



Advancing Educational Solutions: Research for Scaling Education Innovations in Education Emergency and Fragile, Conflict and Violence-affected areas of Burkina Faso, Ghana and Nigeria

Associates for Change

**Navrongo-Bolgatanga Catholic Diocesan Development Organisation
(NABOCADO)
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Executive Summary

A multi-stakeholder dialogue was collaboratively organised by Associates for Change (AFC), the Navrongo-Bolgatanga Catholic Diocesan Development Organisation (NABOCADO) and the Northern Network for Education and Development (NNED). In line with efforts towards achieving the Sustainable Development Goal 4 ¹, the workshop engaged key actors in the fragile, conflict and violence (FCV) affected context of Ghana's Upper East region. The task was to co-design scalable and inclusive education innovations to address systemic barriers confronting the out of school children and youths (OOSCY), particularly those in crisis-affected communities. Stakeholders were represented by actors from over 20 non-governmental and governmental institutions, including United Nations International Children Education Fund (UNICEF), United Nations High Commissioner for Refugees (UNHCR), Catholic Relief Service (CRS), Plan International, Forum for African Women Educationalists (FAWE), the Ghana Education Service (GES), Ministry of Education (MoE), and Civil Society Organisations (CSOs) **see List of Participants at Annex X** ². Opportunity was presented for cross-sectoral collaborations—spanning education, child protection, and humanitarian response—to advance localised, evidence-driven strategies for educational resilience in FCV areas of Ghana.

The dialogue highlights persisting systemic deficiencies in teacher deployment, infrastructure, the school feeding programme, cross-border migration and insufficient support for learners affected by trauma. Stakeholders emphasised the need for community ownership, gender-responsive programming (e.g., FAWE's mentorship initiatives) and contextualised approaches to address risks such as irregular cross-border migration, illegal mining ("galamsey") and drug abuse—which critically threaten learning continuity.

In addressing these challenges, relevant international and national/local actors discussed the use of Complementary Basic Education (CBE), trauma recovery tools, psychosocial training for teachers, and gender-responsive mentorship and scholarship initiatives—that provide viable models for replication and scaling. In conclusion, the dialogue among actors reinforced the need for multi-stakeholder engagement, developing localised solutions, strengthening community-school partnerships, and mobilising policy-makers and donor support to address structural barriers to education in Ghana's FCV affected areas.

The importance of evidence-informed planning, local ownership, and community-driven approaches in ensuring sustainable educational recovery and resilience in FCV settings. Recommendations include the need for continuous collaboration, capacity-building, targeted community sensitization, and virtual check-ins to sustain momentum and advance the Education in Emergencies (EiE) research agenda.

¹ Sustainable Development Goal 4 aims to ensure inclusive and equitable education while encouraging lifelong learning opportunities for all. Ntsiful, E. O., Ankrah, E., Gyesi, K., & Bada, N. (2023). Sustainable development goal four (SDG 4) in Ghana: Can second cycle school libraries play a role?. *Information Development*, 02666669231210259.

² (see List of Participants at Annex X).



Acknowledgement

The Education in Emergency stakeholder workshop was held in Bolgatanga, Upper East Region by Associates for Change (AfC) and partners—Navrongo-Bolgatanga Catholic Diocesan Development Organisation and Northern Network for Education and Development (NNED). The workshop involved a diverse range of stakeholders, all of whom play different roles in contributing to Scaling up Education Innovations in Education Emergency and Fragile, Conflict and Violence-affected areas in the Upper East. We would like to thank the Ministry of Education and the Ghana Education Service particular the Complementary Education Agency (CEA), the Upper Eastern Regional Director of Education and staff for supporting the workshop along with NABOCADO, NNED, GILBIT, UNICEF, and UNHCR. Each stakeholder participated and made a presentation on their area of operations relevant to education, advocacy work, healthcare, provision of information centres, as well as looking at scalability, challenges and impacts of education in FCV affected areas in the Upper East region. All presentations and discussions sparked new strategies on how to effectively reach OOSCY in the affected areas to enable them to have access to quality education particularly women and girls who are mostly vulnerable when crises arise. We would like to thank all the stakeholders who participated in the Workshop for their invaluable insights.

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Disclaimer:

The views expressed herein do not necessarily represent those of GPE KIX, IDRC or its Board of Governors.



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LIST OF ACRONYMS AND ABBREVIATIONS

AEPs	- Accelerated Education Programmes
AFC	- Associates for Change
BEWDA	- Belim Wusa Development Agency
CBE	- Complementary Basic Education
CEA	- Complementary Education Agency
CIC	- Community Information Centers
CRS	- Catholic Relief Service
CSOs	- Civil Society Organizations
CVT	- Community Volunteer Teachers
DEOP	- District Education Oversight Committee
EiE	- Education in Emergency
FAWE	- Forum for African Women Educationalists
FCV	- Fragile Conflict Violence
GBV	- Gender Based Violence
GEI	- Gender Equality and Inclusion
GES	- Ghana Education Service
GESI	- Gender Equity and Social Inclusion
GILLBT	- Ghana Institute of Linguistics, Literacy and Bible Translation
LCD	- Link Community Development
MEL	- Monitoring, Evaluation, and Learning
NABOCADO	- Navrongo-Bolgatanga Catholic Diocesan Development Organisation
NADMO	- National Disaster Management Organization
NGO	- Non-Governmental Organisations
NNED	- Northern Network for Education Development
OOSC	- Out of School Children
OOSCY	- Out-of-School Children and Youth
PTA	- Parent Teacher Association
PWDs	- Persons with Disabilities
RCC	- Regional Coordinating Council
SA	- Situational Analysis



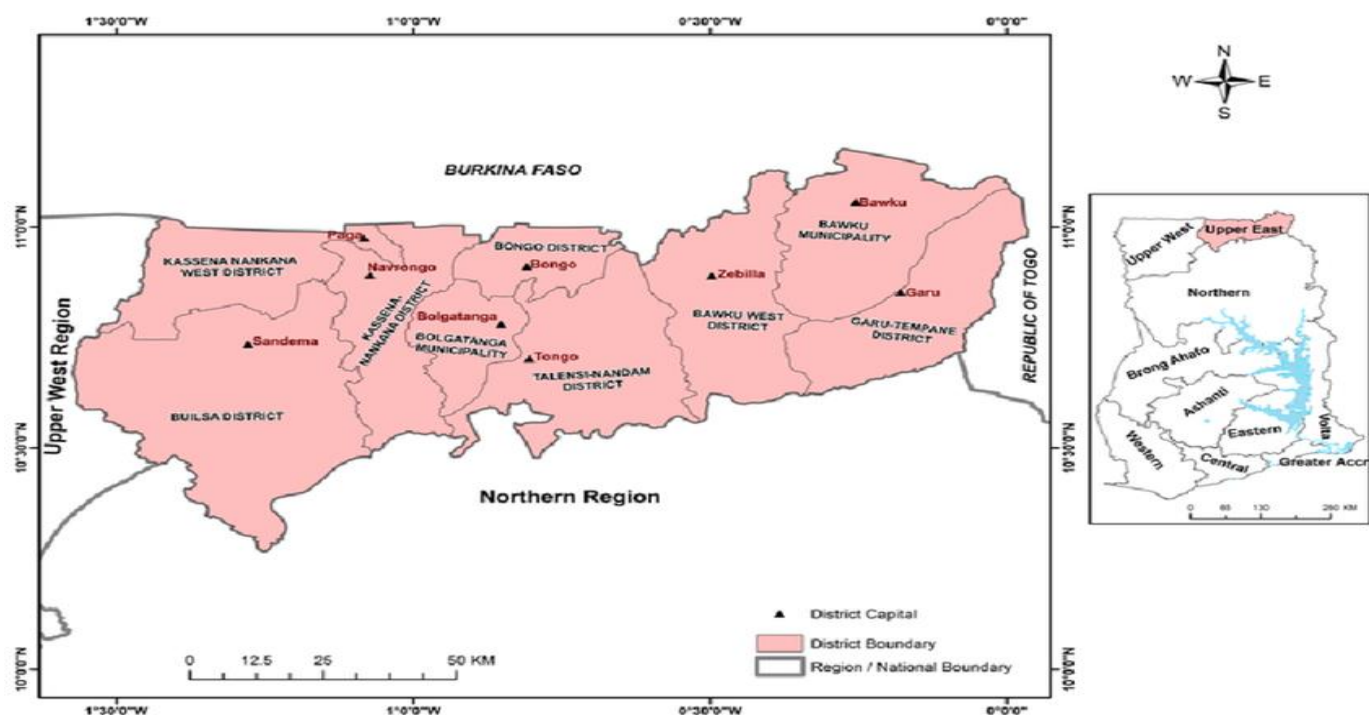
SEL	-	Socio-Emotional Learning
SMC	-	School Management Committee
STEM	-	Science, Technology, Engineering, and Mathematics
STAGE	-	Strategic Approach to Girls Education
TVET	-	Technical and Vocational Education Training
UNHCR	-	United Nations High Commissioner for Refugees
UNICEF	-	United Nations International Children Education Fund



1. Introduction

As part of the cross-country research, “*Advancing educational solutions: Research for scaling education innovations in education emergency and fragile, conflict and violence-affected areas of Burkina Faso, Ghana and Nigeria*”, a stakeholder workshop was held on Wednesday, 12th March 2025, at the NABOCADO Conference Hall, Bolgatanga. The one-day workshop convened key stakeholders from the education and humanitarian sectors and conflict and violence affected areas including Tamale, Bawku, Bawku west, Tarikom, Garu, Tempani, Kasena Nankana East and West, Bolgatanga and other areas within the Upper East Region.

1.2 A Map Indicating Targeted Districts of the Upper East Region



Source: Alhassan and Hadwen, (2017).

The diagram above shows a map indicating targeted districts of the Upper East Region where stakeholders were selected from to attend the workshop. The diagram, developed by Alhassan and Hadwen, (2017) best fits in the report considering the identified areas of stakeholders. These stakeholders actively engage in advancing educational opportunities for OSCY, particularly within FCV-affected areas.³

³ Alhassan, S., & Hadwen, W. L. (2017). Challenges and opportunities for mainstreaming climate change adaptation into WaSH development planning in Ghana. *International journal of environmental research and public health*, 14(7), 749.

1.3 The Chairman's remarks

Dr. Joseph Ayimbilla, former Executive Director of NABOCADO, chaired the workshop having been introduced by Dr. James N. Adam. In his speech, Dr. Ayimbilla extended apologies from Rev. Alfred Agyenta who was absent due to prior international commitments. He welcomed the participants on behalf of the Catholic Church and NABOCADO. He also applauded their dedication to addressing educational disparities for OOSCY in FCV contexts. Dr. Ayimbilla further commended AFC for spearheading the EIE research project, emphasizing its alignment with marginalized learners' needs, particularly girls. He outlined that NABOCADO has core mandates across education, health, livelihoods and humanitarian response in Ghana's Upper East and Northeast regions, rooted in community-driven service. Reflecting on NABOCADO's 2018 engagement with Accelerated Education—aligned with the subsidiarity principle—he highlighted efforts to address the phenomena of street children and urged stakeholders to translate research into actionable strategies. Dr. Ayimbilla stressed collaboration to bridge gaps in FCV areas, declaring, “where there are gaps, we endeavour to fill them”, and reaffirmed NABOCADO's commitment to partnerships advancing inclusive and localised solutions.

1.4 Educational Emergency Remarks: National, Regional and District levels perspectives (MoE/CEA/GES)

To set the scene at the national level, Mr. Philip Deh, a representative of Ghana's Ministry of Education, underscored the critical role of alternative education strategies during emergencies—such as conflicts and natural disasters—that disrupt schooling. He highlighted the Complementary Education Agency's (CEA) mandate to coordinate inclusive education for marginalised OOSCYs, established in 2020 to replace the Non-Formal Education Division. Since 2018, he cited collaborations with the Ghana Education Service (GES) that resulted in the expansion of the Complementary Basic Education (CBE) programme to 17 districts across Ghana, to provide flexible learning pathways. Key advances include near-finalisation of a Complementary Education Policy and Legislative Instrument (LI), endorsed by the Attorney General's Office and scheduled for parliamentary approval in 2025. He endorsed CBE's adaptation of the programme into 12 Ghanaian languages, thereby enhancing accessibility, and accentuated the need for unified action to scale literacy-livelihood programmes in areas with high numbers of OOSCY, including northern Ghana and FCV affected areas. He urged stakeholders to align efforts with national policies to



reflect Ghana's commitment to equitable, crisis-resilient education systems that prioritises vulnerable learners through systematic reforms and community-responsive solutions.

According to the Regional Education Directorate, GES, collaborates with NGOs to foster peace in efforts to support the education of children affected by conflict. However, peacebuilding efforts prove futile since there is persistent conflict, particularly along border communities. She explained that numerous teachers have been posted to these FCV areas including Garu district, yet many abandon their posts because of ongoing conflict and instability, leaving community volunteers and pupil-teachers to address gaps. District level evidence from Talensi and Bawku West districts in Ghana suggests that in these areas numerous crises intersect to undermine education, intensified by border tensions and situations. Chronic teacher shortages stem from inadequate housing in remote areas such as Datuku in Talensi–detering female educators–poor roads that increase absenteeism, while in Bawku high teacher turnover is due to chieftaincy/ethnic conflicts (Kusasi's and Mamprusi's), completion of mandatory 3-year postings and disruptions caused by heavy rains especially in remote areas where it is difficult to commute long distance. Illegal mining and conflict strain the education sector in these districts leading to poor enrolment and retention for both boys and girls, and subpar BECE performance–50%- compounded by erratic school, feeding programmes, dilapidated education infrastructure and the influx of displaced/asylum seekers. Collaborative assistance is provided by humanitarian and regional actors like CRS, UNICEF, Bawku West's Refugee Board, GES and community leaders. It includes school renovation for refugee integration, campaigns against galamsey– and help to address challenging local situations. However, systemic underfunding and geographic inequities persist, necessitating sustained investments in localised solutions and policy reforms to address these layered crises.

The above issues thus, highlight several crises-related issues affecting educational delivery to OOSCYs in FCV affected contexts:

- i. Ongoing conflicts, particularly in Bawku and surrounding districts, have led to teacher shortages, increased reliance on volunteer teachers, and disruption of school operations.
- ii. Lack of housing facilities in rural and conflict-prone areas discourages teachers, especially females, from accepting posts, contributing to staff gaps.
- iii. The proliferation of illegal mining activities has resulted in high school dropout rates, especially among boys who are drawn to quick financial gains.



- iv. Irregular provision of meals under the school feeding program has led to decreased school attendance and enrolment, particularly at the lower primary levels.
- v. The influx of asylum seekers and Internally Displaced Persons (IDPs) has put pressure on the already scarce public-school infrastructure, creating tensions between host communities and migrants.
- vi. Although progress has been made in developing policies and legislative frameworks for complementary education, gaps remain in policy implementation and resource mobilisation.

2. Workshop objectives

The key objectives of the workshop included to:

1. Examine the current landscape of education programmes, innovation, non-formal activities in education displacement and dependency settings with particular attention to affiliated education programs, BE psycho-social learning and support for teachers and learners, girls-focused education modules
2. Identify the challenges and opportunities within the national education policy and implementation frameworks that affect the provision of education for OOSCY in FCV areas.
3. Facilitate dialogue, collaboration, and synergy among government agencies, civil society organizations, development partners and local communities to promote the diversification of education pathways and strengthen educational interventions for OOSCY.

3. The Education in Emergency project: a brief overview

The project's principal researcher, Dr. Leslie Casely-Hayford, emphasised the role of the project in addressing education access in FCV-affected areas across West Africa, including Ghana's Upper East region, Nigeria and Burkina Faso, whose 6,000 schools have been closed due to conflict and violence. The need to frame education within the narratives of moral and social justice—as an imperative not just an academic endeavour—was considered urgent to sustain learning relationships and foster transformative leadership amidst crisis situations of chieftaincy/ethnic



conflicts, and adverse influences of illegal mining that displaces children's educational priorities, particularly male children.

The three-year action research project focuses on generating evidence on best practices (e.g., CBE, radio-based learning, psychosocial support programmes), scaling low-cost education innovations suitable for FCV-affected settings, and strengthening partnerships with national and international agencies—Ministry of Education, UN agencies, and national and international experts. Highlighting Ghana's 1.2 million OOSCY and disproportionate ethnic and poverty factors that act to worsen education deprivation, it has become imperative to pursue localised, community-driven solutions rather than donor-led approaches. Thus, the project aims to inform national policies, attract funding, and address systemic barriers, including gender disparities and instability in resource-rich yet conflict ridden zones, through regular stakeholder engagement and capacity building workshops.

Stakeholders remarked that in conflict areas, strengthening the guidance and counselling units of district education offices (GES) to address trauma is important since it affects their concentration and learning. Economic activities at Ghana's borders, quick financial gains associated with galamsey, increasing substance abuse makes the children susceptible to trafficking, radicalisation, insurgent recruitment, and violence hinders educational pursuits. Therefore, with proven insights that some CBE graduates transition into the informal economy and labour in the world of work, there is a need to expand skills training and employment programmes with the CBE framework to address these vulnerabilities that pose additional risks to children in FCV affected areas.

4. Panel discussion: CEA, FAWE-Ghana, GILBT, NABOCADO, NNED and UNHCR

The panel discussion focused on the interests, impacts, operational experiences and challenges of agency actors who support education in FCV contexts (*see* Table 1):

Interests: Stakeholders, particularly agency actors, supporting education in FCV contexts demonstrate diverse yet aligned interests rooted in protection, equity, and sustainability, UNCHR prioritises international protection, access to assistance and services and search for durable solutions to ensure that refugees and asylum seekers in Ghana in a dignified manner in pursuit of solution to end their plights. Similarly, GILLBT emphasises mother-tongue literacy to sustain CBE programmes, while NABOCADO integrates psychosocial support into education for displaced



children to address trauma from conflict. The CEA in Bongo district for instance, focuses on bridging gaps for OOSCs through functional literacy-CBE hybrids, and NNED advocates for policy reforms to embed community-driven strategies in national frameworks. FAWE-Ghana centres on gender-responsive education, offering scholarships and safeguarding mechanisms to empower marginalised girls. Collectively, these stakeholders aim to harmonise local needs with systemic change, ensuring education plays both protective and transformative roles.

Impacts: Initiatives implemented by stakeholders have yielded tangible impacts regardless of resource challenges. For example, UNHCR’s partnerships with NGOs like CRS facilitated school renovations in the Tarikom area, directly improving learning environments for affected children. GILBT’s “Kusaal in Schools” programme enhanced literacy outcomes in Bawku West, Garu and Tempani districts, while NABOCADO’s CBE classes and psychosocial programmes like “Rising from Resilient Roots” supported 400 displaced learners. In Bongo district, 25 CBE classes operationalised pathways for OOSC reintegration into mainstream schools. NNED’s advocacy influenced Ghana’s 2018–2030 Education Strategic Plan, embedding grassroots priorities. FAWE’s gender-inclusive scholarships enabled 56 students to pursue Science, Technology, Engineering, and Mathematics (STEM)/Technical, and Vocational Education and Training (TVET) education, and its “Tushinde Model” rescued girls from forced marriages, offering long-term educational support. These efforts underscore the potential of targeted interventions to mitigate displacement and conflict-related disruptions.

Operational experiences: The operational strategies of stakeholders illustrate adaptability and community engagement. UNCHR and NABOCADO leverage cross-sector partnerships (e.g., collaborating with CRS and local NGOs) to address infrastructural, health, nutrition, education and psychosocial gaps. GILBT and CEA in Bongo district, rely on community-driven models, sustaining CBE programmes even after external funding ceased. FAWE combines radio broadcasts and community information centres (CICs) for remote populations, while NNED employs advocacy networks to scale innovations like radio education. FAWE’s mentorship programmes and gender-responsive pedagogy training further illustrate how capacity building strengthens institutional resilience. These experiences highlight the importance of localised, participatory approaches in navigating FCV complexities.



Challenges: Persistent challenges threaten the sustainability of education programmes. Legal barriers hinder refugees’ access to education, as national policies remain misaligned with international treaties. GILBT and CEA in Bongo district, for example, grapple with resource shortages which impact volunteer retention and programme scalability. NABOCADO stresses the need for sustained psychosocial support in conflict zones, while FAWE faces accessibility gaps in radio-dependent outreach, Illegal mining (“galamsey”) diverts children, particularly boys, from schools, exacerbating dropout rates. Additionally, gender disparities persist, requiring continuous advocacy to dismantle harmful cultural practices like child marriage. Stakeholders unanimously call for increased funding, policy coherence, and community mobilisation to address these intersecting crises, emphasising that without systemic support, gains in FCV education remain fragile.

These discussions illustrate significant challenges including child labour, forced marriages and resource shortages that require gender-responsive and localised strategic innovation for education in FCV contexts—advocacy, gender-based scholarships and STEM/TVET pathways, psychosocial support, radio/CIC programmes and emphasis on inclusion for girls and persons with disabilities. However, sustainability gaps emerge when donor funding ends, demanding community-driven models, such as GILBT’s locally sustained CBE programmes. Thus, community ownership is considered a linchpin for sustainability, requiring participatory approaches to enhance resilience. Collectively, the panel stressed cross-sector collaboration, policy coherence and adaptive mechanisms to ensure equitable educational access in FCV areas.

4.1 UNHCR operational framework

UNHCR focuses on three primary areas:

- **Protection:** UNHCR’s foremost responsibility is to ensure that refugees and asylum seekers have access to essential services and enjoy their fundamental human rights. The agency works closely with national governments, which retain the primary responsibility for delivering protection, services, and assistance to refugees. UNHCR’s role is to complement government efforts by coordinating interventions, filling critical gaps, and ensuring that humanitarian principles are upheld. In the health sector, for example,



UNHCR identifies specialised partner agencies to deliver targeted support, maximising limited resources to enhance the well-being of forcibly displaced populations.

- **Coordination:** UNHCR uses coordination as an operational mechanism. The organisation coordinates quick and effective responses to emergencies. UNHCR works together with the government, sister UN agencies and NGOs (both national and international) to rapidly mobilise emergency teams and ensure humanitarian assistance and support are provided to forcibly displaced people in need.
- **Durable solutions:** UNHCR actively pursues durable solutions to prevent protracted refugee situations. The three solution pathways are:
 - **Resettlement to a Third Country:** Refugees who meet specific protection criteria are identified for resettlement to a third country. UNHCR facilitates the preparation and documentation of eligible candidates and liaises with host countries such as the United States, Canada, Norway, and the United Kingdom. Refugees who are successfully resettled acquire citizenship in the host country and are fully integrated into their new societies.
 - **Voluntary repatriation:** When conditions in a refugee country of origin have improved and are deemed safe by international standards, UNHCR facilitates voluntary return. Refugees opting for repatriation receive reintegration support, including financial packages, to assist with their re-establishment upon return.
 - **Local integration:** Refugees who have lived in the host country for an extended period may opt for legal local integration. UNHCR supports such individuals by facilitating legal documentation, residency permits, and, where possible, naturalization processes. For instance, several Liberian refugees in Ghana have successfully undergone local integration. In such cases, UNHCR covers associated costs and works with governments to ensure the refugees' legal status is secured, thereby officially ending their refugee status.

The UNHCR representative emphasised that across all three solution pathways, the agency's goal is to ensure that forcibly displaced persons can lead dignified, independent lives without facing legal or social barriers in their host or home countries.



5. Panel Discussion: ActionAid Ghana, Afrikids Ghana, Bawku East Women Development Association (BEWDA), CRS, Department of Children, Department of Welfare, Link Community Development (LCD), and Plan Ghana

Panellists briefly shared the mandates, activities, and innovative strategies their organisations are using to strengthen education in emergency contexts, particularly targeting resilience and educational access for vulnerable groups in the Upper East Region:

Mandates: Organisational actors operating in the emergency education contexts of Upper East region aim to ensure personal protection, equitable access, and resilience. *Plan Ghana* focuses on empowering women and children through health, education and safeguarding programmes, particularly in refugee settlements like Zini and Tarikom areas. *Afrikids Ghana* champions the rights of marginalised children, especially those with disabilities, by advocating for inclusive education systems. For BEWDA, peacebuilding and girls' education is an important focus, leveraging inter-ethnic dialogue and mentorship. ActionAid's framework emphasises education as a fundamental human right, paying attention to infrastructure development and gender-responsive environments. Like Afrikids, actors such as LCD and CRS focus on safeguarding and inclusive access, with LCD highlighting girls' transitions to formal education and CRS integrating psychosocial support into emergency responses. Government entities like the Departments of Social Welfare and Children anchor their work in child protection, legal enforcement and systemic coordination with NGOs to address abuse and displacement. Collectively, these mandates emphasise localised, rights-based approaches to mitigate the impact of conflict and instability on education.

Activities: Stakeholders deploy targeted efforts to address immediate and systemic barriers. For example, Plan Ghana manages child protection and social cohesion programmes in refugee camps, while Afrikids strengthens GES systems to support children with disabilities. BEWDA's Child Guest Class initiative funds role models to mentor out-of-school girls, collaborating with school management committees (SMCs) to resolve community-level barriers. ActionAid builds early childhood centres and girls' clubs, supplemented by emergency resource distribution (e.g., sanitary pads during COVID-19). LCD trains teachers on inclusive practices and integrates girls with disabilities into specialised schools, while CRS implements the Empower Project, delivering psychological training for teachers and community engagement. The Department of Children



conducts radio advocacy in local languages (Bisa, Kpalsaa and Kusaal) in the areas of child protection, child marriage and abuse through case management, family tracing, and legal action, these activities collectively bridge gaps in access, quality and safety for vulnerable learners particularly, children.

Innovative strategies: Context-specific innovations are used by organisational actors to enhance resilience. CRS' binding and bridging framework strengthens community cohesion, while its pioneering of the School Feeding Programme improves enrolment of learners. BEWDA, on the other hand, leverages ethnic representation in peace committees to resolve conflicts disrupting education. Afrikids also integrates disability-specific interventions, such as tailored support for children with cerebral palsy. LCD's Strategic Approaches to Girls Education (STAGE) project combines safeguarding training with pathways for girls' formal education transitions. The Department of Children uses radio jingles and community information centres (CICs) to amplify child protection messaging, capitalising on communal listening practices. ActionAid's model girls' schools and gender-responsive pedagogy challenge sociocultural barriers, and Plan Ghana's refugee camp programmes link education with social cohesion. Meanwhile, the Department of Social Welfare's enhanced information management system improves real-time case tracking. These strategies reflect adaptive, participatory models—such as FAWE's Tushinde safeguarding model—that prioritise community ownership, cultural relevance and scalable solutions to sustain education amid fragility. **See Table 2 for further information.**

The panel discussion underpinned critical themes—localised, community-driven approaches, girls' education, psychosocial support, emergency protocols, cross-sector collaboration, innovative outreach—for bolstering education resilience in FCV contexts. Focal areas and approaches collectively highlight adaptive, inclusive frameworks to bridge access gaps, mitigate trauma and foster resilience among vulnerable groups in volatile environments.



Table 1: Panel discussion outcomes

SN	Stakeholders	Presentation highlights
1	Presentation by Mr. Samuel Dzikunu on behalf of UNHCR	<p>Mr. Samuel Dzikunu representing the United Nations High Commissioner for Refugees (UNHCR) office in Bolgatanga, outlined UNHCR's mandate to provide international protection to forcibly displaced people and to seek durable solutions for refugees, asylum seekers, stateless individuals, internally displaced persons, and returnees.</p> <p>Mr. Dzikunu noted that while the influx of Burkinabe Asylum Seekers into Ghana started in 2019, UNHCR's presence and operations in the Upper East Region of Ghana commenced in March 2023. UNHCR partners with organizations such as NABOCADO and other NGOs working in health, education, border management, and community protection sectors. He cited CRS's contribution in renovating school facilities in Tarikom as an example of effective partnership.</p> <p>He emphasized the continuous advocacy to allow refugees and asylum seekers to access national services, such as the Free Senior High School Programme among others. UNHCR advocates through Ghana Refugee Board to enable waivers for refugee students to access tertiary education and pay non-foreigners' tuition fees which are absorbed through scholarships, promoting their right to higher and quality education. Mr. Dzikunu concluded by stressing the breadth and complexity of UNHCR's work and reiterated the importance of aligning national implementation with international treaties and conventions.</p>
2	Presentation by Mr. Ernest Nnakyire on behalf of GILLBT	<p>Mr. Ernest Nnakyire, representing the Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT), described the organization's three primary mandates: Bible translation into Ghanaian languages, language development, and literacy education.</p> <p>He emphasized GILLBT's long-standing role in mother-tongue literacy education, a critical component of Complementary Basic Education (CBE). Since the rollout of the national CBE program in 2013, GILLBT has been a key implementing partner in five districts, including Garu and Tempani. Even after external funding ended in 2018, GILLBT continued to sustain the CBE program in Mamprugu Moaduri District through community-driven initiatives.</p> <p>Currently, GILLBT is implementing the "Kusaal in Schools" program in Bawku West, Garu, and Tempani to improve literacy and numeracy outcomes among children from Kindergarten to Primary Three through mother-tongue instruction. Mr. Ernest highlighted the measurable impact of these interventions despite resource limitations.</p>
		<p>Mr. Theophilus Atia Abolga shared NABOCADO's dual focus on peacebuilding and education support for children displaced from Burkina Faso into Ghana due to conflict and climate change.</p> <p>NABOCADO currently operates a Complementary Basic Education (CBE) program in Tarikom, serving approximately 400 pupils. The transition to junior high school is facilitated by community volunteers who provide additional classes in the</p>



3	Presentation by Mr. Theophilus Atia Abolga on behalf of NABOCADO	<p>afternoons. In addition to basic education, NABOCADO provides psychosocial support to teachers and learners across three schools, using tools such as "Rising from Resilient Roots" and "Finding Your Inner Self," which focus on trauma recovery and reconciliation after conflict.</p> <p>Mr. Abolga also highlighted NABOCADO's collaboration with CRS and emphasized the critical need for sustained psychosocial support in FCV-affected educational settings.</p>
4	Presentation by the CEA District Director, Bongo	<p>The District Director of the Complementary Education Agency (CEA) in Bongo provided insights into ongoing efforts to address the high number of out-of-school children (OOSC) in the district.</p> <p>She explained that the district combines functional literacy programs with CBE to enhance literacy and numeracy skills among OOSC aged 8 to 16 years. Currently, 25 CBE classes are operational across various border communities. Despite challenges, such as a shortage of volunteer facilitators due to limited incentives, the program remains active. Plans are underway to formally integrate successful CBE learners into mainstream primary schools.</p> <p>The Director also highlighted the rising threat of illegal mining ("galamsey") activities, which are luring children, especially boys—out of school. She appealed to NGOs and government stakeholders to intensify community awareness campaigns aimed at discouraging child labor and promoting education.</p>
5	Presentation by Mr. Gaskin Dassah on behalf of NNED	<p>Mr. Gaskin Dassah, representing the Northern Network for Education and Development (NNED), described the organization as a civil society network operating across Ghana's five northern regions. NNED focuses on advocacy for educational policy reforms that address community needs.</p> <p>He noted that NNED played a crucial role in supporting the development and inclusion of community-driven education strategies in Ghana's 2018–2030 Education Strategic Plan. Through its participation in the CBE Alliance, NNED has successfully advocated for policy changes at the national level.</p> <p>Within the EiE project, NNED is committed to supporting research activities, evidence gathering, advocacy, and the scalability of education innovations for out-of-school children, particularly in FCV-affected areas of the Upper East Region.</p>
6	Presentation by Mr. Emmanuel on behalf of FAWE-Ghana	<p>Mr. Emmanuel provided an overview of the operations of the Forum for African Women Educationalists (FAWE) in Ghana, situating the organization within its broader continental mandate. He explained that FAWE operates in 34 African countries, with its continental headquarters located in Kenya. The organization's mission is centered on advocacy, education, and women's empowerment.</p> <p>In the Upper East Region of Ghana, FAWE-Ghana is currently implementing two key projects. The first is the Sexual Health and Reproductive Education Project, which is being executed through a four-member consortium comprising Right to Play,</p>



FAWE, Water Aid, and Energi 360. FAWE's role within the consortium focuses primarily on community engagement and advocacy, employing strategies such as community dialogues and durbars to identify key issues, mobilize influential leaders, and facilitate open discussions among diverse community stakeholders.

To broaden the reach of their advocacy efforts, FAWE utilizes both radio and Community Information Centers (CICs). Recognizing that not all community members own radios, FAWE has strategically connected CICs to radio broadcasts, ensuring that individuals in marketplaces and other public spaces can access the discussions. To support this strategy, FAWE has equipped eight existing CICs with necessary technology and established eight additional centers in districts such as Bongo, Kassena-Nankana West and East, and Builsa North.

In terms of capacity building, FAWE has initiated several training programs aimed at strengthening community resilience and promoting gender equality. These trainings include modules on positive parenting, gender-responsive education, reproductive health, digital literacy, financial literacy, and gender-sensitive journalism. Additionally, operators of Community Information Centers are trained to enhance the professionalism of their engagements with the public.

Mr. Emmanuel highlighted FAWE's scholarship program, which targets both boys and girls interested in pursuing education in Technical and Vocational Education and Training (TVET) and Science, Technology, Engineering, and Mathematics (STEM) fields. In 2025 alone, 56 boys and girls were awarded scholarships to study at Bolgatanga Technical University. The scholarships are gender-inclusive, with 80% allocated to girls, 20% to boys, and an additional 15% reserved for persons living with disabilities. The scholarship package covers full tuition, accommodation, and a monthly stipend of \$50.

Further, FAWE organizes a mentorship program using an extended orientation model designed to support scholarship recipients. All beneficiary institutions are required to have their staff trained in Gender-Responsive Pedagogy to foster a safe and supportive environment for students.

Mr. Emmanuel also introduced FAWE's "Tushinde" Model, a Swahili term meaning "let us speak out," which empowers girls to report cases of safeguarding violations and abuse. Through this model, FAWE actively works with communities to rescue girls subjected to forced marriages and other harmful practices. He concluded by noting that FAWE is currently supporting several rescued girls through higher education programs at universities in Ghana, demonstrating the organization's long-term commitment to education and protection of vulnerable girls.



Table 2: Panel discussions by various stakeholders

SN	Stakeholders	Presentation highlights
1	Presentation on behalf of Plan Ghana	A representative from Plan Ghana explained that Plan is a child- and women-centered NGO focused on empowering women and children to live healthy, dignified lives. Plan Ghana operates through three programmatic and influence areas: the Northern Programme and Impact Influence Area (NPPI), the Southern Programme and Impact Influence Area (SPII), and the Country Office. The organization's interventions span education, emergency response, safeguarding and protection, gender, and sexual and reproductive health rights. In the Upper East Region, Plan Ghana is active in Zini and Tarikom refugee settlements since June 2024, managing child protection and social cohesion programs to support displaced children and their communities.
2	Presentation on behalf of Afrikids Ghana	Afrikids Ghana shared its core belief that every child, regardless of background, deserves the right to a normal and dignified life. Afrikids operates in Kasena-Nankana District and is expanding interventions to Bawku Municipal, Bawku West, Garu, and Tempani. The organization focuses on supporting children with disabilities, such as those living with cerebral palsy, and strengthening the Ghana Education Service (GES) systems to enforce inclusive education policies. Afrikids aims to create enabling environments for vulnerable children to thrive
3	Presentation on behalf of Bawku East Women Development Association (BEWDA)	BEWDA focuses on peacebuilding and education, facilitating the Bawku Inter-Agency Peace Committee, which brings together representatives from all ethnic groups to find local solutions to conflicts. In education, BEWDA supports basic schools through initiatives like the <i>Child Guest Class</i> , which financially supports role models to mentor children, encouraging school re-entry, particularly for girls. BEWDA works closely with School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) to address issues affecting children's education at the community level.
	Presentation on behalf of ActionAid Ghana	ActionAid emphasized education as a fundamental human right. In the Upper East Region, ActionAid promotes access to quality education by providing educational infrastructure, such as early childhood centers and model girls' schools in underserved communities. The organization supplies learning materials and strengthens PTAs through sensitization campaigns. ActionAid also champions gender-responsive public education, forming girls' clubs across senior high schools to advocate for safer, girl-friendly



4		learning environments. In emergencies like the COVID-19 pandemic, ActionAid supported students, particularly girls, with sanitary pads and educational resources to sustain learning
5	Link Community Development (LCD)	Link Community Development has operated in the Upper East Region since 2000, initially linking schools in Bolgatanga with schools in the UK. LCD's recent projects, including the Strategic Approaches to Girls Education (STAGE) project, focused on safeguarding, child protection, and the transition of vulnerable girls into formal education. LCD built capacity of over 170 teachers on child safeguarding and inclusive education practices. The organization facilitated the integration of girls with disabilities into specialized schools and worked closely with social welfare and educational institutions to sustain support systems beyond project timelines.
6	Presentation on behalf of Catholic Relief Services (CRS)	Mr. Timothy from CRS outlined the organization's longstanding commitment to human and community development in Ghana. CRS pioneered the School Feeding Programme, which significantly improved school enrollment and retention. In emergencies, CRS implements the Empower Project, partnering with local organizations like NABOCADO to deliver education, psychosocial support, and community engagement interventions. CRS focuses on three pillars: access, quality, and inclusiveness, while providing psychosocial training for teachers to identify and support traumatized learners. Their resilience-building approach is anchored on the principles of binding, bonding, and bridging within communities.
7	Presentation on behalf of the Department of Children	The Department of Children works to create safe environments for children through community engagements, school visits, and radio advocacy programs focused on child protection during emergencies. They have formed several child protection committees, including the Regional Child Protection Committee and the Child Protection Emergency Working Group. With UNICEF's support, the Department launched sensitization campaigns using jingles in local languages such as Bisa, Kpalsaa, and Kusaal, reaching 456 communities. A recent survey revealed that many children find school safer than home environments, reinforcing the need for child-friendly educational spaces.
	Presentation on behalf of the Department	The Department of Social Welfare is responsible for child protection, social protection, and emergency response coordination. The Department collaborates with institutions such as the Ghana Health Service, Ghana Education Service, and NGOs to deliver integrated services. With UNICEF support, the Department has enhanced its Information Management System to improve case management.



8	of Social Welfare	Between October 2024 and March 2025, the Department reported 10 cases of child marriage, numerous cases of child abuse and abandonment, and hundreds of child protection cases across six districts. The Department's strategies include registering vulnerable individuals, developing care plans, family tracing, and working with law enforcement to ensure perpetrators of abuse are prosecuted.
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6. Group discussions

Participants discussed gender transformative approaches using radio programming, Scaling, psychosocial support systems for both teachers and learners in the areas of capacitating teachers to teach children who have been traumatised in the affected areas. Groups also discussed the essence for community strengthening and school attention, where the head teachers, directors and organisational and institutional representatives from Zebilla, Bawku, Bawku West, Garu./Tempani, Kasena Nanka West and East operated in schools to strengthen the quality and access to primary education in affected areas.

The first group expressed the need for Universities/Colleges to identify and train CBE facilitators to be mainstreamed into permanent teaching jobs, the need for capitation grants to be advocated into education for approximately-GH¢60.00 per child. The presentation touched on the clustering of children in groups- 5 to 10 during classroom sessions for CBE intervention.

More CBE classes should be established in Bongo to increase educational access for out-of-school children, and identify every single child and their needs, study their attendance (Attendance Behaviour), the separation of Children in groups e.g. those who attend school late, early or those who do not attend, health screening (involving their parents).

RADIO: Literacy program could be scaled through effective radio programme in fragile/conflict communities.

Localised Curriculum-Organisations such as GILLBT in Literacy/Numeracy programmes should infuse Kusaal for literacy classes during class hours from KG – Grade 3.

Train facilitators, distribute primers

AFRIKIDS: Capacity building for teachers', provision of TLMs, strengthen SMC/PTA other governance, eg. DEOC.

Training on Psychosocial Support: GES, UNICEF/NABOCADO/Children believe – Trained teachers on psychosocial support, school-in-a box kit (literacy and numeracy), Emotional intelligence. Measure when they are in trauma – high, medium and low, Co-exist and make them feel at home. **Group 2** added the need to have psycho social trainings at the **community levels** where leaders from traditional backgrounds, women and assembly members should be trained to eradicate educational gaps in FCV areas of the upper East.

Third group expressed the need trainings to cover; reduction of tensions in areas where learners are indulged in drug abuse and galamsey mining activities.



Scaling: participants expressed the need for certifying and accrediting master trainers to ensure rigorous strategies and models that prioritize scaling of educational programmes in affected areas. Donors such as Government and philanthropists are essential for securing financial resources and the mobilization and dissemination of knowledge to promote collective ownership.

Children believe— training sessions on child management, self-awareness and self-realization.

IMPACTS: Reduced pressure on teachers during lesson deliveries.

EVIDENCE: 3years – Baseline and Coalition (GILLBT).

7. Conclusion

The stakeholder workshop highlighted a vibrant ecosystem of actors committed to fostering educational access, protection, and resilience for vulnerable OOSCY across the Upper East region. These include national, regional and district level actors in the education sector, civil society organisations, humanitarian agencies, local authorities, and community leaders engaged in diverse education innovations to address educational access problems and the OOSCY situation. In FCV-affected areas, poor and inequitable access to education opportunities persist, especially for girls, displaced populations and youths experiencing conflict, poverty, trauma and the adverse effects of mining activities. In addressing these problems, stakeholders endorsed community-driven and evidence-based approaches to educational innovations—notably Accelerated Education Programmes (AEPs/CBE), radio programmes and psychosocial support initiatives for both teachers and learners. Therefore, these education-focused innovations are recognised as scalable local responsive solutions and critical pathways for addressing access gaps for marginalised and vulnerable groups, strengthening communities and in-school support systems in FCV settings.

Cross-sectoral collaboration and deepened policy dialogue were promoted through the workshop. The pivotal role of local champions—such as traditional leaders, teachers, and district education officers—was acknowledged as essential to sustain learning continuity in high-risk areas. Additionally, stakeholders affirmed the importance of coordinated responses that integrate education, child protection, peacebuilding, and health services. They emphasized the need for sustainable financing mechanisms, strengthened community-school



linkages, and supportive policy frameworks to enable the scale-up of educational innovations across the region. In conclusion, there is the need for a collective, coordinated, and resilient approach to tackling educational exclusion in Ghana's FCV-affected zones coupled with strong commitment among stakeholders to ensure that all children—regardless of circumstance—have access to safe, inclusive, and quality education opportunities.

7. The next steps: recommendations

Stakeholders provided the following critical action points to guide project' implementation:

- Regular virtual and in-person workshops to sustain collaboration and knowledge sharing.
- Continuous documentation and dissemination of evidence-based practices and lessons learned from project implementation.
- Strengthening advocacy efforts to integrate EiE innovations into national education policies and frameworks.

Promote inclusive stakeholder engagement at all stages of the project to ensure cultural relevance, ownership, and the resilience of educational interventions.



ANNEXES

UPDATED STAKEHOLDER WORKSHOP PARTICIPANTS LIST WITH PHONE NUMBERS

Annex 1:

N/S	NAMES	ORGANIZATION	ROLE
1.	Dr. Leslie Casely-Hayford	AFC	Director
2.	Festus Ankrah	AFC	Senior Manager
3.	Dr. James Natia Adams	AFC	Senior Research Lead
4.	Er-Menam Amaniampong	AFC	Research Fellow
5.	Sherifatu Mohammed Sheriff	AFC	Research Officer
6.	Sarah Akanbang	AFC	Research Intern
7.	Charity Bukari	AFC	Liaison Officer
8.	Peter Ascal	BEWDA	Executive Director
9.	Philip K.A Deh	CEA HQ	Acting Complementary Education and Training
10.	Gaskin Dassah	NNED	Coordinator
11.	Ernest Nniakyire	GILLBT	M&E Office
12.	Akuka Yakubu	Action Aid	Reg. Programme Manager
13.	Timothy Yuornuo	GES	DDE
14.	Rev. Patrick. B. Boazii	Afrikids	SCEC
15.	Alambila Ruphina	Head Teacher	Atarikom Primary School
16.	Georgina Aberase-Ako	Dep. of Children	Reg. Director



17.	Dr. Joseph Ayembilla	NABOCADO	Former Executive Director
18.	Samuel Dzikunu	UNHCR	Head of UNHCR Field Office in Bolgatanga
19.	Gomash Mashuud	UNHCR	Field Security Associate
20.	Christiana Azure Ayinzoya	GES	DDE
21.	Dr. Josheph Bangu	NABOCADO	Director
22.	Emmanuel Gazari	FAWE-Ghana	Field Officer
23.	Asumda L. Janet	CEA	District Director
24.	Mandela Atibila	Afrikids	Snr Manager
25.	Issac Agbeko Azasoo	GES Bawku Municipal	Municipal Director of Education
26.	Gloria Kwakuyi	GES Binduri District	District Director
27.	Daniel Akanyani	DJPC	President
28.	Peter A. Ayamba	Faith in Ghana	Regional Coordinator
29.	Francis N. Aniah	CEA Talensi	Dist. Director
30.	Mijimah Harriet Nyewan	Plan Ghana INT.	Emergency Response Spec.
31.	George Woyongo	GES –Kasena Nankana West	DDE
32.	Raymond Ayinne	Afrikids	Manager
33.	Samuel Boakye	LCD- Bolga	Director
34.	Philip F. Alale	GES -Garu	Director
35.	Philip A. Atambugri	GES- Tempene	Director
36.	Dr. Rudolf Nyaaba	St. John Bosco's College of Education	Acting Principal
37.	Patience Langee	St. John Bosco's College of Education	Lecturer



38.	Aurelia P. Adiku	St. John Bosco's College of Education	Lecturer
39.	James Twene	Dept. of Gender	Regional Director
40.	Mollydean Zong Buntuya	GES	Regional Training Officer
41.	Gilbert Dagungo	St. John Bosco's College of Education	Lecturer
42.	Amenga Fred	NABOCADO	Project Manager
43.	Abulbire Denis	GRB	Assistant Camp. Manager Tarikom R/C
44.	Dr. John Bosco Azigwe	Bolgatanga Technical University	Senior Lecturer
45.	Angela Danful	NABOCADO	Case Officer
46.	Theophilus Atia Abolga	NABOCADO	Project Officer
47.	Timothy Akanpabadai	CRS	Head of Office
48.	Alisa A. Mogre	CRS	Programme Manager
49.	Daniel Kpabitey	Afrikids	Head of Programme
50.	Mercy M. Pwavra	DSW	Reg. Director
51.	Elisha Assosiwini	CEA	District -
52.	Sika Agbesi	GRB	GRB Regional Coordinator
53.	Daniel Kojo Akaachobli	CEA	AG. Regional Director
54.	Joshua Asaah	A1 Radio	Reporter
55.	Anne Akpelimbe	NABOCADO	Volunteer
56.	Moses Apano	NABOCADO	Comms Officer
57.	Agana Blaise	NABOCADO	Education Coordinator



58.	Nang Felix	NABOCADO	Accounts
59.	Nana Oparebea Abija Asare	UNHCR-Bolgatanga	UNHCR Focal Person of GBV
60.	Akanpaaba A. Rhoda	UERPC	National Service



Annex 2: Group Exercises

Three broad groups were created where each group was tasked to work in the following areas.

1. Gender transformative approaches, using radio communications,
2. Psychosocial support for teachers and learners (training and capacitating)
3. Community strengthening and in school attention, where the head teacher and others from Zebilla, Bawku, Action Aid, GILLBT are all running in school programs to strengthen the quality and access to primary education in those areas in very difficult environments. Presentations were given by each team leader in the group.
4. Communication for Change involving FAWE (16 radios in Upper East)

GROUP 1

COLLEGES OF EDUCATION

- University/Access Programmes should be developed for the CBE facilitators to be mainstreamed into permanent teaching jobs.
- Advocate for capitation grant for our school children – GH¢60.00 per child.
- Clustering children in groups 5 to 10 for CBE intervention in a shorter distance in Bawku.
- More CBE classes should be established in Bongo to increase access for more out-of-school children.
- Introduce urban CBE components in urban areas and border towns.

GROUP 1

Rapid Assessment (Short term approach).	
High Risk Children	Focused Child
At most Risk Children	
Low Risk Children	
High Risk Children	

Identify every single child and their needs.

- Study their attendance (Attendance Behaviour)
- Children are segregated in groups e.g. those who come to school late, early or those who do not come.
- Register to check the attendance.
- Health screening (involving their parents)
- Play ++, Foundation Learning (FL) GILLBT



MORAL INDICATORS	
	<ul style="list-style-type: none"> • Happiness (When there are depressing) • Psychosocial support in their homes. • AFC (what think widget). • Factors that intensify trained teachers to stay in and teach. • Happiness (When they are depressed)
RADIO	<ul style="list-style-type: none"> • literacy program to be scaled. • How effective are radio programme in fragile/conflict communities.
STRATEGIES	Language interpretation (eg. Moli, Bisa used at the CBE classes)
LITERACY/NUMERACY – GILLBT	<ul style="list-style-type: none"> • Kusaal – Literacy classes during class hours from KG – Grade 3. • Train facilitators, distributing primers • Kusaal – Literacy classes during class hours from KG – Grade 3. • Train facilitators, distribute primers
AFRIKIDS	<ul style="list-style-type: none"> • Capacity building for teachers’ provision of TLMs strengthen SMC/PTA (other governance, eg. DEOC).
PSYCHOSOCIAL	<ul style="list-style-type: none"> • Ghana Education Service (GES), UNICEF/Children believe – Trained teachers on psychosocial support, school-in-a box kit (literacy and numeracy). • Emotional intelligence. Measure when they are in trauma – high, medium and low. • Co-exist and make them feel at home. • Children believe–taught how to manage children self-awareness training and self-realization.
IMPACTS	No pressure on teachers
SITUATIONAL ANALYSIS	
INFLUX OF REFUGEES AND THE EXISTING QUALITY AND ACCESS TO EDUCATION	
IMPACTS	<ul style="list-style-type: none"> • Pressure on teachers, classrooms.
EVIDENCE	3years – Baseline and Coalition (GILLBT)



GROUP 2

PSYCHOSOCIAL SUPPORT	School Level – Learners & Teachers (8 School in 3 Districts).
	Learners – Fear Management (Singing to the Lion). Methods used to overcome fear.
	Teachers – Rising from resilient root (RRR) help teachers and SMCs to manage fear and help others.
	Teachers are also trained on changing your channel tool to change your mood from undesirable situations.
COMMUNITY LEVEL	<ul style="list-style-type: none"> • Traditional Leaders
	<ul style="list-style-type: none"> • Assembly Members
	<ul style="list-style-type: none"> • Women Groups
	The tool used in training the community level is finding your inner strength and post trauma reconstruction – helps to rebuild social connections and community integration.
SCALING UP	<ul style="list-style-type: none"> • Accreditation and certification of master trainers as strategies for scaling up.
	<ul style="list-style-type: none"> • Identify new schools and new communities.
	<ul style="list-style-type: none"> • Source funding, Government and Donor Organization.
	<ul style="list-style-type: none"> • Mobilization and sharing.
SEL: Psycho-social Support	<ul style="list-style-type: none"> • Teachers • Learners • Parents

WHAT WE CAN DO WITH INFORMATION	<ul style="list-style-type: none"> • Intervention to be extended to Bawku West.
	<ul style="list-style-type: none"> • Conduct effectiveness study in Bongo, Talensi, Bawku West.
	<ul style="list-style-type: none"> • Facilitators soap money should be enhanced.
	<ul style="list-style-type: none"> • More resources for first and second refresher training.
INFORMATION NEEDED	<ul style="list-style-type: none"> • Community sustainability strategies.
	<ul style="list-style-type: none"> • Parental support – learners.
	<ul style="list-style-type: none"> • Community support – facilitators
	<ul style="list-style-type: none"> • Stakeholder collaboration – eg. Civil Societies, NGOs.
	<ul style="list-style-type: none"> • Issues of SEN



	<ul style="list-style-type: none"> Continues tracking of learners
CURRENT ACTIVITIES	Facilitation and learning
	<ul style="list-style-type: none"> Cycle 9 – Mapping, awareness, creation, recruitment of community-based facilitators, initial training following TOT. LCM/SMC training, TRLs distribution, commencement of classes.
	<ul style="list-style-type: none"> Monitoring and supervision, first and second refresher training.
	<ul style="list-style-type: none"> Assessment – Baseline and Endline.
	<ul style="list-style-type: none"> Graduation and Certification.
	<ul style="list-style-type: none"> Training of head teachers.
	<ul style="list-style-type: none"> Transition, tracking of learners.
EVIDENCE OF WORK	<ul style="list-style-type: none"> 80 trained facilitators at post 2,000 learners receiving intervention 400 LCMs/SMCs trained and supporting classes, TRLs available Soap paid to facilitators CEA/MSE uses the checklist – ASER tool
IN SCHOOL SUPPORT	<ul style="list-style-type: none"> Literacy, Numeracy, Psycho-social, Access/Quality

GROUP FOUR (4) – DAY 1

CBE – Accelerated Education	<ul style="list-style-type: none"> Bawku West Bongo 	
DISTRICTS	Organization/Institution	
Talensi, Bongo, Bolga, SAGES, Bawku, Bawku West.	Afrikids	
Bolga, Bongo, Talensi	MOE/CBE	
Bawku, Garu, Bulsa	GILLBT	
North Bongo (KNW/Bawku)	LCD	
Old Bawku	Action Aid	



West Bawku	NABOCADO	
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ACTIVITIES	EVIDENCE/STRATEGIES	INFO NEEDED	SCALABILITY
GROUP TWO (3)			
Bosco College Counselling for teachers and students	Reduction in drug abuse by students. Reduction in tensions among ethnic groups on campus	Training workshop to build capacities for teachers and counsellors	Follow-up on cases identified
Ghana Education Service Guidance & Counselling	Availability of counsellors at National, Regional & District levels. Creation of exam centres for learners.	Support for vulnerable children	
NABOCADO Fear Management Trauma Healing Resilience building Post – Trauma reconstruction Relationship building	Peaceful coexistence between Asylum seekers and community members. Improved relationship between teachers and learners at Tarikom Primary School. Reports of Peaceful co-existence between Doba and Kandiga since 2023 effective SMC in Tarikom Primary	Collaboration with educational stakeholders and other agencies.	Evidence is harvesting to see what interventions works best. Impact harvesting further coordination with other partners
Social Welfare Placement of children with disabilities in specialized schools. Partner with police to apprehend perpetrators of child marriage, child abuse. Counselling from abuse children. Community level sensitization.	Perpetrators of child abuse are arranged before courts and punish. Abuse children are rescued from harm	Stakeholder collaboration	

All groups presented on their findings and the workshop ended with closing prayer and reflections from the AFC team and key stakeholders like NNED, GILLBT, and CEA.

