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**LEARNING FOR ALL
MINISTERIAL MEETING**

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Learning for All Initiative
Preparations for the 68th Session of the United Nations General Assembly
Country Paper on the Republic of Chad

Introduction

1. Chad is a landlocked country with an area of 1,284,000 Km². Its population, estimated at 11 million, is largely rural. The country's annual average growth rate stands at 3.6 percent. Strong demographic pressure is therefore being exerted on the education system—the school age population is projected to increase by 60 percent in 2020. Over the past ten years, the primary school completion rate has remained stuck at approximately 37 percent.

2. For several years, Chad has felt the effects of domestic disturbances as well as unrest in neighboring countries, which have negatively impacted the level of resource mobilization for the education sector (9-12 percent compared to 14-18 percent, the average deemed acceptable). This situation has also led communities to establish schools and to assume responsibility for their operations and for paying the salaries of community teachers, who now account for 68 percent of all primary school teachers.

3. The subpar performance of the system is the result of the poor quality of education and the supply rigidity of educational services. Consequently, and in the framework of Chad's Interim Strategy for Education and Literacy (SIPEA) and the Learning for All Initiative, priority solutions were identified in a participatory manner. These activities are in line with and supplement the activities of the education program funded by the GPE and the Qatar-PREBAT EAC Foundation, as well as those of other sector TFPs.

4. The major constraints identified are as follows: (1) Public underfunding and unequal resource allocation; (2) a lack of proficiency, particularly in reading and language; and (3) inadequate supply relative to the demand for education among the marginalized and vulnerable population groups.

Underfunding of the Sector and Unequal Resource Allocation (US\$35 million)

5. *Description of the constraint.* In the main, public underfunding is the result of two factors: (a) security-expenditure constraints; (b) reliance by the State on community-based education funding (51 percent of schools are community-based). Inequity is the result of (a) a high degree of centralization in public resource management; (b) the absence of a framework for the allocation of material, financial, and human resources to schools; (c) inefficient use of resources allocated;¹ and (d) weak governance.

6. *Preferred solutions and impact on the constraint.* The Government's policy is to (a) gradually phase out community education funding by (i) paying the salaries of community teachers; (ii) making it possible for students to continue their education in the same school; (iii) providing community schools with teaching materials; (b) deconcentrating the budget; and (c) developing and implementing a framework for resource allocation to schools.

7. These ongoing financial initiatives, coupled with improved academic skills and a more effective response to demand in rural areas, should facilitate an 80 percent completion rate by 2020. Furthermore, as a result of budget deconcentration and measures to enhance efficiency, at least 90 percent of allocated resources should actually get to schools and the budget execution rate should stand at 95 percent, at a minimum.

¹ Schools receive a mere 30 percent of allocated resources.

8. *Feasibility of implementation:* The Government has already (a) hired 2,000 teachers in 2012 and 14,000 will be hired over the next three years; (b) assumed responsibility for paying the salaries of 14,500 community teachers in 2013; and (c) made provisions in its construction program to allocate 60 percent of classrooms to rural areas. It also plans to (a) gradually integrate 6,300 qualified community teachers into the civil service; (b) reassign 3,000 surplus teachers in the government, literacy departments, and urban schools to rural primary schools.

9. Based on the country's macroeconomic and financial outlook, the 2015 projected average annual GDP growth rate is six percent. The share of the State budget allocated to the education sector is expected to be 14 percent, and the portion of the education budget going toward primary education, 48 percent. Oil revenue allocated to primary education has already increased from CFAF 12 billion to CFAF 13 billion between 2012 and 2013.

A lack of proficiency (US\$50 million)

10. *Description of the constraint:* Proficiency in reading and language is the cornerstone of learning in the early grades. The most recent learning outcome assessments show that (i) one in four students obtained an average score of 10/100, regardless of the subject tested; (ii) the amount of time devoted to learning is insufficient – three months are lost; (iii) 74 percent of the teachers are not well qualified; and (iv) only one French textbook is available for every four children. Repetition rates in Grades 1 and 2 are 26 percent and 24 percent, respectively, while dropout rates stand at 16 percent and 11 percent, respectively.

11. *Preferred solutions and impact on the constraint:* (a) Launch a national reading initiative; (b) Develop a specific program for teaching and learning reading and language skills in Grades 1 and 2; (c) Develop and implement tools to monitor and evaluate outcomes and performance in these areas, including an evaluation system to compare student achievement in classes where the instruction is provided in French, Arabic, or national languages; and (d) Implement a reward system for the top-performing schools.

12. Improved student achievement in these areas is projected to lower the repetition and dropout rates to approximately 10 percent and 5 percent, respectively, reduce student failure rates from 25 percent to 10 percent, and promote improved learning in the other subjects taught in Grades 1 and 2 and in the higher grades.

13. *Feasibility of implementation:* The initiative is expected to increase non-salary-related expenditures: ongoing teacher training, provision of one reading textbook and one language textbook to each student, and the creation of a reading corner in each class. The following additional activities will be conducted: (a) Develop high quality teaching and methodological guides for teachers; (b) Complete the analysis of the outcomes of the 2013 PASEC assessment and draw therefrom the main lessons for learning to read. Train teachers in quick classroom assessment techniques; (c) Train the supervisory personnel in techniques to evaluate the performance of reading and language teachers; (d) Use the results of the various assessments to provide public rewards to the top-performing schools (teachers and students) and primary school inspectorates (*inspection pédagogique de l'enseignement primaire* IPEP); and (e) Increase the number of class visits allocated to the supervision of reading and language teaching in Grades 1 and 2.

Inadequate supply relative to the demand for education among marginalized population groups (US\$80 million)

14. *Description of the constraint:* The supply rigidity of educational services has led to a situation where (a) 48 percent of rural schools do not provide a complete education cycle; and (b) insufficient provisions are made for the specific needs of nomadic populations, girls from poor families, island populations, children with disabilities, and children outside the system. Furthermore, this rigidity blurs the distinction between urban and rural contexts.

15. *Preferred solutions and impact on the constraint:* (a) Strengthen the program in place aimed at reducing the number of rural schools that do not provide a complete education cycle; (b) Improve and expand the multigrade class system in rural areas; (c) Implement a biennial recruitment system based on the context; (d) Conduct single-grade class pilots; and (e) Promote flexible, tailored, and inclusive educational opportunities to meet the specific needs of the children (including those in nomadic and island communities). Plans are in place to (i) increase gender parity in rural areas to 0.75-85, at a minimum; (ii) ensure educational continuity in at least 70 percent of rural schools; and (iii) increase, by at least 30 percent, the number of children enrolled in schools in nomadic communities.

16. *Feasibility of implementation* (a) With respect to class construction programs, accord priority to rural schools that do not provide a complete education cycle (schools with more than 200 students in regions with a completion rate of less than 20 percent; (b) Accord priority to rural schools with respect to the allocation of teaching and educational tools; (c) Stimulate demand in rural areas and in regions plagued by recurring droughts and humanitarian and food crises through (i) an enhanced health/nutrition and hygiene program; and (ii) a reduction of the burden borne by the poorest families; (d) Tailor the school timetable to suit the communities; (e) Implement the findings of the studies on (i) the education of nomadic populations; (ii) local plans for improving girls' schooling; and (iii) school feeding programs; (f) Provide training for teachers and supervisory personnel in the abovementioned constraints; (g) Strengthen and expand informal education centers; and (h) Conduct a study with a view to making provisions for special needs children.