

Chad

Education Cluster



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Chad: Rethinking Education in Emergencies Interventions to Break the Vicious Circle of Underdevelopment and Humanitarian Crisis

Chad is a landlocked country in Central Africa bordered by Sudan to the east, the Central African Republic (CAR) to the south, Nigeria, Cameroon and Niger to the west. The country is hit by several humanitarian crises caused by conflicts in its neighboring countries.

Sudanese refugees from Darfur are living in eastern regions of Chad since the beginning of the Darfur conflict in 2003. As the crisis continues for more than a decade, the Chadian government has made efforts to integrate refugee children in the national school curriculum. Despite the efforts, schools in the refugee camps still face many challenges due to the lack of resources in the context where the local population and the government are struggling with problems of their own.

Since 2013, more than 140,000 refugees and Chadian returnees from the Central African Republic (CAR) fled violence in CAR and have settled in refugee camps, returnee sites and in local villages in the south of Chad. Continuous instability and occasional outbreaks of violence in northwestern CAR created additional influx of more than 6,000 CAR refugees since 2016. There is little chance that the displaced population will return to their homes in the near future. Classrooms are overcrowded and teachers and students attend classes without any adequate teaching and learning materials. Presence of refugees and returnees from CAR is putting a huge strain on the host communities who were already living under fragile conditions before the crisis. In the Lake Chad Basin, instability caused by violent Boko Haram attacks displaced thousands of Nigerians. Military operations in response to the attacks further forced the local population to flee their homes and become IDPs. The crisis severely affected Chad's Lac region by creating massive population movements. But even before the crisis, the region was known for harsh living conditions and the absence of

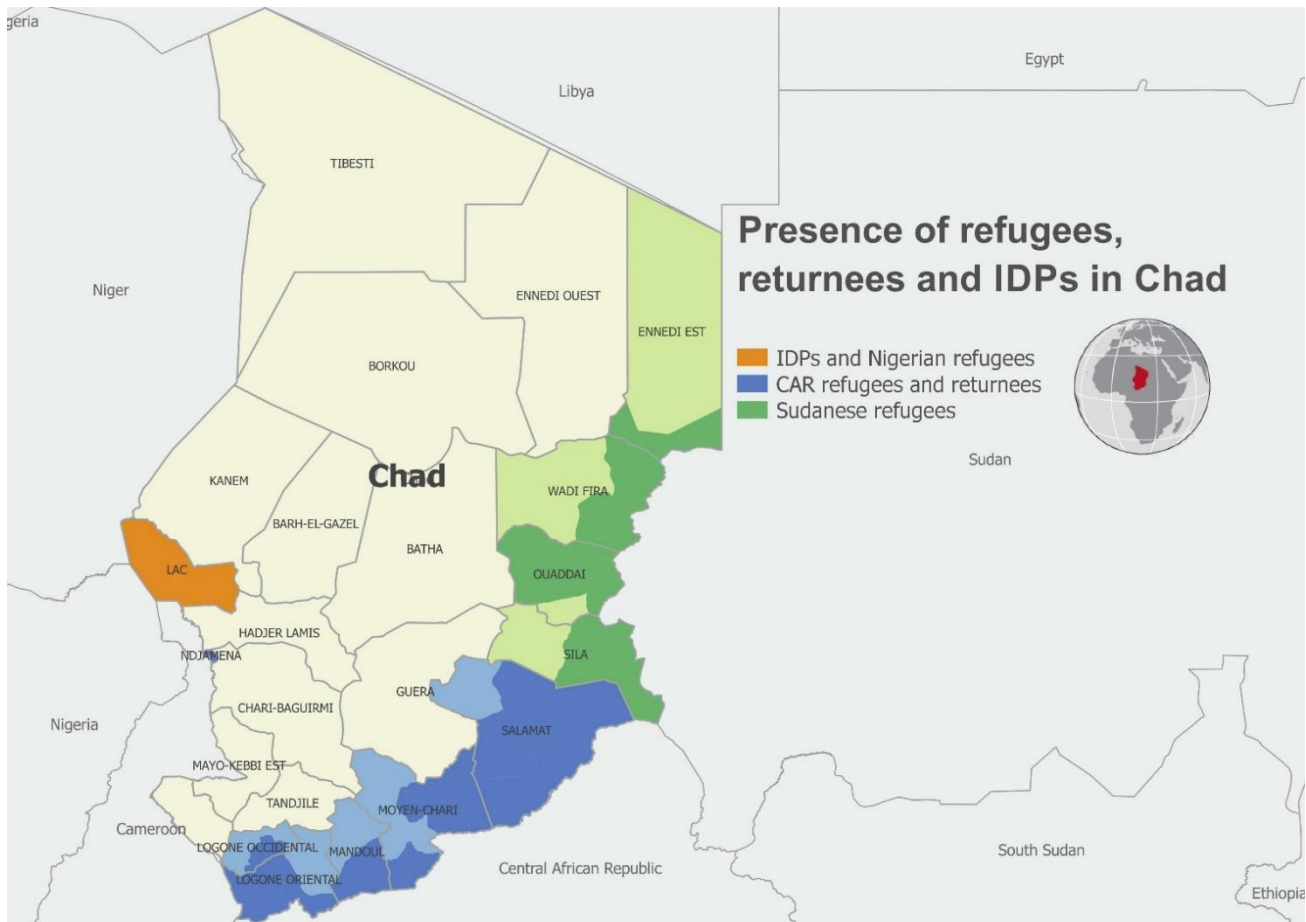
infrastructure and basic social services including education. Completion rate of primary education in the region is only 7.6%, the lowest in the country. Lack of access to education and high illiteracy rates prepared the ground for recruitment of new extremists and amplified the effects of the crisis.

Structural weaknesses and underdevelopment such as extreme poverty, weak governance, gender disparities, and the lack of infrastructure and basic social services significantly worsen the impacts of the crises. The dynamics create a vicious circle of further deterioration of livelihoods of the local population and severe vulnerabilities of the affected population. The complex nature of the problem is especially visible in the education sector. Following the sharp fall of oil prices, main source of the government revenues, the government suspended payment of subsidies for community teachers. Claiming payment of subsidy arrears, community teachers are on strike for more than two years which led to the shutdown of more than 20% of primary schools located in crisis zones in 2015-2016. In the beginning of the 2016-2017 school year, civil servant teachers also went on strike against new government measures cutting bonus payouts and called for payment of salary arrears. As a result, public schools in the crisis zones remained closed for the first four months of the school year preventing both displaced and host community children from accessing education and causing a major setback to emergency education activities planned for these children.

Analyses show that the situation in Chad should be addressed as part of a broader effort to overcome the traditional divide between humanitarian and development interventions. Actions should optimize available resources to respond to the immediate and long-term needs of the affected population.

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Key education figures in zones affected by humanitarian crisis

In the Lac region, **61,200** school aged refugee, returnee and IDP children affected by Nigeria+ crisis in need of education

In the south, **70,700** school aged refugee and returnee children from CAR in need of education

In the east, **120,000** school aged refugee children from Sudan in need of education

In all the affected zones, **104,000** host community children targeted by the Education Cluster for education assistance in HRP 2017

86% of children of primary school age (6-11 years) in the Lac region are out-of-school

Around **90%** of children arriving into Chad from Nigeria have never been to school

174 pupils per qualified teacher at primary level in regions affected by the CAR crisis

Chad's overall education sector in numbers

41% completion rate of primary education (51% of boys and 32% of girls)

75% of teaching personnel are community teachers

77 girls enrolled in primary education for every 100 boys

2 out of 3 women are married before the age of 18

50% of children of primary school age (6-11 years) are out-of-school

186th out of 188 countries in the Human Development Index

120 pupils per qualified teacher at primary level

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Education Cluster Actions in 2017

As of May 2017, the Education Cluster has achieved the following results:

- **18,565** out-of-school boys and girls (3-17 years) affected by the Nigeria+ and CAR crises gained access to education
- **105,674** boys and girls (3-17 years) affected by the Nigeria+ and CAR crises received learning materials
- **38,998** boys and girls (3-17 years) affected by the Nigeria+ crisis attended education in a classroom where the teacher has been trained in psychosocial support
- **22,795** girls and boys (3-17 years) affected by the Nigeria+ crisis received the planned school meal ration or snacks on at least 80% of school days

Education Cluster Strategy

Given the complex nature of humanitarian crises in Chad intensified by existing vulnerabilities of the local population, the Chad's Education Cluster is focusing its strategy on responding to the immediate needs of the affected population while laying the foundation for longer term actions by putting the affected communities at the center of interventions.

Priority Actions

Assist communities hosting refugees, returnees and IDPs in their villages/schools

The already fragile living conditions of host community children have been further deteriorated by the arrival of refugees, returnees and IDPs in their villages. To prevent potential conflicts and respond to the vulnerabilities of the host communities, the Education Cluster includes host community children in the affected zones as part of the Cluster targets in the Humanitarian Response Plan (HRP) 2017. In addition, the Education Cluster expanded its targets to reach those in vulnerable situations themselves but who can play a vital role in providing education to children such as community teachers, parents and local educational authorities.

Developing and implementing a model based on "humanitarian actions done through affected population"

The Education Cluster has been actively looking for a model that can reinforce resilience and ownership of those who receive humanitarian assistance. The goal is to reduce their dependence on external aid and facilitate the transition between humanitarian and development actions by working closely with the affected communities in meeting their immediate needs. Under this model, results are to be achieved only if the affected communities play "their part" in the process. Examples of actions being implemented by some Education Cluster partners are as follows:

Action by the Education Cluster	Role of affected communities
Payment of subsidies for community teachers to reduce their absenteeism in classroom	The Parent Teachers' Associations (PTAs) and the Educating Mothers' Associations (EMAs) are trained to manage teacher subsidies as part of their school management activities
Distribution of dignity kits to increase school attendance rates by improving sanitary conditions for menstruating girls at school	EMAs are trained to instruct adolescent girls on the use of dignity kits and other basic sanitary practices in school
Organization of outdoor recreational activities for children affected by crisis	Youth from the affected communities are mobilized to facilitate recreational activities
Community sensitization on creating protective learning environments	Community and religious leaders pass key messages to increase community engagement
Construction of additional classrooms	PTAs, EMAs and youth from targeted villages identify the needs, contribute to the construction with locally available materials PTAs and EMAs monitor teacher/student attendance rates in classrooms
Development of income generating activities (IGAs) with PTAs and EMAs to reduce the financial burden associated with sending children to school	Members of PTAs and EMAs who want to participate in the IGAs attend basic literacy classes to acquire the basic skills necessary for the implementation of activities and eventually better understand the importance of education
Organization of teacher training on psychosocial support for children affected by conflicts	Local educational authorities are trained as main trainers and continue organizing training sessions for different teachers
Implementation of innovative data collecting mechanisms for schools in hard-to-reach regions such as EduTrac	School principals and local educational authorities in emergency zones collect the data and send them to the central level using EduTrac

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A 17 year-old Sudanese refugee girl living in Djabal refugee camp in eastern Chad shares her story and explains the difficulties she faces in pursuing education

Asma, a 17-year-old girl living in Djabal refugee camp located in the Sila region in eastern Chad was born in Dafur, Sudan. But Asma does not have many childhood memories from Sudan as she had to leave the country with her family in 2005, when she was only 5 years old.

“I only remember that one day, my mom rushed into the house and told me that we had to leave our home because there were killings all over the town.”

Her family finally arrived in Djabal refugee camp where she grew up and enrolled in school for the first time.

“I really like reading and playing volleyball with my friends in school. I truly feel happy. This is why I continue attending classes despite the financial burden on my parents. I always feel sorry for them.”

According to Asma, her parents can barely afford the school enrolment fee as well as the monthly contributions that each family has to pay. Her parents do not make enough incomes to pay FCFA 500 (roughly equal to US\$ 0.8) for each of their six children including Asma.

“When I don’t go to school, I stay home and help my mother with chores around the house. But I hope to be able to continue studying. Because I want to become a doctor and help my family, friends and neighbors in my refugee camp live in better conditions.”

In Chad, a general strike led by civil servants in the country including teachers recruited by the government lasted about four months from the beginning of the new school year 2016-2017. They claimed salary arrears and protested against new government austerity measures. Schools in refugee camps in the east were less affected by the strike compared to the rest of the country. However, Asma could still feel the impact of the strike on her teachers.

“I saw that many teachers were visibly demotivated. Some even left class to look for other work outside of school. It is true that we students are in need of everything from safe classrooms to school supplies. But our teachers also deserve better living and working conditions in order to be able to teach us in a stable environment.”

Click on the links below for more information on the Education Cluster in Chad

- [Education Cluster on Humanitarian Response](#)
- [Chad HRP 2017](#)

Chad Education Cluster

- Focal Point: Yera Kim, UNICEF, (yekim@unicef.org)
- Coordinator: Eric Ngardjimi, UNICEF (engardjimi@unicef.org)
- Co-lead: Abdoulaye Seid, Ministry of Education, (abdoulaye.seid@yahoo.fr)