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© UNICEF

22 MILLION primary school-aged children (6-11) are out of school

15 MILLION young adolescents (12-14) are out of school

secondary education? Paris, France: Author1 UNESCO. (2016). Leaving no one behind: How far on the way to universal primary and .

THE RESULT: entire generations of children and youth are denied the right to education

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CHALLENGES TO QUALITY EDUCATION

- Lack of existing infrastructure

- Host countries are under stress and have limited capacity

- Different language of instruction

- Children have missed years of school and need to 'catch-up'

- Little to no evidence of EiE project effect or results globally – what works and why .. Or not

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EDUCATION CAN'T WAIT

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CAN'T WAIT TO LEARN VISION

"*Closing the education gap for millions of children affected by conflict globally with effective curriculum – based learning opportunities using gaming technology.*"

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AMBITION STATEMENT:
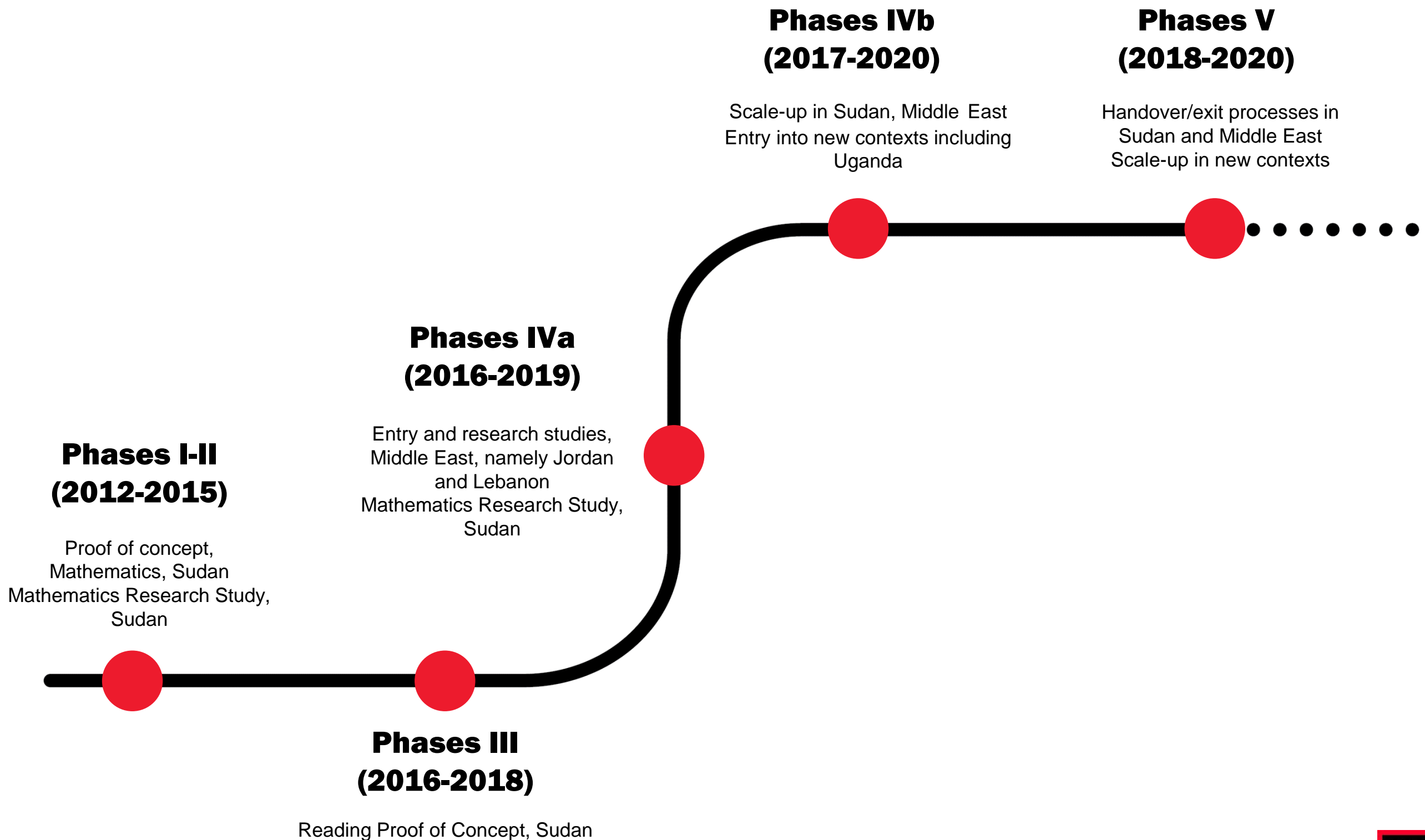# QUALITY LEARNING FOR CHILDREN AFFECTED BY CONFLICT

Provide access to **quality learning opportunities** for **170,000 children** in Africa and the Middle East by **end 2020** by producing full curriculum-based gaming software for mathematics and reading in three languages: Arabic, French, and English, delivered with appropriate support in each context.

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SCALE-UP/ SCALE-OUT TIMELINE

**Phases IVb
(2017-2020)**

Scale-up in Sudan, Middle East
Entry into new contexts including
Uganda

**Phases V
(2018-2020)**

Handover/exit processes in
Sudan and Middle East
Scale-up in new contexts

**Phases IVa
(2016-2019)**

Entry and research studies,
Middle East, namely Jordan
and Lebanon
Mathematics Research Study,
Sudan

**Phases I-II
(2012-2015)**

Proof of concept,
Mathematics, Sudan
Mathematics Research Study,
Sudan

**Phases III
(2016-2018)**

Reading Proof of Concept, Sudan

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- Leverages gaming technology appropriately to address the immediate need for quality education

- Is research-informed and evidence generating

- Uses a partnership approach

- Addresses contextual challenges

- Is currently scaling

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COMPONENTS OF CAN'T WAIT TO LEARN

Since it's inception, Can't Wait to Learn has had the aim to scale. This means that a heavy focus on learning, particularly identifying, and documenting the different aspects of the programme that make is a success, or present key challenges, has had a strong focus. This work started in Sudan, and was expanded subsequently to capture learning and practice in Jordan and Lebanon. Now, in preparation for expansion, the Can't Wait to Learn team has identified and articulated the core programme components, or principles, necessary in every programme country or intervention to safeguard quality and achieve scale. These components are:

Scale-up vision and ambition

A **digital gaming interface** that is adapted to context to support motivation and active and self-paced learning.

Maths and reading curriculum educative game and full instructional model based on **Ministry of Education curricula** and requirements.

Co-creation process as core component: culturally, contextually and curricula appropriate

Diagnostics for every learner which can be aggregated according to Ministry and sector requirements.

Research component supporting scaling up, contributing to knowledge development in the Education in Emergencies sector. Use of nationally & internationally recognised measurement tools and methodologies

A **delivery mechanism** that works across resource-constrained environments.

The following slides provide further explanation on each component and updates on progress.

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AMBITIONS BY 2020/3: SCALE DOMAINS

Quality

Adoption

Sustainability

Ease of Implementation

Financing

Can't Wait to Learn Scale Domains and Key Performance Indicators were developed based on Can't Wait to Learn programme experience, input from Humanitarian Education Accelerator mentorship and MSI scale-up frameworks and tools.

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Scale-up Domains and Key Performance Indicators

Impact / Quality
- # of children enjoying access to quality education
- Maths and Reading competency level measured against agreed national recognised targets (% or score)
- Effect on psycho-social well-being of access to education in this manner (delta / change)
- Learning cost per child (economy, efficiency, effectiveness, equity)

Adoption
- # partners engaged in programme
- # of effective implementation partners
- Visibility in sector (e.g. # report appearances; # peer reviewed journals; # presentations, etc)

Ease of implementation
- Speed/pace measured in time from country selection to tablets in hand (through-put)
- # implementing partners

Financing
- Revenues from users
- Funding from donors
- Revenues from consultancy services
- Revenues through MoEs (including from bilateral programmes)
- Revenues from product sales

Sustainability
- # contexts where Can't Wait to Learn is part of MoE recognized certification or education pathway process
- # of bilateral or multilateral programmes including Can't Wait to Learn
- # successful handover processes to sector stakeholders, both government and non-government

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AMBITION: ADOPTION

- 50 partners engaged in programme

- 35 effective implementation partners

- Strong visibility in sector measured by # report appearances; # peer reviewed journals; # presentations, etc)
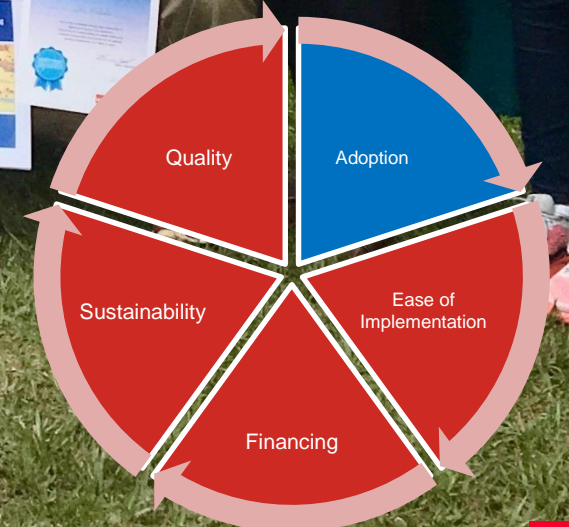
- 170,000 children enjoying access to quality education
- 65% or higher maths and reading competency level measured against agreed national recognised targets
- Positive Effect on psycho-social well-being of access to education in this manner (delta / change)
- Learning cost per child:
  - Economy = ECW level USD 110
  - Efficiency & effectiveness = comparable or better than alternatives
  - Equity = appropriate additional costs to reach marginalized girls & boys)

Quality

Adoption

Ease of Implementation

Financing

Sustainability

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- 3 – 6 months time from country selection to tablets in hand using maths and / or new implementation contexts for an existing reading language
- 40 implementing partners

Quality

Adoption

Sustainability

Ease of Implementation

Financing

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AMBITION 2023: FINANCING

- One micro-enterprise pilot option to support CWTL in Sudan designed with UNICEF Sudan
- Donor funding reaches EUR 35,000,000 by 2023
- Consultancy services revenue identified or central services (quality assurance, IT maintenance and support, research & development) financed with implementing partners
- Integration to two bilateral programmes
- Revenue potential from one game (EAL) piloted.

Quality

Adoption

Sustainability

Ease of Implementation

Financing

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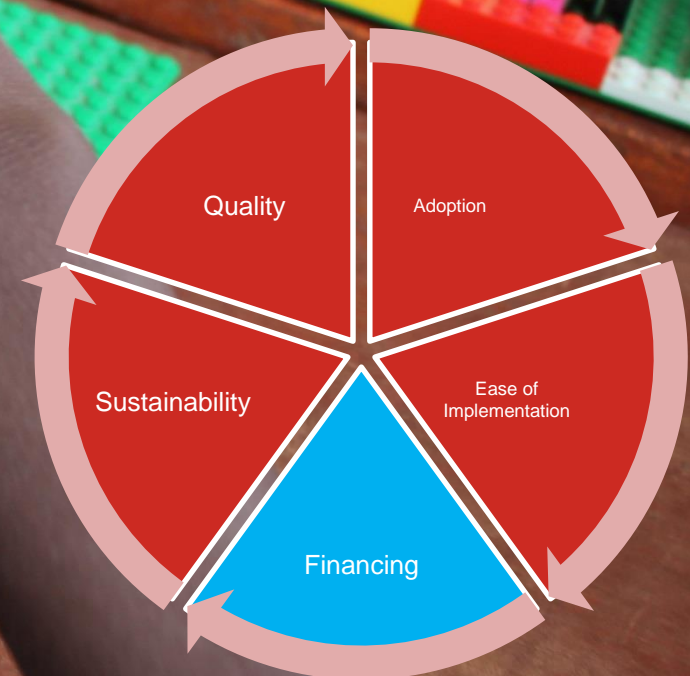
AMBITION 2023: SUSTAINABILITY

- Can't Wait to Learn is part of MoE recognized certification or education pathway process in six countries
- 2 bilateral or multilateral programmes including Can't Wait to Learn
- 3 successful handover processes to sector stakeholders, both government and non-government

Quality

Adoption

Sustainability

Ease of Implementation

Financing

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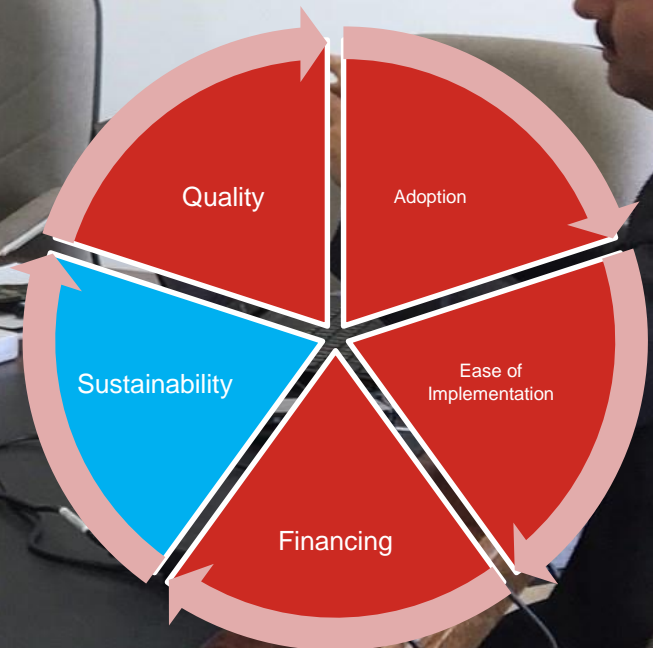
SCALING DRIVERS

Having **financing choice**

Supporting (further) **development and innovation** for (iterative) improvement

Accessing **effective and efficient operations services** (financial systems, fundraising services, administrative services, procurement services, etc)

Offering **effective product maintenance and CWTL specific services** (e.g. IT support, monitoring, scaling, development processes, etc)

Developing **active partnerships for collaboration and co-creation**

Leveraging existing **relations**

Offering **effective implementation protocol** (processes and practices)

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STRATEGIC CHOICES: HOW TO GET THERE

Can't Wait to Learn's success will be made possible by ensuring excellence in the following areas:

IMPACT: Can't Wait to Learn will demonstrated potential for impact <u>and</u> impact at scale, as measured during <u>credible</u> research and evaluation processes, both by the WCH R&D department and external research and evaluation agencies. Impact measurements will focus on learning, well-being, value for money and beneficiary numbers.

OPERATING SYSTEMS AND SERVICES: Can't Wait to Learn will be supported by operating systems and services which comply to industry standards including accountability, and support Can't Wait to Learn's ambitions to provide services to large numbers of childrens across a number of conflict affected contexts.

TEAM EXCELLENCE: Can't Wait to Learn will offer strong central services (education, humanitarian processes, IT, monitoring and evaluation, research and development and design) to effectively service implementation and encourage partnership and growth.

COST – EFFECTIVENESS: Can't Wait to Learn will be cost-effective, as measured by value for money (VfM) methodologies compared to other alternative education in emergencies programming at scale.

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BENEFICIARIES

|	JORDAN	LEBANON	SUDAN	UGANDA
GOAL 2018	7,000	7,000	7,000	5,000
GOAL 2020	30,000	35,000	65,000	20,000
PLAN OF ACTION	Scale up in formal schools Exploration of informal settings	Scale up through implementing partners: NRC, TdH, INTERSOS, Ana Aqra, Sonbola	Scale up through UNICEF	Roll out through implementing partners NRC, SCI and FCA.

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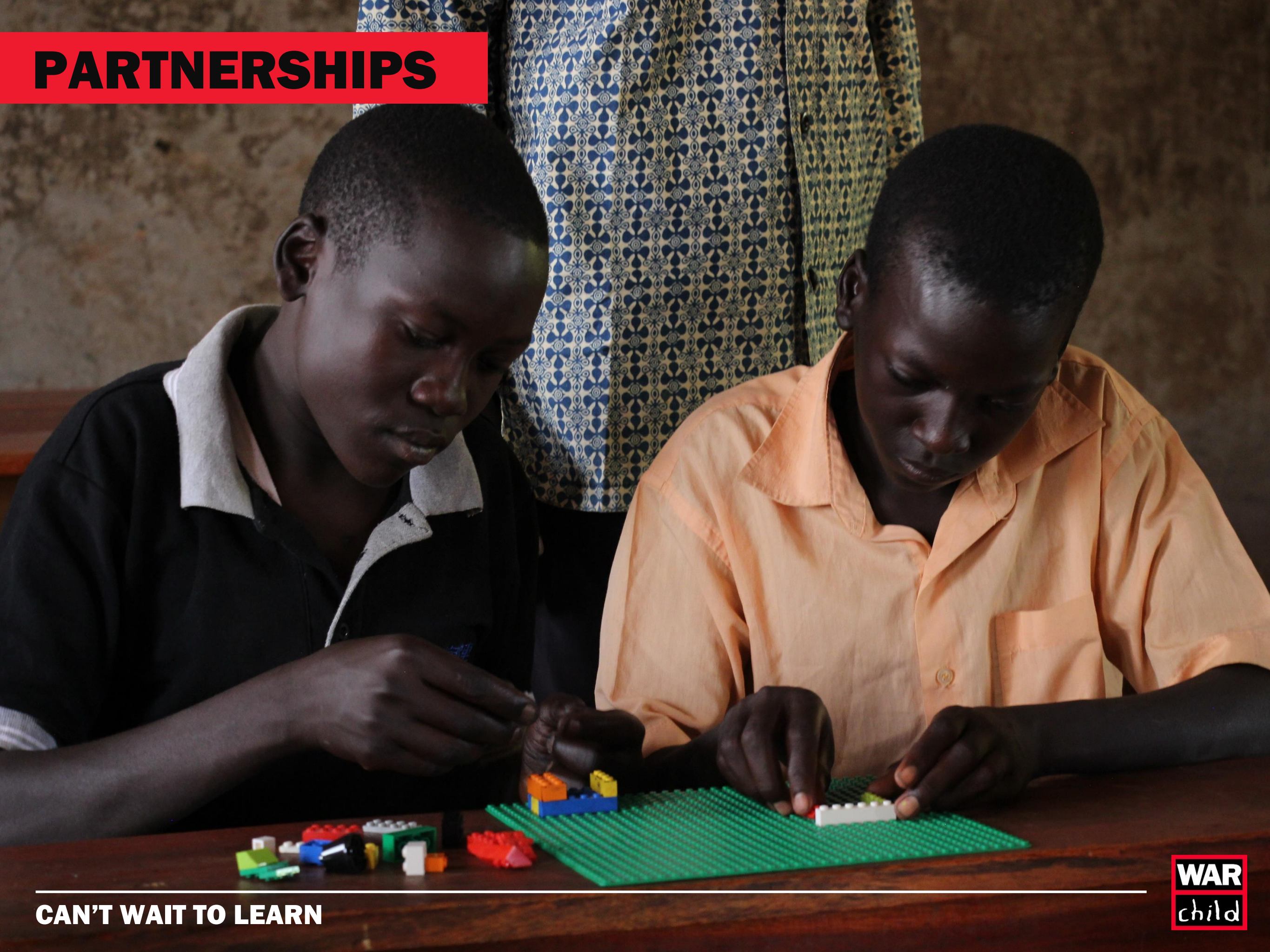
BUTTERFLY WORKS

TNO innovation for life

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Sheffield Hallam University

Hashemite Kingdom of Jordan
Ministry of Education

Lebanese Republic
Ministry of Education & Higher Education
Directorate General of Higher Education

Republic of Sudan
Ministry of General Education

Ministry of Education,
Science, Technology and Sports

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170,000 CHILDREN BY 2020

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JORDAN

The Syrian conflict has placed an unprecedented burden on Jordan's public services, particularly its education system. Jordan is hosting 1.4 million Syrians*, almost 700,000 of whom are registered as refugees**. One third of those registered are school-aged children between the ages of 5 – 17. While some 170,000 Syrian refugee children are enrolled in the 2016/2017 school year in formal schools, approximately 91,000 Syrian children remain outside of the formal education system. Additionally, of the Syrian children enrolled, attend on an irregular basis due to the need to work to supplement their household income, lack of transportation, and because they have missed too much school to integrate into the grade level for their age.

*2015. Jordan Response Plan to the Syrian Crisis. OCHA
**UNHCR Jordan: http://reporting.unhcr.org/node/2549#_ga=2.233107290.594127005.1525081318-417293547.1498553893

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JORDAN

GOAL 30,000 CHILDREN

Support for Syrian Refugee and Jordanian children in:
Formal Schools:
- Grade 1 - 6 Maths,
- Grade 1 - 3 Reading

Informal Learning Environments:
- Grade 1 - 6 Maths,
- Grade 1 - 3 Reading

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LEBANON

In an already stretched economy, the impact of war in Syria has added to increasing economic, social, demographic, political, and security challenges in Lebanon. Lebanese host communities continue to provide support and basic services, mainly health care, education, and shelter, to refugees despite their own growing needs and deteriorating resources*. As per May 2016, Lebanon was hosting approximately 1.1 million registered Syrian refugees, of whom 42% are school-aged children (aged 3 to 18 years). Among these, an estimated 377,000 were children excluded from formal and non-formal education programs at the time of measurement. Although enrolment in formal education has increased since 2011, an overwhelming majority were still not able to access school at all.

*Reaching All Children with Education: RACE II 2017 – 2021 (Ministry of Education and Higher Education, August 2016)

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LEBANON

GOAL 35,000 CHILDREN

Support for Syrian Refugee and Lebanese children transition to Formal Schools or Accelerated Learning Programmes:

- Grade 1 – 6 Maths
- Grade 1-3 Reading
- Arabic, English, and French languages

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SUDAN

With more than 3 million children out of school, Sudan has the highest out of school rate in northern Africa. Formal education opportunities are widely unavailable and where they are, often exclude the most vulnerable children, particularly girls, those affected by emergencies such as internally displaced people (Darfur) and refugees (border region with South Sudan), and children living in very remote areas of the country or from 'periphery' tribes. Many of these children live in areas where there simply is no education infrastructure – including schools and trained teachers, or they may be prevented from going to school due to traditional practices. The chance of many of these children accessing education, let alone quality education, through traditional means, is negligible.

http://www.worldbank.org/en/news/feature/2017/01/18/basic-education-in-sudan-the-long-road-to-stability
http://www.unocha.org/sudan/

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UGANDA

Uganda is currently hosting more than 1.3 million refugees, approximately one million of whom are from South Sudan, with smaller populations of refugees from the Democratic Republic of Congo and Burundi. Of the South Sudanese refugees, more than 600,000 arrived within a period of 5 months from August to December 2016. The situation was initially dubbed 'the children's crisis' by the northern Uganda host population as more than 60% of arrivals were children, many unaccompanied. Children of school going age now make up more than 65% of the entire refugee population*. The huge influx of refugees has put pressure on the host population and its resources, and in many cases, there is simply no room to absorb newly arrived refugee children in the existing schools. While the Ministry of Education and Sports and education actors supporting the refugee response are working to provide accelerated learning opportunities to older children (10-14), and also support existing formal primary schools, they have faced significant challenges in recruiting and training an adequate number of teachers. For children enrolled in accelerated education, this often means classroom sizes of more than 100 children per class. An estimated 298,079 refugee children, or 64% of the school going age population, are out of school**.

*UNHCR Sector Fact Sheet: Education. January 2018.
**http://www.unhcr.org/south-sudan-emergency.html

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UGANDA

GOAL 20,000 CHILDREN

Improved quality and learning outcomes for South Sudanese refugee children and vulnerable Ugandan children in the West Nile region through accelerated education programming:

- Grade 1 – 7 Maths
- Grade 1-4 Reading
- English language

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