

REGIONAL BUREAU FOR WEST & CENTRAL AFRICA EDUCATION NEWSLETTER



Refugee Education and Climate Action in the West & Central Africa Region

Globally, 90% of **refugees** under UNHCR's mandate and 70% of people **internally displaced** by conflict are from countries that are among the most vulnerable to **climate change**. The [COP 26](#) held in Glasgow in November brought parties together to accelerate action towards the goals of the Paris Agreement and the UN Framework Convention on Climate Change.

Climate change may not be seen as a direct catalyst for conflict, but it is often the root cause, leading to forced displacement or exacerbating conflict dynamics. Climate change undermines the ability of vulnerable communities to enjoy their basic rights, such as the fundamental **right to education**, and thus to cope and adapt as best they can. All the adverse effects of climate change directly and indirectly affect the **provision and accessibility of quality education**, particularly for displaced children. The impact is likely to be seen most immediately in disruptions to education provision.

This is already the case in the region where periods of excessive heat already prevent students from attending school, as do increasingly more common floods, and where severe weather can also damage school infrastructure. While the cumulative effect of these disturbances on students' education performance is not well known, it is certain that interruptions in attendance, exacerbated by displacement, can only have **detrimental consequences for learning outcomes**, reducing the likelihood that young people – especially girls – will be able to break the cycle of poverty.

Yet, **education is also part of the solution**. While building up the resilience of education systems, it is critical to focus on the role education itself plays in adapting to climate change. During a webinar on [Climate Education Crisis](#) organized during the COP 26 by FCDO, ECW and UNHCR, panellists have all emphasized the crucial role that **education** can – and must – play in **climate action**.

UNHCR'S EDUCATION INTERVENTIONS



[CAMEROON & CHAD] Educate a Child Programme: Strengthening Access to Quality Primary Education for Refugee Children

Since 2012, the [UNHCR-Educate A Child \(EAC\) Programme](#), supported by **UNHCR** and the **Education Above All Foundation (EAA)**, has greatly contributed to enhance access to quality primary education for displaced children around the world.

The programme helps UNHCR and its partners improve the quality of teaching and learning, ensure safe learning environments for children, promote awareness and advocacy on the importance of education, and strengthen capacity and partnerships with ministries of education and others to enable more refugee children to attend school in **14 countries**, including in **Cameroon** and **Chad** for the West & Central Africa region.



Refugee children from the Central African Republic at an EAC-supported school in eastern Cameroon. @UNHCR/Xavier Bourgois

During the 2020 implementation period, a total of **18,951 refugee children** were newly enrolled in targeted primary schools in the two countries (3,248 in Cameroon and 15,703 in Chad), while over **1,100 teachers** and **2,400 community members** were trained.



Read [Raising the Bar: Promising Practices for Refugee Education from UNHCR and Educate A Child](#), a compilation of innovative practices in education in 14 countries receiving Educate a Child funding.

[CHAD] Quality and Certified Vocational Training for Young Refugees



Murielle and Fanné when receiving their diploma. @UNHCR/A. Ngargoune

In Chad, 45 students, including **25 refugees**, at the **Don Bosco vocational training centre** in N'Djamena have received their diplomas. These graduates were enrolled in various courses: cooking and pastry-making, computer maintenance, building electricity, sewing and secretarial work.

"My greatest satisfaction is to have a degree in my country of asylum. This means that you can succeed anywhere." - Murielle, refugee student at the Don Bosco vocational training center in N'Djamena.

The training of 25 refugees was supported by UNHCR, thanks to the partnership agreement between UNHCR and the Don Bosco Centre through the **vocational training and socio-professional integration programme** for young refugees in Chad. A total of **49 refugees** have graduated since the agreement was signed.

[NIGER] Improving Refugees' Access to Higher Education through Connected Learning



Meeting between UNHCR, the Minister of Higher Education and Research of Niger and the Rector of the Abdou Moumouni University in Niamey @UNHCR/B. Younoussa Siddo

Aiming at improving refugees' access to higher education across West and Central Africa, UNHCR will organise in February 2022 a **regional roundtable** on [Connected Higher Education](#). In preparation for this roundtable, a mission from UNHCR's Regional Bureau and HQ visited Niger from 8 to 14 November, to meet with key actors working in the field of **distance learning** and **digital inclusion**. UNHCR met with the Minister of Higher Education and Research and the Rector of the Abdou Moumouni University in Niamey to discuss

opportunities and challenges for the implementation of connected higher education in national public universities, and ways to increase refugee enrolment through distance learning.

On Friday 19 November, UNHCR Niger and its implementing partner for the DAFI programme, the International Committee for Emergency Relief and Development (CIAUD), organised an **advocacy** ceremony aimed at increasing partners' engagement for the **financing of higher education for refugees** in Niger. During the ceremony, the Minister of Higher Education and Research of Niger made a commitment to discuss with the heads of private institutes to offer a reduction of 25% to 50% on school fees for young refugees living in Niger. Following the Minister, the heads of private institutes also committed to granting **scholarships** to eligible refugees for Bachelor and Master cycles.



UNHCR Representative in Niger, M. Emmanuel Gignac, during the advocacy ceremony on refugee higher education. @UNHCR/B. Younoussa Siddo

[NIGERIA] How Investing in Tertiary Education of Refugees can Improve the Situation of their Communities

Like many refugees in Nigeria, Rose and Ochang fled Cameroon leaving behind their dream of pursuing university studies. After being selected for a **DAFI scholarship**, their lives as refugees changed significantly: they became university students and regained hope that one day they would be able to work in their dream job.



Read Rose and Ochang story [here](#) and learn more about UNHCR Nigeria education interventions in their [Annual Education Factsheet](#).

Financed by the governments of **Germany**, **Denmark**, and **Czechia** as well as UNHCR and private donors, the [DAFI programme](#) is currently supporting over **650 young men and women in the West and Central Africa region**.

"When I graduate, I would love to open a small medicine store in the refugee settlement and work as community health worker in the health centre." - Rose, DAFI student at the Community Health at the College of Health Sciences and Technology of Ogoja.

EDUCATION RESOURCES



[IDMC] Impacts of Displacement: Displaced by Violence in Nigeria



The International Displacement Monitoring Centre (IDMC) conducted a study in 2021 to measure the **impacts of internal displacement** on the livelihoods, housing, health, **education** and security of people displaced by violence and on the non-displaced local community in Jos, a city in Nigeria's Plateau State.

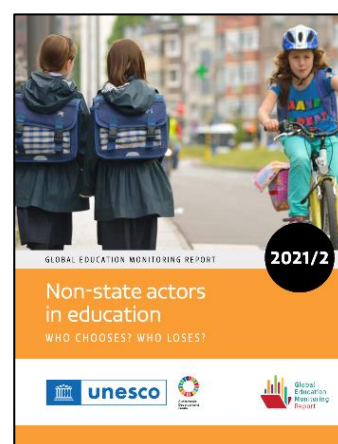
The study aims to inform more comprehensive and inclusive assistance to affected populations. This report presents its key findings.

Access the Report [here](#).

[UNESCO] Global Education Monitoring Report 2021/22: Non-State Actors in Education

The new [2021/2 Global Education Monitoring Report on non-state actors in education, Who chooses? Who loses?](#) is now available. The report shows the extent to which non-state actors are engaged in education, revealing that **350 million** children and youth are now educated in **non-state schools** worldwide. The report invites policymakers to question relationships with non-state actors in terms of fundamental choices: between equity and freedom of choice; between encouraging initiative and setting standards; between groups of varying means and needs; between immediate commitments under SDG 4 and those to be progressively realized, and between education and other social sectors.

Access the Report [here](#).



[USAID] Resilience in Return to Learning during COVID-19 Case Studies & Synthesis Report



Five **case study reports** were produced to document the Return to Learning process during the first 14 months of the COVID-19 pandemic in Colombia, Georgia, Lebanon, **Nigeria**, and Zambia. Each case study was completed over the course of five months of interviews with education stakeholders in the respective countries to examine, describe, and analyze the specific localized processes and decision-making of education system stakeholders.

Additionally, a synthesis report was prepared that both summarizes the **Return to Learning plans and processes** from the five case studies, and also examines how, based on those findings, USAID's Education and Resilience Conceptual Framework can be understood in relation to pathways of resilience and vulnerability.

Access the Resource [here](#).

CAPACITY BUILDING & EVENTS



[WEBINARS] Teacher Well-Being and Teacher Professional Development in Crisis Contexts

INEE's [Teachers in Crisis Contexts \(TiCC\) Collaborative](#), in partnership with the LEGO Foundation, Education International, Oxfam, UNESCO, and the International Task Force on Teachers for Education 2030, have come together to support a [Call to Action](#) to transform sector-wide support to teachers in crisis contexts.

Part of this work is to share examples of promising approaches and persistent challenges across policy, practice, and research related to four thematic areas: **teacher well-being**, **teacher management**, **teacher professional development**, and **school leadership and governance**.

The first two webinars focused on [teacher well-being](#) and [teacher professional development](#) and saw the participation of education practitioners from various crisis contexts across the world. The panelists shared good practices, lessons learned, and opportunities for change to better support the well-being and professional development of teachers doing extraordinary work amidst extraordinarily challenging settings.

The [TiCC event series](#) will continue in 2022, with the aim to contribute to a growing evidence base on how to improve the ways that we support teachers in crisis contexts.

Watch the recording of the webinars on TWB [here](#) and on TPD [here](#).



CONTACT US

Charlotte Berquin, Education Officer
Regional Bureau for West and Central Africa, Protection Service
berquin@unhcr.org

LINKS

[West Africa | Global Focus](#)

Twitter: [UNHCR West & Central Africa](#)

Facebook: [UNHCR West & Central Africa](#)