CONFLICT & CRISIS RESPONSE
Education – Regional Brief

SUB-SAHARAN AFRICA

This brief analyzes one of the four major themes in USAID education programming in Sub-Saharan Africa: community engagement, conflict- and crisis-response, gender-based violence, and systems strengthening. These themes were identified through the basic education PPR narratives submitted for fiscal year (FY) 2019. Eighteen Sub-Saharan African countries provided FY 2019 PPR narratives for basic education activities: Democratic Republic of the Congo, Djibouti, Ethiopia, Ghana, Kenya, Liberia, Malawi, Mali, Mozambique, Niger, Nigeria, Rwanda, Senegal, Somalia, South Africa, South Sudan, Tanzania, and Uganda. In some cases, countries also reported on education activities under other PPR narratives, such as youth, gender-based violence (GBV), gender, or inclusive development. When possible, these programs are included here, which has resulted in the inclusion of Zambia and Zimbabwe. Programs that did not clearly describe a school-based component in the PPR narratives were excluded, so there may be some relevant programming not captured here. The most frequently mentioned themes across PPR narratives were community engagement, conflict- and crisis-response, and systems strengthening. GBV is elevated as a fourth theme because it is a major priority for USAID and because school-based GBV programs are frequently described in the GBV and gender PPR narratives, even when not included in the basic education narratives. Each thematic area is divided in two sections: 1) background on the theme and its importance, and 2) a snapshot of USAID's work in these areas, including a list of programs, high-level observations about the nature of the work, and summaries of exemplar projects. Country PPR narratives provide more information on all programs described here.

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Conflict-sensitive Education Responses

In times of conflict and other crises, education systems are among the first services disrupted and the last reestablished. At the primary school level, more than half of out-of-school children live in conflict- or crisis-afflicted areas. 104 million children ages 5–7, around 34% of all out-of-school children of that age globally, live in a country affected by emergencies (UNICEF 2018). Countries experiencing emergencies in Sub-Saharan Africa are hit particularly hard. The 11 countries with the highest rates of out-of-school secondary-age young people are all in Sub-Saharan Africa, and of these 11 countries, 10 experienced conflict or other crises as recently as 2018 (UNICEF 2018). Many of these crises remain ongoing. Further, among students in conflict settings, girls are more than 2.5 times as likely as boys to be out of school (ODI 2016).

Conflict and crises place burdens both on countries experiencing these emergences and their neighbors. The majority of refugees remain in countries neighboring their home country, which means that the burden of the current global refugee crisis is primarily met by developing nations. Many of the countries that host refugees face internal conflict and crisis themselves. Just seven countries host more than half the world's out-of-school refugee children, and four of them (Chad, Democratic Republic of Congo, Ethiopia, and Kenya) are in Sub-Saharan Africa (UNHCR 2016). Even when refugee children are able to access and enter schools, they face severe challenges. For example, these children experience difficulties in the classroom because they are often dealing with the physical, emotional and psychological effects of trauma. Further, the curricula in their host-country schools may not align with those in their home country and teachers often instruct in a language that refugee students are only beginning to learn. Despite evidence of these challenges, the full range of refugee students' challenges and successes in school are often missed because they are rarely included within national education monitoring systems (UNHCR 2016).

At its best, education holds the promise of helping children in emergencies cope with trauma, and gain the knowledge and skills they need to rebuild their countries (UNICEF 2018). Quality education has been shown to reduce child marriage, child labor, and teenage pregnancy—particularly fraught issues for refugee and internally displaced youth (UNHCR 2016). In addition, mobilizing to keep children in schools through improved service delivery, community engagement in children's schooling, and education to employment activities can help reduce recruitment by extremist groups because high dropout rates contribute to extremists' recruitment efforts (Alvares de Azevedo et al. 2018; De Silva 2017).

The U.S. Government has committed to supporting quality, protective education services at the onset of humanitarian emergencies. To do so, the United States seeks to strengthen local institutions; provide safe, accessible, supportive learning environments; support teachers and other education personnel to acquire the skills to work with conflict-affected children; work to ensure education programs consider both short- and long-term humanitarian and development needs; and foster local accountability to students, parents, and communities (USG 2018).

USAID Conflict- and Crisis-sensitive Education Responses in Sub-Saharan Africa

In Sub-Saharan Africa, USAID has supported several education initiatives to meet the needs of children, youth, parents, communities, and countries affected by conflict and crises. Many countries in Sub-Saharan Africa where USAID works experienced armed conflict, outbreaks of major diseases such as Ebola, or natural disasters such as cyclones and flooding over the last few years.

In FY 2019, at least nine sub-Saharan African countries had education programs that responded to conflict.[1]

COUNTRY	USAID ACTIVITY ADDRESSING CONFLICT AND CRISIS
Democratic Republic of the Congo	• Improving Reading, Equity, and Accountability in the DRC (ACCELERE!) (I-READ) • Accelere! 4 (A!4) • Integrated Youth Development Activity (IYDA)
Ethiopia	• Reading for Ethiopia's Achievement Developed (READ) II activity • Local Education Monitoring Approach (LEMA)
Liberia	• Read Liberia • Accelerated Quality Education (AQE) for Liberian Children • Learning Links
Mali	• Selective Integrated Reading Activity (SIRA) • Education Recovery Support Activity (ERSA) • Girls Leadership and Empowerment through Education (GLEE) • Inclusion education for Visually Impaired primary school Children in Mali
Nigeria	• Northern Education Initiative (NEI) Plus • Nigeria Center for Reading Research & Development • Addressing Education in North East Nigeria (AENN) • Support to the University of Maiduguri (UoM) • Strengthening Education in Northeast Nigeria States (SENSE) • Partnership with USAID to Address Post Conflict Activities To Counter Violent Extremism in Borno State (UNIMAID)
Niger	• Niger Education and Community Strengthening • Participatory Responsive Governance - Principal Activity
Senegal	• Passerelles
Somalia	• Alternative Basic Education (ABE) • DFID Delegated Cooperation Agreement Girls Education Challenge Transition (GEC-T)
South Sudan	• Integrated Essential Emergency Education Services

*Based on FY19 PPR Narrative Responses

USAID's Approaches to Respond to Ongoing or Recent Conflict in Sub-Saharan Africa in FY 2019

- Providing school materials such as textbooks, teaching aides, or other equipment
- Setting up temporary learning spaces to meet the needs of displaced populations
- Providing training for teachers who work with refugees, internally displaced students, and other conflict-affected students
- Creating opportunities for student-led community engagement activities in conflict settings
- Working to strengthen the education system in countries affected by conflict

Examples of USAID-supported Conflict-responsive Work in Education Programs in Sub-Saharan Africa

In **South Sudan**, the **Integrated Essential Emergency Education Services** project provided safe, temporary learning spaces in areas that shelter internally displaced children and youth. These services enrolled 126,804 learners this year and provided training in supporting students' psychosocial well-being to 1,911 teachers. USAID also trained these teachers on how to recognize signs of violence and abuse, and provided linkages to psychosocial support services for teachers to refer students to. In addition to students in temporary learning spaces, USAID provided similar support in schools, reaching a total of more than 613,000 students. The program also provided textbooks and other teaching materials to temporary learning spaces and schools.

In **Nigeria**, the **Addressing Education in Northeast Nigeria (AENN)** activity provides safe formal and non-formal education opportunities to students in two conflict-affected states, while also building the capacity of education authorities in those states to plan, manage, and oversee education services. This has included data collection and support in the use of data and evidence to identify and fill service gaps.

In **Mali**, the **Education Recovery Support Activity (ERSA)** worked to bring young people ages 10–14 back into the school system, and prepare youth ages 14–18 to build pathways to economic productivity and social integration. One way that ERSA did this was through 35 youth clubs that carried out community service projects. These projects were designed and led by youth who were trained by ERSA to conduct community needs assessments and engage in ongoing monitoring. To qualify for financial support from ERSA, projects had to be conflict-sensitive, gender-equitable, and environmentally protective.

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[1] As described in their PPR narratives, education programs that responded to conflict and crisis generally focused on responding to armed conflict rather than disease or natural disasters. This does not mean that the programs did not react to these crises; it means they could have been reported in locations other than the basic education PPR narratives. Additionally, programs from several countries where there are active conflicts did not report implementing conflict-responsive programming. This does not mean that they did not do so, but rather that it was not clear in their PPR narratives.

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