

REGIONAL BUREAU FOR WEST & CENTRAL AFRICA

EDUCATION NEWSLETTER



Sport for Refugee Protection and Inclusion

The [International Day of Sport for Development and Peace](#) (IDSDP), which takes place annually on April 6th, presents an opportunity to recognize the positive role sport and physical activity play in communities and in people's lives across the globe.

Sport has the power to change the world; it is a **fundamental right** and a **powerful tool** to strengthen social ties and promote sustainable development and peace, as well as solidarity and respect for all. In recognition of sport's broad influence, the global theme of IDSDP 2022 was "*Securing a Sustainable and Peaceful Future for All: The Contribution of Sport*", which creates an opportunity for the Day's celebrations to promote the use of sport as a tool to advance **human rights** and **sustainable development**.

Sport in refugee settings is a powerful tool to improve **protection** and development outcomes for displaced young people and their communities.

The [Global Compact on Refugees](#) recognizes the important role that sports can play in social development, inclusion, cohesion, and well-being, particularly for **refugee children** (both boys and girls), adolescents and youth.

An **integrated approach to education and protection** should consider sport as a key means of improving social cohesion and psychosocial well-being for all children and youth, both in and out of school. Sport can also contribute directly to increasing school enrolment and retention rates, as well as improving gender equality and preventing sexual and gender-based violence.

UNHCR'S EDUCATION INTERVENTIONS



[CENTRAL SAHEL] Joining Forces to Support Education in Emergencies



In the framework of the ECW-funded [Regional Multi Year Resilience Programme \(MYRP\) for the Central Sahel](#), UNHCR, UNICEF and NRC organised a **regional inter-agency advocacy workshop** in Dakar, Senegal. With the participation of education and advocacy officers from the three Organisations in Burkina Faso, Mali, Niger and Dakar, the workshop aimed to define a **joint resource mobilization strategy for education in emergencies** in the Central Sahel.

Learn more about the Central Sahel MYRP [here](#).

[CHAD] Protecting Primary School Refugee Students through Sport

Through the [Educate a Child programme](#), UNHCR Chad and its education partner Jesuit Refugee Service (JRS) have been implementing the **'Sport for Protection'** project in the camps of Milé and Kounoungou in eastern Chad since 2020. The project utilizes sports, recreation, and youth leadership as a catalyst to **promote primary school enrolment and retention** for refugees and host communities.



@JRS/Irene Galera

Through this project, 5 refugee teachers and 19 refugee youth were trained as **sport facilitators**, following a 480-hour blended learning training and an 80-hour internship. The training focused on youth leadership development, psychosocial support, conflict resolution and peace building, as well as concepts of sport programming, monitoring, and evaluation. Two **multi-sports stadiums** were constructed (one in each camp) to serve **9 primary schools** as well as the camp community, benefitting over **4,500 refugee and host community children**. The sport facilitators now lead groups of refugee and host-community primary school students in structured sports activities connected to protection themes, including gender inclusion, teamwork, peaceful coexistence, and intercultural exchanges.

“Previously, we did not have a sport class, but since it was approved, I became a sport person. As sport facilitators, we were trained for six months. Previously, the girls in the camp did not play sport because their parents refused to allow them, believing that sports were just for boys. We met the parents and talked with them about the importance of sport for boys and for girls as well. We convinced them to allow the girls to play sports. Sport is like any kind of education. We do not differentiate between boys and girls. Our goal is to train.” – Najwa, sport facilitator.



Read more testimonies [here](#).

[BENIN] UNHCR Human Rights and Democracy Scholarships

In 2019, UNHCR and the UNESCO Chair of the University of Abomey Calavi in Cotonou, Benin, signed a Memorandum of Understanding granting **UNHCR-funded scholarships** to Master students in **Human Rights and Democracy**, in order to improve their knowledge about statelessness and refugee protection.

This scholarship is intended for students of the Master in Human Rights and Democracy wishing to devote their research dissertation work to issues linked to UNHCR’s mandate.



Anicette, a brilliant student in Benin, is grateful for having benefitted from the UNHCR scholarship.

"This scholarship allowed me to do fieldwork about the civil status of the inhabitants of the municipality of Karimama, where many people are at risk of statelessness", said Anicette who in the future, wishes to dedicate her work to fight statelessness.

EDUCATION RESOURCES



[UNHCR] Digital Toolkits to Support Community Engagement



UNHCR recently published several **promising practices** illustrating the implementation of its [Age, Gender, and Diversity \(AGD\) Policy](#). Among them are the **digital toolkits** developed in **West and Central Africa** to support the mobilisation and engagement of communities affected by forced displacement.

UNHCR Regional Bureau for WCA has created **three online platforms**: the [CoronaWestAfrica.info](#) community engagement platform; the [Community mobilisation and engagement platform](#); and the [Gender-based violence \(GBV\) awareness platform](#). In conjunction with the GBV platform, UNHCR also produced a comprehensive resource kit in French for a [multi-media campaign on GBV and child protection in schools](#).

These platforms are simplified websites with resources (documentary, video, and audio) that are easy to use, interesting

and fully adapted to local contexts in form and content. The aim of these tools is to foster **communication with and within communities** in the region and to strengthen UNHCR's **accountability** to them.

Access the toolkit [here](#).

[INEE] School-based MHPSS Interventions in Humanitarian Contexts

The aim of this [review](#) is to elucidate the characteristics of **school-based mental health and psychosocial support (MHPSS)** interventions in humanitarian contexts and the hypothesised mechanisms by which they influence well-being or learning outcomes.

Twenty-seven articles, representing 19 studies, were included in the review. Eligible studies included children aged 6–12 years, were conducted in **humanitarian contexts** in low- or middle-income countries and focused on universal MHPSS prevention in an educational setting, using any study design.

Read the review [here](#).



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