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Education Emergency Support Activity (EESA)

USAID Project

Rapid Education Risk Assessment (RERA) for the regions
of Ségou, Mopti, Tombouctou, Gao, and Kidal



December 2016

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Acronyms and Abbreviations

AE	Académie d'Enseignement
AME	Student-Mothers Group
APE	Parent-Teacher Association
AQMI	Al-Qaïda au Maghreb Islamique

CAMRIS :	International Clapp And Mayne Renaissance Information System
CAP	Centre d'Animation pédagogique
CGS	School Management Committee
CNRDRE	Comité National pour le Redressement de la Démocratie et la Restauration de l'Etat
CO	Conseiller à l'Orientation
EDC	Education Development Center
EESA	Education Emergency Support Activity
GDP	Gross Domestic Product
HDI	Human Development Index
ICRC	International Committee of the Red Cross
IFM	Teacher Training Institute
MEN	Ministry of National Education
MINUSMA	United Nations Multidimensional Integrated Stabilization Mission in Mali
MNLA	Mouvement National de Libération de l'Azawad
MUJAO	Mouvement pour l'Unité et le Jihad en Afrique de l'Ouest
NGO	Non-Governmental Organization
OCHA	Office for the Coordination of Humanitarian Affairs
PACEN :	Programme d'Appui à la Consolidation de l'Education au Nord
RERA	Rapid Education Risk Assessment
RNA	Rapid Needs Assessment
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCR:	United Nations High Commissioner for Refugees
UNICEF:	United Nations Children's Fund
USAID:	United States Agency for International Development
WFP	World Food Programme
WHO	World Health Organization

Acknowledgements

The Rapid Education Risk Assessment (RERA) for the regions of Gao, Tombouctou, Kidal, Ségou and Mopti is the result of a collaborative effort. The idea for this analysis came from USAID Mali and CAMRIS International. The assessment was completed by the Centre d'Etudes et de Recherche sur l'Information en Population et Santé (CERIPS), with the assistance of a gender expert and an education expert.

The assessment received support from the Direction Nationale de l'Enseignement Fondamental (DNEF), the Monitoring and Evaluation Department of the Cellule d'Appui à la Déconcentration et à la Décentralisation de l'Education (CADDE), and the Cellule de

Planification et des Statistiques de l'éducation (CPS MEN), whose work was vital to the completion of this report.

The work of the Académies d'Enseignement in Gao, Kidal, Tombouctou, Ségou, Mopti and Douentza and their respective Centres d'Animation Pédagogique was also essential for this exercise to succeed. The CAPs helped produce lists of conflict-affected schools registered within their respective administrations and noted their degree of accessibility based on the ongoing risk of conflict in the communities. This precious information allowed the team of consultants to select a sample of villages and schools in which to conduct the surveys. The AE and CAP leadership and their colleagues also agreed to answer questions that applied to them in the interview guides.

Actors at the school and community level, including school principals, teachers, members of various community organizations (CGS, APEs, AMEs, youth/student organizations), community leaders, and NGO officials in the areas of operation were also involved in the assessment process, through participation in focus groups and interviews to collect qualitative data.

Many thanks to all these actors for their availability and the quality of their contributions to this report.

Acknowledgements also go to the interviewers and research assistants, including the CAMRIS AMCs who, despite the risks they faced, were able to complete the data collection in the field.

I. Survey Objectives

In 2011, Mali faced a severe food crisis following a poor 2011-2012 crop year, particularly in the northern regions of the country (Tombouctou, Gao, and Kidal). Beginning in January 2012, a political security crisis occurred in addition the food crisis, in the wake of an armed rebellion in the North and a coup d'état in March of the same year.

These two crises had serious consequences for the quality of life of populations in the vulnerable northern regions. The crises particularly affected the provision of basic social services such as education and health, severely disrupting the operations of most institutions (schools and health centers).

For this reason, USAID commissioned this assessment in order to:

- Survey community perceptions about the causes of conflict and consequences for children's education;

- Determine the impact of the crises on Malian children, schools, communities, and the education system;
- Identify and examine many obstacles to educational access for children affected by conflict.

The assessment focused on viewpoints of community leaders (village chiefs and their advisors, local councilors, members of grassroots community organizations (CGS, APEs, AMEs, student organizations, etc.), teachers, parents (fathers and mothers), children (schooled, unschooled, and dropped out), and NGO officials in the education sector in the regions of Ségou, Mopti, Tombouctou, Gao, and Kidal, whose schools were particularly harmed by the crisis.

In terms of decentralized technical education services, the assessment also surveyed the viewpoints of AE directors, CAP directors and their colleagues.

The assessment will provide information to USAID and CAMRIS International to help improve their decision-making and strategies to increase equitable access to quality education for children in conflict areas, through:

- Increased availability of safe and accessible primary education services;
- Improved and gender-sensitive primary education services;
- Institutional capacity building to provide education services in conflict environments.

2. Summary of Major Findings

The assessment uncovered these findings:

Security Findings:

- The majority of stakeholders interviewed observed that the conflict produced a climate of insecurity in the educational process as well as within schools themselves, leading to distrust among many parents who are now afraid to let their children go to school until security can be permanently restored;
- Many teachers and school administrators had to leave their assigned areas and return to relatively secure locations in the central and southern areas of the country. This included the DAE for Kidal region and most of the DCAPs in Gao, thus compromising the coordinating and supervisory capacities of educational activities in their assigned areas;
- Continued insecurity leaves populations vulnerable to the risk of food insecurity caused by sudden spikes in the price of consumer goods, as well as interruptions in many economic activities;

- Most respondents expressed concern over the harmful presence of armed groups, which puts boy students at risk of recruitment and young girls at risk of kidnapping, rape, forced and early marriage, sexual abuse, and compulsory veil wearing;
- Lack of security has forced many families and their children to move frequently from place to place for fear of looting and attacks by armed bandits, which causes deteriorating school conditions (closure of certain schools, inadequate staff increases in areas receiving displaced persons);
- Some armed groups have no particular grievances against the school administration; however, others believe that the conventional school system does not contribute to children's religious education;
- In addition to armed conflict, in villages such as Kontza and Bambarawel (Mopti region) the population is also vulnerable to the risk of annual flooding, which persists due to insufficient waterway infrastructure.

Resiliency of the Population:

- Communities with community organizations (CGS, APEs, AMEs) involved in sensitization and community mobilization, as well as in negotiations with the Jihadists, succeeded in maintaining functioning schools (Kontza Peulh, Konna);
- Some respondents mentioned local mechanisms for maintaining teaching staff on site;
- Many students expressed satisfaction that their parents accompanied them on the trip to school;
- The majority of respondents recognized that the school administration lacked a crisis management plan and contingency plan.

Operational Opportunities:

There exist many operational opportunities, including:

- The presence of numerous humanitarian assistance partners and NGOs, MINUSMA, and the Malian army, a great asset to the eventual restoration of peace, which will in turn facilitate activities to improve the population's quality of life;
- The presence of AMCs (CAMRIS Community Mobilization Officers) in the target areas;
- Grassroots community organizations (CGS, APEs, AMEs, youth/student organizations, etc.) that can facilitate community sensitization and mobilization activities.

Major Challenges in Conducting the Assessment:

Major challenges included:

- A continued climate of insecurity, which prevented surveys from being conducted in certain locations that remained inaccessible;
- In all the communities visited, school lunches were cited as one of the primary factors to improve school conditions for children. This need must be taken into account in any strategy to improve schooling conditions in crisis regions;
- Because certain parents are resistant to conventional schools, efforts to improve educational access must improve learning conditions in non-formal educational institutions (traditional Koranic schools and unrecognized madrasas), as well as in public schools;
- The majority of teachers expressed the need for psychosocial support for traumatic shock victims, securitization of school buildings, and escorts for groups of vulnerable children to school.

Recommendations for Detailed Assessments of Specific Subjects:

- In collaboration with school administrators, community leaders, and the teachers' union, explore the possibility of compensating teachers for returning to conflict areas;
- Examine the reasons certain communities refuse to use public schools and consider alternative solutions to satisfactorily meet their educational needs;
- In collaboration with school administrators, teachers, and local populations, examine the shortcomings which impede instruction in local languages.

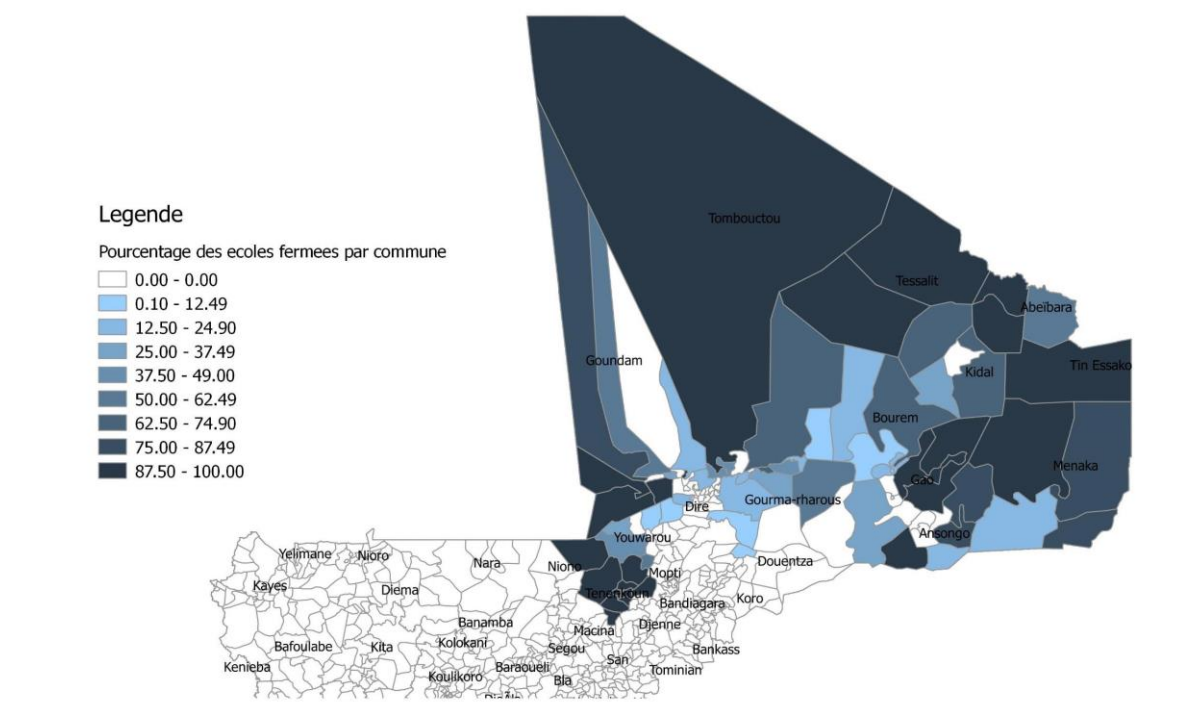
Basic Recommendations on Program Design:

- In collaboration with school administrators and local authorities, explore the possibility of recruiting resident volunteer teachers in order to gradually reduce the teacher shortage;
- In collaboration with school administrators, local authorities, and teachers, consider implementing a school performance contract system involving all local actors, in order to improve scholastic indicators in the areas of access, student and teacher attendance, and educational quality (building student skills in reading and math);

- Consider implementing action research to contribute to the integration of conventional education and religious education (Koranic schools and unrecognized madrasas), in order to meet the educational needs of communities still resistant to conventional education.

3. Brief Assessment of the Situation

Map 1: Percentage of school closures by region



Mali is a landlocked West African country bordering Mauritania and Algeria to the north, Niger to the East, Burkina Faso and Cote d'Ivoire to the south, Guinea to the southwest, and Senegal to the west.

Since its independence, the country has experienced uprisings in 1963, 1990, 2006, and 2010 by a segment of the Tuareg and Moor populations living in the north. These uprisings were quickly controlled and never as extensive as the early 2012 uprising, whose ramifications are still being felt.

The political and security crisis in Mali can be traced to a series of events beginning in November 2011 with the first attacks by rebel groups in the north. These were primarily

attacks by the Mouvement National de Libération de l'Azawad (MNLA), some military deserters from the Malian army, and other Islamist groups including Al-Qaïda au Maghreb Islamique (AQMI), Ançar Dine (Defender of Islam), le Mouvement pour l'Unité et le Jihad en Afrique de l'Ouest (MUJAO), and Boko Haram.

Following the general chaos produced by the mutiny of March 21 and 22, a group of soldiers led by Captain Amadou Haya Sanogo seized power and created the Comité National pour le Redressement de la Démocratie et la Restauration de l'Etat (CNRDRE), launching a political and institutional crisis.

After the coup d'état, several northern areas (about 2/3 of the national territory) immediately came under the control of various armed groups, further exacerbating the security situation in the north.

In January 2013, the armed groups occupying northern Mali made movements toward the center of the country. This offensive was stopped by Operation Serval led by the French military.

The French military, in support of the Malian Armed Forces (FAMA), fought against the movements, which suffered significant human and material losses and became disorganized, though they continued to pose a threat. In 2014, Operation Serval was replaced by Operation Barkhane.

Peace negotiations between the government and two rebel groups (the Platform and the Coordination des Mouvements de l'Azawad (CMA)) concluded with the signing of an agreement, on May 15, 2015 with the Platform and on June 20, 2015 with the CMA. While the text does not grant autonomy to the northern regions, it stipulates a strong decentralization, granting them a dominant role through the creation of a priority development zone.

However, implementing the accord is a sensitive and difficult issue. The security situation remains fragile, as Jihadist groups continue to launch attacks against the blue helmets and the Malian army in the north and the south, specifically in the regions of Sikasso, Ségou and Mopti. This ongoing insecurity hinders economic recovery and poverty reduction activities.

National and international forces on the ground are currently located primarily in cities and coexist with terrorist organizations and small vigilante groups formed autonomously by native populations.

The general consensus is that, while the country is not currently at war, insecurity remains and is becoming more and more of a concern.

This environment of insecurity prevents the administration from returning to normal, particularly the decentralized education services (AEs and CAPs).

Despite government incentives, a significant proportion of state employees, particularly teachers, are reticent to return, out of concern for their own safety.

This has resulted in an unprecedented shortage of teaching staff in the northern regions.

Moreover, some schools have become bases for armed groups. Many students have been forced to move with their parents to neighboring countries (Burkina Faso, Mauritania, Niger) or to other regions in southern Mali.

Many parents, impoverished by the insecure environment that has drastically curtailed their economic activities, lack the resources to provide for their children's schooling.

In addition to massive displacement of the population, this crisis has demoralized teaching staff and interrupted and/or disturbed learning activities in the north, compromising the Malian Government's and its partners' commitment to Education for All.

During the 2012-2013 school year, 115,564 students (48% of whom were girls) were able to attend their schools in the regions of Gao and Tombouctou, 58% the number of students schooled in the north prior to the crisis.

Preschoolers (3-6 years) and high schoolers (16-18 years) were most likely not to have access to education due to the low percentage of preschools (25%) and high schools (28%) reopened in the north.

School-aged children who remained in the Kidal regions during the crisis did not have access to formal education for two years, and even now schools are reopening very cautiously. As of this writing, 282 schools are still closed, 94 in Tombouctou, 72 in Gao, 63 in Mopti, 50 in Kidal, and 3 in Ségou.¹

Classes are conducted by volunteers, native residents who are generally less qualified than the teachers who held these positions before the crisis.

Populations directly affected by the armed conflict are facing a precarious economic and security situation resulting in reduced chances of survival, protection, and schooling for children.

¹ Secondary data from UNICEF

Schooling for girls in the north, already a structural problem before the crisis, could deteriorate even further due to the presence of armed groups liable to increase sexual abuse and violence against school-aged girls.

Furthermore, school infrastructure has been destroyed by attacks. This is the case for certain schools in the regions of Kidal, Ségou (Diabaly²), and Gao (Ansongo, Tinamar).

Other schools were occupied by the regular army. Indeed, in 2015, at least 16³ school buildings were occupied by armed groups, including the Malian army and MINUSMA (Diabaly, Hombori, Kidal, etc.).

The conflict has had an appalling impact on the educational system. Approximately 38% of schools have been affected by the crisis, and more than 16 schools have served as military bases for armed groups during the conflicts.

In addition to the trauma suffered by students, teachers, and the population, the school buildings in the assessment area face many threats including attacks, kidnappings, looting, floods, occupation, etc.

Interviews with the study participants revealed a number of risks. These risks can be divided into two main categories: those due primarily to the political and security crisis, and those related to natural disasters.

Regarding the security crisis, different expressions emerged from the interviews, including: armed conflict, conflict between communities, conflict between herders and farmers, Jihadist movements, rebel groups, armed bandits, border trafficking, harassment, kidnapping.

Natural risks consist primarily of floods and locusts.

These risks expose the population to abuses such as destruction of school equipment, occupation of schools by rebels and Jihadists, and livestock theft. Women and girls are particularly affected. Fear of falling victim to rape or brutality has forced them to abandon their economic activities and school. Among the interviewees, there were no acknowledged cases of murder or rape; however, some respondents had certainly heard about such cases in certain areas.

² This school suffered clashes between AQMI fighters (Al-Qaïda au Maghreb islamique) and the French and Malian armies.

³ Education Cluster, Rapport sur l'aperçu des besoins humanitaires, June 2015

These risks affect communities as well as institutions such as the Académies d'enseignement (AE), centres d'animation pédagogiques (CAP), and schools.

4. Assessment of the Causes and Dynamics of Major Risks

4.1. Causes of the Armed Conflict

In most of the northern areas with continued armed conflict, it was clear that the prevailing distrust prevented some actors from speaking their opinions on the causes of the conflict.

Certain contributors even suggested that these questions were outside the scope of the education system and that they could not answer, while others claimed to have no knowledge of the issue. Nevertheless, we were able to gather certain essential information that allowed us to ascertain as much as possible about popular perceptions in the assessment's five target regions.

According to these contributors, the major causes of the conflict are:

- Conflicting interests that divide the opposing groups;
- Poor governance and corruption;
- A feeling of abandonment in the northern regions;
- Unemployment and poverty;
- A desire by certain ethnic groups in the north (Tuaregs and Arabs) to dominate the ethnic groups in the south;
- Tuaregs' desire for independence from the northern regions.

4.1.1. Viewpoints of School Administrators

School administrators (DAE and DCAP) who were interviewed individually or with their colleagues shared the following opinions:

Certain administrators believe that due to illiteracy and low education levels, unfortunately, many people approve of the Jihadist acts.

One administrator from the Mopti region even admitted the following:

"You know that there are many people who approve of what these Jihadists are doing: they are even complicit. Ignorance is the mother of all ills, and those Jihadists have come to find very fertile ground because this is a place where people don't go to school very much, they know practically nothing about their rights and even their responsibilities," AE/CAP Interviews.

Some sentiments that Jihadists have articulated to the population have even caused many of the conflicts that exist between herders and farmers.

“... When the Jihadists came, they told the Djoro to let the animals graze because the land belongs to God, as well as the grass that grows there. Therefore, no one has the right to prevent Peulh herders from grazing their animals,” **AE/CAP Interviews.**

Visibly taking sides with the herders only angered the farmers, leading to persistent intercommunity conflicts in most areas of the country.

Likewise, in certain parts of the national territory (Douentza, Kouakourou, Ténenkou and Youwarou in the Mopti region, and almost the entire Kidal region), a segment of the population has been pressured by the Jihadists to reject the public administration and the army as symbols of the state. As a result, some decentralized state services have been closed, and some schools and decentralized educational services have been closed or demolished and their administrators forced to leave their assigned areas for relatively secure areas.

The CO in Douentza confided this: *“In Douentza, the CAP⁴ was seriously hit by Jihadists in 2012. The DCAP and his assistant had to leave town. After several negotiations with the Jihadists, the administration and classes were reinstated. In the classes, they were absolutely required to separate the girls from the boys. For the DEF exam, with the agreement of the Jihadists, we were forced to take our candidates to Badiangara.”*

This also translates into a feeling of distrust that public administration officials have for a segment of the population.

“Their enemies are not the people but above all the symbols of the state, the armed forces. When there is no army, people will be at their mercy, they will enact their laws, they will break down conventional schools and discontinue the teaching of children. This is what has happened in Tenenkou, Youwarou, Kouakourou, Kidal... where there are no longer any state officials. It’s troubling, and this is what the Jihadists and those who support them want. When you go to these areas to assess the situation, they will tell you that they support the state and that they are against these conflicts, but in reality it’s not true: they are with these Jihadists because it suits their needs,” **AE/CAP Interviews.**

Most administrators in the Kidal region are still residing in Gao. They travel to Kidal intermittently to assess whether conditions are sufficiently improved for them to return.

⁴ The CAP in Douentza received support from Lux Development to complete some rehabilitation work.

This situation is opposed by a large segment of the population, who unfortunately cannot speak openly for fear of reprisal.

Nevertheless, some communities in Tessalit, frustrated with this oppressive occupation by armed groups, have protested openly. These kinds of actions, which demonstrate the population's desire for a return to stability, peace, and security, could be factors in the state's and its partners' favor as they help communities to regain their security.

Some administrators emphasized that the ethnic groups in the north (Tuaregs, Arabs, etc.) are usually the ones claiming to be marginalized by the state and the ethnic groups in the south. These groups also believe that southerners receive better support from the state, while their regions are practically neglected. They therefore have to rebel to defend their interests and put an end to this social inequality perpetuated by the state.

During the interviews, a Tuareg father from the region of Tombouctou said this:

“Well...what is for certain is that we are all Tuaregs in our community, and our perception is that we are marginalized. There is more unemployment and poverty in our communities than in the communities of the south,” **Father, Tombouctou.**

This feeling of social injustice and marginalization is pervasive in the northern communities, as opposed to the communities in the south.

While the ethnic groups in the north feel more and more marginalized and engage in separatist actions to demand independence from state control, the ethnic groups in the south believe that the state must maintain law and order.

As highlighted in a UNICEF/Handicap International report, the population in the north, primarily Tombouctou, has suffered many traumatic events, which could create not only emotional distress but also identity issues and breakdowns in social order and solidarity. These invisible wounds, if left untreated, can have a severe impact on the daily functioning of individuals, families, and communities. This situation affects people's social participation and resiliency. It is vital to provide psychosocial support adapted to the population.⁵

Furthermore, in the area of education, certain historical facts constitute a significant source of division, insofar as the populations do not have the same perception of school.

⁵ Les impacts psychosociaux de la crise du Nord Mali sur la population de la région de Tombouctou, UNICEF/Handicap international.

In effect, since learning from the Jihadists that conventional schools were schools for “kaffirs,” some populations still have a well-known preference for improved Koranic schools or madrasas.

This preference, which at the time meant taking a stand against colonial occupation, has discouraged many people from enrolling children in conventional schools.

Currently, one segment of the population readily agrees to enroll their children in conventional public schools, while those attracted to fundamentalist ideas prefer madrasas or Koranic schools.

Although awareness-building activities have succeeded in minimizing the deleterious effects of these beliefs, it is unfortunately still true that certain parents are reticent to enroll their children in conventional schools. This leads to under-enrollment of children, primarily in the Mopti and Ségou regions, where some communities prefer to enroll their children in madrasas or Koranic schools.

Therefore, any efforts to provide equitable, quality educational access for all children should also aim to improve learning conditions in these types of educational institutions officially recognized by the state, thus allowing educational offerings to be adapted to the expectations of one segment of the population.

4.1.2. Viewpoints of School Principals and Teachers

The majority of school principals and teachers who were interviewed believe that poverty, poor governance, and injustice are what prompted the Tuaregs and Arabs to rebel against the state.

Another category of teachers believes that separatist groups enjoy easy profits and have decided that by taking up arms, they can easily and quickly get money. According to these teachers, the conflicts are for personal gain. One Tuareg teacher from Tombouctou said this:

“There are multiple causes for the conflict. But the most important factor is that the separatist groups want easy money, and they’ve figured out that in Mali, when you take up arms today, tomorrow you’ll be rich,” **Teacher and principal interviews.**

By this logic, the state should strongly prioritize disarmament efforts at the national level in order to gradually restore peace.

The rest of the teachers interviewed can be divided between:

- Those who believe that the crisis was caused by the apparent desire of Tuaregs and Arabs to exert power over the southern ethnic groups;
- Those who believe that a misunderstanding of the real causes of the conflict explains why this crisis has lasted for decades;
- Those who believe that because the Jihadists are opposed to Western values, they have created a climate of insecurity in order to undermine all those who hold these conflicting ideas (in this case, those who approve of secularism and territorial unity as advocated by the Malian state);
- And finally, those who believe that the state's favoritism toward the black communities in the south has led Tuaregs and Arabs to adopt separatist positions.

One school principal from the Ségou region emphasized the lack of transparency maintained around the real causes of the crisis, implicating the French in these words: *“People see this conflict differently; some think that the French lack of transparency about the northern problem, the lack of explanation to the Malian people about the real causes of the conflict, explains the fact that this crisis has lasted so long,”* **Interviews, Teachers and principals.**

4.1.3. Viewpoints of Student Parents (Fathers/Mothers)

The viewpoints of students' parents are equally diverse.

The data collected indicates that the majority of parents believe the fundamental cause of the conflict is the negligence of the state, which has abandoned the population, not protecting it well enough from rebel groups that sow disorder.

Another category of parents believes that these conflicts are essentially for personal gain, which set the opposing armed groups against one another.

Some parents expressed a feeling of bitterness and disillusionment about what is happening in the occupied zones.

Other parents expressed viewpoints similar to the teachers, specifically that the crisis is caused:

- By a reaction to the unemployment, poverty, and poor governance suffered by the northern populations because of the state's actions;

- By an apparent desire of Tuaregs and Arabs to exert power over ethnic groups in the south.

4.1.4. Viewpoints of Community Leaders.

These include village chiefs and their advisors, local elected officials, religious leaders, members of women's associations, and youth leaders, the majority of whom believe that unemployment, poverty, and poor governance are the principal causes of the conflict.

Other community leaders expressed viewpoints largely similar to those of teachers and parents, which can be divided into four primary factors:

- Apparent desire of Tuaregs and Arabs to exert power over ethnic groups in the south;
- Inter-community and religious conflicts;
- The reaction of one segment of the population that feels abandoned by the state in the face of aggression;
- And finally, the reaction of northern populations against social injustice perpetrated by a state that favors the southern ethnic groups.

4.1.5. Viewpoints of Community Organizations (CGS, APEs, AMEs, student organizations)

Members of community organizations expressed arguments similar to those of the teachers, parents, and community leaders.

The majority of CGS, APE, and AME members believe that the conflict is a reaction against injustice, against the favoritism shown to one category of the population while Tuaregs and Arabs are neglected by the state.

4.1.6. Viewpoints of Students (Girls and Boys)

The viewpoints of children (students, unschooled children, and children who have dropped out) can be summarized in two distinct positions. The majority of children interviewed believe that the conflict is caused by conflicting interests, while a second group of children maintains that it is caused by the claims of Tuaregs and Arabs who want to divide the country.

According to these students, the way to put an end to these conflicts would be to deploy the army throughout the country and demand that all warring parties put down their arms.

4.1.7. Viewpoints of NGO Leaders in the Field of Education

The majority of NGO representatives working in the field of education in the different regions believe that the conflict is caused primarily by personal interests. Others mentioned the desire of certain ethnic groups to dominate others.

One NGO leader spoke of the intercommunity conflicts in the village of Kontza, in these words:

“Kontza is a really contentious village. That is, incidentally, one of the reasons I myself, a native of Kontza, left the village to come live in Sévaré. In particular, there is an old conflict dating back to 1821. This conflict really interfered with all of the village activities, to the point that anything the people tried to do was doomed to failure. The origin of this conflict is that before Sékou Ahmadou, it was the village warriors (usually the Dickos) who held administrative posts in the royal palace. But when Sékou Ahmadou arrived, he only appointed great religious scholars (the Cissé) as administrators in the palace. Since then, this change has caused deep tensions between these two family names (Cissé and Dicko). But now, thanks to many negotiations led by NGOs and other actors, the magnitude of this conflict has been reduced...” **Testimony of an NGO representative in Sévaré.**

This testimony demonstrates that it is indeed possible to put an end to secular conflicts, by involving natives as negotiators. To this end, it is necessary to find common ground around which the opposing groups can collaborate in order to understand that they can together face the many challenges of development.

4.1.8. Differences in Perception by Gender

In answer to the question whether men’s perceptions were different from women’s perceptions, the majority of contributors said they were the same.

That men’s and women’s perceptions were identical was then confirmed by the answers provided to most questions.

In contrast, in examining the principal ethnic groups (from the north and south), there is a slight difference of perception among the women, insofar as they have a tendency to follow the perceptions of men from their own ethnic groups.

For example, while the Bozo women of Mopti said this: *“We all have the same perception of the crisis: we believe that these are conflicts for personal gain. However, we often hear that it is the*

lack of consideration for the northern populations by the state that pushed these individuals to rebel,” the Tuareg women in Tombouctou asserted that “Yes, the perceptions are different. Everyone refuses to take responsibility: some think that the Arabs and their allies were the ones who caused the crisis, while others accuse the state of poor management of public resources and corruption.”

In spite of these divergent points of view, the research conducted over the past two decades has shown that women may hold the key for resolving certain complex problems faced by developing countries in the context of humanitarian crisis.⁶

Young women mentioned violence and insecurity, followed by lack of access to education, and then government corruption, while young men cited lack of employment opportunities and lack of professional training opportunities, which are related to education.⁷

By ethnicity, lack of educational access is cited as a cause of conflict by Tuaregs, whose desire for independence is questioned by Songhais and Peulhs. Indeed, lack of education appears to be a cause of conflict which is the source of another cause, Tuareg independentism. It is thus possible to conclude that educational access is a fundamental determinant in rejecting conflict, in particular improving the Tuaregs’ and Daoussaks’ feeling of belonging to Mali. Education could be an explanatory factor for the determinants expressed. To have access to or even to create employment, it is important to have attained a minimum academic level.

The same can be said for behaviors and attitudes that support an environment of peace and social cohesion.

Moreover, it is clear that education for different social classes will allow them to better understand the mechanisms and ways their societies function, thus contributing to the collective effort to seek and maintain peace.

Indeed, it is necessary to provide an education in the culture of peace, in order to better prepare children (boys and girls), the citizens of tomorrow, to become actors for peace and social justice. Adaptable educational modules about peace should therefore be developed and integrated into teaching programs at the school level, as well as in literacy programs

⁶ Because I am a Girl: The State of the world’s girls, 2013 – Plan International

⁷ Document review, CERIPS, August 2016.

aimed at adults. Education, as a creator of values, is one key way to promote social cohesion and produce social benefits on a wider scale.⁸

In Indonesia, experience has shown that capacity building for girls/women has made them more likely to notice the risks their communities are facing, as well as to contribute significantly to mitigating the effects of these risks.⁹

Thus, it is at the ethnic group level that a difference in perceptions can be noted.

The ethnicities in the south (Bambara, Bozo, Dogon, Mianka, Sarakolé, etc.) have more of a tendency to say that the northern ethnicities (Tuaregs and Arabs) were the ones who caused the crisis with their separatist position, while the northern ethnicities have a tendency to consider themselves marginalized and demand the territory be partitioned.

Conscious of the widespread feeling of abandonment expressed by northern populations, the Malian state had redoubled efforts to restore a climate of peace and social justice by implementing measures to support the northern ethnic groups, including:

- Integrating many combatants into the national military, customs services, and police force, following the Flame of Peace ceremony in 1996;¹⁰
- Investing considerable amounts in meeting social needs in the north in the areas of health, education, hygiene/sanitation, access to potable water, etc.

In spite of these concerted efforts in the north over the past decades, the crisis has endured, suggesting that the reasons behind it may be different from what has been assumed.

Indeed, the development gap between southern and northern Mali is not significant enough to justify the many separatist arguments.

An AFROBAROMETER report released in 2013 on Malians' perceptions at a national level concluded that underdevelopment in northern Mali was not the primary cause of the conflict.

In effect, according to the report, out of 9 possible causes mentioned, poor development in northern Mali came in 8th. According to this report, the top

⁸ Education for All Global Monitoring Report, January 2013.

⁹ Because I am a Girl: The State of the world's girls, 2013 – Plan International

¹⁰ EDC/PACEN, Rapid Education Risk Assessment in the Gao region, January 2016.

three reasons for the conflict were the presence of foreign terrorists, corruption, and greed for natural resources.

These three primary causes were also mentioned by participants in this assessment.

4.2. Dynamics of the Conflict

In many areas, such as Abéibara, Tenenkou, Tessalit, Djenné, Anéfis, and Macina, there are still risks. Even in areas where populations thought peace had been restored, violence has occurred just when people least expected it.

These ongoing threats seriously compromise the reopening of schools that have been closed since the beginning of the crisis.

“Over the course of the school year, we have been victims of class cancellation in some parts of the Djenné CAP due to the threat of insecurity. Thirteen schools and one preschool development center have been closed in the commune of Kéwa,” *Interviews, CAP of Djenné.*

In some locations, students have joined the armed movements.

The armed conflict has created a widespread climate of insecurity in the northern regions. Armed bandits, very active in certain areas, continue to attack and rob civilians.

Also following the emergence of the Jihadists, civilians, MINUSMA blue helmets, and soldiers in the Malian military are frequent victims of landmine attacks.

4.3. Natural Disasters

Natural disasters primarily include floods that affect many areas of the Mopti region in the winter season. These floods cause material losses but also threaten the lives of the population.

During the flood season, affected areas find themselves surrounded, cut off from most socioeconomic activities. This situation restricts access to basic necessities, causing inflation and food insecurity.

Flooding is also the reason for certain school closures. Indeed, some schools become completely inaccessible due to flooding.

“Many places in this area are hit by floods, which often destroy some schools, residences, and other community infrastructure,” *interviews, CAP of Mopti.*

Unfortunately, communities frequently affected by natural disasters are not sufficiently prepared for them, making the population more and more vulnerable.

In most of the locations and schools visited, the populations do not have natural disaster response plans.

Figure 1: River crossing at Kouakourou (Mopti region)



River crossing to a school in Mopti region

5. Assessment of Social Cohesion and Resiliency Factors

5.1. Sources of Tension

The principal source of tension and division within communities is that ethnic groups do not have the same perceptions of what caused the conflict. Worse yet, each ethnic group determinedly tries to defend its viewpoints and impose them on others.

Likewise, there are conflicts between Peulh herders and farmers of other ethnicities, as well as conflicts around water sources.

In the area of education, the question of how local teachers will be paid is a sensitive issue at the community level. It is also difficult for many ethnic groups to accept instruction in local languages when they have not been sufficiently prepared to understand the concept.

In effect, while it is scientifically proven that instruction in national languages is the best way for students to improve their learning abilities, at least in the first years of schooling, teachers' lack of proficiency in this practice could lead to adverse effects and community rejection of the method.

Therefore, particular emphasis should be placed on building teachers' capacities in local language instruction, gradually transitioning to French, the official language and primary foreign language.

5.2. Sources of Social Cohesion and Resiliency

Despite the grim situation in conflict areas, survey results also revealed that there is room for hope due to elements of social cohesion that can contribute to understanding and harmony within the target regions. The principal factors mentioned by contributors were: family ties, jokes, collaboration, and information-education-communication, as stated by the DCAP in Macina.

Others mentioned cultural ceremonies, the Muslim religion shared by a majority, solidarity and mutual assistance, the arrival of democracy that allows each person to freely express his/her thoughts about problems in the village, solidarity, and a spirit of sharing. Other interviewees mentioned sources of social cohesion within communities such as language, meetings, weekly discussions within the village, cultural events, recreation nights, inter-village events, weddings, family ties, and cooperative frameworks between communities (leader in Tombouctou).

At the school level, the elements of social cohesion most frequently mentioned were: sports, end-of-year ceremonies, and mutual acceptance of students without regard for color or ethnicity. The absence of disputes between young people (especially those who have dropped out), solidarity, shared knowledge, mutual respect within school management institutions, and commitment to the same objectives and the same area of focus, expressed some actors in the educational system in Mopti region.

Some interviewees emphasized the desire to learn and school lunchtime (Kouakourou, Djenné) which also allows students to form strong social ties (**DAE Sévaré**).

6. Impact of the Crisis

6.1. Impact of the Crisis on Communities

The crisis has had a disastrous effect on the population's peace and security, in both the north and in the south, witness to the formation of more and more new identity groups and attacks in areas once considered secure.

The most visible impact of the crisis on communities is the wave of people moving to other regions of the country or to neighboring countries.

While certain areas in the northern regions of the country have experienced complete desertion, particularly Kidal (a destination for almost no one), the arrival of internally displaced persons in Mopti, Ségou and Gao (which harbors the entire administration of Kidal) as well as other regional capitals, increases pressure on communities, families, the administration, and support structures for persons in distress (NGOs, city hall, civil defense, health centers, etc.).

A CAP leader in Macina said this: *"The impact of the crisis on communities is paranoia, distrust, dread...the disruption of the population's movement."* This situation demonstrates that populations are affected on a psychosocial level and in their ability to move freely.

The crisis has therefore produced a lack of trust between communities that persists despite the relative calm in certain areas. A climate of suspicion has crept into many areas affected by the crisis, where no one trusts anyone (***leader in Youwarou***). In some locations, people are afraid to speak openly about issues related to the rebellion.

The crisis has exposed the tendencies of opposing identity groups within the same population: Information gathered by the surveys reveals that in certain areas, people point fingers at the Peulhs, in others the Bozos, or the Tuaregs, etc.

These accusations differ from one area to another; in Macina it is the Peulhs, in Djenné, there is antagonism between the Peulhs and people from the north; in Tombouctou and Gao, there are mentions of the Ganda-Koyes movements, the Ganda-Izos, the Tuareg Communities, etc.

These mutual accusations convey the profound anxiety of a people made vulnerable by the crisis, the conflict, and repeated trauma.

This state of pervasive suspicion has made it difficult to identify suspects: although many people are convinced that the perpetrators of violence live within their very communities, no one dares report them. This situation was confirmed by the words of an education leader in Sévaré: *“There was even a hotline set up for everyone, so that if there were any suspicions or suspects, all you’d have to do is to quickly call this number, but so far no one has spoken up because everyone is afraid.”*

The crisis has destabilized communities and caused anxiety because of the perpetual risk of attack and rape on the way to school and within the community.

In some cases, there is a risk of drowning due to frequent floods (Example: Village of Kontza, Konna).

Economic activities have slowed in many areas due to insecurity: This situation has affected the normal operation of activities in every domain because populations cannot travel freely. *People are afraid to travel to the most distant fields, (member of a CGS in Macina).* This is also the case for other public places such as markets, schools, water sources, etc.

In many villages, weekly fairs are no longer held, and those that remain are not as well attended as before. At a focus group in Kontza (Konna), a community leader confirmed this: *“The four markets where the entire village buys its food no longer operate. Many other activities have stopped, while at the same time we have received a number of displaced persons from the war in Konna.”*

In this difficult situation communities are impoverished and weakened, and the crisis has increased the burden on families, who are hosting other displaced families and children from elsewhere. This is what a head of family from Mopti remarked: *“...We have received children coming from Konna, Douentza and Korientzé, without any means of support.”*

The crisis has caused the deaths of many people and animals: civilian casualties and livestock thefts have slowed economic activities and triggered migratory flows. Indeed, in areas affected by the conflict, the civilian and military populations are regular victims of surprise attacks and targets of armed groups.

Furthermore, the crisis has undermined social cohesion: In some areas, the distrust between different society members has compromised one of the fundamental cultural values of the society: hospitality, as mentioned by the DCAP of Macina.

Gender-Based Violence

The crisis has negatively affected women, girls, and children: most respondents agreed that the crisis has affected women and men, and girls and boys, in equal proportions. However, the assessment uncovered the realities experienced by the population: the widespread dropout of girls from school (for marriage or domestic work), rape and sexual abuse, forced marriages, kidnappings, forced veil-wearing, to say nothing of the number of widows and orphans produced by the crisis.

In Konna, a participant stated, “...girls are the most affected, by the way, because they incur risks of violence and rape. Yes, this has a big influence on their schooling because many of them have been pulled out of school... There is no longer freedom in this community, for women or children. The women are afraid to show themselves in some way in the village, seeing as there are criminals living there among them, and so as not to be attacked, they hide themselves to do some things.”

In Nampalary, the school principal added that women and girls are victims of trauma, abortions, unwanted pregnancies, etc.

Furthermore, the crisis has exacerbated the deterioration of families’ quality of life, particularly for girls and women: due to the downturn or cessation of the few activities that allowed them to generate income, the lack of access to basic social services (maternity care, prenatal care, potable water, microcredit, markets, etc.), indispensable to their survival and the survival of their families, most women find themselves in a situation of extreme poverty.

However, according to some respondents, the crisis has affected men much more because, due to the rarity of paid employment opportunities, they have to struggle more and more to cover their families’ basic expenses (***Father of a family in Kontza, Konna***). This is understandable, considering that in these communities, the patriarchal system predominates, and family expenses depend primarily on the men.

6.2. Impact of the Crisis on Local Administration

The crisis has jeopardized the normal operation of community leaders’ activities due to the pervasive climate of suspicion between communities, which causes resentment toward one particular group or toward a system deemed hostile. Such was the case in the assassination of a village chief in Hombori, the massacre of regular armed forces in

Aguelhock and administrative officials in Kidal and Tombouctou (prefects, sub-prefects, judges, etc.).

The existence of competing identity groups is a reality for many areas affected by the conflict. Not only are there rivalries between certain ethnic groups, but some groups face stigmatization. According to the DCAP in Tessalit, *“There are frequent clashes between the Ifoghas and Imrhad identity groups.”*

The crisis has paralyzed local administrative operations: this translates into assassinations and attempted assassinations of community leaders (village chiefs, elected officials, judges, teachers...), and the departure or disappearance of administrators and teachers, depriving some areas of minimum essential services for the population.

Such is the case in Kidal, where even before the crisis, certain locations had not a single judge, prefect, or teacher. The crisis then exacerbated this already precarious situation as can be seen in Gao, where the entire administration of Kidal has been hiding for several years.

Armed groups have forbidden the payment of taxes, weakening local governments: throughout the crisis, community leaders were confronted with a problem of vital importance, the non-payment of taxes. In effect, the communities were receiving messages to no longer pay taxes, which evidently poses a problem when taxes constitute the primary resource for local governments. This reality was confirmed by this statement at a focus group in the village of Kouna, Boky Wèrè: *“Yes, the non-payment of taxes was the key message of the criminals who asked the population not to pay taxes for the commune; this message was received.”* The population seemed to be bolstered by this idea that lightened their load; at least, this is what came out of the focus group with leaders in Kouakourou: *“Yes, the most important thing is that there aren’t any taxes because the rebels forbid all that; they even put posters up at the mosque and on the wall of the village chief’s house forbidding people to pay their taxes.”*

Thus, these areas have suffered a blow that hinders the organization and management of any activities in the common interest: In the northern regions of the country, certain private institutions have been destroyed, raided, or forced to flee the premises, such as in Tombouctou, where the water and electricity bills were no longer being paid. Money transfers have become rare despite the distressed population’s need for

assistance, and some banking establishments have been robbed (such as the BMS-SA Bank in Tombouctou).

The crisis has jeopardized freedom of expression and the free movement of goods and persons: Throughout the crisis, means of communication (telephone, radio, television, etc.) were severely affected (lack of communication credits on the market, bans on radio and television, imposed religious radio programming) and the populations could no longer express themselves or travel freely.

On the subject of communities' possible grievances against the central government, an elected official in Kidal stated, "Yes, we have grievances against the administration in general."

6.3. Impact of the Crisis on the Education System

An assessment of the information received from actors in the education system revealed a pervasive climate of distrust among teachers, community mobilization agents, and officials in the decentralized technical services. Because of the crisis, educational infrastructure and equipment have been looted, destroyed, and often even stolen (Tessalit, Kouakourou, and Djenné in the Mopti region, Bintagoungou, Egachar, in the Tombouctou region, etc.). Under such conditions, schools cannot operate normally and, as a local NGO official pointed out, "there will always be disruptions within the education system," NGO Delta Civil, Kontza.

6.3.1. Impact of the Crisis on Students

Reduction in Teaching Time for Students

The crisis has had a negative impact on school conditions for children. The fact that many schools have remained closed for relatively long periods has caused many children to miss years of school, with detrimental effects on their courses of study (such was the case for villages in Tinamar in the Gao region, Tessalit in the Kidal region, Ténenkou in the Mopti region, etc.).

In other areas, schools were closed for several weeks before resuming their activities.

Any of these situations entails a reduction in teaching time for students, a source of declining achievement for most students, who may not have completed the courses for the year.

School Dropout

The assessment also revealed a considerable reduction in student enrollment in almost all regions. Indeed, data collected from schools showed that displacement of the population has brought about a drop in student enrollment, as stated by the DAE from Mopti and the Assistant DAE from Douentza, *“In many schools, there are students who have left for other districts (in Bamako, San, and Ségou),” AE Interviews, Mopti.* *“We are witnessing a lot of student and teacher displacement toward the south due to security issues,” AE Interviews, Douentza.*

In Kidal, boys drop out of school to pursue odd jobs and earn a bit of money, in particular going to Mauritania and Algeria, said one leader (statement by a Kidal community leader).

There have also been reports of girls dropping out, usually because they get married (Bintagoungou, Tombouctou).

Gender Equality between Girls and Boys at School

According to teachers and AE and CAP leaders, provisions have been made to ensure equitable treatment of girls and boys in school settings, so all may enjoy the same benefits at school. The Assistant DAE in Douentza said this: *“We received school teaching kits and textbooks, and we make no distinction between girls and boys in distributing these kits.”*

With respect to schooling disparities between boys and girls, in the 250 schools selected for this assessment, the number of boy students remained high relative to girl students (52% boys versus 48% girls).

This means that despite the overall drop in student enrollment caused by the crisis, girls are still disadvantaged by schooling disparities, as indicated in the following table.

The same holds true for teachers (71% men versus only 29% women teachers).

In this respect, strategies should be implemented to support girls' education and increase the number of women teachers.

Table 1: Student enrollment trends by region

Region	Decrease	Increase	Remain Stable	Total
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Ségou	61%	5%	34%	100%
Mopti	59%	3%	38%	100%
Gao	53%	12%	35%	100%
Tombouctou	44%	41%	15%	100%
Kidal	75%	4%	21%	100%

Source: Data from 315 schools surveyed.

In the 315 schools surveyed, there has been a predominantly downward trend in student enrollment since the crisis. The percentage of schools with decreasing student enrollment ranges from 75% in the Kidal region to 44% in the Tombouctou region.

Rare are the schools with relative increases in student enrollment (41% of schools in Tombouctou, 12% in Gao, 5% in Ségou, 4% in Kidal, and 3% in Mopti).

If significant actions are not implemented to reverse this trend, universal primary education will be compromised for a very long time in the northern regions.

Recruitment of Children into Armed Groups

This phenomenon particularly affects boys in Kidal. An administrator said this: “students are lured into armed movements with the promise of payment. Our young people who want to have it all, but there is nothing to do in the region; livestock farming is the primary activity but doesn’t make money.”

Even in areas where children are not recruited, interviewees expressed worries: “the risk is there because with schools closed, children are left to the mercy of the Jihadists in some places. There are no armed forces or other state authorities to deter these criminals. As a result, they are free to manipulate children easily, enlisting them at any moment if we don’t find them an occupation,” **Interviews, Djenné CAP.**

I.I.I. Impact on Teachers

The crisis has had a negative effect on teachers, who have had to flee due to constant attacks and threats directed toward them. The school principal for Kouakourou, who has taken refuge in Djenné, shared his experience: “I left Kouakourou with my whole family due to insecurity and threats. I’d spent 9 years in Kouakourou and until then had never faced an issue

like that. After the crisis, I was the victim of an assassination attempt from which I escaped safe and sound. God is great, to him be the glory!”

Certain teachers had permanently abandoned their posts in Kidal. The mother of a family in this location stated: *“there is no one to teach our children.”*

Teachers have had to leave for other schools, as is the case for teachers in Tougou (Macina) who have been reassigned to other schools.

Fortunately, other teachers who had left their assigned areas during the attacks returned when the security situation improved (such was the case in the village of Kouna).

The fact that teachers left their assigned areas to stay and do nothing could harm their teaching careers.

In rare cases, teachers stayed where they were, or retrained for other jobs: *“some teachers are in business, and others work for NGOs,”* the DCAP from Tessalit confirmed. In some locations, there remains only an insignificant number of teachers, as is the case at the *Mohamed Ag Mohamed Elmoctar* school in the Banikane commune, village of Egachar (Gourma-Rharous, Tombouctou), *“there isn’t a single teacher in the entire village.”*

In addition to this wave of teacher displacements, Kidal faces another troubling situation: certain teachers have been recruited by armed groups. This situation was confirmed by a leader in the area: *“Yes, there have been teachers recruited, they are in the movements,”* ***Community leader in Kidal.***

1.1.2. Impact on School Administration and Infrastructure

The impact of the crisis on school administration and infrastructure is noticeable in several areas: School infrastructure and teaching equipment have been destroyed in many locations.

Many schools have been closed and the school infrastructure looted and destroyed. A member of the Djenné CAP said, *“The system in general has been affected and destabilized because the school in Kouakourou is no longer usable.”*

“The school has been affected by the crisis because it has remained closed for two years,” said a teacher from Tinamar (Ansongo).

Schools have been closed since 2012 in many areas of Kidal; the students have left, and there is no equipment. “We lost more than 8000 textbooks,” stated the DCAP from Tessalit.

“Some schools have been ransacked and vandalized, as have some principals’ offices. For example, in the Djenné CAP, they even set fire to some areas, knowing generally that books and teaching materials are kept in the principal’s office. The classrooms were destroyed, the school itself was closed. The furniture and other equipment was damaged,” **Interviews, community leader, Konna.**

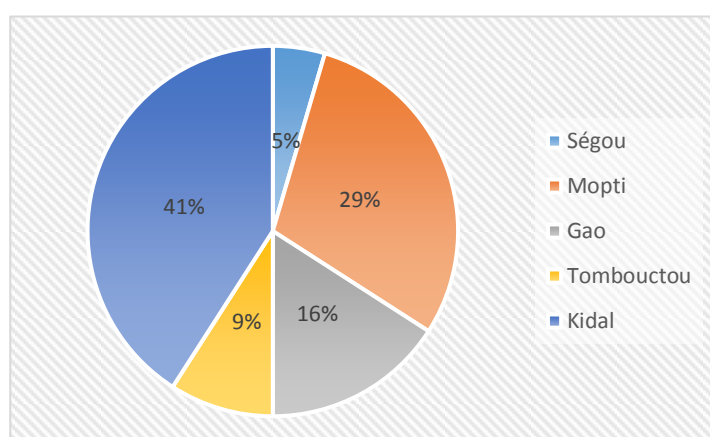
Indeed, in the Mopti region, there was significant damage, as stated by the DAE: “The CAP in Tenenkou, the CAP in Mopti, the CAP in Djenné, and to a lesser extent the CAP in Youwarou were seriously hit.”

“In Kouakourou, after only three months of classes, the students and teachers all left. The school textbooks, the teachers’ manuals... were destroyed,” **School principal in Kouakourou.**

According to secondary information from UNICEF, nationally, 282 schools are still closed, 94 in Tombouctou, 72 in Gao, 63 in Mopti, 50 in Kidal, and 3 in Ségou.

Of the 250 schools selected for this assessment, 51 (20%) were closed at the time of the surveys. The following graphic presents the distribution of school closures by region at the time of the surveys.

Figure 2: Distribution of closed schools by region



Thus, at the time of the surveys, the region of Kidal had the highest proportion of schools closed (41%), followed by Mopti (29%), Gao (16%), Tombouctou (9%), and Ségou (5%).

Most school management institutions are not operational due to the crisis: this was confirmed by the CGS president in Kouna (Boky-Wèrè commune, Macina CAP), who said: *“No, one single person is handling everything that happens at school.”*

In Mopti, the situation appears to be different, a CGS representative said: *“the CGS offices are all operational, and that is incidentally what allows the school to function right now...”*

Some schools have received displaced students while others have not. The CAP in Macina has welcomed students from the CAP in Tenenkou. Some schools have become transit points for displaced students, such as the schools in the Douentza AE. Likewise, there has been a large migration of people from Douentza to other locations.

1.1.3. Impact on Teaching Conditions (school equipment, teaching materials)

School management capacities have been severely reduced in several areas. In addition to the shortage of teaching staff, teaching materials and school equipment are also inadequate.

Teaching materials in schools have been ransacked and destroyed by rebel groups, which substantially affects student learning conditions.

In Kouakourou (Djenné), all the materials were burned. The furniture in particular was stolen or taken for personal use by people in the community. This was due to the fact that there was no security officer to monitor the school.

In Bintagoungou (Tombouctou): *“up to 90% of the teaching materials and textbooks in the schools were damaged. The damages were most severe in schools in Zouerat, Razalma,”* stated a CAP official in Tombouctou. Such was also the case in Gourma Rharous, Egachar, where *“the school benches were destroyed, the food storerooms looted, the school textbooks destroyed,”* stated one head of family.

As to whether the teachers’ manuals and school textbooks take into account the current crisis situations: most of those surveyed responded in the negative.

“Existing manuals do not take into account the crisis, but we do have training manuals on the culture of peace and psychosocial support, and we are in the process of training teachers on these topics. Many teachers today were trained in the culture of peace and psychosocial support. You know that the manuals we are using are not up-to-date, whereas the crisis is very recent; we had

never had such a crisis before, so it is difficult to be far-sighted enough to prevent such crises and integrate them into children's education," AE Interviews, Mopti.

As to the populations' feelings about school textbooks and curricula: while most interviewees had no complaints about the teaching materials, one teacher from Kouakourou stated: *"Our community is made up primarily of Bozo, who often complain that there are no school materials in Bozo... Likewise, there are people who don't like school at all; they have a negative view of it."*

2. Suggestions to Improve the Quality of Education

This assessment elicited some suggestions from interviewees for ideas to improve the quality of education, particularly the learning conditions for students. These suggestions primarily concerned:

- Peace and security: indispensable factors for children's schooling;
- The availability of qualified teachers;
- School lunches and income-generating activities;
- Rehabilitation and/or reconstruction of school infrastructure;
- Capacity building for school administrators (AE/CAP) and community mobilization organizations;
- Building community resiliency.

2.1. Peace and Security: What most participants want

According to many interviewees (school administrators, community leaders, parents, teachers, NGO representatives...) restoring security is of utmost importance for all children to have access to a quality education. They all emphasized the urgent need to restore peace and security, which will then ensure that children have access to a quality education.

Some school administrators also mentioned the need for sufficient numbers of qualified teaching staff. In the words of the Assistant DCAP for Douentza and the DCAP for Ménaka: *"First of all, we need staff, because school is made up of teachers, first and foremost. We need quality teachers capable of correctly presenting the different subjects..." AE Interviews.*

Some participants even insisted that unless a climate of peace and security is restored within communities, there can be no access to quality education. Indeed, in many locations where distrust still prevails, it will first be necessary to secure the return of public administration officials and teachers.

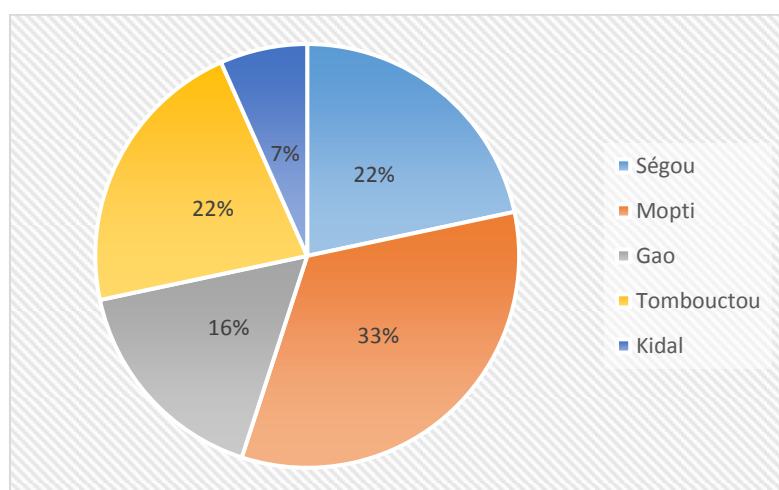
In addition, participants suggested using regular forces (Malian armed forces or MINUSMA) or fencing schools in order to restore a sense of security at school.

“There will need to be heightened security to improve the learning environment and conditions in the schools in our area,” **NGO representative in Douentza.**

Only 60 out of the 315 schools surveyed have fences in relatively good condition, just 19% of the total.

The following figure illustrates the distribution of fenced schools by region. The region of Mopti boasts the highest percentage of fenced schools (33%), followed by Ségou and Tombouctou with 22%, Gao (16%), and Kidal (7%).

Figure 3: Distribution of fenced schools by region



2.2. Availability of Qualified Teachers

Parents of students and community leaders emphasized the need for qualified teachers as a crucial factor in providing children access to quality education. To this end, they suggested continuing education for teachers, in order to fill the gaps in qualification. Likewise, they proposed psychosocial support training, to allow traumatic shock victims to overcome the harmful effects of unfortunate events brought about by the crisis.

As underscored by a community leader from Kidal, *“the teachers need immediate training in psychosocial support.”*

2.3. School Lunches and Income-Generating Activities

At a community level, several interviewees mentioned that instituting school lunches could be an efficient means of ensuring student access and retention.

Indeed, several actors specifically proposed the creation of school lunchrooms. Some school administrators focused particularly on school lunches; they even believe that schools cannot exist without a school lunch program, especially in the north.

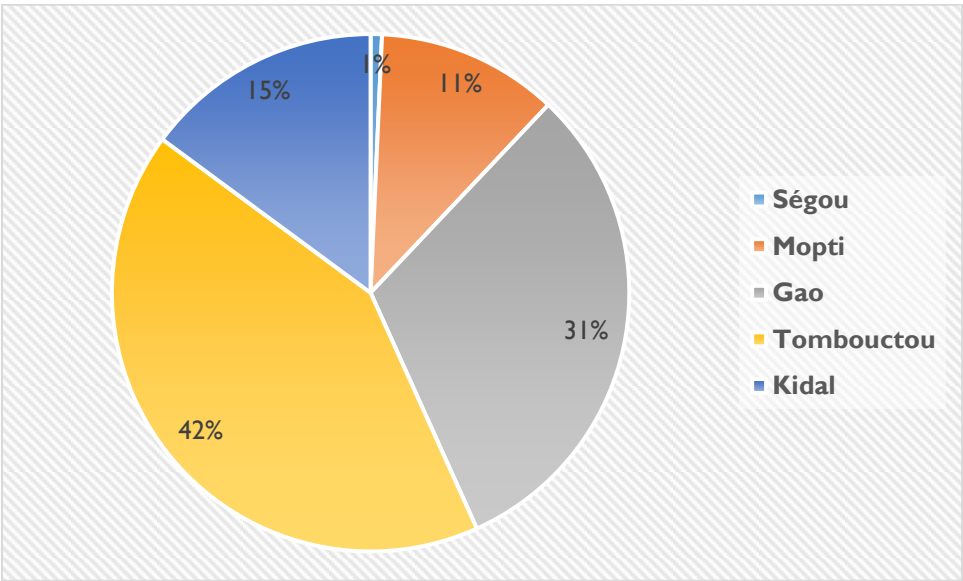
To promote schooling for children, particularly girls, some mothers suggested getting women involved in the life of schools.

Alleviating the domestic duties of women and girls was also suggested as a measure to promote children’s schooling and the return of unschooled children to school. Hence the necessity of income-generating activities to benefit women, in order to improve their quality of life in general, allowing them to be more independent and freeing their girls for school.

2.4. Rehabilitation/Reconstruction of School Infrastructure

The crisis caused particular damage to school infrastructure. Schools in particular were appropriated as base camps for certain armed groups, munitions depots, etc. Many schools were totally or partially destroyed during the hostilities. 141 out of the 315 schools surveyed (45%) had at least one classroom destroyed by the conflict (schools in Diabaly, Tinhama, Niafunké, Kouakourou, Hombori, Ansongo, Bourem, Kidal, etc.). Also, most survey participants noted that school infrastructure damaged during the crisis will need to be rehabilitated or reconstructed in order to improve learning conditions in the areas surveyed. In addition to rehabilitation and reconstruction, the schools must also be furnished.

Figure 4: Distribution of damaged schools by region



Thus, the region of Tombouctou had the highest percentage of schools damaged during the crisis (42%), following by Gao (31%), Kidal (15%), Mopti (11%), and Ségou (1%).

The administrators, community leaders, and teachers interviewed all asked for rehabilitation and construction of schools. They also asked for equipment (furniture and teaching materials) for schools.

“Our wish for the school is for classrooms to be constructed and the school to be fenced for the security of the children and their teachers, for school equipment to be provided, and for qualified teachers to be assigned.” **Councilor in Taïkiri, Mopti.**

“Expectations in the area of education would be the construction of classrooms, a principal’s office, girl/boy latrines, and a lunchroom,” **Teacher in Taïkiri, Mopti.**

2.5. Capacity Building for Community Mobilization Organizations

Several CGS members interviewed during the assessment expressed a need for training and capacity building to improve operations in the community organizations to which they belong. These trainings would clarify their roles and responsibilities, explain how to develop and implement school projects, etc. In addition to the need for training, participants also requested financial and material assistance, particularly from the community.

“Training community organization members on their roles and responsibilities, financial assistance, school lunch programs, mobilization of financial, material, and human resources,” **CGS member, Monimpé, Ségou.**

2.6. Community Resiliency

To continue going to school, children suggested that their parents accompany them.

Parents of students also suggested that they should be able to accompany their children to school themselves so that they feel safe on the way to school.

Some children identified sports and festivals as features that strengthen social cohesion in the school setting.

2.7. Key Strategies for Consideration

In light of the assessment findings, the following topics have been suggested to strengthen intervention strategies in different geographic areas:

In terms of research, examine:

- The nutritional security of students in crisis situations;
- The psychosocial impact of the crisis on the educational system;

- The rapid assessment of school materials for effective education by 2020;
- An assessment of alternative educational offerings adapted to the needs of populations in crisis.

In the area of operational interventions, provide support for:

- **Training in the culture of peace and psychosocial support**, to build a spirit of social cohesion in conflict areas and encourage populations to overcome the negative impacts of trauma;
- **The implementation of a school performance contract system involving all local actors**, in order to ensure that school indicators are achieved in the areas of access, student and teacher attendance, and quality (student skill building in reading and math);
- **Research-action contributing to** the integration of conventional teaching and religious teaching (Koranic schools and unrecognized madrasas), in order to meet the educational needs of children whose parents prefer Koranic schools over conventional schools;
- **The revitalization of teacher learning communities**, in order to support the self-training process for teachers and monitor them closely, thus ensuring improvements in teaching practices, particularly for volunteer teachers;
- **Building a school lunch program**, in partnership with certain partners such as the WFP, USAID, CRS, etc., thus meeting the expectations of most communities.

3. Conclusion and Recommendations

The 2011 food crisis and the 2012 political-security crisis in Mali produced an unprecedented and disastrous situation. The security situation deteriorated considerably and is only slowly improving.

Based on the information gathered through this assessment, different ethnic groups have different perceptions of what caused the conflict. These perceptions differ depending on whether one is Tuareg, sedentary Peulh or Songhai, or Arab.

However, lack of access to education was always mentioned, no matter the respondent's ethnicity.

The direct consequences of the conflict on children's education notably include the closing of certain schools and the shortage of educational offerings. The conflict forced some students to take refuge or be displaced toward the south of the country or to urban centers.

The conflict also devastated school infrastructure and equipment. Doors, windows, and computer equipment were stolen, teaching materials destroyed, school benches used as firewood.

From the recapture in 2013 until now, significant efforts have been made, but much remains to be done to meet the schooling needs of all children.

In addition to the conflict, the country's high population growth and limited state resources had already created a deficit situation. This situation has been exacerbated by the consequences of the crisis, requiring greater and more urgent assistance to respond to the enormity of the educational needs.

Outside of formal education, there is a need for appropriate training directly adapted to the socioeconomic activities of areas suffering from the crisis. This will address, in the medium term, the problems of unemployment mentioned by most participants. Stakeholders would participate in identifying, assessing, and executing income-generating activities to address the many needs of women and youth in the different regions.

All should be done in collaboration with traditional chiefs, national and international armed forces, armed groups to be negotiated with in the different regions, and teachers' unions, to support the process of improving educational conditions for children.

The obstacles to educational access for children affected by the conflict include, understandably, ongoing insecurity, distrust created by the conflict, and parents' inability to afford schooling expenses.

However, with the climate of insecurity that persists in certain regions, any action must be taken gradually, beginning with the regions where security is relatively well-established.

Based on the above information, the following recommendations have been proposed:

To the state and its partners, in order to restore a climate of peace, which is a necessary condition to improve conditions for schooling, children's learning, and youth professional training:

- Create the necessary conditions to gradually restore a climate of peace and security in conflict zones;
- Secure the effective return of the administration and the redeployment of the national military to all occupied territories;
- In the short term, negotiate a collaboration with certain armed groups that support a restoration of peace, in order to protect those territories that are still under their control, thus ensuring the return of all populations displaced internally or in surrounding countries;
- Engage the teachers' union in negotiations for a gradual return of teachers to conflict zones;
- Consider possible compensation for teachers who agree to assignments in conflict zones;
- Engage Malian and international armed forces in securing schools, informing communities about security risks, and training CGS/APE and youth/student organizations in the detection of anti-personnel mines;
- Engage community leaders with positive community influence to act as communication channels for sensitization activities, thus helping to restore a climate of peace in conflict zones.

To CAMRIS and its partners, to improve survey conditions in the communities:

- Further research in the areas of:
 - Student nutritional security in crisis situations;
 - The psychosocial impact of the crisis on the educational system;
 - A rapid assessment of school materials for effective education by 2020;
 - An assessment of alternative educational offerings adapted to the desires of populations in crisis situations.
- Contribute to building the capacities of CGS, APEs, AMEs, and student organizations to build community momentum for widespread school access and attendance for children;
- Contribute to mobilization campaigns for children who have dropped out (due to the crisis and other reasons) to return to school;
- Strengthen school security by contributing to school fencing (through Food for Work activities involving all stakeholders in beneficiary communities). These Food for Work

activities could include negotiated involvement by conflicting groups, in order to allow them to work together in the common interest, thus producing emulation that will gradually break down the climate of hostility, contributing to the restoration of sustainable peace in the communities;

- Build the capacities of AEs, CAPs, CGS, and communal councils to develop and implement security plans to prevent conflict, and preventative contingency plans for natural disasters.

To USAID, for children to have access to quality education, and for young people to receive professional training and integration:

- Assist communities with school supply expenses and support income-generating activities;
- Build the capacities of teaching staff, students, and communities in daily hygiene/sanitation practices for school and home settings (through adopting the School Of Five initiative);
- Contribute to the installation of separate boys and girls latrines in schools;
- In partnership with the FAO, the WFP, CRS, and other organizations, negotiate an integrated school lunch program to involve beneficiary communities, with women organized into Integrated Committees for Income-Generating Activity Management, from which a negotiated percentage of profits will be dedicated to building independently-operated school lunch programs;
- Contribute to improved learning conditions for children in unrecognized madrasas and Koranic schools, thus meeting the expectations of certain communities that prefer this type of school over conventional schools;
- Build teachers' skills in comprehensive local language instruction, in order to convince communities of the benefits of this approach for children's school achievement;
- Build teachers' skills in the area of psychosocial support;
- Strengthen mechanisms for teacher assessment and self-training, in particular by setting up teacher learning communities;
- Build teacher capacities in multi-grade and large class management.

To USAID, for comprehensive educational reform:

- Contribute to advocacy for a national-level dialogue to promote reform.

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Methodology

Survey Sampling and Universe

The study methodology used a qualitative approach. The assessment consisted of interviews with major actors in the educational system at the regional and local levels. The sample size was ten (10) villages, two (2) per region. Villages were selected based on the three following criteria:

- Villages most affected by the crisis;
- Presence of a school affected by the crisis;
- Accessibility of the school.

Gender Sensitivity

The consulting team ensured that gender issues were taken into account in the development of data collection tools and in data processing and analysis for the design of this report.

For collection tools: data integration disaggregated by sex and incorporation of gender-specific questions.

In target groups:

- The school questionnaire intended for school administration took into account male and female administrators in the educational system, and a list was compiled with the number of male and female directors in school management structures in different areas;
- In each village or school, focus group interview guides were used with a mixed group of men and women or girls and boys. In some cases, groups segregated by sex were used in order to conform to local and cultural norms;
- In each village, the community discussion tool was used with a group of community leaders composed of men and women;
- In each school, a focus group of male and female teachers was assembled.

Data Collection Instruments

An interview guide was developed and used for each type of survey target. The guides included the following:

- Community leaders guide (village chiefs, councilors, mayors, members of community organizations, etc.);
- Teachers guide;
- Children guide;
- Fathers and mothers guide;
- NGO guide;
- CGS APE AME OE guide (school management committees, parent-teacher associations, student-mother groups, children's organizations);
- AE and CAP guide.

All interview guides used in the assessment covered the following topics:

- Major risks (causes and dynamics) faced by communities;
- Community perceptions of causes of the crisis;
- Impact of the crisis on education;
- Impact of the crisis on the community;
- Community resiliency;
- Community responses to natural disasters;
- Perspectives and suggestions of actors.

Collection Summary

The following table summarizes the data collection. A total of 74 interviews were conducted out of 88 anticipated (an 84% achievement rate), divided as follows: 3 interviews with AEs, 11 interviews with CAPs, 11 interviews with community leaders, 10 interviews with teachers, 10 interviews with children/students, 10 interviews with CGS/APE/AME/OE, 13 interviews with fathers/mothers, and 6 interviews with NGOs.

Table 2: Overview of Collection

		AE	CAP	Leaders	Teachers	Fathers/ Mothers	Children/ Students	CGS/APE /AME/OE	NGOs	Total
Ségou	Obtained	0	2	2	2	4	2	2	1	15
	Anticipated	1	2	2	2	4	2	2	2	17
Mopti	Obtained	2	4	3	3	3	3	3	2	23
	Anticipated	2	4	2	2	4	2	2	2	20
Tombouctou	Obtained	0	2	2	2	2	2	2	2	14
	Anticipated	1	2	2	2	4	2	2	2	17
Gao	Obtained	0	1	2	1	2	2	1	0	9

	Anticipated	2	2	2	2	4	2	2	2	18
Kidal	Obtained	1	2	2	2	2	1	2	1	13
	Anticipated	1	1	2	2	4	2	2	2	16
Total	Obtained	3	11	11	10	13	10	10	6	74
	Anticipated	7	11	10	10	20	10	10	10	88

Overall, 250 actors participated in these interviews (75 females and 175 males, including schooled, unschooled, and dropped out children) distributed in the following table:

Table 3: Number of Participants in Interviews and Focus Groups

N°	Regions	Teachers			Students			Unschooled children			Communities and NGOs			Grand Total		
		M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
1	Gao	0	0	0	6	0	6	0	0	0	15	8	23	21	8	29
2	Kidal	5	3	8	2	4	6	0	0	0	13	10	23	20	17	37
3	Mopti	2	0	2	4	0	4	1	0	1	41	15	56	48	15	63
4	Ségou	2	0	2	3	3	6	6	2	8	45	13	58	56	18	74
5	Tombouctou	1	1	2	2	2	4	4	3	7	23	11	34	30	17	47
Total		10	4	14	17	9	26	11	5	16	137	57	194	175	75	250

Data Collection and Analysis

The data were collected through face-to-face interviews with surveys. With participant agreement, the interviews were recorded electronically with a voice recorder. This audio interview could be listened to again in order to supplement the notes taken during the interview.

The survey faced enormous difficulties in the region of Gao, where one survey team's transport vehicle was attacked by armed bandits. The unstable security situation prevented interviewers from reaching certain survey areas.

The collection timeframe in Kidal coincided with clashes between Coordination des Mouvements de l'Azawad and Plateforme. The interviews with CAPs and AEs were held in Gao. Data collection was protracted in certain areas due to travel difficulties and insecurity.

For the assessment, detailed field notes were supplemented and integrated on Word. They were imported on RQDA¹¹ software for coding. This software made it possible to analyze the data and extract quotes. The technique of triangulation was used.

ANNEXES

Annex I: INTERVIEW GUIDE FOR THE ACADEMIE D'ENSEIGNEMENT DIRECTOR, THE CENTRE D'ANIMATION PEDAGOGIQUE DIRECTOR, AND THEIR COLLEAGUES

Rapid Education Risk Assessment (RERA)

Interview Date	List of participants (Names of respondents)	Position/Role	Sex (M/F)	Ethnic origin
Type of Discussion:	A:			
	B:			
	C:			
	D:			
	E:			
	F:			
	G:			
	H:			
	I:			
	J:			
	K:			
	L:			
Region		School Name:		
Cercle		Interviewer Name:		
Commune		Reporter Name:		
Village/Neighborhood				

¹¹ RQDA: R-Based Qualitative Data Analysis

I. INSTRUCTIONS TO INTERVIEWERS

You will need:

Staff:

0. 1 person to facilitate the group discussion
1. 1 person to take notes during the discussion

Group composition:

- 1 mixed group with 4 to 8 persons maximum, to include the DAE or the DCAP and their close colleagues.

Tools:

- Notepad and pen
- Voice recorder
- Cards inscribed with letters (A, B, C, D, E, F, G, etc.) to identify interview participants

Duration:

- Max. 1 hour for each group

INTRODUCTION

Introduce yourself and explain to the group that you are here to ask their opinions about the consequences of the crisis for their school and the community. There are no right or wrong answers. Everyone's opinion is important to you. Everyone may speak freely. You need their authorization to start the interview.

Date:

Time:

II. QUESTIONS

1. Major risks (Causes and dynamics)

- I.1. What are the major risks your region/CAP has had to face? What caused them and what are their dynamics (how did they develop)?
- I.2. Since the crisis, are these risks still an issue today?
- I.3. What caused these risks (armed conflict, floods, drought/fire, locust swarms, insecurity, etc.)? Among these causes, which ones particularly affect women, female teachers, and female students?
- I.4. In your opinion, what are some factors causing division and tension within the education system?

2. Community perceptions of risks (Conflict/Crisis).

- 2.1. In your opinion, what are different identity groups' perceptions of what caused the conflict? What are women's perceptions?

3. Impact of the crisis on education.

- 3.1. What impact has the crisis had on teachers, students (boys/girls), and the education system in general?
- 3.2. Have students (boys/girls) from your académie/CAP had to leave to attend school elsewhere? To which other académies d'enseignement /CAPs, generally? What about teachers?
- 3.3. Have you received students (boys/girls) displaced by the crisis from other districts? From which other académies d'enseignement /CAPs, generally?
- 3.4. Have students (boys/girls) from your académie/CAP been recruited as child soldiers? If so, what are they doing now? What about teachers?
- 3.5. Have your schools' support capabilities been reduced by the crisis (classrooms, teaching staff, teacher manuals), particularly for unschooled children and young adults?
- 3.6. Have teaching materials and textbooks from the schools in your académie suffered damage because of the crisis?
- 3.7. In which CAPs/schools have these damages been most significant?
- 3.8. Do teacher manuals and textbooks take into account the current crisis situation (ethnic minorities, disabled persons, etc.) and stereotypes of girls/boys?

4. Impact of the crisis on the community

- 4.1. In your opinion, what impact has the crisis had on the wider community?
- 4.2. What has its impact been on women and children (particularly girls)?
- 4.3. Has the crisis undermined social cohesion? If so, how?

- 4.4. Are there conflicting identity groups within your communities? Which ones?

5. Social cohesion

- 5.1. What are sources of social cohesion?
- 5.1.1. Within the education system?
- 5.1.2. Among students (boys/girls)?
- 5.1.3. Among unschooled/de-schooled children and young adults?
- 5.1.4. In the wider community?

6. Local response capacities (Resiliency)

- 6.1. How have communities and parents of students helped students (boys/girls) to get to school and pursue their studies?
- 6.2. What could help schools to be safe places for children (boys/girls) to learn?
- 6.3. Whom do students (boys/girls) contact in case of insecurity or crisis?
- 6.4. In case of temporary school closure, what do students (boys/girls) do to continue their studies?
- 6.5. What skills and abilities have most helped students (boys/girls) and teachers (men/women) to cope with violence and insecurity in school? (Violence between girls/boys, violence on the way to school and at school, violence between teachers and students (corporal punishment, hitting, sexual assault, sexual harassment, etc.)).

6.6. Does the AE/CAP have a response plan to prepare for potential cases of crisis/conflict?

7. Natural disaster (flooding, drought, locust swarm) response plan

7.1. In case of natural disaster, how would students and other actors in the education system respond in order to protect their places of learning? To continue their studies?

8. PERSPECTIVES, STRATEGIES

8.1. In your opinion, what strategies could guarantee children (boys/girls) access to universal quality education that does not contribute to vulnerability and conflict?

Interview end time:

Annex 2: INTERVIEW GUIDE FOR GS/APE/AME/CHILDREN'S ORGANIZATION MEMBERS

Rapid Education Risk Assessment (RERA)

Interview Date (day/month/year):	List of Participants (Names of respondents)	Position/Role	Sex (M/F)	Ethnic Origin
Type of discussion:	A:			
	B:			
	C:			
	D:			
	E:			
	F:			
	G:			
	H:			
	I:			
	J:			
	K:			
	L:			
Region		School Name:		
Cercle		Interviewer Name:		
Commune		Reporter Name:		
Village				

I. INSTRUCTIONS TO INTERVIEWERS

You will need:

Staff:

2. 1 person to facilitate the group discussion
3. 1 person to take notes during the discussion

Group composition:

- 1 mixed group with 6 to 12 persons maximum, to include equal numbers of women and men from CGS, APEs, AMEs and children's organizations.

Tools:

- Notepad and pen
- Voice recorder
- Cards inscribed with letters (A, B, C, D, E, F, G, etc.)

Duration: Max. 1 hour for each group

INTRODUCTION

Introduce yourself and explain to the group that you are here to ask their opinions about the consequences of the crisis for their school and the community. There are no right or wrong answers. Everyone's opinion is important to you. Everyone may speak freely. You need their authorization to start the interview.

Date:

Time:

II. QUESTIONS

I. Major risks (Causes and dynamics)

- 1.1. What are the major risks your village/community has had to face? (conflict/crisis, flooding, insecurity, etc.)
- 1.2. In your opinion, what are the causes and dynamics of these risks (conflict/crisis, flooding, insecurity, etc.)?
- 1.3. In your opinion, what caused the conflict?
- 1.4. (Have a strategy in place to pose this question individually to persons of different ethnicities.)
- 1.5. What are some sources of tension and division in your community and in the area of education?

2. Community perceptions of risks (conflict/crisis, etc.)

- 2.1. Do different ethnic groups have different perceptions about what caused the crisis? Men and women, youth and children (girls/boys)?
- 2.2. According to the ethnic groups, what factors contributed significantly to the crisis?
- 2.3. What are the risks faced by women/men? Girls/boys and teen girls/boys?
- 2.4. How do men perceive these risks? How do they cope with these risks?
- 2.5. How do women perceive these risks? How do they cope with these risks?
- 2.6. What risks do children (girls/boys) and teachers face
 - a) At school?
 - b) On the way to school?

3. Impact on education (School dropout, the child soldier phenomenon, etc.)

- 3.1. Are there children and youth who have dropped out of school? What are the reasons students (girls/boys) drop out?
- 3.2. How has the crisis affected learners? The education system?

- 3.3. Have your schools' support capabilities been reduced by the crisis (classrooms, teaching staff, teacher manuals)?
- 3.4. Are your community mobilization organizations (CGS, APE, AME, Children's organizations, etc.) operational?
- 3.5. What impact has the crisis had on teachers? Are the teachers on site?
- 3.6. Can students get to schools or learning spaces safely?
- 3.7. Have any students been recruited by armed groups?
- 3.8. What was the educational situation five (5) years ago?
- 3.9. What will the educational situation be over the next five (5) years, in your opinion?
- 3.10. How is school perceived by this community? Is it supportive of sending children to school?
What about schooling for girls?

4. Impact on the community (social cohesion, etc.)

- 4.1. How has the crisis affected this community? What has its impact been?
- 4.2. Do you think the crisis has affected men and women differently? Girls and boys?
- 4.3. What elements of social cohesion allow the community to live in harmony and to avoid conflicts?
- 4.4. What are the sources of social cohesion among students, unschooled children/children who have dropped out, and young adults?

5. Resiliency in the face of conflict/crisis (safety of students and learning spaces)

- 5.1. How have communities and parents of students helped students (boys/girls) to get to school and pursue their studies?
- 5.2. How have school mobilization organizations (CGS, APE, AME, children's organizations) helped students (boys/girls) to get to school and pursue their studies?
- 5.3. What can school mobilization organizations (CGS, APE, AME, children's organizations) do to make school a safe place for learning?
- 5.4. Whom can students contact in case of insecurity or crisis?
- 5.5. In case of temporary school closure, how could classes continue?
- 5.6. What skills and behaviors have most helped students (boys/girls) and teachers to cope with violence and insecurity in school? (violence between girls/boys, violence on the way to school and at school, violence between teachers and students (corporal punishment, hitting, sexual assault, sexual harassment, etc.)).

6. Natural disaster (flooding, drought, locust swarm) response plan

- 6.1. Does the CGS/APE/AME/children's organization or the community have a school contingency plan in case of disaster?
- 6.2. In case of natural disaster, what would the community response be in order to save/secure students and places of learning?
- 6.3. In case of natural disaster, what would the community do in order to continue classes or studies?

6.4. In case of natural disaster, how could students and other actors in the education system respond in order to protect their places of learning? To continue their studies?

7. Suggestions

7.1. What response strategies would you recommend for crisis situations or natural disasters?

Interview end time:

Annex 3: INTERVIEW GUIDE FOR CHILDREN (6-12 years)

Rapid Education Risk Assessment (RERA)

Interview Date (day/month/year):	List of participants (names of respondents)	Position/Role	Sex (M/F)	Ethnic Origin
Type of Discussion:	A:			
	B:			
	C:			
	D:			
	E:			
	F:			
	G:			
	H:			
	I:			
	J:			
	K:			
	L:			
Region		School Name:		
Cercle		Interviewer Name:		
Commune		Report Name:		
Village				

I. INSTRUCTIONS TO INTERVIEWERS

You will need:

Staff:

4. 1 person to facilitate the group discussion
5. 1 person to take notes during the discussion

Group composition:

- 1 mixed group of 8 to 10 children, to include a maximum of 2 schooled boys, 2 schooled girls, 2 children who have dropped out, 2 unschooled children, and 2 disabled children.

Tools:

- Notepad and pen

- Voice recorder
- Cards inscribed with letters (A, B, C, D, E, F, G, etc.)

Duration:

- Max. 1 hour for each group

INTRODUCTION

Introduce yourself and explain to the group that you are here to ask their opinions about the consequences of the crisis for their school and the community. There are no right or wrong answers. Everyone's opinion is important to you. Everyone may speak freely. You need their authorization to start the interview.

Date:

Time:

II. QUESTIONS

1. Major risks (Causes and dynamics)

- 1.1. Are you afraid to go to school? Why?
- 1.2. What are the major risks facing your community?
- 1.3. How do you cope with these risks?
- 1.4. How have these risks developed?
- 1.5. In your opinion, what caused the conflict?
- 1.6. What are some sources of division and tension within the community?
- 1.7. What are the barriers to education?

2. Community perceptions of risks (conflict/crisis, etc.)

- 2.1. What are the different ethnic groups' perceptions of what caused the conflict?
- 2.2. In your opinion, could this crisis have been avoided? If so, how?
- 2.3. What has been your experience of the conflict/crisis (girls' perception, boys' perception)?

3. Impact on education (School dropout, the child soldier phenomenon, etc.)

- 3.1. How has the conflict/crisis affected your ability to learn at school?
- 3.2. Do you feel that what you are learning at school will be useful to you (ex. Being safe and healthy, or getting a job)? Why or why not? What else would you like to learn?
- 3.3. Are there more girls or more boys who have dropped out of school because of the crisis?
- 3.4. Do you know any students who have dropped out in order to join armed groups?
- 3.5. Are there girls who have been recruited/..... By armed groups?
- 3.6. Has your school been closed because of the conflict? For how long?
- 3.7. Did the school closure affect school equipment and infrastructure?
- 3.8. Have you left your village because of the conflict? And your teachers?

4. Impact on the community

- 4.1. How has the conflict/crisis affected your community?
- 4.2. In your opinion, which people have been most affected (real-life cases)?
 - Children (girls or boys)?
 - Women?
 - Disabled persons?
 - The entire population?

5. Resiliency in the face of conflict/crisis (safety of students and places of learning)

- 5.1. How can parents and the community in general help children to get to school safely?
- 5.2. Whom do you talk to in cases of insecurity or crisis?
- 5.3. In case of temporary school closure, how can you continue your studies?
- 5.4. What factors promote social cohesion and understanding within your community?
- 5.5. Does your community have a security plan for crisis/conflict?
- 5.6. What skills or attitudes have most helped you, your teachers, and your school principals to better manage violence and insecurity at school (Ex. Violence between girls/boys, violence on the way to school and at school, violence between teachers and students, cases of corporal punishment, assault, rape, etc.).

6. Natural disaster (flooding, drought, locust swarm) response capacity

- 6.1. Does your school or community have a response plan for natural disasters such as for drought, flooding, or locust swarms?
- 6.2. If not, how can the school community respond to natural disasters to ensure a safe learning environment?
- 6.3. In your opinion, what must be done to give all children (boys/girls) access to quality education?

Interview end time:

Annex 4: INTERVIEW GUIDE FOR TEACHERS (MEN AND WOMEN)

Rapid Education Risk Assessment (RERA)

Interview date (day/month/year):	List of participants (Names of respondents)	Position/Role	Sex (M/F)	Ethnic origin
Type of Discussion:	A:			
	B:			
	C:			
	D:			
	E:			
	F:			
	G:			
	H:			
	I:			
	J:			
	K:			
	L:			
Region			School Name:	
Cercle			Interviewer Name:	
Commune			Reporter Name:	
Village				

I. INSTRUCTIONS TO INTERVIEWERS

You will need:*Staff:*

6. 1 person to facilitate the group discussion
7. 1 person to take notes during the discussion

Group composition:

7. 1 mixed group with 6 to 8 persons maximum, to include if possible 50% male teachers and 50% female teachers. *

Tools:

8. Notepad and pen
9. Voice recorder
10. Cards inscribed with letters (A, B, etc.)

Duration:

- Max. 1 hour for each group

INTRODUCTION

Introduce yourself and explain to the group that you are here to ask their opinions about the consequences of the crisis for their school and the community. There are no right or wrong answers. Everyone's opinion is important to you. Everyone may speak freely. You need their authorization to start the interview.

Date:**Time:****II. QUESTIONS****1. Major risks (Causes and dynamics)**

- 1.1. In your opinion, what risks are facing your school?
- 1.2. How do you respond to these risks?
- 1.3. In your opinion, what caused the conflict?
- 1.4. What major risks have arisen in the village? What caused them and how have they developed (armed conflict, flooding, drought/fire, locust swarms, insecurity, etc.)?
- 1.5. Which of these risks particularly affect women, female teachers, and girl students?
- 1.6. In your opinion, what are some sources of division and tension in school and in the village?
- 1.7. What are the risks to students (girls and boys) and teachers (men/women)?
(Which of these risks affect mainly: boy students, girl students, male teachers, female teachers?)
 - a). at school?
 - b). on the way to school?
 - c). in the community?
- 1.8. Has the crisis had an influence on the schooling of girls and boys? How so?
- 1.9. Has your school received displaced children? If so, from where?

2. Community perceptions of risks (conflicts/risks)

- 2.1. In your opinion, what are community perceptions about what caused the conflict? What are women's perceptions?
- 2.2. Do different ethnic groups have different perceptions about what caused the crisis?
- 2.3. Do communities have grievances against the administration in general and against the school administration in particular about the crisis?

3. Impact of the crisis on education

- 3.1. Has your school been closed because of the conflict? For how long?
- 3.2. Did the school closure affect school equipment and infrastructure?

- 3.3. Have you left your village because of the conflict? What about your teachers? Your children?
- 3.4. Is there any community resentment regarding the content of textbooks?
- 3.5. Has your school been affected by the crisis? How so?
- 3.6. What impact has the crisis had on teachers, students (boys/girls), and the education system in general?
- 3.7. Have students (boys/girls) left your school to go study elsewhere? What other schools (CAPs, AEs) have they gone to, generally? What about teachers?
- 3.8. Have you received students (boys/girls) displaced by the crisis from other schools? What other CAPs or AEs have they come from, generally?
- 3.9. Have any students (boys/girls) from your school been kidnapped by armed groups? If so, what has happened to them? What about teachers?
- 3.10. Have the support capabilities of your school been reduced due to the crisis (classrooms, teaching staff, teacher manuals)?
- 3.11. Have there been students who dropped out of school following the crisis? Why?
- 3.12. What is the extent of damage to your school (classrooms, furniture, textbooks, teaching materials, etc.)?
- 3.13. Do teacher manuals and school textbooks take into account the current crisis situations (ethnic minorities, disabled persons, etc.) and stereotypes of girls/boys?
- 3.14. Has the crisis created distrust between communities and teachers? Do the communities have good relations with teaching staff?

4. Impact of the crisis on the community

- 4.1. In your opinion, what impact has the crisis had on the wider community?
- 4.2. What impact has it had on women and children (particularly girls)?
- 4.3. Has the crisis undermined social cohesion? If so, in what ways?
- 4.4. Do you think that the crisis has affected men and women differently?
- 4.5. What elements of social cohesion allow the community to live in harmony and avoid conflicts?
- 4.6. Are there conflicting identity groups in your village? Which ones?

5. Social cohesion

- 5.1. How could school contribute to repairing the social fabric (culture of peace, tolerance, respect for differences, the value of living together)?
- 5.2. What activities strengthen social cohesion among students, unschooled children/children who have dropped out, and young adults?
- 5.3. What are sources of social cohesion?
 - 5.3.1. In your school?
 - 5.3.2. Between students (boys/girls)?
 - 5.3.3. Between unschooled children/children who have dropped out, and between young adults?
 - 5.3.4. In the wider community?

6. Local response capacities (Resiliency)

- 6.1. How have communities and parents of students helped students (boys/girls) to get to school and pursue their studies?
- 6.2. What could help your school to be a safe learning space for children (boys/girls)?

- 6.3. Whom do students (boys/girls) contact in case of insecurity or crisis?
- 6.4. In case of temporary school closure, how can students (boys/girls) continue their studies?
- 6.5. What skills and abilities have most helped students (boys/girls) and teachers to cope with violence and insecurity in school? (violence between girls/boys, violence on the way to school and at school, violence between teachers and students (corporal punishment, hitting, sexual assault, sexual harassment, forced labor, etc.)).
- 6.6. What measures have been taken to keep children (girls and boys) safe:
 - On the way to school?
 - In school?
- 6.7. What additional efforts are necessary to retain students at school, particularly girls?
- 6.8. What measures have been taken to keep teachers safe:
 - On the way to school?
 - In school?
- 6.9. Does the school have a security plan?

7. Natural disaster (flooding, drought, locust swarm) response plan

- 7.1. In case of natural disaster, how would the students and community respond in order to protect their places of learning? To continue their studies?
- 7.2. Have you had to implement local responses to cope with such risks? How have you proceeded?
- 7.3. As a teacher, have you made efforts to preserve your students' learning during the crisis?
 - 7.3.1. If so, what actions have you taken?
 - 7.3.2. If not, why not?
- 7.4. What associations/NGOs supported your school during the crisis?
- 7.5. What types of support did your school receive? When?
- 7.6. Does the school have a contingency plan in case of disaster?

8. Perspectives, Strategies

- 8.1. What measures could be taken to keep children (girls and boys) safe:
 - 8.1.1. On the way to school?
 - 8.1.2. In school?
- 8.2. What measures could be taken to keep teachers safe:
 - 8.2.1. On the way to school?
 - 8.2.2. In school?
- 8.3. In your opinion, what strategies would ensure children (boys/girls) access to a quality education that would not contribute to vulnerability and conflict?
- 8.4. What are your current educational expectations?

Interview end time:

Annex 5: INTERVIEW GUIDE FOR COMMUNITY LEADERS (VILLAGE CHIEFS AND COUNCILORS, LOCAL ELECTED OFFICIALS, RELIGIOUS LEADERS, AND CLOSE COLLEAGUES)

Rapid Education Risk Assessment (RERA)

Interview date (day/month/year):	List of participants (Names of respondents)	Position/Role	Sex (M/F)	Ethnic origin
Type of Discussion:	A:			
	B:			
	C:			
	D:			
	E:			
	F:			
	G:			
	H:			
	I:			
	J:			
	K:			
	L:			
Region		School Name:		
Cercle		Interviewer Name:		
Commune		Reporter Name:		
Village				

I. INSTRUCTIONS TO INTERVIEWERS

You will need:

Staff:

8. 1 person to facilitate the group discussion
9. 1 person to take notes during the discussion

Group composition:

11. 1 mixed group with 8 to 12 persons maximum, to include village chiefs, religious leaders, local elected officials, women's associations, village chief councilors, and youth associations. As much as possible, the groups must comprise as many women as men.

Tools:

12. Notepad and pen/computer
13. Voice recorder
14. Cards inscribed with letters (A, B, C, D, E, F, G, etc.)

Duration:

- Max. 1 hour for each group

INTRODUCTION

Introduce yourself and explain to the group that you are here to ask their opinions about the consequences of the crisis for their school and the community. There are no right or wrong answers. Everyone's opinion is important to you. Everyone may speak freely. You need their authorization to start the interview.

Date:

Time:

2. **QUESTIONS**

1. **Major risks (Causes and dynamics)**

- 1.1. In your opinion, what risks are facing your communities?
- 1.2. What are you doing to cope with these risks?
- 1.3. In your opinion, what has caused the conflict?
- 1.4. Do the risks facing your communities affect different social groups (men, women, girls, boys, disabled persons, etc.) to the same degree?
- 1.5. Has the crisis had an influence on schooling for girls and boys? How so?
- 1.6. What are the risks to students (girls/boys) and teachers (men/women)?
 - ✓ At school?
 - ✓ On the way to school?
 - ✓ In the community?
- 1.7. What are some sources of division and tension within the school system?
- 1.8. Has your school received displaced children? If so, from where?

2. **Community perceptions of risks (conflict/crisis, natural disaster, etc.)**

- 2.1. Do different ethnic groups have different perceptions of what caused the crisis?
- 2.2. Do communities have grievances against the administration in general and the school administration in particular about the crisis?

3. **Impact on education (school dropout, the child soldier phenomenon, etc.)**

- 3.1. How has the conflict/crisis affected children's ability to learn at school?
- 3.2. Do you know any students who have dropped out of school to join armed groups?
- 3.3. Has your school been closed because of the conflict? For how long?
- 3.4. Has your school's closure affected school equipment and infrastructure?
- 3.5. Have you left your village because of the conflict? Have your teachers? Your children?
- 3.6. Is there any community resentment regarding the content of textbooks?
- 3.7. Have your schools' support capabilities been reduced by the crisis (classrooms, teaching staff, teacher manuals), particularly for unschooled children and young adults?
- 3.8. What did the school community look like five years ago, and what will it look like five years from now?
- 3.9. In your opinion, why do girls drop out of school?
- 3.10. In your opinion, why do boys drop out of school?
- 3.11. Since the beginning of the crisis, have you known any teachers who have quit working?

4. **Impact on the community**

- 4.1. How has the conflict/crisis affected your community?
- 4.2. Has the crisis/conflict jeopardized the normal functioning of your activities as leaders?
- 4.3. In your opinion, which persons have been most affected?
 - ✓ Children (girls or boys)?
 - ✓ Women?

- ✓ *Disabled persons?*
 - ✓ *Ethnic groups? Which ones?*
 - ✓ *The entire population?*
- 4.4. Has your community received children displaced by the crisis/conflict?
 - 4.5. Do you think that the crisis has affected men and women differently?
 - 4.6. What elements of social cohesion help the community to live in harmony and avoid conflict?

5. Resiliency in the face of conflict/crisis (safety of students and places of learning)

- 5.1. How have parents and the community in general helped students get to school safely?
- 5.2. In your opinion, can school once again be a safe and supportive place for learning?
- 5.3. Whom do students (boys/girls) contact in case of insecurity or crisis?
- 5.4. In case of school closure, what alternatives allow students to continue their studies?
- 5.5. What skills and abilities have most helped students (boys/girls) and teachers to cope with violence and insecurity at school? (violence between girls/boys, violence on the way to school and at school, violence between teachers and students (corporal punishment, hitting, sexual assault, sexual harassment, etc.)).
- 5.6. Does the school have a security plan?

6. Natural disaster (flooding, drought, locust swarm) response capacity

- 6.1. Does your school or your community have a response plan for natural disasters such as drought, flooding, or locust swarms?
- 6.2. If not, how does the school community respond to natural disasters in order to ensure a safe learning environment for students?
- 6.3. Does the community have a contingency plan in case of disaster?

7. Perspectives, Strategies

- 7.1. In your opinion, what strategies would ensure children (boys/girls) access to quality universal education that would not contribute to vulnerability and conflict?
- 7.2. What are your priorities for security in schools?
- 7.3. What are your current educational expectations?

Interview end time:

Annex 6: INTERVIEW GUIDE FOR MEMBERS OF PARTNER NGOS

Rapid Education Risk Assessment (RERA)

Interview date (day/month/year):	List of participants (Names of respondents)	Position/Role	Sex (M/F)	Ethnic origin
Type of Discussion:	A:			
	B:			
	C:			
	D:			
	E:			
	F:			

	G:			
	H:			
	I:			
	J:			
	K:			
	L:			
Region		School Name:		
Cercle		Interviewer Name:		
Commune		Reporter Name:		
Village				

I. INSTRUCTIONS TO INTERVIEWERS

You will need:

Staff:

- 10. 1 person to facilitate the group discussion
- 11. 1 person to take notes during the discussion

Group composition:

- 15. 1 mixed group of 2 to 3 persons maximum, selected from among NGO staff working in the area of education.

Tools:

- 16. Notepad and pen
- 17. Voice recorder
- 18. Cards inscribed with letters (A, B, C, D, E, F, G, etc.)

Duration:

- Max. 1 hour for each group

INTRODUCTION

Introduce yourself and explain to the group that you are here to ask their opinions about the consequences of the crisis for their school and the community. There are no right or wrong answers. Everyone's opinion is important to you. Everyone may speak freely. You need their authorization to start the interview.

Date:

Time:

II. QUESTIONS

1. Major risks (Causes and dynamics)

- 1.1. What are the major risks (conflict/crisis, flooding, insecurity, etc.) your area of operations has had to face?
- 1.2. What caused these risks (conflict/crisis, flooding, insecurity, etc.), and how did they develop, in your opinion?
- 1.3. What are some sources of tension and division in your area of operations?

2. Community perceptions of risks (conflict/crisis, etc.)

- 2.1. In your opinion, what are identity groups' perceptions of what caused the conflict?

- 2.2. What are the risks facing women? Girls and young women?
- 2.3. How do men perceive these risks? How do they cope with them?
- 2.4. How do women perceive these risks? How do they cope with them?
- 2.5. What are the risks to students (girls/boys) and teachers

III. At school?

IV. On the way to school?

3. Impact on education (school dropout, the child soldier phenomenon, etc.)

- 3.1. How has the crisis affected students? The education system?
- 3.2. Do you think that the crisis has affected girls and boys differently at the school level?
- 3.3. How have teachers in your area of operations been affected by the state of emergency/the recent crisis (for ex. Have they been displaced, are they afraid to go to school)?
- 3.4. Has your area of operations had cases of students (girls/boys) displaced by the crisis?
- 3.5. Are any schools closed within your area of operations? Why?
- 3.6. Are any schools open but non-operational within your area of operations? Why?
- 3.7. Can students get to school or places of learning safely?
- 3.8. What was the educational situation five (5) years ago?
- 3.9. In your opinion, what will be the educational situation over the next five (5) years?

4. Impact on the community (social cohesion, etc.)

- 4.1. How has the crisis affected your area of operations? What impact has it had?
- 4.2. Do you think that the crisis has affected men and women differently?
- 4.3. What are sources of social cohesion among students, unschooled children/children who have dropped out, young adults, and within the education system?

5. Resiliency in the face of conflict/crisis (safety of students and places of learning)

- 5.1. How have communities and parents of students helped students (boys/girls) get to school and pursue their studies?
- 5.2. What can parents/NGOs do in order to make school a safe place for learning?
- 5.3. What skills and attitudes have most helped students, teachers, and school principals to manage violence and/or insecurity at school?

6. Natural disaster (flooding, drought, locust swarm) response plan

- 6.1. In case of natural disaster, how would NGOs respond, working in synergy, in order to save places of learning and/or resume classes or instruction?

7. Suggestions

- 7.1. What response strategies would you recommend for crisis situations or natural disasters?

Interview end time:

Annex 7: INTERVIEW GUIDE FOR FATHERS AND MOTHERS OF CHILDREN

Rapid Education Risk Assessment (RERA)

Interview date (day/month/year):	List of participants (Names of respondents)	Position/Role	Sex (M/F)	Ethnic origin
Type of Discussion:	A:			
	B:			
	C:			
	D:			
	E:			
	F:			
	G:			
	H:			
	I:			
	J:			
	K:			
	L:			
Region		School Name:		
Cercle		Interviewer Name:		
Commune		Reporter Name:		
Village				

I. INSTRUCTIONS TO INTERVIEWERS

You will need:

Staff:

12. 1 person to facilitate the group discussion
13. 1 person to take notes during the discussion

Group composition:

19. 1 group with 4 to 8 persons maximum, to include a maximum of 4 fathers of school children, 2 fathers of unschooled children, 2 fathers of children who have dropped out (or a corresponding distribution for mothers of children).

Tools:

20. Notepad and pen
21. Voice recorder
22. Cards inscribed with letters (A, B, C, D, E, F, G, etc.) to identify interview participants

Duration:

- Max. 1 hour for each group

INTRODUCTION

Introduce yourself and explain to the group that you are here to ask their opinions about the consequences of the crisis for their school and the community. There are no right or wrong answers. Everyone's opinion is important to you. Everyone may speak freely. You need their authorization to start the interview.

Date:

Time:

II. QUESTIONS

I. Major risks (Causes and dynamics)

- I.1. What are the major risks facing your community? What caused them, and how did they develop?
- I.2. How do you cope with these risks?
- I.3. In your opinion, what has caused the conflict?

- 1.4. Has your community been affected by the conflict/crisis?
- 1.5. Do the risks facing your community affect different social groups (men, women, girls, boys, disabled persons, etc.) to the same degree?
- 1.6. What are the risks to students (girls/boys) and teachers (men/women)
 - a) at school?
 - b) on the way to school?
 - c) in the community?
- 1.7. What are some sources of division and tension within the school community?
- 1.8. Has the crisis had an influence on schooling for girls and boys? How so?
- 1.9. Has your school received displaced children? If so, from where?

II. Community perceptions of risks (conflict/crisis, etc.)

- 2.1. Do different ethnic groups have different perceptions of what caused the crisis?
- 2.2. Do communities have grievances against the administration in general and the school administration in particular about the crisis?

III. Impact on education (school dropout, the child soldier phenomenon, etc.)

- 3.1. How has the crisis affected the education system?
- 3.2. How has the crisis affected students? Has it had the same impact on girls and boys?
- 3.3. Do you know any students who have dropped out of school to join armed groups?
- 3.4. Has your school been closed because of the conflict? For how long?
- 3.5. Did the school closure affect school equipment and infrastructure?
- 3.6. Have you left your village because of the conflict? What about your teachers? Your children?
- 3.7. Is there any community resentment regarding the content of textbooks?
- 3.8. What did the educational situation look like five years ago?
- 3.9. What will the educational situation look like five years from now?
- 3.10. Are there many children (boys and girls) who have dropped out of school since the conflict? If so, what are the reasons they have dropped out?
- 3.11. Are you in favor of sending your children to school? What about the girls?

IV. Impact on the community (social cohesion, etc.)

- 4.1. How has the conflict/crisis affected your community?
- 4.2. In your opinion, which people have been most affected?
 - ✓ *Children (girls or boys)?*
 - ✓ *Women?*
 - ✓ *Disabled persons?*
 - ✓ *Ethnic groups? Which ones?*
 - ✓ *The entire population?*
- 4.3. Has your community received children displaced by the crisis/conflict?
- 4.4. Do you think that the crisis has affected men and women differently?
- 4.5. What elements of social cohesion allow the community to live in harmony and avoid conflict?

5. Resiliency in the face of conflict/crisis (safety of students and places of learning)

- 5.1. How has the community in general helped children get to school safely?

- 5.2. How have you helped your children to get to school safely?
- 5.3. What would help to make school a place where young people can learn safely?
- 5.4. Whom do students (boys/girls) contact in case of insecurity or crisis?
- 5.5. If the school had to be closed temporarily, how could the students pursue their studies?
- 5.6. What skills and behaviors have most helped students, teachers, and school principals to manage violence and/or insecurity at school? (Violence between girls/boys, violence (on the way to school and at school) between teachers and students, cases of corporal punishment, assault, rape, etc.
- 5.7. Does the school have a security plan?

6. Natural disaster (flooding, drought, locust swarm) response plan

- 6.1. Does your school or community have a response plan for natural disasters, such as droughts, flooding, or locust swarms? If so, what else can be done?
- 6.2. If not, what can you do to respond to natural disasters in order to ensure a safe learning environment for students?

7. Perspectives, Strategies

- 7.1. In your opinion, what strategies could ensure children (boys/girls) access to universal quality education that would not contribute to vulnerability and conflict?
- 7.2. What are your priorities for school security?
- 7.3. What are your current educational expectations?

Interview end time:

Annex 8: SCHOOL QUESTIONNAIRE

0. General information

Interview Identification

1. Form Number (school identifier): _____
2. Interviewer Name(s)/Code: _____
3. Evaluation Date (day/month/year): ____/____/____
4. Start Time (hour/min) : ____/____

Evaluation Location

5. Region (region code): _____
6. Académie d'enseignement: _____
7. Cercle: _____
8. Centre d'animation pédagogique (CAP): _____
9. Commune: _____
10. Village: _____
11. Site GPS Coordinates: longitude : _____ latitude : _____

School Information

12. School Name: _____
13. Principal/Managing Director Name : _____
14. Telephone Number: _____ or _____
15. School Status (public, community): _____

Information Source

16. Name of the primary information source used: _____
17. Title/position/role of source in the school: _____
18. Telephone number of information source: _____ or _____

1. Access and Learning Environment

Subject	N°	Questions	Response Categories
Equality of Access			
Functionality	I.1.	Is the school currently operational?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.2.	If not, how long has the school not been operational?	_ _ months
	I.3.	Why is the school not operational? (multiple-choice question)	<input type="checkbox"/> 1. Teachers left due to the conflict (insecurity) <input type="checkbox"/> 2. Students no longer attend due to conflict (insecurity) <input type="checkbox"/> 3. School was destroyed by the conflict <input type="checkbox"/> 4. School is unusable because occupied by armed groups <input type="checkbox"/> 5. Other (specify) _____
	I.4.	How far away is the nearest operational school?	_ _ Km
Accessibility	I.5.	Is your school accessible by:	<div> <div><u>1. Yes</u></div> <div><u>2. No</u></div> </div>
		A. Vehicle?	<div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>
		B. Only by boat?	<div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>
		C. Only on foot?	<div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>
Enrollment	I.6.	What is the total number of students enrolled in your school?	<div> <div><u>A. Boys</u></div> <div><u>B. Girls</u></div> <div><u>C. Total</u></div> </div>
		(If the school is non-operational, how many children were enrolled in all classes at the school?)	<div> <div> _ </div> <div> _ </div> <div> _ </div> </div>
Attendance	I.7.	Since the start of the conflict/crisis, are there more, fewer, or the same number of students present?	<div> <div><u>1. More</u></div> <div><u>2. Same</u></div> <div><u>3. Fewer</u></div> </div>
		A. Boys	<div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>
		B. Girls	<div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>
		C. Total	<div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>
Displaced students	I.8.	If you responded "more," are there additional students in the school due to recent population displacement?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Capacity	I.9.	How does student attendance compare to the school's capacity? Are there too few students (below capacity), normal attendance (at capacity), or too many students (over capacity)?	<input type="checkbox"/> 1. Below capacity <input type="checkbox"/> 2. Normal <input type="checkbox"/> 3. Over capacity
	I.10.	Are any classrooms used in rotation/double sessions at the school?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No

Subject	N°	Questions	Response Categories
	I.11.	How many classrooms are used in rotation/double sessions?	__ classrooms
	I.12.	Are any classrooms used to hold two classes/ grades at the school?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.13.	How many classrooms are used to hold two classes/ grades at the school?	__ classrooms
	I.14.	Why are classrooms used in rotation/double sessions or to hold two classes/grades at the school? (multiple-choice question)	<div> <div>I. Yes</div> <div>2. No</div> </div>
		A. Insufficient number of classrooms	<input type="checkbox"/>
		B. Some classrooms are destroyed	<input type="checkbox"/>
		C. Shortage of teaching staff	<input type="checkbox"/>
		D. Equipment is destroyed/damaged (school benches, blackboards, etc.)	<input type="checkbox"/>
		E. Other (specify) _____	<input type="checkbox"/>
Inclusion of vulnerable children	I.15	Do children from vulnerable or at-risk groups attend this school?	<div> <div>I. Yes</div> <div>2. No</div> </div>
		A. Disabled children	<input type="checkbox"/>
		B. Orphans	<input type="checkbox"/>
		C. Children with no parent or guardian	<input type="checkbox"/>
		D. Older children	<input type="checkbox"/>
		E. Pregnant students or young mothers	<input type="checkbox"/>
		F. Ethnic or religious minority groups	<input type="checkbox"/>
		G. Displaced students	<input type="checkbox"/>
		H. Former combatants	<input type="checkbox"/>
		I. Other (specify) _____	<input type="checkbox"/>
		J. Do children wear school uniforms?	<input type="checkbox"/>
Measures to help vulnerable groups/students	I.16	Does your school take any measures to help vulnerable students to access, participate, and/or stay in school?	<div> <div>I. Yes</div> <div>2. No</div> </div>
		A. Oversee protection of children	<input type="checkbox"/>
		B. School lunches	<input type="checkbox"/>
		C. Provide sanitary products for girls	<input type="checkbox"/>
		D. Provide uniforms or clothing	<input type="checkbox"/>
		E. Scholarships or waived school fees	<input type="checkbox"/>
		F. Flexible schedules	<input type="checkbox"/>
		G. Separate classes for older students	<input type="checkbox"/>
		H. Follow-up on school dropout	<input type="checkbox"/>
		I. Remedial or accelerated courses	<input type="checkbox"/>
		J. Daycare services or early childhood development services	<input type="checkbox"/>
		K. Other? (specify) _____	<input type="checkbox"/>
Protection and well-being			
Distance	I.17.	What is the maximum distance students must travel to come to school?	__ __ km

Subject	N°	Questions	Response Categories
	I.18.	Since the crisis/emergency, are there any children who must now travel from places further away from the school?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Site security	I.19.	Does the school have a security plan?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.20.	Have the school grounds been swept clean of all pieces of glasses or sharp objects? (Observe the school site for objects of this kind.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.21.	The school grounds are fenced. (Observe the school grounds to verify.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Infrastructure			
Classroom capacity	I.22.	How many classrooms does the school have?	<input type="checkbox"/> __ __ Number of classrooms
	I.23.	Are all classrooms equipped with access ramps for those with motor disabilities?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.24.	<p>If the school is operational, how many students on average are currently in each classroom for the:</p> <p>A. First year?</p> <p>B. Second year?</p> <p>C. Third year?</p> <p>D. Fourth year?</p> <p>E. Fifth year?</p> <p>F. Sixth year?</p> <p>(Ask the respondent)</p> <p>Is the number of students per classroom below capacity, at capacity, or above capacity?</p>	<p> __ # of students per class</p> <p> __ # of students per class</p> <p> __ # of students per class</p> <p> __ # of students per class</p> <p> __ # of students per class</p> <p> __ # of students per class</p> <p> __ # of students per class</p>
Other infrastructure	I.25.	Is there a main office at the school?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.26.	<p>Is there a library at the school?</p> <p>Is there a green space?</p>	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
State of the school	I.27.	How many classrooms were damaged/destroyed during the recent conflict? (Observe the state of classrooms.)	<p> __ </p> <p># of classrooms damaged/destroyed</p>
Types of facilities	I.28.	If the school is operational, are some classes operating in temporary structures (for ex. Tents, makeshift buildings, under trees)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.29.	If so, how many?	<p> __ # of classes in temporary</p>

Subject	N°	Questions	Response Categories																																																												
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	1.30.	In what state are the school classrooms, office, and library (<i>indicate the number</i>)?	<table border="1"> <thead> <tr> <th></th><th>Good</th><th>Fair</th><th>Poor</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 (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	Poor	Total	Hard					Semi-hard					Banco					Other (specify)					Total																																		
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	1.31.	In what state are the walls, roofs, doors, windows, and paint of the school classrooms, office, and library (<i>indicate the number</i>)?	<table border="1"> <thead> <tr> <th></th><th>Good</th><th>Fair</th><th>Poor</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	Poor	TOTAL	Walls					Roofs					Doors					Windows					Paint					TOTAL																													
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Furniture	1.32.	What state is the school furniture in (<i>Indicate the number</i>)?	<table border="1"> <thead> <tr> <th></th><th>Good</th><th>Faire</th><th>Poor</th><th>TOTAL</th></tr> </thead> <tbody> <tr> <td>School bench</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Wall blackboard</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Easel board</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> <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 (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	Faire	Poor	TOTAL	School bench					Wall blackboard					Easel board					Teacher's chair/stool					Teacher's desk					Cabinet					Principal's chair					Principal's desk					Bookshelf					Other (specify)					TOTAL				
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Subject	N°	Questions	Response Categories																									
Water	I.33.	Does the school have access to a potable water source, either inside the school or within close proximity (less than 100 m)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																									
	I.34.	How much time does it take to go to the water source, get water, and return to the school?	<input type="checkbox"/> 1. Less than 10 minutes <input type="checkbox"/> 2. 10 to 30 minutes <input type="checkbox"/> 3. More than 30 minutes																									
Electricity	I.35.	Does your school have electricity? Are the classrooms ventilated? Are power outages common?	<input type="checkbox"/> Yes-----No <input type="checkbox"/> Yes-----No <input type="checkbox"/> Yes-----No																									
Latrines/ toilets	I.36.	How many functioning latrines or toilets are there at the school? <i>(Functioning means that the latrines are used and function safely.)</i>	_ # of functioning latrines <i>(If the response is zero, skip the other questions about the latrines/ toilets)</i>																									
	I.37.	Are there geographically separate latrines? A. Girl and boy students? B. Teachers and students? C. Male and female teachers? <i>(Observe: Ask to see the latrines for the different groups.)</i>	<table border="1"> <thead> <tr> <th></th><th>I. Yes</th><th>2. No</th></tr> </thead> <tbody> <tr> <td>A. Girl and boy students?</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td>B. Teachers and students?</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td>C. Male and female teachers?</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </tbody> </table>		I. Yes	2. No	A. Girl and boy students?	<input type="checkbox"/>	<input type="checkbox"/>	B. Teachers and students?	<input type="checkbox"/>	<input type="checkbox"/>	C. Male and female teachers?	<input type="checkbox"/>	<input type="checkbox"/>													
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C. Male and female teachers?	<input type="checkbox"/>	<input type="checkbox"/>																										
	I.38.	Are some latrines accessible for disabled persons? <i>(Observe: Latrines should have large doorways for people using crutches or wheelchairs to enter; they should not have steps or steep slopes at the entrance; they should not have rubble or irregular surfaces.)</i>	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No																									
	I.39.	In what state are the school latrines <i>(Indicate the number)?</i>	<table border="1"> <thead> <tr> <th></th><th>Good</th><th>Faire</th><th>Poor</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>Handicapped-specific latrines</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Teachers' latrines</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		Good	Faire	Poor	TOTAL	Boys' latrines					Girls' latrines					Handicapped-specific latrines					Teachers' latrines				
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Subject	N°	Questions	Response Categories
		Latrines	
		TOTAL	
Hygiene and sanitation	I.40.	Are there handwashing kits in or next to the latrines? (Observe. Ask to see the supplies.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.41.	Is there human excrement in the school yard? (Observe the obvious places where people might go to defecate. Do not count excrement that has clearly been deposited many days ago. Only excrement deposited recently indicates a current toilet access problem.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.42.	Is there animal excrement in the school yard?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
First aid care	I.43.	Does the school have a nursing station? How many minutes does it take to walk to the nearest health facility?	_____ minutes
	I.44.	Does the school/learning space have basic first aid supplies? (Observe: There should be a serviceable first aid kit with clean bandages, dressings, and gauze.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.45.	Are there teachers trained in using the first aid kit?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Nutrition	I.46.	Is there a school lunch program?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Psychosocial support	I.47.	Does the school have a school counselor or someone designated to provide support or counsel to students?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.48.	Are students referred to health or psychosocial support services if they need care or treatment?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	I.49.	Are students who are victims of sexual abuse directed to specialized services for care and treatment?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Comments or other information related to access and learning environment:			

2. Teaching and Learning

Subject	N°	Questions	Response Categories
Academic Program			

Loss of school materials	2.1.	Were any teaching and learning materials (manuals, teaching materials, textbooks) damaged or lost as a result of the recent conflict/crisis? If so, what proportion?	<input type="checkbox"/> 1. None/Few (0–25%) <input type="checkbox"/> 2. Some (26–50%) <input type="checkbox"/> 3. Many (51–75%) <input type="checkbox"/> 4. Most/All (76–100%)		
Teaching materials	2.2.	How many of the school's teachers have a full set of teaching manuals and materials?	<input type="checkbox"/> 1. None/Few (0–25%) <input type="checkbox"/> 2. Some (26–50%) <input type="checkbox"/> 3. Many (51–75%) <input type="checkbox"/> 4. Most/ All (76–100%)		
	2.3.	Do the school's teachers use teaching aids?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No		
Learning materials	2.4.	How many reading and mathematics textbooks does each student in the school have?	I__I # of reading textbooks per student I__I # of mathematics textbooks per student		
	2.5.	Did each child have a pen or pencil to write with last school year?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No		
Teaching					
Interruption in learning	2.6.	Did the school discontinue its activities (i.e. close) for any period of time due to the recent state of emergency/crisis? If so, for how long?	I__I # of days		
School hours	2.7.	How many hours per day do students spend at school (current schedule of school operations)?	I__I # of hours		
	2.8.	Of this time, how much is actually spent on teaching and learning (as opposed to administrative tasks, passage from one activity to the next, and waiting)? Please give an estimate.	<input type="checkbox"/> 1. None/Little (0–25%) <input type="checkbox"/> 2. Some (26–50%) <input type="checkbox"/> 3. Much (51–75%) <input type="checkbox"/> 4. Most/ All (76–100%)		
Comments and other information related to teaching and learning issues:					

3. Teachers and other educational staff

Subject	N°	Questions	Response categories		
Teaching staff					
Number of teachers	3.1.	How many teachers worked in the school prior to the state of emergency?	A. Men I__I #	B. Women I__I #	C. Total I__I #

Subject	N°	Questions	Response categories		
	3.2.	How many teachers were affected by the state of emergency and cannot work anymore?	A. Men _ #	B. Women _ #	C. Total _ #
	3.3.	How many teachers currently work at the school (Men, women, total)?	A. Men _ #	B. Women _ #	C. Total _ #
	3.4.	How many teachers are needed for the school?	_ # of teachers		
Teacher absenteeism	3.5.	Since the state of emergency/crisis, are teachers absent more than, less than, or as often as before?	A. Men <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/> More	B. Women <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/> More	C.Total <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/> More
	3.6.	What happens to the classes when teachers are absent? (Check all that apply.)	<input type="checkbox"/> 1. Use substitutes <input type="checkbox"/> 2. Combine classes <input type="checkbox"/> 3. Let students work without supervision <input type="checkbox"/> 4. Send students home <input type="checkbox"/> 5. Other (specify) _____		
Teacher qualifications	3.7.	How many teachers are graduates of the IFM?	A. Men _ #	B. Women _ #	C. Total _ #
	3.8.	Of “teacher non-graduates of the IFM,” how many have completed ten days or more of teacher training?	A. Men _ Nb.	B. Women _ Nb.	C. Total _ Nb.
	3.9.	How many teachers working in the school are officially registered with the government/education authorities/territorial collectivities?	A. Men _ #	B. Women _ #	C. Total _ #
Support and training					
Psychosocial support	3.10.	Are there psychosocial support or mental health services available for students (to help them cope with issues such as fear and trauma)? Are there psychosocial support or mental health services available for teachers (to help them cope with issues such as depression and stress)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No		
Continuing	3.11.	Have teachers in this school received	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No		

Subject	N°	Questions	Response categories
education and workplace support		continuing education over the past six months? Have teachers in this school received any type of support to continue working?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	3.12.	Over the past six months, has this school received a visit from an educational advisor or other education official?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	3.13.	Is there a teacher self-training mechanism within the school?	<input type="checkbox"/> Teacher learning community (CA) <input type="checkbox"/> Other, please specify _____
School management	3.14.	Does the school hold regular staff meetings? (Read minutes to verify that meetings take place.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	3.15.	Does the school conduct regular staff performance reviews? (Note: These usually occur once per year. Look at school archives to verify that reviews took place.)	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Comments or other information related to teachers and other education staff:			

4. Education policy and coordination

Subject	N°	Questions	Response categories
Coordination			
Government capacities	4.1.	Have local education officials been able to reach out and support the school since the beginning of the crisis/state of emergency?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	4.2.	Has the school received a visit from a town hall representative since the crisis began?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
Needs assessment	4.3.	Have any NGOs come here to discuss the state of education or the needs of this school? If so, which NGOs?	<input type="checkbox"/> 1. Yes (specify) _____ <input type="checkbox"/> 2. No

Subject	N°	Questions	Response categories	
Assistance provided	4.4.	Have students from this school received any of the following assistance? If so, from whom?	<u>1. Yes</u>	<u>2. No</u>
		A. Educational materials (textbooks, for example)	<input type="checkbox"/>	<input type="checkbox"/>
		B. School tents	<input type="checkbox"/>	<input type="checkbox"/>
		C. Teacher training	<input type="checkbox"/>	<input type="checkbox"/>
		D. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
Comments or other information related to education policy and coordination:				

5. Community Participation

Subject	N°	Questions	Response categories	
Participation				
Community	5.1.	Has the school received support/assistance from the community?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	
	5.2.	What type of support/assistance?		
Existence of operational CGS	5.3.	Does the school have a Comité de Gestion Scolaire (CGS, School Management Committee)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	
	5.4.	If so, when was the last CGS meeting?	____/____/____ (day/month/year)	
CGS Members	5.5.	Which of the following groups are represented in the CGS?	<u>1. Yes</u>	<u>2. No</u>
		A. Teachers	<input type="checkbox"/>	<input type="checkbox"/>
		B. Principal	<input type="checkbox"/>	<input type="checkbox"/>
		C. Other school staff	<input type="checkbox"/>	<input type="checkbox"/>
		D. Community authorities	<input type="checkbox"/>	<input type="checkbox"/>
		E. Parent representatives	<input type="checkbox"/>	<input type="checkbox"/>
		F. Women	<input type="checkbox"/>	<input type="checkbox"/>
		G. Students	<input type="checkbox"/>	<input type="checkbox"/>
		H. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
Role of students' parents in the CGS	5.6.	What role do representatives of students' parents have in CGS decision-making? (Only check one.)	<input type="checkbox"/> 1. They are merely informed of decisions made <input type="checkbox"/> 2. They express needs/difficulties <input type="checkbox"/> 3. They participate in decision-making	

Subject	N°	Questions	Response categories
		<p>How many women are members of your CGS?</p> <p><i>(find the number of women out of the total number of members)</i></p>	<p>Number of Women:</p> <p>Number of Men:</p>
Existence of operational APE	5.7.	Does the school have a Parent-Teacher Association (APE)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	5.8.	<p>If so, when was the last meeting of the APE?</p> <p>How many women are members of your APE?</p> <p><i>(find the number of women out of the total number of members)</i></p>	<p>___/___/___</p> <p>(day/month/year)</p> <p>Number of Women:</p> <p>Number of Men:</p>
Existence of operational AME	5.9.	Does the school have a Student-Mothers Group (AME)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	5.10.	If so, when was the last meeting of the AME?	<p>___/___/___</p> <p>(day/month/year)</p>
Existence of operational children's organizations	5.11.	Does the school have a children's organization? If so, when was the last meeting?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <p>Number of Girls:</p>
	5.12.	How many girls are members of your children's organization?	<p>Number of Boys:</p>
Comments or other information related to community participation:			
General or additional information or comments related to this school survey:			