

BI-WEEKLY EDUCATION NEWSLETTER

TIME TO GO BACK TO SCHOOL!



Cameroonian teacher in a school near to Gado refugee site. @UNHCR (Cameroon, August 2019)

September is traditionally the “summer-ending-and-school-starting” month, one of the busiest for education practitioners around the world.

It started on the hats of wheel with the recent release of UNHCR’s annual report on Refugee Education, [Stepping Up: Refugee Education in Crisis](#), and the launch of the much expected [Refugee Education 2030: A Strategy for Refugee Inclusion](#).

This new Strategy directly aligns with the **Global Compact on Refugees**, applying the principles of solidarity and responsibility-sharing and drawing on **cooperation between humanitarian and development education partners**.

Sub-Saharan Africa continues to face the greatest gaps and challenges in education, while new [UNICEF’s report on education under threat in West and Central Africa](#) reveals that 9.272 schools have closed in eight countries where the increased violence and insecurity are affecting 1.9 million children and almost 44.000 teachers.

Taking these challenges into account, UNHCR’s Education Strategy aims to **increase access to quality learning opportunities** for all refugee children and youth and the host communities that welcome them, from pre-school to tertiary education, through partnership, collaborative learning, capacity development, innovation, evidence and growth. It is intended to provide inspiration and guidance for a wide spectrum of stakeholders within and outside of UNHCR, in both protracted and emergency situations.

In 2018, despite increased conflict situations worldwide, the share for education in the total humanitarian aid has barely risen, standing at 2.3%. If we are to meet the SDG4 by 2030, more must be done to increase funding, remove policy barriers and improve education programmes for crisis-affected children.

That is why UNHCR’s new Education Strategy aims to draw attention to education needs in hosting communities, create conditions for partnership and action that result in **strengthened education systems that benefit all learners**, leverage the comparable strengths of various partners in mixed situations for improved coherence across population groups and make **meaningful and collaborative contributions to the goals of the 2030 Global Agenda for Education**.

The global displacement situation is evolving rapidly and attracts many new partners whose valuable contributions deserve to be shared, adapted, amplified or scaled. In consequence, this iteration of the [Refugee Education 2030 strategy](#) has been conceived as a living document. Before the end of 2019, it will be housed on an **online platform** which will provide access to an evolving repository of **promising practices, case studies, guidance**, and other support linked to its strategic objectives and approaches. Governments, partners and UNHCR staff embarking on changes or grappling with persistent barriers will be able to see how others are practically shifting the ways and means of education response for people of concern and their host communities, and what new questions and issues arise as they approach the 2030 goal of equitable, quality education for all.

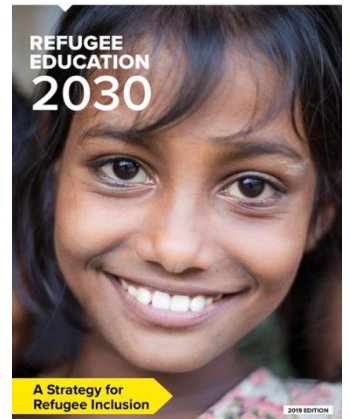
REFUGEE EDUCATION NEWS

Refugee Education 2030: a Strategy for Refugee Inclusion

Inclusion in equitable quality education in national systems is the core vision of the **Refugee Education 2030 strategy** as it contributes to resilience, prepares children and youth for participation in cohesive societies, and is the best option for refugees, displaced and stateless children and youth and their hosting communities.

Aiming at converting the GCR into action, this strategy contains **3 Strategic Objectives**:

1. Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless and IDPs;
2. Foster safe, enabling environments that support learning for all students, regardless of legal status, gender or disability;
3. Enable learners to use their education toward sustainable futures.

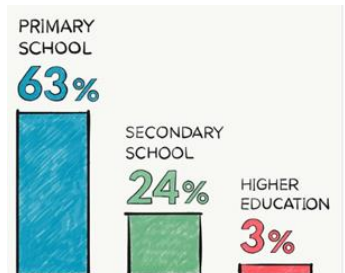


Stepping Up: Refugee Education in Crisis

Stepping Up: Refugee Education in Crisis, UNHCR's annual report on Refugee Education, reveals that of the 7,1 million refugee children of school age, **3,7 million – more than half – are out of school**, with a steep decline in refugee enrolment between primary and secondary school.

The gains in educational enrolment revealed in this year's report, small as they are in percentage terms, still represent life-changing opportunities for tens of thousands of refugee children, adolescents and youth.

In the report you will find **education data on refugee enrolments, case studies and good practices** from various operations, as well as information on a UNHCR's new initiative aimed at kick-starting secondary education for refugees. In addition, it looks at the educational aspirations of refugee youth eager to continue learning after secondary education, and highlights the need for strong partnerships in order to break down the barriers to education for millions of refugee children.



Articles on Refugee Education

Following the publication of UNHCR's annual report on Refugee Education, several newspapers have taken up the issue:

- *The Telegraph: Nearly four million refugee children are denied an education, UN warns*
- *The Guardian: 'Invest or pay the price': more than half of refugee children not in education*
- *VoA: Prospects dim for millions of refugee children not in school*



EDUCATION IN WEST & CENTRAL AFRICA

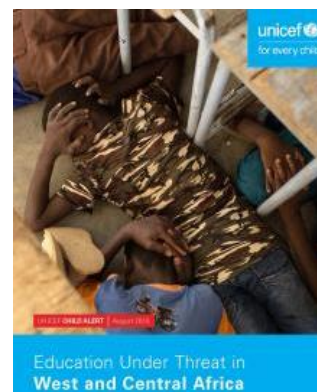
Education Under Threat in West and Central Africa

UNICEF | August 2019

As of June 2019, **1.91 million children were being robbed of an education due to violence and insecurity** in and around their schools in Burkina Faso, Cameroon, the Central African Republic, Chad, the Democratic Republic of the Congo, Mali, Niger and Nigeria.

This report examines attacks on children's right to education in West and Central Africa, and provides examples of efforts to protect children and their learning opportunities in conflict-affected parts of the region.

Download the Report [here](#).



Continental Education Strategy for Africa (CESA) Journal

Implementation Progress of the CESA | July 2019

Several articles mention **education for displaced children**, including refugees and returnees, with a special focus on girls and women on the move.

The Journal also features an article on the **WCA Regional Coordination Group on SDG4** (p. 20).

Download the Journal [here](#).

Education Under Attack Annual Report

Global Coalition to Protect Education from Attack (GCPEA) | 2018

Each of the 28 countries profiled in this report experienced at least 20 attacks on education between 2013 and 2017, the period covered by the current study. **Cameroon, Central African Republic, Mali, and Nigeria** are among the most affected countries.

The overall number of attacks on education suggests that violence directed at students, educators, and their institutions increased worldwide between January 2013 and December 2017.

Download the Report [here](#).



RESOURCES



GPE in action in the Sahel region

GPE | June 2019



In the Sahel region in Africa, millions of children cannot go to school because of terrorism, natural disasters or because they live in remote areas. In much of the region, there is a severe lack of qualified teachers and government officials are working against the odds to provide basic education services.

The Global Partnership for Education (GPE) supports Burkina Faso, Chad, Mali, Mauritania and Niger and works with their governments and development partners to ensure that even the most vulnerable children get a quality education. Since 2003, GPE has allocated close to \$500 million to support children's education in these countries.

Burkina Faso: Expanding education and making it relevant to the local economy

Burkina Faso is facing several challenges as a result of children who do not have access to a quality education. GPE has supported the government in its efforts to improve the quality of education and to help the government address the needs of remote and rural areas. GPE also works with the government to provide technical assistance to the country's education system, ensuring sustainability.

The new curriculum focuses on basic literacy and numeracy skills, as well as life skills. It also includes a focus on local knowledge, preparing children for the job market. The program also includes life skills education, and civic education, to help children become active citizens. It also includes a focus on gender equality, to help girls and women access education and employment opportunities. It also includes a focus on environmental education, to help children understand the importance of the environment and to take action to protect it.

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Download the Factsheet [here](#).

Embracing multilingualism and diversity in the classroom: the case for refugee and migrant integration

GPE | September 2019

International Literacy Day 2019 celebrates literacy and multilingualism, encouraging **'linguistic diversity in education'** and the role this can play in delivering the SDGs.

Yet for many refugee children, **linguistic challenges are a formidable barrier to education**. Indeed, 66% of refugees find themselves in new communities where the official languages are not spoken in their country of origin. Without the key of literacy, the doors to the future remain firmly closed for many children.

Read the Blog [here](#).



Why Africa needs to prioritize education for displaced populations

GPE | September 2019

The blog highlights the lack of reference in Africa's regional frameworks to protecting and educating children, in particularly girls and women, who suffer the most from displacements and conflicts. **Regional frameworks need to include displaced and refugees' needs** to ensure a better planning and increase preparedness.

Read the Blog [here](#).

CALLS FOR ARTICLES & PROPOSALS

Journal on Education in Emergencies: Call for Papers

INEE JEiE | Volume 6

The Journal on Education in Emergencies seeks research articles and field notes submissions for a **special issue on early childhood development (ECD) in emergencies**. JEiE welcomes theoretical and empirical research articles that address any aspect of ECD in conflict or crisis contexts, field note submissions that present innovative tools or approaches related to ECD in emergencies, or observations and commentary on research work.

The deadline for submitting manuscripts is **September 30th**.

Check submission instructions [here](#).



Forced Migration Review: Cities and Towns

FMR | February 2020



The upcoming issue of the Forced Migration Review will focus on understanding the scale and complexity of challenges relating to the **needs of refugees, IDPs and stateless people in urban contexts**.

Deadline for submission is **November 4th**. Check the call [here](#).

GPE KIX Global Grants: Strengthening education systems with proven innovations in developing contexts

The **Knowledge and Innovation Exchange (KIX)** is a GPE-IDRC initiative to connect expertise, innovation and knowledge to help developing countries accelerating progress towards SDG4.

KIX Global Grants will support projects that develop, test, and apply ways to scale proven innovations in areas that are core to improve the performance of education systems.

Read more [here](#) and spread the word!

Education Out Loud: Call for proposals for national education coalitions



The GPE announces the launch and first call for proposals for *Education Out Loud*. This funding will enable national **education coalitions to be more inclusive, particularly of marginalized groups**, have better capacity to engage in policy dialogue and participate in and effectively influence policy processes.

Check the call [here](#).