

الشعبية والاساطير بان الاساطير
في منساعة الفخار ويعيشون على الزراعة وتربية المواشي
وصيد السمك وصيد الحيوانات البرية وكانوا يكيشون
في مدن عصرية زراعية وموتاهة في نوابت وتوضع
الجثث في تلك الجبلين في ريفين امة

Education in Eastern Chad

Needs and Opportunities for Refugees and Host Communities

More than half a million people have crossed into Eastern Chad in only six months, fleeing widespread violence in Darfur. Among this population, over half of the refugees from Sudan are school-aged children.

Background

Chad hosts 52.7% of Sudanese refugees, including over 270,000 children (UNHCR, November 2023). Among Sudanese, approximately 90% of school-aged children (6 to 17 years) have previously attended school in Sudan (NRC Education Survey, October 2023). In Chad, younger children are unable to continue engagement in basic education to solidify foundational literacy and numeracy, which would be **immediately protective**. For adolescents and youth without support, displacement could mean the end of their education pathways without transition into meaningful, dignified income-generating activities, representing a **loss of capacity** that could otherwise strengthen the resilience of refugee households and contribute to local economies.

Both refugee and host community children and youth are unable to realise their right to education and are missing the opportunity to develop foundational skills. Additionally, out-of-school children are highly vulnerable to economic exploitation, child marriage, early pregnancy, and recruitment into armed groups. In the department of Assoungha, where refugees are concentrated, **local education services are already overstretched and are only accessible in urban centres**. With up

to 130 children observed per class in schools with no water for drinking or hygiene purposes, makeshift classrooms built from flimsy materials, and staffed with an insufficient teaching workforce, there is no capacity for absorption of Sudanese children into existing schools or the extension of education to rural areas. Provision of basic services in refugee camps is rudimentary and does not cover needs for all. Currently, **education services in camps and informal settlements are almost non-existent**.

Systems Strengthening Opportunities

Significant numbers of qualified, experienced Sudanese teachers and education administrators are present among the displaced population. With no language barriers between Arabic-speaking Sudanese refugees and the local Chadian host communities, inclusion of these teachers in education services targeting both refugee and host community learners would immediately strengthen local education systems. Further, establishing protective, quality education services for children and youth in camps in rural areas would extend the provision of education to local learners and offer **opportunities for improved social cohesion between host communities and refugees**.

Stretching to Breaking Point

The UN now estimates that **one in every three people in eastern Chad is a refugee**. While host communities have been largely hospitable towards displaced Sudanese, Chad ranks at the bottom of most human development indicators and **1.9 million people in eastern Chad were already in need of humanitarian assistance**. Acute malnutrition in host communities is nearly 14%, a rate almost parallel with recent arrivals, and across Chad fewer than one in two children have access to safe drinking water (UNICEF, 2023).

With no signs of improvement in Darfur, new arrivals are continuing daily, and **the refugee population is expected to reach at least 600,000 by the end of the year**. Scarcity of resources is the primary cause of community violence in Chad, with access to services, economic resources, and land the key pressure points (OCHA, 2021).

Education Key Figures

In October, NRC collected education data from teachers and households in Metche Camp.

- Qualified, experienced teachers and education administrators are present among displaced Sudanese. **83% of identified teachers hold tertiary qualifications**.
- Teachers indicated that **building classrooms, supplying stationery, and training teachers to support children to recover from trauma** are the highest needs.
- Lack of schools is by far the primary access barrier for education. Approximately **80% of school-aged children in the camp will immediately attend school if one is available**.
- When out of school, **children are vulnerable to theft and banditry, sexual abuse** (especially for girls), and **kidnapping or recruitment into armed groups** (especially for boys).

- Parents and caregivers indicate that the **presence of stationery and textbooks** and the **quality of teaching** are the most important aspects of education.
- Many **parents and caregivers cannot identify measures they are taking to support children to recover from trauma**. Those who could indicated storytelling as a critical activity.
- **Safe, social spaces for children and youth in the camps are limited**. Most children and young people are using outdoor spaces with no protective barriers to play and socialise.
- Around **three in four households are open to immediate integration with Chadian children** in schools and classrooms.

Access to safe, quality education is of key importance to learners, caregivers, and teachers. During surveys, respondents shared that “there is no life without education” and that integrating Chadian and Sudanese learners in classes together will “create the fabric of the new past.”

Recommendations

Provide inclusive, quality basic education for primary school-aged children to deliver immediate protection and ensure foundational development.

Provide flexible, relevant learning opportunities for adolescents and youth which include secondary-level education and skills-based training.

Integrate refugee and host community learners in education services to ensure the right to education for all and build social cohesion between communities.

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