

# Analysis of Vocational Education and Training

## Chad



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**March 2006**

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# Chad

## General

The late 1990s saw renewed fighting in the north and other parts of the country. The president Idriss Déby was again returned to office in 2001 (before in 1993 and 1997) in a disputed election, and the following year the MPS again won the legislative elections. A peace accord was signed with rebels in the north in May 2002, but fighting erupted there again in January 2003. The same month the government signed a peace agreement with rebels in East Chad, and in the following December a new peace agreement was signed with the northern rebels (CIA, worldfactbook 2006).

Chad comprises two distinct, and often hostile, population groupings. In the south, where the bulk of the population is concentrated, live sedentary agricultural peoples, including the Sara, Massa, Ngambaye, and Moundang; most are Christians, but some follow traditional religions. In the north are seminomadic and nomadic Muslim peoples, including Arabs, Tuareg, Hadjerai, Fulbe, and Toubou. French and Arabic are the official languages, but more than 100 languages and dialects are spoken throughout the country (Ministerie Buitenlandse Zaken, 2006).

Table: Age categories population Chad

Under 15 year	47,9 %
Between 15 and 65 year	49,4 %
Over 65 year	2,8 %

CIA, estimation 2005

The population of Chad, estimated at 9.45 million inhabitants in 2005 (Viewswire, 2005), is marked by:

- (i) an average growth rate of 2.4% per year, which would exceed 3.7% in 2050,
- (ii) very young age (58% of the population are below 20 years),
- (iii) urbanization estimated at 22%,
- (iv) a high working population, representing 72% of the population of 15 years and above, with 52.7% in urban areas and 77.6% in rural areas respectively,
- (v) a higher working population for women in rural areas than in urban areas (only 17% of female working population in N'Djaména for example),
- (vi) labour almost exclusively geared towards the agricultural and informal sectors which make up nearly 95% of the working population, with the modern sector currently employing only 5%, and
- (vii) an unemployment rate estimated in 1995 at 7.5% of the working population, with 1% in rural areas and 11% in urban areas. As regards works linked directly to oil exploitation, about 4,600 jobs will be created, 4,100 of which will be temporary during the installation of infrastructure and equipment, and 500 will be permanent during exploitation (PRSP, 2003).

## Economy

Chad has a GDP per capita of 304 USD and a power purchasing parity 1210 USD (UNDP, 2003), which makes Chad one of the poorest countries in the world. Unemployment rates for Chad are not available.

Table: share of GDP per sector

	Share GDP	Share labour force
Agriculture	23,7 %	> 80 %
Industry	38,6 %	NA
Services and trade	37,7 %	NA

CIA, 2005 est.

Labour market surveys in the capital and its suburbs and recent estimates in the preparatory documents for the national poverty reduction strategy show:

- (i) technically underqualified labour, irrespective of the area of activity (carpentry, plumbing, electricity, mechanics, etc.);
- (ii) lack of labour in some specialities, especially those linked to the maintenance of audiovisual, computer or electronic equipment, for example;
- (iii) public, private and informal sector requirements in urban and rural areas estimated at more than one thousand jobs per year in areas such as: wood, metals, sewing and knitting, restaurants, building and public works, transport and mechanics, leather and skins, as well as the new buoyant niches in the tertiary sector: computer inputting, telephones, and photography. In rural areas, opportunities have been identified in agriculture, livestock and fisheries (PRSP, 2003).

Ancestral methods are still widely used in the primary sector. The human resources weakness is also manifest in the almost complete absence of the skills, which form the basis for economic development. Skills for construction and public works sector, in crafts, clothes-making, carpentry. This reflects the fact that technical training and vocational training are still incipient (PRSP, 2003)

Under pressure of the IMF and the World Bank, the administration of the country has improved the last few years. At present most hope on development is based on an oil exploitation project in the South, executed by Exxon Mobile, Petronas and Chevron. The Chad government has created a plan, under supervision of the World Bank, to allocate the revenues of the oil exploitation to poverty reduction.

The human rights position in Chad is bad in many aspects. One of them is the lower access for women to education and training, which makes it harder for them to find work in the formal labour market. Health and education facilities are restrictedly present in the whole country, but especially in the rural areas. Under pressure of the World Bank and several bilateral donors, investments in the social sectors are increasing (Ministerie van Buitenlandse Zaken, 2006).

## **Education**

80 % of the population in Chad is illiterate, which is a major constraint for development and productivity. Only a small percentage of people over 15 years have received education. This creates a barrier to assimilation of new technology that could improve working conditions (PRSP, 2003).

The Chadian Education/Training system has several levels and types of education and training: the primary, secondary and higher education, and vocational training.

Primary education covers six years of study and admits pupils aged 6 to 11 years in principle. At the end of the first cycle, the "Certificat d'Etudes Primaires Elémentaires" (CEPE) (Primary School Leaving Certificate) is awarded. Enrolment has been increasing steadily since 1993/1994 from 542,405 to 839,932 pupils in 1998/1999 with a crude enrolment rate of 68% (85% for boys and 50% girls). There are enrolment disparities between the regions and between boys and girls (ADF, 2001).

Secondary education is of two types: general education and technical and vocational education. General education comprises:

- (i) a first cycle of four years, which admits some of the primary school leavers through competitive examination. A "Brevet d'Etudes du Premier Cycle" (BEPC) (equivalent of GCE OL) is awarded at the end of this cycle;

- (ii) a second cycle of three years, at the end of which the “Baccalauréat de l’enseignement de second degré” (equivalent of GCE AL) is awarded, opening the way to university studies. There has been a significant increase in enrolment from 45,000 in 1988/1989 to 121,000 students in 1998/1999, including 24,712 girls (or 20.42%).

Higher education comprises the faculties, institutes and professional schools of higher level (ADF, 2001).

Table education statistics

Adult literacy rate, 2000-2004*, male	41
Adult literacy rate, 2000-2004*, female	13
Primary school enrolment ratio (2000-2004*), net, male	75
Primary school enrolment ratio (2000-2004*), net, female	51
% of primary school entrants reaching grade 5, Admin. Data, 2000-2004*	44
% of primary school entrants reaching grade 5, Survey data, 1997-2004*	96
Secondary school enrolment ratio (2000-2004*), net, male	12
Secondary school enrolment ratio (2000-2004*), net, female	4

Unicef, 2006

Educational facilities at primary and secondary level remain inadequate and mainly concentrated in the non-Islamic south. Primary and secondary gross enrolment rates are low, standing at 78% and 11% respectively. The national university has about 1,500 students. Advanced training is provided by a teachers training college, the Ecole nationale d’administration, and several private technical schools in N’Djamena. In 2003 there were 3,653 primary schools, 209 junior high schools and 36 higher secondary schools (Viewswire, 2006).

The formal private sector is relatively small (see table below). Private education is organised mostly on a religious basis and tends to cater to sically privileged and urban families, who are seeking both religious teaching and better performance in national exams. Private schools have been increasing their enrolment by 15 % annually with the help of public subsidies in the form of public school teachers seconded to private faith based schools (World bank, 2003)

	Share Public	Share Private
Primary schools	91 %	9 %
Secondary schools	86 %	14 %
VET	97 %	3 %
Higher education	83 %	17 % (KinFaycal University)

(World Bank, 2003)

There are some difficulties affecting the efficiency of the education system:

- (i) inadequate furniture, comprising mainly precarious infrastructure (poto-poto (unbaked, mud brick community made structure), secko (tatched hut));
- (ii) few and unqualified teachers (46% of primary school teachers have the minimum required qualification);
- (iii) curricula not adapted to national needs and realities;
- (iv) unavailability and/or unsuitability of school textbooks, and
- (v) inadequate financing.

An analysis of the internal efficiency shows high repeater and dropout rates. In primary education in 1998/1999, the average dropout rate was 12.47% (13.07% for girls) and the average repeater rate was 27.69% (29.21% for girls). For a primary school enrolment of 1,000 pupils and giving the possibility of 2 repeats in the course, only 220 pupils complete

the cycle and obtain the certificate, and 42 obtain the certificate without any repeat (ADF, 2001).

Table: Literacy, school enrolment and attendance by sex

Adult literacy rate, 2000-2004*, male	41
Adult literacy rate, 2000-2004*, female	13
Primary school enrolment ratio (2000-2004*), net, male	75
Primary school enrolment ratio (2000-2004*), net, female	51
% of primary school entrants reaching grade 5, Admin. Data, 2000-2004*	44
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Source: Unicef info by country, 2006

A/ GENERALITES:	EXPLICATIONS	Nombre ou %		Total
		Garçons	Filles	
	Population totale			9,45
	Population éduquée			
	Population analphabète			
<b>B/ENSEIGNEMENT PRIMAIRE</b>				
	Nombre d'écoles			5546
	Nombre de classes pédagogiques			18067
	Ratio élèves/salle			76
	Effectifs	769935	502050	1271985
	Enseignants	16745	1765	18510
	Ratio élèves/enseignant			68
	Ratio élèves/places assises			5
	Ratio élèves/livre de lecture			6
	Ration élèves/livre de calcul			8
	Ratio élèves/livres de sciences			22
	Dépense /élève/an			1095
	Promotion	64,48%	62,14%	64,95%
	Redoublement	21,52%	22,86%	22,05%
	Exclusion	11,00%	15,00%	13,00%
<b>C/ ENSEIGNEMENT SECONDAIRE</b>				
	Nombre de lycées et collèges			495
	Nombre de salles de classe			2970
	Ratio élèves/salle			75
	Effectifs	169557	55104	224661
	Enseignants			2917
	Ratio élèves/enseignant			77
	Ratio élèves/livre			3
	Ratio élèves/places assises			54,30%
	Admis en classe supérieure	62,90%	58,8	61,9
	Redoublement	20,00%	22,60%	20,60%
	Exclusion	17,10%	18,60%	17,50%

<b>D/ ENSEIGNEMENT SUPERIEUR</b>					
	Effectifs		9547	534	10081
	Enseignants				1075
	Baccalauréat				50,11%
<b>E/ ENSEIGNEMENT technique, PROFESSIONNEL et normal</b>	TECHNIQUE, PROFESSIONNEL ET NORMAL				
	Nombre d'écoles				19
	Effectifs		2637	1448	4085
	Enseignants				187
	Redoublement		114	139	253
<b>F/ ALPHABETISATION</b>					
	Centres d'alphabétisation				3162
	Effectifs		52656	70967	123623
	Enseignants				4206
	Ratio apprenants/enseignant				29

Source: Caedesce, 2005

### ***Vocational Education and Training***

How is VET defined? Formal, informal and non formal? Does it include training on the job? Which ones have priority in governmental practices and policy? How successful are they?	<p>“ a comprehensive term referring to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. It applies to all forms of technical and vocational education provided in educational institutions or through cooperative programs organized jointly by educational institutions at one hand, and industrial, agricultural, commercial and any other undertaking related to the world of work, on the other.”</p> <p>The informal VET is the action of individuals and non formal VET is organised by NGOs (enquete 2006)</p>
% youngsters in vocational education and training, regional differences	In 1998/99, the enrolment was 2,009 students, including 616 girls (ADF, 2001).
Share of flow from regular education to vocational education and training	NA
Gender ratio in VET on national level, regional differences	In 1998/99, the enrolment was 2,009 students, including 616 girls (ADF, 2001).
Which institutions pay attention to VET?	
In which regions are they active, share urban / rural?	The South of Chad is more populated and thereby there is more attention for education and more education available.

Technical and vocational education comprises:

- (i) a first cycle of three years which, through competitive examination, admits students who have completed the second year in college, to prepare them for the “Certificat d’Aptitude Professionnelle” (CAP) (equivalent of City and Guilds Certificate) which would allow them to enter into working life or, through competitive examination, to be admitted to the second cycle of secondary education,

- (ii) a second cycle of three years, which prepares students for either the “Baccalauréat E” or “Baccalauréat de Technicien” (BT) (Technical high school diploma). In 1998/99, the enrolment was 2,009 students, including 616 girls.

Vocational training comprises institutions under the various technical ministries and the private sector (ADF, 2001)

Qualified instructors are few and far between (for technical and services branches), infrastructure and equipment is falling into neglect and few scientific materials are available. Only the recently renovated industrial technical college in Sahr and the industrial technical school and apprenticeship centres in N'Djamena, Moundou and Abeche provide acceptable working conditions for students and trainers.

Enhancement of Chads human capital will necessarily imply reorienting the educational system and adapting it to labour market needs. At the same time, a disorderly boom in vocational training centres is harmful when what is taught in them is not supervised by the various parent bodies. Such oversight bodies must establish a coordinating mechanism that allows them to define the objectives, contents, and training methods for the courses, as well as the professional standards required for staff at all levels. There is a major shortage on educational facilities (PRSP, 2003).

One teacher drafts a sad picture of VET in Chad. He states that the VET system is ill with corruption and nepotism. People have to pay to get in the training, and they have to pay to get out with a diploma as well. The education system is more directed to preparing certificates than preparing people for the labour market. Most evident case for this is the Health Faculty of the University of N'dajmena in the year 1996-97. The first decision of the jury which presented the results of the candidates on the basis of their merits was cancelled in favour of other, clearly less objective, criteria. Other examples in alphabetic selection of an outnumbered amount of students and the corrupt graduation of women to meet the set goals, were given as well (toussaint, 2001)

The overall goal is badly defined ; people are used to work with diffuse goals. Two goals are obvious : for students to find work in existing jobs and on the other hand to stimulate a flow to higher education (Enquete, partner woord en daad, 2006)

As regards the integration of people who have received initial training, available information shows that after a job-seeking period which can take up to one year, many of them succeed in setting up their own business. Higher education graduates seem to face more difficulties in finding jobs since they usually look for integration into the public service which no longer recruits. On the other hand, those who undergo continuing training or apprenticeship are systematically integrated because they go back to their previous jobs (ADF, 2001).

### ***Policy and organisation of VET***

The Technical Education and Vocational Training (TEVT) sub-sector has four components placed under the supervisory authority of the following ministries:

- (i) Ministry of National Education,
- (ii) Ministry of Public Service, Labour, Promotion of Employment, and Modernization (MFPTPEM);
- (iii) Ministry of Agriculture (MA); and
- (iv) Ministry of Industry, Trade and Handicraft (MICA).

The Component under MEN:

The Ministry of National Education (MEN), assisted by a Secretary of State for Higher Education, is responsible for managing formal education (from the primary to higher education, and literacy). Under the authority of the Minister of National Education, the Director General coordinates 8 technical departments. At the local level, there are: 14

prefectoral delegations of National Education, one in each prefecture, and 70 inspectorates of Basic Education with 260 Sectors.

It is made up of an industrial technical high school (LETIN) and two commercial technical high schools (LETCO) in N'Djaména and Moundou, an industrial technical college (CETIN) in Sarh, and fourteen apprenticeship training centres (CA), of which only 8 are operational. The network provides access to 10 training specialities in 7 different courses, and the award of 4 separate certificates: CFA, CAP, Bac E and Baccalauréat de Technicien. The total enrolment capacity was estimated in 1999 at 3,700 in principle, whereas the actual admission possibilities stand at only about 2,200 places, a bit more than half of the total. In terms of type of institution, this capacity is broken down as follows: 3,400 places (including 1,800 actually usable) for high schools and colleges and 300 places for CAs (200 usable).

For 1998-1999, the total enrolment was 1,935 students as against 1,298 students in 1997-1998, which represents a 49% increase, for both sexes in all the high schools and colleges. The enrolment breakdown by type of institution is as follows: 79% for high schools, 9% for colleges, and 12% for CAs. More than 67% of the enrolment is doing commercial courses. Girls account for 33.9% of the total enrolment. The total number of permanent staff for the component under MEN, is 165 persons broken down as follows: 96 high school and college tutors, 15 instructors in apprenticeship training centres.

For 1997-1998, the breakdown of teachers by sex was 91.8% men and 8.2% women, the rate of certified and graduate teachers was 30.4% (ADF, 2001).

The Component under the Ministry in charge of Labour comprises 9 Vocational Training Centres with only one owned by the Government, under the Department of Training and Retraining (DFPP). The training capacity of the network is relatively low, and all the institutions are located in N'Djaména. The total number of trainers in the different institutions is 57. On the whole, the average teacher/pupil ratio is one instructor for 7 apprentices. The total number of apprentices for initial and continuing training in all activities is 537, broken down as follows: 400 in initial training or 74.5% of the total number and 137 in continuing training or 25.5% of the total number (ADF, 2001).

The Component under the Ministry of Agriculture has a network of 35 institutions: one college of agriculture (ETA), one rural development retraining and refresher courses centre (CPRCDR), and 33 training and rural promotion centres (CFPR), under the Department of Agricultural Education, Training and Rural Promotion (DEAFPR). As regards agricultural education, the "Ecole des Techniques Agricoles" (ETA) in Ba-Illi has an enrolment capacity of 150 participants/year. The teaching staff is made up of 5 teachers. As regards the training of rural producers, each CFPR can train 30 to 40 groups of 40 to 50 members per group each year (ADF, 2001).

The Component under the Ministry of Industry, Trade and Handicraft comprises 4 handicraft training centres (CFPA) in N'Djaména, Moundou, Abéché and Sarh. All these institutions are professional training structures for 5 separate courses: leather, wood, metals and textile and painting. All these centres have about 200 apprentices, and there are 65 trainers with technical and teaching skills deemed inadequate (ADF, 2001).

The management mechanism for the TEVT sub-programme by the ministries concerned comprises a three-tiered structure as follows:

- (i) the National Committee for Education- Training/Employment (CONEFE), a ministerial body for defining guidelines and making decisions;
- (ii) the Executive Secretariat (SE-CONEFE), a linking implementation structure and driving force behind the entire mechanism,
- (iii) the technical organs of SE-CONEFE:
  - a. the Education, Training and Employment Observatory (OBSEFE), serving as the link between education and training institutions and the labour market,



- b. the National Support Fund for Vocational Training (FONAP), responsible for gathering and saving funds for the financing of specific vocational training activities, and
- c. the Consultation anresponsible for pooling the resources of the four TEVT components (ADF, 2001).

### ***The main goals on VET in national policy***

The EFE strategy (Education-training/employment strategy) forms the basis of the national education and training policy. The guidelines and objectives of the policy were confirmed at the Sectoral Round Table in January 2000. In primary education, the crude enrolment rate should increase from 67% to 81.32% in 2004, with reduced disparities between the various regions. The crude national enrolment rate for girls should increase during the period from 35.6% to 38.5%. As regards secondary education, it should stabilize with an admission rate from primary schools limited to 47% in 2004 and thereby reduce the pressure on higher education.

The other strategic Government options concern:

- (i) the rationalization of education opportunities by adapting the school map to local peculiarities,
- (ii) the promotion of girls enrolment at all levels,
- (iii) the renovation of school curricula;
- (iv) the creation of short technical and vocational courses to meet labour market requirements,
- (v) the diversification and adaptation of training opportunities,
- (vi) upgrading of the skills of teachers,
- (vii) the strengthening of administrative, planning, management and supervisory institutional capacities, and
- (viii) the diversification of resources and rationalization of their use.

As regards the implementation of these strategic options, TEVT will be the second priority after primary education and literacy.

The guidelines for TEVT development during the 2000-2004 period are as follows:

- (i) create a coherent technical education and vocational training environment, based on systematic and regular consultation between the education and training institutions, and economic operators;
- (ii) propose initial training with a diversified range of specialities better adapted to the female population and offering more possibilities of integration for school-leavers;
- (iii) promote continuing training linked to demand, and the requirements of the labour world;
- (iv) strengthen links between the education/training network and economic operators;
- (v) promote and encourage training, which enables public institutions to generate resources and foster self-financing.

A series of texts (decrees and orders) have already been issued to define conditions for implementing the TEVT sub-programme and others under preparation (ADF, 2001).

Reduce regional disparities and equalities between girls and boys as regards access to VET, to create a network of TVET institutions that can train skilled labour, and to prepare young boys and girls leaving or dropping out from primary and secondary schools for fuller integration into working life by giving them appropriate vocational qualification (ADF, 2001).

### ***Relation government and trade and industry (private) companies in VET***

The private sector is an essential partner in the financing and implementation of vocational training in Chad. Private enterprises cover training costs by paying apprenticeship and

vocational training tax (TAFP) collected by FONAP. The tax accounts for 1.2% of the wage payroll paid by contributing enterprises. Part of the apprenticeship tax is used by FONAP to finance the vocational training programmes from which the workers of contributing enterprises also benefit. Training courses are offered in appropriate local public or private institutions. The training programmes and training referentials are prepared in close collaboration with enterprises, which also participate in their implementation and evaluation (ADF, 2001).

### ***Relation between governmental and private initiatives on VET***

NA

### ***International donors / INGOs involved in VET***

The African Development Bank is a major donor for VET in Chad.

### ***Networks around VET***

NA

### ***(New) initiatives / intentions from the trade and industry (private) sector around VET***

NA

### ***Education of teachers***

Secondary school teachers are trained in ISSSED (Higher Institute of Education Sciences), either with those who left teachertraining colleges, or by admission of graduates of higher education, with or without prior pedagogical training (ADF, 2001).

### ***VET specialisations***

NA

### ***Strengths and weaknesses***

<b><i>Strengths</i></b>	<b><i>weaknesses</i></b>
The dropout and repeater rates are relatively low (rarely exceeding 10%), and the success rates for the end-of course examinations are high (between 75% and 100%). The same situation obtains in private institutions at the various levels of training offered (ADF, 2001).	Admission to public institutions in the sub-sector is through competitive examination, in which only 10% to 15% of the candidates are successful, because of the inadequate infrastructure and supervision (ADF, 2001).
	In VET the major challenge faces is the need for the development of new training modalities adapted to the labour market characterised by a low demand for skilled level and a prominent informal sector (World Bank, 2003)
	Institutional disconnects and lack of communication are demonstrated by inadequate integration of parental demands into existing educational strategies. Parents feel like issues which they identify as stakeholder priorities, as bilingualism, biculturalism, girls' education, vocational training, are insufficiently addressed to in the existing educational system (World Bank 2003).

	There is a limited number of institutions,
	The dilapidated state of infrastructures (except the CAs in Moundou and Abéché, and the CETIN in Sarh, recently rehabilitated or constructed under bilateral cooperation),
	There is a lack or obsolete nature of technical and teaching equipment.
	There is a lack of updated syllabus.
	There are very few courses and specialities, which are mainly geared towards the male population,
	There is a lack or inadequate number of qualified trainers
	There are inadequate financial resources
	There is a lack of or inadequate relationship between TEVT components and the labour world.
	There is a lack of an information and/or counselling system to guide students from primary schools or first cycle of secondary education in the choice of areas in which to pursue studies in general secondary education or TEVT.

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