
**Country Analysis
Education**

Chad



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2007

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Index

1 General educational situation	3
1.1 Educational history	3
1.2 formal educational system	5
1.3 Informal and private education	5
1.4 Government education policy	5
1.5 Providers of education	6
1.6 Religion within education	7
1.7 Literacy	7
1.8 Accessibility of education	7
1.9 Teacher education	7
1.10 Conclusions	8
2 Primary education	9
2.1 School attendance	9
2.2 Tuition fees and other costs	10
2.3 Curriculum	10
2.4 Teachers and management	11
2.5 Infrastructure	11
2.6 Quality indicators	11
2.7 Family and community involvement	11
2.8 Conclusions	11
3 Secondary education	12
3.1 School attendance	12
3.2 Providers of secondary education	12
3.3 School accessibility	12
3.4 Curriculum	13
3.5 Teachers and management	13
3.6 Quality	14
3.7 Certificate	14
3.8 Conclusions	14
Higher education and university	15
4.1 School attendance	15
4.2 Providers of higher education and university	15
4.3 School accessibility	16
4.4 Curriculum	16
4.5 Teachers and management	17
4.6 Infrastructure	17
4.7 Government assistance	18
4.8 Conclusions	18
5 Informal education and literacy	19
5.1 Forms of informal education	19
5.2 Providers of informal education	19
5.3 Attendance	19
5.4 Curriculum	19
5.5 Family and community involvement	19
5.6 Infrastructure	19
5.7 Government assistance	20
5.8 Conclusions	20
Sources	21

1 General educational situation

1.1 Educational history

Before World War II

The establishment of Protestant mission schools in southern Chad in the 1920s, followed by Roman Catholic and colonial state establishments in later decades, marked the beginning of Western education in Chad. From the outset, the colonial administration required that all instruction be in French, with the exception of religion classes, which could be taught in local languages. As early as 1925, the state imposed a standard curriculum on all institutions wishing official recognition and government subsidies. The state thus extended its influence to education, even though the majority of Chadian students attended private mission schools before World War II.

In World War II

Education in Chad has focused on primary instruction. Until 1942 students who desired a secular secondary education had to go to schools in Brazzaville, the capital of the AEF. This restriction obviously limited the number of secondary-school students. Between World War I and World War II, only a dozen Chadians studied in Brazzaville. Once in Brazzaville, students received technical instruction rather than a liberal arts education, entering three-year programs designed to produce medical aides, clerks, or low-level technicians. State secondary schools were opened in Chad in 1942, but recognized certificate programs did not begin until the mid-1950s.

Independence

At independence in 1960, the government established a goal of universal primary education, and school attendance was made compulsory until age twelve. Nevertheless, the development of standard curricula was hampered by the limited number of schools, the existence of two- and three-year establishments alongside the standard five- and seven-year *collèges* and lycées, and the Muslim preference for Quranic education. Even so, by the mid-1960s 17 percent of students between the ages of six and eight were in school. This number represented a substantial increase over the 8 percent attending school in the mid-1950s and the 1.4 percent immediately after World War II. Although the academic year in Chad parallels the French schedule, running from October to June, it is not particularly appropriate for a country where the hottest part of the April and May.

Literacy

Despite the government's efforts, overall educational levels remained low at the end of the first decade of independence. In 1971 about 88 percent of men and 99 percent of women older than age fifteen could not read, write, or speak French, at the time the only official national language; literacy in Arabic stood at 7.8 percent. In 1982 the overall literacy rate stood at about 15 percent.

Financing

Major problems have hindered the development of Chadian education since independence. Financing has been very limited. Public expenditures for education amounted to only 14 percent of the national budget in 1963. Expenditures increased

over the next several years but declined at the end of the decade. In 1969 funding for education dropped to 11 percent of the budget; the next year it declined still further to 9 percent. In the late 1980s, the government allotted only about 7 percent of its budget to education, a figure lower than that for all but a few African countries.

Progress

In the 1970s and 1980s, Chad made considerable progress in dealing with problems of facilities and personnel. To improve instruction, review sessions and refresher programs have been instituted for primary-school teachers. On the secondary level, increasing numbers of Chadians have taken their places in the ranks of the faculty. Furthermore, during the 1971-72 school year, the Université du Tchad opened its doors.

French

Another problem at independence was that the French curricula of Chadian schools limited their effectiveness. Primary instruction was in French, although most students did not speak that language when they entered school, and teaching methods and materials were often poorly suited to the rural settings of most schools. In addition, the academic program inherited from the French did not prepare students for employment options in Chad. Beginning in the late 1960s, the government attempted to address these problems. A number of model schools discarded the French-style of a formal, classical education in favor of a new approach that taught children to reinterpret and modify their social and economic environment. Rather than teaching French as it was taught in French schools to French children, the model schools taught it more appropriately as a foreign language. These new schools also introduced basic skills courses in the fourth year of primary school. Students who would probably not go on to secondary school were given the chance to attend agricultural training centers.

Chadian Civil War

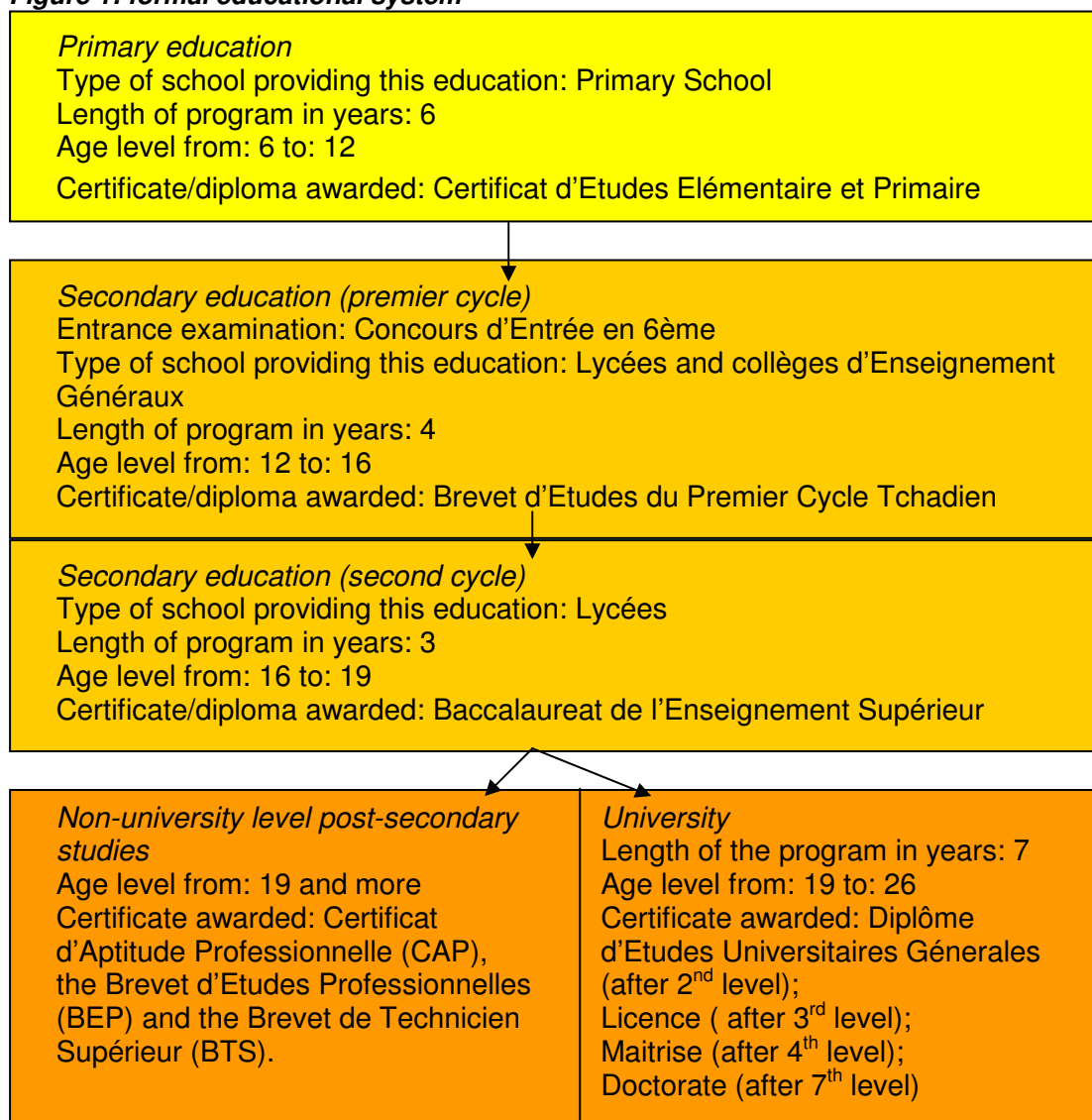
Unfortunately, all of the preceding problems were complicated by a fourth difficulty: the Chadian Civil War. Little has been written specifically about how this conflict has disrupted education, but several effects can reasonably be surmised. Lack of security in vast parts of the country undoubtedly has made it difficult to send teachers to their posts and to maintain them there, which has been particularly problematic because as government employees, teachers often have been identified with government policies. In addition, the mobility occasioned by the war has played havoc with attempts to get children to attend classes regularly. The diversion of resources to the conflict has also prevented the government from maintaining the expenditure levels found at independence, much less augmenting available funds. Finally, the violence has taken its toll among teachers, students, and facilities. One of the more dramatic instances of this was the destruction and looting of primary schools, lycées, and even the national archives attached to the Université du Tchad during the battles of N'Djamena in 1979 and 1980.

Local communities

In the late 1980s, the Ministry of Education had administrative responsibility for all formal schooling. Because of years of civil strife, however, local communities had assumed many of the ministry's functions, including the construction and maintenance of schools, and payment of teachers' salaries.

1.2 formal educational system

Figure 1: formal educational system



1.3 Informal and private education

Public education is secular and free in Chad. Private education is recognized and is exercised with the conditions defined by law. Public schools and community schools represent 93 % of all national primary education. There are not much private schools at primary level. Just 7% of all primary schools in private.

1.4 Government education policy

The government aims to ensure broader, fairer, and more effective access to the educational system. To that end, it proposes to adapt school infrastructure, curricula,

and teaching methods and materials as well as pedagogical supervision, based on regarding feasibility, sustainability and efficiency.

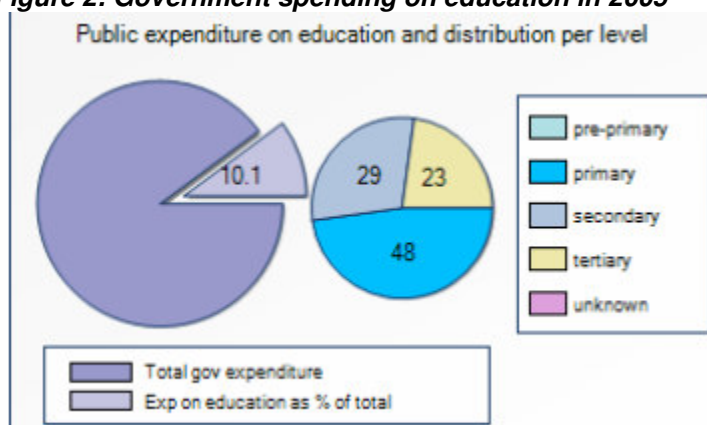
To achieve universal quality education by 2015, pursuant to the Geneva IV Raoundtable, a tenyear program to support the educational system was adopted by the government and its partners in March 2002. It aims at:

- A marked improvement in the retention rate at the primary level
- Developing national curricula, training most community teachers, and drafting Chadian schoolbooks
- Developing innovative programs to combat literacy
- Improving the quality of education
- Experimenting with innovations in school health and meals, pre-school education, and distance education
- A strong effort to promote the enrolment of girls.

To achieve this, the government has committed itself to taking the following key policy measures:

- A substantial increase of the share of GDP allocated to education, with a goal of at least 4 percent by 2015.
- Earmarking of at least 50 % of the educational budget for basic education.
- An annual increase of at least 20 % in the operating budget of the education sector, throughout the program.
- Registration each year in the national budget and against HIPC resources of the funds to be transferred to the FAIC account for the heads of community and setting up of the Agency to Support Community Initiatives in Education.
- Establishment of the National Curricula Center to develop bilingual national programs, leading to the production of Chadian schoolbooks distributed free of charge to all children by 2011.

Figure 2: Government spending on education in 2005



1.5 Providers of education

Providers of education are NGO's, the government and local communities.

1.6 Religion within education

Private schools of an exclusively religious character (such as the catechism classes of Christian missions and the Muslim schools) receive no assistance from public funds, but the schools that conform to the officially prescribed educational programs are aided by government grants. There are Christian and Muslim schools.

1.7 Literacy

Table 1: Literacy rates

	Youth literacy			Adult literacy		
	15 – 24 year: total	15 – 24 year: male	15 – 24 year: female	15 and older: total	15 and older: male	15 and older: female
2004	37,6 %	55,7 %	23,3 %	25,7 %	40,8 %	12,8 %
Prospected 2015	46,0 %	61,4 %	30,5 %	37,9 %	54,3%	21,9 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

1.8 Accessibility of education

The school attendance level in the eastern part of Chad is generally very low. Due to the increasing insecurity, the education system in the conflict-affected regions has collapsed. Many schools are closed because both regular and community-hired teachers have left, sometimes more than two years ago, due to arrears in the payment of salaries and persistent insecurity. Consequently, children have been recruited by militia groups or the army.

1.9 Teacher education

Primary/basic school teachers

Teachers are required to complete a three-year upper secondary course at an Ecole normale d'Instituteurs leading to the title of Instituteur. Those who leave on completion of the first two years obtain the title of Instituteur adjoint. The entry requirement to this course is the Brevet d'Etudes du premier Cycle (BEPC).

Training of secondary school teachers

Students who hold the Baccalauréat can sit for a competitive examination for entry to the Institut supérieur des Sciences de l'Education, N'Djaména, to follow a two-year course leading to the Certificat d'Aptitude professionnelle de l'Enseignement aux Collèges d'Enseignement général (CAPCEG). The CAPCEG entitles the holders to teach at the lower secondary cycle. Since 1989, teachers with the CAPCEG can follow a two-year course at the Institut supérieur des Sciences de l'Education leading to the Certificat d'Aptitude professionnelle de l'Enseignement dans les Lycées (CAPEL). Holders of the Licence are required to follow a one-year course at the Institut supérieur des Sciences de l'Education which also leads to the CAPEL.

Training of higher education teachers

For the University, same requirements as in other countries. In the Ecoles normales, teachers must hold a Licence en Sciences de l'Education or the CAPEL. For the Institut supérieur en Sciences de l'Education, teachers must hold the DEA, the Maîtrise en Sciences de l'Education, the DES or the Doctorat.

1.10 Conclusions

Chad is a landlocked country in West Africa that is home to 8.3 million people, including 200 distinct ethnic groups and indigenous languages. After thirty years of conflict, Chad is experiencing a new era of peace, paving the way for the fulfilment of children's rights, and equitable enrolment and achievement in education. The quality of education in Chad is low. The war has still influence on the quality of the education. There is a lack of schools and material and many families can't pay school for their children. Officially basic education is free, but there are still a lot of costs, that make education too expensive for a lot of families.

2 Primary education

2.1 School attendance

The participation of children in primary school in Chad is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

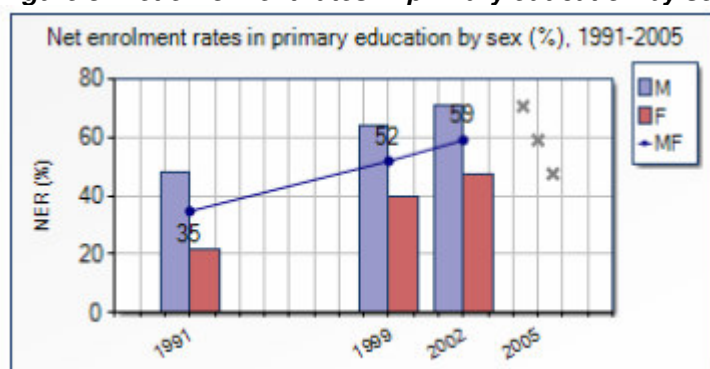
The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

Table 2: Participation in primary school in 2003

	Total	Male	Female
GER	71,0 %	86,3 %	55,7 %
NER	56,9 %	67,8 %	45,9 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

Figure 3: Net enrolment rates in primary education by sex (%), 1991-2005



Drop-outs

There are a lot of drop-outs in primary school. In table 3 you can see the drop-out rates for 2003 per grade. Later rates are not available.

Table 3: Drop-out rates per grade in primary school (2003)

	Total	Male	Female
Grade 1	17,1 %	15,9 %	18,8 %
Grade 2	8,4 %	8,1 %	8,9 %
Grade 3	11,9 %	10,3 %	14,3 %
Grade 4	14,6 %	11,3 %	19,8 %
Grade 5	15,0 %	11,6 %	21,1 %
Grade 6	unknown	unknown	unknown
Total	63,3 %	56,9 %	72,4 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

2.2 Tuition fees and other costs

Basic education is free, but families in rural areas have very low incomes, yet they are expected to cover the salaries of community teachers and various other costs for the functioning of schools. This can be a reason for them to hold their children at home.

2.3 Curriculum

There are public as well as private primary schools. Courses taught in primary school include: speaking, writing, reading, arithmetic. Courses such as history, geography, natural sciences, geometry, animal husbandry, civics, etc. begin at the third level. There are a few schools where Arabic is the language of instruction. A limited number of private primary schools offer one to two hours of English language courses per week. Requirements for completion of primary education include passing the secondary school entrance examination (Concours d'Entrée en 6ème) and obtaining the primary education completion certificate (Certificat d'Etudes Élémentaire et Primaire Tchadien (C.E.P.E.)).

The allocation for the first 3 years is shown in table 4. Year 1 is 1°A, year 2 is 2°A and year 3 is 3°A.

Table 4: Allocation of subjects in the first three years.

Discipline	Temps retenus		
	1° A	2° A	3° A
Français	6 H	5 H	4 H
Mathématiques	4 H	4 H	4 H
Physique-Technologie	2 H	2 H	2 H
Conduite			
Pédagogie générale	2 H	2 H	2 H
Pédagogie spéciale	3 H	3 H	3 H
Sciences appliquées	3 H	3 H	3 H
Morale-civisme-législation	2 H	2 H	2 H
Histoire-géographie	2 H	2 H	2 H
TP Alphabétisation	3 H	3 H	3 H
Psychologie	2 H	2 H	2 H
Sociologie	1 H	1 H	1 H
Dessin-travail manuel	1 H	1 H	1 H
Education physique	1 H	1 H	1 H
Chant	1 H	1 H	1 H
Stage pratique			
Monographie			
Ensemble	33	32	31

2.4 Teachers and management

Pupil / teacher ratio in primary education in 2005 was 63.

Teachers are required to complete a three-year upper secondary course at an Ecole normale d'Instituteurs leading to the title of Instituteur. Those who leave on completion of the first two years obtain the title of Instituteur adjoint. The entry requirement to this course is the Brevet d'Etudes du premier Cycle (BEPC).

Many of the current teachers come from the displaced communities and do not have adequate skills. Many have been hired by humanitarian organisations.

Chad needs to increase its number of primary teachers from 16,000 to 61,000.

2.5 Infrastructure

Another challenge is the maintenance of school infrastructures. There is a lack of school materials, teachers and community-hired teachers.

2.6 Quality indicators

Table 5: Progression and completion in primary education (2005)

School life expectancy ISCED 1-6 (years)	(**)	6.0
Percentage of repeaters, primary (%)		22
Survival rate to grade 5 (%)	(2004)	33
Gross intake rate to last grade of primary (%)		32
Primary to secondary transition rate (%)	(**,2004)	51

2.7 Family and community involvement

With violence ongoing, students' parents associations have collapsed and need to be restructured.

2.8 Conclusions

Primary education is not possible for everyone yet, although this is the goal of the government. There is a great gap between male and female enrolment. The traditional division of domestic labour negatively affects girls; the time they use to complete household chores interferes with their school attendance and homework. Early marriage is also a major constraint to girls' participation and achievement in education.

3 Secondary education

3.1 School attendance

The participation of children in secondary school in Chad is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

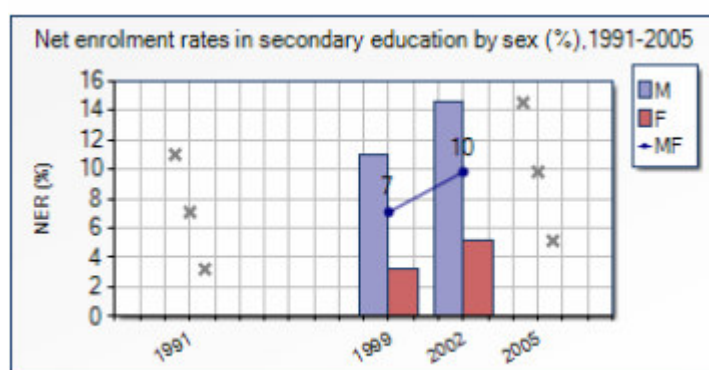
The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

Table 6: Participation in secondary school in 2004

	Total	Male	Female
GER	15,1 %	23,0 %	7,3 %
NER	10,8 %	16,3 %	5,3 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

Figure 4: Net enrolment rates in secondary education by sex (%), 1991-2005



3.2 Providers of secondary education

Providers of education are NGO's, the government and local communities.

3.3 School accessibility

Transition from primary to secondary school

To go to secondary school you should have a certificate of primary education and you should pass the entrance test. In table 7 you can see that 55,5% of the children, who go to the 7th grade of primary school, are going the next year to secondary school. It is not clear why other children don't follow secondary education. Perhaps it's too expensive or they should help their parents in household and getting money.

Table 7: Transition from primary to secondary school in 2003

	Total	Male	Female
Transition from primary to secondary school in % from total	55,5 %	59,7 %	46,4 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

3.4 Curriculum

Courses taught at secondary school include French, mathematics, history, geography, biology, geology, English, (or Arabic), drawing, civic education, physical training, drawing, physics, chemistry, and philosophy (in terminale). In lycée technique commerciale and lycée technique commerciale, accountancy, management, typing, and marketing courses are taught in addition to the standard courses in traditional high schools. At the completion of the 4th level of the lower division (3^{ème}), students who successfully take the Brevet d'Etudes du Premier Cycle Tchadien (BEPC/T) go to the first level of the higher division (seconde U).

At the second level of the higher division (première), students begin to choose their majors. Students who do well in scientific subjects (mathematics, biology, physics, chemistry, geology, etc) are oriented into Première S, whereas those who are strong in literary subjects (French, English, literature, history, geography, etc) enter Première L. There are different types of Terminales:

Grading system in secondary school

Full Description: 16-20=Très Bien; 14-15.9=Bien; 12-13.9=Assez Bien; 10-11.9=Passable.

Highest on scale: 20

Pass/fail level: 10

Lowest on scale: 0

3.5 Teachers and management

Students who hold the Baccalauréat can sit for a competitive examination for entry to the Institut supérieur des Sciences de l'Education, N'Djaména, to follow a two-year course leading to the Certificat d'Aptitude professionnelle de l'Enseignement aux Collèges d'Enseignement général (CAPCEG). The CAPCEG entitles the holders to teach at the lower secondary cycle. Since 1989, teachers with the CAPCEG can follow a two-year course at the Institut supérieur des Sciences de l'Education leading to the Certificat d'Aptitude professionnelle de l'Enseignement dans les Lycées (CAPEL). Holders of the Licence are required to follow a one-year course at the Institut supérieur des Sciences de l'Education which also leads to the CAPEL.

3.6 Quality

In Africa, the question of quality is still intrinsically linked to access. According to the UIS, four out of every ten primary-age children in sub-Saharan Africa do not go to school, and of those who do, only a small proportion reach a basic level of skills.

Secondary education is still not widespread in sub-Saharan Africa, and complete data are not available for all countries in the region. Late entry and high repetition rates also mean that, in many countries, the majority of secondary-age children are still attending primary classes. In the 21 countries for which data were available, an average of only 19 percent of young people of secondary-school-age were enrolled at that level. In five countries (Burkina Faso, Chad, Guinea, Mozambique and Niger) it was less than ten percent.

3.7 Certificate

Completion of secondary education requires passing the Baccalaureat de l'Enseignement Supérieur (high school diploma), an examination devised and organized by the University of N'Djamena. Passing the Baccalaureat exam and obtaining an average grade of at least 10 over 20 in Terminale are the main requirements for admission to higher education institutions.

3.8 Conclusions

The difference in enrolment between male and female is very big. The quality of the education in Chad is also low. Chad has in compare with other countries very bad education. There is a lot to do for the government to make access to education more equal.

Higher education and university

4.1 School attendance

Number of female student

The distribution of female students at the university remains quite unbalanced: women comprise 13.8% of students in FDSE, 14.9% in FLSH, 5% in FSEA, and 3.8% in FSS. The number of female students enrolled in scientific departments is particularly limited, not exceeding 15%. NU is consciously endorsing a policy to integrate women through a system of quotas at the level of each department. The policy promotes recruitment of female high school graduates with lower scores than their male counterparts. This affirmative action policy certainly has shortcomings. In fact, the resolution of this problem lies upstream in high schools.

GER

The participation of people in tertiary education in Chad is measured by the gross enrolment ratio.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

Table 8: Participation in tertiary education in 2005

	Total	Male	Female
GER	1 %	2 %	0 %

4.2 Providers of higher education and university

Higher education in Chad is provided by public and private institutions. Public institutions include: the University of Ndjama, the Institut Universitaire des Sciences et Techniques in Abeche and the Institut Universitaire des Techniques Agricoles in Sarh. Private higher education institutions are: King Faisal University and the Institut Supérieur de Gestion.

Private higher education institutions

The Institut Supérieur de Gestion, is a vocational institution offering programs in business administration, management, accountancy and computer science leading to certificates such as the Certificat d'Aptitude Professionnelle (CAP), the Brevet d'Etudes Professionnelles (BEP) and the Brevet de Technicien Supérieur (BTS). The institute offers majors in accounting, secretarial work, and commerce. The institute also offers training modules allowing candidates without a high school degree to obtain their BEP, and short training periods in computers and advanced management modeled on the MBA.

The institute has 400 students and interns throughout its various programs. Its faculty includes five permanent professors and 30 part-timers. Most faculty members are also university professors at other institutions.

King Faisal University is a member of the Islamic Universities's Organization which has its headquarters in Egypt. The University is constituted of the Faculty of Arabic

Language and the Faculty of Education. Arabic is the language of instruction at this university. Degrees offered include the Maitrise, the Diplôme d'Etudes Approfondies (DEA) and the Doctorate.

In 1996-97, KFU had 359 students. 107 were registered at ALS, 218 were enrolled in the School of Education, and another 34 students were enrolled in the graduate Advanced Studies Program (Diplôme d'Etudes Approfondies, DEA). Faculty at KFU includes 23 professors of diverse nationalities who hold PhDs from various universities. KFU is hoping to launch new specialties, especially in medicine, science and technology, agronomy, and Islamic Law (Shari'a).

4.3 School accessibility

Admission to non university higher education studies

Name of secondary school credential required: Baccalauréat de Technicien

Admission to university-level studies

Name of secondary school credential required: Baccalauréat

Alternatives to credentials: Special entrance examination to the university instead of secondary school certificate

Foreign students admission

Admission requirements: Foreign students should hold the Baccalauréat or an equivalent qualification or pass the special entrance examination to the University.

Entry regulations: Students should have a visa for entrance to Chad and a residence permit.

Health requirements: None

Language requirements: Good knowledge of French or Arabic is required.

4.4 Curriculum

The N'djamena University (NU) is composed of five schools: the School of Law and Economics (FDSE), the School of Letters and Humanities (FLSH), the School of Exact and Applied Science (FSEA), the School of Health Sciences (FSS), and the National Institute for Human Sciences (INSH).

Main grading system used by higher education institutions

Full Description: 16-20=Très Bien; 14-15.9=Bien; 12-13.9=Assez Bien; 10-11.9=Passable

Highest on scale: 20

Pass/fail level: 10

Lowest on scale: 0

Degrees: Degrees offered by the the University of Ndjamenan include:

- the Diplôme d'Etudes Universitaires Générales (DEUG), obtained at the successful completion of the second level of university studies.

- the Licence degree, obtained after successful completion of the third level of university studies
- the Maitrise degree, obtained after successful completion of the fourth level of university studies
- the Doctorate degree, obtained at the successful completion of the seventh level of university studies.

Both Institut universitaire's in Sarh and Abeche have been recently opened and offer a two-year training program leading to associate degrees known as Brevet de Technicien Supérieur (BTS).

4.5 Teachers and management

The faculty at NU is unequally distributed among permanent and part-time staff. In some departments, the number of temporary professors is around 50%. Similarly the teacher-to-student ratio reflects the discrepancy between schools. If we exclude the special case of FSS, where the number of students is strictly controlled, we notice that the ratio of permanent professors to student varies in considerable proportions between FDSE and FSEA.

Despite concrete improvement over the last few years, faculty qualifications remain insufficient and deserve particular attention.

Table 9: Staff per faculty at the University of Ndjamen(1995/1996)

Faculty at NU in 1995-96							
Faculty	Total	Permanent	Part-time	Assistant	Lecturer	Students	Ratio*
FDSE	51	12	39	6	6	977	1:81
FLSH	86	53	33	16	37	1,613	1:30
FSEA	58	45	13	21	24	480	1:11
FSS	59	17	42	0	17	105	1:6
Total	254	127	127	43	84	3,175	1:25

*This is a ratio for permanent staff to students.

4.6 Infrastructure

Small facilities force students to attend classes and practical courses outside amphitheatres and classrooms; libraries are poorly supplied; the university has no cafeteria or collective transportation; and there is no full-fledged campus. Third, teaching methods are generally inadequate, especially for first-year students. Overall infrastructure is bad.

4.7 Government assistance

The University of N'Djamena (Chad) was established by government decree in 1971 and serves as the main center of higher learning for this strategic country. The fact that UNDT is a governmental public universities means that it is accredited and supervised by a national ministry of education.

Financial aid is available for qualifying students.

4.8 Conclusions

Not much people in Chad follow tertiary education and there are almost no females following tertiary education. The university of Chad is characterized by a high failure rate during final examinations, including among sophomores and juniors. Student failure rates are, in fact, due to several factors. First, the number of high school graduates is insufficient. Second, the conditions of student life are not conducive to learning. In two schools (FDSE and FLSH), the scarcity of qualified teachers leads to poor supervision.

5 Informal education and literacy

5.1 Forms of informal education

Informal education that is offered in Chad is pre-school education and different forms of education are organised by NGO's.

5.2 Providers of informal education

The Childhood Division of the Ministry for Social Action and the Family has the task of supervising early childhood education through pre-school education in public and private kindergartens and in community nurseries for three to five year-olds, thus ensuring a smooth transition between the home and the school system

5.3 Attendance

So far as pre-school education is concerned, only a few children aged from 36 to 59 months attend any organized early childhood education programme, usually a kindergarten or community childcare centre providing organized learning activities. These programmes are attended by only 0.8% of children. In terms of gender, 1.0% were boys and 0.6% were girls (in 2000).

Disparities in terms of place of residence show that: 2.4% of 3-5 year-olds in N'Djamena and the other towns attend pre-school programmes, while only 0.4% in rural areas do so. In terms of the mothers' level of education, 4.7% of children whose mothers have secondary or higher education are enrolled in pre-school programmes.

5.4 Curriculum

Pre-school education is organized to ensure that the psychomotor, cognitive, emotional and aesthetic areas are covered.

Pre-school is 35 hours per week, 1,000 hours per year.

5.5 Family and community involvement

The parents themselves make arrangements for pre-school education to have premises and two play leaders from the local community for an average of 40 children, although there are more than 100 children in some centers.

5.6 Infrastructure

NGO's provide support in the form of facilities, teaching materials and play materials,

Parenting education for parents and training of play leaders in supervisory skills and in game- and toy-making techniques.

5.7 Government assistance

The government spends 14% of the educational budget on pre-primary education. That is quite much.

5.8 Conclusions

There is not much known about informal education. Only about pre-school education in relevant information. The government stimulates pre-school education, which is very good. The attendance of pre-school is very low and there is great difference in attendance between rural and urban regions.

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