

REGIONAL BUREAU FOR WEST & CENTRAL AFRICA

EDUCATION NEWSLETTER



Increasingly Limited Access to Education for Vulnerable Children due to Insecurity

January 24 marked the fourth [International Day of Education](#), a day when all world leaders and education advocates claim the value of education in breaking the cycle of poverty, improving health, and bringing about social stability.

Education is one of the most important investments a country can make in its future and is essential to every one of the 17 sustainable development goals.

However, education systems in fragile and crisis-affected contexts continue to feel the strain of trying to provide **quality education to all** children, including the most vulnerable such as refugees and forcibly displaced.

In West & Central Africa, more than **300,000 refugee children** still do not have the chance to go to school or access any kind of education.

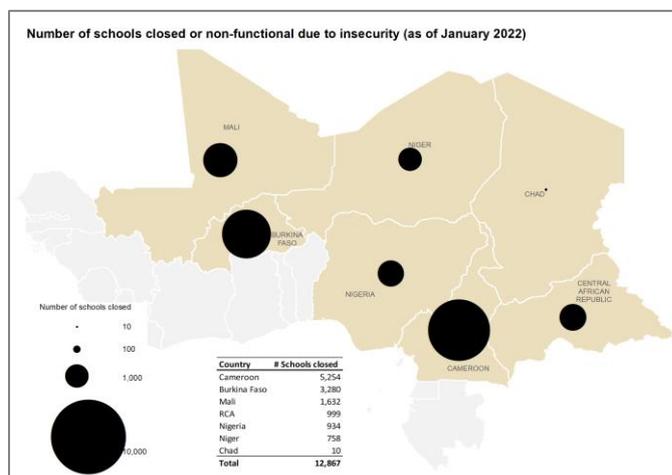
With more than **12,000 schools closed** due to insecurity across the region, the capacity of countries of asylum to include young refugees in their education systems is shrinking rapidly. The commitment of governments and all stakeholders is urgently needed to increase emergency and sustainable funding to ensure equitable access to quality education for all.

Education transforms lives, but it has yet to fulfil the dreams of hundreds of thousands of refugee and displaced children and youth in the region.

EDUCATION IN EMERGENCIES



[REGION] Insecurity and Attacks Continue to Close Schools



Disruption of school activities by ongoing violence continues to dramatically affect boys and girls in the region. Deliberate attacks on education are on the rise, impacting schools, students, and teachers. According to the [Regional Education in Emergencies Working Group](#), over **12,800 schools were closed at the beginning of 2022** in seven countries of the region.

In the **English-speaking regions of Cameroon**, more than 5,000 schools were kept closed at the end of 2021 by

armed separatists, while direct attacks on teachers and students continued to increase, as documented in a recent [Human Rights Watch Report](#).

Children and youth, especially **refugees and internally displaced**, are therefore at **increased risk of exploitation and abuse**, and there is a rise in reported cases of child recruitment, child marriages and early pregnancies of school-age girls in areas where the schools are closed.

[CHAD] Thousands of Refugee Children Waiting to Return to School

On 5 December 2021, clashes over diminishing water resources broke out between herders, farmers and fishermen in Cameroon's Far North region, the second major outbreak of violence within four months. The situation rapidly deteriorated: 112 villages were burned, over 100 people were wounded, and 44 died. This wave of violence forced **tens of thousands to flee into neighbouring Chad** within two weeks (more than 60% of them being children), while around 40,000 people were displaced within Cameroon.



At Guilmei refugee camp in Chad, school has started thanks to the support of volunteer Chadian teachers. @UNHCR

UNHCR's education response aims at alleviating the psychological impact of conflict and forced displacement on child refugees by offering routine, stability and psychosocial support, while supporting conflict prevention and peaceful coexistence. Supported by national directors and teachers, refugee teachers will be trained on the Chadian curriculum and on pedagogical approaches and psychosocial support. In collaboration with the Ministry of Education, new schools constructed in refugee camps will be integrated into the national

education system and existing schools in refugee hosting areas will be strengthened to improve access to and quality of education for both refugee and host community children.

Check [UNHCR Supplementary Appeal for the Cameroon and Chad Emergency](#) [here](#).

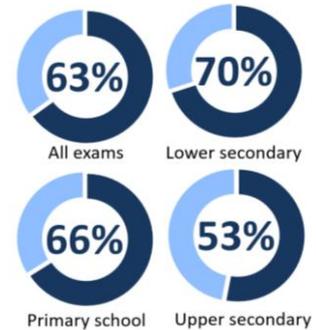
UNHCR'S EDUCATION INTERVENTIONS



[REGION] Refugees' End-of-Year Exam Results

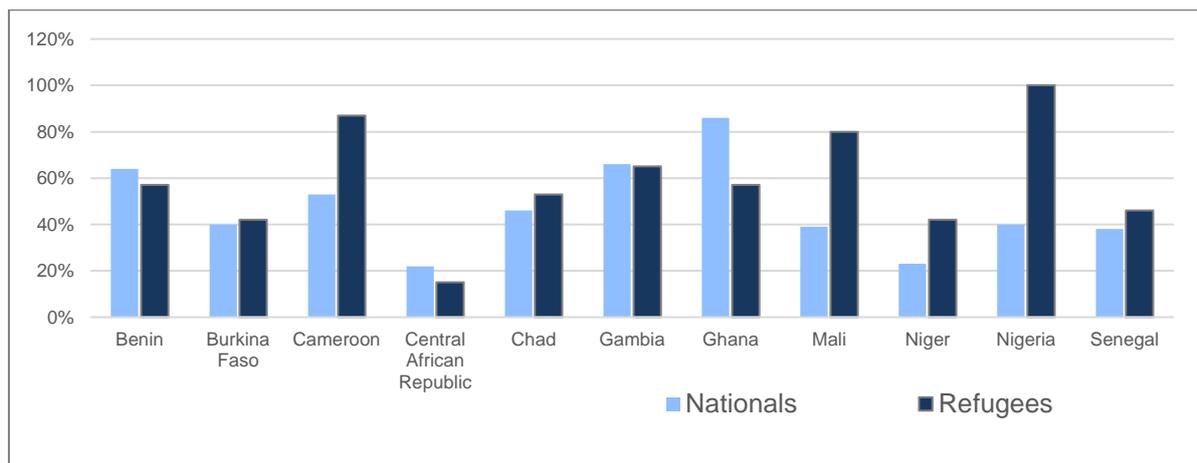
In the West & Central Africa region, **63% of the refugee students who took end-of-year exams** (primary, lower secondary and higher secondary) for the 2020-21 school year **have successfully passed** their exams (regional average).

The regional average success rates by level are 66% for the end of primary school exam, 70% for the lower secondary school exam and 53% for the upper secondary school exam.

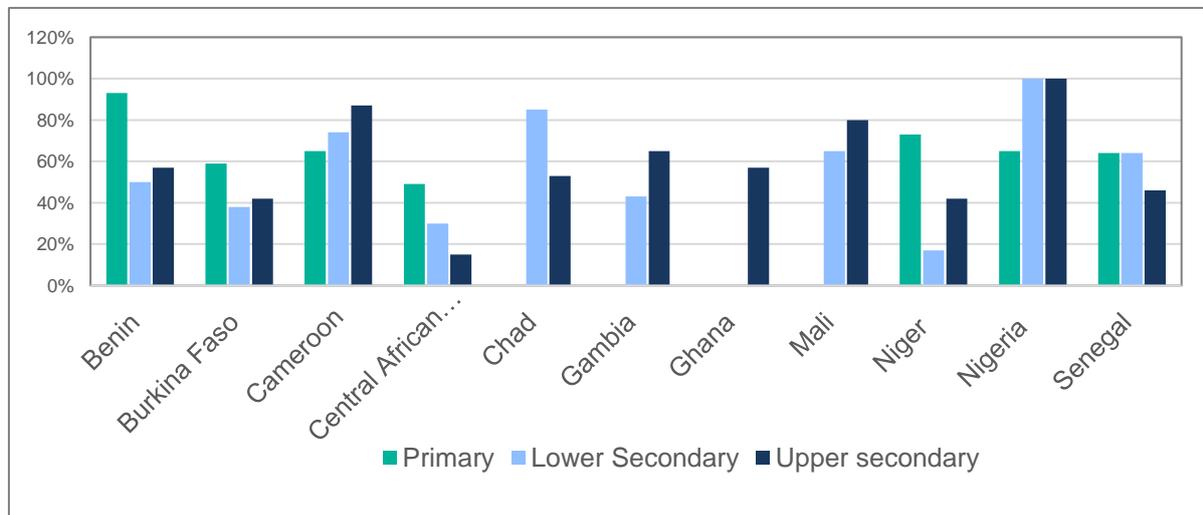


In several countries in the region, success rates in the upper secondary school exams are significantly higher among refugee students than among national students.

Comparison of success rates for upper secondary school exams between nationals and refugees



Comparison of refugee success rates between countries in the region



[BURKINA FASO] Digital Skills Training for Refugee Students



As part of UNHCR's activities aiming at providing innovative sustainable solutions to **improve refugee students training and employability**, UNHCR, the [Agence Universitaire de la Francophonie \(AUF\)](#) and [Simplon](#) have developed an 8-month pilot training on digital skills tailored for refugee students in Burkina Faso.

Within a new room fully equipped within the AUF Digital Campus in Ouagadougou, **13**

selected candidates are trained every day by SIMPLON experts to acquire **specific digital skills** that will allow them to enhance their employability in many professional sectors, thus helping them to obtain financial independence and a durable solution in their country of asylum more quickly.

During this course, students will learn to develop and model a web application, create web user interfaces, create a database, develop data access components, and content management applications.

Thanks to the AUF's support, this pilot project launches **UNHCR's collaboration with Simplon in West and Central Africa**, with the hope to offer similar opportunities to other young refugees in the region.



[MALI] Improving Refugee and Displaced Children Access to Education



As part of activities carried out with ECW funding for [Mali's Multi-Year Resilience Program](#), UNHCR has established **40 accelerated education centers (SSA/P)** in the regions of Mopti, Timbuktu, and Gao that have provided schooling to nearly **1,500 out-of-school refugee, internally displaced, returnee, and host community children**. In

addition, primary schools in these same areas have been reinforced with new equipped classrooms and latrines to accommodate these children when they return to the national system. School kits have also been distributed to all the children.

More than 300 teachers, school principals and management committee members have been trained in **psychosocial support** and **inclusive education** to improve the quality of education in schools hosting refugee, returnee and internally displaced children. Finally, **community sensitization sessions** were conducted to improve the attendance of children in SSA/P centers and schools.



EDUCATION RESOURCES



[UNHCR] Connected Education for Refugees: Addressing the Digital Divide



Educational responses to COVID-19 school closures have demonstrated the need for greater and more thoughtful digital learning approaches. As these investments are made, it is vital that they are developed with a focus on inclusion and designed first and foremost to address the needs of the most marginalized, including refugees and forcibly displaced communities.

In this report, UNHCR calls on governments and partners to make clear commitments to help narrow the growing digital divide faced by displaced learners. The report also gives an overview of different **digital learning modalities for refugee and host community learners.**

Access the Report [here](#).

[UNHCR] Research Brief: Transition to Secondary Education

UNHCR's first 2022 [education research brief](#) addresses the issue of transition from primary to secondary education in four case studies.

The transition to secondary school is a significant life stage for young people but also a challenging one for young refugees, who are simultaneously experiencing the challenges of forced displacement, and have very limited opportunities to continue their education. The present study set out to identify, document and promote **innovative ways to boost the transition from primary to secondary education among refugee youth**, with a strong emphasis on adolescent girls of secondary school age, through case studies conducted in four countries: Egypt, Ethiopia, Malaysia and Uganda.

Access the Brief [here](#).



预览已结束，完整报告链接和二维码如下：

https://www.yunbaogao.cn/report/index/report?reportId=5_16707

