EDUCATION CANNOT WAIT

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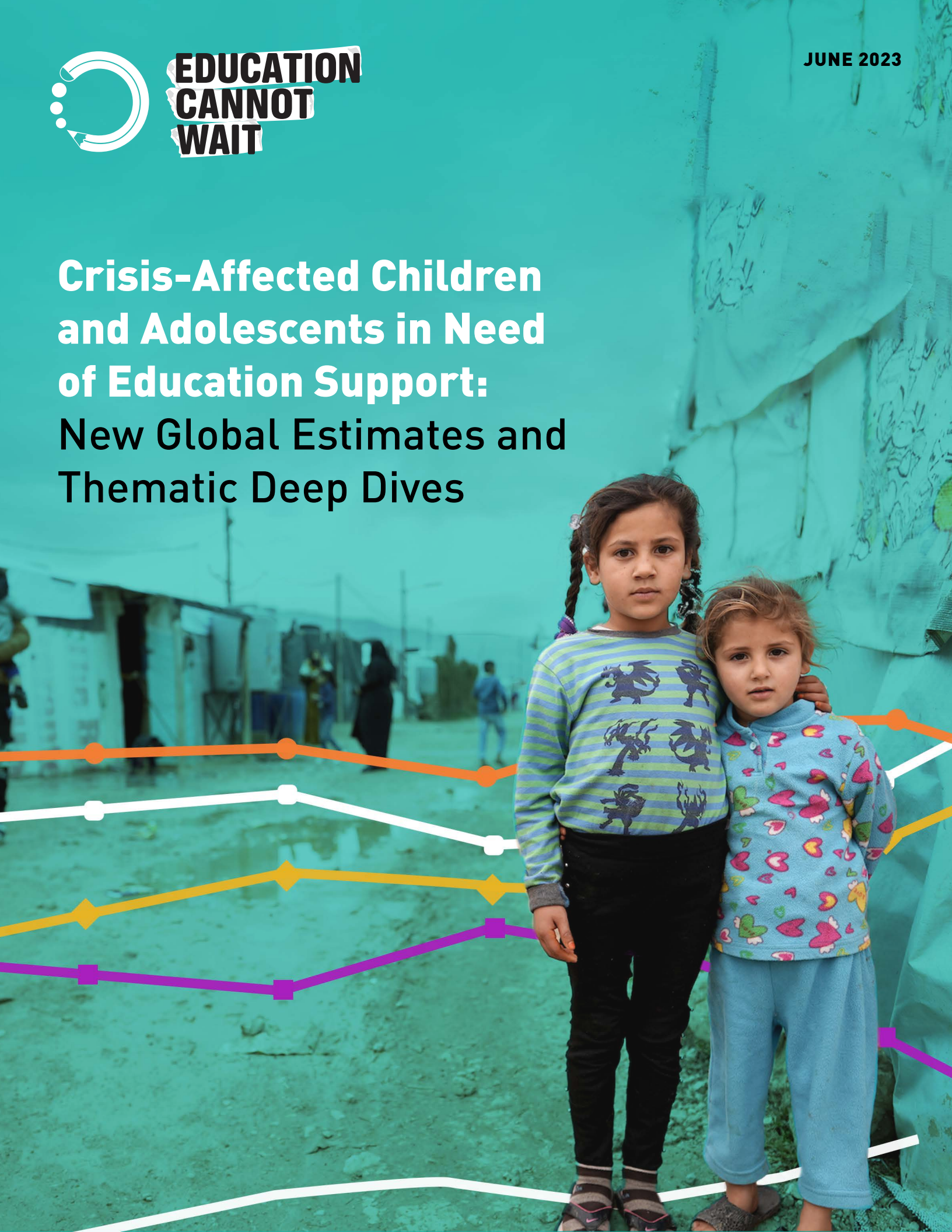
Crisis-Affected Children and Adolescents in Need of Education Support: New Global Estimates and Thematic Deep Dives



About This Publication

This research was prepared between March and May 2023 by Matteo Valenza (Education Cannot Wait) and Christian Stoff (Education Cannot Wait). Feedback was provided by the INEE reference group on Education in Emergencies (EiE) data, specifically (in alphabetical order) by Constance Alezuyo (Uganda Education Response Plan Secretariat), Benoit d'Ansembourg (UNHCR), Christelle Cazabat (IDMC), Cirenia Chavez Villegas (UNHCR), Marie-Amandine Grand (Global Education Cluster), Simone Holladay (IOM), Mame Khary Diop (UNICEF Global Education Cluster), Zola Maddison (Save the Children), Yuki Murakami (GEM Report), Ruth Naylor, Idalia Rodriguez Morales (International Rescue Committee), Sam Rutahindwa (Finn Church Aid), Nicolas Servas (Global Education Cluster), Maurits Spoelder (Education Cannot Wait), Alejandro Vera Mohorade (UNESCO) and Haogen Yao (UNICEF). Valuable comments on gender aspects were received from Jihane Latrous (Education Cannot Wait).

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 UN 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 overarching 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.

The estimates were produced by Education Cannot Wait in 2023 based on information available in April 2023. They were reviewed by a panel of experts from the Inter-agency Network for Education in Emergencies (INEE) 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, the United Nations, or INEE. 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 United Nations global fund for education in emergencies and protracted crises. We support and protect holistic learning outcomes – 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 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. We urgently appeal to public and private sector donors for additional funding to reach even more crisis-affected girls and boys.

ECW is administered under UNICEF's financial, human resources and administrative rules and regulations; operations are run by the Fund's own independent governance structure.

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Executive summary

This report presents an update of the 2022 ECW global figures of out-of-school children in emergencies and their educational outcomes, using an updated three-stage methodology. This revised methodology provides a more precise and consistent way to measure education outcomes for children and adolescents affected by crises. It also allows for more detailed estimates of such outcomes compared to the 2022 version and offers a more articulated analysis of trends of education outcomes in emergencies and protracted crises.

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224 MILLION

SCHOOL-AGED CHILDREN AFFECTED BY CRISES GLOBALLY:

(50% GIRLS)

72 MILLION (32%)
are out of school
(53% girls, 17% have functional difficulties, 21% forcibly displaced)

127 MILLION (57%)
are in school but not achieving minimum proficiency levels in reading or math
(48% girls)

25 MILLION (11%)
are in school and achieving minimum proficiency levels in reading and math
(50% girls)

KEY FINDINGS :

- Globally, an estimated 268 million children and adolescents across 73 countries are affected by crises, considering those from 3 years old until the expected age of completing secondary school. Narrowing the focus to children of school age[1], the figure stands at approximately 224 million[2]. All of them need support to safeguard their right to education, as their educational needs span a wide spectrum.

- Out of the 224 million crisis-affected children and adolescents of school age, about 72 million (32%) are out of school. Of these 72 million out-of-school, 53% are girls, 17% have functional difficulties, and 21% (about 15 million) have been forcibly displaced.

- An estimated 127 million school-aged children, accounting for 47% of those affected by crises and 84% of those in school, are estimated to have proficiency levels below the minimum requirements set by SDG 4. Only about 25 million crisis-affected children (50% female) are in school and achieving minimum proficiency levels in both reading and mathematics.

- The number of crisis-affected children of school age has increased by 25 million over a single year, a staggering 12.5% yearly increase. The increase was driven by conflict and extreme natural events like droughts and floods, whose causes and effects have been exacerbated by climate change.

- Over the past year, the number of out-of-school children in emergencies worldwide has risen by at least 1.45 million[3]. Significant challenges remain in collecting reliable data on access to education in conflict-affected areas and fast-changing crises.

- Out-of-school rates amongst forcibly displaced populations in crisis-affected countries remain alarmingly high, around 58% for children of school age.

- About 14.5 million children are crisis-affected, have functional difficulties and are not attending school. Of these, about 76% (around 11 million) are concentrated in high-intensity crises (crises characterized by an INFORM Severity Index greater than 4).

- Approximately 54% of crisis-affected children worldwide live in Sub-Saharan Africa, which has experienced a multi-million increase in the number of children affected by crises, primarily driven by large-scale droughts in Eastern Africa and the increasing intensity of several conflicts.

- Approximately half of all out-of-school children in emergencies, or about 36 million, are concentrated in only eight countries: Ethiopia, Pakistan, Afghanistan, Sudan, DR Congo, Myanmar, Mali, and Nigeria. About two-thirds of crisis-affected children and out-of-school children are concentrated in the most severe crises (i.e., those where the INFORM Severity Index reached a value of at least 4 in the last three years).

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 This estimate is not directly comparable to the 222 million figure provided in the 2022 ECW estimates, following the methodological improvements adopted in this update. These are described in detail in Section 2.

3 It is not possible to calculate the yearly variation in the number of crisis-affected children who do not meet the minimum proficiency levels set by SDG 4 due to methodological changes introduced in 2023 by the UIS in the measurement of SDG indicator 4.1.1.

- Access to secondary education in crisis-affected areas is alarmingly inadequate, with approximately one-third of children in the lower secondary school age group being out of school. Additionally, nearly half of the children in the upper secondary school age group who are affected by crises are unable to access education.

- Girls consistently show a strong learning potential whenever they are given the opportunity. Even in crises, the proportion of girls who achieve minimum proficiency in reading is consistently higher than that of their male counterparts.

- At least 25 million (9.4% of the global total) crisis-affected children aged 3 to the end of the expected completion of upper secondary education are estimated to be left out of interagency plans and appeals.

- A comparative analysis of crisis-affected countries in Sub-Saharan Africa with available data on learning trajectories shows that the pace of learning could be on average about 6 times slower in conflict-affected countries compared to countries affected by recurring natural disasters, with smaller-than-expected gender differentials, for children aged 7 to 14. Given the generally high degree of participation in education in the analyzed countries, the gaps in learning are more realistically associated with gaps in the provision of quality education, rather than bottlenecks in accessing learning spaces.

- There is a correlation between the risks posed by climate change and the severity of crises. The Climate Change Risk Index (CCRI) and the INFORM Severity Index show a relatively strong correlation. Approximately 83% of Out-of-School Children in Emergencies (OOSCiE) globally and around 75% of children who attend education, but face learning deprivation live in countries with a CCRI higher than the global median value of 6.4.

- Gender disparities in education access and transition become more pronounced in secondary education and are largest in high-intensity crises, namely crises with an INFORM Severity Index larger than 4. They are particularly significant in Afghanistan, Chad, South Sudan, and Yemen.

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1. Goals and research questions

The goal of this research is to update the 2022 ECW estimates of a) the number of out-of-school children in emergencies (OOSCiE) from age 3 to the end of the secondary cycle; and b) the number of school-aged, crisis-affected children and adolescents who, despite attending school, do not meet minimum proficiency levels and hence need educational support.

THE SPECIFIC OBJECTIVES OF THIS UPDATE ARE THE FOLLOWING:

- Reach a shared understanding of the global number of children and adolescents who are affected by crises globally at the beginning of 2023, and among these:
  — those who are out of school, disaggregated by age and education level;
  — those who are attending school but are learning deprived and need support to reach grade-specific minimum proficiency in reading and mathematics.
- Justify and advocate for targeted action on crisis-affected children and adolescents in need of educational support, especially in the case of forgotten and protracted crises;
- Monitor trends in the number of OOSCiE over time and types of crises (i.e., conflicts);
- Identify data gaps and promising practices in the generation of data and evidence specific to the "education in emergencies and protracted crises" space.
- Whenever the available data permits, conduct in-depth analyses focusing on girls' education as well as the impacts of climate change on the educational outcomes of children and adolescents affected by crises.

It is also important to clarify what this research does not intend to do. Since this research aims to provide **global figures, country-level estimates must be considered indicative**, and by no means should be interpreted as official UN estimates. Such figures are "educated guesses" of the number of children in need of educational support in each crisis-affected country and should not be used to form any judgment on program effectiveness, or any international institution's effectiveness. While the figures are based on a combination of peer-reviewed research, data underpinning the INFORM Severity Index (ISI), and data from several UN sources, a non-insignificant amount of imputation has been necessary to generate a full dataset (see the accompanying methodological note for more details). Hence, country-level estimates should not be used as a substitute for official data, which may differ.

2.
Methodological updates
(version 2.0)

2.1 Updated model

THE UPDATED METHODOLOGY REVOLVES AROUND THREE MAIN STEPS[4]:

1.
Identifying sub-populations of children aged 3 till the end of the expected age of completion of secondary school in countries affected by crises with an Inform Severity Index greater than 2.

2.
Identifying children who are crisis-affected and out of school (or not attending Early Childhood Education, ECE for those aged 3 to one year before the legal age of entry in primary). To account for the worsened conditions in accessing learning spaces we "correct" (via a crisis-specific premium) certain out-of-school rates (see Section 2.2).

3.
Estimating the learning deprivation among crisis-affected children who attend school. These are children who, despite attending primary or lower secondary education, do not meet the minimum proficiency level (MPL) specified in SDG indicator 4.1.1 at the end of primary and lower secondary. The worsening conditions in teaching and learning related to crises call for a "correction" of the UIS data point on SDG indicator 4.1.1 (via a crisis-specific premium, see Section 2.2).

Any crisis-affected child who is not out-of-school and at the same time estimated to achieve MPL is still considered in need of educational support (e.g., since it can be at risk of dropout, or in need of psychosocial support regardless of her/his academic performance), while on a much lower priority compared to those who are out-of-school or in learning deprivation.

We have examined crises occurring over a 37-month period, spanning from February 2020 to March 2023. This timeframe aligns with the 2022 estimates, which encompassed crises from January 2019 to February 2022. Our rationale behind this choice is to move beyond the immediate circumstances of crises and acknowledge the enduring nature of complex crises, which can have far-reaching effects even years apart.

The updated estimates are based on an improved version of the previously used "A + 6" model (refer to the 2022 version of these estimates). The infographic below depicts children in school and achieving MPL in green, while the OOSCiE categories are presented in red, and the learning deprivation categories are in yellow. Paler shades of each color indicate that the totals have been estimated using proxies.

4 Refer to the 2022 estimates for a more detailed description of the original estimation procedures and methodology.

FIGURE 1. VISUALIZATION OF THE UPDATED MODEL

3 years to one year before primary	One year before primary	Primary	Lower secondary	Upper seconary
A0: not attending ECE	A1: not attending any forms of education	A2: Out of school	A3: Out of school	A4: Out of school
Learning deprivation	Learning deprivation	A5: not achieving MPL (SDG 4.1.1b)	A6: not achieving MPL (SDG 4.1.1c)	Learning deprivation
in ECE, learning	In school or ECE, learning	In school, achieving MPL (SDG 4.1.1b)	In school, achieving MPL (SDG 4.1.1c)	In school and learning

> out-of-school population
> out-of-school population (via proxies)
>learning deprivation
>learning deprivation (via proxies);
>attending and meeting MPL
>attending and meeting MPL (via proxies)

The model follows SDG 4 definitions and disaggregations to the maximum possible extent. The OOSCiE dimensions are disaggregated as follows, while dimensions A5 and A6 are disaggregated by sex and reading/mathematics only.

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 functional difficulties	✓	✗	✗	✗

2.2 Methodological updates

The 2023 update features significant methodological improvements compared to the 2022 estimates.

1

A country is considered "crisis-affected" if affected by a crisis with an ISI value larger than 2 for more than three months. This threshold shifts to a value of 3 in case of earthquakes or similar natural disasters in upper-middle-income and high-income countries, to reflect the (stronger) capacity of these countries to respond to shocks. A list of 73 countries with crises with an ISI value larger than 2 is formed accordingly.

2

An estimate for the proportion of crisis-affected children aged 36 to months until the year before entry in the primary cycle who are not attending education ("Dimension A0") is provided, alongside estimates of participation in organized ECE for children of the same age group, based on net attendance rates provided by UNICEF. To proxy the corresponding out-of-school rate, we calculate 1 minus the net attendance rate for this group of children.

3

The ISI does not consistently capture the population affected by international displacement crises in host communities, and often it overestimates it. For example, the ISI considers 94% of the total population in the Dominican Republic to be affected by the Venezuelan crisis and it does not consider anyone in host communities to be affected in Uganda. To address this, a case-by-case correction was needed. UNHCR data on host communities were used instead of the ISI-provided data to assess the number of crisis-affected children in host communities in Chile, the Dominican Republic, Ecuador, Malaysia, Peru, and Uganda[5]. Not operating these corrections would have resulted in an overestimation of about 4 million children in the total headcount of crisis-affected children aged one year before the entry age in primary until the expected age of completion of secondary education.

4

UIS/UNESCO-GEM report developed a Bayesian hierarchical model that constructs underlying out-of-school rate curves for cohorts of children to estimate out-of-school rates for all countries. Essentially, these estimates consider information from both administrative data and survey data and combine it in a single measure (with a corresponding interval) for each year, disaggregated by sex and education level (primary, lower secondary, and upper secondary). This dataset offers three significant advantages: first, it relies on the most updated set of OOS rates; second, by combining all information in one measure it favors cross-country comparability; and third, it allows to evaluate the OOS rates at the same point in time for all countries since curves are constructed through 2023. This is a significant advantage compared to the algorithm used for imputation in the 2022 estimates.

A visualization of the out-of-school rate curves is given in Figure 2. The curves are in black, and the corresponding intervals are in grey.

5 Additionally, for Iran, the crisis-affected population was corrected to account for all forcibly displaced Afghans identified by the ISI.

FIGURE 2. UNDERLYING OUT-OF-SCHOOL RATE CURVES FOR THE CENTRAL AFRICAN REPUBLIC
[from education-estimates.org]

5

Following improvements in the availability of data on learning outcomes, **the learning deprivation dimensions of the model are better specified and better aligned with SDG 4 indicators' definitions**[6].

The Minimum Proficiency Level (MPL) is defined as the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Consistent with UNESCO's methodological choices, foundational skills measured in UNICEF's Multiple Indicator Cluster Surveys (MICS6) is no longer considered fit to measure MPL[7]. Foundational reading skills in MICS6 surveys are measured by assessing whether children can read a simple 70-word story aloud and answer five simple questions about it. These foundational skills are believed to be below the minimum proficiency level defined by SDG indicator 4.1.1(a). In this version, the latest definitions of minimum proficiency levels from UNESCO are used, and the estimates reflect the latest UIS data release (March 2023).

6 Full alignment is not possible due to data gaps, particularly for SDG indicator 4.1.1(a).
7 MICS6 data were included in the viable metrics to measure MPL in the 2022 estimates.

Students who attend school but fail to attain minimum proficiency in reading or fail to attain minimum proficiency in mathematics are defined as **learning deprived**. The updated model is structured along the following learning deprivation dimensions:

- Dimension **A5** : crisis-affected children who are in primary school but experience learning deprivation. The total is obtained by applying the percentage expressed by SDG indicator 4.1.1(b) to the whole stock of crisis-affected children estimated to be attending primary.
- Dimension **A6** : crisis-affected children and adolescents who are in school in lower secondary but experiencing learning deprivation. The total is obtained by applying the percentage expressed by SDG indicator 4.1.1(c) to the whole stock of crisis-affected children estimated to be attending lower secondary.

In each crisis setting, the proportion of learning-deprived students is calculated as the maximum between the percentage of students not achieving MPL in reading and the percentage of students not achieving MPL in mathematics in each dimension [8].

An additional significant improvement available in this update is that **both dimensions A5 and A6 are disaggregated by sex, reading, and mathematics**. Whenever data on crisis-affected countries is not available from the UIS on SDG 4.1.1(b) and (c), imputation is carried out using a country in the same region with similar characteristics and affected by a crisis of similar intensity (measured by the Inform Severity Index); failing that, the imputation is carried out using regional averages of crisis-affected countries with comparable severity.

Since the UIS estimates of OOS rates do not reflect the **effects of escalating crises on access to education**, certain OOS rates have been revised upwards via crisis-specific premia. For this update, we apply an "escalating crisis" premium whenever a national-level crisis with ISI >3 has accelerated in intensity in the first quarter of 2023. The criterion returns the following list of countries: Burkina Faso, DRC, Congo, Djibouti, Ethiopia, Honduras, Libya, Madagascar, Mali, Myanmar, Malawi, Niger, Somalia, Türkiye, and Ukraine [9].

The "escalating crisis" premium consists of an "inflated" OOS rate equal to the OOS rate for children in the bottom quintile of the wealth distribution. The premia are applied only to the crisis-affected populations who were not forcibly displaced since rates for the forcibly displaced are already corrected upwards (following the same rationale explained in the 2022 estimates[10]).

8 Only certain assessments (e.g., PASEC, PISA-D) are conducted on the same sample of children so it is not possible to consistently identify those who are not achieving MPL for both reading and mathematics.

9 OOS rates are not available for Ukraine; the available OOS rates are very likely underestimating the extent of participation in education as they are pre-crisis.

10 That is, for refugees, refugee-specific OOS rates (UNHCR, 2021) are used; for IDPs, the OOS rate is at the midpoint between the refugees' OOS rate and the national average of the OOS rate.

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7

An upward correction of OOS rates is also necessary to reflect the COVID-19 shock. COVID-19 premia have been applied if a study from a credible source with a national sample provides evidence of a statistically significant increase in dropout rates post-COVID-19[11]. The table below summarizes such studies. Malawi, Nigeria, and Pakistan have evidence of increased dropout. The "COVID premium" calculated in the 2022 estimates has been maintained for these countries.

Country	Reference	Dropout Rate (Benchmark Rate)	National Sample (Yes / No)	COVID-19 premium (rationale)
Brazil	Lichand et al. (2021)	35 percent (10)	No	No (no national sample)
Ethiopia	Kim et al. (2021)	13 percent (Not available)	No	No (no national sample)
India	ASER India (2021)	4.4 percent (Not available)	No	No (no national sample)
Kenya	Zulaika et al. (2022)	9.4 percent (3.2)	No	No (no national sample)
Malawi	Kadzamira et al. (2021)	4.3 percent (1.2)	Yes	Yes
Nigeria	Dessy et al. (2021)	16.9 percent (10)	Yes	Yes
Pakistan	ASER Pakistan (2021)	6 percent (4)	Yes	Yes
Senegal	Mbaye et al. (2021)	1.6 percent (1.9)	Yes	No (no increase in dropout)

Source: author's adaptation from Moscoviz and Evans (CGD, 2022).

11 This methodological choice may result in underestimation given that national averages often mask effects on participation in education for the poorest subgroups, which may include crisis-affected populations.

8 It is assumed that 100% of girls of secondary school age in Afghanistan are OOS because of the ban on girls' education.

9 A review of the available evidence on COVID-19-induced learning loss in crisis-affected countries revealed large variation at the country level. At the national level, learning losses were statistically significant in Malawi, Mexico, and Zambia.

Country	Short reference	Assessment date	Average effect	National sample	COVID-19 premium
Bangladesh	Amin et al. (2021)	July 2021	6 percent learning loss for girls (significant)	No	No (no national sample)
Brazil	Lichand et al. (2021)	2020	Math and Portuguese: –0.32 SD (significant)	No	No (no national sample)
Burkina Faso	UIS (2022)	Mid-2021	Reading: +3.2pp (not significant) Math: +5.8pp (significant)	Yes	No (no learning loss)
Burundi	UIS (2022)	Mid-2021	Reading: –0.2 (not significant) Math: –3.5 (not significant)	Yes	No (loss not significant)
Côte d'Ivoire	UIS (2022)	Mid-2021	Reading: +0.4 (not significant) Math: +1.4 (not significant)	Yes	No (loss not significant)
Kenya	Whizz Education (2021)	October 2020 - March 2021	Math: –3.5 months lost	No	No (no national sample)
Malawi	World Bank (2022)	2021	Across English, Math, and Chichewa, students' learning loss was equivalent to two years of lost learning.	Yes	Yes
Mexico	Hevia et al. (2022)	May 2021	Reading: 0.34–0.45 SD (significant) Math: 0.62–0.82 SD (significant)	Yes	Yes
Pakistan	Crawfurd et al. (2021b)	February 2021	No significant change over time	No	No (mixed evidence at the country level)
Pakistan	ASER Pakistan (2021)	March–April 2021	Change in class [X] students able to do [Y] in 2019–2021 Class 3, read local language: –1 percentage point (pp) Class 5, read: –2 pp Class 3, do 2-digit division: –10 pp Class 5, do 2-digit division: –3 pp	Yes	No (mixed evidence at the country level)
Senegal	UIS (2022)	Mid-2021	Reading: –1.4 (not significant) Math: –0.6 (not significant)		No (loss not significant)
Uganda	Uwezo Uganda (2021)	August–September 2021	Literacy and numeracy: +6.1 percentage points (2021 vs 2018)	Yes	No (loss not significant)
Zambia	UIS (2022)	Mid-2021	Reading: 0.5 (not significant) Math: –1.4 (significant)	Yes	Yes (Math only)

Sources: author's adaptation from Moscoviz and Evans (CGD, 2022), Asim et al (WB, 2022).

Following the logic described in 2022 estimates, in Malawi, Mexico, and Zambia we calculate a **"learning-in-crises" premium** by considering, for the calculations of A5 and A6, the value of SDG indicator 4.1.1 for children in the bottom quintile of the wealth distribution. We apply the same "learning in crises" premium to all sudden-onset or escalating crises (these crises are listed under point 6).

The 2023 "version 2.0" of the methodology represents an improvement over the 2022 version in several ways. First, it incorporates feedback from education experts and stakeholders who have identified areas for improvement. This feedback led to strengthening the methodology's design, data sources, and analytical methods that result in more accurate and reliable estimates. Second, the version 2.0 incorporates new data or information unavailable in 2022, including updated data on learning outcomes, estimates of COVID-induced learning loss, and improved estimates of out-of-school rates.

2.3 Data

The updated model leverages the granularity of the data underpinning the ISI, together with a selection of newly available datasets and selected research papers, as well as an expert-curated set of research findings from the grey literature available in the public domain. The ISI is an open and free publication updated monthly on the ACAPS and INFORM websites. The ISI is built on highly granular, crisis-specific information from a range of credible, publicly available sources, such as UN agencies, governments, and other multilateral organizations. Expert human analysts decide what data to report based on specific protocols and estimate the reliability of the data for each crisis.

Additional datasets have been considered, and most of them have been linked and leveraged for the first time to produce EiE-specific analyses.

A recap of the main data sources used for the 2023 estimates is offered in the table below.

TABLE 2. DATA SOURCES

Data source	Contribution / role of dataset
UNESCO Institute of Statistics	Population of children of school age in each country, by education cycle; Learning outcomes in reading and mathematics (data on SDG indicator 4.1.1).
INFORM Severity Index (ACAPS)	Crises' intensity, duration, induced displacement, and affected populations in each crisis.
UNICEF	OOS rates for children aged 3 to the legal age of start of primary education; Percentage of children with functional difficulties vs without functional difficulties; data on SDG indicator 4.2.1.
UIS-UNESCO GEM report	Estimation of underlying curves for OOSC rates.
UNHCR	Estimates of school-aged refugee population by country and connected age splits; OOS rates amongst refugee children.
IDMC	Estimation of the number of internally displaced people.
UN/DESA	Countries' population estimates disaggregated by age.
OCHA	Interagency response plans' coverage.

2.4 Limitations

The main limitation of the updated methodology lies in the sole reliance on the data underpinning the ISI to identify crisis-affected populations, which may not always accurately reflect those affected from an education perspective. For example, in Sri Lanka, the entire population is considered "crisis-affected" due to the nature of the crisis – a large socio-economic shock – whereas in the Democratic Republic of Congo, only a fifth of the population is considered crisis-affected despite very high rates of learning poverty. While the ISI can identify subgroups of crisis-affected populations, it was not designed to detect the "learning" crisis, which poses a problem when attempting to identify who is affected by a "crisis" from an education standpoint. This creates a tradeoff between comparability and relevance when adjusting the ISI estimates to make them more relevant to the education space. In this update, we attempted to operate as few adjustments as possible to the original ISI datasets (see section 2 for more details).

Additionally, the estimates in the database were created using a bottom-up approach, starting from the crisis level, and aggregating estimates of crisis-affected children at the country level. While this approach ensures consistency in estimation, country-specific estimates should not be used for other purposes, such as holding institutions accountable or measuring progress in-country. National-level figures should not be extrapolated to estimate the number of students in need of education support in individual countries without a dialogue with in-country actors to understand the nuances of each country. National-level figures in this update should be considered as "functional components" to obtain a global aggregate.

In addition, misunderstandings can arise due to the limited comparability of the updated estimates versus the original 2022 estimates: straight comparisons between the estimates from the original methodology and its version 2.0 are not possible (refer to Section 3.5).

Finally, the update highlighted gaps in the available evidence that could inform future research:

- Data on internally displaced children. It is challenging to understand which internally displaced subgroups are unlikely to re-enroll their children after displacement, and when/under what conditions IDPs can be more likely to re-enroll in education. Significant research gaps at the intersection of forced displacement and access to education exist, with only a few qualitative studies investigating the issue at close range. The gaps are even larger for children with functional difficulties who are also forcibly displaced.
- Data on OOS rates at the subnational level are often unavailable. It would be preferable to estimate stocks of OOS in crises using subnational OOS rates, without systematically recurring to national averages. MICS/EAGLE reports represent a best-in-class resource, with subnational level estimates available, but their availability is limited to a relatively small set of countries.
- Availability of reliable data on learning outcomes for crises-affected children and adolescents is improving too slowly. More data points for a larger number of countries are necessary to rigorously measure SDG indicator 4.1.1(a) is necessary.
- Girls do not constitute a homogeneous group, and certain marginalized subgroups, like girls with disabilities, often face marginalization in the process of data collection and analysis. Additional studies are needed to assess more in-depth the intersections of various characteristics and identities, such as disability status, displacement status in conjunction with gender.

The following table provides a recap of data availability. While OOS rates are generally available from household surveys or from administrative sources, significant gaps remain, especially in indicator 4.1.1 (c). Annex 1 provides additional details on data availability at country level.

TABLE 3. DATA AVAILABILITY: PROPORTION OF DATA POINTS AVAILABLE, ESTIMATED, AND IMPUTED IN CRISIS-AFFECTED COUNTRIES

% data points	Available	Estimated	Imputed
OOS rates			
3 years to one year before primary	78%	0	22%
one year before primary	73%	0	27%
primary	depends on source	99%	1%
lower secondary	depends on source	99%	1%
upper secondary	depends on source	99%	1%
Learning deprivation			
3 years to one year before primary	44%	0%	56%
one year before primary	44%	0%	56%
primary	56%	0%	44%
lower secondary	32%	0%	68%
upper secondary	32%	0%	68%

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3. Findings

3.1 Crisis-affected children of school age

We identify about 268 million children and adolescents (aged 3 until the expected age of completion of secondary education) affected by crises, disaggregated[12] as follows:

TABLE 4. CRISIS-AFFECTED CHILDREN OF SCHOOL AGE, BY COUNTRY
Countries with at least 1 M children affected

ISO3	Estimated number of crisis-affected people	Affected children, from age 3 to the end of secondary	Affected children, from one year before primary until the end of secondary	Affected children of secondary school age	Share of children considered "crisis-affected" in tot. population
Ethiopia	86,079,000	33,250,435	26,039,400	11,362,136	68.7%
Afghanistan	37,600,000	16,075,881	12,581,381	5,531,057	87.2%
Pakistan	50,677,000	15,137,035	13,857,924	7,094,265	21.9%
Myanmar	54,644,000	12,341,012	11,427,549	5,946,121	98.0%
Sudan	29,300,000	10,782,639	9,025,328	3,907,127	58.8%
Congo DR	26,429,000	10,416,778	8,571,734	3,466,158	24.3%
Yemen	27,900,000	9,536,831	7,974,125	3,419,797	82.1%
Kenya	24,775,000	9,501,971	8,225,962	3,670,698	45.3%
Nigeria	23,150,000	8,966,371	7,520,609	3,103,791	10.5%
Tanzania	19,764,000	8,544,692	6,676,971	2,535,520	29.6%
Turkey	29,878,000	7,222,830	6,243,143	3,828,201	35.1%
Ukraine	42,362,000	6,880,837	6,135,545	2,900,262	93.7%
Somalia	16,955,000	6,794,207	5,596,521	2,349,478	100.0%
Zimbabwe	16,563,000	6,708,308	5,773,481	2,188,962	100.0%
India	22,615,000	5,896,339	5,142,392	2,850,697	1.7%
Mali	12,900,000	5,499,193	4,176,415	1,701,307	59.4%
Burundi	13,000,000	5,332,252	4,072,673	1,612,208	100.0%
Korea DPR	25,972,000	5,149,933	4,137,525	2,132,334	100.0%
South Sudan	12,777,000	5,148,350	4,408,113	1,873,339	100.0%
Sri Lanka	22,156,000	5,141,046	4,819,139	2,777,605	100.0%

12 The overwhelming majority of crises affect men and women in very similar numbers, thus a 50% split between males and females is assumed in this table.

ISO3	Estimated number of crisis-affected people	Affected children, from age 3 to the end of secondary	Affected children, from one year before primary until the end of secondary	Affected children of secondary school age	Share of children considered "crisis-affected" in tot. population
Venezuela	18,739,000	4,946,712	4,268,767	1,735,879	66.0%
Niger	9,900,000	4,604,484	3,534,745	1,514,029	38.1%
Syria	18,523,000	4,460,309	3,837,796	1,734,563	100.0%
Malawi	11,002,000	4,398,386	3,747,730	1,628,606	55.3%
Mozambique	10,346,000	4,219,630	3,568,656	1,242,415	30.8%
Zambia	8,553,000	3,613,143	2,836,066	987,638	42.0%
Chad	7,607,000	3,288,237	2,752,370	1,231,448	41.5%
Uganda	6,750,000	3,082,029	2,648,568	1,009,888	14.1%
Haiti	8,200,000	2,769,842	2,407,739	1,172,808	71.9%
Philippines	8,671,000	2,537,592	2,179,587	973,792	8.0%
Central African Republic	6,091,000	2,476,747	2,065,640	983,659	100.0%
Senegal	5,847,000	2,406,879	2,061,367	918,683	32.0%
Bangladesh	8,692,000	2,286,625	1,988,321	1,089,307	5.1%
Guatemala	5,700,000	2,030,825	1,643,481	752,736	32.9%
Colombia	9,800,000	2,017,147	1,736,803	891,923	19.2%
Iraq	5,822,000	1,948,076	1,647,841	694,460	14.1%
Palestine	5,355,000	1,944,246	1,647,271	946,661	100.0%
Libya	6,866,000	1,914,749	1,659,055	723,181	100.0%
Iran	4,477,000	1,914,156	1,498,066	658,583	5.2%
Madagascar	4,786,000	1,728,422	1,461,399	742,454	15.9%
Lebanon	6,246,000	1,654,646	1,439,485	725,406	92.3%
Mauritania	4,119,000	1,610,606	1,371,217	619,502	100.0%
Burkina Faso	3,832,000	1,570,782	1,331,662	600,962	17.8%
Cameroon	3,755,000	1,526,635	1,294,020	588,422	13.6%
Honduras	4,000,000	1,199,089	1,036,133	440,292	41.7%
Total[13]	815,624,000	267,984,240[14]	224,384,804	101,679,414	

13 The total shown represents the global aggregate, while only countries with at least 1 M affected children are reported in the table.

14 This total includes 7.06 M refugee children. Note that this methodology only considers refugees as "crisis-affected" if the crisis has an ISI >2. Accordingly, a refugee in Germany, for example, is not captured by this headcount since the refugee crisis in Germany does not have an ISI >2. Considering all refugees as "crisis-affected" is a legitimate choice, and one that can be considered for future iterations of these estimates – yet this choice would not alter the totals significantly.

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

The updated methodology identifies about 105 million OOSCiE (52% females) at the global level (children aged 3 until the expected age of completion of upper secondary), of which about 72 million are in the age group ranging from one year before the legal age of entry in primary until the expected age of completion of upper secondary. About 52% of all OOSCiE (dimensions A1 to A4) live in eight countries alone: Ethiopia, Pakistan, Afghanistan, Sudan, DR Congo, Myanmar, Mali, and Nigeria. The OOSCiE dimensions are disaggregated as follows:

TABLE 5. OOSCIE DIMENSIONS, CHILDREN AGED 3 UNTIL THE EXPECTED AGE OF COMPLETION OF UPPER SECONDARY

Dimension	Non-forcibly displaced, without functional difficulties	Non-forcibly displaced with functional difficulties[15]	Refugees	IDPs	Asylum seekers / in need of int'l protection
A0 3 years of age until one year before the legal age of entry into primary	27.80 M *(50% female)*	2.34 M *(50% female)*	0.395 M *(50% female)*	2.49 M *(50% female)*	0.116 M *(50% female)*
A1 One year before the legal age of entry into primary	7.24 M *(50% female)*	0.618 M *(50% female)*	0.352 M *(50% female)*	0.861 M *(50% female)*	0.131 M *(50% female)*
A2 primary	13.54 M *(54% female)*	4.19 M *(54% female)*	1.28 M *(52% female)*	2.53 M *(53% female)*	0.469 M *(51% female)*
A3 lower secondary	11.99 M *(53% female)*	3.39 M *(56% female)*	1.772 M *(53% female - whole secondary cycle)*	1.79 M *(53% female)*	0.552 M *(50% female - whole secondary cycle)*
A4 upper secondary	14.93 M *(54% female)*	4.02 M *(54% female)*	see above	2.03 M *(53% female)*	see above
Total	75.52 M *(52% female)*	14.56 M *(54% female)*	3.80 M *(52% female)*	9.70 M *(52% female)*	1.27 M *(50% female)*

Table 6 indicates that while half of crisis affected out of school children were girls at pre-primary and primary levels, this percentage increased to between 53 and 56% at lower and upper secondary levels, suggesting that girls were more likely dropping out at those levels compared with boys.[16] Although disaggregation is not available for forcibly displaced children, the data also indicates that the gender disparity at lower secondary level gets larger for non-forcibly displaced children with functional difficulties (56% girls) compared to non-forcibly displaced children without functional difficulties (53%). This highlights the need to take into account intersectionality when assessing how crises affect education needs among crisis affected children and adolescents.

15 This disaggregation is not available for forcibly displaced children.
16 See also the report's section featuring the thematic deep dive on gender related aspects.

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About 54% of all crisis-affected children of primary and secondary school age live in Sub-Saharan Africa, which is also the region with the highest OOS rates. **About half of the crisis-affected children in Sub-Saharan Africa do not attend secondary education**, which carries huge negative socio-economic consequences. Globally, about one-third of crisis-affected children of lower secondary school age are out of school, and the global OOS rate for upper secondary is as high as 46%.

TABLE 6. OUT-OF-SCHOOL RATES FOR CRISIS-AFFECTED CHILDREN COMPARED TO THE GENERAL POPULATION

		Crisis-affected (ECW estimates of regional averages, 2023)			**General population** (UIS estimates of regional averages, 2021)		
Region (SDG reporting)	**Crisis-affected children** (primary and secondary school age)	**Primary**	**Lower secondary**	**Upper secondary**	**Primary**	**Lower secondary**	**Upper secondary**
Sub-Saharan Africa	110,520,983	26%	42%	55%	20%	34%	47%
Northern Africa and Western Asia	23,101,251	17%	19%	32%	10%	9%	22%
Oceania	137,747	16%	23%	51%	7%	4%	20%
Central and Southern Asia	36,702,481	16%	38%	48%	7%	14%	40%
Latin America and the Caribbean	11,925,976	13%	22%	34%	4%	7%	18%
Eastern and South-Eastern Asia	17,413,576	13%	16%	30%	4%	8%	18%
Europe and Northern America	6,018,741	12%	16%	17%	2%	2%	5%
Totals	**205,820,755**	**21%**	**34%**	**46%**			

3.3 Children attending school but in learning deprivation (dimensions A5 and A6)

The updated methodology identifies about 104 million crisis-affected children in learning deprivation amongst those attending primary and lower secondary, equivalent to 87% of the total crisis-affected children attending primary and lower secondary. Note that while there are more females than males who are out of school, there are more boys than girls in learning deprivation. Girls do consistently better than boys in reading, while boys are (slightly) overperforming girls in mathematics in primary. Learning-deprived children living in crises are disaggregated as follows:

TABLE 7. LEARNING DEPRIVATION: ESTIMATED DIMENSIONS A5, A6

Dimension	Total*[17]	🕮 Reading	Mathematics
A5 Attending primary school, not achieving minimum proficiency	**72.56 M** *(49.6% female)*	**60.88 M** *(48.0% female)*	**71.18 M** *(50.9% female)*
A6 Attending lower secondary school, not achieving minimum proficiency	**31.21 M** *(47.6% female)*	**28.89 M** *(47.4% female)*	**31.17 M** *(47.8% female)*
Total in school yet not reaching MPL [as defined under SDG 4.1.1(b) and 4.1.1(c)]	**103.76 M** *(48.9% female)*	**89.78 M** *(47.8% female)*	**102.36 M** *(50.0% female)*

3.4 Global estimates of crisis-affected children in need of educational support since age 3, by education level and crisis severity

Since ECW's mandate concerns children from the age of 3 until 18 years of age, this section provides a global figure of crisis-affected children in need of educational support for children aged 3 until the legal age of completion of upper secondary education[18]. To obtain duly disaggregated estimates, it is necessary to define at least a proxy for learning deprivation for each education level; accordingly, the following proxies and measurements have been selected:

TABLE 8. MEASURES AND PROXIES OF LEARNING DEPRIVATION IN CRISIS-AFFECTED COUNTRIES

Education level	Measure or proxy
3 years of age to one year before primary	**Proxied** by SDG indicator 4.2.1: Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being
One year before primary	**Proxied** by SDG indicator 4.2.1: Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being
Primary	**Measured** by indicator 4.1.1 (b): Proportion of children at the end of primary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics

17 Most crisis-affected children do not meet MPL in both reading and mathematics, hence adding up the figures under the "Reading" column and the "Mathematics" column would result in heavy double counting. Figures in the "Total" column are to be interpreted as the percentage of crisis-affected children and adolescents who are in school but do not meet MPL in either reading or mathematics, or both.

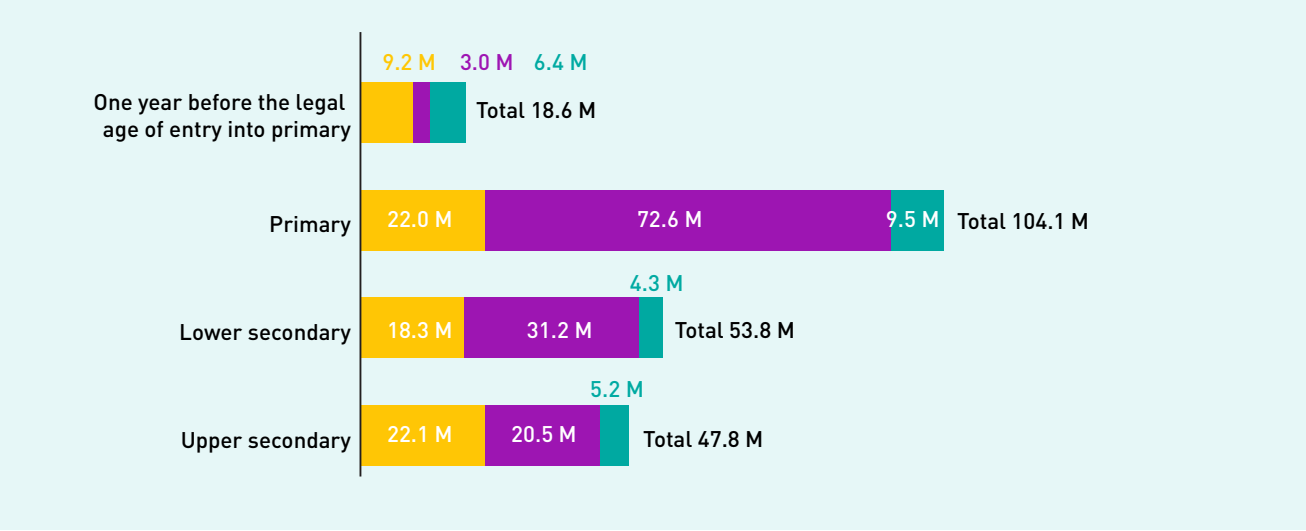
18 This age is most commonly 17, but this approximation is overall realistic, especially once we account for repetition.

Education level	Measure or proxy
Lower Secondary	**Measured** by indicator 4.1.1 (c): Proportion of children and adolescents at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics
Upper Secondary	**Proxied** by indicator 4.1.1. (c): Proportion of children and adolescents at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics

Based on these assumptions, we obtain the following breakdown:

TABLE 9. BREAKDOWN OF CRISIS-AFFECTED CHILDREN AND THEIR EDUCATION OUTCOMES

Age group	Crisis-affected total	OOSCiE	learning deprivation	OOSCiE + in learning deprivation	In school and learning
3 years of age until one year before entry into primary	**43.6 M**	**33.1 M**	**3.2 M**	**36.3 M**	**7.3 M**
One year before the legal age of entry into primary	**18.6 M**	**9.2 M**	**3.0 M**	**12.2 M**	**6.4 M**
Primary	**104.1 M**	**22.0 M**	**72.6 M**	**94.6 M**	**9.5 M**
Lower secondary	**53.8 M**	**18.3 M**	**31.2 M**	**49.5 M**	**4.3 M**
Upper secondary	**47.8 M**	**22.1 M**	**20.5 M**	**42.6 M**	**5.2 M**
Total	**268.0 M** *(50% female)*	**104.8 M** *(52% female)*	**130.5 M** *(48% female)*	**235.3 M** *(50% female)*	**32.7 M** *(50% female)*



These estimates imply that 32.7 million crisis-affected children aged 3 till the theoretical age of completion of upper secondary education (50% female) are in school and achieving minimum proficiency levels in both reading and mathematics.

About two-thirds of crisis-affected children and OOSCiE are concentrated in the most severe crises, namely crises where the ISI reached a value of at least 4 in the last three years. These crises are in Ethiopia, Afghanistan, Pakistan, Myanmar, Sudan, DR Congo, Yemen, Nigeria, Ukraine, Somalia, Mali, DPRK, South Sudan, Venezuela, Syria, Chad, Haiti, CAR, Colombia, Iraq, occupied Palestinian territories, Libya, Burkina Faso, and Cameroon.

TABLE 10. CRISIS SEVERITY AND EDUCATIONAL NEEDS, BY CRISIS INTENSITY [INFORM SEVERITY INDEX]

Crisis severity (ISI)	Crisis affected *[age 3 until end of upper secondary]*	OOSCiE *[One year before the legal age of entry in primary until the end of upper secondary]*	In learning deprivation *[Primary and Lower Secondary]*
Medium – Maximum ISI value between 2 and 3 in the last 3 years	**20,034,871** (7%)	**4,691,836** (7%)	**8,576,406** (8%)
High – Maximum ISI value between 3 and 4 in the last 3 years	**71,075,559** (27%)	**14,765,629** (21%)	**28,618,876** (28%)
Very High – Maximum ISI value between 4 and 5 in the last 3 years	**176,873,810** (66%)	**52,245,012** (63%)	**66,568,509** (64%)
Total	**267,984,240**	**71,702,478**	**103,763,791**

At least 25 million (9.4% of the global total) crisis-affected children aged 3 to the end of the expected completion of upper secondary education are left out of interagency plans and appeals[19].

3.5 Comparison – and comparability – with the 2022 estimates

Given the different methodology used in 2022, the estimates presented in this update are not directly comparable to the 2022 estimates. For example, **it would be incorrect to conclude that the number of crisis-affected children (one year before entry in the primary to end of secondary) has increased from 222 million (2022 estimate) to 224 million**, even if the latter is the most recent estimate presented in this update.

To obtain year-on-year comparable data, a "baseline" for 2022 is necessary. To compute such a baseline, the updated version of the methodology described in section 2 has been run on the 2022 dataset. This yields a figure of about 199 million children affected by crises which implies that **the global number of crisis-affected children of school age increased by about 25 million between February 2022 and March 2023**.

19 ECW Secretariat estimates (2023); additional details available from ECW upon request.

Calculation of the OOSCiE stock in 2022 is not straightforward, hence we decided to provide a lower bound rather than a point estimate. The lower bound of the interval is calculated using the 2022 value in the underlying out-of-school rate curves (UIS / UNESCO GEM report, as described in Section 2.2) as the "actual" OOS rates for 2022, instead of the 2022 base OOS rates and the corresponding premia structure. The lower bound is estimated at about 1.45 M OOSCiE, which implies a global OOSCiE rate of 35% (from one year before primary to the end of secondary). Accordingly, the OOS rate for children in emergencies, currently estimated at around 32%, seems to have decreased by a few percentage points in 2023, even if it is challenging to comment with certainty on the extent of such a reduction. Year-on-year comparisons of global OOSCiE rates should be made with extreme caution since the year-on-year variation can be crucially influenced by methodological choices concerning imputation, handling of missing OOS rates, and application of OOS premia. Yearly comparisons are more straightforward for the total number of crisis-affected children.

The expectation is that OOSCiE rates will be better comparable in future updates, under the assumption that the methodology will stabilize and consequently improve its capacity to deliver estimates with a high degree of inter-temporal comparability. The calculated reduction in the global OOSCiE rate should be interpreted as a preliminary finding, to be confirmed by future research.

The following table summarises:

TABLE 11. COMPARISON OF 2022 AND 2023 ESTIMATES, CHILDREN AGED ONE YEAR BEFORE ENTRY INTO PRIMARY TO EXPECTED AGE OF COMPLETION OF UPPER SECONDARY

Version 2.0 estimate

2023 dataset			2022 dataset		
Crisis affected	**OOSCiE**	**Learning deprivation**	**Crisis affected**	**OOSCiE [lower bound]**	**Learning deprivation**
224,384,804	**71,702,478** (32% of crisis-affected)	**130,456,161** (58% of crisis-affected)	**199,349,586**	**70,253,227** (35% of crisis-affected)	**N/A**[20]
Estimated year-on-year difference			**+25,035,218**	**+1,449,251**	**N/A**[15]
Estimated year-on-year difference (percentage)			**+12.5%**		

Since estimates of crisis-affected children provide the best basis for year-on-year comparisons, it is worthwhile to examine the geographic patterns underlying the 25 million global increases described above. About half of the "newly affected" children live in Sub-Saharan Africa, where the most common crisis drivers are conflict and drought induced by climate change. Sub-Saharan Africa historically displayed the highest needs and is also the region with the largest cumulative increases.

20 Methodological updates in the updated version 2.0 are such that the percentage of children in learning deprivation cannot be compared. The 2022 estimate should not be used since its computation embodies assumptions that are no longer deemed tenable, mostly in the aftermath of several methodological decisions in the UIS March 2023 data release regarding the fitness for purpose of MICS6 data to report on SDG 4.1.1(a). It is expected that year-on-year comparability will improve in future updates, provided that additional methodological revisions are not deemed necessary.

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TABLE 12: EVOLUTION OF GLOBAL FIGURES OF CRISIS-AFFECTED CHILDREN
(aged one year before the legal age of entry in primary to the expected age of completion of upper secondary), countries with year-on-year increases (March 2023 vs February 2022)

Rank	Country	2023 estimate	2022 estimate	Year-on-year increase	Crisis drivers [as defined in the ISI]
1	**Kenya**	8,225,962	1,102,698	+ 7,123,265	Drought, Displacement
2	**Myanmar**	11,427,549	4,316,245	+ 7,111,304	Socio-political, Conflict, Violence
3	**Tanzania**	6,676,971	1,159,753	+ 5,517,217	Displacement, Drought
4	**Sri Lanka**	4,819,139	0	+ 4,819,139	Socio-political, Food security
5	**Ukraine**	6,135,545	1,448,361	+ 4,687,184	Conflict, Displacement
6	**Turkey**	6,243,143	2,635,609	+ 3,607,533	Displacement, Conflict
7	**Zimbabwe**	5,773,481	3,404,667	+ 2,368,814	Socio-political, Drought
8	**Niger**	3,534,745	1,418,463	+ 2,116,282	Conflict, Displacement
9	**Malawi**	3,747,730	2,069,659	+ 1,678,071	Drought, Socio-political, Cyclone
10	**Afghanistan**	12,581,381	11,399,851	+ 1,181,530	Conflict, Displacement, Drought, Earthquake, Socio-political
11	**DR Congo**	8,571,734	7,489,406	+ 1,082,328	Conflict, Displacement, Socio-political
12	**Nigeria**	7,520,609	6,502,503	+ 1,018,106	Conflict, Displacement, Violence
13	**South Sudan**	4,408,113	3,661,010	+ 747,103	Conflict, Floods, Displacement
14	**Mali**	4,176,415	3,956,289	+ 220,126	Conflict
15	**Somalia**	5,596,521	5,510,383	+ 86,139	Conflict, Displacement, Floods, Drought
	Subtotal SSA	**58,232,282**	**36,274,831**	**+ 21,957,451**	

4.

Thematic deep dives on education in crises

4.1 Climate change and education outcomes: overlapping and compounding risks

To assess the role of climate change as a driver behind changes in the numbers of crisis affected children and adolescents in need of education support, we analyze the evolution of the number of children via ISI and the UNICEF Climate Change Resilience Index (CCRI)[21]. The CCRI is a composite index introduced by UNICEF to generate new global evidence on how many children are currently exposed to climate and environmental hazards, shocks, and stresses. It provides the first comprehensive view of children's exposure and vulnerability to the impacts of climate change. The CCRI has two components: 1) Exposure to climate and environmental hazards, shocks, and stresses; and 2) Child vulnerability. Based on the CCRI, it is possible to rank countries based on children's exposure to climate and environmental shocks, such as cyclones and heatwaves, as well as their vulnerability to those shocks, based on their access to essential services. The CCRI helps to understand and measure the likelihood of climate and environmental shocks or stresses leading to the erosion of development progress, the deepening of deprivation and /or humanitarian situations affecting children or vulnerable households and groups.

Extreme events related to climate change are affecting a significant and rapidly increasing stock of children in countries with high CCRI. The global population of crisis-affected children (aged one year before the legal age of entry in primary to the expected age of completion of secondary education) has increased by about 25 M children globally. Countries with the largest yearly increases are listed in Table 13. While conflict remains the main driver of the increase, floods, drought and other extreme weather events like cyclones, whose effects are exacerbated by climate change play a large role: they are a crisis driver in 7 out of 15 countries (see table below). Sub-Saharan Africa historically displayed the highest needs and is also the region with the highest average CCRI.

Climate change interacts with underlying crisis drivers to increase crisis severity and worsen education outcomes. For example, droughts in East Africa deplete livelihoods, boost displacement, and undermine food security, worsening access to education and learning and accelerating protection needs. While it is impossible to disentangle the drivers of each crisis and tease out the marginal contribution of floods, drought, and other extreme weather events, countries exposed to these phenomena and with high CCRI have seen a significant yearly increase in the school-aged population affected by crises (Table 13). The population of school-aged children affected by floods, droughts, and other extreme weather events in countries saw a very large annual rise of about 18.7 million.

21 Access the report here.

TABLE 13. CLIMATE CHANGE AND THE EVOLUTION OF FIGURES OF CRISIS AFFECTED CHILDREN (aged one year before the legal age of entry in primary to the expected age of completion of upper secondary), countries with significant year-on-year increases (March 2023 vs February 2022)

Rank (by yearly increase)	**Country**	**Max ISI** (2019-2023)	**School-aged affected,** March 2023	**School-aged affected, Feb 2022**	**Year-on-year increase** (millions)	**Crisis drivers** [ISI]	**CCRI**
1	**Kenya**	3,8	8,225,962	1,102,698	+ 7,1	Drought, Displacement	6,3
2	**Myanmar**	4,5	11,427,549	4,316,245	+ 7,1	Socio-political, Conflict, Violence	5,4
3	**Tanzania**	2,8	6,676,971	1,159,753	+ 5,5	Displacement, Drought	6,7
4	**Sri Lanka**	3,4	4,819,139	0	+ 4,8	Socio-political, Food security	5,4
5	**Ukraine**	4,4	6,135,545	1,448,361	+ 4,7	Conflict, Displacement	3,8
6	**Turkey**	3,6	6,243,143	2,635,609	+ 3,6	Displacement, Conflict	4,4
7	**Zimbabwe**	3,9	5,773,481	3,404,667	+ 2,3	Socio-political, Drought	6,1
8	**Niger**	3,9	3,534,745	1,418,463	+ 2,1	Conflict, Displacement	8,2
9	**Malawi**	3,3	3,747,730	2,069,659	+ 1,7	Drought, Socio-political, Cyclone	6,7
10	**Afghanistan**	4,7	12,581,381	11,399,851	+ 1,2	Conflict, Displacement, Drought, Earthquake, Socio-political	7,6
11	**DR Congo**	4,5	8,571,734	7,489,406	+ 1	Conflict, Displacement, Socio-political	8
12	**Nigeria**	4,2	7,520,609	6,502,503	+ 1	Conflict, Displacement, Violence	8,5
13	**South Sudan**	4,6	4,408,113	3,661,010	+ 0.7	Conflict, Floods, Displacement	8,2
14	**Mali**	4,3	4,176,415	3,956,289	+ 0.2	Conflict	7,3
15	**Somalia**	4,7	5,596,521	5,510,383	+ 0.1	Conflict, Displacement, Floods, Drought	8,4
Subtotal – Countries with worsening crises related also to climate change			**47,010,159**	**28,308,021**	**+18,7**		

The most vulnerable populations are experiencing the impacts of climate change first and worst. Climate change magnifies inequalities and requires solutions that address underlying and overlapping vulnerabilities.

There is a correlation between the risks posed by climate change and the severity of crises. The Climate Change Risk Index (CCRI) and the Inform Severity Index (ISI) show a relatively strong and significant correlation of about 0.4. Additionally, the data show a significant interconnection between climate change risks and education outcomes. Approximately 83% of Out-of-School Children in Emergencies (OOSCiE) globally and around 75% of children who attend education, but face learning deprivation live in countries with a CCRI higher than the global median value of 6.4. Therefore, it can be concluded that high risks associated with climate change can be linked to poor education outcomes[22]. Furthermore, climate change impacts are not gender neutral. Where sex-disaggregated data are available, studies found that women and girls, particularly those

22 Due to the impossibility of observing climate change-related events in isolation from other crisis drivers, further analysis requires a more complex framework that can disentangle the effects of each driver.

in crisis-affected contexts, were disproportionately affected by climate-induced disasters due to pre-existing gender inequalities.[23]

TABLE 14. CCRI AND EDUCATION OUTCOMES OF CRISIS-AFFECTED CHILDREN OF SCHOOL AGE, COUNTRIES WITH CRISES WITH ISI >2

Country	CCRI (varies from 1 to 10, value of 10 is the highest)	ISI (varies from 2 to 5, value of 5 is the highest)	School-age affected children	OOSCiE	In learning deprivation
CAR	8.7	4.2	2,065,640	1,540,124	509,164
Nigeria	8.5	4.2	7,520,609	3,377,249	4,139,074
Chad	8.5	4.4	2,752,370	1,759,914	1,185,668
Somalia	8.4	4.7	5,596,521	3,301,240	2,337,107
Niger	8.2	3.9	3,534,745	3,487,029	918,934
South Sudan	8.2	4.6	4,408,113	2,297,373	1,204,457
DRC	8	4.5	8,571,734	4,617,303	4,103,484
Angola	7.9	3.3	791,477	420,329	378,359
Cameroon	7.9	4.2	1,294,020	730,276	870,134
Madagascar	7.9	3	1,461,399	905,513	638,188
Mozambique	7.9	3.8	3,568,656	1,344,048	2,300,487
Pakistan	7.7	4	13,857,924	6,495,646	5,366,935
Afghanistan	7.6	4.7	12,581,381	7,754,191	5,500,971
Burkina Faso	7.6	4	1,331,662	940,753	814,849
Bangladesh	7.6	3.4	1,988,321	775,521	833,149
Ethiopia	7.6	4.7	26,039,400	18,117,896	11,555,616
Sudan	7.6	4.6	9,025,328	4,449,359	4,119,095
Senegal	7.5	2.7	2,061,367	1,090,301	768,606
India	7.4	3	5,142,392	1,589,707	2,364,337
Yemen	7.4	4.9	7,974,125	3,507,775	4,423,093
Haiti	7.3	4.2	2,407,739	336,430	1,307,338
Mali	7.3	4.3	4,176,415	3,895,401	1,347,833
Eritrea	7.1	3.8	365,179	236,904	110,938
Myanmar	7.1	4.5	11,427,549	3,581,670	6,524,155
Philippines	7.1	3.4	2,179,587	483,661	1,489,251
Papua New Guinea	7	2.7	69,188	41,106	49,356

23 See Mind the Gap 2 report, INEE (2022) for more information.

Country	CCRI (varies from 1 to 10, value of 10 is the highest)	ISI (varies from 2 to 5, value of 5 is the highest)	School-age affected children	OOSCiE	In learning deprivation
DPRK	6.9	4.1	4,137,525	1,215,210	1,661,268
Uganda	6.8	3.3	2,648,568	1,012,565	1,783,535
Viet Nam	6.8	2.9	286,454	24,976	38,542
Mauritania	6.7	2.9	1,371,217	781,560	775,956
Malawi	6.7	3.3	3,747,730	1,632,011	2,271,377
Tanzania	6.7	2.8	6,676,971	3,746,861	3,591,421
Zambia	6.6	2.9	2,836,066	1,309,997	1,623,674
Indonesia	6.5	2.5	850,743	292,041	452,852
Congo	6.4	3.3	92,221	61,126	73,528
Kenya	6.3	3.8	8,225,962	2,051,792	3,627,118
Burundi	6.1	3.8	4,072,673	2,240,832	2,261,662
Zimbabwe	6.1	3.9	5,773,481	1,794,158	3,073,748
Guatemala	5.9	4	1,643,481	685,133	902,627
Mexico	5.9	2.8	166,927	50,533	147,582
Djibouti	5.8	3	143,510	102,357	41,196
Rwanda	5.7	2.4	37,533	16,128	30,816
Egypt	5.6	3.1	89,790	48,649	65,778
Honduras	5.5	3.7	1,036,133	691,353	449,802
Venezuela	5.5	4.2	4,268,767	724,841	2,134,676
Colombia	5.4	4.2	1,736,803	659,118	1,329,981
Ecuador	5.4	2.8	184,966	35,262	109,445
Iraq	5.4	4.3	1,647,841	712,969	920,977
Sri Lanka	5.4	3.4	4,819,139	280,879	2,287,823
Lesotho	5.4	2.5	180,112	44,310	134,655
Morocco	5.4	2.2	4,207	2,862	3,504
Malaysia	5.4	2.4	36,902	21,581	17,326
Brazil	5.3	2.8	213,981	9,044	102,231
Iran	5.3	3.8	1,498,066	709,033	577,346
Dominican Republic	5.2	2.2	26,123	15,765	27,776
Eswatini	5.2	2.7	216,182	49,644	127,382
Namibia	5.1	2.6	382,440	67,083	267,166

Country	CCRI (varies from 1 to 10, value of 10 is the highest)	ISI (varies from 2 to 5, value of 5 is the highest)	School-age affected children	OOSCiE	In learning deprivation
El Salvador	5.1	3.2	716,616	302,791	364,122
Peru	5	3.2	389,056	92,973	258,099
Syria	4.8	4.9	3,837,796	1,528,498	1,878,006
Algeria	4.6	2.7	101,161	33,151	79,636
Nicaragua	4.6	2.4	45,148	7,581	34,535
Jordan	4.5	3.1	483,517	334,029	304,815
Libya	4.4	4.2	1,659,055	744,906	609,593
Türkiye	4.4	3.6	6,243,143	1,135,483	1,736,629
Chile	4	2.6	93,937	45,929	66,634
Palestine	3.8	4.2	1,647,271	420,882	722,995
Ukraine	3.8	4.4	6,135,545	1,359,074	1,099,413
Lebanon	3.6	3.6	1,439,485	635,684	408,653
Panama	3.6	2.4	35,025	16,494	34,356

TABLE 15. CORRELATION MATRIX: CCRI, ISI AND EDUCATION OUTCOMES IN COUNTRIES WITH CRISES WITH ISI >2

		CCRI	ISI	School-age affected	OOSCiE	In learning deprivation
CCRI	Pearson Correlation	1				
ISI	Pearson Correlation	.388*	1			
School-age affected	Pearson Correlation	.378*	.584*	1		
OOSCiE	Pearson Correlation	.413*	.510*	.935*	1	
In learning deprivation	Pearson Correlation	.403*	.564*	.976*	.903*	1

* Correlation is significant at the 0.01 level (2-tailed).

4.2. Learning trajectories in crises and conflicts

In this section we analyze learning trajectories from MICS6 data in Sub-Saharan Africa (SSA) to compare the pace of acquisition of foundational reading skills by sex in countries affected by different types of crises.

Learning trajectories show the percentage of children (regardless of whether they attend school) who acquire foundational skills by a certain age. These trajectories track the pace of learning; hence they help understand how many children do not develop foundational skills and help education stakeholders decide on when and how to intervene.

Foundational skills are measured in UNICEF's Multiple Indicator Cluster Surveys (MICS6) by whether children could read a simple 70-word story aloud (i.e., "Alex is in grade four.") and answer five simple questions about it (i.e., "What grade is Alex in?"). These foundational skills are believed to be below the minimum proficiency level defined by SDG indicator 4.1.1(a). Their measurement within a learning trajectory is helpful to illustrate the pace of learning, especially for comparative analyses across countries.

In this section, we focus on countries whose Inform Severity Index – an established measure of crisis severity – has reached at least a value of 2.5 between January 2019 and February 2023.

TABLE 16. CRISIS INTENSITY, POPULATION AFFECTED AND PARTICIPATION IN EDUCATION IN SSA COUNTRIES WITH AVAILABLE MICS6 DATA

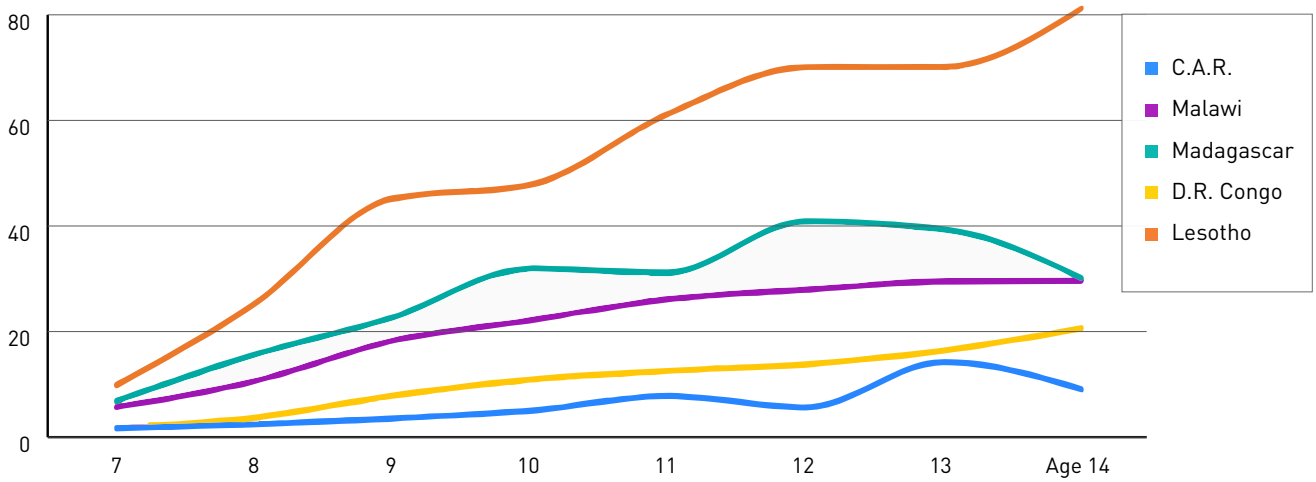
Country	**ISI average**	**ISI min**	**ISI max**	**% population and school-aged population affected** [Feb 2023]	**Crises' drivers**	**Net attendance rate** [Primary, UIS, 2023]	**OOS rate** [Primary, estimated for 2022[24]]	**GDP per capita** (World Bank, 2021)
Dem. Rep. of Congo	4.3	4	4.5	24%, 8.6 million	Conflict, displacement, socio-political crisis	78.4%	20%	$577*
Chad	4.1	4	4.4	42%, 2.8 million	Conflict, displacement	N/A	35%	$686*
Central African Republic	4.1	3.9	4.2	100%, 2.0 million	Conflict, displacement	N/A	55%	$461*
Nigeria	3.8	3.5	4.2	10%, 7.4 million	Conflict, displacement, violence	74.3%	27%	$2,066
Zimbabwe	3.7	3.4	3.9	100%, 5.8 million	Socio-political crisis, drought	94.8%	6%	$1,774
Malawi	2.8	2.4	3.3	53%, 3.6 million	Drought, socio-political crisis, cyclone	94.2%	10%	$635 *
Madagascar	2.8	2.2	3.1	16%, 1.5 million	Drought	78.0%	10%	$501*
Lesotho	2.2	2	2.5	36%, 0.18 million	Food security	97.2%	3%	$1,094*

*[Least developed country]

22 See https://www.unesco.org/gem-report/sites/default/files/medias/fichiers/2022/08/OOS_Proposal.pdf

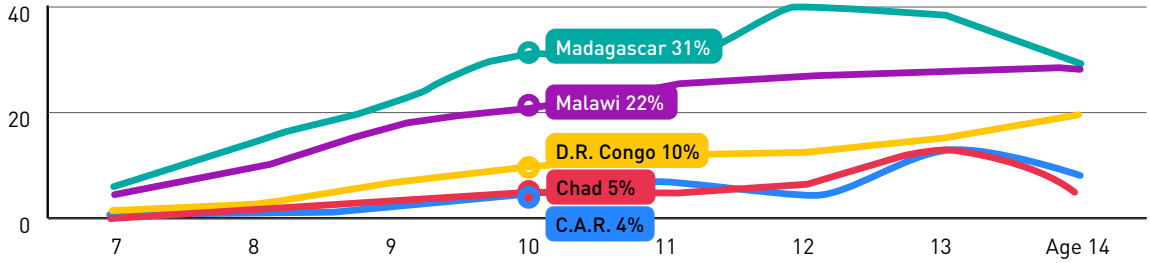
Learning trajectories in crisis-affected, least developed countries in SSA reveal a slow pace of learning, with large differences across countries:

FIGURE 3. LEARNING TRAJECTORIES IN CRISIS-AFFECTED, LEAST DEVELOPED COUNTRIES IN SSA, AGES 7 TO 14



Countries affected by crises tend to exhibit flatter learning trajectories – but not all crises carry the same consequences. When considering crises driven by conflict (Chad, DRC, CAR), the differences in learning trajectories with countries "simply" affected by recurrent natural disasters (Malawi, Mozambique) appear very large, even at similar levels of GDP per capita. For example, in Madagascar, at age 10 the number of children who acquired foundational literacy skills is eight times larger than in the Central African Republic, despite comparable levels of GDP per capita.

FIGURE 4. LEARNING TRAJECTORIES IN LEAST DEVELOPED COUNTRIES IN SSA, AGES 7 TO 14



In the subset of countries considered, conflict affects a substantive amount of the population, has been arising regularly in multiple locations, and has a prolonged nature. This has clear negative consequences for education on multiple levels: by hindering economic activity, conflict negatively affects the collection of tax revenue, harming education funding; second, conflict likely diverts budgets away from education as a consequence of increased security needs at the national level; third, delivery of education at decent standards of quality during conflict becomes much harder – for example consistently recruiting, training and deploying qualified teachers in conflict-affected areas, or ensuring that students access safe schools and use adequate

learning materials; finally, conflict is likely to negatively affect demand for education via increased poverty and also the continuity of education, due to likely disruptions in service provision and a decreased sense of safety in accessing learning spaces.

Analyzing data on participation in education shows that **low and flat learning trajectories are associated with structural problems in the provision of quality education and cannot be explained in terms of subpar access** – measured as low enrolment or low attendance. While significant challenges in least-developed countries remain, most children are enrolled in primary school even in the most heavily conflict-affected countries, and attendance rates are relatively high on average (they are consistently higher than 75%). The finding that education systems in most low-income countries have become effective at achieving (nearly) universal access to primary education for all children, but much less successful at producing learning for all is consistent with several cross-country studies[25].

Whenever a crisis is driven by conflict in a least developed country, the crisis itself is of significantly higher intensity (as measured by the ISI), and **learning is 6 times slower on average along the learning trajectory**, and up to 9 times higher in ages 7 to 9, that is during the "foundational years".

TABLE 17. PROPORTION OF CHILDREN AGED 7 TO 14 ACHIEVING FOUNDATIONAL READING SKILLS, AGES 7 TO 14 [MICS6]

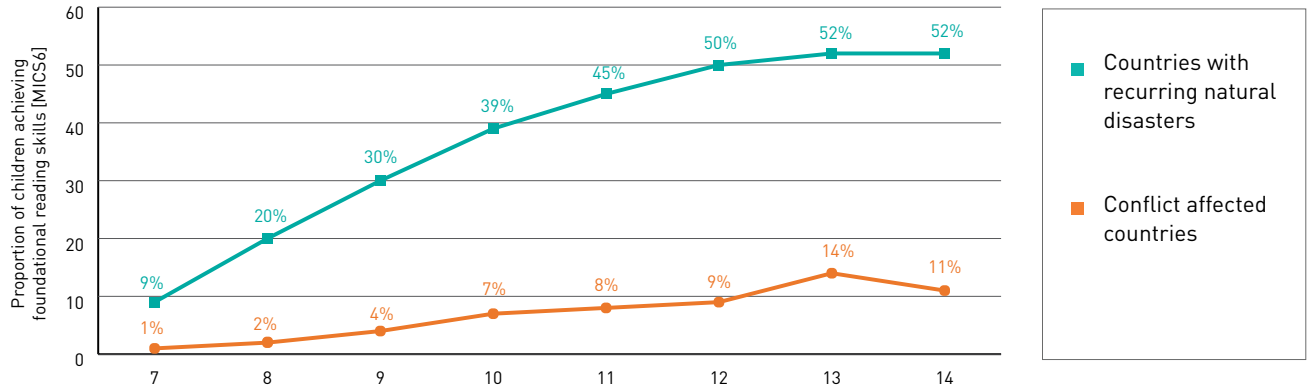
age	LSO	MDG	MWI	ZWE	average natural disasters	TCD	CAF	COD	average conflict affected	NGA	Ratio of the averages
7	9%	6%	5%	15%	**9%**	1%	1%	1%	**1%**	11%	**7.1**
8	25%	15%	10%	29%	**20%**	1%	2%	3%	**2%**	17%	**9.8**
9	45%	22%	18%	37%	**30%**	3%	3%	7%	**4%**	19%	**7.0**
10	47%	31%	22%	54%	**39%**	5%	4%	10%	**7%**	28%	**5.8**
11	61%	31%	26%	61%	**45%**	5%	7%	12%	**8%**	32%	**5.4**
12	70%	40%	27%	63%	**50%**	7%	5%	13%	**9%**	33%	**5.9**
13	70%	39%	29%	68%	**52%**	13%	14%	16%	**14%**	38%	**3.6**
14	81%	30%	29%	69%	**52%**	5%	9%	20%	**11%**	45%	**4.7**

Note: while a crisis-affected country, Nigeria cannot be considered a "conflict-affected" country in the same way as the CAR, where conflict affects the whole population. Nigeria was not included in the average for conflict-affected also because it has a GDP per capita four times higher than the other three conflict-affected countries (Nigeria is not a "least developed country [26]", unlike the other three). In the "average conflict-affected" column, only "least developed countries" are considered.

25 See for example, Pritchett, L. 2013. The Rebirth of Education: Schooling Ain't Learning. Washington: Brookings Institution Press. https://doi.org/10.7864/j.ctt1gpccb8

26 https://unctad.org/topic/least-developed-countries/list

FIGURE 5. LEARNING TRAJECTORIES IN LEAST DEVELOPED COUNTRIES AFFECTED BY NATURAL DISASTERS VS CONFLICT-AFFECTED COUNTRIES, SSA, AGES 7 TO 14



These country case studies suggest that conflict brutally depresses learning trajectories across all age groups, without leaving much room for gender differentials. This comparative analysis of crisis-affected countries in SSA shows that the pace of learning could be on average about 6 times slower in conflict-affected countries compared to countries affected by recurring natural disasters, with smaller-than-expected gender differentials, for children aged 7 to 14. Given the generally high degree of participation in education in the analyzed countries, the gaps in learning are more realistically associated with structural gaps in the provision of quality education, rather than bottlenecks in accessing learning spaces.

While anecdotal in nature, this evidence reinforces the hypothesis that not all crises may carry the same consequences on learning loss; specifically, conflict in SSA is associated with much flatter learning trajectories and long-lasting consequences in terms of learning losses, setting the foundation for multiple "lost generations" of children.

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4.3. Gender disparities in education outcomes and crisis intensity

We find that **gender disparities become more pronounced in secondary education** and are **largest in high-intensity crises**. Primary-level data show proximity to gender parity in the completion of primary education (GPIA [27]s vary mainly between 0.9 to 1.2). Even if to a lesser extent, the trend of near parity in completion is also sustained in lower secondary, despite several notable exceptions in countries with high ISI and a large percentage of the affected population, such as Afghanistan (0.6), Chad (0.5), and Mali (0.5).

TABLE 18. COMPLETION GPIAS WEIGHTED BY THE HEADCOUNT OF CRISIS-AFFECTED CHILDREN, COUNTRIES WITH ISI >2

Crisis Intensity[28]	Primary	Lower Secondary
ISI > 4	1,04	0,98
3 > ISI > 4	1,12	0,96
2 > ISI > 3	1,10	1,05

Source: UIS database, March 2023 release and ISI, March 2023

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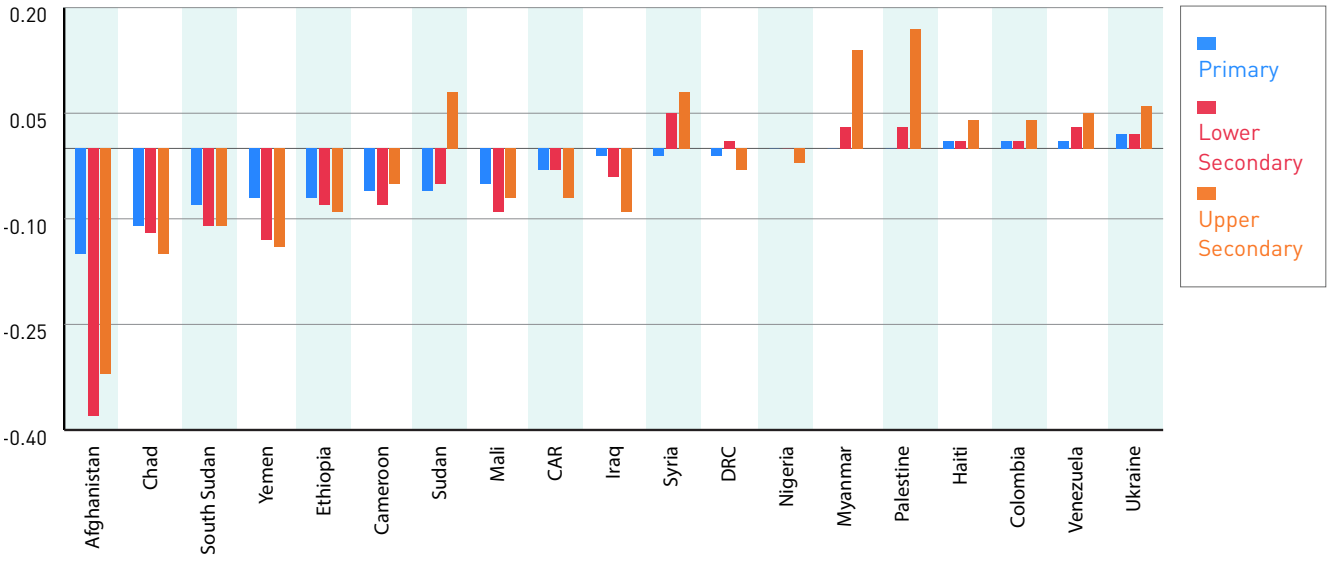
The transition between education cycles seems to be more problematic for girls. Gender differentials in OOS rates worsen with increasing intensity crises and worsen for girls of secondary school age, as illustrated in the following charts.

FIGURE 6: GENDER DIFFERENTIALS FOR OUT-OF-SCHOOL RATES, COUNTRIES WITH ISI > 4
(UIS database, March 2023)



27 Gender Parity Adjusted Indices.

28 Note: the following countries do not have available or recent data on GPIA on Completion. The lack of data for many countries might affect the overall result for each ISI group.
ISI > 4: Syrian Arab Republic, Burkina Faso, Guatemala (only available for Primary), Iraq (only available for Primary), Myanmar (only available for Secondary), Sudan (only available for Secondary), Cameroon (only available for Secondary).
3 > ISI > 4: Niger, Iran (Islamic Republic of), Mozambique, Türkiye, Philippines, Peru, India (only available for Primary), El Salvador (only available for Secondary), Madagascar (only available for Secondary).
2 > ISI > 3: Viet Nam, Zambia, Malaysia, Ecuador, Mexico, United Republic of Tanzania, Poland (only available for Primary), Hungary (only available for Primary), Panama (only available for Primary), Dominican Republic (only available for Secondary).

FIGURE 7: GENDER DIFFERENTIALS IN OUT-OF-SCHOOL RATES BY EDUCATION CYCLE, COUNTRIES WITH ISI BETWEEN 3 AND 4 (UIS database, March 2023)

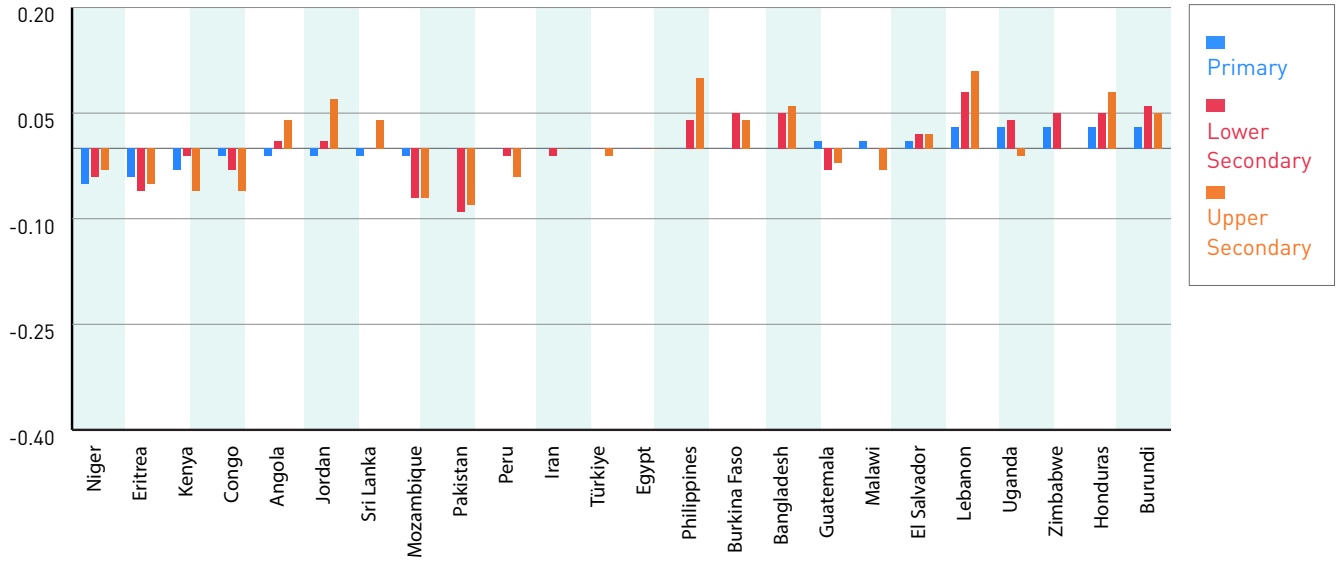
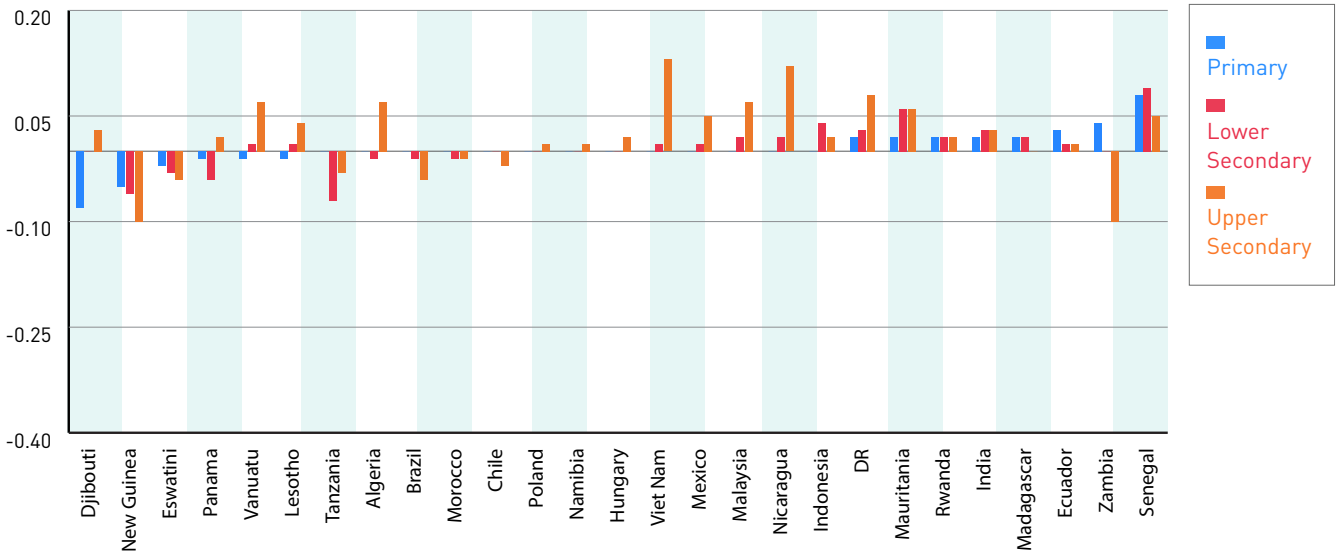


FIGURE 8: GENDER DIFFERENTIALS IN OUT-OF-SCHOOL RATES BY EDUCATION CYCLE, COUNTRIES WITH ISI BETWEEN 2 AND 3 (UIS database, March 2023)



Bars below the horizontal axis express a disadvantage for girls (differentials are calculated as "Male minus Female"). Bars in blue (expressing a gender differential in favor of boys in primary) tend to be smaller and less frequent than bars in orange and grey, especially in the last two panels (crises with ISI < 4), showing that in crisis-affected countries girls are less commonly accessing secondary education than their male peers. While gender-related differences are detected in most crisis-affected countries, such differences are much higher in a few high-intensity crises (first panel), especially in Afghanistan, Chad, South Sudan, Yemen and Ethiopia.

In terms of learning outcomes, consistent with several recent studies[29], we find that, whenever girls are given a chance of continued access to education, they are more likely to attain MPL in reading than their male peers. Even in conflict-affected countries with high ISI, more girls achieve MPL than boys in reading at all educational levels. Conversely, on average boys achieve minimum proficiency in mathematics in larger proportions. In the following tables, a GPIA larger than one implies an advantage for girls, while a GPIA lower than one implies an advantage for boys.

TABLE 19. GPIA IN THE PERCENTAGE OF STUDENTS REACHING MPL IN READING WEIGHTED BY THE HEADCOUNT OF CRISIS-AFFECTED CHILDREN
(UIS database, March 2023 and ISI, March 2023)

Crisis Intensity[30]	GPIA in MPL – Reading
ISI > 4	1,05
3 > ISI > 4	1,08
2 > ISI > 3	1,02

TABLE 20. GPIA IN THE PERCENTAGE OF STUDENTS REACHING MPL IN MATHEMATICS WEIGHTED BY THE HEADCOUNT OF CRISIS-AFFECTED CHILDREN
(UIS database, March 2023 and ISI, March 2023)

Crisis Intensity	GPIA in MPL – Mathematics
ISI > 4	0,96
3 > ISI > 4	0,95
2 > ISI > 3	0,90

As observed for the case of Ethiopia, gender parity indices vary substantively within a crisis-affected country in high-severity contexts.

However, as observed above for the case of Ethiopia, it becomes evident that gender parity indices can significantly differ within a crisis-affected country, especially in high-severity contexts. Table 21 presents a glimpse of the variations in foundational reading skills across different provinces in the Democratic Republic of Congo based on MICS data. These disparities highlight the diverse local conditions experienced even within the same country during severe crises

TABLE 21. FOUNDATIONAL READING SKILLS ACQUISITION IN SELECTED PROVINCES[31] IN THE DEMOCRATIC REPUBLIC OF CONGO, MICS6 (2017-18)

	% achieving foundational reading skills	Gender parity index (foundational reading skills)
National average	**8.7**	**0.96**
Kinshasa	16.0	1.28
Equateur	4.5	0.26
Ituri	3.6	0.26
Maniema	1.7	0.20
North Kivu	15.5	1.45
South Kivu	9.0	1.07
Tanganyika	0.5	N/A
Kasai Oriental	7.5	0.77
Kasai Central	3.7	0.20
Kasai	5.2	1.44

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29 For example, INEE "Mind the Gap 2" report and WB report Girls' Education at Scale | The World Bank Research Observer | Oxford Academic (oup.com) [Access report]

30 The following countries do not have available or recent data on MPL in Reading and Mathematics. The lack of data for many countries might affect the overall result for each ISI group.
Countries with ISI > 4: Afghanistan, Angola, Central African Republic, Syrian Arab Republic, Sudan, Iraq, Mali, Central African Republic, Haiti, Nigeria, Palestine, and Pakistan (only mathematics available).
Countries with 3 > ISI > 4: Mozambique, Angola, Malawi, India, Uganda (only reading available), Turkey, and Iran (only mathematics available).
Countries with 2 > ISI > 3: Mauritania, Poland, Papua New Guinea, Rwanda, Chile, United Republic of Tanzania, and Hungary (only mathematics available).

31 See the full MICS report for the DRC for the complete findings for all provinces.

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Annex 1.

Data availability of key indicators and proxies

Key:
1 = value is not available, had to be imputed
2 = value was estimated (via OOS curves, see section 2)
3 = value was available in March 2023 on the UIS databases

	OOS rate					Learning deprivation				
	3 years to one year before primary	one year before primary	primary	lower secondary	upper secondary	3 years to one year before primary	one year before primary	primary	lower secondary	upper secondary
AFG	3	1	2	2	2	1	1	1	1	1
AGO	3	3	2	2	2	1	1	1	1	1
BDI	3	3	2	2	2	3	3	3	1	1
BFA	3	3	2	2	2	1	1	3	1	1
BGD	3	3	2	2	2	3	3	1	1	1
BRA	3	3	2	2	2	1	1	3	3	3
CAF	3	3	2	2	2	3	3	1	1	1
CHL	1	3	2	2	2	1	1	1	3	3
CMR	3	3	2	2	2	3	3	3	1	1
COD	3	1	2	2	2	3	3	3	1	1
COG	3	3	2	2	2	3	3	3	1	1
COL	3	3	2	2	2	1	1	3	3	3
DJI	3	3	2	2	2	1	1	1	1	1
DOM	3	3	2	2	2	3	3	3	3	3
DZA	3	3	2	2	2	3	3	1	3	3
ECU	1	3	2	2	2	1	1	3	3	3
EGY	3	3	2	2	2	1	1	1	1	1
ERI	1	3	2	2	2	1	1	1	1	1
ETH	1	3	2	2	2	1	1	1	1	1
GTM	1	3	2	2	2	1	1	3	3	3
HND	3	3	2	2	2	3	3	3	3	3
HTI	3	1	2	2	2	3	3	1	1	1
HUN	1	3	2	2	2	1	1	3	3	3
IDN	3	3	2	2	2	1	1	3	3	3
IND	3	3	2	2	2	1	1	1	1	1

	OOS rate					Learning deprivation				
	3 years to one year before primary	one year before primary	primary	lower secondary	upper secondary	3 years to one year before primary	one year before primary	primary	lower secondary	upper secondary
IRN	3	3	2	2	2	1	1	3	1	1
IRQ	3	1	2	2	2	3	3	1	1	1
JOR	3	3	2	2	2	3	3	1	3	3
KEN	3	1	2	2	2	1	1	3	1	1
LBN	3	1	2	2	2	1	1	1	3	3
LBY	3	1	2	2	2	1	1	1	1	1
LKA	3	1	2	2	2	1	1	1	1	1
MAR	3	3	2	2	2	1	1	3	3	3
LSO	3	3	2	2	2	3	3	3	1	1
MDG	3	3	2	2	2	3	3	3	1	1
MEX	3	3	2	2	2	3	3	3	3	3
MLI	3	3	2	2	2	3	3	1	1	1
MMR	3	3	2	2	2	1	1	3	1	1
MOZ	1	1	2	2	2	1	1	3	1	1
MRT	3	1	2	2	2	3	3	1	1	1
MWI	3	1	2	2	2	3	3	3	1	1
MYS	3	3	2	2	2	1	1	3	3	3
NAM	1	3	2	2	2	1	1	3	1	1
NER	3	3	2	2	2	1	1	3	1	1
NIC	1	1	2	2	2	1	1	3	1	1
NGA	3	1	2	2	2	3	3	1	1	1
PAK	1	3	2	2	2	1	1	3	1	1
PAN	3	3	2	2	2	3	3	3	3	3
PER	3	3	2	2	2	1	1	3	1	1
PHL	3	3	2	2	2	1	1	3	3	3
PNG	1	3	2	2	2	1	1	1	1	1
POL	1	3	2	2	2	1	1	3	3	3
PRK	3	1	2	2	2	3	3	1	1	1
PSE	3	3	2	2	2	3	3	1	1	1
RWA	3	3	2	2	2	3	3	1	1	1

	OOS rate					Learning deprivation				
	3 years to one year before primary	one year before primary	primary	lower secondary	upper secondary	3 years to one year before primary	one year before primary	primary	lower secondary	upper secondary
SDN	3	3	2	2	2	1	1	1	1	1
SEN	3	3	2	2	2	3	3	3	3	3
SLV	3	3	2	2	2	3	3	3	1	1
SOM	3	1	1	1	1	1	1	1	1	1
SSD	3	3	2	2	2	1	1	1	1	1
SWZ	3	1	2	2	2	3	3	3	1	1
SYR	3	3	2	2	2	1	1	1	1	1
TCD	3	3	2	2	2	3	3	3	1	1
TUR	1	3	2	2	2	3	3	3	3	3
TZA	1	3	2	2	2	1	1	3	1	1
UGA	3	1	2	2	2	3	3	3	1	1
UKR	3	1	2	2	2	3	3	1	3	3
VEN	1	3	2	2	2	1	1	1	1	1
VNM	3	1	2	2	2	3	3	3	3	3
VUT	1	3	2	2	2	1	1	1	1	1
YEM	3	3	2	2	2	1	1	1	1	1
ZMB	3	1	2	2	2	1	1	3	3	3
ZWE	3	3	2	2	2	3	3	3	1	1
% available	78%	73%	-	-	-	44%	44%	56%	32%	32%
% estimated	0	0%	99%	99%	99%	0%	0%	0%	0%	0%
% imputed	22%	27%	1%	1%	1%	56%	56%	44%	68%	68%

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