

# Gender at the Centre Initiative (GCI) Baseline Study

COUNTRY LEVEL REPORT – CHAD

APRIL 2021



# Acronyms

<b>ACRA</b>	Associazione di Cooperazione Rurale in Africa e America Latina
<b>AFD</b>	Agence française de développement
<b>ANCEFA</b>	African Network Campaign for Education for All
<b>CONFEMEN</b>	Conférence des ministres de l'éducation des états et gouvernements de la Francophonie
<b>COSOCIDE</b>	Coalition des organisations de la société civile pour le développement de l'éducation
<b>COVID-19</b>	Coronavirus Disease 2019
<b>CSAI</b>	Conseil supérieur des affaires islamique
<b>CSO</b>	Civil Society Organization
<b>DP</b>	Development Partner
<b>EMIS</b>	Education Management Information System
<b>EPCD</b>	National Education Profile - Chad
<b>ESA</b>	Education Sector Analysis
<b>ESP</b>	Education Sector Plan
<b>FAWE</b>	Forum for African Women Educationalists
<b>FENAPET</b>	Fédération nationale des associations des parents d'élèves
<b>FGD</b>	Focus Group Discussion
<b>G7</b>	Group of Seven
<b>GBV</b>	Gender-based Violence
<b>GCI</b>	Gender at the Centre Initiative
<b>GE</b>	Gender Equality
<b>GER</b>	Gross Enrollment Rate
<b>GLPE</b>	Groupe local des partenaires de l'éducation
<b>GPE</b>	Global Partnership for Education
<b>GPI</b>	Gender Parity Index
<b>IIEP</b>	International Institute of Educational Planning
<b>INSEED</b>	Institut national de la statistique, des études économiques et démographiques
<b>JSR</b>	Joint Sector Review

<b>LEG</b>	Local Education Group
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MENPC</b>	Ministère de l'éducation nationale et de la promotion civique
<b>MESRI</b>	Ministère de l'enseignement supérieur, de la recherche et de l'innovation
<b>MFPPM</b>	Ministère de la formation professionnelle et des petits métiers
<b>MoE</b>	Ministry of Education
<b>PASEC</b>	Programme for the Analysis of Education Systems (Programme d'analyse des systèmes éducatifs de la conférence)
<b>PIET</b>	Plan intérimaire de l'éducation au Tchad
<b>PMF</b>	Performance Measurement Framework
<b>PREAT</b>	Projet de renforcement de l'éducation et de l'alphabétisation au Tchad
<b>PREBAT</b>	Projet de revitalisation de l'éducation de base au Tchad
<b>PTAB</b>	Plan triennal d'actions budgétisées
<b>PTF</b>	Partenaires techniques et financiers
<b>RADE</b>	Réseau des acteurs pour le développement
<b>SIPEA</b>	Stratégie intérimaire pour l'éducation et l'alphabétisation
<b>SWEDD</b>	Sahel Women's Empowerment and Demographic Dividend
<b>TVET</b>	Technical and Vocational Education and Training
<b>UIS</b>	UNESCO Institute for Statistics
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Population Fund
<b>UNGEI</b>	United Nations Girls' Education Initiative
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>WASH</b>	Water, Sanitation and Hygiene
<b>WFP</b>	United Nations World Food Programme

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# Chad – Baseline Country Report

## 1.1 Introduction

The Gender at the Centre Initiative (GCI) aims to mobilize the advocacy, resources, and expertise needed to support governments in accelerating progress in gender equality, in and through education. With support from four of the G7 donors and a multi-stakeholder partnership, Chad is one of eight partner countries in sub-Saharan Africa where GCI will be implemented. Specifically, the Initiative will focus primarily on ensuring that country-owned interventions, strategies and plans are financed, implemented and monitored for sustainable results. To this effect, a baseline study was conducted from October 2020 to March 2021.

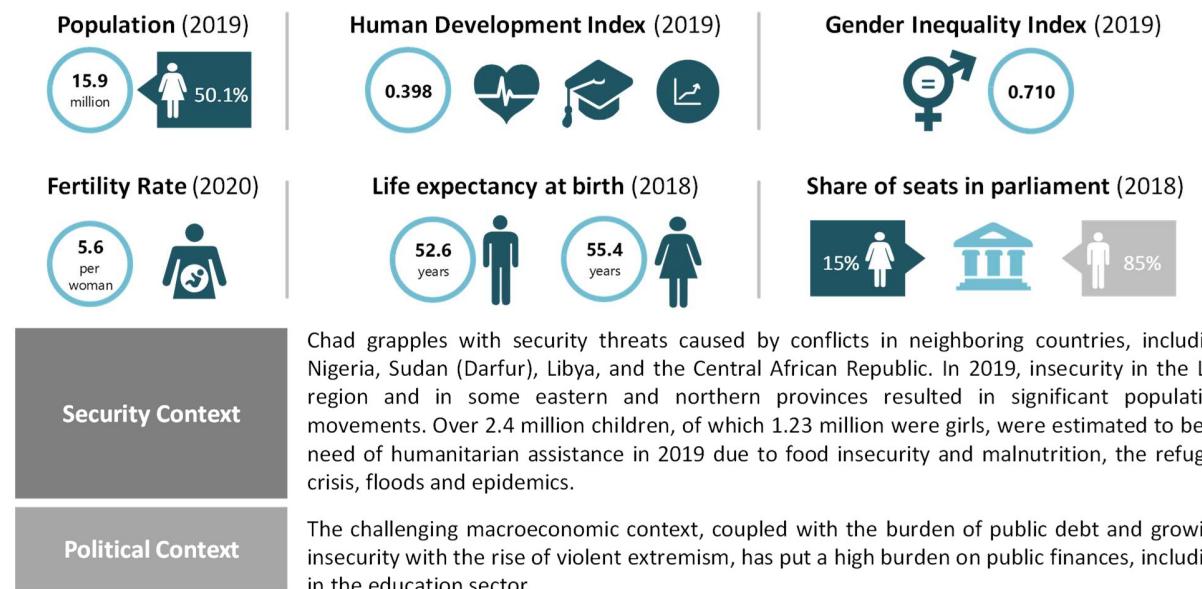
This report presents current gender equality-related findings for Chad, representing one of eight country reports within the broader global baseline study for GCI. This country report for Chad includes: (1) A snapshot of the key gender- and education-related issues in the country; and (2) the results of baseline data collection for each of the outcome-level indicators outlined in GCI's performance measurement framework (PMF). Key conclusions emerging from the results of baseline data collection are presented in the global baseline study report.

## 1.2 Methodology

Data to determine baseline values on the various indicators in the GCI results framework was primarily collected through secondary data sources. This report draws on document and database reviews, relying when possible on existing sector monitoring processes and mechanisms, such as joint sector reviews, implementation reports on education programs, education sector analyses, and national plans and/or strategies related to gender equality, among others.

Due to the context of the current COVID-19 crisis, data collection was conducted remotely, with limited access to key documents and secondary sources. Furthermore, the Universalia team was not able to schedule an interview with stakeholders from Chad, despite efforts made. While the team of consultants was able to lead the baseline exercise remotely, a richer set of evidence is lacking in some areas to present additional information or make stronger assertions. Gaps for some results indicators are highlighted in the analysis of the baseline findings ([Section 1.5](#)). Please see [Appendix I](#) for the full list of documents reviewed.

## 1.3 Background information on Chad



Source: UNDP Human Development Report - Chad (2019); UN World Population Prospects (2019); UNFPA World Population Dashboard - Chad (2020)

## 1.4 Snapshot of Gender and Education in Chad

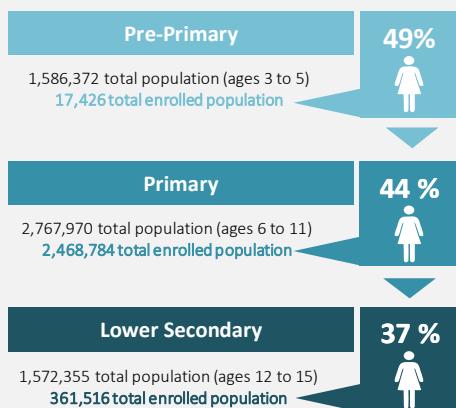
### Gender in Education

#### Education system

The education system in Chad consists of five distinct levels: (1) Pre-primary education (three years), (2) primary education (six years), (3) middle school<sup>1</sup> (four years), (4) secondary education (three years), and (5) higher education and Technical and Vocational Education and Training (TVET).

While secondary and higher education are only offered in public and private schools, the other three levels of education are offered in public, private and community-based schools.

Total school age population and total enrolled population in Chad by level of basic education and sex (2019)



Source: UNESCO UIS

<sup>1</sup> Also referred to as lower secondary education in this report.

**Key issues in gender and education:**

- **Geographic disparities in education access remain significant in the country**, with completion rates for all levels of education significantly lower in rural, compared to urban, regions. For example, less than approximately 5% of urban females completed upper secondary school, compared to less than 2% of rural females, and less than 1% of poor females. In 12 of the 20 regions in Chad, only 1 in 10 females could read, while in the rural Lac and Wadi Fira regions the numbers were as low as 1 in 100.<sup>2</sup>
- **Illiteracy remains high in Chad**, with 86% of females aged 15 years and older illiterate in 2016, compared to 77.7% of same-aged males.<sup>3</sup> The 2018-2020 education sector plan aims to address this issue by strengthening literacy centers and introducing incentives for girls' school attendance.
- **The lack of sanitary facilities for girls** has deeply affected female school attendance. According to a 2018 Ministry of Education school survey, 8 out of 10 adolescent girls do not have adequate facilities and/or knowledge to effectively manage their menstruation.<sup>4</sup> The 2018-2030 Stratégie nationale de l'eau, de l'assainissement et de l'hygiène en milieu scolaire aims for more inclusive water, sanitation and hygiene programmes (WASH) in schools. This strategy includes the creation of separate sanitation facilities for girls and boys, the supply of feminine hygiene products for girls, and other gender-responsive components.

The following visuals present additional insights on key underlying causes of gender inequality within the education sector<sup>5</sup> in Chad, and an overview of key indicators for gender and education.

<sup>2</sup><https://fr.unesco.org/news/rapport-lunesco-illustre-progres-leducation-filles-ces-25-dernieres-annees-aujourd'hui-menaces>.

<sup>3</sup> 2016 UIS data.

<sup>4</sup> UNICEF 2019 Country Office Annual Report.

<sup>5</sup> UNESCO UIS, UNICEF Data Warehouse, GPE PREAT Programme Document (2018), EPCD "National Education Profile - Chad" (2018).

## Overview of Gender Equality in Chad

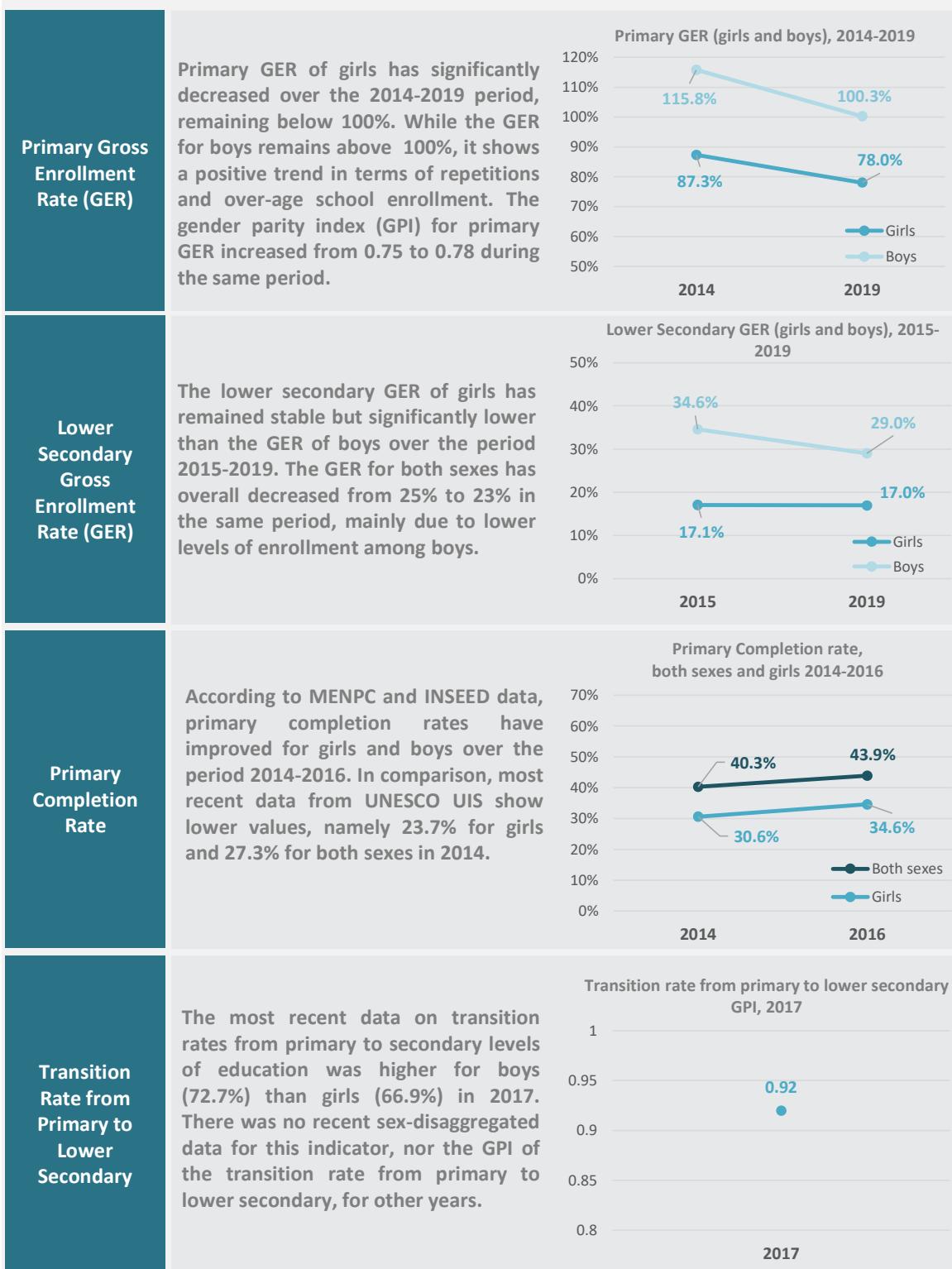


High rates of child marriage, adolescent births and violence against women are key reasons for higher out-of-school rates among girls (52% at primary level, 57% at secondary level) than boys (45% and 39% respectively). In 2019, 1.7 million children were out of school of which 1.02 million were girls. Sexual exploitation and abuse within educational institutions by male staff or male students have affected retention and completion rates for girls contributing to gender disparities.

Chad's five-year **Action Plan for the Implementation of the National Gender Policy** (2019-2023) recognizes these challenges and calls for the development of initiatives to reduce the gender gap in education, eliminate sexist stereotypes in schools, support actions to promote reproductive health rights and combat GBV and harmful practices. For instance, it aims to establish a warning and prevention mechanism against sexual harassment and create a national and provincial strategy to combat harmful traditional practices that limit access and retention of girls and women in the education system.

The education sector COVID-19 response plan further mentions GBV and school drop-outs as specific risks for girls and proposes a communication strategy with focus on sexual exploitation, GBV, discrimination and stigmatization.

## Overview of Trends in Key Indicators for Gender and Education



Source: UNESCO UIS (2019), Rapport sur la mise en œuvre du PIET (2018), GPE PREAT Programme Document (2018)

## Education Sector Plans

Chad's current education sector plan (ESP) is the Plan intérimaire de l'éducation au Tchad (PIET 2018-2020). The country also issued an emergency response plan for the education sector in April 2020 to address the COVID-19 pandemic.

Gender-focused interventions in Chad's Education Sector Plan and COVID-19 Response Plan		
Current Education Sector Plan (ESP)	Objectives of <i>Plan Intérimaire de l'Éducation au Tchad (PIET 2018-2020)</i>	Gender-focused interventions
	<p><b>Objectives of <i>Plan Intérimaire de l'Éducation au Tchad (PIET 2018-2020)</i></b></p> <ol style="list-style-type: none"> <li>Increased access and equity</li> <li>Improved quality of learning</li> <li>Increased governance and performance</li> </ol>	 <ul style="list-style-type: none"> <li>Introduction of incentives for girls' school attendance</li> <li>Granting scholarships to vulnerable children, including girls</li> <li>Granting of kits, uniforms, toilet kits, scholarships and transportation costs to girls</li> <li>Sensitization and mobilization of parents and communities for schooling, especially for girls</li> <li>Capacity building of teaching staff on issues related to girls' schooling</li> </ul>
	<p><b>Objectives of <i>Plan de réponse nationale du secteur éducation à l'épidémie de COVID-19 au Tchad (April 2020)</i></b></p> <ol style="list-style-type: none"> <li>Strengthen the operational capacities of the sector crisis management team</li> <li>Ensure the continuity of learning</li> <li>Protect the system from the impacts of the crisis and ensure that the living conditions of the most vulnerable children are maintained</li> <li>Prepare school reopening</li> <li>Reinforce the resilience of the education system for future crises</li> </ol>	 <ul style="list-style-type: none"> <li>The plan notes the specific risks for girls in the context of the pandemic, such as school drop-outs and GBV.</li> <li>The plan seeks to look into alternative teaching solutions, taking into account aspects of inclusion and gender.</li> <li>The plan foresees a communication strategy with focus on gender-specific challenges, including discrimination, stigmatization, sexual exploitation and gender-based violence.</li> </ul>

Chad's previous education sector plan entitled Stratégie intérimaire pour l'éducation et l'alphabétisation (SIPEA) covered the time period of 2013-2015. During the period 2016-2019, joint sector reviews (JSR) were undertaken annually. Please see the table below for a timeline of key education sector plans and joint reviews.

	2010-2020										
ESP				SIPEA 2013-2015					PIET 2018-2020		
Emergency response plans											COVID-19 Plan
Joint Sector Reviews							JSR 2016	JSR 2017	JSR 2018	JSR 2019	
ESAs					ESA <sup>6</sup> 2014		ESA 2016				

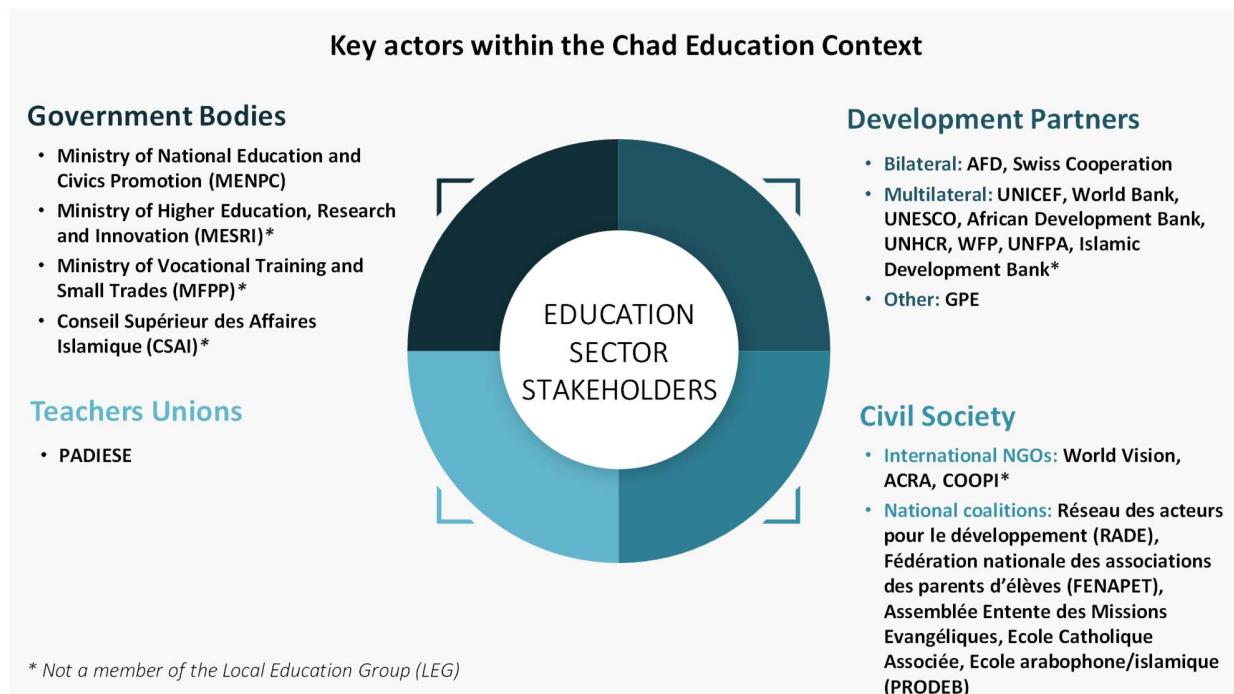
<sup>6</sup> Rapport d'état du système éducatif national.

## Education Sector Stakeholders

There are currently **three ministries covering education** in Chad. Please see the table below for a breakdown of ministry and responsibility.

NAME OF MINISTRY	RESPONSIBILITY IN EDUCATION
<b>Ministry of National Education and Civics Promotion</b> <i>Ministère de l'éducation nationale et de la promotion civique (MENPC)</i>	Pre-primary <sup>7</sup> , primary, middle school and secondary education
<b>Ministry of Higher Education, Research and Innovation</b> <i>Ministère de l'enseignement supérieur, de la recherche et de l'innovation (MESRI)</i>	Higher education
<b>Ministry of Vocational Training and Small Trades</b> <i>Ministère de la formation professionnelle et des petits métiers (MFPPM)</i>	Technical and Vocational Education and Training (TVET) and non-formal education

The Local Education Group (LEG) in Chad is the Groupe local des partenaires de l'éducation (GLPE) and chaired by the MENPC, with members including representatives from the government, civil society organizations, teacher unions, bilateral and multilateral development partners. The Partenaires techniques et financiers (PTF) represents a subset of the LEG established in 2012, led by a Chef de file who acts as a spokesperson for the PTF vis à vis the government.



<sup>7</sup> Co-managed with the Ministère de la Femme, de la Protection de la Petite Enfance et de la Solidarité Nationale.

## 1.5 Baseline Findings

This section of the country report systematically addresses the baseline values for each of the outcome-level indicators outlined in the GCI performance measurement framework, based on a comprehensive document review of the most current information available.

All sources of information from which baseline values were derived are identified in the tables below. A comparison of baseline findings and comparative conclusions for Chad and all other partner countries will be addressed in the global baseline study report.

The time period which was considered for this baseline review was **2019 to July 2020**, i.e. information on actions, events, meetings or statements which took place prior to 2019, and post-July 2020 were not counted as baseline entries for indicators. However, some exceptions to this were made, especially in relation to most recent ESPs, ESP implementation reporting, or Education Sector Analyses (ESAs) which were published prior to 2019.

When relevant information was found from after July 2020, this is included in the report narrative for consideration to be included in GCI monitoring for the first full year of implementation of the initiative.

### Intermediate Outcome 1

Intermediate Outcome 1: Improved gender equality mainstreaming in and through education led and implemented by Ministry(ies) of Education (MoE) in conjunction with other relevant Ministries		
Performance indicators	Data collection methods and data sources that provided information to establish the baseline value	Baseline
<b>1a</b> Implementation rate of gender equality provisions within approved ESPs	2018-2020 PIET 2019 Annual Joint Sector Review aide-mémoire 2018 Rapport sur la mise en œuvre du PIET	Insufficient data to provide a baseline value for implementation rate
<b>1b</b> Degree of coherence among interventions led and/or implemented by MoEs to address barriers to GE in education	<ul style="list-style-type: none"> <li>■ 2018-2020 PIET</li> <li>■ 2019 Annual Joint Sector Review aide-mémoire</li> <li>■ 2016 ESA</li> <li>■ SWEDD Report (2019)</li> <li>■ UNICEF Chad Country Office Annual Report (2019)</li> <li>■ Organisation internationale de la Francophonie 2019 Rapport de synthèse de la conférence internationale « éducation des filles et formation des femmes dans l'espace francophone »</li> <li>■ 2018-2030 Stratégie nationale de l'eau, de l'assainissement et de l'hygiène en milieu scolaire</li> </ul>	Somewhat coherent

In relation to indicator 1a, available information from a 2018 Plan intérimaire de l'éducation au Tchad (PIET) implementation report and the 2019 Joint Sector Review aide-mémoire indicates that the following planned PIET interventions related to gender equality (GE) in education were delivered: the preparation of tools for the implementation of menstrual hygiene management in schools; preparatory activities to facilitate women's participation in literacy centres, and empower neo-literate women. However, there was no specific reporting to establish an "implementation rate", measured by comparing planned against actual interventions, for GE provisions within Chad's PIET.

Furthermore, neither the 2018 PIET implementation report nor the 2019 JSR aide-mémoire provided information on budget execution rates for gender equality provisions within Chad's education sector plan. While the 2018 PIET implementation report provides data on budget execution rates disaggregated by ministries of education, it does not provide information on budget execution rates for gender equality-specific provisions. As such, no baseline value could be established for indicator 1a, as there was insufficient data available from documents reviewed.

#### Budget Execution Rate for Measuring Indicator 1a

Assessment of indicator 1a focused on current Education Sector Plans (ESPs) and the most recent implementation data available on ESPs. It was initially anticipated that a review of available reports on ESP implementation (e.g. annual implementation reports, mid-term reviews, joint sector review reports, with data source varying by country) could determine the rate (i.e. percentage) or proportion (i.e. ratio) of GE provisions delivered against those planned. However, no baseline data on the 'implementation rate' for GE provisions (i.e. actions, resource allocations, or other measures related to ESP implementation aimed explicitly at enhancing GE in education) within approved ESPs could be identified from available sources in GCI pilot countries. Thus, where it was possible, the baseline value for indicator 1a was calculated differently than anticipated, as follows: 1) the number of GCI pilot countries officially reporting 'budget execution rates' (i.e. actual vs. planned budget expenditures) for GE provisions within approved ESPs; and 2) changes to the budget execution rates (actual expenditures relative to budget) for GE provisions within ESPs for GCI pilot countries reporting this data.

With respect to indicator 1b, the degree of coherence among interventions led and/or implemented by MoEs to address barriers to GE in education was assessed based on five criteria using a four-point scale (see textbox below). Here, data relied on information provided in documentation published prior to July 2020.

An assessment determined that two of the five criteria were met (i.e. criteria 3 and 4).

**Criterion 1:** No evidence was found of a pooled fund or SWAP with provisions to address gender barriers to education.

**Criterion 2:** While Chad has produced annual Joint Sector Reviews between 2016-2019, the 2019 JSR aide-mémoire does not explicitly comment on the progress of ESP objectives and initiatives related to addressing gender barriers in education. The content of preceding JSRs could not be assessed, as they were not available for review.

**Criterion 3:** Alignment exists between ESP gender objectives and the Sahel Women's Empowerment and Demographic Dividend (SWEDD) project led by UNFPA and the World Bank, as well as UNICEF's 2019 interventions focusing on out-of-school children, including girls from vulnerable backgrounds.

**Criterion 4:** There is evidence of complementarity, synergy, and collaboration among education sector actors in the context of the SWEDD project, the 2019 conference of the Organisation internationale de la Francophonie on "Girls' Education and Women's Training in the French-speaking world: challenges, good

practices and courses of action!" and as part of the 2018-2030 Stratégie nationale de l'eau, de l'assainissement et de l'hygiène en milieu scolaire.

**Criterion 5:** There is little evidence of joint monitoring and evaluation of ESP objectives, strategies, action plans and initiatives related to addressing gender barriers to education.

#### **Criteria and Rating Scale for Indicator 1b**

To establish a baseline value for indicator 1b, the degree of coherence among interventions led and/or implemented by MoEs to address barriers to GE in education was assessed based on five criteria, which were developed by the Universalia team during the baseline study. The five criteria are:

- 1) There is a pooled fund or SWAP which includes specific provisions to address gender barriers to education;
- 2) There is a dedicated and functional coordination mechanism in the education sector addressing gender barriers in education (e.g. Gender Working Group of LEG);
- 3) There is evidence of alignment between ESP gender objectives and the interventions of key education sector actors;
- 4) There is evidence of complementarity, synergy, collaboration among education sector actors to implement joint and/or coordinated initiatives with regard to addressing gender barriers to education;
- 5) There is evidence of joint monitoring and evaluation of ESP objectives, strategies, action plans and initiatives related to addressing gender barriers to education.

Furthermore, the baseline value for indicator 1b was established according to the number of criteria met, using a four-point rating scale defined as follows: Highly coherent = all 5 criteria met; Coherent = 3-4 criteria met; Somewhat coherent = 1-2 criteria met; Not coherent = None of the criteria met.

### **Immediate Outcome 1.1**

**Immediate Outcome 1.1:** Strengthened institutional systems and processes within MoE to mainstream gender equality in education sector analysis, policies, planning, budgeting, strategies, and programs

<b>Performance indicators</b>	<b>Data collection methods and data sources that provided information to establish the baseline value</b>	<b>Baseline</b>
<b>1.1a</b> Gender responsiveness of education strategic sector planning documents and tools at the national and subnational levels	<ul style="list-style-type: none"> <li>■ Plan triennal d'actions budgétisées (PTAB) du PIET (2018-2020)</li> <li>■ 2018-2020 PIET</li> <li>■ 2014 ESA</li> <li>■ 2016 ESA</li> <li>■ COVID-19 response plan</li> <li>■ 2017 Rapport d'évaluation externe du PIET 2018-2020</li> </ul>	Somewhat gender responsive

The gender responsiveness of education strategic sector planning documents and tools was assessed based on the number and extent to which six gender-responsive criteria were met, using a four-point rating scale (see textbox). Data sources used focused on the most recent sector planning documents.

Three of the six gender-responsive criteria were deemed to have been adequately met, with one other criterion considered partially met. These are:

**Criterion 1:** Analysis of the gender situation in the education sector: The 2018-2020 PIET relied on the 2014 ESA as well as several other sources of data (i.e. PASEC, PREBAT report, Health and Demographic Survey, MEN statistics). The 2018-2020 Plan provides an analysis of disparities, addressing both gender and geographic disparities in its section on equity by presenting data analysis for the primary and secondary education sub-sectors. The MoE has since conducted the 2016 ESA, which includes data disaggregated by sex as well as a dedicated section on equity. The PIET provides sex-disaggregated data, referencing in particular the situation of girls' education, although the analysis does not examine this in-depth. The COVID-19 response plan includes sex-disaggregated data, outlining some of the additional risks for girls. Furthermore, the COVID-19 response plan also provides sex-disaggregated data for the number of students at different levels who had to interrupt their education due to the pandemic.

**Criterion 3:** Coherence of the ESP with national gender goals and priorities on issues affecting girls' and boys' education, such as sexual and gender-based violence, child marriage, child labour, etc. In 2019, Chad adopted a five-year plan to implement the National Gender Policy (2019-2023), which includes goals to improve girls' education and the literacy of women and girls. The policy is not referenced in the PIET, as it was adopted after the PIET was launched.

The PIET and COVID-19 response plan propose a number of different actions for improving girls' education. These include:

#### Criteria and Rating Scale for Indicator 1.1a

To establish the baseline value for indicator 1.1a, the gender-responsiveness of education sector planning documents and tools was assessed based on six criteria drawn from UNGEI's Appraisal Form: Is the Education Sector Plan gender-responsive?<sup>8</sup>

The six criteria are:

1. Analysis of the gender situation in the education sector;
2. Participation of key stakeholders with expertise on gender in ESP development. These could include CSO representatives, gender focal points in MoEs, and other relevant ministries;
3. Coherence of the ESP with national gender goals and priorities on issues affecting girls' and boys' education, such as sexual and gender-based violence, child marriage, child labour, etc.;
4. A budget specifically dedicated to addressing gender issues in education;
5. A gender unit or focal point for gender equality in MoEs equipped with resources at national and sub-national levels (the assumption is that they have the influence, capacity, budgets, and time to do their work);
6. An M&E plan that takes gender into consideration by providing for sex-disaggregated data collection and analysis (e.g. baseline and targets).

Based on the number of criteria met, the baseline value for indicator 1.1a was established according to a four-point rating scale defined as follows: Highly gender-responsive = All 6 gender-responsive criteria reflected; Gender-responsive = 4-5 gender-responsive criteria reflected; Somewhat gender-responsive = 2-3 gender-responsive criteria reflected; Not gender-responsive = Fewer than 2 gender-responsive criteria reflected.

<sup>8</sup> See UNGEI's "Education Sector Plan Gender Review: A guide to support gender responsive education planning" (2013) for a further breakdown of the various elements that were considered in assessing each of these six criteria.

- Enforcement of laws making school compulsory;
- Introduction of incentives for girls' school attendance (e.g. support for girls and their families to access resources, pedagogical support);
- Granting scholarships to vulnerable children (e.g. disabled children, girls from disadvantaged areas, children living in conflict zones)
- Granting of kits, uniforms, toilet kits, scholarships and transportation costs to girls;
- Sensitization and mobilization of parents/communities for schooling, especially for girls and vulnerable children.
- Setting up infrastructure for food support and school canteens in the most disadvantaged localities.
- Restoring school sanitations in schools affected by conflict and emergencies (including separate washroom facilities for girls and boys).
- Use of alternative teaching solutions that take into account aspects of inclusion and gender.
- Development of a communications strategy which focuses on addressing gender-specific challenges, including discrimination, stigmatization, sexual exploitation and gender-based violence.

**Criterion 4:** A budget specifically dedicated to addressing gender issues in education: There is a three-year budgeted action plan accompanied by a projection model, which presents policy targets for each sub-sector and related costing information. The budget is in line with what is presented in the plan, including actions to address gender issues in education.

**Criterion 6:** An M&E plan that takes gender into consideration by providing for sex-disaggregated data collection and analysis (e.g. baseline and targets): The M&E framework has all but two indicators specific to gender (e.g. GPI for enrolment and completion, including baseline and target). However, indicators are not disaggregated by sex.

**Criterion 2 and 5:** No supporting information was found to suggest that either criterion were met; no information was available on whether the development of Chad's ESP included the participation of stakeholders with expertise in gender nor on the extent to which the MENPC's Direction de la scolarisation des filles was equipped with resources at the national- and sub-national levels.

In sum, four out of six criteria were met, resulting in a baseline determination that education strategic sector planning documents and tools at the national and subnational levels in Chad are somewhat gender-responsive.

## Immediate Outcome 1.2

**Immediate Outcome 1.2:** Strengthened technical capabilities within MoE and other relevant ministries working in conjunction with MoEs to mainstream GE in education, including in emergency contexts

Performance indicators	Data collection methods and data sources that provided information to establish the baseline value	Baseline
<b>1.2a</b> Number and position of MoE staff and other relevant Ministries who report using new knowledge and skills acquired through training on mainstreaming gender equality in education in their daily work, including in emergency contexts		0

Assessment of this indicator relied on the most recent information available from 2019 to July 2020. There was no information available on the level of capacities of MENPC's Direction de la scolarisation des filles, and Chad did not participate in GRESP workshops.

**For consideration to be included in GCI monitoring for Year 1 of the Initiative:** Based on input from UNESCO and IIEP representatives, five participants from Chad's MENPC took part in the first UNESCO-IIEP Dakar university training on gender-sensitive education planning, held online from November 2020 to January 2021. Any information related to this training did not inform the baseline value, as the training was conducted outside of the baseline review period cut-off point (e.g. July 2020). However, further information on the use of skills and/or knowledge acquired from this training among the five participants could be considered to measure progress against indicator 1.2a for the GCI monitoring exercise to be conducted after the first full year of implementation, should such information be available.

## Immediate Outcome 1.3

**Immediate Outcome 1.3:** Strengthened capacity of MoE to change internal organizational culture to advance gender equality

Performance indicators	Data collection methods and data sources that provided information to establish the baseline value	Baseline
<b>1.3a</b> Number and type of (new) actions taken by senior MoE decision- and policy-makers reflecting a commitment to strengthen or institutionalize mainstreaming GE	Organisation internationale de la Francophonie, Rapport de synthèse de la conférence internationale « éducation des filles et formation des femmes dans l'espace francophone », 2019  Stratégie nationale de l'eau, de l'assainissement et de l'hygiène en milieu scolaire (2018-2030)	2 new actions: 1. 2019 conference on "Girls' Education and Women's Training in the French-speaking world: challenges, good practices and courses of action!" 2. Stratégie nationale de l'eau, de l'assainissement et de l'hygiène en milieu scolaire (2018-2030)

Assessment of this indicator relied on information available from 2019 to July 2020. Under the patronage of the President of the Republic of Chad and in collaboration with the Organisation internationale de la Francophonie, Chad organized a conference entitled "Girls' Education and Women's Training in the French-speaking world: challenges, good practices and courses of action!" in June 2019. Moreover, the 2018-2030

national strategy adopted by the MENPC aims for inclusive water, sanitation and hygiene (WASH) programmes in schools, including the creation of separate sanitation facilities for girls and boys, the supply of feminine hygiene products and other gender-responsive components.

### Immediate Outcome 1.4

<b>Immediate Outcome 1.4:</b> Strengthened leadership by MoE for inter-ministerial and cross-sectoral dialogue and coordination to address demand- and supply-side barriers to GE in education		
Performance indicators	Data collection methods and data sources that provided information to establish the baseline value	Baseline
<b>1.4a</b> Evidence of MoE collaboration and coordination with other ministries/units/agencies in support of initiatives that are critical to gender equality in education	<ul style="list-style-type: none"> <li>■ 2018-2020 PIET</li> <li>■ 2018-2030 Stratégie nationale de l'eau, de l'assainissement et de l'hygiène en milieu scolaire</li> </ul>	Some evidence

While the baseline study attempted to find the most updated evidence of MoE collaboration and coordination with other ministries/units/agencies in support of initiatives that are critical to GE in education, it also relied on information provided in documentation published prior to 2019.

PIET 2018-2020 was guided by the decisions of the inter-ministerial supervisory committee, composed of the three ministries in charge of education, the Planning Ministry, the Ministry of Finance, the Ministry of Infrastructure and Transportation, the Ministry of Land Administration, among others. However, no information was available on the extent to which collaboration and coordination on initiatives critical to gender equality are being realized.

The pre-primary education sub-sector is co-managed by the local structures of the Ministry of National Education and Civics Promotion, and those of the Ministry of Women and the Protection of Early Childhood and National Solidarity. In the context of the 2018-2030 Stratégie nationale de l'eau, de l'assainissement et de l'hygiène en milieu scolaire, MENPC has defined several initiatives relevant to girls' education, including with the Ministry of Women and the Protection of Early Childhood and National Solidarity and the Ministry of Environment, Water and Fisheries.

### Intermediate Outcome 2

<b>Intermediate Outcome 2:</b> Improved education sector enabling environment in support of MoE's efforts in gender equality mainstreaming in and through education		
Performance indicators	Data collection methods and data sources that provided information to establish the baseline value	Baseline
<b>2a</b> Degree to which Annual Joint Sector Review aide-mémoires include references to GE in education	2019 Annual Joint Sector Review aide-mémoire	Unsatisfactory

The degree to which annual JSR aide-mémoires include references to GE in education was assessed based on a four-point scale: Significant = numerous references and cross-cutting integration of GE; Satisfactory =

evidence of integration of GE but not cross-cutting; Limited = some references to GE; Unsatisfactory = no or very few references to GE.

The most recent aide-mémoire available (2019) outlines the main agreed upon recommendations at the 2019 JSR, as well as the government's and donors' main commitments. Out of the 74 recommendations provided, none specifically address gender and/or girls' education.

## Immediate Outcome 2.1

**Immediate Outcome 2.1:** Strengthened capacity of national- and local-level CSOs, including youth-led organizations, to undertake effective evidence-based policy advocacy, campaigning and programming on GE in education

Performance indicators	Data collection methods and data sources that provided information to set the baseline value	Baseline
<b>2.1a</b> Number of references to CSO policy positions/actions, campaigning and programming on GE in education, in LEG Annual GCI Update		Baseline will be collected in late 2021, when each country completes its GCI LEG Annual Report
<b>2.1b</b> Number of coordination meetings held by education-oriented CSOs focusing on GE in education	Review of CSO workshop reports	0 coordination meetings held by education-oriented CSOs focusing on GE in education
<b>2.1c</b> Number of LEG meetings attended by CSO representatives	GLPE meeting minutes from 23 October 2019, and 18 June 2020	Two LEG meetings attended by CSO representatives

As LEG annual GCI updates will only be produced once implementation of GCI effectively begins in Year 1, the baseline for indicator 2.1a will be collected in late 2021, once each country completes its GCI LEG Annual Report. Baseline values for indicators 2.1b and 2.1c were based on information available from 2019 to July 2020.

For indicator 2.1b, the Universalia team reviewed reports on training workshops held by education-oriented CSO coalitions in Chad, such as the Coalition des organisation de la société civile pour le développement de l'éducation (COSOCIDE) and the Fédération nationale des associations des parents d'élèves du Tchad (FENAPET). Based on these reports, there was no evidence to suggest that workshops held between 2019 and July 2020 focused on GE in education. A report for a workshop led by FENAPET in February 2020 that focused on providing training to parent and teachers' associations mentions that the training conducted included content related to the management of menstrual hygiene in schools. However, the report did not provide any further detail on whether this was substantially discussed as part of the workshop, nor what the training specifically entailed. As such, the report for this workshop did not provide relevant supporting data to establish the baseline value for indicator 2.1b.

With regards to indicator 2.1c, two LEG meetings were attended by CSO representatives during the time period of 2019 to July 2020. Specifically, these included: the Groupe local des partenaires de l'éducation (GLPE) meeting held on 23 October 2019, which involved the participation of FENAPET representatives; as well as a GLPE meeting held on 18 June 2020, which involved the participation of representatives of Enfants du monde.

**For consideration to be included in GCI monitoring for Year 1 of the Initiative:** With regards to indicator 2.1b, the Universalia team also reviewed reports received from in-country stakeholders for workshops that took place in 2021. These workshops were conducted outside of the baseline review period cut-off point (i.e. July 2020), and thus were not considered as a data source informing the baseline value. However, relevant data contained in these meeting reports could be considered to measure progress against this indicator for the GCI monitoring exercise to be conducted after the first full year of implementation.

A workshop held by the Forum for African Women Educationalists (FAWE)-Chad in February 2021 aimed to provide training to members of the COSOCIDE. The workshop included a substantial discussion of FAWE-Chad's past activities on GE in education, including the publication of a report on girls' education in Chad in 2013, providing university scholarships for girls in collaboration with the Agence française de développement (AFD) in 2015. Furthermore, the workshop also involved a discussion of the challenges for girls' education in Chad.

A workshop led by representatives from FENAPET and FAWE-Chad was conducted in February 2021 on the theme of gender and education in the context of COVID-19. The workshop focused on GE in education, discussing and providing clarification on key concepts in relation to gender (e.g. the distinction between gender and sex, gendered roles in society, presentation of national and international policies/conventions on gender equality), highlighting the importance of integrating gender in education and the impact of COVID-19 on girls' education.

A workshop led by CSOs in Chad was conducted in March 2021 and focused on gender-sensitive sector planning. The meeting minutes noted key participants, including representatives from COSOCIDE, FAWE-Chad, ANCEFA and Plan International. The workshop focused on GE in education in the context of COVID-19 in particular, and the importance of prioritizing gender in CSOs' efforts to respond to the pandemic.

## Immediate Outcome 2.2

### Immediate Outcome 2.2: Improved coordination for GE in education through LEGs, under the leadership of MoE

Performance indicators	Data collection methods and data sources that provided information to establish the baseline value	Baseline
<b>2.2a</b> LEG scores in 8 countries on the revised (with gender integrated) " <a href="#">LEG Self-Assessment and Performance Feedback</a> " tool (developed by GPE)		Baseline will be collected in late 2021/early 2022, when the GCI facilitates gender-integrated LEG Self-Assessments in the 8 countries
<b>2.2b</b> Number of GE-focused LEG meetings or sessions	GLPE meeting minutes reviewed did not provide any relevant supporting data	0 GE-focused LEG meetings or sessions

The "LEG Self-Assessment and Performance Feedback" tool was not yet ready to be used in Chad nor the seven other participating countries at the time of baseline data collection.

Information to assess indicator 2.2b relied on information available from 2019 to July 2020. Based on GLPE meeting minutes reviewed and written feedback from a representative of Chad's Coordinating Agency, it was determined that there were no GE-focused LEG meetings which took place during the baseline review time period, as well as no evidence to suggest that there was a working group on gender equality within

the country's education sector. In November 2019, a working group on "quality and relevance of learning" was established, whose mandate included reflections on equity and quality school inclusion for vulnerable children such as children with disabilities and children from nomadic families. However, neither girls nor gender equality were mentioned as a focus of this working group nor a specific dimension of vulnerable children. As such, the establishment of this working group did not inform the baseline value, as it did not provide relevant supporting data.

### Immediate Outcome 2.3

<b>Immediate Outcome 2.3:</b> Improved policy and practice dialogue for GE in education at national, continental, and global levels		
<b>Performance indicators</b>	<b>Data collection methods and data sources that provided information to establish the baseline value</b>	<b>Baseline</b>
<b>2.3a</b> Number and focus of joint policy and practice statements on GE in education by education sector actors at national, continental and global levels	Organisation internationale de la Francophonie, Rapport de synthèse de la conférence internationale « éducation des filles et formation des femmes dans l'espace francophone », 2019  Al Wihda, Tchad : « nous devons nous mobiliser pour sortir les filles de l'ignorance et de l'analphabétisme », 26 September 2019	<p><b>2 statements:</b></p> <ul style="list-style-type: none"> <li>▪ Statements resulting from the 2019 conference on "Girls' Education and Women's Training in the French-speaking world: challenges, good practices and courses of action!" (June 2019);</li> <li>▪ Statements from ACRA, the European Union, and MENPC on the importance of girls' education (September 2019)</li> </ul> <p>Focus of statements:</p> <ul style="list-style-type: none"> <li>▪ Importance of girls' education and training of women in women's empowerment</li> <li>▪ Importance of role of civil society in improving girls' access to education</li> </ul>
<b>2.3b</b> Number and type of alliances, partnerships, and networks for policy and practice on GE in education created/strengthened at national, continental, and global levels	Organisation internationale de la Francophonie, Rapport de synthèse de la conférence internationale « éducation des filles et formation des femmes dans l'espace francophone », 2019  MENPC Facebook post, « Mot du MENPC lors de la réception des travaux de rénovation au lycée féminin bilingue d'Amriguébé », 28 October 2019 <sup>9</sup>	<p><b>2 partnerships:</b></p> <ul style="list-style-type: none"> <li>▪ Partnership of francophone countries under the umbrella of the Organisation internationale de la Francophonie</li> <li>▪ Partnership between MENPC and AFD on a project focused on girls' education and training</li> </ul>

<sup>9</sup> Full Facebook post found here: <https://tinyurl.com/rytjhutc>

Information to inform the baseline value for indicator 2.3a focused on joint policy and practice statements on GE in education made during the baseline review period (i.e. 2019 to July 2020). Based on a search of the websites and social media platforms of education sector actors in Chad (e.g. MoE, CSOs and multilateral and bilateral donors), two joint policy and practice statements on GE in education were found to have been made during the baseline review period:

- Recommendations on girls' education and GE were developed following a conference organized by the Organisation internationale de la Francophonie and government of Chad, entitled "Girls' Education and Women's Training in the French-speaking world: Challenges, good practices and courses of action" (June 2019). The conference included roundtables which entailed exchanges among ministers from Francophone countries in Africa, dialogue on the need for increased gender-mainstreaming in the Education Management Information System (EMIS), and the importance of civil society in enhancing girls' access to quality education.
- Statements made by representatives of ACRA-Chad, the EU, and the MENPC as part of a launch event of the campaign entitled "Scolarisons nos filles et luttons contre la violence à l'école," held in September 2019. The statements made by the representatives emphasized the importance of girls' education towards the empowerment of women and underlined the importance of education sector actors in Chad to mobilize efforts to reduce illiteracy levels among girls.<sup>10</sup>

With regards to indicator 2.3b, the Universalia team conducted a search of the websites and social media platforms of various education sector actors for information that evidences alliances, partnerships and networks focused on policy and practice in GE in education that were either created or found to be active during the baseline review period (i.e. 2019 to July 2020). Two partnerships were found in Chad, which were included in the country-level baseline value for indicator 2.3b:

- As noted above in the baseline value for indicator 2.3a, a conference was organized by the Organisation internationale de la Francophonie and government of Chad, entitled "Girls' Education and Women's Training in the French-speaking world: Challenges, good practices and courses of action," in June 2019. As a result of the conference, proposals included the provision to create a francophone partnership on "Gender and Education Statistical Data", and to put a voluntary reporting mechanism in place to track progress on girls' education and the training of women.
- A partnership between the MENPC and AFD was noted as having been created in October 2019, following the launch of a joint project entitled "Projet de la promotion de la formation des filles et de l'alphabétisation des femmes."

**For consideration to be included in GCI monitoring for Year 1 of the Initiative:** With regards to indicator 2.3a, through a search of education sector actors' websites and social media profiles, Universalia also found relevant supporting information for joint statements that were made outside of the baseline review time period cut-off point (i.e. July 2020), and thus could not be considered as a data source informing the baseline value. However, relevant data contained in these sources of information could be considered to measure progress against this indicator for the GCI monitoring exercise to be conducted after the first full year of implementation.

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<sup>10</sup> Al Wihda, Tchad : « nous devons nous mobiliser pour sortir les filles de l'ignorance et de l'analphabétisme », 26 September 2019, [https://www.alwihdainfo.com/Tchad-nous-devons-nous-mobiliser-pour-sortir-les-filles-de-l-ignorance-et-de-l-analphabetisme\\_a77505.html?fbclid=IwAR2qLT8Z5dKfivp9DrwMtIgKRB\\_CRC3bq\\_KUo3OaGwk8GKB0cWx9vkqUYPE](https://www.alwihdainfo.com/Tchad-nous-devons-nous-mobiliser-pour-sortir-les-filles-de-l-ignorance-et-de-l-analphabetisme_a77505.html?fbclid=IwAR2qLT8Z5dKfivp9DrwMtIgKRB_CRC3bq_KUo3OaGwk8GKB0cWx9vkqUYPE)

The launch of the third edition of the "Keeping Girls in School" program included statements made on 18 November 2020 from the First Lady, the president of the Big Heart Foundation and the Minister of National Education and Civic Promotion on the importance of girls' education. These statements could be considered as a joint statement on practice in GE in education by national-level education sector actors, and could be used to inform measurement of progress against indicator 2.3a after GCI's first full year of implementation.

### Immediate Outcome 2.4

<b>Immediate Outcome 2.4:</b> Improved coordination and collaboration among global GCI Alliance Development Partners (DPs) to advance GE in and through education		
<b>Performance indicators</b>	<b>Data collection methods and data sources that provided information to establish the baseline value</b>	<b>Baseline</b>
<b>2.4a</b> Number and focus of joint statements on GE in education by GCI Alliance DPs	Search of: Websites of GCI Alliance DPs	Research did not uncover any DP joint statements regarding this country. <b>Baseline value = 0.</b>
<b>2.4b</b> Number and focus of joint publications on GE in education produced by GCI Alliance DPs	Search of: Websites of GCI Alliance DPs	Research did not uncover any DP joint publications regarding this country. <b>Baseline value = 0.</b>

No baseline values could be established for indicators 2.4a and 2.4b, despite two attempts at collecting and analyzing relevant sources of information. Relevant supporting data to measure progress against indicators 2.4a and 2.4b will likely only emerge during the first full year of GCI implementation.

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