Leaving No Child Behind

Annual Results Report

2023

EiC
Annual
Results Report
2023

ABOUT THIS REPORT

The 2023 Annual Results Report for Education in Crisis (EIC) reflects a year of Growth & Resilience amidst the continent's most pressing challenges. As an organization dedicated to ending the global education crisis, providing educational resources during crises and emergency situations to those left furthest behind is crucial in tackling the global injustices while contributing to the Sustainable Development Goals especially goal 4, (Quality Education) and Goal 5, (Gender Equality).

The report highlights key achievements, including the establishment of Nuba Mountains Institute of Higher Education with integration of digital learning platforms to make accessible higher learning in difficult-to-reach areas, partnerships with local educational agencies, institutions and the launch of innovative resource mobilization initiative with the goal of mobilizing One Million Africans.

Financially, EIC's income increased drastically with a stable and efficient budget, ensuring maximum impact for every dollar spent. For a comprehensive overview of EIC's performance and financial health over the past year, the full report is available on their **website**.

REPORT CONTRIBUTORS

The results described in the report reflect the hard work and dedication on the ground to support children whose education is in crisis in 5 countries.

The report was produced under the overall guidance of EiC's Executive Director and Monitoring, Evaluation and Reporting Team.

We are also grateful for valuable inputs and comments from a range of partners. The report features strategic objectives and education results.

This Annual Results Report presents the progress made by Education in Crisis (EiC) in 2023. During its third year of operations, EiC developed a flexible model that allowed the organization, its donors and volunteers to pursue the donations model, while at the same time ensuring that a holistic set of services be provided to children in humanitarian emergencies contexts where possible.

For relevant data and research from other sources, references are available through the links provided in this report and direct mentions where possible.

We thank all those who contributed to the success of this important report showcasing our small yet encouraging results and efforts to end the global education crisis for every learner equally.

Leaving No Child Behind

Education in Crisis - EiC

Education in Crisis (EIC) is an award-winning registered NGO with Registration NO. 00NGO/R/4348 under the NGO registration ACT NO. 24 OF 2002 of the United Republic of Tanzania. Founded in 2019, EIC has been active in promoting inclusive and equitable quality education for poverty alleviation and sustainable development in East Africa.

Due to Sudan's political unrests, the founder of EiC initiated the registration of EiC in the United Republic of Tanzania to place the organization's headquarters in Arusha, Tanzania. Since then, EiC currently operates in 5 African countries delivering quality education to children and youth whose education is in crisis in Tanzania, Sudan, South Sudan, Kenya and Uganda.

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Acronyms

GCPEA	Global Coalition for the Protection of Education from Attack
EiC	Education in Crisis
SDGs	Sustainable Development Goals
UN	United Nations
UNESCO	United Nations Education Scientific Cultural Organization
UNICEF	United Nations Children's Fund
GBV	Gender-based Violence
CP	Child Protection
CPIMS	Child Protection Information Management System
NMTns	Nuba Mountains
UNCRC	United Nations Convention on the Rights of the Child
CRC	The Convention on the Rights of the Child
GEM	Global Education Monitoring
IBG	Imagine Being George
SRRA	Sudan Relief and Rehabilitation Agency
EiE	Education in Emergencies
ACRWC	African Charter on the Rights and Welfare of the Child
DNA	Deoxyribonucleic Acid
UNHCR	United Nations High Commissioner for Refugees

UPE	Universal Primary Education
USE	Universal Secondary Education
NGO	Non-governmental Organization
CSO	Civil Society Organization
SPLM/N	Sudan People's Liberation Movement - North
LCM	Learning Crises Monitor
ECRD	Education Crisis Response Dashboard
MHPSS	Mental Health and Psychosocial Support
PTA	Parent-Teacher Associations
ECE	Early Childhood Education
SP	Strategic Plan
NMIHE	Nuba Mountains Institute of Higher Education
WASH	Water, sanitation and hygiene
SSD	Safe Schools Declaration
IHRL	International human rights law
IHL	International humanitarian law
IDP	Internally displaced persons
F.U.N.D	Finance Uplift Nurture Development
IGA	Income Generating Activity
YOY	Year-over-year
USD ($)	United States Dollar
TZS	Tanzanian Shillings

It is a global crisis that **9 out of 10** of children cannot read with comprehension or perform basic mathematics by age ten. This educational deficit, if left unaddressed, threatens to perpetuate a cycle of underdevelopment and lost potential. It's imperative that the African leaders collectively recognize this challenge and take immediate, decisive action to transform education financing in their national budgets. The future of Africa, and the world depends on today's leaders' abilities to equip the young people with quality foundational skills.

As we reflect on 2023, Education in Crisis is proud of the significant milestones achieved in our mission to provide quality education to children and youth whose education is in crisis. This year has been a testament to the resilience and potential of the communities we serve.

Both direct and indirectly, our partnership with over 28 secondary schools in East Africa and through "Dream Mapping," have reached **67,234** of children in Sudan, Kenya, Uganda, South Sudan, and Tanzania. This initiative, made possible by the unwavering support of our partners and volunteers, have helped participant students create visual representations of their dreams and career aspirations through vision boards, encouraging them to think about their future in a tangible way.

We have seen firsthand the transformative power of education. Despite the numerous challenges posed by conflicts in countries like Sudan and displacements, children have shown remarkable determination and enthusiasm to learn. Their stories inspire us and reinforce the importance of our work.

Looking ahead, our strategic objectives for 2024 are ambitious yet achievable. We aim to enhance educational access, promote gender equality, and integrate technology into learning environments. These goals align with our vision of empowering communities through education and creating sustainable change.

Education in Crisis is proud to introduce our Foundational Scholars Program, a pivotal initiative aimed at providing comprehensive educational support to children in crisis-affected regions. This program focuses on delivering essential scholastic materials, fostering academic excellence, and creating a nurturing learning environment. Through targeted interventions, we empower young learners to overcome challenges and achieve their educational goals so they can support others.

1 Million Africans Campaign

In alignment with our mission, July 03, 2023, we launched the 1 Million Africans Campaign, inviting 1 million individuals across Africa to each sign an education voice book backed by a commitment of S1 to scale up EiC's work in making accessible the right to education for every child in Africa. Every dollar contributes to a child's education, providing critical resources and opportunities for a brighter future that relies on the quality of human capital development.

Why Support These Initiatives?

By supporting the Foundational Scholars Program and the 1 Million Africans Campaign, donors will be directly impacting the lives of thousands of children. These contributions help break the cycle of poverty and conflict, fostering hope and resilience in communities across Africa.

Call to Action

We invite you to join us in this transformative journey. Your support, whether through donations or advocacy, plays a crucial role in shaping the future of education for children in crisis-affected regions. Together, we can make a lasting difference.

2023
ANNUAL
RESULTS
REORT

EiC's scholar in Uganda holds his scholastic materials provided by Education in Crisis

Message from Executive Director
Leading with Vision, **Inspiring Success**

Ending the global Education Crisis...

An education crisis is a healthcare crisis, food security crisis, climate change crisis, economic growth crisis, gender equality crisis, economic empowerment crisis, and governance crisis. We must address it immediately and swiftly to achieve a prosperous world where everyone has an equal opportunity to unlock their potential to accelerate sustainable development...

George Omer Nalo
The Chief Executive Officer

Dear Supporters, Partners, and Stakeholders,

2023 has been a transformative year for Education in Crisis. Our mission to provide quality education for all has driven us to innovate, collaborate, and expand our reach. Thanks to the unwavering support from our donors, partners, and dedicated volunteers, we have made significant strides in creating educational opportunities for children and communities left furthest.

This year, we navigated numerous challenges, from geopolitical conflicts to natural disasters, but our commitment to making education accessible remained steadfast. As we reflect on our achievements and prepare for the future, we are filled with hope and determination to continue our work in ensuring every child gets equal opportunities to thrive and reach their potential.

I am delighted to present our 2023 Annual Report, showcasing our small yet remarkable journey and accomplishments throughout the year. It is with immense pride that I reflect on the dedication and resilience of our team of professional youth from 7 African countries, the unwavering support of our valued monthly foundational donors and partners, and the positive impact we have made in the lives of over 60,000+.

In the face of unprecedented challenges, we have remained steadfast in our commitment to ending the global education crisis for every learner whose education is in crisis. Our focus on delivering inclusive, equitable, quality education, coupled with our agility in adapting to market dynamics, has been instrumental in our continued growth and success.

Looking ahead, we remain dedicated to our core values, fostering a culture of innovation, and delivering sustainable value to every child.

An education crisis is a healthcare crisis, food security crisis, climate change crisis, economic growth crisis, gender equality crisis, economic empowerment crisis, and governance crisis. We must address it immediately and swiftly to achieve a prosperous world where everyone has an equal opportunity to unlock their potential to accelerate sustainable development.

Our strategic objectives for 2024 shall focus on enhancing educational access, promoting gender equality, and integrating technology into learning. With your continued support, we aim to create sustainable change, empowering children to build a brighter future.

Thank you for your unwavering commitment to our mission. Together, we can achieve a world where education is a reality for every child, even in the most difficult-to-reach areas.

Sincerely,

George Nalo
Founder & Executive Director
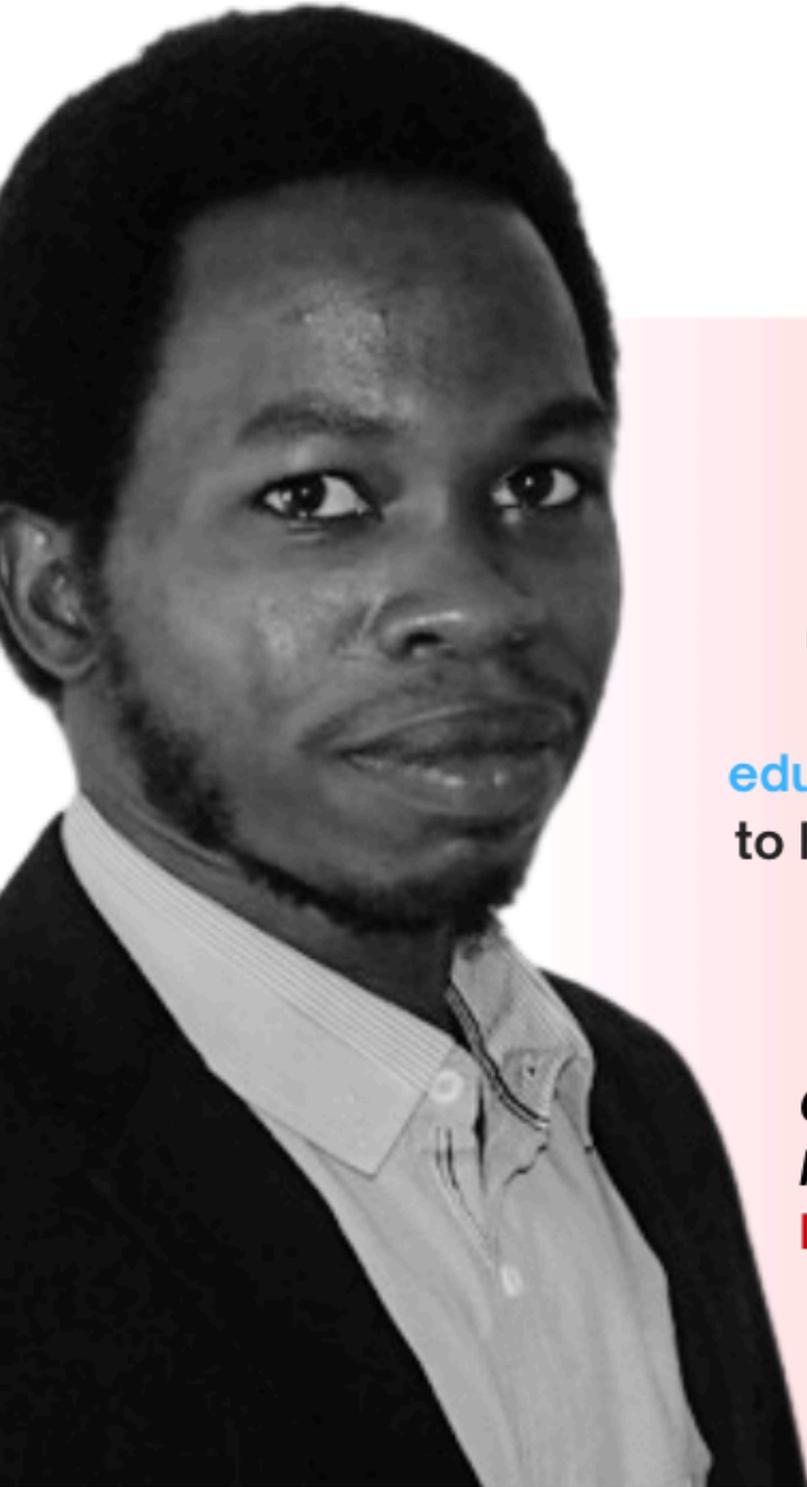
The human capital
underdevelopment in Africa
stems from the persistent
education crisis that continues
to birth irrelevant market skills

George Omer Nalo
Founder - Education in Crisis
December 14, 2023

At Education in Crisis, we believe that everyone deserves an equal opportunity to build a better life, regardless of the circumstances they are born into. As part of our ongoing work to support forcibly displaced populations and their host communities, we are excited to announce our commitment to the 1 Million Africans Campaign, an initiative that invites 1 million Africans to contribute US $1 each toward transforming education across the continent.

Delivering inclusive, equitable, quality education and ending the global learning poverty are key EiC long-term objectives. In 2019, EiC was founded to help make accessible the right to education. The founding principle responds to the fact that communities have the potential to unlock sustainable solutions to their local problems including education crisis.

To effectively deliver inclusive, equitable, quality education, teacher quality plays a pivotal role in creating quality learning environments. Since 2020, EiC through our partnering schools has trained more than 1,000 teachers and education personnel in Tanzania and Uganda. In 2023 more than 600 children received learning materials support, raised from I 4 A Pen, including 250 school-in-a-box sets containing pencils, erasers, scissors, exercise books, calculators, and drawing materials.

In the Nuba Mountains, approximately 150 children under the scholarship indicator category Pass Level Vulnerability (49 per cent girls) received school-in-box sets.

Sudan is having more than 42 million population most of them are young at school and university age (8.1 million K-12 students, and 653,000 tertiary level students) hence there is high demand for quality educational services. The demand for educational programmes is huge in the 18 states of Sudan due to lack of development strategies and imbalance distribution of national wealth that previously led to long civil war in south, west and east Sudan.

Uganda as many other African countries is facing a learning crisis. Learning poverty, the share of children not able to read and understand an age-appropriate text by age 10, is estimated by the World Bank, UNESCO, and other organizations at 83%.

Being in school does not imply a child is learning, but lack of learning increases the likelihood of dropping out of school. According to the World Bank and UNESCO Institute of Statistics, the primary school completion rate was at 52% in 2017 for boys and 54% for girls. In the same year, lower secondary completion was at 28% for men and 25% for women. Gross enrollment in tertiary education was at 6% for men in 2016 versus 4% for women.

EiC plans to deliver an eight-month accelerated learning programme to at least 5,000 forcefully displaced and conflict-affected children in Uganda's refugee camps so that the children are able to re-enter the formal system after receiving the required certification.

Future investments will contribute to tackling the inequalities within education by trying to address the root causes of gender-based discrimination. Education for refugees and the internally displaced will also remain a key focus for EiC.

Education for refugees and the internally displaced will also remain a key focus for EiC.

A YEAR OF
GROWTH & RESILIENCE
2023

Education in Crisis' History

Education in Crisis was established to make accessible inclusive, equitable, quality education for all and address urgent educational needs in conflict and crisis situations. The organization began by setting up initial programs focused on providing emergency educational support in areas most needed.

2019

George failed to secure financial resources to join campus and was forced to stay home while his 2018 high school colleagues joined higher institutions of learning. Inspired by his own story, he setup a WhatsApp group to mobilize his friends to give back to their former primary school in Kauda, 42 initially turned up but with the introduction of monthly $3, they were left only 2 subscribing with Isaac Abdu thus the establishment of **Education in Crisis (EiC)**.

2020

EiC was officially first registered by Sudan Relief Rehabilitation Agency (SRRA) to operate in SPLM/N controlled areas as a national NGO on 9th November. EiC launched its first flagship Foundational Scholars Program with 2 out-of-school girls brought back to class upon the recommendation by the then head teacher at St. Vincent Catholic School, Kauda. The COVID-19 pandemic, Sudan's political unrest and limited resources, EiC was determined to respond to the increased needs of educational accessibility in the region.

2021

In 2021, our child sponsorship program (Foundational Scholars program) included children in primary school, 2 sitting for their primary leaving examination this year's end and the 2 in primary seven, a total of 4 sponsored children (3 girls and a boy). These children are being supported by the funds collected from our members' contributions and we thank our members for this support.

2022

Winning our first award on the continent recognized by the Africans Rising for our grassroots work in promoting justice, dignity and peace in Africa through making quality education accessible. Strengthened community engagement and advocacy efforts, working closely with local stakeholders to enhance educational access and policy support. Initiated new programs targeting gender parity and inclusion in education. From 2 monthly donors to 9 supporting the Foundational Scholars Program whose numbers increased from 2 children to 6.

2023

Recognized the second time in Lusaka, Zambia by the African Youth SDGs Summit and two of its volunteers. Officially registered in Tanzania where EiC's head office would be hosted in Africa. Achieved significant milestones in improving school enrollment and retention rates, expanded digital learning initiatives, and conducted in-depth evaluations of program impacts. Continued to build on partnerships and refine strategies based on field experiences.
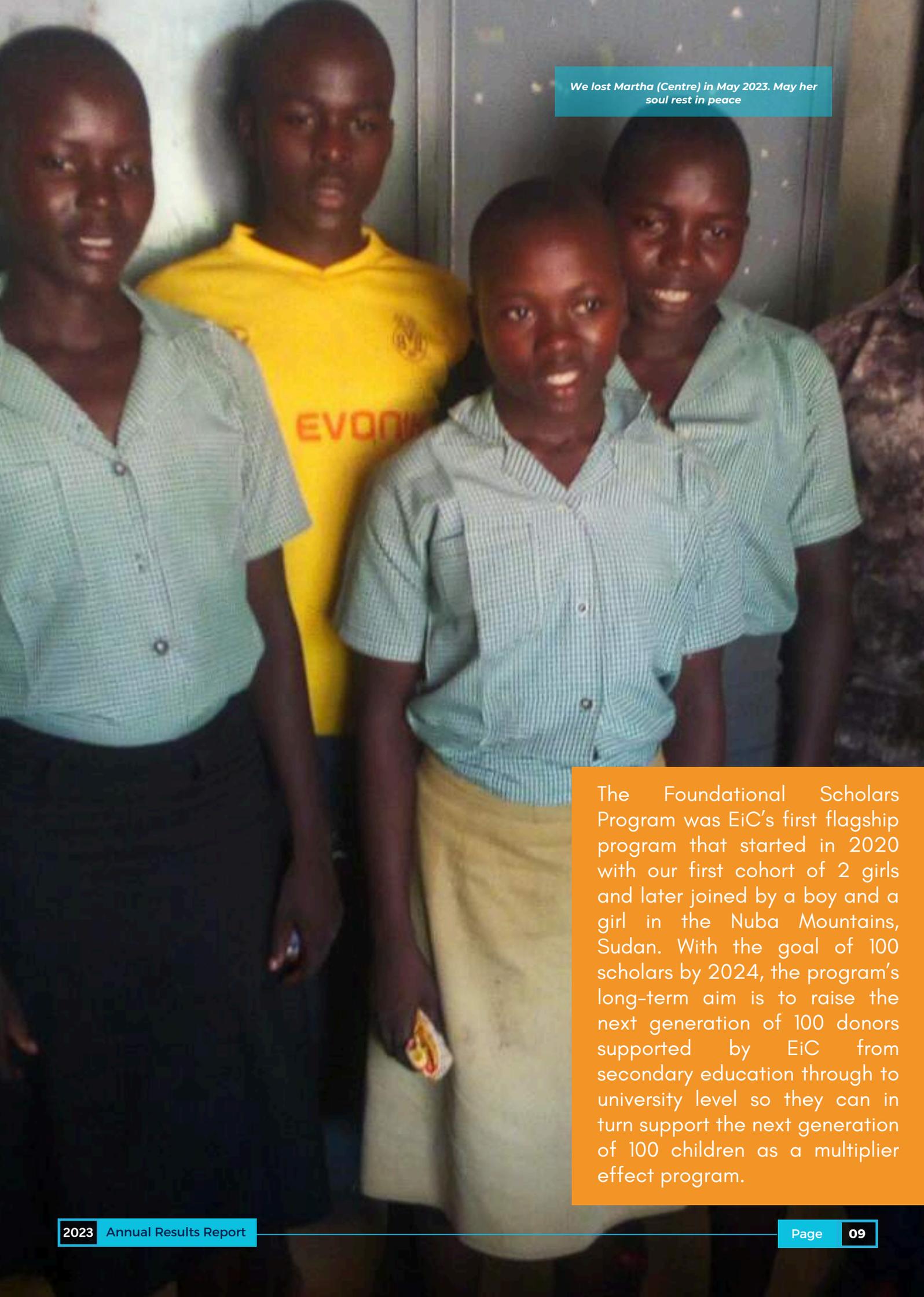
The Foundational Scholars Program was EiC's first flagship program that started in 2020 with our first cohort of 2 girls and later joined by a boy and a girl in the Nuba Mountains, Sudan. With the goal of 100 scholars by 2024, the program's long-term aim is to raise the next generation of 100 donors supported by EiC from secondary education through to university level so they can in turn support the next generation of 100 children as a multiplier effect program.

Education in Crisis' Founding Principle

Local communities understand their own needs, challenges, and strengths better than external organizations. When communities are actively involved in planning, development and implementation of initiatives as well as contributing resources, they feel a sense of ownership and pride in the initiatives and programs being supported. This increases their engagement and commitment to the success of these endeavors. Mobilizing resources locally allows for the development of solutions that are culturally relevant and tailored to the specific context of the community. This is the heart of Education in Crisis' founding that every child has equal access to quality right to education.

With the founding principle of mobilizing local resources from local people to solve local problems facing local people in Africa, EIC through this experience continues to mobilize youth, organizations, governments, policymakers, and communities to invest in the right to education of every child and youth as a long term investment in sustainably solving their poverty crises.

EIC, acronym for the Education in Crisis, is a youth-led multilateral fund that was founded by university students in 2019 as an initiative founded by George Nalo. Based in Africa's Tanzania, EIC is committed to mobilizing local resources from within local communities to address the pressing issues that affect everyday people in the local contexts. With a focus on inclusive, equitable, and quality education, EIC is dedicated to poverty alleviation and sustainable development.

EIC recognizes that local problems require local solutions, and this is the driving force behind our mission. By empowering communities to take charge of their own development, EIC is paving the way for a brighter future for all. Through our work, EIC is creating opportunities for young people to thrive, and for communities to come together in pursuit of a common goal.

One of the key strengths of EIC is the ability to tap into the resources that already exist within local communities. By working with local people, EIC can identify the unique needs of each community and develop tailored solutions that are effective and sustainable. This approach has enabled EIC to make a real difference in the lives of more than 60,000 individuals and created pathway change those benefits everyone since 2020.

After the formal registration by the Sudan Relief and Rehabilitation Agency (SRRA), two school-drop-out girls (Chichi Simon and Martha Khamis (R.I.P, May 2023)) in the Nuba Mountains, Sudan became the first foundational scholars to be given scholarship after the school head teacher availed their names and school report cards. Considering the situation in the region already marginalized for more than 20 years although the girls were among the top performing students in class, due to financial difficulties, their education was critically in crisis and so their dreams put on hold. With the help of the school, the two girls were traced and brought them back to class.

This was the birth of the Foundational Scholars Program. By establishing a Foundational Scholar's Program with the aim of supporting 100 children who would eventually become donors was not just a brilliant initiative with the potential for significant long-term impact but a mindset change journey EIC embarked on to foster a culture of philanthropy, empowering underserved communities through education, and creating a cycle of giving back throughout the areas of operation in the future.

To effect this, EIC shall establish a strong alumni network to provide ongoing support and mentorship to scholars as they transition into adulthood. Encourage alumni to give back to the program through donations, volunteering, or serving as Learner Guides or mentors. As the scholars participate in the program, EIC through partners shall occasionally incorporate activities such as workshops or fellowships and curriculum components that promote the values of generosity, empathy, and social responsibility. Encourage scholars to volunteer in their communities and participate in fundraising initiatives to support the next generation of indigenous donors. Our goal in 20 years to have at least 1,000 donors who are former program beneficiaries supporting the program through their financial and expertise contributions.

VISION

Improved free quality education for all

MISSION

To promote inclusive, equitable quality education for poverty alleviation and sustainable development

Six (6) Key Principles

1 **Mobilizing local resources from local people to solve local problems facing local people.** Local communities understand their own needs, challenges, and strengths better than external organizations. We actively involve   communities in planning, development and implementation of initiatives as well as contributing resources.

2 **Education is a universal human right.** Children's rights are enshrined in the 1989 United Nations Convention on the Rights of the Child (UNCRC), the most ratified human rights treaty in the world. We use a rights-based approach and affirm our commitment to upholding international human rights and humanitarian principles.

3 **Key to poverty alleviation and sustainable human development.** From early childhood through secondary to higher education, strategic investment in holistic, quality education alleviates individuals and communities thus fostering economic transformation and growth

4 **Protecting children from violence, exploitation, and abuse.** Advocating for legal protection, including from harm and all forms of physical, psychological, and sexual violence. EiC is committed to ensuring every child is free from discrimination and all forms of violence that endangers their future and potential to achieve their dreams

5 **Ensuring inclusive, equitable, quality education.** EiC believes that everyone has and must be given an equal opportunity to thrive in life. Through gender mainstreaming, disability responsive investments, with qualified teachers, safe learning environment and learning materials to reach their full potential.

6 **Mobilizing and advocating for policy makers involvement.** Through local, national and international platforms, EiC is committed to mobilizing policymakers and decision makers to include the voices of young people in decisions that affect them and their futures including in educational policies and transformation.

The Foundational Scholars Program.

With the founding principle of mobilizing local resources from within local people to solve local problems facing local people, EIC aims at standing and walking by the side of the first one hundred foundational scholars till they are professionally able to contribute back to their selves, families, communities, and the world just as they were helped by EIC's members.

By establishing a Foundational Scholar's Program with the aim of supporting 100 children who would eventually become donors was not just a brilliant initiative with the potential for significant long-term impact but a mindset change journey EIC embarked on to foster a culture of philanthropy, empowering underserved communities through education, and creating a cycle of giving back throughout the areas of operation in the future.
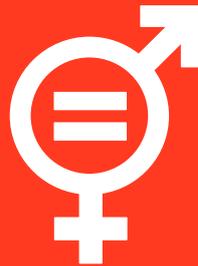
EiC's Priority SDGs

4 QUALITY EDUCATION
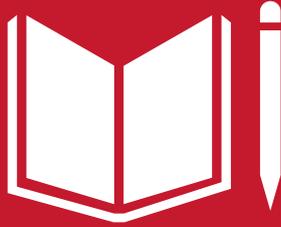
5 GENDER EQUALITY

17 PARTNERSHIPS FOR THE GOALS

EDUCATION FOR ALL: ADDRESSING AFRICA'S URGENT EDUCATIONAL CRISES...

Africa is home to some of the most dynamic and rapidly growing populations in the world. However, the continent also faces significant educational challenges that threaten to hinder its progress. From conflict-ridden regions to areas plagued by poverty and systemic underinvestment, millions of children across Africa are denied access to quality education. Addressing these urgent educational crises is essential for ensuring that Africa's youth can realize their full potential and contribute to the continent's sustainable development.

To ensure all African children get access to inclusive, equitable, quality education, EIC believes in the involvement of every stakeholder including community members, governments, local and international NGOs, private sector, educators, and funders to come together to empower the grassroots efforts.

01
Conflict and Displacement:

In countries like South Sudan, the Central African Republic, and the Nuba Mountains region in Sudan, ongoing conflicts have devastated educational infrastructure, displaced populations, and created environments where attending school is perilous. Schools are often targeted in conflicts, leading to destruction, closure, and fear among students and teachers.

02
Gender Disparities:

Gender disparities in education are pronounced across many African countries, with girls facing unique challenges such as early marriage, cultural norms that devalue their education, and safety concerns. These factors contribute to higher dropout rates among girls and limit their future opportunities.

03
Poverty and Inequality:

Poverty remains a significant barrier to education across Africa. Families struggling with basic survival often cannot afford school fees, uniforms, or supplies, leading to high dropout rates, especially among girls. Rural and marginalized communities are disproportionately affected, further entrenching cycles of poverty and inequality.

Key Educational Crises in Africa

04
Health and Nutrition

Poor health and malnutrition are major obstacles to learning. Children who are hungry or suffering from preventable diseases are less able to concentrate, attend school regularly, or perform academically. The HIV/AIDS epidemic and other health crises further exacerbate these challenges.

05
Quality of Education:

Even where access to education exists, the quality of that education often falls short. Overcrowded classrooms, unqualified teachers, and a lack of learning materials contribute to poor learning outcomes. In many cases, students are not acquiring the basic literacy and numeracy skills needed to thrive.

06
Education Financing

African governments must transform education financing in their national budgets to ensure it receives adequate support to end learning poverty. Effecting this, EiC has launched an ambitious campaign to mobilize 1 Million Africans to support the education of every child whose education is in crisis.

Education is a fundamental human right and a critical driver of development. Addressing Africa's urgent educational crises requires a concerted effort from governments, international organizations, civil society, and local communities. By investing in education, promoting equity, and ensuring that every child has the opportunity to learn, Africa can unlock the potential of its youth and lay the foundation for a more prosperous and peaceful future.

Africa, home to over 1.3 billion people, is a continent rich in diversity, culture, and potential. Yet, it faces significant challenges, particularly in the education sector. According to UNESCO, Globally, 16 % of children and youth (covering primary to upper secondary) are not attending school. Sub-Saharan Africa accounts for close to 30 % of all out-of-school children globally. Although huge progress has been made in the last 20 years on access to school, the region unfortunately remains the worst performing globally on learning, with 9 out of ten 10 children unable to read with understanding and do basic mathematics by age 10 (World Bank, 2022). Furthermore, the continent's education system is marked by severe disparities: girls are 1.5 times more likely to be excluded from primary education compared to boys, and children in rural areas are twice as likely to be out of school as those in urban areas.

This educational crisis has far-reaching implications. Limited access to quality education perpetuates cycles of poverty, restricts economic growth, and undermines social stability. The consequences are particularly unfavourable for vulnerable populations, including girls, children with disabilities, and those living in conflict zones. With the continent's youth population expected to constitute 42% of global youth, the urgency to address these educational gaps has never been greater.

Education in Crisis (EiC) plays a crucial role in addressing these challenges, working to ensure that no child is left behind, especially those in regions affected by poverty, conflict, or displacement.

Africa is facing a profound education crisis that threatens the future of millions of children and youth across the continent. From insufficient access to schooling, poor learning outcomes, and the impact of conflict and displacement, the challenges are complex and urgent. As global attention focuses on achieving Sustainable Development Goal 4 (SDG 4) which calls for inclusive and equitable quality education for all by 2030 African nations must overcome significant barriers to realize this vision.

One of the most pressing issues is that millions of African children are not enrolled in school or are enrolled in schools that lack the resources to provide quality education. Factors contributing to this include economic hardship, political instability, and insufficient infrastructure. According to UNESCO, over 100 million children in sub-Saharan Africa are out of school, with the highest rates of exclusion in countries affected by conflict.

According to UNESCO, Globally, 16 % of children and youth (covering primary to upper secondary) are not attending school. Sub-Saharan Africa accounts for close to 30 % of all out-of-school children globally.

Day Of African Child

EDUCATION IN CRISIS

To honor this day, we renew our dedication to ending education crisis in africa...
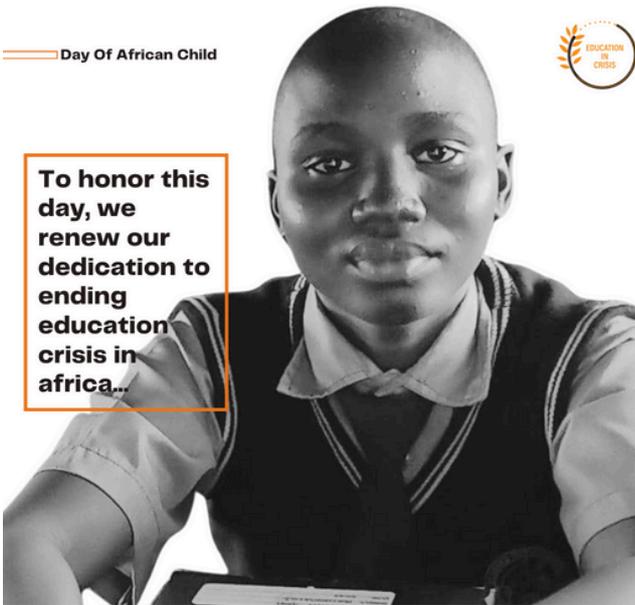
Education in Crisis (EiC), a two-time award-winning Non-governmental organization established in 2019 to make accessible inclsive, equitable, quality education for all including those caught in emergencies and conflict areas and support the African governments in accelerating the achievment of the UN's global goals especially goals 4 and 5.

Through its founding principle; Mobilizing local resources from local people to solve local problems facing local people, the strategy which has registered increased local contributions by Africans and NGOs by 2022 though its Foundational Scholars program, it increased access to quality of education of 201 out-of-school children in four African countries benefiting directly or indirectly and a partnership with 28 schools across five countries in East Africa.

This approach has not only raised awareness on the localization of resources and ownership of the local problems first by the community members but increased sustainable education innovative solutions an African child still faces in accessing educational opportunities.

In a world where technology is reshaping how education is delivered, EiC recognizes that digital tools can be a powerful equalizer for children in crisis. Innovations like online learning platforms, virtual classrooms, and digital curricula can reach children in remote or conflict-affected areas where traditional schooling might not be possible.

Every year, on June 16th, the world observes the international day of the African Child, a reminder of the 1976 Soweto Uprising, where thousands of black schoolchildren in South Africa protested against the inferior quality of their education and demanded their right to be taught in their own language.

This day not only commemorates those who lost their lives but also serves as a call to action for advancing the rights of African children. In 2023, the theme "The Rights of the Child in the digital environment" highlighting the need to protect and empower African children in the growing digital landscape. This theme is particularly significant in an era where technology increasingly influences education, social interaction, and access to information. However, it also raises concerns about children's safety, equitable access, and digital literacy, especially in underserved or crisis-affected areas.

Due to infrastructure, in-depth teacher support and learning crisis, which greatly affects learning outcomes for children in primary and secondary levels, the education dividends at community level and national make governments to highly pay the price through its human capital quality. Over five years, EIC's scholarship opportunities are unlocking the potential of the next generation of African donors who are being supported to support the next generation with a goal of educating One million vulnerable children across economically marginalized communities in Africa, innovating 100 ways of ending the learning and education crises globally in the next decade of action.

Prioritizing innovation and investments from foundational to higher learning is EiC's commitment to protect the right to education.

> EIC's scholarship opportunities are unlocking the potential of the next generation of African donors who are being supported to support the next generation with a goal of educating One million vulnerable children across economically marginalized communities in Africa

EiC's Commitment to Protecting Children from Violence, Exploitation, and Abuse.

CHILDREN'S HUMAN RIGHTS

Children are defined by law as people who are under the age of majority in their country, usually 18 years old. Globally, there are about 2.3 billion children, nearly a third of the total human population. Children's rights are enshrined in the 1989 United Nations Convention on the Rights of the Child (UNCRC), the most ratified human rights treaty in the world.

EiC's Commitment

At Education in Crisis (EiC), we are deeply committed to safeguarding the rights and well-being of children in all our initiatives and programs. Recognizing the critical importance of education, particularly in crisis situations, we prioritize the protection of children as a core principle of our work.

Every child has the right to health, education and protection, and every society has a stake in expanding children's opportunities in life.

The protracted nature of conflicts today is affecting the futures of entire generations of children. Without access to education, a generation of children living in conflict will grow up without the skills they need to contribute to their countries and economies, exacerbating the already desperate situation for millions of children and their families.

- **Child-Centered Approach:** We ensure that all our educational programs and interventions are designed with the best interests of children in mind. This includes creating safe learning environments that promote both physical and emotional well-being.
- **Protection from Harm:** We are committed to protecting children from all forms of violence, abuse, neglect, and exploitation. Our policies and practices are designed to prevent harm and respond effectively if any incidents occur.
- **Inclusion and Equity:** We strive to provide inclusive education that respects the rights of all children, regardless of their background, gender, or abilities. We focus on reaching the most marginalized children, ensuring they have access to quality education even in the most challenging circumstances.
- **Participation and Empowerment:** We believe that children have the right to be heard and to participate in decisions that affect their lives. We actively seek to empower children by giving them a voice in the development and implementation of our programs.
- **Ethical Standards and Accountability:** We adhere to the highest ethical standards in our work with children. This includes ensuring confidentiality, obtaining informed consent, and maintaining transparency and accountability in all our actions.
- **Collaboration and Advocacy:** We work in partnership with communities, governments, and other organizations to advocate for the rights of children in crisis situations. We aim to influence policies and practices that protect children and promote their right to education.

93% **Conflict areas**
Are vulnerable to the conflict and wars. They are left unprotected

48% **Displaced children**
of refugee children do not attend primary school

Credit Photo by @UNICEF

CONVENTION ON THE RIGHTS OF THE CHILD

Domestic and Gender-Based Violence (GBV) affects Child's Protection and Education

Recognising the interconnected needs of child and adolescent survivors, it is evident that Gender-Based Violence (GBV) and Child Protection actors have overlapping responsibilities in regard to response, mitigation, prevention and preparedness. Actors must cooperate to generate better knowledge, develop skills and expand resources. Both GBV and Child Protection minimum standards reiterate the need for intersectoral cooperation. Increasingly complex emergencies require the collaboration between different disciplines to understand and address new and growing needs affecting girls and boys.

Changes in the humanitarian landscape means that GBV and Child Protection response, mitigation and prevention will be led and implemented by diversified, local actors. Local actors need support to take on leadership roles in leading and coordinating response.

Local women and youth organisations are instrumental for the practical response to the needs of child and adolescent survivors. The role of GBV and Child Protection AoR Coordinators is instrumental for facilitating the practical cooperation between diverse actors to ensure that service provision gaps are addressed and coherence and complementarity promoted. Joint GBV – Child Protection advocacy on the need for protection-sensitive programming across all sectors is more effective.

The Field Cooperation Framework (FCF) relates to Child Protection and GBV AoR Coordinators' everyday practice. The hope is that it will be used as a standard reference for cooperation between GBV and Child Protection AoRs to achieve better outcomes for children and adolescents and other shared populations of concern. The framework supports maintaining specificity in responsibilities and mandates to generate synergies through increasing communication and identifying areas for collaboration.

In situation places like South Kordofan state in Sudan, EiC in 2024 is aiming at seeking partnerships to document the GBV and Child Protection gaps and jointly advocate for adequate resources to respond to the identified needs and address the gaps in services. The Nuba Mountains region is a forgotten area in global humanitarian considerations with very limited actors present to deliver the much-needed assistance to the dire needs of the local population.

A World Bank study suggests that in sub-Saharan Africa, 87% of children are unable to read with comprehension by the end of primary school.

Transforming Education starts with...
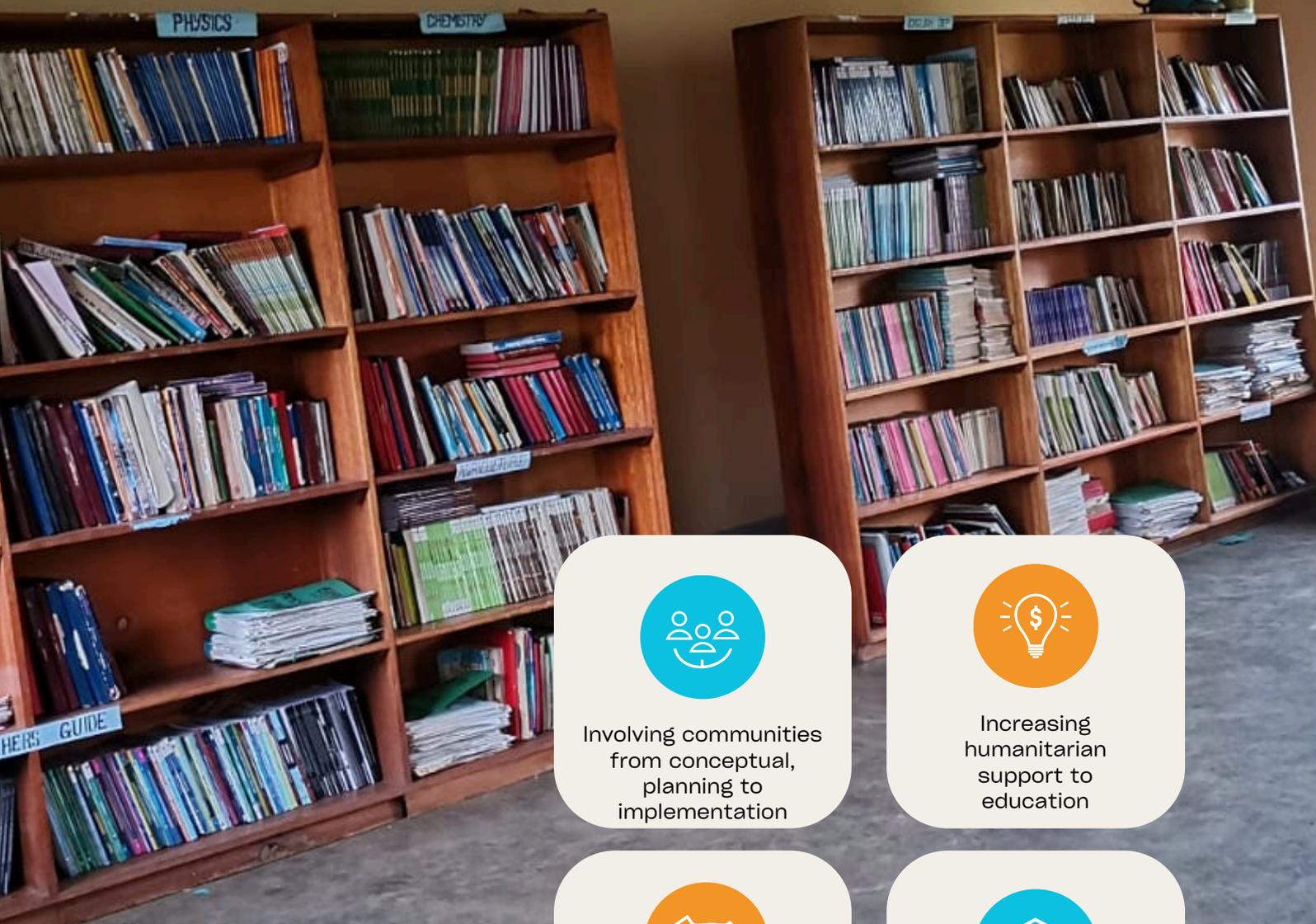
Involving communities from conceptual, planning to implementation

Increasing humanitarian support to education

Working together with grassroots organizations to rightly invest in children left furthest behind

Protecting Education from attack during conflicts

EiC's supported scholar in Uganda, photo by @EiC

A Year of educational Impact

From initiatives to impact, our report tells a story of change with many students, who previously saw limited futures, now aim to pursue higher education and professional careers.

"My mother tries to pay for my fees but affording scholastic materials is not easy for her since i am not alone, but I thank Education in Crisis for supporting me" **EiC supported Scholar in Uganda**

We've provided access to quality education for underserved children, equipping them with the tools they need to break the cycle of poverty and build brighter futures.

For Education in Crisis, focusing on the qualitative results from SDG-related activities can highlight the human stories, challenges, and transformative changes brought about by the organization's work. Below are some examples of key qualitative findings that might emerge from such projects:

While Education in Crisis (EiC) is committed to safeguarding the rights and well-being of children in all our initiatives and programs. Recognizing the critical importance of education, particularly in crisis situations, we prioritize the protection of children as a core principle of our work.

A visit to one of EiC's partnering schools in the United Republic of Tanzania by the Executive Director

Education in Crisis (EiC) is at the forefront of this response, tackling the barriers that prevent millions of children from accessing and benefiting from quality education. By addressing the root causes of the crisis, from conflict and displacement to economic hardship and gender inequality,

The school is my safe place. I do not let the situation back home discourage me from focusing on my future.

EiC's first A'Level Scholar in Tanzania

George Omer Nalo

**Founder and
Executive Director**

George is an award-winning African youth SDGs Advocate recognized in 2023 at the African Youth Summit in Lusaka, Zambia under the category; "Leave No One Behind". He is an author of "Imagine Being George", a memoir that details his struggle to get access to education and how he is giving back to his community through making accessible education he for many years struggled to get.

Under his leadership, Education in Crisis has achieved significant milestones, including being recognized and awarded by the Africans Rising in 2022 as the second runner up movement of the year and in 2023 under the category of Goal 4: Quality education in Lusaka, Zambia by African Youth SDGs Summit. George is committed to fostering collaboration, transparency, and accountability within the organization and with external partners.

Okwalinga David

**Monitoring, Evaluation, Accountability
and Learning Officer**

David is a dedicated individual with a diverse educational background, holding a Bachelor of Philosophy from Urbaniana University-Rome, Italy. His academic pursuits also include a Post Graduate Diploma in Teacher Education from Kyambogo University, Uganda as well as a Postgraduate in Monitoring and Evaluation at Uganda Management Institute Kampala. His academic journey reflects a strong commitment to continuous learning and professional growth.

In 2023, David was recognized in Lusaka, Zambia at the African Youth SDGs Summit under the category; Goal 4: Innovation for Quality Education Award.

RESILIENCE AND ADAPTATION (SDG 1: NO POVERTY)

Finding: Communities in Tanzania have taken greater ownership of local schools after being involved in the planning and implementation of educational projects. This involvement has led to sustained support for schools and improved attendance rates.

Education in Crisis is helping build resilience in children affected by conflict and poverty by providing not just education, but also psychological support and life skills. Students have developed coping mechanisms that help them navigate the challenges of their environments.

> **I had lost hope of being in class like others but with this second chance, i will never let anyone down**

Rescued by our partnering school from missing out education yet academically bright, the story of the scholar reminds us that if given an opportunity, a child's dreams are expressed through a pen and book.

A resilient scholar in Tanzania

EIC KEY FINDINGS 2023

Finding: In Uganda, collaborative decision-making between community leaders, parents, and educators has led to more effective and relevant educational programs that align with local needs and values. This approach has increased the relevance and impact of the programs.

Finding: Education in Crisis has helped build resilience in children affected by conflict and poverty by providing not just education, but also psychological support and life skills. Students have developed coping mechanisms that help them navigate the challenges of their environments.

Finding: In areas where building new schools is not feasible, the implementation of mobile classrooms and outdoor learning spaces, ensuring that education continues despite infrastructure limitations is an alternative approach.

Key findings in countries of operation

Finding (Kenya):

Students in rural Kenya have expressed a significant increase in motivation and aspirations after participating in the organization's educational programs. Many students, who previously saw limited futures, now aim to pursue higher education and professional careers. Teachers trained through Education in Crisis programs report greater confidence in their teaching abilities and a deeper understanding of student-centered learning techniques. This shift has led to more dynamic and interactive classrooms, fostering a better learning environment.

Finding (South Sudan):

In regions of South Sudan, there has been a noticeable cultural shift in attitudes towards girls' education. Parents and community leaders, who were initially resistant, are now advocates for keeping girls in school, recognizing the long-term benefits for the community. The education programs have contributed to a reduction in early marriages, as girls who stay in school are less likely to marry young. This change has empowered young women to pursue their education and delay marriage.

Finding (Sudan):

In Sudan, the education programs have contributed to a reduction in early marriages, as girls who stay in school are less likely to marry young. There are no school feeding programs in the regions of South Kordofan under the SPLM/N control due to lack of support to both government and private schools.

Achieving Results, finding hope to do more

Education data gaps continue to pose great financing gaps due to unknown learning outcomes as well as the impact of such programs, particularly in measuring SDGs 4 and 5.

For Education in Crisis, focusing on the qualitative results from SDG-related activities can highlight the human stories, challenges, and transformative changes brought about by the organization's work.

While the findings provide a deeper understanding of the impact of Education in Crisis's work, capturing the human experiences, cultural shifts, and innovative approaches that statistics alone cannot convey is crucial to support educational financing and outcomes.

2,801

I 4 A Pen

A pen is more than just a writing tool, it's a symbol of education, potential, and opportunity. In many areas across Africa, children face a shortage of basic school supplies, and something as simple as a pen can make a difference in their ability to learn. This campaign started in 2022 to provide the essentials needed for every child to succeed in school and build a brighter future.

67,342

In-School children reached

EiC through Dreams Mapping pilot program reached 67,343 children in 78 secondary schools in East Africa. We partnered with 9 local organizations in Uganda, Tanzania, Kenya and South Sudan where EiC currently has scholars to reach those schools.

150

Value Increased

Play-based learning provides opportunities for children to engage in imaginative play, explore new ideas and increased their participation in class and in play field. We piloted a program that is under development in Uganda by engaging 7 secondary schools where 150 teachers participated, (48% female)

309

School-in-sets

In many communities, students lack the basic supplies needed to fully engage in their education. EiC received 300 sets from a Tanzanian business owner when she asked if she could donate what she could.

Accessible Education, Better Lives

Without urgent action, by 2030, over half of the world's children will not have the basic skills needed for employment (World Bank, 2021).

Regional offices

02
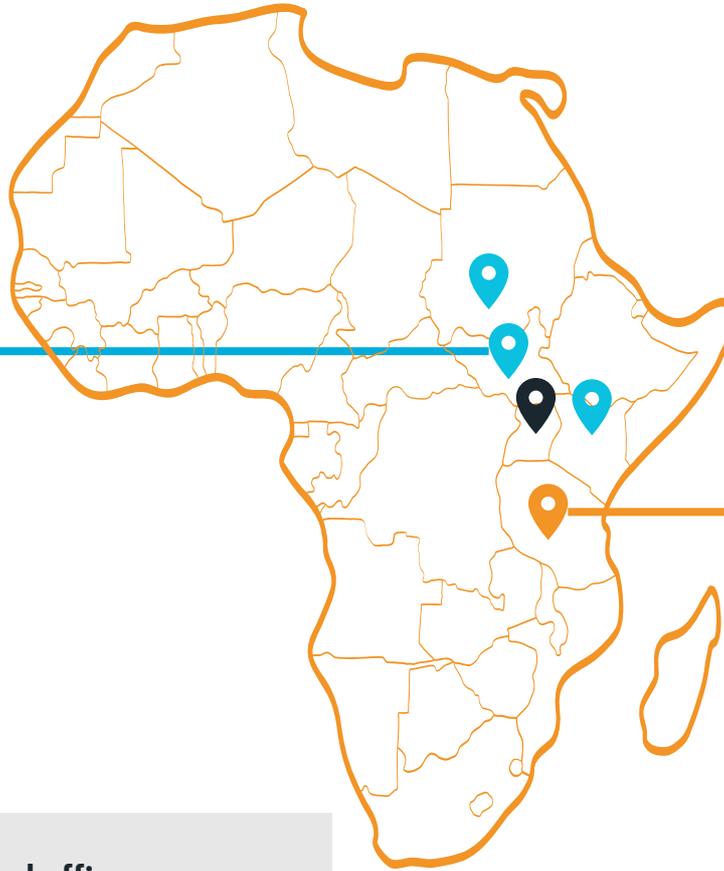
EiC's first country of registration was Sudan (South Kordofan State) in 2020. Due to the country's political unrests, the organization's head office was moved to Tanzania. In Kenya (2023) and South Sudan in 2022 respectively, EiC is affiliated with the AfriPartners for Education.

Head Office

01

Education in Crisis has its main head office domiciled in Arusha, Tanzania. In 2022, the founder chose Tanzania as the African country to host the organization's headquarters. The registration porcess was started and on February 20, 2023, EiC was officially registered by the National Council of NGOs, Tanzania as a national non-governmental organization (NGO)

Description

- 📍 EiC's Registered Head Office
- 📍 Implementing Partnerships
- 📍 EiC's Registered Regional Offices

While the organization is established and registered legally in four African countries, the major challenge has been the human resource and financial resources to expand its operations in those countries at national levels due to depending on professional youth volunteers who give their effort and resources based on their availability.

From Early start to successful future

From foundational early childhood education to higher levels, when a child is rightly empowered with quality education, they can unlock their potentials for a Sustainable Future.

To EIC, education crisis means, learning poverty, out-of-school, early marriage, child labor, disruption of education by conflicts, disasters, lack of school supplies, forced displacement, teaching poverty, Countries currently in conflict.

Today sub-Saharan Africa has the highest rates of education exclusion. Indeed 97.5 million children and adolescents are out of school in sub-Saharan Africa. Without urgent will and combined resources and efforts, the situation will likely get worse as the region faces a rising demand for education due to a still-growing school-age population.

The stark reality that 9 out of 10 of our children cannot read with comprehension or perform basic mathematics by age ten is not just alarming it's a global emergency. This educational deficit, if left unaddressed, threatens to perpetuate a cycle of underdevelopment and lost potential.

Our Areas of Focus

Digital Education
Making education accessible includes ensuring digital learning is accessible to children in conflict areas too to never stop learning

Education in Emergency
In 2019, there were 79.5 million forcibly displaced people in the world: 26 million refugees, 4.2 million asylum-seekers, 45.7 million internally

Quality Teacher
Learning only happens when there is a teacher. Well supported teacher means quality learning

MHPSS
School-Based Mental Health and Psychosocial Support (MHPSS) improves a child's mental health for better learning

Accessible, Inclusive and Quality Learning
In emergency situations, children with disabilities are often left behind most

Safe Learning Environment
Education must never be attacked and every child must feel safe to learn and thrive

African Countries Most Affected by Educational Challenges:

The DRC has a poor educational infrastructure, which was further weakened by the introduction of free primary education. This has led to overcrowded classrooms, teacher shortages and caused the depletion of education budgets. These challenges have been compounded by attacks on schools by armed groups.

- **Democratic Republic of Congo**

More than 2.8 million children, or over 70 per cent, are out of school in South Sudan, putting at risk their futures and the future of the country. A lack of quality teaching staff with just 1 teacher employed for every 77 students and inadequate school buildings are challenges that added to extreme poverty, as families desperately work for the next meal.

- **South Sudan**

Nigeria hosts the largest out-of-school children including 10.5 million children not being educated. From weak legislations to the scourge of conflicts and terrorism, to socio-cultural challenges, lack of inclusive policies and inadequate commitment from the government.

- **Nigeria**

Education in Mali is affected by the ongoing security crisis, as terrorist attacks and political unrest hinder the process of building infrastructure for schools and universities. In addition, the sector suffers from a lack of infrastructure, material and Human Resources, which affects the quality of Education.

- **Mali**

Equity and Inclusion/Leaving No One Behind [GPEKIX Discussion Paper]. Equity and inclusion are major challenges for education systems. Gender, disability, ethnicity, indigenous status, poverty, displacement, and many other factors may all lead some children to lack access to education.

- **Chad**

Ethiopia's education systems have suffered significant setbacks due to overlapping crises of armed conflict, drought and the quality of learning with 90 per cent of 10-year-olds not knowing how to read or understand a simple text-based sentence.

- **Ethiopia**

Equity and inclusion are major challenges for education systems. Gender, disability, ethnicity, indigenous status, poverty, displacement, and many other factors may all lead some children to lack access to education.

- **Central African Republic**

In addition to poverty, long distances to school, safety concerns, social norms favouring boys' education, and lack of teachers, particularly female teachers, and the low availability of sanitation facilities, stop parents from enrolling children, particularly girls, in school.

- **Somalia**

- # Sudan

Political instability and ongoing conflict in Sudan have created the largest displacement in the world. In addition to the ongoing conflict within the country, Sudan faces a critical shortage of professionally trained teacher (Bent, 2023).
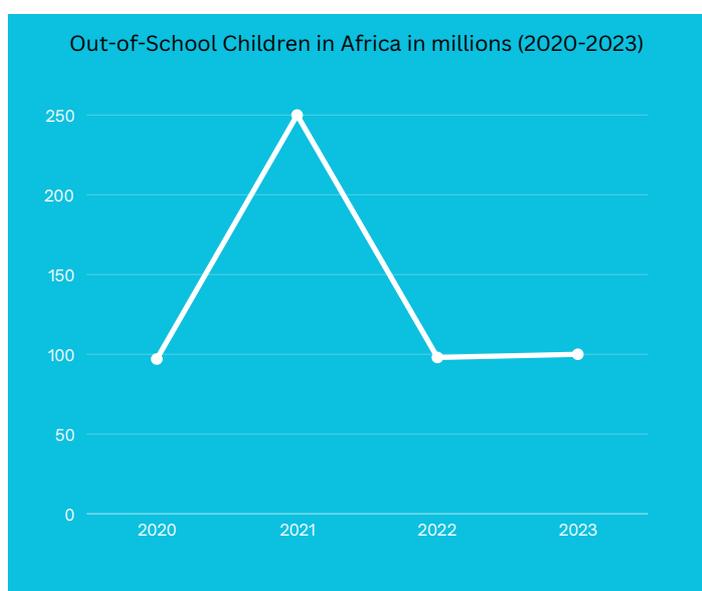
Since April 2023, the conflict has deprived about 12 million children of schooling with the total number of children out of school reaching 19 million basically, 1 in every 3 children in the country have lost access to school due to increased violence and insecurity, with at least 10,400 schools now closed in conflict affected areas, report by Save the Children and UNICEF.

Education Data Gap

Despite progress in recent years, there are still major data gaps about education globally. With over half a billion children's learning levels still unknown, the need for accurate and comprehensive education data has never been more urgent.

Produced by the UIS and the Global Education Monitoring (GEM) Report, the Scorecard shows that countries' progress towards their national SDG 4 benchmarks is insufficient. If countries were on track to reach their 2025 benchmarks, 76% of children would be participating in early childhood education and 66% of students would be proficient in reading by the end of primary school. However, currently these figures stand at 69% and 58% respectively.

Identifying national benchmarks along with ministries has reinvigorated countries' ownership of the monitoring of education, but also demonstrated the impact of missing data to assess progress. Blind spots appear for 47% of countries on reading levels at the end of primary, for 30% of countries on trained teachers at pre-primary and 19% on completion levels at the end of upper-secondary. In addition, 40% of countries are unable to report on the qualifications of their teachers.

Almost half of countries are not measuring children's learning levels as they progress through school, meaning that 680 million children's educational achievements have never been measured. Some regions suffer particularly large learning data gaps: 93% of children in Central and Southern Africa and 62% in sub-Saharan Africa and Eastern and South-Eastern Asia have never had their reading skills assessed at the end of primary or secondary school since 2015.

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According to the Open Data Inventory (ODIN) 2022/23 by Open Data Watch, significant data gaps in both the coverage and openness of government data exist in most African countries. The average coverage score across all African countries was 39 (out of 100) compared to a global coverage score of 47. The average African data openness score was 41 compared to a global openness score of 53.

Out-of-School Children in Africa in millions (2020-2023)

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Adding on, if countries were on track to reach their 2025 benchmarks, 76% of children would be participating in early childhood education and 66% of students would be proficient in reading by the end of primary school. However, currently these figures stand at 69% and 58% respectively.

EIC aims at closing this gap by 2029 by starting to roll out a supplementary tool that can allow schools to report on the student's enrollment to finishing their levels through primary to secondary education levels.

Proportion of children and young people achieving a minimum proficiency level in reading and mathematics (%): Only 19 African countries have data since 2019 and only Kenya and Zambia have data for 2021 (latest data year)

> **680 million children's educational achievements have never been measured globally.**

Education Data and Statistics Gaps

The United Nations and its agencies have done a lot when it comes to global data statistics including on education. In a recent report produced by the UIS and the Global Education Monitoring (GEM) despite progress in recent years, there are still major data gaps about education globally. With over half a billion children's learning levels still unknown according to UNESCO, the need for accurate and comprehensive education data has never been more urgent.

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The United Nations (UN) Millennium Development Goals (MDGs) were the eight goals set by the 189 UN member states in September 2000 and agreed to be achieved by the year 2015.

In 2015, the 193 UN member states adopted the UN Sustainable Development Goals (SDGs) to replace the MDGs. The 2030 Agenda for Sustainable Development sets out a 15-year plan to achieve the 17 SDGs.

The African Union's (AU) Agenda 2063 is the continent's strategic framework for transforming Africa within a 50 year period from 2013 to 2063. It is organised around 7 aspirations, each with its own set of goals.

The First Ten Year Implementation Plan (FTYIP) of Agenda 2063 (2013- 2023) is the first in a series of five ten-year plans. The FTYIP has set out 20 goals to progress towards the 7 aspirations.

The data required for African countries to measure progress towards the SDGs and Agenda 2063 is unprecedented both in their scope and granularity

Improve Data, Evidence and Accountability

Learning gaps must be closed so that every learner does not miss an opportunity to thrive:

Education in Crisis is playing a vital role in improving the quality and impact of education across areas of operation. This approach not only enhances the effectiveness of interventions but also builds trust and accountability within the education sector.

EiC aims to strengthen its systems using data and evidence to support advocacy efforts and to help implement improved interventions across the programming cycle in the new strategic plan.

Through LCM, providing training for local education officials and teachers on data collection, analysis, and usage ensures data quality and reliability.

Partnering with other organizations, universities, and research institutions to enhance data collection and analysis capacity. These collaborations are aimed at also leading to more comprehensive and multi-dimensional data sets.

Establishing mechanisms for feedback from teachers, students, and parents to help identify gaps in the education systems and hold authorities accountable through advocacy.

Solution One

Support case studies on what works and what does not in education management information systems used to manage data collected in by different stakeholders.

Solution Two

Develop comprehensive data management systems to track enrollment, attendance, and learning outcomes. Use technology to facilitate real-time data collection.

Solution Three

Make data and research findings accessible to the public and relevant stakeholders through reports, dashboards, and community forums. Create Accountability Reports: Publish regular reports on educational performance and progress towards goals, highlighting areas of success and those needing improvement.

The Learning Crises Monitor (LCM)

Education empowers people by helping them to acquire skills, knowledge, values and attitudes that are critical to secure their basic socio-economic needs and enable the sustainable development of their societies. During crisis, it is important that education is protected.

A teacher needs a,

The Learning Crises Monitor (LCM) is a pioneering tool developed by Education in Crisis (EiC) to systematically track and address the multifaceted educational challenges in crisis-affected regions. As crises such as conflicts, natural disasters, and displacement disrupt education for millions of children, the LCM provides data-driven insights to better understand the scale of the problem and deliver effective interventions. By integrating real-time monitoring, analytics, and response mechanisms, the LCM plays a pivotal role in helping EiC achieve its mission of ensuring every child receives quality education, even in the most challenging environments.

The Learning Crises Monitor directly aligns with EiC's broader strategic plan, including the mobilization of 1 million Africans to commit $1 each by 2029 for education. The LCM provides the data and evidence needed to ensure these resources are directed where they will have the greatest impact. Furthermore, it supports EiC's First 100 Foundational Scholars Program, helping to track which areas need urgent focus to identify future scholars.

Education is a fundamental human right and is essential for realizing other human rights.

The right to education is universally affirmed in numerous international human rights treaties. Worldwide most governments have enshrined a provision for the right to education in their national constitutions, and as a result, many more children have access to school than they did at the start of the century.

The Learning Crises Monitor (LCM) is a critical tool in EiC's mission to provide education in crisis situations. By leveraging data, mapping tools, and predictive analytics, the LCM not only identifies current educational challenges but also enables proactive, evidence-based responses. It empowers stakeholders, from governments to local communities, to ensure that no child is left behind, even in the most difficult circumstances.
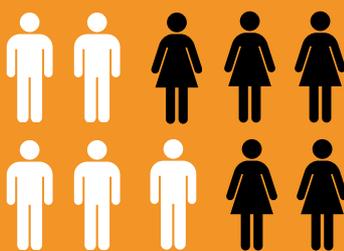
A child needs a,
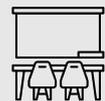
EiC scholar poses for a picture outside her classroom during a termly progress assessment

estimated 680 million children's educational achievements have never been measured globally.

The Learning Poverty

While learning poverty still persists in Africa where 1 in 4 children in Sub-Saharan Africa does not know how to read a simple text, it shows the education crisis and what must be done now to ensure children are in school and learning is taking place. Sadly, EiC estimates 2 of 10 children 80% of education financing does not reach the right grassroots organizations familiar with local relevant contexts to transform this.

While progress has been made, girls in Africa are still less likely to enroll in primary education compared to boys. According to UNESCO, about 9 million girls of primary school age are out of school in sub-Saharan Africa. Poverty, early marriage, and traditional gender roles are significant barriers.

The gender gap widens at the secondary level. In sub-Saharan Africa, only 36% of girls are enrolled in secondary school compared to 41% of boys. This disparity is largely due to financial constraints, early pregnancies, and the prioritization of boys' education over girls in many communities.
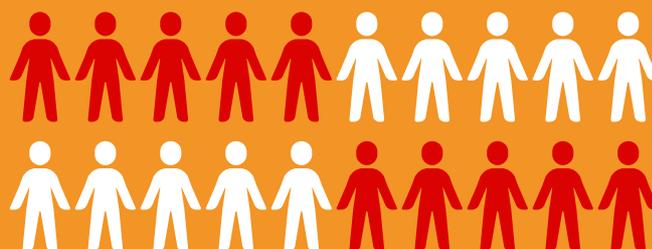
Accelerating Funding to meet growing needs

New UNESCO data shows that the global number of out-of-school children has risen by 6 million since 2021 and now totals 250 million. 3-18 years old children and youth in crisis situations are in urgent need of educational support.

35% of all out-of-school children of primary school age, 25% of all out-of-school adolescents of lower secondary age, and 18% of all out-of-school youth of upper secondary age live in conflict-affected areas.

41% of children, adolescents and youth out of school in 2022 who may be displaced and in temporary living conditions with no schools or organized educational opportunities available.

While there is still hope to get more children in school by 20230, poverty, conflict, insecurity, and natural disasters such as floods are key barriers for access to education for millions of children.

80%

The Learning Crisis in South Kordofan State, Sudan.

The education crisis in the Nuba Mountains is a critical issue rooted in a complex web of historical, political, and socio-economic challenges. The Nuba Mountains, located in the South Kordofan region of Sudan, have been a focal point of conflict and marginalization, severely impacting the region's educational infrastructure and access to quality education. Here's an overview of the situation:

The Nuba people have historically been marginalized by successive Sudanese governments, leading to a lack of investment in infrastructure, including education. The region's remote and rugged terrain has further isolated it from national development efforts, leaving its educational system underdeveloped.

The conflict has worsened economic situation making families often to prioritize immediate survival needs over education, leading to high dropout rates, especially among girls.

Many schools in the Nuba Mountains have been destroyed or severely damaged due to conflict. This destruction has left many children without safe spaces to learn. Temporary shelters and outdoor classrooms are often the only options available, which are inadequate and vulnerable to further attacks.

The conflict has driven many qualified teachers away from the region, leading to a severe shortage of educators. Those who remain often work under extremely difficult conditions, with little to no training or support. This shortage contributes to overcrowded classrooms and a decline in the quality of education.

Educational resources such as textbooks, writing materials, and even basic necessities like desks and chairs are in short supply. The lack of resources hampers the learning process and discourages students from attending school regularly.

Many schools in the Nuba Mountains have been destroyed or severely damaged due to conflict. This destruction has left many children without safe spaces to learn. Temporary shelters and outdoor classrooms are often the only options available, which are inadequate and vulnerable to further attacks.

Photo source unknown

What We Do?

in the Nuba Mountains:

The Nuba Mountains, located in South Kordofan, Sudan, are facing a severe education crisis due to decades of conflict, marginalization, and underinvestment. The region's educational infrastructure has been devastated, with many schools destroyed, a critical shortage of teachers, and a lack of basic educational resources. The ongoing conflict and displacement further exacerbate these challenges, leaving thousands of children without access to quality education.

Goal

The goal is to restore and improve access to quality education in the Nuba Mountains, ensuring that all children, can attend school in a safe and supportive environment.

By rebuilding schools, training teachers, and providing essential educational resources, we aim to reduce dropout rates, improve literacy and numeracy skills, and promote gender equality in education. Ultimately, these efforts are intended to empower the next generation with the knowledge and skills needed to contribute to peace, economic growth, and the long-term development of their communities.

Our commitments

Education is a fundamental right and a key driver of long-term peace and development. In the Nuba Mountains, the lack of educational opportunities perpetuates cycles of poverty, inequality, and instability. Addressing the education crisis is essential for empowering the local population, fostering social cohesion, and building resilience. Investing in education in this region is not only a humanitarian necessity but also a strategic approach to ensuring sustainable development and stability in a historically marginalized area in Sudan.

What We Can Do Together?

Ending the global education crisis is not a one-day job but constant improvements to reduce inequalities and prioritizing the right to education for all. While the world leaders keep talking more than action, we are mobilizing grassroots supporters of education to raise resources required to make every child access quality education everywhere as their fundamental human right.

From Heart to Class

Every donation, big or small, has played a vital role in our journey toward a brighter future for all.

A Heartfelt Thank You

As we unveil this report, we want to express our deepest gratitude to each and every one of you.

Spread the word

Lead or participate in public awareness campaigns that highlight bringing additional resource, particularly for marginalized groups like girls and displaced children.

Volunteer your expertise

Strategic collaboration and partnerships with private sector, high net individuals, foundations, NGOs, funds and donors is essential to making accessible quality education.

Despite the challenges, there are ongoing efforts by local communities, NGOs, and international organizations to provide education in the Nuba Mountains. These efforts include the establishment of makeshift schools, teacher training programs, and the distribution of educational materials. However, these initiatives are often underfunded and struggle to meet the overwhelming need.

The people of the Nuba Mountains have shown remarkable resilience in the face of adversity. Communities often come together to rebuild schools, share resources, and support each other in ensuring that children receive at least some form of education, even under dire circumstances. We cannot afford to leave them alone in this.

There is a growing movement to raise awareness about the education crisis in the Nuba Mountains, both within Sudan and internationally. It all starts with Education in Crisis and existing partners in the field of education. Advocacy efforts aim to draw attention to the plight of the Nuba people and to secure more support for educational and humanitarian interventions.

72%

Families often to prioritize immediate survival needs over education, leading to high dropout rates, especially among girls.

We can change this

Since the World Conference on EFA (Education for All), in Jomtien, Thailand, in 1990, which called for universal access to primary education as a fundamental human right, many African countries have introduced various policies to achieve universal primary education with support from international aid agencies and NGOs.

As a result, the net enrollment rate in primary education, one of indicators measuring achievement of the second MDG, improved from 58% (1999) to 77% (2010) and, consequently, the net enrollment rate in secondary education also increased from 19% (1999) to 29% (2009).

As the 2030 Agenda and Sustainable Development Goals (SDGs) deadline draws near, we face a critical and unprecedented challenge that will impact both our generation and future ones. Currently, 75 million children and youth are deprived of quality education due to armed conflicts, refugee camps, natural disasters, and epidemics. Unfortunately, this number is on the rise. By 2030, the number of individuals affected by natural disasters is projected to increase by 50% compared to the 2000-2015 period, while violent conflicts have significantly escalated since 2011.

Children and youth enduring the hardships of war and natural disasters need hope for their future, and quality education provides that hope. Many of these children, particularly girls and boys in crisis situations, lack access to schools or face dangers simply for wanting an education. Despite these obstacles, their resolve to learn remains strong. Without access to education, we risk losing entire generations.

Around the world, economic and political obstacles can stand in the way of a youth obtaining an adequate education. Structural issues such as poverty, discrimination, or war can make it difficult for people to attend school and gain access to the learning materials they need. To us, that is an education crisis.

Ending the global education crisis requires starting with providing access to educational resources, such as books and technology, as well as programs that help children improve their language and literacy skills.

Delivering quality education means investing in teacher training and support they need to help ensure that teachers are equipped with the skills they need to effectively educate all children, regardless of their background.

Additionally, addressing poverty through initiatives such as affordable housing, access to healthcare, and employment opportunities can help create more supportive environments for children and families.

Measuring Progress

Annually EiC measures performance and progress over time against its strategic objectives:

141 countries committed at the UN Transforming Education Summit to transform their education systems to accelerate progress towards SDG 4. Among them, 4 out of 5 countries aimed to advance teacher training and professional development, 7 out of 10 committed to increasing or improving their investment in education and 1 in 4 committed to increase financial support and school meals.

The 2023 UNESCO Global Education Monitoring Report finds that, since 2015, the percentage of children completing primary education has increased by less than 3 percentage points to 87%, and the percentage of youth completing secondary education has increased by less than 5 percentage points to 58%.

Key Indicator	Activity	Data / Outcome
Access to Education	School Rebuilding and Rehabilitation	• Number of schools rebuilt or rehabilitated • Percentage increase in school enrollment rates in affected areas
Student Retention Rates	Cash Transfers and School Feeding Programs	• Percentage of students retained from the start to the end of the school year • Reduction in dropout rates, particularly among vulnerable groups
Quality of Education	Teacher Training and Capacity Building	• Number of teachers trained • Improvement in student learning outcomes (test scores, literacy rates)
Psychosocial Support	Mental Health and Psychosocial Support (MHPSS)	• Number of students receiving psychosocial support services • Reported improvements in student well-being and school attendance
Gender Parity in Education	Girls' Education Initiatives	• Increase in the enrollment and retention of girls • Ratio of girls to boys in schools
Inclusion of Marginalized Groups	Inclusive Education Programs	• Number of children with disabilities enrolled and supported • Success rates in adapting educational materials and environments for inclusivity

Key Indicator	Activity	Data / Outcome
Community Engagement	Parent-Teacher Associations and Community Workshops	• Number of community meetings held • Increased community involvement in school activities and decision-making • Host workshops for community involvement in schools management
Emergency Preparedness	Crisis Response and Resilience Building	• Development and implementation of school emergency preparedness plans • Reduced time to resume education after a crisis
Technology Integration	Digital Learning initiatives	• Number of students with access to digital learning tools • Improvement in digital literacy among
Advocacy and Policy Impact	Policy Advocacy Campaigns	• Number of policy changes influenced • Governmental commitment to education in crisis reflected in budget allocations
Data, statistics and M&E	Schools and Community Assessments	• Conduct assessments in targeted regions to identify specific educational needs and challenges
Reporting and Accountability	Program Evaluation and Reporting	• Evaluate the impact of 2024 programs, compile reports, and set preliminary goals for 2025.

Measuring Strength and Capacity Performance goals

EiC's programming is guided by its Strategic Results Framework Tool whose aim is to monitor and measure progress as well as reporting performance for better planning, management and performance

Goal Area	Specific Performance Goal	Measurement Criteria	Target Date (Tentative)
Access to Education	Increase school enrollment in crisis-affected areas by 20%.	Enrollment data from targeted regions in Africa	December 2024
Student Retention	Reduce dropout rates among students in EiC-supported schools by 15%.	Year-over-year retention rates	December 2024
Quality of Education	Improve literacy rates among students by 10% through teacher training.	Standardized literacy assessments tools developed	June 2024 (mid-term review), December 2024 (final review)
Gender Parity	Achieve a gender parity index of 1.0 in targeted schools.	Enrollment and retention data by	December 2024
Inclusion	Enroll 500 additional children with disabilities in EiC-supported schools.	Enrollment data of children with disabilities	December 2024
Teacher Capacity	Train 1,000 teachers on crisis-sensitive pedagogy.	1,000 teachers trained and certification	September 2024
Psychosocial Support	Provide psychosocial support to 5,000 students.	Number of students receiving services	December 2024
Community Engagement	Increase parent-teacher association participation by 30%.	Attendance records at PTA meetings	November 2024
Emergency Preparedness	Develop and implement emergency preparedness plans in 100 schools.	Number of schools with active plans	November 2024
Technology Integration	Equip 75% of EiC-supported schools with digital learning tools.	School inventory of digital tools	December 2024
Advocacy and Policy	Influence the adoption of 2 new policies that support education in crisis.	Policy changes documented and implemented	December 2024

> By investing in their education, you are offering them a pathway to a brighter future filled with courage, opportunity, and success.

NAFRITITI TIJANI

Education in Crisis - Foundational Scholar

Strategic Objectives and Goals 2024

STRATEGIC OBJECTIVES AND GOALS FOR 2024

Expand Access to Education in emergency situations

● Provide educational opportunities for an additional 514,000 children and youth in conflict zones, refugee camps, and disaster-affected areas.

SAFE LEARNING

Establish and support temporary learning spaces in crisis regions.
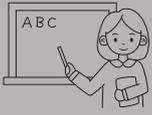
INVESTMENT

Implement mobile education units to reach remote and displaced populations.

DEVELOPMENT

Collaborate with local governments and NGOs to rebuild and restore educational infrastructure.

Strengthening Teacher Support

● Increasing the number of trained teachers and providing ongoing professional development.

Professional Development

We will increase the number of workshops and training sessions, aiming to train 5,000 teachers across our countries of operation, with a focus on crisis-sensitive education techniques. These sessions will equip teachers to better handle the unique challenges of teaching in conflict and disaster-affected areas.

Digital Learning Platforms

In partnership with educational institutions and tech companies, we will create a digital platform that offers continuous learning opportunities for teachers. This platform will provide courses, resources, and a community space where teachers can collaborate and share best practices.

Working with Education authorities

We will work closely with governments to align our training programs with national education policies, ensuring long-term impact and integration of trained teachers into the formal education systems.

Professional Mentorship

We will establish peer-to-peer mentorship initiatives, connecting experienced teachers with newly trained educators for guidance and support. This will create a sustainable network of professional growth and skill-sharing within local communities.

Strengthen Protection and Safety for Learners and Educators

● Ensure safe learning environments for all students and educators in crisis-affected areas.

Provide mental health and psychosocial support services for students and teachers.

Implement safety protocols and emergency response plans for schools in conflict zones.

Advocate for the protection of education from attack through international legal frameworks.

Assess the state of children with disabilities access to quality education in the region

Ensure safe learning environments for all students and educators in crisis-affected areas.

Around the world, children and youth are on the front lines of armed conflict. Attacks on education by armed groups or forces compromise the right to education, threaten the physical and psychological health of children, and deprive them of safe and protective spaces. According to the Global Coalition for the Protection of Education from Attack (GCPEA), over 5,000 attacks on education and incidents of military use of educational facilities were reported in 2020 and 2021, with an average of six attacks or incidents occurring each day (GCPEA, 2022). Despite these threats, data to measure the impact of attacks on education are limited. Data collection efforts are often siloed and fragmented, limiting the ability of governments and partners to implement evidence-based interventions to prevent and respond to attacks.

The protection of education from attack is a key factor in ensuring safe learning environments for all. While several global frameworks for safe education have emerged, offering comprehensive guidelines to achieve this goal introduced largely by actors in the humanitarian and development spheres, these frameworks have failed to protect children in conflict areas.

The Safe Schools Declaration (SSD) and Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict outlines a set of commitments to strengthen the protection of education from attack and restrict the use of schools and universities for military purposes. Seeks to ensure the continuity of safe education during armed conflict yet in situation countries like Sudan where EiC operates, the Sudan government has been targeting schools since 2011 in the Nuba Mountains, South Kordofan and Blue Nile states.

Increase Funding and Resource Mobilization

• Secure sufficient funding to sustain and expand educational programs in crisis settings.

Grants and Crowdfunding Campaigns

Applying for grants from governments and agencies such as USAID, UNICEF, and the European Union to scale our crisis education programs.

Mobilizing public support through targeted online crowdfunding campaigns, including our 1 Million Africans for Education initiative, where Africans contribute $1 each toward education by 2029.

Increasing Donor Engagement

Strengthening relationships with existing donors while reaching out to new supporters, particularly high-net-worth individuals, foundations, and philanthropists who are aligned with our mission.

Corporate Partnerships

Collaborating with socially responsible corporations through cause-related marketing campaigns, employee giving programs, and sponsorships of specific educational initiatives.

Mobilizing sufficient financial resources for children's education in crisis situations is an urgent necessity to address the global education crisis.

Today, 224 million school-aged children are caught in crises and need quality education. This includes 72 million children who aren't in school at all. Despite commitments to prioritizing support to education in crises, many donors are reducing their funding to the education sector that continues to suffer from chronic underfunding and a lack of prioritization.

Humanitarian funding for education decreased in 2023 to US$1.12 billion - a 4% decrease from the year before.
For the first time in more than a decade, this marked an interruption to a long trend of yearly increases. This 4% drop was less than that of overall humanitarian funding, which fell by 18% in 2023, but still had a meaningful impact to education a sector persistently underfunded compared to others.
Countries where children's education is at greatest risk are also where education sectors are the most underfunded.

In line with our Education Financing Theory of Change, expanding our collaboration with global institutions like the United Nations and the World Bank to access larger pools of funding dedicated to educational responses in emergencies.

Partnering with like-minded organizations to pool resources and apply for joint funding that will allow us to expand our reach and enhance program impact in targeted regions.

⊕ Innovative Financing Models

EiC's strategic plan to mobilize 1 million Africans to commit $1 each towards supporting education by 2029 is an innovative way that aligns with a grassroots fundraising model. This allows for small contributions from a broad base of donors, emphasizing community ownership and collective responsibility.

Utilizing online platforms to raise funds from a global audience. This aligns with modern donor models where social media and digital engagement drive smaller donations from a broad international network, particularly during crises or special campaigns like the Mobile Class concept.

To secure sufficient funding and ensure the sustainability and expansion of our educational programs in crisis settings, partnering with media organizations, influencers, to leverage on the power of social media campaigns to amplify our message and attract more donors to support our mission is key to EiC.

☑ Impact Investing

Engaging investors interested in funding initiatives with measurable social impact, focusing on education as a key driver of long-term development.

☑ Education Bonds

Investigating the use of social impact bonds to raise funds for educational projects, where repayment is linked to the success of specific outcomes, such as improved literacy or school attendance rates.

☑ Innovative Impact Metrics

Utilizing data-driven insights and the Learning Crises Monitor (LCM) to track the success of our programs in real time, showcasing the effectiveness of their investments in transforming lives through education.

From right is Education in Crisis' Executive Director, George Omer Nalo, SPLM/N Comander-in-Chief Abdulaziz Adam Al-Hilu (centre) and left is Isaac Abdu Bringi, EiC's co-founder on November 09, 2023 in South Sudan's capital Juba.

Establishment of NMIHE

Initiated on November 09, 2023, in South Sudan's capital Juba in a formal meeting upon the call by the state government of liberated areas in Sudan under the SPLM/N leadership of Chairman Abdulaziz Adam Al-Hilu on Education in Crisis' Executive Director, George Omer Nalo to help the region's education sector in his quest to give back to his community of South Kordofan. In his company was Isaac Abdu Bringi, EiC co-founder.

The Nuba Mountains Institute of Higher Education (NMIHE) will give access to over an estimated 200,000 form four leavers a chance to continue their dreams of unlocking their potentials. Even before the 2011 war, the area did not have and still to date any single higher learning institution. To respond to the call by the state government of SPLM/N, EIC has established its first institution and continue to mobilize and seek partnership to raise resources needed to materialize this dream.

To partner or support this, email us partners@eduincrisis.org
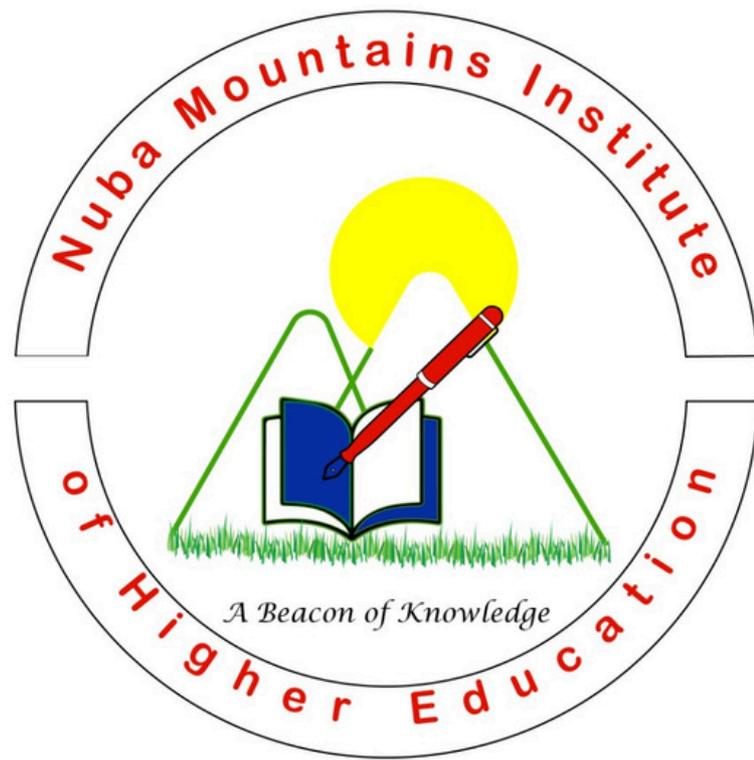
LEARNING GOALS IN CRISIS

A returning student from school is asked to open his geometrical set but as seen, he lacked all necessary school supplies to enhance his learning and that is an education crisis.

Ending such crises in education means enabling Kaggwa in Uganda to realize his dreams through smooth learning.

EiC random interviews with returning children from school in Uganda shows a student displaying what he had in his school bag when asked to open it

One Million Africans

To respond to the pressing African humanitarian crises, the education crisis must be addressed first, that is EIC pre-launched the ambitious #OneDollarCommitment, a resource mobilization campaign in a twitter space on July 3, 2023. Already delivering quality education to over 201 children across 5 African countries, the campaign calls on every African, donor, the private sector, philanthropic foundations, and high-net-worth individuals to urgently mobilize $1 to scale up EIC's investment in the Right to Education for every child, youth and adolescent whose Education is in crisis.

With your commitment, we are committed to helping children, youth and adolescents reach their potential and connect on the continent and in the diaspora to act in solidarity with each other towards an inclusive, equitable and quality world we all desire. Thank you for being part of the One Million Africans!

About The Campaign

Africa's education crisis requires urgent, coordinated action from governments, civil society, and individuals. EiC is at the forefront of this response, tackling the barriers that prevent millions of children from accessing and benefiting from quality education. By addressing the root causes of the crisis, from conflict and displacement to economic hardship and gender inequality, EiC is helping to pave the way for a future where all African children can enjoy their right to education.

Education in Crisis' $1 commitment campaign is a fundraising campaign with a goal to reach One Million Africans to commit to supporting children's education by committing $1 so that EIC can send back up to 100,000 out of school children by 2025. EIC's founding principle is mobilizing local resources from local people to solve local problems faced by local people.

To scale up its activities and continue to promote inclusive, equitable, quality education for poverty alleviation and sustainable development across the African continent, we must address the education crises. Thank you to all the members, both individuals and organizations who are already responding with a commitment donation to #OneDollarCommitment.

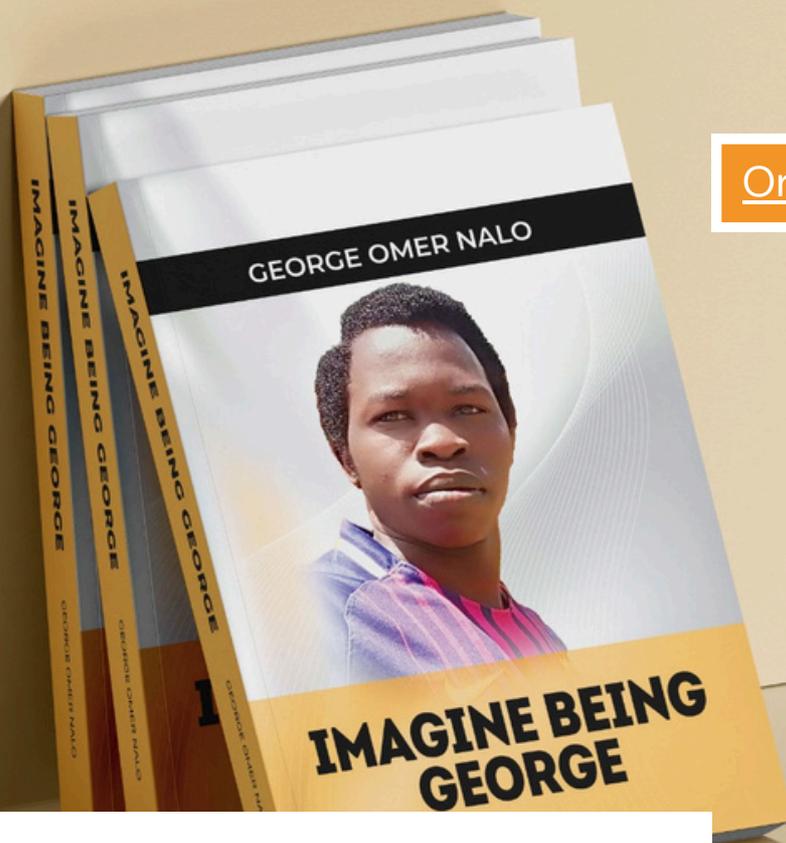Help us place education within the reach of every child by committing your $1 through our

#OneMillionAfricans

Campaign

Photo Credit Source Unknown

FINANCIAL REPORT 2023

1,000 COPIES OF IBG WORTH $30,000 DONATED TO EIC

Access to quality education helps create greater job opportunities. By purchasing a copy/ies, we hope to support additional children to access quality education.

George donated his first 1,000 copies of **IMAGINE BEING GEORGE** sold at $30 each to raise additional resources to help educate a child to fight poverty tomorrow.

By donating his first 1,000 copies of his book, "Imagine Being George" he's making a profound impact on the lives of children whose education is in crisis. Each copy sold will support the education of more children, meaning that this donation has the potential to provide educational opportunities for a staggering 100 children more.

My donor of High school (Dr. Joseph Younis, PhD) asked me if I would later help others too get access to education and i promised him. Today, i make a major donation in my life to Education in Crisis to honor my word.

> **This is my first biggest donation in my life. I had plans to use this money but 10 years ago in 2014, I made that promise which I honor today not because I am being forced but because I keep my word...**

Raising $30,000 as additional financial resources to meet our 2024 goal of 100 Foundational Scholars enrolled in the program and support volunteers.

George Omer Nalo, Author – Imagine Being George

FINANCIAL STATEMENT

Annual Finance Report 2023

FINANCIAL ANALYSIS

The financial results represent the period of January to December 31, 2023, performance, as per each fiscal year budget. Education in Crisis funds are maintained in two dedicated accounts which includes a bank account and online account, EiC does not have financial management software as of FY2023.

At a Glance
Education in Crisis (EIC)

$113,047.67
as of December 31, 2023

■ INCOME FROM IN-KIND DONATIONS

$78,734 / ANNUAL

In-kind donations play a crucial role in supporting EiC's mission by lowering operational costs and ensuring resources are available where they are most needed.

■ INCOME MEMBERSHIP

$2,215 / ANNUAL

Education in Crisis uses both donation model and membership where monthly donors and members subscribe up to **$30** to support the Foundational Scholars Program.

■ INCOME INDIVIDUAL DONATIONS

$30,100 / ANNUAL

Education in Crisis received individual donation of one thousand (1000) copies of Imagine Being George from the Founder and Author, George Omer Nalo worth USD **$30,000** sold each **@$30** to raise additional resources to support volunteers' efforts and 100 scholars in the new academic year 2024. **Darfur Network for Human Rights** donated **$100** towards School supplies for our scholars.

Overview

The overview presents EiC annual budget of USD $113,047.67 allocated for FY2023, the report technically covers the FY2023. A total budget of USD 78,734.00 was income from the in-kind donations. Our current source of finance is from membership dues USD $2,215, individual donations USD $30,100 and in-kind donations. While few individual donors mean limited capacity for EiC to carry out more activities especially those that required heavy financing, we operated within our means.

The total income for the year 2023 is $113,047.67 USD which represents 309,061,590.25 Tanzanian Shillings at the exchange rate of 2,654.74 Tanzanian Shillings per USD $1.00 and the local currency is Tzs 45,000 which represents $16.49 USD. The fund received for the period as income was donations from In-Kind, individuals, foundational donors and organizations.

This Financial Report 2023 is **not** certified by an external auditor. However, the figures and books were taken into consideration by our internal finance department who are professional finance with relevant skills and are needed for the year-to-year comparison of the 2021, 2022 and 2023 accounts.

All donations were non-dedicated and therefore freely available for the period considered.

Reporting Period

EiC usually follows the calendar year for budget reporting (January – December 31), as presented in the financial figures and overview in this report.

Membership

Education in Crisis' monthly members who subscribe to support the Foundational Scholars program dropped by 20% as different individual donors reported their inability to continue with monthly contributions while others did not communicate but went silent.

For its 2023 reporting, Education in Crisis (EiC) followed the standard financial and accounting practices common to nonprofit organizations including:

1. Categorization of Expenses: Project vs. Operating Costs: EiC segregated project-related expenses (e.g., education projects, MEL, Advocacy) from operating costs (e.g., fundraising, office rent, ISP, bank charges) to provide transparency on how funds are used.

2. In-Kind Contributions: For items or services donated rather than cash, EiC recognized these as both an in-kind income and an in-kind expense, ensuring they reflect the value of non-cash donations in our financial statements.

3. Restricted vs. Unrestricted Funds: Restricted Funds: Donations earmarked for specific programs or projects (e.g., scholarships, education programs) were used as intended. Unrestricted Funds: General donations EiC can use for any purpose (*Axia General Fund Account*).

4. Compliance with International Accounting Standards: EiC, being an organization with international scope, followed guidelines set by International Financial Reporting Standards (IFRS) and other nonprofit accounting standards like those set by GAAP (Generally Accepted Accounting Principles).

Statement of Comprehensive Income and Expenditure for Education in Crisis (EiC)
For the year end December 31, 2023

USD ($)	BUDGET	ACTUALS	DEVIATION	VARIANCES (%)
INCOME				
Income (Bal, B/F 2022)	**1,998.67**	**1,998.67**	**0.00**	**0.00%**
Income from In-Kind Donation	78,734.00	78,734	0.00	0.00%
Income from Membership	2,215.00	2,215	0.00	0.00%
Income from Individual donation	30,100.00	30,100	0.00	0.00%
Total income	**113,047.67**	**113,047.67**	**0.00**	**0.00%**

USD ($)	BUDGET FY2023	ACTUALS	DEVIATION	VARIANCES (%)
EXPENDITURE				
OPERATIONAL COMPONENT 1: Programs	41,523.84	39,000	-2,523.84	-6.08%
Emergency costs	-	-	-	-
ISP costs	830.48	850.00	+19.52	+2.35%
Transport Costs	8,304.77	8,500	+195.23	+2.35%
Capacity strengthening	2,490.95	2,600	+109.05	+4.38%
COMPONENT 2: Fundraising Expenses	4,152.38	3,800	-352.38	-8.49%
OPERATIONAL COMPONENT 3: ADVOCACY	8,304.77	7,900	-404.77	-4.87%
Graphics and Marketing	3,321.91	3,200	-121.91	-3.67%
Programme Management	-	-	-	-
Direct programme management costs	6,643.81	6,500	-143.81	-2.17%
Indirect costs	5,813.34	5,600	-213.34	-3.67%
Financial Transaction Fees	1,678.10	1,800	+121.90	+7.27%
MEL costs	4,982.86	5,100	+117.14	+2.35%
Salaries	-	-	-	-
TOTAL	**83,047.67**	**84,850.00**	**+1,802.33**	**+2.17%**

Statement of Income and Expenditure for Education in Crisis (EiC)

For the years ended December 31, 2022, and 2023

USD ($)	FY2022	FY2023
INCOME		
Income (Bal, B/F 2022)	-	**1,998.67**
Income from In-Kind Donation	-	78,734
Income from Membership	2,511.18	2,215
Income from Individual donation	950.00	30,100
Income Generating Activities (IGA)	870.00	-
Revenue	370.00	-
Awards	300.00	-
Total income	**5,018.00**	**113,047.67**
EXPENDITURE		
OPERATIONAL COMPONENT 1: Project Expenses		
Education Projects	2,713.57	41,523.84
Travel Costs	73.40	4,152.38
Advocacy	37.78	8,304.77
Direct Programme Management Costs	-	6,643.81
MEL Costs (Monitoring, Evaluation, and Learning)	-	5,813.34
Capacity Strengthening	-	4,152.38
COMPONENT 2: Operating Costs		
Fundraising Expenses	793.69	4,152.38
Office rent and utilities	142.89	3,321.91
Graphics and Marketing	-	2,491.43
Communication (ISP) Costs	17.87	1,660.95
Financial Transactions Charges	-	830.48
Salaries	-	-
Total Expenditure	**3,779.22**	**83,047.67**
Closing Balance	**1,998.67**	**30,000.00**

We are Careful Stewards of our Donors' Funds.

EiC sources of income
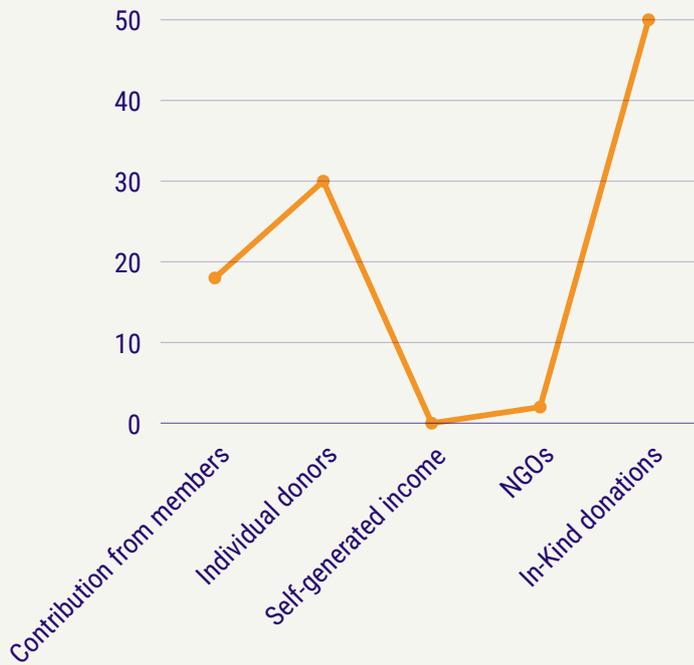
The expenses were distributed as follows 80% of the income was 100% used as expenditure. The Program/projects spent 50%, the fundraising expenses were 15%, Advocacy 15%, operations 10% and MEL costs made up 10% of expenditure.

EiC Development by Year:

EiC expenditure

Thank you to our supporters for their generosity.
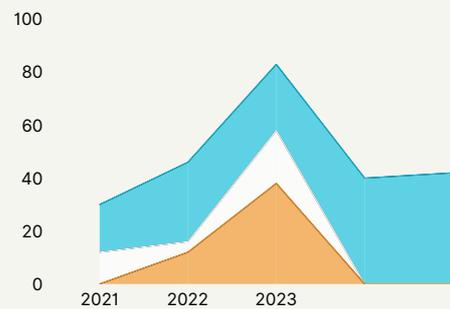
Summary of Allocations (%)

50%	Programs
15%	Fundraising
15%	Advocacy
10%	Opreations
10%	MEL Costs

Axia Account

Monthly Inflows
Average Monthly: $ 33.69
2023 Total: $ 404.25
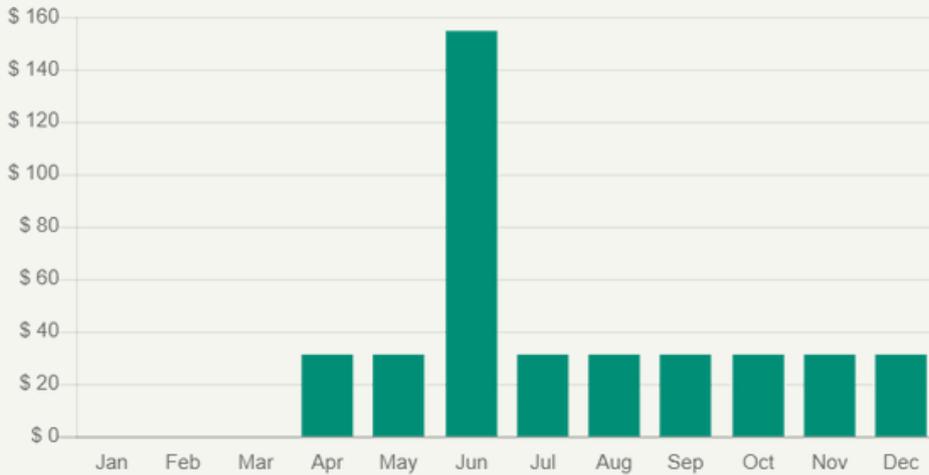
Monthly Cash Balances
Average Monthly: $ 89.16
2023 Total: $ 59.65
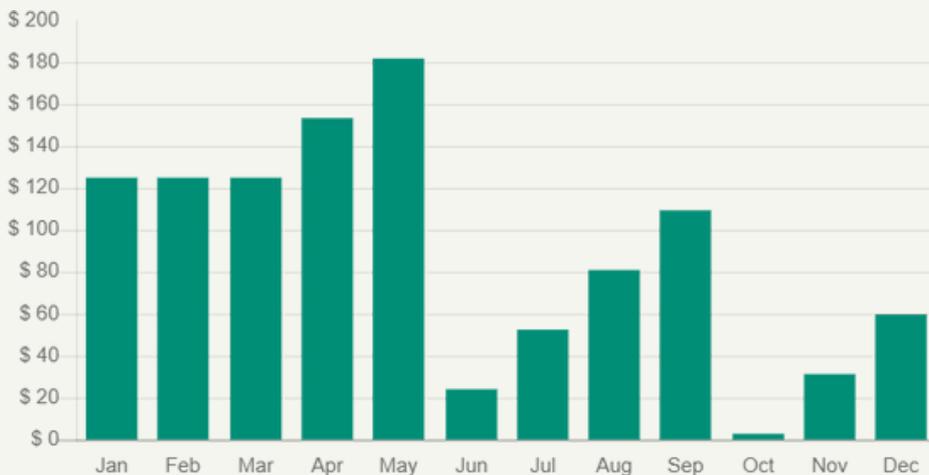
From this account, 68% of total expenditure was allocated to education projects in EiC's operational countries, reflecting the organization's strong focus on program delivery.

Operational costs, including office expenses, and logistics, made up 15% of total expenditure.

Fundraising expenses were contained at 6%, ensuring most resources went directly into programs.

Monthly Outflows
Average Monthly: $ 107.46
2023 Total: $ 1,289.46

FINANCIAL ANALYSIS
(January to December 2022)

Monthly Inflows
Average Monthly: $ 79.41
2022 Total: $ 952.95

Monthly Cash Balances
Average Monthly: $ 78.74
2022 Total: $ 944.86

The account was opened in December 2022 and was ready to receive donations.

Donations remain the highest income sources, making up over 70% of total revenue.

In-kind contributions, including professional services, donated educational materials and logistical support, helped offset operational costs.

Monthly Outflows
Average Monthly: $ 0.67
2022 Total: $ 8.09

Cash Flow Analysis
For the year ending December 31, 2023

$60,600

2024 Budget target

US$	FY2022	FY2023	YOY change
Opening Balance (Jan 1)	00.00	1,998.67	199,867%.
Total Income	5,060.00	113,047.67	2,134.14%
Total Expenditure	3,779.22	83,047.67	2,097.48%
Closing Balance (Dec 31)	1,990.67	30,000.00	1,407.03%

Financial targets 2024

$3,600 **/ Annual**
Memberships

$30,000 **/ Annual**
Individual donations

$450,000 **/ Annual**
Grants and campaigns

2025 - 29 Strategic Plan

$1M
Education

$150K
Admin

$100K
Fundraising

Future long-term plans for growth

$1,000,000
One Million Africans committing $1 (*ongoing campaign*) under I Am Committed Program

$350,000
Budget required to establish the Nuba Mountains Institute of Higher Education (NMIHE)

Empowering next generation, Sustaining the future

EiC asks children playing, "who wants to go to school?"

2024 Aspirations,
Embracing the Future

Welcome to our 2023 Annual Results Report, a showcase of our achievements, progress, and commitment to SDG4 and 5 throughout the year.

Even with $1, EiC is dedicated to ending the global education crisis...

Strategic Priorities:

According to Education Cannot Wait (ECW) that 222 million school-aged children are affected by crises globally and in need of educational support. Further more, ECW's analysis indicates that about 78 million children (of whom 54 per cent are girls) are out of school, and close to 120 million are in school but not achieving minimum proficiency in mathematics or reading. While such figures are growing annually and so the educational needs of the 222 million children, double that number are uncounted and left furthest behind. For instance, the children in the Nuba Mountains, South Kordofan state were not reached by any NGO by 2022. Education in Crisis' work in the region has only gotten 0.01% support from the global education community of which 99.99% is individual donors passionate about the right to education for all.

Fund Education

One in ten crisis-affected children in Sub-Saharan Africa attending primary or secondary education is **NOT** learning.

Two in ten crisis-affected children in Sub-Saharan Africa attending primary or secondary education are **NOT** achieving minimum standards of literacy.

Foundational Scholars Program - FSP

The Foundational Scholars Program is EiC's flagship first and current ongoing program initiated by EIC to send back the first 100 out-of-school children to class in 2020 academic year in the Nuba Mountains, South Kordofan State, Sudan.

This started with the two girls, Chichi Simon, and Martha Khamis (**R.I.P May 2023**) with paying for fees, school supplies such as uniforms, books, pens, reproductive health products. The two girls became our foundational scholars before being joined by more in East Africa later.

In 2024, we are mobilizing additional foundational donors to support additional children so that we can reach our target of 100 foundational scholars by the end of the year. These foundational scholars once done with their college education, EIC will link them to potential jobs or support their self-employment whose resources in turn will support another 100 children as a way of multiplier effect program hence becoming a donor too with time.

Since the foundation in 2019, EIC has directly impacted over 201 children and youth in Five African countries through delivering and ensuring children and youth whose education is in crisis are retained or taken back to class by providing tuition, scholastic materials, and supported through mentorship as they take on their learning in different partner schools in Uganda, Tanzania, Sudan, South Sudan, and Kenya.

The First 100 contributors are called Founding members receive 1 certificate of appreciation for supporting 1 child.

When you decide to contribute a one-time or monthly gift of any amount, you support the next generation of Education In Crisis donors whose dreams all lie in the hands of people like YOU!

Mobilizing One Million Africans...

In Africa, access to quality education remains a challenge for millions of children and youth, limiting their opportunities for personal growth and socioeconomic advancement. Yet, majority of African governments in their national education budgets have failed to show their commitment to achieving the 2030 UN Agenda especially delivery on the promises of SDG4.

As a youth movement dedicated to holding leaders accountable, and recognizing the power of collective action, we have proposed a bold initiative to mobilize One Million Africans to commit not just their voices but $1 each, pooling our resources to create a tangible impact on educational opportunities across the continent in the new ECI's strategic plan 2025 – 2029.

Education in Crisis' $1 commitment campaign is a fundraising campaign with a goal to reach One Million Africans to commit to supporting children's education by committing $1 so that EIC can send back up to 100,000 out of school children in the new strategic plan 2025 - 2029.

The One Million Africans campaign represents a collective endeavor to empower education and unlock the potential of millions of African children and youth left furthest.

To respond to the pressing African humanitarian crises, the education crisis must be addressed first.

By mobilizing one million individuals to contribute just $1 each, we aim to demonstrate the transformative potential of small, individual contributions when united toward a common goal.

Expand our reach to more crisis-affected regions, targeting an additional 514,000 beneficiaries in new appeal.

Objective: Increase the number of individuals and communities benefiting from our educational programs by targeting additional crisis-affected regions.

Identify gaps and prioritize areas with the highest need.

Secure additional funding through grants, partnerships, and fundraising campaigns specifically aimed at expanding our reach.

Involve community members in program planning and implementation to ensure sustainability and local ownership.

Leverage existing networks to gain access to hard-to-reach areas and enhance program delivery.

Secure additional funding through grants, partnerships, and fundraising campaigns specifically aimed at expanding our reach.

Secure additional funding through grants, partnerships, and fundraising campaigns specifically aimed at expanding our reach.
Secure additional funding through grants,

514,000 beneficiaries

Enhance Digital Learning Initiatives to Provide Continuous Education even During Emergencies

Objective: Develop and implement digital learning solutions to ensure uninterrupted education during emergencies such as natural disasters and conflicts.

Invest in digital infrastructure such as mobile learning units, solar-powered devices, and internet connectivity for remote areas. Partner with technology companies to provide affordable or donated equipment and software.

Develop interactive and engaging learning modules, including video lessons, e-books, and virtual classrooms accessible offline and peer support networks to foster collaboration and engagement.

Provide ongoing technical support and professional development opportunities for educators. Design Professional development programs to support, equip, motivate, and empower teachers to strengthen their pedagogical practice in a meaningful way in conflict and emergency settings.

The education systems need to be full of mental health champions to provide holistic well-being of every learner. EiC will invest in implementing workshops that promote diversity, equity, and inclusion to foster an inclusive atmosphere, free from discrimination and harm where teachers and students feel safe and valued.

BACKGROUND

Estimates suggest that children living in countries affected by violence and disasters are roughly three times more likely to be out of school than children living in stable, but low-income countries (World Bank, 2011 as cited in Dahya, 2016).

With roughly 535 million children currently living in these settings (UNICEF, 2016), many children are at risk of missing out on education. With the ever-increasing incidence of emergencies and the ever-changing face of conflicts, tackling the issue is becoming increasingly challenging and complex.

At the same time, global funding for education has decreased steadily since 2009 (from 10 per cent to less than 7 per cent in 2015) and households now bear a high percentage of education costs (UNESCO, 2017). Published by Save the Children UK, 2018.

Education in Emergency,
ensuring every child has equal access

Objective: A commitment to inclusivity, data-driven planning, impactful reporting, and meaningful partnerships.

EiC will strengthen its reporting framework to demonstrate accountability, showcase impact, and advocate for increased support for education in emergencies. Clear, evidence-based reports will help drive funding and influence policy. In 2024 publication of landmark report: the State of Education in SPLM/N controlled Areas Report providing an overview of the status of education in one of the most marginalized regions in Sudan. Pursue collaborative work with key local partners, and institutional partners, with a focus on producing an evidence base for connected education interventions.

Collaborative partnerships are critical to achieving large-scale change. EiC will prioritize building and nurturing partnerships with governments, international organizations, local communities, and the private sector to amplify impact. Engage with private sector companies to secure funding and innovative solutions for education in emergencies. Form 10 new strategic partnerships with private sector companies and international organizations by 2024.

To improve education outcomes in crisis regions, EiC will enhance its capacity for data collection and analysis. Better data will drive more effective program planning, resource allocation, and policy advocacy. Expand the use of the LCM tool to gather real-time data on school disruptions, attendance rates, and student performance to achieve 100% real-time data tracking for all EiC-supported schools by the end of 2024.

We will build strategic partnerships in regions such as East Africa, where we have pledged to provide training for 1000 educators through the Nuba Mountains Institute of Higher Education. Building sector capacity through the NMIHE. The institute will develop and expand to offer opportunities for higher education regionwide to engage with structured learning towards readiness in digital teaching and leading. Developing a base of high-quality, low cost digital learning content. The NMIHE is exploring new and innovative ways of curating digital content, including community, educator and partner sourced lessons and resources.

EiC is committed to ensuring that no child is left behind, particularly in crisis-affected areas. The focus will be on addressing the specific needs of marginalized learners, including girls, children with disabilities, and refugees, by creating inclusive and equitable learning environments. Ensure 50% of new enrollments in EiC scholarship program, are from marginalized groups including children with disabilities.

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Strengthen Education Advocacy,
to inspire Learning and Funding!

Objective: Strengthen EiC's reporting framework to demonstrate accountability, showcase impact, and advocate for increased support for education in emergencies.

Catalyzing

By serving as a catalyst for change in education systems across Africa, EiC through identifying critical gaps, challenges, and opportunities in education, wants to spark momentum for reforms and innovations. Catalyzing change means driving progress, connecting key stakeholders, and offering solutions that shift the status quo. Through initiatives like the '1 Million Africans,' EiC can mobilize resources, inspire collective action, and push the agenda for education as a fundamental right for every child.

Convening and policy advocacy

As an organization, EiC plans to take on the role of convening policymakers, educators, community leaders, and donors. By creating spaces for dialogue, EiC to influence national and regional education policies, ensuring that education becomes a priority for governments.

Educational volunteerism

Educational volunteerism is key to EiC's advocacy efforts. By recruiting, training, and mobilizing volunteers to support educational initiatives, EiC creates a grassroots movement that reinforces the need for educational equity.
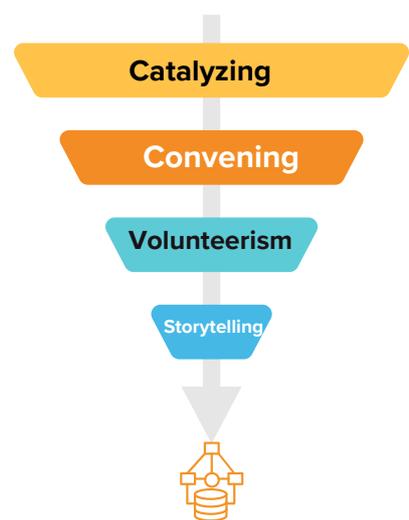
Storytelling and personal narratives

EiC's focus on storytelling helps bring abstract statistics to life, making the need for educational investment clear and urgent.

Data-Driven Decision-Making

Advocacy efforts must be grounded in solid evidence and data.

By gathering and analyzing data on educational outcomes, resource allocation, and the specific needs of vulnerable populations, we can make informed decisions that drive meaningful change. Presenting data in compelling ways to policymakers, donors, and the public strengthens our case for investment in education and demonstrates the tangible impact of our initiatives.

77% of refugee adolescents are not enrolled in secondary education (UNHCR, 2022)

63% Children who miss out on education during emergencies are at a higher risk of falling into poverty later in life (Save the Children, 2021).

50% less than traditional schooling models, providing a cost-effective way to address education gaps in emergency settings (UNICEF, 2022).

Catalyzing

Convening

Volunteerism

Storytelling

Collaboration,
and Continued Success

Welcome to the Genetic Clarity organization. We are dedicated to supporting children who face the profound pain of parental rejection, especially from their fathers. Many of these children suffer emotional, mental, and physical harm, leading some to end up on the streets, drugs or struggling with substance abuse.

Our mission is to raise awareness about the harmful effects of such rejection and to advocate for the use of DNA testing to ensure every child receives the care and support they need. By providing education and resources, we aim to secure a brighter future for those vulnerable children. Learning from my own experience of rejection and growing up without my father with the struggles my mother and I faced ultimately inspiring me to use my voice to advocate for a world free from child rejection and belonging.

"My personal journey from feeling unloved and depressed to finding hope through faith and building a brighter future, drives my commitment to this cause. At the Genetic Clarity Organization, we strive to create a world where every child is cherished and empowered to dream of a future filled with hope. My vision is **AFRICA** where every child is embraced and valued, and where every parent steps up to take their responsibilities" Audrey, Founder - Genetic Clarity Organization.

Education in Crisis is dedicated to creating opportunities for every child to thrive, particularly those who have faced rejection and the absence of parental care. Recognizing the profound impact that rejection can have on a child's life, we have aligned ourselves with the Genetic Clarity to advance their mission of advocating for DNA testing to ensure that every child receives the support they deserve in Rwanda and beyond.

By leveraging our established networks and resources, Education in Crisis is mobilizing support to implement this crucial initiative in 2024. We aim to raise awareness about the emotional and psychological harm caused by the rejection of children and advocate for systemic changes that prioritize the well-being of vulnerable children.

Through our partnership, we are engaging communities, policymakers, and organizations to champion the use of DNA testing as a tool for ensuring that every child is connected to the care and support they need. We understand that education is not only about academics but also about empowering individuals with the knowledge and resources necessary to build a better future.

Our combined efforts will focus on creating educational programs, organizing advocacy campaigns, and providing educational opportunities to children affected by rejection. By sharing the stories of those who have experienced the pain of rejection, including personal accounts from the founder of the Genetic Clarity, we aim to inspire empathy and action.

Together, Education in Crisis and Genetic Clarity are committed to securing a brighter future for all children, ensuring that no child is left without the love and care they need to thrive in Africa.

For More information or how to support

Email: hmunezero011@gmail.com
Tel: +250 783 881 371

@GeneticClarity

Uniting Talents,
Fueling Innovation

Meet our dedicated team of professional youth who have been volunteering to contribute their expertise, passion, and collaboration to end the global education crisis.

Gather for SDG4

Join our Monthly, quarterly and annual donors, volunteers and partners making education accessible to children whose education is in crisis #Gather4SDG4

"How to Scale-Up Our Education Work."

Uniting individuals for Quality Education

Choose a category

www.eduincrisis.org

As a Donor, Volunteer or partner,
Gather for SDG4

Explore ways you can be apart of this great team of volunteers from around the world

Become Part of Us

Over 15,000 Volunteer Hours in 2023

At the heart of Education in Crisis' success is a passionate and committed team of volunteers who contribute their time, skills, and energy to bring our mission to life. In 2023, our volunteers played an essential role in implementing programs, supporting teachers, mobilizing resources, and advocating for the right to education for all.

Volunteers have been instrumental in helping to set up and run learning centers in remote and crisis-affected areas. From delivering educational materials to assisting with classroom management, our volunteers are the backbone of our operations on the ground.
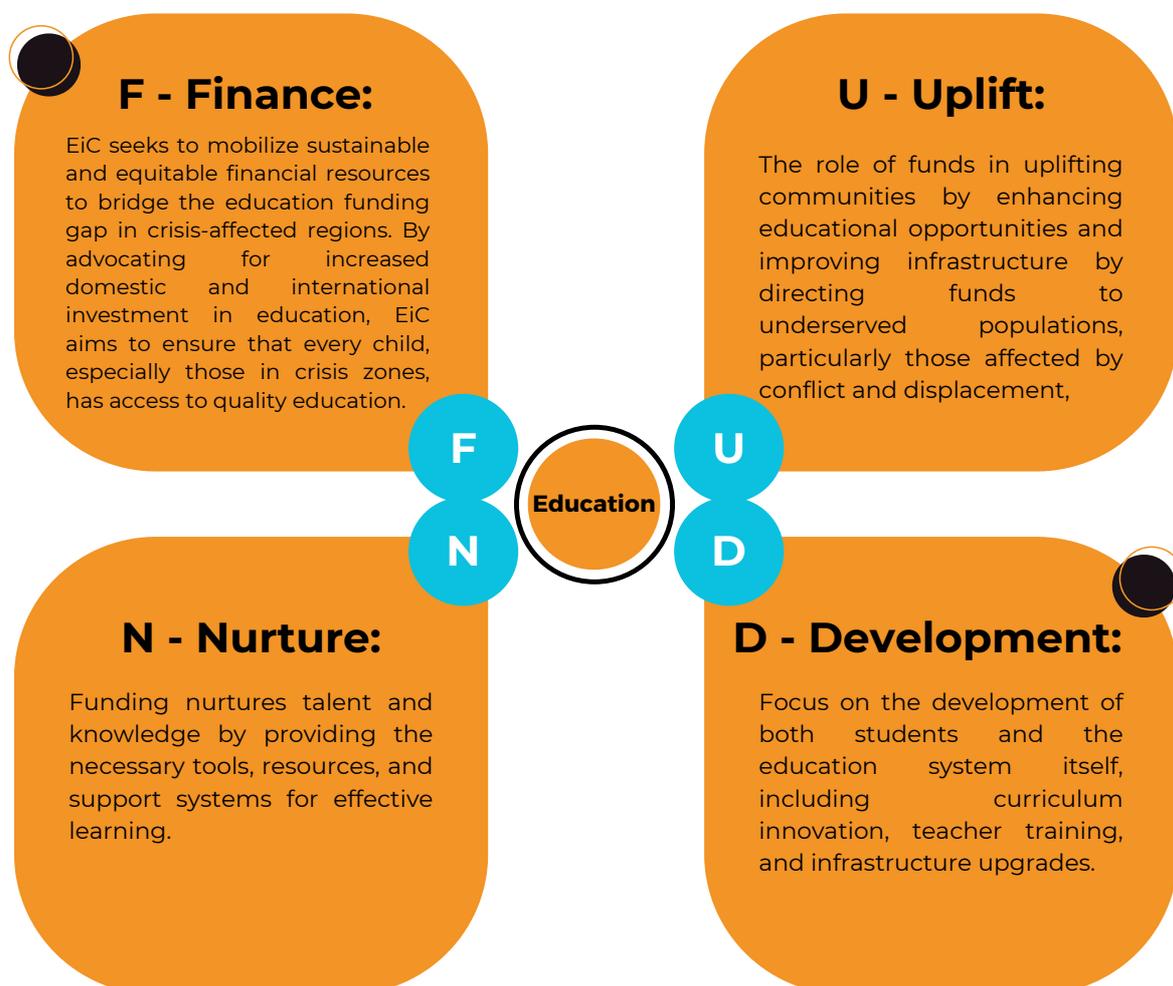
Join Us

The work of our dedicated volunteers is crucial to our mission. We continue to welcome individuals who are passionate about education and eager to make a difference. Whether you are an educator, student, or simply someone who believes in the power of education, there's a role for you at EiC.

EiC's Theory of Change for Education Financing (F.U.N.D.)

This Theory of Change should be ready for integration in our programming planning by the end of 2024 when it is expected to be fully developed in conjunction with EiC's Strategic Plan 2025-2029, the Monitoring and Evaluation Framework, and the Corporate Risk Framework documents. EiC's Theory of Change for education financing (F.U.N.D.) focuses on mobilizing sustainable resources to uplift marginalized communities, nurture learning environments, and drive holistic development of education systems in crisis-affected regions.

This theory of change positions financing as a transformative lever in EiC's mission to provide quality education in crisis settings, aligned with its commitment to equity and resilience-building in fragile contexts. Each component emphasizes how funding is crucial for sustaining and improving education systems, ensuring access, quality, and equity.

Outcome 1:	More children in crisis-affected regions, particularly the displaced and marginalized, will gain access to quality education through enhanced funding.
Outcome 2:	Strengthened infrastructure, better-equipped classrooms, and innovative learning tools will create safer and more effective educational spaces.
Outcome 3:	Financial investments will prioritize the most vulnerable populations, reducing disparities and promoting inclusive education for all children, regardless of their circumstances.
Outcome 4:	Comprehensive development, including teacher training, curriculum enhancement, and institutional capacity building, will make local education systems more resilient and capable of sustaining progress.
Outcome 5:	By nurturing individual potential through targeted funding, students will show improved learning outcomes, graduation rates, and greater opportunities for socio-economic mobility.

F - Finance:

EiC seeks to mobilize sustainable and equitable financial resources to bridge the education funding gap in crisis-affected regions. By advocating for increased domestic and international investment in education, EiC aims to ensure that every child, especially those in crisis zones, has access to quality education.

U - Uplift:

The role of funds in uplifting communities by enhancing educational opportunities and improving infrastructure by directing funds to underserved populations, particularly those affected by conflict and displacement,

F **N** **Education** **U** **D**

N - Nurture:

Funding nurtures talent and knowledge by providing the necessary tools, resources, and support systems for effective learning.

D - Development:

Focus on the development of both students and the education system itself, including curriculum innovation, teacher training, and infrastructure upgrades.

When you support Education

It's a belief in the potential of every child to overcome adversity and achieve their dreams.
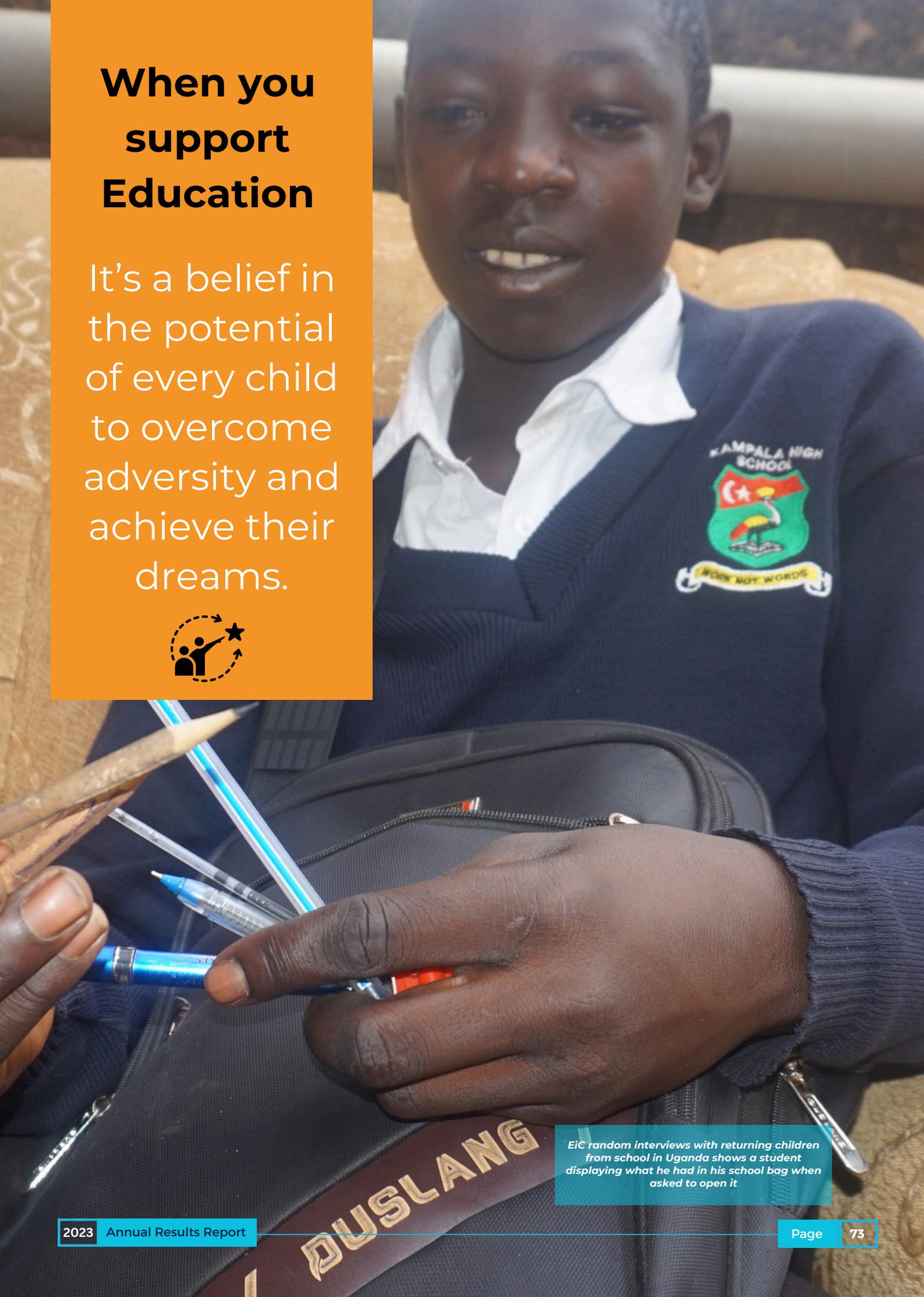
EiC random interviews with returning children from school in Uganda shows a student displaying what he had in his school bag when asked to open it

ANDAMA EMMANUEL
Regional Education Coordinator - Uganda

Uganda faces significant challenges in its education sector, affecting millions of children. The crisis includes issues such as inadequate funding, poor infrastructure, teacher shortages, and high dropout rates. Many schools lack basic facilities, and large class sizes hinder effective learning. Additionally, socio-economic barriers prevent many children, especially girls, from accessing education. These challenges are exacerbated by political instability and economic hardships, making it difficult to provide quality education to all children. Addressing these issues is crucial for Uganda's development and the well-being of its youth.

Karamoja is a sub-region in the northern part of Uganda, where due to decades of cattle wrestling by use of guns and also a harsh arid climate, the sub-region has suffered a significant backset compared to the other parts of the country in terms of the sustainable development goals. And access to quality education being one of the SDGs, as Education in Crisis we look at how assess to quality education has been a challenge in the sub-region and how it can be solved so as to contribute to the general growth and development of the sub-region.

Due to the stabilities in Karamoja as stated above, the level of poverty have been so high in that at least 75% of the people in the sub- region are affected by food insecurity. However, in recent years, disarmament has restored peace and the region has attracted significant foreign investment. Hoping to benefit from these opportunities, many Karamojongs are now seeking alternative livelihoods to traditional cattle rearing. Many have settled in permanent or semi-permanent villages and want education and economic opportunities for their children and youths.

According to Uganda National Household Survey report of 2020, Karamoja has the lowest literacy rates in Uganda with only three in ten people above 10 years being able to read and write. Karamoja also has the highest percentage of Uganda's population with either no schooling or incomplete primary education.

Karamoja still suffers from some of the worst educational achievements and performance in Uganda, owing largely to poverty and the protracted conflict that marginalized the region and stalled its development for decades. Other factors are social, cultural and economic, including the Karamojongs' nomadic lifestyles, which made it hard for them to access formal schools in fixed locations. Moreover, the education offered in formal schools was ill-aligned to the values, culture and lifestyle of the Karamojong, rendering it inconsequential to their lives and livelihoods. The launch of non-formal education programmes in Karamoja in the late 1990s aligned the content and delivery of education to the lifestyle and needs of the Karamojong.

Although the current education strategies of the government remain ill-aligned to the needs of the Karamojongs, both formal and non-formal education programmes have grown in the region and have increasingly been taken up by communities. As communities in Karamoja shift to agro-pastoralism and begin settling in more permanent villages, the demand for formal education is rising, as is enrolment, especially in primary schools. From 2005 to date both Universal Primary Education (UPE) and Universal Secondary Education (USE) enrolment increased faster in Karamoja than at national level.

According to the statistics from the ministry of education and sports in partnership with UNICEF, the number of children from age 6 to 12 who are supposed to be in school that is primary school is still too high compared to those in school and similar for secondary school education. Out of over 250,000 children aged between 6 and 12 only about 160,000 are enrolled into primary education under the UPE programme.

Therefore, such gaps pass on to the secondary education under the USE hence contributing to the continued high levels of illiteracy in the Karamoja sub-region. Different stakeholders like the government and the Non- Governmental Organizations like UNICEF have nonetheless continued to address the issue of illiteracy in the region by emphasizing both formal and informal education, introducing USE and UPE, increasing on the number of teachers, amicably resolving conflicts, constructing more schools to make education more accessible, encouraging the local people to change or transform some of the cultural and social practices like female genital mutilation, nomadic life among others.

"Collective efforts can transform the education landscape, providing children with the opportunities they need to succeed and contribute to their communities".

CALL TO ACTION

Education in Crisis urges donors, stakeholders, and policymakers to prioritize education reforms and investments in Uganda. Collective efforts can transform the education landscape, providing children with the opportunities they need to succeed and contribute to their communities.

However, regions such as Karamoja lack tertiary institutions which would be pivotal in the skilling of the population. Therefore, the government and other stakeholders should start establishing tertiary institutions in the region and also increase on the number of primary and secondary schools.

Peace and stability should also continuous be promoted through peace talks, trauma and healing sessions among others so that the people of the sub-region who for decades have been traumatized due to the nasty experiences they had to go through and endure.

And lastly, the government should revival the affirmative action which the Parliament of Uganda passed in 1987 so that the SDGs are priotized and implemented effectively so as development can be realized.

ANNEX i

List of Donors

Name	Donation Type	Donation Frequency
George Nalo	Membership	Monthly
Benedetta	Membership	Monthly
Isaac Abdu	Membership	Monthly
Nagwa Musa	Membership	Monthly
Tracey D Clayton	Membership	Monthly
Younis Adam	Membership	Monthly
Anuwar Abdalla	In-kind	Monthly
Iwani Alaari	Membership	Monthly
Gosbert Lwentaro	In-kind	Monthly
Okwalinga David	In-kind	Monthly
Orly Kayinda	In-kind	Monthly
Tom	Membership	One-Time
Meirgani Alaari	Membership	One-Time
Organizations		
Darfur Network for Human Rights (DNHR)	individual	One-Time

Dear Foundational Donors,

We hope this letter finds you well. On behalf of everyone at Education in Crisis (EiC), I want to express my heartfelt gratitude for your monthly donation of $30. Your consistent support is making a tremendous difference in the lives of children whose education has been disrupted by conflict and displacement.

Because of your generosity, we are able to provide access to education, safe learning environments, and hope for a brighter future for children in some of the world's most challenging regions. Every month, your contribution helps to fund essential programs, including Foundational Scholars, and providing critical learning materials to program beneficiaries.

We want you to know that your commitment to EiC is not just a financial contribution, it's a powerful statement that education matters. It's a belief in the potential of every child to overcome adversity and achieve their dreams.

Thank you for standing with us in this important work. We look forward to keeping you updated on the impact your support is having, and we are truly grateful to have you as part of the EiC family.

With sincere appreciation,

Initiated on November 09, 2023, in South Sudan's capital Juba in a formal meeting upon the call by the state government of liberated areas in Sudan under the SPLM/N Chairman Abdulaziz Adam Al-Hilu on Education in Crisis' Executive Director, George Omer Nalo to help the region's education sector.

A Beacon of Knowledge
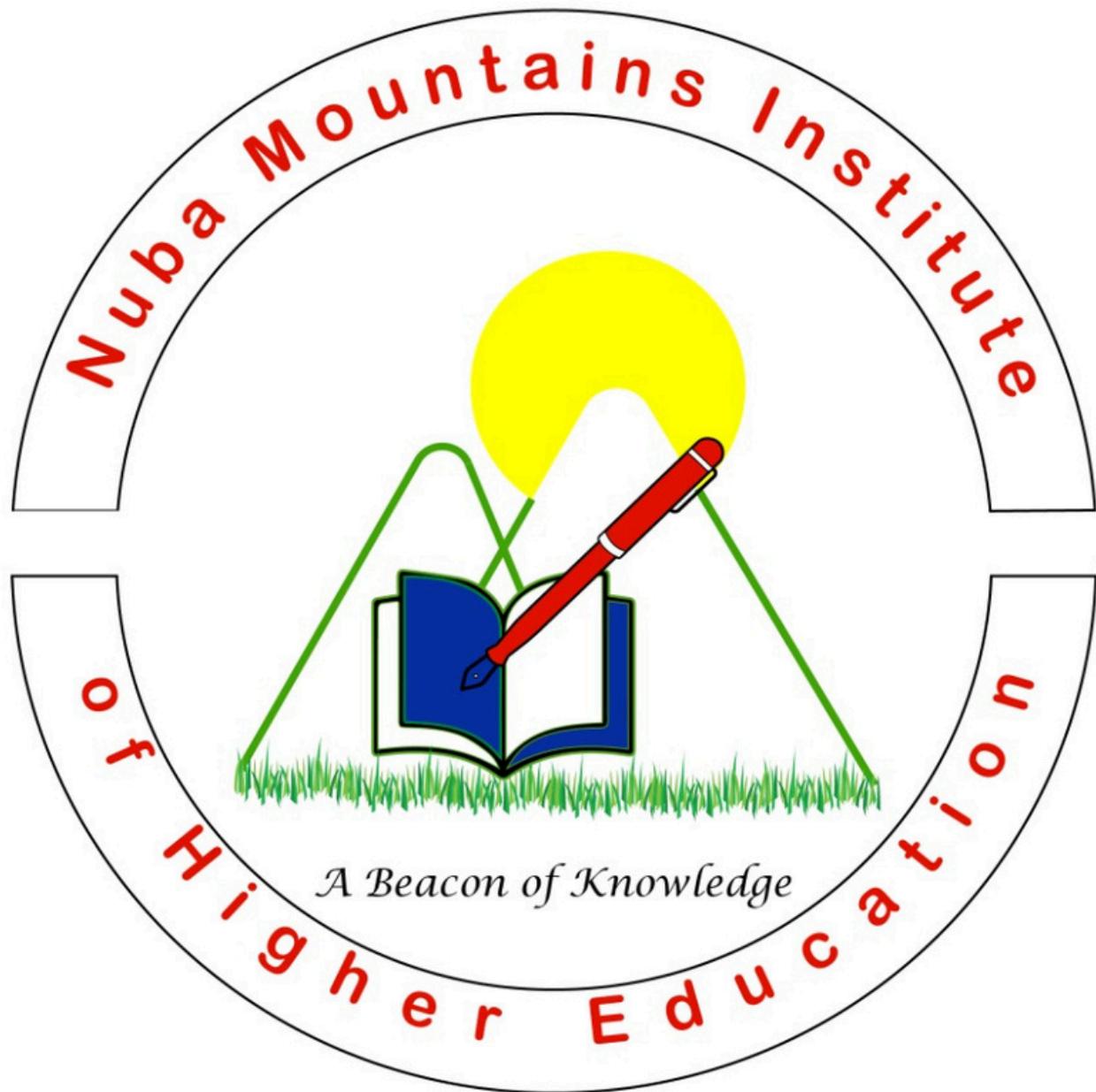
Higher education in Africa is under-developed and has been a low priority for the past two decades. Access to higher education for the relevant age group remains at 5%, the lowest regional average in the world, just one-fifth of the global average of about 25% according to Global Partnership for Education.

Lack of investment has meant that higher education institutions of Africa are currently not capable of responding to the immediate skill needs or supporting sustained productivity-led growth in the medium term. Operating in areas like the Nuba Mountains in Sudan's South Kordofan state, Education in Crisis since 2020 has registered the lack of visibility of the region's population to the global humanitarian and opportunities including accessing higher Education.

If successfully implemented, the Nuba Mountains Institute of Higher Education (NMIHE) will give access to over an estimated 200,000 form four leavers a chance to continue their dreams of unlocking their potentials. Even before the 2011 war, the area did not have and still to date any single higher learning institution. To respond to the call by the state government of SPLM/N, EIC has established its first institution and continue to mobilize and seek partnership to raise resources needed to materialize this dream.

Ensuring every child, adolescent and youth get equal access to quality education as their fundamental human rights

Plant One

BACKGROUND

In the face of the escalating climate crisis, education emerges as a powerful tool for change. Our initiative, "Plante One," aims to integrate comprehensive climate education into school curricula and community programs. By fostering environmental literacy and empowering individuals with the knowledge and skills to address climate challenges, we strive to inspire a generation of informed and engaged global citizens on matters of climate and environment through which their actions directly affect them.
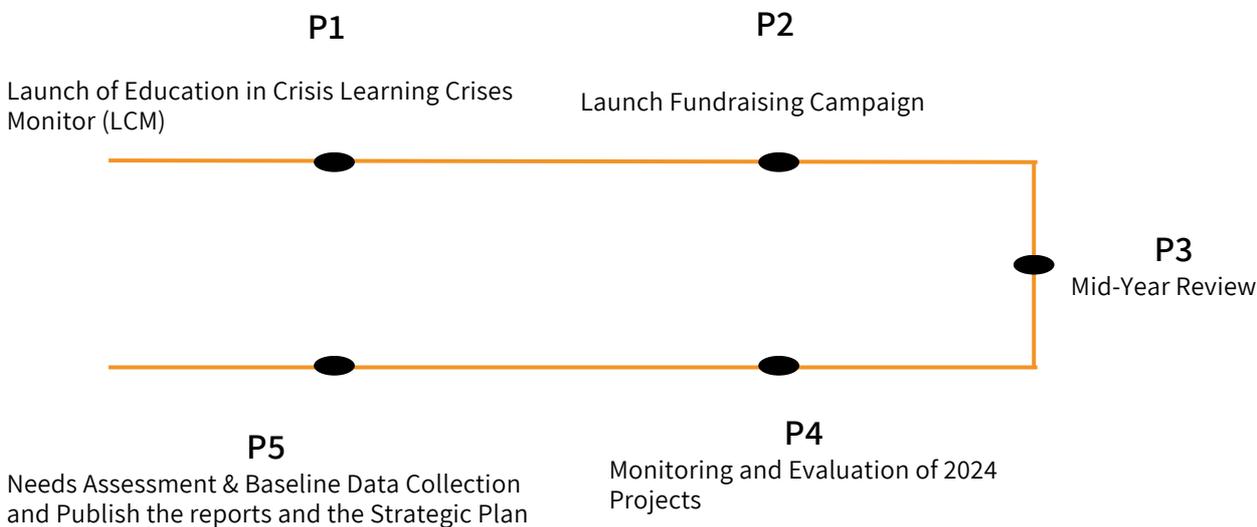
Climate education is not just about learning, it's about empowering individuals to be catalysts for change in the fight against climate change. By empowering the minds, we are saving the Planet. EIC seeks to equip students, educators, and communities with the knowledge, skills, and motivation to create a more sustainable and resilient future for all. Together, let's educate, inspire, and take action to protect our planet for generations to come.

To build sustainable future, we must equip individuals with the knowledge, skills, and inspiration to navigate the complexities of climate change and contribute to a more resilient, equitable, and sustainable world. Together, let's educate, inspire, and empower future generations to shape a brighter tomorrow by planting one tree at a time.

For more information visit: https://eduincrisis.org/project/climate-education/

EiC's 2024 Timeline

During the reporting period, EiC's implementation efforts have continued to be faced with several substantial contextual challenges. These challenges have impacted the capacity for EiC to operate according to the planned timelines. However, EiC is determined to continue and expand our 2024 priorities including ensuring education data gaps are key focus in different phases.

P1

Launch of Education in Crisis Learning Crises Monitor (LCM)

P2

Launch Fundraising Campaign

P3
Mid-Year Review

P5

Needs Assessment & Baseline Data Collection and Publish the reports and the Strategic Plan

P4

Monitoring and Evaluation of 2024 Projects

EIC LEARNING CRISES MONITOR (LCM):

Begin development and testing of the Learning Crises Monitor (LCM) tool to track and report real-time educational disruptions across regions such as Sudan, South Sudan, Kenya, Tanzania, and Uganda.

LAUNCH FUNDRAISING CAMPAIGN

Mobilize resources for ongoing projects, including education support programs and infrastructure development in target countries. This includes donor outreach and grant applications to support EiC's financial strategy under the F.U.N.D. theory of change.

MID-YEAR REVIEW

Conduct a mid-year evaluation of all ongoing programs, assess progress, and identify any necessary adjustments to ensure objectives are on track

MONITORING AND EVALUATION OF 2024 PROJECTS

Carry out a thorough evaluation of all 2024 projects, including the success of the accelerated education program and the LCM tool's impact on education policy and interventions.

REPORTS AND STRATEGIC PLANNING

Conduct a rapid education needs assessment. Prepare and publish EiC's annual progress report, lessons learned, and financial outcomes for the year. Begin strategic planning for 2025, incorporating insights gained from 2024 as well as other documents currently unfinished.

Donate

THANK YOU

BECAUSE OF YOUR GENEROSITY,

We are able to provide access to education, safe learning environments, and hope for a brighter future for children in some of the world's most challenging and left behind regions. Every month, your contribution helps to fund essential programs, including Foundational Scholars and providing critical learning materials to students in need.

Donate

EiC's Scholar in class