Research article

EDUCATION SYSTEM IN THE CENTRAL AFRICAN REPUBLIC: OVERCOMING THE LEGACY OF COLONIALISM AND THE AFTERMATH OF PROLONGED CONFLICTS

© 2025 T.N. Kirikova

KIRIKOVA Tatiana Nikolaevna, PhD Candidate, Institute for African Studies, Russian Academy of Sciences, Moscow, Russian Federation. ORCID: 0009-0002-5853-1229. E-mail: kirikova.tn7@gmail.com

Abstract. Access to education constitutes a critically important socio-economic issue for developing countries, particularly those that have suffered from protracted armed conflicts and political instability. Conflicts have severely deteriorated the educational infrastructure, resulting in the closure of numerous schools. Political instability has further exacerbated the situation by diverting resources away from the education sector and undermining efforts to develop and implement effective educational policies. The absence of a safe environment has hindered children's learning and development, thereby reducing prospects for socio-economic progress. These problems are clearly manifested in the case of the Central African Republic (CAR), which for decades has been enduring prolonged crises, armed conflicts, political instability, economic stagnation, and social fragmentation. The education system there continues to face serious challenges. A shortage of qualified personnel, insufficient funding, and other socio-economic barriers significantly limit access to education for residents of remote regions, indigenous peoples, nomadic tribes, refugees, and internally displaced persons. In addition to domestic issues, the education system is significantly influenced by international and foreign actors, including non-profit organizations (NPOs) and non-governmental organizations (NGOs). Their projects, on the one hand, continue to provide temporary solutions; on the other hand, they contribute to the country's dependency on external assistance and to the formulation of public policies that do not always align with national interests. This article examines the historical context of the development of the education system in the Central African Republic, its current condition, the impact of armed conflicts, governmental efforts and the national education strategy, as well as the influence of foreign actors on educational policy.

Keywords: education system, Central African Republic, sovereignty, education sector reforms, analysis of educational materials, education of indigenous and nomadic peoples

DOI: 10.31132/2412-5717-2025-71-2-22-41

Conflict of interest: The author declared that there is no conflict of interest.

For citation: Kirikova T.N. (2025). Education System in the Central African Republic: Overcoming the Legacy of Colonialism and the Aftermath of Prolonged Conflicts. *Journal of the Institute for African Studies.* Vol. 11. №. 2. Pp. 22–41. https://doi.org/10.31132/2412-5717-2025-71-2-22-41

INTRODUCTION

Research in development economics confirms that basic and vocational education play a pivotal role in stimulating economic growth in developing countries, combining direct economic benefits with social transformations [Becker, Chiswick 1966]. Empirical evidence provided by studies conducted by the World Bank [Psacharopoulos, Patrinos 2018] and the Organization for Economic Cooperation and Development (OECD) [1] studies demonstrates that investments in primary and secondary education yield the highest social returns: the development of foundational skills (literacy, numeracy, critical thinking) directly correlates with growth in labor productivity and GDP [Hanushek, Woessmann 2008].

However, armed conflicts and terrorist attacks, which result not only in the destruction of schools and infrastructure but also in profound psychological trauma among students, severely undermine educational opportunities. Children are abducted, subjected to violence and recruitment, and deprived of prospects for a normative childhood and education. This systemic deprivation jeopardizes the future well-being of multiple generations, relegating them to vulnerable population groups[2]. Consequently, many youths, due to the inaccessibility of education, are unable to pursue peaceful livelihoods and professional trajectories, thereby constituting "lost generations".

The median age of Central Africans stands at 17.8 years, while life expectancy is 50 years (48.8 years for males, 51.4 years for females) [3]. Consequently, multiple generations have been born since the country gained independence in 1960. It is noteworthy that dependency ratios[4] remain exceptionally high: the total dependency ratio reaches 80.9% [5], with the child dependency ratio at 74.2% [6]. These values directly determine fiscal pressures on social policy expenditures. Higher ratios necessitate increased allocations for educational infrastructure, social protection, healthcare, and related sectors—allocations that consistently fall substantially below actual needs.

The challenges of establishing and developing basic education systems in African nations, alongside associated constraints, are analyzed in studies by Russian scholars examining both continent-wide trends [Borisenkov 1987; Gribanova 2020] and regional specificities. The education system of the Central African Republic has been examined through interdisciplinary lenses: from youth policy analysis [Murafa, Nguetobaye 2024] and comparative studies on educational accessibility in Central African states [Fedotova, Melemokosso 2024] to comprehensive research on educational reforms targeting improved accessibility and quality [Zavialova, Dormidontova 2023a, 2023b, 2023c].

[1] For instance, *Programme for International Student Assessment* (*PISA*) evaluates 15-year-old students' competencies in mathematics, reading, and science. This benchmarking tool enables cross-national comparisons of educational quality across 80 participating countries. Source: Programme for International Student Assessment. *OECD*. https://www.oecd.org/en/about/programmes/pisa.html (accessed: 15.03.2025).

[2] Report of the Secretary-General on children and armed conflict in the Central African Republic. *UN*. 12.02.2016. https://docs.un.org/en/S/2016/133 (accessed: 15.03.2025)

[3] Central African Republic Population. *Countrymeters*. https://countrymeters.info/ru/Central_African_Republic (accessed: 15.03.2025)

[4] The proportion of the economically dependent population (youth/elderly) to the productive working-age population.

[5] Ibid.

[6] Ibid.

Furthermore, innovative methodologies such as art pedagogy are being explored within initiatives promoting Russian language acquisition in CAR [Rudneva 2023], demonstrating the integration of traditional and contemporary educational approaches in postcolonial societies.

Research by Central African scholars and experts operating within the Central African Republic constitutes a valuable contribution to understanding localized educational challenges and development prospects. Illustrative examples include studies examining: the impact of socio-political crises on primary education system functionality [Gounebana 2006]; determinants of student dropout rates [Namouiysse 2007]; the evolving roles of the state and church as strategic partners addressing critical educational needs [Banga 2017]; and methodological approaches to history instruction in CAR schools [Sokola 2023].

The present study aims to: (1) analyze the educational system of the Central African Republic; (2) identify key operational impediments; (3) examine the impact of political instability and economic determinants; and (4) evaluate the efficacy of international humanitarian programs and governmental initiatives in sectoral reform. Furthermore, it scrutinizes strategic development vectors, including: adaptation of pedagogical frameworks to diverse ethnic constituencies; reduction of donor dependency; and consolidation of national policy oversight. Particular emphasis is placed on investigating CAR's educational historiography, service accessibility and quality metrics, alongside socioeconomic and political determinants influencing systemic development.

The research methodology employs an interdisciplinary approach encompassing the analysis of international best practices and efficacy assessment of implemented educational programs. Content analysis was applied to documentation from international organizations (UNICEF, the World Bank, UNESCO, among others) and scholarly publications. Furthermore, field research was conducted between January and June 2025, incorporating interviews and systematic examination of contemporary instructional materials for primary, lower-secondary, and upper-secondary education in the Central African Republic. This integrated methodology enables comprehensive problem diagnosis and facilitates the development of sustainable solutions to advance CAR's educational system while progressively reducing the influence of external actors.

INITIAL POST-INDEPENDENCE REFORMS

The attainment of political independence in 1960 created conducive conditions for democratizing and reforming CAR's education systems. In 1961, Addis Ababa hosted the inaugural Conference of African States on the Development of Education in Africa. The conference declared commitments to overcome the legacy of colonial underdevelopment [Borisenkov 1987: 90] and established continental targets to be achieved by 1981: implementation of universal, compulsory, and tuition-free six-year primary education; expansion of secondary education enrollment to 20%; increase of tertiary enrollment to 2%; and significant reduction of adult illiteracy rates [Gribanova 2020: 72].

During the 1960s, the authorities of the Central African Republic prioritized the expansion of the national education system. President David Dacko (1960–1966), a former school principal, initiated nationalization of missionary schools. This policy was

principally driven by the government's objective to reinforce sovereignty through reforming the educational framework intrinsically linked to the colonial legacy. Concurrent aims included curriculum standardization and integration of civic education components.

Moreover, denominational schools were predominantly accessible to children of the same faith, creating significant social barriers, whereas the new state system espoused the principle of equal opportunity for all. This differential access proved consequential for public sector employment, where graduates of secular institutions received preferential treatment.

The crisis triggered by discrimination against religious school teachers whose compensation and career advancement opportunities lagged significantly behind public-sector counterparts accelerated reforms. Surging unionization among these educators catalyzed subsequent policy changes [Banga 2017: 143–168].

By 1963, all African educators from denominational schools had been integrated into the civil service [Gounebana 2006: 69]. This nationalization epitomized a pan-African postcolonial trajectory wherein education was conceptualized as the bedrock of nation-building and a cornerstone of sovereignty.

Consequently, the gross enrollment ratio surged significantly: from 21% in 1960 to 60% in 1972, marking a crucial advancement in CAR's educational development [Gounebana 2006: 68–70].

However, not all educational sector reforms proceeded without disruption. Secondary school strikes occurred in 1971 and 1972, protesting inadequate learning conditions, followed by university student strikes at the University of Bangui in 1974, 1975, and 1976 over systematic non-payment of scholarships and salaries [Yarisse Zoctizoum 1981: 794].

In 1979, Emperor Bokassa announced that all schoolchildren in the country were to wear uniforms designed by himself. It was sold in a store owned by one of his wives. The uniform, which cost about $30, was beyond the means of many families. The students held a demonstration. They were joined by adults protesting against the rising food prices. Peaceful actions escalated into pogroms of shops, including the *Le Pacifique* store belonging to the Empress. The Emperor sent troops to quell the riots. In response to the automatic fire, the protesters started shooting back from bows. New protests in 1979 resulted in the arrest of approximately 180 children and teenagers. Of these, only 27 survived. The rest were killed in prison or died of starvation, torture, and beatings[7].

Mass killings hastened the downfall of Jean-Bédel Bokassa. In September 1979, with the support of France, which initiated Operation "Barracuda," Emperor Jean-Bédel Bokassa was overthrown, and David Dacko regained power in the country (1979–1981). These events came to symbolize popular resistance to dictatorship and are still commemorated in the Central African Republic as a day of remembrance for the victims of the regime [Bauters 2012: 11].

However, the reinstatement of David Dacko's regime failed to deliver the long-anticipated stability to the nation. The economy, ravaged by Bokassa's eccentric policies,

[7] "In the yellow hot Africa, in its central part…" *The Kommersant*. 22.08.2020. (In Russ.). https://www.kommersant.ru/gallery/4465099 (accessed: 20.04.2025)

persisted in a profound crisis; infrastructure necessitated urgent modernization and substantial state investment; while French advisers continued to exercise de facto governance over key ministries of the CAR, including the education sector [Carayannis, Lombard 2015: 4].

The severance of diplomatic relations with the USSR also had a destructive impact. The Soviet Union had been sending pedagogues to the Central African Republic, facilitating the construction of infrastructure facilities, and allocating financial funds. Students from the CAR received higher education in the USSR, which formed the local intellectual elite.

The education sector suffered more than any other social sphere from chronic underfunding. Teachers continued to organize strikes due to regular multi-month delays in salary payments. Thus, for example, during the 2002/2003 academic year, state school teachers who had not received salaries for nine months declared an indefinite strike. This led to the mass closure of educational institutions, depriving thousands of children of access to education[8].

Many schools required capital investments, while the shortage of local specialists necessitated hiring foreign teachers, thereby exacerbating dependency on external aid. Furthermore, alongside rising social tensions, ethnic conflicts among indigenous peoples intensified, further eroding national cohesion. The weakness of security forces made it impossible to establish peace and order, leading to the deployment of numerous international peacekeeping and peacebuilding missions.

SCHOOLS AS BATTLEGROUNDS

Chronic underfunding of key state institutions in the 1990s led to a systemic crisis that affected not only the education sector. The military was also impacted, as ethnic tensions within the armed forces, combined with delayed salary payments, triggered a series of mutinies (April 18, May 18, and November 15, 1996)[9], which severely undermined the economy and state governance [Carayannis, Lombard 2015: 326]. Armed groups, taking advantage of the country's destabilization, expanded their influence, which had a detrimental effect on overall security and led to increased militant activity and a series of attempted coups d'état [Giroux, Lanz, Sguaitamatti 2009: 7–8].

These factors inevitably precipitated a deep crisis in the Central African Republic's education system, driven by political instability, armed conflicts rooted in interethnic and interreligious tensions, and persistent underfunding. Amidst the constant conflicts, many schools ceased to fulfill their core functions.

During the many years of protracted conflict, school buildings often became bases for armed groups, which used them as barracks, command centers, and weapons depots. In active combat zones, schools were shelled and destroyed; many were deliberately

[8] The situation in the Central African Republic and activities of the United Nations Peace-building Support Office in the Central African Republic (BONUCA). *UN*. 03.01.2003. P. 4. https://docs.un.org/en/S/2003/5 (accessed: 15.03.2025)

[9] République Centrafricaine: anatomie d'un état fantôme. Rapport Afrique. *International Crisis Group*. 13.12.2007. № 136. P. 10. https://www.crisisgroup.org/sites/default/files/central-african-republic-anatomy-of-a-phantom-state-french.pdf (accessed: 15.03.2025)

razed to prevent opposing forces from using them as troop quarters. Schools were also widely repurposed as makeshift shelters for refugees and internally displaced persons. Cumulatively, these factors inevitably led to the suspension of educational activities in remote settlements for years or even decades, while the infrastructure was completely destroyed and often beyond repair[10].

In December 2012, several armed groups predominantly composed of Muslims and primarily based in the northeastern regions of the Central African Republic united under the command of the "Séléka"[11] militia, led by Michel Djotodia. As Séléka grew stronger, Christian and animist "local defense" militias began to emerge in response, calling themselves "Anti-Balaka"[12]. The country descended into civil war. According to a study conducted by the United Nations Children's Fund (UNICEF) across 176 of the 1,933 formal primary schools in 11 out of 17 prefectures, between December 2012 and September 2013, 86% of schools had been closed at least once, and 70% of students never returned to their studies due to fear of violence, insecurity on the way to school, destruction of educational infrastructure, and shortages of teachers and learning materials[13].

For teachers, this period became the most difficult in the country's history. Many were forced to flee their homes, and some became victims of armed groups. Teachers were subjected to persecution and killings, as militants perceived them either as representatives of the state or as individuals spreading a "foreign" ideology[14].

A tragic aspect of the emerging crisis was the widespread recruitment of children for use in armed conflict. According to UNICEF, between 2013 and 2015, more than 10,000children in CAR were recruited by various armed groups[15]. These groups seized schools and forcibly abducted children to their camps. Boys were trained and used as combatants, while girls were forced into sexual slavery and servile labor[16]. The psychological pressure and ideological indoctrination caused many children to perceive

[10] An uncertain future? Children and Armed Conflict in the Central African Republic. *Internal displacement monitoring center*. 01.05.2011. P. 26–27. https://api.internal-displacement.org/sites/default/files/publications/documents/201105-af-CAR-an-uncertain-future-thematic-en.pdf?_gl=1*1ij6qvs*_ga*NjY4NzA5MTEwLjE3Mzk1NzAyOTQ.*_ga_PKVS5L6N8V*MTczOTU3MDI5My4xLjAuMTczOTU3MDI5My42MC4wLjA (accessed: 15.03.2025)

[11] The Séléka coalition (from the Sango language meaning "alliance") primarily comprises four rebel groups: the Union of Democratic Forces for Unity (*UFDR*), the Convention of Patriots for Justice and Peace (*CPJP*), the Convention of Patriots for Salvation of Kodro (*CPSK*), and the Union of Republican Forces (*UFR*).

[12] In the Sango language, it means "anti-machete".

[13] A step back: The impact of the recent crisis on education in Central African Republic - A joint education assessment. *Reliefweb*. 18.10.2013. https://reliefweb.int/report/central-african-republic/step-back-impact-recent-crisis-education-central-african-republic (accessed: 15.03.2025)

[14] Report of the Secretary-General on children and armed conflict in the Central African Republic. *United Nations Security Council*. 13.04.2011. P. 7. https://watchlist.org/wp-content/uploads/2011-SG-Report-on-CAR.pdf (accessed: 15.03.2025)

[15] Central African Republic: armed groups agree to release child soldiers, says UNICEF. *UN News*. 05.05.2015. https://news.un.org/en/story/2015/05/497852 (accessed: 15.03.2025)

[16] An uncertain future? Children and Armed Conflict in the Central African Republic. *Internal displacement monitoring center*. 01.05.2011. P. 20–25. https://api.internal-displacement.org/sites/default/files/publications/documents/201105-af-CAR-an-uncertain-future-thematic-en.pdf?_gl=1*1ij6qvs*_ga*NjY4NzA5MTEwLjE3Mzk1NzAyOTQ.*_ga_PKVS5L6N8V*MTczOTU3MDI5My4xLjAuMTczOTU3MDI5My42MC4wLjA (accessed: 15.03.2025)

education as “the enemy” and war as the only path in life, culminating in the creation of a “lost generation”—tens of thousands of young people who knew nothing but violence.

The mass recruitment of minors occurred amid total impunity for members of armed groups and the absence of state protection for civilians. Children endured violence and severe trauma: they were compelled to kill, subjected to torture and punitive measures, and deployed as expendable frontline personnel. Following the cessation of hostilities, the disarmament, demobilization, and reintegration (DDR) of these children presented formidable challenges. Many remained permanently unable to reintegrate into civilian life, deprived of educational opportunities and capacities for social adaptation[17].

Funding for child reintegration programs is primarily sourced from international organizations. However, resource mismanagement prompted the International Monetary Fund (IMF) and World Bank to impose 40–60% budget reductions in 2022 [18]. Consequently, one in five demobilized children received no program support and remained unable to transition to civilian life[19].

Armed conflicts and civil wars have precipitated a profound humanitarian catastrophe and created significant obstacles to the country’s development and the consolidation of its sovereignty. The incumbent authorities confront the critical imperative to redress the devastating legacy of these conflicts: near-total educational infrastructure collapse, mass teacher exodus, chronic funding deficits, and systematic violence against students and schoolchildren. Ruined schools epitomize squandered potential, while successive “lost generations” have come of age amid unrelenting fear, deprived of fundamental knowledge and competencies.

“REBOOTING” THE EDUCATION SECTOR

In 2016, Faustin-Archange Touadéra assumed office in the Central African Republic. An intellectual educated at African and European universities, a mathematics professor, and former rector of the University of Bangui, he recognizes education’s pivotal role in establishing a sustainable civil society. Consequently, he undertakes strategic efforts to reinforce the country's beleaguered education system.

In May 2016, the Central African Republic government formally petitioned the European Union, United Nations, and World Bank Group for support in conducting a Recovery and Peacebuilding Assessment (RPA). Collaborating with international donors, the CAR Government subsequently developed and adopted the 2017–2021 National Recovery and Peacebuilding Plan (*Plan National de relèvement et consolidation de la*

[17] Coulange C. L’intégration des enfants soldats centrafricains dans la société s’est avérée une tâche extrêmement difficile. *Alternatives Humanitaires*. 21.05.2024. https://www.alternatives-humanitaires.org/fr/2024/05/24/la-reintegration-des-enfants-soldats-en-centrafrique-quelles-perspectives-pour-penser-ladieu-aux-armes/ (accessed: 15.03.2025)

[18] En Centrafrique, les finances publiques sont dans le rouge. *Radio France Internationale*. 04.05.2022. https://www.rfi.fr/fr/afrique/20220504-en-centrafrique-les-finances-publiques-sont-dans-le-rouge (accessed: 15.03.2025)

[19] Cas individuel (CAS) – Discussion: 2022, Publication: 110e session CIT. *International Labour Organisation*. 2022. https://www.ilo.org/dyn/normlex/fr/f?p=NORMLEXPUB:13101:0::NO::P13101_COMMENT_ID:3187463 (accessed: 15.03.2025)

paix 2017–2021) [20] . This framework established five-year priority objectives: (1) quantifying financial requirements for recovery and peacebuilding; (2) designing context-responsive operational, institutional, and financial mechanisms; and (3) establishing an integrated monitoring platform to track reform implementation while coordinating humanitarian, political, developmental, and security interventions[21].

Pursuant to this plan, the government defined concrete targets: constructing 218 schools, recruiting 1,000 teachers, creating 1,200 school canteens, and distributing learning materials kits to 150,000 students[22]. International donors allocated €13.4 million (2017), €24.5 million (2018), €43.7 million (2019), and €87.8 million (2020–2021) for educational system reform[23].

Subsequently, the Central African Republic (CAR) Government extended the National Plan's validity through 2023[24]. This adjustment reflected the 2019 Political Agreement for Peace and Reconciliation between the CAR Government and 14 armed groups[25], alongside compounding effects of the *COVID-19* pandemic that impeded timely achievement of planned outcomes.

Nevertheless, these measures proved insufficient. According to UNICEF report[26], a quarter of children remained unenrolled in primary education in 2019, while preschool enrollment stood below 6.3%. By March 2021, security crises compounded by the pandemic had forced widespread school closures. The primary school completion rate plummeted to 27%. Persistent barriers to educational access and quality included chronic underfunding, restrictive gender and socio-cultural norms, prohibitive household education costs, inadequate infrastructure, poorly adapted curricula, and acute teacher shortages. Critically, two-thirds of primary educators were "parent-teachers"—community-funded individuals lacking formal pedagogical training.

Furthermore, despite all governmental efforts, teacher strikes persisted with regularity[27]. This pattern underscores the critical imperative of addressing educator compensation and benefits. Even as authorities strive to meet teachers' demands,

[20] Plan National de Relèvement et de Consolidation de la Paix (2017-2021). *United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA).* 17.11.2016. https://minusca.unmissions.org/sites/default/files/plan_national_de_relevement_et_consolidation_de_la_paix_-_final.pdf (accessed: 15.03.2025)

[21] Ibid. P. 7–8.

[22] Ibid. P. 34.

[23] Ibid. P. 71.

[24] Rapport combiné de mise à jour et d'extension à fin 2024 du document de stratégie pays (DSP) 2017-2021 et de revue de la performance du portefeuille pays (RPPP). *Groupe de la Banque Africaine de Developpement*. 03.2023. P. iv. https://www.afdb.org/sites/default/files/documents/projects-and-operations/rca_-_rapport_combine_de_mise_a_jour_et_dextension_a_fin_2024_du_document_de_strategie_pays_dsp_2017-2021_et_de_revue_de_la_performance_du_portefeuille.pdf (accessed: 15.03.2025)

[25] Political Agreement for Peace and Reconciliation in the Central African Republic, February 2019 (S/2019/145). *Reliefweb*. 15.02.2019. https://reliefweb.int/report/central-african-republic/political-agreement-peace-and-reconciliation-central-african (accessed: 15.03.2025)

[26] Descriptif de programme de pays. République centrafricaine. E/ICEF/2023/P/L.13. *Conseil économique et social Nation Unites.* 03.01.2023. P. 3/18. https://www.unicef.org/executiveboard/media/14711/file/2023-PL13-Central_African_Republic_CPD-FR-ODS.pdf (accessed: 15.03.2025)

[27] Centrafrique: les enseignants menacent une nouvelle fois d'entrer en grève. *Radio Ndeke Luka*. 05.01.2024. https://www.radiondekeluka.org/62932-centrafrique-les-enseignants-menacent-une-nouvelle-fois-dentrer-en-greve (accessed: 15.03.2025)

economic and social constraints—including acute classroom overcrowding and staff shortages—must be systematically factored into policy responses[28].

Despite the formally enshrined principle of free primary education, the actual costs of schooling remain high for many. Pupils are required to bear expenses for learning materials and school uniforms. Moreover, the practice of unofficial levies (so-called "contributions") imposed by schools for "various needs" is widespread. Non-payment of these levies results in pupils being excluded from the educational process until payment is made, creating barriers to education for children from low-income families.

In 2020, the government of the Central African Republic approved the Education Sector Development Plan (2020–2029), outlining three priority areas: expanding access to all levels of education while ensuring inclusive and safe learning environments; reforming teacher training, recruitment, and retention strategies for qualified personnel; and revising curricula, improving teaching methodologies, and strengthening quality assurance mechanisms[29]. According to the Plan, implementation costs for 2020–2022 totaled approximately $11.5 million for preschool education, $51.4 million for primary education, $21 million for general secondary education, $5.1 million for technical/agricultural education, vocational training, and literacy programs, $1.4 million for higher education and research, $5.26 million in administrative expenses, and $10.37 million in ancillary expenditures. Cumulatively, this represented approximately 9.9% of the Republic's annual budget. Notably, while education spending demonstrates an upward trend, it remains below the Sub-Saharan African average of 13.86% (*Fig. 1*).

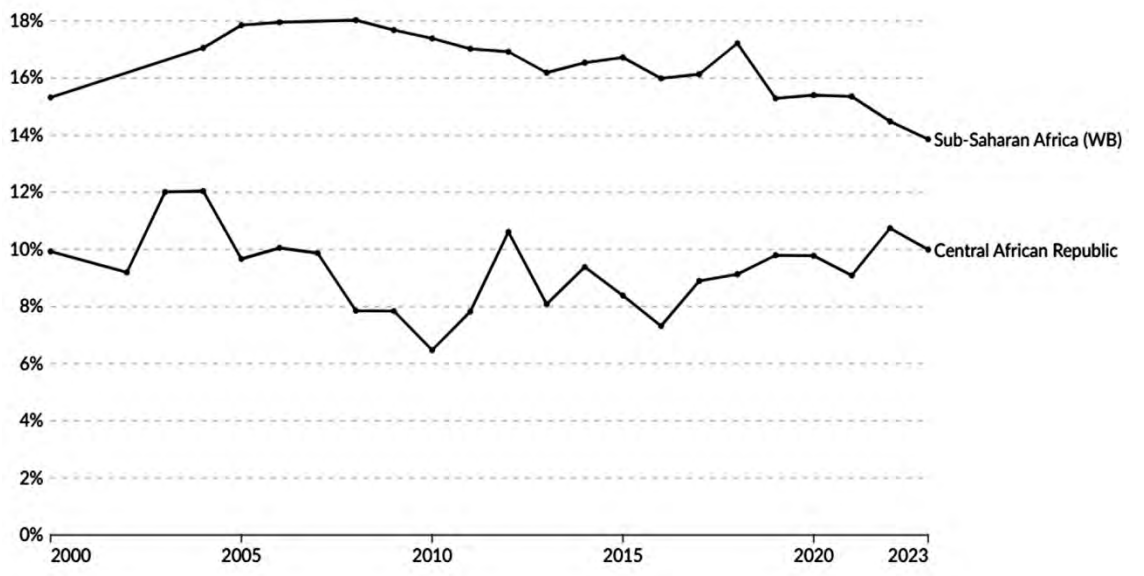

Fig. 1. **Education expenditure as a percentage of total government expenditure, 1990–2023.**
Source: UNESCO Institute for Statistics Data[30].

[28] Plan sectoriel de l'éducation 2020-2029 de la République centrafricaine. *Global Partnership*. 2020. P. 161. https://www.globalpartnership.org/fr/content/plan-sectoriel-de-leducation-republique-centrafricaine-2020-2029 (accessed: 15.03.2025)
[29] UNESCO Institute for Statistics Data. *UNESCO*. https://databrowser.uis.unesco.org/browser (accessed: 15.03.2025)
[30] Ibid.

In 2023, funding for the education sector, aligned with achieving Sustainable Development Goal 4 (SDG 4) coordinated by the United Nations, reached $21.3 million. Key donors included specialized UN agencies, notably UNICEF, the UN Human Rights Council, and the UN Peacebuilding Fund (PBF), underscoring the inter-agency nature of support for educational initiatives within the global context[31].

However, in 2024, a reduction in funding volume to $18.2 million USD was observed. This decline was driven by the reallocation of financial resources toward other priorities, notably SDG 2 (Zero Hunger), SDG 3 (Good Health and Well-being), and SDG 15 (Life on Land), coupled with shifts in the structure and levels of contributions from international donors.

The World Bank allocated a $30.85 million grant for the period 2021–2025 to support implementation of the *Global Partnership for Education* (*GPE*) Strategic Plan within the framework of the *Education Sector Plan* (*ESP*) 2020–2029. However, interim results as of 2025 indicate a lag behind established target indicators, despite the substantial grant[32].

Despite the existence of a well-structured action plan and allocated funding, the education sector in the Central African Republic continues to face systemic challenges. These include acute teacher shortages and reliance on volunteer staff—even in the capital [33] —bureaucratic delays, disruptions to the learning process in remote prefectures[34], and inadequate school infrastructure[35]. Critically, chronic underfunding in education has rendered the Central African Republic dependent on international actors, who leverage this dependence to exert political influence in pursuit of their own strategic interests.

OVERCOMING EUROCENTRISM

A key priority in educational policy is transforming the existing learning system to align with the state's socio-cultural and historical specificities.

In the Central African Republic, the educational model retains structural resemblance to the French system, having undergone only partial modifications (*Fig. 2*). One such adaptation is the integration of non-formal (alternative) education elements. As a result, instead of establishing a sustainable model for a national education system, the Republic has inherited a fragmented and disjointed structure.

[31] Central African Republic. *UN Sustainable Development Group*. https://unsdg.un.org/un-in-action/central-african-republic (accessed: 15.03.2025)

[32] Central African Republic - Education Sector Plan Support Project. *World Bank Group*. 15.07.2021. https://projects.worldbank.org/en/projects-operations/project-detail/P173103 (accessed:15.03.2025)

[33] Koena J.-F. En RCA, les écoles souffrent d'un manque d'enseignants. *Deutsche Welle*. 21.02.2024. https://www.dw.com/fr/centrafrique-ecole-crise-enseignants-el%C3%A8ves/a-68331908 (accessed: 15.03.2025)

[34] Centrafrique: la réponse du gouvernement et la Minusca sur le retard dans le déploiement des enseignants. *Radio Ndeke Luka*. 21.11.2024. https://radiondekeluka.org/77071-centrafrique-la-reponse-du-gouvernement-et-la-minusca-sur-le-retard-dans-le-deploiement-des-enseignants (accessed: 15.03.2025)

[35] Centrafrique: à Mala, les études s'arrêtent après la classe de seconde. *Radio Ndeke Luka*. 24.03.2025. https://www.radiondekeluka.org/82828-centrafrique-a-mala-les-etudes-sarretent-apres-la-classe-de-seconde (accessed: 15.03.2025)

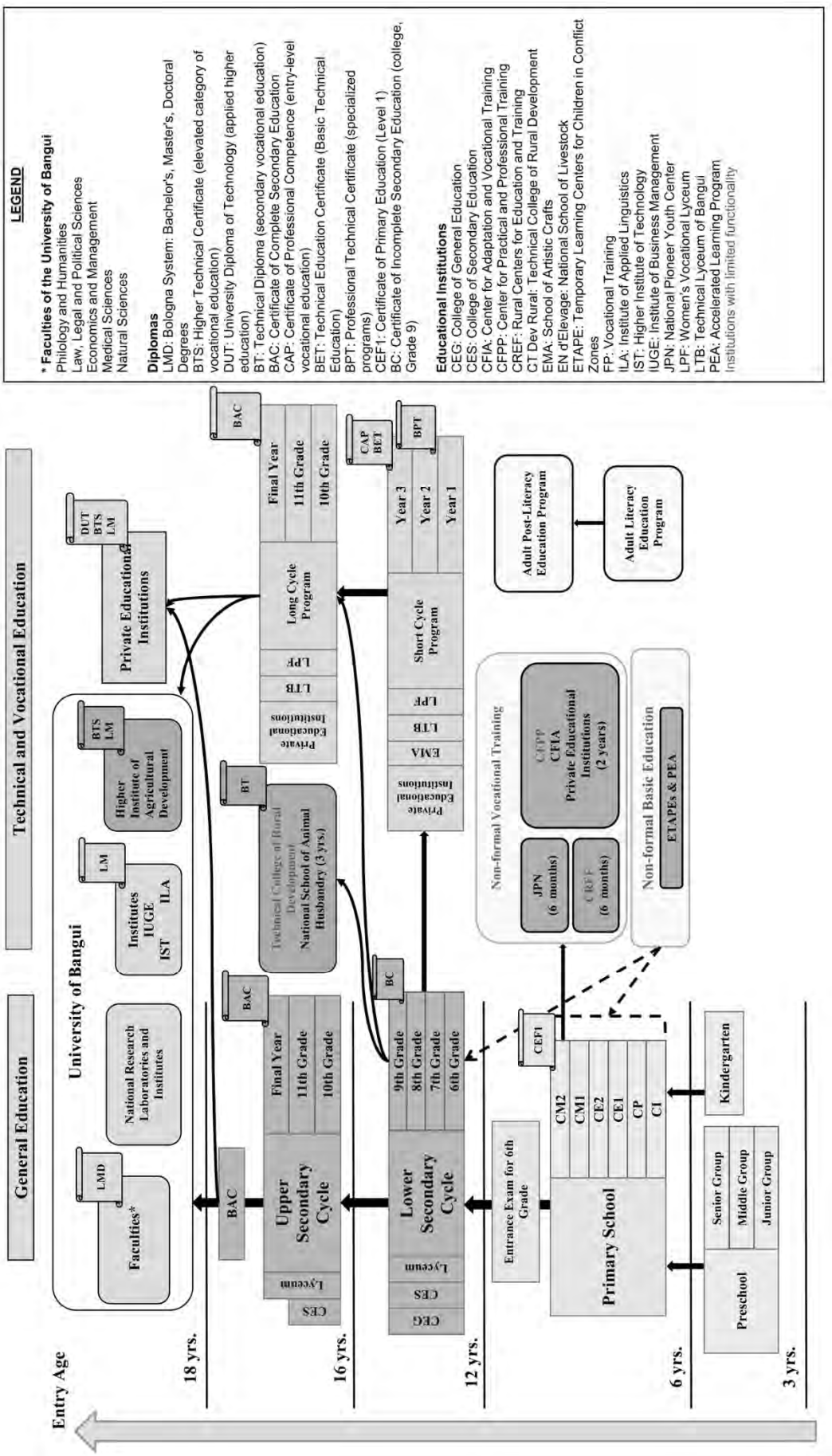

Fig. 2. **Structure of the Education System in the Central African Republic.**
Source: Plan sectoriel de l'éducation 2020-2029 de la République centrafricaine. *Global Partnership*. 2020. P. 195. https://www.globalpartnership.org/fr/content/plan-sectoriel-de-leducation-republique-centrafricaine-2020-2029 (accessed: 15.03.2025)

The quality of educational and instructional materials also fails to meet the needs of Central African schoolchildren and demonstrates a formalistic approach in terms of content. For example, the school textbook *"HISTOIRE. GÉOGRAPHIE. ÉDUCATION"* for middle school levels (*CM1–CM2*, equivalent to grades 5–6), published by the National Institute for Pedagogical Research and Instructional Support under the Ministry of National Education of the Central African Republic (*INRAP, Institut national de Recherche et d'animation pédagogique*), illustrates this issue. This institute is responsible for the development and piloting of curricula and textbooks for primary and lower secondary education, as well as for producing instructional materials for teachers (including a pedagogical journal, radio and television programs, and other materials).

The textbook, comprising 161 pages, contains approximately 49,000 printed characters (based on an analysis of its textual content). A significant portion of the content is devoted to illustrations, including drawings and photographs. For comparison, the Russian history textbook "World History. History of the Ancient World. Grade 5" by A.A. Vigasin, G.I. Goder, and I.S. Sventsitskaya contains around 380,000 printed characters. In its history section, African children aged 11–14 are presented with information about cave dwellers, geographical discoveries made by representatives of Western civilization, and colonialism—including the colonial period of the Central African Republic and its close ties with France.

The section devoted to the First and Second World Wars spans a mere four pages (*Annexes* 1–4), despite the fact that Central Africans were coerced into participating in these conflicts. The post-independence period beginning in 1960 is covered in only a few pages and features a timeline of CAR presidents' tenures (*Annexes* 5–6). The authors of the educational materials thus significantly downplay the significance of the country and its people in global historical events.

It is important to note that school instructional materials are often not original or locally adapted developments—they are largely based on textbooks from Cameroon. The Central African Republic, in cooperation with other Francophone African countries, participates in the creation of shared didactic materials. This activity is carried out within the framework of the intergovernmental initiative "Educational Resources", implemented by UNESCO with financial support from the French Development Agency (*AFD, Agence Française de Développement*) [36]. Such a practice highlights the existing dependency of educational content quality on external regulation, which maintains the influence of the former colonial power over the standardization of teaching materials. In turn, this raises critical questions regarding the autonomy of education systems in Central African countries as a whole and the extent to which the depth and content of instruction align with the objectives of developing the education sector in support of national sovereignty and the formation of human capital in the Central African Republic.

This narrative echoes France's colonial educational policies, specifically the 1948 reforms implemented across French colonial Africa. At that time, the education system was standardized according to the French model: curricula and textbooks were imported

[36] Education – Pédagogie pour l'enseignement des mathématiques et du français: 13 pays de l'Afrique subsaharienne francophone adoptent des stratégies communes. *Le Quotidien*. 18.05.2024. https://lequotidien.sn/education-pedagogie-pour-lenseignement-des-mathematiques-et-du-francais-13-pays-de-lafrique-subsaharienne-francophone-adoptent-des-strategies-communes/ (accessed: 15.03.2025)

from France, resulting in the marginalization of local knowledge regarding African history and geography [Borisenkov 1987: 73–75]. Consequently, the absence of critical analysis of the colonial past and the emphasis on Eurocentric knowledge continue to shape the country's contemporary educational system.

This quality of education falls critically short of contemporary norms and requirements. Consequently, the overwhelming majority of school graduates not only lack general knowledge of their country's history—a deficit which negatively impacts the development of their civic identity—but also fail to acquire the necessary professional skills. This deprives them of opportunities for further education and significantly impedes their employability. Furthermore, educational materials are far from universally accessible to students. Due to chronic and persistent underfunding, students are compelled to purchase textbooks and school supplies themselves. As a result, the pupil-to-textbook ratio in the 2018–2019 academic year stood at 54:1 for the CM1 level and 45.7:1 for the CM2 level[37].

Another significant challenge is the deficit in methodological and didactic support for educators. Access to libraries within the country is severely limited, with the majority falling under the purview of private organizations. Furthermore, approximately 75% of teachers lack proficiency in digital tools for online research, compelling them to rely on outdated materials and knowledge acquired during their initial training. Novice teachers, in particular, face substantial difficulties in planning and organizing the instructional process, often forced to rely on the textbook as their primary—and frequently sole—source of information. Substituting comprehensive preparation with brief notes or materials borrowed from colleagues diminishes their teaching effectiveness and constrains the depth and breadth of subject matter presentation [Sokola 2023: 26].

Consequently, effective modernization of the education sector requires the establishment of long-term mechanisms for autonomous financing and the revision of school curricula based on the actual needs of the economy and society.

INTERNATIONAL FINANCING: BENEFIT OR TOOL OF GOVERNANCE?

Due to an extreme shortage of the domestic budget and a weak system of control and management in the education sector, thousands of Central African Republic children cannot gain access to quality education. The vacuum is filled by foreign actors and various non-commercial organizations implementing educational programs. Their initiatives often have a temporary character but at the same time exert significant ideological influence on unformed children's minds, promoting Western values and their own ideals. The short-term character of the programs creates a risk of leaving schoolchildren with an incomplete volume of necessary knowledge and skills and, as a consequence, the impossibility of the full-fledged integration of the rising generation into society.

[37] Plan sectoriel de l'éducation 2020–2029 de la République centrafricaine. *Global Partnership*. 2020. P. 195. https://www.globalpartnership.org/fr/content/plan-sectoriel-de-leducation-republique-centrafricaine-2020-2029 (accessed: 15.03.2025)

One example of temporary work with the most vulnerable layers of the population by the international community is the *ETAPE* (*Espaces temporaires d'apprentissage et de protection des enfants*, Temporary spaces for learning and protection of children) [Murseli 2019: 73–93]. *ETAPE* schools are managed and financed by the international community and are not intended to be a long-term part of the system of education of the state where they are deployed. The functioning of such schools depends on external financing and contractual obligations between non-commercial organizations and donors. In case of delay of payments, the schools stop conducting their activity.

Traditionally, *ETAPE* schools are not integrated into the educational system of the host country; however, in the Central African Republic, initiatives were realized on providing succession in *ETAPE* education[38]. Teachers in these schools are so-called "teacher-parents," with whom representatives of international organizations conduct specialized trainings, including on psychology and sociology.

Another example is the Global Fund *Education Cannot Wait* (*ECW*)[39], which is implementing a comprehensive strategy in the Central African Republic aimed at expanding access to education and improving its quality. The programs financed by the fund cover a wide range of activities, including the reintegration of children into the education system, professional training for teachers, support for student achievement, and the implementation of educational radio programs for children living in remote and hard-to-reach areas of the country. As part of this effort, two key initiatives were launched: the *First Emergency Response* program in 2017, aimed at rapid crisis response in the education sector, and the *Multi-Year Resilience Programme* (*MYRP*), which began in 2019 and focuses on the long-term development of the education system and its resilience to external shocks. In 2023, the ECW fund allocated $2 million for the First Emergency Response program, bringing the total amount of funding provided to the Central African Republic by Education Cannot Wait since the start of its operations to $70 million[40].

In principle, such initiatives could have produced positive outcomes. Yet this potential is negated by two critical impediments: the lack of centralized coordination by the Central African Republic government, which risks further fragmenting the education system, and the erosion of sovereignty in educational policymaking, whereby key decisions, programs, and teaching materials are effectively imposed externally. Crucially, these organizations' efforts are directed not at rebuilding and strengthening the national education system but at entrenching state dependence on external funding. While providing stopgap support, this dependence inherently risks forfeiting decision-making autonomy—a dynamic that fundamentally undermines national sovereignty. A direct manifestation of this systemic weakening is the outflow of qualified teaching professionals from public schools to

[38] Un enseignement fondamental 1 équitable et inclusif soutenu par des enseignants qualifiés et un système éducatif transformé. Pacte de partenariat. *Global Partnership*. 08.2023. P. 6. https://www.globalpartnership.org/fr/node/document/download?file=document/file/2023-11-pacte-partenariat-republique-centrafricain.pdf (accessed: 15.03.2025)

[39] Increasing access to safe, quality education for children impacted by ongoing conflict and crisis in the Central African Republic. *Education Cannot Wait*. https://www.educationcannotwait.org/our-investments/where-we-work/central-african-republic (accessed: 15.03.2025)

[40] Education Cannot Wait Announces US$2 Million First Emergency Response in the Central African Republic: Total Funding Reaches US$70 Million. *PR Newswire*. 16.06.2023. https://www.prnewswire.com/news-releases/education-cannot-wait-announces-us2-million-first-emergency-response-in-the-central-african-republic-total-funding-reaches-us70-million-301853245.html (accessed: 15.03.2025)

educational centers operated by non-governmental organizations (NGOs), which directly diminishes the capacity of the national education system.

EDUCATION OF NOMADIC AND INDIGENOUS PEOPLES

The greatest hardships are experienced by Indigenous Peoples and nomadic pastoralists, for whom education remains inaccessible. Their educational needs presuppose a specialized approach accounting for the cultural and socio-economic realities inherent to their way of life. However, the existing education policy, fundamentally reliant on Western financing, has over an extended period ignored a significant part of the population and the specificities of numerous communities in the Central African Republic. This, in turn, has served not only as a factor for marginalization, radicalization, and escalation of ethnic conflicts, but also as a cause of catastrophically low coverage of state-provided education among Fulani (Mbororo, Peuhl) and Pygmy children.

Indigenous peoples (for example, Aka and Baka Pygmies) and nomadic pastoralists (Fulani) experience especially acute difficulties in obtaining basic education[41]. Their traditional way of life, often based on hunting, gathering, and herding, does not align well with the classical model of school education.

The government undertakes attempts to solve these problems. For indigenous peoples, such as the Aka and Baka, with the participation of the Ministry of Agriculture of the CAR, programs for the integration of children into the traditional education system are being implemented[42]. This approach allows children to assimilate more easily and obtain knowledge without breaking away from the traditional system of cultural and experience transmission. The educational programs cover practical classes concerning hunting and gathering, studying the basics of ecology, as well as basic school subjects. Such an approach to the organization of learning not only contributes to increasing the level of literacy among these peoples but also becomes an important factor in the preservation of their unique cultural identity.

The Fulani people historically used an Arabic-based script (Ajami) for writing Fulfulde and possessed written literature: historical chronicles, poems, legends, and songs. However, traditional forms of upbringing within families and communities played the primary role. Colonial and post-colonial education systems dismissed this approach as a “vestigial form of cultural life” [Borisenkov 1987: 38], making it virtually impossible for children from Fulani nomadic tribes to integrate into formal education. Currently, with the involvement of CAR’s Ministry of Livestock and Animal Health (*Ministère de l'Elevage et de la Santé Animale*), adaptive learning programs are being implemented. The core objective of these initiatives is to integrate basic school education into the daily activities of nomadic pastoralists[43].

[41] Expose du representant de la minorite ethnique peulh de Centrafrique. 17.07.2004. P. 3. https://www.cendoc.docip.org/collect/cendocdo/index/assoc/HASH7f9c/1032e933.dir/312_fs.pdf (accessed: 15.03.2025)

[42] Plan en faveur des peuples autochtones (PPA). *World Bank Group*. 09.2022. https://documents1.worldbank.org/curated/en/099950009262241056/pdf/P1658550d5c7a20ca0961f0b474e6323746.pdf (accessed: 15.03.2025)

[43] Les Peuhls Mbororo de Centrafrique une communauté qui souffre. *International Federation for Human Rights*. 06.2015. P. 3. https://fidh.org/IMG/pdf/rapport_les_peuhls_de_centrafrique_aidspc.pdf (accessed: 15.03.2025)

One significant initiative involves the development of mobile schools—transient educational units that follow nomadic pastoralists during herd migration routes, delivering basic education to children. The program primarily targets Fulani pastoralist children whose families engage in seasonal transhumance. It incorporates their unique mobility patterns, preventing educational disruptions while maintaining pastoral lifestyles. These schools operate across borders, including Sudan and Chad, where the initiative receives institutional backing, establishing it as a multinational educational framework in Central Africa[44].

The Ministry of Livestock and Animal Health is also developing vocational training programs for youth from nomadic tribes. These initiatives provide applied knowledge in veterinary science, agriculture, artisanal livestock product processing, and economics fundamentals. Such programs aim to enhance the economic independence of nomadic tribes by enabling the preservation of traditional livelihood systems while facilitating adaptation to contemporary socioeconomic conditions.

Particular emphasis is placed on bilingual instruction methodology, enabling children to acquire French, an official language alongside Sango, without severing ties with their native vernacular and traditional culture. Another initiative involves a “parent-teacher” training program that partially addresses teacher shortages by preparing educators directly within local communities. Participants receive instruction in fundamental pedagogy and teaching methodologies.

However, challenges pertaining to social integration persist. Children from ethnic minorities routinely encounter discrimination within conventional society, which adversely impacts their motivation to pursue basic education. In this context, initiatives implemented by the Ministry of Livestock and Animal Health under Minister Hassan Bouba’s personal stewardship exemplify integrated educational modalities adapted to traditional communities. Mobile schools and adaptive programs mitigate geographical and cultural barriers, facilitating harmonious integration of these groups into the national socioeconomic framework.

COLLABORATION WITH RUSSIAN EDUCATORS

Among international actors that have begun actively participating in the development of the Central African Republic's education system in recent years, one can also highlight Russia.

A significant development in international humanitarian cooperation was the 2022 inauguration of the “Russian House” cultural-educational center in Bangui, the capital. Within its framework, complementary educational programs have been deployed, targeting comprehensive acquisition of the Russian language—including foundational writing literacy and advanced written proficiency. Since 2024, Russian language courses have been extended to encompass both adult and juvenile audiences.

Within the framework of “Russian House” activities, an initiative is being implemented to introduce Russian as a Foreign Language courses into educational

[44] Rapport d'activités IRAM 2022. *Institut de recherche et d'applications des méthodes de développement*. 2023. P. 16. https://iram-fr.org/ouverturepdf.php?file=mep-ra-22-iram-bat-web-1687515120.pdf (accessed: 15.03.2025)

institutions of the Central African Republic. Qualified specialists of the organization, possessing specialized pedagogical training, conduct Russian Language classes on the premises of two state schools in Bangui, CAR's capital. Additionally, educational programs operate at the Reverend Sergius of Radonezh School, functioning under the parish of the Russian Orthodox Church in Bimbo. This project facilitates not only the popularization of the Russian language but also the development of bilateral cultural-humanitarian dialogue between Russia and CAR. Students gain access to studying Russian culture, traditions, and linguistic heritage, which expands their educational opportunities and lays the foundation for long-term interstate cooperation.

Another crucial aspect of the center's operation involves organizing cultural-enlightenment events targeting the popularization of Russian culture. These encompass screenings of Russian films in French, thematic soirées, and interactive sessions employing art-pedagogy methods that integrate artistic practices into the educational process. The linguo-cultural competence of "Russian House" attendees is developed through performance practices, including learning Russian songs and creating theatrical productions based on Russian classical dramatic works. This methodology enables the integration of elements of Russian culture and traditions while accounting for traditional approaches and specificities of Central African society [Rudneva 2023]. Such synthesis facilitates deeper comprehension and assimilation of Russian-language culture, adapting it to the local context.

It is noteworthy that this initiative has historical antecedents. During the period of Soviet-Central African cooperation, educators from the USSR worked in the African country, teaching not only the Russian language but also natural science disciplines (mathematics, physics)[45]. At the current stage, plans for reintegrating Russian into the national school curriculum are being actualized, reflecting a trend toward restoring a multi-vector cultural-educational dialogue.

CONCLUSIONS

The educational system of the Central African Republic constitutes an integral component of national sovereignty; however, its development confronts profound structural challenges rooted in the colonial past and decades of political instability. Following the attainment of independence, reform efforts frequently prioritized the formal expansion of educational access while ignoring the imperative to adapt curricula to the nation's cultural and socioeconomic realities. Political crises, civil conflicts, and chronic underfunding have precipitated catastrophic infrastructure collapse and engendered "lost generations" deprived of foundational knowledge and competencies.

Despite governmental efforts, dependence on external assistance remains a critical problem. Existing programs and initiatives, while providing short-term solutions, simultaneously exacerbate systemic fragmentation and undermine national control over educational policy. Instructional materials borrowed from Francophone neighbors or developed with participation from the former metropole perpetuate a Eurocentric narrative, impeding the formation of civic identity and critical thinking.

[45] Novoselova E. Why Central Africans Would Study Russian. *Rossiyskaya Gazeta.* 07.02.2022. (In Russ.). https://rg.ru/2022/02/07/zachem-budut-uchit-russkij-v-centralnoafrikanskoj-respublike.html (accessed: 15.03.2025)

Prospects for overcoming the crisis are linked to resolving systemic challenges. Firstly, strengthening public governance through establishing transparent mechanisms for coordinating international assistance. Secondly, implementing deep curricular reforms integrating national history, languages, and traditional knowledge—enabling the dismantling of colonial stereotypes and enhancing education's alignment with society's genuine needs and demands. Thirdly, investing in teachers: salary increases, professional retraining, and remote-area support, since educators constitute the foundation of any educational system. Vulnerable groups—notably Fulani nomadic tribes and indigenous peoples—require particular attention.

The historical legacy of productive engagement with Soviet educators retains enduring relevance within the collective memory of Central African society, where high levels of trust persist regarding Russian educators' professional capabilities. A fundamental distinction of Russia's strategy compared to other states' practices lies in its commitment to a partnership model of engagement—one precluding ideological expansion and demonstrating reverential regard for national self-determination and traditions. Implementation of joint educational initiatives, including developing pedagogical materials based on Soviet and Russian academic methodologies, holds potential to catalyze systemic transformation of the nation's educational landscape.

Education constitutes not merely a social service but the bedrock of sovereign development. Without an autonomous, contextually adapted educational system, the CAR risks complete entrapment in external dependency – where young people forfeit opportunities for dignified livelihoods, while the nation surrenders prospects for prosperous futures. Success remains contingent upon equilibrium: leveraging global resources must complement strengthened national oversight, and international cooperation must serve Central African societal interests rather than supplant them. Only then will education cease to be a geopolitical battleground and instead become an instrument of creation capable of restoring hope to entire generations.

Supplementary Materials[46]**: Annexes 1–6.** Excerpts from the textbook "*HISTOIRE. GÉOGRAPHIE. ÉDUCATION*" (Grades 5–6, Central African Republic). Pp. 126–129, 134–135 (19 sheets) with English translation.

REFERENCES

Banga J.-L. (2017). *L'État, l'Église et l'éducation: le partenariat comme nouveau paradigme axiologique face aux défis de l'éducation en Centrafrique et ses enjeux.* Thèse de doctorat. Université de Picardie Jules Verne.

Bauters J.A. (2012). *Taxonomy of Non-State Armed Actors in the Central African Republic*. Interns and Volunteers Series. International Peace Information Service. https://ipisresearch.be/wp-content/uploads/2015/02/ CAR_Nonstateactors_2010-6.pdf (accessed 15.03.2025)

Becker G.S., Chiswick B.R. (1966). Education and the distribution of earnings. *The American Economic Review*. Vol. 56. № 1/2. Pp. 358–369.

Borisenkov V.P. (1987). *National Education and Pedagogical Thought in Liberated African Countries: Traditions and Modernity*. Moscow: Pedagogika. (In Russ.)

[46] Additional materials constitute an integral part of this paper and are available on the official website of the Journal of the Institute for African Studies of the Russian Academy of Sciences (https://africajournal.ru/en), at the webpage of this paper.

Carayannis, T., Lombard L. (Eds.). (2015). *Making Sense of the Central African Republic: The Struggle for Democracy*. London: Zed Books. http://dx.doi.org/10.5040/9781350221246

Dormidontova O.A., Zavyalova G.N. (2023a). Prospects for Reforming the Educational Cluster in the Central African Republic in Accordance with the "Sectoral Plan for the Development of Education in the Central African Republic 2020–2029". *Language and Culture in the Era of Integration of Scientific Knowledge and Professionalization of Education*. № 4–2. Pp. 188–194. (In Russ.)

Dormidontova O.A., Zavyalova G.N. (2023b). The Problem of Accessibility of Primary Education in the CAR in the Conditions of the Modern Socio-Political Context. *Kazan Science*. № 10. Pp. 30–32. (In Russ.)

Dormidontova O.A., Zavyalova G.N. (2023c). Improving the quality of Education as a Strategic objective of Reforming the Education Cluster in the Central African Republic. *Actual problems of pedagogy and psychology*. Vol. 4. № 11. Pp. 5–11. (In Russ.)

Fedotov D.A., Melemokosso M.-R. (2024). Generation of Hope: Youth Policy in the Central African Republic. In: *Modern Russia: challenges, prospects, development trajectories.* Collection of articles from the International scientific and practical conference. Pp. 17–21. (In Russ.)

Giroux J., Lanz D., Sguaitamatti D. (2009). The Tormented Triangle: The Regionalisation of Conflict in Sudan, Chad and the Central African Republic. *Crisis States Working Articles Series. № 2.* London: Crisis State Research Centre LSE.

Gounebana C.B. (2006). *Les conséquences des troubles socio-politiques sur le système éducatif centrafricain de 1991 à l'an 2001: Situation de l'enseignement primaire*. Thèse de doctorat. Dijon: Université de Bourgogne.

Gribanova V.V. (2020). Education and Politics in Africa. *Journal of the Institute for African Studies*. № 1(50). Pp. 71–81. (In Russ.). https://doi.org/10.31132/2412-5717-2020-50-1-71-81

Hanushek E.A., Woessmann L. (2008). The role of cognitive skills in economic development. *Journal of Economic Literature*. Vol. 46. № 3. Pp. 607–668. https://doi.org/10.1257/jel.46.3.607

Murafa S.V., Nguetobaye M.R. (2024). Access to Education in Central African Countries (Cameroon, Central African Republic, Congo, Gabon and Chad). *Russian Journal of Regional Studies*. Vol. 32. № 2. Pp. 278–289. (In Russ.). https://doi.org/10.15507/2413-1407.127.032.202402.278-289

Murseli H. (2019). L'Éducation en situation de conflit en République centrafricaine: les Espaces Temporaires d'Apprentissage en question. *Cahiers de la recherche sur l'éducation et les savoirs*. Vol. 18. Pp. 73–93. https://doi.org/10.4000/cres.4009

Namyouisse J.-M. (2007). *Le système éducatif et les abandons scolaires en Centrafrique: Cas de la Region de l'Ouham*. Thèse de doctorat. Lille: l'Université des sciences et technologies.

Pleven R. (1944). *Discours d'ouverture conférence Africaine Française de Brazzaville*.

Psacharopoulos G., Patrinos H.A. (2018). Returns to investment in education: A decennial review of the global literature. *Education Economics*. Vol. 26. Pp. 445–458. https://doi.org/10.1080/09645292.2018.1484426

Rudneva O.N. (2023). Artpedagogy as an effective Means of Promoting the Russian Language in the educational Environment of the Central African Republic. *Humanities researches of the Central Russia*. № 4. Pp. 60–67. (In Russ.). https://doi.org/10.24412/2541-9056-2023-429-60-67.

Sokola B. (2023). *Usage des ressources documentaires et modélisation des pratiques d'enseignement apprentissage de l'histoire en classe de 6e en République Centrafricaine*. Brest: Université de Bretagne occidentale. https://theses.hal.science/tel-04576092v1

Zoctizoum Y. (1981). *Les mécanismes de l'ordre colonial, néocolonial et d'appauvrissement en Centrafrique: 1879–1979*. Sociologie, Doctorat d'Université. Vol. 2. Paris.

Научная статья

СИСТЕМА ОБРАЗОВАНИЯ ЦЕНТРАЛЬНОАФРИКАНСКОЙ РЕСПУБЛИКИ: ПРЕОДОЛЕНИЕ КОЛОНИАЛЬНОГО НАСЛЕДИЯ И ПОСЛЕДСТВИЙ ЗАТЯЖНЫХ КОНФЛИКТОВ

© 2025 Т.Н. Кирикова

КИРИКОВА Татьяна Николаевна, соискатель, Институт Африки РАН, Москва, Российская Федерация. ORCID: 0009-0002-5853-1229. E-mail: kirikova.tn7@gmail.com

Аннотация. Доступ к образованию представляет собой критически важную социально-экономическую проблему для развивающихся государств, в особенности тех, которые пострадали от продолжительных вооруженных конфликтов и политической нестабильности. Конфликты значительно ухудшили инфраструктуру образования, что привело к закрытию многих школ. Политическая нестабильность усугубляла эту ситуацию, отвлекая ресурсы от сектора образования и подрывая усилия по разработке и реализации эффективной образовательной политики. Отсутствие безопасной среды препятствовало обучению и развитию детей, снижая перспективы социально-экономического прогресса. Эти проблемы находили свое выражение в Центральноафриканской Республике (ЦАР), на протяжении десятилетий переживавшей затяжные кризисы, вооруженные конфликты, политическую нестабильность, стагнацию экономики и социальную фрагментацию. Система образования продолжает сталкиваться с серьезными вызовами. Нехватка квалифицированных кадров, ограниченность финансирования и другие социально-экономические барьеры существенно ограничивают доступ к образованию для жителей удаленных регионов, коренных народов, кочевых племен, беженцев и внутренне перемещенных лиц. Кроме внутренних проблем, значительное влияние на образовательную систему оказывают международные и иностранные организации, некоммерческие и неправительственные организации. Их проекты, с одной стороны, продолжают обеспечивать временные решения, однако, с другой, ведут к зависимости страны от внешней помощи и формированию государственной политики, не всегда соответствующей национальным интересам.

В данной статье рассматривается исторический контекст развития системы образования Центральноафриканской Республики, ее текущее состояние, влияние вооруженных конфликтов, государственные усилия и национальная стратегия в области образования, а также иностранное воздействие на образовательную политику.

Ключевые слова: система образования, Центральноафриканская Республика, суверенитет, реформы сектора образования, учебные материалы, образование коренных и кочевых народов

Конфликт интересов: автор заявляет об отсутствии конфликта интересов.

DOI: 10.31132/2412-5717-2025-71-2-22-41

Для цитирования: Кирикова Т.Н. Система образования Центральноафриканской Республики: преодоление колониального наследия и последствий затяжных конфликтов. *Ученые записки Института Африки РАН.* 2025. Т. 11. № 2. С. 22–41. https://doi.org/10.31132/2412-5717-2025-71-2-22-41