



Comparative Educational Practices in Djibouti: A Survey Study

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Mamadou Ali Hassan is affiliated with Department of Advanced Studies, University of Djibouti and focuses on Education research in Africa.

Abstract

This study examines comparative educational practices in Djibouti by analysing survey data from various stakeholders. Educational surveys were administered to educators, students, parents, and policy makers. Data was collected through questionnaires and interviews. A notable finding was the higher proportion of female teachers compared to male teachers (70% vs. 30%), which influenced teaching styles and student engagement. The study highlights significant gender disparities in teacher demographics, impacting educational practices and outcomes. Policy recommendations include promoting equal opportunities for male teachers and encouraging more balanced sex ratios in schools to enhance overall education quality.

Keywords: *African Geography, Comparative Education, Survey Research, Stakeholder Analysis, Policy Impact, Educational Policy, Curriculum Studies*

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