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**Situation Analysis of Basic Education in Djibouti:  
Increasing Community Involvement (PTAs), Girls'  
Enrolments, and Non Formal Educational  
Opportunities**



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**October 2004**

**U.S. Agency for International Development  
Cooperative Agreement No. GDG-A-00-03-00006-00**

# Situation Analysis of Basic Education in Djibouti: Increasing Community Involvement (PTAs), Girls' Enrolments, and Non Formal Educational Opportunities



Findings from a Rapid Assessment conducted by  
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Conducted 4 -20 October 2004  
Djibouti



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# I. Introduction

## Overview

Djibouti's educational system is at a critical point in its historical development. Traditionally, Djibouti schools have followed the French or Arabic systems in their development and structure with the national public system focusing on the French in organization, examinations, pedagogy, and reforms. A relatively poor country with a per capita GNP of \$790 in 1999 (World Bank), the country until recently had only the resources to educate a minority of its population. Only 48% of adults are literate and only 35% of women (UNESCO 1996), while 60% of the primary school age population currently does not attend school (USAID 2004). While a significant minority benefit greatly from many of the advantages of a French or Arabic education that traditionally prepared elites to study in universities in France, North Africa, and the Middle East, the majority until recently had little to no access to basic schooling.

According to USAID (2004) "Djibouti's strength and potential for development rests on its strategic location, which has proved to be important for regional security and trade." The "War on Terror" brought a plethora of financial and technical resources to the country and created competition amongst donors. There is currently a French military base with four camps, the German navy, Spanish air force, and a major American base (the only one in Africa). Djibouti is also the major port for over \$100 million in emergency relief imports to Ethiopia (USAID 2004). As part of the agreement for locating the American base there, the U.S. agreed to provide economic support (ESF funding) totalling \$20 million for the first two years (\$8 million for education and \$12 for health).<sup>1</sup> The French provide similar levels of funding and extensive educational support through the Cooperation although this program is being dramatically reduced. Nevertheless, the French are embedded in the educational system at all levels and work as inspectors, curriculum advisors, and in other technical capacities in the Ministry of Education and Teacher Training School. Other bilateral donors for education include Japan, China, and Saudi Arabia. The World Bank, Islamic Bank, African Development Bank, UNICEF, European Union, UNDP, and Don du Groupe Al-Ghurair also fund educational activities in Djibouti. Currently, the three largest donors are the U.S., French Development Agency, and the World Bank, which together have committed approximately \$50 million for health programs and \$35 million for education for a population of 644,000 (not including the refugee population). External assistance for these programs, as part of the military base agreements, is projected to increase and may even double in the next year.

In the 1990s, the Djiboutian Government, following the Education for All agenda and the French reforms, began in to focus its resources on basic education. The country is currently in the third year of a major reform program (initiated in 1999) and recently passed a law mandating universal enrolment for all children in basic education. The Ministry of Education is actively working to extend at least five and eventually nine years of schooling to all children (especially girls) while maintaining the current

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<sup>1</sup> Djibouti will also receive \$4 million in regional funding from the Food Security Program to develop an export promotion facility, \$1 million to establish a Famine Early Warning System (FEWS), and \$400,000 for the Teachers for Africa Program (USAID 2004).

quality of its system. Nevertheless, enrolments to date, in basic education total 66,893 students (for primary and lower secondary) and will have to increase substantially to attain this goal. With the “War on Terror”, the country benefits from the necessary financial resources to realize this goal particularly since the Government is also politically committed. Its small population and the relative accessibility of most villages and towns are enormous advantages. By 2007, given current trends, Djibouti may also peak in terms of its basic education enrolment level (Blache personal communication). Thus, Djibouti stands to attain the “Education for All” goals in a way that go beyond rhetoric to reality.

### **Purpose and outline of study**

The purpose of this study was for Save the Children/USA to determine how best to develop and implement interventions to increase community involvement in basic education, girls’ enrolments and non formal education. The study, involving a situation analysis (SA) methodology, included in depth observations and interviews in 15 Djibouti primary schools in five of six districts of the country, interviews with out-of-school girls, and interviews and observations in several non formal schools and programs. Preparation for the SA also included interviews in two schools and meetings with donors, ministries, and associations (see Appendix A: Interviews and Meetings). The interviews and observations of the 15 schools were systematic and give a fairly complete scan of the variation in schooling experiences and facilities throughout the country (see Appendix B: Questionnaires). The interviews with out-of-school girls and in depth focus groups with PTAs, school committees, and school children (usually five girls and five boys from 5<sup>th</sup> grade), provide a basic understanding of the constraints and obstacles Djiboutian children in general and girls in particular face in enrolling and continuing in school. Finally, interviews and observations with non formal programs and associations provide a topology of the kinds of programs currently available in Djibouti (but not the number or results of such activities).

The SA was conducted by Long, Miguil, and van de Linde during a trip to Tadjoura, Obock, Dikhil, and Ali Sabieh from 8-13 October and subsequently, in Djibouti City by Holman, Long, Miguil, and Aisha from 14-20 October (see map). Prior to the formal investigation, Long, Miguil, and van de Linde also conducted interviews and observations in two schools, and met with donors and the AIDE project in Djibouti from 4-7 October. The only district not covered in this initial SA was the Arta District, which has only recently been created out of Djibouti City. In subsequent site visits, it would be useful to visit more remote sites in the north that were not easily accessible in this season and one in the west. For the new local team which is being formed, it would also be useful to include systematic training in interviewing techniques and community participation strategies.

Table 1 which follows outlines the data collected in this Situation Analysis (with details of the questionnaires utilized and modified provided in Appendix A).

**Table 1: Questionnaires**

School	Context	CG/PTA	Student Focus Group	Classroom Observation	Out of school girl	Non-Formal education
Randa	x	x	x	3		x
Tadjoura1	x	x				
Tadjoura2	x	x	x	3		
Dalai-af	x	x		2		x
Obock	x	x	x	3	xx	x
Bondara	x	x	x	2	x	x
Dikhil	x	x	x	2		x
Mouloud	x		x	2		
Ali Sabieh	x	x	x	3	xx	xx
Mission S. Louis						x
Ecole Ménagère*	x		x	2		x
Arhiba	x	x	x	2		x
Zone Port Sud (ZPS)	x	x	x	0		
Ecole Catholique et LEC de Boulaos	xx		xx	1		
Ecole de la Salle	x	x	x	1		

\*Ecole Ménagère de Boulaos

The report that follows provides background on the Djiboutian educational system (past and present), followed by a summary of the findings of the SA, and finally concludes with recommendations for the Save the Children program.

### **Background on Djibouti educational system**

In the 1880s, the French established the first recorded school in Obock, the town in which they established their first base in Djibouti. Most likely, as in other colonies, the French administrators created the first schools to educate a bureaucratic elite to help govern the colony. From the late 19<sup>th</sup> until the early 20<sup>th</sup> centuries, education was organized by religious authorities and the Catholic Church and the Islamic Mosque organized schools throughout the major towns of Djibouti. Following WWI, the first public schools were established and many new public primary schools were built during the 1950s. During the 1960's the Ministry of Education was established and headed by a Djiboutian. Since independence in 1977, the Ministry has had seven ministers (in what is considered an “ejectable seat” or in common parlance, high turnover).

The Djiboutian public system closely parallels many of the reforms in the French educational system. The traditional Teacher's College (the Centre de Formation des

Personnel de l'Éducation Nationale ) trains teachers and inspectors for the country and the inspectorate system is organized much as the French system. The reform instituted in 1999 followed the earlier French one to universalize education. The system went from a cycle of primary (6 years), lower secondary (4 years) and upper secondary (3 years) to a basic system of education of 9 years (5 years of primary plus 4 of lower secondary) followed by upper secondary (3 years). The basic system of the first 9 years became compulsory.

In reality, many children still do not complete the first five years and there are still many out-of-school youth (with a larger number of girls). Economic costs, at approximately 1,000 DF (US\$5.65) for basic fees (not counting supplies, transport, and other necessities) annually make schooling out of reach of many parents.<sup>2</sup> Opportunities are also limited to continue one's education through non formal systems and/or by returning at a later age (since there are age restrictions for entry and class participation). Until recently, children lacking birth certificates and household certification, (an estimated 20% of the school age population) could not register for school. This issue is still being contested in poor urban neighbourhoods and in many rural areas.

The examination system privileges an elite few and weeds out students at each level. Only 49.2% passed into 6<sup>th</sup> grade (lower secondary) and only 50.2% passed into high school in June 2003 (Annuaire Statistique 2003-2004:113). The baccalaureate exam is still administered and corrected by French supervisors from the University of Bordeaux. Students attaining a baccalaureate compete for scholarships provided by Djibouti, France, Italy and Turkey to attend universities in Europe, North and West Africa, the Middle East, Cuba, and Malaysia (Annuaire Statistique 2003-2004). Some 674 university students were studying in other countries in 2003-2004, the mode being 132 in France. Until recently, any student who passed their baccalaureate could receive a scholarship. However, Djibouti has instituted an online university in cooperation with the University of Dijon and has built some university housing. Djibouti also provides tertiary training in the country for teachers, inspectors, and curriculum advisors. The inspectors and curriculum advisors have refresher training every two years in France.

Along with the public cycle, there are a growing number of Islamic funded schools, some of which have been brought into the overall public system. The endowed private Islamic schools provide education from kindergarten to 12<sup>th</sup> grade and prepare students in Arabic to enter universities in the Middle East. Koranic madrassah schools provide religious education and may prepare some students to read (but generally not to write in Arabic). These schools are not considered part of the national system. Both private Islamic and Koranic schools often have separate classes by sex but the small, rural Koranic schools in rural areas are usually co-ed and often held under a tree or in some other quiet corner.

One public school director observed that the Koranic schools are making an important contribution to early childhood (preschool) education and that she personally encourages parents to send their children to these schools to increase their school

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<sup>2</sup> Parents from ZPS school reported to us that they estimate that the real costs of sending a child to school each month is about 5000 (\$US28.25) in their school. Although the school serves a relatively affluent population, their estimates give some idea of the real costs families face.

readiness. In some communities a majority of first graders have received Koranic schooling before first grade. Other preschool opportunities are limited and privately funded (sometimes with employer support as in the case of the National Women's Union). However, the French Cooperation is training the first curriculum specialist, inspector, and school director in early childhood education and plans to include preschool training in the teacher training system in the near future.

Beyond Islamic funded schools and privately and/or employer funded preschools, the Catholic and Protestant Churches also fund some primary and secondary schools, which are being integrated into the national system. The Catholic diocese formerly fund eight girls' vocational training schools throughout the country to prepare girls for domestic, hotel, and restaurant work. All but one school in Djibouti have become primary schools for both boys and girls and literacy centers for out-of-school children and young adults (providing openings often the poorest of poor and those without papers). The literacy centers, called LECs – *Lire, Ecrire, et Compter* – are outside the formal system but at least one director is considering ways to provide re-entry opportunities for their students into the formal system. Currently, once one leaves the formal system, it is difficult to continue one's education, and professional and vocational opportunities are very limited. With the exception of a technical school in Tadjoura, several Catholic centers, which provided training in carpentry, mechanics, electricity, and masonry, have been closed. The Professional Training Center has also decreased its program to nine months.

One thorny issue faced by the Djiboutian school system is that of language. There are four official languages – Afar, Issa (Somali), French and Arabic – but only French and Arabic are taught in the schools. However, teachers are often obliged to translate materials in the local, mother tongue particularly for students in their first year. This has the effect of creating primarily Afar or Somali schools. The Ministry of Education has few Afar speakers and the inspectorate would benefit from further training to integrate the Islamic funded, Arabic curricula and schools.

Access to schooling as noted is still limited for children without birth certificates and civil registration.<sup>3</sup> Rural nomadic populations – particularly in the north – are also underserved even though it takes only 50 students to organize a new school. However, both distance and organizational capacity constrain access to this population. The Dikhil district in the south with a rural nomadic Somali population has the lowest percentage of girls' participation and the dormitories in the remote schools are utilized only by boys. District wide, girls' percentage participation across all levels and types of education ranges from 31.3% in Dikhil to 44.3% in Djibouti City (*Annuaire Scolaire 2003-2004*:3). There are also many out-of-school urban youth, who lack basic skills, and even if they complete the primary cycle have no skills or training to find employment. Formal unemployment is 60-70% in Djibouti and unemployed youth generally, but also school leavers without productive employment, are of growing concern.

### **Donor support and activities**

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<sup>3</sup> Boys have a second chance at obtaining registration by joining the foreign legion whereas girls do not have an opportunity to register later on through other means.

There are several donors for the educational sector in Djibouti. A large majority – particularly the military – are working on infrastructure and on school construction projects. As one American military (civil and political affairs) officer observed, all 86 primary schools of Djibouti will soon have been upgraded, renovated, or rebuilt. The French are very involved in improving quality and management of education in the country although funding from the Islamic Bank is encouraging a growing Arabic system. Table 2 lists the major donors and their activities (as reported to the team).

**Table 2. Donors in Education**

<b>Donor</b>	<b>Activity</b>
USAID	Projet Aide – school construction, teacher training, and activities to increase community involvement, girls’ education, non formal education. International Foundation for Education and Self Help (IFESH) – Teachers for Africa Program.
French Development Aid - Aide Française de Développement (AFD)	School construction
French Cooperation	Advisors, inspectors, training, etc.
Fond Arab de Développement (FADES)	Construction of schools and high schools
Fond Social pour le Développement (FSD)	School construction
World Bank/IDA	Budget support. Quality and Access - classroom construction, teacher training, curriculum reform, text books, new study on special needs population. IV Cycle.
European Union	Budget support/construction
China	Sports stadium, classrooms
Japan	Classroom construction
Canada	Support for non formal programs, preschools (planned)
Islamic Bank	Schools, classrooms, materials, sports fields
Embassy of Saudi Arabia	Arabic schools
UNICEF	School kits, registration, health education 29 child friendly schools
UNDP	Technical assistance
African Development Bank/African Development Fund – Fond Africain pour le Développement et Banque Africaine de Développement (FAD/BAD)	CES de Balbala (lower secondary), gymnasium
Don du Groupe Al-Ghurair	(planned) university

**Current enrolments, outcomes, and educational opportunities**

In 2003-2004, 48,713 students were enrolled in primary schools, including 41,181 in public and 7,532 in private schools. The public primary system had a total of 1410 teachers, librarians, and substitute teachers, of which 384 were women. Of the 1,252 teachers, 365 (29.2%) were women and of the 158 Arab language teachers, 19 (12%) were women (Annuaire Statistique 2003-2004).

Table 3 (taken from the Annuaire Statistique 2003-2004:3 and data from MENESUP) provides data on primary and secondary enrolments nationally and by district along with the exam results for passage into 6<sup>th</sup> grade in 2004.

**Table 3. Basic Education Enrolments and Results, 2003-2004**

Place	Primary Total	Primary public	Primary private	Results on Exam*	Lower Secondary (LS) total	LS public	LS private
<b>National total</b>	48,713	41,181	7,532		18,180	14,781	3,399
Girls	21,316 (44%)	17,661 (43%)	3,655 (49%)		7,308 (40%)	5,735 (39%)	1,573 (46%)
Boys	27,397	23,520	3,877		10,872	9,046	1,826
<b>Djibouti City total</b>	37,222	29,920	7,302	3436/ 6339 (54%)	14,267	10,868	3,399
Girls	16,902 (45%)	13,348 (32%)	3,554 (49%)		6,042 (42%)	4,469 (41%)	1,573 (46%)
Boys	20,320	16,572	3,748		8,225	6,399	1,826
<b>Arta/outlying total</b>	1,624	1,624	0	104/ 156 (67%)	320	320	0
Girls	684 (42%)	664 (42%)	0		116 (36%)	116 (36%)	0
Boys	940	940	0		204	204	0
<b>Ali Sabieh total</b>	3,294	3,064	230	350/ 536 (65%)	1,156	1,156	0
Girls	1,389 (42%)	1,288 (42%)	101 (44%)		407 (35%)	407 (35%)	0
Boys	1,905	1,776	129		749	749	0
<b>Dikhil total</b>	3,389	3,389	0	359/ 550 (65%)	1,034	1,034	0
Girls	1,107 (33%)	1,107 (33%)	0		264 (26%)	264 (26%)	0
Boys	2,282	2,282	0		770	770	0
<b>Tadjoura total</b>	2,425	2,425	0	321/ 469 (68%)	1,068	1,068	0
Girls	977 (40%)	977 (40%)	0		355 (33%)	355 (33%)	0
Boys	1,448	1,448	0		713	713	0

<b>Obock total</b>	759	759	0	87/108 (81%)	335	335	0
Girls	257 (34%)	257 (34%)	0		211 (37%)	211 (37%)	0
Boys	502	502	0		124	124	0

\* not gender disaggregated

As Table 3 shows, the majority of the students (76%) in basic education are in Djibouti City, which is not surprising given that over 80% of the population lives there. Private primary schools are also almost all located in Djibouti City with the exception of one in Ali Sabieh while private lower secondary schools are only found in Djibouti City. As noted earlier, girls' participation rates are lowest in Dikhil (33%) and highest in Djibouti City (45%). Girls' participation rates are higher in private schools in both primary and lower secondary schools in Djibouti City, which suggests that there may be some private school advantage for girls' education. The examination pass rates are highest in Obock (81%) and lowest in Djibouti City (54%).

The current reform has changed the method of teaching reading – from traditional decoding to an integrated, whole language approach. Some parents interviewed were sceptical of this new approach and one parent stated she would be most convinced of its effectiveness by improved results on the primary exams. Another observed that she now has more difficulty helping her children with this new method and that “sounding out” was easier for speakers whose first language is not French. A third parent, who was not literate, was concerned that the schools are not teaching reading in a way that she understands any more (with the model being the traditional Koranic system). Nevertheless, she remained very engaged and concerned about her children's progress. The current debates around the new reform reflect some of the interesting challenges around language, social practice, and parental involvement that the current system faces in increasing access and improving outcomes.

## 2. Findings from the Situation Analysis

### Overview and summary tables

The team collected basic background information on 15 schools, summarized in Table 4 below.

**Table 4: School Context**

School (date established)	No. Students	% girls	Results (2004)	Teachers m/f	Other Staff	cantine/well dorms/latrine/library
Randa (1953)	235	43%	38/60 (63%)	13/0	3	c/w/lat/lib
Tadjoura1 (1954)	301	49%	321/469 (68%)	6/6	3	c/w/lat/lib
Tadjoura2 (1990)	490	42%	100/112 (89%)	14/5	3	c/w/lat/lib
Dalai-af (2002)	45	49%	None	3/0	1	c/lat/water spot
Obock (2000)	160	25%	87/108 (81%)	7/2	3	c/w/lat/lib/sports field
Bondara (1989)	79	19%	None	4/0	2	c/w/d/lat/lib (garden)
Dikhil	790	40%	112/154 (73%)	28/0	3	w, lib, lat (garden)
Mouloud (1988)	225	37%	26/28 (93%)	10	1	Lat, lib
Ali Sabieh* (1950s)	841	41%	99/162 (61%)	26/5	1	Lat
Mission St. Louis	210		27/35 (77%)			Lat/garden
Boulaos* (1977)	126**	100%	Not applicable			Lat/lib
Arhiba (1972)	952	40%	76/184 (41%)	19/11	2	Running water, lat/lib/sports and art class (garden planned)
Zone Port Sud (ZPS)*	1210	45%	171/218 (78%)	15/17	4	Running water, lat/lib/garden
Notre Dame Boulaos **	230	84%	24/28 (86%)	4/3	1	Running water, lat/lib/garden
De la Salle (1961)***	252	(40%) (14%)	25/31 (80%)	2/5	3	Running water, lat/lib/garden

\* schools with female directors

\*\* Female single sex school (Boulaos)

\*\*\* 1<sup>st</sup> two years of coed classes, formerly all male.

As shown above, the SA covered a wide range of schools from very small, remote schools, such as Dalai-af, a recently established community school with 45 students to a major urban school, such as ZPS with 1,210 students. The majority are public (11/14) but the SA also included one vocational school (Boulaos Home Economics Training) and Catholic private schools and literacy centers in Djibouti City and Ali Sabieh (given the possible advantage of these programs for enrolling girls). The percentage of girls enrolled in the schools ranged from only 19% at Bondara, a village school in a nomadic community to an all girls' vocational school (Boulaos) and a private Catholic primary school that only recently admitted boys (Notre Dame). Exam pass rates into sixth grade ranged from a low of 41% in Arhiba, a predominantly Afar school in one of Djibouti City's poorest neighbourhoods, to 89% in Tadjoura, also with a predominantly Afar population in a northern town on the coast. In most schools, female teachers are a distinct minority with the exception of ZPS, de la Salle, and the Boulaos vocational schools for girls, where they outnumber men. In Notre Dame, there are almost an equal number since the extra male teacher for Arabic studies is part-time.

Schools had other administrative staff such as janitors, cleaners and cooks (where there were school lunch programs). All schools had some form of water – water points, running water in the city, and wells, although Obock reported problems with not having enough water. Having water in the school was also seen as an advantage for attracting more girls to school in Randa since they did not then have to go long distances to haul water. All schools had separate latrines for girls and boys except La Salle, which only recently admitted girls into the school (and has coeducational classes only in the first two years thus far). There were complaints in several schools about the lack of cleanliness of the latrines, and several school directors and PTAs reported not having enough funds for cleaning materials. Several schools were establishing (or had established) green areas and gardens to beautify the school yard and/or a playing field. In others a playing field was cited as an important project being planned or underway. All schools had libraries but all the libraries (except La Salle) had few books or other resources and only about half were well kept. One school – Arhiba – was establishing an arts program and had set a special room aside. Most schools reported the need for better enclosures and fencing around the perimeter to provide greater security for both students and for safeguarding their resources. However, the Catholic private schools had good security and fencing (even a guard dog in one case), which one girl reported was an important factor in her mother's decision to send her to that school. One school had a dormitory – Bondara – but it was only used by boys and parents in that school reported that they feared for their daughter's safety.

**Table 5: Classroom Observation  
(summary)**

<b>School</b>	<b>No. Obs.</b>	<b>Participatory</b>	<b>Discipline</b>	<b>Comprehension</b>	<b>Encouragement of Girls</b>
Randa	3	+++	+++	x++	+xx
Tadjoura2	3	x+x	xx+	++x	xx+
Dalai-af	2	-x	xx	--	x-
Obock	3	+++	xx-	+ -+	xx-
Bondara	2	+x	x+	++	++
Dikhil	2	x+	x+	+-	+x
Mouloud	3	x+x	+++	++x	++-
Ali-Sabieh	3	+xx	+x+	+++	+++
Boulaos	2	++	++	++	++
Arhiba	2	x+	-x	-+	xx
LEC of Boulaos	1	x	+	+	+
LaSalle	1	+	x	+	n/a

**+ very good, x good enough, - less good**

Table 5 provides an overview of the classroom observations conducted in various schools. The observations were brief snapshots of classroom activity and usually involved 10-15 minutes. During the interval, most observers were able to derive percentage calculations of teacher/boy/girl participation over two to three separate one minute intervals. The team also video taped a few classroom interactions. In general classrooms were quite participatory in terms of engaging most of the class and in allowing both girls and boys to participate. Generally teachers maintained good discipline although in a few schools, the observers still saw the rubber hoses on teachers' desks (obviously used for corporal punishment when the observers were not present) and in one class, the teacher pulled a student's ear. In the majority of the classrooms, the interaction between the teacher and students was lively and students felt comfortable and excited about participating (which suggests that fear is not a factor in classroom control). Most teachers engaged boys and girls equally although in a significant minority of classrooms, many girls sat in the back. Comprehension was perhaps the most contested issue. Most teachers taught to the majority and there was a significant minority in most classrooms that did not understand the lesson. These students also tended to sit towards the back of the room and in a few cases, there were obvious learning difficulties (poor eyesight, hearing, health problems, etc.). Comprehension improved as the grade increased with problems most evident in the first and second years and in those years, teachers were more likely to use the local language for part of the class. One notable exception was the Notre Dame LEC program in which the teacher only spoke in French and ensured that every child understood the lesson before proceeding.

**Table 6: Student Focus Group**

<b>School</b>	<b>Age/Class</b>	<b>Obstacles/Constraints</b>	<b>Recommendations</b>
Randa	CM2 10-13	Domestic work Help the parents Girls' security Distance to the school	Lighten the domestic work, assistance to the parents
Tadjoura 2	CM2	Domestic work Help the parents	Sensitize the parents (awareness raising) Construct rural schools Birth certificates, convince girls of the importance of education to future employment
Obock	CM2 11-13	Water, sports' field and sports' equipment, Fathers' refusal	Sports' field, clean school, library, supplementary classes for free, sensitize the fathers, pass a law that girls' cannot herd goats, boys shouldn't mock girls for coming (or others for sending their daughters) to school, keep fathers from guarding their daughters, girls will need school for future employment
Bondara	1st/2 <sup>nd</sup> 4-8	Domestic Work	Supply clothes, school supplies and assistance for parents, sensitize parents
Dikhil	CM2, 11	Lack of school supplies, search for water, school maintenance, lack of books, lack of time for homework	Sensitize the mothers, share work at home and at school, water points, provide school supplies, proximity to the school, a girl can fail (even a quiz) but still continue
Mouloud	CM2, 12	Domestic work	Sensitize the parents
Ali Sabieh	CM2 10-14	Financial problems Proximity Domestic work Dirty latrines School supplies	Scholarships and school materials Sensitize both parents (especially mothers) Increase the number of schools
Boulaos	CM2*, 1st year 14-18	Failure, lack of money	Separate classrooms for girls, vocational education and preparation for work, scholarships
Arhiba	CM2	Transportation, lazy children, mothers wanting children's labor, lack of school supplies	School supplies and books, knapsacks for the girls (specific request)
Zone Port Sud	CM2 10-12	Orphans, lack of money, divorced parents, school failure, need for girls' labor at home	Center for children with difficulties, register street kids, park, vocational training/home economics in schools, museum, orphanages and homeless shelters
Notre Dame de	CM2 11-14	Lack of money, unemployment of	More nurturing school system, second chances in cases of school failure, being

Boulaos	(all girl classroom)	parents, need for girls' labor, sometimes child's choice	able to retake exams, subsidize school fees, scholarships for poor kids, limited prospects at tertiary level (only a few can go abroad)
Notre Dame LEC	11-18 years 2 boys, 1 girl	Mother not wanting the girl to go outside the home	Good teachers, green areas and clean school, clean latrines, security with guard, fence and dog, convenient times, Mothers' trust in school
LaSalle	CM2, 3 boys 10-12	Poverty, lack of water, overly severe teacher and guardian (corporal punishment)	Address lack of money and water, add annual improvements to school, greater politeness and generosity, traffic signals installed to avoid accidents when coming and going from school

\* did not pass into 6th year, first year of vocational school

As Table 6 shows, students had many good ideas about improving school life and increasing girls' participation. In almost all cases, students were pleased to be asked and discussions were generally quite lively (particularly when the interviewers did not lecture but asked open ended questions). In most cases, the team interviewed students in the fifth year (CM2) since these students were generally confident in French and in speaking with strangers. In a few cases (in Dikhil, Obock, and Ali Sabieh), the inspector or school director participated and in all cases, they were very effective at stimulating the discussion and in letting students express themselves fully. The inspector and directors also seemed very interested in the responses and encouraged critique and comment.

An interesting difference in responses about which parent keeps the girl from going to school emerged from schools in the north, where students usually said the father was key, to those in the south and Djibouti City, where they cited the mother. In the north, one Obock student observed that Djibouti should pass a law forbidding girls to herd goats because that would bring more girls into school. Children in rural areas were more likely to cite concerns about distance to school and the lack of water, water points, and lunch programs. In poor urban neighbourhoods and rural areas, there was more concern about security and the cleanliness of the latrines. In one rural school, pregnancy was an issue for a girl who had to drop out. In an urban school, children at La Salle called for a traffic light to improve children's safety while coming and going from school.

Across all schools, children observed that economic considerations – the direct costs of school fees, materials, and clothes, as well as opportunity costs, the need for the girls' labor – were critical. This confirms Moussa Mohamed Ali's (2004:19) observation that "One should emphasize poverty which to my mind is the principle obstacle to girls' enrolment."<sup>4</sup> Children in the private Catholic schools were more likely to cite quality of teaching as attracting more girls (or students generally) to school or as in the case of LaSalle, "politeness and generosity". Both LaSalle and Ali

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<sup>4</sup> Ali is currently Director of Non Formal Education in MENESUP and the former director of Sagallou School

Sabieh students observed that corporal or severe punishment should not be allowed.<sup>5</sup> Girls in the vocational school mentioned that they were attracted by the opportunity to be trained for a job and appreciated being in single sex classrooms because they were not teased or mocked by boys. Students in ZPS, a relatively affluent public school, mentioned the need for more vocational training in the curriculum and for more programs for street kids (including registering these children).

**Table 7: School Committees or Parent Teacher Associations**

<b>School</b>	<b>Activities Underway</b>	<b>Girls' Enrolment</b>	<b>Future projects</b>
Randa	Cleaning Resolve problems Supplementary classes		
Tadjoura (1,2, 3)	water cleaning and maintenance gardens and lunch programs	Drop out (as much as lack of enrolment) Religious faith Security	Single sex classes transport, decoration of the classroom, window repairs, fuel and water, planting of school yard, water, construction of lower secondary
Dalai-af	Clean the school yard, school lunch program		Mats Artisan Projects
Obock	Maintenance (PTA being formed)	Dirty latrine Domestic work	Create green areas, school gardens, sensitize girls
Bondara	Lunch program, school garden, fence, maintenance, dormitory management	Clothes, water points, women teachers, lack of electricity	lunch program, quality of teaching, improve teaching, improve school conditions, materials to construct wells, beds for the dormitory
Dikhil DK1-3	Improve the school	Lighten domestic work	Create a lunch program, sensitize the population for girls' education
Ali Sabieh	Meetings, forming a constitution, maintenance of		Sensitize the parents, create green spaces in the

<sup>5</sup> Corporal punishment is proscribed; however, it is still taking place. Even though students voiced their concerns in these two schools that may also reflect that they are more aware of their rights in this regard and willing to speak out. In both cases, they mentioned a particular teacher.

	school latrines, improve school administration and management		school, school support and library
Arhiba	Just forming, need for meetings and meeting place to develop this PTA, appreciated being consulted. Organizing cleaning committee, sports program, new field, cleaner latrines	Similar interventions to rural areas, extra classes, sensitize parents/mothers in particular, subsidize fees and costs	Handicraft project, improve library, activity room for non school activities such technology training – “to be connected to the rest of the world”, more support to pay teachers, scholarships for poor students, lunch program for malnourished kids, medicine/nurse
Zone Port Sud*	School repairs and maintenance, electricity, school support	Sensitization, financial assistance, transport	School fence and enclosure, water fountains. enlarge the library, supplementary classes, ventilation of new classrooms
De La Salle	Wheel barrows, television from raffle proceeds, waste baskets, assuring electricity supplies	Separate latrines for boys and girls, will become fully coed over the next few years	Girls’ latrine, traffic signal, library improvements

\*PTA has NGO status (registered with the Ministry of Interior)

The PTAs in most schools are just being organized although the one in ZPS is well established and has registered with the Ministry of Interior as an official NGO. Most schools still depend primarily on their School Management Committees (*comite de gestion*), which are not elected, and are only beginning to form and elect PTAs. However, the La Salle committee, which is very active, functions more as an autonomous PTA and is considering how to register as an NGO. The President of the CG or PTA in most (if not all) cases is a man – often educated who can speak French – while women tend to predominate as members. Most PTAs already have on-going activities, primarily related to school maintenance and to ensuring good inter-school relationships (between the Director, teachers, students, parents, and the community). Where there is a school lunch program, it is often organized by the PTA and/or a parent (not necessarily a PTA member). Another important activity of the PTA is to organize and/or support supplementary classes. In a highly organized PTA such as that of ZPS or La Salle, where the community is relatively affluent, the PTA is able to raise its own funds to make significant school improvements.

The PTAs were generally aware of the importance of working to achieve universal enrolments and particularly of increasing girls' enrolments. Most still mention the need to sensitize parents to the importance of enrolling their daughters while also, mentioning that the lack of financial means often constrains parents from so doing. PTAs in relatively poor, urban and rural communities spoke of the need for more scholarships and support for books, clothes, and all the other basic costs of going to school. The PTA in ZPS also pointed out that the "real" average monthly cost to educate a child is about 5000 DF – beyond the means of many Djiboutian families.

PTAs had many ideas for future projects and were very receptive to partnerships and to developing applications for funding from the Save project. The kinds of projects mentioned included scholarships, lunch programs, green spaces and school gardens, playing fields, activity rooms, supplementary classes, sensitization/workshop with parents on the importance of enrolling daughters, and computer facilities. A recently created PTA at Arhiba would like to develop a computer/Internet room to connect their community to a larger world and La Salle would like to create a separate latrine for girls as it develops its coeducational program.

### **School profiles**

The SA visits to each school were relatively brief – usually two to three hours – but what follows is to provide a portrait of each school along with particular issues that arose in each place.

#### **District of Tadjourah**

This northern district may be reached by road or boat (in the latter case twice weekly to Tadjourah or Obock). The predominant group is Afar and the main livelihoods are fishing, farming (mango and orange groves), and livestock. Further north, there are more nomadic communities and the most remote are at times inaccessible except by air (or in the case of the coastal ones, by boat).

#### *Randa*

This relatively, small school was located in a town in the mountains with a Djiboutian military base. En route, there is an orange and mango grove project. Much of the road going up had been washed out by a recent flash flood but was passable. The school is being renovated and is in good condition. There were no female teachers (its remoteness being a constraint) although they had had one a year earlier. The interim head seemed fully in charge while the director was involved in training. The parents had organized summer classes to improve the children's exam outcomes. Some children walk 3-4 kilometres to school and the school director uses his own car to pick them up.

#### *Tadjoura 2*

This school was very well kept up with the history of its namesake and founders painted on the wall. There was a playing field. One of the teachers observed was quite gifted and very committed to the community since his family came from Tadjoura (and he had previously taught in Randa). He was interested in working with the community to engage them in the school. In another classroom, the observer noticed that a child with special needs – with health problems, in tattered clothes, and with poor eyesight – was put in the last row and could not follow the lesson. The teacher observed that the parents were unwilling (or unable) to provide the child with the necessary support. The teacher was uncertain how to address this child with special needs although was sympathetic. The observer noticed that the child was quite angry and when she helped him copy the lesson, he slammed his notebook down in frustration.

### *Tadjourah I*

The team did not visit this 50-year old school (located right on the bay) except to interview the three PTAs simultaneously. The school inspector had his daughter in the school and it was in good condition. He reported being very satisfied with the school. The mothers at both schools in Tadjourah waited outside the gates for their children and to provide food at recreation.

### District of Obock

Obock was about two hours from Tadjourah by road (although only about 60 kilometres). The road was washed out in several points and if more rains come, it would require a land rover. Alternatively, Obock could be reached by boat or air from Tadjourah or Djibouti and air prices are very reasonable (2000DF). The town has a Djiboutian military base and air strip/helicopter pad. Much of the town was shelled during the ten-year civil war, which ended in 2001, and many of the buildings are still destroyed. A large part of the population moved north or migrated to the dockers' area of Djibouti.

### *Dalai-af*

This is a newly formed community of nomads about 10 kilometres outside Obock. Some of the people migrated there from Obock during the recent conflict. The main organizer/leader of Dalai-af (only five days earlier renamed Mafgad) has developed a community association covering fishing, agriculture, and livestock activities; and has raised funding from the Rotary Club and other sources to construct a community center. He was committed, entrepreneurial, and visionary but not willing to let others speak and seemed to have some of the “founder” syndrome even going so far as to intervene in school operations. The children in the first year had obviously never been in a classroom before but the teacher (also relatively inexperienced) did a good job of maintaining order and keeping the lesson simple. However, one girl, who had recently moved from an outlying area, was terrified of the strangers (even the Djiboutians) and began wailing. The community leader then proceeded to threaten her and pulled her out of school. The teacher and cook eventually persuaded her to return. The school is small and serves many children from outlying areas, who have never attended school.

### *Obock*

The town appears to have many children out-of-school and is still suffering economically from the recent civil war. There was little productive activity and the markets and stores were limited. The children who attend school seemed relatively affluent by comparison but they were also very socially aware. They spoke most of traditional attitudes keeping girls out of school as well as about traditional gender roles. They also asserted adamantly that fathers not mothers keep girls from attending school (even after their teacher asked if it was mothers). This was also borne out by an interview with an out-of-school girl. The children mentioned being cut off from the world, are concerned about future employment, and several spoke of wanting to move to Djibouti City. They asked the interviewer to find a school with whom they could correspond abroad. The need for an Afar speaker for community work was very apparent here. A local nurse pitched in to help interview an out-of-school girl.

#### District of Dikhil

Dikhil District has the lowest (recorded) girls' enrolment rates in the country and the nomadic groups are particularly under-enrolled (partly because of distance and security reasons). The main town has several schools and the district overall 11. The rural/town contrast is quite apparent and some of the lowest girls' enrolments are in the rural schools (e.g., Bondara has only 19% girls enrolments). Retention is also a problem in most of the schools.

The town of Dikhil is a major truck stop and watering hole for caravans of camel herders and overall, there is a fair amount of economic and market activity. The American military was also working in the town that day – assessing schools. They were also well armed and one soldier reported that at the request of the local government, they were also acting as game wardens and shooting jackals which were in abundance and preying on the goats. The town has some serious water and sanitation problems and there were open pools of water which were obvious mosquito breeding grounds. Not surprisingly, several cases of malaria and dengue were reported in the school.

On the road between Dikhil and Ali Sabieh, there is a semi permanent refugee camp of some 2000(?) Ethiopians. These children do not have access to formal schooling and there are negotiations underway to repatriate them. Many were already moved from Djibouti City.

#### *Bondara*

This town was only 10 kilometres from Dikhil but it took over an hour to reach there. It is on the border with Ethiopia and is a recent nomadic settlement. The housing is all built of local stone. There are quite a lot of caravans and cross border activity (sales of cigarettes, khat, and other contraband). Many of the students come from outlying communities and 20 boys board at the school but parents are unwilling to send their girls since they fear for their security. The library and lunch program were well maintained but the library had few materials. Most of the materials had been made by the students themselves. One of the Arab language classes was very lively and the teacher used good interactive second language teaching techniques. A group of women waited outside the school for the children. They included the fiancé of one of the CM2 (5<sup>th</sup> year) students, who had to drop out of school because of her

pregnancy. Others were mothers, grandmothers, and the school director's wife, who organized a women's artisan group for the women in the region. This will be the first CM2 class to graduate from the school.

### *Dikhil 1*

Dikhil 1 is the oldest of the 11 primary schools in the region, which together serve 3,900 students. Dikhil has a lovely atmosphere and is very impressive for its gardens and green areas. The children seemed relatively affluent and there are both Somalis and Afar in the school. Many said that they attended Koranic classes as well for which they said they paid 1,500 DF/month (about \$US9). Overall the region has the lowest percentage of girls and the children interviewed were quite aware of this issue. Most said that mothers kept girls at home to help with housework and to look after siblings. They also spoke about the lack of water and that it was the girl's task to clean up the garbage and look for water. One attraction of Dikhil is that it is a watering hole so that girls do not have to go so far to find water. One girl, speaking of her own situation, reported, "a girl doesn't get to fail, if she fails even a quiz (*"controle"*), her mother pulls her out." The other girls agreed with this assessment.

### *Mouloud*

This school, halfway on the road between Dikhil and Sabieh, has an extremely good spirit and the highest pass results (for entry into 6<sup>th</sup> grade) of all the schools visited. The school organizes several trips each year (e.g., to Lake Assal) and sports activities. There were photographic presentations throughout the school of the students' activities, achievements, and outings and it was one of the few schools that prominently displayed the national flag. They had two computers, one of which they had won for their work. They also organize an open house day (*Journee de Porte Ouverte*) to attract and enrol girls. There was not time to meet with students but all the classes visited were very interactive and the children were very engaged even on a late hot afternoon.

### District of Ali Sabieh

This district also on the Ethiopian border has a lot of cross border trader and a railroad with links to Ethiopia. The main market was limited and in the late afternoon, most stalls were of women selling khat. The children were very interested to talk to outsiders and to show members of the team around. Sports facilities and playing fields were minimal but there were several football (soccer) teams.

### *Ali Sabieh 1*

This school is headed by a very dynamic woman director, who was highly respected by her teachers and students. She taught CM2 personally and provided them with extra class hours to improve their exam results. She had also organized adult literacy classes for the parents in the evening and had to limit enrolment since they were over subscribed. A young woman teacher, who herself was very dedicated and inspiring, said that the director was a real role model to her.

In this school, the focal group was conducted with the entire class of CM2 since they all wanted to participate and did! The school director also encouraged everyone to express their point of view. One girl observed that more girls would come to school if the latrines were cleaner and one boy complained about the behaviour of one of the teachers and said that he should not be able to use corporal punishment. The director pointed out this was no longer allowed and the boy responded that he agreed with this new policy. Several boys said they shared the work equally although the girls disputed this. One girl observed that her mother told her every morning, "Work hard, work harder!" Another argued for support to mothers to lighten their work load. Several students observed that the town needs another lower secondary school so more students can continue their education.

### *Mission St. Louis*

During the brief visit to this formerly Catholic private school, the administrators described the literacy program – Lire, Ecrire, et Compter -- (LEC) that they offered. They observed that they enrol many students without birth certificates and that this is still a major obstacle for many children. The children at this school were generally poor and covered a more diverse age range. They were not used to visits or strangers and were not particularly well behaved but quite curious. One of the directors pointed out that "school readiness" is a major issue since the majority have never attended school.

### District of Djibouti City

Djibouti City is geographically small but quite diverse. A port city it has people from all over the world and its neighbourhoods economically range from the elegant residences and seaside apartments of ambassadors, government officials, military families, and other international residents to the shanty towns inhabited by docking and trucking families. Nothing is far in Djibouti City so one area flows into another and much of it is built around the port and docks. Djibouti City was severely hit by the flooding last summer during which some 300 people died within the space of a few minutes (mainly shanty town dwellers living in the river beds). The city experiences periodic flooding and earthquakes.

The Center of the town has a large market which brings in traders from outlying areas, a gold souk market (organized mainly by Pakistani and Yemeni), two supermarkets (upscale French and more moderately priced Yemeni), and a large khat market. Many women are sellers of khat. The banking system is very limited and money machines only marginally work for those with local bank accounts. The merger of Credit Agricole and Credit Lyonnais is not scheduled before 2007 in Djibouti and BCI/Indosuez is probably the largest western bank. Outside of Djibouti City, banks are non-existent. The main money changers in Djibouti are the women traders and two Indian shops. There is very little indigenous production and the main indigenous trade in Djibouti includes the salt traders (nomadic streams going and coming from Lake Asal), limited handicrafts, goat and camel products, and contraband including khat, cigarettes, arms, and prostitution. With the port, Djibouti City serves as the main port of entry for food, cars, and other imports bound for Ethiopia and other parts of the Horn. Djibouti imports all its vegetables and much of its fruit from Addis, which come in once a week on the Thursday train, and imports most other consumer products from France (e.g., perfumes), the Middle East (e.g., gold), and Asia (e.g.,

clothes from Thailand, Bangladesh, and China). The country had one water factory in Tadjoura which may have closed down and a factory in Ali Sabieh.

On the outskirts of Djibouti there is also a large shanty town suburb of the floating population and a large new Government housing project. Some 20-30 minutes by road (under reconstruction) is also the newly created district of Arta, which is comprised mainly of Arta itself, a town on a hill overlooking the sea with one of the four French military camps.

### *Boulaos Vocational School (Girls')*

Established as a public school in 1951, the Boulaos School was divided in 1977 into a primary public school and a vocational school for girls who have dropped or failed out of the formal educational system (Mohamed 2004:17). The team interviewed the vocational school since it offered one of the few alternative delivery models of basic education (and since the school is part of the formal system, it is included in this section of the report).

The three year program provides training in sewing, embroidery, childcare, beginning information technology, cooking and basic education up to the 5<sup>th</sup> year (CM2 level). Students that complete the program generally go on to work in hotels and restaurants or as domestic servants in expatriate families. Some become seamstresses and tailors and a few open up their own businesses (but no training in business and commercial operations is offered). All girls interviewed said they hoped to find a good paying job in an expatriate family as a housekeeper and/or child care worker.

Seven similar schools run by the Catholic diocese existed in other sites around the country, but have either closed or become basic literacy centers. Only the Boulaos Vocational School (Ecole Menager de Boulaos) in Djibouti City, now run by the state, continues to train girls for domestic service. Currently 126 students between 14 and 20 years of age are enrolled in the school but enrolment is still underway and they generally take between 150-180 students. Last year, 26 of 28 students succeeded on the school leaving exams.

There are currently seven female teachers, an Arabic instructor (male) and a computer sciences instructor (male) as well as two guards. The first year is divided into classes for literate and illiterate students (A and B groups) and there is one class each of second (47 students) and third (31 students) year students.

The school is accessibly located on a **main road in** Djibouti City center. The primary school split and now occupies one half of the campus. The classrooms are ageing but well maintained, and the general atmosphere is pleasant and welcoming. All the students had materials including textbooks, notebooks and workbooks. However classroom furnishings are rudimentary and beginning to fall apart. Tuition to attend the school is 1,500 DF/month.

The quality of teaching is very dynamic and participatory, and the advantages of a single-sex environment are evident in the strong engagement and comprehension of the girls. The teachers said that they had to devise their own curriculum materials, which they enjoyed doing, and that the materials had to be adapted according to the level and background of a given year. One teacher who had taught there for five

years observed that the traditional approaches and curriculum do not work with these students and that she tried to make the lessons relevant to their professional work. Several girls said that they prefer being only with girls because the boys no longer could make fun of them and they also appreciated a program that prepared them to find future work. They reported that almost all the girls who graduate find jobs – mainly with expatriate families.

The school is very successful in overcoming the school-to-work transition and unique in this aspect. Nevertheless, there is very little opportunity given age restrictions for these girls to further their education in the current system.

#### *Arhiba Primary School*

Arhiba Primary School, established in 1972, is located in the poorest area of Djibouti City, just off a main road at the entrance of the city's docking district. The school is surrounded by shanty towns predominantly inhabited by dockworkers and their families, many of whom cannot afford to pay school fees. Several school-aged children could be seen running around outside the campus during school hours. The school is predominantly Afar (whereas most schools in Djibouti City are predominantly Somali). The school has 952 students, including 381 girls.

The school facilities are quite old and poorly maintained, reflecting the poverty of the surrounding community. A library exists, however is not functional as there are no books. The campus has girls' and boys' latrines as well as running water, but the facilities are reported to be in poor condition. Recreational grounds need to be cleared before they can be used and there is no canteen on the campus. The school Director and teachers are organizing an arts room and curriculum based on the skills and interests of one of the teachers.

The quality of teaching and the commitment of the faculty is very strong, but students are compromised by the lack of educational inputs. When available, books are shared between two or three students at a time, while chairs and desks are barely sufficient and in terrible condition. As part of a school extension project in 2001, additional classroom blocks were constructed at Arhiba Primary School, easing pressure for classroom space, but there is a great need for adequate furnishings. The first year class had no books and the teacher did not even have the teaching manual. He taught mainly in Afar since many of the children came to school without any French and he created his own mimeographed lessons. Many of the girls chose to sit in the rear of the class and he had a rubber hose on his desk which during the visit was used by the students to point at the board. There may not be much corporal punishment, however, since most children seemed at ease with him. Now and again, he reported that he translated for the one Somali child in the class.

The school additionally offers evening literacy courses in French and Arabic for local adults, and on his own initiative, the director is targeting dockworkers with literacy and HIV/AIDS education in partnership with the local CDC (Community Development Committee) branch. He noted that both adult men and women need this kind of training (and that adult literacy programs should not just focus on women).

#### *South Port Zone School (ZPS)*

The ZPS Primary School, founded in 1970, is a large (1,210 students) and relatively wealthy public school in Djibouti City, located in the South Port District. The school faculty is composed of 17 female teachers and 15 male teachers as well as a female headmaster. The school is located near a new mosque in a quiet neighbourhood. The facilities are very pleasant and well equipped, boasting a library, school garden, latrines and running water and spacious classrooms.

Notably, the School Management Committee and PTA are extremely active and well organized. In 2001, the PTA officially registered as an NGO with the Ministry of Interior, the first to do so in Djibouti. Every two years in November, the PTA holds a new election to determine its members and there were 60% participation rates in the last election. To finance its activities, the PTA asks for 100 DF/month/student (over an eight month period). When they started working to improve the school, the current PTA president characterizes the situation as one of “neither door nor window. Everything was broken.” With assistance from the World Bank and in kind support, they were able to build six new classes and rehabilitate the school, including the electricity. The PTA’s primary focus has been to undertake and finance (or identify financing for) school repairs and construction. In the future, they would plan to undertake several additional improvements to the school, including better security, air-conditioned classrooms, and a larger library that will be equipped with computers. They also organize annual teacher-parent meetings and meet regularly with the school management and director. This is one of the most active and developed PTAs in the country.

#### *Notre Dame de Boulaos*

The Catholic primary school, headed by an Indian sister, shares a campus with the “Read, Write and Compute” (LEC) Center of Boulaos. The facilities are bright and comfortable, however the school suffered serious damages during a minor earthquake followed by the flood this past summer and lost most of the books in the library.

As enrolment was opened to boys in 2003, only 38 of the 230 students are male and the upper level classes are still all girls. The girls in the upper classes greatly appreciated the single sex classes and were interested in receiving more professional training. The school charges 1,100 DF/month.

The school shares facilities with a LEC program, which operates in three periods of the day – 7:15-9:15; 9:15-11:15; and 16:00-18:00. The LEC is staffed by three teachers, two of whom are men, for 30 hours/week. The style of teaching is adapted to the specific class and the materials are oriented to life skills and functional literacy. In a class visited, the teacher had to address the needs of a child with emotional and learning difficulties and he was very effective in engaging the child while continuing to work with the other children according to their level. It was probably the only class in which the teacher made a thorough effort to ensure that every child understood each point before proceeding to the next.

Children of all ages (including those without papers) attend this program for two to three years. LEC is also trying to offer opportunities for these children to re-insert themselves in the formal system. A girl interviewed observed that her mother appreciated the program because the school offered good security with an enclosure, guard, and guard dog, clean and separate latrines, and good teaching tailored to her

needs. Currently, some 170 students attend this program but enrolments are expected to increase to 200. Children pay 250 DF/month to attend this program. According to the director, charging a small fee for the program makes it more valued by the parents and children.

### *De la Salle School*

This Catholic primary school was formerly all boys and has only recently gone co-educational. To date, the first two years have both girls and boys; and the school is trying to attain 50% enrolments of girls. However, the Director pointed out that the school should construct separate latrines for girls and boys and she has proposed this as a project for the PTA. Even though the school was formerly all boys, the teaching staff consists of two men and five women and the Director is a Belgian woman. The women teachers are quite respected in the classroom and establish good role models for both boys and girls.

Prior to establishing the primary school, the school was a vocational school that offered training in carpentry, mechanics, electricity, and masonry. The only center open now (of the eight original centers) is in Tadjoura. The School Director pointed out that the training and skills formerly offered are still very needed and that the replacement, the current Center of National Professional Training (CFPN) only provides short-term training in these areas for nine months (which seems insufficient to master such skills).

The school has a vibrant and active PTA, which is quite involved in the daily life of the school and the Director calls on the PTA to help get the electricity running again or to intervene with the local authorities to install a traffic light at the school entrance. This latter project was also cited by the children as an important need of the school. The PTA has also provided a wheel barrow, trash cans, and television/video equipment for the school (the video equipment coming from the proceeds of an annual school raffle). The parents pay 1,500 a month annually but this sum does not exclude poor children from enrolling in the school and the school offers a scholarship program.

The school has one of the best libraries of any primary school but the Director would like to see a PTA project to develop the library further by having a parent help staff it. She was in favour of the reform program but noted that the educational level has diminished during her tenure. She was also concerned that in 2007 many fifth year students will graduate without having qualified to continue and that they will end up in the streets. She was also concerned about the age restrictions for continuation. One of her students had passed his primary school leaver exams last year but was not allowed to continue because of his age. She argued for more professional and technical education opportunities for those leaving school (and for those without access to a basic education).

The students in the school were concerned about installing a stop light to avoid traffic accidents. They argued that poverty and lack of water kept girls from attending school. Each year, they said, the Government should work to improve the educational systems. Finally, they advocated for greater politeness and generosity – as part of the educational reform they would like to see.

## Non-formal programmes

### Overview

Table 8 below provides an overview of the kinds of programs that were visited or discussed with the team. Most of the non formal programs visited were run by associations or schools. The National Women’s Union is a major organizer of several programs. In addition, Koranic schools provided pre-school and adult literacy education – the latter program for women funded by the Islamic Bank and Embassy of Saudi Arabia. Another important input into the non formal programs was the role of teachers in the regular school program who organized evening and after hour classes in the schools and community development centers – usually for adults. Most non formal programs are quite isolated and operate with little outside support – either financial or technical.

**Table 8: Non Formal Programs**

<b>Nom</b>	<b>Type</b>	<b>Results</b>
Djibouti	Preschools – National Women’s Union	Preschool education for employees and other
Tadjoura	Artisan Center (Canadian Government assistance) National Women’s Union	Always closed during our three day visit
Randa	Summer Classes Teachers and PTA	Helps children to succeed at school
Dalai-af (Mafgad)	Agriculture, livestock and fishing – Community Association/CDC	Attracts nomadic groups to settle in a new community
Obock, Tadjoura, Ali Sabieh	Koranic schools	Learn to behave at school (preschools and regular schools), usually learn to read but not necessarily to write
Dikhil	National Women’s Union – sewing center with 20 machines	Production of dresses, tailored items, slip covers and others on demand
Ali Sabieh Ali Sabieh	Artisan Center Primary School – evening literacy classes and supplementary classes Teachers and PTA	Exposition of handicrafts Organised by the school, demand more than available supply
Ali Sabieh	Lire, Ecrire et Compter – Mission St. Louis (Catholic mission)	Enrolment of children without birth certificates (210 children)
Djibouti (Arhiba)	Literacy, HIV/AIDS and literacy training for dockers – Community Development Center	Adults, CDC center for literacy and prevention of HIV/AIDS
Djibouti	Lire, Ecrire et Compter – LEC at Notre Dame for out-of-school and	Basic skills and some possibility of continuation

	unregistered youth	
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Madrassah/Koranic Schools, Koranic Preschools, and Other Preschools

The team did not visit the Koranic or Madrassah schools or preschools but it would be worth doing a follow up scan to determine their activities, population, and teaching methodology (specifically contribution to school readiness).<sup>6</sup> Some Arabic schools are part of or being brought into the formal system but there is reportedly, as yet, little supervision. Their core curriculum is primarily in Arabic with French as the second language and there many children prepare for a university education in the Middle East, Malaysia, or other Arabic speaking countries. The NGO, Al Biri, for example offers a private French-Arabic program from primary to the end of lower secondary school.

The Koranic preschools are found throughout the country but most are very informal taught by a teacher paid for by the parents and may meet under a tree or some other place outdoors. As the students in Dikhil pointed out, parents pay 1,500/ month to send their children to these schools; and the training often continues through primary school.

Other preschool programs (besides the Koranic ones) are run by BENDER DJEDID Association, an NGO, which has offered preschool education for eight years and approximately 60 students, divided fairly equally among boys and girls (Ali personal communication). The National Women’s Union also has a preschool, primarily for its employees. Another NGO, la Nativité Farandole, operates a private preschool. The Embassies and Consulates also provide their own pre-school programs, which local children may often attend. The Guelleh Batal High School, a private school, also operates a private kindergarten on its grounds.

Adult Literacy Classes and Campaigns

Since the reform was instituted in 1999, non formal education and particularly literacy training was an objective of the reform and seen as critical to achieving the goal of Education for All by 2010. Currently 50% of men and 70% of women are non literate (Ali 2004). In April 2004, a workshop of MENESUP, NGOs, associations, and civil society generally (both public and private) was held to formulate a national strategy and several simultaneous workshops were organized focusing on issues such as objectives, supply and demand, resource constraints, gender and women in development and monitoring and evaluation (Ali 2004). The participants noted the absence of a national policy for non formal education. They also spoke of a lack of strategy, coordination, supply, diversification, materials, curriculum, systems of validation, and re-integration in to formal systems. They called for increasing the supply of trained teachers (with emphasis on trained), opportunities for re-entry into the formal system, the introduction of local language literacy in complement with Arabic and French literacy, and for coupling literacy with productive activities. They also called for more support from the Ministry of the work of the associations in terms of teacher training and development of projects.

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<sup>6</sup> The SA took place during the period leading up to and during Ramadan, which made interviewing in these schools difficult (since they go on holiday in this period).

One of the workshops calculated the costs for four different approaches for an average of 40 learners, as follows: (1) a completely new structure – 1,466,000 DF (or average cost of 36,065/student); (2) program renting an existing building or structure – 784,300 DF (19,607/student); (3) program borrowing the local school – 349,800 DF (8,745/student); and (4) program using a community development center – 1,350,000 DF (33,750/student) (Ali 2004:9). Although using the existing school may be the most cost effective, for strategic reasons it may good reasons to support renting a structure or a CDC – to develop community capacity and to reach certain groups.

The adult literacy centers that the team visited included those taught in primary schools – either evening classes or the LECs, those taught in community development centers (Dalaaf and Djibouti City), and those coupled with vocational/professional training (National Women’s Union in Dikhil and Boulaos Domestic Education School). In general, girls and young women were very enthusiastic about these schools either as offering another chance and/or the kind of training that they needed to find a job. The curriculum and teaching methods at these schools was highly competency based with an emphasis on functional literacy.

Ali (2004:15-16) has analyzed the history of literacy campaigns and their outcomes from 1991-2004. He found that there 14 literacy campaigns in this time period (including one underway) enrolled 34,634 non literate adults (the majority of them women) of which 26,667 finished their course and 8,207 dropped out (at a drop out rate of 23.6%). The drop out rate may be partially explained by the impact of the civil war (1991-1993), campaigns coinciding with Ramadan, heat and draught, school vacations, and domestic responsibilities. There were also three periods – 1994, 1997, and 1998 during which there were no campaigns. Campaigns lasted from four to 10 months (for a total of 88 months and an average of six months/campaign). Most courses were organized in the evenings after the school vacation and most were in French except for the Arab literacy program financed by the Islamic Development Bank under the Ministry of the Promotion of Women and that of the Djiboutian Women’s Union. Of the 14 campaigns, all but three were targeted to women (whereas the three were targeted to both men and women). The early campaigns from 1991 -1993 and 1995 were funded by UNICEF (with joint funding from the Women’s Union in the 1995 campaign). The African Development Bank funded the campaigns from 1999-2002 and the most recent campaigns have been funded by the Islamic Development Bank (2002-2004). Other donors include BM – 2002/3 with ADETIP and MEN-UNFD in 1996.

As Ali observes, there has been a great deal of experience gained from these campaigns (involving up to 60 centers at a time) and training has been offered by Canadian and Mauritanian experts. Manuals have also been organized in Djibouti City and there is intent to create a national literacy team. Some of the remaining tasks are: to determine the target groups and their needs, to involve civil society in literacy training, to increase literacy in local languages, and to reinforce national capacity to plan and evaluate programs.

#### Vocational and Professional Training

As noted earlier in this report, vocational and professional training is limited although it would be useful to do a focused analysis of the existing programs and facilities (and their outcomes) in relation to present and future employment opportunities in

Djibouti. For purposes of this SA, the team visited the UNF sewing program at Dikhil, the UNF handicraft program in Ali Sabieh and the Boulaos Vocational School. Other programs, which the team was unable to see, were the Tadjourah Vocational School which offers training in electricity, masonry, carpentry, and mechanics and the Tadjourah Artisan Center (which was not open during that period). The UNF handicraft program at Ali Sabieh was successful in exhibiting and selling its handicrafts and the Dikhil Sewing program had some 20 sewing machines and was making slip covers, girls' dresses, and other items on consignment. None of these ventures, however, could be considered economically viable. The Boulaos Vocational School reportedly has an excellent track record in placing almost all of their students but most of the best positions are with expatriate families (versus generating small and medium enterprise activity and employment). In several places – Boulaos, the LEC programs, and the Ali Sabieh center – the participants said they would appreciate more IT training and the basic IT training provided at Boulaos was well appreciated. None of the programs offer training in running a business, accounting, marketing, etc. – skills needed in the modern economic sectors.

Given the high unemployment rates among youth (over 50%) in Djibouti, it would be useful to develop more systematic training and professional skills. Even in basic education, it might be useful as in the French system (does in 3eme) to provide an apprenticeship module for students to begin to make the connection between their education and future employment (and to ease the school to work transition). For girls out-of-school such training may help to bring more young women into education and provide opportunities for future employment outside domestic and household labor.

### **Portraits and characteristics of out-of-school girls**

Interviewing girls out of school (particularly younger ones) turned out to be difficult since parents are often ashamed or afraid that their daughters are not in school. It was almost impossible to interview a girl with her parent especially given that the Save team was seen as an official team connected to the Ministry of Education (MENESUP). The girls interviewed were introduced through another responsible adult – such as a health care worker, teacher, and/or association leader – and they were present at the interviews and helped to translate. The need to interview and meet with girls who spoke primarily Afar also pointed out the importance of having an Afar speaker on the team. Table 9 below portrays some of the issues out-of-school girls themselves said they faced in obtaining an education.

**Table 9: Out of School Girls**

<b>Name</b>	<b>Age</b>	<b>Activities</b>	<b>Skills</b>	<b>Obstacles</b>	<b>Necessary Support</b>
Saada Osman Obock	16	Domestic work, eldest of 10 children	Koranic studies (can read a little)	Unemployed parents, needed to look after younger children	Would like evening education classes, would like to learn to read and write to become a nurse
Obock	20	Help mother with	Dropped out after CE1	Difficulty at school, failed	Would like to return to school and continue

		housework and looking after children		subjects	studies, supplementary classes
Bondara	16	Pregnant, waits for fiancé who is still in school	Dropped out after CM1 because of pregnancy, basic skills, handicrafts	Pregnancy	Supplementary classes, would like to continue studies, financial support
Hali Mogiuil Ali Sabieh	16	House work, (brother in England), middle of 8 children, artisan center	Handicrafts	Family poverty, need to look after siblings, distance to school at enrolment age, now too old and of marriageable age	Non formal literacy and computer programs
Ifrah Ibrahim Ali Sabieh	16	House work, artisan center, 2 sisters who go to school, between 5 children	Handicrafts	Family poverty, help the family, too old and of marriageable age	Non formal program, computers

As Table 9 suggests, most girls are constrained from going to school by their domestic and childcare responsibilities. The one exception of those interviewed was the girl who had to drop out because of pregnancy. Her situation points out the importance of having reproductive health/life skills education in the curricula for both boys and girls. Several girls sought out other means to enhance their skills and joined handicraft groups, literacy classes, computer training, etc. One girl wanted to become literate in order to study to become a nurse. Most had aspirations for further education.

The Workshop on Non Formal Education in April 2004 covered the importance of non formal education for integrating women into national development. In assessing the Djiboutian woman's status, the Workshop (Atelier 5, reported by Ali, 2004:10) pointed out that several statistics confirm women's difficult status in Djiboutian society, namely:

- Percentage of nonliterate women: 62:4%;
- Percentage of women employed (outside the home): 12.7% of the total employed population;
- Percentage of women suffering FGM as children: 98%;
- Maternal mortality rate: 546/100,000 births;
- Number of women parliamentarians: 7/65; and
- Number of women ministers: 1/20.

As these data suggest, there is much work to be done to improve women's status in Djibouti, which in turn will enhance their role in economic development. The continued lack of literacy and basic education for many young women remains a major impediment to their participation.

### **3. Conclusions and Recommendations**

#### **General Overview**

Using a Situation Analysis methodology, Save the Children's team investigated opportunities for community involvement, girls' education, and non formal education in five of Djibouti's six districts. The team found various programs and activities in place upon which to build and/or coordinate future interventions in all three areas for Save the Children's program. Based on the team's findings, specific recommendations are proposed in each of the three areas.

#### **Community Involvement**

In the area of community involvement, the team found that most schools have begun to develop active PTAs and even where these PTAs are just forming and/or are not yet elected, there are School Management Committees in place. Therefore, the team proposes to work through and strengthen the existing School Committee (CG) and PTA (APE) structures to increase community involvement in the schools. Where the school has yet to establish an elected PTA, the Save the Children program will work to help them develop one and where one already exists, the program will assist the PTA in becoming fully representative, fiscally and administratively independent and registered as an NGO. Save the Children's program will also work with the Ministry of Education (MENESUP) to develop their capacity to work with the PTAs and School Management committees.

The CGs and PTAs are varying levels of organizational development and engagement. Most depend highly on the skills of the school director to help parents organize and his/her commitment to engaging parents and the community (especially through such a structure). Most have limited membership and parental involvement. Interventions need to address both sides of the equation: (1) training for school directors in organizational development and school-community relations; and (2) training of PTAs and CGs in promoting participation, representation and an elective process, fiscal management, and administration, and in developing organizational legitimacy and registration as an NGO.

The specific interventions proposed to accomplish these objectives include: (1) establishing a small grant program for CGs and PTAs to apply for partnership projects that also fit key Save program objectives; (2) providing information and training seminars to PTAs and CGs on preparing partnership projects and proposals; (3) identifying model PTAs and school directors and providing them with a training of trainers to work with other PTAs and school directors on developing strong PTA and community programs and interventions; (4) developing strategies and training materials for teachers and directors to work with communities; and (5) providing training of trainers of MENESUP and other ministry officials on community development and participation strategies.

## **Girls' Enrolments and Participation**

In the area of girls' enrolments, the team found that there has been significant progress in the past year in enrolling girls but that enrolments of both girls and boys in basic education need to be expanded. Retention of girls also needs to be encouraged and specific educational pathways developed to allow boys and girls to re-enter the system if they drop out and/or to develop professionally even if they do not proceed to high school and university. Some of these issues could be aired and discussed in the open days for girls' registration and forum on increasing girls' enrolments already underway. Through information materials, seminars, colloquium, Save the Children's national team should also develop a policy dialog with MENESUP, other relevant ministries, donors to education, school directors and communities on these issues.

Some immediate specific interventions to address increasing girls' enrolment and participation include: (1) through the grant fund providing funding for projects and interventions in schools and non formal programs that offer promising models to increase and retain girls in education; (2) assessing the organizational capacity and cost effectiveness of various models and approaches in the Djibouti context; (3) continuing to develop information, skits and media materials on enrolling and retaining girls targeted to different audiences – mothers and fathers, girls, boys, school directors, teachers, etc; (4) working with the French Cooperation and MENESUP on incorporating gender awareness and strategies in curriculum and teaching materials; (5) working with UNICEF and other partners to incorporate life skills and HIV/AIDS and health education in non formal and primary school curriculum and teaching modules; and (6) developing manuals and training of trainer activities for student governments, PTAs, teachers and school directors on gender awareness. Other interventions that should be considered in the future are providing scholarships to encourage girls to complete and enrol in lower secondary school and providing more preschools to lighten mother's childcare responsibilities and workloads.

## **Non Formal Education**

In the area of non formal education, the team found that there is a committed group of educational officials and programs as well as substantive experience in conducting adult literacy campaigns and classes. Many schools and community centers throughout Djibouti offer literacy classes – particularly for women – in the evening in formal classrooms or at other times of the day through CDCs and LEC programs. The adult literacy community has identified materials, costed approaches and identified needs for furthering this work. The adult literacy community is also in the process of conducting two studies – one to determine the language needs of the non literate population and the second to determine the tools and materials available to work with non literate populations and to form literacy trainers and teachers. The results of these studies will be important to Save's work and the findings should be incorporated into Save's planning.

The team found that other areas of non formal and professional/technical education are limited and that there is a need to expand early childhood centers and programs as well as access to professional and technical training for all school leavers (regardless of when they leave the formal educational system). There is also a need to expand opportunities for graduates of non formal education to re-enter formal programs. For

example, graduates of LEC programs should not be restricted from continuing at the lower secondary level and beyond should they qualify – no matter their age. There is also a need to create continuous cycles of basic education and professional training in order to prepare Djiboutians for the economy of the future. For example, IT training is critical both in formal and non formal professional programs. In addition, it is important to identify long term market niches and opportunities in developing vocational and technical opportunities. For example, graduates from the Boulaos vocational school could be prepared as preschool teachers. They should also be provided more information and training about establishing a small business operation and identifying markets for those who may be interested in opening their own restaurant or tailoring shop.

There are plans underway to expand preschools and to train an inspector, school director and curriculum advisor in this area. There are already a number of madrassahs that offer some school readiness preparation through virtue of their literacy training and overall approach. These schools and their organizers might benefit from learning about and observing preschool models and approaches developed by the Aga Khan and Bernard Van Leer Foundations in other parts of Africa and the Middle East. Save could also work with the madrassahs and the newly trained inspectorate to establish new community based preschools and training opportunities in the future.

There are a number of interventions that Save could undertake to support non formal education in the broadest sense (not just adult literacy but all kinds of continuous education and training). Save's focus should be to expand opportunities that are likely to increase access and retention to basic education – especially for girls. Some immediate interventions and activities should include: (1) engaging a non formal expert on the team and working with the adult literacy community to identify and support effective models and approaches; (2) providing loans and technical assistance to one to two adult literacy centers, classes, and/or technical programs; (3) documenting and evaluating the support provide; (4) engaging with the French Cooperation, UNICEF, and the madrassahs to develop and expand preschool curriculum and community based programs; and (5) providing promising models and approaches for preschool education from other regions and adapting them to the Djiboutian context – through site visits, training materials and training of trainer activities.

### **Recommendations for Next Steps**

Given the findings of this report, several recommendations have been developed for each of the three objectives. Given the limited resources of the team, however, Save will need to prioritize its work and define some immediate short term achievable objectives and indicators to track its specific activities and interventions. Under the current intermediate results (IR), it is recommended that Save contribute to and track the following indicators:

#### **SUB-INTERMEDIATE RESULT 5**

#### **IMPROVED COMMUNITY SUPPORT FOR BASIC EDUCATION**



Indicator: 2003-2004 Studies from CRIPEN and changes in findings from Scan

The number and variety of non formal programs, types of activities, and participants should increase in literacy, vocational/technical/professional, and pre-school. Eventually retention and outcomes should be tracked. In the immediate future, people trained in non formal education should also be documented and characterized—developing a resource base is an initial first step.

Save has already begun several activities and has developed an action plan. However, a series of findings emerged from the SA, which would require the following immediate actions.

**Immediate Actions:**

- **Hire an Afar speaker and others with experience in non formal education/ literacy, and/or gender for the Save team;**
- **Identify and train community facilitators and PTA trainers in each of the five districts;**
- **Scan the remote schools in the west, further along the northern coast and in the far north and provide information about Save's work;**
- **Complete and air the radio and television spots on girls' education – conduct follow up audience analysis;**
- **Hire an external Save administrator to liaise with Addis, AED, and USAID, and to facilitate program operations for the team;**
- **Develop individual work plans and strategies to implement the overall work plan and findings and recommendations from this report for each team member and community facilitators;**
- **Organize loan fund for PTAs and non formal education programs and activities and initiate call for proposal;**
- **Provide training of trainers for PTAs as well as information and technical assistance in proposal development;**
- **Establish an independent commission to evaluate and select proposals (whose membership may include representatives from other ministries, associations, donors, international organizations, private sector, and Projet AIDE);**
- **Participate and coordinate actively with the various working groups and committees on non formal education, girls' education, and curriculum development.**

**Conclusion**

The primary challenge for the Djiboutian educational system is to increase access to basic education to attain its “education for all” goal while retaining quality. Many students, especially girls, do not have access to school. The primary reasons are economic – the direct and opportunity costs – of schooling but socio-cultural attitudes and beliefs about gender roles also keep more girls at home, looking after children, fetching water, tending the herds, etc. Parents are also concerned about girls’ safety and security at school and what benefits or not, an education conveys for future earnings and potential. At the same time, there are many boys who are not going to school as well often for similar reasons. A large number of girls and boys are also outside of school because they lack the proper registration and birth certificates and despite the relaxation in time requirements to attain these documents, they still face difficulties in legitimizing their status.

Nevertheless, the quality of the Djiboutian primary schools is quite impressive. Many teachers have a participatory style, classes are relatively small, the students are engaged, and there is a lot of respect for teaching and the school’s authority. Although still a minority, there are impressive women role models in teaching and leadership positions and in most schools, girls are very active and not afraid to participate or speak out. Differences in the relative quality of the school as in most countries in the world often seem to reflect an overall esprit du corps and leadership. However, communities themselves also affect quality and those communities that were relatively more affluent and/or engaged appear to have an advantage.

Retaining that quality will be a challenge as more children are enrolled in school. Those children out of school are more likely to be poorer, lack financial and parental support for schooling, and will be less acculturated to school. Many have a nomadic lifestyle or have only recently settled. There is also likely to be a larger percentage of children with special needs and health problems, who remain to be enrolled. Many of their parents – especially the mothers – are not literate and are uncertain what economic advantages an education offers for their children’s future – especially with high unemployment rates. These concerns will have to be directly addressed in any campaigns to encourage parents to send and keep their children in school.

A second challenge is to retain children and improve outcomes. Many children, especially girls, are not encouraged to remain in school and succeed only with great will and determination. Lightening the work burden and expectations on these girls is critical. Basic assumptions about work that girls versus boys are expected to do both in the classroom and at home need to be countered. Girls and boys from relatively more affluent families also have more chance of success because they have role models and parents who expect them to attain a higher education and government position. For more children to succeed, other pathways and opportunities for economic success – beyond becoming a civil servant – need to be defined.

Outcomes are also low because the examination system is designed to fail and weed out children at every level. Beyond retaking the exam, there are few second chances or alternative routes. Thus, alternate routes to re-enter the system need to be created.

A third challenge is defining not just “education for all” but “education for what”? Many Djiboutians spoke of a vision of their city state becoming the French/Arabic Dubai of the future. The country has enough financial resources and vision to make that happen but government alone cannot make that happen. The government can

create an enabling environment but people and communities need to create the new enterprises, productive activities, and structures that will make this city state thrive. The basic economy of khat and waiting for government to provide has to be challenged and the schools are catalysts for change. The dual economy created by the presence of the militaries and their bases also poses challenges. The vast majority of Djiboutians cannot afford and do not have access to the consumer products and life style of a small urban elite and the base communities. For many nomads, such a life style has little relevance. At the same time, the cost of living in the Djiboutian formal economy creates significant barriers to developing Djibouti's ecotourism or for launching a new IT venture. The impact of the base economy – both positive and negative – has to be considered in harnessing the resources that the militaries bring to the country.

Creating new jobs and opportunities for the future will require new forms of learning, professional, vocational, and technical opportunities, and community engagement. A lot more thought needs to be put into what are Djibouti's markets and economic possibilities for the future. By assuring education for all and by developing new economic opportunities, Djibouti should be able to benefit from the resources that the military bases bring to create a better life for all Djiboutians after they leave.

## Appendix A: Interviews and Meetings<sup>7</sup>

Ali Abdillah, Conseiller Pédagogique, SEB  
Asli Abdo, Project Officer, HIV/AIDS High Risk Corridor, Save the Children  
Aidid Aden, Conseiller Technique, MENESUP  
Moussa Mohamed Ali  
Michelle Blache, Conseiller Technique, MENESUP  
Civil Political Affairs Unit, U.S. Military  
M. DeVreyer, Responsable du Projet, French Cooperation  
Steven Dorsey, Chef de Projet, Projet AIDE, Academy for Educational Development  
Filsane S. Elabe, Deputy Director, Projet AIDE  
Aicha Farah, Conseiller Pedagogique, SEB  
Zahra Ahmed Farah, Union National de la Femme Djiboutienne  
Moukhaled Abdou-Aziz Hassan, Inspecteur de l'Education Nationale, directeur  
adjoint du CRIPEN, point focal en matiere d'alphabetisation  
Halo Aboubaker Houmed, Directrice, Ministere de la Promotion de la Femme  
Elizabeth Leu, Senior Education Advisor, Academy for Educational Development  
Hamid Mohammed, Directeur du CRIPEN  
Mahdi Mahamoud, Directeur de Planification  
Anne Le Guevel, Expert Sectoriel, Education  
Chantal Lelong, Directrice CFPEN  
Leslie McBride, Communications and Dissemination Specialist  
Nachia, UNICEF  
Moustapha Amoud Ogle, Monitoring and Evaluation Specialist, Projet AIDE  
Mahamoud Farah Omaar, Inspecteur de l'Education Nationale, Projet AIDE  
L'Ecole de Sagallou (interviews prior to SA)  
Janet Schulman, Representative, USAID  
Susan E. Schuman, Consultant, Projet AIDE  
Osman Miguil Wais, Conseiller Technique, Ministere de l'Education Nationale et de  
l'Enseignement Superieur (MENESUP)  
Saida Wais, Ecole de Gachamaleh  
Secretaire Executivif, Chef de Service des Partenaires, MENESUP

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<sup>7</sup> In addition to the interviews and observations held in the schools included in the SA.

## Appendix B: Questionnaires Contexte de L'Ecole

**Communauté:**

*(Brève description: par exemple, la population, le taux de naissances, les emplois principaux, le pourcentage de chômage, la composition ethnique, l'apparence physique)*

**Nom de l'école:**

**Adresse/numéro de tél:**

**Directeur/Directrice:**

**Nombre d'élèves:**

**Pourcentage de filles:**

**Résultats (filles/garçons):**

**2003:**

**2004:**

*(nombre d'élèves des deux dernières années qui ont passé en 6ème, filles/garçons)*

**Nombre d'enseignants/professeurs (femmes/hommes):**

**Autres personnels:**

**Permission:** \_\_\_\_\_ oui \_\_\_\_\_ non

*Expliquez le but et les objectifs de l'enquête et l'emploi des résultats (les réponses seront anonymes sauf si on demande la permission en avance). Demandez s'ils voudraient poser des questions d'abord.*

**Comité de Gestion (CG)**  
**ou**  
**Association des Parents d'Elèves (PTA)**

<b>Nom/sexe et permission</b>	<b>Activité s en cours</b>	<b>Comment augmenter la scolarisation des filles?</b>	<b>Autres recommandations pour projets futurs</b>

**Autres Observations:**

*(rapport avec le directeur/directrice, alphabétisation, rapport entre les membres et avec la communauté, perception de l'école et de la réforme, ...)*

**Points principaux:**

- 
- 
-



**Observation de la Classe**  
(10-15 minutes)

**Professeur/Enseignant:** \_\_\_\_\_

**Permission:** \_\_\_\_ oui \_\_\_\_ non

**Période d'observation:** \_\_\_\_ à \_\_\_\_

**Classe/Sujet:** \_\_\_\_\_

**Sujet/Activité du jour:** \_\_\_\_\_

**Nombre d'Elèves (f/g):**

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**Participation Active (trois exercices d'une minute):**

*(estimez le pourcentage de parole du professeur en comparaison à ceux des élèves (et entre les élèves – le pourcentage des filles en comparaison à ceux des garçons) pendant 3 périodes différentes, chacune d'une minute.)*

Minute	Activité	% Professeur	% Filles	% Garçons
1				
2				
3				

**Discipline :**

*(décrivez la façon d'entretenir le contrôle de la classe – punitions, humeur, stature, préparation, etc...)*

**Compréhension des Elèves:**

*(estimez le pourcentage des élèves qui a compris le sujet donné)*

**Encouragement des Filles:**

*(soulignez les actions prises par le professeur pour encourager la participation des filles)*

**Commentaires (observation globale):**

**Interview avec une fille non scolarisée  
et un de ses parents**

	<b>Fille</b>	<b>Parent</b>
<b>Nom et permission</b>		
<b>Age</b>		
<b>Soeurs/frères (scolarisés ou non)</b>		
<b>Emploi/activités</b>		
<b>Compétences (alphabétisés)</b>		
<b>Obstacles</b>		
<b>Soutien nécessaire pour aller à l'école</b>		

**Observations supplémentaires:**

**Recommandations:**

## Programmes non formels

<b>Nom/Adresse Dirigeant</b>	<b>Type</b>	<b>Objectif(s)</b>	<b>Composition</b>	<b>Resultat(s)</b>

**Commentaires:**

**Recommandations:**

## Appendix C: References

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