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DJIBOUTI EARLY GRADE READING ACTIVITY (DEGRA)

Life of Project: 2019-2024

Implementer: FHI360

OVERVIEW

The *Loi d'Orientation de l'Éducation* in 2000 made education a universal right and guaranteed free and compulsory basic education to all children aged six to 16. Since that time, Djibouti has made strong gains in school access, increasing gross enrollment from 40% in 1999 to over 81% in 2016. However, significant challenges remain. Female literacy rates are 13% lower than males in urban areas and 11% lower in rural areas; In 2016, the primary school completion rate is 76%; the pass rate is 60 % for the 2015 OTI and 45% of students in grade two and 16% in grade five could not read a single word in 2012.

OBJECTIVES

The project supports the Government of Djibouti strategy of upgrading quality basic education through the improvement of children's learning achievements in primary education. The project will improve the reading skills of children at the primary level in targeted areas in three ways: Support the *Ministère de l'Éducation Nationale et de la Formation Professionnelle* (MENFOP) improve early grade reading instruction; Increase community support and engagement for reading; and by improving the policy environment for reading.

ACTIVITIES

- Develop improved reading materials to be used in the classrooms with close collaboration with MENFOP's key institutions including the National Teacher Training College (CFEEF).
- Train teachers on the use of Best Practices in reading and the *Centre de Recherche, d'Information et de Production de l'Éducation Nationale* (CRIPEN).
- Develop curriculum, textbooks and supplemental reading materials for grade one through five.
- Strengthen the *Service Evaluation* systematic assessment, testing and remediation.
- Engage communities and local NGO to support reading.
- Produce extracurricular reading materials and improve policies in support of reading.
- Develop standard norms and benchmarks for reading.
- Develop reading assessment strategy and establish Database for reading-related materials.
- Strengthen civil society capacity to mobilize communities for reading in a self-reinforcing cycle, creating demand for reading and meeting it with targeted activities.
- Establish a technical commission to promote reading through policy advocacy, data-driven decision-making and research.

EXPECTED RESULTS

- Reading instruction is improved
- Community Participation In Early Grade Reading is enhanced
- Policy Environment to Support Reading is improved