



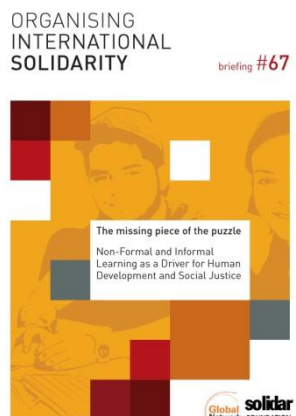
EDUCATION 4 ALL

SOLIDAR supports the International Labor Organization's (ILO) Social Protection Floor approach that promotes access to essential social security transfers and social services in the areas of health, water and sanitation, education, food, housing and other essential services.

As 2015 is the European Year for Development (EYD2015), it offers us a great opportunity to boost the EU's commitment to support the realization of social protection for all and a chance for Civil Society Organisations (CSOs) to highlight our key role in reaching this goal. In the frame of EYD2015, monthly newsletters will reflect on specific themes and how they relate to social protection. February is dedicated to education. As a result, this edition of our newsletter is composed of articles on the different activities and achievements of the SOLIDAR network in relation to building learning societies and promoting access to education.

As emphasised in the SOLIDAR Briefing 'The Missing Piece of the Puzzle: Promote Non-Formal and Informal Learning as a driver for Human Development', a wider scope on education is crucial, thus inclusion of non-formal and informal learning are also needed to match the ambition 'not to leave anyone behind'.

THE MISSING PIECE OF THE PUZZLE: PROMOTE NON-FORMAL AND INFORMAL LEARNING AS A DRIVER FOR HUMAN DEVELOPMENT



In recent years, inequality, poverty and social exclusion have been on the rise throughout the world. **SOLIDAR** calls upon the international community to be ambitious and work together to achieve real change based on social justice. We believe that this is best achieved through initiatives driven by the local community; where people define their own needs and goals based on local circumstances. Non-formal and informal learning (NFIL) is one of the best ways to make necessary change possible, as it creates awareness and it empowers people to make positive life-decisions. While at the same time it also enables people to acquire new skills and knowledge.

Non-formal and informal learning is a powerful tool to empower those furthest away from formal education and the labour market. NFIL provides a fairer opportunity for both young people and adults to acquire skills, competences and knowledge during their lifetimes. It gives them an opportunity to be innovative and to contribute to change both in society and the workplace.

Read **SOLIDAR** [Briefing](#).

INTEGRATING PEACE IN THE SCHOOL CURRICULA

Public education systems play a key role not only in achieving the mental development of children, but also in enhancing values such as integration, participation and peaceful conflict resolution.

In Guatemala, a country where a 36 year long civil war caused thousands of victims, violence is present in many different aspects of its population's daily life. According to **SOLIDAR** Member **Movement for Peace (MPDL)**, in order to build peace within a society, it is essential to **educate for peace**.



That's the reason why a big part of MPDL's actions in Guatemala is done in cooperation with local organizations to integrate education for peace in the national schools' curricula. The main goal is to achieve a schooling model in which peaceful coexistence becomes a reality.

As part of this work, training courses ("Training and Action for Peace") targeting teachers of primary and secondary schools are developed with the aim of providing them with educational and methodological resources to address human rights, and promote a culture of peace and non-violence among students and their families.

FORMAL AND NON-FORMAL EDUCATION FOR SYRIAN REFUGEE CHILDREN AND VULNERABLE HOST COMMUNITIES IN THE DISTRICT OF HERMEL (LEBANON)

Children are the first victims of every conflict. Four years after the outbreak of the Syrian crisis, three million children are no longer enrolled in school and more than one million live as refugees. Syrian children have already lost their homes, schools and communities – if their educational needs are not quickly met, they will also lose the chance to build a better future.



In Lebanon, in the district of Hermel, **SOLIDAR** Member **ARCS** focuses its actions on **promoting non-discriminatory access to formal and non-formal education for both Syrian refugee children and vulnerable children of the host communities.**

Due to its position close to the Syrian border, Hermel witnessed a sharp increase in population number since the beginning of the conflict. Scores of Syrian refugees from adjacent regions, along with Lebanese people who lived in a string of border villages inside Syria, have found home in the district.

The biggest barriers to educating refugees from Syria are the lack of space and facilities in public schools and the difficulties of managing an increasing number of students in the classes and children facing traumas. Enrollment in schools and major discrepancies between the curricula – e.g. in Syria mathematics and science are taught in Arabic while in Lebanon they are taught in English or French – are among the major hurdles Syrian students face. As a result, many refugee children are being placed in lower grades than the ones they attended in Syria, thus losing school years and facing further psychological pressure.

To enhance schools' capacities in accommodating new students, ARCS distributed school equipments and supplies to the seven major public primary schools in the district of Hermel.

Through distribution of school equipment and socio-educational activities, ARCS enhances the **public sector in-take capacity and stimulated a social climate conducive to the integration of school-aged children affected by the Syrian crisis into the host community.**

AN EDUCATION NETWORK TO EXCHANGE GOOD PRACTICES AND TO IMPROVE FORMAL AND NON-FORMAL EDUCATION IN WEST AFRICA



Since the World Education Forum in Dakar in 2000, significant progress has been made in West Africa in achieving Education for All: increased enrollment in primary and secondary education (between 1999 and 2011, the number of non-enrolled children decreased from 40 to 12 million) and reduced disparities in access to education between boys and girls (Burkina Faso, in particular, is expected to reach parity in primary school by 2015).

However, in many countries of West Africa, including Benin, Burkina Faso, Mali, Niger and Senegal, efforts are still needed to achieve the goals of quality education for all. Main challenges remain: more than 35% of children are still out of school; 30% of children do not complete primary school (more than 50% in Burkina Faso and Niger); only 19% of children have access to pre-schools (3% in Mali and Senegal); 33% of primary teachers are not trained.

In order to overcome these challenges, the Program for the Development of an Education Platform in West Africa (PRODERE AO), coordinated by **SOLIDAR** member **SOLIDARITÉ LAÏQUE**, has brought together 153 organizations from the educational community in Benin, Burkina Faso, Mali, Niger and Senegal (education associations, youth associations, unions, associations of parents, associations fighting for the rights of the disabled, etc.). The program foresees actions that range from educational sponsorship to education for solidarity and advocacy.

The goal of the program is to make the civil society education network in West Africa a source of effective educational proposals contributing to the shaping of African educational policy.

Specifically, the program is committed to **promote good practices and innovation and to giving local educational actors the means and capacity to capitalize, share and promote their experiences with public authorities**. The thematic focuses of the Program are: disability, early childhood, basic education and non-formal education.

Among other things, the network has promoted the integration of people with visual disabilities by the process of literacy and non-formal education (e. g. in Burkina Faso) and it has designed and provided training to fight against violence against women and girls in schools (e. g. in Niger).

To find out more about the program, you can have a look on the [PRODERE AO](#) website or the website of [Solidarité Laïque](#).

EDUCATION AND LIFE SKILL PROJECTS FOR YOUNG REFUGEES IN LEBANON

Our partner [Norwegian People's Aid](#) has been supporting the Palestinian refugees in Lebanon in their fight for their rights since 1982. As refugees, Palestinians do not have the right to access public schools for higher education in Lebanon and very few can afford private universities. Alternative training and education is essential for the young Palestinians to develop important skills. For the last few years this has also become a challenge for many Syrian and Syrian-Palestinian refugees coming to Lebanon.



To give youth, mainly Palestinians, but also some Syrians, further opportunities after high school, NPA supports vocational training, training of life skills and scholarships to give them better employment opportunities. NPA supports organizations that provide training in business and office practice, car mechanics, marketing, refrigerating, air conditioning and more, but also in human rights, gender equality, health education, democracy and community development.

Our educational projects take place in the El-Buss refugee camp in Tyre, Ein El Helweh camp in Sidon and in Beirut.

The overall objective of these projects is enhanced capacity of the Palestinian refugee youth to become independent, productive and active participants in society. We work to increase employment opportunities for the Palestinian youth and to provide them with the necessary skills to actively participate in the public and political life of their community.

Our target groups are mainly young people in the Palestinian refugee community in Lebanon, but also young refugees from Syria and Palestine.

Last year these projects provided enhanced employment opportunities for 210 young Palestinians in Lebanon. 41% of graduates from Youth for Development's (YFD) vocational training centers found a job within 1 to 6 months after their graduation and 28.57% entered university. 136 YFD students were eligible to acquire an International Computer Driving License (ICDL) and London Chamber of Commerce and Industry (LCCI) certificates. We also succeeded in empowering 601 young Palestinian refugees to participate in the public and political life of their community.



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Rue du Commerce 22 | B-1000 Brussels
T +32 (0)2 500 10 20 | F +32 (0)2 500 10 30

