

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Chad

Early Childhood Care and Education (ECCE) programmes

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Geneva, (Switzerland)

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CHAD

Early Childhood Care and Education (ECCE) programmes

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS), the compulsory education age range is 6 to 11 years.

1. ISCED 0 PROGRAMMES (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programmes:

Pre-school education.

1.2. Normative age group(s) covered by ISCED 0 programmes:

3-5 years.

1.3. ISCED 0 programmes: statistics and indicators (source: UIS)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	87.6	2003/2004
Net enrolment ratio	64.0	2003/2004
Percentage of children entering primary education with previous preschool experience	<u>Not available</u>	

Source: UNICEF

1.3.2. *Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):* Not available

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7

UIS estimate. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

1.3.3. *Teachers:*

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
18,510	9.5	38	80	20

1.3.4. *Funding:* Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. *Main source(s) of financing:*

Government: 14% of the national budget;
 Parents' Associations (APE): CFA F2,893,852,267;
 NGOs: CFA F191,959,950;
 other sources: CFA F110,782,540.

2. OTHER ECCE PROGRAMMES *(Generally preceding ISCED 0 programmes)*

2.1. National definition of other ECCE programmes:

Not available

2.2. Normative age group(s) covered by other ECCE programmes:

Not available

2.3. Estimate number of children covered by other ECCE programmes:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMMES (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

Order 863/PR/MASCF/95 regulating the supervision of early childhood education in Chad.

3.2. Official body/bodies in charge of supervision or coordination:

The Basic Education Division of the Ministry of Education has been given the task of putting in place, monitoring and regulating the basic education policy; organizing teacher supervision and the administration of public primary schools; helping to identify needs, draw up initial and continuing teacher training plans and prepare basic teaching and learning programmes; and working with the other government department involved (Ministry for Women, Childhood and Social Affairs) on curriculum development, on teacher training and on the supervision of pre-school education.

The Childhood Division of the Ministry for Social Action and the Family has the task of supervising early childhood education through pre-school education in public and private kindergartens and in community nurseries for three to five year-olds, thus ensuring a smooth transition between the home and the school system.

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Not available

3.4. Type of personnel involved:

Pre-school teachers must have undergone training as kindergarten teachers, social workers or qualified community play leaders.

3.5. Type of staff training (requirements):

Initial training, continuing training; sandwich courses for community play leaders.

3.6. Recent national policies and reforms:

1. National Action Plan for Education For All (NAP/EFA);
2. National Policy for Integrated Early Childhood Development, currently being adopted;
3. Education (General Provisions) Bill, currently being adopted.

3.7. Efforts targeted at vulnerable or disadvantaged children:

The Rural and Periurban Community Education Centres (CECR/U)
Community Nurseries

3.8. Special projects/programmes aiming at expanding or improving ECCE:

Integrated Early Childhood Development Project
Project for the establishment of community nurseries

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programmes

3.9.1. Objectives and aims:

Not available

3.9.2. Learning areas and teaching-learning methods:

Pre-school education is organized to ensure that the psychomotor, cognitive, emotional and aesthetic areas are covered.

Educational methods: practical methods

3.9.3. Average number of hours per week and average amount of weeks per year:

35 hours per week, 1,000 hours per year

3.10. Any other relevant and pertinent information

So far as pre-school education is concerned, only a few children aged from 36 to 59 months attend any organized early childhood education programme, usually a kindergarten or community childcare centre providing organized learning activities. These programmes are attended by only 0.8% of children. In terms of gender, 1.0% were boys and 0.6% were girls (in 2000).

Disparities in terms of place of residence show that: 2.4% of 3-5 year-olds in N'Djamena and the other towns attend pre-school programmes, while only 0.4% in rural areas do so. In terms of the mothers' level of education, 4.7% of children whose mothers have secondary or higher education are enrolled in pre-school programmes. (Source: Ministry for Economic Promotion and Development: Multi-Indicator Cluster Survey, Full Report, January 2001.)

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	Yes	20,000
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes	
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	Yes	
As component of adolescent, livelihood or literacy programmes	No	
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	No	
Other (please specify)		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Yes, covering 2,000 3 to 5 year-olds, 1,400 of them girls, from rural or periurban communities whose parents are poor farmers or herders. The parents themselves make arrangements to have premises and two play leaders from the local community for an average of 40 children, although there are more than 100 children in some centres. UNICEF provides support in the form of facilities, teaching materials and play materials, parenting education for parents and training of play leaders in supervisory skills and in game- and toy-making techniques. There are 28 such centres.

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

Not available

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

A policy is currently being adopted.

[Data revised and additional details supplied by UNICEF, December 2005.]