

République Centrafricaine
Cluster Education

Cluster Education, CAR

ANNUAL REPORT 2015

February, 2016

1. Context

In 2015 the Central African Republic was slowly recovering from 2 years of insecurity. Significant progress has been made to reopen schools. With a strong advocacy and mobilization of education partners, in April 2015, 83% of schools were functioning, with increased number of children enrolled. However, only 45% of teaching staffs are registered teachers, the remaining were community teachers. Conflict and violence remained in most parts of the country and the number of displaced people has been stabilized in the first three quarters with an increase at the last quarter. The necessity to coordinate interventions of education in emergencies was relevant. And that was the role of the education cluster in supporting education service delivery, informing strategic decision making, planning and strategy development, advocacy, monitoring and reporting, contingency planning, and accountability to the affected people. This report provides a brief summary of the education cluster 2015's coordination architecture, results achieved, key challenges and way forward.

2. Coordination Architecture

Throughout 2015 the Education Cluster was led by UNICEF and co-lead by Cordaid (January to July) and NRC (August to date) with an Information Manager shared with the child-protection sub-Cluster.

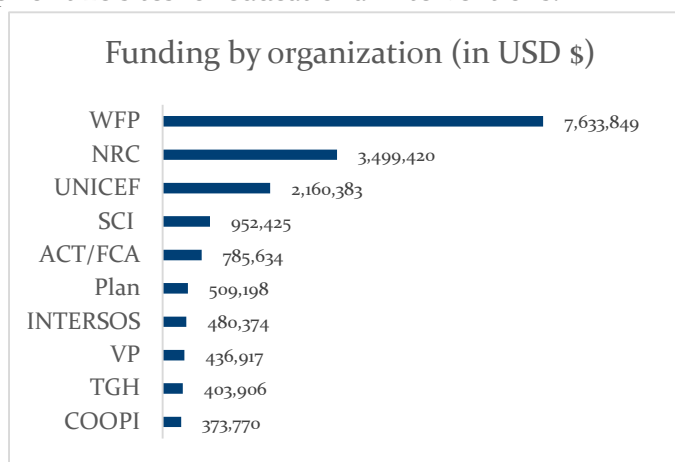
At national level, regular meetings were held every two weeks with an average of 40 participants with regular participation of the Ministry of Education, International NGO, UN Agencies, local NGOs and civil society. On demand, Strategic Group meetings were held with key partners for collective decision-making and strategic planning. In addition, three thematic working groups were in place to support the government in the following areas: Early Childhood development, Peace building and Alternative education. The education cluster was an active member of GLPE (Local Education Group).

At local level, there was no sub-cluster, however UNICEF Education Specialists in sub-offices organized coordination meetings with Education partners on a regular basis. Meeting minutes and key issues were shared and discussed with the Education Cluster team at the national level.

According to the Coordination Performance Monitoring survey done in August, the overall cluster coordination performance for the core cluster functions was good, although some areas (Monitoring, Accountability to affected population and Contingency planning) needed improvement.

2. 2015 Results

- **Assessment on the state of education**, the latest census of the Ministry of Education goes back to late 2012, since then only the cluster structured surveys provide reliable statistics on education. The latest survey¹ done by the Cluster in April 2015 is broadly adopted and cited (UNICEF, Watchlist on Children and Armed Conflict, World Bank, GPE etc.).
- **Mapping of interventions, 5W and analysis**, the Cluster produced tools to monitor who does what where when for whom (5W) and provided analysis of gaps for decision-making and coordination.
- **Data collection in emergency training**, the Cluster provided a one day training on basic data collection for local education authorities (chefs de secteurs).
- **Information sharing**, the cluster updated its website on a regular basis with programmatic resources, meeting minutes, situation reports, partners' assessments and newsletters.
- **Attack against school**, information about attacks against schools was collected through partners and monitored through a database, cases have been followed up in close collaboration with the MRM (Monitoring Reporting Mechanism) and Panel of Experts on the Central African Republic.
- **Displacement sites priority tool**, given the large number of IDP sites, the unpredictable movement of the population and limited financial resources, the cluster has defined a tool to prioritize sites for educational interventions.
- **Funding education in emergency**, in the strategic response plan 2015, the education has pledged for \$29,934,470 and received \$17,235,876 (58%)².
- **Capacity building on gender**, in collaboration with GenCap and GBV sub-cluster, the Education Cluster conducted in May 2015 a one day training workshop on gender mainstreaming in education and gender based violence, challenges and solutions related to gender in CAR, and gender marker.



¹ <https://www.humanitarianresponse.info/fr/operations/central-african-republic/document/car-education-cluster-assessment-report-state-education>

² According to the fts.un.org

- **Keys progress toward the 2015 strategic indicators**

Indicators	Target for 2015	Achievements	% achieved
Number of displaced children and youth who have benefited from educational activities in temporary learning spaces and host schools	70,000	73,150 (49% are Girls)	105%
Number of youths (16-24 years) who benefited from vocational training activities	2,000	302 (176 are girls)	15%
Number of students enrolled in September 2012 who have returned to schools (disaggregated by sex and age)	568,500	641,500	113%

3. Key Challenges

- Population movements and volatility of security affect the average number of weeks, schools have been functioning during the year, and it also affected the presence of teacher at schools that have a huge impact on the quality of education.
- Difficulties to channel educational materials on the ground due to insecurity.
- Looting and theft of school supplies.

4. Road map for 2016

- Strengthen Ministry of Education and local NGO, teachers, and parent-teachers in coordination and response to emergency to ensure continuing access to education for displaced children.
- Undertake advocacy and resource mobilization for the schools that remained closed since 2012 due to the conflict.
- Strengthen education Partner's capacity in MRM (Monitoring Reporting Mechanism) to better monitor and follow attacks against education.
- Continuing advocacy and initiatives on implementation of the Safe School Declaration.
- Initiating a transition plan of education in emergency coordination to the government. MoE has to be progressively and increasingly involved in the cluster management and activities, in order to, when the time comes, take the leadership on the education sector coordination. Given the political instability (3 different

Ministers of Education in 2015), it is not to be taken as acquired that the government (MoE) will be very soon able to take the whole leadership. The education sector is slowly getting out of the acute emergency phase and the education cluster will be one of the first cluster in CAR that will be transferred to the government. But this transition must be done in a sustainable way that will take time. The baseline from which the MoE representatives are starting from is very low. Their knowledge of the humanitarian architecture, actors and processes are extremely limited. But this is counterbalanced by a huge will to learn. The effective transition must therefore be the result of a theoretical and practical training process that will be time-consuming for both the trainees and the trainers, but that is worth it.

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