

Education in Emergencies – Capacity Statement



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Education in Emergencies

Humanitarian programming has been at the core of CARE's mission since our foundation in 1945. In 2022, CARE supported over 34 million people in crisis and emergency settings. Protracted crises caused by conflict, climate change, political instability, food and water insecurity, economic collapse, and the recent COVID-19 pandemic are increasingly impacting access to affordable, equitable, and quality education while also exacerbating inequitable gender norms.

CARE's Education and Adolescent Empowerment Strategy 2022-2025 pursues a world in which the most marginalized children and youth, especially girls and young women, have expanded life choices through access to quality learning and support. Critical to achieving this strategy are Education in Emergencies (EiE) initiatives that provide education sector support at the nexus of humanitarian and development programming [i] and that ensure high quality education service delivery can be maintained and risks identified and mitigated before, during, and after crisis situations.[1]

CARE's Education in Emergencies programming goes beyond providing short-term educational support in emergencies to focusing on long-term education sector systems strengthening and promoting adolescent and girls' empowerment. CARE's approach seeks to increase access to equitable, safe, and quality education for children affected by conflict and disasters and to address barriers to learning, retention, and completion of their education.

CARE's EiE programming seeks to increase access to equitable, safe, and quality education for children affected by conflict and disasters and to address barriers to learning, retention, and completion. CARE's approach goes beyond providing short-term educational support in emergencies to focusing on long-term education sector systems strengthening and promoting adolescent and girls' empowerment. We use rigorous research to inform programming that responds to the need for sustainable recovery and to the aspirations, voices, and concerns of children, adolescents, youth, and other education

[i] CARE's approach to *nexus programming* focuses on integrating humanitarian assistance with development interventions in program analysis, planning, and implementation to promote increased agility and adaptability in rapidly changing contexts. CARE's "Doing Nexus Differently" approach focuses on strengthening government systems guided by eight programming principles: *local ownership; community participation; evidence and analysis; political acumen; gender equality and women's voices; resilience; adaptive management; and reinvesting in program quality*. See also: CARE's Capacity Statement: Nexus.

stakeholders at the community and national levels.[2] CARE's EiE programming

- Supports governments to better plan for, respond to, and mitigate the effects of emergencies to maintain or resume quality education service delivery as soon as possible and to support education for internally displaced persons (IDPs), refugees, and other marginalized children.

- Provides when crises hit safe, protected environments for children of all ages to continue learning while also integrating play-based approaches, providing linkages to mental health service providers, psychosocial support, and connection to peers and trusted adults, reducing feelings of isolation, anxiety, and depression.

- Equips teachers and teacher educators with Psychological First Aid (PFA) skills training tailored to diverse EiE settings, including adaptive pedagogy for at-risk children, adolescents, and youth.

- Fosters partnerships with disabled persons organizations (DPOs) and other organizations with expertise in disability inclusion to support learners with disabilities, including in emergency contexts.

- Delivers adolescent leadership and life skills interventions that equip vulnerable adolescents and youth with knowledge and skills to strengthen their resilience capacities and connections to support networks.

- Develops remote learning tools and supports teaching and learning packages to help young people continue learning while formal schools are closed.

- Establishes, in collaboration with governments, alternative learning environments, accelerated education programs, and/or community-based education centers where formal education services have been disrupted or where children and young people have had to drop out of school before completing their education.

- Facilitates for children lagging behind remedial classes in partnership with schools and teachers that aid students in catching up, including assisting children in rejoining formal education or in pursuing alternative educational pathways that will prepare them for life post-schooling.

- Provides cash assistance and supports engagement in income-generating activities to help families economically recover and to allow children to stay in or to return to school.

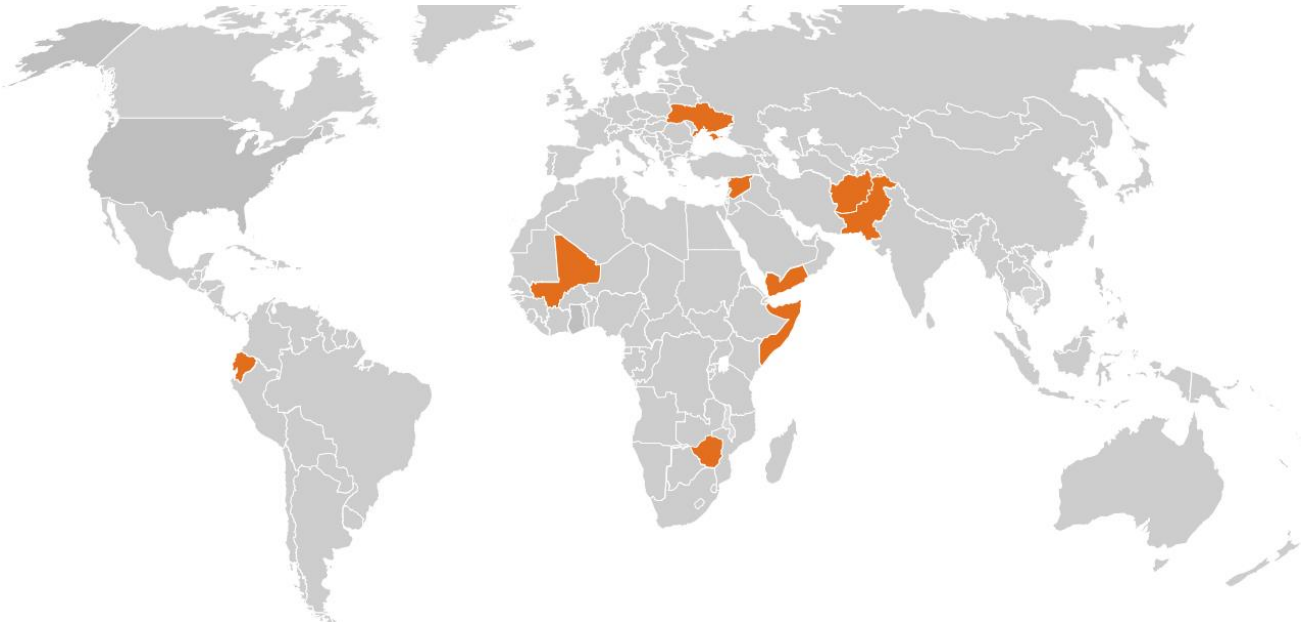
- Integrates gender and social norms change, child protection, and safeguarding activities into programs to reduce gender-related barriers to education, including gender-based violence (GBV) and school-related GBV and to enhance community-based protection mechanisms.

- Supports schools and communities to develop and implement disaster risk reduction interventions that can mitigate the risks and effects of emergency situations.

CARE is a founding member of the Inter-Agency Network on Education in Emergencies (INEE),[ii] previously serving as the co-chair of the INEE Advocacy Working Group and currently co-convening the INEE Gender Task Team. CARE has been a partner of choice for INEE in the provision of evidence, experiences, and examples of what works to sustain learning and well-being for the most marginalized, including during climate crises, across multiple contexts – all of which have been published via INEE platforms such as webinars, reports, policy papers, and podcasts. CARE's interventions on EiE are designed in accordance with the INEE Minimum Standards and Sphere Standards.

[ii] The INEE is a global network of members, including individuals and organizations, that work within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. See also: https://inee.org/about-inee

CARE's EiE Footprint



CARE provides EiE programming across Latin America, Africa, Europe, and Asia. Additionally, CARE provides EiE interventions in some countries that may enter emergency situations for shorter periods of time, such as countries like India[iii] and Cambodia[iv] during the COVID-19 pandemic.[v]

Key highlights of CARE's country and regional-level EiE work

Afghanistan

Sociocultural and gender norms and practices, including those related to early marriage and advancement to education levels post-primary, are inhibiting factors to education access, particularly for girls in the country. Other inhibiting factors are the insufficient number of girls' schools (only 16% of schools are girls' schools), the lack of female teachers (32% of the total teachers are female), and the distance to/from school (for every 5 households, 3 live at least 2 kilometers from the nearest schools).[3] The recent suspension in 2021 of formal education for Afghan girls above the age of 12 has left 1.1 million girls and young women with no access to formal education; it is estimated that 80% of the school-aged girls and young women in Afghanistan are out of school.[vi] Families' economic difficulties further hinder access to education, as the lack of affordability of education costs may result in school-age children engaging in child labor and being unable to attend school. A recent study by the United Nations Development Program reports that in 2022 the number of poor people had risen to 34 million people (from 19 million in 2020) and that 85 percent of the population had per capita expenditures below the 2020 poverty line.[4]

[iii] CARE's COVID-19 education emergency response in India impacted 60,096 children, 1,853 community volunteers, 856 head teachers, 1,712 School Management Committee members, and over 100,000 parents/caregivers. To prevent learning losses, students received digital learning through text messaging and social media as well as printed lessons. Virtual professional development for teachers and academic coaches was provided through teleconferencing tools, social media, and mobile applications. CARE India (2022). *CARE Project Brief: Jharkhand Learning Recovery Programme.*

[iv] The Patsy Collins Trust Fund Initiative in Cambodia supported the needs of ethnic minority lower secondary learners by using a blended approach, where teacher-developed digital content and mini-lessons were made available to students through text messaging and social media, while printed lessons were safely provided to students without virtual access. A cadre of mobile teachers checked in with learners through home visits or virtually via pre-organized e-learning groups.

[v] For more information on CARE EiE approaches used during the COVID-19 pandemic, please see *Girl-Driven Change: Meeting The Needs Of Adolescent Girls During Covid-19 And Beyond* and *Adolescent Girls' Education and COVID-19: What Is Happening in the Field?*

[vi] For more information, please see https://www.care.org/news-and-stories/news/girls-education-afghanistan/.

CARE developed the community-based education (CBE)[vii] approach in Afghanistan in 1994. The model has been successful in increasing access to education for girls in rural areas, including during the previous and current Taliban regimes. CARE's CBE approach has enabled 106,500 out-of-school children (OOSC) to access basic education, two-thirds of them girls. CARE has also trained over 5,000 teachers (36% female) and 1,930 School Management Committees (shuras) to implement gender-responsive and inclusive CBE classes. This has included helping teachers to utilize student-centered pedagogy and classroom management practices that promote active participation among girls and boys as well as practices related to child protection and safeguarding. In 2006, CARE developed a lower secondary CBE (LSCBE) model, which has enabled 7,521 female students to complete their education. CARE led the gender and LSCBE components of the Steps Towards Afghan Girls' Education Success (**STAGES I** 2013-2017, £28,845,154) and **STAGES II/LNGB+** (2017-2023, £2,604,560) initiatives, the largest programs funded by FCDO's Girls' Education Challenge (GEC) globally. During the COVID-19 pandemic, CARE's programming supported girls enrolled in CBE to continue their studies through remote learning using self-study learning materials, being taught by family members, and receiving remote support from teachers.[5] CARE also worked with School Management Committees (shuras) to monitor girls' well-being during the pandemic. Shura members checked if girls were studying at home, were being supported by their families with their household workload, discussed violence against girls with community members and religious leaders, attempted to prevent early marriage, and provided counseling to girls and their parents.[6] In 2022, CARE supported over 469,000 Afghans through humanitarian programs, including 12,233 through community-based and emergency education. Our education portfolio in Afghanistan includes funding from FCDO/USAID (STAGES II/LNGB+, $11.4 million), DFAT Australia (**Empowerment through Education IV**, AUD$16 million), UNICEF (**Consolidation and Expansion of CBE in Afghanistan,** $2.9 million), and private donors.

Ecuador



Ecuador has one of the highest rates of GBV in Latin America. Sexual violence is inflicted mainly on girls and adolescents between the ages of 12 and 18, amounting to 23% of sexual violence cases in the country.[7] The area of Guayaquil hosts 107,945 refugees and migrants that have little to no access to education. 52% of girls, boys, adolescents and youth who migrated from Colombia are not enrolled in schools, while 48.1% of adolescents and youth who migrated from Venezuela are not enrolled.[8] Additionally, the COVID-19 pandemic escalated a series of socio-economic challenges that required families to divert resources towards basic survival, deprioritizing education. Coupled with a deteriorating security situation in Guayaquil, adolescent migrant and refugee boys are particularly targeted for recruitment into criminal networks, such as gangs, to be drug dealers and hit men, as a means of economic survival.[9]

CARE implemented the **Education Free from Violence (EFV)** (2022-2023, $150,000) project primarily targeting migrant and refugee children and adolescents facing an array of vulnerabilities from criminal gangs, drug trafficking, and gender-based and sexual violence. Through EFV, CARE introduced an accelerated education component tailored for at-risk adolescents and youth, aimed at enhancing their access to formal education and fostering employability and entrepreneurship skills.[10] 93.65% of participants successfully completed the accelerated education component with 34% of them integrating into formal education, while 98% of program participants demonstrated an enhanced awareness of GBV.[11]

The EFV project also strengthened government services and tools for the prevention of adolescent pregnancies. GBV and other forms of violence through the introduction of a rapid gender analysis and

[vii] CBE is an alternative learning model that provides primary or lower secondary education to girls living in remote communities without government schools.

practical model for addressing sexual violence involving migrant adolescents. 300 public servants (70% females, 30% males among education and protection staff) received certification from the Salesian Polytechnic University, equipping them with essential knowledge on the prevention of and response to GBV.[12] The project also supported the formation of three intergenerational support networks comprised of 60 participants (36F, 24M), including 30 adolescents who were survivors of forced migration.[13] 64% of the girls within this cohort led the #YoTeCreoYTeProtejo campaign, which was instrumental in advocating for GBV prevention and the promotion of sexual rights.[14]

Mali

Conflict, climate change, and political instability highly affect Mali's social and economic stability. Approximately one quarter of Mali's population is between the ages of 10 to 19. Despite efforts to prioritize education through an array of policies, enrollment and retention remain low in comparison to neighboring countries. Two-thirds of children aged 6 are uneducated due to poor education access.[15] According to UNESCO, in 2018, only 43.4% of females aged 15-24 were literate.[16] 22% of women aged 15-19 with secondary education or more were mothers or were pregnant for the first time compared to 46% of young women without education.[17] Economic hardship further hinders education access, particularly if parents/caregivers must pay for transportation or housing costs for their children.

CARE's **Education for Change** project (Patsy Collins Trust Fund Initiative, 2015-2022, $1.6 million), implemented in conflict-affected Mopti region, supported 87,917 adolescents (51% girls) to have increased access to quality education, including the development of digital literacy skills; access to sexual and reproductive health (SRH) and climate change information; opportunities for mentorship, leadership skills development and gender norms change dialogues; and youth-led action. The project trained 431 teachers, head teachers, and inspectors on SRH, disaster risk reduction, and GBV to integrate into the secondary school curriculum and classroom practices. At the endline, 84% of the schools had integrated sexual and reproductive health in their curriculum, compared to 16% at the baseline, while 83% had integrated disaster risk reduction and climate change content, compared to 37.5% at the baseline. The use of SRH services by participating adolescents and youth increased from 2% to 31%, while the proportion of participants agreeing that wife beating was acceptable declined from 57% to 49% among girls and from 62% to 39% among boys.[18]

During the COVID-19 pandemic, interventions under Education for Change included the installation of handwashing stations in schools and the establishment of WhatsApp chat forums for educational and advocacy purposes, focusing on COVID-19 prevention messaging and discussions in the local language. This ensured the provision of learning and emotional support among peers.

Pakistan

Pakistan is one of the largest refugee-hosting countries in the world. Balochistan in the south and Khyber Pakhtunkhwa in the north of Pakistan share the largest border with Afghanistan and have experienced the highest influx of refugees, amplifying existing high levels of multi-dimensional poverty and food insecurity.[19] There is a shortage of qualified female teachers not only in Pakistani host communities, but in Afghan refugee communities as well.[20] As of March 2022, the government and international partners were supporting 2.1 million Afghans refugees and 1.2 million Pakistanis in host communities.[21] Over 50% of refugees are children, with 15% of them being younger than 4 years old.[22] Women, children and the elderly represent 76% of the population. Over half of registered Afghan refugees reside in Khyber Pakhtunkhwa province.[23]

CARE's **INSPIRE I** (Reach Out to Asia, 2011-2013, $1.6 million) collaborated with the Ministry of Education to revitalize government school infrastructure, enhance school management systems, improve learning quality, and foster social cohesion through community activities, including recreational and sports events for children and youth. Activities included rehabilitating 42 schools affected by natural disasters, strengthening teachers' and Parent-Teacher Committees' capacity in designing school improvement plans, and promoting disaster risk reduction and local youth-led advocacy, especially for girls. As a result, overall enrollment increased by 12% for girls and 2% for boys, grade 5 pass rates improved by 8%, and absenteeism decreased by 8% for girls and 6% for boys. CARE's **INSPIRE II** project (Reach Out to Asia, 2015-2017, $2.4 million) developed and implemented an 18-month accelerated education curriculum for grades 6-8 in Khyber Pakhtunkhwa

province's Swat district. The curriculum was adopted by the provincial government and was successfully used by INSPIRE II to support 1,000 female students to enroll in and complete their grade 8 education through an accelerated education program. The project achieved a 75% attendance rate, with 95% of the students successfully completing the program due to its relevance to the specific needs of older adolescent girls.

Through the U. S. Department of State-funded **Improving Equitable Access and Quality of Education for Afghan Refugees and Vulnerable Host Communities in Pakistan** (2022-2025, $3.7 million), CARE is supporting 73,480 individuals in Balochistan and Khyber Pakhtunkhwa through access to quality education, strengthening participatory accountability in schools to boost learning and retention, and addressing gender-related barriers, including GBV and access to clean water and sanitation.

Somalia

In Somalia, more than half of primary school-age children are not in school, affecting particularly girls and marginalized groups. In 2020, only 14% of young children were enrolled in early primary school. Somalia's history of conflict and political instability disproportionally affects nomadic/pastoralist children, internally displaced persons (IDPs), rural children, children of the urban poor (including child laborers), children from minority groups, and girls.[24] They hold the lowest enrolment rates: 3.1% for nomadic people, and 16.6% for displaced persons (amounting to half the national average at the primary school level).[25]

As a partner of choice for Federal and State-level Ministries of Education in Somalia, CARE supported 1.1 million participants as of 2022, including 524,618 girls and women. CARE conducted the first national learning assessments for the Federal Ministry of Education (2021-2022) and supported the Ministry of Education of Puntland to develop its new Education Sector Analysis (2022) and Education Sector Strategic Plan (2022), prioritizing the development of EiE initiatives.

Under the **Adolescent Girls' Education in Somalia (AGES)**, funded by Foreign, Commonwealth and Development Office's (FCDO's) Girls' Education Challenge (GEC)/ Leave No Girl Behind (LNGB) and USAID (2018-2025, $28.8 million), CARE supports 82,975 ultra-marginalized out-of-school adolescent girls in conflict-affected areas of Banadir, Hirshabelle, Jubaland, and South West. AGES works with the Federal and State-level Ministries of Education to boost access to education through formal, accelerated, and non-formal education pathways for primary and secondary age learners as well as for adults. Flexible and adapted education provision responds to the challenges particularly present in emergency contexts such as Somalia's. CARE's interventions address harmful social and gender norms by promoting social and behavior change dialogues, building girls' leadership and economic empowerment skills, and strengthening safeguarding and inclusion approaches for all learners, including learners with different types and levels of disability.

AGES increased girls' average literacy score by 30 percentage points, exceeding the benchmark by 11 percentage points.

CARE's **Somali Girls' Education Promotion Program** (SOMGEP, 2013-2017, GBP 13,994,892) **and Somali Girls' Education Promotion Program-Transition** (SOMGEP-T, 2017-2022, GBP 14,561,522), funded by FCDO's GEC and USAID, were implemented in Galmudug, Puntland, and Somaliland, and conducted the first large-scale longitudinal study on girls' education and marginalization in Somalia, using a quasi-experimental design to assess impact and inform interventions. CARE worked to improve education outcomes for marginalized children by offering accelerated learning, supporting secondary schools, training teachers, providing adolescent leadership development, and addressing economic and gendered barriers to education.

A 2022 cohort study showed that SOMGEP participants are significantly less likely to marry at the age of 15 or under; married at an average age of 18.3 years, compared to 16.9 among the comparison group; are significantly more likely to be employed or self-employed than comparison girls; and are less likely to tolerate gender-based violence than the comparison group.

An ex-post study[viii] of SOMGEP-supported girls tracked since 2015 showed that girls participating in the project were significantly more likely to have completed primary and secondary education, in relation to a comparison group.[26] To prevent learning loss during the COVID-19 pandemic, the project encouraged self-directed learning for girls using WhatsApp chat forums. They received virtual support from various stakeholders, including Girls' Empowerment Forum leaders, school supervisors, Accelerated Learning Program facilitators, teachers, Community Education Committees, and VSLA women members. This approach ensured uninterrupted education, enabled reporting of safeguarding incidents, shared COVID-19 prevention messages, and aided teachers in delivering home-based and distance learning.[27] [28]

CARE's work with the **Educate Your Children II** (2021-2024, $7 million) project, implemented in partnership with Education Above All's Educate A Child (EAC) Program, is expanding access to quality education in conflict- and drought-affected areas of six states of Somalia. The program has enrolled 86,220 OOSC (including 48% girls and 10% children with disabilities) in formal and accelerated education, with a retention rate of 92%, and has trained 387 teachers on gender-responsive and inclusive classroom management and subject area content. The project has supported a total of 587 teachers through training, incentives, and coaching. Teaching and learning experiences have been improved through the procurement and distribution of 6,010 teaching and learning materials.



CARE's **Education Cannot Wait (ECW) Multi-Year Resilience Program** (2019-2022, $1.1 million) reached 9,280 participants (54% female) in Puntland through support to education in areas affected by drought, displacement, and border disputes. In November 2022, ECW approved new funding for CARE (2022-2023, $5 million) which will reach 43,000 children affected by drought and conflict in Banadir and Southwest (Bay region).

CARE's **Expanded Education in Emergency Support to Disaster-Affected Children in Somalia** (2021-2023, $343,799) funded by ECHO, reached 35,000 participants (50% girls) in Banadir, Galmudug, and Puntland. CARE served as the Grant Agent for the **Education Sector Program Implementation Grant** (ESPIG, 2018-2023, $28.1 million), funded by the Global Partnership for Education (GPE), supporting the Federal Ministry of Education, Culture and Higher Education (MOECHE). The project boosted inclusive access to education, governance, and quality through teacher professional development, quality assurance, and research. The ESPIG's gender-responsive capitation grants component resulted in the enrollment of over 103,000 vulnerable OOSC in 2021-2022, increasing the proportion of female students in targeted areas from 44% to 48% and the proportion of IDP students from 50% to 77%; trained 4,235 Community Education Committee members on school governance, enrollment drives to identify the most vulnerable students, capitation grant development and management, and school improvement plans; and strengthened the functionality of the Education Management Information System (EMIS).[29] The ESPIG financially supported the Somalia COVID-19 response plan, including ensuring quality assurance of the virtual basic education curriculum for teachers and students. Program adaptations included the digitization of the national curriculum, uploading learning content onto tablets for easy access and the mitigation of learning loss.

[viii] The cohort study focused on several research questions: To what extent household- and individual-level childhood characteristics predict eventual life outcomes for adolescent Somali girls who participated in the programme; what self-perceived impacts programme participation had on former project participants, and what the relationship between programme participation and current life outcomes was, comparing program participants to an unaffected comparison group. See University of Portsmouth & Consilient. (2022). *Six Years Later, What Has Become of Them? A Cohort Study of Somali Women and Girls Who Participated in the Somali Girls' Education Promotion Programme,* p. ii.

Syria Response

Since 2011, the armed conflict in Syria has displaced more than 13 million people within and outside of the country, half of whom are children. More than 5.6 million Syrians are refugees in neighboring countries often living in poor urban areas.[30] CARE works within Syria and in neighboring countries to provide humanitarian assistance and community resilience building programs to displaced individuals and refugees. Within Syria, our humanitarian programming seeks to strengthen resilience and protection mechanisms (including through the FCDO-funded **Syria Resilience Program** (2017-2021), reducing reliance on negative coping mechanisms and supporting children to stay school. In 2022, CARE reached over 1.86 million people within Syria through different forms of humanitarian assistance. Through private partnerships, CARE implemented the innovative Azraq Film School, supporting Syrian refugee children and adolescents to develop their voice and shift gender and social norms through storytelling and filmmaking.[31]

In Jordan, CARE's education programs benefitted 11,219 individuals, supporting access to quality education through gender-responsive conditional cash transfers funded by the Austrian Government ($1.1 million) and private donors.

In **Lebanon**, CARE's innovative **Learning from the Hopeful**, funded by Ford Foundation (2017-2019, $471,000), engaged 50 "positive deviant"[ix] Syrian refugee girls to facilitate social norms change dialogues to increase transition into secondary school for Syrian refugee girls. This was promoted through engaging with parents on the value of girls' education and through peer support sessions and activities to enhance girls' study habits, time management, and other skills needed to succeed in school. By the end of the project, peer mentors and "positive deviants" indicated that they were able to build social capital through setting up support networks, express themselves freely, and receive skills training and homework support. During the project's endline study, some girls stated that their participation helped them to gain skills needed to pass the national exit exam while others spoke of how they gained self-confidence and resilience strategies to face challenges and to manage stress.[32]

Ukraine Response



Since February 2022, the conflict in Ukraine has had a devastating effect on the country, resulting in destruction of infrastructure, casualties, and millions of people needing to flee their homes in search of safety and assistance. As of February 2023, an estimated 17.6 million people in Ukraine required urgent humanitarian support, including 5 million IDPs, and over 8 million refugees were documented in neighboring countries.[33] It is estimated that only half of refugee children from Ukraine were enrolled in host country schools during the 2022-2023 school year due to language barriers, lack of information on education opportunities, and insufficient capacity, teaching staff, and space to accommodate the influx of Ukrainian children into the school systems.[34]

In early 2023, CARE began responding to the humanitarian crisis in Ukraine through in-country support to displaced populations in Poland, Moldova, Romania, Slovakia, Hungary, and Georgia. Within Ukraine, CARE is working with local partners, including women-led organizations (WLOs), to set up safe spaces for girls and to support sexual and reproductive health for emergency-affected women and adolescent girls. Additionally, CARE has partnered with Ukrainian House Foundation, the EMIC Foundation, Unbreakable Ukraine Foundation

[ix] "Positive Deviance" is a problem solving, asset-based methodology grounded in the belief that individuals and communities have assets and resources that they have not yet tapped into. By engaging with "positive deviants" projects and communities can gain new insights into formulating more responsive and appropriate ways to address problems and to promote new ways of thinking. See Pascale, Richard, Jerry Sternin & Monique Sternin. (2010). *The Power of Positive Deviance: How Unlikely Innovators Solve the World's Toughest Problems*. Harvard Business Press.

and HumanDoc Foundation to support out-of-school adolescents to resume their education. In Poland, it has been estimated that between 150,000 and 200,000 of Ukrainian refugee school-age children and adolescents may be out of school.[35] CARE is working with WLOs and other implementing partners, including the Polish Centre for International Aid, Polish Humanitarian Action, and the Ocalenie Foundation and with school directors to explore how to provide employment for Ukrainian teachers and teacher assistants in Polish schools. As of December 2022, CARE's EiE program in Poland had benefitted 57,843 individuals through the provision of services to refugee children, access to education materials, language support, vouchers for school supplies, and successful integration into the Polish school system and improved access to government services. This has included mapping learning opportunities for children and adults who need Polish language classes to resume formal education or for meaningful employment. CARE's program uses a gender-responsive approach emphasizing safeguarding and support for women's leadership in its humanitarian response.

Yemen

A million and a half people in Yemen are affected by extreme poverty, conflict, child labor, and forced displacement, and over 2.7 million children are out of school.[36] Rural children and girls are disproportionately affected with the average school life of Yemeni children being only 3.2 years.[37] Schools are destroyed, damaged, and/or occupied due to attacks and floods. In 2022, CARE reached over 2.2 million people through its humanitarian response in Yemen. CARE's response through **Foundation for Yemen's Future** (Reach Out to Asia, 2017-2021, $1,909,883) enrolled 9,441 out-of-school children[38], improved the learning environment for 18,078 students through rehabilitating schools and furnishing classrooms,[39] trained 613 teachers,[40] mobilized 413 Parent Council members to make school environments more gender-responsive and safer,[41] and provided vocational training to 472 youth.[42] Through its humanitarian interventions in Yemen, CARE is also supporting the economic empowerment of mothers, addressing GBV, and improving access to water, sanitation, and hygiene, thus reducing barriers to education for the most vulnerable children, particularly girls.

Zimbabwe

Zimbabwe's protracted crises caused by food insecurity, climate change, and economic instability continue to threaten household livelihoods, reduce children's access to and retention in education, and increase the vulnerability of marginalized groups, including women and girls. As of 2021, the completion rate for primary school, lower secondary school, and upper secondary school students was 83.34%, 54.73% and 13.32% respectively.[43] The recent COVID-19 pandemic resulted in 4.6 million children in Zimbabwe losing access to education for more than six months[44] while school closures put adolescent girls, especially, at risk of increased school drop-out, child marriage, teenage pregnancy, and GBV.[45]



CARE is a leader in humanitarian response in Zimbabwe, including gender-responsive cash transfer programs, WASH, food nutrition security, resilience building, and education. In January 2022, CARE Zimbabwe was appointed by the Minister of Local Government and Public Works into the National Civil Protection System due to its specialty in humanitarian response that combines relief and resilience building through sustainable recovery using a nexus approach. Besides providing life-saving interventions in a dignified way during emergencies, CARE's work integrates life skills training, community productive asset development, and disaster preparation that contributes to longer-term development initiatives.

Through FCDO-funded **IGATE** (2013-2017, £2,606,250), CARE designed the *Adolescent Development Model*, a leadership skills development package to enhance girls' participation in education to reduce vulnerability to gender-related barriers, including GBV and traditional norms restricting girls' voice, retention, and ability to transition into additional education or training opportunities. IGATE's randomized controlled trial indicated that girls exposed to the Adolescent Development Model were significantly more likely to be enrolled in school, score higher on literacy and

numeracy assessments, and to have higher attendance than those in a control group.[46] Under the FCDO/GEC-funded IGATE and **IGATE-T** (2017-2021, £3,586,134) programs, CARE provided technical leadership on gender and economic empowerment, reaching over 66,800 girls. Through IGATE-T, improved school-level GBV response systems led to an increase in girls reporting cases of abuse and receiving support across targeted communities.[47] During the COVID-19 pandemic, IGATE-T supported informal community-based learning during school closures, which also served as girl-led platforms to strengthen peer-to-peer support, deliver leadership and life skills activities, provide COVID-19 prevention messaging, and connect at-risk adolescents to community support networks.

Under the PCTFI-funded **Empowering Adolescents for Lifelong Learning project** (2015-2020, $1.06M), CARE updated the Adolescent Development Model for secondary schools to include additional content on adolescent sexual and reproductive health, financial literacy, and economic empowerment. The project's adolescent-led advocacy initiatives also helped increase adolescent voice and negotiating power in their schools to ensure issues affecting the quality of education for girls and boys were identified and addressed by school administration and the Ministry. The Adolescent Development Model and supplementary teaching and training materials for the Guidance and Counseling learning area were adopted by the Ministry of Primary and Secondary Education for lower secondary schools.

CARE scaled up the successful models for adolescent leadership developed under IGATE and PCTFI through the Global Affairs Canada (GAC)-funded **Supporting Transition, Retention and Training for Girls** (START4Girls) project (2020-2024, CAD 10,997,912) reaching over 59,040 participants (53% female) affected by the ongoing economic and climate crisis. START4Girls' interventions include increasing household economic stability through Village Savings and Loan Associations and income-generating activities and strengthening school- and community-level resilience and disaster risk reduction strategies. Students, especially girls, in target schools lead risk-mapping, action planning, and climate-smart income-generating activities to improve the schools' responses to natural disasters. START4Girls also responded to the impact of the COVID-19 pandemic by providing study packs to secondary school girls for peer-to-peer learning, providing health and psychosocial support to young women and girls, and strengthening economic opportunities for parents and guardians of secondary school girls to strengthen household resilience to economic shocks and improve the girls' retention in education.

CARE has also strengthened climate resilience in schools and improved school water, sanitation, and hygiene (WASH) infrastructure and hygiene promotion in 210 drought-affected schools in Midlands, Masvingo and Manicaland. Responding to Cyclone Idai, CARE rehabilitated school and WASH infrastructure in Zaka and Bikita districts.

Conclusion

CARE's EiE results demonstrate the potential of using a nexus approach to education programming in fragile and conflict-affected settings that integrates emergency response in humanitarian situations with longer term education systems strengthening and resilience building. By ensuring its EiE interventions are context-specific, are informed by the concerns and aspirations of target populations, and integrate adolescent and girls' empowerment and safeguarding as priorities, CARE can respond to the short-term education needs of vulnerable children and adolescents during crises and also provide education systems strengthening at national, regional, community, school, and household levels to help ensure more resilient, adaptable, and equitable education service delivery in the long-term.

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