Chapter 12

Adaptation of School Policy on Safety and Conflict Sensitivity in Non-Formal Learning Centres: Roles of Scheme Organisers

M. Alkali, Taiwo T. Ambali & A. Fajonyomi

Introduction

Non-formal learning centres play an increasingly critical role in providing education to diverse and underserved populations, especially in regions affected by socio-political instability. These centres are distinguished by their adaptability and accessibility, particularly beneficial for marginalised groups and individuals unable to attend formal educational institutions due to economic constraints, conflict, or displacement (UNESCO, 2021). In conflict-prone areas such as Nigeria, non-formal education centres reach populations that are particularly vulnerable, including displaced people, youth, and adults seeking alternative pathways to skill development (Usman & Saliu, 2020). However, the increased prevalence of conflicts, ranging from insurgencies to communal tensions (Human Right Watch, 2023), intensifies the risks faced by learners, facilitators and organisers in these settings, raising critical concerns about safety and the continuity of education.

Given that non-formal centres often operate without the infrastructural and policy support typical of formal schools, they are disproportionately affected by local and regional instabilities. Despite the educational value and social support these centres offer, their lack of robust safety frameworks and tailored conflict-sensitive approaches leave learners and staff vulnerable to physical, emotional, and psychological harm (Smith & Vaux, 2003). Addressing these issues is essential to fulfilling the potential of non-formal centres as stable and empowering learning spaces in unstable regions. Thus, establishing adaptable, conflict-sensitive policies is vital, as these can help protect learners while maintaining the educational mission of these institutions (UNICEF, 2023).

In other words, the need for safety and conflict-sensitive practices in non-formal education centres is urgent. These centres do not only support learning but also act as vehicles for social cohesion, resilience, and peacebuilding (Smith, 2020). In accordance, conflict-sensitive education is to strengthen emergency preparedness including protecting education from attacks and programming that foster understanding, empathy, and collaborative problem-solving across diverse groups of people (Sigsgaard, 2012). In Bush & Saltarelli's (2000) thesis, curriculum packages that promote tolerance will have little impact if they are delivered within

educational structures that are fundamentally intolerant and unsafe. In conflict-affected areas, the school safety and conflict sensitive approaches can help mitigate triggers for violence by encouraging inclusivity and addressing root causes of conflict. The issue of safe schooling is also the subject of SDG4 sub-goal 8: "build and upgrade education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive, and effective learning environments for all". For learners, participating in conflict-sensitive educational activities has far-reaching impacts, helping to build interpersonal skills that extend into community and family dynamics (UNESCO Institute for Statistics, 2021).

However, despite their importance, conflict-sensitive frameworks have been slow to permeate non-formal educational settings compared to formal schooling systems. Non-formal centres often lack the standardised policy frameworks that are common in formal schools, resulting in inconsistencies and gaps in safety and conflict-sensitive practices (The Inter-Agency Network for Education in Emergencies (INEE) (2013). Specifically, this chapter explores the foundational aspects of safety and conflict sensitivity with a focus on adapting traditional school policies to enhance protection and resilience. In addition, it examines the role of scheme organisers, whose multifaceted responsibilities, from community engagement to curriculum delivery, position them as central figures in promoting and maintaining a safe, inclusive environment (UNICEF, 2023) in non-formal learning centres. By detailing how these organisers can adapt formal school's conflict-sensitive practices and policies, this chapter aspires to offer actionable insights for creating more resilient and responsive non-formal education settings in conflict-prone regions.

Examples of Safety Measures with Conflict Sensitivity as Beacon

Real-world examples from conflict-sensitive regions highlight the effectiveness of these safety strategies and demonstrate how they can be applied in practice.

Safety, Security and Violence-Free Schools (NPSSVS) in Nigeria

In Nigeria, the government launched the Safe Schools Initiative, after the Safe Schools Declaration (SSD) was opened for endorsement by countries at an international conference held in Oslo, Norway in May 2015 (Federal Ministry of Education, 2021) and following a series of violent attacks on schools, including the abduction of schoolgirls in Chibok in 2014. The initiative and subsequent policies, suchlike the National Policy on Safety, Security and Violence-Free Schools (NPSSVS) in Nigeria, are to ensure a zero-tolerance approach to any threat to the security of life and property in our schools, including any forms of disaster, violence (including gender-based violence), bullying and other hazards in and around schools, including attacks on school buildings due to conflict and war. In the event of disaster, hazard, violence or abuse in schools, support for the

school community is expected to be provided as appropriate, with a focus on reinforcing the physical security of buildings, training educators and staff in emergency response, and involving local communities in safety efforts (Federal Ministry of Education, 2021). In particular, the NPSSVS provides clear directions on early warning, disaster risk reduction (DRR) and disaster risk management (DRM) as well as sets out rules and regulations for guiding the prevention and mitigationof hazards which may occur in formal education settings: basic, post-basic and tertiary institutions in Nigeria, whether public or private. Education and training are key components of safety and security in schools, as they enhance the understanding, sensitivity and overall capacity of stakeholders. Beyond this, education and training also prepare people for emergencies or disasters and equip individuals with strategies to mitigate, prevent and respond to them, even while building the resilience of the affected people. Consequently, the Federal Ministry of Education and all relevant parastatals, including relevant agencies of the federal and state governments, should train learners, teachers, non-teaching staff and other education personnel on potential disasters that may affect schools or communities. Such trainings may include emergency response preparedness, disaster risk reduction, hazard types, early warning signals, emergency and crisis instructions, mitigation actions, first aid and basic life support procedures (Federal Ministry of Education, 2021). In all, collaboration among all stakeholders, including learners, community, governmental and non-governmental agencies is expected and stipulated.

Kenya: Peace Education Programme

As a priority response, action to address the educational needs of teachers and pupils who had been adversely affected by the post-election violence of 2007–2008 in Kenya, the Ministry of Education, supported by development partners that included UNICEF, developed the Peace Education Programme. The aim of the programme was to enhance values-based education for peaceful coexistence, respect for human dignity and appreciation of diversity, as well as to empower learners with the skills to address conflict peacefully (e.g., critical thinking, creative thinking, problem solving and non-violent resolution). A set of peace education materials – including a training manual, teacher activity books for Grades 1–8 and a storybook for children – were developed by adapting the existing Inter- Agency Standing Committee-approved peace education materials to the Kenyan context. More than 10,000 sets of the materials were distributed to schools. Using a cascade approach of one-week training workshops, 8,837 field education officers, head teachers and teachers were trained (prioritizing those located in Rift Valley and Nyanza Provinces, which had been most severely affected by the post-election violence). According to monitoring research conducted in 2011, at 76 per cent of the researched schools, peace education components were taught within existing subjects such as life skills education. Various co-curricular and whole-school initiatives were also employed at the

school level. Nearly half of the researched schools established peace clubs. Their activities included: addressing pressing issues through drama, art, writing, poems, dances and discussion; displaying posters with peace messages; advocating for peace among parents and community members; conducting environmental conservation activities; and providing support for the sick and disabled in the community. Head teachers made numerous efforts to promote a culture of peace. For instance: displaying peace messages in all classes in English and in Kiswahili; sensitising parents and school management committees to a peace ethic; encouraging empathy, love and care for one another; fostering togetherness and cooperation among students coming from different backgrounds; supporting peace clubs; encouraging every teacher to start lessons with a peace message each Friday; changing seating arrangements in class so learners from different backgrounds mixed; incorporating peace education in the pastoral programme; organising inter-school peace ball games. As a channel of communication, a suggestion box was installed in about 60 per cent of the researched schools through which learners and community members could express their views without fear. Demonstrable change effected Conflicts between teachers, teachers and students, teachers and administrations, teachers and parents were handled in various peaceful ways such as dialogue, negotiation, forgiveness and mediation processes. Although there is no baseline data for the sake of comparison, students participating in the monitoring research answered that they 'very often' play, assist or share ideas with peers from different ethnic groups (52.1 per cent), religion (73.8 per cent) and gender (67.9 per cent). Child-friendly peacebuilding aspects of this initiative: Creating platforms for child participation (e.g., peace clubs); creating a school and classroom climate conducive to inclusivity and peaceful coexistence, for instance, by displaying peace messages, encouraging interactions between students from different backgrounds; head teacher leadership in creating peaceful school, classroom and community environments; handling conflicts among school stakeholders peacefully and constructively; developing channels of effective communication (such as suggestion boxes); using arts and sports to promote peaceful relationships; and addressing the emotional need for a positive sense of belonging. The initiative through a socioecological lens: An initiative emanating at the macro-system level that, through structured and systematic support and reinforcement, has borne fruit at the school (micro-systemic) and community (exo-systemic) levels (UNICEF (2014).

Afghanistan: Help the Afghan Children's Peace Education Programme

Afghan children have been subjected to a cycle of violence for more than 30 years. The majority of them have had a prolonged exposure to violence, including corporal punishment at school and violence in the home. Exposure to violence has impacted their ability to learn and inhibited their development of "emotional awareness, self-esteem, empathy, and active problem-solving." Feeling threatened and victimized, children, especially boys, accept violence as a norm. In order to

help Afghan children, reject violence and exercise non-violent ways of living, Help the Afghan Children (HTAC), a non-profit, non-partisan charitable organisation founded in 1993, launched a formal peace education programme for schools in 2002. Over 10 years, the initiative has reached more than 54,000 students, at 54 schools in five provinces. The programme, which is targeted to reach students in Grades 7 and 8, is a psychosocial programme with the following six objectives: 1. Helping children better cope with emotional trauma arising from previous and current exposure to violence. 2. Helping children understand the basic concepts of peaceful living, e.g., non-violent conflict resolution. 3. Helping children accept and respect individual, religious, ethnic and gender differences. 4. Training teachers to be role models for peace education principles. 5. Helping children apply what they have learned to real-life situations. 6. Working with parents and local communities to ensure support for and reinforcement of peace education principles at home. The programme has a number of unique characteristics. Its peace education curriculum is built around 'Journey of Peace', an original, illustrated, trilingual (Dari, Pashto, English) series of storybooks. They are realistic stories of Afghan children and families handling hardship, trauma and difficult feelings (anger, fear, sadness) and touching upon human qualities such as patience, sympathy,

bravery, forgiveness and service to others. Students act out and model the lessons learned from the stories using hand puppets and mini-theatres. As part of this: "Aggressive students are often selected and given the role of mediators so they learn the valuable lessons and benefits of non-conflict problem solving. Shy, withdrawn students are sometimes asked to play the roles of more outspoken characters in order to improve their confidence and self-esteem." Each participating school sets up a dedicated peace room or peace centre, a "welcoming, stimulating and safe" place "for students to learn, share their opinions and feelings, and engage in exercises that promote cooperation with others and problem solving." In this new physical space, students sit around a big table for discussion, which is very different from the traditional classroom arrangement. Two trained teachers manage the peace room or centre at school, assisted by trained student peer mediators. The student mediators facilitate problem-resolving processes between students, using role-play (puppets and theatre) and mediation techniques. Teachers are offered an intensive five-day workshop. They learn about how to use the storybooks in an engaging way; key concepts, principles and approaches of peace education; how to model positive behaviour in and out of the classroom; non-violent conflict resolution techniques; and effective communication and advocacy skills. The programme establishes local community school committees consisting of community leaders, elders, parents, teachers and other citizens in support of peace education in the community. In addition, HTAC measures and evaluates shifts in students' attitudes (by means of attitudinal surveys) and changes in behaviour using "a series of field-tested performance measures and goals where data on specific

observable behaviors is continuously tracked, recorded and reported." Endorsed by the Afghanistan Ministry of Education in 2011, HTAC has been working to establish a national school-based peace education curriculum for Grades 7–12. After pilot testing and approval from the Ministry, it is to be introduced to about 4 million Afghan children throughout the country. Demonstrable change arising from this initiative: Teachers, administrators, parents and trained observers at the implementing schools report observable changes in students' behaviours, especially among boys. In the first year alone, there was an up to 70 per cent observed reduction in aggressive behaviours such as fighting, bullying and harassment, and an up to 85 per cent observed increase in the percentage of students constantly modelling non-violent and positive behaviours. Chronic fighting and aggression between three competing ethnic groups of students in one province stopped, and the students developed friendships. Trained teachers stopped using corporal punishment altogether. Parents reported their children behaving in a more caring, responsible and cooperative manner at home. Child-friendly peacebuilding aspects of this initiative: Building self-esteem and confidence; dealing with difficult emotions; building trust and understanding across different ethnic groups; linking schools and communities; developing communication skills; developing values of 'peaceful living', caring and empathy; employing non-violent behaviours in everyday life; developing conflict-resolution skills; employing student-led peer mediation to solve problems between students; creating a safe, dedicated physical space for meeting, learning and sharing about peace matters; and addressing the emotional need for security, effectiveness and control. The initiative through a socioecological lens: A micro-system-level initiative happening in a significant number of schools with some community (exo-systemic) impacts, finally folded into national curriculum development (macro-systemic level) but with quality-control mechanisms for the period of expansion unclear (UNICEF, 2014)

School Policies on Safety and Conflict Sensitivity in Non-Formal Learning Settings

Adapting traditional school policies to the unique contexts of non-formal education is crucial for enhancing safety and promoting conflict sensitivity. Research suggests that existing policies within formal education systems often do not translate effectively to non-formal environments due to differences in structure, stakeholder engagement, and resource availability (UNESCO, 2015). For example, many non-formal centres operate in resource-constrained settings, which necessitates tailored approaches that address both the operational realities and the socio-cultural dynamics of the communities they serve (Fajonyomi, Fajonyomi and Ambali, 2018).

A significant body of literature emphasises the need for policies that prioritise flexibility and responsiveness in non-formal contexts. According to UNESCO

(2021), educational policies in conflict-sensitive environments should focus on inclusivity, equity, and the active participation of community stakeholders. This participatory approach allows for the incorporation of local knowledge and practices, thereby enhancing the relevance and effectiveness of educational programmes. Studies indicate that when community members are engaged in the development and implementation of educational policies, there is a higher likelihood of success in achieving safety and conflict-sensitive outcomes (Fajonyomi, Agarry, Fajonyomi, Alkali, & Ebohon, 2024). For instance, adapting policies to include mechanisms for conflict resolution and community dialogue can help mitigate tensions and foster a more supportive learning environment.

Moreover, the adaptability of non-formal education systems allows for the integration of innovative practices, such as blended learning and peer education, which can be more easily implemented than in rigid formal structures (Smith & Vaux, 2019). By promoting adaptability within policy frameworks, non-formal centres can better respond to the evolving needs of learners in conflict-affected areas. Non-formal learning centres (NFLCs) are essential for providing educational opportunities to people in conflict-sensitive regions who are otherwise unable to access formal education.

However, operating in these unfriendly environments poses numerous safety challenges (UNICEF 2013), which impact both learners and educators. For NFLCs to serve as effective learning spaces, it is crucial to prioritise their safety, including identification of safety risks related to the centres. NFLCs in conflict-sensitive regions face a variety of safety risks that can directly affect learners, educators, and the centres themselves. One prominent risk is the threat of armed conflict and violence. Many non-formal centres are situated in regions where clashes between armed groups or political factions are frequent, creating a constant threat of attacks or disruptions. Learning centres can sometimes be viewed as sites of ideological influence, making them targets for militant groups who oppose educational efforts (Global Monitoring Report Team, 2021). Violent attacks on NFLCs not only endanger the lives of educators and students but also deter learners from attending classes, depriving communities of crucial educational resources (Human Rights Watch, 2023).

Gender-based violence (GBV) is another significant safety risk in NFLCs, particularly impacting female students and staff. In the absence of secure facilities and supervision, female learners are more vulnerable to harassment, assault, or trafficking, especially in unstable regions (Global Monitoring Report Team, 2021). This risk discourages girls and women from participating in non-formal education, thus perpetuating gender inequities in educational access. Addressing GBV within NFLCs is critical to ensuring that all learners feel safe and supported.

In addition to human threats, environmental and structural hazards also endanger NFLCs. Many of these centres are located in makeshift or poorly constructed buildings, often lacking proper ventilation, sanitation facilities, or solid structural foundations. Such conditions create risks of accidents or health issues, particularly in areas with limited access to healthcare. Non-formal centres in conflict zones often lack clean water or proper waste management, leading to unsanitary conditions that can cause disease outbreaks (International Red Cross, 2021).

Besides, learners in NFLCs are frequently exposed to mental health and psychological stress, particularly those who have survived or witnessed traumatic events. Prolonged exposure to conflict and insecurity often leads to heightened levels of anxiety, depression, or post-traumatic stress disorder (PTSD) among students. Unfortunately, many NFLCs lack adequate mental health support, leaving learners to cope with psychological distress on their own, which can affect both attendance and academic engagement (UNICEF, 2013).

Conflict Sensitivity and application to Non-Formal Learning Centres' Safety

Conflict sensitivity in non-formal education (NFE) refers to the careful consideration and integration of practices that mitigate the risk of exacerbating existing conflicts within educational settings. In conflict-sensitive regions, (INEE, 2020) non-formal learning centres (NFLCs) serve as important spaces for education, community building, and skill development, often in areas where formal schooling is inaccessible. Ensuring that NFLCs are conflict-sensitive is essential to their safety, as this approach acknowledges and proactively addresses the factors that may lead to tension, instability, or even violence within and around these centres.

Conflict sensitivity is integral to creating a secure learning environment in NFLCs, as it aims to reduce risks, prevent the spread of violence, and support the resilience of learners and educators in conflict-prone areas. In otherwise, conflict-sensitive approaches are necessary in fostering safe and secure learning environments. Without conflict sensitivity, educational practices and policies may unintentionally exacerbate underlying social tensions, making NFLCs vulnerable to attacks or disruptions and thus undermining the safety of or in the learning centres. Conflict-sensitive approaches involve understanding the root causes and dynamics of the conflict and implementing policies that prevent potential points of contention, reduce risks of violence, and promote peaceful interactions within the centre.

One of the core principles of conflict-sensitive education is the "Do No Harm" approach, which aims to ensure that educational activities do not contribute to conflict but instead foster stability and peace (Sigsgaard, 2012). By implementing policies based on the "Do No Harm" principle, NFLCs can reduce the likelihood

of conflict and violence affecting the centres. For instance, NFLCs in ethnically diverse communities often adopt inclusive curricula that respect the cultural and social values of different groups. By fostering respect for diversity, these centres can help mitigate social tensions and prevent conflicts from arising within the learning environment (Smith, 2009).

Demonstration of Safety Measures based on Conflict Sensitivity

Meaning of safety, types of safety risk and explication on conflict sensitivity as an approach to to mitigating insecurity in learning centres, provide clues to safety measures that should be taken in the NFLCs. One of the safety measures is the reinforcement of the physical security of the centres. This is a foundational step to fostering safety of learning centres. Specially, strengthening infrastructure—such as reinforcing building structures, securing perimeters with barriers or fences, and installing locks or alarm systems—helps deter unauthorised person access and increases protection for learners and staff (UNESCO, 2021). In this case, local authorities and international organisations can be involved in securing resources and facilities which are especially vital in high-risk areas as the facilities provided and the design of the structures are conflict sensitive (Nhlapo & Kwatubana, 2024). This may include provision of firefighting facilities, access to basic first-aid and contemplation of emergency evacuation routes.

For emphasis, community engagement is a vital strategy for enhancing NFLC safety. Building strong relationships with local communities fosters a sense of shared responsibility for the safety of the learning centre. Community leaders, parents, and other stakeholders can actively participate in monitoring and protecting NFLCs, creating a collective security network around the centres (UNICEF, 2013). Partnerships with local law enforcement agencies and non-governmental organisations (NGOs) that specialise in conflict mitigation can provide additional security resources and support, bolstering the centre's resilience against potential threats. By engaging the community in decision-making processes, a sense of collective responsibility for the centre's safety is being engendered.

Gender-sensitive safety practices are also essential in NFLCs, particularly to reduce risks of gender-based violence. Implementing separate spaces for male and female learners, hiring female staff, and ensuring proper lighting and supervision are all effective measures for creating a safer environment (INEE, 2013). Clear policies against GBV, along with accessible reporting mechanisms for learners and staff, can help deter harassment and foster a supportive environment. Workshops on gender awareness and safety for both staff and community members are also beneficial, helping shift cultural attitudes that may contribute to gender-based violence.

In addressing the mental health needs of learners, incorporating mental health and psychosocial support (MHPSS) into NFLC programming is essential. Access to trained counselors or social workers, peer support groups, and workshops on resilience and stress management can help learners cope with trauma and psychological distress (Save the Children, 2022). Incorporating MHPSS into the daily activities of NFLCs not only supports learners but also creates a more inclusive and supportive educational environment.

Moreover, regular safety training and emergency preparedness are fundamental to ensuring that both educators and learners are equipped to respond to crises. Organisers can conduct safety drills, workshops, and other trainings to familiarise everyone with emergency response procedures. Teaching skills such as conflict de-escalation, evacuation, and personal safety can empower learners and staff to act quickly and calmly in the face of danger, helping to instill a sense of security within the NFLC environment (International Red Cross, 2021).

In relation to programming, NFLCs that operate in conflict-affected areas should provide an inclusive curriculum that respects various identities (ethnicity, religion, culture as examples) and promotes understanding in order to reduce the likelihood of conflict between learners. When NFLCs offer content that is culturally relevant and sensitive, they create a safe space where all students feel respected, reducing the risk of internal conflicts and fostering an environment of mutual respect (INEE, 2013). Additionally, culturally sensitive teaching can prevent feelings of alienation, which, if left unaddressed, may result in absenteeism or even hostility towards the centre.

Implied Roles of Scheme Organisers in Ensuring Safety and Conflict Sensitivity

Scheme organisers in non-formal learning centres (NFLCs) play a critical role in promoting safety and implementing conflict-sensitive practices. These organisers are typically responsible for planning, managing, and overseeing the daily operations of NFLCs. They are at the frontline of creating a safe learning environment for learners and staff, navigating complex social and security issues that could threaten the integrity of learning spaces. Their responsibilities include not only ensuring the physical safety of learners and educators but also promoting an inclusive, conflict-sensitive environment that respects the diverse identities and backgrounds of learners.

In particular, scheme organisers are responsible for conducting regular risk assessments to identify potential security threats within and around NFLCs. Risk assessments allow organisers to understand the specific dangers posed by conflict dynamics, enabling them to implement effective safety measures that protect learners and staff. Organisers work to evaluate physical risks, such as the

proximity of conflict zones, the structural soundness of buildings, and the security of transportation routes to and from the learning centre (UNESCO, 2020). This process involves gathering information on local security conditions, consulting with community members, and coordinating with security experts when possible. Based on these assessments, scheme organisers create safety plans tailored to the unique challenges faced by the centre. These plans might include evacuation procedures, emergency contact systems, and first-aid training for staff, preparing the NFLC to respond swiftly and effectively to potential crises. By creating and continuously updating these safety plans, scheme organisers help ensure that NFLCs remain resilient and prepared to address any risks that may arise (International Red Cross, 2021).

The assessment further informs implementation of the physical and environmental security measures expected to be done by the scheme organisers may involve securing the physical infrastructure of NFLCs by reinforcing building structures, installing fencing or gates, and implementing entry and exit controls. These measures protect against unauthorised access and external threats, creating a more secure environment for learners (UNICEF, 2018). In high-risk areas, scheme organisers may also coordinate with local authorities or international partners to obtain additional security resources, such as surveillance systems, communication devices, or security personnel. In situations where it is unsafe to operate openly, organisers may consider relocating the centre to a more secure area or arranging alternative learning methods, such as community-based or home-based instruction. By prioritising physical security, scheme organisers work to prevent potential threats and create a learning environment that feels safe and stable for all participants (Human Rights Watch, 2023).

Moreover, a conflict-sensitive organiser is expected to actively engage with the local community to build relationships that enhance the centre's security and promote social cohesion. Community engagement is crucial for creating a supportive network that fosters collective ownership and responsibility for the NFLC. Scheme organisers can involve community leaders, parents, and local youth in decision-making processes, allowing them to contribute to safety planning and conflict-sensitive policies. This inclusion promotes a sense of shared responsibility, making community members more invested in protecting the centre (UNICEF, 2020). Engaging local stakeholders also facilitates open communication, which can help organisers understand and address community concerns or grievances. For instance, community members can provide valuable insights into local dynamics, such as tensions between ethnic or religious groups, that may affect the NFLC. This information enables scheme organisers to implement policies that respect cultural diversity and promote unity, helping prevent conflicts within the centre. Additionally, community members who are involved in the centre's operations may act as mediators, helping to resolve disputes before they escalate into violence (INEE, 2020). In order for the locals to

act effectively as mediator or peacebuilders, they are expected to be equipped with skills in conflict resolution. The training may include teaching emergency procedures, conducting safety drills, and providing guidance on how to respond to different types of threats. The same goes for the Centres' supervisors, facilitators and learners. The empowerment and protocols will not only improve their preparedness but also instill confidence and reassure them of their safety. (D'Angelo, Marcus, Khan, Homonchuk, 2024).

In all, the scheme organisers must ensure that the curricula are responsive to conflict resolution and management. This includes implementing curricula and teaching practices that are inclusive of all cultural, ethnic, and religious backgrounds represented in the learner population. By fostering an environment of inclusivity, scheme organisers prevent feelings of alienation or resentment that may arise from exclusionary practices, which could otherwise lead to tensions within the learning centre (Smith & Vaux, 2003). The hole programme should be seen to prevent discrimination or prejudice among learners and staff and promote the values of respect and understanding. This will bs in alignment with conflict-sensitive principles, as it addresses potential sources of conflict and creates a foundation for peaceful interactions. By cultivating a respectful and inclusive atmosphere, scheme organizers make NFLCs a safe and welcoming space for all learners, regardless of their background.

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