



FORCED DISPLACEMENT AND
EDUCATION: BUILDING THE EVIDENCE
FOR WHAT WORKS

CHAD CASE STUDY

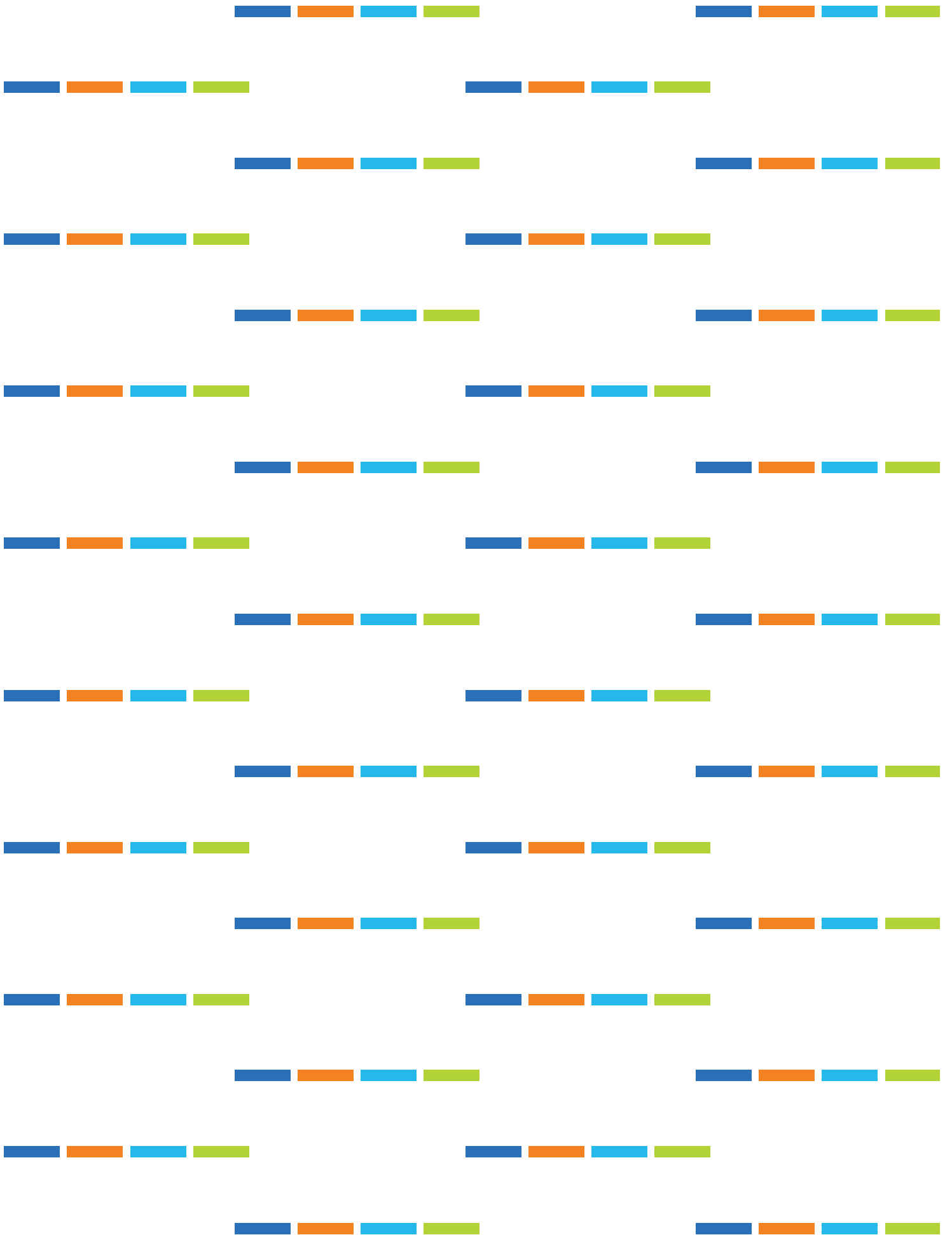
Andi Coombes | Yasmina Haddad | Hannah Ring

FEBRUARY 2023



WORLD BANK GROUP

Building the Evidence on Forced Displacement



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ACRONYMS

AIR	American Institutes for Research
AFD	Agence Française de Développement
BEF	Brevet d’Etudes Fondamentales
CAR	Central African Republic
CRT	Red Cross Chad
FGD	Focus group discussion
IDP	Internally displaced person
IGA	Income-generating activity
IOM	International Organization for Migration
JRS	Jesuit Refugee Service
KII	Key informant interview
LEG	Local Education Group
MENPC	Ministry of National Education and Civic Promotion
MOU	Memorandum of Understanding
NGOs	Non-governmental organizations
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PIET	Plan Intérimaire de l’Education au Tchad [Chad Intermediate Education Plan]
PSS	Psychosocial support
PTA	Parent-teacher association
REWG	Refugee Education Working Group
TVET	Technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund

EXECUTIVE SUMMARY

Chad hosts 570,369 refugees, predominantly from Sudan, the Central African Republic (CAR), Cameroon, and Nigeria (UNHCR, 2021a). Chad also has 406,573 IDPs residing in areas bordering Cameroon, Nigeria, and Niger, most of whom are in Lac Province (UNHCR, 2021a). To address the educational needs of displaced populations in Chad, the Chadian National Education System coordinates with various bilateral partners, including the World Bank and UN agencies. In addition, the United Nations High Commissioner for Refugees (UNHCR) leads the national Refugee Education Working Group in collaboration with Chad's MENPC and the National Commission for the Reception and Reintegration of Refugees and Returnees with collaboration from the United Nations Children's Fund (UNICEF); the United Nations Educational, Scientific and Cultural Organization (UNESCO); the World Food Programme; and implementation support from international non-governmental organizations such as the ACRA-CCS Foundation, Chadian Red Cross (CRT), and the Jesuit Refugee Service (JRS). Additionally, the National Education Cluster, co-chaired by UNICEF and MENPC and co-facilitated by JRS, coordinates education for internally displaced persons (IDPs) and crisis-affected communities (Dewulf et al., 2020).

Refugees from CAR have been following the Chadian curriculum since their arrival in the mid-2000s, and Chad began to include Sudanese refugee learners in its national education system in 2014. The government started preparing this curriculum transition for Sudanese refugees in 2012, and refugee learners began taking Chadian national exams in 2015. Soon thereafter, in accordance with the Interim Plan for Education in Chad 2018–2020, Chad officially integrated refugee camp schools into its national education system, making all camp schools Chadian public schools. Furthermore, in 2018, MENPC included refugees in its education sector plan and in national education programs. Urban refugees and refugees living in host villages are also allowed to attend public and private Chadian schools (UNHCR, 2020). Despite the education strategies adopted by MENPC, including Education Strategy 2013–2016, Interim Plan for Education 2018–2020, and Education Strategy 2030, there is still a mismatch between political will and the government's financial contribution to the inclusion of refugees.

This case study used key informant interviews and focus group discussions with national-, provincial-, and school-level respondents in the Lac Province, N'Djamena, and Moyen-Chari provinces to explore barriers to inclusion and to identify corresponding recommendations.

KEY FINDINGS

Despite the political will for inclusion of refugees in national education, there is a lack of funding and functional systems for education in general. Chad currently spends 2.37 percent of its GDP on education (World Bank, n.d.), which is similar to most other low-income countries in sub-Saharan Africa. Schools in refugee hosting areas are officially recognized and integrated into the national system, including using the Chadian curriculum, following ministry decisions, and having regular visits from local education authorities; however, both monitoring and financing for education, including material, infrastructure, and staffing, is dependent on UNHCR, which complemented government education expenditures in 2021 with \$8,030,987.76, or \$97.80 per student for 92,891 refugee students. Because of the dire challenges with funding and other basic resources for education even for host populations, quality of learning—including pedagogy, language, classroom practices, teacher training, and differentiation—is secondary to the fundamental challenges of access and resources for displaced populations and host communities alike.

Resource constraints severely limit educational opportunities for learners in Chad, both those from refugee and host populations. The lack of physical infrastructure (classrooms) is a primary constraint, as is the lack of teachers and the government's inability to consistently pay teacher salaries. Nontraditional education opportunities are limited despite the very real need for alternatives such as accelerated learning, intensive language courses, and technical and vocational education and training (TVET). Access to education declines sharply at the secondary level, where the enrollment rate for refugees is just 11% (UNHCR, 2021c). Finally, while schools officially follow the Chadian curriculum, refugees from non-Francophone countries (such as Nigeria) often struggle to adapt and learn.

RECOMMENDATIONS

Concerns about a lack of follow-through on the part of the government point to the critical need to establish systems of educational delivery that flow from the national level to the local level. Many stakeholders are aware of the local needs; however, the government needs to establish systemic processes to meet them. For example, the government should change funding policies to accept longer contracts and streamline contract approvals.

Formalizing policies and corresponding processes for local-level implementation can also help strengthen administrative processes (e.g., enrollment, grade placement, needs assessment, pedagogical trainings) in institutions, thus reducing the administrative burden on school directors and teachers.

Donors and government respondents alike recognized the inability to sustain a system almost exclusively funded by donors. Thus, international organizations should start earmarking funding as part of every program for in-service capacity building for employees at the national and local levels to gain an understanding of approaches to provincial and school administration and monitoring. Such training and guidance in all programming could help gradually transition responsibility for funding and systems building to the government.

In addition, a focus on how education can increase economic activity may help the ministries of finance and economy allocate more funding to education. Stakeholders discussed conceptualizing education for displaced populations in terms of Chad's economic future. MENPC could prioritize cross-sector collaboration with the Ministry of Finance and the Ministry of Economy to prioritize funding for education. In the meantime, aid to refugees, IDPs, or host community members should include sensitization on the rationale for targeting.

Given limited resources, international organizations should work through existing structures to strengthen project- and location-based approaches to administration and monitoring. Strengthening administrative capacity support at the local levels could also present opportunities for employment and income generation for Parent Teacher Associations (PTAs) and other community members. Local administrators can also work with non-governmental organizations (NGOs) to develop programs that enable group fundraising to maintain community schools. Due to the lack of consistent funding from the national government and the inability of donors to indefinitely sustain funding, community-based school funding is likely to remain an ongoing approach at some schools. Therefore, training communities in group fundraising, such as a co-op model, could be an avenue to help allocate teacher salaries, keep schools functioning, and enable women to believe they are generating income that can contribute to their children's education. Furthermore, women's groups have been shown to have positive effects on women's economic, political, and social empowerment (Brody et al., 2015).

At the local level, teachers, school directors, local and provincial administrators, and respondents from international institutions agreed that MENPC ought to follow through on its commitment to deploy teachers to rural areas and to pay them consistently and on time. To help with this challenge, it may be useful to hire and train teachers from displaced populations, at least as classroom aides to help manage overcrowded classrooms, and to help shift the financial burden from UNHCR to the government. Untrained personnel could also be trained in engaging younger children in play-based activities.

International organizations should introduce inclusion-related guidance and psychosocial supports (PSS) in ongoing training for teachers. Teachers requested guidance on supporting students and suggested that use of PSS could help them better individualize student learning. However, dedicated personnel to lead these activities could help reduce the burden on teachers and school directors who are already stretched thin. Normalizing the presence of skilled PSS professionals at schools likely would contribute to increased student safety and academic success.

In conjunction with working on a process to enhance systemic delivery of education, the government and international organizations should work together to ensure that displaced students have access to accelerated learning programs and training programs

that increase the likelihood of employment. In addition to employing these two approaches, which have been effective in many contexts (Burde et al., Forthcoming), these same actors should provide training for current teachers on play-based activities that encourage creativity (e.g., Chowdhury et al., 2016; National Scientific Council on the Developing Child, 2018; Rutishauser et al., 2014).

Lastly, language of instruction is a particular obstacle in the Lac region, where fewer refugees speak French and have greater difficulty adapting to the Chadian curriculum. To address this issue, MENPC or donors should consider providing catch-up language classes to facilitate better inclusion of refugees in Chadian schools.

1. INTRODUCTION

The World Bank contracted the American Institutes for Research® (AIR®) to carry out the Forced Displacement and Education study on the implementation, impact, costs, and cost-effectiveness of education interventions for forcibly displaced populations and host communities. In Phase I, AIR systematically gathered, collated, and synthesized evidence on what works to support education for forcibly displaced populations and to include them in national education systems. In Phase II, AIR conducted in-depth comparative case studies to examine the key institutional, political, and sociocultural factors affecting the inclusion of displaced populations, including refugees and internally displaced persons (IDPs), in national education systems, as well as analyses to examine the costs of these policies.

The World Bank, the United Nations High Commissioner for Refugees (UNHCR), and AIR selected Chad for one of the case studies.¹ This report presents the results from the qualitative analysis. In Section 2, we present an overview of Chad's education sector and policy environment for migrant and refugee education. In Section 3, we describe the study design. In Section 4, we present detailed study results. In Section 5, we discuss the conclusions of the study. Finally, in Section 6, we discuss the national and local policy implications.

¹ Countries were selected for case studies based on criteria that include variation in geography, policy environment, and capacity to build cases that account for factors for success and barriers to success when including refugee populations in national education systems, degree of investment, and interest from the international community, among others. The list of countries was then finalized through recommendations by the World Bank and UNHCR.

2. BACKGROUND AND POLICY LANDSCAPE

Upon its independence from France in 1960, Chad descended into a civil war that lasted nearly 30 years (Grove, 2021). Since the end of this war, the country has continued to experience conflict within and around its borders—including with neighboring Sudan in the early 2000s and then again with the Boko Haram in Nigeria. These ongoing conflicts have yielded a constant influx of refugees—as well as Chadian returnees from the Central African Republic (CAR)—in addition to IDPs migrating within Chad to avoid conflict. Most recently, after an unsuccessful presidential election in 2021, the military staged a coup and named their current president.

The constant conflict in Chad has negatively affected its economy, as is illustrated by the fact that Chad is ranked 187 out of 189 on the Human Development Index (United Nations Development Programme [UNDP], 2020). Chad's GDP per capita (\$659.27 as of 2020) has been in continuous decline since 2014 (World Bank, 2020, OECD 2019), partly because of events such as an oil crisis from 2014-2018 and the COVID-19 pandemic (République du Tchad, 2019). In 2019, government revenues were only 13.3% of GDP. The situation is further compounded by a lack of income-generating activities (IGAs) for displaced populations (Oginni et al., 2020) and extreme vulnerabilities, such as food insecurity. As of 2020, more than 1 million people in Chad were severely food insecure, and 3 million were at risk of becoming severely food insecure, a situation exacerbated by armed conflicts that frequently displace communities (United Nations Office for the Coordination of Humanitarian Affairs [OCHA],

2021). Furthermore, a recent OCHA report considered several vulnerabilities related to forced population displacement and multisectoral indicators, such as infant mortality, low immunization coverage, severe food insecurity, and access to safe drinking water and sanitation and concluded that the Lac and Moyen-Chari provinces are at the level of catastrophic severity and that N'Djamena is experiencing extreme severity (OCHA, 2021).

Chad guaranteed education for all children ages 6 to 16 in 2006 with the passage of Law No. 016/PR/2006 (République du Tchad, 2021). The Ministry of National Education and Civics Promotion (MENPC)², the Ministry of Higher Education, Research, and Innovation (MESRI), and the Ministry of Vocational Training and Small Trades (MFPPM) are jointly in charge of education in Chad. Additionally, the Local Education Group (LEG), led by the MENPC and the Agence Française de Développement (AFD), supports all education initiatives in Chad for national students. Instruction in Chad is French and Arabic, the two national languages (République du Tchad, 2021). The government officially funds public schools, while students and their families fund private and community schools; however, students and their families tend to support all schools. For example, in 2016, Parent Teacher Associations (PTAs) contributed \$3.5 million to primary schools, which is five times more total contributions than the government, and 12 times more than non-governmental organizations (NGOs; République du Tchad, 2017b). Exhibit 1 presents information by type of school in Chad.

² MENPC is the main agency in charge of primary school.

EXHIBIT 1. BREAKDOWN OF TYPES OF SCHOOLS IN CHAD

Type of Schools	Number of Schools	Percentage of Schools	Teacher Funding Streams	Student Fees?
Public Schools	5,271	44.5%	Civil servant teachers in public schools are paid by the government	No
Private Schools	1,882	15.9%	Private school teachers are paid by the schools	Yes
Community Schools	4,676	39.5%	Community teachers are paid by the schools	Yes

Source : MENPC (2021). Annuaire Statistique Scolaire 2020/2021.

Chad's education system is directly affected by political and economic instability; there is a low level of school infrastructure, a low proportion of schools with an incentive system for well-performing students, and a low proportion of students reading at home (Programme d'Analyse des Systèmes Educatifs de la CONFEMEN [PASEC], 2019). In fact, 77.8% of Chadian students do not have the language competencies to be comprehend a simple passage at the end of primary school (PASEC, 2019). Students in Chad also struggle with mathematics, with nearly 90% unable to do simple math problems by the end of primary school (PASEC, 2019). There are also major educational disparities between regions, such as between the city of N'Djamena and the southern regions and the northern regions, where grade 1 admission rates are below 40% (République du Tchad, 2021). Primary school completion is below 20% in 9 provinces, and peaks at 92.4% in the city of N'Djamena (République du Tchad, 2021).

Chad is home to a large population of individuals who have been forcibly displaced. Chad hosts approximately 570,369 refugees predominantly from Sudan, CAR, Cameroon, and Nigeria, amounting to 3.5% of Chad's total population (UNHCR, 2021a). Chad

also has 406,573 IDPs, amounting to 2.5% of Chad's population (UNHCR, 2021a). Sudanese refugees live in refugee camps on Chad's eastern border, whereas Nigerian refugees live predominantly in the Lac region, and refugees from CAR live predominantly in the southern regions of Moyen-Chari, Salamat, Mandoul, and Logon Oriental³ (UNHCR, 2021b). While most of the refugees in Chad live in encampments run by UNHCR, around 7,000 CAR refugees live in the capital city, N'Djamena. Chad also has 406,573 IDPs residing in areas that border Cameroon, Nigeria, and Niger, most of whom are in the Lac Province (UNHCR, 2021a). Displacement is due to non-state armed groups who have conducted insurgency in the Lake Chad Basin since 2015 (International Organization for Migration [IOM], 2021b). An IOM return intentions survey (2021a) showed that 91% of IDPs interviewed do not intend to leave their current location because they feel more secure than in their place of origin. Chad also has a population of returnees in the south who initially left to CAR as refugees due to political instabilities in Chad and have since returned due to the political instability in CAR. Exhibit 2 presents a high-level overview of the refugees and IDPs in Chad, including country of origin, type of displacement, and current location.

³ See Annex B for a UNHCR (2022) map illustrating where the refugee populations reside in Chad.

EXHIBIT 2. SUMMARY OF DISPLACED POPULATIONS IN CHAD

Country of Origin	Type of Displacement	Number in Chad	Provinces in which Population Predominantly Lives	Languages Spoken	Type of Displacement
Sudan	Refugees	385,228	Eastern regions such as Ennedi Est, Wadi Fira, Ouaddai, and Sila	Arabic	Protracted
Central African Republic	Refugees	122,362	Moyen-Chari, Salamat, Mandoul, Logon Oriental, and N'Djamena	French	Protracted
Cameroon	Refugees	41,830	Distributed throughout the country	French	Protracted
Nigeria	Refugees	19,658	Lac Province and N'Djamena	Hausa, other local languages	Acute
Chad	IDPs, returnees from CAR	406,573	Lac Province and N'Djamena	French, Arabic	Protracted

Source : Operational Data Portal (2022). Refugee situations: Chad. UNHCR. <https://data2.unhcr.org/en/country/tcd>

Note: Protracted is, "a crude measure of refugee populations of 25,000 persons or more who have been in exile for five or more years in developing countries" (UNHCR, 2004). Returnee is, "A former refugee who has returned from a host country to their country of origin or former habitual residence, spontaneously or in an organized fashion, with the intention of remaining there permanently and who is yet to be fully integrated" (UNHCR n.d.).

Historically, Chad has been open to the inclusion of refugees in their national education system and has a large coordination system in place to support them. UNHCR leads the national Refugee Education Working Group (REWG) in collaboration with Chad's MENPC and the National Commission for the Reception and Reintegration of Refugees and Returnees. The REWG, which belongs to the Refugee Coordination Model, receives implementation support from the United Nations Children's Fund (UNICEF); the United Nations Educational, Scientific and Cultural Organization (UNESCO); the World Food Programme; and international nongovernmental organizations such as the ACRA-CCS Foundation, Chadian Red Cross (CRT), and the Jesuit Refugee Service (JRS; Dewulf et al., 2020). Additionally, the Education Cluster, which belongs to the cluster coordination structure and is co-chaired by UNICEF and MENPC and co-facilitated

by JRS, addresses education for IDPs (Dewulf et al., 2020). Both groups operate in parallel and collaborate as needed.⁴

In 2014, Chad began to include Sudanese refugee learners in its national education system, as the costs of running a parallel system were unsustainable and that the prospects of return for were becoming increasingly low (UNHCR, 2020). In 2015, refugee learners began taking Chadian national exams. To minimize barriers to taking the assessments, Chad opened exam centers next to refugee camps. Soon thereafter, in accordance with the Interim Plan for Education in Chad 2018–2020, the country officially made all refugee camp schools Chadian public schools. Furthermore, in 2018, MENPC included refugees in its education sector plan and in national education programs. Urban refugees and refugees living in host villages are also allowed to attend public and private Chadian schools (UNHCR, 2020).

⁴ See Annex B for a full organizational chart developed by Dewulf et al. (2020).

Chad has seen an increase in enrollment of refugee students in primary and secondary school and a decrease in enrollment of preprimary-aged refugees. The gross enrollment rate of refugee students in primary school is 67%, which is 22% below the overall primary school gross enrollment rate in Chad (UNHCR, 2021c; World Bank, 2019). The enrollment rate in secondary school is 11%, which is 10% below the overall secondary school gross enrollment rate in Chad (UNHCR, 2021c; World Bank, 2019). Furthermore, UNCHR has worked to increase access to higher education for refugee students through partial scholarships provided by the Mouvements Mixtes program and a partnership with

the French Embassy. Still, only 1.5% of university-aged refugees are enrolled in higher education, in contrast to a 3% enrollment rate internationally (UNHCR, 2020). Ultimately, despite improvements, only half of refugees aged 6–18 in Chad is enrolled in any type of school (UNHCR, 2020). In September 2019, education partners drafted the Chad Refugee Education Strategy 2030, which aims to continue to improve education access for refugee, IDP, and returnee children in Chad. The document was then validated by the MENPC in November 2020. Exhibit 3 shows the three key objectives outlined in the strategy and their respective results.

EXHIBIT 3. CHAD REFUGEE EDUCATION STRATEGY 2030 OBJECTIVES AND PLANNED RESULTS

Objective	Results
<p>Objective 1: Strengthen the equitable inclusion of stateless refugees, internally displaced persons, asylum seekers, and returnees in the Chadian education system for quality education.</p>	<ul style="list-style-type: none"> • Result 1.1: National education policies and programs promote the full inclusion of all refugee children and youth in Chadian education and among Chadian youth, including from the moment they arrive in the country. • Result 1.2: Refugee children and youth have access to all levels of formal and nonformal education in the Chadian education system under the same conditions as nationals. • Result 1.3: Refugee children and youth complete all levels of education with improved completion rates. • Result 1.4: Complementary pathways to education, including nonformal basic education and literacy, exist for refugee children, youth, and adults who are out of school or beyond school age or reluctant to enter formal education.
<p>Objective 2: Promote a safe and protective learning environment for all students and teachers.</p>	<ul style="list-style-type: none"> • Result 2.1: The education and training infrastructure at all levels of learning allow for quality education that is accessible and safe for every child. • Result 2.2: Physical safety for all is guaranteed in schools, and education prepares children to become actors of peace. • Result 2.3: The learning environment is safe, inclusive, and equitable.
<p>Objective 3: Strengthen coordination, partnerships, and steering for better inclusion of refugees in the Chadian education system.</p>	<ul style="list-style-type: none"> • Result 3.1: Monitoring and management of schools attended by refugee children and youth are strengthened, supporting the integration of data disaggregated by refugee status into the national EMIS (Education Management Information System). • Result 3.2: Refugee and host communities take ownership of all educational activities through community school management bodies. • Result 3.3: Coordination and partnerships are improved and diversified for better inclusion of refugees in the education system.

Source : UNHCR. (2020). Education Strategy 2030 Chad.

Despite the education strategies adopted by MENPC, including Education Strategy 2013–2016, Interim Plan for Education 2018–2020, and Chad Education Strategy 2030, there has been a mismatch between political will and the government's financial contribution to educational inclusion of refugees. In 2018, the government earmarked 12.6% of its national budget to the education sector, which, although a relatively high percentage of the budget, was 6% below its original commitment in Chad's Interim Education Plan 2018-2020 (UNHCR, 2020). What's more, nearly 70% of the teacher corps is comprised of community teachers who are recruited and paid for by community schools (UNHCR, 2020). Finally, 80% of refugee and Chadian teachers in schools in refugee camps and host villages are paid by UNHCR, and 11% are paid by the U.S. Bureau of Population, Refugees, and Migration (UNHCR, 2021c). To make up for government funding gaps, international organizations financially and administratively support education for displaced populations, typically through programming such as *Projet d'appui aux réfugiés et aux communautés d'accueil* (PARCA, or Project to Support Refugees and

Host communities). PARCA is a \$60 million World Bank project (funded through International Development Association concessional financing) that aims to improve refugees' and host communities' access to basic services (World Bank Project Appraisal Document [WB PAD], 2020). Funded through 2025, PARCA targets seven provinces, including Lac and Moyen-Chari (WB PAD, 2020), though education is only a small component. As of April 2022, PARCA had initiated unconditional cash transfers, but had only begun construction of three of 150 schools. Other educational components, such as training, accommodations, and payments for teachers, had not yet begun.

The Chad Intermediate Education Plan (PIET-2) sets forth goals for 2024 and 2030 for strengthening teacher recruitment and financing in the state payroll, as well as in areas of administration and management (République du Tchad, 2021). So far, however, a lack of financial support from Chad's government—which contributed 2.37 percent of GDP to education in 2019—is a barrier to full inclusion of refugees in the national education system.



3. STUDY DESIGN

This case study had a twofold purpose. First, we aimed to identify barriers to refugee and IDP access to school in the Lac, N'Djamena, and Moyen-Chari provinces of Chad and how these barriers might disproportionately affect female learners. Second, we explored how funding for refugee education affects the inclusion of displaced populations. AIR conducted meetings with national counterparts from UNHCR and the World Bank that informed the geographic and content areas of focus for the case study, which we describe in this section.

3.1 RESEARCH QUESTIONS

This case study feeds into the larger Forced Displacement and Education study, which focuses on the following overarching research question: *How can education systems be prepared and strengthened to become inclusive and resilient, and thus expand and deliver education services to both displaced and host-country children and youth in the short and long terms of a crisis?*

We used the country as the unit of analysis, given the systems-level focus of the question. Thus, to understand how educational inclusion has been operationalized for refugees and displaced populations in Chad, this case study explored the following research questions:

1. What is the state of financing for education in the country, and how does it vary for host communities and displaced populations?
2. How are migrant students being integrated into public and private schools?
3. How does gender affect enrollment, particularly among Nigerian refugees and IDPs in the Lac Province?

3.2 RESEARCH DESIGN

AIR conducted qualitative data collection in five cities in Chad: N'Djamena (N'Djamena Province), Maro and Sarh (Moyen-Chari Province), and Bol and Baga Sola (Lac Province). Exhibit 4 provides an overview of the case study design. The remainder of this section presents details on the methods and sampling for the study.

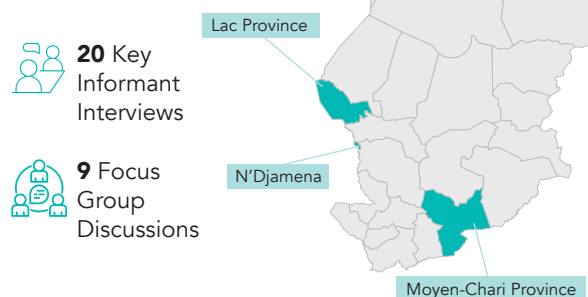
Exhibit 4. Chad Case Study Design

QUALITATIVE

Timeline: August-October 2021

Geographic Scope:

N'Djamena; Maro and Sarh (Moyen-Chari Province); Bol and Baga Sola (Lac Province)



Respondents: National- and provincial-level MENPC, UNHCR, World Bank, UNICEF, Education Cluster, school directors, teachers, parents, and students

Note: MENPC is Ministry of National Education and Civic Promotion. UNHCR is United Nations High Commissioner for Refugees. UNICEF= United Nations Children's Fund.

Each of the sampled provinces has varying groups of students and language profiles. For example, while the Lac Province has one refugee camp and various IDP sites, N'Djamena has integrated schools that local Chadian students and refugee students attend. Additionally, the Moyen-Chari Province has refugee camp schools that refugee and returnees from CAR attend. Exhibit 5 includes detailed profiles of each of the provinces.

EXHIBIT 5. PROFILES OF SAMPLED PROVINCES					
Province	School Population	Language Profile	Gross Refugee Primary School Enrollment Rates Per Region	% of Qualified Teachers	% of Classrooms with Electricity
N'Djamena	Fully integrated schools for national students, refugees, and returnees from the Central African Republic.	Refugees and returnees likely speak French or are at least familiar with the language.	140.7% (1,376 students)	–	–
Lac Province	National students (including IDPs) and refugees.	National and IDP students are likely familiar with French, while Nigerian refugees are not. They speak local languages such as Hausa.	92.1% (2,924 students)	41.9%	100%
Moyen-Chari Province	National students (including IDPs) and refugees.	Refugees and returnees likely speak French or are at least familiar with the language.	75.3% (14,540 students)	53%	0%

Source: UNHCR (2021). Tchad : Statistiques Education Fin d'année scolaire 2020/2021

The qualitative methods included a desk review; key informant interviews (KIIs) with education stakeholders at the national, provincial, and school levels; and focus group discussions (FGDs) at the school level. Qualitative methods offer in-depth and nuanced data on key questions of interest. Although there is a range of possible approaches to qualitative research, they often employ case study designs to respond to policy questions. In contrast to quantitative research, qualitative studies are designed to build theory about an idea rather than to generalize results to a population. As a result, they do not sample respondents in a statistically representative way. Instead, researchers purposefully sample illustrative cases to investigate a topic. Partners from UNHCR Chad identified KII respondents at the national and provincial levels based on involvement in the sector, while local counterparts from UNHCR identified schools in Lac, N'Djamena, and Moyen-Chari provinces. Exhibit 6 includes information on sampled schools.

EXHIBIT 6. SCHOOL SAMPLE INFORMATION							
School Location	N Refugee Students	N Local Students	Total N Students	N Refugee Teachers	N Local Teachers	Total N Teachers	Student: Teacher Ratio
N'Djamena	76	646	734 46% female	8	1	9	81.6
Lac Province	1929	1826	3755 45% female	6	15	21	178.8
Moyen-Chari Province	3251	2	3153 46% female	37	43	80	39.41

Notes: Data provided by JRS Chad, who carried out in-person data collection.

AIR conducted 20 KIIs and nine FGDs with education stakeholders from these areas, which were purposefully selected after considering access to respondents as well as the different displacement and management contexts. The case study sample was designed to respond to system-focused research questions, and thus includes perspectives from three different types of populations under the same system. This type of sampling is widely accepted for case study selection, not to be generalizable, but to gain different perspectives within a case (e.g., Neuman, 2009; Yin, 2009). We present the details of our sample in Exhibit 7.

EXHIBIT 7. NATIONAL-, MUNICIPAL-, AND SCHOOL-LEVEL SAMPLES						
Level	Province	City/Town	KIIs	N	FGDs	N
National	N'Djamena	N'Djamena	MENPC, Education Cluster, UNHCR, World Bank (2)	5	–	
Provincial	N'Djamena	N'Djamena	MENPC (3)	3	–	
	Lac	Bol	MENPC (3), UNICEF	4	–	
	Moyen-Chari	Maro	MENPC, UNICEF, UNHCR	3	–	
		Sarh	MENPC (2)	2	–	
School	N'Djamena	N'Djamena	School director	1	Refugee and IDP teachers, parents, students	3
	Lac	Baga Sola	School director	1	Refugee and IDP teachers, parents, students	3
	Moyen-Chari	Maro	School director	1	Refugee and IDP teachers, parents, students	3
Subtotal =			20 KIIs	9 FGDs		
Combined total (KIIs and FGDs) = 29						

Notes: KIIs = key informant interviews; FGDs = focus group discussions; IDP = internally displaced person; MENPC = Ministry of National Education and Civic Promotion; UNHCR = United Nations High Commissioner for Refugees; UNICEF = United Nations Children's Fund.

At the national level, the research team conducted KIIs with MENPC and development partners, including the Education Cluster, UNHCR, and the World Bank. At the provincial level, we conducted KIIs with representatives from MENPC as well as with UNHCR and UNICEF representatives. At the school level, we conducted interviews with school directors and FGDs with refugee and IDP teachers, students, and parents.

The research team developed protocols that tailored applicable questions by respondent (see Annex C). We obtained ethical approval for the study from AIR's institutional review board (Annex D), as well as approval from MENPC through UNHCR to conduct interviews for this study. We included parental consent and student assent for student FGDs. These were standard ethics approvals that required researchers to inform respondents about the study, that respondents were in no way obligated to participate, and that any information they offered would be anonymized, among other requirements. To preserve anonymity, we withheld the names of schools and individual participants.

Data collection took place between August and October 2021. AIR worked with Chad-based researchers from JRS to carry out in-person data collection. The team selected JRS as a data collection partner because of their ability to help with access to respondents, as well as their prior experience in collecting data with similar populations and their prior work in the regions. To ensure common understanding of instruments and the data collection approach, AIR remotely trained the JRS team and maintained constant communication via WhatsApp and email during data collection. JRS conducted 15 KIIs and all nine FGDs in person. The AIR team conducted five KIIs remotely through Zoom.

This case study employed analytical generalization (Yin, 2009; Ishak & Abu Bakar, 2014), where information from a single case is linked to a larger theory (Burde et al. 2020). AIR analyzed interview data using both inductive and deductive reasoning in NVivo using the theory of

change laid out in our Phase I study (see Kern & Gleditch [2017] for debates regarding pre-analysis plans in qualitative research). We used a coding structure across cases that is linked to the overall theory, but we focused our analysis on the categories that corresponded to the specific research questions for this case: (1) inclusion and discrimination, (2) school infrastructure and resources, (3) gender, (4) teacher recruitment and training, (5) education access, (6) community engagement, (7) education quality, (8) stakeholders and coordination, (9) laws and policies, (10) planning and administration, and (11) curriculum and pedagogy. Two coders analyzed the data to ensure inter-rater reliability and examined differences by duration of displacement, gender, and respondent type at the federal, state, and locality levels. The coders identified themes related to the evaluation questions, presented in the Results section.

3.3 LIMITATIONS

This case study has two primary limitations: (1) inability to conduct an in-person training with data collectors, and (2) a relatively small sample size. First, travel restrictions during the COVID-19 pandemic limited the AIR team's ability to travel to Chad to train the data collection team. To ensure common understanding of the instruments and approach, AIR remotely trained the team and maintained constant communication with JRS through WhatsApp and email during data collection. We also reviewed interview transcripts in English and French on a rolling basis to provide feedback and troubleshoot challenges. Second, we designed a sample that would offer a "wide" rather than "deep" perspective to explore issues and experiences related to the inclusion of displaced learners in the Chadian education system rather than to produce generalizable results. Therefore, at the school level, we conducted only one of each type of KII and FGD in each province. Time and resource constraints limited the sample size, but we were able to achieve saturation in terms of the main themes presented in this case study.

4. RESULTS

This case study examines the status of IDP and refugee inclusion in Chad's national education system, a goal outlined in Chad Refugee Education Strategy 2030, the policy document that guides these efforts. Our data confirmed the government's willingness to include refugees in the national education system but a lack financial commitment to do so, likely because of the limited resources available for education. Respondents at all levels said an official national framework of laws and policies specific to education for displaced populations would help enable a more organized system of responsiveness from national and local-level government.

Respondents widely acknowledged that the education system for IDPs and refugees is propped up by donor funding and that the system would likely collapse in the absence of this assistance. Though the extent of these national resource constraints makes assessing educational quality difficult, the country has low teacher capacity, especially in rural areas where parents and community-run schools fill in the gaps. The situation is further exacerbated by the fact that education for Chadians is perceived as equally difficult, if not worse than that of refugees and displaced populations (Watson et al., 2018).

We present results in three sections: Section 4.1 discusses funding and coordination among the government and partners, Section 4.2 discusses local-level experiences with inclusion, and Section 4.3 discusses quality of learning at the local and school levels.

4.1 FUNDING, CAPACITY, AND COORDINATION OF GOVERNMENT AND PARTNERS

Although the government of Chad⁵ has been open to including displaced populations in the national education system consistently since the arrival of urban refugees in 1996—followed by the arrival of CAR refugees in 2003, and for Sudanese refugees since 2014—policy implementation lacks clarity and

consistency. Part of this challenge stems from the country's almost exclusive reliance on donors to finance education, with an aid dependency ratio (aid as percentage of gross national income) of 6.3.

Respondents in our study indicated that a lack of consistent funding and guidance on implementation is detrimental to effectively rolling out policies and procedures for inclusion at the provincial and local levels. This lack of clarity from the central level on how to fill key resource needs leads to varying, ad hoc approaches that are inconsistent across and within provinces and populations. These findings are consistent with those of Dewulf and colleagues (2020), who highlighted the need for strengthened coordination and management between various actors in the sector. This section discusses the country's resource and capacity deficits, efforts to fill the gaps, and the tension that the disjointed approach creates among Chadians and displaced populations.

4.1.1 Profound resource constraints limit the potential of most efforts

Resource constraints limit most efforts to improve refugee and community education in Chad, from physical infrastructure and teacher remuneration to student retention and quality education. In addition, most of these challenges extend to the host community. Data from a global report on the costs of inclusive education for refugees suggest that education expenditures for governmental primary education in Chad are \$59.41 per student (World Bank & UNHCR, 2021). The same report suggests that governmental primary education for refugees may cost \$71.29 if refugees were to receive the same primary education as host populations (World Bank & UNHCR, 2021). These numbers are lower than the amount UNHCR spent per refugee student in 2021 (\$97.80). Therefore, some Chadians lack understanding of why some funding is earmarked specifically for refugees. This section discusses the implications of the impact of low financial resources on physical education infrastructure and teacher capacity.

⁵ The Government of Chad is currently led by Lieutenant-General Mahamat Idriss Deby Itno, head of a junta called the Transitional Military Council (TMC) and the son of former president Idriss Deby Itno, who died last April. The junta dissolved the parliament, repealed the constitution, and dismissed the government, though promises a new constitution as well as free and fair elections in late 2022 ("Chad Junta Postpones," 2022).

4.1.1.1 Lack of physical infrastructure is a top constraint to educational delivery

By far the most frequently discussed challenge, stemming from lack of funding, was lack of basic resources, including buildings and latrines; pedagogical materials; and food, water, and blankets. A school director in Lac Province summarized the extent of the problems with physical infrastructure: “We need our partners to support us in the refugee and displaced persons’ schools because we [...] lack the premises, the teaching staff, materials, books, pens, notebooks, and the water bridges are not enough, and also the latrines.”

Lack of physical infrastructure extends to host community education, which makes inclusion of refugees in existing schools more difficult. Parents and students complained of overcrowded classrooms in which it is uncomfortable, difficult to hear, and easy to get distracted. Teachers complained of lack of respect in classrooms, which often exceed 100 students in rooms designed for far fewer students. Classrooms are cluttered, dirty, and desperately short of basic supplies such as notebooks, pens, and books. A teacher from Maro described the difficulty of including refugee children in host community schools in that state: “The children hang out in the neighborhood for the simple reason that the school there is occupied. We brought the new refugees who occupied all our classrooms.”

A representative from UNHCR in Maro described a pay for use model, “We have a computer center where they have access to computers, a library, and study room. They pay a fee to access this, and it helps us to pay the [staff].” However, that limits the type of student who can access the center. A student in Lac region described how the continued lack of physical infrastructure affects education: “I’m already tired of being here, especially in this school, because we don’t have computers, we don’t have very good education.” A few respondents mentioned efforts to overcome the lack of physical classrooms, including creating temporary learning spaces and conducting a vulnerability mapping to develop response plans.

4.1.1.2 Teacher recruitment, remuneration, and training are among the highest priorities for strengthening educational quality

Human resources are also greatly lacking, with few teachers and low teacher capacity among the teachers who stay. A respondent from MENPC said, “These teachers do not have a teaching background or training. We give them in-service trainings either on the weekend or at the end of the months to teach them how to pedagogically run the classroom of students.”

The government is unable to consistently pay teachers, despite most of their budgets being earmarked for civil servant teacher salaries. Most schools rely on community-funded teachers who lack official training. A respondent from UNICEF explained, “Most qualified teachers are in urban areas. In rural areas, the parents oversee community teachers. One of the first actions the government could take would be to organize qualified teachers in rural areas, particularly in middle and high schools.” However, an MENPC respondent also cited problems with teacher retention in rural areas, where teachers are allowed to move to a different location after 2 years: “The teachers... tend to leave to find work with better pay elsewhere.” The government has also not re-appointed teachers in refugee camps since 2014, further contributing to an imbalance in quality of education between rural and urban schools⁶.

School directors in both Maro and N’Djamena emphasized the importance of providing sufficient teacher salaries for teachers of forcibly displaced students and host populations, alike, which is currently not consistent outside of donor-funded schools. A respondent from UNICEF said, “The only resource that the government has deployed is the salaries for education personnel. But the system continues to have more than 70% of teachers contracted by the community and others contracted by partners.” A parent in Lac described some of the problems with teacher recruitment and remuneration:

⁶ According to a collaborator on the study, MENPC appointed 307 Chadian teachers in refugee camps 2014; by 2021, only 31 state-financed teachers remained in refugee camps.

“From the past years we had some teachers recruited by UNICEF... and now the UNICEF teachers are gone. The teachers from [the Humanitarian Implementation Plan], their contract has not arrived. If the teachers come, they take the money; 1 month, 2 months, they don't find, 3 months they go home ... So now in this year 2021, it is only the teachers recruited by HCR [High Commissioner for Refugees] in the camp.”

Similarly, a director at a school that hosts refugees in N'Djamena said, “It is volunteering that I am doing; I never got state pay. As I'm a refugee, I work as a volunteer. I only help indigenous, refugee, and displaced children. There is no remuneration from the state.”

In addition to paying teachers, provincial- and school-level respondents explained the importance of teachers' continuing education. A pedagogical inspector from Maro said, “Pedagogy is an evolving science. When a teacher is left for 2 or 3 years without training, the return on his work is not going to be interesting. They have to finance the in-service training of teachers.” However, a system for training high-quality teachers among displaced and host populations continues to be lacking.

4.1.1.3 Lack of clarity on funding support creates tensions between displaced populations and host communities

Challenges related to education for displaced populations are compounded by the fact that the Chadian population shares most of the same needs. In fact, many national-level respondents perceived that displaced populations have better education than host populations because schools are donor-run; for example, a respondent from the World Bank said, “Children from host communities attend refugee schools built by UNHCR because schools are better than what you would find in the villages.” National exam data also indicated that refugee students outperformed national students by 7% in the baccalaureate exam (UNHCR, 2021d). A national education officer said, “I find that the refugees are in good conditions and that they are respected by international organizations. I think they are good compared to the native population.” As mentioned earlier, data from UNHCR Chad indicate that UNHCR expenses per student were \$98.70 in Chad

in 2021. This is higher than the costs of government primary education for host population students (\$59.41) estimated by the World Bank & UNHCR (2021) in their report on the global costs of inclusive education for refugees. However, the same report estimates that secondary education expenses per host population student are considerably higher when they enroll in government schools (\$180.22) (World Bank & UNHCR, 2021).

Local-level respondents also perceived that education-related supports are stronger for refugees and IDPs than for host populations. However, some respondents seemed to misunderstand the approach to allocating education funding, which is distributed by school or level regardless of refugee status. A parent from N'Djamena said, “The children of refugees are supported by school assistance, but we returnees don't have this support. So, on that point, we can think that there is a difficulty that often leads us to not enroll our children.” A parent FGD participant in Lac province also thought materials were distributed based on refugee status,

“The children here are orphans, and they can't understand that if during distribution some are targeted and some are left. They come home crying because of the supplies of the bags, but we ask that if there are means you can increase the number of beneficiaries, so they are on an equal footing.”

Given that there are major ongoing investments in the education sector for both displaced as well as host populations (Dewulf 2020, p. 24), this confusion could be resolved by providing clearer messaging or decisions on how efforts are allocated.

4.1.2 Government open to inclusion, but management capacity lacking

There is widespread agreement that the government is open to educational inclusion for displaced populations and that they own the education strategy. A representative from MENPC said, “The Chadian government has re-dynamized the education system with a focus on including refugees.” Despite the openness, government employees and other actors rely on and expect the continuation of donor funding and management support to deliver education to both refugee and Chadian students. Government coordination of education is lacking (Dewulf, 2020), and there seemed to be a lack of acknowledgment

regarding the extent of the problems among government respondents. This section describes how the lack of national capacity and ownership in funding, planning, and monitoring is detrimental to education provision.

4.1.2.1 Lack of state capacity and follow-through hinders systemic progress

Despite general political buy-in and assurances that the government owns the country's education strategy, respondents at all levels indicated that the national level does not consistently follow through on its education-related commitments, such as the ones in the Education 2030 strategy. Although some of this may stem from lack of resources, inefficiencies in existing procurement processes also hinder progress. For example, one respondent explained, "In Chad, they own their strategy... in terms of operational and day-to-day management, the ministry is very slow and capacity is low," and added that "any contracts over \$50,000 must be approved by the president of the country."

A respondent from UNICEF described an example of what seems to be a common model of coordination between partners and the government for allocating funding, where donors fund projects and lead the process of planning, management, and allocation:

"We got together with partners under the leadership of the MENPC to evaluate the needs and determine the priorities of government and the strategy of education. That allowed us to mobilize the financing for a 3-year program, where normally the financing arrives in increments of one year or less than one year. That allowed us to respond to the needs effectively for that period. If the partners work together, that allows us to address the priorities and better deploy financing to support the identified needs."

Despite the government's openness to working with partners, as well as its buy-in for Education 2030, state assistance and organization tend to stall where actionable follow-up is concerned. As a result, efforts fail to reach the local level. A provincial delegate from the Lac region said,

"The State has taken a lot of actions, orders, decrees, but there is no follow-up. Even if we do advocacy... the state must take its responsibilities to integrate young people. The schools exist, but we don't have supervisors. Building two classrooms is also the business of the state, but... it's insufficient because of its budget. It's not all the things that the partner has to advocate for. The government should take responsibilities."

A respondent from the World Bank suggested that greater collaboration between MENPC and other ministries may help with allocating additional funding that can help organize processes for follow-through, "At the MENPC there is great ownership, but that must be transmitted to the Ministry of Finance and the Ministry of Economy. More investment in education would make a difference, but maybe they are not convinced of it." The respondent suggested emphasizing the role of human capital in the future of the country.

4.1.2.2 There are few viable, short-term alternatives to international organizations continuing to finance the education system

Though many respondents agreed that the government owns the education strategy, most recognized that the current approach relies almost exclusively on donors. For example, in the 2020/2021 school year, the Chadian government only paid 6.8% of salaries for teachers of refugees and IDPs, while international partners and community members paid the remaining 93.2% (UNHCR, 2021c). This number decreased in the 2021/2022 school year in which the Chadian government only contributed to 5% of salaries for teachers of refugee students (UNHCR, 2021c). Exhibit 8 shows teacher salary contributions by funder.

EXHIBIT 8. TEACHER SALARY CONTRIBUTIONS BY FUNDER

Funder	% Contributed to Salaries of Teachers of Refugees 2020/2021	% Contributed to Salaries of Teachers of Refugees 2021/2022
State of Chad	6.8%	5.0%
UNHCR	71.0%	72.0%
Community	6.9%	7.4%
World Bank	3.1%	2.6%
U.S. Bureau of Population, Refugees, and Migration	10.0%	11.0%
Global Partnership for Education	1.0%	0.3%
Other (NGOs)	0.8%	2.0%

Source: 2020/2021 statistics : UNHCR (2021) Tchad : Dashboard Education – fin d'année scolaire 2020/2021 ; 2021/2022 statistics : UNHCR (2021). Tchad : Dashboard Education – Rentrée scolaire 2021/2022.

A respondent from UNICEF (which contributes funds in areas such as teacher training) said,

“The government of Chad lets the partners do a lot of the work to support education for refugees. There were certain periods when the low costs of petrol reduced the resources of the state. This led to a reduction of resources available for education. From 2017 to today, the partners have overseen trainings, furnishing classrooms, and paying salaries of education personnel.”

Local-level respondents also primarily referenced donors when discussing the need for funding, conceding that funding from the state is not reliable. A teacher in the Lac region said the only financial support to the school is teacher salaries provided by UNHCR. Likewise, a World Bank respondent said, “PARCA is fully funded by the World Bank. There is no [additional financial] contribution from the government, which is the same for other countries with similar contexts.”

Most respondents recognized this system as unsustainable but saw few other options for continuing education for displaced populations in the short-term considering the absence of government resources to do so. Even some government respondents recognized the difficulty of transitioning funding responsibility to the state. A MENPC respondent said,

“I am worried that if we put the Chad government in charge of paying, the refugee children will leave school because there is no regularity or teachers, or school materials, or food. So, it would be good if the partners can support the government until the refugees want to return to their homes.”

Respondents also cited challenges associated with trying to transition to government funding. A respondent said, “Previously, in 2015–2017, UNICEF took charge of this school. But the UNICEF contract ended, so now we only teach volunteering.” Further, a parent in N'Djamena described their reliance on international organizations and nongovernmental organizations (NGOs) for basic

needs at the school level, “We feel we have been abandoned by these NGOs. If you can transmit the message that... we have difficulties concerning latrines, the drilling pipes, and the purchase of school supplies such as notebooks, pens, and chalk.”

4.1.2.3 Local-level administrators are unaware of administration budget and processes

Planning and administration at the national level lacks effective rollout to the provincial and local levels. Many times, respondents described planning activities as being catalyzed by international organizations. A respondent from UNICEF said, “When there is a displacement, we do a joint multisectoral assessment involving all sectors, and based on this assessment we provide responses.”

Some government respondents said they do not distinguish between refugees and displaced populations or host populations in administrative planning, which causes difficulty in tracking and enrolling students. A respondent in Maro described how inconsistent registration affects school enrollment, “Many of these children who are refugees, returnees, or from the host community are not in the civil registry, so it’s difficult to know their age. When we do not know the age ... we put them with the little ones. That causes schooling problems.”

Local-level government respondents were largely unaware of budgeting and educational planning activities. Most referred to NGOs and the national ministry, where they assumed planning was taking place. When asked about funding structures, a national education officer said, “That must have even been a state secret. The rest of us can’t get to that level—how is it this funding came in, everything that happened, and what amount.” Likewise, local respondents referred to a vague knowledge of activities but with few specifics. Referring to plans to obtain teachers, structures, and furniture, an inspector from Sarh said, “All of this has been planned, but there are no concrete actions. The new school year has started. We are waiting—the refugees are in the classes, and the native students cannot enter because there is saturation.” Another administrative employee in Sarh seemed resigned to being unable to progress without additional, national-level funding and guidance:

“Our action is always the same. We do not have the means. We have identified the refugees as the returnees, but apart from that, we have nothing. And at the national level, the government did not act, nor the NGOs. Refugees remained there, abandoned to their fate. So, they rely on the parents, who take care of them. Apart from that, there is nothing; they have nothing to eat, they have no materials—notebooks, pens—so we have no other actions.”

Further, teachers complained of lack of management in their schools. A teacher from Lac said, “There are other shortcomings for the school, but it’s much more in relation to the poor organization of the management.” Another teacher added,

“The principals should allow meetings between teachers and principals to listen to what these teachers have to say. But there is not... we come to do our job and we return, but it is not so well. It’s necessary to have meetings like that to arrange how we’re going to make this establishment work.”

Ensuring guidance on administration activities at the local level is a priority for many respondents. A respondent from the World Bank said, “If the engagement we see at the high level can be transmitted at the lower level, that would be great.... It is all about ownership, because even the little money they have, they cannot absorb it quickly.” A UNICEF respondent in the Lac province also described the importance of ensuring that policies reach the local level: “It is really necessary to put in place policies that... must be disclosed at the level of local.”

4.1.2.4 Monitoring tends to be project- and camp-based but could be systematized

Aside from regular Education Management Information System (EMIS) data collection in camp schools and host villages (Dewulf, 2020), government monitoring efforts are inconsistent for displaced populations in public schools and those who are currently out of the school system. Although enrollment data is collected in urban areas, there is no disaggregation by refugee status. National and local stakeholders recognized the importance of monitoring of displaced populations.

A national education officer from the head of administration said, “They should evaluate as they go. Without evaluation, you are not going to progress as well.” However, as with planning and administration, national-level sentiments have not translated into local-level action. In addition, local-level respondents said their ability to monitor displaced and host students was hindered by practicalities such as transportation, another indication that resource constraints curtail intentions to implement plans.

Respondents described some of the ongoing efforts at monitoring, which seemed to be driven mainly by individual project needs. For example, UNCHR collects monthly student education data disaggregated by age, grade level, gender, and refugee status for the schools they support and monitor. The data, all of which is validated by MENPC officials at the local level, also includes information on inputs such as teachers, infrastructure, and materials. Finally, a World Bank respondent described an effort to organize schools for the PARCA program and minimize overlap with other efforts:

“To make sure the schools are accepted by [the] government, they include schools in the annual education plans for Chad. They went to all provinces with representatives from the MENPC to create an education needs assessment. Based on the mapping, they identified gaps that could be covered by the program.... Now they have launched tender processes to hire firms for constructing schools and will enter MoUs [memoranda of understanding] with the MENPC to ensure that adequate teachers are deployed.”

Respondents emphasized that the work of donors, the REWG, and the Education Cluster is always backed by MENPC, and that they try to ensure a comprehensive response “concerning students in the different schools in refugee camps and IDP sites.” In addition, all data is shared with the LEGs to ensure no duplication of data collection. A respondent from the Education Cluster said he works to align monitoring activities with government priorities:

“I intervene a lot in the needs assessment and identifying education priorities that align with the government priorities. The cluster does a lot of work maintaining the database of information collected on the ground during these evaluations. They make sure that information about the interventions of each actor is known by all the group so that they can better coordinate and avoid, for example, duplication of interventions.”

The existing efforts, though sporadic, present an opportunity to engage with local inspectors and administrative staff to improve on the data that exist. Enhancement of monitoring also could help support teachers with management activities. Teachers in Lac complained that they are left to manage schools, classrooms, and new teachers without guidance. One teacher said,

“The real problem is the problem of management. We are the ones who train all these people, but... despite all that we claim, nobody manages us. We are so tired. If this continues, I don't think there will be a teacher in the future.”

This lack of data on refugees and IDPs is a well-documented barrier to better understanding the education needs of these populations. Although the government reports on student learning levels, the data are not disaggregated by refugee status (UIS and UNHCR, 2021).

4.2. LOCAL-LEVEL EXPERIENCES WITH REFUGEE AND IDP INCLUSION IN PUBLIC, PRIVATE, AND COMMUNITY SCHOOLS

Refugees and IDPs are integrated in public, private, and community schools in Chad. Among government- and national-level respondents, there clearly is political will to ensure that this happens in practice. However, since 53% of school-aged refugees are still not in school, compared to 50% of Chadian children not in school

¹² According to the World Economic Forum's Executive Opinion Survey published in The Global Competitiveness Report 2017-2018, Colombia ranks 71 out of 137 countries on the extent of Internet usage in schools for learning purposes, scoring 4.1 out of a maximum value of 7.

(UNHCR, 2020), many barriers to enrollment persist, including families' inability to pay for school fees and materials and a lack of secondary schools located close to the primary schools. In fact, in Chad, 45% of all schools are supported by parents' fees, even though public education is supposed to be free (Republique du Tchad, 2017a). Furthermore, respondents from the parent-teacher associations (PTAs) in the provinces reported that they play significant roles in keeping the schools functioning. In 2015-2016, as was mentioned in the introduction, PTAs contributed around \$3.5 million to help primary schools function, which is five times more contributions in total than the government, and 12 times more than NGOs (Dewulf et al., 2020; Republic du Tchad, 2017b).

4.2.1 Provincial and local stakeholders support educational inclusion of refugees and IDPs, but barriers to inclusion still exist

Most provincial and local stakeholders from N'Djamena, Moyen-Chari, and the Lac Province said they support full integration of refugees and IDPs in schools with host communities. One parent from the Lac Province said, "There's everyone [in school]. There is the other Goran, the Chadians, there are the displaced, the Bornos, there are also the refugees, so everyone is here." A pedagogical inspector from Moyen-Chari said most refugees are in public schools, "where we welcome the children of refugees and displaced persons," but that some students whose parents can pay attend private schools. Although students expressed interest in attending secondary school, the physical distance kept most of them from pursuing further education. Respondents also expressed concern for unaccompanied children and the lack of support they receive to attend school. This section explains each of these findings in detail.

4.2.1.1 School directors and teachers encourage inclusion in their classrooms, but tensions between groups still exist

School directors and teachers described their own efforts to facilitate inclusion at the school level. Teachers from Lac and N'Djamena explained that they purposively mix IDP, refugee, and host community students to ensure they all interact and work together within the classroom setting. A teacher from N'Djamena

said this intermingling seems to have an effect outside the classroom because they see the students continue to socialize outside the classroom.

Despite their efforts in the classroom, teachers said programs perceived to have been targeted to refugees alienate IDPs and host communities. A teacher from N'Djamena explained,

"We encounter a kind of discrimination between returnees and refugee children. When [donors] brought [the students] notebooks, returnee students would say, 'UNHCR pays the school fees for refugee students, so they do not have the right to benefit from help that comes to us from other donors. Any help that comes into this compound is for returnees only and not for refugee students.'"

The teacher said this tension also exists between parents who don't understand targeting. Because teachers must respond to parents' questions on these issues, they requested help in doing so. Tensions in the classroom related to cultural differences were also reported. A UNICEF respondent from the Lac Province explained, "[P]eople have some discriminatory thoughts, even if it's not visible, where we often look at the Budouma children as if they were the ones responsible for the misfortunes of others because they are the ones in the sect."

Given these tensions, one teacher from the Lac province requested "training to sensitize our class on the theme of nonviolence," while another teacher from Moyen-Chari requested training on "peaceful cohabitation" for the teachers and the students.

4.2.1.2 Caregivers of refugee students are often unable to pay for school fees and materials

School fees make it difficult for refugee, IDP, and host students to remain in both private and community schools. Many refugees and IDPs live in areas on the outskirts of N'Djamena that lack public schools, and thus have no choice but to attend private schools that charge for registration. However, parents from all three provinces said financial barriers arise even when attending public schools due to the lack of financial means to buy school materials such as notebooks, books, and uniforms. One parent from N'Djamena said,

“To enroll our children, we always have difficulties. We have a lot of difficulties because we don’t have the means, we don’t really have... the IGA here that really allows us to pay for the schooling of our children to enroll them either in the site or elsewhere.”

Students from all three provinces reported missing some amount of school because of these financial barriers. One student from Moyen-Chari said he spent a year at home because his parents could not afford to enroll him in school.

4.2.1.3 Almost all students lack access to secondary schools, hindering education continuity

Beyond access to primary school, displaced students from all three provinces reported not being able to register for secondary school due to a lack of schools in their region. According to UNHCR (2021c), only 11% of refugees in Chad are enrolled in secondary school. Access to secondary school is also a challenge for Chadian students, only 24% of whom were enrolled in for the 2019/2020 school year (UNHCR, 2020). An UNHCR respondent from Moyen-Chari said,

“We don’t have high school like in the East; we don’t have the means, and the high school is not ready. If a child finishes the primary cycle at the camp, he is obliged to come to Maro, and that is a CIJ (Youth Integration Center). If he accepts, he comes to Maro, and he continues his middle cycle, secondary school here in Maro.”

This barrier was echoed in N’Djamena. A teacher said, “The biggest challenge we face is that, really, pupils at the end of the primary cycle have difficulty accessing the secondary cycle. The distance problem creates obstacles, a big dilemma, and some cannot even go far to register.” Therefore, although students are legally allowed to enroll in public secondary schools, the lack of schools presents a barrier to enrollment that, in turn, becomes a barrier to inclusion. Education expenditures for secondary school are also much higher per host population student (\$180.22) than per primary school per host population student (\$59.41), which may create additional challenges when aiming to increase student enrollment in secondary schools.

4.2.1.4 Unaccompanied children and children who have dropped out of school need additional supports to encourage them to enroll

School-level stakeholders in Moyen-Chari expressed concern for unaccompanied children who are “not with their parents.” A teacher explained, “Those who raise [the unaccompanied children] there mistreat them, and then they cannot come to school.” Another teacher from the school suggested that UNHCR take a specific interest in these children:

“I hope that the UNHCR can target [unaccompanied children] to provide them with support by enrolling them in school. Because since they are not with their parents, the one who accompanies them, the one who came with them refuses to pay their registration; he only stays at home.”

These concerns were not mentioned by any other provincial- or national-level stakeholders, indicating that this population currently might not be a priority.

4.2.2 Communities engage in educational activities but require resource support

Respondents from all three provinces said they have PTAs and Associations of Mothers of Children, which are active in the school and community at large. PTA members establish schools, mediate issues among school staff, and encourage families to enroll their children. Although schools with teachers who are not properly trained can increase social inequities (Dewulf et al., 2020), the PASEC (2014) assessment found no statistically significant difference in learning achievement of students in classes of trained and non-trained teachers. Furthermore, school staff and parents alike said they needed more resources for community engagement and financial aid to launch sensitization campaigns to continue encouraging school enrollment. This is likely in response to the government’s 2015 decision to stop paying community teachers, which led to the closure of 109 community schools in 2018 alone (OCHA, 2018). This section elaborates on each of these findings.

4.2.2.1 PTAs are ill-equipped to run community schools alone

School-level Parents, including through PTA mechanisms, are working to make up for gaps in all three regions by running community-led schools, but have been unable to overcome the realities of absence of funding and resources, including teachers. According to the MENPC, most schools in Chad are public schools, though respondents often alluded to public schools and community schools both relying heavily on community support. A school director in Maro referred to PTAs as partners: “There are the PTAs who also support the school by also giving something to the teachers... PTAs are partners too.” In Moyen-Chari, for example, one parent reported convening assemblies at schools and addressing teacher complaints. Efforts by parents who volunteer to support schools result in lost time they could be used for work or other livelihood activities to support their households. Although some level of parent involvement is both positive and expected, the state should be financially and administratively responsible for basic functions.

Parents said opportunities for IGAs could help them overcome some of the financial challenges they face in supporting their children’s education. A mother from N’Djamena said, “I’m asking for support or funding for IGAs.... I am a woman trader. If organizations can support us to go into business, we too can be independent or able to provide for our children’s educational needs.” A parent FGD participant from Moyen-Chari also acknowledged this challenge: “We have no strength. If there is an NGO who wants to help us, they can help us until the end, but right now we have no capacity to make our children go where we want.” These sentiments were echoed by school staff in the Lac Province and N’Djamena.

4.2.2.2 Local stakeholders requested resource support for mass sensitization to encourage higher enrollment

Stakeholders at all levels recommended mass sensitization, particularly of parents, to encourage student enrollment. A teacher explained that sensitization is needed because “it’s like [the community members] don’t know how important school is.” Many

respondents specifically referenced the potential for past sensitization efforts, which were perceived as positive, to be augmented. A UNICEF respondent from the Lac Province said, “We should continue to pursue this policy of advocacy with the authorities and awareness-raising in the communities so that all children have the right to education.” School staff and students echoed this sentiment. Further, parents who were interviewed noted that, while they would like to help, they lack the means to conduct activities alone. A parent from Moyen-Chari said, “I know we need to raise awareness, but we lack the means [and capacity].” However, as with other efforts, constraints on basic resources might mean that sensitization efforts, even if the message comes through, are futile without additional supply side efforts to match them.

4.3 RESOURCE CONSTRAINTS OBSTRUCT POTENTIAL FOR HIGH-QUALITY LEARNING

Parents of refugee and returnee children in our sample perceived the quality of their children’s education to be good and expressed appreciation that it is free. However, nearly all respondents emphasized challenges to learning environments in Chadian schools serving refugees and returnees, including overcrowded classrooms, difficulty with language differences, and lack of teacher training and guidance to meet student psychological needs.

4.3.1 Teachers supported students amid severe resource shortages, poor learning environments, and unmet psychological needs

While parents of refugee and returnee children acknowledged that overcrowded classrooms and lack of supplies affect learning, community perceptions of teachers were quite positive, especially in N’Djamena. These perceptions speak to teachers’ resilience in the face of difficult circumstances. However, students in Lac and Maro suggested some areas for improvement, including administrative support for teachers, and respondents cited the absence of teacher tools to address student psychological challenges that likely inhibit learning.

4.3.1.1 Parents and students perceived teachers as strong, given the circumstances

Students interviewed in N'Djamena said they like their teacher and that lessons are explained well. Likewise, parents shared positive sentiments about teachers, especially regarding students learning French. One parent from Maro said, "I am completely satisfied with the education that the teachers are giving. I am also satisfied when they [students] come back from school—they talk to each other in French and discuss problems."

In N'Djamena, parents expressed gratitude that registration fees are waived and reported that although schools lack materials and teachers, their children receive good training and were well supervised. Students interviewed in N'Djamena shared similar perceptions, reporting that they like their teacher and lessons are explained well. Students further explained they are grateful that the teacher does not "chastise" or "whip" them. One student in N'Djamena said the teacher is a bright spot in an otherwise bleak learning environment: "Everything is bad, except the master. He is good. The teachers are well trained and have a good level."

Though students in Lac and Maro also said they like their teachers, they offered suggestions on how their teachers could improve, including through application and more consistent attendance. A student in the Lac region said,

"I want our teacher to be able to make more effort to make us really understand what we had learned. To find out if we understood what was taught. Have we really learned, are we really retaining, and are we putting into practice?"

A student in Maro said, "Often, the teachers come and start the lessons, and at a certain point, they talk about a strike. The students stay in school without studying or learning. I really ask that something be done to motivate teachers." Strikes are indeed more common in the South of Chad, where refugees attend host village schools with teachers who are not supported by UNHCR. Another student suggested that the authorities responsible for education in the locality better support their teachers.

4.3.1.2 External social challenges are perceived to negatively affect learning quality differently for male and female learners

In addition to infrastructure limitations, respondents noted students' poverty, hunger, and vulnerability as obstacles to learning that also affect students psychologically. One inspector in N'djamena suggested that teachers should have a "psychological framework" to understand refugee children and their unique psychological needs. Further, a teacher in the Lac region recognized the advantage of having this type of training: "If we could be trained on the theme that is much more based on psychology so [we] know our students one by one. By knowing the students one by one, we can better master them to give them lessons." Although some Chadian teachers are supported by pedagogical advisors and inspectors, and this supervision includes strategies to help them better understand the psychosocial needs of students, respondents largely agreed that many of these needs are not currently being met.

Government- and school-level stakeholders in Chad reported that, as in similar contexts, social barriers to education are greater for females than males—especially in the Lac region. Barriers to schooling for females included early marriage, early pregnancy, security reasons, and cultural norms of prioritizing boys' education when a family has limited financial means (Watson et al., 2018). However, a UNICEF respondent from the Lac Province said, "Since the advent of Boko Haram, with the presence of the partners and mobilization activities to send children to school, I think the communities have really understood and have freed the girls to go to school." Especially among Sudanese refugees, male students also face barriers to enrollment, including being encouraged to work instead of going to school. Exhibit 9 shows data from UNHCR on school enrollment for refugees aged 6–18.

Some parents described existing efforts to strengthen education, while others recognized the need for additional efforts to address social challenges. Parents in the Lac province described programs that offered financial support to females: "The girls who have done well in school" receive financial aid from an organization called SOS Sahel. However, while they appreciate the

EXHIBIT 9. GROSS SCHOOL ENROLMENT FOR REFUGEES

Types of Refugees	Total Student Enrollment Number	Total Female Student Enrollment Number	% Female Students
Nigerian	3,338	1,636	49%
Urban	2,199	1,099	50%
Central African	18,541	8,343	45%
Sudanese	76,778	39,924	52%
Total	100,856	51,002	51%

Source: UNHCR (2021). Tchad : Dashboard Education – fin d’année scolaire 2020/2021.

support, they noted that performance-based support creates tensions between the families of beneficiary and nonbeneficiary students. Parents suggested that technical and vocational education and training (TVET) activities could help increase the perception of the benefits of school. A parent from N’Djamena suggested supporting students in, “small business or professional support courses” to increase independence. The World Bank-commissioned study by Watson et al. (2018) found similar enthusiasm for TVET among community members.

4.3.2 All students follow Chad’s national curriculum, concerns about adaptation and language of instruction exist

All refugees and IDPs in Chad follow the Chadian curriculum with Arabic as the official language of instruction, which is not tailored to the refugees’ cultures or specific contexts. Research shows that it is important to use culturally relevant curricula to support learning and promote integration among conflict-affected students, refugees, and IDPs (AAN Associates, 2017; Cohen, 2022; Hos, 2016; Knezevic & Smith, 2015b). If curriculum is not inclusive of students’ experiences, it can inhibit learning and cause students to withdraw from the classroom (Cohen, 2022; UNICEF, 2016). Most respondents acknowledged that adjusting to the Chadian curriculum is easier for some refugees, for example, refugees from CAR in Moyen-Chari, whose curriculum is similar to the Chadian

curriculum. However, language is a challenge even for some Chadian students, many of whom do not speak French or Arabic when they enter primary school. School directors and teachers—especially those who are refugees themselves—said that although they use French to teach and run schools, they use applicable local languages or Arabic, in the case of Sudanese refugees, to strengthen communication with students when possible. Although language presents a barrier to inclusion in all provinces, most challenges with language were reported by respondents in the Lac Province.

4.3.2.1 The Chadian curriculum could benefit from adaptations to better meet refugee learners’ needs

Respondents were divided between those who think it was important to preserve some elements of refugee learners’ native curriculum and those who believe refugee learners are best served by following the Chadian curriculum. MENPC officials largely agreed that all refugees should follow the Chadian curriculum, which is the official policy:

“There are some who wanted us to have the same [curriculum] as the ones in their country. We said no, you have to take the national program first... it is the national program that will be ready, and that will also allow us to evaluate ourselves with the children of the country.”

Others from MENPC made similar statements, in several cases stating they do not see any issues with refugees learning the Chadian national curriculum. Several respondents, including a respondent from UNICEF Lac, mentioned that Sudanese refugees in Eastern Chad initially followed the Sudanese curriculum, which became difficult for MENPC to oversee:

“In the refugee camp in the East... for a while they let [Sudanese refugees] study in their curricula... it became a little difficult for the ministry to organize and the exams for the Sudanese curriculum and at the same time the Chadian curriculum. So, it was a bit difficult to manage, and I think it was decided that the refugees who arrive should conform to the [Chadian] curriculum.”

Other respondents expressed a desire for adapted curriculum content, such as a school director from the Lac region who said,

“I wanted the content of the courses to be adapted to the refugees... they are displaced and there is the problem of language, the problem of tradition, and the problem of behavior itself... we need specific training for refugees and textbooks adapted to refugees and displaced people, so that these children can learn to write better, to count, and to progress later in their studies.”

4.3.2.2 School staff struggle to connect with students due to language barriers, but adapt to student language needs when possible

Respondents—primarily from the Lac province—reported challenges connecting with students who do not come from Francophone or Arabic-speaking countries. PASEC assessments have shown language to be a challenge for host students as well, 66% of whom enter primary school without oral comprehension skills in their school’s language of instruction (PASEC, 2019). A teacher from the Lac Province explained, “[The children] have difficulty understanding us, and we hardly understand them, because language is a problem. There are some teachers who do not know Hausa, nor English.” Another teacher reported having to use gestures to communicate with refugee students. A few respondents from Moyen-Chari, including a

pedagogical instructor, said that refugee students who are unable to communicate with their teachers and peers at school seem disoriented in the classroom.

School-level respondents reported using many languages in their schools and classrooms, including French, Arabic, and indigenous languages such as Hausa. For example, a school director from N’Djamena said, “They communicate in French and in Arabic; there are refugees who also speak [French] a little.” Some UNICEF respondents noted concerns about the effects of refugees learning the Chadian curriculum in French, but later having to return home to non-Francophone countries to continue their studies or seek employment.

These findings raise questions about the extent to which refugee students are learning in the classroom because of language barriers, although there do not appear to have been any foundational skills assessments of refugees (UIS and UNHCR, 2021). Research shows that children will learn to read only if they are taught in language(s) they understand (Hoover & Tunmer, 2020; NICHD Early Child Care Research Network, 2005; Ouellette, 2006). Furthermore, extensive research underscores the importance of instruction in the mother tongue (or a language the child speaks and understands well) for quality learning outcomes in low- and middle-income countries (Evans & Acosta, 2020; Nag et al., 2019).

4.3.2.3 Refugee students outperform Chadian students on national exams, despite some difficulty adapting to the curriculum and accessing exams

Officially, MENPC respondents confirmed that refugees have access to Chadian national assessments such as the BEF (last year of lower secondary) and the baccalaureate (last year of upper secondary). As one MENPC official put it, “This means that refugees took the same exams as Chadian students and there is no difference between their scores or experience or the subjects.” Some respondents, including one MENPC official, said that students who have not yet acclimated to the Chadian curriculum may be more likely to fail. There were also some indications that refugee learners may have difficulty accessing national exams. To address challenges to accessing and succeeding on Chadian exams, UNHCR provided refugees free exam preparation classes and paid transportation costs to travel to the testing locations.

EXHIBIT 10. NATIONAL EXAM PASS RATES FOR ALL STUDENTS AND REFUGEE STUDENTS

Exam	National Pass Rate in Chad	Refugee Student Pass Rate	Total Number of Refugee Students Who Passed	Percentage of Refugees Who Passed Who Were Female
BEF	74%	84.8%	1,539	63%
Bac	46.3%	53.5%	616	56%

MENPC respondents said refugee learners have higher passage rates than host community students. This claim is supported by UNHCR data indicating that in 2021, the BEF pass rate among refugees was 10.8% higher than the national pass rate, and that the baccalaureate pass rate was 7% higher than the national pass rate (UNHCR, 2021d). Delineate responsibilities for teachers, administrators, and other personnel, and fund positions that support teachers. See Exhibit 10 for more information on pass rates of Chadian and refugee students.

4.3.2.4 Lack of opportunities for nontraditional education, such as accelerated learning or TVET, limit student potential

In addition to language and curriculum differences that negatively affect student learning, content-related shortcomings reduce the potential to tailor learning to different learners. Respondents highlighted the potential of TVET for children outside the education system, particularly in camps. A respondent from the Education Cluster explained,

“There is an insufficiency of opportunities to train the children in a trade or in a nonformal school to give these children more social and economic power. The UNHCR indicated that this is due to

the absence of financing for professional training for refugees... centers of professional training created by the UNHCR are closed.... The state does not have the means to continue to train unschooled people in trades or apprenticeships. That is why we continue to sensitize partners on the importance of the professional sector to give opportunities to adolescents and the young.”

This suggestion could also help undercut the perpetuation of a challenge that many parents discussed regarding a lack of skills to engage in IGAs that enable them to pay for school.

In addition to the need for education specific to trade skills, some respondents said the absence of accelerated learning makes it difficult for students to catch up to grade level. A respondent from UNHCR described the gap: “A lot of kids never went to school, and there is no accelerated education in Chad. We try to separate by age, but there is no accelerated education, nonformal, or technical vocational training.” A teacher from the Lac Province elaborated on their personal difficulties when teaching students who lack sufficient prior education: “You never know if the children go to school. We will discover that in CP1 [cours préparatoire 1], there are children aged 10. In second grade, you see girls who are already at menstrual age, and it’s a little difficult to direct them.”

5. CONCLUSIONS

Despite the political will for inclusion of refugees in the national education, the lack of funding and existing functional systems for education generally means international actors are responsible for much of the education of refugees and returnees, despite being endorsed by MENPC and following the Chadian curriculum. Because of the dire challenges with funding and other basic resources for education in the country, quality of learning—including pedagogy, language, classroom practices, teacher training, and differentiation—is secondary to the fundamental challenges of access and resources for displaced populations and host communities alike.

A respondent from the Education Cluster summarized this core challenge:

“The obstacles for refugees to access the national education system should not be understood as restrictions or refusals by the education authorities of Chad or the host communities. The obstacles lie in the situation of education itself. When refugees arrive, they must integrate in the existing schools, notably in the refugee camps or in the host villages. The education is very weak in this sense, because the existing infrastructure does not have the capacity to easily integrate the number of refugees that arrive. It is the fault of insufficient infrastructure. There is also an insufficient number of qualified teachers to supervise the classrooms.”

Next, we discuss our conclusions based on the evaluation findings.

1. What is the state of financing for education in the country, and how does it vary for host communities and displaced populations?

The lack of financing for resources and training to reach current commitment levels for education for refugees and displaced populations is the main challenge to providing education for displaced populations. Compounding this problem is the general lack of funding for resources and training for Chadian students. Chad does not have enough teachers, classrooms, or resources at the local level to integrate students into the system administratively or academically. International

organizations and NGOs almost independently prop up funding for education for refugees and displaced populations, creating a system that education stakeholders at all levels recognize as problematic and unsustainable. What’s more, the limited availability of data on the costs of education for refugees relative to the costs of education for host populations also makes it difficult to compare the costs of education per student among refugees, IDPs, and host populations.

Despite the overwhelming conviction among respondents from international organizations that MENPC owns the education strategy and drives the direction of programming, a lack of follow-through on spending and activities from MENPC is reflected at the lower levels, where administrators, schools, and teachers feel the impact of the lack of funding and management. For example, stakeholders at all levels complained that MENPC consistently fails to meet current commitments for teacher recruitment and teacher salaries.

The PIET-2 Component 3 outlines goals to secure public funding for the sector to increase support to teachers and other pedagogical expenses by 2024 and 2030 (World Bank, Forthcoming). Although the government committed to meeting these goals, as well as those outlined under Education Strategy 2030 for the inclusion of displaced populations in education, they require increased collaboration between international organizations and the government to establish and institutionalize nationally funded systems. The vocal commitments from the government have not been backed by the development and implementation of corresponding processes at the local level, and government instability adds to this challenge.

Finally, allocation of existing aid in the form of cash or resources was confusing for recipients and nonrecipients. In most cases, allocating resources to every student is not possible because of scarce resources. These challenges are pronounced between refugees and host students and returnees, as some groups were perceived as benefiting more than others, depending on the program. Resource allocation had implications not only for students and families but also for teachers, who seemed to lack guidance on targeting and therefore were unable to mediate any disputes on the topic.

2. How are displaced students being integrated into public and private schools?

Displaced students primarily attend schools in camps, which are perceived as higher quality than schools in host communities. There was some sentiment among respondents at all levels that having such almost exclusively donor-run camp schools is unsustainable. Where displaced students do attend public and private schools, there is confusion about why they receive assistance in some areas that host communities do not. Further, respondents indicated that displaced populations have a more difficult time integrating into private schools, where they are not accepted if they cannot afford the school fees.

The lack of national government follow-through on commitments seems to reverberate through the system, making the processes to reach goals unclear, and thus disorganized and ineffective. Local-level administrators experienced administrative challenges including student identification, enrollment, and grade placement. The commitments to Education 2030 are loose and lack procedures to ensure they are met. The government must solidify policies around education for displaced populations that include corresponding structures that will support their implementation (Dewulf et al., 2020). Our research indicates that focusing on funding the following Strategy 2030 Results, which currently have notable deficits, could have disproportionate impacts: (1) developing complementary pathways to education (Result 1.4), (2) strengthening the education and training infrastructure (Result 2.1), and (3) strengthening monitoring and management of schools attended by displaced children and youth (Result 3.1).

Despite these local issues and the major funding gaps for education in the country, there are still widespread efforts from government, donors, and communities to continue inclusion of displaced populations in the national education system. These ongoing efforts—often in the absence of funding to support them—indicate that solidifying any developing, project-based, or local approaches to administration and monitoring could go a long way toward support the organization of educational delivery for displaced populations as well as host communities.

Stopgap solutions—including increasing opportunities for TVET; accelerated learning; and facilitated, play-based learning activities for young children—could begin to address the major deficits in learning quality that likely will persist for years until the country is able to change the focus from resources and access to education to quality of education. In addition, teachers suggested that training to help differentiate instruction could help both teachers and students.

3. How does gender affect enrollment, particularly among Nigerian refugees and IDPs in the Lac Province?

Gender differences in enrolment vary by region; for example, enrollment rates for female learners are much lower in the Lac province than they are elsewhere, and in some cases more females are enrolled than males. In addition, females are more likely to pass national exams on average at the national level. Despite these numbers, respondents perceived there to be more social barriers for females than males to enroll and succeed in school, and there are still many displaced children outside of the school system. Taken together, this picture indicates a need for targeted and differentiated efforts to increase and maintain enrolment and performance among male and female learners.

Respondents attested to the efficacy of enrollment advocacy campaigns in the past and are interested in more support. National, provincial, and school-level stakeholders recommended increasing funding for awareness campaigns to educate families about their children's right to education and safety, the illegality of marriage of children under 18, and the benefits of avoiding early pregnancies that could interfere with female learners' ability to complete their schooling. Some respondents also mentioned the importance of addressing the root causes of children being out of school, which seemed to mainly stem from poverty and the need to find labor. Connecting education to labor outcomes and increasing opportunities for TVET, as mentioned in the prior section, is especially likely to encourage boys' enrolment.

6. RECOMMENDATIONS

Based on our findings, Exhibit 11 outlines policy recommendations and corresponding strategies to address identified barriers.

EXHIBIT 11. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS						
#	Findings	Conclusion	Need	Recommendations	Who	How
1	The lack of physical infrastructure is a top constraint to educational delivery in Chad. In addition, a concerted effort towards funding teacher recruitment, remuneration, and training are among the highest priorities for strengthening educational quality.	Profound resource constraints limit the potential of most efforts.	Physical infrastructure and teachers for schools.	<p>Change policies to accept contracts that are longer than 1 year and streamline approvals for contracts.</p> <p>Prioritize cross-sector collaboration with the Ministry of Finance and the Ministry of Economy.</p> <p>Work with UNHCR to gradually transition funding responsibility on education-related initiatives, potentially on a progressive basis.</p> <p>Use existing structures, such as the Inter-agency Network for Education in Emergencies (INEE) Minimum Standards Indicator framework (2021), to strengthen administration and monitoring.</p>	<p>MENPC</p> <p>INGOs</p> <p>Ministry of Finance</p> <p>Ministry of Economy</p> <p>UNHCR</p>	<p>Conceptualize education for displaced populations in terms of Chad's economic future. A focus on how education can increase economic activity may help prioritize funding to education, and, in turn, improve the facilities and services that, according to the INEE Minimum Standards should, "promote the safety and well-being of learners, teachers and other education personnel and be linked to health, nutrition, psychosocial and protection services" (INEE, 2010, p. 68).</p> <p>UNHCR and others should continue advocating for the government to cover eligible refugee teachers' incentive payments, in line with PIET-2 goals for 2024 and 2030.</p>

#	Findings	Conclusion	Need	Recommendations	Who	How
2	<p>There is a lack of government capacity and follow-through on funding and policy rollout that hinders systemic progress. As such, local-level administrators are unaware of planning and administration budget processes, and monitoring is ad-hoc. However, there are also few viable near-term alternatives to international organizations continuing to finance the education system.</p>	<p>Government is open to inclusion, but management capacity and financing are lacking.</p>	<p>Funding, capacity building, and better communication between national and local government entities</p>	<p>Systematically strengthen key management systems, as outlined in the PIET-2 (World Bank, Forthcoming) to gradually transition responsibility for funding and systems building to the government.</p> <p>Consistently formalize rollout procedures for each policy and strengthen relationships between national and local government entities.</p>	<p>MENPC INGOs Local government</p>	<p>Develop a targeted policy dissemination strategy to raise awareness of all relevant actors on applicable legislation.</p> <p>Accompany policies with clear and actionable guidelines to facilitate implementation at local levels (e.g., in INEE (2010) Minimum Standard's Education Policy Standard 2: Planning and Implementation), highlighting key implications.</p> <p>Earmark funding as part of every program for in-service capacity building for employees at the national and local levels to gain an understanding of approaches to provincial and school administration and monitoring.</p>

#	Findings	Conclusion	Need	Recommendations	Who	How
3	Some basic barriers to inclusion exist, including that caregivers of refugee children are often unable to pay school fees. Displaced children also lack access to secondary schools. In school, directors and teachers encourage refugee inclusion in their classrooms, but some tensions between groups persist, especially about assistance.	Provincial and local stakeholders tend to support educational inclusion of displaced populations, though barriers to inclusion still exist.	Fee waivers and assistance for non-fee school costs; information about assistance	Provide need-based supports such as fee waivers, especially for unaccompanied children and children who have dropped out of school. Implement intentional targeting and sensitization on the rationale for targeting.	Donors Ministry of Social Affairs Curriculum specialists	Establish a mechanism that would allow local actors to request clarifications on financial assistance. Introduce classroom-specific inclusion-related guidance and stopgap psychosocial supports in ongoing training for teachers (e.g., the 2019 INEE Psychosocial Support and Social Emotional Learning (PSS-SEL) Training module). Hire PSS and administrative specialists to support teachers in tasks that are external to their jobs and expertise.
4	Community schools struggle to independently fund schools and teachers, and PTAs are ill-equipped to run community schools alone, especially in pedagogy.	Communities engage in educational activities but require resource support.	Resources specifically for community schools, in the absence of government funding.	Work with NGOs to develop programs that enable group fundraising to maintain community schools. Progressively integrate community school teachers into the government payroll, as outlined in PIET-2. Provide capacity building and guidelines for community schools.	Local administrators Local NGOs	Train communities in group fundraising, such as a co-op model, as an avenue to help allocate teacher salaries, keep schools functioning, and enable PTAs to generate income that can contribute to their children's education, as recommended by INEE Minimum Standards Community Participation Standard 2 (INEE, 2010).

#	Findings	Conclusion	Need	Recommendations	Who	How
5	Parents and students perceived teachers as strong, given the circumstances; however, external social and economic challenges are perceived to negatively affect learning quality differently for male and female learners.	Teachers supported students amid lack of staffing to address severe resource shortages, poor learning environments, and unmet psychological needs.	Adequate supports to teachers for quality education.	<p>Prioritize allocating qualified teachers to rural areas and paying them, partly through hiring and training refugee and displaced teachers to increase opportunities for income generation.</p> <p>Delineate responsibilities for teachers, administrators, and other personnel, and fund positions that support teachers.</p>	MENPC UNHCR INGOs	<p>Employing teachers and specialists from displaced populations could help shift the financial burden from UNHCR to the government and help meet the specific needs of students, as specialists from displaced populations would have insights into the students' language and culture.</p> <p>Untrained personnel could also be trained in engaging younger children in play-based activities which will support early childhood development. These types of initiatives could follow a systematic approach, e.g., UNICEF and The Lego Foundation (2018).</p>

#	Findings	Conclusion	Need	Recommendations	Who	How
6	<p>Schools officially follow the Chadian curriculum, but the need for adaptation exists; for example, school staff struggle to connect with some students due to language barriers.</p> <p>There is a lack of opportunities for nontraditional education, such as accelerated learning or TVET, limit student potential; however, overall, refugee students outperform Chadian students on national exams in the final years of lower and upper secondary.</p>	All refugees and IDPs follow Chad's national curriculum, concerns about adaptation, language of instruction, and lack of informal education opportunities exist.	Language transition for refugees from Nigeria; additional options for students, including TVET and accelerated learning.	<p>Make accelerated learning programs and TVET available to displaced students.</p> <p>Provide catch-up language classes for Nigerian refugees in the Lac region to enable full participation of refugees from non-Francophone countries.</p>	<p>MENPC</p> <p>INGOs</p> <p>Teachers</p> <p>Students</p> <p>Parents</p>	<p>Assess language and skill status of students upon entry into classes, since no foundational assessments are systematically administered.</p> <p>Create guidance for teachers, students, and parents to link students to the most relevant education opportunities (including TVET and accelerated learning).</p>

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ANNEX B. LANDSCAPE OF EDUCATION COORDINATION SYSTEMS AND STRUCTURES IN CHAD

TABLE 2. LANDSCAPE OF EDUCATION COORDINATION SYSTEMS AND STRUCTURES IN CHAD

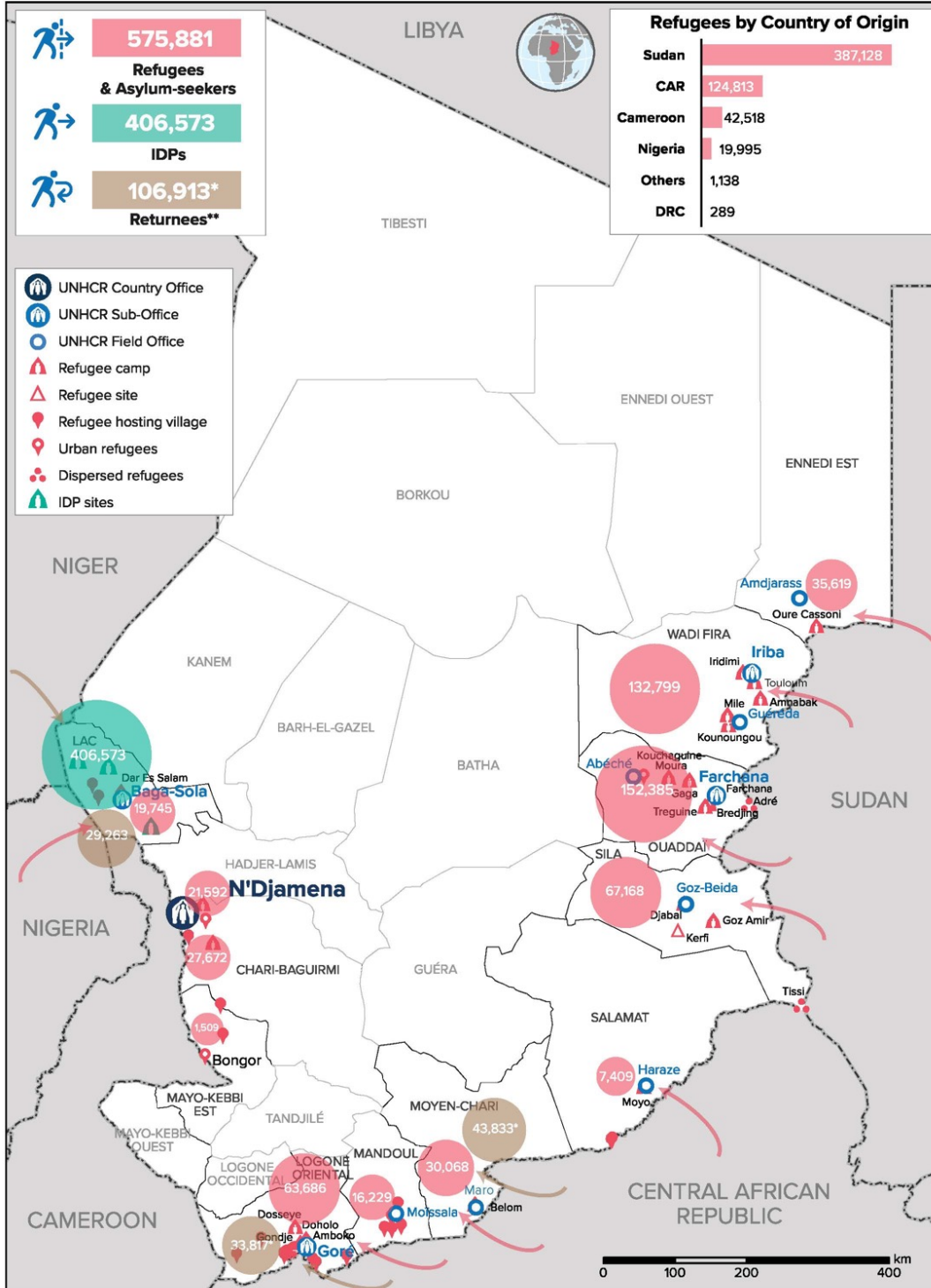
System	Key Coordinating Bodies	Leading Agencies	Main Delivery Partners	Overall Composition
National education system	Local Education Group (LEG)	Co-chaired by the MENPC and SDC	MENPC (state, private, and community schools, with the support of PTAs) UN agencies (UNICEF, UNESCO, UNHCR), and INGOs (Enfants du Monde, etc.)	<p>Key ministries: (national) Ministry of Women, Child Protection and National Solidarity for ECCD; MENPC for primary and secondary education; Ministry of Vocational Training and Trades for vocational and technical education; Ministry of Higher Education for Universities.</p> <p>Fédération nationale des associations de parents d'élèves (FENAPET - National Federation of Parent-Teacher Associations) and MET (Association of mother educators) at the national level and individual PTAs/METs at the sub-national level.</p> <p>Implementing UN agencies, a few NGOs (ACRA, JRS, World Vision, CARE, CELIAF, etc.).</p>
	Technical and Financial Partners Group (TFP)	Lead: SDC	Main in-country bilateral and multilateral donors	Donors: AFD, French Embassy, European Union, World Bank, SDC, etc., UN agencies (UNESCO, UNICEF, UNHCR, WFP) and INGOs and CSOs can be occasionally invited.

System for IDPs and crisis- affected communities	Education Cluster (National)	National - Co-chaired by UNICEF and MENPC, Co-facilitated by the JRS	MENPC (national education system); UNICEF, UNHCR, UNESCO, WFP; and only a handful of INGOs which are active in the field: COOPI/ HI, ACRA, RET, JRS, PTAs, MET	At the national level, members in a leading capacity include the Education Cluster, MENPC, and JRS. Other members include FENAPET, UN agencies (WFP, UNICEF, UNHCR, UNESCO, OCHA, UNFPA, IOM) and a range of INGOs: PHUR, CDVT, CARE, COPES, CORD, CRT, FLM, Foi et Joie, IRC, INTERSOS, IRD, JRS, RET, SFCG, SECADEV, ATURAD, AHA, AUSEE, CREDIT, AJASSA, OPAD, COOPI, ACRA. International donors may also participate.
	Education Cluster (Sub-national): 1 provincial Cluster and 1 working group	<u>Sub-Cluster (Lac province)</u> - Co-chaired by UNICEF and the MENPC (DPEJ) and co-facilitated by COOPI. <u>Working group (southern Chad)</u> - Co-chaired by UNICEF with the MENPC (IDEN) and co-facilitated by ACRA	DPEJ, IDEN, IPEP, UNICEF, COOPI, WFP, Chadian Red Cross (CRC), sometimes UNHCR IDEN, IPEP, UNICEF, RET, ACRA, SOS Villages d’Enfants, sometimes UNHCR	Aside from leading and co-facilitating agencies, inspectors and heads of schools participate.
Refugee education system	<u>National:</u> REWG <u>Sub-national:</u> Education monthly meetings held in all 13 UNHCR sub-offices and at camp level	Lead: UNHCR in close collaboration with the CNARR and the MENPC, including its decentralised representatives (DPEJ, IDEN, IPEP)	Refugee camp schools that have been integrated within the national education system since 2014 Support from UN agencies (UNHCR, UNICEF, UNESCO, WFP), and INGOs: ACRA, CRC, JRS, RET	Aside from UNHCR, CNARR, MENPC, (DPEJ, IDEN, IPEP), members of the REWG include: UNICEF, UNESCO, FENAPET, AFD and a range of INGOs: ACRA, RET, JRS. Sometimes donors attend (e.g. for BPRM). Refugees’ representatives sometimes participate at the sub-national level.

ANNEX C. UNHCR MAP OF DISPLACED POPULATIONS IN CHAD



CHAD: Situation of Refugees, Internally Displaced Persons And Returnees as of 31 March 2022



The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations

* Returnees in the South: last assessment in Nov 2019 (IOM-DTM) / ** Returnees: Chadians returned from abroad, at risk of statelessness

Data sources: UNHCR, CNARR (Refugees & Asylum-seekers); IOM-DTM (IDPs, Returnees) Feedback: Ahmed Merdoukh, merdoukh@unhcr.org Creation date: 8 April 2022

ANNEX D. DATA COLLECTION INSTRUMENTS

KEY INFORMANT INTERVIEW PROTOCOL: NATIONAL AND REGIONAL ACTORS

Introduction

Hello my name is....., and I am a researcher with the [American Institutes for Research (AIR), a research organization based in the United States OR Jesuit Refugee Services] to conduct research for the World Bank-funded Forced Displacement and Education study. This study investigates policies and practices that support refugee and IDP inclusion in national education systems.

Participation

I would like to conduct an interview with you. I will ask you questions about your experiences related to education for refugee and displaced populations. The interview will take up to 1 hour. I will be taking notes and if you agree, I would like to record this interview. I will use the audio recording to fill in any gaps in my notes and then immediately delete the recording.

Risk

There are no physical risks associated with this study. If any of the questions we ask are sensitive or make you uncomfortable, you do not have to answer them. The research is not evaluating you.

Benefits

You will not receive any personal benefits (monetary or other gift) by participating in this study. However, the information you provide will help inform the design of a case study on refugee education in Colombia.

Confidentiality

You can speak openly and honestly in your responses. We will not include your name in any reports, but we will include your title in the list of respondents. All information will be stored securely on AIR/NYU computers and will be deleted after all reports are approved by the World Bank at the end of the project.

Voluntary Participation

Your participation in these data collection activities is completely voluntary. You may choose not to answer any questions or stop the interview at any time. If you do not want to participate in the study, there will be no negative repercussions for you whatsoever.

More Information

If you have any questions about this study you may contact Andi Coombes at [phone number]

If you have concerns or questions about your rights as a participant, contact AIR's Institutional Review Board at IRB@air.org, toll free at 1-800-634-0797, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

Informed Consent

If you have understood the information above and voluntarily agree to participate, please provide verbal consent by saying "I consent" aloud.

Background

First off, thank you for taking the time to meet with us today to talk about access to education for internally displaced persons and refugees in Chad. We are looking forward to this conversation and to hearing more about your perspective and expertise.

To start, please tell us a bit about your role in facilitating access to the national education system for refugees and internally displaced persons (IDPs) in Chad.

- a.** Refugees in the Lac region?
- b.** IDPs in south Chad?
- c.** Urban refugees from CAR?

Probe to find out if person has specific geographic area of expertise if not identified prior to interview; if so, follow that line throughout interview

Context

We had read through the Education Strategy 2030 of Chad and we are interested to know how this strategy fits into your office's greater approach towards inclusion.

- 1.** Thinking about the Education Strategy 2030 of Chad, which programs/policies does the [OFFICE NAME] and your team have in place to meet the ambitious inclusion goals laid out in the document?
 - a.** *Do you believe these programs/policies can meet the specific needs of the refugees in the Lac region? The needs of the IDPs in South Chad? Urban refugees from CAR?*
 - i.** If so, how?
 - ii.** If not, why not?

Access

In our research, we have learned that there are specific barriers to access that these populations experience. For example, we know that in the south of Chad, there is a substantial gender gap in enrollment. With that in mind, we would like to ask you some questions about access to education for these populations.

- 1.** Thinking specifically about access among Nigerian refugees and IDPs in the Lac region, what do you believe are key barriers they face when accessing the national education system?
 - a.** What barriers do you believe are unique just to IDPs?
 - b.** Which barriers are unique to Nigerian refugees?

Are you familiar with the PARCA program? If so, please describe.

- c.** What are some of the successes of the program?
- d.** What are some of the challenges of the program?

We understand that urban refugees from CAR are being integrated into public and private schools. Are you familiar with this process? If so, please describe.

- e.** What are some of the approaches that have facilitated inclusion, if any?
- f.** What are some of the challenges to inclusion, if any?
- g.** Do these differ for public vs. private schools? Please describe.

Why do you believe there is a gender gap in enrollment in the south and the Lac area, but not in the east of Chad?

- h.** Are there lessons learned in the east of Chad that could be applied to the south and the Lac area?

Considering the key barriers you mentioned, which ones do you believe can/should be addressed primarily by the government of Chad?

- i.** How do you believe they should be addressed?
- j.** How do solutions vary by region?

Which key barriers do you believe need to be addressed primarily by partners and other organizations that work in Chad?

- k.** How do you believe they should be addressed?

Financing

Finally, we are interested in understanding the costs of education for displaced populations, especially regarding the cost of training refugee teachers through the national teacher training program.

- 1.** First, would you please describe the current state of financing education for displaced populations?
 - a.** How is the related work financed? Does financing differ by region? How so?
 - b.** What are the finance-related goals related to the 2030 education strategy, if any?
 - c.** What are your suggestions for improving how education for displaced populations in Chad is financed? Please describe.

Are you aware of any cost data on this topic? Do you think those data could be made available for research purposes? If yes, what is the process for accessing the data?

Probe: data that informed development of dashboard, costs of education in UNHCR and government schools

Closing

Are there any other key challenges related to education for internally displaced persons and refugees in Chad that you'd like to discuss?

Thank you for your time and insights.

KEY INFORMANT INTERVIEW PROTOCOL: PRINCIPALS

Introduction

Hello my name is....., and I am a researcher with Jesuit Refugee Services to conduct research for the World Bank-funded Forced Displacement and Education study. This study investigates policies and practices that support refugee and IDP inclusion in national education systems.

Participation

I would like to conduct an interview with you. I will ask you questions about your experiences related to education for refugee and displaced populations. The interview will take up to 1 hour. I will be taking notes and if you agree, I would like to record this interview. I will use the audio recording to fill in any gaps in my notes and then immediately delete the recording.

Risk

There are no physical risks associated with this study. If any of the questions we ask are sensitive or make you uncomfortable, you do not have to answer them. The research is not evaluating you.

Benefits

You will not receive any personal benefits (monetary or other gift) by participating in this study. However, the information you provide will help us learn how to improve education in Colombia.

Confidentiality

You can speak openly and honestly in your responses. We will not include your name in any reports but we will include your title in the list of respondents. All information will be stored securely on AIR/NYU computers and will be deleted after all reports are approved by the World Bank at the end of the project.

Voluntary Participation

Your participation in these data collection activities is completely voluntary. You may choose not to answer any questions or stop the interview at any time. If you do not want to participate in the study, there will be no negative repercussions for you whatsoever.

More Information

If you have any questions about this study you may contact Andi Coombes at [phone number]

If you have concerns or questions about your rights as a participant, contact AIR's Institutional Review Board at IRB@air.org, toll free at 1-800-634-0797, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

Informed Consent

If you have understood the information above and voluntarily agree to participate, please provide verbal consent by saying "I consent" aloud.

Facilitator: First, I'd like to learn a bit about you.

Context

1. Please tell us a bit about yourself and your experience as a principal in this school.
 - a. How long have you been principal?
 - b. What did you do before becoming a principal?
 - c. What type of training did you have for becoming a principal?

What do you think is the biggest challenge related to education for refugees and internally displaced students in Chad? (compared to host country students, e.g., access, outcomes, language, etc.)

Facilitator: Now, I would like to learn more about student access to education.

Access to Education

1. Do you think refugee and displaced children in your community face barriers to accessing education?
 - a. If yes, what kinds of barriers do they face that local Chadian students do not face?
 - b. If yes, what do you think can be done in your community to address these barriers?

Do you think that boys and girls in your community face different barriers to accessing education?

- c. If yes, what kinds of barriers do you think girls face that boys do not face?
- d. If yes, what do you think can be done to address these barriers to education?

In what ways do you work on making sure that all students in the school feel included? Please describe.

Facilitator: Now, I would like to learn more about your school.

Quality of Education

1. What do you think are the biggest strengths of your school? Please describe.
What are the biggest challenges you face at your school? Please describe.
Do you think there are enough teachers at your school? Please describe.
Do you think your school has enough resources? Please describe.
 - a. If no, what resources is your school missing? (probe: infrastructure, latrines, books, etc.)

Principal Training and Qualification

1. What types of training, if any, have you received specifically for managing the inclusion of refugee and internally displaced students in your classrooms? Please describe.
 - a. Do you know of any plans to get any further training on this topic? Please describe.

What type of training or information would you like to receive, if possible? What kind of content would be most useful?

To the best of your knowledge, what is the percentage of local teachers at your school versus refugee teachers?

- b. Do you believe that one type of teacher is better prepared to teach than the other type?

In your opinion, what are the biggest challenges that teachers face in including refugee and internally displaced students in their classrooms? Are the challenges different for these two groups?

Financing Education

1. Do you feel that you are adequately compensated for your work as a principal? If not, why not?

Does your school receive financial support from any international or local organizations? If so, please tell me more about the type of financial support your school receives.

- a. How does your school use the financial support it receives?
- b. How do you decide how to allocate the financial report?
- c. If you could change anything about the support your school receives, what would it be?

Inclusion

1. What do you think would make it easier to incorporate and keep refugee and internally displaced students in school? Probe: training on a certain topic, behavior management, teacher groups, discussions with parents.

What type of information, if any, have parents received about refugees in the school and community? Please describe.

- a. What type of training do you think parents should receive, if possible?

In your opinion, what are the biggest challenges to parents of refugee and internally displaced students? What about parents of students who are originally from this community?

What lessons would you communicate to other schools about how to include refugee and internally displaced students in their schools? Please describe.

Conclusion

1. What recommendations do you have for how to improve education for refugee and internally displaced children?

Is there anything else you would like to add?

Thank participant for their time.

FOCUS GROUP DISCUSSION PROTOCOL: TEACHERS

Introduction

Hello my name is....., and I am a working for a company called Jesuit Refugee Services. I am doing a study on refugee education in Chad for the World Bank.

Participation

I am asking if you want to participate in a focus group discussion. A focus group is a group interview with about 4-6 other [parents/teachers] at your school. I will ask you some questions about your experience working in your school. This activity will take up to 2 hours. I will be taking notes and if you are comfortable, I would like to record this focus group. If you agree, I will use the audio recording to complete my notes and then delete the recording.

Risk

There is no danger in doing a focus group with me. It has no impact on your job in anyway. If you don't want to participate or you do not want to answer a question, that's okay. You can say you don't want to answer a question, or you want to stop.

Benefits

I do not have anything to give you when we finish the focus group. It will help us understand the state of education at this school.

Confidentiality

Everything you share with us will not be told to anyone else. We will not talk about it with your school, nor with any other third party. We will share it with the research team, but they will only see the information without your name on it. We will not include your name in any reports or include any information in reports that could be traced back to you. If you are participating in a focus group, it is important to respect other people's privacy and not tell anyone else what we talked about today. All information will be stored safely on computers and thrown away (permanently deleted) when we finish our work.

Voluntary Participation

You can say no to being a part of this study. It is up to you. And if you say 'yes' now, you can change your mind later.

More Information

If you have any questions about this study you may contact Ms. Andrea Coombes at 202-403-6713.

If you have concerns or questions about your rights as a participant, contact AIR's Institutional Review Board at IRB@air.org, toll free at +1.202.403.5000, or by postal mail: AIR c/o IRB, 1400 Crystal Drive, 10th Floor, Arlington, VA 22202-3289

Informed Consent

If you have understood the information above and voluntarily agree to participate, please provide verbal consent by saying "I consent" aloud.

Facilitator: First, I'd like to learn a bit about your child's education.

Context

1. Please tell me your name and a bit about your experiences as teachers in this school.
 - a. How long have you been working as a teacher?
 - b. What grade(s) do you teach?
 - c. What type of training did you have for becoming a teacher?

Facilitator: Now, I would like to learn more about student access to education.

Access to Education

1. Do you think students in your community face barriers to accessing education?
 - a. If yes, what kinds of barriers do you think they face?
 - b. If yes, what do you think can be done to address these barriers to education that students face?

Do you think that boys and girls in your community face different barriers to accessing education?

- c. If yes, what kinds of barriers do you think girls face that boys do not face?
- d. If yes, what do you think can be done to address these barriers to education for girls?

Facilitator: Now, I would like to learn more about your school.

Quality of Education

1. What do you think are the biggest strengths of your school? Please describe.
What are the biggest challenges you face at your school? Please describe.
Do you think there are enough teachers at your school? Please describe.
Do you think your school has enough resources? Please describe.
 - a. If no, what resources is your school missing? (probe: infrastructure, latrines, books, etc.)

Teacher Training and Qualification

1. What types of training or information, if any, have you received specifically for managing refugee and internally displaced students into your classrooms? Please describe.

Is there any area in which you would like to receive more information or training? Please describe.

What are the biggest challenges that you, as a teacher, face in taking on refugee and internally displaced students in your classroom?

- a. Are the challenges different for these two groups?

Financing Education

1. Do you feel that you are adequately compensated for your work as a teacher? If not, why not?

Does your school receive financial support from any international or local organizations? If so, please tell me more about the type of financial support your school receives.

- a. If you could receive additional financial support, how would you use it? Please describe.

Inclusion

1. What do you think would make it easier to teach refugee and internally displaced students in school? Probe: training on a certain topic, behavior management, teacher groups, discussions with parents.

In your opinion, what are the biggest challenges for refugee and internally displaced students in your class? What about students who are originally from this community?

In what ways do you work on making sure that all students in the school feel included? Please describe.

What lessons would you communicate to other teachers about how to include refugee and internally displaced students in their schools? Please describe.

Conclusion

1. What recommendations do you have for how to improve education for all children in Chad?
Is there anything else you would like to add?

Thank participants for their time.

FOCUS GROUP DISCUSSION PROTOCOL: PARENTS

Introduction

Hello my name is....., and I am working for a company called Jesuit Refugee Services. I am doing a study on refugee education in Chad for the World Bank.

Participation

I am asking if you want to participate in a focus group discussion. A focus group is a group interview with about 4-6 other [parents/teachers] at your school. I will ask you some questions about your experience working in your school. This activity will take up to 2 hours. I will be taking notes and if you are comfortable, I would like to record this focus group. If you agree, I will use the audio recording to complete my notes and then delete the recording.

Risk

There is no danger in doing a focus group with me. It has no impact on your job in anyway. If you don't want to participate or you do not want to answer a question, that's okay. You can say you don't want to answer a question, or you want to stop.

Benefits

I do not have anything to give you when we finish the focus group. It will help us understand the state of education at this school.

Confidentiality

Everything you share with us will not be told to anyone else. We will not talk about it with your school, nor with any other third party. We will share it with the research team, but they will only see the information without your name on it. We will not include your name in any reports or include any information in reports that could be traced back to you. If you are participating in a focus group, it is important to respect other people's privacy and not tell anyone else what we talked about today. All information will be stored safely on computers and thrown away (permanently deleted) when we finish our work.

Voluntary Participation

You can say no to being a part of this study. It is up to you. And if you say 'yes' now, you can change your mind later.

More Information

If you have any questions about this study you may contact Ms. Andrea Coombes at 202-403-6713.

If you have concerns or questions about your rights as a participant, contact AIR's Institutional Review Board at IRB@air.org, toll free at +1.202.403.5000, or by postal mail: AIR c/o IRB, 1400 Crystal Drive, 10th Floor, Arlington, VA 22202-3289

PARTICIPANT VERBAL ASSENT FORM

Introduction

Hello my name is....., and I am a researcher SEI Consultores. I am here to learn about your experience in school.

Informed Consent

Do you understand what I have told you or have any questions?

Would you like to participate? If yes, please provide verbal consent by saying “I consent” aloud.

Note to Facilitator: Depending on the location, you will be conducting a focus group with a mix of parents from different backgrounds including refugees, IDPs, and local Chadians. For the purposes of this focus group, we consider refugees or IDPs to be students who are new to this school and community and local Chadians to be students who have been attending this school and living in this community for a while. Please keep track of which students are new to this school and which students have been attending this school for a while, so you can probe accordingly.

Facilitator: First, I'd like to learn a bit about you and your child's education.

Context

1. Please tell us a bit about yourself and where are you from originally.
How long have you lived in this community? Where did you live before coming here?
How many children do you have? How old are they?
Are all of your school-aged children enrolled in school? If not, why not?

What type of school do your school-aged children go to?

- a. Camp school?
- b. Private school?
- c. Community school?

For those enrolled in school, what grade(s) are they in?

Are you satisfied with education services your children are receiving? Why or why not?

Facilitator: Now, I would like to learn more about your experience accessing education for your child.

Access to Education

1. Do you think children in your community face challenges to accessing education?
 - a. If yes, what kinds of challenges do you think they face?
 - b. If yes, what do you think can be done to address these challenges that children face?

Do you think that boys and girls in your community face different barriers to accessing education?

- c. If yes, what kinds of barriers do you think girls face that boys do not face?
- d. If yes, what do you think can be done in your community to address these barriers to education for girls?

Facilitator: Now, I would like to learn more about your child's experience in school.

Quality of Education

1. Do you think there are enough teachers at your child's school? Why or why not?

Do you think your child's school has enough resources? Please describe.

a. If no, what resources is your school missing? (probe: infrastructure, latrines, books, etc.)

Are you satisfied with the quality of your child's education? Why or why not?

Have you met with your child's teacher before? If yes, what did you discuss?

Is there an active parent teacher association (PTA) here?

b. If yes, are you involved in the PTA?

i. If yes, what type of activities do you participate in through the PTA?

Teacher Training and qualification

1. To the best of your knowledge, are your children's teachers local teachers or are they also refugees?

Do you think your children's teachers are good teachers? Why or why not?

Financing Education

1. Do you contribute financially to your children's education? If yes, how much do you pay for their education?

Do any of your children receive financial support from any international or local organizations to attend school? If so, please tell me more about the type of financial support you receive.

a. Do you think the support is sufficient? Why or why not?

b. If you could change anything about the support you receive (other than the amount), what would it be?

Inclusion

1. Have you noticed that many new students have been joining this school in the past few years?

To the best of your knowledge, do your children interact regularly with the different types of children in their class (e.g. new students and students who have been attending this school for a while)?

a. If yes, are they friends with different types of children in class?

b. If yes, do your children interact with different types of children outside of class?

Conclusion

1. What has been the most challenging thing about sending your children to school?

What could be done better to improve education for your children?

Thank participants for their time.

FOCUS GROUP DISCUSSION PROTOCOL: PARENTS

Consent/Authorization form for Parents or Guardians on behalf of children

Note to Data Collector: This informed consent form is to be obtained before conducting KII with children.

PART I: INFORMATION SHEET

Introduction

Note: *You must read this entire consent form aloud exactly as written. After you have read this form to the child's parent or guardian, you must complete and sign the verification of consent form.*

Hello, my name is (data collector name). I work for a company called SEI Consultores. I am here to ask you and [child's name] to participate in a study so we can learn about education for refugees and migrants and the communities where they live in Colombia. Please let me tell you more about the study, and then you can tell me whether you give permission for your family and your child to participate.

We want to learn from children and use the information they provide us to guide us in the development of potential solutions to improve their educational experience.

We are asking if you give permission for your child, [child's name] to take part in the study.

The interview will take about 1- 1.5 hours and your child can take a break any time he or she wants. Your child can also decide to stop being in the study later if you want. There will be no consequences for you or your family if you decide that you do not want your child to be in this study.

Your family and your child will not get any special benefits from being in the study, but we hope that this study will help us learn how to improve education for children in the area. There are also no risks or harms to your child whether your child participates or does not participate in the study.

Your family's personal information and your child's personal information will never be shared with anyone in his/her school or in this community. We will never include your family's names or your child's name in any reports about this study. If you allow your information to be included in this study, we may also use that information for future research, but will never include your family's name.

Do you have any questions about the study or about what I have read to you?

Answer all of parent's/guardian's questions and make sure he/she has no further questions before asking whether or not consent is given.

If you have any questions about your rights as a study participant, I can provide you with contact information for the American Institutes for Research, and I will also leave this contact information in case you have questions later.

Contact Details

If you have questions about your rights as a research participant, or concerns or complaints about the research, you may contact:

Andrea Coombes
American Institutes for Research
1000 Thomas Jefferson St NW
+202-403-6713

OR

You may report any objections to the study, either orally or in writing to:

IRB Chair
American Institutes for Research
1000 Thomas Jefferson St NW
Email: irbadmin@air.org
(202) 403-5000

May I please have your permission for your child to be in this study?

Instructions to data collector: Complete the verification of consent form, indicating the full name of the parent/guardian, and whether he/she gives consent. If consent is not given, try to learn more about the parent's/guardian's concerns – you may be able to address them and still gain consent. If consent is not given, note the stated reason for refusal if possible. However, the parent/guardian should never be forced to provide a reason if he/she says no to the study.

Then sign and date the verification of consent form.

Form area with dashed lines for signature and date.

PART II: CERTIFICATE OF CONSENT

Certificate of Consent

The above document describing the benefits, risks and procedures to participate has been read and explained to me, the parent/guardian of the participant. I have been told that participation in this study is voluntary and that my child can withdraw at any time. I have been given an opportunity to ask any questions about the activity and my questions have been satisfactorily answered.

Printed Name of Participant

Signature or Thumbprint of Participant

Date

I certify that the purpose, benefits and possible risks associated with participation in this study have been explained to the parent or guardian of the participant.

Printed Name of Person Who Obtained Consent

Signature of Person Who Obtained Consent

Date

PARTICIPANT VERBAL ASSENT FORM

PART I: INFORMATION SHEET

Introduction

Hello my name is....., and I am a researcher with Jesuit Refugee Services. I am here to learn about your experience in school.

Participation

I would like to ask you to be part of a discussion with other students. I will ask the group questions about your experiences in school. The discussion will last an hour. I will be taking notes and if you are all comfortable, I would like to record this discussion. I will use the audio recording to fill in any gaps in my notes and then immediately delete the recording.

Risk

There is minimal risk associated with this study, no more than any day-to-day risks you may encounter. If any of the questions we ask are sensitive or make you uncomfortable, you do not have to answer them. The research is not evaluating you.

Benefits

You will not receive any personal benefits (monetary or other gift) by participating in this study. However, the information you provide will help us learn how to improve education in Colombia.

Confidentiality

You can speak openly and honestly in your responses. We will not include your name in any reports. All information will be stored securely on and will be deleted at the end of the project.

Voluntary Participation

Your participation in these data collection activities is completely voluntary. You may choose not to answer any questions or stop the interview at any time. Nothing bad will happen if you do not want to be in this study. You can decide to stop being in the study any time.

More Information

If you have any questions about this study you may contact Andi Coombes at +202-403-6713. If you have concerns or questions about your rights as a participant, contact AIR’s Institutional Review Board at IRB@air.org, toll free at 1-800-634-0797, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

Informed Consent

If you have understood the information above and voluntarily agree to participate, please provide verbal consent by saying “I consent” aloud.

PART II: CERTIFICATE OF ASSENT

Participant's Full Name: _____

May I please have your permission to be in this study?

If you check "yes," the study team will ask you questions about your school

If you check "no," you will not be in the study.

Remember, nothing bad will happen to you if you check "no."

Please check one:

Yes

No

Date

Printed Name of Person Who Obtained Consent



Note to Facilitator: Depending on the location, you will be conducting a focus group with a mix of students from different backgrounds including refugees, IDPs, and local Chadians. For the purposes of this focus group, we consider refugees or IDPs to be students who are new to this school and community and local Chadians to be students who have been attending this school and living in this community for a while. Please keep track of which students are new to this school and which students have been attending this school for a while, so you can probe accordingly.

Facilitator: First, I'd like to learn a bit about you.

Context

Please tell us your name, age, and how long you have been at this school.

- a.** Did you move here recently? If so, where did you live before?

What do you think are the best aspects of your school? Please describe.

What are the biggest challenges you face at your school? Please describe.

Do you think the challenges you have are different from [girls/boys'] challenges? How so?

What do you think about the number of students in your classroom? Please describe.

Facilitator: Now, I would like to learn more about your school experience.

Inclusion

Have you ever stopped going to school for a period of time? Please describe.

- b.** If so, how long were you out of school?

Have you faced any difficulties in being able to attend school in the past? Please explain.

- c.** If so, in which city did you encounter the challenges?

Have you noticed that many new students have been joining your school in the past few years?

- d.** If so, have you received any information from your school director or teachers about the new students joining your school? What kind of information? Please describe.

Are you friends with students who have been in this school for a while?

- e.** If so, what do you have in common with those students? If not, why not?

Are you friends with any of the new students?

- f.** If so, what do you have in common with the new students? If not, why not?

A series of horizontal dashed lines in light blue, serving as a template for handwritten responses to the questions above. The lines are arranged in a grid-like pattern, with some lines being longer than others, corresponding to the length of the questions they are intended to answer.

Have you had any issues with any students? Please explain.

What are the good things about your teacher? Please describe.

Is there any way you think your teacher could improve? Please describe.

Do your parents support you going to school?

g. Please tell me a bit about how they support you.

h. Do you wish you had more support from your parents? What kind of support?

Are there things teachers or other students could do to make this school better for you? Please describe.

What do you plan to do after you finish school?

Conclusion

How would you improve your school if you were the principal or a teacher?

Is there anything else you would like to add?

Thank participants for their time.

A series of horizontal dashed lines representing a form for writing responses. The lines are arranged in a grid-like pattern, with four lines on the left side and four lines on the right side, each line consisting of several segments.

ANNEX E. ETHICAL APPROVAL

NOTIFICATION OF AIR'S INSTITUTIONAL REVIEW BOARD APPROVAL

Attachments:

- Exemption Verified for the Amendment to B&P# 88655 - Forced Displacement and Education: Building the Evidence for What Works, Chad Case Study.pdf



AIR IRB

Amendment Exemption Notification

To: Yasmina Haddad
From: IRB Administrator
Subject: B&P# 88655
Date: 09/02/2021

The amendment to **Forced Displacement and Education: Building the Evidence for What Works, Chad Case Study** has been verified as exempt by Chris Paek on 09/02/2021.

On the basis of this review, the IRB has determined that the activity, as described in the materials submitted, does not meet the definition of research provided in 45 CFR §46.102(i). The purpose of the activity is to examine factors affecting the inclusion of displaced populations into Chad's national education systems. Case studies will focus on addressing key gaps identified in previous work. The activity is not a systematic inquiry designed for the development of generalizable knowledge. Therefore, the activity is not research involving human participants, and IRB oversight does not apply.

Thank you,

Erin Wallace Morrison
IRB Administrator

Please be reminded that all projects must undergo IRB review before initiating any recruitment or data collection/analyses. Material changes to project activities also must undergo review via the Amendments tab.

