

KEY FIGURES

118 282

Total number of school-aged children (6-17) in Sudanese refugee camps in eastern of Chad.

99 495 (84%)

Total number of students affected by the transition (ECD, primary, secondary)

69,041

Students enrolled in primary education in the East of Chad.

1,049

Teachers received 2-weeks refresher training on the Chadian curriculum

167

Teachers received 2-years training at the Chadian Teacher Training College in Abéché.

85

Schools in the 12 refugee camps in Eastern Chad

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CHAD

CURRICULUM TRANSITION

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WHY A TRANSITION?

- All refugee students should follow, whenever possible, the educational system offered by the country of asylum.
- In Chad, refugee students from the Central African Republic (CAR), follow the Chadian curriculum, whereas Sudanese refugees have followed the Sudanese curriculum since they arrived in 2003-2004.



Teachers training, 2014

- Due to the difference in language and educational system (Anglophone in Sudan versus Francophone in Chad), a decision was made in 2003 that Sudanese refugee children would follow the Sudanese curriculum. As in many other refugee contexts, it was not anticipated that the arrival of Sudanese refugees from Darfur in 2003-2004 would evolve into a protracted situation where refugees would remain in Chad for more than 10 years. Discussions to facilitate greater linkages between the refugee education system and the national Chadian system, particularly at the secondary school level, began in 2008. With refugees still hoping for peace and an imminent return to Sudan, these discussions were not seriously pursued until 2012.
- Following a decade of assistance, supporting a parallel (Sudanese) education system in the refugee camps is no longer sustainable. While opportunities for voluntary repatriation to Darfur in the near future seem very limited, Chad has also witnessed a significant decrease in its operational budget jeopardizing services for refugees to access quality education. Moreover, the disconnect between schools in the camps and the Chadian education system is not conducive to promoting quality education for children, as teachers are not able to obtain qualifications, benefit from professional training; schools are not properly monitored, nor do children have access to recognized examinations which would allow them to continue with their studies beyond the camps. The parallel system also disqualifies refugee schools from benefiting from national development programs and support such as the deployment of teachers and distribution of school materials. The fact that

Chad has a bi-lingual curriculum (French and Arabic) presented the possibility of integrating Sudanese refugees into the national educational system.

- UNHCR Chad's **Refugee Education Strategy 2013-2016** provides the framework for the long-term vision of education for refugees in Chad, including their integration into the national system and a closer partnership with the Ministry of Education, UNICEF, UNESCO and development partners and structures.
- In line with UNHCR Chad's Protection Strategy and overall goal to strengthen linkages between refugee and host communities to promote peaceful coexistence and regional development, the curriculum transition is also seen as a means to facilitate greater access to include Chadian children in the schools in the camps, and to include Sudanese children into Chadian schools.

THE TRANSITION PROCESS



From left to right Supervisor of MoE, Education Representative for Ouaddai, Secretary General of Ouaddai Region, HCR Associate Education Officer Farchana 2014/UNHCR

- In 2012, the Government of Chad announced its new strategy including the shift from assistance to development. After discussions and relevant assessments involving various stakeholders, the Government, UNHCR and partners, decided to integrate refugees in Chad into the national education system.

- From the start in 2012, all **relevant stakeholders were involved** in the discussions and decisions regarding the transition process. This included refugee leaders, partners, Parents and Teacher Associations (PTAs), Association of Educating Mothers (AEM/*refugee mothers who promote education of children, girls in particular, in the community*) national and local authorities, the Ministry of Education (MoE), education partners, UN agencies, such as UNICEF and UNESCO, and donors.

- A needs assessment was conducted among Sudanese refugees in 12 camps in 2012 which pointed to **three major concerns** with regard to the transition:
 - ❖ Language of instruction, French instead of Arabic
 - ❖ Recognition of diplomas obtained in Chad upon return in Sudan
 - ❖ Loss of nationality, culture, religion and identity i.e. links to their Motherland.



A multifunctional team with community leaders during sensitization for curriculum transition, Oure Cassoni, 2014

- This was followed by a **participatory assessment** in all camps to assess the educational priorities of the refugee community and to obtain preliminary feedback from the different refugee groups in the camps. The results of this assessment helped to craft the planning and sensitization for transition, and to ensure that key concerns of the refugee community were taken into consideration and addressed.
- In May 2013 a workshop was held on the transition process in Ndjamená with the participation of all stakeholders with the aim to allay refugee concerns, fine-tune the action plan for the academic change, improve overall communication with stakeholders, refugee communities in particular and to better address refugee concerns.



The Director General of the MoE opening the Workshop of May 2013

- Following a **Joint Agreement between UNHCR-UNICEF and UNESCO** signed in January 2014, a meeting was held in Ndjamea in April to thrash out further concerns on the transition. One of the significant results of this meeting was the commitment by all 3 Agencies to make every effort to seek the recognition of the Chadian certificate by the Government of Sudan.

- From 7 – 18 April 2014, UNHCR supported a multifunctional team composed of Ministry of Education officials and education partners who conducted an outreach mission visiting all 12 refugee camps in the East to meet with refugees, share information, discuss and address refugee concerns to reduce anxiety vis-à-vis the shift to from the Sudanese to the Chadian education system.



Sudanese refugee women in teacher training session, Touloum camp, Sept 2014

- In May 2014, the Government of Chad and the Ministry of Education, UN agencies, NGOs and donors held a seminar to review the Chadian education system. Among the conclusions of the seminar, chaired by the Prime Minister, and reflected in the revised government roadmap was the necessity to "**integrate schools in refugee camps / returnees sites into the Chadian education system**" (premise 55).

- On 29 September 2014, the Ministry of Education issued instructions to allocate and deploy 259 Chadian teachers of French, civics, history and geography to refugee camps and returnee sites.

- To ensure Sudanese teachers receive adequate training to continue teaching in the schools in the camps, in December 2012, a two-year **teacher training** programme began for **167 Sudanese teachers** (2 from each school in the camps) at the ENIBA (Ecole Normale des Instituteurs Bilingue d'Abeche) in Abeche. This training aimed to prepare teachers in the Chadian curriculum (at the primary level.) A teacher's certificate issued by the Chadian state was presented to successful candidates upon completion of the course. The success rate. In September 2014, another group of **1,049 Sudanese teachers** received a **refresher training course** to reinforce the Chadian curriculum to be taught in camps starting in the 2014-2015 school year.

- Throughout 2014, UNHCR has continued with its sensitization activities in the refugee camps as well as training of teachers. UNHCR also continued its bilateral meetings with the Ministry of National Education to fine-tune the complexities of the transition process



Refugee Leader expressing his concerns during an information meeting, Djabal, 2014

COORDINATION and Partnerships



Teacher training session, Touloum, Sept 2014

- Education Coordination meetings** are held in Ndjamea every 3 months with the Ministry of Education (MoE), education partners (JRS, IRC, RET, CORD and Refugees and Migration) and provide the main forum for the exchange of information pertaining to the transition. The Chadian Ministry of Education continues to play a key role in guiding the transition process.



*Sensitization of refugee students,
Goz Amir 2014*

- **Technical Working group meetings** are also held in Ndjamena every 2 weeks to elaborate the details of the transition, including teacher training, equivalencies, resource mobilization and sensitization / communication. Participants include the authorities / MoE and educational partners for the East (JRS, IRC, CORD, RET).

MAIN CHALLENGES



*Association of Educating Mothers,
Goz Amir, 2014*

- The main challenges to the transition today are the lack of adequate funding for further capacity building and teacher training activities, purchase of textbooks for students and the construction of additional educational infrastructure.

UNHCR Chad would like to express its deepest appreciation to Governments and individuals who generously support its operations around the world and in Chad in particular

