

GENDER EQUALITY IN EDUCATION SNAPSHOT CHAD

RESULTS WORKSHOP REPORT



July 2022

Gender in education rapid assessment workshop in Chad
« Outil Instantané de l'Égalité des Genres dans l'Éducation GES-Toolkit »

Acronyms:

CNC National Curriculum Centre

GCI Gender at the Centre Initiative

EVA Education for Life and Love

GES Gender Equality in Education Snapshot

INSEED National Institute of Statistics, Economic and Demographic Studies

MENPC Ministry of National Education and Civic Promotion

NGO Non-governmental organization

ONAPE National Office for the Promotion of Employment

UNGEI United Nations Girls' Education Initiative

SIGI Gender and Social Institutions Index on Gender Discrimination

GER Gross Enrolment Rate

Introduction

The Gender at the Centre Initiative (GCI) supports, convenes and advocates for the leadership of ministries of education and national civil society actors to advance gender equality in and through education. Since 2020, the GCI has been promoting gender equality in education in eight African countries including Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria and Sierra Leone. The GCI is jointly coordinated by the United Nations Girls' Education Initiative (UNGEI) and UNESCO-IIEP.

Through GCI, a rapid assessment of gender equality in and through education was conducted

*"The process of equality may be long, slow, but it must be included in our policy in order to move forward".
Mr Mahamat Seid Farah, Permanent Secretary of the Ministry of National Education and Civic Promotion*

using the Gender Equality in Education Snapshot Toolkit ([GES Toolkit](#)). The GES Toolkit was developed by UNGEI and the Global Partnership for Education (GPE) to help education planners and practitioners conduct a rapid assessment of gender equality in and through education. The tool allows to provide a preliminary diagnosis of a country's situation with regard to gender equality within the education system and

beyond. The rapid assessment in Chad aimed to support members of the Local Education Group (LEG) to obtain a shared understanding of the status of gender equality in education and to serve as a starting point for the development of the country's new education sector plan.

The process for the rapid assessment was launched in June 2022 with the support of UNGEI, under the leadership of the Ministry of National Education and Civic Promotion and in partnership with the Local Education Group under the coordination of AFD. The process started with the Ministry of Education being trained on the use of the GES Toolkit, data research, verification of sources and validation of data before concluding with a feedback workshop.

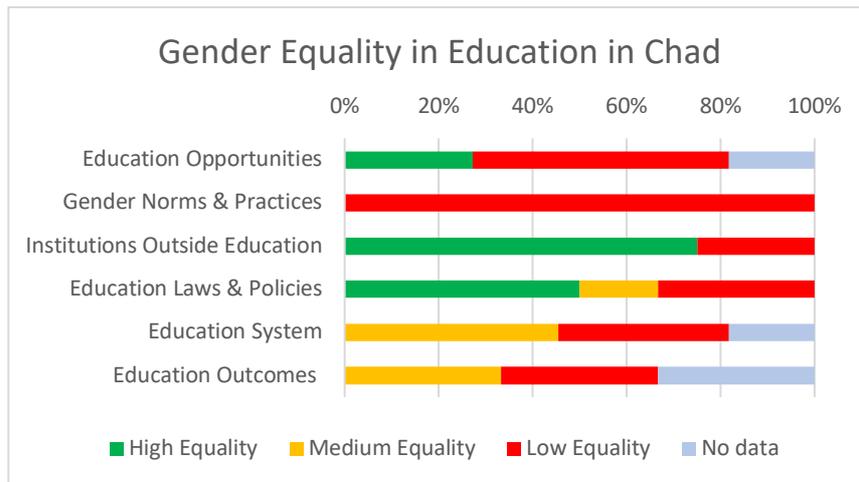
On 21 July 2022, a results workshop was held, organized by the Ministry of National Education and Civic Promotion in partnership with UNGEI with support of UNICEF Chad Country office. The purpose of the workshop was to present the results of the rapid assessment and to discuss possible follow-up to the results. The workshop brought together thirty participants among whom members of the Local Education Group, technical and financial partners, directors of the ministries in charge of education, and civil society organizations (see list of participants in annex). The tool with the completed data is annexed.

2. Presentation of the results

2.1 Summary

Based on six key areas including (1) education opportunities, (2) gender norms and practices, (3) institutions outside education, (4) education laws and policies, (5) education system, and (6) education outcomes, a rapid assessment of the country's situation with regard to gender equality in and through education was undertaken.

In summary, workshop participants acknowledged that the overall assessment results are weak. All participants recognized the need to redouble efforts for a holistic and intersectoral



approach to combat gender inequalities in the country. Specific attention was paid to the very weak results on gender norms and practices, with 77% of women accepting that a husband is entitled to beat his wife, a child marriage rate of over 60% and adolescent pregnancy rate at 44%.

In spite of the political will shown in enacting laws and educational policies and through the ratification of international conventions, it must be admitted that a lot of work remains to be done to enable girls have the same chances as boys to complete a quality education and reach their full potential.

The country must also strengthen its education system to contribute to the promotion of gender equality in general, such as improving the rate of women's participation in employment and boosting the representation of women in decision-making bodies. The current proportion of seats held by women in the National Transitional Council is only 33%.

The process of drafting the report on the state of the Chadian education system and the concomitant elaboration of the new education sector plan is a good opportunity to take into account the results of this rapid assessment on gender equality in and through education.

2.2 Key areas

During the results workshop, the following trends and observations were noted under the different key areas:

2.2.1 Education opportunities

- Gender parity is observed at pre-school level gross enrollment rate (GER), and at the end of primary education in minimum reading and mathematics skills. Gender disparities are found in completion rates in secondary 1 and 2 and in the participation rate in technical and vocational training, as well as in tertiary GERs.
- The most glaring disparities are in the primary cycle from grade 3 (CE2) to the end of the basic cycle, from literacy to participation in technical and vocational education. The disparities observed are in favor of boys.

2.2.2 Gender norms and practices

- On gender norms, the country scores low overall.
- The gender parity index with regard to adolescent participation in household chores shows that girls spend considerably more time on household chores than boys.
- Child marriage and adolescent pregnancy rates in Chad are very high compared to other countries in the region. Almost 7 out of 10 girls (68%) are married before the age of 18.

"The statistics related to gender norms are most striking and indicate the enormity of the problem. But they also indicate priority opportunities for advocacy.

*Beridabaye NDILKODJE, AFD,
Lead of the Local Education Group*

2.2.3 Institutions outside education

- The country's scores in terms of institutions outside the education sector are high overall, indicating that in terms of the external environment the country has made commitments to end discrimination against women and girls.
- The level of gender discrimination in Chad, according to the SIGI index of social and gender institutions, is high. According to some participants this index does not reflect the reality of the country.
- Chad has ratified several international conventions to end gender discrimination. However, participants indicate that implementation remains problematic.
- The law sets the legal age of marriage at 18 years but despite this child marriage is a practice that continues.

2.2.4 Education laws and policies

- With regard to education laws and policies, country scores are mixed. A certain political will to promote gender equality in education can be observed.
- Chad has not ratified the Convention against Discrimination in Education. However, the ongoing implementation of SDG 4 takes inclusion into account.
- The legal framework does not guarantee at least 9 years of free education. Primary education is free and compulsory, but secondary education is neither free nor compulsory.
- On the question of whether the education sector plan integrates the notion of gender, the answer is 'slightly'. Data are available and disaggregated by sex but there is no detailed analysis of the barriers to girls' education.
- The Ministry of National Education and Civic Promotion has not had a gender audit because gender is not yet operational in the ministry.

2.2.5 Education system

On indicators related to the education system (number of women teachers, gender responsive pedagogy, comprehensive sexuality education, etc.), the level of gender equality varies from 'medium' to 'low'. The workshop participants assessed the potential of a series of strategies to improve results in this area, such as increasing the number of women teachers, including

comprehensive sexuality education in the curriculum and improving the quality of sanitary infrastructure in schools.

- **Differences in geographical data**

Although geographically differentiated data are not available, it should be noted that differences exist between geographical areas (urban and rural areas, and between different provinces of the country). Indeed, socio-economic and cultural constraints are indicators that may impact gender equality outcomes. A more in-depth analysis of geographical differences is recommended.

- **Integration of gender equality into the curriculum and pedagogy**

The National Curriculum Centre has taken into account gender mainstreaming in the updating of curricula and design of textbooks at all levels and cycles. Efforts are underway to train teaching staff in gender-sensitive pedagogy. It should also be noted that the Ministry's NGO partners are doing their best to develop this thematic area and involve more staff at the decentralized level. Mainstreaming is progressive and this will be reflected in the education sector plan under development.

- **Review of gender in teaching and learning materials/Comprehensive Sexuality Education**

At the time of the workshop no gender review of the curriculum and teaching materials had been carried out. On the issue of integrating comprehensive sexuality education into the school curriculum, the EVA (Education for Life and Love) approach can be implemented in mainstream schools from the fifth grade onwards. This approach has been tested in catholic religious and private schools through a women's education program. Concerning the code of conduct on School-Related Gender-Based Violence (SRGBV), this is a new concept that has not yet been developed in the country.

2.2.6 Education outcomes

- The proportion of seats in parliament held by women is 33%.
- The proportion of women making their own decisions on SRH stands at 14%, which is very low.
- In terms of the rate of women's participation in employment, participants identified the following institutions where data can be collected:
 - ✓ *National Institute of Statistics, Economic and Demographic Studies (INSEED);*
 - ✓ *Ministry of Public Service and Employment in charge of Social Dialogue;*
 - ✓ *National Office for the Promotion of Employment (ONAPE).*

3. Pathways to further gender analysis

During the workshop participants identified links between indicators belonging to different domains. The relationship between the domains gives a clear direction for further gender analysis in the country.

- ⇒ **Marriage law & child marriage rates in the country:** An analysis of the application of this law is needed to determine the real obstacles and bottlenecks in order to identify

priority actions to be taken and demonstrate the importance and necessity of its application.

- ⇒ **Gender norms:** The data relating to gender norms are the most striking and deserve to be supplemented by an in-depth analysis of socio-cultural practices and conditions for their deconstruction.
- ⇒ **The law on free education:** financial costs constitute a real barrier to the schooling of children in general and girls in particular. The law on free education exists, but sustained advocacy is needed to improve its implementation.
- ⇒ **Disability & Inclusion:** in the framework of an in-depth gender analysis, the disability dimension must be taken into account. Special attention needs to be paid to the intersecting vulnerabilities based on disability and gender.

PRIORITY AREAS FOR A DETAILED GENDER ANALYSIS OF THE EDUCATION SYSTEM
Analysis of barriers to girls' education including specific areas
Analysis of socio-cultural norms and practices
Disability & Inclusion
Analysis of the lack of implementation of laws

4. Conclusion

As demonstrated by the results of this rapid assessment, the overall situation of gender equality in and through education in Chad is weak. A lot remains to be done to ensure equal education opportunities for girls and boys. Despite this situation, there is awareness and consideration of gender equality among the priorities identified by the Chadian government. It is therefore important that the government, through the Ministry of National Education and Civic Promotion, asserts its leadership to fully implement the Convention against Discrimination in Education, as well as all other laws to guarantee the right to education for all children.

*"For us, NGOs, the results of this evaluation allow us to guide the writing of new projects and to inform our advocacy on gender inequality."
Anicet HABONIMANA, Humanity & Inclusion*

The data related to gender norms are the most striking and indicate the magnitude of the problem. A more in-depth analysis of socio-cultural attitudes and practices leading to gender inequality is needed. Effective strategies to transform gender norms at all levels of society must be put in place.

This rapid assessment can serve as a starting point for the integration of gender equality in the development of the new education sector plan. A more in-depth gender analysis is recommended, in which barriers to girls' education are identified, socio-cultural practices are analyzed, and the dimension of disability and inclusion is integrated. All education

stakeholders, including the Ministry of Education, would benefit from targeted capacity building on gender-responsive education sector planning and gender-transformative leadership, in order to enhance their ownership of the fight for gender equality. All participants in the workshop renewed their commitment to promote gender equality in and through education.

Recommendations:

The promotion of gender equality in and through education in Chad requires considerable work and coordination by all actors. Based on this observation, the workshop participants developed the following recommendations:

⇒ Demonstrate a real political will on the part of decision-makers to promote gender equality in and through education, with the support of financial and technical partners;

"Through the use of the GES toolkit, we have realized that girls' education and the promotion of gender in its holistic dimension requires the commitment of all"

*Mrs Réouhiri Ndgartoussoum,
headmistress of N'djamena primary
school*

⇒ Provide social and economic support for girls in vulnerable situations and psychosocial support for women who have suffered violence;

⇒ Carry out a more in-depth gender analysis with clear recommendations for gender equality in and through education;

⇒ Implement effective gender-responsive education sector planning;

⇒ Help communities, especially men and boys, to understand gender issues in development and the importance of girls' education;

⇒ Disseminate widely the law against child marriage;

⇒ Popularize the national gender policy in order to make it effective and raise awareness of the gender approach among all actors;

⇒ Finance awareness-raising activities and gender equality policies in order to improve the participation of women in decision-making bodies;

⇒ Encourage women to take center stage and serve as role models for other women and girls;

⇒ Improve the design of teaching materials by introducing a gender approach;

⇒ Train teachers to take ownership of the gender equality content of teaching materials;

⇒ Build school infrastructure in rural areas with separate toilets for girls and boys, and distribute menstrual hygiene kits for girls;

⇒ Strengthen the capacity of the education system to facilitate gender mainstreaming in the programming of education activities;

⇒ Support the development and implementation of the gender plan in the Ministry of Education;

⇒ Invest in awareness raising and advocacy with traditional, religious and administrative leaders at all levels.

ANNEXE 1 : Liste des participants

N°	Noms & Prénoms	Structure
1	Aeron Patale	PASEC-Tchad
2	Nguerebaye M Marco	RADE
3	Djimramdje Djintibaye	COSOCIDE -Tchad
4	Khidar Mahamat Tahir	DFPA/MFP
5	Serya Telli Mathieu	DESG /MENPC
6	Djirankikidje Pierre	FENAPET
7	Mme Reouhiri née Ngonadji	DEF 1/MENPC
8	Mme Haissou Sanissah	DDEFPG
9	Mahamat Mahaboub Abakar	MENPC
10	Remadji Nangodjal	MENPC
11	Anicet Habonimana	HI
12	Djinasbaye Ngarbim	MENPC
13	Deufabe Hibe Desiré	SI/DAPCS
14	Mme Fatime Gattibe Tabo	DDEFPG/MENPC
15	Serfebe Blaise	UNICEF
16	Mme Zenaba Borgou Hassan	MENPC
17	Neradingao Dingaodounbaye	MENPC
18	Demadji Adeline	MESRSI
19	Madjibeye Nandogangar	DDEFPG/MENPC
20	Rosie Coombe	FCDO/UK
21	Ngary Felina	DEIAU
22	Mrangaye Alladin Abiyo	DDEFPG
23	Ndilkodje Beridabaye	AFD
24	Abdoul Salam Toure	UNGEI/UNICEF
25	Mahamat Seid Farah	SG/MENPC