

# The Education System in Mandoul in Chad: Between Poverty and the 2014 Reform

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## ABSTRACT

If education is a factor of sustainable socio-economic development, the reform of the education system of a country like Chad where poverty affects almost 50% of households appears as the motor of the machine of the "well-being of the populations" among which 75.6% live in rural areas. As a result, the geographic region of Mandoul is not the rest because it has a poverty rate of over 26%, which makes it a province of extreme poverty. Despite repeated reforms, this southern part of the country with enormous economic potential is lagging behind in terms of education with a low literacy rate for those aged 15 and over (40.3%). This is why it was chosen for this study. The objective is to measure the impact of the 2014 reform on the quality of school infrastructure and the recruitment of qualified teachers and the improvement in the quality of education provided for by this reform. The realization of this study focused on documentary research and a survey of key actors in the education system. The results showed that seven years after the reform, the results of its implementation remain mixed and its impact remains barely visible, especially in rural areas. Indeed, some public establishments around major urban centers have closed their doors due to precarious working conditions and the lack of teachers. This situation has caused, on the one hand, the creation of community colleges in rural areas and, on the other hand, the influx of students to the commune of Koumra, a major center of human attraction in the area. This category of students, living alone or with a tutor, finds it difficult to integrate and adapt to the new life far from their parents. Difficulties related to food, accommodation and school fees force learners to anticipate holidays for field work in order to ensure their school survival.

**Keywords:** Chad, education, Mandoul, reform.

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## I. INTRODUCTION

Education and training are part of the links in the chain of sustainable development advocated by the Sustainable Development Goals (SDGs). It is in this perspective that the Chadian government has made this sector one of its priorities to reduce poverty which, according to ECOSIT3 (Ministry of Finance, 2013), affects 48.5% of households in Chad. And according to ECOSIT4 (INSEED, 2018), the level of poverty is linked to the level of education of the head of household: the higher the level of education of the head, the better the standard of living of the household. Thus, at the national level, the poverty rate of households headed by heads of households with the primary level is higher (53.0%) as well as that of households without level (42.3%) against 9.5% among households headed by a higher level. According to the same sources, this rate is 41.4% in households headed by heads with the second cycle of basic education and 37.5% in households headed by heads of secondary level. This is why education appears to be an important factor in socio-economic and cultural development and therefore a factor in improving the living conditions of households (Chang G-C. et Radi M., 2002). But in 2012, the Chadian education system was struggling and the quality of education reached the level most sanctioned by a low success rate in the baccalaureate (8.71%). It is in this context that Law 16 of 2006 was adopted to revitalize the entire Chadian education system. The fundamental question that arises seven years after the implementation of this reform is the following: what are the impacts of the 2014 reform on middle school education, which constitutes the second stage that adolescents must obligatorily cross to reach secondary school? From this question arise the following questions:

*What are the actions carried out within the framework of the 2014 reform to make middle school education in rural areas effective?*

*What is the consequence of the closure of general education colleges on the access of the school-age population in rural areas to middle school education?*

This study aims to measure the impact of the 2014 education system reform on the second cycle of basic education in Mandoul. Thus, the analysis of the impact of this reform on secondary education

constitutes the essential point on which our study will focus insofar as, according to the principles of the reform, this cycle is sanctioned by the Brevet d'Etude Fondamental, a diploma which marks the end of the cycle. This opens the doors to secondary education and already allows holders who wish to make a career by entering a vocational school, a shortcut to earning a living quickly.

Several hypotheses have been put forward, the main one being: the lack of qualified teachers and the poor quality of education in rural areas has led to the closure of colleges located around the capitals of the departments of Mandoul. This research hypothesis is supported by secondary hypotheses:

*H<sub>1</sub>: The 2014 reform did not improve the quality of school infrastructure in rural areas, maintaining precarious learning and working conditions.*

*H<sub>2</sub>: The creation of community colleges by the APEs is a consequence of the non-achievement of the objectives of the 2014 reform in terms of reception structures.*

## II. METHODOLOGY

### A. Presentation of the Study Area

The choice of the province of Mandoul as the study area is not a coincidence in the sense that it belongs to the "useful Chad" of the southern strip of the country where 91% of the population lives in rural areas and 84.95 % of schools located there. And this "rural education system" left behind by the government is experiencing enormous difficulties, especially in terms of reception facilities and qualified teachers. In this province, the problem of equitable access to Education For All (EFA) remains significant, thus aggravating the phenomenon of herdsmen and the rural exodus of adolescents outside the school system, despite the 2014 reform. Phenomenon affects almost all three departments of geographical Mandoul namely Bahr Sara, Eastern Mandoul and Western Mandoul.

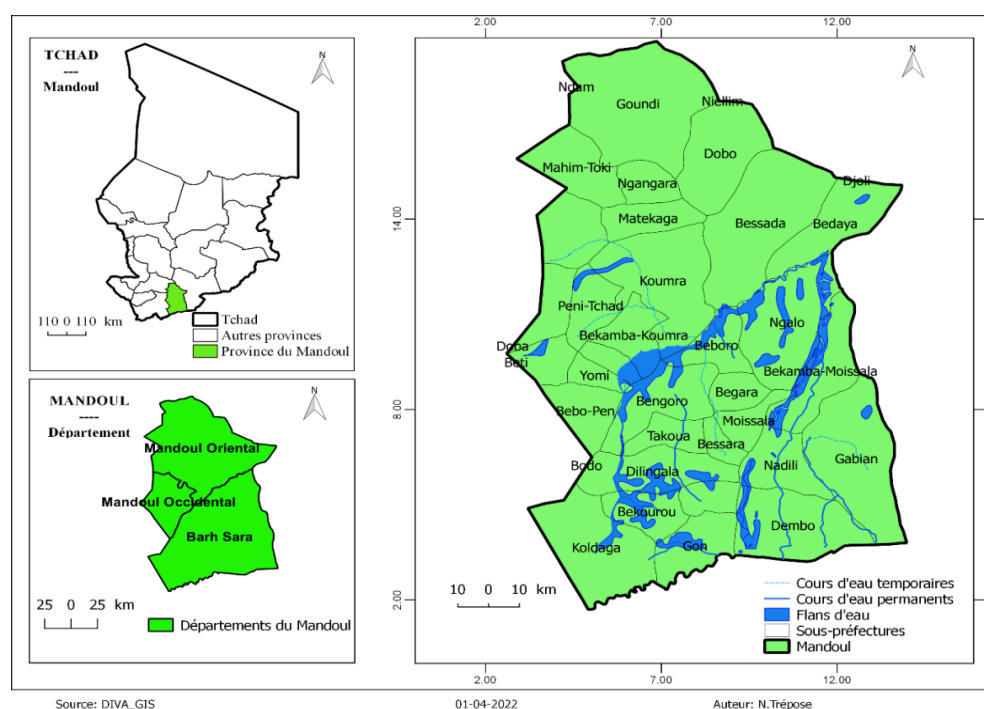


Fig. 1. Location of the study area.

Located in the southern part of the country between 8° 54' 36" North latitude and between 17° 33' 00" East longitude, the Mandoul region presents a landscape of low plateaus (koro), large basins and valleys. The region covers an area of 177,227 km<sup>2</sup> on which live 637,086 inhabitants, i.e. 36 inhabitants per square kilometer, including 328,415 women according to the second General Population and Housing Census (RGPH2) of 2009. 91% of this population lives in rural areas. According to ECOSIT4 (INSEED, 2018), this population has reached 882,115 inhabitants, of which 52.2% are women.

Enjoying a Sudano-Guinean type climate with a humid tropical regime, it records an average annual rainfall between 800 to 1200 mm per year, the southern end of the region records the highest rainfall. There are leached tropical ferruginous soils in the relatively poor exposed areas, but also deep clayey-sandy soils (5 to 10 m) in the lowlands suitable for rice cultivation and market gardening.

On the plant level, the province of Mandoul is the domain of wooded to grassy savannah very suitable for the breeding of small ruminants. There are areas dotted with a few large trees which generally constitute the bush to be deforested to cultivable land.

Hydrographically, the province is crossed by two large rivers full of fish, the Mandoul River from which the province takes its name and the Barh Sara. During periods of flooding (July-late October), the waters of these rivers overflow and cause floods that engulf the fields, damage schools and force people to move.

On the educational level, the Regional Delegation of National Education and Civic Promotion (DRENPC) of Mandoul, created on May 30, 2007, was renamed Regional Delegation for Education and Youth (DREJ) of Mandoul in 2017 before to become the Mandoul Provincial Delegation for Education and Youth (DPEJ) with the coming of the 4th Republic. Today, seven years after the reform, Mandoul has a total of 132 General Education Colleges (CEG), including 100 operational for the 2020-2021 school year according to the DRENPC report. The impact of the reform on the CEGs is the focal point of our analyses.

### B. Data Collection and Processing

The methodological approach used is both quantitative and qualitative. The first consists in the collection of primary data on the basis of a structured questionnaire which was administered to the key people targeted by the study. The second focused on group discussions, interviews and direct observation in the school structures of the study area in order to appreciate the different components involved in the Chadian education system, rural development in order to establish the interdependence between them and the reform, and to draw the conclusions.

Secondary data was provided by the literature review on the issue, personalized interviews with MENPC resource persons, MENPC statistical reports and yearbooks, reports from the Provincial Delegation for Education and Youth (DPEJ ) Mandoul, UNESCO, ECOSIT2,3 and 4 and World Bank reports on education and the rural world.

Data analysis is done using descriptive statistics and frequencies thanks to SPSS software and EXCEL software which allowed us to produce tables, figures and graphs allowing us to assess the results and changes made by the reform on middle school education in Mandoul. This analysis was supported by data collected during a survey carried out in February and March 2021 as part of our thesis. It was conducted in the capitals of the three departments of Mandoul and the surrounding villages.

Data relating to infrastructure and equipment, teachers in charge of courses by profile and status, school performance produced by DPENPC reports and the National Statistics Yearbooks of the Ministry of National Education and Civic Promotion were used to Analyses. For these results, three categories of respondents were clearly targeted for the surveys: authorities in charge of education and their partners, administrative staff, teachers, parents of pupils and pupils. Thus, field surveys were conducted with a sample of 472 people. See Table I for their distribution.

TABLE I: SAMPLE SUMMARY	
Target	Number
Teachers	330
Departmentalinspectors	3
Pedagogicalinspectors	9
Directors/Principals/Censors	100
Parents of pupils/students	30
Total	472

The study sample was drawn up according to Gauss's statistical law by applying 30% to the targets in the region to have the sample covered by the survey.

Based on semi-structured interviews with the people targeted, a random choice was made to identify our interlocutors. During the survey, we noted that some establishments in surrounding and distant villages were closed for lack of reception facilities and qualified teachers, resulting in the displacement of students to urban centers and that some rural communities had to create schools and community colleges to meet the educational demand of their locality.

The survey took into account a few elements, namely the dynamics of schools since 2014 and that of the 2020-2021 school year, the academic future of students who have finished the fundamental cycle in this extremely poor province according to ECOSIT4 (INSEED, 2018) and the fate of the school-age population who did not have access to middle school education.

## III. RESULTS

It emerges from the interviews and group discussions with the parents of pupils and the pupils themselves that the question of access to medium-sized establishments is resolved thanks to a community awareness of the inability of the State to satisfy the school demand which is increasing rapidly in the face of a young population which is growing at an exponential rate. By reforming the education system,

although the objectives have not really been achieved, the government has opened the door to a renaissance of basic education in this southern part of the country thanks to community establishments. This rebirth has a double advantage: the proximity of students to their places of learning, the reduction of the risks of perversion and delinquency of adolescents who evolve under parental authority and supervision. But the closure of public colleges in some localities is reversing this trend, causing the displacement of students forcing some parents to other additional expenses related to the education of children such as accommodation, transport and food.

#### A. Impacts of the Reform on Reception Structures and Equipment in CEGs

Having become the second cycle of basic education, middle education has benefited from the spin-offs in terms of the reception structure. In accordance with the founding texts of Education For All (EFA), taking into account the diversity of societies is fundamental for an effective and relevant education system. Thus, the Chadian State, for a decade, considers the Associations of Parents of Students (APE) as actors and not as "consumers" of educational services. Parents are now at the heart of the development of school education, especially in rural areas where they are full partners, strongly involved in the creation of community and private schools, individually or collectively. This is why today in Mandoul, the creation of an educational establishment is not only a matter of State to give life and meaning to the EFA policy advocated by the international community, but it is also a social affair. The social institutionalization of education gives another dimension to school which is no longer perceived as a means of access to a job in the public service but rather as an asset for better success in life whatever the situation. activity that the learner finally performs. It is in this perspective that, over the past seven years, public colleges have become more established everywhere to absorb young people coming out of the many primary schools created by politicians or ordinary citizens in order to achieve the SDGs in education. Today, there are 142 general education colleges (CEG) in Mandul, of which 32 (27.5%) have not been functioning as of the date of the study, i.e. a total of 116 functional CEGs. But in 2014-2015, the province had only 96. So, we note an increase of twenty points. The table below shows, of course, a fairly slow growth of CEGs by status, but the most important thing is that the machine for the institutional socialization of national education has been launched. Mandoulese rural communities have now understood that the interest of education goes beyond the public service as a tool for opening up to the world of self-employment.

TABLE II: EVOLUTION OF CEGs BY STATUS FROM 2014 TO 2021 (SOURCE: MENPC, 2021)

Years	Frequency				Percentage		
	Public school	Community school	Private school	Total	Public school	Community school	Private school
2014–2015	79	6	11	96	82.29%	6.25%	11.46%
2015–2016	83	8	12	103	80.58%	7.77%	11.65%
2016–2017	82	11	12	105	78.10%	10.48%	11.43%
2017–2018	64	9	14	87	73.56%	10.34%	16.09%
2018–2019	65	11	15	91	71.43%	12.09%	16.48%
2019–2020	79	8	28	115	68.70%	6.96%	24.35%
2020–2021	79	13	24	116	68.10%	11.21%	20.69%

From elementary to college, community establishments play a key role in the education of young people even if in middle school, public colleges represent 68.10% followed by private ones with 20.69%. The low proportion of community colleges (11.21%) is due to the management and support of staff, which requires substantial material and financial resources. However, these means often exceed the capacity of the Parents' Associations (APE). And where the rub is that the State does not really consider these EPAs as partners with whom we must work to achieve the SDGs in terms of education for all. The virtual absence of a real partnership between these parent-teacher organizations is one of the reasons which led to the closure of around thirty CEGs according to the 2020-2021 year-end report of the Provincial Delegation. of Education and Civic Promotion of Mandoul (DPENPCM). This situation affects much more rural areas where a total of 68.97% of colleges are located according to the same source. Fig. 1 below shows the fairly constant quantitative evolution of CEGs created in urban centers, unlike those in rural areas, which grew rapidly before being halted by the economic crisis that the country experienced due to the fall in the price of a barrel of oil from 2014. Nevertheless their proportion in rural areas still remains quite high according to Fig. 2 on which it can be seen that on average more than 60% of CEG are in rural areas.

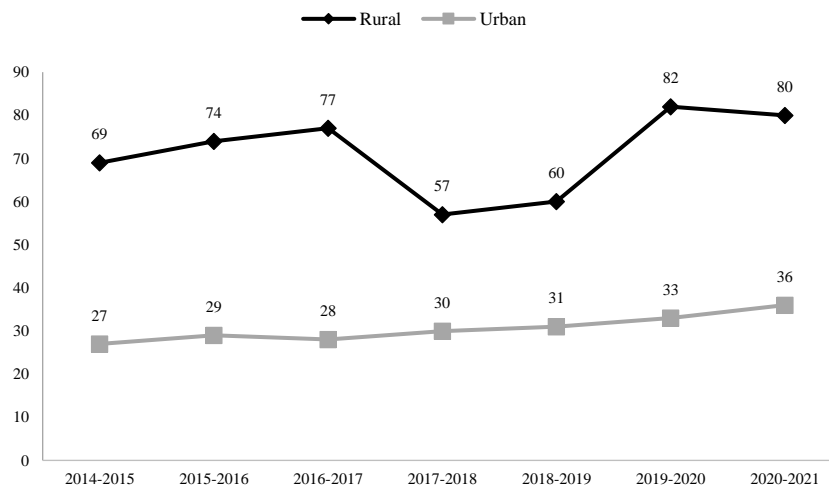


Fig. 1. Evolution of CEGs between 2014–2021 (Source: MENPC, 2021).

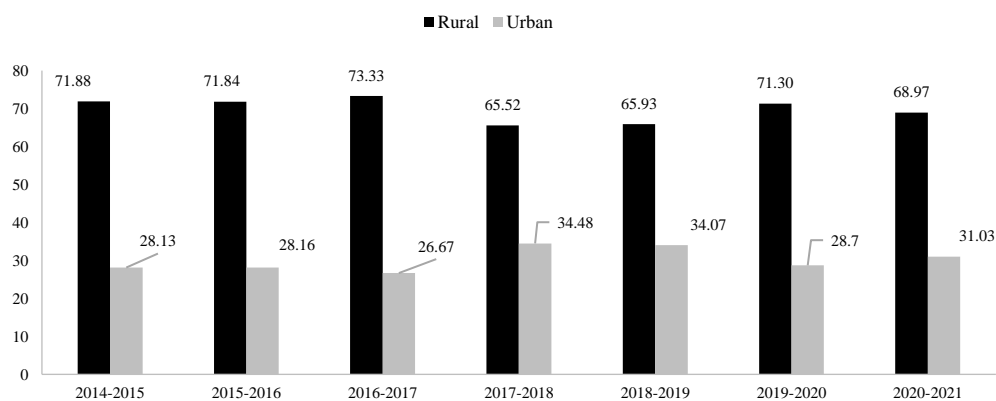


Fig. 2. Proportions of CEGs by the environment type (Source: MENPC, 2021).

Fig. 1 and Fig. 2 sufficiently show that young people in rural areas have the same chance of finishing basic education as those in towns, even if the learning conditions are not the same. Because these establishments, whatever their status, welcome young people who have completed the primary cycle. In addition, the quantitative increase in educational divisions which accompanied that of reception structures marks the effort made each year to meet demand. Supply has increased from 478 divisions in 2014-2015 to 519 in 2020–2021, an increase of 41 points in less than ten years. This progress is significant even if the results of ECOSIT4 of 2017–2018 (INSEED, 2018) show that there are 21.1% of non-schoolers among the school-age population (11–15 years) in Mandoul. It is these young people outside the school system who massively leave the villages each year, without the least qualification, for fortuitous work in the capital and the east of the country.

The creation of a new college or the construction of a new classroom is a further step towards socio-economic development insofar as due to its position and its natural resources, the Mandoul just needs literate young people who use their crisis material to make their economic activities more productive (agriculture, livestock, fishing, market gardening) and more profitable (e.g., trade, community pharmacy, butchery). Fig. 3 shows that the actors involved in the geographical Mandoul education system not only create colleges to make middle school education more accessible, but they also oversee the entire cycle so that it is sufficiently complete. This strategy makes it possible to bring schools closer to learners. As a result, parents send their children less and less out of their place of residence in search of knowledge and knowledge because the school is closer to the people.

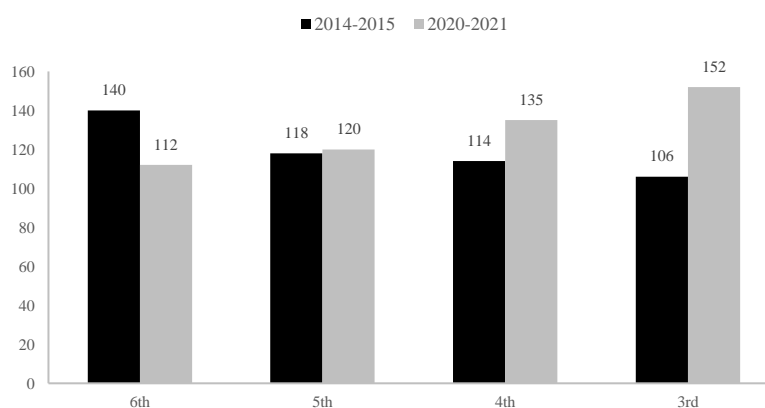


Fig. 3. Proportions of pedagogical divisions by level (Source: DRENPC, 2021).

To this end, it appears from the graph that the pedagogical divisions gradually increase from sixth to third. This educational policy, which consists in creating more divisions at each level of educational level, has several advantages, namely increasing the reception capacity of CEGs, keeping adolescents in their environment and place of residence or their establishment of origin and finally offering them the possibility of finishing the second cycle of the fundamental (Charlot & Glasman, 1998). At the end of this cycle, they can leave with the first diploma, the Fundamental Study Certificate (BEF) which already opens the doors to them to enter a vocational school or which makes them enlightened citizens who can make themselves useful by actively participating in the socio-economic and cultural development of their community. Indeed, many studies have shown that there are strong correlations between the level of education, that is to say the number of years of study, and variables such as reproductive health, family well-being, agricultural productivity, income or production management, internal and external migration, etc. In Chad, the results of COSIT 3 and 4 have revealed the very specific impact of education on the life of each educated person, i.e. there is a whole set of relationships of interdependence between this individual and the variables that accompany his economic and social life. Thus, the educated are more likely to do better what ensures their survival and therefore the fact that they are educated allows them to integrate a higher social category regardless of the environment. It is an undeniable fact that education in this global village is a very significant factor in sustainable development, whether economic, social, cultural and political.

But the great difficulty for the time being at the level of middle education lies in the quality of the infrastructures where 43% of the school buildings are in secko. This large proportion of rooms made of straw plays a huge role, as is also the case in primary school, on the duration of the school year, which hardly exceeds five months because of late start to school and early vacations (Ndoutorlengar, 2012).

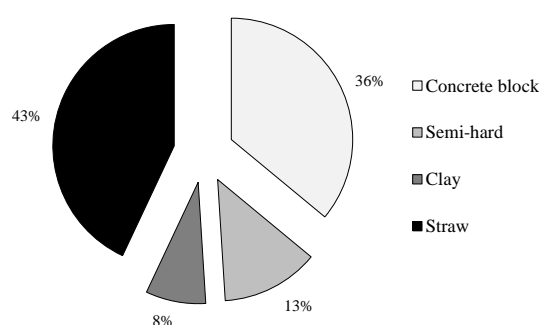


Fig. 4. Distribution of the buildings by construction types (Source: DRENPC, 2021).





Fig. 5. Images of different classrooms from the rural areas (Source: First author's archive).

The causes of late start of school and early holidays are natural (bad weather, rainy season), material and technical insofar as the construction of classrooms is conditioned by the maturity of the grass and stem of millet and finally economic when the students are themselves small farmers who self-finance their education through the sale of agricultural products. These obligations force them to leave the classrooms for the fields as soon as the first rains arrive and only return to school after having harvested and sold their crops (Ndoutorlengar *et al.*, 2014). This sad reality is mentioned during focus groups and individual interviews during which 52% of middle school students say they have a personal field and for 48% others, they constitute a family workforce working in the fields of parents who are responsible for fully financing their schooling. So, to stay in the school system, the child must work, he must do an activity that gives him money to support his family, his schooling or that of brothers and sisters. All these socio-economic aspects are often neglected but they are unimaginable factors of school failures, dropouts and exclusions in the same way as the poor quality of teaching and the inefficiency of the education system. Parental poverty is the key factor pushing adolescents out of the school system. This is why it is those who work hard who stay there, thus contributing to the reduction of the risk of definitive abandonment of educational activities in favor of productive activities and the rural exodus. By working to ensure their own education despite the poverty of their parents, these young people assume a great responsibility which is not theirs, namely to develop education in order to get out of poverty which, moreover, remains accentuated in Mandoul with a rate of poverty of 26.4% which according to ECOSIT4 (INSEED, 2018), the fact of integrating the group of provinces classified at the fourth level of extreme poverty.

Poverty not only explains the low gross enrollment rate (35.5%) in middle school but it is also one of the causes of the low overall enrollment rate (17.8%) in the study area itself. If the development of education depends on the public policy of the State. The relationship between poverty and education is so strong here that it calls for consequent political decisions which must create both the conditions for socio-economic development in connection with the formal education of young people. If in some provinces, school canteens are intended to encourage the children of the poor to go to school, in Mandoul, agricultural loans and the creation of small family businesses will strengthen the productive capacity of parents who will be able to better take charge of the education of their offspring, especially when ECOSIT4 (INSEED, 2018) demonstrates that parental poverty constitutes an obstacle to the development of education. But the 2014 reform did not take this aspect into account, which is why more than five years after the implementation of Law 16, the ultimate objective of which is to restore the education system to its former glory by encouraging sons of peasants the desire to go to school and to stay there does not succeed in boosting the number of pupils, which has remained more or less constant.

Indeed, from the first year of this reform, the number of students reached the peak but very quickly the 16 measures and the reduction in salaries imposed on civil servants had consequences on the purchasing power of households. This economic crisis has affected many parents of students who were no longer able to pay the school fees of their children or those under their responsibility. Thus, children who had no financial support are forced to leave the school benches. But the restoration of the wages cut has allowed a resumption of the overall workforce which reached 26,889 enrolled in 2020-2021, of which more than 44% belong to the rural area where the community colleges total 1,973 or 7.34% of the workforce of college students in the province. Fig. 6 highlights the existence of community colleges as an alternative to the inability of the Chadian state to meet all educational demand.

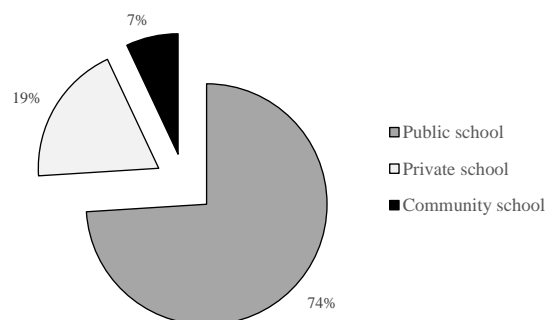


Fig.6.Distribution of the workforce in Mandoul by CEG status.

The establishment of these community colleges is a response from rural communities located near urban centers whose public colleges have been closed by the authorities in charge of education. However, the creation of these community establishments did not prevent the influx of some students to the capitals of the departments of the province such as Koumra, Moissala and Bédjondo. In town, the luckiest settle in with host families where they are under the protection of a tutor who benefits from his support and attention. But those who do not have this privilege rent rooms in the outlying districts of the city of Koumra, as is the case with 3% of respondents from the said city who came from kemkaga, Mam-yong and Narmbangua. These young people, often left to their own devices, do small daily jobs after class or sell communication credits to ensure their survival throughout the school year.

#### B. Impacts on the Quality of Teaching and the Success Rate at the BEF

Sustainable Development Goal 4 (SDG4) defined by UNESCO (aiming to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”). This conception of the quality of education constitutes the solid basis of learning, especially for young fundamental students for whom academic success depends on it. Many countries around the world have relied on definition to reform their education system. In the Chadian context, this reform has revitalized the entire system but it has focused on certain indicators such as infrastructure, the recruitment of education professionals, continuous training and the monitoring of those in charge in order to hope to achieve this objective even if other variables such as public funds earmarked for education or the time devoted to learning and parental support are not negligible. We think it is well thought out when we consider that the quality of education and teaching depends on the quality of the whole education system. But unfortunately the inequitable and unbalanced spatial distribution of human, material and educational resources makes the system very heterogeneous when moving from urban to rural areas, from the capital N'Djamena to the capital of a province to the place of the canton passing by that of the departments and it is with good reason if we can speak of the Chadian education systems. For example, between the urban education system and the rural one, the gap is very deep in terms of reception structures, qualified teachers and teaching materials, not to mention variables such as the time devoted to learning and parental support such as this is the case in the regional Mandoul. This gap influences the learning outcome, which is measurable through the ability of middle school students to read, write and process a math or physics exercise without any difficulty. This reality of the rural school is not a utopia, it is very real because during the investigation work in the field, some respondents from the third class in the department of Mandoul Oriental, unable to read the questionnaire and answer the questions in French and finally the interview was done in the mother tongue of the student that we master. How to understand that a student who has followed the normal course of the fundamental is unable to read and write in the language of training? This situation raises the question of the quality of teaching, which also depends closely on the quality of the teaching staff in post. Table III gives the proportions of teachers by diploma.

TABLE III: SUMMARY OF LECTURERS PAID FOR BY THE STATE AND THE APES (SOURCE: DPENPCM, 2021)

Diploma	Number	Percentage
CAPEL	30	3.76
LICENCE	253	31.70
MASTER	10	1.25
CAP/CEG	92	11.53
CAP/ENI	121	15.16
CAMEPS	22	2.76
BAC	250	31.33
Others	20	2.51
Total	798	100.00



Table III shows that for the 2020-2021 school year, of the 798 teachers in post in Mandoul, 31.70% have a license (high school teachers), 31.33% are baccalaureate holders without any professional training and 15 16% have the CAP/ENI (basic education professionals). The accumulation gives a percentage of 82.19% of lecturers whose profile is less suitable for giving courses at the CEG against only 11.53% of professionals from the Ecoles Normales Supérieures (CAP/CEG). In addition, according to the same sources, 73.71% of those who teach classes in the CEGs in the study area are contractual contractors fully supported by the APEs and therefore poorly paid, compared to 26.29% of qualified teachers. supported by the State corresponding to 178 teachers regularly assigned to the Provincial Delegation for National Education and Civic Promotion, including 6 who work in the private sector. The large proportion of temporary workers also corresponds to a deficit of 620 qualified teachers (CAP/CEG) responsible for courses paid for by the State, including 150 scientists, 48 Arabic speakers and bilinguals.

The spatial distribution of these State civil servants at the departmental level is not balanced in relation to the number of general education colleges available to each department: 60 in the department of Mandoul Oriental, i.e. 49%, 35 in Bahr Sara and 28 in Western Mandoul representing respectively 28% and 23% as illustrated by Table IV.

TABLE IV: SUMMARY OF PUBLICLY FUNDED TEACHERS BY DEPARTMENT(SOURCE: DPENPCM 2021)

Diploma	Barh sara	Mandoul Occidental	Mandoul Oriental	Total	Percentage
CAPEL	4	0	1	5	2.91%
LICENCE	41	1	38	80	46.51%
MASTER	0	2	0	2	1.16%
CAP/CEG	24	8	11	43	25%
CAP/ENI	10	4	22	36	20.93%
CAMEPS	1	2	3	6	3.49%
AUTRE	0	0	0	0	0%
Total	80	17	75	172	100%
Percentage	46.51%	9.88%	43.60%	100%	100%

It can be seen in Table IV that the unbalanced spatial distribution of qualified teachers from the public sector at the departmental level testifies to the poor management of human resources by the Ministry in charge of education: out of 172 teaching staff actually present in the field on the date of According to the study, Bahr Sara and Mandoul Oriental have respectively 46.51% and 43.60% against Mandoul Occidental which is content with 9.88%. The cumulative percentages according to the recruitment diploma make an inventory of 75% of teachers with a diploma other than the CAP/CEG. The recruitment of these substitute teachers is justified because the APEs have very limited financial means which come exclusively from the registration fees set by the government, the amount of which does not exceed five (5000 FCFA) in all public establishments. This government decision is without any accompanying measure in terms of subsidies and operating funds, forcing chefs to use people who are not in the business or less qualified teachers, often less demanding and less expensive, to cover the gap. These volunteers, although very poorly paid, are very useful for the operation of the CEGs and work selflessly, thus contributing to the training of young rural people in this part of Chad. The added value of their sacrifice is the increase in success rates at the BEF at regional and departmental level.

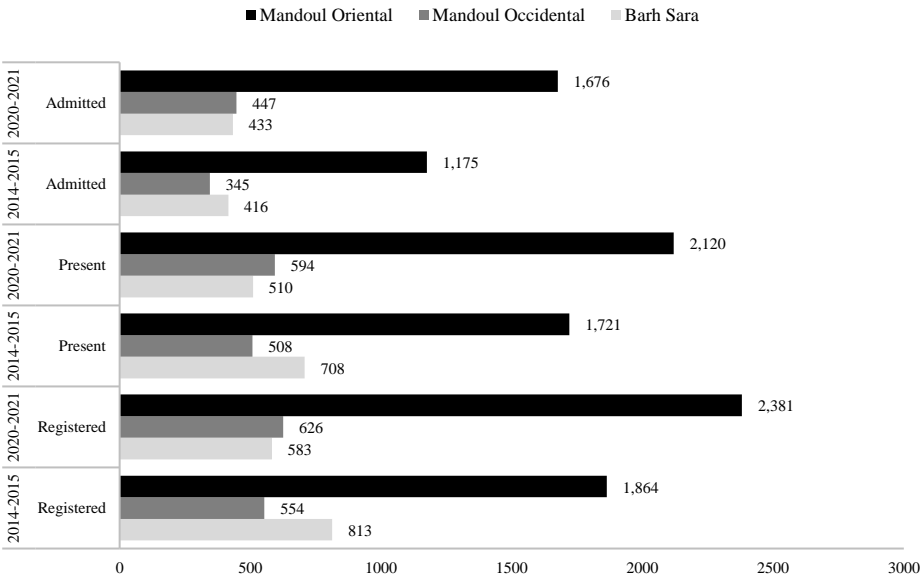


Fig. 7. Number of candidates and those admitted to the BEF for the 2015 and 2021 promotions (Source: DECO, 2021).

Although Fig. 7 shows that the number of candidates for the BEF has not changed much over the years since the reform, however the success rates give a glimmer of hope to the authorities in charge of education in their fight against the drop in level in the school environment. By comparing the number of official candidates presented to the BEF and that of those admitted for the 2014-2015 school year marking the since the implementation of the reform with the data for 2020-2021 considered as the evaluation year, we can note that the impact is quantitatively positive. Indeed, the number of candidates presented to the BEF increased from 2,937 in 2015 to 3,234 in 2021 while the admission rate increased from 65.92% in 2015 to 79.28%, i.e., more than 10% of points. This progress is a sign of improvement in the education system, but much remains to be done to raise the quality of education to the level of certain African countries which have adopted the Anglo-Saxon system.

#### IV. CONCLUSION

The implementation of Law 16 on the orientation and revitalization of the education system as part of the 2014 reform has been effective throughout the national territory of Chad. Its impacts, which are more visible in urban areas, remain mixed in rural areas in terms of school infrastructure, qualified teachers and the quality of education. The impact of this reform on middle school education was the subject of our study. The analysis of the impact was made through the implementation of the reform and the actions taken to improve learning conditions, and work as well as the quality of formal education as a factor of socio-economic development. However, its impacts were less in Mandoul where the poor quality of school infrastructure and lack of qualified teachers caused the closure of some colleges forcing students to move to Koumra, Bédjondo and Moissala far from parents, exposing themselves to risks of delinquency, prostitution and other perverse practices. The large proportion of rooms made of straw influences the duration of the school year, which hardly exceeds five months because of late start to school and early vacations. This very short duration of educational activities leads to a partial execution of the teaching program, calling into question the level of learners, among whom are school drop-outs in favor of rural exodus, a shortfall for the socio-economic development of the province. Today, the creation of community CEGs by the APEs partially solves the problem of the lack of medium-sized public establishments in Mandoul by bringing learners' places of learning and by reducing the very heavy cost of schooling for parents who are often very poor.

#### CONFLICT OF INTEREST

We, the authors of the article unanimously declare that the article entitled "The education system in Mandoul in Chad: between poverty and the 2014 reform" does not suffer from any conflict of interest.

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