



# DJIBOUTI ASSISTANCE TO EDUCATION EVALUATION

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## **ACRONYMS**

AED	Academy for Educational Development
AF	Arab Fund
AFD	French Development Agency
AGSP	Ambassadors' Girls Scholarship Program
AIDE	Assistance Internationale pour le Développement de l'Education
AIR	American Institutes for Research
APE	Parent Student Association
CEM	Middle School
CFPEN	National Education Training Center
CGE	School Management Committee
CJTF-HOA	Combined Joint Task Force for the Horn of Africa
CP	Pedagogical Advisers
CRIPEN	National Education Research, Information and Publishing Center
DOD	United States Department of Defense
EC	European Commission
EMIS	Education Management Information System
EQUIP	Education Quality Improvement Project
ESL	English as a Second Language
FQEL	Fundamental Quality and Equity Levels
GORD	Government of the Republic of Djibouti
GPE	Education Partnership Group
IEN	National Education Inspectorate
IFESH	International Foundation for Education and Self-Help

INDS	National Social Development Initiative
J&A	Juarez & Associates
JICA	Japanese International Cooperation Agency
LEC	Girls' Second Chance Learning Center/Literacy Center
MENESUP	Djibouti Ministry of Education
NGO	Non-government Organization
PAI	President's Africa Initiative
PD	Planning Division
SAVE	Save the Children
TRC	Teacher Resource Center
USAID	United States Agency for International Development
UD	University of Djibouti
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
USG	United States Government
WFP	World Food Program

## **EXECUTIVE SUMMARY**

After the Republic of Djibouti attained its independence from France in 1977, it successfully strove to survive in a uniquely interesting cultural milieu within the Horn of Africa nestled between Ethiopia to the west, Somalia to the southeast, and Eritrea to the north. Djibouti covers an area a little bigger than the state of Massachusetts and consists of 23,000 square kilometers of sparse mountainous desert with a Red Sea coastline stretching along its Eastern border. Despite recent economic improvements, Djibouti is still classified in the United Nation Development Programs (UNDP) Human Development Index as one of the world's poorest nations, ranked 157 out of 174 countries. Current population estimates vary, but a recent estimate by the World Bank places today's population at about 761,000 (2009), of which 70 percent live in the capital. A total of 83 percent of the population live in urban areas, including Djibouti Ville and the remaining regional urban centers. Ethnically, about 60 percent are Issas, and 35 percent are Afars. The rest are Europeans, Arabs and Ethiopians, who make up another 5 percent.

About 26 percent of the population consists of displaced persons mainly from Ethiopia and Somalia, who contribute to the growing rate of poverty and present the government with a challenge. Currently, about 74 percent of the population lives below the official poverty line, while an estimated 42 percent survive in extreme poverty (World Bank, 2009). Recent assessments confirm that the highest incidences of poverty are in rural areas, contributing to a national unemployment rate of 60 percent.

Social indices suggest a nation under extreme stress: UNICEF estimates Djibouti's fertility rate at about four children per woman, while the infant mortality rate is 84 per 1000 live births and the maternal mortality rate, still among the highest in Africa, is at about 740 per 100,000 birth mothers (2007). About 14 percent of under-fives suffer from malnutrition and of those 31 percent are severely malnourished. The population is currently growing at an annual rate of about 2 percent, with 46 percent within the 0-15 year age-bracket. The national birth rate is about 38.61 births per thousand, and the death rate stands at 19.16 per thousand. Today, total life expectancy is 43.37 years, which by regional standards is low.

Djibouti has some of the weakest education statistics in Africa, which presents a challenge for donors and those carrying out national education assessments. Consequently, the numbers quoted here come from three sources; World Bank data reported in 2007-2008 reports, provisional data shared by MENESUP and UNESCO's World Education statistical database.

Djibouti's education system has been structured around the enseignement fondamental, or basic education model, which comprises five years of primary education and the first four year cycle of secondary education followed by enseignement secondaire, or 3 years of upper secondary

education. In Djibouti the first nine years of education is mandatory catering for students in the 6-16 years age range. There are 105 primary schools in Djibouti, serviced by 1,657 teachers. At the end of the five-year primary cycle, students are oriented into two different streams: a general education stream and a technical education stream, each lasting four years. In 2008, Djibouti allocated 8.3% of GDP to education. Currently, education has a 26.1% share of national government expenditures. During the 2008-2009 school period there were about 59,500 primary students in the system, of which about 26,200 were girls. The current student teacher ratio at this level, in 2008, was 1 teacher to 44 students. A small parallel private primary education service exists catering for about 13.4% of the current primary school-going population. Today, according to MENESUP, the primary gross enrolment rate is 80% while the completion rate is estimated at 72.7%. The primary repetition rate is estimated at about 7.3%. The end of cycle achievement rate is still only 56.3%. Students attending primary schools in Djibouti currently receive 896 hours of instruction annually, but low achievement and significant repetition rates are suggestive of classroom time-on-task inefficiencies due to a number of factors including poor teacher performance, large classes and low student motivation.

In 1999, the GORD embarked on stabilizing the national economy in order to create the funds and resources necessary for a national campaign to eradicate poverty without threatening national economic growth and political stability. An important element of that strategy posited the urgent need to invest resources in building national capacities to meet the twin challenges of economic and social change. This need was partly met through the initiation of a national education reform movement. A General Education Law was promulgated and a 10-year (2001-2010) national education plan adopted. In keeping with the poverty amelioration strategies in the Poverty Reduction Strategy Paper (PSRP), the plan would provide resources for: i) increasing education access and reducing disparities, ii) improving the quality and relevance of education, iii) improving the planning, decision making and administrative capacities of the ministry, and iv) strengthening the financial support base for education by soliciting the assistance of international partner organizations and governments.

As part of a bilateral agreement, the President of the Republic of Djibouti requested that, in return for allowing a U.S. military base in Djibouti, the U.S. government (USG) assist Djibouti in carrying out the planned social reforms. Assistance was requested specifically for improving rural services like education and health. This agreement generated a three-year education support activity that was designed using the pre-existing USAID Education Quality Improvement (EQUIP) mechanism. The first project, known as Djibouti Assistance Internationale pour le Développement de l' Education (AIDE), was launched under EQUIP I in 2003 and continued until October 2007 (for the purposes of the evaluation, this phase will be called the EQUIP I Phase). This initial phase was followed by a second, more focused follow-on program, under EQUIP 2 which was implemented in two phases. EQUIP 2 Phase I lasted

from 2007 till 2008, and EQUIP 2 Phase II, which is currently ongoing, runs from October 2008 to October 2009.

In 2003, the adult literacy rate as reported in the CIA Factbook was estimated to be only 68 percent among the population aged 15 years and older, of which women and males had 58 percent and 78 percent literacy rates, respectively. Unfortunately, reliable UNESCO and World Bank literacy data are unavailable, but one may assume that the educational achievements of the last six years will have made a positive impact on current national literacy rates. After the start of the national education reform, which began in earnest in 2000, significant progress was made in improving national educational enrolment and achievement rates. After 2000, basic education gross enrolment rates, which had been stagnant at around 2.5 percent per annum during the previous decade, took off and average increases of about 6 percent per annum have been recorded since (EQUIP I & II reports).

This evidence-based field evaluation, which was commissioned by USAID through Aguirre/JBS, was carried out during February and March of 2009. Qualitative and quantitative research methods were applied to verify the information reviewed in the project AIDE records and archives and to establish a first-hand view of what was actually happening in schools impacted by project AIDE. Interviews were held with over 55 respondents in six regions, twenty primary and middle schools, four dormitories, four youth vocational training centers, one girls' literacy center, five teacher resource centers (TRCs), numerous MENESUP and GORD offices, and numerous Djibouti Ville international partner organizations. In addition, five focus groups were held to give voice to the opinions and experiences of parent student associations (APEs), schools management committees, regional education officials, and women's associations in Djibouti Ville, Arta, Ali Sabieh, Dikhil, Tadjourah and Obock, and in numerous village schools serving remote areas.

## **USAID Achievements**

### **EQUIP I (2003-2007)**

After a slow start, EQUIP I was able to demonstrate the following significant achievements:

- Mobilized parents and communities to play an active role in schools, assisted in registering more than 60 parent student associations (APEs) and distributed grants to over thirty APEs.
- Increased access to schooling by assisting in primary and middle school construction and refurbishment with assistance from the U.S. Department of Defense (DOD). Included were the construction of two school dormitories, the provision of school kitchens and refectories, toilets and water storage facilities.

- Achieved the planning and design of Djibouti's first comprehensive in-service teacher training program.
- A small but significant number of girls were given opportunities for literacy and professional training via non-government supported training schemes.
- Project AIDE assisted in the design and construction of five Teachers' Resource Centers (TRCs) in Djibouti Ville, Ali Sabieh, Dikhil, Tadjourah and Obock.
- With UNICEF's assistance, AIDE produced and distributed 124,755 student kits, 94,500 primary textbooks, 750 classroom resource kits, and 150,000 integrated teaching/learning modules (UNICEF Report, 2008).

## **EQUIP 2, Phases I and II (2007-2009)**

Primary school admission rates increased from about 56 to 80 percent from 2005 to 2008 (World Bank, 2008). The most significant improvement was in the primary school gender parity index, which rose from 0.81 to 0.93 over the same period. Even more significant is the quality improvements at the primary level, which experienced a very significant increase in transition rates from primary to middle schools, rising from 4.23 percent in 2007 to 4.92 percent in 2008. Many of the above achievements can be attributed, in part, to interventions supported by USAID through the AIDE project and the DOD's construction program, and included incentives to encourage marginalized children to go to school, the additional construction of new - or improvements to existing - primary schools, the training of teachers, improvement of school learning materials, involvement of parents and communities in the running of schools, and the strengthening of institutional management capacities at both the school and regional office levels.

Other significant achievements during these two last phases include:

- 80 percent of all schools now have an active APE, and 75 percent have undertaken school improvement projects. APEs are now legally recognized entities. 101 APEs were also trained in school governance issues.
- With AIDE and assistance from other donor partners, primary schools increased admissions from 42,768 to 50,200 students between 2003 and 2009.
- Thirty-two schools were provided latrines and potable water facilities.
- Three national awareness and community mobilization events using radio and television were carried out to encourage parents to send girls to school.
- 1,465 teachers, school directors and pedagogic advisers received training with project AIDE support.
- 90 percent of teachers who were trained with AIDE support now have begun to employ learner-centered teaching strategies in their lessons.

- All 101 school directors trained are using the USAID-designed school directors' guide in their school management practice.
- Five TRCs were built or refurbished and equipped.
- 189 youth completed professional training and apprenticeships, of which 64 were girls. Only 126 of the 144 who were vetted had obtained gainful employment.
- 379 MENESUP officials were trained in the use and application of the new Fundamental Quality and Equity Levels (FQEL) strategic information management and gender data disaggregation techniques.

### **Some Evidence-based Field Observations**

- Some schools and centers visited were poorly maintained, despite attention and inputs from APEs.
- The construction and refurbishment of schools has made a significant positive impact on national primary enrollments, especially in rural areas.
- In a number of rural schools, school sanitation improvements were undermined by a persistent shortage of, or lack of access to, water.
- A number of interventions, including the Ambassadors' Girls Scholarship Program (AGSP), the school feeding program, national awareness raising campaigns and the active participation of local women's associations, have made a positive impact on girls' school attendance.
- The two school dormitories constructed by the U.S. DOD and GORD do not seem to be functioning as planned, and are poorly attended and managed.
- New computers and other TRC equipment is poorly maintained and, in some TRCs visited, inoperable.
- In most schools visited APEs and CGEs were established and functioning, however until March 2009, APEs were not officially recognized.
- Only two TRCs (Ali Sabieh and Tadjourah) seemed to be functioning as teacher and community support centers. The rest (especially Obock and Dikhil) were less than effective due either to understaffing, poor management, or weak leadership.
- Poor communications, between departments and management levels in the MENESUP and between regions, are creating a decision making bottle-neck that requires attention if decentralization is to be more effective.
- The AIDE program has had significant impact on training at all levels. However, the lack of institutionalized monitoring and evaluation procedures extending to the regional office and school levels will need to be addressed in order to better assess teacher training impact.
- The poor distribution of books to some remote rural schools is still a significant learning impediment.

- The overall low quality of spoken English among trained English teachers impedes students' progress in learning English as a foreign language. This situation prevails in both middle and secondary schools.
- Out-of-school youth vocational and non-formal education programs, though still modest in scale, are making a positive impact. However, non-formal NGO and privately led education and training initiatives may not be receiving merited government support.

### **Major Successes Attributed to USAID Funded Project AIDE**

1. The radically different way in which communities now relate to Djibouti schools through government-recognized APEs, empowered by training, has made a difference in the way schools are managed and supported, especially in the rural areas.
2. The development and implementation of a coherent in-service teacher training plan and manual is beginning to positively impact the quality of primary classroom learning and teaching.
3. Successful USG and FDA funded and UNICEF implemented national awareness raising campaigns have had a positive impact in changing public awareness and parental attitudes toward girls' education, especially in rural areas.
4. Successful, if modest, pilot projects have had a positive impact in building marketable, professional skills amongst out-of-school youth, especially for girls and young women living in urban townships.
5. AIDE has made a successful first step toward creating an evidence-based MENESUP management culture. They have accomplished this by making the Planning Division's Education Management Information System (EMIS) a more bottom-up education planning and management tool, with support and participation from directors, inspectors and pedagogical advisers.

### **Recommendations for Future USAID Assistance to the Education Sector**

The following recommendations, resulting from extensive discussions with MENESUP senior officials and the USAID office in Djibouti and Nairobi, present an affordable and complementary follow-on for sustaining and extending the gains already achieved through previous USAID-funded initiatives. The four presented options lean toward continuing the more successful aspects of the existing program, while helping to sustain and improve the quality of the basic education reforms presently underway.

1. **Support, extend and strengthen community and parental involvement** in schools by providing sustained training and grants through a rural micro-credit scheme. This will serve a dual purpose of encouraging school improvements and generating other rural small business development activities targeted at alleviating rural poverty.

2. **Strengthen and extend in-service teacher training** by involving TRCs, inspectors, pedagogical advisers and directors more directly in the process. Develop a monitoring and evaluation procedure that will render existing training capacities more accountable to clearer national teaching standards.
3. **Develop a stronger evidenced-based management culture** at the regional and school level, by imparting the new skills gained through the Planning Division's EMIS Fundamental Quality and Equity Levels (FQEL) training for school directors, TRC advisors and regional inspectors. Include training for the development of regional and school level capacities to develop and implement annual school maintenance plans, as well as training in the servicing and upkeep of information and communication technologies, and other essential equipment.
4. **Provide more comprehensive support for out-of-school youth** education and training programs by supporting existing successful NGO-led training programs and other private training centers. Assist GORD in recruiting and training a national cadre of technical/vocational trainers and education inspectors.

USAID's Djibouti basic education improvement program to assist the MENESUP improve and expand basic education services to the rural areas achieved notable successes in seven specific activities outlined in section IV of the evaluation report. While USAID's successful EQUIP I and EQUIP II education programs were implemented with the assistance of several U.S. private sector partners, UNICEF, and national counterpart staff from six regional offices, much of the work carried out was supported by professionals from several ministry of education departments. Significant assistance was also received from the U.S. DoD and DoS, which were involved in facilitating school construction and grant management activities, respectively.

The provision of timely technical assistance for the development of training and learning materials, and the mobilization of resources to help ministry personnel implement appropriate training and school improvement activities in the rural areas, were much appreciated by all beneficiaries, especially parents in rural communities. Perhaps, most impactful was Project AIDE's ability to work in close collaboration with national ministry counterparts in the conceptualization, planning and execution of a complex program of field activities, while also insuring that the ownership of any outputs and outcomes remained firmly in national hands. For this latter achievement, project AIDE, inspired and ably led by a team of motivated and experienced professionals, deserves much credit.

## **I. INTRODUCTION TO THE DJIBOUTI ASSISTANCE TO EDUCATION PROJECT**

In direct response to the President of the Republic of Djibouti's request to the President of the United States, and in return for allowing the United States to establish its only military base in Africa in Djibouti, United States Government (USG) assistance was provided to help the Government of Djibouti (GORD) implement education reform. USAID's main mechanism for assisting the Djibouti Ministry of Education (MENESUP) was offered through a program entitled "Assistance Internationale pour le Développement de l' Education" (AIDE). This three-year project activity under USAID's Education Quality Improvement Project (EQUIP I) was funded for \$10,556,499 (for the purposes of the evaluation, this will be known as the EQUIP I Phase). In addition, USAID funded improvements to the national education management information system that produce up-to-date and more comprehensive institutional data including numbers of students, numbers of teachers, number and level of classes taught, student performance, and number and type of facilities per school, etc., for the Djibouti Public School system.

In this phase, four partners in EQUIP I were contracted to do the implementation under a Cooperative Agreement led by the American Institutes for Research (AIR). Under AIR's primacy, the Academy for Educational Development (AED) assumed the technical lead, while Save the Children (SAVE) was given responsibility for non-formal education and community development, leaving Juarez & Associates (J&A) to handle project monitoring and evaluation activities. Shortly after funds were made available to EQUIP I, a technical team led by AIR traveled to Djibouti to carry out a rapid assessment and to draft a project design, action plan and budget, which were approved by USAID in June 2003.

USAID employed a number of contractors and grantees to implement their education program. The EQUIP I / AIDE Cooperative Agreement was complemented by a grant to UNICEF, which provided additional support to increase access, equity and quality of basic education. Under the Africa Education Initiative (AEI), complementary funding was made available for the Ambassadors' Girls Scholarship Program (AGSP) and the Teachers for Africa Program. Finally, the Combined Joint Task Force for the Horn of Africa (CJTF-HOA) also provided inputs and activities that complemented the USAID program. Early DOD-assisted activities included the construction and refurbishment of two large schools in the Djibouti Ville region (see Annex 2). USAID's simultaneous recruitment of staff for the establishment of a local project office underscored the importance of a quick start, as evidenced by the obligation of \$9,055,527 in project funding by the end of 2005.

## **A. EQUIP I: 2003-2007 (\$10,566,499)**

The table in Annex 3 summarizes the achievements of the first phase of the project and is a reflection of data gleaned from EQUIP I archives that were reviewed to try to better understand the impact resulting from this phase of Project AIDE's activities. Unfortunately, access to all members of AIR's EQUIP I team was not possible given the time and scope of work of this evaluation, so many of the qualitative management and operational nuances of the EQUIP I Phase's implementation history have not been explored in this study.

What emerges from an analysis of the documentary evidence available suggests that, for a variety of project leadership and related issues, and due to MENESUP management capacity and GORD institutional reasons, the EQUIP I phase had a delayed start. Weak local institutional capacity, delays in MENESUP's approval of manuals, mistrust between the AIDE team and the ministry, delays in the design and production of learning materials and the implementation of training activities, forced the AIDE team to cut back on some key activities and slow down implementation in line with local capacity and ability to provide support and absorb the resources and services provided by Project AIDE's technical team. During the early stages of EQUIP I there was also a considerable focus on infrastructure development which detracted from progress in other key activity areas. Despite delays, most planned outputs were achieved, or were on track by February 2007, EQUIP I's completion date.

A review of EQUIP I documents and visits to the field revealed the following notable achievements:

- Community involvement, an under-emphasized aspect of Djiboutian civil responsibility, significantly increased with the training of parents and the initial registration of "Associations Parents Eleves" (APE). These are parent-elected and managed parent-student associations registered through the Ministry of the Interior by each school to play a supportive role in the maintenance and upkeep of school facilities and other activities. By 2007, over 60 APEs had been registered and more than 30 had received small grants for school improvements.
- Access to primary and middle school education enrolments increased significantly as school construction programs, carried out by AIDE, the Japanese, the U.S. Department of Defense and the French, have added more classroom space and facilities to meet increased demand. An increase of gross enrolment rates from 49 percent in 2003 to 67 percent in 2007, was a notable achievement. During the same period the total number of primary enrollees had reached an estimated total of 48,550 students, increasing from 42,768 in 2003.
- The design and inauguration of Djibouti's first in-service teacher training program added a new and important dimension to the quality of classroom teaching and student learning, including training modules, guides and an in-service training implementation plan.

- A small but significant number of out-of-school youth, especially girls, were given new opportunities for professional training and education through several new non-formal education and training initiatives started or supported by AIDE.
- AIDE assisted in designing, constructing and equipping five Teacher Resource Centers (TRCs) and provided training and support to the GORD and MENESUP's regional service teams, including 40 advisers and 100 school directors.
- USAID-funded student kits, teachers' guides and student textbooks were produced and distributed to primary and middle schools. With assistance from UNICEF, 124,755 kits, 94,500 primary textbooks, 750 classroom resource kits and 150,000 integration modules were produced and distributed throughout the Republic (UNICEF final report, 2008).

**B. EQUIP 2 Phase I: March 2007 – September 2008 (\$2,505,997);**

**EQUIP 2 Phase II: October 2008 – September 2009 (\$1,950,000)**

After a hiatus caused by a slower-than-expected USAID-led transition between the EQUIP I and EQUIP 2 Cooperative Agreements, a new AIDE team, led by AED and re-joined by Save the Children, was able to put the project back on a productive path. The transition from EQUIP I to EQUIP 2 was carried out primarily to consolidate the number of implementation partners from the original four to only two, while also ensuring that AED continued as principal implementing partner and team leader.

The re-focused EQUIP 2 Phase I completed unfinished business by delivering teacher guides, student manuals, and training activities. A better-designed second phase and pared-down third phase provided a more determined focus for consolidating school access, improving the quality of classroom teaching and learning, making management and decision making more objective, and increasing efforts to reach target marginalized groups like out-of-school youth and girls through non-formal education interventions.

The EQUIP 2 results data, presented in the table in Annex 4, summarize the achievements reported by AIDE between October 2008 and March 2009. The evidence-based observations, which are presented thematically below against EQUIP 2's logical framework of intermediate results, attempts to add a valuable qualitative dimension to the quantitative data presented in the two tables attached in the annexes.

## II. EVIDENCE-BASED FIELD OBSERVATIONS RELEVANT TO ALL PROGRAMMING PHASES

### A. IR I: Increased Access to Basic Education

#### 1. School enrolment, attendance and retention

Statistical analyses in the tables below demonstrate a significant increase in net enrolment and retention rates nationally for both boys and girls at the primary, middle and secondary levels. There are, however, still significant regional variations that may be due to any of the following factors: i) the non-availability of accurate current data on enrollments, especially from remote rural schools; ii) the lack of attention given to data collection in some regions due to poor motivation and lack of regional leadership; and iii) the difficulties associated with carrying out accurate tallies in schools affected by migration and population displacements.

	2004/05	2005/06	2006/07	2007/08
Net Enrollments, Primary - Girls	18,891	20,748	21,949	22,413
Enrollments, Primary - Boys	24,335	26,134	26,601	26,287
<b>Percentage of Girls</b>	<b>43.7%</b>	<b>44.3%</b>	<b>45.2%</b>	<b>46.0%</b>
Enrollments, Middle School - Girls	6,355	7,298	8,609	10,956
Enrollments, Middle School - Boys	10,316	11,058	12,790	15,702
<b>Percentage of Girls</b>	<b>38.1%</b>	<b>39.8%</b>	<b>40.2%</b>	<b>41.1%</b>
Enrollments General Secondary - Girls	1,802	1,977	2,191	2,742
Enrollments, General Secondary - Boys	2,795	3,206	3,733	4,475
<b>Percentage of Girls</b>	<b>39.2%</b>	<b>38.1%</b>	<b>37.0%</b>	<b>38.0%</b>
<b>Source:</b> Project AIDE study on gender in and education in Djibouti by Joshua Muskin at AED, in 2008.				

Discussions with school directors, parents, and teachers in all six regions bore this out. The second table shows that, at all three levels, boys still seem to be doing better than girls in net enrollments, except when measured against rate of increase in enrolments, where girls clearly have made significant gains since 2004.

	2004/05-05/06	2005/06-06/07	2006/07-07/08	2004/05-07/08
Rate of increase, Primary – Girls	9.8%	5.8%	2.1%	18.6%
Rate of increase, Primary – Boys	7.4%	1.8%	- 1.2%	8.0%
Rate of increase, Middle School - Girls	14.8%	18.0%	27.3%	72.4%
Rate of increase, Middle School - Boys	7.2%	15.7%	22.8%	52.2%
Rate of increase, General Secondary - Girls	9.8%	9.9%	24.1%	49.8%
Rate of increase, General Secondary - Boys	13.6%	14.5%	20.0%	56.1%
<b>Source:</b> Project AIDE study on gender in and education in Djibouti by Joshua Muskin at AED, in 2008.				

A variety of USAID supported activities were observed in the field that may have, if taken together, positively contributed to the increased enrolment and retention trends highlighted in the two tables above.

- a. The impact of scholarships and food aid to poor families has helped to reduce the opportunity cost of sending children to school, especially girls.
- b. The direct involvement of parents in the school has helped to raise awareness of the benefits of an education and has dispelled parental mistrust of schools and teachers.
- c. Radio and television awareness raising campaigns have had a positive affect on parents' attitudes toward education, especially girls education. This may have been a more effective strategy in the urban areas where mass media is more accessible.
- d. The near-universal availability of school latrines may be having a positive impact on the enrolment and retention of girls in school. However, in some schools where new latrines still lack water, or are poorly maintained, this may have an opposite effect.
- e. The provision of school meals through school feeding programs are having a positive impact on national enrolment and retention rates, but more specially on schools attendance in marginalized rural areas.
- f. The sensitization of teachers through gender training and improved classroom management skills may also be an added attraction. However, it may be too early to tell since the majority of teachers have only recently received gender training.
- g. School construction in remote areas has had a positive impact overall on the enrolment of both boys and girls. However, unless careful attention is paid to providing sufficient space to accommodate increased demand for middle and secondary education, recent gains may begin to evaporate as raised expectations for higher levels of education go unmet.
- h. Rewards, recently initiated by GORD with encouragement from UNICEF, seem to be giving "girl-friendly schools" additional perks and rewards through a system of small grants to schools and bursaries for poor families. This initiative should be encouraged and augmented.

Factors that may still inhibit girls' enrolment and retention include a dearth of sufficiently trained women teachers in schools, especially in remote rural areas and an apparent lack of female director role models. In none of the TRCs visited, for example, did the evaluation team see women in leadership roles, except in a few lower-level secretarial and administrative support positions.

In many urban areas and rural towns visited, the evaluation team observed a significant number of over-crowded classrooms and multi-shift schools, despite unprecedented levels of new school construction. These phenomena may reflect the need for more rational planning to ensure future placement of new schools in areas of greatest demand, or in areas where migration and internal displacement of the population will eventually lead to an increase in demand.

In rural areas, where communities are scattered and nomadic, a significant percentage, perhaps as high as 20 percent, of children are out of reach of educational and other public services. Reaching unreached communities with educational services remains a challenge, despite attempts to situate some new GORD schools near permanent wells and other pastoralist settlement areas. The challenge of the unreached may need to be met outside MENESUP's formal education delivery system, and via more creative flexible education delivery systems like those already being tried in countries like Sudan, Algeria, Tunisia and Mali.

## **2. School and dormitories and construction issues**

Ninety percent of the schools visited had benefited from school improvement projects either implemented by USAID, through AIDE, UNICEF, or the U.S. DOD. Interventions included significant infrastructure development like classrooms, refectories, kitchens, wells, solar panels, or dormitory facilities. However, the majority of projects were small school refurbishment activities like latrine improvements, water tank installations, fencing, painting, window and door repairs, support to school gardens, the repair of furniture, etc.

In the sample of 16 schools visited, the evaluator observed the following conditions:

- Not all schools with recently refurbished or constructed latrines had water.
- Not all refurbished facilities were still in good working order. In 70 percent of the schools visited, continued maintenance and upkeep were critical missing elements.
- In two cases seen, Faradile and Sagallou, more than one implementing agency had provided the same services due to lack of coordination. In Faradile, confusion between the AIDE project and UNICEF caused the implementation of double water facilities, neither of which was in working order when observed. In Sagallou, after AIDE had refurbished the existing school toilets, another project unnecessarily constructed a new set of toilets.
- Unsupervised work carried out by local APEs was of a generally poor quality and frequently required remedial intervention.
- In Guelleh Batal School in Djibouti Ville, which had been completely re-built by the U.S. DOD and USAID in 2003, neglect and lack of maintenance had caused some of the infrastructure to deteriorate to the levels existing prior to the USG's intervention.
- The four dormitories visited were structurally impressive. One, attached to the Obock Middle School, was privately sponsored by an Arab fund distributed through the Djibouti

President's Office. The other three had received significant U.S. DOD support and inputs. However, all four dormitories were underused. In Dikhil, only seven boys and ten girls claimed residence. However, there was some doubt as to whether the girls interviewed were actually residing in the dormitory or if they were actually living with relatives in town and only came in because the evaluators had arrived to inspect the dormitory. Three dormitories with large refectories and kitchens seemed to have taken on the role of "area soup kitchens" for children and members of the local population. This was clearly an important unintended role in an economy where high levels of unemployment, growing poverty and sizeable internally displaced populations need to be supported.

- In nine schools visited, cooking was carried out by parents over traditional outdoor wood fires, which created severe smoke pollution and health problems and inefficiently consumed large quantities of scarce wood. From both an environmental and health point of view, this issue should be addressed with some urgency.
- In six schools where meals were prepared for significant numbers of children, refectories were lacking resources, which denied children a place to eat.
- In three schools, school refectories had been converted into classrooms or storage areas due to a shortage of space.
- Schools serving school meals were part of a national food distribution process led by WFP and included food donated by UNICEF, USAID and Arab donors. Where large volumes of food supplies had to be stored, frequently these were subject to rodent or insect damage due to a shortage of adequate and pest-proof storage space.
- The school feeding program should be carefully monitored and evaluated. If necessary, this should be expanded to deal with the basic nutritional needs of a growing number of poor and hungry children in the rural areas.

### **3. Parent and community participation**

- All schools and vocational training centers visited had active APEs except for the Ali Sabieh 4 Primary, the women's and youth professional training centers, and the non-formal Girls' Second Chance Learning Center/Literacy Center (LEC). Since some of the above NGO-run non-formal literacy or training centers were outside direct government control, they were not obliged to form elected parent-student associations. However, several did discuss the need for such a body if more parents could be motivated to participate.
- In each school visited, APE members confirmed that two members from each school had received APE training through AIDE; after considerable delays, about 60 APEs had been officially registered through the Ministry of the Interior.
- Seventy percent of the schools visited had received small grants from AIDE to carry out school improvements. Where grants had been received, the money had acted as a catalyst to encourage parents' commitment to further action.

- Manuals introduced by SAVE from Guinea and Mali were modified for use in Djibouti and used to train APEs in financial management, APE responsibilities and other duties. Unfortunately, APE training was stopped after an initial training cycle because the Ministry was concerned that APE activities had over-reached their mandate to work constructively in schools under school directors.
- In early March, during this evaluation, a long-awaited legal decree was signed through the Prime Minister's Office giving a legal framework to APEs. This act should now enable schools to speed up their school APE registration process at the Ministry of the Interior and grant APE members clearer responsibilities and a mandate to provide support for schools.
- In the majority of schools visited, APE's work in school support had been poorly carried out due to lack of technical expertise and experience.
- There was ample evidence of harmonious relations between directors, teachers and APEs. In many cases, some APE members were also on school CGEs. The "Comites Gestion Ecoles" (CGEs) are school management committees initiated by the GORD to introduce a participatory style of management into schools. These have thrived during the course of the current national education reform and have insured that parents, teachers and school directors come together frequently to discuss and plan important schools activities in support of quality basic education. Each CGE is made up of at least two elected parent members, a teacher representative and the school Director. CGEs are formally managed and run by the Director and an elected CGE secretary and treasurer. They are empowered to manage school fees collected from parents and to use these to make purchases, or to initiate activities in support of school quality improvements.
- Schools with less active, or inactive, APEs looked poorly maintained. Three directors commented on parents' reluctance to get involved in school activities. Conversely, where directors had not made an effort to reach out to parents, APEs were less likely to be supportive. The manner in which directors perceive and work with APEs may be an important determinant for the success and sustainability of this important new national initiative.
- It was apparent that APEs needed continuous support and training to be successful, especially weaker groups in small schools or poorer communities.
- There may still be some resistance to the notion of APEs at both the regional and central levels of MENESUP. In two cases, rural inspectors in Ali Sabieh and Tadjourah actively supported community and parental involvement in schools and articulated this openly. Perhaps now that APEs are officially recognized, action memoranda could be issued by the Minister mandating clearer responsibility for the support of APEs at both the inspectorial and directorial levels, and for training for the school directors in what APEs have achieved to date.

- APEs may have opened an important new window of opportunity for expanding and reinforcing the nascent democratic process of increased citizen participation. Their ongoing support could have important repercussions for national development, the growth of a grass-roots democratic movement, and poverty alleviation in the rural areas.

## **B. IR 2: Improved Quality of Teaching and Learning**

### ***I. Training, training materials and related issues***

- Ample evidence was found of well-designed and produced training materials, teachers' and directors' guides and student manuals in use in most of the schools visited. Four teaching sessions were observed in four different schools, and in all cases students had their own books and teachers were using some form of teacher's guide. However, during two focus groups, parents and teachers complained about the inadequate supply of books, reading and learning materials in their children's schools. One explanation received for this apparently contradictory information posited that books are distributed but are not well-managed by either teachers or students. Many are lost or damaged and cannot be replaced quickly because of MENESUP supply and distribution problems.
- In 80 percent of the schools visited, UNICEF-distributed and USAID-financed student kits were evident. Although three schools visited had older kits without USAID logos, most schools had received the newer kits with the USAID logo on each bag.
- The recently printed and distributed In-Service Teacher Training Manual and plan was well received by teachers and directors who have used them. The 2009 training plan will involve all primary, middle and secondary teachers in an in-service training program pitched at reinforcing a competency-based approach to teaching and learning in key subject areas. AIDE's recently recruited Director for Quality Education and Teacher Training, Mme. Chantal Lelong, who was responsible for finalizing the Manual and drawing up the national in-service training plan, will work with regional inspectors, directors and advisers in implementing this. At present, little systematic training is being given to regional inspectors or school advisers and there is no way of ascertaining how well advisers carry out their teacher training responsibilities both at the TRC level, and in schools. Still missing is a systematic training monitoring and evaluation plan and procedure for trainers working at the CFPEN and individual school levels.
- USAID's contribution to teacher training began with the provision of technical and material support to CFPEN's pre-service training program for primary school teachers, and with grants to UNICEF for the development and production of training modules and primary teaching/learning materials through CRIPEN.
- Through project AIDE, USAID has been able to extend that support to the development of Djibouti's first comprehensive in-service teacher training program, which is now successfully underway with the full involvement of all MENESUP institutions responsible for providing

technical support for the improvement of teacher performance at the school and classroom levels. Senior CRIPEN and CFPEN staff suggested that, in order for in-service training to begin to make a significant impact on classroom teaching, in-service training would have to be implemented for at least four to five more years. This is due to the fact that about 60 percent of Djibouti's primary and middle school teachers are still under-trained and lack the practical skills required to be proficient in handling the new curriculum, and teaching methods.

- The APE training manuals and materials reviewed were of a professional standard and well-produced. They appeared to be well-designed, interactive training tools with a marked sensitivity to the needs of adult learners. Unfortunately, several still awaited official approval and clearance from MENESUP before they could be used.
- Training is still carried out using a cascade approach and it was difficult, in the time available, to assess the quality and effectiveness of training at the lower end of the chain. Ultimately, school advisers and inspectors are responsible for training teachers at the school level, and the evaluation was unable to observe training being carried out by those responsible at this critical level. However, positive classroom observations of teaching being carried out by primary and middle school teachers who claimed to have undergone recent training using the methods and materials being supported by AIDE, demonstrated that the new subject teaching methods and classroom management skills were beginning to be implemented.
- The evaluation did not see evidence of any interactive English language materials in use. Djibouti Rocks CDs and materials were not observed in use in any of the middle schools visited. However, the visual and printed elements of Djibouti Rocks were demonstrated to the evaluator by the media unit at CRIPEN.
- All the school directors visited had undergone AIDE supported training and 14 were able to produce a copy of the Director's Guide, when requested.
- IFESH's contribution to the development of ESL materials and training of English Language trainers and teachers was noted. However, their contribution may not be having the impact sought because English language teaching is still weak in Djibouti middle schools. A number of reasons were given: chief amongst these was the inability of either CFPEN or the University of Djibouti Faculty of Letters to produce well-trained English language speakers. Djiboutian English teachers trained at this level at either institution do not graduate with the necessary oral skills to teach English effectively to children at both the middle and secondary levels. Especially lacking were the higher level practical oral skills needed by teachers teaching English at the secondary level where the curriculum is still leans strongly toward the teaching of grammar using language learning methods. The Dean of the Faculty of Letters has requested help to upgrade UD's English language teaching capacity and is seeking help from the British Council and/or the USG. They are requesting long-term technical assistance to revitalize the English language teaching facilities at UD and to develop credible teacher training capacity within the faculty.

- Demand still exists for a school maintenance manual, a school dormitory standards and management manual, a TRC management manual, and an inspectors' training manual and guide. The latter must be at least equivalent to that already successfully developed and launched for the training of school directors. Each element cited should be accompanied by a well-organized training component and a well-designed and managed implementation plan.

## **2. Computers and other learning aids**

- In 90 percent of the schools and centers visited, one or more computers were observed. In each TRC the evaluator saw ten or more computers in each center's ICT room. School advisers and directors all attested to having been given either a laptop computer (advisers) or a desktop computer (directors) for use in their work. Unfortunately, in the majority of cases (85%), computers were not being used to their full potential, either because schools did not have continuous access to electricity or because they lacked access to internet services. Reasons given for the latter varied from not having had any phone or internet services installed, and not having the financial resources to keep services going. In 40 percent of cases, computers had broken down and for lack of local maintenance services, remained out of use.
- In three out of five TRCs, computers either were not functioning for lack of maintenance, or functioned poorly and thus were not used as intended. At the Obock TRC, computers had malfunctioned from the beginning and were seldom used because their software needed reconfiguration and there was no one able to do this locally. ICT managers at each center complained about lack of training and support to deal with both the hardware and software problems encountered in their work.
- Since the new curriculum placed an emphasis on teacher-produced learning materials, most teachers and directors interviewed placed a premium on having a means to duplicate or photocopy materials in school. All schools visited, except three, had either a hand operated ink/ spirit duplicator or a photocopier. In half of the schools visited photocopiers and/or duplicators were out of order, either for want of ink and paper, or because they had broken down and could not be repaired locally.

## **C. IR 3: Increased Equality of Opportunities for Out-of-School Youth, Especially Vulnerable Girls**

### **1. Out-of-school youth vocational and non-formal education**

- The evaluation was able to visit only one active LEC run by Catholic missionaries in Tadjourah. LECs in Dikhil, Obock Ali Sabieh and Artta had been closed either for want of funding or for lack of students and local support. In addition, two technical and vocational training centers, two women's professional training centers, and two Women's Association centers were visited during the evaluation.

- In the LEC visited in Tadjourah, the center was being run by a Catholic mission with some support from AIDE. The center's main objective was to give girls and boys dropping out of school a second chance. Their current focus is to provide the enrollees with a basic education until the end of primary level only. Currently, there are 35 students attending three classes taught by three teachers.
- A parallel youth technical training center was visited in Tadjourah, which is privately financed and supported by the Catholic Church. The evaluator visited the center in order to have a privately run and sponsored training center against which to assess and compare other government sponsored, or run centers. Enrollees trained by the Christian Brothers were boys and young men ranging in age from 13 to 25. Training was given in carpentry, metalwork, building and construction, motor mechanics and electrical services. Recently, computer studies were added to the curriculum but funding shortages limited the center's ability to provide enough equipment to expand services to meet demand.
- A professional training center for young women, the Ecole Ménagère Bouloas was visited in the Djibouti Ville District. The center's capacity to enroll women had been substantially increased by the DOD which refurbished and expanded existing facilities and AIDE which provided the equipment and materials to upgrade training activities and admit more trainees. Computers were donated by AIDE and appropriate training and software provided for local instructors to teach basic computer skills. The success of the program was reflected in the increased demand for enrolment, but unfortunately the existing facility is working at full capacity and cannot handle more than 230 trainees at a time. A shortage of qualified and trained technical instructors is also a major constraint. MENESUP does not currently have any trained technical and vocational inspectors to oversee the work of technical and vocational centers in Djibouti, nor is there a separate budget line item for technical and vocational training. For this reason, most centers are forced to find their own operating funds. Currently, teachers' salaries are paid by GORD, but the rest has to be found from non-government sources and donors.
- The Women's Professional Center in Balbala, which is actively supported by USAID, UNDP, UNICEF, as well as, FDA Chinese and Japanese donors, is a well-run professional training center aimed at young, out-of-school, married and unmarried women. Training is offered in a number of locally-marketable occupations, including; dressmaking, computer and secretarial skills, accounting and commercial skills, early childhood care and education, and hairstyling. The center is strongly supported and backed by the Women's Union and by the GORD through direct sponsorship from the Presidential Office. Currently, however, there are only 24 women enrolled in fulltime training, lasting about six months. The center's growth and expansion owes a lot to the current leadership which is in the hands of a charismatic and able woman with vision, Mme. Amina Amed Yonis.

AIDE's work with five local NGOs to develop out-of-school education and training opportunities for youth, especially girls, is a successful if still modest aspect of the program's contribution and deserves to be encouraged, strengthened and expanded. To date, according to the final AIDE report, 189 youth have graduated from a variety of USAID sponsored non-formal training and professional development programs, and of these only 64 were girls.

Unfortunately, neither NGOs nor private sector trainers running this kind of training, conduct systematic follow-up with graduates to find out their employment status. However, of the 144 who were vetted by the AIDE assessment team, about 126 obtained gainful employment after completing training.

What seems to be still missing is a clearer commitment to expand youth services, especially the provision of non-formal education and vocational training to a growing number of out-of-school youth in towns outside of Djibouti Ville, where a growing demand exists. Recent efforts by the Ministry of Labor, with the assistance of UNDP and the ILO, may begin to address this deficiency.

## **D. IR 4: Improved MENESUP Central and Decentralized Planning Capacity**

### **I. GORD/ MENESUP management and governance issues**

- The evaluation team uncovered little evidence of good communications between different MENESUP departments and units, both at the central ministry and field office levels. In some cases, information received in one department was contradicted by what was shared in another; this was particularly true of statistical information. A good example was the many different data received from MENESUP officials on national population and school enrolment statistics.
- There seemed to be little formal contact between regional offices and the center. None of the regional offices visited had working telephone services paid for by the MOE. In every case, telephone contact with the center was maintained via private cellular phones between individuals. In only two regional centers was the evaluator able to confirm the existence of active internet services.
- Making appointments with MENESUP officials was challenging. When appointments were made, the evaluators frequently found appointments had been cancelled, postponed, or that the person to be seen was not available. From the outset, controls were imposed on evaluators' movements and the team was chaperoned during visits to most MENESUP offices in Djibouti Ville during the first week of the evaluation. The evaluation team noted that respondents were reluctant to share information or to discuss issues in depth in the presence of an escort from the executive office, so a request was granted for him to be removed from meetings involving interviews, focus groups and extensive discussions about confidential information pertaining to the evaluation.
- Downward information flow and sharing of information seemed to stop at the MENESUP mid-level, and sometimes at higher levels. The recent Tunisian evaluation of MENESUP's management process also drew attention to this problem.
- At all levels of the education system visited, the issue of salaries concerned respondents, but the evaluation team did not observe any serious attention to, or discussion about this issue in the upper echelons of the Ministry. Thus, salaries, rewards and remuneration may

become an important obstacle in the future. Currently, accurate comparative data on teacher salaries in Africa are difficult to obtain, but mid-career level teachers teaching in Djibouti's rural schools earn the equivalent of about \$500 per month, including inducement allowances. In comparison, teachers at a similar level in Mali earn about \$130 per month, while teachers at a comparable career stage in Guinea

- earn the equivalent of about \$180-200 per month. However, such comparisons should be carefully balanced against the cost of food and housing, and other economic factors appropriate to living conditions in each country.
- When the issue of the status of both private and non-formal education was raised in the appropriate department, no definitive response was given. Both issues, of concern to the USG education strategy, seemed to have been placed on the back burner.
- Key to any future management reform within the MENESUP is the status and viability of the EMIS. The revitalization of the EMIS may be a key to successfully reforming the decision making and management processes of the ministry. However, before this can happen, an EMIS decision making culture will need to be created within the decision-making echelons in the MENESUP. This will require implementing a well-focused training and awareness raising campaign, at least in MENESUP's upper executive levels and the senior inspectorate, then down to the regional inspectorate level. The redesign of the current EMIS school data collection instrument by the AIDE/PD team is beginning to show results. A modified version of the school level questionnaire has been field tested and is now being used to collect up to date information about schools and educational institutions throughout the Republic. Currently, questionnaires are still in French but these will be translated and applied in Arabic to reach rural schools where French language skills are weak, or non-existent. The AIDE team, working in conjunction with a revamped Planning Division's team, already has a full set of 2006-2008 data available, and will continue to enlarge and update existing databases more comprehensively.
- Outstanding problems in data collection include a lack of veracity because no one verifies the accuracy of the data collection and entry process. The teachers' personnel records are also not up-to-date or accurate, and need improvement. For example, there currently is no method to determine where teachers are, or where they ought to be. Furthermore, an undisclosed number of teachers on study leave, even those still abroad, remain on full salaries even if their leave period has expired. Furthermore, it is impossible to tell if the upward trend in national enrolment rates is accurate because there is no way to determine if student data in remote rural schools reflect actual retention and drop-out rates.
- Improved capacity in designing, printing and distributing education materials through CRIPEN seems justified, although the many complaints heard from parents, teachers, directors and inspectors in the regions would suggest that distribution is still a problem that deserves more serious attention from MENESUP. What may be lacking is CRIPEN's ability to plan and execute the delivery of books and other learning materials well in advance of need and demand, suggesting the root cause of this issue may be a management problem.

## **2. Teacher Resource Centers**

- All six Teacher Resource Centers (TRCs) were visited. Meetings were held with available staff in the five USAID-supported TRCs. The sixth TRC, in Arta, was still under construction; this was an Arab Fund financed initiative supported by the Presidential Office.
- Although all of the USAID-funded TRCs had been successfully constructed and equipped, only Ali Sabieh and Tadjourah seemed to be fully staffed and functional. The Dikhil TRC was open but the evaluator was unable to meet the Regional Inspector or his staff because they were attending to a visit from the Director General, in Djibouti Ville.
- Only Ali Sabieh appeared to have a full complement of staff available for interviews. The Inspector in charge was one of two Regional Inspectors available for discussions about the role and function of their TRCs.
- In Ali Sabieh, Dikhil, Tadjourah and Obock, all the staff interviewed claimed they were not adequately trained to work in their respective TRC jobs and requested more training. Especially lacking was technical training for TRC ICT coordinators and TRC managers.
- TRC Inspectors complained about not having an adequate GORD budget to run their TRCs and said that TRC expenses had to be taken out of their regional operational budgets, which were already barely sufficient to meet ordinary regional needs like transport, electricity, per diems, training, and other recurrent costs. Given the dramatic increase in GDP expenditures reported by the World Bank for education (from about 8.4% in 2006, to 25% in 2009) this observation is unexpected, and also of some concern.
- In three TRCs, computer services were not working either because computers were down and needed servicing, or because software was not functioning properly. In every case, a lack of local expertise for maintenance of hardware, or for resolving software related problems, was lacking. In Obock, computer services had been suspended indefinitely because computers had broken down, or were malfunctioning.
- Only three centers were able to provide tangible evidence of a regional teacher training plan. Only two, Tadjourah and Ali Sabieh, were able to produce tangible evidence of up-to-date regional data analyses in the form of either tables or matrices. There seemed little or no evidence of TRC service delivery in either Dikhil or Obock TRCs. In Djibouti Ville, where the TRC is housed in a space made available by CRIPEN, there was evidence that the TRC was being used frequently as a teacher information, resource and training center.
- Each TRC had been provided with two vehicles. In one, only one vehicle remained in working order. The other had broken down and for want of funding, could not be repaired.
- In most TRCs, there was a tendency to convert the newly available space into a bureaucratic extension of the regional office. Only in Ali Sabieh was there any evidence of

the TRC being used as a multi-function resource center, accessible to both teachers and the community.

- Each center had space for a library, but only three seemed have organized their libraries as book-lending centers. Only two had fulltime librarians.
- After a general assessment of all five USAID-sponsored TRCs, the evaluator concluded that USAID resources invested in TRCs do not seem to be making the impact intended, and that to justify any further investment in TRCs, the GORD will need to provide each with adequate financial support, appropriately trained personnel, and clearer guidelines concerning their purpose and function. Not surprisingly, the evaluator found that the majority of teachers interviewed, except those working or living near a TRC, knew little or nothing about their existence or function.

### **III. LESSONS LEARNED**

- Programs with public sector institutions in Djibouti are constrained by weak public sector capacity, over centralized management, poor communications between operational levels, poor maintenance of records, subjective decision and policy making and an inability to implement action plans quickly and effectively, especially in the field. A recent institutional audit carried out for MENESUP by a team of Tunisian consultants may result in a serious attempt to tackle some of the persistent MENESUP structural and organizational problems that constrain effective implementation of national education reforms.
- Frequent changes in the AIDE's team composition, especially changes in AIDE's field team leadership, may have disrupted and delayed project implementation by adding unnecessary project management obstacles to an already challenging implementation environment.
- In a complex donor environment like Djibouti, where multiple players have a stake in the national education reform, better collaboration and coordination between donors may be an essential prerequisite for more effective implementation and an optimal use of existing resources. Monthly meetings, supposedly for all donors, are often poorly attended and few decisions made in these meetings translate into coherent and well-coordinated actions. During meetings with other donors, suggestions were made to improve field coordination, especially where less tangible aspects like training, management and capacity building activities were concerned. Special mention was made by the JICA representative of a need to work more closely on human resources development and capacity building issues. Japan is now more interested in doing less on school construction and more on human capacity building in Djibouti.
- The approval of new training methods and materials in a traditional bureaucratic environment like that in MENESUP may take longer than planned, but for new processes to be fully owned and adopted in this milieu, program implementation time may need to be extended to allow sufficient time for the capacity building of national counterparts.
- Implementing successful decentralized public services in an essentially centralized post-colonial French environment like Djibouti may require a different strategy than is being promoted by Project AIDE in order to promote viable structural and institutional reforms. Evidence gained from experience elsewhere in Africa, the Middle East and Latin America, suggests that imposing decentralization prematurely may only serve to promote and strengthen the pre-existing weaknesses at the center. Successful national institutional decentralization needs to begin with behavioral reform at the center, prior to attempting change at the periphery. USAID's emphasis on developing and strengthening educational services in the rural areas, in response to the GORD's request to do so, warrants a separate review and further discussion prior to continuation beyond 2009.
- In a country as small as Djibouti, public sector reforms need to be handled in an integrated way, between and across public sector institutions and services. Many of the institutional and service delivery issues, including: transparent and well balanced budgets, better lines of

communications within and between public service offices, well-coordinated annual planning and implementation procedures, stronger evidence-based policy planning criteria and better trained managers, are all issues being tackled within the current national education reform movement. These are also the same, or similar to, issues requiring attention in the health, police, military and judicial sectors. A better coordinated and more integrated national civil service reform approach may be more cost-effective and sustainable than the current sector-by-sector piecemeal approach currently being adopted.

- The development of a viable evidence-based decision making culture in Djibouti, while desirable and necessary for effective planning and policy-making, will not happen unless leadership cultures and behaviors are changed. To achieve this, EMIS application training will need to be carried out from the top downwards, if sustainable change is to be achieved both in action and attitude at the central MENESUP level.
- USAID's efforts to persuade the Djibouti government to adopt innovative private-public partnerships and non-formal education alternatives may have been counterproductive. Specifically, these efforts may have been undertaken before GORD was ready and willing to incorporate these approaches into their education reform process. There may always have been some reluctance on the part of MENESUP to move toward out-of-school, non-formal and alternative delivery systems, whether due to scarce resources or a lack of experience or comfort in delivering learning through less-traditional academic approaches. However, recently successful, NGO-led efforts to bring basic education and technical and vocational education to out-of-school youth at a lower cost, may provide the example needed to move GORD toward accepting non-formal education and training programs as legitimate parallel approaches. However, UNDP-Djibouti is now working with the Ministry of Labor (MOL) to meet the demand for market-responsive technical and professional skills. A new "Agence Nationale de l'Emploi de Formation et de Insertion Professionnelle" (ANEFIP) is being developed that will be responsible for building the national institutional capacity required to achieve this.
- Premature construction and implementation of non-traditional TRCs, during the early stages of the education reform process, may have failed to make the impact intended because GORD was not ready to provide financial and manpower resources required to insure viability and success.

#### **IV. SUCCESSES ATTRIBUTED TO PROJECT AIDE**

- The radically different way communities now relate to Djibouti schools, through government-recognized APEs, empowered by training and small grants, has made a significant, positive impact on the way schools are being run by directors and perceived by students and parents.
- The development of a coherent, well-integrated in-service teacher training plan and manual, designed to reinforce the existing national pre-service training process, is now impacting the way teachers teach and students learn.
- The successful development of well-conceived and planned training activities led by regional inspectors and carried out by pedagogical advisers at the regional and school levels with active support of directors and parents, is a significant improvement on the way training was carried out at the central level before.
- Successful UNICEF-led awareness raising and information sharing campaigns and activities (which encouraged communities to enroll and keep girls in schools using multi-media, multi-strategy approaches) were cost effective, innovatory and impactful.
- Successful, if modest, support for pilot programs to give out-of-school youth a second chance by providing them with basic education and appropriate technical and professional skills definitely helped a small number of youth gain entry into Djibouti's labor market.
- The successful placement of 2,328 Ambassadors' Girls Scholarships, in 56 schools throughout the Republic, made a significant difference to the lives of 1,994 girls and 334 boys from poor families living in marginalized urban and rural communities.
- AIDE's successful attempt to make the Planning Division's EMIS a bottom-up education planning and management tool, with full support and participation from directors, teachers and parents in schools, is an important step forward for the creation of a MENESUP evidence-based decision making culture.

## VI. RECOMMENDATIONS FOR FUTURE USAID DJIBOUTI PROGRAMS

The following recommendations balance a need to reflect what was learned through this evidence-based field evaluation process, extensive discussions with principal GORD-MENESUP actors, and suggestions made by key members of the client team. The following recommendations present a viable option for sustaining gains already being made under USAID's two previously funded initiatives, while laying out clear next steps for an affordable program that will continue to benefit the Djiboutian education reform process.

The five components recommended below provide realistic options for next steps, and are in keeping with the national needs expressed by senior officials in the MENESUP prior to completion of the field phase of this evaluation. Annex 10 outlines in more detail some supportive emerging issues from the field.

### Recommended Next Steps

This evaluation recommends continuing the existing program run by AED in a more focused manner by removing non-essential program activities and concentrating available resources to consolidate and extend the gains made during Project AIDE's implementation activities. To achieve this, available resources should be focused on fine tuning, and extending the following elements to insure longer term sustainability:

1. **Support for Community and Parental Activities:** Consolidate and build a more sustainable support base for APEs by: a) providing micro-credit for school improvement projects to registered APEs. Evidence suggests that the most effective way of engaging parental and community support for schools is by providing registered APEs with funding to carry out small, well-focused and designed projects for school improvement. Establishing a regular, independently-managed fund in support of such activities would help to insure continued parental support and provide a mechanism for sustaining the APE movement beyond the life-span of the AIDE project; b) transferring continued APE training and support to the TRC regional office level, and; c) working with the AGSP team to involve APEs and Women's Associations in a more aggressive nationwide grant placement and management program.
2. **Strengthen In-Service Teacher Training:** Continue support for the implementation of the new national in-service training program by helping CFPEN to develop comprehensive monitoring and evaluation procedures to better assess and monitor the impact of regional in-service training activities in schools, to sustain a higher level of teacher training quality in the field, and to provide more extensive training for pedagogical advisers and inspectors so that their capacity to carry out quality training in the field is re-enforced.
3. **Develop a Stronger Regional and School-based Management Culture:** Extend the gains being made in the revitalization of the PD's EMIS and provide comprehensive training for teachers, directors, regional inspectors and advisers to enable them to be more fully involved in the collection, analysis and application of important school-level data. Simultaneously, provide senior managers and policy makers with appropriate training in

evidence-based policy planning and data analysis, so as to prepare them to make better use of EMIS outputs.

**4. *Develop Regional Capacity to Monitor and Assess Education Facilities Maintenance***

**Issues:** Work with MENESUP and regional inspectors to develop guidelines aimed at promoting a national culture for the continuous care and maintenance of schools, dormitories and other educational facilities. Simultaneously, develop training protocols and guidelines to help TRC staff and inspectors to manage and deliver more effective TRC outreach services. This should include recruiting specialist staff or training existing staff at the TRC level to carry out routine maintenance and repair tasks on computers and other ICT equipment in TRCs and schools.

**5. *Out-of-School Youth Education and Vocational Training Services:***

Increase funding for a more ambitious and comprehensive national youth and out-of-school education and technical training program. Provide more focused technical and material support for existing successful private and public vocational and professional centers, while simultaneously initiating training for a cadre of national technical and vocational trainers, and vocational education inspectors.

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## ANNEX I – SCHOOL &amp; INSTITUTIONAL FIELD DATA

School / Center	Students		Teachers		Toilets		Water	Wall	Class-rooms	Kitchen	Refect.	Dorm	Phone	Internet	Elect.	Solar energy	School garden	E.P.A. <sup>1</sup>	C.G.E. <sup>2</sup>
	M	F	M	F	M	F													
1. Tadjourah Primary 1	200	185	14	02	05	04	✓	✓	20	✓	✓	NO	NO	✓	✓	NO	✓	✓	✓
2. Randa Primary & Moyen	108	82	09	00	04	04	Well	✓	13	✓	NO	NO	NO	NO	G	NO	✓	✓	✓
3. Sagalou Primary	77	79	07	00	03	02	Tank	NO	06	✓	NO	NO	NO	NO	NO	NO	✓	✓	✓
4. Guerreh Primary	48	31	05	00	03	03	Well	NO	03 multig	✓	✓	NO	NO	NO	NO	✓	NO	✓	✓
5. Kalaf Primary	77	60	07	00	03	03	✓	NO	06	✓	NO	NO	NO	NO	NO	NO	NO	✓	✓
6. Tadjourah Cath.Tech. Center	27		03	00	03	00	✓	✓	10	✓	✓	✓	✓	✓	✓	NO	NO	NO	✓
7. Tadjourah LEC	17	28	00	03		03	✓	✓	02	✓	✓	NO	✓	NO	✓	NO	NO	NO	NO
8. Assasan Primary	50	11	03	00	03		Well	NO	03 multig	✓	✓	✓	NO	NO	NO	✓	✓	✓	✓
9. Orobor Primary	20	36	03	00	03	01	well	NO	02 multig	✓	NO	NO	NO	NO	NO	NO	✓	✓	✓
10. Delaya Primary	13	17	03	00	03	03	Tank	NO	03 multig	✓	✓	NO	NO	NO	G	NO	✓	✓	✓
11. Obock Primary 2	121	94	08	00	02	03	✓	✓	06	NO	NO	NO	NO	NO	✓	NO	NO	✓	✓
12. Obock Moyen/Dorm	Not completed				08	08	✓	✓		✓	✓	✓	NO	NO	✓	NO	NO	✓	✓
13. Damerjog Primary&	313	291	19	03	05	05	✓	✓	13	✓	✓	NO	NO	NO	✓	NO	✓	✓	✓

<sup>1</sup> Parents-Teachers Association<sup>2</sup> School Management Committee

School / Center	Students		Teachers		Toilets		Water	Wall	Class-rooms	Kitchen	Refect.	Dorm	Phone	Internet	Elect.	Solar energy	School garden	E.P.A. <sup>1</sup>	C.G.E. <sup>2</sup>
	M	F	M	F	M	F													
Moyen																			
14. Arta Moyen	360	275	16	05	08	04	✓	✓	22	✓	✓	NO	NO	NO	✓	NO	NO	✓	✓
15. Faradile Primary	N/A			N/A	03	03	Tank	NO	05	✓	✓	✓	NO	NO	NO	✓	NO	✓	✓
16. Ali Sabieh Primary 4	277	208	16	00	04	04	Tank	✓	10	NO	NO	NO	NO	NO	✓	NO	✓	NO	✓
17. Ali Sabieh Primary 3	372	251	20	03	04	04	✓	✓	12	✓	NO	NO	NO	NO	✓	NO	✓	✓	✓
18. Ali Sabieh Primary 2	492	363	12	10	04	05	✓	✓	19	NO	NO	NO	NO	NO	✓	NO	NO	✓	✓
19. Dikhil Primary 2	374	317	25	03	05	05	NO	✓	10	✓	NO	NO	NO	NO	✓	NO	NO	✓	✓
20. Dikhil Moyen Dorm.	7	2	01	01	05	05	Tank	✓	NO	✓	✓	✓	NO	NO	✓	NO	NO	NO	NO
21. Dikhil Professional Center	200	14	08	02	04	02	✓	✓	10	NO	NO	NO	NO	NO	✓	NO	NO	NO	✓
22. Maloud Primary	157	122	09	00	03	03	Well	✓	06	✓	✓	NO	NO	NO	✓	NO	✓	✓	✓
23. Guelleh Batal Primary	390	150	19	09	05	05	✓	✓	12	NO	NO	NO	NO	NO	✓	NO	✓	✓	✓
24. Ecole Menager Boualos	00	220	02	06	00	08	✓	✓	10	NO	NO	NO	NO	✓	✓	NO	NO	NO	NO
25. Balbala Women's Center	00	240	00	06	00	05	✓	✓	06	✓	✓	NO	✓	✓	✓	NO	NO	NO	NO

## ANNEX 2 – U.S. ARMY DJIBOUTI PROJECT LIST IN EDUCATION

Project Title	Scope of Work
<b>Completed Projects (2003)</b>	
N/A	N/A
<b>Completed Projects (2004)</b>	
12 Large Projects	N/A
<b>Completed Projects (2005)</b>	
3 Large Projects	N/A
Obock School	Renovated classrooms and cafeteria.
Horiya School	Construction of large perimeter fence.
Horiya School	N/A
Charles Facoud School	N/A
Goubetto Primary School	N/A
Tadjoura Primary #1	N/A
Sultan Habib School	N/A
<b>Completed Projects (2006)</b>	
Medeho Primary School	Built latrine/ perimeter fence. Renovated classrooms and cantina.
Obock Primary School	Renovated classrooms and cafeteria.
Sultan Habib Primary School	Renovated classrooms and kitchen. Built additional septic tank and cistern.
Tadjourah Primary Sch.	Built 2 new classrooms, 3 latrines, and cafeteria. Renovated existing buildings.
Ecole de Balbala #3b	Built 4 new classrooms, library, latrine, and water storage tank.
Balabala #4	Renovated classrooms. Repaired perimeter wall and built a latrine.
Goubetto Pri School	Built new classrooms, cantina, and perimeter fence. Renovated lighting.
Alli-Ade Pri School	Renovate classrooms and kitchen. Connected water to kitchen; built dormitory.
Dikhil School	Built new dormitory; added solar panels to buildings. Constructed perimeter fence.
Ecole du Stade	Renovation of classrooms. Built 2 latrines and cisterns. Refurbished electrical work.
<b>Completed Projects (2007)</b>	
Adailou Primary School	Renovated classrooms and dormitory; built a latrine and installed water lines.
Ecole #5 School	Construction of foundations/walls of school/latrine. Contract terminated. In negotiation with HN Ministry of Education.

Kouta Bouya Primary School	Built additional classrooms, installed new well and perimeter fence.
<b>Completed Projects ( 2008)</b>	
La Assa School	Roof reinforcements and repairs
Waddi School	Classroom & Cantina roof and ceiling repairs
Balbala #3 School	Build latrine (9 stalls) / septic system
Ecole du Stade School	Build 2 latrines
Chebelley School	Build Sunshade and picnic benches (MEU)
Grand Douda School	Build Sunshade and picnic benches (MEU)
Djiboutiville Boy's Orphanage School	Exterior paint
Tadjourah Primary	Repair masonry pillars and front gate
Arta School	Build cantina wall
Boulaos High School	Interior paint and replace/repair lights and ceiling fans
Damerjog School	Interior and exterior paint, replace/repair lights and ceiling fans, replace doors
Nagad School	Interior and exterior paint, replace/repair lights and ceiling fans
Doraleigh School	Interior and exterior paint, replace/repair lights and ceiling fans
Arihiba Primary	Refurbishment Project
Hol Hol Primary	Construct perimeter fence

### ANNEX 3 – EQUIP I ACHIEVEMENTS

Act.	Performance indicator	Baseline	Target	Achieved By 2006	Responsible	Assessment	Comment
<b>Strategic Objective: IMPROVED BASIC EDUCATION QUALITY</b>							
1.1	Number of boys and girls enrolled in USG assisted primary schools	B 24303 G 18465 T 42768	Significant increase in primary enrolments	B26240 G22310 T 48550 (5.6% overall increase from the baseline )	DPI	The data collected for this indicator seems accurate and demonstrates an annual enrolment rate increase of about 3.65%.	This information was gleaned from DPI's national enrolment database
1.2	% of students using new learning materials	No baseline data	100% of grade 1,2 & 3 students will use new materials by 2006	Textbooks: French 88% Math 81% EMT 64% EPS 61% Eveil 56%	AIDE/MENESUP	Data collected using a self applied questionnaire administered by AIDE through MENSUP.	This may not be an accurate reflection of the education materials being used by AIDE schools at that stage
1.3	Number of boys and girls enrolled in AIDE NFE programs	No baseline data	No specific targets set	789 youth were enrolled in 6 programs. There was an increase in girl enrolments from 150 to 210 in L'Ecole Menagere de Bouloas. Of the 590 girls enrolled in literacy programs, 528 completed.	AIDE	The small but significant enrolment increase in Bouloas was facilitated by AIDE's provision of furniture, equipment and other on site improvements. The NGO led LECs were able to increase their enrolment rates because of AIDE assistance in the provision of learning materials, some training and other material support. .	On site visit confirmed the positive impact made by USAID assistance on the center's capacity to enroll more trainees.
1.4	% of Schools with an APE carrying out an action plan	No baseline data.	30 schools will have active EPAs by 2006	76 registered EPAs were active by early 2006	AIDE	Delay in EPA training and clearance of EPA training manuals stopped progress.	After a slow start, this element proved successful.
<b>IR 1 - Increased access to basic education</b>							

Act.	Performance indicator	Baseline	Target	Achieved By 2006	Responsible	Assessment	Comment
2.0	Improved access in schools refurbished by AIDE	B2391 G1891 T4282	10% increase in enrolments in the 10 schools refurbished by AIDE	B2905 G2200 T 5105 This represents a 3.65% annual increase in enrolment rate for USG supported schools.	DPI annual enrolments for AIDE / US army refurbished primary and moyen schools	DPI claims average enrolment rates increased from 11% to 19% in the period 2003-2006.	Access to accurate data for the cited was not possible beyond the information obtained through Equip 1 documents
<b>IR 2 - Improved Teaching and Learning Quality</b>							
3.0	Improved basic education transition rates	The transition rate for grades 2-3 was 85.9% For CM2-6 46.5%	Increase transition rates by 95% for grades 2-3 & by 95% for grade CM2-6	Grades 2-3 rates increased to 89.7% & grade CM2-6 rates increased to 72.2%	DPI/ AIDE data	The higher transition rates from CM2 to 6 grade may reflect the impact made by the construction of dormitories in Dikhil and Tadjourah and other school construction activities.	These estimates were obtained from the final EQUIP 1 PMP report.
4.0	% of teachers using new teaching methods	None	50% of teachers teaching in the 1-9 <sup>th</sup> grades will use student centered teaching methods	In a school survey carried out prior to training in new methods 41% tried to use student centered methods, 29% did so sometimes, and 30% didn't. By 2006, 84% were using new French materials. 81% were using new maths, 64% EMT, 61% EPS and 56% Eveil materials.	The survey was carried out in schools by AIDE in 2004.	The new guide for teachers was in the middle of being produced and teachers had still not received training in new learner centered methods.	
5.0	Frequency and type of use of new teaching materials	None	100% of primary teachers will be using the new teaching materials by 2006	In classroom observations carried out in schools 44% teachers used these	AIDE school observations	This survey was carried out by AIDE staff in schools in 2004	No reason to believe that this was not carried out adequately

Act.	Performance indicator	Baseline	Target	Achieved By 2006	Responsible	Assessment	Comment
				materials, 22% did so inadequately, and 34% didn't at all.			
6.0	% of English teachers in grades 6 and 9 using new ESL teaching methods and materials	None	100% of English teachers in grades 6-9 will use the new interactive English language materials developed by AIDE by 2006	The interactive radio language materials were considered not appropriate for Djibouti and this approach was abandoned	N/A	N/A	A different CD and classroom manual based English language approach tied to the existing English Language textbook was completed in late 2006. This was developed by CRIPEN and tested at the CES Charles Foucault . The new learning packet was called "Djibouti Rocks."
<b>IR 3 - Improved School Management</b>							
7.0	% of directors using the new directors' manual	None	100% of all primary directors will use the manual by 2006	N/A	N/A	For reasons of delays in clearances and approval by MENESUP the manual was not produced till 2007 and training took place in 2008 under EQUIP2	
8.0	% of schools maintaining adequate records	None	100% of all participating schools will be keeping accurate records by 2006	Not implemented	This aspect could not be implemented without the director's manual which specifically targets school record keeping and other important management aspects	This aspect was not carried out till the beginning of EQUIP 2	
<b>SIR 4 - MENESUP's ability to implement the new curriculum</b>							
9.0	Quality of assistance to teachers in classrooms	None	Provide training to Improve the capacity of advisers (CPS) and inspectors to help teachers in the 45 schools improved by AIDE and the US Army.	No available data	However AIDE did provide computers for 24 primary and moyen inspectors, and 18 received training 18. In addition 12 out of 40 CPs	In the MENESUP system inspectors and CPs are responsible for training teachers in new methods.	

Act.	Performance indicator	Baseline	Target	Achieved By 2006	Responsible	Assessment	Comment
					participated in two training work-shops, held in Tadjourah and Arta.		
10.0	Quality and type of services offered by the TRCs.	None	N/A	N/A	N/A	The five planned CRTs were not completed till the end of 2005. Still by 2006, no MENESUP guidelines were developed for their use. They also lacked trained staff and budgets.	4 TRCs were designed and constructed from scratch in Ali Sabieh, Dikhil, Tadjourah, and Obock. A 5 <sup>th</sup> was placed in a refurbished area of the CRIPEN. A 6 <sup>th</sup> was added in Arta by GORD with own funding
11.0	Type and quality of teaching materials developed by CRIPEN & CFPEN	None	The production of 5 teaching modules on cross cutting themes, supplementary teaching materials and the director's manual.	A number of guides were produced through UNICEF with USAID funding and a first version of a primary teachers' professional guide were produced by AIDE	\$1.8M was given to UNICEF to help CRIPEN produce teacher guides developed by CRIPEN in Kenya and to upgrade CRIPEN's printing and editing capacity.	AIDE produced additional modules that were integrated into the primary teachers' professional guide in close coordination with CRIPEN	CRIPEN had always been mandated to carry out the writing, production and distribution of official learning materials but found that's its limited capacity to carry out these functions made it difficult to meet the new demand for education materials generated by the education reform.
<b>SIR 5 - Increase Community Involvement in Basic Education</b>							
12.0	% of school with GORD registered EPAs	None	30 additional schools will be identified to get registered APEs	By April 2005 only ZPS,H.Dideh and Annex 2 had registered APEs	SAVE the Children had already developed three APE guides but was waiting to have them approved by MENESUP	The registration of APEs is slow and requires approval from the Ministry of the Interior. MENESUP's official recognition of APEs would help legalize them but this process is slow	The APE registration process was further delayed when the MENESUP ordered APE training to be brought to a halt.
<b>SIR 6 - Increase Community Understanding of the Education Reform</b>							
13.0	% of parents understanding key elements of the education reform	None	35% of parents will understand key elements of the education reform by 2006	20-25% of participating parents claimed to understand key elements of the reform	This assessment was made by AIDE via focus group, interviews and a questionnaire		There was no way of verifying this , or updating parents attitudes without a survey.

Act.	Performance indicator	Baseline	Target	Achieved By 2006	Responsible	Assessment	Comment
<b>SIR 7 - Improved Community Capacity to Moyen Schools</b>							
14.0	% of school with community school improvement projects	None	30 schools selected by SAVE will have projects initiated by APEs	By 2005 35% of schools had projects run by EPAs or CGEs.	EPA run projects are varied and include refurbishment of toilets, creating school gardens, constructing kitchens & fences, etc.	Data collection on EPAs was led by AIDE	Much of the information provided was verified qualitatively in the field by the evaluation team during school visits.
15.0	% of women playing an active role in APEs	None	By 2006 50% of APE leadership positions will be held by women	30% of APE leadership positions held by women in 2006	The same AIDE survey revealed that 24% of CGE posts were held by women	The survey was administered by ASAVE for AIDE and included all schools in Djibouti.	In rural schools where traditionally women played little or no roles in supporting their children's education, it took longer than expected to get women elected into APEs and CGEs.
<b>SIR 8 - MENESUP's Capacity to Promote Community Support for Middle Schools</b>							
16.0	The Creation of an active quality community partnership support entity in MENESUP.	None	A working School Partnership Unit in MENESUP with a clear mission and competent staff	A School Partnership Unit was created in MENESUP in 2003 but was under-supported and under resourced by GORD.	MENESUP	Initially the Head of the SEPP/ENF in MENESUP was also AIDEs field coordinator for community participation creating a conflict of interest. The unit also includes responsibility for private education, culture and sports, and school health but hasn't received the resources or support needed to make it effective.	
17.0	Number of education staff actively supporting new community participation strategies.	None	75% of the administrative staff, school directors and inspectors will implement the new curriculum reform methods by 2006	SAVE and AIDE had not trained a significant number of inspectors and directors by the end of 2006	AIDE and SAVE	Approval of training materials and manuals by MENESUP took longer than had been anticipated	

Act.	Performance indicator	Baseline	Target	Achieved By 2006	Responsible	Assessment	Comment
<b>IR 3 - Improved opportunities for Girls to Access Education</b>							
18.0	Number of girls enrolled in professional training	None	95% of the 60 girls selected will be enrolled in a professional development program	N/A	AIDE/SAVE	It was difficult to obtain details and the names of the girls selected and enrolled in the NFE professional development programs. Names shared by some NGOs running programs were of trainees enrolled before AIDE's intervention.	
19.0	Number of teachers using girl friendly methods	None	270 grades 1-6 teachers will be trained to use girl friendly methods	14% of teachers surveyed claimed that they were gender sensitive in their teaching approach	AIDE has developed a three day training course and modules on gender issues in the classroom and will train 270 teachers in late 2006	A survey on gender issues was carried out in 2005 in 20 Djiboutian schools. Observations of classroom gender behavior were carried out at the 4 <sup>th</sup> grade level for math and French classes.	
20.0	% of girls enrolled in literacy programs & completing	None	60% of girls enrolled in literacy programs will graduate by 2006	590 girls enrolled and 528 completed.	AIDE and NGOs	More data was awaited from 5 participating NGOs funded by AIDE	
<b>The President's Africa Initiative</b>							
1-PAI	Number of Ambassador scholarships placed with children in grades 1-9.	None	1000 Ambassador scholarships will be disbursed to girls per year	N/A	AIDE	Insufficient data available	Scholarship program was slow in starting
2-PAI	Number of scholarships placed with children in grades 1-4	None	1000 scholarships will be disbursed per year.	N/A	AIDE	No data available	
3-PAI	The number of pre-service and in-service trained teachers.	None	None	371 teachers in grades 1-4 received some pre-service training. A total of 551 teachers were reached, representing 67% of	AIDE/MENESUP	No teachers had received in-service training because the in-service training curriculum and guide had not yet been designed.	This element was considerably delayed.

Act.	Performance indicator	Baseline	Target	Achieved By 2006	Responsible	Assessment	Comment
				the target group			
4-PAI	Number of student textbooks teachers manuals distributed	None	None	57678 primary textbooks were produced and 8219 teacher's guides	DPI/AIDE-UNICEF	This aspect was facilitated by UNICEF who outsourced the printing of books to printers in Nairobi.	Lack of printing and editing capacity at CRIPEN created a considerable delay
5-PAI	Number of textbooks per student in the first 4 grades	None	None	Number of textbooks distributed to grades 1-4 students 19226. Total number of students 28260, or a student: book ratio of 0.7	From DPI annual school statistics.	The data is not AIDE data but official DPI data.	This information couldn't be verified retrospectively.

## ANNEX 4 – EQUIP 2 ACHIEVEMENTS

SO: INCREASED ACCESS TO QUALITY BASIC EDUCATION									
		Performance Indicator	Definition	Baseline	Targets	Actual	Data Collection	Actors	Frequency
				2005-2006	FY 08		Methods	Responsible	
		Percentage increase in enrollment in USG supported schools	Refers to the increase in enrollment rates for students in USG supported primary schools in grades 1 through 5	3.56%	4.00%	4.50%	Tailored data review based on Statistics from Division de la Plannification et de l'Information (DPI)	DPI	Annual
		Percentage of schools with active school community partnerships	Percentage of PTAs in the 100 target communities that developed actions plans for school improvement projects	65%	80%	80%	Review of project records (project request form, implementation plans, monitoring plans)	Project AIDE	ongoing
IR 1: INCREASED ACCESS TO BASIC EDUCATION									
		Performance Indicator	Definition	Baseline	Targets	Actual	Data Collection	Actors	Frequency
				2005-2006	FY 08		Methods	Responsible	
OP		Number of learners enrolled in USG supported primary schools	Refers to the total number of students enrolled in USG supported primary public schools (grades 1 through 5)	48,550	50,492	50,080	Tailored data review based on DPI statistics	DPI	Annual

IR 1.1	Number of water supply and latrine infrastructure built/improved	Refers to the number of water supply infrastructure and latrines built in USG supported schools	0	31	32	Schools site visits and reports signed by school director and school inspector	Project AIDE	ongoing
IR 1.2	Number of PTAs trained in school governance	Number of PTAs & School Management Committees (SMC) trained in roles & responsibilities in school management	0	30	100	Review of training attendance records (attendance list or training materials)	Project AIDE	ongoing
IR 1.3	Number of PTAs trained in maintaining water and latrine facilities	Refers to the number of PTAs in USG supported schools that received training in maintaining water and latrine facilities	0	31	0*	Review of training attendance records (attendance list or training materials)	Project AIDE	ongoing
*1000 copies of the <i>Boite a Images</i> training manual were printed.								
IR 1.4	Percentage of schools with a legalized PTA	Refers to the proportion of schools with an official and legalized PTA	78%	84%	78%	Official documents signed by Ministry of Interior (PTA creation document)	Project AIDE	Annually
This target could not be achieved given the change in MENESUP approach to PTAs emphasizing with MOU and the SMC framework.								
IR 1.5	Number of mobilization events conducted by Project AIDE aimed at increasing access to basic education, especially for girls	Refers to the number of events conducted by project AIDE aimed at increasing access to basic education for all children, especially girls.	N/A	2	3	Review of project records : reports or list of events/campaigns certified by local authorities	Project AIDE	ongoing

IR 2: IMPROVED QUALITY OF TEACHING AND LEARNING									
	SIR	Performance Indicator	Definition	Baseline	Targets	Actual	Data Collection	Actors	Frequency
				2005-2006	FY 08		Methods	Responsible	
	OP	Number of teachers/educators trained with USG support	Number of individuals who have successfully completed a pre-or-in-service training program to teach in schools or equivalent non-school-based settings (pre-primary, primary; lower-secondary, upper-secondary, adult literacy); with USG support (e.g. scholar-ships or training program funded in whole or in part by USG). Successfully completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least three working days (24 hours) in duration (based on the ADS standard for in country training), Note also that an individual trainee, even if he/she is trained in more than one area or instance of training that year, should be counted only once. People trained under Fulbright or in sectors other than	N/A	Teachers 1324 Directors 101 PC 40 Total 1465	1465	Tailored data review based on DPI statistics	DPI	Annual

		education who will be/are teaching in pre-primary, primary, lower-secondary, upper secondary, adult literacy should be counted here.						
<i>Schools: 97</i>		<i>Teachers: total 1324 (393 F / 931 M)</i>		<i>School Directors: total 101</i>		<i>Pedagogical Counselors: total 40 (7 F / 33 M)</i>		
OP	Number of parent-teacher association or similar school governance structures in USG supported schools	Refers to the number of PTAs or similar school governance structure in USG supported schools	98	101	101	Official documents signed by Ministry of Interior (PTA creation document)	Project AIDE	Annually
IR2.1	Number of teachers and administrators (pedagogical counselors) trained with USG support in using new teaching strategies, disaggregated by gender	Refers to the number of teachers and administrators, disaggregated by gender, who attended training on new teaching strategies conducted by Project AIDE and PCs	N/A	Teachers 1324 Directors 101 PC 40 Total 1465	1465	Review of training attendance records or training records in USG supported schools	Project AIDE	Quarterly
IR2.2	Percentage of trained teachers with USG support, using new teaching strategies in their classrooms	Refers to the proportion of teachers who received 3 days or more of teacher professional development workshops based on training materials developed by Project AIDE	N/A	80%	100%	Review of training attendance records or training records in USG supported schools; lists certified by Director of Basic Education	PCs, Project Aide	Annually

	IR2 .3	Number of pedagogical counselors, teachers and school directors in USG supported schools having received newly developed pedagogic guides and materials.	Refers to the number of teachers and school directors in USG supported schools having received pedagogic materials developed by Project AIDE	N/A	Teachers 1324 Directors 101 PC 40 Total 1465	1459	Distribution list certified by PCs, teachers, school directors, or inspectors	Project AIDE	Quarterly
	IR2 .4	Percentage of school directors in USG supported schools using the director's training guide for better school management	Refers to the proportion of school directors trained for three days or more in each of the four domains of training guide (school quality, administrative leadership, pedagogical leadership, effective management of partnerships)	N/A	100%	100%	Review of training attendance records or list certified by inspectors or Director of Basic Education	PCs, Project AIDE	Annually
	IR2 .5	Percentage of PCs attending TOT workshops conducted by Project AIDE	Refers to the proportion of Pedagogic Counselors who attend Training of Trainers workshops and receive TOT techniques from Project AIDE	N/A	100%	100%	Review of training attendance records or list certified by Director of Basic Education	Project AIDE	Quarterly
	IR2 .6	Number of TRCs that effectively serve as resource centers for in-service teacher training	Refers to the number of TRCs with functioning libraries and internet used for didactic research, and used by teachers and administrators to conduct pedagogic activities	N/A	5	5	Situational study using site visits, questionnaires, observations, and/or interviews with teachers and administrators	Project AIDE	Annually

IR 3: INCREASED EQUALITY OF OPPORTUNITIES FOR OUT-OF-SCHOOL YOUTH, ESPECIALLY FOR VULNERABLE GIRLS									
		Performance Indicator	Definition	Baseline	Targets		Data Collection	Actors	Frequency
				2005-2006	FY 08		Methods	Responsible	
	IR 3.1	Number of workshops aimed at preparing youth for job search	Refers to the number of workshops teaching job search skills such as resume writing, outreach and conduct of interview techniques	N/A	2	1*	Review of project records: Activity reports or attendance lists	Project AIDE	Annually
* The training workshop scheduled for the second half of September, 2008, was cancelled for lack of funds available (budget overspent).									
	IR 3.2	Number of youth attending job search training workshops (Boys/Girls)	Refers to the number of youth attending job search training workshops	N/A	60	30 total* 7 F 23 M	Review of project records: attendance lists	Project AIDE	Annually
* The training workshop scheduled for the second half of September, 2008, was cancelled for lack of funds available (budget overspent).									
	IR 3.3	Number of youth completing internships disaggregated by gender	Refers to the number of youth (male and female) who have completed internships with local businesses or received employment skills training	N/A	80	146 total 35 F 111 M	Review of contracts with employers, interns' monthly monitoring cards, internship completion reports. Also review of training attendance records.	Project AIDE	Annually

IR 3.4	Number of out-of-school youth that completed apprenticeships, disaggregated by gender	Refers to the number of out-of-school youth (male and female) that have been placed in apprenticeships and received life skills kits	N/A	40	120 total 30 F 90 M	Review of out placement records and forms	Project AIDE	Annually
IR 3.5	Number of out-of-school girls completing Atelier Femme de Balbala's numeracy and literacy program	Refers to the number of out-of-school girls who have completed the basic literacy and numeracy training through Atelier Femmes de Balbala (MPE)	N/A	120	75*	Review of UNFD's attendance records	UNFD/Project AIDE	Annually
*Target was unable to be reached because of the limited capacity of the training site (Atelier Femmes de Balbala).								
IR 3.6	Number of meetings held with THE MENESUP to discuss development of a national non-formal education strategy focused on employability skills	Refers to the number of meetings held with the MENESUP to help develop a national non formal education strategy, with a focus on skills for employability	N/A	8	8 +	Review of meeting minutes and notes	Project AIDE	Annually

IR 4: IMPROVED MENESUP CENTRAL AND DECENTRALIZED PLANNING CAPACITY									
		Performance Indicator	Definition	Baseline	Targets		Data Collection	Actors	Frequency
				2005-2006	FY 08		Methods	Responsible	
	OP	Number of people trained in strategic information management within Strategic Team, MENESUP, Regional Inspectors, Pedagogic Counselors, and school directors)	Refers to the number of MENESUP Employees who have been trained in strategic information management such as Fundamental Quality and Equity Levels (FQEL)	N/A	94	150 total 29 F 121M	Review of training attendance records	Project AIDE	Annually
	IR 4.1	Number of administrators trained both at the central and decentralized level on FQEL, disaggregated by gender (MENESUP staff, CPs and school directors)	Refers to the number of males and females administrators at the central and decentralized level who have received training on FQEL	N/A	94	228 total 53 F 175 M	Review of training attendance records	Project AIDE	Annually
	IR 4.2	Number of workshops held to disseminate strategic planning framework at the decentralized levels	Refers to the number of workshops on FQEL held at the decentralized level to promote strategic planning framework	N/A	1	5	Review of project records	Project AIDE	Annually

## ANNEX 5 – LIST OF EVALUATION INTERVIEWS

Name	Organization	Function	Contact
<b>Government of Republic of Djibouti</b>			
Mr. Mahdi Mahmoud	MENESUP	Executive Secretary & Chief Inspector	
Mr. Fadhi Ahmed Chasman	MENESUP	Secretary General	<a href="mailto:fchamsan@univ.edu.dj">fchamsan@univ.edu.dj</a> 35 61 66
Mr. Osman Abdullah Omar	MENESUP	Assistant to the SG	<a href="mailto:Asman_ab-dj@yahoo.fr">Asman_ab-dj@yahoo.fr</a> 86 38 66
Ms Fatouma Mahamoud Abdilahi	MENESUP	Directrice Fundamental Education	<a href="mailto:Defmen_fma@yahoo.fr">Defmen_fma@yahoo.fr</a> 32 01 25
Mr. Abdul Didir	MENESUP	Director Basic Ed	
Mr. Mohamed Yassin Yonis	MENESUP	Director Private Ed, Non Formal Head and Partnership	<a href="mailto:medyayo@yahoo.fr">medyayo@yahoo.fr</a> 81 69 98
Mr. Abdourahman Houssein Mahamoud	MENESUP	Planning - EMIS	
Mr. Samtar Antoine Natalis	DFI	Planning - NFQ	
Mr. Kadar Ilmi Yabe	DFI	Planning	
Ms. Mouna Moussa Adam	DFI	Planning	
Ms. Nuie Narian Noussa	DFI	Planning	
Ms. Fardoussa Med Abdullahi	DFI	Planning	
<b>Equip Implementing Partners</b>			
Mr. Georges Gonzales	UNICEF	Country Rep	<a href="mailto:ggonzales@unicef.org">ggonzales@unicef.org</a> 31 41 14 81 21 76
Mr. Ahmed Ahmed	UNICEF	Education Officer	<a href="mailto:asaidahmend@unicef.org">asaidahmend@unicef.org</a> 31 41 42 82 36 50
Ms Nadia Awad	UNICEF	Program Assistant	31 41 24 86 89 16
Mr. Djama Elmi	IFESH	Country Rep	<a href="mailto:ifesh@intnet.dj">ifesh@intnet.dj</a> 35 55 45 81 72 15
Ms. Brooke Harris	IFESH	Teacher Training with CFPN	85 00 46
Barnabé	Project AIDE	Community Mobilization	85 71 45
Mr. Kurt Moses	AED	VP Info Tech	+1 202 297 0864
Ms. Saada Idriss Abdullilahi	USAID	Education Advisor	<a href="mailto:abdilliahssi@state.gov">abdilliahssi@state.gov</a> <a href="mailto:abdillahi.saada@gmail.com">abdillahi.saada@gmail.com</a> 87 20 31
Ms. Stephanie Funk	USAID	Djibouti Rep	<a href="mailto:sfunk@state.gov">sfunk@state.gov</a>

Name	Organization	Function	Contact
			35 39 95 83 21 95
Mr. Mitch Kirby	USAID	Regional Ed Officer	<a href="mailto:mkirby@usaid.gov">mkirby@usaid.gov</a>
Mr. Moukhaled Abdoul-Aziz Hassan	CRIPEN	Director Pedagogy	moukhaled@hotmail.com
Mr. Hamid Mohamed Aden	CRIPEN	Director General	edition.cripen@gmail.com
<b>South Field Trip</b>			
Mohamed Guireh	Damerjog Primary School	Director	Arta Region
	Arta Middle school	Dep. Director	Arta Region
Hamed Farah Robleh	Arta Middle School	APE President	Arta Region
Mahmoud	Fadarile Nomadic Primary and Dormitory	School Janitor	Ali Sabieh Region
Houssein Guilleh Guedid	Ali Sabieh Pr. School #4	Director	Ali Sabieh Region
Ismael Bouh	Ali Sabieh Pr. School #3	Director	Ali Sabieh Region
Hassan Firhan Ibrahim	Ali Sabieh Pr. School # 2	Director	Ali Sabieh Region
Abdieh Omar Guedeh	Ali Sabieh Pr. Schhool # 2	APE Member	Ali Sabieh Region
Ifrah Ismael	Ali Sabieh Pr. School.# 2	Parent	Ali Sabieh Region
Aroun Omar Aden	TRC Ali Sabieh	Regional Inspector	Ali Sabieh Region
Mrs. Halele	TRC Ali Sabieh	Librarian	Ali Sabieh Region
Mahmoud Osman	TRC Ali Sabieh	French Lag. Adviser	Ali Sabieh Region
Ahmed Guilleh	TRC Ali Sabieh	ICT Coordinator	Ali Sabieh Region
Yousef Moussa	TRC Ali Sabieh	Arabic Adviser	Ali Sabieh Region
Mustafah Osman	TRC Ali Sabieh	French Lang. Adviser	Ali Sabieh Region
Yousuf Hassan	TRC Ali Sabieh	TRC Manager	Ali Sabieh Region
Abdullah Obleh	Dikhil Pr. School # 2	Director	Dikhil Region
Salah Ali Ali	Dikhil M.S US Army Dormitory	Director	Dikhil Region
Staff	Dikhil LIC Technical Vocational Center	Trainers	Dikhil Region
Mohamed Souqueh	Maloud Pr. School	Director	Dikhil Region
<b>Djibouti Ville Visits</b>			

Name	Organization	Function	Contact
Awa Mohamed Forah	Ecole Menagere Boulaos	Director	Djibouti Region
Ismael Ali Egueh	Guelleh Batal Pr. School	Teacher	Djibouti Region
Moustapha Yassin Assoweh	Guelleh Batal School	Teacher	Djibouti Region
Ali Aldillahi Yuosouf	Guelleh Batal	Teacher	Djibouti Region
Aden Hassan Obsieh	Guelleh Batal	Teacher	Djibouti Region
Youbarola Ahmed	Guelleh Batal	Teacher	Djibouti Region
Abdilajock Ismail	Guelleh Batal	Teacher	Djibouti Region
Rahma Ibrahim	Guelleh Batal	Teacher	Djibouti Region
Kaluwa Vergamota	European Union	Attache Cooperation	Djibouti Ville EU Mission.
Alpha Souleymane Diallo	AED/AIDE	COP	Djibouti Ville AIDE Team
Ken Rhodes	AED/ GEC	Deputy Director Africa Educ.	Djibouti Ville Bellevue Hotel
Mme Zahra Ali Ismael	AED/AIDE	Program Officer Gender	Djibouti Ville AIDE Team
Hassane Diallo	AED/AIDE	Coordinateur Systeme d'Informations	Djibouti Ville AIDE Team
Barnabe Diarra	AED/AIDE	Mobilisation Communautaire	Djibouti Ville AIDE Team
Mohamed Mahdi	GORD	Secretary General MENESUP and Chief Inspector	Djibouti Ville
<b>North Field Trip</b>			
Moussa Ali Mohamed	TRC Tadjourah	Regional Inspector	Tadjourah
Djilani Hassan Watta	TRC Tadjourah	Education Adviser TRC Librarian	Tadjourah
Youssouj Omar Youssouf	TRC Tadjourah	Center Manager	Tadjourah
Ahmed Hamadou Ibrahim	TRD Tadjourah	Education Adviser	Tadjourah
Sr. Philomene Weckhuysen	LEC	Literacy Teacher	Tadjourah
Dolile Chenet	LEC	Teacher	Tadjourah
Br. Bruno Ferte	Cardegn Catholic Technical Center	Director and Instructor	Tadjourah

<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Contact</b>
Kamil Ali Soumbourouh	Tadjourah PS #1	Director	Tadjourah Region
Assoum Al Houssein	Tadjourah PS #1	CGE Member	Tadjourah Region
Delphine Bijaud	Tadjourah PS #1	Member of APE	Tadjourah Region
Ali Mohamed Hassan	Randa PS	Director	Tadjourah Region
Hassan Al Aras	Randa PS EPA Focus Group	CGE VP.	Tadjourah Region
Houmado Issa Aramis	Randa PS EPA Focus Group	APE member	Tadjourah Region
Assia Hagayta	Randa Focus Group	APE secretary	Tadjourah Region
Hamadou Kamil Ali	Randa Focus Group	APE VP	Tadjourah Region
Ali Youssouf Mohamed	Sagalouh PS	Director	Tadjourah Region
Hassan Abdallah Youssouf	Sagalouh EPA Focus Group	EPA member	Tadjourah Region
Hasha Dimbio	Sagalouh EPA FG	EPA member	Tadjourah Region
Kako Mohamed	Sagalouh EPA FG	EPA member	Tadjourah Region
Mohamed Chehem Ali	Sagalouh EPA FG	EPA member	Tadjourah Region
Ali Chehem Ali	Guereleh PS	Director	Tadjourah Region
Mohamed Said Hassan	Guereleh PS Focus Group	EPA President	Tadjourah Region
Oudum Said Ali	Guereleh EPA FG	EPA member	Tadjourah Region
Mohamed Youssouf Mohamed	Guereleh EPA FG	EPA member	Tadjourah Region
Moussa Mohamed Abdallah	Guereleh EPA FG	EPA member	Tadjourah Region
Hamadou Hassan Doubouli	Guereleh EPA FG	EPA member	Tadjourah Region

<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Contact</b>
Houssein Chehem Soumbourou	Kalaf PS	Director	Tadjourah Region
Mohamed /?	Tadjourah GORD and US Military Dormitory	Director	Tadjourah Ville
Abdoulkader Ahmed Houssein	TRC Obock	Acting Director	Obock Ville
Ali Mohamed Yussouf	TRC Obock	Education Adviser	Obock Ville
Ibrahim Adbara Ibrahim	TRC Obock	Center Manager	Obock Ville
Isse Alwan Isse	Assassan Nomadic PS	Director	Obock Region
Djaffar Manisour Ali	Orobor PS	Director	Obock Region
Hassan Aja	Orobor PS	EPA President	Obock Region
Farah Houmed Aden	Delaya PS	Director	Obock Region
Houssein Ali Mohamed	Obock PS #2.	Director	Obock Ville
Haissama Ibrahim	Obock Middle School Dormitory (incomplete)	Director	Obock Ville
Elmi Farah Waberi	TRC Djibouti FG	Teacher	Djibouti Ville
Yazein Zeid Mohssein	TRC Djibouti FG	Teacher	Djibouti Ville
Bourtouka Wetola	TRC Djibouti FG	APE	Djibouti Ville
Adila Said Med	TRC Djibouti FG	APE	Djibouti Ville
Saada Hassan Ismail	TRC Djibouti FG	Director School Q6	Djibouti Ville
Rachida Osman Ahmed	TRC Djibouti FG	Teacher	Djibouti Ville
Ali Mohamed Aras	TRC Djibouti FG	Director Annex 3	Djibouti Ville
Djimaleh Hassan Bogoreh	TRC Djibouti FG	Teacher	Djibouti Ville

<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Contact</b>
Abdoulkader Iman Aden	TRC Djibouti FG	CP Annex 1	Djibouti Ville
Khaled Ibrahim	TRC Djibouti FG	CP	Djibouti Ville
Omar Mohamed Wassama	TRC Djibouti FG	Teacher	Djibouti Ville
Kadia Ahmed Rali	TRC Djibouti FG	Director	Djibouti Ville
Kadidja Hamadon Ali	TRC Djibouti FG	Teacher	Djibouti Ville
Kadija Nour Weirah	TRC Djibouti FG	Director BB3	Djibouti Ville
Saada Ahmed Aden	TRC Djibouti FG	APE	Djibouti Ville
Elmi Rayaleh Mahar	TRC Djibouti FG	APE	Djibouti Ville
Mohamed Ahmed Mohamed	TRC Djibouti FG	Director Q5	Djibouti Ville
Mohamed Omar Ahmed	TRC Djibouti FG	APE /ZPS	Djibouti Ville
Ambassa Houmed Galnma	TRC Djibouti FG	Arabic Teacher	Djibouti Ville
Mohamed Ibrahim Gad	TRC Djibouti FG	ZPS	Djibouti Ville
Barnabe Diarra	AIDE	APE Promotor	Djibouti Ville
Hidekazu Tanaka	JICA	Representative	Djibouti Ville
Abdul Malik	University of Djibouti	Dean of Faculty of Arts	Djibouti Ville
Narie Ange	University of Djibouti	Head of English Dept.	Djibouti Ville
Amina Ahmed Yonis	Balbala Women's Center	Director	Djibouti Ville

**ANNEX 6 – MEETING WITH MAHDI MAHMOUD,  
SECRETARY GENERAL OF MENESUP  
8.00 a.m. Sunday, March 15<sup>th</sup>**

- AIDE’s undoubted strength is in mobilizing communities to support schools. That is a real and very positive step forward.
- USAID did help with material production and books but they came in late.
- A useful contribution was Learning Kits to children in schools.
- The reform effort was too broad and unfocused, but some change is already apparent.
- However, there are still too many untrained teachers going into schools.
- Teachers in our system are still unable to put their theory, knowledge and training into practice.
- However, there is evidence that school directors and advisers are now more engaged and better able to do their jobs.
- Advisers are the key to making reforms work at the school level but they still need more training.

**In PHASE III we need USAID’s help to reflect the following:**

- We are trying to create a University Dept of Teacher Training, for higher level training with JICA’s help, but that’s very moving slowly.
- Teacher training is still our outstanding problem.
- On school maintenance we acknowledge that there is a problem and are preparing a Maintenance Standards Manual for use nationwide.
- The school rehabilitation and construction phase was aimed at leveling the playing field, especially for poorer rural schools. To some extent we have made positive gains thanks to donors.
- This involved multiple donors as well as USAID and the US Army. However, standards were very uneven and the work carried out not always satisfactory. While the US Army acted enthusiastically, there was poor coordination between USAID, the Army and the MENESUP.
- On the issue of MENESUP management and governance, we have just carried out an extensive Ministry management audit with the help of the Tunisians and will act on the findings.
- There is a definite disconnect between the field and what happens in the Central MENESUP Office level.

**Here are some audit report findings:**

- I. There is an unnecessary duplication of functions at the Central level, which isn’t able to adapt to the changes happening elsewhere in the system.

2. There is slow or no resolution of problems in a downward direction. Nothing gets done quickly which is affecting implementation in the regions.
3. We will carry out a comprehensive organizational and structural change and remove what doesn't work.
4. This will involve changing all procedural manuals in the existing system.
5. At the Regional and School levels we need to establish clear criteria for quality, and then implement these. These will stress access, retention, better maintenance, and better learning environments.
  - We need to establish a global quality EDUCATION packet based on clearly identifiable standards.
  - We need to stress quality teacher performance, and implement that.
  - We need to continue to develop quality learning materials.
  - We need to continue to encourage community and parent involvement.
  - We need to establish clear performance criteria which are missing at every level.
  - The stress should be on improving basic and middle school education to insure that every Djiboutian child receives 9 years of quality fundamental education, by 2011.
  - The challenge is to upgrade untrained teachers quickly so they are able to teach at either the basic or middle levels.
  - Teaching quality needs to be homogenized up to the 9<sup>th</sup> grade level.
  - Continued emphasis needs to be put on training teachers, directors and advisers so they all perform to the level required.

- **USAID would help by focusing on:**

1. Teacher training
2. Making TRC's fully operational so they can act as regional training centers for quality improvement in all the regions.
3. Become centers for creating and monitoring quality education in all regions.
4. Continue to mobilize communities so that EPAs are sustained and able to perform in support of school needs.
5. Fully install a working EMIS, since this will be the key to effective management reform.
6. EMIS should provide data for the whole education system. All subsectors are interdependent.
  - USAID now needs to focus on fewer priorities to avoid scattering effort and resources.
  - USAID hasn't participated well in the donor partner group and needs to do that better.
  - USAID seems in a hurry to spend money without waiting to measure the real impact of its programs and actions, is on what is happening in schools.
  - USAID's involvement in the third phase should be more focused and longer term. Not on short term projects and programs.

- Training at all levels should be continuously reinforced in order to insure quality and real capacity building.
- Middle school and secondary education is already being catered for by other donors like JICA, WB, ADB and others.
- USAID's ESL program is weak and hasn't really made the desired impact. Djibouti Rocks doesn't deal with the problem for the need for well trained ESL teachers able to teach the language and speak English competently. USAID needs to work to boost the quality of ESL teaching through the university which is trying to take on this task but doesn't have the trained personnel or resources to do that well. We have English language grammarians but no competent English speaking teachers.
- Pre-school education is being handled by UNICEF and UNESCO who are training a cadre of national trainers for this aspect. Training qualified pre-school teachers is the key.
- USAID should focus on improving training capacity, fewer programs and on some of the areas already being successfully implemented through AIDE.
- We are anxious to get the next tranche of FTI money from the WB which is about \$2.00 million. This will enable us to reach the 20% of unreached children and street children, with parallel alternative education programs, etc.

## **ANNEX 7 – EVALUATION FOCUS GROUP SUMMARIES**

### **I. DIKHIL WOMEN’S ASSOCIATION.**

*Participants:* 6 women and 1 man. 5 were parents with children in local Dikhil schools

***Themes Discussed:***

- Their educational experiences and levels.
- The education of daughters and girls.
- The job market for youth, especially girls.
- Girls don’t received education in the local area because they are poor, orphans or can’t access schools.
- The need for more schools in rural areas, or alternative forms of basic education.
- Their role in local PTAs.
- Local successes include girls education awareness campaigns, Ambassador Scholarships, WFP food for families, school kits and local funds raised by the WA to help poor families.
- WA needs training to place grants for girls’ education.
- Their relationship with the RTC and regional inspectorate.
- They stressed the need for school hygiene and thought that schools should emphasize this.
- School canteens were a critical part of school health because they provided poor children with quality food.
- Girls would be better educated if we increased school feeding, encouraged parents to give priority to girls’ education, provided economic support to poor families and generally tried to resolve the unemployment problem.
- Kindergartens were important and they needed more. Parents in Dikhil would send their children to pre-schools if they were available.
- Who would pay for pre-schools.. God only Knows was one answer! However, parents who could afford to pay would willingly do so.
- They were strongly in support of mixed schools and thought gender separation to be old fashioned.

### **2. GUERELEH PRIMARY SCHOOL EPA MEMBERS, TADJOURAH**

*Participants:* 8 men, all members of either the school EPA or CGE.

***Themes Discussed:***

- The school started as a community school and is now a public school.
- The school caters for nomadic children and children from small nearby villages.

- Some children walk up to five or miles each way per day.
- Because they are pastoralists children often miss school because they have to tend livestock.
- There is a need for a well constructed and equipped dormitory.
- The community would be willing to run and pay for the dorm's upkeep if one were built.
- Toilets and water are an urgent problem. Toilets still not working despite recent construction work. The EPA would have done the work but as waiting for the project to do what it said it would.
- They would definitely support adult literacy and any other kind of NFE at nights, if classes were started. Local communities have a large number of 15-25 year old illiterates.
- They want to learn French before any other language because French is the official language and they can't cope without it.
- They don't have a woman on the EPA but would be willing to elect one.
- Can AIDE help install a solar panel for their energy needs? This would be less expensive than a generator. They are very remote and don't have access to any electrical source.

### **3. SAGALOUH PRIMARY SCHOOL EPA & CGE MEMBERS, TADJOURAH**

*Participants:* 5 members of the EPA and CGE and the School Director.

***Themes Discussed:***

- They have a very supportive EPA who carry out small projects in support of the school.
- Project AIDE provided gardening materials and the EPA did the rest.
- The community is very poor and only a shortage of resources prevents them from doing more.
- We really need income generating projects to become more self-sufficient.
- GORD doesn't help much and most of the help they get comes from donors.
- USAID has provided a lot of help which we have responded to.
- We need fans because being on the coast children roast in the summer in closed classrooms.

- Children's parents here are fishermen and we need help to train our children to do the same but more effectively.

#### **4. RANDA PRIMARY SCHOOL EPA & CGE MEMBERS, TADJOURAH**

*Participants:* 5 members of the EPA and 1 woman member of the CGE.

*Themes Discussed:*

- The water system installed by USAID needs a tank to be installed on a secure base.
- We prepare school meals in the canteen but don't have anywhere for the children to eat their meals.
- We have a good school garden which was assisted by USAID but the school needs a generator to create its own electricity.
- However, they think they really need a solar energy system that would avoid paying for expensive fuel.
- They also need a dormitory because many children have to travel a distance to come to school in Randa and they are in a mountainous area, so getting to Randa is difficult for children.
- They would be willing to run and manage the dormitory if one were built. Under the Colonial Government Randa School, one of the oldest in Djibouti, had a dormitory.

#### **5. DJIBOUTIVILLE TEACHERS' RESOURCE CENTER FOCUS GROUP**

*Participants:* 20 Djibouti Ville EPAs, CGEs, Teachers and Directors from the DJIBOUTI VILLE AREA with an active interest in school improvement issues.

*Themes Discussed:*

- Groupe 1 : Quels sont les problèmes qui encouragent ou entravent la promotion de la scolarisation des filles? Est-ce que le programme AIDE a résolu problèmes? Est-ce que les taux de redoublement ont augmenté ou diminué?
- Groupe 2 : Est-ce qu'il ya des indications sur l'amélioration pédagogique ? Est-ce que les manuels scolaires fournis par le programme AIDE existent encore ? Sont ils utilisés ?
- Groupe 3 : Est-ce que les écoles y compris le mobilier sont maintenues et par qui ? Quel rôle les APEs jouent dans le développement et la maintenance des écoles ?
- Groupe 4 : Est-ce que les ordinateurs fournis aux écoles par AIDE existent encore? Sont-ils utilisés et bien entretenus?

## **ANNEX 8 – FIELD VISIT QUESTIONS**

### *SCOLARISATION, ASSIDUITE ET RETENTION*

#### **EST-CE QUE LES CHIFFRES DE LA SCOLARISATION ET DE L'ASSIDUITE QUI FIGURENT DANS LES RAPPORTS D'ACHEVEMENT REPRESENTENT DES DONNEES FIABLES SUR LE STATUT OU LES TENDANCES? QUELLES SONT LES SOURCES POSSIBLES D'ERREURS DANS LE REPORTAGE ?**

Est-ce la scolarisation a augmenté ou diminué ? Dans quelle mesure les changements dans la scolarisation et l'assiduité peuvent être attribués aux effets du programme (par exemple, comment l'instruction ou la structuration de la vie scolaires des enfants a changé)?

Est-ce que la scolarisation des filles se maintient ou augmente? Quelles sont les opinions des filles sur l'assiduité et qu'est ce qui l'encourage ou la limite ? Est-ce que les attitudes des parents ont changé?

Quels sont les problèmes qui encouragent ou entravent la promotion de la scolarisation des filles ? Est que le programme a abordé ces problèmes ?

Est-ce que les taux de redoublement ont augmenté ou diminué ? Si oui, pour quels sous groupes d'étudiants?

Est-ce que les activités de l'UNICEF pour la promotion de l'éducation continuent? Est qu'elles sont efficaces? Est-ce l'UNICEF complète ou répète les autres activités promotionnelles ? (Quels sont les modèles de résultats de l'étudiant changé dans les juridictions sous - nationales? )

### **Formation**

Est-ce que la formation est introduite dans le programme continu? Combien d'enseignants, des directeurs d'écoles, et d'autres personnes ont été formés pendant le programme, et combien de personnes en plus depuis la fin du programme ?

Qu'est-ce que les participants rapportent sur les formations, où est-ce qu'il y a des indications d'effet positif?

Est-ce que le programme de formations pour les directeurs et enseignants? Qui prouve que les processus d'école pour aborder le problème de la qualité de l'instruction, la promotion ou l'encouragement de la participation des parents ont amélioré l'assiduité?

### **Le guide du maître, le guide du directeur, manuels scolaires, programmes scolaires pratiques, ordinateurs ou équipements semblables, programmes d'Anglais audio et autres supports d'apprentissages.**

Est-ce que les professeurs utilisent des programmes scolaires ou d'autres supports d'apprentissage (tel que Djibouti Rocks) développés par le programme?

Est-ce qu'ils ont reçu une formation pour l'utilisation de ces matériels ?

Est-ce qu'ils reçoivent des formations de recyclage, ISTs, ou d'autres formes de développement professionnel?

Est-ce qu'il y a des indications sur l'amélioration pédagogique?

Est-ce que les manuels scolaires fournis encore par le programme existent encore? Sont-ils utilisés?

Est-ce que les ordinateurs fournis existent encore ? Sont-ils utilisés et bien entretenus ?

Est-ce que le centre a de l'électricité suffisante pour rendre ces ressources utiles ?

Est-ce que le centre est connecté sur Internet ?

Est-ce que les matériels sont disponibles et appuient le développement du personnel des centres, le service de l'éducation de base, et le CRIPEN.

## **La Réhabilitation des écoles & Construction des Dortoirs**

Quel est le dernier statut de chacune des dix écoles réhabilitées ?

Est-ce que les travaux de construction ont été réalisés selon les termes convenus, et est-ce que les résultats sont satisfaisants ? Comment les parents ont été impliqués?

Est-ce qu'il y a eu des améliorations selon les directives et conseils du Ministère ?

Est-ce qu'il y a des indicateurs qui montrent que l'amélioration des locaux a augmenté la scolarisation et l'assiduité des filles ?

Est-ce que les écoles y compris le mobilier sont maintenues et par qui ? Quel rôle les APEs jouent dans le développement et la maintenance des écoles?

## **Associations parents d'élèves**

Est-ce que les APEs ont été établies durant l'existence du programme ?

Est qu'elles sont fonctionnelles ? Quel type d'appui elles apportent aux écoles ?

Quels sont les membres qui constituent une APE ? Est-ce que une constitution différente serait bénéfique ?

Est-ce que les rôles sont bien différenciés entre les APEs et les CGE ?

Comment sont les APEs vues par le reste de la communauté ?

Est-ce qu'il y a déjà eu des effets de débordements en termes de changement social, organisation de la communauté ou d'autres ?

Comment est-ce que les APEs encouragent la participation des filles à l'école?

Quelle est l'attitude des parents et des étudiants envers les APEs ?

Est-ce que les APEs augmentent les chances de l'appropriation du programme ?

Est-ce que les APEs sont considérées par les enseignants et les administrateurs ?

## **Education professionnelle/ et Non - formelle**

Est-ce qu'EQUIP a appuyé des programmes dans l'Éducation professionnelle/ et Non – formelle ?

Est-ce que ce sont des programmes autonomes ou qui reçoivent de l'assistance d'autres donateurs? Est-ce qu'il y a des indicateurs qui montrent que les formations pour l'acquisition de compétence professionnelle de base ont un effet positif sur les filles ? Quel indicateur ?

Quelles compétences professionnelles de base connaît le plus de succès ?

Quel sont les résultats des programmes d'alphabétisation ?

## **ANNEX 9 – DOCUMENTS REVIEWED FOR THE EVALUATION**

### **US GOVERNMENT REPORTS**

#### **USAID, DJIBOUTI STRATEGY STATEMENT, 2006-2008**

USAID, Djibouti Education Program PMP, Nov 2007

US State Department, Operational Plan Djibouti FY2007

US State Department, Operational Plan Djibouti FY2008

#### **US STATE DEPARTMENT, AMBASSADOR'S GIRLS' SCHOLARSHIP PROGRAM, UPDATE OCT 2008**

### **PROJECT AIDE - AGREEMENTS AND REPORT**

#### **USAID, EQUIP I COOPERATIVE AGREEMENT, JUNE 13 2003**

Project AIDE, Equip I Second Year Implementation Plan, Nov 15 2004 and Jan 12 2005

Project AIDE, Equip I Quarterly Progress Reports 1-13, June 2003 to Dec 2006

#### **PROJECT AIDE, EQUIP I INTERNAL MANAGEMENT REVIEW FINAL REPORT, 14 FEB 2006**

Menusep, Bilan Programme Appui Education USAID/Menuseo, Feb 2006

#### **YOLANDE MILLER-GRANDVAUX, EVALUATION OF EDUCATION PROGRAM (AIDE) AND PROPOSED STRATEGY, JUNE 2006**

#### **PROJECT AIDE EQUIP I FINAL REPORT, MAY 31, 2007**

#### **USAID, EQUIP 2 COOPERATIVE AGREEMENT, MARCH 1 2007**

#### **PROJECT AIDE, EQUIP 2 MONITORING AND EVALUATION PLAN, APRIL 30, 2007**

Project AIDE, Equip 2 Year II Work Plan, March 2008

Project AIDE, Equip 2 Quarterly Progress Reports 1-7, Jan 2006 to Sept 2008

Menusep, Revue Conjointe du Programme « Education de Base Améliorée » USAID/Menuseo, March 2008

## **Project AIDE - Documents produced for MENUSEP**

Project AIDE, Atelier d'information et de Sensibilisation sur les Rôles et Responsabilités des APE/CGE, May 2005

Project AIDE, Rapport D'enquête – Film sur la Sensibilisation des Filles, Spring 2005

Project AIDE, Protocole d'accord – Convention de Subvention des ONGs, Spring 2005

Project AIDE, Guide Pratique de Formation – Devenir un Professionnel de l'Enseignement de Base, March 2007

Project AIDE, Guide de Formation des Comites de Gestion et des Associations des Parents d'élèves, June 2005

Project AIDE, Guide Pratique de Formation – Du Personnel Enseignant de l'Enseignement de Base March 2007

Project AIDE, Enquête préliminaire sur le film de sensibilisation à la scolarisation de filles, March 2005

Project AIDE, Données de Base: revue des indicateurs, January 2005

Project AIDE, Perception et Pratiques des Enseignants du premier cycle de L'enseignement fondamental, January 2005

## **Government of Djibouti Reports and Protocols**

Menusep, Plan d'Action de L'Éducation 2002-2005, January 2002

Menusep, Plan d'Action de L'Éducation 2006-2008, January 2006

Menusep, Première revue conjointe d'Évaluation du plan d'Action de l'Éducation 2006-2008, May 2008

Menusep – Direction de Planification et Information, Enquête Statistique Annuelle, Sample 2008-2009

Menusep – Direction de Planification et Information, Normes Fondamentales de Qualité de l'École Djiboutienne (NFQ), Spring 2009

## **Other Relevant Reports**

UINCEF, Grant Progress Reports - Contribution to the improvement of quality education through the enhancement of editing and printing capacity of CRIPEN, Sept 07, Dec 2007, March 2007 and May 2008

Scherherhorn and Wright, Djibouti: Leading the Horn of Africa in Investment and Jobs Creation, March 2007

Workforce Development Alliance Building, Aug 2006

## **ANNEX 10 – EMERGING ISSUES FROM THE FIELD**

### ***1. Training support to key groups***

- Blanket PTA training has been effective, but now requires a more focused and selective remedial support approach.
- A mechanism for providing APE support from the Regional level needs to be implemented and supported.
- A critical missing element is the need for training inspectors, and a national inspectors' guide.
- Sustaining gains in teacher training and implementing in-service training will need to be carried out from the Regional level by a team of well trained trainers.
- Implement teacher mentors in each school, and involve them in the Regional teacher training plan.
- DGs and senior inspectors need to be trained to use data and analyses created via the EMIS in their decision making processes.
- School Directors and APEs need to be trained to carry out systematic school maintenance tasks via a School Maintenance Manual.

### ***2. Support for improving school facilities***

- Limited support should be given to improving school facilities with a focus on:
- WATSAN services which are still weak.
- The maintenance and support of photocopying devices and services at the regional and individual school levels.
- More consistent support for the running and implementation of school canteens and refectories.
- The improvement and expansion of recreation areas and sports facilities.

*(Major school construction and refurbishment should be left to the GORD, French and US military, which seem to have the funding and a comparative advantage in this area).*

### ***3. EMIS may be a key to better management and decision making***

- EMIS needs to be implemented simultaneously upwards and downwards to be successful. Experience in MENA, Africa and LAC supports this.
- Systematic EMIS training needs to be given to school directors, regional inspectors, advisers, DGs and senior MENESUP policy makers if ownership of EMIS is to be transferred to targeted users.
- School level involvement needs to happen from the beginning.
- Place at least one on line computer at each level of involvement and provide users with training in data entry and access.

- Initial analysis should begin at least at the regional inspectorate level, and probably in the TRCs.
- The locus of effective decentralized management rests with the inspectorate in the French, or any European education system. In Djibouti Regional Inspectors are the key to effective decentralized management and the efficient implementation of services.

**4. Some generally expressed priorities.**

- There is a general request for English language teaching and learning even from some parents.
- Every person interviewed requested access to on line internet services.
- More support to teachers in specifics like technical books, learning materials, AVAs and general and leisure reading materials.
- The issue of the declining value and level of teaching salaries came up on several occasions at all levels.

**5. Requests for better coordination between essential government services.**

- Three school directors and one Regional Inspector drew attention to the need for better integration between education and health services in the rural areas. School hygiene doesn't work without support from the local health services.

**6. Youth education and training needs deserve more attention**

- There is a need to tackle youth out-of-school education and training options with more rigor and determination. USAID has a comparative advantage in this area gained from extensive experience elsewhere in Africa, LAC and Eastern Europe. Youth technical and vocational training may need to be given a more prominent place on the list of MENDESUP priorities.

**7. Filling systemic gaps to sustain current education reform gains**

- An important missing element in the education quality equation is accessible early childhood education services. In the three major rural towns visited, women, teachers, parents and officials drew attention for the need to create viable quality Kindergartens. Women teachers expressed strong support since young children present working women with a problem which is often resolved at the cost of keeping older girl siblings from going to school in order to care of younger children. Especially for low income, or poor families.
- The Republic has reached a critical point in the development of its education services where the growing number of primary graduates looking for middle school places, is creating a serious bottle-neck. Here, for once at least, GORD has to resolve a success problem. Senior MENESUP staff drew attention to this problem on several occasions during interviews, and requested USG help. In a very real way, the current successful outcome of the basic education reform will depend on how the nation resolves this, and the coming demand for more Secondary education.

- The need to accurately identify key out-of-school groups in a timely and more efficient way is at the hub of Djibouti's ability to implement the millennium basic education goal. Current inaccuracies in demographic data and a lack of creative thinking may be key factors. Here, Djibouti may want to look at how neighboring countries have tried to tackle the problem of out-of-school youth, and nomadic groups. For example, with UNICEF technical assistance, Sudan began to successfully tackle the problem of reaching nomadic communities using an innovative alternative approach. In the mid 90s, nomads were reached by putting tented schools on camels. Camels carrying portable schools followed nomadic communities and provided viable primary education services for children who would have been otherwise unreachable. Teachers, training and books were provided by the GOS and UNICEF, while nomadic communities undertook to feed, house and provide general welfare of mobile teachers. That model seems to have worked because it was a successful attempt to design an education delivery system to meet a specific education problem aimed at a clearly identifiable group outside of the mainstream system. Can we encourage Djibouti to think outside of the French Formal School envelope?

## **ANNEX II. EVALUATION APPROACH**

The Aguirre/JBS technical approach, given the tight time schedule, the limited time available in the field and unexpected manpower shortage, applied “*Rapid Assessment Field Research*” techniques which included the following well tried methodologies.

### **A. Qualitative Research**

Qualitative methods provided an overall framework for assessing the impact to Djibouti’s basic education delivery systems resulting from activities funded by USAID and undertaken by Save the Children, UNICEF, AIR, Juarez & Associates, IFESH and AED under the USAID EQUIP 1 and EQUIP 2 Cooperative Agreements with Grants.

To implement this, the JBS/AGUIRRE evaluator carried out:

- Over 55 selective and well-focused interviews held with principal actors and key policy makers in all five regions, and Djibouti Ville. (Annex 5).
- Individual and group discussions with 20 school and institutional directors, two regional inspectors, and numerous teachers, TRC staff, and 18 APEs at the central, regional and individual school levels.
- Five focus groups for principal system delivery professionals, and key APE, CGE, Women’s Association and community beneficiaries, in the Dikhil, Ali Fatieh, Tadjourah, Obock and Djibouti Ville Regions. (Annex 7).
- Informal discussions with JICA, the EU, IFESH, Djibouti University personnel, senior GORD and MENESUP managers, and with the appropriate USAID staff, and the U.S. military public affairs coordinator. A meeting was requested with the FDA, but this never took place.
- Field trips to six regions to observe first-hand education service delivery and school management and performance issues for 16 primary and middle schools, a literacy center, three technical training centers, and four boarding facilities and five TRCs. Annex 8 contains the list of Field Visit questions used throughout the above interview process.

All the above provided credible qualitative data in support of a data triangulation process, which was used to better understand and assess the positive and negative contributions made by Project AIDE to Djibouti’s ongoing national basic education reform initiative.

## **B. Quantitative Research**

Quantitative methods were applied in the analysis of both primary and secondary financial data, key education indicators and GORD planning and budget data gleaned during discussions with appropriate government officials, and during visits to appropriate GORD institutions, MENESUP departments and donor agencies.

- All available AIDE, EQUIP 1 & 2, and other shared national documents, were reviewed and analyzed to better comprehend the strengths and weaknesses of the project implementation processes which were applied by USG funded initiatives, between 2003 and 2009, on the delivery of quality improved basic education services (Annex 9).

Both the qualitative and quantitative methods described above were used to better understand and assess the impact of scheduled activities on USAID/Djibouti education program's logic model. As in other initiatives designed to have far reaching and sustainable impacts, a central evaluation research concern for the current review of the USAID/Djibouti education initiative relates to ways in which multiple interventions like teacher training, new curriculum materials, the strengthening of school management and improved community and parental involvement, have contributed to tangible positive national education reform outcomes.