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EDUCATION IN (POST) CONFLICT CONTEXT – INTERVENTIONS OF INGOS IN SOUTH KIVU, DRC

Diploma Thesis

Supervisor: PhD. Zdeněk Opršal

Olomouc, 2014

I declare in lieu of oath that I wrote this thesis myself. All information derived from the work of others has been acknowledged in the text and in a list of references is given.

Olomouc, 2014

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Education is considered to be a precondition and an indicator of development. However in Democratic Republic of Congo the sector of education is severely underfinanced and without humanitarian interventions the educational infrastructure in South Kivu, dammaged from the years of conflict, would not even exist. The thesis describes and analyses the approaches of international NGOs intervening in education in the specific (post)conflict context of the South Kivu province on example of the case studies of selected projects.

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Abstract

Education is considered to be a precondition and an indicator of development. However in conflict-affected countries the education system usually fails. In the Democratic Republic of Congo, education sector has been neglected and severely underfunded for decades, resulting in the school costs burden being carried mostly by parents of pupils, what makes Congolese education highly exclusive, denying access to education to many. Perpetual conflict and insecurity in the Eastern DRC further weakens the system and impacts the provision of basic education.

The thesis describes and analyzes examples of good practice in interventions of international non-governmental organizations (INGOs) in education in specific (post)conflict context of South Kivu, illustrating some of the current trends of international assistance in education sector in education in conflict-affected Eastern DRC.

Key words: Democratic Republic of Congo (DRC), South Kivu, education, conflict, international non-governmental organizations, RRMP, Child Friendly Spaces

Abstrakt

Vzdělání je považováno za zásadní předpoklad a ukazatel rozvoje. V zemích postižených konfliktem však vzdělávací systém většinou selhává. V Demokratické republice Kongo byl sektor vzdělávání po desítky let zanedbaný a vážně podfinancovaný. Školství tak ve značné míře začalo být financováno rodiči dětí a stalo se z něj výhradní zboží, k němuž mnozí nemají přístup. Neustávající konflikt a nestabilita ve východním Kongu dále prohlubují problémy v poskytování základního vzdělání.

Diplomová práce se zaměřuje na problematiku mezinárodní pomoci ve vzdělávání v konfliktem postihnutém regionu Jižní Kivu na východě Demokratické republiky Kongo. Práce analyzuje příklady „dobré praxe" mezinárodních nevládních organizací ve vzdělávání ve specifickém (post) konfliktním kontextu a ilustruje tak některé tendence současné mezinárodní pomoci v oblasti.

Klíčová slova: Demokratická republika Kongo (DRK), Jižní Kivu, vzdělání, konflikt, mezinárodní nevládní organizace, ochrana dětí

List of Abbreviations

Asbl	Non-profit Association
AVSI	Association of Volunteers in International Service
CERF	Central Emergency Response Fund
COPA	Parent committee
DFID	Department for International Development
DG ECHO	European Commission's Directorate General for Humanitarian Aid and Civil Protection
DRC	Democratic Republic of Congo
ESM	Emergency-Shelter Materials
FARDC	Armed Forces of the Democratic Republic of Congo
FBO	Faith-based organization
FDLR	Democratic Forces for the Liberation of Rwanda
FI	Food Items
FMSI	Marist International Solidarity Foundation
GCPEA	Global Coalition to Protect Education from Attack
GEC	Global Education Cluster
GHA	Global Humanitarian Assistance
GPC	Global Protection Cluster
HDI	Human Development Index
IDP	Internally-Displaced Person
IASC	Inter-Agency Standing Committee
IRC	International Rescue Committee
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Governmental Organization
MEPSP	Ministry of Primary, Secondary and Vocational Education
MINIGEFAE	Ministry of Gender, Family and Child
MONUSCO	United Nations Organization Stabilization Mission in the Democratic Republic of the Congo
MSA	Multi-Sectorial Assessment
NFI	Non-Food Items
NNGO	National Non-Governmental Organization

NPEP	National Primary Education Programme
NRTP	National Remedial Teaching Programme
NRC	Norwegian Refugee Council
OCHA	(United Nations) Office for the Coordination of Humanitarian Affairs
ODH	Observatoire des Droits Humains
PRSP	Poverty Reduction Strategy Paper
RECOPE	Community network for child protection
RRMP	Rapid Response to Movements of Population
SGBV	Sexual and Gender-based Violence
TENAFEP	Primary School Leaving National Test
TPO	Transcultural Psychosocial Organisation
UIS	UNESCO Institute of Statistics
INESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children´s Fund

1 Introduction

Education is both a human right and a public good. It considered an essential tool for development and its potential for poverty alleviation is widely recognized. However education system in conflict-affected countries, either countries experiencing instability at the moment or countries in post-conflict recovery stage, is usually dysfunctional. On one side harmed from direct destruction devastating educational infrastructure and impacting well-being of children, teachers and entire communities. On the other side, years or decades of lack of investment have severe structural consequences impacting the quality and inclusiveness of education.

The crisis in DRC is structural and complex, that is also where the dual title of this paper points to. On one side there is chronic deep-rooted crisis, caused by dictatorship with decades of severe mismanagement of the country and aggravated by the wars in 1990s, which gave DRC the label of "failed state". On the other hand, there is persistent insecurity in the Eastern DRC, which hampers development efforts of the country considered now as post-conflict and throws the population into permanent humanitarian needs.

In the Democratic Republic of Congo, a country experiencing one of the most complex and longest-running humanitarian crises in the world, about 3.5 million primary school-aged children do not go to school (UNICEF, March 2013). These children are much more exposed to the risk of different abuses and exploitations than their peers at school. The risks the out-of-school children run are mostly sexual violence, early marriage for girls and forced labor or recruitment into one of tens of rebel groups active in the Eastern DRC for boys.

Congolese education had been severely underfunded by state for decades and until now it depends vitally on the contributions of parents, what makes the education system exclusive especially in recurrent insecurity of the Eastern DRC, with the conflict environment further impoverishing the population.

The thesis focuses on the problematic of providing education in conflict and post-conflict environment in South Kivu. It concentrates on international response to education in conflict and post-conflict situations in South Kivu, presenting the examples of humanitarian practices of international non-governmental organizations (INGOs) that proved to be successful in the context of Eastern DRC and have become the mainstream tools of assistance in education in environment affected by conflict.

The work focuses on primary education, which is prioritized in present-day international actions, bounded into global commitments such as Millennium Development Goals or Education for All and on the work of INGOs, who are the mostly the actors of change in aid, those bringing the innovative practices .

The scope of the problematic of education and insecurity in DRC is huge and extends beyond the capacity of this work, thus the thesis aims only at partial analysis, focusing on following issues.

The chapter three provides background information on the Democratic Republic of Congo and South Kivu province that serves for orientation in humanitarian context of the country. Regarding its complexity, only several aspects which are considered important for the main focus of the theses are highlighted. The chapter four analyses the complex situation of education in DRC by approaching the circumstances of its current developments, describing the impact of conflicts on education in general and South Kivu context and international response towards it, by emphasizing the connection between education and development. The chapter five describes selected case studies of successful model of humanitarian interventions in education in South Kivu with their strategies, methods, achievements and challenges.

2 Aim of the thesis and Methodology

2.1 Aims of the thesis

The aim of the thesis is to describe and analyze the examples of good practice in interventions of international non-governmental organizations (INGOs) in education in specific (post)conflict context of South Kivu. Through the lessons learned from selected case studies and mechanisms of international response in DRC, the thesis will illustrate some of the current trends of international assistance in education sector in Eastern DRC.

Also, it aims to outline the conditions of education in DRC in the overall (post) conflict context with emphasize on its essential problems in provision of basic education.

2.2 Methodology

The thesis is based on documents review, analysis and interpretation.

Majority of literature for this thesis comes from reports, articles and analyses of international organizations and international non-governmental organizations, mainly from the UN agencies UNICEF, who is the education leading agency, and OCHA, main humanitarian coordination body in DRC, and Global Education Cluster. Other documents come often from public media or researches and evaluations, as well as from correspondence with essential contact persons.

The case studies described in the chapter five were selected empirically, based on recommendation of Cluster Education South Kivu and on literature review.

The analysis of case studies is based on information obtained particularly from the personnel of INGO AVSI, the organization implementing one of described programs, who provided guidance notes and internal project information on RRMP program and its components, from co-facilitator of Education Cluster South Kivu and from personal experience and observations of the author. These were gathered during Education cluster meetings, where the lessons learned are shared between the Cluster member organizations. Also, the contextual information on education interventions in South Kivzu and inspiration from different projects were drawn from experience sharing with different partners on non-formal discussion basis and from observations during the entire six-month long internship in an INGO working in education program in South Kivu.

The lack of relevant information particular to South Kivu was encountered. Although the key humanitarian stakeholders OCHA and UNICEF produce regular updated reports, they do not

necessarily cover all the provinces, so the information on South Kivu might not be available. Also, there is a general lack of resources treating the subject of implementation of Child Friendly Spaces model in DRC.

The thesis uses American English language and Harvard citation rules. All the literature resources are listed at the end of the document.

System of footnotes is used for additional information or navigation to annexes.

To keep consistency of the text, the abbreviations are used and their list is placed at the beginning of the document.

The information in text is completed with tables, graphics and images listed in section eight of the paper.

3 Humanitarian context of DRC and South Kivu

The Democratic Republic of Congo is the third largest African state of the size of Western Europe. A half of the territory is covered by dense tropical forests and swamps, making the access and transportation an extreme burden, cutting millions of people off the markets, health or education services. On the other hand, the same territory hides an immense mineral wealth, giving DRC a potential to become regional economic superpower and raise its population of 76 million (OCHA, November 2013) out of poverty.

However, the challenges that country is facing, are so numerous and the state structures are so weak that even after more than ten years since official end of destructive wars, DRC is still lagging behind, with one of the highest poverty rates in the world[1], occupying steadily the last rank in human development, measured by comparing the life expectancy, education and health indicators among 187 countries (UNDP, 2013).

3.1 Roots of current problems in DRC

The trigger to present-day problems in the Democratic Republic of Congo can be found fifty years ago in post-independence Zaire, with the beginning of the rule of dictatorial president Mobutu Sese Seko, who ruined the country by misgovernance and self-enrichment at the expenses of state budget that reached to estimated 15 billion USD (Edgerton, 2002) and has opened the door for blatant corruption, accompanying Congolese until today. The progressive collapse of state has devastated the health, education and water infrastructure, resulting into the overall absence of basic social services throughout the DRC, causing the chronic multi-sectorial crisis.

The end of Mobutu came with destructive Congolese wars taking place between 1996 and 2003, as the first African inter-state conflicts[2]. They accounted for more than 5 million deaths, most of them issued from humanitarian catastrophe as a consequence of war period rather than immediate fighting (IRC, 2008) and have kept the insecurity in the Eastern Congo until these days.

Today´s conflict in Eastern Democratic Republic of Congo and particularly South Kivu is can be defined by modern conflicts

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[1] 87.8% of population under 1.25 USD/day (UNDP, 2013). More socio-economic indicators are in Annexes 2. and 3.
[2] Bringing to Congo troops from seven states (Rwanda, Burundi, Uganda, Chad, Angola, Zimbabwe and Namibia)

In reaction to protracted insecurity and absence of state in the East of the country a UN stabilization mission MONUSCO was founded in 2000[3] with objectives of peace restoration in DRC. Though, over years it has become the largest UN peacekeeping operation in the world.

The unceasing insecurity in North and South Kivu involving different rebel groups and interests of foreign actors is still nourished by the economic interests on mineral resources extraction.

In 2013 there were about ten major rebel groups active in Eastern DRC, with numerous sub-groups each (Berghezan, 2013), adding to the complexity of the situation, where certain groups appear and dissolved fast, others merge together, creating capricious coalitions. All the groups, no matter their background are responsible for intentional targeting of civilians, perpetrating massive human rights violation through revenge killings, village massacre, mass rapes, recruiting children into their ranks and harassment of communities through extortion of money or goods from villagers on illegal road blocks, pillaging the fields, provoking the massive displacements the local population (Berghezan, 2013 & War Child 2013).

One of the most well-known groups are Democratic Forces for the Liberation of Rwanda (FDLR). Created by former Hutu extremist militia fleeing from Rwanda in 1994 after participating on genocide, they spread along the Rwandese border in North and South Kivu and during 20 year have integrated among the local population, what makes their defeat more challenging than the one of M23 in 2013 in North Kivu. The fight against the FDLR, whose current numbers in Eastern DRC are estimated on 1,500-2,000 men, is a priority in 2014 for MONUSCO (BBC, March 2014).

In South Kivu, the most widespread are the groups of Raia Mutomboki, a self-defense militia established originally by villagers in Shabunda territory in South Kivu for the protection of population against FLDR. But the group has turned increasingly violent and is accused of grave human rights abuses over the past couple of years. Certain Raia Mutomboki factions pose a threat to humanitarian agencies, and make certain zone inaccessible for humanitarian intervention.

3.2   Impact of insecurity on civil population

The direct insecurity has severe consequences on people´s livelihood, causing forced displacement, threatening or denying access to land or other means of livelihood due to displacement or high level of insecurity and thus reducing the harvests and overall income of the displaced household. Thence, conflict-affected people become increasingly dependent on external aid.

Humanitarian coordination in DRC requested from donors through its Humanitarian Action Plan for 2013 a budget of 892,643,970 USD, but has received only 62% of this funding (DFID, 2013), leaving numerous needs of population unmet. For 2014 OCHA estimates there are 6.3 million people in need of humanitarian assistance (OCHA, February 2014).

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[3] Until 2010 called MONUC

Emergency situations also bring the risks of increased violence, with human rights violations usually perpetrated by all conflict parties, rebel armed groups as well as national army, and restrains the access to basic services – school for children, field and market for women, health services for entire households (OCHA, November 2013).

3.2.1. Population movements

In total an estimated 2.9 million of internally displaced persons were present in the DRC by the end of 2013, about half of them children. About 60% of these people are in the Kivus – more than 1 million in North Kivu and about 580,000 in South Kivu (OCHA, November 2013).

The population movements in the Kivus are unpredictable and repetitive. Displacement can happen quickly, but last months and even years[4]. In South Kivu on average 36,000 people are displaced every month due to insecurity caused by armed groups (OCHA, April 2014d).

About 70% of total displaced people live in host families according to UNICEF DRC (June 2013), thus conflict is also affecting another 1.5 million people from host communities, who share their limited resources with IDP families and get progressively worse off, too.

After the return, reestablishing communities, weakened by the experienced displacement, might still show high levels of vulnerability, exceeding the emergency intervention thresholds (UNICEF, 2008 in Lilly, Bertram, 2008). Moreover they can be soon moved again, or it might become host population to another displacement wave. These coping mechanisms of staying with the family are widespread, though still not well understood and not really responded (DFID, 2013).

"Responding to the humanitarian needs of a constantly fluctuating population has proven to be one of the greatest challenges in the Kivus. Due to the dynamic nature of conflict, needs of neighboring communities may be entirely different, and a community's needs may shift at any moment." (AVSI 2012).

3.2.2. Sexual and gender-based violence

The war in DRC brought extreme scale of human rights violations. The criminal acts perpetrated in DRC include every possible existing type of crime, being war crimes, crimes against humanity, genocide, sexual and gender-based violence, forced recruitments of children into armed forces, each of them impacting heavily the communities, changing even their social structure.

A report elaborated by UNFPA and the ministry of Gender, Family and Child (UNFPA, 2010 in MINIGEFAE, 2012) published in October 2013 revealed that approximately 40 women are raped every day in DRC. The most hit province is North Kivu with more than 7,000 rapes in 2012 and South

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[4] See in Annex 4.

Kivu with 5,000 cases. The SGBV is considered to be mostly perpetrated by armed groups or local militia. However according to UNFPA the nature of SGBV in the Eastern DRC has changed and from mass weapon of Congolese conflict the sexual violence has become frequent among ordinary civilian population, too, in the common environment of impunity (MINIGEFAE, 2012).

3.2.3. Food security

Despite the favorable conditions for agriculture, animal husbandry and fishing, the nutritional status of population in South Kivu is alarming. The causes of food insecurity are multiple, such as poverty, unemployment, land ownership, however the insecurity affects the food security seriously. By restricting the access to the field it decreases agricultural production of local population. People either flight their homes due to fighting in the area and lose their agriculture and animal husbandry livelihoods or other income generating activities, or they reduce or avoid the agricultural activity in the distance from the village because of the risk of security incident, feared mostly by women. Mean size of land owned by a household is too small to ensure the self-sufficient food production for a family, what creates food insecurity for most of the rural families, who do not have any other source of livelihood than agriculture. Moreover, the pressure on land in urban areas, aggravated by population movements and concentration of population, leads to overexploitation of cultivable land, decreasing yields and again food insecurity. (Bisimwa, Bashi, 2009).

The malnutrition, as one of the results of food insecurity, especially if experience in early age, hampers healthy development of children. In DRC total 2.5 million children younger 5 years are acutely malnourished and 975,000 of them suffer of the severe form (ECHO, February 2014).

3.3   Recent humanitarian developments in the region

In 2012 the humanitarian situation in Eastern DRC worsened substantially, mainly due to emergence M23[5] armed group in April 2012. Their attacks in North Kivu were causing massive displacement, bringing IDPs into northern South Kivu. The concentration of Congolese FARDC forces in North Kivu left a vacuum in many places throughout the regions, giving space to other armed groups to expand (DFID, 2013).

In 2013 the situation in DRC worsened in areas previously less affected by the conflict, and also due to the influx of Central African refugees to the country in the first half of the year. The armed conflicts thus caused the substantial increase of IDPs, reaching the highest level since 2009 (OCHA, February 2014). In February 2013 a peace accord for the Democratic Republic of Congo and the Great Lakes Region was signed in Addis Ababa between DRC and Rwanda, Uganda, Burundi, Tanzania,

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[5] Mouvement du 23-Mars

South Africa and Angola. This accord promised to tackle the root causes of the conflict in Eastern DRC and brought commitments of institutional and security reforms for DRC´s president Joseph Kabila and for neighbouring countries to stop interfering into internal affairs of DRC. (War Child, June 2013).

Since March 2013 the UN mission MONUSCO has reinforced its peace mandate with Force Intervention Brigade (FIB) in strength of 3,000 men, enabling the UN troops to fight the rebels in North Kivu (UNICEF DRC, June 2013). However, despite the defeat of M23 in late 2013, who were the main rebel group in the East of Democratic Republic of the Congo, the Kivus are still far from finding their calm. As a proof of unceasing population movements, recent news from South Kivu inform about 1,000 households (about 5,000 persons) being newly displaced due to the clashes between factions of Raia Mutomboki militias in Shabunda territory on the west of the province (UNICEF, March 2014). This kind of information resort so often about any of the Kivu or other province such as Katanga, Maniema or Orientale, where the proliferation of armed groups is also a problem, that it poses questions whether Eastern Congo will ever find peace.

Numerous other armed groups keep the provinces of the two Kivus unstable and cause massive population movements.

3.4   Socio-economic potential of DRC

DRC is the typical example of a country caught in Paul Collier´s "natural resource trap", the phenomenon of countries extremely rich in natural resources but paradoxically extremely poor. The DRC´s mineral wealth has been the underlying cause of decades of conflicts in North and South Kivus, with implication of foreign states, especially Rwanda, and of continuing resistance of rebel groups. These economic interests are still feeding the conflicts.

The country possesses abundant mineral wealth such as estimated 80% of the world's coltan [6] (columbite-tantalite) reserves that are supposed to be mainly in the Eastern Provinces of the country, 49% of world´s cobalt reserves and 10% of its copper reserves. Gold and diamond deposits remain underexplored, but are estimated to be vast. (Wardell Armstrong LLP, 2007)

Investment into mining sector represents a huge opportunity for DRC´s development, however Congolese failed state is unable to manage its wealth for public benefit. Minerals sector´s privatization is marked by non-transparent concession trading, selling the concessions for less than is their true value, by informal deals and corruption. The foreign companies' shady practices of using offshore companies de facto support the misappropriation of public wealth. (Global Witness, 2012)

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[6] The columbite-tantalite ore is used to make pinhead capacitors, which are fundamental electrical components in mobile phones, laptops, digital cameras etc. The ore is so called "blood tantalum" because of its war context origin, kind of replacing "bloody diamonds" in the public awareness. This coltan is extracted in difficult conditions often involving children, from mines controlled by rebels and smuggled out of the country.

4 Education in (post) conflict context in DRC and South Kivu

4.1 Importance of education for development

The long-lasting conflict impacts seriously country´s development potential, whose foundation lies in education[7]. Education is considered an essential precondition for reducing poverty. According to UNESCO (2010), an additional year of schooling can increase individual´s income during his life by 10%. According to World Bank (UNESCO, 2010a) providing education, especially for girls, is the most effective interventions contributing to development. A child born to literate mother has 50% greater chance to survive his/her fifth birthday (UNESCO, 2010). Moreover, conflict-sensitive education can be a cornerstone for building peace and bring the message of reconciliation to the young generation (UNESCO, 2011).

States have the responsibility to protect children´s right to education and ensure their access to learning, which often even safeguarded by the constitution. Many countries affected by conflict have more than 60% of the population under 25 years. However weakened states are unable to provide these people with relevant education system that might help them to acquire life skills to deal with poverty and unemployment, which are often nourishing the conflict (UNESCO, 2011).

The impact of conflict on education has been largely neglected in the past. That is why UNESCO called in 2011 the link between education and armed conflict as "hidden crisis".
Graça Machel, author of UN report *Impact of armed conflict on children* said: *"Years of lost schooling and vocational skills will take equivalent years to replace and their absence imposes a greater vulnerability on the ability of societies to recover after war"*(GEC, October 2012).

Also, education is used for measuring development, being one of three components of Human Development Index (HDI). This component is measured by mean years of schooling for adults aged 25 years and expected years of schooling for children of the age of entering primary school (UNDP,

Globally, education is included into the major initiatives for development. In 2000 international community has designed six *Education for All[8]* goals (EFA) and eight Millennium Development goals (MDGs), subsequently adopted by world´s governments. The EFA initiative and MDG 2[9] represent an essential framework, based on UNESCO´s educational priorities, which are shaping global humanitarian and development action in education of 21st century.

The attainment of *Education for All* and MDGs initiatives in 2015 will be missed. Despite the achievements in increased enrolment rates and narrowing of the gender gap (UN, 2013) worldwide

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[7] See the graphics in Annex 5. visualizing the development potential of education

[8] See Annex 6.
[9] Achieve the universal primary education

there are still about 57 million of primary school-aged children and 69 million of lower secondary school-aged children who are not attending school (UNESCO, June 2012). Actually the post-2015 agenda is being discussed. With the 20th century goals focused on primary education, the goals of 21st century might pay more attention to secondary education.

4.2 Impact of conflict on children in South Kivu

4.2.1 Children in armed conflict

"Children always suffer disproportionally in an armed conflict" (War Child Holland, 2012)

An estimated one billion children lived in conflict-affected countries in 2009 (UN in ECHO, January 2013). In total 35 countries in the world had experienced conflict from 1998 to 2008, with average duration of 12 years (UNESCO, 2011). Nowadays 32 countries are considered "conflict affected" in the world (Save the Children, 2013). With changing nature of international conflicts since 1990s, from predominantly inter-state conflict into internal civil conflicts, the civilian population is impacted more than ever before in 20th century (Hodgson, 2012).

For children, armed conflict brings deprivation of basic needs and increasing violation of children´s rights. Community social protection structures usually collapse under a conflict and the capacity of family to protect their children is limited. In the low-income countries affected by a conflict, children have twice as high probability of dying before reaching 5 years, than in other low-income countries (UNESCO, 2011).

Children, who have gone through the experience of insecurity and violence, family separation or loss of family livelihood, linked to the displacement or harsh living conditions after the return, are facing numerous risks as immediate effect as well as long-term consequences of the trauma they have gone through. An armed conflict has different impact on girls and boys. Girls have to face the risks of abduction, sexual violence and slavery, while the risks for boys are rather linked to the recruitment into armed forces and economic exploitation. Whereas experiencing a conflict, children´s physical, psychosocial and social well-being is jeopardized and they need a lot of time to recover. This process necessitates significant support and care in order to avoid severe consequences for their future. (UNICEF, 2009) School can help to prevent certain risks and if sensitive, it can help to reduce stress and to overcome children´s experience.

4.2.1.1 International response to protection of children in armed conflicts

Numerous international conventions and declaration on children rights, calling for the protection of children exist. The important progress has been made in addressing violations against children by innovative Resolution 1612 adopted by UN Security Council in 2005, which strongly condemned the

abuse of children in armed conflicts and offers the tools for strengthening child protection in armed conflict. It has created Monitoring and Reporting Mechanism that monitors and documents grave violations of children rights in the conflict affected countries, such as recruitment and use in armed forces, and also Security Council Working Group on children and armed conflict (SCWG-CAAC) as a body investigating the monitoring reports.

The Resolution defines six grave violations of children rights committed during armed conflict by any of the conflict parties, being rebel armed groups or governmental forces (Watchlist, 2009; UN, November 2013):

- Recruitment and utilization of children in armed group

- Killing and maiming of children

- Sexual violence against children

- Attacks against school and hospitals bombarding, plundering, occupation, propaganda targeting or other action leading into destruction of school or death and injury of civilians

- Abduction of children

- Denial of humanitarian access

The implementation of the resolution faces several challenges, as shows the evaluation of an NGO Watchlist, pointing at significant delays of Working Group´s conclusion on reported situations and unclear system for follow up of the recommendations from the conclusions. The delays might appear as weakness of the UN and "may signal to the perpetrators of violations that the Security Council and its Working Group are not serious about addressing accountability and impunity or about ensuring that conclusions are implemented at the field level" (Watchlist, 2012). Also, more focus should be given to other grave violations, which impact much more children than child recruitment, which has attracted major attention at the beginning (Human Rights Watch, 2009).

4.2.2 Children in conflict in DRC and South Kivu

Since 1998 about 2.7 million children died in the DRC in consequence of violent conflict and following humanitarian crises (UNICEF, 2012 in War Child Holland, 2012).

More than a half of Congolese population of 77 million is represented by children under 18 years. One fifth of the total population are children under 5 years. (OCHA, November 2013; UNICEF, June 2012)

Nowadays, DRC is considered to be in post-conflict phase. However, in South Kivu as well as other Eastern provinces of the country the fighting continue, with clashes between Congolese army and different foreign or local rebel groups and between the groups themselves, causing displacement of population. In March 2014 there were about 1 million IDPs in South Kivu, displacing from or returning

to their place of origin (OCHA, April 2014b). Nonetheless, many more have ever experienced flight from their village and probably repeatedly.

Thus, in South Kivu children grow up in the volatile environment marked by proliferati on of armed groups, ethnic and massive gender-based violence, constant population movements, leading to the loss of livelihoods for many and common land disputes. All these situations represent enormous risks for children, especially the most disadvantaged ones – children from displaced and returned families, which often have lost everything with the flight from home, the children from host households, offering the shelter to the displaced and sharing their modest livelihoods, as well as marginalized resident children. The children from the most deprived families are twice as likely to die as children from the wealthiest families (UNICEF, June 2012).

All these children are increasingly vulnerable to different violence and abuses. The most common risks related to instability of the province, which the children in South Kivu face are injury, maiming or death, loss of family member/s, sexual violence and exploitation, recruitment and use in armed group, forced labor, malnutrition or other health risks.

Grave violations against children remain high in DRC, especially in Eastern Congo. During first six months of 2013 a 56% increase of verified cases of grave violations of children rights with 871 cases was reported, comparing to 1,115 for all the year 2012. (UNICEF DRC, June 2013) Though, many cases remain hidden. The same situation is with sexual violations that are understood as taboo in rural areas, so women and girls usually prefer to conceal the incident in order to prevent serious social consequences, such as not being able to marry in case of a young girl. One third of reported rapes in DRC concerns children, 13% of them are less than ten year old (UNESCO, 2011).

From over 2.6 million IDPs in DRC in the mid-2013, more than 50% were children, according to UNICEF (June 2013). In South Kivu alone there were more than 0.5 million IDPs at the beginning of 2014 (OCHA, April 2013). Displacement causes disruption of child´s social life, schooling and livelihoods of his/her parents in the place of origin. Usually, the majority of displaced children do not go to school in host communities, mostly due to lack of means of parents to pay the school fees. Not attending school makes children further exposed to protection risks, such as recruitment and use in armed groups (see below) or forced labor. Children are easy targets for various rebel groups, as they are easily manipulated. Also, children are often used for by armed group or a warlord, who became unofficial owners of the mines, extracting coltan, gold or copper (OCHA, June 2013).

The life of a rural child in South Kivu is threatened also by numerous diseases that are under different conditions curable, such as cholera, malaria, anemia or measles and by malnutrition. The long-term malnutrition has dramatic impact on cognitive development of a child, with serious consequences on education progress and thus the future of the child. The prevalence rate of global acute malnutrition in South Kivu is above 10% in majority of the region´s territories (OCHA, July 2013). In entire DRC about 2 million children are severely malnourished (UNICEF, December 2013 in OCHA, February 2014a).

4.3 Impact of conflict on education in South Kivu

4.3.1 Education and armed conflict

Globally, the number of out-of-school children is decreasing very slowly, making the fulfilment of *Education for All* Millennium development goal until 2015 impossible. The main reason for the failure is inability to address the obstacles that children the most at risk of being out of school are facing (Save the Children, 2013a). One of these barriers is violent conflict, depriving millions of children of their right to education. About 50 million primary age and lower-secondary age children are out-of-school in conflict affected countries, presenting half of the children in the world who are not attending school (Save the Children, 2013b). In DRC alone there are about 7.4 million children aged 5-17 years not attending school (UNICEF, March 2013). A significant divergence between literacy in poor non-conflict and poor conflict-affected countries exists (UNESCO, 2011).

Conflict impacts education indirectly or through deliberate attacks, when educational infrastructure, personnel or students are targeted by one of the conflict parties. Attacks against education are common in conflict affected countries and their numbers has increased in recent years, reaching about 3,600 reported cases in 2012 (Save the Children, 2013b). Schools, students and education personnel are being attacked from various military or political and ideological reasons. The most common attacks against education are bombing, burning schools or their use as bases or barracks, killing, injury or abuse of school personnel and students or their kidnapping or arrest. The most recent report *Education under Attack* (GCPEA, 2014) reports on attacks against education in 30 countries, DRC among them.

The immediate impact of armed conflict on education is widespread damage and interruption of teaching, when teacher and pupils with their families flee or do not come to school because of the security situation. Apart from destroyed buildings and furniture, removed/stolen equipment, attacks bring traumas, injuries or death to school personnel and pupils.

The long-term effects of the conflict on education is overall underfunding of education system, reducing its capacity for management and further development. This aggravates already poor conditions for education in damaged infrastructure with lacking teaching material and system support of teachers, deteriorating the quality of teaching. The instability also brings disruptions in school attendance, decreasing enrolment and causing permanent drop out of pupils, who´s access to education is reduced due to insecurity or economic reasons. The gender disparities in access to education can increase as well. The decline in schooling has substantial consequences for post-conflict recovery of the country. (UNESCO, 2010a)

Globally, there is a shortfall of teachers, according to INEE millions primary school teachers will be needed in next decades, especially in the countries affected by emergencies (INEE, n.d.).

4.3.2 Education and conflict in South Kivu

Situation of education in South Kivu remains disquieting, requiring particular attention of humanitarian actors, according to Education Cluster South Kivu (2014). In the past three years conflict has caused massive damages on education infrastructure in province and caused the drop out of thousands of children (Education Cluster South Kivu, 2014).

In constantly changing context schools have to adapt to new and new realities. The large part of rural schools in South Kivu have suffered from damage or the occupation by armed group in conflict zones or served as a shelter to displaced population in displacement zones, or experienced loss of school equipment or massive influx of displaced/returned pupils.

Nowadays, the prevalence of conflict is not homogenous in entire South Kivu province, there are numerous territorial specificities with remote rural areas being touched the most. Certain areas stay calm since several years, while other zones steadily receive numbers of internally displaced people, and other places are characterized by persisting insecurity with strong presence of armed groups. Thus some zones are experiencing direct attacks, while the others rather bear burden of long-term insecurity and structural backwardness of education system, which has been underfunded for several decades. Overall situation in South Kivu is still volatile.

4.3.2.1 Impact of conflict on education in South Kivu

In South Kivu the destruction of schools comes mainly from looting and occupation of school building by armed forces, either rebels or Congolese army, who use the building as temporary bases, barracks or storage of ammunition. The material damage is in most of the cases significant – soldiers use school desks and benches and textbooks as firewood and steal from the director´s office what can be sold or used. In many cases schools serve an important shelter to displaced families. The destruction and occupation of schools bring disruptions of teaching, and if the instability prevails it causes decline in school attendance.

The last massive disruption of schooling in South Kivu came in September 2012 from North Kivu´s war with M23 rebels. In both North and South Kivu about 250 schools were attacked or occupied by armed forces or IDPs during last four months of 2012 (UNICEF, December 2012). Only in Minova in northern South Kivu 42 primary and secondary schools were occupied and damaged by FARDC between November and December 2012, affecting more than 1,000 children (GCPEA, 2014). The year 2012 was very destructive in DRC in terms of reported cases of attacked or occupied schools, with more than 600 cases and in total 240,000 pupils who missed their classes for several weeks (UNICEF, December 2012). For comparison, in 2013 about 270 cases were reported in entire DRC. However, in 2014 the curve seems to increase again. During the first three months of 2014 already 130 schools have been attacked or occupied in the country, reaching almost 50% of reported cases in 2013. The increase is mainly due to aggravating situation in Katanga province. (UNICEF, 2014)

Damage of school infrastructure and interruptions in teaching hamper the quality of provided education. Forced displacement, related to impoverishing of fleeing families due to the loss of property and income generating activity, has negative impact on children´s performance at school and contributes to their drop out and exclusion from schooling. Every year the immediate insecurity does not allow thousands of children to terminate the grade, what can be harmful in long-term, especially for pupils of last grade of primary school, who have to pass the leaving exam TENAFEP at the end of school year, validating their primary education (UNICEF, December 2012).

As the entire villages flee their homes, school personnel usually tries to gather their pupils and continue the education in provisory conditions in host community. The lectures usually take place in local schools in the afternoons. However many displaced or recently returned children cannot afford to go to school, because their parents are not able pay the school fee nor buy new school supplies, as the families might lost everything fleeing quickly with no belongings. This further prevents the reintegration of these children to education system. Being out of school puts children into increasing risk of early marriage, child labor and sexual violence (War Child, 2012).

Long-standing insecurity and crisis in South Kivu and other Eastern provinces of DRC together with chronic lack of governmental investment into public sector blocked the development of education sector throughout the decades, hindering an increase in school attendance and overall education quality on national level (UNESCO, 2011).

The complex situation of education in DRC, linking impact of instability with structural insufficiencies, is discussed sub-chapter 4.5 Situation of elementary education in DRC and South Kivu.

4.4 International response to education in emergencies in DRC and South Kivu

4.4.1 Mandate of education in emergencies

Recognized as basic children right, education should not be set aside in the crises, as confirms the resolution on the right to education in emergencies[10] adopted by UN General Assembly in 2010 (UN, 2008). The importance of education for social and emotional development of children and youth is widely recognized. With its daily routine, school can bring a piece of missing stability into the disrupted life of children having experienced an emergency situation or chronic crisis, and it can play a role of psycho-social healer for children, providing them with learning in protection and safety, minimizing the risks of harm and possible abuses (UNICEF DRC, 2009). This way, it prevents the

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[10] Emergencies are widely understood in humanitarian assistance as situation of crisis triggered by natural disasters or conflict

accumulation of long-term stress, which can have more adverse effect on further development and well-being of children than the traumatizing event itself (UNESCO, 2010a).

Nevertheless, in emergencies, education is often considered as secondary need (GEC, 2008). In global humanitarian aid education presents only 2%, being also a reason of the global failure in addressing the children in conflicts (UNESCO, 2011). The Special Representative of the Secretary-General on children and armed conflict expressed deep concern about status of education in emergencies, emphasizing its irreplaceable role in child protection, having life-saving impact too (UN, 2013).

Humanitarian response to education in emergencies is guided by the *Minimum Standards for Education in Emergencies (MSEE)*, drawn up by International network for education in emergencies (INEE)[11] and building up on SPHERE standards for humanitarian interventions[12]. The MSEE published in 2004 became the leading framework guiding the education interventions in crisis situations, used also in emergency preparedness and humanitarian advocacy. (INEE, 2004) Both INEE and SPHERE standards blend together and are being implemented conjointly with common philosophy that all people suffering from nature-made or man-made catastrophe have the right to live with dignity (ECHO, 2005).

Education interventions in emergencies generally aim at ensuring the continuity of education despite the emergency situation or persisting chronic crisis and providing children with physical and psychosocial protection. There are several components common to interventions in education in emergencies, such as organizing temporary learning space, ensuring educators and their training or supplying basic school materials, as well as provision of recreational spaces and kits (INEE, n.d.). Also, education can serve as an entry point to other interventions, such as WASH, health and nutrition (UNICEF, DRC 2009).

4.4.2 Ensuring education in (post) conflict South Kivu

4.4.2.1 Coordination of international response in DRC and South Kivu

Actually, there is a comprehensive system of humanitarian coordination between the actors (United Nations agencies, International non-governmental organizations or international organizations, national non-governmental organizations) in DRC, functioning on national as well as provintial (and sub-provintial) level.

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[11] INEE is a global network of organizations and individuals that collects and disseminates information on education in emergencies

[12] SPHERE handbook, *Humanitarian Charter and Minimum Standards in Humanitarian Response* (1997) is globally most well recognized set of universal principles and minimal standards for life-saving humanitarian response in food aid, water and sanitation, shelter and health. Education is not included. (ECHO, 2005)

Country´s humanitarian reform in 2006 introduced Cluster leadership approach to DRC in order to improve the coordination and impact of emergency response in DRC (OCHA, 2013a). The cluster (sectorial) approach was designed to complete and strengthen the system of country´s Humanitarian Coordinator and Office for the Coordination of Humanitarian Affairs in coordination of aid (OCHA).

Education Cluster in DRC (GEC DRC), being one of eight clusters, coordinates the response addressing the education needs of population affected by humanitarian crisis, also it is responsible for information management and advocacy on education in emergencies and participates on elaboration of annual Humanitarian Action Plan, strategic framework for humanitarian assistance. Particularly, it aims at "ensuring access to inclusive and relevant education of quality in safe and protective environment for all the girls and boys aged from 3 to 18 years, who are affected by natural catastrophe or conflict", promoting education-protection integrated approach (GEC DRC, 2013). Education Cluster is working on country, provincial and sub-provincial level, monitoring and guiding the action of all international and national education actors in cooperation with MEPSP.

UNICEF, the coordinator of Education cluster, leads four of eight DRC´s clusters (also Nutrition, WASH, Non-Food Items and Shelter) together with Child Protection working groups. Every cluster has a co-facilitator from INGO or respective government body. In Education Cluster South Kivu it is INGO AVSI.

The positive developments that cluster approach brought in DRC are mainly improved information sharing inducing better understanding of humanitarian situation especially in Eastern DRC, improved prioritization of needs and their coverage and also sharing of experience and promotion of good practices (Binder et al. 2010). A major limitation of clusters is insufficient involvement of national partners. Closer cooperation with NNGOs is needed for strengthening their capacity building and their position vis-à-vis the government and donors (Binder et al. 2010). This problem remains pertinent and the steps for improvement are among the objectives of Education Cluster for 2014 (GEC DRC, 2014).

4.4.2.2 Funding of international response in DRC and South Kivu

DRC was one of the first countries introducing humanitarian reforms with new pooled funding mechanisms and better coordination of donor.

In DRC there are two main multi-lateral financial mechanisms channeling humanitarian aid for crisis response through Clusters – Central Emergency Response Fund (CERF) and Common Humanitarian Fund known as Pooled Fund, both under the UN. Pooled Fund is a a main funding source of humanitarian aid in DRC consisting of multi-donor contributions, allowing flexible and predictable funding. It is designed annually through Humanitarian Action Plan and managed conjointly by OCHA and UNDP under the Humanitarian Coordinator. A global UN fund CERF allocates funds to UN agencies under the same mechanism as Pooled Fund. Bilaterral donors are coordinated on national level and follow up the cluster model (UN Special Envoy for Global Education, 2013).

The aid flow[13] to DRC increased ten times since the war in 1990s until 2009, when international aid influx peaked (GHA, 2011). The increase of funds between 2003 and 2009 was marked by the rationale of delivering aid as "a peace dividend" to vulnerable populations, where the funding of education was one of its pillars (De Herdt et al., 2010). Since 2006, following the global trend of budget support funding and reflecting the election of new government of DRC, bilateral donors started to direct increasing share of their financial assistance into state institutions. However, since 2010 there has been a significant decrease of funds, visible also in South Kivu, as the big donors substantially cut their budgets[14] (OCHA, 2013a). In 2013 Pooled Fund allocated into education only 2% of the total amount received from donors (OCHA, 2013a), following the global trend, where education receives the smallest share of total humanitarian aid (UNESCO, June 2013b).

4.4.2.3 Implementation – common practices of INGOs in emergency education in South Kivu

The assistance to education and school children during or in aftermath of conflict or other emergency is usually channeled through above mentioned UN mechanisms.

The projects in crisis or shortly after crisis, are mostly implemented by INGOs (or in partnership with NNGOs), which have greater contingency capacity than local organizations.

As these interventions are tight to emergency response framework of Education Cluster, they have usually similar pattern, implementing activities that have proven effective throughout the last decade of emergency education assistance in North and South Kivu.

In situation of emergency outbreak in South Kivu, a need assessment is conducted by an individual actor (NNGO, INGO), by Rapid Response to Movements of Population (RRMP) mechanism or through inter-cluster missions. Usually the fastest humanitarian response is ensured by Rapid Response to Movements of Population (RRMP) mechanism, which will be discussed in chapter five.

Every humanitarian intervention has to respect Education Cluster guidelines and thresholds for intervention. The intervention framework should be based on INEE and other international standards. In every intervention, being emergency or early-recovery or development assistance, governmental education guidelines have to be respected and EPSP has to be informed about all the activities and involved in the monitoring. (GEC DRC, 2013)

There are about 30 NGOs active in South Kivu in education in 2014 (emergency as well as development) with about a half INGOs (OCHA, April 2014c). The most well-known organizations marked by successful education programming in South Kivu and Eastern DRC are large organizations

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[13] See the Annex 7 describing elvolution of humanitarian funding in DRC from 2006 to 2013 and Annex 8. visualizing bilateral funding of Common Humanitarian Fund in DRC 2006-2013

[14] Except for 2012 when donors reacted on dramatically deteriorating humanitarian situation in the Kivus and released additional funds.

such as International Rescue Committee (IRC), Norwegian Refugee Council (NRC), Save the Children and smaller AVSI and War Child, who is focusing particularly on child protection. These organizations brought several innovative or distinctive practices into education assistance in Eastern DRC.

Usual activities of emergency and early-recovery education in South Kivu implemented by humanitarian INGOs and their local partners can be divided into following three axes of Education Cluster' strategy aimed at access to education, its quality and child protection (see Annex 9).

Although the objective of the emergency education activities is to meet the immediate needs of conflict-affected children and communities, most of them also overlap the short-term framework and offer longer-term solutions, concerning mainly improvement of school infrastructure and capacity building of teachers and parents.

The objective of most of the teacher-centered activities is to provide teachers with modern pedagogical instruments adjusted to their context, focused on fundamental literacy and numeracy skills and to give them the tools to assist their pupils with proper psycho-social support.

There is an increasing trend of implementing cash transfer assistance, in immediate emergency assistance as well as longer-term transitional projects. This approach offers to beneficiaries the possibility to respond to their needs themselves and thus reinforce their resilience (UNICEF, December 2013).

4.5 Situation of basic education in DRC and South Kivu

4.5.1 Contextual background

Education in Democratic Republic of Congo has gone through decades of instability and economic recession, which brought numerous structural challenges, complicating the post-conflict reconstruction of the country.

Just after the independence in 1960s the education represented about 25% of total public spending and 7% of GDP. However, upcoming decades brought political and economic turmoil and particularly since 1980s caused dramatic reduction of government investment in education. The minimum funding of 5% of state budget and 1% of GDP was reached in early 2000s after the 1990s´ destructive war, with total 97% reduction of government spending per pupil per year from 109 USD in 1980 to 4 USD in 2002 and the decrease of teacher salary to 12 USD in 2002. (Open Society Initiative for Southern Africa, 2009 & De Herdt et al., 2010) In contrast with evolution of public investment, the number of pupils in primary schools in DRC was steadily increasing, especially at the beginning of 2000s, going beyond the population growth rate (De Herdt et al., 2010). This proves the persistence of Congolese education system.

To deal with the radical decrease of public funding, an alternative system of education financing had emerged at the beginning of 1990s. Following the strikes of teachers, the Episcopal Conference and National association of parents of pupils agreed on financial contributions of parents to substitute teachers´ salaries and missing funds for school functioning (UN Special Envoy for Global Education, 2013). This system was introduced as a mechanism covering the financial gap; however it has become formalized and applied all over the country, despite deep poverty of mostly rural population. With the obligatory payment of different fees presenting a substantial portion of a rural household´s income, the Congolese education system became highly exclusive. This financial burden on households caused drop-outs of children from the families unable to cover these costs. Still, collecting fees at schools was difficult and estimated recover reached only 60% in South Kivu in 2006. (PAGE, 2007) This has resulted into significant decrease of the standard of education, increasing the social insecurity of teachers and to some extent also causing withdrawal of state from the management of education policy (Bongos, 2013).

Nowadays, the education system in DRC is still substantially financed from parents´ contributions, despite increasing government effort in terms of almost doubled spending on education sector in past few years, reaching 13.8% of national budget in 2013 (Ackerman et al., 2013) and emerging strategies towards the free education.

4.5.2 National education policy and strategy towards free education

After the years of withdrawal, the state had to search the ways how to re-engage in education the sector, setting up effective educational policies and strategies backed with proper funding (INEE, 2011).

The new Congolese constitution, adopted in 2006 pronounces the need to eradicate illiteracy and declares primary education free and mandatory, and following the principles of non-discrimination:

Every person has the right to education. Its provision is ensured by the State. Primary education is compulsory and free in public schools.

Every person has access to facilities of national education regardless the discrimination due to place of origin, race, religion, sex, politic opinions or philosophic beliefs, physical, mental or sensory state, according to his/her capacity.

<div align="right">

Constitution of Democratic Republic of Congo, Article 43
(Cabinet du Président de la République, 2006)

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Alongside the new constitution, in 2006 government integrated education objectives into the national Poverty Reduction Strategy Paper (PRSP) and finally adopted the global initiative *Education for All* taking the first significant steps towards the achievement of universal and quality primary education (PAGE, 2007). However, attaining the free education in DRC is a long process and eight years later in 2014 it has not been achieved yet.

The real implementation of the policy of free education took off in 2010 through the development of government strategy of Primary, Secondary and Vocational Education sub-sector for the period 2010-2016. The strategy serves as guidelines for the collaboration between government and donors and brings a progressive abolition of school fees. The fees phase out started in 2010 with the removal of the costs for pupils of first three grades of all primary school except for the cities of Kinshasa and Lubumbashi. These fees include inscription and school promotion fees, insurance and TENAFEP exam fee (for sixth grade) and allocation of funds covering administrative and operational costs of schools, which have also been paid by parents. The abolition of fees for fourth grade had followed in 2011 and the fifth grade in 2012. The rest of the grades and schools in the two cities was planned to be involved until 2014. (MEPSP, March 2010)

However, the statistics estimate[15] that parents still bear more than half of the school costs in primary and also secondary education (MEPSP, DFID, UNICEF, UIS, 2013). The most important part of school fees paid by parents, so called teachers' "incentive bonus", still remains, representing about 70% of collected fees (UN Special Envoy for Global Education, 2013). The incentive serves as supplement to the state salary or its substitute for the teachers who are not registered and/or not budgeted yet at MEPSP (De Herdt et al., 2010). According to the syndicates of teachers (RFI, April 2014) there are about 300,000 non-paid teachers in DRC.

To remove definitely this fee government promised to proceed with census of all teachers and school administrators and complete the process towards the pay out of all teachers and unify the salary framework throughout the regions (MEPSP, March 2010). The government has committed to increase the expenditures for education up to 20% of state budget in 2015.

The budget deficit and recovery of Congolese education system has been from large part financed by international donors, who invest into the system of teachers´ salaries payment, or support the operational costs of schools and decentralized administrative offices of MEPSP. Among these international and multilateral actors are Global Partnership for Education, World Bank, African Development bank, European Union, and governments of USA, Great Britain, Belgium, France (UN Special Envoy for Global Education, 2013).

4.5.2.1 Access to education in DRC

DRC has done an important progress in the key indicators of *Education for All* initiative approaching the average of sub-Saharan countries, particularly it has achieved substantial advancement in primary school enrolment[16], which increased from 55% for boys and 49% for girls in 2001 to 78% and 72% in 2010 (UNICEF, 2012). See the progress in Annex 10)

The strategy of schooling promotion campaigns such as UNICEF's annual massive enrollment campaign with distribution of school supplies for children entering first and second grade of primary school helped to increase the admission of children to schools. However, usually only half of six year

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[15] The oxymoron indicates the difficulty to get reliable statistical data on DRC
[16] Enrolment and attendance ratio are in DRC context often used without distinction

old children are admitted to primary school (UNICEF, 2012). There is a common trend in DRC of starting education later than at the age of six, what is related particularly to the cost of schooling or insecurity. The report on situation of out-of-school children and teenagers shows high probability of drop-out and weak school results among the children starting primary school later (MEPSP, DFID, UNICEF, UIS, February 2013).

Despite the mentioned progress, there are still about 7.4 million children aged 5-17 years who do not attend school (representing 28.9%), including 3.5 million of primary school-aged children school (UNICEF, March 2013).

These children mostly belong to a marginalized group, such as displaced families, families living in isolated areas or working in artisanal mines, indigenous people or victims of social stigmatization such as albinos, disabled, HIV positive children or street children, those who haven't been at school yet as well as those who dropped-out before completing their education (UN Special Envoy for Global Education, 2013).

Girls are in general affected more by school exclusion than boys, attaining 52.7% of out-of-school children. There is still existing gender disparity in education system of DRC with 8 girls to 10 boys having access to primary school (UNESCO, 2011). More girls than boys will drop-out of the school (MEPSP, DFID, UNICEF, UIS, February 2013). The number of out-of-school children in rural areas is three times higher than in urban areas (UNICEF, March 2013). Geographically, the largest proportion of out-of-school children is in North Kivu, being 43.9% of total what is related to overall instability causing massive population movements. South Kivu is on fifth place with 30.3% (MEPSP, DFID, UNICEF, UIS, February 2013). The government hasn't succeeded yet to target efficiently these children.

The cause of exclusion of large part of the children from education system, as has already been outlined, is linked to existence of school fees and overall poverty of rural Congolese population. However the socio-economic background of marginalization is much more complex, so here is an attempt to list the barriers of access to education to bring more understanding.

Obstacles to access to primary education in DRC:

- Direct and indirect **school costs** that households have to pay represent principal obstacle to education, excluding the most vulnerable groups from schooling: estimated 32.2% of orphans, 36.6% of children from the poorest households and 54.5% of disabled children are not attending school (MEPSP, DFID, UNICEF, UIS, February 2013)

- **Insecurity and forced population movements** – in South Kivu and other war affected regions the insecurity represents the major obstacle to schooling, bringing the perturbations of school year, damaging school infrastructure and having severe impoverishing and traumatizing impact on entire families.

- **Child labor** is common in DRC, being often necessary for the survival of family. According to Multiple Indicator Clusters Survey (MICS) from 2011 about 42% children are working in DRC, especially in rural areas and particularly girls. Almost a half of working children do not go to school (UNICEF, June 2012)

- **Seasonal income generating activities** such as mining, fishing, harvesting, etc. contribute to drop out or longer-term absence of children, who follow up parents to seasonal "home"

- **Customary traditions of early marriage and pregnancy** remains a social barrier to schooling of girls. About 11% of adult women married before the age of 15 (UNICEF, June 2012)

- **Illiteracy of parents** – about 43% of adults are illiterate in DRC (FMSI, 2013)

- **Illness and disability** – illness in family or loss of the family member decreases the household income and prevents schooling of children. The serious impact in this case brings HIV/AIDS (UNICEF RDC, 2009). Children with disabilities have in general much more difficult access to schooling than healthy children.

- Insufficient **capacity of schools** – with strong population growth the number of children is exceeding the schools´ capacity and underfinanced public services cannot respond in the same rhythm. Studying in overcrowded classrooms with insufficient equipment limits the quality of learning.

- The **distance to school** that pupils in some rural areas have to overcome every day

- **Low quality of provided education**, stemming out of the results of national primary school leaving exam TENAFEP – in 2007 the success rate was only 57%, indicating that 43 % of students from 6th grade of primary school do not have the fundamental knowledge (MEPSP, 2010). Also, majority of schools is under-equipped.

4.5.3 Facing the low quality of Congolese education

Low quality of Congolese education is a consequence of inefficient school system, related to the poor level of training of future teachers at pedagogical schools, low or no remuneration of teacher, lacking environment adapted to pupils´ needs with proper infrastructure and educational materials, and also lacking more teachers. The first grades of primary school are often overcrowded with even a hundred pupils in a single class. This all results in insufficient levels of learning achievements and contributes to drop-outs of pupils (UNICEF RDC, 2009). The grade repetitions are high and primary schools have many over-aged children (Sabates et al., 2010).

Worldwide there is a consensus about necessity of four to six years of schooling in order to acquire and retain essential numeracy and literacy skills. Nonetheless, the very common trend in many countries, and also in DRC, is high initial enrolment with massive drop-outs and only a small part of originally enrolled children finish the cycle. In DRC there is a huge level of drop-outs from primary school, reaching 45 % of children (FMSI, 2013).

The marginal progress in education in DRC in terms of quality is linked to decades-long stagnation of education system – in 2007 the completion rate in entire DRC was the same as in the early 1990s (Sabates et al., 2010). The completion rates are the lowest in rural areas and higher among boys than girls, as girls' education is much more threatened by early marriage or domestic work. (UNESCO, 2001)

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A study by IRC, NYU, and USAID (2011 in UN Special Envoy for Global Education, 2013) pointed out that 68% of pupils from third and fourth grades were unable to read a single word in a simple text and 91% of those who managed to read a sentence, did not understand it. The studies on students' knowledge indicate that the essential cause of low quality of education is the tragic quality of teacher training. Moreover, the data collection, planning and monitoring system within education sector is still extremely weak (UNICEF RDC, 2009).

With the overall government objective of "building up a high quality education system", government with the support of international partners wants to realize an extensive reform of initial pedagogical training together with developing a monitoring and assessing system of students' learning achievements (UN Special Envoy for Global Education, 2013).

4.5.3.1 Teachers as the actors of change

The majority of Congolese primary school teachers have the pedagogical education (six years at secondary school), although its quality is very low, reflecting the poor quality of secondary education in general. This contributes to professional and intellectual breakage of school personnel and thus to deterioration of quality of Congolese education. (MEPSP 2010)

MEPSP itself is aware of the weaknesses of current educational system in DRC. In its development strategy it claims that the initial education of teachers is not enough professionalizing and admits the significant gaps in the national system of continual training, which would reinforce teacher´s capacity throughout the years of service. With the insufficient number of inspectors and challenging terrain, the quality of education at schools is not evaluated regularly.

The state salary of a primary school teacher is about 2 USD/day (MEPSP, March 2010). Teachers not paid by state are fully dependent on parents´ contributions. With the modest wage they gain, teachers have lost their purchasing power and they can even have trouble to pay the schooling of their own children. Moreover, the level of income influences teacher´ satisfaction and motivation for his work, what affects their performance and presence at school, linked to the search of supplementary occupation. Also the low or no salary enhances illicit enrichment or immoral behavior by school personnel (Bongos, 2013). in the areas where the mining is predominant economic activity, such as the territories of Mwenga and Shabunda in South Kivu, teachers may feel losing esteem and dignity, as the income from mining multiply exceeds their state salary and mining represent significant pull factor for young people. Low teachers´ salaries further feed the non-attractiveness of teacher profession, causing the aging of educational staff all over the country. According to education officials there is a severe shortage of teachers in public schools (MEPSP, March 2010).

Payment of teachers´ salaries is usually complicated by logistic difficulties of the cash delivery into rural areas. In accordance with new government policy of introducing banking payment to all state employees in 2013, the teachers´ salaries are paid either via Caritas DRC on a local parish or via mobile money transfer service (RFI, May 2013). The payment of salaries via Caritas is government initiative to reinforce the teachers in the areas where banks are non-existent. With new Caritas

system the salaries come almost regularly and usually are well secured. However, teachers still have to come to withdraw the money, what can hamper the school schedule (Caritas Congo asbl, 2013).

An efficient teacher salary system is one a precondition to reach quality education system in any country, however to establish such a system in conflict-affected country is extremely difficult, being even the main obstacle for rebuilding of country´s education system (INEE, 2009 in Dolan et al, 2012).

In South Kivu in school year 2012/13 there were 23,661 registered primary school teachers, from whom 6,320 were women, in 3,210 primary schools (Provincial Direction of MEPSP, 2014).

4.5.4 Management of primary education in DRC and South Kivu

The sector of formal education in DRC is managed directly by three ministries – Ministry of primary, secondary and vocational education (MEPSP), Ministry of superior and university education and Ministry of social affairs and indirectly by another four ministries[17]. The sector of informal education, where the accelerated learning courses, remedial courses, alphabetization courses for youth and adults belong, is covered by the Ministry of Social Affairs in collaboration with other mentioned ministries. (MEPSP, 2010)

The MEPSP has recently gone through process of decentralization giving significant autonomy to provincial ministries. The hierarchical structure is now represented on national, provincial and territorial level (since 2013). Creation of sub-divisions has proved very important as it allows closer monitoring of education network (UN Special Envoy for Global Education, 2013).
The school inspection is a special Ministry´s service to provide the control of the quality of education and pedagogical evaluation, as well as the continual training of teachers.

The three-level structure[18] concerns also 15 faith-based organizations (FBO), which are the management body of 70% of public schools in DRC (*écoles conventionnées*), under the authority of MEPSP. An agreement between government and four major religious denominations (Roman-catholic, Protestant, Kimbanguist or Islamic) was signed in 1977, engaging them into the provision of public education according to government guidelines. (UN Special Envoy for Global Education, 2013)

Around 20% of primary schools in DRC are managed directly by state (*écoles non-conventionnées/officielles)* and the rest 10% are private primary schools, which are the most common in urban areas. For example in Kinshasa, in 2010 48% of pupils studied in private schools (MEPSP, March 2010).

In South Kivu province there were 3210 registered primary schools in 2012/13 serving to 913,251 children. Altogether 81% of these schools were church schools, with majority belonging to protestant

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[17] Ministry of Youth and Sports, Ministry of Scientific Research, Ministry of Labour, Ministry of Public Health

[18] See Annex 11.

churches – 58% of the totality of schools and 71% of all church schools (Provincial Direction of MEPSP, 2014)[19].

MEPSP retrospectively criticizes the lack of specification of obligations and responsibilities between FBOs and government, causing actual management problems, and the lack of communication on both sides that creates ambiguities. For example it concerns the insufficient obligations of FBOs towards MEPSP in teachers´ management issues, the undefined role of pupils´ parents in school management, absence of modalities concerning the payments of school costs etc. More collaboration and labor division between the government and denominations is needed.(MEPSP, March 2010)

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[19] See Annex 12.

5 Case Studies

Following case studies represent examples of successful models of international crisis interventions in education sector in South Kivu province of the Democratic Republic of Congo.

Both selected practices are widely recognized within the humanitarian community in DRC and considered as efficient tools of delivering aid to vulnerable children through South Kivu. The chapter describes the two approaches with their strategies, achievements as well as challenges and current developments.

The first case study is Education component of Rapid Response to Movements of Population (RRMP) program, which is a largest humanitarian program in DRC, originaly designed by three INGOs . It is a multi-stakeholder and a multi-sectorial program known for bringing innovative approaches. One of them, the School voucher will be discussed in this chapter. The case study of School voucher and RRMP was selected on basis of the recommendations of Education Cluster co-lead and UNICEF documents about good practices of UNICEF-funded projects in eastern DRC (UNICEF, October 2010). The essential updated information on RRMP Education and School voucher were collected from documents obtained from the personnel of AVSI, the organization implementing RRMP Education in South Kivu.

The second chosen example are Child Friendly Spaces, which keep a position of essential tool of child protection interventions in emergencies all over the world. In specific context of the DRC, characterized by massive violation of human rights and repetitive population movements, Child Friendly Spaces offer important relief to children affected by the insecurity and build a link to formal education, responding to actual trends in Congolese education sector. This case study was chosen based on literature review, on information gained throughout my internship in DRC, while participating on Education Cluster meetings or in discussions with different education partners.

At the end of each example, challenges of respective approach will be discussed. Through them, author tries to summarize the lessons learned on the topic, collected from different resources as well as author´s knowledge and experience gained on site.

5.1 RRMP Education

5.1.1 RRMP Program

Rapid Response to Movements of Population (RRMP) is the main crisis-response mechanism in the DRC that provides fast assistance to population affected by conflict, natural catastrophes or epidemics in the moment when they are the most vulnerable.

RRMP is a multi-sectorial multi-partner program funded by consortium of donors and implemented by UN OCHA and UNICEF through a network of partner INGOs in the Eastern DRC, representing the largest humanitarian response program in DRC after food aid (DARA, 2013).

Current RRMP builds up on already ten year old initiative of major UN agencies, donors and INGOs formed to improve collective response to emergencies giving birth to Rapid Response Mechanism (RRM) program was in 2004, created by three INGOs. This program, created by OCHA and UNICEF, aimed at targeting the immediate needs of displaced people in the eastern DRC and increasing the ability of INGOs to react on sudden crisis and population movements by building the pre-position relief supplies and surveillance of humanitarian situation. As the problematic of population movements in Eastern DRC have become extremely complex, often linking displacements and returns, in 2009 the RRM program merged with UNICEF´s Programme of Expanded Assistance for Returnees (PEAR), focused on the assistance for recently returned IDPs, becoming RRMP, the largest single humanitarian response program in DRC (DARA, 2013).

RRMP is a contingency program that aims at building up the humanitarian readiness and surveillance and at providing fast assistance to displaced populations in order to improve living conditions of the people in acute vulnerability. Through its coordination body (UNICEF and OCHA) and cluster channels on provincial level it alerts humanitarian community on new emergency situations and via pre-positioned funds and pre-established partnerships with several INGOs allows immediate response.

5.1.1.1 Strategy of RRMP

To ensure the rapidity of intervention, the RRMP does not follow standard project procedures of projects funded on basis of submitted proposal.

The RRMP depends on these pre-conditions (UNICEF, September 2012):

o   Existence of pre-positioned relief supplies and funding to INGO partners

o   Access to additional funds when necessary

o   Continuous capacity of humanitarian surveillance

o   Capacity to quickly respond through pre-established partnerships

The RRMP intervention consists of two parts:

o   Rapid multi-sectorial needs assessment (MSA) , with aim is to identify the urgent needs of displaced and returned population, or population affected by natural catastrophe and epidemics, and to understand the socio-economic context of the zone in order to design properly the intervention.

o   Maximum three months long response that provides the assistance in the sectors, where the population is extremely vulnerable. RRMP can intervene in relief food and non-food items (FI, NFI) and emergency-shelter materials (ESM), in emergency health and nutrition by supply of medicaments or by mobile clinics, in water, hygiene and sanitation equipment (WASH) and by emergency education activities and kits.

In all the sectors RRMP aims at respecting a ''do no harm'' approach, translated as "not exposing the beneficiaries to further danger through humanitarian operations" (UNICEF, March 2010) through its sensitive approach and cooperation with protection stakeholders (UNICEF, September 2012).

RRMP´s target population (UNICEF, September 2012):

- Population displaced due to armed conflict for less than 3 months or accessible since less than 3 months

- Host population, living in the areas affected by population movement, whose vulnerability has increased significantly due to this movement of population.

- Population returned to their place of origin since less than 6 months, being at high level of vulnerability, linked to the conditions of their return.

- Spontaneously repatriated populations with high level of vulnerability, linked to the conditions of their return, since less than 6 months or accessible since less than 6 months

- Population touched by cholera or schigella epidemics

- Populations affected by natural catastrophes of medium and large scale such as floods, landslides and erosions, thunderstorms and windstorms.

5.1.1.2 Implementation of RRMP and its circumstances

Most of people displaced due to conflict in South Kivu flee their homes in reaction to immediate threat of fighting happening close to their village. Often these people, leaving quickly from their home or field, have nothing but clothes with them (OCHA, June 2012). In South Kivu in general they find refuge in host families, who are often distant relatives, in urban areas or in communities on the

main road. They have lost access to their field or their income generating activity and gain limited access to WASH facilities or to education in the host community. The new situation tights up the resources of displaced persons as well as of host communities to their limits (OCHA, June 2012).

When this kind of crisis happen, an INGOs functioning as a RRMP focal point for the respective area, launches a multi-sectorial analysis (MSA) to evaluate the level of vulnerability and gravity of needs within in the affected communities (displaced as well as host population). According to this information, the provincial RRMP Steering committee (consisted of UNICEF, OCHA, RRMP partner INGOs, Cluster leads) analyses the MSA and validates the intervention if the vulnerability of community in particular sector exceeds the agreed threshold (UNICEF, September 2012). All RRMP assessments are available online in central database and they are used by wider humanitarian community. About a hundred assessments are conducted annually just in South Kivu (DARA, 2013; RRMP, 2012). The recommendations stemming from the assessments as well as regular follow up of alerts are discussed with the coordination on Cluster and multi-Cluster level (Scott, Sweeney, 2010).

RRMP assistance brings to the most vulnerable the food and non-food items (FI and NFI) through direct distribution or fairs. The recent fair approach recognizes that the needs of the vulnerable population are individual and the people themselves know the best what exactly they need (AVSI, 2012). Thus the assistance is provided in a fair setting through a market system, where beneficiaries exchange the cash voucher worth 20-100 USD for the household and personal items they need. The fair vendors are selected from local market. Access to basic household goods is the largest component of RRMP program. Another RRMP activities aim at improving the access of the affected community to drinking water, hygiene and sanitation infrastructure by building up the emergency WASH facilities.

5.1.1.3 Funding

As a contingency mechanism, RRMP is planned yearly by analyzing program´s intervention capacity per province and possible humanitarian alerts. RRMP funds are being allocated according to estimated figures of IDPs in match with the funding priorities of UNICEF and annual Humanitarian Action Plan for DRC, elaborated by OCHA (UNICEF, September 2012).

The annual budget of RRMP program is about 35 million to 40 million USD. The biggest proportions of RRMP budget is allocated to North and South Kivu, where the majority of population movements occur. The budget for South Kivu in 2013 was about 12.6 million USD. The RRMP Education receives about 8% of the budget. (DARA, 2013)

As RRMP has proven to be a critical tool to humanitarian response in eastern DRC, the donors keep the program´s funding stabilized. However, regarding the number of alerts every year, the funds are not sufficient to cover all emergencies. The biggest single donor is European DG ECHO, other donors are multilateral UN Pooled Fund and governmental USAID, UKAid, SIDA, Korean and Japanese funds (UNICEF, November 2013a). The implementing INGO partners in South Kivu are Fondazione AVSI and International Rescue Committee (IRC) . RRMP have to fit with the mission and mandate of organization thus in South Kivu AVSI is the implementing body for RRMP Education and NFI and IRC

for NFI and WASH (DARA, 2013). For some of the organizations, RRMP is their largest single projects and/or largest country program, for example AVSI's DRC mission is 2nd largest country program, out of 38 countries where the NGO works (DARA, 2013).

5.1.1.4 Achievements

In 2013 entire RRMP program provided multi-sectorial assistance to 1,220,000 beneficiaries (UNICEF, January 2014). In South Kivu itself, INGO AVSI, one of the two partners implementing RRMP in the province, assisted 220 674 beneficiaries in 2013 – 78 329 displaced persons, 28 784 members of host families, 19 582 returned, from whom 3600 official and spontaneous repatriated persons, 90 379 boys and girls vulnerable due to displacement or fast return (AVSI, 2014) .

In previous years, RRMP in entire DRC assisted almost 1.5 million people in 2011 (OCHA, June 2012) and 1.2 million people in 2012 (OCHA, January 2013).

RRMP program has brought to humanitarian community several innovative tools, such as MSA methodology, NFI fairs and voucher system or mobile (teachers) training teams, influencing whole Cluster approach in the interventions aimed at quality of education. Nowadays, MSA serves to wider humanitarian community as credible assessment tool and "has contributed to a common understanding of priority humanitarian needs" (DARA, 2013).

Other strengths of the approach are its rapidity of intervention and its cost efficiency, mainly linked to the introduction of cash-transfer system, which allows the local purchases and decreases transportation costs. Fast response, even in remote areas, is possible thanks to fast decision-making of RRMP Steering committee (OCHA, UNICEF) and standardized tools and formats.

5.1.2 RRMP Education

The objective of Rapid response in Education in Eastern DRC is to assist vulnerable children affected by population movement to return to school as soon as possible after the crisis, in the wider objective of improving the access to primary education of vulnerable children (displaced, returnee as well as resident) and increasing understanding of the right to education of every child in wider community. (UNICEF, 2014) Also, RRMP Education aims at improving the quality and relevance of education and creating a safe school environment that promotes protection and mental, emotional and physical well-being of pupils, guided by INEE Minimum standards and other international norms (UNICEF, October 2010).

The RRMP Education is tightly linked to DRC Education Cluster and has to be in line with its strategy and quality standards (UNICEF, 2012). Also all activities have to respect standards of the DRC government.

In South Kivu, INGO AVSI is the main implementing body of RRMP Education.

5.1.2.1 Strategy of RRMP Education

RRMP intervenes in the zones of displacement or return or mixed areas with both IDPs and returnees.

The activities conducted by RRMP Education can be defined by three program lines[20] (UNICEF, 2012):

o   Inclusive access to education

o   Protection and well-being of children in education

o   Quality and relevance of education in emergencies

RRMP´s intervention is guided by the vulnerability scoring mechanism of MSA. The trigger indicator for RRMP intervention is more than 60% of displaced or returned children in host-community who are not attending school (until 2012 it was 30%) . Every prioritization evaluation of intervention zones has to take into account the degree of impact of the crisis on schooling and child protection in the area, as well as the presence or absence of other actors in the zone (Cluster gap). In case of natural disaster, the Education interventions are prioritized according to criteria considering the extent of physical damage of schools and number of affected children. (UNICEF, 2014)

The RRMP team has to remain flexible and be able to react on more alerts at the same time. The intervention at one place cannot restrain the team from intervening in another site (UNICEF, 2012).

Not necessarily all the activities listed as part of RRMP intervention in Annex 13 have to be integrated in every intervention. The composition of the activities depends on every context and has to respect RRMP time frame of maximum 3 moths. (UNICEF, 2014)

In recent years the RRMP has significantly changed the approach from purely education and more technical interventions towards a more "soft" approach integrating education and protection (UNICEF, 2012). Every member of RRMP Education team has to have the competences in education as well as child protection and transversal subjects like WASH, health prevention, risk of UXO (UNICEF, 2014). The "soft" activities such as psycho-social support to children, awareness-rising and training of parents committees (COPA) focused on child protection became integral part of rapid response interventions. The educative activities reinforcing child protection can also be included to the NFI fairs, e.g. since 2010 NGO AVSI organizes on its RRMP markets animated recreational and expressive activities for children and educative participatory theatre, which is aimed at raising awareness about importance of education, child protection or hygiene among the members of vulnerable households, who come to fair. (AVSI, 2012)

5.1.2.2 Implementation of RRMP Education

The RRMP multi-sectorial assessment represents a first brief evaluation on general situation of school infrastructure, pupils and teachers. When the assessment indicates high vulnerability, MSA

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[20] See in detail in Annex 13.

team refers the zone to RRMP Education team who conduct deeper education evaluation in order to identify the beneficiaries and design the intervention.

The RRMP Education intervention follows a framework of activities prioritized for every intervention, divided according to the context of the zone: a) zone of displacement or both displacement and return, b) return zone. Apart from common activities (1), realized in every intervention in both context (a, b), there are several activities that are implemented depending on the local context, humanitarian priorities at the time of intervention or INGO´s capacity (2). (UNICEF, 2014)

1) In general, the first part of RRMP Education intervention aims at identification and integration of out-of-school children to schools at place (displaced or resident) as soon as possible after the crisis and to assure the viability and capacity of schools to integrate these children.

    The very first activity of every intervention is sensitization of the communities on children right to education and access to school, with an emphasis on school integration of displaced/returned children without fees.
    Next step is the identification of out-of-school children of school age (6-15 years), prioritizing displaced or/and returned children and local vulnerable children. RRMP facilitates their reintegration into existing formal (6-9 years) or non-formal schools (>9 years if they never attended a school) in host community or into displaced schools, which usually function in the local schools in the afternoons. When the capacity of existing school is not sufficient and there is no alternative building, or the building is present a risk to children, temporary classrooms or durable modular classrooms and latrines can be built. The durable constructions mostly target returned communities by using Rehabilitation Voucher for self-help constructions.
    Another step is the providing emergency education kits into targeted schools, consisting of school materials for pupils and teachers, didactic and recreational materials.

    The second part of intervention focuses more on the quality program line and "soft" activities. Common activities for both displacement and return context include psychosocial training of teachers, introduction of teachers´ code of conduct at schools, organization of catch up classes for children who missed classes due to displacement or catastrophe or who have difficulties with learning, stimulation of teachers and local volunteers for organizing recreational activities for pupils and children from community or introduction of school voucher, which is described in detail in next sub-chapter.

2) The context specific activities concern mainly reconstruction and re-equipment of classroom, if it was not covered by school voucher, and further capacity building of teachers and COPA on formal and non-formal education topics. These trainings are focused on class management, reinforcing the knowledge of child protection through training on reduction of risks that children face at school and in community and through elaboration of risk reduction plan, or strengthening of child protection referral system.

All the activities have to be implemented in the delay of three months.

According to RRMP´s Notes d´orientation Composante Education 2014 (UNICEF, 2014), communities should be implied in realization and monitoring of the activities and bear responsibility, what can sustain the impact of intervention, regarding the fact that RRMP team is not permanent in the community.

The implementation in cooperation with local NGOs (LONGs) and EPSP is emphasized. LONGs with expertise in the sector can strengthen the RRRMP team in implementation, while RRMP can build further the capacity of LONG. Necessary is implication of EPSP into the monitoring of program and implementation of activities which directly concern EPSP, such as integration of out-of-school children to school, catch up classes, school constructions. (UNICEF, 2014)

5.1.2.3 Funding of RRMP Education

The proportion of education interventions in whole RRMP program in DRC is smaller mainly due to stricter criteria for vulnerability threshold for intervention (60% of displaced/returned out-of-school children), imposed in 2013.

In South Kivu actual RRMP funding for education represent about 12% of total RRMP budget (1.485 million USD from 12.6 million USD).

5.1.2.4 Achievements of RRMP Education

In South Kivu, RRMP Education assisted 51,200 beneficiaries from February 2013 to April 2014, out of them 36,300 children gained access to education. In total 74 classrooms were built (52 temporary and 22 modular classrooms) and 64 existing classrooms were rehabilitated. (AVSI, 2014a)

One of the advantages of RRMP Education is the combination of rehabilitation and school equipment activities with activities focused on quality of education. Another one is integration of child protection issues, mainly through psychosocial trainings for teachers that provide teachers with methods how to assist conflict-affected children. In the evaluation done by DARA (2013), beneficiaries in focus groups and key informants mentioned that RRMP Education showed as promoting stabilization.

To cope with very limited time frame, RRMP has introduced several innovative practices. RRMP in general builds on strengths of Mobile training teams approach, piloted in RRMP Education in North Kivu, which brought capacity building programs to teachers in remote areas (UNICEF, October 2010). One of the innovations is also school voucher, which will be described in more details below.

5.1.2.4 Challenges of RRMP Education

The challenges listed hereby respond to the RRMP Education as well as to general RRMP program issues.

Context of rural South Kivu
- Volatile and violent   - Unpredictable and quickly changing situation   - Complex population movements   - Structural poverty   - Inaccessibility
Participation, Inclusiveness
- Involve the community in every part of intervention – needs assessment, design of the response and monitoring and evaluation   - Schools supported with construction attract and integrate pupils from other schools in the neighborhood rather than out-of-school children
Volume of assistance
Assessments identifies numerous needs, though a lot remain uncovered due to limited capacity of RRMP
Connections
- Possible gaps in linkage with non-UNICEF led programs   - Implication of EPSP in all educational activities   - Sharing of activities with local NGO(s)
Quality
- Respond to real needs of real beneficiaries   - Missing expertise in protection in RRMP program
Policy
- Applying governmental education directions in emergencies   - Respect Education Cluster guidelines in difficult environment – e.g. ensuring access to drinking water at school
Efficiency
- Respond quickly after validation of the needs   - Close monitoring is difficult due to the inaccessibility of sites   - Communication of selection process and criteria in the community in order not to create expectation or causing harm   - Lack of post-intervention monitoring system
Sustainability
- Strictly humanitarian mandate within short time frame   - An exit strategy is needed

In general RRMP program lacks the expertise in protection (it concentrates on NFI, FI, Shelter, WASH, health and nutrition, food security, education), what starts to be tacked in education RRMP with

increasing implication of child protection aspects into education interventions (DARA, 2013). When abuses of children are identified, these cases are referred to respective structure or other actors with expertise in the domain (UNICEF, 2014).

RRMP Education faces the challenge in application of governmental standards, which are universally valid in every territory of the country, though they are not relevant to unstable context of the Eastern DRC, where more flexibility is needed in order to facilitate integration of displaced pupils to schools in host communities (UNICEF, October 2010). Implication and cooperation with EPSP might be challenging when dividing the scope of activity of each part. This can be ensured by written agreement specifying the competencies of one another.

The assistance to selected schools can bring adverse effect into the community. In one sense, supported school can attract and integrate children from other schools in the area instead of vulnerable out-of-school children, which were primarily targeted. In another sense, there is always a risk of misinterpretation by the community, when the message was passed briefly.

RRMP implementing INGOs can be expected to intervene to every population movement or crisis happening in the area. However it is not in RRMP capacities to respond to every emergency and thus its implementation is strictly guided by intervention thresholds, which are tight especially in education. This creates a challenge for RRMP to balance between the preparedness with ability to react quickly mobilizing appropriate resources and the support of early warning systems (DARA, 2013).

5.1.3 School voucher

5.1.3.1 Voucher approach

The voucher approach in general is an example of changing mentality of humanitarian aid from "one-size-fits-all" approach to the assistance adapted to local context and to the needs of population, giving increasing responsibilities to communities themselves and using local resources.

Voucher assistance in general can have several forms, the most common is the use of vouchers at RRMP NFI fairs as tickets exchangeable for certain goods or as conditional cash transfers. Each type of voucher is designed to respond to specific need and enables significant participation of beneficiaries on its implementation (UNICEF, 2014). In education, there different types of vouches, the most common are:

- School voucher
- Rehabilitation voucher
- Family voucher
- Teacher voucher

Family and teacher voucher use the method of NFI fair. Vouchers distributed to vulnerable families, in the zones where parallel Education intervention is projected, enables them to purchase a large scale of goods at the fair, including school materials (notepads, pens) or to pay official school fees or school exams for their children – this method is more complicated, demanding complex preparation (data cross-check between schools and households) and multi-level follow up (school personnel, COPA, representatives of pupils, EPSP) in order to ensure the transparency (AVSI, 2010). In case of teachers, they can purchase a wide range of NFI items as vulnerable families. The local purchase avoids the transport of kits through largely inaccessible areas.

Teacher´s voucher and family voucher for school fees/exams are recently introduced tools, which should be implemented with the technical support of Cluster Education School voucher and family voucher for school materials distributed on fair are the most used methods and the most recommended by Cluster Education (UNICEF 2010).

Other variations of voucher methods are being introduced. Rehabilitation vouchers starts to be applied especially in RRMP for cases of natural disasters, when a number of schools urgently need rehabilitation and NGO has not capacity to assure all the works. This voucher is not linked to reintegration of out-of-school children as school voucher, it only aims at fast reconstruction of damaged school infrastructure managed by the locals themselves, thus using maximum of local resources and reducing operational costs for NGO. NGO will only send a technician to supervise the quality of construction and to ensure the regular follow up the use of voucher. Also, there are possibilities of introducing "pupil voucher" and "teacher voucher", meaning cash transfer of given amount per pupil or teacher to school to purchase necessary school materials locally, if there is no NFI fair. This is used especially in remote rural areas, not reachable for INGO due to logistic or financial restrains. Or, the "snack voucher" exists, transferred to school to finance the alimentation of children going through recovery classes during in maximum three months. (UNICEF, 2014)

The approach of school voucher has been piloted in the RRMP program and in Pooled Fund projects in provinces of North and South Kivu and Province Orientale by the member organizations of Education Cluster AVSI, NRC and Save the Children in 2011 (ODH asbl, 2013). In present its starts to be mainstreamed on Cluster level.

5.1.3.2 Strategy of school voucher

The school voucher is a conditional cash transfer to school, it aims at reinsertion and retention of mainly displaced and returned children back to school system, and at improvement of the quality of education and school environment (ODH asbl, 2013). It is a fast and local response to multiple urgent needs of the schools affected by crisis.

The money is conditioned by elaboration and implementation of "plan for improvement" of school and by free enrollment and maintenance of displaced, returned or vulnerable children from the community (those out-of-school or in risk of drop-out) at school.

The committee can use the money for salary of teachers that are not paid by the government, for reconstruction or rehabilitation and equipment of the school, for purchase of didactic materials etc.

The utilization and management of voucher´s money depends directly on beneficiaries. Most of the work and purchases are done locally, using local construction materials and manpower and local markets.

- The cash transfer has certain requirements (UNICEF, 2012; AVSI, 2014b):

- School will reintegrate targeted out-of-school children, who will study for free until the end of respective school year; and school cannot require any money from parents.

- Voucher cannot be entirely spent on the payment of teachers´ motivation; it can cover only the payment to teachers who do not receive the state salary for 3 months (duration of intervention)

- Received amount has to be invested from 40% into infrastructure (classrooms, sanitation facilities) ad from 60% to other school needs related to quality of education

- Reimbursement of the voucher will be split into several parts, the second payment is conditioned by the retention of the newly enrolled pupils at school and by the good implementation of planned activities

The amount, that the school will receive, differs in every case according to the number of integrated children; however the lump sum made available per school is 1800 USD.

5.1.3.3 Implementation of school voucher

When implemented within RRMP program, the implementation of school voucher approach follows the RRMP intervention scheme. The communities and their schools are targeted through the initial multi-sectorial evaluation of needs, which focuses on identification of out-of-school children in the households (displaced or returned as well as resident) and at schools which have capacity to integrate these children. Also, at schools the children facing the risk of drop-out are targeted and the data about out-of-school children are cross-checked (UNICEF, October 2010). The threshold for RRMP intervention is 60% of displaced, returned or resident children are out-of-school. In other case, the intervention has to respect implementation threshold of Education cluster of 30% out-of-school displaced/returned children or 40% of resident out-of-school children must be respected (AVSI, 2014b).

The parents, parents committee (COPA), school personnel as well as pupils, local leaders and wider community are sensitized on the school voucher approach and voucher management. With the support of RRMP team a management committee is established, who will be responsible for transparent, non-conflict and participatory management of received money. This committee consists of director, one representative of teachers, six pupils representing each class and COPA. Through a workshop mapping the needs of school, the committee elaborates a plan for improvement of the school ("plan d´amélioration"), which explains in detail how the cash received via school voucher will be used, with description of activities and their budgets. The plan is based on ten standards of Child

Friendly Schools (Écoles Amie des Enfants) related to inclusion, equity, quality and participation (UNICEF, September 2011) .

The RRMP team functions as facilitators during the elaboration of plan and together with the representatives of EPSP they analyze the plan before signing a partnership agreement between school and implementing NGO. The agreement treats the modalities and conditions of payment (retention of pupils at school until the end of school year, fulfillment of the plan etc.).

NGO has to ensure that the concept is widely understood among the school personnel as well as the community, especially by parents of non-vulnerable children, and the voucher will not create a conflict at school or in the community. And before the first transfer, the school improvement plan has to be presented to and approved by the community at community meeting-

The money received through a voucher is directly incorporated into the school budget and accounting, and every expense must be validated by the committee and documented with an invoice. The NGO team monitors the spending through regular meetings with committee, possibly in presence of local leaders and EPSP.

To ensure transparency, the progress of implementation has to be communicated to community regularly, giving an opportunity to community to express their opinions about the implementation and at the end of the project the public meeting presenting the achievements should be held, The involvement of EPSP is very important in order to ensure greater accountability of management committee towards beneficiaries and in case of abuse it has the capacity to intervene.

5.1.3.4 Achievements of school voucher

School voucher has proven to be a relevant response tool, regarding its rapidity and flexibility to respond to different needs of school impacted by crisis situation, while using local resources and enhancing concept of inclusive education.

After mostly positive experience of piloting RRMP NGOs, Education Cluster started to mainstream the approach of school vouchers.

In South Kivu 109 schools were assisted with school voucher by INGO AVSI during its fourth RRMP program between February 2013 and April 2014 (AVSI, 2014a).

In general, in majority cases voucher management committee decides to use the voucher for rehabilitation of school by e.g. purchasing the metal sheeting for reparation of roof; or paying the motivation for non-paid teachers in maximum duration of three months. The other common activities are installation of water supply to school; purchase of didactic materials or payment of TENAFEF fee (national leaving exam of primary school) for vulnerable and displaced pupils, or organization of recovery classes.

The strength of the approach is the implication of beneficiaries into the design of the action

The positive aspect of school voucher is that through integration of local vulnerable children into the assistance, the school voucher approach contributes to harmonization of cohabitation between resident and displaced population, decreasing potential tensions (UNICEF, 2012).

5.1.3.5 Challenges of school voucher

Rising awareness about school voucher

Rising awareness about school voucher
o Sensitization under time pressure o Misunderstanding and misinterpretation of the concept of school voucher in the community
Connections with authorities
o Linkage with churches that manages the school, with local authorities o Implication of EPSP into planning and monitoring of all educational activities
Management of voucher
o Risk of mismanagement of money o Monopolization of power over the budget and school improvement plan execution by school director o Absence of sanction system o Implication of community into management of voucher money through reinforcing their capacities o Necessity of guidance from the side of implementing NGO o Non-respect of time frame for implementation of improvement plan activities by management committee o Regular follow up by implementing NGO
Inclusion
o Include properly resident pupils and do not create adverse effect on resident population, who are not benefiting directly from intervention o Integration of people of different social layers into the management committee o Targeting the excluded
Sustainability
o An exit strategy is needed to avoid that after the end of RRMP the integrated children will be excluded from school again. o Short time frame for the implementation

AS the table describes, numerous challenges still exist, given the recent history of school voucher approach. The majority of identified challenges concern the management of school voucher. According to AVSI (2014a) the management committee usually has to be guided through the process of needs identification for establishment of improvement plan, which should be the activity of beneficiaries. This hampers the position of implementing NGO as a neutral facilitator standing apart. Also, the establishment and functioning of balanced inclusive management committee demands

good facilitation by NGO in order to give everyone the possibility to express their opinion and avoid the domination of school director.

A solid explanation of the concept of school voucher and importance of inclusion of vulnerable children without fees to wider community is necessary, especially if it concerns parents of non-vulnerable children. Targeting of beneficiaries can be challenging in sense of the reliability of information gathered in household, which needs to be cross-checked repeatedly.

The rapidity of intervention restrains more intense work with the community, leaving the management committee often in self-management mode. The implication of EPSP, the representatives of church managing the school and local authorities may bring more surveillance on the process of voucher management. Their involvement can help to prevent the misappropriation of voucher money and to solve emerged problems directly and locally, as the application of sanction system might be complicated.

5.2 Child Friendly Space

5.2.1 Linking Education and Protection

Since recently an increasing attention has been paid to relation between education and child protection and protection issues become more often integrated into traditional education interventions of international actors in DRC.

On one side, there are emerging governmental strategies aimed at increasing quality and equity of Congolese educational system. In 2010 the Ministry of primary, secondary and vocational education (EPSP) in assistance of technical partners introduced a concept of Child Friendly School, with the objective of creating a more child-sensitive and inclusive model of education. With support of UNICEF, a framework of minimum standards of Child Friendly School was created, based on principles of equity, inclusion, quality and democratic participation. This model is actually being tested in more than 1000 schools supported by UNICEF in DRC (UNICEF, September 2011). In South Kivu, several schools in five territories of the province have been included into the testing phase from 2010 to 2015, with expected evaluation of fulfillment of the Child Friendly School concept in 2015 (Changa Changa, 2014).

On the other side, there are recognized needs for providing protection and relevant psychosocial assistance to children during and after emergencies. As a first response in crisis, Child Friendly Spaces provide care and protection to emergency-affected children through non-formal education and recreational activities. Playing, doing sports and participating in expressive activities such as theatre, drawing, singing etc., organized in the safe and protective environment makes children feel relaxed and strengthens their interaction with other children. This makes recreational activities a necessary complement to formal education activities, because they cover different needs of children and enhance their emotional, intellectual and social development (UNICEF, 2009).

Nowadays, majority of members of DRC Education Cluster include the recreational activities in their projects to support formal education system. AVSI and NRC are combining Child Friendly Spaces with formal education part of their RRMP interventions in South and North Kivus. Teachers are sensitized on importance and methodology of daily recreational activities at school and school receives the recreational kit (ODH asbl, 2013). Stimulating teachers to incorporate free time activities into their school programs can create a more sustainable solution to keep recreational activities in the community after the pull back of the NGO.

Other methods of INGOs used for the integration of protection issues into the formal education are especially trainings for school personnel and parents committees, aimed at children rights, psychosocial assistance to conflict-affected children, Education for peace or reduction of risks that children face in the community. Also, activities for strengthening community child protection and referral structures are realized.

5.2.2 Concept of Child Friendly Spaces (CFSs)

Child Friendly Spaces (CFSs) or Espaces Amies d´Enfants in French represent a well-established mechanism used in humanitarian interventions in emergencies, such as conflicts or natural catastrophes, to support and protect children by providing them with a safe environment within their community where they can play, ease emotional stress resulting from the events they experienced and rebuild their self-esteem. At the same time, CFSs are raising the awareness of communities on the risks their children are facing in the community and mobilizing them to respond to these risks by providing children with a safe place.

Child Friendly Spaces have been introduced in DRC in 2008 as part of a global pilot and mainstreamed through the UNICEF funded project PEAR+ for stabilization and assistance to returnees (UNICEF, January 2011, (Education Cluster South Kivu, 2014). Thanks to its flexibility, the CFS model started to be widely used and recreational activities for children became an integral part of the emergency education response. In the world, CFSs are mostly run by a NGO or government, often in refugee camps for the population fleeing conflict such as in DRC and its neighboring countries, or after a catastrophe, as in case of Haiti´s earthquake or Philippines´ typhoon. Often CFSs function as an entry point for the work with the community (GPC, GEC, INEE, IASC, 2011). Although originally focused on children aged 7-13, CFSs has become used by small children as well as adolescents. They are neutral spaces, open for every child in the community no matter his/her age, ethnicity, religion or school attendance.

The main objectives of CFSs are (GPC, GEC, INEE, IASC, 2011):

- To mobilize communities around the child protection and wellbeing of all children

- To provide opportunities for children to play, acquire contextually relevant skills, and receive social support

- To offer inter-sectorial support for all children in the realization of their rights

The importance of recreational activities for relief and psychological well-being of children and youth in or after emergencies has been already proven by numerous studies, e.g. by evaluation of Child Friendly Spaces in Congolese refugee camps in Western Uganda, conducted by Colombia University and World Vision (Metzler et al., 2013). Playing in CFS represents an important support for the emotional, intellectual and social development of a child (ODH absl, 2013). Children have the fundamental right to play and socialize. The evaluation of Colombia University and World Vision was done with hundreds of children and their parents/caregivers. One of the results stemming out of the study is that children in disaster zones who attend a CFS regularly maintain a positive outlook on life in contrast to their peers who do not come to CFS (Metzler et al., 2013).

When children attend CFS it has also significant positive impact on their parents, who confirmed, that their stress about safety and well-being of their children reduced gradually. Moreover an increased awareness of existence of referral and support structures for child protection within the (host) community was observed among parents overtime, no matter if his/her child was attending a CFS. Stronger notion and better access to community support structures is critical for child protection, because in conflicts or catastrophes children´s rights are often neglected or violated. (Metzler et al., 2013)

Child Friendly Spaces join three sectors of education, protection, and psychology together into a common approach. To ensure the positive effect, CFS have to be coordinated multi-sector intervention, following the Child Friendly Spaces Guidelines and different international standards, such as UN Convention on the Rights of the Child and others, similarly to RRMP (GPC, GEC, INEE, IASC, 2011).

There are several basic principles guiding CFSs (UNICEF, 2009 and GPC, GEC, INEE, IASC, 2011). According to them a CFS should:

- Ensure a safe and secure environment with protective and referral capacity

- Provide a stimulating, participatory and supportive environment for children that offers number of activities and involves children into the design of these activities, offering space for discussions, and is led by supporting staff.

- Usual activities in CFS are games and sports, expressive activities such as theatre, singing, recitation, drawing or knitting, etc. Also educational activities such as hygiene and health promotion are conducted.

- Be highly inclusive and non-discriminatory – CFS should be accessible for everybody and tailor its activities in response to the needs of each group, such as age and gender specific activities like discussions for teenagers with separated topics for girls and boys, activities adjusted to children with handicap etc. appropriated to age and gender of children

- Be a mean of community mobilization– CFSs should build on existing community structures and capacities, which will ensure its sustainability and community understanding. It is very important to include the community already into the design of CFS. Ideally it is the community who leads the CFS and external agency/NGO plays a role of facilitator.

- Bring a coordinated, inter-agency and multi-sectorial approach to provide or support integrated services and programs. CFS links protection with education and psycho-social support, but it can touch also other sectors, such as WASH, Health or Nutrition though sensitization and offer of basic package of services, e.g. counselling to new mothers or parent counselling, provision of drinking water and safe latrines at CFS etc.

CFs can be also used for different purposes. Nowadays in DRC, Child Friendly Spaces model of is brought to support formal education system and recreational activities are increasingly being integrated into traditional education interventions. CFS can be linked with formal education as well as with protection interventions and community disaster risk reduction. It can be purely emergency mechanism (as it is mostly used), as well as a tool for establishing education structures in early recovery phase (GPC, GEC, INEE, IASC, 2011).

5.2.3 Child Friendly Spaces in South Kivu

Child Friendly Spaces in South Kivu are adjusted to context of the region characterized with unceasing population movements. CFS approach is mostly used in emergency setting responding to needs of children and youth who have fled their home due to conflict and find refuge in the host communities. Partly, CFSs serve also the returnees in early-recovery situation in their villages of origin.

Eastern DRC is culturally and ethnically very diverse, and thus CFSs have to take into account these inter-community relations in order not to contribute to reinforcing of these differences.

The goal of Child Friendly Spaces in the DRC is to support the reintegration and assure the psycho-social well-being of children in emergency context through different activities mentioned above, while assuring the access and continuity of formal education for those children, who are in school age (GEC DRC and Working Group Child Protection DRC, 2013).

In the host communities, the CFSs are healing the experienced trauma of displaced children and together with catch-up classes they help to get the children back "on track", to finish the school year, what is the most important for children of last 6th grade who should terminate it with national exam TENAFEP, validating their primary school cycle.

To take into account gender-specific needs of children, the adolescent discussion groups separated for girls and boys have been introduces, firstly in IDP camps in North Kivu and later spreading into IDPs return zones. In these groups young people can discuss the issues important to them such as relations with opposite sex and their peers or parents, sexual violence, community problems etc. (UNICEF, 2008).

The linkage with formal education is reinforced when CFSs are usually placed in the neighborhood to primary schools, facilitating the access of school children to CFS and vice-versa (UNICEF, 2009).

The target group of CFSs, and thus having the priority in access to CFS, are the most vulnerable children from the community, such as displaced or returned children, orphans or children from vulnerable families (disabled, old parents, female-headed household), handicapped children or ex-

child soldiers. They are identified through the initial assessment in the community, which also documents the protection cases and refers them to relevant community structures, such as an abused child to Community network for child protection (RECOPE), an unnourished child to health center etc.

CFSs also (indirectly) target pre-school age children, that are neglected by Congolese education system, especially in rural areas. Pre-school education in DRC is still in its embryotic phase, in 2007/8 it reached only 3% of children of respective age, the majority of kindergartens are located in urban areas and managed by private actors (companies) – in 2010 39% of all kindergartens were in Kinshasa. (EPSP, March 2010). Young children of pre-school age usually come to CFS with their small siblings on their back (Muhanano, 2014), so a CFS usually integrates children of all ages. The community services for the pre-school children having the form as CFS exist (Espaces communautaires d´éveil), but they are rare, also mostly organized by an (I)NGO (ODH asbl, 2013).

Typically, each Child Friendly Space has a supervisor, who oversees the CFS activities and several animators with community volunteers, who are recruited and trained mostly among local adolescents (GPC, GEC, INEE, IASC, 2011).

5.2.3.1 Achievements of CFSs

CFS concept has been largely applied in humanitarian crises mainly due to its transferability to different context and fast setting up with relatively low cost. Also, the experience with CFS has been well mapped and multiple guidelines exist.

CFSs use a fully participatory approach for the design and implementation – the community involvement has been proven even more important at the very first phases of intervention, increasing suitability of intervention and community understanding towards it.

The study of World Vision and Columbia University (Metzler et al., 2013) shows that CFSs meeting higher quality standards also have a greater impact on the well-being of children. This brings an important message saying that the quality of program design influence the probability of reaching goals about improving children´s well-being in CFSs.

In 2012 there were 40 Child Friendly Spaces in the DRC funded by UN Pooled Fund, according to UN OCHA´s Humanitarian Action Plan for 2013 (OCHA, December 2012). In the first half of 2013, there were 30 CFS in North and South Kivu financed by UNICEF (UNICEF, June 2013). People in Need had organized 4 CFS in Kalehe territory, South Kivu in May-August 2013 serving almost 3,000 displaced and returned children as well as host children in four communities (PIN, 2013). Other INGOs organizing CFSs in their projects in 2012-2013 were Norwegian Refugee Council (NRC), World Vision, Save the Children, War Child and Transcultural Psychosocial Organization (TPO) (OCHA, December 2012) . Throughout 2013 about 27,000 children in South Kivu were using CFSs every month (OCHA, February 2014b). According to UNICEF (March 2014) 17,292 displaced children were received in Child Friendly Spaces in entire DRC in February 2014.

Case of CFS in Ruzizi Plain

In Uvira territory, Child Friendly Spaces organized by INGO Transcultural Psychosocial Organization (TPO) are helping children to ease the inter-ethnic conflict in traditional conflict zone of the Ruzizi Plain. The tribal animosity children grow up with, makes them see people from other ethnic group as enemies and feel hate towards them. According to TPO paper, citing several beneficiaries from Mutarule village in the zone, CFS created in Muratule brought visible positive impact into the community.

Through common activities, such as sport or theatre for younger children and discussion groups for teenagers, CFS encourages healthy interactions between children of different ethnic groups. With the assumption that through socialization children can untaught tribalism and bring out the message of peace into their families and communities, CFS organized every month children performance called "Happy hour", performed for parents and other children from the community. These spectacles brought antagonized population together at one place for the same goal and through the example of peacefully cooperating children gave a lesson to the spectators. (TPO, 2013)

Apart this, TPO works on coordination of CFSs with a local NGO, that is linked to Community-based network for child protection (RECOPE) and Child protection committees. RECOPE is monitoring and reporting body for child protection cases on community level, creating links with local governmental structures. Child protection committees are created on administrative level of groupement or chefferie , including all important local stakeholders. (TPO, 2013)

5.2.3.2 Challenges

Participation, Inclusiveness
o Children are often not truly included into planning of CFS activities o Inclusiveness is not granted – just because of its existence in community the CFS does not become inclusive and accessible o Livelihood requirements of target group need to be respected in order to ensure that real beneficiaries can truly participate o If too many children are attending CFS, it loses its participative and supportive character
Connections
o Linkage with adult programs o Linkage with existing community structures on protection and psychosocial services such as civil society, churches, local authorities who are in charge of security o Implication of EPSP into planning and monitoring of all educational activities o Risk of competition with school
Quality, Leadership
o Underestimating training of animators o Necessity of recruiting the staff working in CFS locally o Provide durable equipment

Sustainability
o An exit strategy is needed o Do not pay CFS workers – advocate CFS on volunteer basis with sustainable incentives/benefits for workers o Include a local structure into the management of CFS

The most pressing challenge concerning Child Friendly Spaces in DRC´s South Kivu is sustaining the activity in community after the end of project support and pull out of implementing (I)NGO. An exit strategy guiding the transfer of CFS (or its closure) into the hands of local structure is necessary. In rural DRC churches or local associations often organize some time activities for children and youth clubs. However the experience shows that even though the intervention is lead in cooperation with existing community structures such as RECOPE or a local NGO, shortly after the withdrawal of INGO, the built structure often falls.

The question which comes out is whether the sustainability is a desired outcome of CFS intervention or not, as primarily CFS was designed as a temporary solution in displacement zones. However, as the local structures offering regular free time and non-formal education activities for children are often lacking in the both displacement and return zones, or are of limited scale and resources, sustaining CFS in the community has meaning.

The reasons of failure of sustaining the protect activities on community level will be many-sided, concerning project design and implementation as well as the set-up of the community and its structures, this nevertheless goes beyond the capacity of this work and thus will not be discussed here.

6   Analysis

This chapter analyzes the lessons learned from strategies, achievements and challenges of two case studies described in previous chapter. Together with mechanisms of international response to vulnerabilities in education in South Kivu, it offers an insight into current shape of aid in education in (post) conflict context of South Kivu.

The chapter summarizes the findings on current trends of the mechanisms and the practices in international assistance to education in South Kivu into following highlights.

6.1   Going beyond emergency – new humanitarian model?

In a last decade of humanitarian assistance in Eastern DRC, there can be seen positive changes in approach of international actors to emergencies. The mechanisms of coordination that are at the basis of international humanitarian assistance in Eastern DRC have brought more structured, better targeted and more operational assistance towards volatile context of Eastern DRC. RRMP is a part of this structure, originally delivering aid to the displaced and the returnees in two separate programs, nowadays approaching conjointly the complexity of population movement process in the Kivus.

The emergency interventions in education such as the examples of education component of RRMP or Child Friendly Spaces has proved to be fast and efficient tools to target educational needs of vulnerable populations in crisis by ensuring the continuity of learning and protection through the physical and the psychosocial support to traumatized children.

However, the humanitarian environment of South Kivu is complex and not easy to grasp. In the context of Eastern DRC humanitarian crisis is no longer a temporary emergency issue and emergency response is not sufficient to tackle the complex crisis.

The short term and strictly humanitarian mandate of RRMP is one hand its strength, but on the other it prevents any attempts to build up on the crisis intervention and extent the activities into longer period, what can be meaningful in post-conflict early recovery setting. Also the need for longer sustaining approach is often expressed by beneficiaries themselves (DARA, 2013).

 In this environment, even traditionally emergency tools such as RRMP and CFS have the capacity for further development extending their activities especially in return zones. Child Friendly spaces create links in the community that can in longer-term strengthen the community child protection structures, contributing to reduction of risks for children, and enhance peace in the community. RRMP is often fighting with the restrictive time frame of three months that allows only limited scope of activities. Because of this missing link to longer-term activities RRMP might not respond to the real needs of beneficiaries, especially of the returnees, as points out recent evaluation of the program (DARA, 2013).

The problem of extent of emergency activities is that in Eastern DRC the emergency approach and short-term funding (usually one year) are still predominant among the donors, and post-conflict transition and reconstruction project have difficulties to get funding. This is also what is Pooled fund being criticized for, that as a financial mechanism it lacks any longer-term strategy interventions (Binder et al., 2010).

Similarly to the evolution of RRMP several years ago driven by the need for complex response, currently, there are signs of new developments in education sector in South Kivu with emerging multi-sectorial and multi-stakeholder holistic approach to education. In 2014 a large UNICEF and UNDP funded joint project of AVSI, NRC and Resolve is actually being launched. The project aims at holistic community reconstruction and it integrates education (formal as well as non-formal, primary as well as vocational) together with protection and good governance, WASH, health and nutrition activities into a complex community-led intervention. This large initiative, even if it remains minority, is an optimistic proof of changing mentality of donors towards multifaceted and longer-term intervention.

6.2   Changing position of beneficiaries

Recently, humanitarian aid in Eastern DRC started to change from "one-fits-all" approach to the assistance adapted to local context and to individual needs of population. These interventions are increasingly involving beneficiaries into the design and decision-making about the form of assistance. The innovative cash transfer assistance in the form of fair voucher or school voucher with its school improvement plan is a part of this changing strategy, based on a premise that an individual is best suited to decide what he/she needs (AVSI, 2012). These innovative tools have multifaceted benefits – besides the assistance delivery they give management responsibilities to beneficiaries themselves, and by using local markets they fuel local economy. This also eases logistical burden for the implementing organization and helps to keep the response fast (AVSI, 2012).

The increased implication of beneficiaries into all phases of intervention since the initial assessment up to final evaluation is considered to be a kind of "holy grail" of successful intervention. It is known, that involvement of the community into assessment and design of project helps to target the real beneficiaries and their real needs and thus ensure the appropriation of project by beneficiaries.

In case of school voucher it is school itself, represented by its management committee, who decides about the voucher. In Child Friendly Spaces children should be implied into to design of activities in the Space, although it is not always the case.

The importance of collaboration with authorities and local structures, especially with EPSP and FBOs representatives was pronounces in both RRMP and CFS cases and it proves essential for successful education interventions. Ideally the education structures should be implied into the design and monitoring of all activities. This can help to gain understanding and acceptance of project selection

criteria in the community, strengthen the monitoring of community-based activities to avoid possible mismanagements and prepare the ground for the continuity of the activities after the withdrawal of INGO. The involvement of local partner NGOs into activity implementation might be strategic for sustaining the activities after the end of the project. This concerns especially CFS and recreational activities in community, whose management, if community decides to continue the activities, often comes under the responsibility of local church or a local association.

In general the humanitarian aid is marked by "giving and receiving" mentality, which often tries and fails to engage beneficiaries into the implementation of project activities, because these activities were designed without those, whom they should help. Gandhi´s saying "What you do for me, but without me, is against me" pronounced by a Congolese man to Oxfam (Oxfam, 2012) is twice as relevant.

7 Conclusion

According to the *Education for All* Global Monitoring Report (UNESCO, 2011) a violent conflict is one of the greatest obstacles to achieve universal education.

Impact of conflict on education has been longtime neglected, comparing to other human needs in crisis it was not considered essential. However over the years, education became acknowledged to have life-saving impact, too.

Through ensuring the continuity of teaching during the crisis, education interventions in emergency situation provide children with the sense of normalcy, which is essential for psycho-social well-being of children who lived through traumatizing experience of conflict and violence, displacement, family separation or natural catastrophe, and with safe and protective environment.

The thesis tried to describe the relation between conflicts and education, focusing on the impact of volatile environment in South Kivu on education and children as the primary beneficiaries of education, and examining international response towards it. The objective of selection of the two case studies of education component of Rapid Response to Movements of Population (RRMP) program and Child Friendly Spaces (CFS) was to show successful approaches in intervention in education in conflict setting and through the key aspects of their success to point out the actual trends of international response to emergencies in South Kivu.

With its large-scale approach, rapidity and brought innovations, RRMP an indispensable tool for the response on urgent needs in volatile, rapidly changing environment of Eastern DRC. School voucher approach increasingly brings beneficiaries into the management and design of the intervention activities. Child Friendly Spaces proved its importance in child protection and created link to formal education.

The most important, school voucher and methods of linking education with child protection have proved to be complex tools that can be used in response to urgent education needs of vulnerable children, their families and whole communities at the time of emergency as well as in post-conflict recovery situation, tackling the context of chronic crisis in South Kivu in line with government action plan. The extent of RRMP towards early recovery might enhance further development of these tools and more efficient response, especially for the returned population.

On governmental level, recent developments show positive trend of increasing commitment of Congolese government towards education hat have been longtime neglected. Governmental policy towards abolition of school fees represents a major step to achievement of universal primary education in DRC. However, the path towards free, compulsory and quality education without discrimination in safe environment, as it is designed by Friendly School concept, is still long regarding the "backwardness" of education sector and ongoing insecurity in the Eastern Congo. It is obvious, that international actors will continue to play major role in this government´s effort, both on strategic sectorial level and in the field, ensuring the continuity and further development of education in unpleasant conditions of ongoing insecurity in Eastern DRC.

8 Literature

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q4GwBA&usg=AFQjCNGqwhiTssnKOJgj1HSnASPRn3elgw&sig2=8P5950WDrQ1hSnLuhW9ZWg&bvm=
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Council-Resolution-1612-and-Beyond-PolicyPaper_May09.pdf [Accessed 20/04/2014].

9 Annexes

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Annex 1. Democratic republic of Congo

Source: RFI (2006)

Annex 2. Economic indicators of DRC

Economic Indicators

Income:	
GNI per capita in 2005 PPP USD (2012)	319 USD
GDP per capita in 2005 PPP USD (2011)	329 USD
Public spendings (% of GDP):	
Health sector (2010)	3.4%
Education sector (2005-10)	2.5%
Military (2010)	1.3%

Source: UNDP (2013).

Annex 3. Essential Social indicators of DRC

Social indicators

Human Development Index (2012)	**0.304 (187th place)**
Life expectancy at birth: (2012)	48.7 years
Education:	
- Expected years of schooling of children (2011)	8.5 years
- Mean years of schooling of adults (2010)	3.5 years
Health:	
Maternal mortality ratio – deaths per 100,000 live births (2010)	540
Adolescent fertility rate – births per 1,000 women ages 15-19 (2012)	170.6
Inequality:	
Adjusted HDI value	0.183
Gender inequality Index - rank (2012)	144th out of 148
Multidimensional Poverty Index (2010)	0.392
○Population in Multidimensional poverty (2010)	74%
○Population below Income Poverty line – PPP 1.25 USD/day (2002-2011)	87.7%

Source: UNDP (2013).

Annex 4. Numbers of IDPs in South Kivu in March 2014 according to the year of displacement

IDPs in South Kivu in March 2014 according to the year of displacement

2014
3% (18,105)

2009
5% (24,705)

2010
6% (32,096)

2011
15%
(76,133)

2013
37% (192,888)

2012
34% (174,274)

Legend:
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
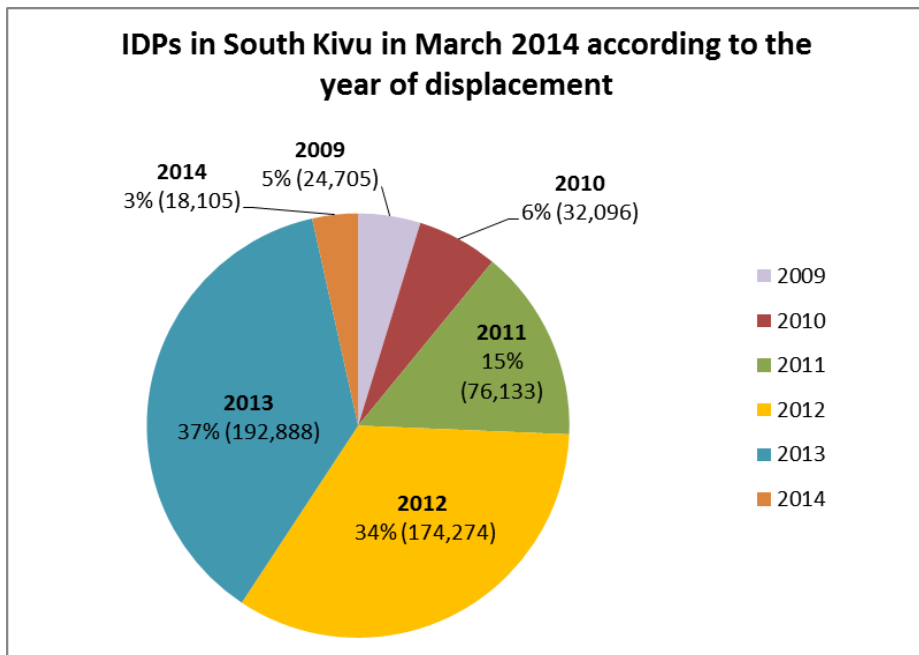
Source: OCHA (April 2014b). modified.

Annex 5. The development potential in education

Source: Global Partnership for Education (2013)

Annex 6. Education for All Goals

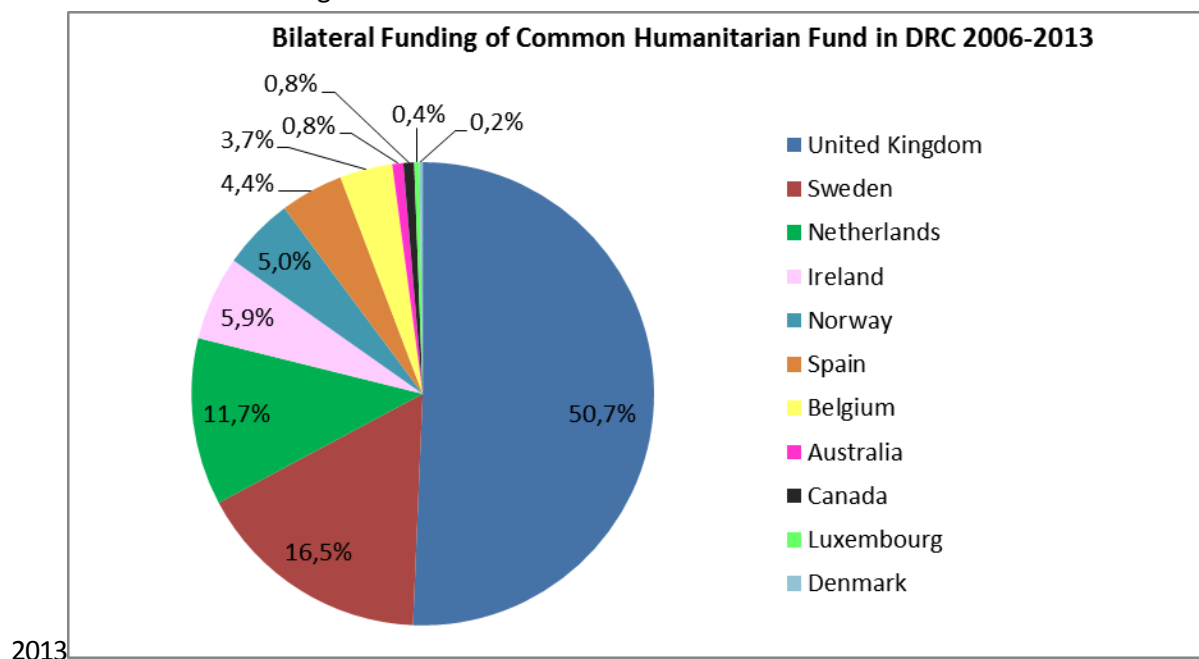|	EDUCATION FOR ALL Goals (2000)
Goal 1:	Expand early childhood care and education
Goal 2:	Provide free and compulsory primary education for all
Goal 3:	Promote learning and life skills for young people and adults
Goal 4:	Increase adult literacy
Goal 5:	Achieve gender parity
Goal 6:	Improve the quality of education

Source: UN (n.d.)

Annex 7. Evolution of humanitarian funding in DRC 2006-2013.
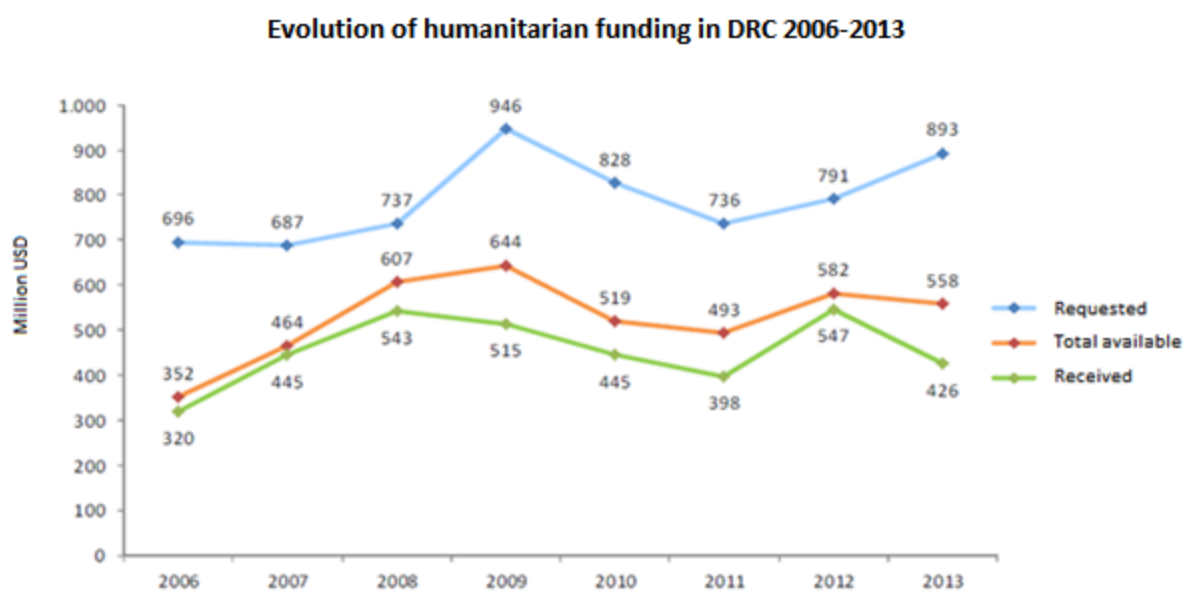
Source: OCHA (November 2013): modified

Annex 8. Bilateral funding of Common Humanitarian Fund in DRC 2006-

Bilateral Funding of Common Humanitarian Fund in DRC 2006-2013

Legend	
■ United Kingdom	50,7%
■ Sweden	16,5%
■ Netherlands	11,7%
■ Ireland	5,9%
■ Norway	5,0%
■ Spain	4,4%
■ Belgium	3,7%
■ Australia	0,8%
■ Canada	0,8%
■ Luxembourg	0,4%
■ Denmark	0,2%

2013

Source: OCHA (2013b): modified

Annex 9. The most common emergency education activities in South Kivu

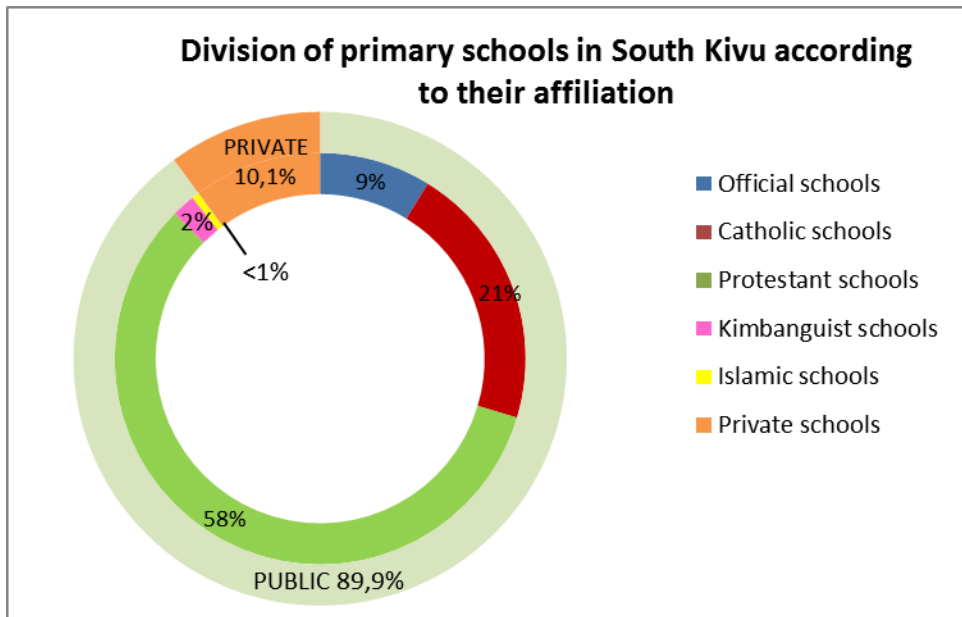| The activities aimed at access to education	The activities aimed at quality of education	The activities aimed at child protection:
Construction and rehabilitation of school infrastructre (school, WASH facilities)	Provision of educational materials (school kits for pupils and teachers, didactic materials)	Psychosocial training for teacher
Cash transfer to school (school voucher)	Teachers´ trainings on learner-centred methodologies, on class management and National programe of primary education or fabrication and use of didactic materials	Recreational and educational activities at school

Catch-up classes for children who missed classes due to emergency	Trainings of parents´committees on their role and rensponsibilities, on school management	Introduction of teachers´ code of conduct at school
Remedial courses for out-of-school children providing accelerated learning		Disaster risk reduction training and establishing school risk reduction plan
School canteen supported by WFP		Community-based child protection spaces and youth clubs
Payment of TENAFEP exam fee for the most vulnerable pupils		Education for Peace training for teachers as well as parents´ committes

Annex 10. Net attendance rate in primary schools in DRC and South Kivu compared to progress of MDG Goal 2

Net attendance rate in primary schools in DRC and South Kivu compared to progress of MDG n°2
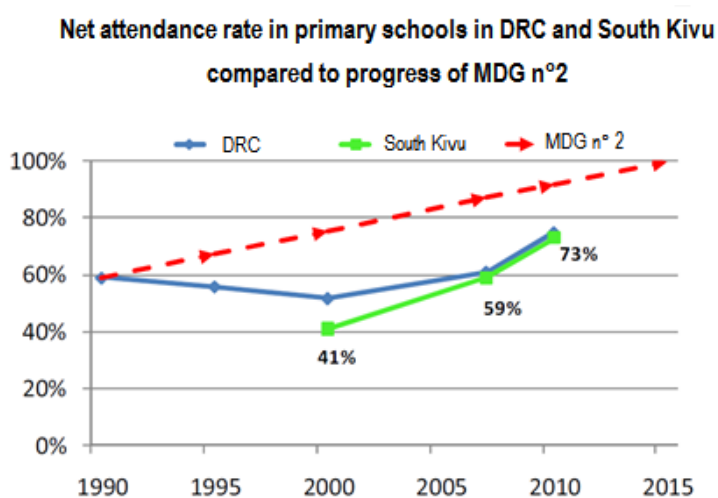
Source: UNDP (2009) : modified

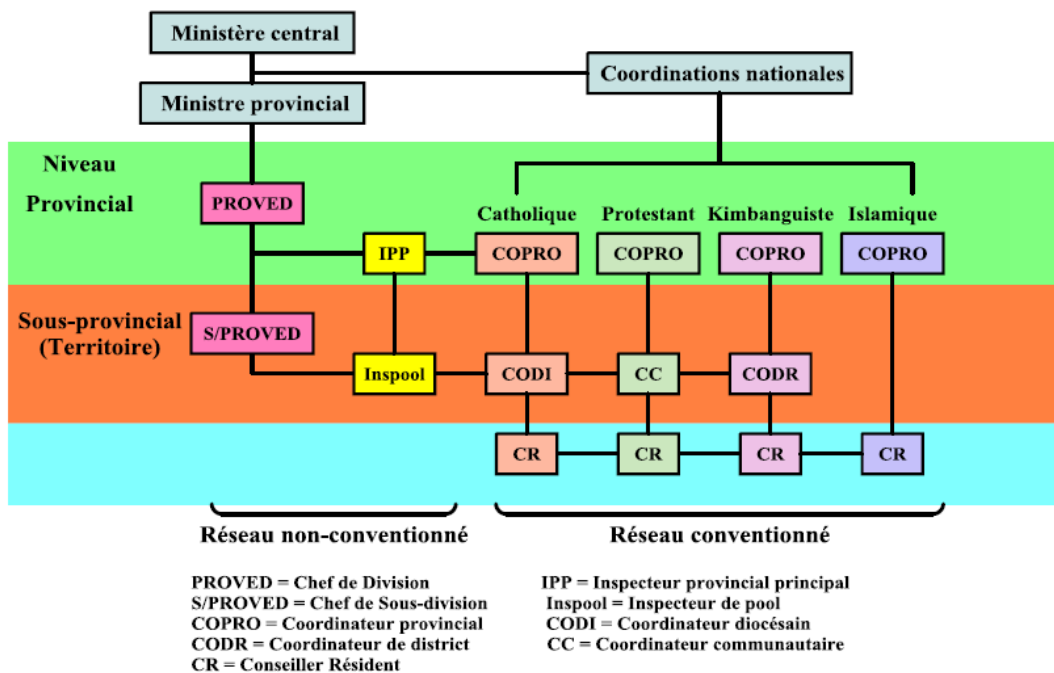Annex 11 Primary schools in South Kivu according to establishing body

Division of primary schools in South Kivu according to their affiliation

PRIVATE
10,1%
9%
<1%
2%
21%
58%
PUBLIC 89,9%

- ■ Official schools
- ■ Catholic schools
- ■ Protestant schools
- ■ Kimbanguist schools
- ■ Islamic schools
- ■ Private schools

Source: Provincial Direction of MEPSP (2014)

Annex 12. Organization chart of cooperation of MEPSP and FBOs

Diagramme 2. Organigramme de l'EPSP - niveau (sous)provincial

PROVED = Chef de Division
S/PROVED = Chef de Sous-division
COPRO = Coordinateur provincial
CODR = Coordinateur de district
CR = Conseiller Résident

IPP = Inspecteur provincial principal
Inspool = Inspecteur de pool
CODI = Coordinateur diocésain
CC = Coordinateur communautaire

Annex 13. Overview Activity – approach of education in emergencies

Approach	Activities
INCLUSIVE ACCESS TO EDUCATION	
Sensitization	Sensitization is the priority activity at the beginning of each RRMP Education intervention. Method: Sensitization via radio, theatre, "door to door", focus group, on the fairs etc. Target group: parents, teachers, authorities and wider communities Topics: importance of education (in general and specifically in crisis context as a prospect to future), enrollment of all children without discrimination (girls, boys, handicapped children, IDPs, children lacking uniform and school equipment), peaceful cohabitation, public health messages, and sensitization on integration of displaced/returned children to school without fees.
Identification and (Re)integration	Household survey, questionnaires at schools and among children to identify all never enrolled and dropped-out children, including the most vulnerable and handicapped children. Integration of these children to formal education directly or via catch-up classes at school (children 6-8 years) or to existing non-formal education structures (children aged 9 years or older, who never studied) Support these children by paying the school fees via Voucher/Monetary transfer
School voucher	(in detail in 6.1.3.)
(Re) construction	Construction of temporary emergency classes or semi-durable classes or reconstruction (depending on context) with local materials and manpower Construction of sanitary facilities and hand washing points at school

PROTECTION AND WELL-BEING	
Training on protection	Sensitization of local leaders, local networks (e.g. RECOPE – community network for child protection), parents, teachers and children and youth on children rights and child protection, gender, SGBV, HIV/AIDS etc. Training of teachers and EPSP inspectors on psychosocial approach and how to treat traumatized children through mobile training team RRMP
Recreational activities	Setting up the in-school and out-of-school structures offering recreational activities for children. In-school structures are supervised by teachers, out-of-school structures by hired community volunteers (local youth) Creating links to existing Child Friendly Spaces to ensure sustainability Distribution of recreational kits adapted to context and training of persons responsible for the structure on how to use/create recreational materials
Reference system	Setting up a "watch dog" and reference system, monitoring the cases of child abuses and referencing them to respective institutions
Code of conduct and Internal regulations	Elaborating a Code of conduct of teachers with school personnel in cooperation with EPSP, sensitization of COPA, parents as well as pupils about it Check the existence of school´s Internal regulations and their coherence to "do no harm" approach
Risk reduction plan	Setting up the school´s risk reduction plan together with children, teachers, parents in order to mitigate the possible risks for children at school and in the community
QUALITY AND RELEVANCE	
Training	Teachers´ trainings on Formal and Informal education are offered to school: - Formal education training are aimed at increasing of the quality of teachers, it is implemented by EPSP inspectors following National

	Curriculum (Class management, School management, Pedagogy of Integration).
	- Trainings on Informal Education are focused on daily life competencies important for crisis context (Psychosocial approach, Education and Peace, Gender and Education). Training modules are created by INGO and led by its RRMP mobile training team in collaboration with EPSP inspectors.
	- If teachers have been trained before, they will get just short refreshing training
	Sensitization/trainings on crisis relevant topics are provided to local authorities, local voluntary structures (youth networks, COPA, RECOPE)
Catch-up courses	Organizing afternoon compensatory courses at formal schools for children who missed some classes due to displacement or have difficulties with learning. The maximal duration of catch-up classes is three months.
Monitoring	Sensitization or training of COPA on their role and responsibility in school management in close cooperation with EPSP
	Link EPSP with school personnel to ensure the follow up of the school
School material	Support the school with materials for pupils and teachers via monetary transfer (voucher/cash) for the purchase on local market or via fairs or/and distribution of school kits, teacher kits, hygiene kits bought on local markets and pre-positioned

Source: UNICEF (2012). modified