

REGIONAL BUREAU FOR **WEST & CENTRAL AFRICA**

EDUCATION NEWSLETTER



Gender Disparities in Education in Emergencies

Gender disparities in education are generally reflected in enrolment, retention, completion, and learning outcomes through multiple mechanisms including social conditioning, gender-based differences in parental expectations and education-related investments, child marriages and early childbearing, child labour, gender-based violence, and discrimination.

When gender-related factors intersect with other disadvantages, such as poverty, remote location, disability, natural disaster, conflict and displacement, existing gender disparities in education are often exacerbated, especially during crises and emergencies. This often results in **double discrimination**, as experienced by many forcibly displaced girls.

In a recent report on [Education in Africa](#), UNESCO and the African Union highlight that patterns of gender disparity in completion rates across countries, regions, and education levels often vary. In several countries in eastern and southern Africa, gender disparities at primary level favour girls, while in western Africa, they favour boys. However, at secondary and tertiary levels, gender disparities favour boys in most African countries. This is not without consequences for perpetuating **gender disparities in society**, in terms of professional insertion, economic autonomy, etc.

Equitable education policies and planning, including in emergencies, is therefore a priority that is more relevant than ever in the region and in which everyone has a role to play.

UNHCR'S EDUCATION INTERVENTIONS



[BURKINA FASO] UNHCR partners with the Orange Foundation to improve the quality of education through digital learning

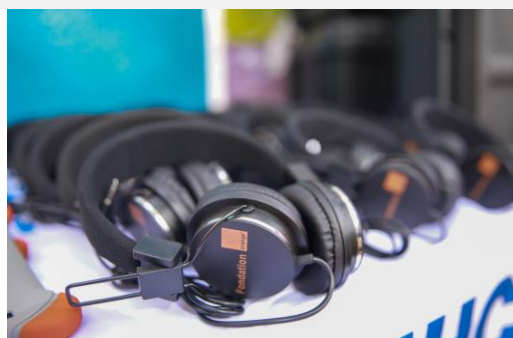
On 30 March, UNHCR Burkina Faso welcomed the [Orange Foundation](#) for the launch of the **Digital Schools Project** in the presence of Mamadou Coulibaly, General Manager of Orange Burkina.

This project aims to improve **access to quality education** for around 10,000 refugee, internally displaced and host community students. **Multimedia classrooms** equipped with IT devices and connectivity kits will allow students to access a variety of educational content on tablets.

In addition, the project will enable displaced populations and host communities to gain easier and better **access to information**, while building women's capacity in **digital literacy** and online sales thanks to the equipment and the capacity-building activities provided in these multimedia classrooms.



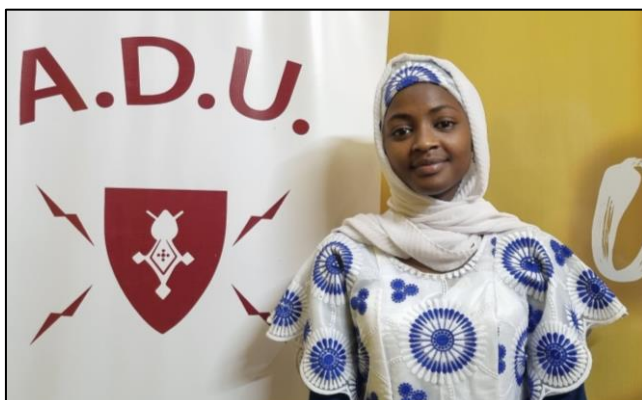
Delivery of the 'Digital Schools' kits to Maurice Azonnankpo, Deputy Representative of UNHCR Burkina Faso by Mr. Mamadou Coulibaly, Director General of Orange in Burkina Faso. ©UNHCR Burkina Faso



[NIGER] New universities commit to improving refugees' access to higher education

The [African Development University](#) (A.D.U), based in Niamey, is an innovative, not-for-profit university whose mission is to prepare talented young people in Niger and Africa to design and drive the development of their nations as effective ethical leaders in the public, private and not-for-profit sectors.

Thanks to the recent collaboration developed between A.D.U and UNHCR Niger, Fanna is one of four Nigerian refugee students from the Diffa region of Niger benefiting from a **higher education scholarship** funded by the [Mastercard Foundation Scholars Program](#).



Fanna Elhadji Zanna, 20-year-old refugee student, is in her first year of management studies at A.D.U.
 ©UNHCR/Boubacar Younoussa Siddo.

On the occasion of **International Women's Day**, celebrated this year under the theme ***DigitALL: Innovation and technology for gender equality***, Fanna, a first year management refugee student at A.D.U said: *"I would like to make efforts to become a great manager. Indeed, my dream is to be able to use technology to develop an online business or develop an online travel platform. The reason I thought of these sectors is that twenty years ago our mothers did not have the opportunity to discover their talent, simply because the technology was not developed at all."*

[NIGERIA] Syrian refugee wins scholarship for the University of Siena in Italy

Syrian refugee Rim recently moved from Nigeria to Italy to study at the University of Siena. She received a scholarship through a **complementary education pathway** program supported by UNHCR.

Rim recently reached Siena, in central Italy, where she will study at the local university. She was able to move from Nigeria to Siena because she received a scholarship through the [Unicore project](#), which was devised by UNHCR as a way to offer refugee students a way to continue on their academic path at universities in Italy.

The University of Siena in June 2020 released a **"manifesto as an inclusive university"** and joined the project Unicore. It is among the more than 30 Italian universities who have agreed to welcome refugee students from several African countries including Niger, Nigeria and Cameroon as part of Unicore 4.0.

Read the full article [here](#).



Rim meets the University of Siena's Dean Roberto Di Pietra, Professor Federico Lenzerini, General Director Emanuele Fidora and Professor Vanna Micheli of the NGO Caritas in Siena. ©Siena University.

EDUCATION IN EMERGENCIES



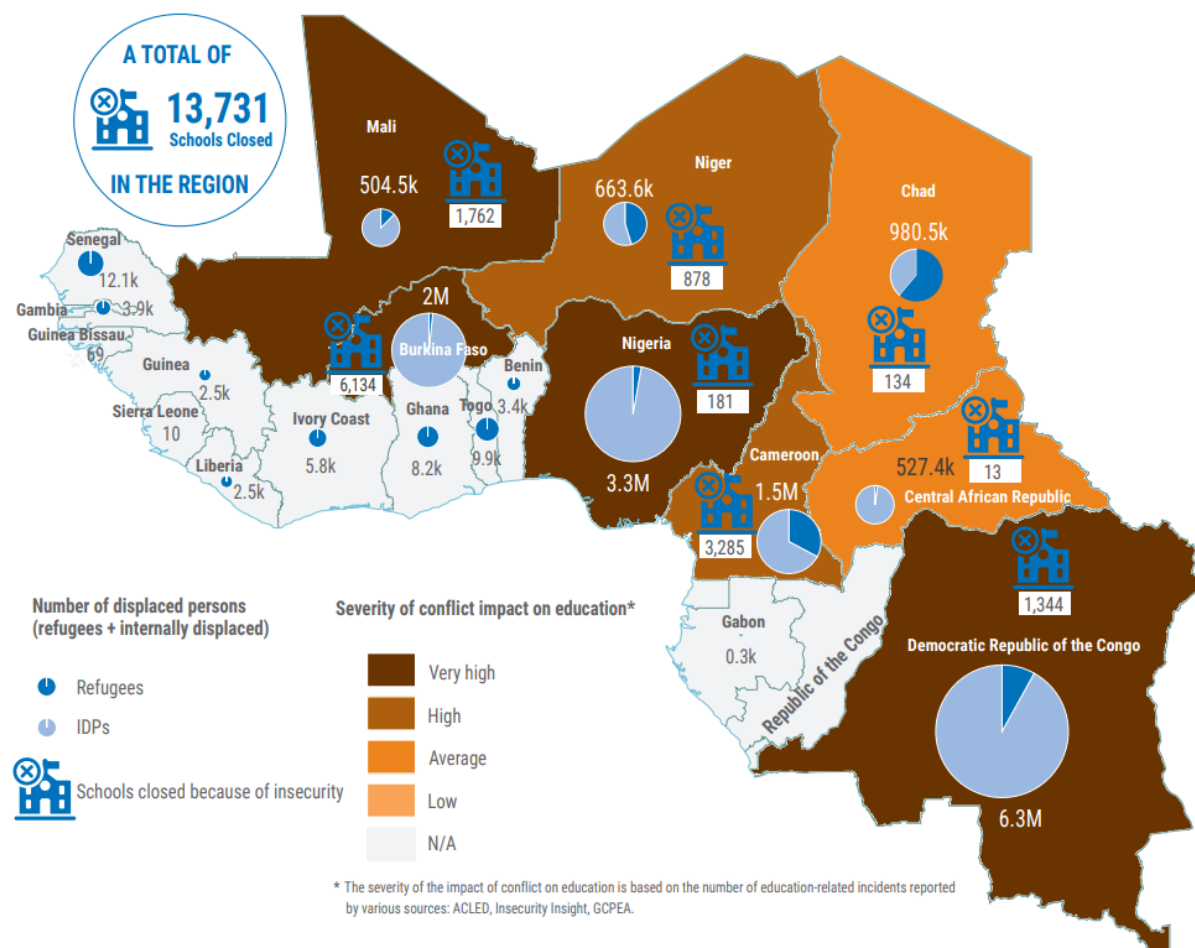
[ADVOCACY NOTE] Unprecedented school closures jeopardise the future of millions in West and Central Africa



On the occasion of the [European Humanitarian Forum](#) taking place in Brussels from 20 to 22 March, and more precisely its [High Level Conference on EiE](#) co-organized by DG ECHO and UNICEF with the focus on “*Investing in safe and quality education for every child*”, the regional ECW MYRP consortium (NRC, UNHCR, UNICEF) developed an updated **advocacy note on school closures in West & Central Africa**.

The note presents an update on the situation of schools closed due to insecurity in the region and contains a set of recommendations for Governments and the International Community to **improve the protection and continuity of education** in the region.

Read the note [here](#).



Sources: UNHCR, ACLED, Insecurity Insight, GCPEA, Education Clusters (based on latest available data on schools closed).

EDUCATION RESOURCES



[INEE] PSS and SEL Distance Education Resources for Teachers



Psychosocial Support (PSS) and **Social and Emotional Learning (SEL)** remained a priority during the COVID-19 response and recovery, even and especially through quality distance education programs.

The members of the [INEE PSS-SEL Working Group](#) identified that while there are many tools and resources available, it can be challenging for teachers to find and select appropriate **innovative pedagogical resources** for use with their students and for their own learning and development.

In response, INEE collected, reviewed, and curated **quality tools** which have been developed by INEE members and partners for the delivery of **learner-centered PSS-SEL**, including learning through play, through distance education modalities.

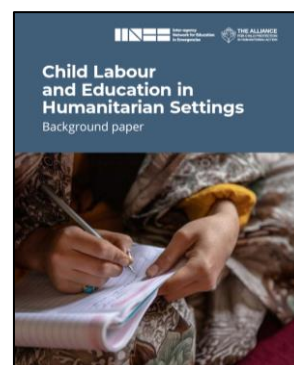
Access the toolkit [here](#).

[INEE-ACPHA] Child Labour and Education in Humanitarian Settings

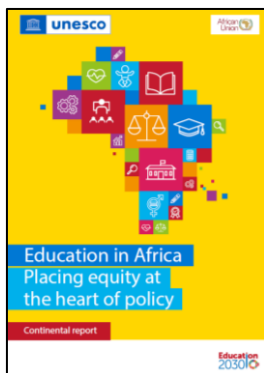
This paper proposes various actions, which have been adapted from the [Inter-Agency Toolkit: Preventing and responding to child labour in humanitarian action](#) and are structured around the [INEE Minimum Standards for Education in Emergencies](#).

They include **key actions** for community participation, coordination, analysis, equal access, protection and wellbeing, facilities and services, curricula, professional development and support, law and policy formation, and planning and implementation.

Access the report [here](#).



[UNESCO-AU] Education in Africa: Placing Equity at the Heart of Policy



Although many countries in Africa are taking significant steps to ensure **quality education for all**, too many children are still being left behind, due to several **interlinking factors** such as geographical location, gender, extreme poverty, disability, crises, conflict, and displacement.

In this comprehensive new analysis, UNESCO explores how these factors impact a child's access to quality learning. It highlights the importance of addressing **barriers to inclusion** through actions such as making secondary education compulsory, building more schools, developing adapted curricula, improving the quality of teachers, and providing financial and academic assistance to children. The report aims to provide African governments with guidelines and advice as they try to overcome these challenges.

Access the report [here](#).

EDUCATION EVENTS

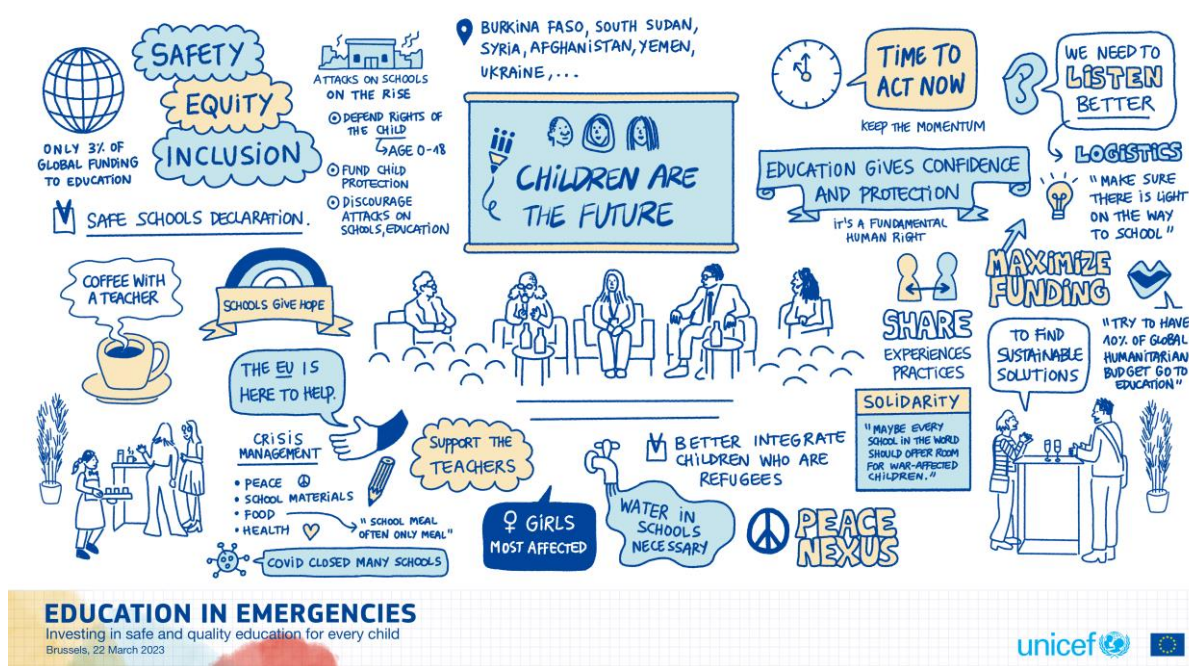


[DG ECHO-UNICEF] High-Level Conference on Education in Emergencies

The [High-level Conference on Education in Emergencies](#) “Investing in safe and quality education for every child”, co-organised by the European Commission (DG ECHO) and UNICEF, took 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 intended 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**.

Access the conference recordings [here](#) and the EU press release [here](#).



CONTACT US

Charlotte Berquin, Education Officer
 Regional Bureau for West and Central Africa, Protection Service
berquin@unhcr.org

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