

## Facts –CHAD

- Primary School Enrolment Rate 2000-2006, gross :  
Boys: 92%  
Girls: 62%
- Primary School Enrolment Rate 2000-2006, net,  
Boys: 72%  
Girls: 50%
- Net attendance rate in primary school (2000-2006),  
Boys: 41%  
Girls: 31%

## Main achievements in 2008:

### Access to education and girls' enrolment in school:

- 30,000 new children, including 40% girls, registered and maintaining attendance in 340 schools supported by UNICEF.
- 61,185 Sudanese refugee children of school age, including 70% girls, 8,500 CAR refugee children, including 39% girls, 34,000 children from host communities, including 15,000 in the East and 19,000 in the South are enrolled and have access to quality education.
- 30,861 Sudanese refugee children of pre-school age, including 83% girls and 700 CAR refugee children of the same age group enrolled in community nurseries and benefiting from early childhood educational activities in preparation for school.
- 12,000 displaced children of school age and 3,000 from the host communities neighbouring IDP sites are enrolled in school and benefit from quality education.

### Implementation of the Essential Learning Package (ELP):

- Training of 500 Community Teachers.
- Hiring of 150 additional Community Teachers.
- Training of 238 preschool learning facilitators in 12 refugee camps.

### Improvement of sanitation, hygiene and nutrition in schools:

- 46,500 pupils from 155 schools, including 12,000 pupils from nomadic families have access to safe drinking water, and gender-separated sanitary facilities and hand washing stations.
- 155 hand drilled boreholes dug in 155 schools and 208 blocks of latrines built.

### Capacity building in the management of schools and education:

- 140 members of Parent Teacher Associations (PTA) trained on community management of schools.
- Training of 95 School Inspectors, PTA members and civil servants from the National Service for School Feeding on management of school feeding programmes.
- Creation and distribution of data collection questionnaires to gather school district statistics from 2005-2006 and 2006-2007.

- Training on data collection and entry for 2005-2006 & 2006-2007 school statistics.
- Training on management of school statistics for 2005-2006 and 2006-2007.

### Main activities planned for 2009:

1. Mainstream the ELP in the development strategy for the education sector in Chad.
2. Update the strategy to accelerate school enrolment for girls and develop an action plan for girls' education.
3. Define an action plan to provide education for children outside or excluded from the formal educational system, including notably children in Koranic schools.

### Priority actions to be implemented in 2009:

#### Increased access to education, particularly for girls:

- Construction of 100 classrooms in the refugee camps in the East (Oure Cassoni), South (Moula) and in the displaced sites around Goz Beida, Koukou and Dogdore.
- Sensitization and implementation of small scale projects for girl's enrolment in school in the 4 districts of low enrolment: Guéra (Melfi & Mangalme), Batha (Oum Hadjer) and Mayo Kebbi Est (Mayo Lémié).
- Development of an action plan to provide education for children outside the formal education system, notably children in Koranic schools.

#### Increased quality and relevance of education:

- Qualification training for 500 Community Teachers.
- Follow-up and pedagogical supervision of the 500 Community Teachers trained in 2008.
- Distribution of school books and didactic material to refugee, IDP and host community children.

#### Institutional capacity building and policy development support:

- Support in the development of public policy frameworks in the education sector, including for the mainstreaming of the ELP in development strategies.
- Strengthening of the information system and updating of relevant data on the education sector in favour of improved planning.
- Updating the strategy to accelerate school enrolment of girls.
- Sensitization campaign targeting parents on the subject of girl's enrolment in school.
- Brainstorming on strategies around Community Teachers: focus on how to develop the network and numbers of Community Teachers, raise their level of qualification, and explore opportunities for them to develop careers in education as regular civil servant teachers or contracted teachers.