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Haiti
Education 2004 Project
Impact Evaluation Study



Submitted by:

The American Institutes for Research

With:

Centre de Formation et d'Encadrement Technique (CFET)

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List of the acronyms used

AIR	American Institute for Research
APE	Association de Parents d'Elèves (Parents' Association)
APP	Association de Parents et de Professeurs (PTA in English)
APV	Association des Paysans de Vallée
CARE	Cooperative Association for Relief Everywhere
CRS	Catholic Relief Services
CEP	Certificate d'Éducation Primaire (Certificate of Primary Education)
ECP	Encadreur Communautaire Pédagogique (Teacher Trainer)
ED2004	Education 2004
FAD	Formation à distance (Distance Learning)
FONHEP	Fondation Haïtienne de l'Enseignement Privée
IRE	Interactive Radio Education
KTM	Kontwòl Travay Mèt (Teacher Supervision)
MENFP	Ministère de l'Éducation Nationale et Formation Professionnelle
NGO	Non Governmental Organization
PAM	Programme Alimentaire Mondial (World Food Program)
PAS	Plan d'Amélioration Scolaire
PARQE	Programme d'Appui et de Renforcement de la Qualité de l'Éducation
PTA	Parent Teachers Association
SAVE	Save the Children
SCL	Student Centered Learning (ACE in French)
STEM	Service Technique Mission Ebenezer
UNIQ	University Quisqueya
USAID	United State Agency for International Development

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EXECUTIVE SUMMARY

1. INTRODUCTION

The purpose of this report is to make available to USAID the major findings, conclusions and recommendations of an in-depth assessment of the impact of the Ed2004 project on participating schools, associative local structures and partner organizations.

This report is essentially descriptive. It is comprised of four main sections. An introductory section puts in perspective a number of specifications pertaining to the nature, purpose and major themes addressed. The second section is a more substantial statistical analysis of the information gathered and processed. The third section contains a narrative of general conclusions together with a mixture of general and specific pertinent recommendations. Where feasible the report identifies the institutions or actors targeted as possible implementing agents of specific recommendations.

Nature, purpose and scope of the evaluation

This is an evaluative study through which the USAID wished to measure the impact of the Education 2004 project on beneficiary or host schools and communities, gather feedback on how involvement in the project impacted the growth of participating partner organizations and determine whether the latter are currently sponsoring any similar activities or would welcome an opportunity to participate in a similar project in the future, should one be developed.

The evaluation targeted a total of about 400 primary schools organized into some 64 clusters of 5 to 7 schools each and operated with various degrees of parental and community involvement. The Ed2004 project extended over a total of 8 sub-regions, corresponding with the intervention areas of eight different NGO's or partner organizations, namely: APV, CARE, CRS, FONHEP, PAM, STEM, SAVE and UNIQ.

Major issues addressed

According to the proposed scope of work, the evaluator was to perform an in-depth assessment of:

1. The overall impact of Ed2004 project activities on improving the quality of instruction and the level of community involvement in school management;
2. The degree to which the eight partner organizations are currently using their own resources or resources from other donors to continue supporting local schools they supported under Ed 2004, in the absence of USAID funding;
3. The impact of the project on community development in general and in the school cluster areas in particular;
4. The impact of involvement in PTA on parents, on teachers and on the community as a whole;
5. The impact of the school feeding program on pupils, schools and the community;

6. How the cluster approach influenced school management and local development and to what extent disparate schools brought together under Ed2004 continue working together on shared interests in the community;
7. The impact of the IRE (Interactive Radio Education) or FAD (Formation A Distance) on the quality of teaching and learning;
8. The nature and importance of lessons learned and opportunities for future work.

Methodology

A sample 25% of the all Ed2004 clusters (16 clusters) was selected, at the rate of 2 clusters per sponsor: one rural and one urban. In each cluster 2 schools were selected, one private and one public (nationale or communautaire) given a total of 32 schools. Two more public schools were added in the Northeast area to balance the sample.

Data gathering was carried out by 4 teams of enumerators deployed in parallel over the different sponsors' intervention areas, during the first 3 weeks of April 2006. Actual data collecting was performed through a combination of face to face interviews with 8 partner organization representatives and 121 other key informants, in addition to 58 focus group discussions among parents and teachers, for a total sample of more than 450 people.

2. MAJOR FINDINGS

Overall impact

Overall impact of the Ed2004 project was measured through a string of questions pertaining to the expected outputs of the project. The data gathered and analyzed with respect to these interrogations led to the following findings:

Whether disparate schools brought together into clusters under the project continue to work together on shared or community interests

Information supplied by our key informants (the school directors, teachers, local leaders and non-affiliated parents) indicate that there is no consensus on this issue. As a matter of fact, 41.5% of the respondents affirm that they do, while 38.1% say they do not.

Whether partner organizations are currently using their own funds to continue cluster sponsoring activities in the absence of USAID funding

Aside from two partner organizations, CRS in the Southeast and the Grande Anse and CARE in the Upper Artibonite area, which are currently supporting formerly clustered schools, there is no evidence that the school clusters created under the project are operating as such.

The hypothesis that partner organizations are using their own funds or resources from other donors does not apply in the cases of CARE and CRS, (both are said to be using

USAID resources). Available field data indicate that except for one cluster located in the Vallue area and one in the Ganthier area where APV and UNIQ have tried to organize follow-up supervision and school materials distribution, there is no evidence that any of the partner organizations are currently sponsoring any sort of cluster activities.

Whether Ed2004 effectively improved the quality of teaching and learning in the cluster schools.

More than 93% of the key informants believe that Ed2004 was responsible for improvement of the quality of teaching and learning in the cluster schools. Improved performance did not disappear with the closing of the project in 2002. Even in schools where most of the teachers trained by the project have migrated to other schools, performance improvements seem to remain.

Current cluster schools' performances as reflected in the pass rate of success of students on the state Certificate of Primary Education (CEP) exam (administered after the 6th year of primary school) support the idea that Ed2004 was responsible for improved school performance. Asked about the rate of success in their local establishment for the June 2005 CEP exams, 4 out of 5 key informants credit their local schools with a pass rate of superior to 80% and more than 20% of key informants credited their school with a 100% pass rate.

The finding that effective improvement of quality is partly due to project action is supported by CARE, PAM, APV and UNIQ to a large extent. Nevertheless, the FOHNEP representative did not feel there was enough data to determine whether or not this improvement is due to Ed2004 action solely.

As regards the SCL method, 6 out 7 sponsors agree that most of the cluster school teachers are using the method with various degrees of success. Most of our key informants feel that the method is being applied by 75% to 100% of the teachers that have been exposed to any kind of training under the project. Nevertheless, the PAM representative in the North region deplores the fact that today the method may not be as widely applied as it may seem, due to the speed with which teachers trained under Ed2004 are migrating out of the cluster schools, in search of better salaries.

Whether the project improved the capacity of PTA and other local associative structures to play a role in school management

94% of the key informants agree with the proposition that Ed2004 improved the capacity of local groups to be involved in school management. Information made available by seven of the eight partner organizations contacted within the framework of this evaluation seem to indicate that 80% of them do acknowledge that there has been a noticeable improvement of the capacity of local associative structures (PTAs etc.) to play a role in school management.

Data made available by the partner organizations indicate that throughout the LOP up until 2002, sponsors organized between 4 and 9 training workshops for PTA members. More specifically PAM: 4 to 5 a year, STEM: 1 each month, CARE: 5 in 2002 and 11 in 2005, and APV: 7 to 9 a year.

The evaluation team was not able to obtain any statistics from CRS as to the number of clusters being sponsored by the organization. But we do have evidence that the number of schools with PTAs went down from 16 in 2002 to 11 in 2005. Even where partner organizations continue to assist formerly clustered schools, there is no active cluster in any of the intervention areas visited.

Impact on internal school management and community involvement in school supervision

Partner organizations also agree that Ed2004 contributed to the improvement of cluster schools' internal management. This was achieved through promoting parents and school community involvement in school management. 90% of key informants, a mix of school directors, parents and local leaders, agree that clustering encourages compliance with MENFP requirements regarding school administration and better school record keeping.

Responses obtained from the sponsors indicate that there is no consensus regarding Ed2004's impact on community involvement in school supervision. One third of the responding sponsors fully agree that the project was successful in this respect. Two other sponsors deem that increase in community involvement in school management in cluster areas is not totally due to Ed2004 interventions. A lot of it had to do with the ECPs or the sponsor's commitment to community participation. The last third is split between PAM who feels that this objective was not met at all and FONHEP who feels that in this regard, they do not have enough data to tell.

Community buy-in of strategic options like, clustering, quality circle, school community and student centered learning (SCL)

Sponsors as well as key informants fully agree that the concepts of *school community* and of *school cluster* were welcomed with enthusiasm in most intervention areas. According to STEM and PAM both concepts worked much better in remote rural areas than in their urban counterparts. The Vallue experiment is there to support this idea.

Clustering as a strategy is rated as being very popular. Five out of seven sponsors feel that community acceptance of clustering was rather immediate. There is no indication that the cluster strategy was rejected by any community. 87% of sponsors and key informants agree that clustering is "addictive", once you experience it you never want to do without it.

Partner organizations unanimously agree that cluster school teachers are 100% favorable to quality circles. They also acknowledge the fact that, while actively promoting quality circles, the project did not require teachers to participate. Nonetheless, three years later most teachers and directors interviewed have fond memories of quality circle activities.

Lessons learned and opportunities for future work.

All sponsors had a lot to say about lessons learned three years after Ed2004 ended. Lessons learned are formulated in the perspective of possible implementation of a similar project, more specifically, in term of what to do and what not to do

WHAT TO DO

Regarding parental or community participation: For the sponsors, participation through the committees was good and parents should be welcome to participate in every aspect of school life. Open school day activities were an excellent tool to bring parents into the school. However, they lacked structures. Timely training and motivation should be scheduled for both parents and school directors. Guidelines and regulations should be established between the committees so that some kind of management pace may be set up and that the school director continues to play his role as manager of the school.

Lessons learned regarding the role of the private sector in school improvement, are summarized as follows.

- a) The private sector has demonstrated its capacity to deliver, if given clear and specific objectives. However, there doesn't seem to have been enough exchange, sharing of experiences among representatives of the private sector and project officials.
- b) Too few school projects were implemented at the early stage of the project to make their impact felt.
- c) Not enough structuring was done. The clusters themselves lacked structuring to really play the major role they could have.
- d) The over-age student issue was not raised.
- e) Finally, the training module and the training workshop were implemented without any formal attempt to secure any kind of validation or approval from the MENFP. Equivalency or validation is indispensable.

Guideposts for future work Should a similar project be designed and implemented, project promoters ought to make sure that:

- a) Establish guidepost for relationship between school directors and the committees in light of the fact that existing laws and regulations make the school Director the principal manager of the school (PAM).
- b) No apparent steps were taken to have MENFP approve existing modules for the training workshops (UNIQ).
- c) Departmental Directors and other MENFP regional representatives were left out. Not enough effort was made to integrate the school district officials in many project areas. Not enough effort was made to inform massively the community through the media and outreach community meetings (CRS).

- d) In a number of areas, parental and community education and involvement were not introduced at the beginning, but much later. The impact was a feeling of incompleteness. There seems to have been short-circuiting to expedite access to clusters and/or PAS grants. Other means can be found to help schools that are in real need (UNIQ).

WHAT NOT TO DO

The sponsors' account of things to avoid varied but reinforced each other. Things to avoid were formulated on different components of the project, namely:

Regarding parent's participation

Sponsors reported two major lessons that they learned and should not be repeated:

- a) Both PAM and STEM, in different ways, stated that school committees, APP or PTA's should not be allowed to get out of control and try to replace the school director at the expense of the pedagogical side of school management.
- b) To adequately participate, parents or local actors should not be trained at the last moment.

Regarding school clustering

- a) Avoid selecting schools that are too far from each other because distance kills group dynamics.
- b) Avoid making precipitous decisions for the clusters. Instead, give them proper technical assistance in order to take their own decisions.

Interface with other sectors

- a) The project should not try to destroy or minimize school autonomy in the process of clustering.
- b) It should not for the sake of clustering, eliminate the competition between the schools nor encourage school to be too individualistic.
- c) Most of the sponsors were concerned about the role of MENFP in the process. They agreed that any new project should be designed to include the MENFP and its regional and local antennae.

3.2 Conclusions and recommendations

C1. The Vade Mecum is definitely a very important teacher training tool. Combined with the presence of trained ECPs (Encadreur Communautaire Pédagogique) in the cluster area, the two-volume Vade Mecum probably represents the most valuable legacy of the project. Its sequence of modules represents the critical path to both effective community participation (*Vade Mecum Communautaire*) and compensation of the technical shortcomings (*Vade Mecum Pédagogique*) of so many teachers already in-service. However, the fact that, out of some 27 different results identified as most visible impact of the project, the Vade Mecum was never mentioned. It leads one to conclude that, due to timing limitations, the material may not have been distributed to every clustered school as it is said to have been.

R1. Make sure that the design of any similar project or follow-up phase of Ed2004 include intervention-area-wide distribution and application of the Vade Mecum, to avoid duplication through production of the same type of material. It goes without saying that this recommendation doesn't in any way preclude production of an addendum to upgrade or update both volumes

C2. Ed2004 policy to avoid creating new structures and capitalize on existing school community structures has its merit as an important tenet of the project design and in terms of commitment to democracy, participation and pro-activity. Field data do not support the hypothesis that existing structures were adequate. In contrast, there is evidence that most sponsors were not sufficiently cognizant of the project long-term strategies to buy-in and become real stakeholders. They ended up adopting a hands-off attitude with respect to the cluster and its potentials. As a result, clusters were never structured, and thus destined to remain nothing but a non-empowering and non-perennial delivery mechanism.

There is a serious need for standardization in the nature and operation of the local associative structures used. Too few informants seem to have been aware that Ed2004 was favorable to the PTA form of organization. Too many different types of structures were used within the framework of the project. Some include parents only, some teachers only some both. As a result, none was given the appropriate chance or the support needed to develop its full potential as a model to be replicated in places where there are no similar structures.

R2. Adopt, promote and fully support a model of parental or school community organization. The role to be played by such local associative structures may be at once project specific and synchronized with PNEF requirements on school management. There is at least one project which is currently experimenting with a community school managed by a committee formed by the parents associations in the Artibonite (Chaine des Cahos) and in the southeast (Marigot).

C3. Clustering as a strategy has the potential for being a learning ground where teachers and directors can develop the skills needed for successful associative life and promote staff development for both pedagogical and leadership skills at a low cost. The difficulties met in trying to unearth factual data on the project three years after it ceased its field operations are indicative of the fact that partner organizations never became true stakeholders. Most ECPs lived too far from the community where they worked and teacher training was not the kind of task that could be delegated to or shared with a local partner. The cluster, which was supposed to follow up on the participating schools when the ECP is no longer present, never truly developed that capacity. Neither did anybody develop the capacity to play the leadership role in the cluster.

R3. Include in clusters the establishment of local or cluster counterparts who can assist ECP in the delivery of the teacher, school director and parents' association training and eventually take over the leadership role in the planning and implementing of cluster activities.

C4. Although the student centered learning method (ACE/SCL) cannot claim to be project specific, the developers of the PNEF (Plan National d'Education et de Formation) had been toying with the idea at its inception in 1993. Ed2004 ought to be given credit for not only making the SCL method operational (Vade Mecum) but also for taking it to traditionally marginalized urban and rural communities in all but one of the geographic departments of Haiti.

C5. The PAS (Plan d'Amelioration Scolaire) is, in terms of project impact on community development the greatest gift of the project to target communities. For the first time in Haiti school directors, parents and teachers are given the opportunity to:

- 1) Make a diagnostic of their local school,
- 2) Develop a plan for needed improvement
- 3) Find appropriate resources and
- 4) Implement the improvement plan.

It is unfortunate that some schools did not get a chance to go through that process.

R5. Establish guidepost for relationship between school directors and the committees, in light of the fact that existing laws and regulations make the school Director the principal manager of the school (PAM). Start parental education or training sooner and get the community involved from the beginning. Training for parents or other members of the broad school community seems to have started too late. To adequately participate, parents or local actors should not be trained at the last moment, but coached by partners.

C6. While it remains true that quality education is an ideal that members of the school community can always aspire to, significant improvement in the quality of teaching and learning has been achieved by the clustered schools through teacher and director training and supervision, through adequate learning conditions and in spite of the low academic level of teachers in most of the cluster schools.

R.6a Revisit the criteria for school eligibility in the cluster, particularly the number of schools per cluster, to avoid unnecessary or inappropriate exclusions (where number is the only limitative criterion). Efforts need be made to include provisions for conditional or admission with assistance to help individual schools meet admission prerequisites.

R6b. Include in future project design the establishment of partnership relation with regional and local MENFP structures in order to facilitate state approval of training or teaching materials produced within the framework of the project and ensure compliance with regulations regarding important issues such as class size, theoretical age or the over-aged child issue. The over-age student issue should be addressed and, if need be, have a separate solutions for them and encourage the schools to use preschool as a stepping stone to facilitate timely access to school.

C7. In spite of difficulties and risks associated with the operation and management of ‘*cantines*’ (cafeterias and other school feeding programs) especially as a constant source of corruption, data from all three categories of informants feel that school feeding has a positive impact on parents and on students performance. Given the role of cantines in launching the clusters, the economic situation of most Haitian parents and the scattering of habitat in the rural areas, most parents, teachers and school directors are, for the moment, favorable to some type of school feeding.

R7. Initiate reflection with PTA on the feasibility of implementing at the school level a string of small projects in the form of subsidized school cafeterias, in order to compensate the absence of canteens in target or cluster schools. Such a project could be implemented under contract with an outside caterer with no capital investment from the school. In schools where there is a vocational program, implementation of such a project could also be conjugated with a program whereby students registered in cooking and restaurant could work in the kitchen as trainees, to cut down on expenses for personnel. Subsidy could even be programmed with embedded progressive phase out. Cafeteria subsidy can also include a plan for gradual phase out of project funding and be coupled with local or state government take over.

C8. Most partner organizations seem not to have been sufficiently cognizant of or given enough opportunity to understand and adopt the project’s long-terms objectives. As a matter of fact, except for CARE (and this may be altogether coincidental) and for the collaborative agreement between FONHEP and EDA, none of sponsors seem to have made any kind of provisions to acquire the institutional build-up needed (in terms of structure, funds and other resources) to continue sponsoring clusters and schools beyond the Ed2004 LOP. This doesn’t diminish whatever post project activities were carried out by SAVE and CRS.

R8. Implement a communication strategy with local actors to set shared vision and goals. Such a program would sensitize local actors regarding the role they are called to play in school management and in negotiations with the educational authorities for a formal public-private sector partnership and future take over of funding for cluster activities. The communication package desirable in this context should include specific

information on strategic objectives and how to best prepare beneficiaries for gradual phase out of project field and other activities.

Other recommendations

R9. Broaden the array of partner organizations to include more local operators like APV and STEM. Broadening could include an institutional building component geared to the development of cluster sponsoring capacity. Local or departmental educational authorities could be invited to co-sign the collaborative agreement governing partner relationship and performance.

R10. Recuperate and follow up on post-project experiments being carried out in some CARE, STEM and PAM territories with federation of clusters or cluster-wide end-of-year examination scheduling and contents or regarding compliance with MENFP detailed program. Such experiments could take advantage of the collaborative agreement to govern inter structure relationship and sustainability.

SECTION I: INTRODUCTION

1.1 Purpose and organization of this document

The purpose of this report is to make available to USAID the major findings, conclusions and recommendations of an in-depth assessment of the impact of the Ed2004 project on participating schools, associative local structures and partner organizations.

This report is essentially descriptive. It is comprised of four main sections. An introductory section outlines a number of specifications pertaining to the nature, purpose and major themes addressed, together with a brief statement of the scope of the evaluation. The second section is a more substantial statistical analysis of the information gathered and processed. The third section contains a narrative of general conclusions together with a mixture of general and specific recommendations. The fourth and last section consists of a presentation of findings specific to each of the different partner organizations surveyed in this evaluation. In attachment are a post testing revised copy of the Creole version of the questionnaire used, a copy of the interview guide used to gather information from the sponsor's representatives together with several other documents likely to make this report more easily readable.

1.2 The task to be performed

The nature, the purpose and scope of the task to be performed as well as the major themes to be addressed in this impact evaluation can be summarized as follows:

a. Nature and purpose of the evaluation

This is an evaluative study through which USAID wishes to measure the impact of the Education 2004 project on beneficiary or host schools and communities, gather feedback on how involvement in the project impacted the growth of participating partner organizations and determine whether the latter are currently sponsoring any similar activities or would welcome an opportunity to participate in a similar project in the future, should one be developed.

b. Scope of the evaluation

The evaluation contained in this document targeted a total of about 400 primary schools organized into some 64 clusters of 5 to 7 schools each and operated with various degrees of parental and community involvement. The school clusters are a key strategic component of the Ed2004 project which extended over a total of 8 sub-regions. These sub-regions correspond with the intervention areas of eight different NGO's or partner organizations which sponsored some of the Ed2004 project activities, carried out in all but one geographical departments of Haiti, namely the Northwest.

c. Specific objectives

The specific objectives of this evaluation are:

1. Assessing the overall impact of Ed2004 project activities on improving the quality of instruction and the level of community involvement in school management;
2. Assessing the degree to which the eight partner organizations are currently using their own resources or resources from other donors to continue supporting local schools they supported under Ed 2004, in the absence of USAID funding;
3. Measuring the impact of the project on community development in general and in the school cluster areas in particular;
4. Determining the impact of involvement in PTA on parents, on teachers and on the community as a whole;
5. Assessing the impact of the school feeding program on pupils, schools and the community;
6. Determining the impact of the cluster approach on school management and local development and to what extent disparate schools brought together in Ed2004 school clusters continue working together on shared interests in the community;
7. Assessing the impact of the IRE (Interactive Radio Education) or FAD (Formation A Distance) on the quality of education;
8. Identifying lessons learned and opportunities for future work.

1.3 METHODOLOGY

1.3.1 Sampling of clusters, sites, and schools

Sampling for this evaluative study was a multi stage operation. Given the fact that the sponsors intervene in eight different geographic areas and given a number of specifications and time limitations contained in the SOW proposed by AIR, a sample of 16 clusters (representing 25% of the total) was selected at the rate of 2 clusters per sponsor. One public and one private school were selected from each cluster, giving us a total of 32 schools. Two extra schools (public & private) were added for STEM in Fort-Liberté and in Ouananminthe for a total sample of 34 schools.

Below is a map showing the territorial distribution of the sample. Intervention areas are represented with a different color for each Partner organization with its acronym and the names of the sites where the clusters are located. Next to each site or cluster name is a number which indicates whether it is a rural or an urban cluster. Mapping reflects current distribution of sponsor's areas of intervention which in some cases may be different from what it was while the Ed2004 project was being implemented. This is the case for CRS which no longer intervenes in education in the South Department where it was a major sponsor. The same is true of SAVE which is no longer operating in education in the Grand Goave and Dano area.

ED 2004

CLUSTER SAMPLING

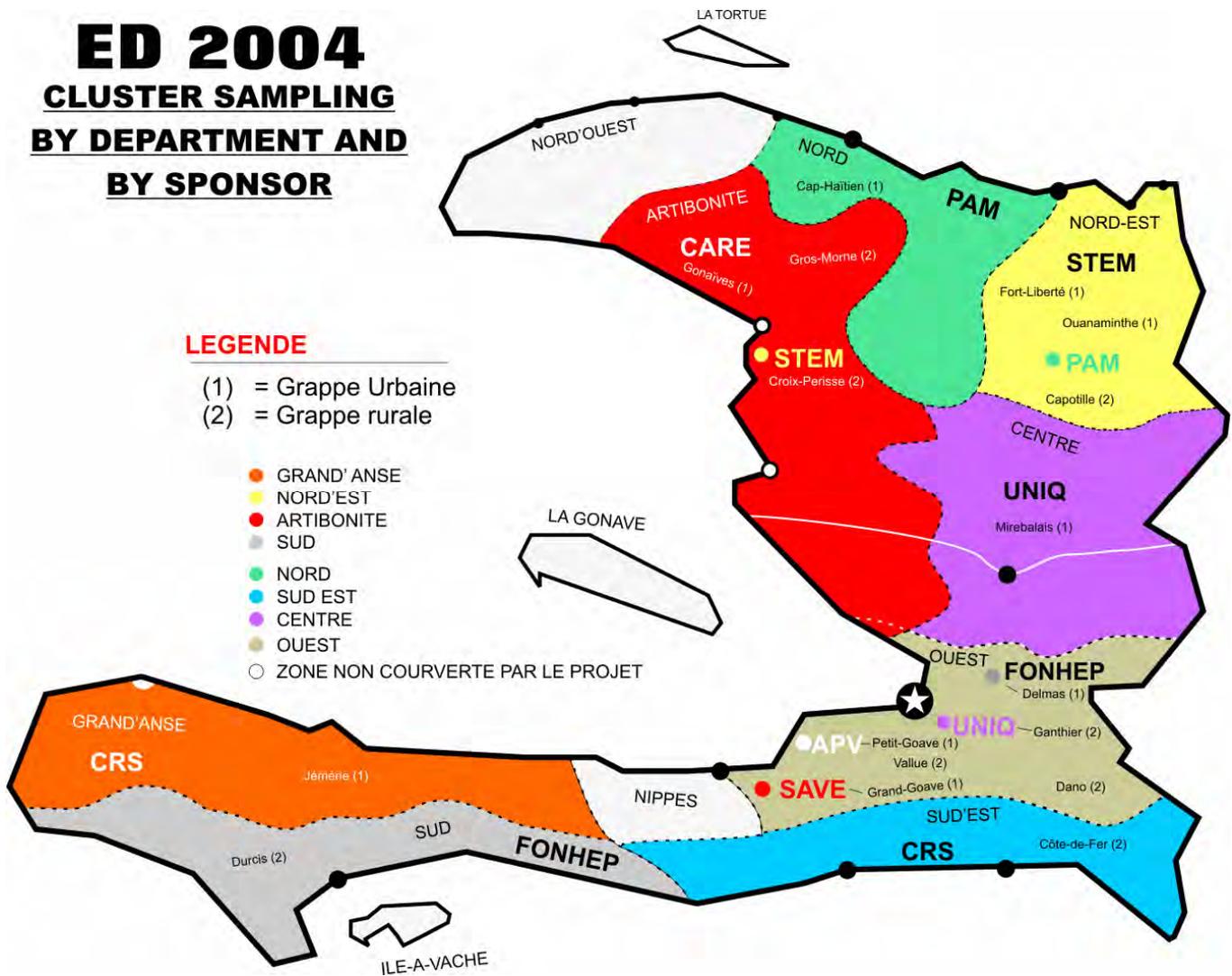
BY DEPARTMENT AND

BY SPONSOR

LEGENDE

- (1) = Grappe Urbaine
- (2) = Grappe rurale

- GRAND' ANSE
- NORD'EST
- ARTIBONITE
- SUD
- NORD
- SUD EST
- CENTRE
- OUEST
- ZONE NON COURVERTE PAR LE PROJET



1.3.2 Data gathering

Data gathering was carried out by a combination of face to face interviews and focus group discussions. Three data gathering instruments, a questionnaire, a semi structured interview guide and a guide for the animation of focus group discussions were developed. At the sponsors level, semi structured interviews were conducted with 8 partner organization representatives. At the school level individual interviews were conducted with 121 key informants, including the school Director, one local leader and 2 parents who are not members of any local group involved in school management. In addition, focus group discussions were conducted with 25 PTAs where such structures exist. Similar discussions were facilitated among 33 teams of teachers. Table 1 shows the distribution of the sample.

Table 1 Distribution per sponsor of individual informants and groups

Sponsors	Focus groups		Key informants			
	PTA..	Pedag. team	School Director.	Non-PTA parents	Local leader.	ECP
APV	4	4	4	8	4	
CARE	4	4	4	8	4	
FONHEP	2	3	4	3	2	2
PAM	3	4	4	2	1	
STEM	3	6	6	10	9	
SAVE	3	4	4	7	4	
UNIQ.	3	4	4	7	2	
CRS	3	4	4	8	4	1
TOTAL	25	33	34	53	30	3

1.3.3 Data processing and analysis

Field data processing and analysis were computer assisted with application of SPSS, version 10.1 for Windows. Data processing led to the production of various simple frequency tables based on factual information gathered through the questionnaire. Focus group data processing was carried out in a three step operation including entering raw information, followed with production frequency tables and appropriate cross tabs. Results were then translated from Creole to English.

SECTION II: TABULAR AND GRAPHIC ANALYSIS

This section contains a presentation of the results with the support of tables and graphs. It covers the entire spread of questions asked in interviews with key informants. In each finding, accounts of the quantitative data are balanced with the perceptions or opinions expressed by participants in the various focus group discussions and with more global views gathered from representatives of the various partner organizations consulted in this evaluation.

2.1 How effective was the project in improving the quality of education accessed through clustered schools as reflected in students performance at the cluster school level

The effectiveness of the Ed2004 project in improving the quality of teaching and learning in cluster schools was measured through several indicators including:

- 1) student's or school performance in general and particularly in the CEP exams,
- 2) teachers' use the SCL (Student Centered Learning) method,
- 3) the application of the detailed program of courses recommended by the MENFP and,
- 4) project contribution to improved learning conditions.

2.1.1 Cluster schools performance

Key informants, namely school directors, non affiliated parents and local leaders almost unanimously (93.4%) agree that Ed2004 was responsible for improved performance of participating schools.

Table 2	Q. Was Ed2004 responsible for improved performance		
	Frequency	Valid percent	Cumulated percent
Yes	113	93.4	93.4
No	8	6.6	100
Don't know	-		

Improved performance did not disappear with the closing of the project in 2002. Even in schools where most of the teachers trained by the project have migrated to other schools, improved performance seems to remain. As new teachers join what used to be the pedagogical team, they learn new tricks on the job and adopt new teaching and class management practices.

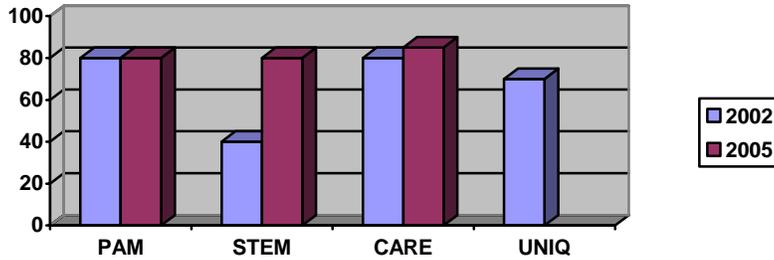
Regarding cluster school and student performance, information available at the sponsor level seems to confirm the feeling that cluster school performance is good in general and that the project had something to do with it.

Current cluster schools performance as reflected in the pass rate on the CEP (Certificate of Primary Education) support the idea that Ed2004 was responsible for improved school performance. Asked about the rate of success in their local establishment for the June 2005 CEP exams, 4 out of 5 key informants credit their local schools with a pass rate

superior to 80% and more than 20% of key informants credited their school with a 100% pass rate.

Rates of success documented for schools assisted by four of the major sponsors are plotted in the following graph.

Graph 1 Rate of success in CEP exams for 2002 & 2005



According to the teachers, the improvement of the quality of instruction was implemented mostly through teacher training activities. Most clusters organized one training workshop a month. Teacher-training workshops were organized on two major components: a) subject matter mastery and b) teaching methodology.

Subject matter (mastery)	Teaching methodology
<ol style="list-style-type: none"> 1. How to teach social sciences, 2. Experimental sciences, 3. Mathematics, and 4. Languages. 	<ol style="list-style-type: none"> 1. Application of the SCL method 2. Evaluation methods 3. How to prepare lesson plans 4. Classroom management 5. Child centered methodology

Focus group parents from PAM and APV sponsored schools as well as many teachers from FONHEP and CRS sponsored clusters agree that Ed2004 has something to do with the rate of success of their students on the CEP official exams for the past couple of years. PAM area parents stated that in their schools few students fail the 6th AF exams. In most instances such perceptions are based on four main indicators:

- a) Teacher and school director training,
- b) Application of SCL method and detailed program put together by the MENFP,
- c) Amprovement in learning conditions, particularly the distribution of school materials and supplies,
- d) Student's performance at the end of the year or the 6th AF examinations.

2.1.2 Teacher's application of the SCL method

Improvement in the quality of teachers available to the cluster schools was measured by percentage of teachers with at least 9th grade academic level, the number of teachers who have received teacher training, who can use child-centered methodology and are applying the MENFP detailed program.

In this regard a significant majority of the school directors, local leaders and non-affiliated parents consulted, agree that most of the teachers who have been, in one way or another, exposed to Ed2004 teacher training are currently using the student centered learning method in their classroom.

Table 3	Q. Teachers using the Student Centered Learning method		
	Frequency	Valid percent	Cumulated percent
All of them	47	39.8	39.8
Most of them	40	33.9	73.7
Just a few	10	8.5	82.2
None	1	0.8	83.1
Don't know	13	11.0	94.1
N/A	7	5.9	100.0

It is noteworthy that more than half (39.8%) of the above category of informants feel that all of the cluster school teachers are using the SCL method.

Information gathered from 1 NGO and 2 Haitian Partner Organization indicated that 100% of their teachers received teacher training in 2002. 100% of CARE and STEM teachers continued to receive teacher-training seminars. PAM on the other hand, reported that the percentage dropped from 95% in 2002 to 60% in 2005. UNIQ did not provide information for 2005.

Parents and teachers in focus groups seemed to support the above findings in most of the sites visited for this evaluation. Individual and collective testimonies corroborate the tendencies reflected in the answers of the key informants and of partner organization representatives. Mr. Fifi's story tells it in a nutshell.

This story is being told by the Assistant to the Director of the College Adventiste of Dubreuil in the Commune of Torbeck (South)

My name is Dunois Fifi. I am 29 years old. I was born and raised in this neighborhood. I was a student of this school. I feel that I can speak for the other teachers, because I was teaching here before the project. I was here during the project and I'm here three years after the project. But my real story began in the summer of 2002. I was visiting with my relatives in Port-au-Prince. I was asked to substitute a couple of days for my cousin who is teaching in one of the reputed good schools of the metropolitan area.

At first I panicked because she was too ill to prepare lesson plans. She challenged me saying you said you are a teacher. I probably wasn't so sure that I was. One day, as I was preparing the class for an exercise, the school Director was in the next room listening. At the end of the school day, she called me into her office and asked me where I had learned to do what I was doing with the student. I told her about the SCL method and the Ed2004 project. The only thing I remember after that, is that I was teaching in the same school as my cousin who is a normalien for 2 whole years.

2.1.3 Teacher's application of the MENFP detailed program

Cluster school teachers' capacity to apply the detailed program of courses put together or proposed by the MENFP was also used as an indicator of quality. In this regard, nearly 50% of the individual informants interviewed feel that all Ed2004 trained teachers are currently applying the detailed program fully or partly.

Table 4	Q. Teachers applying the MENFP detailed program of courses		
	Frequency	Valid percent	Cumulated percent
All of them	59	49.6	49.6
Most of them	38	31.9	81.5
Just a few	7	5.9	87.4
None	1	0.8	88.2
Don't know	8	6.7	94.9
N/A	8-	5.1	100.0

Focus group discussions carried out with PTA's and teams of teachers indicate both categories of informants believe that Ed2004 was responsible for the improvement registered in the quality of education as reflected in teaching and learning techniques.

Focus group teachers feel that the child-centered methodology teaches them how to become more human. They use more small study groups to have students do research projects. A teacher from one of the FOHNEP sponsored schools stated that before ED2004, she used to call her students by their last names. With ED2004, she learned to call them by their first names and bring them closer to her.

Data collected from key informants indicate that they were almost unanimous in affirming that the project contributed to a large extent to the improvement of the quality

of the human resources teaching in the clustered schools. The following table supports this affirmation

Table 5	Q. Did Ed2004 improve the quality of teachers working in the clustered schools?		
	Frequency	Valid percent	Cumulated percent
Yes	109	90.8	90.8
No	0	0.0	0.0.
Don't know	9	9.2	99.2
N/A	1	0.8	100.0

Data gathered from various international NGOs and from 2 Haitian partner organizations indicate that at the conclusion of Ed2004 field activities in 2002 the majority of teachers working in the clustered schools were either using or reported able to use the MENFP detailed program. PAM reported that in 2002, 60% of its teachers could use the MENFP detailed Program. For STEM it was 30%, CARE 90% and UNIQ 75%. Three (3) years later, for some of them, the percentage dropped, PAM experienced a decrease in the percentage of teachers capable of using the MENFP detailed program. For STEM, the percentage increase and CARE's remained stable.

2.1.4 Improved learning conditions

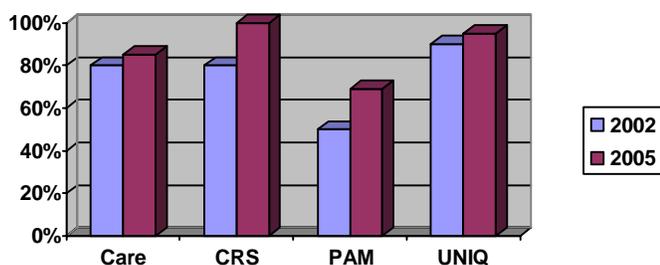
Information gathered from key informants indicate that close to 91% of the school directors, parents and local leaders consulted feel that Ed2004 largely contributed to the improvement of learning conditions in cluster schools.

Table 6	Q. Did Ed2004 contribute to improved learning conditions		
	Frequency	Valid percent	Cumulated percent
Yes	100	90.1	90.1
No	1	0.8	91.7
Don't know	9	7.5	99.2
N/A	1-	0.8	100.0

Improving the conditions of learning was measured by the percentage of clustered schools with suitable buildings, suitable school furniture, supplies and books, the number of students per classroom and the number of classroom assigned to a teacher.

Data gathered from the sponsors, both local and international, confirmed that the conditions of learning in the schools were improved. Between 2002 and 2005, for example, the percentage of clustered schools with suitable building rose. The percentage of Care clustered school housed in suitable buildings rose from 80% in 2002 to 85% in 2005. CRS' rose from 80% to 100% in 2005. PAM's rose from 50% to 60%. UNIQ estimated that in 2002, 90% of their clustered schools were housed in adequate buildings.

Graph 2 *Variation in percentage of suitable school buildings between 2002 & 2005*



Data regarding the number of clustered school having at their disposal suitable school furniture indicated that the percentage of suitable school furniture rose between 5 and 15% for 3 NGOs. PAM's percentage rose from 30 to 45%, while CARE's and UNIQ's rose from 75 to 80%. Not all NGOs were able to give information on the availability of school supplies and didactic materials. However PAM and UNIQ reported that in 2002 all their schools had didactic materials, compared to CARE that reported only 50% had didactic material. Three years later, this percentage remains stable.

In support of statements related to the project's contributions to improving learning conditions a substantial majority of the key informants base their opinion on such indicators as the cluster school conformity with the ideal of one teacher-one room- one class.

Table 7	Q. Is your answer based on the criterion 1 room-1 class- 1 teacher?		
	Frequency	Valid percent	Cumulated percent
Yes	92	85.2	85.2
No	7	6.5	91.7
Don't know	4	3.7	95.4
N/A	5	4.6	100.0

As far as the percentage of students having at their disposal school supplies and exercise books, data available from 3 NGO's indicated the percentage dropped for one NGO and remained stable for the other. More precisely, in 2002, 75% of students at PAM's clustered schools had at their disposal suitable school supplies. This percentage dropped to 50% in 2005. For CARE it remained stable at 55% between 2002 and 2005. UNIQ estimated that only 20% of their students had suitable school supplies. The percentage for 2005 was not available.

Regarding, the number of students and teachers per classroom, data collected from 4 NGOs indicated that in 2002, between 40 and 50% of the clustered schools had more than 40 students per classroom. In 2005 Care reported that 50% of their school had 40 students or more. For CRS all their classroom still have 40 students. Data indicated that between 2002 and 2005 the number of classrooms having an assigned teacher rose from 75 to 80% for CARE, and 70 to 90% for UNIQ.

Improvement in teachers' quality and performance was measured through, 1) the percentage of teachers in charge of one classroom and 2) the percentage of in-service teachers in the clustered schools with at least 9 years of education. Data gathered in the area of school improvement from more than 85% of the individual informants consulted indicated that most of the clustered schools respected the "one room-one class-one teacher" ideal.

Furthermore, information given by four of the partner organization representatives indicate that when the project closed in 2002, the majority of the teachers working in their cluster schools met this criterion. 100% for UNIQ sponsored schools, 75% to 80% for CARE, 60% in urban areas and 40% in rural areas covered by STEM and PAM. While this cannot be verified for most sponsors, information made available by representatives indicate that teachers in-service in 2002 in CARE, STEM and CRS areas continued to receive teacher training. Most informants agreed that all of their teachers were currently applying the SCL method in their classrooms.

Three years after the project closing more than 63.2% of the school directors, parents and local leaders feel that the project improved the quality of education in cluster areas. Most claim to have based their opinion on the availability of teaching materials in cluster schools. Not all sponsors were able to give information on the availability of school supplies and didactic materials. However, one international NGO and two Haitian Partner organizations, PAM and UNIQ reported that in 2002 all their schools had appropriate didactic materials, compared to Care supported schools where only 50% of the sponsored schools are said to have been provided with adequate didactic materials.

Moreover, all focus group teachers feel that learning materials reinforced their teaching techniques. Teachers reported that ED2004 distributed:

- Books for the teachers to prepare their lesson plan
- MENFP detailed program
- Notebooks
- Geographical maps and globes
- Health and experimental sciences teaching posters,
- Math. and geometric teaching instruments
- Teaching supplies (Chalk, geometry instruments, notebooks, erasers, etc.)
- Notebooks for the teachers to prepare their lesson plan, take attendance, etc.

We cannot close this section without mentioning that an evaluation carried out by PAM one year after termination of the Ed2004 project revealed that the quality of education had immensely improved in the clustered school including school administration and the

way they organize their archives. Still the PAM evaluation pointed to two main problems in ensuring quality instruction: the low academic level of entering teachers and the rate of migration of trained teachers in search of better salaries.

2.2 Impact of PTA or community involvement in school management and of involvement in PTA on parents, teachers and the community

2.2.1 Community involvement in school management

Besides changes in critical relationships between teachers and students and between teachers and school directors, one of the main objectives of the Ed2004 project was to serve as a catalyst for change in the relationships between the school and the parents in the community. Parents' involvement in school management is embedded in the PNEF and has been experimented with for some time, especially in the framework of the school feeding program. Thus, the achievement of this objective was immensely facilitated by the partnership with the sponsors. While it can be said that the PTA was somewhat an innovation, many of the partner organizations were already fostering parental involvement in education.

School management vs. school activities. Asked whether or not they felt that Ed2004 actually triggered true community involvement in school management, nearly 70% of the key informants responded affirmatively. Though some non-affiliated parents tend to confuse school activities with school management, everyone agreed that the PTA, APP or APE was the means used to bring the community into school affairs. As to whether the idea to form a PTA was a suggestion of project agents almost 50% of the key informants said 'yes' while close to 38% said that this type of grouping already existed in the school environment.

The impact of the project on the level of community involvement in school management was measured through a set of six different indicators such as the number of schools with PTA and number of training workshops for PTA members. This type of information was not readily accessible. Almost half of the sponsors did not have any kind of information available in this respect. The others had partial information.

The following table shows a distribution per sponsor of the activities of the local structures.

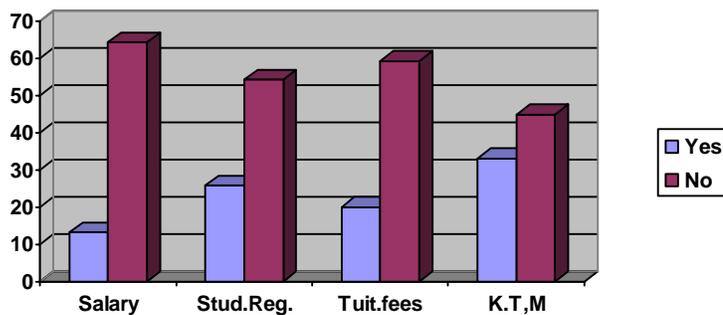
Table 8	Existing local associative structures in the school									
	PAM		STEM		CARE		UNIQ		APV	
Indicators	2002	2005	2002	2005	2002	2005	2002	2005	2002	2005
# schools w PTA	27/27	-	89	60	16	11	-	-	9	20/46
# schools w Cant.commit	17/27	-	45	45	16	11	100%	-	9	none
Training for PTA members	4or 5		1/mo	1/mo	5	11	-	-	9	7

Informal conversations with CRS officials in the South indicate that 100% of CRS sponsored schools in the Grande Anse and the Southeast have a committee in charge of ‘school cantine’ management. There was confusion as to whether information regarding the existence of ‘school cantine’ committees is archived in Cayes or Port-au-Prince; it wasn’t available at either place.

The information gathered from key informants as to true participation of the PTA or any other local community group in school management indicate that many of the actors still mistake participation in activities for participation in school management. Going to a fair organized by your local community school, or joining a cooperative is sometimes confused with actual school management. Asked about community involvement in a few pertinent activities such as fixing salaries for school personnel, participation in student registration process, setting tuition and other school fees, and KTM (Kontwòl Travay Mèt or Supervision of Teachers), most of the answers were negative.

The following graph shows the distribution of answers regarding involvement of local community groups in some decision making or school management activities.

Graph 3 Level of community participation in school management



Community involvement in school management in STEM or APV territories is nothing like what it is in clusters sponsored by CRS or PAM. The information available indicates that the degree of community involvement in school management has very little or nothing to do with the project as such, but a lot to do with the stakeholders, that is, its partner organizations. As one of the focus group parents from a UNIQ sponsored area puts it:

«I said ‘Yes’ the community is truly involved in school management in the Ganthier cluster because in our school we participate in all school activities. When a teacher has a problem we come to the rescue. We encourage the Director to do his job and we watch over the teachers’ performance. We even participate in teacher recruitment. We are in-charge. We even go to the bank, get the money and pay the teachers. Some parents continue to play this role even after their children leave the school»

Commenting on the impact of the project in terms of community involvement in school management, many sponsor representatives agree that, at first every one was rather hesitant. School directors were doubtful and hesitant and cautious. But they soon began to see the advantages and jumped into the bandwagon. In most areas of intervention, as reported by several sponsors, teachers' reactions weren't all that different. They too were rather skeptical at the beginning, particularly in the PAM areas. In contrast the evaluation team was told that very early STEM teachers saw parental involvement as the motor of the project. CARE officials think that teachers and school directors in the rural areas had a more positive reaction to community involvement than their urban counterparts. Very early UNIQ teachers began to call class meetings and invite parents in. Information gathered from key informants was consolidated into a listing of nearly twenty different activities in which PTA's and similar associative structures participate in the operation of the local school.

As can be seen from the following table, the list of activities in which these groups participate varies from sponsor to sponsor. Project impact is clearly perceivable in that the PAS is the only activity for which sponsors unanimously reported PTA participation. Parents are mostly involved in activities such as: school chaperon, school celebration, kitchen management and discipline outside and inside the school. PTA's like those consulted in the APV sponsored schools for instance tend to overstep their boundaries if they have not been properly informed and trained.

Most of the CRS sponsored schools have difficulty functioning with a strong parent committee, likely due to the reasons cited above. The example of Ste Marguerite D'Youville Catholic school in Jeremie is perhaps extreme but illustrates the negative school-community relations that can develop in the absence of a PTA to bridge the gap. Interestingly, the students' academic performance seems not to have suffered despite the work that remains to be done in building community relations.

Ste Marguerite d'Youville (Ste Hélène, Jérémie) could, for all practical purposes, be considered a school where Ed2004 or school clustering and all that it implies was less than a success. Some would say it was a total failure. While the school seems to operate normally everyday, relationship with the surrounding community is as poor as can be, better say, non existent. Over the past two years the school building has been broken into several times. The school feeding program has been interrupted several times, because the kitchen has been vandalized and the materials taken away. Needless to say that the school has no PTA or any other structured intermediary between the school and the community. All the teachers would tell you that the project was boycotted from inside. The Director who was here when the project started, was soon let go because she was deemed too enthusiastic vis-à-vis project activities. Her successor systematically boycotted the project by refusing to allow teachers time for meetings or to attend training workshops. When she left there was no more project. Yet, throughout the LOP en ever since, including the June 05 session, our rate of performance on the CEP exams has consistently been 100% rate of success.

The following table shows per sponsor the distribution of school specific activities in which community groups participate:

Table 9	Distribution by sponsor of activities in which PTA members participate					
Community involvement in school management activities	APV	UNIQ	CRS	PAM	CARE	FOHNEP
Controls the work of the teachers	x	x			X	x
Classroom supervisor during exam and when teachers are absent	x	x				
Participate in planning and implementation of school projects under the PAS	x	x	x	x	x	x
Serve as chaperon during school excursion	x	x	x	x		x
Participate in preparation of school celebration/cultural events	x	x	x	x		x
Manage kitchen & dining hall	x	x	x	x	x	
Participate in registration of students in September	x	x				x
Setting up school bookstores	x			x		
Participate in recruitment	x	x		x		X
Help with discipline inside and outside the school campus	x	x		x	x	x

2.2.2 PTA's impact on parents

Of the school directors, non-affiliated parents and local leaders consulted on the most observable difference between the attitude and behavior of parents that are or have been PTA members and those that aren't, only 7 out of 121 say that they see no difference, while more than 95% of the key informants seem to believe that PTA parents are more collaborative, more motivated to send their children to school, they are better informed, they show more interest and they pay more readily. They see quite a difference in the attitude and behavior of those that have been members of the PTA.

Reacting to the degree to which schools directors and teachers acknowledge parents as their partner, a significant majority (64.2%) of the key informants feel that on the part of the teachers, the level of acceptance is 100%, while one out of 3 of these informants say it is only 50%. As to what would be a solid motivation for a parent to become member of the PTA, 50% of our informants feel that the motivation is the best interest of the kids.

Many remember with great pleasure the time when they were invited to sit with the teachers and school directors in workshops on the definition of quality education. Many parents speak very highly of the project because it caused them to discover that they had rights as parents. One of the parents from Dubreuil put it this way:

«We, members of the Parents' Association of Collège Adventiste de Dubreuil, we are very concerned about the school. Before Ed 2004, all I used to do is step in, pay for my kids and step right back out. I didn't know that I had the right to observe classes and know what my kids are being taught. We know we are important. This morning I stopped by and noticed that one of the teachers didn't sign in. I not only asked why, but I also talked to the director and requested that we go back to what had been decided at the meeting of the school management committee. I am happy to say that the Director agreed and even thanked me for my attention. I did not get mad as would have been the case before Ed 2004».

In most places where PTA's exist, they function more like a parent association than a PTA. Information gathered from many focus group parents indicate that in most PTA's the parents are in majority. PTA meetings are often held when teachers are either busy teaching or away from the school. A lot of parents live too far from the school to participate actively in meeting. Yet those who live in the school neighborhood participate in the planning and implementation of PAS activities.

As it is well illustrated by the example of community schools like the Gérard Baptiste community school in Vallue, actual community participation in school management seems to be definitely more feasible in private or missionary schools than it is in public and catholic schools. This is likely due to the fact that pre-existing management structures are more established in the public and catholic schools and are thus less willing to engage newly formed PTAs.

In CARE's intervention areas, school committees not only manage '*cantines scolaires*' they also supervise teachers work. Members of these local school groups receive training in civic education. In the Gros Morne area, clusters are evolving towards becoming a federation of school groups. In the Vallue area some of the PTA members proctor exams when teachers are absent. In some cases they give money contributions to make school activities possible.

2.2.3 PTA's impact on teachers

Reacting to the impact of PTA involvement on different categories of actors, most of the key informants feel that it had a positive impact on parents, teachers and the community as a whole. The following table shows the distribution of responses regarding this particular issue.

Table 10	Q. How was the impact of PTA involvement on teachers?		
	Frequency	Valid percent	Cumulated percent
Positive	86	78.2	78.2
Negative	4	3.6	81.8

Don't know	8	7.3	89.1
N/A	12	10.9	100.0

As to what would be a good motivation for teachers to become members of the PTA, the information available indicates that is not very different from the motivation of the parents. More than 32% of the key informants feel that teachers are motivated by the best interest of the students, while 18% of them feel that most of the teachers in the PTA are just role playing. Many of the PTA's in this evaluation appeared lopsided. They seem to turn out to be either a teachers' meeting to which one or two parents are invited or *vice versa*. Be that as it may, in light of the information available, membership in the PTA seem to make teachers less rigid, better informed, more motivated, and they end up knowing the students better.

26 of the 32 groups of teachers that were met in focus group stated that ED2004 did promote community involvement in school management in 2 ways:

- a) The creation of parents' committees;
- b) Technical reinforcement of existing committees through training.

The majority of teachers who took part in focus group discussions held within the framework of this evaluation agree that ED2004, helped schools create Parent Teacher Associations (PTA) and in some communities constitute an assembly of parents. Apart from two groups of teachers from UNIQ and CRS sponsored schools that stated that their schools do not have a parent committee, all the others stated that they have one. According to them, even if the committee is not active, all schools have associations. For certain sponsors, like APV, one group of teachers reported that the parents committee existed before ED2004, but it was reinforced through training.

In one of the FONHEP sponsored schools, the Management committee created by the church elders plays a role similar to that of a Board of Directors for the school. It is involved in everything including the control of the performance of teachers. Knowing that they have the right to ask questions some members of this committee assign themselves tasks such as maintenance of the sanitary structure and providing drinking water for the students when there is shortage. Some do needed repair work on the fences and doors free of charge.

2.3 Degree to which the Eight partner organizations are currently using their own resources or resources from other donors to continue supporting local schools they supported under Ed 2004, in the absence of USAID funding.

2.3.1 Partners' continuation of cluster activities.

When the project closed in 2002 there were 64 clusters active in the country. Three years later, trying to determine to what extent partner organizations are continuing to sponsor activities initiated under the project leads to as many different answers as there are organizations.

Regarding sponsors' capacity to continue with the level of support they were giving different clusters under Ed 2004, data available indicate that there is a clearly perceptible dividing line between the international NGOs mainly involved in school feeding and local sponsors such as APV and STEM. Except for PAM most of the international partner organizations have been able to continue with some sort of sponsoring activities following the termination of the project. CARE is said to have available USAID funding through the year 2007. CARE is said to continue not only with the school feeding program, but also with technical and material assistance to schools and clusters. According to CARE officials in Gonaives, the organization still uses the services of ECPs and organizes teacher training sessions in clustered schools. CARE also finds ways to encourages the initiatives being taken by formerly sponsored clusters like Papillon in Gros Morne and Fourmi in Gonaives.

The network of formerly clustered schools baptized RELEGO is a viable structure currently operating under an Action Plan drafted by representatives of member schools and extending the period of six months going from December 2005 through May 2006. The Action plan for Papillon, in Gros Morne extends over the entire school year that is from September 2005 thru June 2006.

Data gathered from sampled school for the CARE intervention area indicated that except for the catastrophic results of June 2005 which affected the entire Department, individual school performance post-project shows a gradual decline as we move away from the closing date of the project.

CRS officials confirm the fact that the organization now has its own educational program funded through its regular budget. One of the 3 ECPs (Encadreur Communautaire Pédagogique) interviewed in this evaluation was consulted while facilitating a 2 day training session for several PTA's in the Ste Hélène area, organized by CRS under a collaborative understanding with the PARQE project.

In some cases activities are quite similar if not identical in nature, but they are being implemented either under a different label such as renaming of ECPs to turn them into 'Animateurs', with pretty much the same job description. Except for CARE who admits to continue all activities with some variations, the other international partner organizations, namely SAVE in the Centre and CRS in the Grande Anse and the Southeast, are said to have developed their own education program. In the case of CRS, officials met in Cayes insisted on the fact that their education program is not an offspring of Ed 2004. Their program is said to be much older than that. As a matter of fact, some of the forms used to collect information on the survival of cohorts, on student attendance,

monthly reports of PTA activities, etc. go back a long way and were only revised in 2000 and 2002 to reflect some of the changes mentioned above and/or collaboration with PARQE.

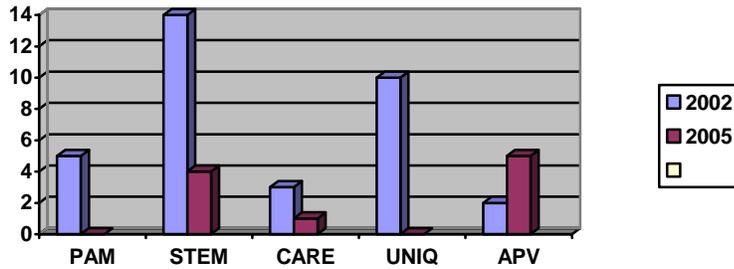
SAVE is no longer present in the area (Dano and Grand Goave) targeted by this evaluation. What it is doing in the Maissade area is only said to be experimenting with some of the Ed2004 strategies and field practices in their own education program. It is unfortunate that at the SAVE Central office in Port-au-Prince the person who has that kind of information was not available.

Available data indicates that less than one person out of five of our key informants believes that PTA's (21%), management committees (13.3%) and other groups involved in school operation continued to meet after the closing of the project. Almost 50% of the informants claim not to know whether any of the project executed with Ed2004 resources were still operational. Some even complained that beneficiaries were not formally informed that the project was terminated in June 2002.

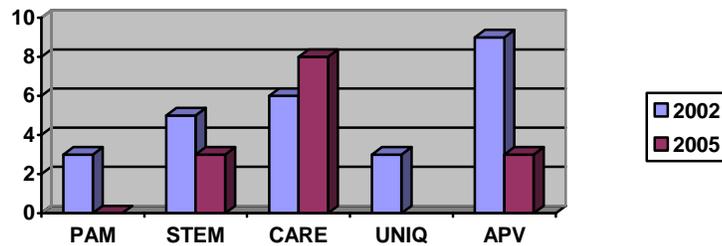
Impact on sponsor's capacity building Project impact on the development of partner organization's capacity to continue assistance to clusters and schools in the intervention areas was measured through a set of four different indicators.

The following 2 graphs show the evolution of the number of clusters and training workshops sponsored by some major partner organizations for the period going from 2002 through 2005.

Graph 4 Number of clusters currently sponsored in 02 to 05



Graph 5 Number of training workshops sponsored in 02 to 05



CRS is said to have continued to sponsor all eight clusters supported under the project. Yet it is also said that CRS is no longer involved in education in the South where it was sponsoring at least 3 clusters under Ed 2004. CARE, STEM and UNIQ continue to organize teacher training workshop for the clusters. CARE is reported to have held 8 such events during the 04/05 school year. For the same period UNIQ is reported to have made 3 distributions of teaching and learning materials. UNIQ officials also claim to currently have kept alive 2 clusters now operating under a different project.

Of the ECP met during this evaluation only one is still active in the CRS sponsored clusters in the Grande Anse, but this one is now under the auspices of the PARQE project. Focus group participants stated that, to this day, APV continues to distribute FAD material to them with its own resources. Support offered by Care and CRS to local schools include:

- Teacher training
- Teaching materials
- Committee training
- Follow-up visit in some schools

Focus group teachers and parents reported that, once the ED2004 project closed, most sponsors withdrew from the clusters activities. This does not necessarily mean withdrawal from the schools or from education as a sector, since most of these organizations, namely CARE, CRS, PAM are known operators of school feeding

programs. Such perceptions are reinforced by the fact that most sponsors are literally absent from intervention areas as is the case with FOHNEP in the South (Torbeck) and SAVE in the West (Grand Goave) areas. Efforts made by STEM in the North were rather short lived. APV's efforts to continue sponsoring are strictly limited to PTA's installed in a couple of schools located within the immediate environment of its main office in Vallue.

Data collected from focus groups teachers indicate that a good half of the Ed2004 partner organizations are currently sponsoring participating schools in their areas of intervention even if those schools are no longer formally clustered. This is true of Haitian partner organizations like APV and UNIQ in the West. It seems that in some areas FONHEP indirectly provides FAD equipment and materials to a number of schools, as it is presently doing through APV. Some schools (like Ste Claire d'Assise in the South) still deplore the fact that the FAD material and equipment made available to that school under Ed2004 was withdrawn by FONHEP when the project closed.

2.3.2 Funding for post project activities

Information made available by most of the informants consulted within the framework of this evaluation indicate that the hypothesis of sponsors' capacity to continue activities in the absence of USAID funding does not hold true to the extent that, it is not certain the major sponsors like Care and CRS that have been able to continue supporting the schools or clusters are actually doing so in the absence of funding from USAID. In general international organizations, particularly those with very broad school feeding programs were better able to continue than the local organizations. One former FONHEP Encadreur Communautaire Pédagogique (ECP) stated that she and another colleague working in the Torbeck area continued to make visits immediately following the termination of the project. But they eventually had to stop and look for another job since they were not being paid.

Most of the sponsors report that post-project activities undertaken with the clusters were funded out of their own budget. CARE is said to continue to receive funding from the same sources that financed its operations under the project, while UNIQ is said to receive fund from private donors for its cluster activities. Over the period covered by this evaluation and beyond, CARE's perspective has been a lot brighter than most other sponsors, because its activities in education are said to be funded through 2007. Assistance to however much is left from UNIQ's 10 clusters is , for the moment being funded under a different project by a group partners including PNUD, UNICEF, Kellogg Foundation and FAES.

Activities being carried out with schools in the STEM sponsored clusters are being funded with resources made available by the Eben Ezer mission. The three training workshops organized in 2005 with support from STEM focused exclusively on cooperatives rather than classroom or school management.

In the PAM intervention area, the bookstore project executed by the Capotille cluster in the Northeast following termination of ED2004 was funded with a GDS 62,500 grant plus a substantial contribution from each school in the cluster. This project was being executed as an offshoot of the cluster's PAS. Unfortunately, it was very short lived.

2.3.3 Perspective

CARE is said to have available USAID funding through the year 2007. It is currently organizing training workshops for both teachers and parental associations for some 11 schools with active PTA's in the Upper Artibonite area.

As far as PAM is concerned there isn't very much in perspective beyond what the organization is currently doing in school feeding. SAVE is said to be currently implementing an educational assistance program including foster parenting in the Maissade area of the Centre.

Current activities include a string of teacher cooperatives created in the STEM intervention areas. One of the coops closed because it did not have the technical assistance needed. However some of them are still flourishing in the Northeastern department and in Limonade. In PAM sponsored schools, it is reported that if nothing else, the school feeding program continued to function.

2.4 IMPACT ON COMMUNITY DEVELOPMENT IN GENERAL AND IN THE CLUSTER AREAS IN PARTICULAR

Impact of the project on community development can be measured through a wide variety of indicators. Impact can be considered direct or indirect. For the purpose of this evaluative study we shall focus our attention on four aspects of direct impact:

- 1) Improvement in basic education,
- 2) Impact of the PAS implementation
- 3) Impact of on school community groups formation and
- 4) Impact of training for school community group members.

2.4.1 Impact on basic education: The Vade Mecum

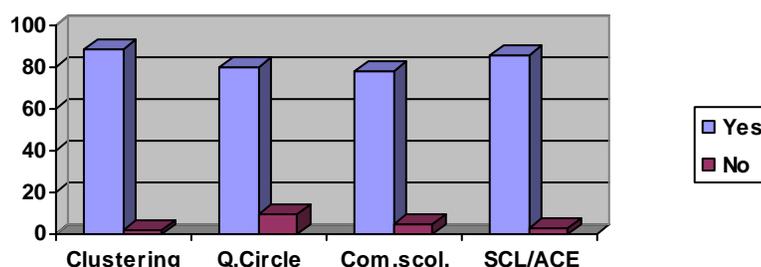
Education is without any doubt one of the key ingredients of social and economic development in any community. It is therefore interesting to note that a significant majority of the school directors, local leaders and non-affiliated parents consulted on whether Ed2004 contributed to increase to number of children who had access to school in the cluster areas seem to think so. The following table shows the distribution of answers regarding this issue:

Table 11	Q. Did Ed2004 increase the number of children who had access to school?		
	Frequency	Valid percent	Cumulated percent
Yes	90	76.3	76.3
No	9	7.6	83.9
Don't know	18	15.3	99.2
N/A	1	0.8	100.0

In an introduction to the Vade Mecum it is said that the document was especially designed to help improve the quality of education in Haitian school. It is presented as a practical tool to enable those who are involved in the educational reform to take advantage of the project experience. The Vade Mecum is presented in two volumes, one especially dedicated to the pedagogical aspect of school operation and management, the other dedicated to community participation in school activities and management. As the title indicates each book is a practical guide telling the reader what to do and how best to do it. A true legacy!!

While only very few people did mention it by name, information supplied by a substantial majority of the key informants consulted within the framework of this evaluation indicate that people are aware of the importance of the legacy left by Ed 2004. The evaluation sought to determine people's awareness of the fact that the project did leave behind a strategy for school in the same community to form a cluster, a strategy and a method for school teachers to continue with the quality circles, to operate as a school community and a broader or extended school community comprised of pupils, parents and the pedagogical team. It also sought to determine to what extent the project left a strategy and a method for schools to apply the student centered learning (SCL). The following graph shows the distribution of yes and no answers pertaining to these questions.

Graph 6 Distribution of answer regarding strategy and method left by Ed 2004



In the very few instances where there is evidence that the Vade Mecum was distributed, school directors speak very highly of the material, not only as a tool for teacher training but also as a valuable instrument for community participation in school activities and involvement in internal management.

The following account by school Director Bien-Aimé Verdieu of Bien Heureux St Eugène of Mazenod School in Capotille is a good example

My name is Bien-Aimé Verdieu. As Director of Ecole Bien Heureux St Eugène de Mazenod I only have fond memories of ED 2004. First of all, Ed2004 is the only project to have left behind such a rich documentation. The Vade Me cum is an important source of knowledge for the students, the teachers as well as the parents and other members of the community.

The second thing has to do with the impact of the cluster on relationship between school and community. Before Ed2004 relationships among schools in this community were characterized by unfair competition and rivalry. I can hardly recall how many times we have attempted to bring the schools together, through sports and other cultural activities.

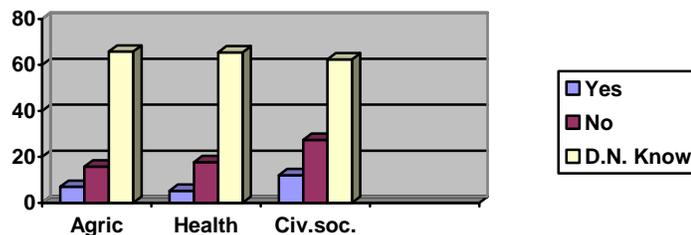
In this respect, the cluster strategy worked like a magic wand. In no time we became aware that some of our problems were common and required collective effort. The bookstore, where we all can buy school books at subsidized prices, is a good example of what can be achieved with partnership. Ed2004 was the first project to promote the integration of parents into the affairs of the school. Once the idea of school community was launched, very little was done in terms of school administration without the consent of the PTA... Long after the close of the project field activities the Parish Priest wanted to chop down two huge oak trees to make furniture for the school. Informed of the Priest's project the PTA met and decided against such an idea arguing that the trees are part of the history of the school and of the Capotille community environment. Finally an alternative was sought and found. Not too long ago I issued a termination letter to a teacher who repeatedly had problems with his students. He contested the decision and brought the situation before the PTA. The Latter called a meeting to which I was invited to debated the issued. The Association voted against my decision and the teacher was reintegrated and is still a member of St. Eugene Mazenod teaching staff.

2.4.2 The School Amelioration Plan (PAS)

Direct impact of the Ed2004 project is crystallized in the PAS component and its multiple implications, namely the small grants for school improvement projects. Dehassé's final activity report indicates that small grants used between 2000 and the end of the project were very successful. Project officials attributed this success to the fact that grants were organized as a 'response to requests made by the community'. The steps up to these grants went from reflection on the PAS (Plan d'Amélioration Scolaire), where for the first time, uneducated parents and other community leaders sat together with school directors and teachers to work out their own definition of what quality school or quality education means. To secure grants local school community groups were also requested to make a commitment for a minimal counterpart fund. It is reported that in many instances the school community contribution went way beyond the minimal amount required by Ed2004 to benefit from the \$500 project matching fund. Data available indicate that during the last two years of the project, ninety percent (90%) of the cluster schools had solicited grants for the execution of more than 300 school projects. Field visits made during the year 2002 seem to reveal that all of the small projects that had received funds were executed. The development of the capacity to develop project papers, mobilize local resources and implement project are unquestionable signs of the project impact on community development as a whole.

As regards cluster areas, accounts from STEM areas indicate that project impact on community development is not limited to school management. Reacting to whether or not clustering helped local communities develop the capacity to find collective solutions to problem that are common to most people in the community, more that 94 % of the school directors, non-affiliated parents and local leaders responded affirmatively. The sponsors are split in half as to whether the enlarged school community approach was replicated by communities not directly involved with Ed 2004. Sponsors like SAVE, CRS and STEM lean on the positive side, while PAM, CARE and FONHEP feel otherwise. A very small percentage of the key informants believe that project strategy or cluster approach was replicated in other sectors. The following graph shows the distribution of informants' perceptions for important sectors like health, agriculture and civil society.

Graph 7 Whether or not project's approach is copied by other sectors



Only CRS and SAVE are involved in the spread of project impact onto areas where Ed2004 made no formal interventions. As a matter of fact, CRS, in the Grande Anse and the Southeast regions and SAVE in the Maissade area are currently operating their own education programs, replicating various aspects of the Ed2004 general approach. In this program former ECPs become “Animateurs” and continue to perform the same type of tasks. Ed2004 serves as frame of reference but training of teachers and local group members continues to be implemented using the same modules developed by Ed 2004. It was reported that the CRS education program is being implemented in collaboration with PARQE. In Gonaives the formerly clustered schools now formed a network with pedagogic support from the PEIA (Projet d’Education Intégré de l’Artibonite).

Information available to CARE and STEM representatives also indicates that there are a number of schools which have organized themselves in clusters to carry out cluster style activities in the Bayonnais (Gonaives) area where Ed2004 made no formal intervention. Accounts that have reached STEM and SAVE officials attest to the fact that such areas are experiencing great improvements in the relationship among the different schools.

2.4.3 Group Formation

Regarding the type of group that Ed2004 encouraged beneficiaries to create in order to facilitate community involvement in school management key informants identified an array of at least six different types of associations. The most frequent types are Parent

Teacher Association (26%) and Parents Association (10.1%), respectively known locally as APP (Association of Prof and Parents) or APE (Association de Parents d'Elèves).

Available data tend to indicate that group formation was the strategy used by the project to foster parental or community participation in school activities and management. The impact of school community groups on school management and on community development has already been discussed in detail in section 3.3 of this report. Nevertheless, it must be noted here that in the PAM intervention areas (namely in Cap Haitian) schools formerly clustered under Ed2004 continue to carry out activities that they did under the project. It is reported that school directors from these areas sit together to develop cluster wide end-of-year exams. PAM officials state with a bit of pride that the local MENFP inspectors so liked the Pre-CEP assessment test that PAM initiated in its schools that they proposed the idea to all of the schools in their jurisdiction. In the Maissade (Centre Department) region, for the past two years, SAVE has been experimenting with the enlarged school community through small local associative structures (LAS) which the clusters are helping put together.

Sponsors' classification of three most perceivable impacts of the project as reflected in the behavior of local community groups gave the following configuration:

Table 12	Classification of importance of impact on community development							
Impact	PAM	STEM	CARE	CRS	FONHEP	UNIQ	SAVE	APV
Formation of associative structures in and around the school	3 rd	1 st	2 nd	2 nd	3 rd	1 st	3 rd	1 st
Multiple opportunities for exchange and solidarity	1 st	2 nd	1 st	2 nd	1 st	2 nd	2 nd	2 nd
Development of group capacity to manage activities, funds and projects	2 nd	3 rd	3 rd	1 st	2 nd	3 rd	1 st	3 rd

It is interesting to note that three out of eight sponsors have classified the multiple opportunities for exchange and solidarity as the most important direct impact of the project on community development. They are just as divided on the identification of their most important direct impact of the project on community development.

2.4.4 Training for group members

What needs to be emphasized in this evaluation is not so much PTA creation but PTA and other school community structure empowerment through intensive training. In clusters sponsored by APV for instance, PTA members are provided with about nine training workshops a year, averaging roughly one session a month in a regular school year. The frequency dropped to seven sessions in 2005.

PAM used to offer four or five sessions a year. It has not offered any since the project suspended its activities in the PAM intervention areas in June 2002.

The number of training workshops organized by CARE in a year went up from five (01/02) to 11 (04/05). The type of coaching provided by UNIQ, linked with the literacy program, is quite exemplary.

A large majority (66.9%) of the key informants feels that local community group can develop the capacity to be in charge of school management. Most of them support their opinion with evidence of participation of the PTA, APE and Management committees in various activities directly related to school administration.

2.5 IMPACT OF THE SCHOOL FEEDING PROGRAM ON PARENTS, PUPILS AND SCHOOLS

Except for the school participating in the school feeding program being implemented by major international organizations like CARE and CRS, most of the school visited within the framework of this evaluative study were not operating a *cantine scolaire* for the current school year. Many of them once had school feeding; but the program has been discontinued with the departure of ED2004 or for some other unknown reason.

2.5.1 Impact on parents

More than Eighty-One per cent of the key informants also agreed that school feeding program significantly contributed to the successful implementation of the project. More than 50% feel that it has a positive impact on the parents. More than 13% of them are of the opinion that ‘Cantine scolaire’ makes parents more desiring to sent their kids to school and 44.6% state that ‘cantine’ considerably reduces expenses for parents. It is said that parents feel better when they know that their kid is going to a school where the child can at least have access to one cooked meal a day.

Focus group parents consulted within the framework of this evaluative study unanimously agree that the ‘*cantine scolaire*’ has a positive impact on parents. The ‘*clichés*’ most frequently used is ‘*economic relief*’. It is said to have a direct impact on parents’ pockets. Some see it as a subsidy to alleviate economic burden.

2.5.2 Impact on the pupils

Teachers and parents felt that school feeding has a great impact on the children: 1) it contributes greatly to learning; 2) serves as an incentive for children to come to school. Some school officials report that they register a drop in attendance rate when for some reason the school is unable to serve food for a day or two. One or two of the teachers met in Jeremie stated that they sometimes use money out of their own pocket book to buy cookies or crackers to students who have traveled long distances to reach the school without having had any breakfast before leaving the house.

The majority of the school directors, parents and local leaders agree that school feeding has a very significant impact on students. Impact on the student is manifested in several ways, including improved performance in the classroom (36.5%). Increase rate of presence or retention (13.2%) in the classroom, increased enrollment (10.7%).

2.5.3 Impact on the school establishment

Impact of the school feeding program was also evaluated through the perception of the local actors, including school Directors, non affiliated parents and local leaders. More than 81% of the respondents from this category agree that school feeding is very important while 3.4% of them consider it somewhat useful. Today, school feeding is found mostly in schools sponsored by the international NGOs. According to both teachers and parents as a whole, school feeding has a great impact on the children, the parents and the school as a whole. Their perception is that school feeding contributes to overall performance of the school. If children learn better when they eat, the school will have a better average. This is likely to result in increasing school enrollment. They hold the firm conviction that school feeding is an almost indispensable element of quality education. As a matter of fact, more people tend to register their kids in a school where there is food.

2.6 IMPACT OF CLUSTERING ON SCHOOL MANAGEMENT AND LOCAL DEVELOPMENT AND TO WHAT EXTENT DISPARATE SCHOOLS CONTINUE WORKING TOGETHER ON SHARED INTERESTS

2.6.1 Impact on community development

As regards the impact, much has already been said in this report as to the role of group formation and to the project's commitment to the creation of competence among members of the group and thereby facilitates their effective involvement in school management. Reacting to the impact of clustering on school community group capacity, more than 94% (see table) of the key informants agree that clustering helped communities develop the capacity to find collective solutions to problems that are common to many people in the community.

Table 13	Q. Did clustering help communities develop the capacity to find collective solutions for common problems?		
	Frequency	Valid percent	Cumulated percent
Agree	111	94.1	94.1
Disagree	4	3.4	97.5
Neither	2	1.7	99.2
Do not know	1	0.8	100.0

Many CARE sponsored schools continue to function like a cluster but this cannot be said to be happening in all Care communities. Some schools have gone even further into some kind of federalism. This kind of grouping is more structured than the clusters were under Ed 2004.

For teachers, clustering also had a great impact on the community, promoting better understanding of the school. Certain clusters have organized different activities together, such as designing exams, organizing school fairs, etc.

No one was able to state whether or not the school clustering as a methodology spilled over into other sectors. They simply did not know. Nevertheless, they felt that school clustering, as an approach was beneficial to the school and all actors involved. Their perception of the school clustering as a methodology includes:

- contributing to the development of project management skills among parents;
- contributing to institution building among the school;
- Promoting better understanding between teaches and directors;
- Promoting bottom-up decision-making.

In certain areas, they have gone a bit further with the cluster model, in the CRS zones; they are considering organizing the clustered school into a federation of schools.

2.6.2 Impact on school management

The impact of the cluster approach was also measured in term of the perceptions of the actors that have been exposed to Ed2004 strategy and actions. In terms of direct impact on school management the school directors, parents and local leaders agree that Ed2004 had a very positive influence on cluster schools management. A very significant majority of them feel that clustering was an incentive for participating schools to comply with MENFP regulations regarding school administration as well as requirements applicable to academic performance.

Table 14	Q. Do you agree that clustering encourages school to comply with MENFP requirements		
	Frequency	Valid percent	Cumulated percent
Agree	115	97.5	97.5
Disagree	-	-	97.5
Neither	2	1.7	99.2
Do not know	1	0.8	100.0

Moreover, a relatively significant proportion, (76.9%) of the key informants interviewed in this evaluation consider clustering as a master strategy that helps find answer to all school problems.

2.6.3 Impact on local actors

As many as 86.8 % of the school directors, non affiliated parents and local leaders agree that once a school teacher or Director begins to operate inside a cluster he/she will never want to step out.

When the evaluation team heard what the other teachers from her school had to say about former school Director about Mrs. Joseph, it was thought that she was a living evidence of the impact of the project on cluster communities. When the members of the team got to her house, she met them at the door with 2 bottles of cold pop soda and told this story “as homage to her fellow teachers and to Ed 2004”, she said:

My name is Mrs. Fritz Joseph. I have worked in the Haitian school system for 25 years. I've seen a few good days and I've lived through some bad ones too. I was old enough to retire when the Ed2004 project arrived in Jérémie. I was very reluctant to participate in this multiplicity of training workshops. But, as a school Director I felt compelled to participate so as not to discourage my teachers. But the project was going to provide me with an opportunity to live through an experience that I will never forget as long as I live. It was a pedagogic day organized during the Easter recess. On these occasions they usually serve us a hot meal, fast food style, in the little white box with the plastic fork and knife. Great was my surprise on that particular day to see that we were invited to a buffet table with table cloth and real silverware. The training session had been transformed into a big gala feast organized to honor Mrs. Joseph. My request for retirement and pension payment had just been granted by the Haitian Government. I never dreamed that one day I'd be the subject of such an extraordinary manifestation of solidarity and love. I was beginning to love teaching with the new SCL approach, with community involvements and solidarity among members of the cluster, here I am, authorized to leave, leave without participating in the harvesting of the first fruits of an initiative so rich and full of hopes and promises, leave without having had a chance to share with my students everything that I've been so generously given in their behalf. I couldn't handle this mixed feeling of joy and sadness. I just stood there and I began to cry.

Uniform final exams for promotion to a higher grade level are currently being designed. Concurrently schools are compelled to coordinate their examination schedule and testing is timidly being regionalized. To this day schools from clusters that were sponsored by STEM under the project still organize intra-cluster soccer tournament.

2.7 IMPACT OF THE RADIO INTERACTIVE EDUCATION (FAD) PROGRAM ON QUALITY EDUCATION

Data collected from the teachers and the parents confirm that FAD has a great impact on the quality of education in the clustered schools. Under Ed 2004, school used FAD program modules put together by FOHNEP. It is important to point out that in most of the schools that the evaluation team visited, FAD modules are currently being used under a different program called EDA. This section of the report deals with 3 particular issues: 1) the overall impact of the program, 2) its impact on student performance and 3) its impact on teacher's performance.

2.7.1 Overall impact of the FAD

More than 83% of school directors, parents and local leaders claim that their local school participated in the FAD program under Ed 2004. The percentage of clustered schools that did not participate in the program is rather insignificant (9.2%). The FAD has been discontinued in certain schools because they have no radio (SAVE), because the program takes too much class time or the physical space up does not allow it (FOHNEP). For the moment only some of the schools sponsored by UNIQ are making use of the program modules.

The majority of the sponsors agreed that FAD program had an impact on the quality of education. PAM was the only sponsor to believe otherwise. For PAM, FAD is a very amusing program it excites the student. But the program should be removed completely and invest the money in direct teacher training and distribution of materials. The program takes too much time and the level of competency that it teaches is very low and does not correspond to the competency level of a 2nd and 3rd grader.

Those that believed that FAD did have an impact on quality of education argued that overall the program has a well-balanced schedule, the students performed better in reading and math and it developed the student listening skills. It also impacted the teachers.

As far as FAD's impact on teaching, the sponsor reported that FAD was a teaching model; it is very dynamic, teaches the teachers how to be child-centered and teaches them how to prepare their lesson plan. As a teaching model, it facilitated student participation in the class, and helped teachers manage their classrooms better. Following is a tabular listing of the sponsors' perception of the impact of the FAD program had on the quality of teaching and learning of at least two subject matters: Reading and Math.

Table 15	Impact FAD had on the quality of teaching and learning	SPONSOR
1.	The modules and schedule are well balanced	STEM + PAM
2.	It Improves student performance in reading and math.	STEM+ CRS
3.	Improves student capacity of retention	CRS
4.	Improves student listening skills	UNIQ
5.	Facilitates active student participation in exercises and learning activities	PAM
6.	The FAD provides reading and math teachers with a validated teaching model	STEM+ SAVE
7.	Help teachers manage their classroom better	CRS

Several quantitative evaluations of the impact of the FAD on student performance have been carried out in 1999 and 2000 by Mike Royer of the University of Massachusetts, measuring the rate of speed and accuracy in reading and in math. Information furnished by EDA indicates that the last evaluation of that sort was carried out in school year 2002–2003 (see reference tables in attachments). Now the tendency in FAD evaluation is leaning in the direction of qualitative for both reading and math.

2.7.2 Impact on students' performance

Asked whether or not the FAD had an impact on the performance of students, more than 82% of our key informant answered affirmatively. Only a small percentage (7.0%) expresses a different opinion. Their opinion is based on a wide array of indicators including broad statements like 'students learn better' (14.3%) and more specific indicators like 'students are more receptive', more motivated (8.9%) or 'it helps student develop or sharpen their listening skills'.

The program contains 90 minutes of reading and 150 minutes of math lessons. On the average, FAD lessons are scheduled 3 times a week. In certain schools, in CARE, clustered schools, the program is scheduled 5 days a week for 30 minutes. They all agreed that the program is well appreciated by the children and most of all FAD makes learning pleasant. Teachers report that on the day FAD classes are scheduled, the children usually work hard to finish so that they can be ready for FAD. They are always excited when FAD classes are about to begin. Parents account that the children's enthusiasm is communicated to their sibling and parents in the home as they are always eager to talk about the classes and some sibling can sing the songs as well.

More specifically, according to the teachers and the parents, FAD's impact on student learning and performance is characterized by the following:

- FAD develops the reasoning capacity of student in mathematic;
- Student are more assiduous in math and reading;
- Read Creole and French easily and they love to do so;

- FAD develops children listening skills;
- It enhances student verbal skills as they learn to explain in their own words what they had read.
- Children are developing quicker learning skills, because it prepares the student for the lesson that the teachers is about to teach;
- The children are more cooperative. According to a parent, (APV) children are very eager to start their work when the teacher is about to start class that they have already gone over through the radio.

FAD's impact on the student is noticeable. Overall, children are happier and are more receptive to learning, because the program is entertaining and makes learning enjoyable. Children are developing a love for reading and industriousness according to some teacher. The lesson takes 30 minutes and there is no time-out. They work during the whole time. In some schools the program is discontinued, as it was reported by a group of teacher from a STEM clustered school, but the children are still singing the score tune. A group of parents from CRS stated that even children who are not in the program learn the score melody and the methods.

2.7.3 Impact on teachers' performance

Data gathered from focus group discussions indicate that all teachers agree FAD helps sharpens their teaching skills not only in the subject matter, but in general. One teacher in a focus group recounted his experience with FAD. He reported that he had had difficulty-teaching fractions to the students and that FAD's approach helped him a lot. STEM Teachers stated that although the program had been discontinued, they are still using the motivation songs in their classroom. In some PAM schools, teachers in 2nd and 3rd grade still use FAD's techniques.

- Teachers get tips on how to teach. According to a teacher from one of CRS clusters FAD gives tips on how to introduce subject matter.
- FAD helps the teacher do revision with the students.
- Teachers get tips on how to prepare a lesson plan. A teacher from a PAM cluster reported that FAD facilitates the teachers' work, "it prepares the lesson plan that we should have prepared ourselves".
- Teachers have more time to help their students.

In one of APV clustered school, a group of parents felt that FAD should cover all grades not only 2nd and 3rd. They noticed how their children are getting better grades, even for those taking the CEP. One teacher from a CARE sponsored school even suggested that the program should cover other subject matter like social science and French.

Idea for future work Nevertheless, the sponsors agreed that certain improvements are necessary. Five sponsors made several suggestions regarding program improvement. They included:

Sponsors	Suggestions
STEM	Add the teaching of French;
FONHEP	The reading should be on everyday living experiences. The child learns to organize his thought in his mother tongue. Offering Creole and nothing else is very dangerous. They should have had a provision for French as a second language. They should not have stopped Creole all together.
UNIQ	We need a technology to have the radio reach people everywhere, all over the country. Radios should be distributed to all schools.
PAM	The program should be removed categorically and the money invested directly in teacher training and distribution of materials.

SECTION III - NARRATIVE SUMMARY OF MAJOR FINDINGS

This section of the report contains a narrative summary of the major findings generated in the framework of this evaluative study. It is arranged in two components: the first one containing a summary presentation of the overall impact of the project, followed by findings related to project specific objectives or major issues addressed by the evaluation. The second component contains a string of eight general conclusions backed up by an assortment of related recommendations.

3.1 OVERALL IMPACT

For a more accurate measurement of the overall impact of the Ed2004 project this evaluative study has ventured to collect and analyze data on six major issues. The principal source of information is comprised of seven representatives of partner organization who sponsored field activities carried out with the clustered schools. Data were also gathered from key informants and focus groups. Thus, the major findings articulated around the six major issues can be summarized as follows.

- 1- *Improvement of the capacity of PTA and other local associative structures to play a role in school management*
 - a. Information made available by seven of the eight partner organizations contacted within the framework of this evaluation seem to indicate that 80% of them acknowledge there has been a noticeable improvement of the capacity of local associative structures to play a role in school management.
 - b. Three out of seven of the major sponsors (CARE, CRS and APV) agree unequivocally that Ed2004 is responsible for the observed improvement. Three

others believe that, while the project played some role observed improvement, it can not be said to be totally responsible for it. FOHNEP's point of view is that one cannot truly tell to what extent improvement is actually due to Ed2004 intervention. 94% of key informants agree with the proposition that Ed2004 improved the capacity of local groups to be involved in school management.

2- *Improvement in student's performance through teacher and school director training.*

All but one of the seven partner organizations fully agree that Ed2004 improved students performance through teacher and school director training. PAM partly agrees. This consensus is supported by field data from 94.2% of the key informants and by a substantial majority of the focus group participants.

3- *Help cluster schools improve internal school management*

Partner organizations also agree that the project contributed to the improvement of cluster schools' management. This was achieved through promoting parents and school community involvement in school management. A significant majority of key informants (89.7%) that is a mix of school directors, parents and local leaders agree that clustering encourages schools to, among other things, comply with MENFP requirements regarding school administration and keep better school records.

4- *Facilitate community involvement in school supervision.*

Responses obtained from the sponsors indicate that there is no consensus regarding Ed2004 impact on community involvement in school supervision. One third of the responding sponsors fully agree that the project was successful in this respect. Two other sponsors deem that increase in community involvement in school management in cluster areas is partly due to Ed2004 interventions. The last third is split between PAM who feels that this objective was not met at all and FONHEP who feels that in this regard, they do not have enough data to tell.

Reacting on this same issue, nearly 70% of the school directors, non-affiliated parents and local leaders contacted fully agree that the project did promote PTA involvement in school management. Participants agree that Ed2004 improved the quality of schools through impromptu and regular parental visits to classroom to see what teachers are doing.

Information gathered from key informants and focus group participants indicate that very few PTA's and other school community groups actually got involved with activities that have something to do with school supervision and management, such as student registration, establishment of school tuition fees and what is commonly referred to as KTM (Kontwol Travay Mèt or "Teacher Supervision" in English).

5- *Whether Ed2004 effectively improve the quality of teaching and learning in the cluster schools.*

The majority of the sponsors acknowledge without any reservation that the quality of education was improved in the participating schools. CARE and PAM partly agree that there was some improvement in some aspects. This conclusion is based on indicators like the improvement of the quality of available teachers through intensive training and of the conditions of learning as well. However, while FOHNEP representatives do not feel they have enough data to determine whether or not this result was achieved the finding that effective improvement of quality is at least partly due to project action is supported by CARE, PAM, APV and UNIQ.

Based on indicators such as cluster school performance in general and on their rate of success on the CEP state exams 93.4% of the key informants agree that there has been improvement in the quality of education as reflected in students and school performance. In most school visited focus group participants, teachers and parents strongly believe in the CEP exam as the best indicator of school and student performance. They reason that higher rates of success in CEP mean better teacher, school and student performance—in other words, improved quality of education.

6- *Community buy-in of strategic options like, clustering, quality circle, school community and student centered learning (SCL)*

a. Clustering as a strategy is rated as being very popular, five of seven sponsors feel that community take over of a clustering was rather immediate. There is no indication that the cluster strategy was rejected by any community. 86.8% of sponsors and key informants agree that clustering is addictive; once you experience it you never want to do without it.

b. Partner organizations unanimously agree that cluster school teachers are 100% favorable to the quality circle. They also acknowledge the fact that, while actively promoting quality circles, the project did not require teachers to participate. Teachers and school directors everywhere have quite fond memories of quality circle activities.

c. Sponsors as well as key informants fully agree that the concept of school community was welcomed with enthusiasm in most intervention areas. According to PAM officials the concept of school community worked much better in remote rural areas than in the urban counterparts. The Vallue experiment is there to support this idea,

d. Six of seven sponsors agree their most of the cluster school teachers are using the SCL method with various degrees of success. Most of the key informants stated that the method is being applied by 75% to 100% of the teachers

that have been exposed to any kind of training under the project. Focus group parents and teachers state that in different ways they witnessed the change in teaching techniques, especially as reflected in the use of A/V materials and students' attitude toward learning. Nevertheless, many actors, namely the representative of PAM in the North region deplores the fact that today the method may not be as widely applied as it may seem, due to the speed with which teachers trained under Ed2004 have migrated out of the cluster schools, in search of better salaries.

3.2 SPECIFIC PROJECT IMPACTS

A. Project's impact on community development

Four different impacts were taken into consideration:

- 1) Impact of improvement in basic education,
- 2) Impact of the PAS implementation
- 3) Impact of school community groups formation
- 3) Impact of training for school community group members,

More than 80% of the key informants feel that in terms of direct impact on the improvement of the quality of education, Ed2004 left enough guideposts for continued improvement. Guideposts presented in the two volumes of the 'Vade Mecum' constitute a true legacy for community participation and school operation. The Vade Mecum tells you what to do and how best to do it, to take advantage of concepts like school clustering, quality circles, school community and the SCL teaching/learning method.

Data available indicate that during the last two years of the project 90% of the cluster schools had solicited grants for the execution of more than 300 school projects. Field visits made during 2002 seem to reveal that all of the small projects that had received funds were executed. The capacity to develop project papers, mobilize local resources and implement projects is an unquestionable sign of Ed2004's impact on community development as a whole.

Sponsors are divided and very few key informants feel that project strategy and practices were replicated in development sectors like agriculture, health, etc. Only STEM, CARE and CRS seem to have any information regarding the spread of project impact onto areas where Ed2004 made no formal interventions. This somewhat pertains to Bayonnais in Gonaives and to different areas in Gros Morne.

Asked whether the idea to form a PTA was a suggestion of project agents almost 50% of the key informant said 'yes' while close to 38% said that this type of grouping already existed in the school environment. Three of eight sponsors identified the creation of multiple local associative structures as the most important direct impact of the project on community development.

B. project impact through the creation of active PTAs

Project impact through creation of PTA's in the cluster schools was measured in terms of parental involvement in school administration, in terms of how it affects the attitude and behavior of parents, teachers and the community as a whole.

Asked about community involvement in a few pertinent activities such as fixing salaries for school personnel, participation in student registration process, setting tuition and other school fees, and KTM most of the answers tend to lean on the negative side.

More than 95% of the key informants seem to believe that PTA parent are more collaborative, more motivated to send their children to school, they are better informed, they show more interest , they pay more readily, etc

Computation of quantitative data gathered from the sponsors indicates that the number of active PTAs in PAM areas went from 27 in 2002 to zero in 2005; from three or five in 2002 to none in 2005 in the UNIQ sponsored areas; and from nine in 2002 to seven in 2005 in the APV areas, although overall the number of schools with PTA has grown in the same period from 20 to 46 PTAs.

More than 32% of the key informants feel that teachers are motivated by the best interest of the students, while 18% of them feel that most of the teachers in the PTA are just role playing. Many of the PTA's met in the framework of this evaluation appeared lopsided. They seem to turn out to be either a teachers' meeting to which one or two parents are invited or *vice versa*. Be that as it may, in light of the information available, membership in the PTA seem to make teacher less rigid better informed, more motivated, they end up knowing the students better.

Accounts from parents and teachers in many of the schools visited indicate where there is no PTA or some groups similar to the PTA relationships between the school and the community tend to go from bad to worse.

C. Impact of the school feeding program on children, schools and parents

More than 50% of the school visited was operating without a '*Cantine scolaire*' for the time being. Only the schools located in areas covered by the international NGOs like CARE and CRS still operate school feeding programs. Many of the others had school feeding under the project, but these programs were discontinued with the departure of ED2004.

More than 50% of the key informants also agree that parents feel better when they know that their child is going to a school where they can at least have access to one hot meal a day. A significant majority of the parents themselves see school feeding as a subsidy to parents.

Impact of the school feeding program on the pupils is perceived in many different ways. For some school directors, parents and local leaders school feeding has a direct and significant impact on student performance in the classroom (36.5%). It is also manifested in the increase of the rate of presence or of retention in class (13.2%). Some even claim to witness its impact on the increase in enrollment for schools with '*cantine scolaire*'.

More than 80% to the school directors, non-affiliated parents and local leaders feel that school feeding is very important for the school establishment where the program exists. Some go as far as saying that school feeding is indispensable if we want to achieve quality education.

D. Impact of the cluster approach on school management and improvement

The majority of partner organization representatives consulted in this evaluation feel that "clustering" is an excellent tool to foster participation and communication. Most of the parents and teachers met in focus group feel that the cluster is a learning experience in which teachers, school directors and parents learn to work together for the benefit of the children.

More than 97% of our key informants agree that clustering encourages the schools to comply with MENFP requirements as regards school administration matters.

Some 50% agree that it gives parents an opportunity to manage activities and funds. It helps them work together to find solutions to collective problems. More than 80% of the key informants go as far perceiving the cluster approach a one-size-fits-all solution to school problems, regardless of their causes.

Though somewhat isolated, what is currently happening in term of structural development within clusters like Papillon in Gros Morne and Fourmi in Gonaives, are evidences that the cluster has potential. Another example just as pertinent is the partnership that developing between Rezo Lekòl Gonayiv (RELEGO) and regional educational authorities.

Clustering, as an approach was beneficial to the school and all actors involved. Their perception of the school clustering as an approach which definitely:

- contributed to the development of project management skills among parents , teachers and school directors;
- contributed to institutional building among the schools;
- promoted better understanding between members of the pedagogical team;
- introduced participatory decision-making as a practice in the school community

E. Impact of the distance education (FAD) on quality education in general

In most of the schools that the evaluation team visited, FAD modules are currently being used under a different program called EDA. This section of the report deals with 3 particular issues:

- 1) The overall impact of the program,
- 2) Its impact on student performance and
- 3) Its impact on teacher's performance.

As far as FAD impact on teaching, the sponsor reported that as a teaching model FAD is very dynamic. It shows teachers how to be child-centered and teaches them to prepare their lesson plan. As a teaching model, it facilitated student participation and helped teachers manage their classrooms better.

Several quantitative evaluations of the impact of the FAD on student performance (rate of speed and accuracy in reading and in math) were carried out in 1999. Information furnished by EDA indicates that the last evaluation of that sort was carried out during the 2002/2003 school year. Now the tendency in FAD is leaning in the direction of qualitative evaluation for both reading and math.

The majority of the sponsors agreed that FAD program had an impact on the quality of education. PAM was the only sponsor who believes that though it is very amusing, the program takes too much time and the level of competency that it teaches is too low for 2nd and 3rd graders.

Section IV: Lessons Learned, Conclusions & Recommendations

Lessons learned and opportunities for future work.

Role of private sector in school improvement Lessons learned regarding the role of the private sector in school improvement, are summarized as follows.

- a. The private sector has demonstrated its capacity to deliver, if given clear and specific objectives. However, there doesn't seem to have been enough exchange, sharing of experiences among representatives of the private sector.
- b. Too few school projects were implemented at the early stage of the project to make their impact more manifest.
- c. Not enough structures were put in place in the cluster communities. The clusters themselves lacked structuring to really play the major role they could have.
- d. The over-age student issue was not raised. It should be addressed and, if need be, have a separate solution for it and encourage the schools to use preschool as the stepping stone to school.
- e. Finally, the training module and the training workshop were implemented without any formal attempt to secure any kind of validation or approval from the MENFP. Equivalency or validation is indispensable.

All sponsors had a lot to say about lessons learned three years after Ed2004 closed shop. Lessons learned are formulated in the perspective of possible implementation of a similar project, more specifically, in term of what to do and what not to do.

WHAT TO DO

Regarding participation For the sponsors, participation through the committees was good and parents should be welcome to participate in every aspect of the school life. Open school day activities were an excellent tool to bring parents into the school. However, there was a lack of structure. Timely training and motivation should be scheduled for both parents and directors. Guidelines and regulations should be established between the committees so that some kind of management pace can be set up and that the school director does play his role as manager of the school.

Guideposts for future work Should a similar project be designed and implemented, project promoters ought to:

1. Establish guidepost for relationship between school directors and the committees in light of the fact that existing laws and regulations make the school Director the principal manager of the school. (PAM)
2. Ensure parents participate in all school activities (STEM)

3. Institutionalize the open school day as an extraordinary tool for parents and community inclusion/involvement (FONHEP)
4. Be stricter with contracts and sanction negligent schools
5. Clustering is a tool that facilitates communication. Must help find a way to reach this true participation
6. Steps should be taken to have MENFP approve existing modules for the training workshops (UNIQ)
7. Negotiate with the Departmental Directors of MENFP. Must integrate the school district and inform the community through outreach community meeting and the media (CRS).
8. Replace migrating teachers.

WHAT NOT TO DO

The sponsors' account of things to avoid varied but reinforced each other. Things to avoid were formulated on different components of the project, namely:

Regarding parent's participation Sponsors reported two major lessons that they learned and should not be repeated:

- Both PAM and STEM in different ways stated that school committees, APP or PTA's should not be allowed to get out of control and try to replace the school director at the expense of the pedagogical side of school management.
- Training for parents or other members of the school community seems to have started too late. To effectively participate, parents or local actors should be trained earlier.

Regarding school clustering

- Avoid selecting schools that are too far from each other and cause distance to kill group dynamics.
- Avoid making precipitous decisions for the clusters. Instead, give them proper technical assistance in order to take their own decisions.

Role of private sector in school improvement

- The project should not try to destroy or minimize school autonomy in the process of clustering.
- It should not for the sake of clustering, eliminate the competition between the schools nor encourage school to be too individualistic.

Perspective Most of the sponsors were concerned about the role of MENFP in the process. They agreed that any new project should be designed to include the MENFP and its regional and local antennae.

4.2 Conclusions & recommendations

General conclusions are mostly based on horizontal cross reading of the findings. Recommendations are based on the hypothesis that a project of the same nature or with similar goals and objectives might be developed. Some of them may have already been suggested in the context of previous reports or evaluations of the referenced project. If that is the case, repetition can be considered as reinforcement. Conclusions and recommendations are also inspired by an in-depth review of the available literature and by comments and reflections voiced by all three categories of informants consulted in this evaluation, including some of the lessons learned and numerous success stories not reported here, to avoid making reading of this document too laborious.

While every effort is made to align conclusions and recommendations, it is not the intent of this evaluation to align a recommendation for each conclusion; neither does the sequence of presentation indicate an order of importance or classification of any sort. Their conjugation may be summarized as follows:

C 1 The Vade Mecum: The Vade Mecum is definitely an important teacher training tool. Combined with the presence of trained ECPs (Encadreur Communautaire Pédagogique) in the cluster area, the two-volume Vade Mecum probably represents the most valuable legacy of the project. Its sequence of modules represents the critical path to both effective community participation (*Vade Mecum Communautaire*) and compensation of the technical shortcomings (*Vade Mecum Pédagogique*) of so many teachers already in-service. However, the fact that, out of some 27 different results identified as most visible impact of the project, the Vade Mecum was never mentioned. It leads one to conclude that, due to timing limitations, the material may not have been distributed to every clustered school as it is said to have been.

R.1 Make sure that the design of any similar project or follow-up phase of Ed2004 include intervention-area-wide distribution and application of the Vade Mecum, to avoid duplication through production of the same type of material. It goes without saying that this recommendation doesn't in any way preclude production of an addendum to upgrade or update both volumes

C 2 Standardization: Ed2004 policy to avoid creating new structures and capitalize on existing school community structures has its merit as an important tenet of the project design and in terms of commitment to democracy, participation and pro-activity. Field data do not support the hypothesis that existing structures were adequate, as regards to appropriateness and sufficiency. In contrast, there is evidence that most sponsors were not sufficiently cognizant of project long term strategies to buy-in and become real stakeholders. They ended up adopting a hands-off attitude with respect to the cluster and

its potentials. As a result, clusters were never structured, wherefore, doomed to remain nothing but a delivery mechanism non empowered and non-perennial.

There is a serious need for standardization in the nature and operation of the local associative structures used. Too few informants seem to have been aware that Ed2004 was favorable to the PTA form of organization. Too many different types of structures were used within the framework of the project. Some include parents only, some teachers only some both. As a result, none was given the appropriate chance or the back up needed to develop its full potential as a model to be replicated in places where there are no similar structures.

R.2 Adopt, promote and fully support a model of parental or school community organization. The role to be played by such local associative structures may be at once project specific and synchronized with PNEF requirements on school management. There is at least one project which is currently experimenting with a community school managed by a committee formed by the parents associations in the Artibonite (Chaine des Cahos) and in the southeast (Marigot).

C3. Clustering: Clustering as a strategy has the potential for being a learning ground where teachers and directors can develop the skills needed for successful associative life and promote staff development in the school at a lower cost for both pedagogical and leadership skills. The difficulties met in trying to unearth factual data on the project three years after it ceased its field operations are indicative of the fact that partner organizations never became true stakeholders. Through the end of the project ECPs remained sponsors' employees, some mainly pedagogical, others mainly community and most a little bit of both. Most lived too far from the community where they worked and teacher training was not the kind of task that could be delegated to or shared with a local partner. The cluster which was supposed to follow up on the participating schools when the ECP is not there, never truly developed that capacity. Neither did anybody develop the capacity to play the leadership role in the cluster.

R3. Include in cluster structure, the establishment of local or cluster counterparts who can assist ECP in the delivery of the teacher, school director and parents' association training and eventually take over the leadership role in the planning and implementing of cluster activities.

C 4 SCL: Although the student centered learning method (ACE/SCL) cannot claim to be project specific, the developers of the PNEF (Plan National d'Education et de Formation) had been toying with the idea at its inception in 1993. Ed2004 ought to be given credit for not only making the SCL method operational (Vade Mecum) but also for taking it to traditionally marginalized urban and rural communities in all but one of the geographic departments of Haïti.

C5 The PAS: The PAS (Plan d'Amelioration Scolaire) is, in terms of project impact on community development the greatest gift of the project to target communities. For the first time in Haiti school directors, parents and teachers are given the opportunity to

- 1) Make a diagnostic of their local school,
- 2) Develop a plan for needed improvement and
- 3) Find appropriate resources and
- 4) Implement the improvement plan.

It is unfortunate that some schools did not get a chance to go through that process.

R5. Establish guidepost for relationship between school directors and the committees, in light of the fact that existing laws and regulations make the school Director the principal manager of the school (PAM). Start parental education or training sooner and get the community involved from the beginning. Training workshop for parents or other members of the broad school community seems to have started too late. To adequately participate, parents or local actors should not be trained at the last moment, but coached by partners.

C 6 Noticeable Improvement: While it remains true that quality education is an ideal that members of the school community can always aspire to, significant improvement in the quality of teaching and learning has been achieved by the clustered school through the project through training and supervision of teachers and school directors through adequate learning conditions and in spite of the low academic level of teachers in most of the cluster schools.

R.6 a Review the criteria for school eligibility in the cluster, particularly the number of schools per cluster to avoid unnecessary or inappropriate exclusions (where number is the only limitative criterion). Effort needs be made to include provisions for conditional or admission on probation with assistance to help individual schools meet admission prerequisites.

R6 b Include in future project design the establishment of partnership relation with regional and local MENFP structures in order to facilitate state approval of training or teaching materials produced within the framework of the project and ensure compliance with regulations regarding important issues such as class size, theoretical age or the over-age student issue. The over-age student issue should be addressed and, if need be, have separate solutions for them and encourage the schools to use the preschool as a stepping stone to facilitate timely access to school.

C 7 School Feeding: In spite of difficulties and risks associated with the operation and management of '*cantines*' especially as a constant source of corruption, data gathered from all three categories of informants indicate that on the one hand school feeding has a positive impact on parents, on students performance and on the school and, on the other hand, given the role played by the '*cantine*' in launching the clusters, the economic situation of most Haitian parents and the scattering of habitat in the rural areas, most parents, teacher and school directors are, for the moment, favorable to some type of school feeding.

R.7 Initiate reflection with PTA on the feasibility of implementing at the school level a string of small projects in the form of subsidized school cafeteria, in order to

compensate the absence of canteens in target or cluster schools. Such a project could be implemented under contract with an outside caterer with no capital investment from the school. In school where they have vocational program, implementation of such a project could also be conjugated with a program whereby students registered in cooking and restaurant could work in the kitchen as trainees, to cut down on expenses for personnel. Subsidy could even be programmed with progressive phase out. Cafeteria subsidy can also include a plan for gradual phase out of project funding and coupled with local or state government take over.

C 8 Information Sharing: Most partner organizations seem not to have been sufficiently cognizant of or given enough opportunity to ponder and appropriate themselves of the project long terms of strategic objectives. As a matter of fact, except for CARE, and this may be altogether coincidental and for the collaborative agreement between FONHEP and EDA, none of sponsors seem to have made any kind of provisions to acquire the institutional build-up needed (in terms of structure, fund and other resources) for continuation of sponsoring to clusters and schools beyond the Ed2004 LOP. This doesn't take anything away from whatever post project activities being carried out by SAVE, CRS.

R.8 Implement a strategy of communication with local actors in order to achieve sharing of vision among them. Such a program would sensitize local actors regarding the role they are called to play in school management and in negotiations with the educational authorities for a formal public-private sector partnership and future take over of funding for cluster activities. The communication package desirable in this context should include specific information on strategic objectives and how to best prepare beneficiaries for gradual phase out of project field and other activities.

Other recommendations

R.9 Broaden the array of partner organizations to include more local operators like APV and STEM. Broadening could include an institutional building component geared to the development of cluster sponsoring capacity. Local or departmental educational authorities could be invited to co-sign the collaborative agreement governing partner relationship and performance.

R.10 Recuperate and follow up on post project experiments being carried out in some CARE, STEM and PAM territories with federation of clusters or cluster-wide end-of-year examination scheduling and contents or regarding compliance with MENFP detailed program. Such experiments could take advantage of the collaborative agreement to govern inter structure relationship and sustainability.

SECTION V: PARTNER ORGANIZATION PROFILES AND COMMITMENTS

As indicated in the preceding two sections of this report, the sponsors consulted within the framework of this evaluative study are all NGO's and can be classified in two categories: 1) Four major international operators, namely CARE, CRS, SAVE, PAM and 2) Four Haitian operators including APV, FONHEP, STEM and UNIQ. The sponsor profiles drawn in this section of the report pertain more specifically to each partner organization's involvement with education after Ed 2004. Each profile is intended to show to what extent sponsoring project activities with school clusters helped the referenced partner organization develop the institutional, financial capacity to continue to provide school clusters with the same kind of assistance given them under Ed 2004.

CARE

Overall capacity

Care is one of the major international NGOs which participated in the Ed2004 project. Data collected in four Artibonite area schools clearly indicate that CARE's contribution to the successful implementation of the project in that particular region was very significant. As a matter of fact more than 86% of the key informants from Care area of intervention agree that Ed2004 made a significant contribution to the improvement in the quality of education in the clustered schools. For most of these informants, this perception is grounded on the fact that all or most of the teachers working in the clustered schools have been trained and are successfully applying the SCL method together with the detailed program put together by the MENFP in their respective schools. More than 87% of them believe that the project helped ameliorate learning conditions in cluster schools visited in the CARE area of intervention. More than 80% of them feel that the changes brought by intensive teacher training are reflected in students' performance in the classroom and in the official 6th AF examinations as well. This does not include, obviously, the catastrophic results on the June 2005 exams for the entire Department.

The success of the CARE/ Ed2004 partnership cannot be said to have quite extended into the area of parental or community participation in school management. Community involvement or participation in school affairs is quite evident in the management of committees. Parents in many CARE intervention areas are currently participating in a literacy program being implemented with support from the organization. While parental and/or community involvement in the school feeding program improved and extended to other activities such as open school day, student discipline and other cultural activities, it hasn't gotten into decision making or school administration activities, such as fixing salaries for personnel, fixing tuition fees, recruitment and program application.

Institutional capacity It was evident that CARE did not have to develop any new institutional capacity to continue to sponsor cluster activities in its intervention areas. According to CARE's representative Termilus Wilner, the organization's participation

focused on community participation. Clusters in the Papillon area of Gros Morne and the Fourmi in the urban area of Gonaives are testimonies of the positive impact of the project on local organizations. Although the number of schools being sponsored went from 16 in 2002 to 11 in 2005 it must be underscored that CARE continues to sponsor pedagogical and other activities of the clusters like Papillon in Gros Morne and Fourmi in Gonaives. This has been made possible by a grant from USAID to support such activities through 2007. CARE is one of the few partner organizations to have kept a couple of ECPs and at least one FF in service beyond the close of Ed 2004, thanks to the USAID grant. More training workshops have been organized in 2005 than there were in the last year of the project (2002).

CARE played a very instrumental role in the area of group formation. A good number of the PTA's and school feeding committees formed in 2002 when the project was about to close are still active in 2005.

Financial capacity CARE's situation is very different from the situation of the other major sponsors who had to worry about securing enough funding to continue sponsoring the same number of schools and clusters it was sponsoring under Ed 2004. According to CARE representative Termilus Wilner in Gonaives when the project ended CARE received a USAID grant with enough funds to continue its cluster sponsoring activities through 2 the year 2007.

Focus group participants reported that CARE continues to organize teacher training workshops for teachers and school directors while maintaining the school feeding program and the distribution of school materials in the school establishments located in its area of intervention. It also encourages community participation in school activities and management. Through interaction with RELEGO is developing with educational authorities and a representative of this organization regularly meets with the departmental authorities.

Recommendation CARE should reassess its literacy program and adapt it wherever possible to the local context. The literacy centers and their activities could serve as a medium of socialization where school cluster or education matters could be discussed among participating local actors.

CRS

Overall capacity

Data collected in this evaluative study made it clear that CRS, just like the other international partner organizations who participated in the Ed2004 project, made a significant contribution to the improvement in the quality of education in the South, the Grande Anse and the Southeast regions. Nearly 100% of the key informants from those regions agree that Ed2004 made a significant contribution to the improvement in the quality of education in the clustered schools. Most of them believe that teachers and

school directors training were responsible for this improvement registered in the quality of education in cluster areas. More than 81% of them believe that all or most of the teachers trained under ED2004 are presently using the SCL method and applying the detailed program of courses proposed by the MENFP.

Institutional capacity As a partner organization both during and after project implementation, CRS has shown enough evidence of its institutional capacity to continue sponsoring cluster schools in its intervention areas. Through teacher training of PTA members and a number of other school activities implemented in collaboration with PARQE, it is to this day demonstrating this capacity. However in CRS intervention area, it is apparent that, in spite of the school feeding committees, parental and community participation in school activities or management is probably the weakest element in the cluster strategy. In some CRS sponsored schools the PTA is either shallow or non-existent. This may have something to do with the fact that CRS mainly assist Roman Catholic schools where PTA is not likely to flourish.

Financial capacity It is unfortunate that information regarding the origin of funds currently being spent for CRS educational was not available, particularly activities that have to do with formerly clustered schools. The person responsible for education in the Cayes Office of CRS, Nellie Jeantillon, did not volunteer any information about the funds being used by the organization for its current educational activities. She wasn't willing to engage in much of a discussion in this respect, because as far as she was concerned, except for the cluster concept, most of what Ed2004 was promoting had always been part of their education program, so that they cannot speak of funds to continue what Ed2004 was doing. They use their own funds.

However she made it very clear that, except for the strategic change, having to do with the fact that CRS no longer intervened in education in the South and that the organization's focus is now the Grande Anse and apportion of the Southeast that CRS has always had its educational program and this program is continuing full speed after the closing of the Ed2004 project.

While the evaluation team was visiting a CRS sponsored cluster in Jérémie, one of the sponsor's ECPs was facilitating a training workshop for PTA' from several schools still functioning as a cluster under PARQE. Information made available at the CRS office of Cayes indicate that CRS is operating its own education program in at least two geographic department where it is applying the method and practices put together by ED2004 and currently being used by PARQE for teacher training and supervision.

Recommendation **CRS** should immediately engage in negotiations with parochial or Roman Catholic school officials regarding parental or community participation in various aspects of school management. Such an issue is far too important to be left to the discretionary decision of some school directors. Whatever applies to '*cantines scolaires*' could also apply to a bookstore run by an association of parents.

PAM/WFP

Overall capacity

Data collected in the North and North East area clearly indicate that PAM/WFP played a major role in facilitating ED2004's significant contribution to the improvement of quality education in the clustered schools of that region. Key informants from PAM support this finding. For most of them, this perception is grounded on the fact that all or most of the teachers working in the clustered school have been trained and are successfully applying the SCL method and MENFP' detailed program of courses. As a result, significant changes have been reflected in student's performance in the classroom and in the official 6th AF examinations.

The positive impact of the partnership PAM/Ed2004 is quite evident in different aspects, namely, parental or community participation in school management in the area. Community involvement or participation in school affairs has remained stable even after the withdrawal of ED2004. Although parental and/or community involvement in the school was tied mostly to school feeding but it went way beyond school feeding according to certain parents. In schools like Bienheureux de Mazonod in Capotille) and Collège Adventiste of Cap-Haïtien, parents get involved in a lot more than just school feeding. They participate in various decision-making meetings; they play the role of advisors for teachers and watch over the kids conduct.

Institutional capacity Field data available indicate that immediately following the withdrawal of ED2004, PAM discontinued all teacher training and cluster reinforcement, while maintaining its food distribution activities to most of the schools. According to former CCP Jerumé Dieujuste, the organization continues to require that all schools benefiting school feeding have an active PTA. In addition there is follow up to ensure that each school committee holds at least one quarterly meeting to discuss management of the school-feeding program. Nevertheless, there is no indication that any effort has been made to provide beneficiary schools with any kind of teacher, school director or committee member training and supervision

Financial capacity Information furnished by PAM officials indicate that the NGO does not have the needed funds to maintain the level of sponsoring it was managing in collaboration with Ed 2004. PAM officials consulted were unable to provide the evaluation team with any detail as to what has been tried between 2002 and now to secure funding in order to continue with sponsoring activities.

SAVE THE CHILDREN

Overall capacity

Data pertaining to SAVE involvement with the Ed2004 project were collected from the Grand Goave area in the West department where the organization has not intervened since the project's field activities ceased in June 2002. Data clearly indicate that SAVE's contribution to the successful implementation of the project in that particular region was very significant.

Field data gathered at the level of the clusters in the Grand Goave area indicate that throughout the length of its involvement with the project, SAVE made a worthwhile contribution to the improvement of the quality of education. A lot of emphasis was put on PAS project like the construction of school in Dano. Furthermore, all or most of the clustered schools had reached the '*1 room, 1 class, 1 teacher*' and 36 students/class ideal, the school buildings are in good condition and that the students and teachers have access to materials.

Institutional capacity As an international organization, SAVE probably would have had the capacity to continue support the clustered school. Unfortunately, immediately following the withdrawal of ED2004, SAVE disengaged itself totally and left Dano. However, field data available indicates that Save has been experimenting with the ED2004's "extended school community" strategy in Maissade for the last 2 years.

To the extent that it is said to be experimenting with Ed2004 strategies and practices, SAVE should be considered as having the institutional capacity to offer some sort of teacher and school Director training to beneficiary schools.

Financial capacity The evaluation team is not able to determine the financial capacity of Save to continue the level of sponsoring it was managing in collaboration with Ed 2004. Neither was CFET able to determine the reason why Save left Dano upon the withdrawal of ED2004.

APV (Association des Paysans de Vallée)

Overall capacity

Data collected in this evaluative study made it clear that APV as a local organization, just like the other international partner organizations that participated in the Ed2004 project, made a significant contribution to the improvement in the quality of education in the Petit Goave regions. In collaboration with **ED2004**, APV sponsored 2 clusters a rural and an urban. Five (5) years later, they continue to use the cluster approach in their activities and presently according to the Field Coordinator, they now sponsors about 5 clusters which are supported through FAD funding. Most of the teachers trained under the

ED2004 project are still in function in most of the schools and are still using the SCL method and applying the detailed program of courses proposed by the MENFP. As a matter of fact the new Director of Notre Dame de la Sagesse in Petit Goave said that when she first came to that school the teachers made a very good impression on her as she watched them use the SCL method. She had never seen teachers use this method before.

Presently most of the teacher training implemented in the area is done through FAD. Such workshops are offered twice a year. Not all the PTA's are still active. Those that are, Ecole Communautaire Gérard Baptiste in Vallue and N.D de la Sagesse in Petit Goave are actively participating in current activities. In Petit Goave, teachers and parents reported that the Parent's Association are responsible for raising the fund to raise the new school building.

Institutional capacity APV has demonstrated evidence of institutional capacity as a partner organization both during and after project implementation.

Three years after the project ended, APV is still active in education. Successes achieved through ED2004: teacher training and distribution of didactic materials are losing some of their impact. However, APV is proud to report that about 50% of their schools are still functioning under the ED2004 quality criteria as far as learning conditions and performance of teachers and of the school. In some aspect they are functioning at 80%. Student performance at the CEP exam was between 70-75% in 2005 compared to 80-85% in 2002. According to M. Yvon Fautin, APV continues to support about 46 schools through the FAD program. They no longer have ECP. They are all now transformed to animators under their new program. Key informants in the Grand Goave, Dano area reported that they received support from APV, although APV's representative M. Faustin did not confirm this.

Financial capacity: APV current educational activities are financed by FAD, FOKAL and by APV to a certain extent according to M. Faustin. It has not only sponsored the cluster schools with ED2004 financial support, but the organization has managed to maintain its support of some school (clustered and non clusters) through funding from FOKAL, FAD and its own, although one of the school visited reported that it no longer receives support from APV. Nevertheless, they still lack the capacity to support all the clustered school as it used to under the ED2004 project. The Directors and the teachers interviewed, confirmed this information.

FONHEP (Fondation Hatienne de l'Enseignement Privé)

Overall capacity

FONHEP is one of the local partner organizations or national NGOs which participated in the Ed2004 project. Data collected in four Ouest area schools and in the south area clearly indicate that FONHEP's contribution to the successful implementation of the

project in that particular region was very significant. Key informants from FONHEP's area of intervention agree that Ed2004 in collaboration with FOHNEP made a significant contribution to the improvement in the quality of education in the clustered schools. Most of the teachers working in the clustered schools have been trained and are successfully applying the SCL method together with the detailed program put together by the MENFP in their respective schools. They believe that the project helped ameliorate learning conditions in schools and that the changes brought by intensive teacher training are reflected in students' performance in the classroom and in the official 6th AF examinations as well.

Unfortunately, data gathered from FOHNEP's representative, Jean Jacques Nirva and Cerin Lunie, did not corroborate this information because they could not furnish detailed information about the program.

Institutional capacity FOHNEP has demonstrated evidence of institutional capacity as a partner organization both during and after project implementation. After the departure of ED2004, it did not have to develop any new institutional capacity to continue to sponsor cluster activities in its intervention areas. FONHEP representative reported that they continue to support their "their natural partner". Although key informants from two schools in its clusters visited in the West region reported that they no longer receives support from FONHEP.

FONHEP Representatives reported that it still applying the "cluster methodology" in their activity although they agree that the sector weakens since the withdrawal of ED2004. FONHEP went beyond the cluster methodology which they still use by defining a life span for sponsored school to be autonomous. They have also added to the approach school performance criteria before and after training. They are still promoting the ED2004's "quality circle", parents committees and have kept some of the school sponsored under the ED2004 project. They have kept some of ED2004 employees the ECPs and FF. They also have developed partnership relationships with most of the former ED2004's partners, which have sub contract agreements with FOHNEP. UNIQ and APV confirmed that they are presently participating in the FAD program.

Financial capacity FONHEP financial situation is very different from the situation of the other local NGOs. It did not have to worry about securing enough funding to continue their activity in the sector upon the departure of Ed 2004. According to FONHEP representatives, the organization continues their activities with their natural partners by integrating into their own system ED2004's methodologies.

STEM (Service Technique Mission Eben-Ezer)

Overall capacity

STEM is one of the local partner organizations or national NGO's which participated in the Ed2004 project. Data collected in four Artibonite and North East area clearly indicated that STEM in collaboration with ED2004 contributed successfully to the

implementation of the project in the Lacroix Périsse and Ouanaminthe regions. Four years later, 100% of their teachers trained by ED2004 are still applying the SCL methodology and 80% are capable of applying the MENFP detailed program which represent a 50% increase from what it was in 2002. Most of the APE are still active according to Pastor Morisset

Institutional capacity STEM has demonstrated evidence of institutional capacity as a partner organization both during and after project implementation. It has not only sponsored the cluster schools with ED2004 financial support, but the organization has managed to maintain its support of the four active clusters through funding from the Eben-Ezer mission. However, STEM does not offer support in teacher training but rather on cooperative training since those clusters are involved in cooperative activities. Nevertheless, school performance in CEP exam rose from 40% in 2002 to 80% in 2005 and the percentage of school with students repeating classes was reduced from 30% in 2002 to 5% in 2005. Their percentage of trained teachers remained the same as it was in 2002, 100%.

Furthermore, parental and community participation in school activities or management is still going strong even if the number of school with parents committees were reduced from 89 to 60 clustered school still had Parent Association. Forty five had school feeding committees.

Financial capacity: STEM's representative, Pastor Morisset reported that their current educational activities are financed by the Eben-Ezer Mission which justify that only 4 clusters were still receiving support from STEM 4 years after the closure of the ED2004 project. This information was confirmed by key informant (parents, teachers and Directors) interviewed.

UNIQ (Université Quisqueya)

Overall capacity

UNIQ is also one of the local partner organizations which participated in the Ed2004 project. It is the only participating university in the project supporting cluster in the West and Plateau Central region. UNIQ representatives, **Jacques Michelet and Madame Michaëlle St. Natus**, proudly affirmed that as an institution of higher learning with a department of education, UNIQ has had a great opportunity through ED2004 to contribute to the amelioration of the quality of education in Ganthier and Mirebalais. 2002 information gathered from UNIQ's representatives do reflect such contribution. However, data post ED2004, 2005 particularly, regarding school performance, the conditions of learning and teachers' performance were available. However, they confirmed that 50% the teachers trained by ED2004 are no longer working in those schools.

Institutional capacity As an institution of higher learning UNIQ probably would have had the capacity to continue teacher training for most of its clustered school.

Unfortunately, immediately following the withdrawal of ED2004, UNIQ discontinued their activities with the clusters in Pétion Ville and Frères and the others were transferred to other project. The ECP, although they no longer work for UNIQ, were reoriented trained in project planning and implementation in order to assist group in project planning and implementation. However, they implemented punctual activities at a very reduced rate with the schools: material distribution in 2005 for a school library and has implemented 3 training program for the clusters in Fond Parisien Ganthier and Kenscoff. However, key informant in the school visited did not confirm such activities.

However, UNIQ representative indicated that ED2004 project has given them lots of visibility in the field of education. They have been called upon to become members of different education commissions.

Financial capacity The evaluation team is not able to determine the financial capacity of UNIQ to continue the level of sponsoring it was managing in collaboration with Ed 2004. However, data collected indicated that UNIQ has fund raising capacity. They managed to raise money through UNICEF, FAES, PNUD and Kellogg foundation in order to finance certain activities for their schools.

Recommendation: International and local sponsors should look into the possibility of forming a cluster among themselves in which members, namely CARE, CRS and PAM would provide food to all participating schools, FONHEP and UNIQ would provide teacher training service to the entire network, while other partners like APV, STEM, SAVE would provide assistance to all cluster schools in parental and community involvement in school activities and management.

Attachments

1. Questionnaire
2. Sponsor interview guide
3. List of school visited
4. List of partner organization representatives interviewed
5. Frequency tables per sponsor

Attachment 1

IMPACT EVALUATION OF THE Ed2004 PROJECT ON:
PARTNER ORGANIZATIONS, PARTICIPATING SCHOOLS
AND LOCAL COMMUNITIES

Questionnaire

Date ____ / ____ / ____	No. _____
1. Department _____	2. Commune _____
3. Rural section _____	4. Neighborhood _____
5. Name of the school: _____	
6. Type of school: Public [<input type="checkbox"/>], Catholic [<input type="checkbox"/>]; missionary [<input type="checkbox"/>]; Community [<input type="checkbox"/>]; Private [<input type="checkbox"/>]	
7. Cluster with FAD [<input type="checkbox"/>] without FAD [<input type="checkbox"/>]	8. Sponsor _____

SECTION 1: IDENTIFICATION OF THE RESPONDENT

- 9, Last name _____, First name- _____
- 10 Address or place of residence _____
- 11 Sex Female [] Male []
12. Age bracket 18 – 24 an [] 25 - 35 an [] 35 - 45 an [] 45 and over []
13. Affiliation: School Director []; Non-affiliated Parent []; local leader []

SECTION II: IMPACT OF ED2004 PROJECT ON THE QUALITY OF EDUCATION

14. How many years did your school participate in the Ed2004 project?
- 1 year [] 2 years [] 3 years []; 4 years []
15. Would you say that the Ed2004 project was responsible for improved performance of?
- Participating schools? Yes []; Non []; don't know []

- 16 What percentage of pupils from this school passed the 6 AF state exams for the following years?

	Ane 2001-2002	2002 – 2003	2003-2004	2004-2005
6 th AF or CEP exams				

- 17 How many teachers of your school can use the ACE (Student Centered Learning) method?

All of them []; most of them []; just a few []; ; none []

18. How many teachers are currently using the detailed program proposed by the MENFP?

All of them []; most of them []; just a few []; ; none []

19. Did the Ed2004 project contribute to the improvement of learning conditions for students enrolled in the clustered schools?

Yes [] No [] Don't know []

20. Is your answer based on any of the following indicators?

#	Ground for answer to #22	Yes	No
20a	Classes with 1 room - 1 class - 1 teacher		
20b	The school building is in good condition		
20c	Students and teachers have access to materials		
20d	Most classes have less than 36 students/class		

21. Did the project help improve the quality of teachers' teaching in the clustered schools ?

Yes [] No [] Don't know []

22. What indicator is your answer based on ? _____

23. Did school directors and teachers training help improve student's performance in the clustered schools?

Yes [] No [] don't know []

- 24 What indicator is your answer based on? _____

- 25 Did the training of teachers and school directors improve the performance of student in clustered schools?

Yes [] No [] don't know []

26 What indicator is your answer based on? _____

27 Did students from clustered schools learn better than those of non-participating schools?

Yes [] No [] don't know []

28 What indicator is your answer based on? _____

SECTION III: IMPACT OF COMMUNITY INVOLVEMENT ON CLUSTERED SCHOOL MANAGEMENT

29 Which groups did the Ed2004 project encourage you to create in order to facilitate community involvement in school activities?

Association of parents – students (APE) [] parents- teacher association (APP) []

Management committee [] Cantine committee [] Don't Know []

30 In your opinion did the Ed2004 project improve the capacity of local school groups in the area of school management? Yes []; No []; Don't Know []

31 What is the ground for your opinion? _____

32 Do you believe that community or private sector group can develop the capacity to be in charge of school management? Yes [] No [] Don't Know []

33 Beside meetings what other activity did the following group carry out in the life of the school?

No.	Group	Activity	When or How often
33.a	Parent – teacher Association (APP) PTA		
33.b	Parent – student Association APE		
33.c	Equipe Pedagogique		
33.d	Management committee		
33.e	Cantine's committee		

34 In your opinion what is the most visible impact of the project in this area ?

35 Is the cluster strategy being used in any one of the following sectors :

Sectors	yes	No	do not know
Agriculture			
Health			
Civil society			
Other			

36 Did the ED2004 project increase the number of children who had access to education in your area?

Yes []; No [] Don't Know Don't Know []

SECTION IV : IMPACT OF PTA INVOLVEMENT ON SCHOOL MANAGEMENT

37 Which of the following groups continued to meet after the project have ended in June 2002?

PTA []; Management committee []; school feeding committee [] other [] _____

38 How would you evaluate the PTA's impact on each of the following groups of people?

Group	positive	negative	justification
Parents			
Teachers			
The community			

39 Did community members contribute to the execution of school projects?
Yes [] No [] Don't Know []

40 Are there school projects executed under ED2004 that are still operational?
Yes [] No [] Don't Know []

41. Did the PTA truly participate in school management in this area ?

Yes []; No [] Don't Know []

42 Where did the idea to forma PTA come from?

a) Ed2004 suggested it [] b) The PTA all ready existed in this area []

43 Was the PTA ever involved in making decisions in any of the following management activities:

No.	School management activity	Yes	No	Some members	Don't know
43..a	Teacher salary				
43.b	Set up registration procedures				
43.c	Set up school tuitions fees				
43.d	Control of teachers plan book				

44 Which of the following groups of people felt is authority threatened because of PTA involvement?

School director []; Teacher [] neither one [] don't know []

45 How does it affect a school director to see a parent association ask?

46 Would you say that the relation ship between parents and school directors teacher were?

Very good [] Fair [] Mediocre [] Don't Know []

47 What was the biggest difficulty the cluster strategy met with in this area? _____

48 From which of the following groups came the biggest resistance (*one response*)

Parents []; school directors [teachers []; public authorities []

49 To what extent did the school teachers and directors acknowledge and accept the parents as their partners?

A 100% [] a 50% [] Not at all [] Don't Know []

SECTION V: IMPACT OF PTA / INVOLVEMENT ON PARENTS AND TEACHERS

50 What could be a good motivation for a parent or teacher to join the PTA?

	Children interest	Prestige	Role played	Invoice count	Other (say what)
Parents					
Teachers					

51 What difference did you notice between the behaviors of the following two groups of people?

Parents who are PTA members	Parents who are not	Teachers who are PTA members	Teachers who are not

52 How does the existence of PTA improve relationships between school and parents?

a) _____ b) _____

c) _____ d) _____

SECTION VI: IMPACT OF “CANTINES” ON PUPILS, SCHOOLS AND PARENTS

53 Was there any “cantine” in this school during the L.O.P ED 2004?

Yes []; No [] Don't Know []

54 If yes was there a committee in charge of the cantine? Yes []; No []
Don't Know []

55 Who selected the members of such a committee? The school director []
The PTA [] Director and PTA Jointly [] Don't Know []

56 How would you qualify the role played the cantine in the ED2004 project?

It was very important [] It was some what useful [];
Not importance what sever []

57. What impact would you say the cantine has on each of the following actors?

Students: increased enrolment []; increase retention []
improved performance []

Parents: increase desire to send children to school [] reduce school expenses []
others _____

The schools: increased enrolment [] improved school performance []
others _____

SECTION VII: IMPACT OF THE CLUSTER STRATEGY

58 Instructions: for this section I am going to read to you a series of statements about the cluster strategy. After listening to each statement you will tell me whether you fully agree, disagree or have no opinion.

No.	Statement	agree	disagree	Neither
58.a	Clustering gave parents an opportunity to manage activities and funds			
58.b	Clustering encourages school to abide by MENFP requirements			
58.c	Numerous school directors couldn't wait for the project to end so they could get away from clusters and regain their autonomy			
58.d	Clustering encourages school directors and teachers to sit together to make decision that are good for the school			
63.e	Clustering helps communities develop the capacity to find collective solutions for problems that are common to many people.			
58.f	Clustering is a one size fits all solution to school problems			
63.g	One ECP to train teachers from a cluster of 5 to 7 schools can not achieve any worth while result.			
58.h	The cluster also organized training seminars for clustered school directors			
58.i	The say that once you join the cluster you never want to leave.			

59 Does the area clustered school still work together? Yes []; No []

SECTION VIII: OTHERS IMPACT AND LESSONS LEARNT

60 Does this school participate in the FAD program? Yes []; No []

61 Did the FAD have an influence on the performance of the students? Yes []; No []

62 What's the ground for your opinion? _____

63 As far as you know did the Ed2004 project achieve the following?

	Yes	No	party
63.a Improve the capacity of local groups (APP) to participate in school management ?			
63.b, Improve student achievement thru teacher training?			
63.c. Assist in the management of clustered school?			
63.d Help communities participate in school supervision ?			
63.e. Improve the quality of learning in the clustered school?			

64 did the project succeed in making the community adopt the strategy and the method:

Strategy and method		Yes	No	party
64.a	For schools of the same community to form a cluster			
64.b	For school teachers to continue with the quality circle tradition that is for teachers to train each other			
64.c	For each school to try to operate a school community and an extended school community composed of pupils parents and pedagogical team			
64.d	For schools to apply the student centered learning (ACE) method			

65 Four years later should there be a possibility to implement another project similar to this one what are the 2 most important lessons learnt?

65a. _____

65.b _____

Attachment 2

EVALUATION D'IMPACT DU PROJET ED2004 POUR LE COMTE DE L'AIR

Guide d'entrevue avec les organisations partenaires

IDENTIFICATION DU REpondant

1. Nom : _____ Prénom _____
2. Nom du sponsor _____ 3. Sigle : _____ 4. Type d'institution : _____
5. Siège social : Ville _____ 6. Département _____
7. Noms du/des départements d'intervention en 2002 a) _____ b) _____
8. Zones ou départements d'intervention en 2005 a) _____ b) _____
9. Date d'entrée dans le projet ED-2004 : _____ 10) Date de sortie _____

No. _____

Date: _____

Thème1 : Impact du projet sur l'amélioration de la qualité de l'éducation

PARA-METRES	INDICATEURS	2002	2005	Commentaires
1.1 Conditions de scolarisation	- % d'écoles avec bâtiments appropriés			
	% d'écoles avec mobiliers adéquats			
	- % d'écoles disposant matér. Didact. Nécessaires			
	% d'élèves disposant fournit. et cahiers d'exercice			
	% éc. avec eff. Él. / cl < ou = 35			
	-% d'écoles respectant la formule : une classe, une salle, un maitre			
1.2 Qualité / Performance des maîtres	% maître utilisant méthode ACE			
	% de maître de niveau académ. > 9° AF			
	- # de maîtres formés			
	% maître capable d'utiliser programme détaillé			
1.3 Performance des écoles	- % d'écoles ayant les plus faibles taux de redoublements			
	-% de réussite au CEP des écoles de grappe			
Signes caractéristiques de la qualité de l'éducation	1- 2- 3-			

Thème 2 : Impact du projet sur le niveau de participation de la communauté dans la gestion des écoles

PARA-METRES	INDICATEURS	2002	2005	Commentaires
1.1 Structures mises en place	- # d'écoles ayant APP (Assoc. De Parents + Prof)			
	- # de réunions organisées d' APP/Trimestre			
	- # d'écoles ayant APE (Assoc. De Parents d'Elèves)			
	- # d'écoles ayant un Comité de Gestion de Cantine)			
1.2 Relation écoles / communautés	- # de formations suivies par APE			
	- # de réunions organisées par APE			
Tâches spécifiques des APP				
Tâches spécifiques des APE				
Tâches spécifiques comités de cantine				
Comment les directeurs voient la participation parents dans la gestion de l'école				
Comment les enseignants perçoivent la participation des APP dans la gestion de l'école				

Thème 3 : Utilisation de ressources propres pour continuer les activités sans les fonds de l'USAID

PARAMETRES	INDICATEURS	2002	2005	commentaires
Activités grappes post projet Ed 2004	- # de grappes actives			
	- # de grappes supportées pour le moment			
	- # de formations encadrées			
	- # de distribution de matériels effectuée (2002-2005)			
	- # de ECP en fonction			
	- # de FF en fonction			
Où trouvez vous les moyens pour réaliser ces activités				
Est-ce que vous allez pouvoir continuer ces activités				

Thème 4 : Impact du projet sur le dév't communautaire en général et sur les zones où il y a des grappes

1. D'après les informations dont vous disposez, est-ce que le modèle '*communauté scolaire élargie*' a été adopté par des communautés qui ne faisaient pas partie du projet ? Oui [] Non []

2. Si oui citez au moins un exemple et précisez depuis quand et avec quels résultats ? Nom de la zone _____ Depuis quand ? _____

Résultats obtenus : a) _____ b) _____

3. En terme de perceptibilité dans quel ordre auriez-vous classé ces 3 indicateurs d'impact du projet Ed2004 ?

No.

No.

No.

Faciliter éclosion de multiples structures associatives au sein et autour de l'école

Multiplié les occasions d'échanges et de manifestations de solidarité entre les localités

Aidé les groupes à développer leur capacité de gérer des activités, des fonds et des petits projets

4. Mis à part l'éducation sur lequel de ces axes de développement le projet a-t-il eu l'impact le plus important ?

La santé [] l'économie [] Gouvernance ou démocratie []

Thème 5 : Impact des APP sur les parents, les enseignants et la communauté

5.1 Est-ce que les APP ont un impact positif ou négatif sur les parents ?	5.3 Est-ce que les APP ont un impact positif ou négatif sur les enseignants ?	5.5 Est-ce que les APP ont un impact positif ou négatif sur la communauté en général?
Positif [] Négatif []	Positif [] Négatif []	Positif [] Négatif []
5.2 Sur quoi se fonde votre opinion ? (donnez 2 justifications)	5.4 Sur quoi se fonde votre opinion ? (donnez 2 justifications)	5.6 Sur quoi se fonde votre opinion ? (donnez 2 justifications)
1-	1-	1-
2 -	2 -	2 -

Thème 6 : Impact de la cantine sur les élèves, les écoles et la communauté

6.1 Peut-on dire que la cantine contribue à augmenter les taux de scolarisation dans la région ? Oui [] Non []

6.2 Sur quoi se fonde votre opinion ? _____

6.3 Peut-on dire que la cantine a contribué à faire diminuer les taux d'absences et d'abandons des élèves ? Oui [] Non []

6.4 Sur quoi se fonde votre opinion ? _____

6.5 Peut-on dire que la cantine a contribué à améliorer la performance des élèves en salle de classe ? Oui [] Non []

6.6 Sur quoi se fonde votre opinion ? _____

Thème 7 : Impact de l'approche grappe sur la gestion de l'école et le développement local

Directives: Pour cette section je vais vous lire une série de déclarations faites par diverses personnes sur la stratégie de mise en grappe des écoles. Après chaque déclaration je vais arrêter et vous allez me dire si vous êtes d'accord ou en désaccord avec le contenu de la déclaration.

No.	Déclaration	Accord	Désaccord	abstenu
1	La grappe fournit aux parents l'opportunité de gérer des activités et des fonds			
2	La grappe entraîne les écoles à mieux tenir leurs archives			
3	La grappe encourage les écoles à respecter les normes établies par le PNEF ou le MENFP			
4	Beaucoup de Directeurs attendaient avec impatience la fin du projet pour sortir de la grappe et recouvrer leur indépendance			
5	La grappe contraint les enseignants et les Directeurs à s'asseoir ensemble pour prendre des décisions en faveur de l'école			
6	Elle prône une gestion participative qui n'est pas bonne pour la discipline au sein des établissements scolaires			
7	Elle permet aux comités d'école de développer la capacité de chercher des solutions collectives aux problèmes qui touchent la plupart des membres de la communauté			
8	La stratégie grappe n'offre aucun modèle vivant du maître de qualité que le projet souhaite avoir dans les écoles			
9	La grappe est une solution miracle qui résout tous les problèmes			
10	Un seul ECP pour chaque grappe de 6 ou 7 écoles constitue la principale cause de l'échec du projet			
11	La grappe encourage mais n'oblige pas les écoles à organiser des 'cercles de qualité'			
12	Une fois qu'on a fait l'expérience de la grappe on ne veut plus arrêter			

Thème 8 : Dans quelle mesure les écoles des grappes continuent à travailler dans la défense des intérêts de la communauté

8.1 Est-ce que les écoles des grappes encadrées par votre organisme continuent à faire des activités ensemble ? Oui () Non ()

8.2 Quelle proportion parmi les grappes où les écoles continuent de travailler ensemble ? RéP. a) moins 1/3 [] b) moitié [] c) plus que 2/3 [] d) toutes les grappes []

Thème 9 : Impact de la FAD sur la qualité de l'éducation

9.1 Quel impact est-ce que la FAD a sur les méthodes d'enseignement ? _____

9.2 Est-ce que la FAD a un impact sur la qualité de l'éducation ? Oui () Non ()

9.10 **Donnez deux manifestations à l'appui : 1) _____
2) _____**

9.11 **Et s'il y avait une chose à changer dans ce programme ce serait quoi ? _____**

Thème 10 : Impacts généraux du projet ED-2004

Pensez vous que le projet a réussi à :

- a) améliorer la capacité des associations locales à intervenir dans la gestion des écoles : Oui () Non () en partie ()
- b) améliorer la performance des élèves à travers la formation des maitres et des directeurs d'écoles:Oui () Non () en partie()
- c) donner de l'assistance aux écoles des grappes dans leur gestion interne : Oui () Non () en partie ()
- d) impliquer la communauté dans la supervision des écoles : Oui () Non () en partie ()
- e) améliorer effectivement la qualité de l'éducation à travers les différentes grappes d'écoles : Oui () Non () en partie ()
- f) implanter de manière durable les concepts suivants dans la routine des écoles et de la communauté :
 - fonctionnement en grappe Oui () Non () en partie ()
 - cercle de qualité Oui () Non () en partie ()
 - communauté scolaire Oui () Non () en partie ()
 - ACE Oui () Non () en partie ()

Thème 11 : Leçons apprises

11A. Sur la participation des parents dans la gestion des écoles	11B. Sur la participation des écoles dans les grappes	11C Sur la capacité du secteur privé d'améliorer l'accès à l'éducation de qualité	11D S'il fallait refaire un projet du même genre
CE QU'IL FAUT FAIRE	CE QU'IL FAUT FAIRE	CE QU'IL FAUT FAIRE	CE QU'IL FAUT FAIRE
CE QU'IL ne faut pas FAIRE	CE QU'IL ne faut pas FAIRE	CE QU'IL ne faut pas FAIRE	CE QU'IL ne faut pas FAIRE

COMPARAISON DES EVALUATIONS DE LA FAD

Indicateurs	Groupe de contrôle	Ed2004 en 1999	Résultats 2003 - 05
1, Lecture correcte en %	-6.5%	8.5%	
2. Lecture en vitesse	0,98 sec	0.9 sec	
3. Lecture pré/post test correcte	14%	5%	
4, math correcte en %	1.75%	6.0%	
5. Math avec rapidité	0.39 sec.	17 sec.	

Attachment 3

List of schools visited

Names of the school	Sponsor
1. Amour en Action	UNIQ
2. Baptiste de Péniel	CARE
3. Benoit Batraville	UNIQ
4. Centre Classique de Delmas	FONHEP
5. Centre Classique de Gd-Goave	SAVE
6. Collège Adventiste de Dubreuil	FONHEP
7. Collège Adventiste du Cap	PAM
8. Collège Harry Brakeman	APV
9. Collège Jean Calvin	STEM
10. Collège Oswald Durand	STEM
11. Etzer Vilaire	STEM
12. Ecole Communautaire Gérard Baptiste	APV
13. Immaculée Conception de Delmas	FONHEP
14. Institution Univers	STEM
15. Marie Jeanne Lamartinière	CARE
16. Mixte Foyer Divin	SAVE
17. Ecole Nationale de Cana	PAM
18. Ecole Nationale de Dano	SAVE
19. Ecole Nationale de Galette Chambon	UNIQ
20. Ecole Nationale de Métayer	CRS
21. Ecole Nationale de St Gabriel	CARE
22. Ecole Nationale de Tapion	APV
23. Ecole Nationale St Luc de Ste Hélène	CRS
24. Ecole Nationale des filles de Gd-Goave	SAVE
25. Ecole Nationale des Garçons de Fort Liberté	STEM
26. Ecole Communautaire de Lacroix Périssé	STEM
27. Notre Dame de la Sagesse	APV
28. Notre Dame de Lourdes	PAM
29. Parents Unis	CRS
30. Saint Pierre	UNIQ
31. Siloe Interdénominationnelle	CARE
32. Bienheureux St Eugène de Mazonod	PAM
33. Ste Claire d'Assise	FONHEP
34. Ste Marguerite D'Youville	CRS

Attachment 4

COMPILATION OF PERTINENTE INFO SUPPLIED BY KEY INFORMANTS

(A selection of)

No matter how thorough the analysis carried out in a study of that nature, there will always be something left unsaid by inadvertence or because somebody made the inappropriate choice. Considering the important role played by the partner organizations in the implementation of the Ed2004 project, this attachment has been added to the report for all useful purposes. The attachment contains a selection of cross tabs showing the results of statistical treatment of responses given by key informants, including school directors, parents and local leaders. They are reproduced here to allow the reader at a glance to compare the perceptions of beneficiaries from the different partner organization intervention areas. Most of the tables not selected contain listing of variables for open ended question which would merely add to the bulk of this report.

SECTION II: IMPACT OF ED-2004 PROJECT ON THE QUALITY OF EDUCATION

Q.15 Would you say that the Ed2004 project was responsible for improved performance of participating schools?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	14	87.5	13	86.7	17	100.0	10	100.0	13	100.0	14	93.3	20	95.2	12	92.3	113	94.2
Don't Know	2	12.5	2	13.3							1	6.7	1	4.8	1	7.7	7	5.8
Total	16	100.0	15	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	120	100.0

Q.16 What percentage of pupils from this school passed the 6 AF state exams for 2005?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
< 5%									1	10.0							1	1.4
5 à 15%			4	36.4							1	12.5					5	6.8
40 à 50%	1	10.0	1	9.1	1	11.1	1	20.0							1	12.5	5	6.8
60 à 70%							1	20.0	1	10.0			2	15.4	2	25.0	6	8.2
75 à 85%	1	10.0	3	27.3	2	22.2					1	12.5	4	30.8	2	25.0	13	17.8
86 à 99%	3	30.0	3	27.3	4	44.4	3	60.0	3	30.0	5	62.5	5	38.5	3	37.5	29	39.5
100%	5	50.0			2	22.2			5	50.0	1	12.5	2	15.4			15	20.3
Total	10	100.0	11	100.0	9	100.0	5	100.0	10	100.0	8	100.0	13	100.0	8	100.0	74	100.0

Q.17 How many teachers of your school can use the ACE (Student Centered Learning) method?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
All of them	7	43.8	5	31.3	8	50.0	7	70.0	3	23.1	7	50.0	6	30.0	4	30.8	47	39.8
Most of them	2	12.5	5	31.3	5	31.3	1	10.0	5	38.5	4	28.6	12	60.0	6	46.2	40	33.9
Just a few	2	12.5	1	6.3	2	12.5			3	23.1	2	14.3					10	8.5
None							1	10.0									1	.8
NotApplicable			5	31.3											2	15.4	7	5.9
Don't Know	5	31.3			1	6.3	1	10.0	2	15.4	1	7.1	2	10.0	1	7.7	13	11.0
Total	16	100.0	16	100.0	16	100.0	10	100.0	13	100.0	14	100.0	20	100.0	13	100.0	118	100.0

Q.18 How many teachers are currently using the detailed program proposed by the MENFP?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
All of them	9	60.0	5	31.3	11	64.7	7	70.0	5	38.5	6	40.0	10	50.0	6	46.2	59	49.6
Most of them	4	26.7	5	31.3	5	29.4	2	20.0	3	23.1	8	53.3	7	35.0	4	30.8	38	31.9
Just a few			1	6.3	1	5.9			3	23.1			1	5.0	1	7.7	7	5.9
None									1	7.7							1	.8
NotApplicable			5	31.3											1	7.7	6	5.0
Don't Know	2	13.3					1	10.0	1	7.7	1	6.7	2	10.0	1	7.7	8	6.7
Total	15	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	20	100.0	13	100.0	119	100.0

Q.19 Did the Ed2004 project contribute to the improvement of learning conditions for students enrolled clustered schools?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	14	87.5	13	81.3	15	88.2	10	100.0	11	91.7	14	93.3	21	100.0	11	84.6	109	90.8
No									1	8.3							1	.8
NotApplicable			1	6.3													1	.8
Don't Know	2	12.5	2	12.5	2	11.8					1	6.7			2	15.4	9	7.5
Total	16	100.0	16	100.0	17	100.0	10	100.0	12	100.0	15	100.0	21	100.0	13	100.0	120	100.0

Q.20a Is your answer based on any of the following indicators? Classes with 1 room - 1 class - 1 teacher:																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes	12	100.0	11	68.8	11	84.6	8	88.9	10	83.3	11	78.6	18	94.7	11	84.6	92	85.2
No					1	7.7	1	11.1	2	16.7	2	14.3	1	5.3			7	6.5
NotApplicable			3	18.8											2	15.4	5	4.6
Don't Know			2	12.5	1	7.7					1	7.1					4	3.7
Total	12	100.0	16	100.0	13	100.0	9	100.0	12	100.0	14	100.0	19	100.0	13	100.0	108	100.0

Q.20b Is your answer based on any of the following indicators? The school building is in good condition:																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes	7	87.5	5	31.3	14	93.3	6	66.7	7	77.8	10	71.4	12	70.6	10	76.9	71	70.3
No	1	12.5	6	37.5	1	6.7	3	33.3	2	22.2	3	21.4	5	29.4	1	7.7	22	21.8
Not Applicable			3	18.8											2	15.4	5	5.0
Don't Know			2	12.5							1	7.1					3	3.0
Total	8	100.0	16	100.0	15	100.0	9	100.0	9	100.0	14	100.0	17	100.0	13	100.0	101	100.0

Q.20c Is your answer based on any of the following indicators? Students and teachers have access to materials:																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes	5	55.6	6	37.5	13	81.3	8	100.0	11	84.6	8	57.1	11	64.7	5	38.5	67	63.2
No	4	44.4	5	31.3	1	6.3			2	15.4	5	35.7	6	35.3	6	46.2	29	27.4
NotApplicable			3	18.8											2	15.4	5	4.7
Don't Know			2	12.5	2	12.5					1	7.1					5	4.7
Total	9	100.0	16	100.0	16	100.0	8	100.0	13	100.0	14	100.0	17	100.0	13	100.0	106	100.0

Q.20d Is your answer based on any of the following indicators? Most classes have less than 36 students/class:																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes	6	50.0	10	62.5	5	31.3	6	85.7	4	50.0	8	57.1	14	87.5	2	15.4	55	53.9
No	6	50.0	1	6.3	8	50.0	1	14.3	4	50.0	5	35.7	2	12.5	9	69.2	36	35.3
Not Applicable			3	18.8											2	15.4	5	4.9
Don't Know			2	12.5	3	18.8					1	7.1					6	5.9
Total	12	100.0	16	100.0	16	100.0	7	100.0	8	100.0	14	100.0	16	100.0	13	100.0	102	100.0

Q.21 did the project help improve the quality of teachers' teaching in the clustered schools?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes	14	87.5	14	87.5	15	88.2	10	100.0	13	100.0	14	93.3	20	95.2	9	69.2	109	90.08
Don't Know	2	12.5	2	12.5	2	11.8					1	6.7	1	4.8	4	30.8	12	9.92
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0		100.0	121	100.0

Q.22 What indicator is your answer based on?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Teach Training & Supervision	15	93.8	15	93.8	16	94.1	10	100.0	13	100.0	13	86.7	18	85.7	13	100.0	113	93.4
Better student performance in class & CEP	1	6.3	1	6.3	1	5.9					2	13.3	3	14.3			8	6.6
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.23 Did school directors and teachers training help improve students performance in the clustered schools?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	15	93.8	13	81.3	14	93.3	10	100.0	13	100.0	14	93.3	20	95.2	10	76.9	109	91.6
NotApplicable			2	12.5													2	1.7
Don't Know	1	6.3	1	6.3	1	6.7					1	6.7	1	4.8	3	23.1	8	6.7
Total	16	100.0	16	100.0	15	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	119	100.0

Q.25 Did the training of teachers and school directors improve the performance of student in clustered schools?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	12	75.0	8	53.3	14	82.4	8	80.0	11	84.6	12	80.0	16	80.0	9	69.2	90	75.6
No							1	10.0									1	.8
Not Applicable													1	5.0			1	.8
Don't Know	4	25.0	7	46.7	3	17.6	1	10.0	2	15.4	3	20.0	3	15.0	4	30.8	27	22.7
Total	16	100.0	15	100.0	17	100.0	10	100.0	13	100.0	15	100.0	20	100.0	13	100.0	119	100.0

SECTION III: IMPACT OF COMMUNITY INVOLVEMENT ON CLUSTERED SCHOOL MANAGEMENT

Q.30 In your opinion did ED2004 project improve the capacity of local school groups in the areas of schools management?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	10	62.5	6	42.9	14	82.4	8	80.0	11	84.6	10	66.7	12	57.1	7	53.8	78	65.5
No							2	20.0					5	23.8			7	5.9
Not Applicable			2	14.3									1	4.8			3	2.5
Don't Know	6	37.5	6	42.9	3	17.6			2	15.4	5	33.3	3	14.3	6	46.2	31	26.1
Total	16	100.0	14	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	119	100.0

Q.32 Do you believe that community or private sector group can develop the capacity to be in charge of school management?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	11	68.8	7	46.7	15	88.2	8	80.0	8	66.7	12	80.0	10	47.6	8	66.7	79	66.9
No			2	13.3			2	20.0	2	16.7	2	13.3	4	19.0			12	10.2
Not Applicable			1	6.7													1	.8
Don't Know	5	31.3	5	33.3	2	11.8			2	16.7	1	6.7	7	33.3	4	33.3	26	22.0
Total	16	100.0	15	100.0	17	100.0	10	100.0	12	100.0	15	100.0	21	100.0	12	100.0	118	100.0

Q.33a Beside meetings what other activity did the following group carry out in the live of the school?

Response about: Association Parents Teachers (APP)	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Help in construction work, help feed the student	1	6.3	2	12.5	4	23.5					1	6.7			2	15.4	10	8.3
They participate in all extra curries activities: flag day,...	6	37.5	2	12.5	3	17.6	5	50.0	4	30.8	5	33.3	5	23.8	2	15.4	32	26.4
Help with maintenance, discipline & solving problem					3	17.6	2	20.0			1	6.7	1	4.8	1	7.7	8	6.6
Manage cantine			1	6.3													1	.8
They motivate other parents			1	6.3			1	10.0							1	7.7	3	2.5
No other activities, there's no continue	8	50.0	3	18.8	2	11.8	2	20.0	4	30.8	5	33.3	5	23.8	4	30.8	33	27.3
Not Applicable			5	31.3					5	38.5			8	38.1	1	7.7	19	15.7
Don't Know	1	6.3	2	12.5	5	29.4					3	20.0	2	9.5	2	15.4	15	12.4
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.33b Beside meetings what other activity did the **Association of parents - students (APE)** carry out in the live of the school?

Response about Association of parents - students (APE)	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Help in construction work, help feed the student	6	37.5									1	6.7					7	5.8
They particeps in all extra curries activities: flag day,...	2	12.5	3	18.8	1	5.9	4	40.0	4	30.8	6	40.0	7	33.3			27	22.3
Help with maintenance, discipline & solving problem	1	6.3	1	6.3	2	11.8			1	7.7	1	6.7	3	14.3	3	23.1	12	9.9
Manage Cantine	1	6.3							2	15.4			1	4.8			4	3.3
They motivate other parents															1	7.7	1	.8
Help control teacher in follow-on work pupils											1	6.7					1	.8
No other activities, there's no continue	3	18.8	4	25.0	8	47.1	6	60.0	2	15.4	3	20.0	3	14.3	4	30.8	33	27.3
Never / None / Nothing	1	6.3											3	14.3			4	3.3
Not Applicable			6	37.5					4	30.8			3	14.3	2	15.4	15	12.4
Don't Know	2	12.5	2	12.5	6	35.3					3	20.0	1	4.8	3	23.1	17	14.0
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.33d Beside meetings what other activity did the **Management committee** carry out in the live of the school?

Response about Management committee	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Help in construction work, help feed the student			2	12.5													2	1.7
They particape in all extra curries activities: flag day,...			1	6.3	2	11.8									1	7.7	4	3.3
Help with maintenance, discipline & solving problem					1	5.9	1	10.0									2	1.7
Manage Cantine	1	6.3			5	29.4			1	7.7	1	6.7					8	6.6
Help control teacher in follow-on work pupils	1	6.3									2	13.3			1	7.7	4	3.3
No other activities, there's no continue	13	81.3	5	31.3	3	17.6	9	90.0	5	38.5	9	60.0	6	28.6	7	53.8	57	47.1
Not Applicable			6	37.5					7	53.8			13	61.9	2	15.4	28	23.1
Don't Know	1	6.3	2	12.5	6	35.3					3	20.0	2	9.5	2	15.4	16	13.2
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.33e Beside meetings what other activity did the **Cantine committee** carry out in the live of the school?

Response about : Cantine committee	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Help in construction work, help feed the student											1	6.7			1	7.7	2	1.7
They participate in all extra curries activities: flag day,...									1	7.7	2	13.3					3	2.5
Help with maintenance, discipline & solving problem					1	5.9											1	.8
Manage Cantine			5	31.3	1	5.9			3	23.1	2	13.3	2	9.5			13	10.7
Help control teacher in follow-on work pupils													1	4.8			1	.8
No other activities, there's no continue	15	93.8	3	18.8	10	58.8	10	100.0	4	30.8	7	46.7	6	28.6	9	69.2	64	52.9
Not Applicable			6	37.5					5	38.5			9	42.9	2	15.4	22	18.2
Don't Know	1	6.3	2	12.5	5	29.4					3	20.0	3	14.3	1	7.7	15	12.4
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.34 In your opinion what is the most visible impact of the project in this area?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
FAD							1	12.5			1	7.7			2	18.2	4	3.5
ACE, more competent school personal	5	31.3	1	6.3	4	23.5	1	12.5	1	7.7	2	15.4	4	20.0			18	15.8
Teaching materials	3	18.8	3	18.8	8	47.1	4	50.0	8	61.5	6	46.2	14	70.0	1	9.1	47	41.2
Change in teachers and parents	2	12.5	1	6.3	1	5.9			2	15.4	3	23.1			1	9.1	10	8.8
Teach supervision					1	5.9											1	.9
Micro Project	1	6.3	1	6.3	1	5.9	1	12.5			1	7.7					5	4.4
Teacher of cluster school work together			4	25.0													4	3.5
Increased access to education	1	6.3			1	5.9	1	12.5							1	9.1	4	3.5
None / Never / Nothing	1	6.3															1	.9
Not Applicable			3	18.8					1	7.7			1	5.0	2	18.2	7	6.1
Don't Know	3	18.8	3	18.8	1	5.9			1	7.7			1	5.0	4	36.4	13	11.4
Total	16	100.0	16	100.0	17	100.0	8	100.0	13	100.0	13	100.0	20	100.0	11	100.0	114	100.0

Q.35a Is the cluster strategy being used in any of the following sector : Agriculture

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes	1	6.3			3	17.6					2	13.3	1	5.0	1	7.7	8	7.0
No			1	7.1	6	35.3					5	33.3	6	30.0			18	15.8
Not Applicable			8	57.1									2	10.0	3	23.1	13	11.4
Don't Know	15	93.8	5	35.7	8	47.1	7	100.0	12	100.0	8	53.3	11	55.0	9	69.2	75	65.8
Total	16	100.0	14	100.0	17	100.0	7	100.0	12	100.0	15	100.0	20	100.0	13	100.0	114	100.0

Q.35b Is the cluster strategy being used in any of the following sector : Health

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes									1	8.3	3	20.0			2	15.4	6	5.3
No			1	7.1	9	52.9					3	20.0	7	35.0			20	17.7
Not Applicable			8	57.1									2	10.0	3	23.1	13	11.5
Don't Know	16	100.0	5	35.7	8	47.1	6	100.0	11	91.7	9	60.0	11	55.0	8	61.5	74	65.5
Total	16	100.0	14	100.0	17	100.0	6	100.0	12	100.0	15	100.0	20	100.0	13	100.0	113	100.0

Q.35c Is the cluster strategy being used in any of the following sector : Civil Society

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes			3	18.8	3	17.6	1	14.3	2	16.7	3	20.0	2	9.5			14	12.0
No			1	6.3	7	41.2					4	26.7	6	28.6			18	15.4
Not Applicable			7	43.8									2	9.5	3	23.1	12	10.3
Don't Know	16	100.0	5	31.3	7	41.2	6	85.7	10	83.3	8	53.3	11	52.4	10	76.9	73	62.4
Total	16	100.0	16	100.0	17	100.0	7	100.0	12	100.0	15	100.0	21	100.0	13	100.0	117	100.0

Q.36 Did the ED2004 project increase the number of children who had access to education in your area?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	12	75.0	9	69.2	17	100.0	8	80.0	10	76.9	10	66.7	15	71.4	9	69.2	90	76.3
No									2	15.4	3	20.0	3	14.3	1	7.7	9	7.6
Not Applicable			1	7.7													1	.8
Don't Know	4	25.0	3	23.1			2	20.0	1	7.7	2	13.3	3	14.3	3	23.1	18	15.3
Total	16	100.0	13	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	118	100.0

SECTION IV: IMPACT OF PTA INVOLVEMENT ON SCHOOL MANAGEMENT

Q.37 Which the following groups continued to meet after the project has ended in June 2002

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
PTA	1	6.7	6	42.9	14	82.4	3	42.9	2	15.4	8	66.7	5	33.3	4	33.3	43	41.0
Management Committee	7	46.7	1	7.1			1	14.3	8	61.5	2	16.7	6	40.0	5	41.7	30	28.6
School Feeding Committee	4	26.7					2	28.6	1	7.7					1	8.3	8	7.6
Other			2	14.3	1	5.9							1	6.7	2	16.7	6	5.7
None - Never - Nothing							1	14.3									1	1.0
NotApplicable			4	28.6									3	20.0			7	6.7
Don't Know	3	20.0	1	7.1	2	11.8			2	15.4	2	16.7					10	9.5
Total	15	100.0	14	100.0	17	100.0	7	100.0	13	100.0	12	100.0	15	100.0	12	100.0	105	100.0

Q.38a How would you evaluate the PTA's impact on each of the following groups of people : Parents

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Positive	11	100.0	9	56.3	16	94.1	10	100.0	13	100.0	11	73.3	16	76.2	5	41.7	91	79.1
Negative			1	6.3							3	20.0					4	3.5
NotApplicable			5	31.3									5	23.8	2	16.7	12	10.4
Don't Know			1	6.3	1	5.9					1	6.7			5	41.7	8	7.0
Total	11	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	12	100.0	115	100.0

Q.38b How would you evaluate the PTA's impact on each of the following groups of people : Teachers

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Positive	9	90.0	9	60.0	16	94.1	7	87.5	13	100.0	11	78.6	16	76.2	5	41.7	86	78.2
Negative	1	10.0					1	12.5			2	14.3					4	3.6
NotApplicable			5	33.3									5	23.8	2	16.7	12	10.9
Don't Know			1	6.7	1	5.9					1	7.1			5	41.7	8	7.3
Total	10	100.0	15	100.0	17	100.0	8	100.0	13	100.0	14	100.0	21	100.0	12	100.0	110	100.0

Q.38c How would you evaluate the PTA's impact on each of the following groups of people : Community																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Positive	7	87.5	6	42.9	14	93.3	6	100.0	11	100.0	7	50.0	14	70.0	5	41.7	70	70.0
Negative	1	12.5	1	7.1							6	42.9					8	8.0
Not Applicable			6	42.9									5	25.0	2	16.7	13	13.0
Don't Know			1	7.1	1	6.7					1	7.1	1	5.0	5	41.7	9	9.0
Total	8	100.0	14	100.0	15	100.0	6	100.0	11	100.0	14	100.0	20	100.0	12	100.0	100	100.0

Q.39 Did the community members contribute to the execution of the school projects?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	10	62.5	8	50.0	15	88.2	8	80.0	9	69.2	8	53.3	14	66.7	10	76.9	82	67.8
No	3	18.8			2	11.8	1	10.0	4	30.8	6	40.0	2	9.5	1	7.7	19	15.7
Don't Know	3	18.8	8	50.0			1	10.0			1	6.7	5	23.8	2	15.4	20	16.5
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.40 Are they projects executed under ED2004 that are still operational?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	3	18.8	6	37.5	10	58.8	6	60.0	2	15.4	7	46.7	11	52.4	3	23.1	48	39.7
No	1	6.3					1	10.0	7	53.8	2	13.3	3	14.3	1	7.7	15	12.4
Don't Know	12	75.0	10	62.5	7	41.2	3	30.0	4	30.8	6	40.0	7	33.3	9	69.2	58	47.9
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.41 Did the PTA truly participate in school management in this area?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	13	81.3	6	37.5	13	76.5	8	80.0	12	92.3	9	60.0	11	52.4	11	84.6	83	68.6
No	1	6.3	1	6.3	1	5.9	1	10.0	1	7.7	3	20.0	4	19.0			12	9.9
Not Applicable													1	4.8			1	.8
Don't Know	2	12.5	9	56.3	3	17.6	1	10.0			3	20.0	5	23.8	2	15.4	25	20.7
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.42 Where did the idea to form a PTA come from?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
ED2004 suggested it	5	33.3	9	56.3	13	81.3	6	66.7	6	46.2	9	60.0	6	31.6	3	23.1	57	49.1
The PTA already existed in the area	8	53.3			3	18.8	3	33.3	7	53.8	5	33.3	11	57.9	8	61.5	45	38.8
Not Applicable			6	37.5									2	10.5	1	7.7	9	7.8
Don't Know	2	13.3	1	6.3							1	6.7			1	7.7	5	4.3
Total	15	100.0	16	100.0	16	100.0	9	100.0	13	100.0	15	100.0	19	100.0	13	100.0	116	100.0

Q.43a Was the PTA ever involved in making decisions in any of the following management activities: (Teacher Salary)																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes	2	12.5	2	12.5	2	11.8	5	55.6	5	38.5	1	6.7					17	14.2
No	12	75.0	5	31.3	10	58.8	3	33.3	8	61.5	12	80.0	18	85.7	9	69.2	77	64.2
Not Applicable			5	31.3									1	4.8			6	5.0
Don't Know	2	12.5	4	25.0	5	29.4	1	11.1			2	13.3	2	9.5	4	30.8	20	16.7
Total	16	100.0	16	100.0	17	100.0	9	100.0	13	100.0	15	100.0	21	100.0	13	100.0	120	100.0

Q.43.b Was the PTA ever involved in making decisions in any of the following management activities: (Set Up registration procedures)																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	6	37.5	3	18.8	7	41.2	6	60.0	5	41.7			4	19.0			31	25.8
No	9	56.3	4	25.0	6	35.3	3	30.0	7	58.3	14	93.3	13	61.9	9	69.2	65	54.2
Not Applicable			5	31.3									1	4.8			6	5.0
Don't Know	1	6.3	4	25.0	4	23.5	1	10.0			1	6.7	3	14.3	4	30.8	18	15.0
Total	16	100.0	16	100.0	17	100.0	10	100.0	12	100.0	15	100.0	21	100.0	13	100.0	120	100.0

Q.43c Was the PTA ever involved in making decisions in any of the following management activities: (Set Up School tuition fees)																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	6	37.5	3	18.8	4	23.5	6	60.0	3	23.1			3	14.3	1	7.7	26	21.5
No	9	56.3	4	25.0	9	52.9	3	30.0	9	69.2	14	93.3	15	71.4	8	61.5	71	58.7
Not Applicable			5	31.3									1	4.8			6	5.0
Don't Know	1	6.3	4	25.0	4	23.5	1	10.0	1	7.7	1	6.7	2	9.5	4	30.8	18	14.9
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.43d Was the PTA ever involved in making decisions in any of the following management activities: (Control of teachers plan book)																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Yes	2	13.3	2	12.5	9	52.9	5	50.0	4	33.3	4	28.6	8	38.1	7	53.8	41	34.7
No	10	66.7	5	31.3	5	29.4	3	30.0	8	66.7	9	64.3	10	47.6	3	23.1	53	44.9
Not Applicable			5	31.3									1	4.8			6	5.1
Don't Know	3	20.0	4	25.0	3	17.6	2	20.0			1	7.1	2	9.5	3	23.1	18	15.3
Total	15	100.0	16	100.0	17	100.0	10	100.0	12	100.0	14	100.0	21	100.0	13	100.0	118	100.0

Q.45 How does it affect a school director to see a parent association ask?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Positive Effect	3	21.4	1	6.7	6	37.5	4	40.0	6	46.2	9	64.3	7	33.3	5	50.0	41	36.3
They can't help it	3	21.4	1	6.7	3	18.8	5	50.0	3	23.1	4	28.6	2	9.5	1	10.0	22	19.5
They are more open	1	7.1	1	6.7	2	12.5	1	10.0	1	7.7			5	23.8			11	9.7
Negative Effect	2	14.3			1	6.3			3	23.1	1	7.1	2	9.5			9	8.0
Never/None/ Nothing	3	21.4	2	13.3	3	18.8											8	7.1
Not Applicable			8	53.3	1	6.3							3	14.3	2	20.0	14	12.4
Don't Know	2	14.3	2	13.3									2	9.5	2	20.0	8	7.1
Total	14	100.0	15	100.0	16	100.0	10	100.0	13	100.0	14	100.0	21	100.0	10	100.0	113	100.0

Q.46 Would you say that the relationship between parent and school directors teacher were?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Very Good	11	68.8	9	56.3	15	93.8	9	90.0	10	83.3	5	33.3	16	76.2	10	76.9	85	71.4
Fair	5	31.3	4	25.0	1	6.3	1	10.0	2	16.7	8	53.3	4	19.0	1	7.7	26	21.8
Mediocre											1	6.7					1	.8
NotApplicable			1	6.3													1	.8
Don't know			2	12.5							1	6.7	1	4.8	2	15.4	6	5.0
Total	16	100.0	16	100.0	16	100.0	10	100.0	12	100.0	15	100.0	21	100.0	13	100.0	119	100.0

Q.47 What was the biggest difficulty the cluster strategy met with in this area?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
Some teachers live far from training site					1	5.9	2	20.0	2	15.4	1	6.7	2	9.5			8	6.6
No problem					2	11.8			1	7.7	1	6.7	1	4.8	1	7.7	6	5.0
Low academic level of teachers											1	6.7					1	.8
Over growled classes	1	6.3	1	6.3	2	11.8					3	20.0	2	9.5			9	7.4
Lack of understanding	6	37.5	13	81.3	10	58.8	6	60.0	6	46.2	8	53.3	12	57.1	8	61.5	69	57.0
Mixing good and bad schools Difference	1	6.3					1	10.0	2	15.4			1	4.8			5	4.1
between teachers - Disagreement	8	50.0	2	12.5	2	11.8	1	10.0	2	15.4	1	6.7	3	14.3	4	30.8	23	19.0
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.49 To what extent did the teachers and directors acknowledge and accept the parents as their partners?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %																
100%	15	100.0	8	50.0	12	70.6	7	70.0	7	53.8	7	46.7	14	66.7	7	53.8	77	64.2
50%			5	31.3	5	29.4	3	30.0	6	46.2	7	46.7	7	33.3	4	30.8	37	30.8
Not Applicable			1	6.3													1	.8
Don't Know			2	12.5							1	6.7			2	15.4	5	4.2
Total	15	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	120	100.0

SECTION V: IMPACT OF PTA INVOLVEMENT ON PARENTS AND TEACHERS

Q.50a What could be a good motivation for a parent to join the PTA?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Children Interest	14	93.3	9	56.3	13	76.5	4	40.0	3	23.1	13	86.7	7	33.3	10	76.9	73	60.8
Prestige					1	5.9											1	.8
Role played			2	12.5			1	10.0									3	2.5
Voice count							2	20.0									2	1.7
Other							1	10.0			1	6.7					2	1.7
Children Interest & Prestige											1	6.7	1	4.8			2	1.7
Children Interest & Role Played	1	6.7			2	11.8			4	30.8					3	23.1	10	8.3
Children Interest & Voice Count					1	5.9			1	7.7			1	4.8			3	2.5
Children Interest & Other							1	10.0					1	4.8			2	1.7
Children Interest - Prestige & Role played							1	10.0	1	7.7			1	4.8			3	2.5
Children Interest - Role Played & Voice Count									1	7.7			1	4.8			2	1.7
Children Interest - Role Played & Other													1	4.8			1	.8
All above									3	23.1			3	14.3			6	5.0
Not Applicable			5	31.3									5	23.8			10	8.3
Total	15	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	120	100.0

Q.50b What could be a good motivation for a teacher to join the PTA?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Children Interest	2	100.0	3	20.0	7	50.0	2	33.3	1	10.0	9	64.3	2	14.3	1	12.5	27	32.5
Prestige			2	13.3	1	7.1							1	7.1	1	12.5	5	6.0
Role played			4	26.7	3	21.4	4	66.7			1	7.1	1	7.1	1	12.5	14	16.9
Voice count					2	14.3											2	2.4
Other			1	6.7											1	12.5	2	2.4
Children Interest & Prestige					1	7.1					3	21.4					4	4.8
Children Interest & Role Played									1	10.0	1	7.1	1	7.1	2	25.0	5	6.0
Children Interest & Voice Count													1	7.1			1	1.2
Prestige & Role played															2	25.0	2	2.4
Children Interest - Prestige & Role played									2	20.0							2	2.4
Children Interest - Role Played & Voice Count									1	10.0							1	1.2
Not Applicable			5	33.3					5	50.0			7	50.0			17	20.5
Don't Know													1	7.1			1	1.2
Total	2	100.0	15	100.0	14	100.0	6	100.0	10	100.0	14	100.0	14	100.0	8	100.0	83	100.0

SECTION VI: IMPACT OF “CANTINES” ON PUPILS, SCHOOLS AND PARENTS

Q.53 Was there any “cantine” in the school during the L.O.P ED2004?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Yes	13	81.3	14	93.3	11	64.7	4	44.4	11	84.6	6	40.0	17	81.0	10	76.9	86	72.3
No					3	17.6	5	55.6	2	15.4	7	46.7	2	9.5	2	15.4	21	17.6
Don't Know	3	18.8	1	6.7	3	17.6					2	13.3	2	9.5	1	7.7	12	10.1
Total	16	100.0	15	100.0	17	100.0	9	100.0	13	100.0	15	100.0	21	100.0	13	100.0	119	100.0

Q. 54 If YES (there was a cantine), was there a committee in charge of the cantine?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Yes	11	73.3	14	93.3	12	100.0	6	85.7	8	72.7	4	80.0	12	63.2	10	76.9	77	79.4
No							1	14.3	1	9.1	1	20.0	4	21.1			7	7.2
NotApplicable													1	5.3	2	15.4	3	3.1
Don'tKnow	4	26.7	1	6.7					2	18.2			2	10.5	1	7.7	10	10.3
Total	15	100.0	15	100.0	12	100.0	7	100.0	11	100.0	5	100.0	19	100.0	13	100.0	97	100.0

Q.55 Who selected the members of such a committee?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
The school director	2	12.5	3	18.8	4	23.5	1	14.3	3	27.3	3	20.0	3	15.8	1	7.7	20	17.5
The PTA			2	12.5													2	1.8
Director and PTA jointly	6	37.5	9	56.3	11	64.7	6	85.7	6	54.5	10	66.7	6	31.6	7	53.8	61	53.5
NotApplicable													5	26.3	2	15.4	7	6.1
Don'tKnow	7	43.8	2	12.5	2	11.8			2	18.2	2	13.3	3	15.8	3	23.1	21	18.4
The school director & the PTA	1	6.3											2	10.5			3	2.6
Total	16	100.0	16	100.0	17	100.0	7	100.0	11	100.0	15	100.0	19	100.0	13	100.0	114	100.0

Q.56 How would you qualify the role played by the cantine in the ED2004 project?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Very Important	9	56.3	14	87.5	13	76.5	8	88.9	13	100.0	10	66.7	21	100.0	9	75.0	97	81.5
I was some what useful			1	6.3							3	20.0					4	3.4
NotImportance	2	12.5					1	11.1									3	2.5
NotApplicable			1	6.3											3	25.0	4	3.4
Don't Know	5	31.3															5	4.2
Very Important & was some what useful					4	23.5					2	13.3					6	5.0
Total	16	100.0	16	100.0	17	100.0	9	100.0	13	100.0	15	100.0	21	100.0	12	100.0	119	100.0

Q.57a What impact would you say the cantine has on each of the following actors (Students)

Response About impact on the students cantines:	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %	#	Col %		
Increase Enrollement	4	25.0	3	18.8	2	11.8	2	20.0	1	7.7			1	4.8			13	10.7
Increase Retention	2	12.5	2	12.5	1	5.9			2	15.4	3	20.0	5	23.8	1	7.7	16	13.2
Improved Performance	8	50.0	8	50.0	6	35.3	8	80.0	3	23.1	1	6.7	6	28.6	3	23.1	43	35.5
Increase Enrollement & Retention					2	11.8							1	4.8	1	7.7	4	3.3
Increase Enrollement & Performance			2	12.5	1	5.9									2	15.4	5	4.1
Increase Retention & Performance	2	12.5	1	6.3	1	5.9					6	40.0	1	4.8	4	30.8	15	12.4
Increase Enrollement - Retention & Performance					4	23.5			7	53.8	5	33.3	7	33.3	1	7.7	24	19.8
Not Applicable															1	7.7	1	.8
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.57b What impact would you say the cantine has on each of the following actors (Parents)																		
Response About impact On the parents cantines:	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col %	#	Col%	#	Col %										
Increase desire to send children to school	2	12.5	6	37.5	3	17.6	5	50.0									16	13.2
Reduce school Expenses	10	62.5	6	37.5	6	35.3	4	40.0	4	30.8	5	33.3	13	61.9	6	46.2	54	44.6
Others									1	7.7							1	.8
More desire to send children to school + Reduce School Exp.	4	25.0	4	25.0	8	47.1	1	10.0	8	61.5	10	66.7	8	38.1	6	46.2	49	40.5
Not Applicable															1	7.7	1	.8
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	13	100.0	121	100.0

Q.57c What impact would you say the cantine has on each of the following actors (Schools)																		
Response About impact On the schools:	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%																
Increase Enrollement	3	20.0	9	56.3	3	18.8	5	50.0	3	23.1	2	13.3	9	45.0	3	23.1	37	31.4
Improved school performance	8	53.3	4	25.0	4	25.0	4	40.0	1	7.7	4	26.7	3	15.0	2	15.4	30	25.4
Others					1	6.3											1	.8
Increase Enrollement & Improved school performance	4	26.7	3	18.8	8	50.0	1	10.0	9	69.2	9	60.0	8	40.0	7	53.8	49	41.5
Not Applicable															1	7.7	1	.8
Total	15	100.0	16	100.0	16	100.0	10	100.0	13	100.0	15	100.0	20	100.0	13	100.0	118	100.0

SECTION VII: IMPACT OF THE CLUSTER STRATEGY

Q.58a Are you agree with: clustering give the parents an opportunity to manage activities and funds																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Agree	7	50.0	9	56.3	14	82.4	9	90.0	5	38.5	1	6.7	6	30.0	7	58.3	58	49.6
Disagree	1	7.1	7	43.8	2	11.8			5	38.5	11	73.3	9	45.0			35	29.9
Neither	2	14.3			1	5.9	1	10.0	3	23.1	2	13.3	2	10.0	5	41.7	16	13.7
Don't Know	4	28.6									1	6.7	3	15.0			8	6.8
Total	14	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	20	100.0	12	100.0	117	100.0

Q.58b Are you agree with: clustering encourages schools to comply with MENFP requirements																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Agree	14	100.0	16	100.0	17	100.0	9	90.0	13	100.0	14	93.3	21	100.0	11	91.7	115	97.5
Neither							1	10.0							1	8.3	2	1.7
Don't Know											1	6.7					1	.8
Total	14	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	12	100.0	118	100.0

Q.58c Are you agree with: Numerous schools directors couldn't wait for the project to end so they could get away from clusters for their autonomy																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Agree			2	12.5					1	7.7	2	13.3					5	4.3
Disagree	13	100.0	12	75.0	15	88.2	10	100.0	12	92.3	11	73.3	20	95.2	11	91.7	104	88.9
Neither			1	6.3							1	6.7	1	4.8	1	8.3	4	3.4
Don't Know			1	6.3	2	11.8					1	6.7					4	3.4
Total	13	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	12	100.0	117	100.0

Q.58d Are you agree with: clustering encourages school directors and teachers to sit together to make their decision that are good for the school																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Agree	14	100.0	15	93.8	17	100.0	9	90.0	13	100.0	14	93.3	21	100.0	11	91.7	114	96.6
Disagree							1	10.0									1	.8
Neither			1	6.3											1	8.3	2	1.7
Don't Know											1	6.7					1	.8
Total	14	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	12	100.0	118	100.0

Q.58e Are you agree with: clustering helps communities develop the capacity to find collective solutions for the problems that are common to many people																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Agree	13	92.9	15	93.8	17	100.0	10	100.0	12	92.3	13	86.7	21	100.0	10	83.3	111	94.1
Disagree	1	7.1	1	6.3					1	7.7					1	8.3	4	3.4
Neither											1	6.7			1	8.3	2	1.7
Don't Know											1	6.7					1	.8
Total	14	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	12	100.0	118	100.0

Q.58f Are you agree with: clustering is one six fits all solution to school problems																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Agree	8	61.5	15	93.8	14	82.4	8	80.0	10	76.9	12	80.0	18	85.7	8	72.7	93	80.2
Disagree	2	15.4	1	6.3	2	11.8	2	20.0	2	15.4			2	9.5	1	9.1	12	10.3
Neither	2	15.4							1	7.7	2	13.3	1	4.8	2	18.2	8	6.9
Don't Know	1	7.7			1	5.9					1	6.7					3	2.6
Total	13	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	11	100.0	116	100.0

Q.58g Are you agree with: One ECP to train teachers from a cluster of 5 to 7 schools and cannot achieve any worth while result																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%																
Agree	7	58.3	8	50.0	6	35.3	6	60.0	7	53.8	8	53.3	6	28.6	5	45.5	53	46.1
Disagree	3	25.0	5	31.3	10	58.8	4	40.0	4	30.8	5	33.3	12	57.1	3	27.3	46	40.0
Neither	1	8.3	3	18.8					2	15.4	1	6.7	3	14.3	3	27.3	13	11.3
Don't Know	1	8.3			1	5.9					1	6.7					3	2.6
Total	12	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	21	100.0	11	100.0	115	100.0

Q.58h Are you agree with: the clusters also organized training seminars for clustered school directors																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%																
Agree	8	57.1	13	81.3	14	82.4	7	70.0	12	92.3	13	86.7	16	80.0	7	70.0	90	78.3
Disagree	2	14.3			1	5.9	2	20.0			1	6.7					6	5.2
Neither	1	7.1	3	18.8			1	10.0					2	10.0	3	30.0	10	8.7
Don't Know	3	21.4			2	11.8			1	7.7	1	6.7	2	10.0			9	7.8
Total	14	100.0	16	100.0	17	100.0	10	100.0	13	100.0	15	100.0	20	100.0	10	100.0	115	100.0

Q.58i Are you agree with: they say once you join the cluster you never want to leave:																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col %	#	Col%	#	Col%	#	Col%	#	Col%		
Agree	8	61.5	12	75.0	16	94.1	9	100.0	13	100.0	13	86.7	19	95.0	9	81.8	99	86.8
Disagree	1	7.7	1	6.3									1	5.0			3	2.6
Neither	3	23.1	2	12.5							1	6.7			2	18.2	8	7.0
Don't Know	1	7.7	1	6.3	1	5.9					1	6.7					4	3.5
Total	13	100.0	16	100.0	17	100.0	9	100.0	13	100.0	15	100.0	20	100.0	11	100.0	114	100.0

Q.59 Does the area clustered school still work together?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Yes	3	18.8	14	87.5	14	87.5	3	30.0	1	7.7	5	33.3	4	20.0	5	41.7	49	41.5
No	3	18.8			1	6.3	7	70.0	8	61.5	8	53.3	14	70.0	4	33.3	45	38.1
Not Applicable															2	16.7	2	1.7
Don't Know	10	62.5	2	12.5	1	6.3			4	30.8	2	13.3	2	10.0	1	8.3	22	18.6
Total	16	100.0	16	100.0	16	100.0	10	100.0	13	100.0	15	100.0	20	100.0	12	100.0	118	100.0

SECTION VIII: OTHER IMPACT AND LESSON LEARNT

Q.60 Does this school participate in the FAD program?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Yes	14	87.5	11	68.8	17	100.0	9	90.0	8	61.5	14	100.0	19	90.5	8	61.5	100	83.3
No	1	6.3	3	18.8			1	10.0	2	15.4			1	4.8	3	23.1	11	9.2
Not Applicable															2	15.4	2	1.7
Don't Know	1	6.3	2	12.5					3	23.1			1	4.8			7	5.8
Total	16	100.0	16	100.0	17	100.0	10	100.0	13	100.0	14	100.0	21	100.0	13	100.0	120	100.0

Q.61 Did the FAD have an influence on the performance of the students?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col %	#	Col%	#	Col%	#	Col%	#	Col%		
Yes	13	81.3	9	56.3	17	100.0	8	100.0	10	83.3	13	92.9	19	90.5	6	54.5	95	82.6
No			4	25.0									1	4.8	3	27.3	8	7.0
Not Applicable			1	6.3					1	8.3			1	4.8	1	9.1	4	3.5
Don't Know	3	18.8	2	12.5					1	8.3	1	7.1			1	9.1	8	7.0
Total	16	100.0	16	100.0	17	100.0	8	100.0	12	100.0	14	100.0	21	100.0	11	100.0	115	100.0

Q.62 What's the ground for your opinion?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col%
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
What I see results	11	78.6	10	62.5	11	64.7	6	66.7	10	76.9	8	53.3	16	80.0	3	37.5	75	67.0
The presence of radio in the school					1	5.9	1	11.1									2	1.8
It helps student solve math problems					5	29.4					2	13.3					7	6.3
Teaching Method							1	11.1			1	6.7					2	1.8
On students attitude toward reading							1	11.1			2	13.3					3	2.7
Student cooper while studying	1	7.1									1	6.7	2	10.0			4	3.6
Not Applicable			5	31.3					2	15.4			2	10.0	5	62.5	14	12.5
Don't Know	2	14.3	1	6.3					1	7.7	1	6.7					5	4.5
Total	14	100.0	16	100.0	17	100.0	9	100.0	13	100.0	15	100.0	20	100.0	8	100.0	112	100.0

Q.63a As far as you know did the ED2004 project achieve: Improve the capacity of local groups (APP) to participate in school management?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col%
	#	Col%																
Yes	8	57.1	11	68.8	16	94.1	9	90.0	10	76.9	9	64.3	14	66.7	9	75.0	86	73.5
No	1	7.1	1	6.3			1	10.0			2	14.3	2	9.5	1	8.3	8	6.8
Partially	2	14.3	3	18.8	1	5.9			2	15.4	3	21.4	4	19.0	2	16.7	17	14.5
Don't Know	3	21.4	1	6.3					1	7.7			1	4.8			6	5.1
Total	14	100.0	16	100.0	17	100.0	10	100.0	13	100.0	14	100.0	21	100.0	12	100.0	117	100.0

Q.63b As far as you know did the ED2004 project achieve the following: Improve student achievement thru teacher training?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col%
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%				
Yes	14	100.0	16	100.0	16	94.1	10	100.0	13	100.0	14	100.0	21	100.0	10	83.3	114	97.4
No															1	8.3	1	.9
Partially					1	5.9									1	8.3	2	1.7

Total	14	100.0	16	100.0	17	100.0	10	100.0	13	100.0	14	100.0	21	100.0	12	100.0	117	100.0
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Q.63c As far as you know did the ED2004 project achieve the following: Assist in the management of clustered school?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Yes	13	92.9	16	100.0	17	100.0	10	100.0	9	69.2	11	78.6	19	90.5	10	83.3	105	89.7
No									1	7.7			1	4.8	1	8.3	3	2.6
Partially	1	7.1							2	15.4	3	21.4	1	4.8	1	8.3	8	6.8
Don't Know									1	7.7							1	.9
Total	14	100.0	16	100.0	17	100.0	10	100.0	13	100.0	14	100.0	21	100.0	12	100.0	117	100.0

Q.63d As far as you know did the Ed2004 project achieve the following: Help communities participate in school supervision?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Yes	6	42.9	9	60.0	15	88.2	7	70.0	11	84.6	9	64.3	14	66.7	10	83.3	81	69.8
No	4	28.6	1	6.7	1	5.9	2	20.0	1	7.7	2	14.3	2	9.5	1	8.3	14	12.1
Partially	2	14.3	4	26.7	1	5.9	1	10.0			3	21.4	4	19.0	1	8.3	16	13.8
Don't Know	2	14.3	1	6.7					1	7.7			1	4.8			5	4.3
Total	14	100.0	15	100.0	17	100.0	10	100.0	13	100.0	14	100.0	21	100.0	12	100.0	116	100.0

Q.63e As far as you know did the Ed2004 project achieve the following: Improve the quality of learning in the clustered school?

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Yes	13	100.0	15	100.0	17	100.0	8	80.0	13	100.0	13	92.9	21	100.0	9	75.0	109	94.8
No											1	7.1			1	8.3	2	1.7
Partially							2	20.0							2	16.7	4	3.5
Total	13	100.0	15	100.0	17	100.0	10	100.0	13	100.0	14	100.0	21	100.0	12	100.0	115	100.0

Q.64a Did the project succeed in making the community adopt strategy and method for schools of the same community to form a cluster?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%																
Yes	12	85.7	15	93.8	15	93.8	9	90.0	9	75.0	12	85.7	18	85.7	11	91.7	101	87.8
No									2	16.7			1	4.8			3	2.6
Partially			1	6.3	1	6.3	1	10.0			2	14.3	1	4.8	1	8.3	7	6.1
Don't Know	2	14.3							1	8.3			1	4.8			4	3.5
Total	14	100.0	16	100.0	16	100.0	10	100.0	12	100.0	14	100.0	21	100.0	12	100.0	115	100.0

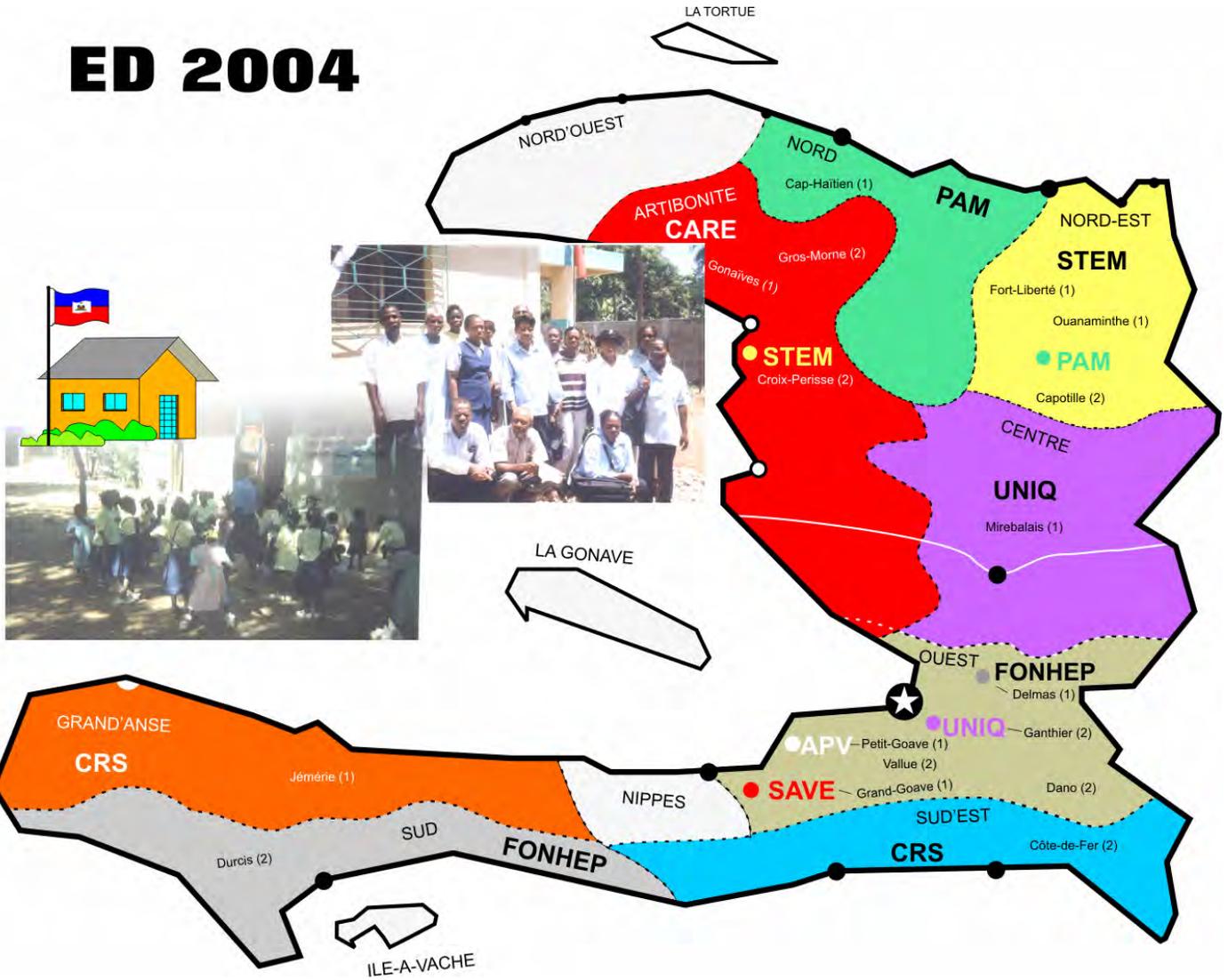
Q.64b Did the project succeed in making the community adopt strategy and method for schools teachers to continue with the quality circle tradition that is fro teachers to train each other?																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%																
Yes	10	71.4	16	100.0	14	87.5	10	100.0	7	53.8	11	78.6	14	66.7	10	83.3	92	79.3
No	1	7.1			1	6.3			3	23.1	2	14.3	4	19.0	1	8.3	12	10.3
Partially	1	7.1			1	6.3			1	7.7	1	7.1	1	4.8	1	8.3	6	5.2
Don't Know	2	14.3							2	15.4			2	9.5			6	5.2
Total	14	100.0	16	100.0	16	100.0	10	100.0	13	100.0	14	100.0	21	100.0	12	100.0	116	100.0

Q.64c Did the project succeed in making the community adopt strategy and method for each school to try to operate a school community and an extended school community composed of pupils parents and pedagogical team																		
Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%																
Yes	11	84.6	13	81.3	13	81.3	10	100.0	6	46.2	10	71.4	16	76.2	10	83.3	89	77.4
No			1	6.3	1	6.3					1	7.1	2	9.5	1	8.3	6	5.2
Partially			1	6.3	2	12.5			5	38.5	3	21.4	1	4.8	1	8.3	13	11.3
Don't Know	2	15.4	1	6.3					2	15.4			2	9.5			7	6.1
Total	13	100.0	16	100.0	16	100.0	10	100.0	13	100.0	14	100.0	21	100.0	12	100.0	115	100.0

Q.64.d Did the project succeed in making the community adopt strategy and method for schools to apply the student centered learning (ACE) method

Response	Sponsor																Total	
	APV		CARE		CRS		FONHEP		PAM		SAVE		STEM		UNIQ		#	Col %
	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%	#	Col%		
Yes	12	85.7	14	87.5	14	82.4	10	100.0	8	61.5	12	85.7	19	90.5	11	91.7	100	85.5
No			1	6.3					1	7.7	2	14.3					4	3.4
Partially					2	11.8			2	15.4			1	4.8	1	8.3	6	5.1
Don't Know	2	14.3	1	6.3	1	5.9			2	15.4			1	4.8			7	6.0
Total	14	100.0	16	100.0	17	100.0	10	100.0	13	100.0	14	100.0	21	100.0	12	100.0	117	100.0

ED 2004



Préparé par : Centre de Formation et d'Encadrement Technique (CFET)