



CENTRAL AFRICAN REPUBLIC

Education Cannot Wait Facilitated
Multi-Year Resilience Programme
2019 -2021

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PROGRAMME INFORMATION SUMMARY

Programme Title: Central African Republic Multi-Year Resilience Programme

Start Date (*indicative*): January 2019

End Date (*indicative*): December 2021

Brief Description

Since 2013 the Central African Republic (CAR) has been experiencing one of the most serious humanitarian crises in the world: more than half of the population are in need of humanitarian assistance and over a quarter are either internally displaced or refugees. The already fragile education system has suffered a significant deterioration during the last three years of the crisis, limiting and/or preventing children and adolescents' access to education learning and personal development.

There are approximately 485,000 out-of-school-children (OOSC) aged 6 to 17 years-old in CAR, representing almost two-fifths of the total number of school age children. In 2016, 41% (318,905) of primary school age children (aged 6-11 years-old) were reported as being outside of the school system. Access to education is hampered by a volatile security situation: as of 2018, 20% of the schools still remain closed and, 89¹ school attacks (including those on Temporary Learning and Protection Spaces) have been reported by the Education Cluster since January 2017. The shortage of governmental school teachers at national level and their poor qualifications has a negative impact on the quality of education in CAR. These factors, coupled with the precarious socio-economic situation and the frequent displacement, are the main cause of dropout at primary level (only 60% of children complete primary education), and low retention at secondary level.

The crisis has further increased the exposure of women and girls to protection and health risks, especially those related to gender-based violence (GBV). The breakdown of already limited services, in particular in remote areas further hinders women and girls' access to reproductive health care, education and livelihood opportunities, leading to associated problems such as unwanted pregnancies, forced and/or early marriage, Female Genital Mutilation, widespread food insecurity and resorting to survival sex and other negative coping mechanisms.² Additionally, the crisis has also impacted the livelihoods of men and boys alike which has increased the likelihood of their engagement in negative coping mechanisms such as joining armed groups, resorting to drugs and participating in other criminal activities.

The Education Cluster members' main target group will be the most vulnerable children and communities in CAR, with a particular focus on girls and IDPs/returnee communities. Proposed Interventions will target crisis affected girls and boys with the aim of a) increasing their access to education; b) improving retention and ensure education continuity; c) supporting women's and girls' protection and promotion of their rights in and through education; d) improving the quality of learning and teaching; e) establishing, safe, protective and inclusive learning environments; and f) improving emergency coordination mechanisms, in particular around education.

The Education Cluster members will work in particular with the Child Protection and GBV sub-clusters, as well as the WASH and Early Recovery Clusters to ensure synergies and coordination in line with humanitarian standards.

Proposed Education in Emergency (EiE) interventions will include innovative approaches such as radio broadcast learning, provision of cash transfers and community member-based security reporting mechanisms.

The lack of gender related statistics is particularly problematic. Gender related portals have very little information. In fact, the country has defaulted on reporting to the Committee on the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) which CAR acceded to in 1991. However, the limited data suggest that girls and women are particularly affected by the protracted conflict.

¹ Monitoring & Reporting Mechanism (MRM) Cases of Serious Violations against the Rights of Children Established and Functioning in the CAR

² The Women's Peace & Humanitarian Fund in wphfund.org/countries/car/

The Education Cluster will continue its efforts to bridge EiE programming with mid and longer-term development objectives for the sector through ensuring close coordination with the Local Education Group (LEG) and the alignment with the Cluster Strategy. This ECW-facilitated Multi-Year Resilience Programme (MYRP) spanning a period of three years will target 900,000 children and adolescents aged 3-17 (50% girls and 50% boys), and 12,000 teachers (35% female).

Programme Outcomes: Outcome 1 – Increased access to education for crisis affected girls and boys Outcome 2 – Increased continuity of education for crisis affected girls and boys Outcome 3 – Rights of girls and women in and through education are supported through targeted approaches Outcome 4 – Safe, protective and inclusive learning environments established for crisis affected girls and boys Outcome 5 – Improved quality of teaching and learning for crisis-affected girls and boys Outcome 6 – Improved coordination mechanisms who respond to EiE situation	Total resources required: (in USD millions)		US \$ 77,653,988	
	Total resources committed: (in USD millions)	Pledged	Partner:	
			ECW:	US \$19,5 M
		GPE	US 4,7 M	
		ECHO:	US 1 M	
	Confirmed			

ACRONYMS

APE	Students Parent Association
CAFAG	Children Associated to Forces or Armed Groups
CAR	Central African Republic
DRM	Disaster Risk Management
DGESP	Directorate General of Higher Education for Education Specialists
ECCE	Early Childhood Care and Education
ECW	Education Cannot Wait
EMIS	Education management information systems
EiE	Education in Emergencies
GBV	Gender-based violence
GDP	Gross Domestic Product
HACT	Harmonized Approach for Cash Transfer
HDI	Human Development Index
HRP	Humanitarian Response Plan
HNO	Humanitarian Needs Overview
HIV / AIDS	Human Immunodeficiency Virus / Acquired immunodeficiency syndrome
IASC	Inter-Agency Standing Committee
IDP	Internally Displaced Person
INEE	Interagency Network for Education in Emergencies
JMYPSC	Joint Multi-Year Programme Steering Committee
MEPSTA	Ministry of Primary, Secondary, Technical and Literacy Education
MINUSCA	UNs Multidimensional Integrated Stabilization Mission in the Central African Republic
MRM	Monitoring and reporting Mechanism
MEPSTA	Ministry of Education
OCHA	Office Coordination Humanitarian Affaires
OOSC	Out of School Children
OVC	Orphans and Vulnerable Children
PCA	Programme Cooperation Agreement
PSS	Psychosocial Support
RESEN	National Education System Situation Report (French)
RCPCA	National Plan for Recovery and Consolidation of Peace
SAG	Strategic Advisory Group
SDG	Sustainable Development Goals
TA	Temporary Appointment
TLS	Temporary Learning Space
ToT	Training of Trainers
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
EU	European Union
UNDP	United Nations Development Fund
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nation Population Fund
UNHCR	United Nations High Commission for Refugees
WASH	Water, Sanitation and Hygiene
WFP	World Food Program
WB	World Bank

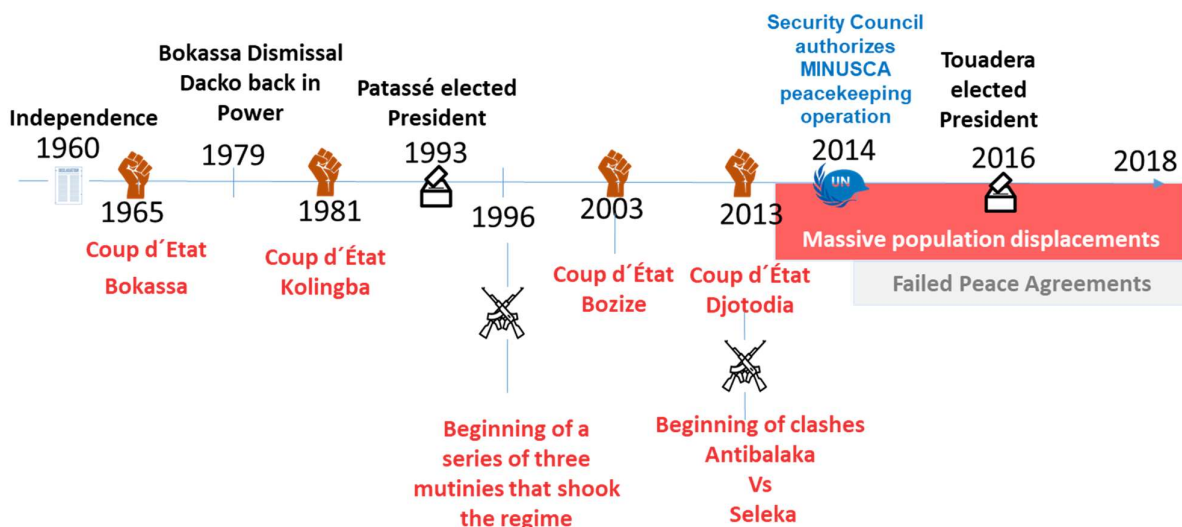
I. ANALYSIS OF ISSUES/CHALLENGES

General Overview

CAR is a landlocked and extremely fragile country situated in the heart of an unstable region, marked by the persistence of conflicts in neighbouring countries such as Sudan (Darfur), South Sudan and the Democratic Republic of Congo. The total population is 4.6 million, of whom 60% live in rural areas and 40% in the capital city Bangui. CAR has been experiencing recurrent instability over the past 20 years. Tensions and conflicts resurfaced at the end of 2016 and intensified throughout 2017 plunging the entire country into unprecedented instability. This has resulted in weak governance, low capacities and dysfunctional services including, justice and security and the breakdown of basic social services including the national education system contributing to an increased percentage of population affected by extreme poverty. The Human Development Index (HDI) is 0.35, ranking CAR bottom of 188 countries, with a Gross Domestic Product (GDP) per capita estimated in 2013 at 291 USD (229th out of 230 countries).

Recurrent instability and the persistent volatile security situation in many areas of the country have forced any people to flee. Recent data show that approximately 670,000 are displaced persons distributed across 77 Internally Displaced Persons (IDPs) sites, in host families and in the bush. IDPs and host communities are equally vulnerable as they both rely on humanitarian aid assistance to provide for their basic needs, and both are at risk of becoming totally dependent on it. In order to overcome the multiple challenges, the Government, with the support of both humanitarian and development actors, is implementing response plans including short- and long-term actions, including emergency interventions.

Chart 1: Chronology of the main politico-security events in CAR



Source: Own elaboration Edu Cluster/CAR

More than half the population need humanitarian aid to survive and a quarter are either displaced or refugees. The magnitude and severity of the needs reached in 2017 is similar to the situation that led to the 2013-2014 crisis. The impact of repeated bursts of conflict and on longer durations creates a domino effect that plunges communities, already weakened by the multiple cycles of conflict in recent years, into a humanitarian crisis.

Due to chronic underdevelopment, more than 2.5 million people face critical needs in all sectors, and humanitarian actors articulate the priority needs around the following categories: a) 589,000 people in need of immediate humanitarian assistance; b) 1,699,000 people with acute needs linked to their chronic vulnerabilities; and c) 262,000 people in need of support for integration, resettlement and return.

in the crisis zones and provide as much education and child protection as possible. Recruitment and teacher training has been disrupted, further obstructing the deployment of qualified teachers.

Bridging Humanitarian - Development Agenda for Education

The National Plan for Recovery and Consolidation of Peace (RCPCA) aims at implementing medium and long-term projects that will contribute to longer-term impact on the root causes of fragility in CAR, including access to quality education for all Central African children. These projects will focus on the development of national capacities while improving the living conditions of the population. The implementation of the Humanitarian Response Plan (HRP) and the RCPCA requires ongoing coordination and due to the dynamic context is subject to revisions to:

- (i) identify the geographic areas where early recovery activities can begin;
- (ii) determine the complementarities of early recovery actions in relation to ongoing humanitarian actions;
- (iii) clarify beneficiaries targeting in the intervention zones.

According to the preliminary survey of the RCPCA conducted with local authorities, the main education constraints at primary and secondary levels, are: i) deficit in functional institutions; ii) lack of teachers; (iii) poor qualified teachers; (iv) insecurity; and (v) material conditions.³

The Education Cluster is a member and regularly participates in the RCPCA Pillar II evaluation meetings to ensure alignment between Humanitarian and early recovery interventions. This includes advocating for the "Do no harm" principle to be respected to strengthen social cohesion and to prevent any risk of new intra- or inter-community conflicts.

This MYRP will contribute to the humanitarian / development Nexus through the integration of peacebuilding and through ensuring coordination and collaboration between the Education cluster and the Early Recovery Cluster. It is expected that humanitarian and development actors will strengthen their data systems to close the gap and ensure adequate levels and sharing of knowledge. Managing information during a crisis is a crucial part of the response operation. Knowledge exchange between humanitarian and development sectors is yet to be comprehensive, systematic, and appropriately planned and implemented.

In protracted crises humanitarian actors' interventions have to respond to immediate needs as well as ensure early recovery and longer-term development in order to strengthen people's resilience and support them to progressively exit from relying on humanitarian support. It is anticipated that the Education Cluster will work closely with Early Recovery and development actors to align the coherence in: a) service delivery; b) data systems; c) resource mobilization and partnerships; and d) contingency plans.

In addition to the RCPCA, the Education Cluster is actively participating in fora including the main Development Actors and the Local Group of Education Partners (LEG). This Group is led by the European Union (EU) and includes the MEPSTA, UNICEF, the Embassy of France, the French Development Agency, World Food Program (WFP), UNESCO, the World Bank (WB) and ECHO. The Education Cluster regularly shares information on the status of the emergency response, the main gaps and challenges and the sector trends to be monitored. The Cluster Coordination Team takes advantage of this space to convey strong advocacy messages on priority issues in the education sector, under-funding and non-prioritization of the education sector in CAR emergencies. Close coordination with the LEG ensures a good alignment of the Education Strategy in emergencies with the positioning of donors who support the Government's Education Policy and helps to address the humanitarian-development nexus.

³ Transition Plan 2018-2019 Page17

Out of School Children (OOSC) ⁴

Almost two-fifths of children aged 6 to 17 were out of school in 2016. In 2016, 41% (318,905) primary school-age children were reported as out of school. Of these, 80% (255,067 children) had never been to school and 20% (63,838 children) had not been to school in the last six months prior to the survey. The total number of young people aged 12-17 years estimated to be out of school was 166,000 (31% of the total population of children aged 12-17). Of these, an estimated 92,581 (56%) had never attended school and 73,937 (44%) had not been to school in the last 6 years. The total proportion of children aged 6 to 17 outside the school system at the time of the survey was estimated at 37%. Out of school children, mostly girls and children with disabilities, are concentrated in the prefectures of Nana-Mambéré, Mambéré-Kadéï and Sangha-Mambéré and in rural communities

Table1. OOSC in CAR⁵

	6-11 years old	12-17 years old	6-17 years old
Population	780,183	544,664	1,324,847
OOSC	318,905	166,519	485,424
Never been to school	255,067 (80%)	92,581 (56%)	347,649 (72%)
Dropout	63,838(20%)	73,937 (44%)	137,775 (28%)
% of OOSC	41%	31%	37%

Source : National Survey. Enquête Nationale sur les Monographies Communales – Calculs des Auteurs. Disaggregated data by sex is not available.

Precarious situation for the teaching sector

According to the 2015/2016 Directorate General of Higher Education for Education Specialists (DGESP) statistical yearbook, which concerns pre-university education levels, at total of 11,184 staff were working in pre-school institutions, the basic (1 and 2), general secondary education and Technical and Vocational Education and Training (TVET). Of these, about 9,500 or 85% are classroom teachers and the remaining 1,676 (or 15%) are administrators. Among the teachers in the F1 classrooms, 4,188 out of 7,409 are community teachers, which represents 56% of the total.

Table 2: Teaching and non-teaching staff in institutions, 2016⁶

	Pre-School	F1	F2 and SG	TVET	Total Without Superior
Teaching Staff	97	7,409	1,750	252	9,508
Social Assistant	45				45
College teacher	6	1,462	30	8	1,506
Assistant Teacher	5	1,162			1,167
Contractual Teacher		246			246
Qualified teachers		297			297
Community Teachers		4,188			4,188
College Professor			291	48	339
High School Teachers			309	35	344
Temporary			953	145	1,098
Others	41	54	167	16	278
Non-Teaching staff	58	1,070	510	38	1,676
Total	155	8,479	2,260	290	11,184

⁴ *Source:* National Survey on municipal monographs. Other calculations.

⁵ This data is not available disaggregated by sex. During the first year of the MYRP, actors will collect this data

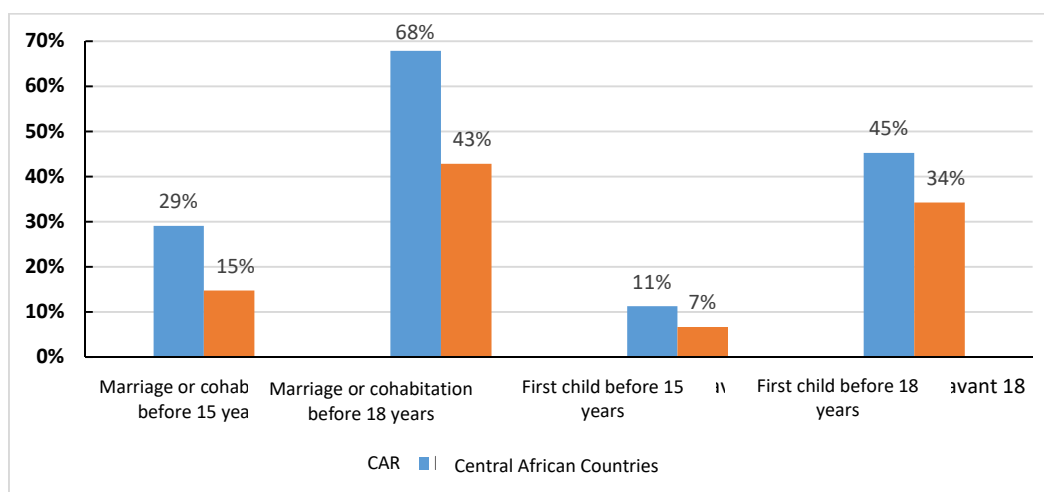
⁶ Annuaire statistique 2015/2016 de la DGSP – disaggregated data by sex is not available

Early Marriage and Pregnancy

According to the latest UNICEF report⁷ on early marriage and teenage pregnancy, published in 2015, CAR has the highest proportion of women aged 20 to 24 who are married or cohabitating before the age of 15 in Central Africa. As shown in chart 2 below, 29% of Central African women aged 20 to 24 were in cohabitation before the age of 15, compared to an average of 15% for other countries in the region, where it varies from 5% in Sao Tome to 28% in Chad.

Moreover, 68% of Central African women aged between 20 and 24 are in a union before the age of 18, a proportion that is well above the average of 43% of Central African countries. Indeed, the median age at first marriage of women aged 25 to 29 is estimated at 16.9 in CAR, while it ranges from 16 in Chad to 19.9 in Congo.

Chart 2: Prevalence Rates of Marriages and Pregnancies, CAR and WCA Countries



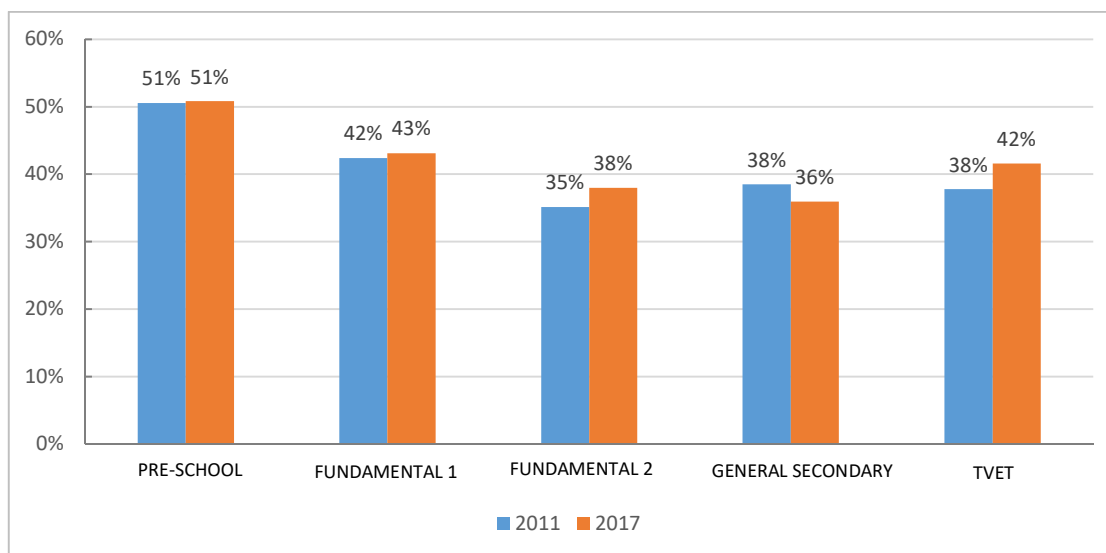
Source: Own elaboration based on UNICEF report (2015)

Differences in the proportion of girls and boys enrolled by level of education are widening over the cycles. Chart 3 below shows the evolution of the proportion of girls by level of education between 2011 and 2017. Apart from pre-school, where girls make up most of enrolments, their proportion is systematically lower than that of boys.

In fact, from Fundamental 1 to TVET the proportion of girls enrolled at each level of education remains lower than that of boys even though it has shown an increase between 2011 and 2017 at each level except for General Secondary. The proportion of girls attending school rose from 42% to 43% in Fundamental 1, from 35% to 38% in Fundamental 2 and 38% to 42% in TVET but decreased from 38% to 36% in General Secondary.

⁷ « Mariages d'enfants, grossesses précoces et formation de la famille en Afrique de l'Ouest et du Centre », UNICEF, 2015.

Chart 3: Proportion of girls by level of education, 2011 and 2017



Source: Education Statistics Yearbook 2010/11 et 2016/17

Gender Based Violence

Between January and October 2015, the Gender Based Violence Information Management System (GBVIMS) led by the GBV sub-cluster, officially set up since 2014, recorded 60,208 GBV survivors, who received at least medical and/or psychosocial care according to their needs. Amongst those are 29,801 cases of sexual violence, including rape, gang rape, sexual slavery, sexual exploitation and abuse, and sexual aggression. Armed men including parties to the conflicts, self-defence groups, peacekeepers, national security entities and unidentified armed men were responsible for 58% of the incidents reported⁸. In the absence of strong governmental institutions, women and girls are still at risk and exposed to SGBV. Accountability mechanisms and processes to support the fight against impunity for conflict-related sexual violence are not in place.

Direct Impact of conflict on Children

Between January and December 2016, the United Nations reported 3,897 cases of children who were released by or left the armed groups (1,206 girls and 2,691 boys), an increase of 145% compared to 2015 when 2,679 children had been demobilized (including 618 girls and 2,061 boys)⁹. In addition, the UN monitoring and reporting mechanism on grave violations against children in armed conflict reported that more than 1,000 children have been victims of child rights violations as showed in table 3 below: ¹⁰

Table 3: Verified child right violation in armed conflict CAR, 2014-2016

	2014	2015	2016
Children recruited and used	892	40	42
Children killed	146	62	26
Mutilated children	289	185	26
Rape and other serious sexual violence	NA	60	45
Abductions	34	52	38

Source : Report of Représentant Spécial pour les Enfants dans les conflits armés au Secrétaire Général des Nations Unies 2017, 2016 et 2015.

⁸ UNFPA – CAR Report December 2015

⁹ CAR, input to the Secretary-General's Annual Report to the Security Council on Children and Armed Conflict, Jan-Dec 2016

HIV, a major public health challenge

In CAR, HIV / AIDS represents a major public health challenge with a significant impact on both education supply and demand. Indeed, HIV / AIDS can have a negative impact on the school supply as it can cause a high rate of absenteeism among teachers as well as deaths of qualified teachers. According to the latest UNAIDS estimates¹¹, in 2016, approximately 120,000 adults aged 15 to 49 were HIV positive or directly affected by the disease, with an HIV / AIDS prevalence rate of 4% in the adult population (7% for women and 3.3% for men), compared to an average of 2% for West and Central Africa.

Although after Equatorial Guinea, CAR has one of the highest prevalence rates in the region, it is encouraging to note that the country has recorded a steady decline in the prevalence of the disease over the last 16 years (9.3% in 2000 and 5.9% in 2006).

HIV / AIDS can also have a negative impact on school demand as children with HIV / AIDS and children orphaned by AIDS are more likely to be absent or unable to attend school. According to UNAIDS estimates for CAR, about 9,200 children aged 0-14 years were living with HIV in 2016. For the same year, the number of children who lost one or both parents to AIDS, is estimated at 100,000.

Challenges by Outcome

Access (including supply and demand-related challenges)

Demand

- The social context is generally unfavourable to school demand, particularly because of high levels of poverty, vulnerability and insecurity.
- In 2016, half of the CAR population needed humanitarian assistance with about one in two children suffering from stunting
- The prevalence of early marriage and teenage pregnancy is among the highest in Africa in the under-15 age group
- Children with HIV / AIDS and children orphaned by AIDS are more likely to be absent or unable to attend school
- In general, the total population aged 3 to 23 has increased from 2.0 million to 2.5 million between 2003 and 2017, and is expected to reach 3.0 million in 2030. An increase of 22% over the period 2017-2030.
- It should then be noted that the CAR population is characterized by a high proportion of young people, the school-age population aged 3 to 23 represented 50.4% of the total population in 2003 and is estimated at 48.8% in the Horizon 2030 strategy. Technical and vocational education opportunities are very limited with a student enrolment of less than 5% of all post-secondary 1 enrolment in 2017.
- Demand for Preschool: Public education, which has seen a decrease in its supply with 35% functioning schools between 2011 and 2017, suffered a 6% drop in enrolment. Private education, however saw an increase of 57%, although the number of functional preschool facilities fell by 6%.
- Demand for Fundamental1 (F1): Statistics show that in Fundamental 1, the number of students increased from 648,370 to 1,028,839 in public and private schools between 2011 and 2017, corresponding to a 59% increase over the period. Even though enrolments in the private sector increased more rapidly than those in the public sector (82% increase in the private sector against 55% for the public over the period), public primary education remains dominant even though in 2017 the percentage of children enrolled in public primary schools slightly decreased compared to 2011. (84% enrolments in 2017 compared to 87% in 2011.
- Demand for Fundamental2 (F2): Between 2011 and 2017, the number of students enrolled in F2 increased from 97,512 to 104,505, an increase of 7% over the period. The analysis shows that private schools increased their workforce by 81% over the

¹¹ <http://www.unaids.org/fr/regionscountries/countries/centralafricanrepublic>

period while public sector schools decreased by 5%. The share of enrolment in private schools increased from 14% in 2010/11 to 32% in 2016/17.

- Demand for General Secondary; In the General Secondary, school enrolment increased from 23,105 to 28,215 between 2011 and 2017 corresponding to an increase of 22% over the period. As for Fundamental 2, the average annual increase in General Secondary enrolment is higher in the private sector (84%) than in the public sector (12%). While the private sector is increasing in size, the public sector remains the major education service provider in CAR, with 79% of enrolled students in 2017 compared to 86% in 2011.

Preschool

- Pre-school supply in 2017 was concentrated in only 3 school districts.
- 242 pre-school facilities were operational during the 2016/2017 school year, a 7% decrease in supply compared to the 2010/2011 school year, which included 261 functional facilities in the country. In 2017, about three-quarters (74%) of functional facilities were concentrated in Bangui (33% of functional facilities), South-Central (21% of establishments) and West (20% of functional facilities).¹²
- The public sector has suffered a reduction of school supply with a 35% decrease in functional schools over the same period while the number of functional private sector schools (including religious schools) increased by 15%. Apart from the Academic Inspections (AI) of Bangui and the West, all the other authorities recorded a decrease in the number of functional public schools.
- In some AI such as Northeast, no public school was operational in 2017, and in Central AI, 4 functional schools were reported in 2017 compared to 19 in 2011.
- In 2017, less than half of public schools had a water point, while in the private sector, 62% of schools reported the presence of water point.

Fundamental (F1)

- The majority of F1 schools are public, but they are not evenly distributed among the various Academic Inspections in CAR.
- In 2017, 11% of F1 students were enrolled in schools with incomplete cycles.
- In public education, about one-third of F1 classrooms are in poor condition
- The vast majority of public schools have no access to drinking water, functional latrines and table benches.
- Teacher shortage – In public governmental schools the average teacher/pupil ratio is of 1 teacher for 100 pupils despite the presence of community teachers.
- Many teachers are not paid regularly by the Government, and remuneration is generally very low.
- The stock of literacy and numeracy materials available in public schools in 2017 was enough to cover just over half of the needs

Fundamental 2 (F2) and the Secondary General (SG)

- Education provision at F2 and SG levels remains a big concern.
- Between 2011 and 2017, the private sector grew rapidly becoming the main education provider in F2 and SG.
- As for F1, access to water and functional latrines remains very limited for students enrolled in F2 and SG. On the average about one third of classrooms in F2 and SG schools were reported to be in poor condition in 2016
- Most teachers in F2 and SG public schools are on a temporary job contract.
- Since the beginning of the crisis in December 2012, schools have been functioning on a regular basis with some regions more affected than others
- The local security situation affects school functioning regardless any decisions made by the central administration
- An estimation of current public expenditure by level of education shows that the sub-sector of technical and vocational education is poorly financed in relation to the needs and ambitions of this sector.

¹² Statistical yearbook 2016/2017, the Directorate General of Statistics and Planning (DGSP)

Continuity (survival/completion/transition challenges)

- In October 2016, the Ministry of National Education issued a circular note to Academy Inspectors, School District Heads, School Sector Heads, and School Principals to facilitate the return to school for displaced students, who have returned to their communities (and who were refugees in neighbouring countries) and who are schooled in Temporary Learning Spaces (TLSs)
- The poor security situation affects continuity of education for children and youth. Class sizes increase and decrease depending on the security situation and the movements of the population.
- Despite the increase in school coverage, the universal completion of Fundamental 1 still remains a major challenge for the CAR education system, as just over 40% of students do not reach the end of the cycle.
- The affected population does not identify education as one of their priorities when their children's schooling is disrupted because of displacement. As a result, the Government, with support from Education Cluster Members has been organizing back to school campaigns to raise the awareness amongst parents and encourage the return of their children to school.
- Slow and complex social integration of children affected by the crisis into formal schools.
- The indirect costs of schooling are significant (uniforms, travel, lost earnings etc), and this needs to be considered in programme design.
- Rote learning remains a fairly common practice in the CAR education system.
- Lack of Birth Certification hinders children's education completion and transition from Fundamental 1 to 2
- Lack of Final Certification (Bulletin) in community schools in rural areas, hampers transition between different levels
- Malnutrition cases in affected areas has a direct impact on school attendance.

Equity and gender equality

- Serious equity issues as school enrolments are marked by significant gender and residential disparities.
- Differences in the proportion of girls and boys enrolled tend to decrease as they get older (See chart 3)
- Very few women in rural communities meet the qualifications required to be able to teach. As a result, teachers are predominately male, especially in rural areas
- A significant urban – rural education gap exists, in addition to the boy-girl gap in terms of access to, and retention in, education, leaving boys living in urban Bangui with a much higher likelihood of completing school than girls and any other marginalized groups.
- The disparities in terms of access to and retention in education between rural and urban areas, begin already at primary education level and become larger at post primary and secondary education level.
- Beyond primary school, the rural population is much less likely to continue school than the urban population¹³
- Disparities in education levels are also observed with regards to the regional dimension, with the Bangui region including a larger proportion of children enrolled in education.
- Lack of resources and insecurity are the two main reasons given by parents for not sending their children to school. It is also known that high repetition rate tends to increase the dropout trend.
- Still high HIV / AIDS prevalence even though it has been steadily declining since the 2000s
- Lack of disability friendly infrastructure for children with disabilities
- Lack of baseline studies and monitoring on children with disabilities in education structures.

¹³ Source : *Enquête Nationale sur les Monographies Communales - Calcul des auteurs*

Quality and learning outcomes

- The trauma caused by violence and forced displacement has affected both teachers and pupils, and this complicates the normal learning/teaching capacity. Training of Trainers (ToT) is needed to focus on recreational activities to build self-esteem, trust, resilience, and peer to peer support
- Significant differences between the pass rates at the Certificate of Fundamental1 Education (CEF1) and the Entry Competition in the 6th grade, and the very low success rate for the Baccalaureate.
- Comparing CAR access and completion rates, in primary and lower secondary with similar economic development countries, shows that the CAR education system is consistently below the average.
- Repetition is a challenge for education systems, particularly for those who are financially constrained as in CAR. When a pupil is forced to repeat a year, the system is obliged to commit additional materials, financial and human resources to enable that pupil to repeat all the same exercises a second time. While the proportion of repetitions decreased in Fundamental 1 (16% in 2017), it has increased between 2010/11 and 2016/17 in Fundamental 2 and General Secondary. For these two levels the proportion of repetitions increased by 7%.
- It should be noted that although there is an increase in the proportion of the State budget allocated for education and training, indicating a prioritization of the sector, in all measures of education, CAR is still far from meeting international standards compared to other countries in the region.
- Weak learning and teaching quality measurement mechanisms.
- Based on recent GPD trends the percentage of the CAR population living with less than 1.90 USD per day calculated in 2011 is estimated to have increased to 75% in 2016¹⁴. This directly affects families' capacity to buy basic school materials for their children which remains a chronic challenge.

Protection

- Looting and occupation of education infrastructure are reported as the most frequent attacks on schools
- The quality of education provision (exams, schooling, etc) is more affected in some regions due to the widespread insecurity
- Lack of resources and insecurity are the two main reasons given by parents for not sending their children to school
- None of the IA at regional level or national level have developed any Risk Reduction and Management Plans.
- Lack/limited of data in terms of related to how many communities have and are implementing Community Risk Reduction Plans.
- Limited peacebuilding and social cohesion programs for adolescents and youth intensify the risks of being recruited by armed groups

¹⁴ Project Evaluation Document (PUSEB), World Bank (Page 1)

II. STRATEGY AND THEORY OF CHANGE

To enable children's inclusive access to quality education, a protective environment with secure and adequate equipment is required. Classroom construction and rehabilitation, provision of latrines and water as well as the provision of didactic kits such as tables and desks will build an enabling environment for education in those targeted schools. In order to ensure that intervention impact is sustainable over time, MEPSTA must increase progressively its capacity and leadership to respond to the emergency needs while promoting INEE standards among all EiE actors in country.

Access

In CAR, the response to education crisis will focus mainly on the fate of children and young people outside the school system. Intervention strategies of the Education Cluster will be based on the establishment of TLSs and alternative education / bridging classes but also on the introduction of durable solutions with the transition of the urgency for development.

The Education Cluster will encourage back-to-school campaigns at the beginning of each school year, which the Government initiates with the support of technical and financial partners. These campaigns capitalize on community mobilization to address the reluctance of some parents to send their children to school. As such, alternative programs will be a priority for children and young people to access, integrate, maintain or reintegrate into the formal school system while being displaced or not, within their country. This approach will also give them the opportunity to re-enter the formal school system, at the same level, in their place of origin if they can return. Formal schools that directly accommodate displaced students or through stages or even bridging classes will be supported in order to alleviate the pressure and limit the disastrous consequences of overcrowding. This support for formal schools will be provided in accordance with national standards. Classrooms will be rehabilitated and / or built according to MEPSTA standards, equipment given will be those recommended by the Ministry and kits and manuals will be given in compliance with current directives.

Alternative Education programs should also be accessible to children, both in and out of school, in communities hosting returnees and displaced persons. Indeed, actors can set up TLSs by establishing hangars or half-classrooms in the sites of displacement and in the localities where the schools are not functional. Sheds can also be set up in the precincts of the host schools to meet protection needs or to reduce the excessive pressure.

Continuity

Mobile contingency programs will have to be deployed throughout the territory affected by recurrent crises and shocks as the movements they involve are accompanied almost systematically by the disruption of schooling for children and adolescents. Activities aimed at enabling their immediate integration into the educational system of the host communities will reduce the interruption of schooling and therefore the risk of dropping out of school definitively.

A double-pronged approach will be implemented to ensure national effectiveness: On the one hand, localized project actors will try to maintain the flexibility to respond to any shocks affecting communities they support. On the other hand, mobile players capable of deploying immediately in hard-to-reach areas will provide a quick first response in uncovered areas, pending longer-term complementary actions. These activities must be accompanied by psychosocial support, since displaced children may have experienced traumatic situations that prevent them from learning. These actions may take the form of Child Friendly Spaces or TLSs, which also have the advantage of promoting the social integration of displaced people and their acceptance by the host communities.

Remedial programs are also appropriate in cases where children have fallen behind a little less than three months late at the start of the school year. These programs put children back into the cycle and accompany them for a short time so they do not lose the school year. This program is conducted

in functional schools in a more or less stable environment and requires a permanent presence of teaching staff and close monitoring of school authorities.

In cases where children have spent a year or more out of school and are still of school age, actors may also opt for the Accelerated Education Program. This program can be carried out in travel sites or school grounds, but requires the operation of surrounding schools as it will only serve as a bridge.

For young people who are past the age limit for school enrolment, the Education Cluster will encourage development actors to implement adapted and holistic alternative programs providing life skills, literacy and vocational/technical trainings in order to facilitate their reintegration into community life.

These alternative programs have been adapted to the immediate needs during this period of crisis. They respond to the almost repetitive movements of populations and to untimely breaks in the school cycle. Beyond the maintenance and reintegration of out-of-school children into the formal system, the support provided to host schools in terms of infrastructure, teaching materials and teacher training should be considered as a longer-term benefit of this program and the link into development efforts.

Child friendly/ Inclusive/ Gender sensitive

Gender and inclusiveness issues must be better addressed by the Education Sector. All actors are encouraged to consider the issue of gender-based and other kinds of discrimination at all stages of the response, to understand the far-reaching, deep-rooted and current causes of and design interventions accordingly.

To ensure the proper integration of cross-cutting issues of equity, gender, protection, inclusion and accountability, the Education Cluster is committed to:

1. Collecting, analyzing and reporting disaggregated data by sex and age in a systematic way;
2. Consulting separately girls and boys (especially adolescents) in needs assessments, monitoring and evaluation;
3. Ensuring girls and boys access to feedback and complaints mechanisms to ensure corrective measures to better meet their needs;
4. Conducting sensitization aimed at parents and students to reduce barriers to access to education;
5. Ensuring that specific actions are put in place to reduce gender-based and rural/ urban inequality for access to educational services and to increase the representation of women in teaching staff and in community committees.

Safety and Protection

To keep children in schools, it is important to make school spaces safe, secure and protective environments, especially in times of crisis. The Education Cluster encourages actors to implement the Safe School approach and also to contribute to the MRM by reporting any form of serious violation by armed persons against a school in compliance with Resolution 1612.

The Cluster encourages implementation approaches through Education Strategies that take into account conflict-related issues. Starting from the five areas of INEE minimum standards, it will be necessary to consider conflict sensitive issues in a) analysis, participation and coordination; b) access and a learning environment; c) teaching and learning; d) adopting practices among teachers and other education staff; e) education policy.

A child and youth protection approach will be applied to ensure that mechanisms are in place that protect the rights of children, particularly with regard to abuse and exploitation, and to ensure that girls and boys have a positive experience of all programs implemented. It includes the commitment of actors to prevent the abuse of children by their staff, partners and contractors, and to adequately

respond to any cases that may arise through harm-reduction policies and procedures that are tailored for children.

Through Peace Education, school structures will have to play a key role in the construction of peace and peaceful coexistence in CAR. For children and youth who have lived through or are living in the midst of war and conflict, peace education is a chance to develop constructive skills for living that they have not seen modelled before. The Education Cluster recommends that Peace Education be a cross-cutting theme in the delivery of any response in the emergency zones. Peace Education can contribute to the development of individuals and communities, to strengthen social cohesion and to promote dialogue and conflict resolution in a spirit of understanding and mutual cooperation.

Quality

There is a lot of work to be done with Community Teachers - a workforce available in crisis and remote areas. Education actors will take advantage of this resource by strengthening their technical capacities, psychosocial support and socio-emotional learning to fill the gap of qualified teachers. This will be in accordance with the government's policy of encouraging the presence of qualified teachers.

With parents' associations, it will be a question of ensuring that each intervention emanates from the community to ensure community participation and commitment for the appropriation and the perpetuation of activities. These organizations will be strengthened on their roles and responsibilities, their commitment to community mobilization and the role of education in the community.

Coordination

The Education Cluster will aim to strengthen the capacity of the Emergency Unit of MEPSTA to take strategic leadership in emergency education and to improve decentralization of coordination mechanisms.

The Emergency Unit is in an embryonic state. Since the beginning of the crisis, there has not been a structure in charge of Emergency Education in CAR. In 2017, the Emergency Unit was created within MEPSTA. It needs to be structured in order to cover the entire national territory and be operational. This unit must also be reinforced in the understanding and ownership of the emergency education response – this remains a major challenge for this MEPSTA structure. The question of its financing arises also because no budget line is has yet been devoted to it. The education sector is underfunded, even among the various humanitarian actors. After the elections, some donors supported development projects considering that the country had already emerged from the crisis and this had the effect of decreasing funding for emergency responses.

Beyond funding, other constraints are highlighted such as the lack of relevant, disaggregated and reliable data. This is a consequence of the inaccessibility of certain prefectures following armed conflicts and occupation by non-governmental forces.

Target Population

By common agreement, cluster members prioritize urgent and non-chronic interventions, which will support early recovery and build foundations for transitioning to development interventions while not overlapping activities.

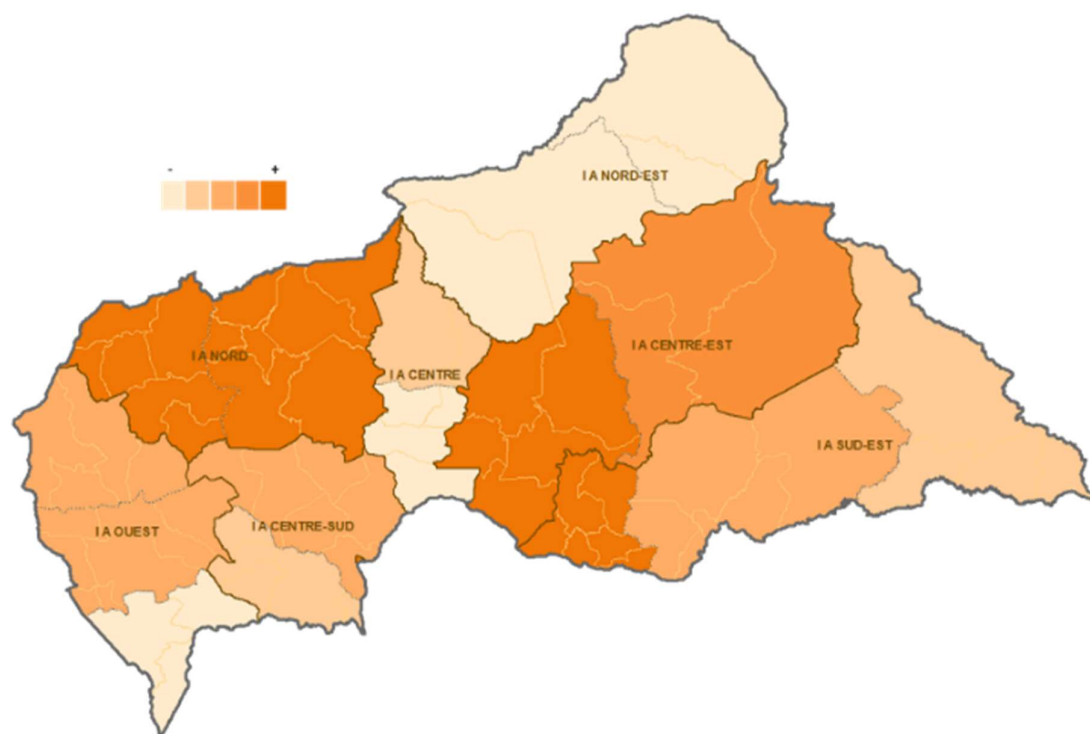
Education Cluster partners will focus on children and youth (girls and boys) in areas particularly affected by conflict, where access to school is limited or non-existent due to insecurity or lack of teachers. In particular, children out of school following a shock or displacement will be a priority target for contingency interventions. However, the Education Cluster will continue to support education in the areas of displacement and return to ensure access and quality of education in host communities and in return areas to contribute to social cohesion.

Emphasis will be placed on displaced children to ensure access to, quality education through integration, reintegration and / or retention in the formal system through the appropriate program according to their needs and profiles.

The following groups will be a priority target for this MYRP:

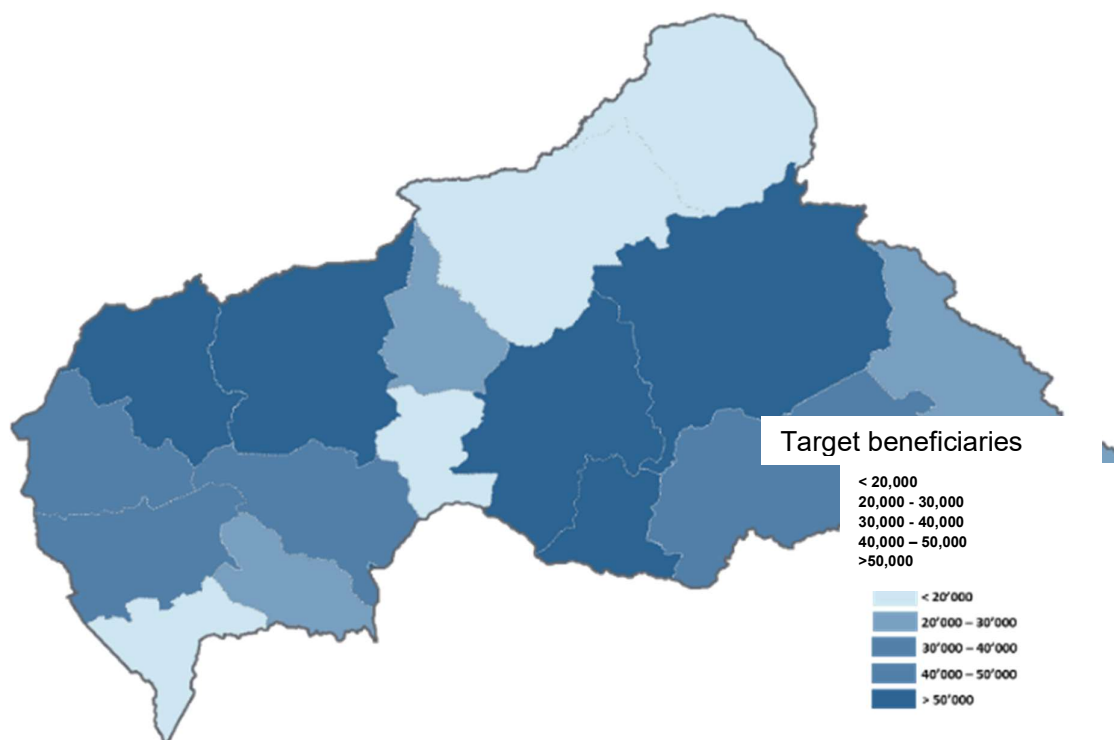
- Repatriated children, returnees, internally displaced persons and children from the host community aged 3 to 14 who suffer from a lack of access to education because of the conflict to guarantee their right to inclusive quality education;
- Returnees, repatriated, internally displaced persons and youth in the host community aged 15 to 24 who have been previously recruited into armed groups and who lack opportunities for personal development
- Teachers and local education authorities who will be targeted to help build their technical capacity and provide psychological and logistical support for the implementation of their responsibilities in the targeted areas to ensure quality education;
- Community teachers ("Parent teachers") will also be targeted for capacity building in psychosocial support, didactics, child-centred pedagogy and other themes prioritized by MEPSTA.
- Parents associations that will be targeted in primary schools to improve school governance and the sustainability of education provided in targeted areas.

Map2. People in need by Prefecture



Source: Own elaboration Edu Cluster/CAR based on HNO2018

Map3. Targeted people by Prefecture



Source: Own elaboration Edu Cluster/CAR based on HNO2018

Within these target groups, special attention will be given to the most vulnerable children and young people affected by the conflict, such as girls, mothers, members of minority groups (ethnic or religious according to the dynamics), children with disabilities, and unaccompanied and separated children who are subjected to abuse or discrimination. The Education Cluster will also focus on cultural and socio-economic issues that hinder girls' education to address gender equality in school settings. In collaboration with Protection Cluster, a focus and an adapted program will be implemented for children who have been associated with armed forces and groups (CAAFAG).

Conflict and displacement affected out-of-school children and youth need alternative education opportunities adapted to their level of vulnerability. Alternative education should help them to progressively reintegrate into the education system, to reduce the risk of exclusion and reinforce their resilience. These children need an opportunity to integrate or reintegrate into the formal educational system according to their needs through accelerated education, catch-up classes or community schooling.

As Out-of-school youth (aged 15-24) need livelihood activities to support themselves or their family, vocational training programs will be combined with basic and functional numeracy and literacy as well as life skills trainings to give a second chance to youth that have dropped out or never accessed the formal education system.

The criteria for geographical selection will be based on changes in the security situation and population movements. A vulnerability analysis was defined according to the following criteria: a) school functionality; b) school attendance rates between 2012 and 2017; c) availability of educational services for displaced children on sites; d) presence of community teachers in crisis affected zones; and e) reported incidents against schools in crisis affected zones (MRM).

The Education Cluster will also give priority to (i) displacement sites and (ii) return / repatriation areas with absence / critical insufficiency of infrastructure.

Theory of Change

The Theory of Change (ToC) responds to the key bottlenecks and challenges in the Education Sector in CAR described in the situational analysis under chapter I of this proposal.

It describes the strategic inputs and activities, which are expected to lead to outputs that contribute to the overarching outcome/goal of Improved learning and resilience of children/ youth affected by crisis in CAR through equitable access to quality education in safe, inclusive and protective learning spaces.

The key assumptions that will be applied throughout the lifespan of the interventions include the following internal and external Factors:

External

- A.1. Humanitarian Needs Scenario described as the most likely in the last Humanitarian Needs Overview (HNO) is confirmed and consistent for 2019-2021 period. (Security, natural disasters, vulnerability, displacement levels confirmed).
- A.2. Acceptance of the proposed interventions and cooperation by beneficiaries, host community and land authorities.

Internal

- A.3. Availability of Education Cluster members with sufficient financial, logistic and human resources capacity to contribute to the EiE sector and achieve its engagements for 2019-2021
- A.4. Political will and capacity to implement policies and allocate needed resources to empower the MEPSTA Emergency Unit leadership.

Access

As previously mentioned, the scarce formal and non-formal education supply and demand in crisis affected areas for primary and pre-primary explains the low enrolment rates in CAR and this reality is particularly prevalent in areas affected by crisis. The interventions are based on the following logical expressions:

- ***If there is an increase of formal and non-formal education supply and the demand increases for primary and pre-primary in IDP/returnee/ refugee arrival areas then the number of OOSC will decrease.***

Suggested strategic actions to increase the educational supply:

- *creation of TLS and vocational centres,*
- *rehabilitation/construction and equipment of semi-permanent learning spaces*
- *Radio educational broadcasts*

Suggested strategic actions to increase the educational demand:

- *Community awareness campaigns*
- *Girls' education awareness campaigns*

Continuity

Among the difficulties cited in terms of continuity in the CAR Education system is: a) no certification for those in community schools; b) curricula is not adapted for cases of low performance students c) malnourishment; d) no means to afford indirect costs of formal schooling; and e) lack of tracking mechanisms. The interventions are based on the following logical expression:

- ***If the main reasons that cause drop out are addressed, then continuity rates will increase.***

Suggested strategic actions to address causes of drop out:

- *Establish an action plan to facilitate the transfer from non-formal to formal education (school fees)*
- *Develop and implement appropriate programmes for low-performing children*
- *Establish a transfer from non-formal to formal education tracking mechanism*

- *Provide all children with civil and school certification*

Rights of girls and women in and through education are implemented through targeted approaches

Among the difficulties that girls and women face related to education and teaching opportunities we find: a) attitudes and cultural practices around female schooling; b) low ratio of girls to boys; c) low ratio of female to male teachers; and d) weak incentives to change the under-representation dynamic. The interventions are based on the following logical expression:

- *If social perception and practices, instead of limiting access of girls and women to schools, they were encouraging in a more incentive legal framework, **then** the number of girls and female teachers that would access education centres would increase.*

Suggested strategic actions to increase girls' access to education and the number of female teachers:

- *Change of cultural traditions and practices*
- *Positive segregation and specific training to promote female teachers*
- *Amend relevant legislation that affects girls' access to education*

Safe, protective, equitable and inclusive spaces

The main elements that complicate an equitable and inclusive access to schools in CAR are: a) HIV among children; b) Lower ratio rural/urban schooling; c) Negative socio-cultural practices; d) Low adaptation of facilities for children with disabilities; e) Low amount of spaces adapted for recreation and f) Limited Wash in schools' facilities. The cluster intervention is based on the following logical expression:

- *If learning spaces are adapted, teachers are properly trained in inclusion issues, inclusion of marginalized children is promoted **and** emergency response capacity improves at teacher, community and authority level, **then** protection and safety in learning environments will increase while becoming more equitable and inclusive.*

The rationale behind the suggested strategic actions that are expected to adapt spaces, improve teacher knowledge and improve the access of marginalized groups is:

- *If the knowledge in relevant areas increases through more teacher training, then their capacity and resilience to cope with pupils with special needs will improve.*
- *If campaigns about inclusiveness for affected and host communities raises awareness amongst these populations, then the number of families that send their kids to inclusive schools will increase.*
- *If education facilities are adapted for disabled boys and girls, then the learning spaces will be more child friendly and inclusive.*
- *If Academic Inspections develop and implement their EiE Preparedness and Response Plans, then their resilience will increase.*
- *If teachers are trained in Psychosocial Support (PSS) and functional Protection Reporting mechanisms are in place, then more risks related to conflict and violence will be identified and mitigated.*
- *If community and Parents Association members are trained on DRR & Management, then their capacity to prevent, mitigate and manage emergency situations that may affect the school will improve.*
- *If safety and protection plans for learning spaces are developed and implemented, then the resilience of teaching staff and facilities will be reinforced.*
- *If adolescent/youth life skills are developed through training, then their resilience to face life challenges will increase.*
- *If school attacks and other violence against education cases are followed up appropriately, then the understanding of the situation and informed decision-making will improve.*

Those measures will lead the sector to increase the number of equity-oriented, safe and protective learning environments that ensure inclusiveness for less represented children including, girls, families from rural areas, children with physical and/or mental disabilities and those with HIV.

Quality.

The main elements that prevent crisis affected boys and girls from receiving a quality education are a) low completion rates; b) increased repetition rates in F2 and SG; c) budget allocations to Education are lower than other countries; and d) weak learning and teaching quality and evaluation mechanisms. The interventions are based on the following logical expression:

- *If learning centres are better equipped, with sufficient numbers and better prepared teachers, then the quality of learning will improve.*

The rationale behind the suggested strategic actions that are expected to improve the learning centre equipment and ensure a sufficient number of well-prepared teachers is:

- *If learning and teaching materials are distributed, then learning centres and students will be better equipped*
- *If teacher recruitments cover the gaps in line with national student/ teacher ratio, then the quality of teaching and learning will increase.*
- *If more teachers are better trained in EiE in line with INEE standards, then they will be better equipped to use their teaching skills to improve children's learning.*
- *If teaching/ learning outcome monitoring mechanisms are consolidated, then MEPSTA will be able to observe negative trends and make decisions to address them.*

Those measures will be expected to improve quality of teaching and learning for emergency-affected girls and boys

Coordination

Some of main issues that prevent better coordination mechanisms are: a) poor EiE budgeting; b) weak Early Warning Early Action mechanisms; c) weak Training, coordination and leadership; and d) weak EiE preparedness and mitigation planning at national and regional level. The interventions are based on the following logical expression:

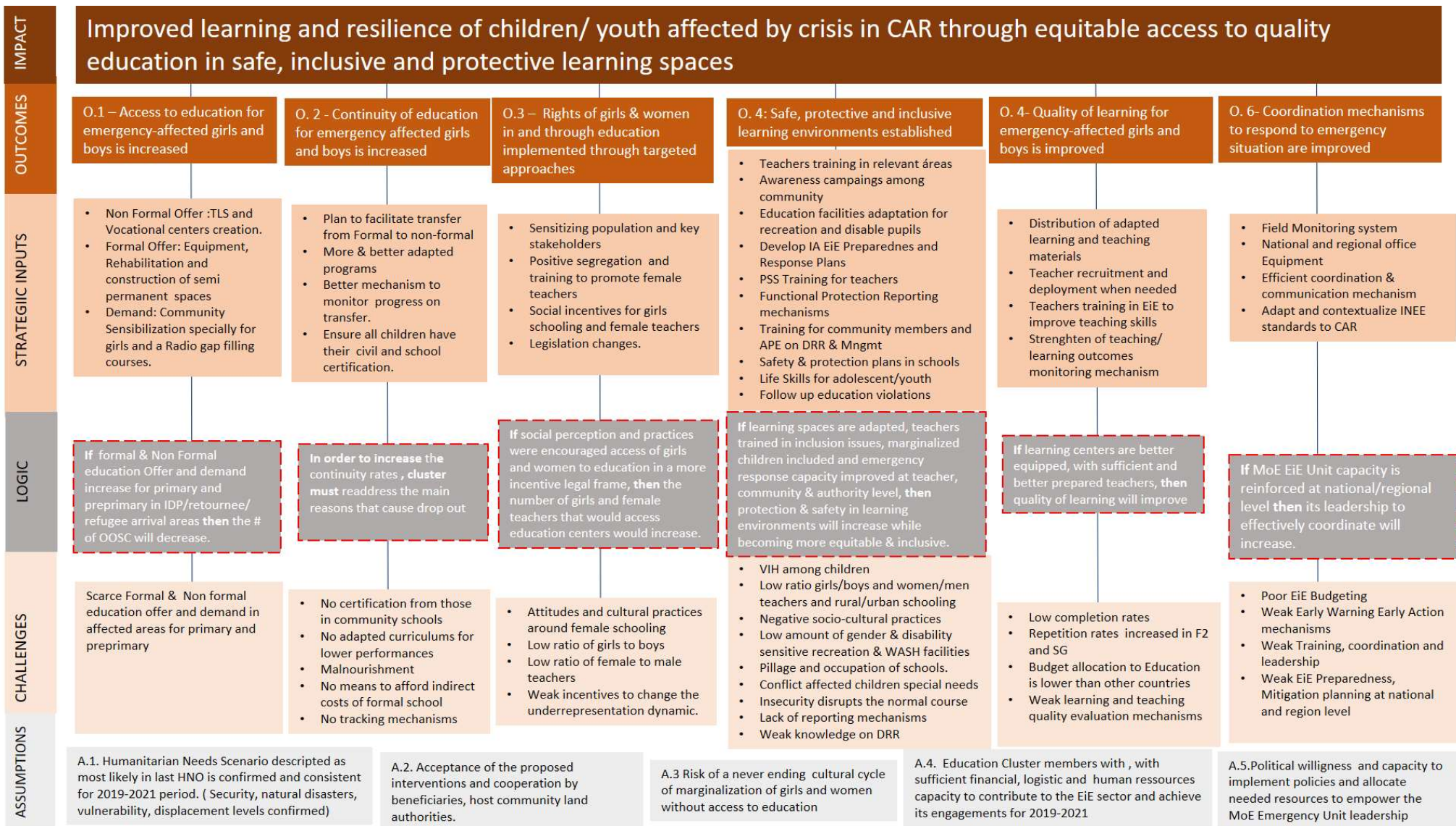
- *If MEPSTA EiE Unit capacity is reinforced at national and regional level, then its ability to effectively coordinate any crisis will increase.*

The rationale behind the suggested strategic actions that are expected to reinforce the MEPSTA EiE Unit capacity at national and regional level is:

- *If an effective Field Monitoring system is implemented, then the awareness about the situation will increase and help to make better informed decisions.*
- *If national and regional offices are better equipped, then their effectiveness to lead any emergency response will be increased.*
- *If an effective coordination and communication mechanism is installed, then collective understanding, better timing, quality reporting and higher accountability will be enabled.*
- *If INEE standards are adapted and contextualized to the reality in CAR, then the harmonization of interventions among the multiple cluster member interventions will increase, and the MEPSTA leadership surveillance role will be reinforced.*

Those measures will be expected to improve existing coordination mechanisms to respond to emergencies in a more effective and efficient way.

Chart 4. Theory of change



Source: Own elaboration Edu Cluster/CAR

III. RESULTS AND PARTNERSHIPS

The MYRP in CAR aims to adequately address the issues of displacement-affected communities and host communities by improving their access to quality education. The Education Cluster encourages humanitarian actors to increase the resilience of beneficiaries by providing services and responses to enable targeted communities to cope with the current crisis and give them hope for the future. Education is a key part of the humanitarian intervention in CAR. Targeting a larger number of beneficiaries according to their vulnerability is one of the main objectives of the CAR Education Sector. The Education Cluster will support actors to ensure that children and youth affected by conflict receive quality education, to increase their resilience and reduce their vulnerability.

- The Education Cluster aims to achieve; ***Improved learning and resilience of children/ youth affected by crisis in CAR through equitable access to quality education in safe, inclusive and protective learning spaces.***

This ultimate vision is aligned to the Humanitarian Needs Overview (HNO) 2018 (currently under elaboration) and the National Strategy led by MEPSTA and other key stakeholders. The strategic lines of action developed to achieve the following six outcomes, dictate the structure of the interventions and the logical framework:

1) Increased access to education for crisis affected girls and boys

- Output 1.1. Number of children affected by crisis accessing alternative education increased
- Output 1.2. Number of children affected by crisis accessing formal education increased
- Output 1.3. Newly-established and existing pre-primary and primary learning centres are functional
- Output 1.4. Adapted Radio programs to compensate and reduce literacy gaps

2) Increased continuity of education for emergency affected girls and boys increased

- Output 2.1. School programs adapted to avoid school dropout
- Output 2.2. Transition of students from non-formal to formal education ensured through strategic planning
- Output 2.3. Functional monitoring system for transition from non-formal to formal education implemented under the MEPSTA-Emergency Unit
- Output 2.4. Crisis affected girls and boys supported to obtain civil documentation and school certification

3) Rights of girls and women in and through education are implemented through targeted approaches

- Output 3.1. Literacy levels of girls raised (currently at less than 25%)
- Output 3.2. Female Teaching staff/ Community Teachers recruited and deployed
- Output 3.3. Relevant Legislation that affects the access of girls to education amended

4) Safe, protective and inclusive learning environments established for crisis affected girls and boys

- Output 4.1. Awareness and skills of key stakeholders in inclusion practices (gender, disability, former CAAFAGs, negative socio-cultural practices) increased
- Output 4.2. Inclusive facilities for girls and boys, including children with disabilities provided
- Output 4.3. Increased access to recreational activities for crisis affected children
- Output 4.4. Protection risks related to conflict and violence identified and mitigated
- Output 4.5. Teachers and education facilities' safety and resilience strengthened
- Output 4.6. Communities' capacity to prevent, mitigate, and manage emergency situations improved

- Output 4.7. Teachers' capacity to detect and refer children in need of psychosocial support improved
- Output 4.8. Adolescent and youth's Life Skills improved
- Output 4.9. Severe violations of the right to education reported via MRM are closely followed up

5) Improved quality of learning for emergency-affected girls and boys

- Output 5.1. Teaching and learning materials adapted for context-specific pedagogy
- Output 5.2. Sufficient and competent teaching staff ensured
- Output 5.3. Systems for the measurement of teaching quality strengthened
- Output 5.4. Systems for the measurement of learning outcomes strengthened

6) Improved coordination mechanisms who respond to EiE situation

- Output 6.1. MEPSTA emergency unit's capacity to coordinate education response at hotspot level improved
- Output 6.2. Education coordination mechanism strengthened
- Output 6.3. MEPSTA Emergency Unit's capacities to inform and coordinate Education in Emergencies increased at national level

This MYRP, aligned with the Education Cluster Strategy, aims to achieve the below targets/results by the end of the 3rd year (2021):

<p>Outcome 1 Increased access to education for crisis affected girls and boys</p>
<p>Output 1.1. Number of children affected by crisis accessing alternative education increased</p> <ul style="list-style-type: none"> • Through the provision of transitional classes; Numeracy and Literacy classes in 1,650 TLSs: It is expected that 360,000 OOSC (dropouts and children who never been to school) will access alternative education opportunities in a protective and safe environment in crisis affected areas. • Through the implementation of eight induction and vocational training centres for youth (+14): It is expected that 15,000 youth (men & women) will access livelihood opportunities
<p>Output 1.2. Number of children affected by crisis accessing formal education increased</p> <ul style="list-style-type: none"> • Through 16 Community Awareness Campaigns on the importance of education with a focus on education access for girls, and distribution of 320,000 school kits: It is expected that 90% of OOSC (dropouts and children who never been to school) will have been re-integrated into formal education (in a protective and safe environment).
<p>Output 1.3 Newly-established and existing pre-primary and primary learning centers are functional</p> <ul style="list-style-type: none"> • Through the rehabilitation of 625 classrooms and construction of 400 classrooms: It is expected that a total of 1,025 classrooms will be equipped and functional for 94,300 IDP girls and boys. • Through the establishment of a monitoring system at national level: It is expected that the functionality of both newly established and existing learning spaces will be systematically measured

Output 1.4 Adapted Radio programs to compensate and reduce literacy gaps

- After repair and implementation of the MEPSTA school radio and broadcasting of 180 courses in hard-to-reach areas:
It is expected that an estimative 300,000 children will be able to follow the adapted radio program.

Outcome 2 - Increased continuity of education for emergency affected girls and boys through the efforts to ensure that at least 80% of enrolled boys/ girls have successfully transitioned from non-formal to formal education.

Output 2.1 School programs adapted to avoid school dropout

- Through the establishment of a curriculum for accelerated education, remedial courses and other emergency programs:
It is expected that 90,000 boys and girls will have access to accelerated education programs.
- Through the implementation of school feeding programs in 35 schools in the most affected areas:
It is expected that 30,000 students accessing accelerated education programs will benefit from school feeding programs.

Output 2.2 Transition of students from non-formal to formal education ensured through strategic planning

- Through the training of 300 MEPSTA school authority personnel and development of agreed processes regarding the transfer of children from the non-formal to the formal education system:
It is expected that 82% of the targeted 360,000 girls and boys transitioning from non-formal to formal education will benefit from a free schooling pack/mechanism including referral support, material and fees, etc.

Output 2.3: Functional monitoring system for the transition from non-formal to formal education implemented under the MEPSTA-Emergency Unit

- Through support to the Statistical Office (MEPSTA) and the subsequent collection of data on non-formal education and establishment of a database:
It is expected that a functional tracking system to monitor the non-formal to formal transition of crisis-affected children will be in place and integrated into EMIS.

Output 2.4. Crisis affected girls and boys supported to obtain civil documentation and school certification

- Through the identification of children in need of birth certificates and support for displaced children to attain documentation that certifies their right to community learning space education
It is expected that 90,000 girls and boys will be supported and / or referred to obtain the appropriate documentation over 3 years.

Outcome 3 - Rights of girls and women in and through education are implemented through targeted approaches

Output 3.1. Literacy levels of girls raised (currently at less than 25%)

- Through the sensitisation of communities to change attitudes and practices that directly affect the girls and women right to education
It is expected to rise the number of girls integrated in formal and non-formal education programmes in a 5% per year

Output 3.2 Female Teaching staff/ Community Teachers recruited and deployed

- Through the identification/ deployment of 2,000 teachers in 9 months and support of 150 host schools to find durable solutions and provide incentives for community teachers
It is expected there will be an increase of +6 % female teachers in the recruited teaching force and deployed within the supported programs.

Output 3.3. Amended Relevant Legislation and policies that affect the access of women to teaching positions and girls to education

- Through advocacy of Positive Segregation policies promoting the recruitment of Female Teachers:
It is expected there will be a 15 % increase in the number of female teachers who are eligible to benefit from training after 3 years
- Through an incentive programme and the advocacy to amend legislation towards the established a positive discrimination rate of number of girls to be respected in any classroom
It is expected to increase the number of girls registered in formal and non-formal education

Outcome 4- Safe, protective and inclusive learning environments established for crisis affected girls and boys**Output 4.1. Awareness and skills of key stakeholders in inclusion practices (gender, disability, former Children Associated to Forces or Armed Groups (CAFAGs), negative socio-cultural practices) increased**

- Through the training of teachers on a nationally agreed minimum standard competencies and materials of inclusion topics:
It is expected that 12,000 teachers will have increased their knowledge on relevant focus areas to improve their teaching.
- Through three community awareness campaigns for Women's Engagement in the Teaching Career and key inclusion practices:
It is expected that at least 80% of the more than 1,800,000 women and men reached in communities will be able to demonstrate their awareness raising, through an impact study.

Output 4.2. Inclusive WASH and other basic facilities for girls and boys provided

- Through construction and rehabilitation of disability and gender sensitive facilities (sanitary, water, accessibility and desks) in 75 schools:
It is expected there will be an increase of 80% of supported education structures with adapted facilities for crisis affected boy and girls including children with disabilities.

Output 4.3. Increased access to recreational activities for crisis affected children in inclusive recreational spaces.

- Through rehabilitation and creation of gender and disability sensitive recreational spaces and distribution of kits within 300 learning structures:
It is expected that 100% of the 22,500 children in targeted learning structures will access recreational activities and material.

Output 4.4. Protection risks related to conflict and violence identified and mitigated

- Through the establishment and strengthening of the reporting mechanism in 150 supported schools and 3 harmonization workshops with the GBV and Child Protection Sub-Clusters to set up an MoU on the responses to abuse in learning spaces;

It is expected that 100 % of learning spaces supported by the program will have functional protection reporting mechanisms and that 100% of learning spaces will have informed staff who are engaged to respect the code of conduct.

Output 4.5 Teachers and education facilities' safety and resilience strengthened

- Through 150 workshops:
It is expected that eight AI action plans for emergency preparedness and response incorporating risk reduction and environmental awareness and life skills will be developed and implemented
- Through a training of 12,000 educational staff (teachers, school directors, pedagogical advisors, etc.), on minimum standard competencies in risk reduction, prevention and emergency situations management:
It is expected that will increase their resilience and capacity to mitigate the effects of any crisis that might affect their school and students.

Output 4.6. Communities' capacity to prevent, mitigate, and manage an emergency situation improved

- Through 150 community dialogues on the protection of 150 school structures and training for 2,250 members of Parents Associations (APE) in risk reduction, prevention and management emergency situations:
It is expected that 100 % of community committees develop and implement a safety and protection plan for learning spaces.

Output 4.7. Teachers' capacity to detect and refer children in need of psychosocial support improved

- Through the establishment of a referral system between schools and psychosocial care structures in 150 communities and the knowledge improvement of at least 80% of trained teachers
It is expected that it will improve their capacity to identify and refer boys/girls with psychosocial support needs

Output 4.8. Adolescent and youth's Life Skills improved

- Through 60 sessions of peer to peer learning, training and distribution of startup kits to 7,300 Vocational learners.
It is expected that at least 90% of the 7,500 (boys and girls, and male and female) trained will demonstrate improved knowledge on life skills

Output 4.9. Severe violations of the right to education reported via MRM are closely followed up

- Through the Implementation of a reporting system on school attacks and occupation cases in 12 prefectures, and 36 meetings organized with Minusca (Child Protection) and MEPSTA Harmonization:
It is expected that the 100 % alerts reported by MRM will receive feedback from MINUSCA to inform required actions

Outcome 5- Improved quality of learning for emergency-affected girls and boys

Output 5.1: Teaching and learning materials adapted for context-specific pedagogy

- Through distribution of teaching and learning materials adapted to national standards to 12,000 teachers and 900,000 students:
It is expected that the 100% of beneficiaries will have sufficient teaching and learning materials.
- Through support for transport of teachers to organize examinations during crises
It is expected that the capacity of eight Academic Inspections will be enhanced for the next 3 years

Output 5.2 Sufficient and competent teaching staff ensured

- Through the training of 12,000 teaching staff (10,000 national structure teachers and 2,000 community teachers (1,400 men, 600 women)) on a nationally agreed minimum standard competencies and materials in EiE (Emergency Education Pedagogy, catch up courses methodology, non-formal education, multi-grade classes and overcrowded classes).
It is expected that 80% of them will demonstrate a sound knowledge and sufficient skills to face teaching in crisis affected areas.
- Through the adequate teacher recruitment plan:
It is expected that 2,000 Community teachers will be recruited and deployed in vulnerable locations (hotspots).

Output 5.3: Systems for the measurement of teaching quality strengthened

- Through the implementation of Teaching Quality Monitoring system by MEN-Emergency Unit

Output 5.4: Systems for the measurement of learning outcomes strengthened

- Through the implementation of a Learning Quality Monitoring system by MEN-Emergency Unit

Outcome 6- Improved coordination mechanisms that respond to the EiE situation

Output 6.1 MEPSTA emergency unit's capacity to coordinate education responses at Hotspot Levels improved

- Through 72 coordination meetings, 9 contingency plans, 36 field visits to conflict areas and logistics/communication/ transport equipment:
It is expected that the Emergency Unit will have the capacity to interact and respond countrywide including in hotspot areas to any emergency in Education.

Output 6.2 Education coordination mechanism strengthened

- Through the setting up of an MOU:
It is expected to ensure complementarity and nexus between education actors with humanitarian and development interventions.
- Through the production of 90% of guidelines in EiE:
It is expected to ensure harmonize EiE interventions are followed by education actors.
- Through the establishment and strengthening of the 8 sub-clusters at prefectural level in conflict zones and the implementation of a system:

Some funds are available for recovery (GPE and EU) but they do not cover the Emergency Education sector.

This funding gap impacts all sectors of education in emergencies but particularly on the deficit of qualified teaching staff, the dilapidated infrastructure and lack of teaching and learning materials. To implement this multi-year program, it will require the presence of actors (international and national NGOs) throughout the national territory and in particular in crisis and emergency areas. A solid capacity building plan is needed for state structures at every level in order to ensure their permanent implication at each level of the response and to guarantee the means to ensure continuity and durability of the activities. The commitment of local communities is an asset in CAR where securing schools depends largely on communities. This programme will work with parents' associations to foster engagements with communities around the issue of education in communities where state structures are less effective.

It is important that funds are secured for this multi-year programme as soon as possible because if resources are not mobilized immediately the situation will worsen and the risk of children being deprived and accessing their right to education will increase.

This program is over three years and will cost \$ 75 million to meet the needs of the target population. ECW has indicated potential financing of \$6.5m per year over three years¹⁵ in seed funds to kickstart this multi-year programme. However, this still leaves a gap of over \$55m for three years which needs to be urgently filled by partners at both the global and local levels. The ECW funds will serve as a bridge between humanitarian and long-term programmes and aim to crowd in financing to cover the gap and bridge this divide.

The lack of more substantive financing at this stage will have a substantial impact on the implementation of the program: Depending on the funds received, the Cluster will be able to amend, prioritize or reduce the activities. Work will continue to be done in order to prioritize the needs, according to the zones and / or the vulnerability of the populations in order to reach the most precarious first.

The numbers of beneficiaries reached will also be proportional to the amount of funding received.

Partnerships

The Education Cluster offers a mechanism for consultation with all stakeholders in education (both in emergency and development). It remains open to new members working and / or willing to work within the sector. The Education Cluster currently comprises of approximately 40 organizations working within the accessible areas of the 16 prefectures. Supporting MEPSTA, the Education Cluster is coordinated by the lead agency (UNICEF) and an NGO Co-facilitator (to be elected).

With a view to addressing the humanitarian-development nexus as much as possible given the challenging context in CAR, the Education Cluster will continue its efforts to strengthen its mandate with solid linkages around the EiE / Development agenda. This will be done in close coordination with sector members from the Local Education Group (LEG) and other donors.

The Education Cluster will be responsible for the capacity building of MEPSTA in relation to the coordination of Education in Emergency related activities, cluster coordination mechanisms and functions and in relation to humanitarian coordination activities. The Education Cluster will continue to advocate for resource mobilization in order to support emergency and transitional interventions.

In line with the Education Cluster strategy, its partners strive to:

- Adhere to Cluster endorsed standards for the design and implementation of emergency education projects;
- Participate regularly and actively in national and sub-national coordination meetings;

¹⁵ with only the first year committed at this stage

- Monitor the education situation and share the alerts, gaps in the areas of intervention as well as reported cases of violations against the rights of children;
- Report monthly activities / achievements via the 5W matrix, latest by the 20th of each month, and regularly complete other related matrix on operational presence, financial mapping and budget, as well as contingency stocks.

Table 4. Key stakeholders in CAR: ¹⁶

Stakeholder Category	Stakeholders	Roles
National Government	Ministry of Primary, Secondary, Technical and Literacy Education (MEPSTA) Ministry of Higher Education and Scientific Research (MESRS) Ministry of Professional Education and Qualifying Training (MEPFQ).	Decision Makers/Gov't Funding
Local Government	Prefecture and District Education Directorates Provincial Departments of Economy	Decision Makers/ Implementer supporters Monitoring/Oversight
Donors	GPE, UE, ECW, World Bank, AFD,ECHO,	Strategic Oversight/Funding
International Organizations	IOM, OCHA, OHCHR, UNESCO, UNFPA, UNICEF, UNOPS, UNHCR, WFP, WHO,	Partnership/ Policy/Funding/Implementers/Advocacy Monitoring and Reporting
NGOs	Local and International NGOs	Partnership/Implementers/Advocacy
Civil Society	Community Leaders	Participants and Decision Makers
Targeted Communities	Beneficiaries of the Education programme and their families	Decision Makers/Participants
Service Provider Consortia	Telecommunications Firms, Mobile Money Agents	Partnership/Mobile banking for provision of salaries
Retailers.	Associations, Producers, Logistics providers, Retailers	Partnership/Participants in procurement
Media	MEPSTA Radio	Potential participation of media networks in distance learning activities will be explored

Source: Own elaboration Edu Cluster/CAR

All Education sector interventions are complementary to each other in terms of geographic location and activities to ensure efficiency and avoidance of overlapping. The main Focus of EiE interventions supported through key funding sources in CAR is:

- UE: Administrative level, continuity of 2017, Training of Trainers for teachers and national salaries.
- GPE: Capacity reinforcement of government logistics, contingency stock, school feeding, class equipment. Construction of 50 semi-permanent, teacher training. (US \$6M for 1 year)
- CHF: Education in Emergency, Kit distribution, TLS, PSS for teachers. (US\$ 1,7 M in 2 years)
- WB: Accelerated education, competencies, University capacity, reduce repetition.4-5 years.
- ECW: Access and quality EiE to ensure minimum standards for 65,000 boys and girls in highly affected areas. (US \$6.5 M for Sept. 2018-Oct. 2018)

Key Sources of information and lessons learned from past Projects/Evaluations

The Emergency Support Project for Basic Education Evaluation has been a key source of information to develop the current proposal, state baselines, identify challenges, apply lessons learned and ensure complementarity. That project is closely aligned with the World Bank 2020 Education Strategy to achieve learning for all and aims to provide inclusive education for all in a context of conflict and fragility through interventions based on the need to invest early, invest smartly and invest for everyone. The project uses targeting mechanisms and adaptive interventions that address regional differences in access and service delivery, and the needs of vulnerable populations who have been hard hit by a protracted conflict. Its main intervention axes are:

¹⁶ Source: Education Cluster

- a) Increase access through infrastructure development
- b) Improve the effectiveness of teaching and support alternative education programs
- c) Capacity building for a better service delivery system

The Project Supporting the Restoration of the Educational System (PARSE), was funded by the Global Partnership for Education and implemented by the United Nations Children's Fund (UNICEF) in 2015-2018. The main objective of the project was to support the restoration of the basic education system in 12 CAR prefectures and to facilitate the transition from emergency services to development services through three strategic axes: access, quality and governance.

PARSE aims to: a) train teachers; b) provide grants to communities for the payment of parent teachers; and c) use light and temporary construction techniques. It established the basis on which the project intends to build. It also helped to state baselines and frame both at the central and local level, through the Education Management Information System (EMIS) and EduTrac.

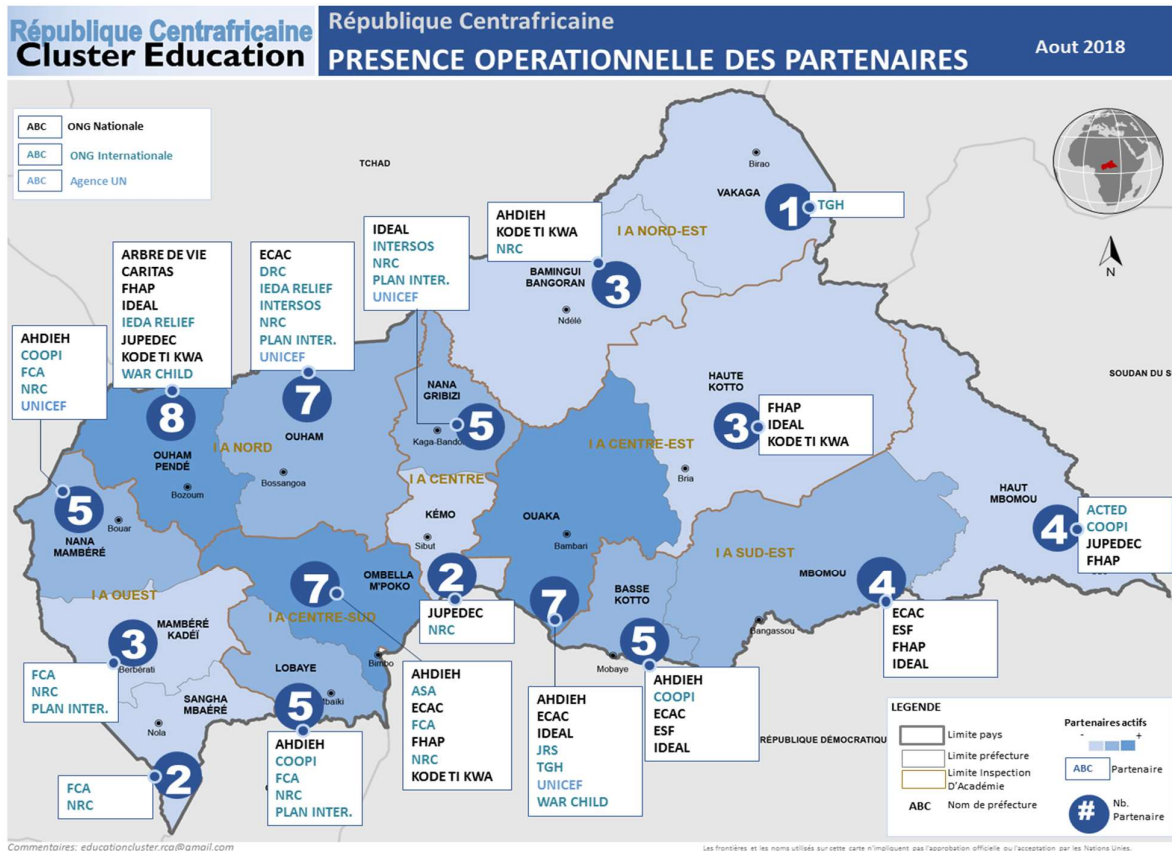
The following **lessons learned** from previous projects in CAR will be taken into account. Specially the importance of:

- (i) Strategic communication at the local level, including community engagement to identify work sites and support project implementation.
- (ii) The implementation strategy based on a phased approach based on an adaptive schedule that takes into account changing security risks, geography and logistics.
- (iii) The use of the most advanced, appropriate and most feasible technology is essential to ensure the achievement of project objectives. For example, mobile phones to gather feedback on project implementation and results¹⁷.
- (iv) Increased community involvement could enhance the impact of resistance on¹⁸:
 - a. Financial and material support for school,
 - b. Accountability and governance in schools,
 - c. Regular attendance of students, and completion of studies, and
 - d. Communication between teachers and parents
- (v) With respect to teachers, evidence from the INEE Toolkit suggests that teacher training in crisis-affected environments should focus on:
 - a. the role and well-being of the teacher,
 - b. the protection of the teacher, childhood, well-being and inclusion,
 - c. pedagogy, and
 - d. curriculum and planning

¹⁷ Londo Project, a 20M USD IDA project implemented between 2015 and 2018 in CAR

¹⁸ School Construction Strategies for Universal Primary Education in Africa Study mentioned in PUSEB Evaluation.

Map 5. Field Presence of Cluster Partners (August 2018)



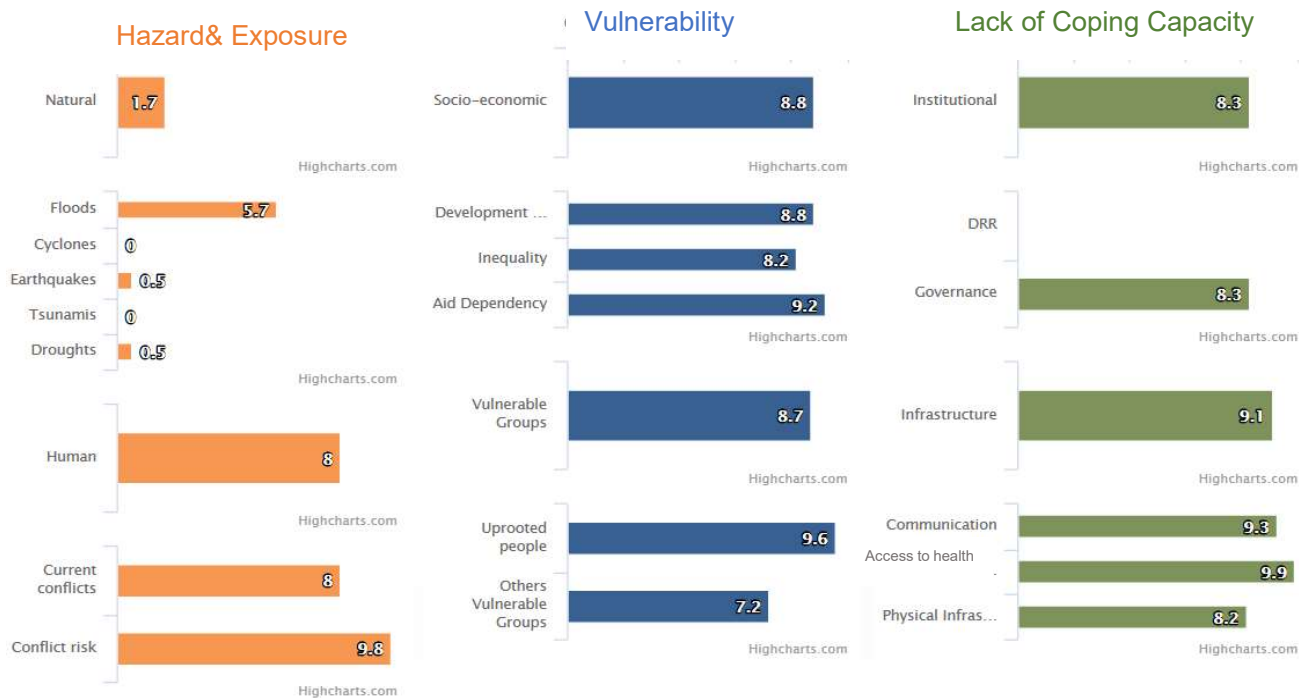
Source: Own elaboration Edu Cluster/CAR

Risks and Assumptions

According to the INFORM Index for Risk Management led by the Inter-Agency Standing Committee (IASC) and the European Commission, CAR is ranked fifth among the world's higher risk countries (see Table 5 below). This is according to multiple factors associated with three areas: a) Hazards and Exposure; b) Vulnerability; and c) Lack of coping capacity.

Its position as the third most vulnerable country in the world, and the fourth in terms of lack of coping capacity are symptomatic. The country's low risk to natural hazards strongly contrasts with its exposure to current conflicts and future risk of conflicts.

Chart 5. Risk Dimensions and Components



Source: InfoRM 2019

Table 5. InfoRM World Risk Ranking –Top 10 Countries

		InfoRM	Hazard & Exposure	Vulnerability	Coping capacity
1	Somalia	9.1	8.9	9.4	9
2	South Sudan	9	8.3	9.4	9.3
3	Chad	7.8	7.2	7.4	8.9
4	Afghanistan	7.7	8.7	7.1	7.5
5	CAR	7.6	5.7	8.8	8.7
6	Yemen	7.6	8.1	6.9	7.9
7	Niger	7.2	7.1	7	7.6
8	DRC	7.1	6.2	7.3	8
9	Sudan	7	7.2	6.7	7
10	Syrian Arab Republic	6.9	8.5	6.9	5.7

Source: InfoRM 2019

The intensification of crime and the proliferation of small arms and light weapons have increased the risks of insecurity and violence. Since 2015, the conflict has resulted in deadly reprisals between Muslim area communities in the west of the country, the formation of a friction zone in the centre, and the development of almost chronic banditry.

In CAR, conflict and violence have their roots in long-standing structural weaknesses, which have remained unanswered to this day. Noted in particular among the main factors of fragility and crisis, by the RCPCA are:

- a) The lack of social cohesion,
- b) Political power and the control of natural resources,
- c) Socio-economic disparities between Bangui and the rest of the country, including marginalized areas in the northeast,
- d) A cycle of violence and trauma and a distressed population and
- e) Consistent insecurity. This pre-RCPCA risk identification exercise extended into 2017 as a joint exercise between the Government, UN agencies, and civil society. This exercise identified nine interconnected key risks.

Following are among the Priority Risks identified by the Common Analysis and Resilience Prioritization Exercise:

- a) Social fragility and conflict,
- b) Social and community division,
- c) Weak governance and state,
- d) Natural resources exploitation,
- e) Weapons proliferation¹⁹.

Endemic insecurity, economic collapse and a deep tear in the social and community fabric remain the main consequences of the crisis that began in late 2012. This situation has led to huge population displacements inside and outside the country, restricting access to basic services, plunging people into precariousness and increasing vulnerabilities, especially those of women and children.

According to UNHCR, as of October 2017, CAR had 601,642 internally displaced persons, of whom 190,972 live on sites and 410,670 in host communities. Almost half (49%) of the displaced are registered within 4 prefectures, Bangui (14% of IDPs), Ouaka (12%), Haute Kotto (12%) and Ouham (11%).

Chart 6:
Evolution # of CAR refugees, 2013-2017

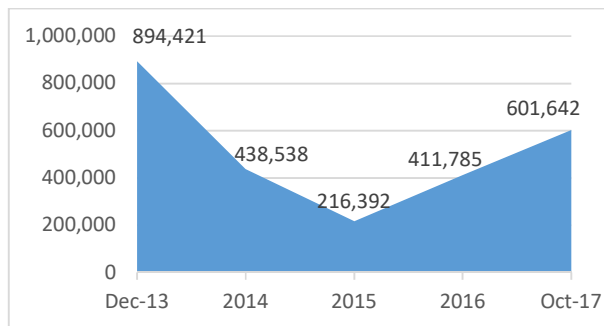
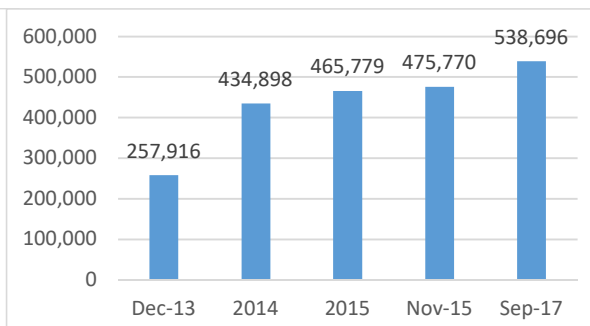


Chart 7:
Evolution # IDPs between 2013 -Oct 2017



Source: UNHCR 2017

The number of Central African refugees in neighboring countries has increased from more than 257,916 in December 2013 to 475,770 in November 2016 and 538,696 in September 2017. Of the refugees registered in September 2017, nearly 38% were children of school going age (5 to 17 years (50% girls)) and a greater proportion present of adult women compared to men. Since the beginning of the crisis, 60,057 Central African refugees have returned to CAR.

The main risks associated with the implementation of Education Cluster programs are listed below. For more details in mitigation strategy please refer to the Risk Analysis table (Page 84):

¹⁹ Joint Assessment and Resilience Prioritization Workshop Presentation, November 2017

Context

- C.1 Steady deterioration of cluster members' safety and security due to the political, environmental, and social constraints
- C.2 Fire affecting MEN/Cluster members' offices or warehouses
- C.3 The cluster members are unable to either contain or detect disease outbreaks (Malaria, Cholera, Ebola, Measles) due to lack of epidemiological surveillance, access and capacities.
- C.4 The lack of adherence to environmental and social sustainability agenda 2030 could affect the intervention footprint.
- C.5 Organizational Resilience Management: Permanent instability and conflicts for the past six years in CAR and extremely volatile security situation.

Delivery

- D.1 Tension/competition over salary/incentive due to different scales, interruption of payments, etc. including increased risk of official teachers/community teachers leaving formal schools to work in non-formal education
- D.2. A lack of warehousing in vulnerable Provinces/Districts
- D3 Permanent need of emergency education for children benefitting from a humanitarian intervention in education.

Safeguarding

- S.1 The host community (including traditional members) rejects the presence of partners/intervention as the host communities; feel unequally treated or threatened/stigmatized; disapprove of activities implemented and/or other reasons.
- S.2 Increased risk of inter-community tension due to inequality of services/opportunities provided.
- S.3 Risk of utilising contentious content in learning and teaching materials (e.g. content that is offensive to specific communities or groups and incites violence.
- S.4. Risk of dropouts and non-continuity.

Operational

- O.1The Cluster partner reporting is not adequate in terms of quality and timeliness
- O.2 The Cluster members face difficulties to identify resources (HR, supplies, consulting firms, etc) to undertake studies/evaluation/research due the permanent security conditions of the country.
- O.3 Lack of sufficient HR from within the Cluster Partners
- O.4 Gender and geographic diversity is not well embedded within the cluster member teams and supported teachers
- O.5 Non- completion of the market survey; deeply affecting the implementation of programme activities
- O.6 Lack/unavailability of communication infrastructure during crisis or political instability.
- O.7 Lack of proper monitoring of effective/efficient programs.
- O.8 Due to limited government capacities, a large part of the Cluster Strategy is implemented by NGOs through the HACT in particular around hotspot / emergency zones.

Fiduciary

- F.1. Small or large cash transfers are given to implementing partners (government, local NGOs, and international NGOs) who misuse the funds.
- F.2. Lack or poor assurance activities (spot check and programmatic visits) by UN Agencies and Cluster Unit, fraud in the transfer of funds and resources to the implementing partners will occur
- F.3. The Cluster Members continue to face a challenging funding situation, which potentially affects the realization of elements of the program objectives. The current funding situation follows a reduction of earmarked funding by donors (development & emergency).
- F.4. An insufficiency of national (government, partners) implementation capacity (financial, HR, Operational...) resulting in low financial burn rate & slow program implementation
- F.5 Non-submission or delay of Field Monitoring Reports by/with each organization focal point
- F6. Non-adherence of staff to the SOPs on donor or cluster reporting resulting in delayed and poor-quality submission of reports.
- F.7 Failure of the Cluster Implementing Partners to timely liquidate the cash transfers.
- F8. Risk of other funding not coming after ECW Seed funding.

Stakeholder Engagement

Consultative Process

The Strategic Advisory Group (SAG) established by the Education Cluster members aims to operationalize both the humanitarian response plan and the cluster strategy. This Group is responsible for developing and adapting the strategy, priorities, its action plan and developing advocacy strategies / notes. It currently consists of two local NGOs, two international NGOs, UNICEF and the cluster coordinator who convenes ordinary or extraordinary meetings to discuss strategic issues of the cluster and to monitor progress.

Following the ECW Mission in CAR (May 2018) where good progress in the First Response was noted, a series of multilateral exchanges led to an agreement from all stakeholders for the development of a Multi-Year Resilience Programme (MYRP). The ECW Secretariat met with the Minister of Education, the Ministry of Education Unit for EiE as well as the Education Cluster, UN agencies (including UNICEF, OCHA and UNHCR), NGOs/INGOs and donors. All stakeholders unanimously showed support for the development of a MYRP for education for children and youth affected by the on-going crises in CAR. It was agreed that the MYRP, led by humanitarian and development actors would be based on the National EiE Strategy, aligned with Humanitarian Response Plan, the Interim Education Plan and would support the RCPCA.

Partners from the Education Cluster have collaborated on mobilizing resources and sourcing Technical Assistance to support the development of the MYRP. Only seed funding for the MYR proposal is provided by ECW. Donors, both in-country as well as at regional and global levels, are expected to contribute additional financing to ensure efficient resourcing for the MYRP.

Target Groups for the 3-year Cluster strategy

This ECW-facilitated MYRP, aligned to the Cluster Strategy, aims to reach an estimated 900,000 children over 3 years: 654,000 Pre-Primary to School Age children, (3-14 years including 50 % girls), 228,000 adolescents, young men and women (15-24 years) and 12,000 teachers (35% female teachers). The target groups identified are based on the current situation in the country, with returnee, refugee, internally displaced and disaster affected populations being the primary focus. In order to adhere to inclusiveness, equity and sustainability principles, the Education Cluster will provide adapted solutions to each group where there is variety of population profiles in affected communities.

This approach enhances the impact, addressing increased needs created by emergencies while alleviating barriers that prevent emergency affected children including those in host communities, particularly girls, from accessing education. This inclusive approach will both help to ensure the local acceptance of the program while supporting the social integration among the population.

Table 7. Target Groups Cluster strategy (3 years) by location and status sex and age

	TOTAL		TARGETED POPULATION (PAR STATUT)				PAR SEXE & AGE	
	People in Need	People Targeted	Returnees	IDPs	Host Community	Refugiées	% femmes	% enfants âgés entre (3-5), (6-11), (12-18) et adultes *
Bamingui Bangoran	22 313	15 693	1 515	4 950	9 229	-	50%	26 44 29 1 %
Bangui	1 18 636	84 740	2 403	35 027	47 311	-	50%	26 44 29 1 %
Basse Kotto	1 15 952	81 618	4 549	29 203	47 867	-	50%	26 44 29 1 %
Haut Mbomou	53 415	37 896	4 301	11 946	21 649	-	50%	26 44 29 1 %
Haute Kotto	98 977	70 581	740	30 212	39 629	-	50%	26 44 29 1 %
Kémo	10 969	8 046	282	3 672	4 092	-	50%	26 44 29 1 %
Lobaye	6 741	5 328	241	3 088	1 999	-	50%	26 44 29 1 %
Mambéré Kadei	18 732	13 628	1 301	5 184	7 142	-	50%	26 44 29 1 %
Mbomou	153 105	109 340	17 931	30 325	61 084	-	50%	26 44 29 1 %
Nana Gribizi	79 847	56 238	5 631	17 691	32 915	-	50%	26 44 29 1 %
Nana Mambéré	36 759	26 017	3 531	7 503	14 984	-	50%	26 44 29 1 %
Ombella M'poko	15 270	11 934	69	7 158	4 707	-	50%	26 44 29 1 %
Ouaka	214 710	152 401	5 103	60 375	86 922	-	50%	26 44 29 1 %
Ouham	88 834	62 339	1 993	23 417	36 929	-	50%	26 44 29 1 %
Ouham Péndé	216 806	153 563	52 031	13 321	88 211	-	50%	26 44 29 1 %
Sangha Mbaéré	2 373	1 875	-	1 171	704	-	50%	26 44 29 1 %
Vakaga	5 666	4 121	-	1 960	2 161	-	50%	26 44 29 1 %
TOTAL	1,259,103	895,357	101,620	286,203	507,534	-	50%	26 44 29 1 %
TOTAL (rounded)	1.2 m	0.9 m	102 000	290 000	508 000	-	50%	26 44 29 1 %

* Teaching staff, including community teachers.

Source: Own elaboration Edu Cluster/CAR based on HNO 2019 data

In order to strengthen social cohesion and to prevent any risk of new intra- or inter-community conflicts, all cluster interventions will be designed and implemented in accordance with the "Do no harm" principle and INEE standards. Gender equity and equal access will be ensured by taking the vulnerability level of population including host communities into consideration and by utilising relevant guidance and monitoring tools developed by the cluster.

The table below provides an overview of direct and indirect target groups of this multi-year programme:

Table 8. Education Cluster Target groups for the next 3 years (2019-2021) by profile

Direct Beneficiaries	Children (3-14)	654,000 children (returnees, internally displaced persons and children from host community aged 3 to 14) without access to education as a result of the conflict
	Adolescents + Youth (15-24)	228,000 adolescents and youth returnees, internally displaced persons and youths in the host community aged 15 to 24 years who are predominantly recruited into armed groups and lack opportunities for personal development;
	Teachers	12,000 Teachers and local education authorities with low technical and logistic capacity
		2,000 Community teachers ("Parent teachers") with low technical capacity in psychosocial support and didactics
APE	2,250 Parent-teacher associations members in primary schools with poor school governance and the sustainability	
Indirect Beneficiaries	Adults	The total population of approximately 1,800,000 in the targeted provinces

Accountability Framework

Accountability to affected populations is an active commitment that humanitarian and development agencies must take into account. As a lesson learned from past emergency projects, a deeper engagement of communities can play an important role in strengthening the resilience of the education system by promoting mutual support and social cohesion in the face of the crisis²⁰. As part of the Cluster strategy, it is the responsibility of each implementing partner to engage and be accountable to the communities served. Each partner must seek to operationalize accountability frameworks through community engagement, particularly through the following headings: a) information provision; b) participation; c) feedback and complaint mechanisms; d) exemplary conduct; e) risk reduction; and f) vulnerability based prioritization. It is the role of the SAG to ensure partners and projects are effectively mainstreaming accountability into the cluster framework.

Table 9. Accountability Framework

1) Provide information publicly: Aid Information	2) Involving the community in decision-making: Involvement	3) Listen: Feedback & complaint management mechanisms
<p>a) Sensitization sessions on cross-cutting themes such as Protection (mine risks, early marriages, violence in schools, education for crisis-affected as a protection tool, etc.), GBV and inclusion and gender equity are also provided in local languages.</p> <p>b) School communities are informed about available child protection services and related actors in the area through interviews, radio messages, leaflets, etc.</p>	<p>a) The choice of classroom location is coordinated with school communities and school authorities.</p> <p>b) Students, teachers and Child Protection (CP) Focal Points jointly develop school based emergency preparedness and response plans.</p> <p>c) The community participates (with especial attention to ensure female significant representation) in the implementation of the project activities (contribution in local materials, local labor, etc.).</p>	<p>a) The satisfaction levels of school communities is sought during monitoring missions.</p> <p>b) Codes of conduct exist for teachers and school-level CP focal points (See the Protection Cluster) to communicate with children, SMC Parent Associations and teachers regarding children's rights. Any complaints received and CP, GBV incidents reported are forwarded to the school principal for action and feedback to the victims.</p>

²⁰ Project Evaluation Document (PUSEB), World Bank (Page 24)

c) Information is provided to beneficiaries throughout the project (from preparation to achievement of results).

d) Key messages on access to education especially for girls are developed with parents, students, teachers and education authorities.

d) The MEPSTA and its decentralized services (IA) are informed and involved in all stages of the various projects.

c) Actions are taken to ensure that each complaint receives an appropriate response and attention (individual if necessary).

d) The teacher's code of conduct is posted and has been raised with parents, students and teachers themselves.

4) Attitudes and behaviours of the staff: Respect of the code of conduct	5) Reducing the risks: The assistance does not expose the beneficiaries	6) Assistance based on the needs: The most vulnerable have a priority access and facilitated to the help
<p>a) Implementing staff adhere to codes of conduct (rules of procedure / Ministry of Education). They are informed of the sanctions to be applied in case of non-respect of the rights of the child.</p> <p>b) School communities are informed about the principles of accountability.</p> <p>c) The discourteous behaviours / attitudes of the implementation staff (day laborers, volunteers or NGO staff) are observed and reported.</p> <p>d) Implementation staff (day laborers, volunteers or NGO staff) are accompanied by other staff in the presence of children.</p>	<p>a) The process of preparing the emergency preparedness and response plan includes an analysis of the risks of protecting children in the school environment (abuse, danger of recruitment, risks on the way to school, etc.)</p> <p>b) Protection and GBV incidents observed at school level are reported (attack on education, threat of teaching staff, etc.)</p> <p>c) Tensions and problems of coexistence between children / teachers from different communities / status are observed and reported.</p> <p>d) The school is located within a reasonable distance (less than 5 km or 1 hour of walk back and forth).</p> <p>e) All alerts will be shared with CP/UNICEF who works with MINUSCA to reinforce (Monitoring Reporting mechanism) MRM</p>	<p>(a) Arrangements are made for children of any status to attend school (IDPs, returnees, refugees, host community)</p> <p>b) WASH structures in schools (separate latrines f / g, handwashing devices, etc.) are adequate and respect the specific needs of each student (girl / boy) including CWD.</p> <p>(c) Provision is made to promote school enrolment for girls or children with disabilities or belonging to stigmatized minority groups.</p> <p>d) Teachers are trained and communities are made aware of the risks of protecting children in emergencies.</p> <p>e) Priority will be given to female teachers in order to reduce their under-representation.</p>

Knowledge

The ECW-facilitated MYRP aligned to the Cluster Strategy will generate a variety of information and knowledge products, aimed at various levels: a) planning; b) monitoring; c) reporting; and d) advocacy to facilitate action-oriented decision-making.

ASSESSMENTS FOR PLANNING

- Contribution to produce RESEN²¹ 2018.
- Initial rapid assessments: conducted by a Cluster member-based team to facilitate informed decision-making in affected areas
- Baseline Assessments with school communities in target areas: informing prioritisation and evidence-based planning. Cluster Base Line Assessments. Frequency: Every year in “back to school”. 2019, 2020, 2021.
- Specific research and needs assessment: in relation to children with disabilities and education in CAR to address significant information gaps. This will be completed as a first step in designing appropriate interventions and addressing access issues for children with disabilities. Scale up analysis will be based on Handicap International’s study on disabled children in learning structures.
- Selected research: helping to inform the programme as well as planning and implementation processes, undertaken and coordinated by the Financial and Programme Management Unit in collaboration with key stakeholders of this Programme.

MONITORING & REPORTING

- The 5W matrix: (who does what, where, when, and for whom): established to track implementation progress of the Cluster Strategy and linkages made with existing MEPSTA data platforms such as the Education Management Information System (EMIS) to ensure sustainability. Frequency: Monthly
- The Alerts and Gaps Matrix: This matrix allows cluster members to report on new needs and gaps. This matrix also makes it possible to re-evaluate the educational situation and update the prioritization of the zones
- Periodic monitoring; findings will be discussed at implementing partners and steering committee levels.
- MRM reporting sheet: allows partners to provide information on the risks and allegations of violations at school level. Partners are expected to complete this matrix whenever necessary and to relay the information to the Cluster Coordination Team.
- The Operational Presence Matrix: allows the Cluster to collect information on the location of actors throughout CAR and their potential for intervention. Frequency: Every 3 months.
- The Contingency Stock Matrix: used to track the inventory status of Contingent Partners. This matrix must be completed quarterly and returned to the cluster coordination team. Frequency: Every 3 months.
- Field monitoring missions: can be organized inter-agency, by the SAG or by the coordination of the Cluster in order to be aware of the evolution of the situation on the ground or the implementation of certain programs. They can be carried out at the request of MEPSTA, local beneficiaries or sub-groups working in the field. Frequency: TBD
- Edu Cluster Bulletins: to report on Cluster Performance Progress against indicators. Frequency: Every 3 months.
- Dashboard with infographics. Frequency: every 2 months
- OCHA Bulletin contribution. Frequency: Every 3 months
- Periodic Monitoring Reports (PMR) contributions to OCHA. Frequency: Every 6 months.

PERFORMANCE EVALUATION

- A Mid-term and end-term evaluation planned by SAG to observe the impact of the overall MYRP
- Spot checks and Evaluations led by SAG to audit funds under Cluster Responsibility.

²¹ Rapport d'Etat d'un Système Educatif National (RESEN)- National Education System Situation Report

ADVOCACY

- Advocacy material: such as human-interest stories, high-level stakeholder engagement ensured through this Programme with UN Agencies support.
- Knowledge and approaches to social and behavioural change advanced through several proposed initiatives, to be determined during inception stage. Case Analysis.
- Lessons Learned report: through a Cluster-hosted Knowledge and best practices sharing Session.
- Two Audio-Visual Documentaries. Subject: a) IDP children and their integration challenges: language, stigma. B) Community teachers' reality.
- Community Parent-Teachers Study

SUSTAINABILITY & SCALE-UP

The MYRP will promote the following points aligned with the National Transition Plan, and lessons learned from evaluations like the Emergency Support Project to Basic Education (PUSEB) led by the World Bank (2017), so it contributes to national ownership and ensures a sustainable approach.

1: Access and Equity

The Cluster Strategy will increase the national capacity and will help to diversify it for a more equitable access to education:

- Accelerated education programs in fully equipped and functional TLS infrastructures will increase education supply for Fundamental I and TVET.
- Equity and enrolment promotion in emergency areas to improve enrolment rates especially in disadvantaged areas and populations (girl, rural...) and to mitigate regional disparities.

2: Development of alternative models of education

The Cluster members will develop relevant models and will contribute to the mitigation of children and adolescents remaining out of school:

- Design and development of alternative models to mitigate school dropouts.
- Anticipation of school dropout rates to improve the retention rate especially for orphans and vulnerable children (OVC).

3: Conditions and environment of teaching-learning

Through the cluster strategy intervention, the conditions and the environment of teaching/learning will improve and security of learning spaces will be reinforced.

- Conditions / means of teaching/ learning will be improved so that learning spaces will be more child and teacher friendly.
- Securing schools from any kind of violence to make them safe spaces for children (with a special focus on gender-based violence)

4: Capacitation, allocation and support of teachers

The Cluster will support with initial and in-service training for teachers supported through a pedagogical monitoring framework. Their capacity will be strengthened with a focus on education for peace, citizenship and social cohesion.

- Specific trainings to improve the availability of teachers with sufficient capacity. Support to the MEPSTA Emergency Unit
- Monitoring-coaching and continuing education to improve the teachers' performance

- Advocacy and needs assessments to help ensure Equitable Assignment Mechanisms and Procedures for Teachers and to ensure all schools have at least the minimum number of teachers required
- Attraction and retention of teachers to a teaching position to ensure the continuity of the teaching.
- Integration of community teachers under public structures with efficient and sustainable support ensured. They will be part of a priority group of teachers for any Training launched by MEPSTA
- Support one full time staff as part of the Emergency Unit (see ToR)

5: Relevance and quality of teaching-learning

The Cluster interventions will facilitate the provision of quality education

- Teaching to ensure learners have the threshold of skills required in the disciplines of a) literacy; b) mathematics and c) everyday life and civility.
- Improved learning outcomes for children, including exam pass rates across all levels.

6. Financing of the education sector

Based on the weak capacity to plan and manage the education and training sectors and the financing of the education sector, the Cluster will advocate domestically for additional resources and progressive mobilization to ensure the sustainable future of the education sector. Where this is not possible the cluster will try to mobilize funds from other donors to cover the needs.

7: Governance and management of the sector

The Cluster will reinforce MEPSTA capacities through the integration of the Emergency Unit under the regular MEPSTA Structure.

- Reinforcement of Governance and steering instruments via Ministry organizational diagnosis, support to the Annual Statistics and Sector Plan. All analyzed data will help to identify under-performance, anticipate risks and address constraints
- Crisis Preparedness and Management Plan: to be developed by a reinforced Emergency and Crisis Management Unit will make operational an Early Warning Early Action system which should bring a more effectively managed crisis.
- Advocate to include the EiE indicators as part of the EMIS M&E
- Alternative programmes (Accelerated programmes) standardized and harmonized by MEPSTA.
- Transition from non-formal to formal education is prioritized and promoted by MEPSTA
- Capacity building of staff from different categories of central and deconcentrated structures will result in the provision of a more efficient service.
- Risk Reduction Plan should be developed and evaluated against the sector as a whole and against individual schools.

IV. PROGRAMME MANAGEMENT

Cost Efficiency and Effectiveness

In order to achieve the PERFORMANCE principles of effectiveness, pertinence, efficiency and sustainability, the Education Cluster will adopt the following strategies:

Join Consortiums for procurement

- *Financial resources:* ECD, Recreation, School in a Box kits will be standardized by the cluster and will be ordered by UNICEF, and later distributed to all the relevant Cluster Members.
- *Human resources:* Only one Supply Order to be requested and followed by one team.
- *Time:* Will reduce effort and time.

UN Agency/ Sub-Cluster support on the field offices

- *Material Resources and Logistics:* UN Agencies and Sub-National cluster team members will support other Cluster members acting in the area in logistics. The details will be agreed and discussed according to needs and context.

Join Consortiums for Agreements and UN Agency PCAs

- *Time and Human Resources:* When seeking for funding or providing a similar response under the same framework relevant Cluster members will try to do so in consortiums and Multi-Sector or Multi-partner Program Cooperation Agreements (PCA). This will harmonize formats and results frameworks and will reduce revision time.

Monitor former operations costs

- *Financial Resources:* Harmonize programmatic and operational costs (salaries for community teachers, car renting, etc...) among Cluster Members. Considering the existing price differences between the capital and certain rural areas, this mechanism will reduce the disputes between organizations on similar role/tasks salaries/costs. Following UN Agency standards, EiE projects respect the following structure: Budget = (A) Programme Cost 75%+ (B) Operational Cost 25%+ Indirect Costs 7% of (A+B)
- *Time:* Reduce the time invested to develop the proposal budgets.

Join Evaluation Missions by SAG

- *Financial Resources:* Transport will be shared and experts from the different partners will carry out the evaluation, avoiding external contracts and the associated incurred higher evaluation costs.
- *Quality:* The report will require consensus, and will reduce any subjectivity. Lessons learned will remain among the cluster members.

Bidding Process for several partners for 3rd Part Monitoring in difficult to access areas.

- *Financial Resources:* Standard costs and single contract could be signed to benefit several projects/ organizations.
- *Time:* Savings since there would be a single bidding process

Workshop “Best Practices in Efficiency& Effectiveness”

- *Knowledge sharing:* Identify synergies, and best practices from other Cluster Members for the period 2017-2018 both in-country and/or from other countries. This would improve pertinence, and applicability.
- *Learning via Benchmarking:* Exchange visits to good practices or innovation with “in situ” analysis that might inspire other Cluster Members.
- *Innovation:* With the aim of delivering a rapid response with existing resources, the Education Cluster encourages all partners to use innovative ideas that can quickly reach beneficiaries, while reassuring themselves that the country has the capacity for

- % of displaced OoSC
- Students/ teachers ratio in those crises affected zones
- % of community teachers in crisis affected zones
- % of MRM reported incidents against schools in crisis affected zones

Based on the vulnerability results the Cluster will focus its efforts in 69 districts with an overall severity index higher than 0.4; those in a critical and moderate severity situation (see Table 10 and map 7). The prioritization is determined by how critical or moderate the situation is. Those areas that are below 0.4 (i.e Bangui) will be supported in coordination with leading development agencies with a focus on the indicators with poor results.

This analysis and prioritization will provide a more equitable geographic distribution and a good representation of vulnerability criticality by provinces. This vulnerability scale will help to advocate among development partners to ensure the emergency/development nexus. Targeting of populations will be adjusted for each of these provinces according to the availability of funding and will be adapted as soon as additional funding becomes available.

TABLE 10. District severity ranking after overlapping results for 5 education indicators

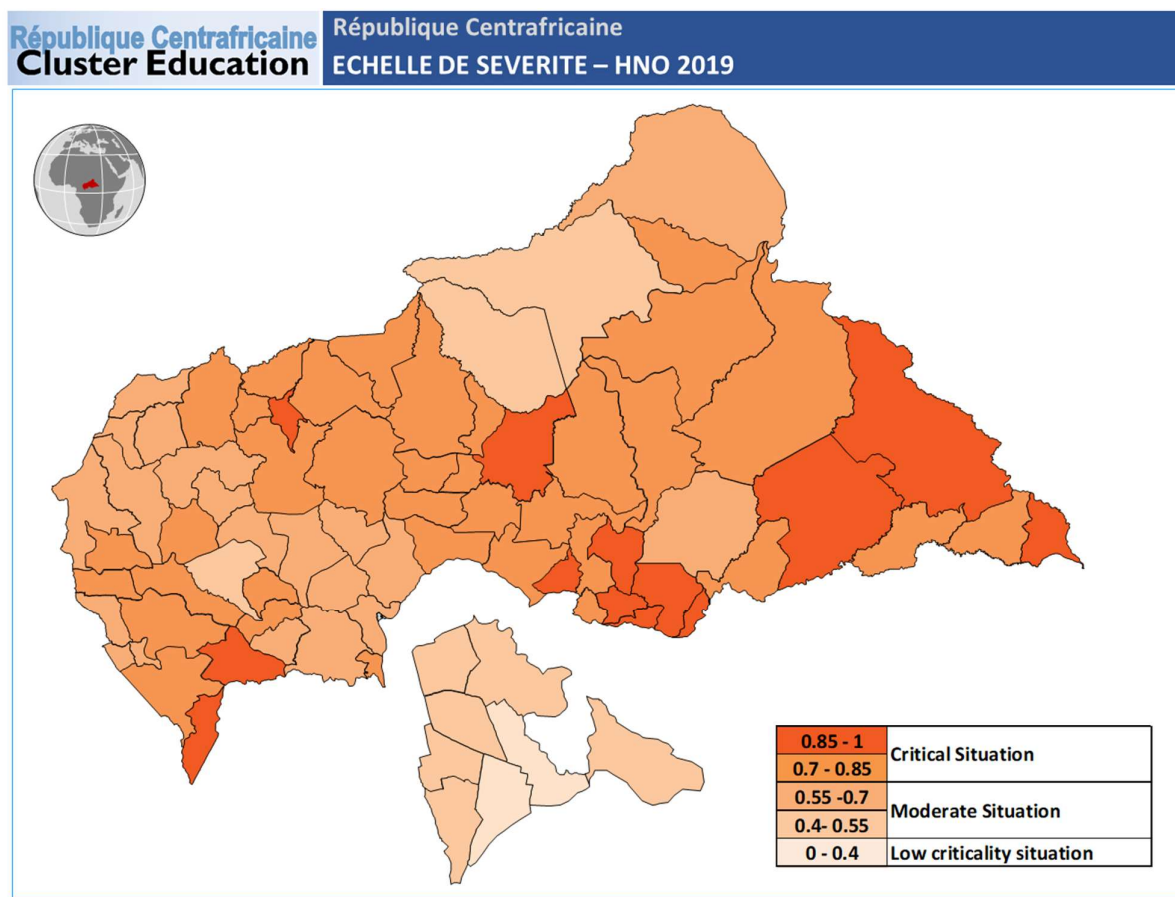
Governorate	District	RANK by overall score	Overall
Bamingui-Bangoran	Bamingui	70	0.40
Bamingui-Bangoran	Ndele	70	0.40
Basse-Kotto	Alindao	33	0.67
Basse-Kotto	Kembe	1	0.92
Basse-Kotto	Mingala	1	0.92
Basse-Kotto	Mobaye	14	0.80
Basse-Kotto	Satema	5	0.89
Basse-Kotto	Zangba	5	0.89
Haut-Mbomou	Bambouti	7	0.83
Haut-Mbomou	Djema	7	0.83
Haut-Mbomou	Obo	23	0.75
Haut-Mbomou	Zemio	23	0.75
Haute-Kotto	Bria	28	0.73
Haute-Kotto	Ouadda	33	0.67
Haute-Kotto	Yalinga	33	0.67
Kémo	Dekoa	33	0.67
Kémo	Mala	33	0.67
Kémo	Ndjoukou	33	0.67
Kémo	Sibut	33	0.67
Lobaye	Boda	50	0.58
Lobaye	Boganangone	33	0.67
Lobaye	Boganda	33	0.67
Lobaye	Mbaiki	50	0.58
Lobaye	Mongoumba	33	0.67
Mambéré-Kadéï	Amada-Gaza	28	0.73
Mambéré-Kadéï	Berberati	33	0.67
Mambéré-Kadéï	Carnot	33	0.67
Mambéré-Kadéï	Dede-Mokouba	58	0.50
Mambéré-Kadéï	Gadzi	69	0.42
Mambéré-Kadéï	Gamboula	50	0.58
Mambéré-Kadéï	Sosso-Nakombo	58	0.50
Mbomou	Bakouma	58	0.50
Mbomou	Bangassou	14	0.80
Mbomou	Gambo	7	0.83
Mbomou	Ouango	7	0.83
Mbomou	Rafai	1	0.92

Source: Own elaboration Edu Cluster/CAR based on HNO statistics and Edu 5 indicators

Governorate	District	RANK by overall score	Overall
Nana-Gribizi	Kaga-Bandoro	14	0.80
Nana-Gribizi	Mbres	14	0.80
Nana-Mambéré	Abba	33	0.67
Nana-Mambéré	Baboua	50	0.58
Nana-Mambéré	Baoro	33	0.67
Nana-Mambéré	Bouar	50	0.58
Ombella M'Poko	Bimbo	58	0.50
Ombella M'Poko	Boali	65	0.44
Ombella M'Poko	Bogangolo	65	0.44
Ombella M'Poko	Bossebele	65	0.44
Ombella M'Poko	Damara	65	0.44
Ombella M'Poko	Yaloke	58	0.50
Ouaka	Bakala	1	0.92
Ouaka	Bambari	28	0.73
Ouaka	Grimari	23	0.75
Ouaka	Ippy	14	0.80
Ouaka	Kouango	28	0.73
Ouham	Batangafo	28	0.73
Ouham	Bossangoa	20	0.78
Ouham	Bouca	20	0.78
Ouham	Kabo	23	0.75
Ouham	Markounda	14	0.80
Ouham	Nana-Bakassa	7	0.83
Ouham	Nangha Boguila	23	0.75
Ouham Pendé	Bocaranga	49	0.60
Ouham Pendé	Bossemtele	64	0.47
Ouham Pendé	Bozoum	58	0.50
Ouham Pendé	Koui	57	0.53
Ouham Pendé	Ngaoundaye	50	0.58
Ouham Pendé	Paoua	33	0.67
Sangha-Mbaéré	Bambio	7	0.83
Sangha-Mbaéré	Bayanga	7	0.83
Sangha-Mbaéré	Nola	20	0.78
Vakaga	Birao	56	0.56
Vakaga	Ouanda-Djalle	33	0.67

0.85 - 1	Critical Situation
0.7 - 0.85	
0.55 - 0.7	Moderate Situation
0.4 - 0.55	
0 - 0.4	Low criticality situation

Map 7. District severity ranking after overlapping results for 5 education indicators



Source: Own elaboration Edu Cluster/CAR base on HNO2019

Audit arrangements

On a monthly basis, the SAG with rotating members will conduct quality assurance audits in the priority locations. The Sub-Cluster Offices of the MEPSTA Emergency Unit will be responsible for the preparation of schedules for the monitoring of the project. Preferably the members of the audits will be mixed in terms of local/ national composition to enrich the discussions. A total of 36 visits will be led by the MEPSTA to ensure performance, pertinence, quality standards, sustainability and efficiency of the implementation. All members will contribute to human resources, financial support and logistics. UNICEF as cluster lead and the MEPSTA will ensure mobilisation of sufficient resources for successful monitoring.

Priority provinces and overlap with other initiatives

In addition to the criteria outlined above, existing and pipeline projects with other donor trust fund education programmes, WB, UE, GPE and Common Humanitarian Funds (CHF) have been taken into consideration with regard to the selection and rankings of locations.

In that respect, rigorous mechanisms will be put in place to avoid overlap and duplication in implementation. This will include careful mapping of target districts for each of the respective programmes (and other related programmes), and careful coordination in planning and implementation. This will not only avoid any unwarranted overlaps but will also provide opportunities for the respective programmes to complement each other and hence contribute towards overall improved outcomes.

Results Framework

MANDATORY ECW CORE INDICATORS

Indicator	Sub-Grantees	Local actors	# of local actors at midterm	# of local actors at close
Please list each of your organization's sub-grantees and indicate whether they will be further sub-granting to any local organizations	<i>tbc*</i>	<i>tbc</i>	<i>tbc</i>	<i>Tbc</i>

Type	Indicator	Grantee	Organisation	# of local actors at midterm	# of local actors at close
Systemic outcome -Local systems building	Please list each of the three organization's sub-grantees and indicate whether they will be further sub-granting to any local organizations	UNICEF	Cordaid	7	7
			COOPI		
			ACTED		
			IEDA		
		UNHCR			
		Plan International	MoE	1	1
		NRC	MoE	1	1

Type	Indicator	Breakdown	Years	Pre-Primary		Primary		Secondary		Total			
				F	M	F	M	F	M	F	M	Total	
Impact	FORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance.	Total[1]	Baseline										
			Year 1 target	5,069	5,069	8,260	8,260	5,444	5,444	18,774	18,774	37,547	
			Year 2 target	12,197	12,197	19,876	19,876	13,100	13,100	45,174	45,174	90,347	
			Year 3 target	17,892	17,892	29,157	29,157	19,217	19,217	66,267	66,267	132,533	
		Children with disabilities[2]	Baseline										
			Year 1 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 2 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 3 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
		Refugees	Baseline										
			Year 1 target	51	50	83	82	55	54	189	186	375	
			Year 2 target	122	122	199	199	131	131	452	452	904	
			Year 3 target	179	179	293	291	192	191	664	661	1,325	
		IDP	Baseline										
			Year 1 target	3,042	3,041	4,956	4,956	3,267	3,266	11,265	11,263	22,528	
			Year 2 target	7,318	7,318	11,926	11,926	7,860	7,860	27,104	27,104	54,208	
			Year 3 target	10,735	10,735	17,494	17,494	11,532	11,530	39,761	39,759	79,520	
		Host populations	Baseline										
			Year 1 target	1,977	1,977	3,222	3,221	2,124	2,122	7,323	7,320	14,643	
			Year 2 target	4,757	4,757	7,752	7,752	5,108	5,109	17,617	17,618	35,235	
			Year 3 target	6,978	6,978	11,371	11,371	7,495	7,495	25,844	25,844	51,688	

Type	Indicator	Breakdown	Years	Pre-Primary		Primary		Secondary		Total			
				F	M	F	M	F	M	F	M	Total	
Impact	NONFORMAL EDUCATION: Number of children and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance	Total	Baseline										
			Year 1 target	3,456	3,456	5,632	5,632	3,712	3,712	12,800	12,800	25,600	
			Year 2 target	8,316	8,316	13,552	13,552	8,932	8,932	30,800	30,800	61,600	
			Year 3 target	12,744	12,744	20,768	20,768	13,688	13,688	47,200	47,200	94,400	
		Children with disabilities	Baseline										
			Year 1 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 2 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
		Refugees	Year 3 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Baseline										
			Year 1 target	-	-	-	-	-	-	-	-	-	-
		IDP	Year 2 target	-	-	-	-	-	-	-	-	-	-
			Year 3 target	-	-	-	-	-	-	-	-	-	-
			Baseline										
		Host populations	Year 1 target	2,074	2,074	3,379	3,379	2,227	2,227	7,680	7,680	15,360	
			Year 2 target	4,990	4,990	8,131	8,131	5,359	5,359	18,480	18,480	36,960	
			Year 3 target	7,646	7,646	12,461	12,461	8,213	8,213	28,320	28,320	56,640	
			Baseline										
Host populations	Year 1 target	1,382	1,382	2,253	2,253	1,485	1,485	5,120	5,120	10,240			
	Year 2 target	3,326	3,326	5,421	5,421	3,573	3,573	12,320	12,320	24,640			
	Year 3 target	5,098	5,098	8,307	8,307	5,475	5,475	18,880	18,880	37,760			
	Baseline												
Type	Indicator	Breakdown	Years	Pre-Primary		Primary		Secondary		Total			
Output	# of children and youth receiving individual learning materials (e.g., textbooks, notebooks, etc.)	Total	Baseline										
			Year 1 target	8,525	8,525	13,892	13,892	9,156	9,156	31,574	31,574	63,147	
			Year 2 target	20,513	20,513	33,428	33,428	22,032	22,032	75,974	75,974	151,947	
			Year 3 target	30,636	30,636	49,925	49,925	32,905	32,905	113,467	113,467	226,933	
		Children with disabilities	Baseline										
			Year 1 target								-	-	-
			Year 2 target								-	-	-
		Refugee	Year 3 target								-	-	-
			Baseline										
			Year 1 target	51	50	83	82	55	54	189	186	375	
		IDP	Year 2 target	122	122	199	199	131	131	452	452	904	
			Year 3 target	179	179	293	291	192	191	664	661	1,325	
			Baseline										
		Host populations	Year 1 target	5,116	5,115	8,335	8,335	5,494	5,493	18,945	18,943	37,888	
			Year 2 target	12,308	12,308	20,057	20,057	13,219	13,219	45,584	45,584	91,168	
			Year 3 target	18,381	18,381	29,955	29,955	19,745	19,743	68,081	68,079	136,160	
			Baseline										
Host populations	Year 1 target	3,359	3,359	5,475	5,474	3,609	3,607	12,443	12,440	24,883			
	Year 2 target	8,083	8,083	13,173	13,173	8,681	8,682	29,937	29,938	59,875			
	Year 3 target	12,076	12,076	19,678	19,678	12,970	12,970	44,724	44,724	89,448			

* Sub grantees will be determined through a competitive bidding process

# of teachers or education administrators ^[1] trained disaggregated by sex		F	M	Total
	Baseline			
	Year 1 target	213	640	853
	Year 2 target	616	1,437	2,053
	Year 3 target	1,073	1,994	3,067
# of teachers recruited or financially supported, disaggregated by sex	Baseline			
	Year 1 target	125	375	500
	Year 2 target	450	1,050	1,500
	Year 3 target	700	1,300	2,000
# of gender-sensitive latrines ^[2] built or rehabilitated	Baseline	Total		
	Year 1 target	0	25	
	Year 2 target	0	25	
	Year 3 target	0	25	
# of classrooms supported (e.g. through infrastructures, equipment e.g. desks or classroom)	Baseline	Total		
	Year 1 target	0	1000	
	Year 2 target	0	1000	
	Year 3 target	0	675	

^[1] If disaggregation by other population groups is relevant in the country context, please include it in the table.

it to be able to reach any child with disability, write 0. If, on the other hand, you do not expect to be able to measure the number of children with disability, write 0.

^[1] [Head teachers, school supervisors, or Ministry of Education officials are counted as education administrators; parents are not.](#)

^[2] [A latrine refers here to a latrine stall or seat, so if the programme aims at building 5 latrines of 3 stalls each, the target should be 15.](#)

OVERALL MULTI-YEAR RESILIENCE PROGRAMME RESULTS

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)[1]							
			Value	Year	Year 1 Dic'18-Nov'19		Year 2 Dic'19-Nov'20		Year 3 Dic'20-Nov'21		TOTAL CLUSTER	TOTAL ECW
					Cluster	ECW	Cluster	ECW	Cluster	ECW		
Impact: Improved learning and resilience of boys and girls/ youth affected by the crisis in CAR through equitable access to quality education in safe and protective learning spaces	# of crisis affected cboys and girls directly or indirectly impacted by the program	<i>Fist Evaluation/ Final Evaluation</i>	50,000	2018	250,000	64,000*	350,000	154,000 90,000 New)	300,000	230,000 (76,000 New)	900,000	230,000
	% of crisis affected boys and girls directly impacted by the program who successfully completed their courses	<i>NRC pilot project / Annual Statistics</i>	80%	2018	82%	82%	82%	82%	82%	82%	82%	82%
Outcome 1. – Increased access to education for crisis affected girls and boys	1.0. # of out-of-school boys and girls accessing pre-primary and primary education through initiatives supported by the program	<i>Annuaire Statistic</i>	0	2018	100,000	25,600	140,000	61,600 (36,000 New)	120,000	94,400 (30,400 New)	360,000	92,000
Output 1.1. Number of boys and girls affected by crisis accessing alternative education increased	1.1.1. # of OOSC (dropouts and never been to school) who access alternative education opportunities in a protective and safe environment	<i>5W, monitoring report</i>	0	2018	100,000	25,600	140,000	616,00 (36,000new)	120,000	94,400 (30,400 New)	360,000	92,000
	1.1.2. # of young men/ women having access to livelihood opportunities	<i>5W, monitoring report</i>	0	2018	5,000	1,000	5,000	1,000	5,000	1,000	15,000	3,000
	1.1.3. # of TLS constructed	<i>5W, monitoring report</i>	0	2018	425	160	475	225	750	190	1,650	575

	1.1.4. % of IDPs children among the total # of students in any TLS	<i>5W, monitoring report</i>	23%	2018	23%	23%	23%	23%	23%	23%	23%	23%
Output 1.2. Number of boys and girls affected by crisis accessing formal education increased	1.2.1. # of OOSC (dropouts and never been to school) re-integrated into formal education in a protective and safe environment	<i>5W, monitoring report</i>	TBD	2018	9000	23040	126000	55440 (32400 New)	108000	84960 (27360 New)	243000	82800
Output 1.3. Newly-established and existing pre-primary and primary learning centers are functional	1.3.1. # of children (boys and girls) hosted in newly constructed or rehabilitated formal schools	<i>5W, Monitoring report</i>	0	2018	27,600	15,000	32,200	14,440	34,500	-	94,300	29,440
	1.3.2. # of newly established semi-permanent learning spaces	<i>Database MEPSTA</i>	0	2018	100	0	150	0	150	0	400	0
	1.3.3. # of rehabilitated semi-permanent learning spaces	<i>Database MEPSTA</i>	0	2018	200	160	200	160	225	0	625	320
	1.3.4. # of monitoring systems implemented to measure the functionality of newly established and existing learning spaces at national level	<i>ECW Partner Reports + MEN Monitoring Systems</i>	0	2018	1	1	1	1	1	1	1	1
Output 1.4 Adapted Radio programs to compensate and reduce literacy gap	1.4.1. # of prefectures with access to the radio programs	<i>Evaluation report</i>	0	2018	2	0	4	0	8	0	8	0
Outcome 2. – Increased continuity of education for emergency affected girls and boys increased	2.0. Increase in % of enrolled boys/girls successfully transitioned to formal schools.	MEPSTA-Emergency Unit	TBD	2018	80	80	80	80	80	80	80	80
Output 2.1. Education programs (formal and non-formal) adapted to boys and girls's education needs are implemented	2.1.1. # of boys and girls accessing school feeding programs when in accelerated education programs	<i>WFP Report</i>	0	2018	10,000	-	10,000	-	10,000	-	30,000	-
	2.1.2. # of boys and girls accessing accelerated education programs	<i>Database MEPSTA</i>	0	2018	30,000	15,000	30,000	15,000	30,000	15,000	90,000	45,000

and measure to reduce children drop-outs are in place													
Output 2.2. Transition of students from non-formal to formal education ensured through strategic planning	2.2.1. # of accelerated education programs developed, adapted and implemented to facilitate the transition	Database MEPSTA	0	2018	1	1	0	0	0	0	1	1	
	2.2.2. % of boys and girls in transition who benefit from a free schooling pack/mechanism	Database MEPSTA	0	2018	100%	100%	100%	100%	100%	100%	100%	100%	
Output 2.3. Functional monitoring system for transition from non-formal to formal education implemented under the MEN-Emergency Unit	2.3.1. Functional database to track the non-formal to formal transition of crisis affected boys and girls	MEPSTA Report	0	2018	1	1	1	1	1	1	1	1	
	2.4.1. # of girls and boys supported/referred to obtain the appropriate documentation	Child Protection sub Cluster Report	TBD	2018	30,000	30,000	30,000	30,000	30,000	30,000	90,000	90,000	
Outcome 3. – Rights of girls and women in and through education are supported through targeted approaches	3.0. % of observed, trained teachers (disaggregated by sex) achieving minimum standards in inclusion practices	Evaluation Test	0	2018	90%	90%	90%	90%	90%	90%	90%	90%	
Output 3.1. Awareness and skills of key stakeholders in inclusion practices (gender, disability, former CAFAGs, negative socio-cultural practices) increased	3.1.1. # of trained teaching staff (male and female) with increased knowledge on relevant focus areas	Training report, SWs	TBD	2018	3,333	853	4,667	1,200	40,00	1,014	8,000	3,067	
	3.1.2. # of women and men (community) reached with awareness raising on relevant focus areas	Partner report	TBD	2018	600,000	600,000	600,000	600,000	600,000	600,000	1,8M	1,8M	
Output 3.2. Increased number of female Teaching staff/Community	3.2.1. % of female community teachers recruited and deployed within the supported programs	Statistical Yearbook	20% (TBC)	2018	22	22%	24%	24%	24%	24%	24%	24%	

Teachers recruited and deployed	3.2.2. Advocacy: Increased number of female teachers who are eligible to benefit from training Positive segregation to encourage the recruitment of female teachers	Statistical Yearbook	20%	2018	22%	22%	24 %	24%	25%	25%	25%	25%
Output 3.3. Legal and policy frameworks are reviewed and implemented to support girls' education	3.3.1. Number of decisions taken by authorities (MEPSTA, ...) to improve girls enrolment in school	Official publication	TBD	2018	1	1	1	1	1	1	3	3
Outcome 4. Safe and protective learning environment established for crisis affected girls and boys	4.0.1 # of I.A. with capacity to respond to Emergency situations in their competency areas	MEPSTA EIEU Reports	0	2018	2	2	6	4	8	6	8	6
	4.0.2 # of community structures with capacity to identify, report and act to mitigate risks and manage vulnerabilities in and around education structures	MEPSTA EIEU reports	0	2018	50	50	50	0	50	50	150	100
Output 4.1. Increased awareness and skills of key stakeholders in inclusion practices (gender, disability, former CAFAGs, negative socio-cultural practices)	4.1.1. # of teachers (male and female) that demonstrates minimum knowledge and good practices on relevant focus areas	5Ws, activity report, monitoring report	Activities distributed on*	2018	3,333	853	4,667	1,200	4,000	1,014	12,000	3,067
	4.1.2. # of women and men (community) reached with awareness raising on relevant focus areas	partners report	TBD	2018	600,000	600,000	600,000	600,000	600,000	600,000	1,800,000	1,800,000
Output 4.2. Inclusive facilities for girls and boys, including children with disabilities are provided	4.2.1. % and # of rehabilitated or constructed education structures with adapted facilities installed for crisis affected boys and girls and children with disabilities (sanitation, access, desks, ...)	Assessment / Evaluation report	0	2018	80% 280	80% 128	80% 280	80% 128	80% 300	-	80% 820	80% 256
Output 4.3. Increased access to recreational activities for crisis affected girls and boys	4.3.1. % of boys and girls who have access to recreational activities and material	Partner report	TBD	2018	100%	100%	100%	100%	100%	100%	100%	100%
	4.3.2. # of learning spaces adapted to host recreation activities	Partner report	TBD	2018	300	160	350	160	375	0	1025	320
Output 4.4. Protection risks related to	4.4.1: # of learning spaces supported by the program with a functional protection reporting mechanism	Monitoring report	0	2018	300	160	350	160	375	0	1025	320

conflict and violence are identified and mitigated	4.4.2. # of learning spaces with staff trained to respect the code of conduct that demonstrates good practices and behaviours	Monitoring report	0	2018	300	160	350	160	375	0	1025	320
Output 4.5. Teachers and education facilities' safety and resilience strengthened	4.5.1. # of I.A action plans for emergency preparedness and response incorporating risk reduction and environmental awareness and life skills developed and implemented	MEPSTA EIEU Reports	0	2018	2	2	6	4	8	6	8	6
	4.5.2. # of educational staff (teachers, school directors, pedagogical advisors, etc.) who have benefited from training in risk reduction, prevention and management of emergency situations that demonstrates minimum knowledge and good practices	Training report, SWs	TBD	2018	3,333	853	4,667	1,200	4,000	1,014	12,000	3,067
Output 4.6. Improved communities' capacity to prevent, mitigate, and manage an emergency situation	4.6.1. # and % of community committees who develop and implement a safety and protection plan for learning spaces	Monitoring report	TBD	2018	50 100%	50 100%	50 100%		50 100%	50 100%	150 100%	100 100%
	4.6.2. # members of Student Parents Association(APE) who have benefited from a training in risk reduction, prevention and management emergency situations that demonstrate minimum knowledge and good practices	Training report, SWs	TBD	2018	625	160	875	225	750	190	2,250	575
Output 4.7. Improved teachers' capacity to detect and refer children in need of psychosocial support and referral	4.7.1. % of teachers (disaggregated by sex) trained who are able to demonstrate a minimum capacity to identify and refer boys/girls with psychosocial support needs	Training report, SWs	TBD	2018	80%	80%	80%	80%	80%	80%	80%	80%
Output 4.8. Improved life skills of adolescent	4.8.1. % of adolescent (boys and girls, and male and female) supported by the program able to demonstrate improved knowledge and behaviours on life skills	Monitoring report	TBD	2018	90%	90%	90%	90%	90%	90%	90%	90%
Output 4.9. Grave violations of children's right to education reported via MRM are followed up appropriately	4.9.1. % alerts reported by MRM with a MINUSCA Feedback in action.	MRM database	TBD	2018	100%	100%	100%	100%	100%	100%	100%	100%

Outcome 5. Improved quality of learning for emergency-affected girls and boys	5.0.1 % of newly established learning centres equipped with minimum teaching & learning materials.	Partner report	TBD	2018	100%	100%	100%	100%	100%	100%	100%	100%
	5.0.2 % of trained teachers (disaggregated by sex) able to demonstrate a minimum level of knowledge related relevant areas focus. *	Partner report / Evaluation test	TBD	2018	80%	80%	80%	80%	80%	80%	80%	80%
Output 5.1 Age appropriate and context related teaching and learning materials are provided	5.1.1: # of teachers receiving teaching materials adapted to national standards	5Ws, activity report, monitoring report	Activities distribution*	2018	3,333	853	4,667	1,200	4,000	1,014	12,000	3,067
	5.1.2. # of students receiving learning materials adapted to national standards	5Ws, activity report, monitoring report	TBD	2018	250,000	64000*	350,000	154,000 (90,000 New)	300,000	230,000 (76,000 New)	900,000	230,000
Output 5.2. Sufficient and competent teaching staff are ensured	5.2.1. # of community teachers (desaggregated by sex) recruited and deployed in vulnerable locations (Hotspots)	Training report, 5Ws	0	2018	500	500	700	700	800	800	2,000	2,000
	5.2.2. % and # of trained teachers/ community teachers (disaggregated by sex) achieving minimum standards in EIE (Emergency Pedagogy, catch-up classes, non-formal education, multigrade classrooms, overcrowded classrooms)	Training report, 5Ws	TBD	2018	80% 400	80% 400	80% 560	80% 560	80% 640	80% 640	80% 1600	80% 1600
Output 5.3. Systems for the measurement of teaching quality strengthened	5.3.1. % of trained teachers (disaggregated by sex) achieving minimum standards in education within relevant focus areas	Training report, 5Ws	TBD	2018	80% 400	80% 400	80% 560	80% 560	80% 640	80% 640	80% 1600	80% 1600
	5.3.2. # of Teaching quality monitoring system implemented by MEN-Emergency Unit	MEPSTA Report	TBD	2018	1	1	1	1	1	1	1	1
Output 5.4. Systems for the measurement of learning outcomes strengthened	5.4.1. % of students (disaggregated by sex) achieving minimum standards within relevant focus areas	Knowledge evaluation	80%	2018	85%	85%	90%	90%	90%	90%	90%	90%

Outcome 6. Improved coordination mechanisms who respond to EIE situation	6.0.1 % of alert on education issue timely and appropriately responded by a coordination mechanism	<i>Cluster Reports</i>	50%	2018	100%	100%	100%	100%	100%	100%	100%	100%
Output 6.1. MEPSTA emergency unit's capacity to coordinate education response at Hospot Level improved	6.1.1.# Emergency Unit is equipped and able to interact and respond countrywide including in hotspot areas	<i>MEPSTA Report</i>	0	2018	1	1	1	1	1	1	1	1
	6.1.2. % of Alert received and responded to by MEPSTA-Emergency Unit with Education Cluster support	<i>MEPSTA Report</i>	30%	2018	100%	100%	100%	100%	100%	100%	100%	100%
Output 6.2. Education coordination mechanism strengthened	6.2.1. # of MoU set up to organize coordination between Education actors (Humanitarian and Development)	<i>Signed MoU</i>	0	2018	1	1	0	0	0	0	1	1
	6.2.2. % of guidelines produced to harmonize EIE interventions that are followed by education actors	<i>Guidelines produced</i>	25%	2018	90%	90%	90%	90%	90%	90%	90%	90%
	6.2.3 # of Joint high level advocacy initiatives to address two major education issues	<i>Advocacy report</i>	0	2018	1	1	1	1	2	2	2	2
Output 6.3. MEPSTA Emergency Unit's capacities to inform and coordinate Education in Emergencies increased at national elvel	6.3.1. # National and Decentralized contingency Plan led by MEN Emergency Unit	<i>MEN-Emergency unit report</i>	TBD	2018	2	2	3	3	4	0	9	5
	6.3.2. % Emergency responses effectively coordinated by the MEN-Emergency Unit	<i>MEN-Emergency unit report</i>	TBD	2018	100%	100%	100%	100%	100%	100%	100%	100%

V. MONITORING AND EVALUATION

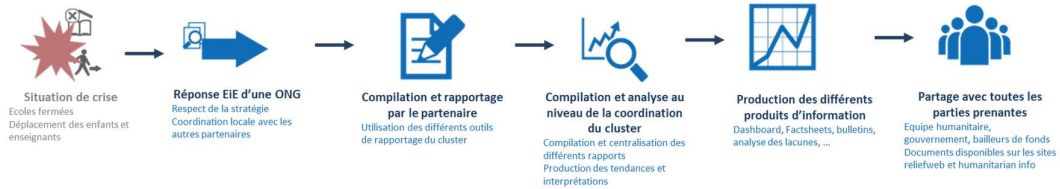
Education Cluster Strategy (M&E)

The monitoring of the strategy's implementation will be carried out using various Education Cluster reporting tools.

- (i) **The 5W matrix** (who does what, where, when, and for whom): This tool is used by the partners to report their achievements monthly, by the 20th of each month. At national level, each partner organization's focal point will provide the cluster coordination team with the data compiled from all the intervention areas in order to support the coordination of the response.
 - (ii) **The Alerts and Gaps Matrix:** This matrix allows cluster members to report on new needs and gaps. This matrix also makes it possible to re-evaluate the educational situation and update the prioritization of the zones. Partners are expected to complete this matrix whenever necessary and to relay the information to the Cluster Coordination Team. A mapping of these alerts and reported gaps is presented at each cluster meeting to find and coordinate solutions.
 - (iii) **MRM reporting sheet:** This tool allows partners to provide information on the risks and allegations of violence at school level (ie. occupation of learning spaces by armed elements, arrests of pupils and educational staff). This information is compiled at cluster level and reported to the MRM working group for action. The cluster, which actively participates in this forum, is responsible for following up on these allegations until the alert closure.
 - (iv) **The Operational Presence Matrix:** This matrix allows for the collection of information regarding the location of actors throughout CAR and their abilities to intervene. Partners are required to complete and submit the matrix quarterly to the Cluster Coordination Team.
 - (v) **The Contingency Stock Matrix:** This tool is used to track the inventory status of contingency stocks owned by each partner and its location. This matrix must be completed quarterly and returned to the cluster coordination team.
 - (vi) **Field missions:** These can be inter-agency missions organized by the SAG or by the Cluster Coordination in order to monitor the evolution of the situation on the ground or the implementation of certain programs. They can be organized at the request of MEPSTA, local beneficiaries or sub-groups working in the field.
- The compilation and analysis of reported information will allow the Cluster Coordination Team to be abreast of emerging needs and gaps, to monitor the response, to avoid duplication, to formulate clear and strong advocacy messages, to support partners in their daily work, operational planning and finally to reinforce the coordination of the response (capacity mapping versus identified needs and priorities).
 - Using the data provided by the partners, the Cluster Coordination Team undertakes to produce quarterly and punctual newsletters, dashboards and factsheets to illustrate the evolution of the situation. A bi-annual and annual

review will be carried out by the coordination unit to outline the progress of the response.

- The MEPSTA Emergency Unit is the body of MEPSTA responsible for monitoring the activities of emergency education partners and must be equipped with the means to fulfill this role. Assisted by the Cluster Coordination, it ensures that the humanitarian actors are aware of urgent priorities and gaps and that their response is in line with the National and INEE standards.



MONITORING PLAN

Monitoring Activity	Purpose	Frequency	Expected Action	Cost (if any)
Track results progress	Track progress data against the results indicators in the RBF Data collected and analyzed to assess the progress of the program in achieving the agreed outputs	Quarterly, or in the frequency required for each indicator	Slower than expected progress will be addressed by program management.	Included in Program budget
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. Audits will be conducted in accordance with UN Agencies audit policy to manage financial risk.	Quarterly	Risks are identified by program management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.	Included in Program budget
Learn	Knowledge, good practices and lessons will be regularly captured, as well as actively sourced from other projects and partners and integrated back into the project.	Annually	Relevant lessons are captured by the program team and used to inform management decisions.	Included in Program budget
Annual Program Quality Assurance	The quality of the program will be assessed against UN Agencies quality standards to identify program strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by program management and used to inform decisions to improve program performance.	Included in Program budget
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision making	Annually	Performance data, risks, lessons and quality will be discussed by the program board and used to make course corrections.	Included in Program budget
Program Report	A progress report will be presented to the Program Steering Committee/Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual program quality rating summary, an updated risk log with mitigation measures, and any evaluation or review reports prepared over the period.	Every 6 months, at the end of the calendar year, and at the end of the program (final report)	Systematic data collection mechanism in place. Systematic performance against results infographics shared. Key recommended actions should be included to mitigate any risk or readjust any deflection.	Included in Program budget
Program Review (Steering Committee Program Board)	The program's governance mechanism (program steering committee) will hold regular program reviews to assess the performance of the program against planned indicators and review MYWP to ensure realistic budgeting over the life of the project. In the project's final year, the Program Board shall hold an end-of program review to capture lessons learned and discuss opportunities for scaling up and to socialize program results and lessons learned with relevant audiences.	Annually	Any quality concerns or slower than expected progress should be discussed by the program board and management actions agreed to address the issues identified.	Included in Program budget

EVALUATION PLAN

Evaluation Title	Partners	Related Strategic Plan Output	Outcome (s)	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Initial baseline assessments related to inclusion	Partners	Output 4.2 Inclusive facilities for girls and boys, including for children with disabilities are provided for girls and boys	Outcome 4 – Safe, protective and inclusive learning environments established for crisis affected girls and boys	Month #1	Implementing Partners (HI), Government	Included in Program budget
Initial baseline assessments related to gender (girls and women teachers)	Implementing Partners, UN agencies	All Outputs related to gender issues	Outcome 5- Safe, protective and inclusive learning environments established for crisis affected girls and boys	Month #1	Steering Committee, Implementing Partners, Government, Donors	Included in Program budget
Mid-Term Evaluation	Implementing Partners, UN agencies	All Outputs	All Outcomes	Program mid-year	Steering Committee, Implementing Partners, Government, Donors	Included in Program budget
End of Program Impact Evaluation	Implementing Partners, UN agencies	All Outputs	All Outcomes	Program end-year	Steering Committee, Implementing Partners, Government, Donors	Included in Program budget
Evaluation to estimate the number of children that followed the adapted radio programs	Implementing Partners, UN agencies	Output 1.4 Adapted Radio programs are implemented to reduce literacy gaps	Outcome 1 – Increased access to education for crisis affected girls and boys	Month #1	Implementing Partners, Government	Included in Program budget

SELECTION OF PROPOSED ECW GRANTEES AND ALLOCATION OF FUNDS

The Education Cluster partners highlighted that the previous process of the selection of Grantees for the ECW First Response was transparent and inclusive. It was therefore agreed to use the same process for the selection of Grantees for the ECW-funded part of the MYRP. This has entailed an open and transparent process led by the Education Cluster who encouraged relevant agencies to apply.

On 28 August 2018, Education Cluster received confirmation from ECW Secretariat that it would contribute \$6.5 million to the first year of the MYRP. Years two and three will be subjective to performance and availability of funds.

In a meeting, it was duly explained the ECW funding mechanism, eligibility criteria and next steps to cover the proposed two weeks proposal development and review process.

During that meeting, the SAG was authorized to lead the quality assurance process for ECW in CAR. The day after, 12 October, the SAG held its first ECW meeting to agree on:

1. **Eligibility/Priority Criteria:** i) FH approved; ii) Be an Education Cluster member with an operational presence in the Area targeted; iii) Priority Interventions: a) Targeted Areas 1; b) Funds to be expended in 12 months c) Vulnerable targeting (3-18 years old); d) Activities from MYRP 2019 -2021.

2. **Scoring system:** The SAG stated the terms and conditions to ensure a transparent process and included in addition to the ECW criteria, other points to rate cost/efficiency, consistency, durability and other important quality insurance aspects.

Panel: A panel was set up as follows:

Organization	Status
Education Cluster	Cluster Coordination
Protection Cluster	Cluster Coordination
IDEAL	National NGO
ECHO/EU	Donor / GLPE Member
UNICEF	UN Agency
Plan International	International NGO
MEPSTA (Ministry of Education)	Government Structure
OCHA/ Humanitarian Funds	UN Agency

As a result of this process the following agencies are being proposed as Grantees for ECW funds:

Agency	Year 1
A. UNICEF	\$4,353,000
B. UNHCR	\$200,000
C. Plan International	\$900,000
D. Norwegian Refugee Council	\$1,047,000
Total	\$6,500,000

VI. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

Governance Structure

The following section outlines the proposed structure of governance and management. The table below sets out the roles and responsibilities for each body with respect to governing and managing the programme. Governance and management arrangements are structured in such a way that they ensure inclusive participation of relevant stakeholders holding decision-making authority within the programme.

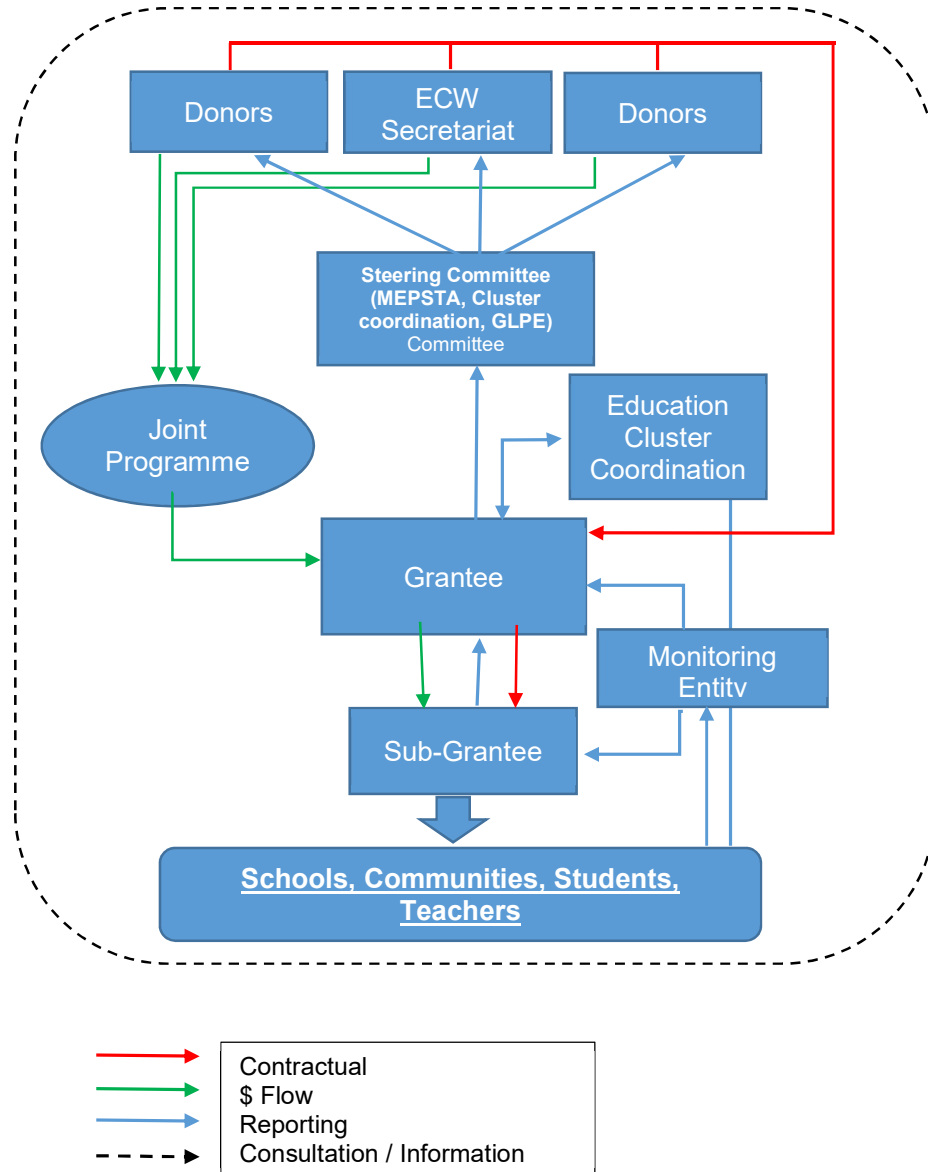


Figure 7: Proposed Governance Structure

<i>Governance Body</i>	<i>Roles and Responsibilities</i>
ECW Secretariat (HQ) and other Donors	<p>The ECW Secretariat and other Donors provide the initial seed funds and will play a critical role in advocating for further resource contributions from other donors to reach the funding target of the multi-year program. During the implementation phase, the ECW Secretariat will provide political advocacy, strategic oversight and technical guidance to produce the agreed results within the multi-year programme. The ECW Secretariat will also provide: technical assistance and knowledge sharing, as well as an oversight and quality assurance role with regards to programmatic implementation. Additionally, the ECW Secretariat, in consultation and agreement with other donors, will be responsible for: approving any major changes/adjustments to the programme that are proposed by the Joint Multi-Year Programme Steering Committee; reviewing high level reports on progress of the programme; and approving utilisation of additional donor funding. Donors will sign a contract with the Grantee allowing them to deposit their financial contribution into the Joint Programme Account.</p>
Steering Committee (Members MEPSTA, Cluster coordination, GLPE²³)	<p>In order to ensure coordination between humanitarian and development partners, the in-country Steering Committee is an in-country high-level oversight entity for the multi-year programme composed of high-level representatives from the MEPSTA, the Education Cluster and Education donors. The primary responsibility of the Steering Committee is the provision of overall strategic guidance with a view to promoting coherence and effectiveness within the multi-year programme. The SC will also inform ECW how funds will be allocated and request ECW to release funds to the Grantee/Grant Agent. The Steering Committee also leads the policy advocacy and resource mobilization efforts for the multi-year programme in-country. The Steering Committee will report to the ECW Secretariat on a bi-annual basis to ensure accountability of the results and funds spent. With regard to conducting programme evaluations, the Steering Committee will serve as the Evaluation Management Team to endorse the evaluation design, results and management response as advised by the Technical Team.</p>
Education Cluster coordination+ SAG (Technical Team)	<p>To avoid duplication and ensure consistency, the Technical Team is an in-country review and advisory committee consisting of Education Cluster Strategic Advisory Group (SAG) with the addition of (at least) 2 donor representatives who have made a significant contribution to the Education sector in CAR including large-on-budget programmes. The Education Cluster / Technical Team reviews the applications / proposals for selection of implementing partners and makes a recommendation to the Grantee and the Steering Committee for endorsement. During the implementation phase, the Technical Team will help ensure coherence of implementing partners' interventions in accordance with the multi-year programme and liaise directly with the Grantee. The Education Cluster Technical Team ensures the standardization of approaches in different education interventions for cost efficiency and effectiveness. This may include common assessment tools,</p>

²³ Groupe Local de partenaires de l'Education

Governance Body	Roles and Responsibilities
	capacity development efforts and teaching and learning materials, among others. The Education Cluster Technical team will also provide guidance on the development of project-specific M&E plans and reporting mechanisms in consultation with the MYP Grantee and monitoring entity. With regard to conducting of programme evaluations, the Education Cluster Technical team will serve as the Evaluation Reference Group.
MYRP Grantee(s)	The Grantee will sign contracts with the contributing donors, allowing them to deposit their financial contributions in the joint programme account. It is recommended that this role will be undertaken for an initial period of three years to ensure consistency and cost-effectiveness. The Grantee is responsible for: the administrative management of the multi-year programme; receiving donor contributions; disbursement of funds to implementing partner in line with the UN Harmonized Approach to Cash Transfers (HACT); consolidation of periodic and final financial reports and statements; and conducting external audits. UNICEF will lead this role with support from the Education Cluster.
MYRP Implementing Partners (some from Education Cluster members' organization or development sector)	The MYP implementing partners (INGO, NGOs, civil societies) assume full programmatic and financial accountability for funds disbursed by the Grantee. They will directly implement the activities as per the contract and contribute to the achievement of common targets within the multi-year programme. The Implementing Partners will implement programmes based on contracts of the Grantee, as specified during the inception phase once pooled funds have been established. The Implementing Partners will conduct field-level monitoring and provide reports as stipulated by the respective cooperation agreements and based on the agreed project-specific results and M&E frameworks.
ECW-MYRP focal point	The ECW-MYRP focal point will also be responsible for the overall programmatic coordination of the multi-year program. In this regard, it will undertake among other the following tasks: overall coordination of implementing partners; compilation of annual work plans and consolidation of programmatic reports; and monitoring of implementing partners and reporting back to the Steering Committee. This will also include cost-appraisal for undertaking cross-programme activities related to advocacy, capacity and systems development, information management, monitoring and coordination, and accountability (as detailed below).

Education Cluster coordination

Supported by the Strategic Orientation Committee (COS), the Permanent Technical Secretariat and the emergency unit of MEPSTA, the Education Cluster coordination is ensured. The coordination is according to the following schema:

The cluster coordination team consists of a cluster coordinator and an information manager. With the support of some partners (INTERSOS, NRC, PLAN, UNICEF), the cluster has been able to set up Local Field Education Working Groups directly to strengthen local coordination of emergency education activities.

The COS was set up in order to operationalize the humanitarian response plan and the cluster strategy. This committee is responsible for developing and adapting: the strategy; priorities; its action plan; and advocacy strategies. It currently consists of 2 local NGOs, 2 international NGOs, UNICEF and the cluster coordinator, who convenes meetings to discuss strategic issues of the cluster, and to monitor its progress, on both a regular basis and when circumstances dictate.

The Prefectural Education Working Groups (from Nana Gribizi, Bamingui Bangoran, Kemo, Ouaka, Nana Mambere and Ouham) are responsible for coordinating the planning, implementation and monitoring of educational activities in their areas of responsibility. Each group develops its action plan with the support of the national coordination team and the COS while specifying the minimum number / schedule of meetings. Minutes of meetings are shared with all members of the local coordinating group, as well as the national coordination team.

With support from the National Education Cluster Coordination Team, Education Working Groups are also responsible for: coordinating initial needs assessments; monitoring of educational needs and progress of the response; mapping capabilities and interventions of members; identifying "gaps" in the geographical coverage; communicating National Cluster decisions to members; advocating at the prefectural and communal level; and promoting of standards.

Thematic groups: These groups develop guidelines in each of the four key thematic focus areas of the Education Cluster, with a view to strengthening the capacity of members as well as the quality of interventions. The four thematic focus areas currently targeted include:

- Emergency education and contingency, chaired by UNICEF;
- Alternative Education, chaired by NRC;
- Needs Assessment and Statistics, chaired by COOPI and UNICEF; and
- Intersectoral activities, chaired by Triangle and ECAC.

Collaborative leadership

A clear structure has been put in place to ensure collaborative leadership. Most actors have offices in different prefectures and this is an asset that benefits this leadership. Education Cluster coordination at the national level is supported by sectoral working groups in some prefectures that deal with issues of education and protection of children in schools. Continuous and strengthened collaboration between international and local actors is supported to ensure the sustainability of the response in remote areas. Once the ECW support finishes in 3 years the local communities will ensure their community teachers are sustained with locally decided remuneration systems. When possible, the government will include progressively those community teachers as official teachers, with its own budget and a fundraising strategy. A Budget policy dialogue will be ensured during the 3 years, with the support of the main donors to find sustainable long term financial solutions for at least: a) Maintain and expand the number of trained teachers, especially women b) Progressive Inclusion of community based teachers (specially women) c) Ensure Basic maintenance of project infrastructure (Quick fix WASH, equipment).

Regarding the return and retention of children at school, communities that are involved in the provision of education will need to be at the front line to provide the appropriate messages and prepare the necessary resources to support the spaces within the school and learning.

At the national level, Cluster actors will contact all local capacities to assess the available response and communicate on the implementation of this strategy. The Cluster is housed by UNICEF in CAR, and its structure is supported by the UNICEF representative at higher levels such as EHP and other fora.

VII. ANNEXES

ANNEX 1 - RISK ANALYSIS

GROSS RISK					RESIDUAL RISK			
Risk Description	Probability	Impact	Overall Risk Rating	Mitigation Measures	Probability	Impact	Overall Risk Rating	Risk Owner
<i>Context</i>								
C.1. Steady deterioration of cluster members safety and security due to the political, environmental, and social situation in Central Africa Republic. School attacks. Cause: Volatile environment and increasing needs for humanitarian assistance Effects: Increasing violence against children and women. Inaccessibility to some area of interventions and delay in programme implementation	Likely	Major	Medium	1. Promotion of equity, social cohesion poverty reduction, education, programme of social cohesion and peace building. 2. Joint Programmes with other clusters 3. Reinforcement of EWEA System. 4. Sustained dialogue with Govt. 5. Emergency Prevention, Preparedness, Management and Contingency Plans in place at national and Academic Inspection level.	Likely	Moderate	Medium	Cluster Members MEN
C.2 Fire affecting MEN/Cluster members offices or warehouses Cause: Inadequate control on safety of rented warehouses Effects: Loss of assets Safety and security of cluster members	Possible	Major	High	1. MEN and other organisations with Cluster supplies follow high security control processes and standards. 2. Training by Log Cluster. 3. Include warehouse visits as part of the cluster monitoring tasks. 4. When possible stock Cluster items at warehouses controlled by UNICEF at national and subnational level.	Unlikely	Moderate	Low	Cluster Members Logisticians MEN UNICEF
C.3 The cluster members are unable to either contain or detect disease outbreaks (Malaria, Cholera, Ebola, Measles) due to lack of epidemiological surveillance, access and capacities Cause: Climate change aggravating factor for epidemics. Poverty of vulnerable population. Insufficient coverage of basic health services. Lack of effective social protection. Effects: Excessive mortality and morbidity in affected communities particularly women &	Likely	Major	High	Pre-positioning for emergency response capacities, partners' supplies. Reinforce early warning and alert mechanisms. Maintain support from MEPSTA / Edu. Cluster to MoH humanitarian action and set up a surveillance mechanism in schools or improve existing ones. Facilitate a rapid & efficient response capacity	Likely	Major	High	Education Partners Steering Commitee MEPSTA Emergency Unit

children. Chronic dependence on humanitarian assistance.				with stocks, partners as part of EPP preparedness actions.				MoH
C.4. The lack of adherence to environmental and social sustainability agenda 2030 could affect on the intervention footprint. Causes: Lack of sensitization on environmental / socially sustainable policies. Limited funds to implement greening and socially sustainable interventions. Effects: Non-compliance with environmental or social sustainability standards. Funding shortfall. Increase of operational cost	Almost certain	Major	Very High	Program/projects should include the environmental aspects during proposal development, and ensure they do not undermine any of the 17 SDGs. Training for Cluster Members on how the 17 SDGs can be applied to everyday programming. Establish an environmental committee with clear ToR and detailed action plan. Increase staff awareness through training/orientation actions.	Almost Certain	Major	Very High	Cluster Members MEPSTA
C.5. Organizational Resilience Management: Permanent instability and conflicts for the past six years in CAR and extremely volatile security situation. Causes: Natural resources in CAR attract unlawful operators. Culture of impunity. Widespread criminality particularly in cities. Armed conflicts in several provinces. Intercommunity conflicts. Effects: Safety and security risks to staff. Reduced access for staff to program areas. Non-delivery of program activities.	Likely	Major	High	Offices established MOSS & MORSS compliance and priority to maintain it. Issue regular security & safety tips to all cluster members. Achieve 100% of internal Security Procedures (MOSS)implementation.	Likey	Major	High	Cluster Members Field / Regional Security Advisors
<i>Delivery</i>								
D.1 Tension / competition over salary / incentive due to different scales, interruption of payments, etc. including increased risk of official teachers/community teachers leaving formal schools to work in non-formal education	Possible	Major	Medium	Offer salaries that are in line and comparable with MEPSTA schoolteacher salaries standards.	Unlikely	Major	Medium	MEPSTA Steering Committee
D.2. A lack of warehousing in vulnerable Provinces / Districts	Likely	Major	High	- Supplies provided shortly ahead of distribution to minimize the storage period. - Cluster would negotiate with UNICEF or Log Cluster to enhance the national coverage	Likely	Minor	Medium	Edu Cluster Members

D.3 Permanent need for emergency education for children that benefited from a humanitarian intervention in education. Causes: Lack of engagement from the Government/ Development actors to ensure transition to formal education for students that benefited from Non-formal education as emergency response. Effect: Erosion of EiE services and never-ending humanitarian cycle.	Likely	Major	High	- Agreements on functionary staff designated to each affected formal school should be signed - Reinforcement of the MEN-Emergency Unit monitoring and action capacity - Ensure GLPE / development actors put the means to facilitate this transition as a key point into the agenda.	Likely	Moderate	Medium	Edu Cluster Members MEPSTA GLPE Development actors
<i>Safeguarding</i>								
S.1 The host community (including traditional members) rejects the presence of partners/intervention because the host community feels unequally treated or threatened / stigmatized, disapprove of activities implemented, or other reasons. Causes: Distributions / intervention that prioritize the most vulnerable did not take into account the perception and harm into the host community. Effects: Intervention incomplete with minimum success guaranteed	Possible	Moderate	Medium	- Partners will disseminate information about program within the community and will also organize community events to build acceptance and provide services, in coordination with local authorities including School Management. - Host community population will be included as beneficiary of this MYP Interventions. - Communities with a negative attitude after all mitigation measures are implemented will not be considered	Unlikely	Moderate	Low	Education Cluster Members
S.2 Increased risk of inter-community tension due to inequality of services/opportunities provided. Causes: Substantial differences between the situations of certain communities compared to their neighbours' after intervention. Effects: Displacement of certain community members to others benefitted by the intervention.	Possible	Moderate	Medium	- Work with targeted beneficiaries who will benefit from the intervention and through partners ensure that the most vulnerable, including host communities, Returnees and IDPs are served. - Ensure a holistic intervention	Unlikely	Moderate	Low	Education Cluster Members
S.3 Risk of utilizing contentious content being used in learning and teaching materials (e.g. content that is offensive to specific communities or groups and incites violence). Cause: Materials are not conflict sensitive Effect: Disapproval of the materials and non-utilization	Possible	Moderate	Medium	- Materials such as textbooks are already existing and have been previously approved by key stakeholders including UNICEF, MEPSTA - All materials will be monitored and reviewed to ensure that are conflict sensitivity.	Unlikely	Moderate	Low	Education Cluster Members
S.4. Risk of dropouts and continuity Cause: Lack of capacity to host all children in schooling need; lack of teachers; lack of material; lack of security conditions; long	Likely	Major	High	- M&E plans to minimize the delays on intervention implementation. - Close monitoring to minimize delays in cash transfers delays.	Possible	Moderate	Medium	Education Cluster Members

distances to the learning space; lack of financial capacity of the family to support the transfer to a formal school. Effects: High levels of vulnerability for dropout children. Potential association to armed groups.				- Close monitoring of MEPSTA Engagements to ensure teacher designations of teachers. - Close monitoring of MEPSTA Engagements of non-formal to formal transition facilitation at access/inclusion/ quality level.				
<i>Operational</i>								
O.1. The Cluster partner reporting is not adequate in terms of quality and timeliness Causes: Weak capacity of implementing partners Effects: Mobilization of new resources will be affected. Credibility will be at stake to mobilize other resources and the quality of results will be affected.	Possible	Moderate	Medium	- Arrange RBM training for Cluster Members Government partners - Provide technical support to the implementation of RBM&E partnership framework adopted at national level between the National M&E Network, the Ministry of planning and the Ministry of public administration (Diagnosis, capacity building plan, performance monitoring of use of skills acquired) - Establish a sustainable mechanism for Third-Party Monitoring with UN Agencies	Unlikely	Minor	Low	Education Cluster Members MEN
O.2 The Cluster members face difficulties to identify resources (HR, supplies, consulting firms..) to undertake studies / evaluations / research due the permanent security conditions of the country. Causes: Lack of national technical capacity to undertake studies and evaluation. Difficulties to find francophone qualify HR. Security context. Effects: Lack of quality data for evidence based programming and knowledge management. Loss of donor trust and credibility. Risk of insufficient fundraising	Likely	Major	Medium	- Facilitate connection with national statistic school and university in the region. - Connect with list of firms that already worked with UN Agencies with a positive outcome	Possible	Moderate	Medium	Cluster Members
O.3. Lack of sufficient Human Resources from within the Cluster Partners Causes: Lack of financial resources. Lack of attractive job prospects for professional staff Effects: Program not fully implemented or delay in program implementation	Likely	Major	Medium	- Action taken to reach out qualified staff. - Head hunting - Implementation of staff capacity development plan - Development and implementation of annual workforce plan (including consultant)	Possible	Moderate	Medium	Cluster Members HR
O.4. Gender and geographic diversity is not well embedded within the cluster member teams and functionary teachers Causes:	Possible	Major	Medium	- Monitoring gender/geographic diversity statistics - Sharing adverts with female candidates and encourage them to apply	Possible	Moderate	Medium	Cluster Members (HR) MEN

Cultural barriers, limited capacity of qualified female staff in the local labour market, family reasons as CAR remains a non-family duty station. Limited medical infrastructure. CAR being a "high risk" country Effects: Persistent gender and geographic diversity imbalance within cluster member teams. Non-compliance with the Gender SDGs				- Use of a more targeted approach for tapping into various pools of qualified female candidates including from the diaspora, universities, professional bodies/societies, etc) - Use of local and international internes specifically female - Use of social media in advertising positions				
0.5. Non completion of the market survey; deeply affecting the implementation of program activities Cause: Unavailability of funds. Unavailability of qualified consultants to conduct market survey, especially French-speaking consultants Effects: Corruption/Fraud Suspicion with regard to supplier database. Unsuccessful bidding processes. Poor quality of services provided and delays in program activities implementation. Goods and services delivered are not cost-effective	Possible	Major	Medium	- Process of open bidding competition for most tenders in order to find new suppliers; - Punctual assessment of suppliers; - Use of Regional market and specially that of Cameroun - Sustain ongoing actions	Possible	major	Medium	Cluster Members Supply Managers
0.6. Lack of / unavailability of communication infrastructure during crisis or political instability. Causes: Public internet and telephone communication being blocked by government agencies during political crisis Effects: ICT failure can severely limit any Cluster member ability to deliver results. Low staff productivity due to limited access to cloud-base systems.	Likely	Major	High	- Install solar power in zone offices and MEPSTA I.A.s to ensure permanent availability of power for ICT infrastructure and security. - Regular up dating and testing of IT disaster recovery plan.	Likely	major	High	Edu Cluster Members MEPSTA Edu Cluster
0.7 Lack of proper monitoring of effective/efficient programs	Possible	Moderate	Medium	- Remote monitoring / follow-up mechanisms are established (interviews/calls on a bi-weekly basis with field teams via mobile phones/ Skype (for training, mentoring and updates); regular meetings with Partner Staff; beneficiary lists (signed by partner and local education authorities), and other accountability documentation emailed to NGOs/INGOs; communication material from partners providing evidence of activities in action; finished products and beneficiary feedback; calls to random sample of beneficiaries and to local authorities/School	Unlikely	Moderate	Low	MEPSTA and Education Cluster Members

				Management - Program coordination staff hired and in place to ensure monitoring and reporting activities take place on a regular basis, and that all parties are kept informed of progress; and that planning takes place to address any unforeseen delays.				
0.8. Due to limited government capacities a large part of the Cluster Strategy is implemented by NGOs through the HACT in particular around hotspot / emergency zones. Causes: Weak national administrative systems due to the slow transfer of responsibilities and capacities and weak infrastructure with limited government capacity for implementation. Lack of compliance with defined standards and rules. Effects: Erosion of UN Agencies and Government partnership, poor program implementation. Program results not achieved.	Likely	High	High	- Strengthening links between clusters and other thematic groups. - Ensure the mastery of HACT accountability framework for both parties (UN Agencies & MEPSTA and implementing partners).	Possible	Major	High	
<i>Fiduciary</i>								
F.1. Small or large transfers of cash are given to implementing partners (government, local NGOs, and international NGOs) who misuse the funds. Causes: Lack of coordinated application of procedures, HACT, quality insurance & poor spot-checks. Weak country context (due to political instability & war). Mismanagement of funds by small National NGOs partners Effects: Education Cluster Members reputation vis-a vis the beneficiaries, government and donors; impact of achievement of results and mandate	Likely	High	High	- SOP, HACT and insurance activities - Capacity building of Education Partners alongside INGOs and work in partnership with INGOs - Small organizations with higher risk rates in HACT should get a proximity programmatic and finance monitoring under the umbrella of a UN Agency.	Possible	Major	High	Steering Committee/MEP STA/ Cluster Unit and Education partners
F.2. Lack or poor assurance activities (spot check and programmatic visits) by UN Agencies and Cluster Unit, fraud in the transfer of funds and resources to the implementing partners. Causes: Low management capacity of implementing partners. Socio-political instability. Corruption/collusion. Lack of	Likely	Extreme	Very High	- Capacity building for partners and staff in HACT. Establishment of ad hoc mechanisms controls (spot check) of partners, Conduct of micro-assessments of partners, Conduct of programmatic field visits, Conduct audits of partners, - Implementation and monitoring of management procedures for fraud and	Likely	Extreme	Very High	Cluster Members MEPSTA Donors

<p>transparency. Results of the spot checks inadequately documented (poor quality of reports). Misappropriation of allocated funds and use of resources made available to partners for other purposes (Government, NGOs). Non-adherence to HACT procedures by the partners.</p> <p>Effects: Failure to achieve the program outputs. Undermining Cluster Members credibility with donors and public opinion. Loss of resources & donors support.</p>				<p>application of related sanctions,</p> <ul style="list-style-type: none"> - Use of third party monitoring in unsafe areas. - Increase frequency of training and number of suitable persons in HACT (UNICEF staff and implementing partners) on a quarterly basis. - Organize at least twice a year training on internal control/fraud & corruption policy. - Undertake follow-up of recommendations raised in assurance activities reports to improve resources management after every end of quarter. - Development of appropriate monitoring tools for HACT implementation & mechanism of results sharing of info/assurance activities on various implementing partners that receive funds both from UNICEF and other UN agencies. 				
<p>F.3. The Cluster Members continue to face a challenging funding situation, which potentially affects the realization of elements of the program objectives. The current funding situation follows a reduction of earmarked funding by donors (development & emergency).</p> <p>Causes: Visibility of a complex and Long crisis in CAR. Inability to attract funding for certain programme areas of the CPD.</p> <p>Effects: Programme not implemented and children's rights not fulfilled</p>	Likely	Major	High	<ul style="list-style-type: none"> - Development and/or up-date a resource mobilization strategy. - Make a strategic use of the available RR. - Look for potential fund mobilization through PFP/Geneva. - Increase of visibility including through goodwill ambassadors. - Better use of mechanisms for fundraising in CAR (HCRC, Humanitarian Fund, Cerf) 	Possible	Major	High	Cluster Members
<p>F.4. An insufficiency of national (government, partners) implementation capacity (financial, HR, Operational...) resulting in low financial burn rate & slow program implementation</p> <p>Causes: Lack of technical capacity, high turnover, ineffective decentralization, institutional weakness, Misunderstanding of HACT procedures</p> <p>Effects: Difficulties to mobilize funds due to lack of donor trust. No-cost extensions demanded. Misuse of ECW funds by the partners</p>	Likely	Major	High	<ul style="list-style-type: none"> - Quarterly activity programming / planning, micro planning, HACT capacity building. - Distribution of smaller funds to more organizations. 	Possible	Major	Medium	HACT

<p>F.5 Non-submission or delay of Field Monitoring Reports by/with each organisations focal point Causes: Absence of a systematic trip report follow-up system. Field Monitoring report not part of the priorities of the partners. Effects: Lack of field visit information and recommendation sharing results in further deterioration of programme weaknesses. Lack of quality field intervention improvements. Potential bottlenecks or risks go unreported hampering programme impact. Risk of fund mismanagement</p>	Likely	Moderate	Medium	<ul style="list-style-type: none"> - Monthly supervision plan developed - Systematic monthly supervision plan evaluation - Systematic monthly monitoring of field trip report as part of the partner priority - Systematic follow up of field report recommendation - Establish systematic mitigation measures for all fund disbursed to partners - Establish a monthly trip report follow up tool for every implementing partner - Systematic quality review of field visit reports 	Possible	Moderate	Medium	Cluster Members Cluster Unit
<p>F.6. Non-adherence of staff to the SOPs on Donor or Cluster reporting, resulting in delayed and poor quality submission of reports. Causes: Lack of effective dissemination of proposal to programme staff leading to the absence of ownership of project and adherence to the donor conditions. Effects: Rejection of reports by donor. Negative impact on future resource mobilisation.</p>	Likely	Moderate	Medium	<ul style="list-style-type: none"> - SOPs are developed and shared with staff by email and posted on internal shared drive - Special training on Donor/ Cluster reporting tools - Ensure intuitional memory on donor proposal - Set up ongoing mechanism to monitor the fund utilization against donor condition, - Systematically include Edu cluster / Donor report Key Performance Indicators on professional staff evaluations 	Possible	Moderate	Medium	Cluster Members Cluster Unit
<p>F.7 Failure of the Cluster Implementing Partners to timely liquidate the cash transfers. Causes: Donor / Cluster Approved forms not understood by all implementing partners. Poor financial monitoring system in place (i.e. by the ECW-CAR Focal point). At Implementing partner level (central and decentralized): non-compliance with approved financial forms, absence of internal fund monitoring system, lack of HACT capacity, insufficient monitoring of fund transfer and activity implementation at decentralized level, fraud and embezzlement. Effects: Delay or cancelation of activities, poor financial use of performance indicators, negative impact on relationship with host country officials, negative impact on donor relationship, negative impact on fundraising</p>	Likely	Major	High	<ul style="list-style-type: none"> - Cluster Quality monitoring task force created, with representation from SAG, MEPSTA, Cluster to do spot check. - Donor funds project focal point (ie. (ECW) in CAR will: - Develop and use a friendly financial monitoring tool and finance spot check visit calendar. - Establish a monthly meeting with implementing partners with a standing agenda item on cash transfer monitoring and fund utilization - Settle mechanisms for Third-Party Monitoring in areas with difficult access 	Possible	Major	High	Cluster Members

Mismanagement of funds by small National NGOs partners	Possible	Major	Medium	<ul style="list-style-type: none"> - Capacity building of Education Partners alongside INGOs and work in partnership with INGOs - Small organizations with higher risk rates in HACT should get a proximity programmatic and finance monitoring under the umbrella of a UN Agency. 	Unlikely	Major	Medium	Steering Committee/MEP STA/ Cluster Unit and Education partners
F8. Risk of other funding not coming after ECW Seed funding.	Likely	Extreme	Very High	Progressive Scale Up in activities and targets as soon as new funding arrives.	Possible	Major	High	Steering Committee/MEP STA/ Cluster Unit and Education partners

ANNEX 2 - CAPACITY ASSESSMENTS

The implementation of HACT at UNICEF CAR concerns all implementing partners, including those outside the Education sector. The HACT framework allows UNICEF to manage the risks associated with the transfer of funds and the achievement of agreed results. It includes activities to assess the management capacity of partners through micro-evaluations, quality assurance activities that include spot checks, audits, programme visits and partner capacity-building activities.

1. Micro-evaluations of partners

These activities allow for the assessment of the partner's management capacity. It not only identifies the risks of the partner but also its weaknesses in order to develop appropriate capacity building sessions. The risks of the partner allows for the selection of an appropriate modality of funds transfer (cash advances, reimbursement and direct payment) and, coupled with the amount received / justified, allows for the determination of the frequency of spot-checks and programme visits to be carried out that are necessary to ensure proper use of funds and successful achievement of results.

To date, UNICEF RCA has already carried out micro-evaluations for 65 partners (36 in 2016 and 29 in 2017), i.e. 87% of its partners.

2. Insurance activities

Spot checks are conducted based on the amounts already justified by the partner, while programmatic visits are conducted for any project exceeding \$25,000. The results of these 2 activities are used to improve the monitoring of programme implementation. An Independent external firm carries out partner Audits, where selected partners will be audited on an annual basis. Previously (up until July) audits were conducted based on the amount transferred to the partner. Going forward audits will be done on the basis of the risk of the partner. To date, UNICEF CAR has audited 47 partners (32 in 2016 and 15 in 2017), i.e. 63% of its partners. The recommendations from these 3 quality assurance activities help manage the risks associated with the transfer of funds and the achievement of discounted results. The day-to-day follow-up on advance justification also makes it possible to anticipate and manage the risks related to the use of funds. In conclusion, the implementation of the HACT contributes towards the management and anticipation of the risks associated with the cash transfer and the progress towards achieving the agreed results with the implementing partners of the programme. It also allows for capacity building of partners, leading to the anticipation of risks and to greater ownership and sustainability of results. In order to consider an organization application for UNICEF funding the following criteria of selection is requested:

1. Have a score greater than or equal to 60/100;
2. Eliminary note: less than 16/25 in the "risk management" section;
3. Eliminary criteria (integrity): NGO with a note of fraud or proven fraud;
4. Effectiveness in the field (yes / no)
5. Effectiveness of capacity on the ground (yes / no)

Upon passing the 1st level criteria, the analysis of the 2nd level is completed, progressing to the next levels until the assessment is complete. The top 15 NGOs will be selected for the implementation of emergency education projects and transition with UNICEF. To reduce or manage the risk, the Cluster Coordination will refer to the risk level of the partners as assessed by the Humanitarian Fund (OCHA / UNDP). During the recipient selection process, this entity will be a member of the Panel and will provide each partners' level of risk. The HF (Humanitarian Funds) cannot share the selection results and statistics.

CAR Education Cluster ECW Steering Committee (ECW SC) Terms of Reference

The CAR Education Cluster aims to strengthen the predictability and accountability of the Education in Emergencies (EiE) overall response and specifically the ECW-facilitated multi-year resilience programme, by improving prioritisation and clearly defining the ECW Steering Committee roles and responsibilities of the actors involved, including Ministries of Education, UN agencies and national and international NGOs. An enhanced version of the already established Strategic Advisory Group (SAG) will facilitate timely and effective decision making outside the wider cluster coordination meetings.

I. Objectives of the ECW SC.

- Provide ongoing strategic direction to ensure effective implementation of MYR funds.
- Serve as a review committee for Education Cluster members' project proposals submitted for MYR programme and warrant transparent and participatory processes.
- Lead the policy advocacy and resource mobilization efforts for the multi-year programme in-country.

II. Structure and membership of the ECW-SC

The ECW-SC will be co-chaired by the Cluster Coordinator and M at the national level. The membership will comprise of government and non-government staff:

- The following membership will be permanent:
 - MEPSTA Emergency Unit – 1
 - Education Cluster Coordinator – 1
 - EU (LEG)- 1
 - UNICEF (as Cluster Lead Agency) – 1
 - International EiE NGO member of SAG – 4
 - National EiE NGO Member of SAG– 4

The SAG members representing the NGO and INGO EiE partners will be elected by the Education Cluster partners, for a period of 12 months. Only organisations currently implementing EiE activities in CAR will be eligible for election. SAG member organisations are expected to be represented by a senior EiE staff with decision-making power, who will be consistently available to attend on average monthly meetings, depending on the needs.

Other organisations, or donors may be invited to ECW-SC meetings on an ad hoc basis, upon agreement with members.

III. Role of the ECW-SC

The ECW-SC will provide strategic direction to the Education Cluster for at least the next 3 years. Decisions will be taken following a transparent and inclusive process. The ECW-SC should contribute to the following core functions:

1. Supporting service delivery
2. Planning and implementing MYR Program strategies
3. Monitoring and evaluating progress against targets
4. Building national capacity in preparedness and contingency planning
5. Supporting robust advocacy for resilience

In addition to Accountability Against Affected Populations (AAAP).

IV. Indicative tasks of the ECW-SC

- Facilitate and oversee the development of the MYR CAR Strategy in line with the Cluster Strategic Framework, Humanitarian Response Plan and RCPCA. Review regularly and update when needed.
- Agree performance indicators, and methods by which these will be measured.
- Provide strategic oversight on inter-sector planning and inclusion of cross-cutting issues.
- Encourage appropriate implementation of the *CAR INEE Minimum Standards for Education: Preparedness, Response, Recovery* (currently in draft form).
- Review Education Cluster members' project proposals submitted for the ECW-MYR Program.
- Collectively represent the ECW-MYR Program interests and position, including advocating for the necessary resources and provisions.
- Prepare agreed topics for presentation to all partners in the National Cluster meetings, and facilitate (part of) the ECW-MYR meetings when requested.
- Extend discussions on topics identified in the National Cluster meetings when additional detail and decision-making is required.
- Conduct programme evaluations, and serve as the Evaluation Management Team to endorse the evaluation design, results and management response as advised by the Technical Team.
- Report to the ECW Secretariat on a bi-annual basis to ensure accountability of the results and funds spent.

V. Coordination and information sharing

- The ECW SC meetings will take place separate from the national Cluster meetings. Meetings may be called by the cluster coordinator, or at the request of at least 3 other members.
- At least 6 members must be present at a meeting to make the proceedings of that meeting valid.
- The draft agenda will be circulated to ECW SC members in advance of each meeting.
- Draft minutes will be shared with ECW SC members for their comments.
- Final minutes will be shared with ECW SC and Education Cluster members.

ANNEX 4 – OVERALL PROGRAMME BUDGET

PLANNED ACTIVITIES	Unit	Number	Unit cost	BUDGET BY YEAR							
				Y1		Y2		Y3		TOTAL	
				CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW
A.1.1.1: Setting up transitional classes, TLSs, emergencies and literacy classes	TLS	1,650	\$5,000	\$2,500,000	\$900,000	\$3,250,000	\$1,000,000	\$2,500,000	\$0	\$8,250,000	\$1,900,000
A.1.1.2: Establishment of vocational training centers for youth over 14	Vocational youth center	8	\$45,000	\$90,000	\$90,000	\$180,000	\$100,000	\$90,000	\$0	\$360,000	\$190,000
A.1.2.1: Community awareness on the importance of schooling and especially of girls' access to education	School Kits	16	\$2,000	\$8,000	\$8,000	\$16,000	\$16,000	\$12,000	\$0	\$36,000	\$24,000
A.1.2.1: Distribution of school kits, school in a box, teaching kit and didactic material	Kits	900,000	\$10	\$3,000,000	\$500,000	\$3,000,000	\$500,000	\$3,000,000	\$0	\$9,000,000	\$1,000,000
A.1.3.1: Rehabilitation of classrooms hosting IDPs	Classroom	625	\$3,000	\$600,000	\$400,000	\$675,000	\$400,000	\$675,000	\$0	\$1,950,000	\$800,000
A.1.3.2: Construction of semi-sustainable classrooms to increase school accommodation capacity	Classroom	400	\$8,000	\$800,000	\$0	\$1,600,000	\$0	\$800,000	\$800,000	\$3,200,000	\$800,000
A.1.3.3: Classroom furniture	Desk	50,000	\$82	\$1,230,000	\$300,000	\$1,640,000	\$300,000	\$1,230,000	\$1,230,000	\$4,100,000	\$1,830,000
A.1.3.4: Purchase of textbooks (Basic I and II)	Math & French textbooks	200,000	\$5	\$250,000	\$150,000	\$500,000	\$0	\$250,000	\$0	\$1,000,000	\$150,000
A.1.4.1. Repair and implementation of the MoE school radio	Radio	1	\$100,000	\$100,000	\$0	\$0	\$0	\$0	\$0	\$100,000	\$0
A.1.4.1. Broadcasting of courses by radio broadcast in hard-to-reach areas to fill the gaps	Radio Broadcasts	180	\$30	\$0	\$0	\$2,700	\$0	\$2,700	\$0	\$5,400	\$0
			Sub total	\$8,578,000	\$2,348,000	\$10,863,700	\$2,316,000	\$8,559,700	\$2,030,000	\$28,001,400	\$6,694,000

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		Y2		Y3		TOTAL	
					CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW
Output 2.1. School programs adapted to avoid school dropout	A.2.1.1: Setting up school canteens in the most affected areas	Schools	35	\$25,000	\$375,000	\$0	\$375,000	\$0	\$125,000	\$0	\$875,000	\$0
	A.2.1.2: Establishment of curriculum for accelerated education, remedial course and other emergency programs	Curriculums	3	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$500	\$15,000	\$10,500
Output 2.2. Transition of students from non-formal to formal education ensured through strategic planning	A.2.2.1: Training of MoE school authorities (IA, Sector, Directors) on alternative education	Individuals	300	\$120	\$18,000	\$18,000	\$18,000	\$18,000		\$18,000	\$36,000	\$54,000
	A.2.2.1: Decision on the transfer of children from the non-formal to the formal system	Admin Decisions	2	\$200	\$100	\$100	\$100	\$100		\$0	\$200	\$200
Output 2.3: Functional monitoring system for transition from non-formal to formal education implemented under the MEN-Emergency Unit	A.2.3.1: Establishment of a database of children in non-formal education	Databases	1	\$18,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$18,000	\$18,000
	A.2.3.2: Supports the Statistical Office (MoE) to collect data for the statistical yearbook	IT Material	1	\$5,000	\$3,000	\$3,000	\$2,000	\$2,000		\$0	\$5,000	\$5,000
Output 2.4. Crisis affected girls and boys supported to obtain civil documentation and school certification	A.2.4.1: identification of children in need of Birth Certificate	Children	2,000	\$1	\$600	\$600	\$1,000	\$1,000		\$0	\$1,600	\$1,600
	A.2.4.2: Support displaced children to obtain birth certificates	Children	3,000	\$20	\$16,000	\$16,000	\$24,000	\$24,000	\$20,000	\$20,000	\$60,000	\$60,000
Sub total					\$423,700	\$48,700	\$431,100	\$56,100	\$156,000	\$44,500	\$1,010,800	\$149,300

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		Y2		Y3		TOTAL	
					CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW
Output 3.1. Awareness and skills of key stakeholders in inclusion practices (gender, disability inclusion, former CAFAGs and negative socio-cultural practices) increased	A.3.1.1: Training of teachers on key topics related to inclusion	Teachers	12,000	\$160	\$480,000	\$136,480	\$800,000	\$0	\$640,000	\$0	\$1,920,000	\$136,480
	A.3.1.2: Community Awareness for Women's Engagement in the Teaching Career	Sensitizing Campaigns	3	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$15,000	\$15,000
Output 3.2. Female teaching staff/ Community Teachers recruited and deployed	A.3.2.1: Identification and incentives for community teachers	Teachers for 9 months	2,000	\$600	\$300,000	\$180,000	\$600,000	\$600,000	\$300,000	\$300,000	\$1,200,000	\$1,080,000
	A.3.2.1: Supports (AGR, Vegetable Garden, ...) in host schools to provide support for the Community Teachers	Schools	150	\$6,500	\$325,000	\$0	\$225,000	\$0	\$325,000	\$0	\$875,000	\$0
Output 3.3. Inclusive facilities for girls and boys, including for children with disabilities provided	A.3.3.1: Construction of sanitary facilities and water point for girls and boys	Toilet and water points	75	\$30,000	\$750,000	\$0	\$750,000	\$750,000	\$750,000	\$750,000	\$2,250,000	\$1,500,000
	A.3.3.2: Development of facilities for children living with disabilities	schools	75	\$30,000	\$750,000	\$0	\$750,000	\$0	\$750,000	\$0	\$2,250,000	\$0
Output 3.4. Increased access to recreational activities for crisis affected children	A.3.4.1: Development of recreational spaces within learning structures	Learning spaces	300	\$200	\$16,000	\$16,000	\$24,000	\$0	\$20,000	\$0	\$60,000	\$16,000
	A.3.4.2: Purchase and distribution of recreational kits in learning spaces	Recreation kit	300	\$120	\$9,600	\$9,600	\$14,400	\$14,400	\$12,000	\$12,000	\$36,000	\$36,000
Sub total					\$2,635,600	\$347,080	\$3,168,400	\$1,369,400	\$2,802,000	\$1,067,000	\$8,606,000	\$2,783,480

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		Y2		Y3		TOTAL	
					CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW
Output 4.1. Teaching and learning materials adapted for context-specific pedagogy	A.4.1.1: Distribution of Teaching Kits / Teachers' Manual (Didactics)	teacher	4,000	\$220	\$176,000	\$58,667	\$484,000	\$0	\$440,000	\$0	\$1,100,000	\$58,667
	A.4.1.2: Supporting I.A with teachers transport to carry out examinations during crises	forfait	24	\$16,000	\$64,000	\$21,333	\$64,000	\$64,000	\$256,000	\$0	\$384,000	\$85,333
Output 4.2. Sufficient and competent teaching staff ensured	A.4.2.1: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in Education in Emergency Pedagogy	individuals	12,000	\$80	\$480,000	\$160,000	\$320,000	\$320,000	\$160,000	\$160,000	\$960,000	\$640,000
	A.4.2.2: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in catch up courses methodology	individuals	12,000	\$80	\$480,000	\$160,000	\$320,000	\$0	\$160,000	\$160,000	\$960,000	\$320,000
	A.4.2.3: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in non-formal education	individuals	12,000	\$80	\$480,000	\$160,000	\$320,000	\$320,000	\$160,000	\$160,000	\$960,000	\$640,000
	A.4.2.4: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in multigrade classes	individuals	12,000	\$80	\$480,000	\$160,000	\$320,000	\$320,000	\$160,000	\$160,000	\$960,000	\$640,000
	A.4.2.5: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in plethoric classes	individuals	12,000	\$80	\$480,000	\$160,000	\$320,000	\$0	\$160,000	\$0	\$960,000	\$160,000
Output 4.3. Systems for the measurement of teaching quality strengthened	A.4.3.1: Support follow up visits organized by IA and other education authorities	Visits	150	\$1,000	\$50,000	\$20,000	\$50,000	\$50,000	\$50,000	\$50,000	\$150,000	\$120,000
Output 4.4. Systems for the measurement of learning quality strengthened	A.4.4.1: Set up system that allows to evaluate the comprehension of the learners in the key subjects (Reading, calculation)	School sample	50	\$5,000	\$100,000	\$0	\$100,000	\$0	\$50,000	\$0	\$250,000	\$0
Sub total					\$2,790,000	\$900,000	\$2,298,000	\$1,074,000	\$1,596,000	\$690,000	\$6,684,000	\$2,664,000

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		Y2		Y3		TOTAL	
					CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW
Output 5.1. Protection risks related to conflict and violence identified and mitigated	A.5.1.1: Establishment and strengthening of reporting mechanism in supported schools	schools	150	\$1,200	\$60,000	\$60,000	\$60,000	\$0	\$60,000	\$60,000	\$180,000	\$120,000
	A.5.1.2: Harmonization workshop with the GBV and Child Protection sub-Clusters to draft a MoU on the responses to abuse in learning spaces	workshops	3	\$8,000	\$16,000	\$16,000	\$8,000	\$0	\$0	\$0	\$24,000	\$16,000
Output 5.2. Teachers and education facilities' safety and resilience strengthened	A.5.2.1: Organization of community dialogues on the protection of school structures	Community meetings and Action Plan	150	\$3,000	\$150,000	\$50,000	\$150,000	\$0	\$150,000	\$150,000	\$450,000	\$200,000
	A.5.2.2: Implementation of contingency and risk reduction plans around schools	Community meetings and Action Plan	150	\$6,000	\$300,000	\$100,000	\$300,000	\$0	\$300,000	\$300,000	\$900,000	\$400,000
	A.5.2.3: Teacher training on risk reduction, prevention and emergency management	Individuals	12,000	\$120	\$960,000	\$320,000	\$240,000	\$0	\$240,000	\$0	\$1,440,000	\$320,000
Output 5.3. Communities' capacity to prevent, mitigate, and manage an emergency situation improved	A.5.3.1: Awareness raising on unexploded ordnance and mine in schools	Sessions	150	\$2,000	\$100,000	\$33,333	\$100,000	\$0	\$100,000	\$100,000	\$300,000	\$133,333
	A.5.3.2: Training of Parents' Association on risk reduction, prevention and management of emergencies	Individuals	2,250	\$140	\$210,000	\$70,000	\$420,000	\$0	\$210,000	\$0	\$840,000	\$70,000
Output 5.4. Teachers' capacities to detect and refer children in need of psychosocial support improved	A.5.4.1: Training for 12000 teachers / community teachers (XX men, xx women) on how to identify and refer boys / girls with psychosocial support needs	individuals	12,000	\$160	\$1,280,000	\$426,667	\$320,000	\$0	\$320,000	\$320,000	\$1,920,000	\$746,667
	A.5.4.2: Establishment of a referral system between schools and psychosocial care structures	Communities	150	\$2,000	\$7,500	\$2,500	\$100,000	\$0	\$100,000	\$100,000	\$207,500	\$102,500
Output 5.5. Adolescent and youth's Life Skills improved	A.5.5.1: Training of youth on different life skills (professional, social, ...)	individuals	7,500	\$400	\$1,000,000	\$0	\$1,000,000	\$0	\$1,000,000	\$0	\$3,000,000	\$0
	A.5.5.2: Distribution of start-up kit to Vocational training beneficiaries	Kit	7,300	\$300	\$750,000	\$0	\$750,000	\$0	\$690,000	\$0	\$2,190,000	\$0
	A.5.5.3: Experience exchange with the peers educators	sessions	60	\$2,000	\$40,000	\$13,333	\$40,000	\$40,000	\$40,000	\$0	\$120,000	\$53,333
Output: 5.6. Severe violations of the right to education reported via MRM are closely followed up	A.5.6.1: Implement a reporting system on school attack and occupation cases	Préfectures	12	\$100,000	\$600,000	\$0	\$600,000	\$0	\$0	\$0	\$1,200,000	\$0
	A.5.6.2: Organize meetings with Minusca (Child Protection) and MoE for harmonization and feedback	sessions	36	\$20	\$240	\$80	\$240	\$250	\$240	\$240	\$720	\$570
Sub total					\$4,947,740	\$865,913	\$3,570,240	\$40,250	\$2,700,240	\$520,240	\$11,218,220	\$1,426,403

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		Y2		Y3		TOTAL	
					CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW
Output 6.1. MoE emergency unit's capacity to coordinate education response at Hotspot level improved	A.6.1.1: Procure support equipment (office equipment, communication and transport) for the emergency unit	Materials	1	\$230,000	\$150,000	\$100,000	\$50,000	\$63,400	\$80,000	\$80,000	\$280,000	\$243,400
	A.6.1.2: Hold a coordination meeting (Emergency Unit Cluster Education) to respond to all alerts and gaps in Education in Hotspots	Meetings	72	\$50	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$3,600	\$3,600
	A.6.1.3: Develop contingency plans at all prefectures level	Mission	9	\$40,000	\$100,000	\$50,000	\$160,000	\$100,000	\$100,000	\$50,000	\$360,000	\$200,000
	A.6.1.4: Organize field visits to conflict areas	Mission	36	\$15,000	\$120,000	\$20,000	\$240,000	\$20,000	\$180,000	\$7,000	\$540,000	\$47,000
Output 6.2. Education coordination mechanism strengthened	A.6.2.1: Set up Education guidelines in different areas of intervention and ensure their follow-up by Education actors	Guidelines	3	\$100,000	\$100,000	\$0	\$100,000	\$100,000	\$100,000	\$100,000	\$300,000	\$200,000
	A.6.2.2: Establishment and strengthening of sub-clusters at prefectures level in conflict zones	Prefectures	8	\$20,000	\$50,000	\$30,000	\$70,000	\$40,000	\$40,000		\$160,000	\$70,000
	A.6.2.3: Establishment of a system that ensures a rapid communication chain between the focal points at the prefecture level and the emergency cell at the national level	Workshop and document production	1	\$140,000	\$50,000	\$0	\$10,000		\$80,000	\$3,000	\$140,000	\$3,000
	A.6.2.4: Organize two advocacy campaigns on the neutrality of school spaces	National campaign	2	\$100,000	\$0	\$0	\$200,000	\$100,000	\$200,000	\$100,000	\$400,000	\$200,000
Output 6.3. MoE Emergency Unit's capacity to inform and coordinate EIE increased at National level	A.6.3.1: Positioning of contingency kits in various prefectures under MoE management	School kits	450,000	\$12	\$1,800,000	\$200,000	\$1,800,000	\$0	\$1,800,000	\$0	\$5,400,000	\$200,000
	A.6.3.2 Activity: Purchase and positioning modern tents serving as urgent classrooms	tents	100	\$7,800	\$390,000	\$130,000	\$390,000	\$20,000	\$0	\$0	\$780,000	\$150,000
	A.6.3.3: Deployment and distribution of emergency kits in case of crisis	Lumpsum	3	\$300,000	\$300,000	\$100,000	\$300,000	\$100,000	\$300,000	\$100,000	\$900,000	\$300,000
	A.6.3.4: Organization of 3 Assessment on EIE status in CAR	Lumpsum	3	\$300,000	\$100,000	\$33,333	\$100,000	\$0	\$100,000	\$100,000	\$300,000	\$133,333
	A.6.3.5: Conduct 2 studies on key EIE issues	Lumpsum	2	\$200,000	\$0	\$0	\$100,000	\$0	\$100,000	\$0	\$200,000	\$0
			Sub total		\$3,161,200	\$664,533	\$3,521,200	\$544,600	\$3,081,200	\$541,200	\$9,763,600	\$1,750,333

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		Y2		Y3		TOTAL	
					CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW	CLUSTER	ECW
Coordination structure	Education Cluster Coordinator	person (12 months)	1	\$180,000	\$180,000	\$150,000	\$180,000	\$150,000	\$180,000	\$150,000	\$540,000	\$450,000
	Overall programmes management (P4 level- International)	person (12 months)	1	\$204,000	\$204,000	\$102,000	\$204,000	\$102,000	\$204,000	\$102,000	\$612,000	\$306,000
	Program Specialist (NOC level- National)	person (12 months)	1	\$60,000	\$60,000	\$45,000	\$60,000	\$45,000	\$60,000	\$45,000	\$180,000	\$135,000
	Information Mangement Specialist (P3, level- International)	person (12 months)	1	\$180,000	\$180,000	\$150,000	\$180,000	\$150,000	\$180,000	\$150,000	\$540,000	\$450,000
	HACT Implementation and Follow-up	Lumpsum	3	\$350,000	\$350,000	\$50,000	\$350,000	\$50,000	\$350,000	\$50,000	\$1,050,000	\$150,000
	Cross -sectoral Support to Programme Implementation	lumpsum	3	\$300,000	\$0	\$0	\$350,000	\$0	\$350,000	\$0	\$700,000	\$0
Sub total					\$974,000	\$497,000	\$1,324,000	\$497,000	\$1,324,000	\$497,000	\$3,622,000	\$1,491,000
Total program					\$23,510,240	\$5,671,227	\$25,176,640	\$5,897,350	\$20,219,140	\$5,389,940	\$68,906,020	\$16,958,517
Monitoring and evaluation Cost					\$705,307	\$170,137	\$755,299	\$176,921	\$606,574	\$161,698	\$2,067,181	\$508,756
Total Budget					\$24,215,547	\$5,841,363	\$25,931,939	\$6,074,271	\$20,825,714	\$5,551,638	\$70,973,201	\$17,467,272
Overheadr cost					\$1,695,088	\$408,895	\$1,815,236	\$425,199	\$1,457,800	\$388,615	\$4,968,124	\$1,222,709
Final total budget					\$25,910,636	\$6,250,259	\$27,747,175	\$6,499,469	\$22,283,514	\$5,940,253	\$75,941,325	\$18,689,981

ANNEX 5 – ECW SEED FUNDING BUDGET

ECW Seed Funding budget								
EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1	Y2	Y3	TOTAL
					ECW	ECW	ECW	ECW
					Output 1.1. Number of children affected by the crisis accessing alternative education increased	A.1.1.1: Setting up transitional classes, TLSS, emergencies and literacy classes	TLS	380
	A.1.1.2: Establishment of vocational training centers for youth over 14	Vocational youth center	4.2	45,000	90,000	100,000	-	190,000
Output 1.2. Number of children affected by crisis accessing formal education increased	A.1.2.1: Community awareness on the importance of schooling and especially of girls' access to education	School Kits	12	2,000	8,000	16,000	-	24,000
	A.1.2.1: Distribution of school kits, school in a box, teaching kit and didactic material	Kits	50,000	20	500,000	500,000	-	1,000,000
Output 1.3. Newly-established and existing pre-primary and primary learning centers are functional	A.1.3.1: Rehabilitation of classrooms hosting IDPs	Classroom	267	3,000	400,000	400,000	-	800,000
	A.1.3.2: Construction of semi-sustainable classrooms to increase school accommodation capacity	Classroom	100	8,000	-	-	800,000	800,000
	A.1.3.3: Classroom furniture	Desk	22,317	82	300,000	300,000	1,230,000	1,830,000
	A.1.3.4: Purchase of textbooks (Basic I and II)	Math & French textbooks	30,000	5	150,000	-	-	150,000
Output 1.4 Adapted Radio programs to compensate and reduce literacy	A.1.4.1: Repair of MoE school radio to make it functional	Radio	-	100,000	-	-	-	-
	A.1.4.1: Radio broadcasting of courses in hard-to-reach areas	Radio broadcast	0	30	-	-	-	-
				Sub total	2,348,000	2,316,000	2,030,000	6,694,000

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit Cost	Y1	Y2	Y3	TOTAL
					ECW	ECW	ECW	ECW
Output 2.1. School programs adapted to avoid school dropout	A.2.1.1: Setting up school canteens in the most affected areas	School	0	25,000	-	-	-	-
	A.2.1.2: Establishment of curriculum for accelerated education, remedial course and other emergency programs	Curriculums	2.1	5,000	5,000	5,000	500	10,500
Output 2.2. Transition of students from non-formal to formal education ensured through strategic planning	A.2.2.1: Training of MoE school authorities (IA, Sector, Directors) on alternative education	Individuals	450	120	18,000	18,000	18,000	54,000
	A.2.2.1: Decision on the transfer of children from the non-formal to the formal system	Admin decisions	1	200	100	100	-	200
Output 2.3: Functional monitoring system for transition from non-formal to formal education implemented under the MEN-	A.2.3.1: Establishment of a database of children in non-formal education	Database	1	18,000	6,000	6,000	6,000	18,000
	A.2.3.2: Supports the Statistical Office (MoE) to collect data for the statistical yearbook	IT materials	1	5,000	3,000	2,000	-	5,000
Output 2.4. Crisis affected girls and boys supported to obtain civil documentation and school certification	A.2.4.1: identification of children in need of Birth Certificate	Children	1600	1	600	1,000	-	1,600
	A.2.4.2: Support displaced children to obtain birth certificates	Children	3000	20	16,000	24,000	20,000	60,000
Sub total					2,348,000	2,316,000	2,030,000	6,694,000

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit Cost	Y1	Y2	Y3	TOTAL
					ECW	ECW	ECW	ECW
Output 3.1. Awareness and skills of key stakeholders in inclusion practices (gender, disability inclusion, former CAFAGs and	A.3.1.1: Training of teachers on key topics related to inclusion	Teachers	853	160	136,480	-	-	136,480
	A.3.1.2: Community Awareness for Women's Engagement in the Teaching Career	Sensitizing Campaigns	1	15,000	5,000	5,000	5,000	15,000
Output 3.2. Female teaching staff/ Community Teachers recruited and deployed	A.3.2.1: Identification and incentives for community teachers	Teachers for 9 months	1800	600	180,000	600,000	300,000	1,080,000
	A.3.2.1: Supports (AGR, Vegetable Garden, ...) in host schools to provide support for the Community Teachers	Schools	0	6,500	-	-	-	-
Output 3.3. Inclusive facilities for girls and boys, including for children with disabilities provided	A.3.3.1: Construction of sanitary facilities and water point for girls and boys	Toilet and water points	50	30,000	-	750,000	750,000	1,500,000
	A.3.3.2: Development of facilities for children living with disabilities	Schools	0	30,000	-	-	-	-
Output 3.4. Increased access to recreational activities for crisis affected children	A.3.4.1: Development of recreational spaces within learning structures	Learning spaces	80	200	16,000	-	-	16,000
	A.3.4.2: Purchase and distribution of recreational kits in learning spaces	Recreational kit	300	120	9,600	14,400	12,000	36,000
Sub total					2,348,000	2,316,000	2,030,000	6,694,000

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit Cost	Y1	Y2	Y3	TOTAL
					ECW	ECW	ECW	ECW
Output 4.1. Teaching and learning materials adapted for context-specific pedagogy	A.4.1.1: Distribution of Teaching Kits / Teachers' Manual (Didactics)	Teachers	266	220	58,667	-	-	58,667
	A.4.1.2: Supporting IA with teachers transport to carry out examinations during crises	Lumpsum	5.3	16,000	21,333	64,000	-	85,333
Output 4.2. Sufficient and competent teaching staff ensured	A.4.2.1: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in Education in Emergency Pedagogy	Individuals	8000	80	160,000	320,000	160,000	640,000
	A.4.2.2: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in catch up courses methodology	Individuals	4000	80	160,000	-	160,000	320,000
	A.4.2.3: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in non-formal education	Individuals	8000	80	160,000	320,000	160,000	640,000
	A.4.2.4: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in multigrade classes	Individuals	8000	80	160,000	320,000	160,000	640,000
	A.4.2.5: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in plethoric classes	Individuals	2000	80	160,000	-	-	160,000
Output 4.3. Systems for the measurement of teaching quality strengthened	A.4.3.1: Support follow up visits organized by IA and other education authorities	Visits	120	1,000	20,000	50,000	50,000	120,000
Output 4.4. Systems for the measurement of learning quality strengthened	A.4.4.1: Set up system that allows to evaluate the comprehension of the learners in the key subjects (Reading, calculation)	School sample	0	5,000	-	-	-	-
Sub total					2,348,000	2,316,000	2,030,000	6,694,000

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit Cost	Y1	Y2	Y3	TOTAL
					ECW	ECW	ECW	ECW
Output 5.1. Protection risks related to conflict and violence identified and mitigated	A.5.1.1: Establishment and strengthening of reporting mechanism in supported schools	School	100	1,200	60,000	-	60,000	120,000
	A.5.1.2: Harmonization workshop with the GBV and Child Protection sub-Clusters to draft a MoU on the responses to abuse in learning spaces	Workshop	2	8,000	16,000	-	-	16,000
Output 5.2. Teachers and education facilities' safety and resilience strengthened	A.5.2.1: Organization of community dialogues on the protection of school structures	Community meetings and Action Plan	67	3,000	50,000	-	150,000	200,000
	A.5.2.2: Implementation of contingency and risk reduction plans around schools	Community meetings and Action Plan	67	6,000	100,000	-	300,000	400,000
	A.5.2.3: Teacher training on risk reduction, prevention and emergency management	Individuals	2667	120	320,000	-	-	320,000
Output 5.3. Communities' capacity to prevent, mitigate, and manage an emergency situation improved	A.5.3.1: Awareness raising on unexploded ordnance and mine in schools	Sessions	67	2,000	33,333	-	100,000	133,333
	A.5.3.2: Training of Parents' Association on risk reduction, prevention and management of emergencies	Individuals	500	140	70,000	-	-	70,000
Output 5.4. Teachers' capacities to detect and refer children in need of psychosocial support improved	A.5.4.1: Training for 12000 teachers / community teachers (XX men, xx women) on how to identify and refer boys / girls with psychosocial support needs	Individuals	4667	160	426,667	-	320,000	746,667
	A.5.4.2: Establishment of a referral system between schools and psychosocial care structures	Communities	51	2,000	2,500	-	100,000	102,500
Output 5.5. Adolescent and youth's Life Skills improved	A.5.5.1: Training of youth on different life skills (professional, social, ...)	Individuals	0	400	-	-	-	-
	A.5.5.2: Distribution of start-up kit to Vocational training beneficiaries	Kit	0	300	-	-	-	-
	A.5.5.3: Experience exchange with the peers educators	Sessions	27	2,000	13,333	40,000	-	53,333
Output: 5.6. Severe violations of the right to education reported via MRM are closely followed up	A.5.6.1: Implement a reporting system on school attack and occupation cases	Préfectures	0	100,000	-	-	-	-
	A.5.6.2: Organize meetings with Minusca (Child Protection) and MoE for harmonization and feedback	Sessions	29	20	80	250	240	570
Sub total					2,348,000	2,316,000	2,030,000	6,694,000

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit Cost	Y1	Y2	Y3	TOTAL
					ECW	ECW	ECW	ECW
Output 6.1. MoE emergency unit's capacity to coordinate education response at Hotspot level improved	A.6.1.1: Procure support equipment (office equipment, communication and transport) for the emergency unit	Materials	1.1	230,000	100,000	63,400	80,000	243,400
	A.6.1.2: Hold a coordination meeting (Emergency Unit - Cluster Education) to respond to all alerts and gaps in Education in Hotspots	Meetings	72	50	1,200	1,200	1,200	3,600
	A.6.1.3: Develop contingency plans at all prefectures level	Mission	5	40,000	50,000	100,000	50,000	200,000
	A.6.1.3: Organize field visits to conflict areas	Mission	3.1	15,000	20,000	20,000	7,000	47,000
Output 6.2. Education coordination mechanism strengthened	A.6.2.1: Set up Education guidelines in different areas of intervention and ensure their follow-up by Education actors	Guidelines	2	100,000	-	100,000	100,000	200,000
	A.6.2.2: Establishment and strengthening of sub-clusters at prefectures level in conflict zones	Prefectures	4	20,000	30,000	40,000		70,000
	A.6.2.3: Establishment of a system that ensures a rapid communication chain between the focal points at the prefecture level and the emergency cell at the national level	Workshop and document production	0.02	140,000	-		3,000	3,000
	A.6.2.4: Organize two advocacy campaigns on the neutrality of school spaces	National campaign	2	100,000	-	100,000	100,000	200,000
Output 6.3. MoE Emergency Unit's capacity to inform and coordinate EiE increased at National level	A.6.3.1: Positioning of contingency kits in various prefectures under MoE management	School kits	16667	12	200,000	-	-	200,000
	A.6.3.2 Activity: Purchase and positioning modern tents serving as urgent classrooms	tents	19	7,800	130,000	20,000	-	150,000
	A.6.3.3: Deployment and distribution of emergency kits in case of crisis	Lumpsum	1	300,000	100,000	100,000	100,000	300,000
	A.6.3.4: Organization of 3 Assessment on EiE status in CAR	Lumpsum	0.4	300,000	33,333	-	100,000	133,333
	A.6.3.5: Conduct 2 studies on key EiE issues	Lumpsum	0	200,000	-	-	-	-
				Sub total	664,533	544,600	541,200	1,750,333

Coordination structure	Education Cluster Coordinator	Individual (12 months)	2.5	180,000	150,000	150,000	150,000	450,000
	Overall programs management (P4 level-International)	Individual (12 months)	1.5	204,000	102,000	102,000	102,000	306,000
	Program Specialist (NOC level- National)	Individual (12 months)	2.3	60,000	45,000	45,000	45,000	135,000
	Information Management Specialist (P3, level-International)	Individual (12 months)	2.5	180,000	150,000	150,000	150,000	450,000
	HACT Implementation and Follow-up	Lump sum	0.4	350,000	50,000	50,000	50,000	150,000
	Cross-sectoral Support to Program Implementation	Lump sum	0.0	300,000	-			-
				Sub total	497,000	497,000	497,000	1,491,000
Total Program					5,897,227	5,897,350	5,899,940	17,694,517
Monitoring and evaluation Cost					176,917	176,921	176,998	530,836
Total Budget					6,074,143	6,074,271	6,076,938	18,225,352
Overhead Cost					425,190	425,199	425,386	1,275,775
Final total budget					6,499,334	6,499,469	6,502,324	19,501,127

ANNEX 6 – ECW YEAR 1 SEED FUNDING BUDGET BY GRANTEE

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	BUDGET BY YEAR		UNHCR	Plan International	UNICEF	NRC
					Y1					
					MYRP	ECW				
Output 1.1. Number of children affected by crisis accessing alternative education increased	A.1.1.1: Setting up transitional classes, TLSs, emergencies and literacy classes	TLS	1,650	\$ 5,000	\$ 2,500,000	\$ 900,000		\$ 100,000	\$ 725,000	\$ 75,000
	A.1.1.2: Establishment of vocational training centers for youth over 14	Vocational youth center	8	\$ 45,000	\$ 90,000	\$ 90,000				\$ 90,000
Output 1.2. Number of children affected by crisis accessing formal education increased	A.1.2.1: Community awareness on the importance of schooling and especially of girls' access to education	School Kits	16	\$ 2,000	\$ 8,000	\$ 8,000	\$ -	\$ 3,483	\$ 4,000	\$ 517
	A.1.2.1: Distribution of school kits, school in a box, teaching kit and didactic material	Kits	900,000	\$ 10	\$ 3,000,000	\$ 500,000		\$ 100,000	\$ 350,000	\$ 50,000
Output 1.3. Newly-established and existing pre-primary and primary learning centers are functional	A.1.3.1: Rehabilitation of classrooms hosting IDPs	Classroom	625	\$ 3,000	\$ 600,000	\$ 400,000	\$ 181,472	\$ 50,000	\$ 118,529	\$ 50,000
	A.1.3.2: Construction of semi-sustainable classrooms to increase school accommodation capacity	Classroom	400	\$ 8,000	\$ 800,000	\$ -				\$ -
	A.1.3.3: Classroom furniture	Desk	50,000	\$ 82	\$ 1,230,000	\$ 300,000		\$ 100,000	\$ 175,000	\$ 25,000
	A.1.3.4: Purchase of textbooks (Basic I and II)	Math & French textbooks	200,000	\$ 5	\$ 250,000	\$ 150,000			\$ 150,000	\$ -
Output 1.4 Adapted Radio programs to compensate and reduce literacy gap	A.1.4.1. Repair and implementation of the MoE school radio	Radio	1	\$ 100,000	\$ 100,000	\$ -				\$ -
	A.1.4.1. Boadcasting of courses by radio broadcast in hard-to-reach areas to fill the gaps	Radio Broadcasts	180	\$ 30	\$ -	\$ -				\$ -
Sub total					\$ 8,578,000	\$ 2,348,000	\$ 181,472	\$ 353,483	\$ 1,522,529	\$ 290,517

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		UNHCR	Plan International	UNICEF	NRC
					MYRP	ECW				
Output 2.1. School programs adapted to avoid school dropout	A.2.1.1: Setting up school canteens in the most affected areas	Schools	35	\$ 25,000	\$ 375,000	\$ -				\$ -
	A.2.1.2: Establishment of curriculum for accelerated education, remedial course and other emergency programs	Curriculums	3	\$ 5,000	\$ 5,000	\$ 5,000	\$ -		\$ 2,200	\$ 2,800
Output 2.2. Transition of students from non-formal to formal education ensured through strategic planning	A.2.2.1: Training of MoE school authorities (IA, Sector, Directors) on alternative education	Individuals	300	\$ 120	\$ 18,000	\$ 18,000		\$ 9,000		\$ 9,000
	A.2.2.1: Decision on the transfer of children from the non-formal to the formal system	Admin Decisions	2	\$ 200	\$ 100	\$ 100		\$ 40		\$ 60
Output 2.3: Functional monitoring system for transition from non-formal to formal education implemented under the MEN-Emergency Unit	A.2.3.1: Establishment of a database of children in non-formal education	Databases	1	\$ 18,000	\$ 6,000	\$ 6,000			\$ 6,000	\$ -
	A.2.3.2: Supports the Statistical Office (MoE) to collect data for the statistical yearbook	IT Material	1	\$ 5,000	\$ 3,000	\$ 3,000			\$ 3,000	\$ -
Output 2.4. Crisis affected girls and boys supported to obtain civil documentation and school certification	A.2.4.1: Identification of children in need of Birth Certificate	Children	2,000	\$ 1	\$ 600	\$ 600				\$ 600
	A.2.4.2: Support displaced children to obtain birth certificates	Children	3,000	\$ 20	\$ 16,000	\$ 16,000			\$ 16,000	
Sub total					\$ 423,700	\$ 48,700	\$ -	\$ 9,040	\$ 27,200	\$ 12,460

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		UNHCR	Plan International	UNICEF	NRC
					MYRP	ECW				
Output 3.1. Awareness and skills of key stakeholders in inclusion practices (gender, disability inclusion, former CAFAGs and negative socio-cultural practices) increased	A.3.1.1: Training of teachers on key topics related to inclusion	Teachers	12,000	\$ 160	\$ 480,000	\$ 136,480		\$ 30,000	\$ 80,480	\$ 26,000
	A.3.1.2: Community Awareness for Women's Engagement in the Teaching Career	Sensitizing Campaigns	3	\$ 15,000	\$ 5,000	\$ 5,000		\$ 1,000	\$ 3,705	\$ 295
Output 3.2. Female teaching staff/ Community Teachers recruited and deployed	A.3.2.1: Identification and incentives for community teachers	Teachers for 9 months	2,000	\$ 600	\$ 300,000	\$ 180,000		\$ 50,000	\$ 105,000	\$ 25,000
	A.3.2.1: Supports (AGR, Vegetable Garden, ...) in host schools to provide support for the Community Teachers	Schools	150	\$ 6,500	\$ 325,000	\$ -				\$ -
Output 3.3. Inclusive facilities for girls and boys, including for children with disabilities provided	A.3.3.1: Construction of sanitary facilities and water point for girls and boys	Toilet and water points	75	\$ 30,000	\$ 750,000	\$ -				\$ -
	A.3.3.2: Development of facilities for children living with disabilities	schools	75	\$ 30,000	\$ 750,000	\$ -				\$ -
Output 3.4. Increased access to recreational activities for crisis affected children	A.3.4.1: Development of recreational spaces within learning structures	Learning spaces	300	\$ 200	\$ 16,000	\$ 16,000		\$ 8,000		\$ 8,000
	A.3.4.2: Purchase and distribution of recreational kits in learning spaces	Recreation kit	300	\$ 120	\$ 9,600	\$ 9,600			\$ 9,600	\$ -
Sub total					\$ 2,635,600	\$ 347,080	\$ -	\$ 89,000	\$ 198,785	\$ 59,295

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		UNHCR	Plan International	UNICEF	NRC
					MYRP	ECW				
Output 4.1. Teaching and learning materials adapted for context-specific pedagogy	A.4.1.1: Distribution of Teaching Kits / Teachers' Manual (Didactics)	teacher	4,000	\$ 220	\$ 176,000	\$ 58,667		\$ 15,000	\$ 28,667	\$ 15,000
	A.4.1.2: Supporting I.A with teachers transport to carry out examinations during crises	forfait	24	\$ 16,000	\$ 64,000	\$ 21,333		\$ 5,000	\$ 11,233	\$ 5,100
Output 4.2. Sufficient and competent teaching staff ensured	A.4.2.1: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in Education in Emergency Pedagogy	individuals	12,000	\$ 80	\$ 480,000	\$ 160,000		\$ 20,000	\$ 110,000	\$ 30,000
	A.4.2.2: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in catch up courses methodology	individuals	12,000	\$ 80	\$ 480,000	\$ 160,000		\$ 20,000	\$ 110,000	\$ 30,000
	A.4.2.3: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in non-formal education	individuals	12,000	\$ 80	\$ 480,000	\$ 160,000		\$ 20,000	\$ 110,000	\$ 30,000
	A.4.2.4: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in multigrade classes	individuals	12,000	\$ 80	\$ 480,000	\$ 160,000		\$ 20,000	\$ 110,000	\$ 30,000
	A.4.2.5: Training for 12,000 teachers (10,000)/ community teachers (2,000) (1,400 men 600 women) in plethoric classes	individuals	12,000	\$ 80	\$ 480,000	\$ 160,000		\$ 20,000	\$ 110,000	\$ 30,000
Output 4.3. Systems for the measurement of teaching quality strengthened	A.4.3.1: Support follow up visits organized by IA and other education authorities	Visits	150	\$ 1,000	\$ 50,000	\$ 20,000			\$ 20,000	\$ -
Output 4.4. Systems for the measurement of learning quality strengthened	A.4.4.1: Set up system that allows to evaluate the comprehension of the learners in the key subjects (Reading, calculation)	School sample	50	\$ 5,000	\$ 100,000	\$ -				\$ -
Sub total							\$ -	\$ 120,000	\$ 609,900	\$ 170,100

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		UNHCR	Plan International	UNICEF	NRC	
					MYRP	ECW					
Output 5.1. Protection risks related to conflict and violence identified and mitigated	A.5.1.1: Establishment and strengthening of reporting mechanism in supported schools	schools	150	\$ 1,200	\$ 60,000	\$ 60,000		\$ 30,000		\$ 30,000	
	A.5.1.2: Harmonization workshop with the GBV and Child Protection sub-Clusters to draft a MoU on the responses to abuse in learning spaces	workshops	3	\$ 8,000	\$ 16,000	\$ 16,000			\$ 16,000	\$ -	
Output 5.2. Teachers and education facilities' safety and resilience strengthened	A.5.2.1: Organization of community dialogues on the protection of school structures	Community meetings and Action Plan	150	\$ 3,000	\$ 150,000	\$ 50,000		\$ 17,600		\$ 32,400	
	A.5.2.2: Implementation of contingency and risk reduction plans around schools	Community meetings and Action Plan	150	\$ 6,000	\$ 300,000	\$ 100,000			\$ 100,000	\$ -	
	A.5.2.3: Teacher training on risk reduction, prevention and emergency management	Individuals	12,000	\$ 120	\$ 960,000	\$ 320,000		\$ 60,000	\$ 200,000	\$ 60,000	
Output 5.3. Communities' capacity to prevent, mitigate, and manage an emergency situation improved	A.5.3.1: Awareness raising on unexploded ordnance and mine in schools	Sessions	150	\$ 2,000	\$ 100,000	\$ 33,333			\$ 33,333	\$ -	
	A.5.3.2: Training of Parents' Association on risk reduction, prevention and management of emergencies	Individuals	2,250	\$ 140	\$ 210,000	\$ 70,000		\$ 35,000		\$ 35,000	
Output 5.4. Teachers' capacities to detect and refer children in need of psychosocial support improved	A.5.4.1: Training for 12000 teachers / community teachers (XX men, xx women) on how to identify and refer boys / girls with psychosocial support needs	individuals	12,000	\$ 160	\$ 1,280,000	\$ 426,667		\$ 100,000	\$ 226,767	\$ 99,900	
	A.5.4.2: Establishment of a referral system between schools and psychosocial care structures	Communities	150	\$ 2,000	\$ 7,500	\$ 2,500		\$ 2,500			
Output 5.5. Adolescent and youth's Life Skills improved	A.5.5.1: Training of youth on different life skills (professional, social, ...)	individuals	7,500	\$ 400	\$ 1,000,000	\$ -				\$ -	
	A.5.5.2: Distribution of start-up kit to Vocational training beneficiaries	Kit	7,300	\$ 300	\$ 750,000	\$ -				\$ -	
	A.5.5.3: Experience exchange with the peers educators	sessions	60	\$ 2,000	\$ 40,000	\$ 13,333				\$ 13,333	
Output: 5.6. Severe violations of the right to education reported via MRM are closely followed up	A.5.6.1: Implement a reporting system on school attack and occupation cases	Préfectures	12	\$ 100,000	\$ 600,000	\$ -				\$ -	
	A.5.6.2: Organize meetings with Minusca (Child Protection) and MoE for harmonization and feedback	sessions	36	\$ 20	\$ 240	\$ 80			\$ 80	\$ -	
Sub total						\$ 5,473,740	\$ 1,091,913	\$ -	\$ 245,100	\$ 576,180	\$ 270,633

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		UNHCR	Plan International	UNICEF	NRC
					MYRP	ECW				
Output 6.1. MoE emergency unit's capacity to coordinate education response at Hotspot level improved	A.6.1.1: Procure support equipment (office equipment, communication and transport) for the emergency unit	Materials	1	\$ 230,000	\$ 150,000	\$ 100,000			\$ 100,000	\$ -
	A.6.1.2: Hold a coordination meeting (Emergency Unit - Cluster Education) to respond to all alerts and gaps in Education in Hotspots	Meetings	72	\$ 50	\$ 1,200	\$ 1,200			\$ 1,200	\$ -
	A.6.1.3: Develop contingency plans at all prefectures level	Mission	9	\$ 40,000	\$ 100,000	\$ 50,000			\$ 50,000	\$ -
	A.6.1.4: Organize field visits to conflict areas	Mission	36	\$ 15,000	\$ 120,000	\$ 20,000			\$ 20,000	\$ -
Output 6.2. Education coordination mechanism strengthened	A.6.2.1: Set up Education guidelines in different areas of intervention and ensure their follow-up by Education actors	Guidelines	3	\$ 100,000	\$ 100,000	\$ -				\$ -
	A.6.2.2: Establishment and strengthening of sub-clusters at prefectures level in conflict zones	Prefectures	8	\$ 20,000	\$ 50,000	\$ 30,000			\$ 30,000	\$ -
	A.6.2.3: Establishment of a system that ensures a rapid communication chain between the focal points at the prefecture level and the emergency cell at the national level	Workshop and document production	1	\$ 140,000	\$ 50,000	\$ -				\$ -
	A.6.2.4: Organize two advocacy campaigns on the neutrality of school spaces	National campaign	2	\$ 100,000	\$ -	\$ -				\$ -
Output 6.3. MoE Emergency Unit's capacity to inform and coordinate EIE increased at National level	A.6.3.1: Positioning of contingency kits in various prefectures under MoE management	School kits	450,000	\$ 12	\$ 1,800,000	\$ 200,000			\$ 200,000	\$ -
	A.6.3.2 Activity: Purchase and positioning modern tents serving as urgent classrooms	tents	100	\$ 7,800	\$ 390,000	\$ 130,000			\$ 130,000	\$ -
	A.6.3.3: Deployment and distribution of emergency kits in case of crisis	Lumpsum	3	\$ 300,000	\$ 300,000	\$ 100,000			\$ 100,000	\$ -
	A.6.3.4: Organization of 3 Assessment on EIE status in CAR	Lumpsum	3	\$ 300,000	\$ 100,000	\$ 33,333			\$ 33,333	\$ -
	A.6.3.5: Conduct 2 studies on key EIE issues	Lumpsum	2	\$ 200,000	\$ -	\$ -				\$ -
				Sub total	\$ 3,161,200	\$ 664,533	\$ -	\$ -	\$ 664,533	\$ -

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Unit	Number	Unit cost	Y1		UNHCR	Plan International	UNICEF	NRC
					MYRP	ECW				
Coordination structure	Education Cluster Coordinator	person (12 months)	1	\$ 180,000	\$ 180,000	\$ 150,000			\$ 150,000	\$ -
	Overall programms management (P4 level- International)	person (12 months)	1	\$ 204,000	\$ 204,000	\$ 102,000				\$ 102,000
	Program Specialist (NOC level- National)	person (12 months)	1	\$ 60,000	\$ 60,000	\$ 45,000				\$ 45,000
	Information Mangement Specialist (P3, level- International)	person (12 months)	1	\$ 180,000	\$ 180,000	\$ 150,000			\$ 150,000	\$ -
	HACT Implementation and Follow-up	Lumpsum	3	\$ 350,000	\$ 350,000	\$ 50,000			\$ 50,000	\$ -
	Cross -sectoral Support to Programme Implementation	lumpsum	3	\$ 300,000	\$ -	\$ -				\$ -
Sub total					\$ 974,000	\$ 497,000	\$ -	\$ -	\$ 350,000	\$ 147,000
Total program					\$ 24,036,240	\$ 5,897,227	\$ 181,472	\$ 816,623	\$ 3,949,127	\$ 950,005
Monitoring and evaluation Cost					\$ 721,087	\$ 176,917	\$ 5,444	\$ 24,499	\$ 118,474	\$ 28,500
Total Budget					\$ 24,757,327	\$ 6,074,143	\$ 186,916	\$ 841,122	\$ 4,067,601	\$ 978,505
Overhead cost					\$ 1,733,013	\$ 425,190	\$ 13,084	\$ 58,879	\$ 284,732	\$ 68,495
Final total budget					\$ 26,490,340	\$ 6,499,334	\$ 200,000	\$ 900,000	\$ 4,352,333	\$ 1,047,000

Total UNICEF	\$ 4,352,333
Total NRC	\$ 1,047,000
Total UNHCR	\$ 200,000
Total Plan International	\$ 900,000
	\$ 6,499,334