

REGIONAL BUREAU FOR **WEST & CENTRAL AFRICA**

EDUCATION NEWSLETTER



Refugee Children and Youth are Falling Behind their Non-Refugee Peers

The **fifth International Day of Education** was celebrated on 24 January 2023 under the theme “to invest in people, prioritize education”. Building on the global momentum generated by the [UN Transforming Education Summit](#) in September 2022, this year’s Education Day called for maintaining strong political mobilization around education and chart the way to translate commitments and global initiatives into action.

Education for all, including the most vulnerable, must be prioritized to accelerate progress towards all the **Sustainable Development Goals** against the backdrop of a global recession, growing inequalities and the climate crisis.

In this context, the [2022 UNHCR Refugee Education Report](#) draws on data from more than 40 countries across the world, enabling UNHCR to paint the clearest picture yet of the state of refugee education – and illustrate how **refugee children and youth are falling behind their non-refugee peers** when it comes to access to an inclusive quality education.

The **West and Central Africa** region is no exception to this trend, as during the past school year, refugee access rates to school were lower than national access rates at all levels of education, while approximately **60%** of primary and secondary aged refugees were out of school – see the annual regional [update](#) and [dashboard](#).

UNHCR'S EDUCATION INTERVENTIONS



[BURKINA FASO] Pilot training on digital skills for young refugees enhances their access to employment

To improve **access to Technical and Vocational Education and Training (TVET)** for forcibly displaced persons, innovative partnerships have been developed in several countries in the region.

In Burkina Faso, the partnership with the [Agence Universitaire de la Francophonie \(AUF\)](#) and the social enterprise [Simplon](#) has allowed the completion of an 8-month pilot training course on digital professions from which 12 refugees have graduated, 60% of whom are already sustainably integrated into the local labor market.

[Simplon.co](#) is a start-up that offers training in digital professions for vulnerable people. The aim of the pilot training in partnership with the AUF is to train in digital professions and to integrate refugees in Burkina Faso in a sustainable way.

A minimum objective of **75% access to employment** 6 months after training is expected. To achieve this, the trainees are accompanied by an employment mediation officer throughout the training period and, above all, after the training period, during their professional integration process.



One of the refugee students from the first Simplon training cohort in Ouagadougou, Burkina Faso.

A second cohort of students will be trained in 2023 on the same model.

Read the press article about the project's launch [here](#).

[MALI] Multi-year resilience programme improves access to education for forcibly displaced children

Thanks to funding provided by **Education Cannot Wait** to UNHCR Mali as part of the Multi-Year Resilience Programme 2021-2024, the following activities were carried out during 2022:

- Establishment of **40 accelerated education centres (SSA/P)** in 4 regions (Gao, Mopti, Timbuktu, and Ménaka) which have enabled **1,194 refugee and internally displaced children** to attend school.
- Construction and equipment of **6 classrooms** in public schools in Gao which accommodate a large number of children who have benefited from an accelerated education programme which has led to their reintegration into the national education system.
- Distribution of **4,000 school kits** to forcibly displaced children and those from the host community.



An accelerated education centre (SSA/P) set up by UNHCR in the Gao region, Mali.

- Provision of cash transfers to **1,063 forcibly displaced households** whose children are enrolled in accelerated education programmes.
- Training of **254 teachers** and school directors on inclusive education, education in emergencies, and child protection in schools.
- Other activities contributing to the quality of the school environment (construction of latrines, provision of volunteer teachers, training of school management committees, etc.).

[REGION] University corridors to France support refugees' access to higher education

21 refugee students from 8 asylum countries in Africa started the academic year in France. They were welcomed in 12 higher education institutions within the framework of the UNIV'R project, led by UNHCR and the [Agence Universitaire de la Francophonie](#), with the support of the [Migrants in Higher Education Network \(MEnS\)](#).



This project aims to develop a **harmonised and sustainable university corridor** in order to enable the refugee students who benefit from it to access a Master's degree in France, in one of the **12 partner universities** of the project. Personalized access to the university system, administrative, legal and psychosocial support and financial support (scholarships and living expenses) are provided to selected students.

In total, more than 30 institutions have already expressed their interest in the UNIV'R project, which will gradually benefit **50 refugees over two years**.

Many actors have collaborated to make the UNIV'R project possible, including the refugees themselves. The higher education institutions, which are responsible for selecting and hosting the winners, have also mobilised funds, from their own budgets or with the support of the private sector and foundations, to provide a scholarship and living allowance for the students. The Ministry of Europe and Foreign Affairs - and its operator Campus France -, the Ministry of the Interior, the Ministry of Higher Education and Research and the General Secretariat for European Affairs have actively participated in the development of the project. Several associations and civil society organisations have also contributing to the project in providing administrative and social support to refugee students.



Read the press release [here](#).

EDUCATION RESOURCES



[The Alliance] Education & Child Protection: A Review of Good Practice on Inter-Sectoral Collaboration

The principle of “centrality of protection” in humanitarian action emphasizes the achievement of meaningful protection outcomes as part of a shared mandate for humanitarian actors, even while they are delivering sector-specific activities. For children, protection and well-being lie at the heart of a holistic response. There is already an established rationale for **coordination between Child Protection (CP) and Education in Emergencies (EiE)**, to achieve joint outcomes for children’s learning and well-being.

Several efforts are underway to determine and document the processes through which collaboration between Education in Emergencies and Child Protection actors can take place. This **evidence review** aims to add value to ongoing global efforts and inform the current discourse by extracting lessons from country- and local-level practice across diverse contexts. The objectives were to collate outcomes of education programs that did – or did not – intentionally incorporate child protection concerns in their design and implementation.



Access the report [here](#).

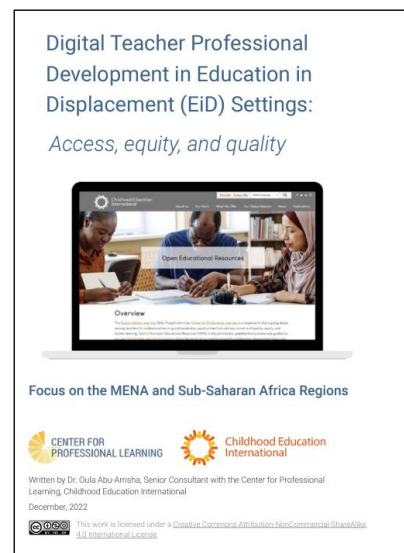
[Childhood Education International] Digital Teacher Professional Development in Displacement Settings

Childhood Education International’s [Center for Professional Learning \(CPL\)](#) has launched a new report examining challenges and opportunities in **digital teacher professional development in displacement settings**.

Drawing on findings in the Middle East/North Africa and Sub-Saharan Africa regions (including from Chad and Niger), [Digital Teacher Professional Development in Education in Displacement \(EiD\) Settings: Access, Equity, and Quality](#) is a step forward in the search to deliver digital teacher professional development to teachers in displacement contexts, where access to professional development is often lacking and where educators may be in particular need of opportunities to connect with and learn from other educators as they support students whose education may have been interrupted and who may be experiencing trauma and instability.

The report identifies opportunities for delivering digital teacher professional development in displacement contexts in an **equitable, inclusive, and scaled approach** so that educators everywhere have continuous, quality, holistic professional learning opportunities.

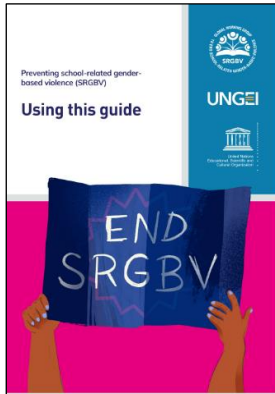
Access the report [here](#).



CAPACITY BUILDING & EVENTS



[Training Course] Preventing School-Related Gender-Based Violence (SRGBV)



UNGEI, the United Nations Girls' Education Initiative, has developed a **training course on school-related gender-based violence (SRGBV)**. This training course is intended for education practitioners at all levels of education, civil society organizations working in the field of education and GBV, teachers' unions, development practitioners, staff of relevant multilateral organizations, and for everyone who would like to increase their knowledge about preventing and responding to SRGBV. The course materials have been drawn up for use by training facilitators throughout the training course, which may be provided online or in-person. It comprises five modules consisting of a facilitator's guide, classroom presentation and participants' workbook for each module.

Access the course materials [here](#).

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