CONCEPT NOTE (D14)

2nd HIGH LEVEL CONFERENCE ON SCALING EDUCATION INITIATIVES IN EMERGENCIES (EiE)

WEST AFRICA (ACCELERATE+)

CONFERENCE ON RESEARCH EVIDENCE TO SCALE EDUCATION INNOVATION AND INVESTMENT IN WEST AFRICA

Date: Tuesday 29th and Wednesday 30th September 2026

Venue: La Palm Royal Beach Hotel, Accra, Ghana



Introduction

Education has become an increasingly important priority particularly in fragile, conflict and violence-affected (FCV) contexts where systemic disruptions undermine equitable access to quality learning opportunities, especially at basic education level. Recent global evidence indicates that an estimated 72 million crisis-affected children remain out of school, while a further 127 million who are enrolled are not achieving minimum learning outcomes because of disrupted education systems, inadequate resources, and prolonged emergencies. These disruptions include climate-related disasters, internal displacement, community conflict, public health emergencies, and socio-economic shocks that disproportionately affect girls, vulnerable children and marginalized communities. These challenges underscore the urgent need to strengthen education in emergencies through coordinated humanitarian and development action, increased investment, and inclusive learning opportunities that ensure all crisis-affected children can access safe, quality education.

The Global Partnership for Education (GPE), Knowledge and Innovation Exchange (GPE KIX) connect expertise, innovation and knowledge to help partner countries strengthen education systems, use evidence more effectively, and scale promising education innovations. IDRC is the grant agent and core implementing partner for GPE KIX. Several GPE KIX-funded research initiatives funded by the GPE KIX IDRC mechanism have been implemented across various countries to examine how education systems respond to emergencies, scale innovations and strengthen resilient learning. These initiatives have generated important evidence on education in emergencies, foundational learning, gender responsive and inclusive education, accelerated learning programmes, community-driven approaches, and policies that support continuity of learning during crises.

Despite this growing body of evidence, a critical challenge remains in translating research and proven education innovations into policy, financing and implementation at scale, particularly in fragile and conflict-affected contexts across West Africa. Evidence is often fragmented, and policymakers, practitioners and financing partners have limited opportunities to identify what works, understand the conditions required for successful scale-up, and translate research findings into coordinated action. However, critical gaps remain in translating research into policy, financing and implementation at scale. The conference responds to this gap by creating a focused regional platform to synthesize evidence, support cross-country learning, and strengthen coordination among policymakers, researchers, practitioners, innovators and financing partners working at the intersection of peace, security and education. Convened with support from GPE KIX, NORRAG, KIX Africa 19 and KIX Africa 21, and with academic and technical partners including the University for Development Studies, University of Ghana, the REAL Centre at the University of Cambridge, Carleton University's Norman Paterson School of International Affairs, Associates for Change, the Centre for the Study of the Economies of Africa, CERFODES and the Ghana National Research Fund, the September 2026 conference will focus on practical pathways for

moving from evidence to policy, investment and implementation at scale, with particular attention to scaling education innovations in emergencies across West Africa. The term scaling within the context of this conference thus refers to process of increasing the reach and uptake of and sustaining proven education innovations beyond their initial settings, while adapting them to different contexts and needs.

The conference will therefore provide the opportunity to serve as a bridge between evidence generation and policy uptake. It will bring together GPE KIX-funded projects, government actors, regional bodies and development partners to examine which innovations are ready to scale, under what conditions, and with what policy and financing support. The expected result is a more coordinated regional agenda for evidence-informed scaling of education in emergencies innovations across West Africa

Purpose of the Conference

The primary purpose of the conference is to promote the use of policy-relevant evidence to scale education innovations that improve access, continuity, learning, safety and well-being for children and young people affected by crises. The conference will focus on the system, financing and policy conditions required to move promising innovations from pilots or projects into wider national and regional use.

Objectives for the conference are to:

- Share and synthesize evidence on education in emergencies innovations with potential for scale in West Africa.
- Facilitate dialogue among policymakers, researchers, practitioners, innovators and financing partners on the conditions required for scaling.
- Identify practical policy, financing and implementation pathways for scaling promising innovations through education systems.
- Strengthen research-policy-practice collaboration and support a coordinated regional agenda for education in emergencies in West Africa.

Expected Outcomes

The conference is expected to generate the following practical outputs and outcomes:

- A regional evidence synthesis on promising education in emergencies innovations and the conditions required for scale.
- A policy communiqué for the African Union and ECOWAS, with clear messages for national and regional policy processes.
- An investment brief outlining financing options for scaling education in emergencies innovations.
- A post-conference action roadmap with agreed follow-up actions, responsible institutions and indicative timelines.

- Strengthened partnerships for research, policy dialogue, knowledge mobilization and collaborative scaling initiatives.

Participants

- Decision-makers, including senior officials from ministries of education, planning and finance, EiE focal points, curriculum and basic education directorates, and regional education bodies.
- Evidence producers, including GPE KIX research teams, universities, think tanks and research consortia involved in education in emergencies and scaling research.
- Implementers and innovators, including NGOs, civil society organizations and organizations testing scalable models in fragile and crisis-affected contexts.
- Financing and investment actors, including development partners, foundations, multilateral agencies and other partners able to support scaling and sustainability.
- Regional learning and policy actors, including the African Union, ECOWAS, KIX Africa 19, KIX Africa 21, UNICEF, UNESCO-related partners, INEE/AEWG and NORRAG.

Conference themes and organizing questions:

The conference themes are organized around four strategic questions:

1. What evidence exists on scalable education in emergencies innovations?
2. What conditions enable scaling through education systems?
3. What financing mechanisms are needed?
4. How can regional cooperation strengthen resilient education systems in West Africa?

Sub-theme 1: Education in emergencies and resilient education systems
This theme examines strategies, innovations, and policies that enable education systems to withstand and respond to crises, including armed conflict, displacement, climate-related shocks, and public health emergencies. It will explore what works, what does not work, and how educational continuity can be sustained and crisis-affected contexts. This conference section will include:

- Share findings from education in emergencies risk assessments conducted in Ghana, Nigeria, Burkina Faso and other countries.
- Review tools developed and tested across West Africa for measuring education in emergencies risks and outcomes.

Sub-theme 2: Foundational learning, e-learning, inclusion and educational innovation
This theme focuses on innovations that improve learning outcomes and expand access to quality education for marginalized and vulnerable populations. Attention will be given to early childhood education, foundational learning, e-learning, accelerated education, inclusive education, and gender-responsive approaches that have demonstrated promise. This conference section will include:

- Evidence and scaling models from fragile, conflict- and violence-affected areas
- Community-driven approaches to early childhood education, with models from Ghana, Uganda and Liberia
- Accelerated education programmes from Ethiopia, Burkina Faso, Nigeria and Uganda
- Foundational learning programme evidence from Africa and India
- E-learning examples from Ghana and other African contexts

Sub-theme 3: Social protection, teacher well-being and safe learning environments
This theme explores the role of institutions, including colleges of education, teachers and communities, in promoting peace, social cohesion, conflict prevention, and nation-building. Discussions will focus on how education systems reduce tensions, foster tolerance, and strengthen community resilience. The theme will also examine the innovations that respond to the educational and psychosocial of learners, teachers and educators in fragile and conflict-affected settings, including:

- Scaling psychosocial support for teachers and learners in West Africa.
- Models for promoting girls' empowerment, safeguarding, mental health and school safety, particularly for girls.

Sub-theme 4: Gender, youth, skills development and the transition to work in West Africa
This theme focuses on the role of education in supporting the girl child and young people's empowerment, employability, social inclusion, and the prevention of violence and extremism. It will examine pathways that enable young people to transition successfully into higher education, livelihoods, and civic participation. Innovations explored under this theme will include:

- Innovations in the skills development sector that provide evidence on bridging education to the workforce and employment.
- Innovative education in emergencies models that strengthen girls' participation and retention in school, community and after-school settings, with cases from Ghana, Nigeria and Burkina Faso.

Sub-theme 5 Education finance, domestic resource mobilization and innovative financing for scaling

This theme focuses on evidence which has been generated in Africa on impact bonds and their effectiveness in addressing the out-of-school challenges in fragile and conflict-affected areas. It will also examine alternative financing mechanisms that support governments to finance and scale education in emergencies innovations. Evidence will be presented in the following areas:

- Innovative financing and domestic resource mobilization.
- Evidence on the efficiency and effectiveness of impact bonds.
- The cost to governments of not investing in foundational learning and education innovations in fragile, conflict- and violence-affected areas.

Selected Education Innovators across West Africa:

- Accelerated Education --Stromme Foundation innovators/partners (Burkina and Mali)
- Accelerated Learning for All (ALfA, India with partners in Ghana)
- Geneva Global supported programmes in (Uganda and Ethiopia)
- School for Life (Ghana)
- Northern Network for Education and Development (Ghana)
- Foundation learning programme by GILBIT Northern Ghana)
- The Olinga Foundation for Human Development (Ghana)
- Accelerated Education Programmes by Horn of Hope (Nigeria)
- Korno Bono (Nigeria)
- G2G—Girls focussed model programme (Nigeria)
- Terres des Hommes (Burkina)
- EDUCO (Burkina Faso)
- FCD Fasso for Action and Development (Burkina Faso)
- Terres des Homes (Burkina Faso)
- Stromme Foundation (Burkina Faso and Mali)

Collaboration and Knowledge Sharing

Research collaboration plays a critical role in strengthening education systems by leveraging diverse institutional expertise, promoting data sharing, and generating contextually grounded and policy-relevant evidence. Through partnerships among universities, research institutions, government agencies, and civil society organizations, research findings can be translated more effectively into policy and practical interventions.

Enhanced collaboration among GPE KIX/IDRC researchers, policymakers and implementers will help bridge persistent gaps between evidence generation, policy formulation, and implementation practice. Such collaboration will also elevate the visibility of African-led research contributions while ensuring that locally generated evidence informs national policy reforms and programmatic responses. The conference will emphasize co-creation, collaborative learning, and joint problem-solving approaches, alongside networking among stakeholders to build sustainable research partnerships that will strengthen countries' capacity to respond to education disruptions.

Conclusion

FROM EVIDENCE TO ACTION

The conference is designed to move beyond sharing research. It seeks to generate practical outputs that can inform national and regional policy, investment and implementation, including:

- **REGIONAL EVIDENCE SYNTHESIS**
  Evidence on promising EiE innovations and the conditions required for scale.
- **POLICY COMMUNIQUÉ**
  Key messages for African Union, ECOWAS and national policy processes.
- **INVESTMENT BRIEF**
  Financing options for scaling education innovations.
- **ACTION ROADMAP**
  Agreed follow-up actions, responsible institutions and indicative timelines.
- **STRONGER PARTNERSHIPS**
  Continued collaboration among researchers, policymakers, implementers and financing partners.

Post-conference follow-up: The conference will include a follow-up mechanism to ensure that recommendations and commitments are acted upon. This may include policy dialogues in selected countries, dissemination of the evidence synthesis and policy brief, engagement with ECOWAS and African Union education structures, thematic working groups, and periodic monitoring of agreed actions through relevant GPE KIX regional learning platforms.

In conclusion, the conference offers a timely opportunity to connect evidence, policy and financing for education in emergencies in West Africa. By focusing on scalable innovations, practical policy pathways and sustained regional collaboration, it can contribute to more resilient, inclusive and responsive education systems for learners affected by crises.

DAY 1 : PRESENTING THE EVIDENCE FOR ACTION AND INVESTMENT

Time	Activity	Responsible Person(s)
8:30 am – 9:00 am	Arrival and Registration	Associates for Change (AfC)
9:00 am – 9:10 am	Opening Prayers (Christian, Muslim and Baha'i Prayers)	Faith Representatives
9:10 am – 9:25 am	Introduction of Participants and Overview of Conference Objectives	Dr. Martin Kanyagui & Rev Ezekiel (MCs)
9:25 am – 9:35 am	Welcome Address	Hon. Daniel Ashiamah Executive Director, Complementary Education Agency (CEA)
9:35 am	Introduction of Chairperson	Madam Christiana Frema Asiedu (MoE Rep)
9:35 am – 9:45 am	Chairman's Opening Remarks	Prof. George K. T. Oduro Technical Advisor to the Minister of Education
9:45 am – 10:00 am	Overview of Research, Conference Outcomes and Key Findings Across West Africa	Dr. Leslie Casely-Hayford Director, Associates for Change (AfC)
10:00 am – 10:30 am	**Opening Statements from Key Partners and Stakeholders** • Global Partnership for Education (GPE) Representative – Ian Macpherson (Online) • IDRC Representative – Laurence Uwera • ~~Canadian High Commission Representative – Mr. Waqas Yousafzai~~ • INEE / Accelerated Education Working Group Representative - Dr. Martha Hewison (online) • UNESCO KIX Africa 19 Hub Representative – Dr. Victoria Kisaakye Kanobe (Online) • Presidential Advisor for Education, Burkina Faso - Prof. Zakaria Sore • University for Development Studies- Prof Mohammed Muniru (Vice Chancelor)	MC: Dr Martin Kanyagui, AFC/ Ms Tikristini Olawale, Center for the Studies of the Economies of Africa (CSEA)

10:30 am	**Introduction of Minister of Education**	Mrs. Lydia Essuah, Chief Director, MOE
10:30 am – 10:50 am	**Keynote Address: Education in Emergencies, Evidence and Investment Priorities for West Africa**	Hon. Haruna Iddrisu Minister for Education, Ghana Supported by: Hon. Dr. Clement Apaak
10:50 am – 11:00 am	Chairman~~'s Closing~~ Remarks	Prof. George K. T. Oduro Technical Advisor to the Minister of Education
11:00 am	Group Picture	All
11:00 am – 11:20 am	Tea Break	
11:20 am – 12:45 pm	**Evidence Presentation: Education in Emergency Situation Analysis Across Ghana, Burkina Faso and Nigeria**	**Presenters**
	Cross-country Education in Emergency risk analysis	Dr Martin Kanyagui/Sherifatu Mohammed Sheriff – AfC Ghana
	Impact and effectiveness of foundation learning innovations and scaling up Accelerated Education Programmes (AEPs)	Dr. Yacouba Yaro / Madam Kabore – (CERFODES Burkina Faso)
	Gender Equality and Social Inclusion (GESI) outcomes	Dr James Natia Adams, AfC /Ms. Tikristini Olawale, CSEA
	Cost-effectiveness findings of AEPs in West Africa (change)	(Dr. Adedeji / Dr. Adamu – CSEA Nigeria)
	Respondents	Dr. Ricardo Sabates – Cambridge University Dr. Bariham Iddrisu – University for Development Studies GPE Rep for Ministry of Education Representative - Mr. Inusah Shirazu Dr Clement Adamba, LECERP, University of Ghana
12:45 pm – 1:30 pm	**Panel Discussion: Education in Emergency Frameworks and Government Investment Priorities**	**Moderator –** Mr. Chris Nkrumah – UNICEF Ghana

	Focus: Overview of Education in Emergencies (EiE) frameworks, Actions and Investment	**Panelists:**
	• Access and participation in basic education • Teacher wellbeing and support in EiE contexts • Government partnerships and investment strategies • INEE and AEWG tools for supporting scale	Prof. Zakaria Sore - Presidential Advisor for Education – Burkina Faso Dr. Ujam – Senior Planner, MoE, Nigeria Mr. Inusah Shirazu – PBME, MoE, Ghana/ EiE Rep. – Rev Ezekiel Osei Bonsu/Mr Jeremiah Ansah Mr. Samuel Wollie – INEE/AEWG, Ethiopia
	Questions and Answers / Open Consultation	
1:30 pm – 2:15 pm	Lunch Break	Conference Team
2:15 pm – 2:30 pm	Reflection on Education in Emergency Frameworks	Ms. Silvia Diazgranados – ERICC/International Rescue Committee Dr. Moses Ngware – Africa Population and Health Research Center Kenya (APHRC) Ms. Adisa Tassah – Ghana Education Service (GES)
2:30 pm – 3:45 pm	**Parallel Breakout Sessions: Education in Emergency Innovations, Evidence and Scaling Strategies**	
Breakout Group 1	**Accelerated Learning Models Across Africa: Impact, Investment and Scaling Strategies**	**Moderator:** Hon. Daniel Ashiamah (CEA) Prof Issah Mohammed (UDS)
	Cases:	**Presenters:**
	Complementary Basic Education – Ghana	Rep of CEA Ghana /School for Life (Madam Wedad)

	No Single Path to Scale: Government adoption of AEPs, Programs in Ethiopia and Uganda (Geneva Global AEP model)	Geneva Global (Uganda/Ethiopia – Ellen Carney)
	Accelerated Education models – Burkina Faso/Mali	FDC Rep Strømme Foundation, Burkina Faso
	Nigeria Borno State AEP models	Mr Stephen Ransom - Horn of Hope
	ALFA Accelerated Learning Lessons – India and Ghana	Dr. Sunitha Gandhi – DEVI India Olinga Foundation Ghana
Breakout Group 2	**Teacher Wellbeing and Psychosocial Support for Teachers and Learners in Emergency Contexts**	**Moderator/Lead:** Dr Erasmus K. Norviewu-Mortty Alex Geoffrey Agbemabiese (MoE)
	Cases:	**Presenters:**
	Impact of psychosocial support on teachers and learners in fragile, conflict and violent affected areas of Ghana	Dr. Rudolf Nyaaba(Bosco Training Collage)/Madam Sherifatu Mohammed Sheriff
	Girls 4 Girls Model of Psycho Social Support in Nigeria	Korno Borno Nigeria
	Beyond Refugee Status: School level resources and teacher stress in refugee and host community schools in Kenya - Research abstracts on teacher support innovations	Dr Endale Kebede, Dr Lydia Namatende-Sakwa and Dr Moses Ngware APHRC (Hybrid)
	UNESCO KIX Africa 19 Hub Teacher Professional Development Research	Dr. Quentin Wodon / Dr. Victoria Kisaakye Kanobe (Online)
Breakout Group 3 (Smaller RM 2)	**Community-Driven Basic Education, Indigenous Knowledge and Early Childhood Education in Fragile Contexts**	**Moderators:** Dr Joyce Esi Tawiah-Mensah – Head of Basic Education, University of Cape Coast Madam Janet Adua, Nanton District Education Director
	Case Studies and Presentations:	**Presenters:**

	Community driven basic education, indigenous knowledge and early childhood education in fragile context across Africa	Prof. Godfrey Ejuu – Kyambogo University Uganda
	The manifest and latent role of the SIHELI model on indigenous stakeholder in fragile and marginalized Ghana (Community driven approach)	Er-Menan Amaniampong / Yirenchiwa Eyison AfC,/Rolanda Farabachoga Apaabe, UDS –
	Indigenous knowledge integration in curriculum development GPE/KIX Ghana evidence	Prof. Sarfo Mensah and Dr. Latif Apaassongo Ibrahim – Institute for Rural Development and Innovation Studies, (IRDIS), Kwame Nkrumah University for Science and Technology (KNUST)
	Towards Gender Equity in early childhood education; investigating low male participation in scaling inclusive home-based early learning initiative(SIHELI) centers in Nimba county, Liberia	Dr. Edwin Yeliky Gonquoi, Prof. Samuel Nyan Duo and Yei Leayan Zeantoe – Nimba University, Liberia
	Teacher and children's wellbeing: How the KG inset programme-built strategies for communication and conflict resolution creating safer KG classrooms in Ghana	Michael Klutse and Team (Sabre Education)
3:45 pm – 4:00 pm	Snack Break	
4:00 pm – 5:00 pm	**Plenary Reporting Session: Key Lessons and Takeaways from Breakout Groups** **Reports from:** • Accelerated Learning Innovations • Teacher Wellbeing and Psychosocial Support • Community-Based Basic and Early Childhood Education	**Moderators:** Dr. Yacouba Yaro (CERFODES) Dr. Adedeji (CSEA) Group Rapporteurs and Facilitators
5:00 pm – 5:30 pm	**Closing Session and Reflections** **Concluding remarks from:**	MC: Dr Martin Kanyagui (AFC) Ms Tikristini Olawale (CSEA)

	• Prof. Godfrey Ejuu – KIX Principal Investigator, University of Kyambogo University, Uganda • Dr. Joyce Esi Tawiah-Mensah – University of Cape Coast • Dr. Bariham Iddrisu – Senior Lecturer, University for Development Studies	
6:00 pm – 6:30 pm	**Press Conference with Minister and Selected Country Representatives** • Burkina Rep • Nigeria Rep • Ghana Rep (MoE) • Ghana civil society Rep	Mrs. Madeleine Insaidoo – PRO, Ministry of Education Mr. Patrick Twumasi – Complementary Education Agency, CEA SEM
6:30 pm – 8:00 pm	**Conference Cocktail Reception (Poolside)**	Associates for Change/ Cambridge University REAL Centre & Ministry of Education/La Palm Beach Royal

DAY 2 :

INVESTMENT EXPERIENCE AND FRAMEWORK FOR SCALING EDUCATION IN EMERGENCY INNOVATIONS IN WEST AFRICA

Time	Activity	Responsible Person(s)
8:00 am – 9:00 am	Arrival and Registration	Associates for Change (AfC)
9:00 am – 9:10 am	Opening Prayer (Christian, Muslim and Baha'i Prayers)	Faith Representatives
9:10 am – 9:20 am	Recap of Day One Key Findings from Rapporteurs	**MC:** Dr. James Natia Adam & Mr. Festus Akuetteh Ankrah/Patrick Tsumasi (CEA)
9:20 am – 9:40am	**Opening statements/Reflections on Day 1** • Ms. Laurence Uwera, IDRC, Canada • Hon Albert Alalzuuga Akuka (NADMO) • Prof. Kwame Akyeampong, Open University, UK • Dr. Moses Ngware, Africa Population and Health Research Center, APHRC, Kenya • Prof. Roland Ceasar Apentik, University of Calgary, Canada	**MC:** Dr. James Natia Adam & Mr. Festus Akuetteh Ankrah/Patrick Tsumasi (CEA)
9:40 am – 9:50 am	**Objectives and Focus for Day Two:** • West African Framework for Education in Emergencies (EiE): • Evidence, Innovation and Scaling Approaches (Building on INEE Framework) • Domestic Resource Mobilisation and Innovative Financing for Education	Mr. Chris Nkrumah (UNICEF EIE Lead, Ghana), Mr. Festus Ankrah, Associates for Change
9:50 am – 10:30 am	**Evidence, Investment and Scaling Education Innovations in Africa**	**Moderator** Dr. Leslie Casely-Hayford & Festus Akuetteh Ankrah
	Topics	**Presenters**

	Cost to Governments of Not Investing in Out-of-School Children	Dr. Moses Ngware (APHRC)
	The Economic Opportunity Cost of Underfunding Accelerated Education Programs (AEPs): Evidence from Nigeria, Ghana and Burkina Faso.	Dr. Adedeji & Dr. Adamu (CSEA Nigeria)---Hybrid
	Global Partnership Investment in EiE and the Way Forward for Africa	Dr Anna Katrina Seegar – GPE Head Quarters (online) Dr Claris Ujam (MoE – Nigeria)
	Using Evidence to Drive Scaling of Education Innovations	Dr Samuel Wollie, Geneva Global; Dr. Patrick Walugembe IDRC Kenya (online)
10: 30 to 10:45	**Tea break /networking**	
10:45 am – 12:00 pm	**Parallel Group Sessions**	
Breakout Group 4: (Adekese) - Main Room IT – Denis Translator – Ahmed, Alphonso Rapporteurs - Lisa Room minder - Sandra	**Gender, Youth, Skills Development and Transition to Work in West Africa**	**Moderator** Mr. Peter Antwi Boasiako (Deputy of GTVET)
	Focus: Evidence and innovations linking education, skills development, employment pathways, female participation, and youth empowerment.	
	Cases	**Presenter**
	Africa Watch (Rep) – Skills development and transition to work	Kofi Asare, Africa Education Watch
	CAMFED Youth Network – Bridging education and employment	Ms. Fairuza Abdul-Rashid Safian, CAMFED Director
	The case of skills development in fragile conflict affected areas of the Upper East	Dr Joseph Bangu -NABOCADO
	SWEDD Burkina Faso Project – Women and demographic dividend	Mr. Etienne Bazongo – CERFODES
	Assessment of preparedness for continuity of teaching learning during emergencies: A cross-sectional study of JHS in Northern Ghana	Dr Bariham Iddrisu, and Ubaida Iddrisu, University of Development Studies

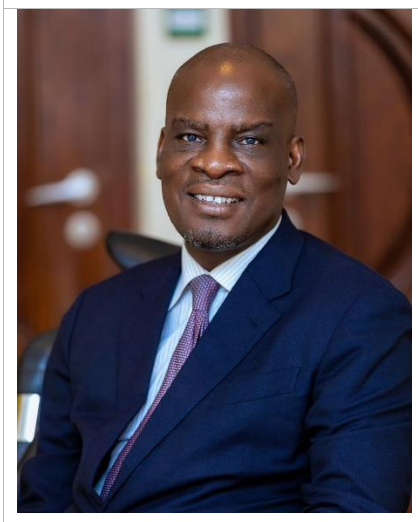
	Workforce data to workforce intelligence: Using EPMIS to strengthen to strengthen equitable teacher deployment in Niger State, Nigeria	Prof. Roni Ajao, Public Sector Consultant Ltd, UK
	Questions and reflections	
Breakout Group 5: (Smaller RM 1)	**Education Finance – Domestic and Innovative Financing for Scaling**	Moderator: Dr Peter Anti-Partey, University of Cape Coast
	Cases	**Presenters**
	Innovative Financing for Education: An overview.	Dr Arushi Terway, NORRAG/Geneva Graduate Institute)
	African models of domestic resource mobilisation.	Dr. Nana Ama Boa-Amponsem. The Education Collaborative, Ghana
	SOS Ghana – Use of Impact-Linked Loans for school communities	Eugenia Serwaah Cobbina, SOS Ghana.
	Dalan Consulting – Findings from Sierra Leone Education Innovation Challenge(SLIEC)	Madam Fatu Yumkella, Dalan Consult, Sierra Leone
Breakout Group 6 : (Smaller RM 2)	**Scaling evidence on Accelerated Education in Africa and Foundation learning**	**Moderator:** Prof. Ricardo, REAL Center, Prof Issah Mohamed (Faculty of Education, UDS)
	Topic	**Presenters**
	Integrating Community Systems Initiatives to achieve Universal Basic Education in Conflict affected Contexts; A case study of Gombi local Government Area, Adamawa State, Nigeria	Dr Oladele Akogun, Dr Adedoyin Adesina, Dr Sani Njobdi and Dr Ariana Youn, Education research in Conflict and protracted areas (ERICC), International Rescue Committee and Common Heritage Foundation.
	Whose evidence scales: recentering locally grounded knowledge in education innovation and investment.	Amani Karisa, and Rasheed Mchungwani, APHRC, Kenya)

	Climate adaptation seasonal pastoral mobility and educational disruption in Rural Senegal commune: Evidence from Deale	Cheikhouna Diagne APHRC, Senegal
	Innovations focused on equity in basic education: Evidence from a community reading and mentorship model in Northern Ghana	Jennifer Nommonyor Tembile, University of Development Studies, Tamale)
12:00 pm – 1:00 pm	**<u>Panel Discussion</u>: Development Partners' Experiences Supporting and Scaling Education in Emergencies Innovations in West Africa** **Panelists** • EDUCO, Burkina Faso • Terres des Hommes, Burkina Faso • Strømme Foundation, Burkina Faso • Geneva Global (Uganda and Ethiopia) • Global Affairs, Canada (Mr Waqaz) • Ghana Education Outcomes Fund (GEOP), and education innovators. (Hajia Nana Fatima High) • UNICEF, Ghana	Chair: Hon. Daniel Ashiamah Executive Director, CEA Prof. Kwame Akyeampong
1:00 pm – 1:30 pm	**Open Forum and Investment Dialogue** Discussion question: How can governments increase financing for Education in Emergencies innovations and Accelerated Education?	Dr Peter Partey and Dr Arushi Terway
1:30 pm – 2:15 pm	Lunch Break and Group Photograph	Associates for Change
2:15 pm – 3:15 pm	**Working Group Sessions: Developing a West Africa Education in Emergencies Scaling Action Plan (Country by Country)** **Focus areas:**	**Moderator** Prof. Ricardo Sabates (REAL Centre, Cambridge University) Dr James N Adam (AFC) - Ghana

	• Recommendation for conference communique in relation to • Government and partner frameworks for scaling innovations • Investment framework for AEPs • Community-driven approaches and teacher training institutions • Research, evidence and innovation systems	Dr. Adedeji (CSEA) - Nigeria Dr Yacouba Yaro – Burkina Faso
3:15 pm – 4:00 pm	• Presentation of Working Group Outputs and Recommendations	MC: Dr James/ Dr Martin/Dr Yaro Secretaries of each breakout group
4:00 pm – 4:40 pm	**High-Level Reflection: Roadmap for Scaling Innovations for Education in Emergency in West Africa** **Topical areas/themes:** • Final Conclusions of the conference • Action Plan for Education in Emergencies • Partnerships, investment and country commitments **Closing remarks** • GPE/IDRC-KIX – Laurence Uwera • Ghana Ministry of Education - Deputy Minister Dr Clement Apaak • CEA Ghana – Hon. Daniel Ashiamah • Hon Albert Alalzuuga Akuka (NADMO) • Burkina Faso Presidential Advisor for Education, Professor Sore Zakaria • Nigeria Representative Ministry of Education/KIX – Dr. Claris Ujam • INEE/ Accelerated Education Working Group (Silvia Diazgranados, ERICC/IRC)	Moderator: Dr. Arushi Terway (NORRAG/Geneva Graduate Institute)

	• Civil Society/Education Innovators (Ghana National Education Campaign Coalition)	
4:40 pm – 5:00 pm	**Communiqué Presentation and Adoption** • Statement on Addressing Education in Emergency Challenge in West Africa: • Findings on what works in education in emergency related to: foundation learning, teacher wellbeing, gender and skills development • The Role of Domestic and Innovative Financing to scale innovations which demonstrate impact.	Communiqué Team: Dr. Martin Kanyagui Dr. James Natia Adam Mr. Festus Akuetteh Ankrah Dr. Yaro /Dr. Adedeji Presented by: Mrs Lydia Essuah, MoE Chief Director
5:00 pm—5:15 Pm	Vote of Thanks and Closing Prayer	Madam Frema/Rose Bentsil-Quaye (PBME, Ministry of Education)
5:15 pm onwards	Networking and closure	Associates for Change & Ministry of Education

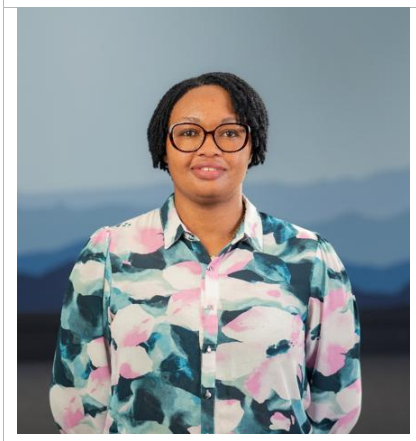
PROFILE OF SPEAKERS

NAME & POSITION	PROFESSIONAL PROFILE
 **Hon. Haruna Iddrisu, MP** *Minister for Education, Ghana*	**Hon. Haruna Iddrisu is the** Minister for Education and a Member of Parliament for Tamale South, since January 2025. He previously served as Minister for Communications, Minister for Employment and Labour Relations, and Minority Leader of Parliament. In his current role, he provides strategic leadership for Ghana's education reform agenda, with priorities including foundational learning, curriculum reform, TVET, digital transformation, and equitable access to quality education.
 **Hon. Dr. Clement ABAS APAAK, MP** *Deputy Minister for Education, Ghana*	**Hon. Dr. Clement Abas Apaak** is the Deputy Minister for Education and Member of Parliament for Builsa South. Academic, archaeologist. He holds a PhD in Archaeology from Simon Fraser University and supports the implementation of Ghana's education reforms, including priorities related to STEM, teacher development, TVET, inclusive education, and foundational learning.

 **Mrs. Lydia Essuah** *Chief Director, Ministry of Education, Ghana*	**Mrs. Lydia Essuah** is the Chief Director of Ghana's Ministry of Education and the Ministry's highest-ranking civil servant. She provides strategic leadership for policy coordination, administration, and implementation of national education priorities, working closely with the Minister, Deputy Minister, and the Ministry's agencies. With extensive Public Service experience, she oversees institutional governance, inter-agency coordination, and partnerships supporting equitable access, quality learning, teacher development, and education sector reform.
 **Prof. Ernest Kofi Davis** *Director-General, Ghana Education Service (GES)*	**Prof. Ernest Kofi Davis** is a Professor of Mathematics Education and former Provost of the College of Education Studies at the University of Cape Coast. He holds a PhD in Mathematics Education from Monash University, Australia, and has led national and international initiatives in teacher education and curriculum reform. As Director-General of the Ghana Education Service, he oversees implementation of pre-tertiary education policies and the national quality improvement agenda.
 **Hon. Daniel Kwasi Ashiamah**	**Hon. Daniel Kwasi Ashiamah** is the Executive Director of Complementary Education Agency (CEA) and former Member of Parliament. He oversees programmes that expand educational opportunities for out-of-school children, youth, and adults through literacy, complementary basic education, and skills development, working closely with development partners and local communities.

Executive Director, Complementary Education Agency (CEA), Ghana	
 **Prof. Mohammed Muniru Iddrisu** *Vice-Chancellor, University for Development Studies (UDS), Ghana*	**Prof. Mohammed Muniru Iddrisu** is a Professor of Mathematics and Vice-Chancellor of the University for Development Studies. He has more than two decades of experience in teaching, research, and academic leadership and previously served as Principal of the Nyankpala Campus. His leadership priorities include academic excellence, research and innovation, community engagement, institutional growth, and advancing UDS's mission of "Knowledge for Service."
 **Prof. Zakaria SORE, Ouedraogo** *National Coordinator of IPEQ - Presidency , Burkina Faso*	**Prof. Zakaria Sore** is a Burkinabè sociologist, academic, and public-sector leader serving as National Coordinator of the Presidential Initiative for Quality Education for All (IPEQ) in Burkina Faso. He is also Minister Secretary-General of the Presidency of Burkina Faso. Prof. Sore holds a doctorate in sociology and has taught and conducted research at Joseph Ki-Zerbo University in Ouagadougou. His expertise spans education, development, social resilience and public policy. Through IPEQ, he contributes to advancing Burkina Faso's education transformation agenda, including improving infrastructure, strengthening learning conditions, modernizing governance and expanding technical and vocational education.
	**Prof. George Kweku Toku Oduro,** Technical Adviser to Ghana's Minister for Education, is a Professor of Educational Leadership at the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, Ghana. He holds a PhD and MPhil in Educational Leadership and School Development from the University of Cambridge, UK. He has extensive experience in educational leadership, planning, administration and policy, and has served as Director of IEPA and Pro-Vice-Chancellor of the

Prof. George Kweku Toku Oduro *Technical Adviser to Ghana's Minister for Education*	University of Cape Coast. His research and professional interests include educational leadership, school improvement, teacher management and education policy. He has contributed extensively to national and international education policy dialogue, research and capacity development.
	**Waqas I. Yousafzai** is the Regional Senior Trade Commissioner at the High Commission of Canada to Ghana, Togo and Sierra Leone, with the Trade Commissioner Service of Global Affairs Canada. Based in Accra since August 2025, he has brought over 18 years of international experience spanning trade, public policy, government relations and governance across four continents. Prior to his current role, he served as a Trade Commissioner with Global Affairs Canada's Regional Office in Ontario and held policy and strategic advisory positions with the Atlantic Canada Opportunities Agency, Western Economic Diversification Canada and the Government of Alberta. His international experience also includes assignments and advisory roles in Mongolia, Syria, Qatar and Austria, as well as earlier work in Ghana supporting education and development initiatives.
 **Prof. Ricardo Sabates Aysa** *Professor of Education and International Development, Faculty of Education, University of Cambridge, UK*	**Prof. Ricardo Sabates Aysa** is a Development economist and Professor of Education and International Development at the University of Cambridge, where he is a member of the Research for Equitable Access and Learning (REAL) Centre. His research focuses on educational inequalities, equitable access to learning, accelerated and complementary education, and quantitative approaches to improving education policy and practice in low- and middle-income countries. He has led and collaborated on major research programmes in Ghana, Rwanda, Ethiopia, India, Pakistan, and other countries, working with organizations including UNICEF, UNESCO, the World Bank, OECD, and FCDO.

 **Christopher Nkrumah** *Education Specialist at UNICEF, Ghana*	**Christopher Nkrumah** is the Education Specialist at UNICEF Ghana, with experience in education policy, programme development and evidence-informed approaches to improving learning outcomes. His work focuses on inclusive education, foundational learning, complementary basic education, TVET, education technology and skills development. He supports collaboration between government, development partners and education stakeholders to strengthen access, quality and relevance across Ghana's education system. His professional interests include addressing barriers to education, improving learning outcomes and promoting innovative approaches to reaching underserved and out-of-school children. He also contributes to research and policy dialogue on digital learning and education system transformation.
 **Dr. Patrick Walugembe** *Project Officer, IDRC–KIX, Kenya Regional Office*	**Dr. Patrick Walugembe** is the Project Officer at IDRC–KIX, Kenya Regional Office. He holds a PhD in Population Studies from Makerere University, a master's degree in Sociology from Makerere University, and a master's degree in Programme Evaluation from the University of Saarland, Germany. He has more than 17 years of experience supporting access to education for vulnerable children, adolescents, and youth across Sub-Saharan Africa. His expertise includes monitoring, evaluation, learning, and data management systems. He has previously worked with UNICEF, UNDP, and USAID and currently supports IDRC's KIX portfolio, including work on Accelerated Education in West Africa.
	Laurence Uwera is a senior international development professional with more than 20 years of experience designing, managing, and implementing large-scale programs in education, governance, and gender equality across Africa and globally. She currently serves as a Program Officer at the International Development Research Centre (IDRC) in Canada, where she manages a global research portfolio focused on advancing educational innovation and gender inclusion. Throughout her career, Laurence has held senior leadership positions overseeing multi-million-dollar development programs, including serving as Chief of Party and Deputy Chief of Party for USAID-funded education initiatives in Senegal, Liberia and Guinea.

Laurence Uwera *Communications officer; IDRC representative for conference*	Her work has contributed to improved learning outcomes for hundreds of thousands of children, strengthened teacher development systems, and informed national education policies. Laurence is currently pursuing a doctorate at the University of Toronto, specializing in international education policy and leadership. She holds a Master's degree in Gender and Development and a Bachelor's degree in Education from the University of Rwanda. Fluent in both English and French, she has extensive international experience, having worked across Rwanda, Guinea, Liberia, Senegal, and Canada.
 **Dr. Victoria Kisaakye Kanobe** *Senior Programme Specialist, UNESCO-IICBA*	**Dr. Victoria Kisaakye Kanobe** is the Senior Programme Specialist in Education at UNESCO's International Institute for Capacity Building in Africa (IICBA), with 26 years of experience supporting Member States and regional economic bodies across Africa. Her technical expertise includes curriculum and teaching design for formal and non-formal education, teacher training, ICT in education, quality assurance, health and wellness education, education in emergencies, and inclusive education. She holds a PhD in Education and a bachelor's degree in chemistry from Makerere University, Uganda, and a master's degree in public health from Jomo Kenyatta University, Kenya.



Dr. Quentin Wodon

Director, UNESCO International Institute for Capacity Building in Africa (IICBA)

Dr. Quentin Wodon is the Director of UNESCO's International Institute for Capacity Building in Africa. Previously, he held senior positions at the World Bank, including Lead Economist, Lead Poverty Specialist, and manager of the unit on values and development, and taught at universities in Africa, Europe, and the United States. He has more than 700 publications and extensive international development experience spanning over 60 countries. His work covers poverty, education, social policy, and development, and he has held multiple leadership roles with nonprofit organizations.

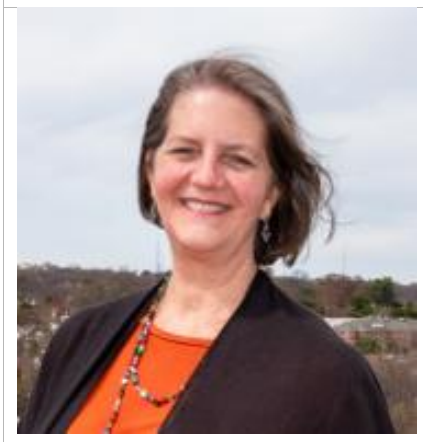


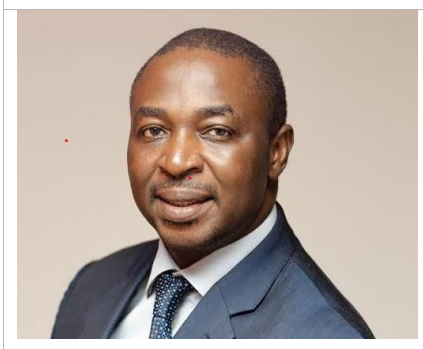
Dr. Leslie Casely-Hayford

Director, Associates for Change & West Africa Team Lead, KIX Accelerated Education Research

Dr. Leslie Casely-Hayford is the Director of Associates for Change and West Africa Team Lead for the KIX research on Accelerated Education and Girls' Models in West Africa. She has more than 30 years of experience in international development and education research across Africa and Asia. She holds a DPhil in International Education from the University of Sussex, where her research focused on education, culture, and development in Northern Ghana, and a BA (Honours) in International Development from the University of Toronto. Her expertise includes quality education, Accelerated Education, equity, and social inclusion. She has led large-scale studies in Ghana and West Africa and worked with organizations including the World Bank, UNICEF, UNESCO, WFP, FCDO, Global Affairs Canada, and USAID.

 **Dr. Yaro Koare Yacouba** *Director General, CERFODES, Burkina Faso*	**Dr. Yaro Koare Yacouba** is an international consultant in education and specialist in issues affecting adolescents and young people, including sexual and reproductive health, employment and professional training, participation, and governance. He has conducted studies on violent extremism and radicalization in the Sahel and other African contexts and works as a professional coach supporting institutional strengthening, programme performance, and strategic planning.
 **Dr. Chukwuka Onyekwena** *Executive Director, Center for the Economies of Africa CSEA, Nigeria*	**Dr. Chukwuka Onyekwena** is the Executive Director of the Centre for the Study of the Economies of Africa (CSEA). He holds a PhD in Economics from the University of Portsmouth, a master's degree in economics from the University of Kent, and a bachelor's degree in economics from the University of Nigeria, Nsukka, as well as an Executive Education certificate in Financial Inclusion from Harvard Kennedy School. His research interests include foreign direct investment, trade, global economic governance, climate change, and financial inclusion. He has authored peer-reviewed publications, led research projects, and contributed to African policy and think-tank networks.
 **Dr. Adedeji Peter Adeniran** *Education and Development Economist, CSEA Nigeria*	**Dr. Adedeji Peter Adeniran** is an Economist specializing in education, experimental economics, and public sector economics. He holds a PhD in Economics from the University of the Witwatersrand, South Africa, and a master's degree in economics from the University of Ibadan, Nigeria, following undergraduate studies in Educational Management and Economics. He brings strong research, analytical, and managerial expertise and has led projects supported by institutions including the World Bank, DFID, and UNICEF, contributing to policy dialogue and evidence-based responses to development challenges in Africa.

 **Dr. Claris Ujam** *Deputy Director, Department of Educational Planning, Research and Development, Federal Ministry of Education, Nigeria*	**Dr. Claris Ujam** is a Senior education policy and public administration professional with extensive experience in Nigeria's education sector. She serves as Nigeria's focal point for the GPE KIX Africa 19 Hub, supporting evidence-informed education policy and knowledge exchange. In recognition of her distinguished contribution to public service and education administration, she was honored as the overall winner of the 2026 Presidential Distinguished Civil Service Career Award. Her work spans education planning, research, policy development, and strengthening education systems in Nigeria.
 **Dr. Christina Ntchougan-Sonou** *Educational Development professional*	Dr. Christina Ntchougan-Sonou is an educational development professional with more than 25 years of experience in managing education and youth development projects in West and North Africa. She is currently supporting educational research in crisis-affected regions of Ghana, Burkina Faso and Nigeria with Associates for Change and involved in community service in Birmingham, Alabama. Technical expertise includes Program & Project Management, Educational Planning, Curriculum Development & Teacher Training, Partnership-building with Ministry leaders, NGOs and the donor community, Pedagogical quality improvements, Accelerated Education for crisis-affected regions, Gender Equity, Life Skills & Dropout Mitigation, Integration of Monitoring and Evaluation within overall project management, Fluent in English and French.

 **Dr. Arushi Terway** *Theme Lead: Private Sector Approaches, NORRAG, Geneva, Switzerland*	Dr. Arushi Terway is a leading expert in innovative financing for education, with over ten years of experience using an evidence-based approach. As the NORRAG research lead, she has developed a strong body of work on financing mechanisms designed to provide equitable education in marginalized communities. She has also co-edited a book on global trends in education philanthropy, highlighting perspectives from the Global South. Her 16 years of experience include working on education policy and development with organizations like the World Bank, GPE, and USAID. She holds a doctorate from Columbia University and a master's degree from Harvard University.
 **Dr. James Natia Adam** *Senior Research Lead & Ghana Team Lead, Associates for Change*	**Dr. James Natia Adam** is a Development and education researcher with more than 15 years of experience in research and programme evaluation in emergency and conflict-affected settings. He holds a PhD in Human Geography and Public Policy and a Supplementary Diploma in Gender Studies from the University of Bern, Switzerland, and an MPhil in Peace and Development Studies from the University of Cape Coast. He specializes in scalable educational interventions for marginalized communities and serves as Senior Research Lead for two KIX IDRC-funded projects at Associates for Change, focusing on Accelerated Education and Early Learning in West Africa.
 **Dr. Martin Kanyagui**	**Dr. Martin Kanyagui** is a development researcher and programme professional in education, international development, research, governance, and community development across Ghana and internationally. He holds a PhD in Sustainable Development from Amrita Vishwa Vidyapeetham, India, an MSc in Project Management from the University of Greenwich, UK, and a BSc (Hons) in Development Planning from KNUST. At Associates for Change, he contributes to education and social development programmes, with expertise in accelerated and complementary

Research Lead/Manager, Associates for Change (AFC), Ghana	education, community-based learning, education in emergencies, early learning, and evidence-informed policy.
 **Fatu Yumkella** *Chief Executive Officer, Dalan Development Consultants, Sierra Leone*	**Fatu Yumkella** is a Development researcher and monitoring and evaluation specialist who leads Dalan Development Consultants' contribution to the KIX-IDRC Accelerated Education research consortium. She has extensive experience managing education and social sector research across West Africa, with a focus on evidence generation, programme learning, and strengthening the use of research to inform policy and practice.
 **Madam Wedad Sayibu** *Director, School for Life, Ghana*	Madam Wedad Sayibu is a Ghanaian development practitioner and education-sector leader with over 15 years of experience in development programming. She serves as Director of School for Life, an organisation committed to expanding equitable access to quality basic education, particularly for children in underserved communities. Her professional interests include foundational learning, Complementary Basic Education, literacy, local-language instruction, education governance, girls' education and social inclusion. She has contributed to national education policy discussions and research on vulnerable children and marginalised communities in Ghana

 **Dr. Joseph Bangu** *Executive Director of the Navrongo-Bolgatanga Catholic Diocesan Development Organisation (NABOCADO)*	Dr. Joseph Bangu is a Ghanaian development practitioner and Executive Director of the Navrongo-Bolgatanga Catholic Diocesan Development Organisation (NABOCADO). He has extensive experience in community development, peacebuilding, good governance, food security and humanitarian support. His work focuses particularly on vulnerable and marginalised communities in Ghana's Upper East and North East Regions. Dr. Bangu has led initiatives addressing conflict prevention, chieftaincy and succession planning, refugee welfare, health, livelihoods and sustainable agriculture. He continues to promote inclusive development, social cohesion and improved wellbeing among disadvantaged communities.
 **Dr. Rudolf Anyoka Nyaaba** *Vice Principal, St. John Bosco's College of Education*	Dr Rudolf Anyoka Nyaaba is Vice Principal at St. John Bosco College of Education, Navrongo, and holds a PhD in Science Education. He is an education researcher with interests in science education, educational technology, teacher professional development and innovative approaches to teaching and learning. He has published research on technology integration and learning.