



**CAFOR**



**AFRICAN UNION**

**AFRICAN UNION COMMISSION**

**Roosevelt Street, W21K19, P.O. Box 3243, Addis Ababa, Ethiopia**

**OFFICE OF THE EXECUTIVE DIRECTOR**

**THE COALITION ON MEDIA AND EDUCATION FOR DEVELOPMENT AFRICA FORUM (CAFOR)**

**TEL.: +251-115-517700, FAX: +251-115-517844**

**CONCEPT NOTE**

**CAFOR Project – Education in Emergencies and Conflict Situations**

## **1. Project Summary**

This project will improve education during emergencies in 15 African member states of the African Union spread across the five regions of the continent for the most vulnerable children by creating a safe environment for their growth and improving their living conditions. The project aims to provide quality education, an opportunity to enhance the staff's internal efficiencies, ensure student education completion and achievement, equity in accessing education for all, adult education, sciences and TVET, and improving capacities to manage education provision. The project emphasizes improving the teaching skills of enrolled teachers in the centre. The project will enable a strong communication flow from all the centres enrolled. Each centre formulates and enforces a code of conduct, and the children participate in decision-making via a child-led council.

The interventions which will enable CAFOR to establish a child friendly, easily accessible education centre in emergency and conflict situations include:

- (a) Child-centred training – keeping the child at the centre of development.
- (b) Peer group interactions – for children enrolled as well as for teachers.
- (c) Capacity building workshops and training activities- periodically held for refugee teachers.
- (d) Educational support systems for vulnerable learners- with the help of remedial classes.
- (e) Gender-sensitive and conflict-sensitive learning programmes - involving the teachers and children enrolled.

This project's core principle would be to cater to children displaced during emergencies and conflicts and who are also disabled and often abused and exploited of their rights and resources. CAFOR proposes addressing these issues by generating a database of these children, along with a database of the refugee centres and refugee teachers, identifying their needs and thus providing and fulfilling the child's needs, would be a core principle of this project. Education in emergencies aims to provide a safe and healthy learning environment with the provision of learning kits, provide education with a focus on teacher-learning processes in the classroom with the use of child and

gender-focused learning processes, training refugee teachers to attain specific skills for their teacher development, establishing peer monitoring programmes that would enable the refugee teachers and children to learn more about the existing conditions and help them build the confidence in both the genders.

The project mainly focuses on maintaining a balance between both the genders in areas of providing:

- (a) User-friendly learning space.
- (b) Gender education and guidance.
- (c) Gender-specific sanitation facilities and rehabilitation work undertaken in schools.
- (d) Identifying gender-related issues and resolving them.
- (e) Problem identification of gender-related rising conflicting problems and addressing them.
- (f) Availability and provision of learning materials to both genders.

## **2. Problem Relevance**

Education is a fundamental human right for all children. However, during emergencies, children are frequently denied this right. Therefore, such children will be denied the opportunity to develop and acquire the necessary skills, knowledge, and competencies to better cope with the prevailing difficult circumstances and contribute to their families and communities' recovery.

Education can, therefore, play a significant role in situations of crisis, conflicts, and chronic instability. But in times of crisis, the case often has to be re-stated because of the urgency of other critical needs. The African continent continues to be plagued with emergencies. In 2018, the International Red Cross and Red Crescent societies responded to 34 emergencies in 22 countries across Africa. Millions were affected by natural disasters, epidemics, population movement, complex emergencies, and food insecurity.

The African continent continues to face recurrent emergencies, exacerbated by conflict, extreme weather, and a lack of long-term investments into resilience building. Nowhere else in the world are communities more at risk than on this continent. Today, many countries face droughts due to insufficient rainfall resulting in reduced crop production and livestock production. Floods followed by droughts affect and disturbs the country's economy, causing situations like emergencies and other types of conflicts. Providing education in emergencies and during wars would enable displaced children with lifesaving skills. These skills will help them protect themselves in times of need, allowing them with minimum surviving stability in the prevailing conditions and preventing them from being exploited. If these skills are inclusive, they would let children build endurance skills and take better decisions during conflicts and other emergencies. They would ensure children's perseverance in a crisis.

Similarly, access to safe drinking water and sanitation remains a challenge too. Even though the government undertakes numerous steps to handle emergencies, providing education during these emergencies becomes a key challenge. Some of these challenges are managing these children's classroom behaviour, providing them with a positive and healthy nurturing environment of growth, providing adequate learning facilities, improving early childhood care, providing child-friendly spaces, ensuring education completion, and transferring the job market skills. The teacher skills need improvement in practical teaching, learning facilities, infrastructure for healthy child-friendly

spaces, language skills and learning materials. These impediments are common to arise in an emergency.

### **3. Call to Action:**

CAFORs key initiatives aim to achieve the right learning environment and refugee centre rehabilitation for gender-specific WASH facilities, including constructing modern slab toilets, procurement and distribution of goods and services as planned, and restoration of the centre to meet the suitable needs of the child. Thus this project intends to mitigate the hygiene and sanitation problem of the centre. Traditional pit latrines will be improved and converted into modern and portable toilet facilities. These will be done under gender-specific lines for girls and boys depending on primary or pre-primary, separately. The centres will be equipped with all the needs of a girl child, including sanitary pads and other medical supplies. Depending on the data collected, CAFOR would enable the authorities to prioritize construction work.

#### **A. Partners Collaboration**

Partners strong presence in the area with all necessary infrastructure would be an opportunity to smoothly operate with existing stakeholders in a multi-stakeholder approach to implement the programme. CAFOR proposes using our consortium's extensive experience to build refugee teachers' capacities by implementing effective, customized teacher training programmes based on the enrolled children's needs. Preparation of training and sensitization material on communication to and from the teachers and thus build children – teacher relationship for inclusive growth of the child through the centre will be the core area of concentration. CAFOR intends to conduct needs assessment surveys to understand the training proportion, instructional materials, content development, gender-sensitive and conflict-sensitive related issue development and literacy programmes.

CAFOR will work with many of its partners (through workshops, seminars, organized debates and symposiums and special media events) to advocate for quality education surrounding emergencies and conflicts situations. CAFOR intends to improve learning outcomes and support all children to access education.

#### **B. Project Continuity, Sustainability, Replicability and Scale-up**

Continuity, sustainability, replicability and scale-up will, therefore, be the fundamental guiding principles of CAFOR's overall approach. CAFOR and its consortium of partners would ensure this strategy's achievement through continuous on the job training and capacity building of key stakeholders, including regional authorities, CSOs, NGOs, and allied organizations. CAFOR would develop easily replicable modules, standard operating procedures which the local authorities must take forward. CAFOR would further develop project management templates and train the regional leaders sufficiently to scale up as appropriate. To guarantee the project's continuity and stability, CAFOR would ensure responsible staff's deployment to perform various tasks such as data collection, field surveys, school supervision, and cluster coordination. CAFOR would also employ MIS data entry staff and training personnel to train and motivate the teachers. Added to this, CAFOR and its consortium of partners would ensure that children do not miss essential educational opportunities to have the psychosocial benefits of schooling. All responses for continuity and stability would address specific local needs of school-age children. CAFOR

would ensure that activities continue even when the pure and necessary materials are not available.

### C. Sponsorship and Funding:

CAFOR is seeking sponsorship from partners and multilateral and bilateral agencies, and the private sector to support the management, implementation and monitoring and evaluation of this project in the following ways:

S. No.	SUMMARY BUDGET	Per Annum	Period (Yrs)	Personnel Deployed	Total (USD)
<b>1</b>	<b>STAFF COSTS</b>				
	Internal Staff Costs- Full Time Staff (2 % of total salary costs)	68636.63	5	4	1372733
	Field Based Experts Costs - Project Period & Work	25000.00	5	15	1875000
	Deploying 2 local field staff per country	500	5	30	75000
	<b>TOTAL</b>				<b>3322733</b>
<b>2</b>	<b>PROJECT IMPLEMENTATION COSTS</b>				
	Rehabilitation facility across 15 member states (one time costs)	5,000,000		15	75,000,000
	Capacity building workshops for refugee teachers	20000	5	15	1500000
	Refugee teacher training	15000	5	15	1125000
	Educational support gender specific learning materials	18000	5	15	1350000
	Child Centered Training material	15000	5	15	1125000
	Gender specific overarching mechanism	12000	5	15	900000
	Establishing child protection center	3000000	5	15	225000000
	Provision of gender specific sanitation facilities	20000	1	15	300000
	Establishing a gender sensitive & conflict sensitive learning programme	10000	5	15	750000
	<b>TOTAL</b>				<b>232050000</b>
	Maintenance of Center calculated at 5 % of costs				23205000
	<b>TOTAL</b>				<b>255255000</b>
<b>3</b>	<b>Other Costs</b>				
	Communication Costs- Monthly Mobile Top-Ups, Printouts, Stationery, Shipping, Postage, etc (per annum per person)	3000	5	19	285000
	Monitoring ,Evaluation Costs & IT Costs in 15 countries	4000	5	15	300000
	Associated Costs (Supplies, Equipment Costs, etc)	50000	5	15	3750000
	Operational Costs - Office Set-up Costs, Office Equipment, Etc	40000	1	15	600000

	TOTAL				<b>4935000</b>
4	<b>TRAVEL &amp; TRANSPORTATION COSTS</b>				
	Travel Insurance	1350	5	19	128250
	Per Diems per day for internal staff	260	5	4	5200
	Per Diems per day for international staff	200	5	15	15000
	Local Travel Costs per month	1000	5	15	75000
	International Travel Costs	600	5	19	57000
	TOTAL				<b>280450</b>
5	<b>TOTAL AMOUNT</b>				<b>263,793,183</b>
6	<b>MISCELLANEOUS EXPENDITURE</b>				<b>39,568,977</b>
	Calculated at 15% of TOTAL Amount				
7	<b>GRAND TOTAL</b>				<b>303,362,160</b>

Sponsors may expect recognition in a few ways:

- Sponsors may be included in a roll of honour, hosted on the CAFOR website [www.cafor.org](http://www.cafor.org), with the African Union's recognition.
- Sponsors will be recognized in presentations at conferences and meetings as having supported education in Africa.
- Should a sponsor wish to remain anonymous, this will be respected by CAFOR.

#### 4. Conclusion:

CAFOR and its consortium of partners would conduct field-level monitoring and coordinate the project work. This project requires constant support from donor agencies and funding organizations in making a successful impact on these children and address the issue of education in emergencies. The project would emphasize attaining a suitable and healthy learning environment for the child's inclusive growth. The project would provide continuous gender-specific and counselling support and improve the confidence of children enrolled in the programme.

CAFOR's project's methodology would allow children to get involved in public speaking and peer group interactions. It aims to establish practical academic support for the children facing emergency and conflict situations and provide an educational support system for vulnerable children. This model would enable installing gender-sensitive guide systems in the refugee centres.

CAFORs would develop a communication plan to ensure that all activities are on par with the programme's objectives and ensure the deployed system's steady functioning. CAFOR would also ensure that all MIS reports are generated. CAFOR believes that communication must be at the core of the business of planning education on the continent, ensuring that it is comprehensive and inclusive and that its style and content enhances dialogue in promoting all facets of education.

Information exchange and communication between partners are essential to achieving well-managed, efficient education systems and education and training of good quality for all.