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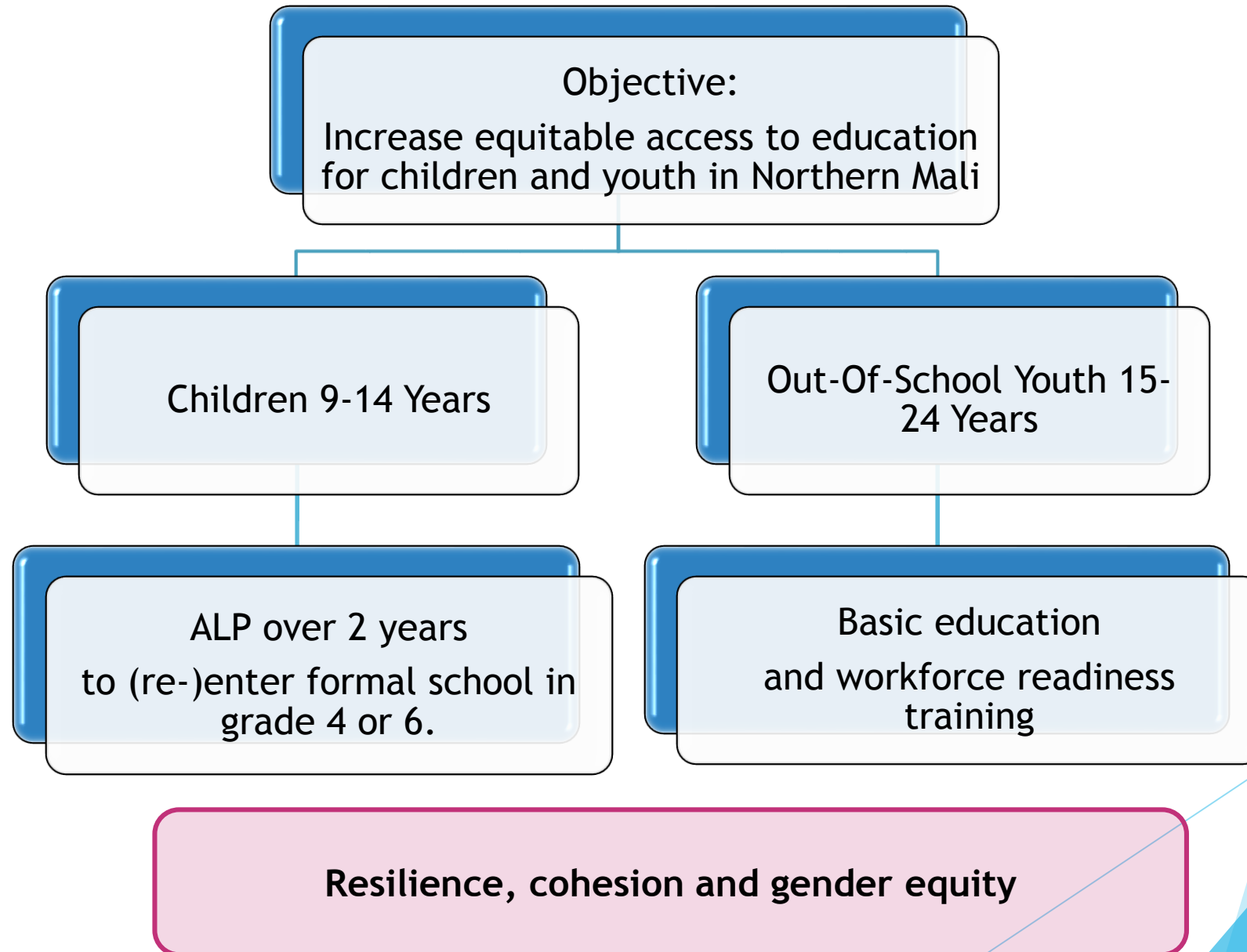
USAID | **MALI**
DU PEUPLE AMÉRICAIN



Rapid Education and Risk Assessment (RERA) for the USAID/ERSA (Education Recovery Support Activity)

March 30, 2016

ERSA at a glance



RERA Methodology: Objectives

- ▶ Identify selection for intervention communities
- ▶ Understand how the population perceives the causes of the conflict
- ▶ Understand the consequences of the conflict on education, educational needs and the population's expectations
- ▶ Understand the risks for the population, and their coping mechanisms to prevent or mitigate these risks
- ▶ Identify opportunities for youth training and employment
- ▶ Identify the actors and mechanisms responsible for division, cohesion and resilience

Methodology

RERA and Joint Education Need Assessment Toolkit

Use of secondary data

Primary data collected from communities, local government, and local education authorities

- ▶ Critical review of all materials by Wendy Wheaton
- ▶ Sought input from USAID and local actors

Methodology: Primary data collection sampling

- ▶ 46 villages and communities: two per surveyed district
- ▶ Purposive sampling based on clear criteria
 - Reliable information about population locations and numbers not available
 - Same weight to each commune: Can detect inequalities and perceptions of marginalized populations (contrary to a sampling proportional to the population)
- ▶ No security criteria in sampling
- ▶ Nomadic communities sampled as other

Methodology: Primary data collection tools and respondents

Respondent	Tool	Protocol	Data collected
Youth	Individual quest.	10 per village (5W/5M)	459/460 (232 M/227 W)
	Focus groups	2 per village (1M/1W)	93/92 (46 M;47 W)
Community	Focus groups	2 per village (Male comm. leaders; Women)	92/92 (46 M;46 W)
Teachers	Interviews	2 per primary school 1 school (pref. Public)	68/92 (49 M/19 W)
Pedagogical counselors	Interviews	3 counselors per CAP	15/15 (15 M/0 W)
Local education official	Interviews	1 per district	19/23 (19 M/0 W)

Methodology: Primary data collection

- ▶ Data collected in Oct, 2015 by NGO partner staff, indigenous to the communities visited
- ▶ High-quality Fieldwork
- ▶ RERA and ethics :
 - Training on ethical research principles
 - Key words to win population trust before using tools
- ▶ RERA and gender equity

Methodology: Scope and completeness

- ▶ Large scope and very complete RERA
- ▶ Good balance between the ages and gender of persons surveyed
- ▶ Both community and educational system sides
- ▶ Thorough investigation of risks faced by the populations in preparation for the design of the safety framework

Global Findings

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the page, creating a modern, dynamic feel. The text 'Global Findings' is centered on the left side of the page in a dark blue, sans-serif font.

Global Findings on the Potential Impact of ERSA's contribution to Peace-Building in Gao (1)

- ▶ Important inequalities in access to quality education (due to poverty, distance, poor teaching quality, national language instruction)
- ▶ Communities have a high sense of injustice
- ▶ Injustice is a legitimate reason to take arms, according to a non negligible part of youth surveyed
- ▶ Communities with less educational opportunities are more favorable to secession
- ▶ NGOs are seen as exacerbating injustice by excluding certain communities from interventions (in some cases, communities that are already most marginalized due to insecurity)

Global Findings on the Potential Impact of ERSA's contribution to Peace-Building in Gao (2)

- ▶ Specific limitations of the ERSA design
 - ▶ Employment is seen as a key risk and key solution to the crisis, yet technical training and support for employment are not fundable under ERSA
 - ▶ Drop-out from ALP centers will be very high without school feeding, yet not fundable under ERSA
 - ▶ Sanitation is a principal barrier to school access; it will be impossible to provide sanitation in areas without water access, yet drilling is not fundable under ERSA
 - ▶ A fence is a principal element of school safety according to the communities, but is costly

Specific Findings and Recommendations

Selection of intervention communities

- ▶ Inequalities in the education system (access, buildings, commodities, teachers) and in ALPs
- ▶ Injustice is a legitimate reason to take up arms, according to half of youth
- ▶ Communities with fewer educational opportunities are more favorable to secession.
 - Target disadvantaged communities
 - Widen the dialogue for selection to all the stakeholders
 - Select ALP schools in taking into account other initiatives

Social negotiations

- ▶ According to communities, corrupt local elected officials, village leaders, and NGOs are responsible for conflict at the local level.
 - Establish an inclusive steering committee at the community level
 - ERSA accountable through commitment on key objectives and bimonthly feedback collection
 - Transparency
 - Commitments of the communities

Student enrollment and attendance (1)

- ▶ Common factors of school dropout are likely to carry over to ALP center dropout, namely:
- ▶ **Absence of school feeding**
 - Gain community commitment to support school feeding
 - Seek partnership with other school feeding programs
- ▶ **Poverty, inability to pay for school supplies**
 - Provide all school supplies to ALP students
- ▶ **Domestic and economic activities**
 - Establishment, by the steering committee, of attendance targets, progress monitoring, and local strategies to improve attendance

Student enrollment and attendance (2)

- ▶ **Lagging girls' and women's education**
 - Gain community commitment to maintain high attendance of girls and young women and develop strategies to support young mothers' attendance
- ▶ **Students exclusion due to various factors**
 - All eligible children and youth must be enrolled (even if 2 or + centers are required)
- ▶ **Inappropriate teacher behavior**
 - Training of ALP facilitators in caring attitudes, especially in this context of conflict and towards girls

Student enrollment and attendance (3)

- ▶ Communities lack trust in teaching quality and methods, and reject teaching in national language
 - Adopt more efficient teaching practices
 - Keep parents and communities informed of teaching practices
 - Meet frequently with steering committees and communities
- ▶ Insecurity in school and on the way to school (discussed below under Risks and Mitigation)

Pedagogical approach for ALPs

- ▶ Less than 5% of grade 4 classes used bilingual curriculum (MoE, 2010-2011)
 - ERSA curriculum must target literacy and numeracy skills in French
 - Not enough time to gain skills in a mother tongue and efficiently transfer to a 2nd language
- ▶ Traumatized children
 - Mother tongue used to allow children to express themselves regarding sensitive, private subjects as well as to discuss values of “living together” and culture of peace

Impacting formal education through ALPs

▶ Considerable needs on the part of formal school system

- Contribute to improving the quality of formal host schools while PARIS centers are operational.
 - ✓ Build the PARIS classroom within the school space.
 - ✓ Learning materials used by both ALP and school students
 - ✓ Community of practice between ALP facilitators and teachers of the host school
 - ✓ Transfer policy for ALP facilitators to formal system
 - ✓ Facilitate the creation of mobile schools and Single Teacher Schools able to enroll ALP graduates from nomadic communities and from communities living in low-density areas.

Pedagogical approach for youth

Youth want to work

- ▶ They also want to learn reading, writing, counting, management, and accounting. They want to learn French.
 - Offer a bilingual program
 - Use the common language spoken by the youth in multi-ethnic villages
- ▶ Youth do not have professional fulfillment objectives.
- ▶ Measure ERSA impact in terms of subsidies for concrete needs, rather than on subjective aspects of professional fulfillment.

Youth Vocational training (1)

- ▶ No opportunities for vocational training and employment
- ▶ Insecurity: Limited movement and economic activities of youth
 - **Develop local vocational training mechanisms:**
 - ✓ Place youth in internships with local entrepreneurs
 - ✓ Reinforce entrepreneurs' capacities to coach youth
 - ✓ Define content, duration, and objectives of internship

Youth Vocational training (2)

- ▶ Youth mostly involved in family business in rural areas
- ▶ Youth interest: livelihoods linked to food, «Classic” IGAs, Social utility sectors
 - Diversify training areas
 - Encourage model women whose skills meet the community’s basic needs and beyond

Youth Vocational training (3)

- ▶ **Insufficient post-training follow-up**
 - Follow 1st cohort youth after training cycle completion
- ▶ **Youth programs must focus on employment**
 - Explore funding opportunities (ex. other donors; public-private partnerships; crowdfunding) to provide startup kits and finance

Conflict sensitivity and peace building (1)

For these communities, the conflict is not over.

- ▶ New rise of the number of Malian refugees in Niger and Burkina Faso, because of fighting between nomadic tribes
 - Avoid the term “post-conflict”
- ▶ All youth and communities identify the same problems but differ as to their opinion of who is responsible for the conflict
 - Focus on addressing common problems (unemployment, food insecurity, insecurity) rather than on analyzing causes of the conflict

Conflict sensitivity and peace building (2)

▶ Very palpable and explicit ethnic tensions

- Institute ethnic and religious diversity into activities.
- Develop learning content directly linked to the situation
- Promote the tradition of foster families to allow children of nomadic communities to access school and to renew social cohesion.

▶ The divide between North and South and the injustice against Northern Mali (abandonment or oppression) was mentioned frequently, by all communities

- Create bonds between southern and northern communities

Risks at and on the way to school, and mitigation (1)

- ▶ Schools are considered safer than the road to school
- ▶ Risks : from food insecurity, mines, poor infrastructure, to forced recruitments and rape.
- ▶ Mitigation promoted by communities: proximity to school, vigilance of the community and teachers, school fences, sensitization on remnant explosive devices, safety procedures

Risks at and on the way to school, and mitigation (2)

- ▶ Conduct a participatory assessment of the risks involved in schools for students and teachers, to define a security action plan at the school/center level:
- ▶ Identify a set of security procedures for schools and a code of conduct to ensure that ERSA centers are safe
- ▶ Explore the possibility of building fences surrounding schools during the construction/rehabilitation of ERSA premises.

Sustainability and institutionalization

- ▶ Lack of reliable data and information available to local authorities
- ▶ No school visits by local education staff
- ▶ No coordination of various programs by local authorities
 - Adopt a coherent implementation model, supporting each stakeholder to fulfill their role.
 - Reinforce the capacity of local authorities in coordination and monitoring of ALPs
 - Reinforce the local capacities of NGOs to implement subsequent ALPs

Lessons learned from conducting RERA (1)

- ▶ Provided deeper understanding of the conflict context
 - This is an on-going conflict situation, not a post-conflict situation
 - Scale of inequalities and great feeling of unfairness
 - Kind and degree of social tensions
 - Unanimity of grievances towards the government
 - Grievances, frustrations of communities, especially youth, towards NGOs
 - Better understanding of ethno-linguistic geography

Lessons learned from conducting RERA (2)

- ▶ Curricula: Communities' expectations and need for caring classes
- ▶ Security: Highlighted need to limit movement of beneficiaries and to establish specific security procedures for ERSA activities
- ▶ The near absence of vocational training opportunities at the local level
- ▶ A basis for piloting collaboration with NGO partners
- ▶ Limitations of the ERSA's design : school feeding, technical training, job creation, and access to water

Thank you

