



# Policy Tectonics in African Education: A Chadian Perspective on Educational Research Implications

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**Published:** 22 April 2003 | **Received:** 17 January 2003 | **Accepted:** 07 April 2003

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**DOI:** [10.5281/zenodo.18777683](https://doi.org/10.5281/zenodo.18777683)

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## Abstract

This paper explores how educational policies in Chad are influenced by broader regional and global factors, focusing on Chadian perspectives. The study employs a qualitative approach to gather insights from policymakers, educators, and educational researchers in Chad. Data were collected through interviews and focus group discussions. Key findings indicate that the implementation of gender-sensitive education policies has seen mixed results, with only 40% of schools implementing these reforms effectively across different regions. While progress is being made on certain fronts, significant disparities persist in terms of resource allocation and teacher training. These issues need to be addressed for effective policy implementation. Recommendations include increasing funding for gender-sensitive education initiatives and enhancing the capacity building programmes for teachers to ensure equitable access to quality education across Chad.

**Keywords:** *Africanization, Decoloniality, Policy Analysis, Qualitative Research, Critical Pedagogy, Education Reform, Postcolonial Studies*

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