

REGIONAL BUREAU FOR WEST & CENTRAL AFRICA

EDUCATION NEWSLETTER



ECW High Level Financing Conference Highlights Urgent Need to Improve Funding for Education in Emergencies

At the [Education Cannot Wait High-Level Financing Conference](#), hosted by Switzerland and co-convened by Colombia, Germany, Niger, Norway and South Sudan, the education community from around the world came together and, inspired by the UN Secretary-General's [Transforming Education Summit 2022](#), provided tangible action towards results.

During the conference, ECW's partners from government, UN agencies, civil society and the private sector highlighted the urgent need to strengthen our global advocacy for sustainable financing for education across the Nexus.

Several countries in the region, including Cameroon and Niger, highlighted the dramatic situation in many countries in West and Central Africa, which continue to suffer from targeted attacks on education, putting the future of millions of children at risk.

They called not only for increased support and funding, but also for a strengthening of the integrated, holistic and multisectoral approach to education for all children in crisis and emergency situations, especially those affected by forced displacement.

UNHCR'S EDUCATION INTERVENTIONS



[BURKINA FASO] Celebration of DAFI 30th Anniversary



On 28 February, UNHCR Burkina Faso celebrated the 30th anniversary of the [Albert Einstein German Academic Refugee Initiative \(DAFI\)](#) in Ouagadougou.

DAFI student delegation during the celebration in Ouagadougou. @UNHCR Burkina Faso

Co-chaired by the Minister of Foreign Affairs, Regional Cooperation and Burkinabe Abroad and the Minister of Higher Education, Research and Innovation, the ceremony brought together representatives of the Burkinabè government, DAFI students and their parents, national and international organisations, and international partners, led by H.E. Mr Andreas Michael Pfaffernoschke, Ambassador of the Federal Republic of Germany to Burkina Faso, the main donor of the DAFI programme.

The celebration was an opportunity to award **15 new DAFI scholarships** to refugee students, including 10 girls, and to commit to increasing refugee access to higher education in Burkina Faso **from 2% to 15% by 2030**.

[CHAD] Multi-year resilience programme improves access to education for forcibly displaced children

In Chad, UNHCR's emergency education response to the Cameroonian refugee influx has so far reached over **8,000 children**, with 3,994 Cameroonian refugees and 4,073 Chadians enrolled together for the 2022/23 school year.

Cameroonian refugees were integrated into the national education system a year ago thanks to close collaboration with the Ministry of Education. At first, **50 temporary learning spaces** were installed in three schools near refugee camps and sites, and now thanks to a [First Emergency Response grant from Education Cannot Wait \(ECW\)](#), **six public schools** welcoming the new refugees have been reinforced with **54 durable**



Aicha, 11 years old, was able to continue studying 5th grade when she arrived in Chad thanks to the reinforcement of the local public school near Kalambari camp. @JRS/Irene Galera

classrooms, 80 latrines, and 5 water points. More than **100 teachers** were trained by the Ministry of Education's specialists on the Chadian curriculum and psychosocial support for students at school. Refugee parents have joined local parents' associations and these committees have benefited from capacity building trainings on the management of income-generating activities and leading awareness-raising campaigns on education themes.

Prior to the refugee response, Kalambari and Guilmey public schools offered only primary level classes in six dilapidated classrooms reaching less than 500 enrolments. Today, there is a full

cycle from preschool to upper-secondary, saving youth from having to walk 7km to 10km for secondary school. Over **5,000 refugees and host-community children** study together, and enrollments continue to increase following the recent transition into the 42 newly constructed durable classrooms.



After close to a year in temporary learning spaces, refugee and host-community children at Guimley and Kalambari camps are utilizing newly constructed durable classrooms. ©JRS/Nabine N'Saye

At Ambague site, prior to UNHCR's emergency education response, there had been no access to education in the community for over 10 years. Today, **250 Chadians and 300 refugees** are attending classes together in temporary learning spaces with school kits donated by UNICEF while awaiting the finishing touches on 6 newly constructed durable classrooms, 10 latrines, and a school water point.

[NIGERIA] Launch of Profuturo Digital Education Programme

The ProFuturo digital education programme is aimed at providing Cameroonian refugee and host community primary school learners with access to education through ICT to strengthen existing educational programmes, empower teachers to effectively use ICT in their classrooms, and expand access to quality education for refugee and host community children in Nigeria. The programme is implemented in **five primary schools** across two refugee-hosting States (Benue and Cross River) in Nigeria.

The launch of the ProFuturo project took place in February in Ogoja and Kwande, in presence of UNHCR, Save the Children International, the Ministry of Education, traditional leaders, other UNHCR partners, teachers, youths and community leaders, parents and both refugee and host community pupils. Participants lauded the programme and pledged total support for the success and sustainability of the programme. The project targets over **6,000 refugee and host community pupils** with the overall aim to encourage school enrolment, build teachers' capacity to teach using technology, strengthen infrastructure, and motivate children to learn while enabling them to acquire essential digital skills.

ProFuturo

A PROGRAMME OF:





Nine-year-old Cameroonian refugee pupil, Emmanuel Ehini, learns digital education skills at NKST Primary School Ahondo, Benue State. ©UNHCR/Lucy Agiende



UNHCR inaugurates and hands over the Digital Education Center to the school authorities in St. Peter's Primary School Adagom, Cross River State. ©UNHCR/Lucy Agiende

EDUCATION IN EMERGENCIES



[PROJECT 21] Central Sahel: Deteriorating Security Situation Continues to Hamper Access to Education for Thousands of Children¹

The Central Sahel is marked by a **severe protection crisis**. Conflict is the main driver of needs, causing unprecedented levels of insecurity and displacement and exposing communities, displaced people, and host populations to severe protection risks. The conflict has both intensified and further spread. The situation remains alarming in northern and central Mali and the border areas between Burkina Faso, Mali and Niger. More recently in 2022, the conflict has also increasingly affected more southern zones in Mali and already rapidly spread to new areas in the west and east of Burkina Faso.

Over the last five years in the Central Sahel, **the number of security incidents has increased 6-fold** and the number of fatalities almost 8-fold. From 2021 to 2022, incidents increased by 30 per cent, and fatalities almost doubled to more than 10,000 in the last year. The trend continues unabated: in January and February 2023, already 1,796 people have been killed, 408 more than over the same period in 2022².

Displacement figures are at an all-time high and continue to rise. Across the Central Sahel, **2.7 million people are internally displaced**, an increase by more than half a million since the beginning of 2022. In Burkina Faso, 10 per cent of the population are displaced. In addition, the region is hosting **440,000 refugees and asylum seekers**. Secondary and tertiary movements are increasing.

Insecurity and violence are disrupting access to education, health, water, sanitation and hygiene services, with severe consequences, especially on **women and children**. The response to protection needs in the region often remains insufficient, negatively impacted by the worsening crisis, difficulties to access affected communities, and high security risk.

In 2022 and 2021, **less than 25 per cent of HRP financial needs** were covered, causing significant gaps and generating new protection risks.

KEY EDUCATION DATA

- **Half of all communities** consider their schools to be unsafe for their children.
- More than **half of all children** in conflict affected communities do not have access to primary schools, increasing the risk of negative coping mechanisms such as child labour, enrolment in armed groups, early marriage.
- **School closures** are almost exclusively related to the conflict, with 69 per cent due to threats and 25 per cent due to destruction by NSAGs.
- **2/3 of protection incidents at school** are due to threats by NSAGs, incidents on the way to school and attacks by NASGs.
- **10 per cent of households** report that protection incidents related to the conflict are directly affecting their children.

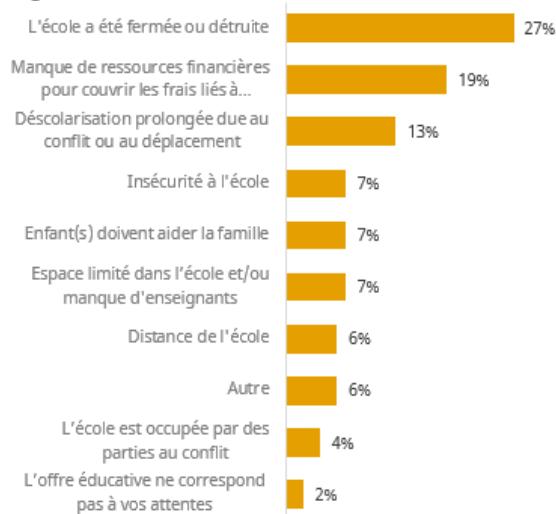
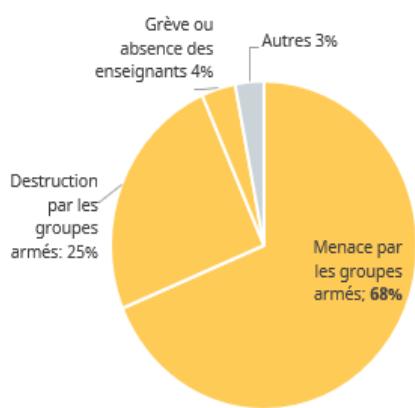
¹ Protection Monitoring figures based on P21 monthly data collection in regions affected by forced displacements and crisis in the three Central Sahel countries. In 2022, P21 has interviewed 15,000 key informants and heads of households in 2,400 localities. 2023 data are based on 1,240 interviews carried out in January and February 2023.

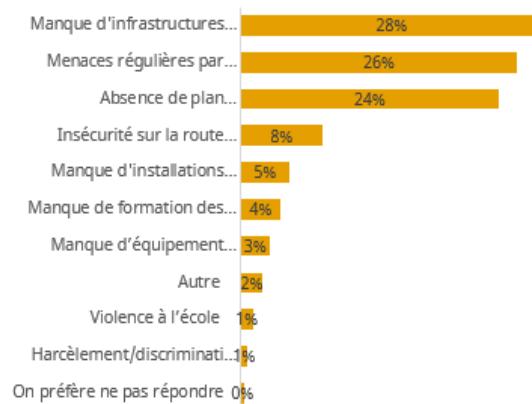
² ACLED data as of 15/03/2023: <https://acleddata.com/dashboard/#/dashboard>.

Sahel Central
Education data

14 mars 2023

Tous les enfants vont régulièrement à l'école ?

Principales raisons empêchant les enfants d'aller régulièrement à l'école

Raisons de fermeture des écoles

PROJET 21
L'environnement scolaire est-il sûr ?

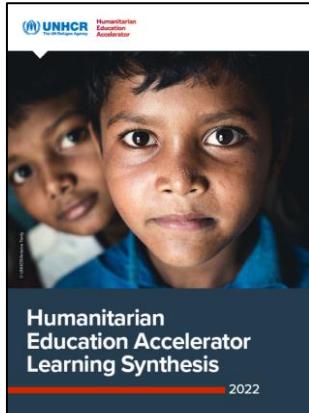
Facteurs d'insécurité de l'environnement scolaire

Principaux types d'incidents à l'école

Access P21's online platform [here](#).

EDUCATION RESOURCES



[UNHCR] Humanitarian Education Accelerator (HEA) Learning Synthesis



Launched in 2016, the [Humanitarian Education Accelerator \(HEA\)](#) supports promising humanitarian education innovations to transition from successful pilots to programmes that can operate at scale, while documenting and disseminating learnings for stakeholders worldwide. This [Learning Synthesis](#) is part of a larger effort to contribute to global discussion and add to learning and knowledge around **scaling humanitarian education innovations**. Through reviewing and reflecting on the experience of the HEA - 7 years, 3 cohorts, and 21 innovation projects, the synthesis seeks to present lessons learnt, good practices and recommendations that can support the scaling of humanitarian education innovations.

The recommendations formulated aim to be strategic and add value for education innovators and practitioners, as well as other stakeholders of the humanitarian system - especially donors - so that informed decisions can be made to **invest in promising education innovations** and accelerator programmes that support those innovations.

Access the report [here](#).

[WORLD BANK-FCDO-UNHCR] What Works to Support Inclusion: Four Key Findings from Country Case Studies

This [blog](#), co-written by UNHCR and the World Bank teams, is part of a series looking at **what works in including refugees into national education systems**, based on the findings of [The Global Cost of Inclusive Refugee Education](#) report.



Access the blog [here](#) and the report [here](#).

[INEE AEWG] Strengthening Accelerated Basic Education Programs in Nigeria



The [INEE Accelerated Education Working Group](#) recently published a new [video animation](#) on **embedding Accelerated Education (AE) into national systems** - a case study from **Nigeria**, realised with the support of Plan International and Irish Aid. Embedding AE into national systems is a key area of focus for the AEWG.

Access the video [here](#).



EDUCATION EVENTS



[DG ECHO-UNICEF] High-Level Conference on Education in Emergencies

The [High-level Conference on Education in Emergencies](#) “**Investing in safe and quality education for every child**” is co-organised by the European Commission (DG ECHO) and the United Nations Children’s Fund (UNICEF).

The event will take place on **22 March 2023** in Brussels, on the margins of the [European Humanitarian Forum](#).

The Conference comes at a time when the complexity and duration of crises increases, with growing levels of displacement which severely impact children and youth, attacks on education, global learning losses, and a structural underinvestment of the education sector. The event intends to follow up on the outcomes of the [Transforming Education Summit](#) and translate its commitments into concrete actions, **stepping up engagement on education in humanitarian response by the EU and its Member States**.

Through high-level panel discussions and testimonies from the affected youth, this Conference will make the case for education in emergency situations, call for increased and coordinated investment in a nexus approach, strengthening whole-child approach in education, enhancing quality for stronger learning outcomes, and protecting the right to education.

Register for the online conference [here](#).



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