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# **Post-war Basic Education in The Central African Republic**



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SIRIRI



From December 2012 till about February 2015, the Central African Republic has suffered from a dramatic civil war that has wrecked its economic, social, political and educational infrastructures

Many schools have been destroyed.

After the war, basic Education urgently need some top priority solutions !






About 90 % of the inhabitants of villages are illiterate and now hundreds of thousands of children don't have a school to attend.

Before the war, schoolchildren used to be taught in French though they only speak Sängö in their daily life.

Yet, the broken post-war situation gives a tremendous opportunity to think differently, and start to implement modern pedagogical methods.





At the initiative of a Czech NGO named SIRIRI (peace in Sängö) a group of

- Czech Experts in pedagogy,
- Carme missionaries who run a primary school in Bozoum city,

- and some Central African schoolmasters set the ***Learning Through Play Project*** up.

They apply the educational theory of the Czech pedagogue Comenius (1592-1670), considered as the father of the modern pedagogy.


They implement some of the longtime advocated following principles:



# 1. Teaching children in their native language.

This principle which has been always advocated and supported by UNESCO, has never been as seriously considered in the Central African Education policy as it is now in the SIRIRI's *Learning through Play Project*.

They use Sängö as a language of instruction in school, because it is the native language of the children and the most commonly spoken language in the country.



## 2. Teaching children through play



We all know that children love playing and that this is essential to their emotional, intellectual, social and physical growth.

What they learn through play, they can build on it some new knowledge to move ahead.

In the *Learning through Play* program, the children are trained to visualize what they are doing through images, samples, and objects they can touch and see.



## 2. Teaching children through play



They are encouraged to talk about their experiences and how to behave in real situations.

They have to learn to cooperate by working in small groups of two or three of them.

They must learn to think by themselves and exchange upon their thoughts to improve their way of reasoning.

They have to learn self-evaluation so that they could see where are their mistakes and how to correct them.



### 3. Starting with local means and possibilities



In our specific post-war situation, the level of insecurity is still high and poverty has been worsen by the war. In all the schools, there is no books. So, by drawing pictures of lessons directly on the walls of the schools, all the children can have an immediate access to the lessons.

This is the first step to find an urgent solution to the lack of books. Then, with the support of some donors, SIRIRI produced some basic pedagogical tools such as alphabet sets, syllabaries, booklets, and readers in Sängö and in French.





## 4. Improving teachers' capacity



In September 2015, a pilot workshop was organized at Bozoum with 2 trainers for 25 schoolmasters working in the same school attended by 800 children.

The first three classrooms (150 schoolchildren) have received 80 copies of the first edition of the primary reader *ABC en Sango* (ABC in Sango).



## 4. Improving teachers' capacity



In September 2016, the second edition of the workshop called 10 trainers and 130 schoolmasters coming from 21 schools.

At the end of the workshop, the schoolmasters received some pedagogical tools, namely 130 *Alphabets vivants* (living alphabets), 150 sets of letters, and 5000 copies of the syllabary *ABC en Sango*.

As a result, 12,890 children were concerned by the program in 2016 and are receiving now a better education.



## 4. Improving teachers' capacity



The next workshop will be held in August 2017, in Bozoum city.

Twelve of the best teachers who have already attended the two former workshops and recorded the best results in their classrooms are prepared to train 150 new coming colleagues in the project.



## 5. Using ITC whenever possible



In our situation, the best and cheapest way to provide all the teachers with the same standard Sängö dictionary is to give them access to the Sängö-French dictionary on FREELANG's website.

It can be consulted online (at the following URL

<http://www.freelang.com/enligne/sango.php?lg=fr> )  
or freely downloaded (from the following URL) in  
order to be used offline.

<http://www.freelang.com/dictionnaire/sango.php>



# 5. Using ITC whenever possible



Traduction Sängö-François

www.freelang.com/enligne/sango.php?lg=fr

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âges, tous  
niveaux.

**FREELANG - Dictionnaire en ligne Sängö-Français-Sängö**

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Dernière mise à jour : 22/01/2017 - 5497 entrées

 SÄNGÖ => FRANÇAIS :

 FRANÇAIS => SÄNGÖ :

☒ Mot entier

Recherche de : manda (3 résultats)

manda {palî}	apprendre {vt}
manda kua {penze palî}	apprendre un métier {xv}, faire un stage {xv}
manda mbëtî {penze palî}	étudier {vt}

*Au hasard du dictionnaire : **tambûla {pandôo}** signifie **marche {nf}**, **déplacement {nm}**.*

Katja Keller

16.55  
03/05/2017

# 5. Using ITC whenever possible



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16.30 03/05/2017

## 6. Writing and translating texts in Sängö



SIRIRI is now gathering some texts written in Sängö and French, in order to edit readers and short story books in Sängö for the schoolchildren.

To perform translation works, we use the professional environment of *Wordfast Anywhere* (online version) at

<https://www.freetm.com/anywhere.html>

and *LibreOffice* set, and the *Freelang* Sängö-French dictionary, of course!

All of them are valuable freeware alternatives to commercial similar tools.



# Evaluation



An evaluation carried out in March 2017 has shown that

1) The best results are recorded in the first year classrooms (CI) where Sängö is the unique language of instruction, teachers give priority to the use of uppercase bloc letters and are well trained in the new teaching methods.

2) The weakest results appear in the first year classrooms (CI) where the teachers mix French and Sängö up, use altogether uppercase, lowercase, bloc and cursive letters.





# Evaluation



3) The most significant hindrances are the persistent insecurity, the overcrowded classrooms with an average of 60 children per class, the lack of qualified teachers.

Despite of that, the *Learning Through Play Project* has the potential to make sure that the children will get good results.

Even in the worst conditions of bush schools which have no or very poor equipment, a motivated well-trained teacher who teaches only in Sängö can have very good results.



# To share more...



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Let us watch a 1 mn video on this experience.

[Watch the video](#)





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THANK YOU FOR YOUR KIND ATTENTION

