

# EDUCATION UPDATE

## SCHOOL YEAR 2020-2021

After the Covid-19 pandemic caused national school closures in March of the 2019/2020 school year, students across Chad returned to their classrooms in September 2020 for two months of accelerated catch-up classes, and the 2020/2021 academic year began in November. A total of **100,856 refugees** attended school in 2020/2021, 713 more than before the pandemic. Despite the increase in enrollments, the challenges remain significant as 53% of refugees age 6 to 18 may be out of school, 2 percentage points more than in March 2020 before schools closed. This increase in raw enrollment but reduction in enrollment rate can be explained by the **influx of refugees** from Sudan and the Central African Republic, arriving since December 2020, who are gradually accessing schools but in a lower proportion than the refugees already there. The impact of **Covid-19** on the economic life of households could also explain the slowdown in registrations.

The perpetuation of Covid-19 and the onset of successive emergencies did not however prevent the continued strengthening of the **inclusion** of refugees into the national education system, culminating in November 2020 with the endorsement of Chad's **Refugee Education 2030 Strategy** by the Minister of National Education and Civic Promotion. Throughout the year, UNHCR continued developing its partnerships, in particular by receiving a one-million-dollar grant from Education Cannot Wait for education in emergency in the south, by extending its memorandum of understanding with the Adam Barka University in Abéché in the east, and by renewing its partnership agreement for master's scholarships with the French Embassy in Chad.

Regarding higher-education, 8 new DAFI **scholarships** were added to the 131 renewed and an additional 5 master's scholarships from the French Embassy were awarded while 5 were renewed. 3 doctoral students in medicine received financial support and 557 UNHCR Mixed Movements fellowships were renewed for 472 refugees and 85 Chadians. The end of the school year was marked by the participation of refugees in the Chadian national exams. 1,535 refugee candidates including 929 girls passed the **Brevet** exam (lower-secondary) and 616 refugees including 342 girls passed the **Baccalaureate** exam (upper-secondary).

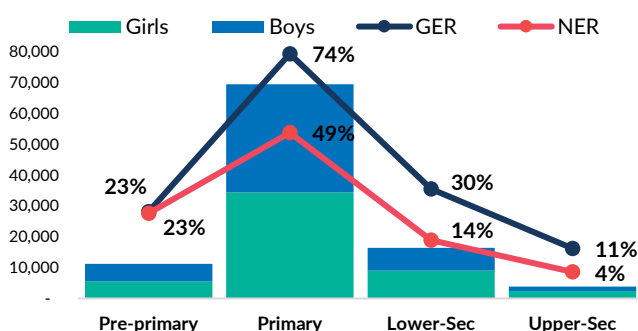
More refugees attended school in Chad during the 2020/2021 academic year than ever before, and thus the challenges remain significant to ensure access to quality education for all. The increasing need for education, in the face of the continued reduction in financial resources, remains a growing concern.

## Key figures

**100,856** refugees enrolled in school including **51%** girls

At least **47%** of refugees aged 6-18 are enrolled in school

Enrollments with Gross (GER) and Net (NER) Enrollment rates



**7,623** refugees attend school outside of camps including **2,199** in urban areas

**17,475** Chadians are attending a school supported by UNHCR including **5,089** inside the camps

**569** refugees are attending university in Chad under a scholarship

**60%** of teachers, from primary to secondary, are qualified

On average, from primary to secondary, **112** children share a durable classroom and **98** children share a latrine

# Achievements



Primary classroom at Dar Es Salam camp  
 ©UNHCR/Priscilla G. Gomes

## OVER 100,000 REFUGEES ENROLLED IN SCHOOL

Access to quality inclusive education remains a major challenge for all children in Chad. Despite the closure of schools for more than 3 months in 2020 due to the pandemic, **enrollments have been maintained**, and targeted awareness-raising campaigns and support courses have been put in place to keep students in school and reduce the risks of dropouts.

► [Check out the 2020/2021 back-to-school, mid-year, and end-of-year statistical dashboards online.](#)

## ENDORSEMENT OF THE REFUGEE EDUCATION 2030 STRATEGY

Drafted in 2019, the Refugee Education 2030 Strategy in Chad was endorsed by the **Minister of National Education** and Civic Promotion on November 27, 2020. Aligned with UNHCR's International Education Strategy and the National Education Plan of Chad, the strategy aims to **strengthen the inclusion** of refugees and populations under UNHCR's mandate in the national education system, promote the maintenance of **safe and protective** learning environments, consolidate existing coordination, and develop strategic **partnerships** for the sustainability of interventions.

► [Access the strategy online here.](#)



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## FIGHT AGAINST COVID-19

Students across Chad returned to their classrooms in complete **safety** for the 2020/2021 school year. Sanitary conditions were strengthened in schools with the construction of 128 latrines and 19 boreholes, the installation of 210 handwashing stations and the distribution of more than 35,000 facemasks. 1,739 teachers and 24 hygiene committees were trained, and large classes were divided to improve social distancing. This response was greatly facilitated by financial support from the **Education Cannot Wait** Fund.

► [Video presenting the Covid-19 response.](#)

## EDUCATION IN EMERGENCY

Since December 2020 and January 2021, Chad has faced **new influxes of refugees** from the Central African Republic (25.207) and Sudan (6.449). In both areas, children represent over 60% of the population and have significant educational needs. In the east at Kouchaguine Moura camp, in collaboration with the local authorities, a Child Friendly Space and two primary schools were built, new teachers were recruited, and catch-up support was offered, thanks in particular to the **Educate a Child** program of the **Education Above All** foundation. In the south, new arrivals have been integrated into existing schools and **Education Cannot Wait** funds were received to strengthen the education response in the Goré area for the 2021/2022 school year.



Children playing at K. Moura camp  
 ©JRS/ Elena Gonzalez Posada



Abdallah, maths teacher at Djabal camp.  
©JRS/Irene Galera

## SUPPORT TO TEACHERS

Over 1,900 Chadian and refugee teachers in camps, sites and host villages have been supported by UNHCR through continuous **capacity building**. 84% of them had their subsidies financed with support from the United Kingdom. In emergency sites, all newly recruited teachers were trained in collaboration with local and central education authorities. In January, 115 Sudanese refugee teachers, including 34 women, validated their **Elementary Certificate of End of Normal Studies (CEFEN)** at the School of Bilingual Teachers in Abéché (ENIBA). A total of 651 Sudanese refugees, including 204 women, have obtained their CEFEN since 2014. The share of **qualified teachers** at primary level has increased by 9 points this year to 51%.

## PARTICIPATION IN NATIONAL EXAMS

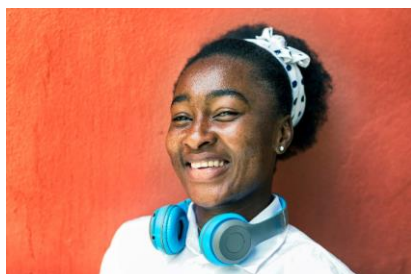
**1,539** refugees (931 girls) obtained their lower-secondary certificate (Brevet d'Études Fondamentales – BEF) in 2021, a pass rate of **85%** and 295 more graduates than in 2020. **616** (100 more than in 2020) refugees obtained their Baccalaureate including **342** girls, representing a **53%** success rate. Compared to the 2020 sessions, the BEF pass rate is 6 points higher and the Baccalaureate 10 points higher. The success rates of refugees are also higher than the national rates which are 74% for the BEF and 46% for the Baccalaureate. Note that 97 refugees obtained their Baccalaureate with honors.

► [Check-out the 2021 results' Dashboard here.](#)



First session of the Baccalaureate exam in Iriba ©UNHCR/Nestor Heindaye

## ACCESS TO HIGHER-EDUCATION



Raissa, 24, refugee from the Central African Republic currently studying communication thanks to a DAFI scholarship. ©UNHCR/Antoine Tardy

This year, a total of 596 refugees, including 244 women, were able to benefit from a **scholarship** from UNHCR or its partners (including 139 DAFI scholarships) to attend university in Chad. **Partnerships** forged with 12 universities and national institutes also enabled 120 young people, including 44 women, to continue their higher education under the same conditions as Chadian students, some benefiting from a **50% reduction**. In addition, 2 Central African refugee students were admitted to **Campus France** and were able to obtain their student visa for the start of the 2021/2022 school year.

► [Discover the story of Bello, refugee from the Central African Republic and former beneficiary of the Mixed Movements and French Embassy in Chad scholarships.](#)

## EMPOWERING MOTHERS

Motherhood should not be a barrier to teaching or learning. In 2012, thanks to the **Educate a Child** program, school-based nurseries were established and continued this year to benefit refugee students and teachers. **21 nurseries** across 12 camps in the east of the country have accommodated 355 infants, supporting **318 student-mothers** and **30 teaching-mothers**. Similar community support is also offered to **female university students** in the UNHCR Mixed Movements scholarship program in Abéché.



Aicha 32-year-old teacher who goes to nursery during recess to breastfeed her baby. ©JRS/Irene Galera



©Can't Wait to Learn

### INNOVATIVE METHODS

Fruit of operational partnerships, two innovative projects were continued during the 2020/2021 school year. Initiated in 2017, the community literacy and education project in the **Massalit language** is offered in 6 camps in Ouaddaï and Sila, facilitated by the NGO **SIL**. The program has enabled 2,054 refugee learners to validate the Massalit language module. At Djabal camp and in the nearby city of Goz Beida, 970 third grade students, including 180 nationals, were able to continue the **Can't Wait to Learn tablet-based learning program** initiated in 2019 by the NGO War Child Holland and facilitated by the partner JRS.

### ASSISTANCE TO URBAN REFUGEES

**2,199** urban refugee students (50% girls) were assisted with cash to support the financing of their schooling. This school assistance was followed by visits by the **refugee community focal points** to check the children's schooling. In addition, the 5 schools in N'Djamena hosting the most urban refugees were supported with administrative supplies. The **UNHCR Computer Center**, despite its closure due to COVID-19, continued to build the capacity of young refugees through distance training. Seven weeks of computer training were organized with the participation of 72 refugees, including 26 women.



Delivery of administrative material to the Lycée Collège de Diguel Est  
 ©UNHCR/Elizabeth Coco

### COMMUNITY INVOLVEMENT



Tutoring session in N'Djamena  
 ©UNHCR/Nestor Heindaye

During the school year, over **3,000** students and parents were trained to strengthen engagement and make schools more autonomous. In eastern Chad, **Parents' Associations** were thus able to finance the construction and rehabilitation of infrastructure (ex: classrooms and fences), as well as purchase or repair school equipment. **Girls' clubs** set up in each camp continued their strong mobilization. In N'Djamena, the Urban Refugee Student Committee organized a **tutoring** system to support 87 refugees studying for the Baccalaureate exam, and also organized a blood donation campaign. In all camps and in urban areas, refugee **focal points** lend a hand to UNHCR and its partners on a daily basis.

► Discover the portraits of young refugees involved [here](#) and [here](#).

### COLLABORATION AND PARTNERSHIPS

Key to the lasting inclusion of refugees in the national education system, **collaboration** with education authorities and technical and financial partners continued during the school year. UNHCR is an active member of the **Education Cluster**, the Local Education Group (LEG) and the Technical and Financial **Partners** for Education in Chad (TFP). Quarterly refugee education **coordination** meetings bring together on average more than 50 participants and allow optimal collaboration at central and local level. In terms of partnerships, UNHCR renewed its memorandum of understanding with **Adam Barka University in Abéché** and its partnership agreement for master's scholarships with the **French Embassy in Chad**.



Renewal of the partnership agreement with the French Embassy in Chad. Since 2018, 15 master's scholarships have been awarded and 5 new ones will be awarded at the start of the next school year. ©UNHCR/Aristophane Ngargoune

# CHALLENGES



## Access

More than half of school-age refugees are said to be out of school (estimate of 53%). In some areas, especially the south, the retention of girls and young women in lower and upper-secondary education remains problematic given the socio-cultural and economic context.



## Schools' management

While all schools in camps, sites and host villages have been officially public schools since 2018, it is important to continue to support the Chadian government and continue collaboration with education partners while advocating for the appointment of national teachers in camps and the provision of equipment and infrastructure.



## Schools' autonomy

Schools still remain very dependent on financial support from UNHCR and its partners. Parents' Associations need capacity building and support with income-generating activities in order to guarantee better autonomy for schools in the medium term.



## Acceptance of the national education system in the east

All the schools in refugee camps officially integrated the Chadian curriculum in 2014. However, there is still some reluctance in the Oure-Cassoni camp for full integration of the curriculum, in particular at the secondary level.



## Infrastructure and equipment

Although great efforts have been made in terms of infrastructure, the needs remain great given the growth in student enrollments. From pre-primary to upper-secondary school, at least 990 equipped classrooms and more than 3,500 latrines would have to be built to reach the standard ratios.



## Teacher training

51% of primary school teachers in refugee camps, sites and villages are qualified. While this share is constantly increasing, it remains considerably below the standard of 80%.



## Pre-primary school

Yet crucial, this level does not benefit from funding and relies heavily on community participation. There is a strong need at the pre-primary level in terms of infrastructure, trained instructors, and learning materials.



## University scholarships

More than 3,100 refugees have obtained their Baccalaureate since 2015, but less than 2% of the refugees ages 18 to 24 are currently enrolled in university, and the need for support to access tertiary education continues to grow each year.



## Technical and vocational training

The supply of quality vocational training for adults and young people who have dropped out of school remains limited or even non-existent in some camps.



## Financing

Overall, the gradual reduction / fluctuation in the budget in the face of growing needs affects the quality of assistance to refugees, including education. UNHCR remains the main donor of refugee education in Chad.

# PROSPECTS

The challenges will remain significant for the 2021/2022 academic year. Nearly 32,000 new Central African and Sudanese refugees arrived in 2021, and their **lasting inclusion** in the national education system is a priority. Education Cannot Wait's financial support for Central African refugees will offer an excellent opportunity to strengthen educational provision in the south, however the needs to cover education in **emergency** situations still remain greater than the available resources, in particular because of the originally limited education services in the reception areas

In order to continue to meet the needs of all the refugees attending school in Chad, a particular emphasis will be placed on strengthening the **community approach** in the management and financing of schools, an approach which enables families to mobilize around education and increase children's **access** and **retention** in school.

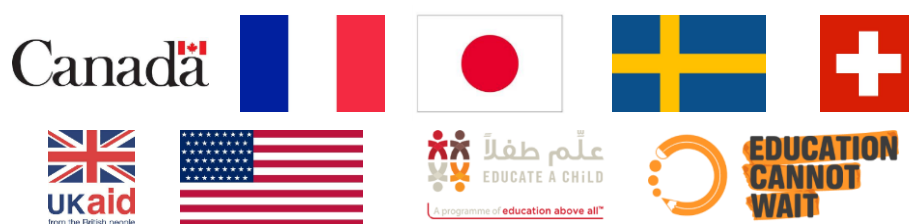
At the tertiary level, the 2021/2022 academic year begins with the award of 60 new **DAFI** scholarships, the first admissions and departures via the **Campus France** program and the upcoming signing of a memorandum of understanding with the King Fayçal University of N'Djamena. This new year will be an opportunity to continue to develop national partnerships and amplify study opportunities online and abroad.

UNHCR will continue to work closely with local and central **education authorities** to ensure the implementation of the Refugee Education 2030 Strategy in Chad and the inclusion of people under UNHCR's mandate in national development plans. The search for **partnerships** at the national level and the diversification of educational donors will remain a priority in order to ensure the sustainability of the interventions.

## DONORS AND PARTNERS

UNHCR Chad thanks the **government of Chad** as well as its **donors** and **partners** invested in the education of refugees and their hosts.

Donors:



Implementing partners:



## CONTACTS

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