

Chad

Chad is a fragile landlocked country in Central Africa. Ranking second to last on the Human Development Index (HDI) (UNDP, 2021), it is one of the poorest countries in the world, with an estimated 42% of the population living below the poverty line (World Bank, 2018). Chad faces significant development challenges and overlapping factors of vulnerability. Nearly 7 million people are in need of assistance as a result of climate change, food insecurity, malnutrition, health emergencies, and displacement (OCHA, 2023). Humanitarian crises and instability in the region have led to large-scale displacement of refugees, returnees, and IDPs, placing pressure on already resource-constrained services.

Refugee context

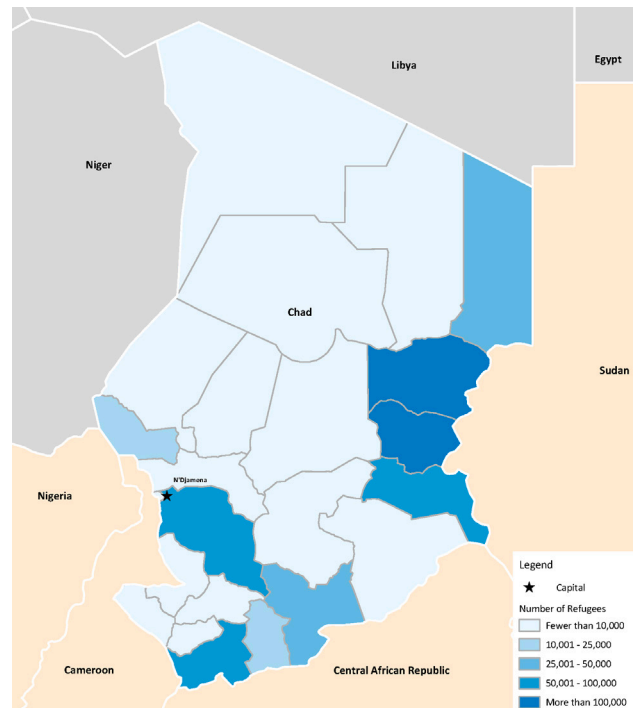
As of 2022, Chad was hosting close to 600,000 refugees and asylum-seekers from Sudan, the Central African Republic (CAR), Cameroon, Nigeria, and other countries.

Country of origin	Refugees	Asylum-seekers	Subtotals
Sudan	403,846	2,050	405,896
Central African Republic	124,529	2,379	126,908
Cameroon	42,597	46	42,643
Nigeria	20,461	340	20,801
Other	1,331	138	1,469
Total	592,764	4,953	597,717

Source: Population figures as of end-2022, available at [UNHCR, n.d.](#)

In the last two decades, Chad has received Sudanese refugees in the East fleeing the Darfur crisis and ongoing instability, and refugees from the Central African Republic in the South seeking refuge from political and sectarian conflicts (UNHCR, 2019). The arrival of refugees from Cameroon is a recent phenomenon arising from inter-communal conflict, driving displacement to southwestern provinces (UNHCR, 2022a). In recent years, Nigerian refugees have also settled in the area, fleeing instability in Borno and the Boko Haram insurgency (UNHCR, 2019).

Figure 1: Location of refugee populations in Chad



Sources: Population data from UNHCR, 2023, based on data accessed in January 2023.

Key education indicators

HDI ranking (2021)	190 of 191
Gross enrolment ratio – Pre-primary (2021)	1.3%
Gross enrolment ratio – Primary (2021)	93.7%
Gross enrolment ratio – Secondary (2021)	23.9%
Gross enrolment ratio – Tertiary (2015)	3.3%
Expected years of schooling (2020)	5.3 years
Learning-adjusted years of schooling ³² (2020)	2.8 years
Learning outcomes (compared to regional averages):	
Percentage of students above minimum proficiency level in language of instruction, late primary (2019)	22% (48%)
Percentage of students above minimum proficiency level in mathematics, late primary (2019)	12% (38%)

Sources: HDI ranking from UNDP, 2021; gross enrolment ratios from UIS, n.d.; years of schooling from World Bank, n.d.; learning outcomes from CONFEMEN, 2020.

32. While expected years of schooling refers to the number of years a child is expected to spend in education, learning-adjusted years of schooling (LAYS) combines quantity and quality (defined as learning) into a single metric (Filmer et al., 2018).

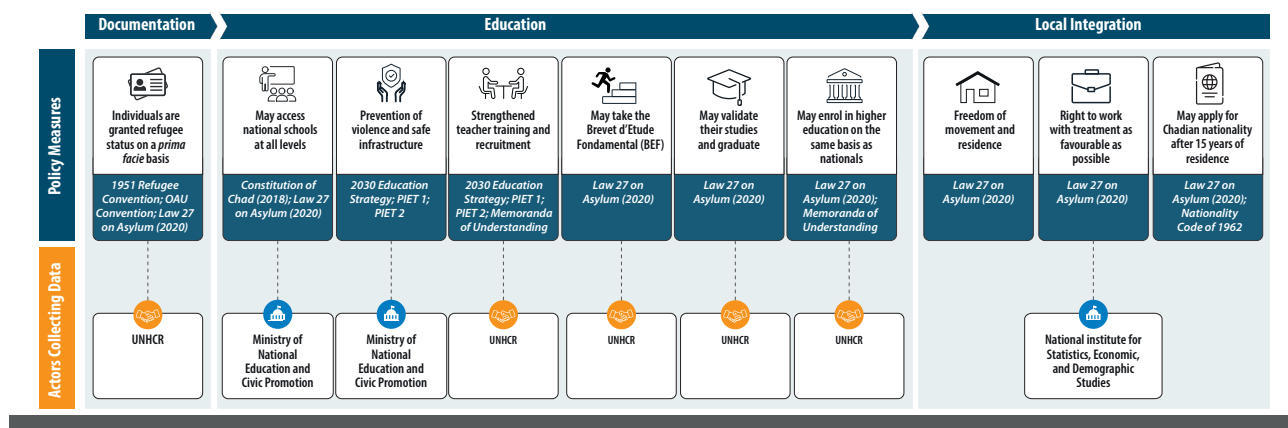
Inclusion of refugees in the national education system

Normative framework

Chad is a signatory to the 1951 Convention and 1967 Protocol, and has ratified the 1969 OAU Convention. In 2011, [Decree 11-839](#) established the National Commission for the Reception and Reintegration of Refugees and Returnees (CNARR), which conducts status determination and provides protection and assistance to refugees with the support of UNHCR. In 2020, Chad passed its first refugee law, [Law 27 on Asylum](#), which translates Chad’s international commitments into national law and outlines an expansive set of rights for refugees.

Overview: Policy pathway for refugee education

Access to education in Chad is supported by a strong normative framework. Data along this pathway is collected by national actors and partners, although gaps remain in the inclusion of refugees in national data systems.



Documentation

Law 27 defines ‘refugee’ according to the 1951 and OAU Convention definitions, and states that CNARR may use group determination in cases of mass arrivals. Chad grants *prima facie* refugee status to individuals from Sudan, Central African Republic, and Nigeria, while refugees from other countries apply on an individual basis (UNHCR, 2022c). Asylum-seekers are issued a provisional certificate, followed by a Refugee ID card following determination. Registration is conducted jointly by CNARR and UNHCR using the Profile Global Registration System (ProGres) identity management system (ibid.). [Law 13 on Civil Status \(2013\)](#) mandates the civil registration of children born to non-nationals, enabling refugee children to obtain birth certificates.



During the registration process, refugee data are collected through UNHCR’s ProGres, including biometric information, status determination, and demographic data. These data are not reflected in the Chadian civil registration system. However, refugee children issued birth certificates are included in the national system. UNHCR data are published through online platforms, including the Operational Data Portal and Education Dashboards.

Number of refugee children (percentage of total refugee population) (2022): **315,630 (54%)**

Source: Data from Chad Education Dashboard for the 2021–2022 school year, available at [UNHCR, 2022b](#).

Education and training

Access to early childhood, primary and secondary education

The [Constitution of Chad \(2018\)](#) grants non-nationals in regular status equal rights to nationals, including the right to education. Law 27 also grants refugees and asylum-seekers the right to access primary, secondary, vocational and higher education. The [Interim Plan for Education in Chad 2018-2020 \(PIET 1\)](#) and Update (PIET 2) outline measures to promote inclusive education for all, including refugees. At a government seminar held in 2014, a decision was made to integrate camp schools into the national education system, leading to the formal transfer of 108 schools to the Ministry of National Education and Civic Promotion (MENPC) in 2018. UNHCR's [2030 Education Strategy Chad](#), validated by MENPC, aims for the transfer of administrative and financial responsibility to the government by 2030, although the PIET 2 notes that resource and capacity limitations pose an obstacle to achieving this objective.



Data on refugee enrolment in national schools are captured through annual data collection exercises by the MENPC. Following the 2018 transfer of camp schools, refugee enrolment data have been reflected in the Annual Statistical Yearbook. Refugee data are captured under the 'vulnerable' category, and are disaggregated by gender, type of school, province, and environment (urban/rural). While data are collected at the primary and secondary levels, only primary enrolment data are made available through online publication of the yearbook.



UNHCR collects data on refugee enrolment through its education management information system (SIGE). Select data are made available through an Education Dashboard published at the beginning, mid-point, and end of the school year. Since 2017, individual student data have been linked to individual ProGres records, allowing for the possibility of tracking refugee trajectories. However, refugees who attend schools that are not supported by UNHCR or its partners are not reflected in the data.

Number of refugees enrolled in primary education (2022): **48,021**

Estimated number of out-of-school refugee children (2022): **103,000 (52%)**

Gross enrolment rate for refugees in primary, compared to national (2022): **71% (compared to 94%)**

Gross enrolment rate for refugees in secondary, compared to national (2022): **23% (compared to 24%)**

Sources: Number of refugees enrolled at primary level from MENPC Annual Statistical Yearbook 2021/2022, available at [MENPC, 2022](#); estimated refugee OOSC number and GERs from [UNHCR, 2022b](#); national GERs from [UIS, n.d.](#) (see above).

Safe learning environment

The 2030 Education Strategy Chad contains objectives for ensuring a safe learning environment for refugee learners, in line with the PIET 2, which aims to promote school health through improved water, hygiene and sanitation practices. The [National Education Sector Response Plan to the COVID-19 Epidemic in Chad](#) aimed to ensure safe learning conditions during and after the COVID-19 pandemic, with a focus on reaching vulnerable populations, including refugees.



The Annual Statistical Yearbook collects data by province on variables related to physical safety of facilities, including the number of latrines by condition, number and type of water sources, and number of schools with functional hand-washing stations. Although it does not differentiate between refugee and non-refugee students, when considered together with refugee enrolment by province, this information may provide an indication of safety conditions in schools attended by refugees – e.g. in Sila region, where 21% of students are refugees.

Percentage of mixed latrines in good condition in Sila vs. nationally (2022): **42% vs. 69%**

Percentage of schools with functional washing facilities in Sila vs. nationally (2022): **84% vs. 83%**

Sources: Data from MENPC Annual Statistical Yearbook 2021/2022, available at [MENPC, 2022](#).

Quality learning conditions

The 2030 Education Strategy outlines objectives for improving refugee learning through the provision of textbooks and language training. The PIET 1 and PIET 2 set out strategic measures for strengthening education in emergencies, including through the assignment of bilingual teachers to crisis-affected regions. Furthermore, MoUs between UNHCR and national institutions, including the [National School of Bilingual Teachers of Abéché](#) and the [Ecole Normale Supérieure of Abéché](#), have allowed refugee teachers to gain teaching certification in Chad.



The Annual Statistical Yearbook provides data by province on quality learning conditions, including number of teachers by level of qualification obtained and the number of textbooks. Although not disaggregated, these data provide an indication of the general quality of education in the provinces where refugees attend school. In addition, UNHCR publishes data on the percentage of qualified teachers in refugee schools. These data reveal the positive impact of MoUs on teacher training. With over 700 teachers completing training courses and receiving certification, the percentage of qualified teachers at the primary level has risen from under 20% to over 50% between 2014-2021 (UN TES, 2022). UNHCR publishes refugee pass rates for national exams based on results from the National Office for Examinations (ONECS). Data on learning are otherwise limited; national exams are the only assessment of foundational learning in Chad, and the PASEC regional assessment has not included refugee schools in recent rounds.

Number of teachers from pre-primary to secondary (2021): **1,936**

Percentage of primary teachers who are qualified (2021): **51%**

Percentage of secondary teachers who are qualified (2021): **72%**

Number of teachers who have received national certification (as of 2021): **700+**

Sources: 2021 data on teachers from [UNHCR, 2022b](#); number of teachers receiving certification from [UN TES, 2022](#).

Access to transitions

The Constitution and Law 27 grant refugees the right to education under the same conditions as nationals. Therefore, refugees have access to promotion between grade levels on the same basis as their peers. Refugees use their ProGres number to register for the lower secondary exam, the Brevet d'Étude Fondamental (BEF), which is a requirement to enter upper secondary education. Since 2016, the Chadian government has created nine BEF testing centres near refugee camps and sites to facilitate access to exams (UNHCR, 2020).



UNHCR publishes data on the number of refugees who pass the BEF each year by gender, zone, and camp or site, along with total success rates and success rates by gender for each camp or site. As of 2019, efforts to increase access had allowed 5,742 students to obtain their BEF, demonstrating the impact of this policy on facilitating transitions from primary to secondary education for refugees in Chad (UNHCR, 2020).

BEF success rate for refugees, compared to national rate (2021): **84.8% (compared to 74%)**

Number of refugee students obtaining the BEF (2021): **1,539**

Sources: Exam results data from [UNHCR, 2021](#).

Certification of learning

Refugees are eligible to graduate and receive certification according to the same criteria as their peers. Similar to the BEF, refugees may register for the Baccalaureate using their ProGres number. The Chadian government has created four Baccalaureate exam centres near refugee camps to facilitate access to the exam (UNHCR, 2020). A passing grade on the Baccalaureate examination allows students to obtain certification and qualify for entry into higher education.



UNHCR publishes data on the number of refugee students who take and pass the Baccalaureate each year, allowing them to validate their studies and obtain certification.

The results dashboard presents the total number who passed along with breakdowns by gender, zone, and camp or site, and overall success rates. As of 2020, efforts to expand access had enabled 2,526 refugee students to obtain certification of learning (UNHCR, 2020).

Baccalaureate success rate for refugees, compared to national rate (2021): **53.3% (compared to 46.3%)**

Number of refugee students obtaining the Baccalaureate (2021): **616 (of which 97 with honours)**

Sources: Exam results data from [UNHCR, 2021](#).

Access to technical, vocational and tertiary education

Law 27 grants refugees the right to access tertiary education on the same basis as nationals. As of 2020, UNHCR had signed MoUs with twelve public universities offering access to refugees under the same conditions as nationals, as well as with private universities that have pledged to offer reduced tuition to refugees (UNHCR, 2020). These MoUs were vital in ensuring access to tertiary education for refugees prior to the adoption of Law 27. Funding opportunities, including UNHCR's DAFI and Mixed Movements scholarships and Master's level scholarships offered by the French Embassy, have facilitated access to higher education for refugees.



The UNHCR Education Dashboard includes an estimate of refugee enrolment rates at tertiary level, as well as data on the number of refugees who have been supported with scholarships for higher education.

Gross enrolment rate for refugees in tertiary, compared to national (2022): **0.8% (compared to 3.3%)**

Number of refugees supported with higher education scholarships (2022): **465**

Sources: Data from [UNHCR, 2022b](#).

Local integration

According to Law 27, refugees have the right to work on the same basis as other non-nationals. The law also grants refugees and asylum-seekers freedom of movement and the rights to property and housing. With respect to long-term residence, Law 27 states that refugees are eligible for naturalization under the same conditions as other non-nationals. According to the [Nationality Code of 1962](#), individuals of African descent who have held status for 15 years may be granted citizenship if they have assimilated into the community, are treated as Chadian by the general population, and are of good conduct and morals.



In 2018-2019, Chad included a representative sample of Sudanese and Central African refugees in the national Household Consumption and Informal Sector Survey (ECOSIT4) through the Refugee and Host Communities Household Survey (RHCH), allowing for insight into the income sources and livelihood activities of refugees.

Percentage of average refugee household income from aid (Sudanese; Central African) (2018): **49%; 52%**

Percentage of refugee wage employees in unskilled work (Sudanese; Central African) (2018): **50%; 54%**

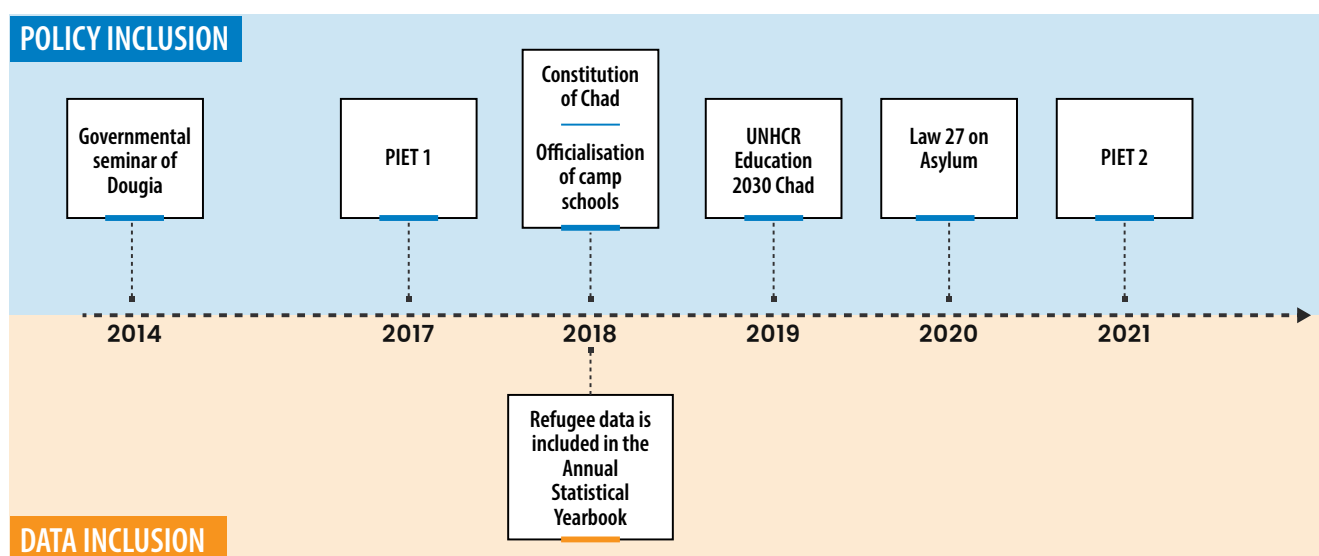
Percentage of Chadian wage employees in unskilled work (2018): **24%**





Sources: Nguyen et al., 2021.

Trajectory of inclusion of refugees in policy and data

Over the past decade, policy inclusion in Chad has followed a positive trajectory. The right to education for refugees has been firmly enshrined in law. PIET 1 and PIET 2 have aimed to address barriers to access and learning, and to strengthen sector governance and data capacity. While the inclusion of refugee data in national EMIS in 2018 reflects the recognition of a need for better data, the National EMIS Strategy and Manual of Procedures have not been revised to reflect this inclusion. Furthermore, capacity for the use of data in decision-making processes is low, and the most widely used data source by government officials and partners remains UNHCR's SIGE.

The process of inclusion has been driven by strong political will on the part of the government and the engagement of UNHCR. Nonetheless, limited technical and human resource capacity, financial constraints, and a lack of coordination between data producers serve as barriers to full inclusion in national data systems.



Enabling factors	Constraining factors
<p> Political will has been key in advancing policy inclusion. Key informants noted that officials who were formerly refugees in neighbouring countries now work in the government and play an important role in promoting integration. Moreover, linguistic, cultural, ethnic, and religious ties between refugees and Chadians have helped promote public support for inclusion.</p>	<p> Limited national capacity restricts the inclusion of refugees in national data systems. Data collection exercises for the Annual Statistical Yearbook are carried out through paper-based surveys, and human, technical, and financial constraints limit the functionality of national EMIS. Key informants also noted challenges related to data entry and verification resulting in reporting errors.</p>
<p> Strong advocacy by UNHCR has also played an important role in enabling policy inclusion, with key informants highlighting UNHCR's active participation in coordination mechanisms and engagement with the MENPC. Since the officialization of camp schools in 2018, UNHCR has continued to provide administrative, financial, and management support to refugee schools. UNHCR scholarships and MoUs with Chadian universities have also been key in expanding tertiary access.</p>	<p> A lack of coordination in data collection efforts leads to fragmentation of data, notably between the national EMIS and UNHCR SIGE. Key informants noted discrepancies in enrolment numbers between the two sources. National data is limited to refugee enrolment, while UNHCR data covers access to learning, transitions, and certification. Improved operability between data systems and education authorities would allow for better coverage and inclusion of refugees in data and policy.</p>

Recommendations

To the government:

- Review and update national policy frameworks, including the National EMIS Strategy and Manual of Procedures, to reflect the inclusion of refugee data in annual data collection exercises.
- Take steps to harmonize data collection efforts to expand coverage of indicators on refugee education and availability of data on all aspects of refugee inclusion.

To the international community:

- Direct funding and capacity-building efforts towards strengthening national data capacity in Chad, with the objective of supporting the development of a nationally-owned EMIS serving national and refugee learners.
- Ensure the inclusion of refugee schools in regional learning assessments, such as the PASEC, along with the collection of data that allows for the identification of refugee learners in results.
- Support national authorities in leveraging data for decision-making to ensure that policies are aligned with and responsive to the needs of refugees.

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