



**Djibouti**

**Education Thematic Report**

**January - December 2018**

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## ABBREVIATIONS AND ACRONYMS

AFD: French Development Agency

EAP: Education Action Plan

ECE: Early Childhood Education

ECD: Early Childhood Development

EMIS: Education Management Information System

EU: European Union

ICT: Information, Communication and Technology

JICA: Japan International Cooperation Agency

LEC: Read Write and count centres offering second chance for refugee, migrants and nomadic children to access to education

LSCE: Life Skills and Citizenship Education

MENFOP: Ministry of Education and Vocational Training

MFF: Ministry of Women and Family

OOSCI: Out-of-School Study Initiative

OTI: Grade 5 assessment

UNICEF: United Nations Children Fund

UNHCR: United Nations High Commissioner for Refugees

USAID: United States Agency for International Development

WB: World Bank

WFP: World Food Programme

## 1. Executive Summary

In Djibouti, the education sector is relatively strong, with evidence-based planning, an operation coordination mechanism and a regularly produced statistical yearbook. However, the sector faces challenges related to equitable access to education (children in rural areas especially girls, migrants, refugees, disable children, children in the street) and quality of learning. Close to others education partners, UNICEF has contributed to make a considerable progress from 2017 to 2018 to address these challenges.

UNICEF's contribution to the education sector is outlined in its 2018-22 Country Programme with the Government of Djibouti. The education and adolescent development programme component aims to ensure more children and adolescents learn through formal and non-formal education, in an environment that fosters their integration into social and economic life, with a particular focus on disadvantaged groups and out-of-school children. This in turn will contribute to a reduction in the number of out-of-school children and dropouts. UNICEF, as sector lead in the Global Partnership for Education is also in a position to leverage other partners' contributions in support of the Education Action Plan 2017-2019.

In terms of policy development and evidence generation, in 2018 critical results have been achieved to ensure equitable access to quality learning through the development of a preschool strategy, a study on out-of-school children, the recognition of the Lire-Ecrire-Compter (LEC) centres (second chance education centres) by the Ministry of Education and Vocational Training (MENFOP) and the mainstreaming of Life Skills and Citizenship Education (LSCE) and ICT in the basic education curriculum. UNICEF has supported tailored training for teachers in rural areas, the organization of a competition called "défi lecture" focusing on promoting reading skills for Grade 5 students and the provision of school materials. Coordination and management of education sector at national and school level has improved with the strengthening of the Education Working Group, the involvement of education partners in the review and extension of the 2017-2020 Education Strategic Action Plan, the participation of teachers and communities in the development of rural school projects.

UNICEF has achieved these results using relevant strategies such as policy dialogue and advocacy, evidence generation, capacity building and service delivery acting at upstream and downstream level. UNICEF work's in education is aligned on education strategic action plan and on the three-year budgeted activities plan. This contributed to enhancing ownership of the programme by government partners.

## 2. Strategic Context of 2018

During the year, considerable progress has been made in the area of equity in access to education, including through the inclusion of refugee children in the national education system in line with Government's commitment to the Comprehensive Refugee Response Framework

(CRRF), conducting the study on children in OOSCI and the development of an inclusive preschool strategy.

Participation in pre-primary education remains a private urban phenomenon, although increases in participation are noted as gross preschool enrolment ratio rose from 7.2 in 2016/2017 to 13.6 percent (12.8 percent for girls) in 2017/2018. For the first time, these data include pre-school participation in community kindergartens and pre-school refugee children. The Ministry of Women and Families (MFF) submitted a decree to institutionalize the community kindergartens and creches while the Ministry of Education and Vocational Training (MENFOP) has developed an inclusive preschool strategy and a legal framework. Collaboration and coordination between the Ministry of Education in charge of early childhood education and education and the Ministry of Education with responsibilities for early childhood development (ECD) requires strengthening and UNICEF continues its efforts to promote dialogue and consultation between these ministerial departments.

The primary education sub-sector has made a noteworthy progress in term of access to education: according to education statistical annual yearbook, the gross enrolment ratio has increased to 81,4 per cent to 89,01 per cent between 2016 to 2018. Nevertheless, almost one in five primary age children is out-of-school<sup>1</sup> especially in rural areas. Moreover, the school drop-out at the transition to lower secondary remains high, affecting mostly girls.

Quality education remains a challenge in the country despite progress made in recent years. The grade 5 assessments called OTI<sup>2</sup> conducted in 3 subjects (French, Mathematics and Arabic) have revealed that the success rate for children submitted to OTI at the end of 2017- 2018 academic year is 71.8 per cent (72.7% for girls) whereas the ratio was 64.0% (63.5% for girls) in 2016/2017.

The education system is governed through a ten-year education sector plan developed and implemented through a three-year implementation plan called Plan d' Action de l' Education (PAE). The most recent PAE cover the period from 2017 to 2020 and has been revised and extended with the involvement of all education partners in the country. The education working group meets regularly and constitute a key opportunity for policy dialogue and advocacy in the education sector. The following organizations are members of the education working groups: UNHCR, WFP, World Bank, JICA, USAID, AFD. During 2016 and 2018, joint sector reviews were organized and contributed to reviewing the results achieved, identify constraints in the implementation and the key actions to address them.

The country has mobilized approximately 30 Million USD from the Global Partnership for Education (GPE), World Bank and Education Above All. Other partners such as USAID, JICA and FDA through UNICEF planned to finance education sector with approximately the same amount for the 5 next years.

UNICEF is co-leads the sector working group and plays a key role in policy dialogue and discussion around equity in access for the most vulnerable children, including refugees and migrants.

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<sup>1</sup> Djiboutian Demographic Households Survey (EDAM4 June 2018)

<sup>2</sup> OTI: Objectifs Terminaux d'Integration

UNICEF has an excellent working good relationship with the MENFOP, which makes UNICEF well-positioned to influence decision-making, including on sensitive issues.

### 3. Results Achieved in the Sector

In line with the results structure of its country programme, UNICEF support to the education sector has been provided according three components: access to education, quality of education and systems strengthening. The results structure of the Education component presents as follows:

Outcome 2: By 2022, children and adolescents, including those in disadvantaged areas and/or affected by emergencies, are increasingly attending formal and non-formal education in an environment that promotes the acquisition of skills for their integration into social and economic life.

Output 2.1: The education system has improved capacities to provide children (3-15 years) with equitable access to formal and non-formal education, including those in rural areas, nomads, children with special needs, refugees and children affected by displacement.

Output 2.2: The education system has improved capacity to provide quality learning to children and adolescents.

Output 2.3: The education system at national and school levels has strengthened capacities for coordination and management.

#### **Progress made against output 2.1:**

Regarding access to education, a total of 40,555 (18,421 girls) -31%% of the school population-enrolled in preschool or ECE, primary and secondary have been reached by UNICEF supported programmes in humanitarian and development contexts. Furthermore, 4,266 adolescents (1,875 girls) from 10 to 19 have been involved in skills-building programme for learning, personal empowerment, active citizenship and employability supported by UNICEF. These data show the lower participation of girls in education which can be explained by the reluctance of families to send their girls to school which are often far from their villages in rural areas, social norms that do not favour girls' enrolment, and the perception of girls' role in society. UNICEF plans to strengthen its work with the government for the development of a girls' education strategy and to change social norms in favour of girls' education which will be based on the results of formative research on behaviours and social norms and the dormitories assessment results conducted in 2018.

In the field of evidence generation, UNICEF supported the MENFOP in conducting specific studies and research in preparation for the next Education Sector Plan. An assessment of the Preschool Education Centres has been carried out and will form the basis of the preschool strategy to be finalized in early 2019. The assessment revealed that despite very limited means and in the absence of uniform norms and standards, most Preschool Education Centres strive to provide

quality early childhood services, although with very diverse outcomes. The revision of the study on out-of-school children has been initiated and targets both sedentary populations, floating populations, nomads and refugees with tailored household survey modules. The results of this study will help to better understand the profile of out-of-school children and develop targeted strategies to address the underlying causes of children who have dropped out of school or who have never been in school. Furthermore, an assessment of the dormitories – which represent a key strategy for Government to promote girls’ retention in school - has been completed and the results are being finalized.

UNICEF’s advocacy with the MENFOP for the recognition of the UNICEF-supported programme of second chance education centres, called Read, Write and Count Centres (LEC), led an assessment of the LEC centres by the MENFOP. This was followed by the formalisation of the integration of LEC graduates into grade 5, lower secondary and vocational training centres. As a result, 75% of LEC graduates continued either in the formal education system or vocational training. Finally, data from LEC centres have been integrated into the statistical yearbook.

UNICEF further contributed to increasing access to education by reducing the costs of schooling for families through the provision of 39,697 individual kits in rural primary schools, disadvantaged urban areas and refugee sites benefitted 60% of children in primary education. 54 ECD kits were distributed in community kindergartens and public preschool classrooms.

### **Progress made against output 2.2:**

Regarding the quality of education, based on the technical support and advocacy by UNICEF, the MENFOP decided to integrate life skills into the basic education curriculum, based on the conceptual and programmatic framework of Life Skills and Citizenship Education developed by UNICEF. A technical support mission led to the identification of needs and a proposal for a work plan and timetable for the entire process.

With a view to leaving no one behind, UNICEF has strengthened the capacity of MENFOP in modelling rural schools through the development and implementation of school projects and a package of interventions in 30 rural schools. Thus, 172 teachers (10% of primary school teachers in the country) were trained on central aspects of teaching (multi-grade classroom management, strengthening of the oral and written expression, formative evaluation and school project management). In rural areas, most of the teachers assigned are men while women are assigned in urban centres. In addition, school projects focusing on reading, play activities and school gardens have been developed with teachers and the community. 29 out of 30 schools benefitted from maintenance of solar installations to facilitate their access to energy. At the end of the 2017/2018 school year the student results at the Grade 5 assessment for the targeted schools increased significantly and a success rate on Grade 5 assessment from 50 to 100% in 70% of the target schools was recorded.

### **Progress made against output 2.3:**

As part of system strengthening, UNICEF mobilized partnerships for education in the country by co-leading the education sector local partner group together with the MENFOP and contributing significantly to achieving the results of the Education Action Plan alongside partners such as the World Bank, USAID, JICA, WFP and UNHCR. UNICEF ensured the functioning of the Education Working Group and discussions on critical issues affecting the sector, including the integration of refugees in the national education system, recognition of second-chance education programs for children outside the formal school system, the joint sector review, the mobilization of funds including GPE funds and the revision / extension of the Education Action Plan.

UNICEF also contributed to mobilize resources in the context of the GPE multiplier fund. Finally, in order to create a platform for discussions on adolescents and employability, UNICEF initiated a working group which brings together not only the relevant UN agencies, but also other technical and financial partners, such as USAID, the EU and AFD.

In terms of programming to achieve results at scale, substantial support has been provided for policy development. The PAE has been revised and extended to 2020 with GPE funding. The 2017-2020 PAE focuses on equity and quality of learning, is budgeted and considers the contribution of all sector partners. A draft preschool strategy that covers the private, public and community sectors is available and is intended to regulate the entire pre-school subsector and extend access to early childhood education and quality early learning.

Finally, UNICEF has successfully advocated for closer collaboration between the various related ministries such as MENFOP and MFF in the framework of early childhood development, between MENFOP and SEJS for adolescent development and between the MENFOP, the MFF and the Ministry of Higher Education as part of the analysis of the Education sector.

These results have been achieved thanks to the flexibility of thematic funding which are the main financial resources for the programme. The flexibility of these funds allows UNICEF to use a programmatic approach and not a project approach. Thus, the sector has contributed to reach the goal of the sector plan

### **Results Assessment Framework**

No.	Standard Outcome Indicators	Baseline		Target		Status/Value
		Year	Value	Year	Value	
1	Gross enrolment ratio in pre-primary education	2016	7.3	2018	12	13,2
				2020	18.4	
2	Primary school gross enrolment ratio	2016	81.4	2018	84	89,01
				2022	91.7	
3		2016	47.6	2018	53.8	52%



	Primary education completion rate (Admin Data)			2022	60	
4	Children/young people at the end of primary level of education achieving at least a minimum proficiency level in core subjects	2010	Mathematics 50 French 40	2022	Mathematics 75 French 75	Not available
		<b>Baseline</b>		<b>Target</b>		
<b>No.</b>	<b>Standard Output Indicators</b>	<b>Year</b>	<b>Value</b>	<b>Year</b>	<b>Value</b>	<b>Status/Value</b>
1	System Strengthening - Education sector planning - Existence of national strategies to address inequities in education access, participation and retention - score (1-4), see guidance	2017	No	2018	Yes, pre-school strategy	Draft preschool strategy available
				2022	Yes: preschool strategy and non-formal education programme strategy	
2	Service Delivery - Skills - Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes	2017	13871	2022	15625	7131
		<b>Baseline</b>		<b>Target</b>		
<b>No.</b>	<b>Standard Output Indicators</b>	<b>Year</b>	<b>Value</b>	<b>Year</b>	<b>Value</b>	<b>Status/Value</b>
1	Service Delivery - Early learning - ECD centres that provide Integrated ECD services based on national standards	2017	0	2018	1	Standards for the construction of model centres developed Standards being finalized for integrated services with preschool strategy
				2022	3	

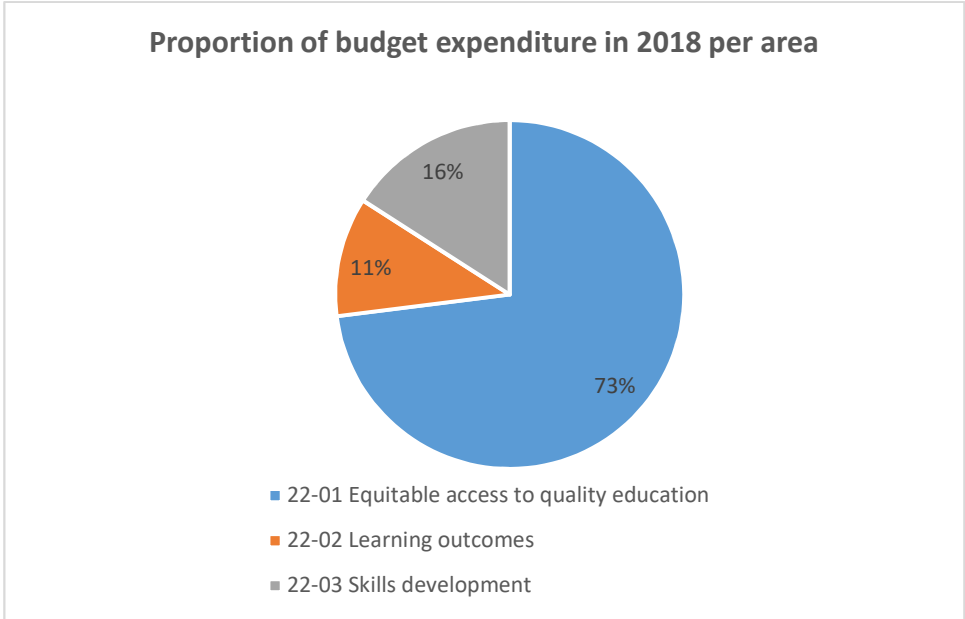
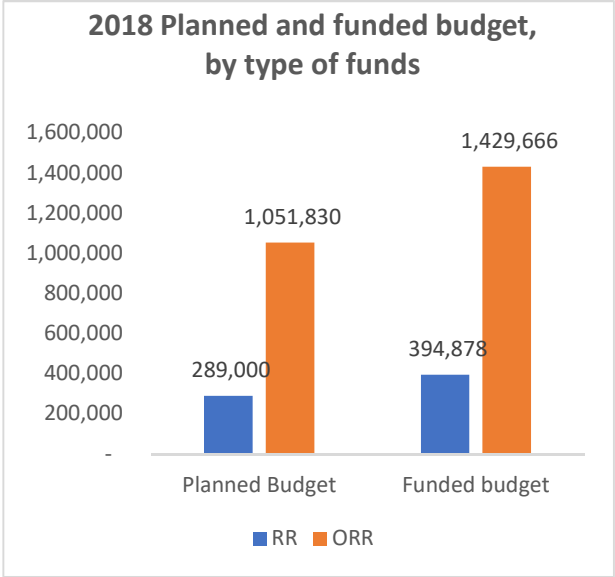
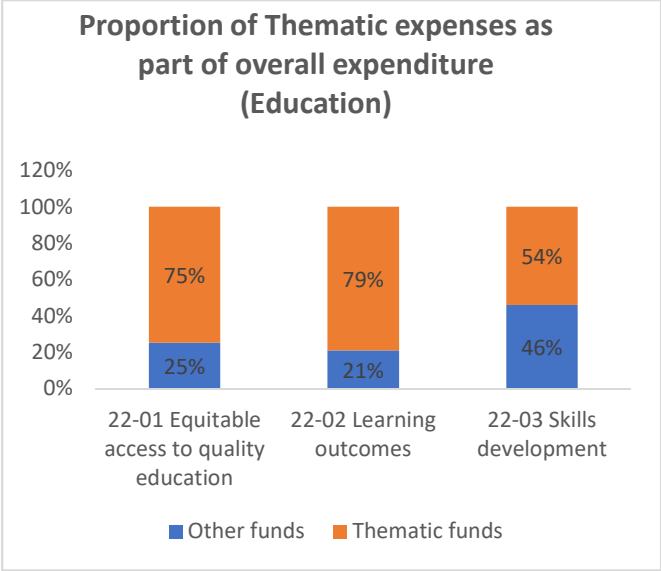
2	System Strengthening - Learning assessment - Existence of a well-functioning classroom assessment system, including for early grades - score (1-4), see guidance	2017	Score 1	2018	score 1.5	Score 2.5
				2022	score 3	
No.	Standard Output Indicators	Baseline		Target		Status/Value
		Year	Value	Year	Value	
1	System Strengthening - Education sector planning - Education Sector Plan or Transitional Education Sector Plan developed with UNICEF support available	2017	No	2018	No (specific studies done)	PAE 2017-2020 revised
				2022	Yes	
2	System Strengthening - EMIS - EMIS that provides disaggregated data, including income/assets, disability and school physical environment - score (1-4), see guidance	2017	1	2018	3	3
				2022	4	
3	Service Delivery - Schools with school development plans that explicitly address equity issues and that were developed with UNICEF support	2017	0	2018	10	30
				2022	45	

#### 4. Financial Analysis

In 2018, the Education programme received 130% of the annual ceiling (RR and OR funding combined). Around 16% of this amount came from regular resources (RR) and 84% from other resources (ORR), with thematic funds representing 72% of the overall budget. The flexibility of thematic funds and regular resources is an asset for UNICEF's work in the country as it allows UNICEF to use funding to align interventions with the national education sector plan, rather than creating project structures. This enables UNICEF to contribute to sustainable change for children in the education sector as it invests in government-owned processes and programmes.

The largest proportion of funding – around US\$ 1.238 million (73%) was spent on equitable access to quality education, followed by spending on skills development (16%) and learning outcomes (11%).

As outlined above, significant results have been achieved during the year thanks to the flexibility of thematic fund. At a cost of US\$62 per child, DCO was able to reach large numbers of children with key interventions that enabled them to remain in education or regain access to education and was thus able to achieve excellent value for money.



<b>Table 1: Planned and Funded For Country Programme 2018 (in US Dollars)</b>		
<b>Thematic Pool 4 : Education Djibouti Planned and Funded For Country Programme 2018 (in US Dollars)</b>		
<b>Intermediate Results</b>	<b>Funding Type<sup>1</sup></b>	<b>Planned Budget<sup>2</sup></b>
22-01 Equitable access to quality education	RR	172,640
	ORR	631,098
22-02 Learning outcomes	RR	43,074
	ORR	153,254
22-03 Skills development	RR	73,286
	ORR	267,479
<b>Total</b>	<b>RR</b>	<b>289,000</b>
	<b>ORR</b>	<b>1,051,830</b>

<b>Table 2: Country level thematic contribution to outcome area received in 2018</b>			
<b>Thematic Pool 4: Education Thematic Contributions Received for Thematic Output 2.1 &amp; 2.3 by UNICEF Djibouti in 2018</b>			
<b>Donors</b>	<b>Grant Number*</b>	<b>Contribution Amount</b>	<b>Programmable Amount</b>
Swiss Committee for UNICEF	SC1899040061	16,550	15,392
Hong Kong Committee for UNICEF	SC1899040062	83,000	77,190
UNICEF Bulgaria	SC1899040064	3,927	3,652
UNICEF-India	SC1899040066	29,000	26,970
UNICEF-Kuwait	SC1899040067	44,000	40,920
UNICEF-Malaysia	SC1899040068	21,000	19,530
UNICEF-Mexico	SC1899040069	51,000	47,430
UNICEF-Romania	SC1899040070	8,417	7,828
UNICEF-Russia Federation	SC1899040071	13,516	12,570

UNICEF-Singapore	SC1899040072	77,000	71,610
UNICEF-South Africa	SC1899040073	22,590	21,009
UNICEF-Thailand	SC1899040074	16,000	14,880
UNICEF-United Arab Emirates	SC1899040075	88,000	81,840
UNICEF-Qatar	SC1899040076	26,000	24,180
<b>Total</b>		<b>500,000</b>	<b>465,001</b>

**Table 3: Expenditures in the thematic sector by results area**

Fund Category	All Programme Accounts
Year	2018
Business Area	Djibouti - 6690
Prorated Goal Area	22 Learn
<b>Row Labels</b>	<b>Expense</b>
Other Resources - Emergency	190,175
22-01 Equitable access to quality education	189,669
22-02 Learning outcomes	218
22-03 Skills development	288
Other Resources - Regular	1,186,171
22-01 Equitable access to quality education	822,700
22-02 Learning outcomes	167,558
22-03 Skills development	195,914
Regular Resources	318,772
22-01 Equitable access to quality education	225,228
22-02 Learning outcomes	19,896
22-03 Skills development	73,648
<b>Grand Total</b>	<b>1,695,118</b>

**Table 3 – 2018 – Expenditure by Key Result Areas (in US Dollars)**

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	189,669	822,700	225,228	1,237,597
22-02 Learning outcomes	218	167,558	19,896	187,672
22-03 Skills development	288	195,914	73,648	269,850
<b>Total</b>	<b>190,175</b>	<b>1,186,171</b>	<b>318,772</b>	<b>1,695,118</b>

**Table 4: Thematic expenses by results area**

Fund Category	All Programme Accounts
Year	2018
Business Area	Djibouti - 6690
Prorated Goal Area	22 Learn
Donor Class Level2	Thematic
<b>Row Labels</b>	<b>Expense</b>
Other Resources - Emergency	120,045
22-01 Equitable access to quality education	120,045
Other Resources - Regular	1,099,381
22-01 Equitable access to quality education	805,623
22-02 Learning outcomes	148,132
22-03 Skills development	145,625
<b>Grand Total</b>	<b>1,219,425</b>

**Table 5: Expenses by Specific Intervention Codes**

Fund Category	All Programme Accounts	✓
Year	2018	✓
Business Area	Djibouti - 6690	✓
Prorated Goal Area	22 Learn	✓
Fund Sub-Category	(Multiple Items)	✓
<b>Row Labels</b>	<b>Expense</b>	
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	126,198	
22-01-02 Provision of parental education for school readiness (including in temporary learning spaces)	68,297	
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	386,515	
22-01-06 System strengthening - inclusive education for children with disabilities	9,874	
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented children etc.	170,502	
22-01-10 System strengthening - gender-responsive access (excluding SRGBV)	10,187	
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	104,354	
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	1,104	
22-01-99 Technical assistance - Equitable access to quality education	216,082	
22-02-05 Provision or procurement of accessible learning materials for children with disabilities	576	
22-02-11 Provision of inclusive teacher training for children with disabilities	828	
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	698	
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	19,558	
22-02-18 System strengthening - learning assessment systems	8,234	
22-02-99 Technical assistance - Learning outcomes	142,684	
22-03-02 Provision of skills development for adolescents (10-19 year-olds) (including in temporary learning spaces)	23,517	
22-03-04 System strengthening - mainstreaming of skills development within national education/training system	46,396	
22-03-07 System strengthening - life skills (for personal empowerment, active citizenship, etc.)	16,033	
22-03-11 Education sector planning including coordinating role, SDG 4, etc.	60,977	
22-03-99 Technical assistance - Skills development	81,244	
26-02-02 MICS - General	1,885	
26-02-08 Programme monitoring	19,327	
26-03-01 Advocacy and partnership-building for social behaviour change	34,505	
26-03-02 Capacity and skills development for social behaviour change	1,961	
26-03-07 Strengthening C4D in Government systems including preparedness for humanitarian action	1,061	
26-03-99 Technical assistance - Cross - sectoral communication for development	24,217	
26-07-01 Operations support to programme delivery	110,305	
27-01-07 HQ and RO technical support on gender		
28-07-03 Country office leadership and direction	6,125	
28-07-04 Management and Operations support at CO	1,873	
<b>Grand Total</b>	<b>1,695,118</b>	

**Table 6 : Planned Budget and Available Resources in 2019**

<b>Thematic Pool 4: Education Djibouti Planned and Funded for the Country Programme 2019 (in US Dollars)</b>				
Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
22-01 Equitable access to quality education	RR	172,640	128,627	44,013
	ORR	631,098	1,594,999	-963,901
	ORE		730,148	-730,148
22-02 Learning outcomes	RR	43,074	8,039	35,035
	ORR	153,254	240,029	-86,776
	ORE		45,634	-45,634
22-03 Skills development	RR	73,286	24,118	49,168
	ORR	267,479	509,678	-242,199
	ORE		136,903	-136,903
Sub-total Regular Resources		<b>289,000</b>	<b>160,784</b>	<b>128,216</b>
Sub-total Other Resources - Regular		<b>1,051,830</b>	<b>2,344,706</b>	<b>-1,292,876</b>
Sub-total Other Resources - Emergency		<b>0</b>	<b>912,685</b>	<b>-912,685</b>
Total for 2019		<b>1,340,830</b>	<b>3,418,175</b>	<b>-2,077,345</b>

## 5. Future Work Plan

From 2019 to 2021, DCO plans to pursue its efforts in the areas of system strengthening, equitable access to education and quality of learning. Regarding system strengthening, UNICEF will provide technical support to the Ministry to conduct an education sector analysis, evaluate the last ten-year sector plan and develop the new fifteen-year sector plan. UNICEF will continue to play the role of sector lead by providing the MENFOP with technical support to coordinate the sector, guide policy dialogue and facilitate GPE procedures.

Regarding access to pre-primary and primary education and transition to lower secondary education: following the development of the preschool strategy, UNICEF will support the MENFOP to extend preschool coverage in the country and provide quality services in classrooms including a revision of the curriculum and training for inspectors and pedagogical advisors. Furthermore, UNICEF will support the Ministry of Woman and Family in the development and implementation of an integrated ECD strategy which will encompass address education, nutrition and child protection issues. In order to enhance service provision, UNICEF plans to support the construction of two ECD reference centres, in order to establish a model for ECD service provision



in the most marginalized communities with qualified staffs and capacity to provide integrated ECD services.

Based to the result of the study on out-of-school children, DCO will work with the MENFOP to implement the strategies to reach the children adolescent girls and boys, children in remote rural areas, migrants, children in the street and disable children. The results of the assessment of dormitories and the formative research on social norms and behaviours around girls' school enrolment will guide interventions to support girls' education at the end or primary and in lower secondary.

In the area of quality of learning and skills development, UNICEF will continue its support to i) the teacher training centre to develop new training modules related to inclusive education, as well as a teacher's guide and train staffs in charge of educational supervision (inspectors and pedagogical advisors); ii) the mainstreaming of LSCE in the basic education curriculum; the engagement of adolescents through multiple pathways including digital engagement, economic and social engagement.

In the last two years, UNICEF's engagement in education sector has increased due to the ambitious education sector plan and the emerging area of adolescent engagement with education as a point of entry. Furthermore, the CPD ceiling for the education programme will most likely rise over the coming year with funding from bilateral donors in the pipeline. Fundraising efforts with development partners have been possible due to UNICEF's strategic positioning in the Education sector which was only possible thanks to thematic funding. Flexible thematic funding has therefore enabled UNICEF to leverage further resources by demonstrating its capacity at technical and strategic level.

## 6. Expression of Thanks

UNICEF Djibouti expresses its deep gratitude to thematic funds donors for their generous donation to the children of Djibouti. These contributions enabled UNICEF and its partners to enhance efforts to ensure equity in access to education, quality of learning and strengthen education system. In the name of the over 40,000 children and adolescents who accessed to pre-primary, primary and secondary education, UNICEF thanks donors.

UNICEF's leadership and support to the education sector in Djibouti is appreciated by all Education partners, including the Government, donors, the World Bank and of course communities themselves, particularly parents from underserved communities, who see UNICEF interventions as an opportunity to finally provide quality education services for their children.

## 7. Annexes: Human Interest Stories and Donor Feedback Form

Annex 1: Keeping children from rural areas in school – Soumiya’s story – Human Interest Story  
(see separate file)

Annex 2: Donor feedback form

[English version](#)

[French version](#)

**Djibouti Country Office**  
**Human Interest Story (TP 4)**  
**Keeping children from rural areas in school**

19 March 2019, Ali Sabieh, Djibouti

A year ago, when Soumia Mohamed Ahmed was in second grade, there was great excitement among teachers and students alike when a delivery of essential equipment and school materials arrived at their school. Solar Panels, high definition television sets, photocopiers and a laptop were distributed to help teachers who teach multi-grade classes improve the quality of educational content.



*A classroom building at Faradil Village Primary School, one of the schools supported by UNICEF in Ali Sabieh Region.*

### **Teaching and learning in multi-grade classrooms**

Since 2017, UNICEF in partnership with MENFOP with the support of Teachers training centers (CFEEF) has been training teachers like Hassan Mohamed Mahamoud from small rural schools to manage multi-grade classrooms. Additionally, UNICEF has been pioneering rural schools with multimedia kits built around a laptop, a flat screen HD television set which is pre-programmed with education content, photocopier, and other peripheral equipment. The entire kit is contained in a portable suitcase providing access to quality learning content and powered through solar energy. In the rural village of Faradil in the Ali Sabieh region of Djibouti, electricity is considered luxury, but solar panels erected in the school yard are keeping the lights on after the darkness falls at night.

*'These solar panels make me want to come to school. It gets very hot all the time at home, but here at school it's so much better with the fan. I spend most of my time reading, watching educational programmes on TV and taking French lessons, with an easy guide on the television'*



*Soumia Mohamed Ahmed, aged 10 years, a pupil in the multi-grade class at Faradil Village Primary School.*

For ten-year-old Soumia learning in a multi-grade class was a challenge in the beginning, but now it's easy owing to the multi-media lessons they have. Multi-grade teaching has been a feature of education in Djibouti for some time and given the specific geographical characteristics of Djibouti it is likely to remain so.

As she emerges from her classroom in her navy-blue and royal blue shirt school uniform, smiling broadly after reciting what was written on the chalkboard with ease, one can easily recognise a child who enjoys school.

*'I like reading books and now I have developed interest in watching television, here at school and seeing what other girls from other countries are doing. I am keen to learn how to fix engines of big cars like the UNICEF car'*

The headmaster of Faradil primary school, Hassan Mohamed Mahamoud, who is also a teacher, takes us to visit the 22 photovoltaic solar panels, that power the overhead fans, the television which is pre-programmed with educational content, enables teachers to charge their mobile phones and stay connected.





*The Director of Faradil primary school, Hassan Mohmed Mahamoud shows the solar panel field which power the school*

Hassan explains that given the small number of children in the village, there are around thirty students at the school, including fourteen girls. He explains that the training he attended on multi-grade classes made him tailor his teaching practices and better manage his time between children at different levels in the same multi-grade classrooms.



*Hassan Mohmed Mahamoud the School Director at Faradil Village Primary School prepares a lesson in one of the multi-grade classes.*

*'The multi-grade approach to teaching used to be very difficult for the 3 teachers here. It's a completely new concept for us, but the training and financial support we receive from UNICEF has kept us motivated and is beginning to bear fruits. The multi-media kit makes it a lot easier to teach different age groups at the same time'.*

Faradil primary school is part of an initiative by the Ministry of Education, implemented with technical and financial support from UNICEF, which aims to model rural schools through the development and implementation of school projects and a package of interventions. As part of the initiative, 172 teachers in 30 schools (10% of primary school teachers in the country) have been trained on central aspects of teaching (multi-grade classroom management, strengthening of the oral and written expression, formative evaluation and school project management) and 29 schools have benefitted from solar panel equipment.