

REVERSE LINKAGE

DEVELOPMENT THROUGH SOUTH-SOUTH COOPERATION

# BILINGUAL EDUCATION PROMOTION



الوكالة التونسية للتعاون الفني  
Agence Tunisienne de Coopération Technique  
Tunisian Agency for Technical Cooperation



CENTRE INTERNATIONAL  
DE FORMATION DES FORMATEURS  
ET D'INNOVATION PÉDAGOGIQUE  
المركز الدولي لتكوين المهنيين  
والتقديد البيداغوجي



Ministry of National Education and  
Civic Promotion, Republic of Chad

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 CHAD (RECIPIENT)

 TUNISIA (PROVIDER)

ENHANCING THE  
TEACHING OF ARABIC  
LANGUAGE IN CHAD

## THE CHALLENGE

In Chad, bilingualism is a necessity for the education system, due to the large proportion of the population who use both Arabic and French languages. It is considered a determining factor for alleviating the phenomena of exclusion and marginalization. The Chad constitution emphasizes this importance by acknowledging Arabic and French as the two official languages of communication in the country.

Despite its long journey, bilingual education in Chad still has a long way to go in terms of coverage, standardization, and quality. The percentage of bilingual schools is below the country's ambition, and their regional distribution is not balanced. Furthermore, each region or educational institution applies bilingual education differently.

Chadian educational institutions have limited capacity and skills for implementing the elements of a comprehensive bilingual education system, including curricula and textbooks development, teachers training, and teaching practices. An important element that is currently missing is exposure to expertise of other countries with regard to implementing effective bilingualism.

## THE SUPPLY

Since its establishment as an autonomous institution under the Ministry of Education in 2004, the International Center for Training of Trainers and Pedagogical Innovation (CIFFIP) has played an essential role in Tunisia's ability to develop its bilingual education system. The center relies on its own experts as well as a large national network of educationists and pedagogues.

The CIFFIP specializes in designing and implementing teacher training programs relevant for teachers, while applying diversified and innovative educational methods and approaches. It covers various topics, including the philosophy of education, didactic, textbook and curriculum engineering, and training standards development.

The CIFFIP is now offering a set of training facilities, to ensure quality training service. These include conference rooms, a multimedia center, fixed and mobile language laboratories, and accommodation for international trainees.

The CIFFIP collaborates and exchanges expertise with peer institutions in many countries, such as Algeria, Djibouti, France, Gabon, Mauritania, Oman, and Senegal.



## THE MATCHMAKING

The Islamic Development Bank (IsDB) has supported Chad's bilingual education sector since 2000, and is in continuous dialogue with the Government of Chad. These make the Bank familiar with the country's challenges and capacity gaps, especially in bilingual education provision.

The Government of Tunisia has indicated, through the "Member Country Partnership Strategy 2013-2015" its readiness to continue supporting African member countries in teaching the Arabic language. The Tunisian Agency for Technical Cooperation (ATCT) identified the CIFFIP as one of the providers of expertise in this area.

Taking into consideration the needs of Chad and the capacities in Tunisia, the IsDB connected the Ministry of National Education and Civic Promotion of Chad (MoNEPC) and CIFFIP. The IsDB coordinated and funded a peer-to-peer consultation process to undertake detailed diagnosis of the current capacities of MoNEPC. This resulted in the formulation of a Reverse Linkage project, to enable the transfer of relevant Tunisian's expertise to Chad.

## THE PROJECT

### GOAL

The project aims to enhance teaching of the Arabic Language in Chad, within the framework of the country's policy to develop Franco-Arabic bilingualism.

### MAIN ACTIVITIES

- Formulating and adopting an executive plan for defining and operationalizing bilingual education.
- Establishing a twinning agreement, backed by an action plan, between the CIFFIP and the Chad-based Regional Educational Center of the Islamic Educational, Scientific and Cultural Organization.
- Organizing training on the translation and dissemination of bilingual documentation.
- Providing training courses on "Arabic Language", "Didactics of Teaching Arabic Language", "Training Engineering", and the "Use of the Information Technology in Teaching Arabic Language" for the benefit of 90 trainees.
- Providing training courses on "Curriculum Engineering" and "Textbook Engineering", for the benefit of 10 pedagogical



THE ISDB CONNECTED THE MINISTRY OF NATIONAL EDUCATION AND CIVIC PROMOTION OF CHAD (MONEPC) AND THE INTERNATIONAL CENTER FOR TRAINING OF TRAINERS AND PEDAGOGICAL INNOVATION (CIFFIP), TUNISIA

## THE WINS FOR ALL

inspectors and 20 technical staff from the Chad's National Center for Curricula.

- Producing 5 guides—tailored to the specific needs of Chad—on “Training Engineering”, “Use of Information Technology in Teaching Arabic Language”, “Curriculum Engineering”, “Textbook Engineering”, and “Translating and Disseminating Bilingual Documents”.
- Providing 90 days of on-job coaching and mentoring by Tunisian experts in Chad.

### DURATION

Three years, from mid-2017 to mid-2020.

### MONITORING AND EVALUATION

Two project coordinators from Chad and Tunisia will handle the day-to-day work of the project. A joint coordination committee composed of representatives from the CIFFIP, MoNECP, ATCT, and IsDB will be established. Yearly meetings will be conducted to review progress and propose corrective actions, if needed.

Bilingual education is one of the priority objectives of the Government of Chad, which considers bilingualism as an essential mean for ensuring social integration. The project will contribute to realizing this objective, by enhancing the implementation of the National Policy of Franco-Arabic Bilingual Education. Specifically, the project will improve both initial and in-service training of Franco-Arab bilingual teachers and support the development of Arabic curricula and textbooks.

By contributing to the project, Tunisia is realizing its South-South Cooperation strategy—capitalizing on its expertise and know-how to help other member countries, particularly the sub-Saharan French-speaking countries. The ATCT and CIFFIP will also strengthen their collaboration with Chadian counterparts and generate international visibility for Tunisia's expertise.

From the IsDB's perspective, the project is in line with Bank's Education Policy, which promotes bilingual education. At a broader level, the project represents an efficient and effective way of improving cooperation among the member countries.

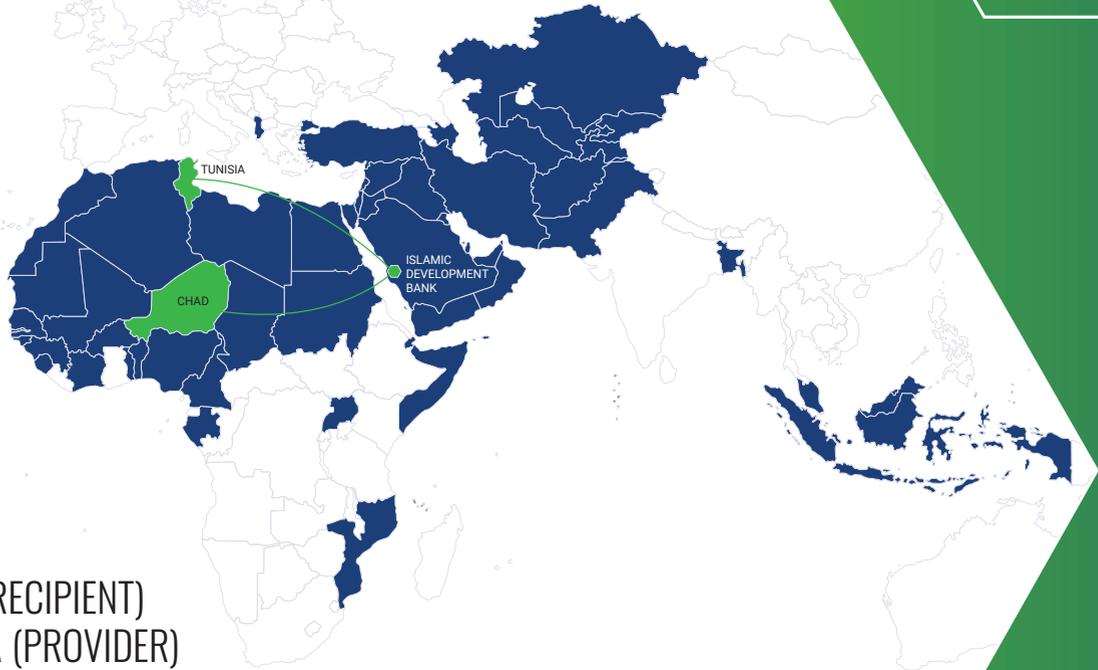
THE CIFFIP  
COLLABORATES AND  
EXCHANGES EXPERTISE WITH  
PEER INSTITUTIONS IN MANY  
COUNTRIES, SUCH AS ALGERIA,  
DJIBOUTI, FRANCE, GABON,  
MAURITANIA, OMAN AND  
SENEGAL

SINCE  
**2004**  
THE CIFFIP HAS BEEN PLAYING AN  
ESSENTIAL ROLE IN TUNISIA'S  
ABILITY TO DEVELOP ITS  
BILINGUAL EDUCATION  
SYSTEM



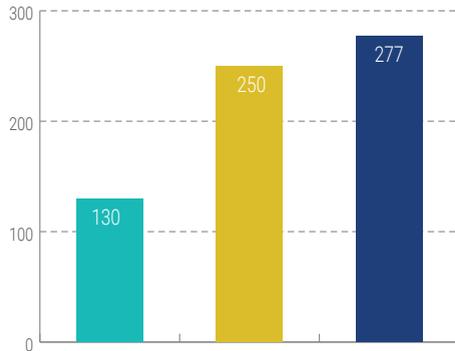
The IsDB is matching the needs of Chad with the experience of Tunisia so that the two countries will cooperate to enhance teaching of the Arabic Language.

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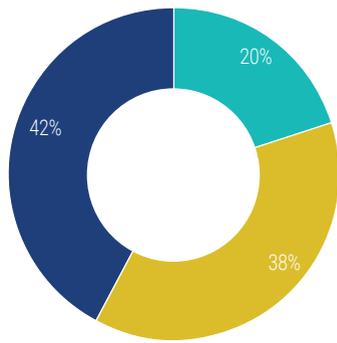


 **CHAD (RECIPIENT)**  
 **TUNISIA (PROVIDER)**

**CONTRIBUTION (US\$ THOUSANDS)**



**PERCENTAGE (%)**



 GOVERNMENT OF CHAD  GOVERNMENT OF TUNISIA  THE ISDB

THE PROJECT  
 COMMENCED MID-  
**2017**  
 AND RUNS UNTIL MID-  
**2020**

It is at the center of the IsDB's mandate to promote cooperation among its member countries.

In 1981, the Makkah Declaration of the Third Islamic Conference Summit called the OIC member countries to strengthen collaboration, to utilize and foster their talents, skills and technological capacities. The Bank responded and launched its Technical Cooperation Program in 1983. This has then been scaled up via what we call Reverse Linkage.

The structured skills swap under Reverse Linkage helps the recipient country diagnose and analyze a problem while the provider country shares its proven knowledge and expertise to find a solution.

The idea that all partners have something to gain from cooperation lies at the heart of Reverse Linkage.

The learning process is reciprocal, knowledge transfer is in both directions, and benefits are mutual.

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