

EDUCATION NEWSLETTER

OCTOBER-DECEMBER 2024

Children run along a dyke constructed at the Guilmey refugee site, Chad, in an attempt to hold back flood water from the nearby Chari River. © UNHCR/Andrew McDonnell



Education Against All Odds: Overcoming a Year of Crises in West and Central Africa

Region

The year 2024 was an exceptionally difficult one for education in West and Central Africa, as overlapping crises pushed millions of children further away from the classroom. As world leaders gathered for COP29, the impact of climate change on education was clearer than ever. Floods led to the destruction or occupation of thousands of classrooms, leaving millions of children unable to return to school.

This year also marked a record high number of children affected by school closures due to insecurity, with 2.8 million children deprived of their right to education in a region where it is a lifeline. Forced displacement also reached unprecedented levels, with over 8.2 million internally displaced people and close to 2.7 million refugees.

Despite this grim reality, there were signs of hope. In some countries, the number of schools closed due to insecurity has decreased, and refugee children's enrolment in basic education has improved, thanks to governments' strong commitment to inclusion and the critical support of key donors. Looking ahead, UNHCR is [calling](#) for \$74 million in 2025 to sustain efforts to support education in West and Central Africa.

Floods Severely Impact Return to Schools Across the Region

The 2024 floods in West and Central Africa have left millions affected, significantly disrupting education systems in several countries. As of 2 December, over 4.9 million people had been affected by floods, with 1.94 million in Chad, 1.52 million in the Niger, 612,700 in Nigeria, over 448,000 in Cameroon and 370,000 in Mali. The floods have caused widespread damage to classrooms and forced many schools to serve as shelters for displaced families. This has delayed the academic year and created significant barriers to education, as children face both displacement and the loss of learning spaces. UNHCR emergency flood response is supporting flood-affected displaced persons to meet immediate needs by providing non-food items (NFIs), cash assistance, shelter, and protection, prioritizing families through risk and mitigation.



Pupils take classes outside at the Dar es Salaam B school after flood water destroyed many of the classrooms. Eight classrooms were destroyed and now most classes are held outside under trees. The Dar es Salaam A and B schools are located next to each other in the Goz Amir refugee camp, Sila, Chad, and have a total of 800 pupils.
© UNHCR/ Andrew McDonnell

In **Chad**, 119 of 125 departments were affected by floods, with the Salamat and Sila regions in the east—home to over 182,000 refugees—suffering the most severe damage. Nationwide, 126 classrooms were damaged and 122 destroyed, with schools reporting collapsed walls, torn roofs, and broken furniture. Some schools became shelters for displaced families, rendering them inaccessible to students. In Wadi Fira, 10 of 15 schools (67 per cent) had at least one classroom destroyed, while every school sustained damage. Sila, the hardest-hit region, saw 59 classrooms destroyed and 32 damaged. In Goz Beida, 70% of schools reported destruction of at least one classroom. The floods delayed the school year, and by mid-November, only 35% of enrolled students in eastern Chad had returned, many helping families recover. Those attending faced dire conditions, often studying outdoors without proper facilities.

In Benue State, **Nigeria**, which hosts over 508,000 internally displaced people (IDPs) and refugees, several schools were repurposed as temporary shelters during the recent floods. With overcrowded IDP camps unable to accommodate everyone, the state government housed displaced families in schools, relocating students to nearby institutions and combining classrooms to continue lessons. At NKST Wadata Primary School, 525 households occupied six classroom blocks, while Gaadi Comprehensive High School sheltered 250 households. The camps, established on 12 October, have since seen most displaced families return home. However, those whose homes were severely damaged remain in need of repair, underscoring the floods' lasting effects on education and community stability.

Cameroon's Far North region was severely impacted, affecting over 100,000 students. According to UNICEF approximately 262 schools have been damaged or destroyed, leaving many children unable to attend classes. Some schools have been repurposed as shelters for displaced families, exacerbating the situation. The floods have disrupted the start of the academic year, and many children face further barriers to education due to the destruction of infrastructure and displacement of families.

Floods in **Mali** have devastated education and livelihoods, affecting over 350,000 people nationwide. Nearly all 20 regions, including Ségou, Timbuktu, and Bamako, have been impacted. According to the Education Cluster, 653 classrooms in 120 schools were occupied by displaced families, depriving close to 30,000 students of learning spaces. Additionally, 449 classrooms in 187 schools were flooded, affecting 43,300 students, while 403 classrooms were destroyed or severely damaged, impacting 65,350 students. This crisis forced the government to postpone the 2024-2025 academic year from October to November to assess and restore facilities.

Nigeria

From Farmer to Teacher: How Climate Change and Conflict Have Transformed Mimi's Life

In Nigeria's Benue State, climate change has reduced grazing lands, driving conflicts between farmers and herders and displacing half a million people. The impacts are deeply personal for Mimi Kiva, 47, who now lives at Ichwa camp for internally displaced people. Once a proud farmer, Mimi lost everything when armed men attacked her family's farm three years ago. Her husband and daughter were killed, and Mimi was assaulted before escaping to the camp with her two sons.

The loss of grazing lands due to desertification, erratic rainfall, and flooding has fueled violent land grabs, forcing smallholder farmers like Mimi to abandon their ancestral livelihoods. Despite the trauma, Mimi has found a new sense of purpose through education at the camp. She now leads a lively classroom of young children, teaching them songs, clapping games, and stories about their culture and life before displacement. "I tell them stories about things that were happening in our lives before we came into the camp; about our culture," she says. "I enjoy it because I forget about everything."

Even before a formal classroom was built last year, Mimi was gathering children outdoors to teach them. After the classroom was constructed, she was recruited as a volunteer teaching assistant. Although she has no formal qualifications, her natural passion and energy have made her a vital presence in the camp. Her lessons provide a sense of routine and hope for the children, helping them to stay connected to their heritage while finding joy despite the hardships of displacement.

Teaching has not only helped the children but has also been instrumental in Mimi's healing. She now counsels other women in the camp, with support from UNHCR's local partner, the Foundation for Justice, Development and Peace. Through counselling, Mimi encourages women to share their stories and begin their own recovery process. "Since they counselled me and trained me, it's assisted me a lot," Mimi explains. "It's very painful, but I have to speak about my life. It makes that pain reduce."

Life in the camp remains difficult, but Mimi remains hopeful. She dreams of returning to her ancestral land to rebuild her life. "We used to be the food basket of the nation ... I was really proud," she says. "I will still farm; it's part of our life."



Mimi teaching at Ichwa IDP camp primary school © UNHCR/Colin Delfosse

→ Read the full story by Kristy Siegfried on [UNHCR.org](https://www.unhcr.org)

UNHCR'S EDUCATION INTERVENTIONS

Burkina Faso

Maimouna Ba: 2024 Nansen Winner and Advocate for Education and Empowerment in the Sahel



Maimouna Ba has been named the Africa Regional Winner of the 2024 UNHCR Nansen Refugee Award for her unwavering dedication to improving the lives of forcibly displaced women and children in Burkina Faso. Known affectionately as “Maman Sahélienne” or “Mother of the Sahel,” her efforts have brought transformative change to communities affected by political instability and violent conflict.

Established in 1954, the UNHCR Nansen Refugee Award is presented annually to individuals, groups, or organizations that have gone above and beyond to protect or assist forcibly displaced or stateless people. Since 2017, UNHCR has also recognized several regional winners each year, spotlighting inspiring efforts worldwide.

Born in Dori, in Burkina Faso's Sahel region, Maimouna is the youngest of 12 siblings and among the first generation of women in her family to receive formal education. Despite numerous challenges, she earned a bachelor's degree in marketing. However, her passion for community development led her to a different path. In 2020, she co-founded Women for the Dignity of the Sahel (FDS) with two of her sisters to address the growing needs of displaced families in Burkina Faso, a country where over two million people are internally displaced, and more than 170,000 have fled as refugees since 2016.

Maimouna's organization focuses on education, psychosocial support, gender-based violence prevention, and economic empowerment. Through school grants and protection services, FDS has helped more than 100 displaced children return to classrooms and provided crucial psychosocial care to safeguard them from exploitation. In addition, over 400 displaced women have been trained in small business skills, enabling them to achieve financial independence and provide for their families.

Maimouna's advocacy began in 2016, collecting donations and securing sponsorships for displaced families. Today, she is a symbol of hope and resilience in the Sahel, combining local leadership with community-driven action. Her commitment to education, women's empowerment, and peacebuilding earned her recognition as one of the five laureates at the 2023 Young Activists Summit in Geneva for her remarkable contributions to peace and community empowerment.

Central African Republic

Education Provides Platform for Girls' Empowerment and Prevention of Gender-Based Violence

By December 2024, more than 36,000 refugees had arrived from Sudan to the Central African Republic, including close to 30,000 refugees and 6,300 returnees, including approximately 60% children. In line with the organization's strategy of sustainable inclusion in national systems, UNHCR and its partners have been working with education authorities to support Sudanese refugee children's integration into the national education system, including reinforcing local schools to benefit both host-communities and refugees.

A key area of the response has been the integration of protection initiatives through education interventions, with a particular focus on girls' empowerment, prevention of gender-based violence (GBV), and psychosocial support. Thanks to financial support from ECW, UNHCR and partners constructed 18 gender-sensitive latrines in three local schools in Birao to improve sanitation facilities, mitigate risk of GBV, and promote girls' retention in school. In November, during the International 16 Days of Activism Against Gender-Based Violence, a series of awareness raising sessions were organized by the Youth Focal Point network, a group of youth leaders who have been trained on protection, GBV prevention, and psychosocial support, reaching more than 1,200 students. UNHCR and partners also distributed 300 hygiene and dignity kits to refugee and host community girls to support their retention, enrolment, or reenrollment in school.



Distribution of dignity kits
© UNHCR Elizabeth Coco

Inas, a Sudanese refugee student who is also a young mother, explained that the new latrines and dignity kit supplies helps her feel safer attending school, especially as she brings her young child with her, because they don't have to go to the bushes to relieve themselves anymore. She added that the new classrooms and durable desks constructed through the project also have improved conditions for them in school, and she hopes that a nursery and a preschool will be added in the future. A Central African student, Manuela, talked about how she likes when the Youth Focal Points visit their classrooms to do sessions, and she wants to stay in school and become like them. She added that the dignity kits – especially the sanitary pads – are really helpful so she can attend school all month long.

Chad

Helping Refugee Children Heal Through Music



Teachers Manahil and Mahamat helping students to draw the tree of life
© UNHCR Michel-Rene Bizoza

Many young refugees in Chad, particularly those recently arrived face trauma, depression, and social isolation, which significantly impact their mental health and education. In December 2024, UNHCR partnered with **Pacífico** to launch an **initiative** in eastern Chad, using music as a tool to help adolescents process their emotions and build resilience. The program encourages young people to express their emotions and perspectives through drawing and writing, transforming these reflections into lyrics and melodies. By developing songs based on their experiences, the adolescents can foster positive thinking and approach their challenges with renewed strength.

Continued on next page →

The initiative began with two online training sessions for ten lower and upper secondary teachers from the Farchana camp, focusing on innovative psychosocial support techniques like the “Tree of Life” exercise and collaborative songwriting. Following the training, the teachers, organized into five groups of two, worked with 50 adolescents (10 per group) on the Tree of Life activity. This exercise encouraged students to reflect on their personal stories, identify their strengths, and visualize their future.

“This workshop was very useful for me and my colleagues, and then for the youth who benefited the most,” shared Mujahid Adam Hassan, a teacher and songwriter. “The method that we learned (music method) was different from what we were using, like writing songs in a collective way and innovative melody by collectively practicing in music method. This music method will give youth more abilities to empower them for writing songs”

Atahir Mahamat Adam, another Sudanese teacher, highlighted the impact on students: “They learned to achieve their aims and overcome challenges through the Tree of Life exercise. We also encouraged them to write their own songs and poetry, fostering independence and creativity.”

Next steps for the initiative include reconvening the same groups of teachers and youth in early 2025 to focus on songwriting. Throughout the school year, trained teachers will share their learning and continue to implement these activities with additional groups of students, aiming to reach more adolescents and extend the program’s impact across the community.



Hali’s Journey to Inclusive Education

Hali, a 16-year-old deaf and mute Malian refugee, has faced significant barriers in accessing education due to both her disability and the displacement caused by conflict in her home country. Living in the Mangaizé refugee camp, 100 km from Niamey, Hali’s challenges are shared by many children in the region whose disabilities limits their access to education.

In 2014, Hali was identified by UNHCR through focus groups discussions during an Age, Gender, and Diversity (AGD) exercise. Following her identification, a lengthy process was initiated to facilitate her access to specialized education. This process involved the collaboration of all relevant actors, including UNHCR, the judge of Ouallam, the Departmental Directorate for Child Protection in Ouallam, and the Ministry for the Promotion of Women and Child Protection. It also led to her relocation to Niamey and placement with a host family to ensure a stable living environment, so that she can study in the Hassane Bana Ba school for the deaf in Niamey.

In February 2015, Hali enrolled in the Hassane Bana Ba School for Deaf and Hard of Hearing Children in Niamey. Since her enrollment, she has been receiving cash assistance from UNHCR, which helps cover school fees, transportation, feeding, and supplies. Additionally, UNHCR provides her with medical assistance to address her specific health needs.

Today, Hali is thriving in her studies, currently in lower secondary school. She dreams of becoming a nurse, motivated to help others and break down barriers that children with disabilities face in accessing education opportunities.



Hali in class
© UNHCR Helen Ngho Ada

📍 Cameroon

Sixteen Refugee Trainees Join the Toyota Tsusho Training Program



© Stephane Begoto

In December, 16 refugees from Central African and Rwandan backgrounds, living in cities like Douala, Yaoundé, Batouri, Meiganga, and Bertoua, joined the Toyota Tsusho Training Programme in Car Mechanics. Launched in 2023, this collaboration between Toyota Tsusho, CFAO Cameroon, and UNHCR helps forcibly displaced individuals gain practical skills in car repair and mechanics. In addition, UNHCR provides trainees with subsistence allowances via Cash-Based Interventions delivered through MTN mobile money, covering food, accommodation, transport, and communication expenses.

So far, 17 trainees have completed the programme. Two graduates are now working in garages in eastern Cameroon, and one is employed in Yaoundé. Efforts are also underway with the National Employment Fund to include trained mechanics in Cameroon's national employment database. The programme will continue in 2025, with plans to recruit 14 additional refugee trainees in Yaounde.

📍 Niger, Nigeria

UNHCR Niger and Nigeria Host Workshops for DAFI Scholars



Workshop Participants in Ogoja, Nigeria
© UNHCR Eileen Akintemi

UNHCR Nigeria and UNHCR Niger recently organized capacity-building workshops for refugees benefiting from the Albert Einstein German Academic Refugee Initiative (DAFI) scholarship programme. These events in Ogoja, Lagos (Nigeria), and Zinder (Niger) brought together DAFI scholars, higher education representatives, and partner organizations to address challenges and promote collaboration.

In Niger, a training workshop was held from November 26-28, 2024, for 20 students at the Andre Salifou University in Zinder. The training focused on employability and job search techniques, equipping participants with practical skills for entering the job market. Facilitators included UNV representatives, the Regional Inspectorate of Vocational and Technical Education of Zinder, the Nigerien Volunteering Agency for Development (ANVD), and a lecturer from the university.

Meanwhile in Nigeria, workshops in Ogoja and Lagos provided scholars with insights on topics including communication, DAFI Standard Operating Procedures, career readiness, the Prevention of Sexual Exploitation and Abuse (PSEA), and the code of conduct for DAFI scholars. High-performing students were also presented with laptops to support their academic pursuits. The Ogoja workshop hosted 56 participants, while the Lagos event included six students and six facilitators, with representatives from UNHCR, JDPC, Save the Children International, and Cross River State Emergency Management Agency contributing to the sessions.

📍 Côte d'Ivoire

Ali Barry: From Asylum-Seeker to UNICEF Staff – A Story of Resilience and Community Leadership

From asylum-seeker to a leadership role at UNICEF, Ali Barry's story is a remarkable testament to resilience, determination, and selfless service. Originally from Burkina Faso, the 32-year-old recently began a new chapter as Deputy Coordinator for Emergency and Resilience at UNICEF Côte d'Ivoire. Forced to flee insecurity, Ali left behind his education, work, and friends. In Côte d'Ivoire, he was registered and relocated to the Nioroningué site, hosting thousands of Burkinabé families. Immersing himself in community service, Ali became a leader and advocate.



Ali during a community event organized for the visit of UNHCR's WCA regional Director © DAARA

Ali's contributions are wide-ranging: As a translator, he bridged communication between Ivorian authorities, humanitarian partners like UNHCR, UNICEF, and WFP, and the displaced families. He also led educational efforts as president of the Education Committee and director of Temporary Learning Spaces in 2023, ensuring displaced children could access schooling. His advocacy extended to child protection, where he served as secretary-general of the Child Protection Committee established by the Ministry of Women, Family, and Children. Beyond formal roles, Ali co-led MUGNAL NAWODI, mobilizing over 3,000 people to tackle community challenges. Trained by the Red Cross, he reunited separated families and volunteered as a translator at Ouangolodougou General Hospital. In 2024, he represented his region at the Citizen Campus, advocating for displaced and host communities.

On 16 December 2024, Ali began his role at UNICEF Côte d'Ivoire, a testament to his perseverance and commitment to uplifting others. His message to youth: "Good deeds are never lost. Work tirelessly for community development and serve with a sincere heart, expecting nothing in return."

📍 Chad

Sudan Emergency: Building Lasting Infrastructure from the Start



Classroom at Zabout camp
© UNHCR/ Mary Fall

Since the onset of the conflict in Sudan in April 2023, over 723,000 refugees have sought refuge in Chad, including 64% who are children. These newly arrived refugees have settled in eastern Chad, a region that was already home to 400,000 Sudanese refugees prior to the emergency.

With harsh weather conditions in the region, the standard emergency plastic sheeting used for temporary learning spaces deteriorates quickly, often lasting only a few months. To address this challenge, UNHCR, in line with sustainable programming and in collaboration with the Ministry of Education, has developed a new semi-durable classroom model. This design allows for faster construction compared to

traditional classrooms while being more resilient than emergency setups. Each classroom can accommodate up to 55 students per shift and can be later upgraded to ensure long-term durability in a region that has hosted refugees for over two decades.

Thanks to the contributions from ECW and ECHO, UNHCR has built 106 semi-durable classrooms since the start of the emergency in April 2023. These classrooms have benefited 6,360 students and have been established both in new sites and in pre-existing schools in refugee-hosting areas. Looking ahead to 2025, UNHCR plans to build an additional 80 classrooms, aiming to support 4,800 more children. However, at least 2,800 additional classrooms would be needed to accommodate the growing number of Sudanese refugee children in eastern Chad.

EDUCATION IN EMERGENCIES

Region

UNHCR Regional Education Data – 2023-2024 School Year

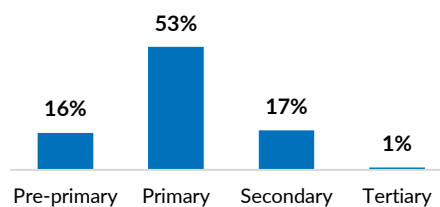
Despite challenges, governments in West and Central Africa remain committed to integrating refugees into education systems, improving enrolment¹ and reducing gender disparities in 2023-2024. Over 40,000 newly arrived Sudanese refugees in Chad and CAR returned to school. Primary and secondary enrolment rates rose by one point each, though pre-primary and tertiary rates declined slightly. The out-of-school rate for refugee children aged 6-17 fell by one point to 61%, despite increasing school-aged refugees. With donor support and in collaboration with Ministries of Education and partners, UNHCR supported over 260,000 children and youth through classroom construction, teacher training, and cash or material assistance. Scholarships benefited 1,370 youth, while skills development and digital learning initiatives expanded. However, urgent, sustained investment is essential to ensure all displaced children access quality education.

Key figures

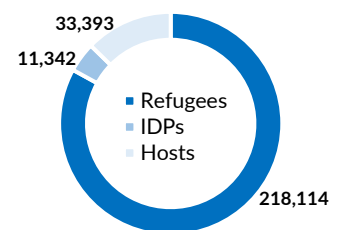
Over **302,000** refugees attending school/university in the region, a 23% increase compared to last year, of which **half** are girls/women.

Estimated **61%** of refugees aged 6-17 not attending school across the region

Refugee's Gross Enrolment Rates



Children/youth supported by UNHCR



UNHCR Main Interventions

Classrooms built or rehabilitated



104

Children assisted with school kits



113,385

Teachers trained



3,628

Schools supported with WASH interventions



404

Children assisted with cash-based interventions



18,485

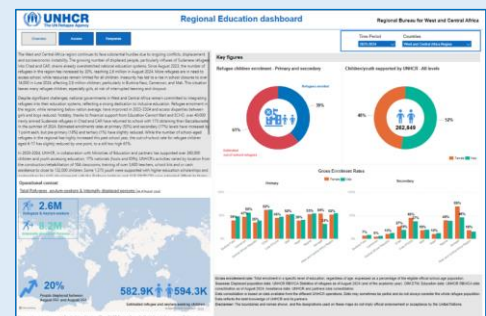
Youth supported with scholarships



1,374

→ UNHCR Regional Education Dashboard

UNHCR's new regional education data **Power BI** compiles data from the last four school years and covers all major UNHCR operations in the region, as well as provides a regional compilation for each year. Over the three pages, you will find data on refugee enrolments at all school levels as well as UNHCR's key interventions figures, targeting forcibly displaced and host community children and youth.



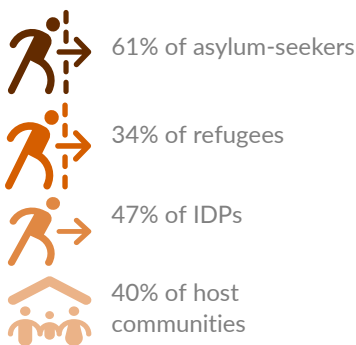
¹ Data consolidation is based on data available from the different UNHCR operations. Data may sometimes be partial and do not always consider the whole refugee population. Data reflects the best knowledge of UNHCR and its partners. Regional Gross Enrolment Rate and out-of-school rates are based on data from Burkina Faso, Chad, Cameroon, Côte d'Ivoire, the Central African Republic, Mali, Niger, Nigeria and Senegal. Figures on refugee enrolments, children supported by UNHCR, and regional intervention statistics are compiled from data across Burkina Faso, Cameroon, Chad, the Central African Republic, Côte d'Ivoire, Ghana, Mali, Niger, Nigeria, Senegal, and Togo.

Region

PROJECT 21 - 2024 Education Findings

In 2024, the convergence of crises in West and Central Africa has continued to prevent affected children to fully enjoy their fundamental right to education. Data collected by [Project 21](#) over the year shows that educational challenges have become structural and affect host communities. On average, forcibly displaced communities' children are more prone to irregular school attendance. Throughout the region, the international protection to refugees, granted by countries of arrival, fosters more regular school attendance.

Proportion of surveyed families declaring that their children do not regularly go to school, regional average, per status*
(Source: Project 21)



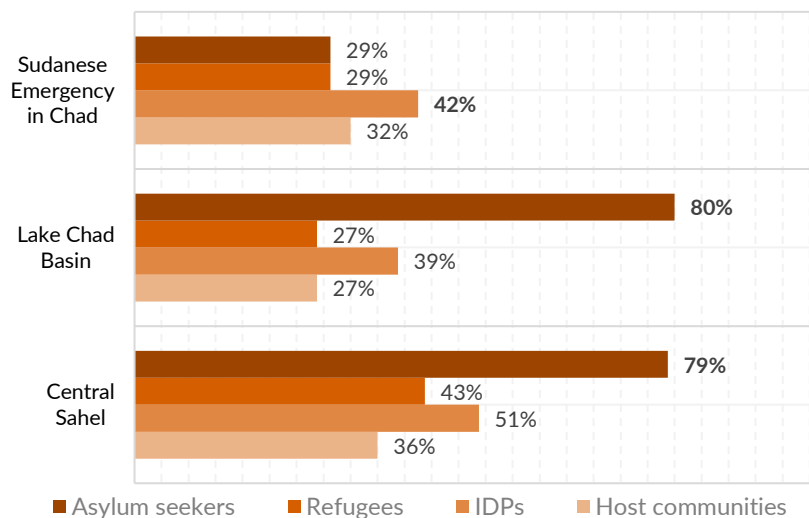
*These percentages only represent the number of asylum-seekers, refugees, IDPs and host community members surveyed by P21 in the covered countries.

According to declarations made by the surveyed displaced and host communities, educational needs also require addressing remoteness and closure of schools, as well as families' reduced financial capacities preventing children to regularly go to school.

While paying particular attention on the specific needs and vulnerabilities of forcibly displaced and host communities, education actors would also need to tailor their programming to the specificities of each forced displacement situation.

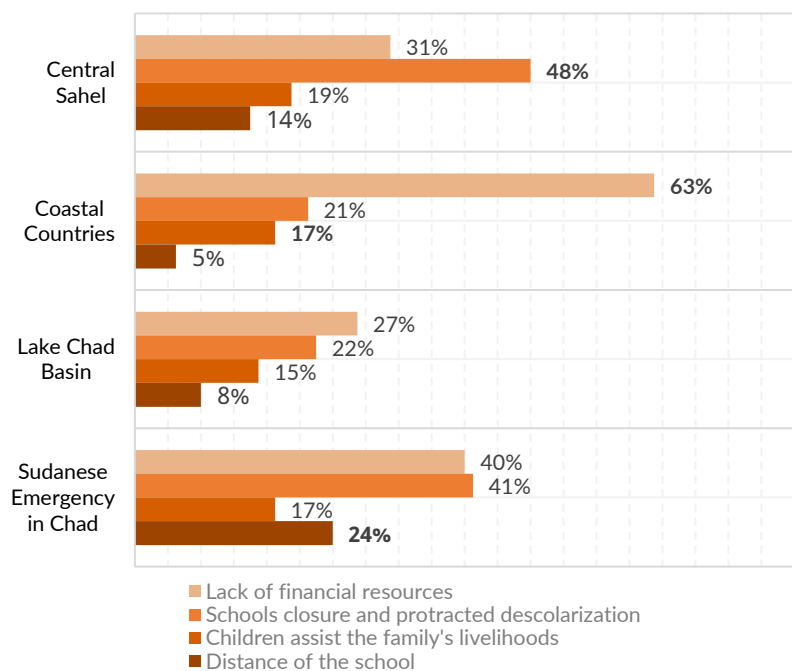
Data shows that while tackling the lack of financial resources is required in coastal countries affected by the spillover of the Central Sahel situation, appropriate assistance in Burkina Faso, Mali and Western Niger should rather focus on addressing schools' closure and conflict-induced protracted deschooling.

Families declaring that their children do not regularly attend school, 2024, per forced displacement situation** (Source: Project 21)



**As of 2024, even though P21 has been deployed in the Gulf of Guinea's coastal countries (Bénin, Côte d'Ivoire, Togo), this indicator has not been collected, yet.

Main declared reasons preventing surveyed refugees and asylum-seekers' children*** to regularly go to school, 2024, per forced displacement situation (Source: Project 21)

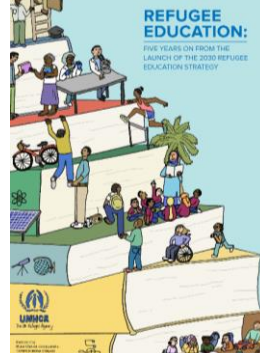
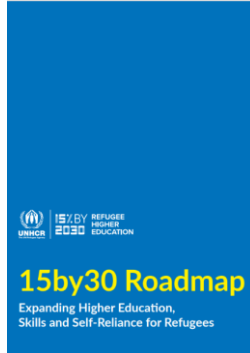


***Data is also available for host communities and IDP children in all situations except coastal countries. Consult the [Project 21 webpage](#) for additional information.

EDUCATION RESSOURCES

UNHCR EDUCATION

[2030 Strategy](#)
[15by30 Roadmap](#)
[2024 Report](#)

**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



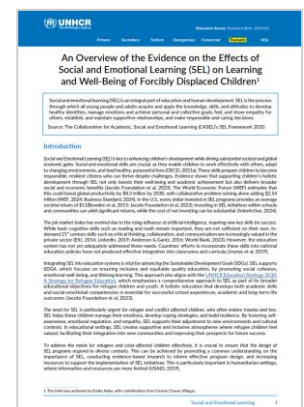
UNHCR Refugee Education Research Digest – 2024 Q4

UNHCR's **Education Research Digest** highlights the latest evidence on refugee education, focusing on thematic areas. It provides a balanced overview of current knowledge and practice, identifies research gaps, and offers priorities for action. The digest summarizes key findings from relevant publications, including academic and grey literature, with links to full texts where available. Publications from 2024 are selected based on relevance, quality, timeliness, and diversity of perspectives. Recommendations for policy, practice, and research reflect the cited literature and are not endorsed by the digest authors or UNHCR. Additional sections cover relevant resources and upcoming events on refugee education.



UNHCR An overview of the evidence on the effects of social and emotional learning (SEL) on learning and well-being of forcibly displaced children

The **brief** explores the importance of SEL in supporting refugee and displaced children by helping them manage stress, build resilience, and develop essential social and emotional skills. It examines the link between SEL and improved academic outcomes, mental health, and overall well-being, especially for those affected by trauma and conflict. The brief looks at how SEL can be integrated into education systems, addressing the specific challenges faced by displaced children, and highlights case studies showcasing its effectiveness in humanitarian settings.



WATHI – Le Think Tank de l'Afrique de l'Ouest [FR] L'éducation dans les situations d'insécurité en Afrique de l'Ouest

This **webinar** discussed the impact of insecurity on education in West Africa, focusing on school closures, displacement, and risks to children in Burkina Faso, Mali, and Niger. Discussions covered strategies for maintaining education in conflict zones, adapting global best practices, addressing funding gaps, and implementing policies to build resilient education systems. Emphasis was placed on distance learning, protecting schools, and ensuring resources for affected students.





Save the Children

Stop the War on Children: Pathways to peace

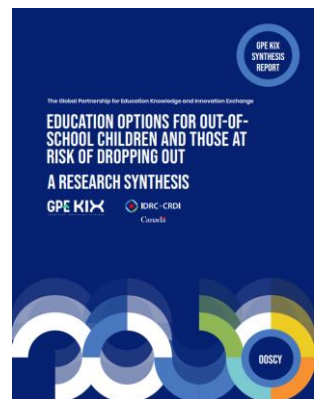
Over 1 in 6 children globally are living in conflict zones, enduring severe consequences that threaten their well-being and prospects. 2023 marked a record high in child rights violations, with 31,721 cases, reflecting a 15% rise from the previous year. This alarming increase highlights the urgent need for coordinated global efforts to protect children, prevent further harm, and create lasting peace. The [report](#) stresses the importance of immediate action to reverse this devastating trend and ensure a safer environment for children in conflict-affected regions.



International Development Research Centre

Education Options for Out-of-School Children and Those at Risk of Dropping Out: A Research Synthesis

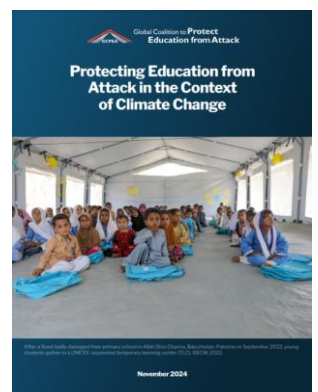
Between 2021 and 2024, the GPE KIX and IDRC supported four research projects across 15 countries to improve education for out-of-school children and youth (OOSCY). These studies reviewed over 30 Accelerated Education Programs (AEPs) and practices, providing insights on what works in scaling education opportunities. The findings highlight effective strategies, including innovative approaches to bridging education gaps and addressing dropout risks, offering valuable lessons for policy and practice. This [report](#) synthesizes these lessons to inform future education efforts for OOSCY.



Global Coalition to Protect Education from Attack

Protecting Education from Attack in the Context of Climate Change

The GCPEA [reported](#) a 20% rise in attacks on education in 2022-2023, with around 6,000 incidents across 28 countries, affecting over 10,000 students and teachers. Many conflict-affected areas also face extreme climate risks, with events like floods and heatwaves damaging schools and disrupting learning. The briefing highlights overlapping impacts, including school closures, infrastructure damage, and increased risks for vulnerable groups like girls and disabled students. It recommends holistic safety policies, data collection, and resilient infrastructure to address both attacks and climate challenges.



INEE Webinar

Teacher Management in Conflict & Protracted Crisis

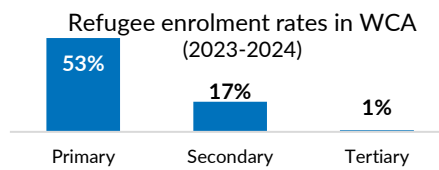
This [webinar](#) focused on teacher management in conflict and crisis settings. Researchers discussed key challenges such as inadequate professional development, poor working conditions, and low compensation, which undermine teacher retention and performance. They emphasized the importance of understanding teacher management systems, including recruitment, deployment, and career progression. The session also underscored the need for better support and data-driven policymaking for teachers in these environments.



UNHCR REGIONAL BUREAU FOR WEST AND CENTRAL AFRICA

55%
Of refugees are children

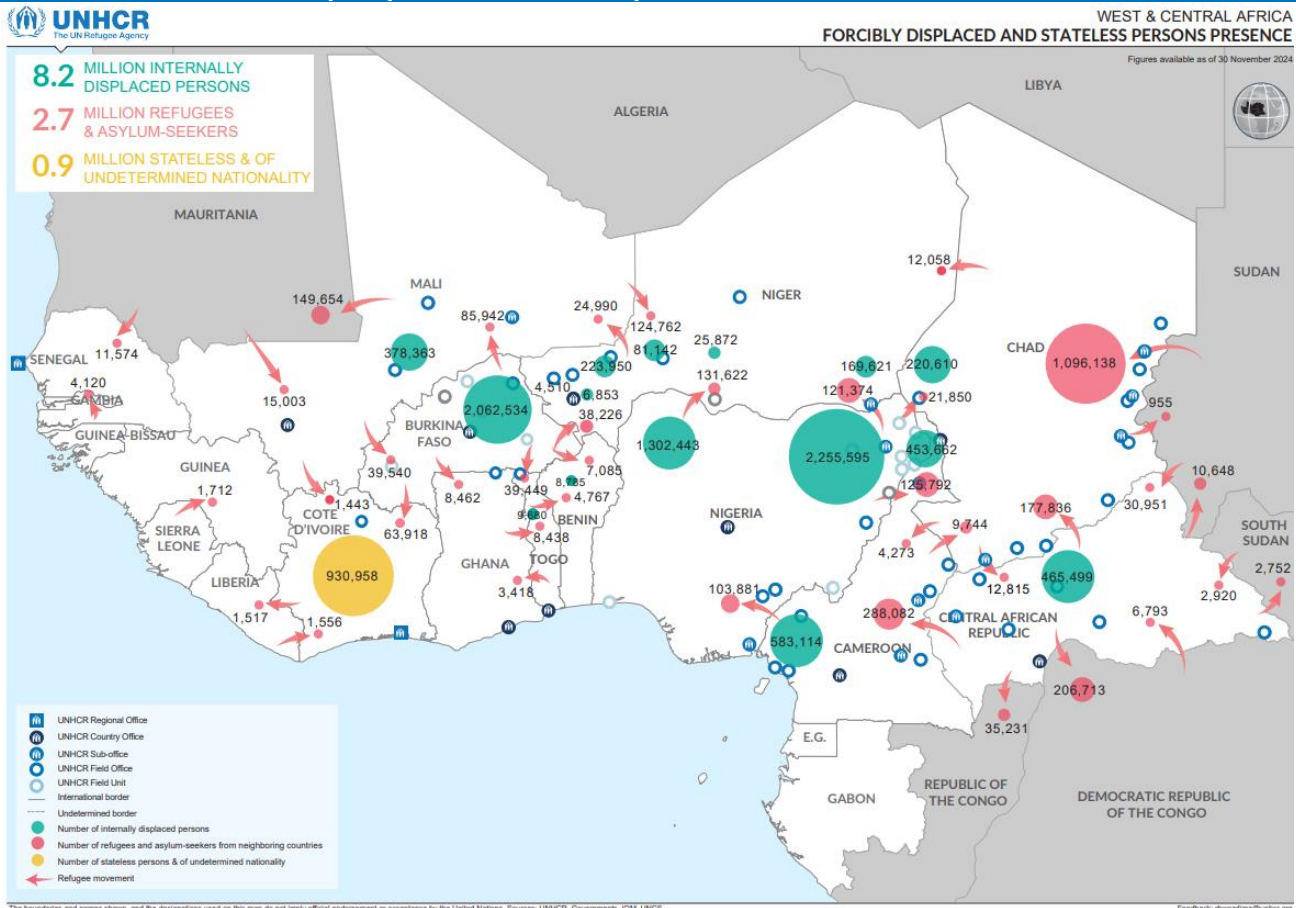
61%
Of refugee children (6-17) are estimated to be out of school



More statistics on
UNHCR's Regional
Education Dashboard



Forcibly displaced & stateless persons as of 30 November 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
 Contact: Priscilla Gomes, Education Officer – gomespr@unhcr.org

