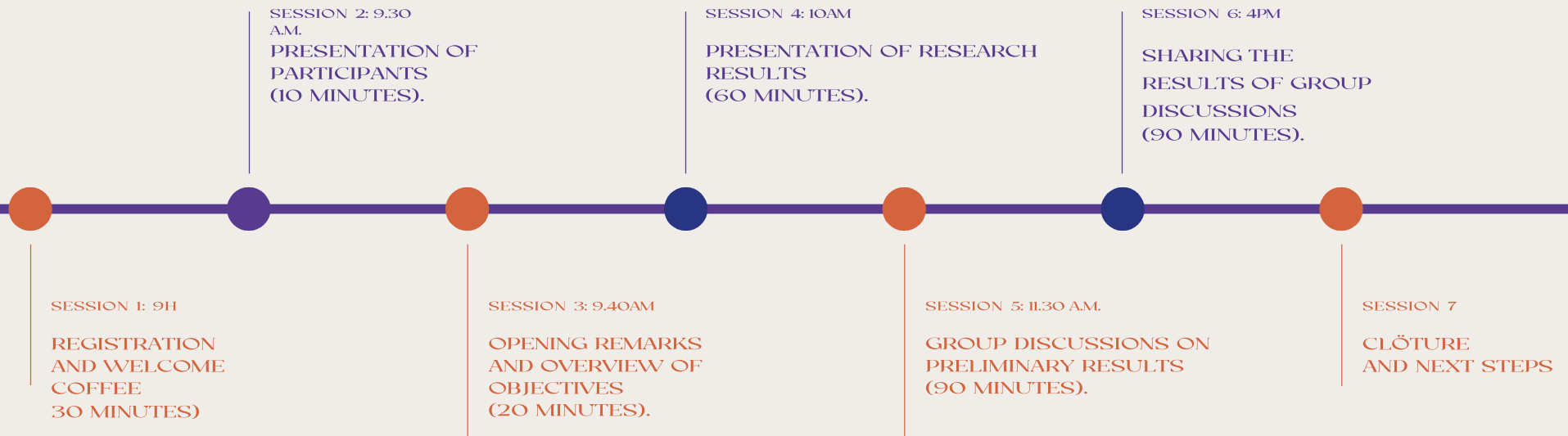


## WORKSHOP TO SHARE PRELIMINARY RESULTS OF RESEARCH ON CATCH-UP BIRTH REGISTRATION IN SCHOOLS THROUGH SPECIAL OPERATION PAREC



DAY 1: AGENDA

# WORKSHOP TO REVIEW THE RESEARCH RESULTS ON THE CATCH UP BIRTH REGISTRATION SPECIAL OPERATION IN SCHOOLS (SPECIAL OPERATION)





### ● **General objective**

- Review the draft research report to identify areas for improvement, including agreeing on recommendations to ensure sustainability of catch-up of birth registration in schools.

### ● **Specific objectives**

- Examine preliminary results;
- Identify areas for replication and reinforcement;
- Make recommendations to strengthen the catch-up birth registration system in schools;
- Propose a mechanism for formalising the Special Operation.



### ● **Expected results**

- Participants have a better understanding of the preliminary results and current status of the Special Operation;
- Areas for replication and reinforcement have been identified to improve the Special Operation;
- Recommendations are made to improve and develop the Special Operation;
- A draft protocol must be drawn up to formalise any catch-up process.



## Presentation of the research report

# Catch up birth registration through the school system in Cameroon

Special operation (PAREC) led by  
MINEDUB, MINDEDEVEL, MINJUSTICE,  
UNICEF and the World Bank with  
other partners



## Presentation of research results - structure

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- Introduction - Child Identity Protection (CHIP)
- Birth registration on the African continent and in Cameroon
- Methodology
- Presentation of research results in 5 stages
  1. Awareness-raising activities
  2. Detecting pupils without a birth certificate
  3. Registration of pupils without a birth certificate
  4. Monitoring the registration of pupils without birth certificates
  5. Follow-up for all students who fail to pass one of the stages
- The 3 prerequisites (coordination, resources and capacity building)



## Brief presentation of CHIP

**Mission:** Child Identity Protection (CHIP) works with governments and other stakeholders to promote universal birth registration and full knowledge of family relations.



## Brief presentation of CHIP

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- Based in Geneva since 2020
- International standards (CIDE, ODD, etc.)
- Partners: CRC, UNICEF, UNHCR, HCCH, COE, ICCS, ISI, Governments, NGOs, Universities, etc.
- Ex. Partnership with UNICEF WCARO (Cameroon, Côte d'Ivoire, Liberia, Niger, Nigeria, DRC and Senegal)





## Birth registration in Africa

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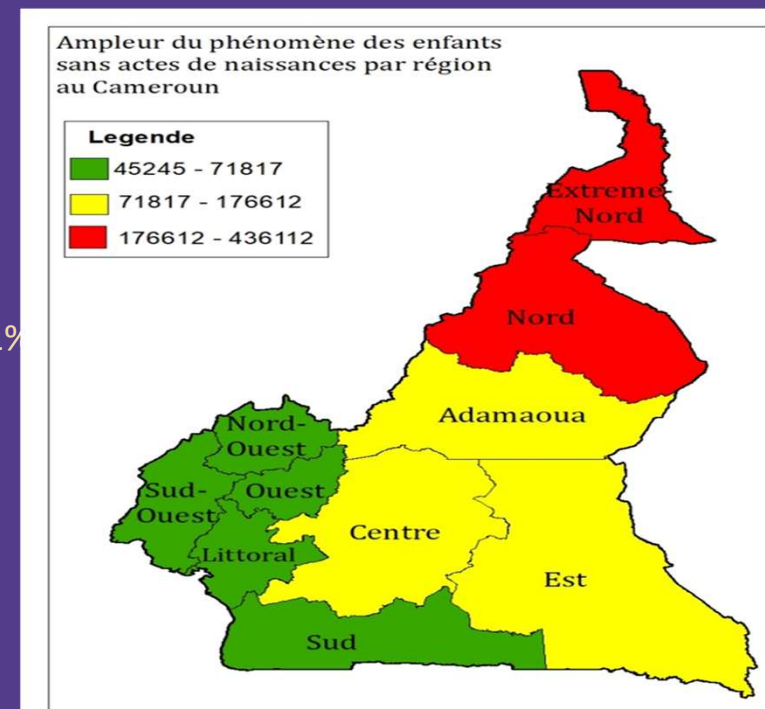
- Civil status registration is a fundamental right and gives access to other rights
- Civil status is an essential source of data
- 150 million children under the age of 5 without a birth certificate worldwide, 90 million of whom live in Africa (60%)
- Priority to modernise registration systems (target 16.9 of the Sustainable Development Goals (SDGs))
- Several initiatives: UNICEF NoName & MyName, APAI-CRVS, Human Rights Council Resolution of April 2023, etc.



## Birth registration in the Republic of Cameroon



- More than one child in three is not registered and more than half have no birth certificate (World Bank 2023)
- 1.55 million children** (31% of pre-school and primary school enrolment) without a birth certificate
  - **1.49 million** at primary level (including 266,638 at intermediate level)
  - **Francophone system:** 1 in 3 children without a birth certificate
  - **Anglophone system:** 1 in 5 children without a birth certificate (Source: MINEDUB 2023)
- Geographical disparities :**
  - **Greater disparities** in the Far North and North regions
  - **Problem more pronounced** at primary level (30.1%) than pre-school level (11%)



## Initiatives and reforms undertaken



- **PRE2C (2010)**: Programme for the rehabilitation of the civil registry.
- **Law N°2011/011 (2011)**: Creation of BUNEC and strengthening of civil status (+ 1981 Ordinance)
- **Strategic Plan 2018-2022**: Guaranteed legal identity for all, with a focus on vulnerable populations.
- **Mayors' Forum (2024)**: Acceleration of birth registration with 95% of mayors on board and #MyName campaign.
- **Digitalisation and interoperability** (with education and health).
- **Act no. 2063 (2024)**: Digitalisation, simplification of procedures for vulnerable populations.
- etc.



## Special PAREC operation - 2024

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- **Objective:** late registration of births of pupils without birth certificates (CM2 and Class 6) to guarantee universal schooling (including refugees, IDPs, socially vulnerable populations, etc.).
- **Partners:** MINEDUB, MINJUSTICE, MINDDEVEL, World Bank (PAREC), UNICEF Cameroon
- **Review (May 2024):**
  - 58,812 pupils targeted
  - 544 public hearings held
  - 49,311 cases handled
  - 48,232 favourable rulings (84.25%)
- **Impact :**
  - Promoting cross-sector work and collaboration on civil status issues
  - Fast results
- **Other initiatives underway:** MINDDEVEL, BUNEC/OIF, IRC, NRC, Plan Cameroon

## Research: Objectives

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- **The main objective:** identify how to optimise the implementation of the Special Operation (PAREC) and the catch up birth registration process via the school system.
  
- **Specific objectives :**
  - 1) **Identify successes and barriers to** large-scale implementation, with a focus on marginalised children and those in emergency situations (i.e. refugees, IDPs, socially vulnerable populations);
  - 2) **Formulate practical guidelines** based on five stages and three prerequisites to facilitate catch up of birth registration via the school system (i.e. in a sustainable manner);
  - 3) **To develop a proposed model** that formalises the process of catch up birth registration through the school system.
  
- **The team :**

Laurence Bordier, Marine Braun, Mia Dambach and Mariama Diallo from the international organisation Child Identity Protection (CHIP), Romuald Onah, national consultant hired by UNICEF Cameroon.



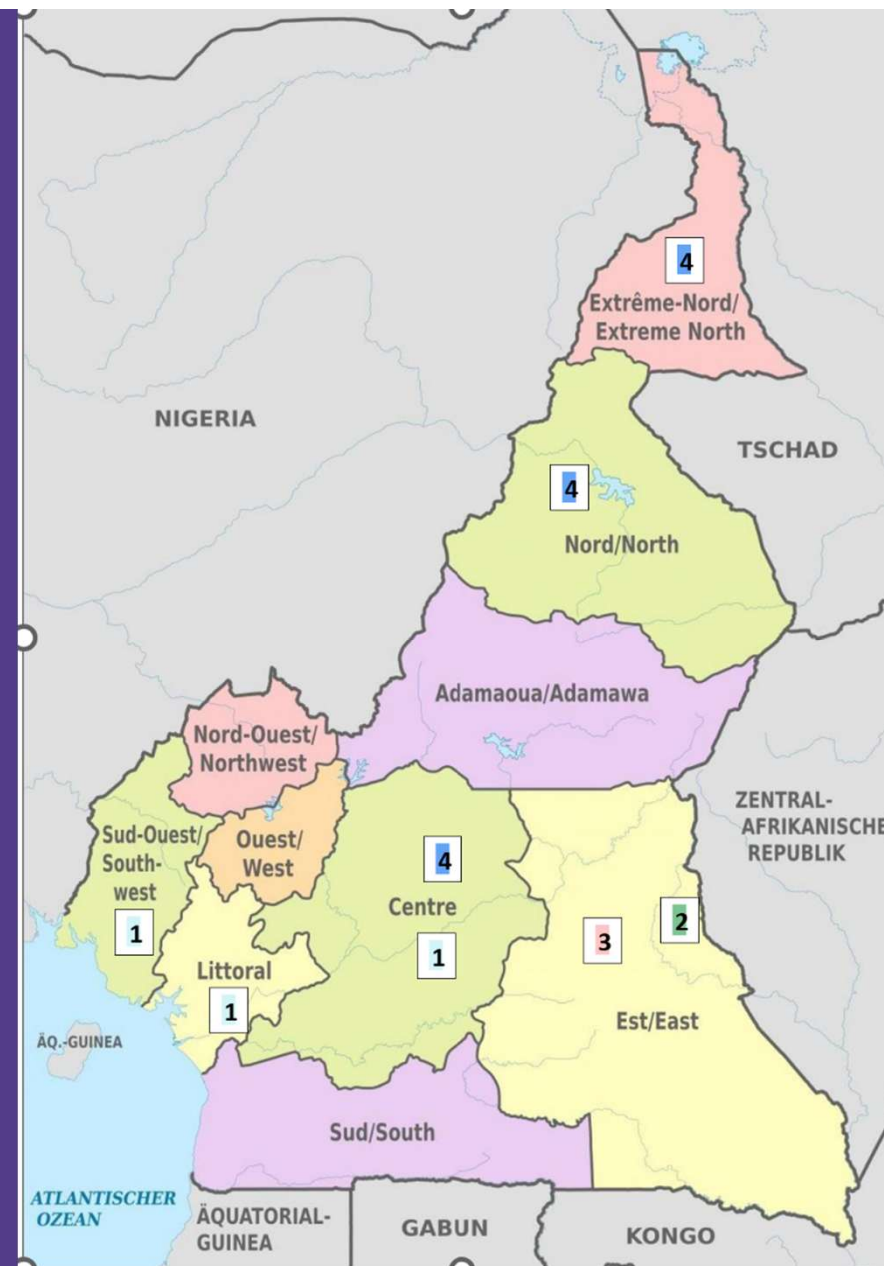
## Methodology

### 1: preparatory phase (Sep to Nov 24):

- Creation of the inter-Ministerial WG led by Ministry of Education to support identification of the scope of the research.
- In-depth study of available documentation
- Individual interviews and remote focus groups (around 10)
- Drafting of the inception report.

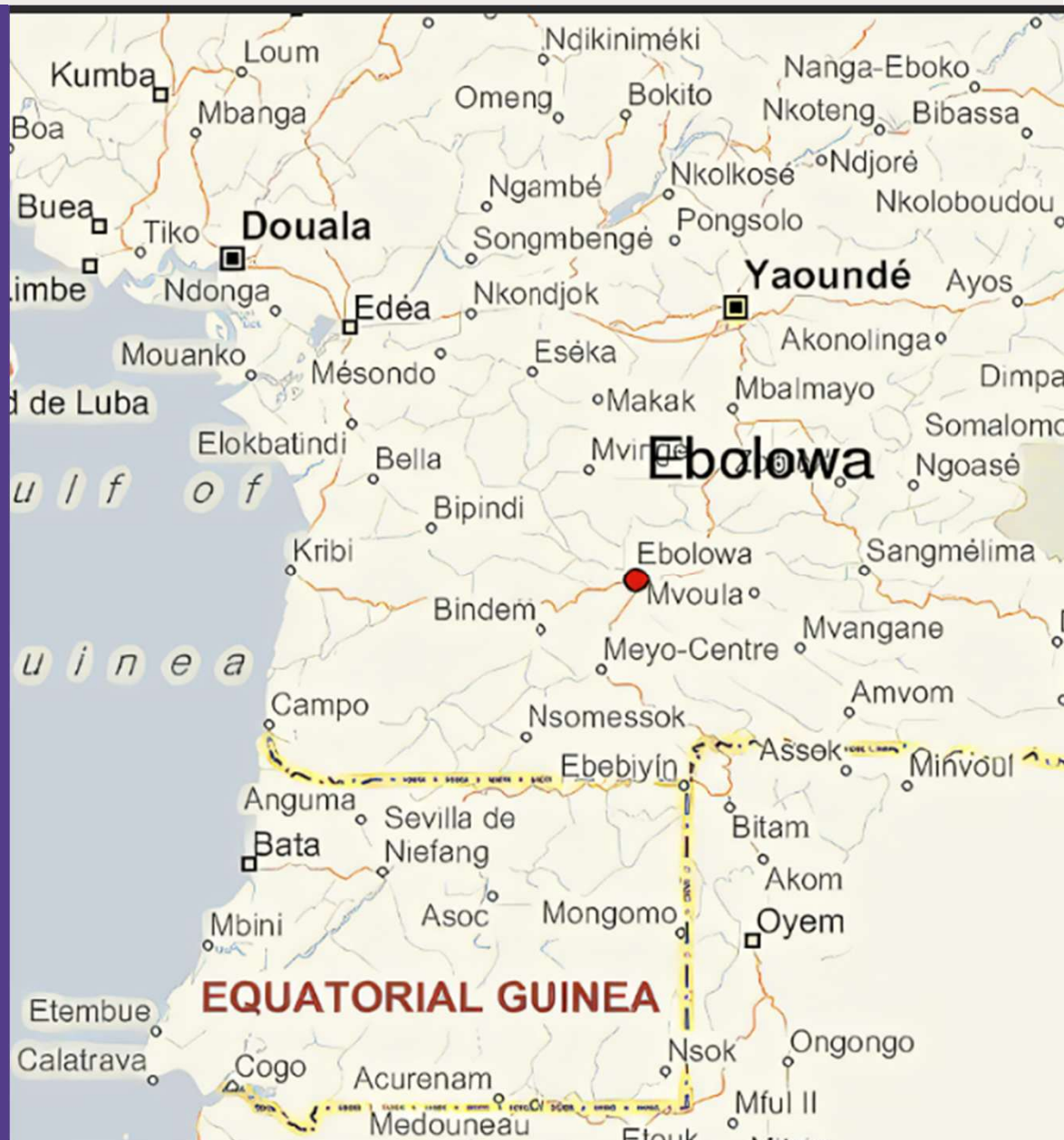
### 2: exploration phase (7 Nov to 23 Dec 24):

- Meetings in the 6 regions: **Centre, Littoral, South-West, East, North and Far North**
- Four teams (i.e. an international consultant, a national consultant and UNICEF Cameroon project officer)
- + 100 individual interviews and focus groups
- + Over 200 people from the institutions and organisations involved in the process.
- Focus on vulnerable groups (e.g. refugees, IDPs, socially vulnerable populations)



## Methodology

- 3: validation phase (presentation of the report on 27 and 28 January 2025):
  - Analysis and drafting of the post-mission report
  - Organisation of the workshop in Ebolowa
  - Identification of areas for improvement and priorities to be achieved
  - Identification of guidelines/recommendations for optimising a Special Operation and catch up birth registration process via the school system
  - How can this initiative be made sustainable?





- 5** **O** Activities to raise awareness of birth registration and the use of the process
- S** **1** Detecting pupils without a birth certificate
- T** **2** Registration of pupils without a birth certificate
- E** **3** Monitoring the registration of pupils without birth certificates
- P**
- S** **4** Follow-up for all students who fail to pass one of the stages

**+** **3 PREREQUISITES:** Coordination, Resources, Capacity building







# Awareness Raising

*Distinction between registration of births within the legal time limits and late registration of births through the school system (Special Operation)*



## 0. "General" awareness raising

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- Inform parents, children and the community about the process of catch up birth registration, as a complement to registration within the legal deadlines.
  
- Promising practices
  - **UNICEF #MyName campaign (2024)** : Posters, radio spots and materials in registry offices, hospitals and health facilities.
  
  - **Traditional leaders**: Raising awareness in local communities.
  - **Mayors**: Official birth certificate ceremonies (e.g. Buea, Batouri).
  - **Schools**: Raising awareness at parents' meetings (e.g. Garoua-Boulai, Gado 2A).
  
  - **Hospitals**: Information collected by maternity unit managers (e.g. Buea Hospital).
  - **Community centres**: Awareness-raising sessions (e.g. ALVF, DRC).
  - **Visits to neighbourhoods**: awareness-raising and information-gathering by civil registrars (e.g. Gado Badzere).



## 0. Awareness raising of the Special Operation

- Awareness raising among the players involved in the catch-up process
  - **Official launch:** 22 March 2024 by MINEDUB.
- - Broadcasting in schools and during breaks (birth certificates, free procedure, file dates) (**Douala 5**)
  - Meetings with religious leaders, information via WhatsApp. (**Douala 2**)
  - Distribution of leaflets in schools and broadcasting **on Limbé** radio)
- 💡 **Gado camp (Central African refugees):** Awareness-raising by Plan International and follow-up of files with the civil registrar.
- 💡 **Far North:** Awareness raising among displaced and refugee children to obtain birth certificates.
- 🎯 **Baka in Abong Mbang:** Use of image boxes and awareness-raising by the local authorities and FAIRMED.
- 🎯 **RECOPE Toungou/Mandjou:** Awareness raising in schools and families with Plan International.





## 0. Raising awareness

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### Some challenges encountered

- Not all schools were informed of the Special Operation (e.g. South West)
- Procedures were not clear to everyone, which led to ad hoc initiatives to raise awareness.
- Period for awareness raising and really benefiting from the Special Operation was very short (just a few weeks).
- Confusion among stakeholders due to the multiplicity of initiatives being implemented simultaneously.

### A few ideas on how to make this initiative sustainable.

- A guide to cascading news from Yaoundé
- A pre-established leaflet could have been distributed to parents to keep them better informed.
- #MyName campaign could be used to promote the initiative





# 1 Detecting pupils without a birth certificate





## 1. Detection

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### ● Students are detected

- School headmasters identify pupils who do not have a birth certificate as soon as they enrol in the school system (pre-school or primary schools) and check them at the end-of-cycle examinations.
- The headteachers collect information on each pupil and draw up a list of their names. This list will be sent to MINEDUB

### ● Additional actions

- **Mayors and municipal councils working together:** Identification with schools to identify pupils without birth certificates.
- **Role of village chiefs:** Detection of children without birth certificates, particularly for home births.
- **Imams in Muslim communities:** Identification of children without birth certificates at the appointment ceremony.



## 1. Detection

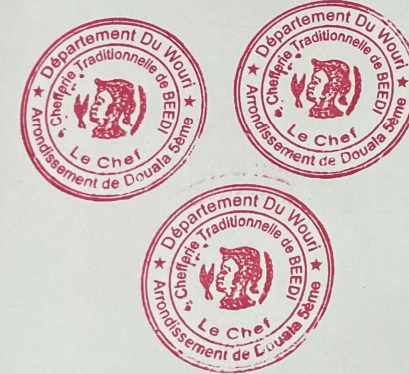
### ● Special Operation

- **School headmasters:** Direct contact with families to register pupils.
- **Civil society and NGOs:** Support in emergency situations (UNHCR, SASO) and for socially vulnerable populations.
- **Village chiefs, imams and mayors:** Role in raising awareness and supporting administrative procedures.

### ● Promising practices

- **Registers kept by village chiefs:** census of children without documents, with awareness-raising among families (e.g. Beedi, Jourdain, Buea)
- **Information sessions** in community centres
- **Door-to-door activities** by NGOs ALVF, RECOPE
- The **CPAoR** facilitates the systematic identification of children;
- UNHCR detects (ACF); Plan International & NRC - collaboration with directors (e.g. Gado-Badzere; Extreme North)
- SASO identifies children with special needs, including Baka children; collaboration with secondary schools and health centres
- Association (e.g. ANGO ELA Foundation in Bertoua)

CHEFFERIE  
DE BEEDI





## Key results

### Some challenges encountered

- Weaknesses in coordinating actions, communicating with stakeholders and monitoring files.
- Variable collaboration: successful examples (BUNEC and schools in the East), but limited involvement in certain regions (South-West, Far-North).
- Weak coordination between national, regional and local levels.



- Political challenges, safety or child protection issues, lack of parental resources, etc.
- Low school enrolment rates, frequent lack of civil status/identity documents for parents and lack of resources



- Challenges associated with SASO mobility
- Lack of coordination between actions, risk of duplication (East - rural areas)
- Lack of information for mayors on the specific characteristics of communities

### A few ideas on how to make this initiative sustainable

- Guide to cascading news from Yaoundé
- Pre-established leaflet could have been distributed to parents to keep them better informed.
- Focal point at school
- Computerised system to centralise information on detected children (e.g. SIMEN)







# Pupil registration



## 2. Student registration



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- **Creation of files** for pupils without a birth certificate
  - Teachers and headteachers, collaboration with parents (declaration/witness if documents missing)
  - School files forwarded to the court -> varies by municipality
- **Mobile courts**
  - Court hearings outside the court (close to schools/families)
- **Transcription** of judgments in birth registers by civil registrars



## 2. Student registration

### ○ Promising practices

- **Mobility of courts** (mobile courts) (e.g. Bertoua), civil registry offices (e.g. Douala 5) to promote proximity
- **Flexibility and adaptability of courts** for regularisation (e.g. Yaoundé, Bertoua)
- Support from **civil society** (e.g. ALVF) (e.g. Douala 5)
- **Community** support (traditional chiefs acting as CSBs) (e.g. Douala 5)
-  NGOs (IRC, DRC, NRC Plan International, etc.) and civil society take charge of the process, in collaboration with BUNEC, the communes and MINAS.
- Reduce the cost of procedures and obtaining documents.
-  Involvement of mayors/municipal councils (Batouri, Tiko, Foubot), collaboration with schools (e.g. Bindia, school in prison - Buea) and with the army to reach the populations of the « creeks and islands » (Tiko).



## 2. Student registration and key results

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### Some challenges encountered

- Cumbersome catch-up procedure
- Lack of family involvement at this stage, in the composition of files or absence from hearings, etc.
- Lack of clarity on the jurisdiction of the courts
- Lack of follow-up on files, or ignorance on the part of those involved
- High cost of the procedure, especially for children/families in vulnerable situations
- High risk of duplication



### A few ideas of making this initiative sustainable

- Guide to clarify the process (roles and responsibilities)
- Pre-established leaflet could have been distributed to parents to keep them better informed.
- Focal point at school
- Computerised system to centralise information on children with regularisation (e.g. SIMEN)





# Registration follow-up





### 3. Registration follow-up

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#### Updating child data (civil status, school system)

- Archiving documents
- Securing documents
- Collection of birth certificates by parents

#### Promising practices

- Collaboration with headmasters and teachers (e.g. Buea), village chiefs and registrars to hand over to parents
- At court level, a specific register is used to monitor declaratory judgments during a Special Operation (Yaoundé).
-  NGOs (IRC, NRC, DRC) ensure the delivery of documents to parents (Far North, South West, East)
-  RECOPE provide monitoring (e.g. Toungou)
- MINEDUB (the Regional Basic Education Delegation) monitored the project (East)



### 3. Registration follow-up

#### Some challenges encountered

- Lack of storage/archiving facilities (space, weather conditions, etc.)
- Secondary centres without resources
- Non-recovery of documents by parents.
- Loss or destruction of the original document by the parents
- Risk of fraud or multiple applications to other centres, sometimes with errors.

#### A few ideas of making this initiative sustainable

- Guide to clarify the process (roles and responsibilities)
- Pre-established leaflet could have been distributed to parents to keep them better informed.
- Focal point at school

REPUBLIC OF CAMEROON  
Paix-Travail-Patrie  
\*\*\*\*\*  
REGION DE L'EST  
\*\*\*\*\*  
DEPARTEMENT DU LOM ET DJEREM  
\*\*\*\*\*  
COMMUNE DE GAROUA-BOULAI  
\*\*\*\*\*  
C.E.C.S. DE GADO-BADZERE  
\*\*\*\*\*

COMMUNE  
GAROUA-BOULAI

REPUBLIC OF CAMEROON  
Peace-Work-Fatherland  
\*\*\*\*\*  
EAST REGION  
\*\*\*\*\*  
LOM AND DJEREM DIVISION  
\*\*\*\*\*  
GAROUA-BOULAI COUNCIL  
\*\*\*\*\*  
C.E.C.S. OF GADO-BADZERE  
\*\*\*\*\*

*Le dossier du jugement suppléif de la naissance est en cours de traitement.*

FICHE SIMPLIFIEE DES INFORMATIONS POUR DOSSIER  
JUGEMENT SUPPLETIF

NOM : [REDACTED]  
Prénom : [REDACTED]  
Né (e) le 02/03/2013  
A Gado-Badzéré  
Sexe : Masculin  
De : [REDACTED]  
Né  
A Badzéré  
Profession Cultivateur  
Domicilié A Gado-Badzéré  
Nationalité Cameroisaise, CNI N° [REDACTED]  
Et de [REDACTED]  
Né (e) [REDACTED]  
Le : Nov 1977  
Domicile Gado-Badzéré  
Profession Menagère  
Nationalité : Cameroisaise, CNI N° Elecom N° 03025776

Gado-Badzéré, le 1.2 NOV. 2024  
Signature du Secrétaire d'Etat Civil  
*Abatis Dymack Philomen*  
Secrétaire d'Etat Civil  
Assermenté



Monitoring  
of all pupils





## 4. Monitoring all students

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- Pupils not detected or identified by teachers (falsified birth certificate, etc.).
- Pupils detected but without support for regularisation (incomplete files, absence of parents' birth certificates, etc.).
- Pupils who have failed to obtain a favourable judgement.
- Promising practices
  - Social work section in municipal council supporting families to cover the costs of birth registration. (Buea)
  - Possibility of recourse to ordinary hearings for families without identity documents, with support from extended family, village chiefs and neighbours (Far North)



## 4. Monitoring all students

### Some challenges encountered

- Limits of the Special Operation to pupils in CM2 and Class 6, with limited resources.
- Unsuitability of municipalities: Some applications are misdirected, rendering the judge incompetent.
- Lack of interconnection between municipalities and lack of resources for effective monitoring.

### Here are a few ways of making this initiative sustainable

- Guide to clarify the process (roles and responsibilities)
- Pre-established leaflet could have been distributed to parents to keep them better informed.
- Focal point at school.

ANNEE SCOLAIRE: .....  
 CLASSE: .....  
 ECOLE: .....  
 NOM: .....

REPUBLIQUE DU CAMEROUN  
 Paix – Travail – Patrie

MINISTERE DE L'EDUCATION DE BASE  
 SECRETARIAT GENERAL  
 DIRECTION DES EXAMENS, DES CONCOURS  
 ET DE LA CERTIFICATION

REPUBLIC OF CAMEROON  
 Peace – Work – Fatherland

MINISTRY OF BASIC EDUCATION  
 GENERAL SECRETARIAT  
 DEPARTMENT OF EXAMS, COMPETITIVE EXAMINATIONS  
 AND CERTIFICATION

Timbre fiscal

FICHE D'INSCRIPTION AU CEP POUR CANDIDAT LIBRE – SESSION .....

Nom et prénoms du candidat : .....

Né(e) le ..... à .....

Sexe :  CLS (1)  CLNS (1)  Centre : .....

M pour Masculin et F pour Féminin pour le sexe (1) Cocher la case ou les cases qui conviennent

Informations sur l'école (1)	
Nouveau	Bororo
Redoublant	Handicapé moteur
Orphelin	Déficient auditif
Réfugié	Déficient visuel
Déplacé interne	Déficient mental
Baka	Réinséré(e)

Fait à ..... le ..... Fait à .....  
 Signature du candidat Signature et cachet du Directeur

REPUBLIQUE DU CAMEROUN  
 Direction Régionale de l'Éducation de Base  
 Le Directeur  
 Le Directeur  
 Direction Régionale de l'Éducation de Base  
 Garoua-Boulak

DEC 2022



# PREREQUISITES

Coordination, Resources and Capacity Building  
to perpetuate this initiative



## PREREQUISITES: Coordination

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### ● Promising practices to make this initiative sustainable

- Cross-sector coordination
- Collaboration between ministries (MINDDEVEL, BUNEC, MINEDUB, etc.).
- Partnerships with UN agencies, civil society and the media.
- Example: Eastern Regional Platform chaired by the Governor, coordinated by BUNEC.
- Monitoring tools and structures: National coordination committee in Yaoundé (monthly meetings, WhatsApp groups).
- Local one-stop shops supervised by sub-prefects.



### Some challenges encountered

- Malfunctions in communication channels, creating confusion.
- Poor coordination between national and local levels.
- Lack of identified focal points to monitor files and hotlines





## PREREQUISITES: Resources

### ● Promising practices to make this initiative sustainable

- Local envelope (e.g. Buea)
- **Use of FEICOM funds** (e.g. Garoua-Boulai, Moutourwa, Tonga)
- Child-friendly municipalities" pilot project



- Collaboration with partners (e.g. special operations or operations for children in emergency situations)
- Financing of XAF 600 million by PAREC (World Bank).
- Cost reduction (e.g. apparent age certificates at 300 XAF).
- Logistical support for BUNEC (e.g. civil registers).

### ● Some challenges encountered

- Insufficient or non-existent local budgets: Low priority given to CRVS in the face of other urgent needs (water, hygiene, infrastructure).
- Secondary centres self-financed by the communities.
- Inadequacy between budget allocations and local needs.
- Lack of sustainability: Dependence on one-off funding and partner initiatives.





## PREREQUISITE: Capacity building

### ● Promising practices to make this initiative sustainable

- One-off training courses run by local players (e.g. BUNEC, Vital Stratégies) form the municipalities)
- Online initiative to support mayors (UNICEF WCARO & CHIP).
- Regional seminars planned to fill gaps.



Existence of CPAoR (co-directed by Street Children and UNICEF - North-West/South-West) or civil society initiatives (e.g. ALVF in Douala)



Preparation of a guidance note on CRVS in emergency contexts in Cameroon by UNICEF/CHIP



Involvement of traditional chiefs who encourage dialogue between divergent groups and support



birth registration initiatives.

### ● Challenges encountered

- Lack of ongoing training,
- **No initial training about Special Operation**
- Lack of specific training for children in vulnerable situations





## Group work : Optimising Special Operation and refining the research report

- 1) How can we improve the implementation of the Special Operation?
- 2) What other promising practices can we include?
- 3) What comments should we add?



Thank you for your attention





## DAY 2: AGENDA

# WORKSHOP TO REVIEW THE RESEARCH RESULTS ON THE CATCH UP BIRTH REGISTRATION SPECIAL OPERATION IN SCHOOLS (SPECIAL OPERATION)





## ● An efficient and essential system with numerous possibilities for optimisation

- Aligned with international standards (SDG 16 and 4) and involves innovative cross-sector collaboration.
- Research identifies best practice for more effective implementation
- This approach represents a transitional step forward.

## ● Research results in 5 steps

1. Awareness-raising activities
2. Detecting pupils without a birth certificate
3. Registration of pupils without a birth certificate
4. Monitoring the registration of pupils without birth certificates
5. Follow-up for all pupils who fail to pass one of the stages

## ● The 3 prerequisites (coordination, resources and capacity building)



### ● General objective

- √ Review the draft research report to identify areas for improvement
- Agree on recommendations to step up the catch up birth registration in schools.

### ● Specific objectives

- √ Examine preliminary results;
- √ Identify areas for replication and reinforcement;
- Make recommendations to strengthen the birth registration system following the Catch up Birth Registration (Special Operation);
- Propose a mechanism for formalising the Special Operation.



### ● **Expected results**

- √ Participants have a better understanding of the preliminary results and current status of the special operation;
- √ Areas for replication and reinforcement have been identified to improve the Special Operation;
- Recommendations are made to improve and expand the Special Operation;
- A draft protocol/guide to potentially formalise the Special Operation (how to ensure sustainability).



## Day 2: Recommendations

- Guidelines as part of a future catch-up process

Situations:

- ✓ to reproduce,
- ✓ to avoid
- × to be avoided at all costs

- Specific guidelines for children



in emergency situations



socially vulnerable populations





## Stage 0: Awareness raising

Basic characteristics of catch up birth registration process via the school system

### Green: situations to respond to

- Coordinated awareness campaigns through various channels; support and guidance for parents and families,
- raising awareness among community players so that they become involved
- the preparation of appropriate equipment for groups of children.
- Civil society organisations such as ALVF and RECOPE conduct information sessions in community centres and door-to-door activities.



It is essential to make people aware of the separation between the registration of births and the registration of children on electoral rolls from the age of 18.



SASO raises awareness among the families of socially vulnerable populations by approaching community leaders and using tools such as image boxes.





## Stage O: Raising awareness

Basic characteristics of catch up birth registration process via the school system

### Orange: situations to avoid

- poorly organised/coordinated campaigns,
- insufficient or inappropriate equipment
- lack of information/training for stakeholders (e.g. registrars)



women in emergency situations are not informed about the procedure for registering the birth of their child.



the authorities' and NGOs' actions to raise awareness and/or identify children are not coordinated.

### Red: situations to be avoided

- registration is subject to a fee when, within the legal timeframe
- procedures are complex, some players (e.g. school headmasters) are overburdened with responsibilities, and resources are limited.



## Stage 1. Detection of pupils without a birth certificate

Basic characteristics of catch up birth registration process via the school system

### Green: situations to respond to

- A unique identification number for children (interoperability)
- a data collection platform (with hotline/support, focal point for files)
- investment by community players
- BUNEC works closely with school headmasters to draw up a list of pupils without birth certificates.
- Consultative meetings are held to review progress and discuss difficulties encountered and future prospects.



UNHCR carries out detection activities in health centres and works with focal points in villages



The family composition certificate (ACF) is the supporting document to be attached to the regularisation application.



The SASOs responsible for identifying children from socially vulnerable populations work closely with the social action centres at secondary schools.



A system of in-kind contributions instead of monetary contributions is being introduced at local level to encourage parents to participate more actively in their child's registration.





# Stage 1. Detection of pupils without a birth certificate

Basic characteristics of catch up birth registration process via the school system

## Orange: situations to avoid

- Lack of communication, information and training (basic and continuing)
- Lack of support and tools
- School heads compile files without parents
- Town halls are not informed about special operations



Regional delegates do not have the resources to support the implementation of special operations



State actors do not receive information from humanitarian actors about beneficiaries of humanitarian aid requiring civil status documents



SASOs and other staff do not have vehicles to travel to communities in rural areas

Town halls are not informed or asked to check that children from socially vulnerable groups are not already on the registers.

## Red: situations to be avoided

- Detection starts late (after the start of the school year)
- The directors are not supported by means (financial, human resources, focal point/referent).



## Stage 2: Pupil registration

Basic characteristics of catch up birth registration process via the school system

### Green: situations to respond to

- Collaboration between state actors and civil society/NGOs,
- flexible procedures
- computerise procedures and provide a focal point for monitoring cases and promoting coordination
- civil society associations carry out follow-up activities to ensure that the child finally receives a birth certificate

 In high-risk areas, local authorities work with the army to provide access to the population.

 Secondary centres are equipped with a civil registrar and a civil secretary.



## Stage 2: Pupil registration

Basic characteristics of catch up birth registration process via the school system

### Orange: situations to avoid

- Fairground hearings too frequent
- Lack of information
- Lack of coordination, unclear procedures, insufficient resources and high costs
- Lack of communication and training (basic and ongoing); lack of support, tools and resources

### Red: situations to be avoided

- Avoiding fraud and duplication
- Failure to comply with legal or administrative obligations
- Claiming additional costs



Civil registrars at secondary centres in emergency situations are not appointed





## Step 3: Follow-up to registration

Basic characteristics of catch up birth registration process via the school system

### Green: situations to respond to

- Regular exchanges of information between judges, IAEBs and civil registrars on judgments.
- Information on pupils who have been regularised is sent to the schools, which update the data automatically.
- Secure storage of birth certificates, with centralisation and interoperability of data.
- Judgements are transmitted by official means using a document that provides proof of transmission and archiving (e.g. dispatch notes).

### Orange: situations to avoid

- Lack of clear deadlines for the recovery of documents by parents.
- Platforms not updated once students have been regularised.
- Lack of awareness among parents of the importance of collecting birth certificates.
- Lack of follow-up for displaced persons or awareness of administrative distinctions (e.g. birth certificates vs. electoral rolls)

### Red: situations to be avoided


- Failure to send copies of the birth certificate to the competent authority



## Phase 4: Monitoring all pupils

Basic characteristics of catch up birth registration process via the school system

### Green: situations to respond to

- Identification of focal points in schools to offer alternatives to children who have not been regularised.
  - Adapted solutions for families, especially in rural areas, with reinforced support from community networks such as RECOPE.
  - Clarification of the roles of the players via protocols and enhanced coordination between teachers, schools, town halls and communities.
  - Setting up local mechanisms such as "village notebooks" to record births and children without birth certificates.
-  Ratification of international conventions for automatic recognition of civil status documents between countries






## Phase 4: Monitoring all pupils

Basic characteristics of catch up birth registration process via the school system

### Orange: situations to avoid

- Lack of clear deadlines for the recovery of documents by parents.
  - Exclusion of vulnerable groups, such as migrant children, nomads or children in Koranic schools.
  - Shortage of civil registrars in rural areas.
  - Lack of recognition of local players, such as village chiefs, in the process.
-  Lack of support from key authorities (Governor, President of the Court of Appeal) for Special Operations.

### Red: situations to be avoided

- Forget about out-of-school children in the process.
- Failure to pass on birth certificates across several generations.
- Making catch-up the norm, encouraging late registrations.
- Exclusion of consuls and ambassadors from the monitoring of foreign students without a birth certificate.



# Recommendations

## 1. Awareness raising about civil registration :

- Encourage birth registration, either before birth or from a child's earliest years, via community campaigns.
- Raise awareness and train local players, including opinion leaders and imams, in registration procedures.
- Raise awareness of the catch-up process among local decision-makers.

## 2. Training players :

- Train school headmasters and teachers in the use and management of data (create a central platform).
- Identify and train IT managers.
- Create manuals and tutorials for the future platform.
- Train civil registrars in the procedures of the catch-up process.

## 3. Steering the catch up birth registration process :

- Apply catch-up from pre-school onwards.
- Merge remedial education with child protection for better integration.
- Appoint a civil status focal point and organise regular coordination meetings between the relevant players.



#### **4. Monitoring/evaluation of the catch-up birth registration process :**

- Ensuring efficient transmission of information between central and decentralised levels.
- Incorporate marital status indicators into headteacher and teacher appraisals.
- Organise regular local/regional forums on the subject of civil status.
- Draw up a guide/protocol to clarify the process for stakeholders
- Drawing up a leaflet for parents

#### **5. Archiving/Preservation :**

- Promote a culture of conservation within the community and improve the conditions under which birth certificates are archived in civil registry centres.





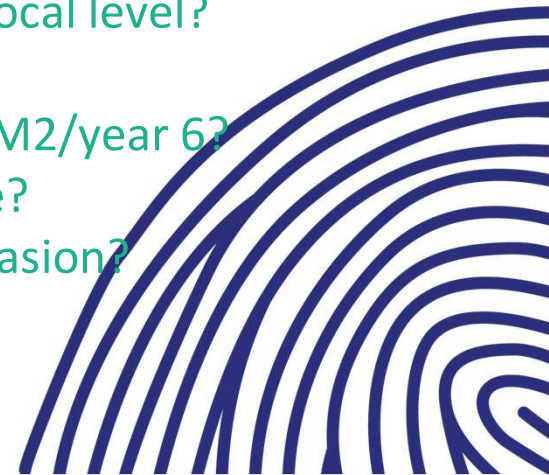
## Group work : Optimising the impact of Special Operation

- 1) What recommendations should be specified/added for each stage?
- 2) What recommendations need to be specified/added for the pre-requisites?



**Group work :**  
**Protocol/Guide**  
**Ensuring the sustainability of catch-up birth**  
**registration initiatives**  
(see: working document)

- 1) What do you think the protocol should contain? Do you see its usefulness?
- 2) How can information be disseminated from national to local level?
- 3) How can we avoid birth registration catching up before CM2/year 6?
  - Main opportunities to register before this stage?
  - What is the role of the different players on each occasion?



## Day 2: Development of the Protocol ?

- Roles and responsibilities of the players
  - Calendar of events
  - Planning (stage 0)
  - Implementing the operation (stages 1 and 2)
  - Follow-up (stages 3 and 4)
- 🚨 Emergency situation
- 🎯 The situation for vulnerable children and socially vulnerable groups

(see: working document)





## Day 2: Prevention in the future - opportunities?



At birth



Religious ceremonies - names, christenings, weddings, etc.



Vaccination



Social protection for vulnerable families



Preschool - registration



Sports activities - registration



Primary school - registration



## Day 2: Prevention in the future - opportunities?

For each occasion, the following elements should be identified:

- Roles and responsibilities of the players
- Calendar of events
- Planning (stage 0)
- Implementing the operation (stages 1 and 2)
- Follow-up (stages 3 and 4)



Emergency situation



The situation for vulnerable children and socially vulnerable groups





Thank you for your attention

