



Broken foundations

Rebuilding the education system in Central African Republic

Summary

The education sector in the Central African Republic (CAR) continues to remain in crisis after almost a decade of conflict and instability. While large scale violent incidents have decreased over the past year, humanitarian needs continue to grow regardless of improved security conditions across large swaths of the country. Due to long-term structural weaknesses, a retreat by many of the armed groups present in CAR has not been met with a return of the state in those same areas.

Children in CAR continue to face a number of barriers when trying to go back to school. These include occupations of schools by armed actors and protection risks, physical access barriers, insufficient funding both by humanitarian and development donors, and a lack of qualified teachers across the country.

The education system of CAR is currently facing an existential crisis, as almost half of its children are already out of school, and 81 percent of teachers in the country lack both training and recognition. However, community-based approaches are showing promise in increasing student retention and lowering protection risks, while helping support community teachers.

The Norwegian Refugee Council (NRC) is calling on the European Union, its Member States, and other important stakeholders such as the United States and the United Kingdom to return to CAR and renew their political engaging with the government to ensure that children affected by conflict are protected within and around schools and have full access to their right to a quality education.

Background

Following almost 10 years of conflict, the humanitarian crisis in the Central African Republic (CAR) continues to cause hardship and suffering for displaced people and the communities that host them. Over the past decade, attacks and violence have caused over 3 million displacements, weakening an already fragile state hampered by decades of insufficient development.ⁱ In a complex and often unstable environment, it is increasingly difficult for the humanitarian community to meet a growing range of needs. **Children have particularly been amongst the most affected**, as they have been unable to attend schools for years or receive quality education that will allow them to build towards the future.

At the start of this year, **44 percent of children in CAR don't have access to education and 71 percent are not attending school regularly.**ⁱⁱ This is partly due to the almost decade-long conflict that has enveloped the country, and that has caused 20 percent of schools to close or be out of reach for students and teachers alike.ⁱⁱⁱ However, another reason can be found in the country's structural challenges that affect delivery of education on many levels. While schools being militarily occupied or roads being unsafe are strong barriers to education, so is an overwhelming lack of qualified teachers and conducive learning environments, or the failure to provide adequate training to those stepping up to fill the gap.

The humanitarian crisis in CAR has continued to steadily deteriorate over the last few years. Insecurity and violence continue to play a large role in driving humanitarian needs in the country. In 2022, CAR has experienced a period of relative calm in the armed conflict compared to

previous years, with violent incidents decreasing by 60 percent compared to 2021.^{iv} This is mostly due to the retreat of Non-State Armed Groups from urban centres to rural areas, which however have also led to a rise in small scale protection incidents that continue to affect vulnerable people. While large scale attacks have decreased, **needs have continued to increase with over half the population that will be in need of humanitarian aid and protection in 2023**, a 10 percent increase from just the year before.^v

The global rise in the cost of food, fertilizer, and fuel as a result of the escalation of the conflict in Ukraine has not been the main contributor to exacerbating needs in CAR in 2022. A more important factor can be found in the **State's limited presence outside of the main urban centres and fulfil its role as duty bearer to quality essential services for everyone.**^{vi} These limits have been particularly evident as the abating of the conflict has meant that many displaced persons have started to return to their areas and villages of origin, where they have found few services and even less State support.

Barriers to Education

Significant barriers to education continue to exist across CAR and are keeping almost half of the country's children out of school. In 2023, education needs will impact 1.4 million people, a number that has more than tripled since 2017 and has slightly increased from the 1.3 million people in need in 2021.^{vii} With 71 percent of children not attending school regularly, **there is a real risk that a large proportion of the country's population will be illiterate in 20 years' time.**^{viii} Barriers to education are due to a wide range of factors, including the availability and preparedness of the teacher force; the presence and physical accessibility of

schools, including in terms of the safety and practicability of elements such as classrooms, latrines, and water points; the overarching socio-economic context with the numerous negative coping mechanisms that ensue; and the many protection risks that impact both students and teachers.

Protection and the Safe School Declaration

Over the past decade, insecurity has been one of the driving forces impeding children's access to quality education. Attacks targeting teachers and school infrastructures have resulted in school closures and waves of displacement, which significantly reduce both the availability of classrooms and teachers, while also impacting the wellbeing of children in what should be safe spaces where to foster normality and hope.

As the intensity of the conflict in CAR has slowly reduced in recent years, attacks against schools have also slowly decreased from the peak period of 2018, with 85 incidents recorded between 2020 and 2021 as opposed to the 97 attacks that were recorded between 2017 and 2019.^{ix,x} In the same period of time, the UN has estimated that almost 1.000 schools have been rendered non-operational as a result of insecurity.^{xi} While the closure of schools due to the COVID-19 pandemic certainly played a role in reducing the number of attacks in recent years, it is also worth noting that the larger proportion of attacks targeting schools took place during or directly after the December 2020 elections, showing that while education itself was not the primary target it was nevertheless heavily impacted.

While direct attacks on schools still occur throughout the country, over half of the recorded incidents in CAR are due to the military use of schools by Non-State Armed Groups (NSAGs), the Central African Armed Forces (FACA), bilateral forces, and MINUSCA

forces alike.^{xiii} This trend has continued also over the past few years, with the continued use and occupation of schools for military purposes across areas returned under the control of State and UN forces.

An occupied school in Pouloubou

A recent incident took place in Pouloubou in May 2022, with the opening of a temporary MINUSCA base in the village in the Basse-Kotto prefecture. The base was installed at 10 metres from Pouloubou's primary school, instead of the required minimum of 500 metres, as indicated by MINUSCA's own guidelines. One of the main reasons was the solid cover that the school building offered compared to the straw houses that compose most of the village. While increasing the risk that the school and the children be directly or indirectly targeted in an attack, such close proximity also has a hugely negative impact on children and school activities. Children's concentration in the classroom is negatively affected both by the noise and the activities outside, which can contribute to a feeling of unsafety. In many instances, the use and occupation of schools for military purposes has resulted in many students dropping out due to security and safety concerns, and in the most severe cases schools ultimately being closed or needing to be moved elsewhere.

The Central African Republic endorsed the Safe School Declaration in 2015, committing to undertake steps to protect students, teachers, schools, and universities from attack and military use.^{xiii} Efforts to

implement the Safe School Declaration have included the transposition of some of the declaration's language into a MINUSCA directive on the protection of schools and universities from military use in 2015, as well as the launch of an action plan to support the inclusion of Safe School Declaration guidelines on protection of schools in national legislation. However, **implementation of the Safe School Declaration continues to be challenging, with continuing incidents involving schools being attacked or occupied by armed actors.**

Physical access barriers

As recently as 2018, reports indicated that one in five schools in CAR was not functioning, depriving teachers and students from much needed space to carry out education activities.^{xiv} **A lack of education infrastructure also means that children are forced to travel longer distances to reach the closest available school, often on poorly maintained roads and through dangerous terrain.**

In Basse-Kotto, some children are forced to travel for as much as 15 kilometres to reach their school, as the one in their village has been closed due to insecurity, lack of rehabilitation of school infrastructure or more often because of the lack of teachers within the village. Across the entire sub-prefecture of Mingala, the Norwegian Refugee Council (NRC) has been able to reopen 10 schools in cooperation with the Ministry of Education, however many remain closed. Long distances pose particular challenges and heightened protection risks as a result of the abysmal conditions of road infrastructure. Girls are particularly affected by the insecurity on the way to school and many parents decide to keep girls at home to prevent anything from happening to them. While initiatives have been taken to mitigate and reduce protection

risks along certain routes used by children, many remote areas remain isolated and cut off from schools, due to natural barriers and key strategic infrastructure, such as bridges, being destroyed and never rehabilitated.

Difficulties in travelling to schools have also affected the access to quality education. As for students, many areas remain out of reach for both teachers and teaching materials alike. While physical access cannot account alone for the shortage of teachers that is affecting CAR, lack of road infrastructure has severely hampered state presence in rural areas of the country, both in terms of education resources as well as the administrative support that is needed to ensure the correct functioning of the system.

Lack of funding for Education

The impact of structural challenges has been apparent in the education sector, where humanitarian organisations have been shouldering most of the load. On the back of decades of insufficient development of capacity and infrastructure, **CAR continues to experience critical underfunding of education within the state budget.** Recently, the World Bank estimated that the external funding gap for 2025-2029 was US\$95 million, as CAR has stated it will increase education spending from 13.3 percent in 2019 to 18.5 percent in 2024.^{xv} This remains below the 20 percent threshold that is recommended by the Global Partnership for Education.^{xvi}

At the same time, in recent years the country has seen a sharp decrease in international direct budgetary support. Most notably, France cut all its direct support to the state in 2021, and the World Bank has decreased its own support by more than half between 2019 and 2022.^{xvii,xviii} As a result of these decisions, an already fragile system has found itself without a critical amount of funding, further limiting CAR's capacity to

rebuild its education system, as outlined in the Education Sector Plan (2020-2029), adopted by the government in May 2020.

While concerns around lack of reform and transparency have played a part in driving decisions to suspend or reduce bilateral funding, political considerations have also contributed to further isolate CAR on the international stage. As such, the breakdown of dialogue between the country and some international stakeholders has meant that decreased bilateral support to the state hasn't been balanced with increased direct support to actors implementing structural activities. As a result, **humanitarian actors, such as NRC, have been left alone in responding both to emergency and structural needs with scarce resources.**^{xix}

To make matters worse, funding to education has also been lagging behind within the humanitarian response. In 2022, the education sector was only 27.6 percent funded.^{xx} While it slightly overperformed compared to the average of 24.5 percent across the rest of West and Central Africa, it pales in comparison to the 125 percent funding allocated to the food security sector during the same year.^{xxi} **Uneven levels of funding have contributed to decelerate the humanitarian response, severely limiting humanitarian organisations' ability to train and support teachers, and to construct and rehabilitate schools.**

Lack of qualified teachers

While insecurity and attacks have played an important part in adversely impacting CAR's education system, structural issues that pre-date the 2012 crisis have equally affected children's access to quality education. A lot of these issues are related both to the education system's deficiencies, which have suffered from decades of inefficient administration, as well as to the weak presence of the state in rural and remote

areas, as local and national education administrators, such as the *Inspecteurs Académiques*, are unable to travel to areas outside of state control.

One of the main barriers that CAR continues to face is a critical shortage of qualified teachers at all levels, especially in primary education. Small numbers of qualified teachers result in both limited access to schools, as many are forced to close due to the lack of education personnel, but also the lowering of the quality of the education provided, as school directors look for ways to cope with the issue. **In the absence of a lasting solution from the State, the local education community has resorted to community teachers (*mâitres parents*),** paid by the community or by humanitarian and development actors, to prevent schools from closing.



Maurice, a community teacher in Alindao, is one of 14 teachers in charge of a school of over 1900 students. Only one teacher receives a salary from the State. [Photo: Chanel Igara/NRC]

The lack of qualified teachers has historically been characterised by geographic inequality, with high numbers of them concentrating within schools in and around the capital of Bangui. This is due to the centralised nature of CAR's education system, as all teachers were until recently trained in Bangui and were

therefore prone to remain in the area. Additionally, due to the state's weak presence in the interior, there are no banks in most areas of the country, meaning that most teachers need to travel to Bangui to collect their salaries. This has resulted in teachers being absent from school for several months, both due to the difficulty of travelling as well as a reticence to return to the interior. Children are ultimately those that suffer, as schools are often unable to function while teachers are away.

The presence of trained teachers in the interior has also been impacted by insecurity. In the initial phases of the crisis, some were the targets of attacks and were forced to displace towards urban centres. While attacks have decreased, most trained teachers continue to refuse to move back to the interior. This is partly due to the fear of attacks but mostly due perception of risk in areas where the government's presence is still not felt. Teachers currently do not receive any additional benefits for moving to rural areas to work, and have referred to lack of housing, teaching materials and other kinds of benefits which the state is unable to provide, as reasons they are not able to remain and teach in those areas.

Faced with a growing disparity in the presence of trained teachers across the country and the failure by the state to provide rapid solutions, initiatives to respond to the crisis have originated from the communities themselves. The last decade has seen an exponential growth in the presence of the so-called *maitres-parents*, non-trained members of the community that volunteer to fill teaching gaps. *Maitres-parents* have always existed within the CAR system, due to the ever-present lack of teaching personnel across the country. However, **they have gone from representing around half of the teacher force in 2010 to 81 percent of all teachers**

at the start of 2023.^{xxii,xxiii} Just in Basse-Kotto, there are over 500 *maitres-parents*, with subprefectures such as Mingala where 101 out of 103 teachers are *maitres-parents*. At the same time, as recently as 2019 community teachers only composed 8 percent of teachers in the Bangui area, resulting in **a widening disparity in access to quality education across the country.**^{xxiv}

“If we don’t address the root causes of the education crisis, most of the country will be illiterate in 20 years”

*Clemence Sebusanza, NRC
Education Project Manager in
Alindao*

As *maitres-parents* have come to compose the majority of the teacher force in CAR, there are strong concerns in terms of what the impact is on the delivery of quality education in the country, especially in areas where they represent the absolute majority of teachers. As teachers across the country are increasingly stretched thin to respond to increasing education needs, so does the number of children under the care of each teacher grow. Since the beginning of the crisis, the student-to-teacher ratio has consistently grown, with an average of over 100 students per teacher across the whole country.^{xxv} **The situation is much worse when considering only teachers directly supported by the state, as the most remote areas of CAR see rates of more than 300 students per teacher.**^{xxvi}

While community teachers step up within their communities to respond to an urgent need, they often lack the means and the tools to deliver for the children in their care. **Being non-formally recognised teachers, *maitres-parents* currently receive no**

support from the state in terms of salaries and teaching materials. As a result, the vast majority of community teachers lack secondary education, meaning they don't have many of the skills and knowledge to effectively support their students.^{xxvii} Even more so, when considering they are often having to look after between 100 and 150 children. Unsurprisingly, enrolment rates show a disparity in access to quality education in Bangui compared to rural areas, which already starts having an impact in primary education.^{xxviii}

To bridge the gap left by the state, **humanitarian organisations have stepped in to support maîtres-parents as a transitional and temporary measure, through the delivery of trainings, the provision of teaching materials, and the payment of incentives.** Trainings also include specialised psychosocial support, which is essential to ensure that teachers are able to support children's recovery from the traumatic events experienced during conflict and displacement by improving the conditions for learning. This is especially relevant as a recent assessment in the west of CAR showed that 87 percent of the schools and communities face protection risks for the students, such as physical aggression, child marriage and school dropout.

Community teachers have been able to provide a short stop solution to the education crisis in CAR in preventing schools from closing and children from dropping out indefinitely. However, they also face several critical challenges to their work falling across three broad categories: economic support, institutionalisation, infrastructure.

Currently, maîtres-parents feel they are not sufficiently supported and recognised by the state. They continue to not receive salaries, also as a result of a lack of their institutional recognition. Humanitarian organisations

such as NRC have stepped in to fill the gap by providing incentives of 35 thousand CFA francs, which are a little over a third of standard teacher salaries.^{xxix} **Short-term humanitarian funding is however not fit for purpose to ensure the sustainability and stability that schools require** in order to increase primary education enrolment rates across the country.

Case study: A school in Boali

Some of the limitations of short-term humanitarian funding could be seen in a school in Boali. Thanks to support from NRC and donors, in 2022 it was able to grow to 7 teachers, of which 5 maîtres-parents, and 440 students. Support included the payment of incentives, the rehabilitation of classrooms and the building of WASH facilities and latrines. Following the conclusion of the one-year project in September 2022, and the ending of direct support to the school, only 2 of the maîtres-parents continue to work in the school as of the start of 2023, doing so for free. As such, the student-to-teacher ratio has increased dramatically from 62 to 110, which can negatively impact retention of students as the school year progresses. The director of the school directly linked the departure of NRC to explain the loss of the three community teachers. At the same time, they indicated that there had been little understanding and interest from the local community in taking over the payment of incentives once NRC had left.

Being able to rapidly unlock funds for humanitarian organisations to train and support teachers, and to construct and

rehabilitate schools is vitally important. However, there have been growing limitations faced by humanitarian actors in **ensuring that results from implemented activities are not lost due to lack of sustained support** for the processes put in place.

In the absence of sufficient support from the state, which remains constrained by a scarce presence in the interior coupled with a limited education budget, **the most promising approach to build a durable solution is represented by community support.** Humanitarian actors do not have the resources nor the mandate to substitute themselves to local communities, that need to increasingly take ownership of maîtres-parents and ensure a continued education for their children.

There are however two important areas that require improvement to ensure this approach is effective. Firstly, **the transition from humanitarian organisations to local communities must be sustainable.** In cases such as the school in Boali, local communities lacked awareness of their role and the importance of ensuring there is a sufficient number of teachers in the school. At the same time, in schools across the Basse-Kotto prefecture, local communities have been struggling to put together the resources needed to pay the community teachers' incentives. The humanitarian community needs to increasingly invest in awareness raising activities, engaging both with school authorities as well as parents. At the same time, the humanitarian response needs to increasingly include a multisectoral approach, that links education and livelihoods objectives. Investing in income-generating activities for parents is showing to be a promising way to increase the community's ability to support maîtres-parents while also reducing the protection risks from negative coping mechanisms.

A second area is represented by the current difficulties faced by humanitarian organisations in ensuring the transition to community-based support. As most projects remain short-term, the transition period is consistently too short and abrupt to build the resources and awareness necessary for the community to take over school activities. This includes the necessary time to ensure that school management committees and parents/teachers associations, composed of both teachers and parents, can become accepted and functional. As such, longer-term and flexible funding is necessary to enable this transition. At the same time, **humanitarian and development donors need to ensure that actions across the nexus are increasingly coordinated to ensure their sustainability** in alignment with the Education Sector Plan 2020-2029.

*“Leaving children in a state of illiteracy is terrible. I will stay [without a salary] at the disposal of the children for as long as possible”
Maurice, Community teacher in Alindao since 2016*

Beyond economic support, maîtres-parents are clear in their request for increased institutionalization by the state. While teacher training has been historically centralised in CAR, a 2019 reform created 10 Centres Pédagogiques Régionaux (CPR) to allow the state to get closer to the interior and to the teachers already working in those areas.^{xxx} In areas where CPRs are accessible, maîtres-parents are required to submit an application, pass a competency test, and then undertake a training course. While the process has been available to some, it remains at too small a scale to meet the need for qualified teachers. At the same time, **access to training opportunities remains entirely dependent on the physical**

presence of the state, which is still mostly limited to urban centres, further fuelling the sense of abandonment of community teachers in rural areas.

The last area of need for *maîtres-parents* focuses on the limited school infrastructure to which teachers and students have access. Currently, most schools in CAR function by providing classes in two shifts in order to meet, as much as possible, the education needs of communities. However, **the few and overcrowded classrooms that exist mean that many children are not able to**

enrol. At the same time, teachers and students alike are **lacking essential materials such as reading and mathematics textbooks**. The lack of materials also negatively impacts student retention, as parents are often unable to put together school kits for their children on their own.

Recommendations

Protection and the Safe School Declaration

- i. The Ministry of Education of CAR, as well as the wider government, must ensure the implementation of the Safe School Declaration, including by swiftly translating SSD guidelines on protection of schools in national legislation and military training curriculum. Donors must support the government of CAR in the implementation of the SSD in ensuring that there are sufficient financial and human resources at its disposal.
- ii. The European Union, Member States, the United States, and other international stakeholders must support and strengthen existing Civil-Military Coordination structures to reinforce the implementation of the Safe School Declaration through existing coordination mechanisms. To this end, OCHA needs to increase its prevention and awareness raising activities towards all parties who have been involved in attacks and occupations of schools.
- iii. The protection and education clusters should strengthen their coordination to minimise and mitigate protection risks related to education through ad-hoc structures to ensure frequent discussions and exchanges of information.
- iv. UN Security Council Member States need to actively engage with MINUSCA forces to prevent the damaging and impediment of donor-funded education infrastructure and activities. To this end, MINUSCA Pre-Deployment Training (PDT) should include the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.
- v. The international community needs to increase the monitoring and accountability of attacks on schools during electoral processes through the deployment of trained electoral observer, particularly in view of the upcoming 2025 elections.

Funding to education

- vi. The international community must prioritise funding to the education sector within the humanitarian response plan to ensure increased access to quality education for all conflict affected communities in CAR.
- vii. Humanitarian donors need to scale up flexible, multi-year funding for education to ensure that humanitarian actors are able to sustainably shift the support of community teachers back under the responsibility of their communities (School Management Committees and/or Parents/Teachers Associations). This includes support to communities through awareness raising, livelihoods and information, counselling and legal assistance activities.
- viii. Humanitarian and development donors must coordinate and streamline existing approaches by strengthening coordination within CAR. The education cluster and the Local Education Group should regularly discuss ongoing and upcoming actions in order to build synergies and advance a common approach.

Access to education

- ix. The European Union, Member States, the United States, and other international stakeholders need to politically and diplomatically re-engage with the government of CAR emphasising the importance of prioritising the education sector as a fundamental basis for durable solutions to conflict-affected communities and human development.
- x. Development donors must increase support to CAR's education sector, prioritising the training and support of teachers and the reconstruction and rehabilitation of schools, in line with the Education Sector Plan (2020-2029).^{xxxi}
- xi. Humanitarian and development donors need to increase pressure and support to the Ministry of Education of CAR to promote an acceleration of the process of decentralisation of the training of teachers across the country. This process is essential to respond to the needs of the most vulnerable communities in the short term.
- xii. Development donors must increase political and economic support and pressure towards the Government of CAR to address the deficit of basic and upper secondary schools and/or technical and vocational education centres and universities. The government has a responsibility to ensure that youths have prospects of a continued education after completing their primary education.

ⁱ Internal Displacement Monitoring Centre (IDMC) country data, accessed on 14/02/2023

ⁱⁱ OCHA, Humanitarian Needs Overview Central African Republic, 2023, p. 69

ⁱⁱⁱ Education Cannot Wait Facilitated Multi-Year Resilience Programme 2019 -2021, Central African Republic, p. 3

^{iv} Armed Conflict Location & Event Data Project (ACLED), accessed on 14/02/2023 at <https://acleddata.com/dashboard/#/dashboard>

^v <https://reliefweb.int/report/central-african-republic/central-african-republic-us465-million-required-address-ever-growing-humanitarian-needs-2023>

^{vi} The Central African Republic is present across the country through Prefectures and sub-Prefectures. The first are present in the larger urban centres, and currently represent most of the State's capacity outside of Bangui. Sub-Prefectures should instead be present in the smaller urban centres and in rural areas, and are essential to allow administrative processes related to areas such as education and the legal system to function, for instance through Heads of Sector assessing education needs or judges and other legal administrators who can unlock matters related to Housing, Land and Property Rights, or civil documentation. In practice, sub-Prefectures are still rarely functional and at capacity throughout the country, especially in rural areas. This is due both to access constraints and the State's limited capacity to support their presence.

^{vii} OCHA, Humanitarian Needs Overview Central African Republic, 2021

^{viii} OCHA, Humanitarian Needs Overview Central African Republic, 2023, p. 69

^{ix} Global Coalition to Protect Education from Attack (GCPEA), "Education Under Attack 2022", 2022

^x Global Coalition to Protect Education from Attack (GCPEA), "Education Under Attack 2020", 2020

^{xi} Global Coalition to Protect Education from Attack (GCPEA), "Education Under Attack 2022", 2022

^{xii} *Ibid.*

^{xiii} <https://ssd.protectingeducation.org/endorsement/>

^{xiv} Education Cannot Wait Facilitated Multi-Year Resilience Programme 2019 -2021, Central African Republic, p. 3

^{xv} The World Bank, Central African Republic - Education Sector Plan Support Project (P173103)

^{xvi} <https://www.globalpartnership.org/sites/default/files/2019-02-gpe-national-education-budget-guidelines.pdf>

^{xvii} <https://www.reuters.com/world/africa/france-suspends-aid-military-support-central-african-republic-2021-06-08/>

^{xviii} <https://ida.worldbank.org/en/financing/debt/country/central-african-republic>

^{xix} Analyse du secteur de l'éducation de la République centrafricaine, Pour une politique de reconstruction du système éducatif, République centrafricaine, UNICEF, IPE-Pôle de Dakar - UNESCO, 2018.

^{xx} <https://fts.unocha.org/appeals/1064/summary>

^{xxi} *Ibid.*

^{xxii} Analyse du secteur de l'éducation de la République centrafricaine, Pour une politique de reconstruction du système éducatif, République centrafricaine, UNICEF, IPE-Pôle de Dakar - UNESCO, 2018, p. 66

^{xxiii} OCHA, Humanitarian Needs Overview Central African Republic, 2023, p. 69

^{xxiv} Plan Sectoriel de l'Éducation de la République centrafricaine – 2020-2029

^{xxv} Analyse du secteur de l'éducation de la République centrafricaine, Pour une politique de reconstruction du système éducatif, République centrafricaine, UNICEF, IPE-Pôle de Dakar - UNESCO, 2018

^{xxvi} *Ibid.*

^{xxvii} Plan Sectoriel de l'Éducation de la République centrafricaine – 2020-2029

^{xxviii} Analyse du secteur de l'éducation de la République centrafricaine, Pour une politique de reconstruction du système éducatif, République centrafricaine, UNICEF, IPE-Pôle de Dakar - UNESCO, 2018

^{xxix} Plan Sectoriel de l'Éducation de la République centrafricaine – 2020-2029, p. 143

^{xxx} Plan Sectoriel de l'Éducation de la République centrafricaine – 2020-2029