

Country Context Report - Djibouti

General Country Information

Africa Education Initiative Program Component(s)

Ambassadors' Girls' Scholarship Program
Teacher Training

Primary Language(s)

Arabic: National, Official

Although French and Arabic are the official languages, Somali and Afar are the other primary languages.

French: National, Official

Sources

CIA World Factbook-Somalia; May 2004 - <http://www.cia.gov/cia/publications/factbook/geos/>

Population

	Total	Male	Female
Total	466,900	239,815	227,085
Under 14	201,713	101,168	100,545

Sources

CIA World Factbook-Somalia; May 2004 - <http://www.cia.gov/cia/publications/factbook/geos/>

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Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 6 Years

Sources

3rd Arab High Conference on the Rights of the Child {AHLCRC} 12-14 January 2004, Tunis - www.unicef.org.tn/medias/hlm

Early Childhood Education

Early childhood education is provided.

At the third Arab High Level Conference on the Rights of the Child (AHLCRC) which took place in Tunis in January 2004, the government of Djibouti pledged to invest in comprehensive early childhood development programs which were recognized as a key factor toward providing sustainable quality education.

Sources

3rd Arab High Conference on the Rights of the Child {AHLCRC} 12-14 January 2004, Tunis - www.unicef.org.tn/medias/hlm

National Curriculum

A national curriculum exists.

In December 1999, the government of Djibouti organized the National Forum on Education (NFE). The NFE set the objective of universal primary education by 2010 and produced a new curriculum for basic education. Special emphasis was placed on rehabilitating classrooms, strengthening pedagogical skill, utilizing multimedia tools, providing on-going teacher support by establishing decentralized teacher resource centers, providing resources for printing and distributing students workbooks and textbooks, developing "interactive radio instruction" programs, providing life skills and non-formal literacy training to out-of-school girls and women and mobilizing communities to support girls' education.

Sources

Data Sheet; USAID Mission; Djibouti - <http://www.usaid.gov/policy/budget/cj2005/afr/pdf/>

What are the key basic education challenges?

•Calculating education coverage in Djibouti is a major challenge. This is due to the absence of a viable Geographic Information System (GIS). The lack of statistics makes it difficult to identify marginalized groups of children, for example rural children in remote locations, nomadic children, children with disabilities, and working children. Out-of-school children, especially the vulnerable and poor, could be forgotten, as education agendas tend to focus solely on quality issues.

•The illiteracy rate is extremely high, especially for women (85%). About 50% of children are still out of school and more than 20% of those enrolled do not complete the six years of primary education.

•There are large inequalities in access to education services: enrollment varies widely across regions, gender and income levels.

•The educational system is very costly due to high unit costs for school construction, learning and teaching materials and teachers' salaries.

•There is a desperate need to increase the number of schools and classrooms in remote areas, such as Campement du Lac Assal (Lake Assal Camp). Here the nearest school is about 50km from home.

•The Ministry of Education lacks qualified staff to address issues such as high unit costs, low internal and external efficiency, inefficient use of resources and the historically centralized management system.

•Parents have increasingly lost faith in schools since they are no longer a sure path to social advancement. Unemployment is so high that even those who have been to school cannot find work. Some parents are now asking the question: why waste time and money sending a child to school so that, after six to eight years, that child comes back and lives off those who remained behind in the village?

•Djibouti has a highly academic-oriented education system that does not meet the population's demand for education. It does not prepare students for earning a livelihood, hence the academic system ought to be revamped.

•Djibouti lacks the resources and infrastructure to provide alternative opportunities for non-formal education for the vast number of out-of-school youths and adults.

•Djibouti needs to increase the capacity of its academic system in both urban and rural areas to produce the necessary work readiness and more specific technical skills at different levels that would increase its relevance to the country's development challenges.

Sources

Djibouti: Special Report on girls' education- Continued II; January 28, 2004 - http://www.irinnews.org/S_reports.asp

Is primary education 'free' (legally)?

Free primary education is provided.

Legally, primary education is free in Djibouti but in practice, parents have to buy clothes and school supplies for their children.

Sources

Association for the Development of Education in Africa - http://www.wadeanet.org/programs/biennial99/en_synth
Name

What are the barriers to student access and participation in basic education?

- Some of the schools are still not child- and more girl-friendly, for example, most schools lack toilet facilities. There is a near-total absence of female teachers in rural areas. Only 30% of teachers are women, and very few opt to teach outside urban centers.

- In rural areas births are not always registered. This has also limited access to schools, since children need identification documents to be enrolled.

- The role of girls in the family is also a factor, especially in the rural areas. In some cases, girls are kept at home to help their mothers with household chores, or to help bring up their siblings. The further you go from town, the fewer girls you find in school, because girls assist at home.

- Access to education is another hurdle, especially in places like Campement du Lac Assal (Lake Assal Camp). Campement du Lac Assal is a collection of huts made from stones that are mostly inhabited by nomadic herdsman. Here the nearest school is about 50km away. As a result, no children from this area go to school.

- Some parents still believe that education alienates people from their culture, adding that school only trains people who have left their culture, and do not know how to tend their livestock.

- Given that the society is completely patriarchal, many parents fear that education will lead to female emancipation and free expression.

- A number of parents do not have the financial resources to send their children to school. In some cases, parents can only afford to educate some of their children. When this happens, they choose boys.

- Getting parents to send their girls to school is one thing, keeping them there is another. Girls tend to have higher dropout rates than boys. Moreover, parents have much less tolerance for failure among girls than boys. Girls who perform badly in class, are more likely to be withdrawn by their parents.

- There is a dire shortage of textbooks, with some schools having an average of only one book per subject for every four pupils.

Sources

Equal Access to Education: a peace imperative for Burundi: by Tony Jackson - www.international-alert.org/pdf

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

Girls: Under the "Projet AIDE-Assistance Internationale pour le Développement de l'Education" (Djibouti Assistance to Education Project), the government of Djibouti made increased access to education by girls in areas of special focus. Special incentives are provided to measurably increase girls' participation in schools, both in the number of the girls enrolled and in the quality of their participation. New curriculum materials and training for teachers with a view to increasing girls' participation in the classroom was also given special attention. Special efforts are being made to recognize and promote female role models and to support school-based literacy centers for women and girls in targeted schools. The construction components also included upgrades to school latrines, a major factor for Djiboutian families considering sending their daughters to school.

The Djiboutian Ministry of Education, in partnership with the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF), the International Institute for Capacity Building in Africa (IICBA), the International Institute for Educational Planning (IIEP), and the African Development Bank is implementing a study of Education of Nomads in Djibouti and other East African countries. The objectives of the study are to develop policy and programs to respond flexibly and efficiently to the socio-economic and educational needs of nomadic children, with special focus on indigenous communities and girls.

Vulnerable children and children with special needs: Under the National Forum on Education (NFE) the Ministry of Education (MOE) undertook steps to reduce the problems faced by certain groups of children by creating the Project Preparation Facility (PPF). This component finances the construction and rehabilitation of schools in four districts of the country: Djibouti, Tajourah, Ali Sabieh and Obock. In addition to expanding the school system, this component is attracting more female teachers while paying special attention to students with special needs.

Sources

Equal Access to Education: a peace imperative for Burundi: by Tony Jachson - www.international-alert.org/pdf

What is the stage of development of the education system?

The following developments were registered between the 2002/03 and 2003/04 academic years:

- The number of schools increased from 81 to 82
- The number of pedagogic districts increased from 989 to 1,047
- The overall enrollment increased from 39,940 to 42,156
- The number of teachers increased from 1,323 to 1,380
- There has been significant increase in girls' enrollment in basic education. In 1998, there were 61 boys to every 39 girls. But in the 2003-2004 school year, girls made up 43% of the primary school population.

•Additionally, with the support of donors, the Ministry of Education of Djibouti is implementing the following reform programs: increasing access to quality basic education with a focus on girls, strengthening pedagogic skills, utilizing multimedia tools, providing on-going teacher support by establishing decentralized teacher resource centers, providing resources for printing and distributing student workbooks and textbooks, developing interactive radio instruction programs for teaching English, providing life skills and non-formal literacy training to out-of-school girls and women, mobilizing communities to support girls' education, increasing the number and quality of rural school feeding programs, and rehabilitating and constructing school latrines and sanitation facilities.

Sources

USAID:Global Education Online Database - <http://esdb.org>

Primary School Enrollment by Year and Grade

Year	Grade	Total	Male	Female	Urban	Rural
2003	Total	42,156				
2002	Total	39,940				
2001	Total	44,321				
2000	Total	42,692				
1999	Total	38,106				
1998	Total	38,194				

Enrollment Age

Year	General	Male	Female	Urban	Rural
2004 (1)	6	6	6	6	6

(1) - The enrollment age is 6 years irrespective of sex or region.

Average Grade Repetition

Year	General	Male	Female	Urban	Rural
1999 (1)	14				
1998	16				

(1) - These figures reflect percentages.

Enrollment by School Type

Year	Type	General	Male	Female	Urban	Rural
2001 (1)	Public/Government	76				
2000	Public/Government	76				
1999	Public/Government	75				
1998	Public/Government	72				

(1) - These figures reflect percentages.

Are there alternatives to traditional schools?

Yes. In partnership with donors, the Ministry of Education is providing life skills and non-formal literacy training to out-of-school pupils at Community Management Centers.

Sources

USAID Mission; Djibouti Data Sheet, Basic Education Improved FY2003-2005) - www.usaid.gov/pilcy/budget/cj2005/afr/pdf/603-001.pdf

Which approaches is the country taking to combat HIV/AIDS?

Djibouti has a high HIV/AIDS rate among young adults with numbers steadily rising. According to UN estimates, 14% of Djiboutian women in the age group 15 to 24 years are HIV infected. In response to this, the government set up the Djibouti's HIV/AIDS National Strategic Plan (DHNSP) through a wide variety of public sector agencies, private and non-governmental organizations. One of the main objectives of the project is "to contribute to the change of behavior of the population in order to contain or reduce the spread of the HIV/AIDS epidemic and to mitigate its impact on infected and affected persons." DHNSP is to achieve this through a "multi-sectoral approach" including prevention of the spread of HIV/AIDS by reducing transmission, in particular among high-risk groups; expanding access to treatment of opportunistic diseases like, malaria and tuberculosis; providing care, support, and treatment of those affected by the disease; and supporting, civil society, and community initiatives for HIV/AIDS prevention and care; and tuberculosis. DHNSP is also to include four major components: Capacity building and policy development; public health responses to HIV/AIDS management including prevention, treatment, and care of sexually transmitted infections and tuberculosis, and prevention, control and treatment of malaria; multi-sectoral response to HIV/AIDS prevention and care; and support to community-based initiatives for the three diseases.

Sources

Afrol News; Djibouti to Control AIDS, malaria and TB- 30 May 2004 - <http://www.afrol.com/printable>
Afrol News; Djibouti to control AIDS, malaria and - http://www.afrol.com/printable_article/12923

Are there political conflicts and what is the impact of these conflicts on education?

In November 1991, the mainly Afar-supported Front for the Restoration of Unity and Democracy (FRUD) began fighting the Issa-dominated Government of Djibouti. Although the Djibouti government signed a peace and reconciliation agreement with FRUD on December 26, 1994, FRUD split because of disagreement over discussions with the government. In 1997, some dissident FRUD rebels attacked and fought government troops in the north.

This civil war led to the destruction of school infrastructure, the death and displacement of thousands of people and to the disruption of normal social and academic activities. Additionally, the civil war saw children traumatized by crisis situations, particularly girls, and unemployed/uneducated and unarmed youth.

Sources

UNESCO PEER EXPERIENCE (Program of Education for Emergencies and Reconstruction] 2004/07/09 - www.genie.org/genie-crisis-lin

Are there on-going, recently completed projects relating to the following areas?

Teacher Training

The Ministry of Education in partnership with donors like USAID/Djibouti and UNESCO is currently embarking on a program that will improve teachers' professional competencies and skills as they relate to the implementation of the newly developed curriculum through strengthening both in-service and pre-service training. This will include strengthening the decentralization of teacher resource centers in each of Djibouti's five regions as part of a strategy to develop sustainable and continuous in-service professional development programs for all teachers and schools. Support will be provided to develop these centers as hubs for in-service teacher training and for utilizing instructional technologies and multimedia approaches in the development of learning materials and improved teaching practices.

Sources

Data Sheet; USAID Mission; Djibouti - <http://www.usaid.gov/policy/budget/cj2005/afr/pdf/>

Textbooks and Learning Material

The Ministry of Education's 2004 proposed basic education program plans to improve the quality of learning. This program which targets 82 schools and approximately 42,000 students in the first year, will also provide adequate learning materials to ensure that every primary school teacher has a complete set of text and exercise books as well as other basic school materials.

Sources

USAID Mission; Djibouti Data Sheet, Basic Education Improved FY2003-2005 - www.usaid.gov/policy/budget/cj2005/afr/pdf/603-001.pdf

Girls' Education

With the support of donors and non-governmental organizations (NGOs), the Ministry of Education is currently implementing a program on increasing opportunities for girls' education. The program is aimed at increasing opportunities for girls' participation by making schools girl-friendly, providing incentives to schools for promoting and demonstrating an increase in girls' participation and by supporting and expanding existing literacy centers in targeted areas. The program which is taught in both schools and literacy centers, will support information, education and communication programs focused on girls' adolescent health and social concerns. Community school programs will also be implemented with a view to improving girls' education through community mobilization, strengthening Parent Teacher Associations (PTAs), and introducing appropriate gender sensitive practices in classrooms.

Sources

USAID Mission; Djibouti Data Sheet, Basic Education Improved FY2003-2005 - www.usaid.gov/policy/budget/cj2005/afr/pdf/603-001.pdf

Mitigating the Impact of HIV/AIDS on Education

Under Djibouti's HIV/AIDS National Strategic Plan, the government is investing US\$12 million to improve control of this pandemic. One of its major components was the introduction of HIV/AIDS prevention into the school curriculum.

Sources

Afrol News; Djibouti to control AIDS, malaria and - http://www.afrol.com/printable_article/12923

Encouraging the Participation of Local Communities in Education

Under the UNESCO Program of Education for Emergencies and Reconstruction (PEER), emphasis is placed on community participation and ownership of the education process. This is aimed at preventing the education system from experiencing serious setbacks or at times total collapse when foreign assistance is reduced or withdrawn. Consequently, Community School Committees were constituted with a mandate to provide guidelines, administrative coordination, supervision and inspectorate capacity to schools. They are being trained to effectively discharge their duties especially with regard to Quick Impact Projects (QUIPs) so that these school activities should not be disrupted after the international aid workers and organizations withdraw from the scene.

Sources

UNESCO PEER EXPERIENCE {Program of Education for Emergencies and Reconstruction} 2004/07/09 - www.genie.org/genie-crisis-lin

What is the status of Muslim education?

There is the bureau for the development of Arabic and other national languages within the Ministry of Education. There are 117 teachers of Arabic in four of the five regions of Djibouti and they are distributed as follows:

- Djibouti City: 79
- Ali-Sabieh: 15
- Dikhil: 9
- Tadjourah: 14

Sources

Djibouti: Les Statistiques de l'Enseignement de Base- 2003/2004 - <http://www.education.gov.dj>

Additional Basic Education General Information

Donor Information

USAID - 2004

US\$ 3,050,000

Increased equitable access to basic education

USAID - 2004

US\$ 2,250,000

Improve quality of teaching and learning

Overseas Development Agency - 2000

US\$ 70,500,000

Basic education

Overases Development Agency - 2000

US\$ 17,970,000

Basic education

World Bank - 2000

US\$ 10,000,000

School access and improvement

African Development Bank - 2000

US\$ 2,400,000

Improve primary education

Japan International Cooperation Agency - 1999

US\$ 5,724,319

Construction of primary school

Japan International Cooperation Agency - 1999

US\$ 4,079,450

Construction of primary school

European Union - 1998

US\$ 342,650

Rehabilitation and reconstruction of primary schools

Sources

Global March: An Overview of Education Funding- 16 - <http://www.globalmarch.org/education-campaign/educ>

Teacher Training

Number of Teachers by Level

Level	Number
Total	1,380

Sources

Djibouti: Les Statistiques de l'Enseignement de Base- 2003/2004 - <http://www.education.gov.dj>

Primary Teachers by Region

- Djibouti City: 983
- Ali-Sabieh: 123
- Dikhil: 124
- Obock: 38
- Tadjourah: 112

Sources

Djibouti: Les Statistiques de l'Enseignement de Base- 2003/2004 - <http://www.education.gov.dj>

Pupil/Teacher Ratio

Level	Total	Urban	Rural
Total	34:1		

At the national level, the ratios were as follows: 1998:39.54; 1999:31.97; 2000:36; 2001:34.

Sources

Djibouti: Les Statistiques de l'Enseignement de Base- 2003/2004 - <http://www.education.gov.dj>

What are the barriers to teacher sufficiency?

The barriers to teacher sufficiency, are the following:

- An absence of a standardized curriculum
- A need for the re-professionalization of teachers, head teachers, inspectors and education administrators
- Teachers are inadequately paid
- No well-functioning educational authority or relevant educational data
- A need for peace, tolerance and reconciliation.

Sources

UNESCO PEER EXPERIENCE (Program of Education for Emergencies and Reconstruction] 2004/07/09 - www.genie.org/genie-crisis-lin

Terms and Working Conditions for Teachers

The government lacks the financial capabilities to mobilize, train, motivate and pay teachers' salaries at civil service rates given the increased number of teachers needed to staff schools.

Sources

Association for the Development of Education in Africa - http://www.wadeanet.org/programs/biennial99/en_synth

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

- Some of the schools are not girl-friendly. Deterrents range from the lack of toilet facilities in some schools to the near total absence of female teachers in rural schools.
- The role of girls in the family is also a factor, especially in the countryside. In some cases, girls are kept at home to help their mothers with household chores, or to help bring up their younger siblings. The further you go from town, the fewer girls you find in school, because girls assist at home.
- Access to education is another hurdle, especially in a region like Campement du Lac Assal (Lake Assal Camp) where the nearest school is about 50km away. As a result no children go school.
- Another reason lies in the culture of the people. In the remotest part of the country, people consider school as an institution that makes girls say loud and clear what they feel. Given that the Djiboutian society is completely patriarchal, in which women have no voice, there is the fear among some parents, that tomorrow they will be faced with a woman who will say "No, I don't want to..." to her parents, her husband and so on.
- In a country where about three-quarters of the population are poor, not all parents can afford to buy school materials for their children. In a number of cases, parents can only afford to educate some of their children, when this happens, they choose the boys. The thinking is that the girls will find a husband, so it is not necessary to send them to school.
- Girls tend to have higher dropout rates than boys partially as a result of pregnancy and early marriage especially in the countryside. Moreover, there is much less tolerance for failure among girls than among boys. Girls who perform badly in class, tend to be withdrawn more quickly by their parents.

Sources

Djibouti: Special Report on girls' education- Continued II; January 28, 2004 - http://www.irinnews.org/S_reports.asp

Is there evidence of curriculum revision?

Remove gender bias from textbooks

The new curriculum also seeks to improve girls' education through appropriate gender sensitive practices in the classroom.

Sources

Djibouti: Special Report on girls' education- Continued II; January 28, 2004 - http://www.irinnews.org/S_reports.asp

Classroom Management

One of the major components of the new curriculum was community participation through the creation of community management committees. These committees are being trained on school management techniques and classroom management.

Sources

USAID Mission; Djibouti Data Sheet, Basic Education Improved FY2003-2005 - www.usaid.gov/policy/budget/cj2005/afr/pdf/603-001.pdf

Life Skills

One of the major components of the basic education program which was developed following the National Forum on Education of 1999 was the provision of life skills and non-formal literacy training to out-of-school girls and women.

Sources

USAID Mission; Djibouti Data Sheet, Basic Education Improved FY2003-2005 - www.usaid.gov/policy/budget/cj2005/afr/pdf/603-001.pdf

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

- Parents ought to be sensitized on the advantages of educating their daughters.
- The government, donors and non governmental organizations (NGOs) should offer incentives as stimulus to girls' education. For example, in Djibouti, the World Food Programme (WFP) is providing cooked meals-breakfast and lunch- for school children, and other incentives for parents to send their girls to school. If a girl attends school for an entire month, she is given a tin of edible oil to take home.
 - WFP field officers also go from door to door to explain to parents the advantages of educating their daughters.
 - Conditions in schools need to be conducive to the development of the full potential under the Child-Friendly School Programme (CFSP). For example, the sanitary facilities and the school's surroundings should make girls feel comfortable at school.
 - Great efforts should be made to seek funding for girls with a view to increasing gross primary enrollment and reduce the dropout rates. For example, these projects should provide girls with school supplies such as slates, pens, pencils, and notebooks.

Sources

Djibouti: Special Report on girls' education- Continued II; January 28, 2004 - http://www.irinnews.org/S_reports.asp

Are schools safe for girls? What is the most common threat to the safety of schoolgirls?

Schools are not safe for girls. The civil war in Djibouti led to children being traumatized by the crisis situations, particularly girls, and unarmed youths.

Sources

Encyclopedia: Djibouti nationmaster.com 2004/07/13 - <http://www.nationmaster.com/encyclopedia/Djibouti>

Is there evidence of reforms to reduce the cost of schooling?

Evidence of reforms to reduce the cost of schooling exist.

Donors like UNESCO and UNICEF, in partnership with the Ministry of Education, are running the Child-Friendly Schools Program in which they offer prizes as incentives to hard-working pupils. Some of these prizes range from computers and television/video sets to dictionaries and school supplies. UNICEF is also funding another project that provides pupils with school supplies such as slates, pens, pencils and notebooks.

Sources

Djibouti: Special Report on girls' education- Continued II; January 28, 2004 - http://www.irinnews.org/S_reports.asp

Textbooks and Other Learning Materials

Textbook/Pupil Ratio

The ratio was 1 book for every 4 learners. However with the support of USAID/Djibouti, the ratio was reduced to 1:1 for mathematics and French textbooks in urban areas.

Sources

Djibouti: Special Report on girls' education- Continued II; January 28, 2004 - http://www.irinnews.org/S_reports.asp

Are textbooks free?

Textbooks are not free. However, in order to reduce the cost of education, the Ministry of Education (MOE) in partnership with donors like USAID, UNESCO and UNICEF, is offering textbooks in some regions in order to reduce the pupil/textbook ratio.

Sources

UNESCO PEER EXPERIENCE {Program of Education for Emergencies and Reconstruction} 2004/07/09 - www.genie.org/genie-crisis-lin

Are teaching guides and other resources available?

Teaching guides are available.

In partnership with the MOE, donors like USAID, UNESCO, UNICEF, the Islamic Development Bank, the Agence Française de Développement and the Saudi Fund provide teaching guides and other resources.

Sources

UNESCO PEER EXPERIENCE {Program of Education for Emergencies and Reconstruction} 2004/07/09 - www.genie.org/genie-crisis-lin

Do textbooks include remedial texts/materials for remedial work?

Textbooks include material for remedial work.

In the absence of functional educational institutions, the MOE, in partnership with UNESCO PEER, is adopting the open/distance learning strategies to give remedial training in the areas of teacher-training, technical /vocational training. Innovative teaching materials such as the Teacher Emergency Package (TEP) and kits of different kinds are used. These materials are conceived, developed and used in the field. They can be culturally adapted for other contexts and countries, packaged and delivered within a matter of weeks.

Sources

UNESCO PEER EXPERIENCE (Program of Education for Emergencies and Reconstruction] 2004/07/09 - www.genie.org/genie-crisis-lin

What are the mechanisms for development/distribution of teaching and learning material?

Development

The development of teaching and learning materials is based on the new curriculum which placed emphasis on developing sustainable and continuous in-service professional development programs for all teachers and schools and utilizing instructional technologies and multi-media approaches in the development of learning and improving teaching practices.

Sources

USAID Mission; Djibouti Data Sheet, Basic Education Improved FY2003-2005 - www.usaid.gov/policy/budget/cj2005/afr/pdf/603-001.pdf

To what extent is information communication technology available/used in basic education?

ICT Available

As of 2002, Djibouti had 496 Internet hosts, 4,500 Internet users, 1 television broadcast station, 1 AM and 2 FM radio broadcast stations. With regard to telephone network, Djibouti had 10,100 main telephone lines and 15,000 mobile phone users. Generally, telephone facilities in Djibouti-Ville are inadequate. Internationally, submarine cables line the country to Jeddah, Suez, Sicily, Marseilles, Colombo, and Singapore. There is 1 satellite earth station, 1 Intersat station, 1 Arabsat, and Medarabtel regional microwave radio relay telephone network.

ICT Used

Under the National Digital Strategy (NDS) which was launched by Djiboutian President Ismaïl Omar Guellah in April 2003, the government of Djibouti intends moving the country into the digital age by 2010. With a proposed budget of US \$ 13.7 million over the next seven years, and given that one-third of adults are illiterate, the government of Djibouti intends among other projects, strengthening basic education so that all Djiboutians can take advantage of Information and Communication Technology.

Sources

CIA Worldfactbook-Djibouti" May 2004 - <http://www.cia.gov/publications/factbooks/geos>

Description of Transportation Systems and Projected Improvements

According to a 2003 estimate, Djibouti has 13 airports of which 3 have paved runways and 10 with unpaved runways; 1 seaport at Djibouti-Ville; 100 kilometers (km) of railway lines and highways of 2,890km of which 364km are paved and 2,526km are unpaved.

Community Participation in Basic Education

In what ways is the community involved in basic education?

Paying fees

Parents pay fees for their children.

Provision of labor

The community participates in the rehabilitation and construction of classrooms, latrines and other sanitary facilities.

Preparation of food

With the help of donors, the MOE is mobilizing communities to support girls' education and increasing the number and quality of rural school feeding programs.

Serving in committees for school development, Parent Teacher Association (PTA)

Through Community Management Committees (CMC), the community serves in committees for school development and Parent Teacher Association (PTA).

Sources

Association for the Development of Education in Africa - http://www.wadeanet.org/programs/biennial99/en_synth
USAID Mission; Djibouti Data Sheet, Basic Education Improved FY2003-2005 - www.usaid.gov/policy/budget/cj2005/afr/pdf/603-001.pdf

What is the level of community participation vs. government share of social and financial responsibility for basic education?

Through CMC, the community participates in the management of schools, rehabilitation and construction of classrooms, water and sanitary facilities, the government pays teachers salaries and carries out major projects like building schools, and providing teaching and learning materials.

Sources

USAID Mission; Djibouti Data Sheet, Basic Education Improved FY2003-2005 - www.usaid.gov/policy/budget/cj2005/afr/pdf/603-001.pdf

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

The following NGOs are involved in education in Djibouti: Save the Children, World Food Programme (WFP), Office for Assistance to Refugees and Disaster Victims (ONARS), and the Association of Medical Doctors of Asia (AMDA).

Save the Children is sensitizing children on the HIV/AIDS pandemic. WFP is organizing school feeding program. ONAR acts as WFP's implementing partner for food distribution and is responsible for the management and distribution of food, once it arrives at the External Delivery Points (EDP). AMDA-International is responsible for health and nutritional services in the refugee camps and also for the training of Community Health Workers (CHW).

Sources

Encyclopedia: Djibouti nationmaster.com2004/07/13 - <http://www.nationmaster.com/encyclopedia/Djibouti>

Impact of HIV/AIDS on Basic Education

How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?

Number of Teachers Dying each Year of HIV/AIDS

HIV/AIDS decreases the supply of education by increasing teacher illness absenteeism and teacher mortality.

Sources

Association for the Development of Education in Africa - http://www.wadeanet.org/programs/biennial99/en_synth

Educational Management's Ability to Plan Long-Term

HIV/AIDS affects the educational management's ability to plan long-term by eroding the process and quality through decimating the ranks of technical managers, curriculum designers, information specialists and planners. Morale among education professionals is also eroded by the toll of HIV/AIDS.

Sources

Association for the Development of Education in Africa - http://www.wadeanet.org/programs/biennial99/en_synth

Is there provision for the education of orphans and vulnerable children?

There is provision for the education of orphans and vulnerable children.

The MOE, in partnership with UNESCO, United Nations High Commission for Refugees (UNHCR), the Organisation Nationale pour l'Assistance aux Réfugiés (ONARS) (the agency for refugees and the displaced), is running UNESCO-PEER. This program aims to:

- Provide education for orphans and refugee children in the refugee camps and prepare students completing primary education for higher schooling.
- Provide literacy training for illiterate refugee girls and women.

Sources

UNESCO PEER EXPERIENCE (Program of Education for Emergencies and Reconstruction) 2004/07/09 - www.genie.org/genie-crisis-lin