# CONFLICT ANALYSIS SUMMARY

# CHAD

*Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme*

This report summarizes findings from a situation analysis undertaken as part of the UNICEF Peacebuilding, Education and Advocacy (PBEA) programme, funded by the Government of the Netherlands. The purpose of the analysis was to identify key conflict drivers and the historical and structural dynamics, forces and roots of conflict underpinning them, as well as potential entry points in the education system to reduce violent conflict and promote peace.

The PBEA programme, 2012-2016, seeks to build peaceful societies by strengthening the role of education in peacebuilding and integrating peacebuilding within the education system.

## Methodology

The situation analysis carried out by UNICEF and Search for Common Ground included a comprehensive desk review of key documents, such as United Nations development frameworks and government plans, and independent analysis on conflict and fragility in Chad. Field studies were undertaken in the capital city of N'Djamena and the regions (cities/towns) of Borkou-Ennedi-Tibesti (Faya Largeau, Fada),Guera (Mongo, Bitkine), Sila (Goz-Beïda, Koukou An Gara), Wade fire (Baltic, Guereda), Mandoul (Koumra, Penni) and Logone-Orientale (Doba, Gore).



Study areas were selected to reflect the diverse geography (subtropical, Sahelian and Saharan zones), culture, ethnicities and languages in Chad. Data were gathered through participatory workshops and interviews with stakeholders, including government and civil society representatives, traditional chiefs, teachers, refugees, internally displaced persons, and children and youth, both in and out of school. The situation analysis examined the broader social, political, economic, demographic and environmental context in which the education system is situated.

## Context

Chad is a landlocked country at the geographical centre of several countries in the Sahel and Sahara regions. The population of 11.3 million is unevenly distributed across the country, which is largely desert, sandy and rocky, with limited rainfall and low population density. Only 2 per cent of the population lives in the north Sahara area, which comprises 47 per cent of the total land area, while the south, which has fertile areas, hosts close to half of the population though it covers just 10 per cent of the land.

Since independence, Chad has experienced recurring instability, coup d'états, civil war, periodic violence, authoritarianism, and weak democratization fuelled by groups competing for political power, access to resources and privilege. Cyclical droughts and floods intensify people's vulnerabilities, particularly among children, adolescents and girls.

There is a high degree of economic and social polarization, based on deep cultural differences and historical rivalries between the Muslim pastoralist north and the animist/Christian agrarian south. Group- and identity-based disparities, exclusion and stereotypes – as well as competition for power, political gain and access to scare resources – perpetuate tensions and grievances and drive sectarian violence, insurgency, riots and racial clashes. The settlement of northerners into southern areas of the country leads to frequent clashes with farmers and host populations. It also places mounting demographic pressure on the local means of production and limited resources. This is exacerbated by the influx of refugees and returnees fleeing conflict and disaster into areas that have not made improvements in the infrastructure to support them.

Chad is also located at the geographical, cultural and ethnic intersection between northern and sub-Saharan Africa. Given its position, the country is subject to cross-border instability and the spillover from conflict dynamics in neighbouring countries. Most recently, conflicts in the Sudan and the Central African Republic, as well as the crisis in Libya, resulted in approximately 500,000 refugees and displaced persons relocating to Chad.

Chad has limited capacity to distribute resources evenly and to ensure basic public services such as health care, water, sanitation, infrastructure and proper nutrition. Although the extraction of oil provides the Government with revenue, its investment in poverty reduction and social services such as education remains low.

Nonetheless, recent developments offer encouraging signs of the potential for resilience, peace and state building. Chad is committed to the New Deal for Engagement in Fragile States, which brings together governments and donors in a common agenda to strengthen the potential for peace and stability. The Government has developed agreements for the peaceful resolution of conflict, and it has made commitments to good governance and combatting corruption, including the African Peer Review Mechanism and the Extractive Industries Transparency Initiative. The prosecution of former dictator Hissène Habré for crimes against humanity, torture and war crimes offers the potential for national reconciliation and justice. Involvement of Chad in the resolution of regional conflicts and dialogue with armed groups offers the potential for improved security. In addition, the national economic situation has improved significantly, particularly due to (limited) redistribution of oil revenue.

## Key conflict drivers at the national level

Despite economic and social progress and a period of relative stability since the 1990s, Chad remains a fragile state, vulnerable to both regional and national instabilities. The situation analysis conducted in seven field sites across the country has identified a number of recurring conflicts based on the respondents' perceptions. These include conflicts between farmers and breeders; ethnic, communal and inter-generational conflicts; conflicts with police and armed groups; conflicts in schools, family disputes and land disputes; and conflicts related to the exploitation of oil. These drivers of conflict are identified below. Where possible, reference to the impact of conflict on education, as both a driver and a consequence of conflict, is highlighted.

### SECURITY AND JUSTICE

- **Cross-border vulnerabilities:** The geostrategic location of Chad and regional volatility are key conflict drivers. The deterioration of security in the Central African Republic, the ongoing conflict in the Sudan and the crisis in Libya create cross-border instability that spills over into Chad. Negligence of desert areas in the north and east, weak governance, limited control of authorities and porous borders may fuel the growth of illicit activities, crime and terrorist groups that can destabilize Chad as well as neighbouring countries. The diversion of resources to the military to combat insecurity, at the expense of social services, weakens the right to education.

- **Integration of refugees:** Refugees and returnees fleeing conflict in neighbouring countries place additional pressures on poor social services and systems, including education. Although the south suffers from flooding, food insecurity and humanitarian crises, the area attracts refugees, returnees and internally displaced people, heightening pressure on scarce resources and exacerbating tensions.

- **Group grievances or impunity:** There is a lack of confidence in the justice system, which is subject to a high degree of politicization and interference by other branches of government. Concerns include corruption, lengthy administrative processes, lack of funds for staff and materials, bias, limited legal representation in some areas of the country, imprisonment for payment, and some cases torture of torture. This has led to acts of private justice or vengeance carried out by individuals.

### POLITICS AND GOVERNANCE

- **Weak governance:** National and local mechanisms to manage, resolve and prevent conflicts are dominated by geopolitical politicization, partisanship, lack of transparency and accountability, and weak capacity and inefficiency. This leads to a general distrust of security forces and administrative authorities, as well as cycles of revenge, reprisal and private justice. Government reforms are not moving quickly enough to incorporate conflict prevention and resolution into policies, curricula and structures.

- **Regional, ethnic and sectarian divides:** Cultural and religious differences in the north and south have created deep resentment and antagonism between groups in these two areas. The attribution of negative characteristics of the 'other' and the long-standing practice of class division and raids by northerners have fuelled resentment from southerners. The desertion of inhospitable land by northerners has brought increased contact and settlement of nomadic populations with populations of the south, highlighting cultural and resource tensions. Inter-community fighting and sectarian conflicts within communities are also mirrored in the school system, affecting relationships between students, teachers, school administrators and parents.

- **Inequitable distribution of social services:** Regional and ethnic disparities in social services, particularly education, are a source of grievance. The ability of the Government to address inequities in education is complicated by weak capacities at all levels of the system, the impact of natural disasters, and pressures from internally displaced and refugee populations. The deterioration of public services such as education, health, justice and security, along with the abuse of state funding for private purposes and corruption, leads to further instability.

## ECONOMIC DEVELOPMENT

- **Poverty and inequitable economic development:** Poverty within Chad is evident at multiple levels. More than two thirds of the population live in poverty. A third of the population suffers from malnutrition and limited access to clean drinking water. Infant mortality rates are high. Major disparities persist in school enrolment rates between the north and south. Generalized poverty remains a risk factor for conflict and violence as state institutions are not able to respond to the socio-economic needs of Chadian citizens.

## SOCIAL ISSUE

- **Disenfranchised youth:** According to surveyed youth across the country, the main causes of conflict are lack of employment opportunities (56 per cent), alcohol (40 per cent), under-enrolment in school (25 per cent), lack of arable land (25 per cent) and rape (22 per cent). Qualitative results show that the main triggers of conflict are access to water points and land, while sectarian conflicts in schools are on the rise.

- **Marginalization of women and girls:** Quantitative progress in education in Chad masks inequalities, particularly for girls. Only 71 girls complete primary education for every 100 boys. Girls are more likely to be withdrawn from school to support their families during times of crisis. Prearranged early marriage, gender discrimination and female genital mutilation/cutting continue to occur. Violence against women and children in conflict situations is prevalent. Women and girls are also subjected to domestic violence, sexual harassment in schools, rape, incest and forced domestic labour. Women are under-represented in decision-making processes in public administration as well as the private sector. They are paid less than men and have fewer rights to property ownership and financial independence.

## NATURAL RESOURCES AND ENVIRONMENTAL ISSUES

- **Natural disasters:** Chad faces recurring floods, drought and violent winds that increase the vulnerability of people and leads to cyclical humanitarian crises, food insecurity and malnutrition. In the Sahel region, environmental degradation and depleted soil force nomads and shepherds to migrate south in search of fertile land, resulting in clashes over water points and land between farmers and pastoralists and indigenous and non-indigenous communities. Host communities resent the encroachment on already weak resources and poor service delivery, which are seen to deprive their children of education. Conflict and fragility increase the impact of natural disasters because they absorb resources and undermine the capacity of the Government and stakeholders to provide adequate protection from hazards.

- **Exploitation of natural resources:** Agriculture and livestock constituted the main source of livelihood until the early 2000s. Since then, petroleum in the Doba area in the south has become a main source of income. Although the national reserves increased by nearly 15 per cent between 2000 and 2011 due to oil-related investments, unequal wealth distribution related to oil and the impact of construction on land and resources have been a source of frustration for local populations.

## The role of education in peacebuilding

Conflict and natural disaster have had a significant impact on Chad's education system, undermining access, equity and quality. In cases of attacks or displacement, classrooms are occupied by internally displaced people and disaster survivors, making the affected schools unusable for a long periods of time, reducing school hours or forcing classes to be held outside under trees. It is difficult to recruit or retain teachers in conflict /disaster-affected regions. Natural disasters destroy school facilities and resources such as textbooks and student records, limit basic food and water resources, and result in chronic malnutrition, which makes it difficult for children to learn. The forced conscription of boys during conflict interrupts their schooling. These problems add to an already weakened education system characterized by outdated curricula, textbooks and teaching materials, poor quality and relevance of learning, and ineffective or corrupt school governance.

The education system is very limited in its capacity to respond to conflict and disaster, as evident in the absence of programmes and budget allocations to adapt to emergency and conflict situations. School systems also have weak capacity to integrate tolerance, respect and peaceful conflict resolution, which has inhibited their potential to contribute to peace.

Despite these concerns, there are a number of hopeful signs that offer the potential to strengthen and support peaceful coexistence, reconciliation and social cohesion. The Government has dedicated the 2013/14 school year to enhancing the values of peace, tolerance and respect for others and strengthening a 'culture of excellence'. The Interim Strategic Plan for Education and Literacy is accelerating progress towards achieving the Millennium Development Goals and Education for All targets, and is providing the foundation for Chad's 10-year education plan. The Ministry of Primary and Civic Education is committed to integrating strategies to reduce the risk of conflict and natural disaster within sectoral plans.

## Peacebuilding entry points in education and learning

Given the multiple and interwoven challenges facing the education system in Chad, the following recommendations are proposed to address conflict drivers and strengthen the development of an inclusive and resilient education system.

**Political and policy responses**

- **Support the creation of a national platform for youth** to strengthen their social and political engagement in the prevention of conflict and natural disaster risk reduction and response, and their participation in the development of a national youth strategy.

- **Strengthen education system management:**
    - Increase resources for education in the national budget in line with international commitments.
    - Establish a monitoring and evaluation unit within the Planning and Analysis Branch of the Ministry of Education.
    - Establish an inter-sectoral government mechanism to coordinate rapid response to emergencies.

- o Build the capacity of Ministry of Education staff on conflict prevention, resolution and disaster risk management.

- o Support the integration of conflict prevention and disaster risk reduction/preparedness into Ministry of Education policies, curricula and structures.

- **Adopt strategies to prevent and reduce the negative impact of conflict and disasters on education:**

  - o Develop an early warning system to alert communities and education authorities during times of crisis.

  - o Develop and track data on schools, teachers and students in conflict- and disaster-prone regions.

  - o Strengthen the capacity of teachers, students and communities to prepare for and manage emergencies.

  - o Ensure reserves of school equipment and learning materials.

  - o Bridge conflict-sensitive humanitarian assistance with long-term development support to reconstruct the education system for all.

  - o Help strengthen school feeding and nutrition programmes in areas of food insecurity to promote school attendance and improve students' cognitive capacities.

**Structural reforms**

- **Improve access to inclusive education for marginalized groups:**

  - o Provide improved security both within and around schools, such as fencing, street lighting and regular night patrols. Involve area commanders and community leaders in promoting security at the school and beyond.

  - o Promote flexible school calendars and class schedules to maximize attendance and prevent disruption in education in marginalized areas.

  - o Engage the Ministry of Education in all phases of school construction.

  - o Improve access to education for vulnerable groups such as girls, nomads, returnees, internally displaced persons and refugees.

- **Improve the quality and relevance of inclusive education:**

  - o Encourage the Government to provide incentives to attract teachers to high-risk areas and promote the recruitment of and training for local-level teachers in conflict-affected regions to ensure the continuity of education.

  - o Promote the relevance of education to employment opportunities for youth.

  - o Promote the integration of human rights, peace, civic and moral education within the education system.

  - o Abolish corporal punishment in schools.

**Individual and interpersonal changes**

- **Strengthen individual capacities for peacebuilding and conflict resolution:**

  o Strengthen child and youth skills in communication, leadership and conflict resolution both within and outside the classroom.

  o Support the creation of sports, theatre and arts programmes to promote cooperation, tolerance, diversity and peaceful coexistence across social, cultural and religious divides.

  o Conduct awareness campaigns in media, particularly radio, to promote tolerance, diversity and coexistence.

- **Strengthen community capacities to resolve conflict:**

  o Support activities that bring divided communities together around common projects such as school construction, canteens or digging wells for water, particularly in communities that have significant refugee, returnee and internally displaced populations.

  o Promote women's participation in conflict prevention, disaster risk reduction and peace consolidation programmes.

  o Enhance local expertise in mediation through non-formal education.