

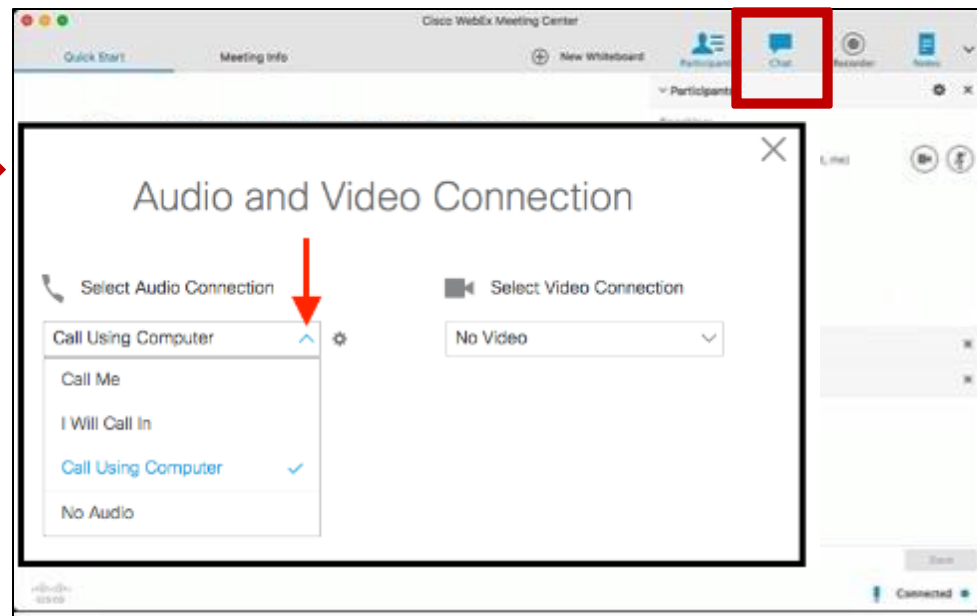
Welcome to the Webcast: *The Role of Affordable Non-State Schools in Contexts of Crisis and Conflict* *Findings from El Salvador and Kaduna State, Nigeria*

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USAID EDUCATION IN CRISIS AND CONFLICT NETWORK (ECCN) - OVERVIEW

- ECCN is a forum for collaboration, networking, information, and knowledge sharing that USAID and its implementing partners use to equitably increase access to education in crisis and conflict-affected environments.
- Priority Areas: Safer Learning Environments, Improved Programming, Enhanced Equity, & Stronger Local Institutions.

- Recent Publications:

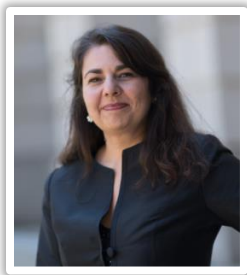


- **Website:** www.eccnetwork.net. **Twitter:** @EdCCnetwork. **E-mail:** usaideccn@edc.org



Agenda

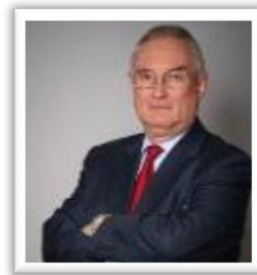
1. Overview of study
2. Key findings from El Salvador and Nigeria
3. Summary and recommendations
4. Next steps
5. Q&A



Nina Papadopoulos
USAID



Suezan Lee
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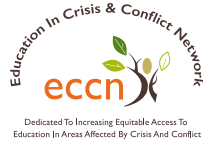
Nicholas Burnett
R4D



Arjun Upadhyay
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Robert Francis
R4D



Overview of study

- 75 million children are living in countries affected by violent conflict or other crises. Nearly of quarter of these children were not attending school.
- There are a myriad of reasons why these children are out of school including:



There are no schools or places within schools to accommodate them



There is limited public resources to build new schools or pay teachers



Limited resources are strained in contexts coping with additional refugee and internally displaced children

In many countries of crisis and conflict, the government education system is broken or not fully functional. This provides fertile ground for the proliferation of non-state schools to meet the demand for education and provide opportunities to meet the shortfall in public supply.

USAID decided to build on a 2011 study by performing a deeper analysis of the role of affordable non-state schools (ANSS) in contexts of conflict.



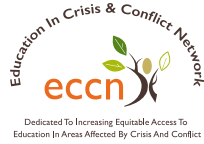
The objectives: present findings from El Salvador and Kaduna State, and to explore how governments and donors could support the non-state sector in contexts of crisis and conflict

- The country case studies focused on three main tasks. The first was to **map the non-state education sector**
- The second task was to **study non-state school quality, financing, access, and accountability**, as well as the relationship between non-state schools and conflict and crisis.
- The third was to present **recommendations** for how governments and donors might productively engage with affordable non-state schools in contexts of crisis and conflict.



Research methods

- Literature review
 - Journal repositories, databases of development agencies, systematic reviews, gray literature, donor and government reports, academic articles
- In-country data collection through document review, school visits, and key informant interviews
- Application of a conceptual framework, including a conflict-sensitive lens



Key Findings from El Salvador

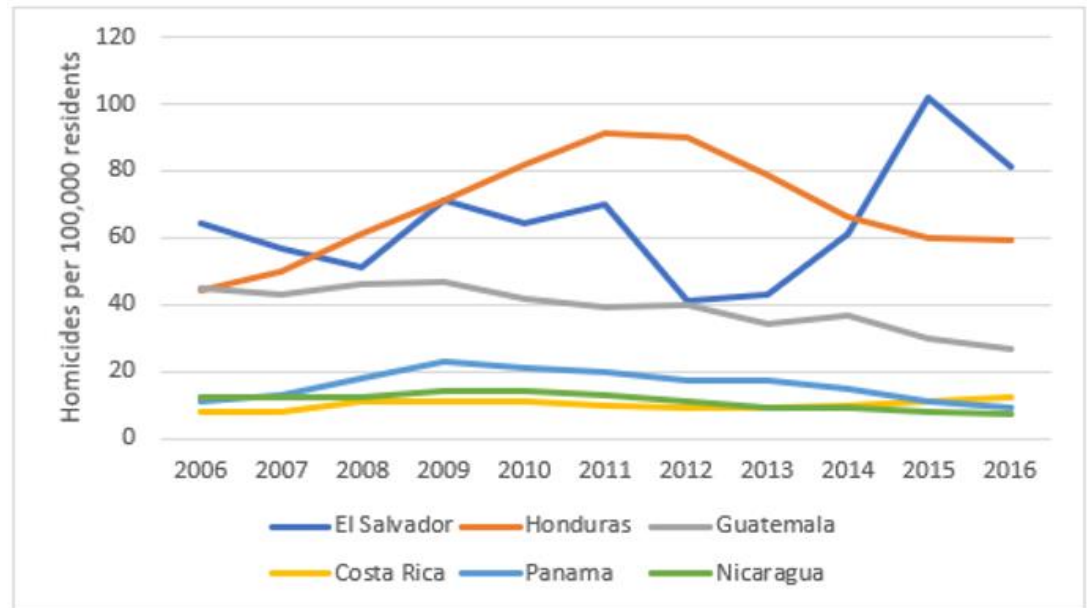




Context of Violence

- Widespread, territorial gang conflict
- Gangs extort, threaten, and control movement
- High levels of internal displacement and migration
- Gang presence in schools disrupts education

Homicides per 100,000 residents in Central American countries

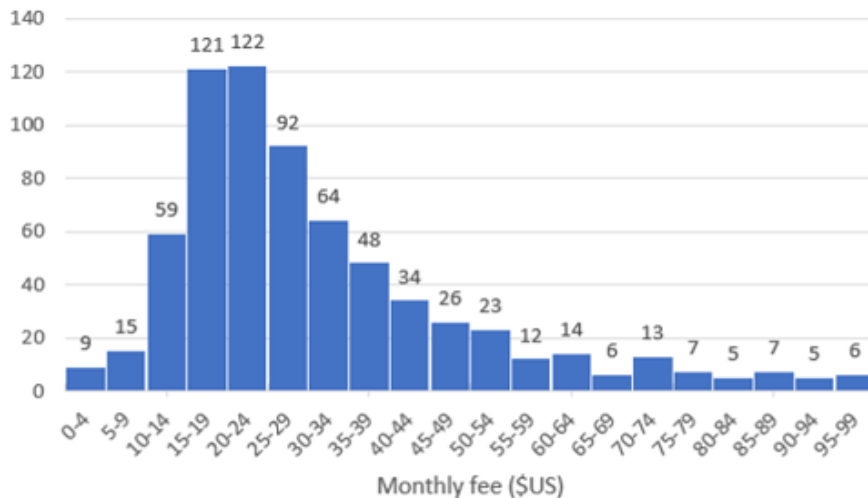


Source: UNODC, 2017

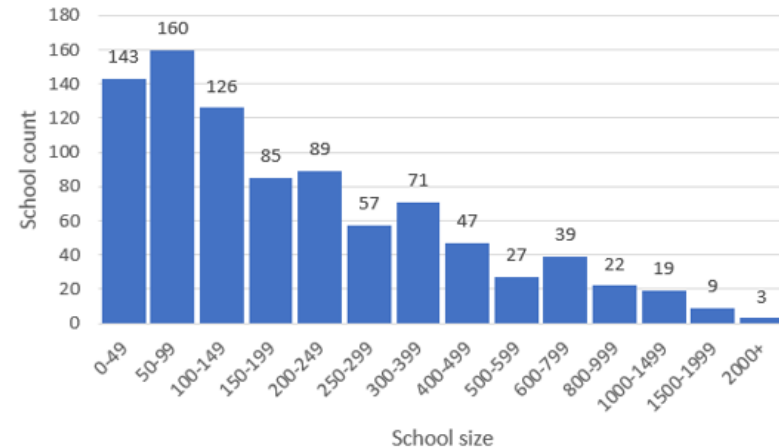


Private schools

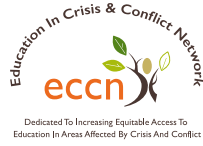
- Account for 16 percent of primary enrollment nationally, but 30 to 60 percent in high-conflict urban areas
- Owned by individuals, associations, businesses, faith-based organizations
- Self-funding through school fees (and sometimes donations)
- Teachers often paid at or below minimum wage
- Accredited by Ministry of Education – little other contact with government



Number of private schools, by monthly fee

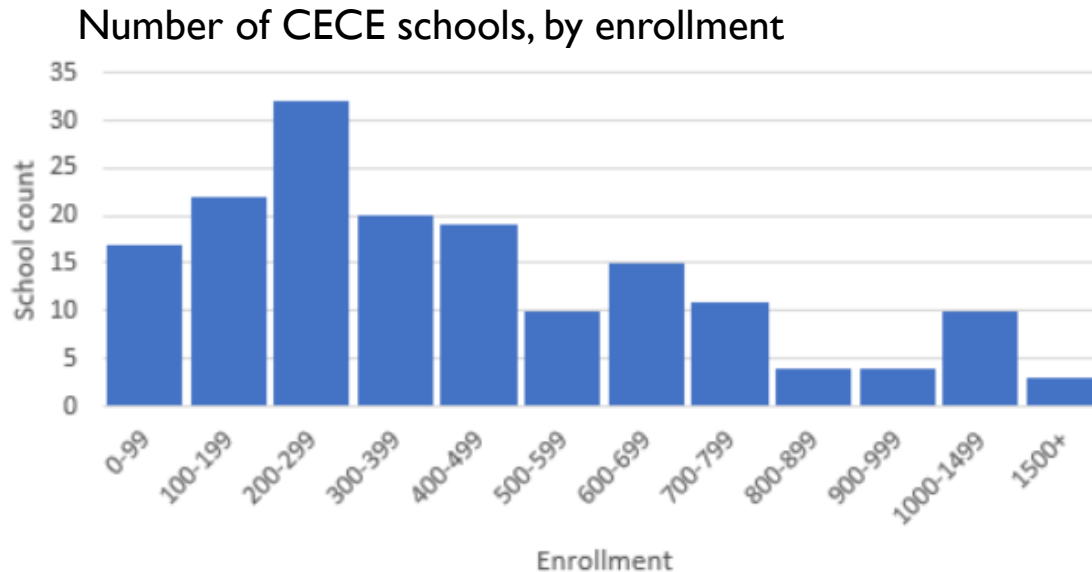


Number of private schools, by enrollment



CECE schools (*Consejo Educativo Católico Escolar*)

- Account for 5 percent of enrollment
- Owned and operated by Catholic parishes, dioceses, or congregations
- Decentralized management with limited MINED oversight
- Low fees (\$0 to \$25 per month)
- Only non-state schools to receive MINED support: half of teachers paid by MINED; schools receive per-student subsidy; students receive free books, uniforms, and food





Key Findings

Accountability

- Government actors, NGOs, and donors assume that private schools serve middle- and upper-income populations and are profitable and profit-driven. Private schools do not access government services and are ignored by donors and NGOs
- Demanding initial infrastructure and certification requirements necessary to establish a private school make start-up costs prohibitive.
- Non-state schools effectively create a strong sense of community, engendering commitment to safety and quality education from school directors, teachers, and parents.

Access and Equitable Inclusion

- Entry requirements in some non-state schools create exclusive student bodies, favoring students that are higher-performing, are well-behaved, and have committed parents.
- Sampled non-state schools did not experience problems with gang members within schools. Students belonging to gangs were either removed or were well-behaved.



Key Findings

Quality, Safety, and Holistic Wellbeing

- Enrollment in affordable non-state schools is primarily driven by security, followed by values education, teacher quality, sense of community, and supplemental programming.
- Non-state schools located within gang territories effectively take measures to protect students and teachers from violence and insecurity. A school's religious alignment or affiliation further insulates students and teachers from the threat of violence.
- ANSS teachers are perceived as being more dedicated, responsible, and hard-working than public school teachers, which is partly driven by differences in incentive structures between public and non-state schools.

Education finance and Sustainability

- The context of violence imposes additional costs to schools and households.
- The household costs of education in private schools are greater than those in public schools. Private schools are not affordable or accessible to all who might wish to attend.
- MINED subsidization of CECE schools enables them to offer lower fees than comparable private schools while providing greater access to resources, giving them a market-distorting competitive edge over other private schools.



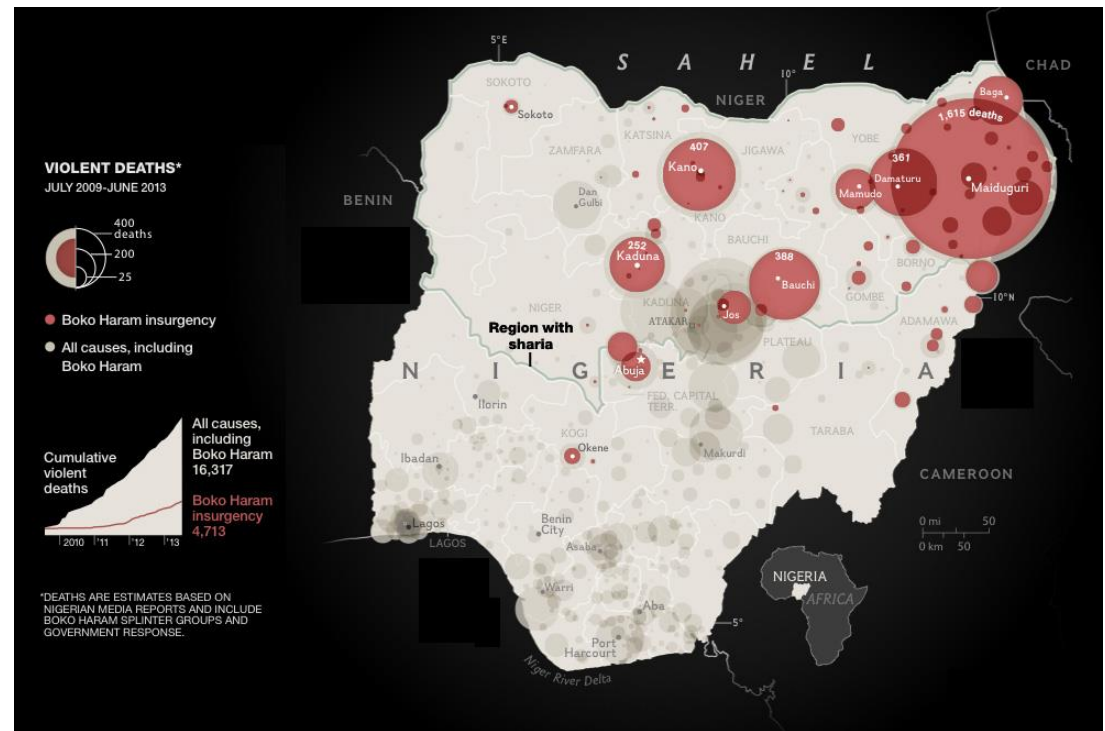
Key Findings from Kaduna State, Nigeria



Context of violence

- Conflict is complex and multifaceted. There are many forms of violence including:
 - Religious
 - Election-related
 - Communal
 - Farmers, hunters, herdsman
 - Gangs and military
- Migration of pupils and teachers to safer communities
- Increased drop-outs

Violent deaths – July 2009-June 2013





Map of non-state sector

- The non-state sector is dominated by three types of providers:
 - Islamic
 - Integrated Islamic
 - Non-Islamic (usually Christian)
- According to data from the General Household Survey, 18 percent of students are enrolled in non-state schools in Kaduna State

Types of Islamic schools in Kaduna

Tsangaya / Qur'anic	Islamiyyah
Non-formal education institutions that revolve around Ma'alam	Non-formal and formal institutions
Pure memorization of Qur'an	Structured religious lessons
Integrated and non-integrated types	Integrated and non-integrated types





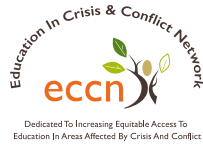
Key Findings

Accountability

- State authorities recognize the complementary role of non-state schools but are largely unaware of the specific needs and conditions of non-state schools.
- State policies on registration, accreditation, and taxation of non-state schools are unclear and burdensome
- Non-state schools are deeply rooted in their local communities. As a result, parents, teachers, and headmasters are extensively involved in ensuring the well-being of the school.
- Tsangayas are willing to partner with the state authorities and to integrate basic education in their curricula. However, they are disappointed by the lack of commitment shown by the state government in engaging meaningfully with the non-state sector.

Access and Equitable Inclusion

- Reflecting the localized and faith-based nature of non-state schools, their student bodies are largely of the same religion or tribe.
- Enrollment in affordable non-state schools is driven not only by religion but also by the perceived quality of a “values” education and by school location



Key Findings

Quality, Safety, and Holistic Wellbeing

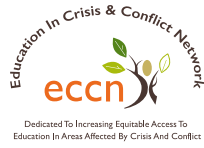
- Conflict and violence affect non-state schools in a variety of ways including the suspension of classes and the loss of infrastructure. Enrollment and attendance rates decrease as parents relocate away from violence-torn locations
- Non-state schools can respond proactively to conflict or imminent violence because they are rooted in their community network.
- Religious non-state schools have a platform to incorporate peacebuilding and civic engagement in school curriculums, but there is also fear within government that unregulated schools can influence violent or extremist behavior

Education finance and Sustainability

- The cost to households of sending their children to non-state schools varies according to school type. Non-integrated Islamic schools tend to be more affordable than Christian and public schools.
- Affordable private schools are generally not profit-driven and are often not profitable. Non-state schools depend on monetary or in-kind donations from the community for financial sustainability.

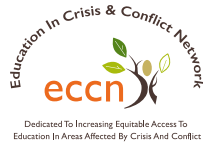


Summary and Recommendations



Summary of findings

1. ANSS play an important role in education provision in conflict and crisis contexts.
2. ANSS are frequently religious in nature, which may mitigate or exacerbate the impact of conflict on education.
3. Governments have limited awareness of the ANSS sector.
4. Caregivers choose ANSS over government schools out of a concern for safety, as well as an interest in values, culture, religion, and proximity.
5. ANSS are motivated by service rather than profit.
6. Fees charged by ANSS often do not cover school costs. Sustainability in the absence of additional financing from alternative sources is a challenge for schools.
7. ANSS may exclude certain students or communities, which may promote inequality and contribute to societal divides
8. Conflict has a mixed impact on school sustainability. Conflict imposes additional costs on ANSS and may lead to displacement, which lowers enrollment. However, conflict may increase demand for ANSS.



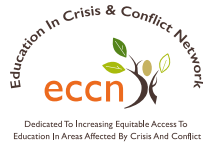
Recommendations

Ministries of Education

- Map and define the variety of non-state actors and their target groups
- Conduct regular surveys and assessments of non-state schools to inform evidence-based decision making
- Integrate the private sector into sector documents and plans
- Ensure the process of registering, accrediting, and regulating non-state schools is clear and streamlined
- Assess the feasibility of targeted subsidies

Donors

- Map the opportunities and risks associated with engaging with non-state actors
- Invest in efforts to improve data collection practices
- Consider supporting policies that lower the financial burden for certain not-for-profit affordable non-state schools
- Support government champions where political will is present.



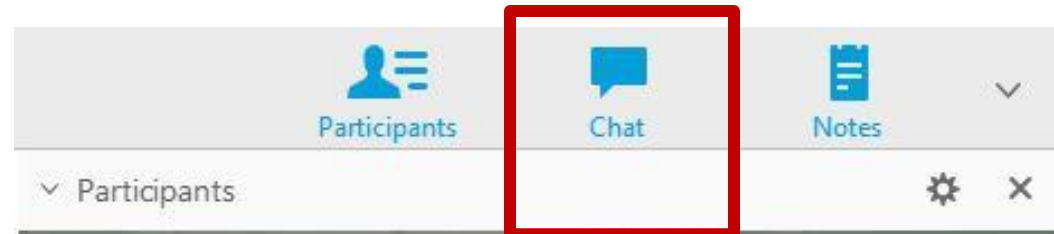
Next Steps

- ✓ Reinforcing Education Accountability in Development (READ) Act was passed in September 2017 and requires that a USG Basic Education Strategy is developed. This study's findings and recommendations as well as USAID's past and current work with non-state schools will be taken into consideration into this new strategy.
- ✓ USAID will develop guidance notes and tools to build the capacity of its education officers to know how to best engage with the government about this sector.
- ✓ USAID will strategically engage with key global actors to further the evidence base, such as to solicit the usefulness of the ANSS conceptual framework in the study; as well as to improve operating environments, and to increase affordable finances.

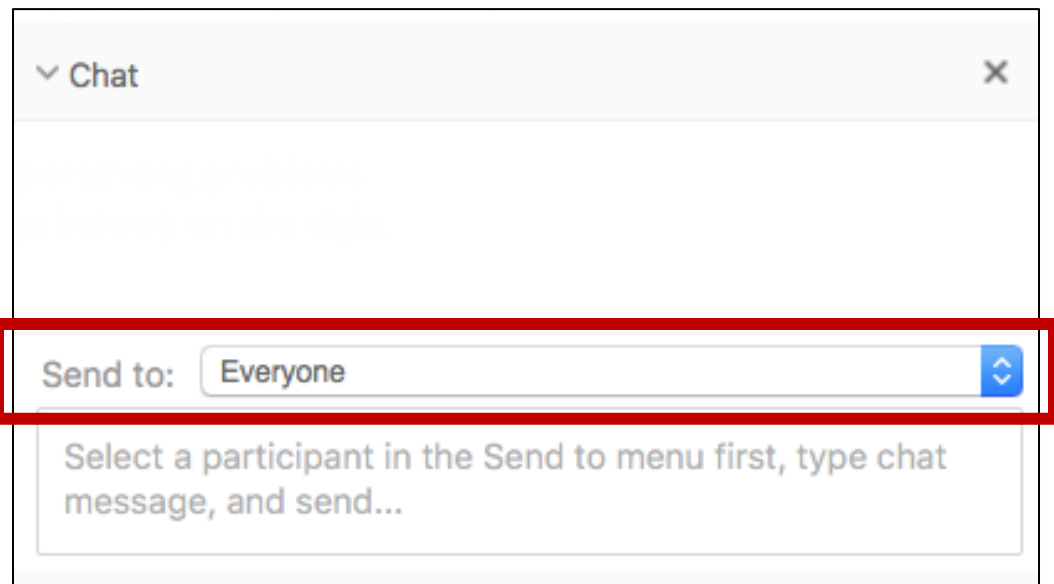
Q&A

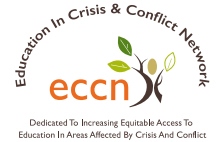
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- Read our blog entry by the presenters here: <https://eccnetwork.net/can-non-state-schools-provide-educational-services/>
- To access the full report, please visit: https://eccnetwork.net/wp-content/uploads/ANSS-Final-Version3_May15_2018.pdf
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