



Mid-Year Report

GOALPrime Organisation Nigeria
2025

GOALPrime Organisation Nigeria Newsletter 2024-2025

Cover photo: Peter Aruwan.
Two community boys seated during GOALPrime's
advocacy visit to Gidan Sama IDP Camp in Anka,
Zamfara State.



Message from the Message from the Country Director

The first half of 2025 has been a time of bold action, compassionate service, and continued resilience in the face of adversity. Across conflict affected LGA's in Borno State, Zamfara, and Katsina, GOALPrime Organisation has remained deeply engaged in responding to the complex and evolving humanitarian needs of communities affected by conflict, displacement, poverty, and climate-related challenges.

Our interventions have spanned a diverse range of life-saving and life enriching sectors, each one rooted in our commitment to dignity, accountability, and inclusion. We have worked to ensure that the voices of women, persons with disabilities, and marginalized groups are not only heard but prioritize integrating gender and disability inclusion into every aspect of our programming. In the realm of child protection, we have created safe spaces, restored hope, and built stronger support systems to shield children from harm and help them thrive.

Education has remained a cornerstone of our mission, as we supported learning opportunities for children and adolescent particularly in underserved and crisis-affected area ensuring that no child is denied the chance to learn and grow. We have also expanded our Water, Sanitation and Hygiene (WASH) programs, bringing clean water, proper sanitation, and hygiene awareness to vulnerable households and communitie because health and dignity

begin with access to basic needs.

Internally, our investment in people and culture has strengthened our ability to deliver with integrity. By nurturing a workplace rooted in empathy, professionalism, and shared values, we've empowered our teams to rise to the demands of our work in even the most difficult contexts. Our finance and logistics teams have upheld efficiency, transparency, and compliance, enabling seamless operations and responsible stewardship of resources.

As the global climate crisis continues to reshape the humanitarian landscape, we have also stepped up our climate action promoting environmental awareness, supporting community-based resilience efforts, and encouraging sustainable practices within our operations.

This mid-year report reflects not just our outputs, but our impact. It tells the story of a collective effort of staff, communities, and partners working together to respond to immediate needs while planting seeds for a more just, inclusive, and sustainable future. As we look ahead to the second half of the year, we remain unwavering in our mission to protect lives, restore hope, and build stronger, more resilient communities across Nigeria.



Highlights

Protection

.....
: 100 adolescents Reached

A total of 100 adolescents 50 boys, 50 girls have been engaged on life skill education activities,

WASH

.....
: 14,772 individuals Reached

GOALPrime conducted door to door hygiene promotion where 14,772 individuals (Men 2,170, Women 3,208, Boys 4,648 and Girls 4,746) including persons with disabilities were reached in Konduga, Monguno and Ngala LGAs of Borno state

Education

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: 43 Schools Assessed

43 schools located within the Magaji, Dan Galadima, and Galadima wards. Dangani, Danjanku, Garu, Gingin, Jikamshi, Kira, Kurkujan A, Kurkujan B, Musawa, Tuge, and Yaradau/Tabanni—were assessed.

Gender and Disability Inclusion

.....
: 600 children enrolled

The gender and inclusion activities conducted in Anka and Musawa LGA represent a critical step toward building equitable and inclusive communities. Through strategic capacity building, community engagement, and youth empowerment, the foundation has been laid for long-term social transformation that uplifts all children, regardless of gender or ability.



Protection

Empowering Adolescents Through Life Skills Education in Monguno and Konduga

A total of 100 adolescents 50 boys, 50 girls have been engaged on life skill education activities, which is scheduled to run for three months in both locations.

These sessions aim to empower the adolescents, enhance their resilience, and prepare them to navigate challenges within their communities effectively. The program is a critical step in fostering their development and reintegration into society as responsible and capable individuals.

Furthermore, after successful engagement for period of 3 months, the adolescents supported by the Life skill facilitators have conducted a project exhibition to mark the activity end of circle success.

The adolescents have jointly agreed to conduct a sanitation in zone c to clear a community dumping space were the people dump waste that is very close to their houses. This initiative was aimed to mitigate the risk of cholera as well as other diseases this my cause.



100
adolescents



50
Boys



50
Girls

Adolescent boys and girls in Monguno and Konduga have been actively engaged in life skills sessions designed to equip them with essential skills such as decision making, communication, problem solving, and emotional regulation.



Recreational activities in schools.

Over one thousand (1,000) children have been actively engaged in structured recreational activities across multiple schools in Konduga and Monguno Local Government Areas of Borno State, Northeast Nigeria. The activities were conducted in Konduga Central, Lawan Mustapha School in Konduga, Charamari, and Monguno Central schools in Monguno.

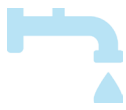
These structured sessions were designed to provide psychosocial support, promote social interaction, and enhance the overall well being of children affected by conflict and displacement.

The initiative aimed to create safe and inclusive

spaces where children could participate in age appropriate games, sports, and creative learning activities, fostering resilience and positive coping mechanisms.

The activities were coordinated and delivered by GPON school based facilitators, with a team of eight skilled facilitators (comprising both male and female staff) ensuring that gender specific needs and preferences were effectively addressed. This initiative not only promoted inclusivity but also created a supportive environment for children to learn, play, and build resilience within their respective communities.





WASH

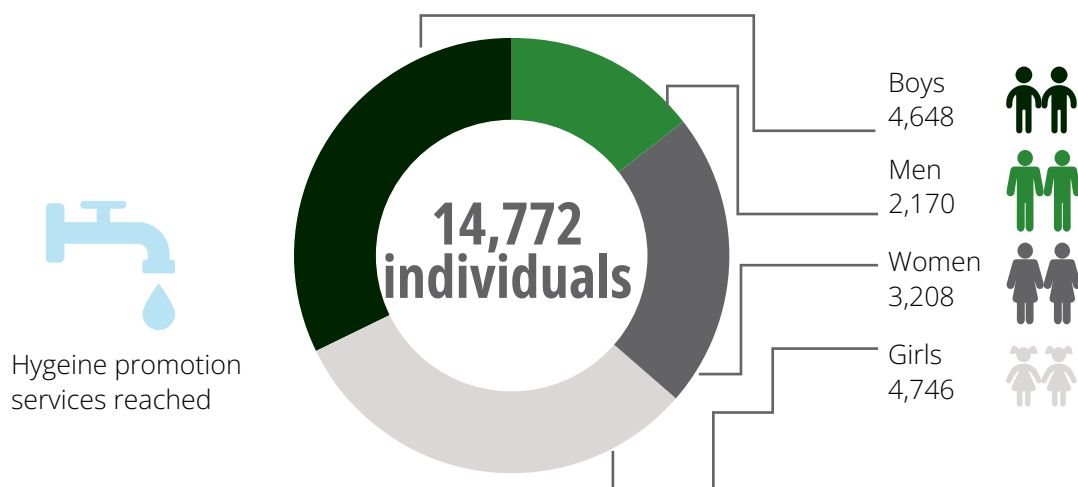
Hygeine Promotion

During the first half of the year, a total of 14,884 beneficiaries were directly reached via WASH activities including men, women, boys, girls and persons with disability.

Through trained and equiped Community Hygiene Promoters, GOALPrime conducted door to door hygiene promotion where **14,772 individuals (Men 2,170, Women 3,208, Boys 4,648 and Girls 4,746) including persons with disabilities were reached in Konduga, Monguno and Ngala LGAs of Borno state** by delivering key hygiene messages to increase knowledge and behavior change using sector approved Information Education Communication (IEC) materials and demonstrations.

Some of the messages delivered include critical hand-washing moments, safe disposal of excreta, solid waste management, routes of fecal contamination, cholera symptoms, prevention and first aid, safe water chain, safe use of water and sanitation facilities etc.

During the sensitization also, incentives in form of soap and detergents were distributed to households to encourage hand-washing. This will boost positive hygiene behaviour thereby leading to improved health.



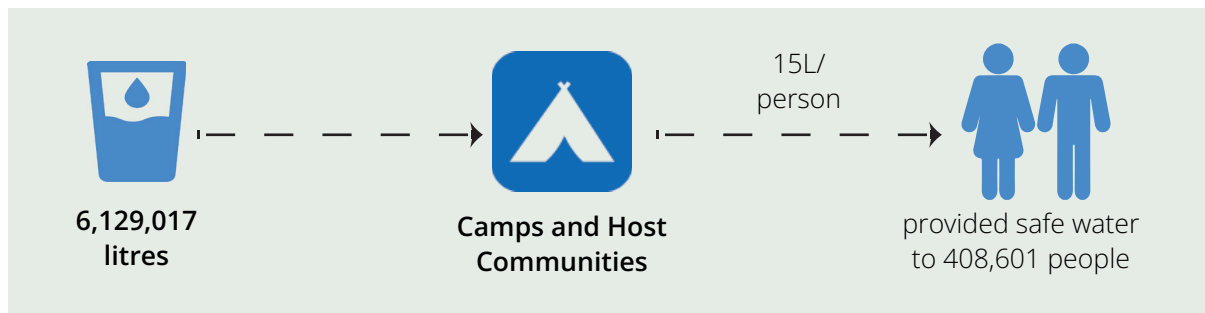
Water Quality Monitoring

Findings indicate that lack or insufficient access to potable water is one of the leading causes of diarrhoeal diseases (UNICEF, 2018). To curb this menace, **GOALPrime via laboratory technicians conducted water quality analysis for fourteen (14) water sources (boreholes) in Borno state and Adamawa state to ascertain that the water was safe for consumption by users.** Forty-three percent (43%) of water samples tested indicated presence of thermotolerant coliforms, by implication not safe for drinking.

Results that proved to be negative were given necessary recommendations and actions

were taken including water chlorination and application of other relevant treatment measures.

Further more, community water chlorinators provided safe drinking water to populations in Monguno and Ngala LGAs in Borno state by chlorinating total sum of 6,129,017 litres of water for beneficiaries in camps and host communities, by sector standard of 15L/person/day provided safe water to 408,601 people. This activity contributes to the achievement of SDG 6; By 2030, achieve universal and equitable access to safe and affordable drinking water for all.



Cash and Voucher Assistance (CVA)

80 vulnerable Households becomes home owners with the essential items that provide comfort and dignity. For the vulnerable families who received new emergency shelters in the Konduga and Monguno (LGAs), their priority was to have access to a place to live.

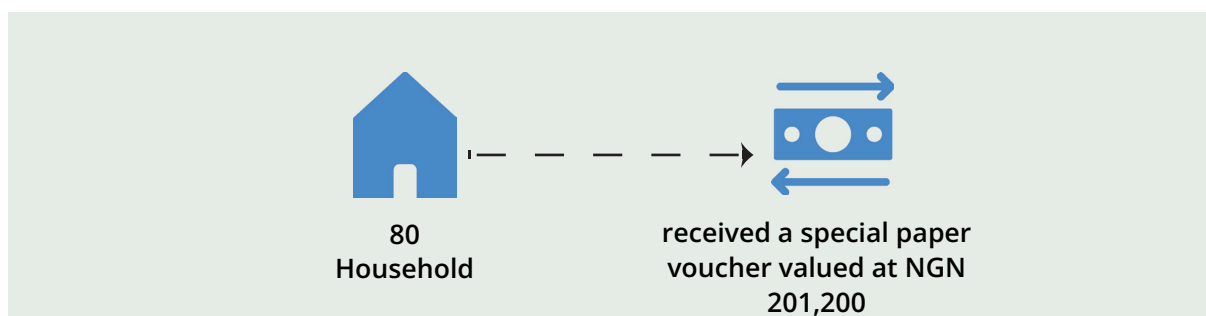
As part of our CDCS funded intervention in partnership with Solidarites International, GPON, carried out a profiling of vulnerable HHs, many of whom are headed by children, who have been displaced, or are returning to their communities.

GPON proceeded to implement a Cash and Voucher Assistance (CVA) program. This approach provided families with the flexibility and choice to purchase what they need most.

Prior to the distribution, our teams met with the families to discuss the essential items that would help them settle in, **such as foldable beds, mats, cooking pots, plates, mosquito nets, blankets, and water storage amenities.**

Each of the **80 households received a special paper voucher valued at NGN 201,200**, redeemable for goods from the local market. This method not only supports the local economy but also ensures that families receive high-quality, appropriate items.

GPON is offering more than just material goods; we are restoring a sense of choice and dignity for families as they begin the process of rebuilding their lives.



Capacity Building of WASH Committess:

Training of Reformed WASHCOM on Income Generating Activities (IGA) on Areas of Block Making, Cold Water Service Vending and Solar Phone Charging.

Income Generating Activities IGA in WASH which refers to activities that generate income for individuals or communities, often linked to the provision of water, sanitation, and hygiene (WASH) services, such as producing and selling hygiene products like soap, operating water filtration systems, or providing sanitation-related maintenance services, which can empower people financially while also promoting improved WASH practices in their communities.

The objective of IGA is to ensure that communities have specifically the capacity to maintain WASH facilities across the camps of

project implementation.

For the CDSC project covering Konduga and Monguno LGAs, Three (3) reformed WASH committees were trained and supported with resources in areas of Block Making, Cold water service vending and Solar phone charging.

The reformed WASHCOMs via the revenue generated from the IGAs will be responsible for managing water supply and rapid rehabilitation of existing boreholes and other WASH facilities within the camps of project implementation.



Training of Reformed WASH-COM on Income Generating Activities at Boarding School Camp Konduga and Water Board and Veterinary Camp Monguno LGA

Training of Sanitation Committee

The need for improved sanitation in both Monguno and Konduga was necessary to ensure the long term functionality and community ownership of sanitation facilities. GOALPrime collaboratively worked with CCCM, SEMA Camp leaders and SI to identify and conduct capacity building training for the existing committees in Monguno LGA Konduga LGAs by prioritizing the locations where sanitation facilities were rehabilitated.

The training equipped members with the

necessary knowledge and skills to monitor, manage, and promote sanitation practices within the camp.

This included proper waste disposal, hygiene education, and maintenance of sanitation facilities, therefore, contributing to improved public health and well-being of the general population. To ensure sustainability and continuous operation and maintenance of these facilities, the committees were supported with sanitation kits including:



Wheelbarrows



Heavy duty hand gloves



Shovels



Protective boots



Rakes



Heavy-duty site hats



Heavy-duty protective covers.



Training of Sanitation Committee and hand over of sanitation kits in Boarding School Camp Konduga

Waste Management for Committee Training.

To support and enhance Environmental Health (drainage cleaning, waste management in camps, GPON provided capacity building training for already existing waste management committees identified in Veterinary Camp Monguno LGA and Boarding School camp Konduga LGA.

The training was aimed at strengthening public waste collection and disposal, and to enable them facilitate community mass cleaning campaigns prior to and during flooding, should it occur. This will ensure camp members take

ownership for their health and surrounding environment. The trained committees were provided with waste management kits of which they will use for environmental sanitation in the camps:

- a. Heavy duty mobile waste bin 240L
- b. Heavy duty hand gloves
- c. Face masks
- d. Brooms and
- e. Rakes.



Training of Waste Management Committee and hand over of sanitation kits in Boarding School Camp, Konduga

EC/ 2022 DIRECT WTERVENTION PROJECT





Education



Stakeholders' engagement at the community and state level Musawa and Anka LGA.

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Community and School Mapping across Musawa and Anka LGA

To identify the community and schools the ECW-FER project will implement, a community and school mapping assessment was carried out in both Anka and Musawa LGAs.

This activity provides valuable insights into the educational gaps and needs within the communities and schools, as well as identifying areas for improvement and opportunities for resource allocation. Additionally, it facilitates stakeholder engagement by highlighting the status of the educational environment.

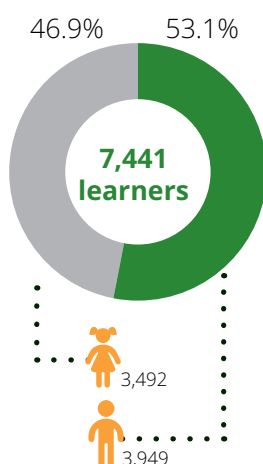


Anka

In Anka LGA, security concerns limited assessments to only 13 schools located within the Magaji, Dan Galadima, and Galadima wards. These schools reported a total enrollment of

7,441 learners

comprising 3,949 boys (53.1%) and 3,492 girls (46.9%). Community-level data further indicates the presence of over 5,000 out-of-school children (OOSC).



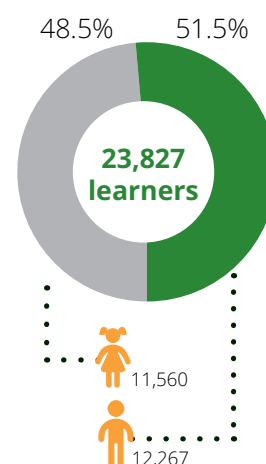
This limited accessibility has had a significant impact on our ability to reach the full project **target of 23,057 formal learners and 9,882 OOSC** in Anka LGA. Addressing these access constraints remains a priority in our ongoing strategy to expand coverage and reach underserved populations.

Musawa

In Musawa, 33 schools across the 11 wards—Dangani, Danjanku, Garu, Gingin, Jikamshi, Kira, Kurkujan A, Kurkujan B, Musawa, Tuge, and Yaradau/Tabanni—were assessed. These schools reported a total enrollment of

23,827 learners

comprising 12,267 boys and 11,560 girls. Furthermore, community assessments identified over 6,000 out-of-school children (OOSC) residing within these areas.

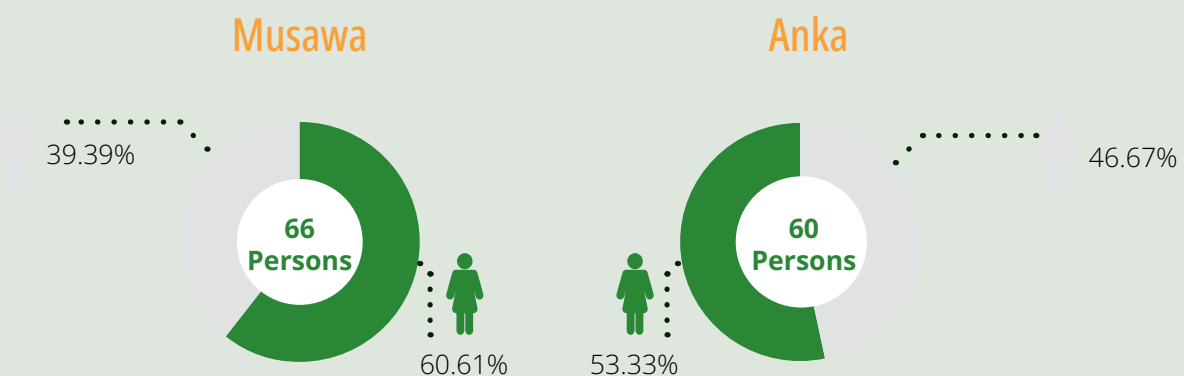


While the initial figures exceed the project's scope, the final number of beneficiaries will be streamlined to align with the approved funding and target allocation—**15,372 formal learners and 6,588 OOSC**—to ensure effective resource utilization and impact delivery.

Recruitment and Engagement of male and female volunteer teachers across Musawa and Anka LGA

The recruitment of Community Volunteer Teachers (CVTs) for the Education Cannot Wait (ECW) First Emergency Response (FER) Project was successfully conducted in Musawa LGA, Katsina State, and Anka LGA, Zamfara State.

This process aimed to ensure the recruitment of qualified male and female volunteer teachers to support alternative learning centers, address education gaps in underserved communities by deploying trained volunteers to alternative learning centers, and enhancing their capacity to deliver inclusive, gender-sensitive, and protective education.



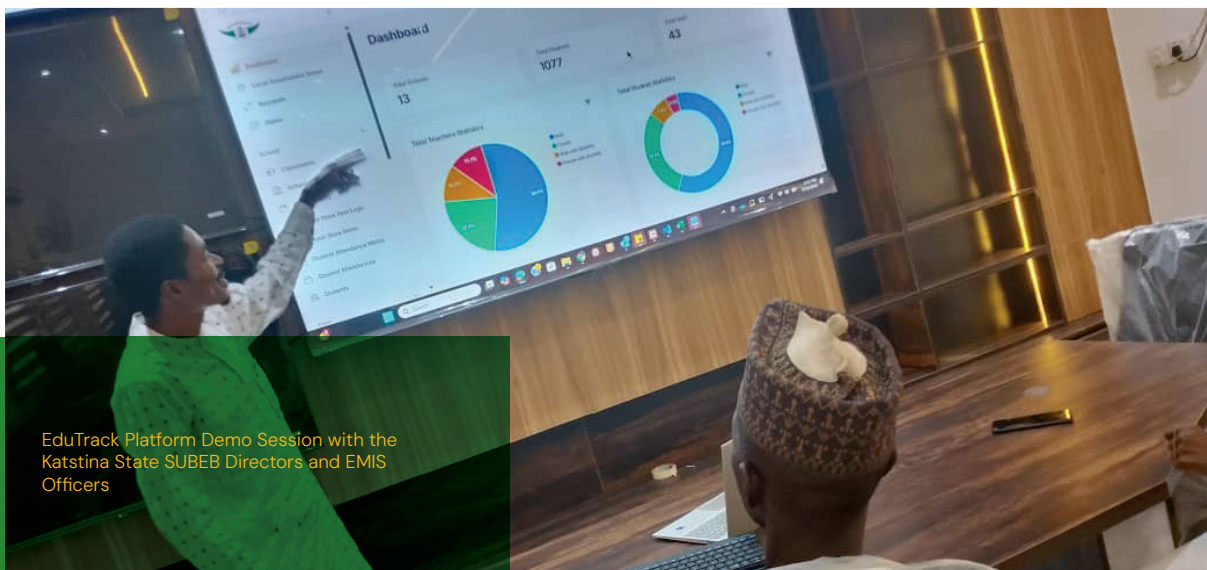
Empowering Education through digital innovation.

Stakeholder Engagements for EDUTRACK Implementation

In January, our team engaged with Alh. Shuaibu Yahaya Dangani, Education Secretary of Musawa LGA, to introduce the EduTrack platform—a real-time data collection and performance monitoring tool. With full support from the Secretary, who agreed to serve as the EMIS Head, the groundwork has been laid for institutional adoption, with EMIS Officers to be selected from within the local education leadership.

Katsina SUBEB Collaboration Visit

In February, we met with Mr. Isah Adamu, Head of EMIS at Katsina SUBEB, to explore interoperability between the EduTrack platform and existing systems. This strategic dialogue revealed a strong interest in integrating EduTrack into the State Monitoring Room, aligning with efforts to centralize educational data and enhance visibility across intervention programs.



EduTrack Platform Demo Session with the Katsina State SUBEB Directors and EMIS Officers

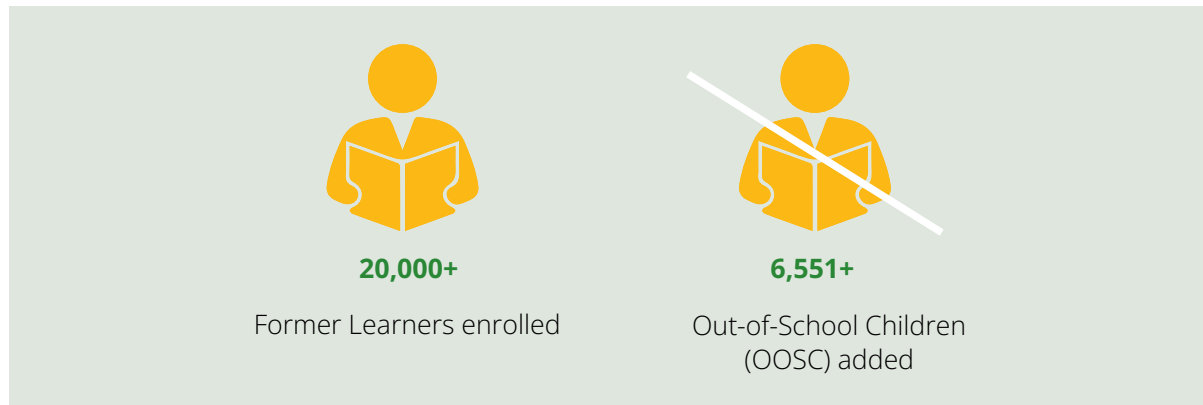
Innovation Spotlight: Development OF UCARE Nigeria:

UCARE Nigeria (Unified Child Access & Referral Ecosystem) Recognizing the challenges faced by children in crisis-affected regions, we began the development of UCARE Nigeria—a digitally enabled platform that connects vulnerable children and caregivers to critical services

across education, health, protection, nutrition, and psychosocial support. This initiative marks a significant step toward multi-sectoral coordination and rapid response for child well-being. The Tech4 Development Team is Set to launch this Innovative Solution soon.

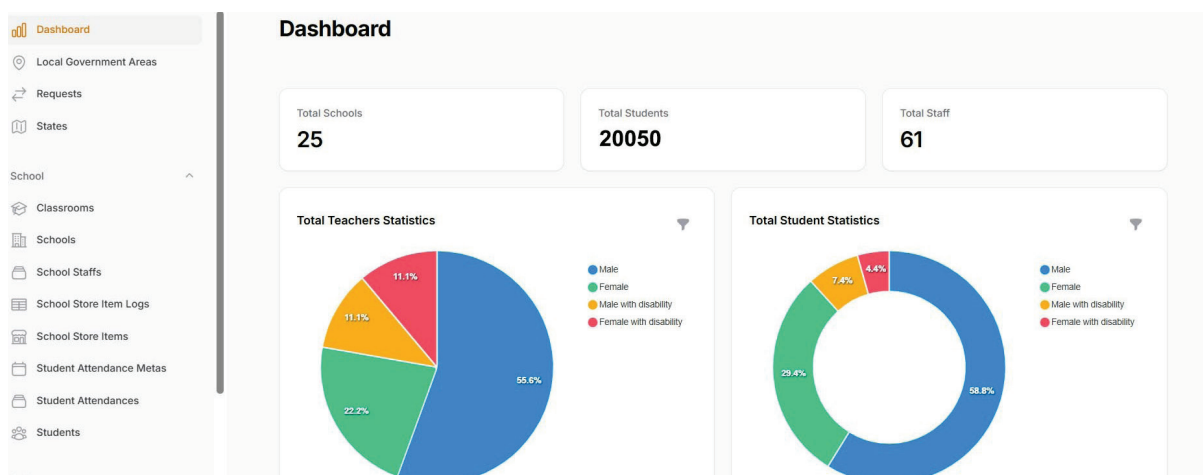
Massive Data Enrollment: Empowering Through Information

Our ongoing ECW FER Project in Katsina and Zamfara has achieved a major milestone this quarter:



All records are now digitized within the EduTrack platform, enabling enhanced monitoring, planning, and reporting to drive impact where it's needed most.

Dashboard





Training on Assessment tool for Rapid Gender Assessment.



Capacity building for Gender Champions



Life skills activities.



Gender and Inclusion

As part of ongoing efforts to foster inclusive education, disability inclusion, gender equity, and youth empowerment in Anka LGA of Zamfara State and Musawa LGA of Katsina State, a series of gender and inclusion-focused activities were conducted across the both locations. These activities, aligned with the broader objectives

of the Education Cannot Wait (ECW) project, aimed to address deep-rooted gender barriers, promote disability inclusion, and build the life skills of adolescents especially girls and children with disabilities through community-based and school-linked interventions. Below is a detailed overview of the activities carried out:

Recruitment of Gender Facilitators

To ensure effective delivery of gender-responsive life skills education, 6 gender facilitators were recruited across the the locations i.e 3 male and 3 female. The recruitment process was inclusive and community-driven, prioritizing: gender balance (with intentional inclusion of female facilitators to ensure safe spaces for adolescent girls), Local representation to ensure cultural relevance and language accessibility, Relevant experience in gender advocacy, education, or youth work.

This approach led to the formation of a diverse and competent cadre of facilitators capable of engaging young people, parents, and community stakeholders on critical issues such as gender equality, safeguarding, and leadership development. The facilitators now serve as the primary drivers of community-level life skills sessions and awareness campaigns.

Rapid Gender Assessment

A Rapid Gender Assessment (RGA) was conducted as a foundational step to understand the socio-cultural dynamics influencing gender and inclusion in Anka LGA.

The assessment explored:
Prevailing gender roles and power relations within households and schools,
Harmful traditional norms and practices, such as early marriage and preference for boys' education, Barriers to education and participation faced by girls and children with disabilities, Community attitudes towards gender-based violence (GBV), inclusion, and adolescent development.

The data collection process employed Focus Group Discussions (FGDs) with adolescents, caregivers, community leaders, and teachers, as well as Key Informant Interviews (KIs) with local authorities, religious leaders, and school management. Findings from the RGA have informed program design, advocacy messaging, and targeted interventions, enabling a context-specific response to gender and protection concerns.

Three-Day Training for Gender Facilitators and Head Teachers

A comprehensive three-day training session was organized for gender facilitators and head teachers from selected schools. The training covered a range of critical topics, including: Basic gender concepts and frameworks, Gender-responsive pedagogy, Adolescent development and life skills education, Safeguarding and child protection policies, Inclusive education strategies, with a focus on disability inclusion.

Interactive methods such as role plays, case studies, group discussions, and scenario analysis were used to foster active learning. Evaluation results showed that over 90% of participants demonstrated significant improvement in their understanding of gender and inclusion concepts. The training also strengthened collaboration between schools and community-based facilitators, paving the way for joint planning and implementation of life skills sessions in safe, inclusive environments.

Selection and Training of Community-Based Gender Champions

To deepen community ownership and sustainability, community members were nominated and trained as Gender Champions. Selection was based on:

- Demonstrated interest in promoting gender equity and inclusion.
- Respect and influence within the community.
- Willingness to serve as role models and advocates.

The training of Gender Champions focused on:

- Gender advocacy and communication strategies,
- Understanding disability rights and inclusion,
- Referral pathways for GBV and child protection,
- Community mobilization and peer mentoring.

These Champions now act as local advocates, sensitizing their peers and households on gender and inclusion issues. They also play a crucial role in referral support, identifying and linking vulnerable children and adolescents especially girls and children with disabilities to appropriate services and safe spaces.

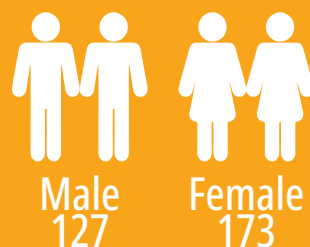
Commencement of Life Skills Sessions for Adolescents

As part of the ongoing Lifeskills intervention under the ECW project, a total of 600 children have been successfully enrolled across Musawa and Anka Local Government Areas (LGAs) with 300 children enrolled in each location.

Anka 300

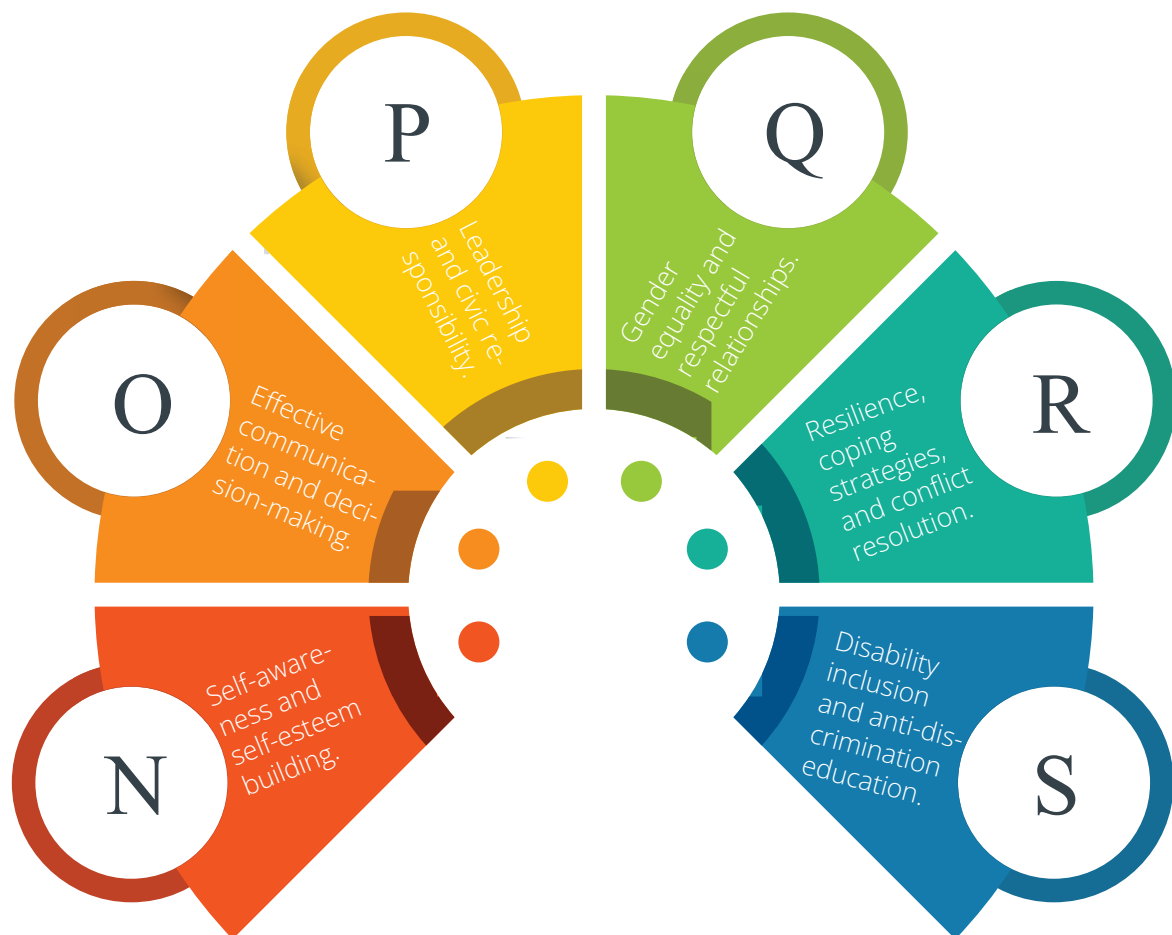


Musawa 300



In Musawa and Anka Adolescent boys and girls have been actively engaged in life skills sessions designed to equip them with essential skills such as decision-making, communication, problem-solving, and emotional regulation. A total of 600 adolescents boys and girls (with children with disability) have been engaged on life skill education activities, which is scheduled to run for one month for each cohort in both locations. These sessions aim to empower the adolescents, enhance their resilience, and prepare them to navigate challenges within their communities effectively. The program is a critical step in fostering their development and reintegration into society as responsible and capable individuals.

Additionally, all 600 children have been assessed using the Resilience Assessment Tool, providing baseline information that will help inform tailored support and track improvements in children's coping skills, confidence, and emotional well-being throughout the program. Sessions are held in designated safe spaces, with the active support of both Gender Facilitators. The curriculum includes:



The sessions prioritize interactive and participatory approaches, ensuring that adolescents are not just passive recipients but active contributors to the learning process. Special attention is given to creating inclusive spaces that accommodate the needs of girls and children with disabilities, using child-friendly materials and adaptable teaching methods.

Impact and Way Forward

The integrated approach adopted in Anka LGA has significantly enhanced the visibility of gender and inclusion issues at the community level. Key outcomes so far include:

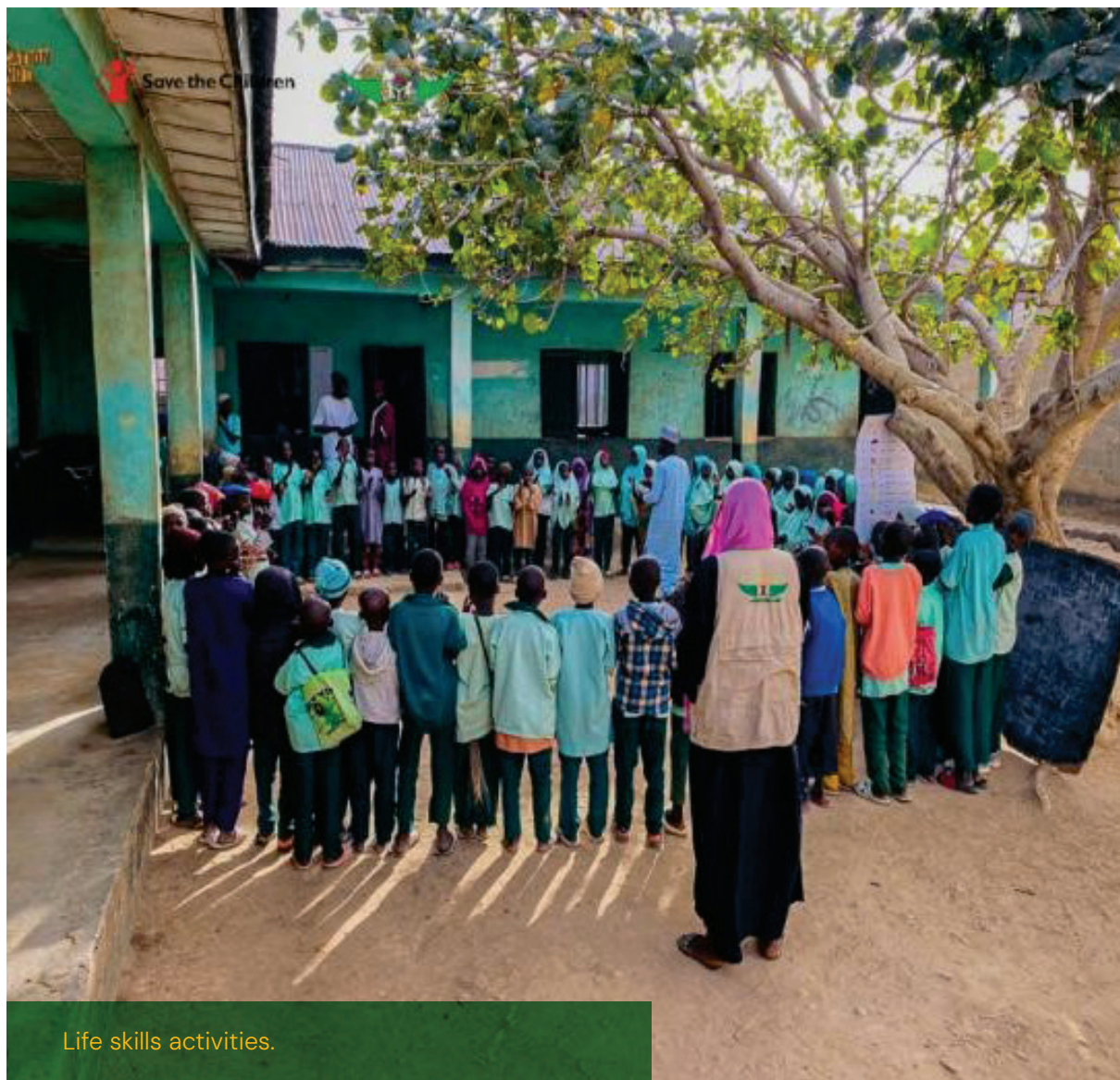
Increased awareness and commitment to gender equity among community members

Strengthened partnerships between schools, communities, and facilitators

Improved confidence and participation of adolescents especially girls in life skills activities

Stronger referral systems for safeguarding and protection support

Moving forward, the program will focus on continuous mentorship, monitoring, and scaling up of the life skills model to other wards. Additional training, refresher sessions, and exchange learning visits will be explored to maintain momentum and deepen impact.



Life skills activities.



Inclusion is Preparedness. Inclusion is Protection

Hada Kowa Shiri Ne. Hada
Kowa Kariya Ce.

Together We Prevent
Disasters

GOAL Prime Organization Nigeria Community Early Warning
and Anticipatory Action

Tare Muke Kara Bala'in





Climate Action and Learnings



EduTrack Platform Demo Session with the Katsina State SUBEB Directors and EMIS Officers

2025 has been a year of steady growth in how we think, act, and collaborate for climate resilience. We've moved beyond awareness to action, building community tools, strengthening school structures, and testing practical innovations to tackle the rising threats of climate change.

At GOALPrime, we've prioritized inclusive, community-driven processes that respond to the climate realities of our schools and communities. Whether through new tools, early warning systems, or peer-led clubs, the shift from awareness to action is well underway.

Over the first half of 2025, GOALPrime Organization Nigeria (GPON), through the Innovation, Learning, and Climate Action, has made steady progress integrating climate resilience and adaptive learning into project delivery across its focal locations in Katsina and Zamfara States. We look ahead, we remain committed to community-owned solutions, adaptive learning, and practical climate leadership across our interventions.

Climate Action Highlights

1. Community-Led Climate Risk Assessments, CEWAAC Establishment, and Anticipatory Action Planning:

As part of the ECW FER Project implementation, we conducted Disaster Risk Reduction (DRR) assessments in Anka and Musawa LGAs. These assessments provided essential data to guide planning around climate vulnerabilities, exposure levels, and early warning needs. Findings informed the development of practical adaptation actions and fed directly into community-level resilience strategies and AA plans. We facilitated the establishment of Community Early Warning Anticipatory Action Committees (CEWAACs), community-led structures tasked with identifying, reporting, and responding to climate-related risks at the local level.

To strengthen their capacity, we held orientation sessions focused on understanding the root causes and impacts of local hazards such as flooding, erosion, heat waves, and drought. These sessions helped demystify climate issues for community members and laid the foundation for local ownership of response strategies.

As a key outcome of this process, an Anticipatory Action Plan was co-developed, outlining actionable steps communities can take before, during, and after climate-related hazards. The plan was developed with technical support from relevant ministries and key stakeholders, including the Ministries of Environment, Education, Agriculture, and Local Government authorities.

“Before now, we did not know what was causing some of our problems. Now, we understand how the weather affects our safety, and we are planning ahead.”

– CEWAAC Member, Anka

- Impact: Provided clear evidence of climate risks such as flooding, drought, and extreme heat that are now shaping our school-based climate interventions.

“Before now, we did not know what was causing some of our problems. Now, we understand how the weather affects our safety, and we are planning ahead.”

– CEWAAC Member, Musawa

2. Support for School Climate Clubs

We supported the activation of climate clubs in 13 intervention schools across both locations. These clubs have since launched peer-led activities, including awareness walks, tree planting preparation, and sensitization about climate safety and resilience.

“We are teaching others how to take care of our environment because we are the future.”

– School Climate Club Official, Anka

Tree Planting and Greening Initiatives

We collaborated with schools to identify areas for greening and tree planting as a soft mitigation measure. Tree planting campaigns are scheduled for Q3, with schools currently mobilizing activities and CEWAACs to lead the implementation.

Localization of Climate Tools and Knowledge



We simplified DRR and climate tools for use by CEWAAC members and school clubs, integrating local languages and illustrations to ensure better understanding during sensitization. Hausa versions of climate risk calendars and AA plan guides are now in use.

- Impact: Enhanced community comprehension of climate risks and boosted ownership of adaptation planning.

Looking Ahead

The first half of 2025 has demonstrated the importance of a localized, learning-driven approach to climate action. Our activities have not only deepened resilience among learners and communities but have also generated tools, data, and partnerships that will strengthen future interventions.

As we move into the second half of the year, we will focus on:

- Mentorship and gap-strengthening for CEWAAC members and school club leaders to ensure continued ownership and application of DRR and climate tools

- Reinforcing internal compliance and implementation frameworks across teams, helping ensure consistency, clarity, and alignment in delivering climate-related programming.

- Sustaining green school initiatives through tree planting campaigns and safe environmental activities.

- Strengthening collaboration with relevant stakeholders and ministries, especially the Ministry of Environment and the Ministry of Education, to co-develop a Climate Action Plan that reflects local realities and can be adopted at the state level.

- Launching Q3 Sensitization campaigns in schools with full student involvement and club-led monitoring.

- Standardizing learning documentation processes, especially around DRR outcomes, student engagement, and CEWAAC responsiveness

By continuing to anchor climate action in learning, collaboration, and systems thinking, GPON is positioning itself not just as an implementer but as a thought partner for climate resilience across northern Nigeria.



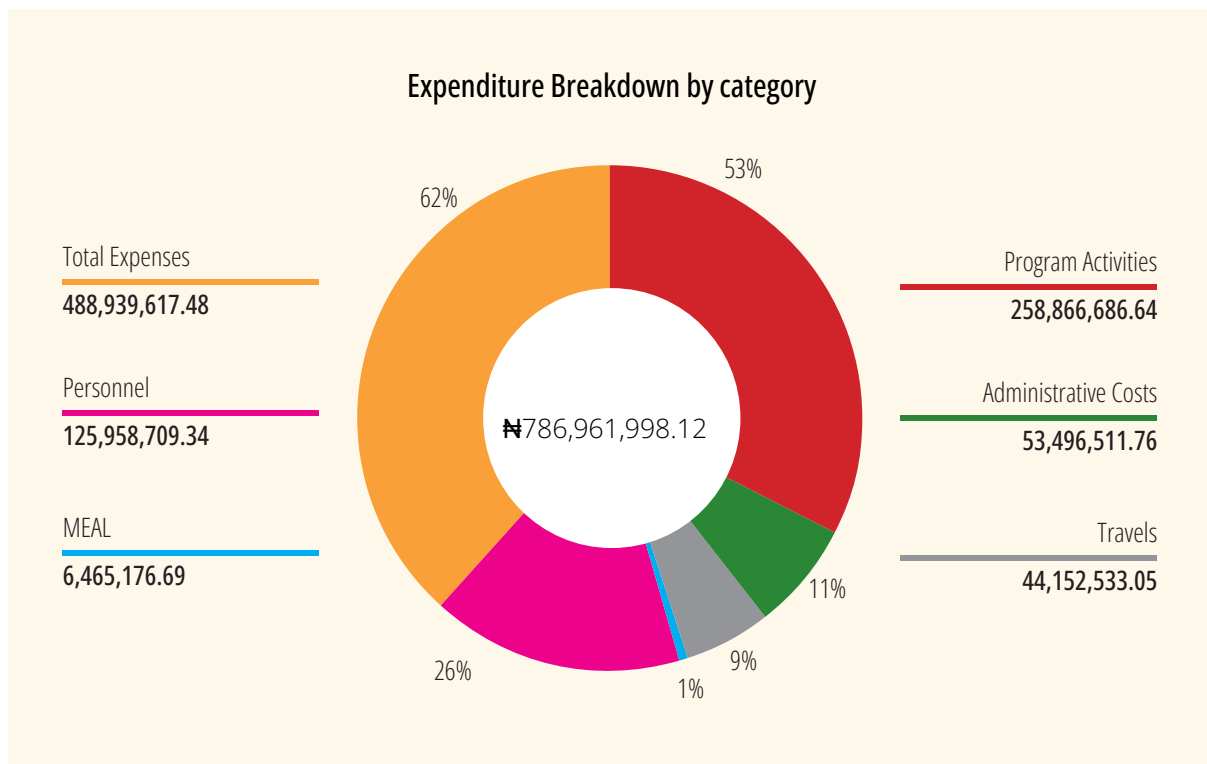
Financial Report

At the end of the first half of the 2024–2025 reporting period, GOALPrime Organisation Nigeria recorded a total income of ₦786,961,998.12, sourced entirely from grants. No other income was reported during this period.

Total expenditure stood at ₦488,939,617.48, representing 62% of the total income. Of this amount, ₦258,866,686.64 accounting for 53% of the total expenses was invested directly in program activities, demonstrating the organisation's strong commitment to impactful service delivery.

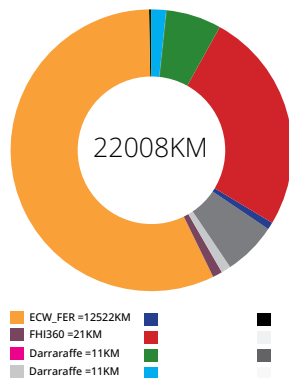
The remaining expenses were distributed as follows: ₦125,958,709.34 (26%) on personnel, ₦53,496,511.76 (11%) on administrative costs, ₦44,152,533.05 (9%) on travels, and ₦6,465,176.69 (1%) on Monitoring, Evaluation, Accountability, and Learning (MEAL).

GOALPrime continues to ensure that a majority of its financial resources are directed toward the core mission of delivering humanitarian assistance and strengthening community resilience.

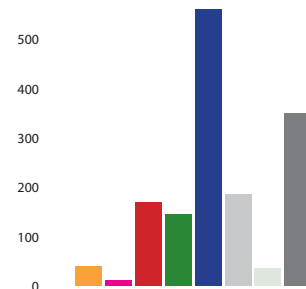




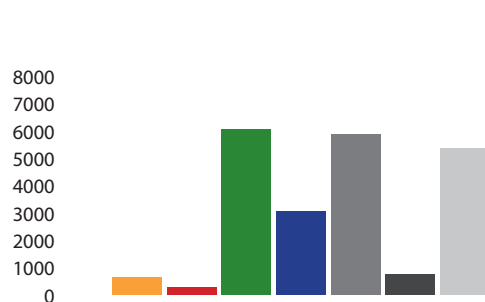
Total KM covered



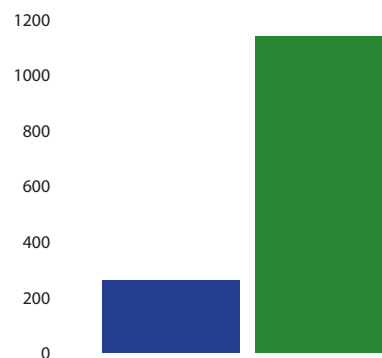
Location covered/trip



Kilometre covered/ Location



Number of Staff supported/ Gender





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