

Protecting the Right to Education in Eastern DRC



**Inter-agency
Network for Education
in Emergencies**

Objectives

- To raise awareness on the situation in Eastern DRC; how it is affecting education and in specific, fulfilling the right to education.
- To support INEE members and community building, by hearing from, and connecting with, key EiE actors (e.g., Education Cluster, GCPEA, the Alliance for Child Protection in Humanitarian Action, INEE, etc.)



PARTICIPATION to INEE'S MEETING

PRESENTATION OF THE EDUCATION CLUSTER



Presentation plan

1. Humanitarian context
2. Impact of the crises and humanitarian consequences
3. Some key informations about planification of 2024
4. Strategies of implemented responses to minimize the impact of these crises on children
5. Challenges we will address in 2024
6. Key messages

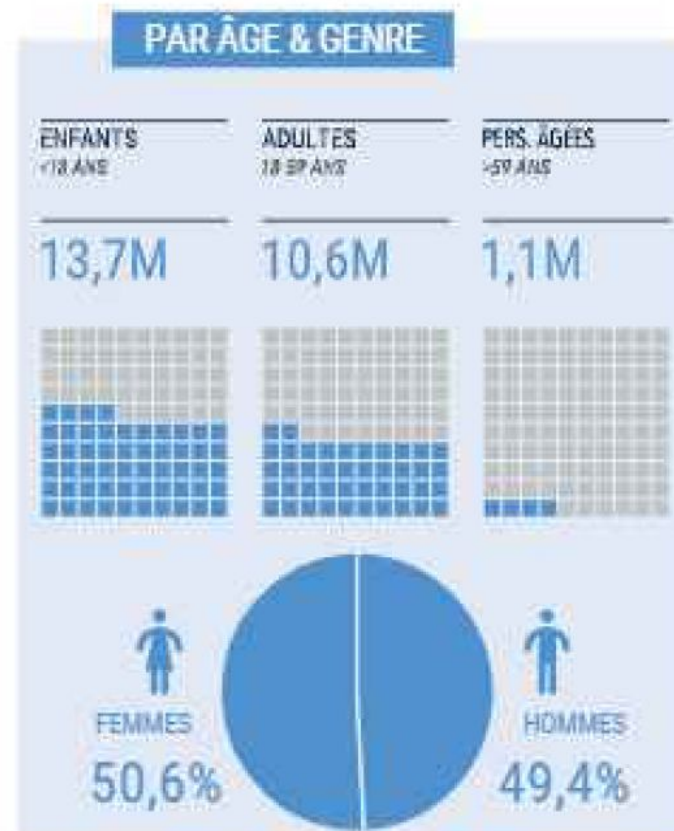
Context

Complex emergencies for more than 2 decades: armed conflicts, natural disaster, épidemics, pandemics...

- Dramatic and complex humanitarian situation, with multiple facets
- In 2024: almost a quarter of the population of the country (**25.4 millions persons**) are facing high multisectoriel needs
- About **14 million of children** are impacted among 3,6 million children are displaced (girls, boys et adolescents including children with disabilities)
- More than **7.8 million school-age children** (6-17 ans) affected



Estimation du nombre de personnes dans le besoin (2024)



Incidents contre les écoles

01 Janvier - 31 Décembre 2023

Ecoles Fermées

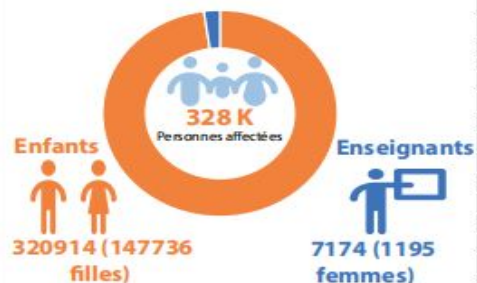


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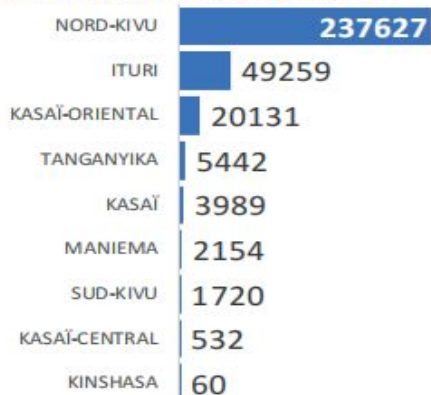
Ecoles ont fermé dont

242 ont réouvert en fin Déc.

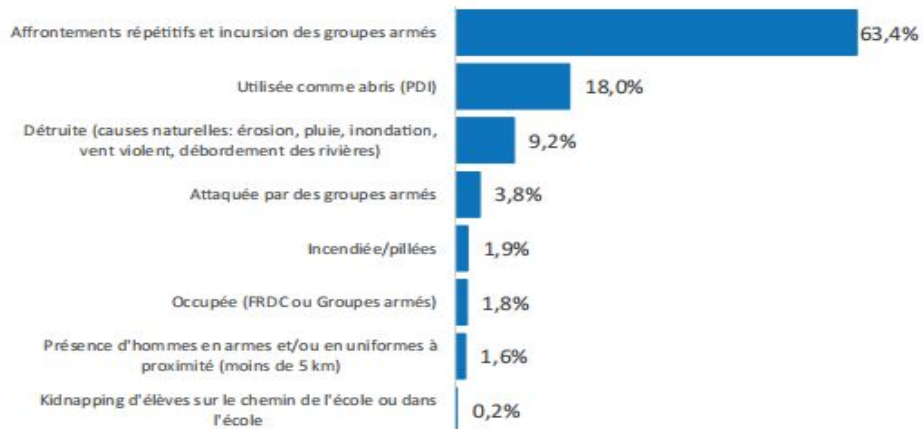
Personnes ayant été affectées



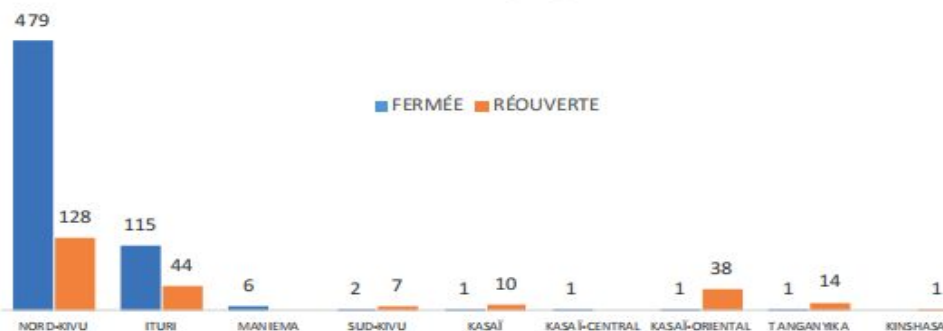
Enfants affectés par province



Causes des fermetures des écoles



Ecoles encore fermées et réouvertes par province



Synthesis of schools and children affected by flooding (the cleaning is on-going)

Provinces	# Total affected schools	# Total affected children		
		G	F	T
Ville de Kinshasa	39	8432	8506	16938
Grand Equateur	1399	262557	219467	482024
Tshopo	108	16832	14661	31493
Sud-Kivu	26	4359	4221	8580
Haut-Haut Lomami	66	8757	6170	14927
Haut Uele	13	3244	2980	6224
Tanganyika	23	4275	3911	8186
Total	1674	308456	259916	568372



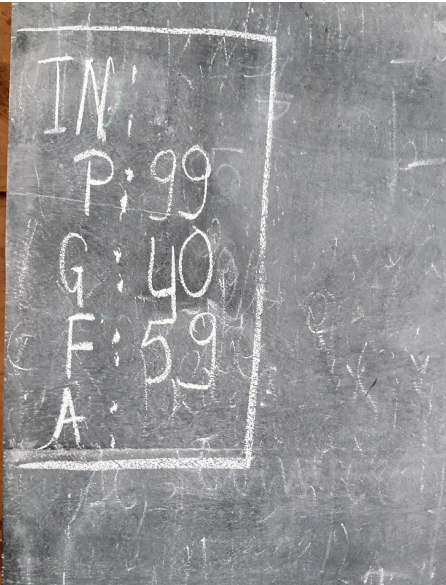
Issues :

- Schools under attack/ occupied
- Flooded schools (destructions of schools / admin documents and handbooks, used water in the classroom with solid waste, hygiene issue)
- Overcrowded classrooms (comparing to the national standards)
- School used as a shelter by displaced persons (crisis/ flooding...)



Consequences:

- Out-of-school children
- Children in risk of lack of protection (recruitment in armed groups, kidnapping, forced work, gender-based violence, drugs, early pregnancy), of negative mechanisms of surviving, avoidables diseases...



Key numbers for 2024

People in need			Target people			\$ Required		
2023	2024	% diff.	2023	2024	% diff.	2023	2024	% diff.
2,7M	1,6M	-40%	842K	646K	-23%	\$95M	66M	-31%

Reasons for changing the Pin, target or budget in 2024 compared with 2023

3-5 year olds are not taken into account because few partners work in this segment and no funding is available.

Historical PiN, target, reach, budget

	People in need	People targeted	People reached	\$ Required	\$ Received
2021	587,	4,7M	611K	72,2	8M (11%)
2022	2,1M	613K	684K	68,5M	\$11.4M (17%)
2023	2,8M	842K	128K (T2)	\$95M	7.8M (T2)

Outline of response strategy (1)

Targeted persons: children of 6-17 years out of the school system (drop-out and out-of school) because of the conflict and other catastrophes

Components of the response: access, quality and and governance

Strategies:

- Community mobilization and participation to get children back to school and keep them there
- Organization of remedial, catch-up and educational courses
 - Strengthening access to schools in host and return areas (ETA / rehabilitation / construction of schools and facilities)
- Functional literacy/life skills/vocational training for over-aged children
- Provision of school kits, recreational and teaching materials,
- Capacity building for teachers and state actors
- Implementation of radio education programs and the safe school approach
- Psychosocial care for children and teachers
- Advocacy

Outline of response strategy (2)

- **Close collaboration with other sectors and humanitarian actors:**
 - Cluster Abri/CCCM to monitor the movements of school-age children and manage children in camps,
 - Cluster WASH so that WASH is taking into accounts in the schools (menstrual hygiene kits, WASH kits)
 - Protection Cluster for child protection and the struggle against GBV, MRN reporting, establishment of mechanisms to manage the complaints)
 - Food Security/Nutrition Cluster for allocations for the schools that have integrated displaced children (at least 30% of enrolment) into school canteens
- **Development- Humanitarian- Peace Nexus**
 - Support for central and decentralized institutional capacity-building in education in emergencies and transition (partner training, contingency stockpiling, support for the development of a national strategy for education in emergencies.

Sector objectives

Vitals needs:

Sector Objective 1: Inclusive and equitable access to quality education in a safe and protective learning environment is ensured for 422,050 children (48% girls), including 63,308 disabled children aged 6 to 17, affected by emergencies (displaced, returnees, expellees or hosts).

Life conditions:

Sector Objective 2: 212 590 children (48% girls) which 31 889 with disabilities, from 6 to 17 years affected by emergencies (displaced, returned or expelled, host) accèdent à une éducation de qualité, inclusive et équitable
access quality, inclusive and equitable education

Sector Objective 3: Girls and boys from 6 to 17 years attending the targeted schools are protected against sexual abuse and exploitation as well as gender-based violence in the school environment thanks to a package of activities aimed at protecting and safeguarding children in the school environment (contributes to all specific objectives)

Key Messages



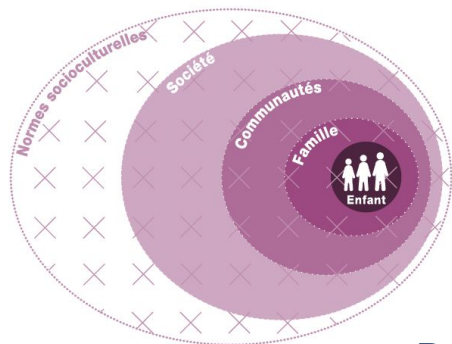
→ →→ More than 4 million primary school children in Eastern DRC enrolled in school this year are at risk of losing their school year due to conflict and the impacts of climate change if nothing is done. The Education Cluster has targeted the most vulnerable of the vulnerable. These children need your help.

→ →→ More than 1,000 schools closed due to conflicts and natural disasters. The Cluster calls on you to contribute to the effective coordination of actors and the regular updating (real time) of information in order to plan an appropriate response to these risks and reduce their impact.

Child Protection and Education in Humanitarian Action



Les quatre niveaux du modèle socio-écologique de protection de l'enfance



Page
182



NOTE D'ORIENTATION
Soutenir les programmes intégrés de protection de l'enfance et d'éducation dans l'action humanitaire

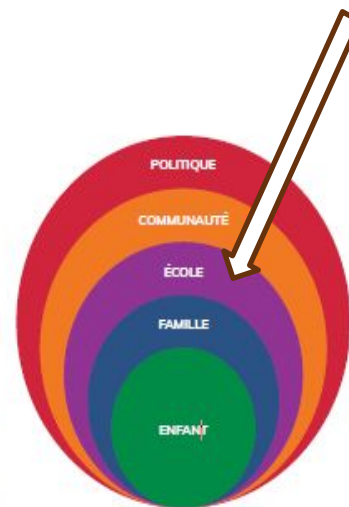
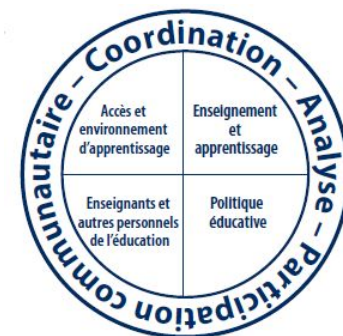
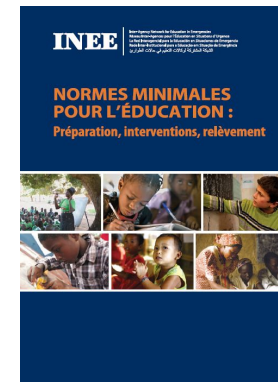


Figure 3 : Domaines de programme à tous les niveaux socio-écologiques

Page
19



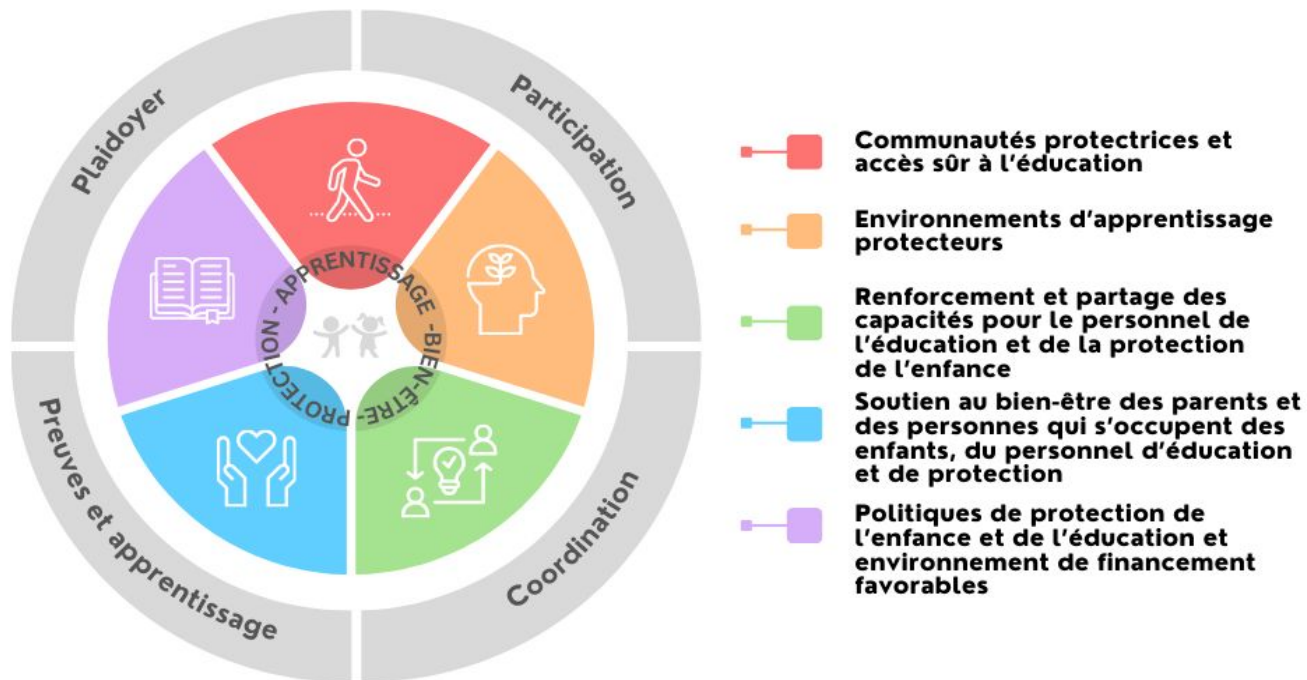
Page 8

PROJET

Changer les mentalités

Des partenaires responsabilisés pour la protection, l'apprentissage et le bien-être des enfants et des jeunes

Collaboration entre la protection de l'enfance et l'éducation





Récemment immigrés, Rowan et Ayoub dans leur salle de classe à Essen, en Allemagne. 2020 © Moïse Reichert

Table des matières

Acronymes	6
Introduction à la Note d'orientation de l'INEE	7
À qui cette note d'orientation est-elle destinée ?	8
Contenu de la Note d'orientation	9
Utilisation de la Note d'orientation	11
Quelles structures et ressources soutiennent la collaboration ?	13
Principes et cadres de soutien	16
Principes d'intégration CPHA-ESU	16
L'intégration grâce à la collaboration	17
1. Renforcement des capacités	22
2. Domaines d'intervention fondamentaux	26
2.1 Participation significative des enfants	27
2.2 Participation communautaire	30
2.3 Coordination	35
2.4 Suivi, évaluation, redevabilité et apprentissage (MEAL)	39
3. Faciliter les interventions et les approches	43
3.1 Sensibilité aux crises, sensibilité au contexte	43
3.2 Inclusivité (lutte contre la discrimination et	43
3.3 Protection de l'enfance, commentaires et r	43
3.4 Mécanismes de recommandations multise	43
3.5 Modèles d'éducation non formelle, alternat	43
3.6 Assistance en espèces et en bons pour fac	43
4. Accès sécurisé et environnements d'apprenti	43
4.1 Environnement d'apprentissage et voies d'	43
4.2 Protéger l'éducation contre les attaques et	43
et autres usages de la force	43
4.3 Santé mentale et soutien psychosocial (SM	95
apprentissage social et émotionnel (ASE)	95
4.4 Violence basée sur le genre en milieu scolaire (VBGMS)	101
5. Soutenir le bien-être des encadrants, du personnel enseignant	108
et des équipes de protection de l'enfance	108
5.1 Les personnes encadrantes / à charge	110
5.2 Développement professionnel et assistance technique	117
5.3 Bien-être et réseaux de soutien	124
Annexe 1 : Glossaire	131
Annexe 2 : Attentes et échantillon de renforcement des capacités	136
recommandé pour le personnel de l'IRC et d'autres parties prenantes clés	136
Annexe 3 : Enfants à risques de voir leurs droits de protection violés (SMPE)	140
Annexe 4 : Références	149

Note d'orientation: Soutenir les programmes intégrés de protection de l'enfance et d'éducation dans l'action humanitaire

5

4. Accès sécurisé et environnements d'apprentissage sûrs

Les espaces d'apprentissage physiques sûrs englobent un large éventail d'interventions qui incluent à la fois la présence de structures de protection et l'absence de risques de protection. Cela inclut la protection contre les attaques, le recrutement des forces et groupes armés, la traite des êtres humains, les abus, le harcèlement, les châtiments corporels et le harcèlement. Des espaces d'apprentissage sûrs favorisent le bien-être général des étudiants et du personnel éducatif et permettent aux élèves de s'engager pleinement dans le processus d'apprentissage. La détermination des dangers potentiels et des risques de protection se fait par le biais d'évaluations collaboratives ou complémentaires qui permettent la collecte d'informations essentielles pour instruire les interventions conjointes ou intégrées. Les interventions peuvent concerner :

- **L'espace physique** afin d'atténuer les problèmes de protection, d'accroître la sécurité de toutes et tous et de garantir la résilience des infrastructures aux chocs futurs (exemple : choix du site, accessibilité du site pour toutes et tous, fourniture d'eau, d'installations sanitaires séparées selon le sexe) et
- **Politiques, pratiques et comportements** (exemple : soutien à une discipline positive, politiques disciplinaires actualisées et incluant la VRCS, l'intimidation, etc.) qui réduisent les dommages ou les risques potentiels pour les étudiants et le personnel de l'éducation.

4. Accès sécurisé et environnements d'apprentissage sûrs

78

4.1 Environnement d'apprentissage et voies d'accès sûrs

79

4.2 Protéger l'éducation contre les attaques, l'usage militaire et autres usages de la force

90

4.3 Santé mentale et soutien psychosocial (SMSPS) et apprentissage social et émotionnel (ASE)

95

4.4 Violence basée sur le genre en milieu scolaire (VBGMS)

101

Additional resources



Cadre pour la Collaboration dans la Coordination PE-ESU



Learning Brief – March 2024 Good Practices on Gender & Gender-Based Violence Risk Mitigation Integration by Education Clusters



Good Practices on Gender and GBV Risk Mitigation Integration across the Humanitarian Programme Cycle phases by Education Clusters

Democratic Republic of Congo



Cadre pour la Collaboration dans la Coordination PE-ESU Guide sommaire

Les services d'éducation et de protection de l'enfance jouent des rôles importants et complémentaires dans la réponse aux besoins des enfants en matière de survie, de développement et d'épanouissement, notamment dans les situations d'urgence humanitaire. Les approches intersectorielles, fondées sur « la place centrale de la protection dans l'action humanitaire », reflètent les besoins interconnectés des enfants et soulignent clairement notre responsabilité collective de protéger les enfants.

Le secteur de la protection de l'enfance et le secteur de l'éducation collaborent déjà étroitement, comme défini dans les standards minimums de pour la protection de l'enfance dans l'intervention humanitaire (l'Alliance) et ceux pour l'éducation en situations d'urgence (INEE). Systématiser et refléter cette collaboration lors des

Importance de la collaboration

- Les besoins et les risques des enfants en matière d'éducation et de protection sont étroitement liés. Par conséquent, une analyse holistique permettra de planifier des réponses mieux adaptées aux besoins des enfants.
- Les difficultés liées à la disponibilité et à la qualité des données peuvent être surmontées à travers une collaboration entre les secteurs lors des évaluations et l'évaluation et l'analyse des besoins.
- Les apports techniques et les services intégrés des deux secteurs contribuent à l'amélioration de la qualité des réponses.
- La collaboration dans le cadre du ciblage des bénéficiaires permet de réduire la reproduction des services et d'optimiser l'impact des fonds disponibles.

Comment utiliser ce cadre de collaboration PE-ESU ?

Le cadre de collaboration PE-ESU vise à faciliter une collaboration prévisible et cohérente des équipes de coordination de l'éducation et de la PE tout au long du Cycle du Programme Humanitaire (CPH/HPC) :

- 1 Évaluation, identification et analyse des besoins
- 2 Planification de la réponse stratégique
- 3 Mobilisation des ressources
- 4 Mise en œuvre et suivi conjoint, et évaluation de la collaboration

Ce cadre définit à chaque étape du CPH/HPC :

- L'objectif de la collaboration.
- Les principales étapes de la collaboration. Suivez les



$$846 = 214$$

Reflexions on protecting schools in North Kivu

INEE - Protection de l'Éducation à l'Est de la RDC



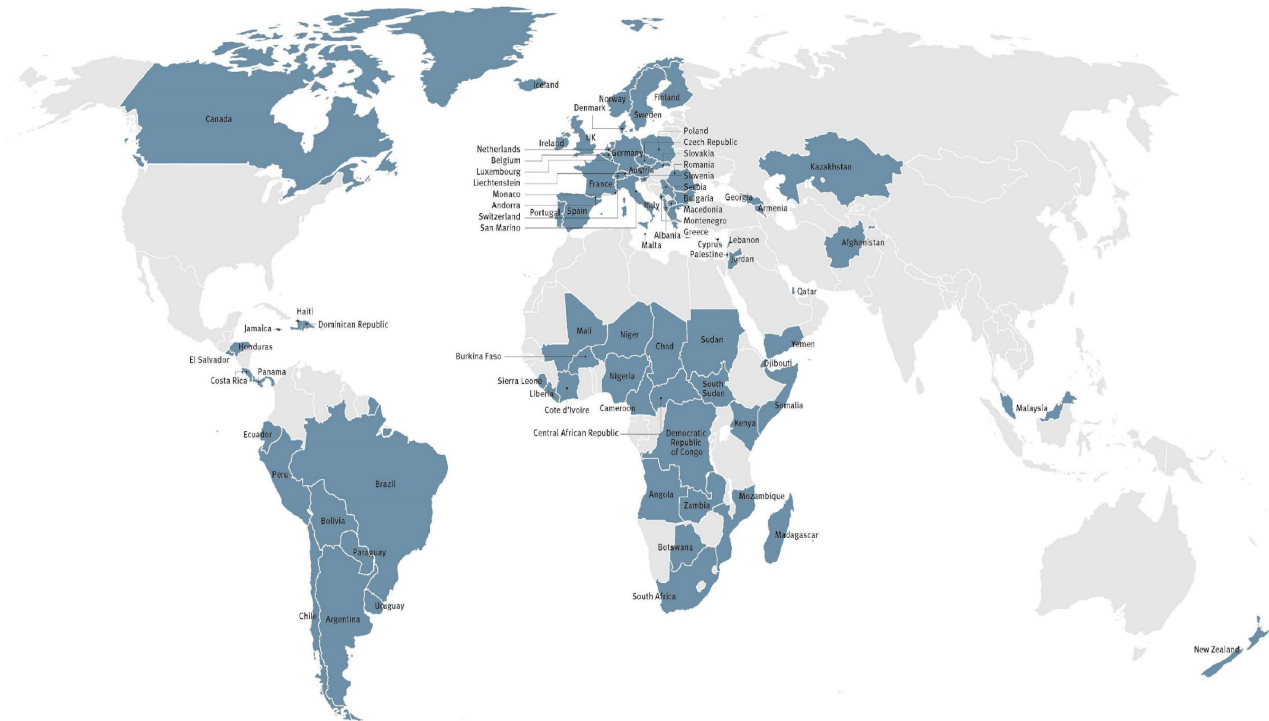
Save the Children

Structure

- Historical of the SSD in DRC
- Situation in North Kivu
- Reflexion on the workshop about the protection of education in Goma: January 2024

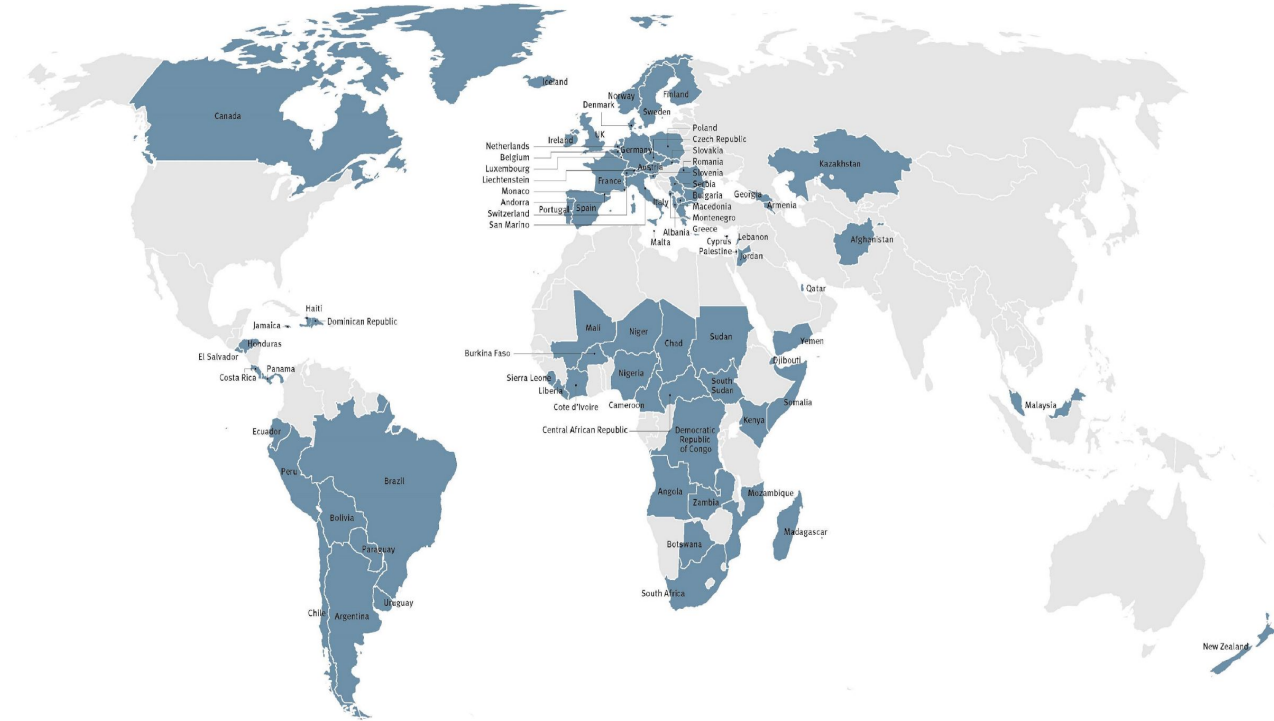


What is SSD?



What is the SSD?

- A political commitment to the protection and continuation of education in situations of armed conflict
- It was drawn up following consultations with governments, the ICRC and civil society
- First opened for approval in Oslo in May 2015



Safe-school Declaration

- DRC has signed the declaration on July 28th, 2016.
- In September 2016, a round table bringing together various stakeholders in the field of education and the protection of children's rights was held to reflect on how to give concrete expression to this commitment and on the implementation of the guidelines for the protection of schools and universities during armed conflict
- With this act, the DRC undertook to apply the guidelines for the protection of schools and universities against military use during armed conflicts.

Situation of the schools in North Kivu

- Since the beginning of 2024, in North Kivu province alone, 10 schools have been attacked and 24 occupied by armed groups.
- 189 schools have closed due to insecurity around their premises caused by armed groups.
- Children have testified to having been victims and to having witnessed atrocious events during the attacks on their schools.

Workshop on the protection of the school in NK Reflexions



Workshop on the protection of schools in NK

- **Date:** 30 -31 January 2024 in Goma
- **Objective:** explore specific issues and questions related to the implementation of the EHR to strengthen the protection of education in the province.
- **Participants:** 35 participants including FARDC, PROVED, Governor's representative, INGO and national NGOs



Workshop on the protection of schools in NK

Reflexions

- The workshop was an important means of observing the state of discussions on securing school space in the province, as well as its challenges.
 - Participants' lack of knowledge of the DSE
 - Dynamics between local players in the province
- Roadmap drawn up by participants with action points and individual commitments to better contribute to the implementation of the DSE
- The need for better coordination of education players and a review of education policies

Children Associated with Armed Forces and Armed Groups (CAAFAG)

DRC: 1545 children recruited in 2022 (1293 boys and 252 girls)



Resources about CAAFAG

- CAAFAG's toolbox
- Technical Note on **Education** for the CAAFAG
- Technical Note on **livelihoods** for the CAAFAG
- Technical Note on **girls** CAAFAG
- [MOOC](#) on program development for CAAFAG
- Community of Practice
- Task Force's YouTube channel





EDUCATION DRC DRC/Ituri ECHO

**Project on education and protection in the provinces of Ituri and
North Kivu**



The Danish Refugee Council (DRC) is implementing an EiE project in 3 territories of the Ituri Province in DR Congo, from which:

Mahagi: 14 schools from which 4 are on displacement

Djugu: 12 schools from which 6 are on displacement

Irumu/Komanda: 16 schools from which 12 are on displacement

- Total of supported schools: 42
- Number of children supported by the ECHO project who are currently attending school: 17,825, including 5052 displaced children, 6601 returnees and 6172 children from the host community.
- Activities of Emergencies education that are proposed at school:
 - Teacher training on psychosocial support (PSS), struggle against school based violence, National Program for Elementary Education (PNEP), management of a plethoric classroom, active and participative methodology.
 - Training on Parent's Committee (COPA).
 - Distribution of school kits and uniforms.
 - Strengthening the capacities of the hosting schools.
 - Implementation of the Plan to Enhance Schools (Plans d'Amélioration des Écoles - PAE) in collaboration with the communities.
 - Setting up Temporary Learning Areas (TLAs) (in French: Espace d'Apprentissage Temporaire - EAT).
 - Rehabilitation of the classroom.
 - Distribution of hand washing devices.
 - Construction of latrine doors.



Use of INEE MS

We apply the INEE Minimum Standards for Education in Emergencies in our interventions. By way of example: we got the communities to take an active part in our actions from the start of the project, and they have been actively involved in identifying children, selecting schools, drawing up and implementing school improvement plans, setting up TLAs and building toilets, selecting and training teachers, complying with government policy and laws, and monitoring our activities. The fact that all members of the communities work together reduces tensions and promotes peace in our areas of intervention.

Difficulties

- The activism of ethnic armed groups causing insecurity in several towns in Ituri province, including our areas of operation;
- The repeated displacement of peaceful populations as a result of the atrocities committed by these armed groups.
- Insufficient funding to meet the enormous needs in education and protection.
- Physical access to some of our intervention zones is difficult during the rainy season.



Continuity in the support of children's education

For this school year 2023-2024, 14 schools in the territory of Mahagi have moved from the ECHO emergency project to the INTPA development project entitled "Elimu Kwanza", which means "education first" in Kiswahili, the national language of the DRC. This project is still funded by the European Union as part of the Nexus programme. It should be noted that the **displaced schools have not yet returned to their places of origin, as the security situation there remains uncertain.**

Objective of the project: Promoting access for out-of-school and school drop-out children and adolescents/young people to appropriate education and training opportunities to enable them to make the transition to secondary education and/or livelihoods in the Ituri territories of Djugu (NRC) and Mahagi (DRC).

Three priorities areas:

- Girls and boys who are not in school or who have dropped out have access to appropriate, quality education in a safe, inclusive and protective environment;
- The capacities of teachers and trainers are strengthened so that they can appropriate specific learning processes in order to ensure better quality training and develop intervention strategies adapted to the local crisis context;
- The young people benefit from vocational training opportunities and support that promote their socio-economic reintegration and social involvement.



Major activities

- Support the enrolment of children attending schools formerly supported by ECHO in the Mahagi (DRC) and Djugu (NRC) territories (distribution of school kits, construction of some permanent classrooms).
- Organise an accelerated TEP (Teachers' Emergency Package) education programme in these schools. (Capacity-building for teachers, distribution of TEP trunks, etc.)
- Organise vocational training for young people in collaboration with the vocational training centres for young people that are operational in the target areas.

Suggestions

- In view of the large number of children out of school as a result of ethnic and armed conflicts, sufficient and substantial funding would be very important to meet the education/child protection needs in this part of the DR Congo and promote access for all children to inclusive quality education in safe and protective environments.
- As this part of the DR Congo is characterised by armed ethnic conflicts, interventions in conflict-sensitive education need to be taken into account.

THANK YOU