



Education in Crisis

Annual Results Report

2025



Front cover photograph of Shadia at YMCA primary school
onlooking by ©GeorgeNalo: Heiban County, South
Kordofan State, Sudan.

Protection Notice:

All beneficiary names have been changed in this report

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ABOUT THIS REPORT

The 2025 Annual Results Report for Education in Crisis (EiC) reflects a year defined by scaling, localization, and strategic resilience across crisis-affected communities in Africa. As a youth-led organization committed to ending the global education crisis, EiC continues to advance educational access for those left furthest behind, contributing directly to the Sustainable Development Goals with particular emphasis on SDG 4 (Quality Education) and SDG 5 (Gender Equality).

This report documents EiC's progress through 2025, including the expansion of community-led education programs, the research on teacher training and safe learning spaces, and the rollout of EiC's flagship pan-African resource mobilization initiative the \$1, 1 Million Africans Campaign aimed at accelerating African-driven financing for education in emergencies.

Operationally, EiC deepened partnerships with local education authorities, community structures, higher education institutions, and international development actors, while integrating safeguarding and accountability systems to meet global standards. Notably, EiC secured a Full Capacity Partner PSEA rating by UNICEF, reinforcing its commitment to protection, safeguarding, and principled action in humanitarian settings.

Financially, EiC continued to demonstrate responsible growth, strengthened financial controls, and expanded its base of individual, institutional, and in-kind contributors, ensuring increased impact per dollar invested. For a comprehensive overview of EiC's performance, partnerships, and financial health throughout 2025, the full report is available via the organization's [website](#).

REPORT CONTRIBUTORS

This 2025 Annual Results Report reflects the collective efforts of EiC teams and partners working to support learners affected by crises, poverty and displacements across multiple countries. The report was compiled under the guidance of the Executive Director with inputs from the Monitoring, Evaluation, and Reporting functions, alongside contributions from technical partners.

We extend our appreciation to all who supported the development of this report and to those advancing EiC's mission to ensure inclusive, safe, and quality education for every learner. For relevant data and research from other sources, references are available through the links provided in this report and direct mentions where possible.





Table of Content

Executive Summary.....	5
Mission and Vision.....	9
<ul style="list-style-type: none"> • Vision & Mission • EiC’s Areas of Focus (Thematic Areas) • Where We Work (map) • Our Operating Model 	
2025 at a Glance.....	13
2025 Results by Thematic Area.....	16
16.1 Education Access, Continuity & Learning Outcomes	
<ul style="list-style-type: none"> • National Examinations support (South Kordofan) • TutaLearn pilot (Sudan & Tanzania) • DAC education advocacy outcomes 	
16.2 Child Protection, Safeguarding & Wellbeing	
<ul style="list-style-type: none"> • UNICEF PSEA Full Capacity Partner rating • Alliance for Child Protection membership 	
16.3 Emergency Health & WASH Response	
<ul style="list-style-type: none"> • Cholera emergency response (NRC GCTs) 	
16.4 Community Mobilization & Social Change	
<ul style="list-style-type: none"> • Day of the African Child 2025 • “A Bite for Education” fundraising dinner & field office launch 	
16.5 Advocacy, Partnerships & Visibility	
<ul style="list-style-type: none"> • APRM HLFSSTrC exhibition (Freetown) • Charter4Change endorsement • School Meals Coalition Declaration of Support 	
Flagship Programs & Research.....	38
<ul style="list-style-type: none"> • Foundational Scholars Program (progress & vision) • Research & Data-Driven Programming 	
Looking Ahead: 2026 Priorities.....	42
Financial Overview (2025).....	50
One Million Africans Campaign.....	58
Annexes.....	59
<ul style="list-style-type: none"> • Donors summary • Foundational Donors Wall • Acronyms 	



Executive Summary

In 2025, Education in Crisis (EiC) strengthened its role as a locally led, protection-integrated education actor serving crisis- and displacement-affected communities in Africa.

Operating in some of the most fragile contexts, EiC focused not only on restoring access to schooling, but on safeguarding learning continuity, strengthening child protection, and mobilizing communities as co-architects of education solutions.

Key Highlights from 2025

- Organized the Day of the African Child 2025 event: Reached over 1,500 school children, engaged 100+ leaders and partners physically, 200 participants online, and extended awareness to more than 7,300 community members through advocacy walks promoting the right to education.
- Cholera Emergency Response (NRC GCT-supported): Reached 6,500 individuals and 521 households with hygiene support, reinforcing education continuity during public health risk.
- Support to National Examinations – South Kordofan: Enabled 796 candidates (58% girls) to safely access examination centers, addressing transportation and dignity needs during a critical academic period.
- TutaLearn Digital Pilot: Reached 3,340 learners and 92 teachers across Sudan and Tanzania, integrating low-connectivity learning solutions and inclusive features.
- Community-Led Fundraising – “A Bite for Education”: Mobilized grassroots support in the Nuba Mountains, targeting 100 Foundational Donors to support 100 children, marking a historic community-driven financing initiative.
- \$1, 1 Million Africans Campaign: Raised an additional USD 5,690, strengthening unrestricted funding and African solidarity for education in crisis.

In 2025, EiC deepened its global alignment and accountability by:

- Becoming a Member of the **Alliance for Child Protection in Humanitarian Action**.
- Endorsing **Charter4Change**, advancing localization commitments
- Signing the School Meals Coalition Declaration of Support
- Being rated a **Full Capacity Partner** by UNICEF for PSEA

These milestones reflect EiC's commitment to safeguarding, accountability to affected people, and locally led delivery grounded in global standards.

Financial Performance

EiC recorded **23.67%** total operating revenue growth in 2025. This revenue was strategically deployed across emergency response, access support, digital innovation, and community engagement, maintaining operational stability while expanding grassroots funding streams.

Looking Ahead to 2026

With a strategic ambition to reach 1 million direct beneficiaries by 2029, EiC will scale literacy recovery, strengthen safeguarding systems, expand low-tech learning solutions, and deepen community-driven resource mobilization. In areas where only 1 in 10 children can read, the focus is clear: restoring foundational learning while protecting the right to education in crisis settings as well as equipping teachers qualitatively.

Snapshot of 2025 Impact

Where we worked: *Sudan (South Kordofan), Uganda, South Sudan, Kenya and Tanzania*

Who we reached: *Crisis- and displacement-affected children, teachers, households, and communities*

How we worked: *Education access & continuity, child protection & wellbeing, emergency WASH response, community mobilization, advocacy & partnerships, and digital/low-tech learning innovation*

2025 in brief:

- Protected learning pathways for vulnerable learners during crisis and in displacement camps
- Delivered rapid cholera prevention support to households in South Kordofan
- Piloted scalable digital learning for low-connectivity settings (TutaLearn)
- Mobilized communities and African solidarity for education in emergencies (3,150 Africans)
- Elevated EiC's voice at continental policy platforms (Freetown, Sierra Leone)

2025 reaffirmed EiC's model: locally rooted, data-driven, protection-integrated, and community-led delivering education not just as a service, but as a pathway to peace, resilience, and long-term recovery.



Fatima is a teacher at YMCA IDP camp school supported by EiC. In the picture, she is setting an exam on a portable blackboard for her students

Teaching Against the Odds in the Nuba Mountains.

When conflict forced schools to close across parts of the Nuba Mountains, many children believed their education had come to an end. Classrooms were damaged, teachers displaced, and learning materials lost. Yet in one remote community, a small group of volunteer teachers refused to let learning stop.

Among them was Fatima, a basic education teacher who had not received any formal training for years. With no textbooks and only a chalkboard salvaged from a damaged school, she gathered children under a tree each morning. Lessons were irregular, and many pupils were traumatized by displacement and insecurity.

In 2025, Education in Crisis (EiC) reached Fatima and hundreds of other teachers through its teacher competency support and pedagogical skills training in the Nuba Mountains. For the first time, Fatima was introduced to learner-centred teaching methods, simple psychosocial support techniques, and low-tech digital learning tools that worked even without internet.

Annual Results Report 2025

Impact of strengthening teachers in crisis settings

Within months, her classroom transformed.

Instead of rote repetition, children worked in groups. Instead of silence, there were discussions, songs, and drawings. Attendance increased as parents saw their children regain confidence and joy in learning. Fatima also began integrating life-skills activities, helping children talk about their experiences and rebuild trust with one another.

By the end of the year, her pupils were not only back in class but actively participating, reading aloud, and solving problems together. What started as lessons under a tree evolved into a structured temporary learning space supported by trained local teachers.

Fatima's story reflects the impact of strengthening teachers in crisis settings: when teachers gain the right skills and support, entire communities begin to recover. In 2025 alone, EiC-supported teachers across the Nuba Mountains helped thousands of children return to safe, meaningful learning despite ongoing instability. Education did not wait. And neither did they.

ic

Inclusion in Crisis



EiC staff during a public awareness raising in Sudan's South Kordofan state

Left furthest behind

Statistics indicate that at least **1** in every **5** learners in the Nuba Mountains lives with a disability. Yet, despite this significant number, there are no special education arrangements in place to cater to their unique needs, and mental health support services are virtually non-existent.



Vision

Improved free quality education for all

EiC translates its vision and mission into action through a comprehensive, integrated delivery model that addresses both the immediate barriers to education in crisis contexts and the systemic drivers of exclusion and learning poverty. Implementation is anchored across six mutually reinforcing pillars:

- Expanding Access to Schooling
- Improving Learning Outcomes
- Safety, Protection & Wellbeing
- Continuity of Learning in Crises
- Integrated Support Services
- Community Engagement & Systems Strengthening

Mission

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

Cross-Cutting Enablers

- Equity & Inclusion: Gender, disability inclusion, and reaching those left furthest behind.
- Evidence-Based Programming: Data-driven planning through EiC's Education Crisis Response Dashboard and Learning Crises Monitor tools.
- Partnerships & Resource Mobilization: Strategic collaboration with authorities, communities, and partners and citizen-led campaigns (e.g., \$1, 1 Million Africans).
- Accountability & Safeguarding: Strong PSEA, safeguarding, MEAL systems, and community feedback mechanisms.



THEMATIC PROGRAMMING PILLARS (EIC'S SIX AREAS OF FOCUS)

Pillar 1: Access to Schooling

- Back-to-school campaigns, re-enrolment drives
- Scholarships (Foundational Scholars Program)
- Temporary Learning Spaces; school rehabilitation

Pillar 2: Safety & Protection

- Child-Friendly Spaces; PSS
- Safeguarding and PSEA mainstreaming
- Referral pathways and school safety



Pillar 3: Learning Outcomes

- Remedial literacy and numeracy
- Teacher training and coaching
- Classroom assessment and learning recovery

Pillar 4: Continuity of Learning

- Accelerated Learning Programmes (ALP)
- Digital and low-tech learning (TutaLearn, radio)
- Flexible learning in displacement contexts

Pillar 5: Integrated Support Services

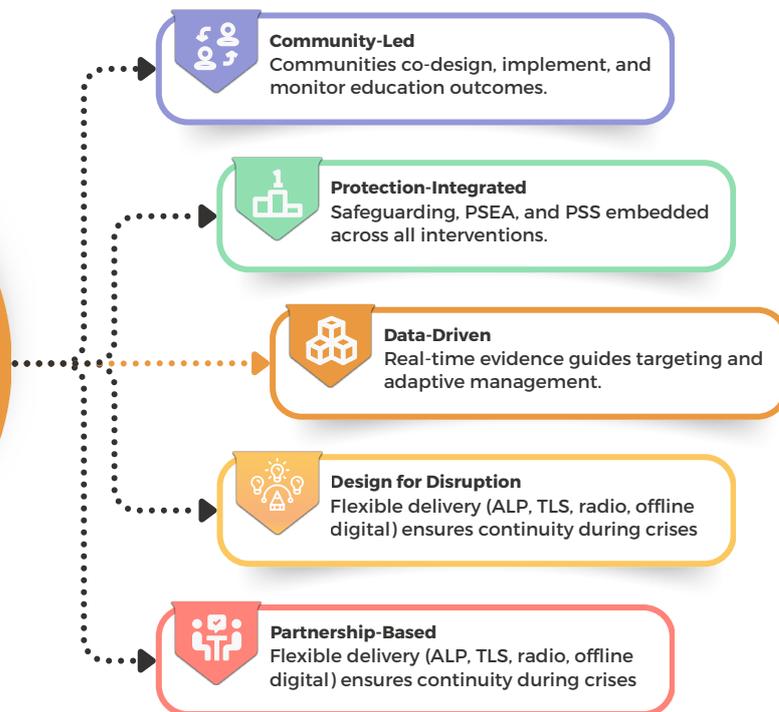
- WASH in schools; outbreak preparedness
- School meals advocacy/pilots
- Dignity kits and adolescent girls' MHM

Pillar 6: Community Engagement & Participation

- Parent/community education committees
- Girls' education advocacy; social norm change
- Community fundraising and volunteerism

OPERATING MODEL (HOW EIC DELIVERS)

Education in Crisis (EIC) exists to protect the right to learn for children and youth affected by conflict, displacement, and poverty. EIC's programming strategy integrates emergency response with recovery and system-strengthening approaches to ensure access, safety, learning quality, and continuity of education in the most fragile contexts.



CROSS-CUTTING PRIORITIES

- **Gender & Inclusion:** 50% girls; disability-inclusive programming
- **Safeguarding & PSEA:** UN-aligned standards across all sites
- **Accountability to Affected Populations:** Community feedback mechanisms and learning loops
- **Climate & Resilience:** Emergencies preparedness and integrated services interventions
- **Localization:** Charter4Change commitments to locally led action



Where We Work

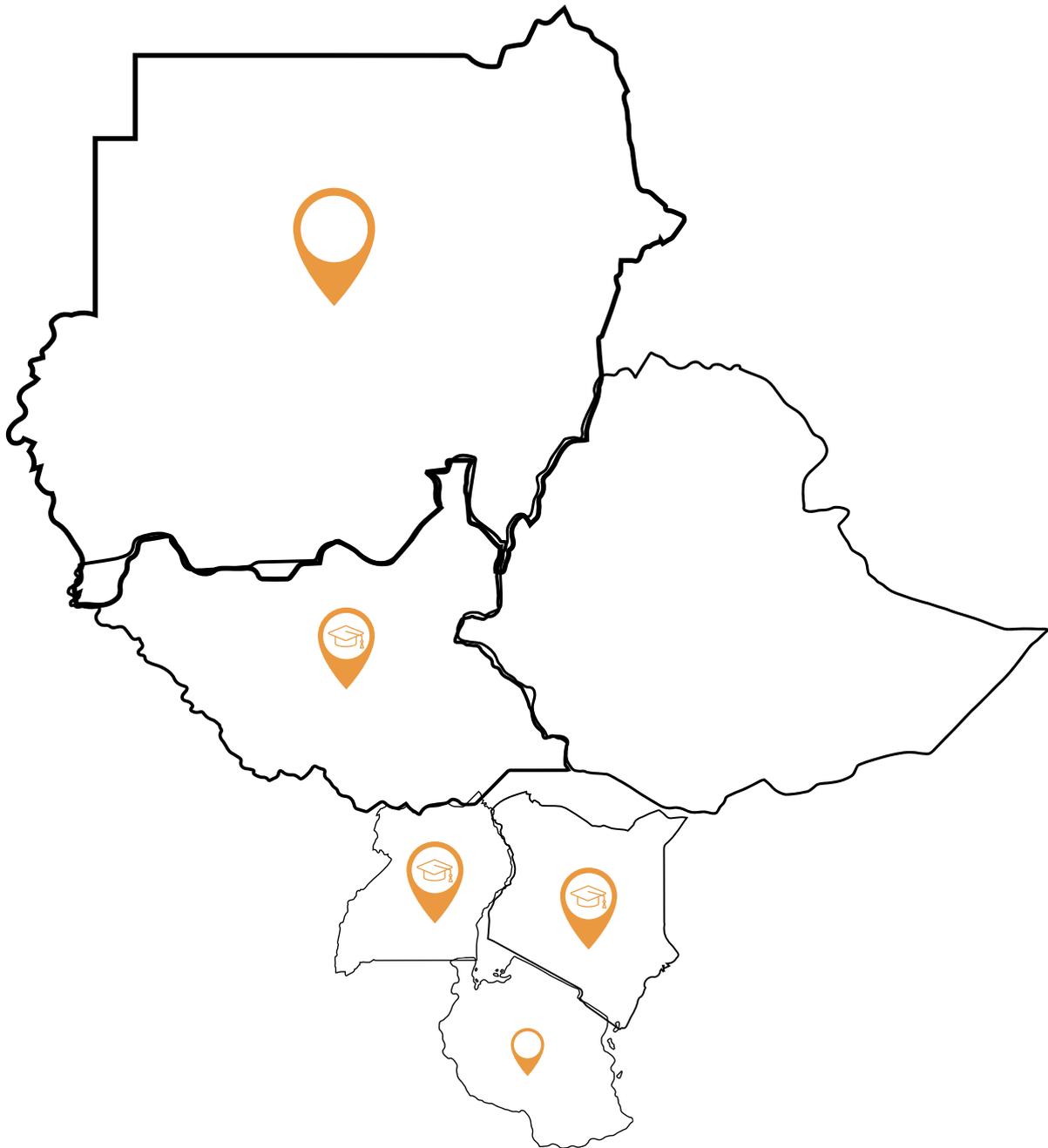
EiC prioritizes hard-to-reach and underserved areas where education access and learning continuity are most at risk.



EiC Programs



Partner Schools



Disclaimer:

The designations employed and the presentation of material on maps used by Education in Crisis (EiC) do not imply the expression of any opinion whatsoever on the part of EiC concerning the legal status of any country, territory, city or area, or of its authorities, nor concerning the delimitation of its frontiers or boundaries. The boundaries and names shown and the designations used on these maps do not imply official endorsement or acceptance by EiC.



2025 at a Glance (Key Metrics)



1 in 10

only 1 in 10 children can read—and even then, with difficulty

86%

of beneficiaries who report that EIC's assistance met their priority needs.

92%

of beneficiaries reported that EIC's support was relevant and responsive to their needs.

Total direct beneficiaries:

17,110



The pilot reached 3,340 learners and 92 teachers across EIC-supported locations in Sudan and Tanzania, with an average class size of 45 learners.



EIC recorded 23.67% total operating revenue growth in 2025 from diversified funding streams, strategic partnerships, and community-driven campaigns. This growth strengthened EIC's capacity to deliver integrated education, protection, and emergency responses in crisis-affected contexts, while reinforcing financial management systems to support accountability and donor confidence.



Partnerships & institutional milestones

- Charter4Change,
- UNICEF PSEA rating,
- Protection alliances
- School Meals Coalition
- Systems assessments
- Research and data-driven Report



100% of EIC programs operated under UNICEF-aligned PSEA standards in 2025.



A study revealed that 69.8% of teachers in the service lacked professional training in pedagogy and subject matter.



60% of schools lacked resident guidance and counselling teachers, who are critical in promoting life skills among students.

100% of targeted households (521) received hygiene support during the cholera response.



DAC 2025 activities exceeded participation targets, engaging 1,500 children and 7,300 community members.



Education outcomes (learners, teachers)

Learners: **2,296**

Teachers: **493**



Protection & WASH reach

6,521



Dignity support for girls

Dignity Kits: **950**



58% of females

42% of males

2025 Operational Context

In 2025, Education in Crisis (EiC) operated within one of the most complex education emergencies in Africa. The conflict in Sudan severely disrupted schooling nationwide, with schools destroyed, occupied, or closed for prolonged periods, teachers displaced or unpaid, and national examinations interrupted. This collapse in basic education services placed millions of children at risk of long-term learning loss, permanent dropout, early marriage, child labor, and other negative coping strategies.

The crisis also drove significant refugee movements into neighboring countries, including Uganda, South Sudan, Chad, and Egypt. These cross-border displacements generated new education challenges, particularly around school placement, recognition of prior learning, curriculum alignment, and access to secondary and examination pathways. Adolescents attempting to complete their studies faced disrupted transitions, documentation gaps, and overcrowded host community schools.



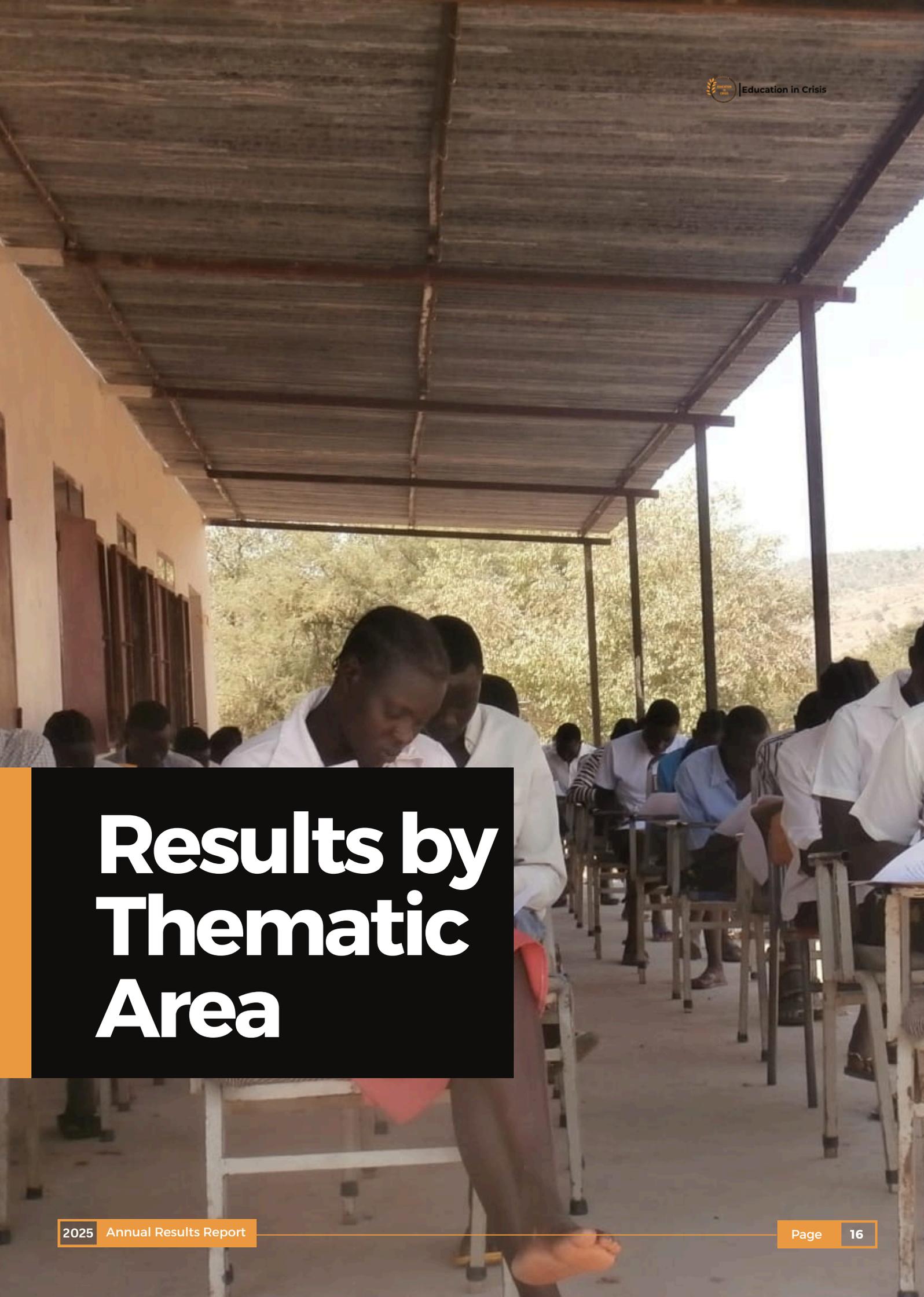
Throughout the response, EiC worked in environments marked by complex access and protection concerns. Children, adolescent girls, and internally displaced persons (IDPs) faced heightened risks including child labor, early marriage, exploitation, psychosocial distress, and reduced access to safe learning spaces. Children with disabilities and unaccompanied adolescents experienced additional barriers to inclusion. Limited referral pathways and weak protection systems further compounded these risks.

EiC adapted its programming to these realities by integrating Education in Emergencies (EiE), child protection, and psychosocial support approaches, while supporting continuity of learning through examination assistance, scholarship pathways, and local volunteer-led solutions. This operating context shaped EiC's priorities in 2025 and continues to inform its strategic direction into 2026 and beyond.

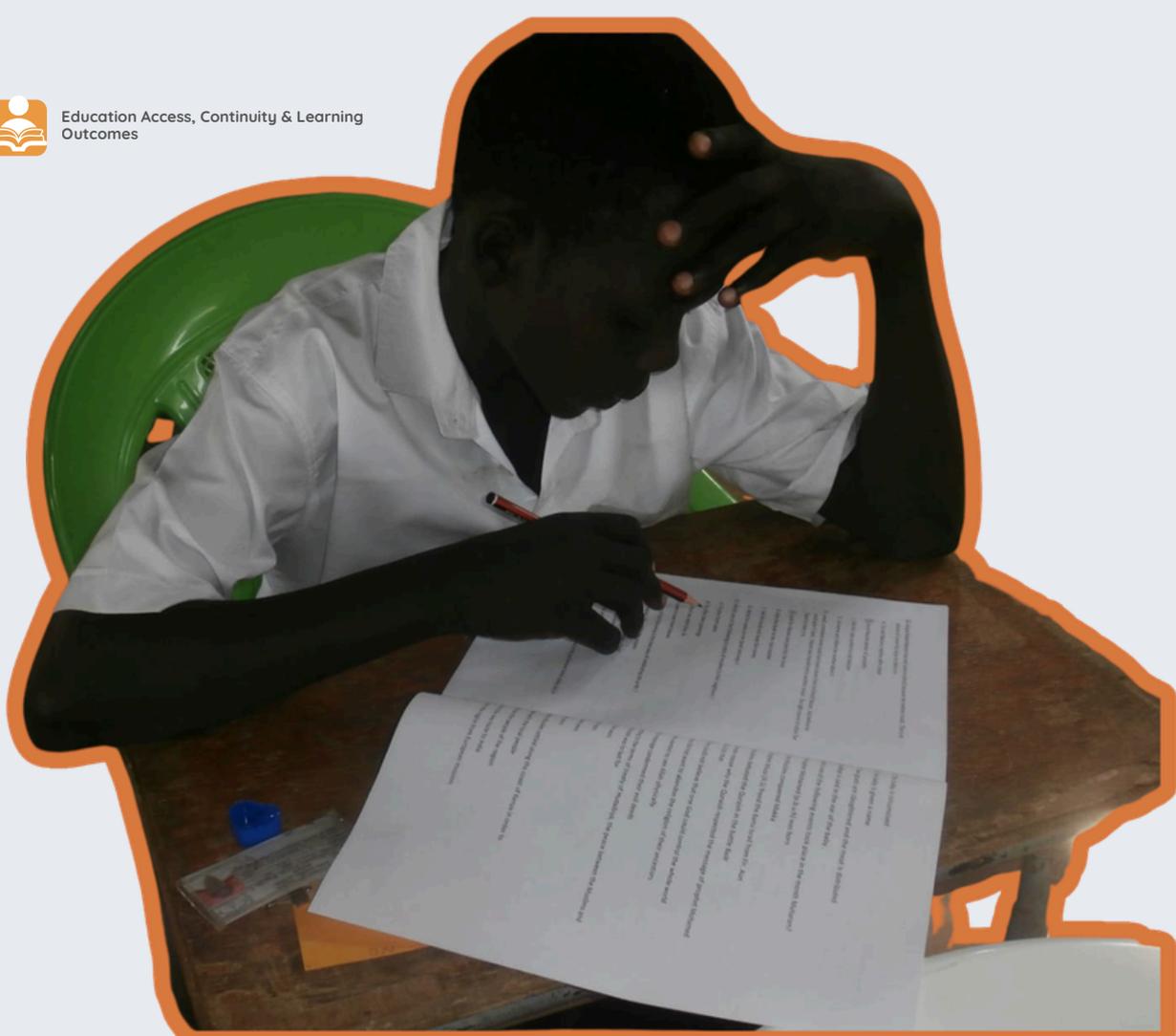


2025 Contextual Overview

- With over 1.4 billion inhabitants, Africa is currently the second most populous continent in the world due to decades of rapid demographic growth. However, this dynamic varies significantly across regions. While Sub-Saharan Africa has an average fertility rate of 4.5 children per woman, North Africa is undergoing a notable demographic transition, with a rate of around 2.8 children per woman. These disparities reflect diverse economic and social realities, requiring each region to adapt its policies to address the challenges of this growth. [African Pact](#).
- As Africa works to reform its education systems, one message from the 2025 ADEA Triennale in Accra resonated strongly: no single actor transforms education alone. [Education Sub Saharan African \(ESSA\)](#).
- State of Education for Crisis-Affected Children and Adolescents: Access and Learning Outcomes. [Global Estimates 2025 Update](#), Education Cannot Wait.
- A study revealed that 69.8% of teachers in the service lacked professional training in pedagogy and subject matter. In addition, 65% of teachers currently in the service have not received any form of teaching capacity building in the last 3 years, thus presenting a huge gap in continuous professional development. Despite this gap in the pedagogical arena, 68.8% of teachers expressed willingness to enroll in teacher training Programmes if made available. On ICT literacy, 68.8% of teachers lacked ICT skills, with lack of access to ICT equipment and the internet being major barriers to acquiring these skills. Education in Crisis and Imole Africa [Rapid Teacher Survey – Nuba Mountains Report 2025](#).

A photograph of a classroom with students sitting at desks under a corrugated metal roof. The students are wearing white shirts and are looking down, possibly writing or reading. The background shows trees and a landscape.

Results by Thematic Area



Support to National Examinations – South Kordofan Education

”

“EiC’s localized delivery working hand-in-hand with community leaders and education offices— enabled candidates from western jebel areas to reach examination centers safely. This approach reflects strong local ownership and practical coordination that we encourage partners to adopt.”

Local Education Authority
South Kordofan, Sudan



A timely collaboration

Between 1 November and 1 December 2025, Education in Crisis (EiC), with support from the Norwegian Refugee Council (NRC) received a GCTs, implemented a targeted intervention to enable students from Western Jebel, South Kordofan, to access their Primary Eight and Senior Four national examinations in Yida Refugee camp, South Sudan. The activity focused on addressing critical transportation and basic needs barriers faced by both boys and girls candidate students to Yida Refugee Camp in South Sudan.

Through this intervention, EiC successfully reached a total of 796 (58% were girls) boys and girls candidates from Western Jebel of both education levels (primary and secondary) by providing seven (7) drums of fuel to facilitate safe transportation to and from examination centers, and ten (10) cartons of soap distributed to the most vulnerable female candidates with each receiving a bar thus addressing gender-specific dignity and protection needs during the examination period.

The support enabled primary eight and senior four candidate students to travel safely, sit for their national examinations on time, and return to their place of displacement without disruption. In addition to improving examination access, the provision of hygiene supplies contributed to safer and more dignified conditions for girls during a critical academic milestone.

This timely and cost-effective intervention reduced stress on their families, strengthened coordination with education authorities, and safeguarded the right to education for learners left furthest behind under exceptionally challenging circumstances. EiC remains committed to supporting education continuity and examination access for children and youth in conflict-affected areas of Sudan and through strategic collaborations with partners like Norwegian Refugee Council, their hope in education should never be lost.

This intervention demonstrated EiC's capacity to rapidly and responsibly manage GCTs resources, coordinate across borders, and deliver education-critical outcomes in a complex emergency setting. The support provided through NRC directly enabled displaced learners to complete a key academic milestone that will shape their future opportunities.

EiC deeply values its partnership with NRC and remains committed to upholding the highest standards of accountability, safeguarding, and programme quality. We look forward to continued collaboration in delivering education and protection outcomes for crisis-affected populations in Sudan.



Key Results (2025):

This support complemented EiC’s broader education-in-emergencies response by ensuring that emergency shocks did not translate into lost academic pathways for vulnerable learners. The intervention underscores EiC’s commitment to protecting education continuity, even in high-risk, hard-to-reach contexts, and to working with partners to preserve learners’ transitions within the national education system.

01

Access to national examinations

Increased access to and completion of national examinations among crisis-affected learners

02

Reduced dropout

796 Primary Eight and Senior Four examination candidates in different shifts from Western Jebel area, South Kordofan, to Yida Refugee Camp

03

Girls reported feeling more protected, and respected

Distribution of ten cartons of bar soap, EiC supported girls’ dignity, hygiene, and well-being during the examination period

Education Continuity in Emergencies

By mitigating these barriers, EiC contributed to safeguarding learners’ right to education continuity and progression at a pivotal academic milestone, reducing the risk of permanent dropout linked to crisis conditions.



Candidates from western jebel heading to the examinations centers

EiC’s commitment to protecting education continuity, even in high-risk, hard-to-reach contexts, reaffirmed through its model: locally rooted, data-driven, protection-integrated, and community-led—delivering education not just as a service, but as a pathway to peace, resilience, and long-term recovery.



Beneficiary Acknowledgment

“Traveling to Yida for my examination was very challenging and frightening. Many of us were worried that we would miss our exams or face difficulties along the way. With EiC’s support, we were able to travel safely and arrive in time. The assistance we received, including soap was for the first time, showed care and respect for us as girls since we are more vulnerable at times than boys. It made me feel protected and valued during an important moment in my education journey. Sitting for my exam will give me hope that, despite the conflict, I can continue to hope for a better future in Sudan.”

**—Form 4 Examination candidate, Western Jebel
Name withheld to protect identity**

“Providing ten cartons of soap for girls sitting for the national examinations will go beyond material assistance. It going to motivate them to feel protected, respected, and cared for during a very sensitive and important time in their lives. In the midst of the hardship, such gestures contribute to dignity, hygiene, and well-being, and reassure families that their daughters are being supported in a safe and thoughtful manner. We deeply appreciate Education in Crisis’s partners for their commitment to safeguarding girls and promoting their right to education.” Translated from Arabic

— Education Authority Representative, Western Jebel

Impact

796

candidates

(58% were girls)

boys and girls candidates from Western Jebel of both education levels (primary and secondary) by providing seven (7) drums of fuel to facilitate safe transportation to and from examination centers, and ten (10) cartons of soap distributed to the most vulnerable female candidates with each receiving a bar.



Female candidates gathered for briefing to receive hygiene kits for the examination



Digital Learning Innovation TutaLearn Pilot – 2025

In 2025, Education in Crisis (EiC) piloted TutaLearn, an innovative digital learning and teacher-support platform designed to strengthen access to quality, inclusive education in crisis-affected settings. The pilot focused on supporting teachers and learners with literacy and numeracy resources, providing online and offline learning options to address connectivity constraints, and equipping educators with practical tools for learner engagement in disrupted learning environments.

The pilot reached 3,340 learners and 92 teachers across EiC-supported locations in Sudan and Tanzania, with an average class size of 45 learners. TutaLearn enabled teachers to access curated learning content, professional development materials, and interactive tools to support classroom delivery, while learners benefited from flexible access to learning resources adapted to low-connectivity contexts. The pilot also integrated disability inclusion features, reinforcing EiC's commitment to inclusive education in emergencies.

The pilot positions TutaLearn as a scalable component of EiC's education-in-emergencies portfolio, complementing EiC's in-person programming and contributing to learning continuity in contexts of protracted disruption.

Key Results (2025):

- *Learners reached: 3,340*
- *Teachers supported: 92*
- *Geographic focus: Sudan and Tanzania*
- *Core focus: Literacy & numeracy*
- *Inclusion: Disability-friendly features integrated*
- *Scale ambition: 25,000 learners by 2027*



In the hardest-to-reach corners of Africa, EiC helps safeguard and restore the right to education so that every child can learn, grow, and build their future — *without delay*.



Charter4Change (Endorser)

In 2025, EiC became an Endorser of the [Charter4Change](#), aligning with global commitments to localize humanitarian action, strengthen local leadership, and improve accountability to communities affected by crises.

The Alliance for Child Protection in Humanitarian Action (Member)

EiC joined the [Alliance for Child Protection in Humanitarian Action](#) as a Member, contributing to global technical standards, child protection coordination, and evidence-based approaches for safeguarding children in emergency contexts.

School Meals Coalition (Declaration of Support signed)

In 2025, EiC formally signed the [School Meals Coalition's](#) Declaration of Support joining strategic partners in developing and implementing national plans on school health and nutrition, supporting international efforts to expand inclusive school feeding systems, improve child nutrition, and strengthen education outcomes for crisis-affected learners.

Education in Crisis

Submission Date: Aug 06 2025								
Core Standard	Partner self-assessment Completed by: George Nalo Date: Aug 05 2025	UN preliminary score and rating Completed by: UNICEF Date: Aug 06 2025						
1. Organizational Policy	✓Yes No comment: None	✓Yes No comment: None						
2. Organizational Management	✓Yes No N/A comment: None	✓Yes No N/A comment: None						
3. Human Resources Systems	✓Yes No comment: None	✓Yes No comment: None						
4. Mandatory Training	✓Yes No comment: None	✓Yes No comment: None						
5. Reporting	✓Yes No comment: None	✓Yes No comment: None						
6. Assistance and Referrals	✓Yes No comment: None	✓Yes No comment: None						
7. Investigations	✓Yes No comment: None	✓Yes No comment: None						
8. Corrective Action	Yes No ✓N/A comment: None	Yes No ✓N/A comment: None						
Grand Total	Total:8 (Yes:7 No:0 N/A:1)	Total:8 (Yes:7 No:0 N/A:1)						
Preliminary UN Score and Rating		<table border="1"> <tr> <td>Full Capacity</td> <td>Medium Capacity</td> <td>Low Capacity</td> </tr> <tr> <td>✓</td> <td></td> <td></td> </tr> </table>	Full Capacity	Medium Capacity	Low Capacity	✓		
Full Capacity	Medium Capacity	Low Capacity						
✓								

Rated as a Full Capacity Partner by UNICEF for the Prevention of Sexual Exploitation and Abuse (PSEA)

In 2025, EIC achieved UNICEF’s Full Capacity Partner rating for PSEA, confirming the organization’s compliance with global safeguarding standards and its commitment to protecting children, women, and vulnerable groups from exploitation and abuse.



In 2025, Education in Crisis (EiC) became a Member of the Alliance for Child Protection in Humanitarian Action, marking a significant milestone in EiC's institutional development and its commitment to safeguarding children in crisis-affected contexts. The Alliance is the leading global network dedicated to strengthening child protection in humanitarian settings through evidence-based standards, coordination, and learning. EiC's membership reflects the organization's growing role as a protection-integrated education actor recognizing that children cannot learn safely or effectively when protection risks are unaddressed.

Strengthening protection integration across education delivery.

EiC's membership reinforced a core organizational principle: protection is not a parallel service, but an integral component of education in emergencies. In 2025, EiC mainstreamed psychosocial support (PSS), safeguarding, and PSEA awareness across education activities, equipping teachers and community facilitators to identify and refer children at risk. Protection messaging was integrated into community dialogues and school engagements, helping caregivers and leaders recognize early warning signs of harm and reinforcing community responsibility for safe learning environments.

Advancing Protection-Integrated Education: EiC's Membership in the Alliance for Child Protection in Humanitarian Action (2025)

Improving coordination and referral pathways.

Participation in the Alliance enhanced EiC's coordination with protection partners at national and local levels. EiC strengthened service mapping and referral directories to ensure that children identified through education activities could access appropriate protection, health, and psychosocial services. This coordination improved the timeliness and quality of referrals reducing gaps between identification and support in hard-to-reach contexts where services are fragmented.

Accountability and trust with communities.

By aligning with the Alliance's standards, EiC strengthened accountability to affected populations. Community feedback and complaints mechanisms were reinforced, ensuring safe and confidential channels for reporting protection concerns. This transparency helped build trust with communities, positioning EiC not only as an education provider, but as a responsible, safeguarding-first partner committed to children's wellbeing.

Embedding global standards into local practice.

Through its engagement with the Alliance, EiC aligned its field programming with the Minimum Standards for Child Protection in Humanitarian Action, strengthening the quality and consistency of protection across education interventions. This alignment informed EiC's safeguarding protocols, referral pathways, and school safety measures, ensuring that Child-Friendly Spaces, temporary learning spaces, and school-based activities are underpinned by robust child protection practices. In South Kordofan and the Nuba Mountains, this translated into clearer reporting channels for protection concerns, strengthened coordination with local protection actors, and improved survivor-centered approaches, particularly for girls and displaced children facing heightened risks.



Cholera Emergency Response in South Kordofan: Protecting Vulnerable Communities

In the South Kordofan, cholera outbreaks intensified existing humanitarian challenges, strained fragile health systems, and were further exacerbated by climate change creating a complex crisis requiring urgent, coordinated action.



Emergency Health & WASH Response

In 2025, Education in Crisis (EiC), with support from the Norwegian Refugee Council (NRC) through Group Cash Transfers (GCTs), implemented a rapid Cholera Emergency Response in South Kordofan to protect vulnerable, crisis-affected communities from the escalating public health risk.

The intervention reached over 6,500 individuals across 521 households, providing essential hygiene items, including soap, to reduce the risk of cholera transmission and strengthen household-level prevention practices. The response complemented ongoing community sensitization efforts on hygiene and safe practices, contributing to improved awareness and immediate protective behaviors during the outbreak.



Life-saving hygiene support in South Kordofan.

This life-saving support prioritized households most at risk, including displaced families and communities with limited access to safe water and sanitation services. The intervention demonstrates EiC's capacity to rapidly mobilize partners and resources to deliver integrated, community-centered WASH responses in emergency settings, reinforcing the organization's commitment to protecting health and safeguarding dignity in crisis-affected areas.

01

Households reached

521 households reached with life-saving information and hygiene materials.

02

Individuals sensitized

6,500 individuals sensitized on cholera prevention best practices.

03

Community awareness

Strengthened community awareness, hygiene behaviors, and infection prevention.



Read the event's report here: [Cholera Emergency Response in Heiban County: Protecting Vulnerable Communities](#)

Key Results (2025):

- Funding leveraged: NRC – Group Cash Transfers
- Households reached: 521
- Individuals reached: 6,500
- Core assistance: Hygiene kits (including soap)
- Outcome: Reduced exposure to cholera risk through improved hygiene practices

With NRC support, EiC delivered rapid cholera prevention assistance to 521 households, protecting over 6,500 people through life-saving hygiene support in South Kordofan.



THE DAY OF THE AFRICAN CHILD 2025

THEME: LEARNING IN ADVERSITY: BREAKING BARRIERS, BUILDING FUTURES!



DAC2025
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Education in Crisis (EiC) marked the Day of the African Child 2025 in the Nuba Mountains, Sudan, under the theme “No Child Left Behind in Education.”

The event celebrated the resilience and courage of children living in conflict-affected regions while advocating for every child’s right to education, protection, and dignity.

Through collaboration with community leaders and partners, EiC amplified children’s voices and reaffirmed its commitment to inclusive, quality education for all even in the most fragile contexts.

The commemoration of the Day of the African Child 2025 by EiC was initiated in Freetown, Sierra Leone where EiC participated at African Peer Review Mechanism (APRM) as an exhibitor at 3rd Africa High-Level Forum on South-South and Triangular Cooperation for Sustainable Development from 7 – 9 May 2025. APRM, a specialized Agency of the African Union (AU), was initiated in 2002 and established in 2003 by the African Union in the framework of the implementation of the New Partnership for Africa’s Development (NEPAD). APRM is a tool for sharing experiences, reinforcing best practices, identifying deficiencies, and assessing capacitybuilding needs to foster policies, standards and practices that lead to political stability, high economic growth, sustainable development and accelerated sub-regional and continental economic integration.

Commitment to South-South and Triangular Cooperation for Sustainable Development

As part of its commitment to South-South and Triangular Cooperation for Sustainable Development, the DAC 2025 in Sudan’s Nuba Mountains reflected on EiC’s operation in some of the world’s most fragile and hard-to-reach places in regions where children are too often left behind and where the barriers to education are compounded by armed conflict, poverty, displacement, gender inequality, and systemic neglect.

The purpose of the event was to advocate for the rights of every child to education, protection, and dignity, while mobilizing communities, local authorities, and humanitarian actors to renew their commitment to child-centered action. Through this commemoration, Education in Crisis (EiC) sought to highlight the urgent need for inclusive education, safe learning spaces, and sustained support for children especially girls and those displaced by conflict.

01

Right to Education

The 2025 Day of the African Child event in the Nuba Mountains successfully raised awareness on the right to education for children in conflict-affected regions.

02

The awareness walk

The awareness walk reached out to more than 7,300 people raising awareness about the DAC, promoting unity and solidarity, and providing a visible and impact way to demonstrate collective commitment and action toward the rights and welfare of the children and young people.

03

Children's Voices heard

Children shared their personal stories of perseverance and determination, inspiring the audience with their courage and resilience.



Read the event’s report here: [The Day of the African Child 2025](#)

Send back children to class

EiC re-echoed through the event that the need to make a difference in millions of such children’s lives, would require deliberate effort, flexible funding and investments in education. The immediate solutions suggested included increased mass awareness raising and advocacy to send back children to class, localized resource sourcing, proper planning for data collection, analysis of trends, and its use to inform programming.

The event featured a memorable awareness walk around key communities of the Nuba Mountains by the children chanting their voices highlighting the very challenges that sullied their dreams. Key stakeholders, education actors and community leaders listened and resolved to protect and preserve the dignity of the children!



The awareness walk reached out to more than 7,300 people raising awareness about the DAC, promoting unity and solidarity, and mobilizing community support, while also providing a visible and impact way to demonstrate collective commitment and action toward the rights and welfare of the children and young people.

A march/parade through key communities within Nuba mountains attracted masses who joined to advocate and raise awareness for children's rights to education in the region.





Nagwa Musa is a Nuba Mountains top woman advocate for education. As a foundational donor of EIC she is seen leading the Education Awareness Walk on June 15, 2025 in Kauda



"Education lays the foundation for a strong and stable future, while ignorance undermines the very fabric of dignity and honor. Today's event has given us hope that there is a new generation that will uphold the values of the New Sudan. The principle of reaping what one sows holds true: plan well, and you will reap the benefits; work diligently, and you will be rewarded." — Suzanne



A Bite for Education” Fundraising Dinner – Nuba Mountains (February 2025)

On 01 February 2025, Education in Crisis (EiC) organized a community-led fundraising dinner titled “A Bite for Education” in the Nuba Mountains, bringing together local leaders, community members, and EiC partners to mobilize grassroots support for education in crisis-affected schools. The event aimed to engage 100 Foundational Donors to symbolically commit USD 100 each in support of 100 vulnerable children enrolled in Nuba Mountains schools, targeting a total mobilization of USD 10,000.



As part of the event, EiC officially launched its field office in the Nuba Mountains, reinforcing the organization’s long-term commitment to community-embedded, locally led education solutions. The gathering drew over 500 community members, reflecting strong local ownership and solidarity around the education agenda. EiC produced 100 branded T-shirts as appreciation gifts for Foundational Donors and hosted a community dinner to foster collective participation and visibility for the Foundational Scholars Program.

Strengthened community engagement

Beyond fundraising, the event strengthened community engagement and accountability, positioning education as a shared community responsibility and amplifying EiC’s \$1, 1 Million Africans Campaign narrative of collective action for education in crisis contexts. The initiative demonstrated EiC’s ability to mobilize local philanthropy, build donor communities, and anchor institutional presence through meaningful, culturally grounded engagement.

Key Results (2025):

- Event: “A Bite for Education” fundraising dinner
- Date & location: 2 February 2025, Nuba Mountains
- Target: 100 Foundational Donors each support 1 out of school learners.
- Beneficiaries: 100 vulnerable children in Nuba Mountains schools
- Community turnout: 500 participants
- Field office: Officially opened for operations during the event
- Donor recognition: 100 branded T-shirts provided to Foundational Donors.

"We have never seen or even witness something like this in the Nuba Mountains. Things are changing now and we are happy EiC is leading the change".

Community member
On fundraising dinner idea

Guided by its [2025–2029 Strategic Plan](#), EiC's bold mission is to mobilize one million Africans for education, creating the continent's largest education movement dedicated to breaking barriers that endanger children and young people caught in emergencies. A Bite for Education supports EiC's efforts in localization strategies to mobilize local resources to solve local problems facing local people.

Become a Foundational Donor in 2026



a group of the foundational donors who donated \$100 attended the field office opening

A Historic Community Moment: "A Bite for Education" in the Nuba Mountains, Sudan.

The "A Bite for Education" fundraising dinner in the Nuba Mountains marked a historic first for the region an unprecedented community-led philanthropy event dedicated to supporting children's education. For many community members, it was the first time they had witnessed a locally organized fundraising initiative for education in a crisis-affected setting. As one participant reflected, *"We have never seen or even witnessed something like this in the Nuba Mountains. Things are changing now and we are happy EiC is leading the change."* Hadia, community member

Beyond the funds mobilized, the event represented a deeper shift: a growing culture of **local ownership and giving** for education. Elders, youth, educators, and families came together not as beneficiaries, but as **co-investors in their children's futures**. The official opening of EiC's field office during the event further reinforced EiC's long-term commitment to being present, accountable, and embedded in the community.

This moment signals what is possible when communities are invited to lead. EiC will build on this momentum in 2026 by expanding community fundraising models, establishing Foundational Donor circles, and creating regular platforms for local philanthropy to support the [Foundational Scholars Program](#). By nurturing a culture of giving in the Nuba Mountains, EiC aims to grow a sustainable base of local supporters who champion education as a shared responsibility—turning a historic first into a lasting movement for children's learning and hope.



EIC AT THE THIRD AFRICA HIGH-LEVEL FORUM ON SOUTH-SOUTH AND TRIANGULAR COOPERATION (HLFSSTRC) – 2025



*From Local
Impact to
Continental
Influence.*

Event summary

Theme: The Role of the Global South in Reshaping the New International Order

Date: 7–9 May 2025

Venue: International Convention Centre, Freetown – Sierra Leone

Organized by: African Peer Review Mechanism (APRM), with support from the Islamic Development Bank (IsDB), USAID, Saudi Fund for Development, GIZ, and others

Status: Exhibitor



Participation highlight

In May 2025, Education in Crisis (EiC) participated in the African Peer Review Mechanism (APRM) continental conference themed *“The Role of the Global South in Reshaping the New International Order,”* held from 7–9 May 2025 at the International Convention Centre in Freetown, Sierra Leone. The event was organized by APRM, with support from the Islamic Development Bank (IsDB), USAID, Saudi Fund for Development, GIZ, and other development partners. EiC took part as an exhibitor of its flagship, \$1.1 Million Africans Campaign, engaging policymakers, youth leaders, and development institutions on Africa-driven financing for education in crisis-affected regions.

The HLFSSTrC is a vital platform that uplifts Africa’s voice and actions in global development dialogues. EiC’s participation reflects our commitment to shaping inclusive, youth-driven solutions to today’s challenges.

Showcased: \$1, 1 Million Africans Campaign

Education in Crisis (EiC) proudly participated in the Third Africa High-Level Forum on South-South and Triangular Cooperation for Sustainable Development. This continental gathering brought together policymakers, ministers, experts, youth, and civil society to advance sustainable development and cooperation among countries of the Global South.



Key Outcomes (2025):

EiC's participation strengthened institutional visibility at continental level, facilitated strategic networking with policymakers and development partners, and opened pathways for future partnerships and co-financing aligned with Africa-owned development frameworks. The engagement contributed to EiC's 2025 strategic priorities on partnership building, resource mobilization, and positioning EiC as a credible African voice on education in emergencies and learning recovery.

01

Continental visibility

- Elevated continental visibility through platforms
- EiC's visibility through APRM

02

Strategic outreach

- Strategic outreach for the \$1, 1 Million Africans Campaign

03

EiC's positioning

- Reinforced EiC's positioning within South-South cooperation for education in crisis contexts

EiC's engagement at APRM 2025

strengthened alignment with African-led cooperation frameworks and amplified evidence-based advocacy for education in crisis across South-South and Triangular partnerships.

Exhibiting at APRM 2025 advanced EiC's \$1, 1 Million Africans Campaign

by engaging policymakers and partners to unlock African-led financing for education in emergencies.



Localization in Practice: EiC's Endorsement of Charter4Change (2025)



Endorsement of Charter4Change (2025)

In 2025, Education in Crisis (EiC) became an Endorser of the Charter4Change, a global commitment to advance localization and equitable partnerships in humanitarian action. This endorsement reflects EiC's identity as a locally rooted organization and formalizes its commitment to shift power, resources, and decision-making closer to affected communities. For EiC, localization is not a principle on paper it is the foundation of how programs are designed, delivered, and sustained.

From commitment to practice.

Charter4Change principles have been operationalized across EiC's programming through community-led delivery models, partnerships with local authorities and community structures, and direct engagement of parents, youth, and educators as co-designers of education solutions. In South Kordofan and the Nuba Mountains, EiC's locally anchored teams worked through community committees and education offices to ensure last-mile delivery demonstrated in 2025 by locally coordinated support for national examinations, community-led fundraising initiatives, and school-community accountability mechanisms. These practices strengthened trust, improved access in hard-to-reach areas, and increased the relevance and acceptance of EiC's interventions.

Accountability, safeguarding, and quality.

EiC's localization commitments are underpinned by strong safeguarding and PSEA standards, ensuring that power is transferred responsibly. Local teams and partners received training on child protection, referral pathways, and survivor-centered approaches, embedding quality and accountability within localized delivery. This combination of local leadership with global standards strengthens both trust and program integrity.

Deepening localization in 2026–2029.

Building on Charter4Change endorsement, EiC will deepen localization by expanding direct partnerships with community-based organizations, increasing local leadership in program governance, and advocating for more flexible, multi-year funding that enables local actors to plan and scale sustainably. EiC will also continue to champion community philanthropy through initiatives such as the \$1, 1 Million Africans Campaign to diversify financing and anchor education responses in African solidarity.



Nourishing Minds in Emergencies: EiC's Declaration of Support to the School Meals Coalition (2025)

In communities affected by conflict, displacement, and economic shocks, hunger is one of the most immediate drivers of absenteeism, dropout, and poor concentration in class. For many families, the promise of a meal at school can be the deciding factor in whether a child attends regularly especially for girls and the most vulnerable learners. By aligning with the School Meals Coalition, EiC recognizes school feeding not only as a social protection measure, but as a powerful education intervention that supports enrolment, retention, and foundational learning.

EiC's support for the Coalition is embedded within its Integrated Support Services pillar, which links education with WASH, health, nutrition, and dignity support. In 2025, EiC's emergency responses such as hygiene distributions during disease outbreaks and community sensitization on health and nutrition reinforced the organization's holistic approach to keeping children in school. The Declaration of Support strengthens EiC's commitment to progressively integrate school meals and nutrition-sensitive approaches into education programming where feasible, in partnership with authorities and specialized actors.

Through its Education Crisis Response Dashboard and Learning Crises Monitor, EiC will track how nutrition-sensitive interventions influence attendance, retention, and learning continuity. This evidence will inform targeting, help prioritize the most food-insecure communities, and strengthen advocacy for school feeding as part of crisis education responses. Community feedback mechanisms will ensure that school feeding and related support are delivered transparently and respond to learners' needs.



Foundational Scholars Program: Investing in the Next Generation



Sarafina, EiC's scholar in Sudan's Nuba Mountains region

The Foundational Scholars Program is EiC's flagship long-term investment in children's education pathways, launched in 2020 to support the most vulnerable learners to enroll, remain, and progress through school in crisis-affected and displacement contexts. What began with **two children** on scholarship has evolved into a growing model that combines financial support with protection, mentorship, and community co-ownership ensuring that scholarships translate into sustained learning outcomes, not just short-term access.

In 2025, the Foundational Scholars Program strengthened its end-to-end learner support model, linking school fees and learning materials with psychosocial support, attendance monitoring, caregiver engagement, and leadership development for scholars. Community engagement initiatives, including local fundraising ("*A Bite for Education*" in the *Nuba Mountains*), helped anchor the program in local ownership and accountability, reinforcing a culture of giving for education and creating a pipeline of Foundational Donors who commit to supporting children's learning journeys.

Vision for scale (2026–2029):

EiC will scale the Foundational Scholars Program as a cornerstone of education access and retention, prioritizing girls, displaced learners, and children with disabilities. The program will expand beyond fee support to a holistic package encompassing learning recovery, mentorship, life skills, and leadership development, supported by diversified financing (institutional donors + community philanthropy through the \$1,1 Million Africans Campaign). By 2029, the program aims to anchor sustainable education pathways for thousands of learners, contributing to EiC's broader goal of reaching **1 million direct beneficiaries**.



Rapid Teacher Survey - Nuba Mountains Report 2025

The results of the study revealed that **69.8%** of teachers in the service lacked professional training in pedagogy and subject matter. In addition, 65% of teachers currently in the service have not received any form of teaching capacity building in the last 3 years, thus presenting a huge gap in continuous professional development. Despite this gap in the pedagogical arena, 68.8% of teachers expressed willingness to enroll in teacher training Programmes if made available. On ICT literacy, 68.8% of teachers lacked ICT skills, with lack of access to ICT equipment and the internet being major barriers to acquiring these skills. The absence of ICT skills among teachers is a major barrier to leveraging digital space, which is key to reaching out to those who are in hard to reach areas. On life skills, 60% of schools lacked resident guidance and counselling teachers, who are critical in promoting life skills among students. In addition, most schools lack structured life skill Programmes. In co-curricular most teachers lacked skills in coordination and training. The institutions also lacked adequate equipment and facilities.

**A RAPID BASELINE SURVEY ON THE
STATUS OF BASIC EDUCATION
TEACHERS IN NUBA MOUNTAINS
REGION OF SUDAN**



Some of the foundational scholars at EIC Sudan's Nuba Mountains field office



Gaps in the pedagogical training

Despite this gap in the pedagogical arena, 68.8% of teachers expressed willingness to enroll in teacher training Programmes if made available.



Guidance and counselling teachers

On life skills, 60% of schools lacked resident guidance and counselling teachers, who are critical in promoting life skills among students. In addition, most schools lack structured life skill Programmes.

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Co-curricular teachers

In co-curricular most teachers lacked skills in coordination and training. The institutions also lacked adequate equipment and facilities.



ICT literacy teachers

On ICT literacy, 68.8% of teachers lacked ICT skills, with lack of access to ICT equipment and the internet being major barriers to acquiring these skills. The absence of ICT skills among teachers is a major barrier to leveraging digital space, which is key to reaching out to those who are in hard to reach areas.

When emergencies push education aside, we also push aside peace, the healing found at classroom desks and the hopes carried in school bags. Protecting education during a crisis means directing funding to the children most at risk of exclusion and learning loss.

George Omer Nalo
Founder - Education in Crisis (EiC)



Maha, EIC's scholar in Sudan's Nuba Mountains region



Maria Mohammed during EIC school event in Sudan

Looking ahead

In 2026, Education in Crisis (EiC) will focus on consolidating gains from 2025 while scaling evidence-driven, community-embedded education responses in crisis-affected contexts. Guided by its [strategic targets](#) and areas of focus, EiC's priorities will center on expanding access to safe learning, restoring foundational learning, and ensuring continuity of education during shocks—while strengthening institutional capacity and partnerships.

EiC's work in 2026 will demonstrate that youth-led African organizations can deliver at scale, influence systems, and mobilize continental solutions to the education crisis. Through a combination of local delivery, continental vision, and digital innovation, EiC remains committed to ensuring that every learner's future remains within reach — *even in crisis*.

Target Beneficiaries groups:

- ✓ Learners (children/adolescents)
- ✓ Teachers / Educators
- ✓ Parents / Caregivers
- ✓ Communities/Local leaders
- ✓ IDPs / Refugees
- ✓ Out of School/ at the verge of dropping out
- ✓ Local authorities & Protection

ACCESS TO SCHOOLING

EiC will focus on:

28,000 learners

2026 Expected Reach:

(contributing 6% to EiC's SP)

- Establish/rehabilitate learning spaces
- Support safe pathways to schooling for IDPs/refugees
- Distribute school materials
- Enable cross-border exam access for learners

Country	Learners Accessing Schooling	Notes
Sudan	18,000	IDPs, crisis-affected, out-of-school children
Uganda (Refugees)	4,500	Sudanese refugees in settlements
Tanzania (Vulnerable host + refugees)	3,000	Learning kits + community schooling
South Sudan	2,500	Cross-border exam and transition support
Total	28,000 learners	Access restored/maintained



EiC will focus on:

1,500 teachers

Expand remedial literacy and numeracy programs and support approximately 1,500 teachers through coaching and digital/low-tech tools (including the scale-up of TutaLearn and radio-based learning where connectivity is limited).

Recover Learning Losses and Strengthen Teaching

Expand remedial literacy and numeracy programs and support approximately 1,500 teachers through coaching and digital/low-tech tools (including the scale-up of TutaLearn and radio-based learning where connectivity is limited).

Following a collaborative effort between EiC and Imole Africa Foundation through a [joint report on the Baseline survey on teacher's education status in the Nuba Mountains region](#) in which the results of the study revealed that 69.8% of teachers in the service lacked professional training in pedagogy and subject matter. In addition, 65% of teachers currently in the service have not received any form of teaching capacity building in the last 3 years, thus presenting a huge gap in continuous professional development. Despite this gap in the pedagogical arena, 68.8% of teachers expressed willingness to enroll in teacher training Programmes if made available.

To address the gaps revealed, the survey recommended the following Programmes: In- service teacher training courses through collaboration with existing teacher training institutions in the Africa region, structured, institutionalized, regular capacity building Programmes on specific teaching skills, ICT, life skills and co-curricular activities. In addition, development of a framework that will enhance affordable accessibility to ICT equipment and the internet remains central in addressing the prevailing teacher competencies gaps and revitalizing attainment of education outcomes.

EiC will focus on:

22,000

Strategic Objective (2026):

Ensure children can learn in safe, protective, and psychosocially supportive environments by embedding child protection, PSEA, and wellbeing services across EiC's education programming.

Strengthen Protection, Safeguarding, and Wellbeing

Key Strategies

- **School-Based Psychosocial Support (PSS):**
Establish PSS activities linked to schools and Child-Friendly Spaces (CFS), including structured group sessions, peer support clubs, and teacher-led psychosocial activities for learners affected by conflict and displacement.
- **Safeguarding & PSEA Mainstreaming:**
Operationalize UNICEF-aligned PSEA Full Capacity Partner standards across all EiC sites: staff training, community awareness on reporting channels, survivor-centered referral pathways, and confidential feedback mechanisms.
- **Safe Learning Environments:**
Improve physical and social safety around learning spaces (lighting, safe routes to school, community watch groups), and integrate school safety protocols (codes of conduct, anti-bullying, violence prevention).
- **Referral Pathways & Case Management:**
Strengthen coordination with Protection actors and local services for timely referrals of children at risk (violence, neglect, exploitation, early marriage), including mapping services and updating referral directories.
- **Adolescent Girls' Protection:**
Implement girls' clubs, dignity support (hygiene kits), mentorship, and community dialogues to address gender-specific risks that undermine attendance and retention.

Expected Reach (2026 – Indicative)

- Children accessing PSS/CP services: 12,000
- Schools/learning sites with safeguarding protocols: 100% of EiC-supported sites
- Teachers/educators trained on PSEA & school safety: 1,000+
- Communities engaged on safeguarding reporting mechanisms: 6,000 people
- Girls reached with dignity/protection support: 3,000+



**ADVOCACY, RESOURCE
MOBILIZATION &
STRATEGIC
PARTNERSHIP**

In 2026, EIC will amplify advocacy, mobilize African and institutional resources at scale, and forge strategic partnerships to sustainably finance and deliver integrated education responses in crisis-affected contexts.

From crisis to continuity, Education in Crisis mobilizes advocacy, partnerships, and resources to protect the right to learn for children affected by conflict and displacement. By grounding action in real-time evidence and community leadership, EIC delivers safe access to education, restores learning pathways, and ensures that the most vulnerable learners are not left behind—wherever crisis disrupts schooling.

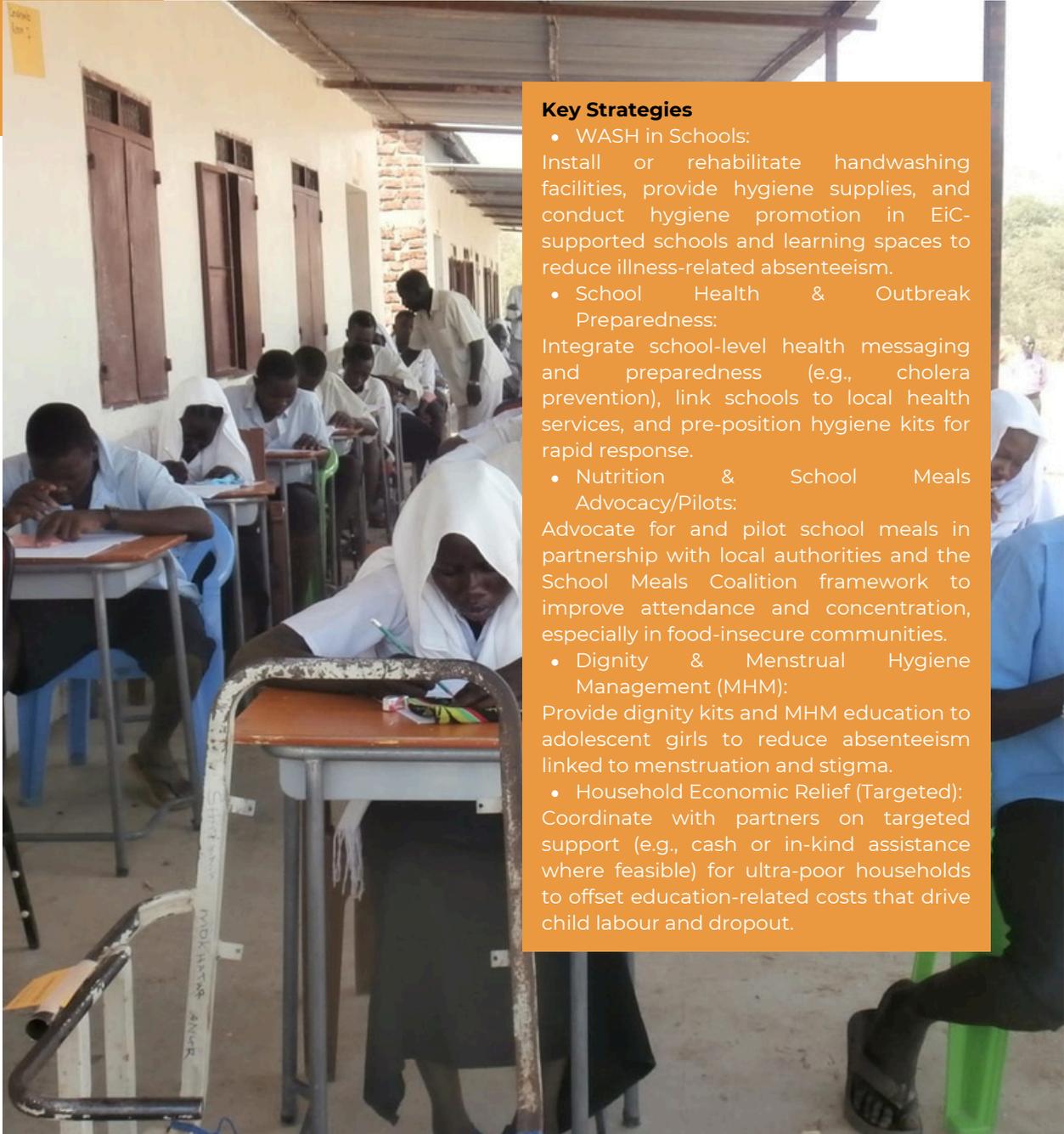
EiC will focus on:

Grand Total Beneficiaries (direct): 60,000

2026 Expected Reach:

- Mobilize African youth & diaspora
- Expand institutional donor partnerships
- Prepare for Africa Education Summit
- Lead \$1, 1 Million Africans Campaign
- Amplify policy voices of youth & crisis learners

Category	2026 Target
Individual supporters mobilized	50,000
Youth & students engaged	10,000
High-level partners engaged	10+ (UN, NGOs, gov't, private)



Key Strategies

- **WASH in Schools:**
Install or rehabilitate handwashing facilities, provide hygiene supplies, and conduct hygiene promotion in EIC-supported schools and learning spaces to reduce illness-related absenteeism.
- **School Health & Outbreak Preparedness:**
Integrate school-level health messaging and preparedness (e.g., cholera prevention), link schools to local health services, and pre-position hygiene kits for rapid response.
- **Nutrition & School Meals Advocacy/Pilots:**
Advocate for and pilot school meals in partnership with local authorities and the School Meals Coalition framework to improve attendance and concentration, especially in food-insecure communities.
- **Dignity & Menstrual Hygiene Management (MHM):**
Provide dignity kits and MHM education to adolescent girls to reduce absenteeism linked to menstruation and stigma.
- **Household Economic Relief (Targeted):**
Coordinate with partners on targeted support (e.g., cash or in-kind assistance where feasible) for ultra-poor households to offset education-related costs that drive child labour and dropout.

Strategic Objective (2026):

15,150
Strategic Objective (2026):
 Reduce health, hygiene, nutrition, and economic barriers that prevent children especially girls and displaced learners from enrolling, attending regularly, and remaining in school.

Tackle Non-Academic Barriers to Attendance

Launching Strategic Digital Tools



Continuity of Learning (ALP, Digital, TLS)

9,000 learners

Strategic Objective (2026):

In 2026, EIC will prioritize getting children back to safe learning spaces, restoring foundational learning, and sustaining continuity of education through community-led, data-driven, and protection-integrated responses in crisis-affected contexts.

Focus: Ensure learning continues during shocks and displacement.

Key Priorities:

- Expand Accelerated Learning Programmes (ALP) for overage/out-of-school children
- Scale TutaLearn to low-connectivity settings (offline-first)
- Temporary Learning Spaces in displacement sites
- Radio/low-tech learning where digital access is limited

2026 Targets (**indicative**):

- 9,000 learners supported through ALP/digital/TLS modalities
- TutaLearn scaled to additional EIC locations

Cross-Cutting Enablers (How EIC Shall Work in 2026)

Data-Driven Programming: Operationalize the Education Crisis Response Dashboard & Learning Crises Monitor for targeting and adaptive management.

Partnerships: Deepen collaboration with education authorities, Protection actors, and WASH/Health partners.

Safeguarding & PSEA: Maintain UNICEF Full Capacity Partner standards across all sites.

Resource Mobilization: Scale community fundraising + institutional partnerships to fund 2026 delivery.

Operational Readiness: Strengthen field offices (logistics, MEAL, security protocols).



**How These Support
2025–2029 Strategic
Targets**

By the end of 2029 EiC aims to reach:

**Grand Total
Beneficiaries
(direct): 1,000,000**

2026 Expected Reach:

(based on funding)

- 60,000 children
- 1,500 teachers
- 20,000 school material kits
- 60,000 African supporters
- Continental digital models (EiConnect, LCM, ECRD)

Country	Learners Accessing Schooling	Notes
Sudan	28,000	IDPs, crisis-affected, out-of-school children
Uganda (Refugees and host)	14,500	Refugees in settlements
Tanzania (Vulnerable host + refugees)	11,000	Learning kits + community schooling
South Sudan	6,500	Cross-border exam and transition support
Total	60,000 direct beneficiaries in 2026	Access restored/maintained

2026 contributes roughly 6% toward total children reach and pilot-scale toward teacher and digital targets

Financial Overview (2025)



Grants and Partners 2024/2025

Amounts in USD

Country	Project/Program	Partner	Scope	Grant duration	Grant (USD)
Sudan	Relief Kitchen, school feeding project	Norwegian Refugee Council (NRC)	South Kordofan state	One time Pilot Phase: 2024–2025	USD 5,000
Sudan	Cholera Emergency Response intervention	Norwegian Refugee Council (NRC)	South Kordofan state	One time Intervention: 2025	USD 5,000
Sudan	Support for National Examinations intervention	Norwegian Refugee Council (NRC)	South Kordofan state	One time Intervention: 2025	USD 5,000
Tanzania, Sudan, Uganda, Kenya and South Sudan	Foundational Scholars Program	GYP and Individual donors	East Africa countries	Rolling Scholarship financial investment	USD 18,250

Financial Overview – 2025

(January to December 2025)

Overview

In 2025, Education in Crisis (EiC) strengthened its financial position through a combination of restricted humanitarian grants, unrestricted public contributions, and significant in-kind professional services, enabling the organization to sustain and expand program delivery across crisis-affected communities.

Income Summary

EiC's financial resources in 2025 consisted primarily of small voluntary contributions and community-based support. Total cash income for the year remained modest, reflecting the organization's early-stage development and reliance on community-driven initiatives.

Total Contributions Mobilized (All Sources): **USD 104,290**

broken down into:

NRC Group Cash Transfers (GCTs): **USD \$10,000**

Membership Contributions = **\$8,250**

Fundraising Dinner (100 donors × \$100): **\$10,000**

IGA (Income Generating Activity): **\$300**

The *1Million Africans Campaign* = **\$5,690.00**

Other revenues = **\$2,250**

In-Kind contributions = **\$67,800**

Note: EiC also received USD 4,500 in December 2025 for the Foundational Scholars Program (2026 academic year), which was recorded as Deferred Restricted Income and will be utilized in 2026.

Program Expenditure

All restricted grant and scholarship funds received from NRC and GYP in 2025 were fully expended within the year on education and protection-related activities in Sudan and refugee-linked contexts, including:

- Cholera outbreak response (South Kordofan)
- Support for national examinations for primary and secondary schools candidates from western Jebel, South Kordofan.
- Scholarship support for vulnerable learners

Capacity & Asset Strengthening

EiC continued to strengthen its operational foundation through:

- Acquisition of office and program equipment (USD 7,800, DNHR)
- Acquisition of land for staff accommodation (2025)
- Zoom subscriptions and other professional tools (Prepaid expenses)

These investments enhanced donor readiness, organizational stability, and field capacity.

EiC received non-grant conditional advances intended to enhance donor mobilization and infrastructure (CSR donor \$3,000). These were recorded as non-current liabilities, not revenue.

Financial Accountability Highlights (2025)

- Zero unspent restricted balances from NRC & GYP at year-end
- Deferred restricted income of USD 4,500 carried forward for 2026 scholarships
- No outstanding payables or accruals as of 31 December 2025
- In-kind services recognized in alignment with IPSAS contributed to technical capacity without cash expense

EiC closed the year operationally balanced, maintaining compliance with IPSAS-accrual NGO reporting standards, and entered 2026 with secured scholarship funding, enhanced physical assets, and improved donor-readiness capacity.

2025 was a year of responsible financial growth, localization, and strategic capacity building. With diversified income flows and improved underpinning infrastructure, EiC is well positioned to scale its impact between 2026–2029, particularly across:

- Refugee education support
- Emergency learning continuity
- Teacher capacity development
- EdTech integration
- Youth-led localization mechanisms

Terminology Explained

Restricted Income:

Funds received for a specific purpose, activity, target group, or time period, which cannot be repurposed without donor approval.

Unrestricted Income:

Funds that EiC can allocate at its own discretion to support programs, operations, and emerging priorities.

Deferred Restricted Income:

Restricted funds received in one year but designated for activities in a future period. Recognized as a liability until spent.

In-Kind Contributions:

Non-cash goods or services provided to EiC (e.g., professional volunteer labor, equipment, or materials) that hold measurable economic value.

Conditional Support Advances:

Refundable financial support provided to EiC to strengthen its capacity or donor readiness, with repayment contingent on future funding. Not recorded as income.

Group Cash Transfers (GCTs):

Restricted grants from institutional partners (NRC) that are transferred to EiC to deliver specific program activities.

Program Expenditure:

Direct spending on EiC's mission-related activities, interventions, and services delivered to beneficiaries.

Support / Administrative Expenditure:

Spending on essential organizational functions such as finance, compliance, governance, ICT, and communications.

Surplus / (Deficit)/operating results:

The difference between total income and total expenditure within a financial period. Surplus indicates more income than spending; deficit indicates spending exceeding income.

Deferred Expenditure / Prepaid Expenses:

Payments made for goods or services that will be consumed in a future reporting period (e.g., software subscriptions, rent).

Property & Equipment (PPE):

Non-current physical assets owned by EiC such as office equipment, furnishings, ICT hardware, and infrastructure improvements.

Intangible Assets:

Non-physical assets with long-term value (e.g., software licenses, intellectual property, digital platforms).

Non-Current Assets:

Assets that provide value for more than 12 months (e.g., land, buildings, equipment, intangibles).

Current Assets:

Resources that are expected to be used, realized, or converted into cash within 12 months (e.g., cash, receivables, prepaid expenses).

Current Liabilities:

Obligations expected to be settled within 12 months (e.g., accruals, payables, deferred income for next-year activities).

Non-Current Liabilities:

Obligations not due within 12 months, such as conditional support advances.

Cash & Cash Equivalents:

Cash on hand, cash in bank accounts, and other highly liquid financial instruments.

STATEMENT OF FINANCIAL PERFORMANCE (INCOME & EXPENDITURE)

Education in Crisis (EiC)

As at 31 December 2025

Amounts in USD

Assets	Notes	2025 (USD)	2024 (USD)
Operating Revenue			
Restricted Income	4	18,250	5,000
Unrestricted Income	5	10,000	4,500
In-Kind Donations		67,800	49,110
IGA (Imagine Being George Book Sales)		300	4,500
Other revenues		7,940	21,000
Total Operating Revenue		104,290	79,610
Operating Costs			
Direct project costs	6	98,600	58,610
Fundraising costs		2,650	3,090.31
Administration costs	7	3,591	2,344.40
Other expenses			316.58
Current investments			
Total operating costs		104,841	64,361
Operating Result:		-551	15,249

STATEMENT OF FINANCIAL POSITION (BALANCE SHEET)

Education in Crisis (EiC)

As at 31 December 2025

Amounts in USD

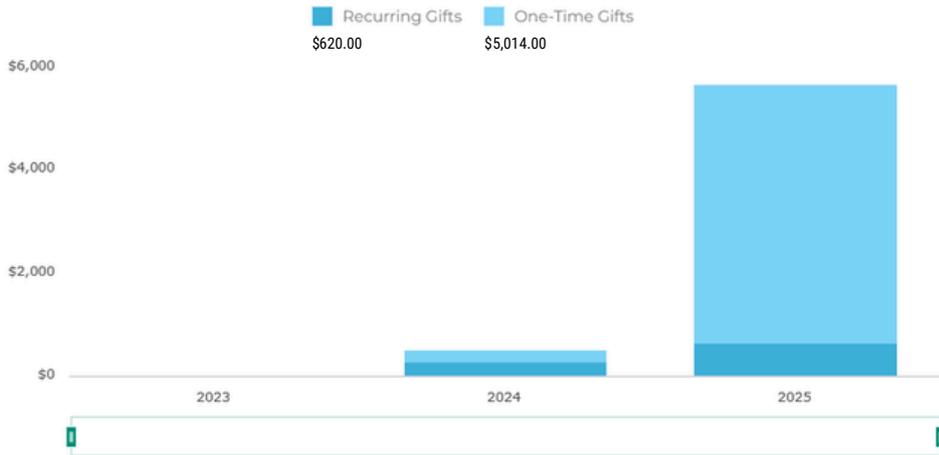
Asset Category	Notes	2025 (USD)	2024 (USD)
CURRENT ASSETS			
Cash & Cash Equivalents	8	4,500	10,538
Grants Receivable		0	5,000
Other Receivables		1,500.00	25,500
Prepaid Expenses		3,160	5,520
Total Current Assets		9,160.00	46,557.67
NON-CURRENT ASSETS			
Land		832,537.51	832,537.51
Property & Equipment	9	28,000.00	20,200
Intangible		6,000.00	6,000
Prepaid Donor Capacity Development		3,000	0
Total Non-Current Assets		869,537	858,737.18
Total assets		878,697	905,295.18

Giving Analytics from Axia Account

(as of December 31, 2025)

Amounts in USD

Total income
2025: \$5,634.25

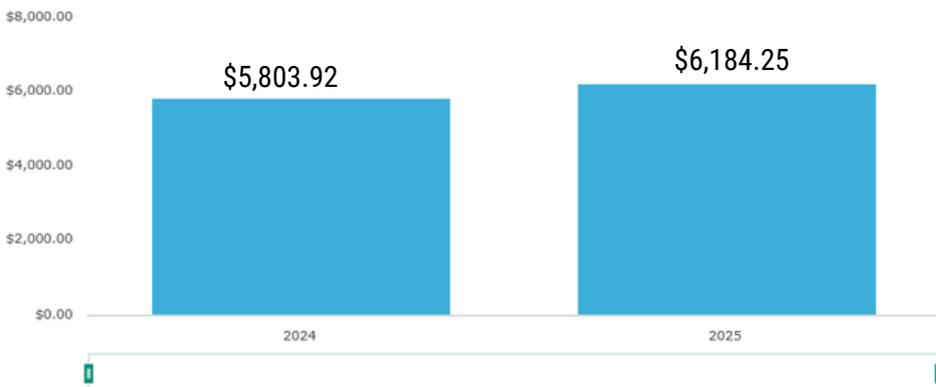


Due to Africa's limited access to trusted online payment gateways, through the partnership between Education in Crisis and Axia International since 2022, EIC maintains a secure AXIA digital wallet to facilitate transparent, low-cost, and efficient receipt of donations from supporters worldwide.

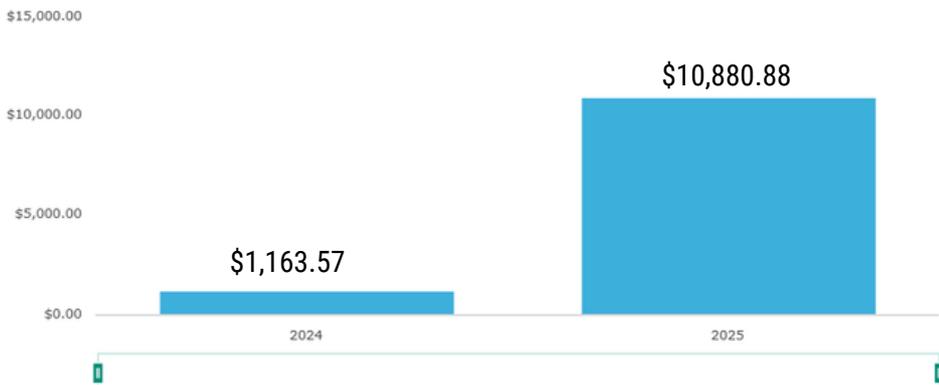
The account serves as a temporary holding platform for small and medium individual contributions, enabling EIC to mobilize resources quickly for urgent field activities. All incoming funds through AXIA are recorded, monitored, and reconciled monthly in accordance with EIC's financial management policies.

EIC remains committed to responsible stewardship of all funds entrusted to the organization through this platform.

Annual Cash Inflows



Annual Cash Outflows

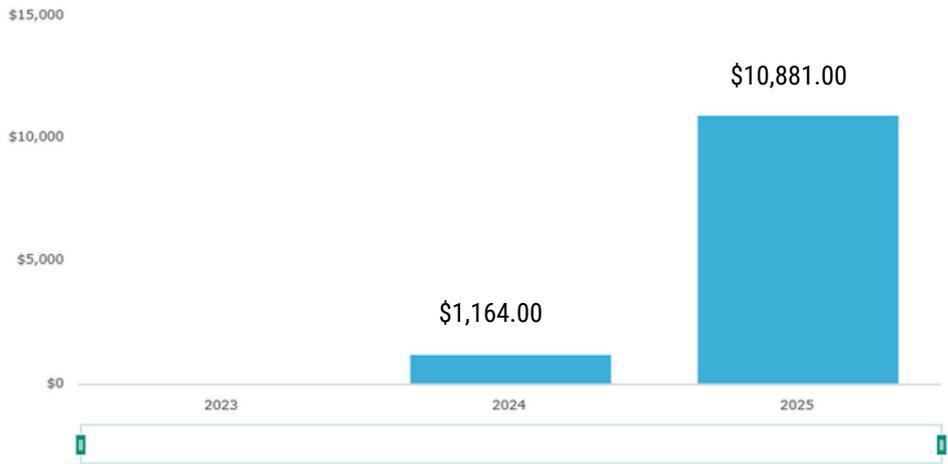


Spending Analytics from Axia Account

(as of December 31, 2025)

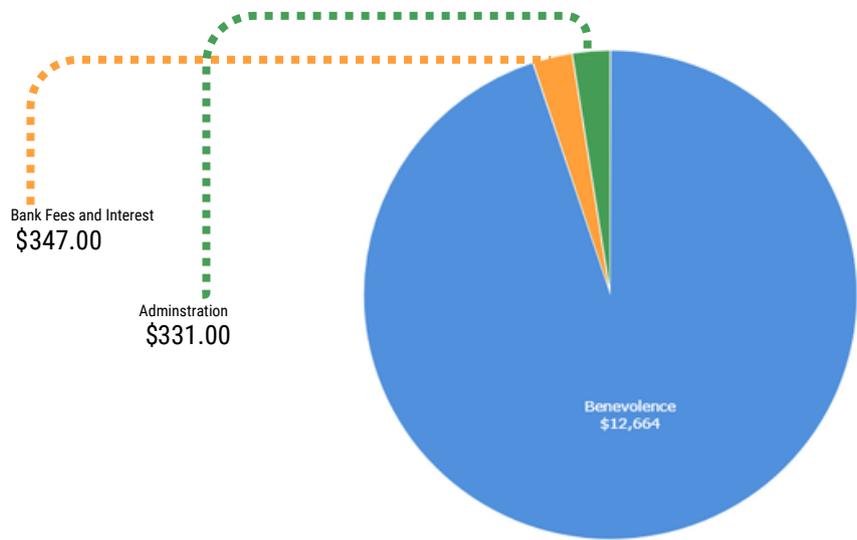
Amounts in USD

Annual Spending
2025: \$10,881.00



Spend Breakdown

Total Expenses: \$13,342



EiC utilized its AXIA digital wallet to manage small-to-medium donations and facilitate rapid-response expenditures during 2025. The AXIA account enabled low-cost, secure, and flexible financial transactions in support of EiC's education initiatives in Sudan and crisis-affected communities.

NOTES TO THE FINANCIAL STATEMENTS (EiC 2025)

Amounts in USD

Notes to the Financial Statements (EiC) – 2025

1. Organizational Information

Education in Crisis (EiC) is a youth-led non-profit organization operating in crisis-affected communities and displacement camps to expand access to the right to education across Africa.

2. Basis of Preparation

The financial statements have been prepared on an accrual basis in accordance with applicable non-profit accounting standards and donor reporting requirements. The statements are presented in United States Dollars (USD) unless otherwise stated.

3. Revenue Recognition

Donations, grants, and contributions are recognized when EiC has an unconditional right to receive the funds. Restricted grants are recognized as revenue when the associated programmatic conditions are met. In-kind contributions are recognized at fair value when received and can be reliably measured.

4. Grant Income

In 2025, EiC received institutional grant funding from humanitarian partners, including the Norwegian Refugee Council (NRC) through Group Cash Transfers (GCTs), to support emergency WASH responses and education continuity interventions in South Kordofan. Grant income is recognized in line with donor agreements and reporting requirements.

5. Community Contributions & Campaigns

EiC mobilizes community contributions through fundraising initiatives (e.g., community events and the \$1, 1 Million Africans Campaign). Contributions are recognized upon receipt. Campaign proceeds designated for specific programs are treated as restricted funds and released in accordance with donor intent.

6. Program Expenses

Program expenses are recognized when incurred and are classified by functional areas, including education access, learning outcomes, child protection and wellbeing, continuity of learning, integrated support services (WASH/health/nutrition), and community engagement. Direct program costs are distinguished from support and administrative costs to ensure transparency.

7. Support & Administrative Expenses

Support costs include governance, finance, compliance, safeguarding/PSEA, monitoring and evaluation (MEAL), security, and general administration. Shared costs are allocated to programs based on a rational and consistent cost allocation methodology (e.g., staff time, direct attribution).

8. Cash & Cash Equivalents

Cash and cash equivalents include cash on hand and balances held in bank and mobile money accounts. Cash balances may include restricted funds earmarked for specific donor-funded projects.

9. Property, Plant & Equipment (PPE)

Property, plant, and equipment (including office equipment and field assets) are recorded at cost less accumulated depreciation. Depreciation is calculated on a straight-line basis over the estimated useful lives of the assets.

10. Foreign Currency Transactions

Transactions denominated in foreign currencies are translated into USD at the exchange rate prevailing on the transaction date. Monetary assets and liabilities denominated in foreign currencies are retranslated at year-end exchange rates, with exchange differences recognized in the statement of activities.

11. Related Party Transactions

EiC discloses any related party transactions, if applicable, in accordance with governance and transparency policies. No material related party transactions are recognized unless disclosed.

12. Commitments and Contingencies

EiC may enter into programmatic and operational commitments in the normal course of operations. Contingent liabilities, if any, are disclosed when probable and reasonably estimable.

13. Subsequent Events

Management has evaluated subsequent events occurring after the reporting date and through the date of authorization of the financial statements for issuance. Any material subsequent events have been disclosed where applicable.

14. Going Concern

Management has assessed EiC's ability to continue as a going concern for at least twelve months from the reporting date. The organization's continuation is supported by diversified funding sources, active resource mobilization efforts, and ongoing programmatic partnerships.



Be a Part of the **1 Million Africans** → 

**3,150 Africans
mobilized in
2025 raising:**

\$5,690



Together, We Are Building Africa's Largest Education Movement

With 1 million voices and 1 million dollars, we can fuel scholarships, school meals, and classrooms in the places that need them most. [Be Part of the ONE MILLION AFRICNAS](#) →



One Africa, One Dollar, One Child a time: [Commit your \\$1 Now!](#)



ANNEX i

Donor Summary (as of December 31, 2025)

Name	Donation Type	Donation Frequency
George Nalo	Membership	Annual
Benedetta	Membership	Monthly
Irene Pham	Membership	Annual
Nagwa Musa	Membership	Monthly
Tracey D Clayton	Membership	Monthly
Hashim Ismail	Membership	Monthly
Iwani Alaari	Membership	Monthly
Hussein Juma	Membership	Annual
Huzaifa Elhadi	Membership	Annual
Aganya Abdallah	Membership	One-Time
Meirgani Alaari	Membership	One-Time
Organizations		
Norwegian Refugee Council (NRC)	Grant	One-Time
Global Youth Philanthropy	Annual	Annual

2025 could not have been possible without the generous support from our both foundational donors and partnerships.

Education in Crisis (EiC) values every dollar received to advance the right to education to all left behind. Your consistent support made a tremendous difference in the lives of children whose education has been disrupted by conflict, poverty and displacement.

Because of your generosity, we were able to provide access to education, safe learning environments, and provide critical supplies to children in some of the world's most challenging regions. Every month, your contribution helps to make accessible quality education to all.

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

Thank you for standing with us in this important work. We look forward to keeping you connected to our work through your support not just annually but every single day, and we are truly grateful to have you as part of the EiC family as we look forward to your 2026 support.

ANNEX ii

Foundational Donors Wall



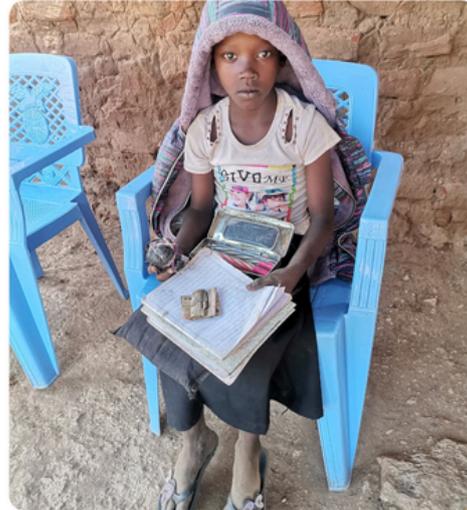
The Foundational Donors Wall - Tracey D Clayton

At Education in Crisis (EiC), we stand with children, families, and communities whose lives have been disrupted by conflict, displacement, and hardship. From the Nuba Mountains to other crisis-affected regions, education is more than just learning—it is protection, resilience, and hope.

In 2025, we honor our generous individual donors whose enduring commitments have fueled our mission since 2022. Through their steadfast support, EiC is able to sustain and expand life-changing education programs in some of the world's most challenging contexts.

\$404.25	\$333.50	\$620.40
2023	2024	2025

→ **\$1,358.15** **Total Giving**



The Foundational Donors Wall - Younis Adam Eldegair

At Education in Crisis (EiC), we stand with children, families, and communities whose lives have been disrupted by conflict, displacement, and hardship. From the Nuba Mountains to other crisis-affected regions, education is more than just learning—it is protection, resilience, and hope.

In 2025, we honor our generous individual donors whose enduring commitments have fueled our mission since 2020. Through their steadfast support, EiC is able to sustain and expand life-changing education programs in some of the world's most challenging contexts.

\$360	\$360	\$360
2022	2023	2024

→ **\$1,080.00** **Total Giving**



EiC	Education in Crisis
SDGs	Sustainable Development Goals
UN	United Nations
PSS	Psychosocial Support
UNICEF	United Nations Children's Fund
PSEA	Prevention of Sexual Exploitation and Abuse
NRC	Norwegian Refugee Council
GCTs	Group Cash Transfers
MHPSS	Mental Health and Psychosocial Support
DAC	Day of the African Child
AEPs	Accelerated Education Programs
IDPs	internally displaced persons
NGOs	Non-Governmental Organizations
EiE	Education in Emergencies
APRM	African Peer Review Mechanism
HLFSSTrC	High-Level Forum on South-South and Triangular Cooperation
CP	Child Protection
CFS	Child-Friendly Spaces
WASH	Water, Sanitation and Hygiene
MEAL	Monitoring, Evaluation, Accountability and Learning



THANK YOU



BECAUSE OF YOUR GENEROSITY,

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

[Donate](#)



EiC Contact Directory

Contact

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Arusha, Tanzania

Website: www.eduincrisis.org
Email: info@eduincrisis.org

 @EduInCrisis

 @EduInCrisis

 EduInCrisis

Donations

Education In Crisis
Mlimani, Sinoni ward, Arusha
Tanzania, Northeastern
Registered ID: 00NGO/R/4348

Beneficiary:
Account holder name* Education In Crisis
Account number* 015C749245200
BIC/SWIFT code* CORUTZTZ
Country* Tanzania

GoodStack
https://donate.godstack.io/links/dl_ee39710-6706-41c1-8050-f61ddc0431b7?organisationId=organisation_000000Cre5ErhrDAXb2N9H3zOtZw

