A GPE KIX PROJECT

Advancing Education Solutions: Research for Scaling up Education Innovations in Emergency and Fragilities and FCV Affected Areas of Burkina Faso, Ghana and Nigeria (ACCELERATE ED+)

RISK ASSESSMENT REPORT

JULY 2025

Submitted by:

Associates for Change (AFC) (www.associatesforchange.org)

Centre d'Études, de Recherches et de Formation pour le Développement Économique et Social (CERFODES)

Centre For the Study of the Economies of Africa (CSEA)

Funded by GPE KIX, a joint endeavour with IDRC

Acknowledgement

This report is the result of a collaborative effort between *Associates for Change (AFC)* in Ghana, the *Centre d'Études, de Recherches et de Formation pour le Développement Économique et Social* (CERFODES) in Burkina Faso, and the *Centre for the Study of the Economies of Africa (CSEA)* in Nigeria. It forms part of a research initiative funded by The Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) and the International Development Research Centre (IDRC) focused on scaling education innovations in emergencies and in fragile, conflict- and violence-affected areas of Burkina Faso, Ghana, and Nigeria.

We extend our sincere thanks to all those who contributed to the development of this report. We are particularly grateful to the teams across all three organisations whose expertise, dedication, and collaboration were essential throughout the research process.

Special thanks go to the risk and security experts who liaised with government bodies, local authorities, national and international partners, as well as to the civil society organisations working in the project's high-risk areas. Their insights and on-the-ground experience were vital in shaping the analysis and findings presented here.

We also thank our broader network of partners, stakeholders, and international experts who generously shared their time, knowledge, and reflections to inform this work.

This report would not have been possible without the spirit of collaboration and shared learning demonstrated by everyone involved through regular meetings and ongoing dialogue.

Funders

This work was supported by the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX), a joint endeavor with the International Development Research Centre (IDRC), Canada.

Executive Summary

The Risk Assessment Report provides a comprehensive overview of the current social, economic, environmental, and political context in the project countries—Burkina Faso, Ghana, and Nigeria– with the goal of examining both national and local risks and vulnerabilities that disrupt educational infrastructure and access. The report looks at both causes and consequences of disrupted education, including the rising numbers of out-of-school children (OOSC), and economic development challenges. The risk assessment is captured in a risk matrix showing each country's security challenges and impact on the education sector, proposing a risk ranking (high, medium, low). The risk assessment informs the overall research on the potential of scaling education innovations in fragile, conflict, and violence affected areas (FCV). The FCV context includes the Sahel, Central East and Central South regions in Burkina Faso, the Northern and Upper East regions of Ghana, and Northeast Nigeria.

Within the context of Education in Emergencies (EiE), the report sheds light on the existing emergency response, violence prevention, and child protection capacities across the three countries, assessing their ability to address both natural and human-made crises, from climate-related disasters to protracted conflict and forced displacement. Key actors in the EiE domain include the Ministry of Basic Education, the Ministry of Solidarity, The National Council for Emergency Relief and Rehabilitation and the Technical Secretariat for Education in Emergency Situations in Burkina Faso; the Ministry of Education, the Ghana Education Service, the National Disaster Management Organisation and the Disaster Management and Prevention Department at local government areas in Ghana; the Ministry of Education, the National Emergency Management System, and the Nigeria Education in Emergencies Working Group in Nigeria. Local and international partners as well as regional networks also play a crucial role in supporting government responses to emergencies.

The risk assessment highlights that banditry, insurgency, and terrorism pose critical threats to education in Burkina Faso, particularly in the Sahel region, and in Nigeria, especially in the BAY states (Borno, Adamawa, and Yobe). Armed conflict and violence perpetrated by the Islamic State in the Sahel (ISIS) and the Al-Qaeda-affiliated Jama'at Nusrat al-Islam wal-Muslimin (JNIM) in Burkina Faso, as well as Boko Haram and the Islamic State West Africa Province (ISWAP) in Nigeria, have led to widespread school closures. In 2024, over 5,000 schools were closed in Burkina Faso (R-EiE WG 2024). Since 2009, more than 1,400 schools have been damaged or destroyed, and 802 schools were forced to close in Nigeria's BAY states (Nigeria EiEWG 2024). Other issues include the destruction of educational infrastructure, the relocation of teachers, mass displacement, worsening food and water crises, the kidnapping of children from boarding schools and the recruitment of children and youth into armed groups. Economic shocks in Nigeria's project areas, notably in Borno state, are also considered of high risk given inflation and extreme poverty rates. At the medium-risk level, Burkina Faso and Nigeria face epidemic diseases and water stress, often exacerbated by drought conditions.

In Ghana, key concerns include rising ethnic tensions in the Upper East Region, the arrival of at least 9,000 refugees from Burkina Faso in border communities, illegal mining (*galamsey*)—which contributes to school dropouts among children—and the growing threat of terrorism, evidenced by the gradual presence of jihadist groups and reports of child and youth recruitment.

Due to insecurity in the Upper East region, schools have remained closed since January 2025. Seasonal flooding is classified as high-risk given the impact on education. Diseases such as cerebrospinal meningitis, cholera, and COVID-19 remain potential risks, though they are considered unlikely to occur and would have a minor impact. In Ghana, the risk of earthquakes is also considered low.

The risk assessment of these challenges considered the existing vulnerabilities and capacities of various national and local actors in responding to emergencies across the three countries. In Burkina Faso**,** children, particularly in conflict-affected areas, face extreme hardship due to poverty, displacement, food insecurity, and disrupted education. Over 2 million internally displaced persons (IDPs) in the country have seen their education repeatedly interrupted by terrorist attacks. Despite peacebuilding and emergency education efforts led by the government, UN agencies, and NGOs, significant capacity and resource gaps persist.

Nigeria presents a similar landscape, where children, women, youth, and rural IDPs are the most at risk. Their vulnerability is driven by limited educational access, unemployment, poverty, and structural discrimination. While humanitarian support is provided by national and international actors, the response remains undermined by insufficient capacity and resources, and in some cases, military action has intensified the violence.

In Ghana**,** rural women, children, and youth continue to face marginalization. Education is frequently disrupted by climate-related hazards such as flooding, which results in school closures and damage to education infrastructure. Additionally, violence and insecurity, particularly in the North and Upper East regions, often lead to the displacement of teachers, further affecting learning outcomes. Despite ongoing peace efforts and support from international, national, and local actors, critical vulnerabilities persist. These include limited disaster preparedness, inadequate resilient infrastructure, insufficient response to the refugee crisis and environmental degradation caused by *galamsey*, as well as weak coordination among security agencies.

Educational alternatives to formal schooling are fundamental to ensuring continued access to education to the most vulnerable, especially in FCV-affected areas. Evidence from Burkina Faso, Ghana, and Nigeria highlights ongoing efforts to support children, youth, parents, and teachers in coping with crises. These initiatives include providing psychosocial support to learners and educators, distributing learning materials, establishing temporary learning spaces, and rebuilding safer, more resilient schools. They also emphasise the importance of integrating inclusive innovations, such as Accelerated Education Programmes, Speed Schools, and girls-focused programming that includes digital solutions into crisis-responsive education systems. Digital solutions include remote learning and radio programmes, which should be embedded into national education policies and Disaster Risk Reduction (DRR) strategies to enhance the resilience of education systems. While this remains a work in progress, the governments of all three countries are gradually building their capacities. Programmes and initiatives implemented in response to recent emergencies that have severely impacted education, such as the COVID-19 pandemic in Ghana, insurgency, and terrorism in Burkina Faso and Nigeria, have provided valuable experience and laid the groundwork for more robust and structured response strategies.

In light of existing gaps in emergency preparedness and response, this report outlines key recommendations. These include the need for increased and sustained funding for education and EiE, specifically, with a focus on capacity-building and training for teachers,

administrators, and parents, particularly in emergency preparedness and Mental Health and Psychosocial Support. Strengthening national and regional emergency response frameworks, along with improving prevention mechanisms, such as early warning systems and school emergency plans are also critical. In addition, fostering coordination between humanitarian and development actors, integrating socio-emotional learning and psychosocial support into national EiE strategies and DRR plans, and embedding risk awareness and conflict resolution into curricula are some of the essential steps. These measures aim to build resilient, inclusive education systems capable of withstanding future shocks while protecting the right to quality education in safe, supportive learning environments for both students and teachers.

Table of Contents

Acknowledgements ..... **i**

Executive Summary ..... **ii**

List of Acronyms and Abbreviations ..... **vii**

List of Figures ..... **ix**

List of Tables ..... **x**

1. INTRODUCTION **1**

2. UNDERSTANDING RISK IN EIE **2**

3. RISK METHODOLOGY **3**

4. GENERAL AND OPERATIONAL CONTEXT **7**
Burkina Faso 7
Ghana 8
Nigeria 10

5. OVERVIEW OF HAZARDS, RISKS AND CONFLICTS IN EACH PROJECT COUNTRY **14**
Burkina Faso 14
Ghana 15
Nigeria 17

5.1 Conflict Analysis **18**
Burkina Faso 18
Ghana 20
Nigeria 22

6. RISK ASSESSMENT **24**
Country-based Risk Assessment 24
Anticipated Risks to Conducting the Research 26

7. CHILD PROTECTION, CONFLICT AND VIOLENCE PREVENTION IN FCV-AFFECTED AREAS: POLICIES, PRACTICES AND PROGRAMS **27**
Legal and Political Framework 27
Prevention and Response to Conflict and Violence 29

8. EDUCATIONAL CONTINUITY: POLICIES, PRACTICES AND PROGRAMS **32**
School Risk Assessment and Planning for Risk Reduction and Educational Continuity 32
Reducing Physical, Environmental, and Conflict Risks in Schools and Strengthening Response Preparedness 33
Education in Emergencies Capacity 37

9. RISK REDUCTION AND RESILIENT EDUCATION SYSTEMS: POLICIES, PRACTICES AND PROGRAMS **42**

10. CONCLUSION **48**

REFERENCES **50**

ANNEXES 60
Annex 1: Overview of Burkina Faso's Geography and Population, with a Focus on the Project Areas 60
..... 62
Annex 2: Emergency Initiatives and Educational Responses in FCV-Affected Areas in Burkina Faso 63
Annex 3: Role of Major Structures and Educational Responses Implemented in FCV Affected Areas in Burkina Faso 64
Annex 4: Partnerships and Initiatives in EiE in Burkina Faso 65
Annex 5: Risk Assessment in the Project Areas of Burkina Faso (Séno, Oudalan, Boulgou, Kouritenga, Zoundwéogo and Nahouri) 66
Annex 6: Indicative Review of Stress Related to Armed Conflict in Burkina Faso, using IASCs (2015) Impact Scale 68
Annex 7: Indicative Review of Burkina Faso's vulnerabilities and capacities, considering Armed conflict 69
Annex 8: Risk Assessment for Ghana, with a Focus on the Project Areas 70
Annex 9: Likelihood of Armed conflict shock/stress occurring in Nigeria using IASCs (2015) Likelihood Scale 85
Annex 10: An indicative review of armed conflict stress in Nigeria, using IASCs (2015) Impact scale 88
Annex 11: An Indicative Review of Vulnerabilities and Capacities for Nigeria, considering Armed conflict 91
Annex 12: Multi-Level Governance of Disaster Management and EiE in Nigeria 93

List of Acronyms and Abbreviations

AE – Accelerated Education

AENN – Addressing Education in Northeast Nigeria

AEPs – Accelerated Education Programmes

BAY – Borno, Adawa, and Yobe States

BEWDA – Bawku East Women Development Association

CEA – Complementary Education Agency

CFS – Child-Friendly Spaces

CJTF – Civilian Joint Task Force

CONASUR – Ministry of Solidarity, The National Council for Emergency Relief and Rehabilitation

COVID-19 – Coronavirus Disease

CSOs – Civil Society Organizations

CSM – Cerebrospinal Meningitis

CRS – Catholic Relief Services

DRR – Disaster Risk Reduction

ECW – Education Cannot Wait

EiE – Education in Emergencies

FCV – Fragile, Conflict and Violence-Affected Areas

FONAENF – The Fonds pour l'Alphabétisation et l'Education Non-Formelle

GCPEA – Global Coalition to Protect Education from Attack

GBV – Gender-Based Violence

GES – Ghana Education Service

GILLBT – Ghana Institute of Linguistics, Literacy and Bible Translation

GPE – Global Partnership for Education

HOVIPAD – Horn of Hope Vision for Peace and Development of Nigeria

IDP(s) – Internally Displaced Person(s)

IDS(s) – Internally Displaced Student(s)

INEE – Inter-Agency Network for Education in Emergencies

IOM – International Organization for Migration

ISIS – Islamic State in the Sahel

ISWAP – Islamic State West Africa Province

JNIM – Jama'at Nusrat al-Islam wal-Muslimin

KABHUDA – Kanem Borno Human Development Association

LGAs – Local Government Areas

MEBAPLN – Ministry of Basic Education, Literacy and Promotion of National Languages

MHPSS – Mental Health and Psychosocial Support

MMAs – Ministries, Municipals, Department and Agencies

MMC – Maiduguri Metropolitan Council

NABOCADO – Navrongo-Bolgatanga Catholic Diocesan Development Organization

NADMO – National Disaster Management Organisation

NEMA – National Emergency Management Agency

NEiEWG – Nigeria Education in Emergencies Working Group

NGOs – Non-Governmental Organisations

NSAGs – Non-State Armed Groups

OOSC – Out-of-school Children

OOSCY– Out-of-school Children and Youth

PSS – Psychosocial Support

REPs – Radio Education Programmes

R-EiE WG – West and Central Africa EiE Working Group

SBM – School-Based Management

SBMCs – School Based Management Committees

SOPs – Standard Operating Procedures

SSD – Safe Schools Declaration

SEL – Socio-Emotional Learning

SN-ESU – National Strategy for Education in Emergency Situations

SSA/P - Accelerated Schooling/Bridge Strategy (Stratégie de Scolarisation Accelerée/Passerelle in the original French)

ST-ESU – Technical Secretariat for Education in Emergency Situations

TC – Temporary Classrooms

TLS – Temporary Learning Spaces

UBEC – Universal Basic Education Commission

UN – United Nations

UNESCO – United Nations Educational, Scientific, and Cultural Organisation

UNHCR – United Nations High Commissioner for Refugees

UNICEF – United Nations International Children's Emergency Fund

UNDRR – United Nations Office for Disaster Rik Reduction

WASH – Water, Sanitation and Hygiene
WFP – World Food Programme

List of Figures

Figure 1 – Risk Formula 4
Figure 2 – Municipalities affected by the Security Crisis 8
Figure 3 – Upper East Region of Ghana 9
Figure 4 –Borno State in Nigeria 11
Figure 5 – Education Sector 2024 LGA Severity Map 13
Figure 6 – Monograph of the Sahel Region 60
Figure 7 – Monograph of the Centre-East Region 61
Figure 8 – Monograph of the South-Center Region 62

List of Tables

Table 1 – Risk Levels 5
Table 2 – Selected Project Areas 6
Table 3 – Conflict Analysis Across Provinces of Burkina Faso 19
Table 4 – Burkina Faso Risk Assessment 24
Table 5 – Ghana Risk Assessment 24
Table 6 – Nigeria Risk Assessment 25
Table 7 – Research Risk Factors for All Project Areas 26
Table 8 – Members of EiE Sub-Sector Working Group in Ghana 40

1. INTRODUCTION

This research project aims to enhance educational access for Out-of-School Children and Youth (OOSCY) and those at risk of dropping out of school in West Africa's fragile, conflict and violence (FCV)-affected areas, focusing on Burkina Faso, Ghana and Nigeria. The research builds on evidence from IDRC-supported research on Accelerated Education (AE) and Girls Focused Programmes. The program seeks to measure the impact of cost-effective innovations for FCV-affected areas of Burkina Faso, Ghana and Nigeria, with a focus on AEPs, SEL, and inclusive education innovations. The main goals are to generate evidence to inform policy and scale educational innovations that promote gender equality, equity, and inclusion, while improving retention, reducing dropout, and supporting social-emotional development in FCV and emergency contexts, alongside strengthening the capacity of government and civil society stakeholders.

Given the project's focus on FCV-affected areas, this initial risk assessment aims to provide an in-depth understanding of the national and project-specific contexts, the range of associated risks, from natural hazards to man-made crises, current vulnerabilities and capacities, and responses from relevant actors. It offers extensive information on the social, economic, environmental and political conditions in each country, with particular attention to the selected project areas—namely the Sahel, Centre-East, and Centre-South regions in Burkina Faso; the Northern and Upper East regions in Ghana; and the North-East of Nigeria, focusing especially on border areas. By analysing local dynamics and working collaboratively with international, national, and local stakeholders, this risk assessment seeks to inform research on the potential for scaling educational innovations in FCV-affected contexts and to support capacity-building in EiE, ultimately contributing to stronger and more resilient education systems capable of responding effectively to emergencies.

The report begins by exploring the concept of risk within the context of EiE, presenting key definitions used in the field. It then details the risk assessment methodology applied to evaluate risk levels across countries and specific project areas, taking into account their unique characteristics. This is followed by an overview of the general and operational context in each country, including an analysis of the social, economic, environmental and political factors. This section highlights how livelihood challenges, poverty, and cultural norms and traditions impact equitable access to education. It also addresses security issues such as jihadism, terrorism, and the presence of refugee and internally displaced populations. The report then presents an overview of both natural and man-made hazards and risks, and a conflict analysis, with particular emphasis on their effects on the education sector.

The following sections present the risk assessments conducted for all countries, alongside an internal risk assessment outlining potential risks the consortium may encounter during the research. It then shifts focus to child protection and conflict and violence prevention in FCV-affected areas, providing an overview of relevant policies, practices, and programs aimed at safeguarding schools and school communities. Closely linked to this is the theme of education continuity, where the report examines policies, practices, and programs in EiE, highlighting the key stakeholders responsible for ensuring access to quality education during crises. The final section on risk reduction and resilient education systems draws on existing Disaster Risk Reduction (DRR) policies, practices, and programs, particularly those adapted to the education

sector. The report concludes with a summary of the main findings per country, recommendations, and includes several annexes for additional information.

2. UNDERSTANDING RISK IN EIE

The United Nations Office for Disaster Risk Reduction (UNDRR) (2017) defines risk as: "the potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined probabilistically as a function of hazard, exposure, vulnerability and capacity". This definition is used and/or adapted by many humanitarian organizations including UNICEF. In UNICEF's *Guidance for Risk-Informed Programming* (2019) risk is understood as a "term used generally in all aspects of life and is related to the concept of future harm or the likelihood of a negative impact occurring" (p.15).

Based on these definitions, several risks can severely hinder access to education, from natural disasters like earthquakes and floods to health emergencies, conflict, protracted crises, violence, and forced displacement. Currently, **224 million children of primary and secondary school age are affected by conflict and crisis**, urgently requiring educational support. Among them, **76 million are out of school** (Geneva Global Hub for EiE, 2024). In West and Central Africa alone, **over 14,364 schools have been closed due to armed violence**—an increase from 13,200 in 2023—**impacting 2.8 million children in 2024** (R-EiE WG, 2024). These figures, which exclude disaster-related closures, highlight the critical need to prioritize EiE, especially in West and Central Africa.

EiE is a critical lifeline for children, youth, and adults affected by crises, ensuring access to safe, inclusive, and quality learning. It spans all education levels, from early childhood to adult and higher education, and is delivered through various methods, including in-person, remote (high-tech, low-tech, no-tech), and hybrid approaches. EiE supports learners across the emergency cycle, from preparedness and response to recovery, offering physical, psychosocial, and cognitive protection that helps save and sustain lives. The Inter-agency Network for Education in Emergencies (INEE) has established the *Minimum Standards for Education (2024)*, a key framework that offers practical guidance to education stakeholders. It aims to enhance the quality of education in preparedness, response, and recovery phases, expand access to safe and relevant learning opportunities, and promote accountability among those delivering educational services.

To effectively identify and mitigate potential risks in FCV-affected areas that impact education, and may also affect the research itself, the consortium will carry out regular risk assessments in collaboration with international, national, and local actors, particularly government institutions and innovators — those with in-depth, on-the-ground knowledge of the security context. As crises directly disrupt education systems, EiE is therefore intrinsically linked to risk analysis and prevention. This report presents the first in-depth analysis of the risk environment in Burkina Faso, Ghana, and Nigeria, focusing on the respective project areas. It provides up-to-date insights into regional and local dynamics, the status of education access amid ongoing challenges, relevant legal frameworks, and existing EiE prevention and response mechanisms aimed at protecting children and youth in FCV-affected settings. Furthermore, this report marks an initial step in the research to explore whether, and how, educational innovations such as AEPs, SEL, and inclusive approaches can be scaled up in these regions to uphold the fundamental right to education for millions of children.

3. RISK METHODOLOGY

The consortium's risk assessment, which integrated gender and inclusion perspectives, was based on analyses and information drawn from national education frameworks and documents on EiE and DRR. Key sources included Burkina Faso's 2020–2024 EiE strategy and the upcoming 2025–2028 strategy led by the Technical Secretariat for Education in Emergency Situations (ST-ESU); Ghana's draft EiE Contingency Plan (2023–2026) and information from the National Disaster Management Organisation (NADMO); and Nigeria's Education in Emergencies Working Group Contingency Plan (2023–2024) alongside inputs from the National Emergency Management Agency (NEMA). The Safe Schools Declaration, adopted by all three countries, and their respective policies and initiatives were also instrumental in understanding existing mechanisms for child protection and conflict and violence prevention in and around schools.

Beyond national frameworks, the consortium also drew on security information directly provided by local innovators and NGOs active in the selected project areas through regular consultations and meetings, interviews, and field visits. These include the Strømme Foundation (Burkina Faso); the Navrongo-Bolgatanga Catholic Diocesan Development Organization (NABOCADO) (Ghana); and the Kanem Borno Human Development Association (KABHUDA) and Horn of Hope Vision for Peace and Development of Nigeria (HOVIPAD) (Nigeria). Additional contributions came from international partners operating on the ground, such as UNICEF, UNHCR, Plan International, Save the Children, Catholic Relief Services (CRS), and others. The assessment further benefited from collaboration with coordination platforms, including the Education Cluster in Burkina Faso (co-led by MEBAPLN and UNICEF), the EiE Sub-Sector Working Group in Ghana (led by the Ministry of Education and the Ghana Education Service), the West and Central Africa EiE Working Group (R-EiE WG), and Nigeria's EiE Working Group.

The information collected allowed the consortium to identify and gain a deeper understanding of the existing risks both at the national level and community-level. This informed the approach for researching the scaling of education innovations in FCV-affected areas. Before conducting a detailed risk assessment, which is presented in a dedicated section, the consortium first defined three levels of risk—high, medium, and low—as outlined in **Table 1.** These levels were determined based on factors such as the intensity of conflict and violence, the functionality of local institutions and essential services, and the government's capacity to respond. Using this framework, research areas were classified according to the identified risk levels **(see Table 2).**

According to UNICEF (2019), which provides a child-centered approach to risk analysis, risk is determined by analysing **the likelihood and impact of hazards/stresses, exposure, vulnerability, and capacity**. Risk is therefore represented as a multiplication of likelihood and impact to reflect the combination and interaction of variables. Multiplying the variables ensures a proportional and realistic assessment as we make sure that if either is low, the overall risk remains low, preventing overestimation. Multiplication is used rather than addition, which could make rare but severe events seem as risky as frequent minor ones. This conceptual framework comes from UNDRR, and is widely used by humanitarian organisations to calculate risk (see risk formula below).

Figure 1 – Risk Formula

Stress x Exposure x Vulnerability

Capacity: the combination of all the strengths, attributes and resources available within a community, society or organization

Risk = Impact x Likelihood

Classification:

Low Risk: 1-7

Medium Risk: 8-14

High Risk: 15-25

Source: Adapted from IASC (2015), UNDRR (2017), and UNICEF (2019).

Each team developed a detailed risk assessment, taking into account the variables mentioned above to evaluate the likelihood and impact, particularly on education, using the IASC (2015) likelihood and impact scales. This process resulted in a combined score for each identified shock or stress, which facilitated the ranking and prioritization of risks (see Pages 22-23). Additionally, UNICEF (2016) conflict analysis guide was utilized to deepen the understanding of conflict dynamics within the project areas. Reliable sources, such as the World Bank's Classification of Fragile and Conflict-Affected Situations and the European Union's Inform Risk Index, categorize Burkina Faso and Nigeria as high-risk, and Ghana as medium-risk, underscoring the necessity for such an analysis. This methodology provided a comprehensive framework for assessing risk levels in Burkina Faso, Ghana, and Nigeria, specifically focusing on the impact of conflict and violence on education, including school closures, OOSCY, and mass displacement.

While this risk assessment places considerable emphasis on the regional level, specifically targeting key research areas within each country and gathering information from both local and regional stakeholders, it is important to acknowledge that the resulting national-level classification may still overlook critical subnational nuances. Regional and local variations in risk and security dynamics, shaped by contextual, cultural, or socio-political differences, may not be fully captured in this broader categorisation.

As this is an ongoing exercise and a key step in understanding the broader context of each country, including both natural and human-induced challenges, particularly in the project areas, the teams will continue to follow up and engage closely with relevant stakeholders in education and related sectors (e.g. disaster management). This will support a deeper understanding of how these challenges affect local and regional contexts, especially in relation to education, and how they intersect with broader security and risk factors within each country.

Table 1 – Risk Levels

Risk-Level	Description
High	This refers to areas that face severe security challenges, including insurgencies and the rise of non-state armed groups, leading to widespread violence and insecurity. Humanitarian needs are critical, with large-scale displacement overwhelming response capacities. Essential services, such as healthcare and education, are often disrupted, and local administration weakens, making aid delivery difficult. In places like Burkina Faso, army-controlled convoys are required to transport supplies. Coordinated political, security, and humanitarian efforts are essential to address urgent needs and restore stability.
Medium	It refers to areas that face a moderate risk of armed conflict, ethnic tensions, and other emergencies, with potential for escalation. While essential services may be disrupted, local administrations remain functional, and schools and health facilities are still operational. The security situation is more stable than high-risk zones but still presents significant challenges. These regions require ongoing vigilance and efforts to maintain security, political stability, and economic development, with continued monitoring to prevent further deterioration.
Low	This refers to areas that pose limited or negligible risks to personnel and activities. Government responses are effective, maintaining stability and essential services. The security situation is stable, with minimal threats of conflict or tension. Local institutions function well, providing support and resources. External intervention is not required, as the region can manage potential emergencies with existing local resources and infrastructure.

Source: Author's own work, 2025.

Table 2 – Selected Project Areas

Country	Area(s)	Risk Level	Number of communities to be selected
Burkina Faso	*Sahel Region:* 10 municipalities (in the province of Seno) will be the areas of intervention for educational innovations and 10 (in the province of Oudalan) will be the control zones.	High	60
	Central East/Centre-East Region: 10 municipalities (in the province of Boulgou) will be the areas of intervention for educational innovations and 10 will (in the province of Kourittenga) be the control areas.	Medium	
	Central South/Centre-Sud Region: 10 municipalities (in the province of Zoundweogo) will be the areas of intervention for educational innovations and 10 (in the province of Nahouri) will be the control zones.	Low	
Ghana	*Upper East Region:* Bawku District	High	80-100
	Upper East Region: Bawku West/Zebbilla this the location where the IDP camp has been established by UNHCR and UNICEF to provide services to Families from Burkina Faso	Medium	
	Upper East Region: Garu-Tempane District	Low	
Nigeria	*Northern Zone:* Borno State	High	60
	Middle Zone: Borno State, Jere and Konduga Local Government areas (LGAs) have been identified based on the interventions by local NGO partners. They are implementing G4G and Radio in these areas.	Medium	
	Southern Zone: Borno State, Shani and Bui are LGAs in Southern Borno state are accessible areas which have had interventions.	Medium-Low	

Source: Author's own work, 2025.

4. GENERAL AND OPERATIONAL CONTEXT

Burkina Faso

Burkina Faso, formerly Upper Volta, is a landlocked country in West Africa with around 22 million people. Its political history has been shaped by colonial rule, post-independence challenges, and ongoing instability. After gaining independence from France on August 5, 1960, Maurice Yaméogo became its first president, establishing a single-party regime and imposing austerity measures that triggered widespread unrest. A popular uprising in 1966 led to his ousting and a military takeover under General Sangoulé Lamizana.

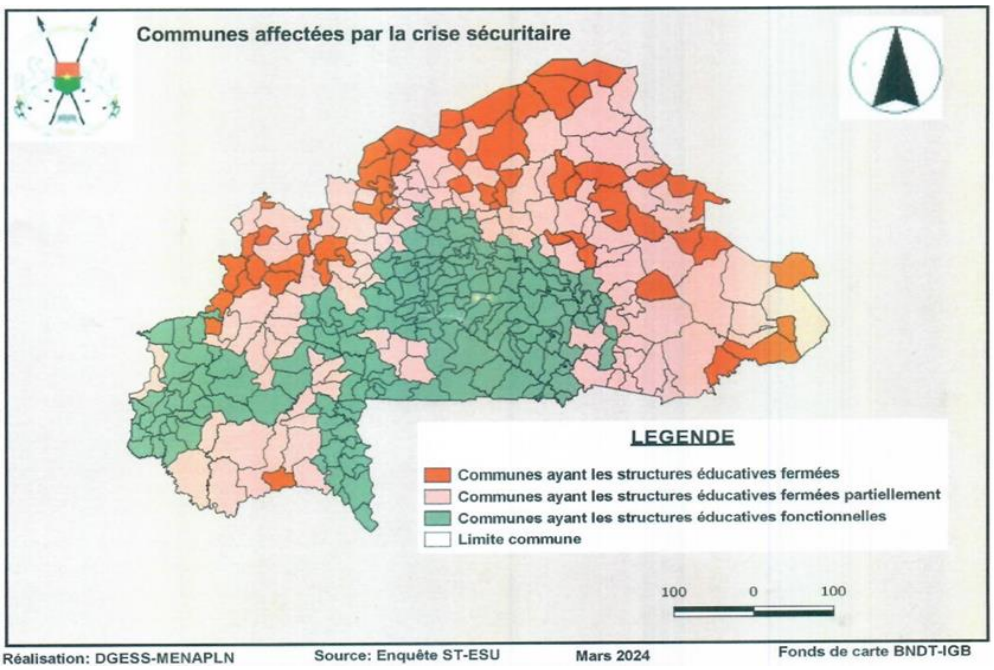
Between the 1960s and 1980s, Burkina Faso experienced alternating civilian and military rule. Captain Thomas Sankara renamed the country Burkina Faso in 1984, and his successor, Blaise Compaoré, later oversaw a shift to multiparty democracy. In 2015, following popular uprisings and increasing insecurity, Roch Marc Christian Kaboré was elected president and re-elected in 2020. However, rising terrorist violence led to a military coup in 2022, bringing Lieutenant-Colonel Paul-Henri Sandaogo Damiba to power. A second coup later that year installed Captain Ibrahim Traoré, who currently leads the transitional government. Authorities have pledged to restore security, strengthen national sovereignty, and build resilience amid ongoing humanitarian and security crises.

Since 2016, Burkina Faso has been experiencing a serious security crisis marked by recurring attacks by terrorist groups, primarily in the Sahel, North, Centre-North, Boucle du Mouhoun, East, Centre-East, Hauts Bassins, Southwest, and Cascades regions. **This situation has resulted in the displacement of over 2 million people within the country in 2025**, alongside the closure of thousands of schools, health centres, and other public services. In addition to the security crisis, Burkina Faso has experienced political instability in recent years, marked by two *coups d'état*. Despite the government's security efforts, the crisis remains delicate, affecting the country's social, economic, and educational life.

The ongoing security crisis has profoundly disrupted the education sector, severely compromising access to learning for thousands of children. Across the country, **more than 5,330 schools have been forced to close, depriving hundreds of thousands of students of their fundamental right to education.** Many teachers have been displaced or left their posts due to insecurity, exacerbating staff shortages. In rural and border areas, educational infrastructure is often inaccessible, exacerbating inequalities. Girls, who are particularly vulnerable, have seen their schooling interrupted, further exposing them to early marriage and sexual violence.

To ensure educational continuity, concerted efforts are being made by the Ministry, central and decentralized structures, communities and partners. **As of March 31, 2024, approximately 656,993 students, including internally displaced persons and those in reopened or relocated schools, have been able to reintegrate the education system (ST-ESU, 2024).** However, these efforts must be maintained, or even strengthened, to ensure the integration of as many people as possible, while sustainably improving teaching conditions, particularly for girls and vulnerable children.

Figure 2 – Municipalities affected by the Security Crisis



Source: DGESS-MEBAPLN, Survey ST-ESU, 2024.

Ghana

Ghana has been a democratic republic since 1960 and held presidential elections in the fourth republic since 1992 with the National Democratic Congress (NDC) and New Patriotic Party (NPP) forming the government at different periods. The NDC won both the presidential and parliamentary elections held in December 2024, securing over a two-thirds majority in Parliament. According to the Ministry of Finance and Economic Planning (2024), the country's economy has been shaped by efforts toward debt restructuring, fiscal consolidation, and growth. The COVID-19 pandemic exacerbated poverty starting in 2020, contributing to weak economic growth, constrained government spending, and high inflation, particularly in food prices, that have contributed to deteriorating living standards, pushing more people into poverty, and heightening the risk of food insecurity (The World Bank, 2025).

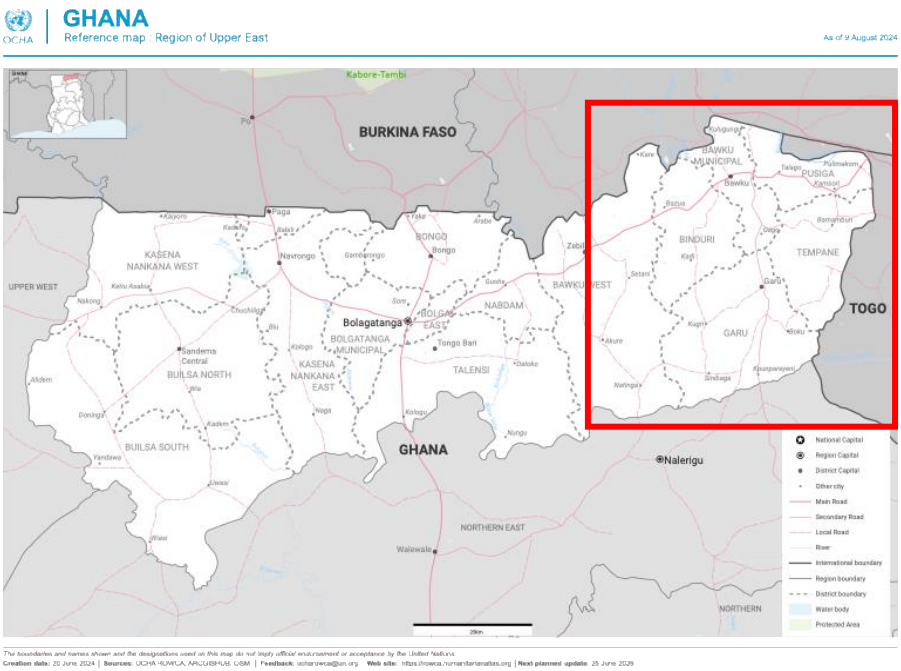
Poverty rates are projected to continue rising until 2026 (The World Bank, 2025). As of 2024, approximately 6.9 million people in Ghana lived in extreme poverty, with the poverty threshold set at 2.15 U.S. dollars per day (Statista, 2024). According to Ghana's statistical service, in 2024, almost a million people in Ghana's Northern Region were multidimensionally poor. Moreover, Ghana currently ranks 145th out of 193 countries on the United Nations Development Programme (UNDP) Human Development Index (2024), placing it in the medium human development category due to persistent inequalities.

Although progress has been made in recent years, including the enactment of the Gender Act Law (2024), **women in Ghana continue to face barriers** in health, education, and employment, and are disproportionately affected by physical and sexual violence. Gender

disparities are particularly evident in education, where poverty, stigma, teenage pregnancy, early marriage and traditional gender roles often hinder girls' access and progression, leading to high dropout rates. At the primary level, girls in Ghana complete school at a higher rate (73%) than boys (69%). However, this trend does not continue at the upper secondary level, where completion rates drop to 34% for girls and 35% for boys (UNICEF MICS-EAGLE, 2020). Girls and students with disabilities, particularly in rural areas, face a high risk of exclusion from education due to poverty, gender inequality, and long distances to school (AFC, 2023). This is especially evident in northern Ghana, which remains largely rural compared to the more urbanized southern regions that have experienced rapid development (Forsgren, 2019).

The Upper East region, located in the Northern part of Ghana is particularly affected by fragility and conflict, specifically the Bawku and Garu–Tempane districts, on which this research focuses. Violent conflict has also been reported in some communities in the North-east region including Naniik, Ngamah-Gberuk, Bimbago and Gbingbani, resulting in school closures since January 2025. As of May 2025, schools remain closed, disrupting the academic calendar and affecting final-year students' ability to participate in the 2025 Basic Education Certificate Examination.

Figure 3 – Upper East Region of Ghana



Source: UN-Office for the Coordination of Humanitarian Affairs (OCHA), August 2024.

Additionally, Ghana is currently facing security challenges, particularly along the border areas with Burkina Faso due to the presence of terrorist groups like Jama'at Nusrat al-Islam wal-Muslimin (JNIM) and the Islamic State in the Sahel (ISIS). Tensions have also risen between local communities and at least 9,625 displaced Burkinabés seeking refuge from insecurity in Burkina Faso. In response to this emergency, the United Nations High Commissioner for Refugees (UNHCR) has assisted the government in establishing reception and settlement centers in Tarikom (Upper East) and Zini (Upper West) for Burkinabe asylum seekers

(UNHRC, 2024). However, recent budget cuts at the UN, stemming from a shift in the United States' stance on humanitarian affairs, have led to the abrupt withdrawal of UNHCR services in the region, including in protection, education, and other essential sectors. As a result, more than 2,000 asylum-seeking children who had enrolled in schools in Tarikom and Zini are now at risk of dropping out.

On top of this,the **decades-long conflict between the Kusasi and Mamprusi ethnic groups** in the Bawku district has escalated, reigniting violence and insecurity. This ongoing instability creates an environment where jihadist groups may exploit vulnerable and marginalized populations, particularly the youth of Northern Ghana, for recruitment.

Nigeria

Nigeria operates a federal system of government, comprising 36 states and the Federal Capital Territory. Although the country gained independence in 1960, it only returned to democratic rule in 1999 after decades of military dictatorships. As of 2025, Nigeria continues to face significant socio-political challenges, including insurgency in the northeast, armed banditry in the northwest, and recurrent farmer-herder conflicts across the Middle Belt and northern regions (International Crisis Group, 2024; UN OCHA, 2024). According to the National Bureau of Statistics and the World Bank, Nigeria has one of the highest poverty rates globally, with over 130 million people (over 60% of the population) considered multidimensionally poor. [1] These conditions are exacerbated by inflation, rising food insecurity, and uneven access to basic services. Gender disparities also persist, with girls and women disproportionately affected by poverty, limited access to education, early marriage, and gender-based violence, especially in rural and conflict-affected areas.

The education sector faces significant pressure due to population growth, underfunding, teacher shortages, insecurity, and displacement. As of 2024, an estimated 18.3 million children are out of school, with the highest numbers recorded in northern states such as Borno, Yobe, and Zamfara.[2][3] In the northeast, the impact of Boko Haram and Islamic State West Africa Province (ISWAP) insurgencies has severely disrupted education, leading to the destruction of schools, displacement of students and teachers, and chronic absenteeism.[4] Similarly, attacks on schools in the northwest by armed groups have triggered fear and school closures, further compounding the learning crisis.

Since independence, the country's socio-political system has been characterised by corruption, weak institutions, and an increasingly burdensome debt profile. These challenges, among others, have impeded economic growth and development, leaving the country in a perpetual state of underdevelopment. The increase in public debt, for instance, has significantly undermined Nigeria's ability to prioritise and adequately invest in critical sectors, such as health, education, and agriculture. One of the most significant consequences of Nigeria's rising public debt is the growing share of national revenue allocated to debt servicing. The severity of the situation, as demonstrated by the World Bank, reveals that Nigeria allocated

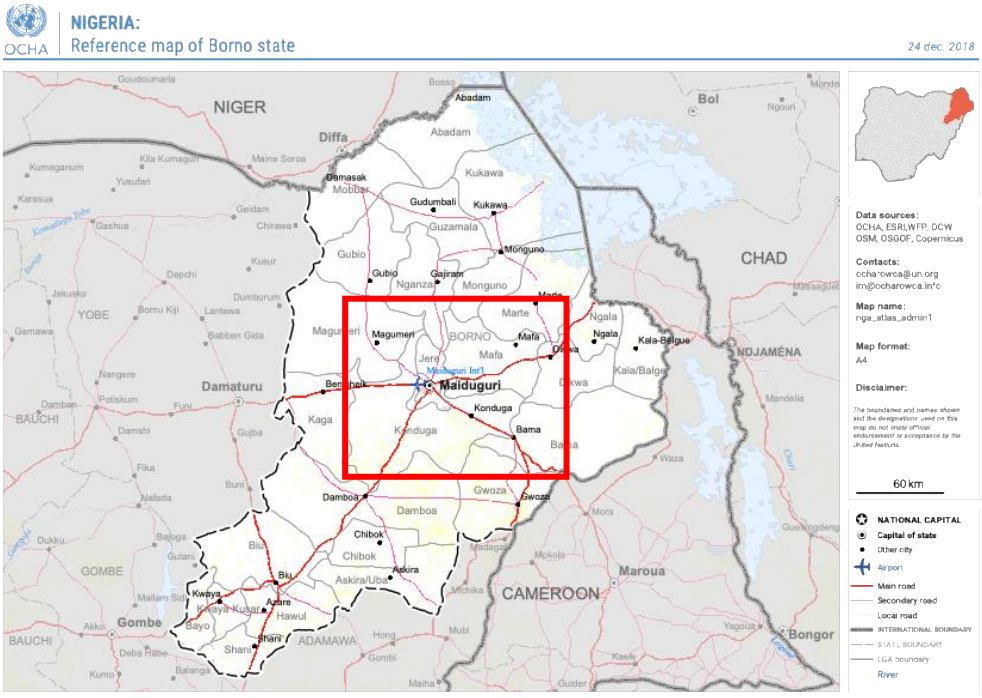
[1]See:https://www.nigerianstat.gov.ng/pdfuploads/NIGERIA%20MULTIDIMENSIONAL%20POVERTY%20INDEX%20SURVEY%20RESULTS%202022.pdf?utm.
[2] See: https://www.unicef.org/nigeria/press-releases/immediate-action-needed-protect-nigerias-children-and-schools?utm.
[3] See: https://www.unicef.org/nigeria/education?utm.
[4] See: https://www.undp.org/sites/g/files/zskgke326/files/migration/ng/Assessing-the-Impact-of-Conflict-on-Development-in-NE-Nigeria---The-Report.pdf?.

approximately 96% of its total revenue to debt servicing in 2022.[5] Evident in the 2025 budget, N14.3 trillion was allocated to debt servicing. Such a disproportionate allocation of fiscal resources has diverted the available public funds that could be allocated to improve the educational sector.

In 2025, N3.52 trillion was allocated for the education sector, representing 7.3% of the total budget. This allocation, however, falls short of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) benchmark, which recommends that at least 15-20% of public expenditure should be directed toward education. [6] The consequence of this imbalance is a severely underfunded education system, which limits the government's ability to address widespread challenges such as access to education, provision of infrastructure and educational facilities, and provision of security in school environments, which invariably affect overall learning outcomes and have led to an increase in out-of-school children.

Borno State, located in northeastern Nigeria, represents one of the regions most severely affected by the consequences of underinvestment in the education sector, especially when compounded by years of armed conflict, insecurity, and displacement. While the country at large grapples with the impact of prioritizing debt servicing over education, allocating ₦13.4 trillion to debt repayment and only ₦3.52 trillion to education in the 2025 budget, states like Borno, bear the heaviest burden. This research focuses on Borno State to highlight how such fiscal decisions disproportionately affect conflict-impacted and underserved regions, where the need for educational investment is most urgent.

Figure 4 –Borno State in Nigeria



Source: UN-Office for the Coordination of Humanitarian Affairs (OCHA), December, 2018.

[5] See: https://documents1.worldbank.org/curated/en/099121223114542074/pdf/P5029890fb199e0180a1730ee81c4687c3d.pdf.

[6] See: https://www.unesco.org/en/articles/unesco-member-states-unite-increase-investment-education.

The chronic underinvestment in the education sector, coupled with decades of armed conflicts, terrorism, and banditry, has led to the deterioration of school infrastructure across the state. This has further led to the growing number of OOSC in the state. According to the UNICEF MICS 2023 report[7], an estimated 8.9 million primary school-age children and 3.9 million junior secondary school-age children were out of school. At the senior secondary level, the estimated number of out-of-school children is about 4.9 million. Most of these children are in Nigeria's northern states of Borno, Yobe, and Adamawa, where Boko Haram insecurity has disrupted academic activities.

The project area covered in this research focuses on Borno State, one of the high-need states in northern Nigeria. Located in the northeast, Borno shares international borders with Niger, Chad, and Cameroon, making it a strategic yet vulnerable location within the Lake Chad Basin. Borno has been the epicenter of the Boko Haram and ISWAP insurgency since 2009, leading to large-scale displacement, destruction of infrastructure, and severe disruption to public services, especially education. According to the UNHCR (2024), Borno is home to over 1.6 million internally displaced persons (IDPs), many of whom reside in formal or informal camps in and around the state capital, Maiduguri.

In the northern zone of Borno State, this research covers Jere and Konduga Local Government Areas (LGAs), which are among the worst affected by insurgency-related violence. Both areas are situated close to Maiduguri but remain vulnerable to attacks on schools, IDP camps, and transportation routes. Despite military operations and the presence of humanitarian actors, the population continues to face serious challenges, including insecurity, poverty, and inadequate access to basic services. Many communities in these LGAs have seen schools destroyed or converted into IDP shelters, with high dropout rates and limited teacher availability. Education in these LGAs is primarily supported by Temporary Learning Spaces (TLS), mobile schools, and community learning centers.

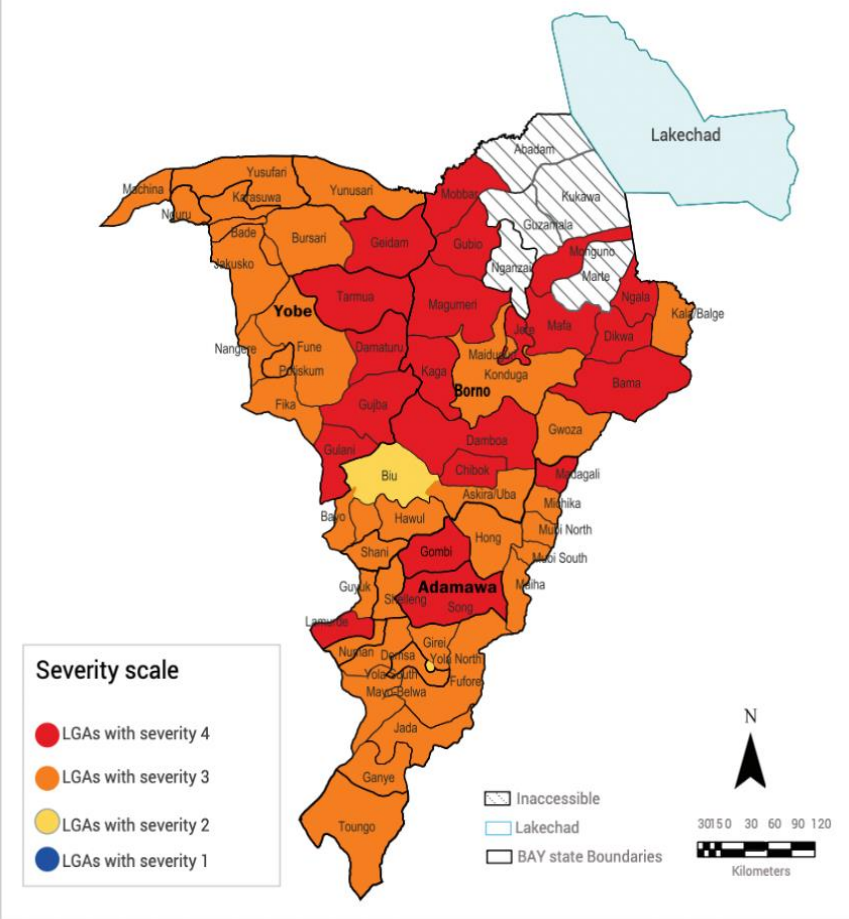
The middle zone covers the Maiduguri Metropolitan Council (MMC), which serves as the administrative and economic center of Borno State. While relatively more secure than the outskirts, MMC continues to host a high number of IDPs from surrounding conflict-affected LGAs. Education infrastructure is gradually being restored, with most formal schools reopened, but they remain overcrowded, under-resourced, and overstretched. Children from vulnerable households, especially girls and orphans, often lack access to school due to economic barriers and psychological trauma. MMC also functions as a hub for humanitarian coordination, with multiple NGOs, donors, and UN agencies operating from the area. Despite these efforts, gaps remain in reaching all school-age children, and mental health and psychosocial support services (MHPSS) are in high demand.

The southern zone include Shani and Biu LGAs, which have experienced fewer attacks and are considered relatively more stable. These areas have been spared from the brunt of the insurgency in recent years, allowing for better access to schools, markets, and community services. However, infrastructure remains underdeveloped, and education indicators lag due to past disruptions and persistent poverty. Biu serves as a sub-regional hub, with a few higher education institutions, while Shani remains largely rural with scattered communities. Access to formal education is improving, though many children still rely on non-formal learning

[7] See: https://reliefweb.int/attachments/5e31dc49-139b-4b37-8233-69aaf0a5f3ae/Nigeria%20factsheet%202023.pdf.

centers supported by NGOs and religious institutions. Cultural norms, child labour, and early marriage continue to affect school attendance, especially for girls.

Figure 5 – Education Sector 2024 LGA Severity Map



Source: Nigeria EiEWG, Oct-Nov 2024.

5. OVERVIEW OF HAZARDS, RISKS AND CONFLICTS IN EACH PROJECT COUNTRY

Burkina Faso

In Burkina Faso, **flooding** is a major natural hazard exacerbated by climate change, particularly during the rainy season, from June to September or even October. Several provinces are regularly affected, including the provinces covered by this research, namely Boulgou, Kouritenga, Zoundwéogo, Nahouri, Séno and Oudalan. These floods often cause significant material damage, including the destruction of essential infrastructure such as schools, thus disrupting educational activities. They also lead to population displacement and compromise food security through the loss of crops and livestock.

According to the Council Report, for the period ending on September 12, 2024, out of the 13 regions in the country, 9 had recorded floods[8], with the Sahel region being the most affected, particularly the commune of Gorom-Gorom, which recorded 9 cases of flooding. Floods caused loss of life, injuries, and psychological shock due to the destruction of habitats, material goods and other agro-forestry -pastoral resources. The data collected shows 16,568 people affected in the 09 regions, 415 hectares of destroyed crop fields and the loss of 4,106 domestic animals. Furthermore, although the Burkinabe Sahel is characterized by an arid climate, it is not immune to flash floods caused by exceptionally intense rainfall events. This was the case in 2020 in Dori, where unexpected floods inundated schools, cut off roads, and severely damaged infrastructure such as latrines and water points. These events, although rare, illustrate the growing vulnerability of certain regions to the effects of climate change.

Moreover, from October to May, several provinces in Burkina Faso, including Boulgou, Kouritenga, Zoundwéogo, Nahouri, Séno (Dori), and Oudalan (Gorom-Gorom), are exposed to severe **droughts.** These prolonged periods of insufficient rainfall significantly reduce water availability, compromising agriculture and livestock production. They often lead to food shortages, which exacerbate the vulnerability of populations and indirectly affects other essential sectors, including education, by disrupting school attendance for children from affected families.

Sandstorms and strong winds also pose recurring threats in several provinces of Burkina Faso, particularly Oudalan and Séno. These phenomena, common in Sahelian regions, significantly deteriorate air quality and expose populations, particularly children, to respiratory problems. They also disrupt the normal running of classes, especially in schools with temporary shelters or precarious structures. Strong winds also affect the provinces of Boulgou, Kouritenga, Zoundwéogo, and Nahouri. Their recurrence is notable at the beginning (May-June) and end (September-October) of the rainy season, but they can occur at any time of year. These winds cause significant damage to school infrastructure, including tearing off roofs, leading to the suspension of classes, and exposing students to dangerous learning conditions. These risks underscore the need to strengthen the resilience of educational infrastructure.

Armed conflict and terrorism are major man-made risks affecting the country, particularly the provinces of Séno and Oudalan. Attacks by terrorists have resulted in significant loss of life, mass displacement of populations and the closure of many schools, compromising access

[8]See: https://lefaso.net/spip.php?article133093.

to education. As of March 31, 2023, the **Sahel** recorded 501,961 IDPs, or 24.3%, making it the region most affected by internal displacement at the national level. Although less affected than the Sahel, the **Centre-East** region (notably Boulgou and Kouritenga) is also suffering the repercussions of insecurity. According to data from the Technical Secretariat for Education in Emergency Situations, as of January 31, 2022, 126 schools were closed, impacting 21,559 students and 658 teachers. This situation highlights the dramatic impact of insecurity on the Burkinabe education system and the urgency of implementing measures protection and educational continuity for children in high-risk areas. As for the **Centre-South**, schools remain open and the security situation remains better. However, some community conflicts linked to traditional leadership have often erupted but have not lasted.

Ghana

Based on ***Ghana's Education in Emergency Contingency Plan 2023-2026,*** most of the disasters in Ghana are natural, with *flooding* being the number one hazard in the country due to its frequency, affecting both urban centres and the countryside. **Floods** have a significant impact on education, destroying school buildings, bridges and roads leading to school premises making accessibility difficult. Flooding also affects the livelihood of parents and consequently leads to high rates of learners' absenteeism.

Following floods, the report highlights the recurring **outbreak of diseases and infections,** including **Cerebrospinal Meningitis (CSM),** which occurs annually in Northern Ghana, as well as in the Bono and Bono East Regions. Between 2010 and 2022, Ghana experienced yearly CSM outbreaks during the hot season (December to April), with over 5,000 recorded cases and more than 798 deaths. The report attributes the risk of CSM outbreaks in schools to overcrowded classrooms, poor ventilation, and inadequate greenery within school compounds.

According to the report, **cholera outbreaks** have frequently followed flooding, particularly in Accra. Between 2000 and 2017, epidemiological surveillance recorded 82,754 cases in Ghana, resulting in 519 fatalities. The country has experienced multiple outbreaks, with the most severe occurring in 2014, when 28,944 cases and 243 deaths were reported. These outbreaks disrupt education, as both learners and teachers are affected. Although, cholera has remained endemic, with an estimated 41,732 cases occurring annually and an average case fatality rate of 3.8% (Donkor, 2019), national authorities have managed to respond effectively using available resources. As a result, cholera does not currently constitute a high-level risk in the country.

Additionally, the **COVID-19 pandemic** significantly disrupted education, with schools closing from mid-March 2020 through mid-January 2021 (Wolf et al., 2022). An end-of-project evaluation report on the UNICEF/GES/MCF Partnership for the COVID-19 Recovery and Resilience Program for GES states, "The forced closure of educational institutions affected over 9 million basic and senior high school students, 500,000 tertiary education students, and over 350,000 teachers and other workers employed in the education sector" (Adamba, C. 2020, p. 5).

Ghana's Education in Emergency Contingency Plan (2023-2026) *s*tates that between March 2020 and June 2022, the country recorded 164,612 confirmed COVID-19 cases and 1,450 deaths. School closures led to the adoption of mitigating measures such as eLearning, which had a significant impact on rural learners. Distance learning challenges included language barriers (as lessons were primarily in English), short session durations (30 minutes), and poor

coordination, particularly affecting lower primary school children who struggled to follow radio and TV lessons. While the education sector is still recovering, the report notes that after schools fully reopened in January 2021, enrollment rose to nearly 9.7 million learners—a 5.36% increase compared to pre-pandemic levels.

Conflicts are another category of disaster which arise from chieftaincy, tribal, ethnic, and community clashes, notably in the North-East and Upper East regions. The Chereponi in 2020/21 and Bawku chieftaincy disputes cannot be overlooked. Chieftaincy disputes have intensified in Bawku and escalated since October 2024, when chief Alhaji Seidu Abagre returned from exile, triggering disputes over authority, legal challenges, arrests, and clashes between the Kusasi and Mamprusi groups (ACLED Regional Overview Africa, 2025). Moreover, conflict and insecurity in neighboring Burkina Faso has led to the displacement of at least 9000 Burkinabés who became refugees in Ghana. The influx of refugees has intensified tensions over land and resources in a region already marked by high unemployment, limited opportunities, food insecurity, and widespread poverty. As a result, many refugees are turning to *galamsey* or illegal mining as a means of survival (AFC, 2025). The presence and expansion of jihadhist groups into these regions severely affected by poverty, is further contributing to instability in the region with potential to escalate.

Due to the conflict, schoolchildren are unable to attend school, with some school premises destroyed and teaching staff forced to leave, severely disrupting access to quality education. Even after hostilities cease, both teaching and non-teaching staff remain hesitant to return and are more likely to request transfers out of the area (Tseer. T., et al., 2020). In Bawku, education is ongoing but not effective. Schools are overcrowded, largely due to the influx of refugees from Burkina Faso. Although these children have been integrated into the formal education system, they are learning in the local Ghanaian language(s) (AFC, 2025). In some areas, schools are no longer operational due to ongoing insecurity, the departure of teachers, and children dropping out of fear. More than four hundred basic school teachers have fled the Bawku Municipality and Pusiga District since 2021 (Agbey, 2024).

Within Ghana's contingency plan, earthquakes are identified as a potential risk. Although no significant seismic events have occurred since 2019, the rapid urban development in earthquake-prone areas, particularly in Greater Accra, Central Volta, and the Eastern Regions, raises concerns about the potential consequences of a future earthquake (Ghana Education Service, 2023). While the current likelihood of such an event remains low, the potential impact on infrastructure and livelihoods is considered high.

Finally, although not addressed in the national contingency plan, the widespread phenomenon of ***galamsey* or illegal mining**, continues to pose serious threats to lives, the environment, and national security. Present across multiple regions of the country, from north to south, *galamsey* is becoming more prevalent in the Upper East Region, where local partners such as NABOCADO report ongoing operations in the majority of districts. This practice has had devastating consequences, including widespread deforestation, destruction of national parks, pollution of water, particularly the Volta River, and air sources, and the degradation of farmland, threatening public health as well as water and food systems.

While not a new issue, these activities have intensified in recent years due to a combination of factors, including weak regulation, corruption, and growing frustration among communities over the lack of formalization of the mining sector. Limited job opportunities, high unemployment, and low literacy rates further push young people into illegal mining. Children

are especially vulnerable to being exploited. Increasingly, vulnerable and impoverished groups, such as children and Burkinabé refugees in border areas, are engaging in these activities to survive (Agbey, 2025).

Due to its illegal nature, gold mining is often associated with arms trafficking and violent clashes, both with security forces and among galamseyers, posing a serious threat to local communities. Reports of child labour in Ghana's artisanal gold mines date back to at least 2015, with children as young as nine years old involved in hazardous work (Human Rights Watch, 2015).

Nigeria

According to **Nigeria's Education in Emergency Working Group Contingency Plan (2023-2024),**[9] several significant risks impact education in conflict-prone regions, such as Borno State. The most critical and highly likely risk is the ongoing Boko Haram insurgency, which has caused widespread violence, including killings, abductions, and displacement. This has severely disrupted education, with many children, especially girls, unable to attend school.

Another significant risk is **seasonal flooding,** particularly from June to September, which damages infrastructure, displaces communities, and halts school activities. Areas housing displaced people are particularly vulnerable, further limiting access to education. Furthermore, **health risks**, including cholera, represent significant risks, with overcrowded IDP camps and inadequate sanitation facilitating the spread of diseases. These health crises often result in school closures, further hindering educational opportunities.

Displacement-related challenges come next, with millions of people living in overcrowded camps for Internally Displaced Persons (IDPs), where damaged schools and a shortage of trained teachers prevent children from accessing education. These challenges are detailed below, since they are significant to Borno State.

Lastly, while less frequent, **climate change-related issues**, such as desertification and drought, pose a critical risk by worsening food insecurity and malnutrition. These environmental factors make it increasingly difficult for children to attend school regularly and focus on learning.

The ongoing conflict in Borno State, has had a profound and lasting impact on education and child protection, particularly since the crisis began in 2009. The conflict has led to widespread violence with significant consequences for schools, teachers, and students. Over 2,295 teachers have been killed, resulting in a 55% teacher shortage in Borno, Adamawa, and Yobe. Furthermore, approximately 1,400 schools have been damaged or destroyed, and more than 802 schools have been forced to close. As a result, an estimated 630,000 children, including 327,600 girls, have lost access to education.[10]

Seasonal flooding further exacerbates the situation in this state. According to a press release by the United Nations High Commissioner for Refugees (UNHCR 2024), heavy downpour caused a breach in the Alau Dam, close to Maiduguri, Borno State. This resulted in the

[9] See: https://reliefweb.int/attachments/0b55652b-8137-4154-8215-19e862c6d760/2023-2024%20EiEWG_Contingency_Plan_2023.pdf.
[10] See: https://reliefweb.int/report/nigeria/nigeria-education-emergencies-working-group-eiewg-sector-strategic-plan-2024-2026.

displacement of over 400,000 people,[11] damaging infrastructure and disrupting access to education, especially in areas housing displaced populations, compounding the challenges children face in continuing their education.

In addition to this, 42% of children living in IDP camps are unable to attend school, and 60% of girls of primary school age are out of school in Borno. Of those who do attend, 72% are unable to read upon completion of primary six. Borno State has the lowest literacy rates in the country, with only 35% of female adolescents and 46% of male adolescents able to read. Despite efforts by humanitarian organizations, including the Nigeria Education in Emergencies Working Group (EiEWG), to provide education in emergencies, challenges persist. More than 800,000[12] individuals in Borno remain in areas that are inaccessible to humanitarian organizations, further complicating efforts to provide education to conflict-affected children.

Gender-based violence (GBV) remains a significant concern in Borno state. According to a UNICEF report in mid-year of 2024, Borno recorded 1,053 victims of GBV.[13] The violence further disrupts children's education, as many school children, particularly girls, are exposed to various forms of abuse. Additionally, Borno is home to 2,590,621 displaced individuals, as reported by the International Organization for Migration (IOM) from January 1, 2015, to November 15, 2024.[14] These displaced populations often live in overcrowded and unsafe conditions, which further exacerbates the challenges faced by children in accessing education.

The destruction of schools, loss of teachers, gender-based violence, and widespread displacement continue to have long-term consequences for children in Borno, leaving them at risk of not only educational failure but also further exposure to violence and exploitation.

5.1 Conflict Analysis

Burkina Faso

Persistent insecurity in Burkina Faso has severely impacted the education system. According to the monthly Education in Emergencies statistical report for 2023–2024[15], a total of 5,319 educational institutions were closed across the country, compared to 5,336 at the end of February 2024. These closures affected 818,149 students, including 394,293 girls, and 24,281 teachers, of whom 7,413 are women. This represents approximately 20.15% of all educational institutions nationwide. In contrast, 1,304 institutions have reopened, up from 1,295 at the end of February 2024. These reopenings are currently serving 262,155 students, including 129,993 girls, and 8,673 teachers, including 2,754 women (MENALP and ST-ESU, 2024).

Conflict-related violence has resulted in serious human rights violations, particularly affecting women and children. The consequences include repeated displacement, family separation, psychosocial stress, school dropouts, and serious violations of children's rights. According to

[11] See: https://reliefweb.int/report/nigeria/unhcr-scrambles-aid-devastating-floods-sweep-nigeria.
[12] See: https://www.plan.ie/our-impact/access-to-education-for-children-in-borno-state/.
[13] See: https://www.unicef.org/media/159891/file/Nigeria-Humanitarian-SitRep-MYR-2024.pdf.
[14] See: https://data.humdata.org/dataset/nigeria-site-assessment-data.
[15]See:https://www.unicef.org/burkinafaso/media/4826/file/RAPPORT%20MENSUEL%20ESU_MARS_2024.pdf.pdf.

UNICEF's 10th Humanitarian Situation Report, 3,400,000 children needed humanitarian assistance in Burkina Faso in 2024.

Below is a schematic conflict analysis of the complex security situation in the country, covering the research areas identified in Table 2, and highlighting the conflict-affected provinces, key actors involved, the impact on education, and its seasonality. It is evident from this table that there are many types of conflict, but each type has a negative impact on education.

Table 3 – Conflict Analysis Across Provinces of Burkina Faso

Provinces	Conflict History	Conflict Objects	Actors involved	Dividing factors	Linking factors	Impact on education	Seasonality of the conflict
Boulgou	Historical land conflicts. Recent infiltration of armed groups (since 2021)	Natural resources, land pressures, arrival of IDPs	Indigenous people (Mossi, Bissa), IDPs, armed groups, FDS	Mistrust between hosts and IDPs, pressure on land/schools	Local dialogue, shared values, common programs	School closures, overcrowding, teacher insecurity	Dry season, back to school
Kouritenga	IDP transit zone. Growing presence of armed groups since 2020	Access to land, community identities, growing insecurity	Local populations, IDPs, FDS, armed groups	Ethnic rivalries, inequalities in access to resources	Community dialogue, active NGOs	School relocation, absent teachers, overload	Dry season, harvest periods
Zoundwéogo	Stable province but under security pressure. Occasional social conflicts	Intercommunity tensions, arrival of displaced persons	Indigenous people, IDPs, local authorities, educational stakeholders	Competition for social services, stigmatization	Cooperation around the school, community support	Potential threat to schools, overload, trauma	Resurgence at the end of the rainy season
Nahouri	Relative stability. Border risks (Togo/Ghana)	Resources, cross-border migration	Local populations, migrants, CSOs	Fear of insecurity, land use conflicts	Community actions, education valued	Emerging risks, few attacks, school overload	Tensions during seasonal migrations
Seno	Area heavily affected by insecurity since 2018. Violent conflicts	Jihadist expansion, historical marginalization	Armed groups, Fulani, Mossi, FDS, NGOs	Ethnic stigma, reprisals	Displaced families united by suffering, solidarity	Schools closed, mass displacement, school dropouts	Violence during the dry season and at the end of the year
Oudalan	Long-standing conflicts linked to pastoralism. Extreme insecurity since 2019	Cross-border conflicts, resources, terrorism	Tuaregs, Songhai, Fulani, armed groups, state forces	Identity rivalries, community violence	Traditional dialogue mechanisms, NGOs	Almost complete closure of schools, serious educational crisis	Strong seasonality in the dry season

Source: CERFODES, 2025.

Ghana

The Bolgatanga, Bawku and Garu-Tempane areas in the North and Upper East regions of Ghana, are where conflict is particularly concentrated. For the purpose of this research, the Ghana team will focus on the Bawku and Garu-Tempane districts, given the protracted nature of the conflict, the recurrence of violent events in these areas and their impact on education and local communities.

Since 2007, Bawku has experienced recurring tensions between two major ethnic groups: the Mamprusis, who represent a centralised state structure and hold chieftaincy authority in the town, and the Kusasis, who follow a more decentralised societal model and consider Bawku their major town. At the heart of the conflict lie disputes over land ownership and chieftaincy rights, with repercussions extending to neighbouring districts such as **Garu-Tempane**. The conflict has increasingly taken on political dimensions, with local factions divided along party lines, primarily between Ghana's two major political parties, the New Patriotic Party (NP) and the National Democratic Congress (NDC).

The conflict's root causes or underlying structural factors can be traced back to colonialism, which has historically further exacerbated intra and inter-ethnic tensions in Africa as a whole, and to the uneven distribution of social and economic amenities in the country. According to the National Peace Council conflict mapping report (2017), urbanisation and rising land prices have exacerbated tensions between traditional authority figures—*tendanba* (earth-priests)—and secular chiefs. These dynamics have undermined traditional conflict resolution mechanisms and weakened respect for indigenous practices and leadership. In response, mediation efforts have ranged from court interventions and commissions of enquiry to the establishment of inter-ethnic peace committees, NGO-led workshops, and increased involvement of security agencies.

With regard to NGO involvement in peace efforts, NABOCADO—Associates for Change (AFC) local research partner for Ghana's affected areas—has played a key role in facilitating dialogue among feuding parties in the Bawku, Bolgatanga, Doba-Kandiga, and Bunkpurugu conflicts. The organization has reported violent conflict in three specific communities in the North East Region—Naniik, Ngamah-Gberuk, and Gbingbani—leading to school closures that have lasted over five months. NABOCADO successfully mediated the Bolgatanga and Doba-Kandiga conflicts and supported traditional peace processes, including blood burial ceremonies, in both Doba-Kandiga and Gbingbani, marking the formal end of violence in these areas.

To support trauma recovery, the organization also provided psychosocial services in Bawku, Bolgatanga, and Doba-Kandiga. It established peacebuilding structures at community and regional levels, including the formation and training of community peace agents, border monitors, school peace clubs, justice and peace committees, a regional interfaith advocacy network, and a regional strategic stakeholders forum. In collaboration with the Upper East Peace Council, NABOCADO also partnered with other NGOs such as The Bawku East Women Development Association (BEWDA) and the NGO COGINTA to raise awareness and promote peaceful coexistence among affected populations.

Despite these initiatives, conflict persists. **The Bawku conflict alone has flared up nine times between 1983 and 2022, following its initial major outbreak in 1957**. In 2000, it resulted in at least 68 deaths, the destruction of over 200 homes, and the displacement of 2,500 people. More recently, between December 2021 and March 2022, 22 lives were reportedly lost (Upper

East Regional Peace Council, 2025). As of October 2024, media reports indicate at least 58 further killings, with an alarming increase in child victims (GhanaWeb, February 2025). In the education sector, data from the Ghana Education Service (GES) indicate that since 2021, over 400 basic school teachers have fled the Bawku Municipality and Pusiga District due to insecurity (Agbey, June 7, 2024).

Factors contributing to the escalation of conflict include electoral periods and political changes, as well as the high influx of refugees from Ghana's neighbouring countries, particularly Burkina Faso. Recent budget cuts at the United Nations, stemming from a shift in the United States' stance on humanitarian affairs, have led to the abrupt withdrawal of UNHCR services in key areas in the region, which is likely to further aggravate socio-economic issues. Additionally, vulnerable regions marked by poverty and fragility are especially at risk of violent extremism. Groups such as JNIM, the ISIS, and their affiliates have been identified as active in the broader region.

There is growing evidence that jihadist groups are using the region as a safe haven to acquire weapons, fuel, and other supplies necessary for their operations. These groups have also been actively recruiting marginalised youth, capitalising on widespread poverty and the lack of viable opportunities (ACCORD, April 2024). This has increased the region's vulnerability to exploitation by non-state armed groups (NSAGs). While Ghana has not yet experienced a terrorist attack, indications suggest that jihadist groups are seeking to expand their presence into Ghana and other West African countries, posing a significant threat to regional security. Their activities not only intensify the risk of violent extremism but also highlight the dangers associated with unregulated cross-border movement via unofficial routes (Upper East Regional Peace Council, 2025).

These factors hold the potential to escalate the fragile and insecure situation in Bawku, which has triggered a military response. The government has sent peacekeepers into the region, the Ghana Armed forces, "to protect life, limb, and property". However, the military has been accused of using violence which has armed civilians in response to the killing of a military officer (GhanaWeb, March 2025). Additionally, the government has imposed a nightly curfew from 8 PM to 5 AM in the Bawku municipality and surrounding areas of the Upper East region, effective April 7. It has also urged communities to avoid using violence to resolve the dispute and has banned all forms of weapons (Ministry of the Interior, 2025). The decade-long conflict in Bawku has been referred to by Ghana's president as one of his major priorities outside of Accra (The Presidency, 2025).

Furthermore, based on local partners accounts such as NABOCADO, the spread of *galamsey or* illegal mining across eleven of the fifteen districts in the Upper East region poses a serious threat to lives and livelihoods. It creates fertile ground for NSAGs to strengthen their presence and recruit marginalized children and youth into illicit activities. Beyond its security implications, this practice has severely degraded the environment and contributed to keeping school-aged children out of the classroom. Traditional chiefs, political actors, youth, children of school going age, asylum seekers, migrants from Burkina Faso and Togo are all engaged in *galamsey*. There are also reports of girls being trafficked from Nigeria to mining sites, particularly in Talensi-Nabdam districts and Bawku West, to engage in commercial sex work (COGINTA Ghana, 2025; NABOCADO, 2024). As mentioned, these areas are already affected by tensions over land ownership, boundaries, and mining concessions between native and non-native groups. Additionally, information has emerged about an operation known as *"Gun for Gold,"* in which Burkinabè-trained vigilantes reportedly cross into Ghana to trade firearms

with local illegal miners in exchange for gold. This practice has contributed to the proliferation of weapons in the region, further exacerbating insecurity and instability.

Nigeria

The conflict in Borno State — the focus area of this research in Northeast Nigeria — **began in 2009 with the emergence of Boko Haram**, an extremist group opposing Western culture, values, and government institutions. Following intensified violence after the group's founder, Mohammed Yusuf, was killed in police custody, Boko Haram launched widespread attacks across northeastern Nigeria. The conflict stems from Boko Haram's goal of establishing an Islamic state in the region, their opposition to the Western world and perceived corrupt government practices.

The conflict involves several armed and state actors. Boko Haram and its splinter group, the Islamic State West Africa Province (ISWAP), remain the primary insurgent groups responsible for widespread violence and destabilization in the region. There is also evidence of the presence of the Islamic State in the Sahel (ISIS). The Nigerian Armed Forces, supported by the Multinational Joint Task Force (MNJTF) and local vigilante groups like the Civilian Joint Task Force (CJTF), are actively engaged in counterinsurgency operations. Humanitarian and development efforts are led by the Borno State Government and supported by UN agencies such as UNICEF, UNHCR, and World Food Programme (WFP), alongside international and local NGOs including Save the Children, the International Rescue Committee, and Plan International. The EiEWG also plays a crucial role in ensuring learning continuity for displaced and conflict-affected children.

The groups in Borno are divided by ideology, objectives, and strategies. ISWAP adheres to an extreme Salafi interpretation of Islam, viewing all who do not adhere to their beliefs as apostates and infidels. This has led to targeted attacks on non-adherents, promoting sectarian violence and indiscriminate executions over the past decade. ISWAP rejects national borders and elected governments, seeking their removal through violence. On the other hand, Boko Haram shares a similar radical ideology but is more indiscriminate in its violence, often attacking civilians, schools, and religious figures in addition to military targets. In contrast, the Nigerian Armed Forces, CJTF, and humanitarian organizations aim to restore peace, provide essential services, and protect civilians from these insurgents.

The extremist groups are united by a shared radical Islamist ideology, which opposes secular governance and the presence of Western influence in Nigeria. Both groups seek to establish an Islamic state governed by their extreme interpretation of Sharia law, using violence as a tool to challenge the Nigerian government and destabilize the region. Their common objective of dismantling the existing political and social order connects them. Additionally, both groups benefit from the lack of effective governance and insecurity in the region, exploiting these vulnerabilities to recruit, fundraise, and expand their influence.

The **conflict-affected areas are located in the northeastern region of Nigeria**, with Borno State being the epicenter of insurgent activities by Boko Haram and ISWAP. The state borders Chad, Cameroon, and Niger, and Maiduguri, the state capital, has been a major site of conflict. Other heavily impacted towns and villages include Bama, Konduga, Kala balge, Damboa, and Ngala, which have witnessed intense fighting and displacement.

The programme areas, identified in Table 2, are situated within these conflict zones, focusing on Maiduguri and surrounding towns, as well as IDP camps scattered across the region.

Humanitarian interventions aim to address the most urgent needs, such as education, health, water, and sanitation, for the displaced population in these areas.

Moreover, the conflict in Borno State escalates during certain periods, particularly due to seasonal and political factors. The dry season (November to April) often sees an increase in insurgent activity, as the favorable weather allows Boko Haram and ISWAP to move more freely across borders and carry out attacks. During the rainy season (May to October), while insurgent movement may slow due to flooding, humanitarian conditions worsen. Seasonal flooding damages infrastructure and increases vulnerability among displaced populations. Election periods also tend to heighten conflict, as insurgents exploit political instability and distractions.

Finally, the start of school terms in September and January often triggers attacks on schools, disrupting education and forcing further displacement of vulnerable families. This tends to occur because schools are at their busiest and most vulnerable during this period, with students and teachers returning after a break. For attackers, this timing presents an opportunity to reach the largest number of people and create maximum impact. Additionally, launching attacks at the beginning of the term may be a deliberate tactic to instill fear and confusion among students, teachers, and parents, potentially disrupting the entire academic term. Such early attacks can destabilize the education system by creating a lasting sense of insecurity and chaos.

The ongoing conflict in Borno State has severely disrupted education. Schools have been closed or destroyed, and many have become targets of insurgent groups. This has led to a significant teacher shortage, leaving schools understaffed and classrooms overcrowded. Displacement of families has also made it difficult for children to access education, as many live in overcrowded camps or remote areas far from schools. In addition, children exposed to violence experience psychosocial challenges that hinder their ability to focus on their studies, resulting in higher dropout rates. Girls are particularly vulnerable to gender-based violence, which further limits their educational opportunities. Lastly, the conflict has led to a shortage of educational resources, with many schools struggling to provide basic supplies and infrastructure. Overall, the conflict in Borno has left many children without access to quality education.

6. RISK ASSESSMENT

Country-based Risk Assessment

Following the analyses of the risks for each of the country contexts provided above, the tables below summarize the ranking of the risks for each country. For each type of Shock/Stress, the Likelihood and the Impact have been scored from Very Unlikely (1) to Very Likely (5), and then multiplied according to the Risk Formula described in **Figure 1** to produce a Combined score. As a reminder, the risk levels are **Low (1-7), Medium (8-14) and High (15-25)**. Sadly, the majority of the Shocks/Stresses for all the project areas in all three countries fall into the High category, with only Diseases and Drought being ranked Medium risks.

Table 4 – Burkina Faso Risk Assessment

(See Annexes 5, 6, and 7)

Shock/Stress	**Likelihood score**	**Impact score**	**Combined score**	**Ranking**
Armed conflict, Terrorism	Very likely (5)	Critical (5)	5x5 = 25	High
Massive Displacement of Populations	Very likely (5)	High (4)	5x4 = 20	High
Food Insecurity	Likely (4)	High (4)	4x4 = 16	High
School Closures	Very likely (5)	High (4)	5x4 = 20	High
Epidemic Diseases (e.g. Cholera, Dengue Fever)	Moderately likely (3)	Moderate (3)	3x3 = 9	Medium
Water Stress (lack of water)	Likely (4)	Moderate (3)	4x3 = 12	Medium

Source: CERFODES literature review (2025)

Table 5 – Ghana Risk Assessment

(See Annex 8)

Shock/Stress	**Likelihood Score**	**Impact Score**	**Combined Score**	**Ranking**
Flooding	Very Likely (5)	Critical (5)	5x5 = 25	High
Health Crises (e.g. CSM, Cholera, COVID-19	Unlikely (2)	Minor (2)	2x2=4	Low
Earthquakes	Very Unlikely (1)	Critical (5)	5x1=5	Low
Refugee Populations	Very Likely (5)	Severe (4)	5x4=20	High
Conflicts	Very Likely (5)	Critical (5)	5x5 = 25	High

Shock/Stress	Likelihood Score	Impact Score	Combined Score	Ranking
Terrorism	Likely (4)	Severe (4)	4x4 = 16	High
Galamsey	Very Likely (5)	Severe (4)	5x4=20	High

Source: AFC literature review (2025)

Table 6 – Nigeria Risk Assessment

(See Annexes 9,10, and 11)

Shock/Stress	Likelihood Score	Impact Score	Combined Score	Ranking
Armed Conflict	Very Likely (5)	Critical (5)	5x5 = 25	High
Flooding	Likely (4)	Severe (4)	4x4 = 16	High
Drought	Moderately Likely (3)	Moderate (3)	3x3 = 9	Medium
Health Crises (e.g COVID 19)	Moderately Likely (3)	Severe (4)	3x4 = 12	Medium
Economic Shocks	Very Likely (5)	Critical (5)	5x5 = 25	High
Terrorism	Very Likely (5)	Critical (5)	5x5 = 25	High
Banditry	Likely (4)	Severe (4)	4x4 = 16	High
Insurgency	Very Likely (5)	Critical (5)	5x5 = 25	High

Source: CSEA literature review (2025)

Anticipated Risks to Conducting the Research

In addition to the broader environmental risks associated with working in the project areas, as outlined in the Risk Assessment tables above, there are also research-related risks that must be anticipated across all three countries. To acknowledge and prepare for these risks, the teams have identified and categorised them as **High, Medium, or Low** in the table below. The risk levels were estimated based on each team's contextual understanding and experience, following internal consultations. While no formal methodology was applied, the assessment considered both the perceived likelihood of each risk occurring and its potential impact on project activities. This is an ongoing exercise, as new or evolving risks may emerge during the research and will need to be assessed and addressed accordingly.

The table outlines the anticipated risks, provides an estimation of their severity, and proposes potential mitigation measures. These measures will need to be tailored to the specific realities of each country.

Table 7 – Research Risk Factors for All Project Areas

Anticipated Risk	Estimation of the Risk Level	Potential Mitigation Measures
1. Access to FCV-affected areas & Insecurity	Medium	Providing prior information and clearance in writing to key government, UN agencies, and authorities within the jurisdiction. Teams will leverage on local, grassroots organizations to collect data.
2. Partner organisations can face insecurity in medium/high-risk areas during field work	High	Local partners will adhere to strict security protocols and receive relevant training. Regular security assessments will monitor compliance, and research teams will rely on local early warning systems and UN services to stay informed about conditions on the ground.
3. Poor Communications and/or disruptions might prevent education innovation programmes from taking place and temper with data collection activities	High	Both online and offline data collection methods will be used to mitigate connectivity issues, with a contingency plan in place. Research teams will be equipped with mobile hotspots or satellite devices. Local stakeholders will support continuous MEL activities.
4. Key stakeholders (e.g. Governments) can become sensitive to the research	Medium	Teams will undertake diplomatic outreach by engaging directly with designated focal points in each Ministry of Education and the chairs of the Policy Learning Working Groups (typically Chief Directors). This engagement will emphasize how our findings can strengthen evidence-based policymaking and align with national priorities in crisis management and education. Teams will also work closely with their respective governments, local partners, and innovators to ensure sustained national and local engagement throughout the research process.

Source: Author's own work, 2025.

7. CHILD PROTECTION, CONFLICT AND VIOLENCE PREVENTION IN FCV-AFFECTED AREAS: POLICIES, PRACTICES AND PROGRAMS

Each of the countries has its own policies, practices and programs that influence how the various types of activities to protect and educate children in FCV-affected areas are implemented. In this section are described the legal/political frameworks as well as the way each country organizes its prevention and response to conflict and violence – first for Burkina Faso, then Ghana, then Nigeria.

Legal and Political Framework

Burkina Faso has established several key instruments to guarantee the right to education and the protection of children. **The Burkinabe Constitution** explicitly recognises education as a fundamental right for all, regardless of gender, origin, or social status. To further structure the education system, the country adopted the **Education Orientation Law**, which defines education as a national priority and emphasises principles such as equity, quality, and accessibility. In line with these commitments, **the Education and Training Sector Plan 2017–2030** was developed to strengthen access, quality, and efficiency within the system, with a particular focus on the inclusion of vulnerable children and the expansion of vocational training. In response to growing security challenges, Burkina Faso also implemented the **Schooling Strategy for Learners in Areas with High Security Challenges (SSEZDS) 2019–2024,** which promotes alternative approaches such as community schools and temporary learning centres to maintain educational access in crisis-affected regions.

Recognising the broader impact of multiple crises, **the National Strategy for Education in Emergency Situations (SN-ESU)** was adopted to extend educational resilience efforts nationwide. This strategy builds on SSEZDS and addresses risks linked to insecurity and natural disasters. Finally, **the Accelerated Schooling/Bridge Strategy (SSA/P)** offers a second chance to children who are out of school or have dropped out, enabling them to either rejoin the formal education system at a level appropriate to their age or acquire vocational skills for employment.

The security situation in Burkina Faso is having a significant impact on education in many regions including the Sahel, Centre-East, and Centre-South regions. This educational crisis is exacerbated by persistent insecurity, population displacement, and the use of some schools as temporary shelters for displaced people, further complicating access to education. Teachers and students face security threats, leading to school closures and displacement. Approximately **31,000 teachers have been affected by the crisis**, including approximately 6,300 redeployed to schools hosting large numbers of displaced students. *"More than 31,000 teachers have been affected by the education crisis nationwide, including approximately 6,300 redeployed so far to schools hosting large numbers of internally displaced students. The reopening or relocation of approximately 300 schools since January is a step in the right direction" (UNICEF, 2023)*[16]

Challenges such as insufficient teaching materials, low teacher qualifications, and learning disabilities among students have been identified. To address these challenges, initiatives have

[16] See: https://www.unicef.org/burkinafaso/communiques-de-presse/le-burkina-faso-abrite-pres-de-la-moitie-des-ecoles-fermees.

been implemented, such as the construction of fences, the recruitment of guards, and the elimination of hut schools. **Alternative programs, such as accelerated classes and radio education, have been deployed to ensure continuity of learning**. In addition, the distribution of school kits, hygiene kits, and scholarships for vulnerable students has been carried out. Despite these efforts, the situation remains worrying, requiring increased mobilization of resources and strengthened coordination between government actors and humanitarian partners to guarantee the right to education for all children, particularly in areas most affected by conflict.

Ghana has a comprehensive multisectoral national child protection policy framework grounded in key legal and strategic documents. These include the **1992 Constitution of Ghana, which defines Basic Education as the minimum formal education to which every Ghanaian child is entitled as a right to participate effectively in society; the Children's Act 1998 (Act 560); and the Ministry of Gender, Children and Social Protection's *National Policy on Child and Family Welfare***, which aims to guide the development of programmes that prevent and protect children from all forms of violence, abuse, neglect, and exploitation.

Other foundational instruments include the **Ghana Pre-Tertiary Education Act 1049 of 2020 and the Education Strategic Plan (ESP) 2018–2030. In addition, the *Education in Emergencies (EiE) Contingency Plan 2023–2026*** focuses on strengthening emergency preparedness, ensuring immediate access to safe and quality education for children in emergency-affected schools—including those serving IDPs—and supporting resilient recovery during and after crises.

Ghana has also endorsed several other relevant frameworks, including the ***Safe Schools Declaration* (2020), the *National Strategic Framework for Ending Child Marriage (2017–2026)*,** education sector guidelines on adolescent pregnancy and school retention for young mothers, and inter-sectoral standard operating procedures for child protection and family welfare. Furthermore, the ***Social and Behaviour Change Communication Strategy (2016–2020)* and related policies recognise the Ministry of Education—particularly the Guidance and Counselling Unit of the GES**—as a key actor in advancing child protection (Child and Family Welfare Policy, 2015; Ghana Education Service, 2023, pp. 23-27).

The government aligns with key **international policies and frameworks** to uphold every child and young person's right to quality education and a safe learning environment (SDG 4), particularly in emergency contexts. These include the UN Sustainable Development Goals (2015), the UNESCO Education 2030 Framework for Action, UNICEF's *Education Strategy 2019–2030: Every Child Learns*, the United Nations Convention on the Rights of Persons with Disabilities (2006), and the Inter-agency Network for Education in Emergencies (INEE) Minimum Standards (2004, updated in 2010). The INEE standards are specifically designed to guide education responses in crisis settings, including those triggered by natural disasters and conflict.

The policy framework is generally fragmented, with legal and policy instruments operating in an uncoordinated manner. The broader child protection system remains largely reactive, with limited emphasis on effective prevention (Child and Family Welfare Policy, 2015). It is further constrained by weak information management systems, inadequate coordination among key stakeholders, coupled with limited resources and insufficient capacity-building efforts. Additionally, persistent challenges such as gender-based violence and unequal access to quality

education—particularly for girls in rural areas—continue to undermine the system's effectiveness.

In Nigeria, numerous policies and programs have been implemented to improve educational outcomes, particularly for vulnerable populations. The **National Policy on Education (2013)** outlines the government's vision for an education system that prioritizes access, equity, and quality. The **Universal Basic Education (UBE) Act (2004)** provides a framework for free and compulsory basic education for all Nigerian children. Additionally, the **National Strategy for the Revitalization of Basic Education (2013–2022)** aims to enhance the quality of basic education, improve access, and strengthen the teaching profession.

Other initiatives have also been started by the Federal Ministry of Education such as *The Adolescent Girls Initiative for Learning and Empowerment (AGILE Project).* This initiaitve is a World Bank assisted project of the Federal Ministry of Education geared at improving secondary education opportunities for adolescent girls aged between 10 and 20. The AGILE Project is a five-year program launched in 2020 and scheduled to run through the end of 2025. Adolescent girls in Nigeria are generally faced with challenges that prevent them from accessing and completing secondary education due to socio-cultural, financial constraints, and infrastructural deficits. The AGILE Project is meant to improve secondary education opportunities in the implementing states by tackling these challenges, thus making education more appealing to adolescent girls, parents, communities, and institutions[17].

Prevention and Response to Conflict and Violence

Burkina Faso has ratified the **Safe Schools Declaration**, committing to protecting schools from attack. **The Education and Training Sector Plan 2017-2030** includes measures to strengthen the education system's resilience to crises. In addition, **the National Strategy for Education in Emergencies (SN-ESU)** aims to ensure the continuity of education in conflict-affected areas.

Several practices have been implemented in the country to support education in crisis-affected areas. In partnership with the Burkinabe government, UNICEF is leading the **"Safe School" programme,** which focuses on improving school protection through the construction of fences, the recruitment of security guards, and the training of teachers and students in risk management and school safety. **Psychosocial support (PSS)** is another key component, with teachers receiving training to identify and assist students displaying signs of trauma. **Child-friendly spaces** have also been created to offer a safe and supportive learning environment. Between 2019 and 2023, many **teachers were trained** in these approaches, supported by modules developed by the Ministry of Basic Education (MEBAPLN).

To facilitate the reintegration of displaced children, Temporary Classrooms (TC) have been established in displacement camps, alongside **catch-up programmes** designed to help children return to the formal education system. Efforts to combat GBV are also underway, notably through the "Biig-Yi-Nere" project led by the International Bureau for Children's Rights

[17] See: agileproject.education.gov.ng/about/.

(IBCR), which aims to prevent and address sexual and GBV against children by strengthening the capacities of professionals and raising awareness among communities.

All these initiatives are implemented in collaboration with provincial child protection networks (RPE) and community-based communal child protection networks (RCPE) and community child protection units (CCPE). These structures bring together representatives of all state and non-state structures involved in child protection in Burkina Faso.

Ghana also endorsed the **Safe Schools Declaration in November 2020**; however, specific guidelines for protecting schools and universities from military use during armed conflict are not readily available. According to **the Safe to Learn Benchmarking Tool (2019-2023)** to assess Ghana's progress towards ensuring safe and enabling learning environments[18], the government has integrated the prevention of violence in and around schools into its education sector policies, plans, and budgets. Nevertheless, the national education budget has been decreasing, with no dedicated funding allocated specifically to address school-related violence.

Development partners, including UNICEF, The World Bank, World Vision, and others, are actively supporting safe school initiatives through various programmes and resources targeting both national and subnational levels. These efforts aim to reduce violence in educational settings.

Since 2021, Ghana's Ministry of Education has implemented a **Safe Schools Programme**, guided by the national child protection policy framework and supported by a Safe Schools Resource Pack, including adapted materials for over 4,000 learners in special schools. The Ministry has also established a monitoring and evaluation framework for violence prevention and launched initiatives such as the Safe School logo and annual Safest School awards to promote adherence to protocols. The Ministry's roles in preventing and responding to violence, including child marriage and adolescent pregnancy, are outlined in several frameworks—such as the **National Strategic Framework for Ending Child Marriage (2017–2026),** education sector guidelines, and inter-sectoral standard operating procedures. Additionally, **Ghana's Social and Behaviour Change Communication Strategy (2016–2020)** and related policies identify the Ministry, particularly the GES's Guidance and Counselling Unit, as a key actor in child protection.

In 2022, a gender assessment involving the government, GES, CSOs, United Nations Population Fund (UNFPA), and UNICEF led to the development of the **Gender Transformative Accelerator Roadmap for Ghana**, outlining actions to integrate a gender-transformative approach into child protection programming.

The GES has developed a **Safe School Policy** that incorporates strategies for preventing violence in and around schools. Core prevention measures are embedded in curriculum-based activities for children. While child safeguarding principles and procedures—such as codes of conduct and safe recruitment standards—are still under development, a *Safe School Resource Pack* published in 2018 by the Ministry of Education, GES, and partners offers practical tools. These include a Teacher's Handbook on Safe Schools, a training manual for facilitators, peer-to-peer learning materials, posters, and a brochure to support school-based violence reporting.

[18] See: https://www.safetolearncoalition.org/documents/country-progress-towards-implementing-safe-learn-call-action-2019-23.

The Safe to Learn Benchmarking tool (2019-2023) also highlights progress in ensuring that each school has at least one designated focal point trained to provide frontline MHPSS to children experiencing violence. GES has developed and operationalised a Psychosocial Support (PSS) handout tailored for teachers, caregivers, and students.

All schools in Ghana have school-based counselors responsible for supporting the psychological well-being of both students and teachers as part of the Safe Schools leadership structure. However, the GES remains under-resourced and is unable to provide adequate training for all school-based counsellors, particularly at the basic education level. To address this gap, the strategic delivery of PSS has been prioritised in regions affected by emergencies. For instance, **over 250 teachers across the Upper East Region (affected by Sahel spillover), as well as the Volta, Eastern, and Greater Accra Regions (affected by flooding), have received training in psychological first aid.**

Nigeria has been faced with several safety and security challenges in schools. These challenges have manifested in different forms across the country. These security challenges call for urgent attention, especially with the prevailing security situation in the Northern part of the country, which has disrupted academic activities in several schools. To address such concerns, the Nigerian government introduced several policies on preventing conflict and violence in the educational sector. One of the actions by the Nigerian government in the effort to safeguard education is the endorsement of the **Safe Schools Declaration (SSD) on May 29, 2015**.[19] The Safe Schools declaration is an inter-governmental political commitment to protect students, teachers, schools, and universities during armed conflicts.[20] It stresses the importance of continued education during emergencies, which are often disrupted. **In December 2019, President Muhammadu Buhari signed the SSD ratification document, signaling Nigeria's commitment to uphold the principles of the SSD.**

Furthermore, **in August 2021, the National Policy on Safety, Security and Violence-free Schools was approved.** The policy proposes a zero-tolerance approach to any type of threat to the school environment, including any form of disaster, gang membership and activity, substance abuse, bullying, GBV, and other hazards in and around schools, including attacks on schools due to conflicts and war. In the event that these threats actually occur, the policy has laid down appropriate support for the school users and community. Additionally, the **Minimum Standards for Safe Schools and the SSD Manual for Security Agencies and Human Rights Institutions** were developed to support the implementation of the SSD.[21]

Despite these policies, several gaps in implementation persist. Nigeria faces significant deficiencies in policy implementation. There has been inadequate allocation and disbursement of funds specifically earmarked for school safety. Although the government launched the National Plan on Financing Safe Schools (2023–2026), many schools, especially in rural and conflict-prone regions, have yet to see tangible safety improvements such as perimeter fencing, security personnel, or early warning systems. The impacts of these gaps are evident in the numerous reports of violence in the country. **As of March 2023, 181 schools were closed as**

[19] See: https://nigerianyouthsdgs.org/the-safe-schools-declaration-and-achieving-sustainable-futures-for-young-people/#:~:text=Nigeria%20signed%20the%20Safe%20Schools%20declaration%20on%20May,continued%20education%20during%20emergencies%2C%20which%20is%20often%20disrupted.
[20] See: https://ssd.protectingeducation.org/.
[21] See: https://education.gov.ng/wp-content/uploads/2021/09/National-Policy-on-SSVFSN.pdf.

a direct consequence of attacks by non-identified armed groups.[22] Furthermore, another policy gap is the absence of effective and coordinated partnerships among the government, CSOs, and other relevant stakeholders, which results in limited demand for government accountability.

8. EDUCATIONAL CONTINUITY: POLICIES, PRACTICES AND PROGRAMS

This section, which is broken down country by country as in the previous section, focuses on the policies, practices and programs that are necessary to ensure educational continuity for students, teachers and communities. The ability to keep schools functioning in the FCV contexts is very challenging and requires targeted actions at different levels. At the school level, it is necessary to assess the specific risks and plan how to reduce them in order to ensure educational continuity. It is then necessary to reducing the physical, environmental and conflict risks at the school level and strengthen response preparedness. The third sub-section reviews the capacity for education in emergencies.

School Risk Assessment and Planning for Risk Reduction and Educational Continuity

In response to security threats and mass population displacement, in **Burkina Faso** school risk assessment is gradually being integrated into educational planning, notably thanks to the strategic role of the Technical Secretariat for Education in Emergency Situations (ST-ESU). In the national humanitarian response plan, for the EiE component, the plan includes the creation of Temporary Learning Spaces (TLS), the implementation of non-formal educational alternatives including AEPs/Speed Schools and CBNF (Non-Formal Basic Education Centers) and catch-up courses according to the EiE curricula. Adapted school kits will be distributed to children affected by the crisis. Capacity building for teachers, facilitators, and education stakeholders on EiE standards, protection, cross-curricular themes, and the Triple Nexus will also be a priority. School scholarships are being awarded, community volunteers are being mobilized and motivated, access to distance learning is being facilitated, and school canteens are being supplied.[23]

At the regional level, regional education directorates work in synergy with partner NGOs through sub-clusters, enabling contextualized and rapid planning of educational actions. At the school level, some schools are implementing local educational continuity plans, often assisted by community facilitators or locally trained teachers.

As for students, their formal involvement in risk management remains limited. However, there is some evidence of occasional awareness-raising activities, particularly through school clubs or as part of the Safe School approach implemented by UNICEF. One aspect of the Safe School program is to prepare students and teachers to protect themselves in the event of an attack. Simulation exercises are organized with students and teachers to help them develop the right reflexes to protect themselves in the event of an attack.

In Ghana, several key policies exist to support EiE. The Education Strategic Plan (ESP) 2018–2030 is particularly relevant, as it emphasizes the need to build resilience within the education sector. It promotes inclusive education, integrates emergency preparedness and response into

[22] See: https://www.wvi.org/publications/state-implementation-safe-school-declaration-sahel-drc-and-nigeria.
[23]See: https://fscluster.org/sites/default/files/2025-02/PNRH%202025_VF.pdf.

planning processes, and supports Complementary Basic Education (CBE) for OOSC, particularly those in marginalized or conflict-affected areas. Ghana also has a National Disaster Management Policy, which, although not specific to education, provides an overarching framework for coordinating responses during emergencies, including support for schools. This works alongside the country's Education in Emergencies Contingency Plan (2023-2026) to guide actions in crisis contexts.

In response to the COVID-19 pandemic, the Ministry of Education and the GES developed a Coordinated Education Response Plan (2020) to ensure learning continuity during school closures. This plan prioritized remote learning through radio, television, and online platforms, while also addressing teacher support and protocols for the safe reopening of schools. During COVID-19 lockdowns**,** radio and digital learning programs, notably Ghana Learning TV and Ghana Learning Radio, delivered curriculum-aligned lessons in foundational literacy and numeracy for basic school learners. These lessons were available in both English and Ghanaian languages, with support from USAID**,** UNICEF**,** Mastercard Foundation**,** and the Ghana Broadcasting Corporation (GBC). Ongoing efforts to ensure educational continuity include the CBE program, which offers accelerated learning opportunities for OOSC in underserved and crisis-affected areas. This initiative is supported by GES, FCDO, UNICEF, and civil society actors such as AFC.

In Nigeria, school safety management is integrated within the framework of school-based management (SBM). In its National Policy on Safety, Security and Violence-Free Schools, the federal government mandates all schools to establish policies for safe and violence-free learning environments, ensuring children's rights[24]. Through School Based Management Committees (SBMCs), schools are empowered to make decisions and plan actions based on local needs, including safety and security. At the sub-national level, states and local governments play a critical role in implementing the national policy, providing resources and support to schools, and ensuring compliance with safety regulations. At the school level, schools are responsible for creating a safe and secure environment for learners, teachers, and staff. This includes developing and implementing school safety policies, procedures, and programs, such as emergency evacuation plans and first aid protocols. Schools also promote a culture of safety and active participation of students through regular safety drills, awareness campaigns, and stakeholder involvement.

Reducing Physical, Environmental, and Conflict Risks in Schools and Strengthening Response Preparedness

In **Burkina Faso**, efforts to reduce physical, environmental, and conflict-related risks in schools remain uneven, despite some encouraging initiatives. Early warning systems for natural disasters exist, notably through the Ministry of Solidarity, The National Council for Emergency Relief and Rehabilitation (CONASUR), but their effective integration into schools remains limited.

Moreover, emergency preparedness in schools is guided by standard operating procedures (SOPs) defined in the National Multi-Risk Disaster Preparedness and Response Plan [25]. These SOPs cover evacuation, confinement, and family reunification, with specific guidelines for

[24] See: https://education.gov.ng/wp-content/uploads/2021/09/National-Policy-on-SSVFSN.pdf.

schools. The Burkina Faso Education Cluster, in collaboration with INEE, has developed a simplified guide for the application of EiE standards, including protocols for school drills.[26] Evacuation drills are recommended at least three times a year, including a comprehensive major hazard simulation exercise. However, the actual frequency of these drills varies by region due to logistical and security constraints. Regarding the training of educational staff, sessions were organized to strengthen the skills of administrators and teachers to ensure the safety and well-being of students in emergency situations.

The capacity of educational staff is at the heart of ST-ESU's strategy. **More than 1,000 community teachers have been trained**, some from local communities, in just a few months on the use of adapted curricula and the psychosocial management of traumatized children. These facilitators, often more resilient and closer to local realities, constitute an essential lever for response in emergency zones. Teachers and administrators also benefit from specific training modules such as PSS, the Safe- School approach, mind awareness, inclusive education, and peace education. Yet, the proportion of trained personnel remains low compared to the scale of national needs. Generally, it is noted that in **Burkina Faso**, educational personnel are well mobilized as front-line actors in crisis situations, but they often lack sufficient resources to fully manage this responsibility.

In Ghana, according to the ***National EiE Contingency Plan 2023-2026,*** there are principles of preparedness, response, and recovery to be followed by education stakeholders. The contingency plan outlines strategic measures to mitigate risks, including early warning systems, infrastructure resilience, and training programs for educators. It establishes clear protocols for the preparedness towards and immediate response to crises, ensuring the safety and well-being of students, teachers, and staff, notably SOPs for response. SOPs have been established as part of the school disaster management policy. Focused at the district level, the procedures outline specific actions across different response phases: 0–72 hours, 72 hours–2 weeks, 3–4 weeks, and 1–3 months. Information publicly available on this is limited.

Furthermore, the contingency plan sets the framework for the recovery phase, enabling affected educational institutions to rebuild and create an environment conducive to learning. It also includes the mobilization of key actors in responding to crises and the provision of essential resources to enable continued learning such as TC. However, the plan does not include details to these measures and how they are implemented in practice.

Schools' involvement in physical, environmental, and conflict risk reduction efforts **in Nigeria** is growing but remains uneven, especially in areas affected by violence, conflict, and displacement. Following decades of conflict in the North-East, particularly from Boko Haram and ISWAP insurgencies, many initiatives have been implemented to safeguard education. The Safe Schools Initiative, launched in 2014, was the first large-scale program aimed at protecting children and education institutions from attacks. It focused on relocating students from high-risk areas, fortifying school infrastructure, and providing alternative learning platforms (UNICEF Nigeria, 2023; GCPEA, N.d.). Despite early successes, limited funding and insecurity challenges have affected the sustainability of these efforts.

In terms of risk reduction, some schools have introduced early warning systems for both natural hazards, such as floods, and conflict-related threats. **Community-level security structures**

[26] See: https://reliefweb.int/report/burkina-faso/normes-d-ducation-en-situations-d-urgence-guide-du-cluster-education-du-burkina?utm_source=chatgpt.com.

like SBMCs have been strengthened in several conflict-affected states to support local safety planning (FME, 2022; GCPEA, 2023). However, implementation remains inconsistent across states, and many rural or remote schools lack effective early warning mechanisms.

Efforts to integrate **response-preparedness into school safety management** have also advanced in recent years, particularly in conflict-affected and disaster-prone areas, but the availability, quality, and implementation of SOPs, for instance, for evacuation, lockdown, shelter-in-place, and family reunification vary significantly across the country. **The SSD Implementation Framework and the National Plan on Financing Safe Schools (2023–2026)** outline clear expectations for the development and use of SOPs in schools. These include protocols for building evacuation, lockdown drills, shelter-in-place measures, and where feasible, family reunification strategies during emergencies (Federal Ministry of Finance, 2023; GCPEA N.d). **The National Safe Schools Response Coordination Centre (NSSRCC), launched in 2022, serves as the national hub for coordinating school safety responses.** It is responsible for monitoring threats to schools, coordinating emergency response units (such as the Nigeria Police Force and Nigeria Security and Civil Defence Corps), and liaising with education authorities (GCPEA, 2023).

Despite these advances, actual implementation on the ground remains uneven: in Borno, Adamawa, and Yobe (Bay States) some schools have received SOP training, evacuation materials, and PSS modules through programs run by UNICEF, Education Cannot Wait (ECW), and FHI 360's Addressing Education in Northeast Nigeria (AENN) program (GPE, 2021; FHI 360, 2022). School drills, while encouraged, are not standardized or routinely conducted, and often depend on external funding or project-based interventions.

To address environmental risks, particularly flooding, some schools have taken small-scale actions such as creating embankments, planting trees to reduce soil erosion, and, in a few cases, developing school gardens to contribute to food security for displaced students (UNICEF Nigeria, 2023). Nevertheless, these measures are not widespread and often rely on the support of NGOs or external donors such as Plan International and Save the Children. Efforts to safeguard learning materials during emergencies include programmes by humanitarian organizations, notably UNICEF and Save the Children, which have provided Temporary Learning Spaces (TLS), education kits, and mobile learning centers, especially in IDP camps in the BAY states (UNHCR, 2024).

Conflict-sensitive infrastructure, such as perimeter fencing, safe classrooms, and separate WASH facilities for girls and boys, has been a key priority under the EiEWG and the Safe Schools Declaration Action Plan endorsed by Nigeria in 2019 (FME, 2023; GCPEA 2023). However, the reach of these improvements remains limited compared to needs, and **many schools in conflict zones still operate without basic safety features**.

Regarding safe spaces for displaced students, Nigeria's EiE strategy promotes the integration of PSS into school settings. Child-Friendly Spaces (CFS) have been established in many IDP camps and host communities, offering displaced children a degree of safety and structured learning (UNICEF Nigeria, 2023). Some schools also now provide psychosocial training for teachers to help them support traumatized learners (INEE Minimum Standards). For example, the Universal Basic Education Commission (UBEC) has developed a comprehensive training manual and handbook titled *"Handbook on Psychosocial Support Skills and Managing Children in Emergencies"*. This resource equips teachers with skills to provide PSS to learners

affected by crises, aiming to foster emotional healing and resilience among students[27]. **In collaboration with the Global Partnership for Education (GPE), UNICEF has facilitated the training of over 3,880 teachers in PSS across conflict-affected regions in Northeast Nigeria. This initiative has benefited approximately 176,000 students, enhancing their mental well-being and learning outcomes**[28].

Administrators and teachers, particularly in conflict-affected regions such as the North-East, are increasingly recognized as frontline actors in school safety and emergency preparedness. Several education and training initiatives have been introduced to build their capacity, although access remains inconsistent and limited across different regions. Teachers and administrators in the BAY States have received training in PSS through programs led by UNICEF, ECW, and FHI 360'AENN program. These initiatives equip teachers with the skills needed to recognize trauma symptoms and provide emotional support to conflict-affected learners (GPE, 2021)[29].

In addition to PSS training, some teachers have been trained in conflict-sensitive education methods, helping them adapt classroom management and teaching strategies to promote inclusion and avoid reinforcing community divisions (INEE, 2021). Through initiatives coordinated by the EiEWG, school staff in targeted areas are also encouraged to take on broader school safety roles. These include participation in SBMCs, incident reporting, safety planning, and facilitating basic evacuation procedures. However, these responsibilities are not yet formalized within Nigeria's national teacher training curriculum, and most teachers are not systematically trained in household-level disaster preparedness or localized crisis planning.

Programs such as the **Safe Healing and Learning Spaces (SHLS) model**, implemented with ECW and INEE support, have introduced structured training modules that build teachers' ability to deliver social-emotional learning activities alongside safety protocols for displaced and at-risk students (FHI 360, 2022). In many rural and hard-to-reach areas, training coverage remains especially weak due to insecurity, logistical challenges, and limited funding.

A major gap in the current system is the absence of standardized, government-endorsed training modules for school safety management in crisis settings. Furthermore, there is little evidence that teachers or school administrators are provided with regular drills or training in family reunification strategies, despite the recognized risks during emergencies. Teachers are often expected to double as counselors, emergency responders, and school safety officers, usually without additional compensation or institutional support.

Despite efforts to strengthen school safety management in Nigeria, major gaps persist in training coverage, standardization, and systemic support for educators. Challenges include irregular safety drills, weak reunification protocols, insufficient teacher training in crisis response, and limited community involvement. Coordination, funding, and nationwide implementation of risk reduction measures also remain issues. While progress has been made in linking education with disaster and conflict risk reduction, much more is needed to ensure consistent and equitable protection of schools, particularly amid ongoing security and environmental risks. Expanding emergency training, standardizing drills, and boosting community engagement are critical next steps.

---

[27]See: https://ubec.gov.ng/wp-content/uploads/2024/04/Critiqued-UBEC_-Teachers-Handbook-on-Psychosocial-Support-.pdf?.

[28]See: https://www.globalpartnership.org/blog/improving-teaching-quality-conflict-affected-north-east-nigeria.

[29] See: https://www.educationcannotwait.org/sites/default/files/2023-12/ecw_multi-year_resilience_programme_nigeria_2021-2023.pdf.

Education in Emergencies Capacity

To ensure educational continuity for students in emergency zones, the **Burkinabe government** developed and adopted the **National Strategy for Education in Emergency Situations (SN-ESU) in 2020**. The SN-ESU aims to provide a holistic and coherent response to all risks that may affect Burkina Faso's education system. Following the expiration of the SN-ESU 2020-2024, a new 2025-2028 strategy is currently being developed. The goal is to ensure the continuity of the right to education and to provide, by 2028, equitable, inclusive, and quality education in which teaching/learning activities take place in a healthy, protected school environment for all children with the support and guidance of a resilient community. The implementation of the SN-ESU is based on the three strategic axes: access to education and a protective and secure learning environment; quality teaching and learning; and steering and coordination. **The Technical Secretariate (ST-ESU) is responsible for implementing this strategy.**

Since its creation, the ST-ESU has played a central role in the educational response to the growing security crisis in the country. It was established to address major disruptions to the school system caused by terrorist attacks, population displacement, and natural and health disasters. The ST-ESU oversees the implementation of interventions on the ground, ensuring their alignment with international standards, notably those of INEE. As soon as an alert is issued, ST-ESU responds with mobile classrooms, emergency tents, trained teachers, and community outreach. The establishment of emergency canteens streamlined curricula (condensed over 5 months), and the use of radio teaching are all innovative measures adapted to the instability on the ground.

The secretariat also coordinates an **Education Cluster**, activated in 2020, co-led by MEBAPLN and UNICEF at the national level and extended to the regional level with regional directorates and local NGOs, thus ensuring a rapid and localized response. The Education Cluster provides an essential framework for consultation by bringing together numerous partners, including UNHCR, the Strømme Foundation, Plan International, and several national and international NGOs. Its role is to facilitate the concerted planning of emergency education actions, ensure the coordinated mobilization of resources, and harmonize program monitoring and evaluation. Thanks to the Cluster, educational interventions are better aligned, avoiding duplication and filling gaps in the most affected areas. Periodic evaluations also allow strategies to be adapted to changes in the security and humanitarian context. "*We collaborate with around ten NGOs such as WFP, UNICEF, CRS, Educo, Plan International, Save the Children, Education Believe, Enfants du Monde plus national associations and organizations such as FDC, Andal Pinal*" said the Technical Secretary in an interview with the newspaper *L'Observateur Paalga* on 18 March 2025[30].

As part of the management of the education system in a crisis context, the ST-ESU conducts regular collection of statistical data on schools, particularly in the 13 regions of the country, with an emphasis on those with significant security challenges: Boucle du Mouhoun, Cascades, Centre-East, Centre-North, East, North, Sahel, and Southwest. A sustainable system has been put in place, accompanied by a review of data collection tools, to enhance the efficiency of the process. The monthly statistical report, which replaces the previous weekly format, reports on

[30] See: https://www.lobspaalga.com/2025/03/18/crise-securitaire-et-enseignement-au-burkina-le-secretariat-technique-de-leducation-en-situation-durgence-en-ordre-de-bataille.

school closures and people affected (students, teachers) by security or health crises or natural disasters; the reopening of schools; cases of relocation of schools for security reasons; and structures welcoming internally displaced students (IDS).

Despite its effectiveness, ST-ESU encounters **key obstacles**, including administrative rigidity limiting emergency responses, logistical difficulties in reaching remote or insecure areas, budget shortfalls affecting the 2024 strategy and future planning, and the sensitive use of armed forces as teachers, which risks making schools potential targets.

Nevertheless, the ST-ESU has achieved **significant progress under the 2020–2024 Strategy**, including the construction of 750 classrooms and 265 prefabricated rooms, distribution of 167,000 school kits, training of over 1,000 community teachers, and the establishment of 950 TLS. Initiatives also supported 30,000 students with catch-up lessons, provided aid to vulnerable girls and student heads of households, and introduced "double flow"[31] and multi-grade classes to address teacher shortages in insecure areas. It also organizes training sessions to build the capacity of educational actors on EiE situations.

ST-ESU has demonstrated remarkable resilience and adaptability in the face of the precarious security situation on the ground. Thanks to its multi-sectoral actions and partnerships with NGOs/associations, defense, and security forces (FDS) and communities, hundreds of thousands of displaced or crisis-affected students are returning to school. However, to ensure inclusive, secure, and sustainable education, it is necessary to increase financial support for the implementation of actions, particularly the new strategy currently being developed, but also to carry out institutional and administrative reforms allowing greater flexibility for ST-ESU in the changing context.

In addition to this, the Government of Burkina Faso, with the support of humanitarian partners, has established a mechanism to coordinate and respond to the needs of affected populations by developing humanitarian response plans. The National Humanitarian Response Plan (PNRH) [32]is managed by SP-CONASUR.

Furthermore, education and emergency response efforts involve government institutions, technical and financial partners, and community actors. **Government stakeholders** include the MEBAPLN, the ST-ESU, the CONASUR, and the Education Cluster, all working to develop policies, coordinate emergency education, and assist displaced populations; **Technical and financial partners** such as UNICEF, UNHCR, WFP, and several international NGOs (e.g., The Strømme Foundation, Plan International, Save the Children, NRC, CRS, Aide et Action, and Humanité & Inclusion) support emergency education through infrastructure, school kits, canteens, and psychosocial services; **Local and community actors** include the The Consultation Framework of NGOs and Associations Active in Basic Education in Burkina Faso (CCEB-BF), The National Coalition for Education for All (CN-EPT), CSOs, local leaders, and parents' associations (recently replaced by School Councils), all of whom advocate for education, support reintegration of displaced children, and implement activities on the ground[33].

[31]„Double flow" consists of dividing a class of 120 students, for example, into two groups. One group is received in the morning for a given subject, while the second group is busy with something else while waiting to continue with the same teacher in the evening.
[32] See: https://fscluster.org/sites/default/files/2025-02/PNRH%202025_VF.pdf.
[33]See: https://lefaso.net/spip.php?article137006.

According to ***Ghana's Education in Emergency Contingency Plan 2023–2026***—which outlines the country's strategy to ensure continued access to education for all children during emergencies—designated institutions are responsible for conducting both emergency and comprehensive risk assessments in the event of a disaster, whether man-made or natural. These assessments aim to understand the situation on the ground and identify the needs of affected school communities in order to deliver appropriate support. Emergency monitoring will also be carried out using adapted monitoring, evaluation and learning (MEL) tools. Relevant stakeholders involved in emergency response are expected to collaborate closely with Education Officers and local communities to ensure that materials are appropriate for the local context, and that their design is safe, inclusive, and child-friendly.

Based on assessment findings, led by the National Disaster Management Organisation (NADMO) and Ministries, Municipals, Department and Agencies (MMAs), actions may include the reopening or closure of schools, distribution of essential supplies such as student and recreation kits, and the construction of TLS. Schools are also provided with safety and evacuation procedures in advance. Cross-sectoral interventions—including Child Protection, WASH, gender, health, nutrition, and security—are activated to ensure the provision of essential services. This includes PSS to help students and staff cope with trauma and anxiety triggered by emergencies. Teachers also receive training in PSS to better assist their students. The emergency preparedness stage includes the development of key resource materials, such as PSS manuals for teachers and students, emergency preparedness handouts and fact sheets, and Parents Teacher Association and School Management Committee (SMC) (PTA/SMC) support guides to strengthen the EiE response.

According to NABOCADO, In the Upper East, specifically, the organization and others such as *CRS, UNICEF, and Children Believe* have conducted **PSS training** for SMCs and selected teachers in Tarikom Primary school where refugee children attend school. After school classes are also conducted by NABOCADO for students in Bawku and Tarikom refugee camps. Traditional and religious authorities have also often assisted refugees by providing temporary shelter in emergency situations.

The contingency plan further includes a communication and advocacy strategy to ensure that accurate and timely information is provided to communities and the media. In emergency response, several key actors are mobilized, starting with the EiE sub-sector working group, which supports the Ministry of Education and the GES. The EiE Sub-Sector Working Group is technically coordinated at the national level by EiE focal persons and EMIS staff from the MoE. The group plays a central role in facilitating partner coordination by ensuring that the Sub-Sector's Core Functions are upheld. It also maintains cross-sectoral collaboration with other key areas of responsibility, particularly WASH, and Child Protection (Ghana Education Service, 2023, pp.28-30).

Ghana's Education Emergency Contingency Plan 2023–2026 outlines the members of the EiE Working Group, which include key actors from the education sector, relevant government ministries, civil society organizations, and development partners.

Table 8 – Members of EiE Sub-Sector Working Group in Ghana

Education sector	• GES • CEA • Ghana TVET Service • Ghana Private Teachers Association • Ghana Health Service • Ghana Teachers Council • GNECC • Northern Network for Education Development (NNED) • Teacher Unions • Ghana Federation for Disability
Government Ministries/Actors	• Ministry of Education • Ministry of Local Government, Decentralization and Rural Development • Ministry of the Interior • Ministry of National Security Ministry of Health • Ministry of Gender, Children and Social Protection • Department of Social Welfare • Ministry of Sanitation and Water Resources • NADMO
CSOs	• Ghana Red Cross Society
Development Partners	• Action Aid Ghana • UNICEF • UNHCR • UN Inter-Agency Working Group on Emergencies (IAWGE) • UNFPA • World Health Organization • World Food Programme • World Bank • Care International • Child Rights International • World Vision

Source: Author's own work (2025) based on Ghana's Education Emergency Contingency Plan 2023–2026, pp. 42-43.

Furthermore, **stakeholders in education and emergency response in the project areas**, supporting local families as well as refugees, include national organizations such as the GES, from the affected districts, the Complementary Education Agency (CEA), the ST. John Bosco's College of Education Navrongo, as well as NGOs like NABOCADO, BEWDA, GILLBT, Afrikids, the Link Community Development - Bolgatanga, and the Forum for African Women Educationalists (FAWE). International organizations such as UNHCR, Plan International (Ghana), ActionAid, and CRS are also actively involved. Some of these stakeholders, notably the NABOCADO, BEWDA, and the Faith in Ghana Alliance (network) are also engaged in conflict resolution and peacebuilding efforts in the region.

The Nigeria EiEWG has over the years worked tirelessly to ensure conflict affected school age children have continued to have equal access to quality basic education through the provision of Education in Emergencies across the BAY states. The EiEWG sector strategic plan aims to ensure continued education during emergencies, integrate learners back into formal education, and strengthen the capacity of local leadership (including educators and school leaders) in delivering education in emergencies. The EiEWG serves as a coordination forum, bringing together various stakeholders like NGOs, UN agencies, and the Ministry of Education to prioritize and coordinate interventions.

Organizations involved in the EiEWG include:

- Federal Ministry of Education
- UNICEF
- Save the Children International
- Global Education Cluster
- FCDO (Foreign, Commonwealth & Development Office)
- PLANE (Partnership for Learning for All in Nigeria)

Other stakeholders in education and emergency response operating in the project aeas include, the Federal Ministry of Education (FME), the Universal Basic Education Commission (UBEC), NEMA, State Ministries of Education and Emergency Management Agencies, Local Government Education Authorities, Nigeria Education & Research Development Council (NERDC), National Teachers Institute (NTI), Teachers' Registration Council of Nigeria (TRCN), the National Commission for Nomadic Education (NCNE), National Commission for Mass Literacy, Adult & Non-Formal Education, NGOs/Education Innovations such as KABHUDA and HOVIPAD, SBMC, Teachers, CSOs, Religious Authorities, Traditional Authorities, Global Partnership for Education (GPE), PLAN International, and UNICEF, National Commission for Refugees, Migrants and Internally Displaced Persons (NCFRMI), among others are currently involved in bridging the education gap and promoting peace and stability in the region. Humanitarian actors, including the EiEWG, collaborate with local authorities to deliver accelerated learning programs, safe school initiatives, and capacity building for teachers and school administrators in crisis-affected communities.

9. RISK REDUCTION AND RESILIENT EDUCATION SYSTEMS: POLICIES, PRACTICES AND PROGRAMS

In Burkina Faso, **non-formal education** is a crucial component of the education system, particularly in protracted crises such as those caused by armed conflict. Key non-formal education practices include **catch-up classes, second-chance classes, and peace schools**, which aim to recapture children who have been excluded from the education system due to conflict or displacement. These programs are particularly suited to emergency situations where access to formal schools is limited. *The Fonds pour l'Alphabétisation et l'Education Non-Formelle* (FONAENF) is a crucial financial tool for promoting literacy and non-formal education, especially in contexts of crisis and vulnerability. Its main objective is to improve literacy rates among adults and youth, with a particular focus on rural and marginalized areas. In parallel, the FONAENF supports non-formal education programs, which aim to reintegrate out-of-school children and youth. From 2003 to 2022, the FONAEF mobilized **94,852,722,499** CFA francs to support non-formal education in Burkina Faso [34]. It is important to note that the Burkinabe government has been channeling **SSAPs into non-formal education since 2024.**

The model of **Accelerated Schooling Strategy (SSA/P) or speed schools** implemented by the MEBAPLN, targets children aged 9 to 14 who have been out of school for more than a year, offering them accelerated training lasting 7 to 9 months to facilitate their return to formal education. In response to the displacement of students, some schools in safe areas are hosting IDS. Furthermore, some schools have been relocated to safer areas, allowing access to education to be maintained despite security constraints.

In 2024, UNICEF implemented the **Distance Learning by Radio Program (PEDIR),**[35] adapted to the national accelerated school curriculum. This program enabled 635,000 children, particularly in areas of high insecurity, to maintain access to education. Key actions include the creation of TLS (including "semi-finished" classrooms), providing access to school for 14,460 children (52% girls). There is also the training of 1,439 teachers and facilitators (including 450 women) on emergency education methods, including Alternative Emergency Classes and the "Safe School" approach.

These efforts reflect Burkina Faso's gradual integration of digital solutions into educational crisis management. The use of **community radio and the PEA** (Distance Learning Pedagogy) platform is an example of a strategy to enable students in conflict-affected areas to attend classes remotely. Teachers are gradually receiving training in the use of these tools, but the scale of training and available resources remains insufficient to cover all needs. The Ministry of National Education, in collaboration with organizations such as UNESCO and the *ECW* program, works to expand digital tools in education. The MEBAPLN, through the Directorate of Information and Communication Technologies for Education (DTICE), has produced radio educational resources to ensure educational continuity for students. This includes interactive programs broadcast by partner radio stations. To date, **the DTICE is in the process of digitizing the national SSA/P curriculum for broadcast throughout the country**. However, while digital tools hold promise, access to these technologies remains

[34] See: https://fonaenf.net/Nos-Projets/QUELQUES-RESULTATS/#wbb1.

[35] See: https://www.unicef.org/media/167991/file/UNICEF%20Burkina%20Faso%20Humanitarian%20Situation%20Report%20No.%2010%20-%201%20January-31%20December%202024.pdf.

limited, particularly in rural areas where digital infrastructure is lacking. There is also a lack of resources for their effective implementation.

In response to crisis and emergency situations, the government is also working to **integrate SEL and PSS into the national EiE strategy**. Although steps are being taken to embed these approaches within the educational curriculum, significant gaps remain, particularly in conflict-affected areas. Specific training for teachers on SEL and psychological support programs for students are being developed and implemented by ST-ESU, UNICEF, and Humanity and Inclusion, however, coverage and reach are still limited.

Moreover, communities play a central role in reducing risks and improving educational resilience. As part of the EiE Initiative, many communities in Burkina Faso have adopted practices such as establishing **school gardens to strengthen food self-sufficiency, school management committees (COGES), parent-teacher associations (APE), and mother-teacher associations (AME).** These initiatives focus on local solutions, such as volunteering, mobilizing local facilitators, material, and financial support by local actors to provide continued access to education.

In Ghana, since 2016, AEPs and CBE programmes have been implemented in the northern part of the country—including Bawku West, Tarikom Camp, Garu Timpane, Buriduri, and Talensi—targeting OOSC aged 8 to 14 in deprived communities. These programs, implemented by NABOCADO, CRS, GILLBT, and Children Believe Link Community aim to equip children with foundational literacy and numeracy skills within a 9-month period, supporting their transition into formal primary education. The CBE model promotes a holistic learning approach, nurturing a broad set of skills beyond conventional textbook knowledge (AFC, 16 April 2024).

As part of conflict resolution efforts in the Upper East, grassroots organisations such as NABOCADO are playing a central role in **trauma recovery and PSS**, particularly in Bawku, Bolgatanga, and Doba-Kandiga. Their approach is deeply rooted in **community engagement**, with the establishment of locally driven peacebuilding structures, including **community peace agents, border monitors, school peace clubs, and justice and peace committees.** These initiatives, alongside a regional interfaith advocacy network and a strategic stakeholders forum, reflect a strong emphasis on empowering communities and schools to foster and sustain peace. In collaboration with the Upper East Peace Council, NABOCADO has also partnered with other NGOs—such as BEWDA and COGINTA—to raise awareness and promote peaceful coexistence through community sensitisation and dialogue.

Moreover, as of September 2024, the Government through NADMO and with support from the UN has initiated efforts to establish a comprehensive framework for managing climate and DRR in the country. However, aside from the available details in *Ghana's Education in Emergencies Contingency Plan (2023–2026),* there is limited publicly available information on the specific DRR strategies or other emergency response mechanisms touching education. Key actors involved in strengthening Ghana's preparedness and emergency response capacities include the Office of the UN Resident Coordinator in Accra, supported by the wider UN system in Ghana, and the Capacity for Disaster Reduction Initiative (CADRI) Partnership—an alliance of humanitarian and development actors focused on enhancing DRR and climate change adaptation efforts (United Nations Ghana, 2023).

Complementing these broader **resilience-building efforts**, the government has also taken steps to safeguard education continuity during emergencies. In response to the COVID-19 pandemic, the government launched **radio and television education programs to ensure continued learning.** These initiatives played a crucial role in supporting girls' retention, transition, and successful completion of basic education, while also contributing to their empowerment and efforts to address gender inequalities.

As of 2020, UNICEF supported the development of radio- and home-based learning in all core subjects from KG through Junior High School (JHS), reaching 7,322,093 children in- and out-of-school (KRC3). UNICEF supported radio KG service delivery in two districts and equipped 15,639 (13,895 female) adults and children with knowledge on gender socialization norms. This was done through a collaborative partnership between UNICEF, the Ministry of Education, GES, the NGO Lively Minds and USAID (UNICEF, 2020).

During the COVID-19 pandemic, another key innovation introduced in Ghana was **UNICEF's Digital Learning Passport (LP)**—a mobile, online and offline-capable digital learning platform. Launched on December 7, 2022, by the Centre for National Distance Learning and Open Schooling (CENDLOS) in partnership with UNICEF, the initiative aims to bridge the 'learning poverty gap' through distance-learning. The Learning Passport is designed to provide children in refugee camps and conflict-affected areas with uninterrupted access to education. **Efforts are now underway to implement the platform in FCV-affected areas such as the Upper East Region,** with the goal of ensuring equitable access to quality education for all children and youth.

Additionally, **the GIGA initiative,** launched by The International Telecommunication Union (ITU) and UNICEF in Ghana and other countries, aims to advance schools connectivity in the "time after COVID" by creating stronger institutions.

However, the integration of digital tools in emergency contexts remains relatively new. The government is still exploring and testing affordable, rapidly deployable resources to maintain access to education for children and youth affected by crises, such as conflict. At present, there appear to be no formal policies or written frameworks that institutionalize the use of digital tools in education during emergencies. Yet, ***Ghana's EiE Contingency Plan 2023-2026***, states that in preparing for emergencies, vendors with the capacity to supply low/and high-tech learning tools like tablets, radio sets, laptops, smart phones, etc. should be mapped, to be deployed when the emergency circumstances do not allow for physical access to schools, like the COVID-19 pandemic. Moreover, the contingency plan highlights the importance of digital tools during the emergency recovery phase as well as a tool for bridging the learning loss gap.

Another key component of response in emergencies is PSS. As part of the **government's Safe Schools Programme (2023),** all schools in Ghana have school-based counsellors tasked with supporting the psychological well-being of both students and teachers, forming an integral part of the Safe Schools leadership structure. However, the GES remains under-resourced and is unable to provide adequate training for all counsellors, particularly at the basic education level. To help bridge this gap, the delivery of PSS has been strategically prioritised in regions affected by emergencies. For example, **more than 250 teachers in the Upper East Region (impacted by Sahel spillover) and in the Volta, Eastern, and Greater Accra Regions (affected by flooding) have received training in psychological first aid.**

According to the ***Safe to Learn Benchmarking Tool*** **(2019–2023),** which assesses Ghana's progress in creating safe and supportive learning environments, the GES was, as of 2023, in the process of developing and operationalising a **MHPSS handout for teachers.** In parallel, efforts were underway to appoint at least one trained focal point in each school to provide frontline mental health and PSS to children affected by violence.

In the context of EiE, **the national contingency plan (2023-2026)** highlights the importance of PSS to help students and staff manage trauma and anxiety resulting from emergencies. It notes that teachers are expected to receive training in PSS to better assist their students, although it does not provide specific details on the implementation of these measures, nor about prevention strategies that encompass socio-emotional wellbeing. During the emergency preparedness phase, the plan outlines the development of key resource materials, including PSS manuals for teachers and students, emergency preparedness handouts and fact sheets, as well as PTA/SMC support guides to strengthen the overall EiE response.

In the project areas—particularly Bawku, Bolgatanga, and Doba-Kandiga regions in the Upper East—**NABOCADO has been delivering PSS services** to help target populations recover from the trauma of violent conflict. *NABOCADO*, *CRS, UNICEF, and Children Believe* have also provided **PSS training** for SMCs and selected teachers in Tarikom Primary school where refugee children attend school.

In Nigeria, **non-formal education** also plays a vital role in reaching out to marginalized, conflict-affected, and out-of-school populations, particularly in regions affected by insecurity, displacement, and socio-economic exclusion. Non-formal education refers to structured but flexible learning pathways including community learning centres (CLCs), AEPs, Qur'anic schools (Almajiri system), adult literacy schemes, vocational training, and life skills education. These platforms are critical in contexts where formal education systems are disrupted by conflict, violence, or natural disasters.

While **Nigeria does not yet have a unified legal framework solely dedicated to risk reduction in non-formal education**, elements of DRR and education resilience are embedded in broader policies. Key among them are: **(i) The National Policy on Education (NPE)** – which recognizes non-formal education as a vehicle for lifelong learning and social inclusion, especially for youths and adults excluded from formal schooling; **(ii) The SSD (2015)** – which supports the protection of learners, educators, and schools from attacks during armed conflict, and promotes the continuation of education in emergencies; **(iii) The Minimum Standards for Safe Schools (2021)** – launched by the Federal Ministry of Education in collaboration with UNICEF and other partners, this policy promotes DRR and resilience in both formal and non-formal education settings. It includes guidance on PSS, community engagement, contingency planning, and protection mechanisms.

In conflict-affected areas such as the North-East and North-West, non-formal education has been a critical stopgap for displaced and vulnerable children. Programs like **AEPs and CLCs,** supported by organizations such as UNICEF, Plan International, and Save the Children, deliver flexible curricula that integrate DRR awareness, peace education, and life skills. Nevertheless, **gaps persist** including inadequate infrastructure vulnerable to environmental and security threats, lack of psychosocial and trauma-informed teaching, limited early warning systems and contingency planning, absence of DRR in curricula, weak monitoring of child protection standards, poor national coordination and data tracking, and insufficient facilitator training in risk mitigation, peacebuilding, and conflict sensitivity.

In this context, **key needs** include strengthening policy implementation to integrate DRR standards into non-formal education, investing in resilient infrastructure with WASH facilities and early warning systems, training educators in PSS and safe learning practices, embedding risk awareness and conflict resolution into curricula, and improving coordination among stakeholders to protect and sustain learning during crises.

Key actors central to implementing and supporting risk reduction and resilience-building in non-formal education in Nigeria encompass the **Federal and State Ministries of Education**, especially through the UBEC and State Universal Basic Education Boards (SUBEBs), which oversee non-formal education frameworks; **NEMA** and State Emergency Management Agencies (SEMAs), which integrate DRR awareness into community-level interventions; **CSOs and NGOs,** such as UNICEF, Save the Children, Plan International, and the Norwegian Refugee Council (NRC), which implement AEPs, teacher training, and safe learning initiatives; **Religious and Community Leaders**, particularly in Islamic education systems, who play a key role in shaping educational practices in Qur'anic schools; and **community-based organizations**, which often act as first responders and facilitators in risk-prone areas, organizing learning circles and safe spaces for children.

While Nigeria has made strides in integrating resilience into its education system, non-formal education remains under-supported in terms of structured DRR integration. Scaling up efforts requires a more coordinated national strategy that includes robust policy backing, sustained funding, and inclusive monitoring mechanisms. Special emphasis should be placed on training facilitators in conflict-sensitive pedagogy, safeguarding learners, and developing context-specific learning materials on disaster preparedness and peacebuilding.

Regarding the use of **digital tools to support learning continuity during crises**, in Nigeria, both national and subnational DRR strategies in education have begun incorporating digital tools, such as during the COVID-19 pandemic, when the government deployed **radio, television, and online platforms to facilitate remote learning**, though implementation remains uneven across regions. In Borno State, where conflict has led to widespread school closures and displacement, the use of technology, particularly radio and community-based digital platforms, has become a vital component of the education response.

One key innovation is the integration of **Radio Education Programmes (REPs) into AEPs**, which are used to reach OOSC in hard-to-access areas. These programs deliver curriculum-aligned lessons and SEL content through local radio stations, allowing children in remote or insecure areas to continue learning safely. Community feedback suggests that these programs are well received, especially when supported by printed learning materials and caregiver involvement.

Teachers in some areas of Borno have received training in using these alternative modalities, including **radio-based instruction and PSS strategies**. However, the reach of such training is still limited due to infrastructural challenges, security constraints, and funding gaps. The Nigerian government, through the Federal Ministry of Education and with support from partners like UNICEF and the Global Partnership for Education Knowledge and Innovation Exchange (GPE-KIX), is working to scale up these innovations. This includes plans to transition AEP content to digital platforms and expand open-schooling initiatives, especially in Northeast Nigeria.

Although specific EiE laws are still evolving, recent policy initiatives such as the National Plan on Financing Safe Schools (2023–2026) emphasize the role of technology in ensuring

educational continuity during emergencies. These policies advocate for multi-modal learning approaches, including **digital, radio, and community-based platforms, to make education more resilient to future shocks.** However, more coordinated action is required to institutionalize these practices, ensure equitable access to digital tools, and provide continuous professional development for teachers on technology use in emergencies.

In Nigeria, particularly in conflict-affected regions like Borno State, SEL and PSS have increasingly become essential components of the education response in emergencies. SEL is not yet systematically embedded across the entire national education framework, but it is being integrated into targeted interventions, especially those designed for FCV-affected areas.

Teachers in select schools and learning centres, especially those involved in AEPs and supported by partners like UNICEF, KABHUDA, and HOHVIPAD, have received training in basic PSS and SEL techniques. These trainings are designed to equip educators with the skills to recognize signs of trauma, provide safe and responsive classroom environments, and support students' emotional recovery. However, such training is not yet universally available and remains concentrated in donor-supported projects and emergency response programs.

For students, emotional and PSS is typically provided through child-friendly spaces, peer support groups (like the Girls for Girls (G4G) clubs), and classroom-based SEL activities. These programs help children cope with stress, build resilience, and reintegrate into learning after experiencing displacement or violence. Teachers themselves also benefit from PSS sessions and peer discussion groups in some communities, though consistent support systems for educators remain limited. While SEL and PSS are increasingly recognized as vital in FCV contexts, they are not yet fully institutionalized across the education system in Nigeria. Their implementation largely depends on project-based funding and NGO-led initiatives. Nevertheless, ongoing efforts show that both students and teachers in crisis-affected areas do receive emotional and PSS, albeit in a somewhat fragmented manner. Strengthening and scaling these supports is a key priority for education resilience in Northeast Nigeria.

10. CONCLUSION

This risk report highlights the range of man-made and environmental disasters currently affecting West African countries such as Burkina Faso, Ghana, and Nigeria. Drawing on security and risk data from international, national, and regional stakeholders, the report underscores the critical role of education during crises and emergencies, notably conflicts, and the long-term social and economic consequences of its absence. In the context of this research, which aims to build evidence to scale existing education innovations in emergencies and FCV-affected areas across the three countries, several non-formal education programmes and initiatives have been identified. These efforts have enabled children and youth living in FCV-affected areas to continue accessing education despite the challenges. Yet, EiE remains an underfunded and overlooked field. Greater investment, resources, and attention are urgently needed from both the international community — particularly considering the rising number of OOSCY and recent cuts in humanitarian funding — and from national governments.

EiE has become a priority in **Burkina Faso**, although its financing and implementation face challenges. Advocacy efforts have been undertaken by international organizations, such as UNICEF and the Ministry of Education, to raise awareness among the population and authorities of the need for continued education even during times of crisis. This includes promoting temporary schools, safe spaces, and the use of digital solutions such as radio to ensure access to distance learning. In the North region, actors such as the Educo Foundation have provided households with radios containing digital content from the national curriculum to strengthen parents' capacity to support children in learning at home.

To further strengthen the resilience of Burkina Faso’s education system, in light of persistent challenges to continued access to education, particularly in FCV-affected areas, several recommendations are proposed: enhance local capacities through training for teachers, administrators, and community actors in emergency response and crisis management; increase funding for education in crisis contexts, particularly by boosting the budget allocated to EiE; expand the use of digital solutions to improve education continuity in remote and crisis-affected areas; systematically integrate PSS into educational programmes; and promote ongoing dialogue among the Burkinabè Government, education stakeholders, and the research consortium funded by IDRC and GPE-KIX, to disseminate and act on findings and analyses produced.

In Ghana, the project areas, particularly the Northern Zone and the Upper East districts of Bawku and Garu-Tempane, are currently facing multiple security challenges. These range from systemic poverty and conflict to the arrival of refugees fleeing insecurity in neighbouring Burkina Faso. The situation is further exacerbated by the presence of jihadist groups and illegal mining activities, which are not only pulling school-age children out of education but also causing severe environmental degradation, thereby threatening the livelihoods of many local communities. In this context, EiE is essential to ensure continued access to quality education, particularly for OOSCY affected by conflict and violence, especially as increasing numbers of teachers are fleeing the affected regions. It is equally important to train and support teachers in MHPSS, both for their own wellbeing and to equip them to help students cope with the stress and trauma associated with life in FCV-affected areas.

EiE efforts require stronger advocacy and awareness, dedicated financing, and enhanced capacity-building to prevent and respond to both natural and man-made disasters, alongside more sustained government engagement in collaboration with relevant EiE stakeholders.

Evidence from the project areas, as well as insights gathered from innovators and local, national, and international actors, consistently highlight the need for additional resources to effectively respond to emergencies and mitigate their impact on education, particularly in border regions where conflict persists and refugee influxes from Burkina Faso and other neighboring countries continue to rise.

In Borno State, Nigeria, education is increasingly recognized as a critical component of crisis response and recovery, though challenges remain in ensuring it receives consistent prioritization during emergencies. Advocacy efforts by both government actors and international organizations have helped place EiE on the agenda, particularly in response to the displacement and disruptions caused by the Boko Haram insurgency. The Federal Ministry of Education, in collaboration with the Borno State Universal Basic Education Board (SUBEB), UNICEF, and other partners, has been instrumental in promoting the integration of EiE into emergency preparedness and response frameworks.

Awareness-raising campaigns are conducted through community radio programs, local leaders, and school-based platforms to emphasize the importance of continued learning even during conflict. Community sensitization efforts, often led by civil society groups like KABHUDA and HOHVIPAD, encourage parents to enroll children, especially girls, in AEPs and safe learning spaces. Public messaging also targets issues such as early marriage and gender-based violence, reinforcing the protective and empowering role of education for vulnerable groups.

At the policy level, Nigeria's Safe Schools Declaration and the development of the National Plan on Financing Safe Schools (2023–2026) reflect growing political will to safeguard education during crises. However, more consistent investment and broader stakeholder engagement are needed to ensure education remains a priority in both emergency response and long-term recovery plans. In Borno State, continued advocacy and localized awareness initiatives remain essential to shifting cultural perceptions, rebuilding trust in education systems, and ensuring that no child is left behind due to conflict or displacement.

These recommendations provide a pathway to building inclusive, resilient, and adaptable education systems that safeguard learning continuity and promote the wellbeing of learners and educators, even in the context of ongoing conflict and disruption. To strengthen education in crisis-affected areas, governments should institutionalize and scale up AEPs, expand radio education and low-tech distance learning platforms, and invest in community-led initiatives like Girls for Girls (G4G) clubs to support girls' education. SEL should be integrated into national curricula and teacher training, especially in FCV contexts. Building local capacity through SBMCs and securing long-term funding for EiE innovations are essential. Finally, cross-sector partnerships should be promoted to ensure a holistic, resilient response to learners' needs.

REFERENCES

General

- Inter-Agency Standing Committee (IASC). (2015). “Guidance Emergency Response Preparedness.” Available at: https://interagencystandingcommittee.org/sites/default/files/migrated/2020-11/IASC%20Emergency%20Response%20Preparedness%20Guidelines%2C%20July%202015%20%5BDraft%20for%20field%20testing%5D.pdf.

- Inter-Agency Standing Committee Reference Group on Risk, Early Warning and Preparedness (INFORM) and the European Commission. (2025). “Inform Risk Index”. Available at: https://drmkc.jrc.ec.europa.eu/inform-index.

- Inter-Agency Network for Education in Emergencies (INEE). (2024). “Minimum Standards for Education”. Available at: https://inee.org/minimum-standards.

- Geneva Global Hub for EiE. (2024). “Annual Progress Report”. Available at: https://eiehub.org/news/2024-annual-progress-report.

- The World Bank Group. (2024). “Classification of Fragile and Conflict-Affected Situations.” Available at: https://www.worldbank.org/en/topic/fragilityconflictviolence/brief/classification-of-fragile-and-conflict-affected-situations.

- United Nations International Children's Emergency Fund. (UNICEF). (2019). “Risk-informed education programming for resilience guidance note. Available at: https://www.unicef.org/media/65436/file/Risk-informed%20education%20programming%20for%20resilience:%20Guidance%20note.pdf.

- United Nations International Children's Emergency Fund. (UNICEF). (2019). “Guidance for Risk-Informed Programming”. Available at: https://www.unicef.org/documents/guidance-risk-informed-programming.

- United Nations International Children's Emergency Fund. (UNICEF). (2016). “Guide to Conflict Analysis”. Available at: https://www.unicef.org/documents/unicef-guide-conflict-analysis.

- United Nations Office for Disaster Risk Reduction (UNDRR). (2017). “The Sendai Framework Terminology on Disaster Risk Reduction”. *Disaster risk*. Available at: https://www.undrr.org/terminology/disaster-risk.

- West and Central Africa Education in Emergencies Working Group. (2024). “Education Under Attack in West and Central Africa.” Available at: https://reliefweb.int/report/nigeria/west-and-central-africa-education-emergencies-working-group-advocacy-brief-september-2024.

Burkina Faso

- ACLED. (December 12, 2024). “Conflict intensifies and instability spreads beyond Burkina Faso, Mali, and Niger”. Available at: https://acleddata.com/conflict-watchlist-2025/sahel-and-coastal-west-africa/.

- Burkina Faso Education Cluster. (2021). “Normes d’Éducation en Situations d’Urgence Guide du Cluster Education du Burkina Faso.” Available at: https://reliefweb.int/report/burkina-faso/normes-d-ducation-en-situations-d-urgence-guide-du-cluster-education-du-burkina?

- Conseil National De Secours D’Urgence et de Réhabilitation. (2025). “Plan National de Reponse Humanitaire”. Available at: https://fscluster.org/sites/default/files/2025-02/PNRH%202025_VF.pdf.

- Fonds Pour L’Alphabétisation et L’Éducation Non Formelle (FONAENF). (2023). “Nos Projects et Programmes.” Available at: https://fonaenf.net/Nos-Projets/QUELQUES-RESULTATS/#wbb1.

- LeFaso.net. (March 26, 2025). “Burkina Faso: The School Council replaces the APE, AME and COGES (Council of Ministers).” Available at: https://lefaso.net/spip.php?article137006.

- LeFaso.net. (September 26, 2024). “Burkina/Bad weather: Nine out of thirteen regions affected by flooding, with 16,568 people affected.” Available at: https://lefaso.net/spip.php?article133093.

- Ministry of National Education, Literacy and Promotion of National Languages and Technical Secretariat for Education in Emergency Situations. (2024). “ Rapport statistique mensuel de l'éducation en situation d'urgence: 31 mars 2024”. Available at: https://www.unicef.org/burkinafaso/documents/rapport-education-en-situation-durgence-31-mars-2024.

- Institut National de la Statistique et de la Démographie (INSD). (2021). “Fifth General Population and Housing Census of Burkina Faso: Volume 4 – Demographic Projections 2020–2035”. Available at: https://www.insd.bf/fr/file-download/download/public/2299.

- Institut National de la Statistique et de la Démographie (INSD). (2021). “Fifth General Population and Housing Census of Burkina Faso: Monograph of the Sahel region”. Available at: https://www.insd.bf/sites/default/files/2023-07/MONO%20REGION%20DU%20SAHEL%205E%20RGPH.pdf

- Institut National de la Statistique et de la Démographie (INSD). (2021). “Fifth General Population and Housing Census of Burkina Faso: Monograph of the Centre-East region”. Available at: https://www.insd.bf/sites/default/files/2023-02/MONOGRAPHIE%20DU%20CENTRE-EST%205E%20RGPH.pdf

- Institut National de la Statistique et de la Démographie (INSD). (2021). “Fifth General Population and Housing Census of Burkina Faso: Monograph of the Centre-South region”. Available at: https://www.insd.bf/sites/default/files/2023-02/MONOGRAPHIE%20DU%20CENTRE-SUD%205E%20RGPH.pdf.

- Norwegian Refugee Council (NRC). (March 20, 2025). “NRC in Burkina Faso”. Available at: https://www.nrc.no/countries/africa/burkina-faso/.

- Save the Children. (2023). “West and Central Africa: Annual Report 2023”. Available at: https://resourcecentre.savethechildren.net/pdf/Save-the-Children-West-and-Central-Africa-Annual-Report-2023.pdf/.

- Stromme Foundation. (2023). “Education in Crisis – Burkina Faso”. Available at: https://westafrica.strommefoundation.org/west-africa/burkina-faso.

- United Nations International Children's Emergency Fund (UNICEF) Burkina Faso. (2025). “Humanitarian Situation Report No. 10”. Available at: https://www.unicef.org/media/167991/file/UNICEF%20Burkina%20Faso%20Humanitarian%20Situation%20Report%20No.%2010%20-%201%20January-31%20December%202024.pdf.

- United Nations International Children's Emergency Fund (UNICEF) Burkina Faso. (2025). “The EU and UNICEF strengthen education and child protection in Burkina Faso”. Available at: https://www.unicef.org/burkinafaso/communiques-de-presse/lue-unicef-education-protection.

- United Nations International Children's Emergency Fund (UNICEF) Burkina Faso. (March 21, 2023). “Le Burkina Faso abrite désormais près de la moitié des écoles fermées d’Afrique Centrale et de L’Ouest”. Available at: https://www.unicef.org/burkinafaso/communiques-de-presse/le-burkina-faso-abrite-pres-de-la-moitie-des-ecoles-fermees.

- Wend-n-bogdé Harold Alex Kabore. (March 18, 2025). “Crise sécuritaire et enseignement au Burkina: le secrétariat technique de l’Education en situation d’urgence en ordre de bataille.” Available at: https://www.lobspaalga.com/2025/03/18/crise-securitaire-et-enseignement-au-burkina-le-secretariat-technique-de-leducation-en-situation-durgence-en-ordre-de-bataille/.

Ghana

- African Centre for the Constructive Resolution of Disputes (ACCORD). (April 25, 2024). “Understanding armed violence in Bawku: Exploring links with terrorism and its drivers.” Available at: https://www.accord.org.za/conflict-trends/understanding-armed-violence-in-bawku-exploring-links-with-terrorism-and-its-drivers/.

- Armed Conflict Location & Event Data (ACLED). (March 2025). “Regional Overview Africa”. Available at: https://acleddata.com/2025/03/07/africa-overview-march-2025/.

- Associates For Change (AFC). (March 13, 2025). *Interviews conducted in the Upper East Region of Ghana with education in emergencies stakeholders in collaboration with NABOCADO.*

- Associates For Change (AFC). (April 16, 2024). *Interviews conducted in the Northern region of Ghana in collaboration with NABOCADO and UNHCR*.

- Associates For Change (AFC). (2023). “Ghana Working Paper on the impact of Accelerated Education Models on Girls’ and Girl’s Education”. Available at: https://associatesforchange.org/resserch-output-for- year-3/.

- Adamba, Clement. (2020). *UNICEF/GES/MCF Partnership for COVID-19 Recovery and Resilience Program - End of Project Evaluation Report*. Submitted to Ghana Education Service (GES).

- Agbey, Gilbert. (March 4, 2025). "Illegal mining poses significant threat to education in Upper East — Bishop Agyenta." *Graphic Online.* Available at: https://www.graphic.com.gh/news/education/ghana-news-illegal-mining-poses-significant-threat-to-education-in-upper-east-bishop-agyenta.html.

- Agbey, Gilbert. (March 4, 2025). "Galamsey: 73 illegal miners arrested in Tilli Forest." *Graphic Online.* Available at: https://www.graphic.com.gh/news/general-news/galamsey-73-illegal-miners-arrested-in-tilli-forest.html.

- Agbey, Gilbert. (June 7, 2024). "High teacher attrition in Bawku, Pusiga: GES grants special arrangement to recruit indigenous teachers." *Graphic Online.* Available at: https://www.graphic.com.gh/news/general-news/ghana-news-high-teacher-attrition-in-bawku-pusiga-ges-grants-special-arrangement-to-recruit-indigenous-teachers.html.

- Aikins, Enoch. (September, 2024). "Ghana must stop galamsey before it sinks the country." *Institute for Security Studies*. Available at: https://issafrica.org/iss-today/ghana-must-stop-galamsey-before-it-sinks-the-country.

- COGINTA Ghana. (March 2025). "Galamsey Activities in the Upper East Region." *Report.*

- Donkor Ag, Namaitijiang M. (2019). "The Cholera Outbreak in Ghana."ESTUDAM Journal of Public Health. Vol. 4,Issue 3:371-6. Available at: https://doi.org/10.35232/estudamhsd.608552.

- Forsgren, Harper, et al. (October 2019). "Girls' Access to Education in Ghana." Ballard Brief. Available at: https://ballardbrief.byu.edu/issue-briefs/girls-access-to-education-in-ghana.

- Ghana Education Service (GES). (2023). "Education in Emergency Contingency Plan (2023-2026)."

- GhanaWeb. (February 15, 2025). "Bawku Conflict: Four children killed so far, violence intensifies." *News.* Available at: https://www.ghanaweb.com/GhanaHomePage/NewsArchive/Bawku-Conflict-Four-children-killed-so-far-violence-intensifies-1971680.

- GhanaWeb. (March 21, 2025). "Military must use intelligence, not force – Mahama on Bawku crisis". *News.* Available at: https://www.ghanaweb.com/GhanaHomePage/NewsArchive/Military-must-use-intelligence-not-force-Mahama-on-Bawku-crisis-1976535.

- Ghana Statistical Service. (2024). "Ghana 2024 Statistical Year Overview". Available at: https://statsghana.gov.gh/gssmain/storage/img/infobank/Ghana%20Statistical%20Service%202024%20Releases%20-%20online.pdf.

- Ghana Statistical Service. (2021). "Garu District Multidimensional Poverty Factsheet."Available at: https://statsghana.gov.gh/gssmain/fileUpload/pressrelease/Garu.pdf.

- Human Rights Watch. (June, 2015). "Precious Metal, Cheap Labor - Child Labor and Corporate Responsibility in Ghana's Artisanal Gold Mines." *Report.* Available at: https://www.hrw.org/report/2015/06/10/precious-metal-cheap-labor/child-labor-and-corporate-responsibility-ghanas.

- Ministry of the Interior, Republic of Ghana. (April 7, 2025). “Imposition of Curfew on Bawku Municipality and Its Environs in the Upper East Region.” Available at: https://www.mint.gov.gh/imposition-of-curfew-on-bawku-municipality-and-its-environs-in-the-upper-east-region-142/.

- Ministry of Finance and Economic Planning. (December 2024). “Ghana's Economic Surge: Q3 2024 Growth Outpaces Expectations.” Available at: https://www.mofep.gov.gh/news-and-events/2024-12-12/ghanas-economic-surge-q3-2024-growth-outpaces-expectations.

- Ministry of Food and Agriculture. (2025). “Bawku Municipal”. *Website.* Available at: https://mofa.gov.gh/site/sports/district-directorates/upper-east-region/253-bawku-municipal.

- Ministry of Food and Agriculture. (2025). “Garu-Tempane”. *Website.* Available at: https://mofa.gov.gh/site/sports/district-directorates/upper-east-region/264-garu-tempane.

- Ministry of Gender, Children and Social Protection with support from UNICEF. (2015). “Child and Family Welfare Policy.” Available at: https://www.unicef.org/ghana/reports/child-and-family-welfare-policy.

- Navrongo-Bolgatanga Catholic Diocesan Development Organization (NABOCADO). (September 2024). “Parish level engagements on mining concessions in the Upper East”. Report covers 6 districts (Bawku West, Nabdam, Talensi, Bolgatanga, Builsa North and Builsa South).

- National Peace Council of Ghana (2017). “Mapping Conflicts in Ghana”. Available at: https://www.peacecouncil.gov.gh/storage/2019/09/UNDP_GH_NPC-draft-report-for-conflict-mapping-Northern-Ghana-2-2012_2.pdf.

- Safe to Learn. (2023). “Country progress towards implementing the Safe to Learn Call to Action (2019-23).” Available at: https://www.safetolearncoalition.org/documents/country-progress-towards-implementing-safe-learn-call-action-2019-23.

- The Presidency of the Republic of Ghana. (January 14, 2025). “Mahama goes on a peace mission to Bawku and Mamprugu.” Press Release. Available at: https://presidency.gov.gh/mahama-peace-mission-bawku-nalerigu/.

- The World Bank in Ghana. (April 25, 2025). “Ghana Overview”. Available at: https://www.worldbank.org/en/country/ghana/overview.

- Statista. (June 2024). “Number of people living in extreme poverty in Ghana from 2016-2026.”. Available at: https://www.statista.com/statistics/1439971/number-of-individuals-living-in-extreme-poverty-in-ghana/.

- Tseer. T, Danse.L, Koek.C, Tawiah. G. (2020). “Exploring the Impacts of Ethnic Conflict on Formal Education in Ghana: A case study of Chereponi District in North-Eastern Ghana”. ADRRI Journal of Arts and Social Sciences, Ghana: Vol. 17, No.5 (5), pp.24-46.

- United Nations Development Programme (UNDP). (2024). “Human Development Reports - Ghana”. Available at: https://hdr.undp.org/data-center/specific-country-data?_gl=1*1308roi*_gcl_au*MTkzMTU4OTMyMi4xNzQyOTg3NDg0*_ga*NTUyNDY1NDYxLjE3NDI5ODc0ODQ.*_ga_3W7LPK0WP1*MTc0NDcwMTExMy4zLjAuMTc0NDcwMTExOS41NC4wLjA.#/countries/GHA.

- United Nations High Commissioner for Refugees (UNHCR) Africa. (February 7, 2025). “UNHCR Welcomes Ghana’s Granting of Prima Facie Refugee Status to Displaced Burkinabes.”

Press Release. Available at: https://www.unhcr.org/africa/news/press-releases/unhcr-welcomes-ghana-s-granting-prima-facie-refugee-status-displaced-burkinabes.

- United Nations High Commissioner for Refugees (UNHCR). (2024). "Regional Bureau for West & Central Africa Education Newsletter, October - December 2024". *Report.* Available at: https://reliefweb.int/report/world/regional-bureau-west-central-africa-education-newsletter-october-december-2024.

- United Nations Ghana. (September, 2023). "Ghana starts the process to establish a suitable framework for effective management of climate and disaster risk reduction." *Press release*. Available at: https://shorturl.at/v8bAF.

- United Nations International Children's Emergency Fund (UNICEF). (2020). "UNICEF Ghana Country Office Annual Report 2020". Available at: https://www.unicef.org/reports/country-regional-divisional-annual-reports-2020/Ghana.

- United Nations International Children's Emergency Fund (UNICEF) Ghana. (2020). "The Radio, my Learning Companion". Available at: https://www.unicef.org/ghana/stories/radio-my-learning-companion.

- United Nations International Children's Emergency Fund (UNICEF) MICS-EAGLE. (2020). "Ghana Education Fact Sheets". Available at: https://data.unicef.org/resources/mics-education-analysis-for-global-learning-and-equity/.

- Upper East Regional Peace Council. (2025). "About the Region". *Website*. Available at: https://www.peacecouncil.gov.gh/uppereast/.

- WaterAid Ghana. (September, 2024). "WaterAid demands immediate halt to illegal mining as water supply drops 75% due to pollution." Available at: https://www.wateraid.org/gh/blog/wateraid-demands-immediate-halt-to-illegal-mining-as-water-supply-drops-75-due-to-pollution.

- Wolf, Sharon, Elisabetta Aurino, Noelle M. Suntheimer, Esinam A. Avornyo, Edward Tsinigo, Jasmine Jordan, Solomon Samanhiya, J. Lawrence Aber, Jere R. Behrman. (2022). "Remote learning engagement and learning outcomes during school closures in Ghana." International Journal of Educational Research, Vol. 115, Available at: 102055.https://doi.org/10.1016/j.ijer.2022.102055.

Nigeria

- Education Cannot Wait (ECW). (2018). "International Coalition Led by Education Cannot Wait Provides New Educational Opportunities for 194,000 Children Displaced by Conflict in Nigeria". Available at: https://www.educationcannotwait.org/news-stories/press-releases/international-coalition-led-education-cannot-wait-provides-new.

- Education.org. (N.d.) "Nigeria: Accelerated Education in a Conflict Zone". Available at: https://education.org/nigeria.

- Federal Ministry of Education (FME). (2023). "Education for Renewed Hope: Roadmap fort he Nigerian Education Sector (2024-2027)". Available at: https://fmeresources.com.ng/wp-content/uploads/2024/10/FME-ROADMAP.pdf?.

- Federal Ministry of Education (FME) Nigeria. (2022). “Federal Ministry of Education”. Available at: https://education.gov.ng/.

- Federal Ministry of Education (FME). (2021). “National Policy on Safety, Security and Violence-Free Schools”. Available at: https://education.gov.ng/wp-content/uploads/2021/09/National-Policy-on-SSVFSN.pdf.

- Federal Ministry of Finance (2025). “Nigeria Commits to Protecting Education”. Available at: https://finance.gov.ng/nigeria-commits-to-protecting-education-welcomes-global-expertise.

- Federal Ministry of Finance, Budget and National Planning. (2022). National Planning on Financing Safe Schools (2023-2026). Available at: https://protectingeducation.org/wp-content/uploads/Nigieria_National-Plan-on-Financing-Safe-Schools_SPREAD.pdf?.

- FHI 360. (2022). “Addressing Education in Northeast Nigeria (AENN).” Available at: https://www.fhi360.org/projects/addressing-education-northeast-nigeria/.

- Food and Agriculture Organization of the United Nations (FAO). (2025). “FAO provides bulls and other livestock to Borno’s youth with funding from the EU”. Available at: https://www.fao.org/nigeria/news/detail-events/en/c/1180664/#:~:text=%C2%A7%20Borno%20State%20is%20home,a%20nosedive%20in%20livestock%20production.

- Food and Agriculture Organization of the United Nations (FAO). (2019). “Resilience analysis in Borno State, Nigeria.” Available at: https://www.fao.org/agrifood-economics/publications/detail/en/c/1186495.

- Food and Agriculture Organization of the United Nations (FAO). (2019). “Climate-Smart Agriculture in Borno state of Nigeria”. Available at: https://openknowledge.fao.org/items/57c0271c-91be-40bf-ab1c-056c8c9bcf97.

- Global Coalition to Protect Education from Attack (GCPEA). (2023). “Safe Schools Declaration Implementation Guide”. Available at: https://protectingeducation.org/wp-content/uploads/Abuja-Conference-Report_EN.pdf.

- Global Coalition to Protect Education from Attack (GCPEA). (N.d.). “The Safe Schools Declaration”. Available at: https://ssd.protectingeducation.org/.

- Global Partnership for Education (GPE) (2021). “Improving Teaching in Conflict-Affected North-East Nigeria.” Available at: https://www.globalpartnership.org/blog/improving-teaching-quality-conflict-affected-north-east-nigeria.

- Idoko, C. (March 24, 2023). “How global partnership seeks to restore schooling in North-East”. *Nigerian Tribune*. Available at: https://tribuneonlineng.com/how-global-partnership-seeks-to-restore-schooling-in-north-east/.

- Inter-agency Network for Education in Emergencies (INEE). (2021). “Minimum Standards for Education – NE Nigeria.” Available at: https://inee.org/sites/default/files/resources/20220731_eie_minimum_standards_ne_nigeria.pdf.

- International Crisis Group (2024). “Nigeria.” Available at: https://www.crisisgroup.org/africa/west-africa/nigeria.

- International Organisation for Migration (IOM) Nigeria. (2022). “Nigeria — Flood Rapid Needs Assessment Dashboard — Borno State (25 November 2022). Available at: https://dtm.iom.int/fr/node/19281?close=true.

- Ismail, Y. (2017). “In this crisis sometimes education really is the frontline.” Available at: https://www.unicef.org/nigeria/stories/crisis-sometimes-education-really-frontline.

- Nigeria Bureau of Statistics. (2023). “Nigeria Labour Force Survey Annual Report 2023.” Available at: https://www.nigerianstat.gov.ng/pdfuploads/Annual_Nigerian_Labour_Force_Survey_Report.pdf.

- National Bureau of Statistics. (2022). “Nigeria Multidimensional Poverty Index Survey Results”. Available at: https://www.nigerianstat.gov.ng/pdfuploads/NIGERIA%20MULTIDIMENSIONAL%20POVERTY%20INDEX%20SURVEY%20RESULTS%202022.pdf?utm.

- Nigeria Education in Emergencies Working Group (EiEWG). (2024). “Sector Strategic Plan 2024-2026 – Nigeria”. Available at: https://reliefweb.int/report/nigeria/nigeria-education-emergencies-working-group-eiewg-sector-strategic-plan-2024-2026.

- Nigeria Education in Emergencies Working Group EiEWG (2024). “Annual Report on Education in Emergencies”. Available at: https://reliefweb.int/report/nigeria/nigeria-education-emergencies-working-group-eiewg-sector-strategic-plan-2024-2026.

- Nigeria Education in Emergencies Working Group (EieWG) and the Federal Ministry of Education. (2023). “Education Cluster Contingency Plan Nigeria-Northeast June 2023-January 2024. Available at: https://reliefweb.int/attachments/0b55652b-8137-4154-8215-19e862c6d760/2023-2024%20EiEWG_Contingency_Plan_2023.pdf.

- Nigerian Youth SDGs Network. (March 7, 2022). “The Safe Schools Declaration and achieving sustainable futures for young people”. Available at: https://nigerianyouthsdgs.org/the-safe-schools-declaration-and-achieving-sustainable-futures-for-young-people/.

- National Emergency Management Agency (NEMA). (2018). “National Disaster Risk Management Policy.” Available at: https://nema.gov.ng/documentations/National%20Disaster%20Risk%20Management%20Policy.pdf.

- Onyedinefu, Godsgift. (March 4, 2020). “Ratio of Nigerian doctors to population is 1: 2753 – FG.” Available at: https://businessday.ng/uncategorized/article/ratio-of-nigerian-doctors-to-population-is-1-2753-fg/.

- Plan International. “Access to Education for Children in Borno State”. (2025). Available at: https://www.plan.ie/our-impact/access-to-education-for-children-in-borno-state/.

- Right to Education Initiative. (2021). “Nigeria hosts fourth International Conference on the Safe Schools Declaration.” Available at: https://www.right-to-education.org/fr/node/1414?.

- Save the Children. (2024). “Nigeria floods: three million children in Borno state without school and exposed to child marriage, malnutrition and disease. Save the Children International”. Available at: https://www.savethechildren.net/news/nigeria-floods-three-million-children-borno-state-without-school-and-exposed-child-marriage.

- Statista. (2024). “Unemployment rate in Nigeria in 2023, by state.” Available at: https://www.statista.com/statistics/1119533/unemployment-rate-in-nigeria-by-state/.

- The Borno State Government. (2023).“Borno State Export Strategy”. Available at: https://pfm.bo.gov.ng/wp-content/uploads/2023/12/Borno-State-Export-Strategy.pdf.

- The Federal Republic of Nigeria. (2015).“North-East Nigeria”. Available at: https://openknowledge.worldbank.org/server/api/core/bitstreams/6c13f231-17c5-5599-8244-291588b6b0de/content.

- The World Bank and the Federal Ministry of Education of Nigeria. (2020-2025). “Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project”. Available at: https://agileproject.education.gov.ng/about/.

- The World Bank Group. (2023).” Nigeria Development Update: Turning the Corner: From Reforms and Renewed Hope to Results.” Available at: https://documents1.worldbank.org/curated/en/099121223114542074/pdf/P5029890fb199e0180a1730ee81c4687c3d.pdf.

- The World Food Programme. (2025). “Nigeria.” Available at: https://www.wfp.org/countries/nigeria.

- The World Food Programme. (October 25, 2024). “Conflict, climate, hunger and resilience in the spotlight at Lake Chad Basin conference”. Available at: https://www.wfp.org/stories/conflict-climate-hunger-and-resilience-spotlight-lake-chad-basin-conference.

- United Nations Development Programme (UNDP). (2020). “Assessing the Impact of Conflict on Development in North-East Nigeria”. Available at: https://www.undp.org/sites/g/files/zskgke326/files/migration/ng/Assessing-the-Impact-of-Conflict-on-Development-in-NE-Nigeria---The-Report.pdf.

- United Nations Educational, Scientific and Cultural Organization (UNESCO) News. (April 20, 2021). “UNESCO Member States unite to increase investment in education”. Available at: https://www.unesco.org/en/articles/unesco-member-states-unite-increase-investment-education.

- United Nations High Commissioner for Refugees (UNHCR). (2024). “Nigeria Situation”. Available at: https://data.unhcr.org/en/situations/nigeriasituation.

- United Nations High Commissioner for Refugees (UNHCR). (2024). “UNHCR scrambles aid as devastating floods sweep Nigeria - Nigeria. Available at: https://reliefweb.int/report/nigeria/unhcr-scrambles-aid-devastating-floods-sweep-nigeria.

- United Nations News. (Semptember 13, 2024). “Nigeria: Hundreds of thousands in need of aid as flooding wipes out homes – WFP”. Available at: https://news.un.org/en/story/2024/09/1154301.

- United Nations International Children's Emergency Fund (UNICEF). (September 9, 2024). “Immediate Action Needed to Protect Nigeria’s Children and Schools”. Available at: https://www.unicef.org/nigeria/press-releases/immediate-action-needed-protect-nigerias-children-and-schools?utm.

- United Nations International Children's Emergency Fund (UNICEF) Nigeria. (August 3, 2024). “Humanitarian Situation Report No.1”. Available at: https://www.unicef.org/media/159891/file/Nigeria-Humanitarian-SitRep-MYR-2024.pdf#.

- United Nations (UN) Nigeria. (2024). “UN Country Annual Results Report.” Available at: https://nigeria.un.org/sites/default/files/2025-04/UN%20Nigeria_2024%20Annual%20Results%20Report_0.pdf.

- United Nations International Children's Emergency Fund (UNICEF) Nigeria. (2023). “MICS-EAGLE Nigeria Education Fact Sheets.” Available at: https://reliefweb.int/attachments/5e31dc49-139b-4b37-8233-69aaf0a5f3ae/Nigeria%20factsheet%202023.pdf.

- United Nations International Children's Emergency Fund (UNICEF) Nigeria. (2023). *Education in Emergencies*. Available at: https://www.unicef.org/nigeria/education.

- United Nations International Children's Emergency Fund (UNICEF) Nigeria. (February 2022). “Safe Schools.” Available at: *Nigeria*.https://www.unicef.org/nigeria/media/7751/file/UNICEF%20Nigeria%20Cheat%20Sheet:%20Safe%20School.pdf.

- United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA). (2024). “Northeast Nigeria Sectoral Needs and Risk Analysis (SNRA) Overview 2024 – Education”. Available at: https://www.unocha.org/publications/report/nigeria/northeast-nigeria-sectoral-needs-and-risk-analysis-snra-overview-2024-education.

- United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA). (2024). “Nigeria: Humanitarian Needs Overview 2024”. Available at: https://www.unocha.org/nigeria.

- United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA). (2015). “Nigeria Displacement - [IDPs] - Site Assessment [IOM DTM]”. Available at: https://data.humdata.org/dataset/nigeria-site-assessment-data.

- United Nations Security Council. (August 4, 2022). “Children and armed conflict in Nigeria: Report of the Secretary-General”. Available at: https://undocs.org/en/S/2022/596.

- World Health Organisation (WHO) Nigeria. (January 12, 2023). “In Borno, 4-month cholera outbreak is over.” Available at: https://www.afro.who.int/countries/nigeria/news/borno-4-month-cholera-outbreak-over.

- World Vision International. (September 8, 2023). “The state of implementation of the Safe Schools Declaration in the Sahel, DRC, and Nigeria”. Available at: https://www.wvi.org/publications/state-implementation-safe-school-declaration-sahel-drc-and-nigeria.

ANNEXES

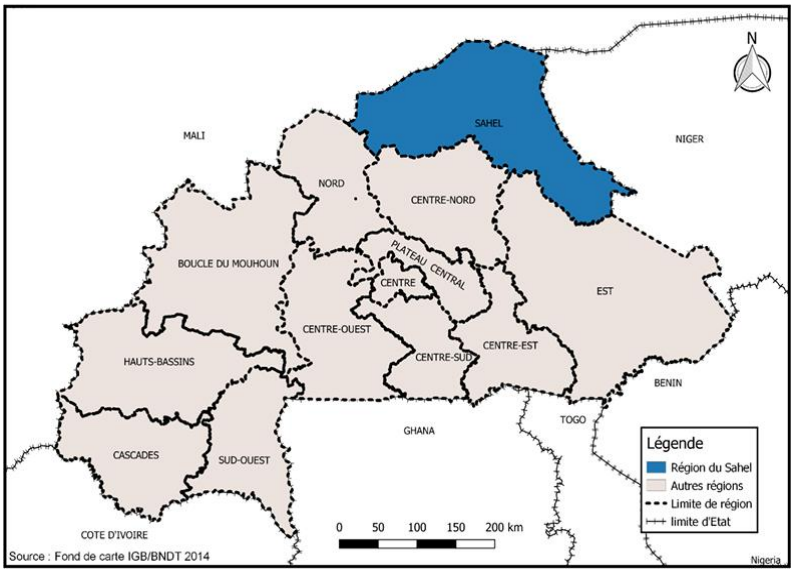
Annex 1: Overview of Burkina Faso's Geography and Population, with a Focus on the Project Areas

Located in West Africa, Burkina Faso is a landlocked country covering an area of approximately 274,000 square kilometers. It shares borders with six countries: Mali to the north and west, Niger to the east, Benin to the southeast, Togo and Ghana to the south, and Côte d'Ivoire to the southwest. The climate is tropical, characterized by two distinct seasons: a dry season, marked by the harmattan , a hot, dry wind from the Sahara; and a rainy season generally extending from June to September. Rainfall varies considerably, from less than 600 millimeters per year in the north to more than 1,000 millimeters in the southwest.

In terms of population, Burkina Faso will have an estimated 23,409,015 inhabitants as of the end of 2023[36]. Women represent 51.58% of the population, with 11,557,013 women compared to 11,468,763 men. The population is predominantly young, with a significant proportion of 70% under the age of 35. This youthful population, combined with a high population growth rate, poses challenges in education, employment, and social services.

Sahel Region (High Risk)

Figure 6 – Monograph of the Sahel Region



***Source**: RGPH, 2019*

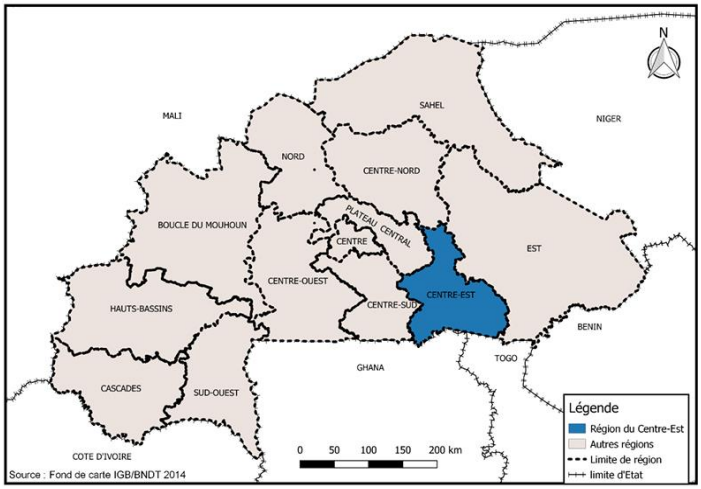
The Sahel region is made up of four provinces: Seno with Dori as its capital and regional capital, Oudalan with Gorom-Gorom as its capital, Soum with Djibo as its capital, and Yahga with Seytenga as its capital. The Sahel region is located in the far north of the country between the 13th and 15th parallels North. It occupies 13.2% of the national territory and covers an area of 36,166 km². It is bordered to the north by the Republic of Mali, to the northeast by the Republic of Niger, to the south by the East and Centre-North regions, and to the west by the North region. The Sahel region shares more than 1,500 kilometers (km) of border with Mali and Niger. Its population is mainly composed of Fulani, Tuareg, Mossi, and Songhai . The capital of the region is Dori.

[36]National Institute of Statistics and Demography (INSD): *General Population and Housing Census (RGPH) 2019-Demographic Projection 2020-2035.*

Economically, the Sahel region is primarily pastoral. Demographically, the Sahel region has 1,098,177 inhabitants according to the results of the fifth General Population and Housing Census (5th RGPH) conducted in 2019, representing 5.4%1 of Burkina Faso's total population. According to the 2019 RGPH projections, the Sahel's population is expected to reach 1,252,800 inhabitants in 2025, assuming a low impact of the security situation on population growth.

Central-East Region (Medium Risk)

Figure 7 – Monograph of the Centre-East Region



Source: *RGPH, 2019.*

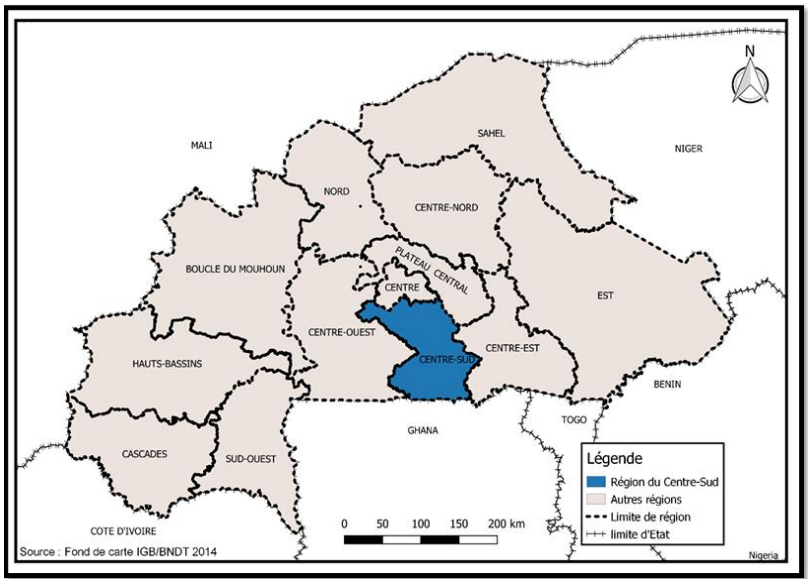
The Centre-East region is made up of three provinces: Boulgou, whose capital and regional capital is Tenkodogo, Kouritenga, whose capital is Korpela, and Koulpelogo, whose capital is Ouargaye. The region is located between the Centre, East and South of Burkina Faso. It is bordered to the East by the East region; to the North by the Centre-North region; to the West by the Centre-South region; to the Northwest by the Plateau Central region; and to the South by the Republics of Togo and Ghana. It covers an area of 14,494 km2, or 6.7% of the national territory, and is inhabited by 7.7% of the resident population of Burkina Faso. Its population is mainly composed of the Bissa, Mossi, Peulh, Koussassé and Gourmantché ethnic groups. The capital of the region is Tenkodogo, located 185 km from Ouagadougou, the capital of Burkina Faso, 105 km from the border with Togo and 78km from the border with Ghana.[37]

South-Central Region (Low Risk)

The Centre-South region is one of the thirteen administrative regions of Burkina Faso. It comprises three provinces: Nahouri, Bazèga, and Zoundwéogo, and has a total of 19 communes, including three urban and 16 rural. Located in the south of the country, it covers 4.19% of the national territory, or an area of 11,457 km². It is bordered to the north by the Central region, to the south by Ghana, to the east by the Central-East and Central Plateau regions, and to the west by the Central-West region. Its capital, Manga, is approximately 100 km from Ouagadougou, the capital of Burkina Faso, and less than 100 km from the Ghanaian border. Economically, the Centre-South region relies primarily on agriculture. Demographically, the Centre-South region has 788,731 inhabitants according to the results of the 5th RGPH carried out in 2019. This population is mainly composed of Mossi, Gourounsi and Bissa.[38]

[37]RGPH 2019- Monograph of the Centre-East region.
[38]RGPH 2019-Monograph of the South Center region.

Figure 8 – Monograph of the South-Center Region



Source: *RGPH, 2019.*

Project Areas:

Dori and Gorom-Gorom (Sahel region)

The Sahel region is severely affected by terrorism, leading to significant disruption to the education system. This is characterized by massive population displacement, including students, and the destruction of educational infrastructure. Seno Province (Dori town), although administrative and security services are present and functional, access is only possible by flight or secure convoys. In Gorom-Gorom, in Oudalan province, all state services are functioning, but access is limited, and most educational institutions have been relocated, mainly accommodating internally displaced students (IDS).

Tenkodogo and Koupela (Eastern region)

In the Centre-East region, the Boulgou province is facing growing insecurity, particularly in the communes of Bissiga and Mitoyenne. Although the town of Tenkodogo and most communes are functional, armed attacks occur regularly, making some areas unsafe. Kouritenga province, on the other hand, is less affected by insecurity, with only a few isolated incidents. All education services remain operational, and the province receives IDPs without significant disruption to the education system. In this region, the main stakeholders in this research include the decentralized structures of the ministry in charge of basic education, NGOs and agencies such as UNICEF, UNHCR, Faso-Action pour le développement communautaires (FDC) which ensures the implementation of SSA/P in this region in collaboration with MEBAPLN and the Stromme Foundation.

Manga and Pô (South Central region)

In this region, the present situation covers the provinces of Zoundweogo and Nahouri. From a security perspective, it is noted that the province of Zoundweogo is not subject to terrorist

attacks; however, it hosts many IDPs, particularly in the communes of Manga and Gogo. Similarly, the province of Nahouri is experiencing a stable security situation, although minor community conflicts are often reported in certain localities over traditional chieftaincy. In this region, the main stakeholders in this research include the decentralized structures of the ministry in charge of basic education, NGOs, and agencies such as UNICEF and UNHCR, and their local partners.

Annex 2: Emergency Initiatives and Educational Responses in FCV-Affected Areas in Burkina Faso

The main initiatives undertaken by EiE actors to respond to the educational crisis include:

- Schools in areas hosting displaced persons;
- Remedial education programs;
- The Accelerated Schooling Strategy/Emergency Bridge (Emergency SSA/P)
- PSS programs for students and teachers;
- Radio education programs (REP);
- The establishment of Denkan clubs and safe spaces
- The establishment of child-friendly spaces,
- Temporary learning spaces
- Support (school kits, textbooks, temporary infrastructure) by NGOs.

Source: *CERFODES, 2025.*

Annex 3: Role of Major Structures and Educational Responses Implemented in FCV Affected Areas in Burkina Faso

Structure	Key interventions
UNICEF	a) Advocacy and coordination • UNICEF provides national leadership for the Education cluster, in collaboration with MEBAPLN. • Partnership with other agencies such as UNHCR, WFP, and international NGOs. b) Support for educational continuity • Setting up TLS in tents or community buildings. • Distribution of school and recreational kits, including textbooks, notebooks, pens, educational games. c) Teacher training • Accelerated training of community teachers and volunteers, particularly in areas where teachers have fled. • Capacity building in EiE) and PSS. d) Child protection and inclusion • Integration of PSS programs for displaced or traumatized children. • Implementation of inclusive education programs, with a focus on girls and children with disabilities.
UNHCR	Schooling of displaced and refugee children, logistical support, back-to-school campaigns.
Strømme Foundation	Accelerated literacy, non-formal education for children and young people outside the system.
Save the Children	Rehabilitation of school infrastructure, teacher training, awareness campaigns.
Plan International	School" program, strengthening girls' resilience at school.
Norwegian Refugee Council (NRC)	Non-formal education, PSS support for school exams.
CRS, Aid and Action, Humanity & Inclusion	School canteens, inclusive education, support for schooling

Source: *CERFODES, 2025.*

Annex 4: Partnerships and Initiatives in EiE in Burkina Faso

In the context of the security crisis that is profoundly disrupting the education system in Burkina Faso, numerous partnerships and initiatives have emerged to strengthen access to safe, inclusive, and quality education.

a) UNICEF and the European Union

In 2023, the European Union provided €600,000 in funding to UNICEF to support education in emergencies, particularly in the Sahel and Eastern regions. This financial support has enabled the development of non-formal education and distance learning programs, and the strengthening of school reintegration mechanisms for approximately 10,000 out-of-school children, including internally displaced children.

b) Radio Education Program (REP)

Under the aegis of MEBAPLN, with the support of UNICEF, the radio education program is an innovative response to the challenges of mobility and insecurity. In 2024, the program broadcast courses to more than 650,000 students, in local languages and French, in the Centre-Nord, Sahel, and Est regions.

c) Support from GPE (Global Partnership for Education)

Since 2018, GPE has supported Burkina Faso through several grants, working closely with MEBAPLN and other partners such as UNICEF, AFD (French Development Agency), and the European Union. In 2022, Burkina Faso received an emergency grant of US$11.4 million from GPE to support education in crisis situations. This grant helped strengthen non-formal education by supporting bridging class centers for internally displaced children in the Sahel, North-Central, and Eastern regions. It also helped develop teaching materials adapted to displacement and conflict contexts, train teachers in psychosocial management and conflict-sensitive approaches, and implement community campaigns promoting school enrollment, particularly for girls. Classrooms were built or rehabilitated. In addition, Burkina Faso is currently benefiting from an Accelerated Financing Facility (" *Accelerated Financing Facility"). Funding GPE's " Mechanism* " to respond rapidly to humanitarian challenges in the education sector.

d) Strømme Foundation and Norwegian Refugee Council (NRC)

The Strømme Foundation and the NRC implement accelerated education and literacy programs for displaced children and youth. These programs also include a strong PSS and school reintegration component, for example in Dori, Fada N'Gourma, and Tenkodogo.

e) Partnership with Save the Children

Save the Children is working with MEBAPLN and local authorities to distribute school kits, train teachers on psychosocial approaches, and set up TLS in displacement camps.

f) UNESCO-supported "Safe School" approach

In partnership with UNESCO, several schools in fragile areas are benefiting from the "Safe Schools" program, which includes fencing, security plans, and teacher training in psychological first aid and emergency management.

g) Plan International Burkina Faso

Plan International, active in the Centre-East and Sahel regions, supports inclusive education programs for displaced girls and organizes awareness campaigns against gender-based violence in schools[39].

Annex 5: Risk Assessment in the Project Areas of Burkina Faso (Séno, Oudalan, Boulgou, Kouritenga, Zoundwéogo and Nahouri)

Province	Shock/Stress	Description (Details and Sources)	Likelihood Score
Seno (Dori)	Armed conflicts	Intensification of armed attacks linked to GSIM and EIGS since 2019 with a 45% increase between 2022 and 2024 (Source: ACLED, 2024).	Very likely (5)
	Forced population displacement	More than 80% increase in IDPs in Dori between 2022 and 2024, impacting basic services (Source: OCHA, 2024).	Very likely (5)
	School closures	More than 60% of schools in Séno will be closed in 2024 due to insecurity (Source: MEBAPLN, 2024).	Very likely (5)
	Human Rights violations (access to education)	Armed groups imposing closures and limiting school access. (Source: UNICEF, 2024).	Very likely (5)
Oudalan (Gorom-Gorom)	Armed conflict	Deterioration of security in urban areas since 2023, targeted attacks (Source: ACLED, 2024).	Very likely (5)
	Inaccessibility of basic services	Blocked roads, increased isolation of populations (Source: WFP, 2024).	Very likely (5)
	Grand banditry	Increase in robberies and kidnappings between 2022 and 2024 (Source: ACLED, 2024).	Very likely (5)

[39]See: https://www.unicef.org/burkinafaso/press-releases/the-european-union-supports-education-in-emergency-situation; https://www.unicef.org/burkinafaso/rapports/rapport-humanitaire-2024; https://www.stromme.org/where-we-work/education-in-crisis-burkina-faso; https://www.nrc.no/countries/africa/burkina-faso/; https://burkinafaso.savethechildren.net/news/rapport-annuel-2023; https://en.unesco.org/themes/education-emergencies/sahel; https://plan-international.org/burkina-faso/.

Province	Shock/Stress	Description (Details and Sources)	Likelihood Score
Boulgou (Tenkodogo)	Psychosocial well-being of vulnerable populations	Increase in symptoms of stress and anxiety after displacement according to local NGOs (2024).	Likely (4)
	Forced displacements	Internal displacement from rural communities to urban centers (Source: OCHA, 2024).	Likely (4)
Kouritenga (Koupela)	Psychosocial disorders among teachers	35% of teachers report stress related to insecurity. (Source: MEBAPLN, 2024).	Likely (4)
	Partial closure of schools	Some schools are operating in reduced mode due to the threat of attacks (Source: UNICEF 2024).	Moderately likely (3)
Zoundwéogo (Manga)	Psychosocial well-being	Indirect effects of the conflict in neighboring regions (Source: National Psychosocial Network, 2024).	Moderately likely (3)
	Grand banditry	Increase in armed robberies and hold-ups recorded in 2023-2024 (Source: ACLED, 2024).	Moderately likely (3)
Nahouri (Po)	Recruitment of children/youth into armed groups	Some cases identified by UNICEF in border areas (2024).	Unlikely (2)
	Violations of the rights to education	Economic and social difficulties hindering access to education (Source: UNICEF, 2024).	Moderately likely (3)

Source: *CERFODES, 2025.*

Annex 6: Indicative Review of Stress Related to Armed Conflict in Burkina Faso, using IASCs (2015) Impact Scale

Shock/Stress	Exposure	Historical impact and losses	Impact score
Armed conflict	The Sahel, Centre-North and East regions are the most affected by armed violence with recurring attacks against civilians, schools, and basic infrastructure.	Since 2016, more than 2,800 schools have been closed, affecting nearly 500,000 students. More than 3,500 teachers have been displaced or prevented from working (Source: UNICEF, MEBAPLN 2024).	Critical (5)
Forced population displacement	Particularly concentrated in the Sahel, Centre-North and East.	More than 2 million internally displaced people recorded in 2024, increasing pressure on education and health infrastructure (Source: OCHA 2024).	Critical (5)
School closures	Séno, Oudalan, Loroum, Bam and other provinces badly affected.	46% of schools in the Sahel region are closed or non-functional (Source: MEBAPLN 2024). Nearly 1,000 teachers displaced in the Sahel alone.	Critical (5)
Recruitment of children into armed groups	Observed in active conflict zones (Séno, Oudalan, Yagha).	Cases documented by UNICEF and Save the Children in 2024, increasing the risks of sustained school dropout.	Severe (4)
Grand banditry	Increased presence in the southern border regions (Nahouri, Zoundwéogo).	Impact on student and teacher safety, increased school absenteeism (Source: ACLED 2024).	Moderate to Critical (3-5)

Source: *CERFODES, 2025.*

Annex 7: Indicative Review of Burkina Faso's vulnerabilities and capacities, considering Armed conflict

Vulnerabilities	Capacities
Children, youth, and especially girls living in areas affected by armed violence (Sahel, East, North, and Centre-North) are extremely vulnerable. They suffer increased poverty, forced displacement, food insecurity, and disruption to their education.	**Disaster risk reduction capacities:** CONASUR (National Council for Emergency Relief and Rehabilitation) leads humanitarian responses and has developed multi-sectoral contingency plans. Community risk management initiatives also exist in some regions.
Overall, low education levels, high unemployment, chronic poverty, gender discrimination and unequal access to services expose populations to increased risks.	**Peacebuilding Capacity:** The Burkinabe government, in partnership with UN agencies (UNDP, UNICEF, UNHCR), supports peacebuilding programs, including PSS for displaced people, emergency education, and community mediation in certain localities.
More than 2 million internally displaced persons (IDPs) registered in 2024, concentrated in the Sahel, Centre-Nord, Nord, Boucle du Mouhoun, Est, and Centre-Est regions.	The "Schools under Straw Sheds" and TLS initiatives help ensure minimal educational continuity in crisis areas.
Repeated terrorist attacks directly target schools, teachers, and educational infrastructure (attacks, looting, arson).	Implementation of the Emergency Education Program (PESE) to strengthen access to education for displaced children.
Challenges related to rapid response: logistical difficulties, supply difficulties in certain areas, major security challenges, insufficient coordination of humanitarian interventions, limited resources.	PSS programs for children and young people affected by violence, initiated by NGOs (Save the Children, NRC, Plan International).

Source: *CERFODES, 2025.*

Annex 8: Risk Assessment for Ghana, with a Focus on the Project Areas

Shock/ Stress	***Historical data on frequency and future trends***	***Likelihood Score***	***Exposure***	***Historical Impact and losses***	***Vulnerabilities***	***Capacities***	***Impact Score***	***Combined Score***
Floods	Flooding is the number one hazard in the country due to its frequency,especially during the rainy season (June-October), affecting both urban centres and the countryside. Ghana has also been severely affected by climate change in the past 10 to 15 years. Climate change has increased the frequency of natural hazards, especially floods, throughout the country. (Ghana Education Service, 2023)	Very Likely (5)	Nation-wide, although flooding is significantly higher in the northern regions.	Floods have a significant impact on education, having destroyed school buildings, bridges and roads leading to school premises making accessibility difficult. Flooding also affects the livelihood of parents and consequently leads to high rates of learners' absenteeism. (Ghana Education Service, 2023)	Climate change is expected to worsen the frequency and impact of flooding in the country. Vulnerabilities include weak infrastructure, inadequate planning, lack of resources and coordination between agencies.	A national response strategy includes rapid education assessments and standard designs for the establishment of Temporary Learning Centres by the Ministry of Education and GES. It also encompasses collaboration with the National Disaster Management Organization (NADMO), international partners, Education Officers and local	Critical (5)	25

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
						communities to ensure the most appropriate materials are used for the local context, making sure that the designs are safe, inclusive and child friendly. (Ghana Education Service, 2023)		
Health Crises	The outbreak of diseases and infections, such as Cerebrospinal Meningitis (CSM), which recurs annually during the hot season in northern Ghana and in the Bono and Bono East Regions, remains a persistent public health concern. Cholera outbreaks have also remained endemic,	*Unlikely (2)*	Cholera outbreaks have frequently followed flooding, particularly in larger towns as well as CSM. Urban centres also experienced a higher number of	Between 2000 and 2017, epidemiological surveillance recorded 82,754 CSM cases in Ghana, resulting in 519 fatalities. The country has experienced multiple outbreaks, with the most severe in recent years occurring in 2014, when 28,944 cases and 243 deaths were reported.	Limited preparedness for hazards, overcrowded classrooms, poor ventilation, and a lack of greenery within school compounds contribute to unhealthy learning environments. Additionally, stagnant water, inadequate	National Immunization Program	*Minor (2)*	*20*

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
	and the COVID-19 pandemic has significantly affected many lives since 2020.		COVID-19 cases.	Over the past decade, cholera has remained endemic, with an estimated 41,732 cases occurring annually and an average case fatality rate of 3.8% (Donkor, 2019). These outbreaks disrupt education, as both learners and teachers are affected. Additionally, the COVID-19 pandemic significantly disrupted education, with schools closing from mid-March 2020 through mid-January 2021 (Sharon Wolf et al., 2021). An end-of-project evaluation report on the UNICEF/GES/MCF Partnership for the COVID-19 Recovery and Resilience Program for GES states, “The forced closure of educational	sanitation, and displacement exacerbate the rapid spread of diseases.			

Shock/ Stress	***Historical data on frequency and future trends***	***Likelihood Score***	***Exposure***	***Historical Impact and losses***	***Vulnerabilities***	***Capacities***	***Impact Score***	***Combined Score***
				institutions affected over 9 million basic and senior high schools, 500,000 tertiary education students, and over 350,000 teachers and other workers employed in the education sector" (Adamba, C. 2020, p. 5).				
Earthquakes	While such events have not occurred since 2019, the significant urban development in earthquake-prone areas could result in devastating consequences if an earthquake were to strike. (Ghana Education Service, 2023)	*Very Unlikely (1)*	Greater Accra, Central, Volta, and Eastern Regions	The impact of earthquakes on education includes damage to school buildings, classrooms, boundary walls, WASH facilities, learning and teaching resources, displacement of learners, and denial of access to school. This also impacts on the psychosocial well-being of the students and teachers. To date, five earthquakes or	Low earthquake preparedness (e.g. limited technical monitoring equipment, inadequate earthquake-resistant infrastructure, insufficient public awareness and education, etc).	In the event of an earthquake, the Ministry of Education and the Ghana Education Service, in collaboration with NADMO and the Ministries, Municipals, Department and Agencies (MMDAs), will conduct a structural assessment of all affected schools	*Critical (5)*	*5*

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
				tremors have been recorded in 1906, 1939, 1997, 2018, and 2019,with the most recent registering a magnitude of 2.6 on the Richter scale. (Ghana Education Service, 2023)		to determine the necessary support for the school communities, such as the construction of Temporary Classrooms (TC). (Ghana Education Service, 2023)		
Refugee Populations	Conflict and insecurity in neighboring Burkina Faso has led to the displacement of at least 9000 Burkinabés who became refugees in Ghana. As of 6 February 2025, the Ghana Refugee Board (GRB), in collaboration with UNHCR, has biometrically registered **9,625 displaced Burkinabés** from an estimated 17,000 currently residing in Ghana's Upper East,	*Very Likely (5)*	Northern Ghana, Upper West and Upper East (Bawku Municipality)	In Bawku, education is ongoing but not effective. Schools are overcrowded, largely due to the influx of refugees from Burkina Faso. Although these children have been integrated into the formal education system, they are learning in the local language (AFC interviews with stakeholders in the	Limited capacity of the government in responding to the refugee crisis. Recent budget cuts at the UN, stemming from a shift in the United States' stance on humanitarian affairs, have led to the abrupt **withdrawal of UNHCR services in the region,** including in	UNHCR has assisted the government in establishing reception and settlement centers in Tarikom (Upper East) and Zini (Upper West) for Burkinabe asylum seekers. (UNHCR Regional Bureau for West and	*Severe (4)*	*20*

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
	Upper West, and Bono East regions. (UNHCR Africa, 2025)			Upper East, March 2025). In some areas, schools are no longer operational due to ongoing insecurity, the departure of teachers, and children dropping out of fear. **More than four hundred basic school teachers have fled** the Bawku Municipality and Pusiga District since 2021 (Agbey, June 2024).	protection, education, and other essential sectors. As a result, **more than 2,000 asylum-seeking children** who had enrolled in schools in Tarikom and Zini, where the refugee camps are located, **are now at risk of dropping out.**	Central Africa, 2024). Organisations currently providing support to refugees include the Ghana Education Service (GES), from the affected districts, the Complementary Education Agency (CEA), NABOCADO, the Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT), ActionAid, Catholic Relief Services (CRS) and UNHCR - Bolgatanga.		

Shock/ Stress	***Historical data on frequency and future trends***	***Likelihood Score***	***Exposure***	***Historical Impact and losses***	***Vulnerabilities***	***Capacities***	***Impact Score***	***Combined Score***
Conflicts	Since **2007**, Bawku has experienced recurring tensions between two major ethnic groups, the Mamprusis and the Kusasis, over land ownership and chieftaincy rights, with repercussions extending to neighbouring areas such as the Garu-Tempane district. The conflict has increasingly taken on political dimensions, with local factions divided along Ghana's two major political parties. Bawku chieftaincy **disputes have intensified** and escalated in the Northern region of Ghana **since October 2024**, when chief Alhaji Seidu Abagre returned from exile, triggering	*Very Likely (5)*	Upper East (Bawku & Garu-Tempane Districts)	The **Bawku conflict** alone has flared up nine times between 1983 and 2022, following its initial major outbreak in 1957. In 2000, it resulted in at least 68 deaths, the **destruction of over 200 homes, and the displacement of 2,500 people.** More recently, between December 2021 and March 2022, 22 lives were reportedly lost (Upper East Regional Peace Council, 2025). As of **October 2024**, media reports indicate **at least 58 further killings,** with an alarming increase in child victims (GhanaWeb, February 2025). In the education sector, data from the GES indicate that **since**	Despite ongoing peace efforts, the conflict persists. The government's military response appears ineffective in bringing it to an end, while several local and international organisations continue to support peacebuilding initiatives in the region.	In response to the conflict, the government deployed the Ghana Armed Forces as 'peacekeepers' to help maintain order in the region. It also imposed curfews in the Bawku Municipality and surrounding areas of the Upper East Region, urged communities to refrain from violence, and implemented a ban on all forms of weapons. As part of NGO-led peace efforts, NABOCADO has facilitated dialogue sessions between opposing parties	*Critical (5)*	*25*

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
	disputes over authority, legal challenges, arrests, and clashes between the ethnic groups. (ACLED Regional Overview Africa, March 2025).			**2021, over 400 basic school teachers have fled** the Bawku Municipality and Pusiga District due to insecurity. (Agbey, June 7, 2024).		involved in the conflicts in Bawku, Bolgatanga, Doba-Kandiga, and Bunkpurugu. The organisation successfully mediated and resolved the conflicts in Bolgatanga and Doba-Kandiga, and also supported blood burial ceremonies and traditional conflict resolution mechanisms in Doba-Kandiga and Gbingbani, marking the end of violence in those communities. NABOCADO also provided		

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
						PSS services in Bawku, Bolgatanga, and Doba-Kandiga to promote trauma healing among individuals affected by violent conflict. It established peacebuilding structures from the community to regional levels, including the formation and training of community peace agents, border monitors, school peace clubs, justice and peace committees, a regional interfaith advocacy network, and a regional strategic		

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
						stakeholders' forum. Additionally, NABOCADO collaborated with the Upper East Peace Council and partnered with other NGOs such as Belim Wusa Development Agency (BEWDA) and COGINTA, which conducted sensitisation campaigns to promote peaceful coexistence among local populations. The Faith in Ghana Alliance (network) has also been engaged in conflict resolution and		

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
						peacebuilding efforts in the region.		
Terrorism	While Ghana has not experienced a terrorist attack, **groups such as Jama'at Nusrat al-Islam wal-Muslimin (JNIM), the Islamic State in the Sahel (ISIS),** and their affiliates have been identified as active in the border areas with **Burkina Faso**. There is growing evidence that jihadist groups are using the region as a safe haven to acquire weapons, fuel, and other supplies necessary for their operations. Their activities not only intensify the risk of violent extremism but also highlight the dangers associated with	*Likely (4)*	Northern Ghana, Upper West and Upper East (Bawku Municipality)	JNIM and ISIS currently control several areas of **Burkina Faso,** posing severe challenges to both the government and local populations — from widespread killings to mass displacement. As a result, there are now **over 2 million IDPs in the country and more than 9,000 refugees residing in Ghana.** The rise in terrorist activity has	Ghana has led regional and cross-border security operations and national initiatives to combat terrorism and insecurity, though these efforts have been limited (ACCORD, 2024). Regions facing insecurity, conflict and multidimensional poverty (e.g. Northern Ghana, Upper West and Upper East) are particularly vulnerable to exploitation by non-state armed groups.	The government is actively coordinating with regional bodies and neighbouring countries to address the terrorist threat in border areas and across West Africa more broadly, particularly in the Sahel region. The National Commission for Civic Education (NCCE) has conducted several efforts to prevent and counter violent extremism in North-East and Northern Ghana,	*Severe (4)*	*16*

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
	unregulated cross-border movement via unofficial routes (Upper East Regional Peace Council, 2025).			also led to the closure of 5,319 schools in Burkina Faso, though approximately 1,300 have since reopened in areas back under government control (R-EiE WG 2024). According to ACCORD (April 2024) between **200-300 Ghanaians have been recruited** and sent back to their villages to engage in religious proselytism in the Upper East.		particularly with the youth as part of a EU-funded programme on preventing and countering violent extremism (PCVE).		
Galamsey	Present across multiple regions of the country, ***galamsey*** is becoming more prevalent in the Upper East Region,	*Very Likely (5)*	11 of the 15 districts in the Upper East region (Builsa South, Builsa	*Galamsey* or illegal mining has contributed to keeping school-aged children out of the classroom. Reports of child labour in Ghana's artisanal gold mines	The government has struggled to regulate the industry, and the lack of economic opportunities in gold-rich regions	The government's efforts to address galamsey began in 1989 with the introduction of the Small-scale	*Severe (4)*	*20*

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
	where local partners such as NABOCADO report ongoing operations in the majority of districts. Though gold mining by locals is a traditional practice, unregulated and uncertified activities by both locals, foreigners and large mining firms have increased in recent years, driven by weak regulation, corruption, and persistent delays in formalizing the sector. Limited job opportunities, high unemployment, and low literacy rates further push young people into illegal mining. Children are especially vulnerable to being exploited. Increasingly, vulnerable and impoverished groups,		North, Kasena-Nankana West, Kasena-Nankana Municipal, Bongo, Bolga Municipal, Bolga East, Talensi, Nabdam, Bawku West, and Tempane)	date back to at least 2015, with children as young as nine years old involved in hazardous work (Human Rights Watch, 2015). Traditional chiefs, political actors, youth, children of school going age, asylum seekers, migrants from Burkina Faso, Togo, Ivory Coast and China are all engaged in *galamsey*. There are also reports of girls being trafficked from Nigeria to mining sites, particularly in Talensi-Nabdam districts and Bawku West, to engage in commercial sex work (COGINTA Ghana, March 2025 & NABOCADO, September 2024). These areas are already affected by tensions over land ownership,	further encourages locals to turn to illegal mining. As a result, environmental degradation has worsened over time, and a growing number of children have dropped out of school to engage in mining as a means of supporting themselves. Government-led interventions, from deploying soldiers in missions to arrest illegal miners to introducing community mining programmes to regulate the industry have all been insufficient	Gold Mining Act, aimed at legalizing artisanal mining and curbing illegal activities. This was followed by the 2006 Minerals and Mining Act, which restricted small-scale mining to Ghanaian citizens and introduced alternative livelihood and community development programs for those reliant on galamsey. In 2013, a joint task force composed of military and security personnel was established to		

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
	such as children and Burkinabé refugees in border areas, are engaging in these activities to survive (Agbey, March 2025). The government's fightback started over three decades ago in 1989 with the Small-scale Gold Mining Act, which aimed to legalize artisanal mining and prevent illegal activities. Since then, successive governments have tried unsuccessfully to combat the problem.			boundaries, and mining concessions between native and non-native groups. Information has also emerged about an operation known as *"Gun for Gold,"* in which Burkinabè-trained vigilantes reportedly cross into Ghana to trade firearms with local illegal miners in exchange for gold. This practice has contributed to the proliferation of weapons in the region, further exacerbating insecurity and instability. The practice of *galamsey* has caused severe environmental degradation over the years, from deforestation to water and air pollution with negative consequences on farming land, water	to decrease and/or stop *galamsey* (Aikins, September 2024). Poverty and high unemployment rates in these regions have also attracted asylum seekers from Burkina Faso to work in illegal mining and jihadist groups seeking to settle in the border regions.	tackle the growing issue. Since then, the government has launched several high-cost initiatives, such as deploying soldiers on missions to arrest illegal miners, including operations like *Operation Halt*, *Operation Vanguard*, *Operation Flush Out*, and *Galamstop*. Additionally, the government has introduced community mining programs to regulate small-scale mining and promote responsible		

Shock/ Stress	*Historical data on frequency and future trends*	*Likelihood Score*	*Exposure*	*Historical Impact and losses*	*Vulnerabilities*	*Capacities*	*Impact Score*	*Combined Score*
				and food systems for the communities. Access to clean water has been reduced by 75% and Ghana could be importing water by 2030 (WaterAid, 2024). It has also significantly impacted the health of mining communities, leading to chronic diseases such as kidney failure, birth defects and cancer (Aikins, September 2024).		extraction practices (Aikins, September 2024).		

Source: *AFC, 2025.*

Annex 9: Likelihood of Armed conflict shock/stress occurring in Nigeria using IASCs (2015) Likelihood Scale

Shock/ Stress	**Historical data on frequency and future trends**	**Likelihood Score**
Armed conflict	The Global Peace Index indicates a declining peace score for Nigeria in 2024 due to ongoing regional conflicts and violence, highlighting the country's persistent challenges in fostering a peaceful society. Boko Haram and ISWAP (Islamic State West Africa Province) continue to be a threat to civilians, particularly in the Borno state/Lake Chad region. MNJTF (government forces) and military troops from other countries have been fighting the group since 2015. There have been over 85 abductions in schools since the Chibok kidnapping in 2010 - the latest kidnapping for ransom involved 280 school children in Chikun, Kaduna state, on 7 March 2024 (ACLED April 2024).	Very Likely (5)
Flooding	The September 2024 flood in Maiduguri had profound immediate, medium, and long-term economic impacts, with significant losses in agriculture, industry, and services. The macroeconomic effects were transmitted through real sectors of the economy, prices, employment, and access to goods and services, exacerbating food insecurity and poverty. Borno State experiences annual flooding during the rainy season (June–September), exacerbated by poor drainage and climate change. In 2022, 63,280 individuals in 11,913 households were affected by floods across 16 Local Government Areas (LGAs) in Borno State. This increases the number of the internally displaced persons (IDPs)[40]. The floods exacerbated existing vulnerabilities in Borno State, damaging shelters, disrupting livelihoods (especially farming), and infrastructure.	Likely (4)
Drought	Northern Borno faces recurrent droughts linked to Lake Chad's shrinkage (90% reduction since 1960s)[41]. The drought worsened food insecurity for 3,000,000 people in Borno State, the epicentre of insurgency[42]. This has had an adverse impact on agricultural output and increased the vulnerability of populations, especially in rural areas.	Moderately Likely (3)

[40] See: https://dtm.iom.int/fr/node/19281?close=true.
[41] See: https://www.wfp.org/stories/conflict-climate-hunger-and-resilience-spotlight-lake-chad-basin-conference.
[42] See: https://www.wfp.org/countries/nigeria.

Shock/ Stress	Historical data on frequency and future trends	Likelihood Score
	The World Food Programe is prioritizing its operations to reach 1.1 million vulnerable people every month in northern Nigeria. Those receiving assistance include displaced people living in camps or host communities, as well as vulnerable members of host communities and people returning home after months of displacement.	
Health Crises (e.g COVID)	Borno's healthcare system is fragile (3.6 doctors per 100,000 people)[43]. Recurrent outbreaks include cholera 394 deaths (confirmed 288, suspected 106) from (17 September 2022 to 23 December 2022) in 17 out of 27 Local Government Areas (LGAs)[44] and measles. COVID-19 disrupted 60% of health services.	Moderately Likely (3)
Economic Shocks	The economy of Borno state has significantly shrunk between 2012 and 2024. In 2012, the state's GDP was estimated at $5.1 billion, making it the second-largest economy in the region[45]. However, by 2022, despite the lack of comprehensive data due to the ongoing insurgency, Borno's economy was estimated at just over 1 trillion Naira ($2.36 billion). This represents a decline of approximately 53.7% over the decade, making it the second-smallest economy in the north-east region. Borno state's economy is largely agrarian, with over 70% of the population depending on it for their sustenance and livelihoods. Agriculture contributes 65% to the GDP, driven by livestock husbandry, crop production, and fishing on Lake Chad and other internal water bodies[46]. Borno plays host to the largest number of livestock animals (11.8 million[47]) and is a major producer of cash crops such as groundnuts, sesame and cowpea and food crops such as sorghum and millet. The state's productivity and growth has been significantly affected by the extended period of the Boko Haram insurgency and related developments that have impacted infrastructure, farmlands, trade and commerce in key producing areas. Inflation (34.19% in 2024) and currency devaluation cripple households. Unemployment is 7.3% [48].	Very Likely (5)

[43] See: https://businessday.ng/uncategorized/article/ratio-of-nigerian-doctors-to-population-is-1-2753-fg/.
[44] See: https://reliefweb.int/report/nigeria/borno-4-month-cholera-outbreak-over.
[45] See: https://pfm.bo.gov.ng/wp-content/uploads/2023/12/Borno-State-Export-Strategy.pdf.
[46] See: https://openknowledge.fao.org/items/57c0271c-91be-40bf-ab1c-056c8c9bcf97.
[47] See: https://www.fao.org/nigeria/news/detail-events/en/c/1180664/#:~:text=%C2%A7%20Borno%20State%20is%20home,a%20nosedive%20in%20livestock%20production.
[48] See: https://www.statista.com/statistics/1119533/unemployment-rate-in-nigeria-by-state/.

Shock/ Stress	Historical data on frequency and future trends	Likelihood Score
Terrorism (Boko Haram/ ISWAP)	● 4,000+ attacks since 2015 (70% of all terrorism incidents in Nigeria). ● 45+ school abductions (Chibok 2014, Dapchi 2018, recent 2024 kidnappings). ● 1,800+ fatalities in 2023 (highest in Nigeria). ● ISWAP expanding into fishing/transport routes on Lake Chad. ● Increased Improvised Explosive Device (IED) attacks on highways (Maiduguri-Damaturu road)	Very Likely (5)
Banditry	● 50+ kidnappings (2023), mainly in Southern Borno (Askira-Uba, Biu). ● Cattle rustling fueling communal conflicts. ● Bandits supply weapons/food to terrorists in Sambisa. ● Kidnapping-for-ransom as primary funding source. ● Youth recruitment due to unemployment (70% jobless rate).	Likely (4)
Insurgency	● 60+ violent incidents/month (highest in Nigeria). ● 300,000+ displaced due to conflict-climate nexus (2023). ● Boko Haram factions (Shekau loyalists vs. ISWAP). ● Criminal gangs exploiting IDP camps. ● Rural-urban insurgency shift (Maiduguri sleeper cells). ● Exploitation of flood-damaged areas (Ngala, Dikwa).	Very Likely (5)

Source: *CSEA, 2025.*

Annex 10: An indicative review of armed conflict stress in Nigeria, using IASCs (2015) Impact scale

Shock/Stress	**Exposure**[49]	**Historical Impact and losses**	**Impact Score**
Armed Conflict	Northeastern Nigeria, especially Borno State across Local Government Areas (LGAs) such as Maiduguri Metropolitan Council, Jere, Konduga, and Mafa, remains a stronghold for jihadist groups, causing widespread school closures and attacks on teachers and locals. One of the country's poorest and most insecure regions, the crisis has severely impacted education.	Since the conflict began in 2009, 2,295 teachers have been killed, causing a 55% teacher shortage in the BAY states. Over 1,400 schools were damaged or destroyed, and 802 forced to close. As a result, 630,000 children, including 327,600 girls, have lost access to education, with 42% of children in camps not attending school. In Borno State, 60% of girls of primary school age are out of school, the highest rate in Nigeria (Nigeria EiEWG 2024).	Critical (5)
Flooding	Riverine communities (Ngala, Kukawa) and IDP camps near Maiduguri are most exposed. Rapid urbanization and inadequate infrastructure worsen risks.	The supply shock created by the floods is likely to impact local prices in the short term, with buyers and exporters looking to other producing states or countries in the sub-region as alternative supply sources. Whether the trade realignments last for a season or years would depend significantly on how quickly the farming population is enabled to return to work. In addition to trade realignment, the unemployment rate is expected to increase. Until the flood, the state's unemployment rate was estimated at 7.3%[50], with the informal economy providing nearly 97% of the state's employment and agriculture providing 35% of all jobs. The damage to the agriculture sector and key trade, commerce, and services industries means that the above unemployment rate will likely increase and stay high	Severe (4)

[49] According to UNICEFs *Guidance on Risk-informed Programming (2018), exposure* refers to "the presence of people, property, livelihoods, systems or other elements in areas that can be affected by various shocks and stresses"**.**

[50] See: https://www.nigerianstat.gov.ng/pdfuploads/Annual_Nigerian_Labour_Force_Survey_Report.pdf.

Shock/Stress	Exposure[49]	Historical Impact and losses	Impact Score
		until farmers and traders can rebuild and restart economic activities.	
Drought	Agro-pastoral communities (Abadam, Mobbar) and displaced populations reliant on humanitarian aid	Drought has led to an increase in Borno State climate change via deadly land grabs and the demand for sustainable development. Borno state, with a population of about 6 million, is particularly vulnerable to impacts of the climate crisis, with creeping desertification swallowing up farmland in recent years, affecting the ability of communities to grow food. Several studies show that drought and desertification increase flood risk when there are heavy rains. Data from last year showed 60% of children under five were already suffering from either moderate or severe acute malnutrition – and with stretches of farmland now destroyed by floodwater, this figure will likely increase without urgent action, Save the Children said. In Borno state, heavy rains last week led to a breach in Alau Dam, which submerged half of the entire city of Maiduguri. Many of those affected had already been forced to move several times due to years of armed conflict, kidnappings and the impacts of climate change More than 400,000 people have been uprooted from their homes across the state and tens of thousands of children are crammed into the buildings that have avoided damage, such as schools, as well as displacement camps. With little to no clean water and sanitation, diseases like cholera and diarrhea are spreading rapidly – among a population made vulnerable by high rates of malnutrition.[51]	Moderate (3)

[51] See: https://www.savethechildren.net/news/nigeria-floods-three-million-children-borno-state-without-school-and-exposed-child-marriage.

Shock/Stress	Exposure[49]	Historical Impact and losses	Impact Score
Health Crises (e.g COVID 19)	IDP camps and peri-urban Maiduguri (overcrowded, poor sanitation).	Cholera 394 deaths (confirmed 288, suspected 106) from (17 September 2022 to 23 December 2022) in 17 out of 27 Local Government Areas (LGAs). Collapse of informal sector during lockdowns.	Severe (4)
Economic Shocks	Urban poor (Maiduguri) and rural farmers.	Borno, like other states in Nigeria, has continued to experience the significant impact of inflation. This trend is primarily driven by the rising costs of food, transportation, and other goods and services. A trend analysis of the National Bureau of Statistics (NBS) report on Consumer Price Index (CPI) in Borno State shows a steady rise in the prices of food and all items. According to the report, food prices increased from 40.28% in August to 42.54% in September, and further to 45.85% in October. Similarly, the CPI for all items followed a comparable upward trend, increasing from 29.59% in August to 31.63% in September, and reaching 33.63% in October 2024. The unemployment rate in Borno was 27.1%, with rural dwellers reporting a higher rate of 28% and urban dwellers at 25.4% coupled with a high poverty rate of 64%. These numbers are attributed to the local and global economic shocks, coupled with existing insurgency in the region.	Critical (5)
Terrorism (Boko Haram/ISWAP)	State-wide (12+ LGAs)	Several deaths, and education collapse	Critical (5)
Banditry	5 LGAs + transport routes	Ransom economy, trade paralysis	Severe (4)
Insurgency	10 LGAs (partial control)	Famine, governance failure	Critical (5)

Source: *CSEA, 2025.*

Annex 11: An Indicative Review of Vulnerabilities and Capacities for Nigeria, considering Armed conflict

Vulnerabilities[52]	**Capacities**[53]
Most vulnerable are those children, youth, and particularly girls living in FCV-affected areas, impacted by high poverty rates and armed conflict. „In general, low levels of education, high unemployment, rapid urbanization, rural deprivation, gender and other types of discrimination, poverty and food in security expose people to all hazards and increase their vulnerability to disasters" (NEMA 2018, p.2). Northeastern Nigeria is home to 26,000 refugees and asylum seekers from Cameroon, Niger, Chad, Sudan, and the Democratic Republic of the Congo.	**Disaster risk reduction, preparedness and disaster risk management capacities:** NEMA follows and implements Nigeria's Disaster Risk Management Plan, introduced in 2018 and set to remain in effect for 10 years, focusing on four key policy priorities. *To be developed…* **Peace Capacities:** ● The government leads humanitarian coordination efforts. Peacebuilding initiatives in North-east Nigeria have included programs aimed at strengthening critical infrastructure and building capacity among a wide range of actors, including local stakeholders, government institutions, and international organizations such as UNDP, the World Bank, and UNICEF. Additionally, programs have addressed the trauma of conflict and displacement by providing PSS services. ● NEMA in coordination with State Emergency Management Agencies (SEMAs), has been monitoring IDP movements and providing a range of relief support to affected communities in the North-east. ● Emergency education for displaced children became a major priority after unprecedented Boko Haram attacks on students, teachers, and school infrastructure. A Safe Schools Initiative (SSI) has been established. **Lack of Capacity:** ● According to NEMA (2018)[54], the country lacks a comprehensive DRM policy Framework and disaster risk management mechanisms face several gaps and challenges in developing the requisite capacity to adequately help anticipate, assess, forecast, prevent, mitigate, prepare and respond to disasters at all levels. ● Based on a peacebuilding assessment of 2015[55], the government's response to the crisis in the North-east has been primarily focused on national security and service delivery, with limited efforts at negotiation and some broader measures aimed at mitigating the conflict. However, military actions have triggered further violence, and the response has faced significant challenges in

[52] According to UNICEFs *Guidance on Risk-informed Programming (2018) vulnerabilities are* defined as "the characteristics and circumstances of individual children, households or communities that make them particularly susceptible to the damaging effects of a shock or stress".
[53] According to UNICEFs *Guidance on Risk-infoRmed Programming (2018), Capacities* should be understood "as strengths that may help to reduce, mitigate or manage the impacts of shocks and stresses".
[54] See: https://nema.gov.ng/documentations/National%20Disaster%20Risk%20Management%20Policy.pdf.
[55] See: https://openknowledge.worldbank.org/server/api/core/bitstreams/6c13f231-17c5-5599-8244-291588b6b0de/content.

Vulnerabilities[52]	Capacities[53]
	coordination, coherence, and clear delineation of roles and responsibilities among the various government agencies involved.
● IDPs in flood-prone temporary shelters. ● Farmers relying on rain-fed agriculture. ● Poor drainage systems in Maiduguri	● NEMA/SEMA conducts flood awareness campaigns and distributes relief materials. ● Lack of Capacity: No functional early warning systems for rural communities; slow post-disaster recovery.
Pastoralists with no alternative livelihoods	● Capacities: WFP provides food aid (limited reach in conflict zones). ● Lack of Capacity: No irrigation systems or drought-resistant crop programs.
IDPs in congested camps with limited sanitation.	● Capacities: NCDC deploys mobile clinics in accessible areas. ● Lack of Capacity: Insufficient hospitals, vaccine hesitancy, and weak surveillance.
IDPs reliant on dwindling aid.	● **Capacities**: NGO cash transfers (limited scale). ● **Lack of Capacity**: No local industries or government safety nets.
● Children/Youth ● IDPs in Camps ● Educators/Health Workers	● Safe Schools Initiative (SSI) ● MNJTF Operations ● NEMA/SEMA relief
● Rural Women/Children ● Transport Workers ● Informal Economy	● Community Vigilantes like Civilian JTF deter attacks in all the LGAs. ● NGO and federal government of Nigeria Cash Transfers
● Agro-Pastoralists ● Returnees ● Food Insecurity ● Climate-Conflict Nexus	● UNDP/World Bank Programs for rebuilding infrastructure (e.g., primary schools). ● PSS for example UNICEF trains 500+ community counselors.

Source: *CSEA, 2025.*

Annex 12: Multi-Level Governance of Disaster Management and EiE in Nigeria

In Nigeria, disaster management and EiE frameworks operate across national, state, and community levels. The government's involvement varies at each tier, with differing degrees of political commitment and budgetary allocations.

National Level

Structures and Frameworks:

(i) Federal Ministry of Education (FME): The FME Oversees national education policies, including EiE strategies.

(ii) National Emergency Management Agency (NEMA): NEMA Coordinates disaster response efforts, including those affecting educational institutions.

(iii) Safe Schools Initiative (SSI): SSI was launched in 2014 to protect students and educational facilities from attacks.

(iv) National Plan on Financing Safe Schools (2023-2026): Aims to mobilize sustainable funding and political will to provide safe learning environments.[56]

Budget Allocations

Education Sector: The UNESCO recommends allocating 26% of the national budget to education. Nigeria has yet to meet this benchmark consistently.[57]

EiE Specific Funding: The National Plan on Financing Safe Schools outlines a budget of ₦27.4 billion for very high-risk states over the medium term (2023–2026).[58]

Government Involvement and Political Will: The federal government has demonstrated commitment through initiatives like the SSI and the National Plan on Financing Safe Schools. However, challenges persist in consistent implementation and funding.

State and District (Province) Level

Structures and Frameworks:

(i) State Ministries of Education (SMoE): Implement national policies and adapt them to local contexts.

(ii) State Emergency Management Agencies (SEMAs): Handle disaster response at the state level.

---

[56] See: https://protectingeducation.org/wp-content/uploads/Nigieria_National-Plan-on-Financing-Safe-Schools_SPREAD.pdf?

[57] See: https://fmeresources.com.ng/wp-content/uploads/2024/10/FME-ROADMAP.pdf?

[58] See: https://protectingeducation.org/wp-content/uploads/Nigieria_National-Plan-on-Financing-Safe-Schools_SPREAD.pdf?

(iii) Education in Emergencies Working Groups (EiEWGs): Coordinate EiE efforts among stakeholders.[59]

Budget Allocations: Budgetary commitments at the state level are inconsistent. Some states allocate funds for EiE, but overall, there is a lack of standardized funding across states.

Government Involvement and Political Will: State governments show varying levels of commitment. Some states have proactively implemented EiE strategies, while others lag due to resource constraints or differing priorities.

Community Level

Structures and Frameworks:

(i) School-Based Management Committees (SBMCs): Engage community members in school governance.

(ii) Parent-Teacher Associations (PTAs): Facilitate collaboration between parents and educators.

(iii) Community Education Committees (CECs): Address local educational needs and challenges.

Budget Allocations: Funding at the community level is minimal and often supplemented by NGOs and international donors. There is a need for increased government investment to ensure sustainability.

Government Involvement and Political Will: Community-level initiatives often rely on local leadership and NGOs. Government support varies, with some communities receiving substantial assistance, while others depend heavily on NGOs.

While Nigeria has established frameworks for disaster management and EiE across various levels, challenges remain in consistent government involvement, political commitment, and adequate funding. Addressing these issues is crucial to enhancing the resilience and effectiveness of education systems in emergency contexts.

[59] See: https://inee.org/sites/default/files/resources/20220731_eie_minimum_standards_ne_nigeria.pdf?.