World TVET Database Chad

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Abbreviations

- **APICED**: Agency for the Promotion of Community Education Initiatives (*l’Agence pour la Promotion des Initiatives Communautaires en Education*)
- **BEP**: Certificate of Vocational Education (*Brevet d’Études Professionnelles*)
- **BEPC**: Education certificate of the first cycle (*Brevet d’études du premier cycle*)
- **BT**: Technician Certificate (*Brevet de Technicien*)
- **CE**: Elementary Class
- **CEPE**: Elementary school certificate (*Certificat d’études primaires élémentaires*)
- **CFTP**: Technical and vocational training centres (*centres de formation technique et professionnelle*)
- **CM**: Middle Class
- **CP**: Preparatory Class
- **DEST**: Directorate for Secondary technical Education (*Direction de l’Enseignement Secondaire Technique*)
- **DGEF**: Directorate for Education and Training (*Direction Générale de l’Enseignement et de la Formation*)
- **DREN**: Regional Delegations for National Education (*Délégations Régionales de l’Education Nationale*)
- **EBNF**: Basic Non-Formal Education (*l’Éducation de Base Non Formelle*)
- **EFE**: Education - Training - Employment (*Education - Formation - Emploi*)
- **EFTP**: l’Enseignement et la Formation Technique et Professionnelle
- **ISSED**: Specialised Institutes for Education (*Institutes Supérieur des Sciences de l’Education*)
- **LPST**: Bachelor of Vocational Education (*Licence Professionnelle*)
- **MA**: Ministry of Agriculture (*Ministère de l’Agriculture*)
- **MDICA**: Ministry of Industry, Commerce, and Crafts (*Ministère de l’Industrie, du Commerce et de l’Artisanat*)
- **MEN**: Ministry of National Education (*Ministère de l’Education Nationale*)
- **MESFP**: Ministry of Secondary Education and Vocational Training (*Ministère des Enseignements Secondaires et des Formations Professionnelles*)
- **MFPTPEM**: Ministry for Public Functions, Employment and Modernisation (*Ministère de la Fonction Publique, du Travail, de la Promotion de l’Emploi et de la Modernisation*)
- **MPST**: Master of Vocational Education (*Maitrise Professionnelle*)
- **PAEF**: Support Programme for Education and Training (*Programme d’Appui à l’Education et à la Formation*)
- **PAN/ETP**: National Plan for Education for All (*Plan d’Action de l’Education pour Tous*)
- **PARSET**: Support Programme for the Education Sector (*Programme d’Appui à la Réforme du Secteur de l’Education au Tchad*)
Chad

Population: 14,037,000 (2015)
Youth population¹: 2,841,000 (2015)
Median population age: 16.0 (2015)
Annual population growth (2010–2015)²:

1. TVET mission, strategy and legislation

TVET mission

Technical and vocational educational and training (TVET) is known in Chad as l’Enseignement et la Formation Technique et Professionnelle (EFTP) and its mission is to ensure that students are prepared for social and professional integration and to create awareness of national and African identity.

TVET strategy

The promotion of TVET programmes are supported by a number of documents as follows:

- The National Plan for Education for All (Plan d’Action de l’Education pour Tous) (PAN/ETP) (2002–2015) and the Support Programme for the Education Sector (Programme d’Appui à la Réforme du Secteur de l’Education au Tchad) (PARSET) (2003–2015). Both documents focus on improving vulnerable groups’ access to education and TVET. They aim to: (1) improve the quality of education by developing programmes and policies, and improving the quality of teaching; and (2) reinforce administrative capacities by underlining the need to decentralise the education system.

- The Strategy for Growth and the Reduction of Poverty: 2008–2011 (Document de Stratégie de Croissance et de Réduction de la Pauvreté: 2008–2011) aimed to tackle socio-economic issues such as poverty and particularly set out a number of TVET related objectives and strategies to accomplish this aim such as: (1) orient tertiary education and TVET programmes to the needs of the labour market; (2) construct 42 apprenticeship centres and 5 TVET centres; and (3) link TVET to employment and increase TVET enrolment, especially among vulnerable groups and girls.

- The Education – Training – Employment (Education – Formation – Emploi) (EFE) (1993) strategy aimed to, amongst others: (1) improve human resources by improving the education and training system, with particular emphasis on basic education, technical education and vocational training; and (2) promote girls’ education with special efforts towards deprived areas.

¹ Population aged 14–25
² All statistics compiled from the United Nation’s Population Division’s World Population Prospects, the 2015 Revision (http://esa.un.org/unpd/wpp/DVD/)

Compiled by UNESCO–UNEVOC (http://www.unevoc.unesco.org/)
In order to accomplish these aims the strategy established the Support Programme for Education and Training (Programme d'Appui à l'Education et à la Formation) (PAEF) which aimed to improve equal access to the education system and the quality of education programmes. The strategy has also established the national fund for Vocational Training (Fonds National d'Appui à la Formation Professionnelle) with the aim to financially support TVET programmes.

**TVET legislation**

- Law n°016/RP/2006 institutionalises the Chad education system and guarantees all citizens the right to all forms of education, including TVET.

- Law n°23/PR/2002 establishes the Agency for the Promotion of Community Education Initiatives (l'Agence pour la Promotion des Initiatives Communautaires en Education) (APICED), an organisation funded by Chad and the World Bank and in charge of financing formal and non-formal TVET programmes.

- Decree n°406 (2000) delineates the organisation and implementation of TVET programmes in Chad.

**Sources:**


2. TVET formal, non-formal and informal systems

After completion of six years of primary and four years of post-primary education (in total ten years of basic education), students proceed to a secondary education that completes thirteen years of schooling.

**Formal TVET system**

TVET programmes are offered to students at the secondary education level by: (1) technical and vocational training centres (*centres de formation technique et professionnelle*) (CFTP), (2) technical and vocational education colleges (*collèges d’enseignement technique*) and (3) technical and vocational high schools. Admission criteria to the TVET institutions are as follows:

- CFTP admit students who are at least fifteen years old and have a BEPC;
CETP admit students who are have a BEPC or any equivalent qualification; and
The technical and vocational high schools admit students who are have a BEPC or any equivalent qualification.

TVET programmes at the tertiary level are offered by universities, specialised institutes (grande écoles), or centres. Tertiary TVET programmes are open to holders of a Baccalaureate, or an equivalent secondary education level certification.

Non-formal and informal TVET systems

Non-formal TVET is provided by various stakeholders. For example the:

- Ministry of Rural Development (Ministère du Développement Rural) provides education and training through structures adapted to the rural regions.
- Ministry for Public Functions, Employment and Modernisation (Ministère de la Fonction Publique, du Travail, de la Promotion de l'Emploi et de la Modernisation) (MFPTPEM) provides TVET in vocational education centres; and
- Ministry of Agriculture (Ministère de l’Agriculture) (MA) also provides TVET in vocational education centres.

In addition non-governmental organisations (NGOs) also provide education and training; the Catholic Relief for Development (Secours Catholique pour le Développement) (SECADEV) helps with adult literacy and training in training centres.

According to the National Development Plan (Plan Nationale de Développement) 2013-2015, the informal sector in urban areas represents around 70 per cent of employment and business. Despite the significant size of the informal sector, informal TVET systems are not documented.

Sources:

3. Governance and financing

Governance

The Ministry of National Education (Ministère de l’Éducation Nationale) (MEN) is responsible for the development and implementation of TVET related policies, structures and programmes. Other ministries involved in TVET governance and non-formal TVET programmes include:

- The Ministry for Public Functions, Employment and Modernisation (Ministère de la fonction Publique, du Travail, de la Promotion de l’Emploi et de la Modernisation) (MFPTPEM);
- The Ministry of Agriculture (Ministère de l’Agriculture) (MA); and
The TVET system in Chad is decentralised. Regional Delegations for National Education (Délégations Régionales de l’Éducation Nationale) (DREN) are responsible for the implementation of TVET policies, and for the development of TVET programmes on the regional level. There are twenty-two regions in Chad, and secondary schools in each region are under the supervision of the respective regional delegation.

**Financing**

TVET programmes are financed by a number of stakeholders. These include the State, the private sector and international actors. State financing can be categorised as follows:

- Finance from the relevant ministries; and
- Funds such as the National fund for Vocational Training (Fonds National d’Appui à la Formation Professionnelle).

Private sources of finance can be categorised into those by private sector companies, and Parents Associations financing. The French Development Agency (Agence Française de Développement) is an example of an international organisation cooperating in the field of TVET.

**Sources:**


4. **TVET teachers and trainers**

The training of TVET teachers and trainers is the responsibility of the Ministry of Higher Education, of Research, and of Vocational Training (Ministère de l’Enseignement Supérieur et de la Recherche Scientifique). Programmes are taught at Specialised Institutes for Education (Instituts Supérieur des Sciences de l’Éducation (ISSED)).

**Sources:**


5. **Qualifications and Qualifications Frameworks**

**Secondary vocational education**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical and vocational training centres</td>
<td>2 years</td>
<td>Final Technical and Vocational Education Diploma (Diplôme de Fin de Formation Technique et Professionnelle)</td>
</tr>
<tr>
<td>(centres de formation technique et professionnelle) (CFTP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical and vocational education colleges</td>
<td>2 years</td>
<td>Certificate of Vocational Education (Brevet d’Études Professionnelles) (BEP)</td>
</tr>
<tr>
<td>(collèges d’enseignement technique)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical and vocational high</td>
<td>3 years</td>
<td>Baccalaureate, Technical</td>
</tr>
</tbody>
</table>
schools | Baccalaureate, or Technician Certificate (Brevet de Technicien) (BT)

### Post-secondary vocational education

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>4 years</td>
<td>Vocational Bachelor’s (Licence Professionnelle) (LPST)</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1-2 years</td>
<td>Vocational Master’s (Maitrise Professionnelle) (MPST)</td>
</tr>
</tbody>
</table>

### Quality assurance

The Ministry of Secondary Education and Vocational Training (Ministère des Enseignements Secondaires et des Formations Professionnelles) (MESFP) and the Ministry of National Education (Ministère de l’Éducation Nationale) (MEN) are responsible for the quality of TVET programmes at the national level. Particularly MESFP has a number of sub-entities, as follows:

- Inspectorate General (Inspection Générale) is in charge of inspecting and controlling the MESFP services; and
- Directorate for secondary technical education (Direction de l’Enseignement Secondaire Technique) is responsible for the quality of TVET programmes.

The Regional Delegations for National Education (Délégations Régionales de l’Education Nationale) (DREN) are responsible for TVET quality on the regional level. Particularly the:

- National Education Inspection Departments (Inspections Départementales de l’Éducation Nationale) are in charge of TVET at the department level; and
- Educational Inspectorates (Inspections Pédagogiques) are in charge of TVET at the sub-prefecture level.

### Sources:

### 6. Current reforms, major projects and challenges

#### Current reforms and major projects

The Interim Strategy for Education and Literacy (Stratégie Intérimaire pour l’Education et l’Alphabétisation) 2013-2015 highlights the need to orient students through the education system. Specifically in response to student drop outs, the strategy introduces basic non-formal education (l’Éducation de Base Non Formelle) (EBNF) as a form of basic education. Amongst others, EBNF enables children between nine and fourteen to have access to TVET programmes and apprenticeships.
The National Development Plan (*Plan Nationale de Développement*) 2013-2015 aims to improve access to education, the quality of education, and the management and administration of education. Specifically in relation to TVET the Plan initiates a construction project to build new academic and vocational institutions.

A National Interim Strategy for Technical Education and Vocational Training (*Stratégie Interimaire pour l'Enseignement Technique et la Formation Professionnelle*) has been developed and at the time of compiling this report, the strategy is awaiting validation in the government.

**Challenges**

According to the National Development Plan (*Plan Nationale de Développement*) 2013-2015, TVET in Chad faces the following challenges:

- To link TVET programmes to the labour market. For instance although the majority of unemployed people have significant levels of education and qualifications, they have no vocational skills;
- To establish a youth-job training programme to improve youth employability, and to create businesses;
- To improve TVET programmes. Interviewed staff considered TVET as an issue that needs more attention.

**Sources:**


**7. Links to UNEVOC centres and TVET institutions**

**UNEVOC Centres**

- Institute of Sciences and Technology of Abeche

**TVET Institutions**

- Ministry of Secondary Education and Vocational Training
- National Fund for Vocational Training

**8. References and further reading**

**References**


