

REGIONAL BUREAU FOR **WEST & CENTRAL AFRICA**

EDUCATION NEWSLETTER



Promoting refugee girls' right to learn in West & Central Africa

As stated in a recent [GPE blog](#), 'Girls' education is a vital force - not only does it change the lives of girls, but also has a tremendous ripple effect, with impacts ranging from improved health, stronger economies to the creation of a new generation of leaders.'

Yet [barriers to girls' education](#) persist and are multiplied for [refugee](#) and [displaced girls](#), especially in the context of COVID-19. With school closures, girls face [disparity in accessing the internet](#), increased risks of [gender-based violence](#) and early marriage, which increases the likelihood of them [never returning to school](#).

The prevalence of school-related gender-based violence is also an obstacle to girls' retention and learning, as explained in the recently released [GEM 2020 Gender Report](#).

As part of the [16 Days of Activism campaign](#), UNHCR RBWCA has launched a [regional platform on GBV](#) to raise awareness on violence against girls and women and to strengthen community mobilization on this issue. The testimonies featured show how education plays a pivotal role in GBV prevention.

Through its education programs, UNHCR strives to systematically [promote the education of girls](#) and thus reduce the risks of GBV such as forced marriages and early pregnancies, considering that education is the most powerful [protection and emancipation tool](#) for refugee girls. UNHCR's education programs across the region also aim to [prevent and respond to school-related gender-based violence](#) that may affect students' wellbeing and learning.

16 DAYS OF ACTIVISM: STUDENTS ENGAGEMENT



The **16 Days of Activism Against Gender-Based Violence (GBV)** is an international event that starts every year on November 25, the *International Day for the Elimination of Violence against Women*, and ends on December 10 for *Human Rights Day*.

[GHANA] Refugee students' fight against GBV



During the 16 Days campaign, **DAFI scholars** in Ghana have launched an initiative against gender-based violence, in association with UNHCR and the Christian Council of Ghana. In their [video](#), under the global slogan **#OrangeTheWorld**, they raise awareness on the various forms of gender-based violence and on what can be done to prevent them.

Watch the video [here](#).

[CHAD] GBV drawn by refugee children

UNHCR in Chad organized, with its partners HIAS and ADES, a **drawing challenge** for refugee children aged 7 to 17, on the topic of **GBV**. The opportunity for them to express and exorcise the violence they witnessed during the displacement cycle and after.



Concours de dessin ©UNHCR/HEINDAYE



[BURKINA FASO] Second chance school for IDP girls

Ariette is a 17-year-old teenager. She and her family fled attacks on their village and settled in an IDP site in **Burkina Faso**. Repudiated by her family after escaping from a forced marriage, UNHCR and its partners helped her find a shelter and [return to school](#).



Read Ariette and others' testimonials on the newly created regional digital platform: [GBV West Africa Exposed](#), aiming at awareness, activism and community mobilization on GBV across the region.

UNHCR'S EDUCATION INTERVENTIONS

[CHAD] Launch of the Refugee Education Strategy



On November 27, the Chadian Minister of National Education and Civic Promotion validated the [Refugee Education Strategy 2030](#), result of a collaborative work initiated in 2019 between the Ministry, UNHCR, national technical and financial partners, as well as the refugee and host communities.

The Refugee Education Strategy will strengthen the [equitable inclusion](#) of refugee, stateless, internally displaced, asylum seeker and returnee children in the [national education system](#), as pledged by the Chadian Government during the Global Refugee Forum in 2019.

'Chad is one of the pioneers in terms of [inclusion of refugees in the national education system](#) and a world reference' said Mr. Papa Kysma

Sylla, UNHCR Representative in Chad, during the official signature ceremony.

'Education in emergency or protracted crisis is not only a fundamental right but also an [essential protection tool](#) which contributes to strengthen the resilience and social cohesion of communities' underlined Mr. Aboubakar Assidik Tchoroma, Minister of National Education and Civic Promotion in Chad.

Read Chad Refugee Education Strategy [here](#).



[BENIN - CAMEROON - GAMBIA - GUINEA CONAKRY - SENEGAL] Supporting refugees to access secondary education

As part of UNHCR's secondary education initiative, five West and Central Africa countries carried out several activities in 2020 to improve the access and retention of refugee students in secondary school.

In order to improve the [continuity of education](#) for secondary school [refugee students](#), UNHCR has launched a dedicated initiative to support [secondary education](#) in five countries on the region: Benin, Cameroon, Gambia, Guinea Conakry, and Senegal.

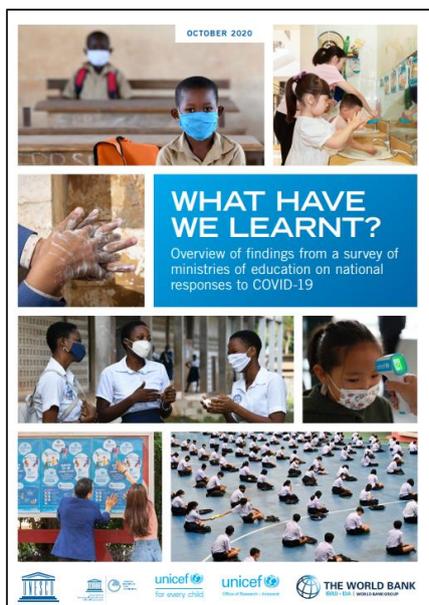
In [Benin](#), [Gambia](#) and [Guinea](#), several secondary schools welcoming refugees have been provided with sanitary facilities against Covid-19 and equipped with additional desks and chairs as part of the mitigation measures to help tackle school congestion. In [Senegal](#), UNHCR is funding scholarships for secondary education and vocational training, while in [Cameroon](#), UNHCR's support to livelihoods activities sustainably increases refugee households' incomes so they can afford the cost of their children's schooling.



RESOURCES



[UNESCO-UNICEF-WB] Lessons from national responses to COVID-19



More than 1.5 billion children were affected by the Covid-related school closures, causing an unprecedented global learning crisis. The pandemic has only sharpened **education inequities**, hitting schoolchildren in poorer countries particularly hard. National governments around the world have been quick to implement remote learning, new health protocols, and reopening plans, but again these policies have varied widely based on each country's wealth.

According to this **joint report** published by **UNESCO**, **UNICEF**, and the **World Bank**, based on data from surveys on national education responses to COVID-19 from 149 countries between July and October, schoolchildren in low- and lower-middle-income countries have lost more schooling time, were less likely to have access to remote learning or to be monitored on a day-to-day basis by teachers and were more likely to have delays in their schools reopening.

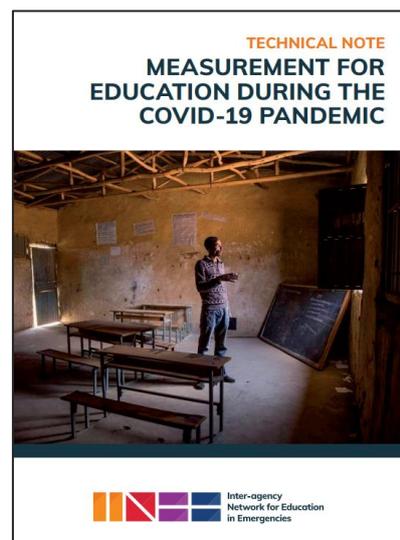
Download the report [here](#).

[INEE] Technical note on measurement for education during the COVID-19 pandemic

The **Technical Note on Measurement** intends to supplement version one of the **INEE Technical Note on Education During COVID-19** and specifically focuses on the use and impact of distance education programs in light of the pandemic.

This targeted technical guidance has been drafted in response to **monitoring**, **evaluation**, and **learning needs** identified by INEE members as individuals and organizations continue their work to address the evolving learning and wellbeing needs of children, adolescents, youth, teachers, caregivers, and other education personnel at this protracted stage of the response to the COVID-19 global public health crisis.

Read the full document [here](#).



CAPACITY-BUILDING



[Online Course] Education in Emergencies (EiE)

Save the Children in collaboration with INEE, Plan International and other sector actors are pleased to announce the launch of the [EiE Online course](#) on Kaya. This inter-agency self-directed course is designed to help education in emergencies (EiE) and education practitioners to improve their overall understanding of EiE and their knowledge in specific EiE topics and areas, in line with the six modules/35 units offered. It may also serve as a useful resource for those working in other areas but wanting to improve their understanding of EiE by diving into this intermediate-level content.

The EiE Online course:

- Explicitly links to the [INEE Competency Framework](#) and can be used to help address many of the competencies presented in the Framework;
- Can be taken as individual units, individual modules, as a complete standalone course or, for eligible participants, as a pathway to the [Certificate of Advanced Studies \(CAS\)](#) accredited by the University of Geneva;
- Is [H-Pass](#) digitally badged, earned by completing the unit content and an assessment at the end.

Join the course [here](#).



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