



BRIEFING NOTES

Human Capital, Employment and Social Protection

Assessment

Chad is a country located in Central Africa with a land area of 1 284 000 km². It has about 13 million inhabitants (2015) with an annual growth rate of 3.5 percent. Women and men account for 50.7 percent and 49.3 percent of the total population respectively (RGPH 2, 2009). The Chadian population is mostly rural (78 percent).

One of the key components of human capital, health, remains a major challenge for Chad considering all the assessments made and policies implemented in this sector. In fact, assessments have shown that maternal health indicators (860 maternal deaths per 100 000 live births) and child mortality (133 per thousand in 2014 according to DHS-MICS, 2014-2015) have failed to achieve the Millennium Development Goals (MDGs). Conversely, initiatives like the introduction of free emergency care and the rehabilitation of health centres helped to increase health coverage from 70.1 percent in 2005 to 80 percent in 2013 (Health Statistics Directory, 2012-2013).

With regard to disease control, emphasis has been laid on access to preventive and curative care to reduce morbidity and mortality. In order to fight malaria, the leading cause of death in Chad, the use of long-lasting insecticide-treated bed nets (LLIN) has been promoted. According to DHS-MICS, 57.1 percent of households use insecticide-treated nets (ITNs) though malaria has not been eradicated.

For **nutrition**, DHS-MICS 2014-2015 results revealed chronic levels of malnutrition considered severe in 14 out of 23 regions, with the prevalence rate ranging between 40.1 percent and 63.9 percent. Surveys indicate that the percentage of under-weight children under five dropped to 29 percent in 2015 from 30.3 percent in 2010. Meanwhile, the proportion of children suffering from stunted growth increased from 38.7 percent to 40 percent between 2010 and 2015.

Lastly, the emaciation rate, for its part, dropped from 15.7 percent in 2010 to 13 percent in 2015. These indicators on nutritional status that have been virtually stable over time, indicate that mainstreaming children under five in particular in health development, nutritional and social protection policies remains a major challenge in Chad. Public Health facilities include 1451 health centres, 1161 of which are in operation and 122 district hospitals of which 79 are in functional. In the **Education** sector, the school-age population represents 33 percent of the total (RGPH 2, 2009). In the past decade, the number of enrolments increased at all levels of education, at an average annual rate ranging between 8 percent and 12 percent. The net enrolment rate in primary school increased from 1.5

Host population and refugees during health consultation in the Lake region



The gross enrolment rate in primary school increased from 58.9 percent to around 95.1 percent between 2000 and 2015. The main challenge is keeping students, especially girls, in the school system but also improving the quality of education. In middle school, the gross enrolment rate increased from 16 percent to 29 percent (18.6 percent for girls) between 2001 and 2013. However, this rate remains low when compared to that in 20 comparable countries (52 percent). In secondary

school, the net school enrolment rate increased from 7.2 percent in 2000 to 30 percent in 2013. The secondary school enrolment rate remains below the average (27 percent) in the 20 Sub-Saharan African countries. The gross access rate rose from 10 percent to 13 percent between 2004 and 2013.

As for disparities and equity in primary and secondary schools, it appears that fewer girls than boys enrol in schools (an 11 point difference in 2014) and girls also drop out of the school system early, further increasing the gender inequality. School enrolment disparities are also reflected in household income (31 point difference between the rich and the poor) and location (23 point difference between the urban and rural areas).

The enrolment rate for Technical and Vocational Education and Training (TVET) is estimated at 1.5 percent. There were 356 approved training institutions in 2013. In the same year, the TVET system enrolled 6 761 students; 843 in technical colleges and 5 918 in technical schools (industrial and commercial). About 56 percent of children in the TVET system in 2013 came from the richest 20 percent of families. In the literacy sub-sector, the number of learners registered in literacy centres rose from 142 227 in 2010 to 203 319 in 2014. Since 2014, Chad has had a Minimum Literacy Programme and a fund to develop literacy and informal basic education. The literacy rate among people over age 15, estimated at 38.2 percent in 2013 (47.4 percent for men compared to 29.1 percent for women), is one of the lowest in Africa.

Chad had 100 higher education institutions in 2014, 20 of which were public (7 public institutions in 2000-2001). 48 000 students, 16 percent of whom were girls, attended those schools. General higher education accounts for 82 percent compared to 18 percent for technical and vocational training. Generally speaking, the programmes are not professional and are out-of-step with the job market.

The major challenge with social **protection** is reducing social inequities and disparities by focusing on gender. Accordingly, the National Social Protection Strategy adopted in 2015, takes into account the needs of vulnerable people. Law No. 07/PR/PM/2007 of 9 May 2007 on the protection of persons with disabilities was adopted and enacted, but the implementing decree has not yet been signed.

Gender are at the centre of development policy discussions. Actions have been taken to prevent and fight gender violence by civil society organizations, international NGOs and development partners. Though there is a downward trend in the incidence of female circumcision, the prevalence rate still remains high (38.4 percent, Chad DHS-MICS, 2014-2015).

Though there is insufficient reliable data on the **labour market** in Chad, analyses point to a huge human resource potential. The working age population increased from 3 676 307 in 2003 (ECOSIT2) to 5 800 000 in 2012. Every year, many working-age youth enter the job market. To tailor the labour demand to job market needs, the Government and its partners have made efforts to promote vocational training and learning.

According to ECOSIT3 results, the unemployment rate is 22 percent and generally affects the 15-30 age group, with a high proportion of youth in a vulnerable situation. The unemployment rate is estimated at 35 percent of the employed labour force. Job vacancies recorded by the National Employment Promotion Office (ONAPE) in 2012 revealed that 67.7 percent came from oil companies.

Youth make up 32 percent of the population (RGPH 2, 2009). The Government's objective for youth is to step up efforts for their socio-economic integration and develop sports and recreational activities for them. For instance, the National Youth Advisory Council (CNCJ) was set up in 1996 based on the consultation platform for associations and youth groups and the national youth charter adopted in 2007.

Lastly, in the **town planning and housing** sectors, N'Djamena has since 2008 had an urban development framework document for 2020. More than 69 percent of households do not have toilets and relieve themselves in the open. Barely one out of two households (48.6 percent) has access to drinking water and housing needs, estimated in 1999 at 21 000 housing units per year,

are hardly met. One of the characteristics of housing in Chad is that most houses are constructed through self financing.

Several measures have been taken to improve human capital in Chad. In the health sector, two national health policies (1998-2005 and 2007-2015) were adopted by the Government.

In the area of legislation, some new laws were adopted: Law No. 006/PR/2002 of 15 April 2002 on the promotion of health and reproduction and Law No. 019/PR/2007 of 15 November 2007 on HIV/AIDS/STI control and the protection of people living with HIV. On strategy, Chad has for a number of years now taken the following promising actions with the support of development partners:

Free care provided for mothers and children;

Continuity of care through a referral system that includes access to ambulance services throughout the country;

Effective notification of maternal deaths and their review;

Integrated Management of Childhood Illnesses (IMCI) ;

Setting up of a functional system for the prevention, diagnosis and care of child malnutrition;

Improving vaccination by making available vaccines and inputs;

Introducing a Specialisation Diploma (DES) in Gynecology and Obstetrics in 2014, in Pediatrics and General Surgery in 2015 at the University of N'Djamena;

Renovating 10 health centres in N'Djamena (supplies, equipment and trained personnel) now offering quality maternal and neonatal care 24/7;

Updating training programmes for midwives tailored to international standards (WHO/BMI);

Setting up an accreditation system for training and regulating the midwifery profession;

Creating five laboratories for functional competencies in schools;

Building the pedagogic and clinical training capacities for internships by training dozens of teachers.

In the education sector, the Interim Strategy for Education and Literacy for the period 2013 – 2015 was adopted and extended in 2016. Thanks to the implementation of 10 of the 27 actions recorded in the Priority Action Plan (PAP) of the 2013-2015 NDP, there was an increase in the gross primary school enrolment rate (105.1 percent in 2012-2013 to 106.9 percent in 2013-2014).

Besides, there has been a net improvement in school coverage thanks to an increase in training opportunities. Hence, during the 2013-2015 period, 2967 new classrooms were constructed throughout the entire national territory and 4998 teachers were trained in 2015 alone (NDP Report, 2015).

In higher education, the capacity of university training institutions was increased:

- Buildings were constructed in the universities of Moundou, Mongo, Toukra and Biltine, the CNAR paleontology room, the Bongor ENS media library;
- ONECS was equipped;
- IUSTA and ENS N'Djaména were renovated.

In a bid to quantitatively and qualitatively improve the skills of the teaching staff, a fund was set up for teacher trainers (CONCOFOR). Thanks to the fund, it was possible to grant 271 doctoral

scholarships, 85 master's scholarships, 49 post doctoral fellowships, 17 laboratory equipment scholarships and organize 8 field missions during the 2013 – 2014 school year. Lastly, 121 teachers and 35 workers were recruited during the same period. This increase in opportunities was reflected in the increase in student numbers, more than 48 000. In spite of this growth, the student ratio per inhabitant is 349 per 100 000 inhabitants compared to 706 students in comparable countries.

Regarding legislation, several major instruments have been adopted. These are instruments creating doctoral schools and transforming the National Research Support Centre into the National Development Research Centre.

Lastly, professional training has been revived mainly through the professional training support project lodged at the National Fund for the Support of Occupational Training (FONAP) and the "LMD" system applied in all higher education and research institutions.

In the area of town planning and housing, the Government of Chad, with the support of financial and technical partners (UNDP and UN-Habitat notably) in July 2004 launched an extensive development programme with the ultimate goal of providing basic infrastructure and decent housing to the population. Implementation of the various phases of the programme has helped to achieve the following results:

- Start of preparation of the blueprint for the cities of N'Djamena and Djarmaya;
- Creation of the Land and Real Estate Development Corporation;
- Creation of the Housing Bank.



Strategic guidelines

The Government of the Republic of Chad understands that the country's development depends largely on mobilising and developing human capital. To mobilise and develop human capital, the 2017-2021 NDP, through its 4th goal, aims to set up a living environment conducive for the development of the Chadian people, while preserving natural resources and adapting to climate change. This goal is structured under two sub-goals, namely: (i) a healthy environment where natural resources are preserved and (ii) an enabling environment for improving well-being. These two sub-goals have thirteen outcomes: (i) Land use is planned (ii) Drainage and sanitation system is improved, access to drinking water is improved and decent housing is promoted; (iii) Natural resources are properly managed; (iv) Children and school age youth are attending schools providing high standard quality teaching; (v) Technical and professional education is improved; (vi) The quality of higher education and scientific research is improved; (vii) the population can read, write

and calculate; (viii) the youth is fulfilled and enjoying sports and leisure infrastructures; (ix) the working age population has access to decent jobs; (x) The health system is improved; (xi) Access by the population particularly women, teenagers and children to quality health services is improved; (xii) The nutritional status of the population particularly women and children is improved; (xiii) The demographic transition is underway and the demographic benefits are beginning to be felt.

Funding human capital is estimated to cost one trillion five hundred and three billion fifty eight million eight hundred and forty six thousand CFA Francs (CFAF 1 503 058 846 000). The breakdown by outcome is presented in the table below.

Strategies / Actions	Cost (in CFAF)	Proportion (as a % of total cost)
Strengthened health system	35 698 424 000	2.4
Greater and better quality health services	435 594 382 000	29.0
Improved nutritional status of the population particularly women and children	43 443 140 000	2.9
Access to decent housing for the population`* SDFG ++-	91 235 000 000	6.1
Working population has access to decent jobs	163 427 940 000	10.9
People can read, write and calculate	17 110 974 000	1.1
Quality of the higher education system and scientific research is improved	162 516 000 000	10.8
Technical and professional education is improved	109 399 311 000	7.3
School-age children and youth attend schools offering high quality education that meets standards	329 974 022 000	22.0
Youth is fulfilled and enjoying sports and leisure facilities	114 659 653 000	7.6
Total cost	1 503 058 846 000	100.0

-+