

REGIONAL BUREAU FOR **WEST & CENTRAL AFRICA** **EDUCATION NEWSLETTER**



Transforming Education for Refugee Children and Teachers

In September, the [Transforming Education Summit](#) (TES) will be held in New York, convened by the UN Secretary General to mobilise political ambition, action, solutions and solidarity to transform education worldwide.

This week, the [pre-Summit](#) was organised in Paris to generate greater momentum and commitment. **Refugee youth** representatives spoke in 10 formal sessions and many side events, bringing to bear their lived experience. **UNHCR** spoke alongside the World Bank, UNICEF, GPE, ECW and member States on issues of **inclusion** into national systems; **teachers** of refugees; **data** in emergencies and crisis settings; **connected education**; and creating **safe schools**.

This summit and the commitments it will need to bring are more relevant than ever, as the latest [ECW report](#) finds that about **222 million** school-aged children are affected by crises globally and need **education support**. This study also shows that **78.2 million** children are **out of school**, 84% of whom live in areas of **protracted crisis**, and that nearly **120 million** are in school but do not reach the minimum level of proficiency in maths or reading.

June also saw the celebration of **World Refugee Day** and the **Day of the African Child** - See pages 4 and 5 for UNHCR's activities to mark the two days and highlight the education of refugee children and youth during the celebrations.

UNHCR'S EDUCATION INTERVENTIONS



[REGION] Training Refugees in Humanitarian Work in West Africa

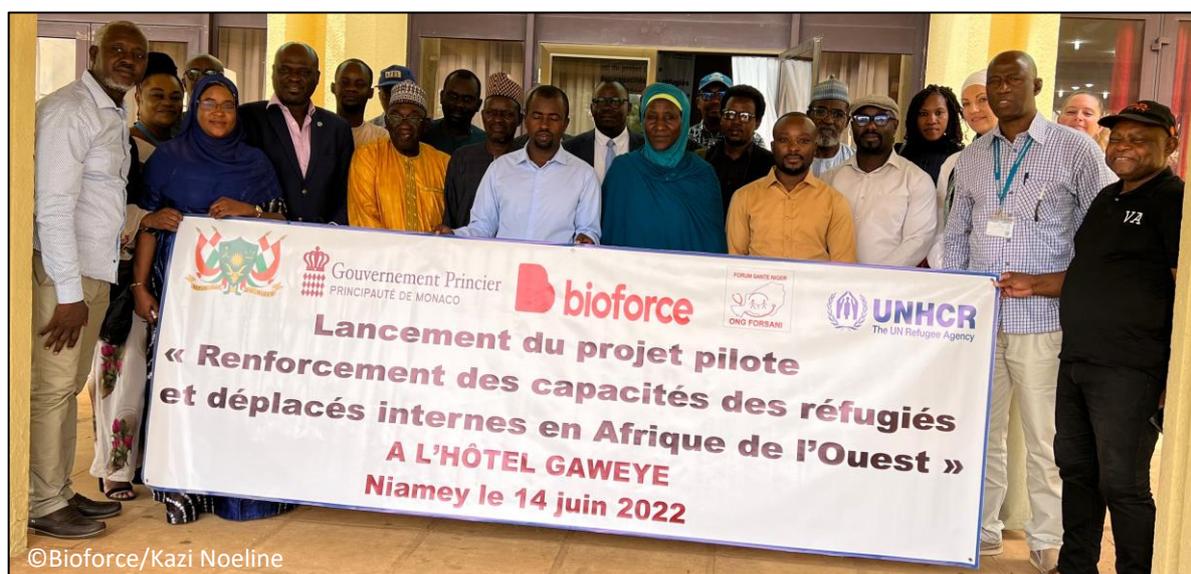
Convinced that education can change people's destinies and that relevant and certified professional training opens the door to employment, [Bioforce](#), **UNHCR** and the **Government of Monaco** launched an innovative project on Tuesday 14 June in Niamey (Niger) to train refugees and internally displaced persons in **humanitarian and development work** in West Africa.

While 1.6 million people are refugees in West and Central Africa and more than 7.6 million are internally displaced, their prospects for **higher education**, **professional training** and access to the **job market** are extremely limited: today, only 1.2% of refugees have access to higher education in the region, compared to 37% of all young people worldwide.

The three partners are also convinced that it is crucial to enable refugees and internally displaced persons, through adequate training, to play a much more **central role** in the preparation and implementation of programmes intended for them so that they can make their voices heard.

This pilot project will therefore enable some **160 refugees and internally displaced persons** from the region to be trained in various humanitarian professions in the hope that they will subsequently be recruited by actors in the sector.

Read the Press Release [here](#) and [here](#).



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[CHAD] Refugee Students Ready to Take their Final Exams

At the start of the school year, a total of **92,891 refugees** were enrolled in school in Chad, from pre-primary to secondary, 51% of whom were girls.

Thanks to the close cooperation and commitment of the the Ministry of Education, refugees benefit from full **inclusion** in the Chadian education system. They follow the Chadian curriculum and have access to national exams, allowing them to validate their secondary education and access higher education.



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BAC 2022

Testimonies

"I come regularly to class, and I revise my lessons every day to face the BAC exams.

I encourage the **mother students** to be more courageous and to go all the way because being a housewife and a student at the same time is very complicated.

There is hope that they will have the courage to succeed like any other student in the BAC.

I plan to continue my studies at university and **become a lawyer to defend the voiceless.**"

Roumaiza, 20 ans, Treguine



This month, **2,149** refugees (including 1,289 girls) took the written tests for the Brevet d'Enseignement Fondamental (BEF) throughout the country, while **1,088** (including 745 girls) sat the Baccalaureate exam.

Thanks to the **emergency response** of UNHCR Chad and its partners, newly arrived refugees from Cameroon were also able to take their end-of-year exams and save their school year despite their displacement. In the run-up to the national exams, **support courses** were organised by UNHCR and JRS for the newly arrived candidates to enable them to catch up on the months lost and take their exams in the best possible conditions.

Since 2015, more than **3,100 refugees** have obtained the **Chadian Baccalaureate**. However, over half of the refugees aged 6-18 are still out of school and gross enrolment rates are less than **30%** in lower secondary and just over **10%** in upper secondary.

Read more about the inclusion of refugees in the Chadian education system in the [Refugee Education 2030 Strategy](#).

[SENEGAL] Refugees Use Sport as a Springboard to the Job Market

To further promote the inclusion of refugees in the country, UNHCR Senegal integrated three young refugees in a **sports activity programme** in Dakar from 6 to 10 June. Facilitated by the Dutch Federation of Football, the initiative used sport and education as a **springboard to the job market** for the refugees and other participants.

Through interactive sessions focusing on technical, behavioural and entrepreneurial skills, participants were able to seek **innovative solutions** in the field of sport to integrate into the labour market. The initiative was rolled-out in Dakar by [TIBU Africa](#), an NGO based in Morocco.

A Central African refugee, Saint Clair Kottaud, said after participating in the project:

"I wanted to improve my knowledge in the field of football. I own a football and basketball training centre, so it is crucial for me to learn new techniques in this field".



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WORLD REFUGEE DAY AND DAY OF THE AFRICAN CHILD CELEBRATIONS IN WEST & CENTRAL AFRICA

Refugee Students in the Spotlight of the Celebrations

World Refugee Day (WRD) is celebrated every year on **20 June** and honours the strength and courage of people who have been forced to flee their home countries to escape conflict or persecution. This year the focus was on the right to seek safety. Every person has the right to seek safety, whoever they are, wherever they come from and whenever they are forced to flee.



In the **Central African Republic (CAR)**, in order to improve the **inclusion of refugees in education**, including at university, UNHCR organized an exchange session at the University of Bangui to discuss with students the difficulties they face during their studies and the employment opportunities available to them. This activity brought together almost 205 students from several faculties of the University of Bangui. Participants included young refugee and asylum-seeking students, repatriated students and Central African students. This exchange session, organised with representatives of the Ministries of Education, academics and representatives of the private sector, provided an opportunity to discuss the difficulties of integrating refugees in CAR, exchange information on the opportunities offered to refugee students, and identify solutions aimed at improving the employability of refugee students in CAR.



In **Benin**, a ceremony was organized during which the students of the **DAFI programme** were honoured and rewarded for their academic achievements. They received smartphones from UNHCR, from the hands of the Minister of Education and the representative of the Embassy of the Federal Republic of Germany



In **Gambia**, a poetry reading was organised by **DAFI students** to motivate young refugees in their community to continue their studies.

In **Niger**, an exhibition was organised at the Palais des Congrès in Niamey to celebrate both World Refugee Day and the **30th anniversary of the DAFI programme**. For this event, the DAFI students made a **documentary** film about the impact of the scholarship on their studies. The Secretary General of the Ministry of Higher Education underlined the importance of supporting the inclusion of refugees in higher education, while inviting the private sector to facilitate the access of young refugees to employment. The German Embassy in Niger also reiterated the availability of its country to always support the higher education of refugees.



Celebrating the Inclusion of Refugee Children in National Education Systems

June was also the occasion to celebrate the **Day of the African Child**, whose theme this year was "Eliminating Harmful Practices Affecting Children: Progress on Policy & Practice since 2013".

In **Niger**, this day was marked by the distribution of numerous educational and recreational materials to two schools hosting **disabled refugee children** in Niamey. The distribution was organised by UNHCR Niger and WorldVision in collaboration with the educational authorities, parents of pupils and leaders of associations of people with disabilities.



In **Mali**, the day was celebrated in Gao with pupils from the **Accelerated Education Centres (SSAP)**: games, a football match and a relay race were held to close the school year and highlight the work done with refugee children in these SSAP centres. These UNHCR-funded centres allow refugee children who have been out of school for a long period of time to catch up on their schooling and then re-enter the formal education system.

In **Nigeria**, educational activities such as an **inter-school debate** and **essay competition**, awareness raising on the importance of education, a football match, a news programme and a **children's parliament** were organised in three states (Benue, Cross, River and Taraba) hosting refugees. The oral activities enabled pupils and students to develop their writing and public speaking skills, while the awareness campaign and football match helped to raise awareness of the importance of education and strengthen peaceful coexistence with members of the host community. The activities were a collaboration between UNHCR and its partners (Caritas Nigeria, FJDP and JRS), school, teachers, members of the Ministry of Education and learners.



EDUCATION RESOURCES



[PRIO] Refugee Education: A Long-Term Investment



Who is best placed to guarantee education to children whose educational path has been disrupted by armed conflict and flight? Displacement situations are mostly protracted, and yet **refugee education** is at present mainly planned with **short-term** time horizons.

In this policy brief by the [Peace Research Institute Oslo](#) (PRIO), the authors argue that a substantial shift is needed that enables **long-term investment** in educating children in protracted refugee situations.

Access the policy brief [here](#).

Read also **Dr Sarah Dryden-Peterson** new blog: [Responsibility for refugee education: Education by the state but not for the state?](#)

[UNHCR-UNICEF-PLAN INT.] How to Improve Learning Outcomes for Adolescents in Fragile Contexts?

A recent [rapid evidence review](#) commissioned by the **Secondary Education Working Group** (SEWG, led by UNHCR) synthesized evidence on improving learning outcomes for adolescents in contexts of fragility and crisis – with a focus on adolescent girls/young women and adolescents with disabilities (AWDs).

Preliminary findings show that **accelerated education programmes** are effective in improving foundational learning outcomes, and that best practices often incorporate flexible delivery; active, relevant, and organized pedagogies; condensed curriculum focused on foundational competencies, competency-based grouping, and differentiated instruction.

Read the blog [here](#).



[INEE] Guidance Note: Teacher Wellbeing in Emergency Settings



The latest INEE **Guidance Note** on [Teachers Wellbeing in Emergency Settings](#) gives an overview on how to support teacher wellbeing in the **five domains** of INEE's (2010) Minimum Standards and offers resources and tools and examples of these **standards in action**.

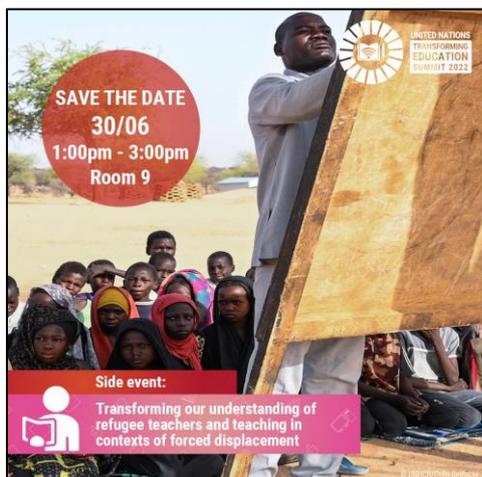
This INEE Minimum Standards-aligned Guidance Note is an opportunity to put teacher wellbeing at the center of our response and recovery efforts in conflict and crisis affected settings. Not just because an investment in teachers is an investment in children and adolescents, but because at this moment in history teachers deserve our unparalleled attention as an end unto itself.

Access the guidance [here](#) and the webinar recording and presentation [here](#).

EVENTS



[SIDE EVENT] Transforming our Understanding of Refugee Teachers and Teaching in Context of Forced Displacement



During the [Transforming Education Pre-Summit](#) in Paris, **UNHCR**, **INEE**, and **Education International** have co-convened a side meeting to debate issues linked to the **inclusion of refugee teachers** in the national education systems of their asylum countries.

Moderated by a young Venezuelan refugee in Mexico, the panel was composed of experts from UNHCR, INEE, Education International (EI) and UNESCO, the Secretary General of the Chadian Ministry of Education, and two refugee teachers from Chad and Kenya.

The Secretary General of the Chadian Ministry of Education shared some good practices from Chad in terms of including refugee students and teachers and

supporting their pathways. The session also saw many questions and interventions from the audience present in the room.

As an outcome of the meeting, UNHCR, INEE, and EI will prepare a **memo of recommendations on refugee teachers and teaching** in forced displacement contexts which will be submitted to the International Task Force on Teachers for Education 2030, in its role of co-lead of the [Thematic Action Track 3 on Teachers, teaching and the teaching profession](#), for consideration and inclusion in subsequent [Transforming Education Summit](#) statements and discussion papers.

Read more about the event [here](#).



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