REGIONAL BUREAU FOR **WEST & CENTRAL AFRICA**

EDUCATION NEWSLETTER

Keeping Sudanese Children in School, Wherever They Are

UNHCR's flagship annual report, Global Trends in Forced Displacement, found that by the end of 2022, the number of people displaced by war, persecution, violence and human rights abuses had reached a record **108.4 million**, up 19.1 million from the previous year, the largest increase on record. Of these, **35.3 million** were refugees.

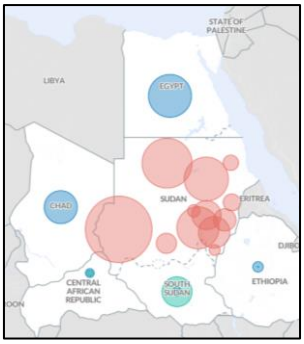
The upward trajectory in global forced displacement showed no sign of slowing in 2023 as the eruption of conflict in Sudan triggered new outflows, pushing the global total to an estimated **110 million**. By the end of May, more than **410,000 refugees** had fled Sudan and sought refuge in neighbouring countries, including 120,000 in **Chad** and 10,000 in the **Central African Republic**.

In response to this crisis, UNHCR is working with governments, donors and civil society partners to ensure **refugees' access to education** and to address the urgent needs identified in the Regional Refugee Response Plan.

During recent missions to Chad and CAR, Education Cannot Wait (ECW) made important commitments to **keep Sudanese children in school**, through a fast-acting emergency response in support of UNHCR's activities in refugee-hosting countries. To protect the continuity of education for all children wherever they may be, Education Cannot Wait and UNHCR call for **additional funding to support education** for Sudanese refugees and vulnerable host communities in all affected countries.

UNHCR'S EDUCATION INTERVENTIONS

[CAR - CHAD] Sudan Emergency: Meeting the Educational Needs of Newly Arrived Refugee Children



Following the outbreak of armed conflict in **Sudan** on 15 April 2023, large numbers of civilians have been forced to flee, including people who were already internally displaced because of previous conflicts in Sudan and refugees from other countries who had sought safety in Sudan. In addition to new internal displacement, over **570,000 people**, including Sudanese refugees and refugees of other nationalities hosted by Sudan have fled Sudan to neighbouring countries or returned home in adverse circumstances – notably to Chad, South Sudan, the Central African Republic, Egypt and Ethiopia.

In the Central Africa region, particularly in **eastern Chad** and **northern Central African Republic**, the arrival of new refugees from Sudan has contributed to **increased demand for education** in places where services were already scarce and overstretched. UNHCR, together with partners, immediately mobilised to support national authorities in enabling newly arrived refugee children and adolescents to **resume their education** as soon as possible. Massive awareness-raising campaigns and continuous registration of newly arrived refugees are being carried out to ensure that all have access to education in safe and protective learning environments.

Education Cannot Wait (ECW) supports UNHCR education response through **First Emergency Response grants** in affected countries in the region. This funding will enable UNHCR and its partners to provide refugee children and youth with access to **safe learning environments** in host community schools, as well as appropriate support programmes to enable them to **return to school** as soon as possible within the national education systems of their host countries. Thousands of children from host communities will also benefit from this support. Teachers will be trained to provide newly arrived refugees, including unaccompanied children and survivors of gender-based violence, with the psychosocial support they need to **learn, grow and thrive**.

Refugee children waiting to be registered by UNHCR in Borota, Eastern Chad. ©Education Cannot Wait

Refugee children recently arrived in Korsi relocation site, in Birao, Northern CAR. ©Education Cannot Wait

*Check UNHCR's website on the **Sudan Situation**.*
*Read more about ECW's mission in Chad **here**.*
*Read ECW press releases on its First Emergency Response funding in Chad **here** and CAR **here**.*

[CAMEROON] Using the Digital Revolution to Create Economic Opportunities for Refugees

Digital transformation is now considered the fourth industrial revolution, the fastest in terms of diffusion. And the most profound in terms of its socio-economic impact. This raises the question of the **place of refugees** in the context of the digital revolution. Where will young refugees be in 2030? What kind of education will they need to avoid being left behind? Will they be on the margins of this digital transformation?

These questions have led the UNHCR Cameroon DAFI programme to look for structures that can help change the mindset of refugee students and graduates, encouraging them to be creators and **agents of change**.

On the occasion of International Girls in ICT Day, celebrated this year under the theme *"Digital Skills for Life"*, UNHCR organised a workshop in Yaounde where the CEO of CAYSTI (**Cameroon Youth School Tech Incubator**) spoke to the 20 participating refugee students on the topic of digital for economic growth sectors. An important point was developed on the contribution of artificial intelligence to the economic and social development of a country.

CAYSTI has been selected to develop a platform dedicated to the **employment of young refugee graduates** in Cameroon. All the students and graduates at the workshop, from different academic backgrounds, showed great interest in the topic of digitalisation in general and artificial intelligence in particular.

Refugee students in Yaounde, during the workshop on digital transformation organised in April by UNHCR Cameroon and CAYSTI (Cameroon Youth School Tech Incubator).
©UNHCR Cameroon

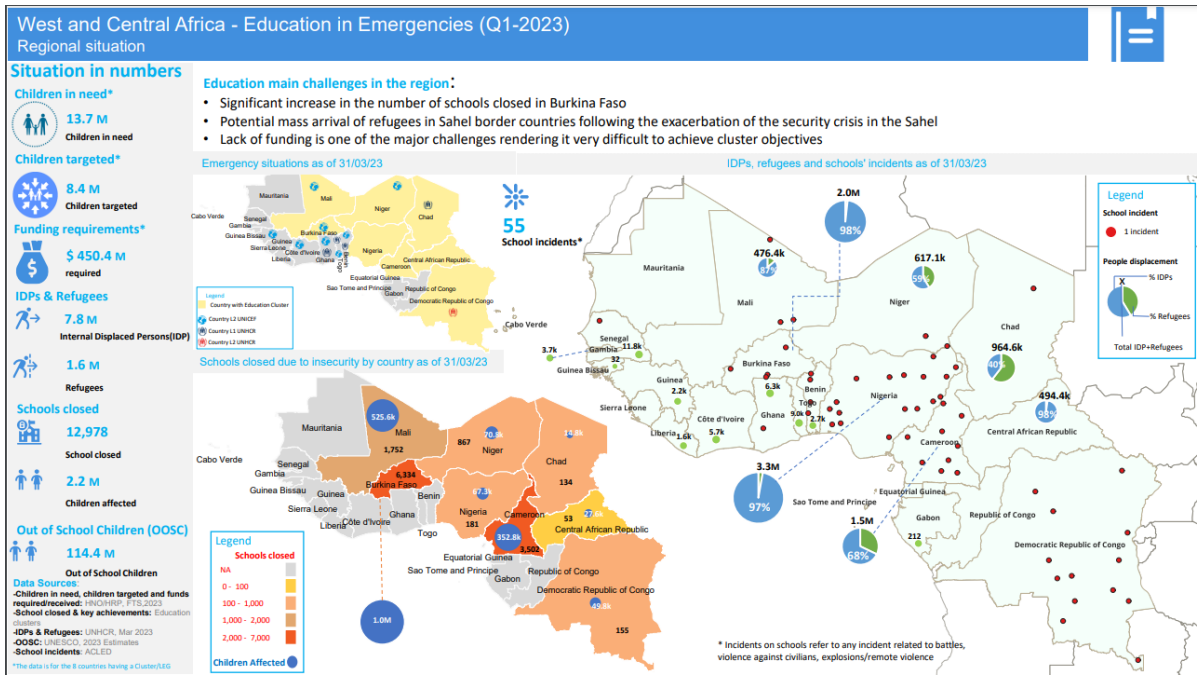
EDUCATION IN EMERGENCIES

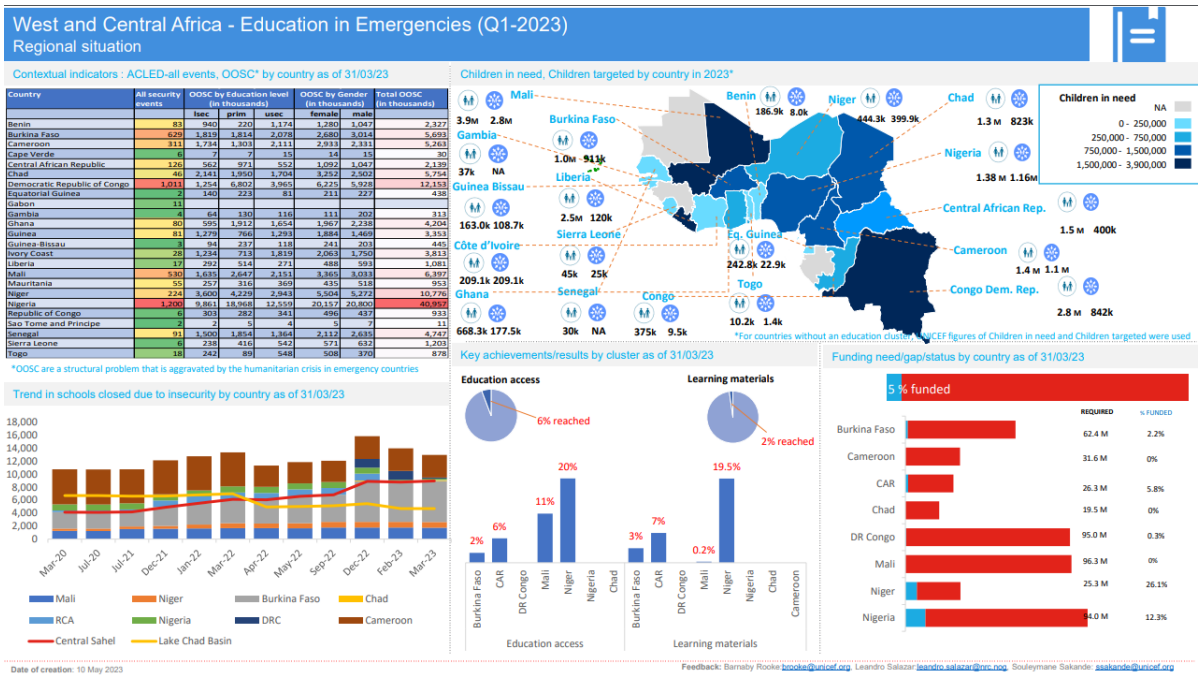
[DASHBOARD] West & Central Africa EiE Situation (2023 Q1)

The Regional Education in Emergencies (EiE) Working Group has published the Q1 2023 EiE Dashboard for West and Central Africa.

The dashboard includes key **education challenges** in the region, key figures on **children affected** by crises, forced displacement and school closures, and **funding needs** for the sector.

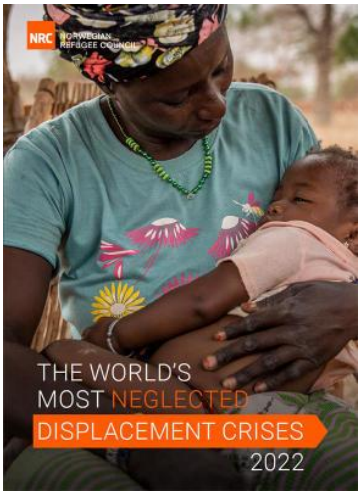
*Access the dashboard **here**.*





EDUCATION RESOURCES

[NRC] The World's Most Neglected Displacement Crises in 2022



Each year, the Norwegian Refugee Council (NRC) publishes a report of the **ten most neglected displacement crises** in the world. The purpose is to focus on the plight of people whose suffering rarely makes international headlines, who receive little or no assistance, and who never become the centre of attention for international diplomacy efforts.

The annual list of neglected displacement crises is based on **three criteria**: lack of humanitarian funding, lack of media attention, and a lack of international political and diplomatic initiatives. This year, **Burkina Faso** tops the list. The crisis in the **Democratic Republic of the Congo** ranks second, having appeared first or second on the list every year since its inception seven years ago. From the region, **Cameroon** and **Mali** follow in this grim ranking.

*Access the report in French and English **here**.*

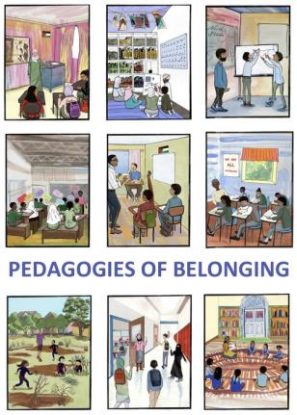
[INEE] Girls' Education Podcast Series *Educate Us!*

Educate Us! Women and Girls on Learning in Humanitarian Crises is an INEE podcast series about women's and girls' education in humanitarian crises. The series features a range of stories and perspectives on **women's and girls' education in emergencies**, and explores the gains made in girls' education and the slip backwards caused by the pandemic.

Season 3 of this podcast addresses some key questions on **safe, inclusive, and gender-responsive education for girls** in humanitarian settings. We hear from practitioners on gender-responsive mental health programming, teachers on creating inclusive classrooms, and youth advocates on how climate change affects girls' education.

*Listen to the podcast episodes **here**.*

[REACH] Pedagogies of Belonging: Educators Building Welcoming Communities in Settings of Conflict and Migration



What would it take to ensure that all young people have access to learning that enables them to feel a sense of belonging and prepares them to help build more peaceful and equitable futures? This is a question we have found **educators in contexts of conflict and migration** ask of themselves each day.

Pedagogies of Belonging, featured in this book and in its title, emerge from these **ways of thinking and acting by educators**. We see across educators that what they teach, how they teach, and why they teach in the ways they do come together to enable all young people to feel a sense of belonging and prepare them to help build more peaceful and equitable futures.

*Access the resource **here**.*

CAPACITY BUILDING & EVENTS

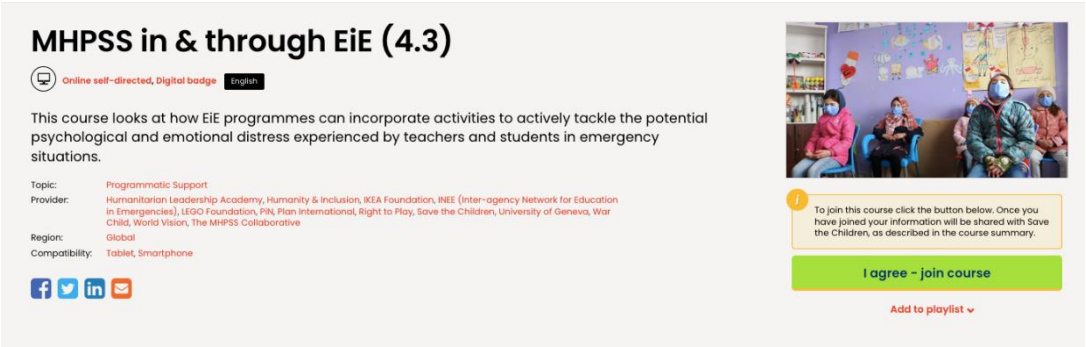
[ONLINE COURSE] MHPSS in & through EiE

In emergency situations, parents, children and teachers may be exposed to violence, loss and displacement. Unaddressed, the **psychological and emotional distress** caused by this experience can impede the process of recovery and resumption of healthy development and learning. It is therefore essential that **EiE programmes** incorporate activities to actively tackle the potential psychological and emotional distress experienced.

This new online course will explore **mental health and psychosocial support (MHPSS) in EiE**, looking at what it is, why we should do it, how to integrate it into EiE, and the systems support needed to effectively do so.

This course has been created by The MHPSS Collaborative and INEE in partnership with the **LEGO Foundation** and is part of the EiE Online series endorsed by INEE.

*Start the free course **here**.*



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