



**USAID**  
FROM THE AMERICAN PEOPLE



## EVALUATION

# Improving Reading in Djibouti – Midterm Performance Evaluation of the Djibouti Early Grade Reading Activity (DEGRA)

**December 2021**

This evaluation report was produced at the request of the United States Agency for International Development. It was prepared independently by the IT Shows, Inc.'s Evaluation Team, Dr. Karla Giuliano Sarr, Ms. Isabelle McMahon, Dr. Michel Rousseau, Ms Alice Michelazzi, Ms Amina Chire, and M Ismail Ahmed

# Improving Reading in Djibouti – Midterm

## **PERFORMANCE EVALUATION OF THE DJIBOUTI EARLY GRADE READING ACTIVITY (DEGRA)**

December 30, 2021

7200AA20D00015 / 72060321F00001

### **DISCLAIMER**

This document was prepared by the Evaluation Team from IT Shows Inc. for review by the United States Agency for International Development. The views expressed in this document do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

## ABSTRACT

The Djibouti Early Grade Reading Activity (DEGRA), funded by the United States Agency for International Development (USAID), is a five-year (2019-2024), \$11,386,528 project to improve reading outcomes for more than 55,000 children in Grades 1–5. This report presents the results of a midterm performance evaluation aimed to determine DEGRA effectiveness, document lessons learned, and make recommendations for improvement. The evaluation followed a convergent mixed-methods approach and sought to address six evaluation questions. The questions focus on each of the three project components, as well as on factors contributing to or hampering success, the theory of change, and emerging signs of sustainability. Overall, DEGRA's accomplishments at midterm are impressive. For component 1 (improving reading instruction), midterm DEGRA results show meaningful improvement in students' reading scores. The proportion of students attaining or exceeding established benchmarks has increased for all subtasks since November 2020. Possible contributing factors for positive results may include DEGRA's progressive phonics-based syllabic strategy, teacher training, and emphasis on improved supervision. DEGRA has also met its midterm targets for the third component (systems-strengthening). Educator training, TLM development, and the creation and implementation of the supervision dashboard all contribute to capacity building of the larger education sector. The evaluation team notes evidence of emerging sustainability of project results. At the same time, DEGRA's second component (community engagement) has suffered multiple setbacks, constituting the weakest link in the project's approach at midterm. PTA mobilization faces particular system-level challenges. A close analysis of the theory of change also indicates areas for improvement.

## ACKNOWLEDGMENTS

The midterm evaluation of the Djibouti Early Grade Reading Activity (DEGRA) is the result of work conducted by the USAID team, supported by international experts Isabelle McMahon, Alice Michelazzi, Dr. Karla Giuliano Sarr, and Dr. Michel Rousseau, as well as national experts Dr. Amina Saïd Chiré and Ismail Ahmed.

The evaluation team expresses our gratitude to all those who contributed to the evaluation, at the national and regional levels, as well as at headquarters in the United States. The quality of their observations, responses, and suggestions made it possible to obtain the information necessary to perform an objective analysis of stakeholders' experiences of project activities and the related results.

We thank the key officials and members of the Ministry of National Education and Vocational Training (MENFOP) for facilitating the evaluation team's work, sharing their viewpoints on DEGRA, and, more globally, on reading instruction and learning in Djibouti.

Many thanks as well to FHI360 implementing partner staff in particular, as well as partners from STS, OSC, UNFD, and Paix et Lait for their responsiveness and effective collaboration with the evaluation team throughout the evaluation process.

We also thank USAID colleagues Lloyd Jackson, Alpha Diallo, Hanad Robleh, and Saada Abdillahi, without whom the DEGRA evaluation would not have been possible. They consistently ensured that the evaluation team had the information necessary to develop an accurate and complete evaluation report.

Finally, we would be remiss if we did not thank the data collectors and all the local stakeholders who contributed in various ways to this evaluation. We express our gratitude to students, teachers, parents, pedagogical advisors, educational consultants, inspectors, and others who shared their thoughts with the team. We wish you the very best as you continue your journeys to improve the reading abilities of Djibouti's future.

- The Evaluation Team

# CONTENTS

Abstract.....	iii
Acknowledgments.....	iv
Contents.....	v
Tables.....	vii
Figures.....	vii
Annex Tables.....	vii
Annex Figures .....	vii
Acronyms.....	viii
Executive Summary.....	x
Evaluation Purpose & Evaluation Questions.....	I
Evaluation Purpose.....	I
Evaluation Questions.....	I
Project background.....	2
Evaluation methods & limitations.....	3
Evaluation Methodology.....	3
Limitations.....	4
Findings.....	5
EQ I.a) Has DEGRA been achieving its intended outcomes for reading instruction?.....	5
EQ I.b) Are there comparisons/conclusions that can be discerned from students benefiting from DEGRA and those that did not? .....	7
EQ I.c) What is the impact of the new instructional methods of teaching reading introduced by DEGRA on children's learning outcomes? .....	10
EQ I.d-e) What is the impact of pedagogical supervision and support on children's learning outcomes? Has pedagogical supervision and support been sufficient in the country, particularly in the remote rural schools? .....	16
EQ2.a) Has DEGRA been achieving its intended outcomes for community participation? .....	18
EQ2.b) Has DEGRA been effective in mobilizing communities and engaging the PTAs in reading activities?.....	20
EQ2.c) Has DEGRA been effective in reinforcing NGO capacities to carry out reading activities? ..	24
EQ3.a) Has DEGRA been achieving its intended outcomes for the IR-3?.....	24
EQ3.b) Has DEGRA been successful in creating and enabling a favorable policy environment to improve reading instruction? .....	26
EQ3.c) Has DEGRA been effective in collaborating with CRIPEN, CFEEF, the Ministry's cabinet through the Office of the Secretary General, the Office of the Executive Secretary, the Office of the General Inspector, and the Evaluation Unit? .....	28
EQ4) What have been some primary factors that have contributed to success or presented specific challenges in DEGRA's implementation? What alternative approaches could lead to better results? .....	29

EQ5) Do the original assumptions and the theory of change still hold? If not, what adaptations are needed to ensure that DEGRA remains on track to achieve its expected results?.....	32
EQ6) What has the implementer achieved so far to ensure sustainability? .....	33
Conclusions.....	36
Recommendations.....	38
Annexes.....	40
Annex I: Evaluation Statement of Work.....	40
Annex II: Evaluation Methods and Limitations .....	53
Annex III: Data Collection Instruments: Survey and Observation Tools .....	63
Annex IV: Data Collection Instruments: KII and FGD Unique Questions .....	100
Annex V: Detailed EGRA Results.....	108
Annex VI: Additional Quantitative Tables .....	111
Annex VII: List of Services and Organizations Consulted and Planning of School Visits.....	129
Annex VIII: List of Documents Reviewed.....	131
Annex IX: Evaluation Framework.....	134
Annex X: Team Composition .....	138



## TABLES

Table 1: Respondents in quantitative sample, by tool.....	4
Table 2: IR-1 results at mid-term.....	6
Table 3: IR2 Results at mid-term.....	19
Table 4: IR-3 Results at midterm.....	25

## FIGURES

Figure 1: Regional map of Djibouti.....	2
Figure 2: Average fluency scores on timed subtasks, by timepoint.....	7
Figure 3 : Average percent correct on untimed subtasks, by timepoint.....	8
Figure 4: Teachers' practice of formative assessment techniques by location.....	12
Figure 5: Proportion of teachers reporting supervision by location.....	16
Figure 6: Parents' reporting of key message content by location (n=168) .....	21

## ANNEX TABLES

Annex Table 1: Evaluation Matrix.....	55
Annex Table 2: Number of schools sampled per region .....	57
Annex Table 3: Respondents in quantitative sample, by tool.....	57
Annex Table 4: Quantitative sample power calculation.....	58
Annex Table 5: Number of schools for FGD per region.....	58
Annex Table 6: Participants in qualitative sample by stakeholder .....	59
Annex Table 7: Data collection team composition by gender.....	60
Annex Table 8: Bias, limitations and constraints.....	61
Annex Table 9: Benchmark by subtasks.....	108
Annex Table 10: Summary statistics for students participating in EGRA sample (unweighted) .....	111
Annex Table 11: Summary statistics for parents participating in survey (unweighted) .....	112
Annex Table 12: Summary statistics for teachers participating in survey (unweighted) .....	113
Annex Table 13: Summary statistics for school type participating in survey (unweighted).....	114
Annex Table 14: Summary statistics for school enrollment participating in survey (unweighted) .....	115
Annex Table 15: Student answers to key questions (weighted answers).....	116
Annex Table 16: Answers of parents of children in Grade 1 or 2 to key questions (weighted answers) .....	118
Annex Table 17: All Parents answers to key questions (weighted answers).....	120
Annex Table 18: Parent member of the PTA answers to key questions (weighted answers).....	121
Annex Table 19: Teachers of Grades 1 or 2 answers to key questions (weighted answers).....	123
Annex Table 20: Directors' answers to key questions (weighted answers).....	127

## ANNEX FIGURES

Annex Figure 1: Evaluation process.....	53
Annex Figure 2: Percentage of zero score .....	108
Annex Figure 3: Percentage of students attaining or exceeding the benchmark by timepoint.....	109
Annex Figure 4: Percentage of students attaining or exceeding the benchmark by zone.....	109
Annex Figure 5 : Percentage of students attaining or exceeding the benchmark by gender .....	110

## ACRONYMS

AAM	Assessor Accuracy Measure
APC	Apprentissage par les Compétences (Competency-based learning)
APE	L'Association des Parents d'Élèves (Parent Teacher Association)
AMELP	Activity Monitoring, Evaluation and Learning Plan
CAL	Center for Applied Linguistics
CBE	Capacity Building/OD & M&E Expert
CFEF	Centre de Formation des Enseignants de l'Enseignement Fondamental (Center for Basic Education Teacher Training)
CGE	Comité de Gestion d'École (School Management Committees)
CLA	Collaboration, Learning and Adaptation
CLPM	Correct letters per minute
COP	Chief of Party
CP	Conseiller pédagogique (pedagogical advisor)
CRIPEN	Centre de Recherche, d'Information et de Production de l'Éducation Nationale
CSO	Civil Society Association
CSOSP	USAID Civil Society Organization Strengthening Program
CWPM	Correct words per minute
CWSN	Children with special needs
DDCCS	DirDobiro Conseils Consulting & Services
DEC	Development Experience Clearinghouse
DEP	<i>Direction de l'enseignement public</i> (public schools director)
DGE	Direction Générale de l'Éducation
DR	Direction des régions (regions director)
DEGRA	Activité de Renforcement de la Lecture dans l'Enseignement de Base (Djibouti Early Grade Reading Activity)
EGIS	Équité Genre et Inclusion Sociale (Gender Equity and Social Inclusion)
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
ET	Evaluation team
ENI	Evaluations Nationales Indépendantes
FGD	Focus Group Discussions
FOI	Fidelity of Implementation
FY	Fiscal Year
GESI	Gender Equity and Social Inclusion
GLPE	Groupement local des partenaires de l'éducation (Local Group of Education Partners)
GoDj	Government of Djibouti
GTPL	Groupe de Technique pour la Promotion de la Lecture (Working Group to Promote Reading)
GLPE	Groupe Local des Partenaires de l'Éducation (Local Education Partners Group)
GPE	Global Partnership for Education
IBTCI	International Business & Technical Consultants, Inc.
IG	Inspectrice générale (general inspector)
IGEG	Inspection Générale de l'Enseignement Général
IRR	Inter Rater Reliability
IP	Implementing Partner
IR	Intermediate Result
IRB	Institutional Review Board (IRB)
ITS	IT Shows



KII	Key Informant Interview
LOE	Level of Effort
LOI	Language of Instruction
MEL	Monitoring, Evaluation, and Learning
MENFOP	Ministry of National Education and Vocational Training
NGO	Non-Governmental Organization
OQEA	Observatoire de la Qualité des Enseignements et des Apprentissage
ORF	Oral Reading Fluency
OSC	Overseas Strategic Consulting, Ltd
PAD	Project Appraisal Document
PAE	Plan d'Action de l'Éducation (Education Action Plan)
PRECAD	Programme de Renforcement des Capacités des Associations de Djibouti
PRODA	Expanding Opportunities for Learning Project
PTA	Parent Teacher Association
SBCC	Social and Behavior Change Communication
SCAPE	Strategy of Accelerated Growth and Promotion of Employment
SE	Secrétaire exécutif (executive secretary)
SG	Secrétaire général (general secretary)
SMC	School Management Committee
STS	School-to-School International
TC	Technical Commission
TL	Team Leader
TLM	Teaching and Learning Materials
UNDP	Union Nationale des Femmes Djiboutiennes
USAID	United States Agency for International Development

## EXECUTIVE SUMMARY

The Djibouti Early Grade Reading Activity (DEGRA), funded by the United States Agency for International Development (USAID), is a five-year (2019-2024), \$11,386,528 project to improve reading outcomes for more than 55,000 children in Grades 1–5. The activity leverages Djiboutian leaders in the Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFOP) to lead data-informed initiatives to improve reading skills. FHI360 leads the effort alongside School-to-School International (STS), Overseas Strategic Consulting (OSC), and the Djiboutian non-governmental organizations (NGOs) Union National des Femmes de Djibouti (UNFD) and Paix et Lait.

## EVALUATION PURPOSE AND EVALUATION QUESTIONS

The primary objectives of this midterm performance evaluation are to determine DEGRA effectiveness, document lessons learned, and make recommendations for improvement. The results of the evaluation will help USAID/Djibouti to 1) make any necessary adjustments to enhance the effectiveness of DEGRA during its remaining implementation period and, 2) inform the design of future activities in alignment with USG strategic objectives. Although the findings of this midterm evaluation are primarily directed at USAID/Djibouti program and technical officers, the report will be shared with MENFOP and other key education partners, including the donor community, researchers, and other key stakeholders working in education. As the implementing partner, FHI360 may use lessons learned from the evaluation to identify areas for improvement or revision to ensure maximum impact.

## PROJECT BACKGROUND

DEGRA implements a coordinated approach that engages teachers, PTAs, and MENFOP to catalyze change. It supports MENFOP to create inclusive, gender-equitable, and enriching environments for reading at the school, community, and policy levels. Through quality materials and multiple layers of individualized support, the project ensures teachers use evidence-based instructional practices for reading, tailored to student needs, based on regular assessment data. Parent-Teacher Associations (PTAs) and will extend learning beyond the classroom with simple activities that encourage reading in the community. Three components guide implementation at three levels: 1) instruction, 2) community participation, 3) policy. Through collaboration with MENFOP, DEGRA implements country-wide in all 151 public primary schools using French.

## EVALUATION QUESTIONS, DESIGN, METHODS AND LIMITATIONS

This evaluation seeks to address six evaluation questions and sub-questions regarding the performance of the project at midterm. The questions focus on each of the three project components, as well as on factors contributing to or hampering success, the theory of change, and emerging signs of sustainability.

The evaluation methodology followed a convergent mixed-methods approach. Data collection occurred between October 25 and November 23, 2021. IT Shows, Inc. (ITS), led the evaluation in collaboration with DirDobiro Conseils Consulting & Services. Three phases comprised the evaluation process: 1) preparation; 2) data collection; and 3) data analysis and report writing. Quantitative sampling employed a three-stage stratified cluster approach. In total, 1,279 individuals took part in quantitative activities including EGRA, student questionnaires, director/teacher questionnaires, classroom observation, and parent questionnaires. Student participants came from Grade 3, as a proxy for end-of-year Grade 2. The qualitative sample used purposeful sampling and included seven schools. The evaluation team performed 43 interviews and spoke with 108 individuals (57 females and 51 males).

Limitations reflect challenges resulting from a compressed timeframe for data collection as well as design-related restrictions. Quantitative methods allow for an understanding of trends but, in absence of an experimental design, they cannot provide causal information. Qualitative findings are not generalizable, though they are transferable and may be applicable to other stakeholders.

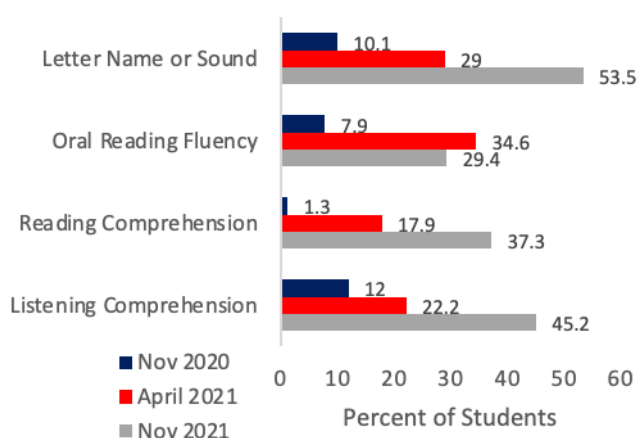
## FINDINGS AND CONCLUSIONS

Overall, DEGRA's accomplishments at midterm are impressive, especially given a challenging operating environment. This section presents findings and conclusions organized by evaluation questions.

**EQ1.a) Has DEGRA been achieving its intended outcomes for reading instruction? EQ1.b) Are there comparisons/conclusions that can be discerned from students benefiting from DEGRA and those that did not? EQ1.c) What is the impact of new instructional methods of teaching reading introduced by DEGRA on children's learning outcomes? EQ1.d-e) What is the impact of pedagogical supervision and support on children's learning outcomes? Has pedagogical supervision and support been sufficient in the country, particularly in the remote rural schools?**

Student performance results, based on the DEGRA midterm performance evaluation EGRA, show meaningful improvement in students' reading scores. The proportion of students attaining or exceeding established benchmarks has increased for all subtasks since November 2020 (see Annex Figure 3). At 43.1 percent, DEGRA has already reached its life-of-project target at the beginning of Year 4 for students meeting proficiency levels, surpassing the LOP target of 35 percent. These results are laudatory and distinguish themselves from many EGR projects in other countries that struggle to meet benchmarks. Results also indicate disparities between student learning by location, with results in Djibouti Suburbs being weakest.

**Annex Figure 3: Percentage of students attaining or exceeding the benchmark by timepoint**



The midterm evaluation is limited in its ability to identify causes for the positive changes, but findings suggest that DEGRA's pedagogical approach may be among contributing factors. Feedback from teacher focus groups was highly positive and elicited strong statements from educators that DEGRA is "a radical change" (School Director, Djibouti Inner City<sup>1</sup>), "1,000 times better" than the previous approach (Teachers FGD, Djibouti Inner City), and asserting that children now manage to read, whereas they had troubles doing so in early grades before (KII, School Director, Djibouti Suburbs). In contrast to the previous whole-language method, DEGRA employs a progressive phonics-based syllabic strategy that begins with the alphabet and guides students to decode. An innovation of DEGRA's approach within the Djiboutian context is the introduction of oral comprehension as a competency for the first time.

Teacher training has also likely contributed to improved results though teacher attendance remains low and symptomatic of a larger sector issue. Qualitative data from Grade 1 and 2 teachers who attended trainings were very positive. At the same time, 39.1 percent of teachers surveyed reported they had not participated in any formal DEGRA trainings; the percentage is even higher for teachers in the Djibouti Suburbs (60.9%). DEGRA's pivot to developing a pool of trainers was an effective strategy to combat attendance issues though regional disparities persist. Similarly, many teachers positively experienced DEGRA's emphasis on the supervision and coaching of teachers by pedagogical advisors and school directors. But, yet again, application is inconsistent. Finally, DEGRA's collaborative development of the supervision dashboard with MENFOP constitutes a definite project success, even given mixed feedback.

<sup>1</sup> For the purpose of the evaluation, the term "Djibouti Inner City" includes Ras Dika (The European city) and Boulaos (The African city) "Djibouti suburbs" includes Balbala, which now represents a good portion of Djibouti City.

DEGRA has undertaken curricular revision for Grades 1-3. TLMs are user-friendly, provide diverse texts, and elicit higher-order critical thinking skills. Nearly all children surveyed report possessing a textbook (95.7%) or student workbook (95.5%) though classroom observation results are lower (79% and 75.4% respectively). A high percentage of parents surveyed also indicated that their children used their workbook (80.5%) textbook (74.6%) “often” or “very often” and qualitative data confirm these findings. Children taking their student materials home constructs an important bridge between school and the home environment. Children in Djibouti Suburbs seem to have less access to materials.

***EQ2.a) Has DEGRA been achieving its intended outcomes for community participation? EQ2.b) Has DEGRA been effective in mobilizing communities and engaging the PTAs in reading activities? EQ2.c) Has DEGRA been effective in reinforcing NGO capacities to carry out reading activities?***

DEGRA’s community-strengthening component, IR-2, has suffered multiple setbacks and makes for the weakest link in the project’s approach at midterm. An imposed slowdown as well as COVID-19 lockdowns delayed implementation until well into Year 3. Findings indicate that nearly a third (29%) of parents are hearing SBCC messages, but more so in urban areas, as might have been expected. Parental and PTA mobilization constitute other key aspects of IR-2, and efforts focus on 50 schools within Djibouti City. PTA mobilization faces particular system-level challenges, as PTAs are a fairly recent phenomenon in Djibouti and fostering their operationalization to support reading initiatives and outreach will require a cultural and structural shift. Given the nascent nature of parental activities, exploration of their effects will be important for the endline evaluation. Along with changing parental attitudes, this work will take time and will likely to continue to lag as other project areas advance. DEGRA’s identification of reading corners and reading festivals as exciting events that can galvanize community enthusiasm for reading is accurate. Yet since CRIPEN has already been implementing these activities, DEGRA should seek to support and amplify CRIPEN’s initiatives. Lastly, setbacks with NGO training and coordination further exacerbate the challenges DEGRA has encountered in its community-engagement efforts.

***EQ3.a) Has DEGRA been achieving its intended outcomes for the IR-3? EQ3.b) Has DEGRA been successful in creating and enabling a favorable policy environment to improve reading instruction? EQ3.c) Has DEGRA been effective in collaborating with CRIPEN, CFEFF, the Ministry’s cabinet through the Office of the Secretary General, the Office of the Executive Secretary, the Office of the General Inspector, and the Evaluation Unit?***

DEGRA has met its midterm targets for systems-strengthening. Educator training, TLM development, and the creation and implementation of the supervision dashboard all contribute to capacity building of the larger education sector. The development of the EGRA tool and its embrace by MENFOP, as well as MENFOP’s Evaluation Unit’s improved capacity to fully oversee an EGRA process, also make for impressive achievements. FHI360 staff and its partners (STS and OSC) enjoy a collegial and productive relationship with MENFOP. Findings demonstrate that focal points and DEGRA technical staff work well together and have open and constructive conversations that promote progress. At the same time, the Steering Committee and the Reading Promotion Commission have not been functional. Because of the high level of functionality that has occurred without these bodies, DEGRA should be mindful that efforts to reinstate them not come at the expense of already productive collaborative arrangements.

***EQ4) What have been some primary factors that have contributed to success or presented specific challenges in DEGRA’s implementation? What alternative approaches could lead to better results?***

The project has faced minor internal challenges related to staff turnover, while handling significant challenges related to climate issues, sociocultural and economic barriers, inactive PTAs, a complex

ecosystem of Government of Djibouti institutions, and of course, COVID-19 complications. In many cases, COVID-19 challenges prompted creative and innovative solutions that have strengthened project operation, like shorter training sessions with more regular coaching opportunities. A number of internal factors also seem to support the project's success, such as its effective collaboration among partners, regular meetings, active mitigation of COVID-19 obstacles, and emphasis on effective and close partnership with MENFOP and USAID. MENFOP's competence and engagement have proven invaluable throughout the process and bode well for long-term improvements.

***EQ5) Do the original assumptions and the theory of change still hold? If not, what adaptations are needed to ensure that DEGRA remains on track to achieve its expected results?***

Close analysis of the theory of change points to areas that require further comprehensive development. For example, detail is lacking to articulate clear linkage between project activities and outcomes; key assumptions also remain missing. Working sessions with partners aimed to fully unpack the project's hidden assumptions about the linkages between each component's activity and project results may help further enhance already strong project results and perhaps provide solutions for IR-2.

***EQ6) What has the implementer achieved so far to ensure sustainability?***

The evaluation team notes evidence of the emerging sustainability of project results, including structural changes like the CFEEF's pre-service reading-instruction module, revised TLMs, the supervision dashboard, and government-approved established benchmarks for reading competencies. Capacity building may also foster long-term changes, notably educators who benefited from DEGRA trainings in new instructional methods and the establishment of a pool of trainers for cascade trainings.

## **KEY RECOMMENDATIONS**

The abbreviated list of actionable recommendations below provides suggestions for FHI360 and partners to further strengthen the activity during the remaining Years 4 and 5. Items in parentheses suggest the stakeholder responsible for enacting the recommendation. (See the end of the main report for a full list.)

ALL	<ul style="list-style-type: none"> <li>- Extend the project timeline at least until the end of the 2023-2024 academic year to allow for complete implementation in Grade 5. (USAID)</li> </ul>
IR1	<ul style="list-style-type: none"> <li>- Review TLM production process to improve quality control and the printing process to avoid minor errors and ensure timely delivery. (IR1 Team, CRIPEN)</li> <li>- Ensure all children have access to the student manual and workbook. (IR1 Team, CRIPEN)</li> <li>- Offer teachers and directors alternative training modalities to improve teacher attendance. (IR1 Team, CRIPEN)</li> <li>- Track teacher participation in trainings through a centralized system to identify teachers who might need assistance. (USAID)</li> <li>- Review supervision dashboard to streamline required data entry. Place emphasis on information necessary for MENFOP, ensuring coaching and pedagogical advisor responsiveness to teacher needs. (IR1 Team, IR3 Team, MENFOP)</li> </ul>
IR2	<ul style="list-style-type: none"> <li>- Review and revise DEGRA's IR-2 strategy to adapt activities, targets, and work plan to the realities of PTA capacity and function. (IR2 Team, CRIPEN, GoDj Special Advisor for PTAs, USAID, UNFD)</li> </ul>
IR3	<ul style="list-style-type: none"> <li>- Continue to support the MENFOP Evaluation Unit with capacity-building activities. Strategize ways to increase the number of staff trained to mitigate turnover. (IR3 Team, M&amp;E Team)</li> </ul>

# EVALUATION PURPOSE & EVALUATION QUESTIONS

## Evaluation Purpose

USAID/Djibouti is committed to supporting the Government of Djibouti's education goals and has invested heavily in the country's education sector. In 2019, USAID/Djibouti launched the Djibouti's Early Grade Reading Activity (DEGRA). DEGRA is a five-year activity (2019–2024) designed to improve reading achievement for Djiboutian children at the primary school level (Grades 1 to 5). The DEGRA activity seeks to improve the reading outcomes of more than 55,000 children. DEGRA leverages Djiboutian leaders in the National Ministry of Education and Vocational Training (MENFOP) and civil society to lead data-informed initiatives to improve reading skills through continuous cycles of collaboration, learning, and adaptation (CLA). With a budget of 11,368,527 USD, FHI360 implements the activity alongside its partners School-to-School International (STS), Overseas Strategic Consulting (OSC), and Djiboutian non-governmental organizations (NGOs) Union National des Femmes de Djibouti (UNFD) and Paix et Lait. IT Shows, Inc. (ITS), in collaboration with the Djiboutian partner DirDobiro Conseils Consulting & Services carried out a multilevel and multiphased midterm performance evaluation between October and December 2021.

The midterm performance evaluation of DEGRA provides an opportunity for USAID/Djibouti to examine key learnings from the implementation of the DEGRA activity to date. Findings, conclusions, and recommendations will assist USAID/Djibouti in determining what, if any, adjustments to the DEGRA activity are necessary to more effectively achieve the expected outcomes of the activity and the broader US Government strategic objectives in Djibouti. The primary objectives of this midterm performance evaluation are to determine DEGRA activity effectiveness, document lessons learned, and to make recommendations for improvement. The evaluation will assess whether DEGRA activities to date have been on track to achieve the intended outcomes, and document lessons based on factors that have contributed to the success or presented specific challenges in DEGRA's implementation. The results of the evaluation will help USAID/Djibouti to i) make any necessary adjustments to enhance the effectiveness of DEGRA during its remaining implementation period and, ii) inform the design of future activities.

Although the findings of this midterm evaluation are primarily directed at USAID/Djibouti program and technical officers, the report will be shared with MENFOP and other key education partners, including the donor community, researchers, and other key stakeholders working in education. As the implementing partner, FHI360 will be able to review the lessons learned from the evaluation to identify areas that can be improved or revised to ensure maximum impact.

## Evaluation Questions

This evaluation seeks to address the six following questions regarding the performance of the project, within the context of USAID/Djibouti's objectives:

- 1a) Has DEGRA been achieving its intended outcomes for the reading instruction component?
- 1b) Are there comparisons/conclusions that can be discerned from students benefiting from DEGRA and those that did not?
- 1c) What is the impact of new instructional methods of teaching reading introduced by DEGRA on children's learning outcomes?
- 1d) What is the impact of pedagogical supervision and support on children's learning outcomes?
- 1e) Has pedagogical supervision and support been sufficient in the country, particularly in the remote rural schools?



- 2a) Has DEGRA been achieving its intended outcomes for the community participation component?
- 2b) Has DEGRA been effective in mobilizing communities and engaging the PTAs in reading activities?
- 2c) Has DEGRA been effective in reinforcing NGO capacities to carry out reading activities?
- 3a) Has DEGRA been achieving its intended outcomes for the education policy component?
- 3b) Has DEGRA been successful in creating and enabling a favorable policy environment to improve reading instruction?
- 3c) Has DEGRA been effective in collaborating with CRIPEN, CFEEF, the Ministry's cabinet through the Office of the Secretary General, the Office of the Executive Secretary, the Office of the General Inspector, and the Evaluation Unit?
- 4) What have been some primary factors that have contributed to success or presented specific challenges in DEGRA's implementation?  
What alternative approaches could lead to better results?
- 5) Do the original assumptions and the theory of change still hold?  
If not, what adaptations are needed to ensure that DEGRA remains on track to achieve its expected results?
- 6) What has the implementer achieved so far to ensure sustainability?

## PROJECT BACKGROUND

DEGRA began implementation at a critical time for the Government of Djibouti (GoDj) as MENFOP had just launched its new three-year Education Action Plan (2017–2020), which concentrated on improving children's learning outcomes with a focus on reading and mathematics in primary education. MENFOP's long-term Master Plan (2020–2035) is also anticipated to prioritize literacy and numeracy in basic education.

With the passage of the Education Law of 2000, MENFOP began implementing reforms that led to concrete results in access to primary education, such that the Gross Enrolment Rate (GER) increased from 49.5 percent in 2003 to 78.5 percent in 2015. To meet one of the Millennium Development Goals for 2015, the GoDj increased the education budget from 16 percent of the national budget in 2007 to 20 percent in 2016. Despite the increase in access to schools, many challenges remain.

For example, efforts to increase the enrollment of girls and other underrepresented groups are lacking. An estimated 37 percent of school-aged children have dropped out of school or never attended. Preschool is not compulsory, and only 5 percent of children attend formal preschool, while about 68 percent of children attend Koranic community-based preschools. The repetition rate in early primary education stands at 5 percent until Grade 5, the final year of primary school, where the rate jumps to 9 percent. The education system also suffers from a range of problems, such as weak institutional structures, a low quality of teacher training and in-service continuing education, large class sizes, and low student achievement rates in major subjects.

A performance evaluation of the previous 2009–2013 USAID education project, and the Workforce Development Assessment conducted in April 2014, highlight the need to reinforce basic literacy to

Figure 1: Regional map of Djibouti



improve learning achievement. Only 40 percent of fifth graders achieved the minimum mastery for the primary education cycle in 2013. In June 2021, FHI360 conducted a policy-linking workshop on benchmarks, which showed that among the 620 children from Grade 2 who passed the EGRA test, 21.3 percent reached the minimum global proficiency on reading words or decoding, 20 percent on the identification of letters and sounds, 6.1 percent on reading comprehension, and 11.7 percent on oral comprehension.

It is within this context that FHI360, along with partners STS International and OSC, began the implementation of DEGRA, a five-year activity valued at 11,368,527 USD. The activity implements a coordinated approach that engages teachers, communities, and MENFOP to catalyze change. DEGRA supports MENFOP to create inclusive, gender-equitable, and enriching environments for reading at the school, community, and policy levels. Through quality materials and multiple layers of individualized support, DEGRA ensures that teachers use evidence-based instructional practices for reading, ones tailored to student needs and based on regular assessment data. Parent Teacher Associations (PTAs) and civil society organizations (CSOs) are extending learning beyond the classroom with simple activities that encourage reading in the community, such as festivals, tutoring, and reading at home. Three components guide implementation at three levels: 1) instruction, 2) community participation, 3) policy. Through collaboration with MENFOP, DEGRA implements country-wide in all 151 public primary schools. French is the language of instruction.

## EVALUATION METHODS & LIMITATIONS

The midterm performance evaluation of the DEGRA activity took place between September and December 2021 and followed a mixed-methods design. The evaluation team included a team leader and a capacity building/organizational development and monitoring and evaluation expert, both of whom traveled to Djibouti to work in-country. Two local experts from Djibouti, a statistician and a researcher, also contributed to the team (see Annex X for more details). DirDobiro Conseils Consulting & Services (DDCC&S), a local data-collection firm, hired data collectors and organized the logistics of data collection. Data collection occurred between October 25 and November 18, 2021. (See Annex II for a more detailed version of this section.)

Three phases comprised the evaluation process:

- 1) Preparation: Review of project documents and other relevant documents, identification of stakeholders, development of quantitative and qualitative data-collection instruments, training of enumerators.
- 2) Quantitative and qualitative data collection.
- 3) Data analysis and report writing.

### Evaluation Methodology

The evaluation methodology is a convergent mixed-methods approach, in which quantitative and qualitative data collection take place simultaneously to provide for breadth and depth to yield answers to the evaluation questions. Qualitative data collection took place between October 25 and November 23, 2021, while quantitative data collection took place between November 9 and November 18, 2021.

**Document Review:** Review of documents provided an understanding of activity objectives and implementation characteristics, contexts, and challenges, and helped to identify and describe achieved activity results. Further consultation of documents throughout the analysis and writing process allowed for triangulation with primary data (see list of documents in Annex VII).

**Quantitative Methods:** At the school-classroom level, in 50 schools, the evaluation employed the Early Grade Reading Assessment (EGRA), three questionnaires (students, teachers/director, and parents), and a classroom observation tool. (See Annexes III for survey and observation tools.)

**Qualitative Methods:** The evaluation team visited seven schools, where its members focused on gauging teachers' views on the new curriculum and materials, as well as parents' (PTA members) understanding, and awareness of issues related to parental engagement and PTA activities. At the systems-level, the evaluation team interviewed USAID/Djibouti education personnel to gain a deeper understanding of how policies are interpreted and implemented at all levels of the educational system. The team interviewed key national and regional MENFOP officials, government partners, and DEGRA staff from implementing organizations (FHI360 and its partners).

## Sampling

**Quantitative sampling:** It employed three-stage stratified cluster approach. At the first stage, schools were stratified by region, while at the second stage, one stream of classes for each target grade was selected. Finally, at the third stage, within each selected stream, the approach stratified students by gender. A total of 50 schools were randomly sampled in Djibouti City, Ali Sabieh, Arta, Dikhil, Obock, and Tadjourah regions.

At each school, data collectors observed Grade 1 and Grade 2 teachers during a reading lesson in the selected stream. Teachers and the school director subsequently completed a questionnaire. Data collectors randomly selected 10 to 12 students in Grade 3<sup>2</sup> to take part in the EGRA assessment. These same students also sat for a student questionnaire. In total, 1,279 individuals took part in quantitative activities, as further detailed in Table 1.

**Table 1: Respondents in quantitative sample, by tool**

Instrument	Quantity
EGRA – Student Questionnaires	556
Director – Teacher Questionnaires	144
Observation	95
Parent	484
<b>Total</b>	<b>1,279</b>

**Qualitative sampling:** Seven schools took part in the more extensive qualitative data collection using FGDs and KIIs. The selection criteria included the existence of a PTA and the type of community (remote/regional capital and inner city/suburban). The evaluation team performed 43 interviews and spoke with 108 individuals (57 females and 51 males).

## Data Analysis

The evaluation questions guided the analysis for both quantitative and qualitative strands. Quantitative data analysis was purely descriptive and assisted by the use of STATA. Analysis of qualitative data worked from interview transcripts and began in the field as interesting or significant points emerged. Once collection was complete, thematic coding drew on findings organized by evaluation question and approach. An Excel coding process also occurred simultaneously. In all cases, evaluators paid attention to trends and outliers, as well as to illustrative quotes.

## Limitations

The evaluation team encountered challenges throughout the evaluation process due to the compressed time available for quantitative data collection. In addition to challenges in the field, limitations related to

---

<sup>2</sup> Due to the timing of the evaluation, Grade 3 was selected as a proxy for Grade 2 learning outcomes. FHI360 used the same approach for the November 2020 EGRA baseline, therefore the results are comparable.

the research methods cropped up. As with most qualitative research, because of a purposive sample, the results are not generalizable, though they are transferable, as elements of this study can connect to others' experiences and thereby provide valuable insights that may be applicable to other stakeholders. (See Annex II for a comprehensive list of limitations)

## **FINDINGS**

### **EQ1.a) Has DEGRA been achieving its intended outcomes for reading instruction?**

DEGRA's first intermediary result (IR) focuses on improving reading instruction for Grades 1 through 5. It includes two sub-results: 1) Improved curriculum and reading materials used in primary schools, and 2) Teacher practice in reading instruction improved. Table 2 provides insights into the health of DEGRA results at the midterm timepoint. The table includes one top-line indicator relevant to reading instruction, as well as five other indicators. Note that far exceeding a target may indicate substantial success or, conversely, signal inadequate target setting.

Analysis shows that DEGRA has met one of six of the IRI indicators for Year 1-3. The first top-line indicator reflects a benchmark of students meeting 68 points. The score identified here is the result of the midterm evaluation EGRA, not the midterm EGRA performed by the MENFOP in November 2021 as results were not available at the time the report was written. As the table indicates, topline results depended upon EGRA, which had been delayed until Year 3 for various reasons (see EQ4). The ES 1.1 indicator has some limitations, because it does not take into account benchmarks at the subtask level. For instance, a child who does not speak French at all could still achieve the benchmark if they mastered another subtask, such as knowing the letters very well.

**Table 2: IR-I results at mid-term**

Indicator	Type	Year 1 Achieved	Year 1 Target	Year 2 Achieved	Year 2 Target	Year 3 Achieved	Year 3 Target	% Achieved against Combined Year 1-3 Target	LOP Target	% Achieved against LOP Target
<b>Top-line indicators</b>										
Percentage of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of Grade 2	ES. 1-1	N/A	N/A	Baseline value: 20.5%	N/A	43%	30%	143%	35%	123%
<b>IR-1: Reading Instruction Improved</b>										
Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance <sup>3</sup>	ES.1-49 - PPR	2,900	24,031	81,700	124,686	45,138	34,077	71%	240,456	54%
Number of education administrators and officials who complete professional development activities with USG assistance	ES.1-12 - PPR	98	231	182	231	238	231	75% <sup>4</sup>	1,155	48%
Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	ES.1-3 - PPR	9,830	11,183	24,013	26,716	37,546	37,546	94% <sup>5</sup>	60,043	62%
Percentage of beneficiary primary school teachers who correctly use evidence-based instructional methods (including inclusive gender-sensitive and socially inclusive methods) as a result of training and coaching	Custom	N/A	N/A	35%	75%	36%	80%	45%	N/A	N/A
Percentage of teachers/educators who receive coaching or mentoring with USG support	Custom	N/A	N/A	56%	75%	59%	80%	74%	N/A	N/A

<sup>3</sup> The estimated number of children that CRIPEN used for printing is different from what the project used at startup

<sup>4</sup> The same people are being trained every year

<sup>5</sup> The LOP target is difficult to calculate as cohorts move up grades each year, and there may be drop-outs and repeaters, therefore 100 percent means all the children in public school in Grade 3 have been reached.

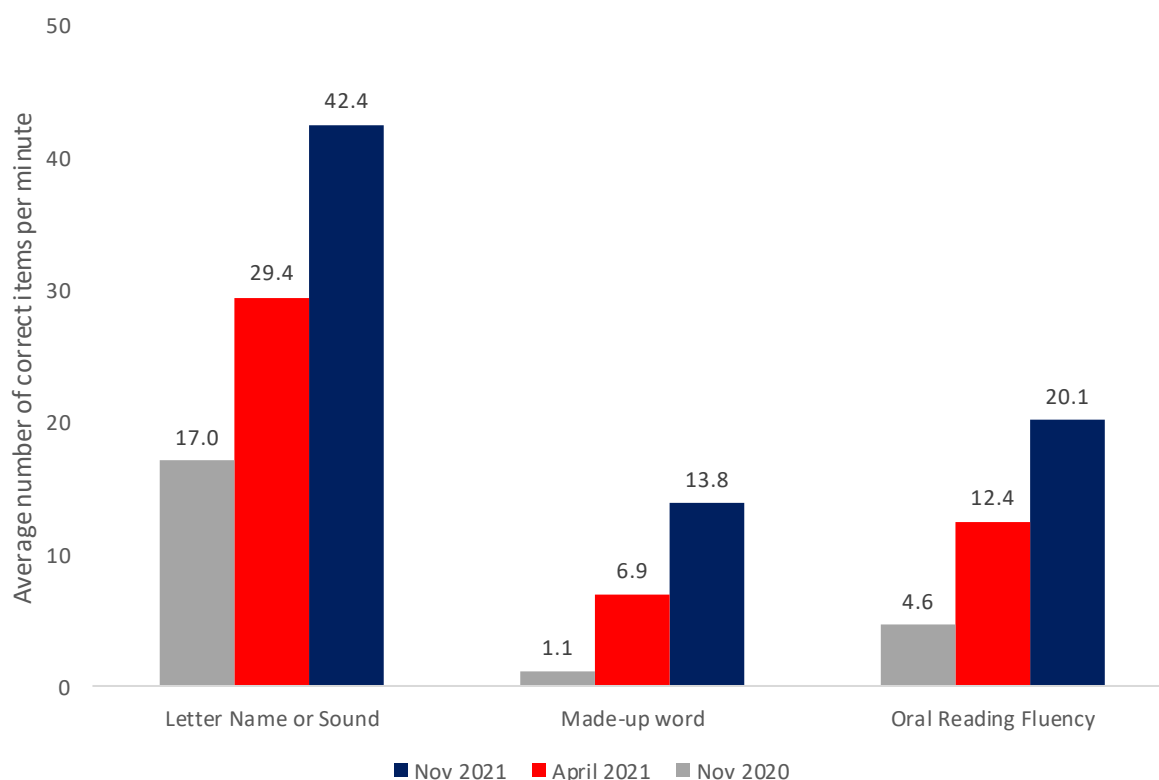
### EQ1.b) Are there comparisons/conclusions that can be discerned from students benefiting from DEGRA and those that did not?

The midterm evaluation draws on EGRA as well as survey and interview/focus group findings to answer this question. Recall that DEGRA serves all public schools in Djibouti. Therefore, comparisons are made across time, reaching back to the period before the introduction of DEGRA where possible.

#### *Learning outcomes improved*

Analysis of EGRA results demonstrate meaningful improvements in students' learning outcomes in reading between the baseline and midterm evaluation assessments. This progression mimics similar improvements noted by the internal DEGRA baseline study.<sup>6</sup> Recall that the evaluation team used the same tool as the baseline but did not have access to datasets for direct comparisons. Rather, we refer to findings from the baseline report. Figures 2 and 3 present results on timed and untimed tasks.

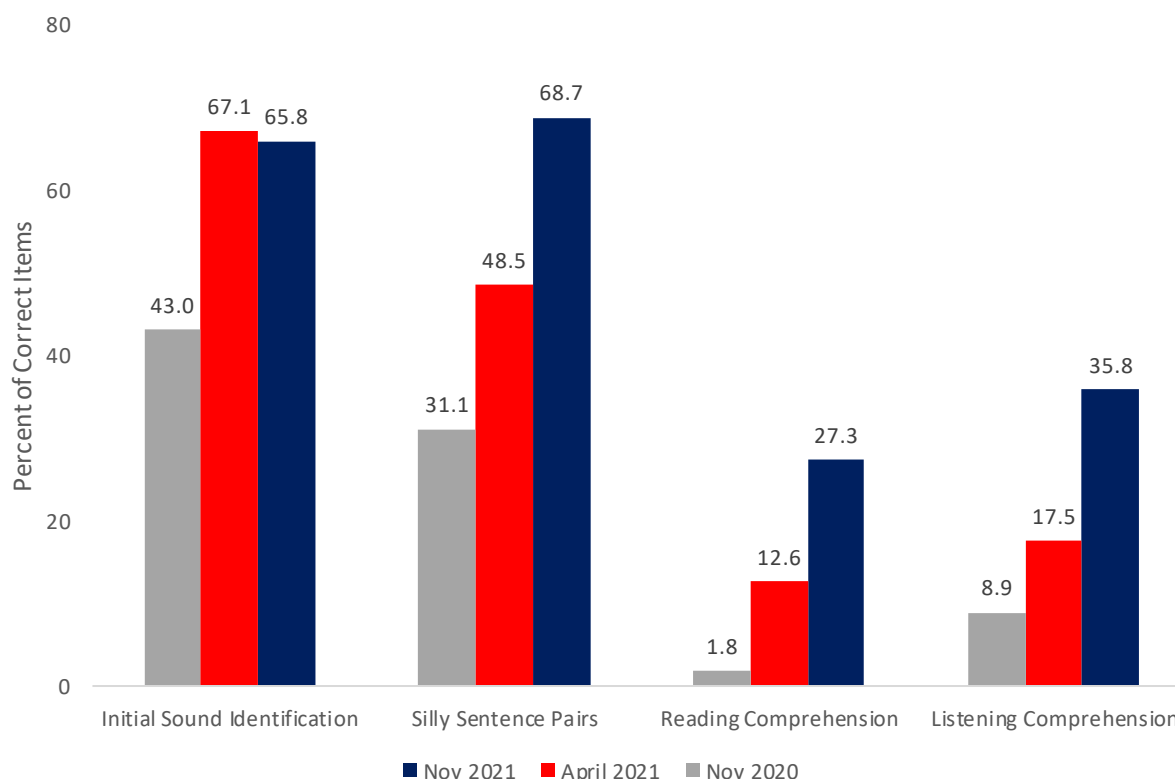
**Figure 2: Average fluency scores on timed subtasks, by timepoint**



<sup>6</sup> FHI360 & School-to-School International. (April 2021). Djibouti Early Grade reading Activity Early Grade Reading Assessment Report.



**Figure 3 : Average percent correct on untimed subtasks, by timepoint**



Compared with previous timepoints, students show improvement on all their fluency scores. In November 2020, students were able to read in one minute an average of 17 letters, 1.1 nonwords, and 4.6 words of the passage. One year later, students were able to read an average of 42.4 letters, 13.8 nonwords, and 20.1 words of the passage. Analysis also shows satisfactory improvements on untimed subtasks. Students' average performance increased from 43 percent for initial sounds, 31.1 percent for silly sentences, 1.8 percent for reading comprehension, and 8.9 percent for listening comprehension to 65.8 percent for initial sounds, 68.7 percent for silly sentences, 27.3 percent for reading comprehension, and 35.8 percent for listening comprehension. A reduction in the percentage of students with zero scores is also observed for all subtasks, although for some subtasks (initial sounds, letter sounds, and oral reading fluency) proportions are similar or even higher compared to what was observed in April 2021.

Importantly, findings also demonstrate improvements in the proportion of students attaining or exceeding established benchmarks (see benchmarks in Annex V) for all subtasks since November 2020. For all benchmarks, the percentage of students are higher than what was observed last year. Disaggregation demonstrates very small differences between girls and boys at this timepoint (less than 2 percent for all subtasks), while students' location presents greater variation in results. Students from Djibouti Suburbs present the lowest proportion of students meeting or exceeding the benchmarks. An analysis of teachers' status may shine additional light on these findings. The percentage of student teachers is very high in regional areas compared to Djibouti Inner City and may reflect the requirement that student teachers spend their first couple of years in more remote areas. Teachers' seniority may

correspond to their ability to produce better results for students, at least in Djibouti Inner City, whereas Djibouti Suburbs may experience additional challenges.

### **Stakeholder satisfaction with reading performance**

Quantitative findings further indicate that parents and teachers are satisfied with students' reading performance, even without awareness of concrete results like those provided by DEGRA. Parents surveyed found their children's literacy level to be average (47%) or above average (39.5%). Almost all parents agree that the new method will help their children better to learn to read.

Similarly, nearly all teachers (96.8%) surveyed report satisfaction with their students' reading performance. Teachers most often (74.2%) point to teacher training to explain students' good performance in reading, followed by the teachers' pedagogical qualities (52.1%), the new DEGRA method of teaching reading (44.8%), parents' assistance (25.7%), and small classroom sizes (19.8%). On the other hand, teachers give the following reasons to explain their students' poor performance in reading: student absenteeism (55.4%), students' lack of work at home (44.6%), students not speaking enough French (22.3%) and large class sizes (22.3%).

### **Stakeholders perceive approach as effective**

Analysis shows that stakeholders perceive DEGRA's approach as highly effective. Qualitative data from interviews with a variety of stakeholders, including DEGRA staff and a MENFOP representative, indicate their belief that DEGRA has contributed to improved learning. Both pointed to how students are learning to decode rather than memorize words, as had been the case with the previous approach. Feedback from teacher focus groups was very positive and elicited strong statements from educators that DEGRA constituted "a radical change" (School Director, Djibouti Inner City), worked "1,000 times better" than the previous approach (Teachers FGD, Djibouti City), and that children were able to read now, whereas they had had troubles reading in early grades before (KII, School Director, Djibouti Suburbs). Other teaching staff interviewed pointed to the effectiveness of DEGRA's progressive phonics-syllabic-based strategy and to how it appropriately calibrated to students' levels. Similarly, parents from focus groups in Djibouti Inner City, as well as a main regional town, underlined that their children were more motivated for school and reading. A few parents interviewed also made illustrative comparisons between their children who had learned to read prior to DEGRA and those who were experiencing DEGRA's approach, noting that their younger children have stronger reading skills.

*"The new method allows children to develop a taste for reading. The children love to read and can even read sentences that appear on TV." (Parent, FGD, Djibouti Inner City)*

Quantitative data indicate that support for DEGRA's approach among teachers may be widespread. All teachers surveyed reported that the new DEGRA program will help students learn to read more easily, with 71.4 percent of teachers responding "absolutely," and the remaining 28.6 percent replying "more or less."

### **Increased student interest in learning**

Findings also indicate increases in children's participation in the classroom, along with students' improved capacity to express themselves in French. As illustration, an inspector and a school director underlined that DEGRA had introduced an engaging and playful approach to learning, using manipulatives, for instance. (See EQ 1c for more detail on how instructional methods may contribute to these perceived changes.)

In addition, almost all teachers (98.3%) surveyed stated that their students felt motivated and participated actively in classroom activities, with nearly three-quarters (74.3%) of teachers indicating that

students do so “a lot.” Students responded similarly when asked how frequently they answered when their teacher asked them questions during lessons. Over three-quarters (75.7%) of students indicated they responded at least once a week, with 32 percent of students indicating “rarely” and only 1.3 percent indicating they “never” responded.

While little difference exists between girls’ and boys’ answers, students in the regions were more likely to answer “rarely” or “never”; nearly half (45.5%) of students in the regions answered “rarely,” compared to only 5.3 percent within Djibouti Inner City and 14.4 percent from the Djibouti Suburbs. Overall, about a quarter of the teachers stated that boys and girls participated equally, yet a close analysis of survey results again reveals differences by location. Less than a tenth (8.7%) of teachers in Djibouti Suburbs indicate gender equity in students’ participation, while 14.5 percent responded this way in Djibouti Inner City, and more than a third (34.5%) of teachers did so in the regions. During observation, almost all teachers demonstrated a variety of desired behaviors to elicit participation from students. The only noticeable difference was for pair work, which was often less present in Djibouti Inner City (75.8%) than in Djibouti Suburbs (95.5%) and the regions (98.4%).

### **EQ1.c) What is the impact of the new instructional methods of teaching reading introduced by DEGRA on children’s learning outcomes?**

The new instructional methods introduced by DEGRA followed a series of instructional approaches in Djibouti, each of which lasted about 20 years. In 2001, MENFOP introduced the *apprentissage par les compétences* (competency-based learning, APC). The APC focused instruction on fostering students’ ability to know how to act in a variety of school and real-life situations.<sup>7</sup> DEGRA’s approach builds on the APC and introduces a phonics-based syllabic approach to reading and writing that includes an established scope and sequence as well as student-centered activities. The new approach recognizes oral comprehension as a competency for the first time,<sup>8</sup> and it rests on the five essential components of reading instruction: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Reading activities include the use of nursery rhymes, text dialogues, and leveled readers alongside an emphasis on formative assessment. The inclusion of oral comprehension proves particularly important in a context like Djibouti where most students do not speak French, the language of instruction, at home. This evaluation question examines how these new methods may have impacted children’s learning outcomes. As this is a performance rather than an impact evaluation, findings point to possible contributions rather than causal claims. We first describe the general consensus among stakeholders for the approach and then explore the strengths and weaknesses of the new pedagogy and teaching and learning materials (TLMs). Two final subsections address teacher training and DEGRA’s gender, equity, and social inclusion (GESI) efforts, both significant components within the new instructional methods.

#### ***Enduring consensus among stakeholders for the new approach***

Analysis of qualitative data from interviews with key government and project stakeholders indicate that DEGRA arrived at a moment when the education system was beginning to recognize the previous curriculum’s inadequacy. A number of studies had been conducted, including a seminal study by International Business & Technical Consultants, Inc. (IBTCI), which indicated poor student results with the previous method. Although there was some resistance to the development of a new approach, consultative discussions quickly resulted in consensus among actors, due in part to MENFOP’s buy-in and leadership.

Three years into implementation, midterm survey data confirms that consensus around the DEGRA approach endures. Overall, teachers demonstrate strong support for the new approach. Nearly two-

---

<sup>7</sup> MENFOP. (Janvier, 2019). De Mamadou et Bineta à Ali et Loula. *Observatoire de la qualité des enseignements-apprentissages*. No. 3.

<sup>8</sup> FHI360 (October 31, 2019). Djibouti Early Grade Reading Activity: Annual Report (Year 1).

thirds (60.6%) of teachers surveyed felt the curriculum scope and sequence were “very well adapted” to students’ abilities, while under two-fifths (39.4%) found it to be “more or less adapted.” Echoing above findings, nearly four-fifths of teachers (79.7%) surveyed responded that they “very much” agreed that phonemic awareness helped students learn to read. Finally, 72.8 percent of teachers indicated that the DEGRA approach proved useful, though with noticeable gender distinction. Male teachers were much more likely to answer “very useful” compared to their female counterparts (60.4% compared to 39.8%).

### ***Strengths and weaknesses of the new pedagogy***

Nearly all stakeholders participating in the midterm evaluation expressed satisfaction with DEGRA’s new instructional approach. This section explores strengths of the reading approach, as well as weaknesses.

#### **Strengths of new pedagogy**

**Instruction begins with the alphabet:** Beginning with the alphabet and introducing students to letter sounds and letter names in Grade I, ensures that children who did not benefit from preschool also have the opportunity to learn to read. A variety of stakeholder groups made this argument, including teaching staff in four focus groups across different geographical areas, two regional officials, and two national education officials.

**Emphasis on oral comprehension:** DEGRA also begins with emphasis on oral comprehension as a standalone competency (as noted earlier). One regional official described beginning with oral comprehension as “the doorway” and “an initiation” for students. Multiple stakeholders interviewed indicated that they felt this approach helped students express themselves better in French, a language that most students do not speak at home. A parent from Ali Sabieh region’s main town expressed satisfaction at how her son explains the lessons learned at school to her, indicating he is able to understand them.

*“With the Big Books, they [children] learn to speak in French in the first year. Now, they’ve just started the second grade, and already they want to tell you a story in French. I sat in the classroom and told them to tell me a story. They went to the blackboard and started to recount, ‘Once upon a time, there was a little Red Riding Hood,’ and what amazed me was their ability to master the story, which was not the case before.” (Director, KII, Ali Sabieh region, rural school)*

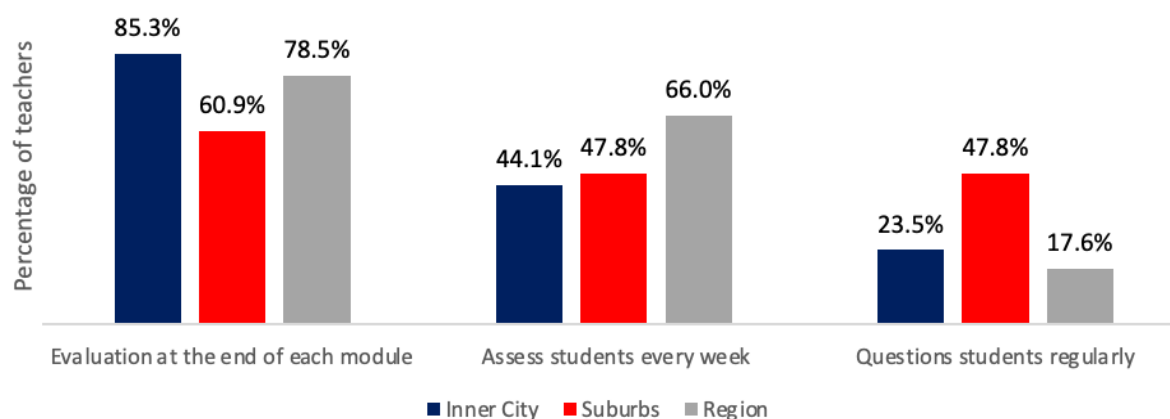
**Features a systematic syllabic approach:** Overwhelmingly, all regional officials and the majority of focus groups with teaching staff noted DEGRA’s systematic syllabic approach to be strong. Children begin with letters, then decode words and phrases, and they are able to do so from Grade I. More than half of focus groups with teaching staff noted that children quickly grasp the concept of syllabification, dividing words into syllables; they quickly learn to read and write.

**Greater attention to reading comprehension and critical thinking skills:** Two regional education officials and two teacher FGDs noted how DEGRA’s approach utilizes implicit and inferential comprehension questions, whereas the previous method relied on more literal interpretations and did not activate students’ higher order thinking skills.

**Formative assessment occurs regularly and points teachers toward students in difficulty:** A limited number of interviews and FGDs brought up DEGRA’s formative evaluation approach as a strength. The method accentuates the need for regular formative assessment, done at least every two weeks, followed with remediation as needed for students in difficulty. One teacher focus group expressed the desire for assessment activities to be more differentiated to also challenge more advanced students. Quantitative data shed light on how teachers report their use of formative assessment strategies. Figure 4 demonstrates that more than half of teachers report assessing their students every week and more than

three-quarters do so at the end of each module. Results also indicate that teachers in Djibouti Suburbs schools report their practices as less regular.

**Figure 4: Teachers' practice of formative assessment techniques by location**



### Weaknesses of new pedagogy

Stakeholders expressed very few weaknesses of the new approach when asked during qualitative interviews. Only two appear noteworthy. The first concern arose during a parent focus group at a rural school in the Arta region. There, parents expressed confusion as to why their children in Grade 1 were not yet able to write, though they had learned how to sing. This may indicate that some parents are not yet aware of the new strategy and the effectiveness of oral comprehension and phonological awareness as foundations for reading and writing. Second, a teacher focus group at the same rural school in Arta, indicated challenges in applying the method to multigrade classrooms. This may constitute an area for further strengthening during coaching and training activities.

### Strengths and weaknesses of TLMs

Five products for each grade level (1-3) constitute the DEGRA teaching and learning materials (TLMs): teachers' guides, student textbooks, student workbooks, Big Books, and posters. TLM development followed a collaborative process between DEGRA's technical team and the MENFOP writers based at CRIPEN. Once drafted, FHI360 experts in Djibouti, as well as at the home office in Washington, D.C., reviewed the products, which were then revised and shared with the validation committee for approval and additional revisions as necessary.<sup>9</sup> The Grade 1 process encountered delays as discussions took time to bring the CRIPEN Curriculum Review Committee (CRC) onboard with a brand-new curriculum, rather than revisions to the APC. As a result, Grade 1 revisions took place in a compressed timeframe of three months.<sup>10</sup> At the same time, the COVID-19-related shutdowns also challenged the development of Grade 2 materials. Distribution of Grade 3 student materials and the revised Grade 1 and 2 instructional packages (taking into account piloting feedback)<sup>11</sup> occurred in October 2021.<sup>12</sup> CRIPEN distributes the student materials (manual and exercise book), which parents are expected to

<sup>9</sup> The evaluation team reviewed internal documents for the 1st and 2nd year TLM revision that detailed strengths and weaknesses of the teachers' guide, student manual, student workbook and big books.

<sup>10</sup> FHI360 (October 31, 2019). Djibouti Early Grade Reading Activity: Annual Report (Year 1).

<sup>11</sup> FHI360 (July 31, 2021). Djibouti Early Grade Reading Activity: FY 2021 Quarterly Report (April 1-June 30, 2021).

<sup>12</sup> At the time of data collection, the teachers' guide was still in the layout process. Student books were prioritized as they were produced in India, whereas the teacher's guide can be printed in Djibouti. In the interview, teachers were provided with a PDF version of the manual, according to national education officials.

buy. Materials are free to students living in more remote areas. The sections below explore the strengths and weakness of the DEGRA TLMs.

### Strengths of TLMs

**Joint development process:** The development of the TLMs required close collaboration between DEGRA specialists and the CRC, the Technical Committee, teachers and inspectors, and of course, CRIPEN. Key national government officials also repeatedly underlined the competency and strengths of the FHI360 curriculum specialist.

**Materials are easy to use:** Overwhelmingly, stakeholders identified the TLMs as user-friendly and useful, especially for those who had not participated in a formal DEGRA training. Qualitative interviews with the majority of regional officials and teacher FGDs revealed that teachers appreciate semi scripted lessons. Quantitative data also support this finding. Almost all teachers (92.1%) surveyed stated that they possess the new teacher's guide, and 90.2 percent indicated the guide's ease of use. High proportions of teachers also think the same of the student workbook (87.6%) and textbook (90.1%). While still more than three-quarters of teachers, a lesser percentage of them answered that the Big Books were very easy to use (79.1%) and very helpful (77.2%). They also thought the letter and syllable labels (82.4%) very helpful.

**Texts are diverse:** Materials feature poetry, dialogues, and stories, for example, and as noted above, associated comprehension questions elicit higher-order critical thinking skills.

**TLMs promote student ownership and transfer to home:** According to midterm evaluation survey data, almost all (95.7%) students report possessing a textbook or their student workbook (95.5%). At the same time, observation data from school visits reported lower proportions, with 79 percent of classrooms having student workbooks and 75.4 percent having student manuals. Student survey data likely reflects some overreporting due to social desirability bias; it may also be possible that some students left their materials at home. Of parents, 80.5 percent stated that their children used their workbook, and 74.6 percent the textbooks, "often" or "very often" at home. These rates are lower for parents in Djibouti Suburbs, however. Interview data support these findings, as nearly all parent FGDs (five of six), along with a teachers FGD and two directors, confirm that children are bringing books home. This change results in parents more able to follow their children's schoolwork. In addition, teachers in Obock region and parents in Arta shared that UNICEF had provided students with schoolbags, which provided additional protection for DEGRA student materials.

**Learning supports present in classrooms:** Midterm evaluation results confirm that many TLMs have arrived in classrooms and are being utilized by teachers and staff, though some areas, namely Djibouti Inner City, may be lacking more than Djibouti Suburbs areas or areas beyond the capital. Data collectors observed the presence of Big Books in 91.5 percent of classrooms and posters in 93.4 percent of classrooms. Those materials were less often observed in Djibouti Inner City, where 21.2 percent of classrooms had no Big Books at all, and 24.2 percent had no posters. Across the sample, observers also found that 77 percent of classrooms have letter and syllable labels, and 63.5 percent of the students in classrooms have manipulatives. Again, observers noted lower proportions of students with those materials in Djibouti Inner City than in other locations.

### Weaknesses of TLMs

**Additional images lacking:** Two teacher focus groups in the regions, as well as a director from the Obock region in an interview, commented that additional images were necessary for teaching French vocabulary in rural areas, where students may not have had as much exposure as students in the capital.

**Teachers' guide may be too long for regular publication:** CRIPEN representatives indicated concerns about the teachers' guide's length. At the same time, one official rationalized the length, noting the



intention to provide teachers as much support in possible through an exhaustive guide. Notably, none of the teachers interviewed indicated the length of the teacher guide as a problem.

**Highly consultative process is heavy and slow:** While the consultative process for TLM development fostered buy-in and ensured that materials reflect classroom and home realities, CRIPEN experienced constant revisions and reformatting challenges, making the process slow and unwieldy at times.

**Proofing errors:** Books contain errors and typos that should have been addressed through a close review process. Additional scrutiny is necessary in the future. The most prominent challenge for teachers may be how characters' names change between Grade 1 and Grade 2 from Kada and Lili to Kadar and Loula. Teachers in a focus group in Djibouti Inner City expressed frustration about how this change confused students and teachers alike, especially with books arriving late and having begun the year with the previous set of names. Their comments seemed to indicate that the final revision changes after piloting may not have been well communicated to teachers.

**Delivery of Grade 3 materials delayed:** Grade 3 student materials were delivered in October, and the majority of teaching staff focus groups pointed to delays as problematic. Regional officials also criticized the late arrival, and one official said that it led to the school year beginning poorly. Data collectors observed boxes of DEGRA Grade 3 materials in an inspection office during an interview in mid-November, indicating that books still had not fully made it to schools at that time.

*“There was a lack of books and we, as teachers, also have no guide, and we were thrown in a situation where we were not even given training at the beginning. We were told, ‘This is a new program being taught’ without giving us materials for teachers and students. We managed. We were given handouts and everything white, that is to say that the colors were missing. It’s a new curriculum. It was necessary to give us trainings a year in advance, so that we could work already and have a year in advance and prepare the books.” (Teacher FGD, Ali Sabieh region, regional capital)*

## **Teacher training**

In addition to designing and distributing the new TLMs featuring the DEGRA approach, the project has worked closely with MENFOP, notably, the CFEEF and the Inspector General's (IG) Office, to implement trainings to familiarize teachers with the new instructional methods for teaching reading. Both quantitative and qualitative findings point to high rates of teachers who have not participated in sessions and challenges in training delivery. Overall, 39.1 percent of teachers surveyed for the midterm evaluation stated that they did not participate in any formal DEGRA trainings. This percentage is highest for teachers in the Djibouti Suburbs at 60.9 percent. Almost one teacher out of four (23.5%) surveyed at midterm are in their first year of teaching in Grades 1 or 2, though this percentage is slightly lower in Djibouti Inner City (17.6%). Focus groups with teaching staff indicate that the issue may be even more pronounced among Grade 3 teachers.

Interviews with government officials indicate that low attendance in trainings makes for a widespread issue and that they have tried multiple solutions, including summertime pre-service trainings for teachers on the curriculum, which also includes reading. Four government officials and two teacher focus groups, however, indicated that these sessions' timing makes them highly unpopular with teachers. Two interviews with regional education officials and two teaching staff focus groups cited valid reasons for non-attendance, including maternity leave, a teacher being assigned to a different grade, and remote schools far from training sites. A focus group with teachers from the Djibouti Suburbs noted that five of the six teachers had changed grades after having participated in trainings, feeling lost as a result. Prominent government officials as well as DEGRA staff noted that teacher attendance monitoring at trainings currently remains weak. A CFEEF representative indicated that teacher attendance may

improve with the implementation of a new teacher-evaluation system as part of another development project (PRODA). In theory, the system will allow tracking of teacher training.

To help mediate the issue of training non-attendance, DEGRA developed a pool of trainers among pedagogical advisors and a CFEEF trainer. Each pedagogical advisor worked with a group of 25 teachers. This strategy is heralded by FHI360 leadership as a central feature of its approach and a strong example of system-level capacity building. The majority of the teachers (71.3%) declared that they had participated in a training organized by a pedagogical advisor, though again, distinctions are evident by teacher location. While this group encompassed more than 80 percent of teachers in Djibouti Inner City, less than two-thirds (62.6%) of teachers from other areas reported attending such trainings. Project-monitoring data report even lower figures, with 59 percent of teachers having received coaching or mentoring in Year 2, and 45 percent of teachers doing so in Year 3. It is possible that teachers have participated in trainings since the collection of monitoring data, which may account for some of the disparity between project and evaluation data.

Of those who did attend trainings, nearly all (95.8%) teachers found the training useful. Of teachers who reported not attending trainings, almost all teachers (91.0%) stated that they used the teachers' guide to familiarize themselves with the new curriculum, while one-fifth (20.5%) indicated asking for help from their colleagues and 5.4 percent reported doing nothing to become familiar with the new methods. As may have been expected, regional education officials expressed concern, as some of the reading instruction concepts benefit from in-person demonstrations, notably phonological awareness. Survey data affirm this observation, as 40.1 percent of teachers surveyed noted phonemic awareness, a component of phonological awareness, as the most difficult component to teach.<sup>13</sup>

### ***Attention to gender, social inclusion, and ethnic diversity***

DEGRA's design aims to apply a gender and social inclusion (GESI) lens to all activities. A gender analysis, conducted during Year 1, provided recommendations for each component of DEGRA's results framework.<sup>14</sup> The GESI-sensitive approach of IR-1 has largely focused on trainings for TLM designers, a GESI-sensitive review of TLMs, and an orientation to address stereotypes.<sup>15</sup> One government official provided examples of how TLMs have become more inclusive: ensuring that names within materials reflect diverse groups within society, rather than only Muslim names, and images representing the variety of peoples and groups within Djibouti. Other stakeholders interviewed, from government as well as the DEGRA team, expressed caution that Djibouti was not ready for a more gender-transformative approach. Interviews with government counterparts and DEGRA staff indicate their support for the GESI approach. They signal those trainings have proved useful, and perhaps most importantly, that DEGRA's attention to GESI has led the CFEEF to introduce a new module within pre-service training that focuses on gender inclusion. While some of the TLMs now include images of children with disabilities (e.g., a child in a wheelchair), findings indicate less attention to disability than gender inclusion. Discussions with parents and teachers indicate that, while it may be possible to accommodate children with mobility impairments, it proves more challenging to serve children with intellectual disabilities. Parents of children with disabilities may also prefer to send their children to a specialized school.

---

<sup>13</sup> Note that phonological awareness refers to the ability to recognize and manipulate the spoken parts of sentences and words whereas phonemic awareness is specific to sounds (phonemes). See Phonological and Phonemic Awareness: Introduction by Reading Rockets: <https://www.readingrockets.org/teaching/reading101-course/modules/phonological-and-phonemic-awareness-introduction>.

<sup>14</sup> FHI360. (November 2019). Djibouti Early Grade Reading Activity: Rapport Final: Etude Diagnostique Basée sur l'Équité Genre et l'Inclusion Sociale (EGIS).

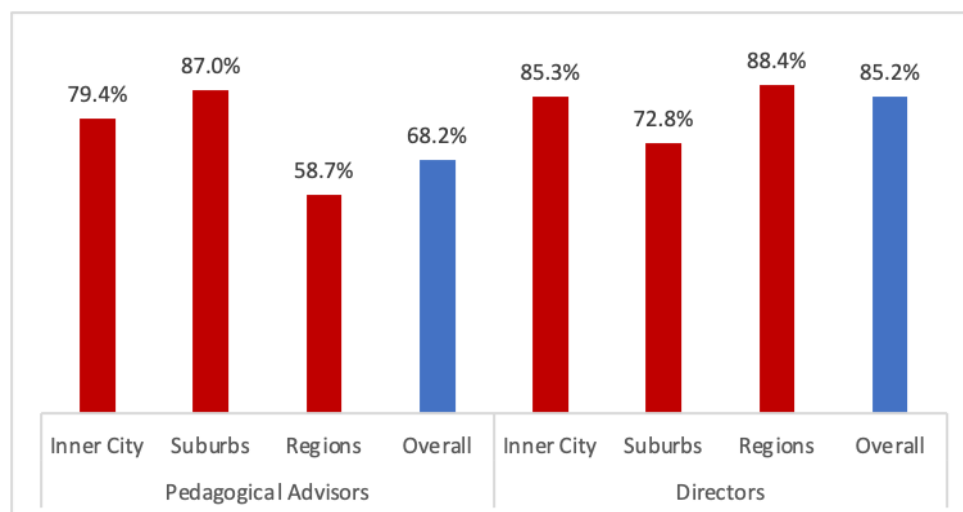
<sup>15</sup> FHI360 (October 31, 2019). Djibouti Early Grade Reading Activity: Annual Report (Year 1).

### EQ1.d-e) What is the impact of pedagogical supervision and support on children's learning outcomes? Has pedagogical supervision and support been sufficient in the country, particularly in the remote rural schools?

The response to this question explores the extent of supervision activities that teachers have experienced up to the midterm evaluation point. Due to various other factors at play, including years of teaching and class size, it is not possible to draw direct conclusions between supervision practices and children's learning outcomes. Rather, the results below indicate the frequency of supervision, types of supervision, as well as impressions of the effectiveness of supervision. Findings reveal disparities between practices within Djibouti Inner City, its periphery (Suburbs), and all other areas (regions).

Since the beginning of the year, 68.2 percent of teachers surveyed stated that they have received a visit from a pedagogical advisor, while a higher percentage, 85.2 percent, reported their director observing their teaching at least once. As Figure 5 indicates, the proportion varies depending on location, with teachers outside of the capital area reporting lowest rates of visits by pedagogical advisors and teachers in Djibouti Suburbs being less likely to report directors' observation. More than three-quarters (83.2%) of teachers surveyed found supervision from the pedagogical advisor "very helpful," though only half of the teachers think that they received enough visits from pedagogical advisors. Teachers from the regions were 15 percentage points less likely to find the visit very helpful (77.4% in the regions, compared to 92.6 percent in Djibouti Inner City). Teachers report that pedagogical advisors have mostly helped them to address classroom management and discipline (61.5%), reading instructional methods (49.8%), lesson planning (46.6%), and strategies for improving students' participation (32.2%).

Figure 5: Proportion of teachers reporting supervision by location



Interview data similarly indicates that supervision sessions with pedagogical advisors can prove positive. Notably, many teachers feel that the pedagogical advisors provide advice that allows them to improve their teaching practice. This holds particularly true for student teachers and new teachers, as indicated within three teacher focus groups and a KII with a school director. Teachers in two focus groups commented that the new digital classroom-observation tool used by pedagogical advisors provided a lot of detail, more than previous versions. All directors surveyed also commented on the new observation tool's usefulness.

Regarding director-led supervision, about half (46.8%) of teachers surveyed indicated that the director observed them two to four times since the beginning of the year. A good proportion of teachers (83.7%) think that directors have been "very" helpful in assisting them with improving their teaching, and

14.3 percent think that directors have been helpful. Directors interviewed explained that they now feel more able to help their teachers with reading instruction specifically, in addition to general support. These findings may hide important location-related distinctions, however. Although the quantitative sample size for directors is small, results show that directors in Djibouti Suburbs are less likely to find their support effective and for supervision to form a key part of their role when compared with directors in Djibouti Inner City and regional areas.

Commensurate with findings above on teacher training, nearly a third (30.1%) of directors report not having participated in a training on their role in supporting teachers' reading instruction. Not being invited to the training was the most common reason cited for not attending, and nearly two-thirds (64.8%) of directors reported this scenario. Nearly all (97.9%) directors who participated found the training to be helpful.

### ***Explanations for weaker levels of supervision***

Multiple types of stakeholders noted that school directors may still have difficulties providing teachers with quality instructional coaching, including two members of the DEGRA leadership, three national education officials, a regional education official, two school directors, and a teachers' focus group. Some directors are themselves not familiar enough with the new instructional approach and/or they are too busy with administrative tasks and cannot make time for coaching. National level officials and DEGRA staff underlined how in remote areas, school directors serve as the default coaches since pedagogical advisors can only visit once a month at best. In these schools, directors have an even more important role to play in providing instructional support. Many teachers in remote areas are new teachers, further heightening the need for coaching. A teacher focus group in a rural area in Obock region noted that pedagogical advisors can visit schools within the main town twice a month, but only once in remote schools. A regional education officer concurred, noting that it takes four to five hours to arrive in some of the schools in the region. Similar concerns were raised by teaching staff during a focus group in a rural school in the Tadjourah region. In addition, when school directors themselves are new, they may have even more difficulties supporting their teaching staff.

### ***Supervision dashboard***

During Year 2, DEGRA worked with pedagogical advisors to develop a classroom observation tool to assess fidelity of implementation of lesson plans, as well as general pedagogical best practice. The tool included math elements and integrated items from a previous tool pedagogical advisors had used with the World Bank. A related training took place for pedagogical advisors and CFEEF staff in January 2020. DEGRA subsequently developed an interactive online dashboard using Microsoft Power BI to visualize pedagogical advisor data. The dashboard serves to track the status of data collection and to visualize data from classroom observations. MENFOP validated the dashboard, and trainings were to take place in Year 3. Capacity building for the dashboard and an effective transfer of the system to MENFOP constitute a key feature of the IR3 project component that have received approval from MENFOP.<sup>16</sup>

Qualitative efforts reveal mixed sentiments about the supervision dashboard. The dashboard is fully functional, and findings support that the design process was participatory and that the dashboard enabled the harmonization of observation checklists as well as supervision processes across regions. Two national and two regional government officials interviewed underlined how the dashboard presented a cultural and procedural shift for pedagogical advisors, meeting resistance from pedagogical advisors during the early stages. According to these stakeholders, resistance has since waned, and FHI360 monitoring data reports that 70 percent of pedagogical advisors use tablets. While two focus groups and a regional education official celebrated the functionality of the dashboard and the ability to

---

<sup>16</sup> FHI360 (October 31, 2020). Djibouti Early Grade Reading Activity: Annual Report (Year 2).

view feedback immediately, another teacher focus group voiced frustrations, noting that pedagogical advisors may focus too much on completing the form and less on coaching (i.e., critical discussions with the teacher) during the supervision process. Finally, the evaluation team described the amount of data entered the tablet as comprehensive but suggested it may prove overly demanding on pedagogical advisors if the data are not exploited. DEGRA may benefit from further streamlining the tool.

### **EQ2.a) Has DEGRA been achieving its intended outcomes for community participation ?**

IR–2 focuses on enhancing community participation in early grade reading through work with families and communities and by leveraging Parent-Teacher Associations (PTAs), School Management Committees (SMCs), and Civil Society Organizations (CSOs). Two sub-IRs contribute to the achievement of IR–2: 1) raising public awareness of the importance of early grade reading and increasing family and community participation in early grade reading activities; and 2) strengthening the capacity of PTAs, SMCs, and CSOs to support early grade reading.<sup>17</sup>

Of nine IR–2 indicators, DEGRA has met midterm targets for five. Progress has been slow regarding PTA and parent activities that require their initiative, such as school-improvement projects and home-based reading activities. Two of the indicators also do not have LOP targets, as FHI360 has indicated that USAID has not yet provided feedback on related revisions. In addition, two results have far surpassed targets set: the second indicator measuring the “number of educational programs disseminated” and the fourth indicator measuring the number of “reading enrichment sessions organized by CSOs.” The second indicator concerns SBCC messages. For the fourth indicator, sessions are counted individually, even if they form part of a series. Targets may require further revision to be more realistic and meaningful for the project. Thoughtful review is recommended as IR–2 gains momentum.

---

<sup>17</sup> Djibouti Early Grade Reading Activity. (August 6, 2020). Component 2: Concept Note.

**Table 3: IR2 Results at mid-term**

Indicator	Type	Year 1 Achieved	Year 1 Target	Year 2 Achieved	Year 2 Target	Year 3 Achieved	Year 3 Target	% Achieved against Combined Year 1-3 Target	LOP Target	% Achieved against LOP Target
<b>IR-2: Community participation in early grade reading enhanced</b>										
Number of parent-teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance	ES.1-13 Future PPR Reporting	N/A	N/A	46	40	50	40	125%	151	33%
Number of educational programs disseminated ("number of disseminations of educational programs" in the revised AMELP)	Custom Future PPR Reporting	N/A	N/A	80	52	174	52	244%	221	115%
Number of sensitization and capacity-building workshops held to increase awareness of the importance of DEGRA	Custom	N/A	N/A	N/A	N/A	12	12	100%	48	25%
Number of reading enrichment sessions organized by CSOs	Custom	N/A	N/A	N/A	N/A	288	12	2400%	48	600%
Number of reading festivals organized with CSOs and school communities	Custom	N/A	N/A	N/A	N/A	4	4	100%	22	18%
Number of school-improvement projects implemented by PTAs	Custom	N/A	N/A	N/A	N/A	24	40	60%	258	9%
Percentage of CSOs and PTAs who state their internal capacity has improved	Custom	N/A	N/A	N/A	N/A	N/A	60%	N/A	73.3%	Can't be calculated
Percentage of households engaging in home-based reading activities	Custom	N/A	N/A	N/A	N/A	49%	53.5%	92%	N/A	N/A
Percentage of students participating in extracurricular reading activities	Custom	N/A	N/A	N/A	N/A	3%	4%	75%	N/A	N/A

## **EQ2.b) Has DEGRA been effective in mobilizing communities and engaging the PTAs in reading activities?**

The IR–2 component encountered significant challenges that stalled progress until well into Year 3. In recognition of the importance of government buy-in, especially for CSO engagement, DEGRA reassessed its IR–2 strategy, which required time and joint planning with MENFOP. These deliberations led to disagreements on the project budget, so USAID suggested a pause on component 2 while finding a solution. An official seven-month slowdown took place between October 13, 2019 and May 20, 2020, during which time budget adjustments and discussions with MENFOP took place. Once lifted, implementation of component 2 began.<sup>18</sup> COVID-19–related school lockdowns further aggravated challenges.<sup>19</sup> Component 2 also underwent a shift in approach, as a planned collaboration with the Civil Society Organizations’ Strengthening Program (CSOSP) did not take place due to incompatible timing.<sup>20</sup> Lastly, the DEGRA staff member responsible for component 2 left in June 2021, causing further disruption, though two new staff members quickly took her place one month later.

These challenges aside, a barrier analysis as well as a social and behavioral change communication (SBCC) strategy informed DEGRA’s IR–2 approach. The barrier analysis<sup>21</sup> identified largely pragmatic barriers, including that parents may lack access to books and time to read to children, may not be able to read and write themselves, and that homes may not have sufficient space or lighting for reading. DEGRA’s SBCC strategy articulated the objective that caregivers “(1) do literacy and learning activities at home at least once a week; and, (2) participate in extracurricular learning activities at least three times per school year.”<sup>22</sup> Caregivers (literate and illiterate) are the SBCC strategy’s priority audience, with primary school teachers, directors, and MENFOP officials as secondary and influencing stakeholders.<sup>23</sup>

In addition to SBCC messaging, IR–2 fostered efforts to strengthen and mobilize PTAs and implement activities to spark interest in reading, including reading corners and learning festivals. This section examines DEGRA’s progress, though limited, in those efforts.

### ***Sensitization campaigns for increased parental engagement<sup>24</sup>***

DEGRA produced messages for radio, television, social media, as well as posters; WhatsApp and Facebook served as the principal modes for transmission on social media. Radio and TV spots first aired in January 2021 in four languages (French, Arabic, Somali and Afar), and ran through July 2021. Stakeholders interviewed identified the process of developing the messages as highly participatory, including a workshop with MENFOP specialists to create the actual messages focusing on parental engagement. Specifically, FHI360 has worked closely with CRIPEN in the development of radio messages. Communities were also involved in developing messages, according to FHI360 and OSC, but time and approval processes within USAID and MENFOP limited actual community-level testing. Messages demonstrated gender-sensitivity (e.g., a message featuring a father reading with his daughter), according to key individuals from DEGRA and MENFOP interviewed, though they admit it has proven more challenging to include messaging on disability inclusion.

---

<sup>18</sup> Djibouti Early Grade Reading Activity. (August 6, 2020). Component 2: Concept Note.

<sup>19</sup> COVID-19 lockdowns began March 17, 2020 and continued until May 1. In practice, school did not resume however as summer vacation began. Students returned to classrooms at the beginning of the 2020-2021 school year.

<sup>20</sup> A two-year (2018-2020) project with USAID funding. DEGRA had planned to use its PTA toolkit. (See Component 2 Concept Note.)

<sup>21</sup> Overseas Strategic Consulting, Ltd. (August 31, 2019). Barrier Analysis: Parental Engagement in Children’s Reading in Djibouti.

<sup>22</sup> Overseas Strategic Consulting. (August 1, 2020). Djibouti Early Grade Reading Activity: Social and Behavior Change Communication Strategy, p. 7.

<sup>23</sup> FHI360. (July 31, 2021). Djibouti Early Grade Reading Activity: FY 2021 Quarterly Report (April 1-June 30, 2021).

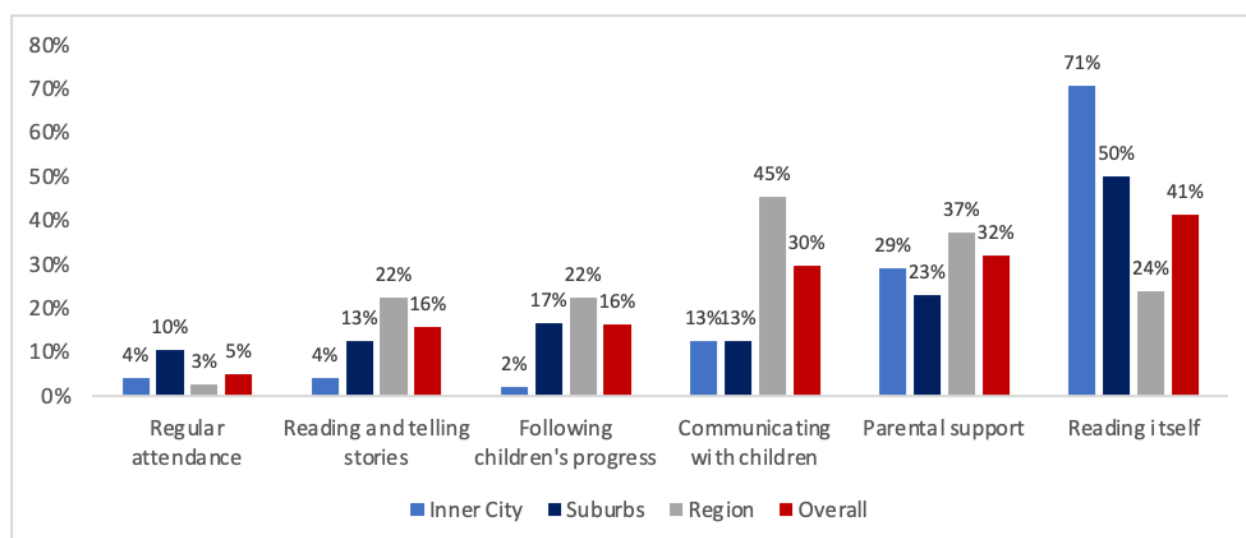
<sup>24</sup> See Annex VI for more findings related to parents’ and children’s reading at home.



Midterm evaluation data report mixed findings about messaging. Qualitative interviewees, among them notably four of six parents' focus groups and two of five teacher groups, overwhelmingly found the messages positive and useful in offering parents helpful strategies. Some stated that messaging may even have contributed to parents' greater involvement in their children's education. At the same time, less than a third (29%) of the parents surveyed reported that they heard or saw messages about education from the MENFOP. Results are better for parents in the Djibouti Suburbs (45.3%, compared to 27.0% in Djibouti Inner City and 25.4% in other areas). While DEGRA has not performed a formal impact study on the messaging, an FHI and NGO representative shared that more informal appraisals identify some parents hearing the messages without really listening to the content, and similarly, that others may think the messages are irrelevant commercials and not pay close attention.

Of the parents aware of messaging, parents from the regions more frequently (74.3%) report having heard those messages on the radio, while parents in Djibouti Inner City (89.6%) and Djibouti Suburbs (87.5%) pointed to television. Figure 6 presents the content parents found most memorable by location. Analysis shows that parents living in different areas heard different key messages. Investigation into how contextual factors may influence parents' experience of messaging may prove helpful.

**Figure 6: Parents' reporting of key message content by location (n=168)**



Parents also responded to both quantitative and qualitative questions about what should be done to help them play a more active role in their children's school lives. More than half (57.7%) of parents surveyed stated that collaboration between teachers and parents should be improved. Parents in Djibouti Inner City (38.8%) and Djibouti Suburbs (39.3%) also reported the need for more sensitization. Finally, 26.4 percent of the parents in Djibouti Inner City suggested that general assembly meetings could also help. A broad swath of stakeholders interviewed, including two parents' focus groups, an FHI representative, an NGO representative, and two national government officials, all agreed that in-person meetings are necessary to capitalize on sensitization messages. Two parent focus groups (in Djibouti Suburbs and in the Ali Sabieh regional capital) also suggested teachers should speak directly with parents.

### **Location-specific findings**

Although the midterm evaluation cannot compare directly with baseline values, data reveal how parental support and children's reading practices vary significantly by location:

**Homework assistance:** Almost all parents surveyed in Djibouti Inner City (95.1%) report that they help their children with their homework, while this percentage is smaller in Djibouti Suburbs at 84.5 percent. Less than a third (31.4%) of parents in the regions indicate helping their children with homework, an

important distinction with implications for implementation. Student survey results demonstrate weaker trends, as about two-thirds (67.9%) of the students in Djibouti Inner City report receiving help at home often or very often, while the rate is less frequent in the Djibouti Suburbs (50%) and more so in the regions (19.2%).

Students most frequently report that a sister (26.7%) or brother (32.6%) helps them with their schoolwork. Overall, 69 percent of the students have said that someone at home asks them to read letters or words. Children sufficiently able to do homework alone constitutes the main reason parents report for not helping their children in the Djibouti Suburbs and regions.

**Reading practices:** Overall, nearly three-quarters (71.9%) of parents surveyed indicated that their children read aloud at home. The proportion of parents in Djibouti Inner City and the Djibouti Suburbs who answered that children read aloud is more than thirty points higher than in the regions. Similarly, only one fifth (20.6%) of parents in areas outside of the capital report someone at home telling stories to their children, while many more do so in Djibouti Inner City (79.6%) and Djibouti Suburbs (66.0%). Again, reports from students indicate lower rates, as half of the students (54%) in Djibouti Inner City reported that someone at home reads or tells them stories “often” or “very often.” The practice is less frequent in Djibouti Suburbs (36.6%) and the regions (14.1%).

### ***PTA mobilization and parental engagement***

PTAs are relatively recent in Djibouti and were created to assist the director in mobilizing parents, but they were not designed or supported to initiate activities and thus, have limited capacity. DEGRA's commissioned study of PTAs concluded that the large majority of PTAs sampled have weak capacity and have traditionally focused solely on janitorial duties and had limited male membership.<sup>25</sup> FHI staff and national education officials also indicated that not all schools have PTAs, and where they do exist, some may be poorly organized and ineffective. Often PTAs experience frequent parent turnover and lack of a clear mandate. Midterm evaluation findings also revealed, through discussion with the majority of evaluation participants across stakeholder types, that PTAs do not typically have experience working with reading initiatives and remain unaware of their potential to improve students' learning. DEGRA is attempting to strengthen PTAs through partnerships with two local NGOs (UNFD and Paix et Lait). Their mandate is to lead trainings for parents and provide general support to PTAs.

Quantitative evaluation data provide additional insights into PTA functioning in Djiboutian public schools. Midterm evaluation survey results surprisingly indicate quite decent coverage of PTAs. Almost all directors surveyed (93.6%) report having a PTA at their school, though just under half (45.9%) of directors surveyed stated that the APE is very active and 52.3 percent moderately active. Similarly, more than nine parents out of ten stated that their school has a PTA in Djibouti Inner City (94.7%) and regions (92.5%), while fewer (78.3%) PTAs exist in Djibouti Suburbs. Parents surveyed pointed most frequently to a lack of financial resources (43.8%) as their greatest hindrance to participation. To ameliorate involvement in the PTA, parents mostly suggested to improve relationships between parents and teachers (52.2%) and to sensitize parents to the importance of the PTA (27%).

Almost three-quarters (72.43%) of directors surveyed stated that they have organized a meeting with students' parents this year, and half (52%) reported that almost all parents participated at this meeting. The most common topics discussed during the meetings were the importance of parental involvement in children's learning to read (76.5%), followed by monitoring student performance (60.4%), new instructional methods for reading (47.2%), and the importance of communicating with children (36.4%).

At the time of data collection, DEGRA NGO partners had recently begun their work with 50 schools within Djibouti City, while there are plans to add another 17 schools in the regions. DEGRA PTA

---

<sup>25</sup>Guedi, I. S. (November 23, 2020). Rapport de la mission d'évaluation des APE des écoles primaires publique de Djibouti ville.

mobilization activities began in March 2021 and carried through the end of the school year in May. Unfortunately, activities overlapped with end-of-year pressures including student exams, and FHI360 and NGO staff indicated that, understandably, schools had other priorities than PTA capacity building and PTA-initiated reading activities. A broad swath of stakeholders, including regional inspectors, teachers, and parent focus groups, indicated that parents had not been able to establish activities to support reading. Similarly, some argued that if school projects had been initiated, it was largely due to school directors, rather than PTAs.

Confirming qualitative findings above, since the beginning of the year, survey data indicate that PTAs have most frequently organized school cleaning (70.7%) and gardening (44.2%) activities. A third (32.4%) of the school directors reported that DEGRA has had an impact on the creation or revitalization of the PTA. Such findings should not surprise given DEGRA's delays in implementing component 2. Results may improve as community-engagement activities intensify.

### **Reading corners**

Few students in Djibouti have access to books at home and school libraries, if they exist, are often not in good condition, leaving them widely underused for a variety of reasons. As confirmation, a little over one quarter (26.5%) of the students surveyed for the midterm evaluation in Djibouti Inner City stated that they have magazines, newspapers, or books to read at home. This proportion is much lower in Djibouti Suburbs (10.4%) and regions (1.9%). In addition, parents in Djibouti Inner City (78.5%) and the Djibouti Suburbs (58.5%) more frequently reported that their school has a library when compared to the regions (17.9%). Only 10 percent of students and even fewer parents (2.6%) stated that they had access to a library. Of the students who claimed to have access to a library, 35.3 percent never used it and 27.8 percent rarely used it. Some stakeholders, including a teacher focus group, a parent focus group, two national education officials, and DEGRA staff, agreed that school libraries often remained inaccessible. Except for rare cases where Grade 4 and 5 students may have access to books, school libraries may be in disrepair and/or students and even teachers may not be able to enter to peruse materials.

The installation of reading corners within classrooms, therefore, makes for a critical component of DEGRA's community-strengthening activity, but it is also a source of debate and discussion between DEGRA and CRIPEN, as the latter organization already had a strategy in place to install reading corners. At the time of data collection, CRIPEN had created 375 corners. Reading corners consisted of a table with benches, a shelf, and 100 books, of which 50 could be lent while the other 50 would remain in the classroom. According to the most recent FY21 third-quarter report,<sup>26</sup> in support of the plan to set up 20 reading corners, DEGRA had selected, purchased, and delivered 934 books to CRIPEN for school reading corners. National education officials and teachers would be responsible for books. Given CRIPEN's experience with the reading corners and how the reading corners are located within the classroom, in reality it is not an appropriate activity for PTA involvement, according to reflections from a MENFOP national official, an NGO representative, and FHI360 headquarters. Stakeholders also shared that the types of books provided by DEGRA had created a topic of debate. The strategy shifted mid-project from purchasing printed books in bookstores to working with open-source books that could be adapted to different contexts.

### **Reading festivals**

The concept note outlining Component 2 identifies how DEGRA intended for CSOs and school committees to organize "reading festivals" twice a year.<sup>27</sup> Discussions with FHI360 and local partner NGO UNFD noted that DEGRA has encountered difficulties implementing these events. Historically,

---

<sup>26</sup> FHI360. (July 31, 2021). Djibouti Early Grade Reading Activity: FY 2021 Quarterly Report (April 1-June 30, 2021).

<sup>27</sup> Djibouti Early Grade Reading Activity. (August 6, 2020). Component 2: Concept Note.

CRIPEN had organized similar “reading challenges” as early as 2005<sup>28</sup>. The project succeeded in organizing four reading festivals during Year 3 in two districts, with a limited number of schools participating. FHI360 provided financial backing, while CRIPEN led implementation.

A high proportion (87.8%) of parents surveyed reported that their children participated in reading challenges in Djibouti Inner City, while figures were slightly lower (70.3%) in the Djibouti Suburbs and almost nonexistent (11.7%) in the regions. Parents aware of the activity generally agreed (87.3%) that these events motivated their children to learn how to read. Given the weak presence of DEGRA reading challenges, it may be possible that parent responses reflect either social desirability bias, hoping to provide the expected answer for data collectors, and/or that parents may be confusing the reading festivals with activities from other implementers.

### **EQ2.c) Has DEGRA been effective in reinforcing NGO capacities to carry out reading activities?**

As DEGRA revitalized IR-2 in May 2020 after the lifting of the slowdown, FHI360 recruited two local NGOs (UNFD and Paix et Lait) to lead community-based activities with PTAs and parents. Each was assigned twenty-five schools in Djibouti Inner City. To foster effectiveness, DEGRA has initiated capacity-building strategies for the NGOs to support community engagement in reading. NGOs are expected to develop tools and resources that will guide PTAs to conduct extracurricular activities focused on reading. Findings demonstrate that collaboration with NGOs has been tainted by miscommunication and administrative challenges.

NGO training has unfortunately also encountered delays that, in turn, pushed back community-level activities. Disruptions resulted from the “Ramadan period, travel issues, and a pause in collaborative work due to contractual issues on branding and marking.” One NGO, UNFD, did continue with training, including awareness-raising workshops on the importance of reading for academic success, and on the importance of parental involvement. Two capacity-building workshops focused on school reading projects and the development of grant applications. Feedback from NGOs during qualitative interviews pointed to challenges with training. They indicated that the trainings did not take into account scheduling preferences or existing NGO capacities and needs. DEGRA’s partner OSC led the trainings, but had to do so remotely because of COVID-19 travel concerns. NGO feedback indicated that the online trainings did not prove compelling and that the time difference further complicated training efforts. At the same time, FHI360 and an NGO representative noted that NGO attendance at trainings had been irregular. In addition, FHI360 developed a guide for PTAs to lead discussions with parents. UNFD lamented not having been part of the design and writing process of the guide.

During data collection, the evaluation team learned that one of the NGOs, Paix et Lait, has resigned from the project because of budgetary and structural disagreements. This leaves only UNFD to carry forward direct support to PTAs. Yet UNFD also has indicated that despite having personnel available within the regions, the organization has no interest in working with schools outside of Djibouti City. It seems likely that DEGRA will encounter more implementation challenges with IR-2 in the future.

### **EQ3.a) Has DEGRA been achieving its intended outcomes for the IR-3?**

DEGRA’s third intermediary result focuses on the systems level and aims to ensure that reading-education policies are reformulated and reinforced. Three sub-IRs inform achievement of this result: 1) database on reading is established, 2) legal framework supporting reading development is reinforced, and 3) technical commission for reading is created and functioning. Table 4 provides a midterm update of IR-3.

---

<sup>28</sup> Ministère de l’éducation nationale et de la formation professionnelle (MENFOP). Défi lecture 2017 (12e édition). Published by UNICEF.

**Table 4: IR-3 Results at midterm**

Indicator	Type	Year 1 Achieved	Year 1 Target	Year 2 Achieved	Year 2 Target	Year 3 Achieved	Year 3 Target	% Achieved against Combined Year 1-3 Target	LOP Target	% Achieved against LOP Target
<b>IR3: Reading education policies are reformulated and reinforced</b>										
Number of sets of grade-level materials designed and aligned to standards	Custom - PPR	1	1	1	1	1	1	100%	5	60%
Number of MENFOP staff trained to develop standards and benchmarks for Grades 1-5	Custom - PPR	N/A	N/A	22	20	41	20	145%	40	153%
Percentage of MENFOP Evaluation Unit staff trained and provided with appropriate evaluation tools and equipment	Custom	N/A	N/A	100%	100%	100%	100%	100%	100%	100%
Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs	Custom	N/A	N/A	1	1	N/A	N/A	100%	2	50%
Number of reading assessments conducted	Custom	N/A	N/A	N/A	N/A	2	2	100%	5	40%

DEGRA has met midterm targets for all five IR-3 indicators. DEGRA has revised three sets of TLMs (Grades 1-3). It has significantly exceeded the second indicator, the number of staff trained. This results from a change in approach, as the policy-linking activities involved teachers as well as higher-level government officials. DEGRA has also met its goal of training all members of the MENFOP evaluation staff unit. With regard to the fourth indicator, one policy (guidance note 662 on curriculum review)<sup>29</sup> had been developed during Year 2, so while there is no specific target for Year 3, the project remains on track. Finally, DEGRA has implemented two EGRAs, the first in November 2020 and the second in April 2021. A third internal EGRA was underway in November 2021 at the time of data collection. DEGRA seems on track to meet its LOP targets, especially given progress achieved despite significant obstacles.

### **EQ3.b) Has DEGRA been successful in creating and enabling a favorable policy environment to improve reading instruction?**

DEGRA has met its targets for its system-level component at midterm. Related accomplishments also include the development of a dashboard that promotes the visualization and use of classroom-observation data (see EQ1), and the subscription to a digital library for an educational research platform, CAIRN. Recall from EQ1 that DEGRA has led trainings for pedagogical advisors on the use of the dashboard.<sup>30</sup> In response to EQ3b, this section investigates DEGRA's relationship with MENFOP and its operational structure to better understand changes in the policy environment. Progress on the development of the EGRA tool and related capacity building round out this section.

#### ***Relationship with MENFOP***

Both FHI360 and MENFOP leadership describe their collaboration as healthy. DEGRA has developed a structure for collaboration with MENFOP that formally includes a Steering Committee as well as a Reading Promotion Commission. In practice, MENFOP has appointed focal points for each IR that are able to work directly with DEGRA technical leads. It has also established an informal technical committee. This section addresses the formal bodies. Their revitalization of these bodies figures among tasks ahead for FY22.<sup>31</sup>

**Steering Committee faltering with mixed results:** At the same time, findings indicate that the DEGRA Steering Committee is not fully functional. Several factors contribute to this situation, including COVID-19 lockdown interruptions and dependence on the presiding SG's presence, who is highly solicited and travels frequently. The Steering Committee met twice in 2020, and never in 2021.<sup>32</sup> Nonetheless, the SG, when interviewed, identified all the themes, discussions, and recommendations from the Steering Committee as highly relevant. Efforts are underway to reinstate the committee and hold a meeting before the end of 2021.

Another factor likely also accounts for the absence of regular Steering Committee meetings. Curricular revision for IRI required intensive collaboration between DEGRA partners and, as a result, MENFOP technical staff and FHI360 staff formed a technical committee that met at least weekly to make progress. While not all members of the Steering Committee were involved in the technical committee, many were, rendering moot the need for regular Steering Committee meetings. While largely positive, the highly productive technical committee and resulting lack of Steering Group meetings may have further challenged an already fragile IR2.

<sup>29</sup> République de Djibouti. (December 31, 2018). Circulaire No.662: Circulaire de cadrage des travaux de revision des curricula et des manuels de l'enseignement fundamental.

<sup>30</sup> FHI360. (2021). Djibouti Early Grade Reading Activity: Annual Work Plan (Year 4: October 1, 2021-September 30, 2022).

<sup>31</sup> FHI360. (2021). Djibouti Early Grade Reading Activity: Annual Work Plan (Year 4: October 1, 2021-September 30, 2022).

<sup>32</sup> Meetings took place on February 9, 2020 and June 29, 2020. (Source: FHI360 – Year 2 Annual Report)



**Reading Promotion Commission inactive yet promising:** Similarly, discussions with key MENFOP and FHI360 personnel indicate that the Reading Promotion Commission is not functional.<sup>33</sup> At the same time, MENFOP officials interviewed convey that they see value in the commission, though they stipulate that it must remain distinct from the DEGRA Steering Committee. As a cross-ministerial commission, it requires a high level of coordination and the direct involvement of the SG. Officials also insisted that the commission remain outside the project and will likely not involve FHI360. A MENFOP official cautioned that a similar commission already existed with CRIPEN, called the *Groupe technique de la promotion de la lecture*. Still, MENFOP leadership emphasized that, while the mandate of the Reading Promotion Commission had proved confusing at first, MENFOP now had greater clarity. As a high-level official in MENFOP stated,

*“It should remain. Even the fact that we did not hold a meeting earlier, really, I think it’s a good thing. Even if we didn’t do it voluntarily, now we have more information. Before we didn’t have a lot of information. We could have met, but it would have been like a second Steering Committee. Now, we have strong evidence. We will have the findings from the midterm evaluation, and then there are the EGRA results, and we’ve been doing that for nearly two years. We are in the third year of experimentation. We now have information that can feed the commission’s reflections.” (MENFOP Secretary General, KII)*

This quote addresses the status and potential of the Reading Commission while also demonstrating MENFOP’s espoused commitment to evidence-based decision making.

### **EGRA tool development and capacity-building**

Findings indicate that DEGRA has succeeded in working closely with the MENFOP Evaluation Unit to improve their capacity to lead EGRA from start to finish. While COVID-related lockdowns could have severely hampered DEGRA’s progress, teams embraced online training, with positive results. STS and FHI developed a model wherein they divided formal synchronous group training into shorter sessions and instituted a more regular coaching approach, which allowed them to accompany evaluation staff with practical tasks.

When asked for feedback on the EGRA tool, MENFOP leadership expressed great satisfaction. They noted that as an international tool, EGRA will allow them to check students’ performance regularly. Members of the Evaluation Unit proved more critical. While they now seem satisfied with the tool, they described an arduous and highly debated process with ministerial colleagues, as well as FHI360 experts, before arriving at the tool’s final contextualized version. FHI360 and STS also acknowledged an iterative, and at times contested, process during which the Ministry required adaptations to the subtasks. As a result of this process emphasizing contextualization, the EGRA tool diverges from the prescribed EGRA toolkit. Nonetheless, stakeholders overwhelmingly insist that the process has proved very rewarding as MENFOP is fully on board. Ensuring buy-in was particularly important as the Ministry had outright rejected the results of the 2009 EGRA. Having approval of the EGRA tool makes for a significant milestone. There are some concerns that the Evaluation Unit is highly solicited and that MENFOP is currently working on other sorts of assessments. Time will tell if MENFOP will manage to truly take on EGRA’s administration and analysis, but the signs are promising.

---

<sup>33</sup> Note that the FY4 workplan reported a ministerial note that appointed members of the Technical Commission for the Promotion of Reading as of 29 March 21. (See above reference.)



### **EQ3.c) Has DEGRA been effective in collaborating with CRIPEN, CFEEF, the Ministry's cabinet through the Office of the Secretary General, the Office of the Executive Secretary, the Office of the General Inspector, and the Evaluation Unit?**

The response to this evaluation question builds on the findings from EQ3.b above that identify the structural tools undergirding the relationship between DEGRA and MENFOP. This question further investigates the collaborations between FHI360 and key entities by relying largely on interview data.

#### ***Effective collaboration***

DEGRA works closely with ministerial staff at both a leadership and more technical levels. Interviews with FHI360 and partner staff, as well as MENFOP officials further reveal those strong relationships between DEGRA and MENFOP; their teams have found a synergy based on both personal and technical considerations. The SG strongly supports the project and had developed a close working relationship with the former DEGRA COP.<sup>34</sup> He has encouraged FHI to work directly with the focal points. The collaborations between FHI360 and CRIPEN, CFEEF, IG, and M&E focal points developed during the design of TLMs seem particularly strong, according to MENFOP leadership and key DEGRA staff. Four national-level education officials, as well as FHI360 and STS personnel, also pointed to professional and personal connections between MENFOP key officials and DEGRA staff as highly beneficial to project progress. All DEGRA leads are former MENFOP or CRIPEN staff. Accordingly, stakeholders' comment that these connections allow for easier access, more open discussions, and more effective collaboration. Ministry officials also noted that even on occasions of strong disagreement with FHI360 staff, both entities have managed to find a solution.

The MENFOP Evaluation Unit offers a special case for study, as it collaborates both with STS on EGRA development and analysis and with FHI360 headquarter staff on the creation of the observation tool and dashboard (see EQ I). Relevant officials indicated satisfaction with both collaborations and noted they have been a source of capacity-building. For instance, an M&E representative shared how FHI360 and STS have proved receptive to the needs of the Evaluation Unit. Again, the individual underlined the utility of online working sessions to learn important data-collection and analysis software like SPSS, STATA, Tangerine, Power Bi, and ODK. At the same time, the Evaluation Unit identified challenging elements of collaboration. These include FHI360's sometimes rigid training tools, not always adapted to the skills and needs of trainees. It leaves participants with a sense of inefficient trainings. Colleagues also noted how STS trainings can be difficult when American colleagues may need support or translation in French. Time differences can likewise prove problematic. Overall, however, these issues are minor and collaboration appears largely effective. We turn next to more complex areas.

#### ***Challenging areas of collaboration***

Some areas of collaboration have proved more challenging than others, though there have been improvements. Collaboration with the Inspector General's Office, for instance, was difficult in the beginning but has since become stronger. The quote below provides an example of how FHI360 and the Inspector General's Office have worked together to develop a strong working relationship, despite an initially troubled start.

*"We make a plan based on our needs. It was a bit disturbing in the beginning. We were destabilized. During the first workshop, they told us, 'This is the project,' and I think that was the main difficulty. . . . Then, we came to an agreement about how we would work together, and since then, we've been able to agree upon a strategy. And each time, when there were difficulties, we would call a meeting. But, since the beginning, everything has come into place and it's really a collaboration with a team*

---

<sup>34</sup> DEGRA's second COP joined the team in August 2021 and had only held the position for a few months at the time of data collection.

*who makes themselves available and is responsive from both sides.” (Inspector General’s Office, KII)*

A remaining challenge concerns the overlapping responsibilities between the Inspector General’s Office and the CFEEF, which complicate DEGRA’s training efforts. Unfortunately, relationships relevant to IR-2 have become more difficult between FHI360 and MENFOP entities over time. According to one MENFOP official, challenges include focal points having more urgent priorities.<sup>35</sup> The reading corners initiative also continues as a source of tension. CRIPEN staff interviewed made it clear that CRIPEN has a plan in place and is looking to FHI360 to support their work, rather than change direction. FHI360 has also needed to help CRIPEN navigate USAID’s strict financial regulations, which can prove onerous at times.

#### **EQ4) What have been some primary factors that have contributed to success or presented specific challenges in DEGRA’s implementation? What alternative approaches could lead to better results?**

The response to this question synthesizes many of the findings from earlier sections to clearly delineate supportive and hindering factors to DEGRA’s success at the midterm timepoint.

#### **Factors contributing to success**

##### **Internal**

Effective close collaboration between FHI360, its partners (STS, OSC, and UNFD), MENFOP, and USAID: Enhanced by historic relationships, the Ministry, implementing partners, and donors interviewed underlined the importance of the partnership developed among key entities. Team members exhibit a high level of engagement and a strong desire to succeed.

Close relationship between FHI360, STS and OSC: FHI360 involved technical specialists from headquarters in conversations supporting OSC’s SBCC component and the Evaluation Unit. Involvement reinforced in-country expertise and enhanced collaboration. FHI also promoted transparency and collaboration, which in turn has promoted strong relationships between DEGRA subcontractors and ministerial colleagues.

Development of a relationship of trust with the French Curriculum Review Board (CRC of CRIPEN): While at first, CRIPEN had resisted change, FHI360 patiently worked to bring partners on board. The CRC now invites and solicits FHI360’s inputs at meetings and takes recommendations into account, as well as submitting products for review.<sup>36</sup>

Regular meetings: FHI360 established regular meetings with MENFOP and the Evaluation Unit, as well as biweekly meetings with USAID. The Year 1 annual report points to meetings with MENFOP as “key to making progress and obtaining buy-in” and “a common understanding of the work plan and an efficient planning process.”<sup>37</sup> The Year 2 annual report highlighted meetings with USAID as helping to keep the project “on track.”<sup>38</sup> Interviews with FHI360 and USAID affirmed the utility of the meetings.

Active mitigation of COVID-19 obstacles: FHI360 creatively addressed challenges related to the COVID-19 pandemic including 1) FHI360 equipped MENFOP TLM designers with laptops and internet access during the lockdown;<sup>39</sup> MENFOP leadership recognized this effort as highly responsive and effective; and

---

<sup>35</sup> Notably this refers to the Regional Directorate (DR) and Public Schools Directorate (DEP) focal points, specifically.

<sup>36</sup> FHI360 (October 31, 2020). Djibouti Early Grade Reading Activity: Annual Report (Year 2)

<sup>37</sup> FHI360 (October 31, 2019). Djibouti Early Grade Reading Activity: Annual Report (Year 1), p. 16.

<sup>38</sup> FHI360 (October 31, 2020). Djibouti Early Grade Reading Activity: Annual Report (Year 2)

<sup>39</sup> FHI360 (October 31, 2020). Djibouti Early Grade Reading Activity: Annual Report (Year 2)

2) FHI360 and STS found creative solutions for trainings given that international travel was no longer supported. They implemented shorter trainings and followed up more often, allowing for unanticipated coaching opportunities and possibly more effective learning.

*“Remote working, it taught us to save time. It taught us to be much more efficient and it’s really a blessing in disguise. We also took over the EGRA enumerator training with good results.” (Evaluation Unit, interview)*

## External

**Collaborative trainings:** Due in part to COVID-19 complications, DEGRA developed and relied on a pool of pedagogical advisors and CFEEF trainers for teacher and pedagogical advisor training. The Evaluation Unit, the MENFOP IT service, and the IG also served as co-trainers for the classroom-observation tool and supervision dashboard.

**Ministerial expertise:** Among other technical expertise, OSC pointed out the importance of CRIPEN having the expertise and materials available, so that SBCC messaging could be produced internally rather than outsourcing to an external and more expensive provider.

**Recruitment of local consultant to support SBCC work:** Due to COVID-19, it was no longer possible for an international consultant to lead the SBCC work with CRIPEN. Rather, a local consultant joined the effort. This has allowed for more regular direct contact CRIPEN, while OSC has provided technical support. This may have resulted in a more effective process.

**Consensus on problem:** Ministry officials came onboard to increase efforts to improve children’s reading. Similarly, parents interviewed expressed the desire to see their children succeed in school. Time will tell whether or not parents can convert their enthusiasm into tangible support.

**Size:** Djibouti’s relatively small size means that DEGRA and MENFOP can touch all schools without great difficulty. At the same time, the country has a fairly large number of well-educated experts and access to international donors.

## Challenging factors

### Internal

**Recruitment challenges and turnover of key personnel:** DEGRA experienced challenges recruiting key personnel including the Senior Reading Specialist (IR1), the Senior Community Mobilization Specialist (IR2), the Finance and Operations Manager, the Procurement and Grants Officer, and the MEL Officer. In addition, the COP, the IR2 lead, the Finance and Operations Manager, and the MEL Officer all resigned in June 2021. DEGRA managed to quickly recruit and replace three of four positions, with the MEL Officer role remaining vacant. Although initial recruitment troubles contributed to programming delays, recent resignations seem to have had little effect on project operations, at least at midterm.

### External

**Unanticipated high costs of printing and training:** A presidential decree required that FHI360 use a printing company based in India at a higher-than-expected price. The cost for training also proved more expensive than anticipated. The DEGRA budget had been based on a government venue (CFEEF), yet it was frequently in use and not available. A misunderstanding occurred with MENFOP about who was to pay for food and refreshments.<sup>40</sup>

---

<sup>40</sup> FHI360 (October 31, 2019). Djibouti Early Grade Reading Activity: Annual Report (Year 1).

**Quick turnaround:** High demand on MENFOP's limited resources combined with a short time to deploy a full revision of the primary school reading curriculum resulted in a challenging TLM development process. In addition, DEGRA needed to train teachers directly rather than using a cascade model. Delays also resulted from the time necessary to get CRIPEN (CRC) on board. Revisions did not start until May.<sup>41</sup>

**MENFOP resources highly solicited:** Other organizations, foundations, and international/local organizations regularly request support from MENFOP focal points, including the Evaluation Unit. End-of-year activities and exams also require MENFOP energies. DEGRA must therefore compete for attention. Backlogs have caused some delays and required intensified coordination efforts.<sup>42</sup>

**Overlapping responsibilities and lack of smooth cooperation between the IG and the CFEEF:** MENFOP guidelines stipulate that the IG is responsible for planning teachers' annual training, while the CFEEF is in charge of its implementation. In reality, CFEEF trainers and IG's pedagogical advisors must work hand in hand to best prepare teachers.<sup>43</sup>

**Delayed implementation of IR-2:** As indicated in EQ2, IR-2 activities encountered significant delays and even a slowdown. Budget changes and revisions to the IR-2 strategy and the SBCC strategy ensued. MENFOP focal points were also particularly stretched between their other duties and DEGRA, often making them unavailable to support community engagement. The strategy also required revision to account for weaker NGO capacity in training PTAs than originally conceptualized.<sup>44</sup> Activities began in earnest in Year 3.

**Inexistent or inactive PTAs:** As indicated in EQ2, many PTAs throughout Djibouti are not highly engaged, while other schools do not have PTAs at all.

**COVID-pandemic complications:** The COVID-19 pandemic resulted in numerous delays in activity implementation and general supply-chain issues:

- The printing of TLMs experienced delays in India.
- MENFOP resources were pulled away from DEGRA to address the crisis.
- Trainings, SBCC strategy workshops, and community sensitizations could not be held as originally planned during lockdown.<sup>45</sup>
- International travel stalled: STS and FHI360 trainers could not travel and instead offered shorter online sessions and more substantial coaching and practical exercises. OSC shifted from hiring an international consultant to a national expert for SBCC campaign design and implementation.
- The number of people who could attend sensitizations and trainings was limited to ensure social distancing, affecting educator trainings as well as parent sensitizations.
- EGRA was postponed from March 2020 to November 2020. Measurement shifted to focus on students beginning Grade 3, rather than on students at the end of Grade 2.
- Steering Committee meetings were postponed.

**Climate issues:** Flash flooding and extreme heat made transportation even within Djibouti City difficult. Access to some remote schools became further complicated.

---

<sup>41</sup> FHI360 (October 31, 2019). Djibouti Early Grade Reading Activity: Annual Report (Year 1).

<sup>42</sup> FHI360. (July 31, 2021). Djibouti Early Grade Reading Activity: FY 2021 Quarterly Report (April 1-June 30, 2021)

<sup>43</sup> FHI360 (October 31, 2019). Djibouti Early Grade Reading Activity: Annual Report (Year 1).

<sup>44</sup> FHI360 (October 31, 2019). Djibouti Early Grade Reading Activity: Annual Report (Year 1).

<sup>45</sup> FHI360 (October 31, 2020). Djibouti Early Grade Reading Activity: Annual Report (Year 2)

**Sociocultural and socioeconomic barriers:** Commensurate with findings from the barrier analysis,<sup>46</sup> some parents remained unaware of the important role they can play in supporting their children’s reading, especially parents with no or little schooling. Parents with lower socioeconomic status and fewer resources face additional difficulties.

### **EQ5) Do the original assumptions and the theory of change still hold? If not, what adaptations are needed to ensure that DEGRA remains on track to achieve its expected results?**

To answer this question, the evaluation team relied on discussions with FHI360 staff and key MENFOP partners, as well as its own experience supporting development projects and working with theories of change. Midterm evaluation findings from earlier report sections also inform analysis.<sup>47</sup>

#### ***Overview of the theory of change***

DEGRA’s theory of change resembles other USAID early grade reading projects in that it identifies three main components as essential to learning to read: 1) improved reading instruction, 2) improved community and family support, and, 3) a supportive policy environment. On review, the actual theory of change document (see Annex I—SOW) is quite sparse. The document identifies the three components above as the first part of an If -Then statement resulting in improved reading outcomes for Grades 1 thru 5. The theory of change mimics the project’s results framework. The document also identifies four assumptions. They cover the GoDj’s agreement on the importance of reading, its continued support, a stable operating environment, and sufficient financial support from USAID.

#### ***Assessment of the theory of change***

Overall, the three components of the theory of change and the ensuing outcome are valid and continue to apply to DEGRA’s design and implementation. At the same time, detail is lacking to articulate clear linkages between project activities and outcomes. For example, component 1 indicates that “reading instruction in school is improved.” Yet how? DEGRA has been revising TLMs and offering educator training and coaching. These are the elements that DEGRA posits will lead to a change in teaching practice, thereby enhancing the learning environment and improving student performance. The findings for question EQ 1 above, however, indicate that although DEGRA is providing teacher training, the proportion of teachers attending remains low, while teacher mobility is high. Therefore, an additional assumption around the theory of change seems necessary: that a requisite proportion of teachers can and will attend trainings. If low teacher attendance at trainings remains the norm for professional education trainings in Djibouti, the situation warrants a different assumption and activities should be reassessed. In that case, what might DEGRA implement that can help further motivate and incentivize teachers to participate in professional-development activities? As this example illustrates, further unpacking the linkages between project elements, possibly to include a visual mapping, may help us better understand the connections between project activities, anticipated outcomes, and underlying assumptions.

In addition to teachers attending professional-development sessions, stakeholders and findings above point out several assumptions meriting consideration:

**PTA capacity and existence:** DEGRA’s model relies on the mobilization of parents and PTAs, yet findings show that some schools lack PTAs. FHI360 staff also indicate that procedures to establish PTAs may prove particularly complex within Djibouti. Similarly, NGO capacity to support and strengthen

---

<sup>46</sup> Overseas Strategic Consulting, Ltd. (August 31, 2019). Barrier Analysis: Parental Engagement in Children’s Reading in Djibouti.

<sup>47</sup> Due to the nature of the question, these findings reflect evaluation team judgments more so than for the other questions. For other evaluation questions, judgments are largely reserved for the conclusions section.

PTAs and parents' reading habits with their children also turned out weaker than expected. IR2's slow start indicates a need to revisit the many underlying assumptions that link project activities to parents' behavioral change.

**Rural/urban/suburban disparities:** When interviewed about the theory of change, MENFOP leadership noted that interventions are especially necessary for the most remote schools. Midterm evaluation findings also indicate that suburban schools face very specific and significant challenges. The theory of change does not acknowledge the distinctions between those environments and the assumptions made, which can stand in the way of them also benefiting from DEGRA activities.

**Children's home language and the language of instruction:** When asked about the validity of the theory of change, two FHI360 DEGRA staff underlined the challenges children encounter in the early grades due to language as an issue bringing into question the approach.<sup>48</sup> EQ I findings above suggest that DEGRA's model proves more responsive to student needs within this multilingual context than the previous instructional model. These dynamics should also figure within underlying assumptions in the theory of change.

**School functioning:** In addition to risks associated with unrest or political violence, COVID-19 has demonstrated worldwide that health concerns may threaten government service provision. DEGRA and MENFOP may benefit from putting into place solutions in advance were another pandemic or other similar risk to threaten school function.<sup>49</sup>

**Interlinkage of project components:** When interviewed, USAID colleagues pointed to the understood synergy existing between the three components. DEGRA's design is based on simultaneous evolution within the three results areas. In the case of DEGRA, IR1 has outperformed IR2 and IR3 to varying extents, and IR2 efforts were significantly delayed. The theory of change may be revised to clarify and correct, if necessary, understandings about component relationships.

## **EQ6) What has the implementer achieved so far to ensure sustainability?**

At midterm (beginning of Year 4), encouraging signs of the possible sustainability of DEGRA elements are visible. MENFOP's engagement and partnership undergirds many of these developments. FHI360 staff also pointed to the early integration of capacity building within the project life cycle as fostering sustainability. While DEGRA aims to initiate a Steering Committee and a Reading Promotion Commission (see EQ3 above), it works closely with existing entities seeking to develop their capacity. This section provides details of encouraging signs relevant to sustainability, as well as some areas where challenges persist.

### ***Encouraging signs of sustainability***

Emerging evidence of sustainability at midterm includes capacity building, resource development, and some system-level changes:

**Pre-Service reading instruction module:** CFEEF's support to develop and integrate a module on reading instruction as part of the pre-service curriculum constitutes a major advancement and bodes well for sustainability, as indicated by both CFEEF and FHI360 staff when interviewed.

**Teachers trained:** Midterm evaluation survey data indicate that more than half (60.9%) of teachers surveyed have participated in DEGRA trainings, though a lesser proportion do so in Djibouti Suburbs.

---

<sup>48</sup> See Annex Table 10 in Annex VI for more precise details on students' language profile.

<sup>49</sup> The evaluation team notes that an analysis of the effects of COVID-19 on the education system was beyond the scope of this evaluation. Nonetheless, findings do indicate that MENFOP initiated a distance learning regimen that may have benefitted some students, particularly those in urban areas.



According to project-monitoring data, just under half (45%) of Grade 1 and 2 teachers received coaching in Year 3.

**Pool of pedagogical trainers established:** Using a cascade model, pedagogical advisors are able to deliver trainings independently to colleagues.

*“We have improved pedagogical advisors’ capacities. As of today, they have learned a lot, and that is going to rest with them even without us. And the fact that the pool of trainers is able to duplicate trainings shows how much they have absorbed. For instance, recently, I was distributing the training plan for them and they had such a good reaction to one of the examples. They reacted and proposed something different. We really see the transfer of competencies and their appropriation of the tools.” (FHI staff, KII)*

**TLMs produced for Grades 1-3:** Although TLMs still require some improvement and fine-tuning, the package of TLMs for Grades 1 and 2 has been completed. Grade 3 materials were in the process of being printed and distributed during data collection. The project aims to partially complete Grades 4 and 5 by the end of the DEGRA project. TLMs also incorporate a GESI lens and privilege empowering images of girls and women, as well as of children and adults with disabilities. These changes will remain in place for the near future, as will competencies the CRIPEN team achieved during the development process.

**Improved GoDj capacity:** DEGRA has made strides in improving the capacities of MENFOP colleagues. CRIPEN’s ability to develop video and audio messages, for example, increased during the development of the DEGRA SBCC campaign. Additional capacity building may be necessary to orchestrate a full media campaign, however. Moreover, DEGRA further developed the capacity of the Evaluation Unit, and the team should be able to fully oversee EGRA by the end of the project. The longevity of these gains remains fragile, however, as the team is small and depends entirely on projects such as DEGRA or the World Bank’s Expanding Opportunities for Learning (PRODA) project. Whether or not system-level changes have taken place that institutionalize activities like EGRA in workflows and budgets constitutes an area requiring additional exploration.

*“STS and the team of [FHI360] headquarters staff accompanies trainings, so that the Evaluation Unit is able to carry out assessments, to manage, to pilot, to analyze the results . . . The Ministry has initiated an evaluation with the World Bank in French and Math, I think. The Evaluation Unit is also piloting this, and there is a visible transfer of skills in relation to the experience gained at EGRA and the transfer to piloting this other assessment.” (FHI360 staff, interview)*

**New classroom observation tool and supervision dashboard:** Pedagogical advisors and directors now routinely use the revised classroom-observation tool to support teacher practice. In addition, MENFOP hosts the new supervision dashboard on a website that the Ministry IT team created, demonstrating ownership and interest. The Secretary General indicated when interviewed that he sees value added in the dashboard and is considering its application for other subject areas as well as middle and high school levels. As findings for EQI note, there remains some reticence regarding the dashboard, and further efforts are still needed to ensure that it meets the needs of teachers, pedagogical advisors, and the MENFOP regional and national hierarchy to prove sustainable.

**Reading proficiency benchmarks established:** DEGRA worked with the GoDj to establish benchmarks for Grades 2-5 through a policy-linking process. These benchmarks will remain and can guide EGRA and other future assessments.



### ***Challenges to sustainability***

Complications to long-term change remain, however, especially for community engagement:

**Research database subscription is project dependent:** For instance, as part of systems-strengthening and to promote evidence-based practice, DEGRA provides a subscription to MENFOP that allows access to a research database, CAIRN. Some MENFOP colleagues found access very useful. At the same time, there is no mechanism in place for its payment beyond the project.

**Behavioral change requires time beyond project end:** Parental engagement to support reading requires a behavioral shift that will likely not be achieved even within the full five years of project implementation. With IR2 efforts still fairly nascent at midterm, more time is needed to determine possible sustainability.

**PTAs are precarious:** Many PTAs are not yet legally established. Existent PTAs are still in the process of understanding their new role and learning how to initiate and run activities. More effort is needed to support PTA-driven initiatives, as this requires a cultural shift and a changed understanding of their role vis-à-vis the school administration and community. It is unlikely that these new practices will be fully acquired by the end of the project.

## CONCLUSIONS

Overall, *DEGRA's accomplishments at midterm are impressive*, especially given the deeply challenging operating environment the project has navigated since launch. The project has faced minor internal challenges related to staff turnover while handling significant challenges related to climate issues, sociocultural and economic barriers, inactive PTAs, a complex ecosystem of GoDj institutions, and of course, COVID-19 complications. In many cases, COVID-19 challenges prompted creative and innovative solutions that have strengthened project operation, like shorter training sessions with more regular coaching opportunities. A number of internal factors also seem to support the project's success, such as its *effective collaboration among partners, regular meetings, active mitigation of COVID-19 obstacles, and emphasis on effective and close partnerships with MENFOP and USAID. MENFOP's competence and engagement have proven invaluable* throughout the process and bode well for long-term improvements.

Most significantly, *student performance results, based on the DEGRA midterm performance evaluation EGRA, show meaningful improvement in students' reading scores*. DEGRA has already reached its life-of-project target for the topline indicator of students' reading scores at the beginning of Year 4 (43% achieved compared to 30% targeted). These *results are laudatory and distinguish themselves from many other EGR projects in other countries that struggle to meet benchmarks*. Results also indicate disparities between student learning by location, pointing to a need for continued focus on Djibouti Suburbs, where results proved weakest. The release of results from DEGRA's internal midterm EGRA evaluation will be important for determining if internal findings corroborate these external midterm evaluation conclusions.

The midterm evaluation is limited in its ability to identify causes for the positive changes, yet *findings provide insights into possible contributing factors*. Parents and teachers interviewed alike indicated that *many children gain confidence and find enjoyment in reading*. Many parents and educators assert that *children are able to read earlier under DEGRA* than children who learned under the previous reading method focused on a whole-language approach. In contrast, DEGRA employs a *progressive phonics-based syllabic strategy* that begins with the alphabet and *allows students to initiate a step-by-step process based on decoding*. An innovation of DEGRA's approach within the Djiboutian context is the *introduction of oral comprehension as a competency* for the first time. This element responds to the needs of children who have not benefited from early childhood education and may also help buffer the challenges that many children speaking national languages face as they enter a novel Francophone environment. At the same time, DEGRA may wish to redouble efforts to make parents aware of the benefits of oral-comprehension exercises, as some parents criticized the focus on oral activities in the new approach.

*Teacher training is also likely to contribute to improved results, though teacher attendance remains low and symptomatic of a larger challenge within the education sector*. DEGRA's pivot to *developing a pool of trainers offers an effective strategy, though it also suffers from regional disparities*. Similarly, *many teachers positively experience DEGRA's emphasis on supervision and the coaching of teachers by pedagogical advisors and school directors*. But, yet again, *application is inconsistent*. Overall, continued attention to training and supervision provision and compliance is necessary and will require substantial efforts from MENFOP to increase delivery and improve attendance. *Educators in the most remote areas may be in most need of support*. Finally, *DEGRA's collaborative development of the supervision dashboard with MENFOP marks a definite project success, even though feedback is mixed*. The tool will benefit from further streamlining and advocacy to promote its use and unleash its full potential.

Curricular revision and the production of new teaching and learning materials (TLMs) that accompany the new DEGRA approach are the fruit of a joint development process between DEGRA and the GoDj. *TLMs are user-friendly, provide diverse texts, and elicit higher-order critical thinking skills*. While

beyond the scope of this evaluation, the *TLMs seem to be gender-sensitive and disability-inclusive*. At the same time, discussions with educators and parents indicate that *disability inclusion may be an area for further attention*, as parents and educators indicate some unease with an inclusive approach. Findings also suggest that *many children are taking their student materials home, constructing an important bridge between school and the home environment*, though children in Djibouti Suburbs seem to have less access to materials than students in Djibouti Inner City and the regions.

*DEGRA's community strengthening component, IR-2, has suffered multiple setbacks and makes for the weakest link in the project's approach at midterm. An imposed slowdown, as well as COVID-19 lockdowns, delayed implementation until well into Year 3.* Findings indicate that parents are hearing SBCC messages, but more so in urban areas, as might have been expected. Parental and PTA mobilization constitute other key aspects of IR-2. *PTA mobilization faces particular system-level challenges* as PTAs are a fairly recent phenomenon in Djibouti and *fostering their operationalization to support reading initiatives and outreach will require a cultural and structural shift*. Along with changing parental attitudes, this work will *take time and is likely to continue to lag as other project areas advance*. DEGRA's identification of reading corners and reading festivals as exciting events that can galvanize community enthusiasm for reading is accurate, but CRIPEN has already been implementing these activities. *DEGRA should seek to support and amplify CRIPEN's initiatives*. Lastly, setbacks with NGO training and coordination further exacerbate the challenges DEGRA encounters in its community-engagement efforts and render future progress more tentative.

*In terms of systems-strengthening, DEGRA has met its midterm targets.* Many of the elements indicated above, such as *educator training, TLM development*, and the creation and implementation of the *supervision dashboard*, also contribute to capacity building of the larger education sector. The development of the *EGRA tool* and its embrace by MENFOP, as well as *MENFOP's Evaluation Unit's improved capacity* to fully oversee an EGRA process, also make for *impressive achievements*. FHI360 staff and its partners (STS and OSC) enjoy a *collegial and productive relationship with MENFOP leadership and technical staff*. Findings demonstrate that focal points and DEGRA technical staff work well together and have open and constructive conversations that promote progress. Nonetheless, DEGRA experiences *difficulties when navigating the overlapping responsibilities between the Inspector General's Office and the CFEEF*. DEGRA's leadership should continue to seek solutions by working through high-level ministerial counterparts.

At the same time, the *two flagship bodies of the DEGRA/MENFOP collaboration, the Steering Committee and the Reading Promotion Commission, have not been functional*. All entities expressed renewed commitments to reinvigorating institutional efforts in Year 4. Because of the high level of functionality that has occurred without these bodies, DEGRA should be mindful that *efforts to reinstate them should not come at the expense of already productive collaborative arrangements*. The final evaluation should revisit the value of these bodies.

The evaluation team notes *evidence of emerging sustainability of project results*, including structural changes like the CFEEF's *pre-service reading instruction module, revised TLMs, the supervision dashboard, and government-approved established benchmarks* for reading competencies. Capacity building also may foster long-term changes, notably *educators who benefited from DEGRA trainings* in new instructional methods and the *establishment of a pool of trainers* for cascade trainings.

Finally, while DEGRA's achievements at the midterm point are many, *close analysis of the theory of change points to areas that require further comprehensive development*. The evaluation team urges FHI360 to initiate working sessions with partners to fully unpack the project's hidden assumptions about the linkages between each component activity and project results. While DEGRA is already meeting many of its outcome targets for IR-1 and IR-3, *a more clearly articulated a comprehensive theory of change and shared understanding among partners may help to further enhance already strong project results and perhaps provide solutions for IR-2*.

## RECOMMENDATIONS

The list of actions below derives from the findings and conclusions to provide suggestions for DEGRA's continued implementation through project end.

1. Extend the project timeline at least until the end of the 2023-2024 academic year to allow for complete implementation of DEGRA support to Grade 5.
2. Initiate a collaborative workshop with MENFOP leadership and technical officials and DEGRA staff and partners to review and enhance the project's theory of change. Discussions should focus on the linkages between project activities/components and targeted outcomes, as well as underlying assumptions.
3. Accelerate replacement of key personnel, such as the M&E Manager.

### *Improved reading instruction (IR1)*

4. Review TLM production process to: 1) Improve quality control for the design and printing of TLMs, so as to correct and avoid minor errors. 2) Improve the printing process and mitigate supply-chain complications, so materials are delivered on time.
5. Improve teacher's access to TLM materials, so they can independently replace as needed. In order to replace materials that become damaged or lost, make available teacher kits with letter labels and manipulatives, as well as Big Books and posters for sale. Provide or create a telephone software application to help teachers with French vocabulary, especially when working with students who live in very remote areas and have less exposure to French in other contexts.
6. Ensure all children have access to the student manual and workbook. Find ways to encourage parents to buy materials, perhaps through sensitization campaigns or through awareness-raising between more advantaged and less advantaged schools and families.
7. Offer teachers and directors alternative training modalities to improve teacher attendance. For example, allow teachers based in regions to attend trainings in Djibouti City. Consider creating training videos with CRIPEN assistance. Videos can be made available by saving them to pedagogical advisor tablets, as well as by providing options for download onto phone (YouTube, Vimeo, etc.) and/or provision via USB key.
8. Track teacher participation in trainings through a centralized system to be able to identify teachers who might need assistance.

Investigate possible collaboration with PRODA.

Also consider other incentives to improve educator performance and enthusiasm for trainings. Teacher/director merit recognition may be a possible activity and may include an award ceremony and dissemination via media channels.

9. Continue to prioritize teacher supervision through structural changes: 1) reduce additional tasks for pedagogical advisors, so that they focus on supervision; 2) ensure that pedagogical advisors have an adequate fuel allowance; 3) clarify expectations for a quantity of monthly visits to remote schools. If the supervision of remote areas remains a priority, ensure that pedagogical advisors have fuel allowance.
10. Review supervision dashboard to streamline required data entry. Place emphasis on information necessary for MENFOP, ensuring coaching takes place, as well as pedagogical advisor responsiveness to teacher needs.

11. Tailor future trainings to cover formative evaluations to improve teacher and director capacity and comfort with DEGRA-recommended practices. Equip them during training and coaching to follow progress at the classroom and school level.
12. Investigate and strengthen opportunities to support inclusive education for children with disabilities. Efforts should focus on the system, classroom, and community levels.

### ***Enhanced community participation (IR2)***

13. Review and revise DEGRA's IR-2 strategy to adapt activities, targets, and work plan to the realities of PTA capacity and function in accordance with the MENFOP/CRIPEN strategy. Consider a workshop approach bringing together stakeholders. Discussions could begin with the theory of change and should include considerations for sustainability. Potentially reconsider implementation in regional areas given setbacks. It may make more sense to consider efforts in Djibouti Inner City as a pilot for scale-up in future projects in the regions.
14. Coordinate with and support current MENFOP efforts to improve PTA capacity. Notably, the GoDj has established a Presidential Advisor to create PTA groups (Groupements). Investigate collaborations with this entity to effectively leverage PTA activities.
15. Further enhance SBCC media campaign using other media and coordination with other events. Focus on the importance of oral comprehension as a bridge to reading and writing.
16. Support CRIPEN's implementation of reading corners and reading festivals through financial and technical means. Consider ways that SBCC messaging can reference events.

### ***Systems-strengthening (IR3)***

17. Assist the Secretary General in initiating the work of the Reading Promotion Commission with clear objectives. Leverage USAID contacts as necessary to promote participation among other institutions. Support the revival of the DEGRA Steering Committee, being sure to maintain productivity of technical working mechanism.
18. Continue to support the MENFOP Evaluation Unit with capacity-building activities. Strategize ways to increase the number of participants benefiting from capacity building in anticipation of likely staff turnover given demand for expertise.
19. Seek strategies to navigate overlapping responsibilities between the IG Office and CFEF.
20. Work with MENFOP to identify a way to finance the CAIRN platform beyond the end of DEGRA.

### ***Monitoring and Evaluation & Finance***

21. Equate EGRA and ENI assessments to see whether the correlation is sufficient and if ENI could be an acceptable, less expensive alternative to EGRA for regular assessment of student performance. EGRA would be reserved for more periodic assessments and when a diagnostic is necessary to adjust instruction and support. The equating exercise can be performed at the same time as an EGRA for minimal additional cost.
22. Perform a study to explore existing reading corners and identify best practices as well as areas for improvement. Consider activities to link schools, so that those with more effective reading corners can mentor others. Public-private partnerships may also present a viable mechanism for increasing resources.
23. Improve DEGRA's financial analysis capability by setting up budget visualization by activity. This issue especially concerns the community-engagement component (IR-2). Review of the IR-1 and IR-3 budgets indicate that activity-level analysis is already possible.

# ANNEXES

## Annex I: Evaluation Statement of Work

USAID/Djibouti

### DEGRA EVALUATION STATEMENT OF WORK

#### I. INTRODUCTION

This is a Statement of Work (SOW) for a mid-term performance evaluation of USAID/Djibouti's Early Grade Reading Activity (DEGRA) implemented by FHI360 under Contract No. 72060319C00001.

#### II. PURPOSE OF THE EVALUATION

The mid-term performance evaluation of the Djibouti DEGRA activity will be conducted to determine activity effectiveness, document lessons learned, and make recommendations for improvement. This evaluation will determine the extent to which the activity is on track to meet its targets as defined in its objectives and to test the development hypothesis and key assumptions underlying the project design.

DEGRA is at the mid-point of its implementation and this evaluation will provide USAID/Djibouti with an objective and external assessment to: (1) enhance the effectiveness of the intervention during its remaining implementation, and; (2) inform the design of future activities.

#### III. USE OF EVALUATION FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

USAID/Djibouti will use the findings, conclusions, and recommendations of this evaluation to determine what, if any, adjustments to the DEGRA activity and/or its broader portfolio are necessary to more effectively achieve the U.S. government strategic objectives in Djibouti. It will also inform USAID/Djibouti in planning any follow-on programming beyond the current end date of this activity. Other U.S. government stakeholders, including USAID/Washington and U.S. Embassy in Djibouti counterparts, will gain a better understanding of how well the activity has contributed to improving reading achievement for Djiboutian children at the primary school level (grades 1-5). Additionally, USAID will share the findings of this evaluation with the Government of Djibouti (GoDj) through the Ministry of Education and other international development partners to further coordinate and strengthen USG's technical assistance in Djibouti.

Audience and Intended Users:

- USAID;
- FHI 360, DEGRA's implementing partner;
- The Government of Djibouti through the Ministry of Education (MENFOP)
- Other international development partners such as the World Bank, UNICEF, and AFD.

#### IV. BACKGROUND

The objective of the USAID/Djibouti Basic Education activity is to improve reading achievement for Djiboutian children at the primary school level (grades 1-5). The scope of this activity is nationwide. DEGRA has been revising the national primary school reading curriculum; therefore, nearly

all primary school students in urban and rural areas of Djibouti (Life of Project target of approximately 247,000 students) will benefit from DEGRA's interventions.

DEGRA works with the Government of Djibouti's (GoDj) Ministry of National Education and Vocational Training (MENFOP) to develop an evidence-based design of effective interventions to improve reading skills, both in urban and rural primary schools. The development hypothesis is that if the reading instruction in classrooms is improved, communities' engagement around the reading activities is enhanced, and the policy environment for reading is reinforced, children's reading outcomes will improve. Improved learning outcomes will in turn help reduce repetition and dropout rates in the later years of primary school. Most importantly, helping pupils read at grade- level or above in early grades will make them better prepared for success in the future.

USAID/Djibouti operates under the U.S. Embassy's Integrated Country Strategy (ICS) and DEGRA supports Mission Objective 3.1: "Improve delivery of education, electricity, justice, and health services by furthering collaboration among citizens, civil society, and government, and advocating reforms, in coordination with relevant ministries and other development partners".

DEGRA's interventions are designed to achieve three principal Intermediate Results:

**IR 1: Reading Instruction Improved:** During the design of the Basic Education activity, USAID completed a series of reading analyses that included: curriculum classroom materials review; a pre-service and in-service teacher training study; an analysis of teacher perceptions and attitudes and how these influence teacher practices in reading instruction; and a book production sector study. DEGRA addresses gaps identified in the analyses by improving curriculum and reading materials and improving teachers capacity to teach reading.

**IR 2: Community participation in early grade reading enhanced:** DEGRA supports Parent-Teacher Associations (PTAs) and leverages the engagement of civil society organizations (CSOs) involved in reading. It organizes community events on the importance of reading; enhances the engagement of families in supporting their children to read at home and strengthens the capacity of teachers, students, and parents to work together to improve children's reading skills.

**IR 3: Policy Environment to Support Reading improved:** The activity enhances MENFOP's capacity to develop an enabling policy environment to conduct improved reading instruction. Appropriate guidelines and policies for reading instruction are being developed to increase the time allocated for reading instruction, standards and benchmarks. Data generated by the analyses mentioned in IR 1 will serve as an evidence base for policy dialogue with the MENFOP. Policymakers at the central and regional levels will be involved in DEGRA's implementation and monitoring phases to ensure that generated data meet MENFOP and beneficiary needs, which in turn, enhance ownership of new policies.



## DEGRA Results Framework

<b>Goal: Improve reading achievement for Djiboutian children at the primary school level (grades 1-5)</b>		
IR1. Reading Instruction Improved	IR2. Community participation in early grade reading enhanced	IR3. Policy environment to support reading improved
Sub-IR 1.1 Improved curriculum and reading materials used in primary schools	Sub-IR 2.1 Family and community engagement to support reading increased	Sub-IR 3.1 Database on reading is established
Sub-IR 1.2 Teacher practice in reading instruction improved	Sub-IR 2.2 CSOs and PTAs capacity to implement reading initiatives increased	Sub-IR 3.2 Legal framework supporting reading development is reinforced
		Sub-IR 3.3 Technical commission for reading is created and functioning

### The Theory of Change

The theory of change is based on the premise that if:

- 1) reading instruction in schools is improved;
- 2) family and community support to reading is strengthened; and
- 3) the policy environment to support reading is strengthened,

Then the reading skills of children in grades one through five will improve.

### Key Assumptions

The activity is based on the following sets of assumptions, and it is clear that there are risks associated with each of them:

- A first assumption is that the Ministry of Education considers this effort as essential to developing an evidence base for reading interventions. The continued political will and cooperation with entities of the GoDJ is critical, and loss of political will and support for the Basic Education activity are the biggest risks that it faces for effective implementation and achievement of results.
- This activity is also based on the assumption that the government continues to support the improvement of reading in primary education and is willing to use evidence to inform policy changes.
- Another major assumption is continued peace and stability in Djibouti. If unrest or political violence breaks out against the government, activity implementation will most likely halt until peace is restored.
- Sufficient and continued appropriation and allocation of USG basic education funds is yet another core assumption of the activity. If sufficient funds are not available in the activity's out-years, USAID is prepared to cut back on the interventions. With deep and significant cuts

to the activity's budget, interventions may have to be re-prioritized or DEGRA may prematurely end.

## **Context**

DEGRA began implementation at a critical time for the Government of Djibouti as MENFOP had just launched a new three-year Education Action Plan (2017-2020) that focused on improving children's learning outcomes with a focus on reading and mathematics in primary education. MENFOP is now in the process of preparing its new long term Master Plan (2020-2035) where literacy and numeracy in basic education remain a priority for the government.

Since the passage of the Education Law of 2000, MENFOP began implementing reforms that led to concrete results in access to primary education, such as the Gross Enrolment Rate (GER) increased from 49.5 percent in 2003 to 78.5 percent in 2015. To meet one of the Millennium Development Goals for 2015, the GoDj increased the education budget from 16 percent of the national budget in 2007 to 20 percent in 2016. Despite the increase in access to schools, many challenges remain. For example, efforts to increase enrollment of girls and other under-represented groups are lacking. An estimated 37 percent of school-aged children have dropped out of school or never attended. Pre-school is not compulsory and only five percent of children attend formal pre-school, while approximately 68 percent of children attend Koranic community-based preschools. Steps need to be taken to ensure that recent enrollment gains are not lost, especially at critical transition points such as the end of both primary and middle school education. The repetition rate in early primary education is five percent until grade five, the final year of primary school, where the rate jumps to nine percent.

The education system also suffers from a range of problems, such as weak institutional structures, low quality of teacher training and in-service continuing education, large class sizes, and dismal student achievement rates in major subjects. The increase in enrollment rates has not been accompanied by an increase in the number of classrooms. For example, 42 percent of classes take place in schools with double shifts, limiting the possible hours of instructional time and extracurricular activities that can take place in a given school building. The average primary school class size is 49 students, making it challenging for teachers to effectively manage their classes.

During DEGRA's design phase, the USAID-funded National Early Grade Reading Assessment (EGRA), conducted in 2012, found that children were not reading at grade level in French. Children had the most difficulty in reading made-up words, fluency in reading a text aloud, and reading comprehension. Fifty percent of second graders in the sample were not able to read a single made-up word. In terms of word reading, 45 percent of learners in second grade were incapable of reading a single word in a passage of reading. In terms of fluency, students in grade two were able to read an average of 11 words per minute. Grade five students read an average of 39 words per minute, which is way below the proficiency standard of 60 words per minute.

In June 2021, FHI 360 conducted a policy linking workshop on benchmarks which showed that among the 620 children from Grade 2 who passed the EGRA test, 21,3% reached the minimum global proficiency on reading words or decoding, 20% on the identification of letters and sounds, 6,1% on reading comprehension and 11,7% on oral comprehension.

Moreover, performance evaluation of the previous 2009-2013 USAID education project, and the Workforce Development Assessment conducted in April 2014, all highlight the need to reinforce basic literacy to improve learning achievement. Only 40 percent of fifth graders achieved the minimum mastery for the primary education cycle in 2013.

## EVALUATION QUESTIONS

USAID would like to explore several questions through this mid-term evaluation. Evaluation questions will be finalized in collaboration with USAID during the evaluation design phase. Draft questions include:

1. Has DEGRA been achieving its intended outcomes?
  - a. Has DEGRA been effective in mobilizing communities and engaging the PTAs in reading activities?
  - b. Has DEGRA been effective in reinforcing NGO capacities to carry out reading activities?
  - c. Has DEGRA been effective in collaborating with CRIPEN, CFEEF, the Ministry's cabinet through the Office of the Secretary General, the Office of the Executive Secretary, the Office of the General Inspector and the Evaluation Unit?
  - d. What is the impact of new instructional methods of teaching reading introduced by DEGRA on children's learning outcomes?
  - e. Are there comparisons/conclusions that can be discerned from students benefiting from DEGRA and those that did not?
  - f. Has DEGRA been successful in creating and enabling a favorable policy environment to improve reading instruction?
  - g. Has Pedagogical supervision and support been sufficient in the country, particularly in the remote rural schools?
  - h. What is the impact of pedagogical supervision and support on children's learning outcomes?
2. What have been some primary factors that have contributed to success or presented specific challenges in DEGRA's implementation?
  - a. What alternative approaches could lead to better results?
3. Do the original assumptions and the theory of change still hold?
  - b. If not, what adaptations are needed to ensure that DEGRA remains on track to achieve its expected results?
4. What has the implementer achieved so far to ensure sustainability?

The following are key data sources the evaluation team could review to address the evaluation questions:

- Project Appraisal Document (PAD);\*
- A copy of the DEGRA Award;\*
- Annual Reports;
- Quarterly Reports;
- Field/Site Visit Reports;
- Field/Site Visit Reports;
- Portfolio review documents;
- Performance Plan and Report\*;
- Original and revised MEL Plans;
- Work Plans;
- EGRA Report;
- Analysis of “Barriers to Community Participation” Report;
- FHI 360 GESI Study;
- FHI 360 Communication strategy; and and
- MENFOP Education Action Plan (2017-2020).

\* The PAD, DEGRA contract and PPR documents contain procurement-sensitive information and will only be shared with the final selected offeror.

## V. EVALUATION DESIGN AND METHODOLOGY

It is anticipated that a mix of methodological approaches including quantitative and qualitative methods will be needed to answer the final evaluation questions, including those outlined above and ensure multiple levels of triangulations. There will be emphasis on collecting reliable empirical data and/or objectively verifiable evidence, as opposed to anecdotal evidence. The evaluation team, in collaboration with USAID, will finalize the evaluation methods before fieldwork begins.

The evaluation team is expected to conduct a rapid assessment of the basic education sector and the management capabilities of the implementing partner to inform both the design of a follow-on education activity that meets the MENFOP’s priorities and managerial aspects. Suggested data collection methods include:

- (a) Desk Review: The evaluation team will conduct a desk review of available primary and secondary documents including background documents, DEGRA work plans, performance monitoring plans, and reports, relevant GoDj policy documents, and third-party research reports.
- (b) Key Informant Interviews (KIIs): The evaluation team will conduct in-depth interviews with key stakeholders and partners, and also with USAID staff most knowledgeable about DEGRA. USAID will provide a list of key DEGRA stakeholders among which the evaluation team will purposely select a sample of respondents to interview. The exact number of interviews will be determined by the evaluation team based on need and scope.
- (c) Focus Group Discussions (FGDs): The evaluation team will conduct focus group discussions with key stakeholder groups, identified in consultation with USAID. The team will develop a semi-structured interview guide that will be used for the interviews.

- (d) **School Visits:** The evaluation team will conduct field visits to select schools in the capital and in the regions to review and observe how well learning and reading activities are conducted in classrooms.
- (e) **Quantitative and Qualitative Data Analysis:** The evaluation team will suggest a robust data plan with quantitative and qualitative emphasis and methods that show how KIIs and surveys will be transcribed and analyzed to draw conclusions. The plan should be comprehensive enough to provide detail for data collection and analysis for each and every question.
- (f) **Gender Considerations:** Evaluation design, methodology, data collection, analysis and report should adequately capture the situations, experiences, and outcomes of both males and females students benefiting from DEGRA activities. The evaluation team should consider methods that can help identify both positive and negative unintended consequences for girls in primary school. Evaluation data collection instruments and protocols should reflect an understanding of gender roles and constraints in a particular cultural context as well as reflect local contexts and norms concerning the conditions under which girls are underrepresented in formal education at all levels.
- (g) **Evaluation Limitations:**

The offerors must disclose any limitations to the evaluation and how they plan on mitigating them.

- (h) **Summary Evaluation Design Matrix:**

Offerors should include in their proposals a draft evaluation design matrix that summarizes the data source, collection, and analysis plan for each evaluation question.

Evaluation Questions	Data Source(s)	Data Collection Methodology	Data Analysis Methodology	Current DEGRA Indicator that is most relevant

USAID/Djibouti's preferred timeline to implement the evaluation is on/about August 9, 2021.

## DELIVERABLES AND REPORTING REQUIREMENTS

USAID/Djibouti anticipates that the evaluation will take approximately 49 days to complete. This includes approximately 30 days in-country followed by approximately 15 days in the evaluator organization's Headquarters/Home Office completing the draft and final reports. Offerors should provide a detailed timeline with their proposal.

The evaluation team will serve under the technical direction of USAID/Djibouti's Monitoring & Evaluation Specialist who will also be the USAID activity manager for this evaluation. Coordination of all meetings with senior level GoDj representatives and implementing partner staff will be accomplished through USAID/Djibouti staff.

The following deliverables are required:

1. In-Briefing with USAID/Djibouti: The in-brief meeting between USAID and the evaluation team will allow both parties to clarify evaluation expectations. Within 2 working days of arrival in Djibouti, the evaluation team will meet with USAID/Djibouti, including the Country Representative, for introductions and to discuss the team's understanding of the assignment, initial assumptions, evaluation questions, methodology, and work plan, and/or to adjust the SOW, if necessary.
2. Evaluation Design Proposal/Inception Report: The evaluation team will prepare and provide a detailed planning report to USAID/Djibouti before commencing the evaluation. The inception report will provide a projected timeline and describe in detail the final evaluation questions, methodology, and data collection methods (including draft interview questions and data collection tools) that will be used. It will also include any limitations to the evaluation design, and a data analysis plan. The data analysis plan should clearly describe the evaluation team's approach for analyzing quantitative and qualitative data (as applicable), including proposed sample sizes, specific data analysis tools, and any software proposed to be used, with an explanation of how/why these selections will be useful in answering the evaluation questions for this task. Qualitative data should be coded as part of the analysis approach, and the coding used should be included in the appendix of the final report. Gender, geographic, and role (beneficiary, implementer, government official, NGO, etc.) disaggregation must be included in the data analysis where applicable. The report must be provided within 15 working days after signing of the contract.
3. Interim Meetings: The contractor will organize one briefing session to provide USAID/Djibouti feedback on data collection progress and discuss potential challenges and emerging opportunities. If desired or necessary, briefings by phone can be arranged.
4. Out brief: The team will make a presentation of key preliminary findings of the evaluation to USAID/Djibouti at the close of fieldwork and before the team departs Djibouti. The debriefing must include a discussion of preliminary findings, conclusions and recommendations. The evaluation team leader will share the draft PowerPoint slides for USAID's review prior to the presentation.
5. Draft Report: The evaluation report should separately and comprehensively address each of the objectives and evaluation questions listed in the Scope of Work as well the findings, conclusions, and recommendations which should be clearly supported by the collected and analyzed data. Findings should be presented graphically where feasible and appropriate, using graphs, tables and charts. The final report should make specific, feasible, and actionable recommendations, including recommendations that may be relevant to the implementation of the second half of DEGRA as well as for the design of future projects in both technical and managerial aspects. The final report should not exceed 30 pages in length (not including appendices, lists of contacts, etc.) and should contain an evaluation abstract, an executive summary, table of contents, main text including findings, conclusions and recommendations. Annexes should include the Scope of Work, description of the methodology used, lists of individuals and organizations consulted, data collection instruments (i.e. questionnaires and discussion guides, etc.), a bibliography of documents reviewed, and a table mapping all Findings/Conclusions/Recommendations. The



executive summary should accurately represent the report as a whole and should not exceed two pages in length. A translated executive summary in French must also be provided.

6. Final Report: After receiving the draft version of the report, USAID/Djibouti will have 10 working days to respond with comments. The team will then have five working days to revise the report and resubmit it to USAID. Four hard copies of the final report, two in English and two in French, as well as electronic copies of both versions will be provided as well as an abstract. A statement of differences will be appended to the final report should USAID, the IP, or the Evaluation Team disagree with any of the evaluation findings and be unable to resolve these differences.
7. Final Presentation: The final report is to be accompanied by a virtual PowerPoint presentation that aims to debrief select stakeholders of the findings, conclusions and recommendations from the mid-term evaluation. A draft of the final deck should be submitted to USAID/Djibouti prior to finalization and the virtual presentation.

The report should be formatted in accordance with USAID's general branding guidelines and follow the recommended format included in USAID's How to Guide for Preparing Evaluation Reports.

#### Other Evaluation Deliverables

#### Submission of Dataset(s) to the Development Data Library:

Per USAID's Open Data policy (see ADS 579, USAID Development Data) the contractor must also submit to the COR and the Development Data Library (DDL), at [www.usaid.gov/data](http://www.usaid.gov/data), in a machine-readable, non-proprietary format, a copy of any dataset created or obtained in performance of this award, if applicable. The dataset should be organized and documented for use by those not fully familiar with the intervention or evaluation.

Please review ADS 579.3.2.2 types of data to be submitted to the DDL to determine applicability.

#### Submission of Final Evaluation Report to the Development Experience Clearinghouse:

Per USAID policy (ADS 201.3.5.18) the contractor must submit the evaluation final report and its summary or summaries to the Development Experience Clearinghouse (DEC) within three months of final approval by USAID.

## VI. LOGISTICS

The evaluation team will arrange visits to the interview sites in consultation with the evaluation manager and if possible and needed, the evaluation activity manager may accompany the evaluation team to the field but will not participate in interviews. A list of key stakeholders and partners from among which the evaluation team should select interviewees will be provided and these interviews should be conducted in-person whenever possible. USAID will facilitate introductions of key stakeholders selected for interviews to the evaluation team. The evaluation team will be responsible for all logistics related to this evaluation.

With current pandemic-related disruptions, although lessening, the Mission's strong preference remains for this evaluation to be conducted in-country but virtual alternatives could also be considered in light of severe logistical challenges. Offerors are highly encouraged to develop and submit proposals that take into account an entirely in-person data collection process.

## VII. EVALUATION TEAM COMPOSITION AND QUALIFICATIONS

The evaluation team will consist of the following 4 professionals: A Senior Reading Specialist that will act as the evaluation Team Leader; a Capacity Building/Organizational Development Specialist, a Local Consultant who is also an Education Specialist, and a Local Monitoring and Evaluation Specialist. The following are the desired profiles:

### 1. Evaluation Team Leader / Senior Reading Specialist

- ☐ Must have a minimum of a master's degree in Education or an applicable social science field;
- ☐ Must have extensive knowledge and 8-10 years of experience in curriculum designing and methodologies of teaching French as a second language;
- ☐ Sound, proven knowledge in USAID Evaluation Policy;
- ☐ Significant experience in designing and carrying out evaluations on education projects in Africa and has experience in conducting Early Grade Reading evaluations;
- ☐ Track record of successful oversight, as team leader, of evaluations of complex international technical assistance projects;
- ☐ Proven experience leading the drafting/finalization of evaluation reports (report samples will be required);
- ☐ Extensive experience in conducting evaluations and assessments of donor funded projects in Africa and familiarity with the NGO sector;
- ☐ Extensive knowledge and skills in designing qualitative and survey research instruments and methodologies;
- ☐ Strong knowledge of evaluation theories and methods and excellent quantitative and qualitative data collection and analysis skills, including relevant data analysis software;
- ☐ Excellent analytical and report writing skills; S/he should be fluent in English and French.
- ☐

### 2. Capacity Building/Organizational Development Specialist

- ☐ Must have a Postgraduate Degree in Public Administration, Social Sciences, Education, or a related field, preferably focused on capacity building of public institutions;
- ☐ Will have evaluation experience and 5 years' experience in capacity building, training and organizational development programs in emerging countries;
- ☐ Direct work experience as specialist in training required;
- ☐ Extensive experience in developing, implementing and evaluating training curricula; Experience working with Governments Institutions & donor community, preferably in Africa;
- ☐
- ☐ Will have knowledge and experience in community mobilization and involvement of communities including PTAs and CSOs around reading activities;

- ☐ Must have participated in performance and impact evaluation of donor funded development projects, preferably in Africa;
  - ☐ Demonstrated ability to undertake content analysis and write a full or components of an evaluation report;
  - ☐ S/he should be fluent in English and French.
3. Local Consultant/Education Specialist
- ☐ Must have a minimum of Postgraduate Degree in Education, Social Sciences or a related field;
  - ☐ Will have significant experience in assessing or evaluating education programming in Djibouti;
  - ☐ Must have detail knowledge of Djibouti's education issues, development context and key stakeholders;
  - ☐ Must have at least 5 years' experience consulting for International Development agencies on Djibouti education trends and developing informative products based on quantitative and qualitative data gathering;
  - ☐ Sound knowledge of donor-funded education projects and an understanding of USAID programs;
  - ☐ Should be fluent in French and English.
4. Local Monitoring and Evaluation Specialist
- ☐ Advanced degree in the field of Statistics, Public Administration, Economics, and/or other relevant field;
  - ☐ Minimum of 7 years of experience in monitoring and evaluation; Strong understanding of data collection and analysis methodologies;
  - ☐ Substantial experience in designing and conducting evaluations of international development programs;
  - ☐ Must have good knowledge of USAID programming policies and practices. Proficiency in quantitative analysis softwares such as SPSS;
  - ☐

All team members will provide written disclosure of conflicts of interest (COI) and key personnel will submit their COI disclosure with the proposal.

Illustrative Level of Effort Table

<b>Task</b>	<b>Expat Team Leader</b>	<b>Expat Capacity Building Expert</b>	<b>Local Consultant</b>	<b>Local M&amp;E Specialist</b>
Travel to Djibouti	2	2		
In-Brief with USAID/Djibouti	1	1	1	
Inception Report (including documentation gathering and review)	7	7	7	

Inception Report Presentation to USAID/Djibouti	1	1	1	
Field Work (Data collection in Djibouti)	15	15	15	15
Data Analysis, preliminary report and preparation of presentation	5	5	5	5
Final presentation of key preliminary findings	1	1	1	1
Expats Depart from Djibouti	2	2		
Draft Evaluation Report preparation	10	10		
Final Evaluation Report including two-page briefer (executive summary)	5	5		
<b>Total</b>	<b>49</b>	<b>49</b>	<b>30</b>	<b>21</b>

## VIII. FINAL REPORT FORMAT

1. Abstract
2. Executive Summary
3. Evaluation Purpose
4. Background on the Context and the Activity and its Interventions under evaluation
5. Evaluation Questions
6. Methodology
7. Limitations to the Evaluation
8. Findings, Conclusions, and Recommendations
9. Annexes (including bibliography and references)

The evaluation abstract of no more than 250 words should describe what was evaluated, evaluation questions, methods, and key findings or conclusions. The executive summary should be two pages and summarize the purpose, background of the activity being evaluated, main evaluation questions, methods, findings, and conclusions and recommendations (plus lessons learned, if applicable). The evaluation methodology shall be explained in the report in detail. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methods (e.g., in sampling; data availability; measurement; analysis; any potential bias such as sampling/selection, measurement, interviewer, response, etc.) and their implications for conclusions drawn from the evaluation findings. All team members will provide written disclosure of conflicts of interest (COI) and key personnel will submit their COI disclosure with the proposal.

## IX. CRITERIA TO ENSURE THE QUALITY OF THE EVALUATION REPORT

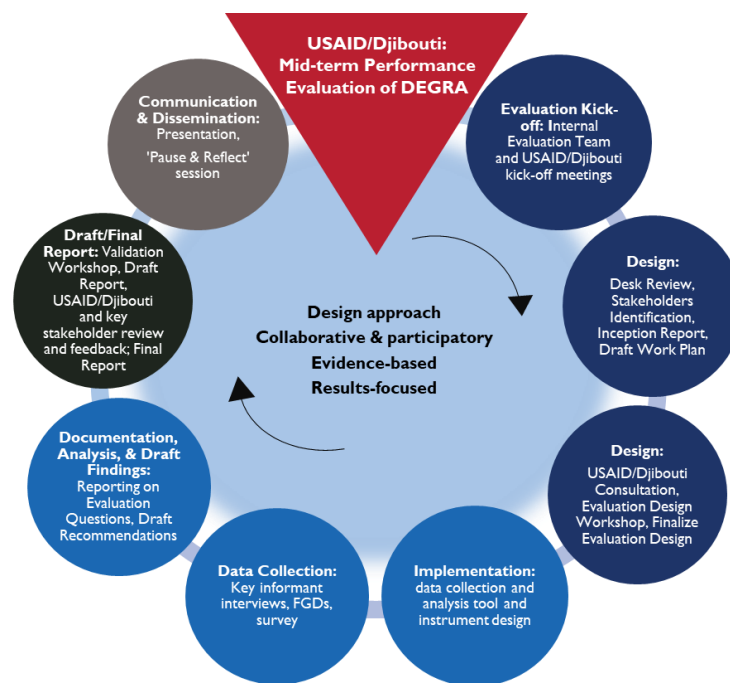
Per ADS 201, criteria to ensure the quality of the evaluation report ([hyperlink](#)), draft and final evaluation reports will be evaluated against the following:

- Evaluation reports should represent a thoughtful, well-researched, and well-organized effort to objectively evaluate the strategy, project, or activity;
- Evaluation reports should be readily understood and should identify key points clearly, distinctly, and succinctly;
- The Executive Summary should present a concise and accurate statement of the most critical elements of the report;
- Evaluation reports should adequately address all evaluation questions included in the SOW, or the evaluation questions subsequently revised and documented in consultation and agreement with USAID;
- Evaluation methodology should be explained in detail and sources of information or data properly identified;
- Limitations to the evaluation should be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.);
- Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay, or simply the compilation of people's opinions;
- Conclusions should be specific, concise, and include an assessment of quality and strength of evidence to support them supported by strong quantitative and/or qualitative evidence;
- If evaluation findings assess person-level outcomes or impact, they should also be separately assessed for both males and females; and
- If recommendations are included, they should be supported by a specific set of findings and should be action-oriented, practical, and specific.

## Annex II: Evaluation Methods and Limitations

The mid-term performance evaluation of the DEGRA activity took place between September and December 2021, with data collected between November 9 and 18, 2021. The evaluation team included a team leader (TL) and a capacity-building/OD & M&E expert (CBE), both of whom traveled to Djibouti to work in country; two local experts from Djibouti, and two ITS technical backstop specialists (see the team's composition in Annex X). DirDobiro Conseils Consulting & Services (DDCC&S), a local data-collection firm, hired data collectors and organized the logistics of data collection.

Annex Figure 1: Evaluation process



Annex Figure 1 provides an overview of the evaluation process, which took place in three phases:

- 1) Preparation: Review of project documents and other relevant documents, identification of stakeholders, development of quantitative and qualitative data-collection instruments, training of enumerators;
- 2) Quantitative and qualitative data collection;
- 3) Data analysis and report writing.

### ***Evaluation Methodology***



The evaluation methodology is a convergent mixed-methods approach,<sup>50</sup> in which quantitative and qualitative data collection take place simultaneously. This approach provides for both breadth and depth to yield answers to the evaluation questions. The evaluation approach allowed for broad coverage of 50 schools to gauge teaching and learning effectiveness at the classroom level using quantitative tools, while at the same time digging deeply into the factors that influence these results at the school-management (teaching staff and PTAs) and/or institutional level through a focused qualitative approach. Qualitative efforts focused on four inspections and seven schools. The design is predicated on the concept of progressive focus (PF), which allows for the close examination of emerging themes and the exploration of outlier results.

**Document Review:** Review of documents provided an understanding of activity objectives and implementation characteristics, contexts, and challenges, and it helped identify and describe achieved activity results. Further consultation of documents throughout the analysis and writing process allowed for triangulation with primary data (see list of documents in Annex VII).

**Quantitative Methods:** At the *school-classroom level*, in 50 schools, the evaluation employed the following instruments. (See Annexes III and IV for survey and observation tools.)

- EGRA-Early Grade Reading Assessment (EGRA)
- Student survey questionnaire
- Classroom observation tool
- Classroom inventory
- Teacher/Director questionnaire
- Parent questionnaire

**Qualitative Methods:** The TL, CBE, and local experts visited seven schools, where they focused on gauging teachers' views on the new program and materials, as well as parents' (PTA members') awareness and understanding of issues related to parental engagement and the PTA's activities through the following interviews:

- Focus group discussions (FGDs) with parents (members of the PTA)
- FGDs with teachers
- Key informant interviews (KIs) with school directors

At the *systems level*, to gain a deeper understanding of how policies are interpreted and implemented at all levels of the educational system, the evaluation conducted:

- KIs with regional key government officials: education inspectors and pedagogical advisors (CP)
- KIs with MENFOP DEGRA focal points, which included the General Secretary (SG), the General Inspector (IG), the Executive Secretary (SE), the Director of the Center for Basic Education Teacher Training (CFEEF), the Regions Director (DR), the Public Schools Director (DEP), and the Executive Secretary of the OQEA
- KIs with government partners: Centre de Recherche, Information et de Production de l'Éducation Nationale (CRIPEN)
- KIs with key staff from DEGRA-implementing organizations (FHI360 and its partners)

---

<sup>50</sup> Creswell, J. W. & Plano Clark, V. L. (2011). Designing and conducting mixed methods research (2<sup>nd</sup> edition). Thousand Oaks, CA: SAGE.

- KII with donor (USAID) and other international organizations (World Bank, World Food Program [WFP], and UNICEF)

The evaluation matrix below provided a guiding conceptual framework for the evaluation, linking evaluation questions to data sources, methods, and data analysis. More details regarding document review and the specific relevant survey questions per evaluation question can be found in Annex IX.

**Annex Table 1: Evaluation Matrix**

Evaluation Questions	Data Source	Method	Data Analysis
EQ1.a Has DEGRA been achieving its intended outcomes for reading instruction [IR-1]?	See Annex IX for details of documents used by question	Document Review	Coding and categorization, triangulation
EQ1.b Are there comparisons/conclusions that can be discerned from students benefiting from DEGRA and those that did not? [IR1.1]	USAID Djibouti, FHI360 Management, NGO partners, MENFOP focal points, Regional Inspectors and CPs, Teachers, School Directors, Parents/PTA	KIIs and FGDs	Coding and categorization, triangulation
EQ1.c What is the impact of new instructional methods of teaching reading introduced by DEGRA on children's learning outcomes? [IR1.1]			
EQ1.d What is the impact of pedagogical supervision and support on children's learning outcomes? [IR1.2]	Classroom Observation	Classroom Observation Tool	Descriptive analysis, triangulation
EQ1.e Has pedagogical supervision and support been sufficient in the country, particularly in the remote rural schools? [IR1.2]	Students	EGRA	Descriptive analysis, triangulation
	Teachers, Parents, School Directors, Students	Questionnaire	Descriptive analysis, triangulation
EQ2.a Has DEGRA been achieving its intended outcomes for the community participation [IR-2]?	See Annex IX for details of documents used by question	Document Review	Coding and categorization, triangulation
EQ2.b Has DEGRA been effective in mobilizing communities and engaging the PTAs in reading activities? [IR2.1]	USAID Djibouti, FHI360 Management, NGO partners, MENFOP focal points, Regional Inspectors and CPs, Teachers, School Directors, Parents/PTA	KIIs and FGDs	Coding and categorization, triangulation
EQ2.c Has DEGRA been effective in reinforcing NGO capacities to carry out reading activities? [IR2.2]			
	Teachers, Parents, School Directors, Students	Questionnaire	Descriptive analysis, triangulation
EQ3.a Has DEGRA been achieving its intended outcomes for the IR-3?	See Annex IX for details of documents used by question	Document Review	Coding and categorization, triangulation
EQ3.b Has DEGRA been successful in creating and enabling a favorable policy			

Evaluation Questions	Data Source	Method	Data Analysis
environment to improve reading instruction? [IR3.2] EQ3.c Has DEGRA been effective in collaborating with CRIPEN, CFEEF, the Ministry's cabinet through the Office of the Secretary General, the Office of the Executive Secretary, the Office of the General Inspector, and the Evaluation Unit? [IR3.3]	USAID Djibouti, FHI360 Management, MENFOP focal points, Regional Inspectors and CPs, Teachers, School Directors	KIs and FGDs	Coding and categorization, triangulation
EQ4 What have been some primary factors that have contributed to success or presented specific challenges in DEGRA's implementation? What alternative approaches could lead to better results?	See Annex IX for details of documents used by question	Document Review	Coding and categorization, triangulation
	USAID Djibouti, FHI360 Management, NGO partners, MENFOP focal points, Regional Inspectors and CPs, Teachers, School Directors, Parents/PTA	KIs and FGDs	Coding and categorization, triangulation
EQ5 Do the original assumptions and the theory of change still hold? If not, what adaptations are needed to ensure that DEGRA remains on track to achieve its expected results?	See Annex IX for details of documents used by question	Document Review	Coding and categorization, triangulation
	USAID Djibouti, FHI360 Management, NGO partners, MENFOP focal points	KIs and FGDs	Coding and categorization, triangulation
EQ6 What has the implementer achieved so far to ensure sustainability?	See Annex IX for details of documents used by question	Document Review	Coding and categorization, triangulation
	USAID Djibouti, FHI360 Management, NGO partners, MENFOP focal points, Regional Inspectors and CPs	KIs and FGDs	Coding and categorization, triangulation

## Sampling

This section provides an overview of the quantitative and qualitative strategies that informed stakeholder selection.

### *Quantitative sampling*

The quantitative sampling employed a three-stage stratified cluster approach. At the first stage, the schools were stratified by region, while in the second stage, within each school one stream for each

target grade was selected. At the third stage, within each selected stream, students were stratified by gender. A total of 50 schools were randomly sampled in Djibouti-Ville, Ali Sabieh, Arta, Dikhil, Obock, and Tadjourah regions. Annex Table 2 details the number of schools selected by region.

**Annex Table 2: Number of schools sampled per region**

Region / Circonscription	Number schools
Djibouti-Ville	29
Ali Sabieh	5
Arta	4
Dikhil	5
Obock	4
Tadjourah	3
<b>Total</b>	<b>50</b>

In each school, one stream<sup>51</sup> with Grade 1, 2, and 3 was selected to participate in the evaluation, and the teachers of Grades 1 and 2 were observed during a reading lesson. Teachers and the school director subsequently completed a questionnaire. Data collectors randomly selected 10 to 12 students<sup>52</sup> in Grade 3<sup>53</sup> to take part in the EGRA assessment. These same students also sat for a questionnaire. In total, 1,279 individuals took part in quantitative activities, as further detailed in Annex Table 3. (See later sections on data collector identification and training below.)

**Annex Table 3: Respondents in quantitative sample, by tool**

Instrument	Quantity
EGRA – Student Questionnaires	556
Director – Teacher Questionnaires	144
Observation	95
Parent	484
<b>Total</b>	<b>1,279</b>

Annex Table 4 provides the calculation of power given the sample size and confidence interval.

<sup>51</sup> The term *stream* designates that, in many schools, there may be multiple classes within each grade. When this is the case, the administration often groups them so that there may be an A stream for instance, with Grade 1 class A, Grade 2 class A, etc.

<sup>52</sup> Due to a reduced number of enumerators available for data collection, it was decided following enumerators training to reduce the total amount of students to be assessed in each school from 12 to 10.

<sup>53</sup> Due to the timing of the evaluation, Grade 3 was selected as a proxy for Grade 2 learning outcomes. FHI360 used the same approach for the November 2020 EGRA baseline, therefore the results are comparable.

**Annex Table 4: Quantitative sample power calculation**

<i>Instrument</i>	<i>Sample Size</i>	<i>Sampling Method (project and comparison schools)</i>	<i>Confidence interval and power ME: Margin of Error</i>
<b>EGRA</b>	50 schools (600 students in Grade 3)	12 (6 boys/6 girls) students randomly selected from one Grade 3 (if there is more than one grade 3, one will be randomly selected)	ME of 5.9% with 95% confidence interval and power to detect a 8.2% change in improved literacy outcome
<b>Classroom observation</b>	50 schools (100 observations)	Grade 1 and 2 Teachers	ME of 10.5% with 95% confidence interval and power to detect a 14.1% change
<b>Teacher</b>	50 schools (150 teachers)	Grade 1 and 2 Teachers	ME of 10.5% with 95% confidence interval and power to detect a 14.1% change
<b>Parents</b>	50 schools (500 parents)	6 students randomly selected in grades 1, 2, and 3 per school will be asked to bring one parent to school for an interview.  4 additional parents will be members of the PTA. They will be identified through discussion with the school director.	ME of 7.1% with 95% confidence interval and power to detect a 9.7% change

### *Qualitative sampling*

Seven schools took part in the more extensive qualitative data collection using FGDs and KIIs. The selection criteria included the existence of a PTA and the type of community (remote/regional capital and inner city/suburban). As indicated in Annex Table 5, the sample included seven schools from three regions.

**Annex Table 5: Number of schools for FGD per region**

Region	Number of schools
Djibouti-Ville	2
Ali Sabieh	1
Arta	1
Obock <sup>54</sup>	2
Tadjourah	1
<b>TOTAL</b>	<b>7</b>

<sup>54</sup> In Obock, two different schools were used for parents and teachers

Once at the school/classroom level, the evaluation team used a purposeful sampling methodology for the selection of FGD and KII participants. Annex Table 6 provides precise information about the specific institutions that participated in data collection, as well as the total and gender-specific counts. The criteria for purposeful selection privileged the most knowledgeable stakeholders who have active involvement in the project and/or the school and who could best contribute their inputs. We also sought representativity in terms of gender and age, and considered parents' involvement in the school, such as participating in the PTA and/or the school-management committee (SMC).

**Annex Table 6: Participants in qualitative sample by stakeholder**

Stakeholders	Total	Female	Male	Participants
<b>MENFOP-National level</b>	<b>8</b>	<b>4</b>	<b>9</b>	<b>13</b>
CFEF	1	1	2	3
CRIPEN	1		3	3
MENFOP-DEP	1	1		1
MENFOP-DGE/DEP	1		1	1
MENFOP-IG	1	1		1
MENFOP-Observatoire Qualité	1		1	1
MENFOP-SE	1	1	1	2
MENFOP-SG	1		1	1
<b>Regional Officials</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>8</b>
MENFOP-Inspection	4	2	6	8
<b>Donor and International Organizations</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>8</b>
USAID	1	1	2	3
UNICEF	1	2	1	3
WFP	1	1		1
World Bank	1	1		1
<b>Program Implementer and Partners</b>	<b>11</b>	<b>9</b>	<b>7</b>	<b>16</b>
FHI360	7	4	5	9
OSC	1	1	1	2
Paix et Lait	1		1	1
STS	1	2		2
UNFD	1	2		2
<b>School level</b>	<b>16</b>	<b>37</b>	<b>26</b>	<b>63</b>

Stakeholders	Total	Female	Male	Participants
PTA members	6	22	10	32
School Directors	4	1	3	4
Teachers	6	14	13	27
<b>Grand Total</b>	<b>43</b>	<b>57</b>	<b>51</b>	<b>108</b>

## Training

The enumerator training workshop took place in Djibouti-Ville from November 2 to November 7, 2021. Twenty-two trainees attended the workshop alongside three supervisors. The workshop aimed to train enumerators on the following tools: Early Grade Reading Assessment (EGRA), the associated student questionnaire, the classroom observation tool, and three survey tools (teacher, director and parent). The training also covered procedures to be followed during data collection to ensure data quality.

The training lasted three days and featured a classroom environment, as well as practical exercises in a nearby primary school on the fourth day. Following the practice, the training reviewed procedures for data submission, supervision, and communication with the evaluation team.

The training team conducted Assessor Accuracy Measurement (AAM) simulations on EGRA to familiarize the enumerators with the process and examine their level of accuracy. Quiz results informed the training team of trainees' comprehension of survey tools and EGRA protocols. Trainers determined that the AAM level was good and that the results of the quiz proved acceptable, even if some aspects had to be reviewed.

**Annex Table 7: Data collection team composition by gender**

	EGRA	Teacher	Parents
<b>Male</b>	<b>2</b>	<b>6</b>	<b>6</b>
<b>Female</b>	<b>4</b>		
<b>Total</b>	<b>6</b>	<b>6</b>	<b>6</b>

## Data collection

Mid-term external evaluation data collection for the quantitative element of the DEGRA project took place in the Djibouti-Ville, Arta, Ali Sabieh, Obock, Tadjourah, and Dikhil regions of Djibouti from November 9 to November 18, 2021. A total of six teams of three enumerators participated in data-collection activities, along with three supervisors. One enumerator in each team acted as team leader. Supervisors informed the director of the team visit and explained the evaluation process.

On the first day of data collection, the IT Shows evaluation team provided data quality assurance by traveling to the schools where teams were present to check that enumerator teams were conducting the data collection according to the rules and protocols established during the training.

During the quantitative data collection, the evaluation team also visited schools to conduct KIIs and FGDs with directors, teachers, and parents, as well as KIIs with regional inspections.

## Data analysis



The evaluation questions guided the analysis for both quantitative and qualitative strands. While ongoing quality assurance of **quantitative** data was performed during data collection, the main analyses began after data were complete. Files were imported from SurveyCTO and Tangerine into STATA for analysis by the statistician, who ran descriptive analyses and additional disaggregation as needed. Quantitative data were used to assess learning outcomes (EGRA) and to triangulate findings from FGDs and KIIs. Analysis of **qualitative** data worked from the transcription of interviews and began in the field as interesting or significant points emerged. Once collection was complete, thematic coding drew on findings organized by evaluation question and approach. An Excel coding process also occurred simultaneously. In all cases, evaluators paid attention to trends and outliers, as well as illustrative quotes.

## CONSTRAINTS AND LIMITATIONS

### Data-collection challenges

The evaluation team encountered challenges throughout the evaluation process due to the compressed time available for quantitative data collection. Despite best planning efforts, on arrival, it became clear that the school calendar for the term had shifted and school holidays were delayed, necessitating a rescheduling of the enumerators' training. Additionally, on the first day planned for data collection, the MENFOP conducted an independent national evaluation (ENI) in all schools in Djibouti, leaving the data-collection team with only eight working days to collect data in all schools.

### Limitations

In addition to challenges in the field, limitations cropped up related to the research methods. As with most qualitative research, because of a purposive sample, the results are not generalizable, though they are transferable, as elements of this study can connect to others' experiences and thereby provide valuable insights that may be applicable to other stakeholders. Annex Table 8 below identifies biases, limitations, and constraints, as well as the mitigation strategies the ET employed to address them.

**Annex Table 8: Bias, limitations and constraints**

Bias, Limitations, Constraints	Mitigation Strategy
Design Limitation: No control group and timing of the evaluation	<ul style="list-style-type: none"> <li>- Analysis takes advantage of a mixed-methods design that provides rich descriptions of phenomena and also takes into account data from DEGRA previous evaluations to show change over time where possible</li> <li>- Interpretation of results recognizes that students of Grade 3 were evaluated while the benchmark concerns the end of Grade 2</li> <li>- Analysis takes into account that students missed part of their first year of school because of lockdowns related to COVID-19 (Spring 2020)</li> </ul>
Selection / Sample bias / Sample size	<ul style="list-style-type: none"> <li>- Schools are randomly selected while ensuring a mix of rural/urban schools, and adequate regional representation</li> <li>- While the sample size does not suffice to draw robust conclusions at the regional level, data were collected in each region. Post-stratification weighting was used to correct for any underrepresentation of population characteristics</li> <li>- Analysis of results recognizes that small rural schools might be underrepresented in the total number of schools, as they would not have the requisite number of students per grade for data collection</li> </ul>

Bias, Limitations, Constraints	Mitigation Strategy
	<ul style="list-style-type: none"> <li>- Students at sampled schools were randomly selected using a random number generator</li> <li>- Recruitment for focus group participants took into account multiple variables, including but not limited to gender, child grade, student age, grade taught, level of education, and socioeconomic status</li> <li>- Analysis called on a diverse group of stakeholders and multiple data sources to triangulate findings to answer EQs</li> <li>- Among parents sampled, PTA members, who are often better educated, are overrepresented. Analysis accounts for overrepresentation.</li> </ul>
Response bias	<ul style="list-style-type: none"> <li>- Explained the purpose of the evaluation to participants</li> <li>- Conducted an informed consent process with each evaluation participant that covers the confidentiality of respondents (where applicable) and their responses</li> <li>- Cross-checked and triangulated key questions</li> <li>- Trained data collectors to establish trust, so that respondents provide reliable answers</li> <li>- Outliers in reporting were identified and discussed</li> </ul>
Response bias related to gender	<ul style="list-style-type: none"> <li>- Trained data collectors to be sensitive to gender issues</li> <li>- Followed local norms and protocols addressing safety and engagement (including getting to the place where interviews are conducted, etc.)</li> <li>- Women were included in focus groups and made to feel safe, empowered, and comfortable</li> </ul>
Constraints related to availability of respondents	<ul style="list-style-type: none"> <li>- Accommodated the schedules and commitments of parents, community leaders, teachers, and school directors to talk to them when available</li> <li>- Found places convenient for participants to meet</li> <li>- Accommodated women's childcare and home responsibilities that may keep them from participating—e.g., allowing them to bring toddlers and/or provide children with something to do or have someone available to watch them outside the room, etc.</li> </ul>
Inter-rater reliability (IRR) can be a concern when gathering data as a team	<ul style="list-style-type: none"> <li>- Frequent answers were pre-coded for questionnaires</li> <li>- Assessor Accuracy Measurement (AAM) was performed during the training for EGRA</li> </ul>

## Annex III: Data Collection Instruments: Survey and Observation Tools

### QUESTIONNAIRE – DIRECTEUR/ENSEIGNANT

*Cette section doit être remplie par l'intervieweur*

Date : (JJ-MM-AAAA)

Région : (Spécifier)

Numéro d'identification unique de l'école : (Spécifier)

Nom de l'école : (Spécifier)

Bonjour Monsieur, Madame le/la directeur/trice

Je suis venu(e) dans votre école aujourd'hui pour m'entretenir avec vous du projet DEGRA, qui est un projet d'éducation financé par l'USAID et mis en œuvre par F.H.I. en collaboration avec le ministère de l'Éducation Nationale. L'objectif de ce projet est d'améliorer l'apprentissage de la lecture. Cet entretien entre dans le cadre de l'évaluation à mi-parcours du projet DEGRA. Je souhaiterai vous poser quelques questions sur votre école. Les informations collectées serviront à renforcer davantage le projet afin d'améliorer le niveau de lecture des enfants. Vous avez le droit de mettre fin à votre participation à tout moment. L'interview prendra en moyenne 30 minutes.

Bonjour Monsieur, Madame

Je suis venu(e) dans votre école aujourd'hui pour m'entretenir avec vous du projet DEGRA, qui est un projet d'éducation financé par l'USAID et mis en œuvre par F.H.I. en collaboration avec le ministère de l'Éducation Nationale. L'objectif de ce projet est d'améliorer l'apprentissage de la lecture. Cet entretien entre dans le cadre de l'évaluation à mi-parcours du projet DEGRA. J'aimerais vous poser classe lors d'une leçon de lecture de l'année 1 et 2. Les informations collectées serviront à renforcer davantage le projet afin d'améliorer le niveau de lecture des enfants. Vous avez le droit de mettre fin à votre participation à tout moment. L'interview prendra en moyenne 30 minutes plus le temps pour l'observation.

Avez-vous des questions à poser sur cet entretien ? **[Laisser le temps pour poser des questions et répondre au besoin]**

Me donnez-vous la permission de poursuivre l'entretien ? Oui / Non

Si non remercier et arrêter l'entretien.

N°	Question	Réponse
<b>1. Caractéristiques de l'enseignant/directeur, formation</b>		
	<i>Je vais commencer par vous poser quelques questions sur votre parcours professionnel</i>	
101	Êtes-vous le directeur de cette école (ou son remplaçant/adjoint) ? <i>NB : Cette question permet de sélectionner les questions relatives à l'école.</i>	<input type="radio"/> Oui <input type="radio"/> Non

N°	Question	Réponse
102	Le répondant est-il de sexe masculin ou féminin ? <i>NB : Observez, ne demandez pas</i>	<input type="radio"/> Masculin <input type="radio"/> Féminin
103	Quel âge avez-vous ? <i>NB : Mettre 99 si la personne ne veut pas répondre, ou indiquer son âge approximative</i>	_____
104	Quel(s) niveaux(s) enseignez-vous ?	<input type="checkbox"/> 1 <sup>ère</sup> Année <input type="checkbox"/> 2 <sup>ème</sup> Année <input type="checkbox"/> 3 <sup>ème</sup> Année <input type="checkbox"/> 4 <sup>ème</sup> Année <input type="checkbox"/> 5 <sup>ème</sup> Année <input type="checkbox"/> Aucune
105	Depuis combien d'années êtes-vous dans l'enseignement ?	_____ années
106	Depuis combien d'années êtes-vous dans cette école ?	_____ années
107	[Q104 = 1 ou 2] Depuis combien d'années enseignez-vous en 1 <sup>ère</sup> ou 2 <sup>ème</sup> année ? <i>NB : Il s'agit d'années successives</i>	_____ années
108	[Q104 = 1 ou 2] Votre classe est-elle simples ou multiples niveaux ?	<input type="radio"/> Simple <input type="radio"/> Multiple
109	De quel type de contrat bénéficiez-vous ?	<input type="radio"/> Fonctionnaire <input type="radio"/> Suppléant <input type="radio"/> Remplaçant <input type="radio"/> Stagiaire <input type="radio"/> Autre
110	Quel est votre grade ?	<input type="radio"/> Instituteur Adjoint (IA) <input type="radio"/> Instituteur (I) <input type="radio"/> Pas de grade
111	Quel est votre niveau d'étude le plus élevé ?	<input type="radio"/> Brevet des collèges (BEPC) <input type="radio"/> Baccalauréat ou licence 1 <input type="radio"/> Licence 2 (Bac +2) <input type="radio"/> Licence 3 (Bac +3)
112	Quelle formation initiale au métier d'enseignant avez-vous reçu ?	<input type="radio"/> L'école Normale <input type="radio"/> CFEEF <input type="radio"/> Aucune
113	Avez-vous reçu une formation continue au cours des 2 dernières années ? <i>NB : 2020 et 2021</i>	<input type="radio"/> Oui <input type="radio"/> Non

Nº	Question	Réponse
114	[Q104 = 1 ou 2] Parlez-vous les langues suivantes ?  <i>NB : Lire les options</i>	<input type="checkbox"/> Français <input type="checkbox"/> Somali <input type="checkbox"/> Afar <input type="checkbox"/> Arabe <input type="checkbox"/> Amharique
115	[Q104 = 1 ou 2] Quelle langue vos élèves parlent-ils principalement entre eux ? <i>NB: Langue parlée en dehors de la classe</i>	<input type="radio"/> Français <input type="radio"/> Somali <input type="radio"/> Afar <input type="radio"/> Arabe <input type="radio"/> Amharique
116	[Q104 = 1 ou 2] Parlez-vous cette langue suffisamment pour pouvoir communiquer avec vos élèves ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
117	[Q104 = 1 ou 2] Dans la classe, utilisez-vous d'autres langues que le Français pour expliquer quelque chose ?	<input type="radio"/> Très souvent (Plusieurs fois par jour) <input type="radio"/> Souvent (2 ou 3 fois par jour) <input type="radio"/> Régulièrement (1 fois par jour) <input type="radio"/> Rarement (Moins d'une fois par jour) <input type="radio"/> Jamais
<b>2. Informations sur l'école [Uniquement Directeur]</b>		
	<i>Je vais maintenant vous poser quelques questions sur votre école</i>	
201	Quels niveaux sont enseignés au sein de votre établissement ?	<input type="checkbox"/> 1 <sup>ère</sup> Année <input type="checkbox"/> 2 <sup>ème</sup> Année <input type="checkbox"/> 3 <sup>ème</sup> Année <input type="checkbox"/> 4 <sup>ème</sup> Année <input type="checkbox"/> 5 <sup>ème</sup> Année <input type="checkbox"/> Toutes les sections
202	Selon quelle modalité votre école fonctionne-t-elle ?	<input type="radio"/> Simple flux <input type="radio"/> Double flux <input type="radio"/> Simple flux / Double flux <input type="radio"/> Le temps plein
203 M	Combien d'élèves garçons sont inscrits dans votre école ?	/ ____ /
203 F	Combien d'élèves filles sont inscrites dans votre école ?	/ ____ /
204	Combien y a-t-il de salles de classe utilisées dans votre école ? <i>NB : Si l'école est en double flux, additionner les 2 flux</i>	/ ____ /
205 M	Combien d'enseignants de sexe masculin y-a-t-il dans votre école ? <i>NB : Inclure le directeur s'il enseigne une classe</i>	/ ____ /

N°	Question	Réponse
205 F	Combien d'enseignants de sexe féminin y-a-t'il dans votre école ? <i>NB : Inclure la directrice si elle enseigne une classe</i>	/ _____ /
206	Votre école fournit-elle un logement pour le directeur/trice ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
207	Votre école dispose-t-elle d'une cantine ?	<input type="radio"/> Oui <input type="radio"/> Non
208	Votre école a-t-elle un accès l'eau ?	<input type="radio"/> Oui <input type="radio"/> Non
209	Votre école a-t-elle un accès l'électricité ?	<input type="radio"/> Oui <input type="radio"/> Non
210	Votre école a-t-elle accès à une photocopieuse ?	<input type="radio"/> Oui <input type="radio"/> Non
211	Votre école a-t-elle accès à une imprimante ?	<input type="radio"/> Oui <input type="radio"/> Non
212	Votre école dispose-t-elle de coins de lecture dans certaines classes ?	<input type="radio"/> Oui <input type="radio"/> Non
213	Votre école dispose-t-elle d'une bibliothèque ?	<input type="radio"/> Oui <input type="radio"/> Non
214	Combien de jours l'enseignant de 1 <sup>ère</sup> année (sélectionné pour l'étude) a-t'il été absent de l'école durant le mois d'octobre ?  <i>NB : Le nombre de jour total est 19</i>	_____
214	Combien de jours l'enseignant de 2 <sup>ème</sup> année (sélectionné pour l'étude) a-t'il été absent de l'école durant les 2 premières semaines du mois d'octobre ?  <i>NB : Si même enseignant indiquer la même réponse</i>	_____
<b>3. Informations sur la gestion de l'école et en particulier de l'APE [Uniquement Directeur]</b>		
	<i>Je vais maintenant vous poser quelques questions sur l'implication des parents</i>	
301	Avez-vous organisé une réunion des parents d'élève cette année ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / pas de réponse
302	[QT301 = Oui] Quel a été le taux de participation à cette réunion ?	<input type="radio"/> Très importante (Presque tous) <input type="radio"/> Importante (Plus de la moitié) <input type="radio"/> Assez faible (Moins de la moitié) <input type="radio"/> Très faible (Quasiment aucun) <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
303	<p>[QT301 = Oui]</p> <p>Quels thèmes avez-vous abordé lors de cette réunion de parents d'élèves ?</p> <p><i>NB : Ne pas lire les réponses</i></p>	<input type="checkbox"/> Information sur la nouvelle méthode de lecture <input type="checkbox"/> Importance de l'appui des parents dans l'apprentissage de la lecture <input type="checkbox"/> Importance de communiquer avec ses enfants <input type="checkbox"/> Importance de lire et raconter des histoires <input type="checkbox"/> Importance de suivre les résultats et progrès <input type="checkbox"/> Importance de la fréquentation scolaire <input type="checkbox"/> Importance de la scolarisation des filles <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
304	<p>Votre école dispose-t-elle d'une association de parents d'élève (APE) ?</p>	<input type="radio"/> Oui <input type="radio"/> Non
305	<p>[QT304 = Oui]</p> <p>Comment qualifiez-vous le niveau d'activité de l'APE ?</p> <p><i>NB : Très active : Organise des réunions mensuellement et tient des procès-verbaux, Modérément active : se réunit une fois par trimestre</i></p>	<input type="radio"/> Très active <input type="radio"/> Modérément active <input type="radio"/> Pas du tout active <input type="radio"/> Ne sait pas / Pas de réponse
306	<p>[QT304 = Oui]</p> <p>Votre APE a-t-elle un projet pour l'école ?</p>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / pas de réponse
307	<p>[QT306 = Oui]</p> <p>Votre projet d'école a-t'il été initié ou revitalisé sous l'initiative du projet DEGRA ?</p> <p><i>NB : Les ONG sont Paix et Lait et UNFD</i></p>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / pas de réponse
308	<p>[QT306 = Oui]</p> <p>Quels sont les objectifs principaux de ce projet ?</p> <p><i>NB : Ne pas lire les réponses</i></p>	<input type="checkbox"/> Création ou amélioration de la bibliothèque de l'école <input type="checkbox"/> Création de coin lecture dans les classes <input type="checkbox"/> Organisation de festivals de lecture <input type="checkbox"/> Jardin <input type="checkbox"/> Amélioration/Construction d'un préau <input type="checkbox"/> Nettoyage de l'école <input type="checkbox"/> Organisation du soutien scolaire <input type="checkbox"/> Soutien de la scolarisation des filles <input type="checkbox"/> Intégration des réfugiés <input type="checkbox"/> Amélioration des dispositifs d'hygiène <input type="checkbox"/> Organisation des journées citoyennes <input type="checkbox"/> Cantine <input type="checkbox"/> Aucun <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / pas de réponse
309	<p>[QT304 = Oui]</p> <p>Quelles activités ont été organisées par l'APE depuis le début de l'année</p>	<input type="checkbox"/> Création ou amélioration de la bibliothèque de l'école <input type="checkbox"/> Création de coin lecture dans les classes <input type="checkbox"/> Organisation de festivals de lecture <input type="checkbox"/> Jardin



Nº	Question	Réponse
	<i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Amélioration/Construction d'un préau <input type="checkbox"/> Nettoyage de l'école <input type="checkbox"/> Organisation du soutien scolaire <input type="checkbox"/> Soutien de la scolarisation des filles <input type="checkbox"/> Intégration des réfugiés <input type="checkbox"/> Amélioration des dispositifs d'hygiène <input type="checkbox"/> Organisation des journées citoyennes <input type="checkbox"/> Cantine <input type="checkbox"/> Aucun <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / pas de réponse
310	[QT303 = Oui] Pensez-vous que l'APE joue un rôle actif pour promouvoir la pratique de la lecture en dehors de l'école ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
311	[QT303 = Oui] Pensez-vous que l'APE a été créée ou redynamisée suite aux interventions du projet DEGRA ? <i>NB : Par les ONG sont Paix et Lait et UNFD</i>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
312	Y-a-t'il des ONG ou des organisations à base communautaire actives dans le domaine de l'éducation dans votre communauté ? <i>NB : Il peut s'agir de Paix et Lait, UNFD ou d'autres associations</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
313	[QT312 = Oui] Quelles activités ont été organisées par ces associations extérieures ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Création ou amélioration de la bibliothèque de l'école <input type="checkbox"/> Création de coin lecture dans les classes <input type="checkbox"/> Organisation de festivals de lecture <input type="checkbox"/> Jardin <input type="checkbox"/> Amélioration/Construction d'un préau <input type="checkbox"/> Nettoyage de l'école <input type="checkbox"/> Organisation du soutien scolaire <input type="checkbox"/> Soutien de la scolarisation des filles <input type="checkbox"/> Intégration des réfugiés <input type="checkbox"/> Amélioration des dispositifs d'hygiène <input type="checkbox"/> Organisation des journées citoyennes <input type="checkbox"/> Cantine <input type="checkbox"/> Aucun <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / pas de réponse
314	[QT312 = Oui] Pensez-vous que ces organisations jouent un rôle actif pour promouvoir la pratique de la lecture en dehors de l'école ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse

N°	Question	Réponse
<b>4. Enseignement de la lecture et l'écriture Uniquement Enseignant Année 1 et 2</b>		
	<i>Je vais maintenant vous poser quelques questions sur l'enseignement de la lecture et la participation des élèves.</i>	
400	Avez-vous reçu une formation à la lecture dans la cadre du projet DEGRA ? Si Oui lesquelles ? <i>NB : Lister les options une par une, cocher si oui</i>	<input type="checkbox"/> Programme et TLM Année 1 - Août 2019 <input type="checkbox"/> Lecture Année 1 - Octobre 2019 <input type="checkbox"/> Autour du Langage - Décembre 2019 <input type="checkbox"/> Écriture Année 1- Février 2020 <input type="checkbox"/> Lecture et Langage Année 1 et 2 - Août 2020 <input type="checkbox"/> Écriture Année 2 - Octobre 2020 <input type="checkbox"/> Compréhension - Décembre 2020 <input type="checkbox"/> Formation genre - Mars 2021 <input type="checkbox"/> Je n'ai participé à aucune formation DEGRA <input type="checkbox"/> Ne sait pas / Pas de réponse
401	[QT400 = Pas de formation] Pourquoi n'avez-vous pas participé à une formation sur la lecture ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> On ne m'y a pas convié <input type="checkbox"/> Je suis nouveau/nouvelle dans l'enseignement <input type="checkbox"/> Je suis nouveau/nouvelle en 1 <sup>ère</sup> ou 2 <sup>ème</sup> année <input type="checkbox"/> Les per diem sont insuffisants pour couvrir les frais <input type="checkbox"/> J'habite trop loin du centre de formation <input type="checkbox"/> Je ne peux pas me permettre de laisser ma famille pour plusieurs jours <input type="checkbox"/> J'ai trop de travail à faire pour l'école <input type="checkbox"/> J'étais malade / enceinte <input type="checkbox"/> Cela ne m'intéresse pas <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
402	Avez-vous bénéficié d'une formation de proximité organisée par un CP ?	<input type="radio"/> Oui <input type="radio"/> Non
403	[QT401 = Pas de formation] Comment avez-vous fait pour vous familiariser avec le nouveau programme ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> J'ai demandé l'aide de mes collègues <input type="checkbox"/> J'ai utilisé le guide de l'enseignant <input type="checkbox"/> J'ai bénéficié d'un appui particulier du CP <input type="checkbox"/> Je suis allée voir des vidéos au CFEEF <input type="checkbox"/> Je n'ai rien fait <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
404	[QT401 <> Pas de formation] Que pensez-vous de l'utilité de cette formation ?	<input type="radio"/> Très utile <input type="radio"/> Assez utile <input type="radio"/> Pas vraiment utile <input type="radio"/> Pas du tout utile <input type="radio"/> Ne sait pas / Pas de réponse
405	Quelles composantes du nouveau programme vous semblent-elle difficile à mettre en œuvre ? <i>NB : lister les options</i>	<input type="checkbox"/> Compétences alphabétiques (Étiquettes lettres et syllabes) <input type="checkbox"/> Conscience phonologique (Comptine, carte et jeton) <input type="checkbox"/> Compréhension orale et vocabulaire (Comptine, big book) <input type="checkbox"/> Lecture de mots et texte <input type="checkbox"/> Graphisme écriture <input type="checkbox"/> Techniques d'évaluation

N°	Question	Réponse
		<input type="checkbox"/> Aucune <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
406	Pensez -vous que le nouveau programme de lecture permette aux élèves d'apprendre plus facilement ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
407	Disposez-vous du nouveau guide de l'enseignant ? <i>NB : demander à l'enseignant de vous le montrer</i>	<input type="radio"/> Oui <input type="radio"/> Non
408	Pensez-vous que le nouveau <b>guide de l'enseignant</b> est facile à utiliser ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
409	Pensez-vous que la <b>progression dans le curriculum</b> est bien adaptée aux capacités d'apprentissage de vos élèves ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
410	Pouvez -vous me décrire ce qu'est la conscience phonologique ?  <u>Réponses correctes :</u> <i>Les mots sont composés de phonèmes ou de sons. Percevoir, découper et de manipuler les unités sonores du langage telles que la syllabe, la rime et le phonème</i>	<input type="checkbox"/> Réponse correcte <input type="checkbox"/> Réponse fausse <input type="checkbox"/> Ne sait pas / Pas de réponse
411	Pensez-vous que la conscience phonologique (sons, syllabes) permette un meilleur apprentissage de la lecture ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
412	Pensez-vous que le <b>livret</b> de l'élève est bien conçu et facile d'utilisation ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
413	Pensez-vous que le <b>livret</b> permette une amélioration des apprentissages en lecture ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
414	Pensez-vous que le <b>manuel de l'élève</b> est bien conçu et facile à utiliser ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
415	Pensez-vous que ce <b>manuel</b> permette une amélioration des apprentissages en lecture ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
416	Pensez-vous que les <b>big books</b> sont bien conçus et faciles à utiliser ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
417	Pensez-vous que les <b>big books</b> soient une méthode efficace pour l'amélioration du langage et de la compréhension orale ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
418	Pensez-vous que les <b>étiquettes de lettres et de syllabes</b> permettent un meilleur apprentissage de Compétences alphabétiques ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
419	Pensez-vous que le matériel pédagogique de lecture prenne en compte l'aspect genre ?  <i>NB : Les filles sont représentées dans les images et les histoires et pas nécessairement dans des rôles stéréotypés</i>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
420	Pensez-vous que le matériel pédagogique de lecture prenne en compte les questions d'inclusion sociales (handicap) ?  <i>NB : Les enfants en situation de handicap sont représentés dans les images et les histoires</i>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / Pas de réponse
421	D'habitude, est-ce que vos élèves participent activement en classe ?	<input type="radio"/> Oui, beaucoup <input type="radio"/> Oui, parfois <input type="radio"/> Oui, un peu <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
422	Qui participe le plus en classe — les filles ou les garçons ?	<input type="radio"/> Les filles <input type="radio"/> Les garçons <input type="radio"/> Il n'y a pas de différence

N°	Question	Réponse
423	Avez-vous reçu une formation relative au genre et à l'inclusion sociale ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
424	[QT423 = Oui] Cette formation faisait-elle partie du projet DEGRA ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
425	[QT423 = Oui] Suite à cette formation avez-vous modifié votre pratique de l'enseignement ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
426	[QT423 = Oui] De quelle manière avez-vous modifié votre pratique pour prendre en compte l'aspect genre ?  <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> J'interroge les filles autant que les garçons <input type="checkbox"/> J'assigne les corvées aux filles et aux garçons de manière équitablement <input type="checkbox"/> Je pose des questions relatives aux stéréotypes lors des discussions <input type="checkbox"/> Je donne des exemples de femmes qui réussissent <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / pas de réponse
<b>5. Apprentissage de la lecture - Évaluation des élèves <i>Uniquement Enseignant Année 1 et 2</i></b>		
	<i>Je vais maintenant vous poser quelques questions sur l'enseignement de la lecture et l'évaluation des élèves</i>	
501	Combien d'heures par semaine consacrez-vous à l'enseignement de la lecture / français ?  <i>NB : Hors écriture</i>	/ ____ /
502	Pensez-vous que le temps consacré à l'apprentissage de la lecture / français soit suffisant ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
503	Comment contrôlez-vous les progrès scolaires des élèves en lecture au cours de l'année scolaire ?  <i>NB : Ne pas lire les réponses.</i>	<input type="checkbox"/> Je fais une évaluation à la fin de chaque module (Test CFEEF) <input type="checkbox"/> Je fais des évaluations de lecture toutes les semaines sur quelques élèves <input type="checkbox"/> J'interroge régulièrement chacun de mes élèves <input type="checkbox"/> Je ne fais rien de particulier <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
504	Êtes-vous satisfait des performances de vos élèves en lecture ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
505	[QT504 = Oui]	<input type="checkbox"/> Les nouvelles méthodes d'apprentissage (DEGRA) <input type="checkbox"/> La formation de l'enseignant

N°	Question	Réponse
	Comment expliquez-vous les bonnes performances de vos élèves en lecture ? <i>NB : Ne pas lire les réponses.</i>	<input type="checkbox"/> Les qualités pédagogiques de l'enseignant <input type="checkbox"/> Le faible nombre d'élèves par classe <input type="checkbox"/> Le soutien des parents <input type="checkbox"/> Parents ont un bon niveau d'éducation <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
506	[QT504 = Non] Comment expliquez-vous les mauvaises performances de vos élèves en lecture ? <i>NB : Ne pas lire les réponses.</i>	<input type="checkbox"/> Les élèves ne parlent pas ou peu le français <input type="checkbox"/> Les élèves ne travaillent pas assez à la maison <input type="checkbox"/> Les élèves sont souvent absents <input type="checkbox"/> Le temps consacré à la lecture n'est pas suffisant <input type="checkbox"/> Nombre trop élevé d'élèves par classe <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
507	Pensez-vous que la nouvelle méthode (DEGRA) a permis l'amélioration des apprentissages et des performances en lecture des élèves ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
<b>6. Observation, appui et suivi des enseignants</b>		
	<i>Je vais maintenant vous poser quelques questions sur l'appui aux enseignants</i>	
601	[QT104 = 1 ou 2] Depuis le début de l'année avez-vous reçu la visite d'un conseiller pédagogique ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / pas de réponse
602	[QT601 = Oui] Combien de fois avez-vous reçu la visite d'un conseiller pédagogique ?	_____
603	[QT104 = 1 ou 2] Pensez-vous que la fréquence des visites du conseiller pédagogique soit :	<input type="radio"/> Suffisante <input type="radio"/> Insuffisante <input type="radio"/> Trop fréquente <input type="radio"/> Ne sait pas / pas de réponse
604	[QT601 = Oui] Pensez-vous que l'appui apporté par le conseiller pédagogique vous a permis de vous améliorer ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
605	[QT601 = Oui] Quel type d'appui ou de conseil le conseiller pédagogique vous a-t-il apporté ? <i>NB : Ne pas lire les réponses.</i>	<input type="checkbox"/> La gestion de la classe et la discipline <input type="checkbox"/> Pédagogie sur les méthodes d'apprentissage de la lecture <input type="checkbox"/> Utilisation du matériel pédagogique <input type="checkbox"/> Préparation des leçons <input type="checkbox"/> Déroulement de la leçon et le temps consacré à chaque activité <input type="checkbox"/> Technique d'évaluation <input type="checkbox"/> Technique de travail en groupe <input type="checkbox"/> Amélioration de la participation des élèves <input type="checkbox"/> Encouragements et félicitations

N°	Question	Réponse
		<input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
606	[QT101 = Non] Depuis le début de l'année, combien de fois avez-vous été observé par votre directeur (trice) lors de l'enseignement la lecture ?	<input type="radio"/> 5 à 10 fois <input type="radio"/> 2 à 4 fois <input type="radio"/> 1 fois <input type="radio"/> Aucune <input type="radio"/> Ne sait pas / Pas de réponse
607	[QT101 = Non] Pensez-vous que la fréquence des observations par le directeur soit :	<input type="radio"/> Suffisante <input type="radio"/> Insuffisante <input type="radio"/> Trop fréquente <input type="radio"/> Ne sait pas / pas de réponse
608	[QT606 <> aucune] Quel type d'appui ou de conseils le directeur (trice) vous a-t-il apporté ? <i>NB : Ne pas lire les réponses.</i>	<input type="checkbox"/> La gestion de la classe et la discipline <input type="checkbox"/> Pédagogie sur les méthodes d'apprentissage de la lecture <input type="checkbox"/> Utilisation du matériel pédagogique <input type="checkbox"/> Préparation des leçons <input type="checkbox"/> Déroulement de la leçon et le temps consacré à chaque activité <input type="checkbox"/> Technique d'évaluation <input type="checkbox"/> Technique de travail en groupe <input type="checkbox"/> Amélioration de la participation des élèves <input type="checkbox"/> Encouragements et félicitations <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
609	[QT606 <> aucune] Pensez-vous que l'appui apporté par le directeur (trice) vous a permis de vous améliorer ?	<input type="radio"/> Oui vraiment <input type="radio"/> Oui plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
610	[QT101 = Oui] Avez-vous participé à une formation sur le rôle du directeur dans l'encadrement de la lecture ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / pas de réponse
611	[QT610 = Non] Pourquoi n'avez-vous pas participé à la formation sur le rôle du directeur dans l'encadrement de la lecture ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> On ne m'y a pas convié <input type="checkbox"/> Je suis nouveau en tant que directeur <input type="checkbox"/> Les per diem sont insuffisants pour couvrir les frais <input type="checkbox"/> J'habite trop loin du centre de formation <input type="checkbox"/> Je ne peux pas me permettre de laisser ma famille pour plusieurs jours <input type="checkbox"/> J'ai trop de travail à faire pour l'école <input type="checkbox"/> J'étais malade / enceinte <input type="checkbox"/> Je suis proche de la retraite <input type="checkbox"/> Cela ne m'intéresse pas <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Pas de réponse / ne sait pas
612	[QT610 = Oui]	<input type="radio"/> Très utile <input type="radio"/> Assez utile



N°	Question	Réponse
	Que pensez-vous de l'utilité de cette formation d'encadreur ?	<input type="radio"/> Pas vraiment utile <input type="radio"/> Pas du tout utile <input type="radio"/> Ne sait pas /Pas de réponse
613	[QT101 = Oui] Depuis le début de l'année, combien de fois avez-vous observé vos enseignants de 1ère et 2ème année ?	<input type="radio"/> 5 à 10 fois <input type="radio"/> 2 à 4 fois <input type="radio"/> 1 fois <input type="radio"/> Aucune <input type="radio"/> Ne sait pas /Pas de réponse
614	[QT101 = Oui] Pensez-vous que la fiche d'observation utilisée pour l'encadrement soit bien conçue et permette d'apporter un appui efficace ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
615	[QT101 = Oui] Pensez-vous que le rôle de d'encadreur pédagogique doit faire partie de la fonction de directeur ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
616	[QT101 = Oui] Pensez-vous que cet encadrement pédagogique de proximité permette à l'enseignant d'améliorer durablement ses pratiques pédagogiques ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse

## QUESTIONNAIRE – ELEVE

*Cette section doit être remplie par l'intervieweur*

Date : (JJ-MM-AAAA)

Région : (Spécifier)

Numéro d'identification unique de l'école : (Spécifier)

Nom de l'école : (Spécifier)

Bonjour !

Je m'appelle \_\_\_\_\_ et j'habite \_\_\_\_\_. Je souhaite te parler un peu de moi. J'ai des enfants qui, comme toi, aiment la lecture, le sport, et la musique.

Et toi, comment t'appelles-tu ? Qu'est-ce que tu aimes ? *[Attendez la réponse de l'élève. Si l'élève semble à l'aise, passez directement au consentement verbal. S'il hésite ou a l'air peu à l'aise, posez la deuxième question avant de passer au consentement verbal].*

Qu'est-ce que tu aimes faire lorsque tu n'es pas à l'école ?

Laisse-moi t'expliquer pourquoi je suis là aujourd'hui.

Je travaille avec ton directeur et les enseignants pour améliorer l'apprentissage de la lecture. Tu as été sélectionné(e) pour participer à cette étude.

Je veux te poser quelques questions. Tu n'es pas obligé de participer si tu ne le veux pas. Si tu arrives à une question à laquelle tu préfères ne pas répondre, ce n'est pas grave, on peut passer.

Est-ce que tu es d'accord pour participer ? Peut-on commencer ? Oui / Non

Si non remercier et arrêter l'entretien

N°	Question	Réponse
<b>1. Caractéristiques de l'élève</b>		
101	Le répondant est-il de sexe masculin ou féminin ? <i>NB : Observez, ne demandez pas</i>	<input type="radio"/> Masculin <input type="radio"/> Féminin
103	Quel âge as-tu ? <i>NB : Mettre 99 si la personne ne veut pas répondre</i>	<input type="radio"/> _____
103	Quelle langue parles-tu <b>en général</b> à la maison ?	<input type="radio"/> Français <input type="radio"/> Somali <input type="radio"/> Afar <input type="radio"/> Arabe <input type="radio"/> Amharique <input type="radio"/> Autre
104	En quelle classe es-tu cette année ?	<input type="radio"/> 1 <sup>ère</sup> Année

N°	Question	Réponse
	<i>NB : Pour le test EGRA, si l'enfant n'est pas en en 3<sup>ème</sup> année, mettre fin à l'entretien (Revenir au consentement), indiquer le problème en commentaire et aviser le chef d'équipe</i>	<input type="radio"/> 2 <sup>ème</sup> Année <input type="radio"/> 3 <sup>ème</sup> Année <input type="radio"/> 4 <sup>ème</sup> Année <input type="radio"/> 5 <sup>ème</sup> Année
105	En quelle classe étais-tu l'année dernière ? <i>NB : le but est d'identifier les redoublants</i>	<input type="radio"/> 1 <sup>ère</sup> Année <input type="radio"/> 2 <sup>ème</sup> Année <input type="radio"/> 3 <sup>ème</sup> Année <input type="radio"/> 4 <sup>ème</sup> Année <input type="radio"/> 5 <sup>ème</sup> Année <input type="radio"/> Aucune
106	Es-tu allé à la maternelle avant d'entrer à l'école primaire ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
<b>2. Absence</b>		
201	Est-ce que tu as été absent à l'école au mois d'octobre ? <i>NB : Avant les vacances</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
202	[QS201=Oui] Pour quelle raison as-tu été absent ?	<input type="radio"/> L'école est loin de ma maison <input type="radio"/> J'ai été malade/il s'est blessé <input type="radio"/> Je n'avais pas payé l'école <input type="radio"/> Je n'avais pas de matériel ou d'uniforme <input type="radio"/> J'ai aidé ma famille avec les corvées ou le travail agricole <input type="radio"/> J'ai participé aux funérailles ou aux festivités traditionnelles <input type="radio"/> Ma famille manque de moyens pour se procurer de la nourriture <input type="radio"/> J'avais trop faim <input type="radio"/> Je n'avais pas fait mes devoirs <input type="radio"/> Mes camarades m'ont poussé à manquer l'école <input type="radio"/> Mes parents pensent que l'école ce n'est pas important <input type="radio"/> Mon enseignant était absent <input type="radio"/> Je n'aime pas l'enseignant <input type="radio"/> L'école était fermée <input type="radio"/> J'ai peur d'être frappé <input type="radio"/> J'avais mes règles <input type="radio"/> Autre <input type="radio"/> Ne sait pas / Pas de réponse
<b>3. Pratique de la lecture à l'école</b>		
301	Est-ce que tu aimes apprendre à lire ?	<input type="radio"/> Oui <input type="radio"/> Non

Nº	Question	Réponse
		<input type="radio"/> Ne sait pas / Pas de réponse
302	Qu'est-ce qui te plaît le plus dans la leçon de français ?  <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> La comptine / poésie <input type="checkbox"/> La lecture des lettres ou des syllabes <input type="checkbox"/> La lecture des mots <input type="checkbox"/> La lecture des textes <input type="checkbox"/> Les histoires lues par l'enseignant <input type="checkbox"/> Discussion/ questions de compréhension <input type="checkbox"/> Jeux de rôle <input type="checkbox"/> Le graphisme <input type="checkbox"/> L'écriture <input type="checkbox"/> Le dessin <input type="checkbox"/> La dictée <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sais pas / Pas de réponse
303	Qu'est-ce qui te plaît le moins dans la leçon de français ?  <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> La comptine / poésie <input type="checkbox"/> La lecture des lettres ou des syllabes <input type="checkbox"/> La lecture des mots <input type="checkbox"/> La lecture des textes <input type="checkbox"/> Les histoires lues par l'enseignant <input type="checkbox"/> Discussion/ questions de compréhension <input type="checkbox"/> Jeux de rôle <input type="checkbox"/> Le graphisme <input type="checkbox"/> L'écriture <input type="checkbox"/> Le dessin <input type="checkbox"/> La dictée <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sais pas / Pas de réponse
304	Qu'est-ce qui est le plus difficile dans la leçon de français ?  <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> La comptine / poésie <input type="checkbox"/> La lecture des lettres ou des syllabes <input type="checkbox"/> La lecture des mots <input type="checkbox"/> La lecture des textes <input type="checkbox"/> Les histoires lues par l'enseignant <input type="checkbox"/> Discussion/ questions de compréhension <input type="checkbox"/> Jeux de rôle <input type="checkbox"/> Le graphisme <input type="checkbox"/> L'écriture <input type="checkbox"/> Le dessin <input type="checkbox"/> La dictée <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sais pas / Pas de réponse
<b>4. Pratique de la lecture à la maison</b>		
401	As-tu un manuel de lecture à l'école ? <i>NB : Le manuel est le livre avec lequel il lit</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
402	As-tu un manuel de lecture à la maison ? <i>NB : Il peut s'agir du manuel de l'école qu'il emmène à la maison, ou d'un second manuel</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
403	As-tu un livret d'activité à l'école ?	<input type="radio"/> Oui <input type="radio"/> Non

N°	Question	Réponse
	<i>NB : Le livret est le livre sur lequel il écrit</i>	<input type="radio"/> Ne sait pas / Pas de réponse
404	As-tu un livret d'activité à la maison ? <i>NB : Il peut s'agir du livret de l'école qu'il emmène à la maison, ou d'un second livret</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
405	Y-a-t'il des magazines, des journaux ou des livres dans ta maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
406	En dehors de l'école, combien de fois t'exerces-tu par semaine à lire des lettres et des mots ?	<input type="radio"/> Très souvent (5 fois par semaine ou plus) <input type="radio"/> Souvent (2 à 4 fois par semaine) <input type="radio"/> Régulièrement (1 fois par semaine) <input type="radio"/> Rarement (Moins d'une fois par semaine) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
407	En dehors de l'école, combien de fois par semaine lis-tu des histoires ?	<input type="radio"/> Très souvent (5 fois par semaine ou plus) <input type="radio"/> Souvent (2 à 4 fois par semaine) <input type="radio"/> Régulièrement (1 fois par semaine) <input type="radio"/> Rarement (Moins d'une fois par semaine) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
408	Y-a-t'il des personnes dans ta famille qui savent lire ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
409	[QS408= Oui] Qui sont les personnes qui savent lire ? <i>NB : lister les options si nécessaires</i>	<input type="checkbox"/> Père <input type="checkbox"/> Frère <input type="checkbox"/> Grand-père <input type="checkbox"/> Oncle <input type="checkbox"/> Autre personne <input type="checkbox"/> Mère <input type="checkbox"/> Sœur <input type="checkbox"/> Grand-mère <input type="checkbox"/> Tante
410	Combien de fois par semaine est-ce que quelqu'un dans ta famille te lit ou te raconte des histoires ? <i>NB : Quel que soit la langue</i>	<input type="radio"/> Très souvent (5 fois par semaine ou plus) <input type="radio"/> Souvent (2 à 4 fois par semaine) <input type="radio"/> Régulièrement (1 fois par semaine) <input type="radio"/> Rarement (Moins d'une fois par semaine) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
411	Combien de fois par semaine reçois-tu de l'aide pour tes devoirs à la maison ?	<input type="radio"/> Très souvent (5 fois par semaine ou plus) <input type="radio"/> Souvent (2 à 4 fois par semaine) <input type="radio"/> Régulièrement (1 fois par semaine) <input type="radio"/> Rarement (Moins d'une fois par semaine) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
412	[QS411 <> = jamais/ pas de réponse] Qui t'aident le plus pour faire tes devoirs à la maison ?	<input type="checkbox"/> Père <input type="checkbox"/> Frère <input type="checkbox"/> Grand père <input type="checkbox"/> Oncle <input type="checkbox"/> Autre personne <input type="checkbox"/> Mère <input type="checkbox"/> Sœur <input type="checkbox"/> Grand-mère <input type="checkbox"/> Tante
413	[QS411 <> = jamais/ pas de réponse]	<input type="radio"/> Oui <input type="radio"/> Non

Nº	Question	Réponse
	Est-ce quelqu'un te fait lire des lettres et des mots ?	<input type="radio"/> Ne sait pas / Pas de réponse
414	Quand tu rentres chez toi, est-ce que quelqu'un te demande ce que tu as appris à l'école ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
415	Si tu as de bonnes notes à l'école, que font tes parents ?  <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Ils me complimentent <input type="checkbox"/> Ils me récompensent <input type="checkbox"/> Ils me disent qu'ils sont contents <input type="checkbox"/> Ils ne font rien <input type="checkbox"/> Je n'ai jamais de bonnes notes <input type="checkbox"/> Ils ne connaissent pas mes notes <input type="checkbox"/> Autre <input type="checkbox"/> Ne sait pas / Pas de réponse
416	Si tu as de mauvaises notes à l'école, que font tes parents ?  <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Ils essaient de m'aider à travailler <input type="checkbox"/> Ils me disent que je dois travailler plus <input type="checkbox"/> Ils me grondent <input type="checkbox"/> Ils me punissent (pas en tapant) <input type="checkbox"/> Ils me tapent <input type="checkbox"/> Ils ne font rien <input type="checkbox"/> Je n'ai jamais de mauvaises notes <input type="checkbox"/> Ils ne connaissent pas mes notes <input type="checkbox"/> Autre <input type="checkbox"/> Ne sait pas / Pas de réponse
417	Que fais-tu après l'école ?  <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Je garde les animaux <input type="checkbox"/> Je travaille aux champs <input type="checkbox"/> J'aide à la maison <input type="checkbox"/> Je vais chercher de l'eau <input type="checkbox"/> Je vais chercher du bois <input type="checkbox"/> Je prépare à manger <input type="checkbox"/> Je vends avec mes parents <input type="checkbox"/> Je vais à l'école coranique <input type="checkbox"/> Je fais mes devoirs <input type="checkbox"/> Je joue avec mes ami(e)s <input type="checkbox"/> Je me repose <input type="checkbox"/> Je ne fais rien <input type="checkbox"/> Autre <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>5. Activités en dehors de l'école</b>		
501	As-tu accès à une bibliothèque dans l'école ou à proximité ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
502	[QS501 = Oui] A quelle fréquence vas-tu dans cette bibliothèque ?	<input type="radio"/> Souvent (une fois par semaine) <input type="radio"/> De temps en temps (1 fois par mois) <input type="radio"/> Rarement (Moins d'une fois par mois) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
503	As-tu un répétiteur ou un cours de soutien aux devoir ?	<input type="radio"/> Oui <input type="radio"/> Non

N°	Question	Réponse
	<i>NB : Payant</i>	<input type="radio"/> Ne sait pas / Pas de réponse
504	Participes tu à un groupe d'étude ou de soutien scolaire ? <i>NB : Gratuit géré par des bénévoles ou les enseignants</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
505	As-tu participé à une compétition de lecture / festival de la lecture ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
<b>6. Rapport avec l'enseignant</b>		
601	D'habitude, est-ce que le maître/la maîtresse te pose des questions pendant la leçon en classe ?	<input type="radio"/> Très souvent (Plusieurs fois par jour) <input type="radio"/> Souvent (2 ou 3 fois par jour) <input type="radio"/> Régulièrement (1 fois par jour) <input type="radio"/> Rarement (Moins d'une fois par jour) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
602	D'habitude, est-ce que tu essayes de répondre aux questions du maître/de la maîtresse en classe ?	<input type="radio"/> Très souvent (Plusieurs fois par jour) <input type="radio"/> Souvent (2 ou 3 fois par jour) <input type="radio"/> Régulièrement (1 fois par jour) <input type="radio"/> Rarement (Moins d'une fois par jour) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
603	Qu'est-ce que tu aimes chez ton enseignant ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> L'enseignant(e) explique bien les leçons <input type="checkbox"/> L'enseignant(e) utilise une approche amusante <input type="checkbox"/> L'enseignant(e) nous encourage <input type="checkbox"/> L'enseignant(e) est généreux <input type="checkbox"/> L'enseignant(e) est gai <input type="checkbox"/> L'enseignant(e) ne nous tape pas <input type="checkbox"/> L'enseignant(e) ne nous humilie pas [moquer] <input type="checkbox"/> J'aime tout <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
604	[QS603 <> J'aime tout] Qu'est-ce que tu n'aimes pas chez ton enseignant ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> L'enseignant(e) n'explique pas bien les leçons <input type="checkbox"/> L'enseignant(e) est ennuyeux (se) <input type="checkbox"/> L'enseignant(e) nous critique <input type="checkbox"/> L'enseignant(e) n'est pas gentil <input type="checkbox"/> L'enseignant(e) est triste <input type="checkbox"/> L'enseignant(e) nous tape <input type="checkbox"/> L'enseignant(e) nous humilie [moquer] <input type="checkbox"/> L'enseignant(e) est souvent absent(e) <input type="checkbox"/> Je n'aime rien <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
605	Qu'est-ce que tu aimes à propos de ton école ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Mon enseignant est gentil <input type="checkbox"/> J'aime apprendre <input type="checkbox"/> Je mange à la cantine <input type="checkbox"/> J'apprends des choses utiles <input type="checkbox"/> Je participe à des activités/jeux en classe

Nº	Question	Réponse
		<input type="checkbox"/> J'ai accès à l'eau <input type="checkbox"/> J'ai accès à des latrines <input type="checkbox"/> Je pratique du sport à l'école <input type="checkbox"/> Il y a des vendeuses de friandises <input type="checkbox"/> Je m'amuse bien avec mes camarades <input type="checkbox"/> J'aime tout <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
606	[QS605 <> J'aime tout] Qu'est-ce que tu n'aimes pas à propos de ton école ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> L'enseignant est méchant <input type="checkbox"/> Je n'apprends pas des choses utiles/c'est ennuyant <input type="checkbox"/> Je ne comprends pas les leçons, c'est trop difficile <input type="checkbox"/> Je ne parle pas le français <input type="checkbox"/> L'école manque de matériels : c'est-à-dire des livres, des tableaux, etc. <input type="checkbox"/> L'école est trop loin <input type="checkbox"/> Les latrines sont sales <input type="checkbox"/> L'école est sale <input type="checkbox"/> La nourriture fournie est mauvaise <input type="checkbox"/> Il n'y a pas de nourriture fournie <input type="checkbox"/> Il n'y a pas d'accès à l'eau <input type="checkbox"/> Les autres élèves me taquent/m'intimident <input type="checkbox"/> Je n'ai pas d'habit/d'uniforme <input type="checkbox"/> L'école n'est pas sécurisée <input type="checkbox"/> L'école est menacée par des groupes armés <input type="checkbox"/> Je n'aime rien <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>7. Statut Socio-économique</b>		
701	Chez toi y a-t'il une télévision ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
702	Chez toi y a-t'il une radio ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
703	Chez toi y a-t'il un frigo ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
704	Chez toi y a-t'il un ordinateur ou une tablette ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
705	Chez toi avez-vous de l'électricité presque tous les jours ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
706	Chez toi avez-vous de l'eau courante presque tous les jours ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse



Nº	Question	Réponse
707	Est-ce qu'un membre de ta famille a une voiture ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
708	Chez toi y a-t'il un téléphone fixe (pas mobile) qui fonctionne ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

## QUESTIONNAIRE – PARENT

*Cette section doit être remplie par l'intervieweur*

Date : (JJ-MM-AAAA)

Région : (Spécifier)

Numéro d'identification unique de l'école : (Spécifier)

Nom de l'école : (Spécifier)

Bonjour !

Je m'appelle \_\_\_\_\_. Je suis venu(e) dans votre école aujourd'hui pour faire une étude sur le projet DEGRA, qui est un projet d'éducation financé par l'USAID mise en œuvre en collaboration avec le ministère de l'Éducation Nationale par F.H.I. L'objectif de ce projet est d'améliorer l'apprentissage de la lecture. Cette étude est l'évaluation à mi-parcours du projet. Les résultats serviront à renforcer davantage le projet. J'aimerais par conséquent vous poser quelques questions. Vous avez le droit de mettre fin à votre participation à tout moment. L'interview prendra en moyenne 30 minutes.

Avez-vous des questions ? **[Laisser le temps pour poser des questions et répondre au besoin]**

Est-ce que vous êtes d'accord pour participer ? Peut-on commencer ? Oui / Non

Si non remercier et arrêter l'entretien

Vérifier que le parent est membre de l'APE ou a un enfant en année 1 2 ou 3

N°	Question	Réponse
<b>1. Caractéristiques du parent</b>		
	<i>Je vais commencer par vous poser quelques questions sur vous-même et votre famille</i>	
101	Le répondant est-il de sexe masculin ou féminin ? <i>NB : Observez, ne demandez pas</i>	<input type="radio"/> Masculin <input type="radio"/> Féminin
102	Quel âge avez-vous ? <i>NB : Mettre 99 si la personne ne veut pas répondre, ou indiquer son âge approximative</i>	_____
103	Quelle langue parlez-vous en général à la maison ?	<input type="radio"/> Français <input type="radio"/> Somali <input type="radio"/> Afar <input type="radio"/> Arabe <input type="radio"/> Amharique <input type="radio"/> Autre
104 M	Combien de garçons avez-vous ?	_____ garçons
104 F	Combien de filles avez-vous ?	_____ filles

N°	Question	Réponse
105	Combien d'enfants avez-vous dans cette école ?	_____ enfants
106	En quelles classes avez-vous des enfants dans cette école ?  <i>NB: Il s'agit des enfants, dont la personne a la charge</i>	<input type="checkbox"/> 1 <sup>ère</sup> Année <input type="checkbox"/> 2 <sup>ème</sup> Année <input type="checkbox"/> 3 <sup>ème</sup> Année <input type="checkbox"/> 4 <sup>ème</sup> Année <input type="checkbox"/> 5 <sup>ème</sup> Année <input type="checkbox"/> Aucune
107	Quel est votre niveau en français ?	<input type="radio"/> Je parle couramment <input type="radio"/> Je comprends et je parle assez bien <input type="radio"/> Je comprends et je parle un peu <input type="radio"/> Je comprends un peu mais je ne parle pas <input type="radio"/> Je ne parle pas le français <input type="radio"/> Ne sait pas / Pas de réponse
108	Quel est votre niveau en lecture en français (ou dans une autre langue) ?	<input type="radio"/> Je sais lire parfaitement <input type="radio"/> Je sais lire assez bien <input type="radio"/> Je sais lire un peu <input type="radio"/> Je ne sais pas lire <input type="radio"/> Ne sait pas / Pas de réponse
109	Y-a-t'il une autre personne dans votre famille (vivant avec vous) qui lit en français ou dans une autre langue locale ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
110	Quel est votre niveau scolaire le plus élevé ? <i>NB : Cycle commencé ; si école Coranique indiquer Aucun</i>	<input type="radio"/> Aucun <input type="radio"/> Alphabétisé (Éducation adulte) <input type="radio"/> Primaire <input type="radio"/> Collège <input type="radio"/> Lycée <input type="radio"/> Université <input type="radio"/> Autre <input type="radio"/> Ne sait pas / Pas de réponse
111	Quelle est votre occupation (travail) principale ?  <i>NB : Lire les options si nécessaire</i>	<input type="radio"/> Cadres supérieurs <input type="radio"/> Professions intellectuelles et scientifiques <input type="radio"/> Professions intermédiaires <input type="radio"/> Employés administratifs- Cadres subalternes de l'administration <input type="radio"/> Personnel des services et vendeurs de magasins et marchés <input type="radio"/> Agriculteurs et ouvriers qualifiés de l'agriculture et de la pêche <input type="radio"/> Artisans et ouvriers des métiers de type artisanal <input type="radio"/> Conducteur d'installations/machines et ouvriers de l'assemblage <input type="radio"/> Ouvriers et employés non qualifiés <input type="radio"/> Armée, sécurité <input type="radio"/> Retraité

N°	Question	Réponse
		<ul style="list-style-type: none"> <li>○ Mère au foyer</li> <li>○ Demandeur d'emploi</li> <li>○ Autre</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>
<b>2. Implication dans la vie scolaire [Uniquement enfant en 1<sup>ère</sup>, 2<sup>ème</sup> ou 3<sup>ème</sup> année]</b>		
	<i>Maintenant je vais vous poser quelques questions sur la scolarité de votre enfant en 1<sup>ème</sup>, 2<sup>ème</sup> ou 3<sup>ème</sup> année</i> <i>NB : Si plusieurs choisir l'enfant le plus âgé.</i>	
201	Quel est le genre de cet enfant ?	<ul style="list-style-type: none"> <li>○ Garçon</li> <li>○ Fille</li> </ul>
202	Comment qualifiez-vous le niveau de lecture de cet enfant ?	<ul style="list-style-type: none"> <li>○ Très bon</li> <li>○ Bon</li> <li>○ Moyen</li> <li>○ Mauvais</li> <li>○ Très mauvais</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>
203	Avez-vous des enfants qui ont appris à lire avec une méthode antérieure à celle utilisée actuellement ?	<ul style="list-style-type: none"> <li>○ Oui</li> <li>○ Non</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>
204	[QP203 = Oui] Pensez-vous que la nouvelle méthode permette aux enfants de mieux apprendre à lire ?	<ul style="list-style-type: none"> <li>○ Oui, vraiment</li> <li>○ Oui, plus ou moins</li> <li>○ Non, pas vraiment</li> <li>○ Non, pas de tout</li> <li>○ Ne sait pas / pas de réponse</li> </ul>
205	Votre enfant dispose-t-il à l'école du matériel scolaire suivant : <i>NB : Le livret est le livre avec lequel il écrit, tandis que manuel est le livre avec lequel il lit</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Livret d'activité</li> <li><input type="checkbox"/> Manuel de Français</li> <li><input type="checkbox"/> Aucun</li> <li><input type="checkbox"/> Ne sait pas / Pas de réponse</li> </ul>
206	[QP205 <> Aucun] Votre enfant ramène-t-il à la maison le matériel suivant :	<ul style="list-style-type: none"> <li><input type="checkbox"/> Livret d'activité</li> <li><input type="checkbox"/> Manuel de Français</li> <li><input type="checkbox"/> Aucun</li> <li><input type="checkbox"/> Ne sait pas / Pas de réponse</li> </ul>
207	[QP205 = Aucun] Votre enfant dispose-t-il à la maison d'une copie supplémentaire du matériel suivant : <i>NB : Certains enfants ont un 2<sup>nd</sup> exemplaire à la maison</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Livret d'activité</li> <li><input type="checkbox"/> Manuel de Français</li> <li><input type="checkbox"/> Aucun</li> <li><input type="checkbox"/> Ne sait pas / Pas de réponse</li> </ul>
208	[QP206 = Livret ou QP207 = Livret] A quelle fréquence votre enfant utilise-t-il son <b>livret d'activité à la maison</b> ?	<ul style="list-style-type: none"> <li>○ Très souvent (5 fois par semaine ou plus)</li> <li>○ Souvent (2 à 4 fois par semaine)</li> <li>○ Régulièrement (1 fois par semaine)</li> <li>○ Rarement (Moins d'une fois par semaine)</li> <li>○ Jamais</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>
209	[QP206 = Manuel ou QP207 = Manuel]	<ul style="list-style-type: none"> <li>○ Très souvent (5 fois par semaine ou plus)</li> <li>○ Souvent (2 à 4 fois par semaine)</li> <li>○ Régulièrement (1 fois par semaine)</li> </ul>

N°	Question	Réponse
	A quelle fréquence votre enfant utilise-t-il son <b>manuel de lecture à la maison</b> ?	<input type="radio"/> Rarement (Moins d'une fois par semaine) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
210	Votre enfant utilise-t-il à la maison une autre méthode de lecture que celle de l'école ? <i>NB : par exemple la méthode Boscher</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
211	Votre enfant a-t-il un répétiteur ou un cours de soutien aux devoirs payant ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
212	Votre enfant participe-t-il à un groupe d'étude ou de soutien scolaire gratuit ? <i>NB : Géré par des bénévoles ou les enseignants</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
213	Vous-même (ou autres membres de la famille) aidez-vous votre enfant pour ses activités scolaires ? <i>NB : devoirs, pratique, jeux éducatifs...</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
214	[QP213= Oui] Pour quels types d'activité votre enfant reçoit-il de l'aide à la maison ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Lire des lettres <input type="checkbox"/> Lire des mots <input type="checkbox"/> Lire un texte <input type="checkbox"/> Mathématiques <input type="checkbox"/> Faire réciter les leçons <input type="checkbox"/> Aide aux devoirs en général <input type="checkbox"/> Vérifier que les devoirs sont faits <input type="checkbox"/> Demande ce que l'enfant a appris à l'école <input type="checkbox"/> Autre <input type="checkbox"/> Ne sait pas / Pas de réponse
215	[QP213 = Non] Pourquoi personne dans votre famille n'aide votre enfant pour leurs activités scolaires ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Mon enfant se débrouille bien seul <input type="checkbox"/> Mon enfant refuse de travailler <input type="checkbox"/> Ma famille ne s'intéresse pas à l'école <input type="checkbox"/> Ce n'est pas le rôle de la famille mais celui de l'enseignant <input type="checkbox"/> Ma famille n'a pas le temps <input type="checkbox"/> Cela ne sert à rien <input type="checkbox"/> Ma famille ne sait pas comment l'aider <input type="checkbox"/> Ma famille ne parle pas assez bien le Français <input type="checkbox"/> Personne dans ma famille ne sait lire <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
216	Est-ce que votre enfant lit à haute voix à la maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
217	Vous-même (ou d'autres membres de la famille) racontez-vous des histoires à votre enfants ? <i>NB : Quelque-soit la langue</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

Nº	Question	Réponse
218	[QP217 = Oui] A quelle fréquence racontez-vous des histoires à votre enfant ?	<input type="radio"/> Très souvent (5 fois par semaine ou plus) <input type="radio"/> Souvent (2 à 4 fois par semaine) <input type="radio"/> Régulièrement (1 fois par semaine) <input type="radio"/> Rarement (Moins d'une fois par semaine) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
<b>3. Accès aux livres</b>		
<i>Maintenant je vais vous poser quelques questions sur le thème de l'accès aux livres</i>		
301	Disposez-vous chez vous des livres ou documents écrits suivants :  <i>NB : Lister les options une par une</i>	<input type="checkbox"/> Livres pour enfants <input type="checkbox"/> Manuel de lecture <input type="checkbox"/> Livres religieux <input type="checkbox"/> Tout autre genre de livre <input type="checkbox"/> Journaux <input type="checkbox"/> Magazines <input type="checkbox"/> Brochures <input type="checkbox"/> Manuels de lecture (Ex Boscher) <input type="checkbox"/> Aucun <input type="checkbox"/> Ne sait pas / pas de réponse
302	Y a-t'il une bibliothèque dans votre école ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
303	[QP302=Oui] A votre connaissance, à quelle fréquence vos enfants se rendent dans la bibliothèque de l'école ?	<input type="radio"/> Souvent (une fois par semaine) <input type="radio"/> De temps en temps (1 fois par mois) <input type="radio"/> Rarement (Moins d'une fois par mois) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
304	Y a-t'il une bibliothèque publique à proximité de chez vous ? <i>NB : En dehors de celle de l'école</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
305	[QP304=Oui] A quelle fréquence vos enfants se rendent dans cette bibliothèque ?	<input type="radio"/> Souvent (une fois par semaine) <input type="radio"/> De temps en temps (1 fois par mois) <input type="radio"/> Rarement (Moins d'une fois par mois) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
306	Votre école a-t'elle déjà participé à un défi de lecture ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
307	[QP306 = Oui] L'un de vos enfants a-t'il participé à ce défi de la lecture ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
308	Pensez-vous que les défis de lecture motivent les enfants à apprendre à lire ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse

N°	Question	Réponse
309	Si vos enfants ont de bonnes notes à l'école, que faites-vous ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Je lui donne une récompense <input type="checkbox"/> Je lui achète quelque chose <input type="checkbox"/> Je le complimente <input type="checkbox"/> Je lui dis que s'il travaille bien il va réussir dans la vie <input type="checkbox"/> Je l'encourage <input type="checkbox"/> Je souris, je suis contente <input type="checkbox"/> Je ne fais rien <input type="checkbox"/> Il n'a jamais de bonnes notes <input type="checkbox"/> Je ne connais pas ses notes <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
310	Si vos enfants ont de mauvaises notes à l'école, que faites-vous ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Je l'encourage à mieux travailler <input type="checkbox"/> Je lui donne des conseils <input type="checkbox"/> Je lui dis qu'il doit travailler plus <input type="checkbox"/> Je l'aide à apprendre <input type="checkbox"/> Je lui trouve un tuteur ou un cours de soutien scolaire (payant) <input type="checkbox"/> Je lui trouve un groupe d'étude (APE gratuit) <input type="checkbox"/> Je ne fais rien <input type="checkbox"/> Je manifeste mon mécontentement <input type="checkbox"/> Je le gronde <input type="checkbox"/> Je lui donne une punition (pas punition corporelle) <input type="checkbox"/> Je le frappe <input type="checkbox"/> Il n'a jamais de mauvaises notes <input type="checkbox"/> Je ne connais pas ses notes <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
311	Selon vous, apprendre à lire, est-il important pour une fille ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
312	[QP311 = Oui] Pourquoi est-il important pour une fille d'apprendre à lire ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Je ne fais pas de différence entre les filles et les garçons <input type="checkbox"/> Une fille qui sait lire peut mieux participer dans la vie active et sociale <input type="checkbox"/> Une fille qui sait lire peut avoir un travail payé <input type="checkbox"/> Une fille qui sait lire est une meilleure mère <input type="checkbox"/> Une fille qui sait lire est plus autonome <input type="checkbox"/> Une fille qui sait lire peut aider sa famille <input type="checkbox"/> Une fille qui sait lire ne peut pas être trompée <input type="checkbox"/> Lire, c'est un plaisir <input type="checkbox"/> Lire, c'est un droit humain <input type="checkbox"/> Ne sait pas / pas de réponse
313	[QP311 = Non] Pourquoi n'est-il pas important pour une fille d'apprendre à lire ?	<input type="checkbox"/> Les filles n'ont pas besoin d'étudier pour jouer leur rôle d'épouse et de mère <input type="checkbox"/> Les filles ne doivent pas être autonomes

Nº	Question	Réponse
	<i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Les filles n'ont pas besoin d'avoir un métier rémunéré <input type="checkbox"/> Les filles n'ont pas besoin de participer dans la vie active et sociale <input type="checkbox"/> Lire n'est pas intéressant <input type="checkbox"/> Ce n'est pas tout le monde qui a besoin de lire <input type="checkbox"/> Ne sait pas / pas de réponse
314	<p>Selon vous, que faudrait-il faire pour aider les parents à être plus actifs dans la vie scolaire de leurs enfants ?</p> <p><i>NB : Ne pas lire les réponses, si le parent est lui-même très engagé dans la vie scolaire de ses enfants, demandez ce qui concerne les autres parents</i></p>	<input type="checkbox"/> Réunion d'information via APE <input type="checkbox"/> Améliorer collaboration entre enseignants et parents <input type="checkbox"/> Assemblées générales <input type="checkbox"/> Réunions d'information organisées par le directeur <input type="checkbox"/> Sensibilisation <input type="checkbox"/> Formation aux techniques de soutien scolaire <input type="checkbox"/> Message WhatsApp <input type="checkbox"/> Message radio <input type="checkbox"/> Message télévision <input type="checkbox"/> Message Facebook <input type="checkbox"/> Affiche / Poster <input type="checkbox"/> Mettre en place des groupes d'étude <input type="checkbox"/> Organiser des clubs de lecture <input type="checkbox"/> Organiser des événements autour de la lecture (compétition/festivals/défi) <input type="checkbox"/> Demander aux parents d'aider leurs enfants <input type="checkbox"/> Activités de fabrication d'outils pédagogiques (ex : carton lettre) <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>4. Absence et inscription</b>		
	<i>Maintenant je vais vous poser quelques questions sur les absences de vos enfants</i>	
401	<p>L'un de vos enfants inscrit à l'école primaire a-t'il manqué l'école au mois d'octobre ?</p> <p><i>NB : Demander le prénom des enfants absents, et poursuivre l'entretien en remplaçant "cet enfant" par le prénom de l'enfant</i></p>	<input type="radio"/> Oui <input type="radio"/> Non
402	<p>[QT401 = Oui]</p> <p>En quelle classe est cet enfant ?</p> <p><i>NB : Si multiple choisir l'enfant le plus jeune scolarisé</i></p>	<input type="radio"/> 1 <sup>ère</sup> Année <input type="radio"/> 2 <sup>ème</sup> Année <input type="radio"/> 3 <sup>ème</sup> Année <input type="radio"/> 4 <sup>ème</sup> Année <input type="radio"/> 5 <sup>ème</sup> Année
403	<p>[QT401 = Oui]</p> <p>Quel est le genre de cet enfant ?</p>	<input type="radio"/> Garçon <input type="radio"/> Fille
404	[QT401 = Oui]	<input type="checkbox"/> L'école est loin de la maison <input type="checkbox"/> Il/elle été malade



Nº	Question	Réponse
	Pour quelles raisons cet enfant a-t'il été absent ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Il/elle été excisée ou circoncit <input type="checkbox"/> Je n'avais pas payé l'école <input type="checkbox"/> Il/elle n'avait pas de matériel ou d'uniforme <input type="checkbox"/> Il/elle a aidé ma famille avec les corvées ou le travail agricole à la maison <input type="checkbox"/> Il/elle a participé aux funérailles ou aux festivités traditionnelles <input type="checkbox"/> Notre famille manque de moyens pour se procurer de la nourriture <input type="checkbox"/> Il/elle avait trop faim <input type="checkbox"/> Il/elle n'avait pas fait ses devoirs <input type="checkbox"/> Ses camarades l'ont poussé à manquer l'école <input type="checkbox"/> Je pense que l'école ce n'est pas important <input type="checkbox"/> Son enseignant était absent <input type="checkbox"/> Il/Elle n'aime pas l'enseignant <input type="checkbox"/> L'école était fermée <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
405	Est-ce que tous les enfants de 6 à 15 ans dans votre famille vont à l'école ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
406 M	[QT405=Non] Combien de garçons ne vont pas à l'école	/_____/ garçons
406 F	[QT405=Non] Combien de filles ne vont pas à l'école	/_____/ filles
407	[QT405=Non] Pourquoi ne vont-ils pas à l'école ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Maladie de l'enfant <input type="checkbox"/> Handicap de quelque sorte <input type="checkbox"/> Maladie d'un membre de la famille <input type="checkbox"/> Prendre soin de ses frères et sœurs <input type="checkbox"/> Problèmes de famille <input type="checkbox"/> Pas d'argent pour le matériel scolaire <input type="checkbox"/> L'enfant ne voulait pas aller <input type="checkbox"/> Refus des parents <input type="checkbox"/> L'intimidation à l'école <input type="checkbox"/> L'enfant est en échec scolaire <input type="checkbox"/> Distance de l'école <input type="checkbox"/> Travaux des champs <input type="checkbox"/> Garde les animaux <input type="checkbox"/> Aide au petit commerce (ventes au marché) <input type="checkbox"/> Aide à la maison pour les travaux domestiques <input type="checkbox"/> Autre préciser <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>5. Campagne de communication</b>		
	<i>Maintenant je vais vous poser quelques questions sur la politique du gouvernement en matière de lecture</i>	
501	Avez-vous vu ou entendu des messages sur l'éducation émanant du ministère de l'éducation ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
502	[QT501=Oui] Vous souvenez-vous du contenu des messages ? Quels étaient-ils ?	<input type="checkbox"/> Information sur la nouvelle méthode de lecture <input type="checkbox"/> Importance de la lecture <input type="checkbox"/> Importance de l'appui des parents dans l'apprentissage de la lecture <input type="checkbox"/> Importance de communiquer avec ses enfants <input type="checkbox"/> Importance de lire et raconter des histoires <input type="checkbox"/> Importance de suivre les résultats et progrès <input type="checkbox"/> Importance de la fréquentation scolaire <input type="checkbox"/> Importance de la scolarisation des filles <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
503	[QT501=Oui] Où avez-vous vu ou entendu ces messages ?	<input type="checkbox"/> WhatsApp <input type="checkbox"/> Radio <input type="checkbox"/> Facebook <input type="checkbox"/> Télévision <input type="checkbox"/> Poster / Affiche <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>6. Association des parents d'élèves</b>		
<i>Maintenant je vais vous poser quelques questions sur l'association des parents d'élèves</i>		
601	Y-a-t'il une APE dans votre école ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
602	[QP601 = Oui] Êtes-vous membre de l'association de parent d'élèves (APE) ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
603	[QP602 = Oui] Quel est votre poste au sein de l'APE ?	<input type="radio"/> Président(e) <input type="radio"/> Vice-président(e) <input type="radio"/> Secrétaire général <input type="radio"/> Trésorier <input type="radio"/> Trésorier adjoint <input type="radio"/> Coordinateur Parent / Enseignant <input type="radio"/> Membre simple <input type="radio"/> Autre, spécifier <input type="radio"/> Ne sait pas / Pas de réponse
604	Selon vous, quels rôles doit jouer une APE ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Établir un lien entre la direction et les parents <input type="checkbox"/> Sensibiliser de la communauté <input type="checkbox"/> Promouvoir l'importance de la lecture <input type="checkbox"/> Organiser des événements autour de la lecture <input type="checkbox"/> Organiser des groupes d'étude <input type="checkbox"/> Aider au recrutement des élèves <input type="checkbox"/> Suivi des absents <input type="checkbox"/> Sensibilisation sur la scolarisation des filles <input type="checkbox"/> Appui aux enseignants <input type="checkbox"/> Suivi de l'éducation des élèves <input type="checkbox"/> Création d'un meilleur environnement scolaire et sanitaire à l'école <input type="checkbox"/> Gestion des fournitures et des manuels scolaires

N°	Question	Réponse
		<input type="checkbox"/> Amélioration et entretien de l'école (l'entretien des bâtiments, latrines, points d'eau) <input type="checkbox"/> Organisation des journées citoyennes <input type="checkbox"/> Sécurisation de l'école (Clôturer l'école, engager un gardien etc.) <input type="checkbox"/> Mobilisation de ressources pour l'école (financières et/ou matérielles) <input type="checkbox"/> Hygiène et propreté des enfants <input type="checkbox"/> Assurer la communication entre l'école et la communauté (communication) <input type="checkbox"/> Plaidoyer auprès de la mairie pour des appuis <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
605	Pensez-vous que l'APE joue un rôle important dans votre école ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas de tout <input type="radio"/> Ne sait pas / pas de réponse
606	[QP601 = Oui] L'APE de votre école rencontre-t-elle des difficultés dans l'exercice de ses activités ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
607	[QP606 = Oui] Quelles sont ces difficultés ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Mauvaises relations ou incompréhension entre les parents et le corps enseignant <input type="checkbox"/> Le président de l'APE n'est pas un bon leader <input type="checkbox"/> Les membres ne se sont pas intéressés <input type="checkbox"/> Les membres n'ont pas le temps de participer <input type="checkbox"/> Manque de connaissance des membres <input type="checkbox"/> Manque de moyens financiers <input type="checkbox"/> Manque de formation des membres <input type="checkbox"/> Pas assez de membres actifs <input type="checkbox"/> Pas de bureau <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / pas de réponse
608	Selon vous que faudrait faire pour dynamiser l'APE ? <i>NB : Ne pas lire les réponses</i>	<input type="checkbox"/> Améliorer les relations entre les parents et le corps enseignant <input type="checkbox"/> Changer de président <input type="checkbox"/> Veiller à un bon emploi des fonds <input type="checkbox"/> Former les membres <input type="checkbox"/> Sensibiliser les parents sur l'importance du rôle de l'APE <input type="checkbox"/> Modifier la programmation pour prendre en compte la disponibilité des parents <input type="checkbox"/> Créer une association des mères d'élèves <input type="checkbox"/> Mise à disposition d'un bureau <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / pas de réponse
609	[QP601 = Oui]	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
	Pensez-vous continuer à être un membre actif de l'APE ou devenir membre dans les années à venir ?	
610	<p>[QP609=Oui]</p> <p>Pourquoi souhaitez-vous être membre de l'APE dans les années à venir ?</p> <p><i>NB : Ne pas lire les réponses</i></p>	<input type="checkbox"/> Parce que le directeur me l'a demandé <input type="checkbox"/> Pour être avec d'autres parents <input type="checkbox"/> Pour être proche de mes enfants <input type="checkbox"/> Pour suivre mes enfants <input type="checkbox"/> Pour soutenir l'éducation des enfants <input type="checkbox"/> Pour participer au développement de ma communauté <input type="checkbox"/> Pour le plaisir d'aider <input type="checkbox"/> Pour sortir de chez moi <input type="checkbox"/> Pour apporter mon soutien au projet de l'école <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
611	<p>[QP609=Non]</p> <p>Pourquoi ne souhaitez-vous pas être membre de l'APE dans les années à venir ?</p> <p><i>NB : Ne pas lire les réponses</i></p>	<input type="checkbox"/> Cela ne m'intéresse pas <input type="checkbox"/> Cela prend trop de temps <input type="checkbox"/> C'est fatiguant <input type="checkbox"/> Parce que les autres ne participent pas <input type="checkbox"/> Parce que mon époux/épouse s'en plaint <input type="checkbox"/> Parce que l'APE est mal géré <input type="checkbox"/> Parce que l'APE a un manque de leadership <input type="checkbox"/> Parce que nous ne recevons pas de compensation <input type="checkbox"/> Je dois toujours remplacer les absents <input type="checkbox"/> Parce que mes enfants ne seront plus dans cette école <input type="checkbox"/> Parce que je n'ai rien à contribuer <input type="checkbox"/> Parce que je ne sais pas lire <input type="checkbox"/> Autre, spécifier <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>7. Statut Socio-économique</b>		
	<i>Maintenant je vais vous poser quelques questions sur votre ménage</i>	
701	Chez vous y a-t'il une télévision ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
702	Chez vous y a-t'il une radio ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
703	Chez vous y a-t'il un frigo ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
704	Chez vous y a-t'il un ordinateur ou une tablette ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
705	Chez vous avez-vous de l'électricité presque tous les jours ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

Nº	Question	Réponse
706	Chez vous avez-vous de l'eau courante presque tous les jours ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
707	Est-ce qu'un membre de ta famille a une voiture ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
708	Chez vous y a-t'il un téléphone fixe (pas mobile) qui fonctionne	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

## OBSERVATION DE CLASSE

*Cette section doit être remplie par l'intervieweur*

Date de l'observation :

Région :

Numéro d'identification unique de l'école :

Nom de l'école :

Niveau observé

Heure de début de l'observation

Heure de fin de l'observation

Nº	Question	Réponse
<b>8. Plan de la leçon / Inventaire de la classe</b>		
101	Quelles activités ont été observées ?  <i>PS : Si nécessaire vérifier auprès de l'enseignant/e.</i>	<input type="checkbox"/> Compétences alphabétiques (Étiquettes lettres et syllabes) <input type="checkbox"/> Conscience phonologique (Comptine, carte et jeton) <input type="checkbox"/> Compréhension orale et vocabulaire (Comptine, big book) <input type="checkbox"/> Lecture de mots et texte <input type="checkbox"/> Graphisme écriture <input type="checkbox"/> Évaluation
<i>L'enquêteur demande aux élèves de montrer ou demande à l'enseignant</i>		
102	Big books (grand livres)	<input type="radio"/> Complet 4 (1 par module) <input type="radio"/> Incomplet 1 à 3 <input type="radio"/> Aucun
103	Poster des comptines	<input type="radio"/> Complet (30 leçons) <input type="radio"/> Incomplet <input type="radio"/> Aucun
104	Quelle proportion d'élèves a les cartons et jetons (conscience phonologique) ?	<input type="radio"/> Tous les élèves <input type="radio"/> La plupart des élèves <input type="radio"/> Moins que la moitié des élèves <input type="radio"/> Aucun
105	Quelle proportion d'élèves a des étiquettes de lettres et syllabes (principe alphabétique) ?	<input type="radio"/> Tous les élèves <input type="radio"/> La plupart des élèves <input type="radio"/> Moins que la moitié des élèves <input type="radio"/> Aucun
106	Quelle proportion d'élèves a une ardoise et une craie ?	<input type="radio"/> Tous les élèves <input type="radio"/> La plupart des élèves <input type="radio"/> Moins que la moitié des élèves <input type="radio"/> Aucun

N°	Question	Réponse
107	Quelle proportion d'élèves a un manuel ?	<input type="radio"/> Tous les élèves <input type="radio"/> La plupart des élèves <input type="radio"/> Moins que la moitié des élèves <input type="radio"/> Aucun
108	Quelle proportion d'élèves a un livret d'activité ?	<input type="radio"/> Tous les élèves <input type="radio"/> La plupart des élèves <input type="radio"/> Moins que la moitié des élèves <input type="radio"/> Aucun
109	Y a-t'il des livres d'histoire ?	<input type="radio"/> Oui <input type="radio"/> Non
110	Y-a-t'il un coin lecture aménagé dans la classe ?	<input type="radio"/> Oui <input type="radio"/> Non
<b>9. Séance de lecture</b>		
201	Compétence alphabétique	<input type="checkbox"/> L'enseignant/e fait découvrir des lettres de l'alphabet <input type="checkbox"/> L'enseignant/e fait écouter et mémoriser la chanson des lettres de l'alphabet <input type="checkbox"/> L'enseignant/e propose aux élèves des activités de reconnaissances visuelles des lettres de l'alphabet <input type="checkbox"/> L'enseignant/e fait lire les lettres aux élèves <input type="checkbox"/> L'enseignant/e propose des activités pour identifier les syllabes formées avec la lettre à l'étude <input type="checkbox"/> L'enseignant/e propose des activités pour former des syllabes avec la lettre à l'étude
202	Conscience phonémique	<input type="checkbox"/> L'enseignant/e propose des activités orales pour identifier et/ou localiser les sons à l'étude <input type="checkbox"/> L'enseignant/e propose des activités orales pour produire des mots avec le son à l'étude <input type="checkbox"/> L'enseignant/e propose des activités orales pour manipuler (compter ou matérialiser) les syllabes des mots <input type="checkbox"/> L'enseignant/e compte les mots des phrases (vers) avec l'aide des élèves <input type="checkbox"/> L'enseignant/e fait répéter les mots du vers <input type="checkbox"/>
203	Lecture du texte	<input type="checkbox"/> L'enseignant/e dit ou chante le texte <input type="checkbox"/> L'enseignant/e lit le texte de manière fluide et expressive tout en mimant et en concrétisant les scènes <input type="checkbox"/> L'enseignant/e fait lire silencieusement le texte <input type="checkbox"/> L'enseignant/e fait lire le texte à haute voix aux élèves en groupe <input type="checkbox"/> L'enseignant/e fait lire le texte à haute voix aux élèves individuellement <input type="checkbox"/> L'enseignant/e fait prononcer et répéter les répliques aux élèves
204	Compréhension de texte et vocabulaire	<input type="checkbox"/> L'enseignant/e explique les mots et les expressions difficiles <input type="checkbox"/> L'enseignant/e pose des questions sur l'image de la comptine/du dialogue pour amener les élèves à anticiper sur le contenu

N°	Question	Réponse
		<input type="checkbox"/> L'enseignant/e pose des questions de compréhension pour vérifier les hypothèses émises <input type="checkbox"/> L'enseignant/e propose aux élèves des jeux pour consolider leur vocabulaire <input type="checkbox"/> L'enseignant/e fait reconstituer, compléter ou résumer le texte par les élèves <input type="checkbox"/> L'enseignant/e demande aux élèves d'exprimer leur avis sur le texte <input type="checkbox"/> L'enseignant/e pose aux élèves des questions de compréhension littérale <input type="checkbox"/> L'enseignant/e pose aux élèves des questions de compréhension inférentielle (Dédire le sens des mots nouveau, prédire certains éléments à partir de faits connus, questions commençant par 'comment')
<b>10. Séance de graphisme</b>		
300	Technique d'écritures utilisées par l'enseignant	<input type="checkbox"/> Tracer en l'air <input type="checkbox"/> Écrire sur une ardoise <input type="checkbox"/> Écrire sur le livret de l'élève <input type="checkbox"/> Écrire sur les fiches pré-imprimées <input type="checkbox"/> Écrire sur les feuilles blanches
<b>11. Évaluation</b>		
400	Techniques d'évaluation	<input type="checkbox"/> L'enseignant/e évalue les élèves en les faisant lire individuellement et enregistre le résultat <input type="checkbox"/> L'enseignant/e corrige les productions des élèves <input type="checkbox"/> L'enseignant/e fait corriger les productions des élèves <input type="checkbox"/> L'enseignant/e se déplace dans les différents groupes ou rangées pour contrôler, aider, vérifier, solliciter, questionner tous les élèves même ceux en difficultés <input type="checkbox"/> L'enseignant/e fait des commentaires constructifs sur le travail des élèves pour clarifier leurs réussites et/ou leurs incompréhensions <input type="checkbox"/> L'enseignant/e propose aux élèves en difficultés une activité de remédiation en fonction du résultat de l'évaluation
<b>12. Culture de la classe</b>		
501	La classe est organisée en ilots/groupes de tables	<input type="radio"/> Oui <input type="radio"/> Non
502	Les élèves font les gestes clés : mains croisées... et la classe est bien disciplinée	<input type="radio"/> Oui <input type="radio"/> Non
503	L'enseignant/e incite les filles et les garçons à participer de manière égale aux activités de la séance	<input type="radio"/> Oui <input type="radio"/> Non
504	L'enseignant/e fait appel à tous les enfants, pas seulement à ceux qui ont la main levée	<input type="radio"/> Oui <input type="radio"/> Non



N°	Question	Réponse	
505	La plupart des élèves sont motivés et participent activement aux activités proposées	<input type="radio"/> Oui	<input type="radio"/> Non
506	L'enseignant/e encourage les réponses des élèves de manière positive	<input type="radio"/> Oui	<input type="radio"/> Non
507	L'enseignant/e encourage la collaboration des élèves par l'interaction entre pairs. (Travail en paire, en grands ou petits groupes)	<input type="radio"/> Oui	<input type="radio"/> Non
508	L'enseignant/e reste dans la classe pendant tout le cours.	<input type="radio"/> Oui	<input type="radio"/> Non
509	L'enseignant/e parle aux élèves avec gentillesse (Il/Elle <b>ne</b> crie <b>pas</b> )	<input type="radio"/> Oui	<input type="radio"/> Non
510	L'enseignant/e traite les élèves avec respect (Il/Elle <b>ne</b> tape <b>pas</b> les élèves)	<input type="radio"/> Oui	<input type="radio"/> Non
511	L'enseignant/e se consacre à sa classe (Il/Elle <b>ne</b> parle <b>pas</b> au téléphone ou avec des visiteurs extérieurs)	<input type="radio"/> Oui	<input type="radio"/> Non

## Annex IV: Data Collection Instruments: KII and FGD Unique Questions

Unique Question	Question Code	Unique question	Stakeholders
<b>U02</b>	EQ0	Pouvez-vous nous expliquer votre rôle dans de la mise en œuvre du projet DEGRA ? Depuis quand exercez-vous votre fonction ? Dans quelles activités avez-vous participé ?	KII USAID KII Partners
<b>U03</b>	EQ0	Pouvez-vous nous expliquer brièvement la mission de votre direction/bureau/service ? Quel est votre rôle et depuis quand exercez-vous votre position ?	KII-MENFOP National KII-MENFOP Local
<b>U04</b>	EQ0	Quelles classes enseignez-vous ? Et avez-vous jouer un rôle particulier dans la mise en œuvre du projet DEGRA ?	FGD-Teachers KII - Director
<b>U05</b>	EQ0	Faites-vous partie d'une association de parent d'élève (APE) ? Avez-vous joué un rôle dans la mise en œuvre des activités de DEGRA ?	FGD-Parents
<b>U06</b>	EQ0	Selon vous quelles sont les grandes forces et faiblesses du projet DEGRA ?	FGD-Teachers FGD-Parents
<b>U52</b>	Q1A	Pouvez-vous nous fournir les résultats atteints pour les indicateurs I à 9 ? Comment expliquer vous ces résultats ?	KII-Partners
<b>U07</b>	Q1B	Quelles différences constatez-vous entre les élèves ayant bénéficié du programme DEGRA par rapport à ceux qui avaient appris à lire avec la méthode précédente (APC) ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local FGD-Teachers KII-Director FGD-Parents
<b>U08</b>	Q1C	Comment le projet DEGRA a-t'il réussi à construire un consensus sur l'approche pédagogique d'apprentissage de lecture (curriculum) ? En particulier concernant la progression, la compréhension orale et la phonologie ? Quelles difficultés le projet a-t'il rencontré pour parvenir à ce consensus ? Comment le projet a-t'il résolu ces difficultés ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local
<b>U09</b>	Q1C	Le projet DEGRA vise l'introduction de nouvelles méthodes pédagogiques. Avez-vous mis en place ces nouvelles méthodes ? Si oui, quelles en est votre appréciation ? Avez-vous constaté que ces méthodes ont eu un effet sur les performances des élèves ?	KII-Director FGD-Teachers
<b>U10</b>	Q1C	Avez-vous participé à la conception des outils pédagogiques ? Comment s'est déroulé la phase de conception des outils pédagogiques (Guide de l'enseignant, manuel de l'élève, livret, livres de lecture) ? Quelles sont les forces de la démarche de conception des outils pédagogiques ?	KII-Partners KII USAID KII-MENFOP National

Unique Question	Question Code	Unique question	Stakeholders
		Quelles difficultés le projet a-t'il rencontrés lors de la conception des outils pédagogiques ?	
<b>UII</b>	Q1C	Êtes-vous satisfait des matériaux développés par le projet ? Quels sont les points forts et leurs points faibles ? Pensez-vous qu'il faille apporter des améliorations ? Si oui, lesquelles ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local FGD-Teachers KII-Director
<b>UI2</b>	Q1C	Avez-vous participé à formation concernant la prise en compte du genre et de l'inclusion sociale dans le développement du matériel pédagogique ? Cette formation a-t-elle changé votre manière de voir les choses en matière de développement du matériel pédagogique ? Pensez-vous que cette démarche va perdurer ? Pensez-vous que ces nouveaux outils pédagogiques prennent bien en compte le genre et de l'inclusion sociale ? Si oui, pourquoi ? Si non, pourquoi ?	KII-USAID KII-Partners KII-MENFOP National
<b>UI3</b>	Q1C	Le projet DEGRA vise l'introduction des nouvelles méthodes pédagogiques. Avez-vous remarqué que les méthodes avaient changé ? Si oui, quelle en est votre appréciation ? Avez-vous constaté que ces méthodes ont eu un effet sur les performances des élèves ? Vos enfants, plus précisément ? Si oui, lequel ?	FGD-Parents
<b>UI4</b>	Q1C	Le projet DEGRA cherche à promouvoir l'éducation inclusive, c'est à dire, l'éducation des filles et des enfants en situation de handicap. Croyez-vous que les méthodes DEGRA contribuent à ce changement ? Si oui, pourquoi ? Si non, pourquoi ?	FGD-Teachers KII-Director FGD-Parents
<b>UI5</b>	Q1C	Le projet DEGRA cherche à promouvoir l'éducation inclusive, c'est à dire, la scolarisation des filles et des enfants en situation de handicap. Constatez-vous des efforts à ce fin ? Qu'en pensez-vous ? Que pourrait-être l'impact de cette approche sur vos enfants ?	FGD-Parents
<b>UI6</b>	Q1C	Avez-vous participé aux formations destinées aux enseignants ? A votre connaissance tous les enseignants des 2 premières années du programme ont-ils participé ? Si non pourquoi ? La situation est-elle différente dans les zones rurales ? Quels sont les difficultés rencontrées dans ces zones pour former les enseignants ? A votre connaissance, qu'est-ce qui a été mis en place pour les enseignants qui n'ont pas pu participer ou qui sont nouveaux ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local FGD-Teachers KII-Director
<b>UI7</b>	Q1C	Suite aux formations, dans quelles mesures les techniques pédagogiques utilisées par des enseignants ont-elles changé ? Pouvez-vous nous citer des exemples ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local

Unique Question	Question Code	Unique question	Stakeholders
			FGD-Teachers KII-Director
<b>U18</b>	Q1C	Pensez-vous que les nouvelles méthodes mise en place par DEGRA ont permis une amélioration du niveau des élèves en lecture ? Si oui, pourquoi ? Quels aspects en particulier se sont améliorés ? Si non pourquoi ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local FGD-Teachers KII-Director
<b>U19</b>	Q1D	Avec la mise en œuvre de DEGRA, dans quelles mesures les modalités de supervisions des enseignants ont-elles changé ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local FGD-Teachers KII-Director
<b>U20</b>	Q1D	Pensez-vous que la supervision des enseignants par les conseillers pédagogiques et les directeurs d'école se traduise par une amélioration des apprentissages des élèves en lecture ? Si oui, donnez des exemples précis. Si non, pourquoi ? En quoi le soutien apporté par les directeurs et différent du soutien apporté par les conseiller pédagogiques ? Pensez-vous que les directeurs d'école et les conseillers pédagogiques soient en mesure de fournir aux enseignants l'encadrement souhaité en matière de pédagogie ? Si oui, pourquoi ? Si non, pourquoi ? Quelles difficultés particulières rencontrent les CP et les directeurs dans leur rôle d'encadreur pédagogique ?	KII-USAID KII-Partners KII-MENFOP National
<b>U21</b>	Q1D	En tant qu'enseignant, avez-vous constaté des améliorations dans la supervision grâce au projet DEGRA ? Racontez-nous comment la supervision a changé. Donnez-nous un exemple de la dernière fois que vous a été supervisé. Pensez-vous que cette supervision se traduise en une amélioration dans la performance des élèves ? Si oui, donnez des exemples précis. Si non, pourquoi ? Pensez-vous que les directeurs d'école et les conseillers pédagogiques soient en mesure de vous fournir l'encadrement souhaité en matière de pédagogie ? Si oui, pourquoi ? Si non, pourquoi ? Quelles difficultés particulières rencontrent les CP et les directeurs dans leur rôle d'encadreur pédagogique ?	FGD-Teachers
<b>U22</b>	Q1E	Avez-vous participé à la formation relative à l'encadrement pédagogique en tant que directeur d'école ou conseiller pédagogique ? Donnez-nous un exemple de la dernière fois que vous avez supervisé un enseignant. Avec quelle régularité faites-vous cette supervision ? Croyez-vous que cette supervision se traduit en une amélioration dans la performance des élèves ? Si oui, donnez des exemples précis	KII Directeur KII-MENFOP Local (CP)

Unique Question	Question Code	Unique question	Stakeholders
		Quelles difficultés particulières rencontrent les CP et les directeurs dans leur rôle d'encadreur pédagogique ?	
<b>U23</b>	Q1E	Que pensez-vous de l'utilisation des tablettes pour l'observation des enseignants ? Cet outil a-t'il facilité la tâche des CPs et des inspecteurs ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local FGD-Teachers KII-Director
<b>U24</b>	Q1E	Pensez-vous que les zones rurales ont bénéficié du même soutien de proximité que les zones urbaines en matière de soutien pédagogique ? Si oui, pourquoi ? Si non pourquoi ? Quelles sont les difficultés spécifiques rencontrées par les écoles des zones rurales en matière de supervision ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local FGD-Teachers KII-Director
<b>U53</b>	Q2A	Pouvez-vous nous fournir les résultats atteints pour les indicateurs I0 à I8 ? Comment expliquer vous ces résultats ?	KII-Partners
<b>U25</b>	Q2B	Avez-vous participé à la conception des messages de sensibilisation ? Comment s'est déroulé la conception des messages de sensibilisation relatifs l'engagement des parents ? Quelles difficultés avez-vous rencontrées ? Comment y avez-vous fait face ? Les messages conçus prennent-ils en compte la scolarisation des filles et l'inclusion sociale ? Les messages conçus prennent-ils en compte les spécificités ethniques ou culturelles des différentes régions ?	KII-USAID KII-Partners KII-MENFOP National
<b>U26</b>	Q2B	Que pensez-vous du contenu des messages de sensibilisation ? Que pensez-vous des supports utilisés pour la transmission de ces messages (Facebook, radio, SMS..) ? Pensez-vous que les messages de sensibilisation permettent une modification des comportements des parents ? Si non pourquoi ?	KII-USAID KII-Partners KII-MENFOP National
<b>U27</b>	Q2B	Avez-vous connaissance des messages de sensibilisation relatifs à l'engagement des parents créé dans le cadre du projet DEGRA ? Avez-vous vu des posters, entendu les messages à la radio ou vu les messages sur Facebook ou à la télévision ? Que pensez-vous du contenu des messages ? Que pensez-vous des supports utilisé pour la transmission de ces messages (Facebook, radio, SMS..) ? Pensez-vous que ces messages de sensibilisation permettent une modification des comportements des parents ? Si non pourquoi ?	Partner-NGO KII-MENFOP Local FGD-Teachers KII-Director FGD-Parents
<b>U28</b>	Q2B	DEGRA a-t'il été efficace pour mobiliser les communautés et faire participer les APE aux activités de lecture tels que des festivals de lecture, l'organisation de soutien scolaire, la mise en	KII-USAID KII-Partners KII-MENFOP

Unique Question	Question Code	Unique question	Stakeholders
		place de bibliothèques ou coin lecture ? Si oui, dans quelle mesure ? Si non, pourquoi ? Quelles ont été les difficultés rencontrées ?	National KII-MENFOP Local FGD-Teachers KII-Director FGD-Parents
<b>U29</b>	Q2B	Quelles améliorations du fonctionnement des APEs avez-vous constatée qui peut être attribuée à l'intervention de DEGRA ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local FGD-Teachers KII-Director FGD-Parents
<b>U30</b>	Q2B	Les directeurs d'écoles ont-ils participé activement à la mobilisation des APEs pour un plus fort engagement des parents en particulier dans l'apprentissage de la lecture ? Pouvez-vous nous citer des exemples ?	KII-USAID KII-Partners KII-MENFOP National KII-MENFOP Local FGD-Teachers KII-Director FGD-Parents
<b>U31</b>	Q2C	DEGRA a-t'il été efficace pour renforcer les capacités des ONG à mener des activités de lecture ? Quelles difficultés le projet a-t'il rencontré ? Comment le projet a-t'il fait face à ces difficultés ?	KII-USAID KII-Partners KII-MENFOP National
<b>U32</b>	Q2C	Par rapport au DEGRA, avez-vous (ou l'ONG) bénéficié des activités de renforcement de capacité ? Si oui, lesquelles ? Donnez-nous des exemples précis de comment vous avez pu appliquer ces apprentissages. Si non, de quoi avez-vous (ou l'ONG) besoin pour être plus efficace dans le soutien aux communautés ?	KII- Partners (NGOs )
<b>U54</b>	Q3A	Pouvez-vous nous fournir les résultats atteints pour les indicateurs 19 à 23 ? Comment expliquer vous ces résultats ?	KII-Partners
<b>U33</b>	Q3B	Quel est le rôle de de la commission de promotion de la lecture ? Êtes-vous satisfait du fonctionnement de cette commission ? Quelle sont les forces et les faiblesses de cette commission ? Celle-ci a-t'elle rencontré des difficultés de fonctionnement ? Pensez-vous que des améliorations soient nécessaires ? Si oui, lesquelles ?	KII-USAID KII-Partners KII-MENFOP National
<b>U34</b>	Q3B	Quel est le rôle du comité de pilotage ? Êtes-vous satisfait du fonctionnement du comité de pilotage du projet DEGRA ? Celui-ci a-t'il rencontré des difficultés de fonctionnement ? Les rencontres ont-elles eu lieu selon le calendrier prévu (1 fois par trimestre) ? Quelles sont les forces et les faiblesses de ce comité de pilotage ?	KII-USAID KII-Partners KII-MENFOP National

Unique Question	Question Code	Unique question	Stakeholders
		Pensez-vous que des améliorations soient nécessaires ? Si oui, lesquelles ?	
<b>U35</b>	Q3B	Êtes-vous satisfait de l'outil EGRA qui a été conçu en collaboration avec le ministère ? Quelles sont les forces et les faiblesses de cet outil ? Êtes-vous satisfait des seuils qui ont été établis ? Pensez-vous que cet outil puisse vous permettre de construire des politiques éducatifs qui répondent aux besoins spécifiques du Djibouti ?	KII-USAID KII-Partners KII-MENFOP National
<b>U36</b>	Q3B	Pensez-vous que l'équité des genres et l'inclusion sociale fasse parti des priorités du ministère de l'éducation ? Quels progrès restent-ils à faire dans ce domaine ?	KII-USAID KII-Partners KII-MENFOP National
<b>U37</b>	Q3B	Le MENFOP est-il en mesure de prendre des décisions de politique éducatives en se basant sur les résultats des études menées, comme par exemple EGRA ? Avez-vous des exemples de changement d'orientation dans les politiques éducatives, qui ont été initiées suite aux résultats d'études qui ont été menées ?	KII-USAID KII-Partners KII-MENFOP National
<b>U51</b>	Q3B	Quel est le rôle des points focaux ? Quels sont vos interlocuteurs ? Sont-ils disponibles ? La collaboration avec points focaux est-elle efficace ?	KII-USAID KII-Partners KII-MENFOP National
<b>U38</b>	Q3C	FHI360 et ses partenaires ont-ils collaboré efficacement avec le CRIPEN, le CFEEF, le bureau du secrétaire général, le bureau du secrétaire exécutif, le bureau de l'inspecteur général et le service d'évaluation ? Si oui, avez-vous des exemples de collaboration réussie ? Quelles difficultés avez-vous rencontré ? Quels changements souhaitez voir mis en œuvre avant la fin du projet et/ou pour de futurs projets ?	KII-USAID KII-MENFOP National
<b>U48</b>	Q3C	Avez-vous collaboré avec les services suivants : CRIPEN, le CFEEF, le bureau du secrétaire général, le bureau du secrétaire exécutif, le bureau de l'inspecteur général et le service d'évaluation ? Avez-vous des exemples de collaboration réussie ? Quelles difficultés avez-vous rencontré ? Quels changements souhaitez voir mis en œuvre avant la fin du projet et/ou pour de futurs projets ?	KII-Partners
<b>U39</b>	Q4A	De quelle manière pensez-vous que la COVID 19 a affecté la mise en œuvre du projet ? Comment DEGRA a-t'il géré cette perturbation ? Qu'est-ce qui aurait pu être fait différemment en termes de réponse du projet vis-à-vis cette crise sanitaire ?	KII-USAID KII-Partners KII-MENFOP National
<b>U40</b>	Q4A	Quels sont les facteurs internes que vous pourriez citer comme étant favorables à la mise en œuvre de DEGRA ? <u>Facteurs internes</u> : gestion, compétences du personnel/rotation, réseau de partenaires de développement favorable ou encombré, utilisation des ressources, zone de couverture, etc.	KII-USAID KII-Partners KII-MENFOP National

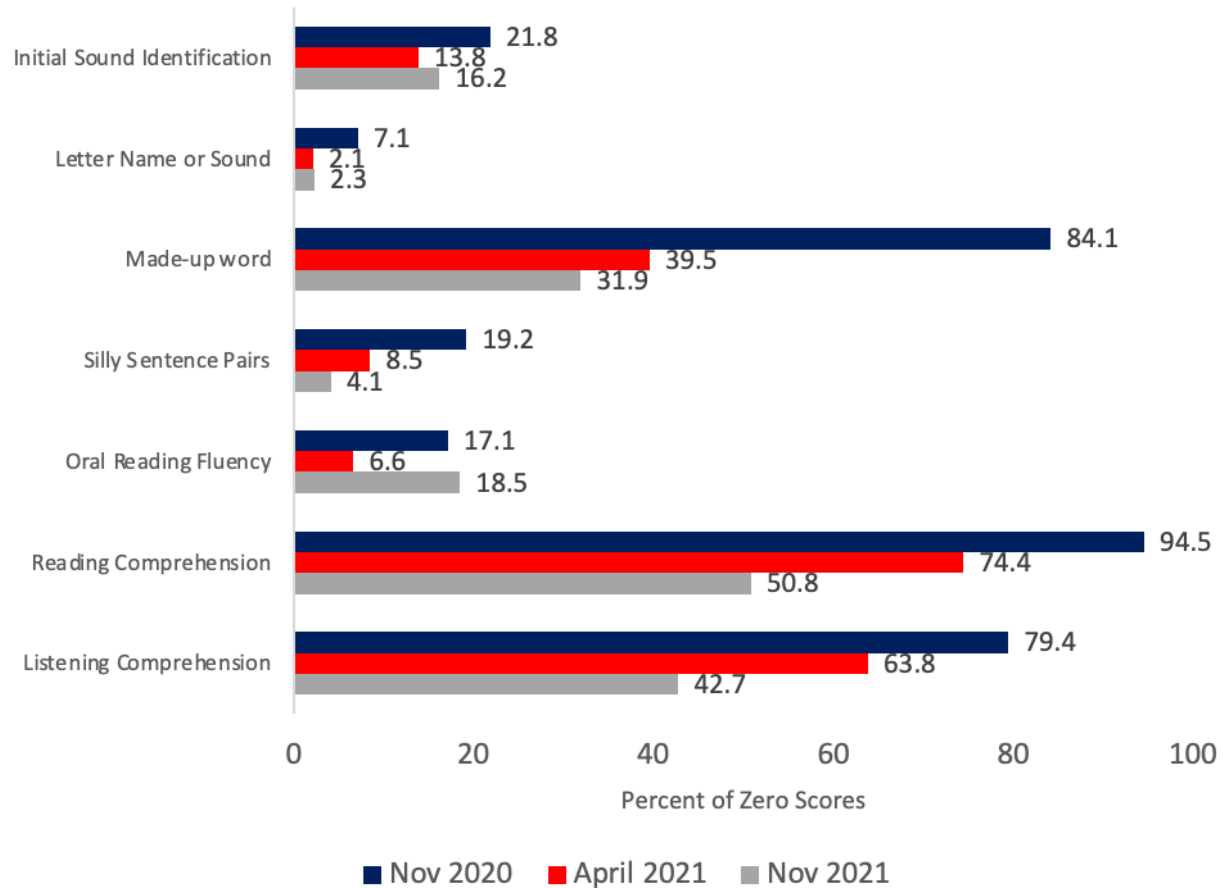
Unique Question	Question Code	Unique question	Stakeholders
<b>U41</b>	Q4A	Quels sont les facteurs internes que vous pourriez citer comme entravant la mise en œuvre de DEGRA ? Qu'est-ce qui pourrait être fait différemment afin de faire face à ces difficultés et obtenir de meilleurs résultats ?	KII-USAID KII-Partners KII-MENFOP National
<b>U42</b>	Q4A	Quels sont les facteurs externes que vous pourriez citer comme étant favorables à la mise en œuvre de DEGRA ? <u>Facteurs externes</u> : environnement politique, difficultés de transport, météo/pluies, collaboration avec le bailleur ou d'autres partenaires, difficultés à recruter des ONG pour IR2, etc.	KII-USAID KII-Partners KII-MENFOP National
<b>U43</b>	Q4A	Outre la COVID 19, quels sont les facteurs externes que vous pourriez citer comme entravant la mise en œuvre de DEGRA ? Qu'est-ce qui pourrait être fait différemment afin de faire face à ces difficultés et obtenir de meilleurs résultats ?	KII-USAID KII-Partners KII-MENFOP National
<b>U44</b>	Q4A	Concernant la pandémie de COVID-19, quels ont été les conséquences du confinement ? Ces mesures de prévention de la maladie ont-elles eut un impact sur l'amélioration de l'instruction de la lecture, et pour les performances des élèves en particulier ?	FGD-Parents FGD-Teachers KII-Directeur
<b>U45</b>	Q4A	A part la COVID-19, pouvez-vous citer d'autres facteurs qui entravent la réussite du projet afin d'améliorer l'apprentissage de la lecture ?	FGD-Parents FGD-Teachers KII-Directeur
<b>U46</b>	Q5A	La théorie du changement est basée sur la prémisse que si : 1) l'enseignement de la lecture dans les écoles est amélioré ; 2) le soutien de la famille et de la communauté à la lecture est renforcé ; et 3) l'environnement politique pour soutenir la lecture est renforcé, alors les compétences en lecture des enfants de la première à la cinquième année s'amélioreront.  Croyez-vous que cette perspective soit toujours pertinente ? Y-a-t'il d'autres hypothèses ou des facteurs contextuels qui doivent être prise en compte ? Expliquer votre réponse. Donner des exemples si possibles.	KII-USAID KII-Partners KII-MENFOP National
<b>U47</b>	Q6A	Le projet DEGRA a une vie de 5 ans. Le projet est actuellement dans sa troisième année. Voyez-vous des signes ou des exemples qui indiquent la possibilité que les acquis du projet s'installent de façon indépendante du projet ? Quelles sont les signes d'une pérennité des succès ? Sur le plan de changement des croyances, habitudes ? Sur le plan des changements institutionnels ou structurels ?	KII-USAID KII Partners KII MENFOP FGD Parents FGD Teachers
<b>U49</b>	REC	Quelles recommandations proposez-vous pour l'amélioration du projet dans ses deux dernières années ?	KII-USAID KII Partners KII MENFOP
<b>U50</b>	RAE	Selon vous, quelles devraient être les axes prioritaires de la politique d'éducation à Djibouti pour les années à venir, pour lesquelles un appui serait souhaitable ?	KII-USAID KII Partners KII MENFOP



Unique Question	Question Code	Unique question	Stakeholders
<b>U55</b>	RAE	Quel est votre rôle au sein de votre organisme (World Bank, Unicef, AFD) ?	World Bank Unicef AFD
<b>U56</b>	RAE	A ma connaissance, votre organisme met en œuvre les projets suivants, pouvez confirmer ou compléter cette liste et apporter quelques clarifications sur les activités menées ?	World Bank Unicef AFD
<b>U57</b>	RAE	Selon vous, quels sont les progrès importants réalisés par Djibouti aux cours des 5 dernières années dans le secteur de l'éducation ?	World Bank Unicef AFD
<b>U58</b>	RAE	Selon vous, quels sont les défis auxquels le secteur de l'éducation doit faire face, et que pourrait-on faire pour remédier à ces problèmes ?	World Bank Unicef AFD
<b>U59</b>	RAE	Quels sont les projets du secteur de l'éducation dans lesquels votre organisme planifie de s'investir dans les 5 années à venir ?	World Bank Unicef AFD
<b>U60</b>	RAE	Pensez -vous qu'il existe des besoins non satisfaits ou des chevauchements entre les interventions des organismes internationaux ?	MENFOP

## Annex V: Detailed EGRA Results

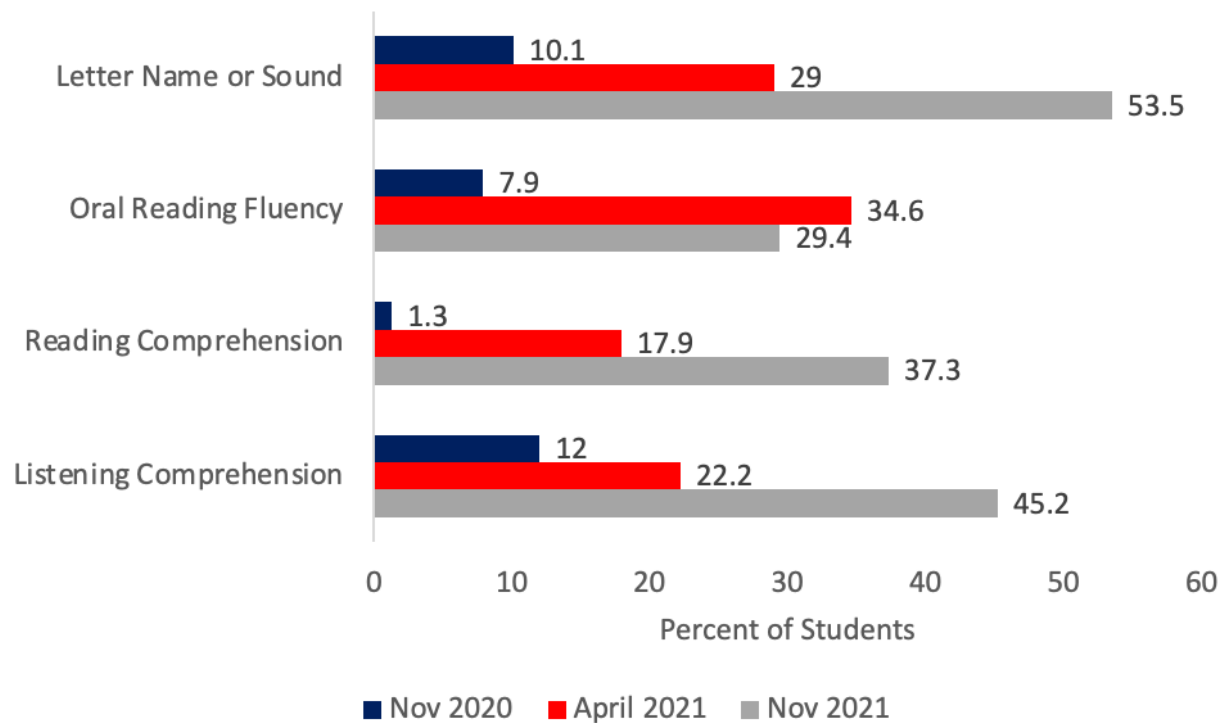
Annex Figure 2: Percentage of zero score



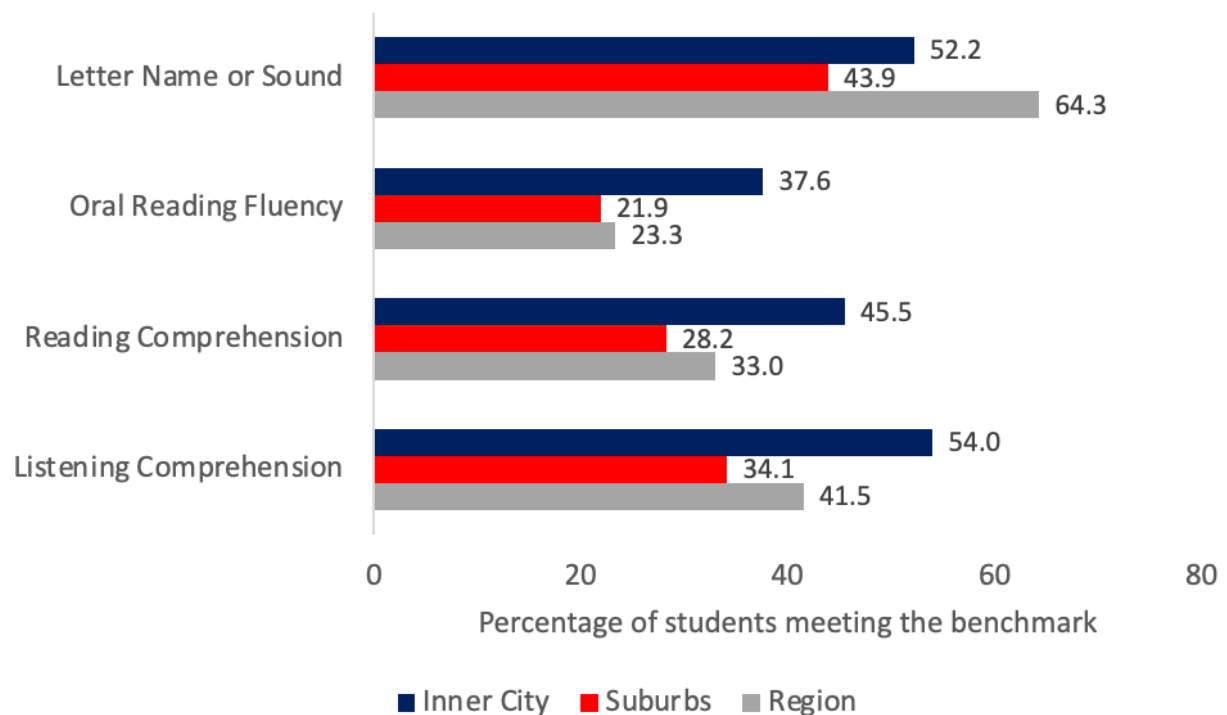
Annex Table 9: Benchmark by subtasks

EGRA Subtask	Benchmark
Letter identification	At least 36 letters identified correctly
Text reading	At least 28 words read correctly
Comprehension of text read	At least 2 questions answered correctly
Comprehension of text heard	At least 2 questions answered correctly
<b>Global benchmark</b>	<b>At least 68 items correct</b>

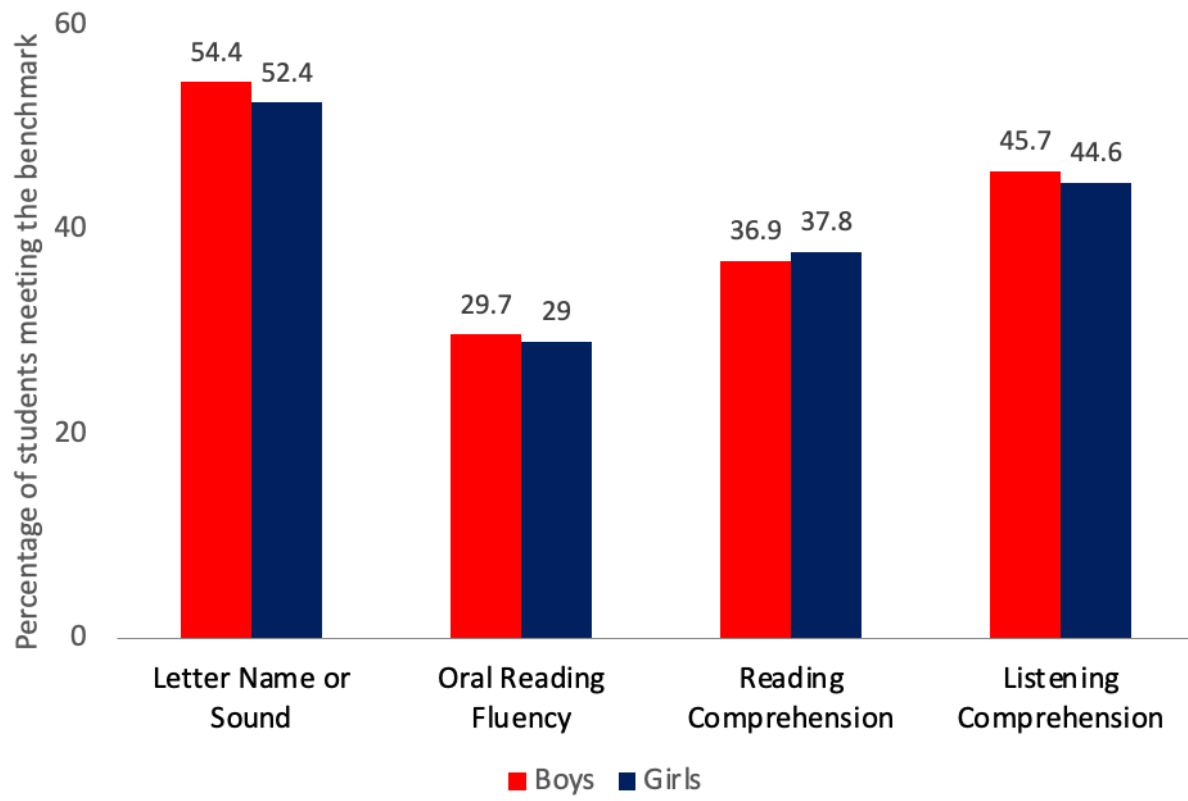
**Annex Figure 3: Percentage of students attaining or exceeding the benchmark by timepoint**



**Annex Figure 4: Percentage of students attaining or exceeding the benchmark by zone**



Annex Figure 5 : Percentage of students attaining or exceeding the benchmark by gender



## Annex VI: Additional Quantitative Tables

Note: Some results presented below may vary slightly from results presented within the narrative above. The tables below report out “I don’t know” responses where applicable, whereas these results are not included within the report narrative.

**Annex Table 10: Summary statistics for students participating in EGRA sample (unweighted)**

	Djibouti Inner		Djibouti Suburbs		Regions		Total	
	Frequency	Percent	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
<b>Gender</b>								
Male	94	49.5%	56	47.5%	138	55.6%	288	51.8%
Female	96	50.5%	62	52.5%	110	44.4%	268	48.2%
<b>Language</b>								
Somali	149	78.4%	107	90.7%	133	53.6%	389	70.0%
Afar	23	12.1%	10	8.5%	115	46.4%	148	26.6%
Arab-Other	18	9.5%	1	0.8%		0.0%	19	3.4%
<b>Age</b>	162	85.3%	93	78.8%	117	47.2%	372	66.9%
8 years old	13	6.8%	9	7.6%	24	9.7%	46	8.3%
9 years old	15	7.9%	16	13.6%	107	43.1%	138	24.8%
Other/DNK	14	7.4%	4	3.4%	22	8.9%	40	7.2%
<b>Repeater</b>	68	35.8%	29	24.6%	17	6.9%	114	20.5%
<b>Preschool</b>	190		118		248		556	
<b>Overall</b>	<b>94</b>	<b>49.5%</b>	<b>56</b>	<b>47.5%</b>	<b>138</b>	<b>55.6%</b>	<b>288</b>	<b>51.8%</b>

Annex Table 11: Summary statistics for parents participating in survey (unweighted)

	Djibouti Inner		Djibouti Suburbs		Regions		Total	
	Frequency	Percent	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
<b>Gender</b>								
Male	36	20.2%	20	18.7%	75	37.7%	131	27.1%
Female	142	79.8%	87	81.3%	124	62.3%	353	72.9%
<b>Language</b>								
Somali	155	87.1%	90	84.1%	101	50.8%	346	71.5%
Afar	11	6.2%	13	12.1%	98	49.2%	122	25.2%
Arab-Other	12	6.7%	4	3.7%	0	0.0%	16	3.3%
<b>Age</b>								
20-29	11	6.2%	13	12.1%	24	12.1%	48	9.9%
30-39	60	33.7%	42	39.3%	88	44.2%	190	39.3%
40-49	82	46.1%	42	39.3%	47	23.6%	171	35.3%
50+	24	13.5%	8	7.5%	34	17.1%	66	13.6%
DNK	1	0.6%	2	1.9%	6	3.0%	9	1.9%
<b>Number of children in the school</b>								
1 child	72	40.4%	45	42.1%	91	45.7%	208	43.0%
2 children	73	41.0%	42	39.3%	62	31.2%	177	36.6%
Other	33	18.5%	20	18.7%	46	23.1%	99	20.5%
<b>Education</b>								
None	79	44.4%	33	30.8%	118	59.3%	230	47.5%
Primary school	39	21.9%	33	30.8%	13	6.5%	85	17.6%
Above Primary	60	33.7%	41	38.3%	68	34.2%	169	34.9%
<b>No French spoken</b>	86	48.3%	36	33.6%	131	65.8%	253	52.3%
<b>Can read</b>	48	27.0%	35	32.7%	18	9.0%	101	20.9%
<b>Overall</b>	<b>178</b>	<b>36.8%</b>	<b>107</b>	<b>22.1%</b>	<b>199</b>	<b>41.1%</b>	<b>484</b>	<b>100.0%</b>

Annex Table 12: Summary statistics for teachers participating in survey (unweighted)

	Djibouti Inner		Djibouti Suburbs		Regions		Total	
	Frequency	Percent	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
<b>Director</b>	17	33.3%	11	33.3%	20	35.1%	48	34.0%
<b>Teacher</b> (grade 1&2)	34	66.7%	23	69.7%	40	70.2%	97	68.8%
<b>Gender</b>								
Male	26	32.9%	9	11.4%	44	55.7%	79	56.0%
Female	25	40.3%	24	38.7%	13	21.0%	62	44.0%
<b>Language</b>								
Somali	31	91.2%	23	100.0%	40	100.0%	85	87.6%
Afar	8	23.5%	8	34.8%	17	42.5%	33	34.0%
<b>Age</b>								
20-29	10	19.6%	13	39.4%	32	56.1%	58	41.1%
30-39	8	15.7%	8	24.2%	15	26.3%	30	21.3%
40+	33	64.7%	12	36.4%	9	15.8%	53	37.6%
<b>Nb years teaching - 1st or 2nd grade</b>								
1st year	6	17.6%	5	21.7%	10	25.0%	21	21.6%
2nd year	4	11.8%	6	26.1%	13	32.5%	23	23.7%
3rd year +	24	70.6%	12	52.2%	17	42.5%	53	54.6%
<b>Type of contract - All</b>								
Civil servant	46	90.2%	22	66.7%	26	45.6%	94	66.7%
Student teacher	5	9.8%	11	33.3%	31	54.4%	47	33.3%
<b>Education - All</b>								
École Normale	29	56.9%	13	39.4%	14	24.6%	56	39.7%
CFEEF	19	37.3%	19	57.6%	42	73.7%	80	56.7%
None	3	5.9%	1	3.0%	1	1.8%	5	3.5%
<b>Overall</b>	<b>51</b>		<b>33</b>		<b>57</b>		<b>141</b>	

Annex Table 13: Summary statistics for school type participating in survey (unweighted)

	Djibouti Inner	Percentage	Djibouti Suburbs	Percentage	Regions	Percentage	Total	Percentage
<b>Type schools</b>								
Simple flux	6	35.3%	4	36.4%	10	50.0%	20	41.7%
Double flux	10	58.8%	7	63.6%	10	50.0%	27	56.3%
Simple flux / Double flux	1	5.9%	0	0.0%	0	0.0%	1	2.1%
<b>School canteen</b>	0	0.0%	1	9.1%	19	95.0%	20	41.7%
<b>Water access</b>	16	94.1%	10	90.9%	15	75.0%	41	85.4%
<b>Electricity access</b>	17	100.0%	11	100.0%	10	50.0%	38	79.2%
<b>Photocopying machine</b>	16	94.1%	10	90.9%	5	25.0%	31	64.6%
<b>Printer</b>	14	82.4%	4	36.4%	4	20.0%	22	45.8%
<b>Reading corner</b>	1	5.9%	2	18.2%	7	35.0%	10	20.8%
<b>School library</b>	8	47.1%	3	27.3%	6	30.0%	17	35.4%
<b>Overall</b>	17	35.4%	11	22.9%	20	41.7%	48	100.0%



Annex Table 14: Summary statistics for school enrollment participating in survey (unweighted)

	Djibouti Inner	Standard deviation	Djibouti Suburbs	Standard deviation	Regions	Standard deviation	Total	Standard deviation
<b>Gender student</b>								
Boys	415.9	237.9	438.1	165.7	156.9	120.1	313.1	220.9
Girls	383.5	217.4	396.8	152.2	118.6	109.4	276.2	209.7
Total	799.4	452.4	834.9	315.3	275.6	226.3	589.3	428.4
<b>Gender teachers</b>								
Male	16.0	5.9	16.2	6.6	7.5	3.3	12.5	6.6
Female	9.5	5.2	10.5	6.2	2.1	2.7	6.6	5.9
Total	25.5	9.0	26.6	9.9	9.6	5.5	19.1	11.3

Annex Table 15: Student answers to key questions (weighted answers)

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
Student has manual at school	92.9%	93.4%	99.5%	90.7%	91.4%	93.2%
Student has workbook at school	88.9%	89.6%	96.3%	91.5%	86.2%	89.3%
Student has books, magazines, or newspapers at home	9.3%	6.3%	22.6%	9.3%	1.9%	7.6%
<b>Frequency of family member reading a story</b>						
Very often	11.7%	8.3%	27.9%	15.3%	2.1%	9.8%
Often	15.2%	16.4%	24.7%	20.3%	11.6%	15.8%
Sometimes	13.2%	10.5%	11.6%	17.8%	10.5%	11.8%
Rarely	25.8%	22.7%	12.6%	21.2%	28.9%	24.1%
Never	30.8%	40.4%	20.5%	22.9%	44.6%	36.0%
Does not know	3.3%	1.7%	2.6%	2.5%	2.3%	2.4%
<b>Frequency of family member helping with homework</b>						
Very often	14.0%	10.9%	33.7%	22.0%	2.4%	12.3%
Often	23.9%	20.3%	33.2%	28.0%	16.5%	21.9%
Sometimes	13.0%	13.4%	12.1%	20.3%	12.0%	13.2%
Rarely	26.8%	29.8%	8.4%	16.1%	38.4%	28.4%
Never	19.7%	25.5%	11.1%	13.6%	29.2%	22.8%
Does not know	2.6%	0.2%	1.6%		1.5%	1.3%
Does someone ask you what you have learned at school?	61.9%	67.3%	93.7%	84.7%	50.0%	64.8%
<b>What do your parents do when you get good grades?</b>						
They praise me	19.4%	23.5%	12.6%	25.4%	24.0%	21.6%
They reward me	32.6%	25.6%	51.1%	54.2%	15.0%	28.8%
They say they are happy	29.0%	23.2%	55.3%	23.7%	15.7%	25.9%

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
They do nothing	31.1%	34.6%	16.3%	16.9%	42.7%	33.0%
<b>What do your parents do when you get bad grades?</b>						
They try to help me	13.8%	13.2%	21.1%	14.4%	10.5%	13.4%
They tell me that I need to work more	20.1%	16.5%	46.3%	37.3%	3.7%	18.2%
They scold me	3.0%	3.3%			5.0%	3.1%
They punish me	4.1%	3.7%	4.2%	5.1%	3.5%	3.9%
They hit me	14.8%	8.9%	15.3%	16.9%	9.1%	11.6%
They do nothing	37.5%	42.0%	12.1%	24.6%	53.5%	40.0%
Do you have a private tutor? - YES	16.7%	12.9%	45.8%	20.3%	2.1%	14.6%
<b>How often does the teacher ask you questions?</b>						
Very often	20.9%	17.6%	46.3%	21.2%	8.8%	19.1%
Often	20.7%	20.1%	36.3%	28.8%	12.7%	20.4%
Regularly	29.1%	25.6%	10.0%	34.7%	31.7%	27.2%
Rarely	28.2%	35.1%	5.3%	14.4%	45.5%	31.9%
Never	0.9%	1.5%	1.6%	0.8%	1.2%	1.3%
Does not know	0.3%		0.5%			0.1%

Annex Table 16: Answers of parents of children in Grade 1 or 2 to key questions (weighted answers)

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
<b>How would you qualify your child's reading level?</b>						
Very good	12.2%	5.6%	16.6%	15.5%	6.2%	10.2%
Good	26.2%	29.4%	23.3%	29.9%	28.1%	27.2%
Average	42.6%	48.7%	50.3%	43.3%	42.3%	44.5%
Bad	11.3%	10.6%	8.0%	8.2%	13.1%	11.1%
Very bad	2.2%	0.5%	1.2%	3.1%	1.5%	1.7%
Does not know / no answer	5.5%	5.3%	0.6%		8.8%	5.5%
Do you believe that the new reading approach allows children to learn better? - YES	95.9%	100.0%	97.8%	96.6%	96.5%	97.0%
<b>How often does your child use the workbook at home?</b>						
Very often	39.2%	34.4%	42.6%	41.1%	34.3%	37.8%
Often	40.1%	44.4%	50.3%	45.6%	35.4%	41.3%
Regularly	15.3%	15.9%	6.5%	10.0%	21.7%	15.4%
Rarely	2.4%	0.8%		3.3%	2.5%	2.0%
Never	1.9%	1.6%	0.6%		2.9%	1.8%
Does not know / no answer	1.2%	3.0%			3.1%	1.7%
<b>How often does your child use the manual at home?</b>						
Very often	35.4%	36.3%	42.3%	34.5%	32.6%	35.7%
Often	38.8%	37.0%	42.3%	51.2%	32.7%	38.2%
Regularly	19.1%	22.9%	14.7%	10.7%	25.6%	20.3%
Rarely	2.7%	0.8%	0.6%	3.6%	2.5%	2.1%
Never	2.8%	2.9%			5.1%	2.9%
Does not know / no answer	1.2%				1.5%	0.9%

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
Does your child have a private tutor? - YES	22.2%	13.4%	35.0%	37.1%	8.8%	19.5%
Do you or a family member helps your child with homework? - YES	58.1%	46.4%	95.1%	84.5%	30.4%	54.5%
Do you tell or read stories to your children? - YES	46.2%	30.7%	79.1%	66.0%	19.8%	41.4%
<b>What do you do if your child gets good grades?</b>						
I praise me	12.5%	9.8%	9.0%	11.2%	12.9%	11.6%
I reward me	63.4%	54.1%	74.7%	76.6%	50.3%	60.5%
I encourage him/her	23.9%	13.7%	37.6%	37.4%	9.4%	20.8%
I do nothing	1.6%	0.5%	2.2%	0.9%	1.0%	1.3%
<b>What do you do if your child gets bad grades?</b>						
I encourage him/her	27.2%	21.2%	24.7%	27.1%	25.2%	25.4%
I try to help him/her	22.6%	18.2%	40.4%	22.4%	12.7%	21.2%
I tell him/her that I need to study more	15.6%	13.0%	12.9%	15.0%	15.5%	14.8%
I scold him/her	1.6%	1.9%	1.7%	4.7%	1.0%	1.7%
I punish him/her	0.6%			2.8%		0.4%
I hit him/her	10.1%	5.2%	2.2%	4.7%	12.3%	8.6%

Annex Table 17: All Parents answers to key questions (weighted answers)

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
<b>Is it important for girls to learn how to read?</b>						
Yes, absolutely	64.0%	55.4%	77.0%	61.7%	54.6%	61.3%
Yes, more or less	26.0%	39.6%	22.5%	37.4%	31.7%	30.2%
No, not really	1.5%	2.3%	0.6%		2.7%	1.7%
No, not at all	3.5%	2.7%			5.4%	3.2%
Does not know / no answer	5.1%			0.9%	5.7%	3.5%
Did you hear the MENFOP messages about parent engagement? - YES	29.3%	27.6%	27.0%	44.9%	25.4%	28.7%
<b>On which media did you hear/see the messages?</b>						
WhatsApp		3.3%		4.2%		1.0%
Radio	55.1%	52.7%	22.9%	41.7%	74.3%	54.4%
Facebook	2.1%	1.7%		8.3%		2.0%
Television	65.8%	59.5%	89.6%	87.5%	41.6%	63.9%

Annex Table 18: Parent member of the PTA answers to key questions (weighted answers)

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
<b>Do you believe that the PTA plays an important role in your school?</b>						
Yes, absolutely	57.8%	42.9%	75.8%	68.2%	39.7%	53.2%
Yes, more or less	27.5%	39.5%	21.9%	29.9%	35.5%	31.2%
No, not really	2.4%	5.8%		1.9%	5.3%	3.5%
No, not at all	4.9%	3.3%			7.4%	4.4%
Does not know / no answer	7.4%	8.6%	2.2%		12.2%	7.8%
Is your PTA facing some difficulties? - YES	8.3%	5.5%	4.2%	3.1%	10.0%	7.3%
<b>What should be done to increase parents' engagement?</b>						
Improve teacher-parents relationship	52.4%	52.9%	52.8%	56.1%	51.5%	52.5%
Train members	17.5%	12.2%	20.2%	14.0%	14.5%	15.9%
Sensitize parent regarding the importance of PTAs	28.6%	23.5%	50.6%	53.3%	10.3%	27.0%
Consider availability of parents when programming	4.9%	2.9%	10.7%	6.5%	0.9%	4.3%
Will you remain a member of the PTA next year? - YES	67.1%	58.7%	67.4%	64.3%	62.9%	64.3%
<b>Why will you remain a member of the PTA?</b>						
To be with other parents	16.7%	20.5%	17.5%	17.5%	18.2%	17.9%
To be close to my children	32.7%	30.0%	28.9%	23.8%	35.8%	31.9%
To follow my children	40.3%	35.3%	55.7%	49.2%	27.5%	38.7%
To support children's education	24.4%	9.2%	28.9%	19.0%	15.7%	19.7%
To participate in the development of my community	18.6%	21.9%	21.6%	23.8%	17.4%	19.6%

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
<b>Why will you stop being a member of the PTA?</b>						
I am not interested	32.4%	23.0%	11.1%	18.2%	38.3%	28.7%
It takes too much time	38.7%	27.1%	51.1%	45.5%	24.5%	34.1%
It's exhausting	9.3%	16.1%	22.2%	18.2%	6.3%	12.0%
My spouse complained about it	17.8%	2.6%	40.0%	15.2%		11.8%
The PTA is badly managed	16.1%	7.7%	40.0%	21.2%		12.8%
Because I do not know how to read	5.7%	1.7%	2.2%	3.0%	5.1%	4.1%



Annex Table 19: Teachers of Grades 1 or 2 answers to key questions (weighted answers)

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
<b>Which DEGRA training did you participate in?</b>						
Programme et TLM Année 1 - Août 2019	3.4%	3.6%	11.8%	4.3%		3.5%
Lecture Année 1 - Octobre 2019	12.3%	25.2%	17.6%	8.7%	23.9%	19.9%
Autour du Langage - Décembre 2019	6.9%	3.6%	14.7%	8.7%		4.9%
Écriture Année 1 - Février 2020	8.6%	17.1%	8.8%	13.0%	15.7%	13.6%
Lecture et Langage Année 1 et 2 - Août 2020	27.1%	49.5%	38.2%	21.7%	46.2%	40.3%
Écriture Année 2 - Octobre 2020	5.1%	9.5%	14.7%		7.0%	7.7%
Compréhension - Décembre 2020	8.6%	5.4%	20.6%		2.9%	6.7%
None of these trainings received	50.8%	31.0%	38.2%	60.9%	33.6%	39.1%
Did you receive a proximity training delivered by the CP? - YES	65.3%	75.5%	85.3%	82.6%	62.6%	71.3%
<b>How did you familiarize yourself with the new method?</b>						
I asked my colleagues	8.9%	33.8%	30.8%	7.1%	22.3%	20.5%
I used the teacher guide	86.5%	96.1%	69.2%	92.9%	100.0%	91.0%
I received assistance from the CP		3.9%	7.7%			1.8%
I did nothing	10.1%		23.1%			5.4%
<b>How useful was the training?</b>						
Very useful	84.2%	85.6%	85.3%	82.6%	85.6%	85.0%
Fairly useful	9.7%	7.5%	8.8%	17.4%	5.8%	8.4%
Not really useful	1.7%		2.9%			0.7%
Not at all useful		5.7%			5.6%	3.3%
Does not know / no answer	4.5%	1.2%	2.9%		3.1%	2.5%

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
<b>What component of the program is difficult to implement?</b>						
Alphabetical principal	29.6%	19.7%	50.0%	26.1%	12.6%	23.8%
Phonetic awareness	43.5%	37.8%	58.8%	52.2%	29.4%	40.1%
Comprehension and vocabulary	16.3%	21.7%	17.6%	34.8%	16.1%	19.5%
Words and text reading	15.9%	16.1%	23.5%	17.4%	12.6%	16.0%
Writing	12.0%	9.0%	23.5%	17.4%	2.9%	10.2%
Evaluation techniques	12.0%	4.8%	23.5%	13.0%		7.8%
None	17.9%	55.4%	5.9%	26.1%	57.4%	40.0%
Do you believe that the new reading approach allows children to learn better? - YES	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Do you have a teacher guide? - YES	88.1%	94.9%	91.2%	100.0%	90.4%	92.1%
Do you believe that the teacher guide is easy to use? – YES	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Do you believe that the new curriculum is adapted to the students' capacity? – YES	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Do you believe that the student workbook is well designed? – YES	100.00%	97.40%	100.00%	95.70%	98.60%	98.40%
Do you believe that the student manual is well designed? – YES	100.00%	96.10%	97.10%	95.70%	98.60%	97.80%
Do you believe that the Big Books are well designed? – YES	93.80%	98.80%	94.10%	95.70%	98.00%	96.80%
Do you believe that TLM paid attention to gender issues? - YES	86.00%	92.50%	97.10%	95.60%	85.40%	89.80%
Do you believe that TLM paid attention to inclusion issues? - YES	53.40%	49.80%	88.30%	56.50%	35.00%	51.30%
<b>Who participates the most in class?</b>						
Girls	43.9%	41.1%	38.2%	43.5%	43.5%	42.3%
Boys	42.1%	25.2%	47.1%	47.8%	22.0%	32.2%

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
There is no difference	13.9%	33.7%	14.7%	8.7%	34.5%	25.6%
<b>How do you evaluate your students?</b>						
At the end of each module – Test CFEEF	66.0%	85.1%	85.3%	60.9%	78.5%	77.3%
Every week for a few students	54.8%	59.9%	44.1%	47.8%	66.0%	57.8%
I regularly evaluate each one of my students	32.2%	18.2%	23.5%	47.8%	17.6%	24.0%
Are you satisfied with your students' results? - YES	92.30%	100.00%	97.10%	95.70%	97.00%	96.80%
<b>How do you explain these good results?</b>						
The new curriculum	22.7%	59.1%	39.4%	36.4%	49.2%	44.8%
Teacher training	74.2%	74.1%	66.7%	68.2%	78.8%	74.2%
Quality/capacity of the teacher	25.7%	69.2%	27.3%	31.8%	67.6%	52.1%
Low number of students per class	14.2%	23.5%	15.2%	18.2%	22.1%	19.8%
Parent's engagement	37.7%	18.0%	30.3%	54.5%	16.2%	25.7%
<b>How often did you receive the visit of a CP this year?</b>						
1 time	40.4%	50.9%	55.6%	35.0%	44.7%	45.7%
2 times	31.2%	23.1%	18.5%	45.0%	24.6%	27.1%
3 times	24.2%	16.9%	18.5%	10.0%	25.7%	20.5%
4 to 5 times	4.2%	9.2%	7.4%	10.0%	5.0%	6.7%
<b>Do you believe that the frequency of CP visits is?</b>						
Sufficient	64.4%	43.7%	58.8%	60.9%	47.2%	52.2%
Insufficient	32.8%	53.6%	38.2%	39.1%	49.4%	45.0%
Excessive	2.8%	1.2%	2.9%		1.9%	1.9%
Does not know / no answer		1.6%			1.5%	0.9%
Do you believe that the support of the CP has enabled you to improve? – YES	100.0%	98.0%	96.3%	100.0%	100.0%	99.0%

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
<b>How often were you observed by your director this year?</b>						
Never	21.0%	8.1%	14.7%	27.3%	9.5%	13.7%
1 time	23.8%	24.8%	14.7%	18.2%	30.3%	24.4%
2 to 4 times	29.2%	59.2%	38.2%	45.5%	49.9%	46.3%
5 to 10 times	23.2%	7.8%	32.4%	9.1%	8.2%	14.5%
Does not know / no answer	2.8%				2.1%	1.2%
<b>Do you believe that the frequency of director's observations is?</b>						
Sufficient	65.0%	89.7%	76.5%	59.1%	85.7%	79.0%
Insufficient	22.6%	5.2%	23.5%	36.4%	1.5%	12.7%
Does not know / no answer	12.3%	5.1%		4.5%	12.8%	8.2%
Do you believe that the support of the director has enabled you to improve? – YES	100.0%	96.7%	100.0%	93.7%	98.2%	98.1%

Annex Table 20: Directors' answers to key questions (weighted answers)

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
Did you organize a general parent assembly this year? - YES	72.7%	72.3%	76.5%	63.6%	73.0%	72.3%
<b>What was the participation rate?</b>						
Very high	62.5%	50.1%	69.2%	57.1%	43.6%	52.0%
Hight	25.0%	49.9%	30.8%	28.6%	56.4%	46.0%
Very Low	12.5%		14.3%		2.0%	14.3%
<b>What theme did you discuss?</b>						
Information on new reading method	87.5%	39.6%	76.9%	71.4%	28.9%	47.2%
Parent engagement with learning how to read	87.5%	74.5%	61.5%	85.7%	80.8%	76.5%
Importance of communication with children	62.5%	31.5%	46.2%	42.9%	30.8%	36.4%
Importance of following children's progress	62.5%	60.0%	69.2%	71.4%	54.1%	60.4%
Importance of attendance	50.0%	33.7%	30.8%	42.9%	37.1%	36.3%
Importance of girls' enrollment	12.5%	54.3%	46.2%	14.3%	56.1%	47.7%
<b>How would you qualify the activity level of your school?</b>						
Very active	80.0%	39.7%	60.0%	54.5%	38.1%	45.9%
Moderately active	20.0%	58.2%	40.0%	45.5%	58.9%	52.3%
Not at all active		2.1%			3.0%	1.8%
<b>Do you believe that the PTA was revitalized by DEGRA?</b>						
Yes, absolutely	36.4%	11.8%	23.5%	18.2%	11.9%	15.7%
Yes, more or less	18.2%	15.7%	17.6%	18.2%	15.0%	16.1%
No, not really	36.4%	47.6%	47.1%	45.5%	45.5%	45.9%
No, not at all	9.1%	22.6%	11.8%	18.2%	24.6%	20.5%
Does not know / no answer		2.2%			3.1%	1.9%

Question	Female	Male	Djibouti Inner	Djibouti Suburbs	Regions	Total
Does your PTA have a school project? - YES	80.0%	48.5%	73.3%	72.7%	40.3%	53.3%
Was the school project initiated or revitalized by DEGRA?	50.0%	25.0%	27.3%	37.5%	29.8%	30.8%
<b>What are the main objectives of the school project?</b>						
School library	25.0%	28.8%	27.3%	25.0%	29.8%	27.9%
Reading corner	50.0%	4.8%	9.1%	37.5%	8.2%	15.2%
Reading festival	25.0%	14.9%	36.4%	25.0%		17.2%
Garden	50.0%	46.6%	45.5%	37.5%	53.6%	47.4%
School cleaning	87.5%	76.7%	72.7%	87.5%	79.5%	79.2%
School playground improvement	12.5%	7.4%	27.3%			8.6%
Student tutoring	62.5%	31.8%	36.4%	25.0%	47.5%	38.8%
Canteen	12.5%	21.3%	9.1%	12.5%	29.8%	19.3%
Hygiene improvement	12.5%	14.9%	36.4%	12.5%		14.3%
Is there some NGO or CSO active in your school? - YES	63.6%	30.8%	35.3%	54.5%	31.4%	36.0%
Did you participate in DEGRA director training?	63.6%	71.0%	76.5%	72.7%	66.5%	69.9%
<b>How useful was this training?</b>						
Very useful	71.4%	90.4%	61.5%	87.5%	100.0%	87.7%
Fairly useful	28.6%	7.2%	30.8%	12.5%		10.2%
Not at all useful		2.4%	7.7%			2.0%
Do you believe that observing and advising teachers is part of your role?	90.9%	98.3%	100.0%	81.8%	100.0%	97.1%

## Annex VII: List of Services and Organizations Consulted and Planning of School Visits

Code	Organization	Position
01	FHI360	Chief of Party
02	FHI360	Policy Adviser
03	FHI360	Curriculum Development Specialist
04	FHI360	M&E Officer
05	FHI360	Responsible for the IR2
06	USAID	Responsable Éducation
07	MENFOP-SG	Secrétaire Général + CP
08	CFEFF	Point Focal : Programme de formation initiale et continue des enseignants
09	CRIPEN	Point Focal : Révision du curriculum et développement TLM
10	MENFOP-SE	Point Focal : Évaluation des apprentissages et EGRA
11	MENFOP-DEP	Point Focal : Équité genre et inclusivité sociale
12	MENFOP-IG	Point Focal : Encadrement pédagogique des enseignants
13	MENFOP-DGE/DEP	Point Focal : Renforcement des APE et CGE-Directeur des régions
14	MENFOP-Observatoire Qualité	Point Focal : Développement des politiques de lecture
15	UNFD	Directeur des programmes de l'UNFD
16	Paix et Lait	Directeur Exécutif de Paix et Lait
17	FHI360	Finance Manager
18	FHI360	HQ FHI IR2
19	OSC	HQ OSC IR2
20	STS	HQ STS IR3
21	MENFOP-IG	Service Éducation en Région Tadjourah
22	MENFOP-IG	Service Éducation en Région Obock
23	MENFOP-IG	Service Éducation en Région Ali-Sabieh
24	MENFOP-IG	Service Éducation en Région Artà
25	MENFOP-Teacher	Enseignants Balbala
26	MENFOP-Teacher	Enseignants Djibouti-Ville
27	MENFOP-Teacher	Enseignants Région Tadjourah + Directeur
28	MENFOP-Teacher	Enseignants Région Obock
29	MENFOP-Teacher	Enseignants Région Ali-Sabieh
30	MENFOP-Teacher	Enseignants Région Artà + Directeur
31	MENFOP-Director	Directeur Balbala

Code	Organization	Position
<b>32</b>	MENFOP-Director	Directeur Djibouti-Ville
<b>34</b>	MENFOP-Director	Directeur Région Obock
<b>35</b>	MENFOP-Director	Directeur Région Ali Sabieh
<b>37</b>	APE	Parents Djibouti-Ville
<b>38</b>	APE	Parents Djibouti
<b>39</b>	APE	Parents Région Tadjourah
<b>40</b>	APE	Parents Région Obock
<b>41</b>	APE	Parents Région Ali Sabieh
<b>42</b>	APE	Parents Région Arta
<b>43</b>	World Bank	Program manager
<b>44</b>	Unicef	Program manager
<b>46</b>	WFP	Program manager

	11/9	11/10	11/11	11/14	11/15	11/16	11/17	11/18	Total
<b>Ali Sabieh</b>				1	1	1	1	1	5
<b>Arta</b>		2	2						4
<b>Dikhil</b>				1	1	1	1	1	5
<b>Djibouti-Ville</b>	6	3	4	4	3	3	3	3	29
<b>Obock</b>					1	1	1	1	4
<b>Tadjourah</b>		1	1	1					3
<b>Total</b>	6	6	7	7	6	6	6	6	50



## Annex VIII: List of Documents Reviewed

Code	Document description
<b>D00</b>	DEGRA Evaluation SOW
<b>D00</b>	IT Proposal DEGRA-Djibouti
<b>D01</b>	DEGRA Activity Annual Report FY19
<b>D02</b>	DEGRA Activity Annual Report FY20
<b>D03</b>	DEGRA Progress Quarterly Report FY19_Q2
<b>D04</b>	DEGRA Progress Quarterly Report FY19_Q3
<b>D06</b>	DEGRA Progress Quarterly Report FY20_Q1
<b>D07</b>	DEGRA Progress Quarterly Report FY20_Q2
<b>D08</b>	DEGRA Progress Quarterly Report FY20_Q3
<b>D09</b>	DEGRA Progress Quarterly Report FY21_Q1
<b>D10</b>	DEGRA Progress Quarterly Report FY21_Q2
<b>D11</b>	DEGRA Progress Quarterly Report FY21_Q3
<b>D13</b>	DEGRA Work Plan FY19
<b>D14</b>	DEGRA Work Plan FY20
<b>D15</b>	DEGRA Work Plan FY21
<b>D16</b>	DEGRA Barrier Analysis
<b>D17</b>	DEGRA Social & Behavior Change Communication Strategy
<b>D18</b>	DEGRA Étude Diagnostique Basée sur l'Équité Genre et l'Inclusion Sociale (EGIS)
<b>D19</b>	DEGRA Portfolio Review FY20
<b>D20</b>	DEGRA Portfolio Review Sheet FY20
<b>D21</b>	DEGRA Activity Monitoring, Evaluation and Learning Plan
<b>D22</b>	DEGRA LOPEGRA Concept Note
<b>D23</b>	DEGRA Baseline EGRA Report
<b>D24</b>	EGRA Tool
<b>D24</b>	EGRA Stimuli
<b>D25</b>	DEGRA Award
<b>D26</b>	DEGRA Project Appraisal Document PAD
<b>D27</b>	DEGRA Concept note for IR2 community engagement
<b>D28</b>	DEGRA TLM Evaluation criteria
<b>D29</b>	DEGRA Evaluation of TLM Year 1
<b>D30</b>	DEGRA Evaluation of TLM Year 2
<b>D33</b>	Djibouti Assistance to Éducation Évaluation 2009
<b>D34</b>	Évaluation des Élèves de l'Année 2 en Lecture 2009

Code	Document description
<b>D35</b>	Évaluation des Élèves de l'Année 2 en Lecture et Mathématiques 2010
<b>D36</b>	Plan d'action de l'éducation - 2017-2020
<b>D37</b>	MENFOP circular of January 3rd, 2019
<b>D38</b>	Djibouti Digital Foundations Project
<b>D39</b>	Reading benchmark approved
<b>D40</b>	Djibouti Education Program (Projet AIDE)   FHI 360
<b>D41</b>	L'observatoire de la qualité des enseignements Parution n°3 - Janvier 2019
<b>D42</b>	SCS Djibouti PRECAD
<b>D43</b>	Analyse du Système Éducatif de Djibouti
<b>D44</b>	Poverty and Equity Assessment of Djibouti
<b>D45</b>	DEGRA Lesson observation tool Year 1-2
<b>D46</b>	DEGRA Lesson observation tool Year 3
<b>D47</b>	DEGRA Evaluation of PTA / SMC
<b>D48</b>	DEGRA CAL Scope of work
<b>D49</b>	DEGRA List of schools EGRA 2020 & 2021
<b>D50</b>	DEGRA Head Teacher Training Guide
<b>D51</b>	DEGRA CP training Report 2020-09
<b>D52</b>	DEGRA Teacher Training Guide
<b>D53</b>	DEGRA Teacher training Écriture AI 2020-02
<b>D54</b>	DEGRA Teacher training TML AI 2020-08
<b>D55</b>	DEGRA Teacher training Lecture AI 2020-10
<b>D56</b>	DEGRA Teacher training Report 2020-12
<b>D57</b>	ANNUAIRE STATISTIQUE 2020-2021
<b>D58</b>	Performance Plan and Report - 2019
<b>D59</b>	Performance Plan and Report - 2020
<b>D60</b>	Niveaux fondamentaux de qualité et d'équité Question and Scoring Matrix
<b>D61</b>	DEGRA Community Mobilization Discussion Guide
<b>D62</b>	DEGRA Teacher Guide Grade 1
<b>D63</b>	DEGRA Teacher Guide Grade 2
<b>D64</b>	DEGRA Presentation
<b>D65</b>	DEGRA Team Proximity Training
<b>D66</b>	Organigram MENFOP
<b>D67</b>	Training Plan
<b>D68</b>	DEGRA Focal points

Code	Document description
<b>D69</b>	EGRA Summary of Tool Adaptations
<b>D70</b>	TDR Comité de pilotage
<b>D71</b>	TDR Commission de promotion de la lecture
<b>D72</b>	TDR Conseillers pédagogiques
<b>D73</b>	Note defining CP work modalities
<b>D74</b>	Revised Note defining CP work modalities
<b>D75</b>	décret 63 Fonction des conseillers pédagogiques
<b>D76</b>	Circular 662 Framing of curriculum revision
<b>D77</b>	Student teacher enrolment by gender
<b>D78</b>	Labor Management Procedures Education Emergency Response to COVID
<b>D79</b>	MENFOP priority framework 2021 -2022
<b>D80</b>	World Bank-Djibouti Country Partnership Framework for the Period FY22 FY26

## Annex IX: Evaluation Framework

Evaluation Questions	Desk Review	Data Collection
EQ I.a Has DEGRA been achieving its intended outcomes for reading instruction [IR-1]?	D01-D02 <sup>55</sup> DEGRA Activity Annual Report D03-D12 DEGRA Quarterly Progress Reports D13-D15 Work Plans D19-20 DEGRA Portfolio Review FY20 D21 AMELP D22 EGRA Concept note D23 DEGRA Baseline EGRA Report D28-30 TLM evaluations D36 Plan d'action de l'éducation 2017-2020 D41 L'observatoire de la qualité des enseignements Parution n°3 - Janvier 2019 D45-46 Lesson observation tool D50-56 Training guides and report D59-60 Performance Plan and Report	<u>Quantitative:</u> Indicators (Monitoring Data): 1 to 9 Student survey: QS300 <sup>56</sup> Teacher survey: QT500 Parent survey: QP200  <u>Qualitative:</u> KII FHI360 KII MENFOP KII CFEEF KII CRIPEN FGD Teachers
EQ I.b Are there comparisons/conclusions that can be discerned from students benefiting from DEGRA and those that did not? [IR I.1]	D22 EGRA Concept note D23 DEGRA Baseline EGRA Report D24 EGRA Tool D34 Evaluation des Élèves de 2ème Année en Lecture 2009 D39 Reading Benchmark D69 EGRA Summary of Tool Adaptations	<u>Quantitative:</u> EGRA Teacher survey: QT500 Parent survey: QP200  <u>Qualitative:</u> KII FHI360 KII Partners KII MENFOP KII CFEEF KII CRIPEN FGD Parents FGD Teachers
EQ I.c What is the impact of new instructional methods of teaching reading introduced by DEGRA on children's learning outcomes? [IR I.1]	D22 EGRA Concept note D23 DEGRA Baseline EGRA Report D24 EGRA Tool D34 Evaluation des Élèves de 2ème Année en Lecture 2009 D39 Reading Benchmark D41 L'observatoire de la qualité des enseignements Parution n°3 - Janvier 2019 D62 DEGRA Teacher Guide Grade 1 D63 DEGRA Teacher Guide Grade 2 D65 DEGRA Team Proximity Training D66 Student teacher enrolment by gender D68 DEGRA Training Plan	<u>Quantitative:</u> EGRA Student survey: QS300 Teacher survey: QT400 - QT500 Parent survey: QP200  <u>Qualitative:</u> KII FHI360 KII MENFOP KII CFEEF KII CRIPEN FGD Teachers
EQ I.d What is the impact of pedagogical supervision and support on children's learning outcomes? [IR I.2]	D50-56 Training guides and report	<u>Quantitative:</u> Teacher survey: QT600 Classroom Observation  <u>Qualitative:</u> KII FHI360

<sup>55</sup> Codes reflect the ET's cataloguing system after preliminary document review.

<sup>56</sup> These numbers represent sections of the tools most relevant to the EQ. They may adjust slightly as tools become further refined during the data collector training.

Evaluation Questions	Desk Review	Data Collection
		KII MENFOP KII CFEEF KII CRIPEN FGD Teachers
EQ1.e Has pedagogical supervision and support been sufficient in the country, particularly in the remote rural schools? [IR1.2]	D50-56 Training guides and report	<u>Quantitative:</u> Teacher survey: QT600 (crossed with location) Classroom Observation  <u>Qualitative:</u> KII FHI360 KII MENFOP KII CFEEF KII CRIPEN FGD Teachers
EQ2.a Has DEGRA been achieving its intended outcomes for community participation [IR-2]?	D01-D02 DEGRA Activity Annual Report D03-D12 DEGRA Quarterly Progress Reports D13-D15 Work Plans D16 Barrier Analysis D17 DEGRA Social & Behavior Change Communication Strategy D19-20 DEGRA Portfolio Review FY20 D21 AMELP D27 DEGRA Concept note for IR2 community engagement D42 SCS Djibouti PRECAD D47 Report on evaluation of PTA / SMC D59-60 Performance Plan and Report D61 DEGRA Community Mobilization Discussion Guide	<u>Quantitative:</u> Indicators (Monitoring Data): I0-I8 Student survey: QS400 Teacher survey: QT300 Parent survey: QP300-400-500-600  <u>Qualitative:</u> KII FHI360 KII MENFOP FGD Teachers
EQ2.b Has DEGRA been effective in mobilizing communities and engaging PTAs in reading activities? [IR2.1]	D16 Barrier Analysis D17 DEGRA Social & Behavior Change Communication Strategy D27 DEGRA Concept note for IR2 community engagement D33 Djibouti Assistance to Education Evaluation 2009 D42 SCS Djibouti PRECAD D47 Report on evaluation of PTA / SMC	<u>Quantitative:</u> Student survey: QS400 Teacher survey: QT300 Parent survey: QP300-400-500-600  <u>Qualitative:</u> KII FHI360 KII Partners KII Agent FGD Parents FGD Teachers
EQ2.c Has DEGRA been effective in reinforcing NGO capacities to carry out reading activities? [IR2.2]	D16 Barrier Analysis D17 DEGRA Social & Behavior Change Communication Strategy D27 DEGRA Concept note for IR2 community engagement D42 SCS Djibouti PRECAD D47 Report on evaluation of PTA / SMC	<u>Quantitative:</u> Student survey: QS500 Teacher survey: QT300 Parent survey: QP300-400-500-600  <u>Qualitative:</u> KII FHI360 KII Partners KII Agent FGD Parents FGD Teachers

Evaluation Questions	Desk Review	Data Collection
EQ3.a Has DEGRA been achieving its intended outcomes for the IR-3?	D01 -D02 DEGRA Activity Annual Report D03-D12 DEGRA Quarterly Progress Reports D13-D15 Work Plans D19-20 DEGRA Portfolio Review FY20 D21 AMELP D36 Plan d'action de l'éducation 2017-2020 D37 MENFOP circular of January 3rd, 2019 D59-60 Performance Plan and Report D70 TDR Comité de pilotage D71 TDR Commission de promotion de la lecture D79 MENFOP priority framework 2021-2022	<u>Quantitative:</u> Indicators (Monitoring Data): 19 à 23  <u>Qualitative:</u> KII FHI360 KII MENFOP FGD Teachers
EQ3.b Has DEGRA been successful in creating and enabling a favorable policy environment to improve reading instruction? [IR3.2]	D18 DEGRA Étude Diagnostique Basée sur l'Équité Genre et l'Inclusion Sociale (EGIS) D36 Plan d'action de l'éducation 2017-2020 D37 MENFOP circular of January 3rd, 2019 D39 Reading Benchmark D41 L'observatoire de la qualité des enseignements Parution n°3 - Janvier 2019 D42 SCS Djibouti PRECAD D47 Report on evaluation of PTA / SMC D70 TDR Comité de pilotage D71 TDR Commission de promotion de la lecture D72 TDR Conseiller pédagogique D73 & D74 Note defining CP work modalities D75 Décret 63 Fonction des conseillers pédagogiques D76 Circular 662 Framing of curriculum revision	<u>Qualitative:</u> KII FHI360 KII Partners KII MENFOP
EQ3.c Has DEGRA been effective in collaborating with CRIPEN, CFEEF, the Ministry's cabinet through the Office of the Secretary General, the Office of the Executive Secretary, the Office of the General Inspector, and the Evaluation Unit? [IR3.3]	D01 -D02 DEGRA Activity Annual Report D03-D12 DEGRA Quarterly Progress Reports	<u>Qualitative:</u> KII FHI360 KII Partners KII MENFOP
EQ4 What have been some primary factors that have contributed to success or presented specific challenges in DEGRA's implementation? What alternative approaches could lead to better results?	D01 -D02 DEGRA Activity Annual Report D03-D12 DEGRA Quarterly Progress Reports	<u>Qualitative:</u> KII FHI360 KII Partners KII Agents KII MENFOP FGD Parents FGD Teachers

Evaluation Questions	Desk Review	Data Collection
EQ5 Do the original assumptions and the theory of change still hold? If not, what adaptations are needed to ensure that DEGRA remains on track to achieve its expected results?	D38 Djibouti Digital Foundations Project D43 Analyse du Système Éducatif de Djibouti	<u>Qualitative:</u> KII FHI360 KII Partners KII Agents KII MENFOP FGD Parents FGD Teachers
EQ6 What has the implementer achieved so far to ensure sustainability?	D01 -D02 DEGRA Activity Annual Report D03-D12 DEGRA Quarterly Progress Reports D13-D15 Work Plans D19-20 DEGRA Portfolio Review FY20	<u>Qualitative:</u> KII FHI360 KII Partners KII Agents KII MENFOP FGD Parents FGD Teachers

## Annex X: Team Composition

Names	Title	Main Qualifications / Responsibilities
<b>Isabelle McMahon</b>	Team Leader	<p>Multilingual international development professional with more than 25 years of experience. Expertise in qualitative and mixed-methods design and analysis, applied research, and promoting use of evidence-based findings for organizational learning and project improvement. Experienced with planning, management, and monitoring of quantitative and qualitative data-collection processes integrating technology where effective, as well as quality-assurance procedures. Capacity to clearly, concisely, and convincingly express ideas and concepts in written, oral, and visual form. Fields of expertise include education, nutrition, health, WASH, governance, and economic development. Clients include U.S. federal agencies, non-profit organizations in the U.S. and overseas, foundations, international organizations, and donors.</p> <p>For the DEGRA midterm evaluation, responsibilities include:</p> <ul style="list-style-type: none"> <li>• Prepare the inception report, including evaluation design and instruments</li> <li>• Perform desk review</li> <li>• Pilot instruments</li> <li>• Conduct training on questionnaires and observation</li> <li>• Conduct KIs and FDGs</li> <li>• Lead early findings workshop</li> <li>• Coordinate report writing</li> <li>• Lead results presentation conference</li> </ul>
<b>Alice Michelazzi</b>	Capacity-Building/OD & M&E Expert	<p>Experienced education M&amp;E and capacity-building consultant with strong EGRA and EGMA experience. Has supported EGRA data collection in 15 countries in more than 20 languages. Experience in tools adaptation, enumerators training, supervision of data collection. Experience in developing MEL (Monitoring, Evaluation and Learning) and FOI (fidelity of implementation) frameworks for education interventions.</p> <p>For the DEGRA midterm evaluation, responsibilities include:</p> <ul style="list-style-type: none"> <li>• Review instruments</li> <li>• Conduct training of EGRA enumerators</li> <li>• Conduct KIs and FDGs</li> <li>• Co-lead early findings workshop</li> <li>• Assist in report writing</li> </ul>
<b>Amina Said Chire</b>	Local Consultant	<p>Highly experienced consultant with nearly 15 years of experience in design, implementation, and research. Has evaluated projects, conducted studies, and is deeply familiar with the Djibouti education sector. Has worked with CRIPEN, the Ministry of Education, and trained teachers, among other responsibilities. Has extensive experience in data collection and analysis, publishing and editing. This experience has been accumulated through university teaching, scientific research, expertise working with international organizations including most UN agencies and other international development</p>



Names	Title	Main Qualifications / Responsibilities
		<p>agencies. Fluent in English and French. Ms. Chire currently leads a local research organization.</p> <p>For the DEGRA midterm evaluation, responsibilities include:</p> <ul style="list-style-type: none"> <li>• Review instruments</li> <li>• Perform desk review</li> <li>• Pilot instruments</li> <li>• Conduct KIIs and FDGs</li> <li>• Assist in report writing</li> </ul>
<b>Ismail Ahmed</b>	Local M&E Expert	<p>Highly experienced evaluator with extensive experience in systemic analysis, organization diagnostics, environmental and project evaluations, surveys management, data-collection tools, questionnaire development, and participatory approaches and methodologies. Experienced in M&amp;E systems, plan and indicators development, baseline, data-collection tools, M&amp;E guidelines and procedures update, quality control, knowledge management. Skilled in SPSS; fluent in French and English. Has a significant role in overall evaluation design, management of data collection, and surveys.</p> <p>For the DEGRA midterm evaluation, responsibilities include:</p> <ul style="list-style-type: none"> <li>• Review instruments</li> <li>• Perform desk review</li> <li>• Pilot instruments</li> <li>• Conduct KIIs and FDGs</li> <li>• Assist in report writing</li> </ul>
<b>Karla Giuliano Sarr</b>	Researcher	<p>Has more than 10 years of experience conducting research, evaluation, technical assistance, and capacity building in international education. Areas of expertise include early-grade reading, multilingual education, girls' education, education in crisis and conflict, qualitative and mixed-methods research. Regional expertise: Africa, Francophone Africa specifically. Fluent in French, native English speaker. Supports and contributes on evaluation methods and capacity-building task areas.</p> <p>For the DEGRA midterm evaluation, responsibilities include:</p> <ul style="list-style-type: none"> <li>• Validate the inception report, including evaluation design and instruments</li> <li>• Perform desk review</li> <li>• Write report</li> <li>• Co-lead results presentation conference</li> </ul>

Names	Title	Main Qualifications / Responsibilities
<b>Michel Rousseau</b>	Statistician	<p>Vast experience conducting educational assessment studies in many countries mainly in Africa. Has excellent knowledge and skills with many facets of research design, sampling, tools development, data analysis, and results dissemination. Also has more than 10 years of experience in teaching psychometrics, assessments, and quantitative research at university level. Supports the team in conducting analysis.</p> <p>For the DEGRA midterm evaluation, responsibilities include:</p> <ul style="list-style-type: none"> <li>• Validate evaluation design and sampling methods</li> <li>• Analyze qualitative data</li> <li>• Assist in report writing</li> </ul>
<b>DDCC&amp;S</b>	Data Enumerators	<p>For the DEGRA midterm evaluation, responsibilities include:</p> <ul style="list-style-type: none"> <li>• Organize training</li> <li>• Recruit enumerators</li> <li>• Collect survey and interview data from identified participants in target schools and communities</li> <li>• Record and report results to technical staff</li> </ul>

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