



Comparative Perspectives on Education in Djibouti: An African Focus

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Abstract

Education in Djibouti is facing challenges due to its unique geographical location and socio-economic status. Qualitative data from interviews with educators and surveys among students were analysed using thematic analysis. A notable finding is the significant disparity in educational access between urban and rural areas, where only 50% of children have access to primary education in remote regions. The study underscores the need for targeted interventions to bridge this gap and improve overall educational outcomes in Djibouti. Investment in infrastructure development and teacher training programmes are recommended as key strategies to enhance educational quality in underserved communities.

Keywords: *Sub-Saharan, pedagogy, anthropology, ethnography, socio-economic, qualitative, education policy*

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