



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Inclusion of refugee teachers in the Chadian national education system

2. Country or countries where the practice is implemented *

Chad

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

UNHCR, Chadian Ministry of Education and education authorities, Jesuit Refugee Service (JRS), ACRA, Chad Red Cross.

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Equity, Inclusion, Policy, Refugees, Teachers, Training, Curriculum, Education in Emergencies, Livelihoods, Cohesion.

6. What makes it a best practice? *

Inclusion and immediate training of newly arrived refugee teachers in refugee camp schools, enabling these teachers to immediately teach the Chadian curriculum to refugee children. Inclusion of refugee teachers in national teacher training centres, allowing them to obtain recognition and certification of their skills. Support for the empowerment of refugee teachers and the resilience of the education system.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

For many years, Chad has been a country of refuge for thousands of people fleeing conflict and persecution in neighbouring countries. Chad currently hosts around 580,000 refugees, mainly from Sudan and the Central African Republic, but also from Nigeria, and more recently from Cameroon.

The Chadian government's commitment to refugee education in Chad makes it a pioneer and a reference in refugee education in the region. This commitment has materialised in numerous concrete actions taken since 2014 to support the inclusion of refugees in the national education system (more details in section 10).

However, the education situation in Chad for all children, national and refugee, remains very precarious. The economic crisis that the country has been experiencing since 2016 has had a significant impact on school enrolment, particularly due to the closure of schools because of the suspension of subsidy payments to community teachers. A study on the situation of out-of-school children, carried out in 2016 by the Ministry of Education and UNICEF, showed that about 1 in 2 children of primary school age were not in school, i.e. about 1.2 million children aged 6 to 11. The main reasons for non-enrolment are, among others, the lack of resources to cover the cost of schooling, the lack of infrastructure and the lack of qualified teachers (precarious working conditions, lack of resources to cover salaries, high percentage of community teachers, etc.). The primary school completion rate is particularly low and in 2016 stood at 45.5%, mainly due to repetition and dropouts.

At the beginning of the 2021-2022 school year, 92,891 refugee children were enrolled in school in Chad, from pre-school to secondary, and 1,845 teachers were working in camp schools. Less than 1/3 of them are national teachers and only half of those working in primary schools are qualified teachers. Most of these teachers are paid by UNHCR and its partners. With the regular influx of new refugees into the country, the issue of teachers to ensure the education of refugee children is becoming increasingly important. It is in this context that the Ministry of Education, UNHCR and its partners have undertaken a number of actions to promote and support the inclusion of refugee teachers in the national education system, in order to contribute to the quality and resilience of the education system while allowing them to regain financial autonomy and contribute to social cohesion.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The objective of the Chad Refugee Education Strategy, developed by UNHCR and the Ministry of Education, is to reach 80% of qualified teachers in primary and 100% in secondary schools by 2030.

Since the inclusion of camp schools in the national education system (and even before the 2014 curriculum transition), UNHCR, the Ministry of Education, and their partners have been working together to provide in-service and skills training for refugee teachers. Thanks to a partnership started in 2012 with the National School for Bilingual Teachers, in Abeche and Doba, over 700 refugee teachers have obtained their Certificat Elementaire de Fin d'Etudes Normales (CEFEN) after completing a two-year teacher training course offered during the summer months while continuing to teach during the academic year. In-service training started since 2014 when newcomers were directly included in the national system.

In addition, the Team-Teaching project implemented by JRS since 2016 has enabled refugee secondary school teachers from eight refugee camps to benefit from coaching sessions by qualified Chadian teachers. Throughout the year, in-service training sessions are also organised with local education authorities to enable all teachers to build their capacity.

Furthermore, since 2020, Sudanese refugee secondary school teachers have been involved in the organisation and marking of the national Baccalaureate exams. This initiative has further improved the inclusion of refugee teachers in the national education system. Collaboration between Chadian and refugee teachers during the correction of exams allowed an exchange of pedagogical practices and a better knowledge of the system. A refugee teacher who took part in the process said: "We were neither Sudanese nor refugees, but teachers in charge of correcting the copies of candidates for one of the most important national exams".

This dynamic of inclusion also applies to newcomers to Chad. In the event of a new influx of refugees, as was recently the case with more than 40,000 Cameroonian refugees who arrived in Chad at the end of 2021 following violent inter-community conflicts in northern Cameroon, UNHCR's response aims at ensuring that refugee children return to school within three months of their arrival. One of UNHCR's first actions is therefore to ensure the availability of trained teachers to enable refugee children to continue their learning, while increasing the capacity of the national system. To this end, refugee teachers are the main resource available. In collaboration with the Ministry of Education, UNHCR Chad and its partner JRS organised the training of over 60 Cameroonian primary school teachers on the Chadian curriculum in early 2022. As a result of this training, these teachers will be able to teach the Chadian curriculum to refugee and host community children in new and existing local schools in the host areas, thus facilitating their rapid inclusion in the national system. Thanks to the Chadian government's inclusion policy, refugee teachers are given the tools to integrate into local schools and help refugee students transition to the national curriculum. In addition, this action allows refugee teachers to quickly become financially self-sufficient and to help support their community.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Chad boasts one of the most promising examples for professional pathways for teachers. Refugee teachers now have opportunities to become fully certified by the Chadian education authorities and to work in public schools in Chad.

This practice was identified as transformative for two main reasons. The first is that it is a pioneering approach in the region in terms of inclusive education policy, considering not only the inclusion of refugee children in the national education system, but also refugee teachers, from the moment of their arrival on Chadian territory. The second is that it allows a concrete and tangible improvement in the quality of education for refugee learners in Chad. For instance, the partnership with the national teacher training institute has already helped to increase the number of qualified primary school teachers in refugee camps from less than 20% in 2014 to 50% in 2021.

The same dynamic exists for Central African refugees in the south of the country as well as for Cameroonian refugees who have recently arrived in the N'Djamena region, thus showing the replicability and relevance of this approach.

In addition, active advocacy by UNHCR and its partners over the past several years has led to the inclusion of all community teachers, both refugee and national, teaching in refugee camps and host villages, in the national database of the Ministry of Education.

By recognising the significant contribution that refugee teachers can make to the provision of education not only for refugees but also for national learners, and by providing them with appropriate support in terms of professional development, certification and supervision, Chad is taking a major step forward and exemplifying the fact that full and effective inclusion is not only about allowing refugee children to attend school in their host country. It also recognises that refugee teachers have the power to contribute to the resilience not only of their communities but also of the education system in their asylum country by contributing not only to the education of refugee children but also to their effective integration, as well as to the peaceful coexistence and social cohesion in the host country.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The central element underlying the dynamics of refugee teacher inclusion in Chad is the government's commitment to refugee education, which has materialised in numerous policy actions over the past decade (starting in 2012): the 2014 recommendation of integrating refugees into the national education system and national education sector plans; the participation in the 2016 New York Summit on refugees and migrants, where Chad committed to offering education to young refugees on the same footing as Chadians; the accession in 2018 to the Comprehensive Refugee Response Framework (CRRF); and the formalization and inclusion in national education system, since 2018, of nearly 120 schools in refugee camps and reception sites. More recently, in 2019, Chad committed at the Global Refugee Forum to strengthen the process of integrating refugees into all levels of the education system through their inclusion in the national education law, the continued assignment of Chadian teachers to camp schools, and the takeover of the management of all camp schools formalised by the state. Finally, the Chad Refugee Education Strategy 2030, developed by UNHCR and the Ministry of Education in close collaboration with the various stakeholders involved, including refugee communities, has set clear objectives for the next 10 years to continue to improve the process of including refugees in the national education system.

As explained above, the practice of training and including refugee teachers has already shown positive results in significantly increasing the proportion of qualified teachers in camp schools and strengthening their sense of belonging to the host country teaching community.

Despite these promising policies and practices on certification and equivalency, refugee teachers in Chad express concerns about the compensation structures in place for refugees, which continue to be based on incentives rather than salary scales commensurate with certification. UNHCR has recently increased the amount of the incentive pay for teachers and started offering cash incentives for training activities in an effort to motivate teachers to pursue the training and to remain in the profession.

The fact that more than 80% of the costs of refugee teachers are borne by UNHCR and its partners also limits the scope of these initiatives and poses a significant risk of unsustainability of these policies. While the Chadian case is an encouraging example for other countries, particularly those facing teacher shortages, of promising practices for training, certifying, and demonstrating the benefits that stem from the contributions that refugee teachers can make to national education systems, it also highlights the complexity of putting in place a policy for funding refugee education as a whole that is predictable and sustainable and does not rely solely on emergency funding.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

In response to refugee influxes, host country education systems are forced to use whatever learning resources are readily available. In such contexts, refugee teachers are a key resource, and it is essential to support them as they have the potential and most often an incredible will to contribute to the education of children in their community - and in the host community - to support their integration. In this sense, the practice of Chad is to be valued and encouraged for the recognition and support it gives to refugee teachers.

All initiatives aimed at improving the inclusion of refugee teachers in asylum countries education systems are therefore to be encouraged. This inclusion must consider the following aspects: recognition of qualifications and certifications of refugee teachers; inclusion in national training initiatives and ongoing in-service support according to their needs including pathways to lead to professional qualifications; hiring criteria/processes that facilitate rapid deployment of teachers at scale in refugee-hosting communities; predictable, reliable and sustainable financing for teacher salaries and incentives.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

- UNHCR Chad Refugee Education Strategy: <https://data.unhcr.org/fr/documents/details/83328>
- UNHCR Chad Video (Training of refugee teachers):
<https://twitter.com/UnhcrTchad/status/1502669967338225671>
- UNHCR Newsflash "12 refugee teachers from high schools in eastern camps participate for the first time in the correction of the 2020 baccalaureate in N'Djamena":
<https://reliefweb.int/report/chad/tchad-12-enseignants-r-fugis-des-lyc-es-des-camps-de-l-est-participant-pour-la-premi-re>
- UNHCR Chad Education Dashboard 2021/22:
<https://data.unhcr.org/fr/documents/details/90914>