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REPUBLIC OF DJIBOUTI

EDUCATION AND TRAINING SECTOR MEMORANDUM

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Education and Manpower Development Division  
Eastern Africa Regional Office

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CURRENCY EQUIVALENTS

Currency Unit	=	Franc Djibouti (FD)
US\$1.00	=	FD 177.72
FD 100	=	US\$0.56
FD 1,000,000	=	US\$5,627

MEASURES

1 meter (m)	=	3.28 feet
1 square meter (sq.m)	=	10.76 square feet
1 kilometer (km)	=	0.62 mile

REPUBLIC OF DJIBOUTI  
FISCAL YEAR

January 1 - December 31

DJIBOUTI

EDUCATION AND TRAINING SECTOR MEMORANDUM

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This Sector Memorandum was prepared by Mr. A. Salmon (Senior General Educator, EAPED) on the basis of missions to Djibouti in March 1982 and November 1983.



DJIBOUTIEDUCATION AND TRAINING SECTORBASIC DATA 1/

<u>GNP per Capita (1981)</u> <sup>2/</sup>	:	\$480
<u>Area</u>	:	23,000 sq. km.
<u>Literacy Rate</u>	:	9%
<u>Population</u>	:	340,000
of which: Rural	:	120,000
Age-Groups: 6-11	:	51,000
12-18	:	60,000
19-22	:	32,000
Growth Rate	:	3%
<u>Education Data</u>		
<u>Enrollments:</u>		
(a) <u>Primary</u> <sup>3/</sup>	:	20,433
of which: Girls (%)	:	8,583 (42%)
Private (%)	:	1,503 (7%)
Rural (%)	:	5,429 (27%)
(b) <u>Secondary (General &amp; Technical)</u> <sup>4/</sup>	:	5,999
of which: Girls (%)	:	2,185 (36%)
Private (%)	:	677 (11%)
Rural (%)	:	995 (17%)
Technical (%)	:	1,464 (24%)
(c) <u>Higher</u>	:	184
<u>Enrollment Ratios (Estimates)</u>		
Primary	:	44% <sup>5/</sup>
Secondary	:	10%
Higher	:	0.6%
<u>Teachers:</u>		
(a) <u>Primary</u>	:	488 <sup>6/</sup>
Student:Teacher Ratio	:	44:1 <sup>7/</sup>
Nationals (%) <sup>7/</sup>	:	290 (69%)

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<sup>1/</sup> 1983 unless otherwise indicated.

<sup>2/</sup> 1983 World Bank Atlas.

<sup>3/</sup> Including 18,930 and 1,503 students in public and private schools, respectively. Excluding 2,000 primary students enrolled in the private Iraki school.

<sup>4/</sup> Excluding 237 students enrolled in the Vocational Training Center for Adults and 1,020 students enrolled in non-formal training centers.

<sup>5/</sup> Including enrollments in the private Iraki school.

<sup>6/</sup> Of whom 44 private teachers and 21 non-teaching headmasters in public schools.

<sup>7/</sup> Average of 45:1 and 34:1 in public and private schools, respectively.

(ii)

(b) <u>Secondary</u>	:	315
Student:Teacher Ratio	:	19:1 <u>8/</u>
Nationals (%) <u>7/</u>	:	46 ( <u>17%</u> )

Schools and Classes:

(a) <u>Primary</u>		
Number of Schools	:	48
Number of Classes	:	488
Student:Class Ratio	:	42:1 <u>9/</u>
Double Shift Classes	:	178

(b) <u>Secondary</u>		
Number of Schools	:	16
Number of Classes	:	206
Student:Class Ratio	:	29:1 <u>10/</u>

<u>Efficiency:</u> Progression Rate from Primary to Secondary	:	40%
Repetition Rates for Primary Education	:	10% in Grades 1-5 40% in Grade 6

Education Finance

Education Recurrent Expenditures <u>11/</u>		
As % of Government Recurrent Budget	:	10.9%
As % of GNP	:	7.7%

Education and Training Recurrent Expenditures <u>12/</u>		
As % of Government Recurrent Budget	:	12.1%
As % of GNP	:	8.5%

Distribution of Education Expenditures (within MNE)	:	Primary 74% Secondary 26% Higher 0%
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- 8/ Applicable to public education only.
- 9/ Average of 20:1 and 14:1 in public and private schools, respectively.
- 10/ Average of 43:1 and 34:1 in public and private schools, respectively.
- 11/ Average of 30:1 and 24:1 in public and private schools, respectively.
- 12/ MNE Budget, Subsidies, Student and Staff Allowances 1983: FD 2.22 billion = US\$12.5 million (US\$1.00 = FD 177.7). Excluding foreign contributions.
- 13/ Education and Training Recurrent Budget 1983: FD 2.47 billion = US\$13.9 million. Excluding foreign contributions.

GLOSSARY OF ABBREVIATIONS

ADF	- Arab Development Fund
AfDF	- African Development Fund
ALO	- Arab Labor Organization
ANJ	- Association Nationale pour la Protection de la Jeunesse (National Youth Association)
Baccalaureat	- Senior Secondary School Diploma
Baccalaureat Technique	- Technical Senior Secondary School Diploma
BTS	- Brevet de Technicien Supérieur (Higher Technician Diploma)
CAP	- Certificat d'Aptitude Professionnelle (Skilled Worker Certificate)
BEP	- Brevet d'Enseignement Professionnel (Middle level Technician Certificate)
BEPC	- Brevet d'Enseignement du Premier Cycle (Junior Secondary School Certificate)
CEP	- Certificat d'Etudes Primaires (Primary School Certificate)
CES	- Collège d'Enseignement Secondaire (Junior General Secondary School)
CFP	- Certificat de Formation Professionnelle (Semi-Skilled Worker Certificate)
CFPA	- Centre de Formation Professionnelle des Adultes (Vocational Training Center for Adults)
CRIL	- Centre Regional Interprofessionnel Linguistique (Regional Interprofessional Linguistic Center)
EEC	- European Economic Community
LEP	- Lycee d'Enseignement Professionnel (Technical Secondary School)
Lycee	- General Senior Secondary School
MNE	- Ministry of National Education, Youth and Sports
PTTI	- Primary Teacher Training Institute
ONARS	- Office National d'Assistance aux Refugies et Sinistres (National Office for Assistance to Refugees and Victims of Natural Disasters)
UNFD	- Union Nationale des Femmes Djiboutiennes (National Union of Djiboutian Women)



## DJIBOUTI

### EDUCATION AND TRAINING SECTOR MEMORANDUM

#### I. INTRODUCTION

##### Geographic and Socio-Economic Setting

1.01 General. The Republic of Djibouti, which joined the Bank Group in October 1980, is a small country of 23,000 km<sup>2</sup>, located at the mouth of the Red Sea, with a hot and arid climate. Its rugged terrain is similar to the adjoining deserts of Ethiopia and Somalia. Since the country became independent on June 27, 1977, it has faced severe social and economic difficulties in meeting the basic needs of its indigenous population estimated at 340,000 in 1983 and those of over 40,000 refugees from neighboring countries. About two thirds of the indigenous population, i.e. 200,000, live in Djibouti-City, the capital, and the remaining 140,000 are nomads or semi-nomads dispersed over the five rural districts where the refugees are also accommodated.

1.02 Resources. The country's resources are extremely limited: Industry is not significant. Agriculture is almost non-existent because of the extreme shortage of arable land and water, scanty pastures for nomadic cattle breeding and the lack of fishing tradition. The country's economy is based on service activities,(1) concentrated in Djibouti-City and relating to the sea-port, the railroad to Ethiopia, the international airport, commercial and financial establishments, government administrations and the French military base, the country's largest single source of economic and commercial activity, accounting for a quarter of GDP. The above makes Djibouti highly dependent on the fluctuations of external economic activity, and foreign aid.

1.03 Population. Although the estimated GNP per capita (\$480 in 1981) is higher than that of neighboring countries, there are wide variations between the income levels of the various segments of the population with about half of the population's income being about \$85 annually.(2) This is compounded by the high price of basic goods and severe unemployment resulting in a generally low standard of living and poor social conditions, with extreme poverty in the hinterland, exacerbated by droughts and the influx

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1. The tertiary sector accounted for 69% of GDP (including 32% from commerce, 23% from administration and 7% from transport and communications) while agriculture and industry together represented only 17% in 1979.

2. According to a 1980 study, the average per capita incomes of the national population were as follows: \$4,000 for the 8% highest bracket, \$450 for the 45% middle bracket and \$85 for the 47% lowest bracket.

of refugees. The two main ethnic groups speak different languages, Afar and Somali,(3) while a fairly large Yemeni community (18,000) speaks Arabic. French is spoken in the official and business world but is hardly understood outside the Capital city. Although vernacular languages are dominant and are usually spoken outside official business and school, French is perceived as a sine qua non condition for carrying on modern business and thereby acquiring a higher social status. This prestige results in a strong social demand for French in education. Arabic is felt to be closer to vernacular languages and begins to be perceived by youngsters and grown-ups as a means of possible gainful employment in Arab countries. The growth rate of the population is high, an estimated 3% p.a.,(4) and over 50% of the total population is below 20 years of age. This population increase and the influx of refugees result in acute problems relating to employment, education and health. Malnutrition is severe and the health status of the population is poor (para. 2.21).

1.04 Health Services. Compared with other cities in the region, Djibouti-City is relatively well equipped with hospital facilities. Hospital Peltier in the Capital is being renovated with funds from Saudi Arabia and France. In addition, there are four rural health centers in the hinterland, with doctors and supporting staff, at Tadjourah, Dikhil, Obock and Ali Sabieh. Excluding military staff, the average inhabitant: doctor ratio (8,000:1) is relatively high. However, there is a wide variation between the ratio in the Capital area (5,000:1) and that of hinterland districts (30,000:1). The 620 nurses, assistant nurses and medical assistants, are mostly concentrated in the Capital. Therefore, country-wise, health services are insufficient and mostly curative, while basic preventive medicine and health education are almost non-existent.

#### Recent Developments, Trends and Prospects

1.05 Present Status. From 1970 to 1976, GDP increased by an annual average rate of 6%, half of the growth coming from construction (roads, schools and public buildings). Between 1976 and 1980, the economy slowed due to the temporary closing of the railroad, the reduction of French military personnel, the shortage of private investment and the reduction of public capital expenditures. Since 1980, the economy has regained its 1976 level, mainly due to an apparent surge of activity in the services sector, increasing utilization of the port and construction financed by the public sector.

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3. The Afar and Somali vernaculars belong to the Cushitic group of languages and, although the two differ from each other, they have similarities in syntax and etymology.

4. Excluding immigration from neighboring countries in recent years.

1.06 Although in recent years Djibouti's balance of payments has maintained a surplus, the situation remains precarious due to uncertainties regarding future investment, capital grants from friendly countries, complete dependence on imports even for food, lack of export potential and limited earnings from the port, railroad and airport.

1.07 The Government maintains a budgetary surplus due to large external assistance, low levels of development expenditure and conservative management of its recurrent budget. Most capital expenditures in the public sector are financed from extra-budgetary sources and additional needs for financial resources are met by raising tax rates and mobilizing more external assistance.

1.08 External Assistance (Appendix 1). Bilateral and multilateral agencies provide Djibouti with substantial assistance to the development of all socio-economic sectors (US\$480 million equivalent during the 1978-1982 period). France remains the main source of aid through technical assistance, grants and direct budgetary aid. Saudi Arabia is the second largest donor. Other Arab assistance sources include the Arab Development Fund (ADF), the Arab League, Bahrain, Iraq, Kuwait, Libya, Morocco, Oman and the United Arab Emirates. Other major donors are UNDP, EEC, Italy, USAID and the Federal Republic of Germany. As most assistance is in the form of grants, Djibouti has virtually no external debt and this is expected to continue in the future due to the Government's prudent borrowing policy. Needs for concessionary finance will remain important and the major problem will continue to be the low absorptive capacity in project planning, programming and implementation due to the acute shortage of managerial and technical skills (para. 1.12).

1.09 Trends and Prospects. An analysis of the present socio-economic status of the country<sup>(5)</sup> and the Economic and Social Orientation Law of 1982<sup>(6)</sup> provide the Government's general socio-economic development objectives pending the issuance of the three-year Development Plan: A liberal economy is expected to be maintained for Djibouti to develop as an international transit and business center, and a balance is to be established between modern and traditional sectors to generate foreign exchange earnings while increasing domestic production and earnings, and alleviating poverty. Therefore, the Government intends to (a) expand and improve the seaport, airport and railroad installations, (b) develop manufacturing industry projects focusing on export processing for the region, (c) expand and improve tertiary sector services and Government administration, (d) develop natural resources with particular regard to animal husbandry, market gardening and fisheries, geothermal energy and mineral deposits to increase the country's food and energetic self-sufficiency, and (e) develop

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5. "Situation Economique et Sociale a la Veille du Plan 1982-1984"

6. "Loi d'Orientation Economique et Sociale 1983-1989"

the social sector through urban development including low cost housing, and improved health and education services.

1.10 Substantial external assistance (para. 1.08) is likely to be available for a large number of projects in line with the above Government's strategy. However, the feasibility and profitability of some of these projects, particularly those relating to natural resources and industry, have not been demonstrated. Moreover, the low levels of literacy and education, the acute shortage of experienced skilled staff, especially at intermediate levels (para. 1.12), the high wage rates and the lack of tradition in production economy are likely to hinder the development process.

#### Manpower Needs

1.11 In Djibouti, the bulk of the labor force is engaged in the informal sector. Although statistics for this group are virtually non-existent, its size can be crudely estimated at about 150,000 workers. In urban areas, the group is mainly composed of petty traders, occasional workers and many unemployed. In rural areas, their main activity is nomadic live-stock raising. In 1981, registered employment in the formal sector, excluding the armed forces, amounted to about 23,000 of whom 12,000 in the private sector, 7,500 in the public sector and 3,500 in the parastatals.

1.12 While expatriates account for only 5% of total formal employment, they tend to concentrate in the professional and higher level technical occupations and represent over 40% of the staff. This reflects the shortage of national high level manpower and the country's heavy dependence on expatriate labor for key managerial, technical and supervisory positions. Qualified national staff at middle levels is also insufficient. A recent study by ILO(7) indicates that in 1979, 55% of salaried staff were illiterates, only 24% could read or write French or Arabic and only 0.5% had completed senior secondary or higher education. Therefore, there is a need for: (a) improvement of the output and quality of education and pre-service training programs to (i) reduce the number of expatriates; (ii) cope with staff attrition and expected growth of the existing socio-economic infrastructure; (iii) fill positions left vacant for lack of qualified staff, and (iv) meet the manpower requirements of future development projects; and (b) for a continuous in-service upgrading system and non-formal education and training programs.

1.13 In-Service Education and Training Needs. Professional upgrading, which concerns about 13,000 skilled personnel and educational reinforcement for about 10,000 unskilled staff in the formal sector can be carried out

within a number of Government departments, existing training and educational institutions and private firms, although the dispersion and the small size of most firms make in-plant upgrading difficult. With regard to non-formal basic education and training concerning the estimated 150,000 people working in the informal sector, a system of training has to be established through primary schools, extension services, vocational training centers, and sports and culture organizations.

1.14 Pre-Service Training Needs. A recent study on employment and training in Djibouti(8) estimated manpower demand and training needs for the formal sector for the six-year period 1982-86. These estimates took the following elements into account: (a) attrition rates; (b) existing vacancies; (c) new jobs to be created by general economic expansion and possible specific projects and (d) feasible and advisable replacement of expatriates. The table below summarizes wage employment in 1981, and 1982-86 projections by employment level, indicating educational attainments required.

<u>Levels</u>	<u>Wage Employment 1981</u>		<u>Recruitment of</u>
	<u>Total</u>	<u>% Expatriates</u>	<u>Nationals (1982-86)</u> <u>(Training Needs)</u>
Professionals (3 to 7 years of post-secondary)	1,060	53.8	390
Higher Technicians (2 years of post-secondary)	1,040	29.8	660
Middle-level Technicians (secondary or equivalent)	1,700	8.2	720
Skilled and semi-skilled level (junior secondary or equivalent)	8,150	0.3	2,455
Unskilled level (less than junior secondary)	8,920	-	2,240
Total	<u>20,870</u>	<u>5.0</u>	<u>6,465</u>

The projections assume that financing for most of 72 new socio-economic projects identified by the Government, will be available, and thus they can be considered as estimated maximal needs. However, depending on the new projects which will actually be implemented, the estimated annual manpower training needs could range from 100 to 170 professionals and higher technicians, from 90 to 120 middle level technicians, and from 350 to 400 skilled and semi-skilled workers. Regarding expatriates, those in higher level positions are not expected to be replaced within the projection period because of the limited numbers of students who will graduate from

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8. "Emploi et Formation en Republique de Djibouti" by B. Thery and J. M. Trutat (Quatenaire Education), Ministere de la Cooperation et du Developpement, Paris, December 1981).

secondary schools and will complete post-secondary studies during this period. For lower levels of skills, total replacement is expected during the period, except for expatriate primary teachers whose replacement will be gradual. In addition, these expatriate teachers will be increasingly in charge of training and upgrading national teachers.

1.15 The various levels and types of education and training are not sufficiently developed, efficient and relevant to cope with the above specific manpower needs: while the number of school leavers far exceeds total annual manpower needs, the 1983 output of graduates available for employment included only 30 semi-skilled and 40 skilled workers, 41 clerks and typists, about 60 junior secondary graduates and 35 new primary teachers. In addition, only 38 senior secondary graduates were available for higher education (Table 1). This and the structurally narrow labor market explain the quantitative imbalance between manpower supply and demand and, at the same time, the high level of unemployment.(9) The major subsectors which require significant numbers of additional trained staff are commercial, administrative and financial services; construction and civil engineering; transportation and utilities; and education and health services.

#### Bank's Knowledge of the Sector

1.16 A fairly substantial amount of statistics and information is available in the Statistical Yearbooks published by the Ministry of National Education, Youth and Sports (MNE), the Aid Donors' conference documents of February 1981 and 1983,(10) and above all, the recent study of the education and training system as compared with employment opportunities (para. 1.14). This study, in addition to its own conclusions and recommendations, summarizes the 13 studies on education, training and employment carried out by bilateral and multilateral agencies in recent years.

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9. Over half of the active population in Djibouti City (estimated at 130,000) and 75% of youths cannot find a job.

10. "Rapport de Synthese" and "Programme d'Investissement et Recueil de Projets", Djibouti, 1983

## II. DEVELOPMENT OF THE EDUCATION AND TRAINING SYSTEM AND MAJOR ISSUES

### Government Policies for the Sector

2.01 The Government is fully aware of the discrepancy between on the one hand, the quantitative and qualitative output of the education and training system replicating traditional French models, and on the other hand, the actual needs of a country with an extremely narrow labor market and severely deprived of natural resources. Therefore, the development and improvement of the education and training sector is one of the Government's stated priorities. However, the budgetary allocations to the sector understate the importance assigned to education by the Government, inasmuch as they do not include the significant external technical assistance. In addition, only the general framework of an educational policy has been delineated so far by the President of the Republic, namely equitable expansion of primary and secondary education over hinterland districts as well as in the Capital area to strengthen national unity, and participation of organized communities in their development through self-help programs to reconcile freedom and responsibility. Otherwise, no education and manpower training master plan, geared to the country's socio-economic objectives, has been established as yet. Moreover, the ways and means to resolve major issues and the priorities (e.g. universalization of basic education and health services; objectives, contents, scope and linkage of secondary education and vocational training; unit costs and financial constraints; repetition and drop-out rates) are still unclear.

2.02 However, the conclusions and recommendations of the study mentioned in paragraph 1.16 have been favorably accepted by the Government and provide a satisfactory set of sector development policies and objectives, namely (a) continuous expansion of formal primary education and non-formal development-oriented functional literacy and socio-cultural programs, for out-of-school youths and adults;<sup>11</sup> (b) moderate expansion and improvement of formal secondary education with greater emphasis placed on technical programs, to train the limited number of professionals and higher technicians needed (para. 1.14); (c) development of an efficient formal vocational training system, to train the middle-level technicians and skilled workers in industrial and tertiary sector trades, and of non-formal, production-oriented vocational training programs to train semi-skilled workers and employees, consistent with projected manpower needs (para. 1.14); and (d) establishment of non-formal programs providing life-time

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11. In 1983, of about 140,000 in the 5-20 age-group, only 29,700 (21%) were enrolled in public and private schools (formal and non-formal): 22,500 in primary, 4,600 in secondary and 2,600 in technical education.

educational and vocational upgrading opportunities at all levels of skills (para. 1.13) and for unskilled personnel.

#### Past and Recent Developments

2.03 The primary and secondary enrollment ratios (Chart 1) are still low (44% and 10%, respectively, in 1983), although substantial progress has been made over recent years to expand and improve the education system as equitably as possible (Table 2): (a) Primary education enrollments in public schools (Table 3) more than doubled between 1975/76 and 1983/84 from about 8,500 to about 20,000 students, while the number of classes increased from 225 to 451 (Table 4). An additional 1,782 primary students (9% of public enrollments) are enrolled in the five private religious schools (Tables 5 and 6). Physical facilities are generally adequate. However, urban schools are often utilized at full capacity and some rural schools should be rebuilt. Textbooks and teachers' guides are available to all students and teachers throughout the country. However, one textbook is sometimes used by three to four students. (b) The number of unqualified teachers has been progressively reduced (para. 2.23). About 180 national primary teachers graduated between 1977 and 1983 and their proportion among the teaching staff is increasing.<sup>(12)</sup> The establishment of the Primary Teacher Training Institute (PTTI) with French assistance in 1980 is expected to further improve the quality of the teaching staff with its planned output of 60 new teachers p.a.<sup>(13)</sup> This output is sufficient to cope with the expected expansion of primary education in the foreseeable future. (c) To improve the students' flow, prohibition of more than one repetition per grade has been enforced and the overall repetition rate has been limited to 10% except in Grade 6 (para. 2.19). (d) French has been introduced as the language of instruction in Grade 1 and Arabic courses start in Grade 5. (e) Double shifting, whenever required, has been concentrated on Grades 3 and 4 and on special Grade 6 remedial classes, in which the reduction of instruction time is less detrimental to the knowledge acquisition process at large.

2.04 Greater equity has been established: (a) In Djibouti-City, the construction of new classes in the poorer overcrowded areas has alleviated the imbalance in terms of school facilities between the well-off (Zone 1) and poor (Zone 2) districts. (b) At the same time, the proportion of unqualified teachers was reduced and balanced (about 30% in both districts, instead of about 60% in Zone 2 and 20% in Zone 1, previously). (c) The student:teacher ratio has also been balanced with a reasonable 46:1 in Zone

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12. 290 out of a total of 423 teachers, i.e. 69%, in 1982/83, as compared with 64% and 59% in 1981/82 and 1980/81, respectively.

13. The PTTI has a capacity of 120 student places for a two-year pre-service training program, following completion of junior secondary education (Chart 2), and 30 student places for in-service upgrading.

1 and 48:1 in Zone 2. The average national ratio of 40:1 is expected to rise gradually to 50:1 which is the accepted standard for classroom construction. However, there are still wide variations (from 26:1 to 43:1) in the various parts of the country.

2.05 In rural areas, teachers' and students' accommodation in primary schools have improved access to education for isolated populations, and for girls in particular. In addition, three-classroom schools, used on a double-shift basis for the six years of schooling, have systematically been established. With teachers teaching both shifts, this has raised the utilization rate of primary school facilities in major population centers. This is also expected to increase the ratio progressively in other isolated hinterland areas where it is still below 30:1.

2.06 Public secondary education (Table 7) has also been substantially expanded, particularly at the junior level, resulting in an average 16% enrollment increase p.a. between 1976/77 (2,125 students) and 1982/83 (5,252 students) (Table 8). An additional 677 students (13% of public secondary enrollments) are enrolled in private religious schools (Table 9).(14) The above expansion is due to the 1977-1982 junior secondary school construction program in the hinterland districts as well as in the Capital area, financed by Saudi Arabia, France and the United Arab Emirates (para. 2.14). However, while junior secondary education has dramatically expanded, senior general secondary and technical education have not progressed for years and operate at full capacity with about 1,400 student places of which 423 are in the General Senior Secondary School (Lycee) and 976 in the Technical Secondary School (Lycee d'Enseignement Professionel or LEP). In software terms, the recent introduction of commercial sections (accountancy, management and computer science) into the Lycee reflects the Government's preoccupation to adjust secondary education to the country's development requirements.

2.07 Non-formal education and training has been established on a sound and efficient basis, although it is still too limited, and still needs improvement. The Vocational Training Center (Centre de Formation Professionnelle des Adultes or CFPA) under the Ministry of Labor (MOL) is operating at full capacity and enrolled 237 semi-skilled worker trainees in 1982-83.(15) Only 16 year-old primary school graduates having passed entrance tests (French, mathematics and psycho-motor skills) can be admitted. In 1982, only 64 out of 262 candidates could be admitted.

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14. 242 in general education and 435 in home economics and vocational training

15. Introductory course: 64; masonry: 15; automotive: 16; refrigeration: 12; welding: 14; plumbing: 16; diesel: 4; hotel catering 23; and commerce 73

Employers are involved in in-plant training sessions, student placement and examinations (through consultations with instructors and curriculum development specialists). Except for welding, for which job outlets are limited, the placement of graduates is virtually ensured. Other sections are requested by employers and prospective trainees and semi-skilled upgrading should be revived. However, any expansion is impossible on the overcrowded CFPA campus.

2.08 The other agencies providing non-formal education and training are the National Youth Association (Association Nationale pour la Protection de la Jeunesse or ANJ), the Mother and Child Center (Centre Mere et Enfant), the National Union of Djiboutian Women (Union Nationale des Femmes Djiboutiennes or UNFD) and the National Office for Assistance to Refugees and Victims of Natural Disasters (Office National d'Assistance aux Refugies et Sinistres or ONARS). The ANJ Center provides primary education to 7-14 year-old orphans, and a three-year program for unschooled youths above 14 years of age, including literacy and vocational training in plumbing, masonry, welding, woodwork, automechanics and electrical installation. A farm is planned to be established to train farmers and demonstrate to hinterland nomads (para. 1.01) that appropriate soil cultivation, however small in size, can improve their living conditions. The ANJ is financed by the Presidency and the MOL while the MNE provides primary and basic education teachers. The ANJ center enrolls 420 students. Vocational training is geared to employers' practical requirements; the students' motivation is high; the curricula are oriented towards genuine production and most facilities of the center have been built and are maintained by the students. The graduates are in great demand on the labor market.

2.09 The Mother and Child Center and the 20 UNFD Centers(16) operate along lines similar to those of the ANJ Center with the objective of gainfully inserting female orphans, abandoned youths and resourceless women into social life. The Mother and Child Center accommodates 300 young female orphans to whom it provides primary education and instruction in crafts (needlework, pottery, basket weaving) and vocational trades (typing, nursing, cooking). The UNFD centers provide 250 students with home economics and health education programs, and crafts instruction (needlework and basket weaving) oriented to cooperative production. In addition, they offer literacy courses to 950 women.

2.10 The ONARS has established a self-aid program, financed by the UN High Commission for Refugees. The program provides 500 students with vocational training in construction, welding, automotive and electrical installation in the refugee camps at Ali-Sabieh and Dikhil.

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16. Of which 10 in Djibouti-City and 10 in Hinterland districts

2.11 In addition to the above institutions, the Youth and Sports Division(17) and the Cultural Extension Division of the MNE are in charge of youths' activities through eight Youth Homes (Maison de Jeunes)(18) and 40 sports associations. A circulating library and a theater provide books, movies, music and drama.

2.12 Other training and upgrading institutions include the Health Training Center (Centre d'Enseignement de Sante) under the Ministry of Health (MOH), the Rehabilitation Center under the Ministry of Justice, the Chamber of Commerce and Industry, the Regional Inter-professional Linguistic Center (Centre Regional Interprofessionel Linguistique, or CRIL) and other technical training units under the Port Authority, the Post and Telecommunications, the Ministry of Civil Service and the Electrical Supply Corporation (Electricite de Djibouti, or EDD). However, these programs involve a minimal number of trainees and represent only 1% of the total recurrent expenditure on education and training.

2.13 Government recurrent expenditures on formal and non-formal education and training (Table 10) increased by an average 15.2% p.a. in current terms between 1979 and 1983 (Appendix 2). During the same period, primary and secondary education enrollments increased respectively at about 10% and 11% annually. Costs increased faster due mainly to the growing salary bill which represents 84% of total MNE recurrent expenditures. This resulted in particular from the increasing number of national teachers while the number of expatriates financed by foreign assistance remained virtually the same. Education is free of fees in Djibouti and there is no significant cost recovery presently. However, secondary students are required to contribute FD 2,100 to 7,500 annually to school cooperatives for the purchase of textbooks and learning materials. With regards to non-formal programs, although their share has remained relatively modest (12% of total recurrent expenditures on education and training), it has virtually doubled over the last two years. A substantial effort in capital investment was also made by the MNE in favor of primary, junior secondary and technical school construction. This reflects the Government's awareness of educational needs in the most critical sub-sectors. However, in view of the high local construction costs, this represents a relatively limited contribution as compared with the needs. Furthermore, one third of the investment went to staff housing to make up for the cumulative deficit in this respect over the recent years. No substantial investment was made for non-formal education and training despite the obvious needs (para. 2.17).

2.14 Foreign aid (Appendix 1) for the development of the education system is substantial: France, Saudi Arabia and the United Arab Emirates have financed the construction and/or extension of the PTTI (para. 2.03),

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17. Service Jeunesse et Sports

18. Of which four are in the hinterland

93 primary classrooms and five junior secondary schools. Together with the Arab League, they have also provided or financed teaching, supervisory and administrative staff. Fellowships abroad have been provided by France, the Federal Republic of Germany, Canada, Tunisia, Morocco and the EEC (Table 11). UNICEF has actively supported literacy and non-formal vocational and health training. USAID has financed the commercial training facilities of the Vocational Training Center (para. 2.07). It has also provided training specialists' services and fellowships. The above extensive foreign aid has covered most of the investments required for the development of education since independence and it is expected to continue to be available for further expansion of the system.

### Major Issues

2.15 The high demographic increase rate, compounded by the influx of refugees, the majority of whom remain in the country, results in school facility development not keeping pace with the strong enrollment pressure. If the Government wants to increase the literacy rate estimated at 9% and the low enrollment ratios in primary and secondary education (para. 2.03), and alleviate the problem of unschooled and unemployed youths, the dependency on external sources of capital investment and teaching staff will dramatically increase. Furthermore, double shifting may have to be generalized in primary schools with a risk to lower the standards of education.

2.16 The staff of the Ministry of National Education, Youth and Sports, or MNE (Chart 3), includes 26 professionals (of whom nine are qualified expatriates) and 65 support and service staff members. The MNE operates smoothly as a traditional administration. However, local expertise is almost non-existent in educational planning and programming, project designing and implementation, secondary education, and vocational and managerial skills. Moreover, there is no adequate coordination between Government agencies involved in education and training, namely the MNE (general and technical education); the ministries of Labor and Social Affairs (vocational training, home economics and non-formal craft training), Public Service and Administrative Reforms (administrative and management on-the-job training), Health (primary health care training), and Justice and Islamic Affairs (rehabilitation through education and training); and the National Youth Association, sponsored by the Presidency (non-formal craft training programs). The lack of educational planners in the country and the above inadequate coordination between agencies are the major reasons why there is no national master plan establishing priorities, objectives and targets for the coordinated development of the various levels and types of education and training, taking the country's specific development needs and constraints into consideration. There is no capital investment plan to control and monitor foreign aid in school construction. As the country is almost entirely dependent on uncontrolled foreign assistance for capital investment, program implementation and even for a substantial part of recurrent expenditures (para. 2.14), the development of the education and training system has not always been consistent with the

country's priorities and constraints. This is particularly obvious in the preference given to the formal over the non-formal approach to education and training and life-time upgrading, although the latter suits the needs of the country well.

2.17 This imbalance is reflected in the distribution of recurrent budgetary resources with non-formal programs, in which most youths are interested, representing no more than 12% of total recurrent budgetary allocations for education and training, while formal education, enrolling only 28,500 students, i.e. one fifth of the 5-20 age group, absorbs 95% of the MNE recurrent budget(19) and 88% of total financial resources for education and training at large (Table 10). This discrepancy is compounded by exceptionally high student unit costs(20) which affect the whole education and training system, leaving minimal resources to professional upgrading and out-of-school sports and socio-cultural activities. These unit costs result from high personnel costs(21) due to the high cost of living (Appendix 2).

2.18 The above described situation is inconsistent with the need for a massive basic education effort in favor of the overwhelming majority of the population (paras. 1.12 and 2.17), and for non-formal education follow-up and basic training for the increasing numbers of primary leavers who cannot be served by formal secondary education and vocational training (para. 2.19).

2.19 This reflects the low output of the present system: Only 29% of the candidates to the primary certificate (Certificate d'Etudes Primaires or CEP), and 33% and 10% of the candidates to general and technical secondary education, respectively, passed in 1983 (para. 2.22). Even though it can be argued that the number of candidates for admission to the secondary level is limited by the overcrowded facilities of the junior secondary schools (Collèges d'Enseignement Secondaire or CES) and LEP,

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19. 70% and 25% for primary and secondary education, respectively.

20. Primary education: \$320. General and technical secondary education: \$400 and \$750, respectively, excluding over 80% of teachers' salaries financed by foreign aid. Vocational training (CFPA): \$2,500 without boarding and \$4,300 with boarding. ANJ non-formal basic education and training: \$760 excluding the student's stipend.

21. Ranging from an average US\$ 9,500 equivalent p.a. for a primary teacher to an average \$15,000 equivalent p.a. for a secondary teacher including housing subsidies and social security benefits.

the above pass rates result from the deficiencies of a system inherited from the past, which the on-going reform of primary education is expected to remedy. The pass rate at the junior secondary certificate (Brevet d'Enseignement du Premier Cycle or BEPC) is also rather low (50%). Only the 60% pass rate at the senior secondary diploma (baccalaureat) meets the standards of an acceptable upper secondary education. Moreover, this pass rate rises to 75% among students enrolled at the Lycee. The output of technical education and vocational training is lower: it ranges from 30% for the CAP(22) in commerce, 40% for the BEP(23) and 55% for the CFP.(24) With regard to repetition, it mostly affects 40% of the Grade 6 enrollment due to the blockage resulting from the low pass rates at examinations. The overall low output of the system results in the number of employable graduates being below job opportunities (418 graduates for 823 salaried positions offered in 1981).

2.20 The major causes of the above deficiencies are: (a) the language problem (as French is not the students' mother tongue) (b) malnutrition and poor health conditions, (c) the examination system, (d) the inadequate qualifications of a number of teachers (assistant primary teachers, in particular) and (e) the irrelevance of the structure of the system and the programs provided, with regard to employment requirements and to the country's financial constraints. Although French is the language of instruction as from Grade 1, primary students generally do not acquire an adequate mastery of French (writing in particular). This is mainly due to teachers still inadequately prepared for teaching French as a foreign language, and whose own French is sometimes poor and inaccurate. In addition, the native Afar and Somali linguistic structures, as compared with French structures, have not been sufficiently studied in relation to the expression of the concepts included in the curriculum.

2.21 Protein and calorie malnutrition affects 44% of the total population and 55% of the 1-5 age-group, and the health levels are low, particularly in the hinterland, according to UNICEF. This adversely affects educational expansion and students' performance.

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22. Certificat d'Aptitude Professionnelle (formal skilled worker certificate): Five-year course including a two-year pre-vocational program of general education and technological induction and three years of vocational training, following completion of the six-year primary course.

23. Brevet d'Enseignement Professionnel (middle level technician certificate): Two years of vocational training following completion of the above C.A.P. or the four-year junior secondary course.

24. Certificat de Formation Professionnelle (non-formal semi-skilled worker certificate): Two-year course including one year of basic education reinforcement and general introduction to skills and one year of specialized training.

2.22 A formal examination system (para. 2.19) is utilized to assess students' mastery of the curriculum and also to screen entrants admitted to the various programs on the basis of the highest test scores. As competition is high and increasing, examinations tend to dictate the contents of the course, whatever the curriculum. Academic achievement based on memory prevails over flexible reasoning and life skills. This is compounded by the irrelevance of some syllabi with regard to the local environment and development needs.

2.23 As for teachers' qualifications, over 30% of primary teachers (133 out of 423 in 1982/83) are still unqualified. However, some progress has recently been made since unqualified teachers represented over 40% of the primary teaching force in previous years. This is expected to be further improved by the new teachers who have graduated from the PTTI since 1982 (para. 2.03). However, the training of these teachers is still overly oriented to acquiring academic knowledge at the expense of practical teaching know-how. In technical education, teachers still utilize overly academic curricula and course objectives, training methods and examinations inconsistent with genuine production and local realities. This results in many graduates from technical education having difficulties to find employment, as employers are generally reluctant to hire them and prefer on-the-job training at as low a level as possible to reduce their expenditure on salaries. This explains why, although the output of technical education is small (para. 1.15), the rate of graduates' unemployment is relatively high and, at the same time, the shortage of skilled staff is acute in a number of trades.

2.24 The isolation of the education and training system from the population and employers, which is still prevailing despite the organization of school visits for the public and in-plant training sessions, is the main cause of the irrelevance of the system to the country's needs and constraints. This results, inter alia, in: (a) a formal primary education (para. 2.03) being disproportionately costly (para. 2.17) in view of its low efficiency in teaching basic knowledge (particularly in language and mathematics) and its limited enrollment ratio (para. 2.16), while non-formal basic literacy (paras. 2.08 and 2.09) involves no more than 1,900 students. (b) In general secondary education, there is no adequate mathematics and technology-oriented program preparing for post-secondary technical training. (c) In technical secondary education, (i) the merits of the initial two-year introductory program, which utilizes 38% of the LEP student places (366), are debatable and the MNE plans to recruit future technical trainees exclusively among students having completed at least the junior secondary Grade 8 course and having passed appropriate admission tests; (ii) most enrollments (888) are in skilled worker training programs (CAP), while only 88 students attend the middle-level technician training programs (BEP) in secretarial and administrative skills and no BEP program exists for industrial middle-level technician training. The enrollments in

the final years of these programs(25) are far below the manpower needs (para. 1.15) but the existing facilities cannot accommodate more students. (iii) Job outlets are limited for a number of specializations such as painting/wall-papering, while technical training for the tertiary sector (accountancy, management, computer science, commerce, and secretarial skills) are insufficiently developed. (d) the non-formal semi-skilled vocational training programs provided by the CFPA (para. 2.07) are too limited as compared with the needs. The basic education training programs provided by the ANJ, UNFD and the Mother and Child Center (paras. 2.08 and 2.09) are efficient, fully-integrated and production-oriented, and they provide good models for further development. However, only two thirds of the minimal budget of the ANJ can be financed (40% of it by Saudi Arabia) and UNFD has no stable budget and depends on foreign grants. The operations of the CRIL (para. 2.12) are insufficient although the permanent linguistic upgrading in French, Arabic and English of most middle-level and professional staff is an immediate necessity. (e) Professional upgrading programs are marginal and not commensurate with the insufficient qualification of a large proportion of the labor force and with the demand for such programs, particularly at the CFPA and CRIL and in the Civil Service. (f) In higher education, higher technician training programs (BTS)(26) in tertiary sector specializations more particularly are non-existent in the country, although they are required by the labor market and could be provided as a follow-up to the "baccalaureat technique"(27) within the Lycee once secondary education has been adequately expanded. However, the facilities of the Lycee are fully utilized and cannot accommodate any new program. As for the 184 university fellowships abroad (Table 11), their distribution over the major categories of subjects has recently been improved, although the program is still skewed in favor of Law and Arts.(28) Most of these fellowships (155) are offered in France.

2.25 With regard to equity, recent progress (para. 2.04) has greatly alleviated the former imbalance in educational opportunities between the

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25. 130 skilled worker trainees, of whom 84 in industrial and 46 in commercial trades, and 46 middle level technician trainees in clerical skills.

26. Brevet de Technicien Supérieur (higher technician diploma): Three-year professional training programs following completion of the seven-year secondary courses and the Baccalaureat Technique in particular.

27. Baccalaureat Technique (senior technical secondary certificate): Three-year senior technical secondary program preparing for higher technical education.

28. Mathematics and Sciences: 48 (26%); Arts: 31 (17%); Law: 26 (14%); Economics: 26 (14%); Physical Education: 20 (11%); Medicine: 16 (9%); Business and Management: 11 (6%); and Engineering: 6 (3%)

Capital area and the extremely poor hinterland districts in terms of teachers' qualifications, availability and quality of physical facilities and distance between homes and schools. While the rural population represents about one third of the total population, 27% and 17% of primary and secondary students, respectively, are enrolled in rural areas. However, girls are still at a disadvantage in terms of educational opportunities, particularly in the rural areas, mainly due to local traditions, although their educational status is rather high in the local context. Girls represent 32% of total primary enrollments in hinterland districts, as compared with 42% on a nation-wide basis; in general secondary education, the respective percentages are 17% and 36%.

#### Recommended Corrective Measures

2.26 Attempts at slowing the demographic increase through population education and increasing innovations and skills will have a minimal impact as long as the level of basic education for the overwhelming majority of the population is so low (para. 2.15). Therefore, every effort should be made to expand basic education (formal primary education and non-formal literacy). The respective weights of formal education for the 6-11 age group and non-formal education for unschooled youths and adults represent a critical policy matter which has not yet been decided upon by the Government. However, bearing in mind that provision of universal formal primary education would more than double the present recurrent expenditures of the MNE, the development of non-formal ANJ/UNFD literacy programs (paras. 2.08 and 2.09) by priority for unschooled youths above 14 years of age, while expanding formal primary education more progressively, should be seriously considered when a master plan for education and training is developed.

2.27 Such plan is an immediate necessity (para. 2.16) to balance formal and non-formal education and training opportunities with manpower and social development needs and financial constraints, and to control foreign aid investments according to the Government's priorities. This is all the more necessary because the country will continue to depend on massive external assistance for capital investment, secondary school staffing and higher education opportunities, principally through fellowships abroad, in the foreseeable future, due to the extremely limited resources of the country. A rough estimate of immediate educational development needs would indicate that the main thrust of the country's efforts should aim specifically at:

(a) expanding and improving primary education, as financially feasible, while replacing the expatriate teaching staff;

(b) expanding the present capacity of senior general and technical education (including the business programs of the Lycee) according to manpower needs (para. 1.14). Further expansion of skilled worker, and middle-level and higher technician training (paras. 2.19 and 2.24) is required;

(c) extensively expanding non-formal, community development-oriented basic education;(29) accelerated semi-skilled craft training (paras. 2.07 to 2.09); and para-medical training, particularly in the main hinterland population centers. This would improve the literacy rate, self-employment and living conditions in the traditional subsistence sector; and

(d) establishing a non-formal system of life-time education and professional upgrading, parallel to the formal system. This could be implemented in formal education and training facilities. This would have the merit to initiate social promotion at large and to link education and profession more closely, as urgently required.

2.28 It is recommended that the above master plan be developed together with a reform of the education and training system with objectives based on the country's specific development needs and the practical requirements of the labor market in Djibouti. This requires a reform of the system structure to make it more flexible and efficient through (a) generalizing connections between various types and levels of education and training, to allow for changes in students' orientation and minimize drop-out; (b) expanding versatile formal skill training so that, whenever a specialization no longer offers job opportunities due to the narrow labor market, the manpower can be promptly retrained for other specializations; and (c) establishing specialized nonformal training programs of variable duration to adjust technical education to the specific requirements of the various industries.

2.29 The on-going reform of curricula, teaching/learning aids and examinations by the MNE should be extended to make the system more efficient in the critical subsectors of primary, junior secondary and technical education (para. 2.19). In primary and junior secondary education, emphasis should be placed on language, mathematics and sciences. With particular regard to the language problem (para. 2.20), it would be desirable to further study the phonetic and grammatical structures and vocabulary of the vernacular languages, as compared with French, in order to adapt French teaching methods and materials to the specific linguistic situation in Djibouti. In addition, French should be strengthened in the PTTI curriculum, and primary teacher trainees should be trained to teach French in the Djiboutian linguistic context.

2.30 As for technical education and vocational training structures, programs and methods should be oriented towards employment and genuine production:

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29. Including domestic science, nutrition, child care and primary health care.

(a) It is reasonable to establish completion of Grade 8 as the admission requirement for industrial skilled worker training programs (CAP), and to phase out the first two years of pre-vocational education within the LEP (para. 2.24c). This would ensure a better academic background for trainees; would assist in reducing the unemployment of general education leavers and drop-outs; and would allow the LEP to concentrate on technical training, as required.

(b) Academic requirements for admission to skilled staff training programs in secretarial skills, accountancy and banking should be raised to completion of junior secondary education, and related CAPs should be phased out and be replaced by BEPs (para. 2.19).

(c) Training for specializations in high demand on the labor market should be established or expanded, such as skilled worker and middle-level and higher technician training in civil engineering and construction trades, electrical engineering and installation, refrigeration/air conditioning, automotive (including diesel), maintenance and marine mechanics and sheetmetal work.

(d) A mathematics and technology program (e.g. Baccalaureat E) preparing for post-secondary higher technician training should be established at senior secondary level.

(e) Technical training for the tertiary sector (book-keeping and accountancy, management, computer science, commerce and secretarial skills) should be emphasized and higher technician programs in these specializations should be established as a follow-up to the "baccalaureat technique" (para. 2.24f).

(f) The best CAP, BEP and BTS graduates should be given an opportunity to be introduced to business administration and management, so that they could establish their own shop or firm.

(g) It is desirable to recruit technical teachers and vocational training instructors to the extent possible among experienced skilled workers, technicians, clerks, accountants, managers and administrators. They could be trained and upgraded pedagogically within the LEP and TTI.

(h) Technical education and vocational training should be consolidated or closely coordinated to the extent possible. This would result in an economy of scale and in mutually beneficial interrelationships. This applies to formal and nonformal training, including the upgrading required by private firms and government administrations, with the exception of specific training which is best provided on the job.

2.31 The increasing enrollment pressure will result in an increasingly selective process at admission to post-primary and post-junior secondary education. This is expected to improve the qualifications of secondary students, including technical and vocational trainees. Other measures are

likely to increase the internal efficiency of the system (para. 2.19), namely the improvement in primary teachers' qualifications through the orientation of teacher training towards greater practical know-how; the improvement of French teaching methods; the recognition of actual in-plant experience as an essential criterion for the selection of technical teachers (para. 2.23); and the recent limitation of repetition (para. 2.03).

2.32 As for the improvement of the external efficiency of the education and training system (para. 2.24), a sine-qua-non condition for gearing the system to the practical requirements of the labor market is the institutional cooperation of private, parastatal and public employers and their active involvement in curriculum development, in-plant training sessions, examination contents and procedures, training methods and graduates' placement. This is particularly applicable to the port, public works, the construction industry, electricity and water supply, industrial estates, banking, commerce, post and telecommunications, and administration. This could be implemented through (a) the establishment of a national council for education and training consolidating the policy- and decision-making, and management structures presently dispersed over insufficiently coordinated agencies (para. 2.16);(30) and (b) the coordination of employment information and guidance services to advise employers and trainees on the prospects and requirements of employment. The training could be financed through a training tax to be paid by employers or employers' sponsorship of their trainees.(31) Major employers should also be encouraged to set up or expand formal training programs of their own, which would exempt them from the training tax, provided the programs were recognized by the Government.

2.33 Further progress in the equitable distribution of educational opportunities (para. 2.25) will be made as children in rural areas are increasingly provided with formal schooling facilities. This will foster the urbanization process and the development of the country as a whole. It will also increase girls' participation and will lower education cost through economies of scale and the reduction of students' accommodation requirements.

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30. The council should ensure interministerial cooperation for planning, designing and implementing education and manpower training programs and institutions, and for controlling and coordinating external aid to the sector. Employers should participate in this council to ensure that training program development, implementation and financing, and trainers' training are consistent with the practical needs of the economy.

31. Employers hiring prospective employees for training through "sandwich programs" including in-school and in-plant sessions.

2.34 With regard to the high costs of education, the introduction of savings and cost-recovery measures is an urgent necessity for the Government if it plans to expand educational opportunities, as required, without exceeding reasonable budgetary limits. It is unlikely to reduce teachers' salaries (para. 2.17). However, overall savings could result from the urbanization process and the subsequent increase in student:teacher ratios. Also keeping expatriate secondary teachers financed by external assistance(32) would contribute to maintaining the education budget at acceptable levels. This does not preclude training a number of university graduates returning from fellowships abroad as secondary teachers through a practical pedagogical training program provided at the PTI which could become a teacher training institute for primary and secondary education. For higher education, in addition to the existing bond system for the graduates to serve the Government upon return from fellowships, students' loans could also be introduced. Construction and maintenance of school facilities particularly at primary level, with the participation of parents and students along the lines of the ANJ, should be generalized. This requires simpler and less costly construction standards than those presently financed by the Government and external aid (para. 2.13). The introduction of tuition fees in a country where traditionally education is free of such fees (para. 2.13), would raise a serious political issue although half of the population, with a per capita income of about \$450 or above (para. 1.03), could contribute to the financing of at least secondary and higher education.

2.35 With regard to malnutrition (para. 2.21), local communities, particularly in the hinterland where the problem is most acute, are too poor to donate food for the schools. The problem can be alleviated only through the continued assistance of the World Food Program and other donors, together with the expansion of other nutrition programs, similar to those provided by UNFD (para. 2.09) with the assistance of UNICEF, USAID and the Catholic Relief Services.

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32. This alternative is not applicable to primary education: The replacement of expatriates by qualified national teachers is desirable for linguistic reasons, as nationals know best the students' difficulties in reconciling French and national languages at this level. However, this requires national teachers mastering French. In addition, the replacement by qualified national teachers of unqualified teachers, to whom a lesser salary is paid, and expatriate teachers, financed by bilateral aid, will raise a serious financial problem. In 1983, out of a public primary and secondary education teaching force of 710, 363 or 51% were expatriates (133 of the 444 primary teachers and headmasters and 220 of the 266 secondary teachers).

### III. THE BANK'S ROLE IN THE DEVELOPMENT OF EDUCATION AND TRAINING IN DJIBOUTI

#### Bank Group Strategy for Assistance to the Sector

3.01 The strategy for assistance to the sector should concentrate on educational planning and evaluation and on expanding and improving two main sub-sectors, namely (a) basic education, to improve the productivity and living conditions in the non-formal subsistence sector, and (b) technical education and vocational training and upgrading, to train the skilled manpower required to obtain the highest returns from the modern sector which is the only contributor to foreign currency earnings (para. 1.14).

3.02 The on-going reform of the education and training system will require long-term sectoral action. Therefore, a dialogue with the Government must be started on the following fundamental issues: (a) financial resources allocated to education and training; (b) the adoption of a more disciplined approach to charting and controlling educational development through the preparation of a master plan for an integrated development of the system, focussing in particular on the adequate balance between formal and nonformal education and training, and between the various levels and types of education; (c) the interministerial cooperation required and the respective ministerial responsibilities for the institutional framework in which the reform of education and training will be implemented; (d) the coordination and control of external technical and financial aid; (e) the improvement of internal efficiency through better teachers' qualifications, more adequate teaching methods, teaching/learning aids, curricula, examinations and structures, oriented towards development and production; and limited repetition; (f) the improvement of external efficiency through a closer linkage between training and employment requirements, involving employers' participation; (g) the equitable access to education for girls and rural populations; (h) savings and cost recovery methods to reduce the fiscal burden of education; and (i) the participation of private agencies in educational development.

#### Possible Future Project Components

3.03 External aid to the sector in general should focus on: (a) development of the planning, evaluating, supervisory, and project development and implementation capacity of the ministries involved in education and training; (b) expansion of primary and non-formal basic education similar to that provided in ANJ and UNFD centers; (c) expansion, coordination and improvement of technical education and vocational training, including paramedical training; (d) moderate expansion and improvement of secondary education, particularly at the senior level; and (e) higher education fellowships abroad.

3.04 External assistance to the sector is substantial and is likely to be maintained at similar levels in the foreseeable future (para. 2.14). However, the amount and timing of this assistance in the various subsectors

are not planned on a long-term basis and are not strictly coordinated. For example, although the Government had requested the Bank Group to finance the construction and rehabilitation of secondary general and technical education facilities, other sources of financing (AfDF and ALO) made funds available for the same projects (para. 2.14). In this respect, the November 1983 aid-donors' conference helped to improve the coordination of aid agencies involved in education and training. In addition, it is desirable that the Government clarify the objectives, quantitative targets and articulation of general and technical education, and vocational training (para. 2.01).

3.05 Bilateral and multilateral assistance agencies presently involved in the sector are likely to finance a substantial portion of the construction, equipping and staffing of secondary and technical education facilities, and higher education fellowships (para. 2.14). Therefore, possible project components, to be financed by the Bank Group, could include, by order of priority: (a) Provision of technical assistance in educational planning and evaluation, and project development; (b) Construction and/or extension and equipping of primary schools in major population centers and in rural areas; (c) Construction of Multipurpose Basic Education and Craft Training Centers in the hinterland population centers along the lines of the existing ANJ and UNDF centers (para 2.27b). This would address the needs of the poorest in literacy and basic skills, primary health care and women's education. (d) Construction of paramedical training facilities to train middle-level and auxiliary staff<sup>(33)</sup> for medical and health services in rural areas more particularly, with emphasis on preventive health care. Auxiliary staff would preferably be trained in the hinterland rural health centers (para. 1.04); and (e) Rehabilitation and improvement of the existing Lycee and LEP facilities<sup>(34)</sup> into a Multipurpose Senior Secondary School (Lycee Polyvalent or LP) to provide (i) general and technical senior secondary education, (ii) higher technician training programs in tertiary sector trades and in electrical, mechanical and civil engineering (BTS), and (iii) post-secondary training programs in economics, administration and management for professionals and executives. In addition, this new institution could provide non-formal upgrading courses at the above levels for Government agencies, as required, including the linguistic upgrading programs presently offered by the CRIL. The LP could include technical/vocational teacher training sections in which prospective national teachers would be provided with vocational pedagogy under the supervision of experienced teachers, while general pedagogy could be offered at the TTI (para. 2.30).

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33. Middle-level staff includes physiotherapists, pharmacy and medical assistants, laboratory and X-ray technicians, nurses and midwives; and auxiliary staff includes village health workers, assistant nurses and traditional midwives.

34. The present total capacity of these schools is about 1,500.

3.06 The necessary conditions for the above proposed project components to be successfully implemented would be: (a) establishment of a planning and programming unit under the direct authority of the Minister of Education; (b) initiation of a master plan for the development of formal and non-formal education and training (para. 2.27); (c) establishment of a national council for education and training and a coordinating mechanism for employment information and guidance services (para. 2.32); and (d) establishment of a civil service staff category for village health workers (para. 3.05e). In addition, the Government should define the feasible first steps of a comprehensive reform of the education and training system along the lines indicated in paragraphs 2.28 to 2.31. Moreover, every effort should be made by the Government to introduce cost recovery measures applicable to secondary and higher education, although little progress is expected in this respect in the foreseeable future (para. 2.34).

#### Priorities for Sector Work

3.07 In view of the substantial number of sectoral surveys and sub-sectoral studies, and updated statistics already available (para. 1.16), future Bank Group sector work should focus on (a) educational planning and management including cost effectiveness and cost recovery; (b) improvement in the quality of education and related internal and external efficiency (including double shifting, examinations, teaching methods and curricula); and (c) operational translation of Government plans into sectoral project terms.

### IV. CONCLUSIONS

4.01 The Government is aware that the improvement of the education and training system is an urgent necessity. However, due to the shortage of national expertise and dependence on external sources of assistance, the Government encounters difficulties in initiating the innovations required. Therefore, at this critical time, a permanent dialogue should be established between the Bank Group and the Government on key issues and policies (para. 3.02). The Bank Group could also help the Government to find the assistance required in key conceptual fields.

4.02 The poverty of the country and its limited development potential compound educational development problems. To alleviate these problems demand courageous innovations, particularly in the field of educational finance (cost recovery and cost reduction) and of non-formal education, training and upgrading. The main issue will be the balance to be established according to the country's needs and constraints, between formal and non-formal education, and between basic education for the overwhelming majority of the population and the specialized training of relatively few to ensure the adequate operation of the modern productive sector.

4.03 The limited number of students required and affordable in post-primary education will result in a strong social pressure for admission to the various levels of education (particularly junior secondary education), as primary education expands. This pressure and the issue of the control of the students' flow through the education system could be alleviated through (a) the establishment of primary, junior and senior secondary programs which, while not terminal, would prepare students for productive life in their environment upon completion of the course, rather than for the next higher level of academic education; (b) a new system of admission tests at all levels geared to the functional objectives and requirements of the course applied for, and not based on traditional academic knowledge per se; and (c) the expansion of non-formal basic education for unschooled youths and adults.

4.04 The preparation and implementation of a Bank-Group financed project, while the reform of the system is in process, would be highly beneficial to the country. A first Bank-Group financed manpower development project, for which US\$6.0 million have been earmarked, is scheduled for FY85. The main responsibility for the possible project would be with EAPED. This project could include: (a) technical assistance for educational planning and evaluation and project development (para. 3.05 a); and (b) expansion and improvement of primary education (para. 3.05 b). A rough estimate of the cost of the above components (including contingencies) would be US\$11.0 million. Therefore, it is recommended to seek co-financing sources, and to explore the possibility to increase Bank financing.

DJIBOUTI

EDUCATION AND TRAINING SECTOR MEMORANDUM

EXTERNAL ASSISTANCE

General

1. Bilateral and multilateral agencies provide Djibouti with substantial assistance to the development of all socio-economic sectors (US\$480 million equivalent during the 1978-1982 period). France remains the main source of aid through technical assistance, grants and direct budgetary aid. The overall assistance received from France from 1978 to 1982 amounted to over US\$290 million equivalent, i.e. over 60% of total external assistance. French technical assistance mainly focuses on education, health and telecommunications. Saudi Arabia is the second largest donor,<sup>(1)</sup> particularly for school construction (para. 2 below). In 1979, it initiated a US\$60 million assistance program including 16 projects which are still under implementation. Other grants are expected when the original credit is entirely spent. Other Arab assistance sources include the Arab Development Fund (ADF), the Arab League, Bahrain, Iraq, Kuwait, Libya, Morocco, Oman and the United Arab Emirates. Among other major donors, UNDP's program focuses on geothermal development, planning, social infrastructure and energy. The EEC is financing a masterplan for the development of the capital and the port, a health development plan, vocational training and upgrading (with particular regard to the Civil Service), fellowships abroad and the development of water, geothermal and agricultural resources. USAID carries out agricultural studies and assists with technical education, fishery programs and preventive medicine and health centers (together with Canada and Lybia).

Education and Training

2. Foreign aid for the development of the education system is substantial: (a) France has financed the construction of the Primary Teacher Training Institute (US\$1.5 million) and a Junior Secondary School (US\$1.0 million), and provides primary and secondary teachers, educational and technical advisors, and administrative staff. Of the total amount of French financial assistance (para. 1 above) over 50% goes to education and training (300 out of 550 technical and advisory staff). (b) Saudi Arabia and the United Arab Emirates have financed 93 primary classrooms (US\$3.4 million and 0.7 million, respectively), one new junior secondary school and the extension of three other secondary schools (US\$3.0 million and 0.2 million, respectively). The total education program to be financed by

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1. US\$80 million equivalent during the 1978-1982 period, i.e. 17% of total external assistance

Saudi Arabia under the 1979 grant (para. 1 above) amounts to about US\$14 million equivalent. (c) The Arab League has financed the services of primary and secondary teachers and inspectors; (d) fellowships abroad have been provided by France, the Federal Republic of Germany, Canada, Tunisia, Morocco and the EEC; and (e) UNICEF has been actively involved in literacy, non-formal vocational training, primary health care and hygiene, and related training. It has been agreed with the Arab Labor Organization (ALO) that it would finance the equipment and technical assistance, including instructor training, for a vocational training center outside the Capital area, and the African Development Fund (AfDF) plans to finance a new Technical Secondary School. USAID has financed the construction and equipping of a commercial training section of 120 student places for the Vocational Training Center in the Capital area (para. 2.07). It has also provided the services of vocational training specialists, training fellowships abroad and a contribution to the payment of local staff's salaries.

DJIBOUTI

EDUCATION AND TRAINING SECTOR MEMORANDUM

EDUCATION AND TRAINING EXPENDITURES

Recurrent Expenditures

1. Recurrent expenditures on education in Djibouti have two main sources of financing: (a) Government budgetary allocations and (b) external assistance, through the provision of teachers, educational materials and food. Even government recurrent budgetary resources contain an element of external grant aid. Public education is free and private education which represents only about 9% of overall enrollments is heavily subsidized (about 8% of Government recurrent expenditures on education constitute subsidies to private education).<sup>1/</sup> Regarding investment expenditures on education, the bulk of their financing originates in external resources provided by multi- and bilateral agencies. The Government's participation in the investment effort has usually consisted of limited expansions (including teachers' housing) or improvements to structures otherwise externally financed.

2. Between 1979 and 1982 <sup>2/</sup> Government recurrent expenditures in education grew at an average of 3.4% per year in real terms, i.e. substantially slower than enrollments which increased by over 10% p.a. during the period. This was made possible, despite a relative decline in expatriate staff (paid by donors), by holding nominal wage rates constant and moderately increasing student:teacher ratios. These recurrent expenditures accounted on average for about 12% of the Government's recurrent budget and 3% of GNP. In the 1983 and 1984 budgets percentages similar to preceding years have been allocated to the sector.

3. The above figures greatly understate the importance assigned by the Government to the education sector inasmuch as they exclude the bulk of the expenditures related to technical assistance and financed by donors, while over 50% of expatriate aid personnel is attached to education (in 1982, of about 700 expatriate aid personnel in the public sector, 380 were teachers). Although it is not possible to estimate the expenditures incurred by donors in the provision of aid personnel, if these staff were paid by the Government according to the local salary scale, the education budget would have had to be increased by 20 to 25%, which would have been far beyond the Government's financial capacity.

4. Within the education budget and as it is shown in the table below, significant changes have taken place in the distribution of resources by budgetary item, with the MNE and other ministries increasing their shares in the total, mainly at the expense of subsidies. This reflects the Government's priority goal for the expansion of public general

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<sup>1/</sup> Aided private education enrolls 2,510 students in 1983/84 out of a total of 28,236 in primary and secondary education. Private primary enrollments have not increased over the years. Private secondary enrollments have increased but remain small in absolute numbers.

<sup>2/</sup> Last year for which data on actual expenditures are available.

education, which is the responsibility of the MNE, and adult vocational training provided by the Centre de Formation Professionnelle des Adultes (CFPA), under the authority of the Ministry of Labor, the main component of educational activities under other ministries.

Government Recurrent Expenditures on Education  
Selected Years - Percentage

	<u>1980</u>	<u>1982</u>	1984 (budget)
Ministry of Education	50.3	58.5	59.6
Pension Funds and Allowances for MNE staff	16.5	15.8	13.7
Subsidies	27.2	19.4	20.0
Private Education	(11.9)	(9.3)	(7.3)
Scholarships	(14.9)	(8.2)	(11.4)
Other	(0.4)	(1.9)	(1.3)
Other Ministries	6.0	6.3	6.7
<u>TOTAL</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

If contributions to pension funds and allowances related to its staff are added to the budget of the MNE, the expenditures attributable to the Ministry's activities would represent about three-fourths of total Government expenditures on education.

5. Within the budget of the MNE, the table below also shows that the share of secondary education has increased very rapidly mainly at the expense of primary education. While enrollments in secondary education have increased only slightly faster than those in primary education, the increase in the number of teachers fully paid by the Government has been substantially more rapid than at the primary level - in school year 1983/84, the number of Government-paid teachers at the secondary level was 3.5 times the number in school year 1979/80, while at the primary level it was only 95% higher.

Ministry of Education Recurrent Expenditures  
Selected Years - Percentage

	<u>1980</u>	<u>1982</u>	1984 (budget)
Administration	1.4	1.2	1.0
Primary Education	76.0	71.3	70.2
Secondary Education	18.3	21.7	25.2
Youth and Sports	4.3	3.8	3.6
<u>TOTAL MNE</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

6. Notwithstanding the fact that the salary (excluding housing allowances) of over a quarter of primary teachers is borne by external donors (France and the Arab League), the unit cost to the Government per primary student, estimated at about US \$ 320 equivalent for 1983/84, is high as compared with that in other Eastern African countries.<sup>3/</sup> At the secondary level (including technical education) where the salary of only about 26% of the teachers is paid by the Government, the unit cost estimated at US \$ 630 is within the range for Eastern African countries.<sup>4/</sup>

7. The high unit cost for primary education can be attributed to high salary levels prevailing in the country. In a country where virtually all consumer goods are imported, the cost of living is closer to that of the neighboring Arab world than to that of African countries. Furthermore, the shortage of educated manpower makes even the less qualified teachers part of the small privileged group who have had access to secondary education. Also the number of expatriate teachers in the system, who are paid salaries within European scales, tends to raise the level of local salaries. However, in a comparison with salaries in the Yemeni Arab Republic, which has similar per capita income and other common socio-political characteristics, teachers' salaries in Djibouti are substantially lower. For example, the salary of a Yemeni primary teacher with minimal qualifications in his first year of service would be about US \$ 8,000 equivalent while the corresponding salary for a Djiboutian teacher would be only about US \$ 5,500 equivalent.

8. The Government is aware that if real costs of education are not constrained, its enrollment targets cannot be met. A number of measures conducive to this containment are being considered as follows: (a) to continue to hold nominal wage rates constant, which Djiboutian teachers may accept more readily in view of the 30% to 40% purchasing power loss experienced in the past three years by their French colleagues working in Djibouti, due to exchange rate fluctuations; (b) to increase the average student:teacher ratio progressively from the present 40:1 <sup>5/</sup> to 45:1; (c) to eliminate or at least limit cash scholarships provided to secondary students, which account on average for about US \$ 160 equivalent of the cost per student at this level (para. 2.06); (d) to request parents' financial contribution for the provision of textbooks and other school materials; and (e) to obtain community participation for the maintenance of schools.

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<sup>3/</sup> They range from US\$ 6 in Uganda to US\$ 157 in Botswana.

<sup>4/</sup> The range goes from US\$ 41 in Uganda to US\$ 1,075 in Zimbabwe.

<sup>5/</sup> Average of 43:1 in Djibouti-City and 35:1 in the interior districts.

Capital Expenditures

9. Since independence Djibouti has made a substantial investment effort in school construction estimated at about US\$ 17 million in the period 1977 through 1983. As shown in the table below over one-half of these expenditures were made in support of primary education, slightly over one-fourth in support of secondary education including the LEP, and 15% in support of adult vocational training. Over two-thirds of these expenditures were financed from external resources.

Investment Expenditures in Education, 1977-1983 (in million FD)

<u>Level of Education</u>	<u>Source of Finance</u>						%
	<u>National Budget</u>	<u>United Arab Emirates</u>	<u>Saudi Arabia</u>	<u>France</u>	<u>USA</u>	<u>TOTAL</u>	
Primary	782.0	118.1	589.0			1,489.1	49.0
Teacher Training				258.0		258.0	8.5
Secondary (incl. LEP)	121.0	34.2	511.0	165.4		831.6	27.4
Adult Education (CFPA)					460.0	460.0	15.1
TOTAL	903.0	152.3	1,100.0	423.4	460.0	3,038.7	100.0
US \$ Million	5.1	0.9	6.2	2.4	2.6	17.2	

Although the above figures indicate a strong financial effort for the country, because of the high cost of construction (para. 5.02), they represent a relatively limited contribution in physical terms as compared with the most urgent educational needs.

10. New investment projects for which external financing has tentatively been identified include the proposed project, three primary schools expected to be financed with assistance from Saudi Arabia, a Junior Secondary School assisted by Kuwait and a new LEP assisted by the AfDF. Because of constraints in the recurrent budget, the enrollment increases that these projects would entail are the utmost expansion in the formal education system that could take place until the beginning of the next decade.



DJIBOUTI

EXAMINATIONS/EXAMENS

1978/1983

EXAMINATIONS/ EXAMEN	YEAR ANNEE	1978		1979		1980		1981		1982		1983	
		TESTED PRESENTS.	PASSED ADMIS.	P.	A.	P.	A.	P.	A.	P.	A.	P.	A.
6ème <sup>1/</sup>		1,464	725	1,708	895	1,886	970	1,974	1,015	2,492	1,070	3,346	1,093
Primary School Certificate/C.E.P.		800	197	981	211	1,118	192	1,108	291	1,522	280	1,809	527
L.E.P. <sup>2/</sup>		736	158	1,024	211	1,140	208	1,222	162	1,513	170	1,889	189
C.E.F.E.N. <sup>3/</sup>		13	9	12	12	18	17	-	-	-	-	-	-
C.F.E.N. <sup>4/</sup>		10	10	14	13	18	18	24	21	37	31	40	35
B.E. <sup>5/</sup>		42	15	43	15	37	13	-	-	-	-	-	-
Junior Secondary School Certificate B.E.P.C.		217	166	208	163	302	203	449	259	521	295	648	327
Semi Skilled Worker Certificate CFP		37	25	-	-	70	47	48	23	74	47	54	30
Skilled Worker Certificate (Business) C.A.P. Commerciaux		30	7	45	16	51	17	52	10	79	31	70	22
Skilled Worker Certificate (Industrial) C.A.P. Industriels		60	39	84	55	99	58	81	29	80	36	81	40
<u>Senior Secondary School Diploma</u> Baccalauréat General/ABCD		27	16	32	24	58	18	76	30	68	27	49	29
Technical (Business Management)/G1		6	3	5	3	12	2	16	5	14	5	15	9
<u>Middle Level Technician Certificate</u> Secretarial Skills B.E.P. Sténo-Dactylo		2	2	-	-	4	3	8	4	4	3	14	5
Administration B.E.P. Agent Administration		-	-	-	-	-	-	-	-	4	1	32	14

P - Présentés

A - Admis

- 1/ Entrance examination for admission to general secondary education  
 2/ Entrance examination for admission to technical secondary education  
 3/ Former primary school teacher certificate  
 4/ Primary school teacher certificate  
 5/ Former junior secondary school certificate  
 6/ Business management

FORMAL EDUCATION SYSTEM DEVELOPMENT  
EXPANSION DU SYSTEME EDUCATIF FORMEL

1978/79-1983/84

LEVEL/NIVEAU	YEARS/ANNEES					
	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
<b>I. PRIMARY/PRIMAIRE</b>						
1. <u>Public</u>						
a) Schools/Ecoles	37	37	40	42	43	47
b) Classes	315	317	350	419	444	451
c) Teachers/Maitres <sup>1/</sup>	341	361	375	459	467	503
d) Enrollments/Effectif	13,021	13,742	15,322	17,355	18,930	20,065
2. <u>Private/Privé</u>						
a) Schools/Ecoles	5	5	5	5	5	5
b) Classes	42	43	44	44	44	45
c) Teachers/Maitres	42	43	44	44	44	44
d) Enrollments/Effectif	1,722	1,485	1,519	1,541	1,503	1,782
<b>II. SECONDARY/SECONDAIRE</b>						
1. <u>Public</u>						
a) <u>General</u>						
(i) Schools/Ecoles	5	5	6	6	6	7
(ii) Classes	n.a.	n.a.	115	121	125	129
(iii) Teachers/Maitres	n.a.	152	166	171	183	196
(iv) Enrollments/Effectif	2,551	2,954	3,626	3,859	4,187	4,520
b) <u>Technical/Professionnel</u>						
(i) Schools/Ecoles	1	1	1	1	1	1
(ii) Classes	43	43	46	47	47	46
(iii) Teachers/Maitres	56	68	68	66	68	71
(iv) Enrollments/Effectif	843	927	948	981	976	1,003
c) <u>Teacher Training/Normal</u>						
(i) Schools/Ecoles	1	1	1	1	1	1
(ii) Classes	4	4	5	5	5	5
(iii) Teachers/Maitres	9	10	11	13	15	13
(iv) Enrollments/Effectif	62	66	65	90	89	80
2. <u>Private/Privé</u>						
a) <u>General</u>						
(i) Schools/Ecoles	2	2	2	2	2	2
(ii) Classes	6	6	7	7	8	8
(iii) Teachers/Maitres	10	10	13	20	17	17
(iv) Enrollments/Effectif	169	190	186	217	242	271
b) <u>Vocational/Professionnel</u>						
(i) Schools/Ecoles	5	5	5	5	6	8
(ii) Classes	20	20	20	20	21	24
(iii) Teachers/Maitres	24	27	30	31	32	33
(iv) Enrollments/Effectif	312	335	331	395	435	457

<sup>1/</sup> Including non teaching headmasters and, as from 1981/82, teachers of Arabic.  
Y compris les directeurs déchargés et, à partir de 1981/82, les maîtres d'Arabe.

Source: Statistical Yearbooks/Annuaire Statistiques.

DJIBOUTI  
PUBLIC PRIMARY EDUCATION  
ENSEIGNEMENT PRIMAIRE PUBLIC  
1983/1984

Location Situation Géographique	GRADES / ANNEES D'ETUDE																					Sta: Class Ratio Elèves Par Classe	Classrooms			TEACHERS										
	1/C.1. 1/			2/C.P. 2/			3/C.E.1 3/			4/C.E.2 4/			5/C.M.1. 5/			6/C.N.2 6/			TOTAL				Sd.: Clas Ratio Elèves Par Salle	Double Shift Class à Mi- Temps	Stud.: Teacher Ratio as 2 X de Filles											
	Classes	ENROLLMENTS		Total 1/C.1.	Cls.	ENROLLMENTS		Total 2/C.P.	Cls.	ENROLLMENTS		Total 3/CE1	Cls.	ENROLLMENTS		Total 4/CE2	Cls.	ENROLLMENTS		Total 5/CM1	Cls.					ENROLLMENTS		Total 6/CM2	Cls.	G.	F.	Total	Cls.	Number Nombre	Std.: Clas Ratio Elèves Par Salle	Double Shift Class à Mi- Temps
		Boys Garçons	Girls Filles			B. G.	G. F.			B. G.	G. F.			B. G.	G. F.			B. G.	G. F.				B. G.	G. F.	B. G.	G. F.	B. G.									
	DJIBOUTI CITY/VILLE	52	1,321	1,174	2,495	56	1,413	1,278	2,691	54	1,465	1,250	2,715	43	1,143	957	2,100	35	846	675	1,521		60	1,607	1,279	2,886	7,795	6,613	14,408	300	48:1	231	62:1	138	339	43:1
DJIBOUTI RURAL	4	97	75	172	4	85	66	151	3	99	59	158	4	93	49	142	2	64	38	102	4	124	55	179	562	342	904	21	43:1	17	53:1	8	24	38:1	38%	
ALI-SABIEH	9	211	130	341	8	237	127	364	6	168	99	267	5	124	73	197	4	110	56	166	5	145	64	209	995	549	1,544	37	42:1	32	48:1	10	38	41:1	36%	
DIKHIL	4	142	67	209	6	156	69	225	4	130	49	179	5	121	48	169	4	92	38	130	5	128	53	181	769	324	1,093	28	39:1	27	40:1	2	30	36:1	30%	
TADJOURAH	9	261	115	376	9	222	115	337	10	220	81	301	4	128	48	176	6	118	30	148	5	125	45	170	1,074	434	1,508	43	35:1	37	41:1	12	49	31:1	29%	
OBOCK	5	111	48	159	4	79	38	117	4	71	26	97	5	84	29	113	2	42	11	53	2	48	21	69	435	173	608	22	28:1	22	28:1	-	23	26:1	28%	
TOTAL HINTERLAND DISTRICTS	31	822	435	1,257	31	779	415	1,194	27	688	314	1,002	23	550	247	797	18	426	173	599	21	570	238	808	3,835	1,822	5,657	151	37:1	135	42:1	32	164	35:1	32%	
GRAND TOTAL	83	2,143	1,609	3,752	87	2,192	1,693	3,885	81	2,153	1,564	3,717	66	1,693	1,204	2,897	53	1,272	848	2,120	81	2,177	1,517	3,694	11,630	8,435	20,065	451	45:1	366	55:1	170	503	40:1	42%	
GIRLS AS % % DE FILLES	43%			44%			42%			42%			40%			41%			42%																	

Notes: 1/ Classe d'Initiation  
2/ Cours Préparatoire  
3/ Cours Elémentaire 1ère Année  
4/ Cours Elémentaire 2ème Année  
5/ Cours Moyen 1ère Année  
6/ Cours Moyen 2ème Année  
7/ Including teachers of Arabic and non-teaching headmasters  
Y compris les maitres d'arabe et les directeurs déchargés.

DJIBOUTI  
PUBLIC PRIMARY EDUCATION DEVELOPMENT (URBAN AND RURAL)  
EXPANSION DE L'ENSEIGNEMENT PRIMAIRE PUBLIC (URBAIN ET RURAL)

1975/76-1983/84

School- Year Année Scolaire	School Location Situation Géographique	GRADES / ANNEES D'ETUDE													
		1/C.I. 1/		2/C.P. 2/		3/C.E.1 3/		4/C.E.2 4/		5/C.M.1 5/		6/C.M.2 6/		TOTAL	
		Classes	Enrollments Effectifs	Classes	Enrollments Effectifs	Classes	Enrollments Effectifs	Classes	Enrollments Effectifs	Classes	Enrollments Effectifs	Classes	Enrollments Effectifs	Classes	Enrol. Effec.
1975/76	HINTERLAND DISTRICTS	16	443	19	590	12	392	11	370	11	271	8	270	77	2,336
	DJIBOUTI CITY/VILLE	25	1,051	18	1,249	25	1,111	24	907	22	801	24	1,021	148	6,140
	TOTAL	41	1,494	47	1,839	37	1,503	35	1,277	33	1,072	32	1,291	225	8,476
1976/77	HINTERLAND DISTRICTS	21	639	16	518	15	539	15	390	10	318	10	374	87	2,778
	DJIBOUTI CITY/VILLE	32	1,740	29	1,337	28	1,246	26	1,077	23	928	23	1,092	161	7,420
	TOTAL	53	2,379	45	1,856	43	1,785	41	1,467	33	1,246	33	1,466	248	10,198
1977/78	HINTERLAND DISTRICTS	13	521	19	598	12	438	15	511	13	357	12	365	34	2,790
	DJIBOUTI CITY/VILLE	57	2,754	42	2,168	29	1,388	28	1,303	26	1,142	28	1,237	210	9,992
	TOTAL	70	3,275	61	2,766	41	1,826	43	1,814	39	1,499	40	1,602	294	12,782
1978/79	HINTERLAND DISTRICTS	14	568	15	529	16	514	16	430	17	420	14	392	92	2,853
	DJIBOUTI CITY/VILLE	25	1,070	59	2,924	47	2,054	32	1,351	28	1,390	32	1,379	223	10,168
	TOTAL	39	1,638	74	3,453	63	2,568	48	1,781	45	1,810	46	1,771	315	13,021
1979/80	HINTERLAND DISTRICTS	16	698	18	531	14	540	15	403	9	414	18	474	90	3,060
	DJIBOUTI CITY/VILLE	34	1,678	27	1,297	59	2,837	44	1,975	29	1,298	34	1,597	227	10,682
	TOTAL	50	2,376	45	1,828	73	3,377	59	2,378	38	1,712	52	2,071	317	13,742
1980/81	HINTERLAND DISTRICTS	31	1,143	19	741	19	616	15	607	20	518	11	526	115	4,151
	DJIBOUTI CITY/VILLE	47	2,268	33	1,582	26	1,248	56	2,616	40	1,816	33	1,641	235	11,171
	TOTAL	78	3,411	52	2,323	45	1,864	71	3,223	60	2,334	44	2,167	350	15,322
1981/82	HINTERLAND DISTRICTS	24	1,268	29	915	35	695	22	589	20	590	21	642	151	4,699
	DJIBOUTI CITY/VILLE	56	2,786	47	2,223	33	1,548	28	1,369	56	2,571	48	2,159	268	12,656
	TOTAL	80	4,054	76	3,138	68	2,243	50	1,958	76	3,161	69	2,801	419	17,355
1982/83	HINTERLAND DISTRICTS	36	1,360	32	1,093	27	810	23	673	21	558	23	724	162	5,218
	DJIBOUTI CITY/VILLE	54	2,682	55	2,731	46	2,118	33	1,536	30	1,487	64	3,158	282	13,712
	TOTAL	90	4,042	87	3,824	73	2,928	56	2,209	51	2,045	87	3,882	444	18,930
1983/84	HINTERLAND DISTRICTS	31	1,257	31	1,194	27	1,002	23	797	18	599	21	808	151	5,657
	DJIBOUTI CITY/VILLE	52	2,495	56	2,691	54	2,715	43	2,100	35	1,521	60	2,886	300	14,408
	TOTAL	83	3,752	87	3,885	81	3,717	66	2,897	53	2,120	81	3,694	451	20,065

- 1/ Classe d'Initiation  
2/ Classe Préparatoire  
3/ Cours Élémentaire 1ère année  
4/ Cours Élémentaire 2ème année  
5/ Cours Moyen 1ère année  
6/ Cours Moyen 2ème année

DJIBOUTI  
PRIVATE PRIMARY EDUCATION (CATHOLIC)  
ENSEIGNEMENT PRIMAIRE PRIVE (CATHOLIQUE)  
(1983/84)

Schools ECOLEs	GRADES / ANNEES D'ETUDE																		Girls as %	TEACHERS ENSEIGNANTS				
	1/C.I. 1/			2/C.P. 2/			3/C.E.1 3/			4/C.E.2 4/			5/C.M.1 5/			6/C.M.2 6/				TOTAL			% de Filles	Nombre Nombre
	B.	G.	TOTAL	B.	G.	TOTAL	B.	G.	TOTAL	B.	G.	TOTAL	B.	G.	TOTAL	B.	G.	TOTAL	B.	G.	TOTAL			
DJIBOUTI CITY/VILLE																								
1. Nativité	104	121	225	38	94	132	20	84	104	21	83	104	25	81	106	25	70	95	233	533	766	70%		
2. Ch. de Foucauld	41	-	41	81	-	81	74	-	74	66	-	66	64	-	64	56	-	56	382	-	382	0%		
3. La Salle	33	-	33	42	-	42	38	-	38	39	-	39	42	-	42	35	-	35	229	-	229	0%		
4. Foyer Social	-	41	41	-	35	35	-	37	37	-	30	30	-	28	28	-	28	28	-	199	199	100%		
SUB-TOTAL	178	162	340	161	129	290	132	121	253	126	113	239	131	109	240	116	98	214	844	732	1,576	46%		
HINTERLAND DISTRICTS																								
5. Mission St Louis ALI SABIEM	25	17	42	23	19	42	17	15	32	20	8	28	23	9	32	21	9	30	129	77	206	37%		
6. TOTAL	203	179	382	184	148	332	149	136	285	146	121	267	154	118	272	137	107	244	973	809	1,782	45%	44	41:1
Girls as % % de Filles	47%			44%			48%			45%			43%			44%			45%					

Notes: 1/ Classe d'Initiation  
2/ Cours Préparatoire  
3/ Cours Elémentaire 1ère Année  
4/ Cours Elémentaire 2ème Année  
5/ Cours Moyen 1ère Année  
6/ Cours Moyen 2ème Année

DJIBOUTI

PRIVATE PRIMARY EDUCATION DEVELOPMENT

EVOLUTION DE L'ENSEIGNEMENT PRIMAIRE PRIVE

1979/1980-1983/84

School-Year Année Scolaire	GRADES / ANNEES D'ETUDE							
	1/C.I. <sup>1/</sup>	2/C.P. <sup>2/</sup>	3/C.E.1 <sup>3/</sup>	4/C.E.2. <sup>4/</sup>	5/C.M.1 <sup>5/</sup>	6/C.M.2. <sup>6/</sup>		
1979/80	165	329	240	248	264	239	1.485	
							Boys/Garçons	Girls/Filles
							900	585
1980/81	186	317	284	238	251	243	1.519	
							Boys/Garçons	Girls/Filles
							819	700
1981/82	158	325	293	250	266	249	1.541	
							Boys/Garçons	Girls/Filles
							824	717
1982/83	153	316	268	274	247	245	1.503	
							Boys/Garçons	Girls/Filles
							816	687
1983/84	382	332	285	267	272	244	1.782	
							Boys/Garçons	Girls/Filles
							973	809

1/ Classe d'Initiation

2/ Classe Préparatoire

3/ Cours Elémentaire 1ère Année

4/ Cours Elémentaire 2ème Année

5/ Cours Moyen 1ère Année

6/ Cours Moyen 2ème Année



DJIBOUTI  
1/  
SECONDARY EDUCATION DEVELOPMENT  
EXPANSION DE L'ENSEIGNEMENT SECONDAIRE  
1976/77-1982/83

SCHOOLS ÉCOLES YEAR ANNEE	P U B L I C										P R I V A T E / P R I V É 3/			G R A N D T O T A L			
	Rural Junior Second. Schools CES Ruraux 2/ (1)	CES Boulaos (2)	CES Ambouli (3)	Lycée Junior 1er Cycle (4)	Sub- Total Lycée (4)+(7) (5)	Junior 1er Cycle (6)	Senior Lycée 2ème Cycle (7)	Total (8)	Teacher Training Normal (9)	Total Technical LEP (10)	Total Public (11)	General Junior 1er Cycle	Vocational Professionnel	Total Private	General & Normal	Technical <sup>4/</sup> / Vocational Professionnel	Total
1976/77	172	690	-	380	574	1,242	194	1,436	34	655	2,125	201	n.a.	n.a.	1,671	n.a.	n.a.
1977/78	304	868	-	589	859	1,761	270	2,031	51	650	2,732	209	n.a.	n.a.	2,291	n.a.	n.a.
1978/79	336	1,063	-	788	1,129	2,187	341	2,528	62	843	3,433	169	312 <sup>5/</sup>	481	2,759	1,155	3,914
1979/80	465	1,658	-	432	831	2,555	399	2,954	66	927	3,947	190	335 <sup>5/</sup>	525	3,210	1,262	4,472
1980/81	596	1,397	1,183	-	450	3,176	450	3,626	65	948	4,639	186	331	517	3,877	1,279	5,156
1981/82	690	1,475	1,282	-	412	3,447	412	3,859	90	981	4,930	217	395	612	4,166	1,376	5,542
1982/83	722	1,674	1,368	-	423	3,764	423	4,187	89	976	5,252	242	435	677	4,518	1,411	5,929

1/ Excluding scholarships abroad/Non compris les boursiers à l'étranger

2/ Junior General Secondary Schools/Collèges d'Enseignement Secondaire (CES)  
at Ali Sabieh, Tadjourah and Dikhil

3/ Catholic/Catholique

4/ Excluding enrollments in the public Vocational Training Center for Adults and non-formal training centers  
(1982/83: 237 and 1,020, respectively)  
Non compris les effectifs du CFPA public et des centres de formation non-formelle (e.g. ANJ) où 237 et 1.020 élèves  
sont inscrits respectivement en 1982/83

5/ Including 35 in Commercial classes - Y compris 35 élèves en Section Commerce

DJIBOUTI

PRIVATE SECONDARY EDUCATION (CATHOLIC)

ENSEIGNEMENT SECONDAIRE PRIVE (CATHOLIQUE)

1982/1983

SCHOOLS ECOLEES	GRADES / ANNEES D'ETUDE															TOTAL			Teachers/Professeurs		
	7/6ème			8/5ème			9/4ème			10/3ème			11/2nde			Girls as % de Filles	B. G.	Total	Number Nombre	Students: Teacher Ratio Elèves:Prof.	
	Boys G.	Girls F.	Total	B. G.	G. F.	Total															
1. GENERAL																					
(i) Nativité	-	45	45	-	36	36	-	31	31	2	16	18	-	-	-	99%	2	128	130		
(ii) Ch.de Foucauld	39	-	39	34	-	34	22	-	22	17	-	17	-	-	-	0%	112	-	112		
Total 1.	39	45	84	34	36	70	22	31	53	19	16	35	-	-	-	53%	114	128	242	17	14:1
2. VOCATIONAL																					
(i) Foyer Social BOULAOS	-	75	75	-	25	25	-	25	25	-	19	19	-	18	18	100%	-	162	162		
(ii) Foyer Social ALI SABIEH	-	74	74	-	32	32	-	18	18	-	5	5	-	5	5	100%	-	134	134		
(iii) Foyer Social TADJOURAH	-	37	37	-	11	11	-	12	12	-	-	-	-	-	-	100%	-	60	60		
(iv) Foyer Social ARTA	-	31	31	-	10	10	-	9	9	-	-	-	-	-	-	100%	-	50	50		
(v) Foyer Social OBOCK	-	12	12	-	6	6	-	7	7	-	-	-	-	-	-	100%	-	25	25		
(vi) Mission ALI SABIEH	4	-	4	-	-	-	-	-	-	-	-	-	-	-	-	0%	4	-	4		
TOTAL 2	4	229	233	-	84	84	-	71	71	-	24	24	-	23	23	99%	4	431	435	32 2/	14:1
GRAND TOTAL	43	274	317	34	120	154	22	102	124	19	40	59	-	23	23	83%	118	559	677	49	14:1

1/ Distribution Grade 7 Students/Répartition des Elèves de 1ère Année Professionnelle

	Literacy Alphabétisation	Vocational Professionnel	Total
Boulaos	31	44	75
Ali Sabieh	30	44	74
Tadjourah	22	15	37
Arta	20	11	31
Obock	-	12	12
Ali Sabieh (Mission)	-	4	4

2/ Foyers Sociaux 31  
Mission Ali Sabieh 1

Total 32

DJIBOUTIGOVERNMENT RECURRENT EXPENDITURES  
EDUCATION AND TRAINING1979 - 1984  
(in million FD)

Budgetary Item	1979	1980	1981	1982	1983 <sup>1/</sup>	1984 <sup>1/</sup>
<u>I. Ministry of Education</u>						
Administration	8.1	10.4	13.3	12.9	15.1	14.4
Primary Education	486.6	572.8	664.0	776.9	1,009.2	1,021.8
Secondary Education	140.1	138.4	208.6	236.9	362.2	367.4
Youth and Sports	28.8	32.8	31.7	41.6	53.3	52.7
Sub-total MOE	<u>663.7</u>	<u>754.4</u>	<u>917.6</u>	<u>1,089.1</u>	<u>1,439.8</u>	<u>1,456.3</u>
<u>II. Contribution to Pension Funds and Other Allowances for Personnel under MOE</u>						
	<u>317.5</u>	<u>248.1</u>	<u>260.3</u>	<u>295.0</u>	<u>323.0</u>	<u>335.0</u>
<u>III. Subsidies &amp; Allowances</u>						
Private Education Scholarships and Student Grants	88.0	178.4	174.0	173.4	188.0	178.0
C.R.I.L.	252.0	223.1	208.3	151.9	280.0	280.0
National Youth Association (ANJ)	-	-	-	12.0	12.0	12.0
	6.0	6.0	18.0	23.0	20.0	20.0
Sub-total/III	<u>346.0</u>	<u>407.5</u>	<u>400.3</u>	<u>360.3</u>	<u>500.0</u>	<u>490.0</u>
<u>IV. Ministry of Labor (CFPA)</u>						
	<u>79.7</u>	<u>85.2</u>	<u>89.9</u>	<u>107.0</u>	<u>146.3</u>	<u>150.6</u>
<u>V. Other Ministries<sup>2/</sup></u>						
	<u>3.8</u>	<u>4.2</u>	<u>5.7</u>	<u>9.4</u>	<u>12.1</u>	<u>14.1</u>
<u>VI. Grand Total</u>						
	<u>1,410.7</u>	<u>1,499.9</u>	<u>1,673.8</u>	<u>1,860.8</u>	<u>2,421.2</u>	<u>2,446.0</u>
Memorandum Item						
Gov't Recurrent Exp. on Education/ Gov't Total Recurrent Exp.	13.1%	12.5%	12.0%	9.7%	11.9%	11.9%

<sup>1/</sup> Budget.<sup>2/</sup> Ministries of Public Service, Justice and Health.

Source: Ministry of Finance

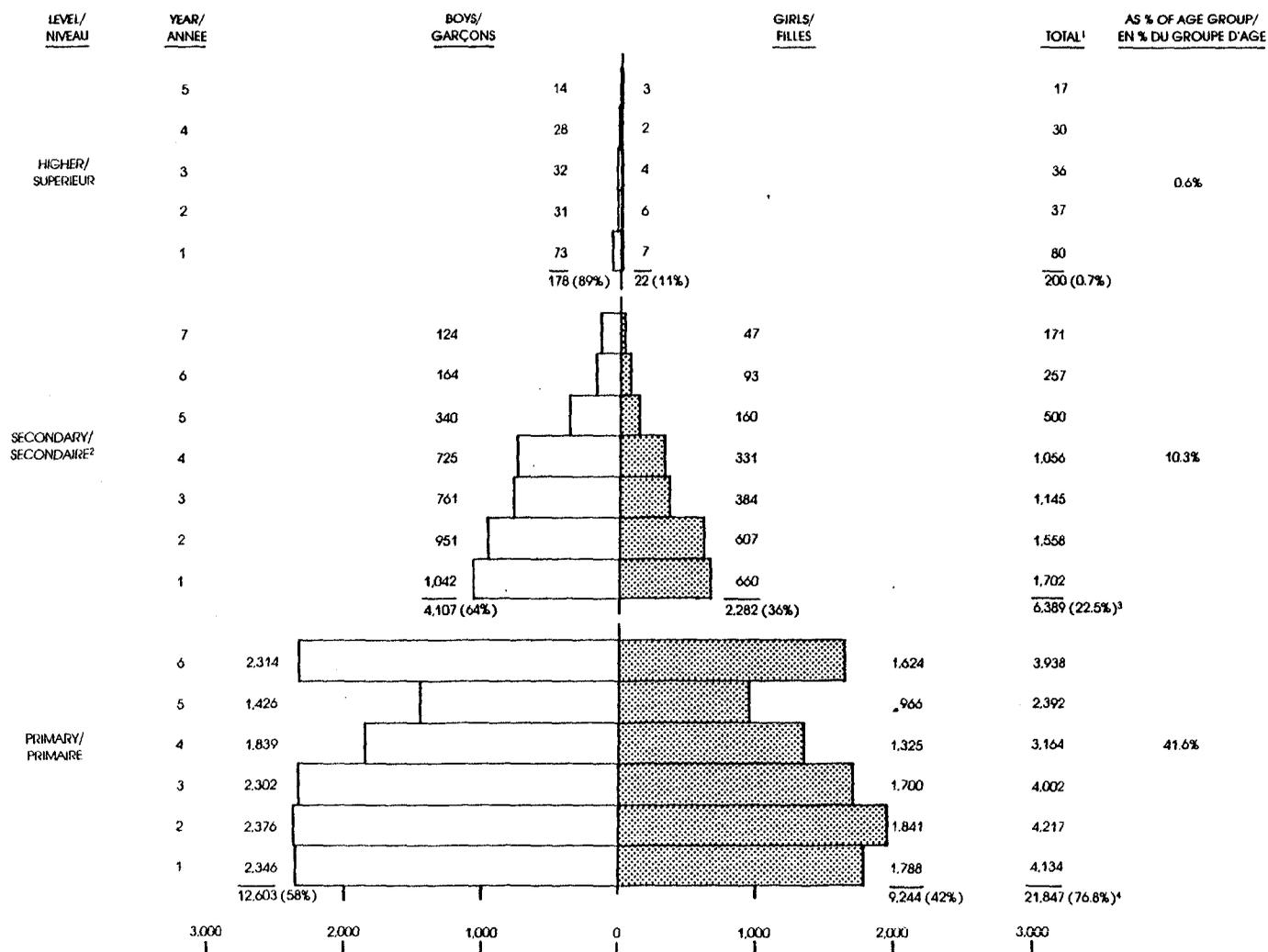
DJIBOUTI  
FELLOWSHIPS ABROAD  
BOURSES A L'ETRANGER  
1982/83

LEVEL/NIVEAU	COUNTRIES/PAYS	FRANCE	TUNISIA TUNISIE	ALGERIA ALGERIE	F.R.GERMANY RFA	SUDAN SOUDAN	ETHIOPIA ETHIOPIE	MOROCCO MAROC	LEBANON LIBAN	IVORY COAST COTE D'IVOIRE	SENEGAL	CANADA (QUEBEC)	TOTAL
<b>I. SECONDARY/SECONDAIRE</b>													
<u>GENERAL</u>													
Grade 10/Troisième						1/2	9						9
Grade 11/Seconde							5						7
Grade 13/Terminal D (Maths & Biology)							1						1
<u>TECHNICAL</u>													
Grade 13/Terminal E (Maths & Technology)		1											1
F1 (Mechanics)		3											3
F2 (Electronics)		1											1
F3 (Electrical Engineering)		1											1
G2 (Management)		7											7
<u>VOCATIONAL TRAINING/PROFESSIONNEL</u>													
Electrical Engineering/Electricité			6	1	1								8
Turning/Tourneur			2	1									3
Milling/Fraiseur			3	1	1								5
Metalwork/Metallier			2	1	1								4
Woodwork/Menuisier			4	2	1								7
Masonry/Maçon			2	1	1								4
Automotive/Mécanique Auto			2	1	1								4
Plumbing/Plombier				1	1								2
Telecom/Transmissions				3									3
TOTAL I		13	21	12	7	2	15	-	-	-	-		70
<b>II. HIGHER/SUPERIEUR</b>													
MEDICINE/MEDICINE		7						1					8
DENTAL SURGERY/DENTAIRE		1											1
PHARMACY/PHARMACIE		7											7
GEOLOGY/GEOLOGIE		4											4
PHYSICS & CHEMISTRY/PHYSIQUE-CHEMIE		10						1					11
NATURAL SCIENCES/SCIENCES NATURELLES		11	1										12
MATHEMATICS/MATHEMATIQUES		20							1				21
ARCHITECTURE		1											1
CIVIL ENGINEERING/ECOLE T.P.E./IUT		2											2
INDUSTRIAL DRAWING/BUREAU D'ETUDES												1	1
OVERSEAS ENGINEERING/I.S.T.O.M.		1											1
MECHANICAL ENGINEERING/IUT MECANIQUE		1											1
ACCOUNTANCY/COMPTABILITE IUT		2											2
MANAGEMENT/GESTION ENTREPRISE IUT		4											4
PUBLIC ADMINISTRATION/ADM. PUBLIQUE									1				1
SECRETARIAL SKILLS/SECRETARIAT/IUT		2											2
BUSINESS/ETUDES COMMERCIALES									2				2
ECONOMICS/SCIENCES ECONOMIQUES		26											26
LAW/DROIT		26											26
ARTS/LETTRES		10											10
ENGLISH/ANGLAIS		5							2				7
PSYCHOLOGY/PSYCHOLOGIE		2											2
SOCIOLOGY/SOCIOLOGIE		1											1
SOCIAL STUDIES/ETUDES SOCIALES		1											1
HISTORY & GEOGRAPHY		9											9
SECONDARY TEACHER TRAINING/ENS								1					1
PHYSICAL EDUCATION & SPORTS		2								16	2		20
TOTAL II		155	1	-	-	-	-	3	6	16	2	1	184
TOTAL		168	22	12	7	2	15	3	6	16	2	1	254

1/ Islamic studies



**DJIBOUTI**  
**EDUCATION PYRAMID**  
**PYRAMIDE DES EFFECTIFS SCOLAIRES**  
**1983/84**



Note:

<sup>1</sup> Figures in parentheses indicate share in total enrollments.

Les chiffres entre parenthèses indiquent le pourcentage par rapport aux effectifs totaux.

<sup>2</sup> Comprising public & private general & technical/vocational secondary education (including fellowships abroad) & primary teacher training.

Y compris l'enseignement secondaire général et technique/professionnel public et privé (compte tenu des boursiers à l'étranger) et la formation des instituteurs.

<sup>3</sup> Excluding about 1,500 trainees enrolled in the Vocational Training Center for Adults & in non-formal training centers.

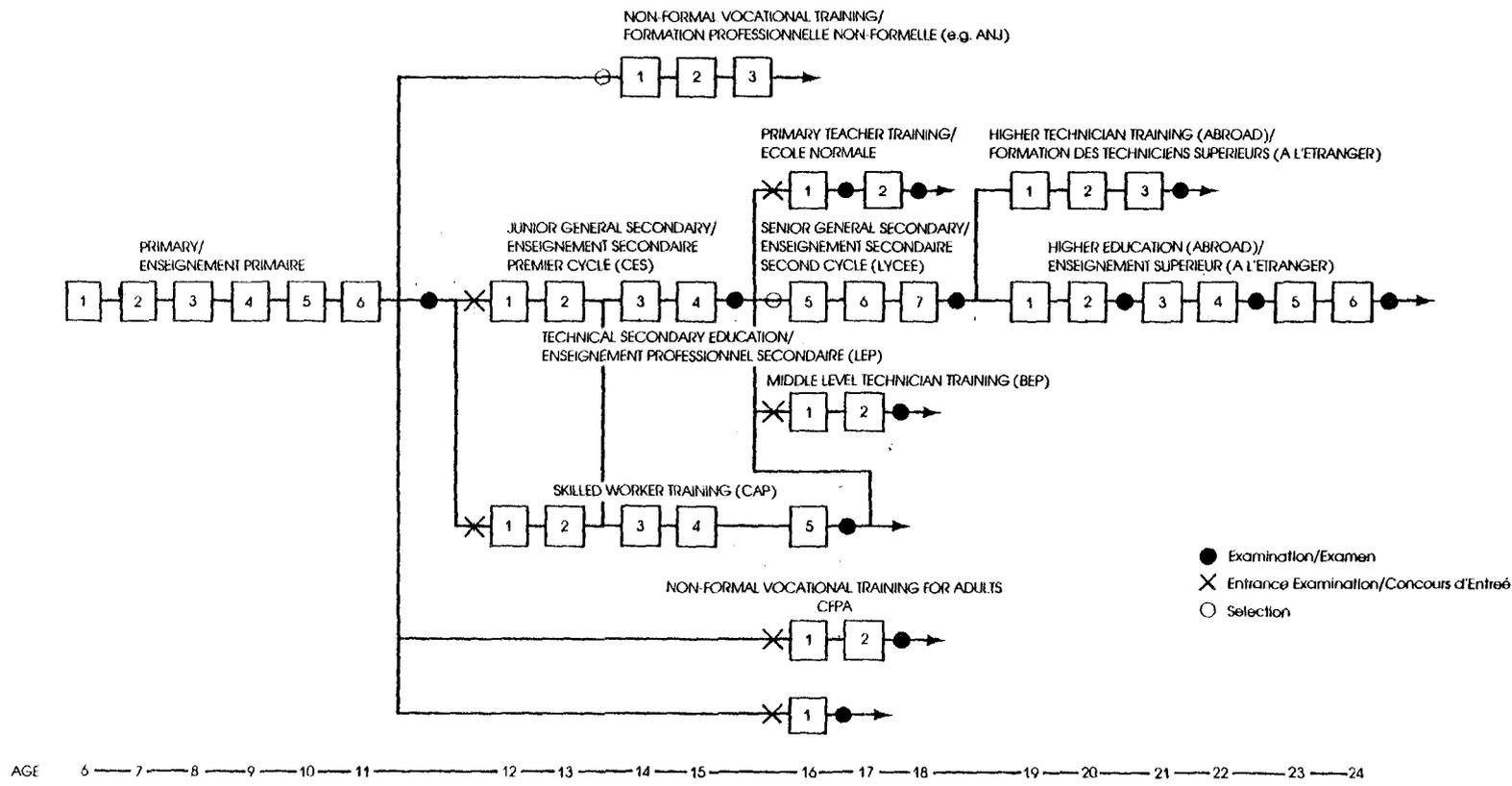
Non compris environ 1 500 apprentis inscrits au CFPA et dans les centres de formation non formelle (ANJ, UNFD et ONARS).

<sup>4</sup> Excluding about 2,500 primary students enrolled in schools not providing the official programs.

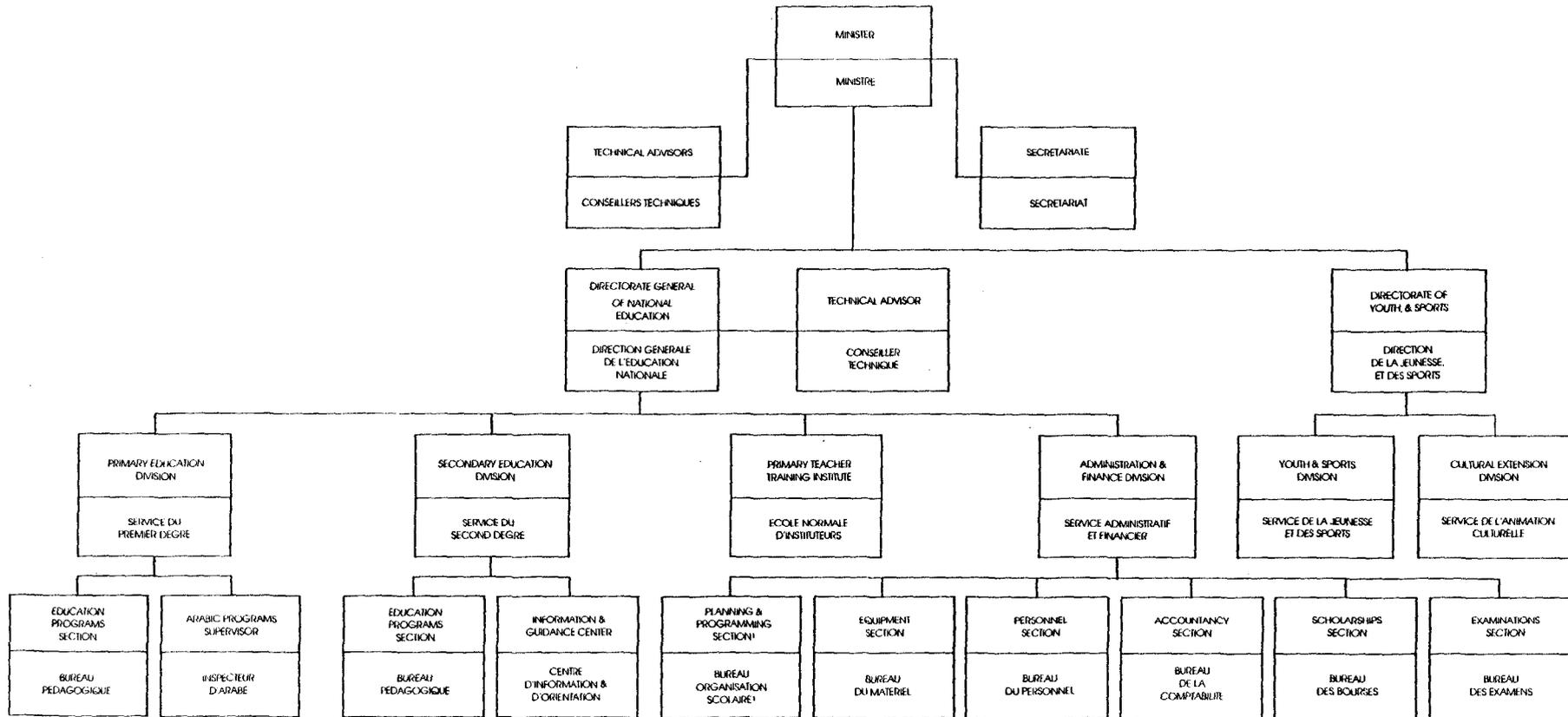
Non compris environ 2 500 élèves inscrits dans les écoles n'offrant pas les programmes officiels.

World Bank—26249

**DJIBOUTI**  
**STRUCTURE OF THE EDUCATION AND TRAINING SYSTEM**  
**STRUCTURE DU SYSTEME D'EDUCATION ET DE FORMATION**



**DJIBOUTI**  
**STRUCTURE OF THE MINISTRY OF NATIONAL EDUCATION, YOUTH AND SPORTS**  
**ORGANIGRAMME DU MINISTERE DE L'EDUCATION NATIONALE, DE LA JEUNESSE ET DES SPORTS**



<sup>1</sup> School Mapping, School Construction, Statistics, Academic Supervision (Time Tables, Curricula, Guidance).  
 Carte Scolaire, Constructions Scolaires, Statistiques, Contrôle Scolarité (Emplois du Temps, Programmes, Orientation)

