Monitoring survey results for Chad

UNESCO Region	Sub-Saharan Africa
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	Dans le contexte Tchadien, la définition de l'Apprentissage et de d'Education des Adultes est définie suivant axes :-Le 1er axe est défini dans le Décret N°405/PR/MFPTPEM/2000 Portant Organisation et mise en œuvre de l'Apprentissage au Tchad, dans son article 2 comme suit : « L'apprentissage est un mode de formation réalisé soit par des centres de formation d'apprenti (CFA), soit par des organismes employeurs. Il a pour but de donner à toute personne âgée de 13 ans au moins une qualification professionnelle reconnue, permettant l'exercice d'un métier dans les divers secteurs de l'activité économique (primaire, secondaire, tertiaire) liés à la production des biens et des services. »-Le 2ème axe dans le Décret N°406/PR/MFPTPEM/2000 Portant Organisation et mise en œuvre de la Formation Professionnelle, définit dans son article 2 la formation professionnelle. Ce concept « consiste à dispenser à une personne un enseignement technique, théorique et pratique pouvant lui permettre d'occuper un poste de travail. Elle se caractérise par le développement des différents niveaux de qualification et par l'adaptation aux mutations technologiques et à l'évolution des caractéristiques de l'emploi. Elle conduit notamment à l'emploi salarié, l'auto emploi et permet la promotion ou la mobilité professionnelle. »
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	-Le Décret N°405/PR/MFPTPEM/2000 Portant Organisation et mise en œuvre de l'Apprentissage au Tchad,-Le Décret N°406/PR/MFPTPEM/2000 Portant Organisation et mise en œuvre de la Formation Professionnelle,-Le Séminaire Gouvernemental sur la redynamisation du système éducatif tchadien tenu le 9 mai 2014 à Douguia ; -Le RESEN 2015-La Loi 16 du 13 mars 2006 portant orientation du système Educatif Tchadien ;-Le Décret 428 du 1er juillet 2014, portant organigramme du MEN ;-L'actualisation du Programme National de Développement de l'Alphabétisation et de l'Education non Formelle à base du RESEN en 2015;-La réalisation de l'enquête sur l'évaluation des besoins en renforcement des capacités des acteurs en AENF en 2011 ;-L'élaboration et la validation du programme réactualisé de l'EBNF et du programme minimal de l'Alphabétisation 2012 ;-La conception et l'élaboration des nouveaux curricula bilingue en AENF-La Création d'un fonds d'appui au développement de l'Alphabétisation et de l'Education non Formelle (FADAENF) ;-La réalisation du Plan de communication et de mobilisation sociale sous-sectoriel au titre du PREBAT;-La mise en place des données en AENF sur les métiers porteurs des femmes et jeunes filles analphabètes en milieu rural et périurbain en 2015 ;-SIPEA (PREBAT,PALAM,ProQEB)-Etc.
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are are seen part of an integrated whole.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	tend to agree

1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	Yes
1.5.1. What areas does it cover? [Adult literacy]	Yes
1.5.1. What areas does it cover? [Policy]	Yes
1.5.1. What areas does it cover? [Governance]	Yes
1.5.1. What areas does it cover? [Financing]	Yes
1.5.1. What areas does it cover? [Participation]	Yes
1.5.1. What areas does it cover? [Quality]	Yes
1.5.1. What areas does it cover? [Other]	PNDANF
2.1. Overall, would you say that since 2009 your country ...	has made significant progress on ALE policy?
2.1.1. Provide the most significant indicator of this regression here.	
2.1.1. Provide the most significant indicator of this progress here.	Le pays a réalisé des progrès significatifs en matière de politique de l'AEA en ratifiant des conventions internationales et nationales avec les Partenaires Techniques et Financiers (PTF) en Alphabétisation et Éducation Non Formelle (AENF) ;Mise en place de l'antenne Unesco Cap/EFA en 2011 permettant l'élaboration des matériels didactiques d'alphabétisation et d'éducation de base non formelle et leur production en 5 langues d'expérimentation, notamment l'arabe dialectal, le maba, le massa, le moundang et le sar ;Mise en place du Programme de la Qualité de l'Éducation de Base (ProQEB) Enfants du Monde/Direction de Coopération Suisse (DDC) en 2012 sur la qualité de l'éducation et l'AENF ayant débouché à la formation des formateurs dans la sous région et en Suisse, la formation des animateurs et dotation des superviseurs en moyens roulants à deux roues, de mobiliers de bureau et en matériels informatiques. Organisation d'un forum national sur le système éducatif et AENF en septembre 2012 à N'Djamena;Organisation d'un Séminaire gouvernemental sur la reforme du Système éducatif dans lequel la question de l'AENF a été largement débattue en mai 2014 à Douguia ;Décret fixant l'Alphabet National Tchadien (ANT) en instance de signature;Participation du Tchad aux forums internationaux et sous régionaux sur l'AEA (en juin 2012 participation du Tchad au triennal de l'ADEA à Ouagadougou,Forum de haut niveau de Paris en septembre 2012,etc.);Plan d'Action National sur l'AEA en 2012 à N'Djamena;Plan National de Développement de l'Alphabétisation 2013-2015;Multiplication de voyages d'études et de partages d'expériences de bonnes pratiques dans la sous région et autres ;Cadre de concertation mensuelle autour du Premier Ministre sur la reforme du système éducatif et dont l'AENF ;Création d'un Fonds d'Appui au Développement de l'Alphabétisation et de l'Éducation Non Formelle en 2014;Ordonnance du.......... Texte de reconnaissance du fonds 27 juin 2015Mise en place d'un Programme National d'Alphabétisation (PMA) par un arrêté d'application et la réactualisation du Programme de l'Éducation Non Formelle en 2012Intégration de l'alphabétisation dans les projets de développement; Organisation chaque année de la Journée Internationale de la Langue Maternelle et Journée Internationale de l'Alphabétisation en rotation, dans les villes de régions du pays;Arrêté N° 3363/PR/PM/2015 portant création d'un cadre institutionnel chargé de l'élaboration du Plan Décennal de Développement de l'Education et l'Alphabétisation(PDDEA) 2017- 2026.
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]	Not selected

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]	Not selected
2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?	Yes, a policy framework was developed after 2009
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	Yes

2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.	Oui, la mise en application de la loi 16 portant orientation du Système éducatif tchadien du 13 mars 2006 par :Décret 414 de 2007 portant organigramme du MEN créant la DGAPLAN et ses 3 Directions Techniques DIAL,DENF et DPLN; Décret 1218 du..... 2011 portant organigramme du MEPEC;Arrêté N°007/PR/PM/MEPEC/SG/DGAPLAN/2012 portant création d'un groupe de travail chargé d'élaborer un rapport national de suivi de la CONFINTEA IV; Décret 428 PR/PM/MEN/2014 du 01 juillet 2014 portant organigramme du MEN et créant la DGAENF et ses 2 Directions Techniques DAPLAN et DENF; Mise en place de :SIPEA en 2013-2015; PNDAENF en 2015; Antenne Unesco/Cap/EFA en 2011ProQEB en 2012;Participation au forum de haut niveau sur l'AEA au siège de l'UNESCO à Paris en France en septembre 2012PREBAT en 2013 ?;SIPEA en 2013-2015;PALAM en 2014;Création de FADAENF par une assemblée constitutive par la création d'un fonds à caractère associatif du 28 au 29 octobre 2014 à N'Djamena et reconnu par ordonnance n°27/INT/SUR/ du 28 juillet 1962 sous le folio n°4498 du 23 juin 2015 ;Arrêté n°203/PR/PM/MEN/SEENCFA/SG/DGAENF/DAPLAN/2015 portant création d'un groupe de travail chargé de l'élaboration du rapport national sur l'Apprentissage et l'Éducation des Adultes (AEA)
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems]	tend to agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]	agree
3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?	Yes
3.2.1. Describe how the government consults on ALE policy.	- réunion d'information et de cadrage de la politique du gouvernement en matière d'AEA;-participation aux travaux de validation de divers documents de politique d'AEA produits par le MEN, - diverses réunions de travail,- organisation du forum national sur l'éducation (en général en 2012)- tenue du séminaire gouvernemental sur l'éducation- réunion mensuelle de suivi des recommandations du séminaire gouvernemental sous le patronage du Premier Ministre
3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries?	Yes
3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.	Réalisation d'une étude diagnostique sur la "situation de l'alphabétisation et de l'éducation non formelle par un groupe d'experts (2009)Elaboration du PNDAENF (2010)Réalisation d'une étude pour l'identification des besoins en renforcement des capacités pédagogiques, organisationnelles et institutionnelles des parties prenantes à l'AEA; (2010)Réalisation d'une étude et mise en place du SIM-AENF (2010)Elaboration d'un programme minimal d'alpha en République du Tchad (2012)Réactualisation des programmes d'EBNF (2012) option 4 ansElaboration des manuels et guides d'alpha et d'EBNF dans les langues nationales (arabe dialectal, maba, massa, moundang et sar)Mise en œuvre de la stratégie du "faire-faire" dans le cadre du ProQEBMise en œuvre du Programme d'alphabétisation et d'apprentissage de métier (PALAM)Création du FADAENF de type associatif impliquant Etat-Organisation de la Société Civile-PTFs-Collectivité Territoriale DécentraliséeRéactualisation du PNDAENF (2015)Elaboration d'un plan de communication et de mobilisation sociale en AENF (en cours)
4.1. What percentage of public education spending currently goes to ALE?	2% – 3.9%
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	increased
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to increase
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	Yes
4.4.1. Give details and provide references where appropriate and URL link if possible.	la création et la mise en œuvre du Fonds d'Appui à l'Alphabétisation et à l'Education Non Formelle (FADAENF) en 2014.
5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...	Increased

5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	11,8%
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	2009-2010
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]	15 - 65 ans
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	la participation est la possibilité offerte aux personnes analphabètes, semi-analphabètes ou en besoins de formations de base dans les structures formelles, non formelles ou informelles du pays.
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	DESCS(Direction des statistiques, de la Carte Scolaire) et DAPLAN
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	Men participate more
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	increased
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes

5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.	le PMA (Programme Minimal de l'Alphabétisation), la SIPEA, le Programme Réactualisé de l'Éducation Non Formellele Fonds d'Appui au Développement de l'Alphabétisation et de l'Education Non Formelle, la stratégie du faire-faire la méthode REFLECT.
6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	-Participation à la gestion de l'école ; l'utilisation des engrais ;création des AGR ; entretien des animaux ; droit et devoir ; l'esprit civique
6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?	Yes
6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Yes, in some cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, but inadequate capacity
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]	Yes
6.5.1. Give references and URL link(s).	- étude sur les besoins en renforcement de capacités de la chaine d'encadrement;-études sur les besoins en formations des bénéficiaires de l'AEA;Participation du groupe cible aux programmes ;-Prise en compte des préoccupations du groupe cible ; -élaboration des supports pédagogiques y compris le choix de la méthode (UNESCO ; REFLECT ; Syllabique PdT);-Formation ou recyclage de nouveaux ou anciens animateurs ;-Suivi ;-Test d'évaluation.-Dispositif de post alphabétisation; étude sur l'environnement lettré;-étude sur la communication et la mobilisation sociale;-atelier de vulgarisation et du plaidoyer sur le PMA-Université ; -ONG ; -INJS-ENS ; ENItoutes ses études et ateliers ont été réalisés avec le concours techniques et financiers de l'UNESCO entre 2009 à 2015
6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?	Yes
6.6.1. Give details and provide sources and URL links if possible.	Un nouveau Programme Minimal d'Alphabétisation en cours d'expérimentation qui prend en compte les besoins réels en formation des bénéficiaires et de la réduction de la pauvreté(Arrêté n°53/PR/PM/MEPEC/CNC du 20 Mars 2012
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]	a lot

Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]	a lot
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]	
7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]	5 = a great deal
7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]	3
7.1.1. Explain your response here.	; La contribution de l'AEA dans le secteur de la santé et du bien-être demeure au cœur du programme minimal d'alphabétisation (PMA) mis en place par la structure nationale de coordination des activités d'AEA. Dans ce programme, des objectifs prioritaires ont été visés au profit des bénéficiaires .A l'issue des apprentissages, l'apprenant doit être capable de :-Appliquer les règles élémentaires d'hygiènes ;-Parer aux maladies infectieuses, nutritionnelles ;-Eviter les grossesses à risque (précoce ou tardive) et les autres maladies liées à la maternité ;-Sensibiliser son entourage aux effets néfastes des comportements à risque. • Suit l'approche holistique de l'Organisation mondiale de la santé en ce qui concerne la santé et le bien-être, notamment la santé mentale et physique : réponse code 3 ;cf. décret 428 /PR/PM/MEN/2014 du 1/7/2014 portant organigramme du Ministère de l'Education Nationale, paragraphe 6,article 18 et le décret 1319/PR/PM/MFASSN/2014 du 5/11/2014 portant organigramme du Ministère de la Femme ,de l'Action Sociale et de la Solidarité Nationale ,paragraphe 3 ,article 19
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]	Not selected

7.2.1. Please provide your sources.	Programme Minimal d'Alphabétisation(PMA) 2012 : DAPLAN
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]	1 = not important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]	1 = not important
7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?	Effectively and successfully
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?	Yes
[Name of coordinating body:]	Direction de l'Alphabétisation et de la Promotion des Langues Nationales(DAPLAN)
[Briefly describe its mandate and activities:]	cette institution est une structure technique du Ministère de l'Education Nationale ,elle-même placée sous la tutelle de la Direction Générale de l'Alphabétisation et de l'Education Non Formelle(DGAENF).elle est donc chargée de l'organisation, de l'animation ,du suivi du contrôle et de la mise en œuvre de la politique du gouvernement en matière d'alphabétisation et de la promotion des langues nationales. A ce titre, elle mène les activités de monitoring, de la formation du personnel de la chaine d'encadrement, de la sensibilisation et évalue les activités ainsi que la production périodique des rapports d'activités sur l'état de l'alphabétisation. (Cf. Décret 428 /PR/PM/MEN/2014 du 1/7/2014 portant organigramme du MEN, paragraphe 1, article 29
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	Not selected
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]	Yes
8.1.1. Give sources for checked options.	MULTIPLICATION DES ASSOCIATIONS DE PROMOTION SOCIALE, DE LUTTE CONTRE LES PRATIQUES TRADITIONNELLES NEFASTES, DE REVENDICATION DE DROITS CIVIQUES ET POLITIQUES.SOURCES : - LOI 16 PR/2006 PORTANT ORIENTATION DU SYSTEME EDUCATIF TCHADIEN ; - PLAN D'ACTION NATIONAL D'ALPHABETISATION DU TCHAD (2012 – 2015) ; - STRATEGIE INTERIMAIRE POUR L'EDUCATION ET L'ALPHABETISATION (SIPEA 2013- 2015) ; - PROGRAMME NATIONAL DE DEVELOPPEMENT DE L'ALPHABETISATION ET DE L'EDUCATION NON FORMELLE (PNDAENF), NOVEMBRE 2012, REVISE EN MARS 2015 ; - PROGRAMME MINIMAL D'ALPHABETISATION ET PROGRAMMES REACTUALISES DE L'EDUCATION NON FORMELLE.

8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a small extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a small extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	
8.3.1. Please specify	l'utilisation des langues nationales comme médium d'apprentissage a été l'un des sujets de motivation des apprenants
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	

8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]	
8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers.	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	somewhat
Groups that are the hardest to reach with ALE programmes? [Refugees]	Yes
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	Not selected
(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	Not selected
(a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)]	Yes
(a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities]	Yes

(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected
(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Yes
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Not selected
(b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities]	Not selected
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Yes
(b) groups where ALE programmes have had some success [Other]	les filles mères
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Yes
9.1.1. Provide sources for the selected options.	La politique en matière d'Apprentissage et de l'Education des Adultes, a permis à l'Etat tchadien de faire la promotion de l'AEA à travers la loi n° 16/PR/06 du 13 mars 2006. Nous détenons cette source du Ministère de l'Education Nationale.Aussi, les groupes cibles enquêtés, félicitent-ils le Gouvernement tchadien à travers la loi n° 007/PR/07 du 09 mai 2007, portant promotion et protection des personnes handicapées physiques/moteurs ; auditives ; mentales; visuelles et polyhandicapées, quand bien même, le décret d'application est attendu jusque là. C'est une source détenu du Ministère de la Femme, de l'action Sociale et de la Solidarité Nationale.
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification]	Both

9.2.1. Provide sources for the selected options.	Puisque les textes ont clairement dit à diplôme égal, salaire égal. C'est dire que les femmes, tout comme les hommes, sont égaux en matière de compétitivité sur le marché de l'emploi. Il s'agit de la question 9.2, relative à l'employabilité, de performance ; de perspective de carrière ; du niveau de salaire des employés ; de leur satisfaction au travail, motivation et engagement ; du développement professionnel et des compétences débouchant sur une certification ou une qualification reconnue. Notre équipe détient ses sources des enseignements et encadrements donnés par BELACD, World Vision, CELIAF à travers les groupements et associations, etc.
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	Modest

9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?	Yes
9.4.1. Give details and provide references and URL links if possible.	la 3ème enquête sur la Consommation et le Secteur Informel au Tchad (ECOSIT3). Cette enquête a été réalisée en 2011 par l'Institut National de la Statistque des Etudes Economiques et Demographique (INSEED) l'URL : www.inseedtchad.com/rapport -final-ecosit3