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REPUBLIC OF CHAD
UNITY-WORK-PROGRESS
MINISTRY OF NATIONAL EDUCATION AND CIVIC PROMOTION

DATA MUST SPEAK

Unpacking Factors Influencing School Performance in Chad

Executive Summary

Chad's education system faces many challenges. These include high dropout rates and low primary school completion rates, gender inequalities in access to education, and poor material and supervisory conditions. To meet these challenges, the Government of Chad has put in place a number of policies, including the National Education Contingency Plan, the National Policy for School Feeding, Nutrition and Health, and the National Policy for Textbooks and Teaching Materials, as well as strategies such as the National Strategy for Water, Sanitation and Hygiene in Schools. The Interim Plan for Education in Chad (PIET 2018–2022), which was revised in 2021 (PIET 2, 2021–2024) pending the development of a 10-year plan, aims to make the education system more efficient and effective.

Chad has requested support from the United Nations Children's Fund (UNICEF) to develop the Data Must Speak (DMS) initiative, with a view to holding education system managers accountable and to strengthening community participation by implementing and ensuring the sustainable use of feedback and monitoring processes and tools at the school level. Coordinated by the UNICEF Innocenti – Global Office of Research and Foresight, the DMS initiative in Chad started researching positive deviant schools, adopting a co-creation approach. This involves establishing advisory and technical teams at the national level, composed of key actors in the Chadian education system. The first stage of the DMS research in Chad – the outcomes of which are presented in this report – involved mobilizing, merging and analysing educational administrative data to identify the contextual factors and resources that influence school performance in Chad, with a particular focus on student promotion rates. The report presents the results of the analysis of Education Management Information System (EMIS) data collected in primary schools from 2017 to 2022.

Factors affecting school performance were modelled, using students' rate of promotion to the next grade as the main performance indicator and taking into account the repetition and dropout rates calculated from EMIS data. This modelling revealed insights that provide interesting areas for further exploration when developing education policies in Chad.

The main findings include:

Nationally, girls are less likely than boys to access school and be promoted to the next grade. However, the promotion rate for girls is higher in schools that have more female teachers. Therefore, while just 17.7 per cent of students enrolled in public and community schools are taught by a female teacher, the difference in the promotion rate for girls and boys would be reduced by a third if 50 per cent of teachers were women. Increasing the number of female teachers, particularly in rural areas (where they account for 8.5 per cent of the teaching body), would therefore likely be a measure to promote equal opportunities for girls and boys.

The distance from students' homes to school is negatively associated with their promotion rate: each additional kilometre means a one-percentage-point drop in the promotion rate. Establishing schools in areas without any schools remains crucial to giving all Chadian children the opportunity to access and succeed at school.

Schools with trained teachers[1] tend to have better student promotion rates (+2.5 percentage points). In public and community schools, providing training for all level 0 community teachers (untrained with less than one year's experience) and level 1 community teachers (one year's experience and 45 days' training), could increase the promotion rate in these schools by 0.9 percentage points.

Textbooks are positively associated with the promotion rate: a student with a reading textbook and a mathematics textbook is 3.3 percentage points more likely to be promoted to the next grade than another student in the same situation, but with neither textbook. Despite a 34-per cent improvement in the textbook-student ratio over the last five years, the number of textbooks remains insufficient at 0.43 French textbooks and 0.35 mathematics textbooks per student. If every student had both a reading and a mathematics textbook, the promotion rate in public and community schools could increase by 2.5 percentage points.

Larger class sizes are associated with lower student promotion rates. There has been an upward trend in class sizes in recent years (from 77.1 students in 2017/18 to 83.4 in 2021/22). Nevertheless, reducing the average class size by 10 students could increase the promotion rate in public and community schools by 1.2 percentage points.

The shortage of teachers and classrooms means that schools resort to the multigrade system. **However, this system seems to benefit students, with multigrade classes in public and community schools achieving promotion rates of 4.7 percentage points higher than single-grade classes.**

Making teacher distribution less random, so that no school has a pupil-teacher ratio of over 90, would boost the promotion rate by 2.1 percentage points and reduce inequalities between regions. Currently, 25 per cent of students attend classes of 103 or more.

Investing in better schooling conditions improves promotion rates. Student promotion rates are higher in schools that have a canteen providing school meals, access to water, fencing around the perimeter and sufficient seats for learners.

[1] In Chadian primary schools, primary school teachers and level 2 community teachers are considered to be trained teachers. Level 0 and level 1 teachers are considered untrained due to their lack of teaching experience and low level of initial training. See **Appendix 6** for further details on teacher categories, recruitment and training.

Lastly, facilitating and supporting community participation in school life helps improve student promotion. For example, having mothers' associations, parents' associations or school management committees is associated with better student promotion rates.

Extensive analysis of administrative data in the field of education has also revealed that more data may be needed, particularly on teachers and head teachers. Therefore, **strengthening EMIS data collection by including more information on teachers and head teachers, as well as student admissions, could enable more in-depth analyses to be carried out in the coming years.**

This first stage of the DMS research in Chad allowed us to introduce the education system and to prepare for the second stage of the research, which involves identifying positive deviant schools based on data. These efforts will be supplemented with the collection of quantitative and qualitative data on positive deviant practices and behaviours observed in a sample of schools, with a view to comparing them with other average schools in the third stage of the research. The final stage of the research will identify levers for scaling up the good behaviours and practices identified in positive deviant schools in Chad.

Stage 4 of the DMS research will further these recommendations with a view to scaling up positive deviant practices and behaviours as part of a concrete plan developed in collaboration with the Ministry of Primary, Secondary, Technical and Artisanal Education.