

A step back: The impact of the recent crisis on education in Central African Republic

A joint education assessment



1 A young boy in Central African Republic recites his lessons; Credits: Gabrielle Menezes, UNICEF

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Executive Summary

In December 2012, various rebel groups gathered under the moniker *Séléka* ("coalition" in Sango) in the Central African Republic (CAR) and began a military campaign throughout the country, culminating in a *coup d'état* on 24 March 2013. The education system has been severely affected. Schools closed (and many remain closed) throughout the country; directors, teachers and students have fled and schools and offices have been looted. The Education Cluster conducted this joint education assessment in order to more fully evaluate the impact of this most recent crisis on education, identify potential needs within the education sector, and inform the planning process for a coordinated response.

Key Findings

A stratified-purposive sampling strategy (stratified by urban/rural) was used to assess 176 formal, primary schools from 11 out of 17 prefectures 15 and 30 August¹. Structured interviews were conducted with key informants and/or focus groups at the school level and data was compiled and analyzed at the national level by the Education Cluster. Total findings are summarized here; for findings by prefecture refer to the report.

Reopening of schools

- Since December 2012, 86% of all schools assessed were closed at least once (96% when the prefecture of Haut-Mbomou is not considered).
- 49% of schools assessed remain closed at the time of the assessment.
- Since December 2012 until this assessment, schools have been closed for a total average of 25 weeks².

Return of students and teachers

- 70% of all students from the assessed schools are still absent (from open *and* closed schools); of the 51% of schools that are open, 55% of the students have returned.
- 'Fear of violence', 'Lack of teachers' and 'Lack of school supplies' are cited as the top three reasons why students are not back at school.
- A total of 39% of all teachers from the assessed schools are still absent.
- 'Lack of security', 'No payment of salary' and 'Lack of teaching materials' were cited as the top three reasons why teachers are not back at school.

School infrastructure

- 55 schools (31%) report having suffered infrastructural damage/destruction during the crisis³
- The total average classroom-to-student ratio is 1:106 (i.e. 106 students for every classroom).
- Schools assessed report: 60% have functional latrines, 37% have access to drinking water, 13% have functional canteens and 73% have recreational areas.
- Total average desk-to-student ratio is 1:32 (i.e. 32 students for every desk)

Attacks against education

- The schools assessed report: 108 (64%) looted (rebels, soldiers and local populations), 14 (8%) hit by bullets, 4 (2%) burned, 2 (1%) hit by shells, 24 (14%) occupied by armed groups/forces and 1 (14%) occupied by internally displaced persons (IDPs).
- 24 different incidents of violence against students and education personnel were also reported (for a summary table describing each of these incidents, see section 4.3.6.)

¹ The MoE's 2011-2012 "Annuaire des statistiques de l'éducation" reports a total of 1,933 primary schools in the country, thus approximately 9% of all schools have been considered in this assessment.

² This number *includes* weeks closed for holidays/vacations and continues to increase on a daily basis for those still closed.

³ This figure includes both damage from intentional attacks as well as damage done by the elements (rain, etc.)

Recommendations

Education throughout the entire country is in need of support from international and national stakeholders. This assessment finds, however, the prefectures of Bamingui-Bangoran, Haute-Kotto, Kémo, Nana-Grébizi, Ombella-M'poko and Ouaka have been particularly affected and should be prioritized for response⁴.

To the Ministry of Education (MoE)

- Take measures to support the permanent return of all teachers, while taking into account the risks associated with return of teachers to the most unstable areas.
- Ensure teacher salaries have been paid to date and that all 'maîtres d'enseignement' have been integrated into the government system/payroll; advocate for the reopening of local banks to facilitate salary payments (to the Ministry of Finance and banks).
- Take measures to establish accelerated learning programmes in zone 2 where the upcoming school year will be shorter than in zone 1 (January to July instead of October to July).

To UNICEF, WFP, international and national NGOs

- Support the restart of education activities through the rehabilitation of schools and canteens which have been damaged or destroyed during the crisis, replacement of furniture in schools that have been heavily looted, provision of teaching and learning materials to the most vulnerable communities and in schools where enrolment is low.
- Support the restart of education activities by resuming school feeding activities (WFP) especially in prefectures with schools that have the lowest return of students.
- Advocacy to government authorities, MoE, military and civil authorities for the reopening of schools and the general improvement of security.

To the Education Cluster

- Conduct a follow-up, more in-depth and comprehensive assessment of the state of education.
- *Food Security*: Work with WFP to continue and increase coverage of school feeding programs.
- *WASH*: Make linkages with the WASH Cluster in order to identify schools in which WASH cluster members could construct/rehabilitate latrines and water points.
- *Protection/Child Protection*: Liaise and share information regarding attacks on schools, education personnel and students with the Protection Cluster and Child Protection sub-Cluster.
- Coordinate the response of humanitarian organizations and ensure that it is in line with the Ministry of Education's strategy, with the INEE Minimum Standards and INEE guidance on conflict-sensitive education.

⁴ For a summary table of the prefectures most affected by the crisis by assessed issue, see Section 5 'Conclusion'. It should also be noted that at the time of this writing, new and heavy fighting has broken out in Ouham, Ouham-Pendé, and the northern part of Nana-Mambéré. The first two of these prefectures were not included in this assessment; Nana-Mambéré was included but findings suggest that it was not greatly affected by the crisis. These prefectures will now most likely also need to be prioritized and immediate action should be taken to assess the impact/needs and respond accordingly.

1. Introduction

In December 2012, various rebel groups gathered under the moniker *Séléka* ("coalition" in Sango) in the Central African Republic (CAR) and successively occupied towns in the northeast, central and east-central regions of the country. Between 23 and 25 March *Séléka* troops moved south to Bangui, took power and announced a national unity government including ministers from various rebel groups, opposition parties and civil society. This transitional government has pledged to hold elections within 18 months⁵.

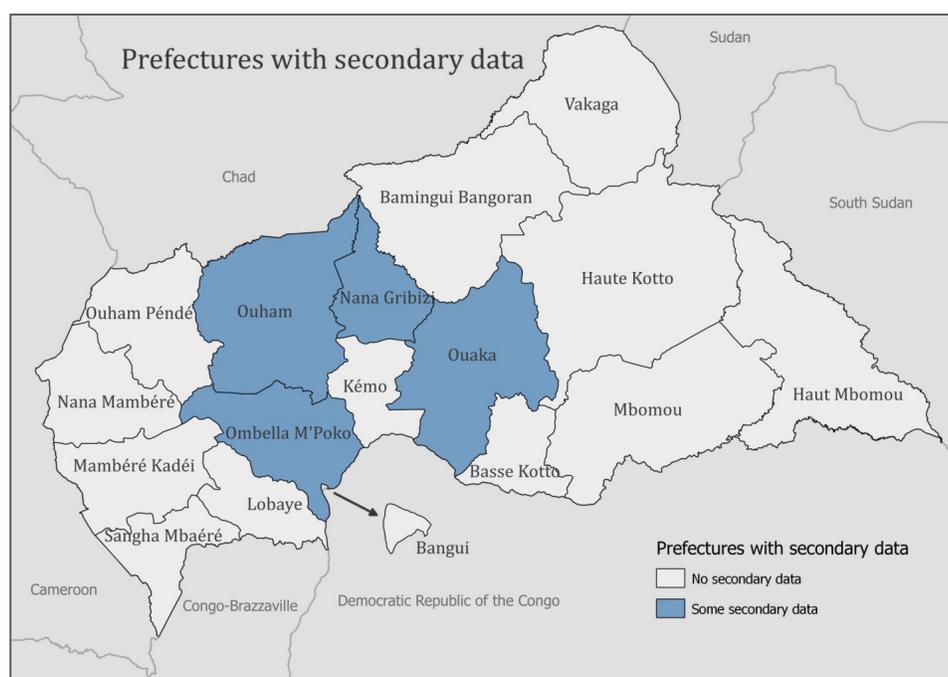
The recurrent fighting and instability - that is still taking place today - has weakened the country and immersed it in an acute crisis, with very negative impacts on the lives and living conditions of the civilian population. Security, livelihoods, food, health and education are amongst the sectors most affected by the recent political upheavals. 394,900 people have been displaced and 61,000 have sought refuge in neighboring countries⁶. Rural populations have fled their villages to the bush, and many civil servants have left their posts.

The current crisis is significantly hindering education within the country. Initial anecdotal reports from the field suggested that schools had closed, education personnel had fled, parents were refusing to allow their children to attend classes from fear of violence, and many schools were damaged and looted.

The purpose of this Education Cluster joint education assessment is to more systematically appraise the impact of the recent crisis on education, identify potential needs within the education sector, and inform the planning process for a coordinated response.

2. Secondary data review

Before presenting the methodologies and findings of the assessment, this section highlights some of the key education findings from five different prefectures captured during assessments conducted by various agencies from May to August. These data provide a partial picture of the impact of the crisis on education:



⁵ GSDRC (July 2013), *State fragility in the Central African Republic: What prompted the 2013 coup?*

⁶ OCHA (24 September 2013). Central African Republic: 170,000 people displaced by armed violence in the North-West.

As can be seen from the table below, the majority of schools evaluated during these assessments were closed and several had been significantly affected by the crisis (damaged/destroyed, looted and/or occupied). Although the secondary data review was helpful in establishing a general understanding of the impact of the crisis on education in these four prefectures, the Education Cluster and its members decided that a more in-depth assessment with a larger geographic coverage and standardized data collection tools would be required in order to plan effectively for a coordinated response.

Summary of secondary data review findings

Dates of assessment	Prefectures covered	Agency conducting the assessment	Main education findings
20-31 May	Ouham	Danish Refugee Council ⁷	<ul style="list-style-type: none"> - Schools visited: 39 - Open: 0 (0%) - Destroyed: 7 (18%) - Occupied: 7 (18%) - by armed groups and displaced persons - Looted: 11 (28%)
July	Ombella-M'Poko	IDEALE ⁸	<ul style="list-style-type: none"> - Schools visited: 22 - Open: 0 (0%) - Destroyed: 0 (0%) - but 5 (23%) damaged - Occupied: 1 (5%) - by armed forces - Looted: 5 (23%)
18 July-3 Aug	Ouaka	UNICEF ⁹	<ul style="list-style-type: none"> - Schools visited: 17 - Open: 5 (29%) - of those open very few students and teachers are back - Destroyed: NA - Occupied: NA - Looted: NA
2 Aug	Nana-Grébizi	UNICEF ¹⁰	<ul style="list-style-type: none"> - Schools visited: 24 - Open: 14 (58%) - Destroyed: NA - Occupied: NA - Looted: NA

⁷ Danish Refugee Council (May 2013). "Rapport d'évaluation multisectorielle dans la ville de Batangafo et sa périphérie (Kabo, Ouandago, Kambakota, Ouogo et Bouca) période : du 20 au 31 Mai 2013."

⁸ IDEALE (July 2013). "Rapport de consultation communautaire multisectorielle dans la sous-préfecture de Damara."

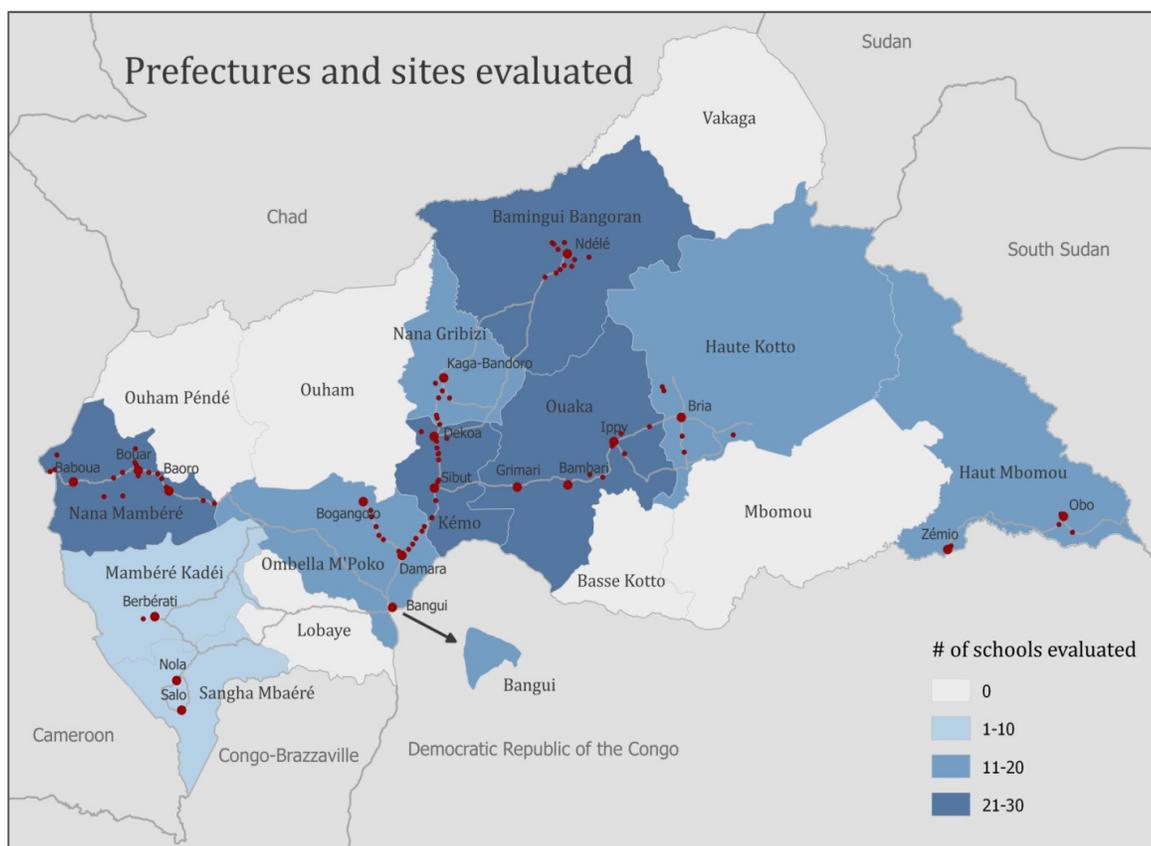
⁹ UNICEF (2 August 2013). "Rapport de mission intégrée de réponses humanitaires dans les préfetures de la Ouaka et de la Basse-Kotto."

¹⁰ UNICEF (August 2013). "Rapport Equipe Mobile Kaga Bandoro 2013-08 - écoles ouvertes - fermées."

3. Methodologies

3.1. Sampling

Prior to selecting the schools to be evaluated, the secondary data review as well as an analysis of the logistics and security situation were used to determine which areas within CAR should and could be covered by this assessment. A stratified-purposive sampling strategy was utilized to assess a total of 176 formal, primary schools from 11 out of 17 prefectures between 15 and 30 August. Travel logistics and a lack of partner availability/resources were the main reason that six prefectures were not visited.¹¹ 8 assessment teams were each assigned a different axis; the map and table below show the axes, prefectures and sites covered:



Axes traveled and prefectures covered

Team	Axe/Area	Prefecture(s) Covered	# Schools
1	Ndélé	Bamingui-Bangoran	24
2	Sibut-Dekoa-Kaga-Bandoro	Kémo, Mambéré-Kadéi	35
3	Baoro-Bouar-Baboua	Nana-Mambéré	25
4	Grimari-Bambari-Ippy-Bria	Haute-Kotto, Ouaka	35
5	Bangui	Bangui (all arrondissements)	15
6	Damara-Sibut/Bogangolo	Kémo, Ombella-M'Poko	18
7	Zémio-Obo	Haut-Mbomou	18
8	Berbérati-Nola-Salo	Mambéré-Kadéi, Sangha-Mbaéré	6
Total		11 prefectures	176

¹¹ Vakaga, Mbomou and Basse-Kotto were logistically not possible due to flights/travel conditions. Ouham had recently been covered by DRC's assessment and there was a lack of partners to cover Ouham-Pendé. Lobaye, Mambéré-Kadéi and Sangha-Mbaéré were deemed non-priority/less-affected prefectures by the working group; however, the two latter prefectures were later included when a UNICEF assessment team traveled there.

For each axis, schools were stratified according to those located in rural and urban locations; to ensure a strong representation of both as well as to maximize the geographic coverage, assessment teams were encouraged to assess no more than one school per village and no more than two schools in each city¹². While not all teams were able to follow this stratification exactly, there is still a strong representation of both urban and rural schools. Within the urban/rural stratification, schools were then purposively sampled based on their accessibility. Due to security and transportation constraints, teams were able to only assess those schools on or close to the main axes.

Number of assessed schools by prefecture and urban/rural

Prefecture	Urban	Rural	Total
Bamingui-Bangoran	6	18	24
Bangui	15	0	15
Haut-Mbomou	4	14	18
Haute-Kotto	8	3	11
Kémo	4	20	24
Mambéré-Kadéi	2	2	4
Nana-Grébizi	4	11	15
Nana-Mambéré	6	19	25
Ombella-M'Poko	2	12	14
Ouaka	20	4	24
Sangha-Mbaéré	1	1	2
Total	72	104	176

3.2. Data collection and analysis

Data collection consisted of observations and structured interviews with key informants and/or focus groups. An observation checklist and interview form were developed, piloted and used for training enumerators prior to the evaluation¹³. Key informants and focus groups typically included school directors, director assistants, academic superintendents, teachers, parents, PTA presidents and village chiefs; interviews typically lasted 45-60 minutes.

Collected data was aggregated and analysed at the national level of the Education Cluster using Microsoft Excel and basic, quantitative analysis methods. The results and key findings presented in this report will be shared with the Ministry of Education and cluster member agencies for planning and implementing appropriate responses and interventions.

3.3. Limitations/Constraints

As discussed above, the major constraints of this assessment were the unstable security situation¹⁴ as well as the lack of time and resources for conducting it which limited its geographic coverage and generalizability. While findings are presented in this report by prefecture for ease of discussion, *these findings should be interpreted as only pertaining to the schools assessed*; due to the purposive sampling strategy utilized, the findings should not be generalized to all schools in the prefectures. Particular caution should be given when interpreting data from the prefectures of Mambéré-Kadéi and Sangha-Mbaéré as the number of schools sampled in these prefectures is especially low¹⁵. Furthermore, this assessment is also limited to schools located on the main axes, primary

¹² With the exception of Bangui which sampled two schools within each of the eight arrondissements.

¹³ See Annex A

¹⁴ For example, two days prior to the assessment, violence between local citizens and *Séléka* forces in Boy Rabe, a neighborhood of Bangui, broke out delaying the departure date and shortening the amount of time for data collection.

¹⁵ These two prefectures were not originally included in the assessment; however, when a UNICEF team went to these areas, they agreed to take the assessment tools for this evaluation and assess as many schools as possible.

education and mostly public schools¹⁶. Follow-up assessments should seek to increase the coverage by ensuring that all prefectures are adequately represented (random sampling allowing for generalizability) and that additional sampling strata are included for schools near/far from the main roads, public/private school, and for all levels of education (i.e. pre-school, primary and secondary).

Despite these limitations, it is hoped that this initial assessment will provide quality data to develop a general understanding of the impact of the recent crisis and current state of education in order to inform initial response planning and development of more comprehensive assessments that will allow detailed planning.

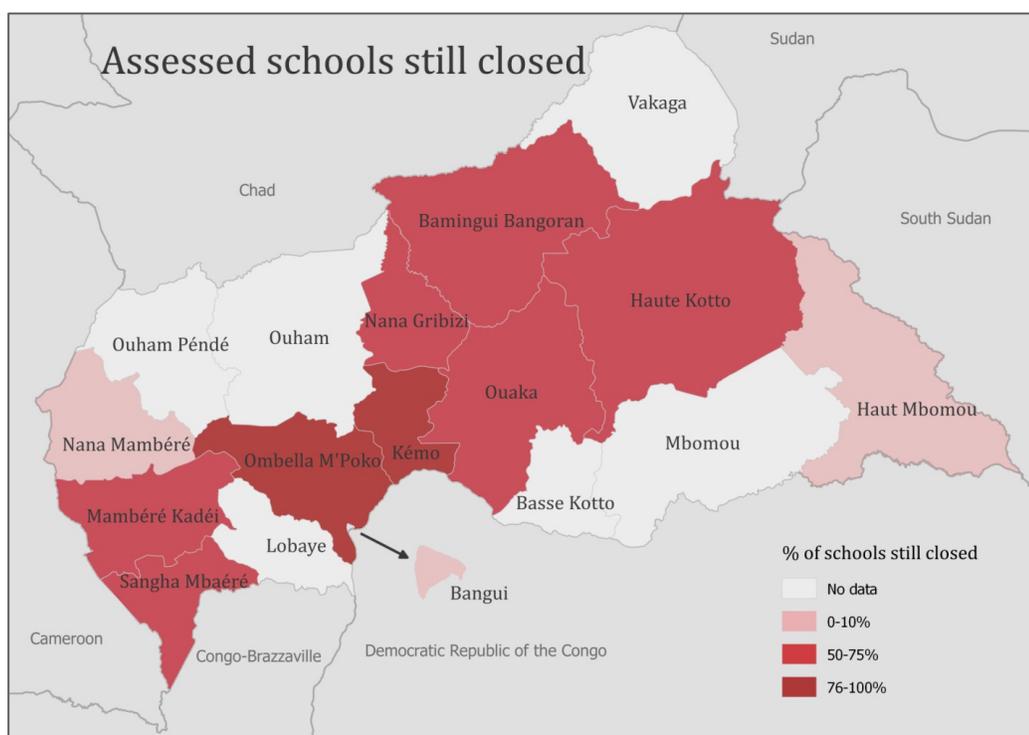
4. Findings

Findings from the 176 assessed schools are presented throughout this report at the prefecture level; however, disaggregated data on a school-by-school basis is available upon request from the CAR Education Cluster.

4.1. Reopening of schools¹⁷

4.1.1. Schools open/closed

Since December 2012, 86% of all schools assessed were closed at least once. This figure is even higher (96%) when Haut-Mbomou is factored out¹⁸. At the time of data collection, 49% (87/176) of the schools assessed were still closed. The following table and graph show the extent schools are currently open/closed by prefecture:

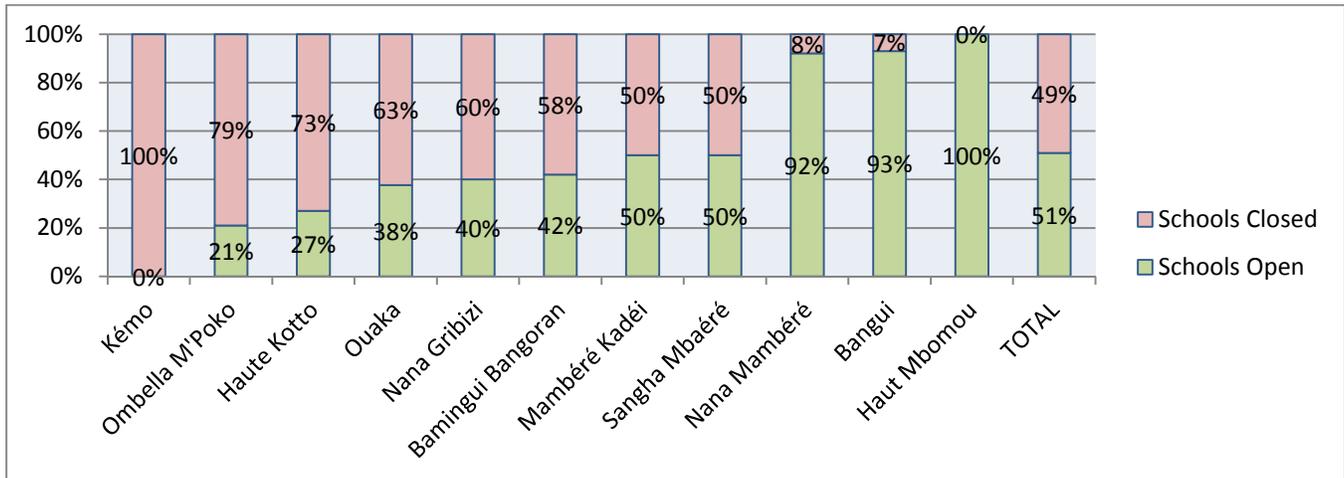


¹⁶ Public/private was not used as a separate strata when developing the sampling strategy; only 9/176 (5%) of the schools assessed were private; this could be an interesting category for future assessments.

¹⁷ For the purposes of this assessment, a school is considered 'closed' when there is a suspension of classes and 'open' when classes are being held, regardless of the percentage of students who are attending those classes.

¹⁸ All 18 schools assessed from this prefecture remained open. Haut-Mbomou, located in the far, south-east corner of CAR is somewhat of an outlier for this assessment as it was not significantly affected by the recent events involving the *Séléka* and its movements; Haut-Mbomou has, however, problems with fighting and movements of the Lord's Resistance Army.

% of schools open/closed



Most/all schools in Haut-Mbomou, Bangui, and Nana-Mambéré are open. 8/11 of the prefectures, however, have 50% or more of still closed. Many of the schools that are currently opened managed to complete the academic year and were finishing exams at the time of the assessment. For those that remain closed, however, it is uncertain how/if the academic school year will be saved.

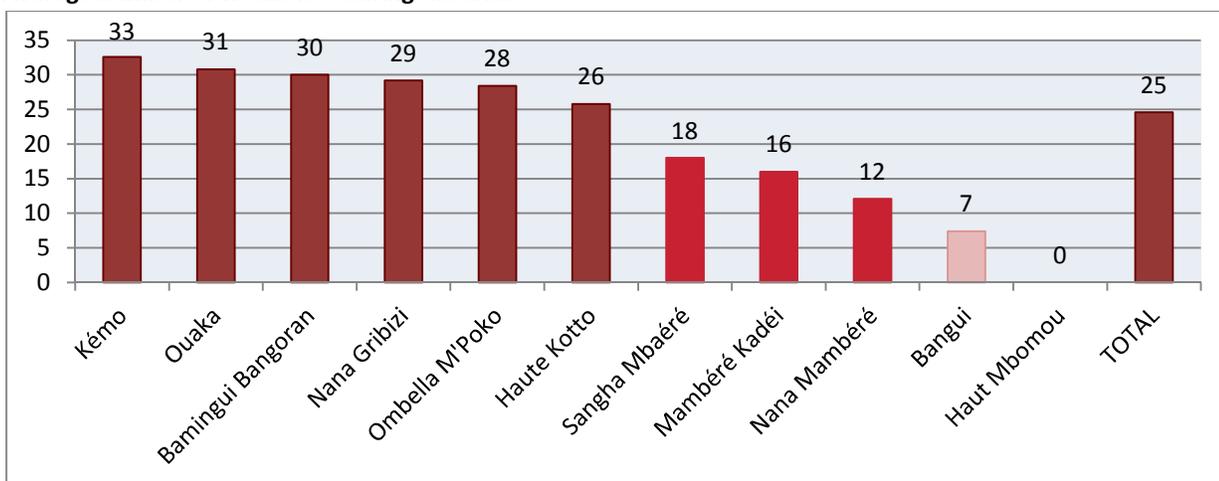
Prefectures of concern for schools still closed:

Kémo, Ombella-M'Poko, Haute-Kotto, Ouaka, Nana-Grébizi, Bamingui-Bangoran

4.1.2. Number of school weeks lost

Many of the schools assessed closed initially during the first movements of the *Séléka* in December 2012. Some of these reopened for a few weeks in February and March before closing again at the end of March as *Séléka* forces marched south to Bangui. Many, however, remained closed from December until (or immediately prior to) the time of the assessment. The table and graph below show the average number of school weeks lost since December 2012 (vacations and school holidays have *not* been factored out and are included in these numbers).

Average number of weeks lost during the crisis



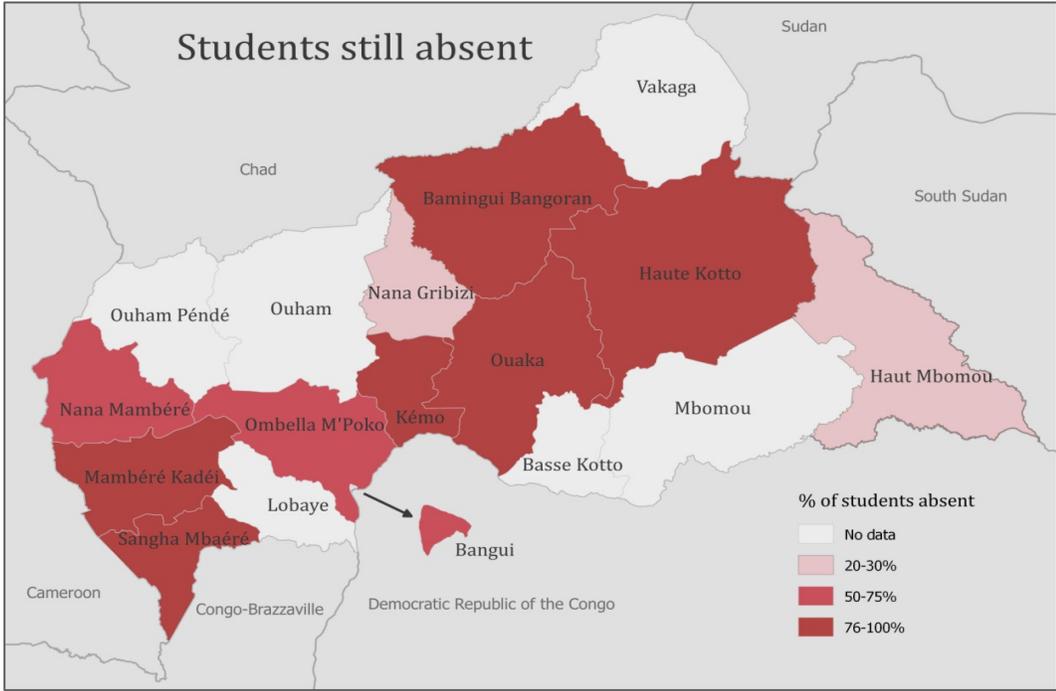
These findings correspond with the findings from the percentage of schools still closed. Those prefectures that have the highest percentages of schools closed also have lost the highest average number of school weeks. For

those schools that have been closed 25 weeks, or approximately 6 months (mostly those closed since Dec 2012), saving the academic school year may be very difficult.

Prefectures of concern for average number of weeks lost:
 Kémo, Ouaka, Bamingui-Bangoran, Nana-Grébizi, Ombella-M’Poko, Haute-Kotto

4.1.3. Return of students

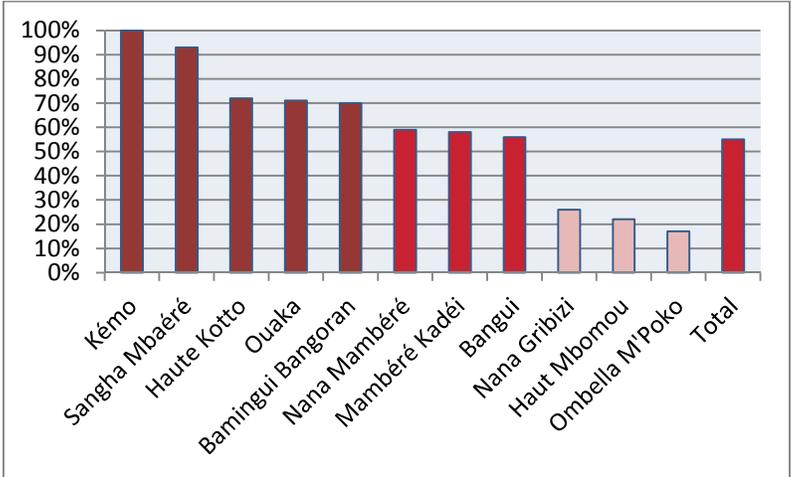
The return of students in the assessed schools is quite slow. 70% of all students from these schools are still absent.



The map above shows the current situation in terms of student absence for *all* schools assessed (open *and* closed). The table below shows the data for only the schools that have reopened. Although 51% of all schools assessed are currently open, the degree to which these schools are fully functioning vary. Of the assessed schools *that are open*, 55% of the students still have not returned.

Percentage of students who have NOT returned to schools that have reopened

Prefectures	Boys	Girls	Total
Kémo	100%	100%	100%
Sangha-Mbaéré	93%	93%	93%
Haute-Kotto	63%	82%	72%
Ouaka	67%	75%	71%
Bamingui-Bangoran	66%	74%	70%
Nana-Mambéré	61%	54%	59%
Mambéré-Kadéi	52%	65%	58%
Bangui	63%	51%	56%
Nana-Grébizi	24%	32%	26%
Haut-Mbomou	23%	21%	22%
Ombella-M’Poko	16%	19%	17%
Total	55%	55%	55%



As all assessed schools in Kémo were still closed, this is prefecture with the highest percentage of absent students (100%). Of the prefectures with schools that are open, Sangha-Mbaéré¹⁹ (93%), Haute-Kotto (72%), Ouaka (71%), Bamingui-Bangoran (70%) have the highest absentee rate.

Prefectures of concern for students still absent:
Kémo, Sangha-Mbaéré, Haute-Kotto, Ouaka, Bamingui-Bangoran, Nana-Mambéré, Mambéré-Kadéi, Bangui

While the total percentage of returned boys and girls is almost exactly the same, three prefectures show a gender imbalance great than 10%: Bangui²⁰, Haute-Kotto and Mambéré-Kadéi. Current data does not explain these imbalances; however, future assessments may wish to explore this issue.

When key informants were asked to provide the top three reasons why students are not coming to school, 81% mentioned fear of violence, 36% mentioned lack of teachers and 26% mentioned lack of school materials/supplies. Other responses that were mentioned included: Violence at or on the way to school (21%), work in the fields (20%), school damaged or destroyed (14%).

Top three reasons why students are not back at school²¹

Prefectures	Fear of violence	Lack of teachers	Lack of school supplies
Bamingui-Bangoran	67%	33%	54%
Bangui	100%	0%	0%
Haut-Mbomou	17%	44%	33%
Haute-Kotto	100%	36%	27%
Kémo	88%	54%	25%
Mambéré-Kadéi	100%	50%	50%
Nana-Grébizi	80%	47%	27%
Nana-Mambéré	96%	8%	4%
Ombella-M'Poko	79%	36%	14%
Ouaka	100%	54%	42%
Sangha-Mbaéré	100%	100%	0%
Total	81%	36%	26%

Key informants were also asked the top three types of interventions they felt would be most effective in bringing students back to school; 74% of respondents mentioned school canteens, 60% mentioned the need to guarantee safety and security to students and teachers, and 35% mentioned provision of teaching and learning materials.

Top three proposed interventions to encourage students to come back to school

Prefecture	School canteen and provision of school lunches	Guarantee of safety/security	Provision of teaching and learning materials
Bamingui-Bangoran	71%	42%	29%
Bangui	73%	67%	27%
Haut-Mbomou	78%	56%	6%
Haute-Kotto	55%	45%	27%
Kémo	79%	58%	33%
Mambéré-Kadéi	100%	100%	75%

¹⁹ N.B. Caution should be used when interpreting findings from Sangha-Mbaéré as only two schools were assessed in this prefecture.

²⁰ Bangui, unlike the other two, has a greater return of girls than boys.

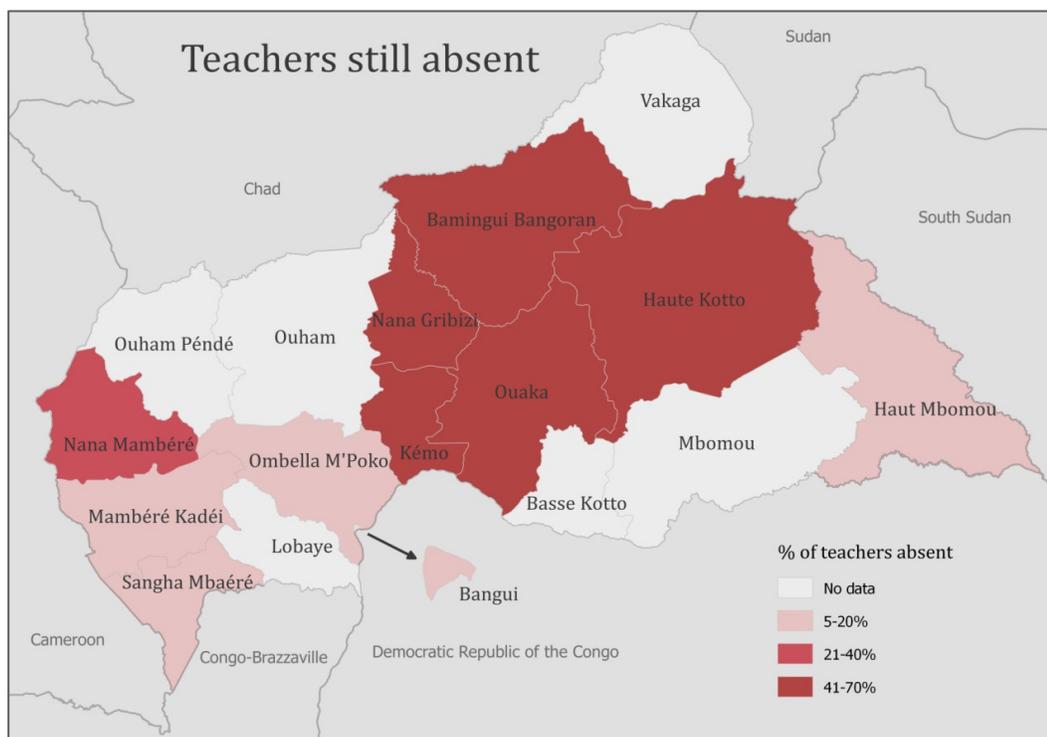
²¹ These figures include responses from *all* schools assessed (open *and* closed).

Nana-Grébizi	67%	73%	40%
Nana-Mambéré	68%	72%	44%
Ombella-M'Poko	86%	14%	64%
Ouaka	78%	83%	35%
Sangha-Mbaéré	100%	100%	50%
Total	74%	60%	35%

Other key response included: return of education personnel (34%), repair of buildings and damaged infrastructure (21%), and provision of psychosocial support (10%).

4.1.4. Return of teachers

A total of 39% of all teachers from the assessed schools are still absent. The following map and table show the extent to which teachers are still absent:



% of teachers still absent²²

Prefecture	Male	Female	Total
Haute-Kotto	66%	75%	68%
Ouaka	66%	64%	65%
Kémo	42%	89%	52%
Bamingui-Bangoran	40%	80%	48%
Nana-Grébizi	34%	77%	46%
Nana-Mambéré	19%	31%	22%
Bangui	25%	12%	18%
Mambéré-Kadéi	25%	0%	13%
Sangha-Mbaéré	10%	0%	8%
Ombella-M'Poko	7%	0%	7%
Haut-Mbomou	4%	20%	5%
Total	37%	45%	39%

²² Often, schools that were still closed had teachers present or ready to teach; these figures, therefore, include *all* schools assessed (open *and* closed).

Prefectures of concern for teachers still absent:

Haute-Kotto, Ouaka, Kémo, Bamingui-Bangoran, Nana-Grébizi

When key informants were asked to provide the top three reasons why teachers are not coming to school, 73% mentioned lack of security, 58% mentioned that teachers were not being paid their salaries, 34% mentioned the lack of teaching and pedagogical materials.

Top three reasons why teachers are not back at school

Prefecture	Lack of security	No payment of salary	Lack of teaching materials
Bamingui-Bangoran	79%	88%	50%
Bangui	47%	33%	7%
Haut-Mbomou	100%	100%	33%
Haute-Kotto	91%	73%	45%
Kémo	92%	29%	42%
Mambéré-Kadéi	67%	67%	0%
Nana-Grébizi	67%	47%	40%
Nana-Mambéré	40%	40%	0%
Ombella-M'Poko	46%	38%	62%
Ouaka	92%	71%	46%
Sangha-Mbaéré	100%	100%	0%
Total	73%	58%	34%

Other responses that were mentioned included: absence of students (30%), lack of school furniture (14%), school destroyed or occupied (5%).

4.2. School infrastructure

4.2.1. Classrooms and buildings

Schools in CAR are typically comprised of multiple blocks or classrooms that can be categorized as 'permanent' (concrete walls and metal roof), semi-permanent (hard, mud walls and metal roof), straw hut (mud or stick walls, straw roof), or hangar (poor quality, combination of mud, stick, straw, cloth, etc.). The table below shows the breakdown of the percentage of classrooms assessed from each prefecture by construction material.

Percentage of classrooms by type of material

Prefecture	Permanent	Semi-permanent	Straw hut	Hangar
Bamingui-Bangoran	27%	35%	15%	23%
Bangui	75%	25%	0%	0%
Haut-Mbomou	40%	16%	0%	44%
Haute-Kotto	67%	5%	11%	16%
Kémo	58%	28%	2%	11%
Mambéré-Kadéi	51%	46%	0%	3%
Nana-Grébizi	71%	15%	0%	14%
Nana-Mambéré	67%	21%	2%	10%
Ombella-M'Poko	40%	38%	7%	16%
Ouaka	76%	18%	0%	6%
Sangha-Mbaéré	0%	100%	0%	0%
Total	62%	24%	3%	11%

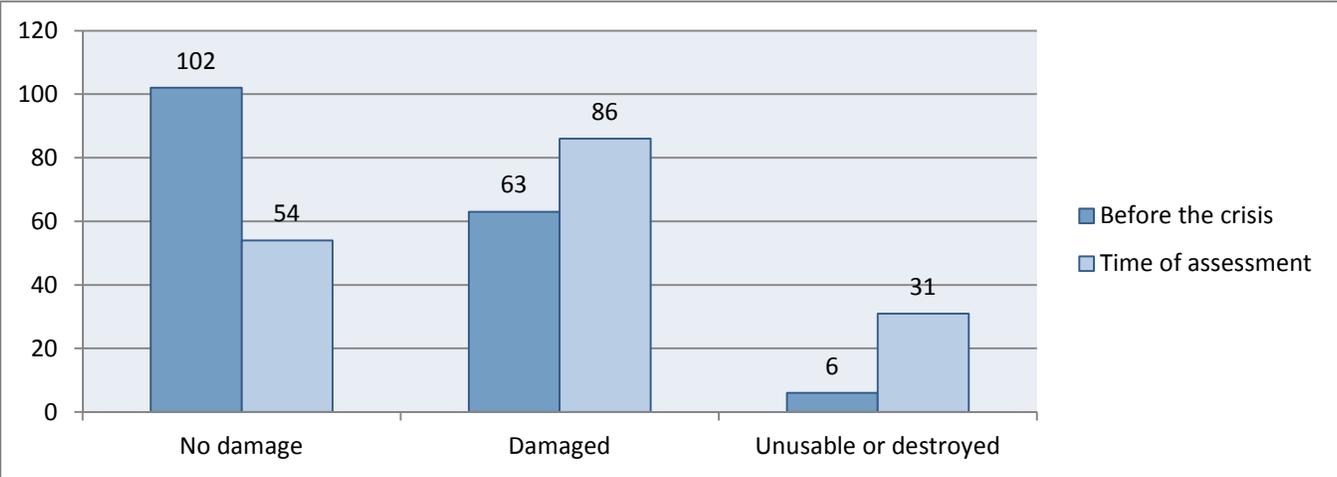
It should be noted again that findings are not representative data of all schools in the country and provide data only for those schools assessed. These findings, for example, appear to correlate more with the number of urban/rural schools assessed, rather than particular prefecture (e.g. Bangui and Ouaka appear to have the

highest concentration of ‘permanent’ classrooms, however, they also have the highest number of urban schools assessed).

In order to measure the impact of the crisis on school/classroom infrastructure, informants were asked to describe the infrastructure both prior to the crisis and at the time of the assessment as one of three categories: No damage, Damaged, or Unusable or destroyed. A total of 55 schools (32%) report having their infrastructure damaged or destroyed during the crisis²³.

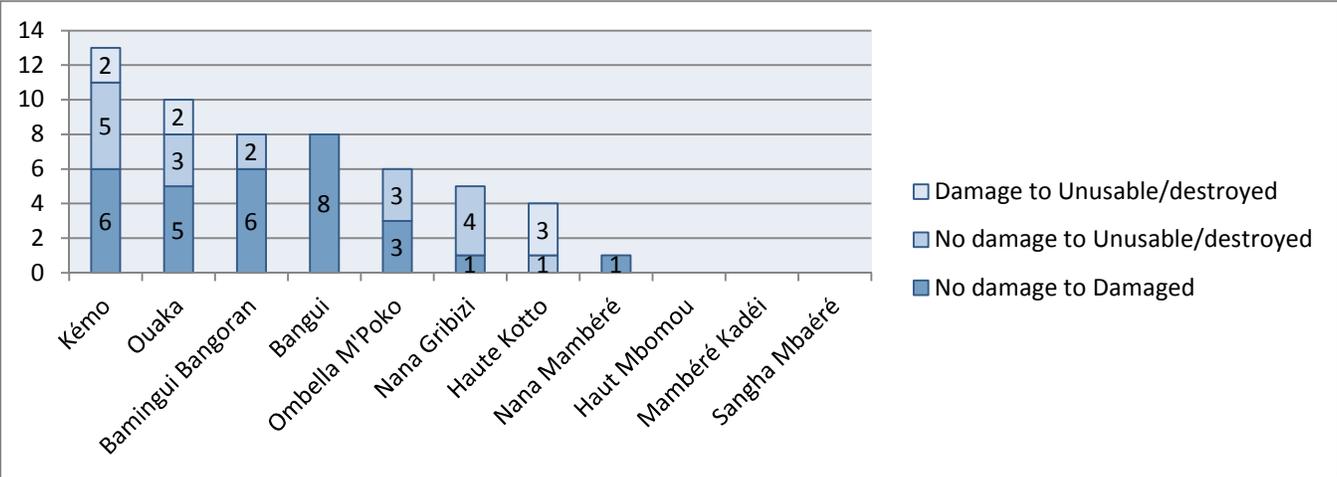
- 23 went from ‘No damage’ prior to the crisis to ‘Damaged’ at the time of the assessment.
- 25 went from ‘No damage’ prior to the crisis to ‘Unusable or destroyed’ at the time of the assessment.
- 7 schools went from ‘Damaged’ prior to the crisis to ‘Unusable or destroyed’ at the time of the assessment.

State of infrastructure of assessed schools before and after the crisis



The following chart shows the breakdown of these 55 schools that were damaged during the crisis according to prefecture. It is apparent that while schools from Haut-Mbomou, Mambéré-Kadéi and Sangha-Mbaéré were not damaged, schools from Kémo, Ouaka, Bamingui-Bangoran and Bangui were hit much harder; these findings do correlate with the prefectures where the majority of fighting took place.

Number of schools damaged during the crisis



²³ December 2012 until the assessment in August 2013.

Schools damaged and/or destroyed during the crisis typically fall into two categories: 1) those that were intentionally attacked, looted and/or vandalized (see section 4.3 below) or 2) those that damaged/destroyed by the elements (heavy rains, bush fires, etc.). While the first category is obviously linked directly to the crisis, it should be noted that some informants from schools of the second category reported that the main reason these schools are so heavily damaged/destroyed is because no one (parents, personnel, etc.) was present to do the typical maintenance and repairs. Without constant upkeep, classrooms made of mud walls eventually collapse with the rain. Thus, it could also be argued that the schools damaged because of natural elements are also due to the crisis.

Prefectures of concern for schools damaged/destroyed:

Kémo, Ouaka, Bamingui-Bangoran, Bangui



2 School in Ombella-M'Poko destroyed by heavy rains and lack of upkeep during the crisis; Credits: OSEEL-RCA



3 School in Ouaka destroyed by heavy rains and lack of upkeep during the crisis; Credits: Association des Directeurs d'Ecoles RCA

4.2.2. Infrastructure repairs

In terms of infrastructural repairs, 52% of respondents indicated that their school's doors needed repaired; 41% of respondents indicated latrines needed repaired. Windows (38%), roof (34%), walls (19%) and fence (14%) were also highlighted as needing repairs.

Parts of the school needing repaired²⁴

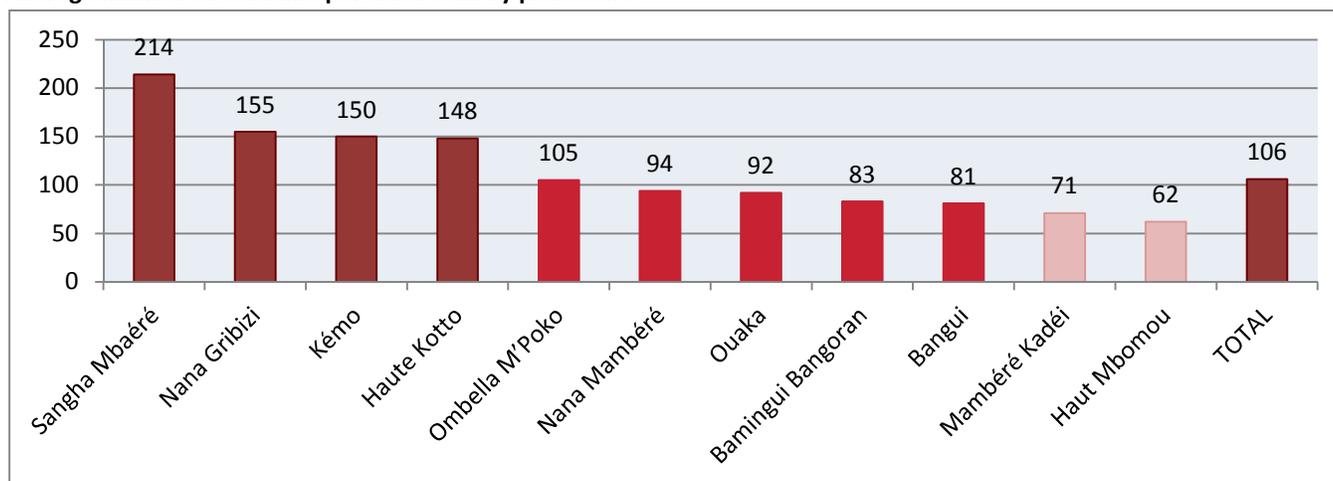
Prefecture	Doors	Latrines	Windows	Roof	Walls	Fence
Bamingui-Bangoran	71%	58%	54%	67%	50%	4%
Bangui	67%	33%	47%	60%	13%	33%
Haut-Mbomou	NA	NA	NA	NA	NA	NA
Haute-Kotto	36%	45%	27%	18%	0%	9%
Kémo	50%	29%	33%	29%	21%	0%
Mambéré-Kadéi	NA	NA	NA	NA	NA	NA
Nana-Grébizi	67%	47%	20%	20%	7%	0%
Nana-Mambéré	20%	28%	16%	20%	8%	12%
Ombella-M'Poko	14%	7%	0%	21%	7%	0%
Ouaka	79%	71%	79%	29%	25%	50%
Sangha-Mbaéré	NA	NA	NA	NA	NA	NA
Total	52%	41%	38%	34%	19%	14%

²⁴ No data exists for Haut-Mbomou, Mambéré-Kadéi, and Sangha-Mbaéré as an earlier version of the questionnaire was used and this question was not taken into consideration.

4.2.3. Classroom-to-student ratio

The total, average classroom-to-student ratio of the schools assessed is 1 classroom for every 106 students²⁵. The following chart shows the average classroom-to-student ratio of the schools assessed. These figures are calculated using the total number of students enrolled in September 2012; they therefore show the classroom-to-student ratio *before* the crisis and are intended to show what the ratio *will be* once children have returned to school. Furthermore, these figures are calculated using the *total* number of classrooms at each school (permanent, semi-permanent, straw huts and hangars).

Average number of students per classroom by prefecture



The figures from Sangha-Mbaéré are so high that there may have been a data collection error or an anomaly with the schools from this prefecture and should be verified (since only two schools were assessed from this prefecture it does not strongly affect the total average). Three prefectures, each with a larger sample of schools, however, report having between 148 and 155 students per classroom. This finding is very concerning and may point towards the need for construction and rehabilitation of classrooms.

Prefectures of concern for classroom-to-student ratio:

Sangha-Mbaéré, Nana-Grébizi, Kémo, Haute-Kotto

4.2.4. Latrines, drinking water, canteens and recreational spaces

The table below shows the percentage of assessed schools from each prefecture that report having functional latrines, access to drinking water at the school, functional school canteens, and a recreational space for the children to play.

Latrines, drinking water, canteens and recreational spaces

Prefecture	Functional latrine	Drinking water	Canteen	Recreational space
Bamingui-Bangoran	58%	17%	0%	42%
Bangui	80%	27%	0%	60%
Haut-Mbomou	83%	78%	0%	50%
Haute-Kotto	36%	18%	9%	73%
Kémo	92%	46%	5%	88%
Mambéré-Kadéi	75%	0%	NA	50%

²⁵ The MoE's 2011-2012 "Annuaire de statistiques de l'éducation" reports a classroom-to-student ratio of 1 :83 ; this large difference is most likely due to a combination of the assessment's limited sample size/coverage as well as the destruction of classrooms during the crisis.

Nana-Grébizi	80%	40%	0%	87%
Nana-Mambéré	56%	56%	72%	100%
Ombella-M'Poko	21%	50%	0%	86%
Ouaka	25%	8%	0%	79%
Sangha-Mbaéré	50%	50%	NA	0%
Total	60%	37%	13%	73%

Latrines: 60% of the schools assessed report having functional latrines²⁶; Ombella-M'Poko (21%), Ouaka (25%), and Haute-Kotto (36%) have the lowest percentages.

Drinking water: Only 37% of the schools report having access to drinking water at the school; Mambéré-Kadéi (0%), Ouaka (8%), Bamingui-Bangoran (17%), and Haute-Kotto (18%) having the lowest percentages.

Prefectures of concern for lack of latrines and water points:

Ombella-M'Poko, Ouaka, Haute-Kotto, Bamingui-Bangoran

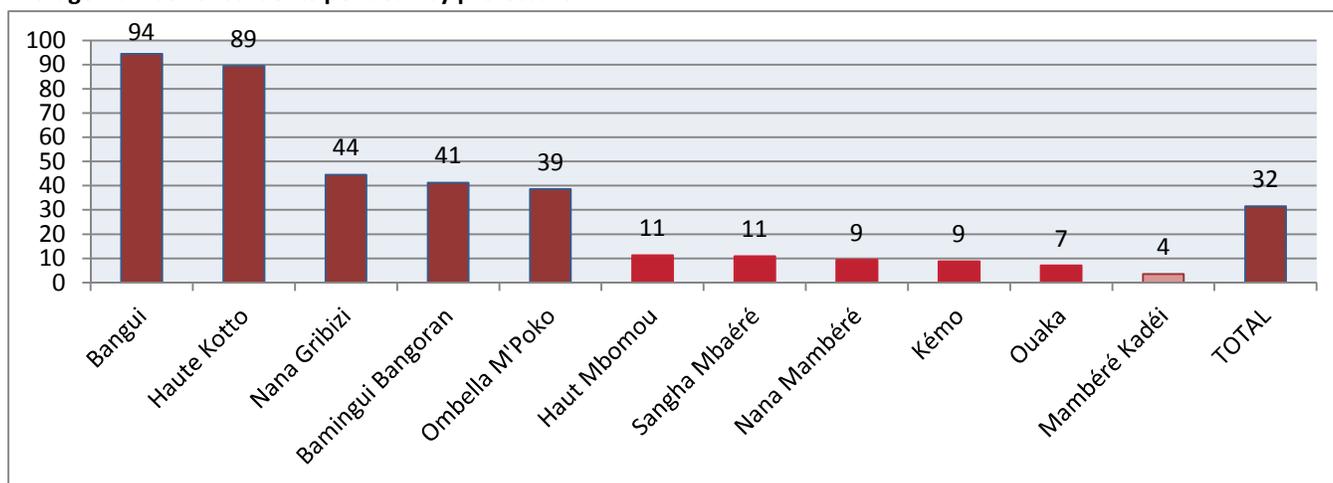
School canteen: 38% of the schools assessed report having a school canteen; only 13%, however, report that the canteen is actually functioning. Most of the prefectures report that no canteens are currently functioning, with the large exception of Nana-Mambéré which has 18 of the assessed schools (72%) reporting that they have functioning canteens.

Recreational space: 73% of the schools assessed report having some kind of recreational area where students can play.

4.2.5. School furniture: desks, blackboards, and cabinets

Desks - There is (and will be once students return in full) an extreme shortage of desks at the assessed schools with an average total ratio of 1 desk for every 32 students²⁷. The chart below shows the number of students per desk in each prefecture for the assessed schools.

Average number of students per desk by prefecture

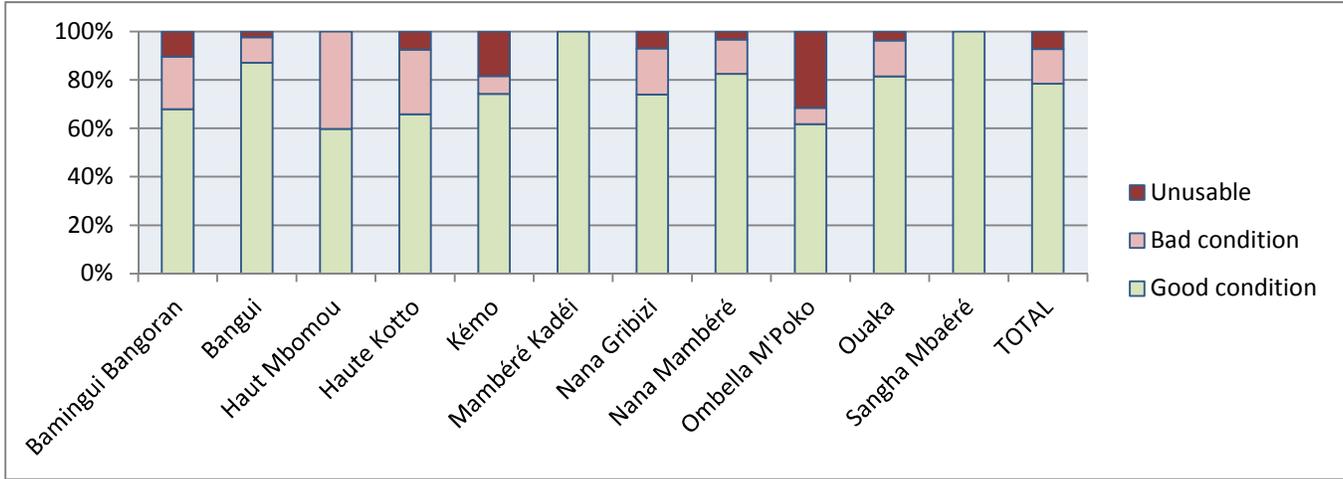


²⁶ This finding corresponds almost identically with MoE's 2011-2012 "Annuaire de statistiques de l'éducation" which reports that 61% of all public schools in the country have functional latrines.

²⁷ In order to estimate the desk-to-student ratio once students have returned to school, this calculation used the current number of desks (post crisis, *after* many desks have been stolen or destroyed - see section 4.3 below) and the number of students enrolled in September 2012 (pre-crisis).

Bangui and Haute-Kotto are, by far, in need of the most desks (1 desk to 94 and 89 students, respectively). This is most likely due to the high numbers of desks that were destroyed and/or stolen during the crisis (see section 4.3 below). For those desks that do exist at the schools, the following shows the percentage that are in a good, bad or unusable state/condition.

Percentage of desks in good, bad or unusable condition

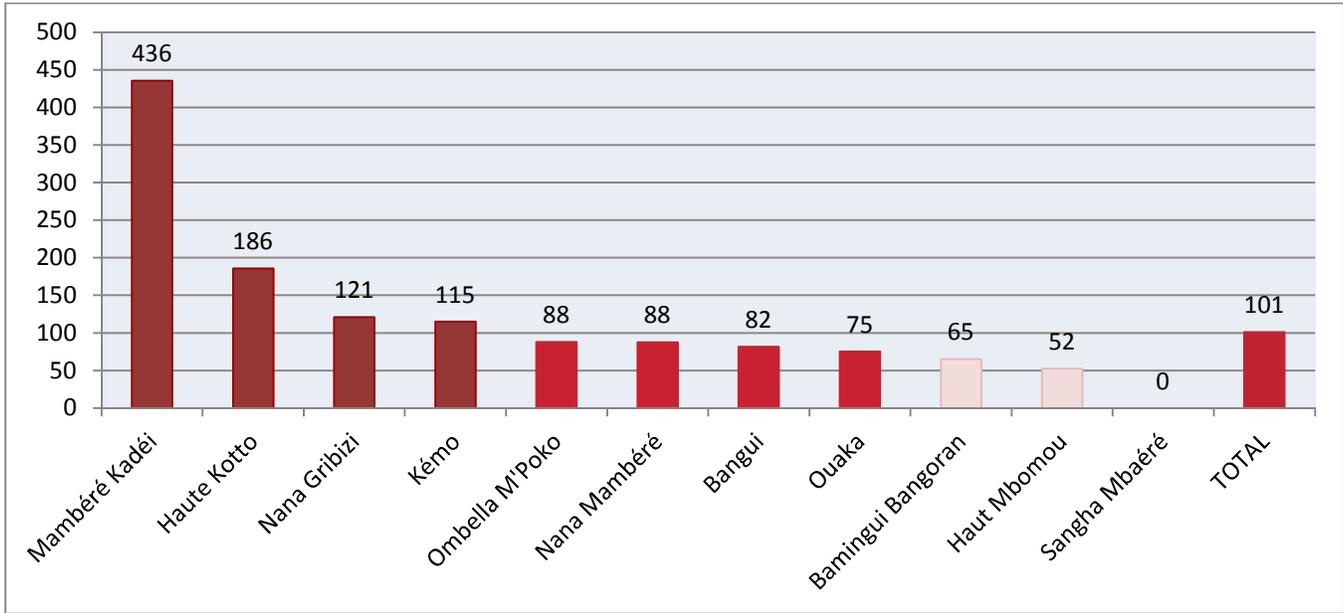


Haut-Mbomou, Ombella-M’Poko and Haute-Kotto have the lowest percentages of desks in good condition. For Haute-Kotto, this means that not only does the prefecture have one of the worst desk-to-student ratios, but it is also one of the prefectures with desks in the worst condition. Ombella-M’Poko and Kémo have the lowest percentages of usable (good and bad condition combined) desks.

Prefectures of concern for lack of desks:
 Bangui, Haute Kotto, Nana-Grébizi, Bamingui-Bangoran, Ombella-M’Poko

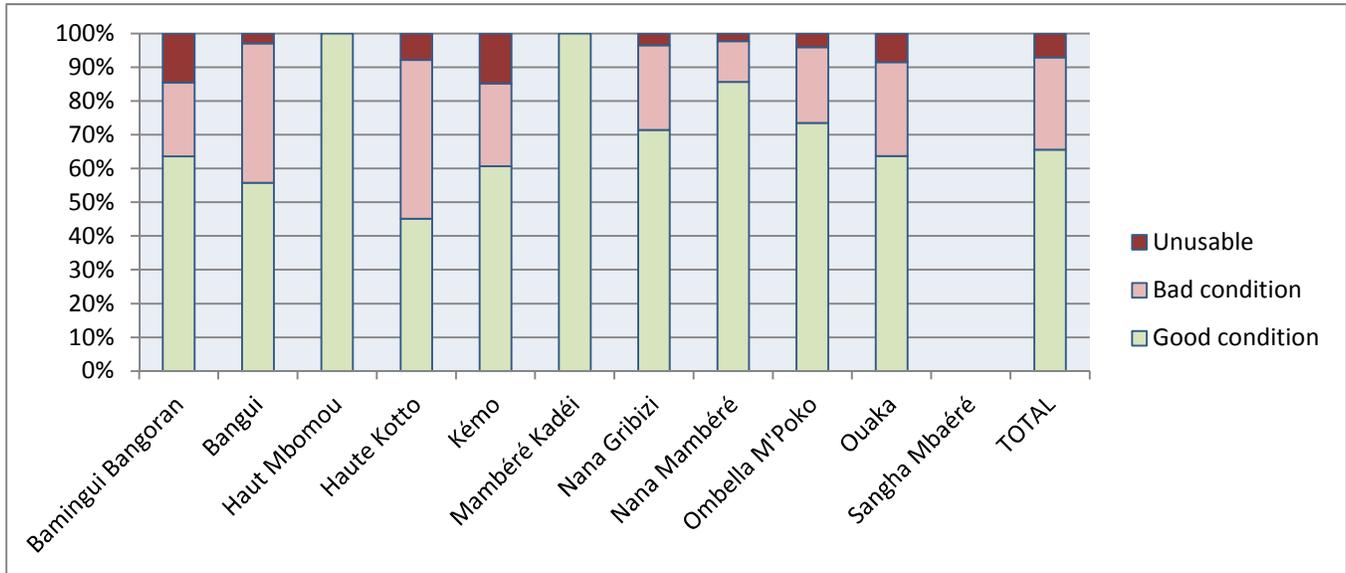
Blackboards - The total average number of students per blackboard from the assessed schools is 101. Mambéré-Kadéi has the highest number of students per blackboard, followed by Haute-Kotto.

Average number of students per blackboard by prefecture



The figures from Mambéré-Kadéi are so high that there may have been a data collection error or an anomaly with the schools from this prefecture and should be verified (since only four schools were assessed from this prefecture it does not strongly affect the total average). Three other prefectures, however, average over 100 students for a single blackboard.

Percentage of blackboards in good, bad or unusable condition

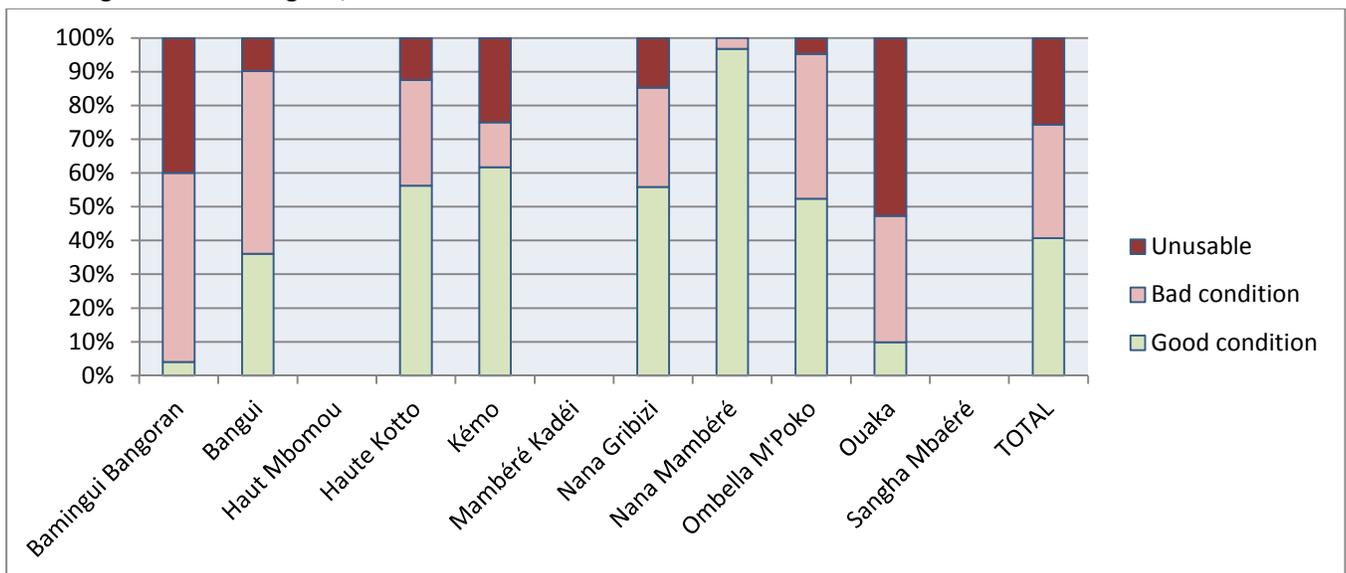


Haute-Kotto, Bangui and Kémo have the lowest percentages of blackboards in good condition. Kémo and Bamingui-Bangoran have the lowest percentages of usable blackboards. No data exists for Sangha-Mbaéré.

Prefectures of concern for lack of blackboards:
Mambéré-Kadéi, Haute-Kotto, Nana-Grébizi, Kémo, Bangui

School cabinets/armoires - Bamingui-Bangoran and Ouaka have the lowest percentages of cabinets in good condition as well as the lowest percentages of usable cabinets.

Percentage of cabinets in good, bad or unusable condition



4.3. Attacks against education²⁸

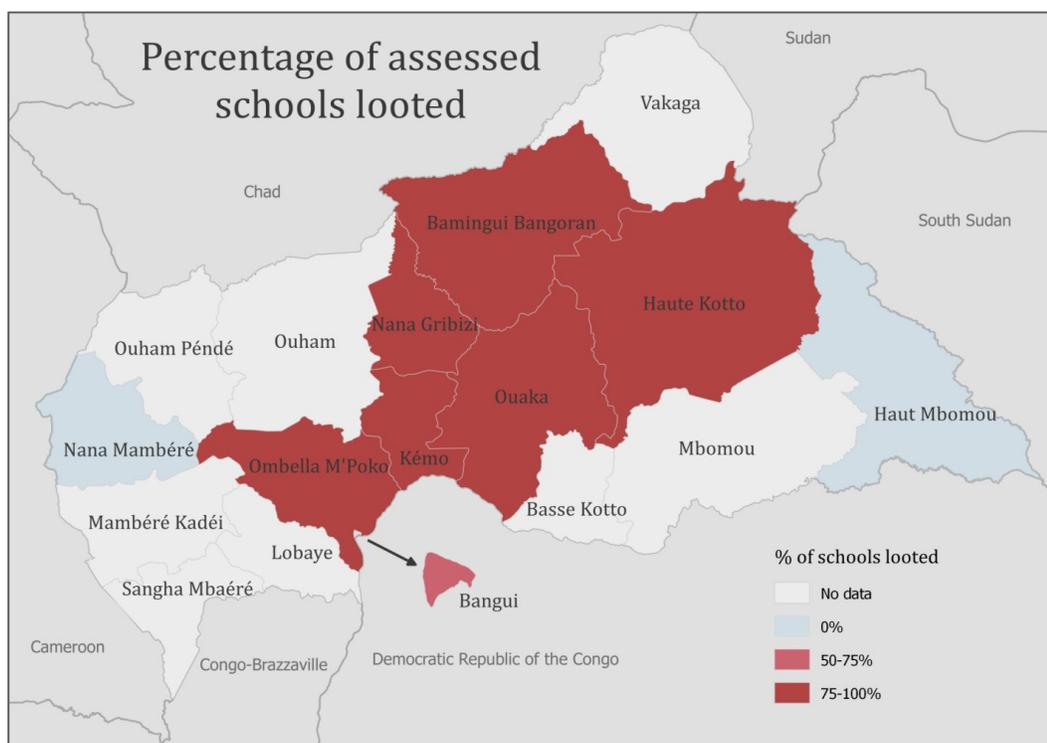
A number of different types of incidents were reported by the schools assessed. The following table shows the number of different types of incidents according to prefecture.

Number and types of attacks against schools²⁹

Prefecture	Looted	Burnt	Hit by bullets	Hit by shells	Occupied ³⁰	Total incidents
Bamingui-Bangoran	21	1	1	1	6	30
Kémo	22	1	0	0	5	28
Ouaka	21	0	4	1	1	27
Bangui	10	0	7	0	3	20
Ombella-M'Poko	11	1	0	0	5	17
Nana-Grébizi	13	1	0	0	1	15
Haute-Kotto	10	0	1	0	3	14
Nana-Mambéré	0	0	1	0	0	1
Haut-Mbomou	0	0	0	0	0	0
Total	108	4	14	2	24	152

4.3.1. Looting of schools

108 of the schools assessed (64%), report having been looted or vandalized during the crisis. Haut-Mbomou and Nana-Mambéré report that no looting took place which significantly drops the overall percentage (Kémo and Haute-Kotto report 92% and 91%, respectively).

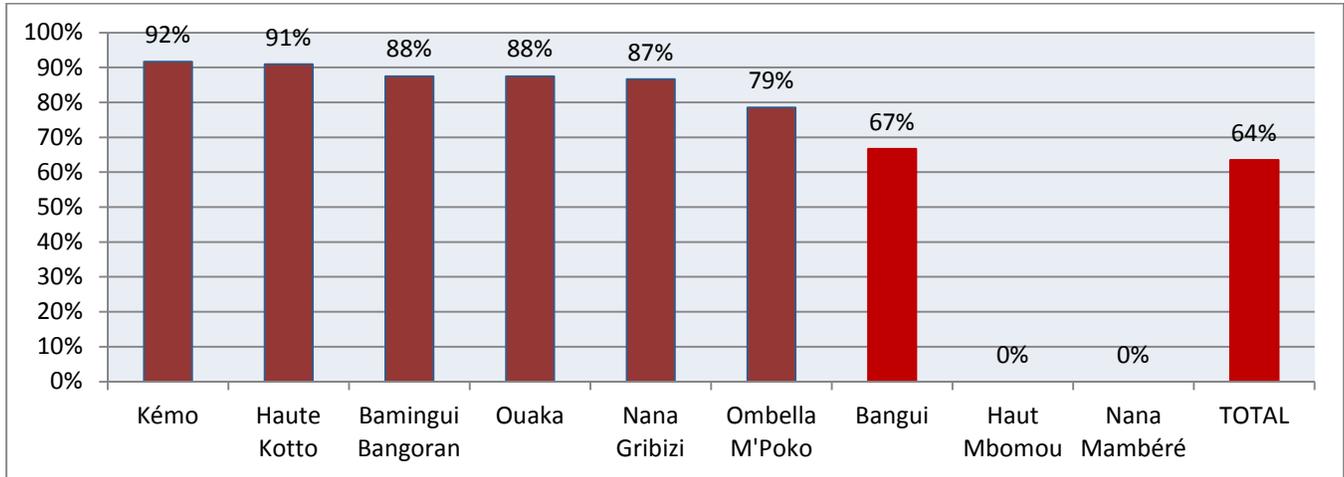


²⁸ To protect key informants, names of specific schools have not been included in this report; for those needing the names of the schools for follow-up interventions, please contact the CAR Education Cluster.

²⁹ No data for attacks against education exist for Mambéré-Kadéi and Sangha-Mbaéré; these two prefectures, therefore, have, been removed from the analysis of this section.

³⁰ A total of 25 schools report having been occupied; however, one of these schools was occupied by IDPs and is not considered in this table as an 'attack against education.' For more information see section 4.3.5.

Percentage of assessed schools that report having been looted



Looting was perpetrated by both armed groups/forces as well as civilian populations³¹. Infrastructural damage caused during looting typically involved breaking of doors and windows. Items that were stolen/destroyed most include: desks, blackboards, school cabinets, textbooks, official school documents and canteen equipment and food.

Prefectures of concern for looted schools:
 Bamingui-Bangoran, Kémo, Ouaka, Haute-Kotto, Ombella-M'Poko, Nana-Grébizi



4 Schools in Ouaka that have had their metal sheeting roofs stolen; Credits: Association des Directeurs d'Ecoles RCA

³¹ Data collection tools did not attempt to identify perpetrators (although sometimes they were specifically mentioned by the informants); this may be valuable data to collect with future assessments (although great caution should be used to protect informants if they are being asked to identify perpetrators).



5 Military camp in Bangui with stolen desks from a nearby school; Credits: Landon Newby, Education Cluster



6 School cabinet in Ombella-M'Poko containing all the school's textbooks looted; Credits: OSEEL-RCA

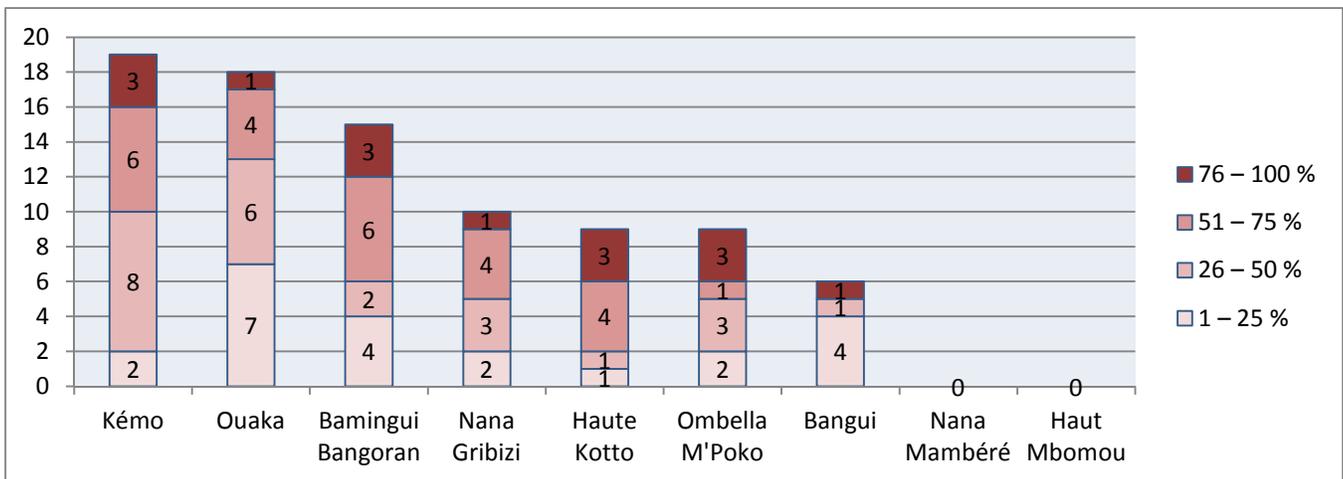


7 School in Kémo that has been looted; Credits: Lewis Alexis Mbolinani, JUPEDEC

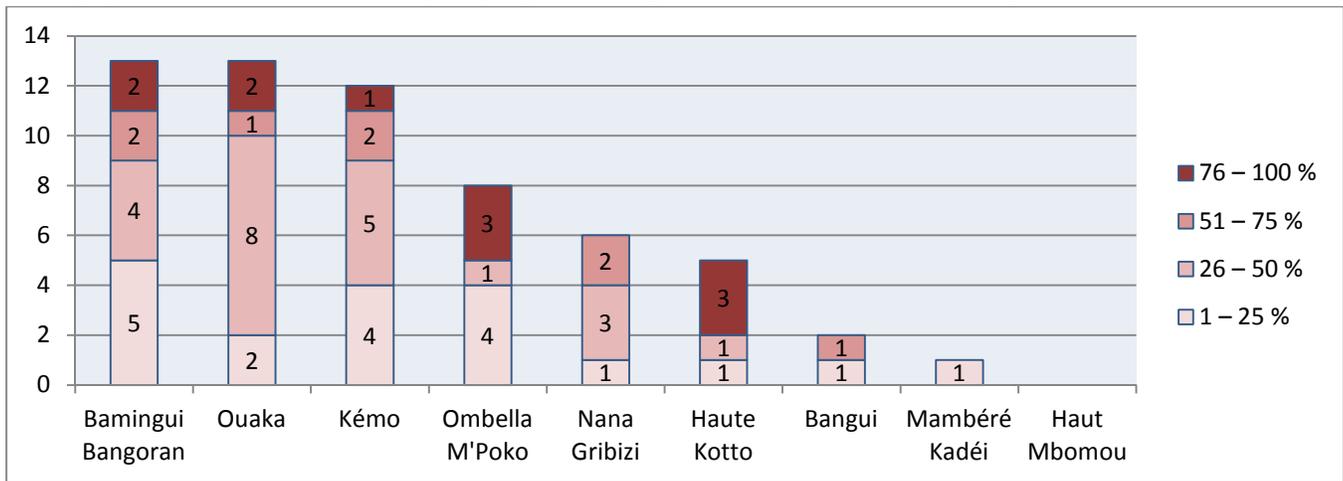


8 Remnants of a fire inside a classroom in Haute-Kotto (desks were often used as firewood); Credits: Association des Directeurs d'Ecoles RCA

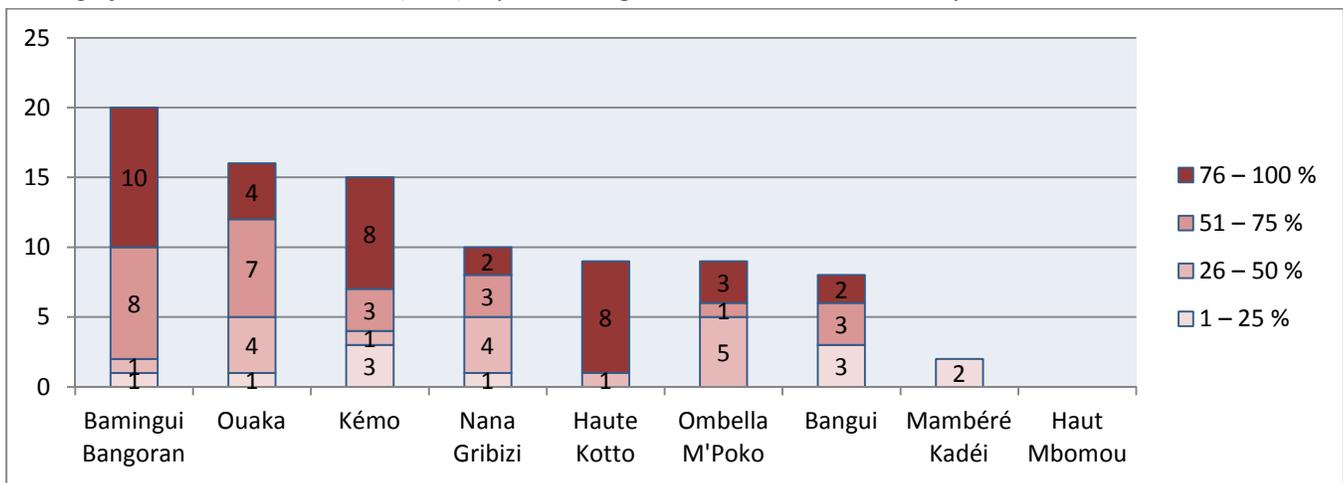
Looting of desks - 86 schools (49%) report having desks stolen or destroyed. One school in Bangui, for example, had all of their 567 desks stolen. Stolen/destroyed desks were reported to be often used for firewood. For desks, blackboards and textbooks, respondents could indicate the extent of the looting by choosing corresponding 'percentage category' that the item was stolen/destroyed: 0%, 1-25%, 26-50%, 51-75% or 76-100%.



Looting of blackboards - 60 schools (34%) report having blackboards stolen or destroyed.



Looting of textbooks - 89 schools (51%) report having textbooks stolen or destroyed.



In all three instances (desks, blackboards and textbooks), the same three prefectures were most affected: Bamingui-Bangoran, Kémo, Ouaka.

Looting of school canteens - Of the 67 schools that report having a school canteen, 24 of these (36%) report that the canteen was damaged or looted during the crisis; 9 in Nana-Grébizi, 6 in Kémo, 4 in Haute-Kotto, 2 in Bamingui-Bangoran as well as Ouaka and 1 in Nana-Mambéré.

4.3.2. Schools burnt

Four of the schools assessed (2%) report having all or part of their facilities burnt (one school from each of the following prefectures: Bamingui-Bangoran, Kémo, Nana-Grébizi and Ombella-M'Poko). Three out of four indicate this was done intentionally by *Séléka* forces. One key informant states, "Séléka soldiers came to play sports in the school yard; after, they raided the director's office, destroyed the school's furniture and burnt the school." The fourth burnt school (from Ombella-M'Poko) was due to a bush fire. Although the latter was involuntary and should not be considered an 'attack' against education, it can still be seen as a result of the crisis; the informants report that had school been in session, rather than closed because of the crisis, the destruction of the school could have been avoided (e.g. by burning controlled fires around the school to prevent the school from being touched by the bush fire).

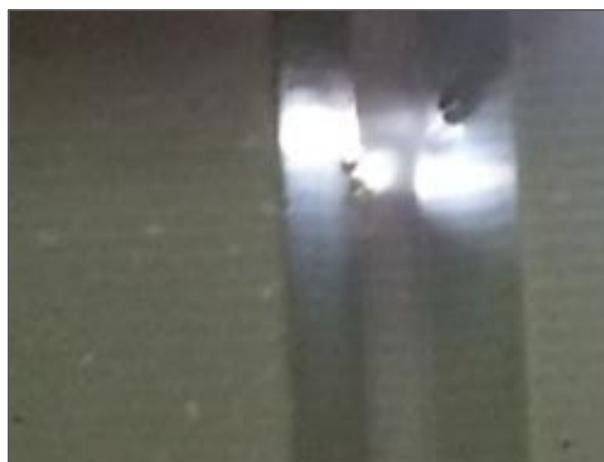
Three additional schools from Haute-Kotto also report being completely burnt by the *Séléka*; however; this was in 2011 and has not been included in the current analysis (although the need for reconstruction is still very much required).

4.3.3. Schools hit by bullets

14 of the assessed schools (8%) report being hit by bullets, 4 of which report being intentional and 10 incidents that were unintentional (i.e. stray bullets). Half of the schools that were hit by bullets (7) occurred in Bangui; all of which were unintentional/stray bullets that pierced classroom roofs and have left small holes in the metal roofing.

Number of assessed schools that were hit by bullets

Prefectures	Intentional	Unintentional	Total
Bangui	0	7	7
Ouaka	3	1	4
Bamingui-Bangoran	1	0	1
Haute-Kotto	0	1	1
Nana-Mambéré	0	1	1
Haut-Mbomou	0	0	0
Kémo	0	0	0
Nana-Grébizi	0	0	0
Ombella-M'Poko	0	0	0
Total	4	10	14



9 Bangui school roof pierced by a stray bullet; Credits: Landon Newby, Education Cluster

Of the four schools that report being intentionally hit, three are in the same prefecture: Ouaka. The informant from the school in Bamingui-Bangoran reports that the school was hit while students were still attending classes, “The *Séléka* shot at the school while class was in session, and all the students ran away. There are still bullet holes in the walls.”

4.3.4. Schools hit by shells

Two assessed schools³² report being intentionally hit by shells, one school in Bamingui-Bangoran and one school in Ouaka. This corresponds with the findings above concerning schools intentionally hit by bullets (also in Bamingui-Bangoran and Ouaka; moreover, both schools reporting on shell attacks are *different* than the ones reporting being intentionally hit by bullets). The informant from the school in Bamingui-Bangoran reports, “Our school was attacked. The children were in class when the attack started. Everyone fled.”

Prefectures of concern for school hit by bullets and shells:

Bamingui-Bangoran, Ouaka, Bangui

³² Thus far three additional schools are reported to have been hit by shells, one in Ouaka, one in Ombella M'Poko and one in Kémo; however, these were reported after the assessment and were not included in the original sample. The first two still need to be verified, while the latter (in Kémo) has been verified can be seen in the photo).



10 A school in Kémo damaged by shrapnel from an exploding shell; Credits: Lewis Alexis MBOLINANI, JUPEDEC

4.3.5. Occupation of schools

No school, of the 176 assessed, was occupied at the time of the assessment. 25 schools (15%), had been occupied at least once since December 2012. 20 schools were occupied by non-state actors (e.g. *Séléka*), 4 schools by military forces and 1 by civilians and internally displaced persons (IDPs)³³.

Number of assessed schools that were occupied

Prefecture	Non-state actors	Military forces	IDP	Total
Bamingui-Bangoran	6	0	0	6
Kémo	3	2	0	5
Ombella-M'Poko	5	0	0	5
Bangui	3	0	0	3
Haute-Kotto	3	0	0	3
Nana-Grébizi	0	1	1	2
Ouaka	0	1	0	1
Total	20	4	1	25

The schools that were occupied also report a high level of looting and damage (infrastructural damage, school furniture and supplies stolen or burned, canteens looted, etc.).

4.3.6. Violence against students and education personnel

During the assessment, key informants did discuss some incidents of violence against students and education personnel. The table below presents all 24 reported incidents³⁴. Some incidents reported took place at the actual school that was being assessed, while other incidents that informants knew of took place at other schools. Both are presented in the table below, but the distinction between the two is made as they may not have the same level of reliability.

³³ While occupation by IDPs is not an 'attack against education,' it is still an important statistic and has been included here (this school reports damages and looting due to the occupation).

³⁴ School names have intentionally been removed from the descriptions to protect the key informants; contact the Education Cluster for more detailed information.

Specific incidents of violence/intimidation against students and education personnel

Prefecture	Student/ Personnel	Type of violence	Involves the school assessed ?	Description
Bamingui-Bangoran	Personnel	Injured	No	"A teacher from [deleted] was beaten by the rebels but it is unclear why."
Bamingui-Bangoran	Personnel	Killed (wife)	Yes	"At a school in [deleted], the rebels killed the wife of the director."
Bamingui-Bangoran	Personnel	Injured	No	"At a school in [deleted]: a teacher suffered violence at the hands of rebels."
Bamingui-Bangoran	Personnel Student	General violence	No	"Village [deleted]: violence on all the population, including students."
Bamingui-Bangoran	Personnel	Injured/robbery	Yes	"The Director of the school [deleted] was assaulted by the elements of <i>Séléka</i> January 16, 2013 and his home was ransacked twice."
Kémo	Personnel	Robbery	Yes	"Pillage of a teacher by <i>Séléka</i> just behind the school."
Kémo	Personnel	Robbery	Yes	"The Director of the school was almost killed because of his motorcycle."
Kémo	Personnel	Robbery	Yes	"A teacher was held up at gunpoint and his bag was stolen."
Kémo	Student	Killed	No	"A student at the high schools was shot dead."
Kémo	Student	Sexual violence	Yes	"Two cases of sexual violence threats to girls."
Kémo	Personnel	Injury	No	"A teacher at the school [deleted] was a victim of violence; the students were also chased and ran away throughout the locality."
Haute-Kotto	Student	Sexual violence Recruitment	Yes	"Many girls have been raped and other boys have been recruited into armed groups."
Haute-Kotto	Student	Sexual violence	Yes	"Gender-based violence is one of the main problems of girls in the school."
Haute-Kotto	Student Personnel	Sexual violence Killed	Yes	"Many atrocities have been committed at the schools, especially girls who have been raped. One teacher was even killed."
Bangui	Personnel	Killed	No	"Two teachers were killed travelling home from the school [deleted]... they were caught in the crossfire of armed men."
Bangui	Personnel	Killed	No ³⁵	"Teacher from large secondary school walking home after exams killed (unsure if it was intentional or unintentional)."
Bangui	Student	Intimidation	Yes	"Two students (boys) had to kneel in front of the soldiers at gunpoint as a form of intimidation. It was a Sunday and there were no classes."
Bangui	Student	Intimidation	No	"Schools [deleted] and [deleted]: Students threatened by <i>Séléka</i> . They entered the school and told the students if they returned to class, they will take hostages. Students returned and stayed home until mid-June."

³⁵ While this incident did not take place at an assessed school, this incident has been confirmed by multiple education authorities.

Prefecture	Student/ Personnel	Type of violence	Involves the school assessed ?	Description
Bangui	Student	Intimidation	No	"School [deleted]: child soldier who had been a student at that school [entered the compound and] threatened students and the director with a grenade saying that if students continue to come to school he will make everyone explode."
Bangui	Personnel	Intimidation	Yes	The directors at these schools "tried to raise awareness with parents so that children can go to school, but parents threatened them saying that if there is a child injured or taken hostage they will take [the directors'] children hostage."
Ombella-M'Poko	Personnel	Intimidation/ Robbery	Yes	"A teacher has been questioned by the military and they took his motorcycle."
Ombella-M'Poko	Personnel	Injury	Yes	"The director at the school [deleted] was the victim of violence."
Ombella-M'Poko	Student	Sexual violence	Yes	"Attempted rape of a 14 year old girl student, but she escaped and is still in the bush. The incident occurred at night at her parents' house."
Ombella-M'Poko	Personnel	Injury	Yes	"The director and his deputy at the school of [deleted] were victims of violence."

5. Conclusion

The following table summarizes the various 'Prefectures of concern' mentioned for each of the findings from this report. N.B. These are the prefectures where findings from the assessment have prompted the Education Cluster to list as a priority area for intervention; this table is *not* a summary of the actual findings but rather a summary of the prefectures *most affected* (e.g. Nana-Grébizi does not have an 'X' under 'Students absent'; however, 26% of the students are still absent from the assessed schools that are currently open).

Summary of prefectures most affected (i.e. 'Prefectures of concern') by topic/issue

Prefecture	Schools closed	Weeks lost	Students absent	Teachers absent	Schools damaged	Classroom: students	Looted	Hit by bullets/ shells	Incidents of violence	Total
Bamingui-Bangoran	X	X	X	X	X		X	X	X	8
Kémo	X	X	X	X	X	X	X		X	8
Haute-Kotto	X	X	X	X		X	X		X	7
Ouaka	X	X	X	X	X		X	X		7
Nana-Grébizi	X	X		X		X	X			5
Bangui			X		X			X	X	4
Ombella-M'Poko	X	X					X		X	3
Sangha-Mbaéré			X			X				2
Mambéré-Kadéi			X							1
Nana-Mambéré			X							1
Haut-Mbomou										0

'Prefectures of concern' are prioritized in the table above based on the following criteria:

Topic	Criteria for being a prefecture of concern
Schools closed	More than 50% of schools assessed are closed
Weeks lost	Assessed schools closed (on average) 26 weeks or more since Dec. 2012
Students absent	More than 50% of students have not yet returned to school
Teachers absent	More than 45% of teachers have not yet returned to school
Schools damaged	Eight assessed schools or more were damaged or destroyed
Classroom: students	Assessed schools have, on average, more than 105 students per classroom
Looted	More than 67% of the schools assessed were looted
Hit by bullets/ shells	Bamingui-Bangoran and Ouaka were the only prefectures who report being <i>intentionally</i> hit by bullets/shells; Bangui had the most number of schools unintentionally hit (7).
Incidents of violence	Three or more incidents of violence (NB: all five of the prefectures that report incidents of violence had three or more)

It is clear from assessment findings that prefectures were affected very differently by the crisis; seven prefectures in particular stand out as having been hit the hardest: Bamingui-Bangoran, Haute-Kotto, Kémo, Nana-Grébizi, Ombella-M'Poko, Ouaka and Bangui. Bangui however, can be considered relatively "advantaged" in terms of response by its infrastructure, short distances and proximity to authorities. The last four prefectures (Sangha-Mbaéré, Mambéré-Kadéi, Nana-Mambéré and Haut-Mbomou) do not appear to have been as significantly impacted by the crisis.

N.B. at the time of this writing, new and heavy fighting, which began in Bossangoa on 7 September, has broken out in Ouham, Ouham-Pendé, and the northern part of Nana-Mambéré³⁶. The first two of these prefectures were not included in this assessment; Nana-Mambéré was included but findings suggest that it was not greatly affected by the crisis. These prefectures will now most likely also need to be prioritized and immediate action should be taken to assess the impact/needs and respond accordingly.

6. Recommendations

As can be seen from the findings of this report, the recent fighting and crisis has significantly impacted education in the Central African Republic. Education throughout the entire country is in need of support and assistance from international and national actors and stakeholders. This assessment finds, however, that not all prefectures have been equally affected by the crisis and particular priority should be given to the prefectures of Bamingui-Bangoran, Haute-Kotto, Kémo, Nana-Grébizi, Ombella-M'poko and Ouaka. Due to the heavy fighting that has broken out in Ouham, Ouham-Pendé, and the large displacement of population that happened in these two prefectures and the northern part of Nana-Mambéré, these areas will also need to be prioritized and action should be taken to respond to IDPs' needs.

6.1. To the Ministry of Education

- Take immediate measures to foster the return and remaining in post of all education administrators (at the académies, circonscriptions and secteurs scolaires levels).
- Take measures to support the permanent return of all teachers, while taking into account the risks associated with return of teachers to the most unstable areas.
- Establish a system to monitor all teachers' presence in the schools.

³⁶ OCHA estimates that more than 170,000 people, half of them children, have fled their homes between 7 and 24 September. OCHA (24 September 2013). Central African Republic: 170,000 people displaced by armed violence in the North-West.

- Ensure teacher salaries have been paid to date and that all ‘maîtres d’enseignement’ have been integrated into the government system/payroll; advocate for the reopening of local banks to facilitate salary payments (to the Ministry of Finance and banks).
- Take measures to establish accelerated learning programmes in zone 2 where the upcoming school year will be shorter than in zone 1 (January to July instead of October to July).

6.2. To UNICEF, WFP, international and national NGOs

- Support the restart of education activities through the rehabilitation of schools and canteens which have been damaged or destroyed during the crisis, replacement of furniture in schools that have been heavily looted, provision of teaching and learning materials to the most vulnerable communities and in schools where enrolment is low.
- Resume school feeding activities (WFP) especially in prefectures with schools that have the lowest return of students.
- Support ‘maîtres-parents’ (in-kind benefits, incentives, training) as they are the most likely to stay in post in case a new crisis emerges, to restart education activities afterward, and can represent up to 100% of teachers in the most remote areas.
- Support Parent Teacher Associations (provision of building materials and tools, training) as they are in charge of the maintenance and small repairs of school buildings
- Provide psychosocial support through training of teachers on symptoms of distress, positive coping mechanisms, life skills, creating a supportive educational environment, especially in the areas where schools report being targeted/hit the hardest.
- Advocacy to government authorities, MoE, military and civil authorities for the reopening of schools and the general improvement of security.
- Using formal and informal networks at local and regional levels, organize community mobilization initiatives to inform communities about: the reopening of schools, any revision to the school year calendar and exam dates, and the need to send all children back to school immediately.

6.3. To the Education Cluster

- Use the findings and lessons learned from this rapid assessment to conduct a more in-depth, comprehensive assessment of the state of education throughout the country; ensure that the prefectures not considered in this assessment as well as schools off the main axes are included; also ensure that Ouham, Ouham-Pendé, and Nana-Mambéré are prioritized for further assessment due to the recent/ongoing fighting there.
- Advocate and collaborate with WFP to continue and increase the coverage of their school feeding program.
- *WASH*: Make linkages with the WASH Cluster in order to identify schools in which WASH cluster members could construct/rehabilitate latrines and water points.
- *Protection/Child Protection*: Liaise and share information (school-level database, incidents, etc.) regarding attacks against schools, education personnel and students with the Protection Cluster and the Child Protection sub-Cluster.
- Coordinate the response of humanitarian organizations and ensure that it is in line with the Ministry of Education’s strategy, with the INEE Minimum Standards and INEE guidance on conflict-sensitive education.

Annex A : Data collection tools

Informations générales	
Identification de l'évaluation	
Date de l'évaluation : ____/____/____	Nom de l'évaluateur :
Organisation :	
Lieu de l'évaluation	
Préfecture : _____	Sous-préfecture : _____
Commune : _____	
Localité : _____	Type de localité : A. Chef-lieu B. Village
Circonscription scolaire : _____	Secteur scolaire : _____
Nom de l'école :	

Outil 1 : Tableau d'observation	
1. Quel est le type d'accès à l'école? (entourer <u>une seule réponse</u>): A. Rue de goudron B. Rue de poussière C. Autres (spécifier) : _____	
2. Centre d'enseignement	
a) Type de centre d'enseignement : A. École publique B. École privée C. École communautaire D. École Catholique Associée	
b) Nombre de salles de classe de chaque type: A. ____ Dur B. ____ Semi-dur C. ____ Paillote D. ____ Tente E. ____ Hangar F. Autre (nombre et type): _____ Total : _____	
3. L'école est-elle (entourer <u>une seule réponse</u>): A. Ouverte B. Fermée à cause de la crise C. Fermée à cause des vacances scolaires Commentaires :	
4. L'école est-elle occupée par ? (entourer <u>TOUTES les réponses pertinentes</u>) : A. Rien à signaler B. Des populations civiles / déplacés C. Les militaires D. Les groupes armés Commentaires :	
5. L'école est-elle occupée pour des activités non-scolaires (stockage de matériaux, de nourriture, fourniture de soins) ? Oui Non Commentaires :	
6. a) Est-ce qu'il y a des bâtiments scolaires qui ont été (entourer <u>TOUTES les réponses pertinentes</u>) : A. Rien à signaler B. Pillé C. Incendié D. Touché par des balles E. Touché par obus F. Autres (spécifier) : _____ b) Si l'école a été incendiée, touchée par des balles/obus, etc., est-ce que l'attaque était : A. Volontaire C. Involontaire D. Ne sait pas Commentaires :	
7. Quelles parties de l'école sont à réparer (entourer <u>TOUTES les réponses pertinentes</u>) : A. Rien à signaler B. Toit C. Mur D. Fenêtres E. Portes F. Latrines G. Clôture H. Autres (spécifier) : _____ Commentaires :	
8. A proximité de l'école y-a-t-il (entourer <u>TOUTES les réponses pertinentes</u>) : A. Rien à signaler B. Soldats C. Point de contrôle D. Stockage ou présence d'armes et munitions E. Eleveurs transhumants F. Autres risques (spécifier) : _____ Commentaires :	
9. Y a-t-il des installations/espaces récréatifs à l'école où les enfants peuvent jouer ? Oui Non	
10. a) Y-a-t-il des latrines fonctionnelle dans l'école ? Oui Non b) Si oui, combien de cabines:	
11. Y-a-t-il un point d'eau potable dans l'enceinte ou à proximité immédiate de l'école (moins de 100 m.) ? Oui Non	
12. a) Y-a-t-il une cantine scolaire ? Oui Non Si oui : b) Est-ce que c'est fonctionnel ? Oui Non c) Est-ce que c'était endommagé/pillé pendant la crise ? Oui Non	

Outil 2 : Formulaire d'entretien avec un informateur clé ou groupe témoin

Fonction de l'informateur clé : _____ Numéro de téléphone de l'informateur clé : _____
 ou
 Composition du groupe témoin : _____

1. a) **A cause de la crise, est-ce que l'école a fermé depuis décembre 2012 ?** (en dehors des vacances scolaires) : Oui Non

Si oui : b) **Combien de fois ?** _____ c) **Nombre de semaines totales que l'école était fermée :** _____
 (**Si l'école n'a pas fermé à cause de la crise, mettez '0' pour questions b et c**)

2. a) **Nombre d'enfants inscrits dans cette école en sept. 2012 :** Garçons : _____ Filles : _____ Total : _____

b) **Nombre d'enfants présents aujourd'hui** (si l'école est fermée à cause des vacances scolaires, indiquez le nombre sur le dernier jour avant les vacances ; si l'école est fermée à cause de la crise, mettez '0') :
 Garçons : _____ Filles : _____ Total : _____

3. **Nombre d'enfants déplacés suite à la crise qui fréquent cette école depuis dec. 2012:**

Garçons : _____ Filles : _____ Total : _____

4. **Quelles sont les raisons pour les élèves de ne pas aller à l'école ?** (entourer TROIS réponses maximum):

- | | |
|----------------------------------|--|
| A. Frais ou coûts | B. Ecole occupée (par familles, militaires, comme entrepôt etc.) |
| C. Ecole endommagée ou détruite | D. Manque d'enseignants |
| E. Manque de matériels scolaires | F. Violences sur la route de l'école ou dans l'école |
| G. Peur des violences | H. Maladie |
| I. Distance de l'école | J. Collecte de chenille |
| K. Travail dans les mines | L. Travail dans les champs |
| M. Travail à la maison | N. Autre (préciser) : _____ |

5. a) **Nombre d'enseignants en septembre 2012 :** b) **Nbr d'enseignants aujourd'hui ou dernier jour avant vacances :**

Titulaires :	Hommes : _____ Femmes : _____	Hommes : _____ Femmes : _____
Maitres d'enseignement :	Hommes : _____ Femmes : _____	Hommes : _____ Femmes : _____
Maitres-parents :	Hommes : _____ Femmes : _____	Hommes : _____ Femmes : _____
Total :	Hommes : _____ Femmes : _____	Hommes : _____ Femmes : _____

6. a) **Laquelle des conséquences suivantes de la crise explique l'absence des enseignants ?** (entourer TROIS réponses maximum; s'il n'y a pas d'absences des enseignants à cause de la crise, entourer « H. Tous les enseignants sont du retour après la crise »):

- | | |
|---|---|
| A. Absence de salaire | B. Ecole détruite ou occupée |
| C. Mobilier scolaire détruit ou insuffisant | D. Manuels et matériel pédagogique détruit ou insuffisant |
| E. Absence de sécurité | F. Absence des élèves |
| G. Autre (préciser) : _____ | H. Tous les enseignants sont du retour après la crise |

c) **Quelle intervention pourrait garantir que le personnel éducatif rejoigne et reste dans les écoles ?** (entourer UNE seule réponse):

- | | |
|---|---|
| A. Transport des enseignants déplacés vers les écoles | B. Paiement des salaires |
| C. Paiement de primes d'installation | D. Réhabilitation des logements de fonction s'ils existaient avant la crise |
| E. Formation | F. Autres (préciser) : _____ |

d) **Quel intervention ou formation pourrait aider les maîtres-parents à donner une éducation de meilleure qualité?** (entourer une seule réponse):

- A. Formation (pédagogie, matières,) B. Dotation de matériel pédagogique et manuels C. Autres (préciser) _____

7. **Avant la crise (décembre 2012) l'école était-elle** (entourer une seule réponse):

- A. Détruite ou inutilisable B. Légèrement abimé C. Aucuns dégâts

8. **De décembre 2012 à aujourd'hui l'école a-t-elle été** (entourer une seule réponse):

- A. Détruite ou inutilisable B. Légèrement abimé C. Aucuns dégâts

9. a) **Intrants scolaires :**

Nombre de tableaux :	en bon état : _____	en mauvais état : _____	inutilisables : _____	Total : _____
Nombre de tables-bancs :	en bon état : _____	en mauvais état : _____	inutilisables : _____	Total : _____
Armoire de l'école :	en bon état : _____	en mauvais état : _____	inutilisables / disparus : _____	Total : _____

9. b) Quel est le pourcentage approximatif de tableaux détruits / volés durant la crise (depuis décembre 2012) ? (entourer une seule réponse):
 A. Aucun (0%) B. Quelques-uns (1 – 25 %) C. Peu (26 – 50 %) D. Un grand nombre (51 – 75 %) E. Pratiquement tous (76 – 100 %)

c) Quel est le pourcentage approximatif de tables-bancs détruits / volés durant la crise (depuis décembre 2012) ? (entourer une seule réponse):
 A. Aucun (0%) B. Quelques-uns (1 – 25 %) C. Peu (26 – 50 %) D. Un grand nombre (51 – 75 %) E. Pratiquement tous (76 – 100 %)

d) Quel est le ratio approximatif d'enfants par manuels dans cette école ?
 Maths : _____ élèves pour 1 livre Français : _____ élèves pour 1 livre

e) Quel est le pourcentage approximatif de manuels détruits / volés durant la crise (depuis décembre 2012) ? (entourer une seule réponse):
 A. Aucun (0%) B. Quelques-uns (1 – 25 %) C. Peu (26 – 50 %) D. Un grand nombre (51 – 75 %) E. Pratiquement tous (76 – 100 %)

d) Est-ce qu'un ou plusieurs des documents scolaires officiels a été détruit/volé durant la crise (depuis décembre 2012) ? (entourer TOUTES les réponses pertinentes)
 A. Rien à signaler B. Registre des élèves C. Résultats D. Examens E. Autres (spécifier) : _____

10. Comment peut-on éviter que les écoles soient pillées, le mobilier et les fournitures volés à l'avenir ? (entourer TOUTES les réponses pertinentes)
 A. Mobilisation de la communauté locale (APEs etc.)
 B. Visites régulières des autorités
 C. Conscientisation (spécifier quel/s groupe/s de la population) : _____
 D. Autres (spécifier) : _____

11. a) Est-ce que les inspecteurs de l'Académie ont repris leur service ? Oui Non Ne sait pas
b) Est-ce que les chefs de la Circonscription scolaire ont repris leur service ? Oui Non Ne sait pas
c) Est-ce que les chefs du Secteur scolaire ont repris leur service ? Oui Non Ne sait pas

12. Quels types de soutien pourraient permettre de redémarrer l'éducation ou de faire revenir les élèves ? (entourer TROIS réponses max):
 A. Le retour du personnel scolaire (directeur, enseignants) B. Cantines scolaires ou fourniture de nourriture à l'école
 C. Soutien aux maîtres-parents (préciser) _____ D. Supervision du personnel du MEN (inspecteurs etc.)
 E. La réparation des bâtiments ou infrastructures endommagés F. La création d'espaces temporaires pour enseigner
 G. La garantie de la sécurité des apprenants et des enseignants H. La fourniture d'un soutien psychosocial aux enseignants et aux élèves
 I. La fourniture de matériel pédagogique J. Autre (préciser) : _____

13. Comment peut-on dynamiser et soutenir les APE ? (entourer UNE seule réponse):
 A. Formations
 B. Dotation d'outils pour réparer et entretenir le mobilier scolaire
 C. Autres (préciser) : _____

14. Sur toutes les écoles que vous connaissez dans les environs :
a) Combien ont fermées au moins une fois à cause de la crise ? _____ écoles sur un total de _____
b) Combien sont toujours fermées à cause de la crise ? _____ écoles sur un total de _____

15. Sur toutes les écoles que vous connaissez dans les environs, y compris la votre, est-ce qu'il y en a qui ont été attaqué (pillé, incendié, touché par des balles/obus, etc.) ? (indiquer les noms des écoles et expliquer comment elles ont été attaqué) :

16. Sur toutes les écoles que vous connaissez dans les environs, est-ce qu'il y a des cas de violence contres élèves ou personnel scolaire ? (indiquer les noms des écoles et les détails des cas de violence) :