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EVALUATION

Final Performance Evaluation of Education Priorité Qualité (EPQ)

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FINAL PERFORMANCE EVALUATION OF EDUCATION PRIORITÉ QUALITÉ (EPQ)

SUBMITTED TO:



SUBMITTED BY:



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The authors' views expressed in this publication do not necessarily reflect those of the United States Agency for International Development or the United States Government.

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ACRONYMS

AOR	Agreement Office Representative
BPC	Bulletin de Performance (School Report Card)
CBO	Community Based Organization
CDEPS	Centre Départemental d'Education Populaire et Sportive
CGE	Conseil de Gestion d'Etablissement
CNFC	Coordination Nationale de la Formation Continue
COP	Chief of Party
CRETf	Centre Régional de l'Enseignement Technique Féminin
CRFPE	Centre Régional de Formation du Personnel de l'Education
DCA	Development Credit Authority
DEMSG	Direction de l'Enseignement Moyen et Secondaire Général
DFC	Direction de la Formation et de la Communication
DPRE	Direction de la Planification et de la Réforme de l'Education
DRH	Direction des Ressources Humaines
EPQ	Education Priorité Qualité
FASTEF	Faculté des Sciences et Technologies de l'Education et de la Formation
FGD	Focus Group Discussion
GOS	Government of Senegal
IA	Inspection d'Académie
ICT	Information and Communication Technology
IEF	Inspection de l'Education et de la Formation
IGEN	Inspection Générale de l'Education Nationale
IYF	International Youth Foundation
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MOVET	Ministry of Vocational and Technical Education
MOY	Ministry of Youth
NGO	Non-Governmental Organization
OTL	Opportunity to Learn
PPR	Passeport Pour la Réussite (Passport to Success)
RC	Regional Coordinator
RTI	Research Triangle Institute
SDP	School Development Project
SMC	School Management Committee
SSA	School Self-Assessment
USAID	United States Agency for International Development
WSA	Whole School Approach

EXECUTIVE SUMMARY

This report presents findings about the USAID-funded Education Priorité Qualité (EPQ) project implemented by RTI International during the period 2010 – 2014. The project aimed to improve the quality of teaching and learning in middle schools in selected regions of Senegal through the following components:

1. Improved teacher professional development
2. Improved school governance and management
3. Improved basic competencies in French reading and math with remedial programs
4. Expanded opportunities for youth education, community service and employment

The EPQ project served approximately 264 schools and 100,000 middle-school students in six regions: Fatick, Kolda, Kédougou, Sédhiou, Tambacounda and Ziguinchor.

USAID contracted with IMPAQ International (IMPAQ) to conduct a performance evaluation of the EPQ project. IMPAQ developed and implemented a primarily qualitative study to assess EPQ’s performance in the areas of implementation progress, project management and lessons learned and sustainability. For the evaluation, IMPAQ conducted and analyzed data from 28 key informant interviews with USAID



Photo: EPQ School Ziguinchor, IMPAQ International

staff, project staff, and key Government of Senegal (GOS) stakeholders at the national, regional, and departmental level as well as 18 focus group discussions with teachers, parents, and student beneficiaries. IMPAQ also reviewed and analyzed data from project documents. Key findings by component are summarized below.

I. IMPROVED TEACHER PROFESIONAL DEVELOPMENT

- EPQ instituted teacher performance standards and increased the percentage of female teachers.
- Most teachers agreed that the use of EPQ pedagogical techniques improved the quality and effectiveness of their teaching and classroom management skills.
- Male and female teachers both said they benefited greatly from the pedagogical training. However, conclusions could not be reached regarding any added benefits to female teachers of EPQ activities specifically targeted to female teachers because there were very few women participating in the teacher focus groups.

- EPQ failed to obtain the legal authority to provide pre-service teacher training at the Regional Training Centers (CRFPEs).
- EPQ did not develop a distance education program as originally planned because the project's main partner in this component, the DFC, could not obtain a consensus within the MOE.

2. IMPROVED SCHOOL GOVERNANCE AND MANAGEMENT

- EPQ engaged schools in whole school development through school self-assessments, development projects and school grants, established community forums, refined and disseminated performance standards for school principals, and strengthened management information systems.
- Overall, stakeholders and beneficiaries found the WSA very successful, and reported a positive impact that in some ways exceeded expectations, embodying a whole new model of the relationship between the community and the school in Senegal.
- In locations where the WSA took root, the stakeholders and beneficiaries became actively involved in the management of the school and in community improvement efforts. However, efforts to improve school governance floundered in communities where the principal never bought into the idea of the WSA.
- Management issues arose for the EPQ project due to lack of fluid communication across and within levels. Had the EPQ project more effectively communicated its expectations for the different actors, and done so early in the process, some of these issues might have been resolved or at least minimized.

3. IMPROVED BASIC COMPETENCIES IN FRENCH READING AND MATH WITH REMEDIAL PROGRAMS

- EPQ assessed teacher teaching practices, established benchmarks and adapted assessment tools, designed a teacher professional development program focused on reading and math instruction, identified and adapted existing basic skills learning materials, developed and delivered basic skills materials package, provided teacher training and support for improved math and French teaching, and established school camps for remedial learning.
- Both male and female students improved their math and French competencies through remediation, yet girls seem to have experienced additional benefits from the remedial classes, the employability and life skills programs, and from community engagement in school management and governance.
- While most teachers in the focus groups believed the remedial training had been worthwhile, some indicated that the content had been long on theory but short on hands-on guidance.
- Many teachers and students found the content of the remedial materials inappropriate.
- The main factor that respondents saw as most detrimental to the ability to implement the EPQ methodology correctly was the large number of students in many EPQ remedial classes.
- The timing of the remedial classes hindered many students' abilities to participate.
- Teachers were not compensated for the remedial classes, and as a result, they came to see these classes as one more additional unpaid burden and many lost motivation for the EPQ project.

4. EXPANDED OPPORTUNITIES FO YOUTH EDUCATION, COMMUNITY SERVICE AND YOUTH EMPLOYMENT

- EPQ conducted a youth workforce and livelihood development needs assessment, developed strategies to strengthen local governments' and community organizations' capacity to support youth policy and development, provided life and employability skills training, and provided business and entrepreneurship skills training.
- The EPQ project had no formal link to the Ministry of Youth and Sport or to the Ministry of Technical Vocational Education, the entities to which youth organizations report to in Senegal.
- Departmental stakeholders, like CDEPS, reported that the project support for their activities, helped legitimize them as valid youth organizations and empowered them to more effectively and more widely reach needy out of school youths.
- Many regional and departmental stakeholders found the *Passport to Success* module very beneficial and said that combining life skills training and employability programs was the most effective approach to teaching both, as these were complementary and mutually reinforcing.
- Some schools and organizations had expected more direct skill and vocational trainings and had difficulty keeping out-of-school youths interested in attending classes that had no guarantee of a job at the end.
- The majority of the training materials were in French at a level too difficult for some of the beneficiary youths.
- Departmental stakeholders reported difficulties in providing remediation to out-of-school youths who are very mobile.

CONCLUSIONS AND RECOMMENDATIONS

Overall, the project experienced mixed success at meeting its planned objectives; however, components 2 and 3 of the project proved to be especially successful. The IMPAQ team offers USAID the following recommendations, by EPQ component, based on a careful overall consideration of our evaluation findings.

- Promote better communication among government stakeholders at the earliest possible stage in implementing the project, and continue to support such processes throughout the project's life.
- Engage representatives of all beneficiary groups in the design phase to ensure buy in and sustainability of project activities.
- Establish a functional system of monitoring and follow-up so that when communities voice issues and concerns about project implementation, the project is able to meaningfully and constructively respond and follow up.
- Work with principals and community groups early on to overcome any initial resistance to the introduction of the WSA by demonstrating that it benefits all groups.
- Make remedial education part of the national curriculum in Senegal.
- Develop a better mechanism to help youths transition from vocational training to employment.
- Provide incentives for private companies to work with vocational schools, like CRETEF, to expand youths' work opportunities through internships.

A more detailed discussion of the results by evaluation question is located in the Findings section.

EVALUATION PURPOSE & EVALUATION QUESTIONS

EVALUATION PURPOSE

USAID/Senegal contracted IMPAQ International, LLC to conduct a performance evaluation of the EPQ project. The IMPAQ team designed a primarily qualitative approach to investigate the project’s progress in achieving its objectives, explore implementation barriers and solutions, and identify lessons learned and recommendations to guide future MOE and USAID programming. Using data from project documents, key informant interviews and focus group discussions, IMPAQ researchers systematically analyzed the data to identify recurrent patterns or themes pertaining to each of the evaluation questions. The results of the qualitative analysis are presented in this report.

EVALUATION QUESTIONS

The key evaluation questions are presented in Exhibit I. The evaluation questions, as originally listed in the Statement of Work (SOW), were refined and reorganized in light of subsequent developments and discussions with USAID.

Exhibit I: Revised Evaluation Questions

Original Evaluation Questions	Final Evaluation Questions
Implementation Progress	
1. To what extent is the project on track to meet overall objectives by the end of the agreement?	1. To what extent did the project meet its overall objectives?
2. Have girls and boys benefited from the project equally or differentially and how does the progress made compare to the expected project outcomes?	2. Have female/male students and female/male teachers benefited from the project equally or differently and how does the progress compare to the expected project outcomes?
3. In what ways and to what extent do the whole school and teacher preparation approaches contribute to the achievement of project objectives?	3. To what extent and in what ways do stakeholders and beneficiaries perceive a) the whole school approach and b) the teacher preparation approach to have been useful given that the project has ended?
4. What additional support is deemed necessary to achieve the expected results?	
Project Management	
5. Has each of the project components and its activities been well managed at the national, regional and local levels?	4. Have the project components and their activities been well managed at the national, regional and local levels?

6. Have the roles and responsibilities of the key stakeholders been adequately articulated and carried out?	5. Were the roles and responsibilities clear to key stakeholders and were they carried out correctly?
7. What lessons have been learned about how to successfully engage and work with Regional Training Centers?	6. What was intended and what was actually done regarding the Regional Training Centers? What key lessons and recommendations can be drawn?
Lessons Learned and Sustainability	
8. To what extent are the models tested in pilot regions ready to be scaled up in all regions of the country?	7. What were the gaps? Where did the project fall short? What key lessons and recommendations can be drawn?
9. What are the prospects of sustaining project benefits in the long run?	8. What can be learned from the models that can be useful given USAID's new education strategy in Senegal for 2011–2015?
	9. What are the short and medium-term benefits?

PROJECT BACKGROUND

USAID Senegal in collaboration with the Research Triangle Institute (RTI) and its partners implemented the Education Priorité Qualité (EPQ) initiative in close collaboration with Senegal’s Ministry of Education (MOE). The four-year project was designed to build on and strengthen previous United States Government investments in middle school expansion, particularly the 7-year Projet d’Appui à l’Enseignement Moyen (PAEM), by expanding the focus from education access to improvement in the quality of education. The project’s efforts to improve education quality was carried out according to the following four components:

- 1. Improved teacher professional development
- 2. Improved school governance and management
- 3. Improved basic competencies in French reading and math with remedial programs
- 4. Expanded opportunities for youth education, community service and employment.

Additionally, in 2011, the EPQ obtained supplemental funding from USAID/DC to implement an inclusive education add-on activity to include youths with disabilities.

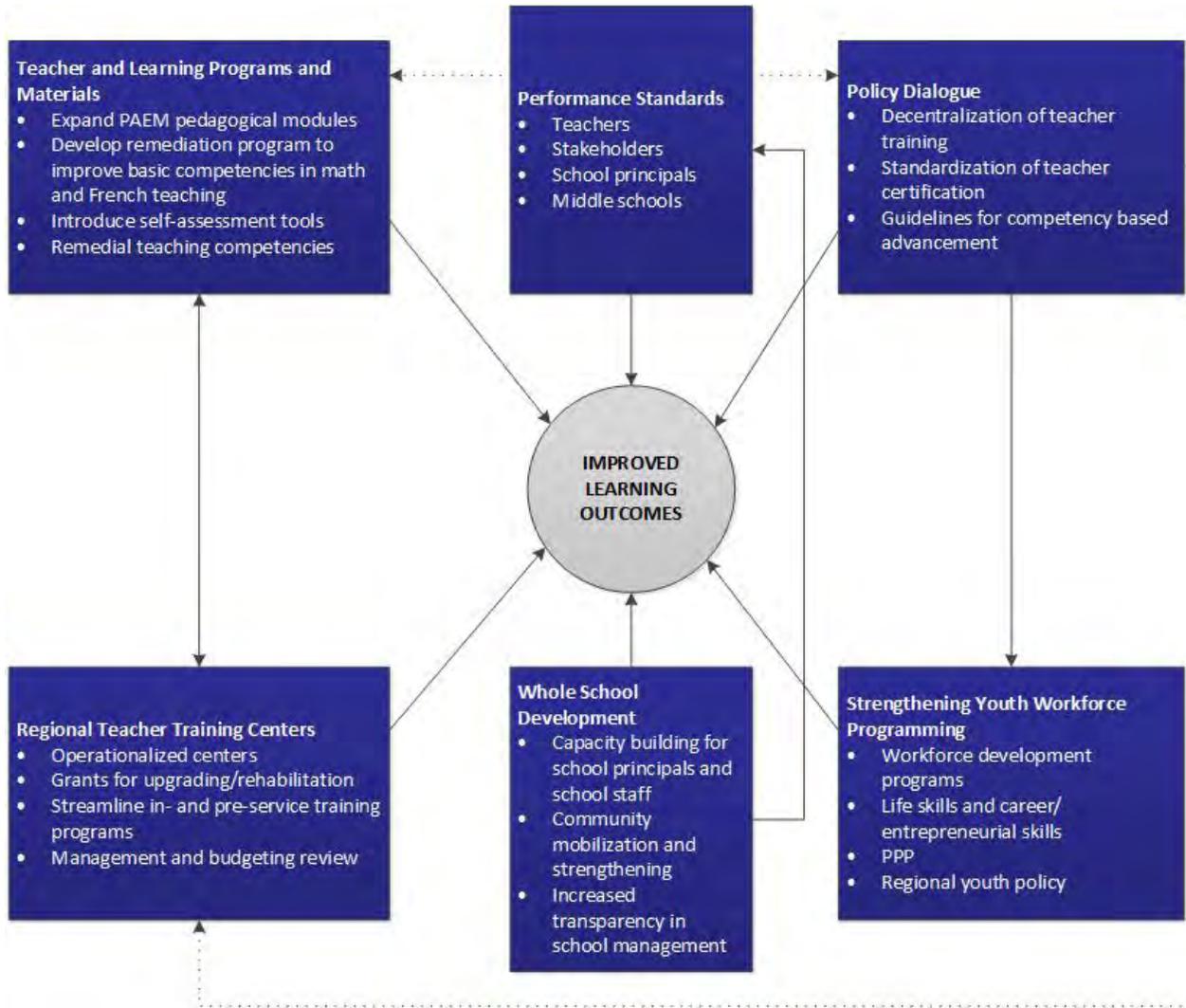
The EPQ project served approximately 264 schools and 100,000 middle-school students in six regions: Fatick, Kolda, Kédougou, Sédhiou, Tambacounda and Ziguinchor (see Exhibit 2).

To better align with the USAID education strategy, USAID/Senegal asked EPQ to close activities in Fatick and Tambacounda in 2013 in order to focus activities for the last year of the project in the conflict/fragile regions of Senegal: Kolda, Kédougou, Sédhiou and Ziguinchor (RTI International, 2014).

Exhibit 2: EPQ Intervention Areas



Exhibit 3: EPQ Results Framework



EVALUATION METHODS & LIMITATIONS

METHODOLOGY

Our design, which is summarized in Exhibit 4, combined (1) a review, analysis and synthesis of project data and documents; and (2) a qualitative rapid-assessment approach using key informant interviews (KIIs), focus group discussions (FDGs) and on-site observations at a total of six selected project sites across three departments and three targeted regions.

Exhibit 4: Evaluation Matrix

Original Evaluation Questions	Final Evaluation Questions	Evaluation Sub-Questions	Illustrative Indications or Assessment Criteria	Data Source/Collection Methods	Sampling/Selection Criteria	Data Analysis Method
I. Implementation Progress						
1. To what extent is the project on track to meet overall objectives by the end of the agreement?	<ul style="list-style-type: none"> ▪ To what extent did the project meet its overall objectives? 	<ul style="list-style-type: none"> ▪ To what extent do stakeholders view the objectives as having been met? How do these views differ by project component? 	<ul style="list-style-type: none"> ▪ Actual as compared to expected outcomes for targeted regions, and by site, project component and gender 	<ul style="list-style-type: none"> ▪ Project records ▪ Partner performance monitoring data (if possible) ▪ Key informant interviews (Dakar and project sites) ▪ Focus groups 	<ul style="list-style-type: none"> ▪ Purposive project site selection per the criteria listed in Section 3. 	<ul style="list-style-type: none"> ▪ Systematic thematic cross-case analysis of qualitative data ▪ Descriptive statistics (if possible)* ▪ Document synthesis
2. Have girls and boys benefited from the project equally or differently and how does the progress made compare to the expected project outcomes?	<ul style="list-style-type: none"> ▪ Have male/female students and male/female teachers benefited from the project equally or differently and how does the progress compare to the expected project outcomes? 	<ul style="list-style-type: none"> ▪ How do stakeholder views vary by gender? 	<ul style="list-style-type: none"> ▪ Actual as compared to expected outcomes for targeted regions, and by site, project component 	<ul style="list-style-type: none"> ▪ Project records ▪ Key informant interviews (Dakar and project sites) ▪ Focus groups 	<ul style="list-style-type: none"> ▪ Purposive project site selection per the criteria listed in Section 3. 	<ul style="list-style-type: none"> ▪ Systematic thematic cross-case analysis by gender of qualitative data ▪ Descriptive statistics (if possible)*
3. In what ways and to what extent do the whole school and teacher preparation approaches contribute to the achievement of project objectives?	<ul style="list-style-type: none"> ▪ To what extent, and in what ways, do stakeholders and beneficiaries perceive that the a) whole school and the b) teacher preparation approaches will 	<ul style="list-style-type: none"> ▪ What differences exist across regions and sites in implementation of the whole school and teacher training approaches? ▪ What have been the barriers to implementation? How have these been addressed and to what level of success? ▪ Has gender (of the students and teachers) played a role? If so, how? ▪ How do various stakeholders view the whole school and teacher training approaches? How do these views vary? 	<ul style="list-style-type: none"> ▪ Variations in perceived successes 	<ul style="list-style-type: none"> ▪ Project records ▪ Key informant interviews (Dakar and project sites) 	<ul style="list-style-type: none"> ▪ Purposive project site selection per criteria listed in Section 3 ▪ Purposive selection of key informants and focus group participants in Dakar and at project sites 	<ul style="list-style-type: none"> ▪ Systematic thematic cross-case analysis of qualitative data

	be useful in the future, given that the project has ended?					
4. What additional support is deemed necessary to achieve the expected results?	<ul style="list-style-type: none"> What were the gaps? Where did the project fall short? What key lessons and recommendations can be drawn? 	<ul style="list-style-type: none"> What are the key informants' views on the support needed and why? How do these vary by role, level and project component? How is the support seen as addressing the stated barriers? What were the gaps in project implementation? What solutions are recommended? 	<ul style="list-style-type: none"> Differences in key informants' assessments of the type of support required and why Variations in the reported barriers/solutions 	<ul style="list-style-type: none"> Key informant interviews (Dakar and project sites) Focus groups (if possible) Project records 	<ul style="list-style-type: none"> Purposive project site selection per criteria listed in Section 3 Purposive selection of key informants focus group participants in Dakar and at project sites 	<ul style="list-style-type: none"> Systematic thematic cross-case analysis of qualitative data
II. Project Management						
5. Have each of the project components and their activities been well managed at the national, regional and local levels?	<ul style="list-style-type: none"> Did RTI work well with local counterparts and the USAID Mission? 	<ul style="list-style-type: none"> What are the barriers to effective management for each component at each level? How have they been addressed and to what level of success? Did RTI work well with local counterparts and the Mission? How (if at all) has gender factored into this? 	<ul style="list-style-type: none"> Variations in the reported barriers/solutions Variations in the perceptions of influence of gender 	<ul style="list-style-type: none"> Project documents Key informant interviews (Dakar and selected sites) Partner performance monitoring data (if possible)* 	<ul style="list-style-type: none"> Purposive project site selection per criteria listed in Section 3 Purposive selection of key informants in Dakar and at project sites 	<ul style="list-style-type: none"> Systematic cross-case qualitative analysis Descriptive statistics (if possible)* Document synthesis
6. Have the roles and responsibilities of the key stakeholders been adequately articulated and carried out?	<ul style="list-style-type: none"> Were the roles and responsibilities clear to key stakeholders and were they carried out correctly? 	<ul style="list-style-type: none"> What differences exist in the way the roles were understood, articulated and executed at the national, regional and local levels? Across components? How (if at all) has gender factored into this? 	<ul style="list-style-type: none"> Variations in key respondents' views on the clarity and execution of roles by level, role and project component Variations in the perception of influence of gender 	<ul style="list-style-type: none"> Key informant interviews (Dakar and selected sites) Focus groups Project records 	<ul style="list-style-type: none"> Purposive project site selection per criteria listed in Section 3 Purposive selection of key informants in Dakar and at project sites 	<ul style="list-style-type: none"> Systematic cross-case qualitative analysis Document synthesis
7. What lessons have been learned about how to successfully engage and work with Regional Training Centers?	<ul style="list-style-type: none"> What was intended and what was actually done given the challenge of working with the Regional Training Centers? What key lessons 	<ul style="list-style-type: none"> How do sites and regions vary in their success of engaging and working with the Centers? What barriers were in place to successful engagement? How have they varied and how successfully have they been addressed? How (if at all) has gender factored into this? What was intended and what was actually completed? 	<ul style="list-style-type: none"> Perceptions of difficulties in establishing connection with Centers Characterization of the working relationship with 	<ul style="list-style-type: none"> Key informant interviews (Dakar and selected sites) 	<ul style="list-style-type: none"> Purposive project site selection per criteria listed in Section 3 Purposive selection of key informants in Dakar and at 	<ul style="list-style-type: none"> Systematic cross-case qualitative analysis

	and recommendations can be drawn?		Centers		project sites	
III. Lessons Learned/Sustainability						
8. To what extent are the models tested in in pilot regions ready to be scaled-up in all regions of the country?	<ul style="list-style-type: none"> ▪ What can be learned from the models that can be useful given USAID’s new education strategy in Senegal for 2011-2015? 	<ul style="list-style-type: none"> ▪ Overall, given answers to Questions 1–7, how robust are the tested models? How does this vary by targeted region, site and project component? Do particular projects stand out as strong candidates for scale-up? If so, which ones and why? ▪ What unique factors in the visited regions could affect scale-up or replication in other regions? 	<ul style="list-style-type: none"> ▪ Overall assessment of model robustness (based on implementation and management dimensions) 	<ul style="list-style-type: none"> ▪ Key informant interviews (Dakar and selected sites) ▪ Partner performance monitoring data (if possible)* ▪ Project records ▪ Focus groups 	<ul style="list-style-type: none"> ▪ Purposive project site selection per criteria listed in Section 3 ▪ Purposive selection of key informants in Dakar and at project sites 	<ul style="list-style-type: none"> ▪ Overall synthesis of qualitative findings (see above) ▪ Descriptive statistics (if possible)* ▪ Integration of qualitative and quantitative findings (if possible)*
9. What are the prospects of sustaining project benefits in the long run?	<ul style="list-style-type: none"> ▪ What are the short and medium-term benefits? 	<ul style="list-style-type: none"> ▪ What are the short-term and medium-term benefits? 	<ul style="list-style-type: none"> ▪ Overall assessment of variations in projects’ adaptability and preparedness for future challenges 	<ul style="list-style-type: none"> ▪ Key informant interviews (Dakar and selected sites) ▪ Partner performance monitoring data (if possible)* ▪ Project records ▪ Focus groups 	<ul style="list-style-type: none"> ▪ Purposive project site selection per criteria listed in Section 3 ▪ Purposive selection of key informants in Dakar and at project sites 	<ul style="list-style-type: none"> ▪ Overall synthesis of qualitative findings (see above) ▪ Descriptive statistics (if possible)* ▪ Integration of qualitative and quantitative findings (if possible)*

SAMPLE

NATIONAL LEVEL SAMPLE

The IMPAQ team interviewed six national level respondents¹, four men and two women, including the USAID Senegal Deputy Education Team Leader, the former RTI/EPQ COP and three key national-level GOS EPQ stakeholders in Dakar. Exhibit 5 presents key data about these respondents.

Exhibit 5: National Level Sample

Name(s)	Title(s)	Region	Gender (M/F)	Basis for Selection
National Level Sample				
[REDACTED]	Agreement Office Representative, USAID	All	F	US government representative
[REDACTED]	Chief of Party, RTI	All	F	EPQ Chief of Party
[REDACTED]	Director, Direction de l'Enseignement Moyen et Secondaire Général (DEMSG)	All	M	EPQ's main counterpart; Responsible for overseeing management of middle and secondary school systems, student and system performance, and student curriculum policy
[REDACTED]	Director, Direction de la Formation et de la Communication (DFC)	All	M	Responsible for all training and communication at the central level
[REDACTED]	Dean and Vice Dean, Faculté des Sciences et Technologies de l'Education et de la Formation (FASTEF)	All	M/M	Responsible for pre-service training of teachers

REGIONAL AND DEPARTMENTAL LEVEL SAMPLE

In the three selected regions of Kédougou, Kolda and Ziguinchor, the IMPAQ team interviewed a total of sixteen EPQ stakeholders, ten men and two women, including representatives of the CRFPEs and the

¹ The team had also planned to interview the director of the Direction de la Planification et de la Réforme de l'Education (DPRE), but he was unavailable during the field period.

IAs at the MOE and the Centre Regional de l'Enseignement Technique Féminin (CRETf) at the Ministry of Vocational and Technical Education (MOVET). These three regions were selected because the four project components had been fully implemented throughout the life of the project and because they are conflict/fragile regions in line with the focus of the current USAID education strategy. The team also interviewed key RTI implementing staff including the regional coordinators for Ziguinchor and Kolda. Exhibit 6 summarizes the key characteristics of the regional level respondents.

Exhibit 6: Regional Level Sample²

Name(s)	Title(s)	Region	Gender (M/F)	Basis for Selection
Regional Level Sample				
[REDACTED]	Director and Trainer, Centre Régional de l'Enseignement Technique Féminin (CRETf)	Kédougou	M/M	Regional/local level vocational and technical education delivery entity; responsible for training women
[REDACTED]	Director, Math Trainer and French Trainer, Centre Régional de Formation du Personnel de l'Education (CRFPE)	Kédougou	M/M/M	Regional teacher training center
[REDACTED]	Agent, Inspection d'Académie (IA)	Kédougou	M	Service delivery branch of the MOE at the regional level
[REDACTED]	Previous Regional Coordinator/Current Inspector of Fundamental Education, IA	Kédougou	M	Managed EPQ activities at the regional level
[REDACTED]	Director, Special Education Teacher and Special Education Teacher, CRETf	Kolda	F/F/M	Regional/local level vocational and technical education delivery entity; responsible for training women
[REDACTED]	Director, CRFPE	Kolda	M	Regional teacher training center
[REDACTED]	Head of Planning and Monitoring & Evaluation and	Kolda	M	Service delivery branch of the MOE at the regional

² Several KIIs at the regional and departmental levels involved two or three respondents either because the respondents had worked together on the EPQ, or one had been relatively new to the EPQ and the other(s) had become more actively involved over time.

	Statistics, IA			level
[REDACTED]	Director, CRETF	Ziguinchor	F	Regional/local level vocational and technical education delivery entity; responsible for training women
[REDACTED]	Director, CRFPE	Ziguinchor	M	Regional teacher training center
[REDACTED]	Inspector of School Environment, IA	Ziguinchor	F	Service delivery branch of the MOE at the regional level
[REDACTED]	Regional Coordinator, EPQ	Ziguinchor	M	Managed EPQ activities at the regional level

In the three selected departments of Kédougou, Kolda and Ziguinchor, the IMPAQ team interviewed a total of nine respondents, including key EPQ stakeholders representing the Inspection de l'Éducation et de la Formation (IEF) at the MOE and the Centre Régional de Formation du Personnel de l'Éducation (CRFPE) at the Ministry of Youth (MOY). The departments were selected because they have schools that received the most intensive EPQ intervention (e.g., schools that implemented the EPQ from 2010 to 2013) in both urban and rural areas. Exhibit 7 summarizes the departmental level sample.

Exhibit 7: Departmental Level Sample

Name(s)	Title(s)	Region	Gender (M/F)	Basis for Selection
Departmental Level Sample				
[REDACTED]	Director, Centre Départemental d'Éducation Populaire et Sportive (CDEPS)	Kédougou	M	Responsible for oversight and inspection of youth-targeted activities in the region
[REDACTED]	Director and Assistant Director, Inspection de l'Éducation et de la Formation (IEF)	Kédougou	M/M	Coordinates IA's activities at the departmental level; responsible for middle school level inspection
[REDACTED]	Director and Former Director, CDEPS	Kolda	M/M	Responsible for oversight and inspection of youth-targeted activities in the region
[REDACTED]	Secretary General and Head of Elementary School, IEF	Kolda	M/F	Coordinates IA's activities at the departmental level; responsible for middle school level inspection

[REDACTED]	Director, CDEPS	Ziguinchor	M	Responsible for oversight and inspection of youth-targeted activities in the region
[REDACTED]	Director, IEF	Ziguinchor	M	Coordinates IA's activities at the departmental level; responsible for middle school level inspection

SCHOOL LEVEL SAMPLE

In each of the three departments, two schools were selected (one urban and one rural) that had received the most intensive dose of the EPQ intervention. Exhibit 8 summarizes the school level sample. At each of the 6 school sites selected, the IMPAQ team conducted focus group discussions with key project beneficiaries as outlined below.

- Mixed gender groups of three to seven teachers who were trained through EPQ and/or taught remediation classes.
- Mixed gender groups of two to nine parents who had benefited from EPQ programming (not necessarily parents of the students in the focus group discussions).
- Groups of 12 to 16 students who had participated in EPQ remediation classes; groups were single-gender in Kolda and Kédougou to ensure girls' perspectives were effectively captured, but mixed in Ziguinchor due to limitations on students' time availability.

Exhibit 8: School Level Sample

Region	School	Participants	Gender (M/F)	Basis for Selection
School Level Sample				
Kédougou	CEMI Kédougou	Parents	2 M	Urban school in Kédougou
		Teachers	4 M/2 F	Urban school in Kédougou
		Students	6 M/8 F	Urban school in Kédougou
	Tomborokonto	Parents	4 M	Rural school in Kédougou
		Teachers	2 M/1 F	Rural school in Kédougou
		Students	6 M/6 F	Rural school in Kédougou
Kolda	CEMI Kolda	Parents	3 M/1 F	Urban school in Kolda
		Teachers	5 M/1 F	Urban school in Kolda
		Students	8 M/8 F	Urban school in Kolda
	Thiara	Parents	9 M	Rural school in Kolda
		Teachers	3 M/1 F	Rural school in Kolda

		Students	6 M/6 F	Rural school in Kolda
Ziguinchor	Lindiane 2	Parents	3 M/1 F	Urban school in Ziguinchor
		Teachers	3 M/3 F	Urban school in Ziguinchor
		Students	6 M/6 F	Urban school in Ziguinchor
	Bignona	Parents	3 M/3 F	Rural school in Ziguinchor
		Teachers	5 M/2 F	Rural school in Ziguinchor
		Students	7 M/6 F	Rural school in Ziguinchor

DATA SOURCES

The IMPAQ team used data from multiple sources, including primary data collected through key informant interview (KIIs) protocols and focus group discussion (FGD) guides, as well as secondary data from EPQ-related documentation.

KEY INFORMANT INTERVIEW AND FOCUS GROUP DISCUSSION DATA

The IMPAQ team collected primary data using a national and a regional KII protocol and focus group discussion guides for teachers, parents and students.

- **National Level KIIs:** These were in-depth KIIs focused on gaining national level respondents' views of the EPQ, which covered: EPQ's implementation and success in achieving its objectives; management issues; and lessons learned for future efforts and sustainability (See Annex 2).
- **Regional and Departmental Level KIIs:** These KIIs were similar to the national level KIIs, but focused on regional level issues. They also addressed the relationship(s) and interaction(s) of these respondents and their organizations with both the national and departmental/school levels (see Annex 2).
- **Focus Group Discussions:** The FGDs assessed teachers', parents' and students' experiences with different aspects of the EPQ, each using discussion guides tailored to these stakeholder groups (see Annex 2).

Project Document Data

The team analyzed secondary data from EPQ-related documentation, including quarterly reports, special study reports, and feasibility studies, to gain a more in-depth understanding of the implementation of the project and to answer specific evaluation questions. The team could not review and analyze monitoring and evaluation (M&E) data as originally planned because RTI, the implementing partner, did not provide those data. Annex 3 provides a complete list of reviewed documents.

FIELD WORK

Two IMPAQ site visit teams, each comprised of two field researchers, collected qualitative data in Dakar and in the targeted regions over a period of two weeks. During the course of interviews and focus groups, one team member led the discussion according to the above-described protocols while the other team member took notes and monitored body language and environmental cues. This approach led to a strong rapport between the interviewers and respondents, as well as thorough notes. Exhibit 9 presents the structure of the team.

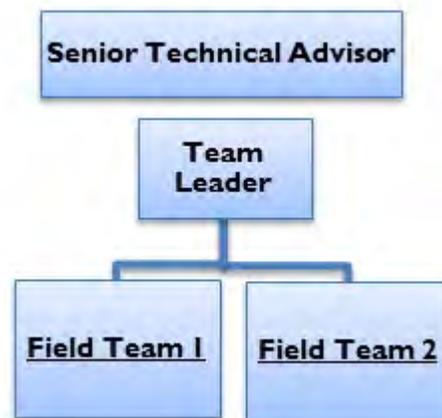
The teams conferred by telephone and email daily to summarize the main points of each session using a structured summary form paralleling the structure of the interview guide or focus group protocol. The summary synthesized the major points and salient themes as well as verbatim quotes of interest from the sessions that addressed the key evaluation questions. The summary forms fed directly into the analysis (see section 4.2).

In addition, as a quality control measure early in the field period, the team's Senior Technical Advisor reviewed selected summary forms and interview recordings and provided timeline feedback to field teams. This procedure helped to guarantee high quality and complete data, and also allowed team members to strengthen their interviewing and summarizing skills in real time.

QUALITATIVE ANALYSIS

The qualitative data collected during the key informant interviews and focus group discussions was systematically analyzed to identify recurrent patterns or themes pertaining to each of the evaluation questions. Our approach ensured that we would systematically capture any important similarities and key differences by using what Glaser and Strauss have characterized as "the constant comparative method" of qualitative data analysis (Glaser and Strauss, 1967).³ Exhibit 4, the evaluation matrix, illustrates IMPAQ's overarching analytical strategy.

Exhibit 9: IMPAQ Team Structure



³ Glaser, B.G. and Strauss, A.L., 1967. *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Chicago: Aldine Publishing Company

At the national level, the IMPAQ team analyzed the data from the key informant interviews to see if there are important similarities and/or differences in how these respondents view barriers and facilitators to EPQ program implementation (questions 1–4 in the evaluation matrix). Thus, we were able to systematically build a picture of the different perspectives of the key national level stakeholders and how they vary.

We used a similar approach to analyze the data from the key informant interviews at the regional/departmental level and the stakeholder focus groups at the school site level. For these analysis, we added more types of comparisons in how the respondents viewed the issues presented by the evaluation questions and we systematically compared and contrasted views by region/department, by organizational affiliation and/or by role and gender.

Secondary sources were analyzed, described, and then synthesized.

LIMITATIONS

Several methodological limitations should be kept in mind when considering the evaluation findings presented in the Findings section.

- The six field sites were chosen purposefully, with an eye to potentially important differentiating characteristics (namely, region and urban versus rural location). However, given the small number of sites and how they were selected, the findings cannot be generalized to any larger subset of EPQ sites.
- The gender composition of the two field research teams differed—in one case, two women conducted the research, while the other team was comprised of a man and a woman. Although both teams applied a consistent methodology and used the same data collection tools, this gender difference may have affected the results. However, a careful comparison of the notes and transcripts from the two teams does not point to any strong differences.
- The study design called for holding separate focus groups for male and female students to encourage the young women to express themselves freely without feeling inhibited by the presence of the young men. In Kolda and Kédougou, students participated in relatively small same-gender focus group discussions, as planned. In Ziguinchor, for logistical reasons and at the principals' urging, both the urban and rural school young men and women were combined into a single large focus group. This departure from the plan, however unavoidable, may have affected the results both because of the mixed gender composition and the larger group size. However, perusal of the notes and summaries from these groups suggests few gender differences in levels of participation.
- Parent focus groups ranged from two to nine participants. Across all groups, 24 males and only four females participated. Four of the six focus groups were composed exclusively of males. This male-skewed representation is especially interesting in light of several respondents' statements

that mothers tend to be more engaged in their children's education than fathers. In any case, the overwhelmingly male composition of these parent groups needs to be considered when reading and assessing the findings.

- Most of the primary data collected during the field research is self-reported and perceptual: it reflects the stakeholders' and beneficiaries' views of the EPQ as seen from their own perspectives. Perceptions are not absolute and tend to be relative to the position an individual holds or the role that he or she plays in an organization or group endeavor. Wherever possible and appropriate, we triangulate these perceptual data with information from pertinent secondary sources to ensure a comprehensive, well-balanced view.

Above we alluded to the need to adapt to on-the-ground exigencies by holding mixed-gender focus groups for students in Ziguinchor, even though doing so ran counter to the evaluation plan. Such real-time constraints are an inevitable part of field research, especially (but not only) in the developing world. At one school site, the principal exerted pressure to hurry along the focus groups, which unfortunately truncated the discussion to a certain extent. At another site, where a teacher's strike had just ended, parents were only notified of the focus group the night before. It was therefore not surprising that only two participants showed up. Thus, the need to act flexibly and nimbly in response to real-time constraints should sometimes trump methodological purity.

FINDINGS

IMPLEMENTATION PROGRESS

This chapter of the report presents our findings relative to the evaluation questions. Most of the findings are based heavily on the qualitative data gathered in the field through interviews and focus groups with stakeholders and beneficiaries. The only exception is Question 1, which relies almost exclusively on project document data.

EVALUATION QUESTION 1: TO WHAT EXTENT DID THE PROJECT MEET ITS OVERALL OBJECTIVES?

The findings under this evaluation question are disaggregated by project component. They are based on a systematic review and comparison between the project cooperative agreement between USAID/Senegal and RTI, in addition to the project implementation documents IMPAQ received from USAID.

Component 1 objective: A better educated/motivated teacher workforce that includes more female teachers, with defined career structure and peer support. This policy support component was designed to assist the Government of Senegal (GOS) in decentralizing and diversifying pre-service and in-service teacher professional development (USAID Senegal, 2010; RTI International, 2014). Exhibit 10 shows each activity planned for this component and the extent to which it was accomplished. The exhibit demonstrates a mixed pattern of success.

Exhibit 10: Accomplishments of Component 1 Activities

Planned Activities	Accomplished?
Institution of teacher performance standards	Yes
Increase in percentage of female teachers	Yes
Creation and operationalization (including physical rehabilitation) of unified in-service and pre-service training centers in Senegal’s 14 regions	Partially
Establishment of ICT-based training capacity at the training centers	Partially
Development of distance learning approaches	No

Source: USAID Senegal, 2010.

Accomplished. The EPQ project successfully helped the MOE to revise, test and finalize the teacher performance standards that included teacher performance indicators. The MOE then validated the teacher performance standards and integrated them into in-service professional development programs (RTI International, 2014; Office of Inspector General, 2014). Through targeted services and incentives, the project also successfully helped to increase the percentage of female teachers in the targeted regions by 26 percentage points (from 15% to 41%), by the end of the 4-year project (RTI International, 2014).

Partially Accomplished. While EPQ staff helped the MOE draft a presidential decree in 2011 to create unified regional training centers, the project did not meet its goals of physically rehabilitating the infrastructure of CRFPEs (RTI International 2014; Office of Inspector General, 2014.) In fact, of the six regional training centers, only Tambacounda and Kolda were rehabilitated because they already had the buildings (RTI International, 2014). The project in collaboration with the MOE also failed to obtain the legal authority to provide pre-service teacher training through the CRFPEs, but was still able to build CRFPEs’ capacity to provide in-service training. By the time the EPQ ended, nine CRFPEs were using professional development modules based on performance standards and all 14 CRFPEs in Senegal had this capacity (RTI International 2014). The project also failed to establish ICT-based training capacity in the training centers everywhere but in Tambacounda and Kolda.

Not Accomplished. The EPQ did not develop a distance education program (RTI International, 2014) because the project’s main partner in this component, the DFC, could not obtain a consensus within the MOE on what type of distance education programs or systems the CRFPEs should offer.

Component 2: Improved school governance and management. This component aimed to improve school governance and management through the WSA based on the idea that the school and its stakeholders are best positioned to determine school needs (USAID Senegal, 2010; RTI International, 2014). Planned activities and the extent to which they were accomplished are shown in Exhibit 11.

Exhibit 11: Accomplishments of Component 2 Activities

Planned Activities	Accomplished?
Development and institution of school self-assessments (SSAs)	Yes
Engagement of schools in whole school development through school development projects	Yes
Provision of school grants for school development projects (SDPs)	Yes
Establishment of community forums	Yes
Refinement and dissemination of performance standards for school principals	Yes
Strengthening of management information systems for improved learning outcomes	Yes
Building the capacity of school principals in school leadership, management and planning	Partially
Building the capacity of school principals and senior staff as instructional leaders	Partially
Coordination of communities of practice and local awards programs	No

Source: USAID Senegal, 2010.

Accomplished. As shown in Exhibit 2, the EPQ project implemented most of the planned Component 2 activities and achieved most of its targets for this component (RTI International, 2014; Office of Inspector General, 2014; USAID Senegal, 2010). The vast majority (97%) of schools implemented at least 50% of their school improvement plans, though not without initial resistance to adopt the WSA from

schools and communities (RTI International, 2014). Of the 260 EPQ-supported School Management Committees (SMC), 231 had increased their Opportunity to Learn (OTL) indicators (RTI International, 2014). Finally, community members greatly appreciated EPQ activities initiated under the WSA such as school report cards, school self-assessments, school improvement plans and community forums designed to facilitate communities' involvement in school governance and management. In recognition of the importance of these activities, at the time of the RTI final report, the MOE was in the process of requiring these activities of all middle schools in Senegal (RTI International 2014). See Evaluation Question 3a for a more comprehensive discussion of the WSA.

Partially Accomplished. In terms of building the capacity of schools, however, the project supported slightly fewer school governance structures than originally planned because it was never implemented in two of the originally selected target regions. Hence, the project trained slightly fewer school administrators and officials than had been originally targeted (RTI International, 2014). Exact numbers were not specified in the project reports.

Not Accomplished. While RTI had planned to create communities of practice and organize local awards programs (USAID, 2010), none of the project implementation documents mentioned these two activities (RTI International, 2014; Office of Inspector General, 2014).

Component 3: Increased teacher/student competency in French reading and math. This component aimed to improve the quality of Senegalese education in these two subjects at the middle school level (USAID Senegal, 2010; RTI International, 2014). Exhibit 12 lists the planned activities and the extent to which they were accomplished.

Exhibit 12: Accomplishments of Component 3 Activities

Planned Activities	Accomplished?
Assessment of teacher teaching practices	Yes
Establishment of benchmarks and adaptation of assessment tools	Yes
Design of a teacher professional development program with a specific focus on reading and math instruction	Yes
Identification and adaptation of existing basic skills learning materials	Yes
Development and delivery of basic skills materials package	Yes
Teacher training and support for improved math and French teaching	Yes
Establishment of school camps for remedial learning	Yes
Establishment of after school programs	Partially
Support for the development of multi-mode distance learning modalities	No

Source: USAID Senegal, 2010.

Accomplished. For the most part, the EPQ project was able to meet or exceed its output target under this component. EPQ project staff successfully collaborated with technical staff from the DEMSG, IAs, the DFC, the Coordination Nationale de la Formation Continue (CNFC), and the Inspection Générale

de l'Education Nationale (IGEN) to develop the remediation materials in math and in French. A diagnostic test was also developed so that teachers could assess in what areas students needed help. The EPQ project distributed 85,065 of these textbooks and learning materials, far exceeding the target of 15,000, as many schools in non-project regions also requested copies (RTI International, 2014).

As planned, the EPQ project developed a guide and trained teachers on how to establish and oversee math and French clubs. Many more teachers were trained because so many more students needed remediation. In total, 3,437 teachers were actually trained (compared to 3,401 teachers planned to be trained), including all the math and French teachers in the project zones of Casamance and Kédougou, and 432,034 students were served by teachers who had participated in the training (RTI International, 2014).

The project also successfully developed and implemented a remedial education activity to improve students' basic competencies in math and French. A total of 68,121 students participated in remediation, more than double the goal of 33,104 students, even though EPQ was not implemented in eight regions as planned. The remediation activity was very popular among parents and teachers who saw improvements in students' performance in math and French. In fact, 7th graders' basic competency in French increased to 78% after the program (from 26% before the program) and their basic competency in math increased to 77% (from 26% before the program). There was slippage during the summer breaks, though, so EPQ organized summer camps at some schools (RTI International, 2014).

Partial Accomplished. While the project had originally planned to implement various after school programs, such as French and math clubs, reading groups, ecology clubs and school newspapers, the project seemed to have only implemented the French and math clubs (RTI International, 2014).

Not Accomplished. The project failed to support the development of multi-mode distance learning modalities. As discussed under component I above, the DFC could not obtain a consensus within the MOE on what types of distance education programs or systems the CRFPEs should offer.

The project had also planned to carry out the activities listed below (USAID Senegal, 2010), but none of the documents we received mentioned any of them.

- Development of content and creation of partnerships for self-study and meaningful literacy and numeracy support activities
- Provision of continuous support to teachers and schools
- Development and execution of a communications campaign
- Conduct of baseline, mid-term, and final assessments
- Pilot testing of reorganized school days.

Component 4: Expanded opportunities for youth education, community service and employability skills. This component consisted of a 2.5-year (2010–2012) youth education and employability pilot program (RTI International, 2014). Planned activities and the results about whether or not they were accomplished are shown in Exhibit 13 (USAID, 2010).

Exhibit 13: Accomplishments of Component 4 Activities

Planned Activities	Accomplished?
Conduct of a youth workforce and livelihood development needs assessment	Yes
Development of strategies to strengthen local governments' and community organizations' capacity to support youth policy and development	Yes
Provision of life and employability skills training	Yes
Provision of business and entrepreneurship skills training	Yes
Provision of basic skills training (e.g., math, French)	Partially
Design and implementation of community-based service projects	Partially

Source: USAID Senegal, 2010.

Accomplishments. As planned, the EPQ project began this component with a needs assessment of youth in target regions to identify local organizations best suited to providing training to youths (RTI International, 2014). Sixty-four NGOs, community-based organizations (CBOs) and local government entities were engaged in youth development, far surpassing the target of 25 entities. The EPQ also exceeded its target of training 270 facilitators by training 311 school teachers, principals and NGO/CBO staff in modules to support youth policy and development. Module topics included life skills (IYF's *Passport to Success*), agribusiness, the basics of financial management and how to develop a business plan. As part of the *Passport to Success* module, youths were also required to design and implement community service projects with the goal of promoting teamwork (RTI International, 2014).

Partial Accomplished. The EPQ did not reach the target of a 15% increase from baseline in the number of youths participating in these activities. The goal was to have 20,050 youth participants in training and/or community service, but only 12,655 out-of-school youths participated. The report attributed the failure to reach this goal to two primary factors: out-of-school youths were very mobile and most lacked the education level and language skills needed to benefit from the trainings (RTI International, 2014).

Not Accomplished. The project had planned to explore opportunities for provision of DCA loans to private sector companies and service providers, but none of the documents mentioned this activity.

EVALUATION QUESTION 2: HAVE FEMALE AND MALE STUDENTS, FEMALE AND MALE TEACHERS, BENEFITED FROM THE PROJECT EQUALLY OR DIFFERENTLY, AND HOW DOES THE PROGRESS COMPARE TO THE EXPECTED PROJECT OUTCOMES?

According to focus group discussions and project reports, both male and female students seem to have benefited from their participation in the EPQ project, particularly by improving their math and French basic competencies with remedial education. However, girls seem to have experienced additional, if sometimes only time-limited benefits from the remedial classes, the employability and life skills programs, and from community engagement in school management and governance.

Teachers, students, and parents reported that female students participated in remedial classes in greater numbers, which helped the girls progress to the next grade. In general, they were more motivated and engaged in class than the boys. However, respondents also said these positive effects usually only lasted until the 10th grade, when many more female than male students dropped out of school due to household demands on their time. In addition, at least at the outset and particularly in Ziguinchor, many EPQ schools held remedial classes during the lunch hour, which affected girls even more than boys because they are needed at home to help prepare lunch. (See Evaluation Question 3 for further discussion of this issue and some solutions that emerged).

Departmental respondents said that out-of-school girls who participated in the EPQ education and employability components were typically more engaged and motivated than their male counterparts. In Ziguinchor, the employability programs were particularly important as they targeted many girls who were young mothers, providing them with important tools to improve their life outcomes and break from the cycle of poverty for their children.

Not only do girls face greater pressure to drop out of school at an earlier age, many also live in an environment in which the possibility of sexual violence and sexual harassment are real. In some of the single gender student focus groups, young women reported feeling vulnerable to sexual harassment, and in particular, raised the issue of male teachers seeking to exchange good grades for sexual favors.

The community involvement component of the EPQ may have altered how some community members, especially parents, discuss and act on issues that have a disproportionate impact on girls. These communities sponsored forums to raise awareness on subjects including school dropout, sexual violence, and early marriage and pregnancy. Several parent groups reported that because of the EPQ they were now talking more among themselves and with their children, both privately and in open forums, about these issues. As suggested in the call-out box above, in one community parents saw a connection between the EPQ community activities, school dropout rates and fewer early marriages and pregnancies. Whether or not this is true, it seems likely that the very act of talking about these previously taboo subjects has benefited these communities.

Fewer Girls May Be Dropping Out, Getting Pregnant and Getting Married

In one rural community in Kolda, two young teenage girls were scheduled to be married. However, a male parent was able to deter the young women's parents from forcing them to marry. Today, these girls are still unmarried and enrolled in school. Before the EPQ, parents said, most girls who enrolled in 7th grade dropped out before the 10th grade due to pregnancies and early marriages. Currently, these parents are not aware of any recent female dropouts.

As for the teachers, both male and female teachers said they had benefited greatly from the EPQ's pedagogical training. Since certain activities were especially geared to empowerment of women teachers, one might expect that, like the girl students, they had benefited even more than male teachers from their participation. Our data do not allow us to address this question in depth, in part because of the small number of women teachers that participated in the focus groups. However, only one female teacher in the focus groups had heard of this EPQ component and another had participated in a single

one-time meeting related to female teachers more than two years earlier. Yet, in our interviews with GOS education officials, nearly all mentioned this component, especially the female teachers committees in rural areas. Clearly, there is a discrepancy in perspectives that needs further exploration.

EVALUATION QUESTION 3A: TO WHAT EXTENT AND IN WHAT WAYS DO STAKEHOLDERS AND BENEFICIARIES PERCEIVE THE WHOLE SCHOOL APPROACH TO HAVE BEEN USEFUL FOR THE FUTURE GIVEN THAT THE PROJECT HAS ENDED?

Although their views and knowledge of the WSA varied somewhat according to their respective positions and roles, stakeholders and beneficiaries overall judged this EPQ component to have been successful and useful for the future even though the EPQ has officially ended. Indeed, for those locales where the WSA was embraced and really implemented, respondents reported a positive impact that in some ways exceeded expectations, embodying a whole new model of the relationship between the community and the school in Senegal, as suggested in a nutshell by the above quote.

“From the school in the community, we have moved to the school of the community”

~National level stakeholder, referring to the impact of the Whole School Approach

The WSA requires a more active engagement in the schools of all key community stakeholders, including parents, students and other community members as well teachers, the principal and other school administrators. The idea is to foster greater community ownership of and connection to the schools by creating vehicles—namely, the community engagement groups, or CGEs—for parents and students to work with school staff and become directly involved in decision making on the operation and management of the schools. Along with this greater level of participation in the school should come greater transparency surrounding the bases for school-related processes and decision-making.

While conceptions of the WSA differed according to the respondent’s role and position, those beneficiaries who were aware of the WSA, including parents and students, did recognize that the WSA was, at bottom, about broadened participation in decision-making and not just the CGEs. CGEs were seen as key mechanisms facilitating wider community involvement in school management and governance. Respondents indicated that this model represents a dramatic break from the more typical pattern in Senegal in which principals tend to hold the lion’s share of the power and make decisions with little transparency or accountability to the community.

According to stakeholders at both the national and regional levels—and as we saw in our site visits, and will be discussed in greater detail below—the WSA took hold strongly in some places, and less so in others. Where it did take hold, implementation of the WSA through the EPQ led to important changes.

The WSA fostered dialogue and information-sharing among the stakeholders, which helped different groups better understand their perspectives. It also brought important issues to the surface and helped the groups involved to find common solutions to problems. The various Conseils de Gestion d'Établissement (CGEs) created a platform to mobilize the teachers. Because of their direct involvement in the schools, parents came to better appreciate the importance of the school, and of education more broadly, in their children's lives. Through their involvement in the CGEs and in student governments created as offshoots of the EPQ, students also began to take a stronger interest in and investment in their schools. In the words of one regional stakeholder, they came "to like school more." Some students in the CGEs assumed highly responsible roles, for example, in tracking school finances. Some reportedly became more dedicated to their own academic success, since participation in student government was contingent on maintaining a minimum grade point average.

While the big picture view of the WSA as summarized above was quite similar for national and regional stakeholders representing different organizational affiliations, there were differences that deserve to be mentioned. The IA respondents, more than others, emphasized that the thrust of the WSA was to "put the child at the center" and to mobilize the entire community in support of the children's learning success. With respect to regional differences, Kédougou was described as a "complicated region" with geographic areas that are difficult to access. Respondents reported that implementation of the WSA met with initial resistance there. In the beginning of the project, it was hard to convince the stakeholders to participate in the CGE and even harder to get principals to involve the community in the management of the school. One respondent suggested that principals and teachers were reluctant to include community members in the CGEs because they disliked the idea that parents and students would be in a position to assess them. In any case, initial resistance to the WSA was overcome in some schools. Some respondents suggested that resistance was overcome by integrating principals into the training, which facilitated their buy-in, and by schools noticing with time the positive impact of WSA in neighboring communities who were implementing WSA. However, in others resistance was never got surmounted, where principals never got on board with the project. (Indeed, as discussed below, our site visit illustrates such differences very clearly).

Respondents across the three regions, as well as those at the national level, nevertheless agreed that buy-in and support from the principal were critical to the success of the WSA at the school level. It is not hard to understand why some principals would be disinclined to embrace the WSA given the challenges it posed to the previous balance of power in the schools. On the other hand, one regional respondent from Ziguinchor who viewed the WSA as a good initiative, added that some community members took their role too far and tried to impose their own agendas, even complaining to the governor that the principal was not doing his or her job.

Findings about the WSA drawn from key informant interviews with the national and regional stakeholders can be refined and further clarified by drilling down into the focus group discussions with teachers, parents and students carried out at six local school sites, three urban and three rural. In these groups we observed a range in the degree to which the WSA appears to have been "embraced" and implemented across sites. However, failure to implement the WSA as planned was sometimes due to external constraints rather than lack of will. At one urban school, for example, the CGE, which included

representatives of all the key stakeholder groups, was supposed to have held monthly meetings. However, they only met once during the school year because the teachers were on strike.

Below we briefly summarize the focus group findings for each of the three stakeholder/beneficiary groups.

Teachers

Teachers overall had surprisingly little to say about the WSA or the CGEs, with participants in the three urban groups claiming no knowledge of the WSA whatsoever. Teachers in two other sites said they had heard of the WSA but were not involved and knew very little about what, if anything, was happening in the CGEs in their schools. They had impressions of who did and did not participate in the CGEs—for example, parents but not students, or students but not parents—but no direct knowledge. Only one teacher in one rural site had participated in her school’s CGE in the past. She noted that it was useful for bringing community issues such as early marriage up for discussion. Interestingly, she indicated that her school principal played the lead role in the CGE and conveyed the pertinent information to the teachers, who as a result did not feel the need to attend the meetings themselves. While the focus group participants are a small and non-representative sample of teachers in these schools, what they had to say contrasts with the characterization of the WSA and CGEs as presented by the national and regional stakeholders, several of whom emphasized teacher participation.

Parents

Compared to the teacher groups, the parent focus groups offered a more varied and nuanced range of views on the WSA and CGEs, as well as on types and levels of parental involvement in these activities. The urban parent groups essentially echoed the teachers’ groups in their comments. At one urban school, parents reported the same lack of knowledge of the WSA and the CGE as the one reported by the teachers. At two others, parents painted a parallel picture of an overbearing principal and a CGE with little involvement in school management.

“With remediation, we have observed a clear improvement in our children’s performance.”

~ Parent from a rural school in Ziguinchor, in reference to the impact of remediation on students

However, in focus groups at rural schools, parents were enthusiastic about the WSA and essentially confirmed the positive characterizations offered by the national and regional stakeholders. At one rural school, parents had successfully set up a canteen so that students who live far from the school can purchase food, thus allowing them to attend remedial classes rather than have to return home to eat. Parental involvement in the CGE was also instrumental in changing the schedule of remedial classes to be more responsive to children who live far from school and in dangerous areas. These parents also pointed to the high level of support that the CGE enjoys from the principal.

At another rural site, parents reported that they had participated in CGE meetings covering various topics related to the school's organization and management, finances, cleanliness and sanitation. The meetings also addressed strategies to prevent girls from dropping out of school. The CGE had also sponsored community forums on timely issues such as early marriages. Parents in this group said even some community members with no children in the schools had participated in the CGE meetings and stressed the importance of transparency in examining school finances. In summarizing the notes from the focus group, the IMPAQ researchers who worked at this site captured an important point about parental involvement inspired by the EPQ's WSA. For the first time, they noted, the parents were conscious that the school was theirs and they wanted to see it flourish.

Parents in all three of the rural focus groups emphasized that the community was now the center and main focus of these activities. Through the CGEs, the WSA had, in the words of one respondent, "brought the community together as one" and established a true collaboration between the community and the school.

Students

In contrast to the teacher and parent groups, the student focus group discussions concentrated on the EPQ classroom remedial experience and less on other topics, including the CGEs. Students were asked what, if anything, they knew about the CGEs and if they had participated in any CGE activities. In Kolda and Kédougou, separate focus group discussions were conducted with boys and girls. In Ziguinchor, groups were mixed by gender.

The students' comments on the CGEs and student government confirm the above-noted differences in implementation of the WSA between urban and rural schools. In the urban school in Kolda, both male and female students knew of the CGE and one young man was officially a member of the group and aware of its purpose and composition. However, the CGE had only met once due to a teachers' strike that year. In the urban school in Kédougou, the young men reported knowing nothing about the CGEs; neither did the young women, who, however, said they would have liked to participate in such a group if there had been one at their school. By contrast, in the rural school in Kédougou, both young men and young women were aware of and positive about the CGE. One young man was currently involved in the CGE, helping to calculate student finances. A participant in the young women's group had also been the CGE representative the previous year. At the rural school in Kolda, students of both genders were similarly aware of and knowledgeable about the CGE and several were either current CGE members or had been in the past. In Ziguinchor, at both the urban and rural schools, student involvement in the schools was framed in terms of participation in student government rather than in the CGEs. However, the differences between the urban and rural schools in terms of the greater community involvement of the latter still held.

EVALUATION QUESTION 3B: TO WHAT EXTENT AND IN WHAT WAYS DO STAKEHOLDERS AND BENEFICIARIES PERCEIVE THE TEACHER TRAINING APPROACH TO HAVE BEEN USEFUL FOR THE FUTURE GIVEN THAT THE PROJECT HAS ENDED?

In contrast to the WSA, respondents did not always recognize the teacher training approach per se as a distinct EPQ activity. However, they spoke at length about the benefits to teaching and learning as a result of training teachers, especially in remedial French and math. Consequently, in this section we broaden the stated question to encompass the views of stakeholders and beneficiaries regarding the usefulness of this wider EPQ pedagogic approach.

From a policy perspective, several national and regional EPQ stakeholders said that the EPQ had been useful in contributing to the development of clear national teacher performance standards and in outlining the competencies necessary for a high-performing teacher. These standards helped set training priorities and allowed for more cost effective tailoring of training interventions. Moreover, the stakeholders said, direct involvement in the development of the training modules had empowered some teachers to become instructional leaders and change agents in their schools, as well as having helped to further tailor trainings to teachers' skills and knowledge needs.

“Teachers understand now that the students’ understanding is never homogeneous.”

*~ IEF Ziguinchor
Representative, in reference to the impact of EPQ training on teachers*

While voicing some criticism of the training (discussed under Evaluation Question 6), teacher respondents were generally quite positive about the training and even more about its effects on their teaching. Most agreed that the application of EPQ pedagogical techniques had improved the quality and effectiveness of their teaching, as well as improved their classroom management skills. For example, several teachers stated that as a result of the training they had learned how to better identify students' learning gaps and to more effectively tailor their lessons, thus supporting the students' learning process. Even after the project ended, they said, the EPQ training had continued to help them to improve their pedagogical techniques and to become better teachers. In addition, some teachers reported that the whole concept of the teachers' role had shifted so that they no longer saw themselves as the sole authority and dispenser of knowledge in the classroom, and were now more open to student involvement and to hearing students' perspectives.

For their part, students tended to agree with this assessment of the changes wrought by the EPQ methodology. They said they liked the teachers in the remedial classes better than their other teachers, were less afraid of them and generally felt more comfortable about actively participating in the lessons in the remedial classes. They also reported that the remedial teachers were in general nicer and that they took the necessary time to explain the content.

In addition, teachers were more adept at engaging the students in hands-on activities that helped them to better understand the materials. The students stated that teachers in remedial classes were less likely to be punitive, for example, by allowing them back into the classroom if they returned from lunch late because they lived 5 or 6 kilometers from the school. Some students added that the same teacher could act differently in the remedial as compared with the regular classes, behaving more impatiently in the latter scenario and carrying on with the lesson regardless of whether the students understood. This

observation aligns with what some teachers said about not being able to transfer the EPQ technique to the regular classroom because the large class sizes prevented teachers from implementing activities central to the EPQ methodology, like group work.

Parents also recognized improvements in their children’s academic performance in math and French, as well as in other subjects, as a result of EPQ participation. They noted an improved attitude toward and a greater liking of schools. Some also noticed more general improvements in their children’s behavior and a greater degree of self-confidence.

On balance, even though the EPQ was no longer in operation, respondents reported great benefits in the EPQ pedagogic approach, with considerable usefulness to the future of the Senegalese education system.

PROJECT MANAGEMENT

EVALUATION QUESTION 4: HAVE THE PROJECT COMPONENTS AND THEIR ACTIVITIES BEEN WELL MANAGED AT THE NATIONAL, REGIONAL AND LOCAL LEVELS?

EVALUATION QUESTION 5: WERE THE ROLES AND RESPONSIBILITIES CLEAR TO KEY STAKEHOLDERS AND WERE THEY CARRIED OUT CORRECTLY?

These two closely related evaluation questions are addressed together. Our interviews and focus groups with stakeholders and beneficiaries suggest that some strong relationships were formed at the national and regional levels that facilitated project management. Overall, however, the communication within and across different levels of the project was not especially fluid. This contributed to a lack of clarity about roles and responsibilities as well as to a sense that the EPQ had been imposed on them.

“We just obeyed the project implementation team without being able to change anything in the process or the tools...we have the impression of having been presented with a ‘fait accompli’...we are just carrying out orders...”

*~ Regional stakeholder,
referring to the EPQ project*

The EPQ project team at the national level seems to have formed a strong partnership with its main implementing partner at the MOE, the Direction de l’Enseignement Moyen et Secondaire Général (DEMSG). Respondents attributed this to two factors: co-location in the same facility, which allowed for quick resolution of issues, and the EPQ’s strong, seasoned female leadership. One respondent expressed

it as follows: “Women tend to be more sensitive to issues of personal contact, project teams, communities and schools.”

At the regional and departmental levels, the project regional coordinators (RCs) also seemed to have enjoyed strong working relationships with the project stakeholders and beneficiaries, who were generally positive about the RCs’ valuable contributions to the implementation of project activities. The RCs were highly active and engaged in project activities at the regional level, acting as the main point of contact between the project and the stakeholders and beneficiaries at the regional and departmental levels, visiting project activities in the field, and providing useful feedback to stakeholders and beneficiaries on the implementation of project activities.

However, most stakeholders and beneficiaries from the regional level down believed that the project had been poorly negotiated at higher levels of the education system, particularly during the design phase. They said they had not felt like genuine partners and that it often seemed that the project had been imposed on them. The lack of genuine engagement and effective communication across levels generated misunderstandings and created implementation problems that might have been averted. For example:

- Many teachers were never told how the remedial education should fit into their work scope and teaching schedule. Confusion also reigned about whether they would be compensated for this work. Teachers grew demoralized because the remedial education started to feel like an extra unpaid burden.
- In Ziguinchor, according to CRFPE representatives, teacher trainers were chosen at the national level in Dakar without consulting local experts in the field who knew best which teachers would be most suitable as trainers. As a result, many teacher trainers in Ziguinchor lacked the proper qualifications.
- Teachers reported they had received no response to repeated efforts to alert the RCs to the difficulties of trying to implement the EPQ methodology with the large class sizes, and the problem remained unsolved.

Some stakeholders also reported that EPQ had sometimes failed to keep promises, which generated distrust among the implementing partners. For example:

- The additional youth life skills and employability training that EPQ had initially promised to the CRETEF in Kédougou did not materialize. In addition, the participating youths were disappointed when, by the end of the project, EPQ had not followed through on its promises to put them in touch with microfinance institutions to help start their own businesses.

Overall, the findings point to considerable room for improvement in project management and role clarity in the EPQ project.

EVALUATION QUESTION 6: WHAT WAS INTENDED AND WHAT WAS ACTUALLY DONE REGARDING THE REGIONAL TRAINING CENTERS? WHAT KEY LESSONS AND RECOMMENDATIONS CAN BE DRAWN?

The story of the Regional Training Centers is complex. Many national, regional and departmental stakeholders stated that the EPQ had been successful in ensuring that a presidential decree was drafted and that other legal changes were made to set up the centers. A national stakeholder went as far as to say that the EPQ had established a 'pedagogical footbridge' between the national and the local education levels. By decentralizing the management of human resources locally through the CRFPEs, the creation of the centers had facilitated greater coherence and continuity between pre-service training at the elementary level, on the one hand, and in-service training at the middle school level.

“The ‘soft’ component of the project that EPQ facilitated – the regulatory and statutory texts, pedagogical documents, teacher performance measures, etc., – will significantly help improve the quality of teaching in Senegal...”

~ National stakeholder, referring to the EPQ project

Some stakeholders also noted that the EPQ had helped to develop the capacity of CRFPEs by creating tools (such as teacher observation tools), purchasing necessary equipment, providing repairs and training CRFPE personnel.

Despite these perceived successes, however, several challenges arose in making these centers operational, some of which are described under Evaluation Question I. The inability of the project to physically rehabilitate most of the infrastructure of CRFPEs, made carrying out trainings difficult for many regions, as these did not have proper facilities to conduct the trainings.

But perhaps the most evident lapse was the EPQ's lack of success in bringing middle school teacher pre-service training into the package. Not surprisingly, stakeholders' views varied as to why this integration never happened and who was ultimately at fault. On the one hand, the dean and vice dean of FASTEF stated that the MOE did not properly engage and integrate them into the project, and that they did not understand the expectations and needs of the MOE. On the other hand, the director of DFC mentioned that FASTEF was resistant to working with the EPQ project.



Photo: IEF Ziguinchor where teacher trainings take place, IMPAQ International

However, one thing was clear: the MOE and FASSTEF did not see eye to eye and could not come to an agreement. Having been the sole provider of pre-service training to teachers, FASSTEF was not inclined to easily cede that important role.

One lesson learned would appear to be about promoting better communication among government stakeholders at an earlier stage in the process of attempting to implement such structural changes.

LESSONS LEARNED/SUSTAINABILITY

EVALUATION QUESTION 7: WHAT WERE THE GAPS? WHERE DID THE PROJECT FALL SHORT? WHAT KEY LESSONS AND RECOMMENDATIONS CAN BE DRAWN?

As mentioned above in Evaluation Questions 3A, 3B, 4, 5 and 6, the stakeholders and beneficiaries regarded some aspects of the EPQ project as having been successful, while other aspects were seen as having fallen short. Before discussing the perceived gaps and shortcomings more systematically, it is important to acknowledge the role of larger contextual factors that limited the ability to carry out all aspects of the EPQ as intended.

- **High turnover in GOS personnel.** Political factors included a major national election in 2012 that changed the party in power. These political changes were accompanied by turnover in personnel at national ministries, which made it difficult to build a stable network of relationships to support EPQ implementation and operations. Turnover at the national level may also have contributed to the lack of fluid communication across and between the national, regional and departmental levels described under Evaluation Questions 4 and 5.
- **Teacher Strikes.** Teachers went on strike during several stretches of time while the EPQ was in operation. Given the large number of teachers' unions in Senegal, this meant that at one school the teachers would be striking while at another nearby school they would be in the classroom. This on-again off-again geographically dispersed strike pattern—which persisted into the fieldwork period—clearly affected the EPQ. Some local respondents reported extended periods of time in which all EPQ-related activity was suspended because of a strike.
- **Fragility of Casamance Region.** Finally, the regions and schools selected for the site visits for this evaluation were chosen precisely because they are located in fragile, conflict zones and thus presented greater challenges to project implementation and outcomes, as well as a higher level of needs.

With these constraints in mind, we discuss below the gaps and limitations of EPQ implementation and present the recommendations and lessons learned disaggregated by project components.

Component I Challenges and Lessons Learned

Much of the success of the project's activities under this component seem to fall beyond the purview of the EPQ project and instead lay in the political will of the GOS to implement reforms.

Challenges

- **Pre-service education.** While the EPQ project team helped draft decrees and other legal documents, assisted the ministry to establish and operationalize CRFPEs and built CRFPEs' capacity and institutionalize teacher performance standards, the project was not able to transition pre-service education to CRFPEs as initially intended. The pre-service and certification process remains with the FASTEf at the University of Cheikh Anta Diop in Dakar. As discussed under Evaluation Question 6, according to stakeholders at the national level and project document, FASTEf had a monopoly on pre-service training and was reluctant to give it up because FASTEf receives financing based on the number of teachers trained (RTI International, 2014). The dean and vice dean of FASTEf, however, stated that the MOE did not properly engage and integrate them into the project, and that they did not understand the expectations and needs of the MOE.
- **Management of human and financial resources.** National stakeholders suggested that the project should have understood the teacher workforce more as a 'national resource' and exercised more flexibility with regard to the management of human and financial resources. According to stakeholders, because the project did not allow the transfer of trained teachers to other needy regions outside of the project's targeted areas, the project created an imbalance in the allocation of trained teachers in the country. In effect, some regions had many trained teachers while other regions suffered from a severe lack of them. Stakeholders also mentioned that the project's lack of flexibility did not allow for reorienting financial resources from the project's targeted regions to other regions that may have been better prepared and more willing to operationalize a CRFPE.

Lessons. As discussed under Evaluation Question 6, the project might have been more successful at decentralizing pre-service education at the regional level through CRFPEs if it had promoted better communication among government stakeholders at an earlier stage, particularly between the MOE and the MOHE. (See Evaluation Question 6 for further discussion of this issue and lessons that emerged).

Component 2 Challenges and Lessons Learned

As discussed under Evaluation Question 3A, in site locations where the WSA took root, the stakeholders and beneficiaries became actively involved in the management of the school and in community improvement efforts. In these sites, the WSA appears to have created the foundation for positive, even potentially transformative, changes to the school-community relationship along the lines intended by the project developers.

Challenges

- **Community involvement in school management.** Project documents lend further support to this characterization. As reported in the RTI final report (p. 17), together with the MOE, the EPQ developed a School Report Card (BPC) that schools could use to effectively review their

performance and create and follow their school improvement plans. The BPC included various indicators, for example, teacher attendance and the number of books per student. The EPQ project trained CGE participants and principals on how to complete the BPC annually, and the principals presented the results during the community forums, which included discussions of the schools' management and learning environments and ideas for improving them. Some principals and teachers were initially reluctant to involve the community in decisions about school management and governance, while some parents were hesitant to take part because they believed they had nothing to contribute.

- **School leadership.** Good things happened in communities where this initial resistance was successfully overcome. Subsequently, the school staff and community members came to realize that everyone's participation was important for the successful management of the school. For example, in these communities, parents embraced the idea of the School Report Cards, actively helping the school to improve its learning environment. In some instances, they even contributed their own funds to do so (RTI International, 2014). As we saw under Evaluation Question 3B, these active CGEs also took on important issues such as school dropout prevention, violence prevention and early marriage.

However, the other side of the coin is that these efforts floundered in communities where the principal never bought into the idea of the WSA. In several sites, particularly those in more urban areas, little or no progress seems to have been made towards community involvement in school management. There was no CGE to speak of and some key stakeholder groups, including teachers and parents, had not even heard of the WSA or the CGE. Respondents in all school sites reiterated the critical importance of having support from the principals if efforts at school-based transformation were to succeed.

Lessons. Although the EPQ has ended, most respondents believe it has planted the seeds for a larger transformation and efforts should be made to nurture those seeds so they can grow in the future. Several respondents at both the national and regional levels stated that even in the absence of the EPQ project, elements of the WSA would remain operative at least for a while, albeit probably in a somewhat diluted form. For example, some CGEs are still meeting and probably will continue to do so, but not as often as in the past. If the GOS wants to build on these foundations and try to institutionalize or "nationalize" these changes, it should provide further policy support in that direction. In particular, before attempting to implement the WSA more widely in Senegal, systematic and creative attention should be given to devising more effective ways of gaining principals' trust and support from the outset.

Under Evaluation Questions 4 and 5, we described management issues that arose for the EPQ project due to lack of fluid communication across and within levels, as well as the associated misunderstandings and misperceptions of one another's roles, responsibilities and prerogatives. Had the EPQ project more effectively communicated its expectations for the different actors, and done so early in the process, some of them might have been resolved or at least minimized.

Component 3 Challenges and Lessons Learned

Under component 3, limitations had to do with the application of the EPQ methodology, including perceived limitations of the training that teachers received, the availability and content of the remedial materials, the timing of the remedial classes, and most importantly, the difficulties of applying the EPQ methodology in classes with much larger-than-expected class sizes. This sub-section also addresses problems related to the implementation of the project, in particular, issues of teacher compensation and scheduling which likely contributed to the high turnover of teachers trained in remediation.

Challenges

- **Teacher training.** Proper training in the EPQ methodology was considered essential for teachers who would be teaching the math and French remedial classes. However, while most teachers in the focus groups believed the training had been worthwhile, some indicated that the content had been long on theory but short on hands-on guidance. They stated that more time should have been spent on the practical applications of the EPQ methodology in the classroom. Some teachers also complained that their training sessions had been too rushed, with 15 days' worth of material crammed into eight days. As a result, all the material was not adequately covered.
- **Remedial materials.** More importantly, teachers and students also reported that there were not enough materials for the unexpectedly large number of students who attended remediation classes. Teachers in Kédougou said they had to use their own resources to go to the EPQ office to make copies. In Kolda, teachers had been unable to hold multiple remediation classes at the same time due to a lack of materials to go around. Along similar lines, students in Ziguinchor reported that they had to share eight manuals among 60 students in their remedial classes.

In addition, many teachers and students found the content of the remedial materials inappropriate in that the tools and tests were all aligned to the 6e level. Not only was the content repetitive from one year to the next, but students in 4e who tested into remedial classes had their skills remediated only to the 6e level. In addition, many students at the 5e or 4e level who needed remediation in math and French for their grade were not selected for the EPQ project since the test only measured 6e level skill gaps. Some students also stated that the materials were too easy. They did not understand why remediation was the same each year and thought this might be the reason why some of their peers had lost interest in remedial classes.

- **Remedial classes sizes.** *The factor that respondents saw as most detrimental to the ability to implement the EPQ methodology correctly was the large number of students in many EPQ remedial classes, as the EPQ approach is geared to groups of 20 or fewer students.* Teachers at one school reported 80 students in one classroom and between 60 and 70 students at another. With such a high student-teacher ratio, coupled with limitations on available materials and on physical spaces in which to conduct the classes, teachers reported that they had great difficulty adhering to the EPQ methodology. Students confirmed this from their perspective when they reported that they had not worked in groups or played games during their remedial classes, both of which are basic elements of the EPQ remedial approach.

- **Timing of remedial class.** Finally, the timing of the remedial classes was often problematic. Remedial classes were usually scheduled either for the lunch break or after school. However, the focus groups revealed that scheduling the classes during these times posed difficulties for many students. At one rural school, the classes were originally scheduled from 12 p.m. to 2 p.m. But parents requested that the teachers cut into the lunch period by only 30 minutes and then complete the rest of the remedial instruction during regular school hours to meet the needs of students who lived far from the school and had to walk through insecure areas. At another school, remedial classes were also initially held during the lunch break. However, this arrangement proved unworkable because many students did not have breakfast and needed to go home for lunch, while those that did stay for the classes were usually too hungry to concentrate on their schoolwork. Also, a number of female students in Ziguinchor said they could not attend remedial classes during lunch because they were expected to go home to help prepare lunch for their families.
- **Teacher compensation for the remedial class. Another issue that proved problematic was teacher compensation for the remedial classes.** While project reports suggest that the EPQ project trained many more teachers than originally planned because so many students needed remediation (RTI International, 2014), teachers were not paid for providing remediation classes (RTI International, 2014). The focus groups revealed that as teachers came to see the remedial classes as one more additional unpaid burden, many lost motivation for the EPQ project.

To make the effort more sustainable, an agreement was concluded with the MOE so that the time teachers devoted to the remedial classes would be included in the total number of hours they were owed. Each teacher is required to teach 25 hours per week. According to the agreement, if teachers exceeded the 25 hours, they would be paid overtime (RTI International, 2014). However, the Office of the Inspector General's audit found that teachers often had to provide the remediation classes on their own time because they were not integrated into the regular school day (Office of Inspector General, 2014). Not surprisingly, given what the teachers told us about their loss of motivation, there was also a high turnover rate among teachers of remediation, and schools were not guaranteed that the teacher who left would be replaced with one who had been trained in remediation (Office of Inspector General, 2014).

Lessons. While most of these issues could not have been foreseen, several could have been minimized, possibly even prevented altogether, if they had been acted upon quickly at the first signs of a problem. For example, adjustments might have been made or policies amended once it became clear that the number of students requiring remediation had been greatly underestimated. Similarly, moving more quickly to address the issues surrounding the lack of teacher compensation for remediation might have averted some of the teacher turnover. Moreover, integrating remediation into the national curriculum, an idea favored by many stakeholders and beneficiaries, could help prevent many of these implementation issues in the future by making remediation part of schools and teachers' mandates, and facilitating the sustainability of the activity.

Component 4 Challenges and Lessons Learned

Finally, we turn to a consideration of the gaps and shortfalls in implementation of EPQ Component 4, and the associated lessons learned and recommended solutions.

Challenges

- **Building capacity of local youth organizations.** The EPQ project encountered several challenges in its efforts to build the capacity of local groups to support youth policy reform. First, the EPQ project had no formal link to the Ministry of Youth and Sport or to the Ministry of Technical Vocational Education, the entities to which most youth organizations report to in Senegal (RTI International, 2014). Second, the schools saw the employability and life skills training as tools to help their students succeed at school and beyond; they did not see themselves as advocates for policy reform at the Ministry of Youth and Sport (RTI International, 2014). Finally, the short time frame of this pilot component, only 2.5 years, also presented a challenges to the ability of the component to become sustainable.

Despite these challenges, the project was able to establish working groups of interested individuals who met to discuss various aspects of youth policy and reform (RTI International, 2014). Moreover, departmental beneficiaries, such as CDEPS, mentioned that the project support

for their activities, helped legitimize them as valid youth organizations and empowered them to more effectively and more widely reach needy out of school youths.



Photo: CRETEF Ziguinchor, IMPAQ International

- **Trainings.** The employability and life skills trainings had mixed results. Many stakeholders found the *Passport to Success* module very beneficial, as it trained students on subjects ranging from health and hygiene to conflict negotiation and how to dress appropriately for job interviews (RTI International, 2014). However, other schools decided to discontinue life skills programs because these courses were not required. Some schools and organizations had expected more direct skill and vocational trainings and had difficulty keeping out-of-school youths interested in attending classes that had no guarantee of a job at the end. The majority of the materials were also in French and at a level too difficult for some of the participants (RTI International, 2014). Despite these challenges, several departmental stakeholders agreed that combining life skills training and employability programs was the most effective approach to teaching both as these were complementary and mutually reinforcing.

Moreover, it was also a challenge to provide remediation to out-of-school youths who are very mobile. They often move around looking for work and therefore do not have lengthy periods of

time to attend classes (RTI International, 2014). As a solution, the EPQ project offered condensed versions of the remediation classes, but out-of-school youths still did not have the level of education necessary to benefit from remediation classes (RTI International, 2014).

Lessons. Similar to component 3, integrating life skills training into the vocational/technical trainings on a national level, an idea also favored by many stakeholders and beneficiaries, could make the training in employability and life skills more effective and sustainable. Moreover, developing materials in Wolof or Diola instead of French could help make the trainings and materials more accessible and comprehensible to beneficiary youths. (See Evaluation Question 9 for further discussion of this issue and lessons that emerged).

EVALUATION QUESTION 8: WHAT CAN BE LEARNED FROM THE MODELS THAT CAN BE USEFUL GIVEN USAID’S NEW EDUCATION STRATEGY FOR 2011-2015?

EPQ supported improvements in the quality of teaching and learning primarily in Senegalese middle schools. However, valuable larger lessons can be drawn from the project’s approach to remediation, the whole school approach, and the employability models that can be useful for USAID’s new education strategy focusing on improving early grade reading skills, improving tertiary and workforce development programs, and increasing equitable access to education in crisis and conflict situations.

Goal 1. The first goal under USAID’s new education strategy in Senegal aims to improve reading skills for 100 million children in primary grades by 2015 through (USAID, 2011):

- Improved reading instruction
- Improved reading delivery systems
- Greater community engagement and public accountability and transparency

Recommendations. USAID can use the EPQ French and math remedial model to help improve reading instruction and the reading delivery system in Senegal at the early grade level.

The EPQ remediation program seems to have been effective for improving middle school students’ basic competencies in these two subjects. The remediation program was not only popular with parents, community members, school directors and even teachers--who observed improvements in students’ performance in math and reading-- but a final project report showed resulting dramatic increases in students’ basic competencies in math and French (RTI International, 2014). While the remediation activities under EPQ were implemented in middle schools, growing evidence shows that similar remediation activities can be equally successful at helping students in primary school improve their reading skills, such as the Teacher Community Assistant Initiative in Ghana (Innovation for Poverty Action, 2015) and the Read India program in India (Banerjee et al, 2004).

Consistent with the evidence base, training teachers on administering the remediation using a student-centered pedagogy and providing both teachers and students with adequate remedial materials was key

to the success of the remedial program. Hence, in order to adequately translate such programs to the primary level, USAID will need to pay particular attention to teacher training and remedial materials.

USAID will also need to consider the level of competency to which the remediation is addressed when designing remediation at the primary level. The EPQ approach, with only one level of competency remediation, drew mixed reviews from teachers and parents. However, proven remediation programs at the primary level have typically addressed several levels of competency remediation based on the students' knowledge and skills gaps.

USAID can also draw from EPQ's whole school approach (WSA) model to increase community engagement and foster greater accountability and transparency in school management. Where it was fully implemented, EPQ's WSA proved effective in involving communities in the needs of the school, and resulted in increased transparency and improved school governance. The WSA ultimately led communities to improve the school's learning environment through infrastructure upgrades while also holding school principals and teachers more accountable. The evidence base also shows that use of strong forms of the WSA, also known as School Based Management, can be an effective way to increase school accountability and transparency and can also have positive effects in improving students' test scores (Bruns, et al, 2011).

Goal 2. The second goal aims to improve the ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015, through (USAID, 2011):

- Increased access to vocational/technical and tertiary education and training for underserved and disadvantaged groups
- Improved quality of tertiary education and research in support of country development priorities
- Improved relevance and quality of workforce development programs

Recommendations. USAID can draw from the experiences of EPQ's two-and-a-half year pilot program on youth education and employability to increase access to vocational education for disadvantaged youth and improve the relevance and quality of workforce development programs.

“If girls want to open up a business, it is just as important that they learn to set up a business and recruit and effectively communicate with potential clients, as it is that they learn to sew or cook...”

~ Departmental stakeholder, referring to the the EPQ life skills training (PPR) activity

To increase access to education and training for underserved youth, USAID will need to build the capacity of local organizations most able to provide these services. EPQ's youth needs assessment found that these organizations included middle schools, CDEPS, CRETEF, NGOs and Community Based Organizations (CBOs) (RTI International, 2014). Equally important, since most youth-focused organizations report either to the Ministry of Youth and Sport or the Ministry of Technical Vocational

Education, USAID should establish formal links with these ministries early on to ensure buy-in and hence sustainability of projects.

To improve the relevance and quality of workforce development programs, USAID can draw on the successes and lessons of EPQ employability and life skills training efforts. The life skills training program, *Passport to Success* (PPR), was so well received by project beneficiaries that many schools petitioned the MOE to make the module a part of the curriculum. Compared with provision of separate training in each, anecdotal evidence suggest that combining life skills with technical/vocational training is more effective both at inculcating important life competencies in youth, and in reinforcing and strengthening technical skills (World Bank, 2013). Important to the success of PPR was its interactive, practical, and playful instructional approach that kept youth focused and engaged during the trainings.

USAID should also consider gearing training materials to the youth's reading levels: EPQ materials were written in French at a level too difficult for many participants (RTI International, 2014). In addition, a USAID should design programs with knowledge of which activities are age appropriate given any legal requirements or constraints. EPQ had originally planned to include youth internships in the private sector. However, most established businesses only offered work experience to high school or university graduates, and local micro-businesses generally employed family members as apprentices. Out-of-school youth were thus excluded from most employment opportunities (RTI International, 2014). Teaching entrepreneurship was also ineffective under EPQ, because trainees were too young to be eligible to receive credit to start businesses (Office of Inspector General, 2014).

Goal 3. The third goal aims to increase equitable access to education in crisis and conflict environments for 15 million learners by 2015 through:

- Safe learning opportunities for children and youth
- Strengthened crisis prevention efforts
- Strengthened institutional capacity to provide services

Recommendations. Similar to the lessons drawn for goal 2, in its efforts to strengthen crisis prevention efforts while providing youth with safe learning opportunities, USAID can build off EPQ's experience building the capacity of local youth-serving organizations, such as CDEPS and CRETEF, in the fragile and conflict affected area of the



Casamance region. Organizations like the CDEPS target disaffected out of school youth who would otherwise have few life prospects, and provide them with the necessary skills and knowledge to improve their life outcomes. Supplying these organizations with resources such as photocopiers, computers, and

training materials as well as training their staff members on employability and life skills seems to have been important aspect of strengthening the capacity and effectiveness of these organization.

Furthermore, in planning to work with these local organization, USAID should consider making financial resources available to help youth launch the business projects they had designed during the EPQ project. Departmental stakeholders mentioned that many of the youth who participated in the EPQ project worked hard all year to develop projects and business ideas but became further disillusioned and discouraged by the end of the project as they could not seem to secure any funds to make their projects realities. Many were often too young to be eligible to receive such funds from many sources, such as microfinance institutions.

EVALUATION QUESTION 9: WHAT ARE THE SHORT AND MEDIUM-TERM BENEFITS?

Short-and medium-term benefits are those that are expected to precede and lay the groundwork for anticipated long-term outcomes. Even though the project was realigned, the EPQ project was in operation long enough to reasonably expect that some short-and medium-term benefits might have been achieved. Based on the data gathered and analyzed in this evaluation, we can point to several areas in which good progress has been made in the expected directions based on the project's intermediate results (IR) as outlined in the Result Framework (see Exhibit 2).

- **IR 1: A better educated/motivated teacher workforce that includes more female teachers, with defined career structure and peer support.** With respect to strengthening of the teacher workforce, national and regional level respondents as well as participants in the teacher focus groups noted that having been trained in and sought to apply the EPQ methodology had altered some teachers' views of good teaching, as well as their classroom practices, to be more student-centered. In some cases, teachers had generalized the approach to all students, not just those needing remediation. Even after EPQ funding ceased, many respondents believed some teachers would still strive to apply the basic tenets of the EPQ methodology, as, in the words of one teacher, "it has become part of us."
- **IR 2: Improved school governance and management.** Our findings suggest that where it was implemented as intended, the EPQ-inspired Whole School Approach (WSA) has helped to democratize school-based management by involving a broader group of community stakeholders along with school personnel. The WSA has also promoted greater transparency around school finances at these sites. Thus, were these or similar efforts to be implemented more widely, they might well lead to improved long-term outcomes in this critical arena.
- **IR 3: Increased teacher/student competency in French reading and math.** The findings suggest that good progress has been made in these two areas. Teachers said their French and mathematics teaching skills have improved and their students seem more responsive. Some recommended that the EPQ approach be extended to other related subjects, such as history and laboratory sciences. Parents, too, reported improvements in their children's grades in these subjects, while the students themselves confirmed that the EPQ teachers' increased

focus on whether they had understood the material and generally more open approach had done much to improve their grades in these key subjects. Again, if these results were to be writ large, it could have major beneficial long-term consequences for the Senegalese education system.

- **IR 4: Expanded opportunities for youth education, community service, and employability skills.**

Our findings suggest that the project's training activities for youth in employability and life skills in the fragile and conflict affected area of the Casamance region may have contributed to the peace process and stability in the region. In fact, several departmental stakeholders reported that the project's activities in that area helped increased economic opportunities and thus hope in the future among for disaffected youth— for whom often the lack of hope can fuel disaffection with society and make them susceptible to the blandishments of those who advocate conflict.

Community observed decrease in violence and gang activity among youths as a result of PPR

The mayor of Marsassoum, a major town in Sédhiou, reported a noticeable decrease in violence and gang activity and violence in the market area, which he attributed to the PPR training (especially its conflict resolution module) local youth had received as a part of the project.

UNANTICIPATED/UNINTENDED CONSEQUENCES

Sometimes educational and social programs directly or indirectly help to foster unanticipated positive outcomes. While gender is a major focus of the evaluation, no evaluation question specifically addresses the issue of how the EPQ project might have affected, or be affecting, rates of early marriage and pregnancy for teenage girls in the selected regions.

Yet some respondents at the local level – particularly, parents in Kédougou and Kolda – saw such a connection. The EPQ project has lowered the number of young women dropping out of school, they said, with the result that fewer teens are getting married and having children at an early age. These respondents were mostly reasoning on a known case-by-case basis. However, high dropout rates for girls combined with early marriages and pregnancies presents a huge problem in their communities.

Further, the active CGEs in these regions have devoted considerable effort to raising awareness on these issues by holding discussion forums and disseminating information. While we do not have the data to confirm or disconfirm this relationship, it might be worth exploring these connections in a more rigorous and systematic way.

CONCLUSIONS & RECOMMENDATIONS

OVERARCHING CONCLUSIONS

EVALUATION QUESTION 1: TO WHAT EXTENT DID THE PROJECT MEET ITS OVERALL OBJECTIVES?

Overall, the project enjoyed mixed success at meeting its objectives in the sense of accomplishing all the planned activities. The report discusses this in detail for each of the four EPQ components under evaluation question 1. Here we summarize this discussion by noting that each component includes items accomplished, partially accomplished, and not accomplished, with some components enjoying more accomplishments than others, but all demonstrating considerable accomplishments. In particular, and not surprisingly, Components 2 and 3 were especially successful in this regard.

EVALUATION QUESTION 2: HAVE FEMALE AND MALE STUDENTS, AND FEMALE AND MALE TEACHERS, BENEFITED FROM THE PROJECT EQUALLY OR DIFFERENTLY, AND HOW DOES THE PROGRESS COMPARE TO THE EXPECTED PROJECT OUTCOMES?

Both male and female students appear to have benefited from their participation in the EPQ project, particularly by improving their math and French basic competencies. However, consistent with expected outcomes, girls seem to have experienced additional, if sometimes only time-limited benefits from the remedial classes, the employability and life skills programs, and from community engagement in school management and governance. Female students reportedly participated in remedial classes in greater numbers, which helped them progress to the next grade, and were more motivated and engaged in class than boys. However, these positive effects usually only lasted until the 10th grade, when many girls drop out of school due to family demands on their time.

Out-of-school girls who participated in the EPQ education and employability components were also typically more engaged and motivated than their male counterparts. In addition, the community engagement component of the EPQ helped to focus community awareness on issues of particular relevance to girls, including school dropout, early marriage and pregnancy, and sexual violence and sexual harassment.

By contrast, our evidence does not permit making any statements as to whether, or how, the EPQ might have differentially affected the female as compared to the male teachers. While national level

stakeholders spoke about EPQ female teacher empowerment activities, the female teachers in our focus (there were only 4 of them) had heard little about any such activities.

EVALUATION QUESTION 3A: TO WHAT EXTENT AND IN WHAT WAYS DO STAKEHOLDERS AND BENEFICIARIES PERCEIVE THE WHOLE SCHOOL APPROACH TO HAVE BEEN USEFUL FOR THE FUTURE GIVEN THAT THE PROJECT HAS ENDED?

The idea behind the WSA was to foster greater community ownership of and connection to the schools by creating the community engagement groups, or CGEs, for parents and students to work with school staff and become directly involved in decision making on the operation and management of the schools. Stakeholders and beneficiaries—including parents and students—were all quite positive about the concept behind the WSA. Where it took hold, the WSA mobilized and helped to bring together the community around common school-focused and youth-focused efforts, representing a major break from the more typical pattern in Senegal in which principals tend to make decisions with little transparency or accountability to the community.

However, the WSA took hold strongly in some places but not in others; when not, this was primarily due to resistance from the principals. Community characteristics may also have played a part: of the six school sites visited, the WSA was much stronger at the three rural schools than at their urban counterparts. Unfortunately, while these findings are suggestive, our small purposive sample does not allow generalization from these six cases to a wider population of EPQ schools in these or other Senegalese regions. However, overall, respondents recognized the strengths of the WSA and its potential future usefulness to all communities in Senegal.

EVALUATION QUESTION 3B: TO WHAT EXTENT AND IN WHAT WAYS DO STAKEHOLDERS AND BENEFICIARIES PERCEIVE THE TEACHER TRAINING APPROACH TO HAVE BEEN USEFUL FOR THE FUTURE GIVEN THAT THE PROJECT HAS ENDED?

Teachers, parents and students were all very positive about the benefits of the EPQ pedagogic methodology for both the teaching and learning of basic French and math. Teachers claimed that application of the remedial approach had greatly improved their teaching, especially their ability to successfully explain the material to the students, as well as their classroom management skills. Parents reported an improvement in their children's grades in these and other subjects as well as more favorable attitudes toward school. Students said they much preferred their remedial classes to the regular classes; the remedial teachers were more patient, better at explaining things so they could understand, more open and less and less punitive. The fact that the EPQ methodology was so often implemented under less-than-ideal circumstances—in classes with large numbers of students, without enough materials to go around, and at inconvenient times—only serves to illustrate all the more the potential future usefulness of this EPQ component.

EVALUATION QUESTION 5: HAVE THE PROJECT COMPONENTS AND THEIR ACTIVITIES BEEN WELL MANAGED AT THE NATIONAL, REGIONAL AND LOCAL LEVELS?

EVALUATION QUESTION 6: WERE THE ROLES AND RESPONSIBILITIES CLEAR TO KEY STAKEHOLDERS AND WERE THEY CARRIED OUT CORRECTLY?

Although some strong relationships were formed at the national and regional levels that facilitated project management, the communication within and across different levels of the project was not especially fluid. This contributed to a lack of clarity about roles and responsibilities as well as to a perception among many respondents from the regional level down that the EPQ had been poorly negotiated and imposed on them rather than involving them as real actors.

Failure to communicate effectively across levels generated misunderstandings and created implementation problems that might have been averted. For example, had national level staff responded more quickly to the teachers' persistent attempts to alert them to the problems of trying to apply the EPQ methodology with such unexpectedly large numbers of students, a quicker resolution might have been found and high rates of turnover stemmed among teachers of remediation. It is difficult to evaluate whether roles and responsibilities were carried out "correctly" in the absence of a clear common framework of understanding. Project management is an area that left room for improvement.

EVALUATION QUESTION 7: WHAT WAS INTENDED AND WHAT WAS ACTUALLY DONE REGARDING THE REGIONAL TRAINING CENTERS? WHAT KEY LESSONS AND RECOMMENDATIONS CAN BE DRAWN?

Different stakeholders held different perspectives on what happened with regard to the regional training centers, and why. Although the centers were in fact established, the intended impact in terms of integrating teacher training was much greater on in-service than on pre-service training because the MOE and FASTEF could not come to an agreement. Having been the sole provider of pre-service training to teachers, FASTEF was not inclined to easily cede that important role. Thus, as an extension of the discussion of Research Questions 5 and 6, the most obvious lesson learned is to find ways to improve communication government stakeholders at an earlier stage in the process of attempting to implement structural changes.

EVALUATION QUESTION 8: WHAT WERE THE GAPS? WHERE DID THE PROJECT FALL SHORT? WHAT KEY LESSONS AND RECOMMENDATIONS CAN BE DRAWN?

The EPQ functioned in a wider environment that placed limits on the project team's ability to implement the project as intended. These included political changes at the national level that created turnover in

national ministries, which in turn made for instability of relationships supporting project implementation; intermittent teachers' strikes that at different times affected some areas and schools, but not others; and the fragility of the targeted regions. It would be unfair to discuss gaps and shortfalls without first recognizing these constraints. Below we highlight the major challenges and associated lessons learned for each component.

Component 1: Challenges and Lessons Learned

- **Challenge:** Pre-service education. The project was unsuccessful at transitioning pre-service education to CRFPEs as initially intended.
- **Lesson:** Promoting better communication between the MOE and the MOHE at an earlier stage might have helped FASTEF and the MOE to have come to an agreement regarding in-service training.

Component 2: Challenges and Lessons Learned

- **Challenge:** The WSA did not take hold in communities where the principal never bought into the idea.
- **Lesson:** Devise more effective ways of gaining principals' trust and support from the outset.

Component 3: Challenges and Lessons Learned

- **Challenge:** Remedial materials. There were not enough materials to go around for the large number of students who attended remediation classes. Many teachers and students found the content of the materials inappropriate in that they were all geared to remediating at the same level.
- **Challenge:** Remedial class sizes. The very large number of students in many EPQ remedial classes made it hard to apply the EPQ methodology with fidelity.
- **Lesson:** Act quickly and at the first signs of a problem.

Component 4 Challenges and Lessons Learned

- **Challenge:** Building capacity of local youth organizations. The EPQ project had no formal link to the Ministry of Youth and Sport or to the Ministry of Technical Vocational Education, the entities to which most youth organizations report.
- **Challenge:** Trainings. It was difficult to provide remediation to out-of-school youths who were very mobile and often lacked the requisite educational level to benefit from remediation classes.
- **Lessons:** Working on building communication among government stakeholders and cross-ministry linkages from the start of the project; as much as possible, tailor trainings and materials to their intended target population.

EVALUATION QUESTION 9: WHAT CAN BE LEARNED FROM THE MODELS THAT CAN BE USEFUL GIVEN USAID'S NEW EDUCATION STRATEGY FOR 2011-2015?

Goal 1. The first goal under USAID’s new education strategy in Senegal aims to improve reading skills for 100 million children in primary grades by 2015 through (USAID, 2011):

- Improved reading instruction
- Improved reading delivery systems
- Greater community engagement and public accountability and transparency

Recommendations. USAID can use the EPQ French and math remedial model to help improve reading instruction and reading delivery systems. In doing so, USAID should pay attention to the level of competency to which the remediation is addressed, particularly at the primary level, where proven remediation programs have typically sought to address different levels of competency based on student’s knowledge and skills gaps.

USAID can also draw from EPQ’s whole school approach (WSA) model to increase community engagement and foster greater accountability and transparency in school management.

Goal 2. The second goal aims to improve the ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015, through (USAID, 2011):

- Increased access to vocational/technical and tertiary education and training for underserved and disadvantaged groups
- Improved quality of tertiary education and research in support of country development priorities
- Improved relevance and quality of workforce development programs

Recommendations. USAID can draw from the experiences of EPQ’s 2.5 year pilot program on youth education and employability to increase access to vocational education for disadvantaged youth and to improve the relevance and quality of workforce development programs. In so doing, USAID should focus on building the capacity of local organizations most able to provide these services, namely, CDEPS, CRETEF, NGOs and Community Based Organizations (CBOs)

To improve the relevance and quality of workforce development programs, USAID can also draw on the successes and lessons of EPQ employability and life skills training efforts. Important to their success was the interactive, practical, and playful instructional approach that kept youth focused and engaged during the trainings. In addition, USAID should tailor any associated training materials to the youths’ reading levels.

Goal 3. The third goal aims to increase equitable access to education in crisis and conflict environments for 15 million learners by 2015 through:

- Safe learning opportunities for children and youth
- Strengthened crisis prevention efforts
- Strengthened institutional capacity to provide services

Recommendations. USAID should build on EPQ’s experience in developing the capacity of local youth-serving organizations, such as CDEPS and CRETEF, in the fragile and conflict-affected area of the Casamance region. Supplying these organizations with resources such as photocopiers, computers, and training materials as well as training their staff members on employability and life skills seems to have been important aspect of strengthening the capacity and effectiveness of these organization. Furthermore, in planning to work with these local organization, USAID should consider making financial resources available to help youth launch the business projects they had designed during the EPQ project.

EVALUATION QUESTION 10: WHAT ARE THE SHORT AND MEDIUM-TERM BENEFITS?

The EPQ project was in operation long enough to have led to achievement of some short-and medium-term benefits. We found that the EPQ methodology had altered some teachers’ views of good teaching for all students, not just those needing remediation. Several teachers believed, as one of them put it, that the EPQ methodology had become “part of us,” and would persist for quite some time after the EPQ itself had ended. This is a medium-term benefit that, with the right incentives, could grow into a long-term change. Likewise, where it had taken hold, the EPQ-inspired Whole School Approach (WSA) had begun to democratize and equalize the relationship between the community and the school, and community members, including students and teachers, had become actively engaged in school decision-making activities and community events. This, too, suggests a medium-term outcome for certain communities that, under propitious conditions, might be extended to other communities on a wider level. Finally the success of the remedial classes in improving student results in reading French and in math suggests the possibility of wider success with broader application.

RECOMMENDATIONS

The IMPAQ team offers USAID the following recommendations, by EPQ component, based on a careful consideration of our evaluation findings. Here we do not repeat the recommendations under evaluation question 9 that directly pertain to the USAID education strategy.

Component I Recommendations

- **Promote better communication among government stakeholders at the earliest possible stage in implementing the project, and continue to support such processes throughout the project’s life.** One approach would be to establish a steering committee to create a platform for dialogue among the relevant stakeholders. For the EPQ, participants might have included representatives of ministries involved in the project, FASTER, USAID, EPQ project staff, and representatives of school principals and teachers. Such an approach could be particularly valuable in ensuring continuous and fluid communication among all parties, especially in a context of high turnover of government staff.
- **Engage representatives of all beneficiary groups in the design phase to ensure buy in and sustainability of project activities.** The EPQ did a good job of involving teachers in the

development of teacher performance standards and training modules, which promoted teacher empowerment and led to some teachers becoming leaders and change agents in their schools. However, the EPQ did not similarly involve other beneficiaries in the same way. One approach would be to organize community forums as part of the project design phase to share and solicit community input on project plans.

- **Establish a functional system of monitoring and follow-up** so that when communities voice issues and concerns about project implementation, the project is able to meaningfully and constructively respond and follow up.

Component 2 Recommendations

- **Work with principals and community groups early on to overcome any initial resistance to the introduction of the Whole School Approach by demonstrating that it benefits all groups.** This might be accomplished by encouraging principals to meet and speak with other principals where the approach has been successfully implemented and by involving principals in early planning meetings.

Component 3 Recommendations

- **Make remedial education part of the national curriculum in Senegal.** Given the significant need for remediation of all students in Senegal, the insufficient number of teachers to meet that need, and issues of teacher compensation, one approach would be to hire and train high school graduates from local communities as teacher assistants to provide remedial education. This approach has been successfully implemented in other countries including Ghana and India.

Component 4 Recommendations

- **Develop a better mechanism to help youths transition from vocational and technical training to employment.** One possibility is to establish a fund to support business ideas and organize an end-of-the year competition where the « best » business plans would be eligible for funding.
- **Provide incentives for private companies to work with vocational schools,** like CRETEF, to expand youths' work opportunities through internships.

ANNEXES

ANNEX I: EVALUATION STATEMENT OF WORK

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Purchase Order No. AID-685-C-15-00002
EPQ Performance Evaluation

SECTION A – QUANTITY OF SUPPLIES OR SCOPE OF SERVICES

A.1 TITLE

Performance Evaluation of USAID/Senegal Improving Education Quality (aka *Education, Priority, Quality*; EPQ) project.

A.2 DUTIES/TERMS OF SERVICE

The Contractor shall perform a performance evaluation of USAID/Senegal's EPQ Cooperative Agreement (CA) with Research Triangle Institute (RTI) International

1. Purpose and use of the Evaluation

The purpose of this performance evaluation is to assess achievements to date of the EPQ project, measure progress toward attainment of planned results and identify areas for improvement. Specifically, the Evaluation Team shall review and assess the adequacy of the project components:

- (1) Implementation progress;
- (2) Project management; *and*
- (3) Project sustainability

In addition to the evaluation findings, USAID/Senegal expects that good practices, lessons learned, and recommendations will provide ways to maintain momentum and guide USAID, RTI and the Ministry of Education (MOE) in future programming.

Overall, the primary audience for this evaluation is USAID/Senegal, RTI, the MOE, local partners, beneficiaries and institutions.

After four years of implementation (May 2010 – October 2014), a comprehensive look at the aforementioned three components shall help to identify successes, strengths and weaknesses, constraints, nature of services, and efficiency with which the project provides inputs.

The Contractor shall gather a wide range of background information from key stakeholders to ensure that the findings and recommendations are based on an accurate understanding of EPQ, and that multiple perspectives have been consulted to pave ways for the utilization of the evaluation results.

USAID/Senegal, USAID/EPQ, sub-grantees, civil society leaders, local officials, State audit and control agencies, ministries and others institutions' staff to ensure that the findings, conclusions, and recommendations are based on an accurate understanding of the project and that multiple perspectives have been consulted to pave the way for utilization of the evaluation results.

2. Context:

EPQ is a four-year project (2010 – 2014) funded by USAID and carried out by RTI in collaboration with the MOE. In addition, for one of its components, RTI also works with its partners International Youth Foundation (IYF) and Making Cents and in collaboration with the Ministry of Youth and Sport. EPQ's objective is to assist Senegal in decentralizing and strengthening its teacher preparation process, improving school governance and management, strengthening students' basic skills in French and math, and providing life skills and employability opportunities to middle school-aged youth in six of Senegal's 14 regions: Fatick, Kolda, Kédougou, Sédiou, Tambacounda, and Ziguinchor.

EPQ aims to improve the quality of middle school education in Senegal through four components:

- Teacher training reform;
- Whole school approach;
- Basic skill improvement in 7th and 8th grade French and Mathematics; *and*
- Youth development opportunities

In addition, the project incorporates the cross-cutting Gender and Community Mobilization components.

The EPQ team focuses on sustaining improvements by allowing Senegal to take ownership of the program by working with Senegal's MOE and the private sector and by building the capacity of local organizations that conduct education activities.

The table below provides a summary of the EPQ project:

Project Name	USAID/EPQ
Project Number	CA No. 685-A-00-10-00124-00
Project Start and End Dates	May 1, 2010 – October 29, 2014
Total Funding	\$15,770,273
Implementer	RTI
Activity Manager	Luann Gronhoyd, Education Team Leader, USAID/Senegal

3. Tasks

The Contractor shall investigate to answer the following key evaluation questions and sub-questions. These questions must be finalized in consultation with USAID.

The evaluation team shall answer the following questions for all components of the project.

a. Implementation Progress

- To what extent is the project on track to meet its overall objectives by the end of the agreement?

- Have girls and boys benefited from the project equally or differentially and how does progress made compare to the expected project outcomes?
- What additional support is deemed necessary to achieve the expected results?
- In what ways and to what extent the whole school and teacher training approach are contributing to the achievement of project objectives?

b. Project Management

- Have each of the project components and their activities been well managed at national, regional and local levels?
- Have the roles and responsibilities of the key stakeholders been adequately articulated and carried out?
- What lessons have been learned about how to successfully engage and work with Regional Training Centers?

c. Project Sustainability

- To what extent are the models tested in pilot-regions ready to be scaled-up in all regions of the country?
- What are the prospects of sustaining project benefits in the long run?

d. Methodology

The Contractor shall review the project period ranges from May 2010 to October 2014.

a. Evaluation Design

A mixed –methods evaluation design that examines the implementation of the EPQ project is indicated. The evaluation design will allow to rigorously answering each of the Evaluation questions. In Dakar and in a purposeful sample of targeted localities and sites, the team shall also meet and interview representatives from the GOS, partners and other stakeholders. Outside Dakar, the evaluation team shall visit a sample of education settings, and meet with teachers, education officials and other education community members at various levels. Some of the stakeholders to be interviewed include local administrative officials in targeted localities; regional and departmental school inspection officials; partner education setting principals and teachers; members of management and parent teacher committees; education community members; students in assisted education settings; businesses; and civil society. A list of relevant stakeholders per locality, including the names of organizations, contact persons and the schedule of field visits and interviews will be provided.

b. Data sources and collection methods

The evaluation team shall review all relevant documents including those listed in the background section. The project period to be reviewed ranges from May 2010 to

October 2014. In Dakar and in a purposeful sample of targeted localities and sites, the team shall also meet and interview representatives from the GOS, partners and other stakeholders.

Outside Dakar, the evaluation team shall visit a sample of education settings, and meet with teachers, education officials and other education community members at various levels. Some of the stakeholders to be interviewed include local administrative officials in targeted localities; regional and departmental school inspection officials; partner education setting principals and teachers; members of management and parent teacher committees; education community members; students in assisted education settings; businesses; and civil society. A list of relevant stakeholders per locality, including the names of organizations, contact persons and the schedule of field visits and interviews shall be provided. If deemed necessary, a sample of stakeholders will be selected depending on the type of organizations (e.g., business, civil society, etc.)

Criteria for sample selection (both for sites and interview participants) will be developed by the evaluation team in consultation with USAID.

c. Data analysis methods

The evaluation design plan should provide plans for analysis of all qualitative and quantitative data collected. The analysis should identify any barriers or constraints to realizing the program as planned and as adapted to changing circumstances (e.g., political or policy environment changes, etc.). Prior to the start of data collection, the evaluation team shall develop and present, for USAID review and approval, a data analysis plan that details how focus group interviews will be transcribed and analyzed; what procedures will be used to analyze qualitative data from key informant and other stakeholder interviews; and how the evaluation will weigh and integrate qualitative data from these sources with quantitative data from existing performance monitoring data to reach conclusions about the program achievements.

d. Limitations of the methodology

The contractor shall include in the evaluation reports (draft and final) any methodological limitations to the evaluation. For instance, key informant interviews are suggested as a primary data source for this evaluation. Given the short timeline for this study, the evaluation team may not be able to cross-check key informant characterizations of changes in beneficiary behavior and competencies through direct beneficiary interviews or observation. Moreover, it is anticipated that some interviews may be conducted in the presence of at least one or more outside observers, including USAID staff, and that interview responses could be affected by the presence of these observers.

The Contractor shall complete its evaluation design matrix as much as they can; based on the proposed approach to this evaluation.

The tasks in this Scope of Work (SOW) shall be implemented over a period of about eight (8) weeks (6 –working days per week), starting around November 2014. The schedule below is illustrative and will be discussed and revised as required:

- Familiarization with USAID/EPQ project and development of evaluation methodology (2 weeks);
- Interviews and Field visits (3 weeks);
- Draft evaluation report (2 weeks);
- One-day debriefing of findings at USAID/Senegal (1 working day); *and*
- Final evaluation report (1 week)

Tasks	Dates/Timeframe
Meeting with USAID to (a) discuss the draft work plan; (b) review and confirm planned dates of submission of deliverables; and (c) brainstorm on key accomplishments, weaknesses, opportunities and threats.	December 2014
Meetings with RTI to (a) review the information sources, contact list and sampling strategy/frame; (b) discuss appointment dates and times; and (c) brainstorm on key accomplishments, weaknesses, opportunities and threats.	December 2014
In-briefing with GOS representatives, including education officials	December 2014
Document Review	December 2014/ January 2015
Final Work plan, methodology and tools Submitted for approval	January 2015
USAID review of work plan, including data collection methods and tools (2 business days)	January 2015
Meetings with Dakar-based key informants	January / February 2015
Field travel and data collection	January / February 2015
Data Analysis and Drafting of Evaluation report	January / February 2015
Debriefing with USAID/Senegal and RTI staff	February 2015
Debriefing with education officials	February 2015
First draft revision based on comments, and Full draft submission to USAID	February 2015
Feedback from USAID/Senegal and RTI (6 business days)	March 2015
Final Revisions to Report , Translation in English, and Submission of final report (French and English versions)	March 2015
TOTAL LEVEL OF EFFORTS	8 weeks

4. Staffing and Qualifications

The Evaluation Team must be comprised of the following staff:

- Laurence Dessein, Team Leader;
- Michaela Gulmetova, Quantitative Analyst and Field Researcher;
- Alistu Schoua-Glusberg, Lead Qualitative Analyst and Lead Field Researcher; *and*
- Safietou Kane, Qualitative Analyst and Lead Field researcher, Local Consultant

All candidates require the prior consent of the Contracting Officer (CO), to ensure the proposed candidates possess the qualifications listed below. The Evaluation Team will work under the overall direction of the Team Leader.

The Evaluation Team Leader is responsible for clarifying the scope and timeline with USAID/Senegal, compiling and distributing the background materials to the team members, team management and coordination, writing assignments, making transportation and logistics arrangements, field work preparation/scheduling, and briefings/debriefings. Working in conjunction with other team members, she or he will be responsible for data analysis, drawing clear and convincing findings, lessons learned, conclusions and recommendations.

The Evaluation Team Leader must have the following skills and qualifications:

- Proven Evaluation Team Leader experience;
- Minimum of 10 years' experience working in education sector in Africa, including policy analysis, curriculum development. Proven experience designing, assessing and evaluating education programs;
- Strong interpersonal skills as a team leader;
- Strong analytical capacity and observation;
- Strong management skills;
- Excellent spoken French and reading comprehension in French;
- Ability to write high quality technical documents in English; *and*
- At least a Master Degree in Education or relevant field.

Additionally, other team members must have proven experience in evaluation and expertise in the following areas:

- Evaluation of peace projects/programs;
- Teacher training Experience;
- Education Policy;
- Gender Analysis; *and*
- Excellent spoken and written skills in French and English.

5. Evaluation Management

USAID/Senegal and PGP staff can assist with scheduling meeting and appointments with key stakeholders. USAID/Senegal will not provide any office space and access to office equipment (printer, copier, fax, telephone) for the Evaluation Team's use.

The Evaluation Team Leader shall submit all draft documents to the evaluation activity Contracting Officer's Representative (COR) at USAID/Senegal. USAID will provide comments on the work plan within five (5) working days of receipt. The Evaluation Team leader shall submit the draft evaluation report to USAID/Senegal prior to the presentation. USAID/Senegal and key stakeholders will provide comments to the Evaluation Team Leader within 10 working days after presentation of the findings/conclusions/ recommendations.

The Evaluation Team Leader shall incorporate USAID and key stakeholders' comments and submit the final evaluation report to USAID/Senegal in electronic format (MS Word) as well as five printed and bound copies in English and five copies in French no later than 10 working days of receipt of the comments. The Evaluation Team Leader shall submit an electronic copy to Development Experience Clearinghouse at <http://dec.usaid.gov> or M/CIO/KM, RRB M01, USAID, Washington DC 20523.

A.3 DELIVERABLES

The Evaluation Team shall deliver the following to the USAID/Senegal COR for this contract:

1. An operational work plan including evaluation design, evaluation timeline, data collection methodology and tools; and a draft outline of the final report for approval
2. A draft evaluation report;
3. MS PowerPoint presentation to USAID/Senegal and the stakeholders about the findings, conclusions and recommendations; *and*
4. A final evaluation report in French and English. The final evaluation report shall meet the quality criteria specified. The final evaluation report must meet the quality criteria specified in the Evaluation Policy. Please see following link for more information.
<http://www.usaid.gov/evaluation/policy>

Additionally, the report shall adequately separate and specify the Program's components by delineating each component when it comes to present the findings, conclusions, and recommendations.

The Evaluation Team shall propose its own evaluation report outline but it is expected that the main body (sections "Introduction" through "Lessons learned") of the final evaluation report will not exceed 50 pages. It is expected that the report shall include the following sections:

1. Acknowledgement;
2. Acronyms List;
3. Executive Summary;
4. Table of Contents;
5. Introduction;
6. Background;
7. Purpose, Questions and Methodology of the Evaluation;
8. Findings (about implementation, management, sustainability, etc.);

9. Analysis;
10. Conclusions
11. Recommendations and Strategic Options;
12. Lessons Learned;
13. Bibliography; *and*
14. Annexes (Statement of work, organizations and people contacted; a discussion of the methodology and data collection tools, any major data sets (quantitative and qualitative survey data sets, including full interview transcripts or transcript summaries)

The Evaluation Team Leader shall submit all draft documents to the COR named below under Section A.8 below. The documents shall be in English in electronic format (e-mail or disk in easily readable format). USAID will provide comments on the work plan within five working days of receipt. The Evaluation Team leader shall submit the draft report to USAID/Senegal prior to the presentation. USAID/Senegal and key stakeholders will provide comments to the Evaluation Team Leader within 8 working days after presentation of the findings/conclusions/ recommendations. The Evaluation Team Leader shall incorporate USAID and key stakeholders' comments and submit the final report to USAID/Senegal in electronic format (MS Word) as well as five printed and bound copies in English and five copies in French no later than 10 working days of receipt of the comments. The Evaluation Team Leader shall submit an electronic copy to Development Experience Clearinghouse at <http://dec.usaid.gov> or M/CIO/KM, RRB M01, USAID, Washington DC 20523.

A.4 PERIOD OF PERFORMANCE

The period of performance is from the date specified in Block 3 of the Standard Form (SF)-1449 through May 22, 2015.

A.5 ACCOUNTING AND APPROPRIATION DATA

Requisition No. REQ-685-14-000038.

BBFY	EBFY	Fund	Program Area	Program Element	SOC	Amount
2013	2014	DV-GFSI	A26	A140	2510300	\$118,717
TOTAL						\$118,717

A.6 PAYMENT SCHEDULE

The Contractor shall submit, to the Office of Financial Management (OFM), invoices (with SF-1034), which shall not exceed the total purchase order amount of \$118,717 USD. Payment shall be made within 30 days after submission of a proper invoice and acceptance by the COR of the invoice. A three-installment payment shall be made per the following schedule:

- **Payment 1:** One third of the total purchase order amount upon acceptance by the COR of Deliverable 1 – Operational work plan.

- **Payment 2:** One third of the total purchase order amount upon acceptance by the COR of Deliverables II and III – draft evaluation report and MS PowerPoint presentation to USAID/Senegal and the stakeholders about the findings, conclusions and recommendations.
- **Payment 3:** One third of the total purchase order amount upon acceptance by the COR of Deliverable IV – final evaluation report in English and French.

Payment shall be made within 30 days after submission of a proper invoice and acceptance by the COR of the invoice. Payment shall be made by Electronic Fund Transfer (EFT) as practical using the Contractor's banking information.

A.7 PAYING OFFICE

Electronic submission of invoices must be submitted to:

OFM: daku.usaid.ofm-pay@usaid.gov
Cc: mmass@usaid.gov;
mmbaye@usaid.gov
COR: itop@usaid.gov

A.8 CONTRACTING OFFICER'S REPRESENTATIVE (COR)

Ibrahima Top, Monitoring and Evaluation (M&E) Specialist with USAID/Senegal's Program Office, shall serve as the COR for the USAID/Senegal EPQ Performance Evaluation.

[END SECTION A]

ANNEX 2: DATA COLLECTION INSTRUMENTS



Performance Evaluation of USAID Senegal Improving Education Quality (EPQ) Project

NATIONAL LEVEL KEY INFORMANT INTERVIEW PROTOCOL

Respondent's Name: _____
Respondent's Position/Title: _____
Interviewer: _____
Date: _____
Location: _____

INTRODUCTION:

I work for IMPAQ International, a US-based research company. USAID/Senegal has contracted IMPAQ International to carry out an evaluation of the recently completed Education Priorité Qualité (called EPQ) project. Even though EPQ will not be continued, we want to understand how well the program worked and which parts of it might contain useful lessons to inform future efforts in Senegal. As part of our evaluation, we are interviewing key stakeholders, such as yourself, to elicit your views and perspectives on the EPQ based on your experiences and role in the EPQ project. We want to emphasize that there are no wrong or right answers to these open-ended questions. Our goal is to capture a wide range of viewpoints that can usefully inform future USAID educational programming in Senegal and elsewhere.

The interview is divided into three broad sections: EPQ implementation, EPQ management, and lessons learned for possible future efforts.

The interview will be approximately 45 or 50 minutes.

Permission Question:

Before we begin, do you have any questions about the purpose of the evaluation or what will happen to the information? If it's ok, I would like to audio record the interview for note-taking accuracy. The only people who will have access to the recordings and interview notes are project researchers, who have taken a strict oath of confidentiality.

Do I have your permission to conduct this interview? Yes

No

Do I have your permission to record this interview? Yes

No

(If yes, turn on the tape recorder and record respondent's consent to tape. If they say no, then that is acceptable, just do not record the interview.) If at any point you want me to turn off the tape recorder, please let me know and I'll be happy to comply.

Great. Let's get started, then.

I. PERSONAL INFORMATION:

I'd like to begin by asking a few questions about your professional background and involvement in the EPQ project/activity.

1. Tell me a little bit about your current position as *(fill in title/organization)*. *(Probe on how he/she got into this line of work, how long has s/he been doing this job, role(s) and responsibilities, educational background.)*
2. When did you first begin working on the EPQ program in particular? How would you describe your role in EPQ? Did your role change over time? *(Probe on when and how.)* Was your role what you expected it to be? How/how not?

II. EPQ IMPLEMENTATION /ACHIEVEMENT OF OBJECTIVES

Now, we turn to the first set of questions, focused on the implementation of EPQ over time and to what extent you think EPQ achieved its objectives. You may have to stretch back into your memory a bit to answer, so just let me know if you need a minute or two to gather your thoughts before responding.

3. How would you assess the overall progress of the EPQ program implementation over time? What were the main factors that facilitated program implementation? What were the main challenges/stumbling blocks to smoothly implementing the program? How did these factors vary (over time, by region)?
 - a. Did your organization change its approach to implementing the EPQ program based on these challenges? If so, how? And, how successful were these efforts?
 - b. What suggestions would you make for implementing future educational programs in Senegal based on your experience with EPQ? *(Probe on reasons why)*
4. To the best of your recollection, what were the main objectives that EPQ was trying to achieve? *(Let respondent answer first, even if halting—then probe gently on selected areas: e.g., for students? For teachers? For educational system as a whole?)*
5. Overall, how successful do you think EPQ was in achieving those objectives in the participating regions? In your opinion, what factors contributed to these successes? How does this success vary, if at all, by objective and region? *(If they don't have any knowledge of these difference, that is fine)* By gender? *(Probe on perceived variations/reasons)* *(Probe for each component below):*
 - a. Improved teacher workforce
 - b. Improved school governance and management
 - c. Increased student and teacher competency in French reading and math

- d. Youth employability skills

Next, I'd like to talk a little bit about two components of EPQ: the "whole school approach" and "new approaches to middle school teacher training."

- 6. First, are you familiar with the "whole school approach" that involved engaging a wide range of community actors in the schools? *(If respondent says no, then move on to the next question. We do not want to lead them to answer.)*
 - a. Can you briefly describe the approach as you understand it?
 - b. To what extent do you think this approach was successfully carried out during EPQ? *(Probe on variations.)*
 - c. What do you think some of the challenges were in implementing this approach? What factors do you think contributed to those challenges?
 - d. Even though it's only been a few months since the official end of EPQ, have you observed that schools and communities have continued to use this approach? If so, how/where? If not, why don't you think this has taken hold?
 - e. Do you think that female and male students participate in this approach in different ways? If so, how? Did you see any differences in how male and female teachers, principals, trainers, etc. were involved in the whole school approach? If so, how?
 - f. What effect, if any, do you think the whole school approach has had on the Senegalese education sector? Why?
- 7. Another of the EPQ's components involved introducing new approaches to training of middle school teachers. Are you familiar with this approach? How would you describe it? Could you tell us how you were involved with this approach? *(If they say no, then move on to the next question, we do not want to lead them to answer.)*
 - a. Do you think the new teacher training approaches carried out during EPQ were successful? *(Probe on variations, degrees of success)* If so, what factors contributed to these successes?
 - b. Were there any challenges to EPQ implementation? If so, what do you think the challenges were? What factors do you think contributed to those challenges?
 - c. To what extent/in what ways/where would you say the new teacher training approaches have lived on after the end of the EPQ?
 - d. What elements, if any, of these teacher training approaches do you think should be applied to the Senegalese education sector as a whole? Why?

III. EPQ MANAGEMENT

For non-RTI Staff: Now, we'd like to talk a little bit about the management of EPQ. As you may recall, EPQ was funded by USAID and implemented by RTI, the Research Triangle Institute, with some help from other organizations. But for purposes of this interview, we will be asking about your relationship with and/or knowledge of the work implemented directly by RTI.

8. Do you recall working with RTI on the EPQ project? *(If they say no, then skip this section.)*
9. If so, how would you describe your overall relationship with the RTI on EPQ? How, if at all, did it change over the course of the project? How clear to you were your expected roles and responsibilities? Did this change over time? If so, how and why?
10. What was the best part of working with RTI on EPQ? Why? What, if anything, did they do that really facilitated program implementation?
11. Did you have any challenges working with RTI? If so, what were they and how/how successfully were they addressed?
12. Only if not already volunteered: Did you experience any communication difficulties with RTI? If so, please tell me more about these and if/how they were addressed.
13. What suggestions would you make to improve working relationships and management of any future USAID-funded programming based on your EPQ experience? Please explain.

For RTI Staff: We'd like to talk to you a little bit about RTI's role managing EPQ and the relationships you had with stakeholders, from the GOS to partners, as well as your relationship to USAID.

14. Which partners did you work with, and how? How would you characterize your relationships overall with these partners? Did the relationship change over time? If so, how and why?
15. We also want to know a little about who you worked with who weren't partners, but would be considered stakeholders (and not partners). What organizations/individuals would you consider stakeholders, and why were they stakeholders? How did you work with them? How would you characterize your relationships overall with these stakeholders? Did the relationship change over time? If so, how and why?
16. How would you describe your working relationship with USAID on this project? Did the relationship change over time? If so, how and why?
17. What were your greatest successes in managing this project? What were your main challenges? How were they addressed? If you had it to do over again, what would you do differently? Why? *(Probe on their perceptions of communication issues, if not explicitly raised; probe also on perceptions of clarity of expectations.)*

18. What suggestions would you make to improve working relationships and management of any future USAID-funded programming based on your EPQ experience? Please explain.

IV. LESSONS LEARNED

Thank you so far for your time and helping us to better understand the EPQ project from your perspective. In this final section of the interview, we'd like to ask you to think about your overall assessment of EPQ and the larger lessons that might be drawn from it for future educational efforts in Senegal.

19. Earlier you said that in your view EPQ had been _____ successful in meeting (some of) its objectives. Is this an accurate description of your views? *(If not, ask respondent to clarify)* What would you say is the major "lesson learned" from the EPQ? Why? In what way(s), if any, do you think EPQ is likely to affect the education sector in Senegal over the next several (3-5) years? Please explain.
20. What aspects of the program, if any, do you think will continue now that USAID support for EPQ programming has ended? *(Probe for why, how long, and if any known specific plans.)*



Performance Evaluation of
USAID Senegal Improving Education Quality (EPQ) Project

REGIONAL LEVEL KEY INFORMANT INTERVIEW PROTOCOL

Respondent's Name: _____
Respondent's Position/Title: _____
Interviewer: _____
Date: _____
Location: _____

INTRODUCTION:

I work for IMPAQ International, a US-based research company. USAID/Senegal has contracted IMPAQ International to carry out an evaluation of the recently completed Education Priorité Qualité (called EPQ) project. Even though EPQ will not be continued, we want to understand how well the program worked and which parts of it might contain useful lessons to inform future efforts in Senegal. As part of our evaluation, we are interviewing key stakeholders, such as yourself, to elicit your views and perspectives on EPQ based on your experiences and role in the EPQ project. We want to emphasize that there are no wrong or right answers to these open-ended questions. Our goal is to capture a wide range of viewpoints that can usefully inform future USAID educational programming in Senegal and elsewhere.

The interview is divided into three broad sections: EPQ implementation, EPQ management, and lessons learned for possible future efforts.

The interview will be approximately 45 or 50 minutes.

Permission Question:

Before we begin, do you have any questions about the purpose of the evaluation or what will happen to the information? If it's ok, I would like to audio record the interview for note-taking accuracy. The only people who will have access to the recordings and interview notes are project researchers, who have taken a strict oath of confidentiality.

Do I have your permission to conduct this interview? Yes

No

Do I have your permission to record this interview? Yes

No

(If yes, turn on the tape recorder and record respondent's consent to tape. If they say no, then that is acceptable, just do not record the interview.) If at any point you want me to turn off the tape recorder, please let me know and I'll be happy to comply.

Great. Let's get started, then.

I. PERSONAL INFORMATION:

I'd like to begin by asking a few questions about your professional background and involvement in the EPQ project/activity.

1. Tell me a little bit about your current position as *(fill in title/organization)*. *(Probe on how he/she got into this line of work, how long has s/he been doing this job, role(s) and responsibilities, educational background.)*
2. When did you first begin working on the EPQ program in particular? How would you describe your role in EPQ? Did your role change over time? *(Probe on when and how.)* Was your role what you expected it to be? How/how not?

II. EPQ IMPLEMENTATION /ACHIEVEMENT OF OBJECTIVES

Now, we turn to the first set of questions, focused on the implementation of EPQ, in your region over time and to what extent you think EPQ achieved its objectives. You may have to stretch back into your memory a bit to answer, so just let me know if you need a minute or two to gather your thoughts before responding.

3. How would you assess the overall progress of the EPQ program implementation over time? What were the main factors that facilitated program implementation? What were the main challenges/stumbling blocks to smoothly implementing the program? How did these factors vary (over time, by region)?
 - a. Did your organization change its approach to implementing the EPQ program based on these challenges? If so, how? And how successful were these efforts?
 - b. What suggestions would you make for implementing future educational programs in Senegal based on your experience with EPQ? *(Probe on reasons why)*
4. To the best of your recollection, what were the main objectives EPQ was trying to achieve? *(Let respondent answer first, even if halting—then probe gently on selected areas: e.g., for students? For teachers? For educational system as a whole?)*
5. Overall, how successful do you think EPQ was in achieving those objectives in your region? In your opinion, what factors contributed to these successes? How did this success vary, if at all, by objective and region compared to other regions *(if they don't have any knowledge of how things worked in other regions)?* By gender? *(Probe on perceived variations/reasons)* *(Probe for each component below):*
 - a. Improved teacher workforce
 - b. Improved school governance and management
 - c. Increased student and teacher competency in French reading and math
 - d. Youth employability skills

Next, I'd like to talk a little bit about two large components of the EPQ: the "whole school approach" and "new approaches to middle school teachers."

6. First, are you familiar with the "whole school approach" that involved engaging a wide range of community actors in the schools? *(If respondent says no, then move on to the next question. We do not want to lead them to answer.)*
 - a. Can you briefly describe the approach as you understand it?
 - b. To what extent do you think this approach was successfully carried out during EPQ? *(Probe on variations.)*
 - c. What do you think some of the challenges were in implementing this approach? What factors do you think contributed to those challenges?
 - d. Even though it's only been a few months since the official end of EPQ, have you observed that schools and communities have continued to use this approach? If so, how/where? If not, why don't you think this has taken hold?
 - e. Do you think that female and male students participated in this approach in different ways? If so, how? Did you see any differences in how male and female teachers, principals, trainers, etc. were involved in the whole school approach? If so, how?
 - f. What effect, if any, do you think the whole school approach has had on the Senegalese education sector? Why?
7. Another of the EPQ's components involved introducing new approaches to training of middle school teachers. Are you familiar with this approach? How would you describe it? Could you tell us how you were involved with this approach? *(If they say no, then move on to the next question, we do not want to lead them to answer.)*
 - a. Do you think that the new teacher training approaches carried out during EPQ were successful? *(Probe on variations, degrees of success)* If so, what factors contributed to these successes?
 - b. Were there any challenges to EPQ implementation? If so, what do you think some of the challenges were? What factors do you think contributed to those challenges?
 - c. To what extent/in what ways/where would you say the new teacher training approaches have lived on after the end of EPQ?
 - d. What elements, if any, of these teacher training approaches do you think should be applied to the Senegalese education sector as a whole? Why?

III. EPQ MANAGEMENT

For non-RTI Staff: Now, we'd like to talk a little bit about the management of EPQ. As you may recall, EPQ was funded by USAID and implemented by RTI, the Research Triangle Institute, with some help from other organizations. But for purposes of this interview, we will be asking about your relationship with and/or knowledge of the work implemented directly by RTI.

8. Do you recall working with RTI on the EPQ project? *(If they say no, then skip this section.)*
9. If so, how would you describe your overall relationship with RTI on EPQ? How, if at all, did it change over the course of the project? How clear to you were your expected roles and responsibilities? Did this change over time? If so, how and why?
10. What was the best part of working with RTI on EPQ? Why? What, if anything, did they do that really facilitated program implementation?
11. Did you have any challenges working with RTI? If so, what were they and how/how successfully were they addressed?
12. Do you think that there were any differences or issues in implementation between your region and the national level and also the department/school representatives and groups?
13. Did you experience or hear of any differences in resources or outcomes between the regions? *(These could even be anecdotal, or something they heard through the grapevine.)*
14. Only if not already volunteered: Did you experience any communication difficulties with RTI? If so, please tell me more about these and if/how they were addressed.
15. What suggestions would you make to improve working relationships and management of any future USAID-funded programming based on your EPQ experience? Please explain.

For RTI Staff: We'd like to talk to you a little bit about RTI's role managing EPQ and the relationships you had with stakeholders, from the GOS to partners, as well as your relationship to USAID.

16. Which partners did you work with, and how? How would you characterize your relationships overall with these partners? Did the relationship change over time? If so, how and why?
17. We also want to know a little about who you worked with who weren't partners, but would be considered stakeholders (and not partners). What organizations/individuals would you consider stakeholders, and why were they stakeholders? How did you work with them? How would you characterize your relationships overall with these stakeholders? Did the relationship change over time? If so, how and why?
18. How would you describe your working relationship with USAID on this project? Did the relationship change over time? If so, how and why?

19. What were your greatest successes in managing this project? What were your main challenges? How were they addressed? If you had it to do over again, what would you do differently? Why? ***(Probe on their perceptions of communication issues, if not explicitly raised; probe also on perceptions of clarity of expectations.)***
20. What suggestions would you make to improve working relationships and management of any future USAID-funded programming based on your EPQ experience? Please explain.

IV. LESSONS LEARNED

Thank you so far for your time and helping us best understand the EPQ project from your perspective. In this final section of the interview, we'd like to ask you to think about your overall assessment of EPQ and the larger lessons that might be drawn from it for future educational efforts in Senegal.

21. Earlier, you said that in your view, EPQ had been _____ successful in meeting (some of) its objectives. Is this an accurate description of your views? ***(If not, ask respondent to clarify.)*** What would you say is the major "lessons learned" from the EPQ? Why? In what way(s), if any, do you think EPQ is likely to affect the education sector in Senegal over the next several (3-5) years? Please explain.
22. What aspects of the program do you think will continue now that USAID support for EPQ programming has ended? ***(Probe for why, for how long, and if any known specific plans.)***



**Performance Evaluation of
USAID Senegal Improving Education Quality (EPQ) Project**

TEACHER FOCUS GROUP DISCUSSION PROTOCOL

Interviewer: _____

Date: _____

FGD School Location: _____

Number of Teachers in FGD: _____

INTRODUCTION:

Hello, everyone. My name is (_____) and this is my colleague, (_____). We work for IMPAQ International, a US-based research company. USAID/Senegal has hired IMPAQ International to look at the Education Priorité Qualité (called EPQ) project that you and students here at {name of place, years}. The EPQ was a project that aimed at improving students' math and French reading skills through teacher training and other activities. We want to understand how well the program worked and which parts of it might contain useful lessons for future efforts. As part of our evaluation, we are talking to small groups of teachers who were trained by the EPQ project, like all of you here today at {name of place}. We want to know your opinions of the EPQ. We want to emphasize that there are no wrong or right answers during this discussion and that everyone does not have to agree. It is important that you express your views honestly and openly so that we can learn as much as possible from you as teachers.

Has anyone ever participated in a focus group discussion like this before? I will lead the discussion and [name of colleague] will be taking notes so that we have an accurate record. Today's discussion should take about one and a half hours, with a short break in the middle so you can (**go to the bathroom, get some refreshments**).

Permission Question:

Even though {insert name} will be taking notes, we also want to audio record today's session so we can be very sure we are accurate in our information. But please be assured that your remarks will be kept confidential; the only people who will have access to the recordings and notes are project researchers, who have taken a strict oath of confidentiality. **We also ask that you not talk to anyone outside of this room about what was said here today.** When we report the results, they will be summarized and no one will be identified by name. It

is very important to us that you feel free to express your honest opinions. If anyone has any questions about the recording, please feel free to talk to me about it.

Do I have your permission to record this focus group Yes No

Thanks, then before we get started, there are a couple rules we all need to follow so everyone has a chance to talk and to be heard.

- If someone else is talking and you want to share your thoughts, please don't interrupt. Raise your hand and I'll call on you soon. **[Name of moderator]** will watch to see that I don't forget or miss anyone.
- Everyone has a right to express his or her opinions. If you disagree with what someone else is saying, please be polite and let them finish their thoughts. Everyone will get their chance to speak, I promise!
- I know it's hard to remember to do this, but please try to say your name before you talk.

As I said earlier, this focus group will be divided into three main topic areas covering your EPQ experience, your own involvement in EPQ, community and new approaches, and lessons learned for future program. We'll take a break after the first topic area. But first, I am going to ask you to introduce yourselves. Please keep your name cards facing me.

I. INTRODUCTION: (10-15 minutes)

[CONDUCT ICEBREAKER HERE]

Let's talk a little bit about your professional background and involvement in the EPQ project/activity.

1. First, let's go around the group and everyone tell me a little bit about themselves: What class(es) did you teach during the EPQ project (**probe for French reading or math, or both**); what type of training did you receive through the EPQ project; how long have you been teaching in this school; how many total years have you been teaching?
2. What type of training did you receive? Did some of you receive training only, or were some of you also trainers of trainers, or teacher trainers?

II. TEACHER'S EPQ EXPERIENCE (30 minutes)

Now, we'd like to talk a little about your experience in EPQ and about the quality and objectives of the program. You may have to stretch back into your memory a bit to answer, so just let me know if you need a minute or two to gather your thoughts before responding.

3. Was your participation in the teacher training and any other EPQ program what you expected it to be? How/how not? Did your participation in the training or general EPQ program change over time? (**Probe on when and how.**)
4. To the best of your recollection, what were the main objectives EPQ was trying to achieve? (**Let respondent answer first, even if halting—then probe gently on selected areas: e.g., for students? For teachers? For educational system as a whole?**)

5. Overall, how successful do you think EPQ was in achieving those objectives in your school? *(Probe on perceived variations/reasons)*
6. What do you think about the quality of the teacher trainings, and the program in general? What were some of the positive features of EPQ? What do you think were some of the main challenges/stumbling blocks that the program had? How did these factors vary (over time, by schools)?
 - a. Did your school change its approach to implementing the EPQ program based on these challenges? If so, how? And, how successful were these efforts?
7. Do you think your teaching skills improved as a result of the EPQ teacher training? If so, in what ways? *(Probe for better classroom management, increased knowledge in the subject, more student involvement, etc.)*

BREAK

III. COMMUNITY AND NEW APPROACHES (30 minutes)

Next, I'd like to talk a little bit about two large components of EPQ: the "whole school approach" and "new approaches to middle school teachers."

8. First, are you familiar with the "whole school approach" that engaged a wide range of community actors in the schools? Can you tell me a little about it?
9. Who here participated in any school or community meetings or events?
 - a. For those who did participate: What types of events/meetings were they? *(Probe on recollection of when, types of meeting/event/ who was present; what was discussed. School assessments?)* Did you find these meetings/events helpful? How/how not? What would have made them more helpful to you?
 - b. For those who did not participate: If you did not attend any of these meetings or events, why not? (Probe on motivation, barriers, knowledge of events.) Would you do so now if you had the opportunity?
10. Regardless of whether or not you took part, do you think that involving the community in this way was helpful to you? To the students? To the school/community? Why/why not? *(Probe on reasons.)*
11. Were there any challenges to this approach? If so, what do you think they were?
12. Do you think that female and male students participated in this approach in different ways? If so, how? What about female and male teachers, parents, school principals, etc.? If so, how?

13. How did parents and other community members participate in this program? School principals and other administrators? Students?
14. Even though it's only been a few months since the official end of EPQ, have schools and communities continued to use this approach? If so, how? If not, why?
11. Another of EPQ's components involved introducing new approaches to training of middle school teachers. Are you familiar with this approach? ***(If they say no, then move on to the next question, we do not want to lead them to answer.)*** How would you describe it? Could you tell us how you were involved with this approach?
- a. Were the new teacher training approaches successfully carried out during EPQ? If so, could you give us some factors that helped with that success? ***(Probe on variations.)***
 - b. Do you think there were any obstacles to implementation? If so, what were they?
 - c. To what extent/in what ways/where would you say the new teacher training approaches have lived on after the end of EPQ?

IV. LESSONS LEARNED (20 minutes)

Thank you so far for your time and helping us best understand the EPQ project from your perspective. We'd like to know a little more about overall lessons learned and what Senegal's future education experience may look like after EPQ.

12. What have you, as educators, taken away from EPQ? What will you use in the future? ***(Probe, it could be just next year, a few years from now.)***
13. What do you think were the best aspects of the program? Why? Which do you think needed improvement? Why? Which do you think should be continued? Please explain.

Thank you so much for participating in this focus group. We hope you enjoyed yourselves and found the discussion interesting. We learned a lot from you.



**Performance Evaluation of
USAID Senegal Improving Education Quality (EPQ) Project**

PARENT FOCUS GROUP DISCUSSION PROTOCOL

Interviewer: _____

Date: _____

FGD School Location: _____

Number of Parents in FGD: _____

INTRODUCTION:

Hello, everyone. My name is () and this is my colleague, (). We work for IMPAQ International, a US-based research company. USAID/Senegal has hired IMPAQ International to look at the Education Priorité Qualité (called EPQ) project that you and your child were involved in here at {name of place, years}. The EPQ was a project that aimed at improving your students' math and French reading skills through teacher training and other activities. We want to understand how well the program worked and which parts of it might contain useful lessons for future efforts. As part of our evaluation, we are talking to small groups of parents whose children were taught by EPQ-trained teachers, like all of you here today at {name of place}. We want to know your opinions of EPQ. We want to emphasize that there are no wrong or right answers during this discussion and that everyone does not have to agree. It is important that you express your views honestly and openly so that we can learn as much as possible from you as parents.

Has anyone ever participated in a focus group discussion like this before? I will lead the discussion and [name of colleague] will be taking notes so that we have an accurate record. Today's discussion should take about one and a half hours, with a short break in the middle so you can (**go to the bathroom, get some refreshments**).

Permission Question:

Even though {insert name} will be taking notes, we also want to audio record today's session so we can be very sure we are accurate in our information. But please be assured that your remarks will be kept confidential; the only people who will have access to the recordings and notes are project researchers, who have taken a strict oath of confidentiality. **We also ask that you not talk to anyone outside of this room about what was said here today.** When we report the results, they will be summarized and no one will be identified by name. It

is very important to us that you feel free to express your honest opinions. If anyone has any questions about the recording, please feel free to talk to me about it.

Do I have your permission to record this focus group Yes No

Thanks, then before we get started, there are a couple rules we all need to follow so everyone has a chance to talk and to be heard.

- If someone else is talking and you want to share your thoughts, please don't interrupt. Raise your hand and I'll call on you soon. **[Name of moderator]** will watch to see that I don't forget or miss anyone.
- Everyone has a right to express his or her opinions. If you disagree with what someone else is saying, please be polite and let them finish their thoughts. Everyone will get their chance to speak, I promise!
- I know it's hard to remember to do this, but please try to say your name before you talk.

As I said earlier, this focus group will be divided into three main topic areas covering your child's EPQ experience, your own involvement in EPQ, and your views on which parts of the program should be kept. We'll take a break after the first topic area. But first, I am going to ask you to introduce yourselves. Please keep your name cards facing me.

I. INTRODUCTION: (10-15 minutes)

First, I am going to go around the room (table) and ask each of you to say your first name and the name(s) and age(s) of your child or children who participated in EPQ.

And as far as you know, this child participated in EPQ. Correct?

[CONDUCT ICEBREAKER HERE]

II. CHILD'S EPQ EXPERIENCE (25-30 minutes)

Now, I am going to ask you some questions about your child's experience participating in EPQ.

1. Thinking back to when your child was participating in EPQ, did you notice anything different about your child's experience as a student when s/he was participating, compared to before? **(Let participants speak spontaneously then, as needed, probe on a) overall learning experience/enjoyment; b) interactions with teachers; c) math; d) French reading; e) classroom supplies/equipment).** Did you see a change over time while your child was participating in the program? **(Probe on nature of observed changes)**
2. **(If not already answered)** Do you think that your children's French reading and math skills improved while they were participating in EPQ? Have they kept up those skills since? **(Probe on basis for statements.)**
3. Did you notice any differences in the overall atmosphere of the school during EPQ? **(Probe on inclusiveness, participation, gender, etc.—but don't stack the deck by asking about whether it got better.)**

4. If you have another child who also attended this middle school, was there a difference between his/her middle school experience and that of the child who took part in the EPQ? How so?

BREAK

III. COMMUNITY INVOLVEMENT (15-20 minutes)

Now I am going to ask you some questions about your participation in EPQ- sponsored community activities while your child was participating in EPQ.

6. Did you attend school or community meetings or events while your child was participating in the EPQ?
 - a. For those who say yes: What type of events/meetings were they? ***(Probe on recollection of when, types of meeting/event; who was present; what was discussed).*** Did you find these meetings/events helpful? How/how not? What would have made them more helpful to you?
 - b. For those who say no: If you did not attend any of these meetings or events, why not? ***(Probe on motivation, barriers, knowledge of events)*** Would you do so now if you had the opportunity?
7. Regardless of whether or not you took part, do you think that involving the community in this way was helpful to you? To your child? To the school/community? Why/why not? ***(Probe on reasons.)***

IV. LESSONS LEARNED (10-15 minutes)

Finally, I am going to ask you to think about the EPQ program overall and which parts you think were most valuable and should be kept even though the program itself is over.

8. Based on your experience as a parent of a child who participated in EPQ, what do you think were the best parts/aspects of the program? Why? Which do you think needed improvement? Why? Which do you think should be continued? Please explain.

Thank you so much for participating in this focus group. We hope you enjoyed yourselves and found the discussion interesting. We learned a lot from you.



**Performance Evaluation of
USAID Senegal Improving Education Quality (EPQ) Project**

STUDENT FOCUS GROUP DISCUSSION PROTOCOL

Interviewer: _____
Date: _____
FGD School Location: _____
Number of Students in FGD: _____

I. INTRODUCTION

Hello Friends!

How are you all doing today? My name is (_____), and I'm from the United States. I am here to ask for your help – I'm part of a team that is looking at a program designed to make your school better. To help me understand, I will ask you some questions about your school, about your teachers and about your classroom. Feel free to share all of your thoughts and ideas. There are no wrong answers! We will use your ideas and thoughts to help make your school even better. Everything you say today will be kept private – we will not report your name, and we won't share anything you said with your teacher or parents.

Permission Question:

Before we begin, does anyone have any questions for me? I understand that you all agreed that I audio record our conversation today, so I can refer back to it later. The only people who will have access to the recording and any notes are project researchers

Do I have your permission to do this interview? Yes *No*

Great. Let's get started, then!

(Turn on the tape recorder at this stage. If anyone doesn't want to be recorded, ask s/he to leave.)

II. DISCUSSION INTRODUCTION:

(Ask students to share their names and something special about themselves (their favorite sport, favorite class, etc.). You can also ask a few questions to the group to make them

feel at ease (e.g., do they like soccer? What is their favorite class is? Did they eat Fufu today? Etc.)

III. EPQ IMPLEMENTATION AND LESSONS LEARNED

First, we would like to ask about your teacher and your classroom....

1. Do you like your classroom? What do you like about it? What do you not like about it? *(If students are shy, probe by giving them examples – Can they see the writing on the blackboard well? Is it easy/hard to hear the teacher? Are there posters, etc., up on the classroom walls? Are there learning materials? Etc.)* Are there things you would like to have in your classroom to help you be a better student/help you better understand? If so, what kinds of things?
2. Do you like your teacher? What things does your teacher do in class that you like? What things does your teacher do in class that you don't like? Why do/don't you like these things? *(Probe by giving them examples if students are shy – Does the teacher ask questions? Does the teacher call on students? Etc.)*

I would also like to ask you some questions about the remedial class or remedial club (use local term for remedial class/club) that you participated in {a few year ago} ...

3. Did you participate in Math remedial education? *(You may need to provide clues about the program if students can't remember, such as did you get any extra help in math or take an extra class after school?)*
4. Did you like your remedial education class/club *(refer to Math remedial education by what students say)*? What were some of the things you liked best? What didn't you like about it?
5. Do you think the remedial education class/club *(refer to Math remedial education by what students say)* helped you with Math? If so, how? *(probe for examples)*
6. How well did you understand the teacher when s/he explained things in the math remedial education class/club *(refer to math remedial education by what students say)*? Are there things the teacher did to help you better understand Math? If so, what are these things/can you give me some examples?
7. Did you participate in French remedial education? *(You may need to provide clues about the program if they can't remember, such as did you get any extra help in French or take an extra class after school?)*
8. Did you like your remedial education class/club *(refer to French remedial education by what students say)*? What were some of the things you liked best? What didn't you like about it?
9. Did you think the remedial education class/club *(refer to French remedial education by what students say)* helped you with French/reading? If so, how? *(probe for examples)*

10. How well did you understand the teacher when s/he explained things in the remedial education class/club (*refer to French remedial education by what students say*)? Are there things the teacher did to help you better understand French/better read French? If so, what are these things/can you give me some examples?

I would also like to ask you some question about the Passport to Success class...

11. Did you participate in the Passport to Success class? Did you like the class? If so, why? If not, why? (*Probe for examples*). Can you tell me some of the things that you learned in the class? Are you still using any of the things you learned in that class? If so, which?
12. What kinds of activities/exercises/games did you do in the class? Did you like to do those? Would you have wanted to do more—of which/why? (*Probe for examples*).
- Do you think any/some of the skills you learned in that class will help you get a job and/or be better prepared to find a job? If so, can you share some specific examples?
 - Do you think any/some of the skills you learned in that class will help you better work out differences or settle arguments between your friends or with people in the community? If so, can you share specific examples?
 - Did you learn how to do or support any income generating activities in that class (e.g. soap making, etc.)? If so can you give me some specific examples?
 - Are there things you would have liked to learn but that were not taught in that class? Which/why?

Thank you so much for participating in this focus group. We hope you enjoyed yourselves and found the discussion interesting. We learned a lot from you.

ANNEX 3: SOURCES OF INFORMATION

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U.S. Agency for International Development
1300 Pennsylvania Avenue, NW
Washington, DC 20523