

Stakeholder Mapping and Analysis of Education In Emergencies In Nigeria



Executive Summary

This report presents the findings of a stakeholder mapping and analysis of Education in Emergencies (EiE) interventions in Borno State, Nigeria, under the broader initiative titled "Advancing Educational Solutions: Research for Scaling Education Innovations in Emergencies and Fragile, Conflict and Violence-Affected Areas of Burkina Faso, Ghana, and Nigeria." The work was supported by the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX), a joint endeavour with the International Development Research Centre (IDRC), Canada, and is being implemented by a consortium of three partners: Associate for Change (AFC) in Ghana, CERFODES in Burkina Faso, and the Centre for the Study of the Economies of Africa (CSEA) in Nigeria. The stakeholder mapping and analysis aimed to identify key actors involved in EiE in Borno state, Nigeria, assess their roles, interests, and levels of influence, and propose strategies to improve coordination, accountability, and education delivery in crisis-affected contexts. The insurgency, displacement, and disasters related to climate changes that have prevailed in Borno State in the last few years have made the state the epicentre of educational disruptions in Nigeria, hence the high levels of children not attending schools in Nigeria.

The mapping exercise illustrated a wide variety of players operating on various EiE programmes such as government agencies, international organisations, local NGOs, and community-based structures. The stakeholders adopt many educational innovations including Accelerated Education Programmes (AEPs), Accelerated Basic Education, radio and technology-based learning, socio-emotional learning, vocational training, and psychosocial support. Their intervention targets include girls, boys, teachers, displaced children, Almajiri, street children and children with disabilities. Although the coverage of these programmes is good, the study found that stakeholders face significant challenges, including insecurity, funding shortages, high teacher turnover, infrastructural deficits, limited coordination, and cultural or gender-related barriers. Despite these constraints, effective practices have emerged particularly those that prioritise strong community involvement, flexible learning models, and local language instruction.

To ensure sustainability, many organisations emphasised community ownership, close engagement with local actors, and integration of successful interventions into government budgets and systems. Sustainability is further supported by capacity building, advocacy, and alignment with government policy, while some actors also pursue innovative funding approaches such as social enterprise models and donor diversification. Collaborations with local and international partners especially in areas such as teacher training, policy advocacy, and school reintegration were reported as key to achieving impact. Furthermore, the study highlights the importance of using more robust consolidation of multi-stakeholders, strategic policy adjustments, and more efficient funding options, as well as further investment in educator and community capacity. Coordinating with partners and expanding evidence-based models will help Nigeria provide more equitable, holistic and resilient education services to children exposed to conflict and crisis.

List of Acronyms

ABEP	Accelerated Basic Education Programme
AENN	Addressing Education in Northeast Nigeria
AEPs	Accelerated Education Programmes
AFC	Associates for Change
AIPFF_Africa	Anka and Itanka Progressive Frontiers Foundation
ALP	Accelerated Learning Programme
CBE	Community-Based Education
CSACEFA	Network of Civil Society Action for Education for All
CSOs	Civil Society Organisations
EiE	Education in Emergencies
FME	Federal Ministry of Education
HOHVIPAD	Horn of Hope Vision for Peace and Development of Nigeria
IDRC	International Development Research Centre
KABHUDA	Kanem Borno Human Development Association
KARI	Kanuri Arithmetic and Reading Initiative
MEL	Monitoring, Evaluation, and Learning
MNEC	National Commission for Mass Literacy, Adult & Non-Formal Education
MOE	Ministry of Education
NCCE	National Commission for Colleges of Education
NERDC	Nigerian Educational Research and Development Council
NGOs	Non-governmental Organisations
NPC	National Population Commission
OOSCY	Out-of-School Children and Youth
SBMCs	School-Based Management Committees
SEL	Socio-Emotional Learning
SEMA	State Emergency Management Agency

List of Acronyms

SUBEB	Universal Basic Education Board
TaRL	Teaching at the Right Level
TVET	Technical and Vocational Education and Training
UN	United Nation
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
USAID	U.S. Agency for International Development
WFP	World Food Programme

Introduction

Education in emergencies refers to education for populations affected by unforeseen circumstances such as armed conflict or natural disasters. This has been a major concern in Nigeria, particularly for the Northeastern states of Borno, Gombe, and Yobe, which are affected by insurgency, banditry, natural disaster, and displacement of people.

Emergencies cause major disruption to education systems. Schools and colleges are often damaged during armed conflict or used for temporary accommodation of people rendered homeless or displaced by war or disasters such as earthquakes, floods, or hurricanes, and students, teachers, and their families may seek safety in other countries as refugees (Sinclair, 2007). The major disruption of the education system in Nigeria is caused by Boko Haram, which started in 2002.



Boko Haram is a jihadist militant organisation based in Northeastern Nigeria, Cameroon, Niger, and Chad (Ngare, 2012). The sect originated precisely in Borno and Yobe states of Nigeria, but its activities are pronounced across the entire Northeastern Nigeria (Badau, 2016). The Boko Haram crisis and ongoing insecurity have led to the destruction of educational infrastructure, the displacement of communities, and widespread disruption in learning for millions of children. As of 2024, Nigeria accounted for one of the highest numbers of out-of-school children (OOSC) globally, with estimates exceeding 18 million, a significant portion of whom are in conflict-affected areas of the Northeast of which one in three children is out of school in Nigeria, representing 10.2 million at the primary school level and 8.1 million children at the junior secondary level (UNICEF, 2024).

In Borno state in particular, education is frequently suspended due to attacks on schools, abduction of learners and teachers, and persistent threats to safety. Beyond conflict, climate-induced disasters such as floods have exacerbated vulnerabilities, leading to further displacement and weakening of already fragile educational systems.

In response, both national and international actors have implemented various education-focused humanitarian interventions. Government agencies such as the Universal Basic Education Commission (UBEC) and State Universal Basic Education Boards (SUBEBs) have partnered with international organisations like UNICEF, UNHCR, Save the Children, PLANE, and Plan International to provide temporary learning spaces, psychosocial support, school feeding, and Accelerated Education Programs (AEPs). Despite these efforts, coordination challenges, resource constraints, and coverage gaps continue to impede progress, particularly for girls, children with disabilities, and displaced populations.

Given the multiplicity of actors and complex emergency dynamics, stakeholder mapping and analysis are essential to understand who is doing what, where, and how. This will inform better coordination, identify synergies, and reduce duplication of efforts.

1.1 Aim and Objectives

This stakeholder mapping and analysis aim to systematically identify and examine key actors involved in Education in Emergencies (EiE) within Borno State of Nigeria. The objective is to gain a clearer understanding of their roles, interests, areas of operation, and inter-organisational relationships to enhance coordinated responses and improve educational outcomes in crisis settings. ***The specific objectives include:***

- ① Identify and map key national, state, and local stakeholders involved in EiE interventions in Nigeria.
- ② Assess stakeholder roles, interests, and levels of influence in EiE programming, including formal education, non-formal initiatives, psychosocial support, and child protection.
- ③ Recommend strategies to strengthen coordination, accountability, and inclusive education delivery in emergency contexts.

1.2 Scope

This stakeholder mapping and analysis geographically focused on Borno State, Nigeria, which is the epicentre of education disruption due to protracted conflict and displacement. The mapping includes, but is not limited to:

- **Formal Stakeholders:** Federal Ministry of Education (FME), Universal Basic Education (UBEC), State Universal Basic Education Boards (SUBEBs), Nigerian Educational Research And Development Council (NERDC), National Commission for Mass Literacy, Adult & Non-Formal Education (MNEC) National Emergency Management Agency (NEMA), State Emergency Management Agencies (SEMAs), and the Ministry of Humanitarian Affairs and Disaster Management.

Table 1: Formal Stakeholders

Institution	Role	Interest	Influence
Federal Ministry of Education (FME)	Policy oversight, coordination, and mainstreaming	High	High
Universal Basic Education Commission (UBEC)	Supports basic education and AEP scale-up	High	High
Universal Basic Education Boards (SUBEBs)	Supports basic education and AEP scale-up at the state level	High	Medium
NERDC	Curriculum integration (SEL, GRP)	Medium	High
MNEC	Non-formal education & literacy programs	Medium	Medium

NCCE	Teacher training innovation embedding	Medium	Medium
State Ministries of Education	Local implementation and contextual adaptation	High	High
NEMA	Emergency preparedness and response	High	High
SEMA	State emergency preparedness and response	Medium	Medium
NPC	Population data for targeting	Low	High

Source: Authors' Illustrations.

- Non-formal actors: Local NGOs, faith-based organisations, and community groups delivering alternative education and psychosocial support.
- International organisations: UNICEF, UNHCR, WFP, Save the Children, Plan International, and others implementing EiE and child protection programmes.
- Community actors: School-Based Management Committees (SBMCs), traditional rulers, parents' associations, and local volunteers supporting education delivery and conflict resolution at the grassroots level.

2.0 Literature Review

According to the United Nations Children's Fund ([UNICEF](#)), education is a fundamental human right, and every child, regardless of where they live or in what circumstances, has the right to quality education. However, in most African countries and the Northern states of Nigeria, education continues to be plagued by a plethora of structural challenges. This is reflected in the region's subpar education statistics.

According to [UNICEF](#), 10.5 million children in Nigeria are out of school. This corroborates the findings in the 2023 [Nigeria Education Factsheet](#), which revealed that about 83% of children in Nigeria are out of school across all levels of education, primary, junior, and senior secondary. The picture of this statistics is bleak for Northern Nigerian states, which have an average of 37%, 35.7%, and 44% of out-of-school children (OOSC) at primary, junior, and senior secondary schools.^[1]



These challenges are exemplified in the occurrences of regional insecurity, prolonged conflict, widespread poverty, natural disasters, climate change, attacks on schools, and the use of school facilities as refugee camps for Internally Displaced Persons (IDPs) in these states.^[2] In the BAY states (Borno, Adamawa, and Yobe), these challenges are prevalent, displacing over 16 million persons and hindering education for 2 million children of school-going age. Therefore, in Nigeria, education in emergencies is crucial because it ensures equitable, quality, and inclusive access to education for children, making Nigeria effective in delivering UNICEF children's right to education.

Education in Emergencies emphasises the provision of safe, inclusive, and quality learning opportunities for children and adolescents affected by crises (Plan International, [2025](#)).

^[1] See the [2023 Nigeria Education Factsheet](#)

^[2] See the [Humanitarian Action website](#)

2.0 Literature Review

It advocates the enforcement of the right to education by ensuring quality learning opportunities for people of all ages in crises through early childhood development, primary and secondary education, non-formal and vocational education, and higher and adult education. However, different approaches to education in emergencies are only suitable under certain circumstances. For example, Taka (2021) notes that Education in Emergencies, which typically focuses on formal education, might not be effective for war-affected youths. Therefore, it prompted the development of other EiE non-formal education interventions, such as the Accelerated Education Programmes (AEPs), Going Back to School Safely EiE project by Plan International, Accelerated Learning Programmes (ALP) by the International Rescue Committee^[3] among others.

Between 2017 and 2021, the Foreign, Commonwealth and Development Office (FCDO) funded the implementation of three EiE projects in Nigeria. They include the Accelerated Learning Programmes (ALP) implemented by the International Rescue Committee, UNICEF's new teaching methodologies (TaRL and KARI)^{[4][5]}, and the Addressing Education in Northeast Nigeria (AENN) programme, which supported the development of education data hubs in Nigeria. Together, these programmes enrolled a total of 273,344 children into the interventions, of which 94% were mainstreamed into the formal education system by the end of the programmes. A total of 15,385 teachers, learning facilitators, and tutors were also trained, and 298 classes were rehabilitated.^[6] FCDO has also partnered with UNICEF to implement window 2 of the Partnership for Learning for All in Nigeria (PLANE) intervention from 2021 to 2025. This will enhance the quality of teaching and learning in formal and non-formal learning settings, enable girls and children with disabilities in conflict-affected areas to complete primary and transition to junior secondary education, and improve the well-being, protection, and safeguarding of conflict-affected children.

In 2022, Plan International also implemented the Going Back to School Safely programme in Nigeria, which equipped 923 teachers with the skills necessary for educating children with disabilities. The programme provided dignity kits to 3192 adolescent girls in schools, thereby increasing their participation in education. It also established 63 accelerated learning classes for out-of-school children to catch up with missed years of schooling. The stories of change captured in its impact report demonstrated how effective the programme was in reducing the number of out-of-school children for both girls and boys.^[7]

In addition, according to the Centre for the Study of the Economies of Africa (CSEA, 2022), five AEP programmes were implemented in Nigeria between 2014 and 2021, primarily in the Northeastern geopolitical zone.

^[3] *A non-profit that responds to world humanitarian crisis*

^[4] *Teaching at the Right Level*

^[5] *Kanuri Arithmetic and Reading Initiative*

^[6] *For full understanding of the programmes and outcomes, see DELVe Technical Report: A synthesis of three ay 2022 FCDO-funded Education in Emergencies programmes in North-East Nigeria (2017-21)*

^[7] *See the Plan International Education in Emergencies Impact Report*

These programmes were proven effective by reaching 310,000 OOSC in Nigeria, hence, achieving gender and social equity, with high-quality levels and easy transitions back into formal education.

However, despite the successes of these EiE programmes, UNICEF acknowledges that more work needs to be done, especially in scaling up the results of these interventions. Hence, to scale up the results, stakeholder engagement is necessary, especially among local institutions, Non-Governmental Organisations (NGOs), and donor agencies (Adeniran, Obiakor & Casely-Hayford, 2025; Edafe & Olawale, 2025).

3.0 Methodology

In this study, a qualitative research design was employed to map and analyse key stakeholders involved in Education in Emergencies (EiE) interventions in Borno State, Nigeria. The research formed part of a larger project that aimed at identifying and scaling up education innovations in fragile and conflict-affected countries. It combined desk-based research with primary data collection through structured questionnaires administered to the stakeholders.

The study commenced with an extensive desk review of relevant literature, policy reports, programme reviews and reports from government agencies, donors and implementing agencies. This helped in pinpointing active EiE players and situational insights of the education situation in Borno State areas that have faced crisis over the years.

The primary data was collected using a structured questionnaire administered to targeted stakeholders in EiE programmes. The questionnaire consisted of four parts, which are (A) Background Information, (B) Programme Engagement, (C) Experience and Insights, and (D) Policy and Collaboration. It collected data consisting of the nature of education innovations undertaken (e.g. Accelerated Education Programmes, Community-Based Education, SEL, digital and radio-based learning), the population it served (e.g. girls, boys, teachers, displaced persons) as well as the challenges encountered during operation to provide education in a manner that was new in the emergency context.

Furthermore, the questionnaire explored effective practices for reaching out-of-school children and youth (OOSCY), practices to make the operations sustainable even after donor funding, and interaction with government and other partner organizations. It also sought to find out what stakeholders recommend concerning the policy and system-level adaptation required to scale successful innovations in fragile, conflict and violence-affected (FCV) areas. Respondents were purposely selected from a diverse pool of EiE stakeholders, including government agencies, international development partners, NGOs, and community-based organisations operating in Borno State, Nigeria. Responses were analysed thematically to

identify patterns, gaps, challenges, and opportunities for scaling and sustaining EiE innovations. Ethical standards were observed throughout the process, including obtaining consent from participants and maintaining the confidentiality of individual responses.

4.0 Findings

Section A: Background Information

The participant list reflected a diverse mix of stakeholders drawn from government agencies, civil society organisations, non-governmental organisations, private schools and humanitarian bodies. The representation spanned national and subnational education bodies including Universal Basic Education Commission (UBEC), National Commission for Colleges of Education (NCCE), Borno State Ministry of Education, as well as at the National Commission for Mass Literacy, Adult, and Non formal Education (NMEC). Education in emergency innovators like KABHUDA and HOHVIPAD. There were also humanitarian and advocacy organisations such as the Network of Civil Society Action for Education for All (CSACEFA), Anka and Itanka Progressive Frontiers Foundation (AIPFF_Africa) and the Illuminating Minds Initiative as well as the private sector actors such as Bankys Private School.

The participants were Executive Directors, Directors, Deputy Directors, Special Advisers, Policy Advisers, Programme Managers and Research Associates. Several attendees occupied government advisory positions at state or federal level, while others were engaged in programme planning, project coordination, and risk assessment. This combination of leadership, policy and operational expertise implies a powerful level of potential in the group to influence education policy, design interventions, and deliver programmes across multiple contexts, including formal schooling, non-formal education, and emergency response.

The majority of participating organisations operate primarily in Borno State, accounting for just over 40% of respondents, reflecting the state's position at the centre of Nigeria's Education in Emergencies (EiE) response. Around 30% are headquartered in the Federal Capital Territory (FCT) or operate nationally, providing policy direction, coordination, and support across multiple states. A smaller proportion, about 15%, work across broader zones such as the North East or North Central, while the remaining 15% focus on specific states like Adamawa or Nassarawa alongside their headquarters activities. This spread shows a strong concentration of operational presence in crisis-affected areas, backed by national-level agencies and NGOs providing technical guidance and cross-state support.

Section B: Programme Engagement

Stakeholders reported implementing a diverse range of Education in Emergencies (EiE) innovations. Girls' Education emerged as the most common focus, followed closely by Accelerated Education Programmes (AEP), Accelerated Basic Education Programmes (ABEP), and Radio or technology-based learning. Other approaches mentioned include Community-Based Education (CBE), socio-emotional learning (SEL), Technical and Vocational Education and Training (TVET), and Out-of-School Programmes (OSP). Radio and digital tools are being used to extend learning opportunities, while there is growing interest in embedding socio-emotional learning, particularly within private school settings.

These programmes serve a broad spectrum of beneficiaries. Girls, boys, and teachers were the most frequently cited groups, with many programmes also supporting Internally Displaced Persons (IDPs). Some extend services to refugees, street children, Almajiri, and adults, including those in Early Childhood Care and Development (ECCD). Several respondents also work directly with parents and provide skills training for adolescents, reflecting a commitment to reaching both learners and the wider community affected by crises.

Section C: Experience and Insights

Stakeholders identified funding shortages and security risks as the most pressing challenges in delivering education services in emergency settings. Limited financial resources make it difficult to sustain operations, particularly in remote or conflict-affected areas, while insecurity from insurgencies, lack of escorts, and absence of hazard allowances for staff further constrain activities. Additional barriers include restricted access to flashpoint areas, poor infrastructure, limited radio or technology coverage, and administrative hurdles such as government bureaucracy and weak coordination. Manpower shortages, high teacher turnover, cultural and gender barriers, multiple taxation, and low parental engagement in education also hinder the reach and impact of programmes.

In reaching out-of-school children and youth in fragile, conflict, and violence (FCV) areas, the most effective approaches combine strong community involvement with adaptable learning options. Engaging local leaders, School-Based Management Committees (SBMCs), and village heads has been instrumental in building trust and boosting enrolment. Accelerated Education Programmes (AEP), literacy initiatives

and radio-based learning, particularly when delivered in local languages, are seen as highly effective. Integrating non-formal learning settings such as Tsangaya schools with skills training, and offering incentives like refreshments also helps attract and retain learners.

To sustain education innovations beyond project funding, organisations prioritise community ownership from the design stage through implementation. Close collaboration with host communities, civil society, and local stakeholders builds long-term commitment, reinforced through advocacy and coordination platforms. Sustainability strategies include integrating successful models into state budgets, setting up desk offices within ministries, and embedding regular monitoring and evaluation processes to maintain quality. Capacity building, through training teachers, stakeholders, and community volunteers, is a central pillar. Some organisations explore social enterprise models or government-supported scholarships to generate resources, while others strengthen donor partnerships or leverage internal funds to continue programmes after external funding ends."

Section D: Policy and Collaboration

Most respondents reported active engagement with government or other partners on Education in Emergencies (EiE) policies and programmes. These partnerships include advocacy to state governments, such as promoting basic formal education for Almajiri children, joint needs assessments, and providing education support in Internally Displaced Persons (IDP) camps. Organisations also collaborate with UNICEF, UNESCO, local NGOs, faith-based organisations, and community groups on initiatives like Literacy by Radio and girls' education programmes. Formal registration with relevant government agencies in states like Adamawa and Borno enables closer coordination for some actors, although a few respondents noted no current engagement.

To scale education innovations in fragile, conflict, and violence (FCV) settings, respondents highlighted several priority policy and system-level changes. These include stronger community mobilisation, through advocacy, sensitisation, and public awareness, particularly for promoting Accelerated Education and Radio Education. Many called for sustained collaboration and alignment between stakeholders, backed by cross-sector partnerships and increased government investment. Legislative and policy reforms to strengthen non-formal education systems at the state and local levels were seen as essential, alongside operational and funding support for frontline delivery. Respondents also stressed the importance of ongoing teacher training, professional development, and improved coordination mechanisms to ensure consistency and quality.

According to the respondents, scaling these innovations will require a blend of technology, partnerships, and long-term resourcing. Expanding radio, internet, and other tech-based tools can help overcome physical access barriers, while stronger collaboration with government, civil society, and private schools can broaden reach. Multi-year funding commitments would provide the stability needed for sustained impact. Community-level adoption of models like ABEP, targeted advocacy campaigns, and scholarship schemes for out-of-school children were also proposed. Capacity building for teachers, including trauma-informed approaches, remains critical, as does using research evidence to refine programme design. Some stakeholders suggested innovative incentives, such as linking participation in education to civic engagement, to encourage enrolment and retention in FCV contexts.

5.0 Conclusion and Recommendations

This stakeholder mapping and analysis have provided a comprehensive overview of the stakeholders engaged in Education in Emergencies (EiE) in Borno State, Nigeria, the state that has been drastically affected by protracted conflicts, displacement, and fragile education systems. The study successfully identified key formal, non-formal, and international stakeholders, assessed their roles, interests, and influence, and documented ongoing programmes, coordination mechanisms, and systemic challenges.

The results indicate that despite many innovations being used like Accelerated Education Programmes (AEP), Radio-based learning and community-based methodologies, large gaps do exist in coordination support, funding and long-term sustainability. The lack of impacts is associated with security risks, poor infrastructure, and a limited involvement of the local actors. Nonetheless, community ownership, flexibility in learning, cooperation with government and civil society players have been found effective to enhance access and retention to education in the case of emergencies.

Maximising efficiency and inclusiveness in delivery of education in emergency settings requires concerted efforts to harmonise interventions, build the capacities of key stakeholders, and institutionalise successful models.

5.1 Recommendations

●• Enhance Multi-Level Co-ordination Strength

There is a need to strengthen inter-agency Education in Emergencies (EiE) coordinating mechanisms across national, state, and local levels. This includes promoting regular stakeholder engagement through education and joint planning forums to ensure alignment of interventions, reduce duplication of efforts, and promote the sharing of best practices.

●• Institutionalise and Scale EiE Models that Work

Effective Education in Emergencies (EiE) models, such as Accelerated Education Programmes (AEP) and radio education, should be integrated into national and sub-national education sector plans and budgets. To support this, policy reforms are needed to formally recognise non-formal education models, providing clear operational guidance for their integration into the broader education system.

●• Bolster the Community Ownership and Localisation

Strengthening community ownership is essential for the sustainability of Education in Emergencies (EiE) interventions. This can be achieved by actively engaging School-Based Management Committees (SBMCs), traditional leaders, and parent groups in programme design, implementation, and monitoring. In addition, supporting local actors through capacity-building initiatives will enhance grassroots accountability and contribute to long-term programme sustainability.

●• Improve Funding Mechanisms and Resource Mobilisation

There is a need to increase government investment in Education in Emergencies (EiE) and explore innovative financing approaches such as social enterprises, public-private partnerships, and donor consortia. In addition, advocating for multi-year funding commitments is crucial to enable long-term planning and ensure stability of EiE interventions in fragile and conflict-affected settings.

●• Invest in Capacity of Teachers and Safety

Strengthening the capacity of teachers is critical to the success of Education in Emergencies (EiE). This includes training on trauma-informed teaching, inclusive education, and effective strategies for managing multi-grade classrooms. In crisis-affected areas, it is equally important to provide teachers with risk allowances, psychosocial support, and security accompaniment to ensure their well-being and enhance their commitment to service delivery.

● Take Advantage of Learning Access Technology

Increasing access to low-technology and no-technology learning solutions, such as radio broadcasts, mobile phones, and printed self-learning materials, is essential for reaching vulnerable learners in remote and underserved areas. Priority should be given to delivering content in local languages and through offline-friendly formats to ensure inclusivity and accessibility in fragile and conflict-affected contexts.

● Improve Monitoring, Evaluation, and Learning (MEL)

It is essential to enhance data systems to track out-of-school children, monitor key education system performance indicators, and inform adaptive programme approaches. In addition, investing in research partnerships will help generate local evidence to inform policy dialogue and support the effective scaling of Education in Emergencies (EiE) interventions.

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Annexes

RACI Matrix: Nigeria Stakeholders in Education in Emergency

Activity / Task	FME	UBEC	NERDC	State MoEs	NGOs	CSEA	GPE-KIX IDR C	Community
Policy alignment and approval	A	C	R	C	I	C	I	I
Curriculum integration	C	C	A/R	I	I	C	I	I
Implementation of AEP	I	C	I	A	R	C	I	C
Research design & data collection	I	I	I	C	C	R	C	I
Ethics & safeguarding	C	C	I	C	R	A	C	C
Monitoring & Evaluation	C	C	C	C	C	R	A	I
Stakeholder learning events	C	C	C	R	C	A	I	C
Evidence dissemination	C	C	I	C	C	R	A	I
Advocacy & social mobilisation	I	I	I	C	R	C	I	A/R

Scale-up planning & budgeting	A/R	R	C	C	I	C	C	I
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Legend: R – Responsible, A – Accountable, C – Consulted, I – Informed

QUESTIONNAIRE

Section A: Background Information

Name:

Organization:

Designation:

State/Zone of Operation:

Section B: Programme Engagement

1. Which Education in Emergencies (EiE) innovations has your organisation implemented/engaged in Nigeria? (e.g., AEP, ABEP, CBE, Girls' Education, SEL, Radio/Tech-based Learning, etc.)

2. What target group(s) do your programmes serve? (Tick all appropriate answers.)

☐ Girls ☐ Boys ☐ Teachers ☐ Internally Displaced Persons ☐ Refugees ☐

Others:

Section C: Experience and Insights

3. What is the biggest challenge your organisation faces in delivering education services in emergency settings?

4. What approach has worked best for reaching out-of-school children and youth (OOSCY) in FCV areas?

5. How do you ensure the continuity and sustainability of education innovations beyond project funding?

Section D: Policy and Collaboration

6. Are you currently engaging with the government or other partners on EiE policies or programmes?

☐ Yes ☐ No

If yes, briefly describe:

7. What policy or system-level change would help scale up your education innovations in FCV settings?

8. How can these educational innovations be further scaled?
