

CAMEROON EDUCATION CLUSTER STRATEGY NORTH WEST & SOUTH WEST

Jan-Dec 2020



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ACRONYMS

AAP: Accountability to Affected Populations

CEC: Cameroon Education Cluster North West and South West

CP: Child Protection

CwC: Communication with Communities

ECC: Education Cluster Coordinator

EiE: Education in Emergencies

GCPEA: Global Coalition to Protect Education from Attack

HRP: Humanitarian Response Plan

INEE: Inter-Agency Network for Education in Emergencies

MOE: Ministry of Education

NSAG: Non-State Armed Group

NW&SW: North West and South West, the conflict regions of Cameroon

PSS: Psychosocial Support

PTA: Parent Teachers Association

RENA: Rapid Education Needs Assessment

SAG: Strategic Advisory Group

SDR: Secondary Data Review

SRGBV: School-Related Gender-Based Violence

TWG: Thematic/Technical Working Group

FOREWORD

The Cameroon Education Cluster (CEC) Strategy 2020, North West and South West (NWSW) of the country, was initially developed, collaboratively, through a two-day strategy making workshop in June 2019. Participants included members from Strategic Advisory Group (SAG) of the cluster as well as representatives from the confessional and private schools from the NWSW. In total, 19 individuals representing 12 organizations participated during the workshop. The strategy was, then, validated through further consultations with the full cluster in July, August and September 2019, in different consultative engagements. Based on the evolving and dynamic context, the strategy was, then, refined in October 2019. The refinement also embedded within the overall Humanitarian Response Plan (HRP 2020) objectives.

The strategy is intended to ensure a coordinated, predictable, principled, evidence-based, transparent and accountable response. It provides strategic direction for the partners engaged in education in emergencies (EiE) interventions in NWSW, the conflict regions. Due to the extremely high-risk operational environment for education in the both regions, for which education is used as political instrument in the conflict, it is particularly important that the partners adhere to the strategy that spells out key strategic directions and impactful approaches. They have been designed to minimize risk to children, parents, teachers and other educational personnel.

The strategy is aligned with the four education strategic objectives of the Cameroon Humanitarian Response Plan (HRP) 2020.

The objectives of the Education Cluster Strategy are given below.

1. Improve safe, protective and inclusive learning environment
2. Enhance psychosocial wellbeing of conflict affected children and teachers
3. Support formal education and provide accelerated/alternative and continuous learning for conflict affected children
4. Strengthen resilience of affected children, schools and community learning centers to prepare for, and mitigate the impact of conflict on learning

These above educations strategic objectives are embedded in the following HRP (2020) overall objectives, respectively.

1. Improve the protection of civilians.
2. Save lives and alleviate suffering.
3. Support affected populations to meet their basic needs.
4. Enhance the resilience of vulnerable populations.

Although there are important similarities and overlaps, the Education Cluster Strategy is different from the process of developing the Humanitarian Needs Overview (HNO) and Humanitarian Response Plan (HRP)¹. The HNO and HRP provide general and summarized inter-sectoral needs, priorities and plans, while the Education Cluster Strategy is much more comprehensive in terms of the education sector's needs, priorities and plans.

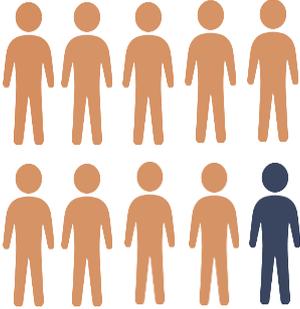
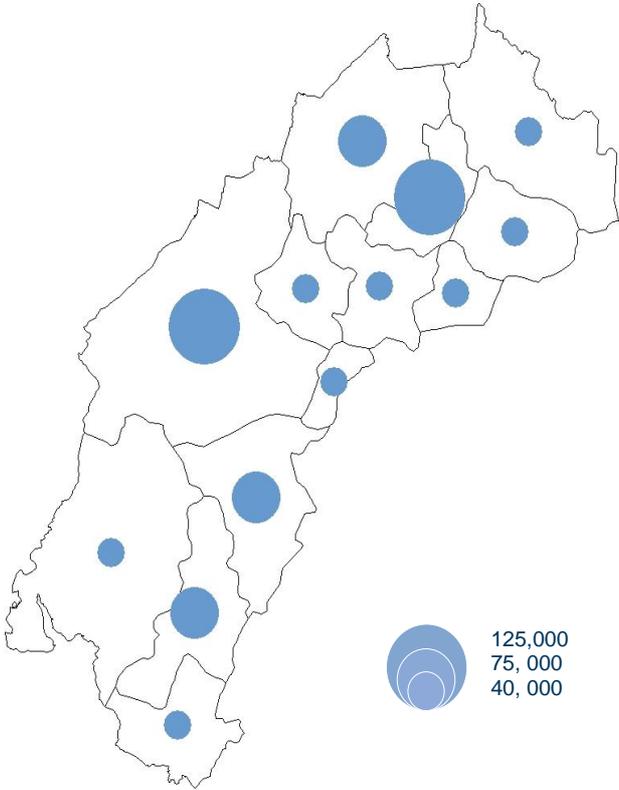
The CEC strategy identifies initial entry points for education interventions in the two regions in the context of a challenging operating environment, significant access constraints, and an ongoing challenge, including attacks on education, enforced by Non-state Armed Groups (NSAGs). The activities, contained in this response framework, have been vetted by both the Strategic Advisory Group (SAG) and the full cluster, both of which have ranked the endorsed activities as relatively low-risk and refined through a consultative workshop in October 2019. It is hoped that through increased advocacy and engagement with all parties to the conflict, the operating environment will improve during

¹ Global Education Cluster. (2017). *Guide to Developing Education Cluster Strategies*. Global Educaiton Cluster.

the 12-month period, allowing additional activities to be introduced and for the response to be significantly scaled up by mid-2020 which will be reflected in the subsequent revision of the strategy. This will be necessary to ensure all affected children are able to access safe, quality, relevant education, including children in hard-to-reach areas.

This strategy reflects a deep commitment by the humanitarian community to ensure children's fundamental right to education is protected, even in the most challenging environments in which education is under direct attack.

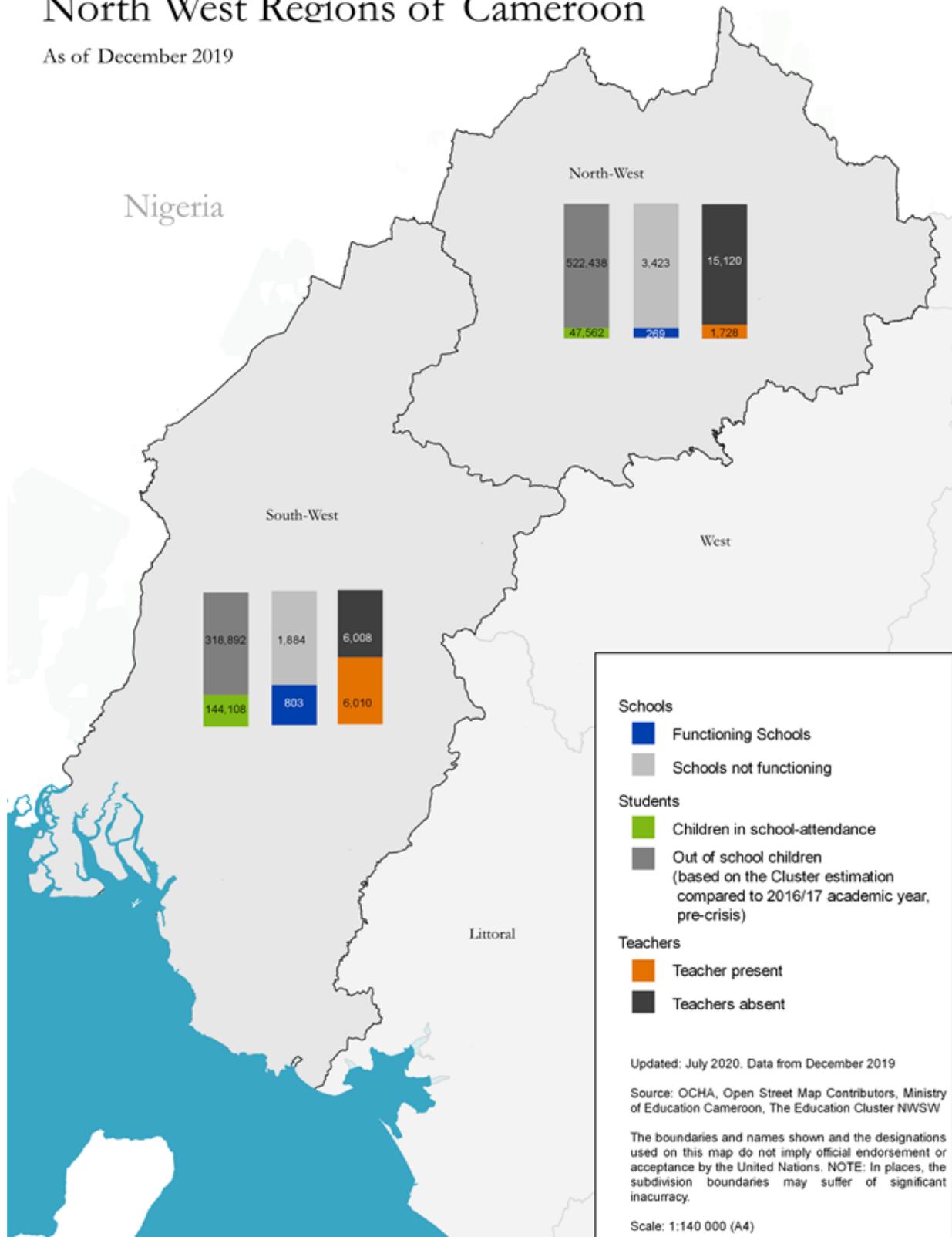
RESPONSE PLAN AT A GLANCE

<p>CLUSTER OBJECTIVE 1</p> <p>Improve safe, protective and inclusive learning environment</p>	<p>PEOPLE IN NEED</p>  <p>937,626</p>	<p>SCHOOL CLOSURE</p> <p>83% (5,307 out of 6,379) schools closed (as of Dec 2019)</p>	<p>CHILDREN OUT OF SCHOOL</p> <p>855,000 SCHOOL-AGED CHILDREN ARE OUT OF SCHOOL (as of Dec 2019)</p> 
<p>CLUSTER OBJECTIVE 2</p> <p>Enhance psychosocial wellbeing of conflict affected children and teachers</p>	<p>PEOPLE TARGETED</p>  <p>656,000</p>	<p>CHILDREN DISPLACED</p> <p>150,000 school aged children are internally displaced within NWSW as of Dec 2019</p>	
<p>CLUSTER OBJECTIVE 3</p> <p>Support formal education and provide accelerated/alternative and continuous learning for conflict affected children</p>	<p>REQUIREMENTS (US\$)</p> <p>16 M</p>	<p>PEOPLE IN NEED BY DIVISION</p> 	
<p>CLUSTER OBJECTIVE 4</p> <p>Strengthen resilience of affected children, schools and community learning centers to prepare for, and mitigate the impact of conflict on learning</p>	<p>FUNDING GAP (US\$)</p> <p>14 M</p>		

Education Situation in the South West and North West Regions of Cameroon



As of December 2019



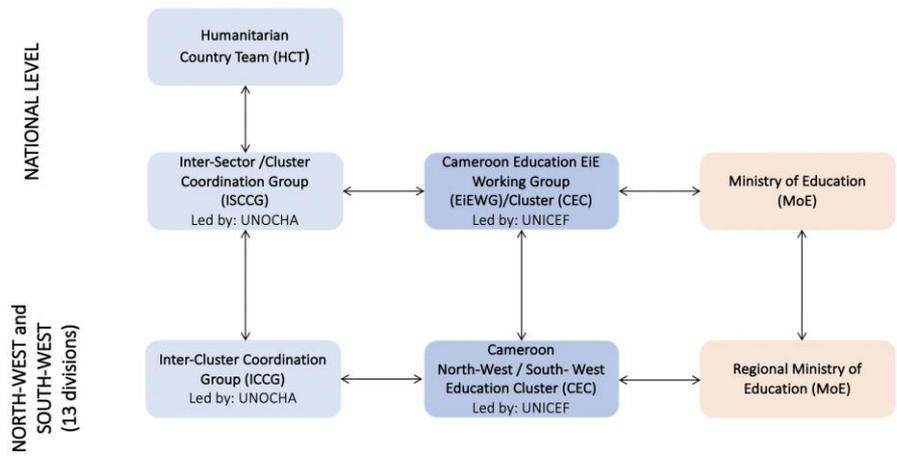
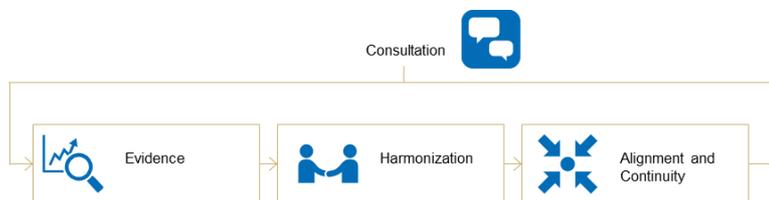


Figure 1: Humanitarian Coordination Architecture in the NWSW

School level	Duration (years)		Entrance age
	English	French	
Upper secondary	2	3	16
Lower secondary	5	4	12
Primary	6	6	6
Pre-primary	2	2	4

Figure 2: Classification of the Education System in Cameroon

PRINCIPLES OF STRATEGY DEVELOPMENT



Consultation

The education cluster strategy making was underpinned by a series of consultative process. Collectively reflecting on the content, objective and theory of change-the results framework. Considering the evolving dynamic operational context, the cluster partners were consulted, and their views were included. The methods used includes, (a) consultative workshop held in July, August, September and October of 2019, (b) Participatory tools used in the workshop including Gallery Walk and mapping as well as (c) collective critical reflection and feedback through emails from the cluster partners and experts. The cluster remains open for receiving continuous reflections as the context is rapidly changing and speedily becomes dynamics. A dedicated agenda item is included in the regular cluster monthly meetings to improve the relevance of the strategy to the context by consulting the partners.

Evidence

The strategy making is informed by evidence. The cluster has invested in building evidence base of many-fold. This includes (a) collecting secondary data, (b) partners robust data set, (c) needs assessment-Rapid Education Needs Assessment (RENA) by UNICEF, Multi-sector Needs Assessment (MSNA) by OCHA and IOM, (d) Cluster's field visits notes, (e) Weekly Data Collection by the Education Delegations², and (f) research publications and media reports³. The CEC recognizes the importance of building an evidence-based strategy and keeping implementation informed by consistent review. For this purpose, the CEC keeps a secondary data review (SDR) database regularly updated with newly available information, as they unfold, including assessment data supported by field visits and partners endorsement. This will maintain a clear, detailed and up-to-date analysis of the education situation in the North West and South West of Cameroon. The cluster will institutionalize evidence-based approach by setting up of Data, Assessment and Advocacy Working Group. This systematic approach will continually inform education planning in achieving collective outcomes for the children affected by the conflict.

Harmonization

Improving collective understanding and common strategic way of response to the children, affected by conflict, is another element of this strategy. The context of North West and South West (NWSW) requires pooling the available resources-human, finance, experiences, leadership, and community initiatives in providing formal education and non-formal learning to the children with conflict sensitivity. They lost the learning almost three years, 2016-2019. Since June 2019, affected communities have initiated local education solutions to remedy lost learning. With this restart, the government has driven back to school campaign. Parallely, through formal and non-formal windows, the affected children are, to a limited extent, accessing to education.

The available multiples activities should be inclusive and relevant to the affected children. This needs to harmonize across different actors and geography. This process, in ongoing conflict, especially in which education is used as political tool, is challenging. The parties in the conflict, still, use education to increase their power, an instrument that enhance their positioning in the conflict. The context posts multiples difficulties in harmonizing the education responses. Albeit, the cluster strives its best, collectively, to improve the context that will facilitate the duty bearers to provide education services. The theory of change, underpinned in translating this document to practice, is facilitating transformative learning to the children and educational personal, in ongoing conflict context.

² Government data collection after the Back to School campaign in September 2019.

³ For instance, International Crisis Group and Human Right Watch.

Alignment and Continuity

This cluster strategy, CEC, is embedded in the HRP 2020 in strategic direction and response content. This is also in line with long-term objectives of the Education Sector Strategic Development Plan 2013-2020 which has as a main objective the achievement of quality universal primary education. The other element of alignment identifies the commitment and agenda that shapes humanitarian and development in conflict context. The most significant is the Sustainable Development Goal (SDG), with specific targets to be achieved by 2020. The 2020 agenda for SDG commits to 'leave no one behind' and 'reach the furthest behind', and specifically references to children and teachers affected by conflict recognizing that targets will not be reached without concerted efforts in conflict state and context⁴. This is built on the previous learning investments, both formal and non-formal, in the conflict part of SW&NW of the country.

NEEDS OVERVIEW

The Context

Since October 2016, the North West and South West (NWSW) regions of Cameroon have been brought to a standstill by strikes and protests. First, led by teachers and lawyers defending the special status of education and law in these English-speaking or anglophone regions, the protests spread to the entire population. Following calls for ghost towns⁵, entire towns, cities, and villages in the anglophone regions came to a standstill as schools were closed, banks and shops were not opened, and even taxis were not operating⁶.

A violent crisis erupted over perceived marginalization. The escalation of tensions, armed battles between non-state armed groups and security forces, and significant violence against the civilian population have since triggered major humanitarian needs across the two regions, linked to substantial internal displacement.

Since 2017, the Non-state Armed Groups (NSAG) have demanded the closure of schools. They threatened or burned down establishments that have remained open⁷. As a consequence⁸, as of December 2019, 83% (5,307 out of 6,379) schools are closed, putting 81% (841,330 out of estimated 1,033,000) children out of schools and 73% (21,128 out of 28,866) teachers not reporting to work owing to the life-taking threat posted on them and children as well as attacks on education facilities.

Education is used as political instrument by the parties in the conflict. Since 2017, the crisis has had a substantial social and humanitarian impacts on children and education in the NWSW of the country. The conflict has also had repercussions for the education. The whole system has failed in providing access to inclusive learning. An estimated 1,033,000 school aged children have been affected by the crisis. They were denied the opportunity to learn and develop themselves. Tellingly, failing in achieving Sustainable Development Goal (SDG), specially, the goal 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The current system is leaving more than 955,700 children behind.

⁴ ODI. (October 2019). Strengthening coordinated education planning and response in crises. Global mapping report and analysis framework.

⁵ Closure of town and disruption of service. This is a form of boycott by the armed groups.

⁶ Marie-Emmanuelle Pommerolle & Hans de Marie Heungoup (2017). The "Anglophone Crisis": A Tale of the Cameroonian Postcolony. *African Affairs*, 116/464, pp526–538

⁷ International Crisis Group. (May 2019). *Cameroon's Anglophone Crisis: How to Get to Talks?* Available at <https://www.crisisgroup.org/africa/central-africa/cameroon/272-crise-anglophone-au-cameroun-comment-arriver-aux-pourparlers>

⁸ Education Cluster, (December 2019). Internal Data

Lifesaving Needs

Life-saving are those actions that within a short time span remedy, mitigate or avert direct loss of life, physical and psychological harm or threats to a population or major portion thereof and/or protect their dignity⁹. The following are the key drivers of life-saving needs in the context of NWSW.

Ongoing Conflict. The main driver of lifesaving need is the ongoing conflict, in the NWSW, since late 2016. It has entered its fourth year (2016-2020). It has triggered humanitarian needs across the two regions, linked to significant internal displacement¹⁰.

Sustained Displacement. Coupling with the conflict, the displacement continues. The table 3 reads 450,268 displaced population of which 270,161 are estimated displaced school aged children in the NWSW, as of Aug 2019. The sustained displacement continues creating life-saving needs including life-saving education in emergency needs for those children.

Region	Division	IDP Population	Estimated School aged Children
North-West	Boyo	32,851	19,711
North-West	Bui	38,573	23,144
North-West	Donga-Mantung	16,089	9,653
North-West	Menchum	28,620	17,172
North-West	Mezam	74,087	44,452
North-West	Momo	32,397	19,438
North-West	Ngo-Ketunjia	48,550	29,130
South-West	Fako	45,226	27,136
South-West	Kupe-Muanenguba	9,841	5,905
South-West	Lebialem	15,106	9,064
South-West	Manyu	22,491	13,495
South-West	Meme	63,481	38,089
South-West	Ndian	22,956	13,774
Total		450,268	270,161

Table 1: Estimated IDP school aged children. Source: calculated based on the MSNA 2019

Returnees. Another driver for life-saving needs is returnee school aged children. In the NWS, during the period of Jan-Aug, an estimated 142, 544 returnee school aged children have been recorded.

Region	Division	Returnee Individuals	Estimated School Aged Children
North-West	Boyo	20,940	14,658
North-West	Bui	21,707	15,195
North-West	Donga-Mantung	15,467	10,827
North-West	Menchum	13,520	9,464
North-West	Mezam	21,088	14,762
North-West	Momo	16,970	11,879
North-West	Ngo-Ketunjia	29,200	20,440
South-West	Fako	11,559	8,091
South-West	KupeMuanenguba	12,644	8,851
South-West	Lebialem	1,268	888
South-West	Manyu	10,406	7,284
South-West	Meme	17,471	12,230
South-West	Ndian	11,394	7,976
Total		203,634	142,544

Table 2: Estimated School Aged Returnee Children. Source: calculated based on the MSNA 2019

⁹ OCHA, Life-saving Criteria, Central Emergency Response Fund

¹⁰ Emergency Response Plan, 2018, Cameroon North-West and South-West, UNOCHA

Protection Needs

Unhealed Trauma. Of the issues associated with the ongoing conflict, psychological trauma occupies 18.3% among the assessed villages by MSNA 2019 in the NWSW regions of the country.

Attack on Children, Teachers and Learning Facilities. The other driver of protection needs for schooling children is continuous attacks on children, teachers, their parents and learning facilities.

Since 2017, the Non-state Armed Groups (NSAG) have demanded the closure of schools and violently imposed strikes or ‘ghost towns’. They threatened or burned down establishments that have remained open¹¹.

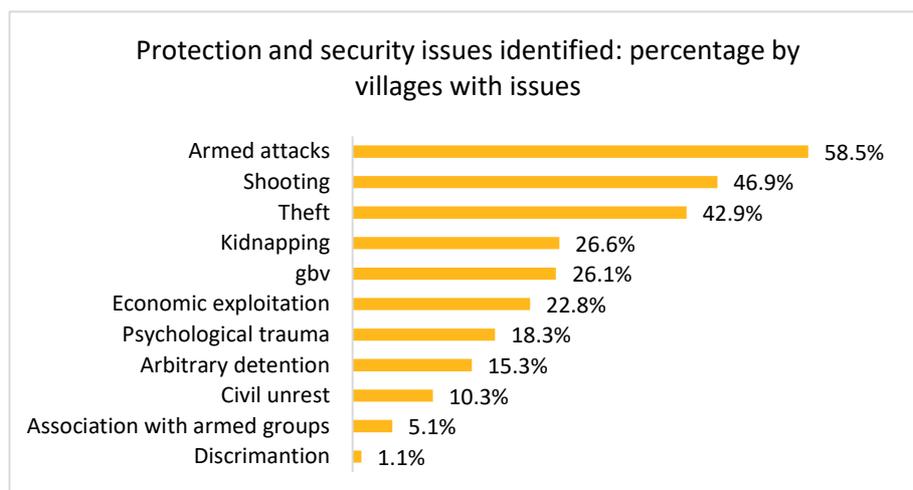


Figure 3: Psychological Trauma in the NWSW

Region	Division	School attacks	Schools interrupted	Violence on teachers	Violence on students	Violence on others
North-West	Boyo	4	142	22	34	153
North-West	Bui	21	243	153	468	714
North-West	Donga-Mantung	39	199	100	149	115
North-West	Menchum	13	61	0	29	345
North-West	Mezam	14	299	535	2262	6292
North-West	Momo	5	183	33	21	300
North-West	Ngo-Ketunjia	3	242	0	0	0
South-West	Fako	17	177	135	596	3309
South-West	Kupe-Muanenguba	0	138	7	0	10
South-West	Lebialem	5	107	28	0	59
South-West	Manyu	8	123	42	69	292
South-West	Meme	28	220	57	258	289
South-West	Ndian	0	169	12	32	101
Total		157	2,303	1,124	3,918	11,979

Table 3: Attacks on Children, Teachers and Learning Facilities during the period of Jan-Aug 2019 (Source: MSNA 2019)

¹¹ International Crisis Group. (May 2019). *Cameroon's Anglophone Crisis: How to Get to Talks?* Available at <https://www.crisisgroup.org/africa/central-africa/cameroon/272-crise-anglophone-au-cameroun-comment-arriver-aux-pourparlers>

As a consequence¹², as of December 2019, 83% (5,307 out of 6,379) schools are closed, putting 81% (841,330 out of estimated 1,033,000) children are out of schools and 73% (21,128 out of 28,866) teachers not reporting to work owing to the life-taking threat posted on them and children as well as attacks on education facilities.

The table 6 reads the attacks occurred on education, children, teachers and others during January-August 2019. A total of 3,918 violence incidents on students, and 1,124 on teachers were reported. 157 attacks on schools and 2,303 school interruption were recorded. Very peculiar form of attacks in the context is ghost down and lockdown enforced by the NSGAs.

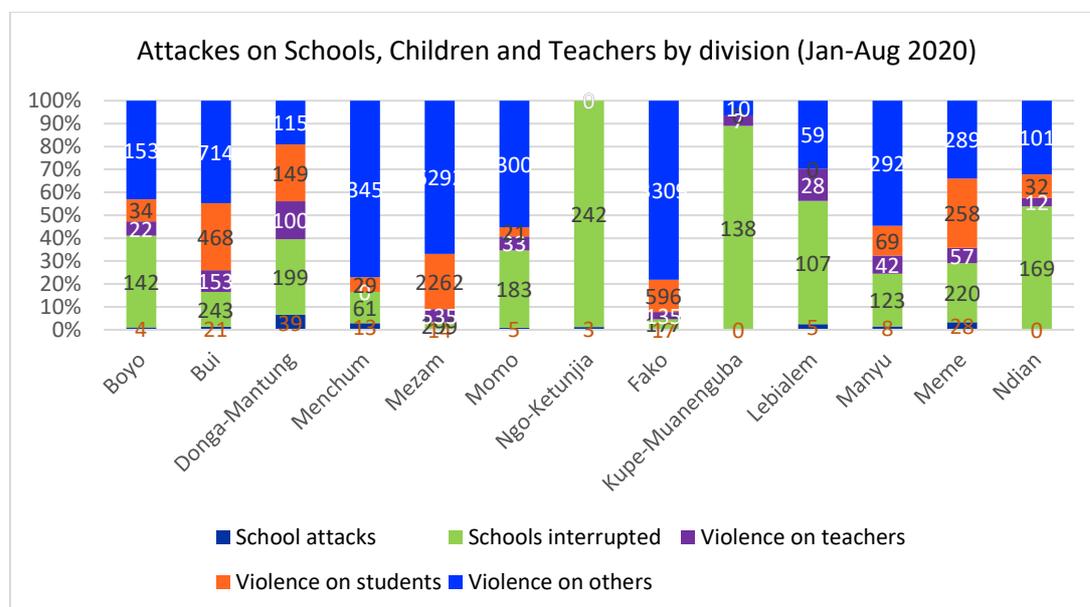


Figure 4: attacks of children, teachers and others

Child Recruitment into Armed Actions. It is also noticed by the protection partners of child recruitment into armed groups in the both regions exacerbating protection risks for school aged children and increasing their protection needs through safe learning. Children recruited into armed groups are killed, maimed, abused and exploited in the most appalling ways. They may be forced to observe or take part in atrocities, including against their own families and communities, and may be profoundly disturbed by what they have experienced. In some cases, children have been drugged by their commanders before action. Children who have been recruited have no access to formal education, making it hard for them to find work after the war has ended. Also, it is not uncommon for their families and communities to view them with fear and distrust because of atrocities, even if they were forced to join the armed group.

Early/Forced Marriages. The protection risk has been further increased by the early and forced marriage.

Gender Based Violence (GBV). There is a dearth of information about conflict-related cases of gender-based violence (GBV) in the NWSW, which makes it difficult to assess the nature and scope of the problem. However, anecdotal information suggests that this lack of information does not necessarily reflect the reality of the situation. Rather, it is likely that incidents of GBV have increased due to the armed conflict, yet incidents are not reported or systematically documented due to survivors’ fear of stigmatization or retribution and the lack of access to adequate and appropriate legal, medical and social services for them.

Other Violations and Vulnerabilities. NWSW children continue to face a spectrum of other violations of their security and rights, including trafficking, child labor, abuse in orphanages and arbitrary and illegal arrests. While NWSW children were vulnerable to these violations even before the conflict, anecdotal information suggests that incidents likely have increased due to the conflict in the regions.

¹² Education Cluster, (December 2019). Internal Data

Basic Service Needs

Basic Service is defined as organized efforts to advance human welfare and/or social well-being and generally understood to be efforts provided by government. While there is no formal UN definition for social services, there is a general understanding that this includes support provided by governments with regard to education, health and water and sanitation¹³.

Lack of Basic Services Including Education. Almost all basic services had been interrupted by the conflict and related consequences including by lock down and ghost towns in the regions. The below (figure 5) reads the education needs as second with 52% of priority by the community after health need.

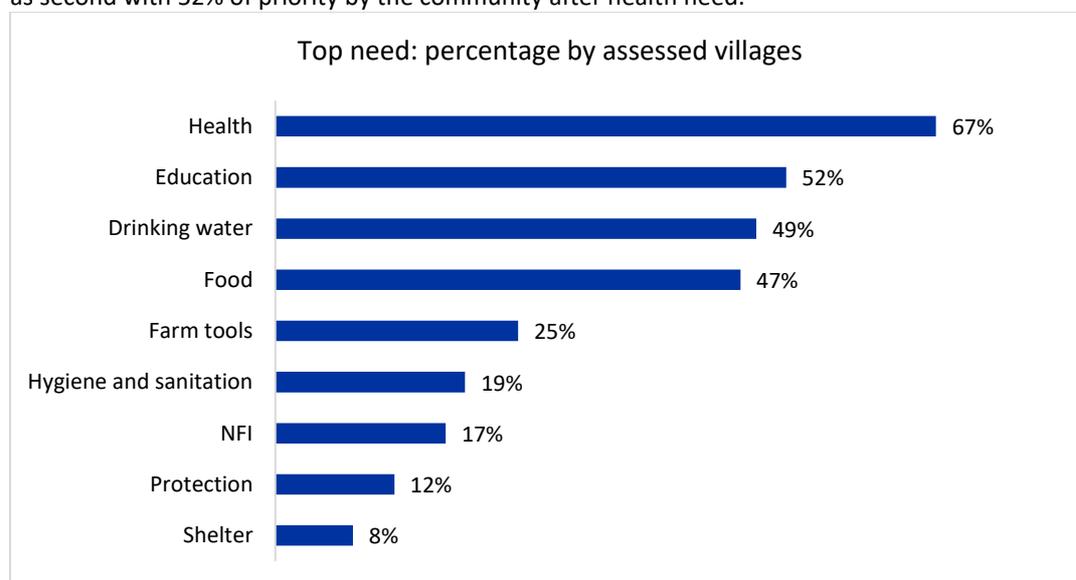


Figure 5: Top Needs (Source: MSNA 2019)

Lack of Administrative Services. They are considered to be a subset of public administration, specially the administrative (human and technical) capacities required to deliver services. Public administration is generally thought of in terms of the way in which the state collects and manage its resources (human, physical and financial) to execute its core functions of ensuring security for its citizens, regulating the economy and distributing public goods/wealth (i.e. delivering services)¹⁴. Lack of education administrative services in the NWSW, negatively impact in delivering inclusive learning for conflict affected children in the regions.

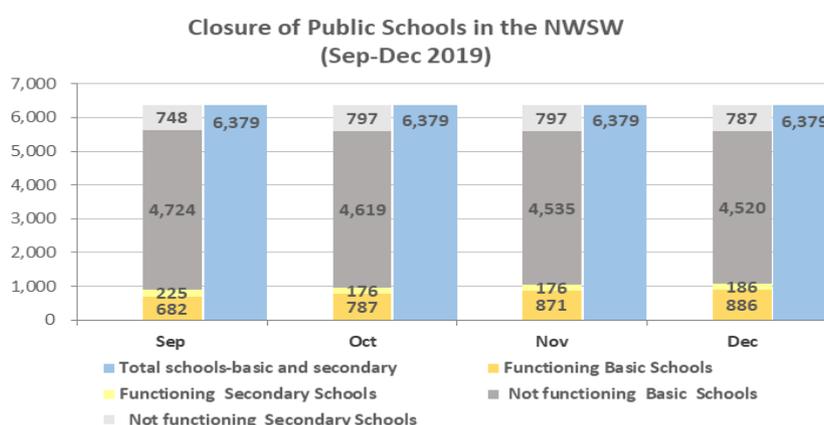


Figure 6: Closure of Public Schools Due to Conflict in the NWSW, Source: Education Cluster

Closure of School. Since 2017, the Non-state Armed Groups (NSAG) have demanded the closure of schools. They threatened or burned down establishments that have remained open¹⁵. As a

¹³ Peace dividends and Beyond- contributions of administrative and social services to peacebuilding, UN Peacebuilding Support Office, 2012, p12.

¹⁴ Ibid.

¹⁵ International Crisis Group. (May 2019). *Cameroon's Anglophone Crisis: How to Get to Talks?* Available at <https://www.crisisgroup.org/africa/central-africa/cameroon/272-crise-anglophone-au-cameroun-comment-arriver-aux-pourparlers>

result, more than 83% (5,307 out of 6,379) of schools have been closed as of December 2020. They have been transformed into training grounds for NSAG or destroyed. Additionally, more than 60% of school aged children are in the bush areas. They have been left without access to any form of learning.

Widespread Damage of Teaching and Learning Materials. Because of widespread of school closure and attacks on teachers, there is adequate or no teaching and learning materials available in the regions.

Lack of Teaching Personnel. 71% (20,556 out of 28,866) teachers, as of Dec 2020, are not reporting to work in the both regions due to the conflict and related impact including attacks on them. 1,124 teachers were faced attacks and violence as per the reported incidents, according to MSNA 2019 (refer table 6).

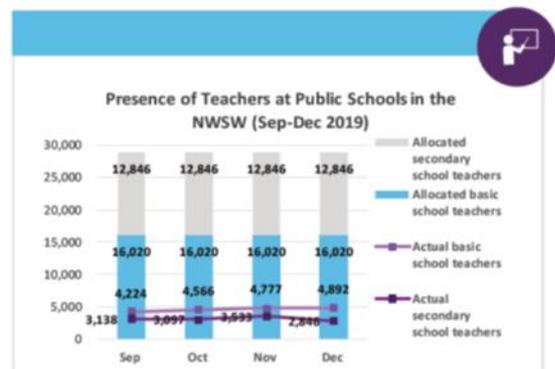


Figure 7: Teachers Reporting to Work in the NSW

Resilience Needs

Resilience, according to UNICEF¹⁶, is the ability of children, communities, and systems to anticipate, prevent, withstand, adapt to, and recover from stresses and shocks while advancing the rights of every child, with special attention to the most vulnerable and disadvantaged children. Resilience in the educational setting is defined as the capacity of a system, community or individual potentially exposed to hazards to adapt. This adaptation means resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Resilience depends on coping mechanisms and life skills such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance and resourcefulness. Resilience occurs when protective factors that support well-being are stronger than risk factors that cause harm¹⁷.

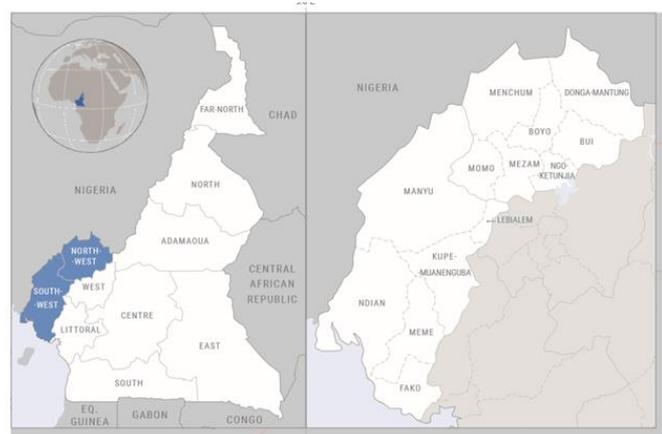
Limited/Contested Capacity of Government. Due to the conflict and being part of it, the capacity of government is limited in facilitating the resilient capacity education system that promote absorption capacity to the impact of the conflict and adaptation capacity of children, and teachers to the conflict created new realities. Facing the new environment needs new skills, new competencies and new thinking.

Limited Coping Capacity of Community. The same situation could be observed at the community level. The community resilience is fragile. This is because of many reasons including conflict, displacement, military activities, not available of basic services, fragile relationship between the services providers and communities etc.

Information Gaps

Due to the ongoing conflict between NSAGs and Cameroon military forces, the capacity of the cluster partners to physically access earmarked localities for data collection is significantly constrained. It is also common during primary data collection that respondents are reluctant to participate because they fear being castigated by NSAGs if they got wind of their participation¹⁸.

Figure 8: Map of North-West and South-West regions in Cameroon



¹⁶ UNICEF Office of Emergency Operations (EMOPS), UNICEF and Resilience: Draft, 2013.

¹⁷ Minimum Standards for Education (INEE), 2010.

¹⁸ Ibid

CASELOAD AND PRIORITIZATION

Region	Division	People in Need and Targetted						
		People in need	People targeted	% female	% children aged			adults
					(3-5)	(6-12)	(13-18)	
South West	Fako	163,185	114,000	50%	22,800	45,600	34,200	11,400
	Koupé-Manengouba	31,398	22,000	50%	4,400	8,800	6,600	2,200
	Lebialem	29,784	21,000	50%	4,200	8,400	6,300	2,100
	Manyu	55,309	39,000	50%	7,800	15,600	11,700	3,900
	Meme	87,574	61,000	50%	12,200	24,400	18,300	6,100
	Ndian	38,384	27,000	50%	5,400	10,800	8,100	2,700
North West	Mezam	152,995	107,000	50%	21,400	42,800	32,100	10,700
	Bui	89,602	63,000	50%	12,600	25,200	18,900	6,300
	Donga-Mantung	101,781	71,000	50%	14,200	28,400	21,300	7,100
	Menchum	42,805	30,000	50%	6,000	12,000	9,000	3,000
	Momo	48,508	34,000	50%	6,800	13,600	10,200	3,400
	Boyo	60,330	42,000	50%	8,400	16,800	12,600	4,200
	Ngo-Ketunjia	35,971	25,000	50%	5,000	10,000	7,500	2,500
	TOTAL	937,626	656,000	50%	131,200	262,400	196,800	65,600

Table 4: People in Need and People Targetted (children population is estimated)

RESPONSE FRAMEWORK

Cluster Objective 1

SUMMARY OF NEED(S)	
CLUSTER OBJECTIVE 1:	GEOGRAPHIC AREAS
Improve safe, protective and inclusive learning environment for conflict affected children and teachers	All divisions of NWSW including Fako, Meme, Manyu, Koupe-Manengouba, Mezam, Donga-Mantung
Outcome Indicator(s):	Target
% of conflict affected children, boys and girls, access learning in an improved safe and protective learning environment	70%
Output Indicator(s):	
# of classrooms and learning spaces established in safe and protective learning environment	
# of existing classrooms rehabilitated with safety and protection	
# schools and learning centers with gender-sensitive WASH facilities	
# teachers and facilitators, males and females, supported with essential teaching materials	
# children, boys and girls, supported with essential learning materials	
# children, boys and girls, at schools and learning centers received school feeding	
Activities	
1.1. Establish temporary classrooms and learning spaces in a safe and protective environment	
1.2. Rehabilitate existing classrooms that promote safety and protection for children and teachers	
1.3. Provide adequate gender-sensitive water, sanitation and hygiene (WASH) facilities at schools and learning centers	
1.4. Provide essential teaching materials for conflict affected formal teachers and non-formal facilitators	
1.5. Provide essential learning materials for formal and non-formal children	
1.6. Provide school/learning centers feeding for the children affected by conflict	

Cluster Objective 2

SUMMARY OF NEED(S)	
CLUSTER OBJECTIVE 2:	GEOGRAPHIC AREAS
Enhance psychosocial wellbeing of conflict affected children and teachers	All divisions of North-West and South-West including Boyo, Ngo-Kentunjia, Mezam, Meme, Manyu, Fako
Outcome Indicator(s):	Target
% conflict affected children and teachers enhanced psychosocial wellbeing and focus on learning and teaching	80%

Output Indicator(s):	
# children supported with psychosocial support	
# of teachers supported with psychosocial support	
# conflict affected children received recreational and play-based materials	
# teachers and community education committee members trained on including education-in-emergencies (EiE) psychosocial support/first aid, mine risk education, hygiene etc.	
# teachers and community education committee members trained on reducing the impact of attacks on education facilities	
# advocacy materials produced on attacks on education facilities, children and teachers and used to reduce the impact on education	
# children benefited by referral to special PSS services	

Activities
2.1. Provide psychosocial support to conflict affected children and teachers
2.2. Provide recreational and play based learning materials for affected children at schools and community centers
2.3. Train teacher and school-based education community members on including education-in-emergencies (EiE) psychosocial support/first aid, mine risk education, hygiene etc.
2.4. Build the capacity of Parent and Teachers Association (PTA), Community Based Education Group (CBEG) and teachers/facilitators to mitigate the impact of attacks on education
2.5. Collect the data on attacks on learning facilities and use the evidence-based advocacy to protect children, teachers and learning facilities from attacks
2.6. Integrate referral mechanisms to provide psychosocial special services for conflict affected children and teachers in collaboration with the Child Protection Area of Responsibility Cluster

Cluster Objective 3

SUMMARY OF NEED(S)	
CLUSTER OBJECTIVE 3:	GEOGRAPHIC AREAS
Support formal education and provide accelerated/alternative and continuous learning for conflict affected children	All divisions of North-West and South-West
Outcome Indicator(s):	Target
% of formal schools are supported to facilitate learning for conflict affected children through distance learning including e-learning and radio programming	70%
% of non-formal learning centers are supported to facilitate learning for conflict affected children through distance learning including e-learning and radio programming	70%
Output Indicator(s):	
# children at formal schools supported with e-learning, radio programming and alternative learning interventions	
# children at non-formal schools supported with e-learning, radio programming and alternative learning interventions	
# teachers at formal schools trained on including provision of accelerated learning, radio programme delivery, non-formal education, lesson preparation, participatory teaching and assessment	

# facilitators at non-formal learning centers trained on including provision of accelerated learning, radio programme delivery, non-formal education, lesson preparation, participatory teaching and assessment	
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Activities	
3.1.	Support formal education for conflict affected children
3.2.	Provide radio education for conflict affected children
3.3.	Provide accelerated education for conflict affected children
3.4.	Train non-formal teachers/volunteers on including provision of accelerated learning, radio programme delivery, non-formal education, lesson preparation, participatory teaching and assessment
3.5.	Provide essential teaching and learning material for non-formal learning centers
3.6.	Train teachers and facilitators on providing and managing e-learning, radio programming, alternative learning etc.

Cluster Objective 4

SUMMARY OF NEED(S)	
CLUSTER OBJECTIVE 4: Strengthen resilience of affected children, schools and community learning centers to prepare for, and mitigate the impact of conflict on learning	GEOGRAPHIC AREAS All divisions of North-West and South-West
Outcome Indicator(s): % schools and community learning centers strengthen resilience by preparing for, and mitigate the impact of conflict on learning	Target 70%
Output Indicator(s): # of children and teachers trained on school-based/community learning centers-oriented conflict preparedness planning, response planning, early warning and contingency planning including lockdown and ghost down learning planning # of teachers and Education Committee members trained on conflict/disaster risk reduction (C/DRR) # of the education cluster partners trained on conflict sensitive education programming # of children, boys and girls, benefited from capitation grant for conflict affected children # of out of school children affected by conflict received life and employability skills for including	

Activities	
4.1.	Train children and teachers on school-based/community learning centers-oriented conflict preparedness planning, response planning, early warning and contingency planning including lockdown and ghost down learning planning
4.2.	Train teachers and Education Committee Members on conflict/disaster risk reduction (C/DRR)
4.3.	Train the education cluster partners on conflict sensitive education programming
4.4.	Provide social cohesion and peacebuilding education to the affected children

4.5. Provide capitation grant for conflict affected children

4.6. Provide life and employability skills for including out of school children affected by conflict

OPERATIONALIZING THE RESPONSE FRAMEWORK

Advocacy & Dialogue

The CEC is agreed that for educational activities to be considered relatively safe and for the safety of the operating environment to improve, advocacy and dialogue are imperative. Firstly, the severity of the crisis needs to be highlighted and donors are requested to support through donor-led advocacy. Secondly, the right to education and the neutrality of humanitarian action needs to be consistently advocated for. In NWSW education has become politicized as it has been weaponized as a tool in political negotiations for a solution to the conflict. It is therefore necessary to disentangle education from the political. To do this, neutrality of humanitarian action must be stressed at every opportunity, including through public advocacy, CwC meetings, and bilateral engagement with state and non-state actors. Currently, all parties to the conflict are deeply suspicious of humanitarian actors, particularly those working on education, as there is a fear that the humanitarian presence could jeopardize political negotiations. The humanitarian principles are not well known or understood. Finally, in order to gain acceptability for education activities, direct dialogue is needed with both state and non-state actors. For education programming to be possible in this context, it is imperative that community relationships are built and maintained.

Risk Mitigation

The potential risk to children that implementing education activities in NW/SW Cameroon could present has been at the center of the cluster response strategy: education stakeholders cluster members, parents, teachers, and children have all been consulted on risk levels and risk mitigation strategies. The consensus has been the following:

1. That non-formal education is relatively low-risk compared to formal education
2. That formal education is only deemed relatively safe in certain parts of main urban centers that remain predominately under government control. The functional schools in these areas are largely confessional and lay private schools as nearly all government schools have been closed.
3. That communities know best where is and is not safe to have non-formal education activities. Community members regularly engage and communicate with both government and non-state actors.
4. That churches and spaces with faith-based organizations provide the single safest space for educational activities.
5. That both non-state actors and government will be informed of all education activities.
6. That education centers should adhere to a no-visibility policy. However, scholastic materials and other goods should be branded to distinguish humanitarian aid from government aid.
7. That each specific location for proposed activities will be assessed by the community in terms of risk and acceptability. Education activities will not be offered in locations where community feedback is that the risk level is medium or high.
8. That changes in the security situation will be continuously monitored and activities tailored correspondingly.
9. That donor flexibility on projects may be required if risk levels fluctuate.

Conflict Sensitive Education

As the implementation of the Francophone education curricula /system in Anglophone regions of Cameroon was a catalyst for hostilities, education provision in North-West/South-West Cameroon has the potential to further inflame the conflict. Conflict-sensitive education (CSE) must therefore be a main pillar of the Education Cluster's strategy. In adherence to the INEE guidelines on CSE, the cluster will take the following actions:

1. All learning materials to be vetted through the Education Cluster's Learning Materials TWG.

2. Learning materials to be aligned to the national curricula for purposes of accreditation but contextualized to NW/SW.
3. All stakeholders to be informed or consulted throughout education programming: government, including regional delegates for education; non-state armed groups; confessional/lay private school secretaries; community members including teachers, parents and children.
4. Communication with Communities (CwC) has been agreed as part of the cluster's ToR and is reflected in the response plan. As above, it was highlighted that this communication reduces risk of exacerbating the conflict.
5. Humanitarian principles: as part of CwC, humanitarian principles need to be stressed at every possible opportunity. The more neutrality and impartiality are emphasized, the less likely it will be that education will inflame the conflict.

ACCOUNTABILITY TO AFFECTED POPULATIONS

Focal Points/Focal Groups

The CEC has established a focal point for each of the thirteen divisions of NW/SW Cameroon. Focal points were selected from active SAG members and are responsible for coordinating partners and collecting information within their division. In each division, there is also a focal group comprised of all active education partners for the division. This coordination structure is to facilitate the greatest possible representation of beneficiary views, voices and needs.

Needs Assessments and Post-Distribution Monitoring

Assessments will be regularly conducted to ensure that the education response is tailored to beneficiaries' specific needs, that risks are adequately mitigated at community level and that local dynamics, including political, gender and age dynamics, are properly understood. The Education Cluster has completed a Rapid Education Needs Assessment (RENA) and has established a Secondary Data Review (SDR) that is regularly updated (see Monitoring Plan, below). Prior to the introduction of any education activities in a new location, Focus Groups Discussions (FGDs) will be held with children, parents and teachers to assess risk and acceptability levels. Education activities will not be offered in communities where the risk level is assessed as medium or high or for which there is limited acceptance. Initial field work has indicated that there is high acceptance for education activities in most communities; however, this acceptance is fluid and needs to be monitored regularly. Children will also contribute to project design throughout its lifecycle by providing feedback and suggestions through children's clubs at school or in non-formal learning centers. Finally, the CEC will ensure that Post-Distribution Monitoring is done through parents, children, teachers and education stakeholders at the end of each project to ensure qualitative data is captured, providing feedback as to the perceived quality of the programming and ensuring that beneficiaries have received the materials intended to be distributed.

Feedback and Complaints Mechanisms

The CEC ensures appropriate feedback and complaints mechanisms are active in each assisted community center and school. Children, teachers, facilitators, religious leaders, education stakeholders, school management and parents will be sensitized on how they can express their views, recommendations and complaints. All feedback will be handled sensitively and outcomes/actions taken will be communicated to beneficiaries/community members.

Protection Against Sexual Exploitation and Abuse

All CEC projects include a prevention of school-related gender-based violence (SRGBV) component. All teachers and facilitators will be fully trained on prevention and all community centers will have a referral mechanism in place for children who have been victims of GBV. Further, all community centers will adhere to the IASC guidelines on GBV prevention in education settings. Finally, all members of CEC will ensure all their staff are trained on Protection from Sexual Exploitation and Abuse (PSEA).

MONITORING PLAN

ACTION	RESPONSIBLE	WHEN
Secondary Data Review updated	SDR Focal Point	Once in six month
Attacks on Education database updated	AoE Focal Point	As reported
School closure database updated	Cluster Coordinator	September, January, June
Project implementation reviewed	Strategic Advisory Group	1 st SAG meeting of every month
Updated analysis products shared during the national Cluster meetings	Cluster Team	1 st Cluster meeting of every month
Updated Monitoring Tool analysis products shared during cluster meetings	Cluster Team	1 st Tuesday of month
Feedback on reporting process and analysis tool (how to improve, etc.) sent to Cluster Team	Cluster partners	1 st Tuesday of month
Feedback on reporting process and analysis tool integrated by Cluster Team	Cluster Team	1 st Friday of month

RECOVERY & TRANSITION

Accelerated Learning

Hundreds of thousands of children have now lost three full years of schooling. It is therefore necessary for children to work through educational materials at an accelerated pace to ensure they will be able to re-enter the formal education system at the appropriate level for their age once this system is again fully functional. The CEC's Learning Materials TWG will be adapting materials for this purpose and the alternative learning platforms will serve to facilitate this. The CEC will also be engaging with national education authorities to advocate for development of appropriate accelerated learning materials for formal schools.

Psychosocial Support

As part of a commitment to educational continuity as well as to promotion of overall well-being, children must be provided with psychosocial support (PSS) now to improve their well-being and resilience throughout the crisis, so they are well-prepared to re-enter formal education when it is again accessible to them. The CEC supports community-led structured PSS activities that offer peer and facilitator-led support including active listening, relaxation, use of healing statements, normalization and recreational activities. The CEC recognizes that these structured activities are an important first step to improving school readiness for children who have been exposed to multiple traumatic incidents, are living with a high

degree of fear and uncertainty, and have lost the structure of formal schooling which provides a sense of normalcy and security for many children. Provision of PSS now will ease the post-conflict recovery and transition process for children.

Continued Professional Development

To ensure the quality of teaching is not diminished post-crisis, professional development must be invested in throughout the crisis as well. This is also an opportunity to ensure that Education in Emergencies programming is reflected in teachers' training in-crisis, ensuring that children receive quality education that is relevant to their present circumstances. All teachers should be trained on ensuring the safety of children at school, including disaster risk reduction, and promoting resilience and well-being through adequate psychosocial support.

Contextualization of National Curricula to North West and South West

All learning materials used for the non-formal component of the NW/SW response will be contextualized to the two regions, as part of adherence to CSE programming. Only materials produced in English (rather than translated from French) will be used. All materials will be reviewed and approved by CEC's Learning Materials TWG prior to their distribution and use. This has been agreed through the Strategic Advisory Group.



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**Cameroon Education Cluster Strategy
North West and South West Regions
2020**