

EDUCATION CANNOT WAIT

DEFENDING HOPE, DELIVERING EDUCATION

2025 Annual Results Report

EDUCATION CANNOT WAIT

DEFENDING HOPE, DELIVERING EDUCATION

ANNUAL RESULTS REPORT 2025

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 2025. 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 2026

CC BY SA

ABOUT EDUCATION CANNOT WAIT

Education Cannot Wait (ECW) is the global fund for education in crises 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.

Follow us:

@EduCannotWait

Additional information is available at www.educationcannotwait.org

Contact: info@un-ecw.org

Cover photo:
© NRC Colombia


EDUCATION
CANNOT
WAIT

ACKNOWLEDGEMENTS

The results in this report reflect the sustained commitment of ECW's global partners during the third year of the 2023-2026 Strategic Plan, delivered as humanitarian financing came under growing strain. Our partners' continued investment has kept safe, quality education within reach for millions of children and adolescents facing some of the world's most severe crises.

ECW recognises the sustained engagement of host country governments, donor partners, United Nations agencies, civil society organisations at global and local levels, philanthropic foundations, and private sector partners in advancing education in emergencies and protracted crises (EiEPC). Their continued collaboration across the humanitarian-development-peace nexus, amid a shifting global aid architecture, remains central to ECW's mandate of ensuring safe, inclusive learning for children affected by crisis.

Our sincere appreciation goes to the members of the ECW High-Level Steering Group and Executive Committee for their strategic leadership, guidance and advocacy. We express our gratitude to the Chair of the High-Level Steering Group in 2025 and 2026, Sigrid Kaag, former Dutch Minister of Finance, Trade and International Cooperation and former Under-Secretary-General of the United Nations. We also extend our appreciation to Co-Chairs of the Executive Committee (ExCom) during 2025 and 2026: Dr. Heike Kuhn, Head of the Education Division at the Federal Ministry for Economic Cooperation and Development of Germany, and Dominik Stillhart, Delegate for Humanitarian Aid and Head of the Swiss Humanitarian Aid Unit. Their leadership remains instrumental in advancing ECW's mission and strengthening global action for education in emergencies.

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 organisations, and the Chairs of the International Finance Facility for Education and the Global Partnership for Education.

At the country level, ECW acknowledges the contributions of national governments, civil society organisations and local actors implementing education responses in complex and challenging operating environments. Their operational expertise and sustained presence on the ground remain essential to reaching the children and adolescents most at risk with safe, quality learning opportunities.

This progress has been achieved against a backdrop of significant financing constraints and a rising number of concurrent crises across the humanitarian sector. ECW acknowledges the partners and donors who maintained their commitments to education despite these constraints, enabling continued investment in children's learning.

Finally, ECW recognises the children and adolescents at the centre of this work, together with the teachers, families and communities who support them under difficult circumstances. Their continued engagement with education, notwithstanding significant adversity, underscores the importance of sustained investment in their right to learn.

Contributors

This report draws on results reported by ECW partners in spring 2026, covering 84 programmes active in 2025 across 31 countries. This information was collated and synthesised with results data from 57 programmes previously active in 2023 and/or 2024 to provide a complete picture of progress towards ECW's corporate results framework during the 2023-2026 Strategic Plan.

The report was produced under the guidance of ECW's Director, Maysa Jalbout, and the leadership of Christian Stoff, Chief of ECW's Evidence, Results and Learning team. The core report team included Carly Tubbs Dolan, Beza Tesfaye and Christian Stoff.

The analysis was supported by M&E interns Haya Braish, Eleonora Giacomelli, Tariq Mayar, and Margaret Alexandra Coaquira Velasquez.

Additional inputs were provided by Nasser Faqih, Jihane Latrous, Francesca Pinna and Benjamin Sadek.

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 Purpose Union. Graphic design, art direction and layout by Svenja Greenwood.



Odette, 12, studies at the Accelerated Schooling and Bridging Strategy Centre at Dimassa School in Burkina Faso. ECW funding is helping crisis-affected children resume their education and transition into formal schooling.

© UNICEF/Adamou

OUR STRATEGIC DONOR PARTNERS



























ACRONYMS

AF	Acceleration Facility
AI	Artificial Intelligence
CERD	Center for Educational Research and Development
CORE	Crisis-Oriented Resilience and Education
CPHA	Child Protection in Humanitarian Action
CTCCM	Community Training Centre for Crisis Management
DCM	Delivery Chain Mapping
DRC	Democratic Republic of the Congo
DRR	Disaster Risk Reduction
ECW	Education Cannot Wait
EiE	Education in Emergencies
EiEPC	Education in Emergencies and Protracted Crises
EiERC	Education in Emergencies Research Center
EM2030	Equal Measures 2030
EMIS	Education Management Information System
ERP	External Review Panel
FCA	Forgotten Crisis Assessment
FER	First Emergency Response
FTS	Financial Tracking Service
GBV	Gender-Based Violence
GEM	Global Education Monitoring Report
GHO	Global Humanitarian Overview
GKP	Global Knowledge Product
GLO	Gender Lead Organization
GPE	Global Partnership for Education
HDP	Humanitarian-Development-Peace
IASC	Inter-Agency Standing Committee
IDP	Internally Displaced Person
INEE	Inter-agency Network for Education in Emergencies
INFORM	Index for Risk Management
ISEEC	Initiative for Strengthening Education in Emergencies Coordination
LNA	Local and National Actor
LWO	Local Women's Organisation
M&E	Monitoring and Evaluation
MHM	Menstrual Hygiene Management
MHPSS	Mental Health and Psychosocial Support
MSNA	Multi-Sectoral Needs Assessment
MYRP	Multi-Year Resilience Programme
NGO	Non-Governmental Organisation
NRC	Norwegian Refugee Council
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
OECD	Organisation for Economic Co-operation and Development
OOSC	Out-of-School Children
OPD	Organisation of Persons with Disabilities
PGI	Protection, Gender Equality and Inclusion
PTA	Parent Teacher Association
R	R programming language
RLO	Refugee-led Organisation
SEL	Social and Emotional Learning
SIP	School Improvement Plan
SMC	School Management Committee
SSR	School Self-Reporting
TPD	Teacher Professional Development
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

TABLE OF CONTENTS

Acronyms 5

Foreword 10

Annual Results Report 2025: Reporting Results, Strengthening Evidence and Learning 12

CHAPTER 1: RESULTS FOR CHILDREN AND ADOLESCENTS 22

Part 1: Children and Adolescents Reached 23

1. Overall reach 24
2. Reach by crisis severity 26
3. Reach by investment modality 27
4. Reach among children most at risk of exclusion 31
5. Reached with what? 45

Part 2: Increased Equitable Participation and Improved Holistic Learning and Well-being 54

1. Supporting children to access and continue in educational opportunities 55
2. Strengthening children's holistic learning and well-being 61
3. Promoting knowledge, attitudes and practices on gender equality 67

CHAPTER 2: STRENGTHENED EIEPC CAPACITIES AND SYSTEMS 71

1. Coordination across the nexus 73
2. Localisation and community engagement 80
3. Data and evidence 86

CHAPTER 3: INCREASED AND BETTER FUNDING FOR EIEPC 93

1. Mobilising ECW resources for education in emergencies 95
2. Allocating ECW resources where needs and gaps are greatest 97
3. Advocating for better global financing for education in emergencies 106

LOOKING AHEAD: REPOSITIONING ECW FOR A NEW FINANCING ERA 115

Results worth defending 117

Systems that sustain results 118

Rapid reform to get fit for a new era 119

Defend and diversify 120

Annex 1: Scorecard and Indicator Methodology 121

Annex 2: Results Framework Scorecard: Progress Towards 2026 Targets 130

Annex 3: Children Reached by Country and Funding Window 138

Annex 4: Children Reached Annually by Funding Window, Education Level, and Population Group 141

Annex 5: Reached with What?: Number of Children, Teachers, and Learning Spaces Reached with Select Activities Annually 142

LIST OF TABLES, FIGURES AND BOXES

BOXES		
1.1	How to read the results in this section	31
1.2	Reaching forcibly displaced learners amidst shifting displacement dynamics in Lebanon	37
1.3	Deep dive preview–unpacking access and continuity results	56
1.4	A testament to resilience–supporting holistic learning and well-being in Gaza	64
1.5	The risks of underfunding for girls' empowerment in Bangladesh	68
1.6	Deep dive preview–addressing the barriers that shape whether girls can access, remain in, and learn in crisis contexts	69
2.1	Notable examples of programmes with evidence of improvement in coordination across the nexus	76
2.2	Notable examples of programmes with evidence of meaningful engagement with LNAs	83
2.3	Notable examples of programmes with evidence of accountability and meaningful engagement with affected communities	85
2.4	Notable examples of programmes with improved systems for coordination, harmonisation and institutionalisation of crisis- and risk-related data	90

3.1	Evidence for global measurement, advocacy and investment choices	97
3.2	Changing the conversation: evidence, results and the case for investment	107
3.3	Is education being crowded out during humanitarian prioritisation?	109
A.1	How ECW measures and reports reach (Indicators 1 and 2)	123

FIGURES

1.1	Girls' share of population groups and education level	34
1.2	Girls' share among children with disabilities, by education level and investment modality	40
1.3	Share of forcibly displaced children and children with disabilities, by education level	43
1.4	Climate adaptation programming (Rio markers) against children's climate risk, by country	52
1.5	Evidence on holistic learning and well-being in ECW-supported multi-year programmes: from availability to improvement, 2023-2025	63
1.6	Gender-equitable improvements in education outcomes in ECW-supported programmes	70
2.1	Programme outcomes advanced through coordination	74
2.2	Types of coordination by programme outcomes	75
2.3	Percentage of funds allocated to LNAs by programme modality	82
2.4	Average annual and cumulative scores (Indicator 25)	92
3.1	ECW resources mobilised towards the 2023-2026 Strategic Plan	96
3.2	Education requirements as a share of total humanitarian appeal requirements, 2021-2026	108
3.3	Humanitarian education funding, inside and outside coordinated plans, 2021-2025	110
3.4	Education funding as a share of sector-specific humanitarian funding (inside appeals), 2021-2025	111
3.5	Education requirements, funding and coverage, 2021-2025	112

TABLES

1.1	Children reached by funding window, education level, and population group, 2023-2025	30
3.2	Prioritised humanitarian requirements by sector, GHO 2026	109



A student writes on the blackboard during a lesson in Somalia. Through ECW's Multi-Year Resilience Programme, crisis-affected children are strengthening foundational literacy and numeracy skills through teaching at the right level.

© ADRA Somalia

FOREWORD

Even in Crisis, Children Did Not Give Up on School

Despite profound challenges in 2025, Education Cannot Wait and its partners continued to deliver for children in crises. Together, we reached 10.4 million children across 33 countries since the start of the 2023–2026 Strategic Plan, more than half of them girls. This progress through the end of 2025 has been made possible by the continued generosity of ECW's partners. Contributions received in 2025 brought total resources raised for the 2023–2026 Strategic Plan to US$946 million by year-end.

Behind these numbers are important gains in access, equity and learning. In three out of four ECW-funded programmes, girls' participation improved equitably alongside boys' while 96% showed improvements in literacy and/or numeracy. Importantly, 31% of ECW funding was channelled to local and national actors through funding arrangements designed to bring resources as directly as possible to those closest to affected communities and contribute to strengthening the resiliency and capacities needed to sustain support for children over time.

These achievements are significant against the backdrop of UN reforms, deep aid cuts and the sharp rise in number of children affected by crisis. Education in emergencies and protracted crises, already reliant on a narrow financing base, felt these pressures acutely even as needs continued to grow. UNESCO projects that global aid to education could fall by up to 30% between 2023 and 2027. At the same time, ECW documented that the number of crisis-affected children whose education has been disrupted rose to 258 million—an increase of 21 million in just 18 months.

Responding to a changing environment has also required ECW to change. During 2025 and into 2026, the Secretariat has undertaken a major transition towards a leaner, more efficient operating model—designed to ensure that every dollar entrusted to the Fund is optimized for the benefit of children.

Now in the final year of the 2023–2026 Strategic Plan, our priority is to consolidate this progress while advancing the reforms needed to remain fit for purpose in a rapidly changing landscape. This means deepening our commitment to localisation; sharpening our focus on children most at risk of being left behind, including girls and boys with disabilities; and strengthening collaboration across the education in emergencies and humanitarian architecture to deliver more coordinated and effective responses to crises.

Amid the pressures confronting the world, we must not lose sight of a simple truth: education remains one of the most powerful investments we can make in our collective future. It protects children, sustains hope and lays the foundations for recovery, resilience and stability before, during and after crises.

Across some of the world's toughest crises, children themselves showed extraordinary determination to keep learning. Even in crisis, they did not give up on school. In Haiti, fourteen-year-old Dieussika, displaced by violence in Port-au-Prince, held on to her education. "I choose school as the best path," she says, "because I have a dream." Through ECW-supported catch-up classes, she returned to the classroom, sat her exams and graduated.

This conviction underpins Hope Starts Here, ECW's campaign for its 2027–2030 replenishment. Together with governments, United Nations agencies, civil society, philanthropy and the private sector, ECW is seeking US$600 million to help ten million more children continue learning through the world's toughest crises, building towards the High-Level Financing Conference in Geneva this November.

Dieussika's words must stay with us: "Don't abandon children. Think of them, the same way you thought of me."

That is a call to all of us. I invite our partners—longstanding and new—to answer it.





Maysa Jalbout
Director, Education Cannot Wait

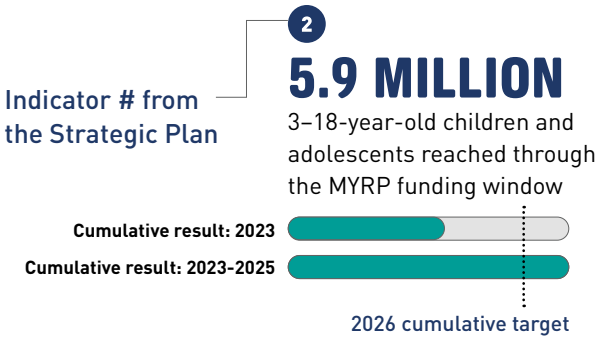
ANNUAL RESULTS REPORT SCORECARD:

Progress towards 2026 targets

Cumulative results across Years 1-3 of the 2023-2026 Strategic Plan

HOW TO READ THE RESULTS

All results are reported cumulatively for the first 3 years (2023-2025) of the Strategic Plan except for annual indicators marked with an*.



Key	
	Target achieved
	On track
	At risk
	Off track
	Not classified

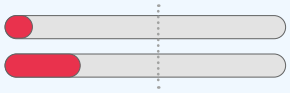
RESULTS FOR CHILDREN

READ MORE IN CHAPTER 1

REACH

1 3.3 million

3–18-year-old children and adolescents reached through the FER funding window

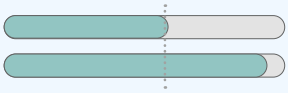


Target proportional to resources mobilized
(Indicators 1 and 2 only)

54% 33% 3%

2 7.1 million

3–18-year-old children and adolescents reached through the MYRP funding window



Target proportional to resources mobilized
(Indicators 1 and 2 only)

50% 21% 2%

ECW has reached 10.4 million children - 51% girls – 3 years into the 2023-2026 Strategic Plan.

COUNTRY-LEVEL

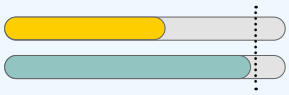
In the world's most severe crises, **children are participating in education and making gains in learning and well-being**.

ACCESS AND CONTINUITY

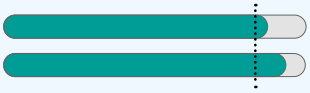
3 **97%** of FERs/MYRPs had increased education participation



4 **82%** of FERs/MYRPs providing evidence had retention or completion rates above 75%

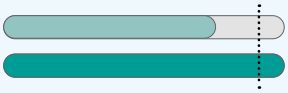


5 **93%** of FERs/MYRPs providing evidence had transition rates from non-formal to formal education above 60%

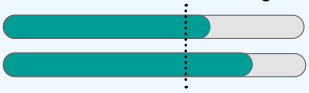


HOLISTIC LEARNING

6 **96%** of MYRPs providing evidence reported improved learning outcomes in literacy and/or numeracy



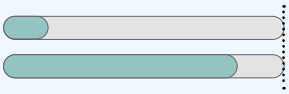
7 **83%** of MYRPs providing evidence reported improved children's SEL/well-being



GENDER-EQUITABLE RESULTS AND NORMS AROUND GENDER EQUALITY

The majority of programmes delivered equitable gains in educational outcomes —with some also demonstrating shifts in knowledge, attitudes and practices around gender equality.

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



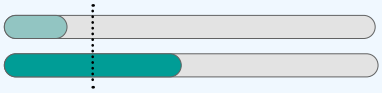
STRENGTHENED EIEPC CAPACITIES AND SYSTEMS

READ MORE IN CHAPTER 2

COUNTRY-LEVEL

COORDINATION

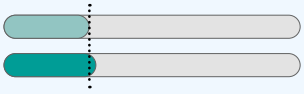
11 **48%** of MYRPs had evidence of improved coordination at the nexus



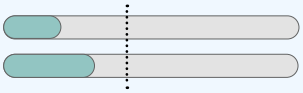
Coordinated, localised and evidence-based approaches are critical to sustaining and scaling results for children.

LOCALISATION

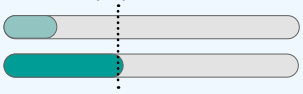
12 **31%** of funds in FERs/ MYRPs to be transferred to LNAs



13 **32%** of FERs/MYRPs had evidence of improved quality of engagement with LNAs



14 **43%** of FERs/MYRPs had evidence of improved quality of engagement with affected populations

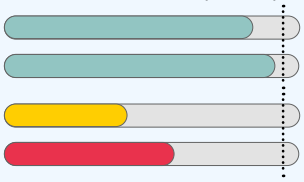


DATA AND EVIDENCE

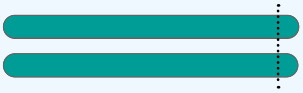
15 % of FERs/MYRPs had sex-disaggregated data on time to monitor education participation

a) **92%**

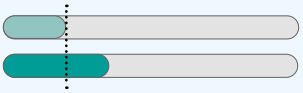
b) **52%**



16 **100%** of MYRPs are informed by better quality evidence on needs



17 **39%** of MYRPs improved systems for crisis- and risk-related data



GLOBAL-LEVEL

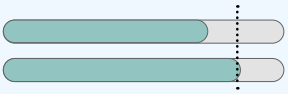
COORDINATION

23 **Limited**

Extent to which global and regional institutions adopt policies, approaches and standards supported by ECW



24 **77%** Extent to which global and regional institutions strengthen coordination at the nexus



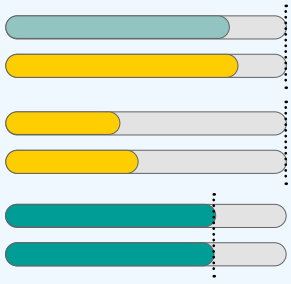
DATA AND EVIDENCE

25 Extent to which knowledge products supported by ECW are: (a) produced (b) shared and (c) used:

a) MODERATE

b) LIMITED

c) MODERATE



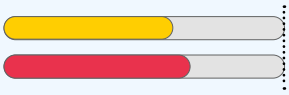
INCREASED AND BETTER FINANCING FOR EIEPC

READ MORE IN CHAPTER 3

More timely rapid response marks progress, while strong resource mobilisation reflects **confidence in ECW amid persistent financing challenges**.

MOBILISATION AND SPEED

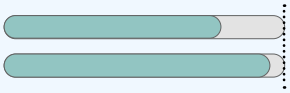
22 **$946 million**
mobilised for ECW Trust Fund



21 **40%**
FERs disbursed up to 12 weeks after the appeal date*[1]

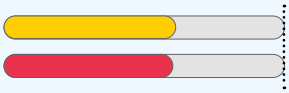


9 **$48 million**
additional aligned funding for EiEPC mobilised



ADVOCACY IN A CONSTRAINED FINANCING ENVIRONMENT

10 **5.3%**
of EiE funding required as a % of total appeal funding*



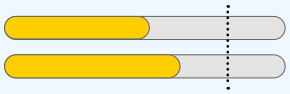
18 a) **$1.29 billion**
total annual EiEPC funding*



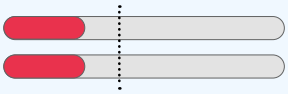
18 b) **$523 million**
total annual EiEPC funding to forgotten crises*



19 **6.2%**
EiE funding (out of sector-specific humanitarian funding*



20 **31%**
EiE funding against required EiE appeal funding*



Chronically underfunded, EiEPC risks further deprioritisation when crisis-affected children need it most.

1 2025 result only shown here - see report for more detail.



Three years into the 2023–2026 Strategic Plan, what progress has ECW made towards its 2026 commitments?

This is the central question guiding the report. Because ECW's 2026 targets are cumulative across the 2023–2026 Strategic Plan period, the report focuses on progress achieved since 2023 rather than results in a single year. Annual figures are included where relevant to illustrate delivery trends, or for finance indicators that are better tracked on an annual basis.

Cumulative results should be interpreted with care. Changes over time may reflect shifts in portfolio composition, such as the addition of new FERs or MYRPs, rather than changes in strategic focus. For example, the share of refugee children reached may fluctuate depending on MYRP renewal cycles, new acute emergencies or cross-border displacement.

For this reason, the language in the report has been carefully calibrated to acknowledge where figures are higher or lower than in previous years without necessarily implying causal change. Read alongside contextual information, these results help identify gaps, inform strategic adjustments and track progress against ECW's cumulative targets.

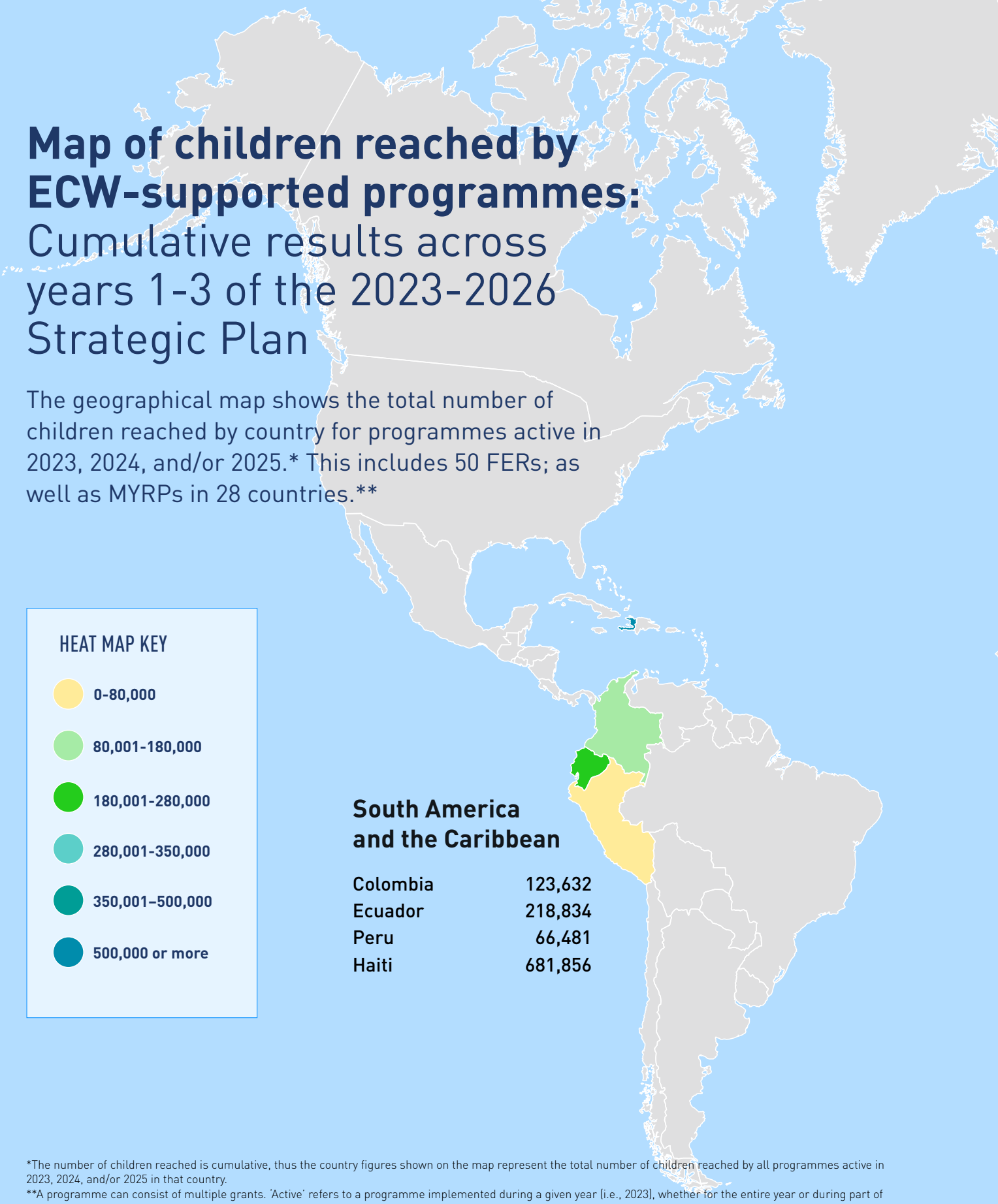


Students gather outside their school in Mali. ECW funding is helping improve access to safe and dignified sanitation facilities, creating a healthier and more supportive learning environment.

© UNICEF/Dicko

Map of children reached by ECW-supported programmes: Cumulative results across years 1-3 of the 2023-2026 Strategic Plan

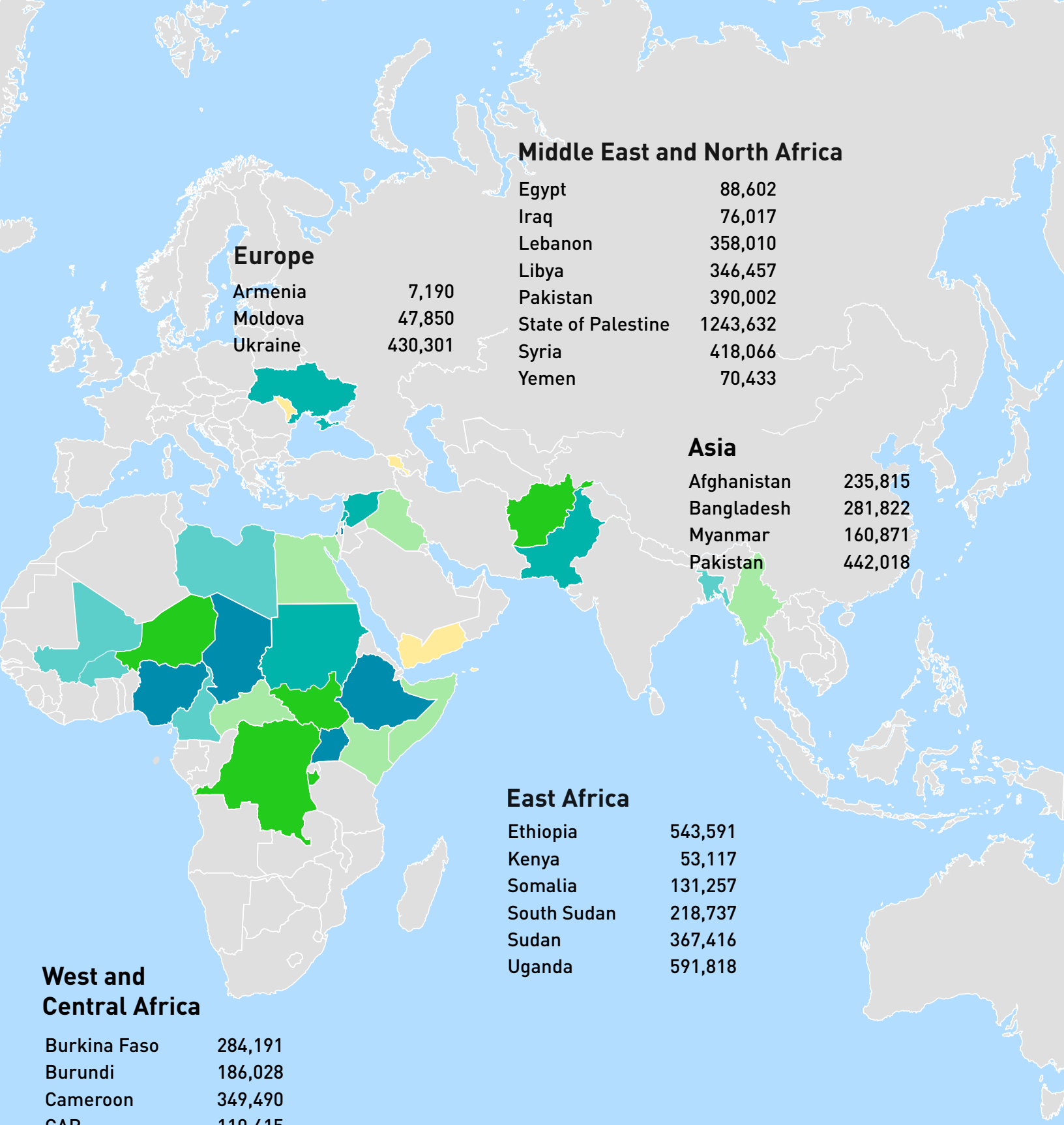
The geographical map shows the total number of children reached by country for programmes active in 2023, 2024, and/or 2025.* This includes 50 FERs; as well as MYRPs in 28 countries.**



South America and the Caribbean

Colombia	123,632
Ecuador	218,834
Peru	66,481
Haiti	681,856

*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, 2024, and/or 2025 in that country.
**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.
Note: Bands were defined using an approximate quantile classification, with thresholds rounded for readability. Each band contains five or six observations, limiting distortion from the skewed distribution and the highest-value outlier. The bands are intended to support visual comparison and do not represent substantive or policy-based thresholds.



Europe

Armenia	7,190
Moldova	47,850
Ukraine	430,301

Middle East and North Africa

Egypt	88,602
Iraq	76,017
Lebanon	358,010
Libya	346,457
Pakistan	390,002
State of Palestine	1243,632
Syria	418,066
Yemen	70,433

Asia

Afghanistan	235,815
Bangladesh	281,822
Myanmar	160,871
Pakistan	442,018

East Africa

Ethiopia	543,591
Kenya	53,117
Somalia	131,257
South Sudan	218,737
Sudan	367,416
Uganda	591,818

West and Central Africa

Burkina Faso	284,191
Burundi	186,028
Cameroon	349,490
CAR	110,415
Chad	724,733
DRC	279,515
Mali	295,015
Niger	218,834
Nigeria	761,101

ANNUAL RESULTS REPORT 2025: REPORTING RESULTS, STRENGTHENING EVIDENCE AND LEARNING

This report reviews progress by Education Cannot Wait (ECW) and its partners against ECW's corporate results framework across the first three years of the 2023-2026 Strategic Plan.[1] Organised around ECW's Theory of Change, each section presents and interprets the results achieved and identifies key implications and lessons learned. Together, these results demonstrate the extent to which ECW-supported programmes are reaching the children they intend to reach; supporting anticipated outcomes for children; and strengthening capacities and systems–all amid a rapidly changing humanitarian architecture and financial landscape.

Scan here to see ECW's 2023-2026 Theory of Change.

Corporate results provide an essential portfolio-wide view of progress. They cannot, however, explain in sufficient detail the packages of support provided to children, teachers and caregivers; how those packages are implemented and adapted; or how, where and under what conditions they contribute to children's holistic learning and well-being. This reflects a wider challenge across the education in emergencies and protracted crises (EiEPC) sector. The recent Genesis report on the aid architecture, for example, points to a widely recognised lack of evidence about whether interventions are improving children's foundational learning.[2]

1 The ECW corporate results framework was designed to support accountability for results over the full strategic plan period, and thus most indicators in ECW's 2023–2026 Results Framework are cumulative unless otherwise specified. Accordingly, this report prioritises cumulative reporting aligned with the Results Framework, while also providing annual results where relevant and to enhance transparency. (See Annexes 4 and 5). Education Cannot Wait, *ECW's Strategic Plan 2023–2026 Achieving Results: A New Way of Working* (September 2022). Available at https://www.educationcannotwait.org/sites/default/files/2022-09/f_ecw1016_strategic_report.pdf.
2 Genesis Analytics, "Multilateral Education Architecture (Education in Emergencies and Protracted Crises): Phase 1 Study", study prepared for the United Kingdom Foreign, Commonwealth and Development Office, 2025.

To help address this gap, ECW is strengthening its proposal development, monitoring and results-reporting systems. Building on a pilot undertaken in 2026, ECW is introducing a series of companion evidence and learning products. These products complement the annual report's portfolio-level findings with more granular analysis of programme design, implementation and performance:



Evidence and practice snapshots describe what partners deliver through ECW-supported investments. This year they focus on how partners are putting cross-cutting commitments on protection, gender equality, and inclusion into practice. They help partners and decision-makers understand what sits behind portfolio results–particularly for children facing multiple and intersecting disadvantages–and how closely programme approaches align with the wider evidence base on effective practice.



A learning brief focused on adaptation and delivery in crisis will examine how partners and communities put evidence-informed, cost-effective education "smart buys" into practice in severe and rapidly changing crisis settings. It will explore the substantial adaptations required to respond to insecurity, displacement and disrupted systems, while preserving the core elements that make these approaches effective. It will also consider how partners reach and ensure inclusion of the most marginalised children with these approaches. Where evidence allows, it will present case studies linking these approaches to access, inclusion and holistic learning outcomes. Amid the Humanitarian Reset and the need to make every dollar count, the briefs highlight the resilience and creativity behind programme delivery, and distil practical lessons for practitioners, donors and other decision-makers.



Results and performance deep dives examine areas where results may be falling short of expectations or where gaps remain in the evidence available to assess results. They explore patterns and factors that may shape performance. They also consider the implications of data and challenges and identify opportunities for course correction and targeted improvement. These deep dives are intended to inform ECW and partner strategy and strengthen accountability to donors. They also support learning from the 2023-2026 Strategic Plan corporate results framework and adaptations as ECW moves into its next Strategic Plan.

Together, these products represent a first step towards strengthening the link between what programmes provide, how they provide them, and the results they achieve. This will be a central focus of ECW's next Strategic Plan, including through clearer definition of outcomes against defined packages of support that children, teachers and caregivers receive; more adaptive monitoring approaches; and an expanded portfolio of rigorous impact evaluations.

> By better connecting programme approaches with results, ECW is building stronger evidence for accountability and learning.



© UNICEF/ Dicko

CHAPTER 1:

RESULTS FOR CHILDREN & ADOLESCENTS

PART 1: CHILDREN AND ADOLESCENTS REACHED

ECW-supported investments are reaching millions of children in the world's most severe crises–including many of those most at risk of being left behind.

These results reflect the collective efforts of governments, local actors, civil society organisations, UN agencies, and global partners working together to ensure crisis-affected children can access safe, quality and inclusive education. ECW's catalytic role is strengthened through these partnerships, which combine financing with technical expertise, coordination and shared learning across the EiE community.



© NRC/Amjad Al Fayoumi

1.
OVERALL REACH

ECW-supported investments have nearly doubled their cumulative reach since 2023

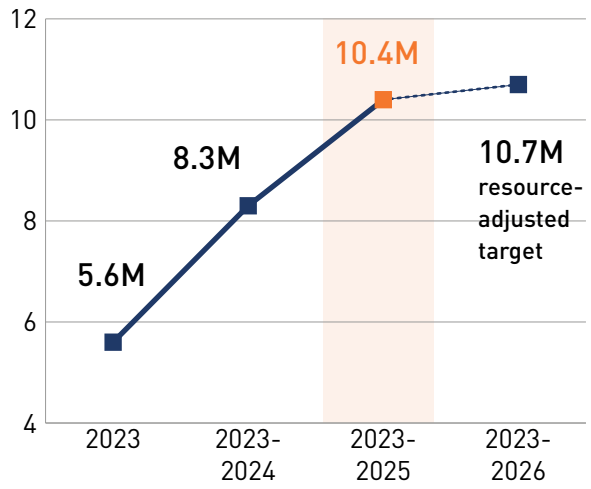
RESULT

ECW-supported investments have reached **10.4 million children and adolescents across 33 countries** since the start of the 2023-2026 Strategic Plan. Girls represent 51% of children reached.[3]

UNDERSTANDING THIS RESULT

ECW and partners are on track to deliver against the resources available, even as crisis needs grow and education financing comes under increasing pressure. But the full ambition of the Strategic Plan remains underfunded, limiting the scale of what ECW and partners can achieve. The 10.4 million children reached represents 53% of the original 19.5 million reach ambition under a fully funded Strategic Plan scenario.

ECW has reached 97% of its resource-proportionate 2026 target[4] and is on track to exceed this target by the end of the Strategic Plan period.



> ECW is on track to exceed its resource-adjusted target by 2026.

3 ECW defines 'children reached' as the number of children and adolescents aged 3–18 years in all their diversity who are supported directly or intermediately through ECW assistance.

4 ECW's 2023–2026 Strategic Plan set an original target of reaching 19.5 million children, based on full mobilisation of US$1.5 billion. By the end of 2024, ECW had confirmed mobilisation of US$822 million, representing 55% of the funding goal. The resource-adjusted target therefore reflects 55% of the original child reach target, or approximately 10.7 million children.

BOX 1.

Who are the children our investments aim to reach?

ECW's mandate is to reach the children most at risk of being left behind in the world's most severe crises.

Why this is important. ECW's most recent Global Estimates report[5] shows that crisis-affected children face high rates of exclusion from education–and that the risk is even higher for children affected by severe crises, displacement, protection, disability and gender-related barriers. These risks often overlap, compounding disadvantages and making targeted investment essential.

Education exclusion deepens when crisis and vulnerability overlap:

Overall: **36%** of **crisis-affected children** are out of school

52% of **refugee children** in crisis contexts are out of school

49% of **internally displaced children** in crisis contexts are out of school

43% of **non-displaced children with disabilities** in crisis contexts are out of school

40% of **children in the most severe crisis contexts** are out of school, rising to up to 74% for some marginalised groups

31% of **non-forcibly displaced children without disabilities** are out of school



5 Education Cannot Wait, *Breaking Barriers: Understanding Educational Exclusion in Crises: Global Estimates 2026 Update* (June 2026). Available at https://www.educationcannotwait.org/sites/default/files/2026-06/global_estimates_2026.pdf.

2.
REACH BY CRISIS SEVERITY

Need is concentrated in the most severe crises–and so is ECW's reach.

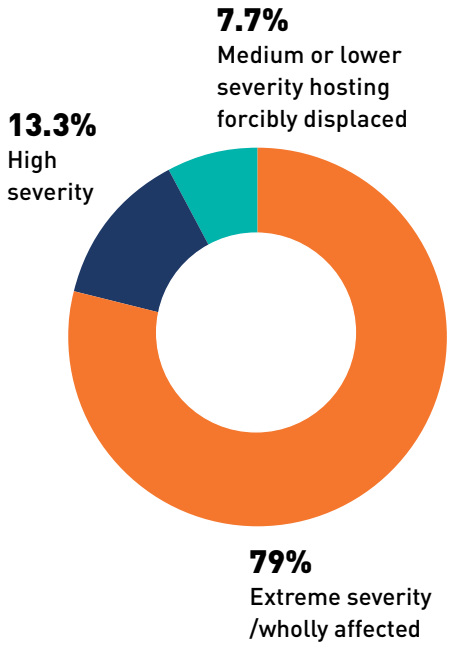
RESULT

Four out of five children reached by ECW-supported investments are in the 21 highest-severity and/or wholly affected crisis contexts.

UNDERSTANDING THIS RESULT

More than 80% of out-of-school children affected by crisis live in the 21 countries[6] ECW's 2026 Global Estimates study classified as extreme severity or wholly affected contexts.[7] Seventy-nine per cent of children reached by ECW-supported investments are in the most severe crises, demonstrating that reach is broadly aligned with this concentration of need. The remaining children reached are primarily forcibly displaced children in high-severity crisis contexts or in refugee-hosting neighbouring countries. This reflects ECW's commitment to burden-sharing by supporting host countries working to include refugee learners in national education systems.

The depth of risk in these contexts goes beyond current crises. According to the 2026 INFORM Risk Index[8]–which measures the probability of future humanitarian crises alongside vulnerability and coping capacity–nearly 90% of ECW's portfolio falls in countries with very high or high future risk of shocks. This means the children ECW supports are not only in the most severe crises today: They are in the places most at risk of future conflict escalation, displacement and climate-related disruption.



Such contexts are precisely what ECW's investment modalities are designed for.

6 The 2026 ECW Global Estimates classify these countries as extreme severity and/or wholly affected: Afghanistan, Burkina Faso, Cameroon, Central African Republic, Chad, Colombia, the Democratic Republic of the Congo, Ethiopia, Haiti, Lebanon, Mali, Myanmar, Nigeria, Pakistan, Somalia, South Sudan, State of Palestine, Sudan, Syrian Arab Republic, Ukraine and Yemen.

7 The Global Estimates utilises the Inform Severity Index to classify crises based on the intensity and duration of crises from January 2024 to January 2026 (cumulative severity), while also incorporating the February 2026 score used to reflect recent developments. Countries are classified as extreme severity when they are in the highest quintile of cumulative severity and have an INFORM Severity Index score above 7.5 in February 2026. The wholly affected classification additionally captures countries experiencing systemic crises where overlapping drivers have compromised national education systems.

8 European Commission, Joint Research Centre, "INFORM Risk Index 2026", INFORM. Available at https://drmkc.jrc.ec.europa.eu/inform-index/INFORM-Risk/Results-and-data.

3.

REACH BY INVESTMENT MODALITY

ECW combines sustained support in severe, protracted crises with growing rapid response to crisis escalation and new shocks

RESULT

Across the Strategic Plan period, Multi-Year Resilience Programmes (MYRPs) **reached 7.1 million children**, close to the original Strategic Plan target for multi-year investments. First Emergency Responses (FERs) reached 3.3 million children, constituting a growing share of ECW's reach: **One in three children reached in this Strategic Plan** was supported through a rapid response to an acute crisis, compared with one in five two years ago.

UNDERSTANDING THIS RESULT

This pattern reflects ECW's distinct role in the global education financing architecture: sustaining education in protracted crises where systems are fragile and risk of future shocks is high, while being positioned to respond quickly when new emergencies interrupt children's learning.

While the share of children reached through FERs has increased, it remains below the resource-proportionate target set at the start of the Strategic Plan. This is largely explained by a change in the cost profile of rapid responses. FERs in ECW's first Strategic Plan were delivered at an estimated cost of around US$24 per child; in the current period, the estimated cost is closer to US$50. The same level of funding therefore reaches fewer children than the original projections assumed.

Several factors likely contributed to this shift. ECW is increasingly responding in complex and high-risk crisis settings, where delivery costs are higher and operational conditions are more difficult. At the same time, ECW has become more intentional about supporting equity-based programming, recognising that reaching the most marginalised children–including girls and boys with disabilities–requires deliberate investment through both mainstream and targeted interventions. These investments are central to advancing ECW's commitment to leave no child behind.

This points to an important lesson for future Strategic Plan costing. Targets for access need to be based on realistic assumptions about the resources required not only to reach large numbers of children, but to reach those facing the greatest barriers with a package of support capable of delivering quality, inclusive and protective education outcomes.

NIZAR, 15

NIZAR'S NEW BEGINNING IN SYRIA

In the rural city of Al-Safira in Syria, Nizar's world changed in a tragic instant. He was five years old and playing with his siblings when a bullet struck his head. The injury shattered part of his skull and left him with hemiplegia, severely limiting movement in his right leg and affecting his speech.

"The chances of me surviving were very slim. But I made it and I strive to overcome all the odds."

The injury also affected Nizar's mental health. Loud noises brought waves of fear, while the bullying he experienced at school led him to prefer staying at home. Lengthy hospital stays created a significant gap in his education.

Nizar's mother remained determined that he would continue learning. After hearing about a nearby UNICEF-supported learning centre, she enrolled Nizar and his two sisters.

Supported through ECW's partnership with UNICEF, the centre provides remedial classes that help children recover studies they have missed.

At the centre, Nizar found a welcoming and supportive learning environment. With a caring teacher, kind classmates and a curriculum tailored to bridge his learning gaps, he was given the chance of a fresh start.

"I am heard here! Everyone is nice to me. The teacher is amazing and my classmates are very supportive."

Nizar looks forward to school each morning. He went on to prepare for the national examination, while pursuing his dream of becoming a doctor.

"When I focus on the power of my education, I feel excited and forget about my injury. I picture big dreams for myself."
—Nizar

Contributed by UNICEF Syria

For more information on ECW's work in Syria, go to www.educationcannotwait.org/our-investments/where-we-work/syria



© UNICEF/Danielle Deeb



© ECW

Students participate in a lesson at a primary school in Kismayo, Somalia. Through an ECW-funded programme, flood-displaced children, are accessing education and pursuing their dreams.

INDICATOR 1

Number of 3-18-year-old children and adolescents reached with ECW assistance through the FER funding window

	CUMULATIVE 2025 RESULT	**3.3M**	
	TARGET	**11.9M**	(proportionate to level of resources mobilised: 6.5M)
	2023 RESULT	**1.2M**	

Evidence base: 100% of eligible programmes[9]

INDICATOR 2

Number of 3-18-year-old children and adolescents reached with ECW assistance through the MYRP funding window

	CUMULATIVE 2025 RESULT	**7.1M**	
	TARGET	**7.6M**	(proportionate to level of resources mobilised: 4.2M)
	2023 RESULT	**4.4M**	

Evidence base: 100% of eligible programmes

9 All programmes were eligible to contribute to indicators 1 and 2. For indicators 3-8, programmes approved in 2025 must have been active for more than six months in 2025; programmes commencing after July 2025 were not expected to report outcome-level results by year's end. For Indicator 5, programmes must additionally include a non-formal component.

TABLE 1.1: Children reached by funding window, education level, and population group, 2023-2025

CUMULATIVE NUMBER REACHED:

TOTAL:

10,420,112 — 2023-2025
51% girls

5,597,253 — 2023
49% girls

BY FUNDING WINDOW:

Via MYRPs
7,119,797
50% girls

4,423,730
49% girls

Via FERs
3,300,315
49% girls

1,173,523
49% girls

BY DISPLACEMENT AND DISABILITY STATUS:

Refugees
25%
51% girls

22%
50% girls

IDPs
17%
51% girls

17%
50% girls

Children with disabilities
2.4%
48% girls

1.7%
46% girls

BY EDUCATION LEVEL:

Pre-primary
6%
50% girls

7%
49% girls

Primary
75%
50% girls

70%
49% girls

Secondary
19%
50% girls

23%
49% girls

BY EDUCATION TYPE:

Formal education
73%
51% girls

73%
41% girls

Non-formal education
27%
52% girls

24%
51% girls

Note: Population group shares exclude children with unknown status, education level or type.

4.

REACH AMONG CHILDREN MOST AT RISK OF EXCLUSION

ECW investments are reaching girls and forcibly displaced children at levels that match their exclusion from education–and making progress in reaching children with disabilities–but more needs to be done at the beginning and end of the education spectrum

BOX 1.1

How to read the results in this section



This section organises reach results according to demographic and identity markers–sex, disability, protection status, education level–in ECW's 2023-2026 Results Framework to maintain consistency and comparability in results reporting.

For each group, we report up to three sets of results.[10] Interpreted together, these results provide evidence on the extent and equity of ECW-supported programmes' reach across different groups of children.

↦ OVERALL SHARE OF REACH:
This result describes the composition of ECW's reach: the share of all children reached by programmes active between 2023 and 2025 belonging to the group in question, disaggregated by investment modality.[11] This reflects how ECW's corporate targets are formulated and what the portfolio has delivered against targets over the Strategic Plan period to date. We also share results for programmes active in 2025 only (see Annex 4). Where meaningful to aid interpretation–and where it suggests that newer investments are reaching different shares of children than older ones–we reference these annual figures in the text. Finally, for groups with defined targets, we compare the share reached with the share targeted. This helps show whether gaps were already present in programme design and targeting or emerged during implementation.

10 Children with disabilities, pre-primary, and secondary learners are assessed against global estimates of crisis-affected out-of-school children, ECW portfolio targets and reported trends, due to limitations in the reliability of country-level out-of-school data for such groups across the portfolio.
11 FER and MYRP results are interpreted in the 'Understanding this result' section only when material to the modality itself. Differences driven primarily by portfolio composition are noted in footnotes.

↦ REACH COMPARED WITH EDUCATION EXCLUSION:

This result compares a group's share of children reached by ECW-supported investments in a country with the share of crisis-affected children who are out of school in the same country. This helps illustrate whether ECW's reach is broadly aligned with patterns of education exclusion and highlights where a group may be receiving a smaller share of support than its level of exclusion would suggest.[12]

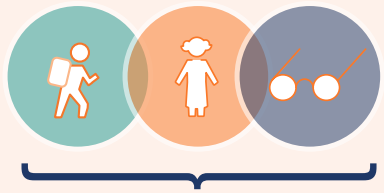
↦ INTERSECTIONAL REACH:

This result examines whether the group's share of reach varied when considered alongside other characteristics and circumstances that can create barriers to education. This is important because the overall result can hide whether children experiencing multiple and compounding disadvantages are reached less consistently.

Adopting an intersectional lens

Global education data often reports children by distinct demographic categories, but children in crises rarely experience exclusion neatly. A child may not be only "displaced" or only "a girl": She may be a displaced adolescent girl with a disability, facing different barriers linked to gender, age, disability and displacement at the same time. These are intersectional barriers: different aspects of a child's identity and circumstances that overlap and create distinct or compounded forms of exclusion.

Throughout this section, we present and interpret intersectional reach results. We will continue to strengthen the methodology for this in future annual results reports, aligned with commitments in the 2027-2030 Strategic Plan.



Different aspects of a child's identity and circumstances that overlap and create distinct or compounded forms of exclusion.

EVIDENCE AND PRACTICE SNAPSHOTS

To learn more about the targeted support partners provide to the most marginalised children in all their diversity, readers can click the icon to access companion "Evidence and practice" snapshots. The snapshots are organized according to the demographic and identity markers used in ECW's reach reporting to help understand these results and to connect them with the wider evidence base. Each snapshot:

- **Reviews the available evidence on effective practices for advancing access and inclusion for the population in focus;**
- **Provides examples of such practices from ECW-supported programmes, illustrating ECW's twin-track approach to protection, gender, and inclusion (see section, "Reached with what?"); and**
- **Highlights the overlapping identities and circumstances of children supported through these activities, making intersectionality visible within each snapshot.**

12 To assess whether ECW-supported investments are reaching children most at risk of being left behind, ECW compared the composition of crisis-affected out-of-school children in each country as reported in the latest Global Estimates with the composition of children reached by ECW-supported investments. These comparisons should be interpreted as indicative. They are not a full measure of equity or exclusion, which would require additional analysis, including parity indices. However, out-of-school share provides a useful alignment measure: It compares the share of crisis-affected out-of-school children who are girls, refugees or internally displaced with the share of ECW-supported children reached from those same groups. This helps assess whether ECW's reach is broadly aligned with the profile of children most likely to be excluded from education in each country.

Reaching girls

RESULT

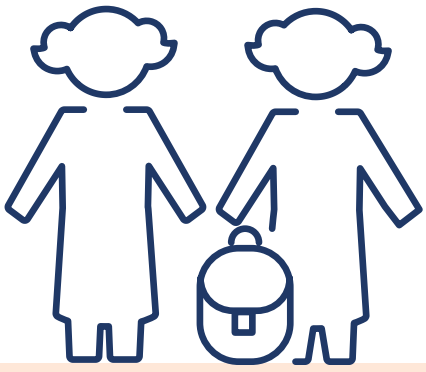
Overall share of reach. Girls represent 51% of children reached by ECW-supported investments between 2023 and 2025.[13]

MYRPs: 50%
FERs: 54%

RESULT

Reach compared with education exclusion across ECW-supported countries. In 78% of countries, ECW-funded programmes reached girls at levels that broadly matched girls' share of crisis-affected children out of school.[14] This includes countries where girls face particularly severe barriers to education. In Pakistan and Yemen, ECW-funded programmes reach 56% girls, commensurate with their share of crisis-affected out-of-school children. Afghanistan presents an exceptional case. Following Taliban restrictions on girls' education, girls account for an estimated 73% of crisis-affected children out of school. ECW-funded programmes reached 55% girls, close to the 60% target set for both MYRPs and FERs but below girls' estimated share of crisis-affected out-of-school children. This result should be interpreted in the context of the world's most restrictive environment for girls' education. ECW-supported investments are reaching girls at a substantial level, even as national restrictions continue to constrain alignment with the full scale of need.

EVIDENCE AND PRACTICE SNAPSHOT: Reaching girls



13 This difference is partly driven by one FER in Ukraine that reached a particularly high share of girls; excluding Ukraine, the emergency response female share falls to 52%. The remaining gap reflects portfolio composition–the multi-year programme portfolio at this juncture has a higher concentration of Sahel countries, where girls' share of reach is proportionately lower–rather than any inherent difference in modality design or effectiveness.
14 ECW, *Breaking Barriers*.

RESULT

Intersectional reach: This share of girls reached is largely consistent across most population groups and education levels (see Figure 1.1 below). The main exception is among children with disabilities: Girls represented 48% of those reached at pre-primary and primary levels, rising to 50% at secondary level.

Figure 1.1: Girls' share of population groups and education level

	Pre-primary 595k children	Primary 7.7M children	Secondary 2.0M children
All children 10.4M children	**51%** 0 pp	**51%** 0 pp	**52%** +1 pp
Refugee 2.6M children	**51%** 0 pp	**51%** 0 pp	**50%** -1 pp
IDP 1.7M children	**49%** -2 pp	**51%** 0 pp	**52%** +1 pp
OAP 6.0M children	**51%** 0 pp	**51%** 0 pp	**52%** +1 pp
Children with disabilities* 245k children	**48%** -3 pp	**48%** -3 pp	**50%** -1 pp



Colour shows distance from 51%—the overall girls' share of all children reached by ECW. Grey=51%

UNDERSTANDING THESE RESULTS.

Partners' success in reaching girls reflects deliberate design choices, tailored interventions and partnerships with local women's organisations, including through ECW's Gender Lead Organisation (GLO) model. At the same time, girls were not reached proportionately in seven countries; the majority of these, including the Central African Republic, Chad, Mali and South Sudan, are also among the countries with the highest prevalence of child marriage.[15] While child marriage is not the only barrier, its high prevalence signals wider gender-related risks and constraints that can limit girls' access to education. This reinforces the need for more context-specific, gender-targeted approaches.

15 United Nations Children's Fund (UNICEF), "Data centre & resources", Child Marriage Data Portal. Available at https://childmarriagedata.org/data-centre/.

Reaching forcibly displaced children

RESULT

Overall share of reach. Forcibly displaced children represent 42% of children reached by ECW-supported investments in the first three years of the Strategic Plan period, including 25% refugee children[16] and 17% internally displaced (IDP) children.

MYRPs: 37% forcibly displaced:
21% refugees; 16% IDPs

FERs: 50% forcibly displaced:
33% refugees; 17% IDPs

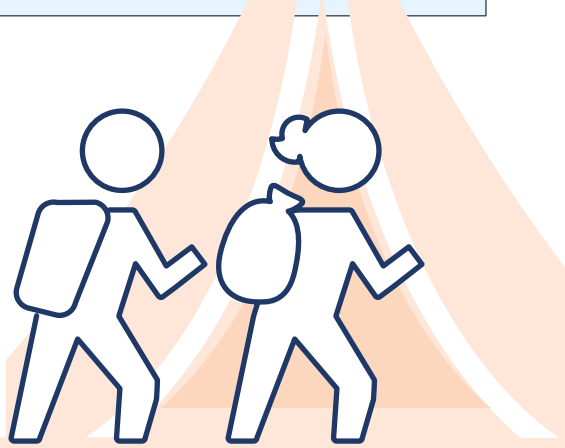
RESULT

Reach compared with education exclusion across ECW-supported countries. ECW reached refugees at their share of crisis-affected out of school children in 76% of countries, and IDPs at or near their estimated share in 84% of countries.

RESULT

Intersectional reach. Among children reached by ECW-supported investments, displaced children are progressively less represented as education level rises (see Figure 1.3). Refugees and internally displaced children together account for half of pre-primary reach and over 40% of primary reach, but less than a third of secondary reach. As noted above, girls and boys are reached near equally among both refugee and internally displaced populations across all education levels.

EVIDENCE AND PRACTICE SNAPSHOT:
Reaching forcibly displaced learners



16 This figure encompasses refugees under the mandate of the United Nations High Commissioner for Refugees (UNHCR), 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.



© NRC Somalia/Abdulkadir Mohamed

"I stayed home while neighboring kids went to school. I thought education was not meant for displaced girls like me. Today, I am at school and very excited about this. I dream of becoming a doctor."

~Halima Mohamed, 9-year-old girl displaced by floods in Kismayo.

UNDERSTANDING THESE RESULTS

Taken together, these results demonstrate that reaching forcibly displaced children is a core part of ECW's work. Across the portfolio, two in five children reached were refugees or internally displaced, and in most countries ECW-supported programmes reached these children in line with their estimated exclusion from education.

These results, however, should be interpreted with care. The overall share and intersectional reach are shaped by–and fluctuate year to year with–the size and displacement profile of individual country responses. This is especially true for FERs, as reach depends on where crises occur and which populations are affected. For example, the share of refugees reached by FERs rose from 20% in 2023 to 39% in 2023-2024, before declining to 33% in 2023-2025. This was driven mainly by the addition of large FERs in 2024 in the State of Palestine reaching a significant number of primary school-aged refugees in Gaza.[17]

The education exclusion results provide a second perspective. Where reach is not proportionate, this may reflect when programmes were designed, how displacement patterns have shifted since then, and the timing of the out-of-school estimates used as a reference, as the example from Lebanon demonstrates. For refugees, results also need to be understood in light of the host-country context. ECW-supported programmes often reach both refugee and host-community children to support inclusion, maintain social cohesion and reduce strain on national education systems. This can result in refugee reach being lower than refugees' estimated share of crisis-affected out-of-school children in some countries, even when programmes are intentionally designed to support refugee inclusion.

17 Variation between MYRPs and FERs in the share of refugee children reached is driven primarily by FERs in the State of Palestine reaching a substantial number of refugee children; excluding these, the two investment types reach nearly identical shares of refugees and internally displaced children. This highlights how large responses can shape portfolio-level results.

BOX 1.2:

Reaching forcibly displaced learners amidst shifting displacement dynamics in Lebanon

Lebanon illustrates how quickly displacement patterns can change–and why programme reach may not always align with the latest out-of-school estimates.

According to ECW's most recent Global Estimates data, internally displaced children represent 21% of out-of-school children in Lebanon, largely due to the escalation of hostilities with Israel in 2024.[18] However, internally displaced children represent only 2.6% of children reached in Lebanon during the Strategic Plan period to date. This is because most children reached during this period were supported through a 2022 MYRP and a 2023 FER, both designed when Syrian refugee children were the primary displaced population of concern.

ECW responded quickly to the rise in internal displacement through a 2024 FER targeting 75% internally displaced children. By the end of the reporting period, however, the response reported reaching 10% internally displaced children, 20% refugee children, and 70% host-community children. This difference reflects how the response evolved as the crisis changed, as well as the challenges of consistently tracking displacement status across locations.

The response initially focused on displaced learners in southern Lebanon, where seven hub schools were established following heightened tensions along the Lebanon-Israel border and the displacement of families in South and Nabatiyeh governorates. These hubs supported over 7,000 displaced learners with school supplies, recreational kits, access to digital learning and support for teachers and school directors to keep learning spaces functioning.

> ECW-supported investments adapted rapidly to expand support for displaced children, despite challenges tracking internal displacement status.

As hostilities escalated in October 2024, displacements increased rapidly across Lebanon, with thousands of airstrikes reported across the country and many public schools temporarily repurposed as collective shelters. Partners, working closely with the Ministry of Education and Higher Education (MEHE), adapted their response to identify 326 hub schools in safer areas that could reopen and accommodate nearly 80,000 children–including both Lebanese and Syrian refugee learners–through a mix of in-person and remote learning. While MEHE tracks school enrolment, IDP status was difficult to capture consistently. As a result, the programme reported reaching primarily host-community children, although the number of displaced children supported is likely significantly underestimated. This example shows how ECW-supported investments adapted to a fast-changing emergency and expanded support for children affected by displacement, while also highlighting the limits of reach data when displacement status is difficult to track.

18 ECW, "Breaking Barriers: Understanding Educational Exclusion in Crises – Global Estimates 2026 Update", Crisis Dashboard. Available at https://www.educationcannotwait.org/crisis-dashboard.

DIEUSSIKA, 14

DISPLACED BUT DETERMINED IN HAITI

Before the sun even rises over Port-au-Prince, 14-year-old Dieussika begins her day preparing for school. The place she calls home today is a classroom in a former school building, now transformed into a displacement site. She lives there with her family, crammed into a space meant for learning, not shelter.

Dieussika is one of ten children. She, her mother and siblings were forced to flee their home due to the violence that has swept across Haiti's capital and beyond.

"After fleeing my home, I didn't think I would be able to continue school because I had lost hope."

That changed when a UNICEF catch-up class initiative, supported through ECW investments, reached Dieussika and her family.

The five months of classes helped children whose education had been disrupted by multiple crises regain lost learning and rebuild their academic confidence. With trained teachers, learning resources and psychosocial support, the programme offered children not only the chance to learn again, but also the safety, stability and hope that a classroom provides.

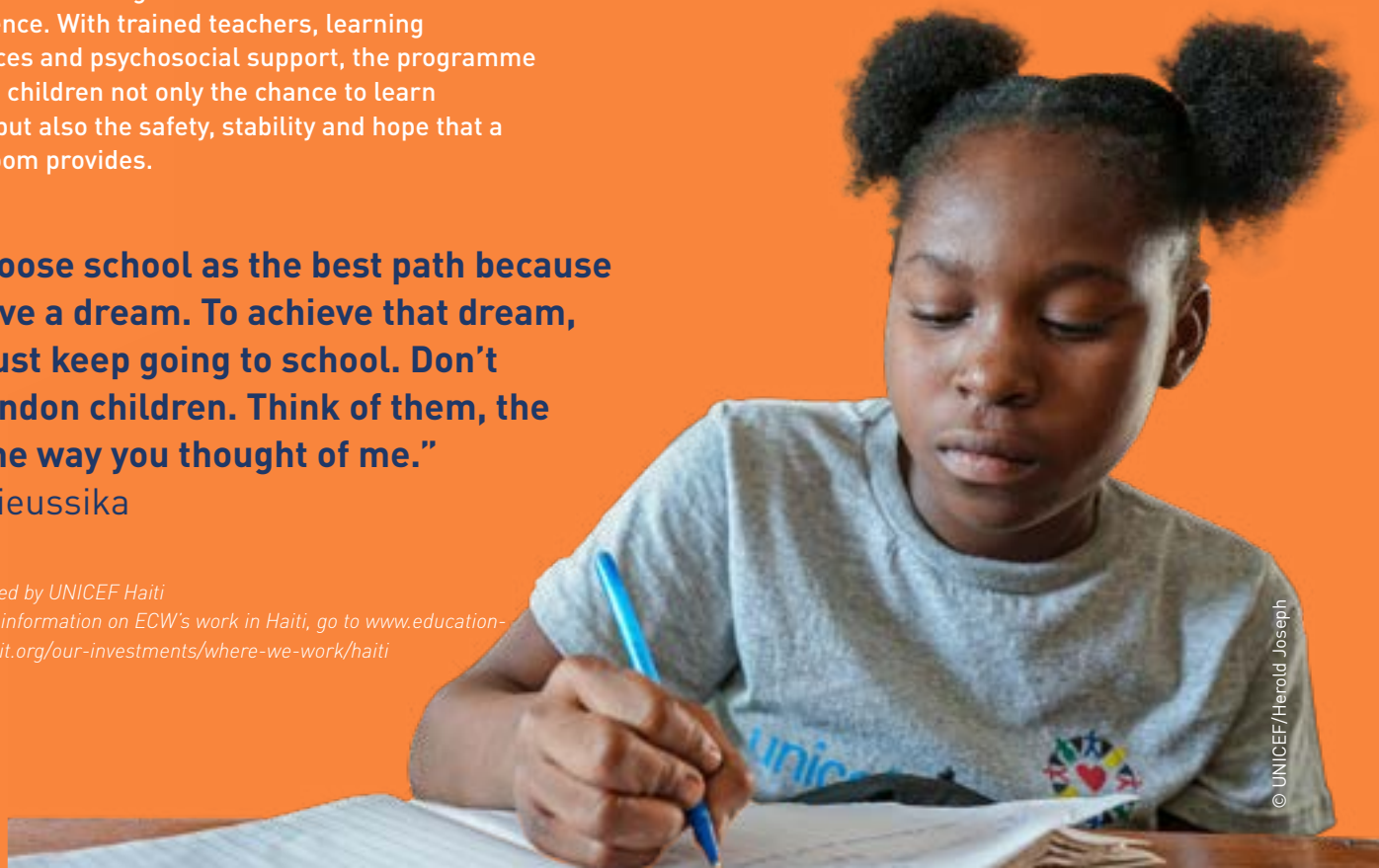
"These catch-up classes really helped us. We all participated in class."

Thanks to the catch-up classes and vocational training, Dieussika was able to return to school, take her examinations and graduate.

Her resilience is shared by thousands of children across Haiti who have lost homes, friends, teachers and any sense of stability, but still hold fast to the belief that education is the way forward.

"I choose school as the best path because I have a dream. To achieve that dream, I must keep going to school. Don't abandon children. Think of them, the same way you thought of me."
—Dieussika

Contributed by UNICEF Haiti
For more information on ECW's work in Haiti, go to www.education-cannotwait.org/our-investments/where-we-work/haiti



© UNICEF/Herold Joseph

Reaching children with disabilities

RESULT

Overall share of reach. Children with disabilities represent 2.4% of children reached by ECW-supported investments during the Strategic Plan period, up from 1.7% in 2023 but well below the Strategic Plan target of 10%. The picture is stronger among newer and recently active investments: Programmes active in 2025 reported reaching 3% children with disabilities.

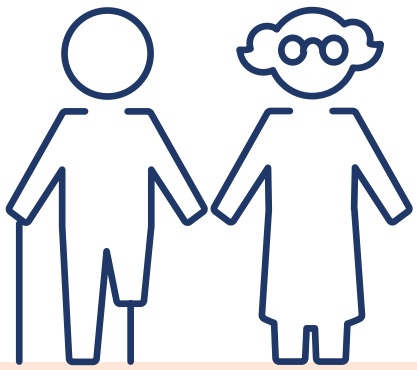
MYRPs: 2.2%
FERs: 2.8%[19]

RESULT

Intersectional reach. Girls with disabilities are less represented at earlier levels of education. The gap is visible at pre-primary level across both FERs and MYRPs, and is largest at primary level in MYRPs, where girls made up 45% of children with disabilities reached. In contrast, girls with disabilities are represented in secondary education roughly on par with girls' overall share in the portfolio.

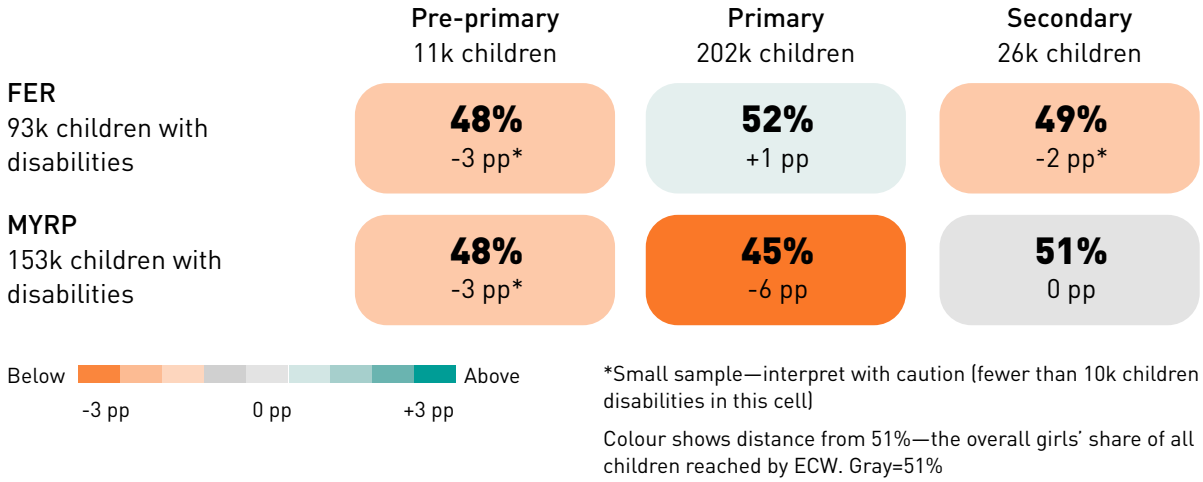
While progress remains below target, evidence suggests newer investments more systematically identify, reach and report on children with disabilities.

EVIDENCE AND PRACTICE SNAPSHOT: Reaching children with disabilities



19 Differences in FERs and MYRPs are driven by several large FERs–including in the State of Palestine and Yemen–reaching a high share of children with disabilities.

FIGURE 1.2: Girls' share among children with disabilities, by education level and investment modality



*Small sample—interpret with caution (fewer than 10k children with disabilities in this cell)

Colour shows distance from 51%—the overall girls' share of all children reached by ECW. Gray=51%

UNDERSTANDING THESE RESULTS

While these figures remain below the 10% target, they suggest that newer investments are beginning to target, identify, reach and report on children with disabilities more systematically.[20] This progress is likely driven by several shifts in programme design and implementation, including:

- More robust intersectional needs analysis in FERs and MYRPs, with greater attention to the specific barriers facing girls and boys with disabilities;
- Strengthened guidance on disability-inclusive targeted interventions;
- An increased number of GLOs applying an intersectional lens to disability inclusion; and
- Widespread use of high-quality tools like the Washington Group tools[21] to identify children with disabilities: At least 19 programmes active in 2025 report using such tools to identify children with disabilities.

However, this has not yet translated into reach at the level expected under the Strategic Plan. Analysis of this year's reporting points to a combination of targeting, measurement and reporting challenges, as well as continued systemic barriers to education among children with disabilities.

Targeting challenges. Programme-level targets remain below the 10% portfolio target. Collectively, programmes under the current Strategic Plan aimed for children with disabilities to represent 6.8% of those reached. This increased to 8.2% among newer programmes active in 2025, indicating progress but leaving a continued gap.

Identification, measurement and reporting challenges. Programmes generally identify and report on children with disabilities among direct beneficiaries, such as children receiving individual support or participating directly in activities. They do so less consistently among intermediate beneficiaries, including children benefiting from teacher

20 Programmes launched from 2023 onward report that children with disabilities account for approximately 3% of reach under both investment modalities. Earlier programmes – which account for a larger share of cumulative MYRP reach – report a lower proportion. This supports the interpretation that disability identification and reporting have strengthened over time and that the observed differences between investment modalities primarily reflect programme timing and portfolio composition rather than investment modality.

21 Washington Group tools are internationally recognised disability measurement question sets developed by the Washington Group on Disability Statistics, a United Nations Statistical Commission City Group established to improve comparable disability data. They focus on identifying functional difficulties–such as difficulties in seeing, hearing, walking, learning, remembering, communicating or self-care–and consider how such difficulties may affect a person's participation in daily life.

training, school rehabilitation, inclusive materials or other school-level support. Consequently, reported results may understate the number and share of children with disabilities reached in some programmes. In the next reporting cycle, ECW will provide additional guidance on estimating and reporting disability inclusion among intermediate beneficiaries, helping to distinguish gaps in actual reach from gaps in how reach is captured in programme data.

Participation and inclusion challenges. Children with disabilities continue to face significant barriers to accessing and participating in quality education. The data highlights particular challenges for girls with disabilities in pre-primary and primary education, especially in multi-year investment settings. Addressing these barriers requires more systematic attention to disability inclusion throughout programme design and implementation. To this end, the GLO function will transition into an expanded protection, gender equality and inclusion (PGI) support function, ensuring that disability inclusion expertise is embedded across the design, delivery and monitoring of ECW's new Crisis-Oriented Resilience and Education (CORE) programmes.

In addition, through its PGI work, ECW is strengthening its guidance on Value for Money (VfM), recognising that equity is a central consideration. This includes promoting a twin-track approach to disability-inclusive programming, combining mainstreaming and targeted interventions, and ensuring that VfM analyses adequately account for the context-specific barriers girls and boys with disabilities face in all their diversity. By doing so, ECW aims to address a longstanding structural challenge that has limited the effective inclusion of children with disabilities in education programming and investments.



Children participate in a lesson at a temporary learning space in Jowhar, Somalia. Established through an ECW-funded programme following devastating floods, the classroom is helping displaced children return to safe and inclusive learning and rebuild hope for the future.

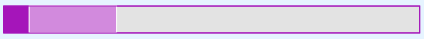
© NRC/Abdulkadir Mohamed

Reaching children across the education continuum

RESULT

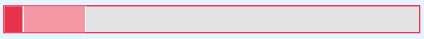
Overall share of reach. Pre-primary children represent 5.8% of children reached by ECW-supported investments during the Strategic Plan period, below the 10% Strategic Plan target and lower than the 2023 share at 6.6%. Secondary-age children cumulatively represent 19% of children reached, below the 2025 portfolio target of 20% and down from 23% in 2023. These trends are consistent across FERs and MYRPs, but more pronounced in the FER portfolio.

MYRPs: 37% forcibly displaced:



Pre-primary: 6.2%; Secondary: 21%

FERs: 50% forcibly displaced:



Pre-primary: 4.6%; Secondary: 15%

RESULT

Reach compared with level of exclusion across crisis-affected countries. According to ECW's 2026 Global Estimates, pre-primary children account for approximately 11% of the estimated 93 million out-of-school crisis-affected children.[22] Secondary school-aged children account for 55% of crisis-affected out-of-school children. For both populations, ECW's reach falls below the estimated share of need.

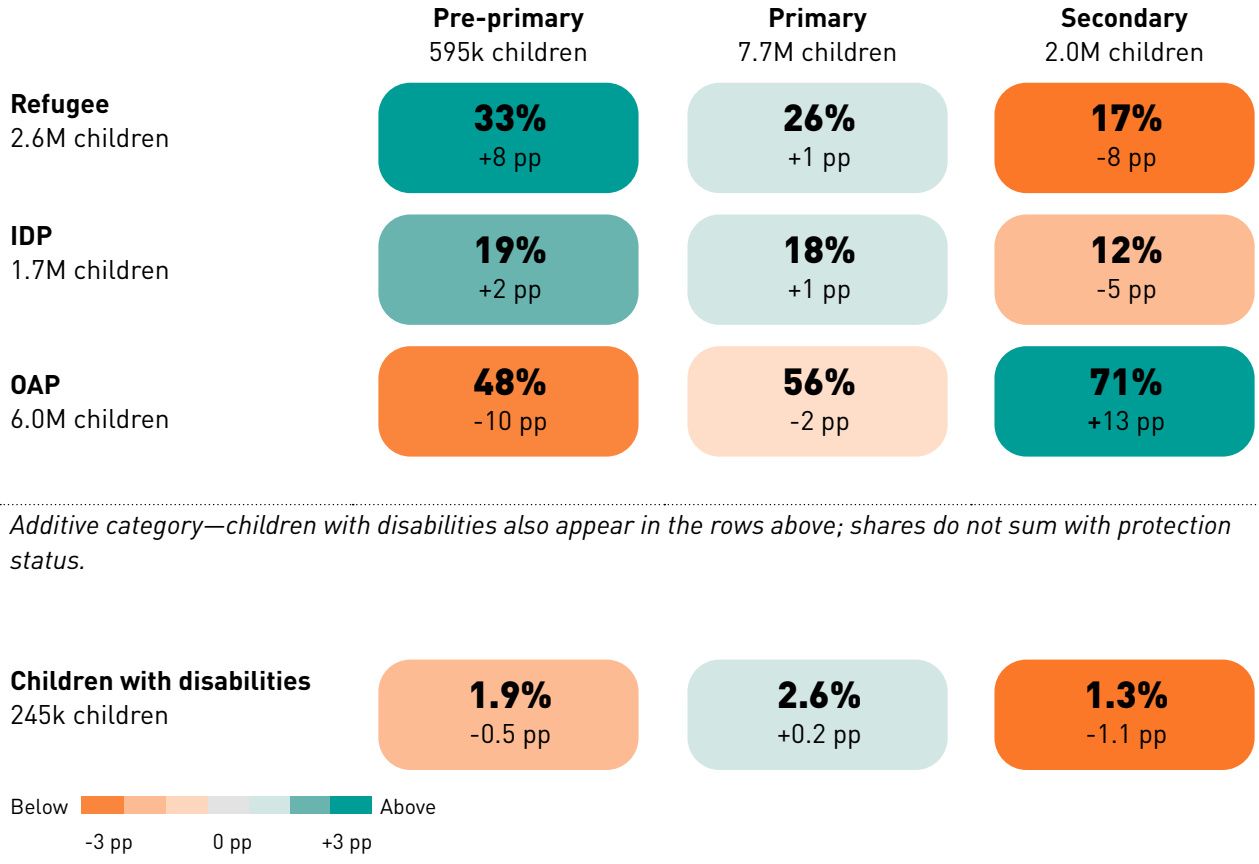


22 ECW, *Breaking Barriers.*

RESULT

Intersectional reach. Three intersectional patterns emerge across the education continuum. First, girls are reached at near-equal rates across all levels–see Figure 1.1, above–with no evidence that gender gaps widen as education level rises. Second, as shown in Figure 1.3, among children reached at pre-primary, nearly one in three is a refugee; by secondary, that drops to fewer than one in five. For IDPs the pattern is the same but less pronounced. Third, children with disabilities are most visible in ECW's reach at primary level: Their representation is lower in pre-primary and roughly halves by secondary.

FIGURE 1.3: Share of forcibly displaced children and children with disabilities, by education level



Additive category—children with disabilities also appear in the rows above; shares do not sum with protection status.

Colour shows distance from each group's share of all children reached by ECW (refugees 25%, IDPs 17%, OAPs 58%, children with disabilities 2.4%). White= at the group's overall share. Displacement rows are shaded on a ±10 pp scale; the children with disabilities row on a ±1 pp scale, reflecting its smaller base. Column totals are all children reached at each level; displacement percentages exclude children with unknown status; disability shares use all children reached .

UNDERSTANDING THESE RESULTS

The pre-primary and secondary reach results should be understood together because they sit at opposite ends of the same education pathway–and what happens at one end shapes what is possible at the other. ECW's own 2026 Global Estimates identifies this connection directly: A learning crisis in the early grades tends to become an access crisis in adolescence, as children who fall behind in foundational learning rarely catch up without deliberate support. For girls in crisis contexts, the stakes at both ends are particularly high. Pre-primary is where early gender stereotypes can be challenged before they take root. Secondary is where continued education is itself a protective factor for girls against early marriage and gender-based violence, and toward longer-term empowerment.

However, the drivers behind the pre-primary and secondary results appear to be different, with different implications for how best to support each group of learners.

Pre-primary education. The data points to both a targeting gap and an implementation gap. Programmes in this Strategic Plan collectively targeted 7.4% pre-primary children, below the 10% portfolio target, and reached a lower share, at 5.8%. In the FER portfolio, this gap is also shaped by the types of investments that entered or expanded during the Strategic Plan period. Several large FERs had little or no pre-primary reach, reflecting the tendency of acute emergency responses to focus first on immediate access to learning for school-aged children.

Pre-primary education therefore requires more deliberate investment to raise targets and strengthen implementation, particularly where early childhood services exist or can be integrated into emergency responses. These interventions should actively screen for disabilities and provide trauma-informed support for newly displaced young learners. For example, ECW supported early childhood education for 7,190 preschool-age children (48% girls) in refugee-hosting contexts in Armenia that utilised play-based learning and trauma-informed practices. An assessment revealed that 87% of children were developmentally on track, as measured by standard tools used to track progress against the Sustainable Development Goals.

Secondary education. The lower cumulative share appears to be driven more by portfolio composition and reporting timing than by under-targeting or implementation challenges. Programmes approved during this Strategic Plan period have collectively targeted 21% secondary-age learners, including four 2025 approvals with secondary targets above 25%. Once these programmes begin reporting reach results, the secondary share is likely to improve.

For secondary education, ECW should continue monitoring whether planned reach translates into actual reach. At the same time, ECW should keep strengthening adolescent-responsive programming that addresses the overlapping protection, economic, gender-related and accessibility barriers that drive secondary dropout. These include:

- child marriage and gender-based violence affecting displaced adolescent girls;
- economic pressures on displaced youth;
- caregiving responsibilities among young mothers; and
- inaccessible infrastructure or lack of assistive support for adolescents with disabilities.

Flexible learning pathways and re-entry support for out-of-school children, tailored to the specific barriers they face, should remain a priority.

Girls across the education continuum. Against this backdrop, the gender results within ECW's reach are encouraging. Girls are reached at near-equal rates across all three education levels. Among the displaced adolescents and children with disabilities who do reach secondary–the groups facing the highest documented barriers–girls and boys are reached in roughly equal numbers. This runs counter to what research on crisis-affected girls would predict and likely reflects the intentional twin-track approach ECW-supported programmes undertake.

5.

REACHED WITH WHAT?

Reach results demonstrate the scale and profile of ECW-supported investments. They show who is being reached, where and whether programmes are reaching children most at risk of exclusion.

Reach data alone, however, do not capture the full package of support provided to children, teachers and caregivers. It also does not show how programmes are ensuring that children in all their diversity can participate, learn and thrive in safe, equitable, inclusive and sustainable learning environments.

Achieving these aims requires coordinated, context-responsive action. ECW therefore works through existing in-country humanitarian coordination mechanisms–often Education Clusters or working groups–to bring partners together around collective prioritisation, complementary targeting and aligned programming. This broad engagement has been critical to the design and delivery of MYRP and FER investments, ensuring programmes target the most vulnerable children with activities that are contextually relevant and grounded in locally led solutions.

REACHING LEARNERS WITH ....



Individual learning materials

2023-2025

4.6 million
(51% girls)

2023
2.1 million (53% girls)



Distance or home-based learning opportunities

2023-2025

2.5 million
(42% girls)

2023
21.7 million (38% girls)



School feeding

2023-2025

485k
(51% girls)

2023
335k (50% girls)

(CONTINUED) REACHING LEARNERS WITH ....

Menstrual health and hygiene kits

2023-2025
499K
(100% girls)

2023
120k (100% girls)

Assistive devices/ technology or learning aids

2023-2025
30k
(49% girls)

2023
12k (54% girls)


© UNICEF/Da

▲ A student smiles on the playground at Al Imtidad School in Farchana, eastern Chad. With support from ECW and partners, Sudanese refugee children and children from host communities are receiving essential school supplies to continue their education amid crisis and displacement.

REACHING TEACHERS AND EDUCATION PERSONNEL WITH..

TRAINING: overall

2023-2025
217K (61% female)

2023
108K (59% female)

On disaster risk reduction

2023-2025
39K (61% female)

2023
33K (72% female)

On gender

2023-2025
25K (58% female)

2023-2024
20k (58% female)

On subject knowledge, pedagogy, and/or assessment

2023-2025
81K (51% female)

2023
41K (53% female)

On MHPSS

2023-2025
99K (65% female)

2023
76K (69% female)

On WASH

2023-2025
13K (36% female)

2023
11K (49% female)

On inclusion

2023-2025
33K (48% female)

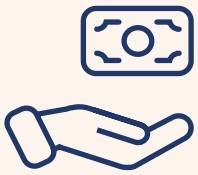
2023
19K (54% female)

On gender-based violence

2023-2025
26K (49% female)

2023
9K (54% female)

(CONTINUED) REACHING TEACHERS AND EDUCATION PERSONNEL WITH..



Recruitment/ financial support

2023-2025
46K (50% female)

2023
23K (45% female)

REACHING CLASSROOMS WITH...



Rehabilitation/ construction

2023-2025
22K

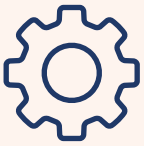
2023
13K



Learning materials

2023-2025
42K

2023
29K[23]



DRR systems/ processes/ measures in place

2023-2025
3K

2023
2K



Functioning referral mechanisms
(psychosocial, legal, GBV, protection, and/or disability)

2023-2025
1K

2023
0.4K



Quality psychosocial support

2023-2025
7K

2023
4K



GBV risk mitigation measures implemented

2023-2025
2K

2023
2K[23]



As noted in the section 'Reporting Results, Strengthening Evidence and Learning', this year's report includes companion evidence and practice snapshots that connect ECW's reach results with evidence on effective practices and examples from ECW-supported programmes, covering cross-cutting priorities related to PGI. The PGI snapshots are organised around the populations reflected in ECW's reach reporting, while applying protection and intersectional lenses throughout. The sections below outline ECW's approach to each, providing context for the practices highlighted in the snapshots.

23 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.

REACHING CHILDREN WITH WHAT:

A twin-track approach to strengthening protection, gender equality, and inclusion

ECW applies a twin-track approach to PGI: It ensures that PGI considerations are integrated across the full life-cycle of investments–or mainstreamed–while specific barriers faced by marginalised groups are addressed through targeted interventions.

ECW supports targeted interventions across four priority areas:

1. Protection



In response to the heightened risks children face in crisis contexts, ECW-supported programmes closely integrate education and protection services. Depending on the context, this includes:

- age-appropriate, layered mental health and psychosocial support, such as psychological first aid, social and emotional learning and support for teacher well-being;
- safe referrals to child protection and gender-based violence services; and
- trauma-informed curricula for conflict-affected children, including survivors of conflict-related sexual violence and child recruitment.

Partners also work to provide safe, inclusive and gender-equitable learning environments in line with the Safe Schools Declaration,[24] Child Protection Minimum Standards,[25] Inter-Agency Standing Committee (IASC) Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action[26] and the Alliance for Child Protection in Humanitarian Action (CPHA) and Inter-agency Network for Education in Emergencies (INEE) frameworks.[27]

24 Global Coalition to Protect Education from Attack, *Safe Schools Declaration* (2015), available at https://protectingeducation.org/publication/safe-schools-declaration/.
25 CPHA, Minimum Standards for *Child Protection in Humanitarian Action*, 2019 ed. (2019), available at https://alliancecpha.org/en/technical-materials/cpms-handbook-2019-edition.
26 IASC, *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery* (2015), available at https://gbvguidelines.org/en/gbv-guidelines/.
27 CPHA and INEE, Supporting *Integrated Child Protection and Education Programming in Humanitarian Action* (December 2022), available at https://inee.org/sites/default/files/resources/CPHAEiE%20Guidance%20Note%20EN%20v1.1%20LowRes.pdf.
CPHA and INEE, *Collaboration Across Child Protection in Humanitarian Action and Education in Emergencies* (February 2021), available at https://alliancecpha.org/en/child-protection-online-library/position-paper-collaboration-across-child-protection-humanitarian.



Students read aloud together during a lesson. ECW is working with partners in Bangladesh to help ensure crisis-affected girls and boys can access the education they need to learn, grow and thrive.

© UNICEF/Mumit

2. Gender equality

ECW-supported programmes aim to ensure gender equality and empowerment of women and girls. They do this by:

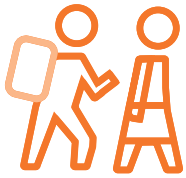
- applying a gender lens across protection, disability inclusion and support for forcibly displaced learners;
- preventing gender-based violence and reducing associated risks through systemic and cross-sectoral collaboration;
- addressing harmful gender norms and shifting knowledge, attitudes, and practices on gender equality among learners, caregivers and teachers; and
- supporting the empowerment of adolescent girls.

3. Disability inclusion



In line with the 2025 Amman-Berlin Declaration[28] and ECW's Global Disability Summit commitments,[29] ECW-supported programmes strive to make sure that children with disabilities can access, participate in and benefit from education on equal terms, recognising the additional barriers they face in crisis contexts. Partners do so by improving the accessibility of learning environments, including through the application of Universal Design for Learning principles;[30] inclusive teaching; and strengthening data collection on disability. An intersectional lens also guides attention to girls with disabilities, who often face compounded barriers linked to both gender and disability.

4. Inclusion of forcibly displaced children



ECW-supported programmes are designed so that forcibly displaced children can access and benefit from quality education, recognising the legal, linguistic and socioeconomic barriers they may face and how these can intersect with gender and disability. Aligned with ECW's pledge at the 2023 Global Refugee Forum,[31] programmes do so by applying refugee-sensitive design, supporting inclusion in national education systems where possible, strengthening data and accountability, and expanding the role of refugee-led and community organisations in programme design, monitoring and governance.

28 Global Disability Summit 2025, *Amman-Berlin Declaration on Global Disability Inclusion* (Berlin, 3 April 2025), available at https://www.globaldisabilitysummit.org/wp-content/uploads/2025/09/English_-Amman-Berlin-Declaration-accessible.pdf.
29 ECW, German Federal Ministry for Economic Cooperation and Development, Foreign, Commonwealth and Development Office, International Disability Alliance and Global Education Cluster, *Joint Pledge on Disability Inclusion in Education in Emergencies and Protracted Crisis* (2025), available at https://www.globaldisabilitysummit.org/wp-content/uploads/2025/04/ECW-pledge4.pdf.
30 CAST, CAST *Universal Design for Learning Guidelines*, version 3.0 (Lynnfield, Massachusetts, 2024), available at https://udlguidelines.cast.org.
31 ECW, *Education Cannot Wait Pledge at the Global Refugee Forum 2023* (December 2023), available at https://www.educationcannotwait.org/sites/default/files/2023-12/ecw_grf_pledge.pdf.

REACHING CHILDREN WITH WHAT?

Climate adaptive programming

By the end of 2025, ECW had reached 4.5 million children (43% of its total reach) through programmes tagged as Rio 1 or Rio 2,[32] indicating that climate adaptation was a significant or principal objective of these programmes. Only two programmes–the Anticipatory Action FERs in Pakistan and Somalia–were classified as Rio 2, reflecting a principal focus on climate adaptation, while all other climate-tagged programmes were classified as Rio 1. This represents a modest increase from 2024, when 3.4 million children (approximately 41% of total reach) were reached through programmes tagged as Rio 1 or Rio 2 for climate adaptation.

Mapping these results against the United Nations Children's Fund (UNICEF) Children's Climate Risk 2026 data[33] shows that ECW's adaptation-tagged programming is broadly concentrated where children's climate risk is greatest–countries where more than half of children face at least three overlapping climate hazards and child vulnerability is high (see Figure 1.4).

Every programme in Mali, Nigeria and Burkina Faso carries a Rio 1 marker. All five programmes in Somalia are climate-tagged, including one of the two Rio 2 programmes. In Sudan, three of five programmes are tagged. By contrast, no programmes are tagged in lower-risk contexts such as Ukraine, Lebanon or Colombia–an indication that adaptation is integrated in programmes where the case for them is strongest.

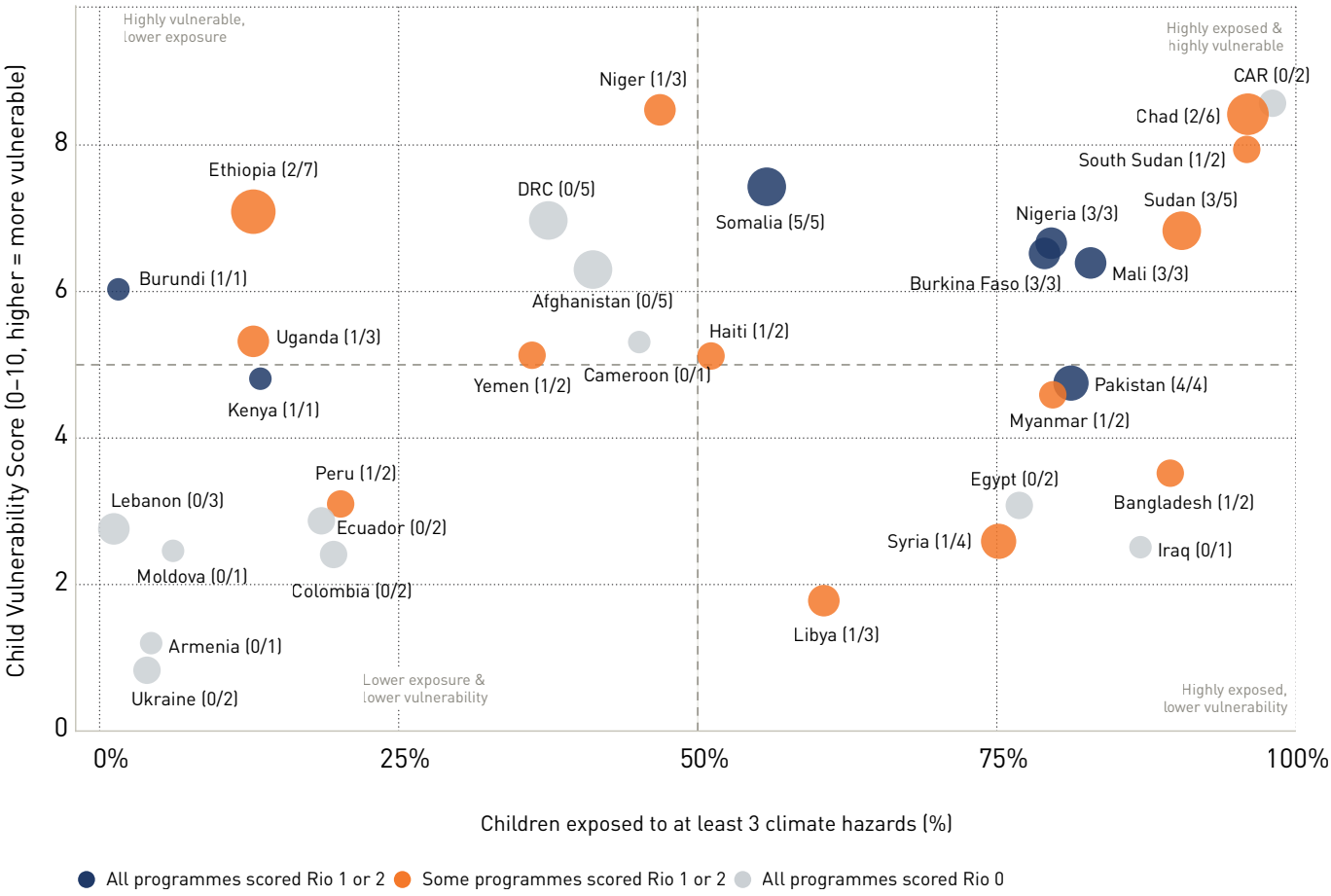
At the same time, opportunities remain to deepen climate adaptation programming in a few countries where children face severe climate risks. In the Central African Republic, the Democratic Republic of the Congo and Afghanistan, no programmes currently carry an adaptation marker. In Niger, only one of three does, despite children in these contexts being among the most exposed and vulnerable to the impacts of climate change in ECW's portfolio.

In these settings, ECW investments are addressing other urgent and complex crises–including restrictions on girls' and adolescent girls' education in Afghanistan, and conflict-driven displacement in the Democratic Republic of the Congo–which necessarily shape programme priorities. As climate shocks increasingly intersect with and compound these emergencies, ECW and its partners will continue to strengthen the integration of climate adaptation across new and existing investments, ensuring that children in the most climate-vulnerable crisis settings are not left behind.

> ECW's climate adaptation-tagged programming is broadly concentrated where children's climate risk is greatest.

32 Organisation for Economic Co-operation and Development, *Reporting Rio Markers and Environmental-Related Development Finance in the OECD Creditor Reporting System (CRS): Handbook for Reporters,* DCD/DAC/STAT(2025)50/REV2 (Paris, 2026), available at https://one.oecd.org/document/DCD/DAC/STAT(2025)50/REV2/en/pdf.
33 United Nations Children's Fund, *Children's Climate Risk Report 2026: Data* (2026), available at https://data.unicef.org/resources/childrens-climate-risk-report-2026/.

FIGURE 1.4: Climate adaptation programming (Rio markers) against children's climate risk, by country



Each bubble is a country; bubble size = number of programmes. Labels show programmes scored Rio 1 or 2 / total programmes scored.
All programmes were assessed against the Rio marker for climate change adaptation (0 = not targeted, 1 = significant, 2 = principal objective).
State of Palestine excluded (insufficient data in UNICEF dataset).
Sources: UNICEF Children's Climate Risk Report 2026 (Global Child Hazard Database); programme Rio marker assessment, cumulative 2023–2025.

SUNDUS, 10

LEARNING AFTER THE FLOODS IN SOMALIA

When Sundus was seven, floodwaters swept through her village in Somalia's Jowhar District – swallowing her home, her family's farm and everything they had built. "I remember the water rushing into our house. My mother grabbed my hand, and we ran. We left everything. I also lost my books."

Forced to flee, the family settled in Towfiq Displacement Camp. Once proud farmers, they struggled to survive without their land or livestock. For three years, Sundus had no school to attend.

That changed when the Norwegian Refugee Council (NRC), with funding from ECW, established temporary learning spaces in Towfiq Camp and across Jowhar District.

Part of an ECW-funded First Emergency Response, the programme was launched following the severe flooding caused by the 'Super El Niño' event in late 2023. Implemented by NRC in collaboration with WARDI and SOS Children's Villages, it has constructed new classrooms, rehabilitated others and trained teachers to provide safe and inclusive learning environments.

The programme also provided teacher incentives, learning materials and mental health and psycho-social support. More than 3,600 children have been reached, including Sundus, who is now proudly enrolled in first grade.

"When I registered for school and got books and pencils, I felt so happy. I told my mother: Now I can be a student again."

Her favourite subject is mathematics, and she dreams of becoming a doctor. At school, Sundus has found more than lessons: she has found protection and hope.

"When I open my school bag, I see my future. I see a doctor, I see hope and I see peace."
—Sundus



© NRC/Abdulkadir

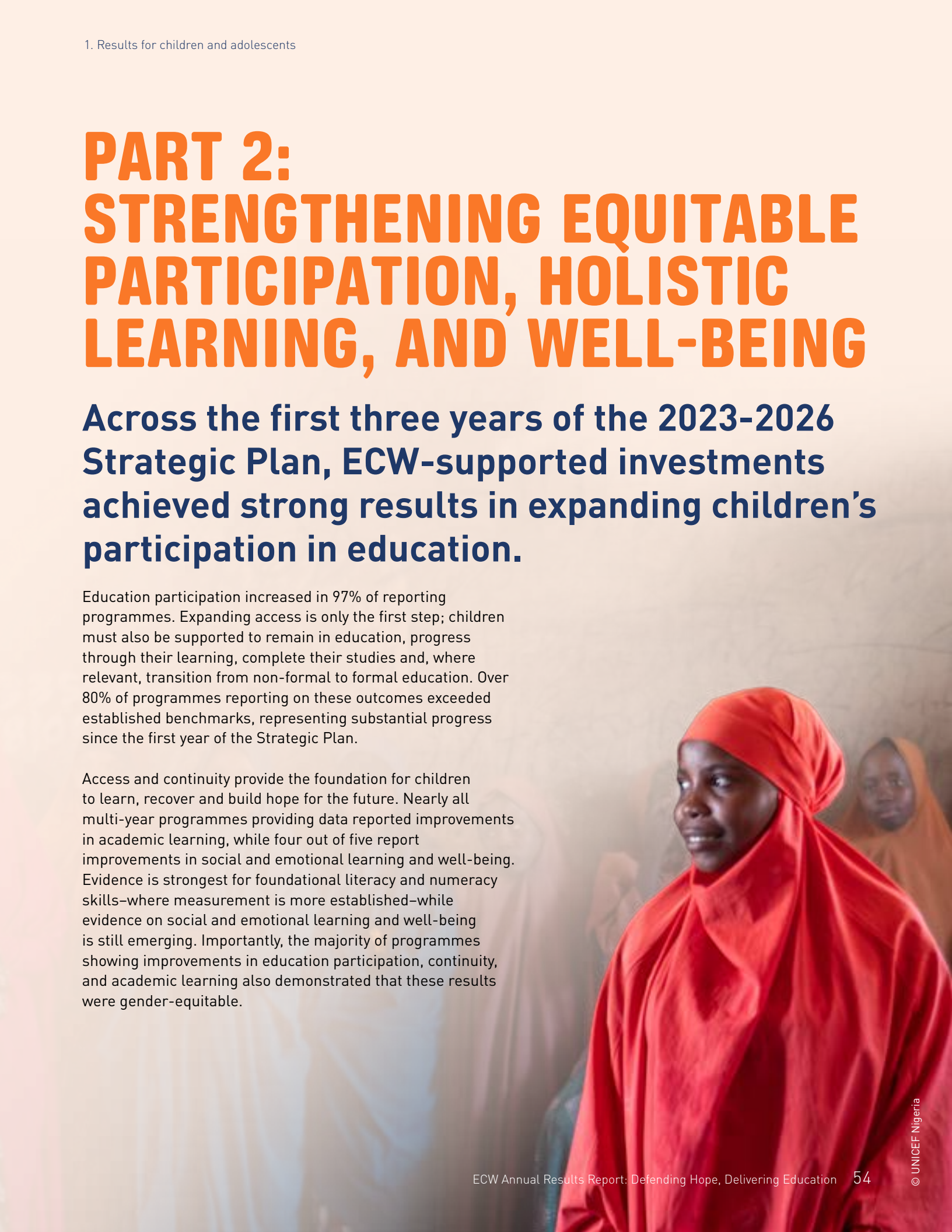
Contributed by the Norwegian Refugee Council
For more information on ECW's work in Somalia, go to www.educationcannotwait.org/our-investments/where-we-work/somalia

PART 2: STRENGTHENING EQUITABLE PARTICIPATION, HOLISTIC LEARNING, AND WELL-BEING

Across the first three years of the 2023-2026 Strategic Plan, ECW-supported investments achieved strong results in expanding children's participation in education.

Education participation increased in 97% of reporting programmes. Expanding access is only the first step; children must also be supported to remain in education, progress through their learning, complete their studies and, where relevant, transition from non-formal to formal education. Over 80% of programmes reporting on these outcomes exceeded established benchmarks, representing substantial progress since the first year of the Strategic Plan.

Access and continuity provide the foundation for children to learn, recover and build hope for the future. Nearly all multi-year programmes providing data reported improvements in academic learning, while four out of five report improvements in social and emotional learning and well-being. Evidence is strongest for foundational literacy and numeracy skills–where measurement is more established–while evidence on social and emotional learning and well-being is still emerging. Importantly, the majority of programmes showing improvements in education participation, continuity, and academic learning also demonstrated that these results were gender-equitable.



© UNICEF Nigeria

Equitable access alone, however, is not enough. Aligned with existing research, new analysis of grantee-reported results suggests that girls' ability to access, remain in education, and learn is often shaped by factors beyond the classroom. ECW-supported programmes are therefore increasingly providing evidence on the extent to which programmes are addressing the knowledge, attitudes, and practices that shape whether gender-equitable outcomes can be achieved.

As the following chapter makes clear, ECW relies on partnerships to deliver these results for children. In-country and global coordination mechanisms enable ECW to align investments with the most significant needs, while partners' technical expertise supports evidence-based approaches to access, retention, and holistic learning and well-being.

1.

SUPPORTING CHILDREN TO ACCESS AND CONTINUE IN EDUCATIONAL OPPORTUNITIES

Across three years of the Strategic Plan, children's participation in education opportunities expanded in nearly all ECW-supported programmes.

INDICATOR 3

% FERs/MYRPs with increased education participation in ECW-supported communities

CUMULATIVE 2025 RESULT	**97%**	(97% MYRPs | 97% FERs)
TARGET	**90%**	(90% MYRPs | 90% FERs)
2023 RESULT	**95%**	(96% MYRPs | 93% FERs)

Evidence base: 88% of eligible programmes (86% FERs | 90% MYRPs)
Strength of evidence: 85% of programmes with evidence of improvement provided solid evidence (78% FERs | 92% MYRPs)

Across the first three years of the 2023-2026 Strategic Plan, 97% of ECW-supported programmes reported improvements in children's participation in education opportunities, up slightly from 95% in the first year of the Strategic Plan. This result is consistent across both FERs and MYRPs, with 97% of reporting programmes in each investment modality showing increased participation.

The result rests on a strong evidence base reflective of ECW's portfolio.

The result is based on evidence from 88% of eligible programmes, making it broadly reflective of the portfolio. Among programmes demonstrating improved participation, 85% provided solid evidence. This means the result was supported by data collected at more than one point in time, increasing confidence that ECW programme support plausibly contributed to the improvement. The share of programmes with solid evidence is slightly lower than in the first year of the Strategic Plan, when it stood at 91%. This largely reflects the growing share of FERs in the portfolio, where generating comparable evidence quickly in acute emergencies is more challenging.

Progress toward gender-equitable participation has continued overall, although persistent barriers remain in specific multi-year contexts.

Among programmes that improved participation, 75% did so equitably for girls and boys, up slightly from 72% in 2023. This means participation improved for both girls and boys; girls' participation also had to be similar or higher than boys' at the latest reporting period or, if it remained lower, the gap had to have narrowed since the first reporting window. Among programmes with gender-equitable participation, 63% reported girls participating at higher rates than boys in the most recent available data. These patterns are especially notable among ECW-supported FERs in Yemen, Pakistan and South Sudan, where programmes are operating in contexts with significant barriers to girls' participation in education.

While the overall pattern shows continued progress toward gender-equitable participation, the cumulative MYRP result for 2023-2025 is lower than the result reported in 2023, at 71% compared with 83%. This shift reflects changes in the composition of the MYRP portfolio, rather than evidence of weaker performance among existing programmes. As the portfolio expanded in 2024, new MYRPs in Chad, Ecuador, Ethiopia and Mali reported changes in education participation for the first time in 2025. These contexts have historically faced challenges in achieving gender-equitable participation, including under earlier investments.

BOX 1.3:



Deep dive preview– unpacking access and continuity results

ECW's approved results framework tracks access through enrolment and attendance, and continuity through retention, progression and completion. These are distinct dimensions of education participation. Each provides important information about whether children are entering, attending and continuing in education. At the same time, ECW allows grantees to report the outcome that is most relevant and feasible within each broader result area, reflecting differences in programme design, context, data systems and reporting requirements.

This flexibility is important in crisis settings, where programmes often operate across formal, non-formal, accelerated, temporary and community-based learning pathways, and where data systems may be disrupted or incomplete. It also helps reduce the risk of weak or missing data by allowing programmes to report against the strongest available measure of participation or continuity. The trade-off is that sample sizes for individual dimensions–such as attendance, retention, progression or completion–are often too small to interpret separately.

For the first time, the portfolio and evidence base are large enough to explore these dimensions separately, and ECW will do so in the forthcoming deep-dive reports. These exploratory analyses will use all available data reported by programmes and should be interpreted with caution, particularly for continuity outcomes where the evidence base remains smaller. This will provide a stronger basis for interpreting the corporate results and for refining reporting guidance going forward.

ECW-supported programmes increasingly provide evidence that children are staying in and completing education opportunities, especially in non-formal settings.

INDICATOR 4

% FERs/MYRPs reported retention, progression, or completion rates above 75% in ECW-supported learning spaces

CUMULATIVE 2025 RESULT	**82%**	(75% MYRPs | 100% FERs)
TARGET	**90%**	(90% MYRPs | 90% FERs)
2023 RESULT	**53%**	(47% MYRPs | 100% FERs)

Evidence base: 39% of eligible programmes (57% MYRPs | 21% FERs)

Across the first three years of the 2023-2026 Strategic Plan, 82% of ECW-supported programmes that reported retention, progression or completion rates demonstrated rates above the 75% benchmark.

This is substantially higher than the 53% of programmes in the first year of the Strategic Plan and 64% across the first two years. The improvement was driven largely by MYRPs, where the share of programmes above the benchmark rose from 47% in 2023 to 75% cumulatively. FERs continued to report strong results–with 100% of reporting programmes above the benchmark–although the number of FERs reporting rate data remains limited.

This year's result is largely explained by the growing contribution of non-formal education programmes to the evidence base. The share of non-formal programmes reporting rate data on education continuity rose from just over one quarter in the first two years of the Strategic Plan to nearly half in this year's cumulative analysis. Every non-formal programme with available rate data reported retention, progression or completion above the 75% benchmark. By contrast, and as in previous years, results in formal school settings have remained more mixed, with around half to two-thirds of programmes above the threshold across the reporting period.

This pattern likely reflects both the different purposes of non-formal and formal education settings and the way continuity is measured in each. Non-formal education programmes often support a defined group of learners through structured, time-bound learning cycles with a clear endpoint. This makes retention and completion more directly linked to the support provided, and often more feasible to achieve for a significant share of learners in the severe crisis settings in which ECW operates. In contrast, retention, progression, and completion in formal school settings are shaped by factors beyond programme control–such as school fees, national examination structures and the availability of continued education opportunities, particularly at secondary level–and are often measured across school years, which is harder to track and sustain in these settings.

The result is based on a growing but still limited evidence base.

This result is based on rate data from 39% of eligible programmes–a higher share than in 2023, but still a gap in continuity data across the portfolio. MYRPs report at more than double the rate of FERs, at 57% compared with 21%. This likely reflects the longer timeframe of MYRPs, which makes it more feasible to track whether learners remain enrolled, progress to the next grade or complete a programme cycle. For FERs, shorter intervention windows and fast-moving crisis contexts make sustained continuity tracking more challenging.

For the first time, ECW can assess whether strong continuity results are reaching girls and boys equitably–and the picture is largely positive.

Results indicate that 87% of programmes with available data demonstrated gender-equitable continuity results, meaning both girls and boys had retention, progression, or completion rates above 75%, and those rates were similar to or higher than boys. Among programmes with gender-equitable results, 38% demonstrated higher continuity rates for girls than for boys.

This is the first year the evidence base for gender-equitable continuity has reached the minimum threshold for interpretation. Among the 27 programmes with continuity rates above 75%, 15 provided adequate sex-disaggregated data, more than double the six programmes with sufficient data in the first two years. While the evidence base remains smaller than for overall participation, this first interpretable result is strongly positive and points to improving capacity across the portfolio to track continuity results for both girls and boys.

+DIVERSIDAD, the Training Programme of Inclusive Education Management and Pedagogy is funded by ECW and led by UNICEF Peru, and aims to strengthen the capacity of teachers and school principals to foster inclusive education practices and environments that address diverse learning needs.



© ECW

Where non-formal to formal transition pathways exist and can be tracked, results remain strong.

INDICATOR 5

% FERs/MYRPs with transition rates from non-formal to formal education above 60%

CUMULATIVE 2025 RESULT	**93%**	(90% MYRPs | 100% FERs)
TARGET	**80%**	(80% MYRPs | 80% FERs)
2023 RESULT	**86%**	(83% MYRPs | 100% FERs)

Evidence base: 20% of eligible programmes (28% MYRPs | 12% FERs)

Among ECW-supported programmes with non-formal education components, 93% of programmes reporting transition data demonstrated transition rates from non-formal to formal education above 60%. This is higher than the 86% of programmes in the first year of the Strategic Plan and aligned with last year's results.

While the evidence base remains limited–covering 20% of eligible programmes–results are reported in countries facing active conflict and chronic instability such as Burkina Faso, the Central African Republic, the Democratic Republic of the Congo and Chad. This suggests that transition programming can succeed in highly fragile contexts when a formal education pathway remains available, children served are legally able to access it, and programmes are able to track learners across systems.

However, those conditions vary significantly across the portfolio, and this variation largely accounts for the low reporting rate. In some programmes with non-formal components, including Sudan, Yemen and Gaza, formal education systems have been severely damaged, disrupted or made inaccessible.

In others, including Afghanistan and Bangladesh, legal or policy barriers restrict access for girls, refugees or other populations served by non-formal programmes. In a further group of contexts, such as Armenia, Moldova, Libya and Peru, formal pathways may exist, but programmes are not yet tracking transitions. This is because this requires coordination and data-sharing with the formal school system. The low reporting rate therefore reflects a mix of structural barriers and data challenges, rather than weak transition results across the portfolio.

The available data also suggest that girls and boys are benefiting equitably where transitions are being tracked. Of the five programmes above the benchmark with sex-disaggregated data, all demonstrated gender-equitable transitions, with three showing stronger results for girls. This is particularly encouraging because transitions to formal education are often harder for girls who may face greater household pressures and social barriers to continuing their education. However, the evidence base remains too small to draw firm conclusions.

> “Transition support can succeed in highly fragile contexts when a formal education pathway is available, children are able to legally access it, and learners can be tracked across systems.

ASCHILA, 11

FUEL FOR LEARNING IN ETHIOPIA

At 11 years old, Aschila watched her life unravel as conflict swept through her village in northwestern Ethiopia. Forced to flee with her family, she left behind her home, friends and school. After settling in a new village, survival became the family's focus. Education seemed like a distant dream, replaced by long days tending cattle to help earn a living.

Hope returned when World Vision introduced a school feeding programme in the area as part of an ECW-funded Multi-Year Resilience Programme delivered by international, national and local partners.

The programme provides school meals, educational materials and cash support. It also rehabilitates classrooms and water points, constructs latrines and safe learning spaces, offers catch-up and accelerated learning classes and distributes menstrual hygiene management kits.

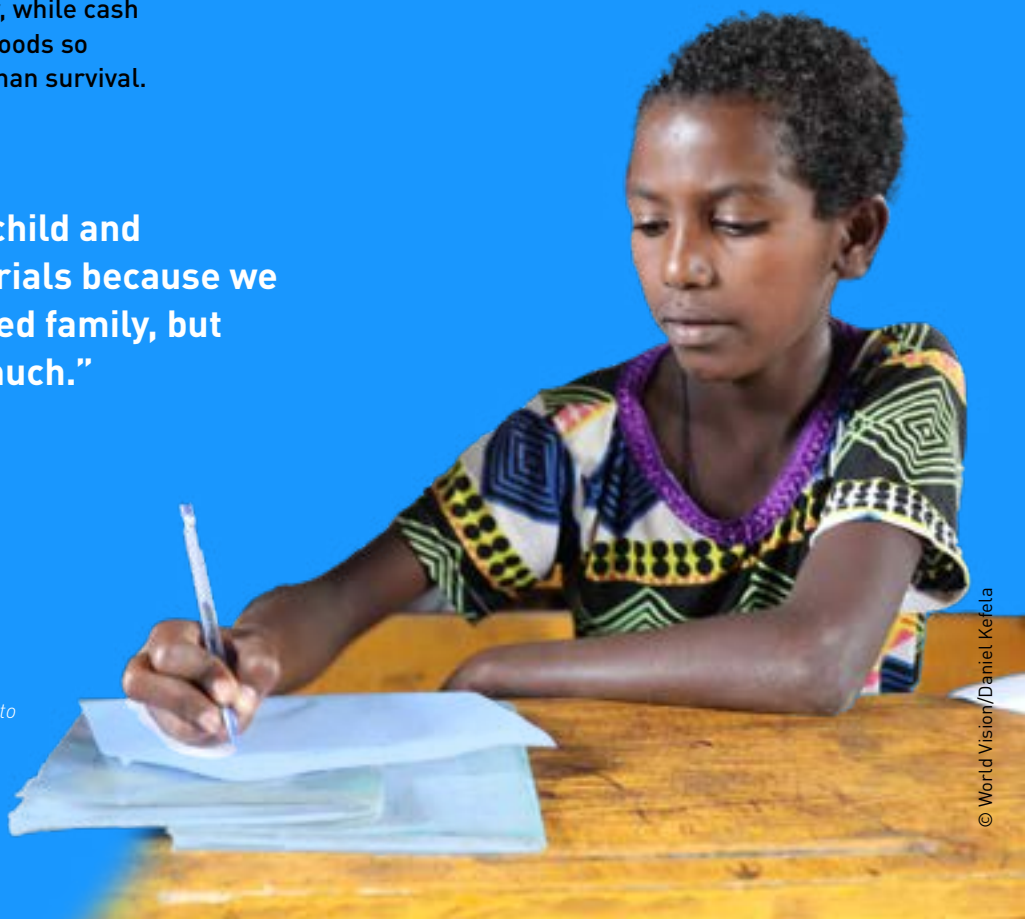
For Aschila, the school feeding initiative was a bridge back to education. Using locally sourced ingredients, it provides bread, tea and rice each day, while cash support helps strengthen family livelihoods so children can focus on learning rather than survival.

"The school feeding programme was a game-changer for me. It provided me with a nutritious meal every day, which gave me the energy and focus I needed to succeed in my studies."

Now enrolled in an accelerated learning programme, Aschila spends her mornings reading, writing and catching up on lessons she once feared were lost forever.

More than 34,000 children – including over 16,400 girls – have benefited from the Multi-Year Resilience Programme.

"It was difficult to feed my child and purchase educational materials because we lost everything as a displaced family, but this initiative helped very much."
—Aschila's father



© World Vision/Daniel Kefela

Contributed by World Vision Ethiopia
For more information on ECW's work in Ethiopia, go to www.educationcannotwait.org/our-investments/where-we-work/ethiopia

2.

STRENGTHENING CHILDREN'S HOLISTIC LEARNING AND WELL-BEING

ECW-supported MYRPs are increasingly demonstrating gains in holistic learning outcomes in the most severe crises in the world.

INDICATOR 6

% MYRPs reporting improved learning outcomes in literacy and/or numeracy in ECW-supported learning spaces



CUMULATIVE 2025 RESULT	**96%**	(21 MYRPs)
TARGET	**90%**	(20 MYRPs)
2023 RESULT	**80%**	(8 MYRPs)

Evidence base: 52% of eligible MYRPs
Strength of evidence: 67% of programmes with evidence of improvement provided solid evidence

INDICATOR 7

% MYRPs reporting improved social and emotional learning and/or well-being outcomes in ECW-supported learning spaces



CUMULATIVE 2025 RESULT	**83%**	(10 MYRPs)
TARGET	**60%**	(10 MYRPs)
2023 RESULT	**72%**	(5 MYRPs)

Evidence base: 29% of eligible MYRPs
Strength of evidence: 30% of programmes with evidence of improvement provided solid evidence

> Programmes are demonstrating gains in learning outcomes in some of the most severe crises in the world, including Afghanistan, South Sudan, the State of Palestine, Sudan, and Syria.

Among multi-year programmes with comparable data, 96% provided evidence of improved literacy and/or numeracy outcomes, exceeding the 90% Strategic Plan target. ECW-supported MYRPs are also increasingly able to report improvements in social and emotional learning (SEL) and/or well-being. Among programmes with comparable data, 83% showed improvement, exceeding the 60% target.

These gains are coming from some of the most difficult operating environments in ECW's portfolio, including Afghanistan, South Sudan, Sudan and Syria. That programmes in these contexts are not only achieving results but measuring them is significant in its own right–and it reinforces that crisis need not be a barrier to evidence-based programming accountable to those it is meant to serve.

The evidence base for holistic learning is improving but remains stronger for academic learning than for SEL and well-being.

Improvements in the evidence base can be seen at four stages of measurement: whether programmes have outcome data; whether they have enough data to assess change; whether that change indicates an improvement; and whether the improvement is supported by solid evidence (see Figure 1.5).

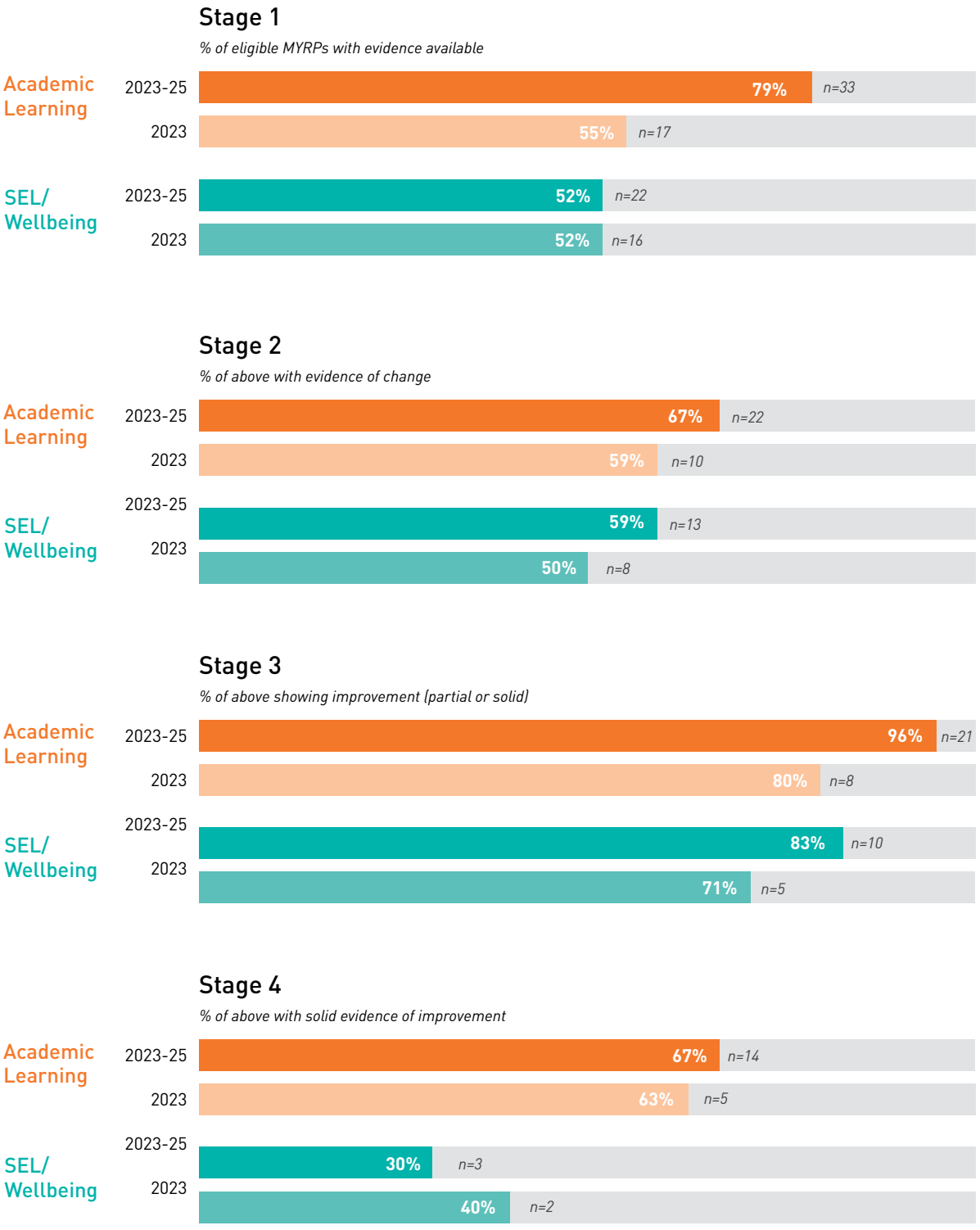
For literacy and numeracy, progress is visible across all three stages, giving ECW a stronger basis for interpreting whether children's academic learning outcomes are improving. The share of eligible MYRPs with academic learning data increased from 55% to 79%, while the share with enough data to assess change increased from 59% to 67%.

Then, among MYRPs demonstrating improved literacy and/or numeracy outcomes, 66% provided solid evidence. In 2025, several programmes reported learning changes for the first time, including older multi-year programmes in Afghanistan, Lebanon, Myanmar and Sudan, as well as newer programmes launched in 2024 in Ethiopia, Peru and Syria. All showed improvement. This stronger evidence base likely reflects the fact that literacy and numeracy measurement is more established, embedded in national education systems and supported by a wider set of tools and approaches.

For SEL and well-being, progress is promising but less mature. The number of programmes with SEL or well-being data has increased, but only enough to keep pace with portfolio growth, leaving overall coverage stable at just over half of eligible MYRPs. At the same time, among programmes with SEL or well-being data, a larger share now have enough evidence to assess change, and among those, a higher share are demonstrating improvement.

However, only 30% of programmes are providing solid evidence of improvement–the same share as in 2023–indicating continued difficulty in generating longitudinal data on SEL/well-being. This pattern likely reflects the fact that measurement approaches are less standardised, less routine in existing education data systems and require additional safeguarding considerations.

FIGURE 1.5: Evidence on holistic learning and well-being in ECW-supported multi-year programmes: from availability to improvement (2023-2025)



Read: Stages are sequential — each percentage is of the group above. Academic learning = Indicator 6 (foundational literacy and numeracy outcomes). SEL / Wellbeing = Indicator 7 (social-emotional learning and wellbeing outcomes).
Improvement = partial or solid evidence of improvement. Solid evidence = two or more comparable data points provided, allowing for an assessment of outcome change over time. 2023: programmes reporting as of the 2023 ARR. 2023-25 cumulative: programmes reporting across 2023-25.

BOX 1.4:

A testament to resilience: supporting holistic learning and well-being in Gaza



Since October 2023, the crisis in Gaza has touched nearly every aspect of childhood. Children have endured relentless bombardment, repeated displacement, famine, and the loss of homes, schools and family members.[34] The psychological burden on children is significant and cumulative. More than 1.2 million children in Gaza–the majority of the child population–are estimated to be in acute need of psychological support.[35] A 2024 study of the most vulnerable children, conducted during the conflict, found that virtually all showed signs of severe trauma, with nearly half expressing a wish to die because of the war.[36] In this context, mental health and psychosocial support (MHPSS) is not supplementary programming. It is a core part of the response children are entitled to–supporting their well-being, dignity and recovery, while also ensuring that education is safe, responsive and meaningful. ECW-funded investments in Gaza are built on this understanding, integrating MHPSS with structured learning from the outset.

Through one FER in the State of Palestine, ECW-funded programming reached 7,445 children (58% girls, including 357 children with disabilities) across temporary learning spaces in Gaza. When renewed hostilities and mass displacement disrupted in-person operations in early 2025, the implementing partner shifted to remote delivery, sending psychosocial coping guidance by SMS to children, families and teachers. This ensured some continuity of support during a period when physical access was not possible. As conditions allowed, programming expanded to 16 temporary learning spaces combining structured education, MHPSS and social-emotional learning.

Systematic monitoring in Phase II documented meaningful outcomes. After completing psychosocial support sessions, 66% of children were able to apply coping techniques at home or school. More than four in five teachers demonstrated improved knowledge and competency in psychosocial support. Among children enrolled in non-formal education, 93% completed the programme, with girls and boys showing equal proficiency in Arabic and Mathematics. These results came despite repeated site closures, population displacement and withholding of education supplies. They are a testament to the persistence of children who continued to strive to learn, to teachers who continued to support them, and partners and communities who worked to protect spaces for learning, well-being and recovery under the most difficult conditions in the world.

> “These results are a testament to the children, teachers, partners and communities learning and working in the most difficult conditions in the world.

34 Save the Children. 2024. *Trapped and Scarred: The Compounding Mental Harm Inflicted on Palestinian Children in Gaza*. London: Save the Children.
35 Fournier, Neil M., et al. 2026. "Trauma and Mental Health Burden of Gaza's Displaced Children during the 2023–2025 War." *The Lancet*
36 Community Training Centre for Crisis Management (CTCCM) and War Child Alliance. 2024. *Needs Assessment Study of Children with Disabilities, Injured and Separated or Unaccompanied in Gaza*. Gaza City: CTCCM and War Child Alliance.

Early gender-equity findings are encouraging, but the evidence base remains incomplete.

For the first time in this Strategic Plan, ECW can interpret whether improvements in literacy and numeracy are distributed equitably across girls and boys, due to the number of programmes now providing sex-disaggregated data on changes in academic learning outcomes (see Indicator 15b). Among those with adequate data, 75% demonstrated gender-equitable learning improvement. Among programmes with gender-equitable results, 44% showed higher learning gains for girls than for boys, including newly reporting programmes in Lebanon and Myanmar.

This result is lower than in previous years, but it reflects the expansion of the evidence base. Programmes that were gender-equitable in previous reporting cycles remain so, while some newly reporting ones–including Pakistan, Burkina Faso and Peru–show learning gaps between girls and boys. This is analytically useful: Stronger data is making it possible to identify where gains are equitable and where additional attention may be needed.

For SEL and well-being, the gender-equity evidence base remains too small for strong conclusions. Only five programmes above the benchmark had adequate sex-disaggregated data. Among these, results were consistently gender-equitable, meaning that both girls and boys improved or that girls' outcomes were higher than boys'. This is encouraging but should be interpreted with care given the minimum evidence base. Looking ahead, ECW will strengthen guidance and reporting systems to better collect and use sex-, age- and disability-disaggregated data in line with IASC and INEE standards. This will support safer and more inclusive assessment approaches and help ECW and its partners better identify which learners are struggling with specific SEL and well-being competencies.



© UNICEF/ Husnain

Students read in the courtyard of a school in Pakistan. Across the country, ECW-funded programmes are expanding access to inclusive, quality education.

JOSELYN, HEADTEACHER

TEACHING IS NOT A ONE-PERSON JOB IN UGANDA

Joselyn Atyang has always believed in the transformative power of education. As headteacher of Bidong Primary School in Uganda's Kiryandongo Refugee Settlement, she leads a community of more than 2,550 learners – including over 1,500 refugee children.

"Seeing children happy and learning from lower primary to upper primary, and becoming successful in life – that's what I cherish the most."

Joselyn is one of thousands of educators receiving support through ECW's Multi-Year Resilience Programme in Uganda. Implemented in collaboration with the Government, with Save the Children and UNHCR as co-grantees, the programme focuses on professional development, teacher well-being and safe school environments.

"Teaching is not a one-person job. Working together to improve our students' education is essential."
—Joselyn

The ECW-supported initiative has trained teachers to work with learners affected by crisis and provided psychosocial support. According to Joselyn, the training has helped teachers manage their classrooms more effectively.

Before this support, many teachers left the school due to the challenges of teaching in crisis settings. Now, thanks to ECW support, educators have access to the tools and training they need to stay, grow and thrive in the classroom.

Joselyn began teaching in 2003 and has served as headteacher at Bidong Primary School for seven years. Alongside managing the school, she continues to teach Primary Seven Christian Religious Education.

Her leadership extends beyond the classroom. Joselyn is committed to strengthening the skills of her teaching staff through ongoing professional development and collaborative work.

Contributed by Save the Children and UNHCR
For more information on ECW's work in Uganda, go to www.educationcannotwait.org/our-investments/where-we-work/uganda



© ECW

3.

PROMOTING KNOWLEDGE, ATTITUDES AND PRACTICES ON GENDER EQUALITY

INDICATOR 8

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

	CUMULATIVE 2025 RESULT	**71%**	(5 MYRPs)
	TARGET	**50%**	(6 MYRPs)
	2023 RESULT	**100%**	(1 MYRP)

Across the first three years of the 2023-2026 Strategic Plan, 71% of ECW-supported multi-year programmes with available data demonstrated a change in social norms and attitudes towards gender equality. This represents five of seven reporting programmes. The result is lower than the 100% reported in the first year of the Strategic Plan, when a single reporting programme showed improvement, but should be interpreted carefully given the small evidence base.

The lower cumulative result does not point to a broad decline in gender-transformative programming across the portfolio. Rather, it reflects two programmes that did not meet the improvement threshold for different reasons. In Myanmar, results remained broadly stable: 87% of more than 3,000 educators demonstrated gender-equitable knowledge and classroom practices in 2025, compared with 89% of the same educator cohort in the previous year. Given the already high level of performance and minor fluctuation in the sample, this result suggests that favourable gender-equitable knowledge and practices were largely sustained, even though the programme did not meet the threshold for further measurable improvement.

In line with the next Strategic Plan's commitments to protection, gender equality and inclusion, ECW will continue strengthening guidance and reporting systems to better collect, analyse and use sex-, age- and disability-disaggregated data. This will help ECW and its partners better understand which learners are being reached, where inequities remain, and what support is critically needed to ensure that the most marginalised children can participate, learn and thrive.

> ECW will continue strengthening reporting systems for sex- and disability-disaggregated data to ensure the most marginalised children can participate, learn, and thrive.

BOX 1.5:

The risks of underfunding for girls' empowerment in Bangladesh

In the Bangladesh MYRP, the share of girls reporting that they felt empowered to make decisions about their education fell from 64% last year to 57% this year.

This decline took place as sharp reductions in humanitarian financing in 2025 forced the Rohingya response into a difficult prioritisation exercise, in which volunteer teacher incentives were the only Education Sector activity classified as life-saving. While this helped protect the most basic condition for education–the presence of teachers and functioning learning spaces–learning spaces still closed or operated only partially for three to four months.

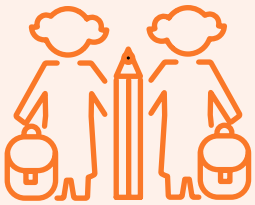
Other parts of the education package were also cancelled, postponed or reduced, including teacher professional development, end-of-year assessments, skills-oriented pathways, disaster risk reduction and inclusive education support. Partners noted that these disruptions plausibly affected girls' sense of empowerment in education. The result underscores a key risk of severe underfunding. Even when prioritisation protects core education services, it can reduce the wider protection, inclusion and empowerment support that makes education feel safe, relevant and possible for the most marginalised learners.



© UNICEF/Mumit

BOX 1.6:

Deep dive preview–addressing the barriers that shape whether girls can access, remain, and learn in crisis contexts



A deeper analysis of gender-equitable results across ECW outcome indicators suggests that gender barriers operate differently across crisis contexts. In countries where girls are most severely excluded from school, such as Afghanistan, Pakistan and Yemen, ECW-supported programmes often show equitable results across participation, continuity and learning outcomes. This may reflect the fact that, in these contexts, gender equality is more clearly prioritised in pre-existing sectoral analyses and strategies, including humanitarian needs overviews, humanitarian response plans and education sector strategies.

As a result, ECW investments can often build on stronger data, clearer identification of gender barriers and existing coordination structures. These include education in emergencies gender focal points, gender and inclusion working groups or taskforces within the education sector, and engagement with Gender in Humanitarian Action Working Groups. These conditions can make it easier for in-country EiE actors to apply a gender lens during programme design and to translate that analysis into more targeted support for girls.

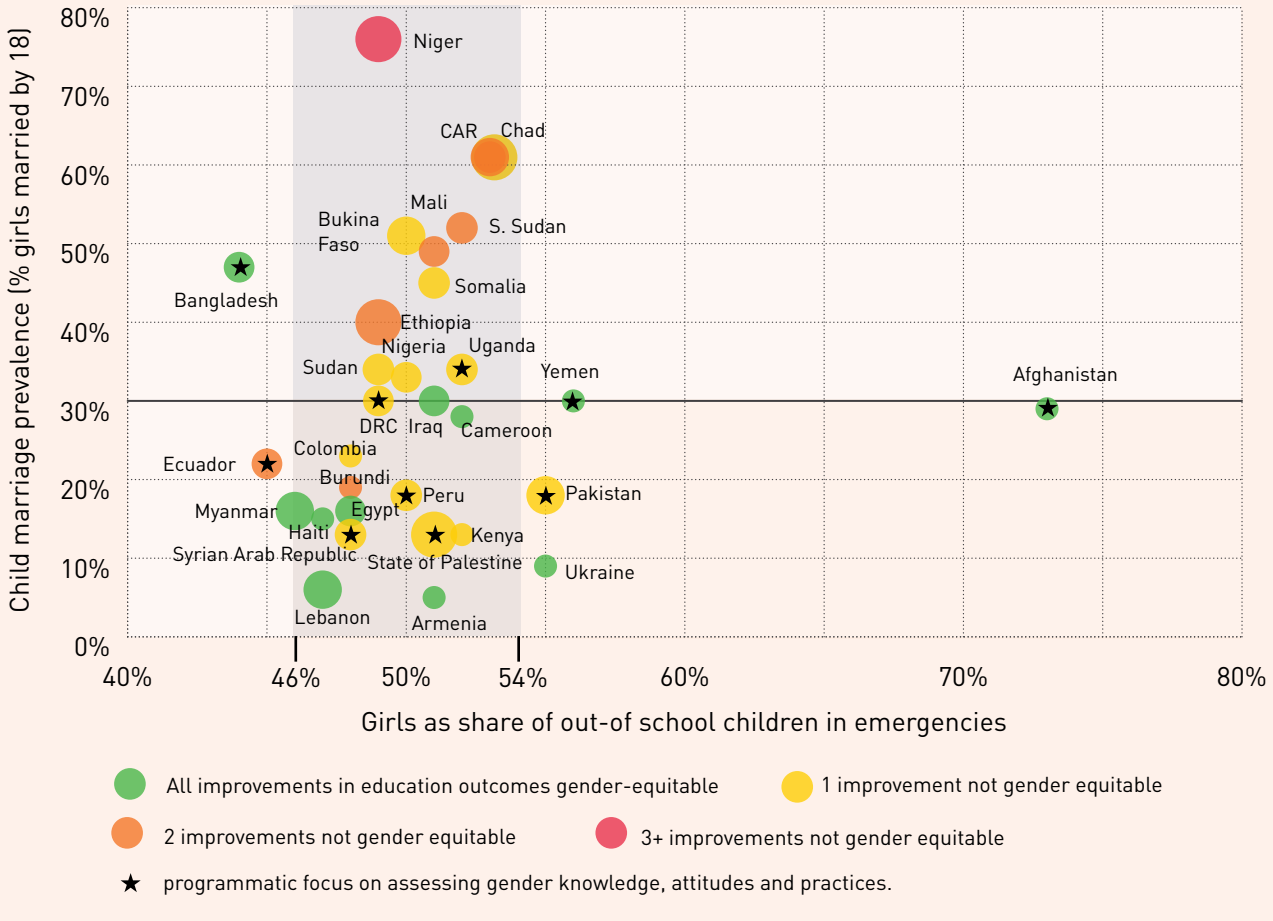
By contrast, gender-equitable outcomes appear harder to achieve in some contexts where girls' and boys' shares of crisis-affected out-of-school children are closer to parity, but restrictive gender norms remain severe, as proxied by high child marriage rates.[37] This critical finding reinforces a long-standing lesson from ECW's gender work and the wider global evidence base: Equitable access in education is necessary, but not sufficient, for gender equality in education.[38] That is, even when girls and boys enter or are reached by education in similar numbers, structural barriers drive whether girls stay, learn and progress. This suggests that in these contexts, expanding gender transformative approaches that address such barriers may be among the highest-leverage opportunities for strengthening gender equity across the ECW portfolio. These include strengthening the value caregivers, teachers, and communities place on girls' education, ensuring safeguarding and protection against harmful practices, and supporting adolescent girls and young mothers.[39]

This programming implication is reinforced by a forthcoming thematic study commissioned by ECW, which examined gender-transformative approaches across its MYRP portfolio, with an in-depth look at Ethiopia, Pakistan and South Sudan.[40] The study confirms ECW's leadership in embedding gender transformation in programme-

37 UNICEF, "Data centre & resources", *Child Marriage Data Portal*, available at https://childmarriagedata.org/data-centre/; ECW, "Gender gap in out-of-school children in emergencies", *Crisis Dashboard*, available at https://www.educationcannotwait.org/crisis-dashboard.
38 INEE, *Mind the Gap: The State of Girls' Education in Crisis and Conflict* (New York, 2021), available at https://inee.org/sites/default/files/resources/INEE%20Mind%20the%20Gap%20Report%20v2.0%20LowRes.pdf. Equal Measures 2030, *Leveraging Data and Partnerships: Strengthening Girls' Education in Emergencies with WROs* (Woking, United Kingdom, 2022), available at https://equalmeasures2030.org/wp-content/uploads/2022/03/GAC-policy-report-spread-pages-English.pdf.
39 Eva Iversen and Else Oestergaard, "Gender equality in education in emergencies," *Forced Migration Review*, No. 60 (March 2019), pp. 11–13, available at https://www.fmreview.org/education-displacement/iversen-oestergaard/.
40 Muriel Visser and Jim Grabham, *Gender Transformation as an Approach to Operationalizing the HDP Nexus in EiEPC: Learning from ECW MYRPs*, Nexus Thematic Study Series (Oxford: Mokoro Ltd, May 2026) (unpublished).

design–notably through the GLO function, which has helped shift gender from a "nice to have" to a collective responsibility across consortiums. However, it also finds that progress remains between foundational and transformative. Evidence of deep social norm change is still limited, gender expertise is often established too late or under-resourced to shape implementation, and sustained behavioural change at community level remains uneven even where transformative approaches are most explicitly pursued. The study concludes that consolidating gender-transformative results will require earlier engagement of gender expertise and women-led organisations, stronger mainstreaming across all partners, and longer-term investment in gender transformative work within EiEPC.

FIGURE 1.6: Gender-equitable improvements in education outcomes in ECW-supported programmes, by country gender gap in out-of school children in emergencies and child marriage prevalence



Note: Libya and Moldova are excluded from the visual due to data limitations for child marriage and crisis-affected out-of-school rates. Libya had two "not gender-equitable" flags and three reported data points, while Moldova had no "not gender-equitable" flags and one reported data point.
Sources: United Nations Children's Fund (UNICEF), "Data centre & resources", Child Marriage Data Portal. Available at https://childmarriagedata.org/data-centre/; Education Cannot Wait, "Gender gap in OOSCiE", Crisis Dashboard. Available at https://www.educationcannotwait.org/crisis-dashboard.



© UNICEF/Eslam Elkhair

CHAPTER 2:

STRENGTHENED EIEPC CAPACITIES AND SYSTEMS

This chapter presents ECW's contribution to stronger capacities and systems across three interconnected areas: coordination across the humanitarian-development-peace nexus; localisation and community engagement; and data and evidence.

Under the Strategic Plan 2023-2026, these sector and system-level results underpin the outcomes for children reported in Chapter 1, shaping whether they can be sustained and scaled beyond individual programmes. These results are enabled through investments in the wider EiE architecture. Alongside country-level investments, ECW works with global partners to strengthen coordination, evidence, technical capacity and policy dialogue, helping translate global public goods into stronger country responses while ensuring country experience informs global policy and practice.

Now in the third year of the Strategic Plan period, ECW reports cumulative progress against each system-level indicator relative to its 2026 targets, drawing on annual narrative reports, grantee self-assessments, stakeholder surveys, and additional qualitative analysis used to track progress (see Annex 1 for indicator methodology). The picture is one of steady progress–most indicators have improved from their baselines, and several already meet targets–alongside clearly identified areas where sustained effort is needed in the final year.


© ADRA Somalia

1.
COORDINATION ACROSS THE NEXUS

MYRPs increasingly embedded coordination across the Humanitarian-Development-Peace (HDP) nexus as a central way of working.

INDICATOR 11

Number and % of MYRPs in a sample of MYRP countries with evidence of improved coordination at the nexus

CUMULATIVE 2025 RESULT	**48%**	of MYRPs
TARGET	**25%**	of MYRPs[41]
2023 RESULT	**17%**	of MYRPs

Evidence base: 100% of eligible MYRPs

ECW's nexus approach is grounded in the principle that education responses in crisis contexts can be more sustainable and scalable when connected to broader development and peacebuilding goals. By design, MYRPs are uniquely positioned to bridge EiE with longer-term systemic efforts, translating this principle into practice.

In 2025, 48% of MYRPs reported evidence of improved coordination at the nexus (Indicator 11), a marked improvement from 17% at the beginning of the Strategic Plan period and surpassing ECW's target. This improvement reflects intentional efforts by ECW to integrate a nexus approach in all MYRPs, including through the introduction of dedicated diagnostic and design tools, and efforts by partners to deliver lasting results.

To better understand how coordination is integrated into MYRPs, ECW asked partners to report how it contributed to achieving the programme's intended outcomes for children (Figure 2.1). Where data was available, ECW also examined what aspect of coordination[42]–e.g. alignment, complementarity, joint approaches or other ways of working–was used to achieve each outcome (Figure 2.2).

> By design, MYRPs are uniquely positioned to bridge EiE with long-term systemic efforts.

41 Proposed change in target from 80% of a sample of 5 MYRPs to 25% across all MYRPs due to refinement of the assessment methodology.
42 ECW defines alignment and complementarity (also referred to as harmonisation) in its nexus guidance. Complementarity refers to ensuring MYRP activities complement existing and planned education initiatives, for example through coordinated targeting of population groups or geographic areas. Alignment refers to developing or leveraging plans, frameworks and standards that support coherence with MYRP outcomes and, where possible, with national priorities, such as linking teacher training to national certification frameworks. See Beza Tesfaye and Christian Stoff, Nexus Approach: Guidance for Multi-Year Resilience Programmes, Education Cannot Wait (May 2025), available at https://www.educationcannotwait.org/sites/default/files/2025-05/nexus-approach-guidance-for-multi-year-resilience-programmes.pdf.

Coordination featured most prominently in efforts to expand children's enrolment, with partners frequently working across actors to ensure complementarity in geographic coverage and reach while avoiding duplication. More broadly, complementarity appears across multiple outcome areas–including teacher performance, school and classroom management, and learning outcomes–suggesting that MYRP partners are deliberately and consistently coordinating their efforts to avoid overlap in service delivery and to build on one another's work.

Alignment, by contrast, features most strongly where programmes are working towards system-oriented outcomes. National and sub-national policy development was frequently cited as an outcome area needing coordination in aligning practices, frameworks, and systems. Similarly, efforts related to teacher performance and well-being drew heavily on alignment to ensure coherence in the type of support provided to teachers in crisis contexts.

Across the MYRP portfolio, nexus coordination has been central to how ECW's partners contribute to strengthening systems–primarily by helping education systems and actors respond to crises more effectively and sustainably. ECW's nexus approach requires partners to consider how their interventions can leverage, align with or complement the work of other actors–including humanitarian, development, and government partners. This is to ensure coherence in how education is provided during crises, while also addressing systemic blind spots that leave crisis-affected and marginalised groups overlooked.

Partners point to several common areas of work, with selected country examples of significant improvements highlighted in Box 2.1. These include aligning teacher training and support in emergencies with broader teacher certification frameworks and standards; supporting the development of emergency preparedness plans and early warning systems for the education sector to mitigate crisis impacts; and contributing to inclusive policy reforms.

FIGURE 2.1: Programme outcomes advanced through coordination



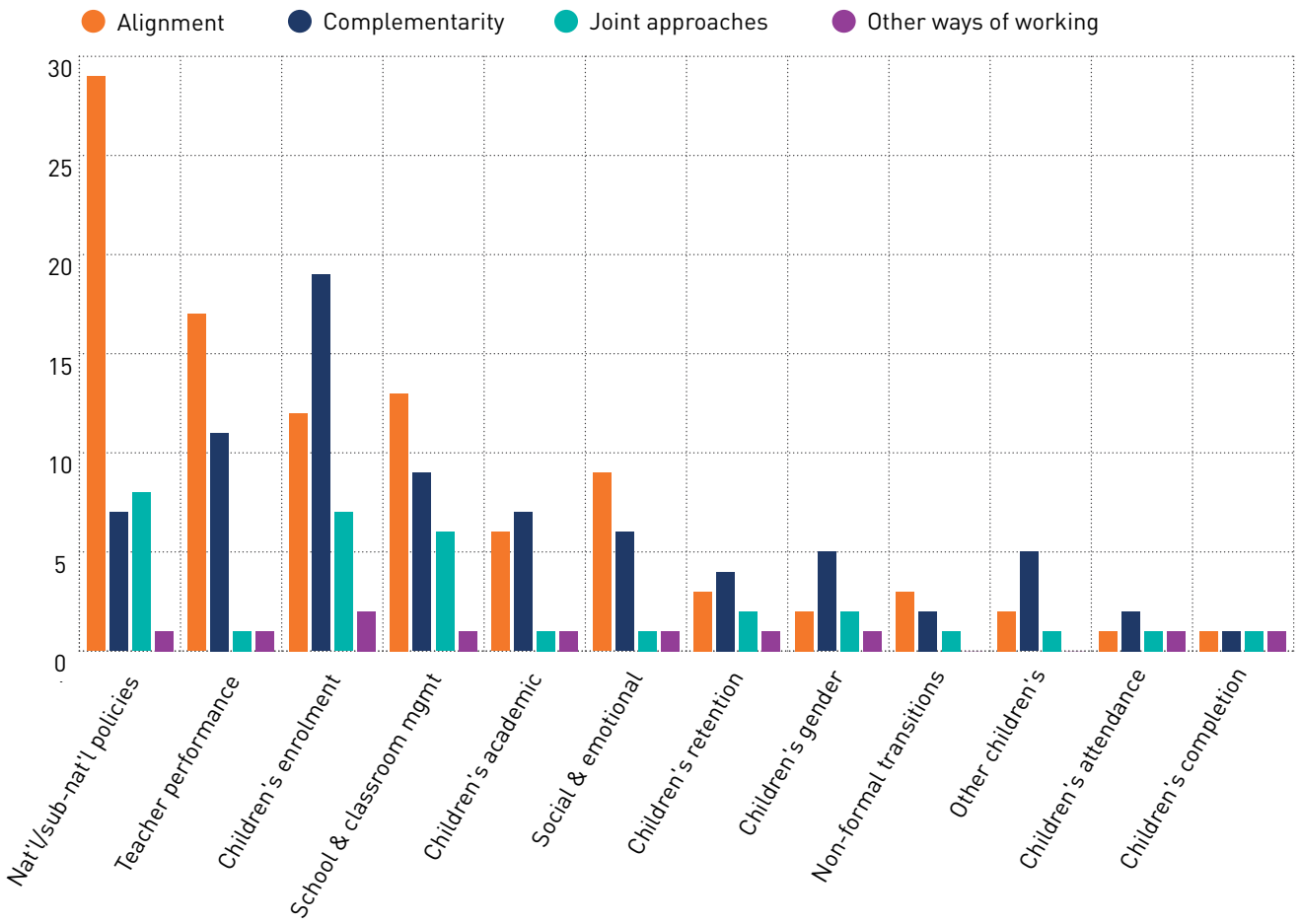
Children's enrolment	19%
National/sub-national policies	14%
Children's academic outcomes	13%
Teacher performance & well-being	12%
School & classroom management	11%
Social & emotional outcomes	9%
Children's retention	5%
Children's attendance	5%
Children's gender outcomes	4%
Other children's outcomes	3%
Non-formal transitions	2%
Children's completion	2%
Children's grade progression	1%

Access to inclusive education for the most marginalised learners–including children with disabilities, girls and refugee children–represents a critical gap in many crisis-affected contexts that MYRPs have sought to address through coordinated national and sub-national policy reform. Across several MYRPs, including Cameroon, Iraq and Lebanon, this resulted in the development, costing and formal endorsement of inclusive education policies alongside Ministries of Education–scaling programme-level inclusion efforts into national frameworks with system-wide reach.

Teacher development and professional standards were a priority area for coordination across MYRPs, engaging sector partners and government for coherence and long-term sustainability. In several contexts, including Syria, Ukraine, and Iraq, this went beyond training delivery to include the development and uptake of teacher competency frameworks, quality assurance tools, and teacher professional development (TPD) support integrated into national education structures and, in some cases, linked to government financing policies.

Institutionalising crisis readiness within the education sector is a third area where MYRPs have made significant systemic contributions. MYRPs supported EiE stakeholders to develop and socialise rapid response protocols, early warning systems, crisis modifier frameworks and emergency preparedness plans. These have been developed with a long-term view to enable faster and more coherent system-level responses when shocks occur, as illustrated in contexts like South Sudan, Ethiopia, Somalia and Pakistan.

FIGURE 2.2: Types of coordination by programme outcomes



BOX 2.1:

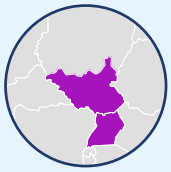
Notable examples of programmes with evidence of improvement in coordination across the nexus



IRAQ MYRP–Embedding inclusion in national law, policy and practice: Through sustained engagement with the Ministry of Education and organisations of persons with disabilities, the Iraq MYRP contributed to a series of landmark legal and policy reforms. The Ministry issued its first directive mandating that all public schools enrol children with disabilities, establishing a system-wide legal obligation extending beyond programme implementation sites. The MYRP supported ongoing revision of Education Law No. 22 and Compulsory Education Law No. 118, strengthening the national legislative framework for inclusive education. Washington Group-aligned disability screening tools were integrated into school systems, institutionalising evidence-based identification and referral practices. These reforms mark a transition from programme-level inclusion interventions to nationally mandated, rights-based obligations embedded within Iraq's legal and institutional architecture.



LEBANON MYRP–Institutionalising flexible and inclusive education: The Lebanon MYRP contributed to a comprehensive reform of non-formal education governance in partnership with Ministry of Education and Higher Education (MEHE) and the Center for Educational Research and Development (CERD). The Multiple Flexible Pathways framework was formally institutionalised under MEHE leadership, with an endorsed Transition Framework and certification architecture establishing structured pathways between non-formal and formal education. Revised literacy and accelerated learning curricula were aligned with national competency standards, accompanied by a teacher competency framework for non-formal education facilitators. In addition, a National Inclusive Education Policy and fully costed roadmap–comprising 139 activities targeting full inclusion of boys and girls with disabilities across all Lebanese schools by 2030–was approved in partnership with MEHE and CERD. These reforms consolidate non-formal and inclusive education within Lebanon's national governance architecture, strengthening sustainability and equity for the most marginalised learners.



SOUTH SUDAN MYRP–Strengthening national systems for gender-transformative and crisis-resilient education: The South Sudan MYRP contributed to the development and rollout of two national strategies with significant implications for equity and resilience. The National Girls' Education Strategy and Menstrual Hygiene Management (MHM) guidelines were co-developed with the Ministry and sector partners, establishing a national policy framework for gender equality in education. Concurrently, the National Education Emergency Preparedness and Response Plan was co-developed and operationalised, institutionalising crisis preparedness protocols to ensure continuity of learning during shocks. Both instruments transitioned from programme-level activity to government-owned national frameworks, embedding standards and ownership within institutional structures.

Overall, these results point to a positive trend. ECW and partners are investing not only in immediate, life-saving responses to protracted crises, but also in strengthening the systems needed to better address them. While not feasible in every context, this approach has proven effective where a broad range of actors, including government and development partners, can be engaged to advance the institutionalisation of crisis-related support. As aid investment declines, ECW's priority will be ensuring EiE investments are coherent and sustainable rather than one-off and fragmented, focusing on strengthening systems that enhance crisis readiness and responsiveness.



Children take part in group learning and play activities in Lebanon. Through ECW-funded programmes, crisis-affected children are accessing safe, inclusive learning environments that support their education and well-being.

©UNICEF/Choufany

ECW contributed to global EiEPC coordination through the production, sharing and use of Acceleration Facility (AF) supported technical tools and by advancing its nexus priority actions.

INDICATOR 23

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

CUMULATIVE 2025 RESULT	**2.4/4**	—a limited extent
TARGET	**3/4**	—a moderate extent
2024 RESULT	**2.3/4**	—a limited extent

Evidence base: 27 technical tools

INDICATOR 24

Extent to which global and regional institutions strengthen their coordination at the nexus through ECW support

CUMULATIVE 2025 RESULT	**77%**	—progress against global nexus priority actions
TARGET	**83%**	—progress against global nexus priority actions
2024 RESULT	**67%**	—progress against global nexus priority actions

Evidence base: N/A

One way ECW strengthens global Education in Emergencies and Protracted Crises (EiEPC) coherence is Acceleration Facility (AF) investments, developing technical tools to promote common approaches to inclusive, quality education in crisis contexts. Since 2023, ECW has used stakeholder survey data to track annual uptake of these tools through a composite score covering awareness, integration and application (Indicator 23). In 2025, 68 respondents assessed adoption of 27 tools, including eight newly developed under AF grants in the past year.

Results indicate limited uptake, with an average score of 2.4–a modest improvement from 2024. This score has three components: awareness of tools, depth of integration or use, and adoption of tools as standards, where integration and adoption are scored only by respondents who are aware of the tools. The integration (2.4) and adoption (2.8) scores were both notably higher than the awareness score (2.0). This gap may partly reflect how awareness was measured, rather than a real shortfall in how well the tools are known or used. The awareness score averages how

many respondents know each individual tool within a thematic area (e.g., coordination, learning outcomes, PGI). Since most areas include several tools, respondents are unlikely to know all of them. As such, the score reflects breadth of awareness across the tool set. If the awareness score is instead calculated based on the average share of respondents aware of at least one tool (rather than every individual tool), the score rises to 3.5 ("moderate to significant").

Despite these methodological considerations, qualitative feedback also identified dissemination, accessibility and usability as the primary constraints. Respondents prioritised more proactive outreach, improved translation, field-oriented formats and accompanying capacity-strengthening support. These additional findings suggest that the main barrier to uptake is not the quality or relevance of the tools themselves, but how they reach practitioners and whether clear pathways exist to embed them in operational practice. These are areas where ECW and AF partners can take concrete steps in developing future technical global tools.

Beyond technical tools, ECW is well placed to strengthen sector-wide coherence through collective actions to improve gaps in coordination at the global level. A 2024 independent evaluation identified five priority actions where ECW could help to strengthen this coordination within the global EiEPC architecture. These include improved collaboration with the Global Partnership for Education (GPE) and ISEEC, addressing capacity and financing constraints facing LNAs, and stronger crisis-relevant data and evidence, including on education financing. By the end of 2025, ECW's monitoring showed 77% progress on these actions.

Gains were most notable in localisation, global complementarity and EiE data harmonisation. In 2025,

> "Advancing global coherence requires deeper collaboration across EiEPC actors to translate commitments into action.

ECW committed strongly to localisation in its new Strategic Plan. It deepened its understanding of the barriers facing local and national actors through an internal review of its consortium model and webinars co-hosted with INEE. On global complementarity, ECW and partners built a common vision through a series of Global Strategic Dialogues, while ECW and GPE continued technical collaboration and developing practical guidance for country partners. On data harmonisation, the ECW-led taskforce on adjusting out-of-school statistics in crisis contexts concluded its work, and UIS has adopted the recommendation to continue adjustments for crisis contexts in global education monitoring (see Box 3.1 for additional details).

Moving forward, advancing global coherence requires deeper collaboration across EiEPC actors to translate commitments into action. Two areas stand out, as they are central to ECW's new strategy and positioning. On complementarity, the priority is to finalise the country-facing guidance note on GPE-ECW complementarity and ensure its operationalisation. On localisation, ECW's ambitious commitments now need to be put into practice through its new funding modality and through broader avenues of engagement, including governance, advocacy, and partnerships. These actions will take time, but there is a strong foundation and collective support to carry them forward.

2.

LOCALISATION AND COMMUNITY ENGAGEMENT

Localisation and community engagement are at the heart of how ECW envisions and operationalises systems strengthening. Recognising that durable, resilient education systems can only be built from within, ECW invests in local organisations and community-based structures to lead, coordinate and sustain education responses in crises.

ECW continues to make progress in directing more funding to Local and National Actors (LNAs), surpassing its strategic plan target.

INDICATOR 12

Amount and % of funds in FERs and MYRPs transferred to national/local partners, including Local Women's Organisations (LWOs), Organisations of Persons with Disabilities (OPDs) and Refugee-led Organisations (RLOs), as directly as possible

CUMULATIVE 2025 RESULT	**31%**	(33% MYRPs | 28% FERs)
TARGET	**30%**	in MYRPs and FERs
2024 RESULT	**29%**	(32% MYRPs | 16% FERs)

Evidence base[43]:
a) 92% of programmes beginning in 2024-2025 (100% MYRP | 88% FER)
b) 36% of programmes active in 2023-2025 (30% MYRPs | 42% FERs)

By 2025, ECW allocated 31% of funding to Local and National Actors (LNAs)[44]–28% across FERs and 33% across MYRPs–up from 29% overall in 2024. Most allocations to LNAs went to local civil society organisations, while a few MYRPs also directed funding to government agencies, including ministries of education.

ECW also aims to encourage and track diversity and equity among LNAs in line with its intersectional approach to Protection, Gender Equality, and Inclusion, with a particular focus to date on Local Women's Organisations (LWOs), Organisations of Persons with Disabilities (OPDs), and Refugee-led Organisations (RLOs). MYRP and FER grantees apply these

43 As noted in Annex 1, the calculation of Indicator 11 changed in 2024, with the introduction of a new Delivery Chain Mapping tracker. Because of this, we report the evidence base first as (a) the proportion of programmes that began since the introduction of this new DCM tracker and secondly as (b) the proportion of all programmes active during the Strategic Plan.
44 See Annex 1 (Methodology).

designations to members of their consortiums using IASC-based definitions provided by ECW. However, ECW's analysis only reports allocations for organisations that ECW could confirm with high certainty as falling into these categories. The data shows that while a notable share of MYRP and FER budgets to LNAs go specifically to LWOs (roughly 8%), a significantly smaller portion goes to OPDs or RLOs, suggesting the need for further efforts to diversify partnerships with these historically marginalised actors.

ECW's overall success in meeting its target of allocating at least 30% of funding to LNAs reflects intentional action to deliver on its localisation commitments. A major driver was the consortium guidance introduced for MYRPs in 2024, requiring at least 25% of funding to be allocated to LNAs. Since then, MYRP allocations to LNAs have increased significantly.

Much of the improvement in the last year, however, was driven by FERs. While no specific localisation requirement exists, ECW encouraged FERs to allocate as much funding as possible to LNAs. In 2025, this resulted in 75%, 70%, and 50% of funding allocated to LNAs in Afghanistan, Bangladesh and Myanmar, respectively.

While these allocations are significant, ECW recognises that the majority flows indirectly to LNAs–through lead MYRP or FER grantees–rather than directly from ECW. Intermediary partners have played an important role in managing large programmes, but a meaningful shift toward localisation requires moving to a model where LNAs lead EiEPC responses with greater programme ownership. As ECW enters a new Strategic Plan and transitions to a new institutional host, expanding direct funding to LNAs is a clear priority.

Beyond funding, ECW's commitment to localisation extends to shifting partnership and decision-making dynamics towards more meaningful engagement with LNAs.

INDICATOR 13

Number and % of FERs/MYRPs with evidence of improved quality of engagement with national and local partners including Local Women's Organisations (LWOs), Organisations of Persons with Disabilities (OPDs) and Refugee-led Organisations (RLOs)

CUMULATIVE 2025 RESULT	**32%**	(37% MYRPs | 26% FERs)
TARGET	**40%**	of FERs and MYRPs
2023 RESULT	**20%**	(21% MYRPs | 17% FERs)

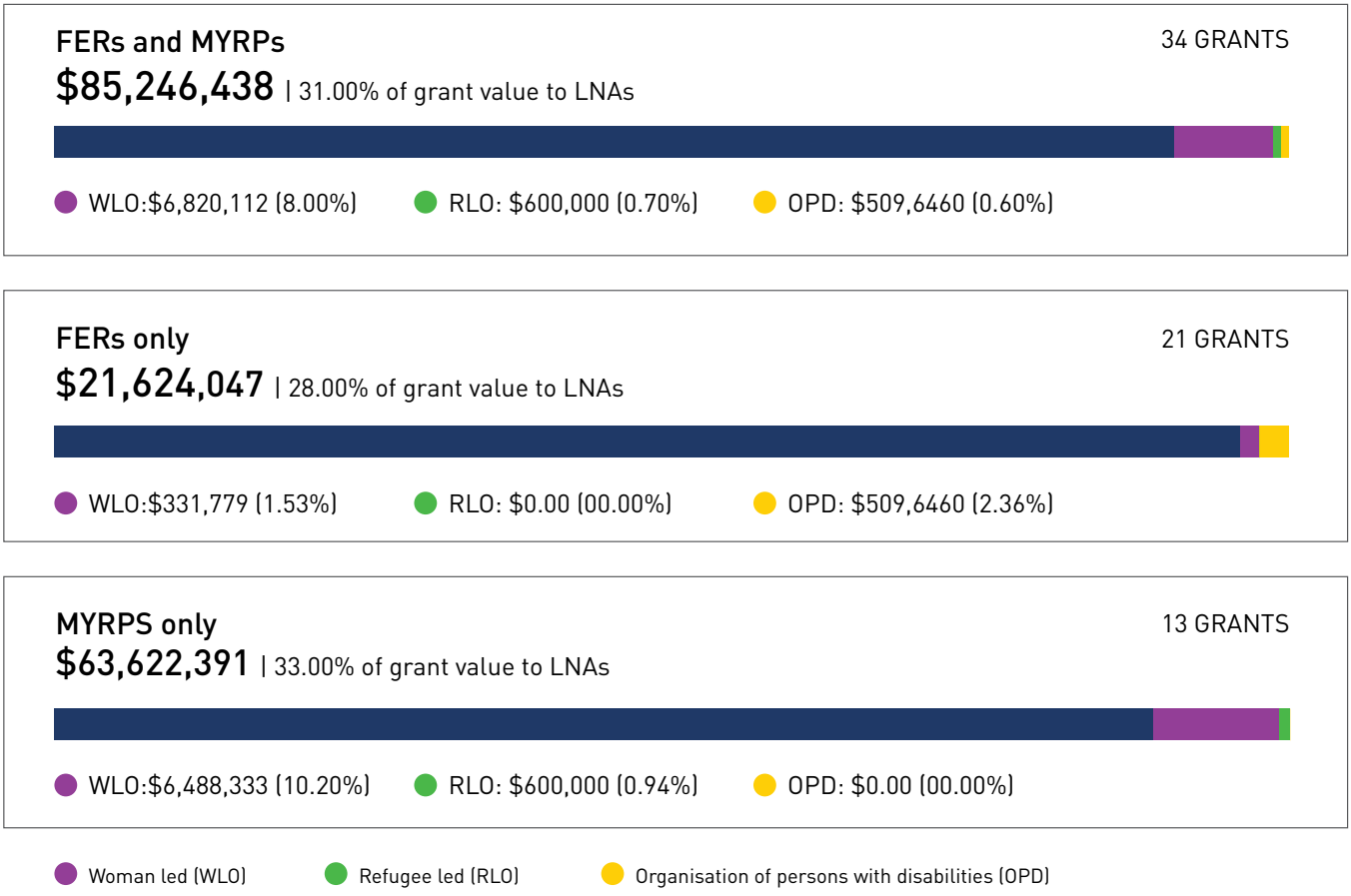
Evidence base: 100% of eligible programmes (100% MYRPs | 100% FERs)

By 2025, 32% of FERs and MYRPs reported evidence of meaningful engagement with LNAs, disaggregated by modality as 26% for FERs and 37% for MYRPs. The results show steady improvement towards the 2026 target of 40%. Notably, more significant engagement outcomes appear to be associated with funding allocated to LNAs. Grantees with evidence of improved meaningful engagement (Indicator 13) allocated higher proportions–on average 40% of funding to local and national actors (Indicator 12)–implying that more funding and better engagement appear to reinforce each other.

To substantiate the meaningful engagement assessments, partners provided examples of how they advanced localisation across different dimensions. This included supporting local and national grantees' participation across the programme cycle; allocating quality funding (e.g. multi-year, predictable), sharing decision-making, risks and visibility equitably between local, national, and international partners; and supporting ongoing capacity sharing.

Examples from programmes reporting evidence of meaningful engagement in Box 2.2 illustrate intentional actions programme partners are taking to shift leadership and decision-making–both within programmes and the wider humanitarian sector–to LNAs. Notably, ECW's Acceleration Facility support to the Global Education Cluster has contributed to results on localisation, a core priority of the investment. For example, between 2023 and 2025, the proportion of national clusters with local or national actors in leadership roles increased from 26% to 32%, and Local and National Non-governmental Organisations serving as co-coordinators rose from 16% to 23%. Furthermore, in 2025 in Nigeria, a dedicated consultation with the EiE Working Group members and seven LWOs assessed their current participation, barriers and leadership opportunities, resulting in agreed joint actions and commitments from both LWOs and the EiE Working Group.

FIGURE 2.3: Percentage of funds allocated to LNAs by programme modality



BOX 2.2:

Notable examples of programmes with evidence of meaningful engagement with LNAs



YEMEN FER

Advancing LNA leadership in humanitarian coordination: The programme allocated 56% of funding to local and national actors and advanced a shift in coordination leadership by appointing six national NGOs to lead sub-national Education Cluster coordination across four humanitarian hubs. This marked a transition of key coordination functions from international to national actors, strengthening locally led planning and decentralised response. LNAs also actively engaged in national Education Cluster meetings, Technical Working Groups, and sector planning processes aligned with the Education Sector Plan 2024–2030.



COLOMBIA MYRP

Equitable partnership and decision-making: Three of five consortium members are national organisations, receiving 61% of the total budget, with governance structured horizontally so that each partner holds one vote in decision-making. Eleven women's organisations were engaged under the GBV prevention strategy to design and lead prevention initiatives. To sustain local capacity, 89% of staff across the programme were recruited from intervention territories, embedding technical expertise within communities beyond the programme cycle.



MYANMAR MYRP

Strengthening local partner capacity and leadership for sustainability: Seven local NGOs were formalised as implementing partners and received 56% of total programme funding. Capacity strengthening was driven by jointly developed organisational assessments and improvement plans, enabling partners to identify and address gaps across governance, financial management, safeguarding and programme delivery. To sustain local ownership beyond the project period, implementing partners were organised into a formal education committee, supported by School Improvement Plan (SIP) grants and a revolving fund. This created a locally rooted structure for continued institutional, technical and financial support to local education actors.

These examples highlight that advancing localisation requires more than funding local actors. It needs more equitable partnerships and intentional action to give local actors greater ownership and authority in EiEPC responses. Global actors have a direct role in driving this shift. For ECW, this means using its influence where it can, particularly the composition and roles within its programme consortiums, and advocating local leadership in humanitarian platforms at both country and global levels. These are the kinds of efforts ECW will continue to prioritise to advance its localisation ambitions moving forward.

Accountability to and engagement with affected communities remained central in ECW programmes, including in highly fragile and access-restricted environments.

INDICATOR 14

Number and % of FERs/MYRPs with evidence of improved quality of engagement with affected populations, including Local Women's Organisations (LWOs), Organisations of Persons with Disabilities (OPDs) and Refugee-led Organisations (RLOs)

	CUMULATIVE 2025 RESULT	**43%**	(46% MYRPs | 39% FERs)
	TARGET	**40%**	of FERs and MYRPs
	2023 RESULT	**17%**	(17% MYRPs | 17% FERs)

Evidence base: 99% of eligible programmes (98% FERs | 100% MYRPs)

In addition to localisation, ECW's commitment to community engagement and accountability ensures that crisis-affected communities are empowered to shape the programmes that serve them, with 2025 results showing their feedback is increasingly translating into concrete action. By the end of 2025, 43% of programmes–39% of FERs and 46% of MYRPs–had reported evidence of meaningful engagement with affected communities, surpassing the overall target of 40% and demonstrating steady progress since 2023. These programmes spanned a wider diversity of geographic contexts, including highly fragile and access-restricted environments such as Afghanistan, Somalia and Mali. Furthermore, they were distributed more evenly across both FERs and MYRPs than localisation and nexus coordination assessments. This suggests community engagement functions as a more globally deployable practice, operating as a foundational element throughout ECW's portfolio.

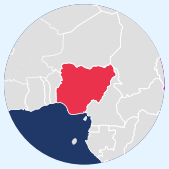
Across countries, including notable examples highlighted in Box 2.3, community engagement centred on strengthening and working through existing structures such as School Management Committees (SMCs), Parent Teacher Associations (PTAs) and school clubs. Embedded within affected communities, these structures are not only a conduit for direct engagement, building trust, ownership and community-facing accountability, they are also foundational to sustainable and locally owned responses.



Hauwa Ali sits on her wheelchair in her classroom in Maiduguri, Nigeria.

BOX 2.3:

Notable examples of programmes with evidence of accountability and meaningful engagement with affected communities



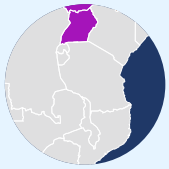
NIGERIA FER

Embedding community accountability across the full programme cycle: The programme established structured, two-way accountability mechanisms placing crisis-affected communities at the center of programme delivery. Feedback was collected through group discussions, house-to-house outreach, child-led forums and school clubs, systematically acted upon, and communicated back to communities–strengthening transparency and trust. Children and adolescents engaged actively through Rights Clubs, Children's Parliament and mentorship platforms, enabling them to raise concerns, advocate for Safe School policies and promote inclusion, shifting their role from passive recipients to active participants in programme accountability.



PAKISTAN FER

Strengthening community structures for sustained local ownership: School Management Committees were reactivated and strengthened across 205 schools, with 1,688 members trained on school safety and anticipatory action. These SMCs were entrusted with substantive operational responsibilities, such as risk assessment, evacuation planning, cash-transfer oversight and infrastructure monitoring. By embedding preparedness and accountability functions within community-led structures, the programme built local governance capacity that extends beyond the project cycle and contributes to the longer-term sustainability of education services.



UGANDA MYRP

Translating community feedback into concrete programme action: Across five refugee settlements, the programme operationalised multi-channel feedback mechanisms and demonstrated consistent follow-through. Complaints about disciplinary practices led to teacher reorientation and SMC-monitored follow-up; girls' feedback on menstrual hygiene gaps prompted expanded MHM activities; caregiver concerns about distance barriers resulted in increased home-based support for children with disabilities. SMCs, PTAs, and Refugee Welfare Committees conducted joint monitoring visits across more than 20 schools, while community leaders formally committed to sustaining attendance monitoring and dialogue forums beyond the project period.

Overall, ECW-supported programmes have widely established mechanisms for community feedback and accountability, working through community-based structures. This approach has proved useful. However, there is a further opportunity to strengthen community-level impact by placing greater emphasis on localisation. More localised approaches, led by local actors, are expected to ensure communities receive the right assistance, in the right way, at the right time, and directed to the right individuals.[45] Yet there is currently limited evidence linking the localisation agenda to tangible improvements in support for communities. Given ECW's strong commitment to localisation, this is an area where it is well placed to explore and advance further to demonstrate whether, and how, localised approaches are benefiting affected communities.

3.
DATA AND EVIDENCE

Data and evidence are the backbone of effective EiEPC responses and play a central role in ECW's programmatic investments. ECW prioritises their use at every stage–from informing programme design to guiding implementation and adaptive decision-making to strengthening coordination and system-wide improvements across the education sector.

New MYRPs continue to be designed on the basis of quality evidence on crisis-affected children's needs.

INDICATOR 16

Number and % of MYRPs that are informed by better quality evidence on needs, including analyses regarding gender equality and capacities

2025 RESULT	**100%**	(2 MYRPs)
TARGET	**90%**	of MYRPs
2023 RESULT	**100%**	(10 MYRPs)

Evidence base: 100% of eligible MYRPs

An external review panel assessed two new MYRPs approved in 2025–for the Democratic Republic of the Congo and Somalia–and gave them an average score of 4 out of 5 on the quality of needs data, including their timeliness, disaggregation and conflict-disaster sensitivity. While only a small number of MYRPs were assessed this year, the results are consistent with previous years: 100% of MYRPs developed in 2023 and 91% in 2024 were based on quality needs data. These strong results are particularly notable given that both countries face ongoing fragility and conflict. Nevertheless, the panel identified some gaps: limited national data on learning outcomes in the Somalia MYRP, and insufficient data on the state of education infrastructure, including attacks on schools, in the DRC MYRP, pointing to specific areas where more data is needed.

> "Two MYRPs developed in the Democratic Republic of Congo and Somalia were assessed by an external review panel as being based on quality needs data.

The majority of FERs and MYRPs continue to generate data on participation and learning outcomes, and, for the first time, all programmes reporting participation data also provided sex-disaggregated data.

INDICATOR 15

a. % FERs / MYRPs with data on time to monitor education participation, disaggregated by sex and education level

	CUMULATIVE 2025 RESULT	**92%**	(100% MYRPs | 84% FERs) — data on time, disaggregated by sex
	TARGET	**95%**	of FERs and MYRPs
	2023 RESULT	**84%**	(82% MYRPs | 90% FERs) —data on time, disaggregated by sex.
	CUMULATIVE 2025 RESULT	**92%**	(100% of MYRPs | 84% of FERs) — data on time
	TARGET	**95%**	of FERs and MYRPs
	2023 RESULT	**90%**	(86% MYRPs | 100% FERs) — data on time

b. % MYRPs with data on time to monitor learning outcomes, disaggregated by sex and education level

	CUMULATIVE 2025 RESULT	**52%**	of MYRPs — data on time, disaggregated by sex
	TARGET	**95%**	of MYRPs
	2023 RESULT	**39%**	of MYRPs — data on time, disaggregated by sex
	CUMULATIVE 2025 RESULT	**74%**	of MYRPs — data on time
	TARGET	**95%**	of MYRPs
	2023 RESULT	**64%**	of MYRPs — data on time

In line with their programmatic scope, both FERs and MYRPs are required to collect data on participation outcomes, while MYRPs are additionally required to track learning outcomes throughout implementation. By 2025, 91.8% of programmes reported data on time[46] for participation outcomes (100% of MYRPs and 83% of FERs), compared with 89.5% in 2023 (85.7% of MYRPs and 100% of FERs). For the first time since the beginning of the Strategic Plan period, all programmes with data on time for participation outcomes reported sex-disaggregated data, up from 84.2% of programmes in 2023 (82.1% of MYRPs and 90% of FERs). This improvement reflects ECW's continued efforts to encourage partners to collect and report sex-disaggregated data, providing a more comprehensive understanding of who can access education.

The availability of learning outcome data among MYRPs has also improved, rising from 64% in 2023 to 74% by the end of 2025, though this remains at risk of falling short of the strategic plan target of 95%. This shortfall is partly attributable to several MYRPs that launched in 2024 (Burkina Faso, Nigeria, Ecuador, Somaliland) that have yet to report on learning outcomes, in part due to start-up delays.

Among MYRPs reporting results, sex-disaggregated learning outcome data remained comparatively low at 52%. While this marks an improvement over the 2023 baseline of 39.3%, further progress is needed. Although ECW consistently requests sex-disaggregated data, partners have noted that disaggregated results on learning are more difficult to obtain than for other indicators.

In response to persistent data gaps, MYRPs increasingly worked at the sector and system level to strengthen data and evidence, laying the foundations for improved EiEPC response.

INDICATOR 17

Number and % of MYRPs that improved systems for coordination, harmonisation and institutionalisation of crisis- and risk-related data

	CUMULATIVE 2025 RESULT	**39.0%**	of MYRPs
	TARGET	**25%**	of MYRPs[47]
	2023 RESULT	**20.7%**	of MYRPs

Evidence base: 100% of eligible MYRP programmes

To strengthen the production, sharing and use of data and evidence, ECW supported MYRP countries in building systems and capacities for the coordination, harmonisation, and institutionalisation of crisis- and risk-related education data. By 2025, 39% of MYRP countries reported evidence of improved data and evidence systems. These efforts, and the examples of results shared, took three main forms.

First, MYRPs supported the harmonisation of monitoring tools, reporting formats and assessment practices, enabling partners to work through more

46 Data on time refers to having sufficient data (e.g. one or two data points) relative to the implementation duration of the programme. See Annex 1 for more details.
47 Proposed change in target from 80% of a sample of 5 MYRPs to 25% across all MYRPs due to refinement of the assessment methodology.

coherent and unified systems. This proved particularly valuable in contexts with multiple aid actors and limited national leadership in crises (e.g., Myanmar, Bangladesh), where common tools reduced duplication, improved coordination and strengthened the comparability and use of data.

Second, where existing systems operated effectively, MYRP data harmonisation efforts were aligned with national standards and designed to integrate with or build on existing government systems, such as Education Management Information Systems/School Self-Reporting (EMIS/SSR) in Pakistan and MEHE's School Information Management System in Lebanon.

Third, MYRPs strengthened the collection and use of crisis- and risk-related evidence by integrating emergencies, vulnerability and marginalised-group (e.g. girls, refugees and boys and girls with disabilities) indicators into broader education data systems. Approaches ranged from embedding crisis-specific indicators in national platforms (e.g., Cameroon, South Sudan, Uganda) to supporting interoperable or unified crisis-education data systems (e.g., Ecuador, Ukraine).

Together, these efforts contributed to more coherent education data systems, strengthened the use of evidence for planning, coordination, accountability and advocacy, and supported long-term institutional strengthening.



Alana and Edwin receive academic support through the Multi-Year Resilience Programme in Ecuador, locally known as EstudiANDO.

© RET Ecuador

BOX 2.4:

Notable examples of programmes with improved systems for coordination, harmonisation and institutionalisation of crisis- and risk- related data



CAMEROON MYRP

Integrating crisis indicators into StatEduc: Working with the ministries of education, the MYRP integrated emergency education indicators into StatEduc, Cameroon's national education data platform–a key step toward institutionalising EiEPC data. Harmonised monitoring tools and joint reporting with local authorities, school committees and communities strengthened decentralised planning and ownership, while systematic disaggregation by gender, disability, and displacement status enabled more targeted, inclusive programming. As a result, education authorities are better equipped to anticipate and respond to crises using reliable, shared data.



BANGLADESH MYRP

Support to a sector-wide data monitoring system: The MYRP built a standardised, sector-wide data system–assessing 902 learning facilities in Cox's Bazar and achieving 100% uptake among implementing partners of shared reporting tools (5W, Quality Benchmarks, Learning Management Systems) despite connectivity challenges. Better data translated into better decisions. Partners identified and enrolled out-of-school children, expanded access for adolescent girls and increased inclusion of children with disabilities. Meanwhile, community committees and government engagement and capacity building anchored the system in local and national accountability structures.



UKRAINE MYRP

Establishment of the Education in Emergencies Research Center (EiERC): The MYRP supported the establishment of the EiERC to generate policy-relevant evidence for the Ministry of Education and Science's response to wartime education challenges. Key studies included a national mixed-methods study on vocational education, an assessment of perceptions of competency-based learning among conflict-affected populations, and international research on peacebuilding and modern skills. Findings informed regulatory amendments, programme adjustments, national monitoring systems, and policy discussions on psychosocial support, curriculum reform and education's role in recovery and reconstruction.

> "To strengthen the production, sharing and use of data and evidence, ECW supported MYRP countries in building systems and capacities for the coordination, harmonisation, and institutionalisation of crisis- and risk-related education data.

The use of ECW-supported knowledge products on EiEPC remains stable, even as the number of products developed increased.

INDICATOR 25

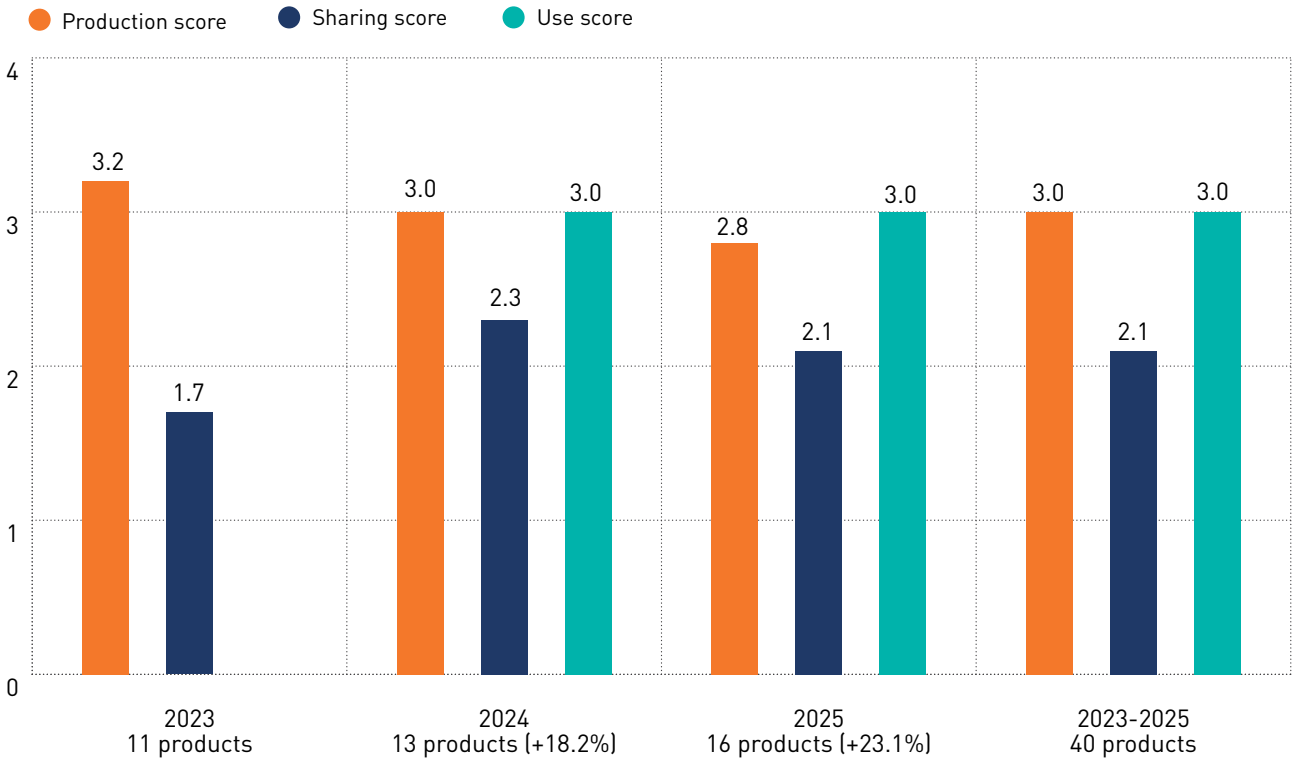
Extent to which knowledge products supported by ECW in support of education for crisis-affected children are produced, shared, and used

	CUMULATIVE 2025 RESULT	**3/4**	Production–a moderate extent
	TARGET	**4/4**	Production–a significant extent
	2023 RESULT	**3.2/4**	Production–a moderate extent
Evidence base: 40 knowledge products			
	CUMULATIVE 2025 RESULT	**2.1/4**	Sharing–a limited extent
	TARGET	**4/4**	Sharing–a significant extent
	2023 RESULT	**1.7/4**	Sharing–a limited extent
Evidence base: 40 knowledge products			
	CUMULATIVE 2025 RESULT	**3/4**	Use–a moderate extent
	TARGET	**3/4**	Use–a moderate extent
	2024 RESULT	**3/4**	3/4 Use–a moderate extent
Evidence base: 24 knowledge products			

ECW's global efforts to advance data and evidence are anchored in the development of knowledge products on the education of crisis-affected children through the Acceleration Facility (AF). The quality of production and sharing of these products is assessed annually for products developed in the previous year, while their use is assessed through a stakeholder survey conducted with a one-year lag. In 2026, ECW assessed the quality of production and sharing of 40 products, including 16 new knowledge products developed in 2025, while 68 survey respondents provided feedback on the use of 24 products developed in 2023–2024 (see Figure 2.4).

Overall, scores remain largely consistent with previous years. The use of knowledge products reached a moderate level (3 out of 4), meeting ECW's target, while production and sharing scores remained moderate or low and at risk of falling short of ECW's targets. On the production side, many knowledge products demonstrated inclusive design and were often developed with multiple and diverse stakeholders. However, scores were lowered by the absence of a clear methodology. On the sharing side, the primary shortcoming was limited accessibility, with several products available only in English and not offered in alternative formats.

FIGURE 2.4: Average Annual and Cumulative Scores (Indicator 25)



These findings point to key aspects of evidence generation and sharing that can be strengthened, while confirming the utility of the products developed by AF partners across the strategic plan period. These findings also highlight the value of the AF as a platform for generating global public goods through strong partnerships. By leveraging the comparative strengths of specialised entities, the AF strengthens sector-wide learning, evidence and practice that benefit crisis-affected children beyond individual programmes.

“These findings also highlight the value of the AF as a platform for generating global public goods through strong partnerships.



© UNICEF/Le Lijour

CHAPTER 3:

INCREASED AND BETTER FUNDING FOR EIEPC

Education systems in crisis-affected contexts faced mounting pressure in 2025 as conflict, climate-related shocks and displacement continued to disrupt learning. At the same time, reductions in official development assistance and growing competition across humanitarian sectors further constrained the resources available to respond.

Against this backdrop, investment in education in emergencies and protracted crises (EiEPC) became both more difficult and more urgent. Education offers protection, stability, psychosocial support, learning and hope during crises, while also supporting longer-term recovery and resilience. Yet it continues to receive only a small share of humanitarian financing.

For ECW, 2025 was more than a difficult funding year. It was a turning point in the financing environment for humanitarian and development action. ECW responded by mobilising resources, protecting and prioritising core investments, and beginning to reposition the Fund for a more constrained era of international cooperation. At the same time, ECW worked with partners across the education in emergencies community to advocate for greater attention to education within humanitarian and development financing and to help sustain support for crisis-affected children and adolescents.

This chapter follows that logic:

Section 1 examines ECW resource mobilisation;

Section 2 explains how ECW allocated and adapted resources through its funding windows in a constrained financing environment;

Section 3 reports against ECW Strategic Plan financing indicators and sets out the case for increased and better financing for education in emergencies.[48]



© UNICEF/ Franco

48 Unlike earlier chapters, the financing indicators in this section are reported on an annual basis rather than cumulatively across the 2023–2025 Strategic Plan period. This reflects the nature of financing data, which are tracked and interpreted by reporting year.

1.

MOBILISING ECW RESOURCES FOR EDUCATION IN EMERGENCIES

In the most challenging financing test since ECW was founded, ECW continued to mobilise resources while working to protect a resilient financing base.

In 2025, the financing environment for humanitarian and development action shifted sharply. Reductions in official development assistance, deepening and multiplying crises, and growing scrutiny of multilateral financing converged within a single year. Education, already among the most chronically underfunded areas of crisis response, faced renewed risk of being deprioritised at precisely the moment displaced and crisis-affected children and adolescents needed it most.

This was not a passing disruption. The shifts of 2025 reflected a deeper structural realignment in how the world finances humanitarian and development action, shaped by changing geopolitics and competing national priorities. For the only global fund dedicated to education in crises, the implications reached beyond any single funding cycle.

INDICATOR 22

Funding mobilised for ECW Trust Fund[49]

CUMULATIVE 2025 RESULT	**US$946M**
TARGET	**US$1.5bn**
CUMULATIVE 2024 RESULT	**US$934m**

In 2025, ECW received US$166.4 million in contributions. With the additional contribution of GBP 14 million from the United Kingdom, total funding mobilised for the 2023-2026 strategic period reached US$946 million by the end of the year. This represents 63% of the US$1.5 billion Strategic Plan target.

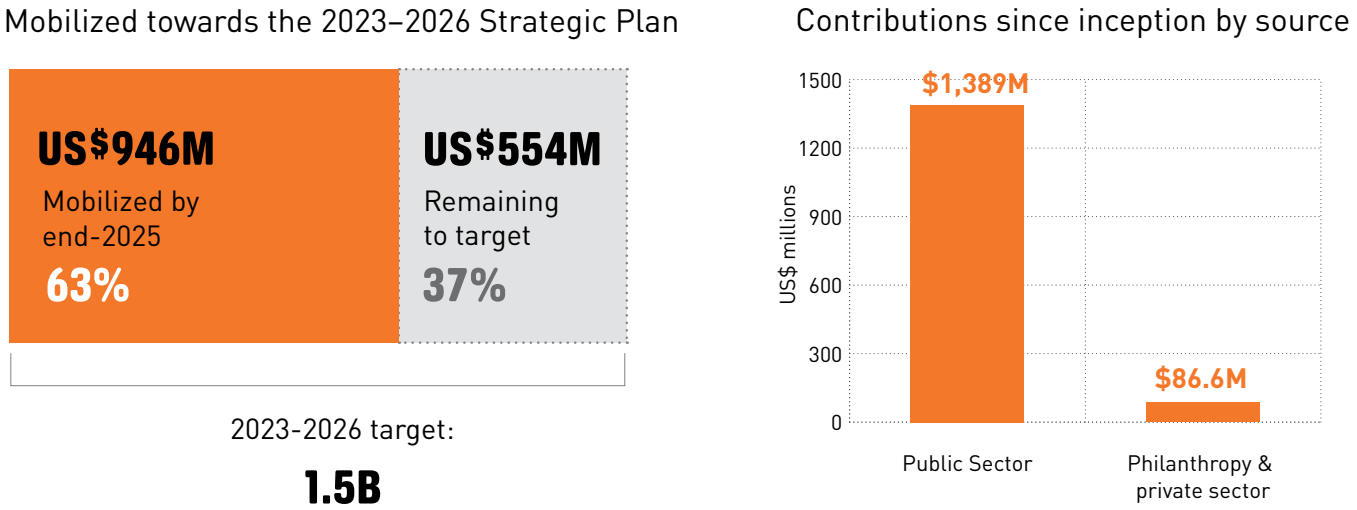
The total includes approximately US$60 million in pledges from two contributors that have not been converted into signed contribution agreements.

Because these pledges remain unformalised, they will no longer be reflected in ECW's mobilised funding from 2027 onwards.

Since inception, ECW has received US$1.48 billion in contributions and mobilised US$1.66 billion in funding. Public-sector contributions account for approximately US$1.389 billion, while philanthropy and private-sector contributions account for approximately US$86.6 million.

49 This indicator tracks total funding mobilised towards the 2023-2026 Strategic Plan.

FIGURE 3.1: ECW resources mobilized towards the 2023-2026 Strategic Plan



Source: ECW Secretariat financial data.

What the 2025 result means for ECW's financing base

The 2025 resource mobilisation result shows both continued confidence in ECW and the scale of the challenge ahead. ECW secured contributions in a difficult year, while the gap to the US$1.5 billion Strategic Plan target remained substantial. With the current strategic period drawing to a close, the resource mobilisation focus is now shifting towards the 2027-2030 Strategic Plan: sustaining existing partnerships, broadening the financing coalition, and making a clear case for renewed investment in education in emergencies.

That case rests on ECW's distinctive value: flexible financing through a dedicated crisis education fund that can move quickly when crises disrupt learning, sustain support in protracted settings and work through partners closest to affected children, while aligning with national and partner-led efforts wherever conditions allow. In a tighter financing environment, ECW's ability to raise and retain support will depend on demonstrating this value clearly: not only the scale of need, but what timely investment makes possible for children and adolescents.

The composition of ECW's financing reinforces the importance of broadening the Fund's revenue base over time. Public-sector partners remain central to ECW's model and mandate, and future resilience will also require stronger engagement with new government donors, philanthropic foundations, the private sector and innovative financing partners. The strategic implications of this shift are taken up in the Looking Ahead chapter, which sets out how ECW is repositioning for the next financing era.

> "ECW secured contributions in a difficult year, while the gap to the US$1.5 billion Strategic Plan target remained substantial.

2.

ALLOCATING ECW RESOURCES WHERE NEEDS AND GAPS ARE GREATEST

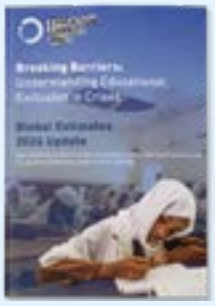
In a constrained financing environment, the central question is not only how much funding can be mobilised, but how scarce resources are directed where ECW can add the greatest value. ECW's allocation decisions draw on evidence of need, contextual judgement, partner capacity, funding availability and the Fund's comparative advantage as a crisis-responsive financing mechanism.

In 2025, ECW focused on protecting programme continuity, maintaining the speed and flexibility of its crisis response, and preparing for a more integrated programming model in the next strategic period. The evidence work summarised in Box 3.1 provides an important foundation for these choices, while the sections that follow show how ECW allocated and managed resources through its funding windows: First Emergency Responses (FERs), Multi-Year Resilience Programmes (MYRPs) and the Acceleration Facility (AF).

BOX 3.1:

Evidence for global measurement, advocacy and investment choices

ECW's evidence work serves three connected purposes. It strengthens global measurement of education needs in crisis settings, supports advocacy for greater investment in education in emergencies and protracted crises, and helps ECW and partners make more informed choices about where scarce resources can add the greatest value.



The Global Estimates provide the clearest picture of the scale, concentration and characteristics of education needs in crisis settings. This work has not only produced headline estimates for advocacy; it has also contributed to improving how crisis-affected children are reflected in global out-of-school figures. Building on earlier discussions with the UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report on the limitations of modelled estimates in rapidly changing crisis contexts, ECW chaired the Education Data and Statistics Commission (EDSC) task force established in 2024 to develop an approach for better incorporating humanitarian evidence into

out-of-school estimates. The work culminated in February 2025 with ECW's presentation to the EDSC of a proposed protocol for adjusting out-of-school estimates in crisis-affected contexts.

The proposed approach explored how global estimates could better incorporate and triangulate humanitarian data sources, including Multi-Sectoral Needs Assessments, information on school closures and reopenings, and crisis severity data, so that estimates better reflect rapidly changing crisis dynamics that are not always captured in traditional out-of-school children (OOSC) reporting.



The EiEPC Financing Observatory, developed with UNESCO's Global Education Monitoring Report team, complements this needs evidence by clarifying how education in crises is financed across humanitarian and development channels. The joint ECW-GEM paper, Funding for Education in Crises: Data in Distress, showed that no single global database captures the full financing picture. The UN Office for the Co-ordination of Humanitarian Affairs Financial Tracking System (OCHA FTS), the Organisation for Economic Co-operation and Development (OECD) Creditor Reporting System and the International Aid Transparency Initiative each provide important but partial views.

Together, these products are core advocacy assets. They give ECW and partners a clearer account of where needs are concentrated, how financing is flowing, where gaps remain and what investment can make possible for children in crisis settings.

They also strengthen the evidence base for future multi-year investment choices. In 2025, ECW refined its investment prioritisation approach to bring together evidence on need with a clearer assessment of value add, feasibility, complementarity and available resources. This forward-looking approach will inform how ECW allocates scarce financing in the next strategic period, including as it transitions towards CORE.



A student holds up her schoolwork in the Democratic Republic of the Congo. With support from ECW and partners, distance learning is helping children whose education has been disrupted by conflict continue learning and build hope for the future.

©UNICEF/Benekire

From prioritisation to allocation: ECW's 2025 funding windows

ECW's funding windows translate prioritisation into action.

First Emergency Response (FER)

FERs provide rapid financing when crises suddenly arise or escalate.

US$109.7m in rapid funding across 20 countries; US$40.6m in new FER funding approved in 2025 across 11 countries

Multi-Year Resilience Programmes (MYRP)

MYRPs provide predictable support in protracted crises, helping partners sustain access to learning and strengthen coordination around shared priorities.

US$520.4m in active MYRP investments across 26 countries; US$140.3m released in 2025

Acceleration Facility (AF)

The AF supports global public goods, innovation and evidence that can benefit the wider EiEPC sector.

Featured climate-focused 2025 grants include US$250,000 for anticipatory action evidence, US$60,000 for greener temporary learning spaces and US$1.0m for education in Loss and Damage finance

Total active country portfolio in 2025:
Integrated ECW investment footprint across crisis contexts

US$630.1m across 31 crisis-affected countries

Source: ECW Portfolio Overview 2025.

In 2025, ECW's active portfolio totalled US$630.1 million across 31 crisis-affected countries. Multi-Year Resilience Programmes accounted for US$520.4 million in multi-year funding across 26 countries. First Emergency Responses accounted for US$109.7 million in rapid funding across 20 countries. Regionally, 60% of active investments were in Africa, 20% in Asia and Eastern Europe, 15% in the Middle East and 5% in Latin America.

> ECW's active portfolio totalled US$630.1 million across 31 crisis-affected countries.

First Emergency Responses: Rapid financing when crises arise or escalate

ECW's FER window provides rapid financing when crises suddenly arise or escalate, helping partners restore access to learning when children and adolescents are most at risk of being left behind. These crises may be triggered by armed conflict, climate-related disasters, economic shocks or other drivers that are often interconnected and complex. In 2025, ECW approved US$40.6 million in new FER funding across 11 countries, including both new programmes and cost extensions.

INDICATOR 21

% FERs disbursed up to 12 weeks after the humanitarian appeal date[50]

2025 RESULT	**40%**
TARGET	**75%**
2024 RESULT	**10%**

Timeliness is central to the value of the FER window, but speed is not an end in itself. The aim is to reduce avoidable delays while maintaining quality assurance, partner due diligence, country-level coordination and attention to protection, gender equality and inclusion. Faster disbursement matters because delays can leave children and adolescents without learning, protection and psychosocial support during acute emergencies; the quality of the response still depends on programme design, partner capacity and implementation.

In 2025, ECW recorded its fastest FER disbursement performance since inception: 40% of FERs met the 12-week benchmark, up from 10% in 2024. Direct year-on-year comparison should be interpreted with caution, as FERs are triggered by different crisis dynamics. In some contexts, a new humanitarian appeal provides a clear reference point; in others, responses follow an escalation of an existing crisis or a request for support from partners. Even with this caution, the 2025 result points to important progress in reducing operational bottlenecks and improving the timeliness of ECW's rapid response. It remains below the 2026 target of 75% and should therefore be read as slow progress rather than target achievement.

The improvement reflects broader acceleration across ECW's rapid response mechanism. Total response time fell by 36%, from 20.3 weeks in 2024 to 13 weeks in 2025. This was driven largely by a 61% reduction in approval time, from 15.5 weeks to 6 weeks. Several responses moved faster than the average: the Egypt grant was approved in four days; funds were released the same day in Bangladesh and the State of Palestine; and disbursements were completed within one day in Afghanistan and the Democratic Republic of the Congo.

50 In case of absence of humanitarian appeal, the date on which support was requested was used as the starting point.



Children take part in a group learning activity in Burkina Faso. Inclusive, gender-responsive education is helping girls and boys strengthen foundational skills and progress in their learning.

© UNICEF

US$40.6 MILLION

approved in new FER funding across 11 countries

FOUR DAYS:

the **Egypt** grant approval

SAME DAY:

release of funds in **Bangladesh** and the **State of Palestine**;

These gains show that ECW can reduce process bottlenecks while maintaining the safeguards required for accountable crisis response. Sustaining and further improving this performance will be important as ECW enters its next strategic period and seeks to preserve the speed and flexibility that distinguish its crisis-response financing.

Multi-Year Resilience Programmes: Predictable support in protracted crises

The MYRP window provides predictable financing in protracted crises, helping partners sustain access to learning, avoid stop-start responses and plan beyond the immediate emergency phase. Its entry point remains crisis-responsive: protecting continuity of learning for affected communities while creating opportunities to support recovery, strengthen resilience and connect crisis response with longer-term education priorities.

MYRPs are designed to strengthen coordination around a shared programme framework. Since 2024, they have been delivered through consortiums that bring together international and local partners, working with governments wherever possible. This model strengthens accountability, supports joint planning and advances localisation by design: consortium members share decision-making responsibilities, even where one partner serves as the lead. In this way, MYRPs can connect community-level delivery with broader system priorities without duplicating national-level sector reform financing.

The model also gives partners flexibility to adapt as conditions change. Crisis modifiers enabled rapid additional funding in South Sudan (US$1 million) for the Sudan regional refugee response and in Ethiopia (US$300,000) for preparedness against climate hazards. For budget reallocations below 20% between programme outcomes, no formal submission or approval is required; where reallocations exceed that threshold, ECW approved reprogramming requests in an average of 2.5 weeks. This flexibility helps partners respond to shifting realities while preserving programme continuity–a critical advantage in protracted crises where needs evolve quickly and predictable support remains essential.



US$1 MILLION

additional funding in **South Sudan** for the Sudan regional refugee response



US$300,000

Ethiopia for preparedness against climate hazards.

MYRPs are helping align additional country-level financing.

INDICATOR 9

Average amount of new aligned funding per programme benefiting from strong coordinated planning and delivery

2025 RESULT	**US$48M**
TARGET	**US$50m**
2024 RESULT	**US$37.3m**

Beyond direct programming, MYRPs serve as platforms for joint planning, advocacy and resource alignment. Depending on the context, this coordination builds on existing in-country mechanisms, including Education Clusters, Education in Emergencies Working Groups, refugee education coordination platforms and education sector coordination groups. Through these mechanisms, MYRPs help country partners coordinate around shared education response priorities and encourage external funding to align with agreed objectives, target populations and delivery mechanisms.

In 2025, programmes reporting new aligned funding recorded an average of US$48 million in aligned resources benefiting from strong coordinated planning and delivery. This represents an increase from US$37.3 million in 2024 and is close to the 2026 Strategic Plan target of US$50 million, suggesting that Indicator 9 is on track.

These resources should not be presented as funding mobilised directly by ECW or as financing that flows through the ECW Trust Fund. Rather, they reflect the collective advocacy, coordination and planning efforts of the wider EiEPC community, with MYRPs providing the platform through which external resources can be better aligned with shared priorities.



Two students draw and colour together during a classroom activity in Iraq.

© UNICEF/Njiokiktjien

Acceleration Facility: Sector-wide innovation and global public goods

The AF enables ECW to invest in and work with specialised partners on sector-wide challenges that no single organisation can solve alone. It supports evidence, innovation, policy dialogue and coordination that strengthens the EiEPC ecosystem and can be adapted across multiple crisis contexts.

Its added value lies in connecting global learning with country experience, helping partners test and scale approaches that can inform practice beyond a single programme or geography. In this way, the facility complements ECW's country investments by strengthening the knowledge, tools and partnerships needed for sector-wide change.

The following examples illustrate how AF supported climate-related innovation and policy influence in 2025. ECW invested US$250,000 to generate evidence on anticipatory action pilots in Somalia and Pakistan, helping move education from a reactive crisis response model towards forecast-based financing that can protect learning before disruption occurs. ECW also invested US$60,000 in guidance for greener, safer and more durable temporary learning spaces. In addition, ECW put up US$1 million to integrate education into Loss and Damage finance by generating evidence, engaging climate negotiators and positioning education within global climate financing mechanisms.

These examples represent selected investments from the AF rather than the full scope of the window. Together, they show how the facility can strengthen sector capacity, generate global public goods and position education within emerging climate policy and financing debates. Looking ahead, the AF can increasingly serve as ECW's engine for innovation, learning and policy influence, with stronger links to country programmes to ensure rapid testing and scaling of solutions.

US$60,000

in guidance for greener, safer and more durable temporary learning spaces.

US$250,000

to generate evidence on anticipatory action pilots in **Somalia and Pakistan**



Looking ahead:
Transitioning to CORE

In response to the growing need for faster, more efficient and less fragmented support, ECW will begin piloting its Crisis-Oriented Resilience and Education window (CORE) in 2026. CORE is intended to strengthen the connection between rapid crisis response and longer-term resilience by bringing together the functions currently delivered through FERs and MYRPs, while maintaining ECW's crisis-responsive entry point and alignment with national and partner-led systems where feasible.

The pilot phase will allow ECW and partners to refine operational processes, including faster disbursement, simplified design and strengthened alignment with government, partner and community priorities. It will also provide an opportunity to test how crisis-responsive financing can better remove barriers to learning, support recovery and contribute to more sustainable system impact without duplicating other education financing mechanisms.



Better prioritisation and more flexible allocation cannot, however, compensate for insufficient global financing. Even where ECW allocates resources carefully, education requirements continue to exceed available resources by a wide margin. The following section therefore turns to the wider financing landscape and ECW's advocacy role.

3.

ADVOCATING FOR BETTER GLOBAL FINANCING FOR EDUCATION IN EMERGENCIES

While ECW mobilises and prioritises its own resources, its mandate also includes advocating for greater attention to education within humanitarian financing. This section reports the Strategic Plan financing indicators using OCHA FTS data downloaded on 18 August 2026[51], compares results with previous years and assesses progress against the 2026 targets.

Together, the indicators track the humanitarian education financing pipeline: from the formulation, prioritisation and costing of education requirements in humanitarian appeals, through to the funding received, education's share of sector-specific humanitarian funding, the proportion of education requirements covered, and the resources directed to forgotten crises. They are distinct from broader trends in development aid, which are considered in the synthesis at the end of the section to show how pressures on humanitarian and development financing intersect.

The results presented below underscore why sustained advocacy for education financing in crisis contexts remains urgent. At the same time, ECW's advocacy is evolving. Stronger evidence on needs, financing and results is helping shift the conversation beyond the scale of the funding gap to demonstrate what targeted investment can make possible for children affected by crises.

This case is strongest when made collectively. ECW works with governments, donors and partner platforms, including the Geneva Global Hub for Education in Emergencies, the Global Education Cluster, INEE, the Global Campaign for Education, UNICEF, UNHCR, and other civil society, UN, donor and youth-led coalitions. With their support, ECW advances two closely connected objectives: mobilising resources for ECW-supported investments and strengthening the prioritisation of education in emergencies across humanitarian, development and climate financing.



51 As donors and partners may report new data to FTS at any time, FTS is updated regularly, and funding flows from previous years may be revised accordingly.

BOX 3.2:

Changing the conversation: evidence, results and the case for investment



In a more constrained financing environment, ECW is adapting how it makes the case for education in emergencies. Previous advocacy often led with the size of the financing gap and asked partners to help close it. In 2025, ECW began shifting towards a more focused and evidence-based case: one that shows what investment makes possible for children, even when resources are limited.

The evidence architecture described in Section 2 is central to this shift. The Global Estimates make crisis-affected and out-of-school children more visible in global education data, including through efforts to better reflect crisis dynamics in out-of-school estimates. The EiEPC Financing Observatory and OCHA FTS trend analysis show how financing falls short of those needs. Together, these tools allow ECW and partners to connect need, financing gaps and results more clearly.

This changes the advocacy message. The case is not only that the gap is large, but that targeted investment can restore access to learning, protect children's well-being, support teachers, sustain continuity during disruption and open pathways towards recovery and resilience. ECW's results data give that case practical weight by showing what flexible, crisis-responsive financing can deliver.

At the centre of this approach are the children and adolescents ECW supports–not as the objects of an appeal, but as protagonists of their own futures. The aim is not only to mobilise resources, but also to renew conviction that education in crises remains one of the most effective investments available for protection, stability and recovery.

“Targeted investment can restore access to learning, protect children's well-being, support teachers, sustain continuity during disruption and open pathways towards recovery and resilience. ECW's results data give that case practical weight by showing what flexible, crisis-responsive financing can deliver.

Education remains a small share of humanitarian appeal requirements.

INDICATOR 10

EiE funding required as a % of total appeal funding

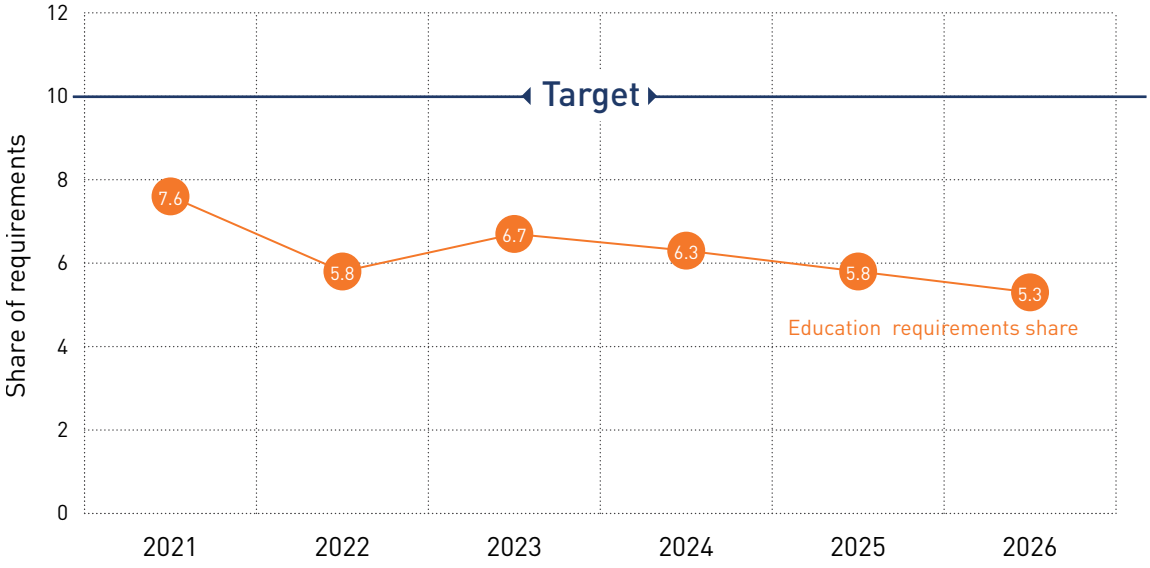
	2025 RESULT:	**5.3%**	**for Global Humanitarian Overview (GHO) 2026 at its launch date on 8 December 2025, and updated to 5.3% as of 18 August 2026**
	TARGET	**10.0%**	
	2024 RESULT	**5.8%**	for GHO 2025

Education represented 5.3% of total humanitarian appeal requirements in the latest 2026 OCHA FTS snapshot, remaining below the 5.8% recorded in the GHO 2025 and well short of ECW's 10% Strategic Plan target. Although this is above the 4.6% recorded at the GHO 2026 launch, the overall message is unchanged: education continues to account for a relatively small share of humanitarian requirements.

Lower appeal requirements should not be interpreted as lower levels of need. Across the humanitarian system, response plans have become more narrowly prioritised as available resources have failed to keep pace with growing needs. The education trend therefore reflects both a more constrained humanitarian response and the continuing challenge of ensuring that education receives adequate attention within humanitarian planning and financing.

The trend points to an upstream financing challenge: education's position is shaped first by what is included, targeted and costed in appeals, before donor allocations are made. Continued advocacy at the appeal formulation and prioritisation stages is therefore essential.

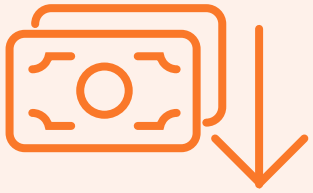
FIGURE 3.2: Education requirements as a share of total humanitarian appeal requirements, 2021-2026



Source: OCHA FTS sector requirements and Global Sectors dashboard, 18 August 2026; ECW analysis.

BOX 3.3:

Is education being crowded out during humanitarian prioritisation?



The introduction of prioritised requirements in the 2026 humanitarian appeal architecture provides a new lens for understanding how sectors are positioned when resources are most constrained. Prioritised requirements identify the activities considered most urgent within increasingly focused appeals.

At the 2026 GHO launch, education accounted for around 2.5% of the 87 Million Lives prioritised envelope, and 51.7% of its own launch requirement was retained. Education was among the most heavily compressed sectors. Nutrition retained 51.3% of its requirement, food security 54.8%, WASH 61.1% and protection 61.8%, while health retained 77.3%. Education therefore represented the smallest share of the prioritised envelope among the major sectors shown, while health was substantially more protected.

These figures should be read as a same-vintage launch comparison: the original GHO requirements and the hyper-prioritised requirements are measured at the same point in time and should not be mixed with later FTS revisions. The pattern suggests that education was particularly vulnerable when the response was narrowed, although it was not unique; food security and nutrition were also heavily reduced. This is consistent with the Global Education Cluster's 2025 analysis across 21 Education Clusters, which found education requirements reduced by 33% and target populations by 43%, with reductions more pronounced than across the 'Big Five' clusters collectively.

TABLE 3.2: Prioritised humanitarian requirements by sector, GHO 2026

Sector	GHO requirements	Prioritised requirements	Prioritised share
Education	US$1,145.4m	US$592.0m	2.5%
Food Security	US$7,495.9m	US$4,107.1m	17.6%
Health	US$2,458.8m	US$1,901.3m	8.1%
Nutrition	US$1,911.6m	US$980.5m	4.2%
Protection	US$1,491.6m	US$921.6m	3.9%
Water Sanitation Hygiene	US$2,532.5m	US$1,546.6m	6.6%

Source: OCHA GHO 2026 at-launch requirements and 87 Million Lives prioritised requirements; ECW analysis.

Humanitarian education funding continued to decline in 2025.

INDICATOR 18

a. Amount of total annual EiEPC funding

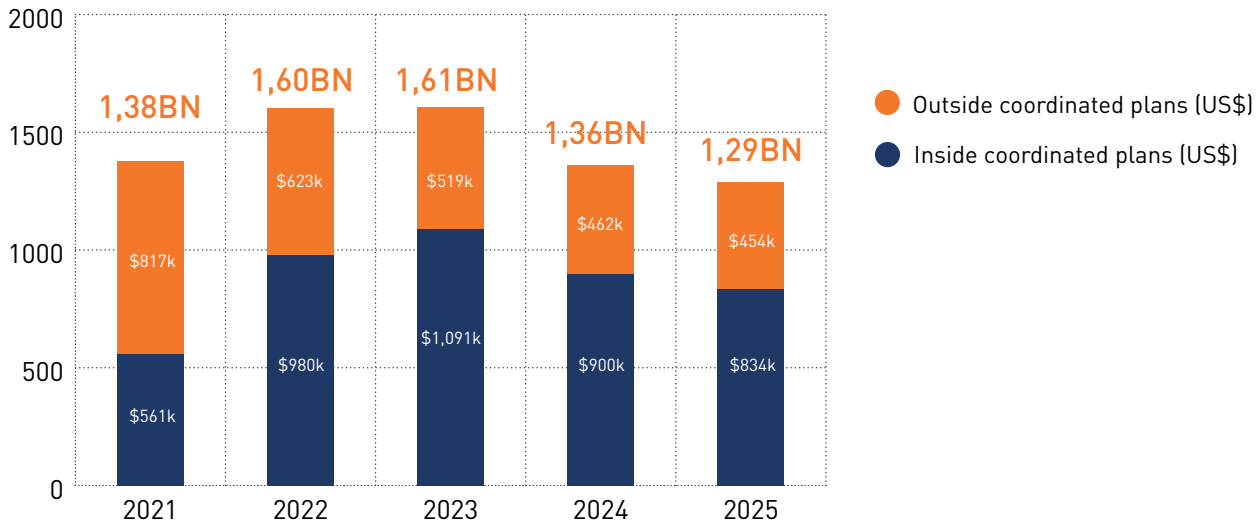
	2025 RESULT:	**US$1.289BN**
	TARGET:	**US$1.200bn**
	2024 RESULT:	**US$1.362bn**

In 2025, total humanitarian education funding reported to FTS reached US$1.289 billion. Although this remains above the Strategic Plan benchmark of US$1.2 billion, the more important trend is the continued decline: the 2025 total was 5.4% lower than in 2024 and 20% below the 2023 peak of US$1.610 billion.

Of the 2025 total, US$834.3 million was recorded against coordinated plans and US$454.3 million outside coordinated appeals. Both streams remained below their 2023 levels. Funding outside appeals can support important education activities, but its classification is more variable. The coordinated-plan series therefore provides the clearest basis for comparing funding with appeal requirements and coverage over time.

The nominal benchmark remains useful for tracking progress in the Results Framework, but it should be interpreted alongside the expanded reporting of education funding in FTS. The key message for 2025 is therefore the funding trend rather than target performance: humanitarian education funding has fallen for two consecutive years from its 2023 high point.

FIGURE 3.3: Humanitarian education funding, inside and outside coordinated plans, 2021-2025



Source: OCHA FTS total reported funding by sector and funding progress to coordinated plans by sector, 18 August 2026; ECW analysis.

Education's share of sector-specific funding rose in 2025, despite lower absolute funding.

INDICATOR 19

% EiE funding (out of sector-specific humanitarian funding)

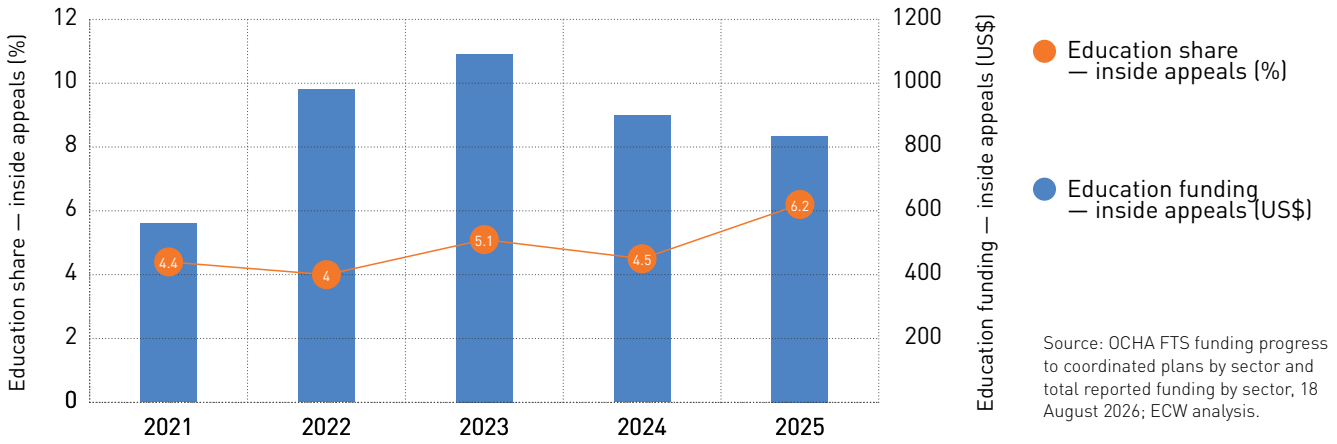
2025 RESULT:	**6.2%**	**inside coordinated appeals (5.8% all reported)**
TARGET:	**8.0%**	
2024 RESULT:	**4.5%**	inside coordinated appeals (4.8% all reported)

In 2025, education accounted for 6.2% of sector-specific funding inside coordinated appeals, up from 4.5% in 2024 but still below the 8% Strategic Plan target. On an all-reported basis, including funding outside coordinated appeals, the 2025 share was 5.8%.[52]

The increase in education's share should not be read as an increase in education funding. Education funding inside appeals fell by 7.3% between 2024 and 2025, from US$900.0 million to US$834.3 million. Total sector-specific funding inside appeals contracted by 32.7%, from US$20.16 billion to US$13.56 billion. Over the same period, food security funding fell by 44.9%, nutrition by 53.7%, WASH by 35.6% and health by 15.1%. Food security alone accounted for more than half of the US$6.59 billion decline in sector-specific funding.

Education was relatively resilient within a much smaller funding envelope. It lost funding, but less than the sector-specific portfolio overall. This explains why its share rose to 6.2%. Despite this relative resilience, education continues to account for one of the smaller shares of funding among the main humanitarian sectors. In 2025, food security accounted for 33.9% of sector-specific funding inside appeals, protection for 13.3% when funding reported separately to its four Areas of Responsibility is included, and health for 12.9%. WASH accounted for 6.4% and shelter/NFI for 6.2%. Education, at 6.2%, was broadly level with shelter/NFI and slightly above nutrition at 5.4%.

FIGURE 3.4: Education funding as a share of sector-specific humanitarian funding (inside appeals), 2021-2025



Source: OCHA FTS funding progress to coordinated plans by sector and total reported funding by sector, 18 August 2026; ECW analysis.

52 For this indicator, sector-specific funding excludes Multi-sector, Multiple Sectors (shared) and Not specified amounts; Multipurpose Cash and Other remain in the denominator.

Education funding covered less than one-third of requirements in 2025.

INDICATOR 20

% EiE funding against required EiE appeal funding

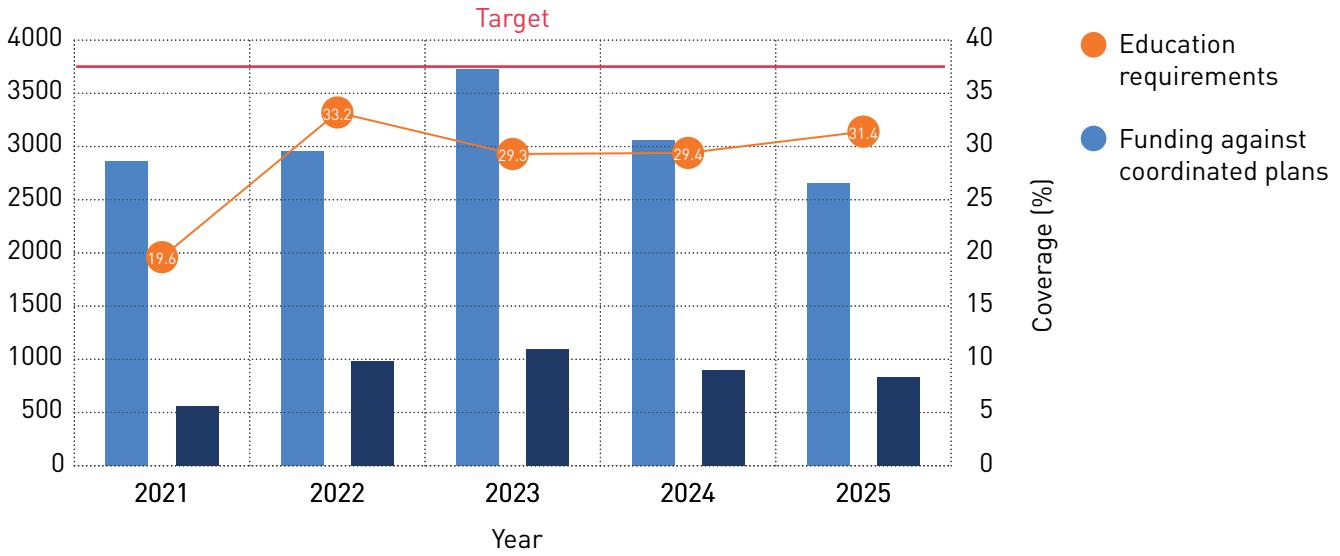
2025 RESULT	**31.4%**
TARGET	**40.0%**
2024 RESULT	**29.4%**

Education funding covered less than one-third of coordinated appeal requirements in 2025: 31.4%, up from 29.4% in 2024 but still below ECW's 40% Strategic Plan target. In nominal terms, US$834.3 million in funding was reported against US$2.654 billion in education requirements, leaving an estimated US$1.820 billion gap.

The improvement in coverage reflects a smaller ask, not a more adequate response. Between 2024 and 2025, education requirements fell by 13.3% while funding inside appeals fell by 7.3%, producing better coverage within a narrowed response plan. Education also held up better than several major sectors: food security coverage fell from 50.7% to 32.9%, WASH from 35.8% to 22.6% and health from 43.2% to 38.6%.

Coverage at this level remains insufficient to provide predictable access to safe, inclusive and quality education. Where requirements and target populations have already been reduced through prioritisation, the coverage ratio understates the gap between funded response plans and the wider scale of educational need.

FIGURE 3.5: Education requirements, funding and coverage, 2021-2025



Source: OCHA FTS funding progress to coordinated plans by sector, 18 August 2026; ECW analysis.

Funding to forgotten crises remains essential, but needs continue to outpace resources.

INDICATOR 18

b. Amount of total annual EiEPC funding to forgotten crises

2025 RESULT	**US$522.6M**
TARGET	**US$150m**
2024 RESULT	**US$232.4m**

In 2025, approximately US$522.6 million in humanitarian education funding was directed to countries classified as forgotten crises under the European Commission's Forgotten Crisis Assessment. This represented 40.6% of total humanitarian education funding reported to FTS, more than double the US$232.4 million recorded in 2024 and well above the US$150 million Strategic Plan target.

This marks important progress in directing education financing to crises with low visibility and persistent neglect. However, it should not be read as evidence that forgotten crises are adequately funded. Many continue to face severe education financing gaps despite the increased volume of funding reaching them.

This finding reinforces the importance of ECW's role, alongside partners, in keeping forgotten crises visible and financed. These contexts often combine acute education needs, persistent underfunding and limited political attention, underscoring the need for dedicated financing mechanisms and sustained collective advocacy.

What the financing indicator analysis reveals

Taken together, the financing indicators point to a sharply more constrained environment for education in crises. The wider contraction in international aid and the Humanitarian Reset have reduced resources across sectors and forced much tighter prioritisation. Education is being affected by this system-wide squeeze while entering it from an already weak relative position, increasing the risk that it is crowded out as scarce resources are prioritised across sectors.

The findings suggest that this risk is particularly acute upstream, where education requirements can be compressed during humanitarian planning and prioritisation before funding decisions are made. At the funding stage, education has been comparatively more resilient within a much smaller envelope, but this should not be interpreted as stronger prioritisation. Education funding still declined in absolute terms in 2025, while its share of sector-specific funding inside appeals rose to 6.2% mainly because overall sector-specific funding contracted much more sharply. Education nevertheless continues to account for one of the smaller shares among the main humanitarian sectors–broadly level with shelter/NFI and only slightly above nutrition–and remains below ECW's 8% target. Coverage improved and funding to forgotten crises showed progress, but substantial financing gaps remain.

UNESCO's GEM Report Policy Paper 52, Counting the loss: Aid to education in 2024 and 2025, shows that these pressures extend beyond humanitarian financing. Country programmable aid to education declined by US$0.9 billion, or 8%, between 2023 and 2024, falling to US$10.6 billion. As with humanitarian appeal funding, education also occupied a relatively

low position within the wider development financing envelope, accounting for just 7.5% of sector-allocable ODA in 2024, its lowest share since 2010. UNESCO further estimates that in 2025 one third of low- and lower-middle-income countries may have received one third less aid than they received on average between 2021 and 2023, with countries such as Afghanistan, Liberia, Mali and Niger projected to have lost at least 40% of programmable education aid.

Read alongside the humanitarian indicators above, these trends point to a double squeeze for many crisis-affected and aid-dependent countries: declining development financing for education systems alongside persistent underfunding of humanitarian education responses. This creates a financing environment in which education systems in crisis-affected contexts are being asked to absorb simultaneous reductions in more predictable development support and continued gaps in humanitarian response financing.

For ECW, the implication is clear. Dedicated, flexible and predictable financing for education in crises remains essential, but it must be matched by sustained collective advocacy so that education is visible, prioritised and adequately costed from the outset of humanitarian planning. The wider contraction in development aid to education also underscores the importance of stronger links across humanitarian, development and climate finance, so that crisis-affected children and adolescents are not left exposed by shrinking financing streams on multiple fronts.



© UNICEF/Omar Satti

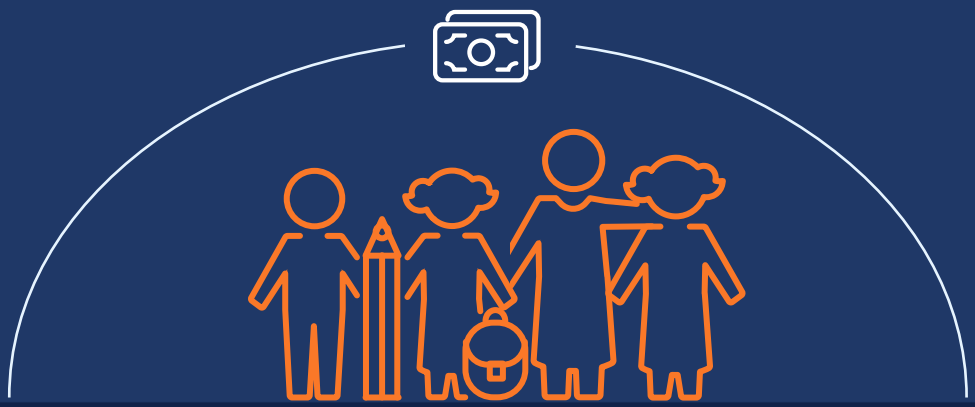
LOOKING AHEAD: REPOSITIONING ECW FOR A NEW FINANCING ERA

The financing landscape for education in emergencies is undergoing profound change. Humanitarian needs continue to rise as conflicts become more protracted, climate-related shocks intensify and displacement persists. At the same time, reductions in official development assistance and growing competition for humanitarian resources are placing greater pressure on education financing and increasing the need for stronger complementarity across the education in emergencies financing architecture.

The analyses presented in this report show that responding to this challenge requires more than mobilising additional resources. It also means protecting continuity of learning during acute disruption, directing scarce resources to where ECW can add the greatest value, and aligning with partner-led efforts so that crisis response can contribute to recovery and resilience where conditions allow.

Looking ahead, ECW will use evidence to sharpen advocacy, guide investment choices and strengthen complementarity with other education financing mechanisms. Through these efforts, the central purpose remains clear: financing for education in emergencies is ultimately about protecting children's opportunity to learn when crises disrupt their lives.

The case for investment begins with results—what ECW's investments have already achieved for children, and what is now at risk.



Results worth defending

THE FIRST CHAPTER OF THIS REPORT sends a clear message: even in the world's most severe crises, ECW-supported investments are reaching children who are too often left behind. It shows that these children are learning, progressing and building the foundations for a better future.

These results are not inevitable. As the example of learning in Gaza illustrates, they reflect the extraordinary persistence of children, teachers, caregivers, education systems and partners working under conditions that test every part of the humanitarian response.

But these gains are fragile. At a moment when the humanitarian architecture is under acute strain, reduced financing will force sharper choices about whom programmes can reach, what support can be sustained and which results can be protected. The Bangladesh example illustrates the consequences of those choices: when resources tighten, priorities narrow, and the effects are starting to become visible in the data, particularly for children most at risk of exclusion.

ECW's responsibility in this new era is therefore not only to help deliver results, but to protect them. That means grounding investments in evidence about what works, so that results are more likely to be achieved and sustained. It means maintaining a clear focus on children most at risk of exclusion, so that progress is not achieved by leaving the hardest to reach behind. And it means supporting ECW partners to learn from and share what it takes to ensure that children in crisis gain the literacy, numeracy, and social and emotional skills they need to recover and shape their futures. In a world where crises increasingly affect every society, these lessons are not peripheral to the future of education; they are central to it.

This is not a call for evidence for its own sake. It is a call for greater accountability, discipline and learning at a time when every dollar must go further.

This report marks important progress in that direction. It compares ECW's reach with global estimates of crisis-affected out-of-school children and, for the first time, analyses equity trends for girls across outcomes. It also reflects a stronger evidence base on learning. Nearly four in five eligible multi-year programmes are now reporting information on learning outcomes, compared with about half in 2023—evidence of the investments ECW and its partners have made to better understand whether children are learning in crisis settings.

There is still more to do. ECW will continue working with partners to strengthen reporting on children's outcomes, including the measurement of foundational literacy and numeracy, social and emotional learning, and well-being. It will also build stronger evidence on whether children's learning and well-being are improving, for whom, and through which forms of support. Looking ahead, ECW will continue to broaden and deepen the evidence base so that the promise of education in emergencies is not only delivered, but demonstrated—and protected for all.


© UNICEF/Fonseca

Systems that sustain results

In a context of growing humanitarian needs and diminishing funding, sustaining impact for children requires looking beyond individual programmes to the systems that make lasting change possible. This is particularly challenging in crisis-affected contexts, where fragility can weaken the institutions and systems meant to serve children most at risk. Yet it is precisely in these settings that stronger systems matter most. Achieving greater and more sustainable impact requires ways of working that are coordinated, localised and grounded in evidence, enabling effective approaches to be sustained and, where conditions allow, taken to scale.

THE RESULTS IN CHAPTER 2 show progress in this direction. ECW is not only supporting the delivery of education through its programmes; it is also strengthening the EiEPC systems and capacities on which that support depends. A growing share of MYRPs are demonstrating improved coordination across the humanitarian-development-peace nexus, with programmes helping translate that coordination into more lasting change—from nationally mandated inclusive education in Iraq and Lebanon to a government-owned emergency preparedness plan in South Sudan. ECW also surpassed its target of channelling 30% of funding to local and national actors. Crisis-affected communities are playing a greater role in shaping the programmes that serve them, while national data systems are being strengthened to make children affected by crises more visible in planning and decision-making.

Together, these results point to an important part of ECW's comparative advantage: its ability to work across the humanitarian architecture, alongside local and national actors and with crisis-affected communities, to strengthen the systems and capacities that underpin more resilient education responses. Carrying this progress into the new Strategic Plan will require sustained effort on three fronts: operationalising ECW's localisation commitments across the new CORE portfolio; deepening coherence among partners at country and global levels; and making greater use of data and evidence—from programme learning to national information systems—to improve decisions and strengthen education responses for children affected by crises.



Rapid reform to get fit for a new era

Delivering on these priorities requires an organisation equipped for the challenges ahead. In 2025, ECW moved quickly to review its structure and operations in response to a changing international cooperation landscape. Informed by global shifts and feedback from governance bodies and partners, the Fund undertook a significant restructuring to align its operating model with its future priorities and available resources.

ECW's ability to sustain the confidence of partners depends in part on the strength of that operating model: a more concentrated portfolio, disciplined resource allocation, a revised programming approach and a Secretariat being reshaped to remain lean and fit for purpose. Together, these reforms are intended to ensure that every dollar entrusted to ECW goes as far as possible for children, while strengthening the Fund's case for support in a more constrained financing environment.



Alongside these internal reforms, ECW also laid the foundations for its next phase. Throughout 2025, ECW and its governance bodies worked together to develop a clear and realistic framework for the next strategic period—one that aligns ambition with financing realities and organisational capacity. The Genesis Report and the subsequent Strategic Dialogue series with stakeholders and partners helped shape this strategic direction, informing ECW's priorities for the next phase. Against a backdrop of constrained donor resources, this process coalesced around a US$600 million resource mobilisation target, now reflected in ECW's recently launched Case for Investment, to sustain the Fund's distinctive and catalytic role in financing education for children affected by emergencies and protracted crises.

Defend and diversify

Together, these steps shape how ECW will pursue resources in the period ahead through the Defend and Diversify approach set out in the ECW 2027-2030 Strategic Plan.

The first priority is to sustain the confidence and support of existing government partners. A clearer strategy, realistic ambition and sharper focus on impact provide a stronger basis for that support at a time when every funding decision is under greater scrutiny. The second is to broaden ECW's financing coalition by engaging new government donors, philanthropic foundations, the private sector and innovative financing partners. The same qualities that underpin confidence among existing partners–clarity of purpose, evidence of impact and disciplined use of resources–will be critical to attracting new ones.

Building this broader financing coalition will be a central task of the next strategic period. It will require not only sustained resource mobilisation, but also a stronger advocacy case for investment in education in emergencies and protracted crises. That case will need to demonstrate clearly where ECW adds distinctive value, why that role matters in the wider financing architecture, and what investments of different sizes can make possible for children affected by crisis.



ECW did not simply absorb the shocks of 2025; it used the year to reposition for what comes next. The Fund took steps to strengthen its operating model, sharpen its priorities and build the foundations for a broader and more resilient financing base. **As it enters the 2027-2030 strategic period, ECW does so with greater focus and discipline, a stronger evidence base, and a clear purpose: to protect and expand the opportunity for children affected by emergencies and protracted crises to learn and build a better future.**

ANNEX 1.

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 categorisations for 2025 were determined through a qualitative assessment conducted by the ECW Secretariat's Evidence, Results, and Learning (ERL) team. This assessment factored in the heightened uncertainty introduced by major aid sector cuts in early 2025, which are likely to have affected the pace of progress towards Strategic Plan targets and increased 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. Accordingly, scorecard categorisations are presented for both 2023 and 2023-2025 to visualise 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 synthesised and analysed by the ECW Secretariat. Programmes active in 2025 submitted reports in March 2026, which 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, recognising that grantees operate in diverse sociocultural contexts, with varied programme designs, theories of change, and constraints on data availability and quality.

Once quality assured, data from programmes active in 2025 were extracted and synthesised. 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 mobilised for INDICATOR 9, the amount of funding transferred to local and national actors for INDICATOR 12, and key programmatic outputs) were extracted from standardised 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 with principles of framework analysis. 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 ERL team member and independently reviewed by a second. Discrepancies were resolved through discussion to ensure shared interpretation and alignment with the programme's intent.

Structured data from programmes active in 2025 were then aggregated with data from programmes active earlier in the strategic plan period. Data were analysed systematically to track progress across diverse contexts and to support ECW's mandate as a global fund operating in 33 crisis-affected countries between 2023 and 2025. Additional information for each indicator is provided below.

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[1] that provide data for a given indicator. As reporting is done cumulatively for these indicators, eligible programmes are those active during 2023, 2024, and/or 2025 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.[2]

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.

1 For indicators 3-8, programmes approved in 2025 must have been active for more than six months in 2025; programmes commencing after July 2025 were not expected to report outcome-level results by year's end. For Indicator 5, programmes must additionally include a non-formal component.

2 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 prioritises transparency in how results are presented and encourages interpretation of results alongside information on the size and strength of the evidence base.

- **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, recognising that what constitutes such change varies depending on the educational outcome under consideration, programme-specific targets and contextual factors.

BOX A1:

How ECW measures and reports reach (Indicators 1 and 2)

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 intermediately 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, 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.

Indicators 11, 13, 14, and 17–Country-level strategic objective outcomes

Evidence of improvements in INDICATORS 11, 13, 14, AND 17–collectively referred to as "ways of working"–is determined through partners' self-assessments and narrative explanations in their Annual Reports. For each indicator, ECW provides specific guidance on what improvements may look like, and partners rate the extent to which their programme contributed to such improvements.

INDICATOR 11–COORDINATION ACROSS THE NEXUS assesses the extent to which MYRPs work towards more sustainable and scalable results through complementarity and alignment and contribute to strengthening in-country coordination and collaboration across humanitarian programming cycles.

INDICATOR 13–MEANINGFUL ENGAGEMENT OF LOCAL AND NATIONAL PARTNERS assesses the extent to which FERs and MYRPs: support local and national grantees' participation across the programme cycle; allocate quality funding (multi-year, flexible, and timely, with justifiable overhead and operational costs); share risks and visibility equitably between local, national, and international partners; and support ongoing capacity development in both technical and organisational areas (such as governance, finance, and safeguarding).

INDICATOR 14–MEANINGFUL ENGAGEMENT WITH AFFECTED COMMUNITIES assesses the extent to which FERs and MYRPs: ensure accountability to affected populations through accessible communication and feedback channels, with processes to act on community feedback in a consistent and transparent manner; enhance community participation throughout the programme cycle; and work through and strengthen informal community structures to foster resilience, sustainability, and community ownership of programme interventions.

INDICATOR 17–HARMONISED DATA AND EVIDENCE SYSTEMS assesses the extent to which MYRPs: strengthen stakeholders' ability to collect, share, and use data; improve coordination, harmonisation, and institutionalisation of crisis and risk-related data in education systems; and align data and evidence with core curricula, education standards, and contextual priorities.

For each indicator, partners select a rating–none, a small extent, a moderate extent, or a significant extent–and provide a narrative justification.

From 2024 onwards, to improve reliability and comparability, ECW reviewed the highest self-assessments and adjusted ratings downward by one unit where justified. While this resulted in some scores declining relative to 2023, many partners also documented clearly articulated and well-justified improvements.

Evidence base:

- INDICATORS 13 AND 14: All First Emergency Response (FER) grants and Multi-Year Resilience Programmes (MYRPs) active for more than six months.
- INDICATORS 11 AND 17: All MYRPs active for more than six months.

Indicator 12–Funding transferred to local and national actors (LNAs)

INDICATOR 12 tracks the volume of funding transferred to Local and National Actors (LNAs) through ECW-supported programmes. ECW follows the IASC definition of LNAs, which includes government entities, local and national civil society organisations, and National Red Cross/Red Crescent societies.

Grantees report this information through the Delivery Chain Mapping (DCM) template, submitted as part of programme reporting for FERs and MYRPs.

Only direct transfers from ECW to LNAs, and from lead ECW grantees to LNAs, are counted. Transfers from sub-grantees to LNAs are excluded. The DCM template is completed at the start of a grant and updated annually.

Methodological note (2024 onwards):
For programmes beginning in 2024, ECW introduced an enhanced DCM template to track budget transfers to LNAs that requires grantees to report both planned transfers and actual annual expenditures by LNAs. Actual expenditure is generally reported only at programme completion, given expenditure reporting timelines.

Due to delays in the reporting of actual expenditures by LNAs, ECW began reporting the average percentage of planned transfers or allocations to LNAs (as a proportion of total programme budget) from 2024 onwards, rather than actual transfers. Direct comparison of results from 2024 onwards with previous years is therefore not possible.

Indicator 16–MYRPs informed by quality data on needs

This indicator is assessed using the reviews conducted by External Review Panels (ERPs)–independent technical experts who review and provide feedback on each new MYRP proposal. Based on the ERP review reports, the quality of data on needs in each proposal is assessed across six dimensions: timeliness; holistic scope; disaggregation; conflict and disaster sensitivity; systemic analysis; and gender and equity analysis. Two ERP members independently score on these dimensions on a scale of 1 to 5, and their scores are averaged to produce the dimension rating. The overall score for this indicator is the average of the ratings across all six dimensions for all approved programmes within a given year.

Indicator 23–Uptake of ECW-supported technical tools

To measure this indicator, ECW conducts an annual stakeholder survey to understand the uptake and use of ECW-supported global public goods–which include both Global Knowledge Products (see Indicator 25) and Technical Tools. In 2025, the survey collected responses from 68 stakeholders–including grantees, cluster members, and technical partners.

Definition:
Technical tools are defined as technical guidance, methodologies, templates, protocols, or minimum specifications produced with ECW support that enable actors in EiEPC to plan, coordinate, deliver, or monitor inclusive, safe, and quality education responses in a more consistent and harmonised manner across crisis contexts. These products contribute to sector coherence by codifying and promoting common ways of working that can be adopted, adapted, or institutionalised across organisations, clusters, and ministries.

The survey covered all technical tools finalised and published up to the end of 2024–27 in total. These tools were grouped into thematic cohorts–Coordination, Data and Evidence, Protection Gender Inclusion (PGI), and Learning Outcomes–which were assessed on three dimensions of uptake using a scale of 1 to 4:

Extent to which stakeholders with multi-country influence integrate approaches and standards promoted by ECW for inclusive, safe, quality education for crisis-affected children			
Level	**Awareness**	**Depth of Integration**	**Adoption and Standardisation Levels**
4-Significant	Stakeholders demonstrate high awareness of ECW-supported approaches related to learning agenda topics.	ECW-supported approaches are fully integrated into stakeholders' policies and practices.	Comprehensive adoption and consistent application of ECW guidelines across all functional areas, resulting in significant positive impact on organisational practices and outcomes.
3-Moderate	Stakeholders show moderate awareness of ECW-supported approaches related to learning agenda topics.	ECW-supported approaches are substantially integrated into stakeholders' policies and practices.	Good integration of ECW guidelines in multiple functional areas, demonstrating moderate impact on organisational practices and outcomes.
2-Limited	Stakeholders have basic awareness of ECW-supported approaches related to learning agenda topics.	Some aspects of ECW-supported approaches are integrated into stakeholders' policies and practices.	Partial adoption of ECW guidelines in specific functional areas, with varying degrees of consistency and effectiveness.
1-Minimal	Stakeholders demonstrate minimal awareness of ECW-supported approaches related to learning agenda topics	ECW-supported approaches are minimally integrated into stakeholders' policies and practices.	Limited application of ECW guidelines in operational activities, with minimal impact on overall organisational practices.

Indicator 24–Global and regional nexus coordination

INDICATOR 24 measures the extent to which global and regional institutions strengthen their coordination at the nexus through ECW's support. Progress is tracked against five Priority Actions, identified through extensive stakeholder consultations as part of ECW's ongoing formative evaluation on strengthening the nexus in Education in Emergencies and Protracted Crises (EiEPC).

Priority Actions:

1. Enhancing ECW–GPE complementarity
2. Strengthening collaboration with ISEEC partners
3. Advancing EiEPC financing data
4. Advancing EiEPC data standards and protocols
5. Strengthening localisation through institutional capacity support

Progress under each Priority Action is documented using a monitoring framework structured around four common stages of collective action: (1) joint diagnosis; (2) common vision-setting; (3) joint initiatives; and (4) joint advocacy and shared lessons. A score is applied to each stage of each Priority Action based on whether efforts are beginning, progressing, or achieved. The average normalised score (0-100) is reported against Indicator 24.

Indicator 25–Global Knowledge Products (GKPs)

The methodology for INDICATOR 25 involves the identification, verification, and quality assessment of the production, sharing and use of Global Knowledge Products (GKPs) produced through AF grants.

Definition:

Global Knowledge Products are open-access, evidence-informed analytical or synthesis outputs that provide multi-context insights to inform sector-wide decision-making on policy, programming, financing, coordination, or system design in Education in Emergencies and Protracted Crises. They consolidate, analyse, or generate knowledge that strengthens shared understanding across actors and increases visibility and transparency on critical issues affecting crisis-affected children and youth.

Assessment of "Production and Sharing" scores:

An AI-assisted review was used to identify GKPs: 25 candidate products were extracted from open-source, publicly accessible AF outputs reporting on 2024 annual results.

The candidate list was reviewed by human assessors. Products primarily serving an advocacy function or targeting a narrow rather than sector-wide audience were excluded. Following this review, 16 products were confirmed as qualifying GKPs. Each GKP was assessed on a scale of 1 to 4 for five dimensions (two related to production and three related to sharing)

Criteria 1. Production	Clear Methodology	Inclusive / participatory
4-Significant	Highly clear and detailed description; all key components covered comprehensively	Co-authored by a diverse range of stakeholders, including global and local actors, with comprehensive mechanisms ensuring inclusion and meaningful participation of EiEPC practitioners from different levels and at all stages of production.
3-Moderate	Moderately clear description; most key components included; adequate detail on methodology	Involvement of several key stakeholders, but not all, with good mechanisms in place for inclusion, though there are minor gaps in representation and meaningful participation.

Criteria 1. Production	Clear Methodology	Inclusive / participatory
2-Limited	Basic description with limited depth; some components missing or inadequately explained	Some involvement from stakeholders, but with limited diversity, and some mechanisms in place for inclusion, though several gaps in representation and participation exist.
1-Minimal	Minimal or no description of methodology; lacks detail on data collection, analysis, and validation	No involvement from multiple stakeholders, and no mechanisms ensuring inclusion or meaningful representation and participation of EiEPC practitioners from different levels and at all phases of production.

Criteria 2. Sharing	Accessible	Dissemination	Knowledge Flows
4-Significant	Accessible through multiple formats (PDF, HTML, print), translations available, user-friendly interfaces.	At least 5 different channels including digital, print, and in-person events.	Country to Country +
Country to Global	Moderately clear description; most key components included; adequate detail on methodology	Involvement of several key stakeholders, but not all, with good mechanisms in place for inclusion, though there are minor gaps in representation and meaningful partici-pation.	
3-Moderate	Accessible through several formats, some translations available, mostly user-friendly	3-4 different channels with a focus on digital and one or two in-person or print methods.	Country to Global
1-Minimal	Accessible through minimal formats, no translations, not user-friendly	Utilises 0-1 channels, with minimal effort in dissemination.	Global to Global

An AI-assisted tool was used for initial ratings, which were subsequently reviewed and adjusted by human assessors as needed. The final score for Indicator 25 represents the average across all qualifying products and all dimensions.

Assessment of "Use" score:

As the "use" score relies on survey feedback on how GKPs are used, there is a one-year lag in reporting products identified in each reporting period. As a result, for the 2025 reporting, ECW calculated the use of 24 Global Knowledge Products that were identified from Annual Reports submitted by AF partners from 2023-2024 through a survey that was administered to a representative sample of EiEPC stakeholders at global and country level. A total of 68 responses were collected from a broad range of actors operating at global and country levels.

GKPs are organised by thematic cohorts–i.e. Coordination, Data and Evidence, Learning Outcomes, PGI and Policy–which were assessed on a scale of 1 to 4 based on three dimensions drawing on responses from the stakeholder survey.

Criteria 3. Use	# of target stakeholders using the knowledge products.	Depth of usage and integration into practice.	Perceived Influence
4-Significant	Used by >50% of identified target stakeholders.	Frequent and routine use in daily practices, policy formulation, and decision-making processes.	ECW-supported approaches have a strong influence on the work of targeted stakeholders
3-Moderate	Used by 30-50% of identified target stakeholders.	Regular use in key activities, influencing some policy and practice changes.	ECW-supported approaches have some influence on the work of targeted stakeholders
2-Limited	Used by 10-30% of identified target stakeholders.	Occasional use in specific activities, with limited influence on policy and practice.	ECW-supported approaches have limited influence on the work of targeted stakeholders
1-Minimal	Used by <10% of identified target stakeholders.	Rare use with minimal influence on policy and practice.	ECW-supported approaches have minimal influence on the work of targeted stakeholders

ANNEX 2.

Results framework scorecard: Progress towards 2026 targets

Cumulative results across years 1-3 (2023-2025) of the 2023–2026 Strategic Plan

Legend

N/A Not available for the specified year
* Target value proposed in ARR 2023
** Annual indicator
*** Interpret with caution due to the small sample size used to calculate indicator

↑ Upgraded: Rating of progress improved
→ Maintained: No change in rating of progress
↓ Downgraded: Rating of progress worsened

Progress toward target
Projected progress[III]

Achieved
On track
At risk
Off track
Not classified****

Level of disaggregation	Baseline[I]	Results			Target	Progress towards target		
		2023[II]	2023–24	2023-25	By 2026	2023	2024	2025
Goal: Number of 3- to 18-year-old children and adolescents reached with ECW assistance through MYRP/FER funding window								
Total[a]	6,902,767	5,597,253	8,279,390	**10,420,112**	19,500,000 (10,700,000)			
Female	48.4%	50.7%	51.0%	**51.3%**	N/A			
Pre-primary[b]	9.0%	6.6%	6.1%	**5.8%**	N/A			
Secondary	11.0%	23.4%	19.7%	**19.3%**	N/A			
Children with disabilities	0.9%	1.7%	1.9%	**2.4%**	N/A			
Refugees[b]	30.0%	22.2%	27.4%	**25.2%**	N/A			
IDPs	13.0%	16.8%	15.7%	**16.6%**	N/A			
Goal: INDICATOR 1 Number of 3–18-year-old children and adolescents reached with ECW assistance through the FER funding window								
Total[a]	3,900,000	1,173,523	2,378,522	**3,300,315**	11,900,000 (6,500,000)			
Female[c]	50.0%	55.0%	54.0%	**53.8%**	60.0%			
Pre-primary[b]	11.8%	4.8%	4.8%	**4.6%**	10.0%			
Secondary	11.9%	20.3%	14.7%	**14.8%**	20.0%			
Children with disabilities	1.3%	1.0%	1.5%	**2.8%**	10.0%			
Refugees[d]	27.1%	19.8%	38.8%	**32.5%**	N/A			
IDPs[b]	13.4%	24.4%	15.3%	**16.8%**	N/A			

Level of disaggregation	Baseline[I]	Results			Target	Progress towards target		
		2023[II]	2023–24	2023-25	By 2026	2023	2024	2025
Goal: INDICATOR 2 Number of 3–18-year-old children and adolescents reached with ECW assistance through the MYRP funding window								
Total[a]	2,200,000	4,423,730	5,900,868	**7,119,797**	7,600,000 (4,200,000)			
Female[c]	47.5%	49.5%	50.0%	**50.1%**	60.0%			
Pre-primary[b]	5.9%	7.1%	6.4%	**6.2%**	10.0%			
Secondary	11.2%	24.2%	21.1%	**20.9%**	20.0%			
Children with disabilities[l]	1.2%	1.9%	2.0%	**2.2%**	10.0%			
Refugees[d]	31.7%	22.9%	22.4%	**21.2%**	N/A			
IDPs[b]	13.5%	14.8%	15.5%	**16.0%**	N/A			
Result 1: INDICATOR 3a % FERs/MYRPs with increased education participation in ECW-supported communities								
Total programmatic investments	96.0%	94.5%	96.4%	**97.3%**	90.0%			
FERs	96.0%	93.3%	96.0%	**97.3%**	90.0%			
MYRPs	96.0%	95.5%	97.0%	**97.4%**	90.0%			
Total investments: Solid evidence	46.0%	91.4%	87.0%	**84.9%**	50.0%			
FERs: Solid evidence	46.0%	78.5%	87.5%	**77.8%**	50.0%			
MYRPs: Solid evidence	46.0%	100.0%	86.7%	**91.2%**	50.0%			
Result 1: INDICATOR 3b % FERs/MYRPs with increased gender-equitable education participation in ECW-supported communities								
Total programmatic investments	N/A	72.2%	74.0%	**75.0%**	90.0%			
FERs	N/A	50.0%	73.0%	**79.4%**	90.0%			
MYRPs	N/A	83.3%	74.0%	**70.6%**	90.0%			
Result 1: INDICATOR 4a % FERs/MYRPs with retention or completion rates above 75% in ECW-supported learning spaces								
Total programmatic investments	N/A	52.9%	64.0%	**82.0%**	90.0%			
FERs	N/A	100.0%	80.0%	**100.0%**	90.0%			
MYRPs	N/A	46.7%	60.0%	**75.0%**	90.0%			

Level of disaggregation	Baseline[I]	Results			Target	Progress towards target		
		2023[II]	2023–24	2023-25	By 2026	2023	2024	2025
Result 1: INDICATOR 4b % FERs/MYRPs with gender-equitable retention or completion rates above 75% in ECW-supported learning spaces								
Total programmatic investments	N/A	100.0%	100.0%	**86.7%**	90.0%			
FERs	N/A	100.0%	100.0%	**100.0%**	90.0%			
MYRPs	N/A	100.0%	100.0%	**80.0%**	90.0%			
Result 1: INDICATOR 5a % 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%	**93.0%**	80.0%			
FERs	90.0%	100.0%	100.0%	**100.0%**	80.0%			
MYRPs	20.0%	83.3%	88.0%	**90.0%**	80.0%			
Result 1: INDICATOR 5b % FERs/MYRPs with gender-equitable transition rates from non-formal to formal education above 60 per cent in ECW-supported communities[a]								
Total programmatic investments[e]	N/A	100.0%	100.0%	**100.0%**	80.0%			
FERs	N/A	100.0%	100.0%	**100.0%**	80.0%			
MYRPs	N/A	100.0%	100.0%	**100.0%**	80.0%			
Result 2: INDICATOR 6a Number and % of MYRPs with improved learning outcomes in literacy and/or numeracy in ECW-supported learning spaces								
MYRPs	8	8	14	**21**	20			
MYRPs	100.0%	80.0%	88.0%	**95.5%**	90.0%			
MYRPs: Solid evidence	N/A	5	9	**14**	12*			
MYRPs: Solid evidence	63.0%	62.5%	64.3%	**66.7%**	60.0%			
Result 2: INDICATOR 6b Number and % of MYRPs with gender-equitable improved learning outcomes in literacy and/or numeracy in ECW-supported learning spaces								
MYRPs	N/A	3	7	**10**	20			
MYRPs	N/A	100%	88%	**75%**	90.0%			

Level of disaggregation	Baseline[I]	Results			Target	Progress towards target		
		2023[II]	2023–24	2023-25	By 2026	2023	2024	2025
Result 2: INDICATOR 7a 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**	10			
MYRPs	100%	71.7%	78.0%	**83.0%**	60.0%			
MYRPs: Solid evidence	N/A	2	2	**3**	6*			
MYRPs: Solid evidence	50.0%	40.0%	28.6%	**30.0%**	60.0%			
Result 2: INDICATOR 7b 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[a]								
MYRPs[q]	N/A	N/A	3	**5**	10			
MYRPs	N/A	N/A	100%	**100%**	60.0%			
Result 2: INDICATOR 8 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	**5**	6*			
MYRPs	N/A	100%	100%	**71%**	50.0%			
MYRPs: Solid evidence	N/A	1	4	**4**	3*			
MYRPs: Solid evidence	N/A	100%	80%	**80%**	60%*			
S01A: INDICATOR 9 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	**48.0**	50*			
S01A: INDICATOR 10 EiE funding required as a % of total appeal funding**								
Overall	5.8%	6.3%	5.8%	**5.3%**	10.0%			
S02A: INDICATOR 11 Number and % of MYRPs in a sample of MYRP countries with evidence of improved coordination at the nexus								
MYRPs[i]	N/A	*(6)* 5	12	**19**	10			
MYRPs[j]	N/A	*(20.7%)* 17.2%	41.4%	**47.5%**	25.0%			

Level of disaggregation	Baseline[I]	Results			Target	Progress towards target		
		2023[II]	2023–24	2023-25	By 2026	2023	2024	2025
S02A: INDICATOR 12 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%	**31.0%**	30.0%			
MYRPs	20.5%	13.4%	31.7%	**33.0%**	30.0%			
FERs	32.0%	22.4%	15.8%	**28.0%**	30.0%			
SIMPLE AVERAGE:								
Total programmatic investments[r]	34.7%	24.3%	21.9%	**30.0%**	30.0%			
MYRPs	35.3%	22.6%	29.6%	**31.0%**	30.0%			
FERs	33.6%	27.8%	14.8%	**30.0%**	30.0%			
S02A: INDICATOR 13 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 Organistions (WROs)								
TOTAL PROGRAMMATIC INVESTMENTS								
Number	N/A	*(16)* 9[II]	15	**25**	19*			
Percentage	N/A	*(34.8%)* 19.6%[II]	27.3%	**31.6%**	40.0%			
MYRPS								
Number	N/A	*(9)* 6[II]	9	**15**	11*			
Percentage	N/A	*(32.1%)* 21.4%[II]	30.0%	**36.5%**	40%*			
FERS								
Number	N/A	*(7)* 3[II]	6	**10**	8*			
Percentage	N/A	*(38.9%)* 16.7%[II]	24.0%	**26.3%**	40%*			
S02A: INDICATOR 14 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[II]	21	**33**	19*			
Percentage	N/A	*(31.3%)* 16.7%[II]	38.2%	**42.8%**	40.0%			
MYRPS								
Number	N/A	*(8)* 5	14	**19**	11*			
Percentage	N/A	*(26.7%)* 16.7%[II]	46.7%	**46.3%**	40%*			

Level of disaggregation	Baseline[I]	Results			Target	Progress towards target		
		2023[II]	2023–24	2023-25	By 2026	2023	2024	2025
FERS								
Number	N/A	*(7)* 3[II]	7	**14**	8*			
Percentage	N/A	*(38.9%)* 16.7%[II]	29.0%	**38.8%**	40%*			
S02A: INDICATOR 15A % FERs / 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%	**91.8%**	95.0%			
i) MYRPs	N/A	90.0%	100.0%	**100.0%**	95.0%			
i) FERs	N/A	82.1%	90.0%	**83.7%**	95.0%			
WITH DATA ON TIME								
ii) Total programmatic investments	71.0%	89.5%	97.0%	**91.8%**	95.0%			
ii) MYRPs	76.0%	85.7%	100.0%	**100.0%**	95.0%			
ii) FERs	70.0%	100.0%	93.3%	**83.7%**	95.0%			
S02A: INDICATOR 15B % MYRPs with data on time to monitor learning outcomes, disaggregated by sex and education level								
MYRPs with data on time, disaggregated by sex	NA	39.3%	58.1%	**52.0%**	95.0%			
MYRPs with data on time	48.0%	64.0%	71.0%	**74.0%**	95.0%			
S02A: INDICATOR 16 Number and % of MYRPs that are informed by better quality evidence on needs, including analyses regarding gender equality and capacities								
MYRPs	6	4	11	**2**	N/A*			
MYRPs	86.0%	100%	91%	**100%**	90.0%			
S02A: INDICATOR 17 Number and % of MYRPs that improved systems for coordination, harmonization and institutionalization of crisis- and risk-related data								
MYRPs	N/A	*(7)* 6	13	**16**	10			
MYRPs	N/A	*(24.1%)* 20.7%	43.3%	**39.0%**	25.0%			
S01B: INDICATOR 18A Amount of total annual EiEPC funding**								
Total (millions)[k]	1,378	1,610	1,362	**1,289**	1,200			

Level of disaggregation	Baseline[I]	Results			Target	Progress towards target		
		2023[II]	2023–24	2023-25	By 2026	2023	2024	2025
S01B: INDICATOR 18B Amount of total annual EiEPC funding to forgotten crises**								
Total (US$ millions)	NA	130	232	**522.6**	150*			
S01B: INDICATOR 19 % EiE funding (out of sector-specific humanitarian funding)**								
Total	4.4%	5.1%	4.5%	**6.2%**	8.0%			
S01B: INDICATOR 20 % EiE funding against required EiE appeal funding**								
Total	19.6%	29.3%	29.4%	**31.4%**	40.0%			
S01B: INDICATOR 21 % FERs disbursed up to 12 weeks after the humanitarian appeal date**								
Total	56.0%	14.0%	10.0%	**40.0%**	75.0%			
S01B: INDICATOR 22 Funding mobilized for ECW Trust Fund								
Total (US$ millions)	1,070	902	934	**946**	1,500			
S02B: INDICATOR 23 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[h]	NA	NA	2.3	**2.4**	3*			
S02C: INDICATOR 24 Extent to which global and regional institutions strengthen their coordination at the nexus through ECW support								
Average across stakeholders[h]	NA	NA	67%	**77%**	83%			
S02C: INDICATOR 25 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	NA	3.2	3.26	**2.96**	4			
Sharing average across knowledge products	NA	1.7	2.12	**2.06**	4			
Use average across knowledge products[h]	NA	NA	3	**3**	3			

Endnotes

I 2023 results are used as a baseline value when results are not available from 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 categorisations for 2025 were determined through a qualitative assessment conducted by ECW Secretariat's Evidence, Results, and Learning (ERL) 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.

IV Scorecard categorisations may not be assigned where methodological limitations could make the resulting classification misleading, including results with less than 5 programmes reporting. See corresponding endnote for more detail.

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$822 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 Percentages by education level and protection status exclude individuals whose status is unknown.

c 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_gee-wg_implementation_guide_mech_march_14.pdf

d 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.

e Indicator 5b calculation based on the sample of 5 programs (FER = 3, MYRP =2) with transition rates > .6 and gender-disaggregated data available. Indicator 5a calculation includes an additional 8 programs (FER = 1, MYRP = 7) with rates > .6 that did not report gender-disaggregated data.

f Indicator 7b calculation based on the sample of 5 MYRPs with partial or solid evidence of improvement and gender-disaggregated data available at baseline and endline. Indicator 7a calculation includes an additional 5 programs with partial or solid evidence of improvement that did not report gender-disaggregated data.

g Beginning in 2024, ECW 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.

h See Annex Indicator Methodology

i Proposed change in target from 80% of a sample of 5 MYRPs to at least 10 MYRPs due to refinement of the assessment methodology.

j Proposed change in target from 80% of a sample of 5 MYRPs to 25% of all MYRPs due to refinement of the assessment methodology.

k In 2025, total humanitarian education funding reportedto FTS reached US$1.289 billion. Although this remains above the Strategic Plan benchmark of US$1.200 billion, the more important trend is the continued decline: the 2025 total was 5.4% lower than in 2024 and 20% below the 2023 peak of US$1.610 billion. For this reason, progress towards the indicator target was not classified in 2025.

ANNEX 3.

Children Reached by Country and Funding Window

Cumulative results across years 1-3 (2023-2025) of the 2023–2026 Strategic Plan

		Total	% Female	% CWD*	% Refugees	% IDP	% OAPs**	% Pre-Primary	% Primary	% Secondary
Afghanistan	MYRP	**197,632**	55%	5%	21%	76%	3%	0%	100%	0%
Afghanistan*	FER	**38,183**	55%	1%	2%	92%	6%	0%	100%	0%
Armenia	FER	**7,190**	48%	6%	0%	92%	8%	100%	0%	0%
Bangladesh	MYRP	**281,822**	52%	1%	0%	6%	94%	7%	82%	8%
Bangladesh*	FER	**0**	0%	0%	0%	0%	0%	0%	0%	0%
Burkina Faso	MYRP	**284,191**	51%	3%	51%	46%	2%	4%	71%	25%
Burundi	MYRP	**186,028**	55%	1%	7%	82%	11%	4%	53%	28%
Cameroon	MYRP	**349,490**	50%	3%	34%	49%	18%	3%	80%	17%
CAR	MYRP	**99,288**	47%	2%	11%	89%	0%	7%	93%	0%
	FER	**11,127**	46%	5%	0%	60%	40%	10%	73%	17%
Chad	MYRP	**498,854**	44%	0%	12%	77%	10%	0%	98%	1%
	FER	**225,879**	51%	1%	1%	33%	66%	7%	72%	21%
Colombia	MYRP	**123,632**	51%	2%	6%	59%	33%	26%	43%	29%
DRC	MYRP	**157,963**	48%	0%	14%	86%	0%	1%	96%	3%
	FER	**121,552**	49%	3%	24%	72%	4%	0%	97%	1%
Ecuador	MYRP	**225,801**	51%	1%	0%	93%	7%	4%	61%	35%
Egypt	FER	**88,602**	55%	2%	0%	20%	80%	0%	63%	37%

		Total	% Female	% CWD*	% Refugees	% IDP	% OAPs**	% Pre-Primary	% Primary	% Secondary
Ethiopia	MYRP	**271,026**	50%	2%	41%	47%	3%	26%	70%	5%
	FER	**272,565**	48%	3%	36%	49%	15%	10%	77%	13%
Haiti	MYRP	**533,748**	49%	0%	0%	100%	0%	1%	18%	81%
	FER	**148,108**	55%	4%	27%	73%	0%	4%	47%	49%
Iraq	MYRP	**76,017**	55%	5%	22%	45%	33%	6%	76%	17%
Kenya	FER	**53,117**	47%	3%	3%	67%	30%	30%	52%	18%
Lebanon	MYRP	**225,529**	52%	6%	0%	11%	53%	2%	87%	11%
	FER	**132,481**	53%	1%	7%	50%	43%	0%	81%	19%
Libya	MYRP	**273,883**	58%	1%	0%	89%	6%	2%	93%	4%
	FER	**72,574**	52%	1%	10%	54%	32%	0%	70%	15%
Mali	MYRP	**295,015**	49%	2%	28%	68%	3%	3%	86%	10%
Moldova	FER	**47,850**	50%	2%	0%	96%	4%	20%	70%	10%
Myanmar	MYRP	**160,871**	51%	2%	18%	82%	0%	12%	71%	11%
Myanmar*	FER	**0**	0%	0%	0%	0%	0%	0%	0%	0%
Niger*	MYRP	**202,191**	49%	1%	16%	80%	4%	9%	64%	27%
Niger	FER	**16,643**	52%	1%	28%	38%	34%	12%	66%	23%
Nigeria	MYRP	**583,749**	49%	1%	46%	54%	0%	3%	81%	15%
	FER	**177,352**	50%	4%	0%	100%	0%	0%	100%	0%
Pakistan	MYRP	**295,042**	55%	6%	0%	84%	16%	10%	71%	19%
	FER	**146,976**	55%	2%	55%	45%	0%	9%	74%	17%
Peru	MYRP	**66,481**	51%	3%	0%	73%	27%	6%	47%	47%
Somalia	MYRP	**22,794**	49%	4%	6%	94%	0%	0%	98%	2%
	FER	**108,463**	52%	7%	57%	43%	0%	3%	90%	7%
South Sudan	MYRP	**210,813**	46%	4%	10%	72%	15%	9%	83%	8%
	FER	**7,924**	60%	11%	0%	7%	93%	20%	74%	6%

		Total	% Female	% CWD*	% Refugees	% IDP	% OAPs**	% Pre-Primary	% Primary	% Secondary
State of Palestine	MYRP	**638,345**	50%	3%	1%	32%	66%	0%	55%	32%
	FER	**605,287**	54%	5%	6%	7%	86%	1%	96%	2%
Sudan	MYRP	**188,750**	52%	1%	35%	47%	18%	3%	85%	12%
	FER	**178,666**	57%	0%	41%	51%	5%	4%	93%	3%
Syria	MYRP	**190,968**	52%	2%	40%	58%	2%	1%	75%	24%
	FER	**227,098**	52%	1%	36%	53%	4%	2%	84%	14%
Uganda	MYRP	**376,561**	49%	4%	0%	23%	77%	32%	63%	5%
	FER	**215,257**	47%	4%	0%	31%	69%	15%	78%	7%
Ukraine	MYRP	**103,313**	48%	1%	8%	92%	0%	5%	10%	77%
	FER	**326,988**	67%	0%	0%	95%	0%	0%	54%	41%
Yemen	FER	**70,433**	59%	7%	37%	63%	0%	5%	79%	16%

*Note: Includes FERs approved in 2025 that had not reported reaching any children by December 2025

ANNEX 4.

Children Reached Annually

by Funding Window, Education Level, and Population Group

Annual results for years 1-3 (2023, 2024, and 2025) of the 2023-2026 Strategic Plan

In the main text, we report cumulative results across all ECW programmes active in 2023, 2024, and/or 2025 to support monitoring of progress against the 2023–2026 Strategic Plan (MYRPs = 44, FERs = 50). In this annex, we present results separately for programmes active in 2023 (MYRPs = 31, FERs = 26), those active in 2024 (MYRPs = 39, FERs = 33); and those active in 2025 (MYRPs = 29, FERs = 28).

	CHILDREN REACHED BY PROGRAMMES ACTIVE IN 2023	CHILDREN REACHED BY PROGRAMMES ACTIVE IN 2024	CHILDREN REACHED BY PROGRAMMES ACTIVE IN 2025
TOTAL	**5,597,253** (51% girls)	**7,493,594** (50% girls)	**5,777,003** (52% girls)
By funding window:			
Via MYRPs	**4,423,730** (49% girls)	**5,539,632** (50% girls)	**3,933,679** (51% girls)
Via FERs	**1,173,523** (55% girls)	**1,953,962** (51% girls)	**1,843,324** (53% girls)
By education level and type:			
Pre-primary	**7%** (51% girls)	**5%** (50% girls)	**4%** (51% girls)
Primary	**70%** (50% girls)	**76%** (50% girls)	**75%** (52% girls)
Secondary	**23%** (52% girls)	**19%** (50% girls)	**20%** (51% girls)
Formal education	**76%** (51% girls)	**73%** (50% girls)	**65%** (52% girls)
Non-formal education	**24%** (51% girls)	**27%** (52% girls)	**35%** (52% girls)
By beneficiary characteristics:			
Refugees	**22%** (50% girls)	**29%** (51% girls)	**28%** (52% girls)
IDPs	**17%** (50% girls)	**16%** (51% girls)	**13%** (53% girls)
Children with disabilities	**2%** (46% girls)	**2%** (47% girls)	**3%** (48% girls)

Note: Population group shares exclude children with unknown status, education level or type

ANNEX 5.

Reached with What?:

Number of Children, Teachers, and Learning Spaces Reached with Select Activities Annually

Annual results for years 1-3 (2023, 2024, and 2025) of the 2023-2026 Strategic Plan

This annex provides an overview of selected outputs delivered to learners, teachers, and learning spaces through ECW-supported programmes active in 2023, 2024, and 2025. Because the composition of ECW's programmatic portfolio changes year-to-year, the figures are not directly comparable; instead, they should be read as detailing what was delivered within each year's active portfolio, rather than growth over time.

		TOTAL REACHED IN:					
		2023		2024		2025	
Targeted?		**Total**	**% Female**	**Total**	**% Female**	**Total**	**% Female**
Reaching learners with							
	Individual learning materials	**2.1 million**	53%	**2.9 million**	50%	**2.1 million**	51%
	Distance or home-based learning opportunities	**1.7 million**	38%	**1.4 million**	30%	**863K**	55%
	School feeding	**335K**	50%	**385K**	50%	**191K**	49%
Gender	Menstrual health and hygiene kits	**120K**	100%	**338K**	100%	**310K**	100%
Disability	Assistive devices/ technology or learning aids	**12K**	54%	**13K**	49%	**15K**	47%
Reaching teachers and education personnel with ...							
	Recruitment/financial supported	**23K**	45%	**25K**	52%	**28K**	54%
	Training (overall)	**108K**	59%	**120K**	53%	**116K**	63%
	—On disaster risk reduction	**33K**	72%	**19K**	44%	**6K**	46%
Gender	—On gender	**20K**	58%	**24K**	55%	**8K**	45%
	—On subject knowledge, pedagogy, and/or assessment	**41K**	53%	**55K**	50%	**43K**	54%

		TOTAL REACHED IN:					
		2023		2024		2025	
Protection	—On MHPSS	**76K**	69%	**50K**	52%	**27K**	52%
	—On WASH	**11K**	49%	**13K**	37%	**.5K**	29%
Disability	—On inclusion	**19K**	54%	**26K**	42%	**13K**	55%
Gender	—On gender-based violence	**9K**	54%	**18K**	46%	**12K**	54%
Reaching learning spaces with ...							
	Rehabilitation/construction	**13K**		**11K**		**9K**	
	Learning materials	**29K**		**27K**		**16K**	
	DRR systems/processes/ measures in place	**2K**		**3K**		**2K**	
Protection	Functioning referral mechanisms (psychosocial, legal, GBV, protection, and/ or disability)	**.4K**		**.4K**		**.7K**	
Protection	Quality psychosocial support	**4K**		**3K**		**23K**	
Gender	GBV risk mitigation measures implemented	**2K**		**2K**		**.5K**	

ABOUT EDUCATION CANNOT WAIT

Education Cannot Wait (ECW) is the global fund for education in crises. 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, UN 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.

Follow us:
@EduCannotWait

Additional information is available at
www.educationcannotwait.org
Contact: info@un-ecw.org