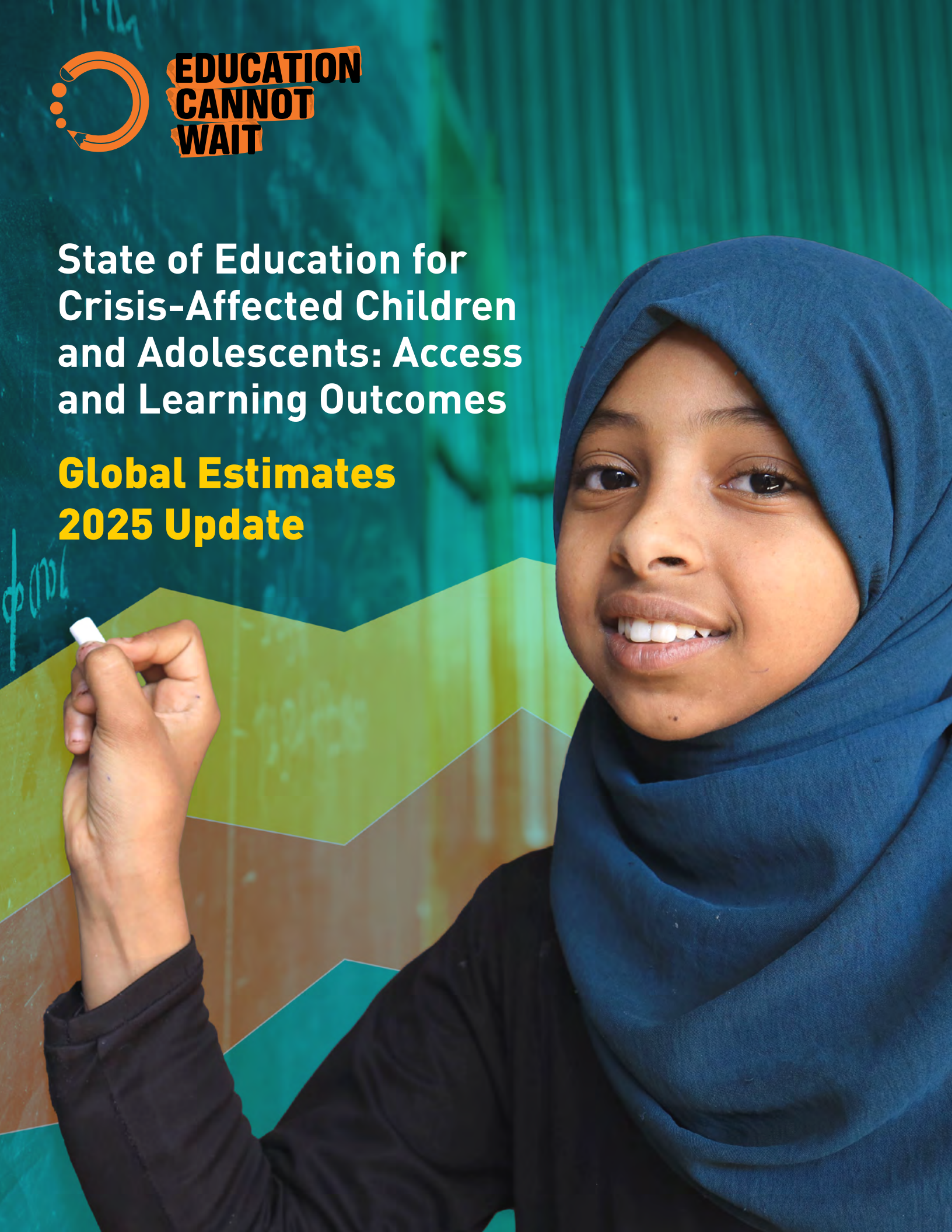
EDUCATION CANNOT WAIT

State of Education for Crisis-Affected Children and Adolescents: Access and Learning Outcomes

Global Estimates 2025 Update



About This Publication

This report was prepared between September and December 2024 by Christian Stoff and Matteo Valenza.

Review and editing: Carly Tubbs-Dolan
Copyediting: Jelena Borak
Layout and design: Svenja Greenwood

The following external reviewers provided valuable feedback, specifically (in alphabetical order) by Cirenia Chavez Villegas (UNHCR), Marie-Amandine Grand (Global Education Cluster) and Nicolas Servas (Global Education Cluster).

For any questions or feedback, contact Christian Stoff, cstoff@unicef.org.

Disclaimer: The estimates contained in this research must be considered indicative only and do not represent official United Nations estimates. The estimates should be considered as "educated guesses" of the number of children in need of educational support in emergencies and protracted crises, based on a combination of high-quality research, data from the INFORM Severity Index and UN sources.

The estimates were produced by Education Cannot Wait (ECW) based on information available in the last quarter of 2024. They were reviewed by a panel of experts, as listed above, before publication. As humanitarian situations can change quickly, these estimates are subject to change.

The findings, interpretations and conclusions expressed in this note are those of the author and do not necessarily represent the views of ECW or the United Nations. The depiction and use of boundaries, geographic names and related data in this note are not warranted to be error-free, nor do they necessarily imply the expression of any opinion whatsoever on the part of ECW concerning the legal status of any country or territory of its authorities, or the delimitation of its frontiers or boundaries.

About Education Cannot Wait

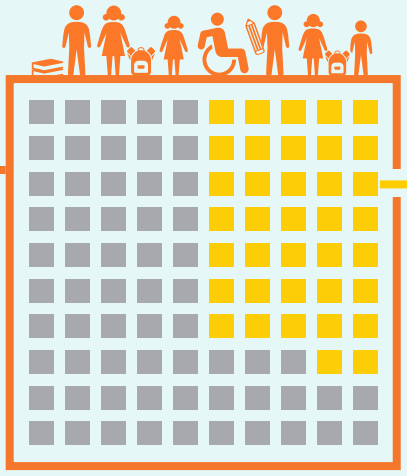
Education Cannot Wait (ECW) is the global fund for education in emergencies and protracted crises in the United Nations. We support quality education outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year joint programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public and private sector donors for expanded support to reach even more vulnerable children and adolescents.

Cover credit: © ECW/Tesfaye

Executive summary

This report provides an update on the educational outcomes of children affected by emergencies and protracted crises globally, further improving the methodology introduced in 2023 and drawing on an expanded dataset. Together with previous editions of this report published in 2022 and 2023, this new 2025 update provides an articulated analysis of trends of education outcomes in emergencies and protracted crises.

234 MILLION CHILDREN
IN CRISIS CONTEXTS WORLDWIDE REQUIRE SUPPORT TO ACCESS QUALITY EDUCATION



85 MILLION CHILDREN
AFFECTED BY CRISES ARE OUT OF SCHOOL

Key findings

Globally, an estimated 234 million school-aged[1] children and adolescents[2] across 60 countries are affected by crises[3] (50% girls) and need support to access quality education that helps them achieve holistic learning outcomes.

The number of school-aged children affected by crises has increased by at least 35 million over the past three years, based on the updated methodology underpinning this report.

Approximately 50% of crisis-affected children of school age worldwide live in Sub-Saharan Africa, the subregion facing the most complex challenges to guarantee the right to education of every child.

Out of the 234 million crisis-affected children and adolescents of school age worldwide, approximately 85 million – an alarming 37% – are out of school (52% girls). Almost 17% (15 million) have been forcibly displaced; the remaining 83% (70 million), while still living within their communities, are nonetheless unable to access education.

From an equity perspective, crisis-affected children with disabilities are among the most disadvantaged. Over 20% of out-of-school crisis-affected children – e.g. over 17 million out of the 85 million – are children with disabilities.[4] Around 75%, an estimated 12.5 million, are affected by high-intensity crises, defined by an INFORM Severity Index of 4 or higher.

Nearly a third of crisis-affected children of primary school age – approximately 29% – are out of school (52% girls). Access to secondary education is equally dire, with 36% of children of lower secondary school age out of school and 47% of those in the upper secondary school age group unable to access education.

Five protracted crises account for nearly half of the number of crisis-affected out-of-school children: Sudan, Afghanistan, Ethiopia, the Democratic Republic of the Congo and Pakistan.

Only 17% of crisis-affected primary school aged children attend school and achieve minimum reading proficiency by the end of primary school. Notably, girls consistently outperform their male peers in achieving such proficiency with girls making up 52% of this group.

1 That is, those aged one year before the legal age of entry in primary until the expected age of completion of secondary school.
2 For simplicity, the term "children" will henceforth be used to refer to both "children and adolescents," unless otherwise specified.
3 Figures in this Global Estimates study are not directly comparable to those in previous editions due to methodological improvements adopted in this update. See section 3.1 for details.
4 The "17 million" figure represents only children not forcibly displaced, as data limitations prevent estimating the number of forcibly displaced school-aged children with disabilities. It is fair to assume that the actual number of out-of-school, crisis-affected children with disabilities is likely much higher.

Table of Contents

1. Background

Crises are becoming increasingly intense, widespread and interconnected. Over the past five years, the number of global conflicts has doubled with 50 countries experiencing extreme, high or turbulent levels of conflict in 2024.[5] At the same time, climate change is amplifying the frequency and severity of extreme weather events. In 2024, heavy flooding devastated regions of the Sahel, East Africa and Central Asia, while severe droughts gripped Northwestern and Southern Africa, as well as parts of the Americas.[6] The compounded effects of these crises have exacerbated food insecurity and driven record levels of displacement globally.[7]

Exposure to such crises poses long-term threats to children's health, education and well-being. However, when provided with quality educational opportunities, children can demonstrate remarkable resilience, acquiring lifelong skills that support their ability to thrive and contribute to greater stability within their communities. Recognizing this, stakeholders working across the humanitarian-development-peace nexus are increasingly prioritizing continuous access to quality education for children in crisis settings.

The challenges to doing so are significant and far more complex than in stable settings. This complexity arises from a confluence of interrelated factors. These include heightened security risks, widespread displacement and mobility, the destruction of critical infrastructure, severe resource constraints, limited capacity within education systems, and the pervasive impacts of trauma on both children and educators. These factors often compound one another, further complicating the consistent delivery of effective education in crisis situations. The situation is even more severe for marginalized groups, such as girls and children with disabilities, who face additional barriers to education such as discrimination and inadequate facilities – further limiting their access to learning in crisis-affected contexts.

At the same time, education providers are grappling with a financial landscape that demands they do more with less. After several years of significant annual increases – from $469 million[8] in 2016 to $1.2 billion in 2022 – humanitarian funding for education plateaued in 2023, remaining at the same level as the previous year. This slowdown in humanitarian funding coincided with stricter boundary-setting processes that limited the scope of humanitarian appeals. As a result, the required funding for education appeals decreased from $3.7 billion in 2023 to $3.1 billion in 2024.[9] Unfortunately, development aid for education in these contexts has not been sufficient to bridge the gap. While aid to low-income countries increased throughout the 2010s, it fell by four percentage points between 2019 and 2022, primarily due to the impacts of the COVID-19 pandemic and the Ukraine war. Moreover, although the total volume of Official Development Assistance (ODA) to education has risen, its share of total ODA – which grew from 8.2% in 2013 to 9.3% in 2019 – has decreased in recent years, dropping to 7.6% in 2022.[10]

5 Armed Conflict Location & Event Data Project (ACLED). *Conflict Index: December 2024*. Accessed December 22, 2024. https://acleddata.com/conflict-index/index-december-2024/.
6 United Nations Office for the Coordination of Humanitarian Affairs (OCHA). *Global Humanitarian Overview 2025: Trends in Crises – A World on Fire*. Accessed December 22, 2024. https://humanitarianaction.info/document/global-humanitarian-overview-2025/article/trends-crises-world-fire#page-title.
7 Ibid.
8 Unless otherwise stated, all amounts shown are in US dollars.
9 OCHA Financial Tracking Service, downloaded on 23 December 2024. United Nations Office for the Coordination of Humanitarian Affairs (OCHA). Financial Tracking Service (FTS). Accessed December 22, 2024. https://fts.unocha.org/.
10 The World Bank and UNESCO (2024). Education Finance Watch 2024. Washington D.C., Paris: The World Bank and UNESCO.

© UNICEF/Elfatih

Given such complexities and amidst such constraints, education providers require comprehensive, nuanced and timely information on the educational needs and capabilities of crisis-affected children. A focused lens on who and where these populations are, and the degree of educational disruption is ever more critical to prioritizing response and crafting effective and targeted interventions. Against this backdrop, this study aims to:

- Estimate the number of crisis-affected children and adolescents globally
- Assess the specific educational needs of crisis-affected children, focusing on those out of school as well as those in school but not learning at the expected level
- Provide a suite of open-source resources – including an updated database on the education outcomes of crisis-affected children – to facilitate learning and action

BOX 1.

How do we define crisis-affected?

We employ the term "crisis-affected" to encompass children whose education is likely affected by armed conflict, forced displacement, climate-induced and geophysical hazards, epidemics, or socio-economic challenges. These children may or may not be forcibly displaced or in immediate need of humanitarian aid.[11] For instance, children in conflict zones like Syria or Yemen may remain in their communities yet struggle with unsafe schools and teacher shortages, while households in drought-hit regions like the Horn of Africa may deprioritize education due to economic hardship. Crucially, it is important to highlight that being crisis-affected does not mean being out of school. Many children, such as those in refugee-hosting areas like Jordan or Uganda, may attend school, but those schools are overcrowded and struggle to absorb the influx of refugee learners. Similarly, in protracted socio-economic crises, children may stay enrolled in school but experience poor learning outcomes due to underfunded education systems. Thus, the term "crisis-affected" reflects a broader educational vulnerability, capturing both disrupted access and diminished education quality in countries affected by crises.

Equally important is understanding what this research does not set out to do. Its focus remains on providing global figures – indicative, yet not always equally precise when broken down to the country level. The goal of this research is to provide an understanding of the issue at the global level and not to produce or supersede any official estimates at the country level. Therefore, country-level estimates contained in this study should be considered indicative and should not be used as a substitute for any official data or estimates produced by other governmental or UN bodies at the national level.

11 See the section on interpreting the findings for more details, including regarding the comparability between our estimates with the Education Cluster PiN figures.

2.
Methodology (3.0)

While introducing a more refined estimation procedure and leveraging additional data sources, our overarching approach remains consistent with the one used in previous editions of this Global Estimates study in 2022 and 2023.

OUR APPROACH FOLLOWS FOUR KEY STEPS:

1

Identification of crisis-affected countries. Establish criteria to identify what constitutes a crisis, including armed conflict, natural disasters, epidemics and socio-political disruptions.

2

Identification of crisis-affected children. Determine which children are directly impacted by these crises using geospatial data, humanitarian reports, information from the INFORM Severity Index (ISI) or ACLED data.

3

Estimation of out-of-school rates (OOSRs) for subgroups of crisis-affected children. Calculate OOSRs for all identified crisis-affected subgroups by integrating available datasets, imputing missing data when necessary and applying context-specific adjustments.

4

Assessing learning deprivation. Quantify learning deprivation among crisis-affected children.

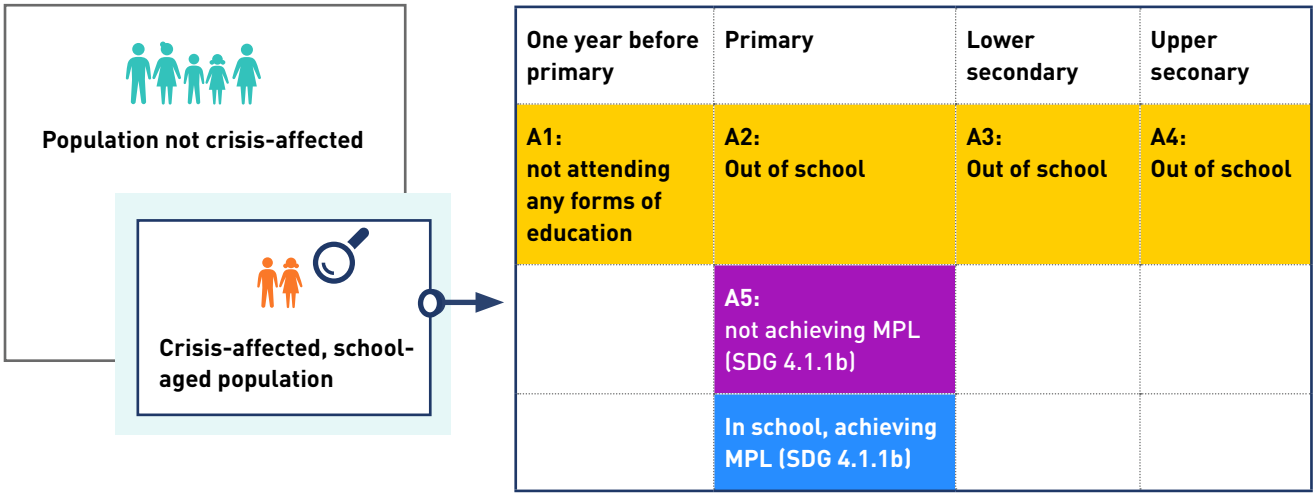
© Save the Children Bangladesh/Rubina Hoque Alee

2.1. The A5 Model

Our estimation procedure provides estimates for four dimensions of exclusion from education (A1 to A4, where the letter "A" stands for "Affected") and one additional A5 dimension capturing learning deprivation at the end of primary education. This differs slightly from the previous A+5 model, which included out-of-school children (OOSC) estimates for the age group of 3 until one year before primary education.

The infographic below summarizes this model. Children in primary school and achieving minimum proficiency level (MPL) are depicted in blue, while the out-of-school children in emergencies (OOSCiE) categories are presented in yellow and the learning deprivation category in purple.

FIGURE 1. Visualization of the updated model



The OOSCiE dimensions are disaggregated as follows, while dimension A5 is disaggregated by sex.

TABLE 1. OOSCiE dimensions' disaggregations

	Non-forcibly displaced, crisis-affected	Refugees	IDPs	Asylum seekers and others in need of international protection
Sex *male, female*	✓	✓	✓	✓
Education cycle *one year before primary, primary, lower secondary, upper secondary*	✓	✓	✓	✓
Children with / without difficulties	✓	✗	✗	✗

2.2. Data

The updated model leverages the granularity of the data underpinning the INFORM Severity Index (ISI) from ACAPS together with a selection of newly available datasets, as well as an expert-curated set of research findings. Additional novel datasets such as the Armed Conflict Location and Event (ACLED) database and the EM-DAT database on natural disasters have been embedded in the analysis for the first time to produce education in emergencies (EiE)-specific analyses.

A recap of the main data sources used for the 2025 estimates is offered below.

TABLE 2. Data sources

Data source	Contribution / role of dataset
UNESCO Institute of Statistics (https://data.uis.unesco.org/)	Population of children of school age in each country, by education cycle; Learning outcomes in reading and mathematics, data on Sustainable Development Goal (SDG) indicator 4.1.1.
INFORM Severity Index (ACAPS) (https://drmkc.jrc.ec.europa.eu/inform-index/INFORM-Severity)	Severity, duration and affected populations for each crisis.
UNICEF	OOSRs for children aged 3 to the legal age of start of primary education; OOSRs for children with disabilities; data on SDG indicator 4.2.1.
UIS-UNESCO GEM Report (https://education-estimates.org/)	Estimation of underlying curves for OOSC rates.
UNHCR	Estimates of school-aged refugee population by country and connected age splits; out-of-school (OOS) rates amongst refugee children.
IDMC (https://www.internal-displacement.org/)	Estimation of the number of internally displaced people.
UN/DESA (https://population.un.org/wpp/)	Countries' population estimates disaggregated by age.
OCHA (https://humanitarianaction.info/)	Interagency response plans' coverage.
EM-DAT (https://www.emdat.be/)	Estimation of the number of people affected by extreme weather events.
MSNAs (REACH) (https://www.impact-initiatives.org/)	OOS rates for specific subcategories of crisis-affected children, such as IDPs or refugees.
ACLED (https://acleddata.com/)	Estimation of the number of people affected by conflict and violence.
WORLD BANK	Estimation of the share of children considered in learning deprivation, from the 2024 learning poverty update.

2.3. Estimation procedure

OUR ESTIMATION PROCEDURE INTRODUCES SEVERAL NOTABLE ADVANCEMENTS, WHICH INCLUDE THE FOLLOWING:

1.
Refining the methodology to better identify who qualifies as "crisis-affected" from the perspective of the education in emergencies and protracted crises (EiEPC) subsector by combining the data from the following databases: INFORM Severity Index, ACLED on conflicts, EM-DAT on extreme weather events as well as IPC on food security.

2.
Updating the estimates for OOSCiE, spanning the ages one year before primary school age up until the theoretical completion of secondary education based on new estimates from the UNESCO Institute of Statistics (UIS) as well as a large new combined database stemming from Multi-Sectoral Needs Assessments (MSNAs) in 20 different crisis contexts, offering more granular data disaggregated by various population groups, including internally displaced persons (IDPs) and refugees;

3.
Providing new estimates for the number of school-aged children in crisis who, while attending school, fail to achieve minimum proficiency in reading at the end of the primary cycle.

THE DETAILED ESTIMATION PROCEDURE FOR THE FOUR KEY STEPS IS AS FOLLOWS:

1 Step 1: Identification of crisis-affected countries.

A country is considered "crisis-affected" if affected by a crisis whose severity, as measured by the ISI, has reached a value of at least 3 from October 2023 to October 2024. In addition, for crises with an ISI between 2 and 3 during the same period, we only consider the forcibly displaced population as affected. A list of 60 countries is formed accordingly. These methodological parameters result in a smaller number of countries being included compared to 2022 and 2023.

2 Step 2: Identification of crisis-affected children.

The protocol is articulated as follows:

If the ISI has been greater than 2 but less than 3 within the past 12 months:
We classify as crisis-affected only the following subgroups: refugees, IDPs, asylum seekers and individuals in need of international protection, provided their combined headcount exceeds 100,000. For high-income countries, this threshold increases to 200,000 refugees, reflecting their greater capacity to respond. Non-forcibly displaced populations, such as host communities, are not categorized as affected in these cases, as indicated by a relatively low-intensity crisis score on the ISI.

If the ISI has been larger than 3 in the past 12 months:

- When the ISI classifies an entire country as crisis-affected, we maintain this designation only if the ISI score exceeds 4. This results in the following list of "wholly affected countries": Afghanistan, Myanmar, State of Palestine , Sudan, Somalia, South Sudan, Syria and Yemen.[12]

- For conflict-affected countries, we rely on the ACLED Conflict Exposure Calculator to identify populations exposed to organized violence. Only events categorized as "organized violence" within a 5 km radius are included, while isolated riots and protests are excluded to prevent overestimating the affected populations due to minor or localized incidents. We consider only the period October 2023-October 2024.

- For extreme weather events or climate-induced hazards, we include the headcount of all individuals affected as identified through either ISI or the EM-DAT database, limited to events occurring between October 2023 and October 2024. In case of inconsistencies between EM-DAT and the ISI databases, we adopted a case-by-case approach, carefully evaluating the data from both sources and reconciling the differences to the extent possible.

- Double-counting risks are addressed on a case-by-case basis in crises with overlapping drivers – such as conflicts compounded by natural disasters – where some degree of double-counting risk remains unavoidable. The ACLED data helps significantly in this regard, as it relies on satellite-derived estimates of locally-affected populations, ensuring that forcibly displaced populations are not inadvertently double-counted. That said, any such overlap is carefully monitored and is unlikely to result in significant inflation of the figures.

- For crises with multiple drivers, such as droughts and floods, we classify all households in affected areas as "stressed" (IPC levels 2+), excluding those already identified as conflict-affected or forcibly displaced to avoid double counting. Affected geographies are identified using ISI or EM-DAT data. Food insecurity is a significant barrier to children's participation in education, as children from food-insecure households face increased risks of dropping out, delayed enrollment and poorer educational outcomes.

- To assess these effects, we utilize data from the Integrated Food Security Phase Classification (IPC) and the Cadre Harmonisé (CH) to estimate the proportion of children at risk of educational exclusion – those living in protracted crises and vulnerable to disruptions in education. Both IPC and CH employ similar rigorous and consensus-based analytical methodologies to provide transparent assessments of acute food insecurity, both current and projected.

- Households classified as IPC level 2 have minimally adequate food consumption but are unable to afford essential non-food expenditures without resorting to stress-coping strategies. We use this classification as a proxy to identify children at risk of losing access to education services due to crises. The rationale for this approach is that households struggling to secure food are likely to experience similar challenges with education-related expenses. This financial strain increases the likelihood of adopting coping strategies that can disrupt school attendance and hinder children's long-term educational opportunities.

- In certain severe, protracted crises labeled as "socio-political" by the ISI, we classify the entire population in IPC level 2 and above as crisis-affected. The rationale is that the crisis undermines households' ability to cover all costs connected to education and diminishes incentives for teachers to attend work, highlighting systemic fragility in the education sector. This classification is applied exclusively to the Democratic Republic of the Congo and Zimbabwe, the only two crises with an ISI score above 4 and a "socio-political" designation in their crisis drivers.

12 As an exception for the DPRK (ISI = 3.8), we maintain the ISI estimate of the whole population as crisis-affected due to the lack of alternative data sources, acknowledging this as a pragmatic choice.

- When no reliable data is available from the ISI, a lower bound for a headcount of education-specific crisis-affected is set using the intersectoral People in Need (PiN) figure from the latest Humanitarian Response Plan (HRP). This approach serves as a last resort, recognizing that HRP PiN figures represent "in need" populations rather than fully "affected" populations, and are thus underestimating the headcount of crisis-affected children by design.

- Crises that are classified by the ISI as chronic food security crises (e.g., in Bangladesh) are excluded, since these crises fall outside the mandate of education clusters and the typical scope of EiEPC programming.

3 Step 3: Estimation of out-of-school rates (OOSRs) for subgroups of crisis-affected populations.

The methodology identifies crisis-affected populations disaggregated by sex, disabilities, education cycle and forced displacement status, resulting in 50 distinct subgroups of crisis-affected children. For each subgroup, OOSRs are estimated using the most recent data and research across 60 countries. This process produces a 50-by-60 matrix of OOSRs (60 countries, 50 subgroups of crisis-affected children), offering granular insights into country- and subgroup-specific gaps in education access.[13]

The default approach uses the modeled rates provided by the UIS-GEM Report as the baseline for our estimates. A new feature of this update is the use of Multi-Sectoral Needs Assessments (MSNAs).

Crucially for our analysis, MSNAs provide disaggregated information on crisis-affected households by displacement status, providing representative estimates of educational participation among IDPs (noting that displacement definitions and levels of representativeness can vary across crises). The availability of multiple MSNAs with IDP-specific data allowed us to calculate an evidence-based premium for the OOSR among IDPs. This marks a significant improvement over the 2023 approach, where we simply relied on an assumption that IDP OOS rates were the midpoint between those of refugees and the baseline OOS rate of the affected country. Concretely, if the MSNA includes a specific stratum for IDPs, the OOS rate derived from the MSNA is incorporated directly into our matrix of OOSRs.

BOX 2.
Multi-Sectoral Needs Assessments (MSNAs) facilitated by REACH are coordinated needs assessments designed to capture the magnitude and severity of the needs for all assessed population groups in humanitarian crises. MSNAs generally aim to identify who and where are the people most in need, and the main drivers of those needs. MSNAs capture insights across sectors like education, health, food security and shelter through repeated, context-specific surveys. Unlike traditional household surveys such as Multiple Indicator Cluster Surveys (MICS) or Demographic and Health Surveys (DHS), MSNAs focus on crisis-affected groups displaced households, host communities, returnees, refugees and IDPs. MSNAs provide information for annual humanitarian planning and prioritization decisions in-country and at the global level.

13 The full matrix is available online [at https://www.educationcannotwait.org/global-estimates-2025-update], providing an open resource for further research.

In cases where no MSNA data is available, we apply a fixed regional premium to the baseline OOS rate across all education levels. This regional premium is calculated by taking the average difference between the OOS rate of IDPs and that of non-displaced crisis-affected children, weighted by the affected school-age population within each region. Based on this approach, the following regional premia are applied to countries with IDPs but whose MSNAs do not feature a stratum for IDPs:

- Sub-Saharan Africa: add 10% to the OOS rate of the general population
- Middle East and North Africa: add 8% to the OOS rate of the general population
- All other regions: add 5% to the OOS rate of the general population

These adjustments ensure that the matrix of OOS rates remains regionally sensitive while accounting for the lack of direct data in certain contexts.

When a MSNA covers more than 80% of the crisis-affected population, and its data are fresher and more fit for purpose, we prioritize using the OOSR from the MSNA over the UIS-UNESCO GEM Report modeled rates. The protocol follows these steps:

1. Determine if a MSNA covers at least 80% of the population and includes a question on school enrollment or attendance.
2. If the MSNA provides an OOSR, use that rate for the crisis-affected subgroup in our matrix for as many subgroups as possible.
3. For refugees, we rely on OOSRs provided by UNHCR. When these are not available for certain countries, we use OOSRs for IDPs to proxy for them.
4. If no MSNA-based OOSR is available for any of the subgroups, we explore the grey literature, such as reports from UN agencies or international NGOs like Save the Children.

Instead of adopting a one-size-fits-all solution, we examined the specifics of several major crises with low-reliability estimates, guided by an adaptive protocol. This approach resulted in a series of ad hoc adjustments, as illustrated in the textbox below on Sudan.

This adaptive protocol ensures more accurate and context-specific OOSR estimations for each crisis-affected subgroup. A unique feature of these estimates is their emphasis on providing as close to real-time data as possible. We conducted an extensive scan of all available datasets from 2024, integrating the most up-to-date information to enhance accuracy and relevance. This approach adds significant value by offering a more current snapshot of OOSRs, ensuring that our estimates reflect the latest developments in crisis-affected contexts.[14]

Examples of ad-hoc adjustments to OOSRs include several specific cases:

- **Central African Republic (CAR):** We relied on data from the MSNA instead of the UIS-UNESCO GEM Report's modeled rates.
- **Syria:** We based our estimates on the latest humanitarian updates to capture the most recent trends.
- **Gaza:** We classified all children as out-of-school due to the extreme crisis conditions.
- **Afghanistan:** Following the ban on secondary education for girls, we imputed an OOSR of 100% for all girls of secondary school age.
- **Sudan** (see TEXTBOX 3)

14 We removed the crisis-specific premia used in previous editions of the Global Estimates study to estimate OOSRs for crisis-affected children, as they were considered rather arbitrary. We have also discontinued the estimation of the COVID-19 premium not to signal that the effects of the pandemic did not occur, but because the induced school closures happened over three years ago, and in many of the analyzed countries, the multitude of overlapping crises makes isolating a COVID-specific premium practically impossible. This decision reflects the complexity of attributing educational disruptions to a single cause amidst multiple and overlapping crisis drivers.

BOX 3.

Estimating out-of-school rates in Sudan

© UNICEF/Elfatih

In 2024, Sudan experienced Africa's most severe education crisis. According to ACLED data, armed conflict affected most of the country, with North Darfur, Sennar, Aj Jazirah and Khartoum suffering the greatest impact. While some schools in parts of Darfur reopened in January, other provinces were subsequently engulfed in armed conflict, worsening the education crisis. Only six of Sudan's 18 states Northern, River Nile, Red Sea, Kassala, Gedaref and Blue Nile have seen most schools reopen, according to UNICEF. Despite at least two million children remaining enrolled in formal education with UNICEF's support, the organization also reports that 90% of schools nationwide are closed. The crisis is further compounded by over 50% of teachers having gone unpaid for at least a year, and 40% of schools lacking essential materials for basic operations.

To estimate OOSRs, we cannot rely on UIS-GEM Report estimates as they would not reflect the effects of the conflict. Instead, we rely on ACLED data and the pre-conflict 2022 Multi-Sector Needs Assessment (MSNA) as foundational sources. The ACLED Conflict Exposure Calculator, a key tool in this process, uses geospatial data to assess how populations are affected by conflict. By estimating the number of people living within specified distances (in our case, 5 km) of conflict events, such as battles or violence against civilians, it provides valuable insights into the geographic extent and intensity of conflict exposure.

Combining ACLED data with evidence from the pre-conflict MSNA of 2022, we applied the following state-level assumptions:

- **South Darfur, West Darfur, East Darfur, Central Darfur, South Kordofan, West Kordofan, White Nile, North Kordofan:** Assumed that all children who were out of school in 2022 remain out of school, and that all children who were in school in 2022 but living within 5 km of conflict zones since hostilities escalated in April 2023 are also out of school.

- **Blue Nile, Kassala, Gedaref, Red Sea, River Nile, Northern State:** Used pre-conflict OOSRs from the 2022 MSNA, as most schools have reopened. However, these rates likely underestimate the current OOSR due to ongoing challenges, including diminished education funding, teacher shortages and reduced livelihoods.

- **Sennar, Aj Jazirah, Khartoum, North Darfur:** Assumed 90% of schools are closed, based on UNICEF's claims, reflecting the significant conflict-related disruptions reflected in the ACLED dataset.

This approach provides context-sensitive and dynamic estimates that reflect the complex and evolving impacts of the crisis across Sudan. We obtain the following table:

TABLE 3: Estimates for state-level OOSR, Sudan, 2024/25 school year

	Female	Male	Female	Male
State	**Age 6-12**		**Age 13-17**	
Khartoum	90%	90%	90%	90%
North Darfur	90%	90%	90%	90%
South Darfur	66%	84%	86%	81%
West Darfur	57%	74%	69%	70%
East Darfur	68%	77%	76%	75%
Central Darfur	69%	83%	82%	81%
South Kordofan	43%	71%	71%	72%
Blue Nile	41%	42%	40%	48%
Kassala	59%	47%	67%	62%
Gedaref	39%	37%	36%	44%
West Kordofan	53%	73%	78%	74%
White Nile	39%	63%	66%	67%
Red Sea	9%	12%	10%	16%
North Kordofan	29%	61%	64%	67%
Sennar	90%	90%	90%	90%
Aj Jazirah	90%	90%	90%	90%
River Nile	7%	7%	8%	14%
Northern	11%	14%	12%	26%

When consolidating at national level, weighing by school-aged population in each state, we obtain OOSR at federal level for the non-forcibly displaced population as follows.

TABLE 4: Estimates for federal level OOSR (non-forcibly displaced population only), Sudan, 2024/25 school year

	Male		Female	
Sudan, federal level	**Primary**	**Secondary**	**Primary**	**Secondary**
	63%	72%	71%	73%

We then apply the regional premium for internally displaced populations. Altogether, this approach yields a conservative estimate of about 12 million out-of-school children. The calculated OOSRs likely underestimate the number of out-of-school children due to persistent challenges, including reduced education funding at both federal and state levels, teacher shortages and the severe impact of the ongoing conflict on livelihoods. However, the estimates align with both the UNPD's projections of the school-aged population in 2024 and with UNICEF's report that at least two million children remain in school through their support.

Step 4: Estimation of learning deprivation risk.

Dimension A5 measures the number of children of primary school age at risk of not achieving the minimum proficiency level (MPL) in reading by the end of primary education.[15] The calculation applies the share of children below the MPL in reading at the end of primary education to the total number of crisis-affected children attending primary education. We refer to the next section on how to interpret the findings.

We benefited from the most extensive dataset in terms of country coverage to date regarding SDG indicator 4.1.1(b)(ii), measuring the share of children achieving at least the MPL in reading at the end of primary education. However, since data coverage is not universal, for crisis-affected countries lacking data on SDG 4.1.1(b), we employ the following imputation routine:

© UNICEF/Bashir

1. **Most recent UIS Data.** We use the latest available SDG 4.1.1(b) data from 2019 onwards, discarding outdated information that does not align with the needs of the education in emergencies and protracted crises (EiEPC) subsector.

2. **World Bank learning poverty data.** If UIS data is unavailable, we incorporate the most recent data from the World Bank's learning poverty updates, again referring to data from 2019 onwards to avoid using outdated information.

3. **MICS6.** If both UIS and World Bank data are missing, we use learning trajectories from the foundational skills module of UNICEF's MICS6 for children at age 11. While UIS has deemed these foundational skills below the minimum proficiency level defined by SDG 4.1.1, we assessed that these figures provide a reasonable "third best" proxy by assessing whether children can read a simple 70-word story and answer five basic comprehension questions at the end of primary school.

4. **Regional averages.** As a last resort, we apply weighted regional averages for SDG indicator 4.1.1(b), weighted by the crisis-affected, school-aged population in countries in the same region. This ensures estimates remain grounded in relevant demographic contexts.

15 Note that in this report, we focus only on reading, rather than reading and mathematics, which was used in our previous editions of the Global Estimates study. We also discontinued providing estimates for dimension A6, that is, crisis-affected children and adolescents in secondary education who fail to attain the MPL in reading and/or mathematics.

2.4. Guidance on interpreting the findings

The figures presented in the following section are best interpreted as "educated guesses", derived from the most reliable evidence available. Although grounded in the latest humanitarian updates, peer-reviewed research, MSNAs, the INFORM Severity Index and various UN data sources, they rely, in some cases, on imputation to address evidence gaps inherent to crisis contexts. As such, they do not claim to represent exact numbers, highlighting the pressing need to enhance the collection of high-quality, sex-and age- disaggregated data for the world's most vulnerable learners.

©UNICEF/Varojan

IN ADDITION TO THIS GENERAL GUIDANCE, WE NOTE FIVE SPECIFIC CONCEPTUAL AND/OR METHODOLOGICAL ISSUES THAT INFLUENCE HOW THE FINDINGS SHOULD BE INTERPRETED:

1. **Defining conflict-exposed vs. conflict-affected.** The concept of "conflict exposure," as defined by ACLED, does not always equate to being "conflict-affected" in practical terms. While exposure identifies populations within a 5 km radius of organized violence, it does not necessarily mean that the entirety of those populations experienced dramatic consequences such as displacement, school closures or loss of livelihoods. When used as a proxy for "conflict-affected," this measure may overestimate the number of crisis-affected children. This conceptual difference highlights the need for caution when interpreting conflict exposure data and underscores the importance of contextual assessments to determine impacts on affected populations.

2. **Defining crisis-affected vs. in need.** In this report, we provide estimates on the state of education for crisis-affected children globally. Specifically, we apply a standardized methodological approach to estimate the number of school-aged children impacted by crises, as well as whether they are in or out of school. For those enrolled in primary school, we also estimate their likelihood of achieving minimum reading proficiency. These estimates can guide aid investment decisions, such as prioritizing investments in countries with the most severe crises as measured by the ISI (see TABLE 5); with the highest number of crisis-affected children (see TABLE 6) or the largest number of out-of-school children affected by crises (see TABLE 7), or a combination of those criteria.

   However, beyond this, we do not categorize crisis-affected children into those who need support and those who do not. This distinction would overlap with other global initiatives, such as the PiN methodology used by the Global Education Cluster to estimate those in need of humanitarian assistance. BOX 4 explains the complementarity and comparability between PiN figures and our estimates, emphasizing the alignment between the two.

BOX 4.

Comparability with the Global Education Cluster PiN estimates: why two figures?

In the complex landscape of data and humanitarian response, the Global Education Cluster's People in Need (PiN) figures serve as a cornerstone, directing aid to those most acutely affected by crises. While indispensable for guiding humanitarian assistance, PiN figures are not without limitations . First, PiN figures are calculated only for crises formally recognized by the international community through Humanitarian Response Plans (HRPs) or Flash Appeals. This approach excludes certain crises like Eritrea, where high-severity, protracted crises persist without the formal recognition required to generate PiN figures. Similarly, localized conflicts, such as those in Kashmir, may significantly disrupt education but remain outside the scope of HRPs, leaving affected populations unaccounted for in humanitarian mapping and response efforts. Finally, the focus of the Joint and Intersectoral Analysis Framework (JIAF), OCHA and the other Clusters in response plans is on the most urgent and life-saving needs. To achieve interoperability in the JIAF and with other sectors, the Education Cluster's PiN figures thus focus on access, learning conditions and protection concerning education.

Our estimates and the PiN figures play a complementary role. PiN figures ensure that the most critical needs are addressed first, while the ECW figures attempt to depict education outcomes of crisis-affected children covering not just access but also learning outcomes. In turn, this allows the design of systemic interventions at the humanitarian, development and peace nexus interventions that not only restore educational provision but also improve the quality of education and holistically support the well-being and potential of children.

Both sets of figures are useful for understanding how crises affect education systems. This comprehensive approach is essential for crafting inclusive, nuanced and effective educational responses to crises, ensuring both immediate needs and long-term resilience are systematically addressed.

3. **Measuring educational disruptions:** This study uses headcounts to estimate the number of crisis-affected children and, among them, the number of out-of-school children. While this provides a valuable snapshot of the scale of educational disruptions in crisis-affected contexts, it does not capture the depth and complexity of how crises disrupt children's educational opportunities and outcomes in two important ways:

   a. A headcount identifies each child affected by crises **at least once**. However, many children – and particularly in protracted crisis settings – experience overlapping crises, such as conflict, climate-induced hazards or extreme weather events. Such overlapping crises can amplify the severity and frequency of educational disruptions, which are not reflected in simple headcounts.

   b. The assessment of out-of-school children identifies children who have been out of school at any point in the past year. However, this approach does not account for children who are technically enrolled but attend irregularly or not at all. Such inconsistent attendance can disrupt learning opportunities as significantly as being fully out of school, limiting educational progress and outcomes.

   Understanding these dynamics underscores the urgency of designing interventions that account for the cumulative impact of multiple and varied disruptions, not just the scale of affected populations.

4. **Learning deprivation risk:** Our estimates should be considered as proxies for the quality of education in primary schools and interpreted with two important caveats. First, we apply the share of children who do not meet the minimum proficiency level (MPL) in reading by the end of primary education to the entire crisis-affected primary school-aged population. This results in our A5 estimate for the number of crisis-affected children attending primary school who are either at risk of learning deprivation in reading (if they are in the early grades) or already learning deprived in reading (if they have reached the end of primary education). The limited availability of data on indicator 4.1.1(a) – the share of children in grades 2/3 not meeting the MPL – prevents us from calculating actual learning deprivation among younger primary school children.

   Second, because we lack specific data on learning outcomes for crisis-affected populations, we apply country-level estimates to this group. Since learning outcomes for crisis-affected children are likely worse than for the average children in those countries, our estimates should be considered conservative. The actual risk of learning deprivation for crisis-affected children is likely higher.

5. **A word on causality:** Our analysis provides estimates on education participation and learning outcomes for children affected by crises. While crises often exacerbate educational challenges, this study does not assess to what extent there is a direct causal relationship between the crisis and the education outcomes of affected children. Regardless of the extent to which a crisis has directly impacted a child's educational situation, being out of school or failing to achieve minimum reading proficiency in a crisis context requires urgent attention from both government stakeholders and the international aid community. This calls for increased investment and tailored programming that involves humanitarian, development, and peace actors.

6. **Comparing current and prior estimates:** This third iteration of the Global Estimates study on education outcomes for crisis-affected children includes significant changes to our methodological approach (see BOX 5 explaining the rationale for these changes). We thus advise caution when comparing this year's estimates to previous figures, as the methodological changes involve a reconceptualization of how crisis-affected populations, and their education outcomes, are defined and measured. We provide additional guidance on how comparisons can be made to establish trends in the findings section.

BOX 5.

Why do we refine our methodology each year?

We refine our methodology each year for two key reasons. The first is that we feel compelled to incorporate feedback from experts and institutions, ensuring that our approach reflects the latest advancements and insights in the field. The second is operational: our estimates rely on multiple "foundational" databases, such as the UIS database on SDG 4 and ACAPS INFORM Severity Index, which serve as "building blocks". When significant methodological updates occur within these databases, our estimates must evolve to honor and integrate these changes, maintaining alignment with the most current and reliable data available. Examples of shifts include the UIS methodological changes in measuring SDG indicator 4.1.1. in 2023, or the methodological changes implemented by ACAPS in operationalizing the definition of "crisis-affected" since 2022.

3.
Findings

TABLE 5 presents the 15 most severe crisis contexts and their crisis drivers, as measured by the ISI from October 2024.[16] Since ISI scores are provided monthly by ACAPS, we also included the minimum ISI scores for the 12-month period preceding October 2024 to show whether crisis severity fluctuated in each context. As of October 2024, the ten countries with the most severe crises are: Sudan, Somalia, Yemen, Myanmar, Syria, Ukraine, Afghanistan, the Democratic Republic of the Congo, South Sudan and the State of Palestine. Most of these crises exhibited a consistent level of severity over the past 12 months, except for the State of Palestine, where the ISI score was lower in October 2023 before the situation escalated. While some crises were driven by multiple factors, all 15 of the most severe crises had conflict as a primary driver. In addition to conflict, climate-induced hazards contributed as additional drivers in contexts such as Somalia, Sudan, Afghanistan, South Sudan, Ethiopia and Colombia (ranked by crisis severity).

© UNICEF Ukraine

16 See Annex 1 for the full list of countries with ISI scores and crisis drivers.

TABLE 5. 15 countries with highest Inform Severity Index (ISI) and crisis drivers

Country	Subregion	September 2024 ISI	Minimum last year ISI	Conflict	Violence	Displacement	Food insecurity	Socio-political	Technological disaster	Cyclone	Drought	Floods	Other seasonal event	Earthquake
Sudan	Northern Africa	4.9	4.8	●	●	●						●		
Somalia	Sub-Saharan Africa	4.7	4.6	●		●					●	●		
Yemen	Western Asia	4.7	4.6	●										
Myanmar	South-eastern Asia	4.6	4.6	●	●			●						
Syria	Western Asia	4.6	4.5	●	●	●								
Ukraine	Eastern Europe	4.5	4.3	●		●								
Afghanistan	Southern Asia	4.4	4.4	●	●	●		●			●			●
Democratic Republic of the Congo	Sub-Saharan Africa	4.4	4.3	●		●		●						
South Sudan	Sub-Saharan Africa	4.4	4.1	●		●						●		
State of Palestine	Western Asia	4.4	3.7	●	●			●						
Ethiopia	Sub-Saharan Africa	4.3	4.0	●		●						●		
Mali	Sub-Saharan Africa	4.3	4.3	●										
Burkina Faso	Sub-Saharan Africa	4.2	4.0	●	●	●								
Central African Republic	Sub-Saharan Africa	4.1	4.1	●		●								
Colombia	Latin America and the Caribbean	4.1	3.8	●	●	●		●				●		

3.1. Crisis-affected children of school age

We identify 234 million school-aged children and adolescents across 60 countries affected by crises. This figure defines school aged as one year before the legal age of entry in primary until the expected age of completion of secondary school. Widening the focus to children aged 3 years until the legal age of secondary school completion, the figure stands at 277 million[17].

TABLE 6 shows the top 15 countries with the highest numbers of crisis-affected school-aged children, including ISI scores as well as the share of crisis-affected children among the total school-aged population for each country.[18] The ten countries with the largest number of crisis-affected children are: the Democratic Republic of the Congo, Ethiopia, Nigeria, Afghanistan, Pakistan, Sudan, Myanmar, Yemen, Mozambique and Bangladesh. These generally correspond to the countries with the largest crisis-affected populations overall, with some variation based on the proportion of the population that is school-aged. Together, these ten contexts account for over 60% of all school-aged crisis-affected children. The region with the largest number of crisis-affected children is Sub-Saharan Africa, accounting for 50% of school-aged crisis-impacted children – followed by Southern Asia (16%) and Western Asia (12%).

BOX 5.

Insights on the evolution of the number of crisis-affected children

As detailed in the section above, the methodology of this Global Estimates study has evolved from year to year, which means that direct year-to-year comparisons do not reflect accurate trends. Nonetheless, we can still offer some insight into the evolution of the headcount of crisis-affected children from the first edition of the Global Estimates report in 2022:

- In the 2022 report, we estimated that there were 222 million children affected by crises globally.
- In the 2023 edition, this estimate was updated to 224 million. This new figure was based on a refined methodology leveraging a more comprehensive dataset which, when applied retrospectively, implied a yearly increase of approximately 25 million children from 2022 to 2023 (see Section 3.5 of the 2023 report).
- For 2024, the estimate stands at about 234 million, yet this reflects a more conservative interpretation of what is counted as a "crisis-affected" child compared to 2022 and 2023. As described above, this adjustment stems from two methodological refinements: first, for countries with an ISI between 2 and 3, only forcibly displaced individuals are classified as "crisis-affected". Second, the original ISI estimates of the "affected" headcount were more decisively adjusted downward in the 2024 update, following the protocol outlined in Section 2. This adjustment aimed to produce more rigorous and sector-specific estimates, better aligned with EiE approaches. As a result, the original ISI headcount of the "affected" was more severely corrected downward in 2024 compared to what was done in 2023 when only minor corrections were made to preserve cross-country comparability.

We therefore estimate that the headcount of crisis-affected school-age children has risen by at least 35 million over the past three years. This increase includes approximately 25 million between 2022 and 2023, with at least an additional 10 million (from 224 million in 2023 to 234 million in 2024) contributing to the updated total where the additional 10 million should be considered as a lower-bound estimate.

Future rounds of estimations should yield more comparable estimates as the methodology stabilizes, enabling us to provide estimates with a higher degree of inter-temporal consistency and reliability.

17 While this report does not focus on early childhood education, this group of children is included in the dataset in the annexes, to align to ECW's Strategic Plan and mandate that encompasses crisis-affected girls and boys between the ages of 3 and 18 in all their diversity.

18 See Annex 2 for the full list of countries with at least one million crisis-affected children.

TABLE 6. Number and percentage of crisis-affected children: Top 15 contexts

		Inform Severity Index		Age 3 to end of secondary		1 year before primary to end of secondary		Primary to end of secondary		Population
Country	**Subregion**	**September 2024**	**Minimum last year**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**% Crisis-affected**
Democratic Republic of the Congo	Sub-Saharan Africa	4.4	4.3	45,330,841	32,456,759	37,480,268	26,835,770	33,912,583	24,281,317	71.6%
Ethiopia	Sub-Saharan Africa	4.3	4	51,199,644	29,378,551	39,974,095	22,937,288	36,566,013	20,981,718	57.4%
Nigeria	Sub-Saharan Africa	4.1	3.9	89,361,653	20,891,756	76,015,239	17,771,513	69,281,876	16,197,328	23.4%
Afghanistan	Southern Asia	4.4	4.4	19,036,083	19,036,083	14,935,380	14,935,380	13,621,408	13,621,408	100.0%
Pakistan	Southern Asia	3.8	3.8	78,375,901	16,113,590	72,183,047	14,840,378	66,392,895	13,649,960	20.6%
Sudan	Northern Africa	4.9	4.8	17,695,113	17,695,113	14,791,214	14,791,214	13,456,341	13,456,341	100.0%
Myanmar	South-eastern Asia	4.6	4.6	11,951,366	11,951,366	11,031,469	11,031,469	10,106,071	10,106,071	100.0%
Yemen	Western Asia	4.7	4.6	11,656,383	11,656,383	9,546,560	9,546,560	8,742,902	8,742,902	100.0%
Mozambique	Sub-Saharan Africa	3.9	3.5	13,986,166	9,263,581	11,733,212	7,771,362	10,690,932	7,081,020	66.2%
Bangladesh	Southern Asia	4	3.4	45,605,565	8,982,348	39,204,652	7,721,642	36,333,213	7,156,091	19.7%
Syria	Western Asia	4.6	4.5	7,389,625	7,389,625	6,559,127	6,559,127	6,196,428	6,196,428	100.0%
Somalia	Sub-Saharan Africa	4.7	4.6	7,737,935	7,737,935	6,419,954	6,419,954	5,814,401	5,814,401	100.0%
Iraq	Western Asia	3	3	16,313,390	6,360,643	14,099,101	5,497,284	12,975,003	5,058,995	39.0%
Colombia	Latin America and the Caribbean	4.1	3.8	10,439,487	5,545,793	9,004,241	4,783,344	8,262,940	4,389,541	53.1%
Venezuela	Latin America and the Caribbean	4	4	7,619,633	5,257,753	6,728,174	4,642,622	6,206,461	4,282,626	69.0%
(...)				(...)	(...)	(...)	(...)	(...)	(...)	(...)
Total of all 60 countries from the full database				**904,391,849**	**277,445,053**	**770,352,181**	**233,470,714**	**706,833,528**	**213,750,630**	**30.3%**

3.2. Out-of-school children in emergencies (OOSCiE)

Out of the 234 million crisis-affected children and adolescents of school-age worldwide, approximately 85 million – 37% – are out of school. Among crisis-affected children of primary and secondary school age (i.e., not including one year before primary), the total OOSC is 74 million, or 34% of primary and secondary school-aged children.

TABLE 7 shows the top 15 countries in terms of OOSCiE numbers.[19] About half of all crisis-affected children who are out-of-school – corresponding to about 42 million – are concentrated in just five protracted crises: Sudan, Afghanistan, Ethiopia, the Democratic Republic of the Congo and Pakistan. As above, the region with the largest number of out-of-school children is Sub-Saharan Africa – accounting for 50% of all out of school children – followed by Southern Asia (21%) and Western Asia (11%).

TABLE 7. Number and percentage of out-of-school children in emergencies: Top 15 contexts

		1 year before primary to end of secondary			Primary to end of secondary		
		Out-of-school children		Crisis-affected children	Out-of-school children		Crisis-affected children
Country	**Subregion**	**Total**	**% girls**	**% OOS**	**Total**	**% girls**	**% OOS**
Sudan	Northern Africa	11,020,088	51.5%	74.5%	9,691,757	51.7%	72.0%
Afghanistan	Southern Asia	9,721,904	57.8%	65.1%	9,340,508	58.3%	68.6%
Ethiopia	Sub-Saharan Africa	8,020,172	54.0%	35.0%	7,269,076	54.3%	34.6%
Democratic Republic of the Congo	Sub-Saharan Africa	6,748,399	50.1%	25.1%	5,256,858	50.1%	21.6%
Pakistan	Southern Asia	6,659,682	50.6%	44.9%	5,601,609	50.9%	41.0%
Nigeria	Sub-Saharan Africa	5,867,679	49.8%	33.0%	5,274,871	49.9%	32.6%
Myanmar	South-eastern Asia	3,858,117	50.0%	35.0%	3,601,906	50.0%	35.6%
Somalia	Sub-Saharan Africa	3,855,368	50.1%	60.1%	3,376,629	50.0%	58.1%
Yemen	Western Asia	3,100,812	55.6%	32.5%	2,323,841	57.5%	26.6%
Syria	Western Asia	3,081,368	50.0%	47.0%	2,879,676	50.0%	46.5%
South Sudan	Sub-Saharan Africa	2,756,308	53.3%	61.0%	2,481,594	53.6%	59.3%
Mozambique	Sub-Saharan Africa	1,683,587	52.6%	21.7%	1,281,073	54.0%	18.1%
Chad	Sub-Saharan Africa	1,487,675	53.3%	54.3%	1,292,303	53.8%	51.7%
Bangladesh	Southern Asia	1,400,251	46.1%	18.1%	935,645	44.4%	13.1%
Iraq	Western Asia	1,221,603	52.6%	22.2%	854,302	53.6%	16.9%
...	...	...	...	...	...	...	...
Total of all 60 countries from the full database		**85,482,510**	**51.9%**	**36.6%**	**74,557,322**	**52.2%**	**34.9%**

19 See Annex 3 for the full list of countries and their OOSCiE numbers.

TABLE 8 shows the OOSCiE for different education dimensions and groups of children. By dimension, over half of crisis-affected children of pre-primary age are not in school (50% girls). Nearly a third of crisis-affected children of primary school age – 29% – are out of school (52% girls). At the secondary level, 41% of children of secondary school age (53% girls) are unable to access education (36% of children of lower secondary school age; 47% of those in the upper secondary school age group). These findings highlight a concerning trend of girls being more likely than boys to drop out as they progress through the education system. This reflects the compounded challenges girls face at higher education levels, including heightened economic pressures, safety concerns and socio-cultural barriers.

© UNICEF CAR/Christian Nzengue

Almost 17% (14.5 million) have been forcibly displaced; the remaining 83% (70.7 million), while still living within their communities, are nonetheless unable to access education. Among the out-of-school children who remain in their communities, nearly a quarter (16.8 million) have disabilities. These children are disproportionately living in high-intensity crises: 75% of out-of-school children with disabilities – an estimated 12.5 million – live in contexts with an INFORM Severity Index of 4 or higher.

TABLE 8. Out-of-school children in emergencies, by education dimension and population type

Dimension	Non-forcibly displaced			Forcibly Displaced				Crisis-affected
	Without disabilities	With disabilities	Total OOSCiE	Refugees	Internally displaced	Asylum seekers	Total OOSCiE	Total OOSCiE
Pre-Primary	8,579,296 (50% girls)	666,678 (49% girls)	9,245,974 (50% girls)	445,712 (50% girls)	1,223,323 (50% girls)	10,180 (48% girls)	1,679,215 (50% girls)	10,925,189 (50% girls)
Primary	18,036,145 (53% girls)	7,070,176 (50% girls)	25,106,321 (52% girls)	1,428,315 (51% girls)	4,371,542 (52% girls)	56,740 (51% girls)	5,856,597 (52% girls)	30,962,918 (52% girls)
Lower Secondary	12,084,685 (53% girls)	4,341,594 (52% girls)	16,426,279 (53% girls)	900,191 (51% girls)	2,680,833 (52% girls)	44,341 (49% girls)	3,625,365 (52% girls)	20,051,644 (53% girls)
Upper Secondary	15,085,951 (52% girls)	4,769,134 (51% girls)	19,855,084 (52% girls)	895,445 (49% girls)	2,745,330 (52% girls)	46,900 (50% girls)	3,687,675 (51% girls)	23,542,759 (52% girls)
Total	53,786,076 (52% girls)	16,847,582 (51% girls)	70,633,658 (52% girls)	3,669,664 (50% girls)	11,021,028 (52% girls)	158,160 (50% girls)	14,848,852 (52% girls)	85,482,510 (52% girls)

3.3. Learning deprivation risk

The updated methodology, built around a new procedure to estimate dimension A5, identifies about 59 million crisis-affected children who, despite attending primary school, do not, or are not likely to, meet the minimum proficiency prescribed by SDG indicator 4.1.1(b) (ii) for reading at the end of their primary education. These children can be interpreted as either learning deprived if they have reached the end of primary education, or at risk of learning deprivation if they are attending the early grades of primary education. Note that while there are more girls than boys who are out of school, there are more boys than girls at risk of learning deprivation. Girls do consistently better than boys in reading at the end of their primary education.

Of all crisis-affected children of primary school age, about 29% are out of school, while 55% are in school but do not, or are unlikely to, attain minimum proficiency in reading at the end of primary education. Only 17% of crisis-affected children attend in primary school and achieve or are likely to achieve minimum reading proficiency by the end of primary education (52% of this latter group are girls). A country-level recap, restricted to countries with available data[20] on learning outcomes, is presented in TABLE 9 below.

© ECW/Justin Makangara

20 For countries without available data on learning outcomes, the imputation procedure described in the methodology section was applied to estimate the totals and shares among all 60 crisis affected countries presented in this paragraph.

TABLE 9. Number and percentage of crisis-affected children who are either out of school or do not achieve minimum proficiency in reading at the end of primary, by country (in alphabetical order)

Country	Subregion	Crisis-affected	Out-of-school		In-school			Out-of-school and in-school at risk of learning deprivation		Source
		Total	Percent (of crisis-affected)	Total	Percent at risk of learning deprivation (of in-school)	Number at risk of learning deprivation	Total	Percent (out of crisis-affected)	Total	
Bangladesh	Southern Asia	2,857,721	6.6%	189,453	50.5%	1,347,135	2,668,268	53.8%	1,536,588	World Bank Learning Poverty Update[21]
Burkina Faso	Sub-Saharan Africa	1,007,180	33.3%	335,246	67.1%	450,542	671,934	78.0%	785,788	UIS - 411b
Burundi	Sub-Saharan Africa	384,104	9.9%	38,113	95.6%	330,601	345,990	96.0%	368,714	UIS - 411b
Cameroon	Sub-Saharan Africa	1,481,372	16.6%	245,754	69.6%	860,125	1,235,619	74.7%	1,105,878	UIS - 411b
Central African Republic	Sub-Saharan Africa	478,656	24.9%	119,029	92.5%	332,605	359,627	94.4%	451,634	MICS6
Chad	Sub-Saharan Africa	1,300,214	41.9%	544,278	92.4%	698,387	755,936	95.6%	1,242,665	UIS - 411b
Colombia	Latin America and the Caribbean	1,971,306	4.7%	92,351	62.5%	1,173,942	1,878,955	64.2%	1,266,293	UIS - 411b
Democratic Republic of the Congo	Sub-Saharan Africa	13,555,309	22.4%	3,037,490	90.8%	9,550,180	10,517,819	92.9%	12,587,670	UIS - 411b
El Salvador	Latin America and the Caribbean	66,442	17.8%	11,816	70.5%	38,532	54,627	75.8%	50,347	UIS - 411b

21 Please note that the estimates for crisis-affected children in Bangladesh include both Bangladeshi and Rohingya refugee children. However, the learning deprivation estimates presented in this table pertain solely to Bangladeshi students and do not account for the Rohingya refugee students in Bangladesh's Cox Bazar.

Country	Subregion	Crisis-affected	Out-of-school		In-school			Out-of-school and in-school at risk of learning deprivation		Source
		Total	Percent (of crisis-affected)	Total	Percent at risk of learning deprivation (of in-school)	Number at risk of learning deprivation	Total	Percent (out of crisis-affected)	Total	
Guatemala	Latin America and the Caribbean	690,917	9.2%	63,855	84.1%	527,063	627,062	85.5%	590,918	UIS - 411b
Honduras	Latin America and the Caribbean	491,172	18.4%	90,566	83.8%	335,550	400,607	86.8%	426,116	UIS - 411b
Iran	Southern Asia	445,122	16.4%	73,026	41.1%	153,041	372,096	50.8%	226,067	UIS - 411b
Jordan	Western Asia	180,845	29.2%	52,849	53.5%	68,455	127,996	67.1%	121,304	UIS - 411b
Kenya	Sub-Saharan Africa	2,019,587	10.7%	215,290	74.5%	1,343,557	1,804,297	77.2%	1,558,847	UIS - 411b
Madagascar	Sub-Saharan Africa	805,164	21.0%	169,062	93.7%	596,199	636,102	95.0%	765,261	UIS - 411b
Malawi	Sub-Saharan Africa	989,075	14.9%	147,547	74.0%	622,517	841,527	77.9%	770,065	MICS6
Mexico	Latin America and the Caribbean	78,149	5.5%	4,322	58.4%	43,100	73,826	60.7%	47,422	UIS - 411b
Morocco	Northern Africa	305,687	5.4%	16,624	59.2%	171,102	289,064	61.4%	187,725	UIS - 411b
Niger	Sub-Saharan Africa	792,665	45.7%	361,889	85.5%	368,506	430,776	92.1%	730,395	UIS - 411b
Nigeria	Sub-Saharan Africa	8,712,994	28.1%	2,450,062	68.0%	4,258,793	6,262,931	77.0%	6,708,856	MICS6
Pakistan	Southern Asia	5,879,680	35.8%	2,104,026	69.5%	2,623,751	3,775,654	80.4%	4,727,778	World Bank Learning Poverty Update

Country	Subregion	Crisis-affected	Out-of-school		In-school			Out-of-school and in-school at risk of learning deprivation		Source
		Total	Percent (of crisis-affected)	Total	Percent at risk of learning deprivation (of in-school)	Number at risk of learning deprivation	Total	Percent (out of crisis-affected)	Total	
Peru	Latin America and the Caribbean	162,388	7.5%	12,105	50.9%	76,424	150,283	54.5%	88,529	UIS - 411b
State of Palestine	Western Asia	563,255	42.8%	240,992	36.9%	118,962	322,263	63.9%	359,954	MICS6
Turkey	Western Asia	1,031,719	13.7%	141,414	14.1%	125,302	890,305	25.9%	266,715	UIS - 411b
Zambia	Sub-Saharan Africa	1,262,504	12.6%	159,289	90.3%	996,451	1,103,216	91.5%	1,155,740	UIS - 411b
Zimbabwe	Sub-Saharan Africa	2,125,826	5.3%	111,960	38.4%	773,524	2,013,866	41.7%	885,484	MICS6

4.
A way forward

4.1. Strengthening global data and statistics related to EiEPC

The findings presented above highlight the scale and complexity of educational disruptions in crisis-affected contexts. As of 2024, we estimate that there are 234 million crisis-affected children and adolescents of school age worldwide, of whom approximately 37% are out of school. Only 17% of crisis-affected children remain in primary school and achieve minimum reading proficiency by the end of the primary cycle. As crises escalate in frequency and severity, and financial resources remain limited, data such as this is essential to ensure that available resources are allocated efficiently and effectively to address the most pressing educational needs.

Fortunately, due to the collective efforts of the global education community, robust, comprehensive and harmonized data on EiEPC is increasingly available. For example, in the past few years, multisectoral needs assessments (MSNAs) have introduced standardized questions related to educational access that facilitate the ability to aggregate and compare data – including for this study – across contexts. A growing emphasis is also being placed on ensuring that such datasets are open-source and accessible. For the first time, for example, the dataset used for this study will be available to the public (see TEXTBOX 7).

As such data emerges, stakeholders recognize the value of harmonized approaches to information on EiEPC. In this spirit, Education Cannot Wait is chairing an EiE task force to develop a protocol for the UNESCO Institute for Statistics to adjust country- and global-level estimates of out-of-school populations in crisis-affected contexts. The task force was initiated during the inaugural Education Data and Statistics Commission in February 2024, co-chaired by UNESCO Institute for Statistics and the GEM Report, and includes members from the Global Education Cluster, REACH, UNHCR as well as selected country-level experts. The protocol used in this study is aligned with the one developed in the task force. This ensures official education statistics which historically have not been able to capture sudden shifts in out-of-school populations in crisis contexts are more timely, reliable and consistent across settings.

While such progress is promising, more must be done to strengthen global EiEPC data systems including through improving data quality, advancing data integration, using data for decision-making, and strengthening data capacities.

Improving data quality. Robust decisions require robust data. It is thus critical to continue investing in improving the quality of the source datasets, such as the MSNAs, that underpin analyses like this one. This can be achieved through enhancing the granularity, representativeness, timeliness and reliability of data. Our review of data sources for this study identified several types of data requiring greater focus, including data on:

- **Internally displaced children:** While MSNAs have significantly advanced our understanding of forcibly displaced children's enrollment, data specific to IDPs remains scarce and the coverage limited.Strata for IDPs are included in only nine countries, eight of which are in Sub-Saharan Africa.

- **Refugee children:** While UNHCR has made significant strides in improving the availability of data on refugee children, more could be done to ensure the accessibility and comparability of data on out-of-school refugee children.

- **Intersectionality of gender identities, disability status and other characteristics:** Girls are not a uniform group, and some marginalized subgroups, such as girls with disabilities, have a reduced likelihood of representation in data collection and analysis efforts. Further effort is needed to reliably assess how various characteristics and identities – such as disability and displacement status – intersect with gender.

- **Subnational out-of-school rates:** The reliance on national averages often obscures localized disparities in crisis settings. More granular subnational data would enable a clearer picture of out-of-school children in crises. While MICS-EAGLE reports offer exemplary resources for such estimates, their geographic coverage remains limited.

- **Learning outcomes:** The pace of progress in generating reliable data on learning outcomes for crisis-affected children remains very slow. Expanding the number of countries and measuring SDG indicator 4.1.1(b) and 4.1.1(c) is crucial for meaningful progress.

Strengthening the degree to which education statistics capture the impact of conflict and crises on education access and learning requires innovative approaches to collecting and sourcing data in the hardest-to-reach and often insecure areas where educational disruptions are typically the most severe. These methods such as satellite imagery, mobile surveys and crowd-sourcing can enable more representative and reliable estimates, ensuring that the needs of the most vulnerable populations are more accurately captured.

Advancing data integration through improving data interoperability and data harmonization. By ensuring that diverse datasets are interoperable that they can "speak to each other" it is possible to provide a multi-dimensional and nuanced view on the factors driving education needs and outcomes in crisis-affected contexts. This, in turn, can drive more targeted and effective responses. For example, Education Cannot Wait is investing in a global Finance Observatory aimed at tracking and analyzing education financing in crisis settings. In the future, we aim to link data from the current study with such financing data, mapping resource allocations against identified needs. This integration can reveal critical insights, such as the degree to which funding

BOX 6.

Access the study dataset to extend insights on crisis-affected children and adolescents

This report is accompanied by a suite of open-source tools designed to support further analysis and more comprehensive understanding of crisis-affected populations and their educational challenges. This includes the full database underpinning the estimates presented here, which provides detailed headcounts for every dimension, as well as the complete matrix of out-of-school rates for each of the 50 subgroups of crisis-affected children. This interactive tool empowers users to:

- **Generate customized analyses.** For example, users can create pivot tables to explore and compare data across dimensions, regions and subgroups.
- **Conduct research.** Users can work with the dataset alone or in conjunction with other data sources to deepen insights into crisis-affected populations and their educational outcomes, whether for academic, policy or programmatic purposes.
- **Inform programme design.** Users can leverage insights from the data to shape tailored interventions for education in emergencies.
- **Guide advocacy efforts.** Users can analyze data to guide and strengthen advocacy campaigns for education in emergencies.

aligns with regions facing the most severe educational disruptions or gaps in support for marginalized groups like girls and children with disabilities.

Harmonizing datasets to provide a unified view of a situation is key for EiEPC stakeholders to share a common understanding and to improve the likelihood of coordinated and effective responses. Harmonization efforts should focus on building consensus and aligning indicators, methodologies, reporting formats and protocols, particularly in contexts where cross-comparisons are essential.

Using data for decision-making. The findings in this report are not just data points they are tools for action. We encourage readers to actively engage with the information presented here to ensure education responses are evidence-based, responsible and responsive, including through:

- **Guiding resource allocation and programmatic priorities in education in EiEPC.** The information provided in this report can inform decisions to direct more funding to crises with the (1) highest crisis severity as measured by the ISI (see TABLE 5); (2) the highest number of crisis-affected children (see TABLE 6) or (3) the highest number of out-of-school children affected by crises (see TABLE 7), or a combination of those three criteria, ensuring that resources are targeted where the need is greatest.

- **Enabling tailored responses that respond to the unique challenges and circumstances faced by the most marginalized crisis-affected children.** This information can promote the design of targeted interventions that address the distinct barriers to education faced by certain subpopulations of children, such as girls or children with disabilities (see TABLE 8). Moreover, this information can facilitate the formation of intersectoral partnerships needed, such as collaborations between organizations specializing in gender or disability issues and those with expertise in education in emergencies. These partnerships can drive inclusive and holistic responses that account for the intersecting vulnerabilities of crisis-affected children.

- **Identifying the types of aid and delivery mechanisms such as speed, modality and scale that are most effective in addressing the educational needs of the diverse populations of children.** By beginning to sketch and frame the scale and complexity of educational disruptions in crisis-affected contexts, we aim to encourage providers to draw on their deep on-the-ground expertise to articulate more effective delivery mechanisms tailored to specific contexts.

Recognizing that many of these advancements depend on capacity strengthening, it is essential to invest in building the skills, infrastructure and resources required for robust data collection, integration and use. This includes:

- Providing support to diverse stakeholders to collect, analyze and use high-quality data.

- Enhancing technological infrastructure to support innovative data collection and sharing methods.

- Promoting collaboration across organizations to share knowledge, tools and best practices.

By prioritizing capacity building, the global education community can ensure that data systems are equipped to meet the challenges of crisis-affected contexts, ultimately improving outcomes for the world's most vulnerable children.

Annexes

TABLE 1. Country Inform Severity Index (ISI) and crisis drivers, by country (by alphabetical order)

Country	Subregion	September 2024 ISI	Minimum last year ISI	Conflict	Violence	Displacement	Food insecurity	Socio-political	Technological disaster	Cyclone	Drought	Floods	Other seasonal event	Earthquake
Afghanistan	Southern Asia	4.4	4.4	●	●	●		●			●			●
Algeria	Northern Africa	2.6	2.5											
Angola	Sub-Saharan Africa	2.8	2.8								●			
Armenia	Western Asia													
Bangladesh	Southern Asia	4.0	3.4	●	●							●		
Brazil	Latin America and the Caribbean	2.3	2.1											
Burkina Faso	Sub-Saharan Africa	4.2	4.0	●	●	●								
Burundi	Sub-Saharan Africa	3.3	3.3		●	●						●		
Cameroon	Sub-Saharan Africa	3.8	3.8	●		●								
Central African Republic	Sub-Saharan Africa	4.1	4.1	●		●								
Chad	Sub-Saharan Africa	3.8	3.8	●		●								
Chile	Latin America and the Caribbean	2.5	2.5											
Colombia	Latin America and the Caribbean	4.1	3.8	●	●	●		●				●		

Country	Subregion	September 2024 ISI	Minimum last year ISI	Conflict	Violence	Displacement	Food insecurity	Socio-political	Technological disaster	Cyclone	Drought	Floods	Other seasonal event	Earthquake
Democratic Republic of the Congo	Sub-Saharan Africa	4.4	4.3	●		●		●						
Djibouti	Sub-Saharan Africa	2.7	2.7			●					●			
Ecuador	Latin America and the Caribbean	2.7	2.6											
Egypt	Northern Africa	2.3	2.0											
El Salvador	Latin America and the Caribbean	3.1	3.1		●	●					●	●		
Eritrea	Sub-Saharan Africa	3.2	3.2			●		●						
Ethiopia	Sub-Saharan Africa	4.3	4.0	●		●						●		
Greece	Europe	2.1	2.1											
Guatemala	Latin America and the Caribbean	3.5	3.4		●			●					●	
Haiti	Latin America and the Caribbean	4.0	4.0		●			●					●	●
Honduras	Latin America and the Caribbean	3.4	3.4		●			●					●	
Iran	Southern Asia	3.7	3.7			●								
Iraq	Western Asia	3.0	3.0	●	●	●		●						
Jordan	Western Asia	2.8	2.8			●								
Kenya	Sub-Saharan Africa	3.5	3.5			●					●			
Lebanon	Western Asia	3.7	3.4		●	●		●	●					
Libya	Northern Africa	4.0	3.8	●		●		●						

Country	Subregion	September 2024 ISI	Minimum last year ISI	Conflict	Violence	Displacement	Food insecurity	Socio-political	Technological disaster	Cyclone	Drought	Floods	Other seasonal event	Earthquake
Madagascar	Sub-Saharan Africa	3.0	2.8							●	●			
Malawi	Sub-Saharan Africa	3.5	3.2					●		●	●			
Mali	Sub-Saharan Africa	4.3	4.3	●										
Mauritania	Sub-Saharan Africa	2.2	1.7											
Mexico	Latin America and the Caribbean	2.9	2.8		●	●								
Morocco	Northern Africa	2.8	2.8			●								●
Mozambique	Sub-Saharan Africa	3.9	3.5	●		●				●				
Myanmar	South-eastern Asia	4.6	4.6	●	●			●						
Niger	Sub-Saharan Africa	3.6	3.4	●	●	●	●				●	●		
Nigeria	Sub-Saharan Africa	4.1	3.9	●	●	●								
North Korea	Eastern Asia	3.8	3.7				●	●				●	●	
Pakistan	Southern Asia	3.8	3.8	●		●								
Papua New Guinea	Melanesia	2.1	2.1											
Peru	Latin America and the Caribbean	2.8	2.8			●								
Poland	Eastern Europe	2.1	2.1											
Rwanda	Sub-Saharan Africa	2.4	2.2											
Somalia	Sub-Saharan Africa	4.7	4.6	●		●					●	●		

Country	Subregion	September 2024 ISI	Minimum last year ISI	Conflict	Violence	Displacement	Food insecurity	Socio-political	Technological disaster	Cyclone	Drought	Floods	Other seasonal event	Earthquake
South Sudan	Sub-Saharan Africa	4.4	4.1	●		●						●		
State of Palestine	Western Asia	4.4	3.7	●	●			●						
Sudan	Northern Africa	4.9	4.8	●	●	●						●		
Syria	Western Asia	4.6	4.5	●	●	●								
Tanzania	Sub-Saharan Africa	2.4	2.4											
The Philippines	South-eastern Asia	2.6	2.5											
Turkey	Western Asia	3.5	3.5	●		●								
Uganda	Sub-Saharan Africa	3.3	3.2			●								
Ukraine	Eastern Europe	4.5	4.3	●		●								
Venezuela	Latin America and the Caribbean	4.0	4.0		●			●				●		
Yemen	Western Asia	4.7	4.6	●										
Zambia	Sub-Saharan Africa	3.6	2.9				●				●			
Zimbabwe	Sub-Saharan Africa	3.8	3.5				●	●			●			

TABLE 2. Number and percentage of crisis-affected children, by country (by alphabetical order)

		Inform Severity Index		Age 3 to end of secondary		1 year before primary to end of secondary		Primary to end of secondary		Population
Country	**Subregion**	**September 2024**	**Minimum last year**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**% Crisis-affected**
Afghanistan	Southern Asia	4.4	4.4	19,036,083	19,036,083	14,935,380	14,935,380	13,621,408	13,621,408	100.0%
Algeria	Northern Africa	2.6	2.5	13,388,666	125,174	11,384,614	106,437	10,375,514	97,003	0.9%
Angola	Sub-Saharan Africa	2.8	2.8	13,920,436	935,170	11,679,945	784,654	10,610,510	712,810	6.7%
Armenia	Western Asia			597,525	22,116	520,897	19,280	480,862	17,798	3.7%
Bangladesh	Southern Asia	4	3.4	45,605,565	8,982,348	39,204,652	7,721,642	36,333,213	7,156,091	19.7%
Brazil	Latin America and the Caribbean	2.3	2.1	45,009,735	147,249	39,361,876	128,772	36,452,934	119,255	0.3%
Burkina Faso	Sub-Saharan Africa	4.2	4	9,874,772	2,506,894	8,536,200	2,167,072	7,845,711	1,991,779	25.4%
Burundi	Sub-Saharan Africa	3.3	3.3	5,317,670	960,390	4,180,087	754,939	3,819,357	689,789	18.1%
Cameroon	Sub-Saharan Africa	3.8	3.8	11,745,608	3,771,386	10,019,887	3,217,276	9,171,962	2,945,017	32.1%
Central African Republic	Sub-Saharan Africa	4.1	4.1	3,079,179	1,211,480	2,666,090	1,048,953	2,449,782	963,849	39.3%
Chad	Sub-Saharan Africa	3.8	3.8	7,944,408	3,279,686	6,638,978	2,740,766	6,056,063	2,500,121	41.3%
Chile	Latin America and the Caribbean	2.5	2.5	3,568,080	86,200	3,142,982	75,930	2,912,785	70,369	2.4%
Colombia	Latin America and the Caribbean	4.1	3.8	10,439,487	5,545,793	9,004,241	4,783,344	8,262,940	4,389,541	53.1%

		Inform Severity Index		Age 3 to end of secondary		1 year before primary to end of secondary		Primary to end of secondary		Population
Country	**Subregion**	**September 2024**	**Minimum last year**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**% Crisis-affected**
Democratic Republic of the Congo	Sub-Saharan Africa	4.4	4.3	45,330,841	32,456,759	37,480,268	26,835,770	33,912,583	24,281,317	71.6%
Djibouti	Sub-Saharan Africa	2.7	2.7	304,005	196,674	257,403	166,525	235,770	152,530	64.7%
Ecuador	Latin America and the Caribbean	2.7	2.6	4,698,219	147,154	4,111,911	128,790	3,817,488	119,568	3.1%
Egypt	Northern Africa	2.3	2	35,984,113	251,728	31,129,446	217,767	28,564,938	199,827	0.7%
El Salvador	Latin America and the Caribbean	3.1	3.1	1,746,015	173,465	1,445,997	143,658	1,340,806	133,208	9.9%
Eritrea	Sub-Saharan Africa	3.2	3.2	1,523,120	446,901	1,329,286	390,028	1,227,104	360,047	29.3%
Ethiopia	Sub-Saharan Africa	4.3	4	51,199,644	29,378,551	39,974,095	22,937,288	36,566,013	20,981,718	57.4%
Greece	Europe	2.1	2.1	3,284,383	74,967	2,915,261	66,542	2,754,056	62,862	2.3%
Guatemala	Latin America and the Caribbean	3.5	3.4	5,998,639	1,822,095	4,863,429	1,477,273	4,472,859	1,358,637	30.4%
Haiti	Latin America and the Caribbean	4	4	3,885,144	2,875,006	3,389,192	2,508,002	3,135,951	2,320,604	74.0%
Honduras	Latin America and the Caribbean	3.4	3.4	2,705,084	1,169,578	2,292,258	991,088	2,100,808	908,312	43.2%
Iran	Southern Asia	3.7	3.7	20,970,931	1,025,324	18,334,521	896,423	16,770,755	819,966	4.9%

		Inform Severity Index		Age 3 to end of secondary		1 year before primary to end of secondary		Primary to end of secondary		Population
Country	**Subregion**	**September 2024**	**Minimum last year**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**% Crisis-affected**
Iraq	Western Asia	3	3	16,313,390	6,360,643	14,099,101	5,497,284	12,975,003	5,058,995	39.0%
Jordan	Western Asia	2.8	2.8	2,943,694	464,289	2,468,500	389,340	2,263,320	356,978	15.8%
Kenya	Sub-Saharan Africa	3.5	3.5	20,871,483	5,051,677	18,008,917	4,358,829	16,596,518	4,016,976	24.2%
Lebanon	Western Asia	3.7	3.4	1,533,919	1,252,341	1,360,916	1,111,096	1,267,186	1,034,571	81.6%
Libya	Northern Africa	4	3.8	2,003,010	435,444	1,735,566	377,304	1,608,756	349,735	21.7%
Madagascar	Sub-Saharan Africa	3	2.8	11,497,456	2,387,250	9,668,579	2,007,515	8,840,886	1,835,659	20.8%
Malawi	Sub-Saharan Africa	3.5	3.2	8,636,490	2,425,518	7,400,976	2,078,530	6,795,850	1,908,583	28.1%
Mali	Sub-Saharan Africa	4.3	4.3	9,840,354	2,569,624	7,605,307	1,985,984	6,909,321	1,804,240	26.1%
Mauritania	Sub-Saharan Africa	2.2	1.7	2,083,433	55,016	1,762,880	46,551	1,624,895	42,908	2.6%
Mexico	Latin America and the Caribbean	2.9	2.8	32,510,910	194,439	28,386,872	169,774	26,235,666	156,908	0.6%
Morocco	Northern Africa	2.8	2.8	9,989,654	737,802	8,684,692	641,422	8,008,244	591,462	7.4%
Mozambique	Sub-Saharan Africa	3.9	3.5	13,986,166	9,263,581	11,733,212	7,771,362	10,690,932	7,081,020	66.2%
Myanmar	South-eastern Asia	4.6	4.6	11,951,366	11,951,366	11,031,469	11,031,469	10,106,071	10,106,071	100.0%
Niger	Sub-Saharan Africa	3.6	3.4	12,276,687	2,126,534	9,564,093	1,656,666	8,699,533	1,506,909	17.3%
Nigeria	Sub-Saharan Africa	4.1	3.9	89,361,653	20,891,756	76,015,239	17,771,513	69,281,876	16,197,328	23.4%

		Inform Severity Index		Age 3 to end of secondary		1 year before primary to end of secondary		Primary to end of secondary		Population
Country	**Subregion**	**September 2024**	**Minimum last year**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**% Crisis-affected**
North Korea	Eastern Asia	3.8	3.7	4,866,972	4,866,972	3,849,227	3,849,227	3,516,336	3,516,336	100.0%
Pakistan	Southern Asia	3.8	3.8	78,375,901	16,113,590	72,183,047	14,840,378	66,392,895	13,649,960	20.6%
Papua New Guinea	Melanesia	2.1	2.1	4,071,817	36,296	3,249,542	28,966	2,982,478	26,585	0.9%
Peru	Latin America and the Caribbean	2.8	2.8	8,324,072	379,109	7,227,127	329,150	6,641,705	302,488	4.6%
Poland	Eastern Europe	2.1	2.1	5,942,352	154,251	4,811,737	124,902	4,432,830	115,067	2.6%
Rwanda	Sub-Saharan Africa	2.4	2.2	4,922,687	47,396	4,158,998	40,043	3,815,775	36,739	1.0%
Somalia	Sub-Saharan Africa	4.7	4.6	7,737,935	7,737,935	6,419,954	6,419,954	5,814,401	5,814,401	100.0%
South Sudan	Sub-Saharan Africa	4.4	4.1	5,126,729	5,126,729	4,515,499	4,515,499	4,184,224	4,184,224	100.0%
State of Palestine	Western Asia	4.4	3.7	1,966,437	1,966,437	1,717,561	1,717,561	1,575,302	1,575,302	100.0%
Sudan	Northern Africa	4.9	4.8	17,695,113	17,695,113	14,791,214	14,791,214	13,456,341	13,456,341	100.0%
Syria	Western Asia	4.6	4.5	7,389,625	7,389,625	6,559,127	6,559,127	6,196,428	6,196,428	100.0%
Tanzania	Sub-Saharan Africa	2.4	2.4	30,405,263	109,728	23,993,263	86,588	21,950,350	79,215	0.4%
The Philippines	South-eastern Asia	2.6	2.5	32,256,488	119,803	28,259,798	104,959	26,030,646	96,680	0.4%
Turkey	Western Asia	3.5	3.5	18,765,117	3,749,932	16,383,110	3,273,923	15,095,614	3,016,636	20.0%
Uganda	Sub-Saharan Africa	3.3	3.2	22,542,890	1,882,299	19,263,188	1,608,449	17,693,572	1,477,388	8.3%

		Inform Severity Index		Age 3 to end of secondary		1 year before primary to end of secondary		Primary to end of secondary		Population
Country	**Subregion**	**September 2024**	**Minimum last year**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**Population total**	**Crisis-affected total**	**% Crisis-affected**
Ukraine	Eastern Europe	4.5	4.3	6,049,920	2,942,883	5,442,434	2,647,382	5,043,910	2,453,526	48.6%
Venezuela	Latin America and the Caribbean	4	4	7,619,633	5,257,753	6,728,174	4,642,622	6,206,461	4,282,626	69.0%
Yemen	Western Asia	4.7	4.6	11,656,383	11,656,383	9,546,560	9,546,560	8,742,902	8,742,902	100.0%
Zambia	Sub-Saharan Africa	3.6	2.9	8,875,593	2,830,639	6,997,138	2,231,555	6,393,683	2,039,099	31.9%
Zimbabwe	Sub-Saharan Africa	3.8	3.5	6,843,905	4,586,729	5,930,268	3,974,417	5,471,446	3,666,918	67.0%
Total				904,391,849	277,445,053	770,352,181	233,470,714	706,833,528	213,750,630	30.3%

TABLE 3. Number and percentage of out-of-school children, by country (by alphabetical order)

		1 year before primary		Primary		Lower secondary		Upper secondary	
Country	**Subregion**	**Total**	**% girls**	**Total**	**% girls**	**Total**	**% girls**	**Total**	**% girls**
Afghanistan	Southern Asia	381,396	45.9%	4,152,683	54.5%	2,557,717	63.5%	2,630,109	59.3%
Algeria	Northern Africa	1,944	48.1%	1,759	50.0%	1,014	52.0%	2,851	42.9%
Angola	Sub-Saharan Africa	23,187	55.6%	70,063	61.2%	44,236	63.1%	67,929	58.4%
Armenia	Western Asia	489	50.0%	2,147	50.0%	2,462	50.0%	1,264	50.0%
Bangladesh	Southern Asia	464,606	49.5%	189,453	46.4%	136,898	43.4%	609,295	44.0%
Brazil	Latin America and the Caribbean	939	56.6%	2,799	46.7%	1,385	50.0%	2,961	54.3%
Burkina Faso	Sub-Saharan Africa	149,585	50.0%	335,246	50.4%	247,927	49.7%	256,177	49.0%
Burundi	Sub-Saharan Africa	35,951	49.6%	38,113	43.7%	50,141	45.9%	86,144	48.2%
Cameroon	Sub-Saharan Africa	172,610	49.9%	245,754	51.2%	369,554	53.9%	405,418	51.8%
Central African Republic	Sub-Saharan Africa	48,563	48.3%	119,029	50.8%	73,993	54.3%	57,403	53.7%
Chad	Sub-Saharan Africa	195,371	50.3%	544,278	54.5%	419,998	52.9%	328,027	53.8%
Chile	Latin America and the Caribbean	695	50.6%	1,922	50.0%	865	50.0%	1,045	50.0%
Colombia	Latin America and the Caribbean	16,005	40.5%	92,351	50.0%	121,805	47.1%	109,192	48.3%
Democratic Republic of the Congo	Sub-Saharan Africa	1,491,541	49.9%	3,037,490	50.0%	606,689	48.8%	1,612,679	50.9%
Djibouti	Sub-Saharan Africa	12,760	50.3%	23,025	55.4%	18,832	52.5%	20,267	49.0%
Ecuador	Latin America and the Caribbean	3,835	49.6%	19,773	50.0%	25,988	48.5%	26,023	48.5%
Egypt	Northern Africa	9,094	50.0%	54,570	50.0%	27,159	50.0%	27,159	50.0%
El Salvador	Latin America and the Caribbean	2,129	45.4%	11,816	46.3%	10,098	48.5%	17,031	49.1%

		1 year before primary		Primary		Lower secondary		Upper secondary	
Country	**Subregion**	**Total**	**% girls**	**Total**	**% girls**	**Total**	**% girls**	**Total**	**% girls**
Eritrea	Sub-Saharan Africa	19,509	50.8%	78,228	51.4%	46,118	51.4%	76,987	49.7%
Ethiopia	Sub-Saharan Africa	751,096	52.1%	2,362,479	57.4%	2,845,211	53.0%	2,061,386	52.4%
Greece	Europe	2,223	50.0%	13,337	50.0%	6,638	50.0%	6,638	50.0%
Guatemala	Latin America and the Caribbean	17,259	49.7%	63,855	45.4%	100,974	51.4%	192,469	51.5%
Haiti	Latin America and the Caribbean	31,260	51.5%	68,499	46.6%	51,930	45.7%	147,019	46.0%
Honduras	Latin America and the Caribbean	29,187	48.4%	90,566	45.4%	88,524	47.0%	93,401	46.6%
Iran	Southern Asia	64,894	49.3%	73,026	50.0%	27,626	50.0%	43,416	51.7%
Iraq	Western Asia	367,301	50.3%	372,727	52.9%	146,197	53.1%	335,377	54.5%
Jordan	Western Asia	18,550	48.6%	52,849	50.9%	47,809	47.9%	44,596	47.1%
Kenya	Sub-Saharan Africa	183,497	50.3%	215,290	53.6%	83,411	53.5%	307,279	53.4%
Lebanon	Western Asia	27,639	49.8%	181,850	48.1%	97,811	46.9%	136,072	46.0%
Libya	Northern Africa	4,991	48.6%	32,264	45.7%	17,962	46.0%	30,792	33.1%
Madagascar	Sub-Saharan Africa	52,367	44.6%	169,062	44.9%	248,828	47.9%	295,321	50.9%
Malawi	Sub-Saharan Africa	48,039	44.4%	147,547	48.6%	156,279	49.1%	169,787	50.7%
Mali	Sub-Saharan Africa	130,210	51.0%	366,804	52.5%	192,498	53.6%	248,145	53.1%
Mauritania	Sub-Saharan Africa	4,195	49.7%	17,250	50.0%	8,719	51.0%	8,719	51.0%
Mexico	Latin America and the Caribbean	884	45.8%	4,322	50.0%	2,363	46.7%	6,626	42.9%
Morocco	Northern Africa	8,854	48.6%	16,624	46.4%	10,800	49.9%	32,468	50.0%
Mozambique	Sub-Saharan Africa	402,515	48.3%	437,161	52.1%	352,025	55.7%	491,887	54.6%
Myanmar	South-eastern Asia	256,211	50.0%	1,383,379	50.0%	1,307,137	50.0%	911,391	50.0%
Niger	Sub-Saharan Africa	119,309	49.9%	361,889	51.9%	269,988	51.1%	230,774	50.7%

		1 year before primary		Primary		Lower secondary		Upper secondary	
Country	**Subregion**	**Total**	**% girls**	**Total**	**% girls**	**Total**	**% girls**	**Total**	**% girls**
Nigeria	Sub-Saharan Africa	592,808	48.7%	2,450,062	49.2%	1,226,142	50.0%	1,598,667	51.0%
North Korea	Eastern Asia	86,552	50.0%	320,870	50.0%	257,586	50.0%	471,536	50.0%
Pakistan	Southern Asia	1,058,074	49.5%	2,104,026	49.5%	1,469,824	51.3%	2,027,759	52.0%
Papua New Guinea	Melanesia	838	49.7%	3,517	53.6%	1,963	56.0%	1,164	55.7%
Peru	Latin America and the Caribbean	1,555	47.0%	12,105	53.8%	6,784	57.1%	7,062	59.1%
Poland	Eastern Europe	3,920	50.0%	25,004	50.0%	13,014	50.0%	8,620	50.0%
Rwanda	Sub-Saharan Africa	1,475	49.3%	4,046	49.6%	2,729	56.2%	3,582	49.3%
Somalia	Sub-Saharan Africa	478,739	50.6%	1,296,974	50.0%	1,114,431	50.0%	965,224	50.0%
South Sudan	Sub-Saharan Africa	274,714	51.0%	1,380,629	53.1%	381,429	53.9%	719,535	54.4%
State of Palestine	Western Asia	80,623	48.4%	240,992	49.4%	265,481	49.0%	213,908	49.4%
Sudan	Northern Africa	1,328,330	50.0%	5,061,302	52.9%	2,454,910	50.3%	2,175,545	50.3%
Syria	Western Asia	201,692	49.8%	880,894	50.0%	837,159	50.0%	1,161,623	50.0%
Tanzania	Sub-Saharan Africa	3,379	49.0%	13,291	50.1%	10,615	52.6%	16,035	51.6%
The Philippines	South-eastern Asia	2,744	47.5%	3,922	50.0%	3,542	45.5%	3,676	42.6%
Turkey	Western Asia	54,336	50.9%	141,414	50.0%	106,144	48.5%	103,905	36.5%
Uganda	Sub-Saharan Africa	95,243	49.5%	138,443	45.8%	208,337	49.8%	210,953	49.7%
Ukraine	Eastern Europe	39,724	53.7%	44,319	40.3%	48,361	38.6%	21,851	36.6%
Venezuela	Latin America and the Caribbean	56,085	49.4%	158,608	47.0%	201,823	46.3%	232,458	46.4%
Yemen	Western Asia	776,972	50.0%	959,973	56.9%	495,438	60.5%	868,430	56.5%
Zambia	Sub-Saharan Africa	80,484	50.6%	159,289	42.9%	54,593	52.7%	179,137	56.7%
Zimbabwe	Sub-Saharan Africa	156,212	49.6%	111,960	41.5%	65,733	42.5%	420,562	50.0%
Total		10,925,189	49.8%	30,962,918	51.9%	20,051,644	52.7%	23,542,759	52.0%

TABLE 4. Number and percentage of school-aged crisis-affected and out-of-school children, by subregion

	School-aged crisis-affected		Out-of-school	
Subregion	**Total**	**% out of total**	**Total**	**% out of total**
Sub-Saharan Africa	117,596,726	50.4%	39,583,244	46.3%
Southern Asia	38,393,823	16.4%	17,990,801	21.0%
Western Asia	28,114,171	12.0%	9,224,124	10.8%
Northern Africa	16,134,144	6.9%	11,300,394	13.2%
Latin America and the Caribbean	15,378,403	6.6%	2,134,274	2.5%
South-eastern Asia	11,136,428	4.8%	3,872,002	4.5%
Eastern Asia	3,849,227	1.6%	1,136,544	1.3%
Eastern Europe	2,772,284	1.2%	204,812	0.2%
Europe	66,542	0.0%	28,835	0.0%
Melanesia	28,966	0.0%	7,482	0.0%
Total	**233,470,714**	**100.0%**	**85,482,510**	**100.0%**

TABLE 5. Number and percentage of out-of-school children, by dimension

	Crisis-affected children	Out-of-school children	
Dimension	**Total**	**Total**	**% out of total**
Pre-Primary	19,720,085	10,925,189	55.4%
Primary	108,194,006	30,962,918	28.6%
Lower Secondary	55,384,572	20,051,644	36.2%
Upper Secondary	50,172,052	23,542,759	46.9%

TABLE 6. Estimated number of primary-school aged crisis-affected children in-school and at risk of not achieving minimum proficiency in reading at the end of primary, by sex (by alphabetical order)

		In-school crisis-affected children of primary-school age				
		Total		Estimated learning deprivation at end of primary among in-school children, by sex		
Country	Subregion	Number	% girls	% boys	% girls	Source
Bangladesh	Southern Asia	2,668,268	50.3%	53.0%	48.0%	World Bank Learning Poverty Update
Burkina Faso	Sub-Saharan Africa	671,934	49.8%	67.4%	66.7%	UIS - 411b
Burundi	Sub-Saharan Africa	345,990	50.7%	95.4%	95.7%	UIS - 411b
Cameroon	Sub-Saharan Africa	1,235,619	49.8%	71.8%	67.4%	UIS - 411b
Central African Republic	Sub-Saharan Africa	359,627	49.7%	90.0%	95.0%	MICS6
Chad	Sub-Saharan Africa	755,936	46.8%	92.2%	92.6%	UIS - 411b
Colombia	Latin America and the Caribbean	1,878,955	50.0%	64.6%	60.4%	UIS - 411b
Democratic Republic of the Congo	Sub-Saharan Africa	10,517,819	50.0%	90.1%	91.5%	UIS - 411b
El Salvador	Latin America and the Caribbean	54,627	50.8%	73.7%	67.5%	UIS - 411b
Guatemala	Latin America and the Caribbean	627,062	50.5%	84.5%	83.7%	UIS - 411b
Honduras	Latin America and the Caribbean	400,607	51.0%	85.9%	81.7%	UIS - 411b
Iran	Southern Asia	372,096	50.0%	44.9%	37.4%	UIS - 411b
Jordan	Western Asia	127,996	49.6%	59.3%	47.6%	UIS - 411b
Kenya	Sub-Saharan Africa	1,804,297	49.6%	76.1%	72.8%	UIS - 411b
Madagascar	Sub-Saharan Africa	636,102	51.4%	94.6%	92.9%	UIS - 411b
Malawi	Sub-Saharan Africa	841,527	50.3%	79.0%	69.0%	MICS6
Mexico	Latin America and the Caribbean	73,826	50.0%	61.9%	54.8%	UIS - 411b
Morocco	Northern Africa	289,064	50.2%	65.5%	52.9%	UIS - 411b
Niger	Sub-Saharan Africa	430,776	48.4%	86.9%	84.1%	UIS - 411b
Nigeria	Sub-Saharan Africa	6,262,931	50.3%	68.0%	68.0%	MICS6

		In-school crisis-affected children of primary-school age				
		Total		Estimated learning deprivation at end of primary among in-school children, by sex		
Country	**Subregion**	**Number**	**% girls**	**% boys**	**% girls**	**Source**
Pakistan	Southern Asia	3,775,654	50.3%	71.0%	68.0%	World Bank Learning Poverty Update
Peru	Latin America and the Caribbean	150,283	49.7%	55.2%	46.5%	UIS - 411b
State of Palestine	Western Asia	322,263	50.4%	47.0%	27.0%	MICS6
Turkey	Western Asia	890,305	50.0%	16.4%	11.8%	UIS - 411b
Zambia	Sub-Saharan Africa	1,103,216	51.0%	91.7%	89.0%	UIS - 411b
Zimbabwe	Sub-Saharan Africa	2,013,866	50.5%	48.0%	29.0%	MICS6

EDUCATION CANNOT WAIT

About Education Cannot Wait

Education Cannot Wait (ECW) is the global fund for education in emergencies and protracted crises in the United Nations. We support quality education outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year joint programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public and private sector donors for expanded support to reach even more vulnerable children and adolescents.

Additional information is available at
www.educationcannotwait.org

Follow us:

@EduCannotWait