



Education in Crisis

# Education in Crisis • STRATEGIC PLAN 2025 – 2029

*Left Behind, Right Behind*

Strategic Plan 2025 - 2029



Left Behind, Right Behind

©Education in Crisis, Front cover: Regional Coordinator during an assessment of schools in the village of Jarra, Heiban County, South Kordofan State, Sudan.

Background: School children in their classrooms

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The planned results cited in this publication are just a sampling of the results to be achieved through EIC-supported programmes by 2029, building on baselines drawn from the latest available data.

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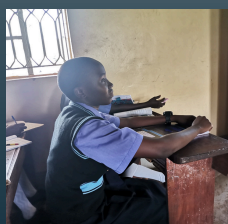


Photo @EiC 2024  
EiC scholar in Uganda

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## Education in Crisis (EiC)

The driving focus of EiC's 2025 - 2029 Strategic Plan is to mobilize and empower communities across Africa to break down barriers to education, particularly for out-of-school, crisis-affected, displaced, poverty ridden and marginalized children and youth. This plan sets forth an ambitious vision to reach 1 million underserved children through resilient, inclusive, and quality education by 2029 in at least 5 countries, with the ultimate goal of fostering the largest education movement on the continent in 21st century.

### About EiC

Anchored in the Convention on the Rights of the Child and committed to both SDG4 and SDG5, working to ensure inclusive, equitable, and quality education for all children (SDG4) while achieving gender equality and empowering all women and girls (SDG5);

Education in Crisis (EiC) is a two-time award-winning NGO on the African continent recognized in 2022 by the **Africans Rising** and 2023 at **African Youth SDGs Summit** in Lusaka, Zambia dedicated to ending the global education crisis as its core mandate. Founded in 2019, EiC was first registered as a national NGO in South Kordofan State, Sudan on November 09, 2020 by SRRA and in 2022, the Founder and Executive Director, George Omer Nalo relocated its main office to Arusha, Tanzania with registration process that was started immediately until February 2023 when it was officially registered to operate in Tanzania's mainland as a national NGO. EiC works currently in 5 African countries and 2 regions; East and North Africa in some of the MOST remote places on earth, to reach the children and young people left furthest behind and in greatest need of accessing quality education as their fundamental human right as a long-term sustainable help for a better human capital development in Africa with the right support behind.

Launched in 2020, the Foundational Scholars Program was EiC's flagship program that started with 2 out-of-school girls in the Nuba Mountains, South Kordofan state, Sudan and expanded to over 200 in 5 countries today with the generous contributions from the foundational donors. Developed to advance our mission in making accessible quality education for all, EiC's Strategic Plan 2025 - 2029 sets out ambitious goals including mobilizing 1 Million Africans to commit \$1 each to scale up education programs for children and youth left furthest behind in achieving their dreams through quality education.

### Our Mission



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



#### Vision

Improved free quality education for all



## Executive Summary

The Education in Crisis (EiC) Strategic Plan 2025 - 2029 outlines a comprehensive, five-year roadmap to address the persistent and evolving education crisis across Africa, particularly in conflict-affected and marginalized regions. It focuses on delivering impactful, inclusive, and sustainable education solutions to the millions of out-of-school children, especially boys and girls, displaced populations, children with disabilities and those living in areas with fragile infrastructure and emergencies. EiC's vision is aligned with the UN Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030.

The plan describes how EiC will build on its proven model, while catalyzing new solutions in response to the growing needs in education as a humanitarian intervention in Africa. The plan embodies the '**Left Behind, Right Behind**' - emphasizing both the challenges faced by marginalized groups and the collective commitment to support and uplift them through facilitating strengthened collaboration of a wide range of stakeholders to achieve collective education outcomes of every child everywhere.

The plan sets out EiC's ambitious results for children and youth, and articulates the strategic objectives, programmatic priorities and MEL approach to deliver on that ambition. It also provides an overview of EiC's core functions and investment focused areas, and two strategic accompanying documents; the Theory of Change and Results Framework.



### Acknowledging the Reality ("Left Behind")

Serving as a powerful reminder of the existing educational disparities and the urgency to address these issues by highlighting the plight of millions of children and adolescents who are out of school, especially in conflict-affected and underserved regions in Africa.



### Demonstrating Commitment ("Right Behind")

Inspiring confidence in beneficiaries that they are not forgotten, and help is on the way by signaling the unwavering support and commitment from EiC, individual donors, partners, and the global community to be "right behind" those left behind, providing resources, advocacy, and interventions.



### A Dual Promise

Addressing past neglect by committing to rectifying the gaps and barriers that have kept children out of school and building a future through working tirelessly to ensure no child is left without education, fostering a generation ready to thrive and lead.

*Leading with a passion...*

## Executive Director's Corner

Education in Crisis (EiC) envisions the next strategic plan (2025 - 2029) as a bold and transformative roadmap that builds on the organization's first decade of impact, while addressing the evolving challenges faced by education systems in Africa especially in marginalized regions. EiC emphasizes scaling up solutions that ensure every child, regardless of their circumstances, has access to quality education that can unlock opportunities for a better future.



### **GEORGE OMER NALO**

Founder & Executive Director

“ My mission, to mobilize 1 million Africans for education is a call to action that invites individuals from all walks of life to commit just \$1 towards this transformative initiative. By pledging this small amount, each participant can play a crucial role in creating the largest education movement on the continent, demonstrating that collective efforts can lead to significant change. This grassroots approach not only amplifies the urgency of addressing the education crisis but also fosters a sense of shared responsibility among Africans to ensure that every child has access to quality education. The funds raised will directly support vital programs aimed at improving educational access to children left furthest behind. Together, we can harness the power of community and individual commitment to build a brighter future for the next generation and create a movement that resonates across Africa, showing that when we unite for education, every dollar counts in making a meaningful impact. Would you join me? ”

## Why does the EiC strategic plan matter?

### The Challenge

Africa's education crisis is compounded by conflict, displacement, poverty, and gender-based violence. Girls are disproportionately affected, with **129 million** girls globally out of school, especially in regions where early marriage, cultural biases, and security concerns hinder their access to education. Schools are often destroyed in conflict zones, and children in these areas face severe educational disruptions, exacerbated by a shortage of learning materials and technological access. In these regions, traditional education systems struggle to meet the needs of displaced and marginalized children.

With more than **244 million** children out of school globally, **98 million** are out of school in Sub-Saharan Africa according to UNESCO, the need for targeted interventions has never been more pressing. In conflict-affected areas like Sudan, South Sudan, and DRC, education is disrupted by armed conflicts, displacement, poverty, and gender-based violence, leaving entire generations behind. For instance, over **19 million children** in Sudan alone are out of school according to UN, and globally, **129 million** girls lack access to education, particularly in regions plagued by early marriage, gender violence, and traditional biases.

**129**

million girls  
globally out  
of school



**244**

million children  
out of school  
globally

**19**

million children in  
Sudan alone are  
out of school

## Key Countries with pressing Education challenges

### Sudan

- Approximately **19 million** children in Sudan are out of school according to UN, the World's Worst Education crisis and over 90% of the nearly 23,000 schools are closed or inaccessible. The ongoing armed conflicts, especially in Darfur, South Kordofan, and Blue Nile, have displaced over **24 million** and left educational facilities in ruins. Political instability, inadequate resources, and displacement severely strain Sudan's education system, creating barriers to consistent schooling and at risk a generation loss of human capital.

### Nigeria

- Nigeria has one of the highest numbers of out-of-school children globally, estimated at around **18.5 million**, primarily in the northern states. The ongoing Boko Haram insurgency and armed banditry in the north have forced thousands of schools to close, leaving millions of children without access to safe education. Security concerns, poverty, gender discrimination, and inadequate infrastructure compound Nigeria's education challenges, particularly affecting girls.

### Democratic Republic of Congo (DRC)

- In DRC, around **7.9 million** children are out of school, exacerbated by widespread poverty and limited educational infrastructure. DRC experiences chronic armed conflict, with numerous armed groups causing frequent displacement and undermining access to education. Weak governance, lack of resources, and overcrowded schools make it difficult to deliver quality education, particularly in conflict zones like Ituri and North Kivu.

### South Sudan

- Approximately **2.8 million** children in South Sudan are out of school, making it one of the most severe education crises in the world. Prolonged civil war and inter-communal violence have disrupted schooling and displaced millions, making it challenging to sustain consistent educational access. Severe teacher shortages, lack of infrastructure, and high rates of poverty further hinder the education system's recovery in the post-conflict phase.

### Ethiopia

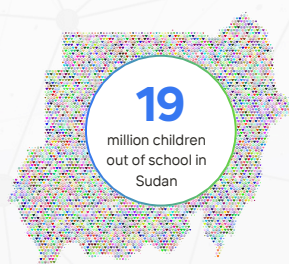
- Ethiopia has over **3.6 million** out-of-school children, and the situation is deteriorating due to recent conflicts. The Tigray conflict, along with violence in Oromia, Afar, and Amhara regions, has displaced large populations and disrupted schooling. School closures, damaged infrastructure, and insecurity are compounded by high poverty levels, leading to a significant drop in educational enrollment.

### Mali

- Mali has around **2 million** out-of-school children, with many concentrated in areas impacted by violence. Islamist insurgencies in the north and central regions have resulted in the closure of hundreds of schools and ongoing insecurity for students and teachers. Political instability, conflict, and limited government resources have led to an acute education crisis, particularly in rural and conflict-affected regions.

### Burkina Faso

- Around **3.5 million** children in Burkina Faso are out of school, with this figure growing as violence escalates. Attacks by armed groups have forced thousands of schools to close, particularly in the Sahel and northern regions, where insecurity is most intense causing displacement, school closures, and security risks contributing to a severe education deficit, with many students losing years of schooling.







**THE YEAR OF EDUCATION**  
**Educate an African fit for**  
**the 21st Century:**

Building resilient education systems for increased access to inclusive, lifelong, quality, and relevant learning in Africa

Photo © AU

**Building on Efforts**

Education is a universal fundamental human right for all, always and everywhere – boys, girls, children with disabilities, children from rural or poor communities or those experiencing emergency or crisis situations.

Over the past two decades, African Governments have made substantial efforts to get children into schools. Completion rates in Africa between 2000 and 2022 went from 52 to 69 percent in primary, 35 to 50 percent in lower secondary and 23 to 33 percent in upper secondary education. This is impressive: today more children are in school than ever before, and completion rates have increased at all levels.

However, despite this progress, more than one in four (29 per cent) school-age children were still out of school on the continent, with a concerning statistic revealing that the out-of-school population in sub-Saharan Africa increased by 12 million over 2015–2021. Quality is also of concern even for those in school: 9 out of 10 children in sub-Saharan Africa could not read and understand a simple text by the age of 10.

By declaring 2024 as the Year of Education, the AU intended to galvanize action to accelerate the achievement of SDG 4 and the Continental Strategy for Education in Africa (CESA). EIC joins forces with African Union to prioritize education in 2025/29.

Anchored in the Convention on the Rights of the Child and building on the lessons we have learned, the EIC Strategic Plan, 2025 – 2029 was developed to advance our mission in Empowering Futures, Transforming Lives through making accessible inclusive, equitable, quality education for poverty alleviation and sustainable development. It sets out the concrete results we aim to achieve for all learners. It defines the change strategies and enablers we need to achieve them.

## The Year of Education

*“Educate an African fit for the 21st Century: Building resilient education systems for increased access to inclusive, lifelong, quality, and relevant learning in Africa”.*

## Purpose of the Strategic Plan

The EiC Strategic Plan 2025 - 29 is timely critical because it addresses the deep and systemic educational challenges faced by children, particularly in conflict-affected regions, and aims to bridge the widening gap in access to quality education. Several global and regional statistics, case studies, and data underline the urgent need for such a strategic plan:

Why the EiC Strategic Plan Matters:

- **Systematic Approach:** The EiC Strategic Plan 2025 - 29 offers a comprehensive approach, targeting the most pressing barriers to education in crisis contexts, including lack of resources, infrastructure, gender inequalities, and technological limitations.
- **Focus on Vulnerable Groups:** By specifically addressing out-of-school children, girls, and children in conflict zones, EiC's strategy aligns with UN SDG 4 (Quality Education), which aims to ensure inclusive and equitable quality education for all by 2030. By focusing on these populations, EiC will close the gaps where traditional educational systems and global responses have failed.
- **Holistic Solutions:** EiC's six enablers; Resource Mobilization, Partnerships, Technology, Advocacy, Policy Influence, and Data Collection—are designed to tackle education challenges from multiple angles, providing holistic solutions to issues such as inadequate funding, lack of political will, and poor infrastructure.



### Out-of-School Children

According to UNESCO data, **244 million** children were out of school globally in 2022. Sub-Saharan Africa hosts more than half of these children, with conflict, poverty and instability being major contributors. Sudan alone had over **19 million** out-of-school children by 2023 due to armed conflict, economic crises, and displacement. These numbers are a clear indicator that without focused intervention, millions of children will remain without access to education. EiC's plan to engage communities, governments, and international donors through resource mobilization and partnerships is critical in closing this gap.

- **Case Study – South Sudan:** In South Sudan, where conflict has disrupted the education system, the Ministry of Education reported that 72% of children aged 6-17 are not enrolled in school. EiC's work to provide education in conflict areas through tailored programs is crucial to reversing these trends and providing children with access to foundational learning opportunities.



### Girls Left Behind

Globally, **129 million** girls are out of school, with girls in conflict zones being twice as likely to be out of school as boys. UNICEF estimates that for every 10 refugee boys in secondary education, only 7 refugee girls are enrolled. In Sudan, gender inequality in education is stark: many families prioritize boys' education due to cultural norms, while girls face heightened risks of sexual violence, early marriage, and labor, keeping them out of school. EiC's focus on advocacy and policy influence is pivotal in challenging these societal barriers and promoting gender-sensitive educational policies.

- **Case Study – Afghanistan:** The banning of secondary education for girls in Afghanistan since 2021 provides a dire example of how conflict and cultural restrictions exacerbate educational inequality. By integrating gender-based policies in its plan, EiC can help protect girls' right to education in similar fragile contexts.



## Education disruptions in conflict zones

Conflicts are among the biggest disruptors of education. Over 222 million children globally are estimated to have their education disrupted by conflict, with many countries in Africa bearing the brunt of this crisis. Schools are often damaged or destroyed, teachers flee, and learning halts. For example, in Sudan's Darfur region, thousands of schools have been damaged or closed due to ongoing violence, affecting an entire generation of children.

- **Case Study – Nuba Mountains, Sudan:** The Nuba Mountains region, which has been a war zone for decades, has seen long-term education disruption, with many children relying on informal or community-run schools. EiC's strategic focus on providing learning materials and rebuilding educational infrastructure in these regions is crucial to restoring education services.



## Shortages of learning materials

In low-income and conflict-affected regions, the shortage of learning materials, including textbooks, educational tools, and classroom supplies, is a significant barrier to education. In Kenya, for instance, surveys revealed that up to 20 students often share one textbook, impacting learning outcomes. In Uganda, only 24% of primary school students have access to reading materials.

- **Case Study – Tanzania's Refugee Camps:** Schools in refugee camps in Tanzania lack adequate resources, with classrooms overcrowded and learning materials scarce. EiC's work in providing homegrown school feeding programs and ensuring schools have adequate learning materials can address these issues by alleviating poverty-related barriers to education.



## Technological Issues in Education

Technology can be a powerful enabler of education in crisis settings, but a digital divide persists, especially in Sub-Saharan Africa. UNICEF reports that two-thirds of African children do not have access to the internet at home, and nearly 90% of children in low-income countries lack internet access for remote learning. Furthermore, in conflict zones, infrastructure like electricity and internet access is frequently disrupted. This lack of technological infrastructure prevents millions of children from accessing remote learning during emergencies.

- **Case Study – Remote Learning in Kenya:** During the COVID-19 pandemic, Kenya's Ministry of Education rolled out radio and TV-based learning programs, but children in marginalized communities without access to electricity or technology were left behind. EiC's commitment to innovative technological solutions, such as using radio-based or mobile learning platforms, is essential for ensuring that children in such regions are not excluded from education.

Accelerating progress in poverty alleviation, educational access, and protection for children in emergencies is critical to reversing these trends by 2030. By 2030, without faster progress, the situation for children living in extreme poverty, out of school, and in conflict and emergency settings is projected to worsen significantly:

According to projections from UNICEF and the World Bank, if current trends continue, around **300 million** children will still be living in extreme poverty by 2030. These children will lack access to basic needs such as food, clean water, healthcare, and education, perpetuating the cycle of poverty.

By 2030, approximately **57 million** primary-school-age children could remain out of school if progress remains stagnant. The majority of these children would likely come from marginalized communities, including children in rural areas, girls, and those with disabilities. Sub-Saharan Africa and South Asia are particularly at risk, where education systems are already struggling to cope with growing populations.

Without significant intervention, over **40 million** children in conflict and crisis settings may remain out of school by 2030. These children face severe disruptions to their education due to displacement, infrastructure destruction, and lack of safety. They are also vulnerable to recruitment by armed groups, child labor, and other forms of exploitation, which exacerbate the cycle of violence and poverty in conflict regions.

## Targets and strategic priorities

2025 - 2029

By 2029, EiC aims to impact over **1,000,000** million children by expanding access to education, training **170,000** teachers, providing **300,000** school material packages, engaging **1,000,000** million supporters from grassroots in Africa, and enhancing education infrastructures across its operating countries including digital, all while protecting vulnerable children's right to education and driving national education reforms in Africa. EiC will launch strategic tools including ECRD, LCM and EiConnect, allowing beneficiaries to verify support status, track reach and engagement with EiC directly.

**#LeftBehind**  
**#RightBehind**

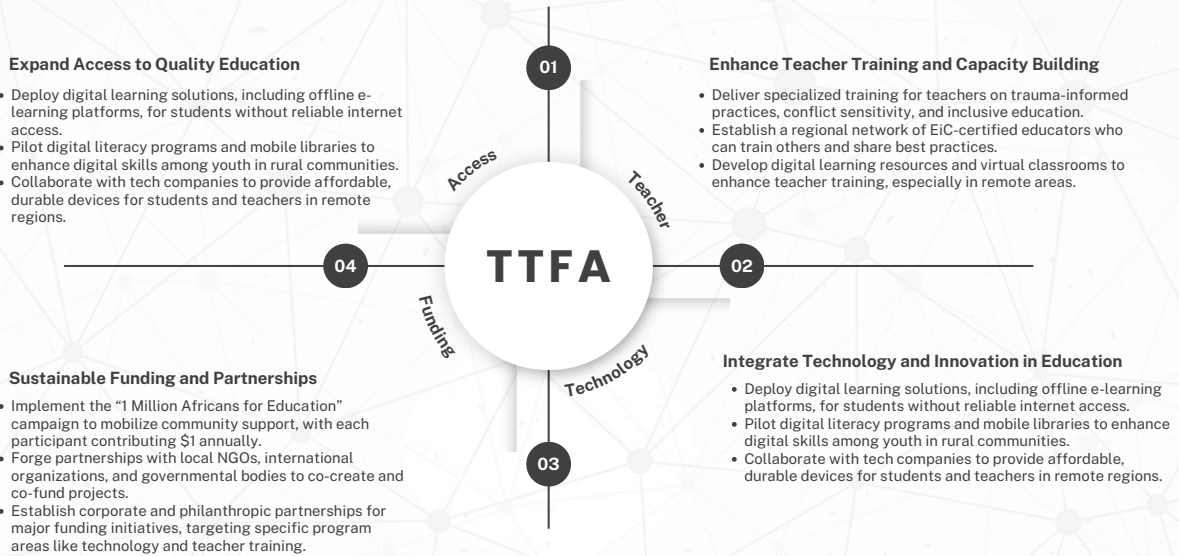


1 million beneficiaries provided access to education



## TARGETS AND STRATEGIC PRIORITIES

Expanding access, enhancing teacher capacity, leveraging technology, and ensuring sustainable funding—create a comprehensive roadmap for achieving EiC’s ambitious 2025-2029 goals. Through targeted actions and strategic partnerships, EiC can strengthen educational access and quality, ensuring long-term impact for the communities it serves.



## ➔ Strategic Objectives

- ➔ Provide accessible and equitable education to out-of-school children, refugees, IDPs, and other marginalized groups.
- ➔ Equip teachers and educational staff with trauma-informed, conflict-sensitive, and inclusive teaching skills.
- ➔ Use technology to bridge educational gaps, especially in underserved and remote regions.
- ➔ Secure sustainable resources and partnerships to expand EiC’s impact and reach.

- 01 Increased enrollment of 250,000+ and improved retention rates
- 02 At least 10,000 teachers trained and improved learning outcomes
- 03 Digital learning access provided to over 100,000 children
- 04 Increase annual funding by 30% annually to support expansion.

## Expected Results



EiC's scholar in Tanzania onlooking during the PRV



Trends that we can turn into opportunities to break down barriers to quality education access that prevents children and young people from fulfilling their full potential:

Digital learning platforms and mobile technologies are rapidly expanding access to education, particularly in underserved areas, revealing the potential for scalable solutions in areas with limited infrastructure.

- ➡ • **How it breaks barriers:** For children in remote, conflict, or crisis zones where traditional schooling is disrupted, e-learning, radio lessons, and mobile apps can help maintain continuity of education. These technologies can also offer personalized learning to support children who have fallen behind.

There is a growing movement of youth-led organizations and community-driven solutions addressing local challenges. Young people are more engaged in social issues, advocating for their rights, education, climate action, and peacebuilding.

- ➡ • **How it breaks barriers:** Empowering young people to become leaders in their communities fosters resilience, improves advocacy for children's rights, and builds local capacity for education, health, and protection services. They can also provide critical perspectives in designing effective solutions for their peers.

There is growing recognition of the importance of mental health and psycho-social support (MHPSS) for children affected by conflict and displacement. Agencies are increasingly integrating these services into emergency responses.

- ➡ • **How it breaks barriers:** Providing psycho-social support in conflict settings helps children recover from trauma, maintain focus on education, and reduce the risk of recruitment by armed groups or involvement in violence. This enhances children's resilience, allowing them to thrive even in difficult circumstances.

The increased use of data, such as Education Management Information Systems (EMIS) and real-time monitoring tools, is helping organizations track progress, identify gaps, and develop targeted interventions.

- ➡ • **How it breaks barriers:** With better data, governments, donors and NGOs can identify the most vulnerable populations and allocate resources more effectively, ensuring that no child is left behind. Data-driven approaches also help monitor progress toward education and child protection goals.



## Core Commitments to deliver the plan



To Deliver Our Strategy, EIC will:

### 1. Engage and Mobilize Communities

- **Grassroots Partnerships:** Collaborate with community leaders, local NGOs, and parents to build trust, understand local needs, and create culturally relevant education programs.
- **1 Million Africans for Education Campaign:** Mobilize widespread support through a pan-African movement, encouraging individuals to contribute financially and advocate for the cause.
- **Inclusive Decision-Making:** Involve beneficiaries and local stakeholders at every project phase to foster ownership and ensure programs are responsive to community needs.

### 2. Innovate for Resilient Education

- **Technology Integration:** Use digital platforms, offline e-learning solutions, and mobile libraries to reach underserved and remote areas, expanding access where traditional schooling is limited.
- **Accelerated Education Programs (AEPs):** Implement tailored learning models for children who are out-of-school or overage, with a focus on those affected by displacement or conflict.
- **Sustainable Infrastructure:** Build eco-friendly and adaptable school facilities to withstand environmental challenges and ensure ongoing education access during crises.

### 3. Strengthen Capacity and Empower Educators

- **Teacher Training and Support:** Equip educators with trauma-informed, conflict-sensitive, and inclusive teaching skills through continuous professional development.
- **Local Capacity Building:** Develop a network of trained teachers and leaders to mentor peers and share knowledge within communities, fostering self-sustaining education systems.
- **Monitoring and Feedback:** Establish mechanisms to receive regular feedback from teachers and adapt training to address emerging needs and challenges.

### 4. Prioritize Sustainable Funding and Resource Mobilization

- **Diverse Funding Base:** Expand funding sources through grants, corporate partnerships, and international aid, while building local support networks.
- **Long-Term Partnerships:** Forge alliances with governments, regional bodies, and the private sector to co-fund initiatives and secure resources for long-term program stability.
- **Transparent and Impactful Reporting:** Maintain clear communication on outcomes, impacts, and resource allocation to build donor trust and encourage sustained support.

### 5. Leverage Evidence and Adaptive Learning

- **Data-Driven Programs:** Use the Learning Crises Monitor (LCM) and Education Crisis Response Dashboard (ECRD) to track program impact and rapidly respond to emerging crises.
- **MEL (Monitoring, Evaluation, and Learning):** Incorporate rigorous monitoring and evaluation in all programs to continually assess progress, identify best practices, and improve approaches.
- **Adaptive Program Design:** Implement adaptive learning models that allow for flexibility, enabling EIC to adjust its interventions based on evolving needs and on-the-ground feedback.

- 1 Engage
- 2 Innovate
- 3 Strengthen Capacit
- 4 Prioritize Sustainable Funding
- 5 Leverage Evidence



*EiC aims to position itself as a key convener for SDG4 in Africa by uniting stakeholders, driving policy advocacy, mobilizing resources, and sharing innovative solutions to accelerate access to inclusive, equitable, and quality education across the continent.*

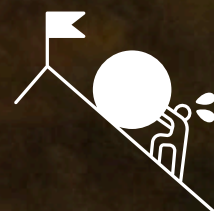


DONATED BY UNICEF

Children in class in South Kordofan State, Sudan  
Photograph ©EiC 2024



**What results  
will the  
Strategic Plan  
help EiC  
achieve by  
2029?**



The 2025 - 2029 Strategic Plan sets a bold trajectory for Education in Crisis (EiC) to transform education for marginalized children and adolescents across Africa. By 2029, EiC aims to have measurably expanded access to quality education, ensuring that millions more children, especially those in conflict zones and displaced communities, are supported to thrive academically and personally to achieve their full potential.

## Goal Area 1

### Expand Access to Quality Education



**Why:** Millions of children in conflict-affected regions, particularly in East Africa, lack access to education. Education in conflict zones helps restore normalcy and offers hope for the future.

**Statistics:** Globally, 258 million children are out of school, with sub-Saharan Africa accounting for over one-third. In Sudan, 70% of children are out of school due to ongoing armed conflict.

**Case Study:** UNICEF implemented a large-scale initiative in South Sudan where they established Temporary Learning Spaces (TLS) for children displaced by conflict. Over 400,000 children benefited, and the program saw a 30% improvement in enrollment rates due to community-based outreach and inclusive policies.

**Anticipated Results:** By 2029, EiC aims to make accessible quality education to at least 200,000 children across five countries, reducing the number of out-of-school children by 20% in target regions under this goal area.

### Planned results for 2029 include:

50,000

Girls reached through various educational programs and interventions

50,000

Boys impacted across all initiatives.

10,000

Teachers trained and supported in delivering quality education.

40,000

Displaced children, including refugees and IDPs, will benefit from education programs.

### Grand Total Impact by 2029:

- Total Children Reached (Girls + Boys): 100,000 children
- Total Teachers Trained: 10,000 teachers
- Total community members (PTAs + Admin): 10,000
- Total Children with Disabilities Reached: 20,000
- Total: **200,000**



## Goal Area 2

### Teacher Training and Capacity Building



**Why:** Well-trained teachers are critical for delivering quality education, especially in crisis settings where they often lack proper support.

**Statistics:** In East Africa, 50% of teachers in crisis-affected areas are unqualified or undertrained. Trained teachers improve student outcomes by 30%.

**Case Study:** Save the Children in Ethiopia ran a teacher training program for educators in refugee camps, which improved classroom instruction and child-centered teaching. The program led to a 20% increase in learning outcomes for children in the camps and improved teacher retention rates by 15%.

**Anticipated Results:** EiC will train 50,000 teachers in conflict zones, aiming to enhance educational outcomes and retention rates by 40% in regions like South Kordofan state, Sudan under this goal area.

#### Planned results for 2029 include:

50,000

Females reached through various capacity building and professional development programs

50,000

Males reached through various capacity building and professional development programs

20,000

Teachers with special needs trained and supported in delivering quality education to CwDs.

40,000

Displaced teachers, including refugees and IDPs, will benefit from trainings.

#### Grand Total Impact by 2029:

- Total teachers Reached (Females + Males): 100,000
- Total Teachers Trained: 170,000
- Total Displaced teachers (Refugees + IDPs): 40,000
- Total teachers with Disabilities Reached: 20,000
- Total emergency teachers trained: 10,000



## Goal Area 3

### Promote Inclusive and Equitable Education



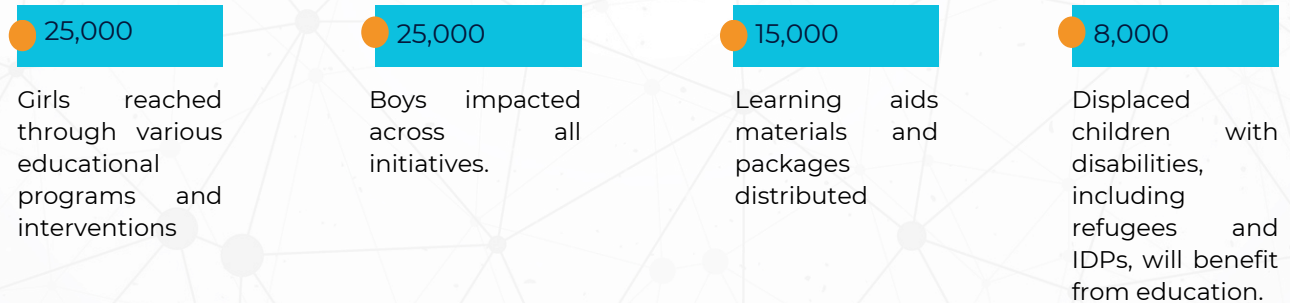
**Why:** Displaced children often face significant barriers to education due to poverty, discrimination, and lack of infrastructure.

**Statistics:** Nearly half of the 7.4 million refugees in Africa are children, and only 50% attend school. Girls, in particular, face higher dropout rates.

**Case Study:** The International Rescue Committee (IRC) implemented an education program in Lebanon focused on Syrian refugees, using accelerated education approaches to address learning gaps. The initiative helped 75% of children catch up on years of missed schooling and saw a 25% increase in school retention rates.

**Anticipated Results:** EIC aims to ensure that 80% of displaced children in its target areas have access to education, with special initiatives to reach girls and children with disabilities.

### Planned results for 2029 include:



### Grand Total Impact by 2029:

- Total Children Reached (Girls + Boys): 50,000 children
- Total Learning aids and materials: 15,000
- Total Displaced Children with Disabilities Reached: 8,000



## Goal Area 4

### **Integrate Technology in Education in Emergencies**



**Why:** Technology can provide access to education for children in remote or conflict-affected areas, bridging the gap caused by disrupted schooling.

**Statistics:** According to UNESCO, only 10% of schools in sub-Saharan Africa have access to basic digital tools. However, integrating technology in education has shown to increase learning efficiency by 40%.

**Case Study:** In Kenya, Vodafone Foundation's Instant Network Schools initiative equipped refugee camps with digital learning materials and connected classrooms. This program improved learning outcomes by 30% and gave teachers new tools to engage students through e-learning platforms.

**Anticipated Results:** EIC will implement technology solutions in 50% of its education programs, reaching over 900,000 children through digital learning tools by 2029.

### **Planned results for 2029 include:**

45,000

Girls reached through digital educational programs and interventions

45,000

Boys reached through digital educational programs and interventions

32,000

Teachers trained and supported in delivering digital education.

17,000

Displaced children, including refugees and IDPs, will benefit from education programs.

### **Grand Total Impact by 2029:**

- Total Children Reached (Girls + Boys): 90,000
- Total Teachers Trained: 32,000
- Total Displaced Children (Refugees + IDPs): 17,000
- Total Children with Disabilities Reached: 5,000





A closed teachers training institute in South Kordofan state closed due to limited resources

Left Behind, Right Behind

## Goal Area 5

### Secure Sustainable Funding and Resources



**Why:** To sustain educational programs in crisis settings, long-term and diversified funding is essential. Reliance on short-term funding limits program scalability and sustainability.

**Statistics:** Humanitarian funding gaps in education consistently exceed 50%. In 2023, only 20% of education appeals in emergencies were met.

**Case Study:** The Global Partnership for Education (GPE) successfully mobilized \$3.7 billion for education programs in low-income countries, including fragile and conflict-affected areas. By securing long-term funding from governments, private sector partners, and philanthropists, GPE enabled sustainable education programs benefiting over 100 million children.

**Anticipated Results:** EiC will secure additional \$10 million in funding by 2029 through partnerships, donations, and innovative fundraising, ensuring that programs are financially sustainable and scalable.

### Planned results for 2029 include:

1,000,000

Africans mobilized and committed \$1,000,000 (\$1 campaign) in grassroots funding

100+

Establish 100+ partnerships across Africa, Europe, and North America to support projects in high-need areas.


40%

Attain 40% of funding through government and institutional grants focused on education, gender equality, and emergency response.

10,000,000

Generate a reliable funding stream and develop grant portfolios with international, regional donors, securing multi-year commitments for education.

### Grand Total Impact by 2029:

-  Total Africans Reached: 1,000,000
-  Total partnerships: 100+
-  Total grants in funding: 10,000,000
-  Total beneficiaries Reached: 1,000,000



## Strategic Focus

Under the priority of Access to Quality Education, EiC is committed to ensuring that every child, especially in conflict-affected and marginalized regions, has access to a safe, inclusive, and quality education that enables them to reach their full potential. To achieve this, we will focus on the following actions:

- **STRENGTHEN:** EiC will strengthen education systems by working closely with local governments, schools, and communities to improve infrastructure, provide teacher training, and ensure the availability of learning materials. We will prioritize schools in conflict zones and areas with high numbers of displaced children to rebuild or establish safe, resilient learning spaces.
- **FOCUS:** Our efforts will focus on innovative solutions, including technology-enabled education like mobile learning platforms and digital tools, which will be essential for reaching children in remote areas. This will help overcome barriers related to distance, resource scarcity, and disrupted schooling.
- **ENHANCE:** EiC will enhance the capacity of educators through continuous professional development, ensuring that teachers are equipped with the skills to provide high-quality, student-centered learning experiences, particularly in crisis contexts.
- **ACHIEVE:** EiC aims to achieve measurable improvements in student enrollment, retention, and learning outcomes. By 2029, we aim to significantly reduce the number of out-of-school children and improve literacy and numeracy rates in the regions where we operate.

### Access to Quality Education



EiC recognizes the critical importance of Gender Equality in education. 129 million of girls face barriers that prevent them from accessing and completing their education. Our goal is to remove these barriers and ensure that girls have equal opportunities to succeed. To realize this, we will:

- **OVERCOME:** We will overcome the cultural, social, and economic obstacles that prevent girls from attending school, including addressing early marriage, gender-based violence, and gender discrimination. EiC will implement targeted programs that provide safe spaces for girls, raise awareness within communities, and offer financial support where needed.
- **ENGAGE:** EiC will engage with families, communities, and policymakers to promote the importance of girls' education. We will work with local leaders, women's groups, and governments to shift societal attitudes, ensuring that girls are seen as equal participants in education.
- **INTEGRATE:** To address the impact of gender-based violence on education, we will overcome the trauma and psychological effects by integrating psychosocial support and counseling into our education programs, ensuring that survivors of violence have access to safe, supportive learning environments.

### Gender Equality





Left Behind, Right Behind

Children in Darfur region in a Temporary Learning Space after the disruption of their education in 2023

## Two cross-cutting Issues

### 1 Gender Equality and Social Inclusion (GESI)

EiC is committed to ensuring that girls, children with disabilities, and other marginalized groups have equal access to quality education. Programs will be designed to address unique barriers faced by these groups, promoting a safe, inclusive, and supportive learning environment for all. This priority includes:

- Targeted Interventions: Providing gender-sensitive training for teachers, creating safe spaces for girls, and accommodating children with disabilities.
- Community Engagement: Working with families, local leaders, and organizations to shift cultural attitudes that limit access to education for marginalized groups.
- Inclusive Learning Materials: Developing resources and teaching methods that cater to diverse learning needs and ensure everyone can participate fully.



### 2 Environmental and Conflict Sensitivity

Recognizing the impact of conflict and environmental crises on education access that have left millions of children behind in education is an urgent need for a sustainable future through investing in people. To this end, EiC will prioritize the development of resilient, adaptable education programs including;

- Conflict-Sensitive Education: Training educators and developing curricula that are mindful of conflict dynamics, reducing tensions, and promoting peace-building.
- Environmental Sustainability: Incorporating eco-friendly practices in school construction, such as renewable energy sources and sustainable materials, as well as climate education to empower students on environmental issues.
- Emergency Preparedness Frameworks: Establishing disaster response protocols and adaptable learning modalities (e.g., mobile classrooms, digital resources) to maintain education access during emergencies.







**Mandate:** Education in Crisis is dedicated to ending the global education crisis.



## HOW WILL EIC ACHIEVE RESULTS?

- 01 Participatory Planning
- 02 Mobile and Temporary Learning Solutions
- 03 Diverse Funding Sources
- 04 Feedback Mechanisms
- 05 Public-Private Partnerships (PPPs)

Education in Crisis (EiC) Strategic Plan for 2025 - 2029 is driven by six key enablers: resource mobilization through innovative initiatives like the "1M Africans Campaign," which leverages collective financial contributions; strategic partnerships with governments, international organizations, and the private sector to expand education interventions; advocacy efforts to generate political and public support for prioritizing education in emergencies; the use of technology to deliver education through digital platforms and mobile learning in crisis-affected areas; policy influence to ensure governments adopt crisis-sensitive education planning and inclusive policies for vulnerable populations; and data-driven evidence to inform decision-making, monitor progress, and adjust interventions to meet evolving needs in fragile contexts. Together, these enablers aim to create sustainable, resilient education systems that guarantee access to quality education for all children, even in the most challenging circumstances.

## Four Organizational Change Strategies

To empower futures and transform lives, EiC will combine high-quality programmes at scale, harnessing innovation and collecting evidence, in partnership with other organizations, civil society, the private sector, communities and children. The plan will leverage wider change locally, regionally and globally through advocacy, communications and campaigning as well as encouraging people to volunteer, advocate and mobilize resources for the cause of education for all. EiC will implement four key organizational change strategies. These strategies address internal capacity, governance, resource optimization, partnerships and adaptability—strengthening EiC's foundation to meet emerging challenges and expand its impact. Under the Strategic Plan, we will:

### Strengthen Governance and Accountability Structures

- **Enhanced Governance Framework:** Develop a transparent governance framework with clear policies, roles, and responsibilities to ensure accountability and alignment across all EiC operations.
- **Board Development and Engagement:** Engage a diverse and experienced board, expanding expertise in areas like emergency education, finance, and policy advocacy, to provide strategic guidance and oversee organizational growth.
- **Monitoring, Evaluation, and Learning (MEL):** Establish rigorous MEL systems, using data-driven insights to continuously improve program quality and accountability, enhance decision-making, and demonstrate impact to stakeholders and donors.

### Diversify and Mobilize Sustainable Funding

- **Expand Funding Sources:** Broaden EiC's funding portfolio by pursuing grants, corporate partnerships, and philanthropic contributions, reducing dependence on any single revenue source.
- **Community-Driven Fundraising:** Amplify grassroots initiatives like the "1 Million Africans Campaign" to mobilize widespread support, engage local communities, and build a dedicated donor base committed to EiC's mission.
- **Outcome-Based Financing Models:** Explore innovative financing, such as impact bonds and results-based funding, where financial support is tied to achieving specific education outcomes in crisis settings.

### Enhance Operational Agility and Digital Transformation

- **Adaptive Program Management:** Build flexible program management systems that enable rapid adjustments to projects in response to shifting needs, such as changes in conflict zones, displacement patterns, or funding availability.
- **Digital Transformation Strategy:** Implement digital tools and platforms, such as the Education Crisis Response Dashboard, to enhance real-time program monitoring, resource allocation, and data-driven decision-making.
- **Risk Management and Crisis Preparedness:** Develop robust risk management frameworks and crisis response plans, ensuring EiC's readiness to adapt to unforeseen challenges, from security risks to natural disasters, while maintaining program integrity.

### Foster Collaborative Partnerships and Advocacy Networks

- **Form long-term partnerships** with local governments, NGOs, academic institutions, and private sector stakeholders to amplify impact, share resources, and drive joint initiatives that address complex educational needs in crisis zones.
- **Actively engage** in policy dialogues and advocacy efforts at regional and global forums to influence education policies, secure increased support for crisis-affected children, and promote educational equity.
- **Establish strong ties** with community-based organizations and local leaders, leveraging their insights to design culturally relevant programs and ensure program ownership and sustainability.
- **Collaborate** with other education organizations to share best practices, enhance EiC's methodologies, and contribute to the global understanding of education in emergencies, strengthening EiC's role as a thought leader in the field.





## Education in Crisis Enablers to Drive Results

This strategic plan lays out six enablers that will increase EiC's ability to achieve results in the eradication of barriers to accessing quality education.



### Resource Mobilization

Securing financial, human, and material resources necessary to implement EiC's programs and reach its goals is key enabler through which:

-  EiC will seek funding from a variety of channels, including governments, international donors, foundations, corporations, and individuals. A diverse funding base reduces dependency on any single source and increases resilience.
-  EiC will develop long-term funding strategies, such as endowments, social impact bonds, or public-private partnerships, ensures continuous support for education initiatives.
-  EiC will engage communities, both locally and globally, through small-scale campaigns like the 1 million Africans initiative to contribute \$1 each for education. Such efforts raise funds and foster a sense of ownership and participation.
-  EiC will seek to engage with influencers for effective fundraising as well as other strategies including proposal writing, and donor engagement to ensure a proactive approach to resource generation.



### Partnerships




Forming strategic partnerships is crucial for scaling efforts and maximizing impact. EiC's ability to collaborate with various stakeholders enables access to resources, knowledge, and networks. This enabler will involve:

-  Building alliances with governments, non-governmental organizations (NGOs), civil society groups, and the private sector to pool expertise and resources.
-  Collaborating with UN agencies (like UNICEF, WFP, UNHCR etc) and international organizations to help EiC gain credibility and access to global platforms for advocacy resources, and policy influence.
-  Partnering with local organizations, community leaders, and educators to ensure programs are tailored to the needs of specific regions and cultures.
-  Working with universities, schools and research organizations to develop innovative approaches and evidence-based strategies for addressing education in crisis settings.



## Advocacy





Advocacy focuses on raising awareness and mobilizing support for educational challenges. This enabler involves influencing public opinion, attracting attention from decision-makers, and generating momentum for policy change. The enable will:

-  Launch global and regional campaigns to highlight the education crisis and its impact on children. This will be done through media outlets, social media, and public events.
-  Involve communities, governments, donors, and civil society in discussions to create a sense of urgency and shared responsibility for addressing education needs.
-  Champion the rights of vulnerable groups focusing on gender equality, children with disabilities, and marginalized communities to ensure inclusive education systems and equal access to opportunities.



## Technology





Technology acts as a transformative tool for delivering education, especially in crisis or remote areas. EiC will leverage technological innovations to increase access, enhance quality, and improve management systems. This enabler will encourage:

-  Implementing digital learning platforms, mobile apps, and online resources that enable students in crisis areas to access quality education, even without traditional school infrastructure.
-  Using radio, television, and mobile phones to deliver educational content in areas with limited connectivity. These platforms can be crucial in maintaining learning continuity during emergencies.
-  Employing technology to gather real-time data on student enrollment, attendance, and performance, allowing for more responsive and targeted interventions.
-  Utilizing online and blended learning tools to provide professional development and training for educators, ensuring they are equipped to teach in challenging environments.



## Policy Influence





Policy influence is critical for creating lasting change, as it focuses on shaping the legal, financial, and institutional frameworks that govern education systems. This enabler encourages:

-  Conducting research on effective education strategies in crisis contexts and producing policy briefs, reports, and recommendations for policymakers.
-  Engaging directly with national and regional governments including AU to advocate for policies that prioritize education in emergencies, ensure adequate funding, and address barriers to access.
-  Participating in global forums such as the United Nations, G20, and regional bodies like the African Union to push for education as a priority on international development agendas and humanitarian crises.
-  Collaborating with international donors to align their funding priorities with the needs of crisis-affected regions, ensuring that educational interventions are adequately supported.



## Data-driven Evidence

Data collection is essential for tracking progress, understanding needs, and ensuring accountability in program implementation. Reliable and timely data helps inform decision-making and measures the effectiveness of interventions. This enabler will promote:

-  Conducting thorough assessments before implementing programs to understand the scope of the education crisis and the specific needs of target populations.
-  Developing comprehensive M&E frameworks to continuously track program outputs, outcomes, and impact. Data collected will be used to adjust strategies and ensure they are meeting their goals.
-  Utilizing mobile devices, cloud-based platforms, and other tech tools to collect and analyze data in real-time, allowing for quicker and more informed responses.
-  As part of EiC's tools, data collected through the LCM will help track progress toward educational goals, highlight gaps, and provide evidence for policy recommendations. Implementing feedback loops from students, teachers, and communities to ensure programs are responsive to their needs and challenges.


**Looking ahead**

Looking ahead, the EiC Strategic Plan 2025 - 29 presents a pivotal opportunity to drive transformative change in education, particularly in regions heavily impacted by conflict, displacement, and socio-economic inequality. Several critical areas will be vital for achieving success under the strategic plan including:



### Scaling Proven Models

Over the next five years, EiC will focus on scaling up its successful interventions, such as the First 100 Foundational Scholars Program, ECRD and the Learning Crises Monitor (LCM) tools. These initiatives can serve as scalable models that can be expanded to new geographies, especially in countries like Sudan, DRC, CAR, Ethiopia and South Sudan, where educational crises are most severe. A key component will be creating adaptable frameworks that are culturally sensitive and responsive to local needs, ensuring sustainability.



### Data-Driven Decision Making

The importance of data cannot be overstated for effective program implementation. Looking ahead, EiC will enhance its capacity for data collection and analysis. Real-time data from the Learning Crises Monitor (LCM) will help pinpoint areas of greatest need and enable EiC to allocate resources more efficiently. It will also help build stronger accountability mechanisms, ensuring that both donors and beneficiaries see measurable impact.

- ➔ **Data for Advocacy:** EiC will use data not only for internal program improvement but also as a powerful tool for policy influence and advocacy. Presenting hard evidence of the education crisis, paired with case studies and human stories, will be crucial for swaying policymakers and securing long-term financial commitments from donors.



### Technological Innovations

EiC's technology enabler will revolutionize education delivery in crisis areas. Over the next five years, investments in digital learning platforms, radio-based education, and mobile learning tools will be critical, especially for children without access to traditional schooling. Given the vast digital divide in many African countries, EiC will explore partnerships with tech companies to create low-cost, offline solutions tailored to these communities.

- ➔ **Emerging Technologies:** The rise of AI and data analytics can support real-time monitoring of education systems, student performance, and resource needs in crisis-affected areas. EiC will leverage these technologies to improve decision-making and tailor interventions in real time.

## Gender Equity and Inclusive Education



As the gap in education access between boys and girls continues to widen in crisis regions, EiC will need to double down on its focus on gender equity. Over the next five years, EiC will lead advocacy campaigns to ensure policies and resources are directed toward supporting girls' education, particularly in regions where early marriage and cultural biases persist. Collaborating with local women's organizations and governments to increase school enrollment and retention for girls is essential.

- ➔ **Inclusive Education:** EiC will also strengthen its commitment to marginalized groups, including children with disabilities and refugee populations. Inclusive curricula, accessible learning materials, and teacher training programs designed for diverse learners will be key components of this vision.

## Building Resilient Education Systems in Conflict Zones



The continuation of armed conflicts in regions like South Kordofan, Darfur in Sudan underscores the need for resilient education systems that can withstand political instability. EiC's School Feeding Programme with the Norwegian Refugee Council (NRC) is one example of how integrating social protection measures can support children's education. Over the next five years, EiC will enhance these programs by integrating psychosocial support, conflict resolution, and peace education into the curriculum to promote stability and long-term social cohesion.

- ➔ **Emergency Education Response:** With education disruptions likely to continue due to conflicts, EiC will strengthen its ability to rapidly deploy emergency education programs, including mobile classrooms, temporary learning spaces, and safe learning environments.

## Sustainable Resource Mobilization



To sustain the ambitious goals set out in the strategic plan, EiC plans to focus on long-term resource mobilization. The organization's target to mobilize 1 million Africans to contribute \$1 each by 2029 is an innovative grassroots approach that can create a sense of ownership and commitment across the continent. However, expanding this model to include corporate partnerships, government funding, and large international donors will be essential for achieving scale and impact.

Over the next five years, building robust partnerships with local governments, NGOs, and community organizations will be crucial for the long-term success of EiC's interventions. Involving communities in planning and decision-making processes helps ensure that education programs are tailored to local needs and sustainable in the long run.



4 QUALITY EDUCATION



5 GENDER EQUALITY



EiC supported scholar in Uganda, 2023

EiC is deeply committed to both SDG4 and SDG5, working to ensure inclusive, equitable, and quality education for all children (SDG4) while promoting gender equality and empowering women and girls (SDG5).





Africa's progress toward Sustainable Development Goal 4 (SDG4)—to ensure inclusive, equitable, and quality education for all by 2030—faces substantial challenges due to several interlinked factors. While there have been promising efforts and progress in some regions, overall advancements have been hindered by issues like armed conflicts, economic instability, limited infrastructure, and the effects of climate change. Here is an overview of Africa's current state in pursuing SDG4, highlighting the key persisting obstacles:

#### 1. Access to Education

- **Challenges:** Despite any progress, Africa still has the world's highest rate of out-of-school children, particularly in sub-Saharan Africa, where 1 in 5 primary-age children are out of school. Conflict, displacement, poverty, and gender inequalities contribute significantly to this statistic. Additionally, secondary school enrollment remains low, with many adolescents unable to continue education after primary school due to costs, distance, or cultural factors.

#### 2. Quality of Education

- **Challenges:** Education quality varies widely, and many classrooms face shortages of trained teachers, adequate resources, and modernized curricula. According to recent studies, more than 50% of children in sub-Saharan Africa are in "learning poverty," meaning they are unable to read and comprehend a simple story by age 10. This issue is compounded by overcrowded classrooms, lack of textbooks, and insufficient funding.

#### 3. Equity and Inclusivity in Education

- **Challenges:** Equity gaps remain stark. Girls, especially in rural areas, are still at a disadvantage due to cultural expectations, early marriage, and limited access to sanitary products, which affect attendance. Additionally, children with disabilities face physical and systemic barriers in accessing education, and there are limited resources for special education needs. These factors create persistent disparities in educational outcomes.

#### 4. Education in Emergencies and Conflict-Affected Regions

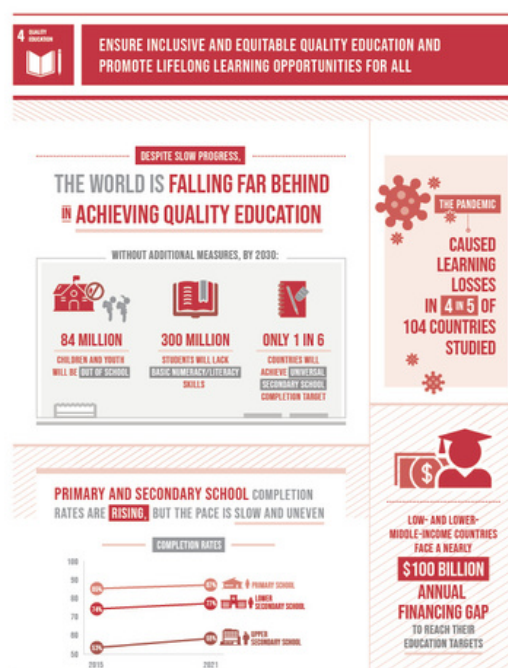
- **Challenges:** Armed conflict remains a significant barrier to achieving SDG4, with education facilities often destroyed or repurposed and teachers and students displaced or at risk. Countries such as Sudan, Somalia, the Democratic Republic of the Congo, and Mali face ongoing security threats that make consistent access to education difficult. Additionally, natural disasters and climate-induced displacement continue to disrupt education across Africa.

#### 5. Digital Learning and Innovation

- **Challenges:** The digital divide is a major obstacle, as most rural areas have limited or no internet access, and many families cannot afford necessary devices. While urban areas may benefit from digital learning initiatives, rural communities remain largely excluded. This exacerbates existing inequalities and highlights the need for investment in digital infrastructure and affordable access to technology.

#### 6. Funding and Resource Allocation

- **Challenges:** However, financing gaps persist, as many African countries struggle to allocate sufficient resources to education due to competing needs and economic constraints. Reliance on external funding creates sustainability challenges, and fluctuations in global aid can impact program continuity. Many countries in Africa allocate less than the recommended 20% of their national budgets to education, limiting their ability to make sustained improvements in quality and access.



Source: [https://unstats.un.org/sdgs/report/2022/SDG\\_report\\_2022\\_infographics.pdf](https://unstats.un.org/sdgs/report/2022/SDG_report_2022_infographics.pdf)



SDG 5, which aims to achieve gender equality and empower all women and girls, is essential for sustainable development in Africa. Despite progress in some areas, significant obstacles remain, including cultural norms, limited resources, and systemic inequalities. Here's an overview of Africa's current challenges to achieving SDG 5.

1. Ending Discrimination Against Women and Girls

- **Challenges:** Discriminatory practices and societal norms persist, particularly in rural areas, affecting access to education, economic participation, and legal protections. In several countries, traditional practices and biases restrict women's rights and reinforce gender roles.

2. Eliminating Violence Against Women and Girls

- **Challenges:** Rates of GBV, including domestic violence, sexual assault, and harmful practices such as female genital mutilation (FGM), remain high across Africa. Conflict zones, such as parts of the Sahel, Sudan, and the Democratic Republic of the Congo, see especially high instances of violence against women. The enforcement of protective laws often faces logistical, financial, and cultural barriers.

3. Child Marriage and Harmful Practices

- **Challenges:** Child marriage remains prevalent in sub-Saharan Africa, where 4 in 10 girls marry before age 18. Cultural acceptance, poverty, and lack of educational opportunities contribute to the persistence of child marriage and FGM, with millions of girls at risk of these practices annually.

4. Economic Empowerment and Equal Participation in the Workforce

- **Challenges:** Structural and cultural barriers prevent women from full economic participation. Across much of Africa, women are underrepresented in the formal workforce and face wage gaps, discrimination, and limited career advancement opportunities. Access to resources, such as land, financial services, and education, remains unequal, particularly in rural areas.

5. Participation in Political Leadership and Decision-Making

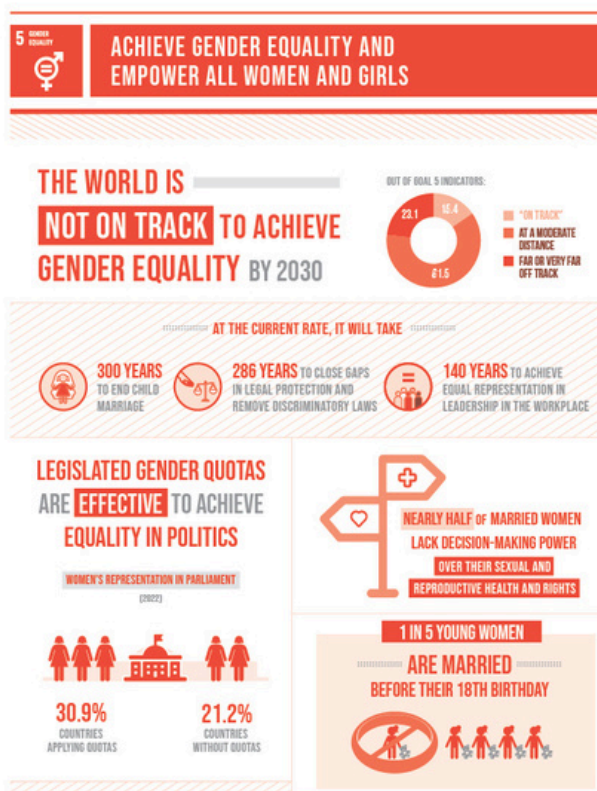
- **Challenges:** Many African nations still have low female representation in political and decision-making roles. Cultural beliefs about gender roles and a lack of political support systems make it challenging for women to enter politics and influence policy.

6. Access to Health Services, Including Reproductive Health

- **Challenges:** Maternal mortality rates in sub-Saharan Africa remain high, and access to family planning and reproductive health services is limited, especially in rural and conflict-affected regions. Social stigmas around reproductive health, limited health infrastructure, and financial constraints hinder access for many women and girls.

7. Education and Lifelong Learning for Girls

- **Challenges:** Despite gains in enrollment, gender disparities remain in higher education and secondary school completion rates, particularly in rural and conflict-prone areas. Poverty, early marriage, and societal norms keep many girls from attending school, perpetuating cycles of disadvantage.



Source: [https://unstats.un.org/sdgs/report/2022/SDG\\_report\\_2022\\_infographics.pdf](https://unstats.un.org/sdgs/report/2022/SDG_report_2022_infographics.pdf)



**18.5**

million children out of school in Nigeria

**23**

million children in Sudan alone are out of school

**7.9**

million children in DRC are out of school



An abandoned classroom and benches in Sudan's Darfur region.

## Snapshots from the RENA Report



Education in Crisis (EiC), released a shocking new report that indicates the number of crisis-impacted school-aged children requiring educational support in Sudan has grown from 7.5 million prior to 2023 armed conflict to an estimated 23 million today.

Of the 19 million out-of-school reported by UN agencies, 777,000 are in the South Kordofan state, Sudan in need of urgent education support, the RENA report indicates that as many as 777,000 are out of school, and close to 90,000 are in school, but not achieving minimum proficiency in math or reading. In fact, just one in ten crisis-impacted children attending primary or secondary education are actually achieving these proficiency standards.

The analysis indicates that 44% of the out-of-school crisis-impacted children are living in areas with protracted crises. The vast majority of these are in states including South Kordofan, Blue Nile, Darfur's 4 states and other affected states yet to be covered in another report. The ongoing armed conflict is pushing even more children out of school with no hope of schooling again.

These alarming new figures are released against the backdrop of a recent EiC Rapid Education Needs Assessment (RENA) in South Kordofan state, Sudan showing that the response to education in conflict areas remains chronically underfunded, and that the funding gap appears to have gotten even worse since the outbreak of armed conflict in April 2023.

To respond to this pressing education crisis, EiC launched a grassroots resource mobilization campaign in July 2023. The campaign calls on **#1MillionAfricans**, the private sector, philanthropic foundations and high-net-worth individuals to urgently commit **\$1** collectively to raise more resources to scale up EiC's investments, which are already delivering quality education to children in over 5 countries across Africa.



out-of-school reported by UN agencies

Right to Education



**Right to Education: A distant dream for at least 4% (777,000) in South Kordofan state in Sudan.**

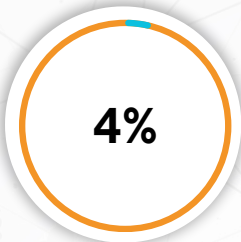


out-of-school estimated by EiC combining South Kordofan, Blue Nile and Darfur regions

## Snapshots from the RENA Report

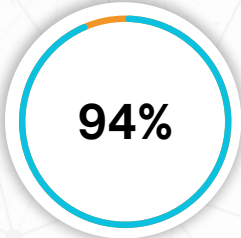
### Statistics

Education in Crisis (EiC), released a shocking new report that indicates the number of crisis-impacted school-aged children requiring educational support in Sudan which has grown from an estimated 7.5 million in 2016 to **23 million** in 2024.



### Out-of-school

Of an estimated 23 million children out of school in Sudan, 777,000 (about 4%) are in South Kordofan state according to the Education in Crisis RENA report that indicates recent data from the region impacted by armed conflict since 2011.



### Learning Poor

A shocking 94% of enrolled school children are learning poor. Almost 4 of 5 children cannot read a simple text in the language of instruction.



**84%** of teachers have never received teacher training or professional development.



Only **1%** of children who finish grade 12 (*Form 4 of South Sudan*) continue to higher education or institutions outside the country.

#### CwD and Orphans

EiC estimates suggest that 15-20% of children, approximately 155,400 orphaned children and roughly 77,700 Children with Disabilities (CwD), are not receiving any formal education due to lack or limited support including learning aids

#### Child and early Marriage

In Sudan, around 34% of girls are married before the age of 18, and about 12% are married before 15. Rates of early marriage are often higher in rural and conflict-affected regions like the Nuba Mountains, where cultural practices and poverty pressures contribute to early marriage.

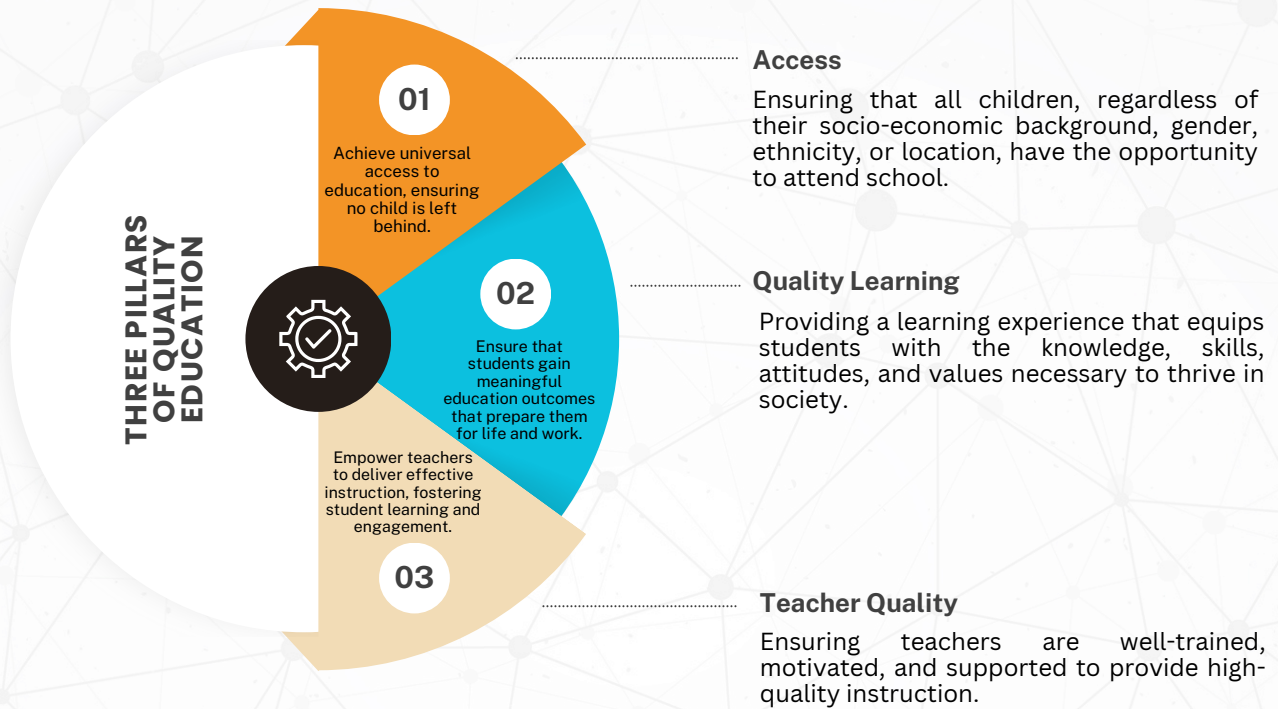
#### Malnutrition and Education

About 30% of out-of-school children in the Nuba Mountains are experiencing malnutrition due to conflict-driven food insecurity. The intersection of food scarcity and education is stark: malnutrition impedes students' physical and cognitive development, reducing their likelihood of school attendance and success.

## Three Pillars of Quality Education

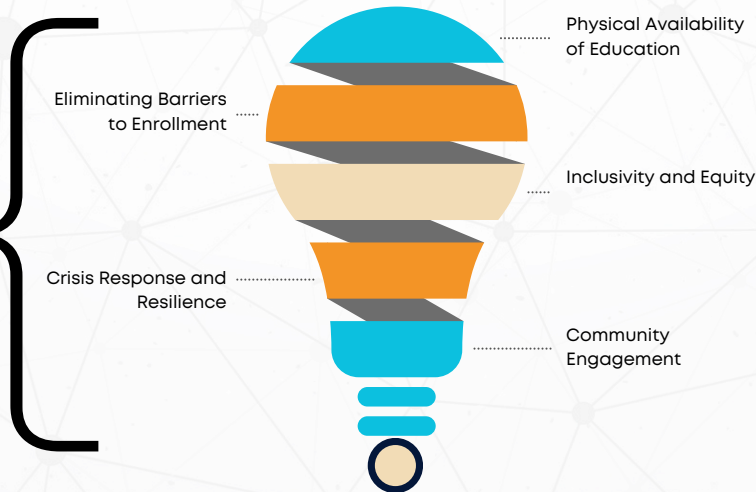


Education in Crisis (EiC), released a shocking new report that indicates the number of crisis-impacted school-aged children requiring educational support in Sudan which has grown from an estimated 7.5 million in 2016 to **23 million** today as estimated by EiC RENA report 2024.



## Access

For Education in Crisis (EiC), breaking down barriers that prevent children from attending school is the first step in ensuring they have an opportunity to achieve their dreams.



## The Second Decade: A time of Potential, Challenge, and Risk

In the context of Education in Crisis's (EiC) mission, the "second decade" of life—ages 10 to 19—is a critical developmental period where the foundational impacts of education or the lack thereof have profound, lasting effects. Adolescents in crisis-affected regions face unique challenges and opportunities that are markedly different from those encountered in early childhood, making targeted educational and developmental support during this phase essential for individual and societal resilience.

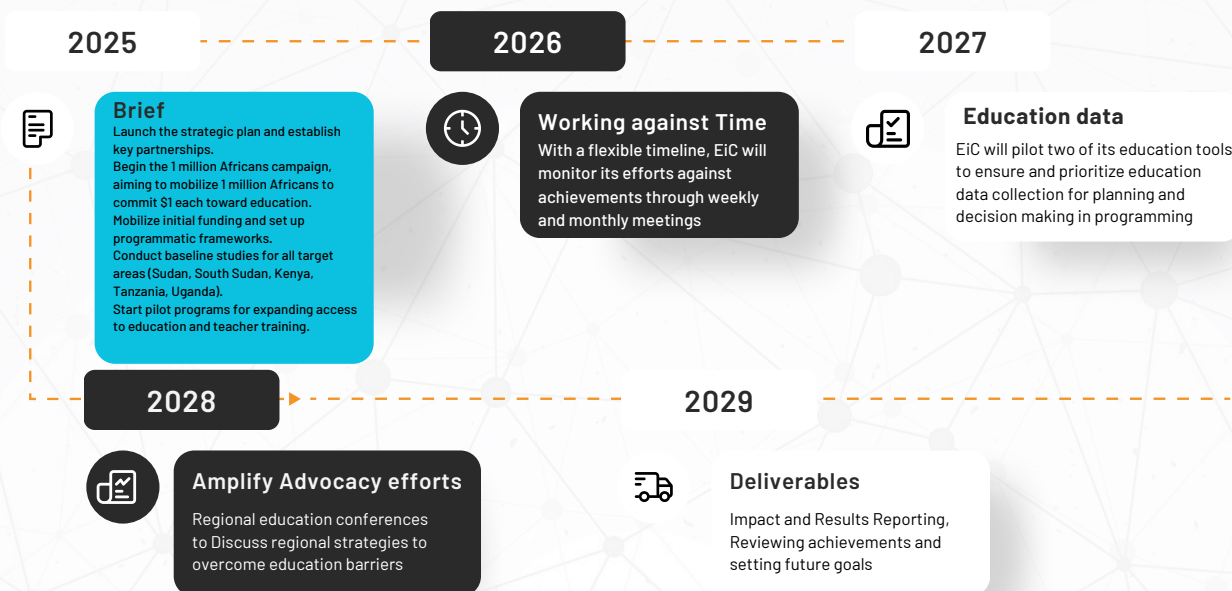
### Key Emerging Issues in the Second Decade

- 1 Access to Secondary Education and Skill Development
  - Adolescents in crisis-affected regions face numerous obstacles in accessing secondary education. Even when primary schooling is achieved, there are limited pathways to continue formal education. This creates a gap in necessary skills, vocational training, and life preparation. Expanding secondary education access and including tailored skill-building programs—especially for displaced, refugee, and overage youth—is imperative for EiC's mission. Without these pathways, youth miss out on critical developmental milestones, from academic skills to emotional resilience and life skills.
- 2 Gender-Based Disparities and Risks
  - The second decade often sees heightened disparities for adolescent girls, who face a significantly higher risk of early marriage, gender-based violence, and school dropout in crisis regions. Girls are often pulled out of school to assume family responsibilities, and gender norms may further restrict their education. Strategies to protect, retain, and support girls in school are necessary to reduce these gender disparities and prevent the onset of a cycle of poverty and limited opportunities that can persist across generations.
- 3 Mental Health and Psychosocial Support (MHPSS)
  - Adolescents in crisis situations endure traumatic experiences, including displacement, family separation, and the witnessing of violence. This exposure not only disrupts their ability to focus on learning but can also lead to long-term mental health issues if unaddressed. Adolescents require safe spaces, access to mental health resources, and trained counselors to manage the trauma they may have experienced, which is essential to their holistic development and resilience.
- 4 Conflict Sensitivity and Social Cohesion
  - Adolescents are particularly vulnerable to the influence of divisive ideologies and violence when social structures are weakened. For adolescents who have grown up amid conflict, rebuilding social cohesion and teaching conflict sensitivity are crucial. Programs that foster dialogue, teach peaceful conflict resolution, and create opportunities for adolescents from different backgrounds to work and learn together help cultivate understanding and community resilience.
- 5 Economic Empowerment and Livelihood Training
  - In many regions, adolescents contribute significantly to their households' economic survival. Developing targeted livelihood training, vocational education, and entrepreneurship programs tailored for young people who may not complete formal secondary education can provide crucial financial stability and empowerment. Integrating these programs into EiC's strategic goals allows adolescents to gain practical skills and agency, setting the stage for productive adulthood.

## Timeline for Implementation (2025 - 2029)

2025: Laying the Foundations & Key Events

### THE STRATEGIC PLAN AGENDA



#### Prioritize Clear, Phased Milestones

EiC will break down large goals into quarterly and annual targets. For example, if the objective is to reach 1 million micro-donors, set incremental targets each year to ensure manageable growth. This also helps the team stay motivated and track tangible progress.

#### Flexibility and Adaptability

EiC will incorporate contingency planning for unforeseen challenges and conduct regular strategy reviews to identify areas for improvement.

#### Advocacy Campaigns

Use advocacy and outreach to increase community involvement, donors and stakeholder support. Public awareness campaigns, like the "1 Million Africans" initiative, can drive engagement and maintain momentum, ensuring that objectives stay visible and widely supported.





EiC's supported scholar poses for a photo during a termly Progress Report Visit (PRV)

## A Bold Path Forward

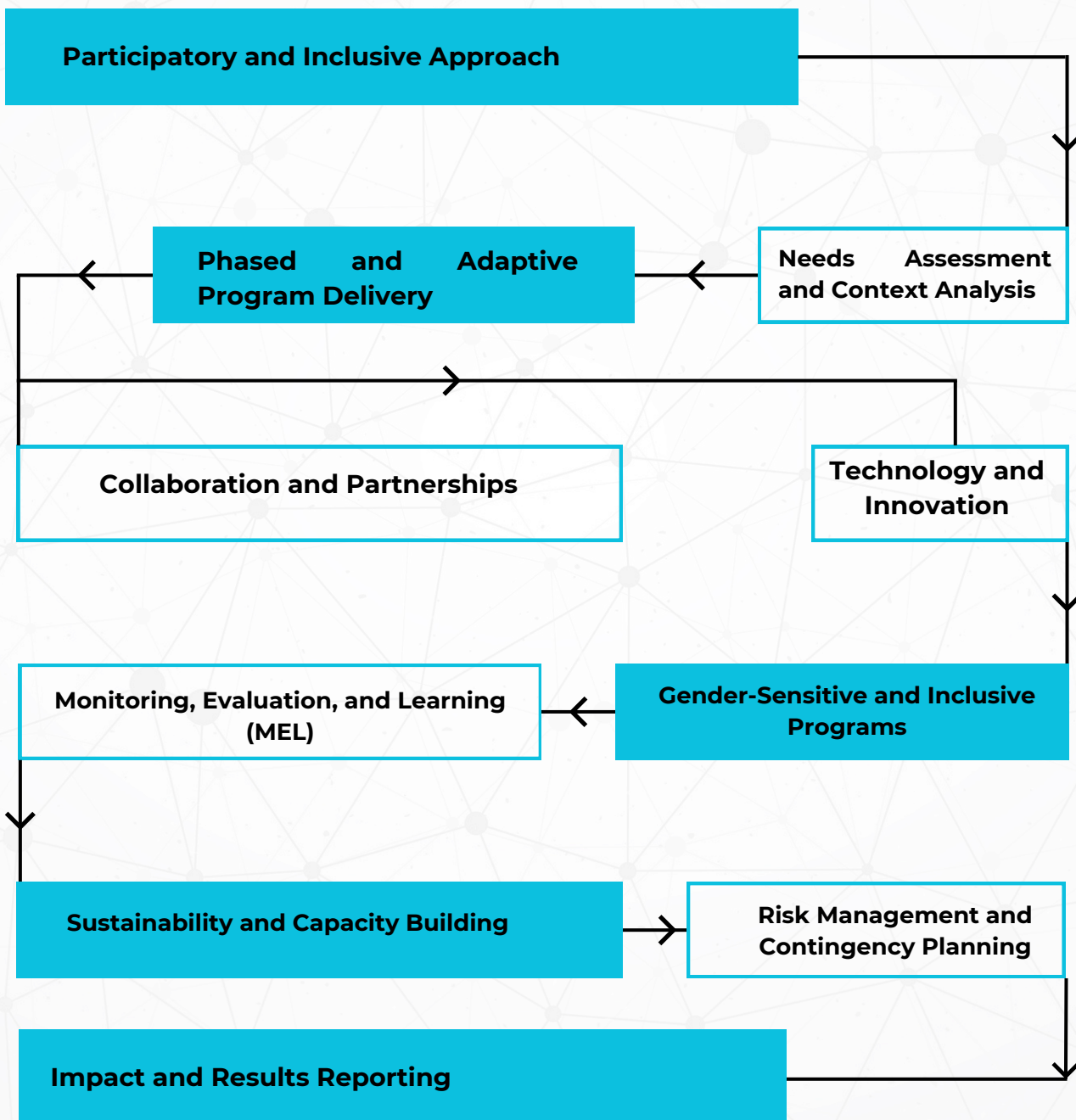
EiC's Strategic Plan 2025 - 29 is a blueprint for tackling the education crisis faced by millions of children in Africa. By focusing on scalable models, technological innovations, gender equity, data-driven solutions, and strong partnerships, EiC has the opportunity to not only impact education access but also reshape how education in emergencies is delivered across Africa.

In the face of global challenges such as climate change, and increasing political instability, resilient education systems must become a top priority. EiC's vision for the next five years will help lay the groundwork for a future where every child, regardless of their circumstances, has access to a quality education that equips them for a better life.

## Implementation Methodology

The successful execution of Education in Crisis' (EiC) Strategic Plan 2025 - 2029 relies on a well-structured and adaptable implementation methodology. This methodology is designed to meet the diverse challenges of conflict-affected, marginalized, and remote regions, ensuring sustainable, impactful, and scalable education interventions.

Through this comprehensive and adaptable implementation methodology, EiC will continue to expand its impact, ensuring that vulnerable children have access to quality education, even in the most challenging environments. Read the planner table, annex vi below.



## Anticipated Risks

Risk	Risk Category	Risk Area	Risk Type	Cause	Effect	Mitigation Action
Funding Shortfall	Financial	Resource Mobilization	Operational	Insufficient donor engagement or economic downturns	Delayed or halted program implementation	Diversify funding sources, develop long-term financing strategies
Partnership Breakdown	Strategic	Partnerships	Operational	Conflicting objectives or miscommunication	Loss of key resources and expertise	Strengthen communication channels, formalize partnership agreements
Technological Failure	Operational	Technology	Technical	Poor infrastructure or unreliable tech tools	Disruption in remote learning and data collection	Invest in resilient infrastructure, provide tech support
Political Instability	External	Policy Influence	Governance	Changes in government or conflict	Restricted access to regions, policy setbacks	Build relationships with diverse stakeholders, adapt flexible strategies
Advocacy Campaigns Fail to Engage	Reputational	Advocacy	Social	Lack of public interest or media coverage	Low visibility, reduced support for initiatives	Develop engaging, multi-channel campaigns, partner with influencers
Data Breaches	Compliance	Data Collection	Security	Inadequate cybersecurity measures	Loss of sensitive information, reputational damage	Implement robust data protection protocols, regular security audits
Program Quality Deterioration	Operational	Capacity Building	Quality	Inadequate staff training, resource constraints	Lower learning outcomes, dissatisfaction	Strengthen staff training programs, ensure adequate resource allocation
Cultural Resistance	Social	Program Implementation	Behavioral	Lack of community buy-in or cultural conflicts	Program rejection or opposition	Engage communities early, adapt programs to local contexts
Donor Fatigue	Financial	Resource Mobilization	Financial	Long-term dependency on limited donors	Reduction in available funds	Broaden donor base, implement grassroots fundraising strategies
Monitoring and Evaluation Failure	Operational	Data Collection	Performance	Lack of capacity or poor data systems	Inaccurate reporting, ineffective decision-making	Strengthen M&E frameworks, invest in real-time data tools



EIC volunteer staff during schools assessments in South Kordofan state, Sudan.

From an idea to Impact

# OUR STORY

2019

1



2



3



4

2024

Idea was born

**2020**  
Education in Crisis (EiC) formerly known as Blossoms of the Nubian Savannah was first registered by Sudan Relief and Rehabilitation Agency (SRRA) as a national NGO. Two scholars were started with to launch the flagship program, the **Foundational Scholars Program**.

**2021**  
Our child sponsorship program (Foundational Scholars program) expanded to 4 sponsored children (3 girls and a boy). These children were being supported by the membership contributions from 2 Foundational members.

**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 education. Foundational members increased from 2 to 9 after the launch of 12 months of charity (\$30 monthly).

**2023**  
EiC and two of its volunteers were recognized in Lusaka, Zambia by the African Youth SDGs Summit under categories; SDG4 and Leaving No One Behind. Over 200 scholars were directly and indirectly supported

EiC marked 5 years and plans for the next 5 years

## **Corporate Results Framework (CRF)**

The Education in Crisis (EiC) Corporate Results Framework is designed to provide a structured and measurable approach to assess the organization's progress and impact across all programs and initiatives. By aligning with EiC's mission and strategic goals, this framework enables effective planning, monitoring, and evaluation to drive continuous improvement and accountability in achieving educational outcomes for children and youth affected by crises.

The corporate results framework is the main tool for monitoring and reporting EiC's performance and progress in achieving the ambitions set out in the strategic plan for 2025 – 2029. Often referred to as the backbone aligning country office operations with the SDGs, the framework unifies and guides planning, implementation, measurement and reporting for all of EiC's activities, enhancing corporate accountability. In operation since October 2023 as one unified framework, and updated in 2024 to include corporate targets, the framework consists of fully tested outcome and output indicators measuring EiC's contribution to SDG achievement, plus management key performance indicators capturing evidence of increased organizational efficiency, effectiveness and impact. A mid-term review of the corporate results framework will be completed in May 2026.

Combined with a synthesis of MEL evaluations and user feedback, important learning has been generated and has underpinned the development of the new corporate results framework. This has been complemented by the development of evidence-based theories of change in specific technical areas, deepening EiC's understanding of how change happens, which in turn has informed improved corporate measurement. In summary, the new framework is leaner, with an improved focus on utilization, supports further cooperation framework alignment through greater harmonization of indicators and sharpens EiC's evidence of output and outcome level change through improved metrics and their use.

Finally, via the strategic plan results framework, the framework will support the alignment of resources with results at the programmatic levels of the framework – namely SDGs, outcomes and outputs. On the management performance side, the framework indicators will be reviewed to better connect financial information with EiC efficiency and functional performance and ultimately to strengthen management decision making. The new framework will require system updates to reflect the strategic plan direction, as expressed in the strategic results, as well as to reflect new indicators.

## Per Country Targets (PCT)

Country	Strategic Priorities	Key Objectives	Target Outcomes
Sudan	<ul style="list-style-type: none"> <li>- Education access for crisis-affected populations</li> <li>- Gender equality in education</li> <li>- Conflict sensitivity in educational interventions</li> </ul>	<ul style="list-style-type: none"> <li>- Increase school enrollment for displaced children</li> <li>- Empower girls through educational support</li> <li>- Ensure conflict-sensitive programming</li> </ul>	<ul style="list-style-type: none"> <li>- Enroll 100,000 additional students by 2029</li> <li>- 60% increase in girls' enrollment</li> <li>- Conflict-free school zones</li> <li>- Emergency Learning Spaces</li> </ul>
South Sudan	<ul style="list-style-type: none"> <li>- School rehabilitation and infrastructure</li> <li>- Teacher training and capacity building</li> <li>- Access to accelerated education for overage students</li> </ul>	<ul style="list-style-type: none"> <li>- Rebuild safe learning spaces</li> <li>- Train teachers in emergency response skills</li> <li>- Provide accelerated learning options</li> </ul>	<ul style="list-style-type: none"> <li>- 100 schools rebuilt or rehabilitated</li> <li>- 1,000 teachers trained</li> <li>- Enroll 20,000 overage children in AEPs</li> </ul>
Kenya	<ul style="list-style-type: none"> <li>- Inclusive education for refugee and host communities</li> <li>- Integration of technology in classrooms</li> <li>- Strengthening community and parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>- Enhance inclusive education models</li> <li>- Provide digital learning resources</li> <li>- Increase community involvement in education</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of refugee schools have inclusive learning materials</li> <li>- Distribute digital tools to 50 schools</li> <li>- 75% parent participation in school activities</li> </ul>
Tanzania	<ul style="list-style-type: none"> <li>- Accelerated education for displaced children</li> <li>- Curriculum alignment with local standards</li> <li>- Psychosocial support and safety in schools</li> </ul>	<ul style="list-style-type: none"> <li>- Launch accelerated programs for displaced children</li> <li>- Align learning content with Tanzanian curriculum</li> <li>- Offer trauma-informed care</li> </ul>	<ul style="list-style-type: none"> <li>- 15,000 students in accelerated programs</li> <li>- Curriculum alignment across 100% of EIC-supported schools</li> <li>- 100% of schools offer psychosocial support</li> </ul>
Uganda	<ul style="list-style-type: none"> <li>- Access to education for refugee populations</li> <li>- Teacher support in crisis contexts</li> <li>- Youth and vocational training for older students</li> </ul>	<ul style="list-style-type: none"> <li>- Increase school access for refugee children</li> <li>- Provide teacher training for trauma-sensitive learning</li> <li>- Establish vocational centers</li> </ul>	<ul style="list-style-type: none"> <li>- Enroll 80,000 refugee children by 2029</li> <li>- 90% of teachers trained in trauma response</li> <li>- 10 vocational centers established for displaced youth</li> </ul>

## Planner Table 2025 - 2029

Month/Year	Activity	Focus	Key Message	Hashtags	Target Audience	Output/Indicator
January/Feb 2025	Campaigns Launch Events	General Awareness	Launch of the 1 Million Africans Campaign	#1MillionAfricans, #EducationInCrisis	General Public, Media, Donors	Number of attendees, social reach
March 2025	Social Media Advocacy	Marginalized Communities	Highlight stories of children in remote areas	#LeftFurthestBehind, #RightBehind	Social Media Users, Donors	Engagement rates, shares, comments
June 2025	Policy Roundtable	Policy Advocacy	Advocacy for increased education funding	#LeftBehind, #EducationRights	Policymakers, Government Officials	Policy commitments, attendance
September 2025	Community Engagement Workshop	Grassroots Mobilization	Empower local communities to support education	#EducationForAll, #EmpowerYouth	Local Leaders, Community Members	Workshop feedback, participation
December 2025	Year-End Review & Impact Report	Campaign Progress Update	Reporting on milestones achieved through the campaign	#BuildingFutures, #TogetherForEducation	Supporters, Stakeholders, Donors	Publication of the report
April 2026	Digital Storytelling Campaign	Success Stories	Sharing impactful narratives from beneficiaries	#EducationTransforms, #SafeSchools	General Public, Donors	Number of views, engagement metrics
August 2026	Regional Conference	Regional Education Challenges	Discuss regional strategies to overcome education barriers	#SDG4, #QualityEducation	Educators, NGOs, Government Officials	Conference outcomes, reports
November 2026	Interfaith Collaboration Event	Religious Mobilization	Engaging faith leaders in the education campaign	#RightBehind, #EmpowerYouth	Religious Leaders, Community Members	Partnerships formed, event feedback
February 2027	Conflict-Sensitive Education Workshop	Training and Capacity Building	Promoting education in conflict-affected areas	#ConflictSensitiveEducation, #SafeSchools	EIC Staff, Partners	Training completion, participant feedback
July 2027	Mid-Year Campaign Update	Progress and Challenges	Mid-year review of campaign goals and activities	#EducationInEmergencies, #BuildingFutures	Stakeholders, Donors	Updated progress report
October 2027	Advocacy with Regional Governments	Policy and Resource Mobilization	Securing commitments for education funding	#EducationRights, #InclusiveLearning	Policymakers, Government Officials	Policy shifts, funding commitments
March 2028	Youth Engagement Program	Empowering Youth Leaders	Training youth as advocates for education	#EmpowerYouth, #EducationForAll	Youth Groups, Educational Institutions	Program feedback, youth participation
June 2028	Campaign Milestone Celebration	Achieving Key Milestones	Celebrating major achievements in the campaign	#BuildingFutures, #TogetherForEducation	General Public, Media, Donors	Event coverage, milestone report
January 2029	Final Phase Mobilization	Wrap-up of 1 Million Africans Campaign	Encouraging last-minute contributions and support	#1MillionAfricans, #EducationInCrisis	General Public, Donors	Final contribution totals, campaign reach
December 2029	Strategic Plan Closing Event	Reflection and Future Planning	Reviewing achievements and setting future goals	#EducationTransforms, #SDG4	Stakeholders, Partners, Donors	Event report, strategic insights

## Acronyms

EiC	Education in Crisis
WFP	World Food Programme
SDGs	Sustainable Development Goals
RENA	Rapid Education Needs Assessment
LCM	Learning Crises Monitor
UN	United Nations
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
NGOs	Non-governmental organizations
AU	Africa Union
CESA	The Continental Strategy for Education in Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
COVID-19	Coronavirus disease
ATTF	Access, Teachers, Technology and Funding
EMIS	Education Management Information Systems
TLS	Temporary Learning Spaces
IDPs	Internally Displaced Persons
IRC	International Rescue Committee
GPE	Global Partnership for Education
M&E	Monitoring and Evaluation
CRF	Corporate Results Framework
AEPs	Accelerated Education Programs
IEE	Inclusive Equitable Education
EiE	Education in Emergencies
ECRD	Education Crisis Response Dashboard
PPPs	Public-Private Partnerships
PCT	Per Country Targets
GBV	Gender-based Violence
CP	Child Protection
CRC	The Convention on the Rights of the Child
ACRWC	African Charter on the Rights and Welfare of the Child
SP	Strategic Plan
IHRL	International human rights law
IHL	International humanitarian law
GESI	Gender Equality and Social Inclusion
CwD	Children with Disabilities





2025 - 2029





**This is our commitment!**

***Ending the global education crisis...***

Education in Crisis (EiC)  
Strategic Plan 2025 - 2029  
Left Behind, Right Behind

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The planned results cited in this publication are just a sampling of the results to be achieved through EIC-supported programmes by 2029, building on baselines drawn from the latest available data.

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