

Summary of the Chad report on the E/T continuum

Introduction

Located in the heart of Central Africa, Chad is both a member of the Economic Community of Central African States (ECCAS) and the Central African Economic and Monetary Community (CEMAC). It has been an oil producer since 2003. However, agro-pastoral and fishing activities are still the drivers of the national economy, despite being highly dependent on the weather. The country's efforts are targeted at bringing about economic diversification and improving the population's living conditions of the population. Education and training are considered to be the key factor determining people's access to the labour market.

1. Basic data on education among the Chad population

The data is as follows:

- Gross enrolment ratio: 106%;
- Net enrolment ratio: 50.9%;
- Completion rate: 41.8%;
- Transition rate to secondary education: 28.3%;
- Transition rate to higher education: 19.6%

While the GER in theory shows that the system can accommodate all children and students, the completion rate shows that the goal of universal education is far from being achieved. Only 35% of women aged 15 to 24 are able to read a short, simple statement on everyday life. Educational establishments are also unevenly distributed across the country.

1. Basic data on technical and vocational training

There is a clear will to develop TVET, which has in particular been demonstrated through the creation of the Ministry of Vocational Training and Trades (MFPPM) in February 2016. Other aspects of technical education still come under the responsibility of the Ministry of Education and Civic Development (MENPC). Chad still has a relatively small vocational training system in terms of physical size and in the range of options offered. Indicators show very limited access to TVET.

- Gross enrolment rate: 17.5%;
- Completion rate: 37%;
- Percentage of young people trained on the job: 11%;
- Percentage of young people neither at school, in vocational training nor at work: 61%.

Limited access to TVET is due to the lack of establishments. Most of these are concentrated in the capital. Only 1.12% of the state budget is allocated to this education sub-sector.

2. How to tackle the lack of continuity between education and training for the benefit of young people

Chad's persistent high illiteracy rate, especially among women and children, hampers efforts to achieve Education for All and the Millennium Development Goals.

The reasons for this lack of continuity:

- the lack of technical and training qualifications among teaching staff;
- the recurrent phenomenon of schools offering incomplete cycles of education;
- the lack of formal and non-formal education courses and the fact that schools are too far from people's homes;
- the inadequacy of the vocational training system and the failure of dual training/ apprenticeship courses and their low levels of qualification;
- obsolete equipment and poor facilities at schools, as well as their high cost, in particular TVET;
- the poor transition process between education, training and the world of work and the limited complementarity and link between initial and continuing training courses;
- early marriage and unwanted pregnancies for girls.

Current attempts to prevent and remedy problems

The creation of the MFPPM sought to launch a drive to make vocational training accessible for rural people, especially vulnerable groups, and to enhance human resources. Its objectives have been to create an appropriate legislative and regulatory framework, to improve the skills of administrative and teaching staff, to strengthen the partnership with the world of business and to increase funding for vocational training and the number of places available.

The development of continuing vocational training is currently neglected although it is a strategic means of preventing and remedying problems. In particular, it should enable teachers to do their job with the greatest possible degree of skill and efficiency. The continuing training of community teachers in the Lake Chad region is a good example of struggle against the lack of continuity for the benefit of children traumatised by Boko Haram atrocities.

3. Developing the continuum by providing access to lifelong learning

The various levels of education are: basic education lasting nine years leading to the basic school certificate (BEF), general secondary education leading to the baccalaureate, technical secondary leading to BEP and BT vocational diplomas, the intermediate technical education offered in technical and vocational training centres leading to the technical and vocational training diploma (DFFTP) and, finally, higher education based on the three cycle LMD system. Non-formal education takes children aged 9 to 14 who are outside the school system and provides them with vocational training, but there are far too few places given the high demand. Literacy centres are poorly attended. There are several other ways in which the continuum is promoted (schemes for nomadic people, young jobseekers, and people in rural areas), but a formal continuum approach necessitates the acquisition of existing qualifications.

4. How to develop the continuum by recognising all forms of lifelong skills acquisition

Chad considers TVET as an alternative means of bringing about poverty reduction and sustainable economic development. It has therefore taken several steps to support it, including:

- the development of training by various different ministries (Employment, Tourism and Handicrafts, Agriculture etc.)
- the development of institutional management capacity: the national committee for education and training to promote employment (CONEFE), the national training fund (FONAP), an observatory of education, training and employment (OBSEFE), and a coordination and monitoring unit;
- a range of programmes and strategies concerning education, training and literacy;
- a school management strategy helping them to match supply with demand;
- a legislative framework establishing guidelines and promoting partnerships in the fields of education and training;
- a training policy for community teachers and facilitators which is helping to integrate them into the teaching profession.

While Chad's education system offers access to education and training from pre-school to university level across all areas of general, technical and vocational education, there is no system for accrediting prior experience and learning (APEL), so it is impossible to use certified knowledge and skills in the labour market.

Conclusion

To establish a true continuum, Chad needs to forge a comprehensive strategy introducing:

- new modes of training (functional literacy schemes, specialisation, dual apprenticeships, evening or weekend classes, modular training, etc.);
- an APEL system to recognise knowledge and skills acquired in the workplace and acknowledge those who work in the informal sector in order to improve their living conditions by allowing them to access decent work;
- partnerships with businesses by training master craftsmen offering traditional apprenticeships and by developing dual training courses;
- non-formal education centres to enable the many children who are outside school or who have dropped out (807,000 9 to 14-year olds in 2009) to have four years of schooling, which would allow them to be admitted to the sixth grade at school, to technical and vocational training centres or to enter the workforce. This innovation could help promote inclusive education, which Chad professes to support.