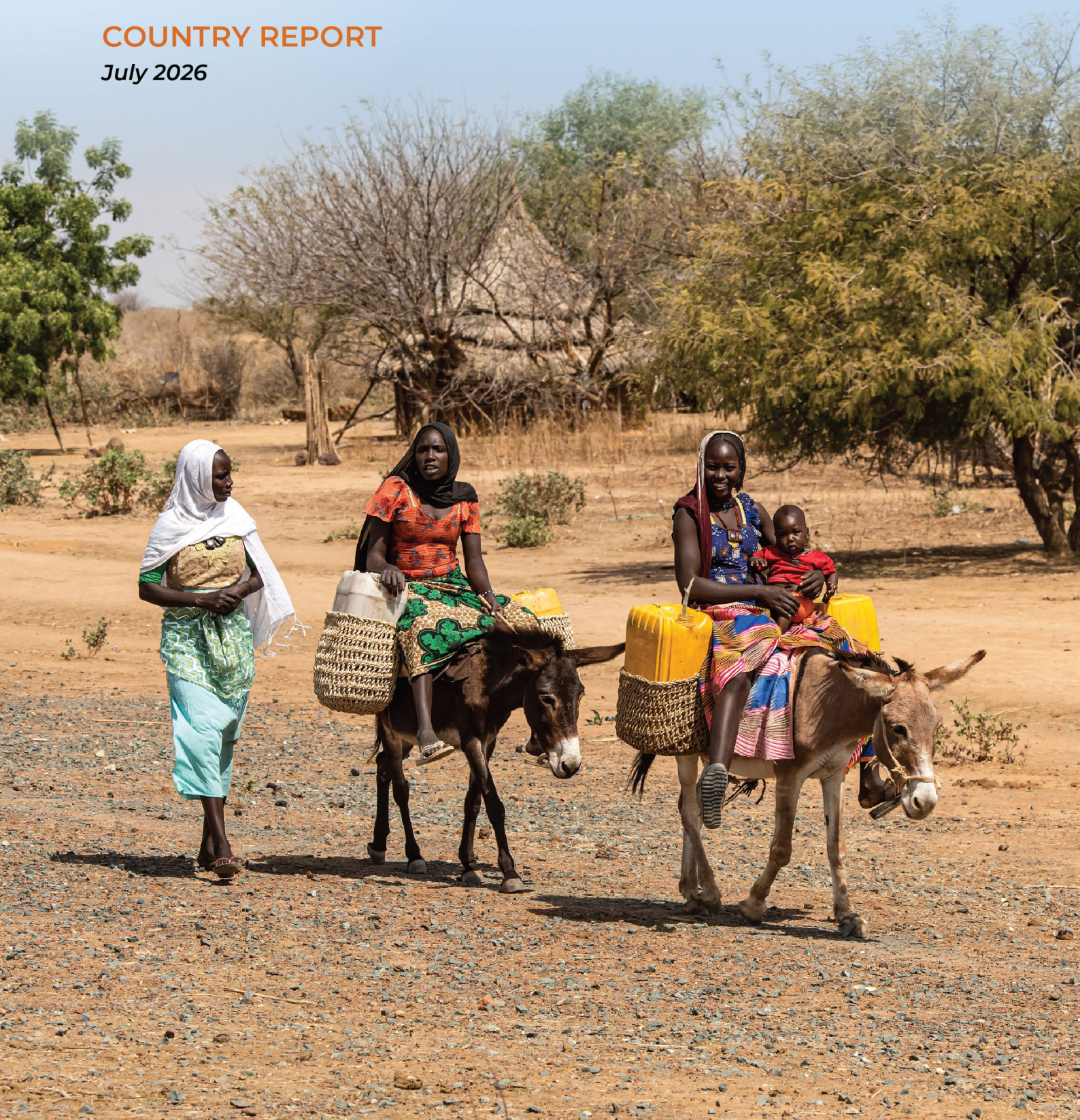


Doing Research in **CHAD**

COUNTRY REPORT

July 2026



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DISCLAIMER:

This report is the result of a multi-country expansion of the Doing Research global initiative in Francophone Africa, generously funded by the Ministry of Finance of France, through the Agence Française de Développement, as part of the Pôle Clermontois de Développement Internationale. Doing Research is a flagship initiative of the Global Development Network (GDN), led and implemented independently.

The views expressed in this document do not necessarily reflect those of AFD or GDN.

The Global Development Network is a public international organization that supports high-quality, policy-oriented social science research in low- and middle-income countries to promote better lives.

The Center for Research and Socio-Economic and Political Studies (CRESPO) is an independent social science research organisation. With a multidisciplinary team of researchers and experts with diverse skills, CRESPO's main missions are to conduct studies and scientific research, provide training, expertise, and consultancy services within its areas of competence, and promote scientific engagement.

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THE DOING RESEARCH PROGRAM

Bridging the research gap and improving development policies.

Today, governments and donors alike have little systematic information about the state of social science research, except for in a few developed countries. Yet, the implementation of the global agenda for sustainable development requires local research capacities to ensure that the scientific community is equipped to critically analyze development and policy challenges, and to accompany actions and reforms with contextualized knowledge of the local environment.

An in-depth analysis of research systems is key to understanding how to bridge this gap and raise the profile of research generated in developing countries. Research systems analysis can help policymakers, donors, and academics answer the question: what can be done to further generate and mainstream local research as a key input to public debate and sustainable human development policies?

Assessing and benchmarking social science research systems

Doing Research (launched in 2014) is an initiative of the Global Development Network (GDN) that aims to systematically assess how the features of a national research system¹ impact the capacity to produce, diffuse, and use quality social science research to the benefit of social and economic development. A pilot phase (2014–2017) in 13 countries was supported by the Agence Française de Développement, the Bill & Melinda Gates Foundation, the French Ministry of Foreign Affairs and International Development, and the Swiss Agency for Development and Cooperation.

In 2017, GDN conducted a synthesis of the pilot studies² and developed a standard methodology for studying social science research systems in developing countries³, the 'Doing Research Assessment'. Since 2018, GDN has been implementing Doing Research Assessments in partnership with competitively selected national research institutions, with the aim of generating evidence on research systems. The program also aims to support the emergence of a network of research institutions in the Global South dedicated to informing

national research policies, using new research-based, comparative evidence.

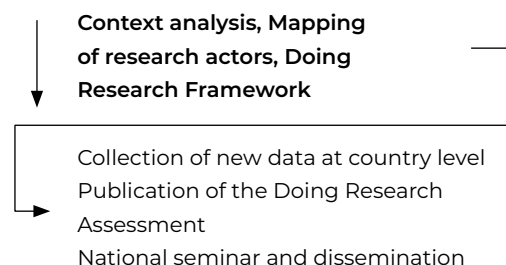
Doing Research National Focal Points – A Southern network of local 'research on research' expertise

Through the collaboration between GDN and these local institutions, the program aims to inspire research policies, map research strengths, support research capacity-building efforts and enhance the quality of research that can be used for policy decisions and local democratic debate in developing countries. Social science research provides a critical analysis of societies and human behavior and contributes to a better understanding of development challenges, which is fundamental to realizing national and global development agendas. Country reports, comparative global reports and data will inform actors from research, development and policy communities about their policy-oriented research environment and how it can be improved.

Doing Research Assessment: understanding, mapping and assessing research systems⁴

A unique feature of the Doing Research Assessment is the equal importance the methodology gives to production, diffusion and uptake factors and actors in the analysis of systemic barriers and opportunities for social science development. It involves three steps for analyzing the factors that impact the social science research system in a given country or region, which will lead to several knowledge outputs and awareness-raising efforts.

Context analysis, Mapping of research actors,
Doing Research Framework



¹ In this document, the terms 'research system' and 'social science research system' are used interchangeably.

² See www.gdn.int/sites/default/files/GDN-2017-DRpilot-synthesis.pdf

³ See www.gdn.int/sites/default/files/u116/DRAIndicators.pdf

⁴ See www.gdn.int/doing-research-assessment-methodology

Doing Research Framework: the core of the assessment

The Doing Research Framework is a mixed-method research module that allows a contextualized comparative enquiry into a national research system, looking at key factors that determine the production, diffusion and uptake of social science. It would typically serve as a magnifying glass to identify aspects that need the attention of the regulator, or to provide a baseline for strategizing investments in capacity-building for research production, its diffusion or its use.

The Framework acts as the basis for comparing and benchmarking research systems in different countries and includes 54 indicators. These indicators are populated according to the national context framed by the National Focal Points (NFP); these follow the project guidelines while adapting them to their national environment. Therefore, each country follows the same framework and general guidelines, allowing for comparisons between different reports of the indicators that define the Doing Research Assessments (DRA). The same is true for the Country Reports, which follow a similar structure.

	1. Production	2. Diffusion	3. Policy uptake
Inputs	1.1 Research inputs	2.1 Actors & networks	3.1 Policy-friendly research
Activities	1.2 Research culture and support services	2.2 Research communication practices	3.2 Research-based policy making
Outputs	1.3 Research output & training	2.3 Research communication products	3.3 Research-based policy tools
Outcomes	1.4 Opportunities & sustainability	2.4 Popularization of science	3.4 Research for better policies

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ACRONYMS AND ABBREVIATIONS

BADEA	Arab Bank for Economic Development in Africa
BTS	Advanced Technician Certificate
CAMES	African and Malagasy Council for Higher Education
CAR	Central African Republic
CCESRS	Advisory Committee for Higher Education and Scientific Research
CDSNRST	National Scientific and Technical Research System Steering Committee
CEMAC	Economic and Monetary Community of Central Africa
CNAR	National Research Support Centre
CNCMO-LMD	National Advisory Committee for LMD Implementation
CNESP	National Commission for Private Higher Education
CNRD	National Research Center for Sustainable Development
CNRST	National Committee for Scientific and Technical Research
CONFOFOR	National Commission for the Allocation of Grants from the Teacher Training Fund
CRE	Regional Commission of Experts
CRESPO	Centre for Research and Socio-Economic and Political Studies
CRUROR/AC	Conference of Rectors of Universities and Heads of Research Organizations in Central Africa
DEA	Diploma of Advanced Studies
DHS-MICS	Demographic and Health Survey - Multiple Indicator Cluster Survey
DRA	Doing Research Assessment
DSEP	Advanced Diploma of Professional Studies
ECOSIT	Survey on Consumption and the Informal Sector in Chad
EFE	Education and Training for Employment
ENTP	National School of Public Works
EPES	Private Higher Education Institutions
FADE	Faculty of Law and Economics
FADSS	Faculty of Law and Social Sciences
FALASH	Faculty of Humanities, Arts and Human Sciences
FASAPA	Faculty of Agropastoral and Agri-Food Sciences
FASEA	Faculty of Exact and Applied Sciences
FASD	Faculty of Educational Sciences
FASS	Faculty of Health Sciences
FAST	Faculty of Science and Technology
FASTE	Faculty of Business Science and Technology
FASVAT	Faculty of Life Sciences, Earth Sciences, and Land Management
FESA	Faculty of Exact and Applied Sciences
FLLAC	Faculty of Humanities, Languages, Arts and Communication
FOAD	Open and Distance Learning
FONAREST	National Fund for Scientific and Technical Research Support
FSEG	Faculty of Economics and Management
FSHS	Faculty of Humanities and Social Sciences
FSJP	Faculty of Law and Political Science
FSPI	Solidarity Fund for Innovative Projects
FSSH	Faculty of Science and Human Health
GDN	Global Development Network
GDP	Gross Domestic Product
GDP per capita	Gross Domestic Product per capita
GER	Gross Enrolment Ratio
GESST	Mutual Aid Group for Higher Education and Health in Chad
GNI	Gross National Income
HDI	Human Development Index
HND	Higher National Diploma
HPD	Higher Professional Diploma
ICT	Information and Communication Technologies

IDRC	International Development Research Centre
INSAM	The National Higher Institute of Arts and Crafts of Biltine
INSATAL	Higher National Institute of Agronomic Sciences and Food Technologies of Lai
INSEED	National Institute of Statistics, Economic and Demographic Studies
INSEM	Moussoro National Higher Institute of Livestock
INSPM	Higher National Institute of Petroleum of Mao
INSSSI	National Higher Institute of the Sahara and Sahel in Iriba
INSTA	University Institute of Sciences and Technology of Abéché
IREC	Livestock Research Institute for Development
ISDB	Islamic Development Bank
ITRAD	Chadian Institute for Agricultural Research for Development
LMD	Bachelor's Master's Doctorate System
MDG	Millennium Development Goals
MESRI	Ministry of Higher Education, Research, and Innovation
OBSEFE	Observatory for Education, Training and Employment
OFID	OPEC (Organization of the Petroleum Exporting Countries Fund) for International Development
PARSET	Support Program for Education Sector Reform in Chad
PHOLAS	Speech, Human, Language, and Society Laboratory
PIET	Interim Education Plan in Chad
PND	National Development Plan
PNEFP	National Employment and Vocational Training Policy
RESEN	Status Report of the National Education System
RGPH	General Population and Housing Census
SCVCP	The Paleontology Collections Conservation and Promotion Service
SDG	Sustainable Development Goals
SIC	Communication Studies
SSHN	Scientific High Level Visiting Fellowship
TFP	Technical and Financial Partner
UDM	University of Moundou
UN	United Nations
UNABA	Adam Barka University of Abéché
UNDP	United Nations Development Programme
UNDT	University of N'Djamena
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	Office of the United Nations High Commissioner for Refugees
USTA	University of Science and Technology of Ati
WBG	World Bank Group

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EXECUTIVE SUMMARY

In February 2022, the Center for Research and Socio-Economic and Political Studies (CRESPO) responded to a call for expressions of interest issued by the Global Development Network. The call aimed to recruit multidisciplinary research teams based in research institutes in developing countries. These teams would serve as national correspondents for the Doing Research program and as national partners for implementing Doing Research assessments in their respective countries.

Selected alongside four other African national teams (Benin, Burkina Faso, Cameroon and Mali), their shared mission was to “evaluate social science research systems in Africa.” Each team was tasked with conducting this assessment in their own country while maintaining a comparative perspective on certain aspects in other countries. In Chad, CRESPO carried out a national diagnostic study of the entire social science research ecosystem examining three dimensions: context, stakeholders, and systemic characteristics.

The methodological approach for this study relied on a participatory process that engaged all key stakeholders within Chad’s research system. Following the Doing Research framework, the team used three analytical tools: 1) scoping interviews with a broad range of key informants, 2) field data collection from various stakeholders within the research system, and 3) documentary review and analysis.

The analysis of the socio-political context of research in Chad, based on documentary sources and field data, led the research team to conclude that decades of political turbulence and instability since the early years of independence have significantly slowed the country’s development, particularly its education system.

Nevertheless, the relative political stability restored from 1990 onward enabled Chad to rebuild the foundations of its education system. However, government policies focused on other sectors, leaving little scope for the development of higher education. In recent years, institutional and policy advances have symbolically elevated the status of university education and research, now recognized as key drivers of sustainable development. The research team also observed that Chad is undergoing a period of transition, though it has not affected the research system. During this period, the government has actively worked to revitalize Chad’s research system.

The socio-economic assessment reveals a country with enormous economic and natural potential, yet

one that struggles with social challenges and lacks effective solutions for development. Indeed, the human development situation outlined in this study highlights economic shortcomings that may prevent researchers and research from fully engaging with society. Low life expectancy limits the time individuals can dedicate to research, which often requires years of hard work before producing results. Moreover, the Chadian people face significant barriers to education. Consequently, reaching the level of higher education required to engage in research remains beyond the reach of a significant portion of the population. Similarly, public funding for research and higher education remains the weakest link in the government’s priorities.

Chad is fully open to international research cooperation, yet it does not sufficiently capitalize on these opportunities to make its research and higher education sector more dynamic. Beyond budgetary support, development partners contribute primarily through capacity-building initiatives (training grants), infrastructure development, and technical equipment provision. Many public higher education buildings in Chad have been constructed with funds from international cooperations, including the French Development Agency (AFD), the World Bank (WBG), the Islamic Development Bank (IsDB), and Chinese cooperation.

Concerning stakeholders, the study identified four main categories of participants in Chad’s scientific research ecosystem: (i) higher education institutions; (ii) government bodies and funding agencies, (iii) private sector organizations (industries); and (iv) civil society organizations.

Chad has ten public universities, six professional higher education institutions, and six grandes écoles normales supérieures (ENS), elite higher education institutions. Two of the ENS are under the academic supervision of other universities. There are also 53 private higher education institutions.

Chad also has several think tanks and for-profit consulting firms, but compiling a comprehensive list proves difficult. These institutions typically conduct research commissioned by public or private entities. The difficulty in identifying research-related industries in Chad stems from the lack of established links between different stakeholders in the research system. Frequent interactions occur primarily between state structures, funding agencies, and development partners.

Regarding research production, the team concluded that although outputs do not reach 50% of the standard level, research inputs and research culture and support services perform better than the other two sub-dimensions, which significantly impact overall research production. In particular, the sub-dimension relating to research output and training reaches only 16% of the standard level.

In terms of research diffusion, the study found that all dimensions fall below one-third of their standard levels,

a situation exacerbated by the low level of research communication products, which stands at just 4%.

Finally, concerning the policy application of research results, the research report concludes that policymakers in Chad rarely seek expert advice or academic input on social issues during policy formulation.

GENERAL INTRODUCTION

Chad is a vast country covering an area of 1,284,000 km². According to the latest administrative division, it is divided into 23 provinces, 120 departments, and 454 communes¹. French and Arabic are the official languages, while the main languages of communication are Chadian Arabic, Sara, and French. Over 135 languages and dialects are spoken in Chad, and the majority of Chadians speak at least two languages. The main religions are Islam (54%), Christianity (35%) and Animism (11%). According to the 2010 Human Development Report, the illiteracy rate was 67.3%, rising to 78% among women.

Like many other African countries, Chad gained international sovereignty in 1960. However, the country experienced cycles of political violence, rebellions, and civil wars from the early years of independence. These decades of political turbulence and instability significantly delayed Chad's development in all areas, including the development of its education system. As a result, the educational structures and infrastructure inherited from the colonial period remained underdeveloped and stagnant. The relative political stability restored from 1990 onward enabled Chad to rebuild the foundations of its education system. However, government policies focused on other sectors, leaving little scope for the development of higher education.

In the current context of political transition, where all efforts are focused on the large-scale task of rebuilding the State, there is an urgent need for reflection that calls for analysis from the entire research community, especially social scientist researchers.

They have a vital role to play in shaping the new model of society that lies ahead. To achieve this, the research ecosystem in Chad, including universities, research centers, and laboratories, must remain active and serve as a foundation for forward-looking societal reflection. This *urgent need to reflect*² on Chadian society aligns closely with the Global Development Network (GDN)'s vision, which states that higher quality research leads to better informed policies and more effective, inclusive development. This vision supports the premise that one of the keys to Chad's development must be the development of research, particularly in the social sciences.

For the CRESPO Chad research team, the GDN's Doing Research Assessment (DRA) program represents a valuable opportunity to evaluate the social science

research sector in Chad. Research provides the means to address social, economic, and political transformations in our country. In this regard, the findings of the DRA program will help identify solutions aimed at making research structures in both public and private higher education institutions in Chad more dynamic.

The GDN is an international public organization that supports high-quality, policy-oriented social science research in developing and transition countries to promote better living conditions. The GDN operates on the principle that higher quality research leads to better informed policies and more effective, inclusive development. Founded in 1999, the GDN operates globally from its headquarters in New Delhi, India, and Clermont-Ferrand, France. Through its global platform, the GDN connects social science researchers with policymakers and development actors around the world. Through its mission to strengthen research for better development outcomes, the GDN supports researchers in developing and transition countries by providing them with financial resources, a global network, and access to information, training, peer review, and mentoring.

The GDN's Doing Research Assessment (DRA) is a mixed-method research module that allows a contextualized comparative enquiry into a national research system, looking at key factors that determine the production, diffusion and uptake of social science research in a country. The method follows three analytical steps: a contextual analysis, stakeholder mapping, and a standardized assessment framework. This framework provides a structured approach to analyzing the functions and processes of a research system, incorporating quantitative indicators and relying on both primary and secondary data collection. DRAs are carried out by a local research institution with technical support and guidance from the GDN's global Doing Research team. The aim is to define a strategy to stimulate the local production of high-quality academic research and strengthen its contribution to public debate and sustainable development policies.

In February 2022, CRESPO responded to a call for expressions of interest from the GDN to recruit multidisciplinary research teams based in research institutes in developing countries. These teams would serve as national correspondents for the Doing Research program and national partners in carrying out Doing Research assessments in their respective countries.

¹ Ordinance No. 001/PR/2024 of July 4, 2024 on the restructuring of administrative units.
² By this, we mean the urgency of research.

Selected alongside four other African national teams (Benin, Burkina Faso, Cameroon and Mali), CRESPO was tasked with conducting a diagnostic study of the social science research environment in Chad across three dimensions: context, stakeholders, and systemic characteristics.

The methodological approach for this study relied on a participatory process that engaged all key stakeholders within Chad's research system: higher education and research institutions, government bodies and funding agencies, industries, and civil society. First, scoping interviews were conducted with key informants in Chad's higher education system.

Second, two rounds of data collection were carried out in major cities (N'Djamena, Moundou, Abéché and Sarh), targeting research administrators, policymakers, researchers, and teacher-researchers (academic staff with a dual role of teaching and doing research). A purposive sampling approach produced a representative sample of approximately 300 social science researchers who participated in this study.

Finally, a documentary review of official texts such as decrees and laws, research reports, general publications, and journal articles complemented the data collection process and served as material for analysis.

The study is structured around three main components. In Chapter I, the **context analysis** covers three axes: 1) The socio-political context, presenting Chad as a country of contrasts, characterized by persistent political instability that undermines its education system, and which hinders the simultaneous development of a sustainable research and higher education system. 2) The socio-economic context, portraying a country with enormous economic and natural potential, yet one that struggles with

social challenges and lacks effective solutions for development. 3) International cooperation, showing a country fully open to research partnerships yet one that fails to capitalize on these opportunities to make its research and higher education sector more dynamic.

In Chapter II, the **Stakeholder Mapping** identifies the various actors that make up the research system in Chad, including both producers and users of research. This chapter provides a comprehensive overview that identifies and defines the importance, roles, and relationships among the main groups of research actors in Chad.

Finally, in Chapter III, **the DRA Framework** analyzes the data collected using harmonized quantitative and qualitative indicators corresponding to the 12 determinants defined in the DRA Framework.

CHAPTER 1

CONTEXT ANALYSIS

Key Takeaways

- Located at the heart of Africa, Chad serves as a crossroads of cultures and civilizations. Despite this diversity, the country remains understudied, particularly in the field of social sciences.
- Decades of political turbulence and instability from the early years of its independence have significantly delayed Chad's development, especially the development of its education system.
- Since regaining relative political stability in 1990, Chad has rebuilt the foundations of its education system. However, policy priorities have left very little room for the development of the higher education sector.
- Recent institutional and policy advances have symbolically increased the value of university education and research, establishing them as levers for sustainable development. The 2006 Education System Orientation Act places higher education at the top of the educational hierarchy, while the State defines research policy guidelines.
- Chad has enormous economic and natural potential, yet it continues to struggle with social challenges and offers limited solutions to address its weak human development.
- Public funding for research and higher education remains the weakest link in the government's priorities, with State support generally limited to personnel and operating costs.
- Chad is fully open to international research cooperation, yet it does not sufficiently capitalize on these opportunities to make its research and higher education sector more dynamic.
- Development partners provide budgetary support and contribute to strengthening human, technical and material capacities.

INTRODUCTION TO CHAD

Located at the heart of Africa, Chad serves as a crossroads of African, Eastern, and Western cultures and civilizations. Despite this rich diversity, the country has remained largely unexplored in social science research. Robert Buijtenhuijs observes that “Chad is understudied, particularly in the field of political studies.”³ This raises an important question: what factors explain this lack of scientific output focused on the Chadian context?

University education and research are widely recognized in Chad, as elsewhere, as drivers of sustainable development. Act 16 on the Orientation of the Chadian Education System explicitly defines the core missions of higher education and research. One such mission is to train senior professionals capable of leading the creation and development of material goods; to provide the State and economic sectors with qualified personnel who

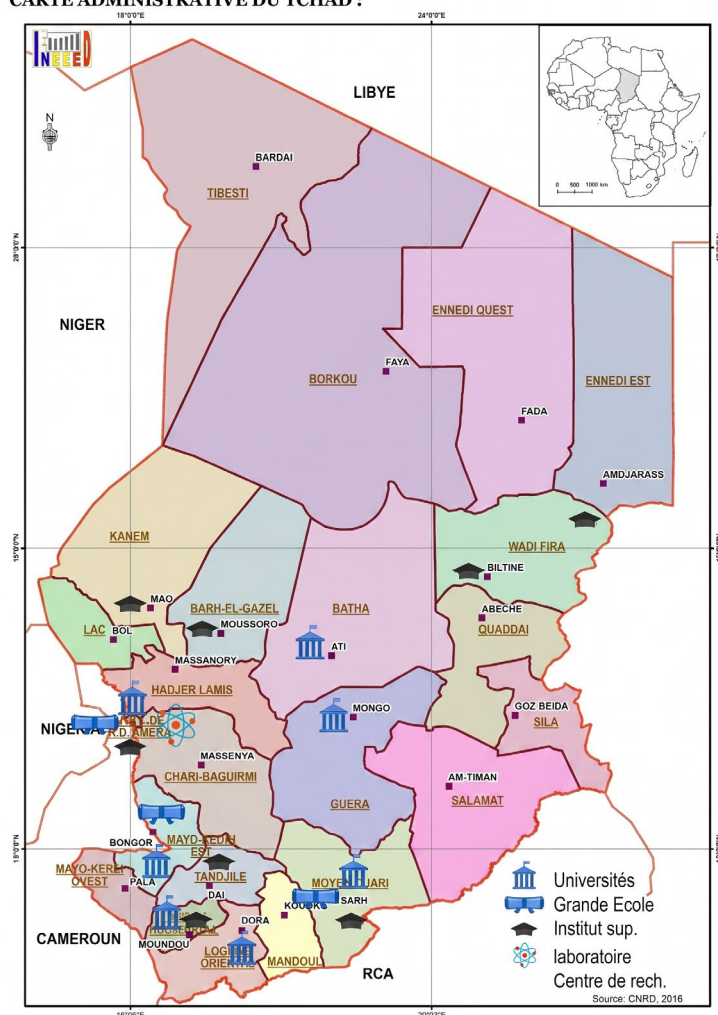
can guide and support populations and to contribute to national wealth; and to promote scientific and technical research.

In principle, Chadian policymakers appear to understand that *higher quality research equals socio-economic development*. However, Buijtenhuijs's observation highlights a gap between policy objectives and reality, revealing a State whose socio-economic and political conditions fail to attract significant scientific interest.

There is therefore a clear need to explore the Chadian context to analyze the socio-political, economic, and international environments that influence the research sector. Such an assessment can help identify the factors behind the shortfall in scientific production.

Figure 1.1: Map of Universities in Chad

CARTE ADMINISTRATIVE DU TCHAD :



3 Buijtenhuijs, R., *Transition et élections au Tchad 1993-1997: Restauration autoritaire et recomposition politique*, Paris, Karthala, 1998, p.10.

1.1. SOCIO-POLITICAL CONTEXT OF CHAD

1.1.1. PUBLIC POLICIES SUPPORTING THE PRODUCTION AND USE OF RESEARCH

Since the establishment of the University of Chad in 1971, renamed the University of N'Djamena in 1994, the country has initiated a series of education system reforms, particularly benefiting the higher education, beginning in the mid-2000s. However, the groundwork for these reforms was laid as early as 1994 through the États Généraux, a series of national consultations that conducted a diagnostic assessment highlighting the deterioration of Chad's education system.

Recommendations from these consultations informed all subsequent education sector reforms, as well as national strategies and policies aimed at developing Chad's education system. Among these diagnostic exercises is the report of the parliamentary inquiry conducted by the Chadian National Assembly in June 2018.

The Chadian Education System Framework Act of 2006 provided the overarching policy direction and served as the primary legal instrument for defining public education policies. This law positioned higher education at the top of Chad's formal education system. According to this law, the education sector is organized into four types of public and private institutions, namely:

- universities;
- grandes écoles;
- institutes; and
- specialized centers.

In official Chadian terminology, scientific and technical research includes all programs and activities based on scientific disciplinary, multidisciplinary, and transdisciplinary approaches, as well as applied research, development-oriented research, and action research, which meet internationally recognized criteria.⁴

The State bears responsibility for defining policy orientations in scientific and for coordinating all research activities conducted in the country (Article 47 of the Education System Framework Act). These policy orientations are intended to respond to the country's socio-economic development objectives and national priority needs as expressed by political institutions,

socio-economic partners, local authorities, and the research community.

The State, therefore, plays a major role in implementing and monitoring scientific and technical research policy. This includes the creation of specialized departments, programming, coordination, and evaluation bodies through legislation, and substantial budgetary allocations, supplemented by funding obtained through bilateral and multilateral cooperation.⁵ This formal recognition of the importance of research is further emphasized in the National Strategy for Higher Education, Research and Innovation 2021-2025. It states that, through this strategic focus, higher education now occupies a prominent place in public policy in Chad.⁶

Axis 4 of the National Development Plan (NDP) 2017-2021, titled "Improving the Quality of Life of Chadians," emphasizes enhancing the quality of higher education and scientific research as a key outcome. Chad's national higher education strategy aligns with this framework and prioritizes:⁷

- Improving equity and access to higher education and scientific research;
- Improving the quality of educational offerings and students' living and study conditions;
- Aligning research programs with national development priorities;
- Strengthening the performance of governance systems; and
- Promoting foreign languages in higher education.

All scientific and technical research activities conducted by public or private institutions within Chad falls under the public domain. Research outcomes are considered public goods, accessible to all within the limits of national and international legislation, particularly those regarding intellectual property.⁸

Accordingly, all scientific and technical research conducted in the Republic of Chad is placed under the authority of the ministry responsible for higher education and scientific and technical research. The outcomes of such research are considered public goods, accessible to all within the limits of applicable national and international legislation, particularly those governing intellectual property.

Through these measures, the Chadian State clearly asserts its intention to make research a key lever for socio-

⁴ Article 45 of Act 16 on the Orientation of the Chadian Education System.

⁵ Article 47 of Act 16.

⁶ National Strategy for Higher Education, Research and Innovation 2021-2025, p.6.

⁷ Republic of Chad/Ministry of Economy and Development Planning, *National Development Plan 2017-2021*, 2017, p.49.

⁸ Article 50 of Act 16 on the Orientation of the Chadian Education System.

economic development. However, this commitment has largely remained at the level of principle, with limited effective implementation capable of addressing the country's socio-economic development objectives and priority needs.

1.1.2. STATE RESOURCES AND SUPPORT FROM PARTNERS

Chad's higher education system relies primarily on annual public budget allocations, supplemented by support from development partners. In general, the Ministry of Higher Education uses public resources to cover non-discretionary expenses, including salaries, bonuses and allowances. As in many African countries, government support is usually limited to staff and operating expenses. These salaries, bonuses, and allowances account for the largest share of expenditures, leaving very little fiscal space to cover other essential items such as laboratory supplies, documentary resources, and computer equipment.

Development partners contribute beyond budgetary support, primarily through capacity-building initiatives (such as training grants), infrastructure construction, and the provision of technical equipment. Many public higher education buildings in Chad have been constructed using cooperation funds, including the French Development Agency (AFD), the World Bank (WBG), the Islamic Development Bank (IsDB), and Chinese cooperation.

Although the initiative was short-lived, Chad implemented a three-year plan in 2013 aimed at training instructors and equipping laboratories, with a budget of over four billion CFA francs. Known as CONFOFOR, the program sought to provide teacher-researchers with opportunities to earn higher education degrees and qualifications to better meet the needs and expectations of public higher education institutions. This innovative program allowed holders of master's degrees to pursue doctoral degrees. The program supported those already holding doctorates in publishing scientific papers to be eligible for inclusion on CAMES (African and Malagasy Council for Higher Education) qualification lists.

Established by Ordinance N°26/PR/71 of December 27, 1971 under the name "University of Chad," the institution was renamed "University of N'Djamena" by Act No. 006/PR/94 of January 17, 1994, reflecting the political will of the country's highest authorities to create additional public universities.

Today, Chad has ten public universities, six professional higher education institutions, and six grandes écoles, two

of which operate under academic supervision (Ministry of Posts and Digital Economy, Ministry of Infrastructure and Development).

Despite the existence of legal frameworks and available financial resources, the system continues to face a clear imbalance between research aligned with national priorities and independent research agendas. While the State plays a major role in defining policies and strategies for higher education and research, a critical question remains: to what extent do these policies effectively address socio-economic development objectives and the nation's priority needs as expressed by political institutions, socio-economic partners, local authorities, and the research community?

1.1.3. A RELATIVELY FREE POLITICAL SPACE

Despite the upheavals that have shaped Chad's political life, successive regimes since independence have consistently proclaimed their commitment to respecting human rights and civil liberties. The preambles of successive constitutions repeatedly include a standard formulation expressing "...the stated will of the Chadian people to build a State governed by the rule of law and a nation founded on civil liberties and fundamental human rights, human dignity, and political pluralism." Another recurring reference reaffirms "the commitment of the Chadian people to the principles of human rights as affirmed by the Charter of the United Nations, the Universal Declaration of Human Rights, and the African Charter on Human and Peoples' Rights; the duty to resist and disobey the exercise of power by force, and opposition to any arbitrary regime, are clearly affirmed."

As a result, legal texts contain numerous provisions that guarantee civil and political rights, including the inviolability of the individual, judicial guarantees, freedom of movement, the inviolability of the home, and freedom of information, opinion, expression, conscience and religion, association, assembly, the press, and trade unions. Even during periods of political transition, this framework has remained in place. The Charter of April 22, 2021 follows the same logic: Fundamental rights and freedoms are recognized and their exercise is guaranteed under the conditions and procedures prescribed by law. Articles 6 to 34 of this Charter cover the various rights recognized by international human rights law. There is therefore no doubt that, in principle, Chad accepts almost all major international instruments on human rights and fundamental freedoms.

Despite "difficult relationships between public authorities and certain civil society organizations (human rights

associations, trade unions, and the private press) often marked by hostility and conflict,”⁹ freedom of expression and freedom of opinion remain unambiguous. Compared with the years of dictatorship under Hissein Habré, Chadians have enjoyed relatively broad civil and political freedoms during the democratic period that began in 1990.

Nevertheless, limited transparency in governance continues to create tensions between governments unwilling to accept criticism from civil society organizations (CSOs) and/or the media. As a result, “all allegations of embezzlement of public funds, mismanagement, nepotism, corruption, and human rights violations are considered partisan attacks that threaten national unity and cohesion.”¹⁰

1.1.4. GOVERNANCE MODELS THAT DO NOT ALLOW FOR THE TRANSPARENT USE OF ALL TYPES OF RESEARCH, FREE FROM FAVORITISM OR CLIENTELISM

Despite some progress in governance indicators, Chad does not rank among the best-performing countries in Africa in terms of good governance.

Chad still has a long way to go to catch up with African countries that demonstrate best governance practices, particularly with regard to economic management, corruption control, political stability and absence of war, security and rule of law, citizen participation, and accountability (see Table 1). Weak governance indicators in Chad create favorable conditions for nepotism and favoritism in all its forms. These practices constitute corruption and can undermine the effective functioning of the State, while compromising the ability of government authorities to serve the public interest.

Table 1.1: Chad's performance in selected governance indicators between 2017 and 2020

NO.	Index Names and Components	2017		2018		2019		2020		2022	
		Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
1	CPIA (World Bank)	2.7	32	2.7	32	2.8	31	2.8	31	2.7	32
2	Economic Management	2.67	32	2.83	29	3	26	3	26	3.2	31
3	Structural Policies	2.67	35	2.67	36	2.7	36	2.5	36	2.3	36
4	Policies for Social Inclusion and Equity	2.6	35	2.8	34	3	33	3	33	2.9	34
5	Public Sector Management and Institutions	2.7	31	2.6	31	2.5	32	2.6	31	2.5	31
6	Ibrahim Index of African Governance (IIAG)	33.1	47	33.4	47	33.9	47	33.9	47		
7	Security and Rule of Law	37	44	37.5	43	37.5	43	37.5	43		
8	Participation, Rights and Inclusion	28.3	46	28.8	47	29.4	47	29.4	47		
9	Foundations for Economic Opportunity	32.6	47	33.2	47	33.5	47	33.5	47		
10	Human Development	34.4	21	34.2	51	35.1	51	35.1	51		

Source: Mo Ibrahim Foundation: 54 countries; CPIA: IDA countries.

Poor governance performance has not spared the higher education sector. According to the Parliamentary Inquiry Report on the Education Sector, “university governance is plagued by excessive politicization, the immediate effects

of which are: failure to apply Decree 900 and subjective appointments of executives to positions of responsibility; chronic instability in assignments and a general

⁹ CODNI Thematic Subcommittee Report 3, p.13.
¹⁰ Ibid.

weakness in human and material resource planning and management capacities.”¹¹

In light of this analysis, it can be observed that governance models in general, and academic governance in particular, do not foster effective regulation, organization or management of scientific work, especially with respect to basic research, clinical research, and research in the humanities and social sciences. Similarly, the quality of governance does not allow for the clear definition of decision-making processes or the identification of participants involved in research-related decisions, including the determination of research priorities and topics, method selection and design, cooperation and synergies between different parts of the research system, and quality control of research outputs. All things considered, it is unsurprising that, under current governance conditions, clinical and agricultural research remain the primary priorities for the government and its partners.

1.1.5. BACKGROUND INFORMATION ON THE POLITICAL, ECONOMIC, AND ORGANIZATIONAL ASPECTS AFFECTING THE RESEARCH CONTEXT

Chad, a former French colony, gained independence on August 11, 1960. The political framework inherited from the colonial period proved ill-suited to the country's historical realities. As early as 1962, the democratic process began to break down, marking the onset of a prolonged cycle of political violence.

In 1966, an armed rebellion broke out. This was followed in 1975 by a coup d'état that overthrew President François Tombalbaye and led to his assassination. The change in regime did not put an end to the crisis. Instead, the country descended into widespread rebellion, culminating in the civil war of 1979.

Subsequent regimes likewise failed to address the underlying causes of the crisis. Political tensions intensified and positions became increasingly radicalized following Hisssein Habré's rise to power in 1982. Convinced that Chad could be governed with ease, he established a regime of terror. Widely regarded as one of the most violent in the world, this regime forced large numbers of Chadians into exile. Widespread discontent ultimately paved the way for the Patriotic Salvation Movement (MPS) led by Idriss Déby, to seize power. Déby, in turn, relied on authoritarian rule to remain head of state for more than three decades.

Beyond persistent political violence, recurrent droughts in the 1970s, 1980s, and 1990s triggered severe famines that devastated the country's means of production. The repeated droughts fueled violent conflicts between communities over vital resources such as water sources and arable land.

Political instability, famines, and community conflicts contributed to hostile policy choices that redirected public funds, purportedly to ensure security and peace, to the detriment of development sectors such as research in the humanities and social sciences.

1.1.6. RECURRENT POLITICAL INSTABILITY UNFAVORABLE TO SCIENTIFIC PRODUCTION

From 1960 to 1990, Chad experienced prolonged periods of political instability. Only after 1990, with the advent of democracy, did conditions begin to emerge in which research activities could realistically develop. However, political conflict has remained recurrent, marked by repeated armed rebellions. Political demonstrations have also had a negative impact on research.

Beyond internal conflicts, instability in neighboring countries has directly and indirectly affected research in Chad. Today, the country hosts a significant influx of refugees from the Central African Republic, Libya, and Sudan. Currently, approximately 10,000 refugees reside on Chadian territory. This situation has diverted policymakers' attention away from research, which is no longer considered a priority. Instead, authorities focus primarily on saving lives, providing humanitarian assistance, and ensuring security.

Overall, these multiple conflicts severely disturb researchers, who prioritize survival over research activities. The first structured research initiatives and scientific publications only began to emerge when researchers started to engage with the CAMES system.

These early efforts were often interrupted by new conflicts, such as rebel attacks or political demonstrations, including those in October 2022, which resulted in fatalities. Many Chadians, including researchers, have fled the country, creating an additional barrier to scientific production. Earlier research activities often took place under the supervision of foreign researchers pursuing their own research agendas, or through commissioned studies.

A study conducted by Rigas Arvanitis, Aurélie Pancera, et al. in five Sahelian countries (Burkina Faso, Chad, Mali, Mauritania, Niger) and Senegal, covering the period

¹¹ Parliamentary Inquiry Report, p.64.

between 1980 and 2017, shows that Chad ranked last in terms of scientific publications. While Senegal and Burkina Faso produced 7,621 and 4,722 publications respectively, Chad produced only 377 publications during the same period.¹² This demonstrates how, during periods of conflict, public funds initially allocated to research are redirected to other priorities. Researchers, meanwhile, lack both the material resources and focus needed for scientific production.

1.1.7. THE IMPACT OF CULTURAL SPECIFICITIES ON THE ORGANIZATION OF THE RESEARCH SYSTEM

Chad is a country of contrasts and rich cultural diversity. This cultural contrast is reflected in its linguistic diversity, with French and Arabic serving as the State's official languages for administrative and diplomatic activities. In 1995, the President of the Republic enacted Decree 95-071/PR/MEN, which introduced bilingual education into the Chadian education system. Act No. 16, which sets out the framework for the Chadian education system, stipulates in Article 5 that "Education and training shall be provided in the two official languages, French and Arabic."¹³ The introduction of Arabic alongside French is the result of contentious political debates rooted in the history of the Chadian state. Although bilingualism has now been legally established for approximately a decade, its implementation remains uneven and biased.

In practice, bilingualism appears more as a political demand than as a public policy initiative genuinely aimed at promoting the learning and use of both official languages. This linguistic configuration directly affects the organization of the research system. Individual claims for linguistic quotas often influence budget allocations and appointments to positions of responsibility. Access to scientific knowledge produced in the two official languages remains, in most cases, confined to separate French-speaking and Arabic-speaking cultural spheres. Scientific exchange between researchers working in French and those working in Arabic is virtually nonexistent, largely due to the absence of effective communication channels. While linguistic diversity should, in principle, constitute a major asset for the research system, in practice it undermines its organization and limits the circulation and diffusion of research outputs in Chad.

1.1.8. LOW USE OF RESEARCH RESULTS IN CHAD

The production of scientific knowledge in Chad remains largely unknown to the public. Political and media figures show very little interest in the scientific work of researchers. Across all scientific fields, Chadian researchers generate scientific data that could inform policymaking, but unfortunately, we have observed little use of these research findings. A major challenge lies in the diffusion of research results. Chad does not maintain a centralized database of scientific research output, which makes it difficult to coordinate research activities. Researchers sometimes participate in political debates in a personal capacity, relying on their individual contacts within the political sphere, but the results of their research are seldom taken into account.

1.1.9. POLITICAL TRANSITION AND ITS LIMITED IMPACT ON THE RESEARCH SYSTEM

Although Chad is undergoing a political transition, the research system remains largely unaffected. During this period, the government has taken steps to revitalize the country's research system. The Ministry of Higher Education and Research organized a seminar on the conditions of higher education and research, bringing together teacher-researchers, university officials, and public authorities to review the current state of the sector. This day of reflection gave participants the opportunity to consider several points:

- Reorganizing the academic system around four or five university hubs;
- Abolishing the National Centre for University Works (CNOU) and returning university works to academic institutions;
- Sanctioning teachers who fail to comply with professional ethics;
- Reinstating grants as recommended by the National Inclusive Dialogue, while regulating the criteria for receiving them, and raising the retirement age for tenured and associate professors to 70;
- Working towards affiliating the École Nationale d'Administration (ENA) with the Ministry of Higher Education;
- Placing the Écoles Normales Supérieures under the supervision of universities;
- Creating a Department for the Equivalence and Authentication of Foreign and Private Diplomas, leaving the National Office of Higher Examinations and Competitions (ONECS) responsible for examinations

¹² État de la recherche dans les pays du Sahel au travers de la bibliométrie, p.7.

¹³ Tchad : le bilinguisme est-il effectif dans le système éducatif ? <https://tchadinfos.com/tchad-le-bilinguisme-est-il-effectif-dans-le-systeme-educatif/>, accessed November 28, 2023.

and competitions, while national diplomas are authenticated by the institutions that issued them.¹⁴

1.2. ECONOMIC CONTEXT

According to the Doing Research Assessment (DRA) methodology, the economic context includes four main factors: (i) the state of human development, which can stimulate social science research; (ii) access to modern technology that facilitates social science research; (iii) physical infrastructure necessary to conduct high-quality research; and (iv) opportunities for social science researchers in the private sector.

1.2.1. LOW HUMAN DEVELOPMENT AS A BARRIER TO ADVANCING SOCIAL SCIENCE RESEARCH

According to the latest United Nations estimates,¹⁵ Chad's population in mid-2021 was approximately 17.2 million, representing 0.2% of the world's population and 1.5% of sub-Saharan Africa's population. With a land area of 1,284,000 km², the country has a population density of 13.2 inhabitants per km², 3.8 times lower than the sub-Saharan African average of 52 inhabitants per km² and 4.4 times lower than the global average of 60.7 inhabitants per km².

Chad's population is characterized by a high proportion of young people, with half of the country's population under the age of 15 since 2000. In 2021, the median age in Chad was 15, compared to 17.6 in sub-Saharan Africa and 30 globally.

Table 1.2: Population Growth in Chad from 1960 to 2021

No.	Year	Total population as of July 1	Population density as of July 1 (inhabitants per km ²)	Median age as of July 1 (years)
1	1960	3,028,688	2.4	19.1
2	1970	3,667,394	2.9	17.5
3	1980	4,408,230	3.5	15.6
4	1990	5,827,069	4.6	15.2
5	2000	8,259,137	6.6	14.6
6	2005	10,005,012	7.9	14.7
7	2006	10,365,614	8.2	14.7
8	2010	11,894,727	9.4	14.6
9	2015	14,140,274	11.2	14.7
10	2020	16,644,701	13.2	14.9
11	2021	17,179,740	13.6	15.0

Source: UNDESA (2022)

Until 2018, women constituted the majority of Chad's population, accounting for 51.8% (ECOSIT 4). However, according to UNDESA (2022), the sex ratio in Chad in 2021 was estimated at 100.8 men per 100 women, compared with an average of 99.3 for sub-Saharan Africa and 101.1 globally.

Chad has a very low level of human development. In 2022, the country ranked 190th out of 191 in the UNDP Human Development Index (HDI).¹⁶ Between 2000 and 2010, Chad's HDI grew at an annual rate of 2.1%, but growth slowed to 0.7% per year from 2010 to 2021. After reaching 0.403 in 2019, Chad's HDI declined to 0.397 in 2020 and 0.394 in 2021.¹⁷

¹⁴ Official public website of the Ministry of Higher Education, Research and Innovation.

¹⁵ United Nations, Department of Economic and Social Affairs, population Division (2022). World population prospects 2022: Methodology of the United Nations population estimates and projections (UN DESA/2022/TR/NO. 4).

¹⁶ UNDP (United Nations Development Programme). 2022. Human Development Report 2021-22: Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World. New York.

¹⁷ Ibid.

The decline in HDI after 2019 is closely linked to life expectancy at birth, which fell from its highest level of 53.3 years in 2019 to 52.3 years in 2020 and 52.5 years in 2021. The education component of the HDI indicates that a Chadian child enrolled in school in 2019 could expect to spend eight years in the education system, while the mean years of schooling remained only 2.6. Regarding

income, Chad's entry into the ranks of oil-producing countries allowed the country to reach a gross national income (GNI) per capita of USD 1,804 (2017 constant PPP) in 2015. However, the country has failed to recover from the 2015 oil shock, with GNI per capita declining to 1,364 USD (2017 constant PPP) in 2021.

Table 1.3: Evolution of Chad's Human Development Index and its components from 2000 to 2021

No.	Year	Life expectancy at birth	Expected years of schooling	Mean years of schooling	Gross national income per capita (2017 PPP USD)	Human Development Index Value
1	2000	47.4	4.8	1.3	882	0.291
2	2010	49.6	6.6	1.8	1,669	0.362
3	2015	51.6	7.3	2.2	1,804	0.389
4	2018	52.8	7.9	2.5	1,553	0.398
5	2019	53.3	8.0	2.6	1,555	0.403
6	2020	52.8	8.0	2.6	1,421	0.397
7	2021	52.5	8.0	2.6	1,364	0.394

Source: UNDP (2022)

The human development situation in Chad highlights economic shortcomings that may prevent researchers and research from fully engaging with society. Low life expectancy limits the time individuals can devote to research, which often requires years of hard work before producing results. Moreover, access to education remains limited for much of the Chadian population, and consequently, reaching the level of higher education required to engage in research is beyond the reach of a large proportion of people.

Nevertheless, social development remains a national priority, and Chad has allocated substantial resources to social sectors. In particular, taking advantage of its oil resources, the country has invested in priority social sectors, including health, education, and water. Despite these efforts, social spending falls short of the country's commitments under international agreements, including the Maputo Protocol, the Abuja Declaration, the Bamako Convention, and the Global Partnership for Education. Health expenditure has averaged 4.5% of GDP over the past two decades, compared with 5.1% for sub-Saharan Africa and 5.7% for low-income countries (World Bank, 2022). In the education sector, total spending averages 2.8% of GDP, compared with 3.9% for comparable countries. As a result, public investment in social sectors depends heavily on external support, with only 25% of funding coming from domestic resources over the past

five years. The gap between invested resources and the level of social development raises questions about the effectiveness of public policies in combating poverty. Meanwhile, security spending has increased dramatically, accounting for 40% of total public expenditure. This indicates that security spending has overtaken social spending in Chad.

In light of this situation, public funding for research and higher education remains the weakest link in the government's priorities. In 2016, the share of the budget devoted to research relative to GDP was only around 0.3%. Between 2004 and 2014, a period of economic growth fueled by substantial oil revenues, public spending on higher education averaged 18% of the overall budget, returning to pre-oil levels. Compared with other African countries, Chad's funding for research and higher education remains low. Cameroon, Senegal, and Mali, for example, allocate, on average, 10.37%, 27% and 20% of their respective total budgets to higher education, and 0.6% (Senegal) and 3% (Mali) to research.¹⁸

1.2.2. THE DIGITAL DIVIDE AND RESEARCH CHALLENGES IN SOCIAL SCIENCE

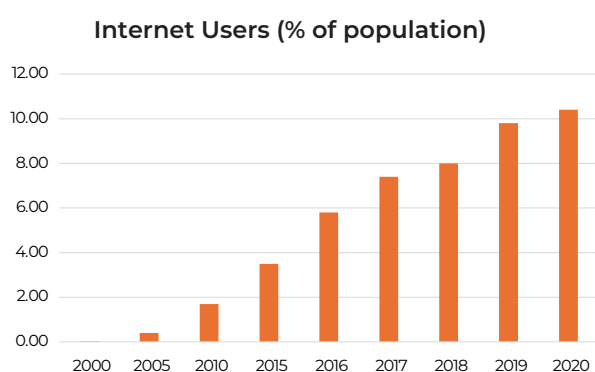
Modern technology is constantly evolving across a wide range of fields and techniques, making interactions between humans and machines more accessible.

Examples include computers, the internet, and smartphones. Modern technology can facilitate social science research by providing tools such as academic search engines, which allow researchers and students to locate relevant scientific articles more efficiently. These technologies enable researchers to improve their skills and collaborate with peers without needing to travel, unlike in the past, to learn new techniques or engage with partners working on related topics.

The internet is a key tool for effectively using modern technology, yet access remains a significant challenge. One of the main barriers is cost, which is among the highest in Africa and even globally. In response, the Chadian government has taken steps to reduce data prices. The Electronic Communications, Postal and Print Media Regulatory Authority (ARCEP) requested that mobile operators comply with the 2020 Finance Act, adopted on December 30, 2019, which abolished the 18% excise duty on internet services. As a result, some mobile operators now offer discounts ranging from 30% to 60% on certain plans.

Despite these measures, internet access among the Chadian population has increased only gradually. In 2000, access stood at just 0.04%, surpassing 5% only after 2015, and exceeding 10% from 2020 onward.

Figure 1.2: Evolution of Internet Access Rates in Chad, 2000 to 2020



Source: Doing Research in Chad, 1st edition (2026)

1.2.3. INADEQUATE PHYSICAL INFRASTRUCTURE FOR CONDUCTING HIGH-QUALITY RESEARCH

Over the past two decades, Chad has experienced dynamic growth in its education sector. As a result, the country's only university, established in the 1970s, could not accommodate the growing number of students. To relieve some of the pressure on the University of Chad, nine additional universities were created across the country's provinces. However, the diagnostic analysis

conducted during the development of the National Strategy for Higher Education, Research, and Innovation revealed that these newly established institutions face significant challenges related to physical infrastructure, including buildings, offices, and laboratories, etc. These facilities were deemed inadequate for improving scientific output.

Despite the expansion of both public and private education provision, poor infrastructure continues to limit the capacity to accommodate students at all levels. For instance, in 2015, public universities could only accommodate 16,820 students in first-year programs, while the number of high school graduates was around 32,000.

Further concerns include outdated learning conditions due to aging facilities and a lack of laboratories, libraries and classrooms. Another weakness of the system is the absence of a policy aimed at modernizing university facilities and infrastructure.

1.2.4. DISCONNECT BETWEEN THE WORLD OF SOCIAL SCIENCE RESEARCH AND THE PRIVATE SECTOR

Chad's private sector remains in its infancy and is largely dominated by small service-oriented businesses. This sector has very limited connections with the world of research.

As a result, opportunities for social science researchers in the private sector are almost nonexistent. Ideally, the private sector should finance research and leverage its results for business development. In practice, collaborations are generally limited to calls for tenders that request advice on issues already identified by sponsors.

1.3. INTERNATIONAL CONTEXT

Chad's geostrategic location and its use of two official languages, French and Arabic, provide opportunities for international collaboration and partnerships in research, education, and economic services, particularly with the Francophone and Arab worlds. These collaborations take place within the frameworks of South-South and North-South exchanges.

International exchanges are guided by Chad's Vision 2030, "The Chad We Want," which aligns with global initiatives, including the African Union's Agenda 2063 and the UN's 2030 Agenda for Sustainable Development.

The aim of this national vision is to transform Chadian society. It was first introduced in the 2017-2021 National Development Plan (PND) which identified four key outcomes: (i) Strengthening national unity, (ii) Strengthening good governance and the rule of law, (iii) Developing a strong and competitive economy and (iv) Improving the quality of life of the Chadian people. To achieve these outcomes, the government aims to strengthen human capital development, which is central to the societal reforms it seeks to implement. The government also intends to maintain policies for economic diversification and harmonious urban development, accelerate ongoing reforms, and actively support the participation of the private sector, civil society organizations, and human rights groups in the country's development process.

Chad also seeks to leverage international cooperation to enhance the framework for action research related to Chadian society.

Through such collaboration and partnerships, researchers in Chad can improve the quality and reputation of their research, gain access to international labor markets, and contribute to increasing the competitiveness of the national economy.

1.3.1. PROACTIVE NATIONAL POLICY ON INTERNATIONAL COOPERATION IN RESEARCH AND EDUCATION

Chad has pursued a proactive national policy on international cooperation in research and education. This policy involves dynamic engagement with Northern, Middle Eastern, and Eastern countries, as well as French-speaking nations in sub-Saharan Africa and the Maghreb.

1.3.1.1. Research and Teaching Cooperation with Northern, Middle Eastern, and Eastern Countries

Chad has a long history of cooperation in research and education with Northern countries including France, Belgium, Switzerland, the Netherlands, Canada, Russia, Germany, and Italy; Middle Eastern countries such as Saudi Arabia, the United Arab Emirates, Iran, Iraq, Syria, and Turkey; and Eastern countries including China and Japan. It is important to note the unique colonial ties between Chad and France.

As a former colonial power, France has historically supported research in Chad through generations of military aid workers who initially led, and later advised, national education and research institutions. However, the research results remain insufficient. For a long time, the country served as the site of numerous

studies without actually having or training its own researchers. Decades of conflict and political instability have made it difficult for Chadian authorities to build research infrastructure.

As a result, research in Chad, particularly in the social sciences, lags behind neighboring countries. The same is true of Chadian research institutions.

To address this, the Ministry of Higher Education, Scientific Research, and Innovation has sought to redefine cooperative relationships with longstanding research partners in Chad, most of whom are French, reorganizing the university grant system to align more closely with scientific criteria, including existing priorities.

Strengthening public higher education has been a priority for Chad's senior officials since 1990. In 1990, Chad had two institutions: the University of Chad and the École Normale Supérieure, both of which were under supervision, meaning they were overseen by the government. Today, the country has ten universities, six national institutes, four grandes écoles normales supérieures, and two grandes écoles under dual supervision. Despite this growth, both the quantity and quality of qualified personnel remain insufficient. To address this shortfall, a three-year teacher training plan was implemented between 2012 and 2014, with a total budget of 4,043,000,000 CFA francs. The plan aimed to produce 127 master's degree holders, 221 PhD graduates, 194 assistant professors, and 35 senior lecturers by its conclusion. The plan was submitted to the President of the Republic for approval in 2010, approved in 2011, and funded in 2012. In 2013, a national commission was created to manage grants, research laboratory equipment, and field missions from the teacher training fund, known as CONFOFOR, by Order No. 71/PR/PM/MERFPS/SG/2013 of March 11, 2013. Members of the commission were appointed by Order No. 74/PR/PM/MERFPS/SG/2013 of April 5, 2013. A Monitoring and Control Committee was also established by Order No. 110/PR/PM/MESRFPS/SG/2013 of April 5, 2013. Its members were appointed by Order No. 115/PR/PM/MERFPS/SG/2013 of April 17, 2013.

Mid-term results after two years were satisfactory. The table below summarizes the types of grants awarded, the number of recipients, and the amounts allocated during the first two years of the project.

Over the first two years, 867 teacher-researchers received financial support from the CONFOFOR fund to pursue studies and research in Chad, Africa, or Europe: 129 for master's degrees, 590 for PhDs, 64 for postdoctoral studies, and 84 for research equipment and fieldwork. The total amount allocated for the first two years was

2,556,690,500 CFA francs out of the 2,696,000,000 CFA francs disbursed, leaving 1,486,309,500 CFA francs to be allocated based on the initial project plan.

In addition, the Mutual Aid Group for Higher Education and Health in Chad (GESST) also provides support.

Table 1.4: Types of Grants and Amounts Awarded

NO.	Type of Grant	Number of Recipients	Amounts Allocated
1	Master's Degree	129	495,500,000
2	PhD	590	1,550,500,000
3	Postdoctoral	64	210,500,000
4	Facilities and Grounds	84	252,561,000
5	Operating Expenses		47,629,500
Total 867			2,556,690,500

Source: Ministry of Higher Education

In addition to the Chadian government's initiatives, the country benefits from a grant program offered by the French Embassy known as the Solidarity Fund for Innovative Projects (FSPI). For several years, this fund has been used to finance a number of projects carried out by doctoral students, researchers, and teacher-researchers. Similarly, the French Government's Scientific High-Level Visiting Fellowships (SSHN) program provides support to senior researchers. This grant allows Chadian researchers to produce scientific publications that contribute to career advancement. In 2023, two members of CRESPO received this grant. The program pursues two main objectives: (i) to participate in the development of higher education and research institutions in Chad by supporting the promotion of teacher-researchers to higher CAMES ranks, particularly the advancement of Assistant Professors to the rank of Associate Professor, thereby increasing the number of locally trained PhD holders; and (ii) to stimulate greater cooperation between French and Chadian institutions.

In addition to the institutional framework for research and teaching cooperation with France, Chad also collaborates with several international research funding organizations, including Canada's International Development Research Centre (IDRC), the African Economic Research Consortium based in Kenya, the Inter-University Postgraduate Programme in Economics in Burkina Faso, and the Leiden University Excellence Scholarship (LexS) in the Netherlands.

Overall, academic cooperation between Chad and Northern and Middle Eastern countries remains largely shaped by its longstanding ties with France. Nevertheless, collaboration and partnerships with countries in the Global South and the Maghreb region remain a

GESST comprises over 200 Chadian academics and professionals in Europe (including doctors, engineers, and senior executives) working alongside non-Chadians with equivalent academic and professional backgrounds.

priority. Under these agreements, several faculties have established partnerships with faculties abroad. For example, the Faculty of Law and Political Science at the University of N'Djamena has signed agreements with the Faculties of Law and Political Science at the Universities of Maroua, Ngaoundéré, Yaoundé, Poitiers, and Senegal. Likewise, the Faculty of Languages, Humanities, Arts and Communication and the Faculty of Social Sciences have agreements with the Faculty of Arts, Humanities and Sciences at the University of Ngaoundéré and the Universities of Yaoundé and Maroua. Similar agreements also exist within the country, as Chadian higher education institutions have signed agreements and conventions among themselves.

1.3.1.2. Research and Academic Cooperation with Francophone Countries in Sub-Saharan Africa and the Maghreb Region

South-South Cooperation (SSC) refers to the mutual sharing and exchange of strategic development solutions, including knowledge, experiences and best practices, policies, technologies, know-how, and resources, among countries of the Global South. This form of cooperation often takes place within a triangular framework involving partnerships between two or more developing countries and a third partner country, typically a resource provider partner and/or a multilateral organization.

This subsection highlights the integration of Chad's research system into broader subregional, regional, and international networks. These networks aim to promote and strengthen academic exchanges and collaboration with a view to increasing opportunities for researchers.

Chad offers a strategic setting for examining engagement with the East, given its geographic proximity to the Maghreb region and its position as a transitional space between sub-Saharan Africa and the Arab world. This role as a cultural crossroads is reflected in the country's demographics, with the population almost evenly divided between Muslims (54%) and Christians (46%) (Coudray, 1998). Similarly, the Chadian government's decision in 1982 to adopt Arabic as its second official language alongside French reflects the country's dual identity between East and West.

While Libya and the Gulf States have been the most visible external actors in Chad, other long-standing partners including Sudan, Egypt, Algeria, Morocco, and Tunisia, as well as newer partners such as Iran, also maintain an active presence, albeit to varying degrees. The growing ties between Chad and the Islamic world appear to be a lasting phenomenon and signals a broader geopolitical shift in Chad's focus towards the Arab-Muslim world.

The CEMAC Area

Chad is one of the six countries in the Economic and Monetary Community of Central Africa, known by its French acronym CEMAC. The area contains 28 national public universities distributed as follows: Cameroon (11), Congo (2), Gabon (3), Equatorial Guinea (1), Central African Republic (1) and Chad (10).¹⁹ It also includes approximately 50 national and intergovernmental higher education

institutions, including the School of Hospitality and Tourism (EHT) in Ngaoundéré, the Inter-State School of Customs (EIED) in Bangui, the Subregional Institute of Statistics and Applied Economics (ISSEA) in Yaoundé, the Subregional Multisectoral Institute of Applied Technology, Planning and Project Evaluation (ISTA) in Libreville, the Institute of Economics and Finance (IEF) in Libreville, and the Inter-State Center for Public Health in Central Africa (CIESPAC) in Brazzaville. The region also includes over 500 private higher education institutes.

Chad is also a member of the Conference of University Rectors and Heads of Research Organizations in Central Africa (CRUROR-AC), a CEMAC advisory body established in 2003. CRUROR-AC has four structures including the BMD Community Unit, the Community Quality Assurance Unit, the CEMAC Research Group, and the Committee of Research Experts responsible for examining and deliberating on issues related to higher education and scientific research.

The African and Malagasy Council for Higher Education (CAMES)

As a founding members of CAMES since its creation in 1968, Chad is one of the 19 member countries of the organization. Its member countries are located in West Africa, Central Africa, the African Great Lakes region, and the Indian Ocean. Most Chadian teacher-researchers and researchers, especially those working in French, undergo annual evaluation through CAMES.

Table 1.5: Total number of teacher-researchers in Chad and number accredited by CAMES as of December 31, 2022

No.	Status	All Staff			CAMES Staff		
		Men	Women	Total	Men	Women	Total
Teacher-Researchers							
1	Senior Lecturers	10	0	10	10	0	10
2	Associate Professors	70	1	71	65	1	66
3	Assistant Professors	203	12	215	203	12	215
4	University Assistants	399	35	434			
5	Assistants	977	68	1045			
	Total	1659	116	1775	278	13	291
RESEARCHERS							
1	Research Directors	1	0	1	1	0	1
2	Research Professors	3	0	3	3	0	3
3	Research Fellows	10	3	13	10	3	13
4	Research Assistants	13	0	13			
	Total	27	3	30	14	3	17

Source: Ministry of Higher Education

¹⁹ Chad is unique in that its higher education institutions are fully autonomous. In Cameroon and Congo, for example, national institutes and colleges fall under the authority of universities. This is not the case in Chad. Not only are national institutes and colleges autonomous, they report directly to the Ministry of Higher Education, Scientific Research and Innovation.

The Supreme Council of Universities in Egypt (CSUE)

Chad has signed a Cooperation and Partnership Agreement with the Supreme Council of Universities in

Egypt (CSUE). Under this agreement, Chadian teacher-researchers and researchers, those working in Arabic, are evaluated by the CSUE.

Table I.6: CSUE Status as of December 31, 2022

No.	Status	Men	Women	Total
Teacher-Researchers				
1	Senior Lecturers	0	0	0
2	Associate Professors	5	0	5
3	Assistant Professors			
	Total	5	0	5
RESEARCHERS				
1	Research Directors	0	0	0
2	Research Professors	0	0	0
3	Research Fellows	0	0	0
	Total	0	0	0

Source: Ministry of Higher Education

The Regional Commission of Experts (CRE)

Chad is a member of the Regional Commission of Experts (CRE) at the Agency of Francophonie Universities (AUF) for Central Africa and the African Great Lakes region. The CRE meets annually to select projects submitted in response to regional calls for tender and to validate the final reports for the selected projects. As an advisory body, the CRE helps establish and ensure consistency in the strategic direction of regional scientific policy. This includes guidance on the functional and operational development and implementation of such policies, which fall under the responsibility of the AUF Regional Directorate for Central Africa and the African Great Lakes (DRACGL).

- The National Research Support Centre (CNAR). Established in 1991 from the facilities of the Office for Scientific and Technical Research in the Overseas Territories (ORSTOM), it was renamed the National Research Center for Development (CNRD) by Order No. 012/PR/2015 of September 3, 2015. Attached to the Ministry of higher Education, the CNRD is responsible for collecting scientific and technical documentation on Chad, acting as a “legal repository.” Its mission includes providing material support for research, promoting researcher networks (symposiums, publications), and connecting these networks with economic and political spheres. The CNRD has also been involved for many years in supporting the Franco-Chadian Paleoanthropological Mission.

1.3.1.2.1. Institutional framework for the production and diffusion of social science research with an international focus

Several research institutions are actively engaged in producing and publishing social science research with an outward-looking approach. Key examples include the following:

- The ten universities in Chad and their affiliated institutes. Among these ten universities are two doctoral schools (Écoles Doctorales), both attached to the University of N'Djamena: the École Doctorale of Technical Sciences and Environment and the École Doctorale School of Arts, Humanities, and Social Sciences. These doctoral schools are run in cooperation with French-speaking European and African universities and institutes.

Under these conditions, the national research organizations mentioned above bring together a limited number of national and international researchers, and levels of research output and diffusion remain low. In addition, Chad does not have a centralized directory of scientific publications.

The production and diffusion of research findings through conventional academic channels remains challenging for researchers in Chad due to the limited number of publication channels. Notable examples include the Annals of the Universities of N'Djamena, Sarh, Moundou, and Abéché, and the CNRD's Scientific Review of Chad. One of the objectives of these journals is to promote the emergence of a culture of scientific writing and publication in both public and private universities, focusing on issues of interest to African societies in general and Chad in particular. However, most of these

journals are not available online and are not open access. Although they are not indexed in international rankings, they nonetheless provide publication opportunities for researchers in the CAMES region.

1.3.2. PROMOTION OF PARTNERSHIPS FOR ACCESS TO INTERNATIONAL LABOR MARKETS

Beyond collaboration and partnerships in research and higher education, Chad is a member of several international institutions and organizations, namely:

- the Economic and Monetary Community of Central Africa (CEMAC);
- the Economic Community of Central African States (ECCAS);
- the Permanent Interstate Committee for Drought Control in the Sahel (CILSS);
- the G5 Sahel (G5S);
- the Community of Sahel-Saharan States (CEN-SAD);
- the United Nations (UN);
- the African Union (AU);
- the International Monetary Fund (IMF);
- the International Organisation of La Francophonie (OIF);
- the World Bank Group (WBG);
- the African Development Bank Group (AfDB);
- the Organisation of Islamic Cooperation (OIC).

Despite Chad's membership in these various international organizations, Chadian professionals remain underrepresented within their structures. Notable exceptions include the Chairperson of the African Union Commission and the Secretary General of the Organisation of Islamic Cooperation, positions currently held by his Excellency Moussa Faki Mahamat and His Excellency Hissein Brahim Taha, respectively.

1.3.3. PROMOTING ENGAGED LEADERSHIP FOR HIGH-QUALITY SCIENTIFIC PRODUCTION

Despite the government's implementation of several National Poverty Reduction Strategies (SNRP1 and 2) and National Development Plans (PND 2013-2015 and PND 2017-2021) aligned with international agendas, Chad remains among the least developed countries in the world. In 2021, it ranked 190th out of 191 countries in the Human Development Index (UNDP, 2022). The country's population was estimated at 16 million in 2022, according to projections by the National Institute of Statistics, Economic and Demographic Studies (INSEED). This figure represents a threefold increase since 1990 and is expected to triple again over the next 20 years. Another striking prediction is that 4 million young people will enter the labor market by 2025, compared with a current workforce of 4.7 million. Between 2011 and 2018, the poverty rate dropped by four percentage points, falling from 46.7% in 2011 to 42.4% in 2018 (ECOSIT4). However, this reduction contrasts sharply with the volatility of economic growth, which continues to undermine the achievement of sustainable development goals.

In short, despite the efforts made by the Chadian government, the country does not produce as much research as it could given its socio-political and economic fragility. The value of its resources is not yet reflected in its global knowledge base.

In light of this overview of the international context, we recommend the systematic integration of research into Chad's socio-economic development strategy. Such an approach would, among other benefits, improve both the production and effective use of social science research for sustainable development.

CHAPTER 2

STAKEHOLDER MAPPING

Key Takeaways

- There are four categories of participants in Chad's scientific research ecosystem in Chad: (i) higher education institutions, (ii) government bodies and funding agencies, (iii) private sector organizations (industries), and (iv) civil society organizations.
- Chad has ten public universities, six professional higher education institutions, six grandes écoles normales supérieures, and 53 private higher education institutions. There are only two doctoral schools in the country.
- National research organizations employ a limited number of researchers, and overall levels of research production and diffusion remain low.
- Chad also has several think tanks and for-profit consulting firms, but compiling a comprehensive list proves difficult.
- There are virtually no communication channels between the various stakeholders involved in research in Chad. Frequent interactions only occur between state structures and funding agencies, and development partners.

INTRODUCTION

Having outlined the general context of scientific research in Chad in Chapter I, this chapter focuses on identifying and analyzing the various actors that make up the national research system, including both producers and users of research. It provides a comprehensive overview that identifies and defines the importance, roles, and relationships among the main groups of research stakeholders in Chad.

The analysis specifically focuses on social science research (SSR), with a view to highlighting all stakeholders with an interest in SSR in Chad. These stakeholders include actors involved in the production, diffusion, and use or adoption of SSR.

The chapter first presents the institutions and individuals who have a major influence on the Chadian SSR system, structured around four main categories of research stakeholders in Chad. The subsequent section explains the methodological approach used to sample the target populations.

While working on this project, the research team encountered significant challenges in terms of data. In particular, there are no accessible databases for identifying non-state actors. Lists of for-profit and non-profit organizations could not be obtained from the relevant authorities, which limited the scope of the analysis primarily to the better-documented public higher education sector.

Moreover, even within public higher education, available information lacks sufficient disaggregation. Data on teacher-researchers in higher education institutions are not broken down by discipline or even by academic department.

2.1. KEY STAKEHOLDERS IN SOCIAL SCIENCE RESEARCH IN CHAD

Research stakeholders in Chad can generally be grouped into four main categories:

- Higher education institutions, including public universities, professional higher education institutions, écoles normales supérieures, and private higher education institutions;
- Government bodies and funding agencies, including ministries, national research agencies and institutes, as well as public and private foreign donors;

- Private sector organizations (industries), including think tanks, for-profit consulting firms, and companies employing researchers;
- Civil society organizations, including non-governmental organizations (NGOs), opinion leaders, non-profit think tanks, and the media.

2.1.1. Higher Education Institutions

Chad currently has ten public universities, six professional higher education institutions, six grandes écoles normales supérieures (two of which are under the academic supervision of other universities), and 53 private higher education institutions. All public institutions are state-owned, whereas private institutions are generally owned by individuals or groups of individuals, with a small number affiliated with religious organizations.

Unfortunately, very few private higher education and research institutions employ permanent teacher-researchers and researchers. In most cases, teacher-researchers and researchers employed by public higher education institutions also teach in private institutions on a temporary or part-time basis.

Universities differ considerably in size and scope of fields covered. The University of N'Djamena (created by Ordinance No. 26/PR/71 of December 27, 1971), was the country's only university for nearly 30 years and remains the most comprehensive in terms of its academic offerings. It has six teaching and research faculties, two of which do not cover any social science disciplines: the Faculty of Exact and Applied Sciences (FSEA) and the Faculty of Human Health Sciences (FSSH).

Two universities do not offer any social science programs, namely Ati University of Science and Technology and Mongo Polytechnic University. Chad Virtual University has a specific mandate to deliver distance education and provide scientific and pedagogical resources through its digital platforms. Its areas of activity include online teaching, Massive Open Online Courses (MOOCs), Open Educational Resources (OER), and a digital library.

King Faisal University is unique in that it operates exclusively in Arabic. At other universities, French is used, with some departments operating bilingually.

None of the professional higher education institutions offer social science programs. Among the écoles nationales supérieures, only those located in N'Djamena, Abéché, and Bongor offer some social science courses.

According to Guirayo and Madjindaye (2022), higher education institutions in Chad employ 1,775 teacher-researchers, 116 of whom are women, representing 6.5% of the total. By type of institution, universities employ 1,224 teacher-researchers (69%), university institutes employ 207 (11.7%), and écoles normales supérieures employ 344 (19.4%). The University of N'Djamena alone employs just over a third of them, with 597 teacher-researchers, representing 33.6% of the national total.

2.1.2. Government Bodies and Public Funding Agencies

Coordinating, teaching, supervising, monitoring and controlling government policy on scientific research and innovation all fall under the responsibility of the Directorate of Scientific Research, Cooperation and Innovation (DRSCI) within the Ministry of Higher Education, Scientific Research, and Innovation (MESRSI). According to the Ministry's organizational framework, the DRSCI is responsible for:

- Designing, coordinating, leading, and implementing policies and programs in scientific research and innovation;
- Developing the national strategy for scientific research and innovation;
- Participating in community and international negotiations related to scientific research and innovation;
- Ensuring the mobilization of resources necessary for supporting scientific research and innovation policies and programs;
- Monitoring the implementation and evaluation of the national scientific research and innovation strategy;
- Supervising the scientific activities of public and private higher education and research institutions;
- Promoting the development of national scientific research and innovation plans across various fields;
- Supporting the academic advancement of teachers and researchers through national and international evaluation structures;
- Monitoring doctoral schools;
- Developing policies related to scientific and technical documentation and information;
- Issuing authorizations for scientific and technological research;
- Establishing a database on scientific and technological expertise;
- Supporting the development of research and doctoral studies;
- Managing and implementing the decisions made by the Scientific Council and its ad hoc committees, coordinating doctoral schools, and developing joint initiatives;

- Proposing strategies for cooperation in research and development, reducing inequalities, and strengthening the scientific and technical capacities in disadvantaged sectors;
- Developing North-South and South-South university partnerships with a view to developing relevant industrial processes aligned with national priorities;
- Supervising cooperation agreements between universities, institutes, and international research organizations;
- Seeking opportunities for cooperation grants;
- Ensuring that agreements between institutions are verified for compliance;
- Developing a partnership network with international institutions that award degrees.

As such, there is no uncertainty: the MESRSI's Directorate of Scientific Research, Cooperation and Innovation is responsible for coordinating, facilitating, and providing scientific oversight of public and private higher education and research institutions.

In Chad, there are very few research organizations, and those that do exist are poorly organized and generally unproductive. They can be divided into two categories: research organizations under the supervision of MESRSI and those under other ministerial departments. Among MESRSI-supervised research organizations, only the National Research Center for Development (CNRD) is dedicated to research, data preservation, and the dissemination of research findings. It coordinates research under the supervision of the Directorate of Scientific Research, Cooperation, and Innovation of the Ministry of Higher Education, Scientific Research, and Innovation.

The CNRD was created in 1991 from the former French Office for Scientific and Technical Research in Overseas Territories (ORSTOM) as the National Center for Research Support (CNAR), later renamed CNRD. Operating under MESRSI, alongside the National Office for Higher Education Examinations and Competitions (ONECS), the CNRD's mission includes collecting scientific and technical documentation on Chad, acting as a "legal repository," and providing material support for research. It aims to promote researcher networks by regularly organizing scientific events, including symposiums and scientific and partnership days. A key role of the CNRD is connecting national research networks to economic and political spheres, technical and financial partners, and the business world. Examples include the regular Science Days organized by the CNRD and the longstanding support for the Franco-Chadian Paleontological Mission, which benefits from the center's human, material, and financial resources.

The Institute of Livestock Research for Development (IRED) and the Chadian Institute of Agricultural Research for Development (ITRAD) are the only research organizations placed under other ministerial departments: IRED reports to the Ministry of Livestock and Animal Production, while ITRAD falls under the Ministry of Agriculture and Irrigation.

However, researchers working at these institutes are either forced to cross-reference or compare the results of their research with those of researchers at higher education institutions, or to collaborate with them to have their applications accepted by CAMES or the CSUE.

The three research institutes mentioned above employ a small number of researchers. The CNRD has ten researchers, three of whom are women. IRED and ITRAD employ nine and eleven respectively, all men.

Most multilateral organizations operating in Chad frequently sponsor research from individual consultants or research firms to support their operations. This is commonly the case for the World Bank Group and United Nations agencies.

Among the technical and financial partners supporting scientific research in Chad are the French Embassy, the World Bank (WBG), the Agency of Francophonie Universities (AUF), the World Health Organization (WHO) and the World Food Programme (WFP).

This report provides details on their areas of activity and highlights the immense value of their diverse forms of support for scientific research in Chad.

The French Embassy has long supported higher education in Chad through several grant programs, including: The Solidarity Fund for Innovative Projects (FSPI), mobility grants awarded to 21 teacher-researchers, mobility grants awarded to approximately 100 doctoral students conducting field research in Chad and 30 students for research in the sub-region, as well as around 10 expertise grants for teacher-researchers.

However, these are not the only benefits. The French Embassy has also funded several doctoral seminars and equipped three reading rooms for doctoral students: one at Toukra Campus, one at Farcha Campus, and one at Ardep-Djournal Campus.

The same is true of the French Government's grant program for Scientific High Level Visiting Fellowships (SSHNS). This program is aimed at Chadian researchers and seeks to help strengthen the capacities of higher education and research institutions by contributing to the

inclusion of teacher-researchers on the CAMES and CSUE lists of qualified personnel.

It also aims to increase cooperation between French and Chadian institutions.

Chad also benefits from grants from the Turkish government through Tokat University and Karabük University, based on inter-university agreements signed on May 5, 2017. These two organizations award annual grants to the best high school graduates in Chad. In addition to these grants, the main areas of cooperation concern scientific research and the mobility of students and teachers.

Through the DRSCI and the support of its director, the World Bank and the Agency of Francophonie Universities regularly provide funding to private higher education and research institutions. At the time of writing, substantial funding from DRSCI is being allocated to support these institutions.

Specialized support from international organizations includes the World Food Programme, supporting certain departments within its field of activity, notably Geography, and the World Health Organization, assisting the Faculty of Human Health Sciences.

2.1.3. The Research Industry

Chad also has several think tanks and for-profit consulting firms, but compiling a comprehensive list proves difficult. These institutions generally conduct research commissioned by public or private institutions. Attempts to obtain information from the National Investment and Export Agency (ANIE) were unsuccessful. It is also likely that some companies employ researchers in a dedicated research unit, but information on this is lacking.

2.1.4. Civil Society

National and international non-governmental organizations (NGOs) use research to inform their activities, similar to multilateral organizations. In addition, opinion leaders, non-profit think tanks, and the media use research findings to support their policy choices and the information they disclose. Some NGOs occasionally employ researchers, but they are often involved in developing frameworks for commissioned thematic studies.

Depending on the contract, researchers may carry out their work within specific timeframes.

2.2. METHODOLOGY AND SAMPLING CHOICES

The target populations for the study are threefold: researchers, research administrators, and policymakers. Since researchers constitute the largest group, the samples of research administrators and policymakers were primarily based on the researcher sample. Research administrators were selected from the institutions included in the researcher sample, and policymakers were selected from the relevant localities concerned.

2.2.1. Researcher Sampling

Without a complete list of researchers, simple random sampling was not feasible. Such an approach would have resulted in a geographically dispersed sample that would have been difficult to survey, particularly in Chad, where research institutions are spread across a very large territory.

Instead, we employed stratified sampling, based on subgroups formed according to specific characteristics.

A preliminary step involved focusing on institutions likely to employ social science researchers. This led to the exclusion of the following categories:

- Private higher education institutions, which mainly employ temporary staff from public institutions, creating a risk of double counting;
- Industries, due to the impossibility of obtaining demographic data;
- Civil society organizations, for the same lack of demographic data.

Consequently, the researcher sample was drawn from public education and research institutions.

An initial selection process further excluded institutions that do not cover social sciences, namely the universities of Ati and Mongo, all university institutes, the ENS in Sarh, ENSTP, and ENASTIC. The Virtual University of Chad was also excluded because of its specific nature, which makes it more of a focal point for all institutions to facilitate researchers' access to digital tools. Next, the data was segmented based on three criteria:

Table 2.1: Researcher sampling plan according to institution subgroups based on category, location, and size

No.	Sub group	Institution Name	Category	Location	Size	# Samples (total)	# Samples (total in SS)	Sub group %	Sample
1	SG 1	ENS Abéché	Grande École	Abéché	Small	32	16	21%	6
2	SG 5	ENS N'Djamena	Grande École	N'Djamena	Medium	153	78	10.1%	30
3	SG 8	ENS Bongor	Grande École	South	Medium	61	31	4.0%	12
4	SG 13	CNRD, IRED, ITRAD	Research Institutes	N'Djamena	Small	30	15	1.9%	6
5	SG 20	University of Abéché	University	Abéché	Medium	138	70	9.1%	27
6	SG 23	King Faisal University	University	N'Djamena	Medium	159	81	10.5%	32
7	SG 24	University of N'Djamena	University	N'Djamena	Large	597	359	46.6%	140
8	SG 25	University of Pala	University	South	Small	24	12	1.6%	5
9	SG 26	University of Doba University of Moundou University of Sarh	University	South	Medium	212	108	14.0%	42
Total						1406	770	100	300

Source: Doing Research in Chad, 1st edition (2026)

- Type of institution: university / grande école nationale supérieure / research institute;
- Location: N'Djamena / Abéché / South;
- Size, based on the number of teacher-researchers across all disciplines: fewer than 50, between 50 and 200, and 200 or more.

This segmentation theoretically creates $3 \times 3 \times 3 = 27$ possible subgroups. In practice, some subgroups were empty, leaving nine active subgroups, as shown in the following table.

The sample size is 300 social scientists. Since the initial data did not allow us to identify the number of social science researchers, we collected secondary data on staff numbers at the universities of N'Djamena and Sarh. These figures show that there are a total of 359 teacher-researchers specializing in social sciences at the University of N'Djamena out of a total of 597 (60%), and 35 social science specialists out of a total of 68 at the

University of Sarh (51%). We used the latter percentage to estimate the number of social science researchers in all subgroups outside the University of N'Djamena.

A suggested practical solution is as follows:

- Having the ENS in Abéché and Bongor represented by the ENS in N'Djamena;
- Keeping the CNRD as the sole representative of research institutes;
- Combining the southern subgroups and selecting the two major universities (Moundou and Sarh) to represent them.

This results in a final distribution of the sample across seven institutions. The sample of researchers surveyed in each institution is presented in the same table, which shows that the completion rate for the researcher survey is 87%.

Table 2.2: Researcher sampling plan by institution

No.	INSTITUTION	RESEARCHER SAMPLE	
		EXPECTED	COMPLETED
1	National Research Center for Development	6	5
2	N'Djamena École Normale Supérieure	48	24
3	University of Abéché	27	26
4	University of Moundou	25	31
5	University of N'Djamena	140	140
6	University of Sarh	22	20
7	King Faisal University	32	15
TOTAL		300	261

Source: Doing Research in Chad, 1st edition (2026)

2.2.2. Research Administrator Sampling

In each of the institutions selected for the researcher survey, officials identified as being responsible for research administration were surveyed as follows:

- The Director General of the CNRD;
- the Director of Studies at the N'Djamena ENS;
- At the university level, officials include department heads, vice deans, master's program directors, and doctoral school directors.

The sample of research administrators surveyed in each institution is presented in the same table as the planned

sample. This table shows that the response rate for the survey of research administrators is 65%.

Table 2.3: Sample of research administrators by institution

No.	INSTITUTION	ADMINISTRATOR SAMPLE	
		EXPECTED	COMPLETED
1	National Research Center for Development	1	0
2	N'Djamena École Normale Supérieure	1	1
3	University of Abéché	9	7
4	University of Moundou	14	11
5	University of N'Djamena	28	28
6	University of Sarh	4	3
7	King Faisal University	20	0
TOTAL		77	50

Source: Doing Research in Chad, 1st edition (2026)

2.2.3. Policymaker Sampling

The sample of policymakers likely to interact with the research community was compiled primarily in

N'Djamena. Although approximately 15 individuals initially indicated their willingness to the research team to participate in the study, only three ultimately provided responses.

CHAPTER 3

DRA CHAD FRAMEWORK

Key Takeaways

- Research output, contributions to research, research culture, and research support services are more prominent than other aspects, such as research results and training.
- In terms of research diffusion, Chad's social science research system is operating at less than one-third of its potential.
- Regarding the political application of research findings, policymakers rarely seek expert opinions and advice from academics on issues of social interest when developing policies.

INTRODUCTION

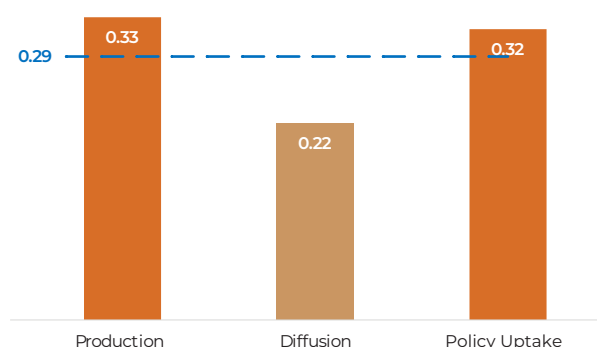
Designed by the Global Development Network (GDN) to benchmark social science research systems in developing countries, the Doing Research Assessment (DRA) program is a standardized assessment framework based on 54 indicators. DRAs make it possible to use these indicators to compare the experiences and trajectories of countries in the region.

Each indicator is normalized relative to a minimum and maximum level common to all countries, such that a normalized value of 0 represents a poor indicator, and a normalized value of 1 represents a better indicator.

The framework includes three key dimensions of research, namely production, diffusion, and policy uptake. Each dimension has indicators based on four sub-dimensions: inputs, activities, outputs, and outcomes. The score for each sub-dimension is calculated as the average of the normalized scores of its indicators. A weighting system is then applied to obtain scores for each dimension, and subsequently the overall score for the framework.

The overall social science research framework score is obtained as a simple average of the scores for the three research dimensions, each of which accounts for one-third of the total. Chad's overall score is 0.29, indicating that its social science research system is only at 29% of the standard quality level. None of the three dimensions of social science research exceeds one-third of the standard quality level, and diffusion in particular stands at a mere 22%.

Figure 3. 1: Composite scores (on a scale of 0-1) for the dimensions and overall framework of social science research in Chad



Source: Doing Research Assessment in Chad, 1st Edition (2026)

3.1. RESPONDENT PROFILES

The characteristics of the respondents reveal several notable trends. First, N'Djamena dominates the social science research landscape, with over 70% of social science researchers and 58% of social science research administrators affiliated with institutions located in the capital. Second, women are underrepresented, accounting for only 7% of all social science researchers and 6% of social science research administrators. Third, individuals between the ages of 47 and 56 predominate, accounting for one-third of social science researchers and nearly two-thirds of social science research administrators. Finally, the majority of social science researchers do not hold a PhD (60%) while 72% of social science research administrators hold one.

Table 3.1: Respondent Profiles

		Social science researchers		Social science research administrators	
		Number	Proportion (%)	Number	Proportion (%)
University City	Abéché	26	10	7	14
	Moundou	31	12	11	22
	N'Djamena	184	70	29	58
	Sarh	20	8	3	6
Gender	Female	17	7	3	6
	Male	244	93	47	94

Age	18 to 26	1	0	1	2
	27 to 36	67	26	2	4
	37 to 46	87	33	14	28
	47 to 56	85	33	32	64
	57 to 64	18	7	1	2
	Over 64	3	1	0	0
Level of Education	Master's Degree	55	21	3	6
	PhD Student	102	39	11	22
	PhD	81	31	25	50
	Post-doctorate	23	9	11	22
TOTAL		261	100	50	100

Source: Doing Research in Chad, 1st edition (2026)

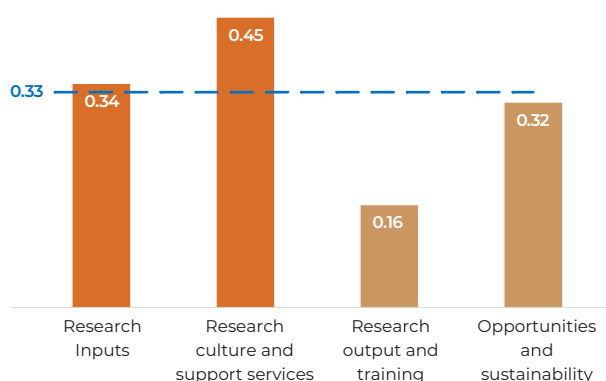
3.2. RESEARCH PRODUCTION

Research production is assessed across four sub-dimensions:

- research inputs;
- activities, namely research culture and support services;
- research output and training; and
- opportunities and sustainability, in terms of outcomes.

Although neither sub-dimension reaches 50% of the benchmark, research inputs and research culture and support services perform better than the other two sub-dimensions, which significantly impacted overall research production. In particular, the sub-dimension relating to research outputs and training reaches only 16% of the standard benchmark.

Figure 3.2: Composite scores (on a scale of 0-1) for the sub-dimensions of social science research production in Chad



Source: Doing Research Assessment in Chad, 1st Edition (2026)

3.2.1. Research Inputs

Research inputs include people, funding, infrastructure and data, and time spent on research.

People

Social science researchers are professionals engaged in the production and management of knowledge related to the social sciences in academic settings (public and private), other public institutions, research centers affiliated with government departments, think tanks, and non-profit organizations, including international agencies. The total number of social science researchers in Chad has been estimated at 780 people, or about 86.8 social science researchers per million active people, compared to a standard of 300.²⁰ It should be noted that only four out of ten social science researchers hold a PhD, whereas ideally all should have one.

Women are markedly underrepresented in social science research; the study estimates they account for just 7.25% research whereas parity (50%) would be expected in an ideal situation. According to one female research administrator, this situation is changing for the better:

“Before, there weren’t enough women in the research environment. However, in recent years, things have been improving. Although progress is still slow, we have realized that by working together, we will achieve our goals more quickly. With this in mind, we created a national association of women researchers in 2020. One of this association’s objectives is to raise awareness among girls about their education, keeping them in school, and then encouraging them to pursue research.”

²⁰ According to the United Nations Statistics Division (UNSD), the total population living in Chad in 2022 was 17.723 million, of whom 8.986 million were aged between 15 and 65 (considered to be the working age population).

Another research administrator noted high mobility among female researchers due to appointments to senior positions in public administration outside research institutions. They added that, regardless of their gender, *“administrators, overburdened by their duties, do not have enough time to produce research.”*

Funding

Research funding is assessed on the basis of domestic social science research and development expenditure (GERD), which corresponds to total social science research and development (R&D) expenditure carried within a country during a given period. GERD also includes R&D conducted in the country using foreign funding.

Combining World Bank statistics with other sources, the annual GERD in social sciences in 2022 is estimated at XAF 10 billion, or \$43.2 million in international PPP terms. This corresponds to a per-researcher annual GERD of 12,851,786 XAF, or \$55,437 in PPP dollars. This works out to approximately 1 million XAF per researcher per month. This level of funding per researcher exceeds the standard annual level of \$50,000 per researcher. However, if Chad's research system addresses the previously mentioned low staffing levels, funding would need to increase in order to maintain this comfortable position.

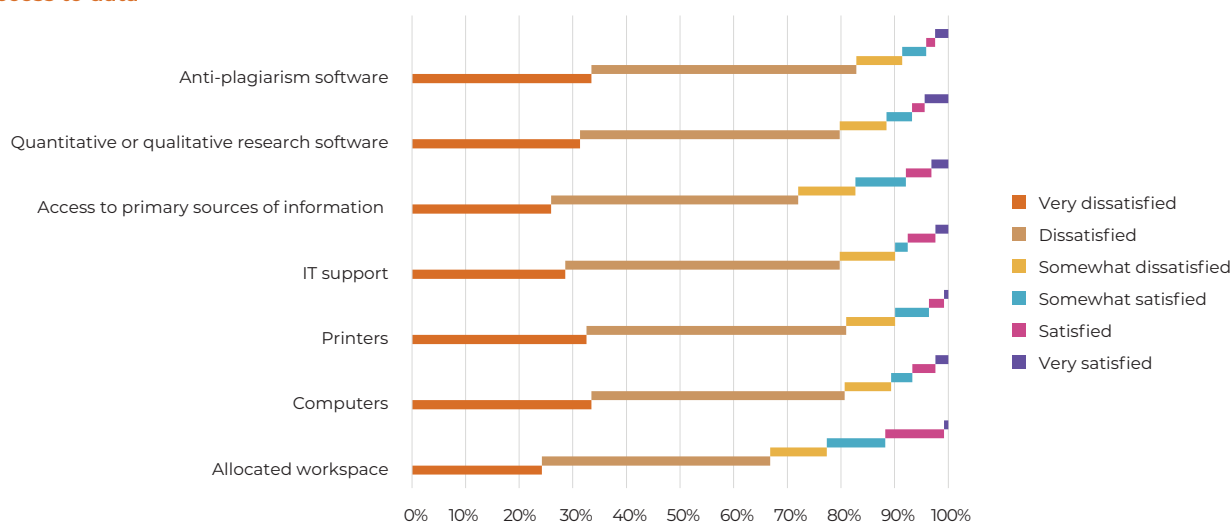
It should be noted that evaluating research funding based on central government data does not provide insight into its effectiveness at the institutional level. This is why, according to one research administrator, whose opinion is shared by others, *“insufficient funding delays support for research.”*

Infrastructure and Data

The performance of a research system is strongly influenced by the effectiveness of data access and the overall research infrastructure, including resources, institutions, equipment, and individuals. The data was collected during a survey of social science researchers, who were asked to rate their perception of the quality of each element of research infrastructure and access to data on a scale from 1 (very dissatisfied) to 6 (very satisfied).

The vast majority of respondents expressed dissatisfaction with every aspect assessed. More than eight out of ten social science researchers are dissatisfied with the availability of research and anti-plagiarism software. This finding reflects the lack of official databases that can be used for research purposes and the poor quality of research infrastructure.

Figure 3.3: Distribution of social scientists in Chad according to their level of satisfaction with infrastructure and access to data



Source: Doing Research Assessment in Chad, 1st Edition (2026)

Open access to online research findings refers to outputs that are free from any access restrictions (such as access rights) and usage restrictions (such as copyright or licenses). Open access can apply to all forms of published research outputs, including peer-reviewed and non-peer-reviewed academic journal articles, conference papers, theses, books, book chapters.

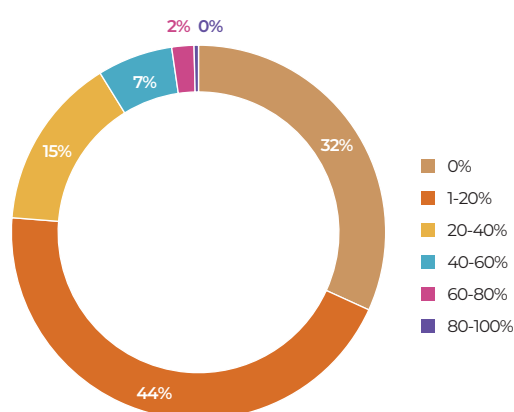
In the absence of an administrative source providing information on freely available social science research findings, the results of the survey of social science researchers were used.

Researchers were asked to estimate the proportion of their output that is freely accessible. The results show that 32% of them have no open access content, 44% of them

have between 1% and 20%, 15% of them have between 20% and 40% of their content available in open access.

By converting the responses into scores (0%=0; 1-20%=10; 20-40%=30; 40-60%=50; 60-80%=70; 80-100%=90), the analysis indicates that, on average, 13.87% of a researcher's output is open access and that half of researchers have less than 30% of their research available in open access. It should be noted that among female researchers, the proportion of open access output is 10.59%, which below the overall average.

Figure 3.4: Proportion of freely accessible social science research output in Chad



Source: Doing Research Assessment in Chad, 1st Edition (2026)

Time Spent on Research

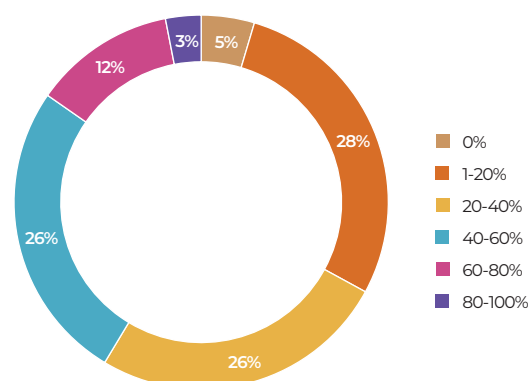
The amount of time spent on research, measured as a proportion of a researcher's working hours, is a key indicator of the state of a research system. In a well-functioning system, a healthy balance should be maintained between the time spent on research activities such as conducting research or contributing to other research outputs, writing, presenting, or reviewing, and time spent on other professional responsibilities including teaching, administration, conference preparation, and supervision.

Researchers were asked to estimate the percentage of their time spent conducting research over the past three years. The results show that 5% did not devote any time to research; 28% devoted between 1% and 20% of their time; 26% devoted between 20% and 40% of their time; and 26% devoted between 40% and 60% of their time.

By converting the responses to scores (0%=0; 1-20%=10; 20-40%=30; 40-60%=50; 60-80%=70; 80-100%=90), the analysis indicates that, on average, 34.9% of social science researchers' working time is devoted to research, and that half of researchers spend less than 30% of their working time on research activities. This suggests that the majority of their time is allocated to other professional

responsibilities rather than research. Only a quarter of respondents consider the time they devote to research to be sufficient.

Figure 3.5: Percentage of time spent by social scientists in Chad on research activities



Source: Doing Research Assessment in Chad, 1st Edition (2026)

3.2.2. Research Culture and Support Services

Research requires a support system that includes an appropriate institutional and sectoral policy, adequate mentoring and peer review arrangements, regular capacity-building framework, and effective administrative support services. Evaluating the various aspects of the support system provides a better understanding of its current state.

Institutions and Policy

An active, government-run central institution dedicated to managing public social science research would be useful for several reasons. First, such an institution would ensure a minimum level of commitment to social science research in national objectives and priorities. Second, it would provide a substantial flow of funding for social science research. Finally, it would oversee the national social science research agenda by setting norms and standards, thus ensuring that social science research is aligned with national development priorities.

Chad does not have such an institution. While the CNRD partially fulfills some aspects of this role, it is not exclusively dedicated to social science.

As a result, the social science research system in Chad remains disorganized and poorly understood. Some social science researchers are unaware of the main characteristics of a central research institution, or they confuse it with other types of organizations that play official roles within the social science research system. This likely explains why 58% of research administrators and 41% of researchers interviewed reported the existence of a central social science research organization in Chad.

The absence of a central social science research institution results in a poorly coordinated research system, where there is little interaction between stakeholders. Consequently, the social science research system is inefficient, as research efforts are sometimes duplicated and already scarce research resources are dispersed.

A national policy that outlines priorities, resources, and relevant institutions involved in promoting social science research is strongly linked to the existence of a central social science research institution. No such policy exists in Chad. Nevertheless, 47% of research administrators and 11% of researchers reported the existence of a national social science research policy. These responses likely reflect confusion arising from the existence of a national strategy for the development of higher education and research, which goes beyond the scope of social science.

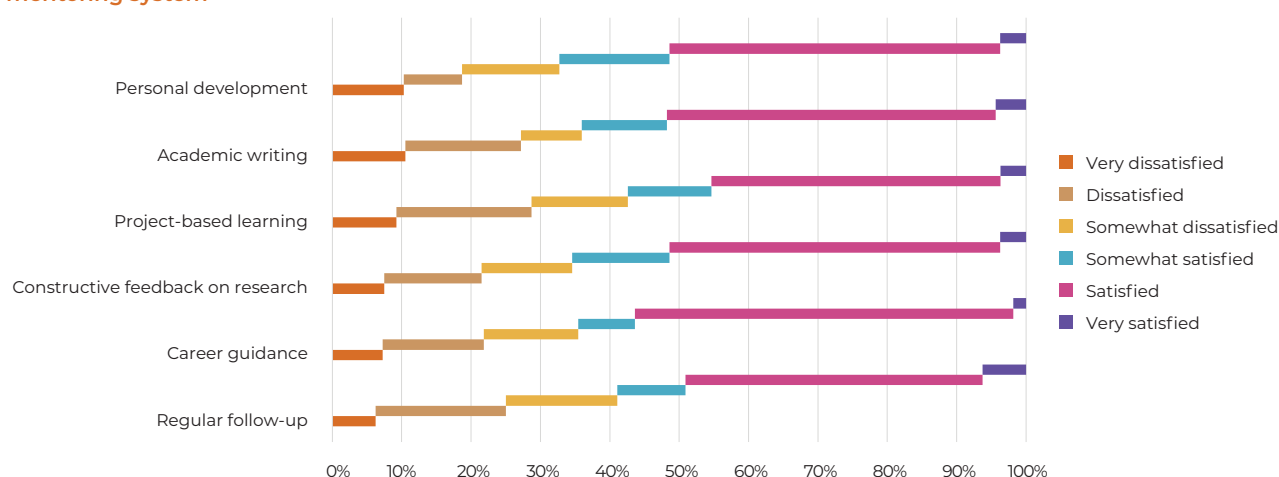
Peer Review Culture

Mentoring involves academic and personal relationships

between a more experienced faculty member (the mentor) and a less experienced faculty member (the mentee), in which the former plays an active role supporting the development of the latter's academic and research career until the mentee, in turn, becomes experienced. Mentors provide guidance, coaching, advice, support, and counsel on issues related to teaching, research, professional writing, career advancement, professional growth, and personal development.

52% of researchers surveyed reported that mentors in the social sciences are accessible. Researchers expressing this positive opinion are generally satisfied with the existing mentoring system, based on their perceptions measured on a scale from 1 (very dissatisfied) to 6 (very satisfied). The average score across the different aspects of the mentoring system ranges from 3.6 to 4.0, with at least half of the researchers reporting that they are satisfied or very satisfied with each aspect assessed.

Figure 3.6: Distribution of social science researchers in Chad according to their level of satisfaction with the current mentoring system



Source: Doing Research Assessment in Chad, 1st Edition (2026)

In addition to the quality of mentoring, peer review culture is measured by the number of peer-reviewed publications. Citable or peer-reviewed documents include articles, journals, and conference papers, while non-citable or non-peer-reviewed documents include working papers, books, chapters, reports, and guidance notes.

A key reference source for peer-reviewed output is the "citable documents" category of the SCImago website. The SCImago database contained 44 social science documents produced in Chad between 2021 and 2023, corresponding to a ratio of 0.06 citable documents produced per social science researcher over the last three years.

SCImago data mainly captures documents published in journals located outside the country. During the researcher survey, respondents were therefore asked to indicate their own research output over the past three years, including co-authored documents. We found that each social scientist published an average of 4.48 citable documents over the past three years, but more than half of them did not publish any citable documents.

Only three or four scientific journals are currently operational in Chad, namely the *Annales de l'Université de N'Djamena*, the *CNRD Scientific Journal*, the *Journal of the University of Moundou*, and the *Journal of the University of Abéché*, which publish articles by Chadian researchers twice a year. Although nearly all public and private higher education institutions in Chad claim, on

paper, to have a scientific journal, this is rarely the case in practice. Limited access to scientific journals exacerbates the problem of scientific production and publication,

while also reigniting the debate on scientific production infrastructure in higher education institutions in Chad.

Table 3.2: Number of citable documents produced in Chad during the periods 1996-2023 and 2021-2023, by social science field

No.	Social science field	Number of citable documents	
		1996-2023	2021-2023
1	Business, Management, and Accounting	6	4
2	Economics, Econometrics, and Finance	18	12
3	Psychology	4	12
4	Social Sciences	70	26
5	Total	98	44

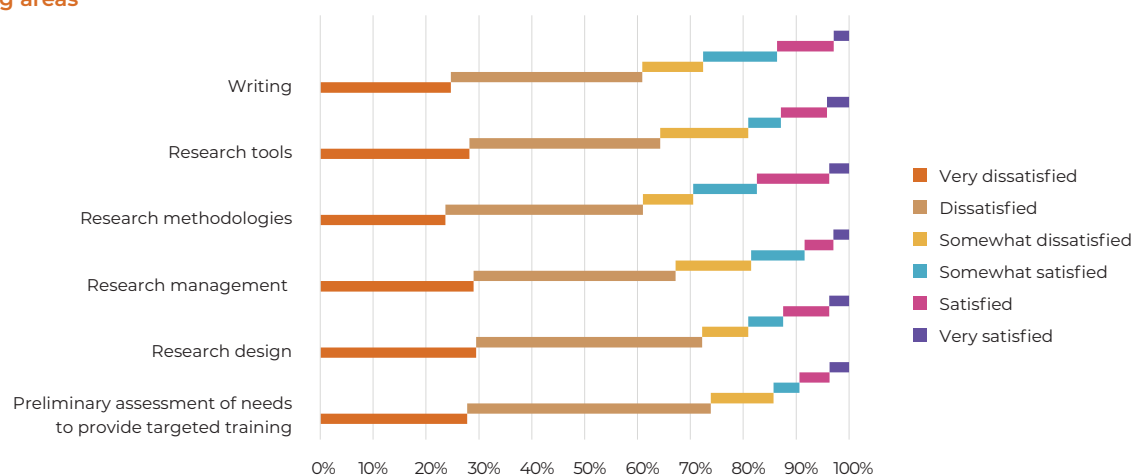
Source: Scimago

Strengthening Research Output

Research capacity refers to the overall ability of research to produce social science products of satisfactory quality. Support for research capacity building may include research training, exchange programs, mentoring, and other initiatives aimed at improving researchers' ability to promote their work and enhance the quality of their output.

The availability and effectiveness of opportunities for research capacity development beyond the PhD level were assessed based on social science researchers' satisfaction with their home institutions in key areas of research capacity building. Satisfaction was measured on a scale from 1 (very dissatisfied) to 6 (very satisfied). The average satisfaction score for capacity building is 2.43, and in each area, more than half of the researchers reported being either very dissatisfied or dissatisfied.

Figure 3.7: Distribution of social science researchers in Chad according to their level of satisfaction with capacity building areas



Source: Doing Research Assessment in Chad, 1st Edition (2026)

Funding for research capacity building per social scientist includes national and international resources dedicated to developing researchers' skills, such as grants, training programs, conferences, exchange programs, and study-abroad opportunities. Based on a review of available documentation, the total annual funding allocated to strengthening social science research capacity was estimated at XAF 1.02 billion, equivalent to \$4,407,463 in

international PPP dollars. This corresponds to an average annual capacity-building allocation of XAF 1,309,956, or \$5,651 PPP, per researcher. On a monthly basis, this represents approximately XAF 109,163 per social scientist.

Research Support and Administration

Administrative support, such as office work, office management, and facilitating grant procedures, is

essential to the operation of a research institution. Administrative support facilitates research planning and implementation, the writing and development of research proposals, and the recruitment of research staff. It reflects an institution's capacity to provide effective logistical support to research professionals.

When asked to express their satisfaction with the administrative support available in their home institutions for conducting research, the majority of social science researchers and administrators reported being dissatisfied or very dissatisfied.

3.2.3. Research Results and Training

Research and training outcomes consist of academic output and research training.

University Output

As part of the survey, researchers were asked to report their output over the past three years, including documents they co-authored. The average number of documents, both citable and non-citable, produced per social science researcher over this period is 11.37. However, more than half of the researchers surveyed did not publish any documents during the same period.

A document's citation count is an indicator of its quality. Using information from the SCImago website, for the default period (1996-2023), we calculated the average number of citations per document by social science field. This results in an overall ratio of 9.26 citations per document for social science research produced in Chad.

Table 3.3: Number of documents and citations for the period 1996-2023, by social science field in Chad

No.	Social science field	Documents	Citations	Citations per document
1	Business, Management, and Accounting	6	34	5.67
2	Economics, Econometrics, and Finance	18	86	4.78
3	Psychology	4	47	44.75
4	Social Sciences	70	740	10.57
5	Total	98	907	9.26

Source: Scimago

Research Training

The proportion of university staff holding a doctorate was examined, based on the assumption that a higher share of staff with PhDs is associated with better-quality research training. According to research administrators, 39% of staff in their home institutions working in or related to the social sciences hold a PhD.

The time spent on technical training in social science research, i.e., professional technical training, was also assessed. Half of the social science researchers surveyed, including both researchers and research administrators, have received one week of research training in the past three years.

We also examined the percentage of people aged 18 to 25 who graduate from higher education in the social sciences each year. Since the first PhD defenses in social sciences did not take place until early 2024, this assessment was limited to master's degrees. The results show that in 2003, students graduating from higher education in social sciences represented 0.01% of young people aged 18 to 25, well below the standard level of 15%.

3.2.4. Opportunities and Sustainability

Opportunities and sustainability refer to the job market for researchers and the evaluation of research.

Job Opportunities for Researchers

Career opportunities are influenced by researchers' perceived ability to pursue a career in the country, as well as by the incentives in place (such as financial rewards, recognition, and job security) that make research an attractive profession. 72% of the social science researchers surveyed report that there are attractive career opportunities for them in Chad. However, they consider the incentives associated with these opportunities to be unsatisfactory:

- With regard to financial rewards, the average score is 2.27, and half of the researchers rate this aspect as very unsatisfactory to unsatisfactory;
- The average score for social recognition and reputation is 2.99, with half of researchers rating this measure as very unsatisfactory to somewhat unsatisfactory;

- The average score for job security is 2.75, and half of the researchers consider this measure to be very unsatisfactory to unsatisfactory.

Rewards for researchers for producing knowledge in the form of career advancement, financial rewards, professional competitiveness, recognition, social benefits, among others, are as effective as career opportunities.

Research Evaluation

National standards for research practice and publication quality should ideally cover the design, development, execution, and analysis of social science research outputs. These standards may vary depending on the field of social science research. As noted in the section on research culture, Chad lacks a central institution and national policy for social science research to define and regulate such standards. This is detrimental to the sustainability of the social science research system in Chad.

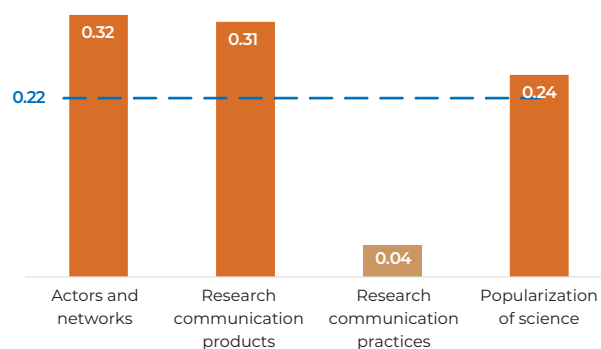
3.3. RESEARCH DIFFUSION

Research diffusion is assessed according to four sub-dimensions:

- Inputs: actors and networks;
- Activities: research communication practices;
- Outputs: research communication products; and
- Results, the popularization of science.

All sub-dimensions of research diffusion are at less than one third of the standard benchmark. This is particularly evident in the low level of research communication products, which stands at only 4%.

Figure 3.8: Composite scores (on a scale of 0-1) for the diffusion sub-dimensions of social science research in Chad



Source: Doing Research Assessment in Chad, 1st Edition (2026)

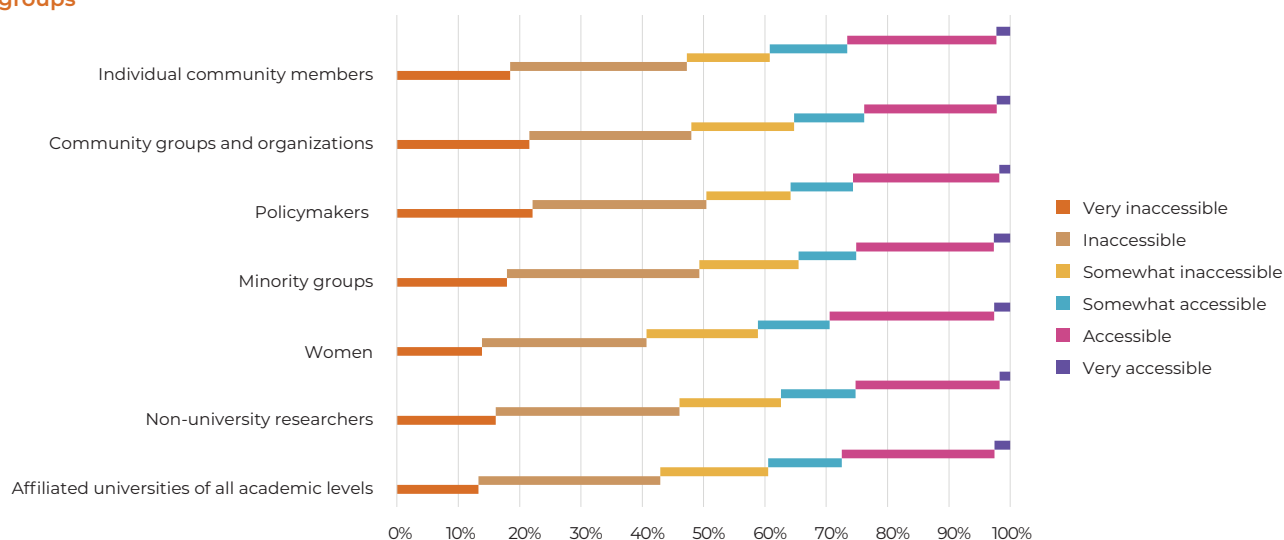
3.2.1. Actors and networks

The analysis of research actors and networks focuses on the geographical distribution of researchers within the country, the diversity of actors and their collaboration, and research communication skills.

National Research Landscape

Of the forty or so institutions listed during stakeholder mapping, the four largest in terms of social science researcher numbers (representing 10% of the total workforce) account for 75% of all social science researchers in Chad. Of these four institutions, only UNABA is located outside the capital city of N'Djamena. Moreover, 69% of all social science researchers in Chad are employed by the institutions located in N'Djamena, with the University of N'Djamena alone employing 46% of the national total.

Figure 3.9: Distribution of social scientists in Chad according to their assessment of research accessibility for various groups



Source: Doing Research Assessment in Chad, 1st Edition (2026)

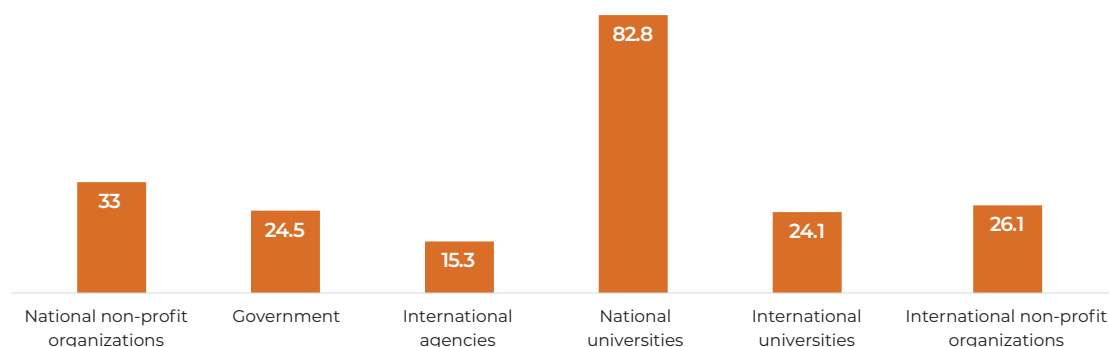
Diversity of Actors and Collaboration

We assessed the diversity of actors involved in social science research. This group includes civil society, international agencies, ordinary citizens, government representatives, community organizations, producer organizations, and marginalized groups. Researchers reported that social science research remains relatively

inaccessible to these diverse groups.

Social scientist researchers also indicated the actors they collaborate with in their research activities. They work primarily with national universities (82.8%) and national non-profit organizations (33%), while collaboration with international agencies remains low (15.3%).

Figure 3.10: Percentage of social science researchers in Chad who collaborate with each type of institution



Source: Doing Research Assessment in Chad, 1st Edition (2026)

The inclusiveness of policy dialogue on social issues measures the extent to which political discussions related to research topics allow the participation of a wide range of stakeholders (including researchers, NGOs, international agencies, and policymakers), particularly with regard to access to policy discussion forums. These may be institutionalized spaces or events that serve as venues for dialogue with policymakers and researchers, such as parliamentary hearing committees, issue-specific task forces, or other organized discussion forums. Several policymakers confirmed the value of these inclusive dialogues.

The level of cross-sectoral collaboration is significant. It refers to the extent to which researchers collaborate with other professionals, including fellow researchers, to

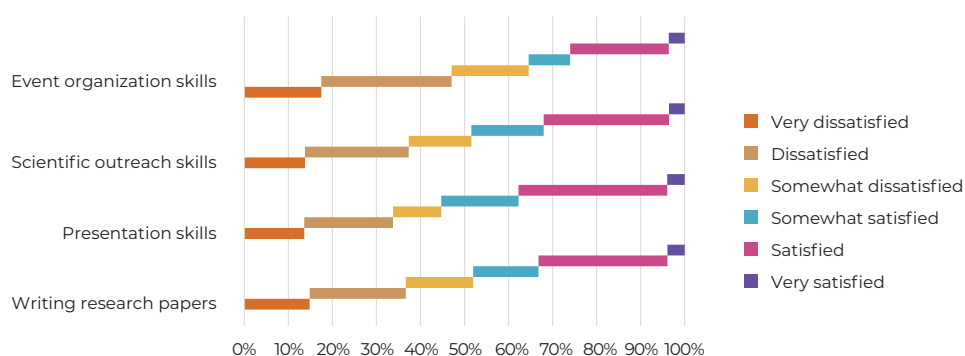
produce academic research. On average, social science researchers surveyed had 4.44 co-authors across all categories over the past three years, although more than half had no co-authors during that period.

Research Communication Skills

Social science researchers have taken an average of 1.5 communication training courses over the past three years. These courses aim to improve researchers' ability to share and promote their work with both internal and external audiences.

The researchers surveyed expressed low satisfaction with their training. They are mostly very dissatisfied to somewhat dissatisfied in all areas of communication skills. The average satisfaction score for all areas is 3.29.

Figure 3.11: Distribution of social science researchers in Chad according to their level of satisfaction with research communication training programs



Source: Doing Research Assessment in Chad, 1st Edition (2026)

3.3.2. Research communication practices

Research communication practices focus on publications in local journals and international exposure.

Local Journals

The availability of scientific journals in the country or region in which researchers can publish their findings is an important indicator of how effectively researchers can communicate locally. According to the SCImago database, Africa has 86 social science journals across all fields. This translates to 0.11 academic journals produced and managed in Africa per social science researcher in Chad.

Table 3.4: Number of journals produced and managed in Africa, by social science field

No.	Social science field	Number of journals
1	Business, Management, and Accounting	8
2	Economics, Econometrics, and Finance	10
3	Psychology	7
4	Social Sciences	61
5	Total	86
6	Ratio by social scientists in Chad	0.11

Source: Scimago

Higher education authorities report that Chad produces and manages eight social science journals, publishing articles in French and/or Arabic. Compared to the total number of social science researchers, this gives a ratio of 0.01 journals per researcher. It should also be noted that of the eight scientific journals listed, only the one from the University of Moundou is indexed. The others are peer-reviewed journals with scientific committees. They all have ISSN numbers and are affiliated with higher education and research institutions.

International Exposure

International collaboration refers to collaboration between researchers from two or more countries in the preparation of a social science research product.

This collaboration provides researchers with access to a variety of resources and skills, while ensuring better communication of research findings. Social science researchers in Chad report very limited international collaboration. Over the past three years, each social science researcher had on average: 0.29 co-authors

from foreign donor organizations or private foundations; 0.28 co-authors from African research institutions outside Chad; and 0.25 co-authors from foreign research institutions outside Africa.

According to the statements of the people surveyed, an estimate was made of the number of ongoing research projects with an international scope. Research administrators estimate that their institutions have, on average, 1.20 formal collaborations with foreign research centers (e.g., covered by a written cooperation agreement). Researchers report personally collaborating on an average of 1.05 international projects over the past three years.

To facilitate collaboration, social science researchers join professional and subject-specific networks. 34.8% of them state that they are members of professional networks (in general). Among these members, 71.1% belong to a national network, 37.8% to an African network, and 38.9% to an international network.

3.3.3. Methods of Research Diffusion

Research communication analysis focuses on conferences and debates, online visibility of research, media appearances, and the promotion of research dissemination events.

Conferences and Debates

In addition to publications, research is generally communicated through conferences and debates. Conferences are primarily organized by institutions, although individual researchers may sit on organizing committees.

Research administrators provided information about scientific conferences over the past three years. On average, their institutions organized 0.59 conferences with a solely Chadian audience, 0.48 conferences with an African audience, and 0.09 conferences with an international audience. More than half did not organize a scientific conference.

In addition to conferences, institutions organized an average of 0.45 public debates per institution to share academic knowledge with a non-technical or non-political audience. Public debates differ from conferences because they include predominantly non-academic participants, such as politicians and civil society actors.

Researchers reported that over the past three years, they participated, on average, in 1.77 conferences or seminars organized by their own institution, 1.82 by another institution in Chad, 1.52 by an African institution, and 0.99 by an institution outside Africa.

Online Visibility of Research

Online visibility refers to the use of professional web pages to communicate their research. They are researchers' personal pages located on their institution's website, presenting their profile and research (publications and working papers). Surveys of investigators and research administrators provided the data for this indicator.

Only 5.63% of the researchers surveyed reported having a personal web page on their institution's website where their work can be accessed. Research administrators, meanwhile, estimated that 15% of their institutions maintain websites where staff activities are explained and research outputs are available.

Media and Promotion

Research is also shared through various media channels. Social science researchers reported that over the past three years, each person shared an average of 1.36 articles in mainstream newspapers, 3.21 posts on the internet or via blogs, made 2.61 radio appearances, and 1.22 television appearances, either alone or in a group.

3.3.4. Popularization of Science

The analysis of the popularization of science focuses primarily how society values research and how the media covers it.

Social Appreciation and Media Coverage of Research

Chadian social science researchers receive very little media attention. More than half of the respondents said journalists or media rarely contacted them after they published an article or report. Furthermore, media outreach efforts are insufficiently effective in communicating research results to stakeholders outside academia, whether from the perspective of researchers or research administrators.

3.4. POLICY UPTAKE OF RESEARCH

Policy uptake of research is assessed according to four sub-dimensions:

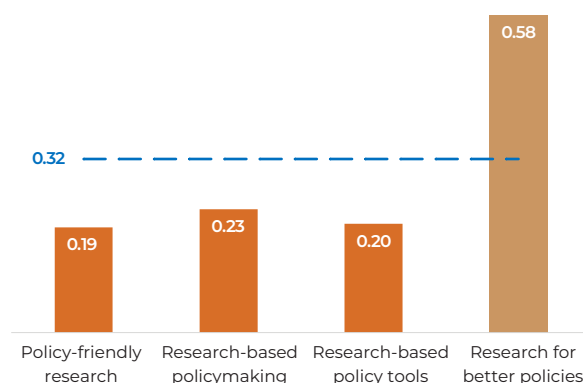
- Inputs: policy-friendly research;
- Activities: research-based policymaking;
- Outputs: research-based policy tools; and
- Outcomes, research for better policies.

As stated by one research administrator during an interview, "a policy based on social science research is likely to be objective and lead to good choices." However, another noted, "research results that run contradict policymakers' expectations are often misinterpreted

and rejected instead of being used to improve development policies."

Support for using research to improve policy is relatively strong, reaching 58% of the standard level. In contrast, the other three sub-dimensions of research use fall below one-quarter of their standard level.

Figure 3.12: Composite scores (on a scale of 0-1) for the sub-dimensions of policy uptake of research in Chad



Source: Doing Research Assessment in Chad, 1st Edition (2026)

3.4.1. Policy-friendly Research

To assess the extent to which research supports policy, it is necessary to identify the policy value of research, its relevance to policy, and the link between research and policy.

Policy Value of Research

Research independence measures how freely researchers can study socially important issues without undue political influence. More than half of social scientists believe that policymakers rarely influence the independence of their research. The average score for the frequency with which policymakers influence researchers' independence is 1.97. Research administrators confirm this trend, noting that political influence on social science researchers is generally rare.

Policymakers in Chad rarely seek expert opinions or advice from academics when developing policies on social issues. Social science researchers report that 14.56% of their research over the past three years came from direct commissions by policymakers or courts. For research administrators, the figure is 23.26%. Researchers involved in commissioned research estimated that, on average, they worked on 3.08 such projects per year over the last three years.

While policymakers can commission research to create an evidence base for policy decisions, they can also provide funding. Our research shows that 8.05% of researchers

confirm that they have received funding for research commissioned by policymakers in the past three years, compared to 5% of research administrators.

Policy-Relevant Research

Collaboration between researchers and policymakers during policy design helps align research objectives with societal needs. This collaboration allows policymakers to play an active role in defining relevant research goals, which helps bring stakeholders on board during the early stages of research planning. However, over half of social science researchers believe that collaboration between themselves and policymakers during the policy cycle design phase is ineffective. On average, the effectiveness score for this collaboration at this phase is 2.35.

In order to ensure effective collaboration with policymakers, researchers need to produce communication materials aimed at decision-makers. These include publications beyond academic journals that present findings on social issues for a broader audience, such as policy briefs, studies, and reports. Research administrators reported that each institution produces, on average, 2.28 reports (long technical documents like project outcomes or consultations) and one policy brief (a short document on the policy implications of the research).

Link Between Research and Policy

Researchers can also engage with policymakers after publishing an article or report. These contacts provide an opportunity for researchers to communicate and discuss research findings with technical staff and policymakers in various settings, which may be formal (information-sharing events or seminars organized to inform policymakers about social science research findings) or informal. More than half of the social scientists surveyed said such contacts had never occurred.

Researchers who hold or have held positions in policymaking bodies, such as central or local government or parliament, have additional opportunities to strengthen policy-relevant research. These roles provide opportunities to strengthen exchanges between researchers and policymakers and represent a key factor in explaining collaboration levels through a direct channel that transfers research results into policy processes.

In Chad, 9.2% of social science researchers have held central-level positions, and 4.2% have held local-level positions.

3.4.2. Research-based Policymaking

Research-based policymaking requires both formal and informal collaboration, either through researchers' direct

participation or via consultation.

Formal Collaboration: Researcher Participation

Researchers' formal participation in decision-making bodies is essential to ensure that any desire to develop policies based on research findings is effective. In Chad, 6.5% of researchers reported serving on a policy advisory body at the central level in the past three years, while 3.4% served at the local level.

Informal Collaboration: Researcher Consultation

Researchers also have opportunities for interaction with policymakers, either formally (as consultants or advisors) or informally, to discuss the use of evidence in policymaking. When surveyed, more than half of social science researchers report that such interactions are rare.

Both researchers and research administrators feel strongly about the extent to which researchers are able to influence policy development and persuade policymakers to incorporate research findings into the policy-making process. About 66.5% of researchers and 68.9% of research administrators affirm that research institutions can impact policy. More than half of the researchers, however, consider collaboration with policymakers to be ineffective in the various phases of the policy cycle, including the design phase. On average, collaboration with policymakers during the policy cycle design phase scored 2.35 for effectiveness.

3.4.3. Research-based Policy Tools

Research-based policy tools focus on the instrumental use of research in policymaking.

Instrumental Use

The instrumental use of research in policy is measured by the frequency of research citations in policy documents, or the frequency with which policymakers use social science research publications to support evidence-based analysis and decision-making. More than half of social science researchers report that this kind of instrumental use is rare.

The social science research system can also provide technical support to policymakers during policy implementation, in the form of practical support for the implementation of research and policy (e.g., targeting, monitoring). More than half of researchers believe collaboration with policymakers throughout various phases of the policy cycle, including the implementation phase, is ineffective. The average score is 2.17.

3.4.4. Researching Better Policies

Recognizing the importance of research in improving

policy means identifying how research influences policy outcomes. This influence is measured by assessing policymakers' perception of the usefulness of social science research and evidence at different stages of policy

development, implementation, and evaluation. Interviews with policymakers confirmed that social science research data is very useful.

GENERAL CONCLUSION

This report is result of a diagnostic study conducted using the GDN's Doing Research methodology, which aims to understand, map and evaluate the social science research system in Chad. This involves identifying and analyzing the structural obstacles to conducting research in Chad. In essence, it offers a systemic analysis of the national research environment, its functions, and the entire research ecosystem.

To achieve this, the CRESPO research team applied the mixed DRA methodology, which combines quantitative and qualitative data and allows for a comparative survey contextualized within the national research system, examining the key factors that determine the production, diffusion, and use of social science research in a country. Using a participatory approach involving key stakeholders in Chad's research system, the team employed several analytical tools. It began with scoping interviews with key informants, followed by the collection of quantitative and qualitative data from a representative sample of stakeholders in the national research system. The team also reviewed all available national and international literature on the subject to conduct a complementary literature review. The evaluation of the roles and processes of the Chadian research system thus followed three analytical steps: a context analysis, stakeholder mapping, and a standardized evaluation framework. What can we conclude from these three analytical steps?

Three main points should be noted regarding the analysis of the research context in Chad. First, analysis of the socio-political context shows that the decades of political turmoil and instability that Chad experienced in the early years of its independence significantly delayed its development across all areas, particularly the development of its education system.

As a result, the educational structures and infrastructure inherited from the colonial period remained underdeveloped and stagnant. Nevertheless, the relative political stability restored from 1990 onward enabled Chad to rebuild the foundations of its education system. However, government policies focused on other sectors, leaving little scope for the development of higher education. In recent years, institutional and policy advances have symbolically elevated the status of university education and research, now recognized as key drivers of sustainable development. Law 16 on the Orientation of the Chadian Education System, passed in 2006, the National Strategy Document for Higher Education, Research, and Innovation 2021–2025, and Axis 4 of the 2017–2021 National Development Plan entitled “Improving the Quality of Life of Chadians” now give

education a prominent place in public policy in Chad. However, this commitment has largely remained at the level of principle, without effective implementation capable of responding to socio-economic development objectives and the nation's priority needs. The research team also observed that Chad is undergoing a period of transition, though it has not affected the research system. During this period, the government has actively worked to revitalize Chad's research system.

Second, the socio-economic assessment reveals a country with enormous economic and natural potential, yet one that struggles with social challenges and lacks effective solutions for development. Indeed, the human development situation described in this study highlights economic shortcomings that may hinder the active participation of researchers and research in society. Low life expectancy limits the time individuals can dedicate to research, which often requires years of hard work before producing results. Moreover, the Chadian people face significant barriers to education. Consequently, reaching the level of higher education required to engage in research remains beyond the reach of a significant portion of the population. Similarly, public funding for research and higher education remains the weakest link in the government's priorities. In 2016, the share of the budget devoted to research relative to GDP was only around 0.3%. Between 2004 and 2014, a period of economic growth fueled by substantial oil revenues, public spending on higher education averaged 18% of the overall budget, returning to pre-oil levels.

Compared with other African countries, Chad's funding for research and higher education remains low. Cameroon, Senegal, and Mali, for example, allocate, on average, 10.37%, 27% and 20% of their total budgets to higher education, and 0.6% (Senegal) and 3% (Mali) to research.

Lastly, regarding international cooperation in research, while Chad is fully open to research partnerships, it fails to capitalize on these opportunities to make its research and higher education sector more dynamic. Beyond budgetary support, development partners contribute primarily through capacity building initiatives (training grants), infrastructure development, and technical equipment provision. Many public higher education buildings in Chad have been constructed with funds from international cooperations, including the French Development Agency (AFD), the World Bank (WBG), the Islamic Development Bank (IsDB), and Chinese cooperation.

The review conducted in Chapter II of this study identified the various actors that make up the research system, including both producers and users of research. This is a comprehensive overview that identifies and defines the importance, role, and relationships between the main groups of research stakeholders in Chad. There are four categories of participants in Chad's scientific research ecosystem, including: (i) higher education institutions, (ii) government bodies and funding agencies, (iii) private sector organizations (industries), and (iv) civil society organizations.

Chad has ten public universities, six professional higher education institutions, six grandes écoles normales supérieures (two of which are under the academic supervision of other universities). There are also 53 private higher education institutions. All public institutions are state-owned, whereas private institutions are generally owned by individuals or groups of individuals, with a small number affiliated with religious organizations. Coordinating, teaching, supervising, monitoring and controlling government policy on scientific research and innovation all fall under the Directorate of Scientific Research, Cooperation and Innovation (DRSCI) of the Ministry of Higher Education, Scientific Research, and Innovation (MESRSI).

Chad also has several think tanks and for-profit consulting firms, but compiling a comprehensive list proves difficult. These institutions typically conduct research commissioned by public or private institutions. Attempts to contact the National Investment and Export Agency (ANIE) have been unsuccessful. It is also likely that some companies employ researchers in a dedicated research unit, but information on this is lacking.

National and international non-governmental organizations (NGOs) use research to inform their

activities, similar to multilateral organizations. In addition, opinion leaders, non-profit think tanks, and the media use research findings to support their policy choices and the information they disclose. Some NGOs occasionally employ researchers, but they are often involved in developing frameworks for commissioned thematic studies. Depending on the contract, researchers may carry out their tasks within specific timeframes.

The third chapter of this study describes the main factors that influence each of the three main functions of Chad's national research system: the production, diffusion, and policy application of research results.

Regarding research production, the team concluded that although outputs do not reach 50% of the standard level, research inputs and research culture and support services perform better than the other two sub-dimensions, which significantly impact overall research production. In particular, the sub-dimension relating to research output and training reaches only 16% of the standard level.

In terms of research diffusion, the study reveals that all dimensions fall below one-third of their standard levels, a situation exacerbated by the low level of research communication products, which stands at just 4%.

Overall, with regard to the policy application of research results, the research report concludes that policymakers in Chad rarely seek expert advice or academic input on issues of social interest during policy formulation. Social science researchers report that 14.56% of their research over the past three years came from direct commissions by policymakers or courts. For research administrators, the figure is 23.26%. Researchers involved in commissioned research estimated that, on average, they worked on 3.08 such projects per year over the last three years.

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ANNEX 1.1: LIST OF NATIONAL UNIVERSITIES AND THEIR DEPARTMENTS

No.	UNIVERSITIES	FACULTIES	DEPARTMENTS
1	University of N'djamena, established in 1971	Faculty of Exact and Applied Sciences	Chemistry / Physics / Mathematics / Biology / Science and Technology / Geology / Computer Science
		Faculty of Humanities and Social Sciences	Geography / History / Philosophy / Sociology / Anthropology
		Faculty of Law and Political Science	Business law / Law and Legal techniques / Public law / Private law
		Faculty of Economics and Management	Management Sciences / Economics
		Faculty of Education and Administration	School Administration and Planning / Teaching and Curricula / Foundations and Practice of Education / Psychosociology of Education
		Faculty of Literature, Languages, Arts, and Communication	Chinese Languages and Studies / English Language and Literature / Arabic Language and Literature / Modern Languages / Language Sciences / Information and Communication Sciences and Technology
		Faculty of Human Health Sciences	Medicine / Pharmacy
2	Adam Barka University of Abéché, established in 2003	Faculty of Arts and Humanities	Geography / History / Arabic Literature and Linguistics / Modern Literature
		Faculty of Law and Economics	Business Administration and Management / Law and Legal Techniques / Economics
		Faculty of Science and Technology	Chemistry-Biology-Geology / Mathematics-Physics-Chemistry / Physics-Chemistry (Arabic)
		Faculty of Health Sciences	Medicine / Biomedical Sciences / Pharmaceutical Sciences
3	University of Moundou, established in 2008	Faculty of Exact and Applied Sciences	Chemistry / Physics / Telecommunications
		Faculty of Business Science and Technology	Accounting, Auditing and Management Control / Monetary and Banking Economics / Human Resources Management
		Faculty of Arts and Humanities	Communication / Geography / Philosophy
		Faculty of Law and Social Sciences	Law / Political Science / Monetary and Banking Economics
4	University of Doba, established in 2010	Faculty of Law and Economics	Law and Economics
		Faculty of Arts and Humanities	English / Geography / History / Modern Languages
		Faculty of Science and Technology	Biological Sciences / Life and Earth Sciences

5	University of Sarh, established in 2000	Faculty of Science and Technology	Geology / Mathematics-Computer Science / Physics-Chemistry / Life and Earth Sciences
		Faculty of Law and Economics	Economics
		Faculty of Arts and Humanities	Geography
		University Institute of Agricultural and Environmental Sciences	Agricultural Science / Environmental Studies
		University Institute for Fisheries Resource Development	Fishing and Aquaculture
6	The University of Science and Technology of Ati, established in 2011	Faculty of Life Sciences, Earth Sciences, and Land Management	Land Management / Life and Earth Sciences
		Faculty of Agricultural and Agropastoral Sciences	Agricultural Sciences / Agropastoral Sciences
		Faculty of Technology	
7	University of Pala, established in 2014	Faculty of Arts and Humanities	Geography / Modern Languages
		Faculty of Science, Engineering, and Technology	Mathematics-Physics / Biology-Geology
8	National Polytechnic Institute of Mongo, established in 2002	Polytechnic University Institute	Geological Engineering / Civil Engineering / Mechanical Engineering / Industrial Engineering and Maintenance
9	Virtual University of Chad, established in 2005		
10	King Faisal University, established in 1992	Acharikah Faculty of Education Sciences education	Geography / History / Educational Psychology
		Qatar Faculty of Economics and Management	Business Administration / Economics
		Idriss Deby Itno Faculty of Legal and Political Sciences	Law / Sharia
		Faculty of Humanities, Communication, and Arts	Islamic Studies / Arabic
		Faculty of Engineering Sciences and Technology	Computer Engineering
		Faculty of Graduate Studies	Public Law / Economics / Business Management / History and Civilizations / Comparative Jurisprudence / Arabic
		Higher Institute of Health Sciences and Technology	Advanced Nursing Techniques
		Idriss Deby Itno Faculty of Legal and Political Sciences	Law / Sharia
		Faculty of Humanities, Communication, and Arts	Islamic Studies / Arabic
		Faculty of Engineering Sciences and Technology	Computer Engineering
		Faculty of Graduate Studies	Public Law / Economics / Business Management / History and Civilizations / Comparative Jurisprudence / Arabic
		Higher Institute of Health Sciences and Technology	Advanced Nursing Techniques

University faculties offering courses in social sciences are shown in italics.

ANNEX 1.2: LIST OF NATIONAL UNIVERSITY INSTITUTES AND NATIONAL HIGHER EDUCATION SCHOOLS AND THEIR FIELDS OF STUDY

No.	INSTITUTION	DEPARTMENTS
UNIVERSITY INSTITUTES		
1	University Institute of Sciences and Technology of Abéché (IUSTA), established in 1997	Electrical Engineering / Mechanical Engineering / Animal Science and Technology / Biomedical and Pharmaceutical Sciences / Telecommunications and Multimedia
2	The National Higher Institute of Arts and Crafts of Biltine, established in 2005	Architecture / Civil Engineering / Urban Engineering
3	Moussoro National Higher Institute of Livestock	Animal production / animal health
4	National Higher Institute of the Sahara and Sahel in Iriba, established in 2011	Mining Engineering / Rural Engineering / New and Renewable Energy
5	Mao National Higher Petroleum Institute established in 2005	Chemical Engineering / Hydrocarbon Exploitation / Hydrocarbon Management and Economics
6	Higher National Institute of Agronomic Sciences and Food Technologies of Laï established in 2011	Agricultural Sciences / Agri-Food Technologies
NATIONAL HIGHER EDUCATION INSTITUTIONS		
1	N'Djamena École Normale Supérieure established in 1982	French / English / Arabic / Life and Earth Sciences / History / Geography / Mathematics / Physics and Chemistry
2	Abéché École Normale Supérieure established in 2011	French / English / Arabic / Life and Earth Sciences / History / Geography / Mathematics / Physics and Chemistry
3	Bongor École Normale Supérieure, established in 2011	French / English / Arabic / Life and Earth Sciences / History / Geography / Mathematics / Physics and Chemistry
4	Sarh École Normale Supérieure, established in 2011	Technical courses
5	N'Djamena National School of Public Works	Buildings / Public works / Rural Engineering / Topography and Cartography / Basic Sciences
6	National Higher School of Information and Communication Technologies in N'Djamena	Journalism / Communication

ANNEX 1.3: LIST OF PRIVATE HIGHER EDUCATION INSTITUTIONS AND THEIR LOCATIONS

No.	INSTITUTION	CITY
1	Institut Privé Amoul de Farcha (IPAF)	N'Djamena
2	Institut Supérieur des Sciences et des Technologies (I2ST)	N'Djamena
3	Institut Supérieur de Commerce, d'Administration des Affaires et de Management (ISCAM)	N'Djamena
4	African University of Management and Innovation (AUMI)	N'Djamena
5	Centre for Studies and Training for Development (CEFOD)	N'Djamena
6	Sup'Management	N'Djamena
7	Institut supérieur de formation professionnelle	N'Djamena
8	CETETAAFU	N'Djamena
9	Elvis Informatique	N'Djamena
10	Institut Universitaire Bilingue des Sciences Appliquées (IUBSTA)	N'Djamena
11	University of Toumaï	N'Djamena
12	Institut Universitaire des Sciences Appliquées et Humaines (IUSAH)	N'Djamena
13	École Supérieur à Vocation Professionnelle (ESVP)	N'Djamena
14	Baladi Foundation	N'Djamena
15	Centre for Technical and Vocational Training in Building and Business Management (CTFP/BGE)	N'Djamena
16	Emi Koussi University (UNEK)	N'Djamena
17	Evangelical University	N'Djamena
18	COFID	N'Djamena
19	Université La Francophonie de N'Djamena (UFN)	N'Djamena
20	Institut Supérieur des Sciences, Arts et Métiers (ISSAM)	N'Djamena
21	Kodori Guizine Polytechnic Institute (IPKG)	N'Djamena
22	École Polytechnique d'Ingénierie de Commerce et d'Administration (EPICA)	N'Djamena
23	Institut Supérieur Polytechnique (ISP)	N'Djamena
24	Institut Supérieur Polytechnique - La Sorbonne (ISP-S)	N'Djamena
25	Institut Supérieur Polytechnique de Formation et de Recyclage (ISPFOR)	N'Djamena
26	Institut Supérieur de Technologie et de Développement (ISTD Groupe AVD)	N'Djamena
27	Institut Supérieur Professionnelle (ISP)	N'Djamena
28	École International de Formation en Santé (EIFS)	N'Djamena
29	Institut Supérieur La Dynasty (ISD)	N'Djamena
30	Complexe Universitaire des Écoles Supérieures du CERGIED	N'Djamena
31	Institut Supérieur de Formation Professionnelle d'Encadrement Universelle (ISPFU)	N'Djamena
32	HEC-Chad University	N'Djamena
33	Institut Al-Marifa	N'Djamena

34	Institut Universitaire des Sciences et de l'Administration (INUSAID)	N'Djamena
35	Centre de Formation et Initiation au Développement (COFID)	N'Djamena
36	M2E École Polytechnique	N'Djamena
37	Centre de Formation et Initiation au Développement (COFID)	Abéché
38	Institut Supérieur la Reine de Guéra	Mongo
39	École de Formation Professionnelle des Sciences de la Santé de Mongo (EFPSSM)	Mongo
40	Centre de Formation et Développement Socio-sanitaire de Moundou (CFDSSM)	Moundou
41	Institut Internationale de l'Afrique Centrale (IIAC)	Moundou
42	Catholic University of Central Africa (UCAC)	Moundou
43	Institut Supérieur d'Informatique et de Gestion (ISIG)	Moundou
44	Centre de Formation de Nutrition Appliquée de Moundou (CEFONUTRI)	Moundou
45	Kodori Guizine Polytechnic Institute (IPKG)	Moundou
46	Institut des Sciences du Management et d'Économie Appliquée (ISMEA)	Sarh
47	Saint Charles Lwanga University (UCL)	Sarh
48	École Privée de Santé et de Développement (ESPS D)	Doba
49	Institut Supérieur Polytechnique Adonai (ISPA)	Doba
50	Kodori Guizine Polytechnic Institute (IPKG)	Doba
51	Ecole des Métiers Agricoles du Tchad (EMAT)	Doba
52	Institut Universitaire des Sciences et d'Administration (INUSAD)	Bongor
53	Kodori Guizine Polytechnic Institute (IPKG)	Pala

ANNEX 1.4: NUMBER OF TEACHER-RESEARCHERS IN CHAD'S PUBLIC INSTITUTIONS, BY GENDER

No.	INSTITUTION	MEN	WOMEN	TOTAL
1	Universities	1,128	96	1224
2	University of N'Djamena	536	61	597
3	Adam Barka University of Abéché	136	2	138
4	University of Moundou	92	2	94
5	University of Doba	49	1	50
6	University of Sarh	66	2	68
7	Ati University of Science and Technology	23	1	24
8	University of Pala	24	11	24
9	Mongo Polytechnic University	50	11	50
10	Virtual University of Chad	19	1	20
11	King Faisal University	133	26	159
12	University Institutes	205	2	207
13	University Institute of Sciences and Technology of Abéché	98	1	99
14	The National Higher Institute of Arts and Crafts of Biltine	21	11	21
15	Moussoro National Higher Institute of Livestock	14	11	14
16	National Higher Institute of the Saraha and Sahel in Iriba	20	11	20
17	Mao National Higher Petroleum Institute	23	1	24
18	Higher National Institute of Agronomic Sciences and Food Technologies of Laï	29	11	29
19	National Higher Education Institutions	326	18	344
20	N'Djamena École Normale Supérieure	142	11	153
21	Abéché École Normale Supérieure	31	1	32
22	Bongor École Normale Supérieure	58	3	61
23	Sarh École Normale Supérieure	28	11	28
24	National School of Public Works	28	1	29
25	National School of Information and Communication Technologies (ENASTIC)	39	2	41
26	Research Institutes	27	3	30
27	Higher National Institute of Agronomic Sciences and Food Technologies of Laï	29	11	29
28	National Research Center for Development	7	3	10
29	Livestock Research Institute for Development	9	11	9
30	Chadian Institute for Agricultural Research for Development	11		11
31	TOTAL (EXCLUDING RESEARCH INSTITUTES)	1,659	116	1775
31	TOTAL	1686	119	1805

ANNEX 2.1: INTERVIEW GUIDE WITH KEY INFORMANTS

Informed Consent

My name is (First and Last Name). I am part of a team responsible for evaluating social science research systems in Chad, within the Centre for Socio-Economic and Political Research and Studies (CRESPO). This study, conducted jointly in five Francophone African countries, seeks to address the following fundamental question: What can be done to encourage and further expand local research and make it an essential contribution to public debate and sustainable human development policies?

I would like to discuss this topic with you. Our discussion will last approximately 1 to 1.5 hours.

The data collected will remain confidential and will be used solely for the purposes of this study. Your participation in the study is voluntary and unpaid. It will support analysis of the context of social science research in Chad, including socio-political and economic aspects as well as the wider international context.

We do not expect any particular answers from you; rather, we would like you to respond sincerely based on what you know. Please feel free to answer the questions at your own pace. I kindly request your consent to begin the interview.

Interviewee's First and Last Name: _____

Profile: _____

Academic Rank: _____

Position: _____

Institute: _____

Professional Status: Employed _____ Working Retiree _____ Retired and not working/seeking employment

Email: _____

Telephone: _____

Interview location: _____

Date of interview: _____

Time of interview: _____

Part 1: Socio-political Context

Question (Q) 1.1 In your opinion, what are the main policies that have been put in place to support the production and use of research in Chad, and how do these policies strike a balance between research aimed at addressing national priorities and an independent research agenda?

Answer (A) 1.1

Q1.2 How do political freedoms and the rule of law enable broader, freer, and more critical public debate on social and economic development?

A1.2

Q1.3 How do governance arrangements enable the transparent use of all types of research, without favoritism or clientelism?

A1.3

Q1.4 Have recent or ongoing conflicts (political or armed) affected the capacity to produce academic knowledge?

A1.4

Q1.5 How does history help explain the political, economic, and organizational aspects of the research context?

A1.5

Q1.6 How do cultural specificities affect the organization of the research system?

A1.6

Q1.7 What is the culture of research use in public and policy debates in Chad?

A1.7

Q1.8 How does the ongoing political transition affect the way research is conducted and discussed, for example by creating divisions among different groups of research actors?

A1.7

Part 2: Economic Context

Q2.1 Is the level of human development sufficient to allow for the active participation of researchers and research in society?

A2.1

Q2.2 Is access to modern technologies that facilitate research sufficient?

A2.2

Q2.3 Is the physical infrastructure required to conduct research (buildings, offices, laboratories, etc.) in place?

A2.3

Q2.4 Are there opportunities for social science researchers in the private sector? If so, is their impact on academic research noticeable or significant?

A2.4

Part 3: International Context

Q3.1 In your opinion, what is the country's degree of openness to the international community, both in terms of its presence in international organizations and its indicators of trade openness?

A3.1

Q3.2 How do professional networks, scholarship programs, and exchange programs with other countries support research production ?

A3.2

Q3.3 What is the level of proficiency in Chad's two official languages among the public, and how does this contribute to the influence of locally produced research?

A3.3

ANNEX 2.2: INTERVIEW PROTOCOL WITH RESEARCH ADMINISTRATORS

Form

Interviewer: _____

Interviewee (title and name): _____

Institution: _____

Script

Introduction Protocol

To facilitate notetaking, we would like to record our conversation today. For your information, only the researchers participating in the project will have access to the recordings, which will be destroyed after transcription. This interview is expected to last approximately 30 minutes. During this time, we would like to address several questions.

INTRODUCTION

You have been selected to speak to us today because you have been identified as someone with experience as a research administrator. Our work focuses on the national social science research environment, with particular interest in understanding how research is produced and diffused, and how, where applicable, social science research findings influence policy decision-making. This study is not intended to evaluate your performance. Rather, we seek to learn more about the practical environment in which research is conducted. If your institution is multidisciplinary, please respond only with regard to the department, staff, or social science research activities.

A. General information about the interviewee

- How long have you been...

in your current role? _____

at this institution? _____

- General information about the interviewee:

What is your highest level of education? _____

What is your field of study? _____

1. Briefly describe your role (e.g., research administrator, dean).

Probing: How are you involved in research administration?

2. How would you describe the quality of your institution's research infrastructure and support?

Probing: To what extent are work resources, such as office space or equipment, provided by your institution? What about administrative support? Capacity building?

3. How would you describe the level of diversity in the research environment?

Probing: Does this environment include actors from different types of institutions, NGOs, or government agencies? Why or why not?

4. How would you describe the status/level of inclusion of women researchers in the research environment? What other groups would you consider minorities in the national system, and how are they represented in research?
5. What is the current role of women in the social science research environment, and how has it evolved (improved or deteriorated) in recent decades?
6. Are you aware of any national or regional networks for women researchers?
7. What does your institution offer in terms of training in research communication?

Probing: What have you learned from communication training? What, if anything, was missing?

Additional probing: Does your institution organize academic conferences, public debates, etc.?

8. Do you regularly work with the media to publicize research results?

Probing: Do you frequently see your institution's or staff's work featured across different media channels, such as online platforms, television, or radio?

9. What proportion of participants in research communication training over the past three years have been women?
10. How, if at all, do you think researchers are influenced by policymakers in terms of the independence of research findings?

Probing: What, if anything, is censored? Do you think researchers benefit from some level of protection to produce independent findings?

11. Have you received requests from policymakers to conduct research on specific issues of social importance?

Probing: Please tell us about your experience working with policymakers.

12. How do you involve policymakers in the research design process, if at all?

Probing: Are you familiar with any strategies for encouraging engagement with policy-relevant social science research?

13. What types of outputs do you use to communicate research findings to policymakers?

Probing: Which types of outputs most effectively capture policymakers' attention?

14. Are you involved in an advisory role on policy matters, particularly in support of implementing research-based policies?

Probing: What activities have you undertaken beyond communicating research findings to help policymakers implement programs?

15. How frequently do you interact with policymakers?

16. Do you think your institution can influence policy?

17. In your opinion, how effective are policies that draw on social science research?

Probing: How can their benefits be maximized?

18. Is there anything you would like to add?

ANNEX 2.3: SIMPLIFIED QUESTIONNAIRE FOR POLICYMAKERS

To what extent is it useful to engage with these groups to discuss social policy?

	Not useful	Slightly useful	Moderately useful	Useful	Very useful	No response/I don't know
Academic researchers at all levels						
Non-academic researchers						
Women						
Minority groups						
(Other) Decision makers						
Community groups and organizations						
Individual members of the community						
Other (please specify)						

To what extent do you consider evidence from social science research to be useful? (check one answer)

- Not useful at all
- Somewhat useful
- Moderately useful
- Useful
- Very useful
- No answer/I don't know

ANNEX 2.4: INTERVIEW PROTOCOL WITH THE RESEARCHER

Form

Interviewer: _____

Interviewee (title and name): _____

Institution: _____

Section of the survey used:

A: Interview context

B: Output

C: Application

D: Diffusion

E: Demographic data (no specific questions)

Other topics covered:

Documents obtained:

Post-interview comments or research leads:

Script

Introduction Protocol

To facilitate notetaking, we would like to record today's conversation. Please sign the release form. For your information, only researchers participating in the project will have access to the recordings, which will be destroyed after transcription. In addition, please read and sign this form designed to meet requirements relating to human subjects. It states that (1) all information is strictly confidential, and (2) participation is voluntary and you may request to stop at any time. Thank you for agreeing to participate.

The interview is expected to last no more than one hour. During this time, we would like to address several questions.

INTRODUCTION

You have been selected to speak to us today because you have been identified as someone with experience as a social science researcher. Our work focuses on the national social science research environment, with particular interest in understanding how research is produced and diffused, and how, where applicable, social science research findings

influence policy decision-making. This study is not intended to evaluate your performance. Rather, we seek to learn more about the practical environment in which research is conducted.

A. General information about the interviewee

- How long have you been...

in your current role? _____

at this institution? _____

- General information about the interviewee:

What is your highest level of education? _____

What is your field of study? _____

1. Briefly describe your role (e.g., research director, teacher, consultant) in conducting social science research.

Probing: How are you involved in research production, from data collection to research supervision?

2. How would you describe the quality of your facility's infrastructure and support?

*Probing: To what extent are work resources, such as office space or equipment, provided by your institution?
Administrative support? Capacity building?*

3. How would you describe the level of diversity in the research environment?

*Probing: Does this environment include actors from different types of institutions, NGOs, or government agencies?
Why or why not?*

4. How would you describe the status/level of inclusion of women researchers in the research environment? What other groups would you consider minorities in the national system, and how are they represented in research?

5. What is the current role of women in the social science research environment, and how has it evolved (improved or deteriorated) in recent decades?

6. Are you aware of national or regional networks for women researchers?

7. How would you describe current ethical review practices at your institution?

Probing: Presence of a research ethics committee or other bodies for ethical review, availability of information, guidelines, and adherence to best research practices such as use of informed consent, copyright-protected materials, research integrity, open-access publishing, and other relevant ethical guidance.

8. What does your institution offer in terms of training in research communication?

Probing: What have you learned from communication training? What, if anything, was missing?

9. What proportion of participants in research communication training over the past three years have been women?

10. Do you regularly work with the media to publicize research results?

Probing: Do you often see your work featured across media channels, such as online platforms, television, or radio?

11. Have you ever held a policymaking position?

12. How, if at all, do you think researchers are influenced by policymakers in terms of the independence of research findings?

Probing: What, if anything, is censored? Do you think researchers benefit from some level of protection to produce independent findings?

13. Have you received requests from policymakers to conduct research on specific issues of social importance?

Probing: Please tell us about your experience working with policymakers.

14. How do you involve policymakers in the research design process, if at all?

Probing: Do you know of any strategies for encouraging support for policy-relevant social science research?

15. What types of outputs do you use to communicate research findings to policymakers?

Probing: Which types of outputs most effectively capture policymakers' attention?

16. Do you play an advisory role on policy matters, particularly supporting the implementation of research-based policies?

Probing: What activities have you undertaken beyond communicating research findings to help policymakers implement programs?

17. How frequently do you interact with policymakers?

18. To what extent have you participated in policy development?

Probing: Please list the ways in which you have influenced the development of one or more policies.

19. In your opinion, how effective are policies that draw on social science research?

Probing: How can their benefits be maximized?

20. Is there anything you would like to add?

ANNEX 2.5: CONTACT DETAILS FOR THE CRESPO RESEARCH TEAM

Status	Names of Researchers	Discipline
Senior Researcher	Prof. Madjindaye Yambaidje Whatsapp: +235.65531488 LinkedIn: madji_genial@yahoo.fr	Black African Literature
Member 1	Dr. Alfred Ramadji, Director of Research CRESPO Whatsapp: +235.66304661 LinkedIn: aramadji@gmail.com	Political Science
Member 2	Christian Nadjarabeye Béassoum Whatsapp: +235.63693157 LinkedIn: nbeassoum@gmail.com	Statistical Economics
Member 3	Dr. Douzounet Mallaye Whatsapp: +235.68223219 LinkedIn: douzounetmallaye@yahoo.fr	Economics
Member 4	Dr. Mahamat Fouda Djourab Whatsapp: +235.66968796 LinkedIn: mahamatfoudal@gmail.com	Social Anthropology
Member 5	Dr. Zakaria Beine Whatsapp: +235.66088220 LinkedIn: beine_zakaria@yahoo.fr	History
Member 6	Dr. Manatouma Kelma Whatsapp: +235.66026078 LinkedIn: ma.kelma12@gmail.com	Political Science
Member 7	Dieudonné Djokina Whatsapp: +235 62498866 Linkedin: djokinadieudonne3@gmail.com	History
Member 8	Dr. Nasra Djimasngar WhatsApp: +235 66476265 Linkedin: nasradj@gmail.com	Law
Member 9	Dr. Zakinet Danget Whatsapp: +235.66369240 LinkedIn: dangbet_zak@yahoo.fr	History

ANNEX 2.6: LIST OF INTERVIEWEES

No.	First and last name	Specialty	Telephone	Affiliated Institution
I. Former Ministers of Higher Education				
1	Prof. Makaye Hassane Taisso	Paleontology	66 27 82 76	Ministry of Higher Education
2	Dr. Ahmad Taboye	Literature	66 30 40 56	Ministry of Higher Education
3	Prof. Djona Avocksouma	Management	66 23 30 72	Ministry of Higher Education
4	Dr. David Houdeingar	Law	66 31 72 17	Ministry of Higher Education
5	Dr. Ahmed Djidda	Law	66 32 83 64	Ministry of Higher Education
6	Ms. Lydie Beassemnda	Nutrition	66 29 29 68	Ministry Of Health
II. Officials from the Ministry of Higher Education				
1	Prof. Frédéric Reounodji	Geography	66 27 89 37	Ministry of Higher Education
2	Prof. Ousman Mahamat Adam	Bilingual Literature	66 22 81 88	Ministry of Higher Education
3	Dr. Dionko Maoundé	Law	66 29 42 95	Ministry of Higher Education
4	Dr. Zakinet Dangbet	Historian	66 36 92 40	Ministry of Higher Education
5	Ms. Célestine Nemadji	Linguistics	66 34 75 72	Ministry of Higher Education
III. Teacher-Researchers				
1	Prof. Benjamin Bénan Djikoloum	Law	66 28 74 66	Former Vice President of the University of N'Djamena, current President of the University of Doba
2	Prof. Robert Madjigoto	Geography	66 29 06 88	
3	Prof. Vincent de Paul Allamabademel	Sociology	66 27 31 45	Former Head of Sociology Department
4	Prof. Amane Tatoloum	Geography	66 25 30 19	Current Vice President of the University of N'Djamena
5	Dr. Ladiba Gondeu	Anthropology	66 37 20 70	FSHS, University of N'Djamena
6	Dr. Bichara Taoussi	Literature	66 25 79 46	
7	Prof. Djarangar Djita Issa	Linguistics	66 22 26 81	FLAC, University of N'Djamena
8	Dr. Nathanael Focksia	Psychology		Dean of the Faculty of Education Sciences
9	Dionnodji Tchaine	Linguistics	66 28 88 68	
10	Ngabo Djaha	Law	66 29 92 06	Dean of the Faculty of Education Sciences at the University of N'Djamena
IV. Retired Teacher-Researchers				
1	Dr. Tchago Bouimon	History	66 29 16 15	Former Vice President and former Dean of the FLSH of the University of N'Djamena
2	Dr. Mindémon Kolandi	History	66 24 81 17	

3	Dr. Gagsou Golvang	History	63 05 68 19	
4	Prof. Clison Nangkara	Archaeology	66 24 16 94	
5	Prof. Koina Rodoumta	Mathematics	66 29 66 03	
6	Prof. Tadin Macra	Law	66 75 68 92	
7	Brahim Boy	Biochemistry	66 29 83 57	
8	Abba Dana	Economics	66 29 05 35	Former Dean of the Faculty of Law of the University of N'Djamena
V. Laboratories & Faculties				
1	Prof. Dieudonne Vaidjiké	Philosophy	66 74 73 40	
2	Prof. Médard Ndoutorlengar	Geography	66 23 55 93	President of the University of Sarh
3	Dr. Robenate Jean-Calvin	Law	63 08 71 49	Dean of the FSJP
4	Dr. Djimasra Nodjitidje	Economics	66 29 40 26	
5	Patrick Ndiltah	Communications	66 29 36 13	
VI. Social Partners				
1	Dr. Jérémy Guirayo	Philosophy	66 29 58 23	President of SYNECS – National Union of Higher Education Teachers and Researchers
2	Dr. Djim-Adjim Tabo	Geography in Arabic-speaking countries	66 69 62 61	
3	Al Hassan Saleh		66 29 98 52	
VII. Heads of Institutions				
1	Dr. Danadji Isaac			Director General of the École Normale Supérieure
2	Prof. Man-Na Djangrang	Geography	66 37 50 29	
3	Dr. Achair Langaba	Law	66 25 88 51	
4	Dr. Mahamat Boukhari		66 48 87 08	
5	Prof. Tob-Ro N'Dilbé	Geography	66 41 52 71	
6	Pof. Jean-Claude Doumnang	Geology	66 29 65 70	Former President of the University of Moundou
6	Dr. Nassir Annaye			
7	Prof. Saleh D. Hag. Mahamat	Mathematics	66 29 48 69	President of the University of N'Djamena
8	Prof. Ngarkodje Ngarasta	Mathematics	66 27 27 16	Former Vice President of the University of N'Djamena and current President of the University of Sarh
9	Prof. Amir MOUNGACHE	Physics	66 33 13 73	Director of Education of the University of N'Djamena
10	Dr. Bouyo Djim Narem	Geography	66 52 96 65	
11	Dr. Hélène Lambatim	Law	66 29 18 34	

12	Dr. Saleh Tormal	Geography		
VIII. NGOs & IGOs				
1	Head of SECADEV			
2	Head of INADES			
3	Head of BELACD			
4	Head of World Vision			
5	Head of ADES			
6	Head of Voix de la Femme			
7	Head of OXFAM			
8	Head of SUISSAID			
9	Head of OIM			
10	Head of CARE International			
IX. Research Industries				
1	Head of CEDPE			
2	Head of CERDI			
3	Head of CRASH			
4	Head of CEFOD			
5	Head of CERDO			
6	Head of CNRD			
7	Head of ITRAD			
8	Head of IRED			



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