

REGIONAL BUREAU FOR WEST & CENTRAL AFRICA BI-WEEKLY EDUCATION NEWSLETTER



Held annually on 5 October since 1994, **World Teachers' Day** commemorates the anniversary of the adoption of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers. This Recommendation sets benchmarks regarding the rights and responsibilities of teachers and standards for their teaching and learning conditions.

With the adoption of the **Sustainable Development Goal 4 on education**, and the dedicated target (SDG 4.c) recognizing teachers as key to the achievement of the Education 2030 agenda, WTD has become the occasion to mark progress and reflect on ways to counter the remaining challenges for the promotion of the teaching profession.

In 2016, UNESCO Institute of Statistics (UIS) estimated that by 2030, countries would need to recruit an additional **3.4 million primary** and **16.7 million secondary school teachers** in order to address the quality gaps SDG4 seeks to close. As refugees tend to settle alongside the more vulnerable in host communities, finding ways to not only recruit and retain significant numbers of teachers but to ensure that they reach neighbourhoods and regions where students and schools experience the greatest challenges to quality education could become one of the most important opportunities available through improved articulation between domestic, humanitarian and development action in crisis affected regions.¹

*“The right teacher equipped with the right tools can make a child positive and enthusiastic about the school day; conversely, poor teaching and supervision can be highly demotivating, which, when added to myriad other pressures at this age, leads to high dropout rates”.*²

Teachers are **the most important school-level factor for student learning**. This is particularly true in crisis affected settings where a teacher may be the only resource available for students to learn. Yet they frequently lack the support, training, and resources they need to provide quality education for their students.

The **gender gap among teachers** is another issue often worsened in refugee settings, especially at secondary level. For example, in Chad 98% of teachers in pre-primary are female, but at secondary this figure drops to only 7%. For girls, a lack of female teachers can spell the end of their secondary education as some conservative communities may not allow them to be taught by a man. Female teachers help girls to feel more comfortable in the classroom, especially should they need to report incidents of sexual harassment or abuse. Most important of all, a **female role model** can inspire and support girls to complete their studies, and even motivate them to become teachers themselves.

In order to be adequately prepared to learn and succeed in **national education systems**, **refugee children and youth** should be taught by teachers who have been sufficiently trained to effectively include them, taking into account their specific strengths, backgrounds and diverse learning requirements.

The upcoming **Global Refugee Forum** will be an opportunity for countries, partners and donors to pledge for supporting **teacher training** that will equip teachers, including refugee teachers, to use varied forms of pedagogy to support their students' learning, including inclusive and participatory pedagogies and skills to adapt curricula as needed to meet student needs.

¹ UNHCR, 2019. [Refugee Education 2030: A Strategy for Refugee Inclusion](#).

² UNHCR, 2019. [Stepping Up: Refugee Education in Crisis](#).

UNHCR'S ENGAGEMENT TO SUPPORT TEACHERS

UNHCR Teaching About Refugees

On [UNHCR Teaching About Refugees](#) webpage you can find free-of-charge and adaptable UNHCR teaching materials on refugees, asylum, migration and statelessness and a section dedicated to professional development and guidance for primary and secondary school teachers on including refugee children in their classes.

Download the resources [here](#).



TiCC | Teachers in Crisis Contexts Collaborative

The [INEE Teachers in Crisis Contexts Collaborative \(TiCC\)](#) was founded in April 2014 as an inter-agency effort to provide more and better [support to teachers in crisis settings](#). Members of the group work together to identify problem areas in teacher management, development and support in crisis contexts and propose and provide inter-agency open-source solutions.

[Members of TiCC](#) include: Aflatoun, Child Fund, Columbia University's Teachers College, Creative, Fordham University, FHI360, Finn Church Aid, IRC, JRS, Jusoor, Libraries Without Borders, NRC, People in Need, Plan International, Relief International, Save the Children, War Child Holland, UNICEF, UNHCR, UNESCO-IIEP, World Vision.

Download the [TiCC one-pager brief](#).

More [INEE Resources on Teachers](#).

Norwegian Teacher Initiative: Improving Coordination for Stronger Teacher Policies

Increasing the supply of quality teachers plays a central role in improving the quality of learning in many developing countries. To this end, the [Norwegian Agency for Development Cooperation \(NORAD\)](#) is supporting an initiative called “[Strengthening Multi-Partner Cooperation to Support Teacher Policy and Improve Learning](#)” which aims to facilitate the achievement of Sustainable Development Goal 4 and its target 4.c.³

Coordinated by UNESCO and the [International Task Force on Teachers for Education 2030](#), the multi-partner initiative brings together key education players (Education International, the Global Partnership for Education, ILO, UNHCR, UNICEF and the World Bank) and will support governments to develop holistic teacher policies addressing such topics as recruitment, deployment, motivation, training and development, remuneration and social participation.

[Burkina Faso, Ghana, Malawi and Uganda](#) are the four countries targeted during the initial pilot phase, as they are each in the process of developing teacher policies as part of their national education sector plans and have expressed strong commitment to implementing them.



³ By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

EDUCATION IN WEST & CENTRAL AFRICA

Accelerated Education

The [Accelerated Education Working Group \(AEWG\)](#) is a small number of education partners supporting and/or funding Accelerated Education Programmes (AEPs). The AEWG aims to improve the quality of AEPs through developing guidance and tools to support a more harmonised, standardised approach to Accelerated Education.



The AEWG is currently led by UNHCR with representation from UNICEF, UNESCO, USAID, NRC, Plan, IRC, Save the Children, Education in Conflict and Crisis Network and War Child Holland.

Significant investment and efforts have been made by the AEWG in developing a conceptual framework for what constitutes good practice in AE. The development of these tools and guidance have set a foundation for improving programme quality, design, implementation and assessing results. Take a look at the [Key programme definitions](#) and the [Accelerated Education: 10 principles for effective practice](#) to get a better understanding of AE. Then use the [Accelerated Education Checklist](#) to see how your AE programme aligns against the global principles.

All AEWG tools and guidance are available on the [UNHCR](#) website as well as [INEE](#) and [ECCN](#). They are available in French, English, Spanish and Arabic.

Here is an overview of [Accelerated Education Programmes in West & Central Africa](#)⁴:

Country		AE Programmes
Burkina Faso, Niger, Mali	Ongoing	Speed school model (“ecole passerelle”) developed by Stromme Foundation focusing on children aged 9-14.
	Approved	In Niger a crisis context curriculum review workshop will be held in November led by the Ministry of Education and Plan in coordination with Stromme and education working group.
Cameroon	Ongoing	CARED known as accelerated curriculum focuses on drop-out children aged 9-14 (catch-up programme).
	In development	NRC and Plan are now working together to develop an AEP for older (14+) out of school children.
CAR	Approved	NRC has developed an AEP in collaboration with the Ministry of Education.
Liberia	Ongoing	AE program in Liberia is divided into three sub-programs: Accelerated learning program (ALP) which targets ages 8-15 years, Alternative basic education (ABE) which targets ages 15-35 years, both with approved national curricula, and Adult education which deals with 18 years and above.
Nigeria	In development	Save and Plan are developing an AEP for out of school older children in collaboration with the National Council for Curriculum Development (Level 1-3). Other Alternative Education initiatives to primary education have also been developed in collaboration with the Ministry of Education.
Sierra Leone	In development	AE curriculum is almost complete (apart from one subject and one term) and is to be approved by the Government.

If you would like support for your AE programme or for more information about the AEWG please contact **Martha Hewison**: hewison@unhcr.org.
 AEWG twitter account: [@AEWG_News](#)

⁴ Data provided by AEWG members. A global mapping is ongoing by the AEWG and results will be out soon.

Learning To Live Together Sustainably: Education and Prevention of Violent Extremism (PVE) in the Sahel

The [Regional Dialogue on Protection and Solutions](#) in the context of forced-displacements in the Sahel region was held in Bamako last week.

Education was mentioned as a major focus of attention in the prevention of violent extremism, particularly in the current context of large-scale closures of schools. The Governments of Burkina Faso, Chad, Mali, Niger, and Mauritania have committed themselves to enhancing access to education, in particular to minimize the risk of recruitment of youth by extremist armed groups, and to enhance the inclusiveness of national education systems (including for forcibly displaced persons) and their capacity to promote reintegration, social cohesion and peace building.

The RCG4-WCA [Learning to Live Together \(LTLT\)](#) task team aims to increase collaboration and dialogue and share information among members who support areas related to education for sustainable development (ESD) and global citizenship education (GCED), with priority focus on the prevention of violent extremism through education (PVE-E) and radicalization, which are particularly urgent issues in the region.



Within this context, the [online platform Learning to Live Together Sustainably](#) aims to create a virtual community of practitioners engaged in the theme of "living together" to share resources and experiences and to identify synergies in order to develop innovative and sustainable solutions for more inclusive, peaceful, healthy and environmentally friendly societies.

Some resources on PVE-E:

- [Preventing violent extremism through education: effective activities and impact](#)
- [Education and radicalisation prevention: Different ways governments can support schools and teachers in preventing/countering violent extremism](#)
- [A war of words: why counter-messaging to prevent 'violent extremism' is counter-productive](#)

Education in Danger Monthly News Brief

Global Coalition to Protect Education from Attack (GCPEA) | August 2019

Education in Danger

Monthly News Brief

August
2019

Several incidents of violence recorded in Nigeria, where a student hostel at the University of Abuja was attacked, while threats on school staff members were reported in Awka by Fulani militiamen wanting to use the premises of a school for grazing. In North West and South West regions of Cameroon, Ambazonian militia fighters continue actions to prevent schools from re-opening.

Download [PDF version](#) and access data on [HDX](#).

RESOURCES

Coming Together to Help African Girls Create a Brighter Future

World Bank | September 2019



The article describes the [Sahel Women's Empowerment and Demographics \(SWEDD\) Project](#) being implemented in several countries in the Sahel region through a World Bank funding.



Investing in [girls' education](#) and, more importantly, [keeping girls in school](#), is the critical first step in opening up opportunities for women in the Sahel and an important dimension of the SWEDD's work. Given the SWEDD's initial encouraging results, it is currently being scaled up in [Chad](#), [Côte d'Ivoire](#), [Mali](#) and [Mauritania](#).

Read the full article [here](#).



Girls' Rights to Education: African traditional and religious leaders commit to changing mindsets

GPE | September 2019

Religious and traditional leaders engage and influence families, communities, parliamentarians and decision-makers in communities. They are gatekeepers of certain traditions and norms that are drivers of [gender inequality](#). However, they also have power and influence to help unlock challenges and [remove barriers to girls and women's education](#) by bringing every other key decision-maker on board.



Read the full blog [here](#).

Education against the Odds: Meeting marginalised children's demands for a quality education

Save the Children | September 2019



A new report published by Save the Children shows that children living in the world's toughest places wanted one thing above all else: the chance to learn.

The GPE published an article for the report launch, advocating for [increased funding for education in emergencies](#) and enhanced inclusion of refugee and displaced children in national education sector plans.

Read the full blog [here](#) and download the report [here](#).