

**Ministry of Foreign Affairs** – (Department for Africa, Policy and Development, APD)

**Meeting in the Council for Development Policy 29 October 2019**

Agenda item 4

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| <b>1. Overall purpose</b>                       | For discussion and recommendation to the Minister    |
| <b>2. Title:</b>                                | Organisation Strategy for Education Cannot Wait, ECW |
| <b>3. Presentation for Programme Committee:</b> | 26 September 2019                                    |



MINISTRY OF FOREIGN AFFAIRS  
OF DENMARK


















# Organisation Strategy

Education cannot wait | 2019-2022

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DRAFT version for submission to UPR  
11 October 2019 | Africa, Policy & Development

# Strategy for Denmark's Support to Education Cannot Wait (ECW)

<p><b>Key results:</b> ECW's goal by 2021 is to support delivery of quality education to over 8 million children and youth in areas affected by conflict, disaster and protracted crisis, with a special focus on protecting and promoting girl's education.</p> <p><b>Justification for support:</b> The overarching aim of ECW interventions is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4). This aim supports many Danish policy priorities and Danish support to ECW fits strategically with the aims of Denmark's strategy for development cooperation and humanitarian action, The World 2030. Supporting education in fragile contexts contributes to peace, stability, protection and increased resilience in developing countries. By giving children and youth in fragile contexts a more positive future, education also addresses the root causes of migration. Finally, supporting education for girls is central to promote gender equality.</p> <p><b>Major risks and challenges:</b> Over the past few years, the global education architecture has seen the formation of several new education initiatives. The new architecture represents fresh opportunities for promoting education in the global development agenda. It also carries the risk of competition among actors and inefficient coordination, which may turn away donors. ECW has a vital role to play in facilitating collaboration of key actors at country level, also increasingly interacting with governments. ECW must design high quality and relevant programmes that build on existing coordination structures and plans while avoiding duplication.</p>	<b>File No.</b>	2019-25363									
	<b>Country</b>	Global									
	<b>Responsible Unit</b>	APD									
	<b>Sector</b>	Education in emergencies									
	<b>Partner</b>	Education Cannot Wait									
		<i>DKK mill.</i>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Tot.</b>			
	<b>Commitment</b>		250	0	0	0	NA	250			
	<b>Projected ann. Disb.</b>		62,5	62,5	62,5	62,5	NA	250			
	<b>Duration</b>	2019-2022									
	<b>Previous grants</b>	Since 2016 DKK 279 mill.									
	<b>Finance Act code</b>	06.36.04.11									
	<b>Head of unit</b>	Lotte Machon									
	<b>Desk officer</b>	Line Baagø-Rasmussen									
	<b>Financial officer</b>	Jan Hindhede Justsen									
<b>Relevant SDGs</b> <i>[Maximum 5 – highlight with grey]</i>											
 No Poverty		 No Hunger		 Good Health, Wellbeing		 Quality Education		 Gender Equality		 Clean Water, Sanitation	
 Affordable Clean Energy		 Decent Jobs, Econ. Growth		 Industry, Innovation, Infrastructure		 Reduced Inequalities		 Sustainable Cities, Communities		 Responsible Consumption & Production	
 Climate Action		 Life below Water		 Life on Land		 Peace & Justice, strong Inst.		 Partnerships for Goals			

## Strategic objectives:

The strategic objective of Danish support to ECW is to reach those left furthest behind with quality and inclusive education opportunities, while improving the way education is coordinated and delivered in emergencies and protracted crises. In the partnership with ECW, Denmark will focus on the following priorities: Humanitarian-development nexus and joint collaboration of education actors, gender equality and girls' education, education quality, ECW resource mobilisation, ECW organisational capacity, and geographical focus.

## Justification for choice of partner:

ECW is the primary international organisation working to strengthen education in emergencies. ECW's overall purpose is to ensure that education – too often neglected in times of crisis – is prioritised as an integral part of humanitarian response. ECW has the potential for filling a gap in the global education aid architecture, bridging humanitarian and development assistance.

**Summary:**

The Danish support will contribute to ECW’s work to support quality education to children and youth in areas affected by conflict, disaster and protracted crisis, with a special focus on girls. This objective is central to several Danish strategic aims, and to achieving SDG4, 5,16 and 17. Denmark has identified a number of strategic key priorities that will guide its partnership with ECW. Denmark will engage actively with ECW in order to seek influence and monitor progress, using a large range of channels and including both formal and informal engagement.

**Budget:**

Core funding	DKK 250 million for four year, 2019-22 (DKK 62.5 mill. Annually)
<b>Total</b>	<b>DKK 250 million for four year, 2019-22 (DKK 62.5 mill. Annually)</b>

## Table of contents

<b>1. Objective of the Organisation Strategy .....</b>	<b>3</b>
<b>2. Education Cannot Wait .....</b>	<b>3</b>
<b>3. Justification for support and Danish priorities .....</b>	<b>6</b>
<b>4. Monitoring and Danish influence.....</b>	<b>7</b>
Annex 1: Results matrix .....	9
Annex 2: Education Cannot Wait – Country engagements .....	0

## 1. Objective of the Organisation Strategy

This Organisation Strategy provides strategic considerations and specific goals for Denmark's engagement with Education Cannot Wait (ECW). It forms the basis for the Danish financial contributions and is the platform for dialogue with ECW. It outlines Danish priorities for ECW performance within the framework established in ECW's own Strategy Plan 2018-2021. In connection with the development of the ECW strategy plan 2022-25, Denmark will engage actively towards aligning priorities as needed towards the new strategy.

## 2. Education Cannot Wait

Despite notable progress, 64 million children of primary school age worldwide are out of school<sup>1</sup>. During conflicts and in humanitarian situations, this tendency is even worse. In 2018, more than half of the 7.1 million school-aged refugees globally did not attend school<sup>2</sup>. Yet education appeals receive less than 2% of humanitarian funding. ECW's purpose is to ensure that education – too often neglected in times of crisis – is prioritised as an integral part of humanitarian response. It was created in 2016 on the notion that access to quality education cannot be postponed until times of peace and stability and that existing education initiatives did not sufficiently address this challenge.

Hosted by UNICEF and operative since 2017, ECW's goal by 2021 is to support delivery of quality education to over 8 million children and youth in areas affected by conflict, disaster and protracted crisis, with a special focus on protecting and promoting girl's education. To date the fund has mobilised US\$ 344 million, reaching over 1.4 million children with pre-primary, primary and secondary education, and is currently investing in more than 25 countries (see Annex 2). Denmark supported ECW from the offset, until recently as the largest donor to the fund, not least due to strong Danish commitment to work more effectively across the humanitarian-development nexus to ensure more sustainable education outcomes also in areas affected by conflict and protracted crisis.

ECW is governed by a High-Level Steering Group (HLSG) that provides overall strategic guidance to the fund and an Executive Committee (ExCom), which oversees operations and approves programmatic development.

### **ECW funding modalities:**

ECW operates under three funding modalities:

- The *First Emergency Response* (FER) window provides rapid support to Education in Emergencies (EiE) for 6-12 months through the international humanitarian coordination system.
- The *Multi-Year Resilience* (MYR) window serves to bridge the humanitarian-development nexus through 3-4-year programmes. Based on this modality, ECW promotes cooperation among key education actors in country, in particular the Education Clusters and Local Education Groups (LEGs).
- The *Acceleration Facility* (AF), a flexible financing mechanism to fund strategic initiatives, supports the collection and analysis of evidence to inform best practices and scale up innovations. The AF represents a concrete initiative to re-inforce and develop new global public goods for the sector, and incentivise positive collaboration across sectors for enhanced education outcomes.

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<sup>1</sup> UNESCO

<sup>2</sup> UNHCR

While the “First Emergency Response”, and the previous modality “Initial Investment”, made up the majority of investments since in 2017 and 2018; the focus of 2018 and 2019 has been to scale up the development of new Multi-Year Resilience Plans (ex. Afghanistan, Bangladesh, Central African Republic, Uganda and Somalia). This reflects ECW’s intention to increase the number of multi-year programs to cover 25 priority countries in protracted crisis by 2021. In 2018, 29% of ECW funding fell within the MYRP window, while FER and Initial Investments made out 69% and less than 2% of ECW funds were spend on the Acceleration Facility.

### HOW ECW BRIDGES THE HUMANITARIAN - DEVELOPMENT DIVIDE



Source: Education Cannot Wait. Strategic Plan 2018-2021

### ECW potential and lessons learned in the global education aid architecture

ECW represents a momentum for filling a gap in the global education aid architecture – with the potential to become a model for the ‘new way of working’ agreed at the World Humanitarian Summit in 2016. ECW should follow and support the Inter-Agency Network for Education in Emergencies (INEE) standards and the Global Education Cluster. One of ECW’s strategic objectives is to promote inclusive education under the principle of leaving no one behind by ending silos and strengthening collaboration between all key education actors through joint programming in emergencies. It aims to catalyse policy attention, funding, and accelerated rapid response to

Education in Emergencies (EiE) as well as to bring together governments, UN agencies and civil society from both the development and humanitarian community to situate education in the humanitarian-development nexus

Over the past few years, the global education architecture has seen the formation of several new education initiatives such as ECW and the International Finance Facility for Education (IFFEd), both born out of the Education Commission. In a vastly underfunded sector, it is paramount that governments, donors and civil society alike, ensure strong collaboration and avoid duplication of efforts. With a mandate to operate in humanitarian and crisis settings, ECW must establish close collaboration with key education, health, protection, and other relevant actors both at political and country level. Most essential are major grant-funders to education, such as The Global Partnership for Education (GPE) and the World Bank; UNHCR, who coordinates refugee support; the Global Education Cluster in charge of humanitarian response; UNICEF as the guardian of child protection in emergencies; UNESCO as the guardian of monitoring of the Sustainable Development Goal (SDG) 4 on education; as well as civil society organisations. With ECW specifically designed to strengthen education in emergencies and protracted crisis, it offers to fill gaps in countries, where education clusters are weak and other actors are absent. Additionally, it offers complementarity to existing education initiatives in the form of flexible and agile funding in cases, where education appeals goes underfunded.

The new architecture represents fresh opportunities for promoting education in the global development agenda. It also carries the risk of competition among actors and inefficient coordination, which may turn away donors. A key lesson learned since implementation began in 2017 is that operationalising the humanitarian-development nexus continues to be a challenge in particular at global level, and will require increased collaboration across sectors and stakeholders in the design and implementation of transition programmes. ECW therefore has a vital role to play in addressing this challenge. This should be done by further capitalising on ECW's demonstrated ability to facilitate collaboration of key actors including governments at country level. Furthermore, linkages between ECW and GPE should be further elaborated to explain synergies at both policy and especially at country level. ECW must support high quality and relevant Multi-Year Resilience Programmes that build on existing coordination structures and plans such as the Education Cluster (often co-led by governments), and Humanitarian Response Plans coordinated by the Humanitarian Coordinator, as well as Education Sector Plans (ESPs) developed by governments and Local Education Groups (LEGs). All this while avoiding duplication. Additionally, in developing MYRPs, special emphasis should be made on the existence of an evidence-base for interventions and systematic monitoring of education quality.

ECW should include flexible approaches to different contexts and aim to continuously catalyse new funding. The ECW secretariat, which is characterised by its lean nature, is challenged to develop strong capacity for targeted and collaborative action; remain focused on its strategic priorities, while also being able to explore innovative areas, and have a forceful voice in advocacy. To mobilise long-term backing, ECW supported programmes must therefore rest on solid evidence and analysis; prioritised interventions; adequate funding; and proper monitoring and documentation.

ECW has placed itself as a leading actor and important coordinating body on education in emergencies. ECW has been well received by civil society organisations who have encouraged increased financial support to the fund. In particular, the role of Denmark in prioritising the humanitarian-development nexus and reaching those left furthest behind is welcomed by civil



society partners as a much needed and timely effort in line with Denmark's 2030 strategy and the SDGs. Furthermore, ECW has been successful in catalysing additional funding, which in itself is a success criterion to meet the goal of filling the gap in funding for education in humanitarian settings.

### **3. Justification for support and Danish priorities**

The overarching aim of ECW interventions, in line with Danish key policy priorities, is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4) particularly in emergencies.

Danish support to ECW fits strategically with aims in *Denmark's strategy for development cooperation and humanitarian action, The World 2030*. Supporting education in fragile contexts contributes to peace, stability, protection and increased resilience in developing countries (SDG 16). *By providing young people, whom we need to and must give hope of a better future and an alternative to fleeing, migrating or participating in armed conflict*, education also addresses the root causes of migration and is an important platform for mobilising multi-sectoral service delivery especially in humanitarian contexts. The lack of prospects – including education and jobs, are among the primary reasons why families migrate. Girls in destabilised contexts are especially at risk of dropping out of school. ECW's emphasis on girl's education is in line with Denmark's strategic aim to promote gender equality and priorities for SDG5; *"When girls are allowed access to education and health services and are given an increased opportunity of being active citizens, they often marry later and have fewer and healthier children at a later time in life. This is also an important aspect of managing population growth and overpopulation."* Partnerships (SDG17) within the education sector broadly and with new and innovative partners and alternative sources funding, e.g. through companies and private foundations, ECW represents a critical opportunity for enhancing collaboration in a complex field, where funding is scarce, but the cause is easy to digest and results are tangible.

#### **Danish financial support to ECW**

Denmark has supported ECW since soon after its creation in 2016. In December 2016, Denmark made a strategic decision to invest DKK 75 million, followed by an additional DKK 104 million. In 2017 Denmark supported DKK 100 million. In 2019 a 4-year contribution of DKK 250 million from 2019-2022 was approved. This currently makes Denmark the second largest donor to ECW with a total of DKK 529 million in signed contribution agreements and pledges<sup>3</sup>. Furthermore, Denmark has placed a senior Danida Advisor close the ECW management group to strengthen programming quality and advocacy capacity. Through its strategic investments in ECW, Denmark has helped establish ECW as a significant and mature fund for Education in Emergencies and set a high standard among donors. To align closely with Danish development policy priorities, Denmark will place special emphasis on ECW's efforts to reach out-of-school children in Sub-Saharan Africa and countries hosting refugees from Syria. This includes advocating for a revision of the existing pipeline list of ECW multi-year programmes, ensuring that those geographic areas are proportionally and timely supported.

Denmark has also supported Global Partnership for Education (GPE) for a number of years and as the current 5<sup>th</sup> largest donor, with an annual contribution of DKK 300 million for the period of 2018-2021. Together with the Danish support to UNICEF, there is obvious potential for harvesting synergy within Danish support to education via active engagement in these institutions. Experience, knowhow and influence from one, may add value to the other, and it is important for Danish development and humanitarian assistance to capitalize on this possibility.

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<sup>3</sup> Only recently overtaken by the UK, with a £90 million pledge in august 2019.

## Denmark's key priorities

In order to support ECW in reaching those left furthest behind and providing quality education in emergencies, Denmark will focus on the following strategic priorities:

1. **Hum/Dev Nexus and joint collaboration**: Denmark will strongly encourage ECW to focus on its mandate to bridge the humanitarian-development nexus to secure long-term education impact, that enjoys full back up and funding. This entails close monitoring of the capacity of ECW to facilitate country level collaboration among actors and across sectors – in particular governments and major education actors such as GPE, local and international civil society actors, and relevant clusters including education, GBV and child protection – to design high quality and relevant transition programmes that build on existing structures and plans. Denmark advocates for the use of regular external evaluations in order to collect lessons learned from country level engagements and adjust programmes accordingly.
2. **Gender equality**: Denmark will maintain strong collaboration with likeminded donors and education actors with gender equality and girl's education as a priority. The aim is to ensure monitoring of ECW's gender strategy and to safeguard that programmes systematically address gender. This will be done by confirming that planning and analysis include gender interventions most relevant to each context; that relevant partners are engaged, and that interventions are backed by funding.
3. **Education quality**: Denmark will stress the importance of education quality, also in emergencies with limited resources, and monitor that ECW supported programmes always include quality interventions that are systematic, based on context analysis, aligned with existing plans and include adequate teacher training and supervision.
4. **Resource mobilisation**: Denmark finds it important that ECW aims to raise new funding for EiE and ensures adequate funding of ECW supported programmes. Denmark will use its leverage as a major donor to mobilise support for ECW through high-level advocacy, e.g. linking up with private foundations, and following up on EU's engagement to increase its education funding in humanitarian assistance.

## 4. Monitoring and Danish influence

Denmark will engage actively with ECW in order to seek influence and monitor progress. The strategic interaction will use a large range of channels, and will include both formal and informal engagement with ECW and other relevant education actors:

- **Membership of ECW governing bodies**: As one of the lead donors to ECW, Denmark will seek influence on the High Level Steering Committee. This is the main forum for influencing the strategic direction and performance of the fund. The newly formalised Danish membership of the Executive Committee (ExCom) will allow for a closer information flow and monitoring of the operations of ECW, and Denmark will play an active role.
- **Participation in ECW planning and monitoring processes**: Denmark will monitor the capacity of the ECW secretariat to deliver high quality planning and follow-up on supported programmes; solid documentation and communication of results. This will include a continuous close oversight by ECW in terms of risk assessment; solid anti-corruption measures and procedures to avoid Sexual Exploitation, Abuse and Harassment (SEAH). Denmark will place emphasis on monitoring its four key priorities; the humanitarian-development nexus and coordination, gender equality, education quality and resource mobilisation and support ECW to stay focused on its strategic priorities, while exploring innovative programming solutions that enhance

impact. Denmark will also engage in ECW organisational reviews, in order to strengthen and clarify governance structures of ECW. Subject to resource availability Denmark, including Danish missions, will take active part in preparatory planning missions to countries of particular Danish interest and engage in reviewing strategies, progress reports, and evaluations from ECW. Furthermore, Denmark will support conferences/replenishment events in relation to ECW. Denmark additionally suggests an organisational review of ECW to take place as soon as possible jointly with other donors.

- Collaboration with other donors: Denmark will seek close cooperation with like-minded donors, who share similar priorities in relation to both ECW and GPE (multi-lateral, bi-lateral, EU and others). Voicing concerns together as a group of donors is more likely to have an impact.
- Secondments: Danish secondments to ECW and GPE are a vehicle for positive collaboration along Danish priorities and provision of critical support to the organisation. Currently, Denmark is supporting the ECW and the GPE with senior advisors. Other secondments, such as for the Global Education Cluster or at country level, will be considered on an ongoing basis.
- Danida capacity and synergy: Denmark has a key role to play as a main donor to ECW and large donor to GPE in promoting collaboration within the education aid architecture, and between education and other relevant sectors and platforms. To play this role and to capitalise on the Danish position and branding, Denmark will seek to optimise internal staff resources on monitoring this area. This will require continued close collaboration between colleagues dealing with development policy and humanitarian assistance respectively and close dialogue between seconded staff to ECW and GPE. It will be essential for Denmark to promote the complementarity between the two funds, to ensure synergies mindful of the potential overlap of the two in bridging the humanitarian-development nexus and making the most effective investments for a given objective. This will be done through reviews and assessments of relevant reporting and documents on GPE and ECW and engagement with partners in selected countries. To align closely with Danish development policy priorities, Denmark will monitor ECW efforts to reach out-of-school children in priority countries in Sub-Saharan Africa and countries hosting refugees from Syria.
- Expertise, input and information flow from different actors: Denmark will maintain critical dialogue with a range of actors, who can provide information on ECW performance and perspectives on how to promote Danish priorities. This includes i.e. Danish Missions; seconded staff to ECW, GPE and UNICEF; other donors especially with presence in the education sector at country level, in particular the EU; Danish and international civil society organisations working in education; and Danish private foundations. This dialogue will cover the full spectrum of Danish assistance to education in order to enhance synergy. Denmark will also draw on expertise from Danish-based education hubs, such as the UNCHR education office; the GPE-funded civil society mechanism hosted with Oxfam/IBIS (Education Out Loud); and the inter-agency Mental Health and Psychosocial Support Collaborative hosted by Save the Children Denmark.

## Annex 1: Results matrix

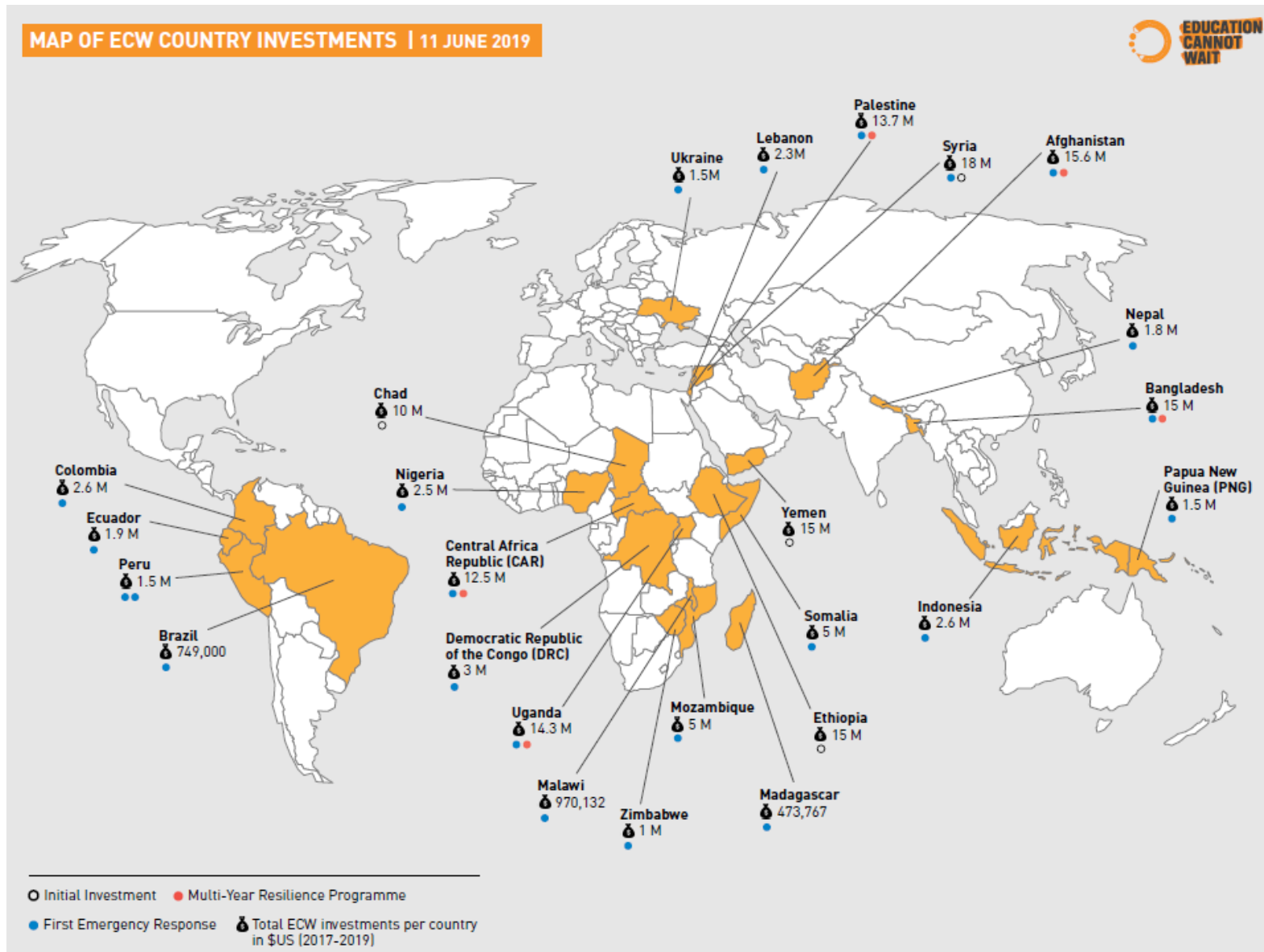
The results matrix is aligned with ECW's Strategic Plan 2018-2022, which is crafted around five collective outcomes and five strategic outputs. Through regular dialogue and active participation on governing bodies, Denmark will monitor the overall performance on all outcomes/outputs, but will place particular emphasis on areas relevant for Denmark, listed below. The full ECW *Operational Model and Results Framework* can be found at:

<https://www.educationcannotwait.org/download/results-framework/>

DENMARK'S PRIORITIES	KEY INDICATORS FROM ECW RESULTS FRAMEWORK	LINK TO DANISH POLICY AND SDGs
<p>1. <b>Joint collaboration:</b> Denmark will strongly encourage ECW to focus on its mandate to bridge in the humanitarian-development nexus and closely monitor capacity of ECW to facilitate country level collaboration among education and other relevant actors such as health and protection to design high quality and relevant transition programmes that build on existing structures and plans.</p>	<p>Strategic output 3: Joint, locally owned planning and timely response</p> <p>Indicator: Proportion of ECW-supported countries with response plans (Humanitarian Response Plans and / or Relief, Re-integration and Protection plans, where relevant) and education sector plans (Education Sector Plan or Transitional Education Plan, where relevant) meeting quality standards, and developed in consultation with all local actors, including Education Clusters, LEGs, refugee coordination groups, local civil society, and national governments, where applicable and appropriate</p>	<p>SDG17 – Partnership approach, engaging authorities and relevant local and international organisations in development.</p>
<p>2. <b>Gender equality:</b> Denmark will establish close collaboration with other actors with gender equality and girl's education as a priority to ensure monitoring of the ECW gender strategy.</p>	<p>Collective outcome 2: Strengthened equity and gender equality in education in crisis</p> <p>Proportion of ECW-supported countries meeting country-specific targets for:</p> <ul style="list-style-type: none"> <li>-Girls' secondary education, in terms of enrolment, retention, and completion is recognized, targeted, being a budgeted education priority</li> <li>-Education sector policy/plan specifying prevention and response mechanisms to address gender-based violence in and around schools</li> <li>-Policies on inclusive education covering refugees and internally displaced persons (IDPs)</li> </ul> <p>Proportion of ECW grantees meeting program-specific targets for: Proportion of children who complete: (a) primary education; (b) lower secondary education disaggregated by gender and disability</p>	<p>SDG5 and especially SRHR is central to the Danish strategy and seen as central to reaching all the other SDGs.</p>
<p>3. <b>Education quality:</b> Denmark will monitor that ECW supported programmes always include</p>	<p>Collective outcome 4: Improved learning and skills outcomes for crisis-affected girls and boys</p>	<p>SDG 4, especially education for women and girls is central to the</p>

<p>quality interventions that are systematic, based on context analysis, aligned with existing plans and include adequate teacher training and supervision.</p>	<p>Indicators:</p> <p>Proportion of ECW-supported countries meeting country-specific targets for:</p> <p>Proportion of children and young people (disaggregated by gender) in crisis and conflict-affected countries supported by ECW meeting minimum proficiency level in learning outcomes measured across the following:</p> <ul style="list-style-type: none"> <li>- Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning and psycho-social well-being</li> <li>- Proportion of children and young people (a) in Grades 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education who achieved at least a minimum proficiency level in (i) reading and (ii) mathematics</li> </ul>	<p>Danish strategy and to reaching all the other SDGs.</p>
<p><b>4. <u>Resource mobilisation:</u></b> Denmark will monitor the ability of ECW to raise new funding for EiE and adequate funding of ECW supported programmes. Denmark will use its leverage as a major donor to mobilise support for ECW, e.g. through collaboration with key donors, CSOs and private foundations.</p>	<p>Strategic output 2: Increased education in emergencies funding for in-needs populations</p> <hr/> <p>-Overall aid funding to education in emergencies (total and as % of global humanitarian funding)</p> <p>-Proportion of ECW-supported countries that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above</p> <p>-Total amount of financing to ECW and amount raised from non-traditional donors / through innovative financing mechanisms</p>	<p>SDG 17, Partnership approach, engaging authorities and relevant local and international organisations in development</p>

## Annex 2: Education Cannot Wait – Country engagements



### Annex 3 Risk management matrix

<b>Risk factor</b>	<b>Likelihood</b>	<b>Impact</b>	<b>Risk response</b>	<b>Residual risk</b>	<b>Background to assessment</b>
Risks posed by political instability and fragile contexts impede programme implementation during longer or shorter periods of time	Likely	Minor	<ul style="list-style-type: none"> <li>- Accept and monitor</li> <li>- Ensure risk mitigation plans are built in to country level programme documents and taking into account impact on expenditure</li> <li>- Closely monitor high risk country programmes</li> <li>- Maintain Global Security Framework and Protocols</li> </ul>	Minor	ECW is tailored for implementation in emergency settings and thus well prepared to respond to the challenges
Lack of coordination among development and humanitarian actors to bridge the humanitarian-development divide	Less likely	Major	Pro-actively advocate for coordination and collaboration among actors and specifically monitor progress and set-backs through stakeholder dialogue and ECW annual reporting	Minor	A key function of ECW is coordination so this area of work has key priority and should therefore entail lower risk of oversight in case of challenges to be addressed
Major breach of donor compliance	Less likely	Major	<p>Monitor country programme compliance with donor requirements</p> <p>Continue to review of internal processes to ensure they are donor compliant</p> <p>Annual audits of donor compliance processes</p>	Minor	ECW donor governing structures are in place and coordination among donors will help ensure compliance and monitoring
Failure to raise <b>new</b> funding for EiE and adequate funding of ECW supported programmes	Less likely	Major	<p>Revisit resource mobilization strategy</p> <p>Consider to pursue alternative sources of financing and develop new donor relationships</p>	Minor	Denmark can use its leverage and networks to influence and strategise with other donors and new funding has already

			Quantify the financial and service delivery impact of losing key donors and develop mitigating strategies Proactively review and manage the donor funding pipeline		been raised
Breach of zero-tolerance in relation to sexual exploitation, abuse and harassment (SEAH)	Less likely	Major	Monitor ECW ability to ensure continuous and close oversight in terms of risk assessment, adherence to codes of conduct, reporting mechanisms and rigid follow up on SEAH cases with appropriate measures.	Minor	ECW adheres to international commitments as defined by IASC Task Team on Accountability to Affected Populations and Protection from Sexual Exploitation and Abuse. Furthermore, Denmark can use its role in the ECW Excom and networks with donors and partners to monitor.



# Quality Assurance checklist for appraisal of programmes and projects<sup>1</sup>

**File number/F2 reference:**

**Programme/Project name:** Organisation Strategy Education Cannot Wait

**Programme/Project period:** 2018-2022

**Budget:** DKK 250 million

## **Presentation of quality assurance process:**

Quality assurance has been a part of the dialogue with the

- ✓ The design of the programme/project has been appraised by someone independent who has not been involved in the development of the programme/project. *Comments: Yes, the organisation strategy has been reviewed by the Danida Programme Committee, external partners, and senior development advisor from a separate MFA office.*
- ✓ The recommendations of the appraisal has been reflected upon in the final design of the programme/project. *Comments: Yes. Organisation strategy has been informed and updated based on recommendations of hearing, Danida programme committee and quality assurance committee as well as a senior advisor from a separate MFA office*
- ✓ The programme/project complies with Danida policies and Aid Management Guidelines. *Comment: Yes.*
- ✓ The programme/project addresses relevant challenges and provides adequate responses. *Comment: Yes.*
- ✓ Issues related to HRBA/Gender, Green Growth and Environment have been addressed sufficiently. *Comment: Yes. Particularly gender issues are very relevant*
- ✓ Comments from the Danida Programme Committee have been addressed (if applicable). *Comment: Yes*

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<sup>1</sup> This Quality Assurance Checklist should be used by the responsible MFA unit to document the quality assurance process of appropriations where TQS is not involved. The checklist does not replace an appraisal, but aims to help the responsible MFA unit ensure that key questions regarding the quality of the programme/project are asked and that the answers to these questions are properly documented and communicated to the approving authority.

- ✓ The programme/project outcome(s) are found to be sustainable and is in line with the partner's development policies and strategies. Implementation modalities are well described and justified. *Comment: Yes.*
  
- ✓ The results framework, indicators and monitoring framework of the programme/project provide an adequate basis for monitoring results and outcome. *Comments: Yes. Key indicators have been linked to Danish priorities as part of the results framework.*
  
- ✓ The programme/project is found sound budget-wise. *Comment: Yes.*
  
- ✓ The programme/project is found realistic in its time-schedule. *Comments: Yes.*
  
- ✓ Other donors involved in the same programme/project have been consulted, and possible harmonised common procedures for funding and monitoring have been explored. *Comments: Yes. Denmark is second largest donor and funding along with 15 other donors, Norway, UK, Canada, Germany, Sweden, Netherlands, USAID, EU, LEGO, DubaiCares, Australia, TheirWorld, France, WJSFF/Global Citizen and Bulgaria.*
  
- ✓ Key programme/project stakeholders have been identified, the choice of partner has been justified and criteria for selection have been documented. *Comments: The current programme document has identified a number of stakeholders and donors. The partner selection is done by the ECW Secretariat according to criteria for selection.*
  
- ✓ The executing partner(s) is/are found to have the capacity to properly manage, implement and report on the funds for the programme/project and lines of management responsibility are clear. *Comments: Yes. However, as the collaboration between ECW, GPE and other key actors and sectors is key to the success of the programme, progress will be monitored closely through ECW governance structures*
  
- ✓ Risks involved have been considered and risk management integrated in the programme/project document. *Comments: Yes.*
  
- ✓ In conclusion, the programme/project can be recommended for approval. *Comment: Yes.*

Date and signature of desk officer: \_\_\_\_\_

Date and signature of management: \_\_\_\_\_