

REGIONAL BUREAU FOR **WEST & CENTRAL AFRICA**

EDUCATION NEWSLETTER



Back to School season starts, but not for millions of children in sub-Saharan Africa

As the school year gets underway in many parts of the world, the **Global Education Monitoring Report** and **UNESCO Institute for Statistics** release chilling new estimates of children out of school: their figures reveal that **244 million** children and youth aged 6-18 worldwide **missed out on school** in 2021. And numbers are on the rise in sub-Saharan Africa.

The results are published online on the [VIEW website](#). They are based on a novel estimation method, which combines administrative and survey data. This new estimation of the out-of-school rate marks a significant improvement to the robustness of the estimates that responds to the UN call for a **data revolution**.

This trend is even more pronounced for the most vulnerable children, especially for the **5.5 million** forcibly displaced children, including over **850,000 refugees**, in the West and Central Africa region, the vast majority of whom face great difficulties in returning to school.

Only days before the [Transforming Education Summit](#), these figures remind us that the **global education crisis** is having a devastating impact on the future of children and youth around the world. It is hoped that this summit will elevate education to the top of the global political agenda and mobilise concerted action for real **equity and inclusion** in access to quality education for all children, including the most marginalised.

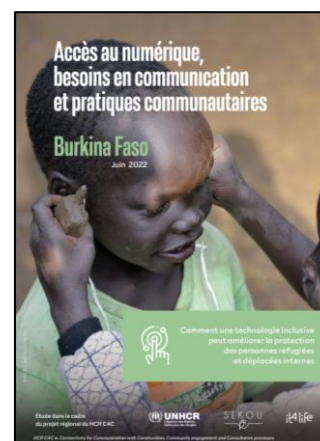
UNHCR'S EDUCATION INTERVENTIONS



[BURKINA FASO] Ensuring Continuity of Learning for Displaced Children when Schools are Closed

In recent years, Burkina Faso has seen a severe and rapid deterioration of its security context, which has particularly affected the education sector with the prolonged closure of schools. At the end of the 2021-2022 school year, **4,258 schools** were closed in insecure areas across the country.

Furthermore, the Covid pandemic and movement restrictions have demonstrated the role of **information and communication technologies** in the continuity of public services, education, and economic activities. The government has therefore made improving connectivity a priority. In this context, UNHCR conducted a [study on digital access, communication needs and community practices of displaced populations in Burkina Faso](#).



The study reveals, for example, that information on **educational opportunities** is one of the **priority information needs** of displaced populations. The study also highlights how UNHCR and its partners are ensuring the **continuity of education** for displaced children who no longer have access to school through **distance learning**.



Refugee children who received a solar radio from UNHCR Burkina Faso ©UNHCR/Ali Sawadogo

During the Covid pandemic, UNHCR and its partners distributed **3,190 solar-powered radios** to support access to distance education and retention of children and youth in the education system. These radios complemented the efforts of temporary learning spaces set up in displacement sites to ensure that children could **continue to learn in safety**. The use of these solar radios has helped improve the **academic performance** of refugee primary school students in Goudoubo camp (before its closure), where the success rate in the 2021 school exams was 64%, compared to 59% nationally.

Read the full study [here](#).

[CAMEROON] Multi-Year Resilience Programme to Reach Crisis-Affected Girls and Boys with Quality Education

Education Cannot Wait (ECW) announced **US\$25 million** in catalytic seed funding to roll out a first-ever **Multi-Year Resilience Programme** in Cameroon. In alignment with the Government of Cameroon's plans for education in the crisis-affected parts of the country, this multi-year investment will be delivered by a consortium of grantees, including **UNICEF, UNHCR, UNESCO, the World Food Programme, Plan International, and the Norwegian Refugee Council**.

The three-year programme aims to mobilize US\$50 million in additional resources to reach a total of **227,000 internally displaced, refugee, returnee and host community children** and

adolescents within the North-West, South-West, Far North, East and Adamawa regions. In line with ECW's other multi-year investments, **60%** of beneficiaries are **girls** and **10%** are **children with disabilities**.

More than **1.9 million school-aged children** in Cameroon require urgent humanitarian assistance. More than 1.2 million need urgent assistance in the North and South-West alone, and close to 400,000 need assistance in the education sector in the Far North.



©ECW/Daniel Beloumou

The programme builds on the impact of ECW's US\$5.2 million in First Emergency Response grants in Cameroon, which responded to the immediate needs of children and adolescents during the on-set of various crises, the COVID-19 pandemic and influx of **refugees from the Central African Republic**.

Read the press release [here](#).

[MALI-NIGER] 30th Anniversary Celebrations of the DAFI Programme

This year marks the 30th anniversary of the establishment of the [DAFI Scholarship Programme](#), which offers qualified refugee and returnee students the opportunity to obtain an undergraduate degree in their asylum country. Thanks to the dedicated support of the governments of **Germany**, **Denmark** and the **Czech Republic**, UNHCR and other private donors, the programme has supported over **18,500 young refugees** globally to undertake tertiary studies since 1992.



Celebration of the 30th anniversary of the DAFI scholarship in Bamako ©UNHCR Mali

In Bamako, the anniversary celebration was marked by a ceremony attended by national education authorities, the German Ambassador, refugee students and the media.

In **Mali**, 20 young refugees (11 women and 9 men) benefited from the DAFI scholarship in the 2021-2022 academic year, bringing to **52** the total number of **DAFI scholars** in Mali over the past 30 years.

Supporting young refugees' access to higher education is also one of UNHCR Niger's priorities, thanks to the Government of **Niger's inclusive policy**, which grants refugees the same access to university as national students.

To enable Nigerian refugees enrolled in **distance learning centres** in the Diffa region and following the Nigerian curriculum to access university in Niger, UNHCR has created a specific **examination centre**, in collaboration with the Nigerian and Nigerian authorities ([read more here](#)). This allowed **186** young refugees to take the Basic Education Certification Examination (BECE) and **127** to take the Senior School Certificate Examination (SSCE) between May and August 2022 ([watch the video here](#)).



Official launch of SSCE exams for Nigerian refugee students in Diffa ©UNHCR Niger/JS Josset

During the past academic year, nearly **70 refugee students** have benefited from **tertiary scholarships** in Niger through the DAFI programme and UNHCR's local scholarship scheme. In addition, from the start of the 2022 academic year, the **African Development University (ADU)** in Niamey is offering new scholarships to refugees, thanks to a programme funded by the [Mastercard Foundation](#).

During the 30th anniversary celebrations of the DAFI programme in Niger, refugee students organised several awareness-raising activities and contributed to a campaign on the protection of the environment, on the occasion of the **National Tree Day** celebrated on August 3rd. This was an opportunity for these committed young fellows to show that refugees can contribute to **economic and social development** and the **reduction of climate change risks** in their host society.

[NIGERIA] Improving the Quality of Education for Refugee Children through Connected Learning

Nigeria hosts **84,200 refugees**, including over 78,800 Cameroonian refugees living mainly in four refugee settlements as well as in host communities in Cross River, Benue, Akwa Ibom and Taraba States.

Although the Nigerian government has made significant efforts to ensure the **inclusion of refugee children in national schools**, more than half are still out of school: gross enrolment rates for Cameroonian refugee children are only **46%** at **primary** and **32%** at **secondary** level.



Digital Education Project participants being trained by ProFuturo before the start of the school year ©UNHCR Nigeria



Digital Education Project participants being trained by ProFuturo before the start of the school year ©UNHCR Nigeria

The partnership developed between the [ProFuturo Foundation](#) and UNHCR Nigeria through the **Digital Education Project** aims to contribute to improving the quality of education for refugee and host community children in 5 primary schools located in areas with high concentrations of refugees. It seeks to encourage enrolment, build teachers' capacity to teach using technology, strengthen infrastructure, and motivate children to learn

while enabling them to acquire essential digital skills.

ProFuturo

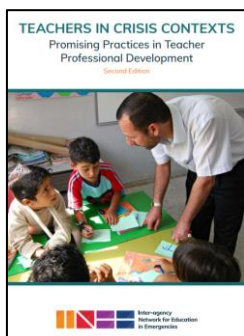
A PROGRAMME OF:



EDUCATION RESOURCES



[INEE] Promising Practices in Teacher Professional Development, Well-being, Management, and School Leadership



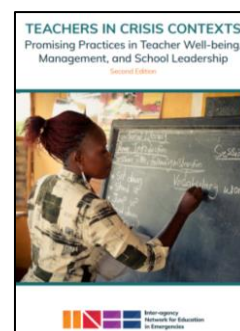
Teachers are at the heart of children and young peoples' educational experiences. It is paramount that the Education in Emergencies sector shares and learns from **promising policies, practices, and research approaches for supporting teachers in crisis contexts**.

Authored by researchers, practitioners, and policymakers working in education in emergencies, the **42 case studies** in this publication showcase promising practices in **teacher professional development, well-being, management, and school leadership** that represent a diversity of contexts, organizations and teacher profiles.

It provides teachers, practitioners, policymakers, and donors with **compelling examples of programs and practices** that positively influence improvements in teachers' work conditions and teaching practice.

The case studies are divided into 2 documents:

- [Promising Practices in Teacher Professional Development](#)
- [Promising Practices in Teacher Well-being, Management, and School Leadership](#)



[Childhood Education International] Resource Library of Free Professional Development Materials for Educators Working in Displacement Contexts

In July, the team of the [Center for Professional Learning](#) (CPL) at [Childhood Education International](#) completed their collaboration with teachers from **Niger** and **Chad**, as well as from Kenya and Lebanon. The result of the 18-month [Quality Holistic Learning Project](#) (QHL) is a rich portfolio of professional **learning resources for teachers of refugee, displaced, and marginalized or vulnerable children** in late primary and early secondary levels. The material covers two topics, mainly the integration of **psychosocial support** and **social and emotional learning** in the classroom and asset-based pedagogies.



The **OER** (Open Educational Resource) **library** contains a wide range of materials, including courses, micro-credentials, presentation packets, and more, that can be used to support the **professional learning of educators working in displacement contexts**.

The open nature of these resources allows for unrestricted use, including **contextualization** to local contexts and priorities, and contributes to a **sustainable learning cycle**, which is one of the key tenets of the QHL project.

Access the library [here](#).

CAPACITY BUILDING & EVENTS



Online Course: Gender Responsive Education in Emergencies



The **Gender Responsive Education in Emergencies** online course has been created in partnership with **INEE** and **Plan International**. It looks at the gender-based barriers to education, including sexual and gender-based violence (SGBV), and explores ways in which they can be reduced so that all children can access education in emergencies. It also considers the contribution that education in emergencies can make to reducing these systemic and societal barriers, i.e., its contribution to transforming gender relations and furthering equality.

Start the free course [here](#).

UNHCR, INEE and EI Convene Meeting on Refugee Teachers at TES Pre-Summit in Paris

On June 30th, 2022, **UNHCR**, **INEE** and **Education International** co-convened a side meeting focused on the status of refugee teachers at the [United Nations Transforming Education Pre-Summit](#) in Paris.

The side meeting, titled “**Transforming our understanding of refugee teachers and teaching in contexts of forced displacement**”, brought together a panel of refugee teachers, refugee youth, and government, NGO, and United Nations representatives to discuss three provocations. Their responses, along with contributions from the audience, have now been incorporated into this jointly published [Meeting Outcomes and Recommendations Memo](#).



Read the meeting outcomes and recommendations memo [here](#) and watch the event recording [here](#).

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