



**USAID**  
DU PEUPLE AMERICAIN

**Support project to Education in Emergency Situation**  
- USAID-EESA's rapid analysis of education needs (RNA, analyse rapide des besoins en éducation) in the Segou, Mopti, Timbuktu, Gao and Kidal regions.



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## List of acronyms and abbreviations

<b>AE</b>	Académie d'Enseignement (Teaching Academy)
<b>AME</b>	Association des Mères d'Elèves (Association of Mothers of Students)
<b>APE</b>	Association des Parents d'Elèves (Association of Fathers of Students)
<b>AQMI</b>	Al-Qaïda au Maghreb Islamique (Al-Qaeda in the Islamic Maghreb)
<b>CAMRIS :</b>	International Clapp And Mayne Renaissance Information System
<b>CAP</b>	Centre d'Animation pédagogique (Teachers Resource Center)
<b>CGS</b>	Comité de Gestion Scolaire (School Management Committee)
<b>EESA :</b>	Activités d'appui à l'éducation en situation d'urgence (Support Activities to Education in Emergency Situation)
<b>ERRE :</b>	Evaluation rapide des risques en éducation (Rapid Risk Assessment in Education)
<b>IFM</b>	Institut de Formation des Maitres Teachers Training Institute)
<b>MEN :</b>	Ministère de l'Éducation Nationale (National Department of Education)
<b>MINUSMA :</b>	Mission Multidimensionnelle Intégrée des Nations Unies pour la Stabilisation au Mali (United Nations Integrated Multi-Dimensional Stabilization Mission in Mali)
<b>MNLA</b>	Mouvement National de Libération de l'Azawad (National Movement for the Liberation of Azawad)
<b>MUJAO</b>	Mouvement pour l'Unité et le Jihad en Afrique de l'Ouest (Movement for Unity and Jihad in West Africa)
<b>OCHA</b>	Office for the Coordination of Humanitarian Affaires
<b>OMS</b>	Organisation Mondiale de la Santé (World Health Organization)
<b>ONG :</b>	Organisation Non Gouvernementale (Non-Governmental Organization)
<b>ONU</b>	Organisation des Nations Unies (United Nations Organization)
<b>PAM</b>	Programme Alimentaire Mondial (World Food Program)
<b>PIB</b>	Produit Intérieur Brut (Gross Domestic Product)
<b>PNUD</b>	Programme des Nations Unies pour le Développement (United Nations Development Program)
<b>RNA</b>	Analyse Rapide des besoins en Education (Rapid Needs Assessment in Education)
<b>UNFPA</b>	Fonds des Nations Unies pour la Population (United Nations Populated Funds)
<b>UNHCR :</b>	Haut Conseil des Nations Unies pour les Réfugiés (United Nations High Commissioner for Refugees)
<b>UNICEF</b>	Fonds des Nations Unies pour l'Enfance (United Nations Children's Fund)

**USAID :** Agence des Etats Unis pour le Développement International (United States Agency for International Development)

## Executive summary

The socio-political and security crisis facing Mali since 2012 has strongly affected the capacity of the Government to ensure the adequate provision of basic social services, including the education of children.

Within the education system, we see the massive displacement of teachers and students from the North to the South of the country, causing a considerable deficit in teaching staff, a decrease in the number of students in some schools (while there is an overabundance of students in other schools) and an increased number of out-of-school children in many areas. School infrastructures sustained major damages because of the crisis: schools and classrooms have been destroyed, canteen equipments swept away or damaged, manuals and teaching materials looted or burned, not to mention the state of trauma within the concerned communities (affecting teachers and pupils).

The results of the study showed that the student capacity of many schools was substantially reduced, and that of the 250 schools selected, 51 (20%) were closed at the time of the survey, while in Tessalit, all 71 schools were closed. At the national level, UNICEF data indicate that 282 schools were still closed, including 94 in Timbuktu, 72 in GAO, 63 in Mopti, 50 in Kidal and 03 in Segou.

This situation, which is mainly due to the prevailing insecurity in those areas, prevents a majority of children from attending school, especially girls who are confined to domestic tasks or subject to early or forced marriages.

In all the regions surveyed, almost 60% of the functional schools visited saw their staff numbers drop, while some schools (unprepared for this situation) experienced at the same time a large increase in student enrollment. This is the case of a school in the Timbuktu region where "*from 13,000 pupils enrolled in 2013, the number rose to 18,000, an increase of 38% in the space of two years*". DCAP Dire.

The proportion of functional schools visited with double-division classes is quite high. In all regions, more than half (58%) of the functional schools visited have double-division classes and in general two classes occupy the same room. The pupil / table-bench ratio is more than 2 pupils per bench table in all the regions visited. The study also showed that less than 10% of the functional schools visited have a security plan; barely 20% are fenced and only 30% of these fences are in good condition.

Two per cent and 20 per cent of schools had at least one classroom damaged as a result of the crisis and the worst affected areas were Kidal (87 per cent) and Timbuktu (75 per cent).

From an accessibility point of view, the study found that few classrooms have disabled access ramp (9.9%), that less than 3% of the schools visited have a library and that about 40% of schools do not have a school principal. On average, 61 students must share a latrine and there is at least one functional latrine in approximately 62% of the schools visited, 47% of which have separate latrines for girls and boys.

At the didactic level, in almost 58% of the functional schools visited, less than half of the teachers have a whole range of learning guides and teaching materials. For all the areas surveyed, 13% of functional schools do not have reading manuals and 16% do not have any mathematics books.

Regarding communities, the study found that of the 315 schools surveyed, 291 (about 92%) have School Management Committees (*Comités de gestion scolaire* - CGS) and 151 (about 48%) have Associations of students' mothers (*Association de mères d'élèves* - AME).

Pertaining to the resilience of the communities, the study found that of the 315 schools surveyed, communal councils supported 128 schools (about 41% of the schools) and that only 107 of the 315 schools surveyed (34%) benefited from support missions from their Teaching Academies (*Académies d'enseignement* - EA) and Teachers Resource Centers (*Centres d'animation pédagogique* - CAP); the percentage of schools visited by NGOs or other partners ranged from 19% in the Segou EA to 86% in the Timbuktu EA.

Given the drastic impact of the crisis on communities and on the education system, it has become clear that both students and teachers as well as other school actors and populations find themselves in a generalized state of psychosis which annihilates every hope for the future. It is therefore clear that the improvement of children accessibility to school necessarily entails the restoration of a climate of lasting peace.

Even in areas that are currently in an acceptable learning situation, efforts should be made to ensure the construction / rehabilitation of destroyed or damaged classrooms, the acquisition of adequate quantities of teaching materials and textbooks, the motivation of the teaching staff, the safeguarding of the course and school premises, the establishment of school canteens, the provision of psychosocial support to traumatized persons, as well as the training of pupils and teachers in peace culture and citizenship.



## I. Assessment goals

### I.1 Place of study

As a prelude to the baseline of the EESA project study, in June 2016 USAID Mali, through CAMRIS International, asked a research firm to conduct a study entitled « Rapid Analysis of Education Needs ». This study took place from July to October 2016 in the regions of Mopti, Segou, Timbuktu, GAO and Kidal.

### I.2 Target of study

This study is intended to accompany the Government of Mali in the implementation of its priority action plan, particularly the Ministry of Education 2014-2016 interim plan. To this end, USAID has developed a support project to education in emergency situation to ensure access to basic education to 80,000 students and to strengthen the educational system in the areas affected by the March 2012 conflict.

This situation led the international community and the Government of Mali to unite their efforts to restore stability in Mali behind emergency measures to deal with the structural problems of political and social governance, whose deep reform depends on quality education, accessible to all.

### I.3 Scope and use of the results of the study

The assessment of educational needs in the regions of Segou, Mopti, Timbuktu, GAO and Kidal is essentially justified by the crisis situation that these parts of the country have experienced and by the emergency action that is required to mitigate its negative effects on people and learners. It is expected to quickly collect reliable data on education, to identify special educational needs and therefore meet some of the unsatisfied needs of the educational system in general.

The fast analysis of educational needs will therefore allow USAID to better determine which schools to rebuild or rehabilitate, and to identify relevant educational activities to undertake in order to enable the people harshly tested by conflict/crisis to build peace and sustainable social cohesion.

## II. Context

Malian democracy was harshly mistreated in March 2012 by the collapse of the State as a result of the military coup and occupation of more than 60% of the national territory by separatist groups led by Tuareg and supported by terrorist organizations.

The French military intervention of 2013 allowed lost areas to be reclaimed (except for Kidal who remains under occupation) but the official peace negotiations that followed have led to nothing but precarious results.

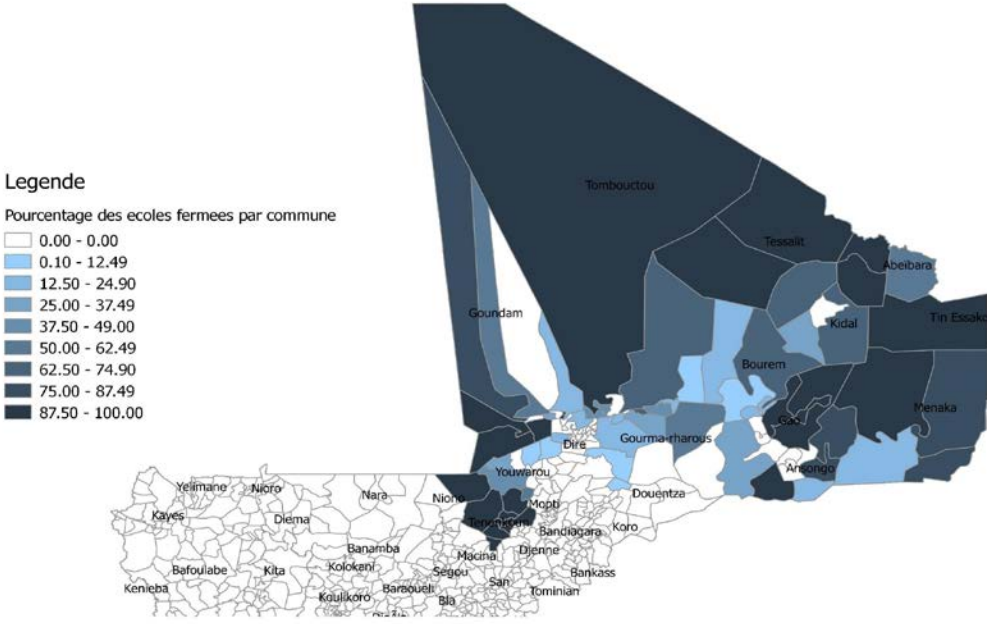
However, a promising peace agreement was concluded on June 20, 2015 between the main Tuareg rebel group and the Government of Mali.

Pending the effective application of these agreements, communes and villages continue to be the target of repeated and violent attacks with little information about the identity and responsibility of the concerned armed groups.

Many schools have been closed. This is the case of almost all schools in Kidal, where the people and the armed forces often deserted their homes to hide in public places (including schools).

### 2.1 Mapping of affected areas

The map below shows the percentage of schools closed by region. The dark character of the majority of areas north of the country (target of the study), attests to the seriousness of the situation and the urgency to intervene to contain evil.



Legend  
Percentage of schools closed in each commune

## 2.2 Impact of the conflict/crisis on learners within the education system

### 2.2.1 Analysis of the situation

The crisis that started in 2012 has strongly affected the provision of basic social services, especially educational services in the regions of Segou, Mopti, Timbuktu, GAO and Kidal.

This political and security crisis had a negative impact on the education system of Mali in general, with particular severity in the northern parts of the country where schools were destroyed, damaged or closed. Decentralized departments of education such as the AE and the CAP had to slow down or even stop their activities, while other services have been transferred to other regional capitals.

The wave of people moving due to insecurity has led to learners quitting school and to the slowdown of the courses, due to the lack of teachers.

Schools were no longer safe places for students or teachers, some of which had to flee terrorist attacks which cost the lives of many civilians and military.

With the return to constitutional order in 2013 and the peace agreement signed with some armed groups in June 2015, the educational landscape in these areas tends to improve. The effects of the conflict/crisis, however, are still noticeable on the education actors and the learning environment remains badly affected by retaliation.

Despite significant efforts deployed by the Government and its partners, several schools remain closed and the return of school administration remains shy in several localities. Ultimately, the needs are still enormous in the education sector.

### 2.2.2 Effects of the crisis/conflict on the learners

According to the assessment made in five (05) areas, the education system has been severely tested by the crisis. Children's access to education has been reduced, and some schools have become less conducive to learning. Schools are still closed in some communities in the North, as in the Kidal region.

In the areas particularly affected by the crisis, the AE and the CAP can no longer play their sovereign coordination and supervision role in the implementation of the national education policy. There is a reduction in the number of supervision missions and educational animation activities in schools. Many CAP vehicles and offices have been ransacked. Only 35 per cent of the schools visited during this study received the visit of their AE or CAP. The percentage of

respondents who received school visits ranges from 15% in the Segou AE to 58% in the Timbuktu AE. In the Abeibbara and Tinessako CAP, people retreated to the town of Kidal, and the whole school administration (AE and CAP) took up residence in Gao, the neighbouring region. In Tessalit, all 71 schools are still closed to this day. Nearly 60% of the functional schools visited have seen the number of their staff drop. Among the functional schools visited, more than 50% use a single classroom for two or more grades. Damages to classrooms have affected the students/classroom ratio. In the functional schools visited, this ratio reached 65 to 1 for all and 130 to 1 in Kidal. The proportion of schools with classes located in temporary structures is not negligible. About 27% of the functional schools visited have at least one class in temporary structures. Nearly 43% of the schools visited had at least one class damaged during the armed conflict.

Learning and teaching materials have also suffered significant damage during the armed conflict. This observation was confirmed during the collection of data from schools which revealed that in nearly 58% of functional schools visited, less than half of the teachers have a complete set of pedagogical guides and didactic materials. Overall, 13% of functional schools do not have reading manuals and 16% do not have math textbooks. Of all the schools visited, the Timbuktu region is the least endowed with 23% of schools lacking textbooks in reading and 24% lacking textbooks in mathematics.

The crisis has greatly affected teachers. The displacement of teachers towards the southern regions is one of the most visible impacts of the crisis. In Timbuktu, Gao and Kidal regions, all teachers non-originating from the North are distributed to the South. The flight of teachers to secure environments was mentioned by the decentralized services of the State (AE and CAP). If despite the crisis, some teachers remained in the conflict zones to ensure classes, a worsening of their absenteeism is worth noting. For example, in Timbuktu, a rise in teachers' absenteeism was recorded in about 35% of the functional schools visited. To address the lack of teachers, the use of unqualified volunteers was the only solution. This is particularly the case in the Kidal region. In all the functional schools visited, 58.9% of identified teachers are not graduates from teacher training institutes (*Instituts de formation de maitres, IFM*). In addition, teachers have benefited from continuous training in only 40% of the functional schools. The need for teachers is also important.

### 2.2.3 Current situation and perspectives

The security and political crisis has affected the educational system and the immediate consequence was the end of classes and/or the reduction of the number of classtime, the displacement of populations, the widespread psychotic state of teachers, students and their parents, the deterioration of infrastructures and school equipments, the exodus of teaching staff, the withdrawal of the school administration and the disruption of the education system as well as communities who are no longer able to go about their daily lives.

Internal displacement as a result of recurrent attacks had a negative impact on the schooling of children. Indeed, according to estimates based on population projections, 380,411 children in pre-premary and primary schools are out of school in areas of insecurity. Some schools were particularly hard hit during bombings and ground fightings, because they served as shelters for armed groups. This is the case of the schools in the regions of Kidal, Segou (Diabaly<sup>2</sup>), GAO (Tinamar, Ansongo and Menaka), etc. In addition, some schools have been occupied by the regular army and in 2015, at least sixteen (16) schools were occupied by armed groups, including the Malian army and MINUSMA.

In communities where the schools are still closed, as is the case in Kidal, teachers are still not back in schools. Classes are taught by less-skilled, aboriginal volunteers.

In several locations, physical access to education is hampered by the occupation of schools by armed groups, insecurity on the way to school, left-over war explosives, floods, and disrepair of the classrooms and unavailability of training materials.

This insecurity slows down the effective return of school administrations, especially the decentralized services of education (the AE and the CAP). Despite incentives from the Government for the effective return of teaching staff in abandoned areas, reluctance is shown by much of the staff, including teachers who fear for their own safety. This situation resulted in a noticeable deficit of teaching staff in the northern regions, specifically in the regions of Kidal, GAO, Timbuktu and part of the Mopti region.

A combination of the implementation of the 2015 peace agreement, incentives from the Government, emergency support from various development partners, and the involvement of both local authorities and school administration helped more and more schools reopen in some previously abandoned communities. However, communities are still subject to sources of tensions that undermine the peaceful coexistence long advocated by populations.

## 2.2.4 Sources of tensions/divisions in the communities

Mali is a country rich in culture and tradition where ethnic diversity and mutual tolerance helped forge, over time, very strong social relationships between different communities and ethnic groups.

The peaceful cohabitation of different ethnic groups has always been one of the cardinal values preserved by a majority of the population.

Unfortunately, with the advent of the crisis, social tensions are appearing. These tensions are characterized by an almost permanent confrontation between different ethnic groups and social classes who do not have the same perception of the causes of the conflict. The study found that the perception of the causes of the conflict differ according to ethnic groups, social stratas, geographical areas and even according to gender and age groups.

In the areas covered by this study, the main source of tension and division within communities remains the difference of opinion on the key issues of development and governance of national and local resources for the benefit of all communities. Therefore, certain social fringes are deeply convinced that the problem always comes from others (administration, community, etc.), which leads to a strong defence of one's points of view and the tendency to impose them onto others.

Adding fuel to the fire is the difficult conciliation, in a context of scarcity of natural resources, between ethnic groups of differing vocation inhabiting the same space. This is the case of conflict between nomadic breeders and sedentary farmers around pasture areas and water points.

Another source of conflict is the ideology, among certain ethnic groups, of a predominant white race (over the black race). In this ideology, the black race is considered as slave to strain, thus unfit to govern upper class ethnic groups.

In the field of education, there is stiff opposition from some conservative families with regards to modern school, considered to be an emanation of Satan and leading to the depravity of manners. The introduction of the dominant local languages, intended to facilitate local ownership has not been sufficiently planned in a context of language diversity, where each ethnic group has a preference for its own language. Therefore, the teacher's lack of control over this practice has led to perverse effects and to a rejection, by the communities, of the local languages teaching method in the 1st cycle of basic education.

All these problems, combined with a growing impoverishment of populations, have led to the unequal access to national wealth, regional disparities, mismanagement of public

resources, the decline of the economy and of the educational system, the porosity of borders, the difficulty to ensure a full deployment of order and security forces on the whole territory, as well as the exacerbation of injustice and corruption. These factors have plagued human relations and led to the crumbling of the social fabric.

It is not surprising that in many localities, remains the thorny problem of providing proper support in order to ensure the motivation of the community teachers, guarantors of a quality education for all in a context of insecurity and persistent crisis.

### 2.2.5 Factors of cohesion and connection for peace

Despite this bleak picture, there is, in conflict areas, some evidence of social cohesion factors that can serve as levers to bring communities to live in harmony in the target regions. During the field surveys, the main factors of cohesion mentioned by stakeholders were: the jokes on cousinship, the weekly fairs which connect most of the villages, inter community consultations such as festivals, horse racing, canoe races, etc., cultural events promoting dance, songs and customs of various cultures, as well as widely tolerated inter ethnic marriages.

To these aspects are added the ancestral values of solidarity, sharing and mutual assistance conveyed by the Muslim religion that is practiced by a majority of the population.

In the field of education, identified sources of cohesion are, among others: sharing of a common language, mutual acceptance of students without reference to color or ethnicity, school canteens (dealing equally with all students), reward ceremonies for the best students, the existence of community organizations of school management such as the CGS, the APE (Associations of students'parents-*Associations des Parents d'Elèves*), the AME (comprising all ethnic sensitivities) as well as the existence of schools accessible to all / which allow the students to forge strong social bonds, as asserted by a head of school administration.

Moreover, education as an instrument to instill values is a sure path to social cohesion and to social benefits on a larger scale.

### 2.2.6 Perceptions of armed conflicts by identity groups

In most of the places visited and affected by the crisis, a state of psychosis was prevailing and prevented many actors to express their perceptions on the causes of the conflict.

Nevertheless, from the various interviews, some evidence emerged that can explain the causes of the conflict/crisis. People discussed, among other things, the following aspects :

- Conflicting interests between ethnic groups, between populations with different vocations, between populations of different geographical areas (white and black populations, breeders and farmers, people living in the North and people living in the South, etc.);
- Bad governance of public resources and the maldistribution of wealth;
- The preferential treatment granted to an ethnic group, a social class;
- The increase in the rate of unemployment and poverty within populations;
- No schooling, abandonment or dropping of an important number of children left behind;
- Mutual accusations of the populations and the lack of vision and leadership of politicians;
- The will to dominate and the separatist tendencies of some ethnic groups in the North (Tuaregs and Arabs);
- The arrival of narco traffickers and jihadists in Mali;
- The complicity of some Western countries with armed and terrorist groups;
- The weakness of the defence and security forces at the national level.

During surveys conducted in the 5 target regions of the study, the majority of the actors in the administration field estimated that the conflict is due to illiteracy and to the low level of education of the population. Therefore, according to them, a lot of people unfortunately approve the actions of the jihadists. The anarchist ideas propagated by the jihadists are followed by a significant segment of the Muslim population which sees it as a hope for a return to the moral values lost by the society. This fertile ground made the jihadists responsible for the exacerbation of conflicts between farmers and herders, increasing the difficulty of conducting any mediation operation that could lead to peaceful coexistence between the two groups.

*For example, according to a testimony the jihadists advocated that the earth, as well as the plants growing on it belong to God, and that nobody has the right to prevent the Fulani to graze their animals, giving free rein to the animals to graze in the fields of sedentary farmers.*

During the study in the 5 areas, the majority of school principals and teachers interviewed referred to poverty, bad governance and injustice as the main cause of the conflict which brought the Tuaregs and Arabs to rebel against the State. For some school administrators, the jihadists are against the State and all its symbols are subject to vivid attacks. These attacks cause a destabilization of the educational system, which must abandon commonly



accepted rules such as the mix of children at school as well as the choice of teaching materials and staff.

Other members of community organizations and NGOs have highlighted the lure of easy profit by separatist groups who use arms to be heard and who have not been met by a firm response from the State. This desire to quickly and easily get rich is only used to satisfy special interests, say some interviewees.

Other views of various segments of the populations (parents, leaders, etc.) consist, among others things, of:

- The will of the Tuaregs and Arabs to dominate the ethnic groups of the South;
- Ignorance of the real causes of the conflict;
- Jihadist opposition to Western values;
- The patronage of the State in favor of black communities in the South;
- The defence of the personal interests of many senior officials;
- The separatist attempts made by successive regimes;
- The colonial interests and the strategic position of the country in the Sahel;
- The feeling of abandonment (by the State) of the populations;
- The negligence of the State in dealing with rebel groups who sow disorder;
- Conflicts of interest (pro-independence, jihadists, drug traffickers) between the various armed groups.

### 2.2.7 Gender analysis of the conflict/crisis perception

A gender analysis of the perception of the conflict shows a strong similarity between the perceptions of men and women. This identical vision is not fortuitous, as women tend to follow the perceptions dictated by the men of their ethnic group or their spouse.

Unlike men, women have a different perception regarding the consequences of the conflict. They evoke the violence and the insecurity, the lack of access to education and sources of income, while young boys evoke the lack of job opportunities and the lack of opportunities for vocational training.

The lack of access to education was also mentioned as a cause of the conflict, leading to the rejection of the sense of belonging to Mali in the case of the Touaregs, for example.

## III. Results achieved

Since access to education is a right for all children, the analysis of education needs puts a

special emphasis on the level of accessibility children have to adequate learning environments in a context of crisis and on the capacity, strengths, weaknesses and characteristics of the education system.

The results of the study will focus on the following points:

- ✚ Capabilities and weaknesses of the educational system, particularly for children who do not attend school;
- ✚ Characteristics of the educational system before the crisis;
- ✚ Current characteristics of the education system;
- ✚ Barriers to access to education and the most affected persons;
- ✚ Interaction between the results achieved and the situation of children who do not attend school;
- ✚ Needs for infrastructures, teaching materials and communication;
- ✚ Types of teachers required in each zone, type of support required;
- ✚ Capabilities, resilience factors and existing resources for education at the local level.

### 3.1 Capabilities and weaknesses of the educational system, particularly for children who do not attend school

#### 3.1.1 Capabilities/assets of the educational system

Following decentralisation, the national policy on education and training resulting from Law No. 99-046 of 28 December 1999 determines the overall direction and organizes the education system at various levels (Preschool, Basic, General Secondary and Higher Education - *Education Préscolaire, Enseignement Fondamental, Enseignement Secondaire Général et Enseignement Supérieur*) and types of teaching (Special education, Informal education, Regular education and Technical and professional training - *Education spéciale, Education non formelle, Enseignement normal et Formation technique et professionnelle*). The main orientations of this policy specify, among other things:

- Decentralised management of the educational system;
- The schooling strategy for girls;
- The national policy of training and recruitment of teachers.

*PRODEC (Programme décennal de l'éducation - ten-year education program)* integrates gender through the policy of continuous teacher training, the learning communities, the politics of schooling for girls with its action plan, through school feeding, school health, through the development of early childhood and special education. Efforts to enroll girls

at the elementary level and to promote strategies to keep girls in school are strong messages that aim at the inclusive integration of gender in the sector. Facilitating access to vocational training for women and girls in light of the imperatives of mass schooling of girls and boys constitutes an imperative in order to achieve the Objectives of the Millennium Development Goals (MDG) adopted at the 55th session of the UN Assembly on September 8, 2000 and a priority in the new document dedicated to the ODD for 2015 (*Objectifs de développement durable pour 2015- 2015 Objectives of Sustainable Development*).

The will to work for a basic quality education for all led the Malian Government to advocate for the use of mother tongues in formal education, concomitantly with the French language (bilingual curriculum) to facilitate appropriation by students of different cultural background, ethnicity and language.

Unfortunately, the generalization of this bilingual curriculum has been hampered by several factors, namely:

- Issues related to the training of teachers (high costs exceeding budget allocations);
- Weaknesses of the managers responsible for the reform (low level of training of trainers at all levels);
- Low level of involvement of some policymakers in the language reform (no commitment to the bilingualism advocated by the curriculum);

There also is a failure, often a lack of teaching materials; because of the notorious lack of outreach activities to communities around the reform and the bilingual curriculum, the effective application of teaching in local languages in the first cycle of basic education is still difficult. At the teacher and central administration levels, there is still reluctance.

### 3.1.2 Weaknesses in the educational system, especially for children who do not attend school

Current problems experienced by communities led to a gradual decrease in the number of functional schools and teachers and to a drastic increase in the dropout rate.

To understand this situation, the study has tried to respond to issues related to the functionality and accessibility of schools (attendance level, security, etc.) as well as the impact of the crisis on the educational capacity (infrastructure and equipment).

Indeed, in areas affected by the crisis, the intake capacity of the educational system was particularly reduced. Many schools had to be closed at the height of the crisis and the

situation still remains critical today in some areas. This is the case of the Kidal region where the majority of the schools remain closed. According to the DCAP (CAP directors) of Douentza and Koro, about 10 schools were closed at the time of the survey. The Niono and Macina DCAP identified 4 schools that were closed.

Information collected from UNICEF indicate that 282 schools are still closed at the national level, including 94 in Timbuktu, 72 in Gao, 63 in Mopti, 50 in Kidal and 3 in Segou.

Of the 250 schools selected for this study, 51 (20%) were closed at the time of the surveys.

In addition to the crisis and insecurity that affect the north of the country, the DAE (AE Directors) and the DCAP interviewed identified other reasons to explain the dropping out and the non-schooling of children. These reasons are essentially socio-economic (poverty, unemployment, etc.) and cultural (early marriage, domestic work, preference for Koranic school, etc.).

*« (Among the reasons for the lack of schooling and non-schooling of children, I can quote) the remoteness of the school, the absence of school canteen, the poverty of parents, early marriages, the youth unemployment », Interview with AE/CAP Ménaka, Gao.*

According to some education stakeholders in the sites visited, it appeared that a significant number of school-age children no longer have access to education because of the crisis. Indeed, the capacities of the schools have been reduced. Some schools have closed or have been destroyed. If the majority reopened, several remain closed. This situation is particularly observed in the region of Kidal.

*«All the kids could go to school before the crisis, when there was a school, no child was excluded... but since 2012, there is no more school » CGS member, Essouk, Kidal.*

*« There are many reasons for the dropping out of some children, [one may include] the precarious conditions of parents, remoteness of schools, nomadism of the parents » Fathers/ Mothers, Tecknewene, Kidal.*

According to most of the interviews conducted with the community of the visited sites, children are able to attend school. However, it appears that in some areas, not all children can go to school for safety reasons.

*« Since the crisis, classes did not resume, but this year the Principal opened the school for 3 months after there have been conflicts and the Principal left again » Leader, Infoukaratene, Gao.*

« Often, for fear of being attacked by armed bandits, some children cannot go to school»

**Child Gao, Infoukaratene.**

Indeed, in some areas, the persistent sense of insecurity prevents children from going to school or discourages parents to let their children go.

This situation has a greater impact on girls. A mother from Diré (Timbuktu) says that the girls have been particularly affected by the conflict because they have much less freedom of movement than boys. This is also the case in Kidal where it is more difficult for girls to go to school.

« In our community, the kids cannot go to school because there is insecurity and they are afraid » **CGS member, Monimpé, Segou.**

« It is not easy for girls to go to school because they are afraid on the road » **Focus Children Essouk, Kidal**

« The conflict had a different impact on girls and boys' education because girls were more limited in their movement. » **M Diré, Timbuktu.**

Almost all teachers interviewed as part of this study acknowledged that educational capabilities have been greatly reduced due to school damages. Some schools had to use temporary shelters to continue classes.

«The school is under a temporary shelter, 60 % of supplies have been destroyed» **Teachers, Diré Archy, Timbuktu.**

### 3.2 Characteristics of the education system before the crisis

Considering the number of students currently enrolled in the functional schools surveyed and the number of students enrolled before the closing of the non-functional schools visited, the total number of identified students amounts to 57,423, including 47.8% of girls for the schools visited and for which investigators were able to collect the number of students. The average is about 191 students per school.

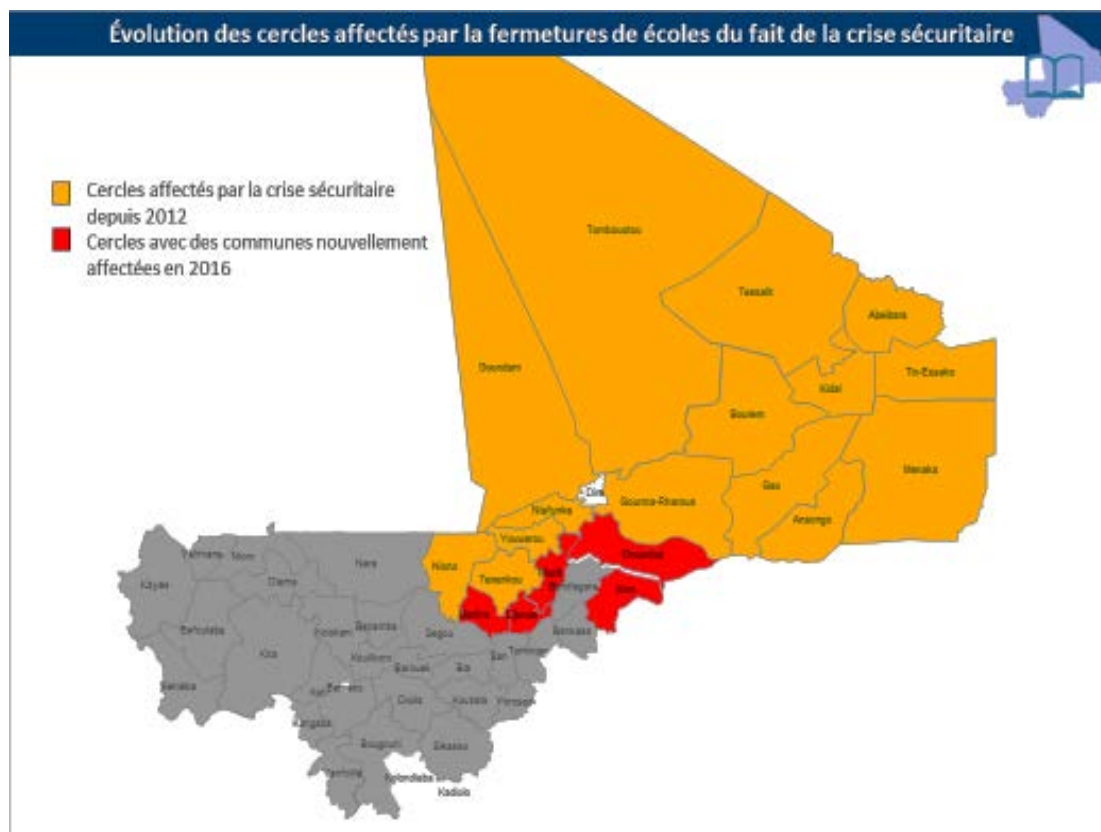
The study did not provide an analysis of the learning conditions before the crisis.

### 3.3 Current characteristics of the educational system

Overall, we see the closing of many schools, a general decline in the number of students, teaching staff and education services along with its corollary of increased dropout rates in all

the surveyed regions.

The following map represents the evolution of the Mali circles affected by the closing of schools.



**Source:** Cluster Education Mali. Presentation to the Bamako Mini workshop. July 27, 2016

Title: Evolution of the Mali circles affected by the closing of schools due to the security crisis

Yellow: Circles affected by the security crisis since 2012

Red: Circles with communes newly affected in 2016

### 3.3.1 Current situation of students

If we compare enrollment numbers before and after the crisis in the 315 schools surveyed, the trend is a reduction in the number of students.

The survey accounted for a total of 50,857 students currently enrolled in the 262 visited functional schools; less than 50% of these students are girls (47.8%). In all regions, the number of boys is higher than girls, except in the Mopti region where there were 52.5% of girls against 47.5% of boys.

In the regions of Kidal, the number of students fell naturally, due to the closing of schools. What is paradoxical, there is an increase in the number of students in other locations. This situation is confirmed by the Diré DCAP who said they rather recorded a sharp increase in the number of students enrolled in this center. According to the CAP, this reverse evolution in the number of enrolled students is the result of population movements. Indeed, the crisis

has caused the displacement of populations from the north to the centre of the country. The Gao/Ménaka DAE acknowledges that the schools of his AE received students displaced from Kidal.

*«From 13,000 students enrolled in 2013, we went to 18,000, an increase of 38.46% » Interview, Diré CAP*

### **3.3.1.1 Children access to school**

The crisis has also influenced school attendance. The leaders of the school administration in crisis-affected areas indicated that the children's access to education was particularly reduced; similarly, in some areas, learning environments have become less conducive to learning. This situation is mainly caused by :

- The reduction of accommodation capacities following the closure and the destruction of some school, facilities, infrastructures and equipments;
- The decline of the social demands related to education services due mainly to insecurity and displacement of people.

*« Yes, our CAP welcomed students Diré, Timbuktu and Gao. Some left, but others are still here.»*

**Interview, Niono CAP.**

In the Kidal region where the majority of the schools remain closed, the school administration officials noted a tendency for students to enrol in accelerated learning centers. They noted a decline in enrolment rates in some areas particularly affected by the crisis. This is the case in the Kidal and Douentza AE.

*«The number of students in accelerated learning centers have highly increased to reach 2000» Kidal CAP*

*«The number of students in our schools has not changed. It's around the month of February that we were able to open two schools in Tessalit. The technical education services have not reached Tessalit yet, but UNICEF has opened 28 accelerated learning centres to welcome 8 to 12 years old children for an 8 months training and each centre must receive 15 girls and 15 boys." Tessalit CAP*

The table below gives the number of students in the schools visited by region and their distribution by sex. Among the 301 schools visited, the current staffing of 262 functional

schools and the staffing prior to closing of 39 non-functional schools were able to be collected.

**Table n°1: Students in the schools visited by region and distribution by sex**

	Segou	Mopti	Gao	Timbuktu	Kidal	Altogether
<b>Functional schools (current numbers)</b>						
Boys	55,7%	47,5%	54,3%	51,0%	60,6%	52,2%
Girls	44,3%	52,5%	45,7%	49,0%	39,4%	47,8%
Staffing	10911	11478	11267	15849	1352	50857
Nb of schools	57	58	66	75	6	262
<b>Non functional schools (before closing)</b>						
Boys	57,4%	46,2%	46,8%	60,2%	58,0%	52,4%
Girls	42,6%	53,8%	53,2%	39,8%	42,0%	47,6%
Enrollment	202	3009	109	98	3148	6566
Nb of schools	2	19	1	1	16	39
<b>Altogether (current staffing) (before closing)</b>						
Boys	55,7%	47,2%	54,2%	51,1%	58,8%	52,2%
Girls	44,3%	52,8%	45,8%	48,9%	41,2%	47,8%
Staffing	11113	14487	11376	15947	4500	57423
Nb of schools	59	77	67	76	22	301

The table below shows the trend in the evolution of student enrollment in the different regions of the study.

**Table n°2: Trend in student enrollment by region**

Region	Decline	Rise	Stagnation	Altogether
Segou	61%	5%	34%	100%
Mopti	59%	3%	38%	100%
Gao	53%	12%	35%	100%
Timbuktu	44%	41%	15%	100%
Kidal	75%	4%	21%	100%

**Source: Data from the 315 schools surveyed**

### 3.3.1.2 Evolution of students enrollment - girls and boys

Overall, nearly 60% of the functional schools visited have seen their numbers drop. At Mopti, we recorded a drop in about 80% of the functional schools visited, while in GAO, this decline affects some 53% of the functional schools visited.

The table below shows the evolution of the student enrollment with the crisis in the



functional schools visited.

**Table n°3: Evolution of students enrollment per region**

		Segou		Mopti		Gao		Timbuktu		Kidal		Altogether	
		%	Nb	%	N	%	N	%	Nb	%	N	%	Nb
Boys	Same	35,1%	20	20,3%	12	31,8%	2	8,1%	6	0,0%	0	22,5%	59
	Less	59,6%	34	74,6%	44	54,5%	3	51,4%	38	100,0	6	60,3%	158
	More	5,3%	3	5,1%	3	13,6%	9	40,5%	30	0,0%	0	17,2%	45
	Total	100,0%	57	100,0	59	100,0	6	100,0	74	100,0	6	100,0	262
Girls	Same	40,4%	23	20,3%	12	27,3%	1	9,5%	7	0,0%	0	22,9%	60
	Less	56,1%	32	74,6%	44	56,1%	3	45,9%	34	100,0	6	58,4%	153
	More	3,5%	2	5,1%	3	16,7%	1	44,6%	33	0,0%	0	18,7%	49
	Total	100,0%	57	100,0	59	100,0	6	100,0	74	100,0	6	100,0	262
Altogethe	Same	35,1%	20	16,9%	10	33,3%	2	8,2%	6	16,7%	1	22,6%	59
	Less	59,6%	34	79,7%	47	53,0%	3	47,9%	35	83,3%	5	59,8%	156
	More	5,3%	3	3,4%	2	13,6%	9	43,8%	32	0,0%	0	17,6%	46
	Total	100,0%	57	100,0	59	100,0	6	100,0	73	100,0	6	100,0	261

However, a lack of schooling for girls was noted in some localities.

*«The enrollment rate has declined at the level of schools and the jihadist movement has discouraged the girls to go to school» Interview Mopti AE*

### 3.3.2 Teachers

The crisis greatly affected teachers. Changes in teaching staff were accentuated with a preference for the secured areas in the south of the country. In the Timbuktu, GAO and Kidal regions, all the teachers non-originating from the north are distributed to the South. Most of those who remained are from areas affected by the conflict.

Also, there have been streams of teachers from rural areas to the relatively more secure urban centers after the recovery of the northern regions.

This situation created a deficit in teaching staff coupled with a reduction in training time for a very high number of students. Thus, the workload became heavier for teachers while the quality of learning gradually degraded.

#### 3.3.2.1 Movements of teaching staff

The displacement of teachers was due to insecurity. If some teachers took refuge in the south of the country, others quit their posts to become traders or project officers. The flight of teachers to safer zones was mentioned by the decentralized services of the State (AE and CAP).

*« Schools have been closed temporarily, but the school of Tougou is still closed. The learning time is reduced, programs are incomplete, the uncontrolled movement of teachers, the transfer of teachers to other CAP without compensation, a generalized psychosis. This situation caused a decline in the level of the students and a drop in the admission rate to the DEF ( Diplôme d'étude fondamentale – Basic education diploma) » Interview AE.*

The massive displacement of teachers has also been confirmed by the teachers themselves. They claim that they were a particular target of some armed groups.

*The reasons for the absence of teachers are: insecurity, fear and the violence of the rebels.»*

### **Segou teachers.**

This information has been confirmed by the communities. Teachers were also fleeing because they were a particular target for the jihadists who are hostile to the classical school.

*« Most of the teachers were afraid because the jihadists were slaughtering them ». Mopti CGS/APE/AME/OE*

Some teachers have also brought up the issue of delays in payments of wages caused by the advent of the crisis, anything that made them flee.

*« Since the beginning of the crisis, nearly half of the teachers have stopped working here and others have fled for various reasons, including late payment of wages. In order to bring back teachers who have fled, it is necessary to have concrete proposals from the public authorities. «Teachers, MOPTI.*

However, it should be noted that despite this crisis situation, some teachers stayed and even continued to teach. Several factors of motivation were mentioned by this category of teachers. It is mainly related to the love and attachment they have for the teaching profession. Others have spoken of the pity they have for children residing in conflict zones. In Ségou, in particular, some teachers remained for social and / or economic reasons. Indeed, the spouses of some teachers are indigenous and others have better integrated the population and dispose of arable land. This group of teachers benefited from the support of the population during the crisis. Moreover, some teachers stayed because they are native. For them, they felt obliged to stay; they are at home.

*« We are at home; we feel better at home than anywhere else. All those who are displaced are not from the area. » Teacher, Diré Timbuktu.*

On the other hand, others were forced to continue or faced losing their salaries. According to this group of teachers, the government demanded that teachers return to their posts. Otherwise, salaries would be suspended. In order to keep their salary, their source of income, some teachers stayed there against their will.

« We had abandoned everything (including our posts) because we were afraid. But when all teachers were asked to rejoin their posts or risk losing their salaries, we were forced to return. » **Teachers Archy, Timbuktu.**

### 3.3.2.2 Teachers absenteeism

If, despite the crisis, teachers remained in conflict zones to safeguard their wages, they took every opportunity to leave, thus increasing the rate of absenteeism.

Indeed, in more than a quarter of the schools surveyed, the absenteeism rate was higher than before the crisis. In the Kidal region, an increase in the absenteeism rate was recorded in 5 out of the 6 functional schools that were visited. In the Timbuktu region, the rate of teacher absenteeism increased by about 35% in the functional schools visited, compared with only 14% in the functional schools visited in the Mopti region (a region apparently less affected by an increase in the absenteeism rate).

**Table n°4 : Level of teachers absenteeism compared to the situation before the crisis**

		Level of absenteeism			
		As much	Less	More	Schools
Segou	Men	64,3%	12,5%	23,2%	56
	Women	69,2%	11,5%	19,2%	52
	Altogether	60,7%	14,3%	25,0%	56
Mopti	Men	50,8%	37,3%	11,9%	59
	Women	56,1%	28,1%	15,8%	57
	Altogether	50,8%	35,6%	13,6%	59
Gao	Men	23,1%	53,8%	23,1%	65
	Women	20,7%	51,7%	27,6%	58
	Altogether	27,7%	50,8%	21,5%	65
Timbuktu	Men	8,3%	59,7%	31,9%	72
	Women	10,2%	53,1%	36,7%	49
	Altogether	9,6%	54,8%	35,6%	73
Kidal	Men	0,0%	0,0%	100,0%	6
	Women	16,7%	0,0%	83,3%	6
	Altogether	16,7%	0,0%	83,3%	6
Altogether	Men	33,7%	41,5%	24,8%	258
	Women	38,7%	35,1%	26,1%	222
	Altogether	34,7%	39,4%	25,9%	259

The displacement of teachers and their fear of joining schools have forced school managements to find alternatives. In some schools, classes have been combined during the absence of teachers. It is mainly in the region of Timbuktu that this method is more used (78.7% of schools). In the Kidal region, absent teachers are replaced. The table below shows that more than half of the schools are concerned. Few schools send students back home when teachers are absent. Of the 263 functional schools surveyed, only 19 schools apply this method.

**Table n°5: What is being done when teachers are away**

		Segou		Mopti		Gao		Timbuktu		Kidal		Total	
		%	Scho ols	%	Sch ools	%	Scho ols	%	Scho ols	%	Scho ols	%	Scho ols
Teachers are replaced	<b>Yes</b>	<b>12,3%</b>	<b>7</b>	<b>18,6%</b>	<b>11</b>	<b>28,8</b>	<b>19</b>	<b>33,3</b>	<b>25</b>	<b>100,0</b>	<b>6</b>	<b>25,9</b>	<b>68</b>
	No	87,7%	50	81,4%	48	71,2%	47	66,7%	50	0,0%	0	74,1%	195
	Total	100,0	57	100,0%	59	100,0	66	100,0	75	100,0	6	100,0	263
Classes are combined	<b>Yes</b>	<b>73,7</b>	<b>42</b>	<b>40,7%</b>	<b>24</b>	<b>57,6</b>	<b>38</b>	<b>78,7</b>	<b>59</b>	<b>0,0%</b>	<b>0</b>	<b>62,0</b>	<b>163</b>
	No	26,3%	15	59,3%	35	42,4%	28	21,3%	16	100,0	6	38,0%	100
	Total	100,0	57	100,0%	59	100,0	66	100,0	75	100,0	6	100,0	263
Students work without supervision	<b>Yes</b>	<b>24,6</b>	<b>14</b>	<b>32,2%</b>	<b>19</b>	<b>13,6</b>	<b>9</b>	<b>18,7</b>	<b>14</b>	<b>0,0%</b>	<b>0</b>	<b>21,3</b>	<b>56</b>
	No	75,4%	43	67,8%	40	86,4%	57	81,3%	61	100,0	6	78,7%	207
	Total	100,0	57	100,0%	59	100,0	66	100,0	75	100,0	6	100,0	263
Students are sent back home	<b>Yes</b>	<b>10,5%</b>	<b>6</b>	<b>3,4%</b>	<b>2</b>	<b>4,5%</b>	<b>3</b>	<b>10,7</b>	<b>8</b>	<b>0,0%</b>	<b>0</b>	<b>7,2%</b>	<b>19</b>
	No	89,5%	51	96,6%	57	95,5%	63	89,3%	67	100,0	6	92,8%	244
	Total	100,0	57	100,0%	59	100,0	66	100,0	75	100,0	6	100,0	263
Other (specify)	<b>Yes</b>	<b>1,8%</b>	<b>1</b>	<b>11,9%</b>	<b>7</b>	<b>1,5%</b>	<b>1</b>	<b>0,0%</b>	<b>0</b>	<b>0,0%</b>	<b>0</b>	<b>3,4%</b>	<b>9</b>
	No	98,2%	56	88,1%	52	98,5%	65	100,0	75	100,0	6	96,6%	254
	Total	100,0	57	100,0%	59	100,0	66	100,0	75	100,0	6	100,0	263

The study also looked at the activities carried out by teachers outside the school. It appears that very few teachers carry out extra-curricular activities. However, in the Segou region some teachers carry out other activities such as trade, sewing, etc. In the Kidal region, no teacher is engaged in any other activity outside of education.

As for the social benefits granted to teachers, it should be noted that very few teachers benefit from housing, food and water. Some teachers in the Segou and Mopti regions benefit from housing. In GAO, some teachers stay with community leaders. This favor is not granted to teachers in Kidal.

The population shows no preference with respect to the gender of the teacher. Overall, the most important criterion is the qualification of the teacher. Communities prefer competent and committed teachers who can best educate their children.

However, specificities are emerging for some regions. Indeed, in the Segou region, the communities often expressed their preference for female teachers. The reasons for this position, according to these populations, are related to the fact that female teachers are concentrated on teaching and do not engage in other income-generating activities that can negatively affect their performance. Some fathers, preoccupied with the future of their daughters, prefer female teachers. For these fathers, a female teacher can serve as an example, a model and reference for their daughters.

*« We now prefer female teachers to serve as examples for our daughters. They do not have a professional occupation outside the school. » **Fathers of children, Segou.***

In the Kidal region, however, some communities expressed a preference for male teachers. They find female teachers are lazy.

*« We prefer male teachers for our children since women are lazy. » **Mother of children, Kidal***

With regard to the urgent needs of teachers, there is a significant difference between the regions. For example, for Kidal, the priority need is the return of peace. According to the various stakeholders in this region, all efforts will be futile in the absence of peace. This absolute need to reconnect with peace is evoked by teachers and communities.

*« All teachers have fled since the beginning of the crisis. To make them return, it is necessary to have peace first and restore the authority of the State otherwise they will not return; In case of aggression who will defend them? » **Teachers, Kidal.***

### **3.3.2.3 Proportion of teachers who graduated from IFM**

In terms of numbers, female teachers are relatively few in comparison with male teachers in the schools surveyed (73% male teachers versus 27% female teachers). This could be explained by the fact that the schools surveyed are mainly located in rural areas, whereas female teachers are generally assigned to schools located in urban centers (centers of circles).

In this analysis, teachers who graduated from IFM were considered qualified when compared to others. The table below shows, by region, the proportion of teachers who graduated from IFM.

**Table n°6 : Percentage of teachers who graduated from IFM by region and gender**

	Male		Female		Altogether		School
	%	Nb	%	Number	%	Number	
Segou	28,4%	176	5,1%	78	21,3%	254	57
Mopti	50,0%	162	47,3%	55	49,3%	217	59
Gao	50,6%	168	37,3%	51	47,5%	219	65
Timbuktu	58,8%	177	34,3%	70	51,8%	247	74
Kidal	0,0%	19	50,0%	2	4,8%	21	6
Total	45,6%	702	28,9%	256	41,1%	958	261

Only 41.1% of all teachers are qualified. The proportion of qualified teachers varies from 4.8% in the Kidal region to 52% in the Timbuktu region. Here as well, the proportion of qualified women is relatively lower than that of skilled men (29% of female teachers are qualified, while 45.6% of male teachers are qualified).

Given the low percentage of qualified teachers, continuing education and training activities will have to be implemented in order to improve their classroom practices, thus improving the quality of student learning.

### 3.3.2.3 Teachers registration

The table below shows the proportion of teachers who are officially registered with the authorities in each region. Overall, it is noted that about 80% are officially registered with the authorities. On the other hand, there is a huge disparity between the Kidal region and the other regions. Of the teachers currently working in Kidal, 71.4% are not officially registered. Female teachers enrolled in the functional schools visited are less often registered (78.6%) than male teachers (81.1%).

**Table n°7 : Percentage of teachers officially registered by region and gender**

		Segou	Mopti	Gao	Timbuktu	Kidal	Altogether
Men	Officially registered	61,9%	86,5%	86,3%	97,2%	21,1%	81,1%
	Total	176	148	160	180	19	683
Women	Officially registered	52,6%	82,7%	88,0%	97,1%	100,0%	78,6%
	Total	78	52	50	70	2	252
Altogether	Officially registered	59,1%	85,5%	86,7%	97,2%	28,6%	80,4%
	Total	254	200	210	250	21	935
Nb of functional schools		57	56	61	75	6	255

### 3.3.2.4 Student/teacher ratio

Ideally, the student/teacher ratio would have been calculated before and after the crisis in order to compare the two situations. However, as the number of students before the crisis is not available, only the current student/teacher ratio can be calculated. For example, the Timbuktu region has 63 students per teacher and the Kidal region has 214 students per teacher. This ratio is lower in the Segou region, with 43 students per teacher. In all other regions, this ratio is over 50 students per teacher.

**Table n°8: Number of students per teacher after the crisis**

Enrolled		Gao	Kidal	Mopti	Segou	Timbuktu	Total
Students	Boys	6,169	2,646	6,838	6,190	8,146	29,989
	Girls	5,207	1,854	7,649	4,923	7,801	27,434
Teachers	Before the crisis	250	154	21	303	255	280
	After the crisis	219			217	254	250
Ratio	Before the crisis						1,242
Students/teachers	After the crisis	<b>51,95</b>	<b>214,29</b>	<b>66,76</b>	<b>43,75</b>	<b>63,79</b>	<b>59,75</b>

### 3.3.3 Shools

Of the 315 schools visited, the current enrollment in 262 functional schools and the pre-closure enrollment in 39 non-functional schools were collected.

The table below shows the average number of classrooms per school. In all the functional schools visited, there are on average 4 classrooms per school. The average number of enrolled students in schools is about 194 students per school.

**Tableau n°9: Average number of classrooms and students in schools**

REGIONS	How many classrooms are there in the school?				What is the total student enrollment in your school?			
	Average	Minimum	Maximum	Schools	Average	Minimum	Maximum	Nb schools
Segou	4,8	0	12	57	191,4	15	788	57
Mopti	4,6	1	9	59	197,9	34	456	59
Gao	3,8	0	6	66	170,7	18	589	66
Timbuktu	4,3	0	9	75	211,3	21	784	75
Kidal	6,3	3	14	6	225,3	29	1062	6
Altogether	4,4	0	14	263	194,1	15	1062	263

### 3.3.3.1 School functionality

The table below breaks down the schools visited in this study according to their functionality. The regions of Mopti and Kidal are those with the highest proportions of non-functional schools. Of the schools visited in Mopti, about 25% are non-functional schools.

In Kidal, this proportion is 75%. However, in Kidal, only 24 schools were visited. This confirms the situation described by certain officials in the school administration who indicate that several schools remain closed or non-functional.

**Table n°10 : Distribution of schools visited according to their functionality by region**

Region		Functional	Non-functional	Total
Segou	%	96.6%	3.4%	100,00%
	Number of schools	57	2	59
Mopti	%	74.7%	25,30%	100,00%
	Number of schools	59	20	79
Gao	%	90.4%	9.6%	100,00%
	Number of schools	66	7	73
Timbuktu	%	94.9%	5.1%	100,00%
	Number of schools	75	4	79
Kidal	%	25,00%	75,00%	100,00%
	Number of schools	6	18	24
Total	%	83,80%	16,20%	100,00%
	Number of schools	263	51	314

### 3.3.3.2 Accommodation capacity

In nearly one-quarter of the functional schools visited, respondents to the school questionnaire (typically, the principal) estimate that there is a plethora of students in the school. For functional schools visited in Segou, this proportion is around 44%.

The table below provides information on the capacity of the functional schools visited to accommodate students.

**Tableau n°11 : School accommodation capacity by region**

Region		Low	Normal	Plethoric	Total
Segou	%	17,5%	38,6%	43,9%	100,0%
	Number of schools	10	22	25	57
Mopti	%	54,2%	20,3%	25,4%	100,0%
	Number of schools	32	12	15	59
Gao	%	36,4%	45,5%	18,2%	100,0%
	Number of schools	24	30	12	66
Timbuktu	%	50,7%	33,3%	16,0%	100,0%
	Number of schools	38	25	12	75



Kidal	%	16,7%	83,3%	0,0%	100,0%
	Number of schools	1	5	0	6
Total	%	39,9%	35,7%	24,3%	100,0%
	Number of schools	105	94	64	263

The table below shows schools with classes in rotation or in double-division. It appears that in more than half (58%) of the functional schools visited, there are double-division classes. In general, two classes occupy the same room. The proportion of functional schools visited with double-division classes is higher in Mopti than in the other regions. Rotating classes in the functional schools visited at GAO are more common than in the other regions.

**Table n°12: Schools with rotating or double-division classes by region**

	Rotating classes		Double-division classes	
	%	Number of schools	%	Number of schools
Segou	7,0%	57	33,3%	57
Mopti	11,9%	59	86,4%	59
Gao	18,5%	65	48,5%	66
Timbuktu	16,0%	75	64,0%	75
Kidal	16,7%	6	0,0%	6
Altogether	13,7%	262	57,0%	263

The table below shows the student to classroom ratio by region. This ratio is calculated on the basis of classrooms in good condition. Several classrooms were damaged during the crisis. For functional schools, the number of students is based on current school enrollment. For non-functional schools, enrollment is based on pre-school closure numbers.

For functional schools, on average, there is one classroom in good condition for every 66 students. The situation in the functional schools visited in Timbuktu is less satisfactory than in the other regions because there is one classroom in good condition for every 130 students. On the other hand, in Segou, the student to classroom ratio is about 40.

**Table n°13: Ratio students to classroom in good condition by region**

	Number of classrooms in good condition	Number of students	Ratio students to classroom	Number of schools
<b>Functional schools</b>				
Segou	270	10686	39,6	57
Mopti	223	11180	50,1	56
Gao	132	11350	86	65
Timbuktu	121	15727	130	75
Kidal	6	471	78,5	6
Altogether	752	49414	65,7	259
<b>Non functional schools</b>				

Segou	7	236	33,7	2
Mopti	53	2998	56,6	19
Gao	2	109	54,5	1
Timbuktu	0	98		1
Kidal	18	0	0	17
Altogether	80	3441	43	40
<b>Altogether</b>				
Segou	277	10922	39,4	59
Mopti	276	14178	51,4	75
Gao	134	11459	85,5	66
Timbuktu	121	15825	130,8	76
Kidal	24	471	19,6	23
Altogether	832	52855	63,5	299

The table below shows the ratio of students to table-bench by region. This ratio is calculated on the table-benches in good condition because indeed the school furniture was also particularly damaged during the crisis. For functional schools, it uses the number of students currently enrolled in schools, while for non-functional schools it uses enrollment numbers before the schools were closed.

In all regions, the ratio of students to table-bench is greater than 2 in the functional schools visited. In other words, on average, in any region, more than two students share a bench-table in good condition. The situation appears critical in Kidal where an average of 21 students share one table-bench in good condition.

**Table n°14: Ratio students/table-bench in good condition by region**

	Number of table-benches in good condition	Number of students	Ratio students to table-bench	Number of schools
<b>Functional schools</b>				
Segou	3,943	10,493	2,7	55
Mopti	3,158	10,922	3,5	54
Gao	2,335	10,407	4,5	59
Timbuktu	2,628	13,632	5,2	58
Kidal	22	471	21,4	6
<b>Altogether</b>	<b>12086</b>	<b>45925</b>	<b>3,8</b>	<b>232</b>
<b>Non functional schools</b>				
Segou	163	236	1,4	2
Mopti	701	2,998	4,3	19
Timbuktu	18	98	5,4	1
Kidal	255	0	0	15
Altogether	1,137	3,332	2,9	37
<b>Altogether</b>				
Segou	4,106	10,729	2,6	57
Mopti	3,859	13,920	3,6	73
Gao	2,335	10,407	4,5	59
Timbuktu	2,646	13,730	5,2	59
Kidal	277	471	1,7	21
<b>Altogether</b>	<b>13223</b>	<b>49257</b>	<b>3,7</b>	<b>269</b>

### 3.3.3.3 Security at school

Insecurity is a factor that can prevent children from accessing school. Factors such as long distances between schools and communities, the lack of a safety plan, the existence of anti-personnel mines and the remains of explosives can increase the risk.

### 3.3.3.4 Distance between school and home

For all the functional schools visited, the students furthest from the school come from villages located some 4 km away. Functional schools visited in the Kidal region are those located the furthest.

On average, the students furthest from the functional schools visited in the Kidal region are about 17 km from the schools.

In almost 40% of the schools visited, students have to travel even longer distances since the onset of the crisis. This can be explained by the lack of educational opportunities in certain areas.

**Table n°15 : Maximum distance traveled by students and percentage, by region, of functional schools where children must travel further since the onset of the crisis**

Region	Maximum distance traveled by students				Percentage of schools where children travel farther since the onset of crisis	
	Average	Minimum	Maximum	Number of schools	%	Number of schools
Segou	2,8	0	22	57	21,1%	57
Mopti	3,3	0	9	59	47,5%	59
Gao	5,1	1	10	66	37,9%	66
Timbuktu	3,5	0	30	75	42,7%	75
Kidal	17	0	50	6	50,0%	6
Total	4	0	50	263	38,0%	263

### 3.3.3.5 Time children spend at school

Overall, students spend between 4 to 9 hours at school. However, in most schools the school day is 6 hours. Of the 262 functional schools, 221 have a 6 hour school day. There are also 16 schools in GAO with a 4 hour school day.

### 3.3.3.6 Security plan, mines/explosive remnants of war, fence

Safety plans are a very rare feature in the functional schools visited. Less than 10% of the functional schools visited have a safety plan. In Mopti, this proportion is less than 2%.

As for mines / war explosives, they appear to be near only some 7% of the schools visited.

The Kidal schools, despite their small sample number, are the most exposed to anti-personnel mines and war explosives.

The fencing of a school is essential for securing learners, but the study showed that only 20% of the schools visited are fenced and only 30% of these fences are in good condition.

**Table n°16: Percentage of functional schools with a safety plan, with mines / explosives in the vicinity, and a fence in good condition by region**

Region	Safety plan		Mines/war explosives		Fence		Fence in good condition	
	%	Number	%	Number	%	Number	%	Number
Segou	10,5%	57	6,8%	59	22,0%	59	61,5%	13
Mopti	1,7%	59	0,0%	79	25,3%	79	20,0%	20
Gao	4,5%	66	13,4%	67	14,9%	67	10,0%	10
Timbuktu	10,7%	75	7,7%	78	16,5%	79	15,4%	13
Kidal	83,3%	6	16,7%	24	16,7%	24	75,0%	4
Altogether	8,7%	263	7,5%	307	19,5%	308	30,0%	60

### 3.3.4 School infrastructures and furniture

All the DAE and DCAP interviewed – except for those of Koro and Macina - indicated that school infrastructures suffered significant damage during the crisis. Indeed, these structures have served as military bases and ammunition depots for certain armed groups. Damage to school infrastructures includes broken walls, roofs, doors, windows, equipment such as table-benches, manuals, chalkboards, etc.

« The main damage suffered is: the computer equipment carried away, the infrastructure destroyed and the textbooks burned. » **Interview Diré CAP, Timbuktu**

« The schools are all run down. The doors, windows, sheets, archives were washed away and looted by the people. » **Interview Kidal CAP**

In areas affected by the crisis, more than two fifths of the schools (precisely 43%) have at least one damaged classroom. The schools of Segou and Mopti are less affected. Respectively 2% and 20% of schools had at least one classroom damaged as a result of the crisis. The most affected regions are Kidal (87%) and Timbuktu (75%). However, few classrooms have ramp access for the disabled.

For example, Timbuktu has the highest proportion of classrooms with access ramp, with only 21.3% of classrooms with ramps, followed by Segou (11.9%), Kidal (8.3%), GAO (4.5%)

**Table n°17: Distribution of schools by access ramps for disabled persons, classes in temporary structures and damaged classrooms by region**

	Segou	Mopti	Gao	Timbuktu	Kidal	Total
<b>Are all classrooms equipped with access ramps for the disabled?</b>						
Yes	11,9%	2,5%	4,5%	21,3%	8,3%	9,9%
Number of schools	59	79	67	75	24	304
<b>Schools with temporary structures (tent, under a tree, makeshift building, etc.)</b>						
Schools with	28,1%	25,4%	24,6%	31,5%		26,9%
Number of schools	57	59	65	73	6	260
<b>Number of damaged classrooms after the crisis</b>						
None	98,3%	79,7%	45,5%	25,3%	12,5%	56,7%
1-2 classes	1,7%	3,8%	18,2%	15,2%		9,1%
3 classes		13,9%	19,7%	35,4%	41,7%	20,2%
4 classes &+		2,5%	16,7%	24,1%	45,8%	14,0%
Number of classes	59	79	66	79	24	307

### 3.3.4.1 School commodities

#### Space for the administration, libraries and canteens in schools:

Libraries are rare in the schools visited. There is a library in less than 3% of the schools visited. Approximately 40% of schools do not have a room for the school administration. The highest concentration of schools equipped with canteens is found in Timbuktu where 90% of the schools visited have a canteen.

The following table shows the existence of buildings dedicated to the school management, the existence of a library and a canteen in the schools visited.

**Table n°18 : Percentage of schools visited with offices for the school management, a library and a canteen by region**

Region	Office for the management		Library		Canteen	
	%	Number of schools	%	Number of schools	%	Nb of schools
Segou	39,0%	59	3,4%	59	40,7%	59
Mopti	73,4%	79	3,8%	79	64,6%	79
Gao	56,7%	67	0,0%	67	65,2%	66
Timbuktu	50,6%	79	2,5%	79	89,9%	79
Kidal	87,5%	24	8,3%	24	25,0%	24
<b>Altogether</b>	<b>58,4%</b>	<b>308</b>	<b>2,9%</b>	<b>308</b>	<b>63,5%</b>	<b>307</b>

#### Sex-segregated and functional latrines:

There is at least one functional latrine in approximately 62% of the schools visited. The schools visited in GAO and Segou are those in which there is the lowest number of

functional latrines. In GAO and Segou, the proportion of schools with at least one functional latrine is about 54%. Among schools with functional latrines, about 47% have a separate latrine for girls and boys. This proportion is the lowest in Kidal. Only a quarter of the schools with functional latrines have latrines accessible to the disabled. Several schools in the villages visited do not have latrines. When these latrines exist, they are not often sex-segregated or even maintained.

« In our school, the latrines are no longer operational and are for everybody. » **CGS member, Kidal**

The table below shows the existence of functional latrines in the schools visited.

**Table n°19 : Percentage of schools with functional latrines by region**

		Segou	Mopti	Gao	Timbuktu	Kidal	Altogether
<b>Functional latrines</b>	%	54,2%	67,1%	54,6%	66,7%	66,7%	<b>61,8%</b>
	Number of schools	59	79	66	78	24	<b>306</b>
<b>Separate latrines</b>	%	25,0%	62,3%	36,1%	59,6%	18,8%	<b>46,6%</b>
<b>Separate latrines</b>	%	28,1%	30,2%	66,7%	30,8%	12,5%	<b>35,5%</b>
<b>Separate latrines Male/female teachers</b>	%	62,5%	94,3%	30,6%	57,7%	62,5%	<b>11,6%</b>
<b>Latrines accessible to the disabled</b>	%	40,6%	18,9%	55,6%	30,8%	37,5%	<b>24,9%</b>
	Number of schools	32	53	36	52	16	<b>189</b>

In the different functional schools visited, an average of 3 latrines were recorded for an average of 194 students per school.

**Table n°20: Average number of latrines by region**

Region	How many functional latrines are there in the school?				What is the total number of students in your school?			
	Average	Minimum	Maximum	Number of	Average	Minimum	Maximum	Number of schools
Segou	3,3	0	12	57	191,4	15	788	57
Mopti	3,7	0	12	59	197,9	34	456	59
Gao	2,3	0	12	66	170,7	18	589	66
Timbuktu	3,2	0	14	75	211,3	21	784	75
Kidal	2,0	0	3	6	225,3	29	1062	6
Total	3,1	0	14	263	194,1	15	1062	263

The numbers used in the table above reflect the current student enrollment for functional schools and the pre-closure enrollment for non-functional schools. The

lowest ratio is recorded in the schools of Kidal. This is mainly due to the low number of students in the schools visited in Kidal. The highest ratio is recorded in GAO with an average of 78 students who share a latrine.

The table below shows the ratio of students to latrine. It appears that on average, 61 students share a latrine in schools.

**Table n°21: Ratio of students to latrine by region**

<b>Region</b>	<b>Number of latrines</b>	<b>Number of students</b>	<b>Ratio of student to latrine</b>	<b>Number of schools</b>
Segou	194	10922	56,3	59
Mopti	252	14178	56,3	75
Gao	147	11459	78,0	66
Timbuktu	234	15802	67,5	75
Kidal	39	471	12,1	23
Total	866	52832	61,0	298

Moreover, in almost all the villages visited, the schools do not have drinking water points or the drinking water point no longer works.

### **The state of the safety of children at school:**

Less than 10% of the functional schools visited have a safety plan. In Mopti, the number is less than 2%. With regard to the existence of mines / explosives, they are present in only about 7% of the schools visited. Kidal schools, despite their low number in the sample, are the most exposed.

#### **3.3.4.2 Teaching and learning**

This section is dedicated to issues related to teaching and learning. It is an evaluation of the teaching, learning processes and the time spent by students at school. Most of the analyzes were based on the 263 functional schools visited during the survey period.

#### **3.3.4.3 Teaching materials**

The results of the study show that in 44% of schools, less than 50% of teachers have teaching materials. In Mopti, this reality hits just over three-quarters of schools. Teachers in the GAO region seem to have the greatest access to materials.

The following table shows that slightly above 58% of the functional schools visited, less than half of the teachers have a whole range of learning guides and teaching materials.

**Table n°22: Number of schools where teachers have a whole range of learning guides and teaching materials by region**

Region	Less than 50% of teachers have a range of materials		More than 50% of teachers have a range of materials		Total	
	%	Number of schools	%	Number of schools	%	Number of schools
Segou	54,4%	31	45,6%	26	100%	57
Mopti	76,3%	45	23,7%	14	100%	59
Gao	44,6%	29	55,4%	36	100%	65
Timbuktu	63,0%	46	37,0%	27	100%	73
Kidal	16,7%	1	83,3%	5	100%	6
<b>Total</b>	<b>58,5%</b>	<b>152</b>	<b>41,5%</b>	<b>108</b>	<b>100%</b>	<b>260</b>

### 3.3.4.4 Learning materials

For all the areas surveyed, 13% of functional schools do not have reading manuals and 16% do not have mathematics manuals. The least endowed region is Timbuktu with 23% and 24% respectively of schools that do not have reading and mathematics textbooks. The Mopti region is the most equipped region with 49% and 64% of schools, respectively, in which a reading and mathematics textbook is shared by a maximum of two students. It is followed by the Segou region with 37% and 42% of the schools respectively, where no more than two pupils share a reading manual and a mathematics manual.

*« Despite this apparently favorable situation with regards to the availability of textbooks in the Mopti and Segou regions, it should be noted that these manuals were counted without distinction of the classes to which they relate. This could conceal a deficit of textbooks for certain classes, grades 1 to 6. »*

This is further aggravated by the crisis situation which has led to the massive destruction of teaching and learning materials. The Mopti DCAP said: "The armed groups have occupied the schools for housing and destroyed the didactic materials." **Douentza CAP, Mopti.**

The table below describes the situation of mathematics and reading textbooks in the schools surveyed by the number of students sharing manuals. The qualitative aspect of the survey was used to check the attitude of the communities on the school in general and the resentment they might have on the content of textbooks.

Several actors believe that the education provided at school is very useful for children.

A member of the Mopti CGS said « yes school is very useful. »

**Table n°23: Number of students sharing a reading or math manual by region**

Availability of textbooks	Reading		6 students	No more
	1-2 students	3-5 students		



	Share manual %	one Number of schools	share manual %	one Number Of schools	share manual %	than one student Number of schools	%	Nb schools	Total %	Nb schools
Segou	36,8%	21	47,4%	27	10,5%	6	5,3%	3	100,0%	57
Mopti	49,2%	29	35,6%	21	5,1%	3	10,2	6	100,0%	59
Gao	20,0%	13	63,1%	41	4,6%	3	12,3	8	100,0%	65
Timbuktu	26,7%	20	44,0%	33	6,7%	5	22,7	17	100,0%	75
Kidal	33,3%	2	66,7%	4	0,0%	0	0,0%	0	100,0%	6
Total	32,4%	85	48,1%	126	6,5%	17	13,0	34	100,0%	262
Availability of textbooks										
	1-2 students Share manual %	one Number of schools	3-5 students share manual %	one Number of schools	6 students share manual %	No more Than one student Number of schools	%	Nb schools	Total %	Nb schools
Segou	42,1%	24	42,1%	24	10,5%	6	5,3%	3	100,0%	57
Mopti	64,4%	38	10,2%	6	5,1%	3	20,3	12	100,0%	59
Gao	21,5%	14	61,5%	40	4,6%	3	12,3	8	100,0%	65
Timbuktu	26,7%	20	41,3%	31	8,0%	6	24,0	18	100,0%	75
Kidal	33,3%	2	66,7%	4	0,0%	0	0,0%	0	100,0%	6
Total	37,4%	98	40,1%	105	6,9%	18	15,6	41	100,0%	262

The qualitative aspect of the survey allowed to check the attitudes of the communities on the school in general and the resentment they might have on the content of textbooks. Several actors believe that the education provided at school is very useful to the children.

A member of the Mopti CGS said "yes school is very useful for our children, it will allow them to prepare their future." **Tecknewene CGS, APE, AME**

"Yes, it is useful. That opens the mind of the child and prevents him from indulging in banditry." **Infoukaretane CGS.**

Some interviewees even indicated that education can help to ensure safety and good health and others declared that « *educaton is a factor of development.* » **Niessoumana, Diabaly CGS**

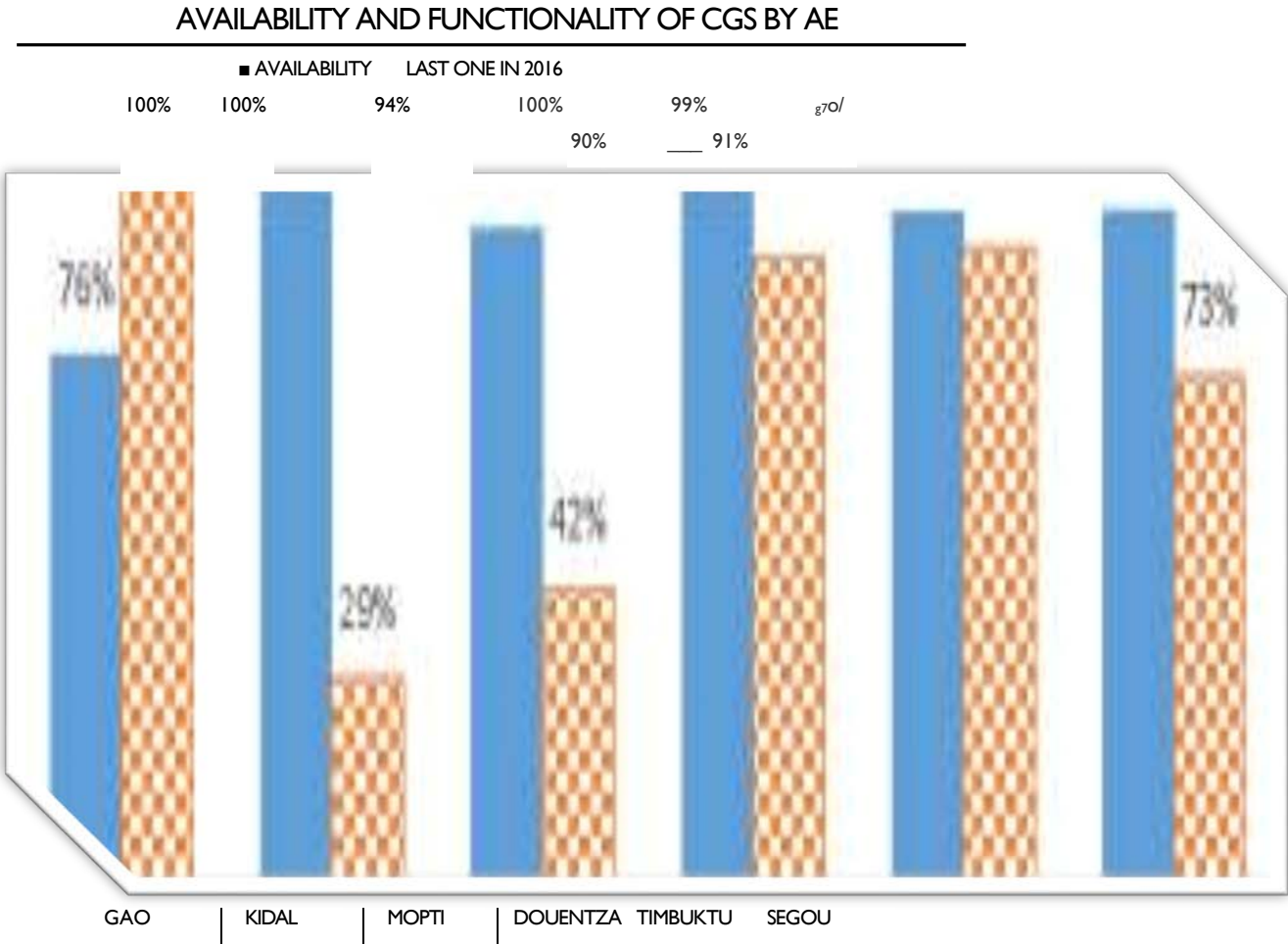
### 3.3.5 Community participation

Community involvement largely depends on the dynamism of the CGS and other community participation bodies such as APE, AME and OE. However, the CGS, non-profit organizations, which are emanations of communal councils for schools, do not have the resources to cover their operating costs. As a result, the enthusiasm often encountered during the setting-up or renewal ceremonies of CGS immediately fades away when it comes to engaging in the implementation of activities.

Generally, of the thirteen members elected in each office, only the President and / or the principal of the school remain active members.

Of the 315 schools surveyed, 291 (or about 92%) have CGS and 151 (about 48%) have AME offices. The percentage of schools with CGS ranges from 76% in the GAO AE to 100% in the Douentza and Kidal AE. On the other hand, the percentage of active CGS varies from 29% in Kidal AE to 100% in GAO AE.

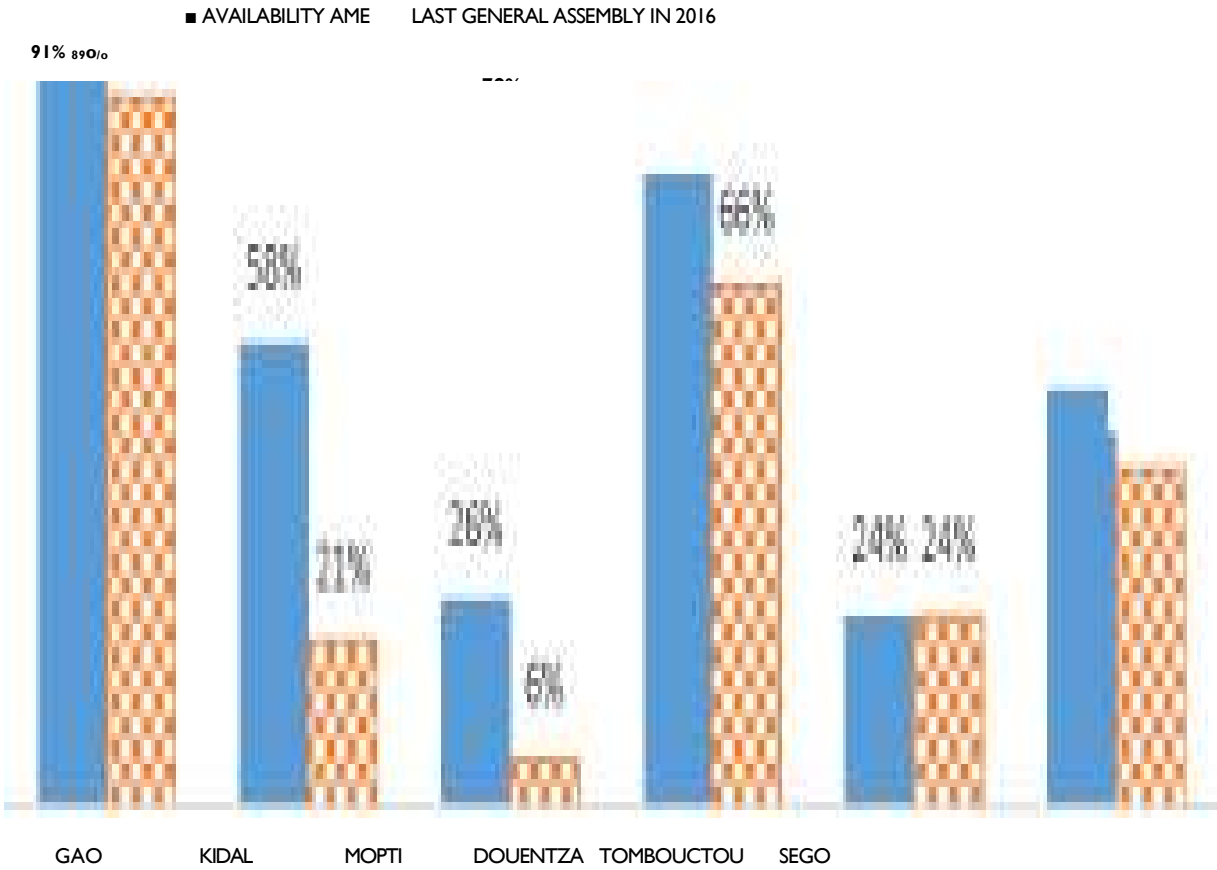
**Figure 1: Existence and functionality of CGS**



The percentage of schools with offices for AME varies from 24% in the Kidal AE to 91% in the GAO AE. The number of active AME however varies from 24% in the GAO AE to 89% in the Timbuktu AE.

**Figure 2: Existence and functionality of AME**

AVAILABILITY AND FUNCTIONALITY of AME by AE



### ***3.3.6 The decentralized management of schools***

The decentralized mechanism for the management of education at the national level gives a predominant place to the communal councils which will gradually take over from the central government.

However, in spite of the efforts made so far, the communal councils are not yet able to effectively take over from the central administration.

These deficiencies in the decentralized management of education are due to a number of factors, including:

- the low level of budgetary resources of the municipalities, most of which are not able to cover their operating expenses, thus remaining largely dependent on central government resources;
- the low rate of tax collection, which limits municipalities financially;
- the low level of education of the majority of communal councilors, which limits the emergence of a vibrant civil society at the local level, capable of positive changes within the communities.

In spite of all these shortcomings and the current context of insecurity, several interventions have been carried out by the communal councils in the different regions. Of the 315 schools surveyed, communal councils supported 128 schools (approximately 41% of schools).

The percentage of schools receiving municipal support varies from 13% in the Kidal AE to 54% in the GAO AE.

It would be useful to initiate capacity-building activities for the CGS and AME, enabling them to better exercise their roles and responsibilities within communities and schools.

Appropriate training in the development and implementation of school projects (with components for massive access of children to school, improvement of school performance and competence in reading and calculation, school feeding, water, hygiene and sanitation, etc.) should also be considered in the context of strengthening the performance of these community involvement bodies.

### ***3.3.6 Evaluation of staff performance at school level***

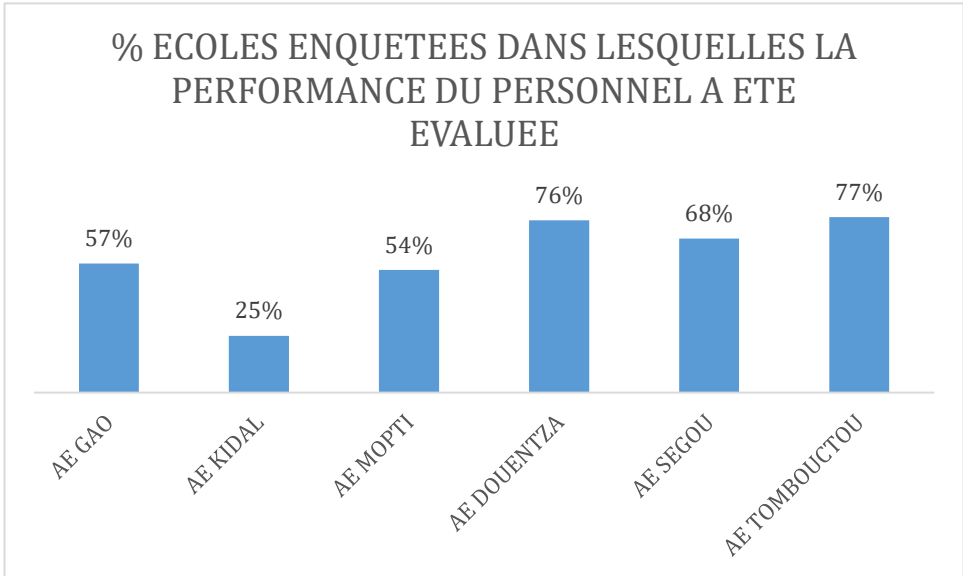
In order to guarantee the quality of education at the school level, a staff performance evaluation mechanism has been established. Thus, at the beginning of the third quarter of each school year, school principals evaluate the performance of their teachers and report the results to the CAP.

The results of these evaluations should normally lead the CAP to undertake remedial action to help the low-performing teachers. Unfortunately, in most cases remediation action is generally not carried out, and gaps in teacher performance are not fully addressed.

For the schools surveyed in this study, 63% of school directors were able to carry out this evaluation in their schools.

The percentage of schools where teacher performance evaluation has been conducted ranges from 25% in the Kidal AE to 77% in the Timbuktu AE (see the following graph).

**Figure 3: Percentage of schools where staff performance has been evaluated by AE**



**% OF THE SCHOOLS SURVEYED WHERE STAFF PERFORMANCE HAS BEEN EVALUATED**

Support to carry-out remedial action to address the gaps observed in the evaluation of teachers' performance should improve the teachers' classroom practices, thus ensuring good student academic performances.

**3.3.7 Reduction in the number of supervision missions by the AE and CAP**

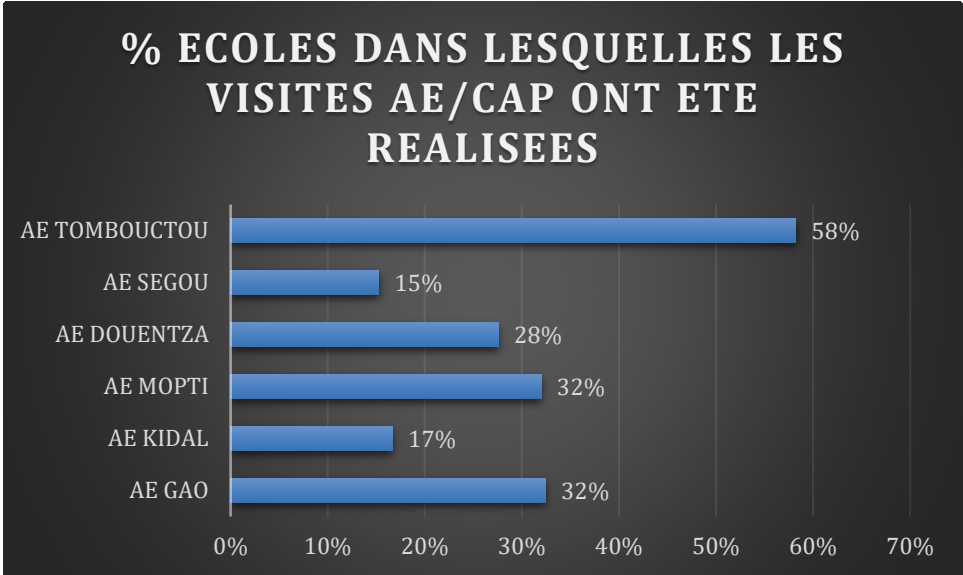
With the psychosis that prevailed in most localities, it was difficult, if not impossible, for the AE and CAP to carry out their missions of supervision, coordination and pedagogical animation at the school level.

The information gathered from the schools surveyed indicates that most of these schools did not benefit from supervision and support missions from their EA and CAP during the crisis.

To date, only 107 schools out of the 315 surveyed (34%) have benefited from support missions of their EA and CAP.

The graph below shows that the percentage of schools surveyed that received supervisory and support missions ranged from 15% in the Segou EA to 58% in the Timbuktu EA.

**Figure 4: Percentage of schools having benefited from visits by a AE or CAP**



**% OF SCHOOLS WHERE VISITS WERE MADE BY AE/CAP**

Fortunately, the reduction in support missions made by the deconcentrated education services is compensated, when and where possible, by missions conducted by NGOs and partner organizations.

**3.3.6 NGOs’ involvement in the field of education**

During the crisis, the reduction of support and supervision missions by deconcentrated education services is compensated as far as possible by missions undertaken by NGOs and partner organizations working in the field of education.

« Yes, we are supported by the NGO Delta Survie, UNICEF, WFP and USAID. » **Testimony of a parent, Kontza, Mopti**

« Yes, some structures and NGOs such as WFP, UNICEF, PLAN MALI, AMSS, and IEDA RELIEF have supported our school ... », **Testimony of a father, Dire, Timbuktu**

Interviews with NGO staff in the areas targeted by the evaluation confirmed the difficulty children experience going to school in some areas, mainly for security reasons. This is the

case of Kidal or Dire according to two NGO agents interviewed.

« *Some schools in our intervention zone are not accessible for safety reasons* » **NGO agents, Dire, Timbuktu**

Regarding school attendance, an NGO officer in Kidal talks about a total loss. However, it was pointed out that with the interventions of technical and financial partners, the enrollment of registered children has evolved positively in several localities.

Some NGO agents interviewed (in Timbuktu) acknowledge that they have received displaced students in their areas of intervention, while in the Kidal region, we observe a departure of students and their parents towards the south of the country.

It should be noted, however, that a significant proportion of schools received visits and assistance from communal councils, communities or NGOs. This involvement of local education actors could serve as a basis for future interventions.

According to the results of our surveys, the percentage of schools visited by NGOs or other partner's ranges from 19% in the Segou AE to 86% in the Timbuktu AE. The table below shows the type of support received from NGOs and other partners involved in education.

**Table n°24: Types of support received from NGOs and other partners by region**

Region	Types of support received from NGOs and other partners
Gao	School feeding, teaching materials, cabinets and bench tables, counseling and moral support, school kits, school supplies.
Timbuktu	Awareness raising, moral support, food (rice, millet, oil), school supplies, boxes of chalk, school kits, easel boards, sheds, dwelling house to hold classes, integrated canteen.
Mopti	Cabinets, chairs, boxes of chalk, building and equipment for the school management, teaching materials, school supplies, training for CGS and teachers, school furniture, counseling and moral support.
Segou	School supplies, rehabilitation of three classrooms, school furniture.
Kidal	Boxes of chalk, rehabilitation of classrooms and offices, awareness raising, etc.

### 3.4 Barriers to access to education

The education system has been particularly affected by the conflict / crisis and some of its aftermaths unfortunately continue to feed traditional obstacles to education in Mali.

In interviews with the community, a number of reasons were given for school drop-outs or

non-enrollment of children. Barriers to education include economic (financial), cultural (early marriage, use of children for domestic work, etc.), and structural (distance from schools) reasons. Thus, the majority of the teachers interviewed have expressed the same reasons for dropping out or not enrolling children, namely economic and cultural reasons.

« *Livestock and housework activities occupy a majority of children in families, which prevents them from attending school.* » **Teachers, Elangue, GAO.**

« *The main reasons for the dropping out and the lack of enrollment of children include parental poverty and illiteracy.* » **Teachers Dire, Timbuktu.**

It has become clear that domestic work, more prevalent among girls, is also a disincentive to a majority' of girls' access to school. Indeed, girls often constitute an essential labor force to help their mothers with their families.

« *The most common reasons for dropping out of or not attending school are: early marriage, lack of financial means, rural exodus, domestic and rural work, lack of employment, lack of partners in education.* » **Leader, Monimpe, Segou**

« *Often there are other children who stay home for domestic and rural tasks, to give water to the animals, to act as shepherds.* » **Focus Children, Monimpe, Segou**

According to almost all the teachers interviewed, the main risks facing teachers and students alike at school or on the way to school are related to a lack of security. For children, this is main fear and reason for not attending school.

As a result, the generalized state of psychosis has created a sense of permanent insecurity that prevents the main actors in education, namely students and teachers, from benefiting from better learning conditions.

« *Students may be kidnapped and there may still be clashes at any time.* » **Teachers, Tecknewene, Kidal.**

Another obstacle to education is the fact that not everyone likes modern schooling. The Macina DCAP says: "*Of course! There are people who do not like modern teaching.*"

For example, jihadist movements and extremists are against the modern school.

"*At the time of the crisis, we had an islamized population and everything contrary to this was seen differently by rebel groups.*" **Interview Douentza AE.**



During the interviews, community opinions on the content of education were widely discussed. It was found that some minority communities (the Bozos) felt that their local languages should be included in the curriculum. As a general rule, not everyone has a good knowledge of the contents of the manuals:

« *No, they (the people) do not master the contents of the textbooks.* » **Interview Niono CAP, Segou.**

« *No resentment, most parents do not master the contents of the textbooks.* » **Interview Douentza CAP, Mopti.**

Some of the comments gathered helped to understand that a large number of communities are concerned about the added value of the school and that others question the quality of the subjects taught at school. According to them, education should only be provided by qualified and conscientious teachers. "*What students learn at school will only be useful to them if it is well understood and taught by quality teachers.*" **CGS, APE, AME, OE, Sana, Mopti.**

Interviews with certain NGO agents working in the field of education have made it possible to identify, in addition to security reasons, economic and cultural reasons as the main causes for dropping out of and not attending school.

« *Economic, social and cultural reasons and insecurity may explain dropping out and the lack of schooling of children.* » **NGO agent, Kidal.**

The main risks incurred by students and teachers at or on the way to school are safety related, according to all the actors and in particular the NGO agents interviewed. Thus, the distance between schools and communities, the lack of a security plan, the existence of anti-personnel mines as well as explosive remnants and armed attacks are also barriers to the education of children.

« *Fighting between armed groups may break out while students and teachers are in class and there are remnants of war explosives.* » **NGO agent, Essouk, Kidal.**

It therefore appears that the insecurity of the surveyed target areas is the first challenge to tackle and resolve if students are to return to school.

### 3.5 The need for school infrastructures, teaching materials and communication

The conflict has deteriorated school infrastructures and equipments. Doors and windows were taken away, the didactic materials destroyed, computer equipment vandalized or washed away, and in some cases table-benches were used as firewood. Textbooks are far from sufficient. Barely half of the students have the luxury of sharing a computation or reading book with a classmate. All others must share a book with 2 or 3 comrades or more. There is also a lack of teaching materials.

Of the 315 schools surveyed, 52 were not functional at the time of data collection. Of this sample, those in the Kidal and Mopti regions should be ranked as priorities. A large proportion of these schools are not functional. In Kidal, 75% of schools are not functional, and in Mopti, only 25% or one in four schools. It would be better if initiatives were taken to reopen the schools.

The study identified a number of information on the need for construction, rehabilitation and improvement of school infrastructures. As a result of the crisis, the existence of temporary shelter classes, damaged classes, destroyed school textbooks and equipment show not only the scale of the investments to be made but also the urgency to intervene in the areas affected by the conflict / crisis.

In just over a quarter of the functional schools visited (27%), some classes are in temporary structures. The region of Timbuktu has the highest proportion of functional schools with classes in temporary structures (32%).

Very few schools have all their classes equipped with access ramps for the disabled. Whatever the region, the indicator is between 2% and 21%. This shows the scale of the efforts still to be made to take into account the needs of the most vulnerable populations in education. As it pertains to teaching in the local language, actions should be initiated to close the gap around communication / awareness-raising among local populations about teaching in local languages. Testimony from a Bozo community tells more in several sectors or social strata, at the national level, about the inadequacy of communication and awareness of the population with regards to teaching in national languages.

### 3.7 Types of teachers sought and their need for support

The conflict created a widespread psychosis leading to the massive displacement of teachers resulting in a teacher shortage that immediately led to a plethora of student enrollments per class and to the use of double-shift or double-division classes.

The crisis has led to a decline in the qualification of teachers and some actors at the community level are questioning the teachers' competence.

Many teachers have expressed training needs that must be taken into account in order to build their capacities. Some of the needs, arising from the consequences of the crisis, were mentioned during the surveys. The need for training in psychosocial support and education for peace and citizenship is cited in the survey.

In order to identify the need for teachers in schools, the question "What is the need for teaching staff in schools?" was asked. For the 263 functional schools, the need amounts to 688 teachers distributed unequally among the regions, not counting the number of teachers to be allocated to schools that are not yet functional.

The Timbuktu region is in need of a lot more teachers, ie 35.32% of the total number of teachers requested. It is followed by the Mopti and GAO regions with respectively 23.84% and 20.78% of the need for teachers expressed by the schools. The regions of Segou and Kidal are those which ask for the least amount of teachers, ie 11 and 27 teachers respectively. However, it is reported that Kidal has only 6 functional schools, which may explain the low need for teachers in this region.

In the other regions, the needs are almost identical. The needs expressed concern:

- Teacher training and support
- Housing support for teachers
- Provision of teaching and learning materials
- Regular payment of teachers' salaries
- Improvement of the schools' capacity to host students (construction, rehabilitation of classrooms, construction of latrines for teachers, etc.)

« *Teachers in this community immediately need school materials and cement classrooms to better teach students at school.* » **Leaders, Mopti.**

The results indicate that continuing education training takes place in 40% of the functional schools. In all the functional schools (261), only 100 schools have teachers who have

benefited from such training. The majority of these schools are located in the Segou region, ie 35 schools out of the 100 schools concerned. This shows that not only the region's achievements need to be maintained, but also that other regions need to receive substantial support for teacher capacity and competence building.

**Table n°25: Number of schools where teachers received continuing education in the last six months prior to the survey**

<b>Training received</b>	<b>Gao</b>	<b>Kidal</b>	<b>Mopti</b>	<b>Segou</b>	<b>Timbuktu</b>	<b>Total</b>
No	42	00	41 18	22	53	161
Yes	22	00		35	22	100
<b>Total</b>	<b>64</b>	<b>6</b>	<b>59</b>	<b>57</b>	<b>75</b>	<b>261</b>

At the same time, training and retraining of teachers for the proper application of new teaching methods will have to be carried out through the dissemination and popularization of good practices, the strengthening of teachers' continuing training activities and the evaluation of the relevance of the content of teaching and learning materials.

It would also be useful to initiate capacity-building activities for the CGS and AME, enabling them to better exercise their roles and responsibilities within communities and schools.

Appropriate training in the development and implementation of school projects (with components for massive school access for children, improvement of student performance and competence in reading and math, school feeding, water, hygiene and sanitation, etc.) should also be considered in the context of strengthening the performance of these community participation bodies.

Since schools can not exist without infrastructures and textbooks, accompanying measures are needed to ensure the success of this process.

Thus, among the actions to be implemented, classroom reconstruction is needed, as expressed by the populations.

« [It is necessary] to rebuild the destroyed schools, to equip schools with teaching materials and textbooks, to build separate latrines and to recruit teachers » **Interview Ménaka AE, Gao.** « [It is necessary] to rehabilitate classrooms and to fence the school » **Child Tecknewene, Kidal.**

The study showed that school canteens play a prominent role in enrolling and keeping children in school, particularly in the three (03) regions in the north where food scarcity has been exacerbated by the crisis. Through interviews with school stakeholders and

community leaders, it appears that **the survival of certain schools depends on the existence of school canteens**. It is therefore important to create or rehabilitate school canteens.

« School cannot exist without a school canteen... » according to the Kidal and Timbuktu DAE.

### 3.8 Capacity, resilience and resources for local education

As part of the third phase of the Education Sector Investment Program (*Programme d'Investissement du Secteur de l'Éducation*, PISE III) covering the period 2010-2012, the Government of Mali is committed to pursue the implementation of its development policy of the educational system in accordance with the Strategic Framework for Growth and Poverty Reduction (*Cadre Stratégique pour la Croissance et la Réduction de la Pauvreté*, CSCRP), the Economic and Social Development Program (*Programme de Développement Économique et Social*, PDES), the Ten-Year Program for the Development of Education (*Programme Décennal de Développement de l'Éducation*, PRODEC) aimed at Education for All (*Éducation Pour Tous*, EPT) and the Millennium Development Goals (*Objectifs de Développement du Millénaire*, ODM). It further commits to subsequently take into account the Sustainable Development Objectives (*Objectifs de Développement Durable*, ODD).

Existing capacities in the field of education may be summed up as:

- The government's stated political will to devote more than 30% of its budget to education;
- The decentralization of the education system since 1992 and the transfer of expertise to decentralized communities;
- The successive reform of the education system and the implementation of wide-ranging programs to promote education;
- Support for technical and financial partners contributing to budget allocations to education;
- Commitment of decentralized communities and communities to student learning;
- Implementation of incentives for girls' schooling and teacher support at the community level;
- Organizing advocacy and lobbying activities for an efficient and accessible education system.

The main actor's in the field of education identified in this study are:

- CAP;
- AE;
- Community leaders (village chiefs, councilors, mayors, members of Community bodies, etc.);
- Teachers;
- Children;
- Parents of children (fathers and mothers);
- NGOs involved in education;
- Community mobilization bodies (CGS, APE, AME, and OE).

The presence of these different bodies is likely to strengthen the resilience of communities to the conflict / crisis, even if the latter has reduced their capacity to intervene with learners.

For the schools surveyed in this study, 63% of school principals were able to carry out staff performance evaluations in schools with some disparity between regions (25% in the Kidal EA and 77% in the Timbuktu EA).

To this end, the revitalization of teacher learning communities would be a desired alternative and could be implemented with the participation of all actors (CGS, municipal councils, NGOs and partner organizations, etc.). A mechanism for monitoring and periodic evaluation to ensure the achievement of the expected results should also be put in place.

Support to the organization of missions to remedy the gaps found in teachers' performance reviews should improve classroom practices, thus ensuring good student academic performances.

The partnership advocated through the guidelines of the national education and training policy is truly effective on the ground, even in this period of crisis. There is a remarkable presence of NGOs and other partners to support the communities in their enrollment efforts and to improve the learning conditions of children.

## IV. Recommendations for the USAID education response strategy

The security crisis in Mali since 2012 has had enormous repercussions on the state's capacity to ensure the provision of basic social services in general, and of education in particular.

Therefore, the following recommendations were made to try to fill the gaps found at the school level and then choose 250 schools for the pilot phase of a program aimed at supporting the strengthening of the education system in the conflict-affected target areas.

The list of these 250 schools was established on the basis of the following criteria:

1. COBO schools were automatically selected;
2. Schools closed due to the crisis;
3. Schools in which classes are held under temporary shelters such as sheds, tents, trees, etc. ;
4. Schools with the highest enrollment.

**This, for USAID and CAMRIS international, involves taking steps in order to:**

### 4.1 Improving access to quality education for all in a context of conflict / crisis

In order to ensure children access to education in an environment conducive to learning, the various stakeholders have made the following suggestions to USAID:

- Contribute to strengthen the capacity of the CGS, APE, AME and OE to strengthen community mobilization dynamism and improve school management for massive access of children to school and for monitoring their attendance;
- Contribute to the organization of mobilization campaigns for the return of out-of-school children (due to the crisis and for other reasons);
- Strengthen school safety by contributing to the fencing and to the construction of sustainable school infrastructures with all the related amenities;
- Establish safety plans and safety indexes in schools;
- Help teachers and students feel safe at school with the development of early warning systems, including safety plans, contingency and disaster management plans, school

safety index ;

- Strengthen the capacity of community participation organizations CGS, APE, AME and OE in their roles and responsibilities for the development and implementation of school projects to enhance community mobilization for the mass recruitment of children at school;
- Support municipalities in their improvement of the tax collection could significantly improve their capacity to intervene in the social sectors, particularly in the education system. This is possible through a synergy of action with other USAID projects covering other themes.

## 4.2 Acting on the identified sources of social divisions and cohesion

In light of the precarious situation for students and their parents, efforts should first be made to ensure the lasting recovery of a climate of peace and security which will facilitate the return of displaced populations to their locality of residence.

In order to do so, it would be necessary to act on the sources of tension which are harmful to a peaceful coexistence, such as initiating advocacy activities on citizenship, peace and the education of children.

Indeed, divergent opinions and perceptions about the conflict are at the origin of almost constant tensions within the communities. Activities should be initiated to promote a culture of peace and better communication and information on the management of public affairs, the fight against youth unemployment, the efficient management of the resources allocated to education and the implementation of emergency programs in the conflict-affected areas to limit school enrollment decline.

There is also a need to establish incentives to encourage teachers to accept their assignment in the crisis areas, all the while strengthening the existing system in terms of adequate school infrastructures, effective teaching materials, and competent teaching staff, secure school environment, provision of food and psycho-social care to facilitate the return of children to school.

## 4.3 Addressing the immediate and pressing education needs

Communities have urgent needs that must be met in the current post-crisis environment. The implementation of an emergency program is a crucial alternative to meet the immediate



expectations and needs of the population. The following activities may be implemented:

- Rebuild and rehabilitate schools in need of infrastructures (destroyed schools, schools under temporary shelters, schools with double-division and double-shift classes, etc.);
- Supply schools with teaching materials and school textbooks (through Food for Work activities involving all stakeholders within the beneficiary communities). These Food for Work activities should be undertaken with the negotiated involvement of members of antagonistic groups so that they may carry out this common interests work. This would create an emulation that could gradually break the climate of hostility, thus contributing to the establishment of a sustainable climate of peace in the communities;
- Negotiation with FAO, WFP, CRS and other organizations for the implementation of an *Integrated School Feeding Program* involving beneficiary communities, including women organized into integrated AGR (Activités génératrices de revenus – Income-generating activities) management Committees. A negotiated proportion of the profits will be devoted to strengthening the autonomy of school canteens;
- Support communities by relieving them of expenses for school materials and provide them with support for activities that generate income;
- Strengthen the capacities of teachers, students and communities in the daily practice of hygiene / sanitation skills in schools and within households (through the School of Five initiative);
- Contribute to the installation of amenities necessary for proper school operation, with the construction of geographically separated latrines for boys / girls, office for the management and equipped library, recreation area, access ramp, water points and school canteens;
- Strengthening teachers' skills in the coherent implementation of local language teaching, in order to convince communities of the benefits of this approach in children's learning;
- Strengthening the skills of teachers and school administration in psycho-social support, fight against school violence (including violence against girls), gender mainstreaming and conflict prevention;
- Strengthen the proximity monitoring system of teachers, in particular in the teacher-

learning communities;

- Provide funding for existing gaps in teacher enrollment (with emphasis on gender equality), classrooms and related equipment;
- Strengthen the teachers' capacities in the management of multigrade and large classes.

#### 4.4 Mitigating the risks of contributing to conflict / crisis dynamics and avoiding tensions

All future interventions by USAID and Camris International must be part of a strengthening process of the social cohesion that became precarious with the crisis / conflict.

As such, the actions must have the following three (03) parameters:

- The state of socio-economic precariousness and trauma that prevails in the affected areas where any step taken by a development partner feeds the hope for possible improvement in the living conditions of all populations;
- The concerted and inclusive application of new approaches such as gender equity, the fight against gender-based (VBG-violence basée sur le genre) and other school violence, the inculcation of a culture of peace, citizenship and sustainable development prevalence, especially in certain localities occupied by the jihadists, to avoid negative effects on the populations;
- Consideration of traditional educational systems medersas- (madradas Koranic schools) in conservative communities, to ensure the success of interventions favoring classical school.

## V. Annexes

### 5.1 Methodology of the study

Given the nature and objectives of the education needs assessment, and on the basis of the strategic guidelines of the study's sponsor, the methodological approach combined a quantitative survey with a participatory qualitative survey supported by literature review. Emphasis was placed on the participatory approach, which was articulated around the mission preparation, document analysis, collection of quantitative and qualitative data, processing and analysis of data, and production of the interim and final reports.

In this respect, the participative and inclusive global approach has taken into account the targets of the quantitative survey (the basic public schools), particularly those affected by the crisis in the regions of Segou, Mopti, Timbuktu, GAO and Kidal. The qualitative survey consisted of a questionnaire targeted at the main education actors in the same regions.

For each target of the survey, a collection instrument was developed and administered in the field. Interview guides were made for each of the key education actors identified. A structured questionnaire was designed and used to collect information at the school level. All interview guides used in this study covered the following topics:

- Access and learning environment ;
- Teaching and learning;
- Teachers and other education staff;
- Education policy and coordination;
- Community participation.

All the sites visited in this study were chosen in a reasoned way. The selection of sites for school visits was done in the following stages:

- . The list of the priority communes of the Cluster Education, the CAP whose schools were particularly affected were identified;
- The respective DCAP were then contacted and asked to assist by sending a list of the schools particularly affected by the crisis (damaged or destroyed) that were not receiving any NGO assistance in rehabilitation and construction (**see Annex**

**canvas);**

- Gender mainstreaming occurred throughout the process, both at the target level of the survey and at the investigator team level, consultants and deliverables.

Among the schools listed, schools were chosen according to the distribution below:

**Table n°26 : Sampled schools**

Region	Number
Segou	60
Mopti	70
Timbuktu	80
Gao	90
Kidal	13
Total	313

Data collection at the school level combined an interview with school principals and quick observations through site visits. For the qualitative survey, the sites visited were chosen from the sites of the sampled schools. Four sites per région were selected. At each site, interviews were conducted with each target, in dyads / triads and group discussions.

A total of 315 schools were visited in all 5 regions concerned by the study. Approximately 145 interviews were scheduled, of which 89 interviews were conducted through questionnaires and observation. The table below summarizes the data collection.

**Tableau n°27: Review of the qualitative survey**

Region		Functional	Non functional	Total
Segou	%	96.6%	3.4%	100,0%
	Number of schools	57	2	59
Mopti	%	74.7%	25,3%	100,0%
	Number of schools	59	20	79
Gao	%	90.4%	9.6%	100,0%
	Number of schools	66	7	73
Timbuktu	%	94.9%	5.1%	100,0%
	Number of schools	75	4	79
Kidal	%	25,0%	75,0%	100,0%
	Number of schools	6	18	24
Total	%	83,8%	16,2%	100,0%
	Number of schools	263	51	314

A total of 305 schools were visited in this study. The distribution of the number of schools by CAP and AE is shown in the following table.

**Table n°28: Review of school collection**

<b>Region/AE/CAP</b>	<b>Done</b>	<b>Planned</b>
Ansongo CAP	20	
Bourem CAP	9	
Gao CAP	27	
Ménaka CAP	18	
<b>GAO AE</b>	<b>74</b>	
<b>Gao Region</b>	<b>74</b>	<b>90</b>
Kidal CAP	15	
Tessalit CAP	8	
Tin-Essako CAP	1	
<b>Kidal AE</b>	<b>24</b>	
<b>Kidal Region</b>	<b>24</b>	<b>15</b>
Cap Douentza CAP	13	
Cap Koro CAP	16	
<b>AE Douentza AE</b>	<b>29</b>	
Djenne CAP	8	
Mopti CAP	6	
Sevare CAP	3	
Tenenkou CAP	31	
Youwarou CAP	2	
<b>Mopti AE</b>	<b>50</b>	
<b>Mopti Region</b>	<b>79</b>	<b>70</b>
Macina CAP	16	
Niono CAP	43	
<b>Segou AE</b>	<b>59</b>	
<b>Segou Region</b>	<b>59</b>	<b>60</b>
Dire CAP	8	
Goundam CAP	17	
Gourma-Rharous CAP	26	
Léré CAP	4	
Niafunke CAP	8	
Timbuktu CAP	16	
<b>Timbuckku AE</b>	<b>79</b>	
<b>Timbuktu Region</b>	<b>79</b>	<b>70</b>
<b>Total</b>	<b>305</b>	<b>305</b>

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## 5.4 List of resource-persons/respondents

### 5.4.1: CERIPS team

N°	First and last names	Function
1	Mouhamadou Guèye	Director CERIPS
2	Bourama Fané	Director, Research
3	Sékou O Fofana	Research agent
4	Fatoumata Traoré	Gender expert
5	Jean Barka	Education expert
6	Ismaila Konaté	Director, Data Collection Operations

### 5.4.2 List of surveyors

N°	Region	First and last names	Gender		Region
			F	M	
1	Kidal	Nafissa Koïna	X		
2		Sidi Samba		X	
3		Rahmatou Walet	X		
4		Marso Ag Magna		X	
5		Souleymane Sidibé		X	
6	Gao	Saoudatou Maiga	X		
7		Ousmane Harber		X	
8		Chaoula MAIGA	X		
9		Abdou Almoustapha		X	

10	Abdoulaye Maïga		X	
11	Boubacar Hamida Maïga		X	
12	Albachar Ag Alassane		X	
13	Fadimata Touré	X		Timbuktu
14	Mahamane ALHOUSSEINY		X	
15	Souleymane Almicki		X	
16	Aboubacrine Maïga		X	
17	Lamine Cissé		X	
18	Abdoulaye Idrane Touré		X	
19	Seyni Faye		X	
20	Fodé Doumbia		X	Mopti
21	Bakoro Sangaré		X	
22	Almou Ag Ahmadou Dicko		X	
23	Soumana Boncana Maïga		X	
24	Bengaly Kouyaté		X	
25	Adama Bouaré		X	
26	Hamidou Traoré		X	
27	Bandiougou Keita		X	Segou
28	Mamari Sacko		X	
29	Daouda dit Justin Sidibé		X	
30	Oumar Nomogo		X	
31	Nouhoum Koné		X	



### 5.4.3 List of school principals interviewed

N°	Region	Teaching academy (AE)	Circle	Educational animation Centre (CAP)	Commune	Village	School	Principal	Telephone
1	Segou	AE Segou	Niono	Cap Niono	Dogofry	Darsalam	Ist Cycle Darsalam	Fatoumata Traoré	
2	Segou	AE Segou	Niono	Cap Niono	Dogofry	Dia Coura	Ist Cycle Dia Coura	Oumou CAMARA	
3	Segou	AE Segou	Niono	Cap Niono	Dogofry	Doukala	Ist Cycle Doukala	Amadou KANE	
4	Segou	AE Segou	Niono	Cap Niono	Dogofry	Faradougou	Ist Cycle Faradougou	Ba Sidibé	
5	Segou	AE Segou	Niono	Cap Niono	Dogofry	Gouma Coura	Ist Cycle Gouma Coura	Soumaïla Keïta	
6	Segou	AE Segou	Niono	Cap Niono	Dogofry	Markala coura	Ist Cycle Markala coura	Boubacar Kampo	
7	Segou	AE Segou	Niono	Cap Niono	Dogofry	Massabougou	Ist Cycle Massabougou	Minkoro SANGARE	
8	Segou	AE Segou	Niono	Cap Niono	Nampalary	Nampala	Ist Cycle Nampala	Daouda Sylla	
9	Segou	AE Segou	Niono	Cap Niono	Dogofry	Ourodaye	Ist Cycle Ourodaye Site I	Sirandou Diallo	
10	Segou	AE Segou	Niono	Cap Niono	Dogofry	Sansanding Coura	Ist Cycle Sansanding Coura	Cheicknè Traoré	
11	Segou	AE Segou	Niono	Cap Niono	Dogofry	Sikasso Coura	Ist Cycle Sikasso Coura	Adama SANOGO	
12	Segou	AE Segou	Niono	Cap Niono	Dogofry	Tomoni	Ist Cycle Tomoni	Bakary KANOUTE	
13	Segou	AE Segou	Niono	Cap Niono	Dogofry	Touba coura KO6	Ist Cycle Touba coura	Yacouba Daou	
14	Segou	AE Segou	Niono	Cap Niono	Nampalary	Wailoubere Zoumana	Ist Cycle Wailoubere Zoumana	Barka Coulibaly	
15	Segou	AE Segou	Niono	Cap Niono	Dogofry	Djenné Coura	Ist Cycle Djenné Coura	Oumar TOGO	
16	Segou	AE Segou	Niono	Cap Niono	Dogofry	Dogofry	Ist Cycle Dogofry "B"	Adama SANOGO	

17	Segou	AE Segou	Niono	Cap Niono	Dogofry	Dogofryba	Ist Cycle Dogofryba	Mariam Sissoko	
18	Segou	AE Segou	Niono	Cap Niono	Dogofry	Missira KO7	Ist Cycle Missira KO7	HAMIDOU Tangara	
19	Segou	AE Segou	Niono	Cap Niono	Nampalary	El Hamassouka	Ist Cycle El Hamassouka	Modibo Coulibaly	
20	Kidal	AE Kidal	Tessalit	Cap Tessalit	Tessalit	Abanco	Abanco	Sidi Alamine Ag Alhad	
21	Timbuktu	AE T Timbuktu	Diré	Cap Diré	Dire	Dire	ABC II	Alhoussouna Coulibaly	
22	Timbuktu	AE T Timbuktu	Timbuktu	Cap Timbuktu	Alafia	Acharane	Acharane	Mossa Inamoud	60382111
23	Kidal	AE Kidal	Tin-Essako	Cap Tin-Essako	Intadjidite	Achibogho	Achibogho	Mahamadou Traore	79400642
24	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Ber	Ber village	Adoumaha Ag Mohamed	Mohamed Ahmed Ag Mohamed	
25	Timbucku	AE T Timbucku	Gourma-Rharous	Cap Gourma-Rharous	Rharous	Rharous	Agaly Alhousseiny Maiga	Lalla AK Maiga	73336757
26	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Banikane	GourzouGueye	Agaly Sidaly	Abdoulaye Dicko	79083914
27	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Agarous kayoune	Agarous kayoune	Aguissa ag hoya	
28	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Menaka	Aguizrannah	Garba baba	62158302
29	Kidal	AE Kidal	Tessalit	Cap Tessalit	Tessalit	Ahamboubar	Ahamboubar	Albachar Ag Alhousseini	79232306
30	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Anchawadji	Ahina	Abdoulaye Boncana	
31	Timbuktu	AE Timbuktu	Niafunke	Cap Niafunke	Soboundou	Sibo	Ali Amadou Yattara	Mahamane M'Bara	75594862
32	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Serere	Kano	Ali Gani Maiga	Idrissa Arboncana Maiga	70346468
33	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Aliou	Aliou Ist Cycle	Traore ibrahim	89021452
34	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Kidal	Aliou 2	Mahamadou KONATE	75856216
35	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	M'Bouna	Alkamabangou	Alkamabangou	Abdoulaye Traoré	
36	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diaka	Dia	Almamy Koreychi	Maman Sidi	69138146

							Ist Cycle A	Traoré	
37	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Bintagoungou	Alphahou	Alphahou	Abouba Sidi	72363686
38	Kidal	AE Kidal	Tessalit	Cap Tessalit	Tessalit	Amachach	Amachach	Abdalla Ben Hammou	
39	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Alafia	Amachachar	Amachachar	Ahmed Najim Moussoudou	
40	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Rharous	Rharous	Amadou Hama Maiga	Alassane dit Papa Sow	76319208
41	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Tin-Aicha	Amagache	Amagache	Mohamed Issa Alansari	74773716
42	Timbuktu	AE Timbuktu	Timbuktu	Cap Tombouctou	Ber	Imbabou	Amar Ould Elmochtar	Halidou T Maiga	
43	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Serere	Amaragoungou	Amaragoungou	Mafouz Ould Aly	71149803
44	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Kidal	Amidi ag onane	Alpha Seydou	62086496
45	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Ander	Ander B	Ibrahim ag Alhassane	
46	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Angamali	Angamali	Soumeila Maiga	
47	Gao	AE Gao	Ansongo	Cap Ansongo	Ansongo	Ansongo	Ansongo ii B	Ibrahim Abdoulaye Toure	79199080
48	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Gargando	Aratène	Aratène	Mohamed Ali Ag Mohamed	
49	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Bambara Maoude	Arsy	Arsy	Alpha Oumar Diaty	75415033
50	Timbuktu	AE Timbuktu	Timbuktu	Cap Tombouctou	Ber	Ber village	Ayyaha	Oumar M Aldjournatt	
51	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Gargando	Bajakary	Bajakary	Mohamed Ag Mohamed Issa	
52	Gao	AE Gao	Ansongo	Cap Ansongo	Tinhamma	Bangou	Bangou	Abdramane Rabo	65361358
53	Gao	AE Gao	Bourem	Cap Bourem	Bourem	Barkaina	Barkaina haoussa	Soufiana Mahamane	63392313
54	Gao	AE Gao	Bourem	Cap Bourem	Bourem	Barkaina	Barkaina p/C	Souleymane Sambo	
55	Segou	AE Segou	Niono	Cap Niono	Sokolo	Darsalam Sk 21	Barou Diabaté	Bakary Sissoko	75453405

56	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Centertown	Baye Ag Mahaha	Namori s Keita	
57	Gao	AE Gao	Ansongo	Cap Ansongo	Ansongo	Bazi	Bazi haoussa A 1er cycle	Amadou Sangaria Toure	63114806
58	Segou	AE Segou	Niono	Cap Niono	Diabaly	Beldenadji MCA	Beldenadji MCA	Yousseuf DIAKITE	64101625
59	Gao	AE Gao	Gao	Cap Gao	Soni ali ber	Berrah	Berrah/pc	Abdoulhamidi Ahouseseyni	62097453
60	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Bintagoungou	Bintagoungou	Bintagoungou PC	Fondo M'Bara Alher	74728115
61	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Raz-El-Mâ	Raz-El-Mâ	Bogabra		
62	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Serere	Boranda	Boranda	Aly Dicko	62237015
63	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Hamzakoma	Bougouni	Bougouni	Abdoulaye Mohamed Alassane	78172904
64	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Salam	Boujbeha	Boujbeha	Abdoulaye Togola	
65	Gao	AE Gao	Bourem	Cap Bourem	Bourem	Bourem foghas	Bourem 4	Moussa Maouloud	66556226
66	Gao	AE Gao	Bourem	Cap Bourem	Bourem	Bourem foghas	Bourem plateau	Alassane Sanogo	
67	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Rharous	Boya gazena	Boya gazena	Oumar Ould Souleymane	76916102
68	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Rharous	Boya Haoussa	Boya Haoussa	Nanfo Dicko	70774320
69	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Centre abdoul baba	Centre abdoul baba	No principal since 2012	
70	Gao	AE Gao	Bourem	Cap Bourem	Bourem	Chabaria	Chabaria	Fatoumata Nouhoum	
71	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Chate wele	Chate wele P/C	Ibrahim B Maiga	91426404
72	Mopti	AE Mopti	Mopti	Cap Mopti	Koubaye	Daga Mamadou	Daga Mamadou	Ibrahima Fofana	71533177
73	Mopti	AE Mopti	Djenne	Cap Djenne	Togué Mourrari	Daga Samaye	Daga Samaye	Bocar Dè	66583220
74	Kidal	AE Kidal	Kidal	Cap Kidal	Essouk	Dahidj	Dahidj	Hamma ag Abaka	
75	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Rharous	Dangouma	Dangouma	Abdrahamane Maiga	70348326
76	Timbuktu	AE Timbuktu	Niafunke	Cap Léré	Soumpi	Dari	Dari	Abdoulaye Sidi	77044622

								Baliyando	
77	Segou	AE Segou	Niono	Cap Niono	Diabaly	Diabaly Coura	Diabaly Coura	Fatoumata B Diarra	76359407
78	Segou	AE Segou	Niono	Cap Niono	Rural Commune of Diabaly	Diabaly	Diabaly I	Yacouba TRAORE	65990051
79	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diafarabé	Diafarabé	Diafarabé C	Porolou Guindo	74482312
80	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Rharous	Rharous	Diambourou	Araoudatt walet Assaleh	76088578
81	Mopti	AE Mopti	Mopti	Cap Mopti	Salsalbé	Diolel	Diolel	Boubacar Touré	64143298
82	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diondiori	Diondiori	Diondiori 1st Cycle	Alassane Anssoumane Maiga	74745928
83	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Djarhi	Djarhi	Matachi Ag	
84	Gao	AE Gao	Ansongo	Cap Ansongo	Ansongo	Djichini	Djichini	Mohamed Amadou Toure	97677786
85	Timbuktu	AE Timbuktu	Niafunke	Cap Léré	Soumpi	Dofana	Dofana	Mahamadou Seïba Sanou	79351940
86	Mopti	AE Mopti	Youwarou	Cap Youwarou	Bimbéré tama	Dogo	Dogo 1st Cycle	Ali Mounkoro	95945171
87	Segou	AE Segou	Niono	Cap Niono	Dogofry	Dogofry	Dogofry 1st Cycle "A"	Abdoulaye S KONE	91499927
88	Gao	AE Gao	Bourem	Cap Bourem	Bourem	Bourem foghas	Donghoi bano	Daouda Mohamed Haidara	
89	Timbuktu	AE Timbuktu	Niafunke	Cap Léré	Soumpi	Doua	Doua	Amadou Maïga	76690871
90	Segou	AE Segou	Niono	Cap Niono	Sokolo	Dougouba	Dougouba	Boubacar Koné	78706239
91	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Doukouria	Doukouria	Doukouria	Abocar Madiou	79204517
92	Mopti	AE Douentza	Koro	Cap Koro	Koro	Pongonon	Ecole fondamentale châda de pongonon	Moussa Poudiougo	62201354
93	Mopti	AE Douentza	Koro	Cap Koro	Koro	Bana Gakou	Ecole Fondamentale de Bana Gakou	Hamidou kodio	69503199
94	Gao	AE Gao	Ansongo	Cap Ansongo	Tessit	Abagazgaz	Ecole Abagazgaz 1st Cycle	Mohamed Ag Agaira	97196795
95	Gao	AE Gao	Ansongo	Cap Ansongo	Bourra	Akoukou	Ecole Akoukou	Habiboulaye Moukeïlou	62156723
96	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diafarabe	Barke-Daga	Ecole de Barke-Daga	Fatoumata Tapo	60699317

97	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Karerie	Dioura	Ecole de Doiura Ist Cycle	Assigned and no new	
98	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Sogoulbé	Gnimignama	Ecole de Gnimignama	Lamine Traoré	75135556
99	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	TogueréKotia	Goumel	Ecole de Goumel	Aboubacar Traoré	66517609
100	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Togueré-Coumbé	Kamaka Sebé	Ecole de Kamaka Sebé	Amadou Nouhou Traoré	69214319
101	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diondiori	Kenta Foulbé	Ecole de Kenta Foulbe	Moussa Touré	60800002
102	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Ouro-Ardo	Kigneye	Ecole de Kigneye	Modibo Bah	75203385
103	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Sogoulbe	Kona Mali	Ecole de Kona Mali	Kouradou Dembelé	79023941
104	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Ouro-Ardo	Kondo	Ecole de Kondo	Djibril Djeng	66145799
105	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Sogoulbé	Kora	Ecole de Kora	Allaye Niang	75135548
106	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Ouro-Guiré	Koubi	Ecole de Koubi	Abdoulay Guindo	66220268
107	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diafarabé	Koumbé	Ecole de Koumbé	Karonga Camara	76172526
108	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diafarabé	Mamba	Ecole de Mamba	Sekou Tamboura	66271566
109	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diaka	Mayataké	Ecole de Mayataké	Sekou Sow	66172134
110	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Togueré-Coumbé	Oualo	Ecole de Oualo	Karamoko Coulibaly	79418073
111	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Ouro-Guiré	Penga	Ecole de Penga	Aboubacar Berthé	79176056
112	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Ouro-Guiré	Roundé	Ecole de Roundé	Mahamadou B Kassé	62423442
113	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Ouro-Ardo	Sindé-Korbo	Ecole de Sinde-Korbo	Amaka Guindo	75323661
114	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Ouro-Ardo	Somoguiiri	Ecole de Somoguiiri	Issiaka B Sanogo	98982025
115	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Togoro-Kotia	Sossobé	Ecole de Sossobé	Boubacar Wattara	79368732
116	Gao	AE Gao	Ansongo	Cap Ansongo	Tinhamma	Tagarangabot	Ecole de Tagarangabot	Ibrahim Soumaila	71575820
117	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diondiori	Thiainguel	Ecole de Thiainguel	Alhousseini	79202873

								Guindo	
118	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Sougoulbé	Toguel Kossam	Ecole de Toguel Kossam	Issa Coulibaly	78645702
119	Segou	AE Segou	Niono	Cap Niono	Nampalary	Toladji	Ecole de Toladji	Daouda Sylla	
120	Gao	AE Gao	Ansongo	Cap Ansongo	Tinhamma	Tinabarbar	Ecole de Tinabarbar 1st Cycle	Youssouf Ibrahim Cisse	97193656
121	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Togueré-Coumbé	Oronguia	Ecole d'Oronguia	Gaston Saria	62172184
122	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Em_ Naghil	Ecole Em_ Naghil 1st Cycle	Abdou Abderhamane Maiga	62080176
123	Mopti	AE Douentza	Douentza	Cap Douentza	Mondoro	Mondoro	Ecole Fondamenfale de Mondoro	Hassim ongoiba	70412213
124	Mopti	AE Douentza	Koro	Cap Koro	Bondo	Dangatene	Ecole Fondamentake K.B. Togo	Jules Togo	78181979
125	Mopti	AE Douentza	Douentza	Cap Douentza	Hombori	Gallou	Ecole Fondamentale de Galou	Boureima H Maiga	74713642
126	Mopti	AE Douentza	Koro	Cap Koro	Bondo	Bondo	Ecole Fondamentale Bondo I	Sekou Sagara	69675266
127	Mopti	AE Douentza	Koro	Cap Koro	Koporona	Wol	Ecole Fondamentale de wol Anseguel	Etienne David Guindo	75141557
128	Mopti	AE Douentza	Douentza	Cap Douentza	Mondoro	Banai	Ecole Fondamentale de Banai	Madjo Sidiki ongoiba	68525329
129	Mopti	AE Douentza	Douentza	Cap Douentza	Mondoro	Bouli kessi	Ecole Fondamentale de Bouli Kessi	Abdoulaye Diallo	79116612
130	Mopti	AE Douentza	Douentza	Cap Douentza	Gandamia	Bounti Daga	Ecole Fondamentale de Bounti Gaga	Boubacar Sogodogo	71056117
131	Mopti	AE Douentza	Koro	Cap Koro	Koro	Dero ourodourou	Ecole fondamentale de dero ourodourou	Luc Athanase Togo	75070062
132	Mopti	AE Douentza	Koro	Cap Koro	Koporo pen	Derou	Ecole Fondamentale de Derou I	Idrissa Dembele	72115860
133	Mopti	AE Douentza	Douentza	Cap Douentza	Douentza	Drimbe	Ecole Fondamentale de Drimbe	Oumar Coulibaly	70858520
134	Mopti	AE Douentza	Douentza	Cap Douentza	Douentza	Every	Ecole Fondamentale de Every	Oumar Diop	76872978
135	Mopti	AE Douentza	Koro	Cap Koro	Koro	Gakou	Ecole fondamentale de Gakou	Moumouni kindo	62200850

136	Mopti	AE Douentza	Douentza	Cap Douentza	Hombori	Hombori	Ecole Fondamentale de Hombori Bene	Boubacary Maiga	66412527
137	Mopti	AE Douentza	Koro	Cap Koro	Koro	Kiri	Ecole Fondamentale de kiri	Abdramane Guindo	78636638
138	Mopti	AE Douentza	Koro	Cap Koro	Koro	Kini Ourodourou	Ecole fondamentale de Klini Ourodourou	Boubacar Djimde	63096420
139	Mopti	AE Douentza	Koro	Cap Koro	Koporopen	Koporopen	Ecole Fondamentale de koporopen IB	Issiaka Togo	65760508
140	Mopti	AE Douentza	Koro	Cap Koro	Koporopen	Koporopen	Ecole Fondamentale de Koporopen I A	Hamadoun M Togo	73001229
141	Mopti	AE Douentza	Koro	Cap Koro	Bondo	Ombo	Ecole Fondamentale de Ombo	Moussa Bamadio	79859635
142	Mopti	AE Douentza	Koro	Cap Koro	Koro	Pomorododiou Begne	Ecole Fondamentale de Pomorododiou Begne	Claude Togo	63518428
143	Gao	AE Gao	Ansongo	Cap Ansongo	Bara	Tannal	Ecole fondamentale de Tannal	Aminata Assayadou	72304997
144	Mopti	AE Douentza	Douentza	Cap Douentza		Tiguila	Ecole Fondamentale de Tiguila	Boukary Ongoba	96040091
145	Gao	AE Gao	Ansongo	Cap Ansongo	Tinhamma	Tinamar	Ecole fondamentale de Tinamar	Abdoulwahidou Ahmoudou	95278215
146	Mopti	AE Douentza	Douentza	Cap Douentza	Dallah	Toula	Ecole Fondamentale de Toula	Abdoulaye Ongoba	78474299
147	Mopti	AE Douentza	Douentza	Cap Douentza	Mondoro	Yangassadiou	Ecole Fondamentale de Yangassadiou	Boubacar Guindo	78543619
148	Mopti	AE Douentza	Douentza	Cap Douentza	Gono	Gono	Ecole Fondamentale Gono	Nouhoum Keita	74660439
149	Mopti	AE Douentza	Koro	Cap Koro	Koro	Sana	Ecole Fondamentale Sana I	Abdoulaye Tamboura	66584874
150	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Angamali	Ecole koweit	Mohamed Aly	
151	Mopti	AE Douentza	Douentza	Cap Douentza	Djaptodji	Segue	Ecole Fondamentale de segue	Abdoulaye Guindo	76353765
152	Segou	AE Segou	Niono	Cap Niono	Diabaly	Kimbirila	Ecom Kimbirila	Yoro Tangara	65982436
153	Segou	AE Segou	Niono	Cap Niono	Diabaly	Markabachi	Ecom Markabachi	Amadou Tangara	73097319
154	Kidal	AE Kidal	Tessalit	Cap Tessalit	Tessalit	Effely Terist	Effely Terist	Akly ag Mohamed	



155	Gao	AE Gao	Gao	Cap Gao	Tidarmene	Elangue	Elangue P/C	Ibrahim ag Almou	
156	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Hamzakoma	Emefade	Emenefade	Agoumour Aguissa	73335568
157	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Haribomo	Erewi	Erewi	Aldjoumagatt Ag Assewatane	78881190
158	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Essouk	Essouk	Woyane ag Alhassane	
159	Gao	AE Gao	Ansongo		Ouattagouna	Fafa Haoussa	Fafa Haoussa 1st Cycle	Nouhoum Moussa Maiga	66426618
160	Segou	AE Segou	Niono	Cap Niono	Sokolo	Famabougou	Famabougou	Bissidi Traoré	
161	Gao	AE Gao	Ansongo	Cap Ansongo	Tessit	Famboulgou	Famboulgou	No principal	
162	Segou	AE Segou	Macina	Cap Macina	Monimpebougou	Flangani	Fangali 1st C	Basidiki TRAORE	75607170
163	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Serere	Madiakoye	Faranbakaye	Ahamar Maiga	76292384
164	Gao	AE Gao	Gao	Cap Gao	Gao	Gera	Fasa	Issa maiga	66125212
165	Mopti	AE Mopti	Youwarou	Cap Youwarou	Bimbéré-tama	Fétodjé	Fétodjé	Drissa Arama	62209596
166	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Fissabili alhidayati	Fissabili alhidayati	No principal	
167	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Gangabera	Gangabera P/C	Abdoul kader alassane maiga	63113040
168	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Gangabera	GangaberaP/C	Moussa ag intarga	62070807
169	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	M'Bouna	Garbèye	Garbèye	Alhassane Mama	69505076
170	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Gargando	Gargando	Gargando S/C	Abdalla Ag Aboudou Alansari	79370469
171	Gao	AE Gao	Ansongo	Cap Ansongo	Bourra	Golea	Golea	Issiaka Abdou	63387275
172	Gao	AE Gao	Ansongo	Cap Ansongo	Bourra	Golingo	Golingo ile	Oumorou Djibrilla	68701873
173	Timbuktu	AE Timbuktu	Niafunke	Cap Niafunke	Soboundou	Goundam Tousel	Goundam Tousel	Idrissa Kassambara	90096843
174	Timbuktu	AE Timbuktu	Diré	Cap Diré	Dire	Dire	Groupe Scolaire Dire Hamdallaye	Issa Toure	
175	Mopti	AE Douentza	Koro	Cap Koro	Koporopen	Guero Dogon	Guero Dogon	Boukarv Aly Togo	90875300

176	Gao	AE Gao	Ansongo	Cap Ansongo	Bourra	Lellehoye	Hassane Niendou	Aliou Alhader	66959151
177	Gao	AE Gao	Menaka	Cap Menaka	Ander	Ibalaghane	Ibalaghane	Hamou ag intsabadar	
178	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Iguidimbatane	Iguidimbatane	Zoubeirou Sadidi Toure	
179	Timbuktu	AE Timbuktu	Diré	Cap Diré	Tienkour	Ihmid II	Ihmid II	Alassane Abdou	96514511
180	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Tidarmene	Ikadewane	Baba Sangare	
181	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Alafia	Iloa	Iloa	Elhadj Maiga	
182	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Imbidjadj	Imbidjadj	Ahmoudou ag Hamadassaleh	63172568
183	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Anchawadji	Iminas	Abdrahmane Issiaka	66423257
184	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Inekar	Inagad	No principal	
185	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Ber	Inagozmi	Inagozmi	Mahamoudou A Maiga	64887090
186	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Ber	Inakounder	Inakounder	Ousmane A Wangara	
187	Gao	AE Gao	Menaka	Cap Menaka	Injangalane	Injangalane	Injangalane	Abdoul Abdourhamane	
188	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Alafia	Inkarane	Inkarane	Aboubacarine Almoubareck	
189	Kidal	AE Kidal	Tessalit	Cap Tessalit	Tessatit	Inkhalid	Inkhalil	Warzagane Ag M bakia	
190	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Intachdayte	Intachdayte	Hamzata ag Didi	
191	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Tidarmene	Intadeyne	Hankourou ag inazol	
192	Gao	AE Gao	Gao	Cap Gao	Tilemssi	Intahount	Intahount P/C	Iliassa Badourou	65948343
193	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Intibakatene	Intibakatene	No principal	
194	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Intikwa	Intikwa Iercycle	Alhamisse ag Bembekeri	
195	Gao	AE Gao	Gao	Cap Gao	Tilemsi	Intimarwelene	Intimarwelene P/C	Assalaha ibrahim	
196	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diafarabé	Diafarabé	Issa kalapo	Koro Diall	76661358
197	Timbuktu	AE Timbuktu	Niafunke	Cap Niafunke	Soboundou	Niafunké	Issa Maiga	Dado Kaya	66296886

198	Mopti	AE Mopti	Djenne	Cap Djenne	Kewa	Kassoum Daga	Kassoum Daga	Samba Diallo	79165131
199	Timbuktu	AE T Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Bambara Maoudé	Kaye kaye	Kaye Kaye	Boubou Dagam Diallo	
200	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Haribomo	Kel Dourgou	Kel Dourgou	Seydou Traore	64931515
201	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Rharous	Kel Essouk	Kel Essouk	Yehia Maiga	79369237
202	Kidal	AE Kidal	Kidal	Cap Kidal	Kidal	Kidal	Kidal 3	Djibrila Maiga	76089350
203	Timbuktu	AE Timbuktu	Niafunke	Cap Léré	Soumpi	Kiffo	Kiffo	Sékou Mahamane Traoré	77156365
204	Mopti	AE Mopti	Djenne	Cap Djenne	Kewa	Koa	Koa	Mama Coulibaly	61279990
205	Segou	AE Segou	Niono	Cap Niono	Diabaly	Kogoni	Kogoni Station	Cheick A T Diarra	72309152
206	Segou	AE Segou	Macina	Cap Macina	Monimpébougou	Kokoro	Kokoro 1st C	Cheick Oumar COUMARE	82135921
207	Mopti	AE Mopti	Mopti	Cap Severe	Konna	Konna	Konna "A"	Abdoulaye Katilé	65575789
208	Mopti	AE Mopti	Mopti	Cap Severe	Konna	Kontza	Kontza 1er	Bocari Traoré	74063920
209	Mopti	AE Mopti	Djenne	Cap Djenne	Kéwa	Kouakourou	Kouakourou 1st Cycle	Hassana Djénépo	75045131
210	Mopti	AE Mopti	Mopti	Cap Mopti	Koubaye	Koubaye	Koubaye 1st Cycle	Moussa Dienta	79097003
211	Timbuktu	AE Timbuktu	Niafunke	Cap Niafunke	Koumaïra	Koukourou	Koukourou	Adama Diallo	77858957
212	Segou	AE Segou	Macina	Cap Macina	Monimpébougou	Koulébougou	Koulébougou	Bakary S COULIBALY	74036984
213	Segou	AE Segou	Macina	Cap Macina	Boky Wêre	Kouna	Kouna 1st C	Harouna KABORE	64541628
214	Gao	AE Gao	Bourem	Cap Bourem	Bourem	Buorem Foghas	Kourmina	Zakary Mahamane	
215	Segou	AE Segou	Niono	Cap Niono	Diabaly	Kourouma	Kourouma 1st C	Mamadou F Diarra	77103592
216	Segou	AE Segou	Niono	Cap Niono	Dibaly	Koutiala Coura	Koutiala Coura 1st Cycle	Adama SANOGO	75460276
217	Gao	AE Gao	Ansongo	Cap Ansongo	Ouatagouna	Labbezenga	Labbezenga	Alassane Issiaka DICKO	66264699
218	Mopti	AE Mopti	Mopti	Cap Mopti	Koubaye	Lardé Bali	Lardé Bali	Moussa Nassiré	65301749

219	Timbuktu	AE Timbuktu	Diré	Cap Diré	Sarayamou	Horosseno	Mahamane Amadou	Amadou Ousmane Maiga	
220	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Alafia	Issafaye	Mahamane Mahamoudou	Fadimata Cisse	
221	Mopti	AE Mopti	Mopti	Cap Mopti	Horomode	Makadiè	Makadiè	Ibrahima Allaye Cissé	78931276
222	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Gossi	Gossi	Malloli Ag Lawech	Attaher Ag Ousmane	74351122
223	Timbuktu	AE Timbuktu	Diré	Cap Diré	Dire	Dire	Mamadou Samassekou	Mahamane Tandina	
224	Timbuktu	AE Timbuktu	Diré	Cap Diré	Garbakoyra	Mankalagoungou	Mankalagoungou	Oumar Abdoulaye	
225	Segou	AE Segou	Niono	Cap Niono	Sokolo	Massarazana	Massarazana	Josué Dissa	79402665
226	Gao	AE Gao	Gao	Cap Gao	Soni ali ber	M'bale	M'baleP/C	Issiaka Alassane Toure	69003653
227	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Menaka	Menaka III	Djibrilla Maiga	
228	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Hamzakoma	Minkiri	Minkiri	Bocar Baba	75182411
229	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Banikane	Egachar	Mohamed Elmoctar Ag Mohamed Elmaouloud	Mohamed Elmaouloud Ag Ibrahim	65967577
230	Segou	AE Segou	Macina	Cap Macina	Monimpébougou	Mongonpiéla	Mongonpiéla 1st C	Mamadou KEITA	74493632
231	Segou	AE Segou	Macina	Cap Macina	Monimpébougou	Monimpé	Monimpé 1st C	Youssef DIARRA	76355274
232	Timbuktu	AE Timbuktu	Diré	Cap Diré	Arham	Morikoira	Morikoira	Dramane o Tandina	98047622
233	Mopti	AE Mopti	Djenne	Cap Djenne	Togue Mourrari	Mourrari	Mourrari 1st Cycle	Ali Sangho	75279321
234	Segou	AE Segou	Niono	Cap Niono	Diabaly	N'Dounguel MCA	N'Dounguel MCA	Lassina Traoré	71685038
235	Segou	AE Segou	Macina	Cap Macina	Monimpébougou	N'golomazana	N'golomazana	Lassina GOITA	76788609
236	Timbuktu	AE Timbuktu	Niafunke	Cap Niafunke	Soboundou	N'Goro (N'Goroune)	N'Goro (N'Kourouné)	Ibrahim Guindo	62475015
237	Segou	AE Segou	Macina	Cap Macina	Macina	N'gounando	N'gounando 1st C	Barema BOUARE	73334704
238	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Salam	Nibkit Aziriba	Nibkit Aziriba	Hamidou Aguisa	

239	Segou	AE Segou	Niono	Cap Niono	Diabaly	Niéssoumana	Niéssoumana	Tiebori B Maiga	78993702
240	Gao	AE Gao	Bourem	Cap Bourem	Bourem	Bourem foghas	N'kakabane	Bady Adinani	
241	Segou	AE Segou	Macina	Cap Macina	Monimpébougou	Nono	Nono 1st C	Sounko DIARRA	77271904
242	Timbuktu	AE Timbuktu	Niafunke	Cap Niafunke	Soboundou	Nounou	Nounou	Mahamane Sylla	76393679
243	Gao	AE Gao	Gao	Cap Gao	Bourem	Bourem	N'tarkad	Badi ag Attarahat	
244	Gao	AE Gao	Gao	Cap Gao	Bourem	Bourem	N'tillit nord	Noprincipal	
245	Timbuktu	AE Timbuktu	Gourma- Rharous	Cap Gourma- Rharous	Hamzakoma	Tokofoutt	Omar Ben Khattab	Agoumour Mohamed Iknane	62238856
246	Gao	AE Gao	Ansongo	Cap Ansongo	Ouattagouna	Ouattagouna	Ouattagouna 1st Cycle	Mamoudou Diallo	75328165
247	Segou	AE Segou	Macina	Cap Macina	Boky Wêre	Oulan	Oulan 1st C	Assétou OUEDRAOGO	75007552
248	Mopti	AE Mopti	Mopti	Cap Severe	Konna	Ouméré	Ouméré	Hamadoun Togo	73760532
249	Timbuktu	AE Timbuktu	Niafunke	Cap Niafunke	Soboundou	Ouro Esso	Ouro Esso	Issaka Sanogo	79352098
250	Timbuktu	AE Timbuktu	Niafunke	Cap Niafunke	Soboundou	Niafunké	Ousmane Macinanké	Mahamane Yattara	66362579
251	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Tin Ahidj	No school	No principal	
252	Mopti	AE Mopti	Djenne	Cap Djenne	Kewa	Pora Somono	Pora Somono I	Hamadoun Guindo	71716103
253	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Togueré-Coumbé	Togueré	Sadio Tamboura	Djibéré Tamboura	75188104
254	Gao	AE Gao	Bourem	Cap Bourem	Bourem		Sahanou Abouba	Almahadi sisi Mohamed	78366370
255	Timbuktu	AE Timbuktu	Gourma- Rharous	Cap Gourma- Rharous	Rharous	Salah koira	Salah koira	Mohamed Assalaha Haidara	73422130
256	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Samit	SamitP/C	Alkassoum Almahadi	66657282
257	Mopti	AE Mopti	Djenne	Cap Djenne	Togué Mourrari	Sarré Hamadoun	Sarré Hamadoun	Fama Koné	77445709
258	Segou	AE Segou	Niono	Cap Niono	Sokolo	Segou Coro Sk 18	Segou Coro Sk 18	Moïse Mallé	65967220
259	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diafarabe	Sené-Bambara	Sené-Bambara	Seiny Diepkeile	79171508

260	Gao	AE Gao	Ansongo	Cap Ansongo	Ansongo	Seyna	Seyna	Abdoulaye Sidi	65525091
261	Segou	AE Segou	Niono	Cap Niono	Sokolo	Singo Rangabé	Sokolo	Lassine Ballo	64625815
262	Segou	AE Segou	Niono	Cap Niono	Sokolo	Sokolo	Sokolo 1°Cycle A	Souleymane Coulibaly	75395274
263	Segou	AE Segou	Niono	Cap Niono	Sokolo	Sokolo	Sokolo 1°Cycle B	Badara Traoré	78626558
264	Segou	AE Segou	Niono	Cap Niono	Diabaly	Songho	Songho	Salifou Coulibaly	65539558
265	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Aljounoub	Sonima	Sonima	Mohamed Issa Ag Yéhia	67185049
266	Segou	AE Segou	Macina	Cap Macina	Monimpébougou	Sougouba	Sougouba 1st C	Dramane BALLO	77603446
267	Segou	AE Segou	Macina	Cap Macina	Macina	Soumouni	Soumouni 1st C	Sanoussi TANGARA	77892718
268	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Diafarabe	Diafarabé	STH	Abdoulaye Tera	78634197
269	Gao	AE Gao	Gao	Cap Gao	Tilemsi	Tadjalat Tinagaye	Tadjalat Tinagaye	Aboubacrine Mohamed	
270	Kidal	AE Kidal	Tessalit	Cap Tessalit	Tadjnout	Tadjnout	Tadjnout	Alhousseini Ag Akline	
271	Mopti	AE Mopti	Tenenkou	Cap Tenenkou	Tenenkou	Tenenkou	Tahirou Cissé A	Yoro Cissé	79402619
272	Kidal	AE Kidal	Kidal	Cap Kidal	Takallot	Takallot	Takallot 1st Cycle	Assedeck ag inkano	
273	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Anchawadji	Tamaghast	Ahmed ag Younoussa	60563408
274	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	M'Bouna	Tamma	Tamma	Mahamadoun Amirou Traoré	63797861
275	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Tin-Aicha	Tangata	Tangata	Mohamed Ag Idwall	90645110
276	Gao	AE Gao	Menaka	Cap Menaka	Tidarmene	Tidarmene	Tarinkat	Aboubacrine ag oghatane	
277	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Tebewelt	Tebewelt P/C	Hamma Attaher	62066236
278	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Alafia	Techeq	Techeq	Sagaidou Traoré	
279	Kidal	AE Kidal	Kidal	Cap Kidal	Anefis	Tekenewene	Tekenewene	Malick doumbia	93289732
280	Kidal	AE Kidal	Tessalit	Cap Tessalit	Telakat	Telakak	Telakak	Mohamed Ag Yacoub	
281	Timbuktu	AE Timbuktu	Diré	Cap Diré	Tinguereguif	Teo Boni	Teo Boni	Aguissa Insubdar	

								Almoulou	
282	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Anchawadji	Teskaout	Albchar ag Mitinlane	
283	Kidal	AE Kidal	Tessalit	Cap Tessalit	Tessalit	Tessalit	Tessalit 1st Cycle	Abderhamane Diakona	
284	Gao	AE Gao	Menaka	Cap Menaka	Tidarmene	Tidarmene	Tessate	Habib maiga	
285	Gao	AE Gao	Gao	Cap Gao	Tidarmene	Tidarmene	Tidarmene	Abdoul Majid ag Sagdoun	
286	Timbuktu	AE T Timbuktu	Goundam	Cap Goundam	Bintagoungou	Tihigrène	Tihigrène	Hamati A Traoré	66881217
287	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Alafia	Mora	Timask Attlik	Gaoussou M Traoré	
288	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Timbargotane	Timbargotane P/C	Almouner ag iminika	
289	Gao	AE Gao	Menaka	Cap Menaka	Tilemsi	Tin ahidj	Tin ahidj	Abdoulaye Aitini	
290	Gao	AE Gao	Gao	Cap Gao	Tilemsi	Tilamsi	Tin aoukert P/C	Moussa ag Mohamed Ahmed	
291	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Ouinerden	Ouinerden	Tin Arabe	Rhissa Ag Mossa	91879764
292	Gao	AE Gao	Ansongo	Cap Ansongo	Tinhamma	Tin tafagat	Tin tafagat	Adama Kalane	79220274
293	Gao	AE Gao	Menaka	Cap Menaka	Ander	Tinagarof	Tinagarof	Ali ag Ismail	
294	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Tin-Aicha	Tin-Aicha	Tin-Aicha PC	Toutta Litini	75211708
295	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Anchawadji	Tinamaskore	Mahamoud ag Alitinine	65356011
296	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	M'Bouna	Tinassani	Tinassani	Ousmane Keita	73343251
297	Segou	AE Segou	Macina	Cap Macina	Macina	Tinema	Tinema	Sékou COULIBALY	70235631
298	Gao	AE Gao	Menaka	Cap Menaka	Menaka	Tidarmene	Tinfadimata	Mohamed ag Facca	
299	Gao	AE Gao	Menaka	Cap Menaka	Tidarmene	Tidarmene	Tinfadimata	Oumar Cisse	
300	Gao	AE Gao	Ansongo	Cap Ansongo	Tinhamma	Tinhamma	Tinhamma	Almahmoud Ag Ekantal	62675650
301	Timbuktu	AE Timbuktu	Goundam	Cap Goundam	Gargando	Tin-Niééré	Tin-Niééré	Takiolla Ag Waiyahitt	67202852

302	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Rharous	Tintadeini	Tintadeini	Souley Alhousseini Maiga	76568373
303	Gao	AE Gao	Gao	Cap Gao	Anchawadji	Anchawadji	Tinwelene	Mariam d Toure	
304	Segou	AE Segou	Macina	Cap Macina	Boky Wére	Tomi	Tomi 1st C	Aboubacar SIDIBE	79127582
305	Segou	AE Segou	Macina	Cap Macina	Monimpébougou	Tougou	Tougou 1st C	Hama H DEMBELE	90011795
306	Segou	AE Segou	Macina	Cap Macina	Monimpébougou	Tougouma	Tougouma 1st C	Salibou FANE	78586818
307	Segou	AE Segou	Niono	Cap Niono	Diabaly	Touleye MCA	Touleye MCA	Mama Panapo	62914934
308	Segou	AE Segou	Niono	Cap Niono	Sokolo	Touraba	Touraba	Chiaka Dembélé	75452334
309	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Alafia	Tourari	Tourari	Mahalmadane Ousmane	
310	Timbuktu	AE Timbuktu	Timbuktu	Cap Timbuktu	Alafia	Toya	Toya	Mahamoudou Alamine	
311	Mopti	AE Mopti	Djenne	Cap Djenne	Kewa	Yongha	Yongha	Bourama Bagayogo	79348087
312	Mopti	AE Mopti	Mopti	Cap Mopti	Koubaye	Yougonciré	Yougonciré	Moussa Sagara	64802775
313	Timbuktu	AE Timbuktu	Gourma-Rharous	Cap Gourma-Rharous	Ouinerden	Adiora	Youssef Ag Oumar	Abdrahamane Mahamane	70181160
314	Gao	AE Gao	Gao	Cap Gao	Soni ali ber	Zindiga	Zindiga	Alhousseyni Abderhamane	
315	Segou	AE Segou	Niono	Cap Niono	Diabaly	Zittenga	Zittenga	Fatoumata DIALLO	66979587



## 5.5 List of the 250 schools selected for the EESA project

These schools were selected on the basis of the following criteria:

- Schools closed due to the crisis;
- Schools where classes are held in temporary shelters such as sheds, tents, trees, etc.;
- Schools with a very high enrollment;
- The COBO schools.

CAP	Village	School	Functional	Enrolled (B) <sup>5</sup>	Enrolled (G) <sup>6</sup>	Classrooms	Principal	Temp. shelter	Water	Funct. latrines	Teachers (M)	Teachers (F)
Macina	Kouna	Kouna 1st C	Yes	56	10	3	No	Yes	No	0	3	3
Macina	Monimpé	Monimpé 1st C	Yes	225	169	6	Yes	No	Yes	7	6	1
Macina	N'gounando	N'gounando 1st C	Yes	13	10	3	Yes	No	Yes	6	2	0
Macina	Oulan	Oulan 1stC	Yes	154	150	6	No	No	No	4	3	3
Macina	Soumouni	Soumouni 1st C	Yes	114	87	10	Yes	No	No	11	6	0
Macina	Tinema	Tinema	Yes	54	50	9	Yes	No	No	6	4	3
Macina	Tougou	Tougou 1st C	No	57	35	6	Yes		No	6		
Niono	Darsalam	1st Cycle Darsalam	Yes	161	129	9	Yes	No	Yes	12	4	1
Niono	Djenné Coura	1st Cycle Djenné Coura	Yes	112	80	6	No	Yes	No	3	2	4
Niono	Dogofry	1st Cycle Dogofry B	Yes	299	275	6	No	No	Yes	3	6	0
Niono	Dogofryba	1st Cycle Dogofryba	Yes	112	46	5	No	No	No	0	2	2
Niono	Dia Coura	1st Cycle Dia Coura	Yes	65	76	0	No	Yes	No	0	2	3
Niono	Doukala	1st Cycle Doukala	Yes	76	65	12	No	No	Yes	12	1	3
Niono	Faradougou	1st Cycle Faradougou	Yes	178	124	6	No	Yes	No	3	5	0
Niono	Gouma Coura	1st Cycle Gouma Coura	Yes	50	33	5	No	Yes	No	0	2	0
Niono	Massabougou	1st Cycle Massabougou	Yes	33	38	3	No	No	Yes	6	3	0

<sup>4</sup> Enrolled

<sup>5</sup> Man/boy

<sup>6</sup> Woman/girl

<sup>7</sup> Teacher

CAP	Village	School	Functional	Enrolled (B) <sup>5</sup>	Enrolled (G) <sup>6</sup>	Classrooms	Principal	Temp. shelter	Water	Funct. latrines	Teachers (M)	Teachers (F)
Niono	Ourodaye	Ist Cycle Ourodaye Site I	Yes	59	44	6	Yes	No	No	4	3	1
Niono	Sansanding Coura	Ist Cycle Sansanding Coura	Yes	205	167	8	Yes	No	No	3	6	1
Niono	Sikasso Coura	Ist Cycle Sikasso Coura	Yes	108	68	5	No	Yes	No	0	3	2
Niono	Tomoni	Ist Cycle Tomoni	Yes	44	39	6	Yes	No	No	12	1	2
Niono	Missira KO7	Ist Cycle Missira KO7	Yes	84	51	4	No	No	No	0	2	2
Niono	Markala Coura	Ist Cycle Markala Coura	Yes	173	149	5	Yes	Yes	No	3	3	3
Niono	Nampala	Ist Cycle Nampala	Yes	90	54	7	Yes	No	Yes	6	6	1
Niono	Touba Coura	Ist Cycle Touba Coura	Yes	117	67	6	No	No	No	0	3	1
Niono	Darsalam Sk21	Barou Diabaté	Yes	60	21	3	No	Yes	No	0	3	0
Niono	Diabaly Coura	Diabaly Coura	Yes	103	123	3	No	Yes	Yes	3	3	3
Niono	Diabaly	Diabaly I	Yes	313	277	6	Yes	No	Yes	9	3	4
Niono	Dogofry	Dogofry Ist Cycle A	Yes	303	287	6	Yes	No	Yes	6	5	1
Niono	Dougouba	Dougouba	Yes	190	102	9	No	No	Yes	9	5	1
Niono	Toladji	Ecole de Toladji	No	59	51	1	No		No	0		
Niono	Kimbirila	Ecom Kimbirila	Yes	81	85	3	No	Yes	No	0	2	3
Niono	Markabachi	Ecom Markabachi	Yes	30	25	0	No	Yes	No	0	2	1
Niono	Famabougou	Famabougou	Yes	60	20	1	No	Yes	Yes	0	3	0
Niono	Kogoni	Kogoni Station	Yes	135	110	6	Yes	No	No	3	2	4
Niono	Kourouma	Kourouma Ist Cycle	Yes	403	385	10	Yes	No	Yes	10	4	2
Niono	Koutiala Coura	Koutiala Coura Ist Cycle	Yes	97	55	4	No	Yes	No	0	2	2
Niono	Massarazana	Massarazana	Yes	92	44	3	No	Yes	No	0	4	1
Niono	N'Dounguel MCA	N'Dounguel MCA	Yes	73	80	6	Yes	No	Yes	12	2	2
Niono	Niéssoumana	Niéssoumana	Yes	146	109	2	No	Yes	Yes	3	4	2
Niono	Segou coro Sk 18	Segou Coro Sk 18	Yes	69	52	3	Yes	No	Yes	3	1	2
Niono	Sokolo	Singo Rangabé	Yes	49	30	3	No	No	No	0	2	0
Niono	Sokolo	Sokolo Ist Cycle A	Yes	295	287	8	Yes	No	Yes	5	7	0
Niono	Sokolo	Sokolo Ist Cycle B	Yes	290	239	6	Yes	No	Yes	0	6	1
Niono	Songho	Songho	Yes	43	22	3	No	No	No	0	2	1
Niono	Touleye MCA	Touleye MCA	Yes	44	42	3	Yes	Yes	Yes	6	3	1
Niono	Touraba	Touraba	Yes	39	46	6	Yes	No	Yes	6	1	0
I	Zittenga	Zittenga	Yes	33	30	3	No	No	No	0	2	

CAP	Village	School	Functional	Enrolled (B) <sup>5</sup>	Enrolled (G) <sup>6</sup>	Classrooms	Principal	Temp. shelter	Water	Funct. latrines	Teachers (M)	Teachers (F)
Djenne	Daga Samaye	Daga Samaye	No	53	36	3	No		No	2		
Djenne	Kassoum Daga	Kassoum Daga	No	9	12	1	No		No	0		
Djenne	Koa	Koa	No	114	147	6	Yes		Yes	6		
Djenne	Kouakourou	Kouakourou 1st Cycle	No	340	315	6	Yes		Yes	4		
Djenne	Mourrari	Mourrari 1st Cycle	No	142	169	6	Yes		No	6		
Djenne	Pora Somono	Pora Somono I	No	19	20	1	No		No	0		
Djenne	Sarré Hamadoun	Sarré Hamadoun	No	40	31	3	No		No	3		
Djenne	Yongha	Yongha	No	49	30	3	Yes		No	4		
Mopti	Daga Mamadou	Daga Mamadou	No	9	13	1	Yes		No	0		
Mopti	Diolél	Diolél	No	29	31	1	No		No	0		
Mopti	Koubaye	Koubaye 1st Cycle	No	65	155	3	Yes		Yes	2		
Mopti	Lardé Bali	Lardé Bali	No	75	170	6	Yes		No	4		
Mopti	Makadiè	Makadiè	Yes	96	120	3	Yes	No	No	3	1	1
Mopti	Yougounciré	Yougounciré	No	78	131	2	No		Yes	2		
Sevare	Konna	Konna A	Yes	159	124	6	Yes	No	No	12	3	3
Sevare	Kontza	Kontza 1st Cycle	Yes	117	72	6	Yes	No	No	6	3	1
Sevare	Ouméré	Ouméré	Yes	19	15	6	Yes	No	No	3	2	1
Tenenkou	Dia	Almamy Koreychi 1st Cycle A	Yes	235	203	6	Yes	No	Yes	3	3	2
Tenenkou	Diondiori	Diondiori 1st Cycle	Yes	125	107	6	Yes	No	No	4	3	1
Tenenkou	Oronguia	Ecole d'Oronguia	Yes	75	78	6	Yes	No	No	4	3	0
Tenenkou	Dioura	Ecole de Doiura 1st Cycle	No			6	Yes		No	0		
Tenenkou	Goumel	Ecole de Goumel	No	23	35	3	No		No	0		
Tenenkou	Kamaka Sebé	Ecole de Kamaka Sebé	Yes	68	89	3	Yes	No	No	4	2	0
Tenenkou	Kona Mali	Ecole de Kona Mali	Yes	112	83	3	Yes	Yes	Yes	4	3	1
Tenenkou	Kora	Ecole de Kora	Yes	90	114	6	Yes	No	Yes	4	2	1
Tenenkou	Koubi	Ecole de Koubi	Yes	68	99	3	No	No	No	0	3	0
Tenenkou	Koumbé	Ecole de Koumbé	Yes	85	106	5	Yes	Yes	No	2	4	0
Tenenkou	Mamba	Ecole de Mamba	No	113	110	6	Yes		Yes	6		
Tenenkou	Mayataké	Ecole de Mayataké	Yes	85	133	6	Yes	No	No	6	1	2
Tenenkou	Oualo	Ecole de Oualo	Yes	133	134	6	Yes	No	No	6	3	0
Tenenkou	Somogui	Ecole de Somogui	No	48	51	3	Yes		No	1		

CAP	Village	School	Functional	Enrolled (B) <sup>5</sup>	Eff (G) <sup>6</sup>	Classrooms	Principal	Temp. shelter	Water	Funct. latrine	Teachers (M)	Teachers (F)
Tenenkou	Sossobé	Ecole de Sossobé	Yes	157	160	6	Yes	No	Yes	6	3	0
Tenenkou	Thiainguel	Ecole de Thiainguel	Yes	142	168	6	Yes	No	No	6	3	0
Tenenkou	Barke-Daga	Ecole de Barke- Daga	No	42	36	3	Yes		No	4		
Tenenkou	Kenta Foulbé	Ecole de Kenta Foulbe	No	72	62	3	No		No	0		
Tenenkou	Diafarabé	Issa Kalapo	Yes	81	95	6	Yes	No	Yes	3	3	1
Tenenkou	Diafarabé	STH	Yes	135	115	9	No	Yes	Yes	3	5	0
Tenenkou	Togueré	Sadio Tamboura	Yes	160	165	6	Yes	No	Yes	7	3	1
Tenenkou	Sené-Bambara	Sené-Bambara	No	70	65	3	No		No	0		
Tenenkou	Tenenkou	Tahirou Cissé A	Yes	210	240	6	Yes	No	Yes	0	2	4
Youwarou	Dogo	Dogoier ? Cycle	Yes	102	121	5	Yes	Yes	Yes	0	4	0
Douentza	Mondoro	Ecole Fondamentale de Mondoro	Yes	125	124	6	Yes	No	Yes	9	4	1
Douentza	Gallou	Ecole Fondamentale de Galou	Yes	76	112	6	Yes	No	Yes	4	2	2
Douentza	Gono	Ecole Fondamentale Gono	Yes	116	119	6	Yes	No	Yes	3	4	1
Douentza	Bouli kessi	Ecole Fondamentale de Bouli Kessi	Yes	69	101	3	Yes	No	No	3	1	1
Douentza	Bounti Daga	Ecole Fondamentale de Bounti Gaga	Yes	72	49	6	No	Yes	Yes	0	1	0
Douentza	Drimbe	Ecole Fondamentale de Drimbe	Yes	83	93	3	Yes	No	No	3	2	3
Douentza	Every	Ecole Fondamentale de Every	Yes	35	43	3	Yes	No	Yes	4	3	0
Douentza	Hombori	Ecole Fondamentale de Hombori Bene	Yes	180	192	3	Yes	No	Yes	0	2	2
Douentza	Tiguila	Ecole Fondamentale de Tiguila	Yes	101	110	3	Yes	No	Yes	9	3	0
Douentza	Yangassadiou	Ecole Fondamentale de Yangassadiou	Yes	138	102	6	Yes	No	Yes	4	4	0
Douentza	Segue	Ecole Fondamentale de Segue	Yes	70	67	3	No	Yes	Yes	0	2	0
Koro	Bana Gakou	Ecole Fondamentale de Bana Gakou	Yes	12	23	4	No	Yes	No	0	3	0
Koro	Pongonon	Ecole fondamentale chàda de Pongonon	Yes	87	83	3	Yes	No	No	3	3	0
Koro	Dangatene	Ecole Fondamentale K.B. Togo	Yes	173	275	6	Yes	No	Yes	6	7	0
Koro	Bondo	Ecole Fondamentale Bondoi	Yes	145	266	6	Yes	No	Yes	12	7	1
Koro	Sana	Ecole Fondamentale Sana I	Yes	51	121	3	Yes	Yes	No	5	2	3
Koro	Wol	Ecole Fondamentale de Wol Anseguel	Yes	147	127	6	No	No	Yes	9	5	1

CAP	Village	School	Functional	Enrolled (B) <sup>5</sup>	Enrolled (G) <sup>6</sup>	Classrooms	Principal	Temp. shelter	Water	Funct. building	Teachers (M)	Teachers (F)
Koro	Derou	Ecole Fondamentale de Deroui	Yes	46	49	5	Yes	Yes	Yes	0	4	0
Koro	Ombo	Ecole Fondamentale de Ombo	Yes	27	69	4	Yes	Yes	No	6	3	1
Koro	Pomorodiodiou Begne	Ecole Fondamentale de Pomorodiodiou Begne	Yes	69	53	5	No	Yes	No	0	2	2
Koro	Kiri	Ecole Fondamentale de kiri	Yes	50	48	3	Yes	Yes	Yes	12	3	3
Koro	Koporopen	Ecole Fondamentale de Koporopen	Yes	184	211	6	Yes	No	Yes	8	5	0
Koro	Koporopen	Ecole Fondamentale de Koporopeni	Yes	208	248	5	Yes	Yes	Yes	8	4	2
Koro	Gakou	Ecole fondamentale de Gakou	Yes	68	68	3	Yes	No	No	4	2	2
Douentza	Banai	Ecole fondamentale de Banai										
Koro	Kini Ourodourou	Ecole fondamentale de Kini Ourodourou	Yes	69	53	3	Yes	No	No	4	2	1
Koro	Guero Dogon	Guero Dogon	Yes	91	140	5	No	Yes	Yes	0	5	1
	Fafa Haoussa	Fafa Haoussa 1st Cycle	Yes	172	208	5	No	No	Yes	3	4	2
Ansongo	Ansongo	Ansongo ii B	Yes	225	181	6	Yes	No	No	0	4	3
Ansongo	Bazi	Bazi Haoussa A 1st Cycle	Yes	182	160	6	Yes	No	Yes	6	4	4
Ansongo	Djichini	Djichini	Yes	125	113	6	Yes	No	No	6	3	0
Ansongo	Abagazgaz	Ecole Abagazgaz 1st Cycle	Yes	96	54	6	Yes	No	No	0	1	0
Ansongo	Akoukou	Ecole Akoukou	Yes	65	36	1	No	Yes	No	0	1	0
Ansongo	Tagarangabot	Ecole de Tagarangabot	Yes	93	77	3	No	Yes	No	0	1	0
Ansongo	Tinabarbar	Ecole de Tinabarbar 1st Cycle	Yes	57	62	3	No	Yes	No	0	1	0
Ansongo	Tannai	Ecole fondamentale de Tannai	Yes	120	215	6	Yes	No	No	2	3	1
Ansongo	Tinamar	Ecole fondamentale de Tinamar	Yes	108	41	3	No	Yes	No	0	1	0
Ansongo	Famboulgou	Famboulgou	No									
Ansongo	Golea	Golea	Yes	123	77	6	Yes	No	Yes	3	4	0
Ansongo	Golingo	Golingo ile	Yes	97	92	4	No	No	Yes		1	0
Ansongo	Lellehoye	Hassane Niendou	Yes		123	6	Yes	No	Yes	12	2	2
Ansongo	Labbezenga	Labbezenga	Yes	179	171	5	Yes	No	Yes	6	3	3
Ansongo	Ouattagouna	Ouattagouna 1st cCcle	Yes	155	201	6	Yes	No	No	6	3	3
Ansongo	Seyna	Seyna	Yes	136	138	6	Yes	No	Yes	6	3	4
Ansongo	Tin Tafagat	Tin Tafagat	Yes	119	86	6	Yes	No	Yes	6	2	0



Menaka	Tidarmene	Intadeyne	Yes	37	13	1	No	Yes	No	0	1	0
CAP	Village	School	Functional	Enrolled (B) <sup>5</sup>	Enrolled (G) <sup>6</sup>	Classrooms	Principal	Temp. shelter	Water	Func. latrine	Teachers (M)	Teachers (F)
Menaka	Intibakatene	Intibakatene	No									
Menaka	Menaka	Menaka III	Yes	118	75	6	Yes	No	Yes	4	4	1
Menaka	Tidarmene	Tinfadimata	Yes	45	15	3	No	Yes	Yes	0	2	0
Dire	Dire	ABC II	Yes	300	325	6	Yes	Yes	Yes	3	1	11
Dire	Dire	Groupe Scolaire Dire Hamdaiaye	Yes	217	245	6	Yes	No	Yes	9	2	10
Dire	Ihmid II	Ihmid II	Yes	32	47	2	No	Yes	No	0	1	0
Dire	Horosseno	Mahamane Amadou	Yes	58	80	3	No	No	No	2	3	0
Dire	Dire	Mamadou Samassekou	Yes	253	214	6	Yes	No	No	3	1	6
Dire	Mankalagoungo	Mankalagoungou	Yes	150	153	6	Yes	No	No	4	2	1
Dire	Morikoira	Morikoira	Yes	79	72	6	Yes	Yes	Yes	8	4	0
Goundam	Alphahou	Alphahou	Yes	99	97	3	Yes	No	Yes	2	2	0
Goundam	Aratène	Aratène	Yes	28	21	6	Yes	Yes	No	3	1	0
Goundam	Bajakary	Bajakary	No			3	Yes		No	3		
Goundam	Bintagoungou	Bintagoungou PC	Yes	417	283	6	Yes	Yes	Yes	0	7	0
Goundam	Raz-El-Mâ	Bogabra	No			3	Yes		No	3		
Goundam	Doukouria	Doukouria	Yes	60	43	6	No	Yes	Yes	3	2	0
Goundam	Gargando	Gargando S/C	No			0	No		No	0		
Goundam	Tan gâta	Tan gâta	Yes	137	126	3	No	No	No	0	2	0
Goundam	Tihigrène	Tihigrène	Yes	132	115	6	Yes	Yes	Yes	3	3	0
Goundam	Tin-Aicha	Tin-Aicha PC	Yes	185	119	6	Yes	No	No	9	4	0
Gourma-Rharous	Rharous	Agaly Aihousseiny Maiga	Yes	167	278	6	Yes	No	No	6	5	4
Gourma-Rharous	GourzouGueye	Agaly Sidaly	Yes	96	93	6	No	No	Yes	1	2	1
Gourma-Rharous	Kano	Ali Gani Maiga	Yes	121	174	6	Yes	No	No	1	3	0
Gourma-Rharous	Rharous	Amadou Hamma Maiga	Yes	172	160	6	Yes	No	Yes	6	2	6
Gourma-Rharous	Amaragoungou	Amaragoungou	Yes	66	86	3	Yes	Yes	Yes	5	3	0
Gourma-Rharous	Arsy	Arsy	Yes	54	96	6	No	Yes	No	0	2	0
Gourma-Rharous	Boranda	Boranda	Yes	110	77	3	Yes	No	Yes	4	3	0
Gourma-Rharous	Bougouni	Bougouni	Yes	55	77	1	No	Yes	No	0	1	0
Gourma-Rharous	Boya Haoussa	Boya Haoussa	Yes	60	77	3	No	Yes	No	0	2	0
Gourma-Rharous	Boya gazena	Boya gazena	Yes	121	74	3	Yes	No	No	0	3	0

Gourma-Rharous	Dangouma	Dangouma	Yes	96	125	3	No	No	No	0	2	1
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CAP	Village	School	Functional	Enrollment (B) <sup>5</sup>	Enrollment (G) <sup>6</sup>	Classrooms	Principal	Temp. shelter	Water	Funct. latrines	Teachers (M)	Teachers (F)
Gourma-Rharous	Rharous	Diambourou	Yes	112	112	3	Yes	Yes	Yes	4	1	3
Gourma-Rharous	Emefade	Emenefade	Yes	104	74	5	No	No	Yes	2	2	0
Gourma-Rharous	Erewi	Erewi	Yes	88	113	2	No	Yes	Yes	0	2	0
Gourma-Rharous	Madiakoye	Faranbakaye	Yes	150	169	6	Yes	No	Yes	4	4	2
Gourma-Rharous	Kaye Kaye	Kaye Kaye	Yes	45	40	1	No	Yes	No	1	1	0
Gourma-Rharous	Kel Dourgou	Kel Dourgou	Yes	49	38	6	No	Yes	No	0	3	0
Gourma-Rharous	Kel Essouk	Kel Essouk	Yes	66	59	2	No	Yes	Yes	1	2	0
Gourma-Rharous	Gossi	Malloli Ag Lawech	Yes	427	357	9	Yes	No	Yes	1	7	5
Gourma-Rharous	Minkiri	Minkiri	Yes	92	82	3	No	Yes	No	0	3	0
Gourma-Rharous	Egachar	Mohamed Elmoctar Ag Mohamed	Yes	75	79	4	No	No	Yes	2	1	0
Gourma-Rharous	Salah Koira	Salah koira	Yes	101	86	3	No	No	No	0	2	0
Gourma-Rharous	Ouinerden	Tin Arabe	Yes	93	80	2	No	No	No	1	2	0
Gourma-Rharous	Tintadeini	Tintadeini	Yes	97	72	3	No	Yes	No	0	2	0
Gourma-Rharous	Adiora	Youssouf Ag Oumar	Yes	116	87	6	No	No	Yes	0	3	0
Léré	Doua	Doua	Yes	107	104	3	Yes	No	No	3	3	0
Niafunke	Sibo	Ali Amadou Yattara	Yes	156	123	7	Yes	Yes	Yes	3	3	0
Niafunke	Goundam Touskel	Goundam Touskel	Yes	87	102	3	Yes	No	Yes	3	3	0
Niafunke	Niafunke	Issa Maiga	Yes	221	200	9	Yes	Yes	Yes	9	1	7
Niafunke	N'Goro (N'Goroune)	N'Goro (N'Kourouné)	Yes	110	127	2	No	No	Yes	2	2	1
Niafunke	Nounou	Nounou	Yes	113	112	6	Yes	No	Yes	0	4	0
Niafunke	Ouro Esso	Ouro Esso	Yes	96	120	6	Yes	Yes	Yes	0	3	0
Niafunke	Niafunke	Ousmane Macinanké	Yes	214	261	6	Yes	No	Yes	6	3	6
Timbuktu	Acharane	Acharane	Yes	83	73	6	Yes	No	Yes	6	2	1
Timbuktu	Ber village	Adoumaha Ag Mohamed	Yes	255	154	6	Yes	No	Yes	14	4	0
Timbuktu	Imbabou	Amar Ould Elmoctar	Yes	71	128	6	Yes	No	Yes	6	4	0
Timbuktu	Ber village	Ayyaha	Yes	103	122	5	No	No	No	0	1	0
Timbuktu	Boujbeha	Boujbeha	Yes	78	36	6	No	Yes	No	1	1	0



Timbuktu	Iloa	Iloa	Yes	86	127	6	Yes	No	No	6	4	0
Timbuktu	Inagozmi	Inagozmi	Yes	168	130	2	No	No	No	0	2	0
Timbuktu	Inakounder	Inakounder	Yes	151	85	3	Yes	No	No	3	2	0

CAP	Village	School	Functional	Enrollment (B) <sup>5</sup>	Enrollment (G) <sup>6</sup>	Classrooms	Principal	Temp. shelter	Water	Funct. latrines	Teachers (M)	Teachers (F)
Timbuktu	Inkarane	Inkarane	Yes	26	35	1	No	Yes	Yes	3	1	0
Timbuktu	Issafaye	Mahamane Mahamoudou	Yes	93	126	6	Yes	No	Yes	8	2	3
Timbuktu	Kabara Sans Fil	Kabara Sans Fil										
Timbuktu	Techeq	Techeq	Yes	81	71	5	No	No	Yes	12	5	0
Timbuktu	Tourari	Tourari	Yes	61	99	6	No	No	No	12	3	1
Timbuktu	Toya	Toya	Yes	156	173	6	Yes	No	Yes	8	5	0
Kidal	Aliou	Aliou 1st Cycle	No	251	150	11	Yes		Yes	0		
Kidal	Kidal	Anefis 1 <sup>st</sup> Cycle										
Kidal	Kidal	Baye Ag Bissada										
Kidal	Angamali	Angamali	No	211	181	6	Yes		Yes	0		
Kidal	Centre Ville	Baye Ag Mahaha	Yes	650	412	14	Yes	No	No	0	4	2
Kidal	Angamali	Ecole Koweit	No	92	100	6	Yes		No	2		
Kidal	Intikwa	Intikwa 1st Cycle	No	96	62	6	Yes		Yes	0		
Kidal	Kidal	Kidal 3	No	352	148	10	Yes		No	2		
Kidal	Takallot	Takallot 1st Cycle	No	90	35	6	Yes		No	4		
Kidal	Tekenewene	Tekenewene	No	17	14	3	Yes		Yes	4		
Tessalit	Abanco	Abanco	No	15	29	6	Yes		No	3		
Tessalit	Ahamboubar	Ahamboubar	No	14	31	6	Yes		Yes	0		
Tessalit	Amachach	Amachach	No	74	77	6	Yes		No	3		
Tessalit	Effely terist	Effely Terist	No	14	17	3	No		No	2		
Tessalit	Inkhalid	Inkhalil	No	20	60	6	Yes		No	2		
Tessalit	Tadjnout	Tadjnout	No	0	0	3	Yes		No	2		
Tessalit	Telakak	Telakak	No	0	0	3	Yes		No	1		
Tessalit	Tessalit	Tessalit 1st Cycle	No	69	63	6	Yes		Yes	3		
Tin-Essako	Achibogho	Achibogho	No	70	50	3	Yes		No	1		

## 5.6 Primary data collection tools

### 5.6.1 Consent form

## RNA CONSENT FORM

DATE AND PLACE:

BENEFICIARY GROUP:

*My name is \_\_\_\_\_ and I am conducting an investigation for the benefit of a consulting firm called CERIPS, which works for CAMRIS International on a USAID funded project on Emergency Education in the regions of Segou, Mopti, Timbuktu, Gao, and Kidal. We are conducting a study that focuses on the "rapid assessment of educational needs" in the communities and schools that have been affected by the 2012 crisis in Mali and your region. We would like to ask you some questions about the realities of this crisis, its impact on the school environment and the activities carried out to mitigate its negative effects. This questionnaire will take up to one hour. Any information you provide will remain strictly confidential and your name will not be disclosed. You may choose not to answer certain questions. However, we are very hopeful about your participation and your opinion is very important to us. We would also like to be able to make a recording of our conversation so as not to forget some essential points.*

***Do we have your agreement to record our conversation?***

***Do you have any questions?***

*We thank you in advance for your cooperation.*

Facilitator's signature

Signature of the authorized representative (s) of the beneficiary group

**Name and first name**

**Name(s) and first name(s)**

## 5.6.2 Interview Guides

### GUIDE FOR INTERVIEWS WITH AE DIRECTORS, CAP DIRECTORS AND THEIR COLLABORATORS

*Rapid assessment of education needs*

Interview Date (day/month/year):	List of participants (Names of persons surveyed)	Function/Role	Gender (M/F)	Ethnic origin
Type of Discussion :	A :			
	B :			
	C :			
	D :			
	E :			
	F :			
	G :			
	H :			
	I :			
	J :			
	K :			
	L :			
Region		Name of school		
Circle		Names of Facilitator		
Commune:		Name of Rapporteur :		
Village:				

#### I. INSTRUCTIONS TO INVESTIGATORS

##### You need :

##### Staff :

- 1 person to facilitate the group discussion
- 1 person to take notes during the discussion

##### Group composition :

- 1 mixed group of 4 to 8 persons maximum, including the AE or the CAP Director and their close collaborators.

##### Working tools :

- A notepad and a pen
- A dictaphone
- Cartons where the different letters (A, B, C, D, E, F, G, etc.) are inscribed to identify the participants in the interview

Duration:

Max.1 hr for each group

## **INTRODUCTION**

Introduce yourself and explain to the group that you are here to ask for their opinions about the consequences of the crisis on their school and the community. That there is neither good nor bad answers . Each opinion is important to you. Everyone can intervene freely. You need their permission to start the interview.

## **II. QUESTIONS**

### **I. ACCESS AND LEARNING ENVIRONNEMENT**

- 1.1. In your opinion, what are the risks to your EA / CAP schools?
- 1.2. How do you deal with these risks?
- 1.3. In your opinion, what are the causes of the conflict?
- 1.4. Which CAP / schools have been particularly affected by the crisis / conflict?
- 1.5. What are the main school-level damage following the crisis?
- 1.6. At the AE/ CAP levels, approximately how many schools are closed as a result of the crisis? Why ?
- 1.7. Are there schools that are currently not functional, following the crisis? Why ?
- 1.8. How has the student enrollment (girls and boys) in your basic public schools changed with the crisis?
- 1.9. With the advent of the crisis, what has been the effect on girls' enrollment? Boys ?
- 1.10. Has education contributed to the crisis? (Inequalities / injustices, materials, teaching in national languages, etc.)
- 1.11. Post the crisis, do you find that children have particular behaviors / attitudes? (Signs of distress, psychological trauma?)
- 1.12. Did your EA / CAP receive students displaced by the crisis (girls / boys)?
  - If so, from which regions and / or EAs have these displaced students come?
  - Have these displaced students already returned to their home regions or EAs?
- 1.13. What are the main reasons for dropping out and not attending school (girls / boys) in your AE/ CAP?
- 1.14. What is the level of public confidence in the school administration?
- 1.15. What are your suggestions for improving the learning environment and children's access to school in your AE/ CAP?

### **2. TEACHERS AND OTHER EDUCATION STAFF**

- 2.1. How have your EA / CAP teachers been affected by the emergency situation/ recent crisis (eg, they are displaced, afraid to go to school)?
- 2.2. What are the main reasons why teachers (male and female) are absent?
- 2.3. In your opinion, are there any of your AE/CAP teachers who were psychologically traumatized by the conflict? If yes, did they receive psychosocial support?
- 2.4. What is the main motivation for the teachers who have kept their posts?

### 3. TEACHING AND LEARNING

- 3.1. Did the teaching materials and textbooks in the schools of your AE / CAP suffer damage as a result of the crisis?
- 3.2. What is the extent of this damage on
  - Teaching materials?
  - Textbooks?
- 3.3. In which CAP / schools were these damages the most important?
- 3.4. Are there resentments by the communities with regards to the content of textbooks?
- 3.5. In your opinion, what can be done to improve teaching and learning conditions at your AE/ CAP schools?

### 4. INTERVENTIONS

- 4.1. Do some of your AE / CAP schools benefit from the support of Associations / NGOs? Which associations / NGOs?
- 4.2. What kind of support is it?
- 4.3. When did this intervention occur?
- 4.4. What are your EA / CAP priorities for school safety?
- 4.5. What are the current expectations of the population as far as education is concerned?

## GUIDE FOR INTERVIEWS WITH CGS/APE/AME/CHILDREN ORGANISATIONS

### *Rapid assessment of education needs (RNA)*

### III. QUESTIONS

#### I. ACCESS AND LEARNING ENVIRONMENT

##### I.1. **Equitable access**

- I.1.1. Do all children (girls / boys) in this community go to school? Who are the children or young people most often excluded from the education system? Why ?
- I.1.2. Do you think children in your village can go to school every day? If not, why ? Do you have or do you know of any other children who cannot go to school? If yes, why ?
- I.1.3. As members of grassroots community organizations, what do you do to ensure that all children (girls / boys) have access to school?
- I.1.4. What can be done to help the children (girls / boys) in this community go to school or continue going to school?
- I.1.5. What type of training would the children (girls / boys) who do not go to

school in this community would like to follow?

1.1.6. Are there children displaced by the crisis attending your school?

1.1.7. Are there as many girls as boys in your school? If not, why ?

## **1.2. Protection and well-being**

1.2.1. What do you do to ensure the safety of children in school?

1.2.2. What do you think is the biggest concern for children, particularly girls, in school?  
What is the least safe place in the school (water point, latrines, playground, etc.)?

1.2.3. Have you ever heard of a student (boy / girl) hurt / assaulted / harassed? If so, can you tell us about it?

1.2.4. Where can children (girls / boys) report abuse / violence / harassment at your school?

1.2.5. Within your village, is there a committee to combat forced and / or early marriages, sexual violence?

1.2.6. How are victims of forced and / or early marriages, sexual abuse dealt with in your school / community?

## **1.3. Infrastructures**

1.3.1. Outside the playground, is there a differentiated playing space for girls and boys in your school? Is this space functional? If not, why ?

1.3.2. Is there a drinking water point in your school? If not, how does the school get its drinking water?

1.3.3. Are there geographically separate latrines (Girls / Boys) in your school? Are these latrines used by students? If not, why ? Are they well maintained?

1.3.4. Do girls use school latrines? If not, why ?

1.3.5. Is there a school canteen in your school (before and after the crisis)? Do all children (girls / boys) receive meals? If not, who receives them and who does not?

## **2. TEACHING AND LEARNING**

### **2.1. Curriculum**

2.1.1. Do you think that there are discriminatory subjects for some students (girls / boys) in your school (eg, stories that show that some people are better than others)? If so, please explain.

2.1.2. Do you think that what students learn at school will be useful (eg, being safe and healthy, or getting a job)?

### **2.2. Evaluation**

2.2.1. Do teachers evaluate girls, boys and children with disabilities in the same way, without discrimination?

2.2.2. What do you think of the periodic evaluations made by your school's teachers?

### 3. COMMUNITY PARTICIPATION

#### 3.1. Participation

- 3.1.1. Are children and young people involved in decisions related to school life in this community? If yes, how? If not, how could they be involved?
- 3.1.2. If you could change or improve three things in school, what would they be? What can members of this community (including young people) do to change or improve these things?
- 3.1.3. Are the girls and women in your school holding positions of responsibility in the different community participation organizations?
- 3.1.4. What has been the impact of the crisis on the operation of these different organizations?
- 3.1.5. What do you suggest for improving the operation of these community organizations?

## GUIDE FOR INTERVIEWS WITH CHILDREN (aged 6-12)

### *Rapid assessment of éducation needs (RNA)*

#### QUESTIONS

#### I. ACCESS AND LEARNING ENVIRONMENT

##### I.1. Equitable access

- 1.1.1. Do all children (girls / boys) in this community go to school?
- 1.1.2. Do you know any other children (girls / boys) who cannot go to school? If yes, why?
- 1.1.3. Is your school close to you? If not, how far?
- 1.1.4. Are you able to go to school every day? If not, why?
- 1.1.5. Within your school, are there any children (girls / boys) displaced as a result of the crisis?
- 1.1.6. What can be done to help the children (girls / boys) in this community go to school or continue going to school?
- 1.1.7. Is it easy as a girl to go to school? If not, why?
- 1.1.8. Are there children with disabilities studying in your school?

##### I.2. Protection and well-being

- 1.2.1. How do you and other students go to school (on foot, back of donkeys, motorcycles etc.)?
- 1.2.2. What worries you the most when you are in school? What do you think is the most unsafe place in the school?
- 1.2.3. Since the crisis, have you ever heard of a student (boy or girl) being hurt / assaulted / harassed? If so, can you tell us about it?
- 1.2.4. Is there anyone in your school who you can talk to when you have problems?

- 1.2.5. In your school, do you know any girls who have been married or have been assaulted?
- 1.2.6. Help us understand how you feel. With regards to your future, are you more optimistic, less optimistic or your optimism remained unchanged?
- 1.2.7. Since the beginning of the crisis, do you think you have more, less or the same number of people you can talk to and who can help you in case of need?
- 1.2.8. Within your village, is there a committee to combat forced and / or early marriages, sexual violence? If so, how are the victims of forced and / or early marriages taken care of?

### **1.3. Infrastructures**

- 1.3.1. Outside the playground, is there a differentiated playing space for girls and boy in your school? Is this space functional? If not, why ?
- 1.3.2. Is there a drinking water point in your school? If not, how does the school get its drinking water?
- 1.3.3. Are there geographically separated Girls/ Boys latrines in your school? Are these latrines used by students? If not, why ? Are they well maintained?
- 1.3.4. Do girls use latrines at school? If not, why ?
- 1.3.5. Is there a school canteen in your school (before and after the crisis)? Do all children (girls / boys) receive meals? If not, who receives them and who does not?

## **2. TEACHING AND LEARNING**

### **2.1. Curriculum**

- 2.1.1. Do you think that there are discriminatory subjects for some students (girls / boys) in your school (eg, stories that show that some people are better than others)? If so, please explain.
- 2.1.2. Are all children (girls and boys, clear and less clear skin) treated equally by teachers?

### **2.2. Evaluation**

- 2.2.1. Do teachers evaluate girls, boys and children with disabilities in the same way, without discrimination?
- 2.2.2. How many periodic assessments per year are done by your school's teachers?

## **3. COMMUNITY PARTICIPATION**

### **3.1. Participation**

- 3.1.1. Are you involved in decisions related to the life of the school?
- 3.1.2. If yes, how ? If not, how could you be involved?
- 3.1.3. If you could change or improve three things in school, what would they be?
- 3.1.4. What can young people in this community do to change or improve these things?



# GUIDE FOR INTERVIEWS WITH TEACHERS (MEN AND WOMEN)

## *Rapid assessment of education needs (RNA)*

### **I. ACCES AND LEARNING ENVIRONNEMENT**

- 1.1. Has your school been affected by the crisis? How was it affected by the crisis?
- 1.2. What is the level of damage done to your school (classrooms, furniture, textbooks, teaching materials, etc.)?
- 1.3. Has the crisis affected the schooling of girls and boys? How?
- 1.4. Is your school receiving displaced children? If yes, from what source/from where?
- 1.5. What do you think are the main reasons for dropping out of school and not attending school (girls / boys)?
- 1.6. What are the risks to students (girls and boys) and teachers (men / women)?  
Among these risks, what affects essentially
  - boys?
  - girls?
  - male teachers ?
  - female teachers?
  - a) at school?
  - b) on the way to school?
- 1.7. What measures are being taken to ensure that children (girls and boys) are safe
  - On the way to school ?
  - In the school ?
- 1.8. What additional efforts are needed to keep children in school, especially the girls?
- 1.9. What measures are being taken to ensure that teachers are safe
  - on the way to school ?
  - at school ?

### **2. TEACHERS AND OTHER EDUCATION STAFF**

- 2.1. How have you been affected by the recent emergency situation/ crisis? (Eg You were forced to move, you were afraid to come to school, they were displaced, afraid to come to school)?
- 2.2. Are female teachers affected to the same degree as male teachers?
- 2.3. What are the main reasons why the teachers (men and women) of this school
  - are frequently absent?
  - have left school?
- 2.4. For those of you who are still here, what motivates you to continue teaching?
- 2.5. Since the beginning of the crisis, how many teachers have stopped working? What are the main reasons? What can be done to bring these teachers back?
- 2.6. Are current teachers paid regularly?
- 2.7. Where do the salaries of the different categories of teachers come from? (Master teachers, community teachers, contractual masters of the communes, others)?
- 2.8. When did you last receive your salary?

- 2.9. What are your suggestions for avoiding delays in payment of your remuneration (Eg: Transfer by Orange Money, etc.)

### 3. TEACHING AND LEARNING

- 3.1. Did the school's teaching materials and textbooks suffer damage due to the crisis? What is the extent of this damage on
- teaching materials?
  - . textbooks?
- 3.2. In your opinion, what can be done to improve teaching and learning conditions in the school?
- 3.3. Do you think that the teaching materials and textbooks you use in this school promote gender equity? If not, why ?
- 3.4. What proportion of the school's children (Boys / Girls) know
- how to read?
  - . how to write?
  - how to calculate?
- 3.5. Has the school implemented strategies to improve students' reading, maths and writing skills?
- If yes, what strategy (s) is it?
  - If not ,why ?

### 4. COMMUNITY PARTICIPATION

- 4.1. Did your school have functional CGS / APE / AME / Organization of students before the crisis?
- 4.2. What is the situation of these community organizations now (after the crisis)?
- 4.3. What specific responses did these different bodies bring to the crisis?
- 4.4. What actions can be taken by schools, communities or school associations to deal with the impac of the crisis on education?

### 5. INTERVENTION

- 5.1. As a teacher, have you taken specific initiatives to save your pupils' learning during the crisis
- 5.2. If so, what initiative is it?
- 5.3. If not, why?
- 5.4. Which associations / NGOs have supported your school during the crisis?
- 5.5. What kind of support has your school received? This support dates back to when?

# GUIDE FOR INTERVIEWS WITH COMMUNITY LEADERS (HEADS OF VILLAGES AND COUNSELORS, LOCAL GOVERNMENT ELECTED REPRESENTATIVES, RELIGIOUS LEADERS AND THEIR CLOSE COLLABORATORS)

## *Rapid assesement of education needs (RNA)*

### **1. ACCESS AND LEARNING ENVIRONMENT**

- 1.1. Has your community been affected by the crisis? How?
- 1.2. Has your community taken specific measures to ensure the education of girls and boys?
- 1.3. What were the educational structures available in your community before the crisis (kindergarten / early childhood development, primary school, secondary school, non-formal education)? How many of each of the structures cited?
- 1.4. What kind of educational structures are available in this community after the crisis (kindergarten / early childhood development, primary school, secondary school, non-formal education)? How many of each?
- 1.5. Are all the children (boys / girls) of this community going to school?
- 1.6. How would you explain the gap in schooling between girls and boys in your community?
- 1.7. Has your community received displaced children?
- 1.8. What are the most common reasons for boys/girls dropping out or not enrolling?
- 1.9. What kind of educational support schools or communities urgently need?
- 1.10. What groups of children are most often excluded from the education system? Why?
- 1.11. What can be done to help all children (girls / boys) go to school?
- 1.12. In your opinion, what can be done to improve access and learning environment for girls and boys at school?

### **2. TEACHERS AND OTHER EDUCATION STAFF**

- 2.1. Since the beginning of the crisis, do you know of teachers who have stopped working? For what reasons ?
- 2.2. Is there a teacher shortage in the schools of your community?
- 2.3. Does this deficit affect more women or men?
- 2.4. What do you think of the quality of the courses provided by the teachers?
- 2.5. Do the teachers here have other jobs or activities outside of school? If so, does it affect their performance as teachers?
- 2.6. Do teachers in this community have access to the following basic resources: housing, food, water?
- 2.7. What kind of help do teachers in this community need most in the immediate future?
- 2.8. Are the needs different for women and men teachers in the schools?

### **3. COMMUNITY PARTICIPATION**

- 3.1. Are there CGS, EPAs and AMEs in schools? Are they functional?
- 3.2. What actions have been or can be taken by schools, communities or school associations to deal with the impact of the crisis on education?
- 3.3. What other actions can be taken by schools, communities or school associations to address the impact of the crisis on education?

#### 4. INTERVENTION

- 4.1 Does your community benefit from the support of an association or an NGO in the field of education? If so, which ones and how?
- 4.2 What associations / NGOs support the community in the field of education?
- 4.3 From what types of support does this community benefit?

## GUIDE FOR INTERVIEWS WITH MEMBERS OF PARTNER NGOS

### *Rapid assessment of education needs (RNA)*

#### I. ACCES AND LEARNING ENVIRONMENT

- How many basic I public schools are beneficiaries of your NGO / Association interventions?
- In your area of intervention, how many basic I public schools have been affected by the crisis / conflict?
  - What are the main damages to these schools as a result of the crisis?
  - How many schools are closed in your area of intervention? Why?
  - How many open schools are non-functional in your area of intervention? Why?
  - Do you think that the crisis has affected girls and boys differently at school?
- How did the numbers of enrolled students (girls and boys) in schools in your area of intervention change with the crisis?
- Did your area of intervention experience cases of students displaced by the crisis (girls / boys)?
  - In your area of intervention are there inaccessible schools? For what reasons ?
- What are the main reasons for children dropping out and not enrolling in your area of intervention?
  - What are the risks to students (girls / boys) and teachers
    - at school ?
    - on the way to school ?
- In your opinion, what kind of education support schools or communities urgently need?
  - What are the main WASH needs in schools?
- What are your suggestions for improving children's access to school and the learning environment?

#### • TEACHERS AND OTHER EDUCATION STAFF

- How have the teachers in your area of intervention been affected by the emergency situation / recent crisis (eg are they displaced, afraid to come to school)?

- What are the main reasons why teachers (male and female) are absent?
- What motivates them to continue teaching?
- What are the requirements for the teaching staff (M/F) in your area of intervention?

## • TEACHING AND LEARNING

- What kind of interventions does your NGO / Association have in the area of teaching and learning for children?
- Have these interventions been jeopardized by the the crisis? If yes, which ones ?
- Are the materials and textbooks in your area of intervention gender sensitive?
- What types of support should be urgently provided to teachers?
- Do teachers in your area of intervention benefit from psychological supports? Which types of support??
- Do students benefit from psychological supports? Which types of support?
- In your opinion, what can be done to improve the environment and learning conditions of the schools in your area of intervention?

## • INTERVENTION

- Do the schools in your area of intervention benefit from the support of other NGOs / associations?
- Are their interventions complementary to yours?
- What are your suggestions for action complementarity between the different NGOs / Associations in your area of intervention?

## GUIDE FOR INTERVIEWS WITH FATHERS AND MOTHERS

### *Rapid assessment of evaluation needs (RNA)*

## I. ACCESS AND LEARNING ENVIRONMENT

- I.1 Has your community been affected by the crisis / conflict?
- I.2 Did the conflict affect the education of your children, boys and girls? If yes, how
- I.3 Does your community receive displaced children?
- I.4 What were the educational structures available in your community before the crisis (kindergarten / early childhood development, primary school, secondary school, non-formal education)? How many each?
- I.5 What kind of educational structures are available in this community after the crisis (kindergarten / early childhood development, primary school, secondary school, non-formal education)? How many each?
- I.6 Does the school environment seem conducive to the education of children of both sexes?
- I.7 What are the reasons for some children (boys / girls) dropping out in your community? (Crisis, family pressure, poverty, personal decision, distance, disability, etc.)

- 1.8 What are the reasons for some children (boys / girls) not enrolling at school in your community? (Crisis, family pressure, poverty, personal decision, distance, disability, etc.)
- 1.9 What conditions must be met to ensure that out-of-school children are enrolled and return to school?
- 1.10 (If school destroyed) If the school in the village would be rehabilitated, would you agree to let your children (girls and boys) go to school? If not, why ?
- 1.11 Would you be worried about sending your children or some of your children to school?
- 1.12 What are the risks for the girls? For the boys? And for the teachers?
  - at school?
  - on the way to school
- 1.13 What is being done in your community to keep children safe on the way to school and at school?
- 1.14 Has the crisis exacerbated the following situations for girls students?
  - Sexual violence (rape, abduction, etc.)
  - Early pregnancy
  - Forced or early marriage
  - Quitting school

## 2. TEACHERS AND OTHER EDUCATION STAFF

- 2.1. Do your school children (Boys / Girls) know
  - 2.2. • How to read?
  - 2.3. • How to write ?
  - 2.4. • How to calculate?
  - 2.5. If not, why ?
  - 2.6. If you had to make a choice, would you prefer male or female teachers for your children? Do you know of any teachers here who have other jobs or activities outside of school? If so, does this affect their performance as teachers?

## 3. COMMUNITY PARTICIPATION

- 3.1. Do you know if your school has a CGS, an APE, an AME or a student organization?
- 3.2. If so, are they functional?
- 3.3. What do you think of these grassroots community organizations?
- 3.4. What actions have been taken by schools, communities or school associations to deal with the impact of the crisis on education?
- 3.5. Does your community support schooling for children, especially girls?
- 3.6. Are you in favor of putting children at school, especially girls?
- 3.7. Are there school canteens and other measures to keep children in school?
- 3.8. What actions can be taken by schools, communities or school associations to deal with the impact of the crisis on education?

- 3.9. As fathers / mothers, what can you do / what do you do to promote the schooling of children, especially girls?

#### 4. INTERVENTION

- 4.1. Does your community benefit from the support of an association, an NGO in education?
- 4.2. Do these structures provide services for girls only?

### 5.6.3 Questionnaire for schools

#### 0. General information

Interview identification	
1. Form number:	_____
2. Name of the investigator:	_____
3. Date of evaluation (day/month/year) :	___/___/___
4. Start time (h/min) :	___/___
Evaluation place	
5. Region:	_____
6. AE :	_____
7. Circle :	_____
8. CAP:	_____
9. Commune :	_____
10. Village :	_____
11. GPS Coordinates of the site : longitude :	_____ latitude : _____
School information	
12. Name:	_____
13. Principal's name:	_____
14. Telephone number:	_____ or _____
15. Status (public, community):	_____
Source of information	
16. Name of the main source of information used :	_____
17. Title/ function/ role played by the source at school :	_____
18. Telephone number of the source:	_____ or _____

#### I. Access and learning environment

Subject	N°	Questions	Answer categories
Equal access			
Functionality	I.I.	Is the school currently functional?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No

Subject	N°	Questions	Answer categories												
	1.2.	If no, for how long ?	__ __  month(s)												
	1.3.	Why is the school not functional? (multiple-answer question)	<input type="checkbox"/> 1. Teachers are gone because of the conflict (insecurity) <input type="checkbox"/> 2. Students no longer come to school due to the conflict (insecurity). <input type="checkbox"/> 3. The school has been destroyed by the conflict. <input type="checkbox"/> 4. The school is unusable because it is occupied by armed groups. <input type="checkbox"/> 5. Others (specify) _____												
	1.4.	How far away is the nearest functional school ?	__ __  Km												
<b>Accessibility</b>	1.5.	Is your school accessible : A. by vehicule? B. only by canoe/pinasse ? C. only by foot? D. other?	<table border="1"> <thead> <tr> <th>1. Yes</th> <th>2. No</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	1. Yes	2. No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1. Yes	2. No														
<input type="checkbox"/>	<input type="checkbox"/>														
<input type="checkbox"/>	<input type="checkbox"/>														
<input type="checkbox"/>	<input type="checkbox"/>														
<input type="checkbox"/>	<input type="checkbox"/>														
<b>Enrollment</b>	1.6.	What is the total number of students enrolled in your school ? (if the school is not functional, what was the total number of students enrolled in your school?)	<table border="1"> <thead> <tr> <th>A. Boys</th> <th>B. Girls</th> <th>C. Total</th> </tr> </thead> <tbody> <tr> <td> __ </td> <td> __ </td> <td> __ </td> </tr> </tbody> </table>	A. Boys	B. Girls	C. Total	__	__	__						
A. Boys	B. Girls	C. Total													
__	__	__													
	1.7.	Do the students wear school uniforms ?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No												
<b>Attendance</b>	1.8.	Since the start of the conflict/crisis, are there less, more or as many students attending? A. Boys B. Girls C. Total	<table border="1"> <thead> <tr> <th>1. More</th> <th>2. As many</th> <th>3. Less</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	1. More	2. As many	3. Less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. More	2. As many	3. Less													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
<b>Displaced students</b>	1.9.	If the answer is more, are the additional students in the school due to recent displacements of populations ?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No												
<b>School capacity to absorb new students</b>	1.10.	With regards to its capacity, how filled is the school? Are there fewer (underutilized) children, normal enrollment (at capacity), or does the school have too many children (overcrowded) ?	<input type="checkbox"/> 1. Fewer/underutilized <input type="checkbox"/> 2. Normal/at capacity <input type="checkbox"/> 3. Too many/ overcrowded												
	1.11.	Are classrooms used in rotation / double shifts in the school?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No												
	1.12.	How many classrooms are used in rotation /double shift?	__  classroom(s)												
	1.13.	Are classrooms used to accommodate two classes / double division in the school?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No												
	1.14.	How many classrooms are used to accommodate two classes / double division in the school?	__  classroom(s)												
	1.15.	Why are classes used in rolling / double shifts or to accommodate two classes / double division in school? (multiple-answer question)  A. Insufficient number of classrooms B. Destroyed classrooms C. Deficit in teaching staff D. Equipment destroyed / damaged (tables benches,	<table border="1"> <thead> <tr> <th>1. Yes</th> <th>2. No</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	1. Yes	2. No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1. Yes	2. No														
<input type="checkbox"/>	<input type="checkbox"/>														
<input type="checkbox"/>	<input type="checkbox"/>														
<input type="checkbox"/>	<input type="checkbox"/>														
<input type="checkbox"/>	<input type="checkbox"/>														



Subject	N°	Questions	Answer categories	
		tables, etc.) E. Other (specify) _____		
<b>Inclusion of vulnerable children</b>	<b>I.16.</b>	Do children from vulnerable or at-risk groups attend this school?	<u>1. Yes</u>	<u>2. No</u>
		A. Handicapped children	<input type="checkbox"/>	<input type="checkbox"/>
		A. Orphans	<input type="checkbox"/>	<input type="checkbox"/>
		B. Children without parent or caregiver	<input type="checkbox"/>	<input type="checkbox"/>
		C. Older children	<input type="checkbox"/>	<input type="checkbox"/>
		D. Pregnant learners and young mothers	<input type="checkbox"/>	<input type="checkbox"/>
		E. Ethnic or religious minority groups	<input type="checkbox"/>	<input type="checkbox"/>
		F. Displaced children	<input type="checkbox"/>	<input type="checkbox"/>
G. Veterans	<input type="checkbox"/>	<input type="checkbox"/>		
H. Others (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>
<b>Efforts to help vulnerable groups/students</b>	<b>I.17.</b>	Does your school make efforts to help vulnerable students access, participate and / or stay in school?	<u>1. Yes</u>	<u>2. No</u>
		A. Surveillance of child protection		
		B. Supplying of hygiene products for girls		
		C. Supplying of uniforms or clothing		
		D. Scholarships or exemption from tuition fees		
		E. Flexible schedule		
		F. Separate classes for older learners		
		G. Follow-up of school drop-out		
		H. "Catch-up" or accelerated courses		
		I. Child daycare or early childhood development provision		
		J. Other? (Specify)		
<b>Protection and well-being</b>				
<b>Distance</b>	<b>I.18.</b>	What is the maximum distance that students must travel to go to school?	_ _ _  kms	
	<b>I.19.</b>	Since the crisis / emergency, are there children who must now come from a place further away from school?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No
<b>Security of site</b>	<b>I.20.</b>	Does the school have a security plan?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No
	<b>I.21.</b>	Are there landmines and / or remnants of war explosives in and around the school area?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No
	<b>I.22.</b>	Has the school site been cleaned of any pieces of glass or sharp objects? (Observe the school site to see if there are objects of this type)	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No
	<b>I.23.</b>	Is the school site fenced? (Observe the school site to check the answer..)	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No
	<b>I.24.</b>	Is the school fence in a good condition?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No

Subject	N°	Questions	Answer categories																																		
<b>Infrastructure</b>																																					
<b>Classroom capacity</b>	<b>I.25.</b>	How many classrooms are there in the school?	<input type="checkbox"/>  __   __  Nb.																																		
	<b>I.26.</b>	Are all classrooms equipped with ramps for disabled people?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
	<b>I.27.</b>	If the school is functional, on average, how many students are there currently in each class for: A. Grade 1? B. Grade 2? C. Grade 3? D. Grade 4? E. Grade 5? F. Grade 6? (Ask the respondent.)	__  Nb. of students per class  __  Nb. of students per class  __  Nb. of students per class  __  Nb. of students per class  __  Nb. of students per class  __  Nb. of students per class																																		
<b>Other infrastructures</b>	<b>I.28.</b>	Is there an office for the school principal?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
	<b>I.29.</b>	Is there a library in the school?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
	<b>I.30.</b>	Is there a green space in the school?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
<b>School condition</b>	<b>I.31.</b>	How many classrooms have been damaged / destroyed in the recent conflict? (Observe the condition of the classrooms.)	__  Nb. of damaged/destroyed classrooms																																		
<b>Types of facilities</b>	<b>I.32.</b>	If the school is functional, are some of the classes in operation in temporary structures (eg tents, makeshift buildings, under a tree)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
	<b>I.33.</b>	If so, how many ?	__  Nb. of classrooms in temporary structures																																		
	<b>I.34.</b>	In which conditions are the classrooms, office of school management and library (give the number)?	<table border="1"> <thead> <tr> <th></th> <th>Good</th> <th>Fair</th> <th>Bad</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Hard</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Semi hard</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Banco</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other(s)(specify)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Good	Fair	Bad	Total	Hard					Semi hard					Banco					Other(s)(specify)					Total								
		Good	Fair	Bad	Total																																
	Hard																																				
Semi hard																																					
Banco																																					
Other(s)(specify)																																					
Total																																					
<b>I.35.</b>	In which conditions are the walls, roofs, doors, windows and painting of classrooms, management office and library at school (give the number)?	<table border="1"> <thead> <tr> <th></th> <th>Good</th> <th>Fair</th> <th>Bad</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Walls</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Roofs</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Doors</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Windows</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Paint</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TOTAL</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Good	Fair	Bad	TOTAL	Walls					Roofs					Doors					Windows					Paint					TOTAL				
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TOTAL																																					
<b>Furniture</b>	<b>I.36.</b>	In which conditionis the school furniture (give the number)?	<table border="1"> <thead> <tr> <th></th> <th>Good</th> <th>Fair</th> <th>Bad</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Table bench</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wall table</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Easel</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher's chair/stool</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher's desk</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Good	Fair	Bad	TOTAL	Table bench					Wall table					Easel					Teacher's chair/stool					Teacher's desk								
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Subject	N°	Questions	Answer categories																																		
		<table border="1"> <tr><td>Cabinet</td><td></td><td></td><td></td><td></td></tr> <tr><td>Principal's chair</td><td></td><td></td><td></td><td></td></tr> <tr><td>Principal's desk</td><td></td><td></td><td></td><td></td></tr> <tr><td>Bookshelf</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other(s) specify</td><td></td><td></td><td></td><td></td></tr> <tr><td>TOTAL</td><td></td><td></td><td></td><td></td></tr> </table>	Cabinet					Principal's chair					Principal's desk					Bookshelf					Other(s) specify					TOTAL									
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Other(s) specify																																					
TOTAL																																					
Water	1.37.	Does the school have access to a source of drinking water within the building or near (less than 100 m)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
	1.38.	How long does it take to get to the water source, get water and get back to school?	<input type="checkbox"/> 1. Less than 10 minutes <input type="checkbox"/> 2. Between 10 and 30 minutes <input type="checkbox"/> 3. More than 30 minutes																																		
Electricity	1.39.	Does the school have electricity?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
	1.40.	Are the classrooms ventilated?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
	1.41.	Are there frequent power cuts ?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
Latrines/ toilets	1.42.	How many functional latrines/toilets are there at school ? (Functional means that the latrines are being used without risk.)	___  Nb. of functional latrines (If the answer is zero, skip the remaining questions about latrines / toilets.)																																		
	1.43.	Are there geographically separate latrines ?  A. Students boys and girls? B. Teachers and students? C. Male and female teachers? (Note : ask to see the latrines for the different groups.)	<table border="1"> <thead> <tr> <th></th> <th>1. Yes</th> <th>2. No</th> </tr> </thead> <tbody> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		1. Yes	2. No		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>																						
		1. Yes	2. No																																		
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		<input type="checkbox"/>	<input type="checkbox"/>																																		
	<input type="checkbox"/>	<input type="checkbox"/>																																			
1.44.	Are some of the latrines accessible for disabled people? (Note: latrines should have wide openings so that people using crutches or a wheelchair can enter, their entrance should not have steep steps or slopes, there should be no rubble or irregular surfaces.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																			
1.45.	In which conditions are the school latrines (give the number)?	<table border="1"> <thead> <tr> <th></th> <th>Good</th> <th>Fair</th> <th>Bad</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr><td>Boys latrines</td><td></td><td></td><td></td><td></td></tr> <tr><td>Girls latrines</td><td></td><td></td><td></td><td></td></tr> <tr><td>Latrines for the disabled</td><td></td><td></td><td></td><td></td></tr> <tr><td>Teachers latrines</td><td></td><td></td><td></td><td></td></tr> <tr><td>Latrines</td><td></td><td></td><td></td><td></td></tr> <tr><td>TOTAL</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		Good	Fair	Bad	TOTAL	Boys latrines					Girls latrines					Latrines for the disabled					Teachers latrines					Latrines					TOTAL				
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Latrines																																					
TOTAL																																					
Hygiene and sanitation	1.46.	Are there hand washing kits Inside or besides the latrines?  (Note : ask to see the facilities.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		
	1.47.	Are there human excrements in the school yard? (Observe the obvious places where people could go to defecate.) Do not take into account the excrements that were clearly deposited more than a few days ago. Only recently dropped deposits indicate a current access problem to the toilets.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																																		

Subject	N°	Questions	Answer categories
	1.48.	Are there animal feces in the school yard??	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Primary health care	1.49.	Does the school have a functional infirmary?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	1.50.	How many minutes walk is the nearest health facility ?	__  minutes
	1.51.	Does the school / learning area have basic facilities for first aid ? <i>(Note: there should be a first-aid kit that can be used with clean bandages and gauzes.)</i>	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	1.52.	Are there teachers trained in the use of the first aid kit ?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Nutrition	1.53.	Is there a school canteen ?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Psychosocial support	1.54.	Does the school have a school counselor or a designated person to provide guidance or advice to learners?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	1.55.	Are there psychosocial or mental health support services available for students (to help them cope with issues such as fear and trauma)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	1.56.	Are students referred to these health or psychosocial services if they require care or treatment?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	1.57.	Are students who are sexually abused referred to specialized services for care and treatment?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
<b>Comments and other information on matters related to access and learning environment :</b>			

## 2. Teaching and learning

Subject	N°	Questions	Answer catégories
<b>School program</b>			
Loss of school material	2.1.	In your school, have school teaching and learning material (guide, teaching materials, textbooks) been damaged or lost as a result of the recent conflict / crisis? If so, what proportion?	<input type="checkbox"/> 1. None/ a few (0–25%) <input type="checkbox"/> 2. Some (26–50%) <input type="checkbox"/> 3. Many (51–75%) <input type="checkbox"/> 4. Almost all (76–100%)
Teaching material	2.2.	How many teachers in the school have a whole set of learning guides and teaching materials?	<input type="checkbox"/> 1. None/ a few (0–25%) <input type="checkbox"/> 2. Some (26–50%) <input type="checkbox"/> 3. Many (51–75%) <input type="checkbox"/> 4. Almost all (76–100%)

	2.3.	Do teachers in the school use teaching aids?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Learning material	2.4.	How many textbooks in reading and mathematics does each student have in the school?	_ _  Nb. of reading textbook (s)  _ _  Nb. of textbook (s) in mathematics
	2.5.	Did each child have a pen or pencil to write during the last school year?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
<b>Teaching</b>			
Interruption of learning	2.6.	Has the school ceased its activities (ie closed) for any length of time due to the emergency / recent crisis? If yes, for how long?	_ _  Nb. of days
Time spent at work	2.7.	How many hours a day do students attend school (current school hours)?	_ _  Nb. of hours
	2.8.	How much of this time actually goes to teaching and learning (as opposed to administrative tasks, switching from one activity to another and waiting)? Give an estimate.	<input type="checkbox"/> 1. None/ little (0–25%) <input type="checkbox"/> 2. Some (26–50%) <input type="checkbox"/> 3. A lot of time (51–75%) <input type="checkbox"/> 4. Almost all the time (76–100%)
<b>Comments and other information on teaching and learning issues :</b>			

### 3. Teachers and other school staff

Subject	N°	Questions	Answer catégories		
<b>Teachers</b>					
Number of teachers	3.1.	How many teachers were working in the school before the emergency situation?	A. Men  _ _  Nb.	B. Women _ _  Nb.	C. Total  _ _  Nb.
	3.2.	How many teachers were affected by the emergency situation and can no longer work ?	A. Men  _ _  Nb.	B. Women  _ _  Nb.	C. Total  _ _  Nb.
	3.3.	How many teachers actually work at school (men, women, total) ?	A. Men  _ _  Nb.	B. Women  _ _  Nb.	C. Total  _ _  Nb.
	3.4.	What is the need for teachers in this school?	_ _  Nb. of teachers		
Teachers absenteeism	3.5.	Since the emergency situation/crisis, are teachers more absent, less absent or as much as before?	A. Men <input type="checkbox"/> Less <input type="checkbox"/> As much <input type="checkbox"/> More	B. Women <input type="checkbox"/> Less <input type="checkbox"/> As much <input type="checkbox"/> More	C.Total <input type="checkbox"/> Less <input type="checkbox"/> As much <input type="checkbox"/> More
	3.6.	What is being done when teachers are missing ?	<input type="checkbox"/> 1. Substitutes are being used <input type="checkbox"/> 2. Classes are combined		

Subject	N°	Questions	Answer catégories									
		(Check all that apply.)	<input type="checkbox"/> 3. Students are allowed to work all by themselves <input type="checkbox"/> 4. Students are sent back home <input type="checkbox"/> 5. Other (specify) _____									
Qualification of teachers	3.7.	How many teachers graduated from a Teacher training institute ( <i>Institut de formation des maîtres, IFM</i> )?	<table border="1"> <tr> <td>A. Men</td> <td>B. Women</td> <td>C. Total</td> </tr> <tr> <td> _ </td> <td> _ </td> <td> _ </td> </tr> <tr> <td>Nb.</td> <td>Nb.</td> <td>Nb.</td> </tr> </table>	A. Men	B. Women	C. Total	_	_	_	Nb.	Nb.	Nb.
	A. Men	B. Women	C. Total									
	_	_	_									
Nb.	Nb.	Nb.										
3.8.	How many of the non – IFM teachers benefitted of at least ten full days of education training ?	<table border="1"> <tr> <td>A. Men</td> <td>B. Women</td> <td>C. Total</td> </tr> <tr> <td> _ </td> <td> _ </td> <td> _ </td> </tr> <tr> <td>Nb.</td> <td>Nb.</td> <td>Nb.</td> </tr> </table>	A. Men	B. Women	C. Total	_	_	_	Nb.	Nb.	Nb.	
A. Men	B. Women	C. Total										
_	_	_										
Nb.	Nb.	Nb.										
3.9.	How many teachers working in the school are officially registered with the government / education authorities / local authorities?	<table border="1"> <tr> <td>A. Men</td> <td>B. Women</td> <td>C. Total</td> </tr> <tr> <td> _ </td> <td> _ </td> <td> _ </td> </tr> <tr> <td>Nb.</td> <td>Nb.</td> <td>Nb.</td> </tr> </table>	A. Men	B. Women	C. Total	_	_	_	Nb.	Nb.	Nb.	
A. Men	B. Women	C. Total										
_	_	_										
Nb.	Nb.	Nb.										
<b>Support and training</b>												
Psychosocial support	3.10.	Is there psychosocial or mental health support available to teachers (to help them cope with problems such as sadness and stress)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No									
Continuous training and on-site support	3.11.	Have the teachers of this school been trained in the last six months?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No									
	3.12.	During the past six months, has this school been visited by an educational consultant or another education official?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No									
	3.13.	Is there a mechanism within the school for teacher self-training?	<input type="checkbox"/> Learning community for teachers ( <i>Communauté d'apprentissage des maîtres - CA</i> ) <input type="checkbox"/> Other (specify) _____									
School management	3.14.	Do teachers hold regular meetings?  (Check for the minutes.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No									
	3.15.	Does the school make regular staff assessments?  (Note : such assessments normally take place once a year. Look at the school's archives to verify that the assessments were done.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No									
<b>Comments and other information on matters concerning teachers and other education staff :</b>												

#### 4. Educational policy and coordination

Subject	N°	Questions	Categories of answers
<b>Coordination</b>			
Government capabilities	4.1.	Have local education officials been able to reach and support the school since the onset of the crisis / emergency situation?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No

Subject	N°	Questions	Categories of answers															
	4.2.	Has the school been visited by a representative of the town hall since the beginning of the crisis?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No															
Needs assessments	4.3.	Did NGOs come here to discuss the educational situation or the needs of this school? If so, who?	<input type="checkbox"/> 1. Yes (specify which one(s)) _____ <input type="checkbox"/> 2. No															
Assistance provided	4.4.	Have the students in this school received any of the following assistance? If so, from whom?  A. Education material (such as learning materials) B. Tents C. Teachers training D. Other (specify) _____	<table border="1"> <thead> <tr> <th></th> <th>1. Yes</th> <th>2. No</th> </tr> </thead> <tbody> <tr> <td>A.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>B.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>C.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>D.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		1. Yes	2. No	A.	<input type="checkbox"/>	<input type="checkbox"/>	B.	<input type="checkbox"/>	<input type="checkbox"/>	C.	<input type="checkbox"/>	<input type="checkbox"/>	D.	<input type="checkbox"/>	<input type="checkbox"/>
	1. Yes	2. No																
A.	<input type="checkbox"/>	<input type="checkbox"/>																
B.	<input type="checkbox"/>	<input type="checkbox"/>																
C.	<input type="checkbox"/>	<input type="checkbox"/>																
D.	<input type="checkbox"/>	<input type="checkbox"/>																
<b>Comments and other information on matters related to educational policy and coordination :</b>																		

### 5. Community participation

Subject	N°	Questions	Answer catégories																											
<b>Participation</b>																														
Community	5.1.	Has the school received support / help from the community?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																											
	5.2.	What kind of support / assistance?																												
Existence of functional CGS	5.3.	Does the school have a CGS?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																											
	5.4.	If so, when was the last CGS meeting?	___ / ___ / ___ (day/mth/yr)																											
CGS members	5.5.	Which of the following groups are represented within the CGS ?  A. Teachers B. Principal C. Other school staff members D. Community authorities E. Parents representatives F. Women G. Students H. Others (specify) _____	<table border="1"> <thead> <tr> <th></th> <th>1. Yes</th> <th>2. No</th> </tr> </thead> <tbody> <tr> <td>A.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>B.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>C.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>D.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>E.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>F.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>G.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>H.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		1. Yes	2. No	A.	<input type="checkbox"/>	<input type="checkbox"/>	B.	<input type="checkbox"/>	<input type="checkbox"/>	C.	<input type="checkbox"/>	<input type="checkbox"/>	D.	<input type="checkbox"/>	<input type="checkbox"/>	E.	<input type="checkbox"/>	<input type="checkbox"/>	F.	<input type="checkbox"/>	<input type="checkbox"/>	G.	<input type="checkbox"/>	<input type="checkbox"/>	H.	<input type="checkbox"/>	<input type="checkbox"/>
	1. Yes	2. No																												
A.	<input type="checkbox"/>	<input type="checkbox"/>																												
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G.	<input type="checkbox"/>	<input type="checkbox"/>																												
H.	<input type="checkbox"/>	<input type="checkbox"/>																												
Role played by the students' parents in the CGS	5.6.	Which role is played by the students' parents in the decision making process at the CGS level ? (Mark only one answer.)	<input type="checkbox"/> 1. They only are informed of the decisions made <input type="checkbox"/> 2. They explain the needs/difficulties <input type="checkbox"/> 3. They participate in decision making																											
Existence of functional APE	5.7.	Does the school have an APE ?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																											

Subject	N°	Questions	Answer catégories
	5.8.	If so, when was the last APE meeting ?	___/___/___ (day/mth/yr)
Existence of functional AME	5.9.	Does the school have an AME ?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	5.10.	If so, when was the last APE meeting ?	___/___/___ (day/mth/yr)
<b>Comments and other information concerning matters related to community participation:</b>			
<b>Information or general/additional comments concerning this survey on the school:</b>			