

*Projet AIDE Performance  
Evaluation 2009-2013*

EVALUATION REPORT  
FINAL

Prepared by

**LTL Strategies**

**Evaluation Team**

Iain McLellan, BA (Team Leader)

Ilmi Awaleh Elabeh, MS

**May 2013**

**LTL Strategies**

4545 42nd Street NW - Suite 306 – Washington, DC 20016  
Tel (202) 362-6800, Fax (202) 362-6881, [www.ltlstrategies.com](http://www.ltlstrategies.com)



**LIST OF ACRONYMS**

<b>AFD</b>	French Development Agency
<b>AGSP</b>	Ambassador’s Girls’ Scholarship Program
<b>AIDE</b>	International Assistance for Education Development
<b>ANEFIP</b>	National Agency for Employment Data, Training, and Job Placement (Ministry of Labor)
<b>CGE</b>	School Management Committee
<b>COP</b>	Chief of Party
<b>CFFB</b>	Balbala Women’s Training Center
<b>CFPA</b>	Adult Center for Professional Training
<b>CFPEN</b>	Center for Initial and In-Service Teacher-Training (Ministry of Education)
<b>PC</b>	Pedagogical Counselor
<b>CRIPEN</b>	Book Design and Publishing Center (MENFOP)
<b>CRP</b>	Center for Pedagogical Resources
<b>DPI</b>	Department of Planning and Information at MENFOP
<b>ED* Assist</b>	FHI360’s master program and software, powering MENFOP’s databases
<b>EGRA</b>	Early Grade Reading Assessment
<b>EMIS</b>	Education Management Information System
<b>EQUIP</b>	Education Quality Improvement Program
<b>ESL</b>	English as a Second Language
<b>FASE</b>	School Report Card (physical status of the school)
<b>GORD</b>	Government of the Republic of Djibouti
<b>GPE</b>	Education Partners’ Group
<b>IFESH</b>	International Foundation for Education and Self-Help
<b>MEDA</b>	Methods for Teaching Pupils with Difficulties
<b>MENESUP</b>	Ministry of National Education and of Tertiary Education <sup>1</sup>
<b>MENFOP</b>	Ministry of National Education and Professional Training <sup>2</sup>
<b>NFQE</b>	Fundamental Quality of Education Levels
<b>PASP</b>	Projet AIDE Scholarship Program
<b>PTA</b>	Parent-Teacher Association
<b>UNICEF</b>	United Nations Children’s Fund
<b>USAID</b>	United States Agency for International Development
<b>USG</b>	United States Government

---

<sup>1</sup> Part of the Ministry of Education. Closed in May 2011.

<sup>2</sup> Part of the Ministry of Education. Opened in May 2011.

### **Acknowledgements**

The evaluation team would like to thank the USAID/Djibouti staff for its collaboration and guidance during this process. Particular thanks go to Saada Abdillahi, Education Team Leader, and Brian Frantz, General Development Officer, for their well thought-out scope of work, which set clear objectives and questions to be explored in the evaluation.

Randall Martin, Chief of Party of *Projet AIDE*, and his staff were very helpful managing the logistics for the field visit part of the evaluation, and were able to set up a full slate of stakeholders at nine schools on short notice. The project staff was instrumental in ensuring all the interviews, site visits, and focus group discussions were scheduled within the tight time frame.

Finally, the Secretary General of MENFOP, Mahdi Mahamoud, enabled the access to Ministry staff for the evaluation team, and also provided very useful insights and guidance to the team on two occasions.

## USAID/Djibouti Education Project (AIDE) Performance Evaluation

### i. Executive Summary

***Djibouti background.*** A country of limited natural resources, the economy of the Republic of Djibouti is centered on the services sector, which accounts for 80% of GDP and 80% of employment. The relatively underdeveloped raw materials and industrial sectors represent 5% and 15% of GDP respectively. The Djiboutian services sector focuses primarily on port activities, road and rail infrastructures, and banking. The public administration's role in providing value-added represents 27% of GDP, and transport and telecommunication represent 18%. With less than 0.3% of the 23,000 square kilometers of land being arable, and a low annual level of rainfall, agriculture plays a very limited role in the Djiboutian economy. Djibouti ranks 150 out of 172 countries in its Human Development Index. The unemployment rate is around 60%. Djibouti achieved positive growth rates over the past five years at an average of about 5 percent. The Government of Djibouti is exploring ways to diversify its economy through the development of the private sector and industries. However, with poor natural resources and with a relatively young population, Djibouti's Development will have to depend on its human resources.

***Educational reform.*** Since 1999 the Government of the Republic of Djibouti (GORD) has demonstrated a strong political will to undertake an ambitious education reform. The program to reform the education system is in line with the education for all objectives by 2015. Donors/organizations and local civil society funds are involved in helping the government to reach its goal for universal access to basic education. Currently, 28% of the national budget supports the educational system. Remarkable results have been achieved in terms of access, but the quality lagged behind. The long-term goal is to develop Djibouti human capital to build the foundation of a democratic, secure and well-managed state. While access and coverage in education have improved, Djibouti still faces serious challenges in the quality of its education and relevance to the country's development needs.

***Evaluation team.*** LTL Strategies fielded an evaluation team comprised of a team leader, Iain McLellan, and a Monitoring and Evaluation specialist, Ilmi Awaleh Elabeh, to conduct the final evaluation of *Projet AIDE*, which was funded as an associate award under the EQUIP2 Leader Award. The implementing partner for this project, FHI 360, has focused on improving education systems and policies through working in collaboration with the Ministry of National Education and of Professional Education (MENFOP) and its related structures, including EMIS and

CRIPEN (*Centre de recherche, d'information et de production de l'Education nationale, an educational book design and publishing center*). The goal has been to improve the quality of primary education in Djibouti. The project has worked with all 100 schools in Djibouti. A cross-cutting gender initiative that integrates gender strategies into all components of the project has been implemented. The project's activities are based on five results-oriented pillars of educational support: i) *decentralized in-service teacher training*; ii) *decentralized planning systems at the school and regional levels*; iii) *community participation*; iv) *improving education management information systems*; and v) *training for out-of-school youth*.

**Decentralized In-Service Teacher Training.** *Projet AIDE* has supported MENFOP and its regional offices to deliver effective decentralized teacher training through the development of national policy and training plans. It has also effectively used teacher resource centers (equipped with computer labs with prior USAID funding), improved school capacity to provide ongoing workshops, and improved school-based support focused on improving French language instruction.

**Decentralized Planning Systems at the School and Regional Levels.** *Projet AIDE* provided extensive training to pedagogical counselors, school directors, and PTAs in the utilization of improved EMIS data to plan, budget, and monitor school performance. The capacity of MENFOP to manage these reforms was also enhanced.

**Community Participation.** *Projet AIDE* built the capacity of PTAs to become involved in school improvement planning, and assist in the management of small grants (in-kind grants are focused on supporting improvements in reading and promoting girls' retention in primary schools). The project was successful in stimulating community involvement on a large scale where there was virtually none before.

**Improving Education Management Information Systems (EMIS).** *Projet AIDE* supported the MENFOP planning unit to install a new sustainable EMIS system (ED\*ASSIST), produce the Annual Education Data Report, and develop capacity to analyze data for decentralized planning and management. The quality of the data produced is extraordinary, and the technical capacity of the Ministry has been greatly improved.

**Training for Out-of-School Youth.** *Projet AIDE* built the capacity of MENFOP to deliver market-driven vocational education training (with functional literacy integrated), using local training centers with support from government organizations, NGOs, and private providers and private-sector employers who agreed to provide internships as part of the training. The Public-Private Partnerships *Projet AIDE* implemented provide a model for innovative public-private partnerships, linking non-formal training programs to private sector firms. The private sector firms provide internships and on the job training for out-of-school youth, particularly girls. Though not on a scale that would have a significant impact, the mechanisms established have good potential for replication, and the interventions correspond with GORD's new education priorities, which place more emphasis on professional development.

**Support to Production of Materials and Training of English Teachers in Middle School.** This project component is based on a request from GORD, and an aim to increase Djibouti's competitiveness and workforce development in the region. It will build on previous English language material development by *Projet AIDE* and the British Council. The focus is on producing materials and training 88 middle-school English language teachers.

**Intensive and Expanded Focus on Early Grade Reading.** Project activities were modified to support a new strategy with new activities, including the specific reading goals outlined in Goal One of the new USAID Education Strategy. This involved an intensive and expanded focus on early grade reading under the decentralized teacher education component, and the development of an Early Grade Reading Assessment (EGRA) impact evaluation.

**Improved Education Systems.** The project has been effective in improving education systems, particularly in supporting a system of decentralized training, strengthening MENFOP's strategic information capacity, and increasing community participation. Less was achieved in terms of increasing opportunities for out-of-school-youth.

**Sustaining Decentralized Teacher Training.** Support made a difference, particularly in decentralized teacher training where the project engaged the districts, and met with measurable success. A more effective system has been created that is both popular and efficient. The only shortcoming is the very limited collaboration with in-service teacher training at the central level, which needs to be enhanced if the actually system has any chance of being sustained. This intervention certainly merits continued support until its sustainability can be ensured.

**EMIS Analysis Capacity.** Great progress has also been made in the establishment of Education Management Information Systems (EMIS). New systems have been put in place with user-friendly software, and, most importantly, skills have been built among MENFOP staff to manage and report the results of the data collection. Further support will be needed to assist the Ministry in taking the analysis of the data to another level. At the moment, a rich trove of information is collected and reported annually, but there remains a need to develop interpretation skills so that data may guide policy-making.

**Achieved program performance targets and results based on annual work plans, performance monitoring plans, and the cooperative agreement between FHI360 and USAID.** *Projet AIDE* met all the reporting requirements and, for the most part, surpassed the relatively modest indicators that were established by USAID. However, these indicators tell only a partial story of what was accomplished with this project, and tend to primarily “count heads” (people trained, members of PTAs, etc.) without providing deeper and more significant data, including positive changes in education levels and community behaviors. With the notable exception of the EGRA, which provided a detailed analysis of the impact of the early grade reading, monitoring and evaluation outputs tended to be limited and superficial.

**Improved Capacity and Skills for School Directors, Teachers, PTAs, and MENFOP Staff.** According to both the quantitative and qualitative research conducted by the evaluation team, the USAID-supported activities of *Projet AIDE* resulted in an increase in the ability of school directors, teachers, and Pedagogical Advisors to conduct their work. Two thirds of those surveyed said they were able to do their work better as a result of the project. Parents, who were members of Parent-Teacher Associations (PTAs), and took part in Focus Groups Discussions, said they appreciated the inputs from the project, and were more involved in school activities than ever before. An insufficient amount of quantitative data was collected from MENFOP staff but in-depth individual interviews with staff from different Ministry departments collaborating with different project components revealed varying degrees of satisfaction. Those interviewed who indicated they had increased capacity and skills included EMIS and CRIPEN (*Centre de recherche, d'information et de production de l'Education nationale*). Staff at CFPEN (Center for Initial and In-Service Teacher Training) felt strongly that they had not benefitted at all from the project.

**USAID's Education Strategy Affected Project Goals.** The emphasis on Early Grade Reading in the last two years of the project came following the creation of the new USAID strategy, which also corresponded with the GORD education goals. *Projet AIDE* showed flexibility and technical competence in adopting and applying the new goals. The creation of concurrent goals by both USAID and the GORD, prioritizing Early Grade Reading, contributed to accelerating the funding and establishment of programming.

**Suspension of Project Activities Not Major Handicap.** From December 2010 to July 2011, all project activities were halted due to the closing of the implementing organization, the Academy for Educational Development (AED). The project was picked up by FHI360, and the change did not appear to affect project performance, as project goals were met before and after the seven-month hiatus. The project proved to be versatile and flexible, and overcame both these challenges.

**Projet AIDE Follows MENFOP Education Goals and Action Plan.** According to *Projet AIDE* staff, project planners were very careful to ensure that its goals and work plans corresponded to those set by the Ministry. Despite this, the project had some difficulties in getting its work plans approved by the Ministry, due to internal coordination challenges at the Ministry. The project was also slowed by delays the Ministry experienced in finalizing policy, such as the policy on the decentralization of in-service teacher training. Both of these issues had an impact on the implementation of project activities. It should be noted that Ministry and project coordination has greatly improved in the past year, there are currently no obstacles, and monthly meetings among senior-level officials from the Ministry, USAID/Djibouti, and the project provide a forum for addressing any issues that emerge.

## Evaluation Methodology

**Document review.** The two-person evaluation team, made up of a team leader and monitoring and evaluation specialist, reviewed a total of 50 documents, which included: USAID policy guidelines on evaluation, education, and gender (5), project documents including quarterly and semester reports (7), project outputs, including training guidelines, reports (12), and regional training documents (10). Individual in-depth interviews were held with seven key MENFOP informants at the national level, including the secretary-general and the heads of EMIS and CFPEN, as well as with six key *Projet AIDE* staff.

**School visits.** Five days were spent conducting field visits to eight schools (including two in the capital, three semi-urban, and three rural schools in three regions and the capital). In the Regional Offices and Pedagogical Resource Centers, the evaluation team visited three regional directors, and 27 Pedagogical Advisors were interviewed in Focus Group Sessions. Focus Group Discussion sessions were also held with 39 teachers and 23 members of Parent Teacher Associations. In-depth individual interviews were conducted with nine school directors.

**Quantitative studies.** Small quantitative studies were prepared, consisting of five to seven statements in which respondents were asked to indicate the degree to which they were in agreement with the statements. They were administered to 27 Pedagogical Advisors, 39 teachers, seven school directors, and seven MENFOP staff.

**Evaluation objectives.** Objectives set by USAID/Djibouti for the evaluation were as follows:

- Assess the performance to-date of *Projet AIDE*
- Provide project-level and broad-based recommendations for future education programing in alignment with the USAID Global Education Strategy, MENFOP's 10-year strategic plan, and GORD's increased focus on English-language learning
- Examine and determine if accomplishments are in line with expected results

**Limitations to the evaluation.** The amount of time the evaluation team was able to spend in the field conducting the evaluation was a constraint. Interviews with key informants were condensed into one week, and the second week was dedicated to the field visits. The schools visited were selected in a collaborative effort between the consultants and USAID/Djibouti, but relied heavily on FHI360 recommendations. This may have resulted in the evaluation team seeing the most successful interventions, most positive results, and the most cooperative project partners. The samples for the quantitative data collected were very small, and should be considered to be illustrative, and not scientifically representative.

## Findings

**Project design complex and challenging.** The project seemed to respond well to the challenge of the diversity of its components.

**Performance reporting adequate but limited.** Expectations were very low for performance reporting, with very few and very limited indicators.

**Focus remaining performance period on collecting lessons learnt and sustainability.** This documentation is essential for sustaining interventions about any future project follow up or replication.

**Ability to adapt to unanticipated changes in the implementation environment.** The project showed resilience in keeping staff and not losing too much momentum considering the closing of the Academy for Educational Development and the takeover of its projects by Family Health International, FHI360.

**Changes might have been made to program design that would have increased its impact.** Greater collaboration between the USAID/Djibouti education and economic development offices could have potentially allowed for greater resources and technical expertise to be provided to this component.

**Community engagement increased but fragile.** The impact of project interventions remains fragile, especially in rural schools, where interventions requiring parental participation need to be systematized, intensified, prolonged, and better coordinated with the work of school performance inspectors and school directors.

**Improved school physical environments.** The most significant impact of the project is having supported the development of a role and the furnishing of a physical space for parent participation in the management of schools.

**Change of mentality regarding parents' role in schools.** Even if some parents are less equipped than others to implement their end of parent-teacher relationship bargain, it is clear that *Projet AIDE* has helped to instill the participatory parent mentality among the communities in which it has been implemented.

**Promotion of community involvement.** USAID/Djibouti's support to *Projet AIDE* to promote community involvement in schools, through the broadcasting of roundtable discussions on television, has had a positive impact on communities' perceptions of the value of parent participation.

**Value of decentralized planning proven.** The pilot project, like the School-Based Training, has been developed, and can be replicated in all regions and the capital now.

**Implementation affected by limited MENFOP support.** The speed of implementation varied depending on the particular project component.

**Mix of community and learning objectives a valuable combination.** The strategy of mixing the School-Based Training with teacher supervision and School Small Projects supported learning.

**Education of girls normalized.** Great progress has been made in maintaining the results of Djibouti's efforts to dramatically increase the percentage of girls attending school.

## **Recommendations**

**Prepare *Projet AIDE* close-out plan.** This should include the development of case studies highlighting its successes, recommendations for making links with other donors who may be interested in continuing support for different components, and recommendations to the MENFOP on areas where they can take over ownership of key component parts.

**Continue support to the decentralization of education services to the regions.** Any future programming plans for sustaining interventions at the regional level should be built in from the start, and include a role for MENFOP at the central level to prepare it for post-project continuation.

**Enhance policy-level collaboration.** Future project designs should include content that ensures that MENFOP policies, regulations, and institutional structures are well understood by the implementer, and will contribute measurably to the achievement of project goals.

**Examine possibility of work readiness project for youth.** A review of the Rwanda model for work readiness and feasibility study of its applicability for Djibouti might be considered.

**Shore up Monitoring and Evaluation.** Any future follow-up project should have a more predominant Monitoring and Evaluation component included in the RFA.

**Reinforcement and sustainability of parental involvement.** Community participation in the maintenance and support of schools' goals and interests could be dynamized and rendered sustainable through the inclusion of a community resource or liaison person.

**Provision of school equipment.** This could invigorate and encourage increased community participation in schools.

**Award for most active school communities.** Encourage schools with passive PTAs to become active, and to encourage diverse members of the community to participate in school activities (not just the same members every year).

**Determine whether community participation supports educational goals.** There are sufficient data on early-grade reading to recommend further support, but community participation should be examined further to determine its impact on education before further programming is developed.

## 1.0 Introduction

### 1.1 Background

**Education a government priority.** The Government of the Republic of Djibouti (GORD) has long demonstrated its commitment to improving access to education. In recent years, it has constructed new classrooms and invested in new textbooks. In addition, the national budget allocation for the sector has increased significantly since 1999, from 15% in 1999 to over 25% in 2010. Ongoing efforts to address workforce development, encourage investment in youth, and increase access to basic education remain active policy priorities. Further, basic education enrollment rates have steadily increased from 49.5% in 2003 to 78% in 2011, and the total number of public primary schools increased from 83 in 2003 to 119 in 2012.

**Education systems quality still a challenge.** Despite considerable political commitment and notable gains in access to education, Djibouti's schools are challenged by declining quality. In its 2009 mid-term report, the National Ministry of Education and Professional Training (MENFOP) discovered that despite recent efforts, many contract teachers at the primary and middle schools remain untrained. Worse, national exam results in the second and fifth grades showed some of the lowest reading and writing skills within the Horn of Africa (HOA) region. Moreover, while efforts to increase the enrollment of girls and other under-represented groups are prominent and ongoing, additional steps by MENFOP are necessary to ensure that the recent enrollment gains are not lost, especially at critical transition points such as between primary and middle school.

**Emphasis on education quality.** In 2007, GORD launched the National Initiative for Social Development Strategy for which education is a priority sector. This 10-year, government-wide strategy specifically links desired education outcomes with economic growth indicators. GORD recognizes that Djibouti is faced with an increasingly competitive and constantly changing local and global economic, political, and social environment. However, it also recognizes that improvements in the quality of education will positively impact human health, and reduce the incidence of poverty. GORD has placed quality education at the heart of its social and economic development strategies, and retains active partnerships with the donor community to achieve its "education for all" goals.

**Education action plan goals.** To sustain GORD's level of commitment to the education sector, MENFOP developed an action plan for 2010-2020 that focuses on improving quality and learning outcomes. This plan operates along six program areas goals:

1. Improve the quality and relevance of teaching and learning;
2. Reinforce access and participation in education;
3. Reduce disparities in enrollment and training;
4. Adjust the structure, vision and content of vocational and technical education;
5. Reinforce efficiency in higher education; and
6. Improve efficiency and efficacy of governance, piloting and resource management.

**Strengthening systems and management capacity.** With other donors, USAID/Djibouti actively supports these program goals through its basic education program, with a flagship project called *Projet AIDE* (*Assistance Internationale pour le Développement de l'Éducation*), a four-year, \$9,500,000 cooperative agreement. The project is designed to strengthen systems and MENFOP's management capacity through:

1. Decentralized teacher training and community participation;
2. Strengthened strategic information and communication capacity through an Education
3. Education Management Information System (EMIS); and
4. Increased community participation and education and job opportunities for out-of-school youth.

Since its inception, *Projet AIDE* has worked in 56 primary public schools in the capital city of Djibouti, and in 63 primary schools in rural and semi-rural areas throughout the country. AED served as the implementing partner from 2009-2010, before the change resulting in the creation of FHI360 in July 2011.

## 1.2 Project Description

**Decentralized Teacher Training.** *Projet AIDE* objectives and activities include improving education systems through decentralized teacher training by supporting MENFOP in the development of a three-year in-service teacher training plan and the establishment and support of school clusters around the Teacher Resource Centers (TRC) and school districts. It also has developed MENFOP capacity to use information technology for teacher training and provided technical assistance to increase the capacity of TRCs to provide services to all education staff in all districts as well as develop and address gender disparities in this component as well as all the others.

**Strengthen Djibouti's Strategic Information Capacity.** The development and installation of an Education Management Information System is a key element of this component. It also includes support for the use of Fundamental Quality of Education Levels (FQEL) for school level, regional and national planning and the improvement of MENFOP systems capacity in a specific thematic areas as well as the development of management manuals in specific thematic areas.

**Increase community participation and opportunities for out-of-school youth.** The creation of a legal framework for Parent Teacher Associations and training parents and school directors in roles, responsibilities, and grant management was a key element which also involved assisting PTAs to register with the Ministry of Interior. The provision of grants to PTAs for school improvements and award programs were developed that recognized school performance. Another part of this component was the strengthening of non-formal NGOs and privately-led initiatives that support Technical Vocational Education Training (TVET) and the non-formal education for out-of-school youth. An analysis was also conducted that allowed for the development of a comprehensive plan for support to public sector vocational training. On another front, the project provided incentives for disadvantaged girls to attend formal or non-formal schools that provide technical education leading to employment opportunities.

**Address gender challenges.** Each component had a gender element built in. Specifically, that involved the development of a community mobilization strategy around addressing increasing access and retention of girls in primary and secondary school, and the provision of scholarships to alleviate the economic burden of school fees on families. The provision of mentoring to empower and inspire girls to complete their education and train teachers in gender sensitive teaching methods were also part of the strategy.

**Intensive and Expanded Focus on Early Grade Reading.** Project activities were halted between December 2010 and July 2011. When they resumed under a new contractor, FHI360, they did not become fully operational until mid-2012, and were modified to support a new strategy with new activities, including the specific reading goals found in Goal One of the Global Education strategy. This involved an intensive and expanded focus on early grade reading under the decentralized teacher education component, and the development of an Early Grade Reading Assessment (EGRA) impact evaluation to design impact indicators for the last two years of the project. Other wrap-around activities were developed to reinforce early grade reading interventions, including support to produce materials and train English teachers in middle schools, and support to MENFOP to prepare drop-outs for transition to the workforce.

### **1.2.1 Support to Produce Materials and Train English Teachers in Middle School**

This project component is based on a request from GORD, and an aim to increase Djibouti's competitiveness and workforce development in the region. It will build on English language material development earlier by *Projet AIDE* and the British Council. The focus is on producing materials and training 88 middle school English-language teachers.

### **1.2.2. Project Design**

*Projet AIDE* proved to be a versatile and adaptable planner when developing these multi-faceted interventions. The design was as diverse as it was responsive to changing priorities on the part of the government of Djibouti and USAID. The project was comprehensive from the start with its combination of community level components like the development of Parent Teacher Associations, in-school components like the decentralized teacher training and Ministry level components like strengthening its information capacity. Then, important new components were planned, including primary reading and post-primary English language education.

A review of the planning documents revealed solid plans that were realistic and comprehensive, and have largely been implemented as planned. Changing circumstances and priorities required some adaptations along the way, but this was due to external pressures rather than faulty planning. It is unclear as to why monitoring and evaluation was not given more attention in the project. USAID did require a monitoring and evaluation plan, but *Projet AIDE* responded minimally and, according to USAID/Djibouti, did not hire sufficiently skilled staff to implement the plan. As a result, Monitoring and Evaluation did not receive sufficient attention in this project.

### 1.3 Project Goals and Objectives

At the completion of *Projet AIDE*, USAID anticipates that the project will result in:

#### **Improved education systems through decentralized teacher training**

- a. 1,100 teachers trained in new methodologies focusing on literacy and numeracy;
- b. MENFOP develops an annual and two-year teacher education plan;
- c. Teacher Resource Centers support an in-service system using cluster and school-based teacher training;
- d. An increasing number of teachers are supported by pedagogical Advisors and school directors and work as teams in schools and clusters to master new techniques; and
- e. The majority of teachers use the new curriculum with a particular focus on improving the teaching of literacy and numeracy.

#### **Strengthened Djiboutian strategic information capacity**

- a. 100 MENFOP administrators and officials trained in strategic information management and on using data for planning FQEL;
- b. A functional EMIS to collect annual data and report analyses on a timely basis;
- c. MENFOP uses FQEL and school report cards as tools to use EMIS data for policy, planning and budgeting at school, regional and national levels; and
- d. MENFOP has a functioning operational plan that is implemented to maintain facilities (i.e., computers, Teacher Resource Centers, schools, etc.).

#### **Increased community participation and opportunities for out-of-school youth**

- a. 100 primary schools have a PTA by the end of the program;
- b. 50 PTAs receive small grants and implement their projects;
- c. At least 110 out of school youth (50% girls) provided learning opportunities per year,
- d. Twenty youth receive skills training leading to employment; and
- e. Four public or private professional and vocational education centers are assisted every year.

### 1.4 Evaluation Methodology

#### **Four components of evaluation methodology:**

- A document review of USAID guidelines on related policies, including evaluation, education, and gender, and project documents including quarterly and semester reports.
- Interviews with key informants at the national and site levels, including implementing partner staff.
- Focus group discussion sessions and in-depth individual interviews with selected community stakeholders and project beneficiaries.
- Site visits.

**Data triangulation.** This approach allowed the team to gather information from a diversity of sources and provide multiple sources for triangulation of the data. The methodology was adapted based on the dictates of the situation on the ground and direction from USAID/Djibouti. For example the individual interviews with teachers and Pedagogical Advisors evolved into Focus Group Discussion sessions.

**Approach and stages of evaluation.** An understanding of *Projet AIDE* and its objectives and goals was created through document review and briefing with project and USAID staff. A basic understanding of its achievements and the obstacles that were faced also came from those initial meetings. The evaluation tools were prepared including qualitative questionnaires and Focus Group Discussion guides based on those discussions as well. The field visits were scheduled in a collaborative meeting with *Projet AIDE*, the USAID project officer, and the evaluation team to ensure a good balance between diverse settings and a reasonable sample size in the limited time frame available.

**Interviews and field visit.** In the first week, interviews were held with MENFOP staff, partners and interested parties such including UNICEF and French cooperation and *Projet AIDE* staff. During the five-day field visit to the agreed-upon program sites, interviews and focus group discussions were held with key stakeholders such as school teachers, school directors, and PTA members, and representatives from the Ministry of Education, including regional Pedagogical Advisors and resource center staff. Interviews provided an opportunity to examine how well activities were coordinated by local program implementing partners. Two zones in Djiboutiville and four schools were also visited by the evaluation team.

**Multiple sources of data.** The data gathered from the multiple sources enabled the evaluation team to develop a nuanced perspective the impact of the teacher training exercises, the effectiveness of the Education Management Information System (EMIS), the number and types of opportunities targeted for out-of-school youth, the effectiveness of early grade reading activities (in relation to the project’s intended Intermediate Results), and the extent to which the overall program objectives and expected results were met. The evaluation team was able to identify and assess the impact of activities at the community level, but also to assess the current institutional capacity of partners and beneficiaries who were central to implementing and monitoring the education activities. Weaknesses and specific challenges were also identified which can inform future program planning.

## Project Spending

**Overall project spending.** A total of \$6,344,297 was spent over the four years of the project. That amount breaks down into an 80% to 20% ratio of end-user focus versus project-specific focus.

### Estimated allocation of expenses for the period December 1, 2009 - February 28, 2013\*

<b>Chart 1: Overall Project Spending</b>		
<b>Categories</b>	<b>Spent</b>	<b>Percent</b>
End-user Focus	\$4,974,892	80%
Project Specific Focus	\$1,269,505	20%
<b>Total</b>	<b>\$6,244,397</b>	<b>100%</b>



**Project specific focus spent.** The main project support items were the management, administration and finance which

**Chart 2: Project Specific Focus**

Categories	Spent	Percent
Management	\$327,266	26%
Admin & Finance	\$593,554	47%
M&E	\$19,554	2%
Overhead	\$329,131	26%
<b>Total</b>	<b>\$1,269,505</b>	<b>100%</b>



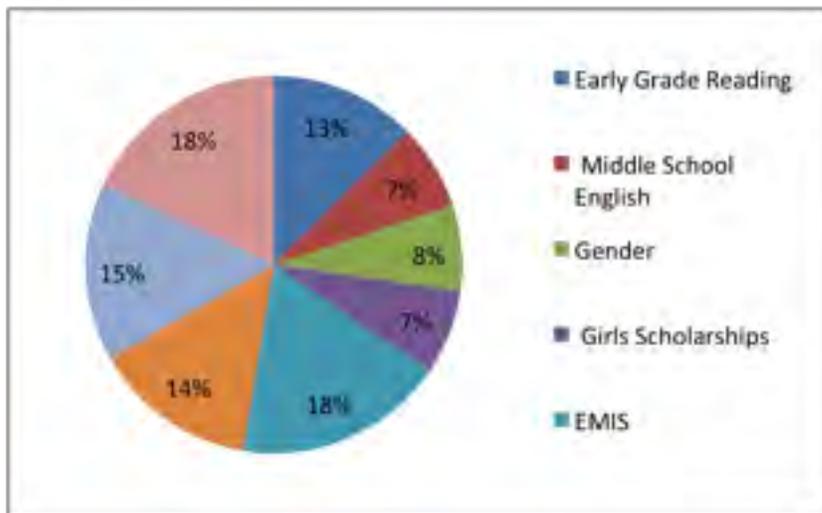
End user focus. The expenditures for each of the component parts reflect the diversity of this project, and the relatively even spread of resources among its component parts. Teacher training and information systems improvement took the lion's share with 18% each, but support for out- of-school youth (15%), community development (14%), and early grade reading (13%) were not far behind. Finally, gender, girls' scholarships, and middle school English took more modest percentages at 7% each.

Budget breakdown. An analysis of the breakdown of the specific focus of project spending shows that monitoring and evaluation at only 1 percent was extremely modest compared to similar projects and reflects the lack of data available for this project. The proportion of funds dedicated to the other areas is comparable with other projects, with the exception of the overhead, which is relatively modest compared to many other projects.

<b>Chart 3: End User Focus</b>		
<b>Categories</b>	<b>Spent</b>	<b>Percent</b>
Early Grade Reading	\$697,829	13%
Middle School English	\$399,718	7%
Gender	\$405,954	7%
Girls Scholarships	\$405,954	7%
EMIS	\$994,978	18%
Out of School Youth	\$779,475	14%
Community Development	\$842,869	15%
Teacher Training	\$994,978	18%
<b>Total</b>	<b>\$5,521,757</b>	<b>100%</b>

*Balanced approach.* Teacher training and the EMIS tool represent the largest proportion of the project intervention budget, followed by community development, out-of-school youth interventions, and Early Grade Reading. Gender received the same amount if it is combined with the Girls' Scholarships. Middle School English had the least important percentage. This pattern reflects a very balanced use of financial resources for each of the project components.

**Chart 3: End User Focus**



## 2.0 Key Findings

### 2.1 Evaluation Key Issue: Program Results and Impact

#### 2.1.1 Improve education systems through decentralized teacher training

**Training indicators met.** *Projet AIDE* largely met its indicators for training teachers/educators over the four years of the project. It exceeded them slightly in FY10 and FY12, but fell short in FY11.

Number of teachers/educators trained with USG support			
Year	Target	Actual	
FY10	1,100	1,211	
FY11	1,100	893	
FY12	380	433	
FY13	955		
<b>Total</b>	<b>3535</b>	<b>2537</b>	

**Decentralized training on large scale.** The most impressive numbers of teachers and school directors trained occurred in the training for the Early Grade Reading Assessment (EGRA) that was introduced to all pedagogical Advisors and 113 target primary schools. In FY12 and FY13 a total of 94 training sessions were attended by 5,023 teachers and 205 school directors were trained in 46 sessions in five regions and two districts in Djiboutiville. Included in those numbers are the teachers and directors who attended more than one session. Other training included 132 teachers who got special training in teaching reading recuperation for students with reading difficulties. The number of administrators trained both at the central and decentralized levels was twice as much as the FY12 target of 50.

**Training developed using participatory methods.** The School-Based Training was developed using participatory methods. The contents were developed in collaboration with five regions and two districts in the capital. Assessments were also done right down to the school level to identify teaching training priorities. This approach was universally appreciated by the Regional Directors, Pedagogical Advisors, and teachers interviewed. In the qualitative study conducted by the evaluation team, 64% of the 39 teachers who were surveyed said they agreed or agreed very much with the statement that the *Projet AIDE*-funded training had “increased their skill level for teaching and made them a better teacher.” One regional director pointed out that the identification and resolution of specific education problems had not previous been part of the general culture of education in Djibouti. He added that the participatory approach and local needs assessments were positive contributions of *Projet AIDE*.

**Better reading instruction skills developed.** Appreciation of the training in teaching reading skills was also reflected in the focus group discussion sessions held with teachers in five schools. “We learnt different ways to teach reading,” and “We have more success when we are aware of how to break down into different stages the teaching of reading,” were typical of the comments. The teachers found the Pedagogical Advisors who conducted the training to be well prepared and knowledgeable. They also found the training had a good balance between theory and practice. “What works best is practice. We got to try the new methods during the training.” The teachers also liked the convenience of attending several two-day trainings near their schools rather than longer ones far from their homes during their vacation time that was the method used in the past.

<b>Number of Pedagogical Advisors Trained</b>
---

Year	Number	Note
FY10	60	
FY11	60	
FY12	16	
FY13	12	
<b>Total</b>	<b>3535</b>	

**Pedagogical Advisors appreciate school-based training.** As can be seen from the above chart 148 Pedagogical Advisors were trained over the four years of the project. The AAs were trained by the project and then, in turn, trained the teachers and school directors. The evaluation team administered a quantitative study to 35 Pedagogical Advisors and asked them to consider how much they were in agreement with three questions related to the training. Three quarters of the Pedagogical Advisors either agreed very much or agreed with the statement that teachers are “better prepared with new teaching methods and supports” after undergoing *Projet AIDE*-funded training. The same percentage responded favorably to their own experience with the *Projet AIDE* training of trainers which they agreed was “useful and relevant,” “transferred easily” and had a “clear impact on schools.” The third quantitative question was related to the training of teachers allowing them to “develop good technical teaching skills that can be immediately put to use and will have a lasting impact in the quality of learning in the future.” Again, three quarters of the Pedagogical Advisors either agreed or agreed very much with the statement.

**Participatory approach creates responsive model.** In the four Focus Group Discussions with Pedagogical Advisors in three different regions and one district in Djiboutiville the comments were also very positive regarding the participatory approach used in the decentralized training, and the impact it had on reading instruction. “We all benefit from the training because it meets the needs identified in advance,” and “Ideas are shared when preparing the modules” were representative comments.

**Supervision follow-up adds value.** The AAs were impressed by the application of the training which they were able to observe first hand when they did in-school supervision of the teachers. “They take what they have learnt and apply it in the classroom,” and “the behavior of teachers changed,” and “they have lots of energy to bring to the classrooms and want to practice what they have learnt,” were common comments. In fact, the project supported supervision by the AAs in the schools using a competence based evaluation checklist contributed to enhancing the quality of teaching reading. “Teachers understand what is expected of them when they get their evaluation.” Local responsibility for the training and follow-up adds greatly to the quality to the training. Teachers are trained then tracked back at schools against an established basic competence then their success is charted against it enables fine-tuning of teaching skills. “Everyone agrees and understands the challenge,” one teacher commented.

Compared to the previous system of centralized training, the teachers, CPs, school directors and regional directors almost universally preferred the decentralized approach. Participation is higher, the training is timely, and ample resources are available for local transport and local per diems. The content is adapted to local needs. It was suggested by one regional director that it is more cost-effective to spend 100 liters of petrol in a region to reach remote areas than to spend it sending national staff to a regional capital or teachers to the capital.

**Collaboration between project and CFPEN low.** To be sure one of the reasons for the success of the schools based training was that *Projet AIDE* financial resources and technical assistance went directly to the regions. CFPEN doesn't have the teacher trainers or the administrative and management capacity to deliver decentralized teacher training at present according to several key informants. The belated establishment of MENFOP policy on decentralized training led to a lack of clarity regarding the relationship between CFPEN and the project. There is some resentment on the part of CFPEN that it has played an insignificant role. The CFPEN director suggested that *Projet AIDE* should support and not take the place of CFPEN and has not invested in building up its capacity. The low level of collaboration between the project and CFPEN will be a hamper to replication and sustainability.

**Teacher training plans.** Ongoing support has been given to MENFOP to develop teacher training plans. In FY12 a three-year in-service teacher training plan was developed. Though it does not factor in to the indicator, five regional school-based training plans were developed with project support.

Number of Teacher Training Plans Developed			
Year	Target	Actual	
FY10	1	1	
FY11	1	2	
FY12	1	1	
FY13	1		
<b>Total</b>	<b>4</b>	<b>4</b>	

### 2.1.2 Strengthening Djibouti's Strategic Information Capacity

**Great progress made with strategic information.** For each year of the project, the indicator for both the Fundamental Quality and Equity Level evaluation and other strategic information management was surpassed except in one instance. In fact, the FY2012 target of people trained in strategic information was set at 100 and almost doubled to 195. There were some problems with a high level of turnover of MINPOF staff assigned to work on strategic information which slowed progress. During the life of the project there were three different people in charge of collaborating with the project. Those challenges have been overcome with the creation of a permanent strategic information staff. Overall the Education Management Information System was developed and installed with good collaboration with MENFOP. According to all stakeholders, there has been an acceleration of the availability of the national annual statistics compared to previous years.

**Decentralized planning systems at the school and regional levels.** *Projet AIDE* also trained Pedagogical Advisors, school directors, and PTAs to utilize the improved EMIS data to plan, budget, and monitor school performance using the FQEL (Fundamental Quality and Equity Level) school planning tool and School Report Cards (performance monitoring tool). The project successfully built the capacity of the Ministry of Education to manage these reforms. The project also contributed to improving MENFOP systems capacity in specific thematic areas and developed management manuals in specific thematic areas.

Number of administrators trained both at the central and decentralized level on FQEL (Planning), disaggregated by gender; national and district.			
Year	Target	Actual	
FY10	100	102/F=28	
FY11	50	61/ F= 02	
FY12	50	105/ F= 46	
FY13	50		
<b>Total</b>	<b>250</b>	<b>268/ F= 76</b>	

Number of people trained in other strategic information management			
Year	Target	Actual	
FY10	100	104	
FY11	100	35	
FY12	100	195	
FY13	100		
<b>Total</b>	<b>400</b>	<b>334</b>	

**Better analysis helpful.** National data is in raw form, with little or no analysis at present. Training MENPOF MIS staff on how to draw conclusions from the data, recognize trends and would add value to the annual reports. Special reports could also be prepared as well on topics of interest. For example, an analysis could be made on the progress on encouraging the education of girls based on the rich data collected on gender.

**Software user-friendly.** Software ED\*Assist and tools used by regional focal points (OPAD) was considered user friendly. School directors did their share in the compilation of data and spend, on average, 3-5 days preparing data. Those interviewed found it a challenge to complete in the beginning but see the value of it, especially when national results are shared with them.

### 2.1.3 Increase community participation

#### a. 100 primary schools have a PTA by the end of the program.

Number of Parent-teacher Association or similar "school" governance structures in USG supported schools			
Year	Target	Actual	% of performance
FY10	100	112	112%
FY11	100	100	100%
FY12	87	101	116%
FY13	87	In progress	In progress
<b>Total</b>	<b>374</b>	<b>313</b>	

For the evaluation period, *Projet AIDE* has fully reached the objectives of community participation and improvement of school management. The goal was even slightly surpassed in 2010 and 2012.

**Creation and establishment of school-based school management committees (SMCs) and PTAs.** According to official data taken from the statistical reference book 2010-11 (table below), 80% of the 112 schools have a school management committee and 85% have a PTA. This means that 100% of schools have either a school management committee or a PTA, which confirms the results for *Projet AIDE* for school year 2010-11.

**Data taken from statistical reference book, 2011-2012.**

School Year	Number of public schools			% with SMCs (CGE)			% with PTAs		
	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural
2008-09	111	52	59	88			95%		
2009-10	112	56	56	80%	77%	84%	86%	88%	84%
2010-11	114	57	57	88%	88%	88%	88%	86%	89%
2011-12	119	56	63	88%	82%	94%	87%	91%	84%
2012-13									

The proportion of schools with a school management committee or a PTA varied from one year to another, as a function of the number of new schools opened or renovated. We noted that there is an increase in 8 elementary schools between 2009 and 2012, with 4 more in the urban area, and as many in the rural areas. If the proportion of schools with school management committees stayed stable at 88% between 2009 and 2012, the number of schools with PTAs decreased from 95% to 87% during the same period.

Beginning in school year 2009-2010, the school-community partnership model was mandated by Government Decree n°2009-0197/PR/MENESUP requiring the creations of Facilities Committees and School Management Committees, as well as regulating partnerships through PTAs, we noted that the proportion of schools with SMCs varied unevenly in urban areas, while the number increased by 10% in rural areas. The number of schools with PTAs varied unevenly in both rural and urban areas.

**Strengthening of school community representatives to increase parent participation in and contribution to school management.**

In February 2010, 5 Pedagogical Advisors were trained in the implications of parent involvement and contributions for the improvement of teaching conditions and school-based learning. These 5 trainees then trained school directors and community representatives in their respective regions during the February 2010 semester break. 73 of the 77 rural schools participated in the training workshops, with each school represented by its school director and two community members. The two-day training workshop was conducted under the supervision of *Projet AIDE's* Partnership Service.

The office of the Minister of Education took the necessary steps to facilitate the participation of all school directors, reminding them of the importance of such training, supported by *Projet AIDE*, to the implementation of the Ministry's Strategic Action Plan. A total of 26 school directors and 20 PTA representatives participated in the training. The Pedagogical Advisors and the school directors, having been trained in the new legal framework governing school-community partnerships, was supposed to organize PTA and SMC elections in their schools around the beginning of school year 2010-11.

**Report on elections of SMCs and PTAs in 2010-11 in rural areas:**

<b>Arta:</b>	PTA elections in 7 of 10 schools
<b>Dikhil:</b>	PTA elections in all 17 schools
<b>Obock:</b>	PTA elections in 10 of 12 schools
<b>Tadjourah:</b>	School Management Committee and School Board elections in 10 out of 23 schools

<b>Ali Sabieh:</b> School Management Committee and School Board elections in 9 out of 10 schools
--

*Projet AIDE*'s supervision of the PTA elections process was different in the various regions. For example, in Obock, people voted by raising their hands, whereas in Dikhil the Pedagogical advisor organized a real election with ballots, sometimes supported by security guards to ensure transparency. The newspaper *La Nation de Djibouti*, published an article on the Dikhil PTA elections as a model of community voting.

Thanks to the support of *Projet AIDE*, all public elementary schools have PTAS and SMCs, but the individual effectiveness of the organizations, as well as their legal status, vary from one region to the next. While the SMCs managed by Ministry representatives are able to provide excellent support to their schools, they cannot guarantee a permanent presence as the school directors and teachers are often transferred. In fact, even if the SMC includes two community representatives, the PTAs constitute a direct link to the community and are considered as privileged school partners. It is important to note that of the 5 regions, 3 (Arta, Dikhil, and Obock) of the regional directorates actively encourage their PTAs to organize activities. In Tadjourah and Ali Sabieh, there are PTAs in some elementary schools, but, for political reasons, play a much more modest role as the school directors from these regions prefer to rely more the SMCs for changes and improvements in teaching and learning conditions in their schools. The Focus Group Discussions with PTA members and the quantitative research with school directors and teachers in the schools visited by the evaluation team confirmed this.

<b>School Directors</b>		<b>On a scale of 1 to 5, indicate the degree to which you agree with the statements below. Five (5) indicates that you agree very much and One (1) indicates that you do not agree at all.</b>				
<b>Statement</b>	<b>Total responses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
We have increased community involvement in the school through the creation of an active PTA.	<b>5</b>			1	2	2

<b>Teachers</b>		<b>On a scale of 1 to 5, indicate the degree to which you agree with the statements below. Five (5) indicates that you agree very much and One (1) indicates that you do not agree at all.</b>				
<b>Statement</b>	<b>Total responses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The involvement of parent-school committees has increased the quality of our school physically and created a supportive community environment for learning.	<b>39</b>	16	6	7	6	6

**50 PTAs receive small grants and implement their projects.** *Projet AIDE* met its target for this indicator also. The achievement for this indicator is largely documented in the different quarterly and semester progress report provided by AED or FHI360 to USAID Djibouti office for the period under review. Some of the results achieved are mentioned below as examples:

**Reading priority for PTAs.** Project activities with PTA groups and one-on-ones with influential school community members have encouraged the selection of school small projects towards those projects that are related to the improvement of reading.

**46 of the 50 projects.** 92% of projects completed in the school communities are targeting reading materials, classroom equipment, and teacher tools that will enhance reading instruction. Projet AIDE's collaboration with MENFOP's Partnership Services Office has influenced school directors and PTAs in an important way: at the launching of Phase IV, most school project proposals focused on improving infrastructure and the school environment (green spaces, water systems, solar panels, etc.) Thanks to the ongoing discussions regarding community participation in schools, school project proposals have evolved to focus on support for improved teaching and enhanced reading skills. Since participating in the School Based Trainings, teachers have also contributed to the evolution toward more dynamic school support by voicing their needs for material and pedagogical resources to improve the reading results of their students. For the 2011-2012 school year, 24 of the 26 school projects selected for support involve improved teaching and reading.

For the 2011-2012 school year, Projet AIDE provided support for MENFOP's Basic Education Technical Group (GTPL) in its efforts to motivate schools to raise primary school children's interest in reading. During the first semester of 2012, these efforts were focused on 3 key activities :

**Reading challenge activity.** This period saw the conclusion of the Reading Challenge contest for the nation's Year-5 pupils, with the championships the last week of April 2012 organized in Djiboutiville, Tadjourah, and Ali Sabieh. For the Reading Challenge (*Défi Lecture*) for 4,000 Year-5 pupils in the regions and the capital area, the fifth grade classes in all primary schools competed against each other in a 5-book reading competition co-sponsored by USAID/Projet AIDE and UNICEF.

**Little geniuses in the library activity.** USAID *Projet AIDE* partnered with the French Cultural Center IFAR in providing the logistics to organize the final round of the "*Petits Genies*" reading competition on May 19, 2012, held in Balbala-2 Primary School. For the *Petits Genies* reading and writing competition for Year-3 students in Djiboutiville and Arta, USAID/*Projet AIDE* supported the championship activities after the regional finals.

**Library Corners in primary classrooms activity.** The assessment of school libraries conducted by the GTPL and *Projet AIDE* at the end of school year 2011-12 showed that many schools with libraries did not use the books, as there was no one person who was responsible for the library. The report's recommendation was to create "library corners" in classrooms by providing classrooms with metal cabinets (*armoires*) where the books will be secure but immediately available to teachers. 10 schools have been targeted by GTPL and *Projet AIDE* to receive classroom cabinets.

#### **2.1.4 Opportunities for Out-of-school Youth**

*Projet AIDE* Performance Indicators

**Goal 2:** Improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals.

At least 110 out of school youth (50% girls) were provided learning opportunities per year.

Project indicators and targets			
Number of youth completed internships, disaggregated by gender, by year			
Performance Indicator Values			
Year	Target	Actual	% of Performance
FY10	110	120/F= 83	109%
FY11	110	77/F=54	70%
FY12	110	114= F	104%
FY13	110		
<b>Total</b>	<b>440</b>	<b>311 /F=251</b>	<b>71%</b>

For the survey period, Projet AIDE achieved significant success in reaching its objectives for this indicator, surpassing them slightly in 2010 and 2012, and reaching only 70% in 2011. A gender equity goal of 50% per year was not attained, and adversely affected young, out-of-school boys. This may be explained by the fact that young men are mentally less inclined to follow a training course, and, even when they register for it, many do not attend (this is very different for young women). It is also important to note that the types of professional training courses offered seemed better suited to young women than to young men.

Projet AIDE even conducted a brief survey on the life outcomes of young drop-outs trained in 2010 and 2011. The results of the survey are summarized in the following table :

#### Survey on situation of school youth who received training funded by USAID/Projet AIDE-2010-11

Training	Number trained	Number surveyed	Employed Presently	Lost employ	Never employed	Reg. at SNE
Earth excavator	62	62	62	0	0	0
Sales/shopkeeping	19	17	8	2	7	0
Telephone operators	17	16	8	2	6	0
Computer maintenance	30	27	6	0	21	18
Housekeeping	50	43	2	0	41	11
Drivers with Auto Permit E	25	22	1	0	21	15
Heavy road machinery	20	15	1	0	14	12
<b>Total</b>	<b>223</b>	<b>202</b>	<b>88</b>	<b>4</b>	<b>145</b>	<b>56</b>

The survey reached 91% of youth trained by *Projet AIDE*. Nearly 44% of those surveyed were employed at the time of the survey, and 72% of those were unable to find follow-on employment. An analysis of the survey results clearly indicates the challenge of following up on what happens to youth following participation in training.

*Note: the table data indicates that only 39.46% of the participants of Projet AIDE training are employed at the time of the survey. Despite this data gathered, we believe that some participants*

*chose to inform the interviewer that they “do not have jobs,” hoping that perhaps a better offer might be made by the interviewer. It is surprising that of the 43 girls surveyed who received training as housekeeping staff, only two said they have jobs. Example: earlier in 2011 *Projet AIDE*, the CFFB and MENFOP’s Service of Technical and Vocational Education intervened with an employer to calm ten female trainees who had been offered positions with the employer, but who strongly demanded immediate improvements in their working conditions and contract benefits. The number of youths employed in jobs now as housekeeping or Shop keeping/Sales, don’t considered as a job, a contractual or daily job.*

**Twenty youth receive skills training leading to employment.** For this indicator, neither reports on *Projet AIDE*’s progress nor interviews with the team responsible for this project component allowed for quantifiable analysis.

**Four public or private professional and vocational education centers are assisted every year.** The annual target for this indicator was not met. The reasons for this are clearly explained in the following analysis, taken from the last *Projet AIDE* (2012-10\_Semester\_Report\_Apr\_2012-Sep\_2012) .

USAID has worked with the Ministry of Education’s Department of Technical and Professional Training (SETP) since 2006 when *Projet AIDE* assisted with the design and implementation of the pilot of the first work-study training program for out-of-school youth. Although the SETP had conducted numerous vocational activities, it was the first training program that was long-term (6-months), linked to local employers who provided the opportunities for hands-on training in the real workplace, and offered chances of post-training part- or full-time employment. Over the years, *Projet AIDE* has assisted the Ministry to link its efforts with the Ministry of Labor’s Employment Office, and to expand the program in order to increase the employment opportunities of Djiboutian women. To date USAID is the only partner that assists the Ministry with work-study study programs.

In 2011 the name of the Ministry of Education was formally changed to The Ministry of National Education and of Vocational Education (MENFOP) to reflect the government’s intention to focus on education and training for both white- and blue-collar Djiboutians. MENFOP has recognized that the work-study program has been a success as the post-training employment and retention rate is high. The Ministry has proposed that *Projet AIDE* study the feasibility of implementing the work-study model in the Ministry’s on in-school training programs, such as in the government’s Boulaos Housekeeping School. The USAID efforts have helped MENFOP officials change ministry policy towards effective vocational training that leads to employment.

Working together, *Projet AIDE* and the SETP have earned a reputation among local businesses for coordinating high-quality training and producing workers who have both the skill and sense of responsibility that employers require. Adapting the USAID-SETP model, the Port of Doraleh and the Kempinski Hotel have initiated their own in-house work-study programs. *Projet AIDE* has made training partners aware that the partnership includes a responsibility in providing advice and support to the young women participants in order to increase their self-confidence and discover that they are valuable in the labor market. In particular, the Balbala Women’s Training Center (CFFB) is unique as it offers open discussions and debates with the participants on how they can identify and respect their personal abilities.

Period	Vocational Target	Participants	Local Partners (work)	Local Trainers (study)
2006-2007 6 months	Phone-receptionist skills	F: 20 M: 0	Local offices in public and private sectors	Femmes Actives
2007-2008 6 months	Training in heavy machinery, tow-tractors, basic electricity and mechanical skills	F: 01 M:146	Port of Djibouti	Port of Djibouti
2008-2009 6 months	Training as commercial cashiers	F: 20 M: 0	Local offices in public and private sectors	Femmes Actives
2009 4 months	Computer diagnosis and repair	F: 30 M: 0	Filga Foire	Centre de Formation des Femmes de Balbala CFFB
2010 6 months	Commercial Housekeeping Skills	F: 50 M: 0	Hotels: Kempinski, Sheraton, Bellevue, Menelik, Atia Hospital: Bouffard	Centre de Formation des Femmes de Balbala CFFB
2011 6 months	Commercial Cuisine and Service	F: 50 M: 0	Hotels: Kempinski, Sheraton, Bellevue, Menelik, Atia	Centre de Formation des Femmes de Balbala CFFB
2012 6 months	Commercial Pastry Skills	F: 20 M: 0	Kempinski Hotel	Centre de Formation des Femmes de Balbala CFFB
2012-2013 6 months	Training in basic mechanical, electrical, construction, and office-management skills	F: 03 M: 87	Local workshops and offices in public and private sectors	Industrial & Technical High School

**Total: 240 F = 153 ; M: = 87**

**Cooperation agreement between ANEFIP, MENFOP, and Projet AIDE.** The 3-part program designed by MENFOP-SETP and *Projet AIDE* includes the practical internship, job preparedness, and employment options. The Ministry of Labor’s employment agency has agreed to associate with the efforts of MENFOP and USAID *Projet AIDE* in identifying potential training and employment partnerships with local businesses, and in monitoring training programs to assure quality of training.

In conclusion, given the results above, the evaluation team believes that the performance of *Projet AIDE* can be considered successful for this sub-component. *Projet AIDE* has allowed MENFOP to design and implement its first Strategic Action Plan for professional training. *Projet AIDE*’s contribution is even more significant because of the partnerships it has helped MENFOP establish with state institutions like ANEFIP, the Port of Djibouti, as well as with private sector entities.

#### 2.1.5 Integrated Gender Activities

64% of teachers in the quantitative survey said they agreed very strongly or strongly to the statement “as a result of *Projet AIDE* I am now more aware of the special challenges faced by girls in the classroom and now am now better prepared to meet their special needs.”

**Gender factor throughout the project.** There was not a specific gender component, but gender activities were successfully integrated into all components of it. In terms of indicators the number of youths completing internships under the opportunities for out of school youth component of

the project was disaggregated by gender. There were a total of 311 beneficiaries and 249 of them were female. That came to a total of 80%. Another indicator disaggregated by gender was the number of administrators trained both at the central and decentralized level on FQEL (Planning). In this case 268 were trained and 76 were women for a total of 28%.

**Project components with gender content.**

- Developed gender awareness module for teachers and trained Pedagogical Counselors under decentralized in-service training.
- Published 4,200 booklets on improving reading levels of girls with difficulties.
- Under community participation, the project encouraged the participation of women when setting up new PTAs.
- Small school projects that were considered positive for girls were encouraged including latrine construction, school gardens and library corners.

**Special school kits designed for girls.** Though both boys and girls got 805 school kits, the ones for girls were specialized to include clothing including underwear, soap, sanitary pads. The kits were distributed in 33 schools by local focal points including school directors and volunteers.

**Great progress with integration of girls in schools.** In the schools visited, almost half of the students were girls. Parents, teachers, and school directors said there were no problems getting girls to attend school and they generally were highly motivated and performed as well or better than boys. In the past girls were often kept at home to help with domestic tasks. Though the percentage of girls in rural schools was slightly lower than the percentage of boys, in general the ratio of boys to girls was largely even. Several school directors said the girls were motivated to study because they were more housebound than boys, and wanted to avoid the alternative, which was an early marriage and domestic chores. “The teachers now take into the consideration the needs of girls in the classroom and the convinced of the importance of educating girls,” one school director said. Comments by members of the PTA of a school in Tadjourah were representative of all parents interviewed. “Parents now have the habit of sending their daughters to school. We even encourage parents to encourage their girls to do their homework even if they can’t help them.” The World Food Programme gives cooking oil as an incentive to send their daughters to school. The members another PTA said parents would send their girls to school now even without the incentive. “The mentality has changed,” one school director suggested.

**Training of Pedagogical Advisors in gender.** A special module was created and training conducted designed to increase the awareness of Pedagogical Counselors on the challenges of gender in 2011. The training was participatory in design and involved brainstorming and group work. At the end of the training the counselors were expected to:

- Increase their awareness and professional competence on gender issues
- Produce gender awareness tools for use in their districts on gender issues
- Develop and plan and implement training modules on gender in their districts to orient and develop teacher professional competence on gender.

**Gender MIS indicators collected.** As part of the increased collection of MIS data collected at the school level a series of variables related to gender were built into the questionnaires filled out by school directors. They provided the following data for each school in the country:

- Ratio male and female students by school and level
- Ratio of male and female teachers by school and level
- Number of male and female school directors

- Number of male and female toilets by school
- Distance of male and female students from the school and number that travel 3 km or more
- Division of chores by girls and boys (collection of water, sweeping, window and desk cleaning, library, school yard)

*USAID gender strategy concrete results.* In all the interviews and focus groups conducted by the evaluation team, questions about the progress made in gender under *Projet AIDE* were asked. The response was unanimous in that gender awareness had increased and girls attendance in school and participation in all aspects of school life had become the social norm. The consensus among school directors, teachers and parents was that the project's gender interventions combined with a decade of support for gender equity in the school system had brought about the positive changes.

#### *Projet AIDE* Scholarship Program

**Both genders benefit from scholarship program.** More than half (537 out of 805) of the students benefitting from the Scholarship program were girls. The scholarship program involved the identification of low-income parents and providing them with money to buy school books. The books are returned at the end of the school year and resold and the money used to buy new books. The Obock Secondary School director interviewed by the evaluation team suggested that many of the 146 girls in his school would have been unable to attend school without the financial support to purchase books.

#### 2.1.6 Intensive and Expanded Focus on Early Grade Reading

**Intensive and Expanded Focus on Early Grade Reading added.** In response to specific reading goals found in MENFOP Global Education strategy the project focused on early grade reading under the decentralized teacher education component. It also assisted in the development of Early Grade Reading Assessment (EGRA) to measure the impact on reading levels during the last two years of the project.

**Extensive Training.** 60 Pedagogical Advisors who conduct teacher training were trained in Early Grade Reading as well as 110 school directors trained. This training was followed by teacher-trainers workshops attended by 1,100 teachers in the regions. Teachers were encouraged in the training to identification students with difficulty reading and create remedial classes within the school day or after school hours. These remedial classes have been credited by teachers interviewed by the evaluation team as having a significant impact on increasing the percentages of students now able to read.

**Coaching provided follow-up to training.** Classroom-based coaching by pedagogical counselors in five regions (Obock, Tadjourah, Dikhil, Arta, and 2 districts in Djibouti) was designed to improve the teaching and learning of reading at the in grades 1-5 at the primary level. A checklist was developed for the Pedagogical Advisors to use to evaluate the teaching of reading which was shared with teachers and included recommendations for improvement. Both teachers and Pedagogical Advisors were uniformly in agreement about the benefit of the feedback.

**Teachers apply training to improve reading instruction.** In the Focus Group Discussions held with teachers in nine different schools, there was universal agreement that they had benefitted

from the teacher training in reading, and applied it in their classrooms. “We learned how to teach reading,” and “We are now able to diagnose different levels of reading skills and divide the class into weak and strong readers,” were typical comments. The response was more mixed in the quantitative survey. When teachers were asked to what degree they have increased their “effectiveness in providing early grade reading”, half of them agreed very much or agreed with the statement in the quantitative study. Slightly more school directors agreed very much or agreed with the statement “we have increased our effectiveness in providing early grade reading.”

**Community support to reading.** Progress in the teaching of reading in the classroom was complemented by after school encouragement of reading. Spelling bees and other reading related contests were organized to “give students the taste of reading.” Library corners, refurbishing of school libraries and the circulation of books from school to school was also supported by the project.

**Early Grade Reading Assessment system established.** A formative assessment of current teaching of early grade reading was conducted and formed the basis of the Early Grade Reading Assessment (EGRA). The EGRA baseline test was administered to a sample of 1,200 students by 45 MENFOP Educational Advisors in grades 2, 3, and 5 in 39 schools (more than three quarters urban and less than a quarter rural). The EMIS system was also used to collect additional data, and School PTAs were also trained to analyze report card results related to reading. Most importantly each teacher was made aware of the numbers of students in their class who could read and who could not. Those who had the highest numbers of non-readers were given additional assistance on improving their teaching technique.

**Preliminary EGRA results data.** Results reveal good progress in responding to the reading challenge according to 49 school directors surveyed through AGRA. 86% said they had received an appropriate number of books, 62% had a school library and 61% had training in teaching reading. Of the 56 teachers surveyed, 93% had a reading teaching guide, 85% had been recently trained in reading.

**Anecdotal data suggests increases in readers.** The identification of the children with reading difficulties and giving them remedial lessons contributed to the reduction in the number of student unable to read according to the teachers and the AAs. “Teachers prepare the content for the remedial classes for the children with difficulties because they know what they need,” one AA said. “We have learnt a lot about teaching reading and are able to work with the teachers with low numbers of readers in their class,” another added. The results recounted in the Focus Group Discussion with the teachers and Pedagogical Advisors are anecdotal but estimate that at least half of the primary school students who were not able to read at the start of the current school year are now able to read. “Positive results as we see the level of readers has increased,” and “each teacher gets to see the changes in the number of children who can read in their class and the whole school is motivated because everyone wants good results,” were comments in the Focus Group Discussions with AAs. On one school visited in Obock there were 291 students in grade three. At the start of the school year only 63 students could read and 278 couldn’t. In less than three months later with the improve teaching of reading, 129 could read and 162 couldn’t. That was a represents a doubling of the readers from 21% to 44%.

### 2.1.7 English for Middle Schools

**Government requests project support teaching of English.** With the intention of increasing Djibouti's competitiveness and workforce development in the region the project was asked to support the production of English language teaching materials and train English teachers. Teaching training guides and workbooks were prepared for grade 7 with support by the British Council. *Projet AIDE* provided technical assistance to CRIPEN, MENFOP's materials development unit to develop materials for grades 8 to 10 and train 88 middle school English-language teachers.

**Stills transferred to CRIPEN.** Emphasis has been placed on the Djiboutification of the materials and CRIPEN's staff of 9 has done a good job of introducing cultural references and images from the country on almost every page. Despite some challenges with turnover and reassignment of trained staff, CRIPEN officials interviewed by the evaluation team had a high degree of satisfaction with the technical assistance of FHI360 and the transfer of skills to CRIPEN staff. There is hope at CRIPEN that this collaboration will continue especially since MENFOP plans to introduce English into primary schools.

**Production plans and distribution.** Audio supports to be distributed on CDs are also being produced in collaboration with the radio education unit of MINFOP. The audio support is intended to allow students to hear accents and improve their spoken English. 11,125 copies of "English of Djibouti" have been printed with support from USAID. The teaching guide is accompanied by a student work book. In the future the books will be sold to increase the sustainability and availability of the production. Training of the English teachers in how to use the guides is also being planned. The documents are thoroughly pretested before being printed. It is too early in the process to furnish information on the impact on teachers and students.

## 2.2 Evaluation Key Issue: Building Local Capacity

The evaluation team developed a survey instrument for a sample of beneficiaries to ascertain their level of satisfaction with the project, and to assess the extent to which the training received has been useful to them. The results of the survey found that two thirds of the Pedagogical Advisors, teachers, and school directors were satisfied with the project, and the same percentage was satisfied with the training received. For example, 66% of Pedagogical Advisors in three regions and the capital, 26 in total, agreed very much or agreed with the statement *Projet AIDE* "had a positive influence on education."

The Pedagogical Advisors agreed or agreed very much with the following statement by a slightly higher percentage (70%): "We find that the training we received from *Projet AIDE* was useful and relevant and we were able to transfer easily and have had a clear impact on schools," and "Overall, *Projet AIDE* has had a positive impact on the quality of education in the schools of my district and will continue to have a positive influence for years to come."

70% of the teachers surveyed agreed or agreed very much with the statement: "Training I have received through *Projet AIDE* has increased my skill level for teaching and made me a better teacher. Again by the same percentage school directors surveyed agreed or agreed very much with the statement "the different inputs from *Projet AIDE* including, training, new curriculum, teaching materials, have increased school morale and had an impact on the quality of education in my school."

### 2.3 Evaluation Key Issue: Sustainability

**Contributed to achieving USAID goals.** The evaluation team looked at the question of whether the project activities were adequate to achieve the project goals and evaluate to what degree the project activities will continue supporting the USAID Global Education Strategy and MENFOP's 10-year strategic plan in the future. There is clear evidence that the project has contributed positively to achieving USAID and Ministry main goals and there are some indications that its impact will be sustained in the future.

**Increased teacher skills lasting benefit.** Illustrative of this is the positive endorsement of Pedagogical Advisors and School Directors for the project's influence over time. The Pedagogical Advisors, for example, are optimistic that the improved teacher training skills will be long lasting. In the quantitative study, 66% agree or strongly agreed with the statement: "The work we are able to do now in training of teachers has allowed them to develop good technical teaching skills that can be immediately put to use and will have a lasting impact in the quality of learning in the future." The school directors surveyed were also optimistic for the positive influence of the project over time. They all agreed or agreed very much with the statement "The increase in skills in the region for training teachers has resulted in better pedagogical methods used by teachers and will continue to have an impact beyond the end of the project."

**Components have different sustainability potential.** It is clear that some components of the project can be sustained by MENFOP though others would have some difficulty. Insufficient MENFOP staff available to collaborate with the project, staff turn-over has slowed implementation and does not bode well for sustaining some of the components. One MENFOP staff member told the evaluation he sees *Projet AIDE* as being a de facto branch of government duplicating its efforts. The challenge in the future to enhance sustainability will be to balance the project's direct intervention in schools and MENFOP's engagement. The decentralization of in-service teacher training has an excellent chance of being sustained because of the increase in skills among MENFOP regional staff and their high level of technical competence. The fact the system developed was based on high levels of participation from regional representatives and based on needs identified at the school level.

**Reading results awareness contributes to sustainability.** The evaluation of the impact of project interventions on students' reading results, via the June 2012 OTI exam, confirms the performance and pertinence of *Projet AIDE*'s components. This allows us to qualify *Projet AIDE*'s impact as quite appreciable, in terms of its support of MENFOP's strategic objectives regarding parent and community involvement in children's education, and in strengthening teaching and learning capacities. The continuation of these interventions, and their replication in rural areas will guarantee the sustainability of *Projet AIDE*'s impact on the improvement of the Djiboutian education system.

### 2.4 Evaluation Key Issue: Enabling Environment

**Enabling environment created in school.** In the quantitative surveys 66% of Pedagogical Advisors said they agreed very much or agreed with the statement "the teachers in our area are better prepared with new teaching methods and supports after been exposed to *Projet AIDE* inputs." Teacher surveyed agreed very much or agreed by about the same percentage (63%) to the statement "the training I have received through *Projet AIDE* has increased my skill level for

teaching and made me a better teacher.” By contrast only 33% said they agreed very much or agreed with a statement about increased access to pedagogical materials.

**Community available for follow-up.** At the community level *Projet AIDE* has greatly contributed to creating an enabling environment through its work creating PTAs, funding of small schools projects and training of Directors on how to engage school communities. There is evidence of increased community support for girls’ education, and community involvement in school projects. The project has served as a means to support attitude and positive cultural behavior change. Communities have demonstrated their enthusiasm to participate in and contribute to their children’s education in limited, but specific ways (canteens, lodging, school gardens), and are fully disposed to increase their level of participation in other areas. Parental involvement will continue to increase to the extent that their capacities are built and strengthened, which is perhaps the best gauge of the viability and potential for sustainability in rural schools. Beyond *Projet AIDE*, communities will be able integrate and cooperate with other projects focused on social, health, and economic development.

### 3.0 Lessons Learned

**Project design complex and challenging.** *Projet AIDE* was a relatively complex project from the start, with very different types of interventions with very different approaches and target populations. It also involved interventions at the central, regional, school, and community levels. Presented a challenge to the project to respond but was able to come up with a talented and multi skilled staff with sufficient capacity to meet the requirements. The project got even more complex as additional components were added.

*Unintended or unexpected outcomes.* There were no unexpected outcomes which were either positive or negative that resulting from program activities. There were a number of outcomes which were unexpected when the project was originally designed that were added on. This may have contributed inadvertently to diluting project programming resources focused on core project activities to keep up with the growing portfolio of interventions.

**Performance reporting adequate but limited.** Expectations were very low for performance reporting with very few and very limited indicators. Most of the indicators count people trained and do not provide evidence of the end result of the training in terms of specific impacts on education. The exception is the Early Grade Reading Assessment, which has an established baseline, trained and competent Pedagogical Advisors around the country conducting the assessments, and will measure precisely the impact of the supports to Early Childhood Reading. It should also be noted the Monitoring and Evaluation is not the strongest suit of *Projet AIDE*. The project had difficulty providing the evaluation team with data it requested, and its skills in the area were relatively weak compared to other technical areas.

**Focus remaining performance period on collecting lessons learned and sustainability.** *Projet AIDE* has focused its competent human resources on getting the job done and has many accomplishments to show for it. But little attention has been given to capturing the how and why of those achievements. What is now needed is perspective, not only on the success, but on how it was inspired. This documentation is essential for sustaining interventions whether the stewardship for the project components is taken over by MENFOP, NGOs, other donors or, potentially, a follow-up project. This could come in the form of small studies, case studies, or scenarios. The project should immediately prepare an exit plan that provides some insights into what

components might be sustained, and by whom. The focus should be on the evaluation of what has been accomplished in this last phase.

**Ability to adapt to unanticipated changes in the implementation environment.** Considering the significance and duration of the middle level blockage of *Projet AIDE* implementation of several different components, it took a considerable amount of time to figure out at what level the problem was occurring, and to resolve it. . The project showed resilience in keeping staff and not losing too much momentum, considering the closing of the Academy for Educational Development and the purchase of its projects by Family Health International and the creation of FHI360, which took over the management of the project after several months of inactivity.

**Changes might have been made to program design that would have increased its impact.** Increasing livelihood skills of out of school youths is a complex and difficult. The project did a respectable job considering the limited resources dedicated to the task and the challenges. Without more significant resources and greater collaboration with other partners including the private sector and work skills training. Greater collaboration between the USAID/Djibouti education and economic development offices could have potentially allowed for greater resources and technical expertise to be provided to this component. Considering the growing importance to work skills development within the government, this component merits more in-depth examination to see how it might potentially provide a spring board for a more sophisticated and elaborate project or project component. The success of a livelihoods creation project that involved the collaboration of the USAID/Rwanda offices of Education and Economic offices could serve as a useful model.

**Community engagement increased but fragile.** The main lessons parents retained from *Projet AIDE* is that they need to form associations, and need to build their collective capacity to educate their children, whereas before education was more of an individual pursuit. Interviews with field-based actors, as well as site visits confirmed that the activities conducted by *Projet AIDE* with the MENFOP Partnership Service helped to structure the PTAs, sensitize families to the importance of education (especially access to quality education), and encouraged community initiative through school projects. The impact of these actions remains fragile, particularly in rural areas, where parental participation needs to be systematized, intensified, prolonged, and better articulated with the work of school directors.

**Improved school physical environments.** The most significant impact of the project is having supported the development and furnishing of a role and a physical space for parent participation in the management of schools. This principle was not always evenly applied. Through its implementation, *Projet AIDE* helped to create momentum within MENFOP to integrate PTAs into school function and management, and encouraged and supported the communities' potential, making them proactive participants in education, instead of passive consumers.

**Change of mentality regarding parents' role in schools.** Parents and communities have evolved into active, participatory groups, an encouraging sign that communities are or will soon be embracing the notions of both their rights and responsibilities as citizens in relation to public authorities.

**Value of decentralized planning proven.** The pilot project like the School Based Training can be developed and replicated in the five regions and the capital through close collaboration between a USAID project and officials at the regional level. Assistance in providing photocopy

machines (including toner and paper), computers and internet access to regional offices, Education Resource Centers and schools has had a positive impact on the quality of education.

**Implementation handicapped by tepid MENFOP support.** The speed of implementation varied depending on the particular project component. Those components in which the project had direct contact with regional offices or schools at the grass roots level like decentralized in-service teacher training and the schools projects, the implementation was both effective and rapid. Due to some intentional and unintentional blockages of the implementation of the project at certain levels of MENFOP over the first two years of the project slowed and in some cases blocked implementation.

**Mix of community and learning objectives valuable combination.** The strategy of mixing the School Based Training with teacher supervision and School Small Projects supported learning such as providing photocopy machines, library corners and reading competitions greatly supported a greater learning environment for reading. The implication of the greater school community in not only the improvements of the physical maintenance of the school but also in the education of its students creates a positive learning environment.

**Education of girls normalized.** Great progress has been made in maintaining the progress made in Djibouti in dramatically increasing the percentage of girls attending school. Each component of *Projet AIDE* has ensured that gender issues are taken into consideration. The encouragement of girls to stay in school through secondary school has had been given particular attention by *Projet AIDE* through scholarships and the provision of school supplies. These outputs have resulted in drop out rates being no higher for girls than boys.

## Recommendations

**Continue support for Early Grade Reading.** Through support from USAID/Djibouti to *Projet AIDE* and to MENFOP, measurable progress in Early Grade Reading has been made on three separate fronts:

- Data collection;
- Teacher training and supervision; and
- The creation of a supportive community environment in schools to encourage reading.

The technical rigor in the development of Early Grade Reading Assessment systems and tools is impressive, and should receive continued support, as the results will help guide the Ministry as well as individual schools and teachers in continuing to identify and address problem areas. There are signs that the preliminary results have already instilled a competitive pride in individual schools involved in the pilot as they see their achievements and challenges. The EGRA data collection technologies have improved the timeliness of getting results, and provided cost efficiencies in data collection.

The decentralized training of teachers in techniques for improved teaching of reading has also shown positive results and merits continued support. The link between the training and the supervision has been particularly useful in helping teachers apply what they have learned to classrooms and the development of remedial courses. These improved techniques for identifying students with reading difficulties and providing them with special lessons have had a direct impact on increasing the percentage of readers in schools. There is no doubt that continued support to teacher training and supervision will have a dramatic impact when taken to scale. It

can also have a dramatic impact on school performance overall. A student with reading difficulties can be expected to improve in other academic areas once the ability to read improves.

The path is less clear regarding support to the creation of a supportive community environment for reading through contests and events. Contests can create greater awareness of the importance of reading, but tend to reward students who are already motivated and strong students. Before providing further funding for this area, a cost-effectiveness study should be conducted to try to measure the value in complementing the assessment, teacher training, and supervision with extra-curricular activities and community involvement. Community participation in creating reading corners and refurbishing libraries, as well as all efforts to increase the availability of books at appropriate reading levels deserve support, and new and innovative strategies to get more books into the hands of more students.

**Prepare close-out plan.** Projet AIDE has not prepared a close out plan that spells out what it plans to do in its last months and what its recommendations are for the continuation of its interventions. This should include the development of case studies highlighting its successes, recommendations for making links with other donors for different components who may be interested in continuing support and recommendations to the MENFOP in areas where they can take over component parts.

**Continue support to the decentralization of education services to the regions.** The project support to the regional level has proven to be successful especially in the decentralization of in-service teacher training. The provision of supports to Regional Offices, Education Resource Centers, and schools should be expanded to increase coverage and assurances should be made that the equipment will be well maintained. In any future programming plans for sustaining interventions at the regional level should be built in from the start and include a role for MENFOP at the central level to prepare it for post project continuation.

**Enhance policy level collaboration.** Before developing a follow-up to *Projet AIDE*, the issue of the appropriation by MENFOP of the different components of the existing project should be examined. Both Ministry and USAID policy makers have made progress in resolving issues that resulted in unnecessary delays and blockages in the first two years of the project. The identification and compliance with MENFOP policies, regulations, and institutional structures is essential to achieve future project goals. It is of the utmost importance for project and USAID/Djibouti staff to ensure that MENFOP policy makers are onboard with the parameters of any future project. Future project designs should include content that ensures that MENFOP policies, regulations, and institutional structures are well understood by the implementer and will contribute to and not inhibit the achievement of project goals.

**Examine possibility of work readiness project for youth.** The MENFOP has prioritized the preparation of young people for the world of work and has welcomed the development of English language education in middle schools and the development of work skills and internships for out of school youth by *Projet AIDE*. USAID/Rwanda Education office developed a model for youth work skills development in partnership with the USAID/Rwanda Economic Development office and partnered with both the government and the private sector. The success of the Rwanda approach is that it was on a large scale, it developed work general readiness skills and matched training in specific sectors and specific employer needs. A review of the Rwanda model and feasibility study of its applicability for Djibouti might be considered.

**Shore up Monitoring and Evaluation.** There are many different *Project AIDE* components that anecdotal evidence suggests have had a positive impact on the quality of education but there could be more concrete evidence to prove the cause and effect of interventions. A case in point would be the Schools Based Training that will benefit from the EGRA results. However, other components such as social mobilization and gender could benefit from more precise monitoring and evaluation to illuminate the cost effectiveness of efforts. Any future follow-up project should have a more predominant Monitoring and Evaluation content included in the RFA.

**Strengthening and ensuring the sustainability of parental involvement.** Communities are established and organized into PTAs, but effective organizational development is a long-term process. Progress achieved to date is encouraging, but must be followed by strategic actions that will allow PTAs to rapidly develop independence. One useful and easily implementable action the evaluation team recommends is to train one member of the community in community infrastructure maintenance : plumbing, masonry, basic electricity. With the help of a quality resource person, the community will be able more actively and effectively maintain and support its school. In addition, this person, who would be trained by *Projet AIDE* , will be able to train other members of the community and thus introduce other technical capacities that will make community (especially rural) schools more independent.

**Provision of school equipment.** One possible intervention to stimulate community participation could be to provide training in skills needed to maintain a school in rural settings (furniture maintenance and repair, solar panel maintenance, gardening , and handicrafts), and to provide tools and work materials. School sites are equipped with solar panels, but are often out of order due to a lack of maintenance. This could be a useful way for *Projet AIDE* to support the component focused on increasing opportunities for out-of-school youth.

**Award for most active school communities.** The evaluation team recommends that the Regional Education Directorates (DRE) and the Djibouti school districts to develop, through *Projet AIDE*, a competition among the various rural school communities (PTAs/SMCs) for the prize for the most child-friendly rural school. It would be based on the design and implementation of school environment improvement projects, and on an assessment of the school environment in which children flourish the most. The best schools in terms of scholarship the first year, success level on the OTI exam, number of activities and projects implemented by the PTA, maintenance of infrastructure and equipment and learning materials, would be rewarded each year with widespread national media coverage. PTAs that have made noteworthy contributions to their schools in areas such as enrollment of girls and boys, their retention, and daily management of the schools would be highlighted. Global objective of MENFOP: to highlight PTA members' roles in active work in the community, to encourage schools with passive PTAs to become active, and to encourage diverse members of the community to participate in school activities (not just the same members every year).

**Community participation supports educational goals.** Achievements and results under this project are concrete proof of the synergy among the *Projet AIDE* components, the true partnership with the MENFOP services, and most importantly, the degree of involvement and the contributions of parent representatives, school directors, and teachers to the improvement of teaching and learning in elementary schools. These results prove that *Projet AIDE* has performed well in its two major objectives: 1) improve education systems through decentralized teacher training with an intensive and expanded focus on early grade reading and 2) increase community participation. There are sufficient data on early grade reading to recommend further support, but

community participation should be examined further to determine its impact on education before further programming is developed.

*Remaining project operations.* It would not be recommended to restructure current project activities with the exception of placing increased emphasis on evaluating what has been achieved and accounting for those achievements. This is largely due to the limited amount of time remaining.

*Minimal cost continuation of gender strategy.* Due to the success in the creation of gender awareness and concrete changes in attitudes among school directors, teachers and parents in terms of creating an environment supportive of the girl student, one could argue that continuation of gender programming is not necessary. However, since gender components are included in all the interventions the programming costs are low so gender should continue to be imbedded in all future programming.

*USAID'S influence on education in Djibouti.* USAID/Djibouti has brought to Djibouti both a education strategy based on decades of experience that represents the state of the art in global pedagogy. This theoretical framework is applied through the technical expertise of its contractors including the Academy for Educational Development which as now become part of FHI360. This expertise has been shared with MENFOP and inspired positive changes. Top officials interviewed by the evaluation team said they welcomed both the technical and financial support provided by USAID a welcome addition to a major priority area of the Government of Djibouti.

## ANNEX

### ANNEX A: Persons Met

Catégorie	Nombre
Staff du MENFOP	6
Conseiller Pédagogique	22+5
Directeur de circonscription	4+1
Directeur d'école	7+2
Enseignant 1er degré	16+5
Parents d'élève	18 +5
Staff Projet AIDE	5
USAID Djibouti	2
Partenaire technique	2x2

**Liste personnes rencontrées dans la Circonscription Djibouti 4  
Et de l'école de Balbala 11  
Le 27 03 2013**

Noms	Fonction	Coordonnées
Mahdi Elmi Didar	Directeur Circonscription Djibouti 4	77 87 95 45
Osman Idleh omar	CP DJIB4	77 82 23 52
Dyaadine Gafar	CP DJIB4	77 86 93 05
Salem Said Salem	CP DJIB4	77 74 74 30
Saad Salem Mohamed	CP DJIB4	77 85 43 57
Nawal Said	CP DJIB4	77 67 16 19
Korinane Ahmed	CP DJIB4	77 82 02 40
Fardoussa Saleban	CP DJIB4	77 03 16 98
Ousman Robleh Waïs	Directeur Balbala 11	77 81 58 76
Mohamed Issé Chardi	Enseignant 5 <sup>ème</sup> année	77 61 70 32
Mohamed Hassan Abaneh	Enseignant 4 <sup>ème</sup> année	77 71 36 76

**Liste personnes rencontrées dans l'école de Balbala Pk 14  
Le 27 03 2013**

Noms	Fonction	Coordonnées
------	----------	-------------

Saada Hassan Bouh	Directrice école Pk14	
Nasser Ali Hadi	Instituteur PK14	77 82 33 28
Abdoulkader Mahamoud Hamid	Instituteur Pk14	77 84 21 91
Inaya Zeid Ali	Instituteur Pk14	21 36 32 41
Hassan Witti Moussa	Instituteur Pk14	77 87 13 72
Mariam Houmed Assa	Institutrice Pk14	77 82 79 18
Hafid Mohamed Kamil	CP Pk14	77 81 46 29
Moumina Robleh Ali	Parent d'élève	
Halima Guelleh	Parent d'élève	
Madhibo Aouled	Parent d'élève	

**Liste personnes rencontrées dans l'école de Doudoub Balala.  
Direction régional d'Ali-Sabieh.  
Le 25 03 2013**

Noms	Fonction	Coordonnées
Bachir Mohamed Waïss	Directeur chargé de cours (Classe 1 <sup>ère</sup> année)	77 85 74 77
Hassan Abdi Ali	Enseignant (Classe 3 <sup>ème</sup> année)	
Ali Djama Absieh	Enseignant Arabisant	77 87 41 28

**Liste personnes rencontrées dans la Direction régional de Ali-Sabieh  
Et de l'école de Ali-Sabieh 2  
Le 25 03 2013**

Noms	Fonction	Coordonnées
Mohamed Mahamoud Issa	Directeur régional Circonscription Ali-Sabieh	77 82 96 31
Farah Doualeh Ladieh	CP Adjoint du DR	77 82 41 89
Moustapha Hassan Liban	CP EPS	77 83 89 58
Souleiman Hassan	CP EPS	77 85 94 74
Souleiman Kadar	CP	77 88 69 13
Zahra Halameh Said,	Bibliothécaire, DRE d'Ali Sabieh	
Farhan Hassan Ibrahim	Directeur Ecole Ali Sabieh 2	?
Houssein Ali Sikieh	Enseignant (classe 3 <sup>ème</sup> année)	77 73 27 46
Araksan Adaweh Mireh	Enseignante (classe 1 <sup>ère</sup> année)	77 83 08 00

Ali Ladiéh Ismaïl	Enseignant (classe 3 <sup>ème</sup> année)	77 61 30 96
Mohamed Farah	Enseignant (classe 3 <sup>ème</sup> année)	77 83 24 94
Hibo Ahmed Awaleh	Enseignante (classe 4 <sup>ème</sup> année)	77 69 57 04

**Personnes rencontrées dans l'école de Ouea**

**Direction régionale de Tadjourah**

**Le 24 03 2013**

Noms	Fonction	Coordonnées
Abdoulkader Abdallah Ali	Directeur chargé de cours	77 82 26 39
Mohamed Ibrahim Idriss	Enseignant français	77 80 09 72
Dayib Mohamed Rayaleh	Enseignant Arabe	77 86 98 64
Moussa Mohamed	Mbre APE	
Hemeda Mohamed	Mbre APE	
Aïcha Dileita	Mbre APE	
Mohamed Said	Mbre APE	
Kamil Mohamed	Mbre APE	
Ali Abdallah	Mbre APE	
Ali Moussa		

**Liste personnes rencontrées dans la Direction régional de Tadjourah**

**Et de l'école de Tadjourah 2**

**Le 24 03 2013**

Noms	Fonction	Coordonnées
Youssef Omar Youssef	Directeur Régional de l'Education de Tadjourah	
Mohamed Ibrahim Med	Directeur Tadj 2	
Abdallah Ahmed	Enseignant 5 <sup>ème</sup> année/Tadj2	77 83 43 24
Houmed Gaba Houssein Osman	Enseignant 4 <sup>ème</sup> année/Tadj2	77 80 13 58
Mme Iltaf Nasser Ahmed	Enseignante 2 <sup>ème</sup> année/Tadj2	77 63 87 54
Melle Madina Abdallah Aden	Enseignante 1 <sup>ère</sup> année/Tadj2	77 87 17 51
Hamadou Nouro Moussa	Enseignant 3 <sup>ème</sup> année/Tadj2	77 62 68 28
Djilani Hassan Watta	CP Tadjourah	77 85 10 23

Ali Youssouf	CP Tadjourah	77 87 57 76
Djilani Med Narud	CP Tadjourah	77 83 36 38
Ali Gerba Ibrahim	CP Tadjourah	27 51 16 15
Kamil Ali Oudoum	CP Tadjourah	77 82 78 00

**Liste personnes rencontrées dans l'école de Orobor**  
**Direction régional d'Obock**  
**Le 23 03 2013**

Noms	Fonction	Coordonnées
Hassan Med Ali	Mbre APE	
Ibrahim Gabasse Ibrahim	Mbre APE	
Gadaami Abdallah Ahmed	Membre APE	
Mahamed Hassan Ahmed	Membre APE	
Hameda Omar Med	Membre APE	
Boloka Dakala Med	Membre APE	
Hassan Meeke Bareita	Membre APE	
Daiba Kassim	Membre APE	

**Liste personnes rencontrées dans la Direction régional d'Obock**  
**Et de l'école de Obock 1**  
**Le 23 03 2013**

Noms	Fonction	Coordonnées
Houmed Dini	Directeur école Obock 1	
Souad Sadek Yacoub	Présidente APE	
Nasro Houmed Ahmed	Membre du APE	
Ali Ibrahim Houmed	Vice Président APE	
Idriss Mohamed Hamadou	Membre APE	
Ahmed Hamadore Ibrahim,	Chef de bureau Régional de l'éducation a Obock	

**Liste personnes rencontrées dans la Circonscription Djibouti 3**  
**Et de l'école de Balbala 3 bis**  
**Le 21 03 2013**

Noms	Fonction	Coordonnées
Abdoulrahim Diagaradjou Velou	Directeur Circonscription Djibouti 3	77 62 80 37 21 36 24 52
Adil Saleh Ali	CP DJIB3	77 81 67 33
Ahmed Yacin Abdillahi	CP DJIB5	77 85 52 52

Moustapha Osman	CP DJIB3	77 81 50 57
Ali Elmi Robleh	CP DJIB3	77 81 51 03
Ahmed Hassan Finard	CP Gestionnaire	77 82 59 80
Rachid Djama Ali	CP DJIB3	77 82 36 40
Saïda Hamadou	CP DJIB3	77 80 19 91
Skiro Kanazawa	CP EPS	77 76 14 72
Mme Amina Abdillahi Guelleh	Directrice Balbala 3bis	21 36 05 10 77 82 62 51
Souleiman Daher Moussa	Enseignant Balb3bis	
Doualeh Fourreh Moussa	Enseignant Balb3bis	
Choukour Ahmed Ghaleb	Enseignant Balb3bis	
Halimo Hassan	Enseignant Balb3bis	
Saada Ahmed	Vice Présidente APE	
Elmi Rayaleh	Président APE	
Roukia Hassan	Membre APE	
Saada Robleh	Membre APE	

#### Liste des personnes rencontrées au niveau central

Date	Noms	Fonction	Coordonnées
18.03.2013	Mahdi Mahamoud	SG MENFOP	
	Salah Sadek	Secrétaire Exécutif MENFOP	
	Safia Boulo	Directrice Education publique	
	Mohamed Yacin	Chef de service Santé Scolaire	
19 03 2013	Diallo Hassane	Projet AIDE, Coordinateur EMIS	hdiallo@fhi360.org Tél: 77 73 58 73
	Kadra Hassan	Projet AIDE, Coordinatrice Bourses	kosman@fhi360.org Tél: 77 84 40 86
	Barnabé Diarra	Projet AIDE, Coordinateur Mobilisation sociale & Jeunes déscolarisés	bdiarra@fhi360.org Tél: 77 85 77 45
	Dorothee Chantal Lelong	Projet AIDE, Coordinatrice Formation décentralisée des enseignants	clelong@fhi360.org Tél: 77 83 41 35

	Saada Idriss	USAID - Education Specialist	qbdillahisi@state.org Tél: 77 87 20 31
	Randall Martin	Chef d'Equipe COP	ramartin@fhi360.org Tél: 77 63 24 37
19.03.2013	Hamid Mahamed	Directeur Général du CRIPEN	
20.03.2013	Ali Abdi	Directeur du CFPEN	
21.03.2013	Mathieu	Chargé de Programme Education, UNICEF	
	Ahmed Said Ahmed	Assistant Chargé de Programme Education, UNICEF	
21.03.2013	Abdillahi Hassan Aptidon	Conseiller Pédagogique Anglais	Tél: 77 83 52 24
	Ibrahim Saleh	CP Référent Anglais	Tél: 77 82 10 51
	Abdillahi Osman	Curriculum writer, CRIPEN	Tél: 77 84 92 57
	Abdirahman Ahmed	CP Anglais	Tél: 77 81 19 26
	Mahdi Osman Aden	Curriculum writer, CRIPEN	Tél: 77 83 66 47
21.03.2013	Jocelyn Leveneur	Directeur AFD Djibouti	leveneurj@afd.fr
	Daher osman Karieh	Chargé de Projets	osmankarieh@afd.fr

## **ANNEX B: Focus Group Discussion Participants .....**

**Ecole de Balbala Pk 14  
Circonscription Djibouti 4  
Le 27 03 2013**

<b>Noms</b>	<b>Fonction</b>	<b>Coordonnées</b>
Moumina Robleh Ali	Parent d'élève	
Halima Guelleh	Parent d'élève	
Madhibo Aouled	Parent d'élève	

**Ecole de Ouea  
Direction régionale de Tadjourah  
Le 24 03 2013**

<b>Noms</b>	<b>Fonction</b>	<b>Coordonnées</b>
Moussa Mohamed	Mbre APE	
Hemeda Mohamed	Mbre APE	
Aïcha Dileita	Mbre APE	
Mohamed Said	Mbre APE	
Kamil Mohamed	Mbre APE	

Ali Abdallah	Mbre APE	
Ali Moussa	Mbre APE	

**Ecole de Orobor**  
**Direction régional d'Obock**  
**Le 23 03 2013**

<b>Noms</b>	<b>Fonction</b>	<b>Coordonnées</b>
Hassan Med Ali	Mbre APE	
Ibrahim Gabasse Ibrahim	Mbre APE	
Gadaami Abdallah Ahmed	Membre APE	
Mahamed Hassan Ahmed	Membre APE	
Hameda Omar Med	Membre APE	
Boloka Dakala Med	Membre APE	
Hassan Meeke Bareita	Membre APE	
Daiba Kassim	Membre APE	

**Ecole de Obock 1**  
**Direction régional d'Obock**  
**Le 23 03 2013**

<b>Noms</b>	<b>Fonction</b>	<b>Coordonnées</b>
Souad Sadek Yacoub	Présidente APE	
Nasro Houmed Ahmed	Membre du APE	
Ali Ibrahim Houmed	Vice Président APE	
Idriss Mohamed Hamadou	Membre APE	

**Ecole de Balbala 3 bis**  
**Le 21 03 2013**

<b>Noms</b>	<b>Fonction</b>	<b>Coordonnées</b>
Saada Ahmed	Vice Présidente APE	
Elmi Rayaleh	Président APE	
Roukia Hassan	Membre APE	
Saada Robleh	Membre APE	

**ANNEX C: Documents List.....**

**ANNEX D: Expenditures .....**

ANNEX E: *Projet AIDE* staff

19 03 2013	Diallo Hassane	Projet AIDE, Coordinateur EMIS	hdiallo@fhi360.org Tél: 77 73 58 73
	Kadra Hassan	Projet AIDE, Coordinatrice Bourses	kosman@fhi360.org Tél: 77 84 40 86
	Barnabé Diarra	Projet AIDE, Coordinateur Mobilisation sociale & Jeunes déscolarisés	bdiarra@fhi360.org Tél: 77 85 77 45
	Dorothee Chantal Lelong	Projet AIDE, Coordinatrice Formation décentralisée des enseignants	clelong@fhi360.org Tél: 77 83 41 35
	Saada Idriss	USAID - Education Specialist	qbdillahisi@state.org Tél: 77 87 20 31
	Randall Martin	Chef d'Equipe COP	ramartin@fhi360.org Tél: 77 63 24 37

**ANNEX F: Interview and Focus Group Discussion Schedule**

ANNEX H: Detailed Evaluation Plan

**Final Inception Report for USAID/Djibouti Education Project (AIDE) End-of-Project Performance Evaluation**

**1. Methodology Introduction: Objectives and Approach**

The LTL evaluation team has been assigned the task of of conducting the AIDE project end of project performance evaluation under the following objectives set by USAID/Djibouti:

- Assess the performance to date of Project AIDE; and

- Provide project-level and broad-based recommendations for future education programming in alignment with the USAID Global Education Strategy, MENFOP's 10-year strategic plan, and GORD's increased focus on English-language learning.

The evaluation will examine and determine the extent to which the following was accomplished, in line with the expected results:

- Decentralized teacher training and community participation;
- Strengthened strategic information and communication capacity through an Education Management Information System (EMIS); and
- Increased community participation and education, and job opportunities for out-of-school youth.

The methodology that will be used by the evaluation team will be based on four components:

- A document review of USAID guidelines on related policies, including evaluation, education, and gender, and project documents including quarterly and semester reports;
- Interviews with key informants at the national and site levels, including implementing partner staff;
- Focus group discussion sessions and in-depth individual interviews with selected community stakeholders and project beneficiaries; and
- Site visits.

This approach will allow the team to gather information that is varied in nature, and provide multiple sources for triangulation of data. The methodology will be adapted as necessary, based on the dictates of the situation on the ground, and direction from USAID/Djibouti.

### **Approach and Stages**

The LTL evaluation team will begin with a review of the relevant documentation to gain an understanding of the experience of the project to date, the project's objectives and goals, as well to develop an understanding of its achievements and the obstacles it has faced. This basic understanding of the conditions and the results of the implementation of the project will form the basis for the next phase of the evaluation process, which is the preparation of the evaluation tools. A preliminary sample of some of the tools has been included in the annexes to this inception report. The final version of the tools and the final research protocols will be finalized during the first three days after the first meeting with USAID/Djibouti and ProjectAIDE /FHI360.

In the interest of efficient use of field time, the LTL evaluation team is considering the organization of a roundtable kick-off meeting of key Djibouti based stakeholders to start the in-country part of the evaluation that would bring together the key staff of the different engaged in the implementation of this project. This meeting would allow the

evaluation team to make an initial contact with those responsible for implementation and develop a sense of the division of tasks among those involved. The objectives and methodology of the evaluation could be briefly presented by the team.

Once the evaluation tools in the form of individual interview questionnaires, focus group discussion guides and other tools are approved, the field research will begin. Interviews with those implicated in Project AIDE's conception, management, and implementation will be complemented by interviews with other interested parties, including UNICEF and the World Food Programme. A tentative list of people and institutions to be interviewed or included as participants in the focus groups is included in the annexes.

With the USAID/Djibouti-approved inception report in hand, LTL's evaluation team will conduct trips to field visits to agreed-upon program sites, interview and conduct focus group with key stakeholders such as school teachers, school directors, and PTA members, and representatives from the Ministry of Education, among others. The sites and people to be engaged will be determined in consultation with USAID-Djibouti staff. Interviews will provide an opportunity to examine how well activities were coordinated by local program implementing partners. The LTL Strategies evaluation team will consult with USAID for guidance on which of the 56 primary public schools in Djiboutiville and which of the 63 primary schools in rural and semi-rural areas throughout the country are the best to consider for the site visits.

The LTL team will use all the data gathered from multiple sources to provide a nuanced evaluation of the impact of the teacher training exercises, the effectiveness of the Education Management Information System (EMIS), the number and types of opportunities targeted for out-of-school youth, the effectiveness of early grade reading activities (in relation to the project's intended Intermediate Results), and the extent to which the overall program objectives and expected results have been met. The field investigation will serve not only to identify and assess the impact of activities at the community level, and to assess the current institutional capacity of partners and beneficiaries who were central to implementing and monitoring the education activities, but also to identify any weaknesses and specific challenges which could inform future program planning.

## **2. Evaluation Questions**

Overarching questions intended to address the evaluation objectives noted in the introduction are listed below. They will serve as a support to the development of the evaluation instruments and guide interviews and discussions with key informants and stakeholders. USAID/Djibouti key questions and issues:

- To what extent was the project effective in improving country-level education systems, strengthening MENFOP's strategic information capacity, increasing community participation, and increasing opportunities for out-of-school-youth?
- Has the project achieved program performance targets and results based on annual work plans, performance monitoring plans, and the cooperative agreement between FHI360 and USAID?

- Have USAID-supported activities resulted in improved capacity and skills for school directors, teachers, PTAs, and MENFOP staff? If so, to what extent?
- Have the changes in project focus due to USAID's new education strategy affected project performance and project goals?
- Did the suspension of activities from December 2010 through July 2011 and the change of implementing partner affect project performance and project goals? If so, how?
- Has the project had impacts that have advanced the MENFOP action plan?
- To what extent have the project's interventions been internalized within MENFOP?

### 3. Key Issues to be Analyzed

#### ***Key Issue 1: Program Results and Impact.***

Key questions such as the extent to which Projet AIDE is on track to achieve its goals and objectives will be addressed. Specifically, the contractor will analyze the various components of the of Projet AIDE project activities from start-up and consider if project activities are adequate and sufficient to achieve the goal of strengthening education systems and MENFOP's management capacity.

- To what extent was the project effective in improving country-level education systems, strengthening MENFOP's strategic information capacity, increasing community participation, and increasing opportunities for out-of-school-youth?
- Has the project achieved program performance targets and results based on annual work plans, performance monitoring plans, and the cooperative agreement between FHI360 and USAID?
- To what extent is Projet AIDE is on track in achieving its goals and objectives overall?
- To what extent were goals and objectives achieved in specific components?
- Were project activities adequate and sufficient to achieve the goals?
- To what degree has the project achieved greater gender equality and inclusion of persons with disability and promotion of best practices?
- How cost-effective has the program been in achieving goals and objectives?
- What are the tangible and measureable results of the project?
- What measurable impact has been achieved?
- Were there specific project management policies, structure or practices that contributed to either success or failure of intervention implementation?

***Key Issue 2: Local Capacity.*** The evaluation team will use a strategic questioning paper for a sample of beneficiaries to ascertain their level of satisfaction with the project, and to assess the extent to which the training received has been useful to the beneficiaries. The results of the survey will be supplemented by interviews with selected beneficiaries, and a further review of project documents. Some of the questions to be included in the strategic questioning paper are:

- What has been the result in improved capacity and skills for school directors, teachers, PTAs, and MENFOP staff?
- To what extent has this improved capacity and skills been achieved in terms of reaching a critical mass to make a significant impact?
- What impact, if any, has the project had on the advancement of the MENFOP action plan?
- To what extent have the project’s interventions been internalized within MENFOP?
- To what degree have the staffing structures and capacities of project staff and national partners sufficient for achieving project goals?
- Are project and partner staff sufficiently skilled to meet project goals?
- What are the main obstacles in regard to developing personnel skills?
- Are there any issues affecting the morale of personnel?

***Key Issue 3: Sustainability.***

The evaluation team will address the question of whether the project activities are adequate to achieve the project goals, and further evaluate the degree to which the project will continue supporting the USAID Global Education Strategy, MENFOP’s 10-year strategic plan, and GORD’s increased focus on English-language learning.

- Were project activities adequate for achieving the project goals?
- To what degree will the national partners be able to continue to support USAID Global Education Strategy, MENFOP’s 10-year strategic plan, and GORD’s increased focus on English-language learning?
- To what extent has project supported USAID and Ministry main goals and contributed positively to the achievement of these goals?
- To what degree is the content of the project and its structures sustainable?
- To what degree are they embedded in national structures?
- Did the project have a sustainability plan? If so, was it realistic and implemented?  
---What is the role of the project staff in the operations of the project and who is taking over those tasks?

***Key issue 4: Enabling Environment.***

The evaluation team will qualitatively assess the extent to which the project goals and objectives of Project AIDE are accomplished through interviews with key beneficiaries, and the identification of policies, regulations, and institutional structures that either contribute to or inhibit achievement of these goals.

- To what degree have policies, regulations, and institutional structures contributed to or inhibit achievement of these project goals?
- To what degree were those implementing the project and beneficiaries aware of policies, regulations and institutional structures related to the project?
- To what degree has MENFOP been supportive of sustaining the achievement of project goals?

***Key Issue 5: Lessons Learned.***

The evaluation team will analyze lessons learned in the project design, implementation, and performance reporting that can be useful for decision-making during the remaining performance period. Furthermore, the team will make practical recommendations on how project activities can best be (re)structured to achieve the maximum impact possible during the remaining period of operation.

- How can the project be best structured to achieve the maximum impact possible during the remaining period of operation?
- What factors, if any, were beyond the control of the implementing partner, which may have played a significant role in affecting, either positively or negatively, the underlying challenges the program sought to address?
- To what degree were there unintended and unexpected outcomes, that were both positive or negative, that resulting from program activities?
- Was the implementing partner able to adapt to unanticipated changes in the implementation environment, and to what degree changes were made to program design?
- What was the impact of the changes in project focus due to USAID's new education strategy and how did it affected project performance and project goals?
- What worked well, what did not, and why?
- What were the major obstacles to the project? Which ones were surmountable and how? Which ones were not and why?
- What were the most successful aspects of the project? Why and in what way were they successful?
- What could have been done differently if the project were to start anew today?
- Are there successful interventions and best practices warranting possible dissemination and replication?
- What are the significant products and tools developed through the project?
- Which ones warrant dissemination and replication?
- Could they be improved within the project?
- Could they be improved externally (funding, partnering, policy changes, government intervention)?

***Key Issue 6: Early Grade Reading***

With the intensive and expanded Focus on Early Grade Reading in this project, and the fact that it is a vital and important common priority for both GORD and USAID/Djibouti, the evaluation team with accord special attention to this aspect of the project.

- What was the initial success in the training of 60 teacher-trainers and 110 school directors in EGR, and how was this built upon in the second phase of the project?
- What impact did the teacher-trainers workshops already involving 1,100 teachers have on classroom activities?
- What was the role of classroom-based coaching (pedagogical advisors) in improving the teaching and learning of reading at the primary level grades 1-5?

- What lessons from the formative assessment of current teaching of early grade reading were applied to project programming?
- To what extent did the introduction of EGRA to all pedagogical advisors and teachers in the 113 targeted primary schools result in an increased interest in teaching reading and actual changes in curriculum and approach?
- What specific lessons were learned from the increased focus on EGR, and what would be recommended for future interventions in this area?

### **1. Methodology**

LTL's evaluation team will conduct field visits to agreed-upon program sites, and interview and conduct focus group with key stakeholders. The sites and people to be engaged will be determined in consultation with USAID-Djibouti staff. Interviews will provide an opportunity to examine how well interpersonal communication and activities were coordinated by local program implementing partners.

#### **4.1 In depth individual interview with key informants and stakeholders**

The LTL team will conduct meetings and interviews with informants and stakeholders that will include, minimally:

- school teachers
- school directors
- MENFOP staff
- pedagogical advisors
- teacher trainers
- PTA members
- Teacher Resource Center Staff
- representatives from the Ministry of Education
- FHI360 AIDE project staff
- USAID/Djibouti education staff

#### **4.2 Site Visits**

The LTL evaluation team will conduct site visits to at least eight sites in two regions of the country. The site visits will provide the opportunity to reach additional key informants and stakeholders based at the regional or school level. Data will be gathered through means of observation of facilities, procedures and activities, targeted questioning and, as needed, review of documents. Checklists, when possible, will be used for the site visits. The site visits will allow for further review and verification of information gathered through documentary review and previous interviews. USAID will provide guidance on which of the 56 primary public schools in Djiboutiville and which of the 63 primary schools in rural and semi-rural areas throughout the country will be chosen for site visits. (See annex)

#### **4.3 Focus Group Discussions**

The evaluation team plans to conduct focus groups at at least two sites, if USAID determines that it does not require ethical clearance. The intention is to have one evaluation team member conduct the sessions and the other take notes. A total of four to

six focus group discussion sessions will be held. The profile of participants and locations will be determined in collaboration with USAID/Djibouti. The focus group discussion guides will be prepared by the team once the participant profiles are established.

## 5. LTL Evaluation Team Tasks

- Meetings and interviews of AIDE project staff, and USAID staff on the project performance
- Determine list and localization of key stakeholders involved in project implementation
- Determine list and localization of beneficiaries of the project activities
- Request to the Ministry of Education for an inception meeting to present the LTLS team and the study (objectives, duration and field visits)
- Logistics arrangements for field visits
- Meetings with Education Ministry staff
- Finalization of meetings plan for Djibouti and field visits plan (selection of sites and beneficiaries for interviews)
- Review of documents and finalization of evaluation and survey tools
- Meetings with stakeholders in Djibouti
- Field visits for interviews of beneficiaries in Djibouti project sites
- Field visits for interviews of stakeholders and beneficiaries in regional project sites
- 2 days for one of the following two regions: Tadjourah and Obock
- 2 days for one of the following three regions: Dikhil, Ali Sabieh, and Arta
- Finalization of the field visits and initial findings report
- Elaboration of PowerPoint on initial finding

### ANNEX I: Quantitative Survey Instruments

#### *Survey of School Directors*

Sample size: 10 School Directors representing four Districts and both rural and urban schools

Introduction: We are doing an assessment of *Projet AIDE*. We would appreciate if you can help us with the assessment. We will read you several statements. We would like you to tell us to how much you agree with the statements on a scale of one to five. Five meaning that you agree very much and one meaning that you don't agree at all.

- 1) We have increased our effectiveness in providing early grade reading.  
1      2      3      4      5
- 2) We have increased our level of engagement with the community including the formation of an active parent-teachers organization.

- 3) Opportunities for out of school youth have increased as a result of our Project AIDE in our community.
- 4) The increase in skills in the region for training teachers has resulted in better pedagogical methods used by teachers and will continue to have an impact beyond the end of the project.
- 5) The different inputs from *Projet AIDE* including, training, new curriculum, teaching materials, have increased school morale and had an impact on the quality of education in my school.
- 6) My school now has more girls enrolled than 5 years ago and the education staff is now better prepared to meet the special learning needs of girls.

### **Survey of teachers in 10 schools**

Sample size: A minimum of 10 teachers

Introduction: We are doing an assessment of *Projet AIDE*. We would appreciate if you can help us with the assessment. We will read you several statements. We would like you to tell us to how much you agree with the statements on a scale of one to five. Five meaning that you agree very much and one meaning that you don't agree at all.

- 1) Training I have received through *Projet AIDE* has increased my skill level for teaching and made me a better teacher.
- 2) As a result of *Projet AIDE* I now have better access to pedagogical materials and classroom materials.
- 3) As a result of *Projet AIDE* I am now more aware of the special challenges faced by girls in the classroom and now am now better prepared to meet their special needs.
- 4) We have increased our effectiveness in providing early grade reading.
- 5) The involvement of parent-school committees has increased the quality of our school physically and created a supportive community environment for learning.

### **Survey of Pedagogical counsellors**

Sample size: 10 Pedagogical counselors in 4 regions

Introduction: We are doing an assessment of *Projet AIDE*. We would appreciate if you can help us with the assessment. We will read you several statements. We would like you to tell us to how much you agree with the statements on a scale of one to five. Five meaning that you agree very much and one meaning that you don't agree at all.

- 1) The teachers in our area are better prepared with new teaching methods and supports after been exposed to *Projet AIDE* inputs.  
1      2      3      4      5

- 2) We find that the training we received from *Projet AIDE* was useful and relevant and we were able to transfer easily and have had a clear impact on schools.
- 3) The work we are able to do now in training of teachers has allowed them to develop good technical teaching skills that can be immediately put to use and will have a lasting impact in the quality of learning in the future.
- 4) *Projet AIDE* has revitalized the learning centers which now provide a useful resource for teachers and have increased the pedagogical resources available to teachers.
- 5) Overall, Project AIDE has had a positive impact on the quality of education in the schools of my district and will continue to have a positive influence for years to come.

### **Survey of MENFOP staff at central level**

*Sample size:* 10 MENFOP staff representatives of: CFPEN, CRIPEN, secrétaire exécutif, direction enseignement public, direction planification et statistique, enseignement de base, inspecteur général, partenariat et enseignement privé.

*Introduction:* We are doing an assessment of *Projet AIDE*. We would appreciate if you can help us with the assessment. We will read you several statements. We would like you to tell us to how much you agree with the statements on a scale of one to five. Five meaning that you agree very much and one meaning that you don't agree at all.

- 1) My skills were sufficiently enhanced through my involvement with *Project AIDE* and my professional capacity to conduct my work has improved.  
1      2      3      4      5
- 2) The structures, organization and methodologies introduced during the life of *Project AIDE* are likely to be sustained in the future after the completion of the project.
- 3) If the project were to be started again I would recommend using the same design and methodologies.
- 4) The goals and objectives set for *Projet AIDE* in its work plan have been largely met or can expect to be met by the end of the project.
- 5) *Projet AIDE* responded well to the needs of Djibouti and was a good example of collaboration between the GORD and USAID.

### **Enquête auprès du staff du MENFOP au niveau central**

*Taille échantillon :* 10 responsables du MENFOP représentant le CFPEN, le CRIPEN, le Secrétariat exécutif, la Direction Générale de l'enseignement, l'Inspection générale, le Service de la planification et de la statistique, le Service de l'enseignement de base, le Service du partenariat et de l'enseignement privé.

*Introduction:* Nous faisons une évaluation du *Projet AIDE*. Nous vous serions reconnaissants si vous pouvez nous aider à l'évaluer. Nous allons vous lire plusieurs propositions. Nous aimerions que vous nous disiez à quel point vous êtes d'accord avec les énoncés sur une échelle de un à cinq. Cinq signifiant que vous êtes absolument d'accord et un signifiant que vous n'êtes pas d'accord du tout.

- 1) Mes compétences ont été suffisamment améliorées grâce à ma participation au travail avec le Projet AIDE et ma capacité professionnelle à mener mon travail, s'est amélioré.  

1	2	3	4	5
---	---	---	---	---
- 2) La structure, l'organisation et les méthodes introduites pendant la durée du projet AIDE sont susceptibles d'être soutenues dans le futur après l'achèvement du projet.
- 3) Si le projet était à recommencer, je recommanderais l'utilisation de la même conception et méthodologies
- 4) Les buts et objectifs fixés pour le Projet AIDE dans son plan de travail ont été largement atteints ou seront atteints à la fin du projet.
- 5) Le Projet AIDE a bien répondu aux besoins de Djibouti en matière d'éducation et a constitué un bon exemple de collaboration entre le Gouvernement et l'USAID.

## ANNEX J: Focus Group Discussion Discussion Guides

### ***Parents Focus Group Discussion Guide***

What has the experience been with this school and the formation of a parent-teacher association?

What was reaction both the parents and the school director and teachers to the idea of creating a PTA?

What has been the main accomplishment of the formation of a parent-teacher association?

What specific activities have been conducted including small school projects and gardens?

What positive changes have been made as a result of the work of the PTA?

What has made it possible to sustain the PTA?

What physical changes have been made to the school as a result of the involvement of the community?

What has been done in the school and community to encourage the education of girls?

What has been done in your school to increase the interest in School Reading (increased books, increased reading comprehension skills, etc.)?

What ways has the quality of education in your school been improved over the last six years?

What could be done in the future to improve the quality of education in your school in the future?

### **School Directors In-depth Individual Interview Guide**

Improving education systems

Achieved program goals: community participation  
Improved capacity and skills of school directors, teachers, PTAs, pedagogical counselors  
Improved information systems and reporting  
Project activities adequate and sufficient to achieve goals  
Achieved greater gender equity  
Integrated Gender Activities  
Effectiveness of early grade reading activities  
Level of satisfaction with program  
Measurable impact of achievement  
Quality of decentralized teacher training  
Reaching a critical mass of teachers and students to make a difference  
Effectiveness of early grade reading activities  
English for Middle Schools  
Decentralized Teacher Training  
EMIS: Improved Education Management Information System  
Parent Teacher Associations  
Community Mobilization  
Projet AIDE Scholarship Program

### **Teachers In-depth Focus Group Discussion Guide**

Decentralized Teacher Training  
Teacher training impact  
Role of pedagogical advisors  
Improved pedagogical approaches  
Effectiveness of early grade reading activities  
English for Middle Schools  
Effectiveness of English language training  
Learning materials availability  
Improved morale of teachers  
Changes in approach and methodology over last 6 years  
Integrated Gender Activities  
Challenges of girl student  
Supports to girl students  
Results of girl students  
EMIS: Improved Education Management Information System  
Community Mobilization  
Projet AIDE Scholarship Program  
Parent Teachers Associations

### **Pedagogical Counselors Focus Group Discussion Guide**

Improving education systems  
Quality of decentralized teacher training

Training of PCs  
Training by PCs  
Training materials development  
Improved capacity and skills of school directors, teachers, PTAs, pedagogical counselors  
Improved information systems and reporting  
Project activities adequate and sufficient to achieve goals  
Achieved greater gender equity  
Integrated Gender Activities  
Effectiveness of early grade reading activities  
Level of satisfaction with program  
Measurable impact of achievement  
Reaching a critical mass of teachers and students to make a difference  
Effectiveness of early grade reading activities  
English for Middle Schools

## ANNEX K: Scope of Work

### **USAID/Djibouti Education Project Performance Evaluation**

#### **I. Background on Djibouti and Education Sector**

Situated on the Red Sea between Somalia, Ethiopia, and Eritrea, the Republic of Djibouti is the smallest country in the Horn of Africa (HOA). Djibouti has approximately 850,000 inhabitants and is comprised of two primary ethnic groups, Somali (60%) and Afar (35%). Given its lack of arable land and few natural resources, Djibouti's economy is primarily service-oriented. While 80% of employment and 80% of Gross Domestic Product (GDP) represent the service sector, annual income remains at less than \$ 800 per capita and the unemployment rate hovers near 60%. Djibouti is further challenged by frequent drought, chronic food insecurity, poor medical care, and increasing rural-urban migration. With 74% of the population living in extreme poverty and a life expectancy of only 57.9 years, the Human Development Index, a composite statistic used to rank countries by level of **human development**, ranks Djibouti 165th out of 187 (Human Development Report 2011, UNDP).

The Government of the Republic of Djibouti (GORD) has long demonstrated its commitment to improving access to education. In recent years, it has constructed new classrooms and invested in new textbooks. In addition, the national budget allocation for the sector has increased 10-fold since 1999, from 15% in 1999 to over 25% in 2010. Ongoing efforts to address workforce development, encourage investment in youth, and increase access to basic education remain active policy priorities. Further, basic education enrollment rates have steadily increased from 49.5% in 2003 to 78% in 2011, and the total number of public primary schools increased from 83 in 2003 to 119 in 2012.

Despite considerable political commitment and notable gains in access to education, Djibouti's schools are faced with declining quality. In its 2009 mid-term report, the National Ministry of Education and Professional Training (MENFOP) discovered that despite recent efforts, many contract teachers at the primary and middle schools remain untrained. Worse, national exam results in the second and fifth grades showed some of the lowest reading and writing skills within the HOA region. Moreover, while efforts to increase the enrollment of girls and other under-represented groups are prominent and ongoing, additional steps by MENFOP are necessary to ensure that the recent enrollment gains are not lost, especially at critical transition points such as between primary and middle school.

In 2007, GORD launched the National Initiative for Social Development Strategy for which education is a priority sector. This 10-year government-wide strategy specifically links desired education outcomes with economic growth indicators. GORD recognizes that Djibouti is faced with an increasingly competitive and constantly changing local and global economic, political and social environment. However, it also recognizes that improvements in the quality of education will positively impact human health and reduce the incidence of poverty.

GORD has placed quality education at the heart of its social and economic development strategies and retains active partnerships with the donor community to achieve its "education for all" goals.

To sustain GORD's level of commitment to the education sector, MENFOP developed an action plan for 2010-2020 that focuses on improving quality and learning outcomes. This plan operates along six program areas goals:

1. Improve the quality and relevance of teaching and learning;
2. Reinforce access and participation in education;
3. Reduce disparities in enrollment and training;
4. Adjust the structure, vision and content of vocational and technical education;
5. Reinforce efficiency in higher education; and
6. Improve efficiency and efficacy of governance, piloting and resource management.

With other donors, USAID/Djibouti actively supports these program goals.

## **II. Projet AIDE Background**

The flagship project in USAID/Djibouti's basic education program is Projet AIDE (Assistance Internationale pour le Développement de l'Éducation), a four-year, \$9,500,000 cooperative agreement. The project is designed to strengthen systems and MENFOP's management capacity through:

- Decentralized teacher training and community participation;
- Strengthened strategic information and communication capacity through an Education Management Information System (EMIS); and

-Increased community participation and education and job opportunities for out-of-school youth.

Since inception, Projet AIDE has worked in 56 primary public schools in the capital city of Djibouti and in 63 primary schools in rural and semi-rural areas throughout the country. AED served as the implementing partner from 2009-2010 before the novation resulting in the creation of FHI360 in July 2011.

### **Projet AIDE Objectives and Activities**

#### **1. Improve education systems through decentralized teacher training**

- Support MENFOP in developing a three-year in-service teacher training plan;
- Establish and support school clusters around the Teacher Resource Centers (TRC) and school districts;
- Develop MENFOP capacity to use information technology for teacher training;
- Provide technical assistance to increase the capacity of TRCs to provide services to all education staff in all districts; and
- Develop and address gender disparities.

#### **2. Strengthen Djibouti's Strategic Information Capacity**

- Develop and install EMIS;
- Support the use of Fundamental Quality of Education Levels (FQEL) for school level, regional and national planning;
- Improve MENFOP systems capacity in a specific thematic areas; and
- Develop management manuals in specific thematic areas.

#### **3. Increase community participation and opportunities for out-of-school youth**

- Train PTAs in roles, responsibilities, and grant management;
- Assist PTAs to register with the Ministry of Interior;
- Provide grants to PTAs for school improvements;
- Award programs developed that recognize school performance;
- Strengthen non-formal NGOs and privately-led initiatives that support Technical Vocational Education Training (TVET) and non-formal education for out-of-school youth;
- Conduct analysis and develop a comprehensive plan for support to public sector vocational training; and
- Provide incentives for disadvantaged girls to attend formal or non-formal schools that provide technical education leading to employment opportunities.

#### **4. Address gender challenges**

- Develop a community mobilization strategy around addressing increasing access and retention of girls in primary and secondary school;
- Provide scholarships to alleviate the economic burden of school on families;
- Provide mentoring to empower and inspire girls to complete their education; and
- Train teachers in gender sensitive teaching methods.

## **Projet AIDE Expected Results**

At the completion of Projet AIDE, USAID anticipates the following results:

1. Improved education systems through decentralized teacher training:
  - a. 1,100 teachers trained in new methodologies focusing on literacy and numeracy;
  - f. MENFOP develops an annual and two-year teacher education plan;
  - g. Teacher Resource Centers support an in-service system using cluster and school-based teacher training;
  - h. An increasing number of teachers are supported by pedagogical advisors and school directors and work as teams in schools and clusters to master new techniques; and
  - i. The majority of teachers use the new curriculum with a particular focus on improving the teaching of literacy and numeracy.
2. Strengthen Djibouti's strategic information capacity:
  - e. 100 MENFOP administrators and officials trained in strategic information management and on using data for planning FQEL;
  - f. A functional EMIS to collect annual data and report analyses on a timely basis;
  - g. MENFOP uses FQEL and school report cards as tools to use EMIS data for policy, planning and budgeting at school, regional and national levels; and
  - h. MENFOP has a functioning operational plan that is implemented to maintain facilities (i.e., computers, Teacher Resource Centers, schools, etc.).
3. Increased community participation and opportunities for out-of-school youth:
  - f. 100 primary schools have a PTA by the end of the program;
  - g. 50 PTAs receive small grants and implement their projects;
  - h. At least 110 out of school youth (50% girls) provided learning opportunities per year,
  - i. Twenty youth receive skills training leading to employment; and
  - j. Four public or private professional and vocational education centers are assisted every year.

### **Changes in 2010-2011**

While implementation of Projet AIDE activities was underway, the worldwide suspension of the implementing partner (AED) was announced. This halted all activities from December 2010 through July 2011, which led to a substantial decrease in obligated expenditures and a drastically reduced burn rate. As a result, the project did not meet the programmatic and pipeline targets for FY2011. Following the acquisition of program staff and assets by FHI360 in July 2011, suspended activities were re-started but did not become fully operational until mid-2012.

In February 2011, USAID issued a new education strategy that required all missions to include highly focused program designs and incorporate early grade reading. In March 2012, Projet AIDE was modified to support the new strategy and several new activities were introduced to align the larger program with the specific reading goals found in Goal One of the Global Education strategy.

### **Additional Activities**

Starting in March 2012, USAID/Djibouti and FHI360 added the following activities for years 3 and 4 of the project:

1. An intensive and expanded focus on early grade reading under the decentralized teacher education component;
2. Development of an Early Grade Reading Assessment (EGRA) impact evaluation to design impact indicators for the last two years of the project;
3. Wrap-around activities to reinforce early grade reading interventions;
4. Support to produce materials and train English teachers in middle school; and
5. Support to MENFOP to prepare children who have dropped out for transition to the workforce.

Outlined below is information on the additional activities.

#### **1. Intensive and Expanded Focus on Early Grade Reading.**

This component will build on previous efforts to train 60 teacher-trainers and 110 school directors as well as the teacher-trainers workshops already involving 1,100 teachers. Additional activities include classroom-based coaching (pedagogical advisors) in five regions (Obock, Tadjourah, Dikhil, Arta and 1-2 circumscriptions in Djiboutiville) to improve the teaching and learning of reading at the primary level, grades 1-5; carry out a formative assessment of current teaching of early grad reading; and introduce EGRA to all pedagogical advisors and teachers in the 113 targeted primary schools.

#### **2. Development of an EGRA Impact Evaluation.**

Project AIDE will bring in an evaluation expert to design a study to establish a baseline and measure important impact indicators, at least one for each of the project components in years 3-4 of the project. This will also include building the capacity of the MENFOP's evaluation unit.

#### **3. Wrap-around Activities Reinforcing Early Grade Reading**

This includes the following sub-components:

- Increasing the capacity of the Djibouti EMIS system to collect data on factors affecting early grade reading.
- Training of PTA to analyze school report card data and take action on factors to improve reading that are under the control of parents and teachers.
- Support scholarships to nearly 1,000 girls still in school who were part of the Ambassador Girls Scholarship Project.

**4. Support to Produce Materials and Train English Teachers in Middle School**

This project component is based on a request from GORD and an aim to increase Djibouti's competitiveness and workforce development in the region. It will build on previous English language material development by Projet AIDE and the British Council. The focus is on producing materials and training 88 middle school English-language teachers.

**5. Support to MENFOP and Out-of-School Youth.**

This component will continue support to MENFOP to prepare older children that have dropped out of school for transition to the work force. It will add two additional training institutes and a major hotel, including Centre de Formation de Femmes a Balbala and Ecole Menegere and the Kempinski Palace Hotel.

**III. Performance Evaluation Scope of Work**

USAID/Djibouti seeks a firm or a team of external consultants to conduct a performance evaluation of Projet AIDE to date. It is estimated that work will commence in Djibouti on or about January 14, 2013. The assignment is expected to take approximately 5-6 weeks and is estimated to cost between \$90,000 and \$100,000. The objectives of the evaluation are as follows:

1. Assess the performance to-date of Projet AIDE (See sample evaluation questions below.)
2. Provide project-level and broad-based recommendations for future education programming in alignment with the USAID Global Education Strategy, MENFOP's 10-year strategic plan, and GORD's increased focus on English-language learning.

The evaluation should comply with the standards defined by the USAID Evaluation Policy and incorporate guidance from the Gender Policy. Agency Gender Equality and Female Empowerment Policy and Evaluation Policy guidelines are applied as described in:

[http://transition.usaid.gov/our\\_work/policy\\_planning\\_and\\_learning/documents/GenderEqualityPolicy.pdf](http://transition.usaid.gov/our_work/policy_planning_and_learning/documents/GenderEqualityPolicy.pdf)

<http://transition.usaid.gov/evaluation/USAIDEvaluationPolicy.pdf>

At minimum, the evaluation must address the following key questions and issues:

- To what extent was the project effective in improving country-level education systems, strengthening MENFOP's strategic information capacity, increasing community participation, and increasing opportunities for out-of-school-youth?
- Has the project achieved program performance targets and results based on annual work plans, performance monitoring plans, and the cooperative agreement between FHI360 and USAID?
- Have USAID-supported activities resulted in improved capacity and skills for school directors, teachers, PTAs, and MENFOP staff? If so, to what extent?
- Have the changes in project focus due to USAID's new education strategy affected project performance and project goals?

- Did the suspension of activities from December 2010 through July 2011 and the change of implementing partner affect project performance and project goals? If so, how?
- Has the project had impacts that have advanced the MENFOP action plan?
- To what extent have the project's interventions been internalized within MENFOP?

#### **IV. Team Composition and Minimum Qualifications**

The Evaluation Team shall, at a minimum, include two personnel: 1) an Evaluation Team Leader; 2) and a Monitoring & Evaluation Specialist. Two interpreters and GORD M&E personnel will be also available for the team in support roles, including field visits and logistics. Additional consultants may be proposed by the Offeror. The Evaluation Team will be based in Djiboutiville with travel to project sites, and will be responsible for all logistical and administrative support for the evaluation.

#### **Qualifications**

**Evaluation Team Leader:** The Team Leader is expected to remain in Djibouti for the full duration of all field activities and presentation of initial findings. He/she will then complete the draft and final reports in his/her headquarters office or home area. Experience working in Eastern Africa is preferred.

Minimum qualifications for the Evaluation Team Leader:

- A Master's Degree or higher in evaluation, education, or statistics.
- At least 10 years of experience with analysis and evaluation of donor funded development projects.
- Strong understanding of gender issues and gender equity considerations.
- Demonstrated written communications skills, especially in drafting donor funded program evaluations, assessments and reports, required.
- Previous experience managing a similarly-sized project.
- Fluency in written and spoken English and French.
- Previous experience leading a team, organizing site visits, and meeting deadlines.

**Monitoring & Evaluation (M&E) Specialist:** The M&E Specialist is expected to assist the Team Leader on the approach and methodologies that will best accomplish the evaluation. He/she must remain in Djibouti for the full duration of all field activities and presentation of the initial evaluation findings.

Minimum qualifications for the M&E Specialist:

- A minimum Master's Degree in evaluation, education or statistics.
- At least 5 years of substantive experience in Africa developing, managing, and/or evaluating education related programs.
- Prior experience working on donor funded activities or evaluations.

- Fully conversant with donor funded education and evaluation policies and guidelines.
- Fluency in written and spoken English and French.
- Excellent data analysis skills.
- Experience working in Eastern Africa, is preferred.

Offerors should include biographical information on all consultants/experts likely to support the successful evaluation in the Cost/Business quote. Biographical information should address the minimum requirements, professional expertise, educational background, role in the evaluation, and hours to be devoted to the evaluation. Local evaluators should be encouraged to apply.

**V. Evaluation Design and Data Collection Methods** The Evaluation team shall develop a detailed inception report, to be approved by the Mission, that will frame the methodological approach they will utilize to evaluate the above questions. The evaluation shall use both quantitative and qualitative methods. The proposed methodology must address how the following key issues will be analyzed in the evaluation:

***Key Issue 1: Program results and impact.*** Key questions such as the extent to which Projet AIDE is on track to achieve its goals and objectives will be addressed. Specifically, the contractor will analyze the various components of the of Projet AIDE project activities from start-up and consider if project activities are adequate and sufficient to achieve the goal of strengthening education systems and MENFOP's management capacity. Specific project activity areas to examine include: 1) decentralized teacher training and community participation efforts; 2) strategic information and communication capacity development through an Education Management Information System (EMIS), 3) increased community participation and the development of education and job opportunities for out-of-school youth, and 4) how the project has integrated gender equality across project components and achieved gender parity? The contractor will further evaluate the degree to which the project is striving for gender equality and inclusion of persons with disability and promotion of best practices.

***Key Issue 2: Local capacity.*** The evaluation team will develop a survey instrument for a sample of beneficiaries to ascertain their level of satisfaction with the project, to assess the extent to which the training received has been useful to the beneficiaries. The results of the survey will be supplemented by interviews with selected beneficiaries and review of project documents.

***Key Issue 3: Sustainability.*** The evaluation team will address the question whether the project activities are adequate to achieve the project goals and further evaluate the degree to which the project will continue supporting the USAID Global Education Strategy, MENFOP's 10-year strategic plan, and GORD's increased focus on English-language learning. It is interesting to know to what extent the project supports USAID and Ministry main goals, if it turns out that it contributes positively to the achievement of these goals in which case we can assume that it enhances sustainability.

**Key issue 4: Enabling environment.** The evaluation team will qualitatively assess the extent to which the project goals and objectives of Projet AIDE are accomplished through interviews with key beneficiaries, and the identification of policies, regulations, and institutional structures that either contribute to or inhibit achievement of these goals.

**Key Issue 5: Lessons learned.** The evaluation team will analyze lessons learned in the project design, implementation, and performance reporting that can be useful for decision-making during the remaining performance period. Furthermore, the team will make practical recommendations on how project activities can best be (re)structured to achieve the maximum impact possible during the remaining period of operation. The evaluation team will qualitatively assess any factors, beyond the control of the implementing partner, which may have played a significant role in affecting, either positively or negatively, the underlying challenges the program sought to address. The degree to which there were unintended/unexpected outcomes – positive or negative – resulting from program activities, should be assessed. Finally, the ability of the implementing partner to adapt to unanticipated changes in the implementation environment, and whether changes might have been made to program design that would have increased its impact, should be evaluated.

## **VI. Timeline, Deliverables, and Supervision**

USAID anticipates that the evaluation will take approximately five to six weeks to complete. This includes approximately two to three weeks in-country followed by approximately two to three weeks in headquarters/home office completing the draft and final reports. Offerors should provide a draft detailed timeline with their Technical submission.

The evaluation team will serve under the technical direction of the Acting USAID/Djibouti Representative and the USAID/Djibouti Contracting Officer's Representative (COR) for the education program. Coordination of all meetings with senior level GORD, other donors, and implementing partner staff will be accomplished through USAID/Djibouti staff.

The following deliverables are required and are part of the firm fixed price schedule:

1. **Inception Report or a Work Plan (week 1):** The team will provide a detailed inception report to USAID/Djibouti before commencing the evaluation. The inception report will provide a projected timeline and describe in detail the final evaluation methodology and data collection methods (including draft interview questions and data collection tools) that will be used.
2. **Presentation (week 5):** The evaluation team will make a presentation of preliminary findings and conclusions to USAID/Djibouti, USAID/East Africa and key stakeholders on the main findings of the assessment. The presentation should be made after completing the evaluation fieldwork and prior to departing from Djibouti.

3. **Draft Report (week 5):** The contractor will submit a draft report within five (5) weeks of initiating the evaluation fieldwork. A draft report will be presented before the oral presentation. Acceptance of the draft report by USAID/Djibouti will be contingent upon the report adequately fulfilling the scope of work and addressing major important areas of inquiry outlined in the SOW. USAID will need a week to provide comments to draft report. A translated executive summary into French will be provided.
4. **Final Report (week 5 or 6):** The final report incorporating USAID comments will be due five (5) working days after receiving written comments from USAID. Four hard copies of the final report, two in English and two in French, as well as electronic copies of both will be provided. The final report should not exceed 30 pages in length.

The draft and final reports will include, but are not limited to, an executive summary, description of the methodology, key findings, conclusions, and recommendations for future USAID/Djibouti education programming.

**Briefings:** As part of its daily operations in Djibouti, the contractor will be expected to organize weekly face-to-face debriefings for USAID/Djibouti on progress and to discuss issues. USAID staff will be encouraged to participate in evaluation team field visits as much as possible and as appropriate.

## **VII. Reference Materials for Review**

Below are key documents available to potential applicants to help in their quotes. Links to on-line resources are provided as well as a contact person for documents not available online.

- An electronic copy of Projet AIDE Cooperative Agreement with AED and FHI360 from 2009-2013.
- An electronic copy of the Continuation Modification #7 that includes a Summary of Changes to the Program Description for Year 3 and Year 4.
- An electronic copy of MENFOP Ten Year Master Plan (French)
- USAID Project Design Guidance, Dec 2011 [link here](#)
- USAID Evaluation Policy, 2011 [link here](#)
- USAID Education Strategy, 2011 [link here](#)
- USAID Gender Policy, 2011 [link here](#)
- FHI 360 Projet AIDE Semi-annual Report

To receive an electronic copy of any of the above referenced documents please contact: Ms. Saada Abdillahi at [Abdillahisi@state.gov](mailto:Abdillahisi@state.gov).

USAID will share a copy of the final report (French version) with MENFOP.

## **ANNEX J: FOCUS GROUP DISCUSSION WITH PARENT TEACHER ASSOCIATION MEMBERS**

### **Synthèse des focus groups avec les parents d'élèves.**

#### **Ecole de Balbala 3 bis :**

Réunion avec APE :

Quatre représentants (1 homme et 3 femmes) de l'APE ont participé à la réunion de discussion. Le président et la vice-présidente avec deux membres.

Le président déclare que l'APE existe depuis 4 ans et répond aux besoins de l'école ponctuellement à la demande de la direction. Elle a participé à plusieurs actions dans l'école :

- une action de plantation d'arbre dans la cours de l'école ;
- des journées de nettoyage et entretien dans l'école régulièrement ;
- Sensibilisation des parents à la scolarisation des enfants et à l'hygiène de l'école.

Un projet non réalisé : manque de livres de bibliothèque.

Le comité de l'APE ne semble pas bien contact avec le Projet AIDE. C'est la Directrice et le CP de l'école qui servent d'interface. Participation à peu d'activités avec le projet AIDE.

Le Comité de l'APE aide la direction de l'école et l'inspection à résoudre les problèmes et les incidents dans et autour de l'école avec les élèves ou les habitants du quartier, comme par exemple, les vols, les dégradations de matériels, etc...

Le manque d'un enseignant en 3<sup>ème</sup> année avait déclenché une manifestation des parents qui ont fermé le portail de l'école. Le Comité avait calmé les parents et avait résoudre le problème avec le Directeur de l'inspection.

Deux membres du Comité avaient participé aux formations du projet AIDE en 2009-2010 sur le rôle et le pilotage de l'APE. **Deux formations centrées sur le suivi des enfants (suivi scolaire et soins d'urgence).**

Besoins de formation en élaboration et gestion de projet. L'école a bénéficié d'un seul projet pour l'amélioration du niveau de la lecture en 3<sup>ème</sup> année et 5<sup>ème</sup> année. Le Projet AIDE a financé un photocopieur et des rames de papier.

Le problème n° 1 est le manque de livre de bibliothèque. D'autre part, du fait de la pauvreté, beaucoup de parents ont du mal à payer les livres d'enseignement pour les élèves dont le coût s'élève à 1200 DJF.

La Directrice déclare que l'APE participe bien à l'amélioration de la vie de l'école. C'est une valeur ajoutée positive. Elle confirme que les parents participent aux journées et activités de l'école (nettoyage des ordures, plantation d'arbres). Elle nous informe que l'APE ne s'adresse pas directement au Projet AIDE. C'est la direction de l'école qui sert de courroie de transmission.

En tant que directrice, elle a participé avec deux membres du Comité de l'APE, à la formation sur le rôle et la participation des parents d'élèves à la vie de l'école.

Le directeur de l'inspection nous informe que toutes les écoles de sa circonscription ont une APE, mais leurs capacités de contribution restent limitées. Leur participation varie d'une école à l'autre en fonction du niveau socio-économique des parents et de la volonté

du directeur lui-même. Il suggère que le cadre juridique sur la participation des parents à la vie de l'école soit revu, notamment sur la mission de l'APE et le rôle de l'équipe pédagogique pour favoriser la participation et contribution des parents et organisations de la communauté à la vie de l'école.

Il recommande la reconduction de l'appui du projet AIDE à la participation de la communauté à l'amélioration des conditions d'enseignement et d'apprentissage dans l'école.

### **Ecole primaire Obock 1.**

Le directeur nous informe que les parents participent bien à la vie de l'école. Il y a une rencontre parents-enseignants tous les deux mois. Les parents suivent bien les résultats de leurs enfants, si bien que les abandons se sont réduits grâce aux contacts/suivis des parents avec les enseignants et la direction de l'école. L'implication des parents se concrétisent par plus de réclamation sur le niveau et les résultats des élèves, auprès des enseignants et de la direction de l'école.

Le Projet AIDE a appuyé l'école par le financement d'une salle multimédia (rénovation d'une salle qui servira de bibliothèque & salle de lecture avec une télévision et lecteur vidéo, pour aider aussi les enfants en difficulté) un projet soumis par l'APE.

La plus importante implication de la communauté dans la vie de l'école se concrétise par la gestion de la cantine. Il y a une rupture de stock d'aliments depuis 3 semaines.

Les parents participent et contribuent par des apports en travail/main d'œuvre pour certains travaux d'entretiens et rénovations. La présidente et trois membres de l'APE ont participé à la séance de discussion avec la mission d'évaluation.

Monsieur Ali, membre de l'APE déclare que grâce au Projet AIDE, il y a eu beaucoup de changements positifs. Les enfants ont un meilleur niveau en lecture. Lui n'a pas participé aux formations données par le Projet AIDE. Il ajoute que les parents encouragent les parents à inscrire et à maintenir les filles à l'école.

Madame Souad Sadek Présidente de l'APE dit qu'il y a une cuisinière responsable de la gestion de la cantine. Elle n'a pas été informée de la rupture de stock des vivres. Ceci est un peu normal car il n'y a pas eu de rencontre du Comité de l'APE depuis la rentrée scolaire (elle était en congé maternité).

Elle ajoute que les parents connaissent le Projet AIDE à travers Zahra Ali et Kadra Hassan.

Elle se plaint que le Directeur ne l'informe pas bcp et choisi lui-même les parents avec il veut travailler dans l'école sans l'avis du Comité de l'APE.

### **Ecole Orobor :**

8 parents d'élèves, dont 3 femmes, ont participé à la séance de discussion avec l'équipe d'évaluateurs du Projet AIDE. Ils nous informent que l'APE existe depuis 2010, avec le même comité et le président est parti à Obock ville la veille.

Deux membres du Comité de l'APE ont été formés par le Projet AIDE sur la création de l'APE et le rôle et la participation des parents à la vie de l'école. Les autres parents ne sont pas formés sur leur rôle et comment participer.

Le Comité participe avec le Directeur de l'école à la gestion de la cantine. Il participe et contribue surtout pour les travaux d'entretien et le nettoyage des ordures dans l'école à la demande du directeur. Il l'appui aussi face à la direction régionale de l'éducation pour le manque ou l'absence d'enseignants.

Depuis sa création, le Comité de l'APE a tenu 5 réunions avec le Directeur qui fait et tient les PV.

Le Projet AIDE a financé du matériel pour le jardin scolaire. Après visite du jardin, nous constatons qu'il est fait partie d'un périmètre divisé en plusieurs lots appartenant à des membres de la communauté. Le lot pour l'école est bien sec/vide et semble abandonné alors que les autres lots sont entretenus et cultivés. Certains parents expliquent qu'il n'y a pas assez d'eau, mais en fait il n'y a pas de volontaire pour jardiner ce lot pour l'école.

Le directeur de l'école nous apprend qu'il y a des disputes entre les membres de l'APE et que le Comité ne fonctionne pas. Il ne travaille qu'avec trois personnes choisis par le Chef du village.

Les enseignants de l'école de Tadjourah 2 critiquent beaucoup les responsables de l'APE :

- Ne connaissent pas leur rôle ;
- Ce sont des anciens retraités qui n'ont pas toujours des enfants dans l'école ;
- Mentalité de vouloir contrôler la gestion de l'école.
- Anecdote d'un parent qui a essayé de frapper un enseignant absent de l'école qu'il a croisé en ville.

A Ouea, Tadjourah, le Président de l'APE était absent, mais 7 parents ont été interviewés. Ils nous informent qu'ils sont solidaires entre eux et avec le directeur de l'école. Ils nous déclarent qu'il y a eu le financement de la clôture du jardin scolaire par le Projet AIDE en 2012. Ils mènent des sensibilisations pour le maintien des filles à l'école, surtout celles qui ont des meilleurs résultats que les garçons.

Les deux membres du CGE de l'école d'Ali-Sabieh 2 ont été élus en mars 2012 par 12 parents délégués de classe par vote à main levée. Ils ont une connaissance limitée du Projet AIDE et de ses activités. Il n'existe pas d'Association de Parents d'Elèves (APE) légalement constituée dans l'école.

Peu d'expérience de participation à l'amélioration des conditions de travail et d'apprentissage dans l'école. Participation aux journées de nettoyage et d'entretien dans l'école, sur convocation du directeur de l'école. Le directeur demande une participation financière de 100DJF/mois aux parents pour le lavage des latrines et nettoyage des ordures. Du fait de la pauvreté beaucoup de parents ne paient pas cette cotisation mensuelle.

Les deux parents déclarent n'avoir participé à aucune formation sur la participation des parents à la vie de l'école.

Ils déclarent qu'une APE est nécessaire dans l'école pour mener plus de plaidoyer auprès du Ministère et des organisations caritatives afin d'avoir plus d'aides matériels et financières qui permettraient d'améliorer les conditions d'apprentissage des enfants.

Depuis leur prise de fonction au CGE, il n'y a eu qu'un projet de rénovation des latrines avec installation d'un réservoir de plus grande capacité financé par l'ONG CARE International basé dans la région.

Pour le futur, ils souhaitent qu'une femme de ménage soit recrutée et que du matériel de nettoyage fournis à l'école. Pour la question sur la scolarisation des filles, ils disent que déjà les filles sont plus nombreuses dans cette école et ils pensent qu'il n'y pas de filles non scolarisées dans le secteur couvert par cette école.

Pour l'école rural de Doudoubalala, le directeur nous informe qu'il n'y a pas d'APE mais un CGE ou participent deux parents, comme toute les écoles de la région. Mais du fait des distances, les parents sont peu disponibles pour participer à la gestion de l'école. Participation de tous les enseignants et directeur à deux formations sur l'amélioration du niveau de la lecture des élèves (19/24 élèves de 3<sup>ème</sup> année ne savaient pas lire en novembre 2012. Seulement 11/24 ne savent pas lire encore à ce jour). Il y a eu une visite du CP pour le suivi de l'application de la méthode d'enseignement de la lecture après les formations.

#### **Ecole Balbala PK14 :**

9 parents d'élèves, dont 6 femmes, se sont présentés à la réunion. L'école a maintenant 5 ans, mais n'a pas encore d'APE. La direction a choisi deux parents (un homme et une femme) pour le CGE.

La nouvelle directrice sollicite les parents plus que l'ancien directeur qui s'adressait le plus souvent à l'association SAFA du quartier, pour les journées de nettoyage dans l'école.

Actuellement, les parents participent à la surveillance des latrines.

Aucun parent n'a encore participé à une formation sur le rôle et la participation des parents à l'amélioration des conditions d'enseignement et d'apprentissage dans l'école.

Pas de contact encore avec le Projet AIDE.

Les enseignants déclarent que les parents sont très motivés et disponibles pour participer et contribuer à la vie dans l'école. Ils s'intéressent et collaborent bien avec les enseignants pour le suivi scolaire de leurs enfants.

L'école a bénéficié en début d'année scolaire 2012-13, d'un appui en matériels pédagogiques du Projet AIDE, pour le renforcement de la lecture en 3<sup>ème</sup> et 5<sup>ème</sup> année.

#### **Ecole Balbala 11 :**

Cette école dispose d'une APE qui n'est plus aussi active depuis le décès de son Président. L'APE a participé et appuyé la direction de l'école pour la soumission d'un projet d'école pour le renforcement du niveau de lecture en 3<sup>ème</sup> et 5<sup>ème</sup> année, pour financement par le Projet AIDE.

Les parents participent à la mise en œuvre de ce projet par le suivi avec les enseignants.

Les membres du Comité de l'APE sont volontaires et disponibles pour participer et contribuer, mais ils manquent de capacités techniques et intellectuelles (analphabétisme) et sont très pauvres. Il est difficile de trouver des parents leaders pour diriger et faire fonctionner l'APE.

Lors de la rencontre avec l'équipe pédagogique de la circonscription Djibouti 4, le Directeur et les CP nous informent que seulement 3 des 7 écoles ont une APE fonctionnelle. Ils confirment aussi que du fait du niveau de la pauvreté dans la zone, les parents d'élèves n'ont pas les capacités techniques et matériels pour participer et contribuer efficacement. Il faut en former beaucoup sur le rôle et le fonctionnement d'une APE, et comment les parents peuvent participer et contribuer à l'école pour l'amélioration de l'éducation de leurs enfants.

### **Entretien avec Barnabé, responsable de la composante mobilisation communautaire, Projet AIDE.**

Le directeur d'école et deux représentants de la communauté/de l'APE, ont participé aux formations sur le rôle de l'APE et la contribution des parents à l'amélioration de la vie dans l'école.

Mais c'est toujours les mêmes personnes de la communauté qui ont participé. Ce n'est pas sûr qu'ils transmettent l'information aux autres membres. Les DRE et les Circonscriptions pédagogiques de Djibouti n'ont pas d'autres financements pour répéter cette formation pour toucher et informer un plus grand nombre de parents. Ce qui pose l'efficacité de la formation sur la création et le fonctionnement des APE dans les écoles. L'élection des Comités des APEs a été un challenge, car les membres élus ne sont pas forcément les plus actifs et ou les plus capables, surtout dans les zones rurales. L'influence socio-politique y joue un rôle important.

Presque toutes les écoles ont leur APE, mais la participation/implication n'est pas volontaire. Elle dépend aussi de la volonté et l'engagement du directeur de l'école. Les vivres donnés par le PAM pour la cantine sont attirer les convoitises et suspicions des parents entre eux.

La réussite la plus importante du Projet AIDE est sa contribution à la finalisation du cadre juridique sur le rôle et la contribution des organisations communautaires à la vie de l'école. Les parents et les directeurs ont été formés sur ce cadre juridique. Maintenant, sa mise en application effective reste de la responsabilité du MENFOP. Dans la plupart des écoles rurales, le Comité de l'APE ne fonctionne pas, il est absorbé et remplacé par le CGE dont sont membres deux représentants des parents d'élèves généralement choisis par le directeur d'école ou imposés par le chef du village.

L'efficacité et la durabilité de la participation et contribution des parents à l'éducation de leurs enfants n'est pas encore assuré. En fait, l'analphabétisme et la pauvreté/le chômage dans les communautés rurales et certaines zones urbaines, constituent les principaux facteurs inhibiteurs du fonctionnement des APE et de l'implication volontaire des parents dans la vie de l'école.

Une seule formation est insuffisante et comme les directeurs sont mutés régulièrement, il arrivent des nouveaux directeurs non formés sur le rôle de l'APE et la participation des parents à l'amélioration de la vie de l'école.

L'USAID devra continuer à investir sur cette composante. Il faut notamment préparer et inclure un module dans la formation initiale des enseignants au CFPEN. Il faut aussi

appuyer les DRE et les circonscriptions de Djibouti à répéter les formations pour toucher et informer le plus grand nombre de parents d'élèves. Il faut aussi un appui pour mettre en place un système de suivi et évaluation de l'implication et de la contribution des parents et communautés dans les écoles.

La performance de cette composante par rapport à la stratégie : moyenne.  
Concernant la pérennité des actions entreprises, les compétences et les outils et méthodologie sont acquis et seront disponibles pour les 5-10 ans à venir mais les moyens financiers et matériels seront-ils assurés ?

XXXXXXXXXX

Kindly, find below my comments on this first presentation: USAID will provide acceptance of the draft presentation once the following comments are integrated in the presentation.

- 1) Please review the results you provided in the second part entitled ( 3a) **Program results and impact**, you included FY 2012 annual results, replace them by please change them to more aggregate results reflecting four years' achievements. In this part, you could emphasize on the impact of USAID trainings activities for teachers, pedagogical advisors, school directors, administrators in EMIS, parents teachers associations in building their capacity and in improving the education systems based on your findings from surveys, in-depth interviews, focus groups, field trips you undertook.
- 2) Key issues: 1) **Program results**, 2) **Local Capacity** , 3) **Sustainability**, 4) **Enabling environment** 5) **Lessons learned** will be analyzed under the project different components. What are the current results compared to USAID expected results ? Were the targets reached under each component and what was the impact for each program component? Did the project interventions under the different component provided enabling environment? What are the interventions that can be sustainable and why? What are the lessons learned ( under each program component).

**Year-3 Projet AIDE/USAID Indicators**

<b>Number of teachers/educators trained with USG support</b>			
<b>Year</b>	<b>Target</b>	<b>Actual</b>	
FY10	1,100	1,211	
FY11	1,100	893	
FY12	380	433	
FY13	955		
<b>Total</b>	<b>3535</b>	<b>2537</b>	

**Number of Parent-teacher Association or similar "school" governance structures in USG supported schools**

Year	Target	Actual	
FY10	100	112	
FY11	100	100	
FY12	87	101	
FY13	87		
<b>Total</b>	<b>374</b>	<b>313</b>	

**Number of people trained in other strategic information management**

Year	Target	Actual	
FY10	100	104	
FY11	100	35	
FY12	100	195	
FY13	100		
<b>Total</b>	<b>400</b>	<b>334</b>	

**Number of youth completing internships disaggregated by gender**

Year	Target	Actual	
FY10	110	120/F= 83	
FY11	110	77/F=54	
FY12	110	114= F	
FY13	110		
<b>Total</b>	<b>440</b>	<b>311/F =249</b>	

**Number of administrators trained both at the central and decentralized level on FQEL (Planning), disaggregated by gender; national and district.**

Year	Target	Actual	
FY10	100	102/F=28	
FY11	50	61 / F= 2	
FY12	50	105/ F= 46	
FY13	50		
<b>Total</b>	<b>250</b>	<b>268/ F= 76</b>	

**Number of training for teachers session conducted**

Year	Number	Note
FY10	0=(only pedagogical counselors was trained as a master training)	
FY11	0=(only pedagogical counselors was trained as a master training)	
FY12	3 session =Obock/Arta/Dikhil and 4 sessionsfor Tadjourah	

FY13	31 sessions in 3phase=93total sessions	
<b>Total</b>	<b>3535</b>	
Number of Pedagogical Counselors trained		
Year	Number	Note
FY10	60	
FY11	60	
FY12	16	
FY13	12	
<b>Total</b>	<b>3535</b>	

## **ANNEX A: Persons Met .....**

**Ecole de Balbala Pk 14**  
**Circonscription Djibouti 4**  
**Le 27 03 2013**

Noms	Fonction	Coordonnées
Moumina Robleh Ali	Parent d'élève	
Halima Guelleh	Parent d'élève	
Madhibo Aouled	Parent d'élève	

**Ecole de Ouea**  
**Direction régionale de Tadjourah**  
**Le 24 03 2013**

Noms	Fonction	Coordonnées
Moussa Mohamed	Mbre APE	
Hemeda Mohamed	Mbre APE	
Aïcha Dileita	Mbre APE	
Mohamed Said	Mbre APE	
Kamil Mohamed	Mbre APE	
Ali Abdallah	Mbre APE	
Ali Moussa	Mbre APE	

**Ecole de Orobor**  
**Direction régional d'Obock**  
**Le 23 03 2013**

Noms	Fonction	Coordonnées
Hassan Med Ali	Mbre APE	
Ibrahim Gabasse Ibrahim	Mbre APE	
Gadaami Abdallah Ahmed	Membre APE	

Mahamed Hassan Ahmed	Membre APE	
Hameda Omar Med	Membre APE	
Boloka Dakala Med	Membre APE	
Hassan Meeke Bareita	Membre APE	
Daiba Kassim	Membre APE	

**Ecole de Obock 1**  
**Direction régional d'Obock**  
**Le 23 03 2013**

<b>Noms</b>	<b>Fonction</b>	<b>Coordonnées</b>
Souad Sadek Yacoub	Présidente APE	
Nasro Houmed Ahmed	Membre du APE	
Ali Ibrahim Houmed	Vice Président APE	
Idriss Mohamed Hamadou	Membre APE	

**Ecole de Balbala 3 bis**  
**Le 21 03 2013**

<b>Noms</b>	<b>Fonction</b>	<b>Coordonnées</b>
Saada Ahmed	Vice Présidente APE	
Elmi Rayaleh	Président APE	
Roukia Hassan	Membre APE	
Saada Robleh	Membre APE	

**ANNEX C: Documents List .....**

**ANNEX D: Expenditures.....**

ANNEX E: *Projet AIDE* staff

**ANNEX F: Interview and Focus Group Discussion Schedule**

ANNEX H: Detailed Evaluation Plan

## **Final Inception Report for USAID/Djibouti Education Project (AIDE) End-of-Project Performance Evaluation**

### **1. Methodology Introduction: Objectives and Approach**

The LTL evaluation team has been assigned the task of conducting the AIDE project end of project performance evaluation under the following objectives set by USAID/Djibouti:

- Assess the performance to date of Project AIDE; and
- Provide project-level and broad-based recommendations for future education programming in alignment with the USAID Global Education Strategy, MENFOP's 10-year strategic plan, and GORD's increased focus on English-language learning.

The evaluation will examine and determine the extent to which the following was accomplished, in line with the expected results:

- Decentralized teacher training and community participation;
- Strengthened strategic information and communication capacity through an Education Management Information System (EMIS); and
- Increased community participation and education, and job opportunities for out-of-school youth.

The methodology that will be used by the evaluation team will be based on four components:

- A document review of USAID guidelines on related policies, including evaluation, education, and gender, and project documents including quarterly and semester reports;
- Interviews with key informants at the national and site levels, including implementing partner staff;
- Focus group discussion sessions and in-depth individual interviews with selected community stakeholders and project beneficiaries; and
- Site visits.

This approach will allow the team to gather information that is varied in nature, and provide multiple sources for triangulation of data. The methodology will be adapted as necessary, based on the dictates of the situation on the ground, and direction from USAID/Djibouti.

#### **Approach and Stages**

The LTL evaluation team will begin with a review of the relevant documentation to gain an understanding of the experience of the project to date, the project's objectives and goals, as well to develop an understanding of its achievements and the obstacles it has faced. This basic understanding of the conditions and the results of the implementation of

the project will form the basis for the next phase of the evaluation process, which is the preparation of the evaluation tools. A preliminary sample of some of the tools has been included in the annexes to this inception report. The final version of the tools and the final research protocols will be finalized during the first three days after the first meeting with USAID/Djibouti and ProjectAIDE /FHI360.

In the interest of efficient use of field time, the LTL evaluation team is considering the organization of a roundtable kick-off meeting of key Djibouti based stakeholders to start the in-country part of the evaluation that would bring together the key staff of the different engaged in the implementation of this project. This meeting would allow the evaluation team to make an initial contact with those responsible for implementation and develop a sense of the division of tasks among those involved. The objectives and methodology of the evaluation could be briefly presented by the team.

Once the evaluation tools in the form of individual interview questionnaires, focus group discussion guides and other tools are approved, the field research will begin. Interviews with those implicated in Project AIDE's conception, management, and implementation will be complemented by interviews with other interested parties, including UNICEF and the World Food Programme. A tentative list of people and institutions to be interviewed or included as participants in the focus groups is included in the annexes.

With the USAID/Djibouti-approved inception report in hand, LTL's evaluation team will conduct trips to field visits to agreed-upon program sites, interview and conduct focus group with key stakeholders such as school teachers, school directors, and PTA members, and representatives from the Ministry of Education, among others. The sites and people to be engaged will be determined in consultation with USAID-Djibouti staff. Interviews will provide an opportunity to examine how well activities were coordinated by local program implementing partners. The LTL Strategies evaluation team will consult with USAID for guidance on which of the 56 primary public schools in Djiboutiville and which of the 63 primary schools in rural and semi-rural areas throughout the country are the best to consider for the site visits.

The LTL team will use all the data gathered from multiple sources to provide a nuanced evaluation of the impact of the teacher training exercises, the effectiveness of the Education Management Information System (EMIS), the number and types of opportunities targeted for out-of-school youth, the effectiveness of early grade reading activities (in relation to the project's intended Intermediate Results), and the extent to which the overall program objectives and expected results have been met. The field investigation will serve not only to identify and assess the impact of activities at the community level, and to assess the current institutional capacity of partners and beneficiaries who were central to implementing and monitoring the education activities, but also to identify any weaknesses and specific challenges which could inform future program planning.

## **2. Evaluation Questions**

Overarching questions intended to address the evaluation objectives noted in the introduction are listed below. They will serve as a support to the development of the evaluation instruments and guide interviews and discussions with key informants and stakeholders. USAID/Djibouti key questions and issues:

- To what extent was the project effective in improving country-level education systems, strengthening MENFOP's strategic information capacity, increasing community participation, and increasing opportunities for out-of-school-youth?
- Has the project achieved program performance targets and results based on annual work plans, performance monitoring plans, and the cooperative agreement between FHI360 and USAID?
- Have USAID-supported activities resulted in improved capacity and skills for school directors, teachers, PTAs, and MENFOP staff? If so, to what extent?
- Have the changes in project focus due to USAID's new education strategy affected project performance and project goals?
- Did the suspension of activities from December 2010 through July 2011 and the change of implementing partner affect project performance and project goals? If so, how?
- Has the project had impacts that have advanced the MENFOP action plan?
- To what extent have the project's interventions been internalized within MENFOP?

### **3. Key Issues to be Analyzed**

#### ***Key Issue 1: Program Results and Impact.***

Key questions such as the extent to which Projet AIDE is on track to achieve its goals and objectives will be addressed. Specifically, the contractor will analyze the various components of the of Projet AIDE project activities from start-up and consider if project activities are adequate and sufficient to achieve the goal of strengthening education systems and MENFOP's management capacity.

- To what extent was the project effective in improving country-level education systems, strengthening MENFOP's strategic information capacity, increasing community participation, and increasing opportunities for out-of-school-youth?
- Has the project achieved program performance targets and results based on annual work plans, performance monitoring plans, and the cooperative agreement between FHI360 and USAID?
- To what extent is Projet AIDE is on track in achieving its goals and objectives overall?
- To what extent were goals and objectives achieved in specific components?
- Were project activities adequate and sufficient to achieve the goals?
- To what degree has the project achieved greater gender equality and inclusion of persons with disability and promotion of best practices?
- How cost-effective has the program been in achieving goals and objectives?
- What are the tangible and measureable results of the project?

- What measurable impact has been achieved?
- Were there specific project management policies, structure or practices that contributed to either success or failure of intervention implementation?

**Key Issue 2: Local Capacity.** The evaluation team will use a strategic questioning paper for a sample of beneficiaries to ascertain their level of satisfaction with the project, and to assess the extent to which the training received has been useful to the beneficiaries. The results of the survey will be supplemented by interviews with selected beneficiaries, and a further review of project documents. Some of the questions to be included in the strategic questioning paper are:

- What has been the result in improved capacity and skills for school directors, teachers, PTAs, and MENFOP staff?
- To what extent has this improved capacity and skills been achieved in terms of reaching a critical mass to make a significant impact?
- What impact, if any, has the project had on the advancement of the MENFOP action plan?
- To what extent have the project's interventions been internalized within MENFOP?
- To what degree have the staffing structures and capacities of project staff and national partners sufficient for achieving project goals?
- Are project and partner staff sufficiently skilled to meet project goals?
- What are the main obstacles in regard to developing personnel skills?
- Are there any issues affecting the morale of personnel?

**Key Issue 3: Sustainability.**

The evaluation team will address the question of whether the project activities are adequate to achieve the project goals, and further evaluate the degree to which the project will continue supporting the USAID Global Education Strategy, MENFOP's 10-year strategic plan, and GORD's increased focus on English-language learning.

- Were project activities adequate for achieving the project goals?
- To what degree will the national partners be able to continue to support USAID Global Education Strategy, MENFOP's 10-year strategic plan, and GORD's increased focus on English-language learning?
- To what extent has project supported USAID and Ministry main goals and contributed positively to the achievement of these goals?
- To what degree is the content of the project and its structures sustainable?
- To what degree are they embedded in national structures?
- Did the project have a sustainability plan? If so, was it realistic and implemented?  
---What is the role of the project staff in the operations of the project and who is taking over those tasks?

**Key issue 4: Enabling Environment.**

The evaluation team will qualitatively assess the extent to which the project goals and objectives of Project AIDE are accomplished through interviews with key beneficiaries, and the identification of policies, regulations, and institutional structures that either contribute to or inhibit achievement of these goals.

- To what degree have policies, regulations, and institutional structures contributed to or inhibit achievement of these project goals?
- To what degree were those implementing the project and beneficiaries aware of policies, regulations and institutional structures related to the project?
- To what degree has MENFOP been supportive of sustaining the achievement of project goals?

***Key Issue 5: Lessons Learned.***

The evaluation team will analyze lessons learned in the project design, implementation, and performance reporting that can be useful for decision-making during the remaining performance period. Furthermore, the team will make practical recommendations on how project activities can best be (re)structured to achieve the maximum impact possible during the remaining period of operation.

- How can the project be best structured to achieve the maximum impact possible during the remaining period of operation?
- What factors, if any, were beyond the control of the implementing partner, which may have played a significant role in affecting, either positively or negatively, the underlying challenges the program sought to address?
- To what degree were there unintended and unexpected outcomes, that were both positive or negative, that resulting from program activities?
- Was the implementing partner able to adapt to unanticipated changes in the implementation environment, and to what degree changes were made to program design?
- What was the impact of the changes in project focus due to USAID's new education strategy and how did it affected project performance and project goals?
- What worked well, what did not, and why?
- What were the major obstacles to the project? Which ones were surmountable and how? Which ones were not and why?
- What were the most successful aspects of the project? Why and in what way were they successful?
- What could have been done differently if the project were to start anew today?
- Are there successful interventions and best practices warranting possible dissemination and replication?
- What are the significant products and tools developed through the project?
- Which ones warrant dissemination and replication?
- Could they be improved within the project?
- Could they be improved externally (funding, partnering, policy changes, government intervention)?

***Key Issue 6: Early Grade Reading***

With the intensive and expanded Focus on Early Grade Reading in this project, and the fact that it is a vital and important common priority for both GORD and USAID/Djibouti, the evaluation team with accord special attention to this aspect of the project.

- What was the initial success in the training of 60 teacher-trainers and 110 school directors in EGR, and how was this built upon in the second phase of the project?
- What impact did the teacher-trainers workshops already involving 1,100 teachers have on classroom activities?
- What was the role of classroom-based coaching (pedagogical advisors) in improving the teaching and learning of reading at the primary level grades 1-5?
- What lessons from the formative assessment of current teaching of early grade reading were applied to project programming?
- To what extent did the introduction of EGRA to all pedagogical advisors and teachers in the 113 targeted primary schools result in an increased interest in teaching reading and actual changes in curriculum and approach?
- What specific lessons were learned from the increased focus on EGR, and what would be recommended for future interventions in this area?

**2. Methodology**

LTL's evaluation team will conduct field visits to agreed-upon program sites, and interview and conduct focus group with key stakeholders. The sites and people to be engaged will be determined in consultation with USAID-Djibouti staff. Interviews will provide an opportunity to examine how well interpersonal communication and activities were coordinated by local program implementing partners.

**4.1 In depth individual interview with key informants and stakeholders**

The LTL team will conduct meetings and interviews with informants and stakeholders that will include, minimally:

- school teachers
- school directors
- MENFOP staff
- pedagogical advisors
- teacher trainers
- PTA members
- Teacher Resource Center Staff
- representatives from the Ministry of Education
- FHI360 AIDE project staff
- USAID/Djibouti education staff

**4.2 Site Visits**

The LTL evaluation team will conduct site visits to at least eight sites in two regions of the country. The site visits will provide the opportunity to reach additional key informants and stakeholders based at the regional or school level. Data will be gathered through means of observation of facilities, procedures and activities, targeted questioning

and, as needed, review of documents. Checklists, when possible, will be used for the site visits. The site visits will allow for further review and verification of information gathered through documentary review and previous interviews. USAID will provide guidance on which of the 56 primary public schools in Djiboutiville and which of the 63 primary schools in rural and semi-rural areas throughout the country will be chosen for site visits. (See annex)

#### **4.3 Focus Group Discussions**

The evaluation team plans to conduct focus groups at at least two sites, if USAID determines that it does not require ethical clearance. The intention is to have one evaluation team member conduct the sessions and the other take notes. A total of four to six focus group discussion sessions will be held. The profile of participants and locations will be determined in collaboration with USAID/Djibouti. The focus group discussion guides will be prepared by the team once the participant profiles are established.

#### **5. LTL Evaluation Team Tasks**

- Meetings and interviews of AIDE project staff, and USAID staff on the project performance
- Determine list and localization of key stakeholders involved in project implementation
- Determine list and localization of beneficiaries of the project activities
- Request to the Ministry of Education for an inception meeting to present the LTLS team and the study (objectives, duration and field visits)
- Logistics arrangements for field visits
- Meetings with Education Ministry staff
- Finalization of meetings plan for Djibouti and field visits plan (selection of sites and beneficiaries for interviews)
- Review of documents and finalization of evaluation and survey tools
- Meetings with stakeholders in Djibouti
- Field visits for interviews of beneficiaries in Djibouti project sites
- Field visits for interviews of stakeholders and beneficiaries in regional project sites
- 2 days for one of the following two regions: Tadjourah and Obock
- 2 days for one of the following three regions: Dikhil, Ali Sabieh, and Arta
- Finalization of the field visits and initial findings report
- Elaboration of PowerPoint on initial finding

#### ANNEX I: Quantitative Survey Instruments

##### *Survey of School Directors*

Sample size: 10 School Directors representing four Districts and both rural and urban schools

Introduction: We are doing an assessment of *Projet AIDE*. We would appreciate if you can help us with the assessment. We will read you several statements. We would like you to tell us to how much you agree with the statements on a scale of one to five. Five meaning that you agree very much and one meaning that you don't agree at all.

- 7) We have increased our effectiveness in providing early grade reading.  
1      2      3      4      5
- 8) We have increased our level of engagement with the community including the formation of an active parent-teachers organization.
- 9) Opportunities for out of school youth have increased as a result of our Project AIDE in our community.
- 10) The increase in skills in the region for training teachers has resulted in better pedagogical methods used by teachers and will continue to have an impact beyond the end of the project.
- 11) The different inputs from *Projet AIDE* including, training, new curriculum, teaching materials, have increased school morale and had an impact on the quality of education in my school.
- 6) My school now has more girls enrolled than 5 years ago and the education staff is now better prepared to meet the special learning needs of girls.

### **Survey of teachers in 10 schools**

Sample size: A minimum of 10 teachers

Introduction: We are doing an assessment of *Projet AIDE*. We would appreciate if you can help us with the assessment. We will read you several statements. We would like you to tell us to how much you agree with the statements on a scale of one to five. Five meaning that you agree very much and one meaning that you don't agree at all.

- 1) Training I have received through *Projet AIDE* has increased my skill level for teaching and made me a better teacher.
- 2) As a result of *Projet AIDE* I now have better access to pedagogical materials and classroom materials.
- 3) As a result of *Projet AIDE* I am now more aware of the special challenges faced by girls in the classroom and now am now better prepared to meet their special needs.
- 4) We have increased our effectiveness in providing early grade reading.
- 5) The involvement of parent-school committees has increased the quality of our school physically and created a supportive community environment for learning.

### **Survey of Pedagogical counsellors**

Sample size: 10 Pedagogical counselors in 4 regions

Introduction: We are doing an assessment of *Projet AIDE*. We would appreciate if you can help us with the assessment. We will read you several statements. We would like you

to tell us to how much you agree with the statements on a scale of one to five. Five meaning that you agree very much and one meaning that you don't agree at all.

- 6) The teachers in our area are better prepared with new teaching methods and supports after been exposed to *Projet AIDE* inputs.  

1	2	3	4	5
---	---	---	---	---
- 7) We find that the training we received form *Projet AIDE* was *useful and relevant and we were able to transfer easily and have had a clear impact on schools.*
- 8) The work we are able to do now in training of teachers has allowed them to develop good technical teaching skills that can be immediately put to use and will have a lasting impact in the quality of learning in the future.
- 9) *Projet AIDE* has revitalized the learning centers which now provide a useful resource for teachers and have increased the pegagogical resources available to teachers.
- 10) Overall, Project AIDE has had a positive impact on the quality of education in the schools of my district and will continue to have a positive influence for years to come.

### **Survey of MENFOP staff at central level**

*Sample size:* 10 MENFOP staff representatives of: CFPEN, CRIPEN, secretaire executif, direction enseignement public, direction planification et statistique, enseignement de base, inspecteur general, partenariat et enseignement prive.

*Introduction:* We are doing an assessment of *Projet AIDE*. We would appreciate if you can help us with the assessment. We will read you several statements. We would like you to tell us to how much you agree with the statements on a scale of one to five. Five meaning that you agree very much and one meaning that you don't agree at all.

- 6) My skills were sufficiently enhanced through my involvement with *Project AIDE* and my professional capacity to conduct my work has improved.  

1	2	3	4	5
---	---	---	---	---
- 7) The structures, organization and methodologies introduced during the life of *Project AIDE* are likely to be sustained in the future after the completion of the project.
- 8) If the project were to be started again I would recommend using the same design and methodologies.
- 9) The goals and objectives set for *Projet AIDE* in its work plan have been largely met or can expect to be met by the end of the project.
- 10) *Projet AIDE* responded well to the needs of Djibouti and was a good example of collaboration between the GORD and USAID.

### **Enquête auprès du staff du MENFOP au niveau central**

*Taille échantillon :* 10 responsables du MENFOP représentant le CFPEN, le CRIPEN, le Secrétariat exécutif, la Direction Générale de l'enseignement, l'Inspection générale, le

Service de la planification et de la statistique, le Service de l'enseignement de base, le Service du partenariat et de l'enseignement privé.

*Introduction:* Nous faisons une évaluation du Projet AIDE. Nous vous serions reconnaissants si vous pouvez nous aider à l'évaluer. Nous allons vous lire plusieurs propositions. Nous aimerions que vous nous disiez à quel point vous êtes d'accord avec les énoncés sur une échelle de un à cinq. Cinq signifiant que vous êtes absolument d'accord et un signifiant que vous n'êtes pas d'accord du tout.

- 4) Mes compétences ont été suffisamment améliorées grâce à ma participation au travail avec le Projet AIDE et ma capacité professionnelle à mener mon travail, s'est amélioré.
- 1      2      3      4      5
- 5) La structure, l'organisation et les méthodes introduites pendant la durée du projet AIDE sont susceptibles d'être soutenues dans le futur après l'achèvement du projet.
- 6) Si le projet était à recommencer, je recommanderais l'utilisation de la même conception et méthodologies
- 4) Les buts et objectifs fixés pour le Projet AIDE dans son plan de travail ont été largement atteints ou seront atteints à la fin du projet.
- 5) Le Projet AIDE a bien répondu aux besoins de Djibouti en matière d'éducation et a constitué un bon exemple de collaboration entre le Gouvernement et l'USAID.

## ANNEX J: Focus Group Discussion Discussion Guides

### *Parents Focus Group Discussion Guide*

What has the experience been with this school and the formation of a parent-teacher association?

What was reaction both the parents and the school director and teachers to the idea of creating a PTA?

What has been the main accomplishment of the formation of a parent-teacher association?

What specific activities have been conducted including small school projects and gardens?

What positive changes have been made as a result of the work of the PTA?

What has made it possible to sustain the PTA?

What physical changes have been made to the school as a result of the involvement of the community?

What has been done in the school and community to encourage the education of girls?

What has been done in your school to increase the interest in School Reading (increased books, increased reading comprehension skills, etc.)?

What ways has the quality of education in your school been improved over the last six years?

What could be done in the future to improve the quality of education in your school in the future?

### **School Directors In-depth Individual Interview Guide**

Improving education systems

Achieved program goals: community participation

Improved capacity and skills of school directors, teachers, PTAs, pedagogical counselors

Improved information systems and reporting

Project activities adequate and sufficient to achieve goals

Achieved greater gender equity

Integrated Gender Activities

Effectiveness of early grade reading activities

Level of satisfaction with program

Measurable impact of achievement

Quality of decentralized teacher training

Reaching a critical mass of teachers and students to make a difference

Effectiveness of early grade reading activities

English for Middle Schools

Decentralized Teacher Training

EMIS: Improved Education Management Information System

Parent Teacher Associations

Community Mobilization

Projet AIDE Scholarship Program

### **Teachers In-depth Focus Group Discussion Guide**

Decentralized Teacher Training

Teacher training impact

Role of pedagogical advisors

Improved pedagogical approaches

Effectiveness of early grade reading activities

English for Middle Schools

Effectiveness of English language training

Learning materials availability

Improved morale of teachers

Changes in approach and methodology over last 6 years

Integrated Gender Activities

Challenges of girl student

Supports to girl students

Results of girl students

EMIS: Improved Education Management Information System

Community Mobilization  
Projet AIDE Scholarship Program  
Parent Teachers Associations

### **Pedagogical Counselors Focus Group Discussion Guide**

Improving education systems  
Quality of decentralized teacher training  
Training of PCs  
Training by PCs  
Training materials development  
Improved capacity and skills of school directors, teachers, PTAs, pedagogical counselors  
Improved information systems and reporting  
Project activities adequate and sufficient to achieve goals  
Achieved greater gender equity  
Integrated Gender Activities  
Effectiveness of early grade reading activities  
Level of satisfaction with program  
Measurable impact of achievement  
Reaching a critical mass of teachers and students to make a difference  
Effectiveness of early grade reading activities  
English for Middle Schools

ANNEX K: Scope of Work

### **USAID/Djibouti Education Project Performance Evaluation**

#### **VIII. Background on Djibouti and Education Sector**

Situated on the Red Sea between Somalia, Ethiopia, and Eritrea, the Republic of Djibouti is the smallest country in the Horn of Africa (HOA). Djibouti has approximately 850,000 inhabitants and is comprised of two primary ethnic groups, Somali (60%) and Afar (35%). Given its lack of arable land and few natural resources, Djibouti's economy is primarily service-oriented. While 80% of employment and 80% of Gross Domestic Product (GDP) represent the service sector, annual income remains at less than \$ 800 per capita and the unemployment rate hovers near 60%. Djibouti is further challenged by frequent drought, chronic food insecurity, poor medical care, and increasing rural-urban migration. With 74% of the population living in extreme poverty and a life expectancy of only 57.9 years, the Human Development Index, a composite statistic used to rank countries by level of **human development**, ranks Djibouti 165th out of 187 (Human Development Report 2011, UNDP).

The Government of the Republic of Djibouti (GORD) has long demonstrated its commitment to improving access to education. In recent years, it has constructed new classrooms and invested in new textbooks. In addition, the national budget allocation for the sector has increased 10-fold since 1999, from 15% in 1999 to over 25% in 2010. Ongoing efforts to address workforce development, encourage investment in youth, and increase access to basic education remain active policy priorities. Further, basic education enrollment rates have steadily increased from 49.5% in 2003 to 78% in 2011, and the total number of public primary schools increased from 83 in 2003 to 119 in 2012.

Despite considerable political commitment and notable gains in access to education, Djibouti's schools are faced with declining quality. In its 2009 mid-term report, the National Ministry of Education and Professional Training (MENFOP) discovered that despite recent efforts, many contract teachers at the primary and middle schools remain untrained. Worse, national exam results in the second and fifth grades showed some of the lowest reading and writing skills within the HOA region. Moreover, while efforts to increase the enrollment of girls and other under-represented groups are prominent and ongoing, additional steps by MENFOP are necessary to ensure that the recent enrollment gains are not lost, especially at critical transition points such as between primary and middle school.

In 2007, GORD launched the National Initiative for Social Development Strategy for which education is a priority sector. This 10-year government-wide strategy specifically links desired education outcomes with economic growth indicators. GORD recognizes that Djibouti is faced with an increasingly competitive and constantly changing local and global economic, political and social environment. However, it also recognizes that improvements in the quality of education will positively impact human health and reduce the incidence of poverty.

GORD has placed quality education at the heart of its social and economic development strategies and retains active partnerships with the donor community to achieve its "education for all" goals.

To sustain GORD's level of commitment to the education sector, MENFOP developed an action plan for 2010-2020 that focuses on improving quality and learning outcomes. This plan operates along six program areas goals:

7. Improve the quality and relevance of teaching and learning;
8. Reinforce access and participation in education;
9. Reduce disparities in enrollment and training;
10. Adjust the structure, vision and content of vocational and technical education;
11. Reinforce efficiency in higher education; and
12. Improve efficiency and efficacy of governance, piloting and resource management.

With other donors, USAID/Djibouti actively supports these program goals.

## **IX. Projet AIDE Background**

The flagship project in USAID/Djibouti's basic education program is Projet AIDE (Assistance Internationale pour le Développement de l'Éducation), a four-year, \$9,500,000 cooperative agreement. The project is designed to strengthen systems and MENFOP's management capacity through:

- Decentralized teacher training and community participation;
- Strengthened strategic information and communication capacity through an Education Management Information System (EMIS); and
- Increased community participation and education and job opportunities for out-of-school youth.

Since inception, Projet AIDE has worked in 56 primary public schools in the capital city of Djiboutiville and in 63 primary schools in rural and semi-rural areas throughout the country. AED served as the implementing partner from 2009-2010 before the novation resulting in the creation of FHI360 in July 2011.

### **Projet AIDE Objectives and Activities**

#### **5. Improve education systems through decentralized teacher training**

- Support MENFOP in developing a three-year in-service teacher training plan;
- Establish and support school clusters around the Teacher Resource Centers (TRC) and school districts;
- Develop MENFOP capacity to use information technology for teacher training;
- Provide technical assistance to increase the capacity of TRCs to provide services to all education staff in all districts; and
- Develop and address gender disparities.

#### **6. Strengthen Djibouti's Strategic Information Capacity**

- Develop and install EMIS;
- Support the use of Fundamental Quality of Education Levels (FQEL) for school level, regional and national planning;
- Improve MENFOP systems capacity in a specific thematic areas; and
- Develop management manuals in specific thematic areas.

#### **7. Increase community participation and opportunities for out-of-school youth**

- Train PTAs in roles, responsibilities, and grant management;
- Assist PTAs to register with the Ministry of Interior;
- Provide grants to PTAs for school improvements;
- Award programs developed that recognize school performance;
- Strengthen non-formal NGOs and privately-led initiatives that support Technical Vocational Education Training (TVET) and non-formal education for out-of-school youth;
- Conduct analysis and develop a comprehensive plan for support to public sector vocational training; and

- Provide incentives for disadvantaged girls to attend formal or non-formal schools that provide technical education leading to employment opportunities.

#### **8. Address gender challenges**

- Develop a community mobilization strategy around addressing increasing access and retention of girls in primary and secondary school;
- Provide scholarships to alleviate the economic burden of school on families;
- Provide mentoring to empower and inspire girls to complete their education; and
- Train teachers in gender sensitive teaching methods.

#### **Projet AIDE Expected Results**

At the completion of Projet AIDE, USAID anticipates the following results:

4. Improved education systems through decentralized teacher training:
  - a. 1,100 teachers trained in new methodologies focusing on literacy and numeracy;
  - j. MENFOP develops an annual and two-year teacher education plan;
  - k. Teacher Resource Centers support an in-service system using cluster and school-based teacher training;
  - l. An increasing number of teachers are supported by pedagogical advisors and school directors and work as teams in schools and clusters to master new techniques; and
  - m. The majority of teachers use the new curriculum with a particular focus on improving the teaching of literacy and numeracy.
5. Strengthen Djibouti's strategic information capacity:
  - i. 100 MENFOP administrators and officials trained in strategic information management and on using data for planning FQEL;
  - j. A functional EMIS to collect annual data and report analyses on a timely basis;
  - k. MENFOP uses FQEL and school report cards as tools to use EMIS data for policy, planning and budgeting at school, regional and national levels; and
  - l. MENFOP has a functioning operational plan that is implemented to maintain facilities (i.e., computers, Teacher Resource Centers, schools, etc.).
6. Increased community participation and opportunities for out-of-school youth:
  - k. 100 primary schools have a PTA by the end of the program;
  - l. 50 PTAs receive small grants and implement their projects;
  - m. At least 110 out of school youth (50% girls) provided learning opportunities per year,
  - n. Twenty youth receive skills training leading to employment; and
  - o. Four public or private professional and vocational education centers are assisted every year.

#### **Changes in 2010-2011**

While implementation of Projet AIDE activities was underway, the worldwide suspension of the implementing partner (AED) was announced. This halted all activities from December 2010 through July 2011, which led to a substantial decrease in obligated

expenditures and a drastically reduced burn rate. As a result, the project did not meet the programmatic and pipeline targets for FY2011. Following the acquisition of program staff and assets by FHI360 in July 2011, suspended activities were re-started but did not become fully operational until mid-2012.

In February 2011, USAID issued a new education strategy that required all missions to include highly focused program designs and incorporate early grade reading. In March 2012, Project AIDE was modified to support the new strategy and several new activities were introduced to align the larger program with the specific reading goals found in Goal One of the Global Education strategy.

### **Additional Activities**

Starting in March 2012, USAID/Djibouti and FHI360 added the following activities for years 3 and 4 of the project:

6. An intensive and expanded focus on early grade reading under the decentralized teacher education component;
7. Development of an Early Grade Reading Assessment (EGRA) impact evaluation to design impact indicators for the last two years of the project;
8. Wrap-around activities to reinforce early grade reading interventions;
9. Support to produce materials and train English teachers in middle school; and
10. Support to MENFOP to prepare children who have dropped out for transition to the workforce.

Outlined below is information on the additional activities.

#### **6. Intensive and Expanded Focus on Early Grade Reading.**

This component will build on previous efforts to train 60 teacher-trainers and 110 school directors as well as the teacher-trainers workshops already involving 1,100 teachers. Additional activities include classroom-based coaching (pedagogical advisors) in five regions (Obock, Tadjourah, Dikhil, Arta and 1-2 circumscriptions in Djiboutiville) to improve the teaching and learning of reading at the primary level, grades 1-5; carry out a formative assessment of current teaching of early grade reading; and introduce EGRA to all pedagogical advisors and teachers in the 113 targeted primary schools.

#### **7. Development of an EGRA Impact Evaluation.**

Project AIDE will bring in an evaluation expert to design a study to establish a baseline and measure important impact indicators, at least one for each of the project components in years 3-4 of the project. This will also include building the capacity of the MENFOP's evaluation unit.

#### **8. Wrap-around Activities Reinforcing Early Grade Reading**

This includes the following sub-components:

- Increasing the capacity of the Djibouti EMIS system to collect data on factors affecting early grade reading.
- Training of PTA to analyze school report card data and take action on factors to improve reading that are under the control of parents and teachers.

- Support scholarships to nearly 1,000 girls still in school who were part of the Ambassador Girls Scholarship Project.

### **9. Support to Produce Materials and Train English Teachers in Middle School**

This project component is based on a request from GORD and an aim to increase Djibouti's competitiveness and workforce development in the region. It will build on previous English language material development by Projet AIDE and the British Council. The focus is on producing materials and training 88 middle school English-language teachers.

### **10. Support to MENFOP and Out-of-School Youth.**

This component will continue support to MENFOP to prepare older children that have dropped out of school for transition to the work force. It will add two additional training institutes and a major hotel, including Centre de Formation de Femmes a Balbala and Ecole Menegere and the Kempinski Palace Hotel.

## **X. Performance Evaluation Scope of Work**

USAID/Djibouti seeks a firm or a team of external consultants to conduct a performance evaluation of Projet AIDE to date. It is estimated that work will commence in Djibouti on or about January 14, 2013. The assignment is expected to take approximately 5-6 weeks and is estimated to cost between \$90,000 and \$100,000. The objectives of the evaluation are as follows:

3. Assess the performance to-date of Projet AIDE (See sample evaluation questions below.)
4. Provide project-level and broad-based recommendations for future education programming in alignment with the USAID Global Education Strategy, MENFOP's 10-year strategic plan, and GORD's increased focus on English-language learning.

The evaluation should comply with the standards defined by the USAID Evaluation Policy and incorporate guidance from the Gender Policy. Agency Gender Equality and Female Empowerment Policy and Evaluation Policy guidelines are applied as described in:

[http://transition.usaid.gov/our\\_work/policy\\_planning\\_and\\_learning/documents/GenderEqualityPolicy.pdf](http://transition.usaid.gov/our_work/policy_planning_and_learning/documents/GenderEqualityPolicy.pdf)

<http://transition.usaid.gov/evaluation/USAIDEvaluationPolicy.pdf>

At minimum, the evaluation must address the following key questions and issues:

- To what extent was the project effective in improving country-level education systems, strengthening MENFOP's strategic information capacity, increasing community participation, and increasing opportunities for out-of-school-youth?
- Has the project achieved program performance targets and results based on annual work plans, performance monitoring plans, and the cooperative agreement between FHI360 and USAID?

- Have USAID-supported activities resulted in improved capacity and skills for school directors, teachers, PTAs, and MENFOP staff? If so, to what extent?
- Have the changes in project focus due to USAID's new education strategy affected project performance and project goals?
- Did the suspension of activities from December 2010 through July 2011 and the change of implementing partner affect project performance and project goals? If so, how?
- Has the project had impacts that have advanced the MENFOP action plan?
- To what extent have the project's interventions been internalized within MENFOP?

## **XI. Team Composition and Minimum Qualifications**

The Evaluation Team shall, at a minimum, include two personnel: 1) an Evaluation Team Leader; 2) and a Monitoring & Evaluation Specialist. Two interpreters and GORD M&E personnel will be also available for the team in support roles, including field visits and logistics. Additional consultants may be proposed by the Offeror. The Evaluation Team will be based in Djiboutiville with travel to project sites, and will be responsible for all logistical and administrative support for the evaluation.

### **Qualifications**

**Evaluation Team Leader:** The Team Leader is expected to remain in Djibouti for the full duration of all field activities and presentation of initial findings. He/she will then complete the draft and final reports in his/her headquarters office or home area. Experience working in Eastern Africa is preferred.

Minimum qualifications for the Evaluation Team Leader:

- A Master's Degree or higher in evaluation, education, or statistics.
- At least 10 years of experience with analysis and evaluation of donor funded development projects.
- Strong understanding of gender issues and gender equity considerations.
- Demonstrated written communications skills, especially in drafting donor funded program evaluations, assessments and reports, required.
- Previous experience managing a similarly-sized project.
- Fluency in written and spoken English and French.
- Previous experience leading a team, organizing site visits, and meeting deadlines.

**Monitoring & Evaluation (M&E) Specialist:** The M&E Specialist is expected to assist the Team Leader on the approach and methodologies that will best accomplish the evaluation. He/she must remain in Djibouti for the full duration of all field activities and presentation of the initial evaluation findings.

Minimum qualifications for the M&E Specialist:

- A minimum Master's Degree in evaluation, education or statistics.
- At least 5 years of substantive experience in Africa developing, managing, and/or evaluating education related programs.
- Prior experience working on donor funded activities or evaluations.
- Fully conversant with donor funded education and evaluation policies and guidelines.
- Fluency in written and spoken English and French.
- Excellent data analysis skills.
- Experience working in Eastern Africa, is preferred.

Offerors should include biographical information on all consultants/experts likely to support the successful evaluation in the Cost/Business quote. Biographical information should address the minimum requirements, professional expertise, educational background, role in the evaluation, and hours to be devoted to the evaluation. Local evaluators should be encouraged to apply.

**XII. Evaluation Design and Data Collection Methods** The Evaluation team shall develop a detailed inception report, to be approved by the Mission, that will frame the methodological approach they will utilize to evaluate the above questions. The evaluation shall use both quantitative and qualitative methods. The proposed methodology must address how the following key issues will be analyzed in the evaluation:

***Key Issue 1: Program results and impact.*** Key questions such as the extent to which Projet AIDE is on track to achieve its goals and objectives will be addressed. Specifically, the contractor will analyze the various components of the of Projet AIDE project activities from start-up and consider if project activities are adequate and sufficient to achieve the goal of strengthening education systems and MENFOP's management capacity. Specific project activity areas to examine include: 1) decentralized teacher training and community participation efforts; 2) strategic information and communication capacity development through an Education Management Information System (EMIS), 3) increased community participation and the development of education and job opportunities for out-of-school youth, and 4) how the project has integrated gender equality across project components and achieved gender parity? The contractor will further evaluate the degree to which the project is striving for gender equality and inclusion of persons with disability and promotion of best practices.

***Key Issue 2: Local capacity.*** The evaluation team will develop a survey instrument for a sample of beneficiaries to ascertain their level of satisfaction with the project, to assess the extent to which the training received has been useful to the beneficiaries. The results of the survey will be supplemented by interviews with selected beneficiaries and review of project documents.

***Key Issue 3: Sustainability.*** The evaluation team will address the question whether the project activities are adequate to achieve the project goals and further evaluate the degree to which the project will continue supporting the USAID Global Education Strategy,

MENFOP's 10-year strategic plan, and GORD's increased focus on English-language learning. It is interesting to know to what extent the project supports USAID and Ministry main goals, if it turns out that it contributes positively to the achievement of these goals in which case we can assume that it enhances sustainability.

**Key issue 4: Enabling environment.** The evaluation team will qualitatively assess the extent to which the project goals and objectives of Projet AIDE are accomplished through interviews with key beneficiaries, and the identification of policies, regulations, and institutional structures that either contribute to or inhibit achievement of these goals.

**Key Issue 5: Lessons learned.** The evaluation team will analyze lessons learned in the project design, implementation, and performance reporting that can be useful for decision-making during the remaining performance period. Furthermore, the team will make practical recommendations on how project activities can best be (re)structured to achieve the maximum impact possible during the remaining period of operation. The evaluation team will qualitatively assess any factors, beyond the control of the implementing partner, which may have played a significant role in affecting, either positively or negatively, the underlying challenges the program sought to address. The degree to which there were unintended/unexpected outcomes – positive or negative – resulting from program activities, should be assessed. Finally, the ability of the implementing partner to adapt to unanticipated changes in the implementation environment, and whether changes might have been made to program design that would have increased its impact, should be evaluated.

### **XIII. Timeline, Deliverables, and Supervision**

USAID anticipates that the evaluation will take approximately five to six weeks to complete. This includes approximately two to three weeks in-country followed by approximately two to three weeks in headquarters/home office completing the draft and final reports. Offerors should provide a draft detailed timeline with their Technical submission.

The evaluation team will serve under the technical direction of the Acting USAID/Djibouti Representative and the USAID/Djibouti Contracting Officer's Representative (COR) for the education program. Coordination of all meetings with senior level GORD, other donors, and implementing partner staff will be accomplished through USAID/Djibouti staff.

The following deliverables are required and are part of the firm fixed price schedule:

5. **Inception Report or a Work Plan (week 1):** The team will provide a detailed inception report to USAID/Djibouti before commencing the evaluation. The inception report will provide a projected timeline and describe in detail the final evaluation methodology and data collection methods (including draft interview questions and data collection tools) that will be used.
6. **Presentation (week 5):** The evaluation team will make a presentation of preliminary findings and conclusions to USAID/Djibouti, USAID/East Africa and

- key stakeholders on the main findings of the assessment. The presentation should be made after completing the evaluation fieldwork and prior to departing from Djibouti.
7. **Draft Report (week 5):** The contractor will submit a draft report within five (5) weeks of initiating the evaluation fieldwork. A draft report will be presented before the oral presentation. Acceptance of the draft report by USAID/Djibouti will be contingent upon the report adequately fulfilling the scope of work and addressing major important areas of inquiry outlined in the SOW. USAID will need a week to provide comments to draft report. A translated executive summary into French will be provided.
  8. **Final Report (week 5 or 6):** The final report incorporating USAID comments will be due five (5) working days after receiving written comments from USAID. Four hard copies of the final report, two in English and two in French, as well as electronic copies of both will be provided. The final report should not exceed 30 pages in length.

The draft and final reports will include, but are not limited to, an executive summary, description of the methodology, key findings, conclusions, and recommendations for future USAID/Djibouti education programming.

**Briefings:** As part of its daily operations in Djibouti, the contractor will be expected to organize weekly face-to-face debriefings for USAID/Djibouti on progress and to discuss issues. USAID staff will be encouraged to participate in evaluation team field visits as much as possible and as appropriate.

#### **XIV. Reference Materials for Review**

Below are key documents available to potential applicants to help in their quotes. Links to on-line resources are provided as well as a contact person for documents not available online.

- An electronic copy of Projet AIDE Cooperative Agreement with AED and FHI360 from 2009-2013.
- An electronic copy of the Continuation Modification #7 that includes a Summary of Changes to the Program Description for Year 3 and Year 4.
- An electronic copy of MENFOP Ten Year Master Plan (French)
- USAID Project Design Guidance, Dec 2011 [link here](#)
- USAID Evaluation Policy, 2011 [link here](#)
- USAID Education Strategy, 2011 [link here](#)
- USAID Gender Policy, 2011 [link here](#)
- FHI 360 Projet AIDE Semi-annual Report

To receive an electronic copy of any of the above referenced documents please contact: Ms. Saada Abdillahi at [Abdillahisi@state.gov](mailto:Abdillahisi@state.gov).

USAID will share a copy of the final report (French version) with MENFOP.