Declaration and the Guidelines for Protecting Schools and Universities from Military use during armed conflict.

The Action may include the following activities (non-exhaustive list):

Result 1.1 - Indicative Activities – Strategic plan and Governance structure of the platform ‘Education Cannot Wait’ revised and operationalised to inspire political commitment and to continue supporting education systems in fragile context.

- Support the ECW Secretariat to respond flexibly and rapidly to educational needs in emergencies and protracted crisis settings.
- Support the ECW secretariat to foster advocacy, foster advocacy, inspire political commitments, to ensure education is prioritized in fragile context.

Result 1.2 - First Emergency Response funds (FER) and Multi Year Resilient Programmes (MYRP) are developed and operationalised to respond to education needs.

- develop effective and accessible funding mechanisms
- Support the development and implementation of FERs and MYRPs.

Results 1.3 – Indicative activities – Improve accountability by investing in global public goods to advance good practices and efficient data and evidence collection and management.

- Support the development of global public goods to advance good practice in education in crisis environments and serve as a repository of data and evidence
- Support resource mobilization at global and country level to support education in emergencies and protracted crises.

### 3.3 Mainstreaming

#### **Gender equality and empowerment of women and girls**

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G2. This implies that the proposed Action contributes to the implementation of the EU Gender Action priorities that commits to the elimination of all forms of violence against women and girls, including sexual violence and gender based violence in conflict and post conflict situations. It also prioritises an increase in the number of girls and women receiving quality education and vocational education and training. This includes ensuring a safe environment corresponding to child protection principles, free of sexual and gender-based violence. The education of girls and women provides benefits that transmit across generations, including better health care and greater participation in the work force. Very significant strides have been made in promoting girls' education over the past 15 years. Girls face particular challenges in crisis environments, both in access and in learning, which is why girls will need to be specifically targeted. ECW has developed a policy to prioritize gender equality and to promote access to high quality education for the most vulnerable girls. ECW, as well as the EU, work together to advance gender equality and girls' education in emergencies and protracted crises. ECW strategy is included in all the approved proposals, emergency response and multi-year. ECW results frameworks included key gender equality indicators for access, quality and to improve gender parity in crises affected countries. ECW results frameworks included actions, and indicators, oriented to improve females' teachers and school administrators, to promote gender equality in the education systems.

#### **Human Rights**

ECW directly contributes to human rights in conflict affected areas. ECW aims to support children and youth to realize their right to education. The right to quality education is clearly laid out in various UN declarations and conventions but is all too often being violated in crises. Children living in crisis situations face a higher risk of being left behind. The average child in a developing country prior to 1990 had a better chance to go to school than a child today who is living in a crisis context. The majority of children living in conflict contexts experiencing complex emergencies, natural disasters, and public health emergencies. By prioritizing access to quality and safe education, the Action promotes the rights of every child to a good education, consistent with the United Nations Convention on the Rights of the Child. It is based on the Sustainable Development Goals and situated within lifecycle and lifelong learning approaches, addressing both the right to education and rights within education.

#### **Disability**

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that the action will support equity access to education, to ensure access is provided to the most vulnerable children, including girls and children with disabilities. ECW has prioritized responding to some of hardest challenges encountered by boys, girls and youth. In this context, ECW is supporting partners to reach those left furthest behind including girls, refugees, returnees, children and adolescents with disabilities and IDPs. ECW, as well as the EU and many partners, identify school age children and youth with disabilities among the most vulnerable ones in humanitarian context. ECW prioritize interventions targeting children with disabilities, to guarantee their right to education.

#### **Conflict sensitivity, peace and resilience**



ECW is committed to building resilience and contribute to strengthening the humanitarian development-peace nexus through each of its investments, including its Multi Year Resilience Programmes (MYRPs). Implementing partners need to adopt a conflict sensitive approach and take into account the International Network for Education in Emergencies (INEE) Standards for Conflict Sensitive Education with the purpose of reducing conflict and doing no harm.

ECW promotes schools as safe havens, in line with the Safe Schools Declaration and is committed to ensure that every child has access to an education, even at times of conflict.

#### **Disaster Risk Reduction**

ECW is including in a risk assessment and mitigation matrix, as pandemic, epidemics, natural disaster and environmental damage are existing risk areas for the education systems. Climate change and its impact requires integration forecast-based climate and environmental risks, vulnerabilities and adaptative capacity consideration in all the ECW supported projects.

#### **Other considerations if relevant**

Equity: The equity perspective uses data to ensure the most at-risk and marginalized families, including disabled children and ethnic minorities, are targeted in programmes. These dimensions include economic status, social status, education, physical ability, and risk factors for violence. Implementing partners will need to apply data, if available, to ensure that equity is being taken into account during implementation.

### 3.4 Risks and Lessons Learnt

<b>Category</b>	<b>Risks</b>	<b>Likelihood (High/ Medium/ Low)</b>	<b>Impact (High/ Medium/ Low)</b>	<b>Mitigating measures</b>
Political	Political shifts limit the effectiveness and sustainability of ongoing change processes	<b>High</b>	<b>Medium</b>	The intervention prioritizes local ownership, and institutionalization of action at the decentralized level. To promote sustainability and continuity of the activities the funds are implemented by international partners in close cooperation with national organizations and civil society organizations, promoting the dialogue with key and relevant authorities at all levels.
Political	Political instability – worsening insecurity due to ongoing armed conflict	<b>High</b>	<b>High</b>	Robust monitoring of the situation (UN security systems) so that decisions may be taken swiftly in view of any changes. The program is designed to be flexible enough to react to rapidly shifting country contexts. Implementing agencies in the field are well positioned to operate in instable and high risk environments.
Operational	Poor co-ordination	<b>Medium</b>	<b>High</b>	The Action will require coordinating with key players such as national and

	between and among humanitarian and development partners working on education in emergencies and protracted crisis contexts will result in inefficiencies, incl. duplication of effort			sub-national education authorities, Local Education Groups, Education Clusters, UN agencies, civil society organisations, and other actors.
Contextual	Natural disasters or conflict escalation in countries with ECW intervention.	<b>High</b>	<b>Medium</b>	ECW is operating in some of the most difficult contexts, including conflict affected areas. ECW has flexible mechanism to tailor and adjust the interventions to address the education needs of the most affected populations.

#### **Lessons Learnt:**

During 2020 and 2021, Education Cannot Wait conducted external evaluations of all the funding methodologies, and several countries benefited by ECW also conducted internal and external evaluations to continue improving the interventions. After the evaluation, ECW secretariat implemented details management responses to all the recommendations, in close dialogue with key partners. ECW is, during 2022, conducting an Organisational evaluation to inform the 2023-2026 strategic plan. The evaluation is based on the previous evaluations, lessons learned and achievements to ensure the new strategic plan is fit for purpose and address the current needs of children affected by humanitarian crisis.

Based on the previous cooperation with key partners, and as part of the risk mitigation strategy, regular dialogue will need to be ensured between the ECW Secretariat, implementing partners and the EU, at HQ level but also involving EU Delegations and ECHO Offices, during the planning and implementation phases, to analyse and propose adjustments to expected results and activities in line with changing realities on the ground.

ECW is designed to operate in volatile environments, following UN security and administrative procedures. ECW has developed a strong lessons learnt based on the first years and operations. ECW established flexible channels of communication between the country operations and the secretariat and donors, to ensure adequate implementation of the funds.

For its new strategic plan (2023-2026), ECW has conducted evaluations and a comprehensive review of its structure and funding mechanisms and actions is ongoing to inform the new operational procedures and guidance. During the implementation phase, the EU will be able to undertake field visits and participate in

joint monitoring visits.

### 3.5 The Intervention Logic

ECW is a global fund that finances comprehensive education programmes for children and youth affected by conflicts, natural disasters and displacement, right from the onset of crisis through recovery phases.

ECW's First Emergency Response investment window supports education programmes immediately in sudden-onset or escalating crises. The fund's Multi-Year Resilience investment window addresses longer-term needs through multi-year joint programmes in protracted crises, enabling humanitarian and development actors to work together on delivering collective education outcomes in five priority areas:

- Access: Ensure that crisis-affected children are provided with continuous quality learning
- Equity and Gender Equality: Leave no one behind and ensure access is provided to the most vulnerable children, including girls and children with disabilities
- Continuity: Ensure children stay in school until they complete their education
- Protection: Make sure that schools and learning centres offer a safe, protective and healing environment to crisis-affected children
- Quality: Improve learning outcomes by focusing on curriculum, teachers' capacities and learning materials

By providing seed funding to develop and implement such programmes through selected partners, ECW aims to catalyse broader investments from global and in-country donors in education in emergencies. ECW's third window of investment, the Acceleration Facility, supports research and data collection, advancing best practices and promoting innovation, learning outcomes and gender-targeted interventions in education in emergencies.

The final beneficiaries of the Action are teachers and children who live in protracted crisis situations, including refugees and internally displaced children. Host communities should also be taken into account in order to promote cohesion and mitigate tensions with displaced communities.

### 3.6 Logical Framework Matrix<sup>13</sup>

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention.

On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action.

The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

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<sup>13</sup> ECW is developing the new strategic plan (2022-2026), targets will be updated once the strategic plan is approved. It is expected to be approved in the last quarter of 2022.

PROJECT MODALITY (3 levels of results / indicators / Source of Data / Assumptions - no activities)

Results	Results chain (a): Main expected results (maximum 10)	Indicators (a): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	To support interventions reaching crisis-affected children and youth, providing them access to safe and quality education, improving their learning outcomes and enhancing their socio-emotional wellbeing.	1 # of children with increased access to education (disaggregated by sex, education level, displacement status and disability)  # of teachers benefited	March 2022 –  <b>1 Total</b> 4.6 million (52% M, 48% F)  <b>2 Pre-primary</b> 134k Boys 140k Girls  <b>3. Primary</b> 1.7M – Boys 1.6M – Girls  <b>4. Secondary</b> 299K – Boys 287K – Girls  <b>5. Children with disabilities</b> 51,501  <b>6. Teachers</b> 68,933 (52%M 48%F)	<b>1 Total</b> - TBC  <b>2 Pre-primary</b> - TBC  <b>3. Primary</b> - TBC  <b>4. Secondary</b> - TBC  <b>5. Children with disabilities</b> - TBC  <b>6. Teachers</b> - TBC	1 ECW - Annual Report	Not applicable

<b>Outcome 1</b>	To contribute to 'Education Cannot Wait' fulfilling its mandate, through operationalising optimally its core functions and addressing all of its priorities	1.1 # Grants approved and implemented	1.1.1 16 Grants approved in 2021	1.1.1.1 Grants - TBC	1.1.1.1.1 Operational updates	
<b>Output 1 relating to Outcome 1</b>	Result 1.1 – Strategic plan and Governance structure of the platform 'Education Cannot Wait' revised and operationalised to inspire political commitment and to continue supporting education systems in fragile context.	1.1.1 # of HLSC meetings 1.1.2 # of ExCom meetings	1.1.1.1 2 HLSC in 2021 1.1.1.2 4 ExCom in 2021	1.1.1.1.1 2 HLSC in 2021 1.1.1.2.1 4 ExCom in 2021	Operational updates	
<b>Output 2 relating to Outcome 1</b>	Result 1.2 – First Emergency Response funds (FER) and Multi Year Resilient Programmes (MYRP) are developed and operationalised to respond to emergency and acute EiEPC needs.	1.2.1 # of FER and MYRP following the new structures and guidelines.	1.1.1 10 FER approved in 2021 1.1.2 6 MYRP – approved in 2021	1.1.1.1 # FER - TBC 1.1.1.2 # MYRP - TBC	1.1.1.1.1 Operational updates 1.1.1.1.2 Operational updates	
<b>Output 3 relating to Outcome 1</b>	Result 1.3 – Improve accountability by developing and sharing knowledge, including collection of more robust data in order to make better informed investment decisions, and knowledge of what works and does not.	1.3.1 # of new knowledge products promoted by ECW	1.3.1.1 2 AF Funded in 2021			

## 4 IMPLEMENTATION ARRANGEMENTS

### 4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement.

### 4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

### 4.3 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures<sup>14</sup>.

#### 4.3.1 Indirect Management with a pillar assessed entity

This action may be implemented in indirect management with UNICEF. This implementation entails support Education Cannot Wait, hosted by UNICEF and focuses on supporting school age children and youth in emergencies and protracted crisis affected areas.

The envisage entity has been selected using the following criteria:

The hosting arrangement was decided as UNICEF has a track record of hosting partnership programmes and secretariats, each with separate identities and governance arrangements, which work on behalf of children for the realisation of their rights. Its mandate, its close working relationship with other UN agencies and the Global Partnership for Education and its ability to attract financing from the broadest range of donors and to disburse to a wide range of recipients at the global, regional and country level allows ECW to mobilize flexibly and rapidly as needs arise.

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<sup>14</sup> [www.sanctionsmap.eu](http://www.sanctionsmap.eu). Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

#### 4.4 Indicative Budget

<b>Indicative Budget components</b>	<b>EU contribution (amount in EUR) 2023</b>	<b>Third-party contribution, in currency identified</b>
Indirect management with UNICEF – cf. section 4.3.1	EUR 25 000 000	
Evaluation – cf. section 5.2 Audit – cf. section 5.3	Will be covered by another decision	
<b>Totals</b>	EUR 25 000 000	

#### 4.5 Organisational Set-up and Responsibilities

UNICEF will be responsible for implementing the action in indirect management. The European Commission will be part of the trust fund governance arrangements put in place under this initiative. As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission takes part of the governance bodies (such as the High level Steering Group, the Executive Committee) and engages where there is interest in technical working groups. The Commission may participate in the above governance structures set up for governing the implementation of the action.

The pro-active participation in the different decision making spaces allows early identification of potential risks and the adoption of corrective measures when needed.

### 5 PERFORMANCE MEASUREMENT

#### 5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports.

Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

ECW's monitoring system include:

- A monitoring and annual reporting system, with a set of key indicators at the grant, sector and partnership levels for accountability and to inform ongoing implementation;
- A system of reviews and evaluations to provide a foundation for evidence-based learning, testing



innovations and guiding a range of decisions and actions by partners;

- ECW monthly operations and finance update to the Executive Committee, including the EU.
- A knowledge-management and learning program that draws on the monitoring and evaluation work streams to mainstream evidence-based decisions across the partnership.

The data collected will be shared through these various streams across the partnership, enabling adaptive management and program course correction where needed.

## 5.2 Evaluation

Having regard to the importance of the action, a(n) final evaluation(s) may be carried out for this action or its components through a joint mission and/or contracted by the Commission. ECW internal and external evaluations could be also considered.

The Commission shall inform the implementing partner at least 30 days in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

The financing of the evaluation may be covered by another measure constituting a Financing Decision.

## 5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

# 6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle has adopted a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

Action documents for specific sector programmes are no longer required to include a provision for communication and visibility actions promoting the programmes concerned.

However, in line with Article 46 and subject to Article 47 of the NDICI Regulation, all entities implementing EU-funded external actions shall take all reasonable measures to publicise the European Union support. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

One of the ECW's core functions is to inspire political commitment to mobilize support and resources for education in emergencies and protracted crisis. To fully engage on this core function, ECW has a strong community and public diplomacy strategy, including the combined use of social media with the participation in different political forums at national and international level.

## Appendix - REPORTING IN OPSYS

An Intervention (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: 'a given contract can only contribute to one primary intervention and not more than one'. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a 'support entities'. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

The present Action identifies as

Action level		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action