UNHCR The UN Refugee Agency

REGIONAL BUREAU
FOR WEST & CENTRAL AFRICA

EDUCATION NEWSLETTER

JULY-SEPTEMBER 2024

Lack of infrastructure forces newly arrived Sudanese refugee children to study outside in Arkoum, Chad
© UNHCR/Bienvenu Daldigue

Back-to-School Season: Millions of Displaced Children in West and Central Africa Still Missing Out

Region

Insecurity, forced displacement, floods, and economic hardship are making this back-to-school season one of the toughest in years for children in West and Central Africa. Forcibly displaced children are particularly affected, with UNHCR estimating that well over half of school-aged refugee children in the region remain out of school, missing critical opportunities to secure their futures.

Violence in the region has forced the closure of more than 14,300 schools this year, leaving 2.8 million children without education. Attacks on schools are on the rise, further destabilizing an already fragile education system. Severe floods have compounded the crisis, particularly in Cameroon, Chad, Mali, the Niger, and Nigeria. Torrential rains have displaced over 328,000 people and impacted 4.3 million, preventing many children from returning to school.

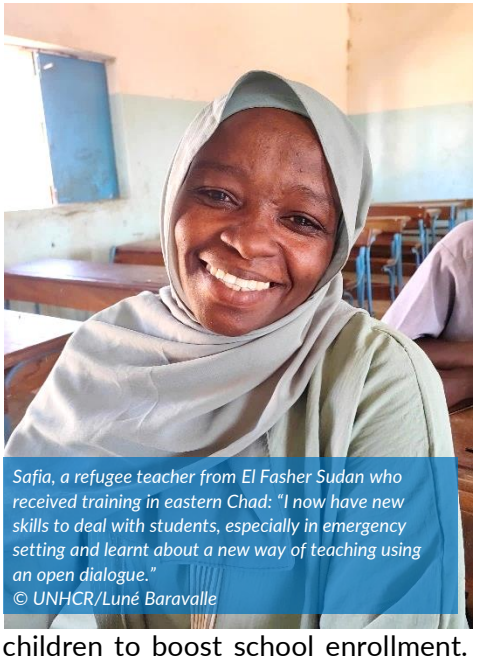
The region continues to grapple with forced displacement, with over 13.7 million people currently displaced—more than half of them children. Refugee numbers have surged by 20 per cent since September 2023, driven by escalating violence in the Sahel and the Sudan. In Chad, nearly 678,000 Sudanese refugees have arrived since April 2023, 64 per cent of them children in urgent need of educational opportunities.

Supporting Forcibly Displaced and Local Children Return to School

As the new school year approaches, efforts are underway across West Africa to ensure refugee children are fully prepared for their return to the classroom. In **Burkina Faso**, preparations included three awareness campaigns highlighting the importance of education, promoting school attendance, and informing communities about available opportunities. To equip primary and secondary students with essential supplies, UNHCR distributed 5,000 school kits, while 300 cash transfer interventions are supporting families in need. Additionally, 150 teachers received training in psychosocial support, addressing gender-based violence in schools, and incorporating environmental topics into their lessons.

Distribution of school kits in Ouagadougou, Burkina Faso
© UNHCR/Moussa Bougma

In **Benin**, information sessions with education system stakeholders have focused on the provisions of Law 2022-2031, which guarantees asylum-seeking and refugee children equal access to education. Refugee students have also been issued administrative documents to ensure they receive the same treatment as nationals. Further activities are addressing school dropout rates and gender-based violence. School kits are being distributed to refugee students in partnership with the Ministry of the Interior and other local authorities. Meanwhile, in **Côte d'Ivoire**, a meeting with refugee community leaders helped clarify the educational support available for the new school year such as special classes for students taking exams. Information about this assistance was also shared through the refugee platform, and an official notice was posted at the office of the Direction d'Aide et d'Assistance aux Réfugiés et Apatrides (DAARA), which oversees refugee management in the country.



Safia, a refugee teacher from El Fasher Sudan who received training in eastern Chad: "I now have new skills to deal with students, especially in emergency setting and learnt about a new way of teaching using an open dialogue."
© UNHCR/Luné Baravalle

In **Chad**, the 2024-2025 school year was officially launched by the Minister of Education on 1 October 2024 in Biltine, in the east of the country. Over 500 teachers from the refugee community were trained in pedagogy, inclusive education, gender-sensitive teaching, psychosocial support, child protection, and school safety, with support from Education Cannot Wait, ECHO and Expertise France. Awareness campaigns highlighted the importance of education, school enrollment, and the distribution of school kits. Construction of more than 160 semi-durable classrooms and other facilities, such as latrines and water points, has begun. However, the reopening of schools was slow, with delays due to strong winds, heavy rains, and floods damaging schools. Over 100 classrooms were destroyed or are being used as shelters. In higher education, UNHCR is selecting 840 refugee students for scholarships across the country.

UNHCR's 2024 Back-to-School campaign in **Cameroon** took place in Yaoundé, Douala, and the regions of East, Adamawa, North, and Far North in August and September 2024, focusing on refugee children to boost school enrollment. Activities included raising awareness among parents and students about the importance of education, school enrollment processes, and available assistance. In urban areas, over 800 individuals were reached, and school kits were distributed to top-performing students. In the East, Adamawa, and North, mass awareness sessions reached over 5,700 participants, with special efforts made to support children with disabilities. In Minawao Camp, the six-week campaign involved over 29,000 participants, emphasizing education, particularly for girls, and parental involvement.

An awareness session was held in the rural commune of Bangui, Tahoua region, **Niger**, organised by UNHCR's partner ADES and supported by the Primary Impact programme. The event gathered 65 participants, including refugees, local residents, returnees, IDPs, school management committees, and

educational authorities, with the village chief, children, and parents also in attendance. This session was part of the "Back and Maintain to School" campaign, led by the Education Cluster and the Ministry of National Education, targeting four emergency zones, Maradi, Tahoua, Diffa, and Tillaberi.

Community sensitization in Gao, Mali
© AMSS

In **Mali**, while the start of the school year has been delayed by a month due to schools being used as shelter following floods, extensive preparations are underway. "Back-to-School" and "Back-to-Learning" awareness campaigns were launched in areas hosting forcibly displaced people, including Ménaka, Gao, Bandiagara, and San. These campaigns reached over 500 community leaders, aiming to mobilize communities for the enrolment and retention of displaced children. A total of 10,250 school kits have been pre-positioned for distribution, while 100 teachers were trained in teaching reading, writing, and mathematics. In addition, 1,350 recently displaced Burkinabè students are attending remedial courses to prepare for the new school year.

Summer Classes Help Sudanese Refugees Prepare to Return to School in the Central African Republic

Since the war in the Sudan began in 2023, over 29,000 Sudanese refugees have crossed into the Central African Republic (CAR). By July 2024, nearly 9,300 school-aged Sudanese refugees were registered and in need of education. With support from Education Cannot Wait, UNHCR and INTERSOS partnered with education authorities to support refugee integration into local schools, organizing summer classes for 762 children, including 594 Sudanese refugees, in Birao, CAR.

Fatna (centre) and Malas (left) in class.
© UNHCR/Elizabeth Coco

The classes focused on French language acquisition and the Central African curriculum, helping refugees adapt to a new language and educational system. Teachers received training in French as a Foreign Language and the updated curriculum. The courses also welcomed out-of-school host-community children, fostering social cohesion and peaceful coexistence. Youth focal points from both communities led weekly recreational and psychosocial activities to strengthen social bonds.

Malas and Fatna were both in third grade in their hometown of Nyala, Sudan, before coming to the Central African Republic earlier this year. This summer, they were excited to attend classes at the school next to the refugee neighborhood alongside children from the host community. Fatna especially loved the recreational and psychosocial activities, saying “We learn French in class and then we play outside and playing helps us practice speaking. I want to keep learning French so I can play and talk a lot with my new friends.” Malas is very serious about her studies because she wants to be a teacher when she grows up. “In Sudan, my favorite subject at school was English. Here, I am also learning French at school. My dream is to be a schoolteacher and teach people languages so they can talk to people wherever they go.”

These students reflect the resilience of Sudanese refugees as they adapt to new challenges. The summer classes provided vital academic support, instilled hope, and fostered a sense of belonging. As the new school year begins, UNHCR, local authorities, and the community continue working together to ensure every child can pursue their dreams.

UNHCR'S EDUCATION INTERVENTIONS

Senegal, Niger

ReCAPREF - Refugees Capacity Building in Humanitarian and Development Professions Programme Completes First Phase

"I have always aspired to work in the humanitarian sector, and as I advanced in my civil engineering studies, I realised I could merge my academic pursuits with my passion by focusing on water, sanitation, and hygiene. Thanks to the training and skills I developed at Bioforce Institute in Dakar, I secured an internship with the UNHCR Regional Bureau of West and Central Africa. In this role, I have been providing significant support to a project assessing the risk of drought and flooding in 17 refugee camps in Chad. I hope my contributions will enable UNHCR to better plan future activities in the region."

Fidèle, WASH alumni, refugee in Senegal

Launched in 2022, Phase I of the ReCAPREF programme, supported by the Government of the Principality of Monaco, has enabled 22 young refugees in West and Central Africa to pursue higher diploma courses in the humanitarian sector at the Bioforce Africa Training Centre in Dakar, Senegal. This project supports their professional integration into humanitarian or development sectors in their country of asylum or elsewhere. It focuses on vocational training and employment, aiming to give forcibly displaced youth a central role in preparing and implementing assistance programs, thus enhancing their participation and representation in decision-making processes that directly affect their lives.

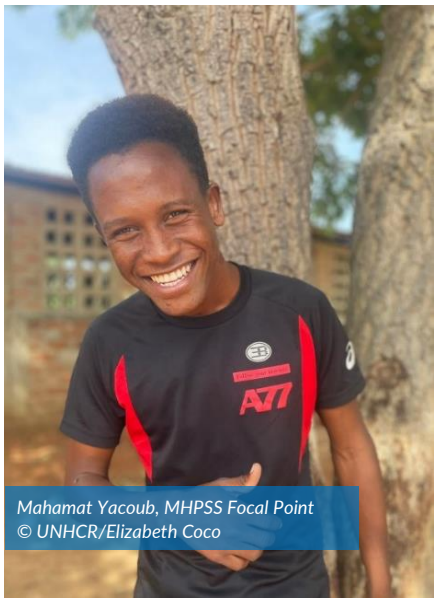
The initiative promotes human capital development by offering refugees, especially women and young people, access to higher education in development and humanitarian work at the Bioforce Centre in Dakar. Refugees receive tailored support to help them follow the course effectively and are integrated with other students, enriching the learning environment with their unique perspectives. It fosters empowerment and self-reliance by developing skills needed for the humanitarian and development sectors. This includes meetings with professionals, compulsory practical training, and post-graduation support from Bioforce and UNHCR for job or internship searches. Refugee participation in professional humanitarian or development roles enhances social cohesion and strengthens local organizations, potentially leading to refugee-led initiatives. Additionally, this project advances the localization of aid efforts. Given recurring humanitarian emergencies in West and Central Africa and commitments made at the 2016 World Humanitarian Summit in Istanbul, there is a pressing need for the humanitarian sector to employ skilled local professionals.

The programme also includes a local component designed to address specific needs within the Niger. A collaborative effort involving three external experts, a UNHCR representative based in the Niger, and a skilled Bioforce trainer were instrumental in shaping the program's content. The project provided training to 113 community agents and facilitators from diverse backgrounds, including refugees, internally displaced persons, and members of host communities in the Niger. Four five-day training sessions were organied in Niamey and Tahoua. These events fostered exchanges centered around crucial topics, such as enhancing the efficacy of community facilitators' efforts in the Niger. Based on the project's success which was highlighted as a good practice at the 2023 Global Refugee Forum, and the ongoing needs, UNHCR and Bioforce are seeking to renew the RECAPREF project for a second phase and extend it to other locations.

Central African Republic

Refugee Youth Lead Community-Based Mental Health and Psychosocial Support Network for Children and Families in Birao

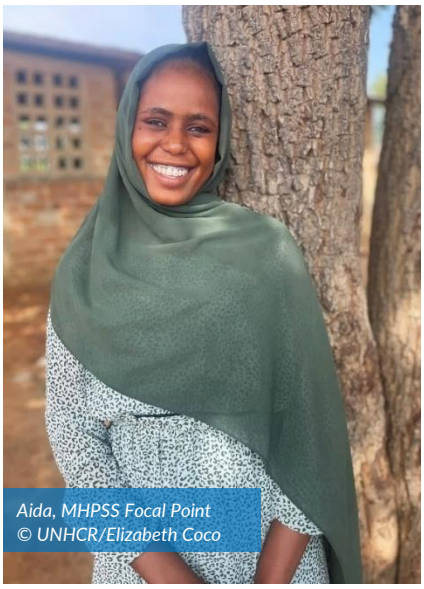
Mental health and psychosocial support (MHPSS) is increasingly recognised as crucial for people in forced displacement, especially in education contexts where it promotes children's well-being, protection, and learning. As part of UNHCR's education-in-emergencies response for Sudanese refugees in the Central African Republic, supported by Education Cannot Wait, UNHCR and INTERSOS have integrated MHPSS into the education response, alongside child protection and prevention of gender-based violence (GBV).



Mahamat Yacoub, MHPSS Focal Point
© UNHCR/Elizabeth Coco

The initiative trained 55 teachers and 48 youth from refugee and host communities as MHPSS focal points. These youth leaders received training in child protection, GBV prevention, and MHPSS strategies, and receive ongoing coaching from a licensed psychologist. They are now equipped to identify mental health challenges, use referral mechanisms, and provide psychological first aid. They work in schools and communities to raise awareness about mental health and connect children and families to crucial support services.

Mahamat Yacoub, a 20-year-old focal point, reflected on his experience: "One boy I worked with was isolated and not attending school. After receiving therapy and participating in activities at the Child Friendly Space, he's now playing, laughing, and even attended summer classes." Mahamat dreams of becoming a teacher and continuing his work to support children. Aida, another focal point, is 23 years old and dreams of becoming a nurse or doctor. Born and raised in Amdafok, she has found her work deeply rewarding, both for her community and her own personal growth. "Through my role, I've been able to help my community and also learn so much. The trainings and coaching from the psychologist and psychosocial support agents have been useful in giving me the skills I need to support others and to grow in my own career," Aida shared.



Aida, MHPSS Focal Point
© UNHCR/Elizabeth Coco

These trained MHPSS focal points provide peer-to-peer coaching, psychological first aid, and help children, parents, and other community members access various support services. Individuals can receive one-on-one therapy with a psychologist, group therapy sessions, and recreational activities at Child Friendly Spaces, where MHPSS is integrated into weekly programming. These activities, available before and during the school year, give children a safe space to express themselves and cope. Parents also benefit from psychosocial services at two "Safe Spaces" in the refugee settlement, providing therapy, counseling, and other assistance. By addressing the mental health needs of both children and adults, the focal points foster a safer, more resilient community.

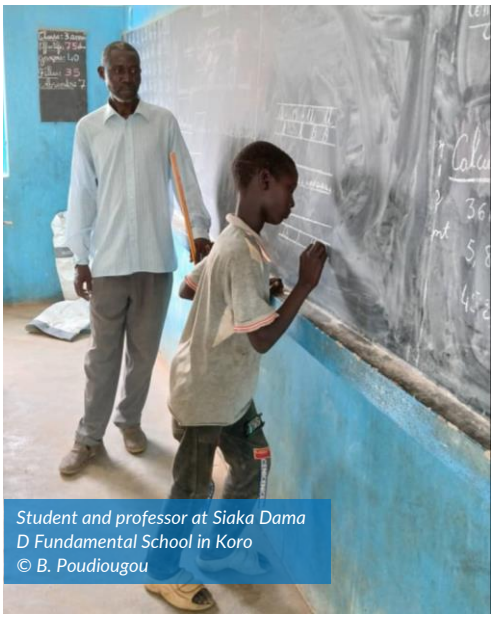
Fatna (also mentionned on page 3), a 10-year-old girl who participates in group therapy, described how the support at the Child Friendly Space has helped her and other children: "Many children lost things. Some lost their parents or can't find them. They feel sad and stay away. The talking circles [group therapy] and playing together help those children feel better." For children like Fatna, these activities offer not only healing but also a sense of belonging and hope for the future.

These youth-led efforts are bringing hope and healing to families affected by the crisis, supporting individual well-being while strengthening community bonds. By integrating MHPSS into the education response, refugee and host community youth are helping children and families heal from trauma, rebuild their lives, and foster resilience. As Mahamat shared, "We are helping children feel better now, but we're also building a future where they can continue to grow and succeed."

Mali

Emergency Educational Support for Refugee Children from Burkina Faso

Since late 2023, UNHCR Mali and its partners have been managing a significant influx of refugees from Burkina Faso, particularly towards central and southern regions. The refugee population in Mali has surged from 66,500 in January 2024 to 111,479 by August 2024, the majority women and children.



Student and professor at Siaka Dama D Fundamental School in Koro
© B. Poudiougou

In response, the Ministry of National Education and education partners are collaborating to address the immediate educational needs of newly arrived refugees. To facilitate their schooling, several key activities are being implemented with funding support from the Central Emergency Response Fund (CERF).

Considering the massive influx of Burkinabé refugees into the Bandiagara, Douentza, and San regions, UNHCR initiated a registration plan to integrate these children into local schools. UNHCR set up 15 Temporary Learning Spaces in selected schools to increase their capacity. Additionally, 14 Accelerated Learning Centers (SSA/P) have been set up to support 450 out-of-school learners, who will undergo nine months of accelerated learning before integrating into traditional schools for the 2025-2026 academic year, with plans for another 15 centres. Recently displaced Burkinabé students have also received remedial classes in Koro and Benena, supporting 1,350 students as they prepare for the upcoming school year, which starts on 4 November 2024. UNHCR has facilitated the direct registration of 951 refugee children in local schools and distributed 7,800 school kits and educational materials to ensure children have the necessary supplies for learning. Furthermore, 59 teachers and school directors have been trained to better support the integration and education of refugee children.

With the school year approaching, UNHCR and its partners continue to prepare for the challenges ahead, ensuring that education remains a vital tool for rebuilding the lives of these young refugees.

Cameroon, Central African Republic

UNHCR Facilitates Educational Continuity for Refugee Students Returning from Cameroon to the Central African Republic

Oumarou receiving his school transfer certificate.
© UNHCR

On 17 July 2024, the seventh voluntary repatriation convoy of Central African refugees left the Lolo transit centre in Cameroon, bound for Beberati in CAR. Among the returnees were 44 children of primary school age and 64 of secondary school age. To ensure these students continue their education in CAR, UNHCR facilitated the issuance of 30 school transfer certificates. These certificates, signed by local authorities, allow refugee students previously enrolled in Cameroonian schools to smoothly transition into CAR's education system.

One such student, 13-year-old Oumarou Issaga, expressed his gratitude: "I'm very happy to have studied in Cameroon. Now, I can read and write in French. With this school transfer certificate, I hope to continue my studies in Bossemtélé in CAR."

Over 1,500 families have returned to CAR from Cameroon in 2024. UNHCR's efforts to support returning students are essential in ensuring the continuity of their education, a vital tool in helping young refugees rebuild their lives after displacement. The school transfer certificates not only acknowledge their achievements in Cameroon but also open doors to new educational opportunities in their home country. Through these initiatives, UNHCR is helping refugee students like Oumarou continue their education and build a brighter future in CAR.

Chad

UNHCR and Partners Train 30 Chadian Instructors on Emergency Education Modules in Eastern Chad

Last day of training in Abéché
© UNHCR/ Bienvenu Daldigué

UNHCR, in collaboration with the Jesuit Refugee Service (JRS) and the Ministry of Education, trained 30 Chadian education officials on harmonised emergency education modules to enhance teaching in refugee-hosting areas. The five-day training, held from September 16-20, 2024, at the Bilingual Teacher Training School in Abéché (ENIBA), brought together participants from the provinces of Sila, Ouaddaï, Wadi-Fira, and Ennedi-Est.

This training of trainers aimed at strengthening capacities of Sudanese refugee teachers in Eastern Chad to improve the learning environment, teaching quality, and the well-being of school-aged children. Chadian officials responsible for teacher training shared knowledge on inclusive approaches, psychosocial support, and child protection, which they will later convey to refugee camp educators.

Ms. Samdougou Baktara NADJI, head of the division of teacher training at the Ministry of Education, praised the collaboration, stating, " This capacity-building for teachers in areas affected by the humanitarian crisis in Eastern Chad introduces new teaching tools and an innovative approach to classroom practices. It is a highly successful partnership between the Ministry of Education, JRS, UNHCR, and Education Cannot Wait, aimed at providing quality education to both refugee and local children."

Participants emphasised the importance of the training as they prepare to transmit the newly acquired skills to educators in refugee camps, coinciding with the upcoming school year and the continued influx of refugee children. Mahamat Saleh Abdoulaye, a participant and trainer at the Bilingual Teacher Training School in Biltine, expressed, " We have the responsibility to share the rich content learned over these five days with all the teachers in the refugee camps, so everyone is aligned with the new harmonised and inclusive teaching approaches."

Since mid-April 2023, nearly 678,000 new Sudanese refugees have joined 500,000 existing refugees in Eastern Chad. While the training will address the shortage of qualified teachers, there remains an urgent need for more classrooms, teaching materials, water points, latrines, and school supplies to support the new academic year. The training, supported by Education Cannot Wait, Expertise France and ECHO, will benefit 570 teachers, equipping them to deliver quality education in refugee camps for the 2024-2025 school year. Participants urged partners to continue supporting the Chadian government's efforts to reform the education system, particularly in areas affected by the humanitarian crisis.

Ghana

Refugee Education Advocate Attends Summit of the Future in New York

Felix Sesay, a young refugee and education activist from Sierra Leone now living in Ghana, participated in the Summit of the Future, held on the sidelines of the United Nations General Assembly in New York this September. Reflecting on his experience, Felix shared:

Felix Sesay taking the stage at the Summit of the Future alongside UNHCR Deputy High Commissioner Kelly Clements

"I was thrilled to take the stage and share my perspective on the vital role youth-led initiatives play in humanitarian response. I highlighted the incredible work of the Tertiary Refugee Student Network, stressing the need for greater efforts to support the network's mission of expanding access to higher education for displaced youth".

In addition to advocating for funding support for youth-led organisations, Felix underscored the importance of trusting young people to lead, innovate, and address real-time challenges in their communities.

Burkina Faso, Benin, Cameroon, Chad, Ghana, Togo

Refugee Students Start a New Chapter in France with the UNIV'R Programme

Ebénézer Nayituriki, refugee in Togo prior his departure to Clermont-Ferrand © UNHCR/Essodonda Tchapi

In September, six refugee students living in Burkina Faso, Benin, Cameroon, Chad, Ghana, and Togo, embarked on an exciting journey to France to continue their education. They have been selected through the university corridor UNIV'R Programme, a collaboration between UNHCR France and the Agence Universitaire de la Francophonie (AUF), launched in 2021. This initiative allows refugees residing in their first host country to pursue a two-year master's degree in France. Selected students benefit from a scholarship that covers tuition fees, visa costs, and airfare to France, as well as a living allowance to cover expenses such as housing, food, health insurance, and transportation.

Since its launch, a total of 38 refugees have participated in this program, with 23 coming from the West and Central Africa region. For the new academic year, an additional 19 refugee students worldwide have been chosen, including six from West and Central Africa. Among them is Togolese refugee Louange Koffi, currently residing in Ghana, who was featured in the 2024 Q1 newsletter. Louange has been admitted to the École des Hautes Études en Santé Publique (EHESP) in Rennes. Her current project focuses on enhancing reproductive health education and mentorship for refugee and vulnerable girls in Ghana's Central and Northern Regions. By providing sexual and reproductive health education and promoting career mentorship, Louange hopes to empower these young girls to make informed decisions about their health and futures.

Another promising student, Rwandese refugee Ebénézer Nayituriki, will leave Togo to study at Clermont Auvergne University, where he will pursue a master's degree in management and business administration—key disciplines for realizing his dream of establishing agro-business enterprises. Ebénézer believes that the future of humanity lies in agriculture and envisions creating businesses that provide job opportunities for young people, especially those from disadvantaged backgrounds.

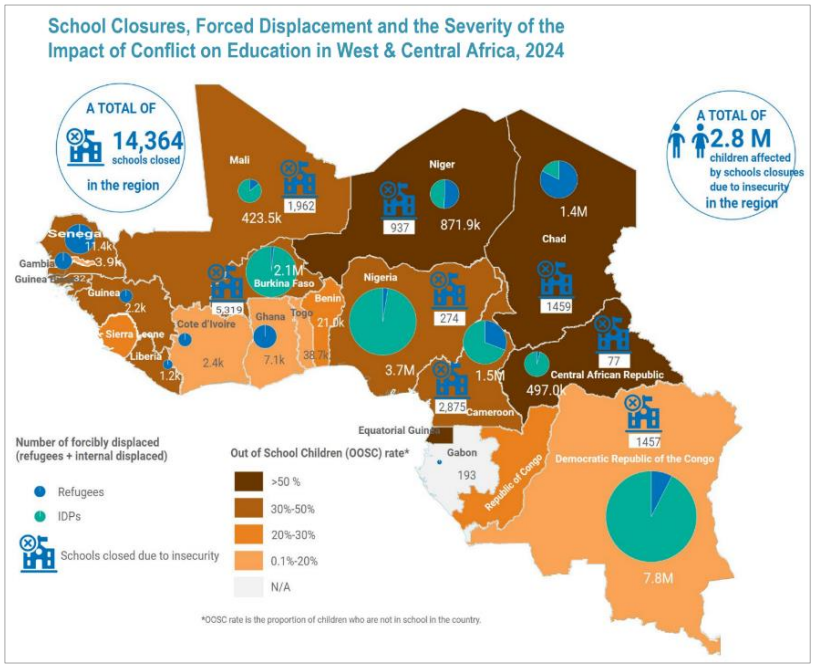
UNHCR France is also working closely with local associations and NGOs to assist students with their administrative processes and provide social support when necessary. This comprehensive support aims to ensure that these refugee students can successfully navigate their new academic environments and achieve their educational aspirations.

EDUCATION IN EMERGENCIES

Region

International Day to Protect Education from Attack
2.8 million Children Impacted in West and Central Africa

As of June 2024, over 14,360 schools have closed due to violence and insecurity in West and Central Africa, up from 13,250 a year ago. This impacts 2.8 million children, an increase from 2.5 million last year. The loss of education poses significant long-term socio-economic consequences, particularly for girls, who face heightened risks of forced marriage, exploitation, child labour, and violence.

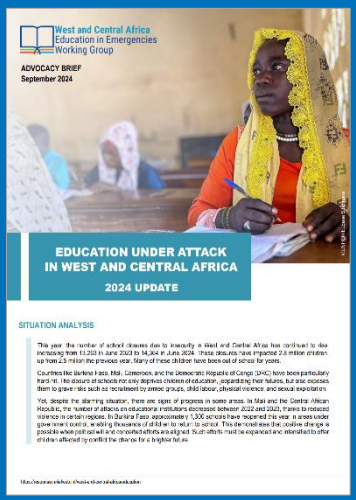


In the Sahel region, including Burkina Faso and Mali, as well as Cameroon and the Democratic Republic of the Congo (DRC), millions of children continue to be affected by school closures in 2024. Many are at risk of forced recruitment by armed groups and exposure to violence and exploitation. In Cameroon, overlapping crises left 1.4 million children in urgent need of educational support.

Despite these challenges, there are signs of hope: in Mali and the Central African Republic, attacks on education have decreased. Approximately 1,300 schools reopened in Burkina Faso in 2024 in government-controlled areas, allowing thousands of children to return to school.

To mark the UN International Day to Protect Education from Attack (9 September), **the West and Central Africa Regional Education in Emergencies Working Group** has updated its **annual advocacy note**. The group calls on governments, with the support of partners, to:

- Adopt holistic, integrated, and multisectoral approaches to implement Safe School protocols and frameworks.
- Immediately negotiate the non-occupation of schools and facilitate the reopening of closed institutions.
- Develop response plans based on quantitative & qualitative data, prioritizing the most at-risk populations.
- Reinforce alternative, innovative, and flexible learning solutions for educational continuity.
- Expand and improve psychosocial support for children, teachers, and caregivers.
- Increase predictable, flexible, and long-term financing for education in emergencies.

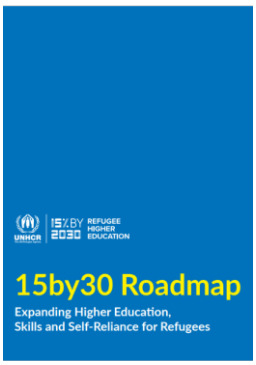


EDUCATION RESSOURCES

UNHCR EDUCATION

2030 Strategy

15by30 Roadmap



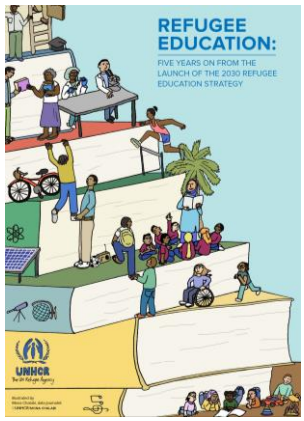
Education Pledges

- Securing Sustainable Futures: Towards a Shared Responsibility to Uphold the Right to Education and Include Refugee Children in National Education Systems
- 15% by 2030: Global Pledge on Refugee Higher Education and Self-Reliance
- Expanding Connected Education for Refugees through the Refugee Connected Education Challenge

RECENT RELEASES

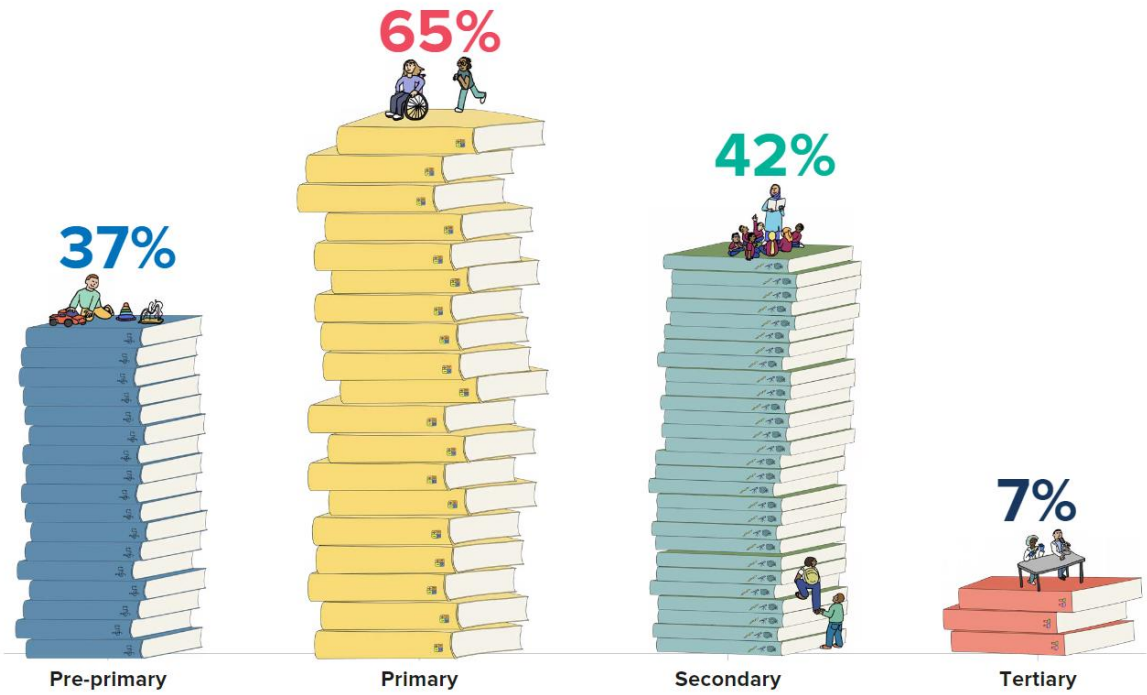
UNHCR

Education Report 2024 – Refugee education: Five years on from the launch of the 2030 refugee education strategy



The 2024 UNHCR Refugee Education Report draws on data from more than 65 countries worldwide to provide the most detailed picture yet of the state of refugee education and enrolment. The report reflects on the 2030 Refugee Education Strategy (launched in 2019) and where notable progress has been made as well as areas where greater investment and enhanced collaboration are needed to meet the strategic objectives of the Strategy.

Global Average Refugee Gross Enrolment Rates 2022-2023

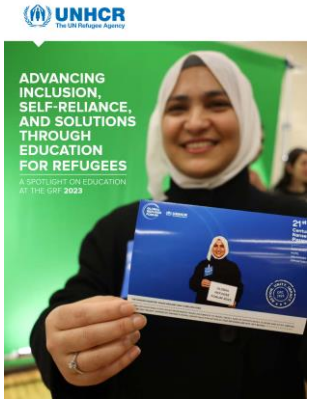


Source: Author's analysis using data from UNHCR operations

UNHCR
DAFI Annual Report 2023

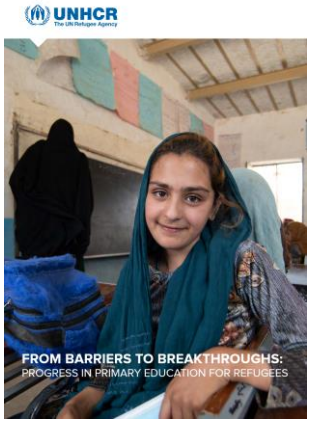
The 2023 DAFI Annual Report highlights the evolution of DAFI into much more than a scholarship programme over the last 32 years. Since its founding, the programme has reached over 26,300 students in 59 countries and remains the cornerstone of UNHCR's strategy to achieve and exceed 15 per cent enrolment of refugees in higher education by 2023 (the 15by30 target). The 2023 report focuses on the tremendous steps taken by programme partners to strengthen the critical link between higher education and sustainable livelihoods as well as self-reliance.

UNHCR
Global Refugee Forum 2023 Education report: Advancing inclusion, self-reliance and solutions through education for refugees



This report summarizes the collective efforts and commitments made by stakeholders at the second Global Refugee Forum (2023) to enhance educational opportunities for refugees and thereby, advance inclusion, self-reliance and solutions.

UNHCR
From barriers to breakthroughs: progress in primary education for refugees



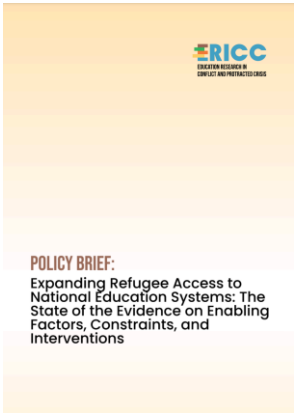
This report examines how to enhance primary education for refugees regarding access, quality, finance, and policy, addressing three main questions: the breakthroughs in including refugee students in national education systems, the key drivers behind these successes, and the contextual factors that countries, donors, and international actors should consider when planning reforms. It highlights achievements across various policy environments, from contexts with no access to full inclusion, where refugee children have the same rights and funding as national students.

Global Partnership for Education
Policy Dialogue Tool: Inclusion of Refugees in National Education Systems

This policy brief summarizes findings from the forthcoming ERICC Evidence Review on enhancing refugee access to national education systems, identifying evidence gaps and key factors like financing, infrastructure, political support, governance, and local challenges such as gender and language barriers. It also outlines effective interventions, including inclusion frameworks, double shift schools, prior learning recognition, flexible programs, language acquisition, cash transfers, and school feeding initiatives.

Education Research in Conflict and Protracted Crisis Consortium

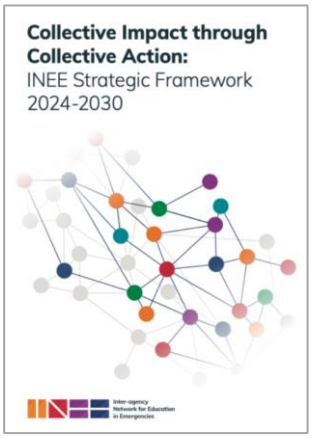
Expanding Refugee Access to National Education Systems: The State of the Evidence on Enabling Factors, Constraints, and Interventions



This report, a collaboration between the Institute for Economics & Peace (IEP) and the Global Partnership for Education (GPE), shares key findings from IEP's research on education outcomes and their association with peace levels measured by the Global Peace Index (GPI) and Positive Peace Index (PPI). The study consistently finds that better education outcomes align with reduced conflicts and higher peace levels, highlighting education's potential role in fostering peaceful and stable societies.

Inter-agency Network for Education in Emergencies

INEE Strategic Framework 2024-2030



The INEE Strategic Framework serves as a comprehensive guide for the network's initiatives through 2030, focusing on ensuring quality, safe, and relevant education for individuals affected by emergencies and protracted crises. It articulates INEE's role in the education in emergencies (EiE) sector, emphasizing a collective action approach and incorporating the INEE Minimum Standards for Education.
The framework outlines ten outcomes organised around five Strategic Priorities: enhancing global advocacy, strengthening the competencies of EiE stakeholders through capacity building, curating and disseminating EiE knowledge, promoting ethical data practices, and facilitating inclusive engagement among INEE members in network activities and decision-making processes.

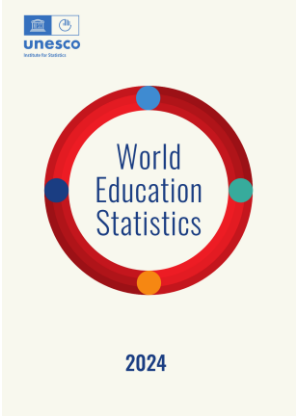
Education Cannot Wait

Results Against All Odds: ECW Annual Results Report 2023

The Annual Results Report highlights Education Cannot Wait's (ECW) progress in 2023 toward its strategic objectives, focusing on crisis-affected children and adolescents accessing quality education and improving learning outcomes. It underscores ECW's commitment to the most vulnerable children in the first year of its 2023-2026 Strategic Plan and analyses global trends, noting a troubling decrease in humanitarian funding for education—the first drop in a decade—amid the growing needs of over 224 million crisis-affected children in urgent need of quality education.

UNESCO

World Education Statistics, 2024



The report summarizes extensive data generated by UNESCO's Institute for Statistics, offering insights into each target of SDG 4. It presents statistics across 11 thematic chapters, encompassing areas such as primary and secondary education, early childhood, technical and vocational training, skills for work, equity, literacy and numeracy, sustainable development and global citizenship, learning environments, scholarships, teachers, and education financing.
Visualisation tool link.

UNHCR REGIONAL BUREAU FOR WEST AND CENTRAL AFRICA

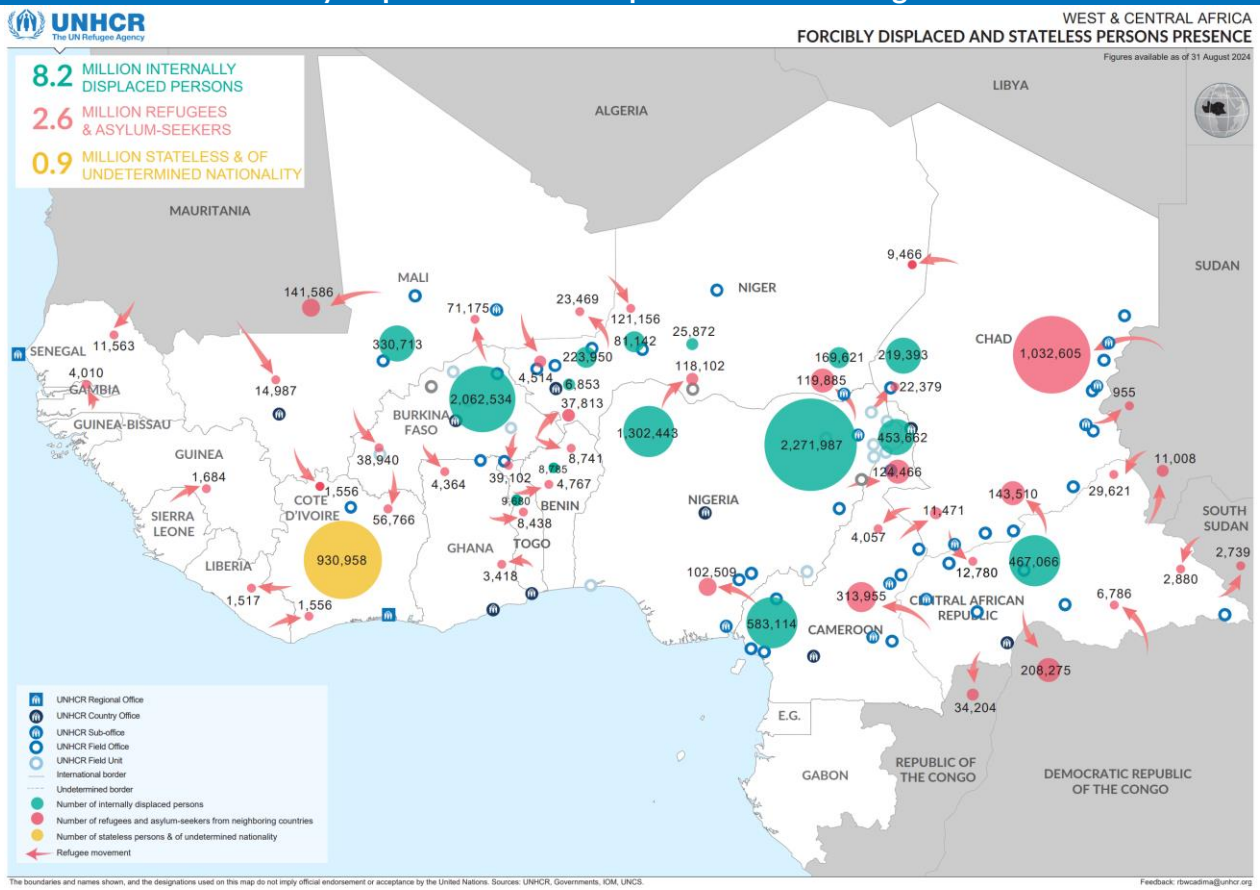
13.7 million
Forcibly displaced and stateless people

2.6 million
Refugees and asylum-seekers

55%
Of refugees are children

Over half
Of schooled aged-refugee children (6-17) are not attending school

Forcibly displaced & stateless persons as of 31 August 2024



→ More statistics

UNHCR West and Central Africa is grateful for education partners in 2024:

UNHCR West and Central Africa is grateful for flexible funding and partnership from:

UNHCR Regional Bureau for West & Central Africa
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