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FINAL PERFORMANCE EVALUATION OF USAID/DJIBOUTI WORKFORCE DEVELOPMENT (WFD) ACTIVITY

FINAL EVALUATION REPORT

OCTOBER 2022

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by IT Shows Inc with Isabelle McMahon (Team leader), Agathe Gondinet, Abdirachid Ismail and Aboubaker Robleh.

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ABSTRACT

IT Shows, Inc., conducted an independent final evaluation of the United States Agency for International Development (USAID)/Djibouti Workforce Development (WFD) Activity. The Activity was granted to the Education Development Center (EDC) in partnership with Cardno Emerging Markets, SoukTel and TakingITGlobal (TIG). The purpose of the evaluation was to explore the degree to which the program achieved its intended goal and objectives and also to capture key lessons learned in the course of the implementation

This evaluation assessed (1) whether the WFD Activity was effective in achieving its intended outcomes; (2) how well the WFD built in sustainability principles during implementation, as well as which components of the Activity approaches and results are more likely to be replicated and sustained beyond its closure; (3) how the WFD contributed to broader donor and GoDj efforts to develop a more coordinated youth workforce development system, to wider efforts to increase investments in youth skills development, and which Activity elements proved most valuable for youths who have found employment. In order to answer these questions, the evaluation used a convergent mixed-method (quantitative and qualitative data collection methods), which included document reviews, key informant interviews, focus group discussions, phone calls, and review of WFD's monitoring and evaluation (M&E) data. During implementation, the Activity faced a number of challenges, and later its results were not deemed to have adequate impact on Djibouti's unemployment rate. This led to a phase of re-strategizing in 2019 and of re-scoping in early 2021, including several major changes to the Activity's design. The implementing partner successfully managed to adjust, adapt and implement the interventions accordingly. While the results are mixed, the WFD impacted the development of Djibouti's human capital, especially through its life skills and employability training, as well as the internship program. Additionally, six curriculums were revised, and the performance and capacity of local partner institutions improved. While the WFD's impact on the youth workforce development system remains limited, the lessons learned will help guide the effective design of future programs. Additionally, this Activity has led other donors to take initiatives to further enhance and support Djibouti's workforce development.

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The final evaluation of the Djibouti Workforce Development (WFD) Activity was conducted by international experts Isabelle McMahon and Agathe Gondinet, as well as national experts Abdirachid Ismail and Aboubaker Robleh.

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- The Evaluation Team

FINAL PERFORMANCE EVALUATION OF USAID DJIBOUTI WORKFORCE DEVELOPMENT (WFD) ACTIVITY

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ACRONYMS

ADS	Agency Directive System
AFD	French Development Agency <i>Agence Française de Développement</i>
AMELP	Activity Monitoring, Evaluation and Learning Plan
ANEFIP	National Employment Agency <i>Agence Nationale de l'Emploi, de la Formation et de l'Insertion Professionnelle</i>
BEP	Two-year technical degree - <i>Brevet d'Études Professionnelles</i>
BI	Beneficiary Interview
BYOB	Be Your Own Boss
CAP	<i>Certificat d'Aptitudes Professionnelles</i>
CBEE	<i>Compétences de Base de l'Employabilité et de l'Entrepreneuriat (WRN)</i>
CCD	Chamber of Commerce of Djibouti
CFP	Certificate for one-year technical degree <i>Certificat de Formation Professionnel</i>
CLA	Collaboration, Learning and Adaptation
CLE	<i>Centre de Leadership et d'Entreprenariat</i>
COR	Contracting Officer's Representative
CPAC	<i>Caisse populaire d'épargne de crédit</i>
CRC	<i>Centre de Ressources et de Compétences des métiers portuaires</i>
CRIPEN	Center for National Education Research, Information and Printing <i>Centre de Recherche, d'Information et de Production de l'Éducation Nationale</i>
DEC	Development Experience Clearinghouse
DJOLTS	Djibouti Job Opportunity and Labor Turnover Survey
DLS	Djibouti Labor Services
DVSP	<i>Directrice de la Veille Sectorielle et de la Prospection</i>
EDC	Education Development Center
ET	Evaluation Team
ETFP	Technical and Vocational Education and Training <i>Enseignement Technique et Formation Professionnelle</i>
FGD	Focus group Discussion
GODj	Government of Djibouti
ICT	Information and Communication Technology
IP	Implementing Partner

IR	Intermediate Result
ITS	IT Shows
JOLT	Job Opportunity and Labor Turnover
KII	Key Informant Interview
LIC	Industrial and Technical High School <i>Lycée Industriel & Commercial</i>
LMA	Labor Market Analysis
LME	Learning, Monitoring and Evaluation
LMIS	Labor market information System
LOE	Level of Effort
MENFOP	Ministry of Education and Vocational Training <i>Ministère de l'éducation Nationale et de la Formation Professionnelle</i>
MFF	Ministry of Women and Family Affairs <i>Ministère de la Femme et de la Famille</i>
MTRA	Ministry of Labor <i>Ministère du Travail</i>
MOU	Memorandum of Understanding
NEP	National Employment Policy <i>Politique Nationale de l'Emploi</i>
ONEQ	Observatory for Skills and Employment <i>Observatoire National de l'emploi et des Qualifications</i>
PED	<i>Projet d'Employabilité de la Main d'Œuvre Djiboutienne (WFD)</i>
PLS	Port Labor Services
RAP	<i>Référentiel des activités professionnelle</i>
SOE	Student Career Counseling Office <i>Service d'orientation des élèves</i>
SOW	Scope of Work
TIG	TakingITGlobal
TL	Team Leader
TOC	Theory of Change
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Program
USAID	United States Agency for International Development
USG	United States Government
WBG	World Bank Group

WBL	Work Based Learning
WFP	World Food Program
WRN	Work Ready Now

EXECUTIVE SUMMARY

INTRODUCTION AND BACKGROUND

IT Shows, Inc., conducted an independent final performance evaluation of the United States Agency for International Development (USAID)/Djibouti Workforce Development (WFD) Activity. The WFD Activity was launched in December 2016 with the aim of contributing to the Government of Djibouti's (GoDj) goal of reducing the high unemployment rate by better preparing the workforce to meet private sector needs. To achieve this goal, the WFD Activity included three institutional partners from the GoDj: ANEFIP (Djibouti's National Employment Agency), MENFOP (Ministry of Education), and CCD (Djibouti's Chamber of Commerce). The prime contractor EDC partnered with three sub-contractors—Cardno Emerging Markets, SoukTel and TakingITGlobal (TIG)—to implement the Activity. USAID, through EDC, focused on providing services to youth aged 16 to 34, because youth in Djibouti take longer to transition from school to work and because the labor market is more limited. The WFD Activity was implemented in sites throughout Djibouti: Djibouti City, Arta, Dikhil, Ali-Sabieh, Tadjourah, and O'bock

EVALUATION PURPOSE AND EVALUATION QUESTIONS

The evaluation purpose was to (1) explore to what extent the WFD Activity achieved its intended goal and objectives, specifically how it contributed to closing the labor market skills gaps in Djibouti; (2) capture key lessons that will be applied by USAID/Djibouti in the design and/or implementation of future activities and/or be used as a guideline by the Mission for exploring future youth development in Djibouti. The Evaluation answers the following Evaluation Questions (EQs):

EQ1 Activity Performance:

- a) How effective has the WFD Activity been in achieving the intended outcomes of developing Djibouti's human capital and contributing to the reduction of the high unemployment rate?
- b) What are key enabling and hindering factors that have affected the achievement of outcomes?
- c) Which WFD interventions appear to be most and least effective, and why?
- d) To what extent have WFD interventions resulted in the increased participation by women in the labor market?

EQ2 Sustainability:

- a) How well has the WFD built sustainability principles into the implementation of its activities?
- b) Which elements of the intervention approaches and results achieved by the WFD are most likely to be replicated and sustained beyond the close of the Activity? Why?

EQ3 Development Aimed Alignment:

- a) How has the WFD contributed to broader donor and GoDj efforts to develop a more coordinated youth workforce-development system?
- b) How has the activity contributed to wider efforts to increase investments in skills development for Djiboutian youth?
- c) What elements of the activity are proving valuable for youths that have found employment?

METHODOLOGY

The evaluation used a convergent¹ mixed-methods approach² based on 1) broad participation and collaboration with USAID/Djibouti WFD Activity and associated stakeholders; 2) evidence; and 3) results, i.e., assessing the effectiveness of WFD activities.

The final performance evaluation of the WFD Activity took place between July and October 2022. Data collection was conducted with two guiding principles in mind—informed consent and confidentiality for all respondents—and methods included document review, 35 key informant interviews (KIIs), 10 employers' interviews, and 21 focus group discussions (FGDs). The Evaluation Team (ET) also used quantitative data from the WFD's monitoring and evaluation (M&E) systems and conducted phone surveys with 1,129 youth participants and 86 teachers. The team conducted content, gap, comparative, and gender analyses and produced descriptive statistics of the quantitative data. The ET mitigated limitations such as response, selection, and gender biases, as well as other challenges, such as the lack of employer responsiveness, by cancelling the phone survey and the FGD, replacing them with individual employers' interviews.

FINDINGS AND CONCLUSIONS

EQ1 Activity Performance

The WFD Activity included three intermediate results (IR): IR1, Expand quality workforce-readiness programs; IR2, Develop sustainable, productive linkages between the TVET institutions (workforce supply) and employment providers (workforce demand); and IR3, Strengthen job placement, retention and advancement services.

To achieve **IR1**, the WFD designed a soft skills training program, which covered personal development, employability, and entrepreneurial competencies. The training was adapted to the Djiboutian context and addressed the needs expressed by the private sector. The training was effectively delivered to unemployed youth through a short training, and an adapted version of the training was successfully integrated into the TVET curriculum. The WFD has attempted to introduce a similar program into general education via clubs, but it might not be maintained in the future. While receiving the training did not automatically lead to employment, 20.2 percent of participants interviewed reported that it proved key for them to secure their current position and provided them with the right skills and techniques.

The WFD designed a training program for youth to acquire the basic entrepreneurship skills needed to create their own income-generating activity. However, the support provided to young entrepreneurs was not properly structured within the Djiboutian entrepreneurial ecosystem and did not include a financial component. The entrepreneurship intervention was abandoned when the Activity scope was revised, therefore not yielding the expected results. Nonetheless, while the impact of the WFD's entrepreneurial component is not visible in Djibouti-ville, more youth seem to have

¹ A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process.

² Creswell, J.W., & Creswell, J.D. (2018). Mixed methods procedures. In, Research design: Qualitative, quantitative, and mixed methods approaches (5th ed., pp. 213-246). Los Angeles, CA: SAGE Publications, Inc.

benefited from the program, implemented with ANEFIP assistance, in the regions, and have started an income-generating activity.

In collaboration with MENFOP, the WFD successfully analyzed private sector needs to develop six new TVET curriculums. While four construction curriculums were successfully completed, two culinary curriculums were not deemed satisfactory by MENFOP and required further improvements after the end of the Activity. The WFD managed to successfully associate the private sector with the development and the validation of the new curriculums.

MENFOP received support in the training of teachers concerned with the revised technical curriculums using a new efficient approach. This involved onsite training with professional trainers and real equipment, rather than a theoretical approach led by inspectors or externships.

The WFD was not directly involved in the design or the implementation of the technical training provided by CRC, but its collaboration with the port training center proved highly efficient and managed to improve the training by providing an employability component to participants. Although the technical training met employers' needs, it did not result in a high insertion rate.

The WFD's involvement in career counseling within the general education system was limited to a few interventions. Even if the number of youth attracted to technical careers has increased in recent years, it is difficult to attribute this success to the WFD's intervention to improve career-counseling services.

To achieve **IR2**, **The WFD supported events organized by MENFOP and MTRA such as the career fair,** which provided opportunities for the youth to meet potential employers to secure employment. The WFD, in collaboration with MENFOP, **signed an MOU with major hotels, paving the way for ongoing collaboration and future public private partnerships. The WFD worked actively with the private sector to better align some TVET curriculums to the current requirements of the construction and hospitality sectors.** However, more needs to be done to ensure that the private sector remains engaged in a more institutionalized and coordinated manner. **In collaboration with ANEFIP, the WFD successfully organized a major internship program that included 500 participants, of which 26.6 percent were later hired.** While the internship program proved a success, it suffered from its large size, and greater attention could have been paid to the quality of the missions performed by interns and the adequate alignment of participants' academic backgrounds and employer needs. **The WFD successfully piloted an apprenticeship program with the Sheraton.** While the impact and sustainability of that intervention remain limited, the format (practice coupled with online classes and English classes) proved a success and seems suitable for the higher-level positions often occupied by foreign workers in Djibouti because of a lack of qualified candidates.

To achieve **IR3**, **WFD improved ANEFIP's organization through the development of administrative procedures, which are in the process of being deployed across the organization.** The WFD also provided equipment for ANEFIP's training room and computer lab, which will improve the care of job seekers once it is functional. **The WFD managed to improve the quality of ANEFIP's career-counseling services.** However, ANEFIP's capacity to deliver such services during the past three years was limited by the intensity of the other interventions, such as the internship placement or the registration of job seekers on the job-matching platform. **The WFD also**

successfully improved ANEFIP counselors' awareness of gender issues. While the **job-matching platform** meets user expectations and has the potential to become a key tool for job seekers, its impact has been limited by the low number of jobs offered and the low number of registered employers. This could have resulted from limited outreach to the private sector. **The WFD improved ONEQ's capacity to collect and analyze labor market data.** Reports were published on the three sectors targeted by the WFD, but ONEQ remains poorly funded.

Regarding key enabling and hindering factors, the WFD's biggest challenge resulted from the initial lack of co-design and shared understanding of the Activity's objectives between USAID, the IP, the GoDj and other stakeholders. This situation led to several re-scopings of the Activity, causing disruptions during implementation. On the other hand, a number of factors supported the Activity's success, such as institutional and implementing partners' competence, engagement and commitment, all of which have proven invaluable throughout the process.

The most effective interventions combine soft skills with technical skills or soft skills with practical experience such as internships. The job-matching platform did not yield the expected results. However, it was only released toward the end of the Activity, and it remains a valuable tool with strong potential for positive cultural change and economic impact.

The WFD successfully applied a gender lens and, to a more limited extent, a social inclusion lens to all components of the Activity. The participation of women reached 50 percent in all training and placement interventions except for the technical training (CRC). Curriculums were revised to be more inclusive of women and vulnerable populations. The WFD provided support to the promotion of women in technical careers. The project did not address gender issues in the workplace, such as harassment or the inadequacy of sanitary conditions, which can severely affect women's insertion in the labor market.

EQ2 Activity Sustainability

During the inception phase, the absence of a common vision of the Activity's priorities among the stakeholders compromised the sustainability of the project design. The re-scoping enabled the Activity to better meet the GoDj's expectations and to improve the sustainability of some components through increased appropriation and institutionalization. The most sustainable components are the revision of six technical curriculums and the inclusion of an employability training within TVET's three-year program. The WFD was also able to develop a job-matching platform that meets users' needs and that could become an essential tool in promoting integration into the labor market. While the WFD managed to further build the capacity of several institutions—including ONEQ, ANEFIP, and MENFOP—these institutions will continue to require financial assistance to implement trainings, revise additional curriculums, or complete market research.

EQ3 Activity Alignment

WFD activities were aligned with the GoDj NEP policy, even as the main focus did not initially match the GoDj's priorities. The WFD did not contribute substantially to a broader donor and GoDj effort to develop a more coordinated youth workforce-development system beyond some peripheral initiatives with WFP (curriculum development) and UNDP (entrepreneurship, Sheraton initiative). Overall, WFD's contribution has remained rather modest in terms of its ability to mobilize development partners around the

objectives of strengthening human capital, and to establish bridges of collaboration between the private and the public sectors. While the ET could not establish any evidence of the existence of a link between the project SKILLS initiated by the World Bank (WB) and WFD Activity, the results and the lessons learned from the WFD will likely be taken into account in the design of SKILLS.

The youth unanimously applauded the employability training for the skills learned, the pedagogical approach, and the impact it had on their lives. Most participants appreciated the internships and viewed them as a chance to gain practical experience, though some of the internships also offered them the opportunity to learn new skills.

RECOMMENDATIONS

IR1: Expand quality workforce-readiness programs

1. Continue providing the **soft skills** training for all activities facilitating youth workforce development, given its transformative impact on individuals both on a personal and professional level. However, make sure that soft skills training is not a stand-alone activity.
2. Support an **entrepreneurship** intervention that provides a structured approach to youth for income-generating activities with ongoing mentoring and support. In the regions, consider providing small grants and a partnership with CLE and other youth-based organizations, such as the entrepreneurs' clubs of the regions.
3. Explore training options for **higher levels of qualification** with limited but existing needs through foreign universities or online opportunities when local higher education institutions or training centers do not provide them. Utilize the abundance of free or inexpensive online training available, instead of an expensive option such as e-Cornell
4. Pursue **technical trainings** through public and private institutions such as CRC, and possibly provide support to other training centers that could offer similar flexible short-term trainings for unemployed youth, as well as currently employed individuals supported by their employers. However, the selection of the trainings should be aligned with employers' **current** needs.
5. Support a communication campaign **to encourage technical careers** for men and women, ensuring the inclusion of the parents as one of the potential audiences.

IR2: Develop sustainable, productive linkages between the TVET institutions and employment providers

6. Facilitate **increased private-sector engagement** by considering employers as direct beneficiaries in future projects and by including interventions that would directly meet their needs. Also support the creation of **professional organizations by industrial sectors** to facilitate the establishment of partnerships with groups of companies, instead of PPP with just a single entity.
7. Pursue **internship programs** with more effective and adequate planning, a lower number of candidates per year to increase insertion, and improved quality of the internship objectives and tasks. Ensure selection of interns by employers for future internship programs.

IR3: Strengthen job placement, retention, and advancement services

8. Support the design and implementation of a **strong communications campaign** encouraging employers, including public institutions and international donors, to use the **platform** to post job openings and to use the services provided by ANEFIP.

Crosscutting recommendations

9. Formulate an effective **Gender Action Plan** with dedicated resources targeting women's employability and employment, and support employers interested in driving workplace changes to facilitate the insertion of women using the internationally recognized best practices produced by the USAID Engendering Industries program. Include specific support to trainings for professions that traditionally attract women (food and beverage, textile, beauty, etc.), and not only to those that traditionally attract men. Also support **communications campaigns and gender consulting** for the private sector, in collaboration with women's organizations, NGOs, academia, the MENFOP Gender Department, and other dedicated entities. Consider the inclusion of a component directly addressing the needs of vulnerable populations with a tailored approach.
10. **Co-design** future projects with the GoDj, development partners, other private-sector stakeholders, the youth, and civil society to ensure a common vision of the priorities and the nature of the activities, as well as a clear, comprehensive, and specific strategy unique to each category of beneficiaries (youth in training, graduates, entrepreneurs, long-time job seekers, vulnerable youth, girls and women, etc.). Use design thinking methodology, where stakeholders not only express their needs and visions but also co-design sustainable and innovative solutions.
11. Initiate a **donor working group** focused on youth employment and facilitate discussions between USAID, the WB, and the GoDj to ensure complementarities of future initiatives.
12. Ensure that future projects have robust **monitoring systems** in place to effectively follow the employment status of beneficiaries over time. Systems such as the DHIS2, which are open source, offer easy-to-use solutions for program-beneficiary management. Introduce baseline indicators especially in term of employment status prior to the implementation of an intervention to facilitate the assessment of an actual reduction of unemployment.

BACKGROUND

INTRODUCTION

The United States Agency for International Development (USAID)/Djibouti awarded a Task Order to IT Shows, Inc. (ITS) to conduct an independent Final Performance Evaluation of the USAID/Djibouti Work Force Development (WFD) Activity, referred to in French as the “Projet d’Employabilité de la Main d’Œuvre Djiboutienne” (PED).

ACTIVITY BACKGROUND

The USAID/Djibouti WFD Activity was launched in December 2016 under the Cooperative Agreement No. AID-603-A-17-00001 with a budget of \$24,536,272.26 with the aim of contributing to the GoDj’s goal of reducing the high unemployment rate (estimated at over 60 percent) by better preparing the Djiboutian workforce to meet private sector needs. These needs consist not only of technical skills in specific sector areas (such as heavy transport operators for the Ethiopia/Djibouti corridor; shipping and port operations; hospitality and tourism) but also of the soft skills (timeliness, strong work ethic, ability to communicate and work effectively with others) required by enterprises operating in Djibouti. To achieve this goal, the WFD Activity included three institutional partners from the GoDj: ANEFIP (Djibouti’s National Employment Agency), MENFOP (Ministry of Education), and CCD (Djibouti’s Chamber of Commerce). The prime contractor is EDC, which has partnered with three subcontractors—Cardno Emerging Markets, SoukTel, and TakingITGlobal (TIG)—to implement the Activity. USAID, through EDC, focused on providing services to “youth” between the ages of 16 and 34, because young people in Djibouti tend to require a longer time span to transition from school to work due to a more limited labor market.

The Workforce Development Activity has been implemented in sites throughout Djibouti: Djibouti City, Arta, Dikhil, Ali-Sabieh, Tadjourah and Obock.

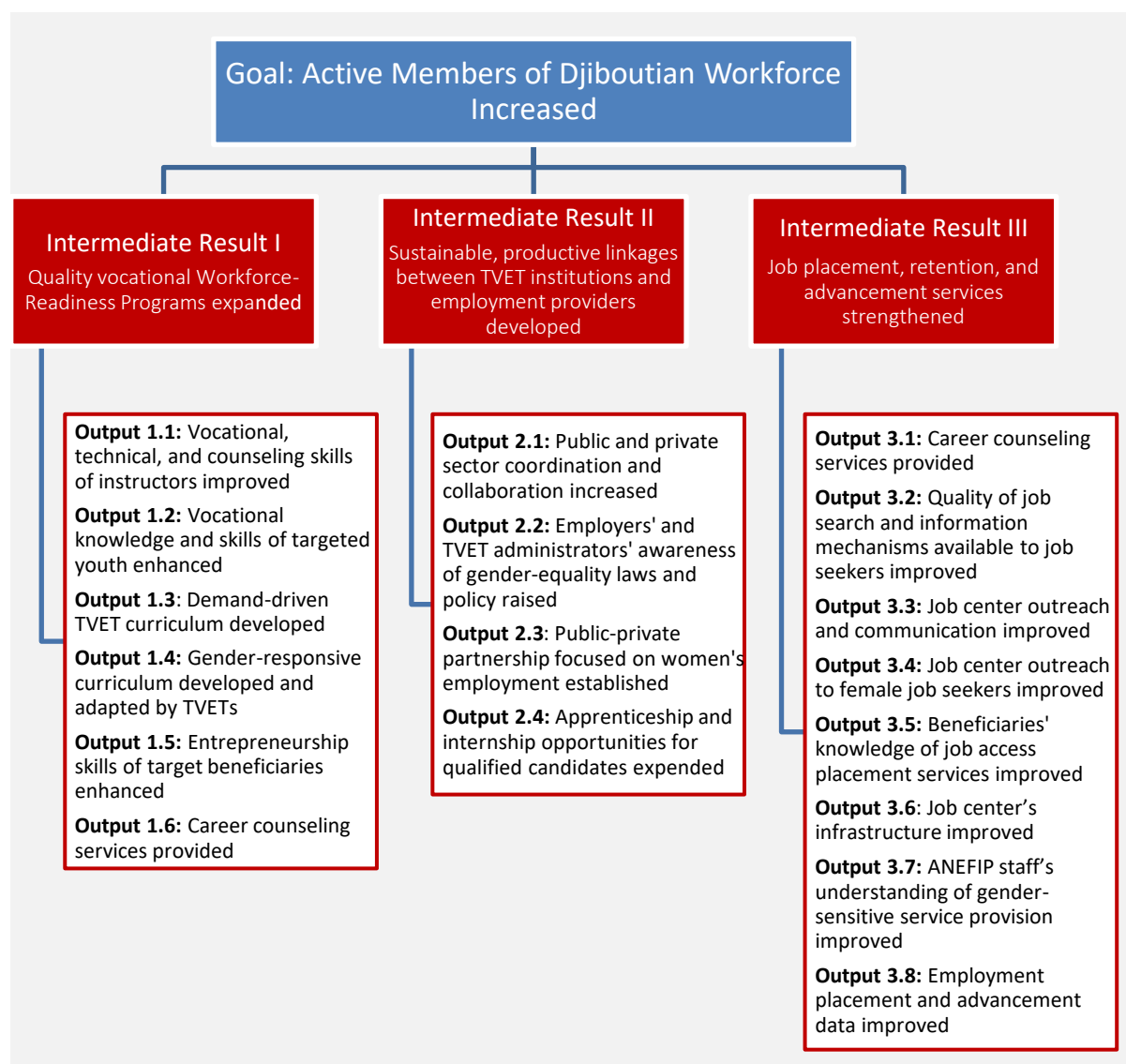
ACTIVITY OBJECTIVES (IR)

The overall purpose of the WFD Activity is to increase the number of active members in the Djiboutian workforce, accomplished through three intermediate results:

1. Expand quality workforce-readiness programs (particularly TVETs);
2. Develop sustainable, productive linkages between the TVET Institutions (workforce supply) and the private sector (workforce demand);
3. Strengthen job placement, retention and advancement services.

WFD RESULTS FRAMEWORK

Figure 1: Results framework



REVISED ACTIVITY APPROACH

In June 2019, following a number of challenges, USAID, in close collaboration with EDC, revised the approach of the Activity, which had a significant impact on its results. Challenges included the suspension of activities with a key institutional partner, ANEFIP, two changes in the Chief of Party position and overall slow progress in collaboration with institutional partners. The final revised proposal was approved by USAID in July 2019 and included revised Activity targets, a new training approach of direct delivery to help achieve results and the design of WFD activities based on findings from the new Labor Market Assessment (LMA) completed in 2019. To address and respond to the LMA, EDC's revised strategy focuses on closing the skills gaps for the sectors with high growth potential both now and in the future.

More recently, after reports of particularly low results of youth finding employment after the completion of their training, and requests formulated by the institutional partners, in particular ANEFIP and MTRA, USAID/Djibouti officially requested a re-scoping of activities in February 2021. The re-scoping allowed USAID/Djibouti and EDC to put the focus and efforts on fewer interventions and discontinue a great number of activities not producing the desired outcomes, i.e., leading to employment. The re-scoping also allowed USAID/Djibouti to further align with the GoDj's priorities. A list of the activities discontinued, extended and/or added can be found in Annex I (SOW).

KEY ASSUMPTIONS AND THEORY OF CHANGE

The assumptions under which the WFD Activity operates are as follows:

1. The Djiboutian government will continue to engage actively with the program to advance its goals.
2. The legal environment and the current government are in favor of further developing the country's workforce through private-sector engagement.
3. Despite the existing cultural barriers that limit women's political and economic role in Djibouti, young women themselves are highly interested in being trained in various sectors, despite the traditional job categories that exist in the country.

The theory of change is the following: IF sustainable, productive linkages between labor supply and labor demand (primarily private sector) are established and maintained, and IF quality vocational workforce-readiness programs are expanded, enabling a higher-quality and more relevant demand-driven curriculum, and IF placement, retention and advancement services are strengthened enabling more efficient job placement, THEN, the active membership of the Djibouti workforce will increase with youth who have competencies in workforce-readiness skills, demand-driven technical competence and entrepreneurship and gender empowerment.

EVALUATION PURPOSE AND EVALUATION QUESTIONS

EVALUATION PURPOSE

The purpose of this final performance evaluation was to:

- Explore to what extent the WFD Activity achieved its intended goals and objectives, specifically how it contributed to closing the labor market skills gaps in Djibouti.
- Capture key lessons to be applied by USAID/Djibouti in the design and/or implementation of future activities and/or be used as a guideline for the mission in exploring youth development in Djibouti.

The evaluation focused on assessing the WFD Activity's final performance against the three intermediate results: 1) Expanding quality workforce-readiness programs (particularly TVETs); 2) developing sustainable, productive linkages between the public sector and the private sector; and 3) strengthening job placement, retention and advancement services. The evaluation also identifies factors behind the sustainability of WFD interventions, as well as best practices that contribute to the development of Djibouti's human capital and to the Government of Djibouti's (GoDj) goal of reducing the country's high unemployment rate.

EVALUATION QUESTIONS

This evaluation addresses the following Evaluation Questions (EQ), drafted by USAID-Djibouti in the initial Scope of Work (SOW) and finalized by the Evaluation Team (ET) in collaboration with USAID-Djibouti.

EQ1 Activity Performance:

- a) How effective has the WFD Activity been in achieving the intended outcomes of developing Djibouti's human capital and contributing to the reduction of the high unemployment rate?
- b) What are key enabling and hindering factors that have affected the achievement of outcomes?
- c) Which WFD interventions appear to be the most and least effective, and why?
- d) To what extent have WFD interventions resulted in the increased participation by women in the labor market?

EQ2 Sustainability:

- a) How well has the WFD built sustainability principles³ into the implementation of its activities?
- b) Which elements of the intervention approaches and results achieved by the WFD are most likely to be replicated and sustained beyond the close of the Activity? Why?

EQ3 Development-Aimed Alignment:

- a) How has the WFD contributed to broader donor and GoDj efforts to develop a more coordinated youth workforce development system?
- b) How has the Activity contributed to wider efforts aimed at increasing investments in skills development for Djiboutian youth?
- c) What elements of the Activity are proving valuable for youths who have found employment?

EVALUATION METHODS AND LIMITATIONS

The final performance evaluation of the WFD Activity took place between July and October 2022. The evaluation team (ET) included a team leader and a capacity-building/organizational development expert (COD). Only the COD traveled to Djibouti for in-country work, while the team leader worked remotely. The evaluation team also included two local experts from Djibouti, a statistician and a researcher (see Annex VII for more details). DirDobiro Conseils Consulting & Services (DDCC&S), a local data-collection firm, hired data collectors and transcribers and organized the logistics of data collection in the regions. The ET officially launched the data collection following USAID/Djibouti's approval of the Inception/Evaluation Design and Work Plan Report on July 19;⁴ data collection lasted until August 18.⁵ (See Annex II for a more detailed version of this section.)

Three phases comprised the evaluation process:

³ Principles of sustainability are understood by the ET as institutionalization, appropriation, and resources.

⁴ Two interviews took place with the EDC's current and former COP before July 19 to test the interview instrument.

⁵ Only three (3) KII took place after August 5.

1. Preparation: Desk review of project and other relevant documents, stakeholder mapping, development of quantitative and qualitative data-collection instruments, and training of data collectors.
2. Quantitative and qualitative data collection.
3. Data analysis, development of the 'Findings, Conclusions, Recommendations' (FCR) table, and report writing.

EVALUATION METHODOLOGY

The evaluation methodology is a convergent mixed-methods approach (quantitative and qualitative data collection take place simultaneously)⁶ that provides for breadth and depth to yield answers to the evaluation questions. Our design is predicated on the concept of progressive focus (PF), which allows researchers to closely examine emerging themes and explore outlier results during field research. The approach included the following components:

- Document review;
- Key informant interviews (KIs);
- Focus group discussions (FGDs);
- Beneficiary interviews (BIs);
- Beneficiary surveys; and
- Site visits/observations.

SAMPLING

The ET conducted interviews with the following main categories of key informants.

- USAID/Djibouti WFD Activity staff;
- WFD Activity Implementing Partners (IPs);
- Government of Djibouti (GoDj) representatives: MENFOP, MTRA, ANEFIP, ONEQ, CCD;⁷
- Development partners (DPs), such as training agencies and NGOs;
- International donors involved in workforce development in Djibouti;
- Beneficiaries: Youth participants, TVET teachers and trainers, employers.

When selecting key informants, the criteria for purposeful selection identified individuals who were most involved in the WFD Activity, providing opportunities for the most knowledgeable stakeholders to contribute their valuable inputs.

The ET collected data from beneficiaries through FGDs, BIs (qualitative), and phone surveys (quantitative), each with the following specific sampling techniques:

Teachers: For the FGDs, the ET sampled teachers and trainers from a list provided by EDC.

Participants were selected based on their location and the type of intervention they participated in to ensure they could speak to different components of the WFD Activity, such as externship, WRN/BYOB

⁶ Creswell, J.W., & Creswell, J.D. (2018). Mixed methods procedures. In, Research design: Qualitative, quantitative, and mixed methods approaches (5th ed., pp. 213-246). Los Angeles, CA: SAGE Publications, Inc.

⁷ MENFOP: Ministère de l'éducation Nationale et de la Formation Professionnelle, MTRA: Ministère du travail, CCD: Chambre de Commerce, ANEFIP: Agence Nationale de l'Emploi, de la Formation et de l'Insertion Professionnelle, ONEQ : Observatoire National de l'emploi et des Qualifications

training, gender training, and technical training. For the phone survey, the ET consolidated a list of MENFOP-trained teachers, teachers who participated in an externship, as well as ANEFIP and CRC trainers. The phone survey was a census.

Youth: For the FGDs, the ET initially sampled youth from a list provided by EDC. Participants were selected based on their location and the type of intervention they participated in to ensure they could speak to different components of the WFD Activity, such as internship, WRN/BYOB training, BYOB training and mentorship, WRN/BYOB clubs, and CRC training. For the phone survey, the ET initially used three lists: internship participants, CRC participants, and BYOB participants. The phone survey for these three types of intervention participants was a census. During the second week of data collection, the ET received a list of participants in the WRN training; the ET sampled 370 of the 4,742 participants.

Employers: The ET had initially planned to organize three FGDs with employers, but since they were reluctant to participate in groups, ten individual interviews were performed. For the phone survey, the ET had a list of employers, with only limited and not always accurate information. A data collector attempted to reach the employers over the phone for four days, but only managed to survey 12 employers. Since the low response rate would have greatly compromised the validity of the data, the ET, in agreement with USAID, decided to cancel the quantitative survey for employers, and to rely only on the qualitative data collected through individual interviews.

The ET collected data through KIs, FGDs, BIs, and phone surveys in Djibouti-ville as well as in four regions: Arta, Ali-Sabieh, Tadjourah, Obock.

DATA-COLLECTION METHODS

DOCUMENT REVIEW

The review of documents provided an understanding of Activity objectives and implementation characteristics, contexts, and challenges. It also helped identify and describe achieved Activity results. The further consultation of documents throughout the analysis and writing process allowed for triangulation with primary data (see sources of information in Annex VI).

QUALITATIVE METHODS

The qualitative data-collection tools consisted of unique questions that addressed the EQs.⁸ The unique question matrix indicating for each question which stakeholders are expected to provide responses can be found in Annex IV. The ET conducted 35 KIs with representatives of key stakeholder groups, and 21 FGD with small groups of similarly placed individuals. It proved impossible to organize FGD with employers. As a substitute, the ET conducted 10 BIs. FGD participants met in one location proposed by the ET, while KIs usually took place at the participants' workplaces. Some interviews with key informants took place by phone or on Zoom when the participant was not in Djibouti.

⁸ A different set of unique questions is selected for each specific interview, and an interview guide is developed accordingly.

Table 1: KII and FGD participants by group and sex

PARTICIPANT GROUPS	FGD / KII / BI	Male	Female	Total
Donor: USAID	1	1	1	2
Grantee: EDC	7	7	3	10
Sub Grantees: Cardno, TIG	2	2	0	2
Other Donors: WFP, WBG, UNDP ⁹	3	1	2	3
GoDj National: MENFOP, MTRA, CCD, ANEFIP	16	12	7	19
GoDj Regional	3	2	2	4
Other Development Partners	3	2	5	7
Youth Beneficiaries	17	40	43	83
Trainer Beneficiaries	4	10	4	14
Employer Beneficiaries	10	7	5	12
TOTAL	66	84	72	156

QUANTITATIVE METHODS

The ET designed survey questionnaires for each type of beneficiary (youth, trainers, and employers). Each questionnaire included questions selected based on the specific interventions in which the respondent took part. The survey questionnaire can be found in Annex IV.

While the ET managed to collect quantitative data from youths and trainers, as mentioned in the sampling section, attempt to include the employers in the survey was cancelled due to a very low response rate.

Table 2: Survey participants by type and sex

PARTICIPANTS	Population	Male	Female	Total	Response Rate
Youth WRN	4,742	467	357	824	17% ¹⁰
Youth BYOB	475	189	137	326	68%
Youth Intern	510	204	155	359	70%
Youth CRC	503	235	21	256	51%
Trainers & Teachers	275	73	13	86	31%

SITE VISITS

⁹ WFP: World Food Program, UNDP: United Nations Development Program, WBG: World Bank Group

¹⁰ WRN survey include individual who have received WRN only (randomly selected) and some who have received WRN and another intervention such as BYOB or internship.

While site visits should have included TVET institutions (Lycée technique), these establishments are closed during the summer, making such visits impossible. The only site visit occurred to ANEFIP, the organization where beneficiaries can find assistance in their search of employment.

DATA ANALYSIS METHODS

The ET recorded all KIIs and FGDs. The KIIs were transcribed, while for the FGDs, the ET took notes, completing them with the help of recordings. The notes and transcriptions were cleaned and uploaded to SharePoint on a rolling basis throughout fieldwork. Team members conducted regular internal debriefings throughout fieldwork to discuss progress and to adjust the evaluation schedule as needed. The ET also discussed evidence collected to help answer the EQs and identify any information gaps or discrepancies. Using the consolidated notes, the ET identified emerging patterns and themes, which were used to develop a coding scheme. The ET tallied occurrences for all KIIs and FGDs using the coding scheme.

The ET analyzed quantitative data captured in the phone surveys using descriptive statistics, such as means summaries, tabulations, and cross-tabulations using Stata and Excel. When relevant, data was disaggregated by region, beneficiary types, and sex. The ET then convened an online workshop over three days to compare data from the varied sources to identify points of convergence and divergence in the data and used this information to determine the strength of the findings and develop an FCR table, which constitutes the foundation of this report.

LIMITATIONS AND MITIGATION STRATEGIES

The ET encountered challenges throughout the evaluation process due to the time constraints for quantitative data collection and the fact that the evaluation took place while the schools were closed and some key personnel were on leave for summer vacation. The lack of a proper information system that keeps track of beneficiaries' current employment status led to possible inaccuracies in the measurement of unemployment reduction. In addition to challenges in the field, limitations related to the research methods cropped up. As with most qualitative research, because of a purposive sample, the results are not generalizable, though they are transferable, as elements of this study can connect to others' experiences and thereby provide valuable insights that may be applicable to other stakeholders. The main challenge encountered during data collection was the employers' lack of responsiveness. It resulted in the cancellation of both the phone survey and the FGD with employers; these were replaced by interviews which provided only limited data; therefore, employers' opinions might not be accurately conveyed in this evaluation. (See Annex III for a comprehensive list of limitations.)

FINDINGS

EVALUATION QUESTION 1: ACTIVITY PERFORMANCE

EQ-1A: HOW EFFECTIVE HAS THE WFD ACTIVITY BEEN IN ACHIEVING THE INTENDED OUTCOMES OF DEVELOPING DJIBOUTI'S HUMAN CAPITAL AND CONTRIBUTING TO THE REDUCTION OF THE HIGH UNEMPLOYMENT RATE?

To assess how effective the WFD has been in achieving its intended outcomes, the ET looked at Activity reporting and stakeholder perceptions of the effectiveness of the different interventions carried out under each one of the three intermediate results (IR1—workforce readiness; IR2—linkages between the

TVET institutions and the private sector; IR3—job placement, retention, and advancement services). The ET used beneficiaries' responses about their current employment status and its connection with WFD's interventions as an indication of the Activity's contribution to reducing unemployment in Djibouti. The study cannot, however, provide a precise measurement of the extent of unemployment reduction. For each IR, the ET looked at the intervention's most relevant components as described in Table 3.

Table 3: Intermediate results interventions

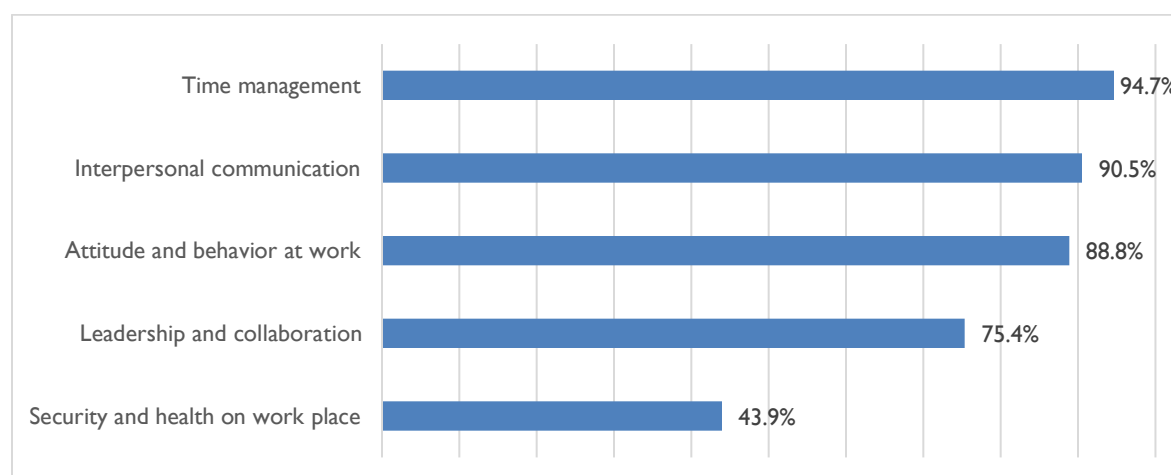
IR1: Workforce readiness	IR2: Linkages	IR3: Job placement
• Soft employability skills • Entrepreneurship skills • TVET curriculum development • Instructors' technical skills • Technical skills (CRC) • Career counseling	• Public and private sector coordination • Internship placement • Sheraton apprenticeship	• ANEFIP capacity building • Gender-sensitive career counseling • Job search • Labor market data

IRI. SOFT EMPLOYABILITY SKILLS

The Labor Market Assessment (LMA)¹¹ performed in 2017 indicates that youth in Djibouti demonstrate a lack of employability skills and remain ill equipped to perform efficiently in a professional working environment. The WFD Activity was therefore designed to meet soft employability skills needs in Djibouti. The soft-skill training program used by the IP, referred to as WRN (Work Ready Now), was originally developed for a similar program in Rwanda and adapted to the Djiboutian context in collaboration with MENFOP. The IP's instructors trained 4,742 youth (2,396 female and 2,346 males), as well as local development partners such as ANEFIP, CCD, CASAF, and SOS Village. An additional 1,291 individuals¹² received training in TVET institutions and CRC.

All stakeholders and beneficiaries described the training as transformative and life-changing. The soft employment skills mentioned most frequently by FGD participants are communication skills, collaboration skills, professionalism, and time management. The survey data provided similar results, as shown in figure 2.

Figure 2: Soft skills acquired during the training¹³



¹¹ Education Development Center. 2019. WFD-Labor Market Assessment, page 31

¹² No information for sex disaggregation is available.

¹³ No significance difference based on the sex or the geographical origin of the respondent

The training increased participants' self-confidence and resulted in a greater likelihood of being hired or keeping their existing position. Youth also seem better prepared to accept work challenges without resigning at the first difficulty. By using innovative and participatory learning methods such as role-playing, physical games and open debates, the soft-skill training program particularly contributed to participants' self-expression and agency, as well as more horizontal relations with their trainers and each other, compared to the rather vertical relations they encounter in their formal education and work life.

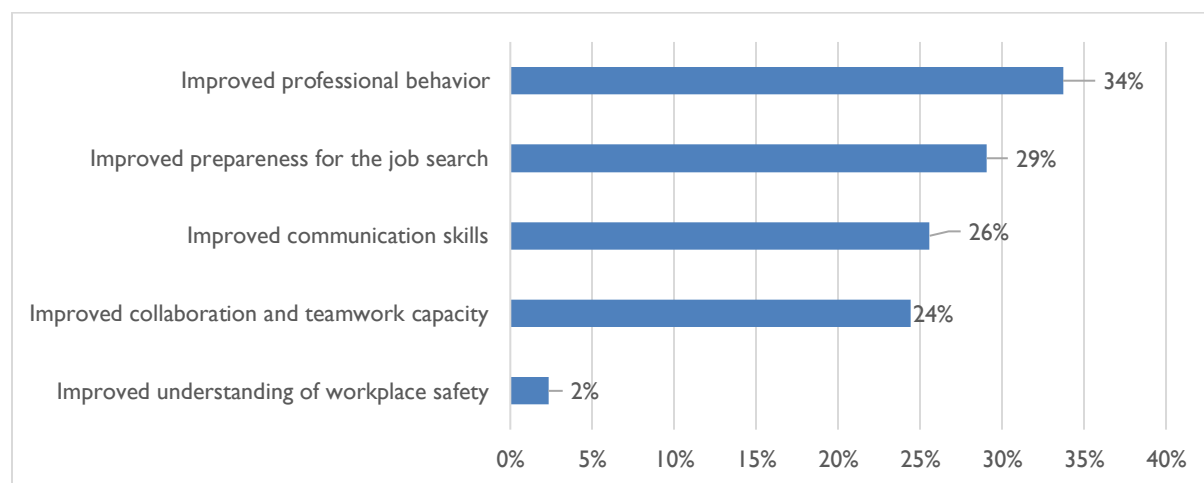
While all stakeholders and beneficiaries understand that employability training does not automatically equate employment, the beneficiary survey revealed that 20.2 percent of the soft-employability training participants attributed their current employment to the training received. However, the results differ by gender, with 22.7 percent of men and 16.9 percent of women attributing their current employment to newly acquired soft skills, and 21.7 percent in Djibouti-ville, versus 16 percent in the regions¹⁴. Employers also confirmed that they noticed a difference in attitude when candidates had received the soft-employability skills training.

"This training taught me how to behave in the professional world, how to express myself during a job interview, how to talk to my colleagues, and how to work in groups and help each other."

– Youth Beneficiary (Male, Arta)

By the end of the first year of implementation, MENFOP was convinced that students in TVET institutions would benefit from acquiring employability skills. Subsequently, WFD provided support to design a version of the employability training, introduced to TVET institutions during the 2018-2019 school year.¹⁵ All teachers received training in the new curriculum and pedagogical tools were provided. While the 2018 annual report indicates some initial resistance, the evaluation reveals that teachers find the new curriculum useful to increase the professionalism of students, as shown in figure 3.

Figure 3: Usefulness of employability skills acquired¹⁶



¹⁴ WRN survey include individual who have received WRN only (randomly selected) and some who have received WRN and another intervention such as BYOB or internship.

¹⁵ Education Development Center. 2018. WFD-Annual report FY18 & Quarterly report FY18-Q4 - Jul to Sept 2018. Page 2

¹⁶ No significance difference based on the sex of the respondent.

Additionally, two teachers in FGD mentioned that the training had changed their own approach to teaching, as well as their communication style with students, allowing for more open dialogue.

While the WFD Activity originally did not include any intervention into general education, MENFOP, with the WFD's assistance, introduced employability and entrepreneurship clubs in junior and secondary schools. The clubs' activities, led by teachers on a voluntary basis, took place on Saturdays. While 417 clubs were successfully created¹⁷ in 2020, the evaluation did not indicate that the clubs could be pursued without external support and at the time of the evaluation MENFOP had not taken any decision as to whether clubs would be maintained,

By the end of 2019, as indicated in the background section of this report, USAID requested that the in-house employability skills training be discontinued because of its lack of direct, measurable impact on employment. Consequently, objectives were revised from 30,000 youth trained in soft skills (YOUTH-I) to 9,307 in 2021.¹⁸ It should also be noted that the most vulnerable population, whose needs were addressed through the partnership with the SOS Village, did not receive any follow-up activity after the suspension of the soft-skill training.

IRI. ENTREPRENEURSHIP SKILLS

Entrepreneurship skills were introduced in the employability skills training (WRN), forming an integral part of the new TVET curriculum. This section will only focus on the interventions specifically geared toward youth entrepreneurs outside the school system. The main interventions were a dedicated training referred to as “Be Your Own Boss” (BYOB), as well as coaching and mentorship. Cardno was the EDC partner in charge of these interventions. The ET conducted three FGDs with youth who had benefited from the program, and it also conducted a quantitative survey.

KIs with implementing partners revealed that the BYOB program, which, much like the WRN program, was an adaptation of a program implemented by EDC in Rwanda, faced many challenges before its discontinuation in 2019. When the program launched, Djibouti's entrepreneurial ecosystem lacked coordination, and regulations did not support entrepreneurship initiatives. The creation of the Centre de Leadership et d'Entreprenariat (CLE)¹⁹ in 2018 was designed to address some of these weaknesses, but the CLE did not exist when the WFD was initiated. As indicated in the 2019 annual report, “The project held various discussions with the CLE about integrating EDC's BYOB trainings into their programming. While initially interest was expressed, a change in leadership at the CLE changed the dynamic, and the new director did not show as much interest in collaborating on training.”²⁰ The IP's local partner for the entrepreneurship component was mostly the CCD, who had neither their own trainers nor any substantial previous experience with entrepreneurship initiatives. In the regions, the IP deployed the BOYB training with some support from ANEFIP regional antennas. The CCD also provided some coaching and limited mentorship through its business network. With Cardno's support, the CCD also held a pitch session, but no project received financial support from potential investors.

While 475 youth were involved in the BYOB program, the intervention lasted less than two years before being discontinued. FGD participants shared their disappointment due to the lack of follow-up

¹⁷ Education Development Center. 2020. WFD-Annual report FY2020. Page 6.

¹⁸ Education Development Center. 2021. WFD-LME Plan approved. Page 12.

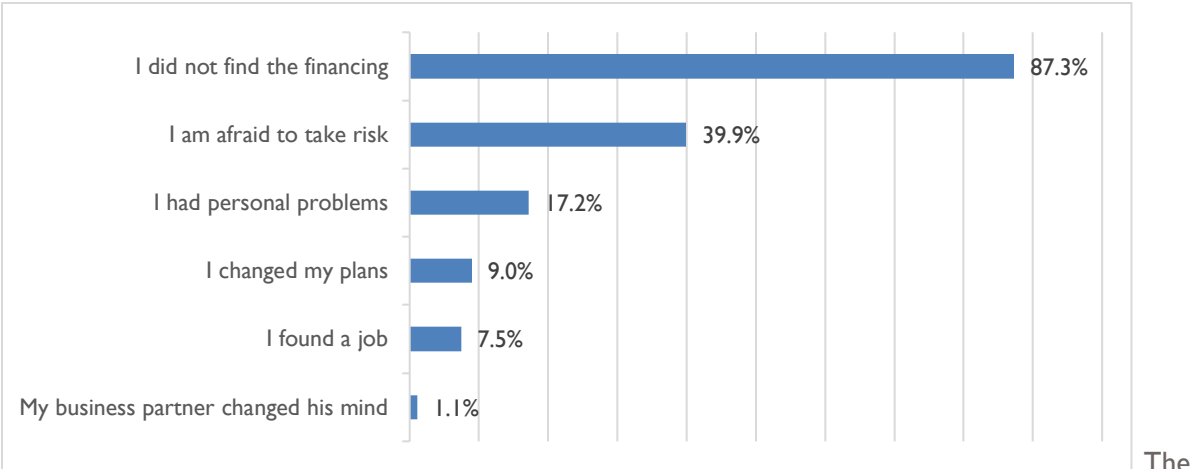
¹⁹ CLE is part of the Ministry of Economy and Finance.

²⁰ Education Development Center. 2019. WFD-Annual report FY2019. Page 9.

activities and resources. However, the results of the survey prove encouraging, and youth indicated during the FGD that they remained enthusiastic about the skills gained and the possibility of starting an income-generating activity (IGA). The survey revealed that 7.1 percent had already created their IGA, 5.2 percent were in the process, and 5.5 percent had started but later failed. The total shows that 16.2 percent of youth in Djibouti-ville and 20.3 percent in the regions took some initiative to create an IGA.

Among the youth who decided not to pursue their entrepreneurial path, the reason mentioned most frequently was a lack of funding. Other reasons are listed in Figure 4.

Figure 4: Reasons preventing the creation of an IGA²¹



The FGD with youth in the region indicated a real enthusiasm for entrepreneurship and the existence of some organized structure, such as the young entrepreneur center of Ali-Sabieh.

"The training taught me how to be an entrepreneur, how to convince the client. How to gain customers and create a business. I have a shop. Today, I use what I learned during the training, for example, I save. I don't spend all the money I earn. I don't want to be a slave to a company, I want to be independent. Others who are looking for a job don't have this vision. "

— Youth Beneficiary (Female, Arta)

IRI. TVET CURRICULUM DEVELOPMENT

The WFD Activity includes a TVET curriculum-development component with a focus on three sectors with identified labor force needs: tourism and hospitality, transportation and logistics, and construction. With the WFD’s support, MENFOP conducted a survey and identified six curriculums²² that could benefit from a revision to include new skills, skills aligned with current practices in the private sector, and that held the potential for job creation in construction, hospitality and logistics.²³ A curriculum for a higher education TVET degree, BTS, was created for the first time. During the same period, the World Food Program (WFP) revised the logistics-transportation curriculum, receiving some assistance from the

²¹ No significance difference based on the sex or the geographical origin of the respondent.
²² CAP in Wood/Aluminum Carpentry, CAP in Plumbing, CAP in Electrical installation and maintenance, Bac pro in Culinary Arts and BTS in Culinary Arts.
²³ The logistic curriculum is not part of the six curriculums reviewed by the WFD. The revision was completed with the assistance of the WFP.

WFD with regard to the revision methodology. The IP hired a consultant who worked directly with MENFOP to revise the six curriculums. As mentioned in the 2019 annual report, the revisions were not completed for the 2019-2020 school year as originally planned, and their introduction was postponed to 2020-2021. Some of the delays resulted from the late involvement of CRIPEN and the availability of the curriculum-revision personnel. While the construction curriculums were deployed according to the updated plan, the culinary curriculum faced additional difficulties and remained incomplete by the time the WFD ended. In general, the revision work lacked coordination with the MENFOP timetable, resulting in significant extra workloads for the MENFOP teams.

The revision of the curriculums followed a new approach based on competencies (CBA).²⁴ While most MENFOP key informants share their satisfaction with the revision process, as well as with the results, one inspector expressed his dissatisfaction with the process and the adequacy of the deliverable completed by the consultant.

Cardno assisted MENFOP in securing the involvement of the private sector during the revision period and, ultimately, in validating the new curriculums. While most MENFOP key informants expressed their satisfaction with the involvement of the private sector, some mentioned that participants did not always seem qualified to bring valuable input. Interviews with the private sector revealed that employers often felt annoyance at having to send their personnel and did not see how their involvement benefited them.

For the revised curriculum, the WFD provided small tools and equipment for the TVET institutions, and teachers were trained with the assistance of the inspectors and some professional trainers to ensure their ability to deploy the new curriculum with their students.

Through the revision of the six curriculums, MENFOP and CRIPEN benefited from substantial capacity-building opportunities, in particular with the adoption of the competency-based approach or the involvement of the private sector. Yet MENFOP indicated that the need for additional curriculum revisions will require continued external support.

IRI. INSTRUCTORS' TECHNICAL SKILLS

As indicated in the work plan, TVET teachers are not necessarily trained in the technical field in which they teach and tend to have an academic or theoretical knowledge of the subject without much practical experience.²⁵ The constant evolution of practices in the private sector further necessitates new skills to be able to keep up with technical and technological evolution. In recent years, the Agence Française du Développement (AFD) has introduced summer teacher externships in the private sector. While the WFD initially followed the same approach, it was later decided to address teachers' needs for technical training in a more focused manner with the assistance of professional trainers.

During the FGD with TVET institution teachers, some participants shared that they did not feel their externship efficiently improved their technical skills, because it took place in companies or departments with no relation to the subject the teachers taught. Additionally, they were often left without proper supervision and guidance. They indicated as the main positive aspect of their externship the opportunity to gain a better understanding of private sector needs and to establish more personal connections with

²⁴ CBA: Competency-based Approach.

²⁵ Education Development Center. 2019. FY20 Work Plan and Detailed Implementation Plan. Page 13.

management teams that could later facilitate the internship or job placement of their students. While teachers did not seem to favor externships, externships remain supported by MENFOP key stakeholders.

The WFD introduced another approach to teachers' technical training, one in which the training took place on site with the required equipment²⁶ but was conducted by professional trainers rather than technical experts or inspectors. Teachers said this approach not only enabled them to understand the technical aspects but also provided guidance on how best to teach the techniques while involving the students in a more interactive and hands-on manner.

"We benefited from two trainings: in-company training and on-site training. We have noticed that on-site training is far more beneficial than in-company training. If the training is to be done in a company, we want it to be supervised by the inspector and a professional trainer."

– Teacher Beneficiary (Male, Ali-Sabieh)

IRI. TECHNICAL SKILLS (CRC)

The WFD's original design did not include the provision of technical training. This intervention was added following the re-scoping of 2019 required by USAID. As indicated in the 2020 annual report, in partnership with the CCD, the WFD signed an agreement to support 400 people to receive technical training through the new port-training center, the Centre de Ressources et de Compétences des Métiers Portuaires (CRC).²⁷ As part of the partnership, the WFD provided a week of WRN training to participants who then continued with the technical training at the CRC training center in the port.²⁸ One hundred trainees were added later. Overall, 503 trainees, of which only 33 were women, participated in eight different certification programs (seven in transport and one in logistics).

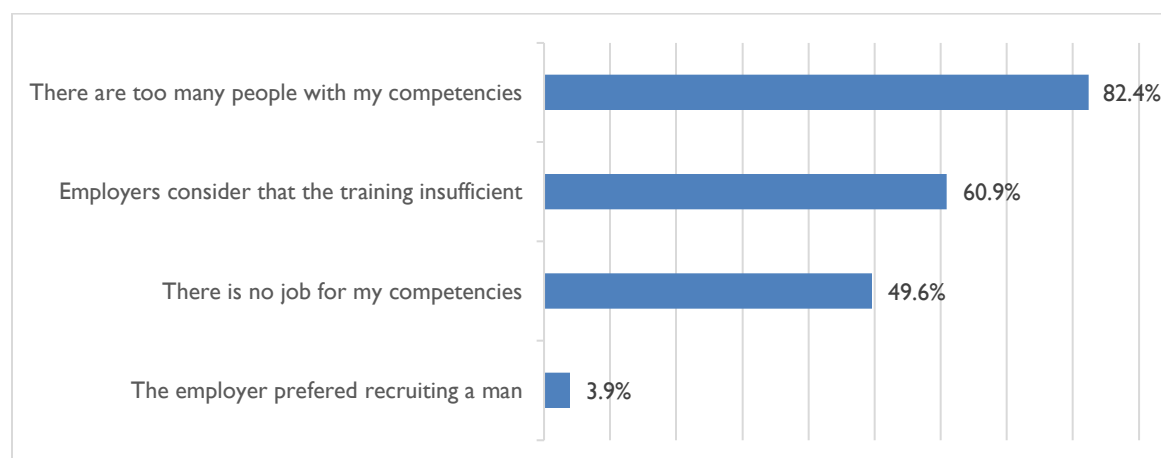
In FGDs, trainees expressed their satisfaction with the technical training, as well as with the soft-skills training they received conjointly. They view the CRC training as an asset when applying for a job and value the skills acquired. The resulting opportunities, however, have remained scarce. Among the participants surveyed, only 16.4 percent were employed, and only 3.8 percent of the youth previously unemployed found a job following the training. The main reason former trainees give for their continued unemployment is a market oversaturated with similarly certified applicants. Other reasons mentioned by trainees are indicated in Figure 5.

²⁶ Some of the small equipments were provided by USAID.

²⁷ The CRS was launched with European Union funding, executed by Agence Française de Développement (AFD) and overseen by the CCD.

²⁸ Education Development Center. 2020. WFD-Annual report FY2020. Page 6.

Figure 5: Reasons mentioned by CRC trainees for not finding employment²⁹



The results of the ET survey differ considerably from the data collected by the WFD, indicating that on average, 57 percent were employed.

Table 4: Employment status per group as provided by EDC

CRC Groups	Number trained	Number employed	Ratio employed	Ratio New employed ³⁰
CRC Groups 1-4	41	20	49%	15%
CRC Groups 5-13	69	32	46%	19%
CRC Groups 14-34	132	53	40%	38%
CRC Groups 35-53	126	105	83%	38%
CRC Groups 54-60	72	44	61%	34%
CRC Groups 61-65	51	26	51%	26%
Total	491	280	57%	28%

The ET does not have any obvious explanation for the difference between the two sets of data. While the IP surveyed almost all trainees, the ET only managed to access about 50 percent of them, which limits the confidence in the ET's data. It is also possible that candidates only considered stable full-time employment as "being employed" while the CRC considers that a person who is registered for day labor with the Djibouti Labor Services (DLS) or the Port Labor Services (PLS) is employed. Another possible explanation is that the market has reached saturation for the type of qualification offered, or that the market declined due to the socio-political turmoil in Ethiopia, which has affected the port's activity.

Despite the seemingly limited results in terms of professional insertion, the training format was appreciated by both the youth and the employers, who consider short and modular trainings better adapted to adult candidates that can provide a quick answer to market needs.

²⁹ The number of women participants is too low to differentiate the results based on sex.

³⁰ New employed are youth who were unemployed prior to the CRC training.

IRI. CAREER COUNSELING

The 2018 annual report indicates that the WFD worked with the MENFOP Service of Student Orientation (SOE) to support this office's orientation of students entering secondary education levels. The WFD worked with the office to develop a student orientation brochure that illustrates possible college preparatory and technical and vocational study tracks.³¹ The objective was to shift the commonly held belief that students only follow a vocational training path because of low academic achievement, and instead to encourage boys and girls to choose a technical path because it could open up to them job opportunities in valuable and interesting professions.

The FGD with school counselors revealed that while the brochure proved useful and necessary, its impact remains limited. Organizing an open house in technical institutions has more impact, especially with parents' participation, since the latter often perceive the technical path as a form of failure and generally discourage their daughters from choosing male-dominated career fields. KIIs with MENFOP and with the SOE also indicated that the average grades of students choosing a technical career path are rising. Additionally, based on MENFOP statistics,^{32/33} the past five years have also seen a sharp increase in number of students in TVET institutions (+32%). However, as shown in Table 5, the increase was greater among men than women.

Table 5: Student population in TVET Institutions, evolution by sex

	2017		2021		
	Number	Percent	Number	Percent	Evolution
Student-Male	2,082	58%	3,095	65%	49%
Student-Female	1,508	42%	1,666	35%	10%
Total	3,590	100%	4,761	100%	33%

Counselors also shared their concern that promoting vocational training without adapting the infrastructure of TVET institutions could lead to overcrowded classrooms, hindering the quality of students' learning experience.

IR2. PUBLIC AND PRIVATE SECTOR COORDINATION

Cardno served as the WFD's main partner for public and private sector coordination. To facilitate an active collaboration with the private sector for all interventions, Cardno had a dedicated team in Djibouti, additionally hiring several consultants for specific tasks. The main local partner collaborating with Cardno was the CCD, whose mission is primarily to represent private companies and provide them with services, including training and events. Key IP stakeholders, as well as other donors active in workforce development in Djibouti, indicated that the quasi-nonexistence of sector-specific professional organizations hampered potential collaboration with the private sector. Indeed, as a result of the lack of

³¹ Education Development Center. 2018. WFD-Annual report FY18 & Quarterly report FY18-Q4 - Jul to Sept 2018. Page 8.

³² MENFOP. 2016. Annuaire Statistique 2016-17. Page 165.

³³ MENFOP. 2021. Annuaire Statistique 2020-21. Page 212.

a sector-specific representative body, it becomes necessary to make direct contact with each individual firm, which proves inefficient and time-consuming.

To facilitate the participation of the private sector in WFD interventions, MENFOP in 2020 established a Public-Private Partnership (PPP) agreement with six of the largest hotels in Djibouti.³⁴ Following WFD recommendations, the partnership used a broad-based sectoral approach that focused on strengthening the PPPs for the long term and was not limited to a specific task. It included all aspects of potential MENFOP collaboration, such as curriculum development, externships, internships, apprenticeships, and participation in events.

The WFD provided support to events designed to increase collaboration with the private sector. In 2017, the WFD assisted MENFOP with the organization of the Olympiads, which provided students with the opportunity to showcase their skills in front of potential employers.³⁵ In 2018, the WFD participated in the Djibouti International Trade Fair organized by the CCD.³⁶ In 2021, the WFD supported the organization of a career fair by the Ministry of Labor, which included a symposium under the theme “Building a Competent Workforce for the Future.”³⁷

These events, particularly the career fair, generated a lot of interest and high participation from job seekers and employers, providing the former with an opportunity to share their resumé and practice some of the communication skills learned from the WRN training. To participate in the career fair, jobseekers, with ANEFIP’s assistance, had to register beforehand on the job-matching platform. About 8,000 job seekers participated in this event, along with 65 employers.³⁸ ANEFIP indicated that 3,317 persons were recruited as a result of the career fair.

As mentioned in the previous section relating to curriculum development, the private sector was involved in the development of the new and revised curriculums, as well as in the approval of the final pedagogical tools and manuals supporting the curriculums. MENFOP’s key stakeholders shared their satisfaction with the private sector engagement, but pointed out that it remains challenging to reach a high level of participation. On the other hand, employers shared their challenges to address last-minute requests from MENFOP, especially while their staff often had other priorities. They also complained about a lack of focal point within MENFOP, especially with regard to multiple internship requests.

As detailed in the previous section on instructors’ technical skills, the WFD also increased collaboration between teachers and the private sector via externships. An inspector mentioned the potential difficulties of teachers having useful interactions with members of the private sector. Yet this did not seem to hold true for the teachers themselves, especially in the regions, where teachers appeared to feel very connected to the few employers, independent of the WFD.

“We are very well connected with the companies in our region. These companies help our young graduates to do internships, and then for hiring if they have a vacancy. ”

³⁴ The ET was not given access to this document.

³⁵ Education Development Center. 2017. WFD-Annual FY17 - Quarterly report FY17-Q4 - Jul to Sept 2017. Page 11.

³⁶ Education Development Center. 2019. WFD-Annual report FY2019. Page 21.

³⁷ Education Development Center. 2021. WFD-Annual report FY2021. Page 11.

³⁸ Education Development Center. 2021. WFD-Annual report FY2021. Page 11.

More details about internships provided by the private sector are offered in the next section on IR2. The private sector also took part in the surveys conducted by ONEQ, as detailed later under IR3.

IR2. INTERNSHIP PLACEMENT

The WFD design was originally focused on promoting and facilitating internships through partnerships with the private sector, but it did not involve actively placing and/or paying interns. Beyond the PPP agreement mentioned previously, in 2020 the WFD also supported the organization of Djibouti's first International Internship Day celebration. The event raised awareness about the importance of internships as a pathway to employment—including recognizing the roles of employers, placement institutions such as MENFOP and ANEFIP, and the interns themselves. A total of 47 employers and 70 interns participated in this event.³⁹

In 2021, the second re-scoping of the WFD led to the introduction of a large internship-placement initiative.⁴⁰ The initiative, led by ANEFIP, aimed to provide three-to-five-month paid internships to 600 unemployed youth. It took its inspiration from a similar program undertaken by ANEFIP with the support of UNDP in 2015-2017.⁴¹ In September 2021, ANEFIP started reaching out to employers, identifying requested profiles and matching them, as much as possible, with adequate job seekers registered in the job-matching platform. By the end of the project, 510 youth had completed an internship. Of these, 57 percent were male and 43 percent female; 90 percent were placed in Djibouti-ville and 10 percent in the regions; 28 percent found placement in the public sector, while 72 percent were placed in the private sector. The key sectors originally targeted by the WFD (tourism, construction, transport and logistics) welcomed 23 percent of the interns.

Prior to starting their internships, candidates had to participate in a short version of the WRN training and an orientation led by ANEFIP. Based on attendance reported by their employers, the interns received a monthly stipend of 50,000 FDJ. Internships were supposed to be well structured with clear objectives and valuable tasks, a mentor within the company, and a midterm and final evaluation. The FGD with beneficiaries revealed mixed results: While some interns shared their enthusiasm about the work accomplished and the positive role of their mentors, others voiced disappointment due to a lack of relevant tasks, inadequate matches with academic qualifications, and mentors' lack of engagement.

"If I did not benefit from this internship, life would not be as clear for me as it is now (i.e, change in clothing , more assiduous sense of responsibility, etc.). Even if after this internship I am unemployed, the internship taught me a lot, to change my way of thinking"

– Intern Beneficiary (Female, Obock)

³⁹ Education Development Center. 2020. WFD-Annual report FY2020. Page 12.

⁴⁰ Education Development Center. 2021. WFD-Quarterly report FY21-Q1 - Oct to Dec 2020. Page 11.

⁴¹ UNDP indicated that 80 percent of the 254 secured an employment with the company in which they were interns.

"For me, it was a really weird internship. . . . The director was not nice to the interns; he even told us that he did not like it. He humiliated us. I was really discouraged from this internship. Even the intern managers had spoken badly to us. So, I didn't have the courage to continue this internship."

– Intern Beneficiary (Male, Djibouti-ville)

The beneficiary survey revealed that 26.7 percent of participants were recruited following their internships. The answer differs significantly per sex, 30.5 percent of women and only 24.0 percent of men, and per location, 28.1 percent in Djibouti-ville and 15.8 percent in the regions. Interns and employers reported that the reason for not hiring interns was not related to their lack of competence, but, rather, mostly because of lacking employment opportunities. Despite not being hired, or not having systematically completed useful tasks, beneficiaries found enormous value in the internships, which provided them with valuable work experience, increasing their chance of future employment. Employers also expressed their satisfaction with the program, seeing interns as a way to test and build a pool of candidates for possible future needs.

While the placement program proved an overall success, key stakeholders encountered challenges that should be addressed in similar future programs: 1) inadequate capacity of ANEFIP, which is not equipped to provide adequate support to a large number of trainees; 2) the private sector's saturation with internship-placement requests; 3) time overlapping with the university's internship program; 4) youth placement in enterprises with no foreseeable needs; 5) improper candidate matching; 6) employers' non-participation in trainees' selection; 7) some companies' reluctance to hire interns and their inability to offer an adequate mission and opportunity to learn; 8) some interns' salary higher than that of current employees, which led to tensions with colleagues; and 9) female interns' experience of sexual harassment, perpetrated by their employer.

Despite measures taken to prevent harassment during the preparatory session, some interns reported unacceptable behaviors. More details on this subject will be shared under question EQ1.b.

IR2. SHERATON APPRENTICESHIP

During the final quarter of FY21, the project developed a pilot activity in partnership with the Sheraton Hotel and USAID to focus on hospitality management careers. The activity piloted the concept of combining online learning through eCornell's internationally reputed Hospitality Management certificate programs, English-language training and support, and practical learning at the Sheraton Hotel.⁴² ANEFIP initially selected five candidates, but one dropped out because of family issues, leaving four trainees to complete the nine-month apprenticeship.

The FGD with trainees revealed that the online classes proved challenging. The level of complexity of the certifications might have been too high for them, and more geared toward mid-level professionals. Yet with hard work and support from their mentors, all four candidates successfully obtained their certification. The Sheraton Hotel was also satisfied with the quality of the training delivered and the overall competence acquired by the trainees. All trainees were offered a position, but initially only one

⁴² Education Development Center. 2021. WFD-Quarterly report FY21-Q1 - Oct to Dec 2020. Page 11.

accepted because of the low salary involved. More recently, the Sheraton Hotel increased its offer and hired two additional candidates.

The experience with the Sheraton provided many valuable lessons learned, even if it cannot easily be replicated because of the high cost of the eCornell certificate program. The IP and other key stakeholders believe that for higher-level certifications, an online training associated with practice on the job site provides a suitable option, especially to compete with foreign workers. Only the Sheraton Hotel participated in this initiative, while other high-end hotels such as the Kempinsky remained unaware, which may have limited its overall impact.

IR3. ANEFIP CAPACITY BUILDING

In September 2017, the WFD facilitated an Organizational Capacity Assessment (OCA) with ANEFIP to identify strengths and areas for improvement based on a self-evaluation of ANEFIP staff. The results of the OCA were taken into account to formulate an Action Plan.⁴³ However, as stated in the 2018 annual report, the collaboration with ANEFIP came to an impasse, and the partnership was suspended until a change occurred in its management in November 2018.⁴⁴ In June 2019, the WFD worked with the new DG of ANEFIP to update the dates of the action plan and agreed on the priority activities.⁴⁵ While the new management proved very supportive of the WFD, the project remained paused for more than a year, which limited the impact on its improvement.

Concurrently, ANEFIP was in the process acquiring new office buildings, which also limited the availability of its key personnel, posed additional challenges, and impacted the timing of activities. While the WFD was not involved in the construction of the new building, it supported the creation of a computer lab aimed to facilitate job searches for unemployed youth through free computer and internet access. While the computers have been delivered, they have yet to be installed.

As stated in the final OCA conducted in July 2022,⁴⁶ the capacity-building tasks undertaken by the WFD were not limited to improving the technical capacity of the staff, but also focused on the improvement of the institution's overall management and administration. Figure 6 shows how the OCA scores have improved for key functions since the first OAC conducted in 2017. The results demonstrate that ANEFIP has become more efficient during the Activity's five-year period.

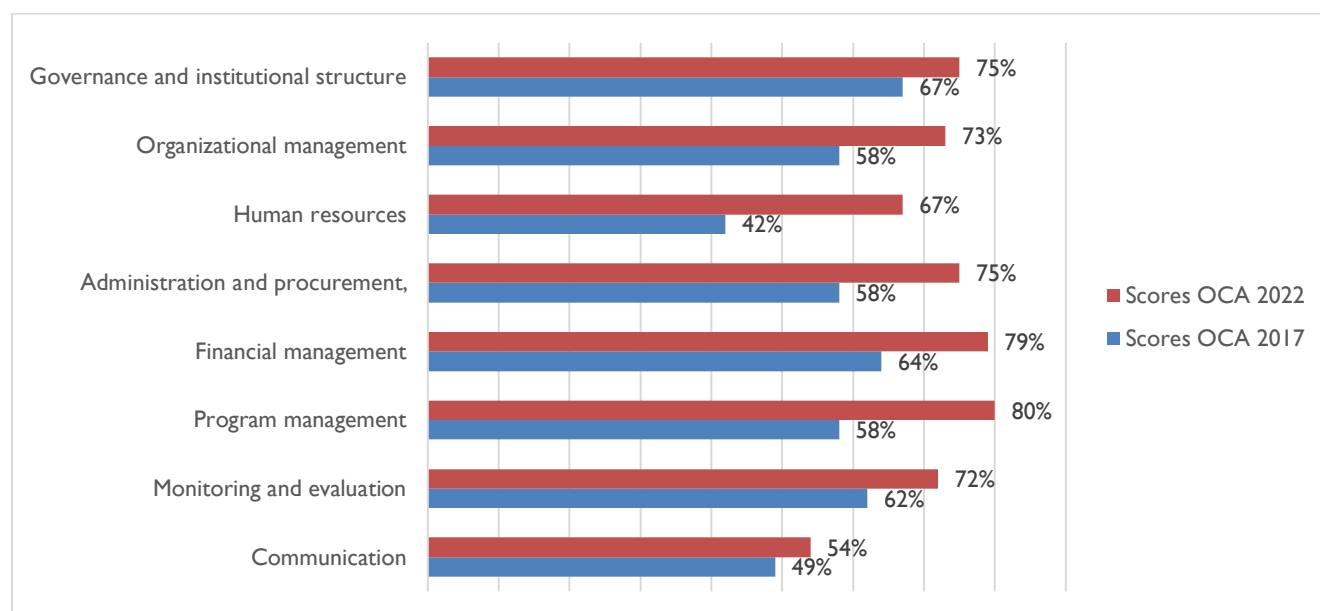
⁴³ Education Development Center. 2019. FY20 Work Plan and Detailed Implementation Plan. Page 28

⁴⁴ Education Development Center. 2018. WFD-Annual report FY18 & Quarterly report FY18-Q4 - Jul to Sept 2018. Page 31.

⁴⁵ Education Development Center. 2019. FY20 Work Plan and Detailed Implementation Plan. Page 28.

⁴⁶ Education Development Center. 2022. OCA ANEFIP evaluation. Page 1.

Figure 6: Average OCA scores by function within ANEFIP



The KIIs with ANEFIP staff confirmed that substantial progress was made in the institution's administration and management. For instance, a manual of procedures was written, along with job descriptions and policy documents. However, KIIs as well as the 2022 OAC revealed that the new manual has not yet been disseminated and training on the new procedures has not been systematically completed, subsequently leaving the new procedures only partially implemented.

IR3. GENDER-SENSITIVE CAREER COUNSELING

ANEFIP career counselors have been trained by the WFD to become instructors for the WRN and BYOB training programs. Since these two curricula include all essential elements needed to support job seekers, ANEFIP staff capacity was improved. KIIs confirmed that ANEFIP employment counselors are now fully competent to provide the desired assistance to job seekers, such as career choices, understanding of opportunities, types of competences required, and preparation for the employment-selection processes.

Although the ANEFIP career counselors have the capacity to provide career-counseling services, during the Activity, they dedicated most of their time to managing the internship-placement program and helping job seekers register. This limited the time available for supporting job seekers.

The 2020 annual report states that the WFD held Gender and Social inclusion trainings for ANEFIP personnel to improve their ability to encourage consideration of women and people with special needs in employers' recruitment processes. The trainings were also meant to help female and male job seekers think more broadly about the jobs they have an interest in pursuing.⁴⁷ While most staff managed to participate, the 2021 annual report indicates that the WFD remained unable to train some ANEFIP staff currently working in the regions.⁴⁸ Interviews with IP and with ANEFIP also indicated that career

⁴⁷ Education Development Center. 2020. WFD-Annual report FY2020. Page 18.

⁴⁸ Education Development Center. 2021. WFD-Annual report FY2021. Page 16.

counselors were aware of gender issues, and well prepared to encourage female job seekers. However, beyond the WRN training, no direct support was provided to people with special needs in assisting them with job searches.

IR3. JOB SEARCH

As stated in the 2018 annual report, the WFD introduced the notion of a digital job-matching platform to ANEFIP in FY17 Q3, to begin discussions with ANEFIP and the WFD sub-grantees SoukTel and TakingITGlobal (TIG). ANEFIP was so taken with the idea that the director general initiated the search for a local consultant to develop ANEFIP's own version of the planned platform, without consulting the WFD. This resulted in the design and development of two parallel platforms, one by the ANEFIP consultant, and one by SoukTel and TIG.⁴⁹ With the change of ANEFIP leadership previously mentioned, WFD was able to work efficiently with ANEFIP and develop a single job-matching platform.

The development approach adopted by TIG, followed best practices by involving potential users in the design process. Some of the employers interviewed by the ET shared their experience of working with TIG to express their opinion about usability and key features to be included. The process to develop the platform proved, however, cumbersome. Current development practices require quick user feedback to be able to efficiently meet users' expectations, but unfortunately, ANEFIP was not always able to provide responses in a timely manner, which slowed down the entire process. Completing the development of the platform took about three years, instead of the planned one.

ANEFIP key stakeholders expressed their satisfaction with the job-matching platform, both in terms of features and usability. The ET secured a demonstration of the platform and reached similar conclusions regarding usability. Some features appear to be over-engineered, which is probably due to the fact that the platform was designed to support a currently still lacking substantial number of job offers. At the time of the observation, 10,365 job seekers and 112 employers were registered, with only 25 jobs having been offered through the platform.⁵⁰

Interviews also revealed that the sense of ownership of the job-matching platform by ANEFIP is high, and staff and personnel shared their pride in having taken part in the development process. Both the IP and the development partner believe that ANEFIP has the capacity to maintain the platform at a basic level, such as technical or information updates. Yet the institution does not have the capacity to add new features or make substantial improvements to the platform.

The 2021 annual report indicates that the platform was launched at the Employment Symposium and Career Fair.⁵¹ ANEFIP organized multiple meetings to get the job seekers registered, and the data bank of jobseekers was used to select potential candidates for internship programs. Despite the high number of job seekers registered (10,365), FGDs with youth beneficiaries revealed that many of them remained unaware of the platform's existence, including the CRC trainees and the young graduates from TVET institutions.

From the employers' side, the situation proves relatively grim. Only 112 employers have registered, and among the employers interviewed, many were unaware of the platform, though the ones who used it,

⁴⁹ Education Development Center. 2018. WFD-Annual report FY18 & Quarterly report FY18-Q4 - Jul to Sept 2018. Page 16.

⁵⁰ 5,287 male and 4,583 female, all from Djibouti-ville.

⁵¹ Education Development Center. 2021. WFD-Annual report FY2021. Page 15.

expressed their satisfaction and seemed open to use it again in the future. The IP shared that a communications campaign directed at the private sector had been planned, but that the internal delay within ANEFIP meant that the campaign had not yet seen implementation.

The ET also identified potential weaknesses, such as the lack of a systematic way to update employment status, the lack of access to the platform in the regions, or the fact that job seekers have come in-person with paper-based proof of diplomas and work experience to obtain a verified status on their profile.

IR3. LABOR MARKET DATA

The Observatory for Skills and Employment (ONEQ) falls under ANEFIP's authority and has the responsibility to collect, analyze and publish labor market information to inform MENFOP of the evolution of workforce needs.

The 2020 yearly report indicates that the WFD staff accompanied ONEQ staff every step of the way to build their capacity to implement Djibouti Job Opportunities and Labor Turnover Surveys (DJOLTS). Following the COVID-19 lockdown, ONEQ used the same tools and approach as in the financial sector to collect information on the pandemic's impact on the tourism and hospitality sector. They conducted this work on their own without direct project support, which is a testament to ONEQ strengthened capacity.⁵²

During the KII, ONEQ's management confirmed that the capacity building provided by the WFD through its partner Cardno had enabled it to become more self-reliant in survey design, digital data collection, data analysis and report writing. By the end of the WFD Activity, four DJOLTS had been completed. However, ONEQ's management expressed concern in regard to their current limited financial capacity, especially to renew the statistics software membership, which curtails their ability to undertake additional studies and to anticipate future market needs. For instance, for emerging sectors such as energy, employers will require a labor force with specific professional skills that MENFOP will need to anticipate.

EQ1B. WHAT ARE KEY ENABLING AND HINDERING FACTORS THAT HAVE AFFECTED THE ACHIEVEMENT OF OUTCOMES?

The response to this question synthesizes many of the findings from earlier sections to clearly delineate supportive and hindering factors to the WFD's success.

HINDERING FACTORS

Lack of common vision and understanding of the Activity: Both MENFOP and MTRA reported that the initial design of the project was not aligned with the priorities of the GoDj, and that the project started before sufficient discussion had taken place between USAID, the GoDj, the implementing partners, and other key stakeholders. The IP raised the issue of confusion between employability and employment, which led to unrealistic expectations. The 2019 annual report confirmed the existence of communication issues with government partners.⁵³

⁵² Education Development Center. 2020. WFD-Annual report FY2020. Page 15.

⁵³ Education Development Center. 2019. WFD-Annual report FY2019. Page 36.

Lack of beneficiary-focused strategies: The design of the project did not engage organizations representing youth, nor did it take into consideration and adequately address the specific needs and situations of the different categories of beneficiaries: general education and TVET students; new graduates looking for a job; young entrepreneurs; girls and women; vulnerable youth; youth in the regions/in Djibouti-ville. A unique strategy with tailor-made activities could have been designed for each category, avoiding a one-size-fits-all approach and inconsistency in activities.

Activity reprogramming: While the Activity's two re-scopings proved necessary to address the lack of common vision, it was very discouraging for the IP staff and challenging to accomplish in a timely manner. It also led to some frustration with some of the local partners whose interventions were canceled.

MENFOP resources highly solicited: Other organizations, foundations and international/local organizations regularly request support from MENFOP, in particular inspectors, and the curriculum development unit of CRIPEN. As a result, the WFD had to compete for attention. Backlogs have caused some delays and required intensified coordination efforts.

ANEFIP resources highly solicited: As stated in the 2019 annual report, collaboration with ANEFIP was suspended for more than a year.⁵⁴ When the partnership was renewed, the institution was preparing to move to new office buildings and undergoing a change of management. Additionally, ANEFIP experienced an intense workload considerably beyond its capacity and incompatible with its current staffing structure.⁵⁵ Consequently, it became difficult for ANEFIP to provide timely feedback and manage the multiple tasks efficiently.

COVID-pandemic complications: The COVID-19 pandemic resulted in numerous delays in activity implementation and led to additional costs due to protection requirements. The pandemic also affected the labor market by reducing the level of activity, especially in the sectors targeted by the WFD, such as hospitality, transportation and logistics.

Labor market limited and challenged by the Ethiopian crisis: The labor market in Djibouti, in particular the private sector, is small,⁵⁶ which constrains the generation of new job opportunities. Additionally, the pandemic and the conflict in neighboring Ethiopia have had a severe impact on Djibouti's economy, leading to a slowdown in maritime transport and services.⁵⁷

Lack of structured private sector: The Djiboutian private sector does not have any organized representation by industrial sectors. This situation hampers efforts to collaborate with the private sector. Additionally, the private sector did not see any direct benefit to their collaboration with the WFD, limiting their level of engagement.

⁵⁴ Education Development Center. 2019. WFD-Annual report FY2019. Page 36.

⁵⁵ Interventions such as the job-search platform, the WRN training, internship placement, and internal procedures revisions were not part of ANEFIP standard activities.

⁵⁶ The public sector represents 60 percent of employment. World Bank. 2018. Economic Transformation in Djibouti- Systematic Country Diagnostic.

⁵⁷ World Bank. 2022. Rapport de suivi de la situation économique de Djibouti.

ENABLING FACTORS

Effective close collaboration between MENFOP and USAID: Enhanced by historic relationships, the ministry and donors interviewed underlined the importance of the partnership developed and of USAID capacity to revise the Activity to make sure it was aligned with the GoDj's priorities.

Quality and commitment of local partners: MENFOP, ANEFIP, ONEQ and CCD's team members exhibited a high level of engagement and a strong desire to succeed.

Implementing partner's expertise: The grantee, subgrantees and external consultants hired for the implementation of the WFD demonstrated a high level of expertise, in particular with soft skills development training, private-sector engagement and information-system development. EDC's previous experience in Rwanda provided a lot of lessons learned and the opportunity for local partners to have exchanges on their experiences.

EQ I C. WHICH WFD INTERVENTIONS APPEAR TO BE MOST AND LEAST EFFECTIVE, AND WHY?

The ET limited the scope of this evaluation question to the interventions designed to improve or facilitate the integration of youth in the workplace. The interventions, calculation methods and rate of integration in the workforce are presented in Table 6.

Table 6: Youth rate in integration into the workforce

	Method	Number of participants	Rate of integrated based on survey	Estimated Number of integrated ⁵⁸
Apprenticeship Sheraton	Percentage hired by Sheraton following the apprenticeship	4	75.0%	3
Internship	Percentage reporting having found a job following their internship	510	26.7%	136
Soft skills training (WRN)	Percentage reporting having found a job thanks to the WRN training	4742	20.2%	948
Entrepreneurship support (BYOB)	Percentage reporting having created an activity or being in the process	475	12.0%	58
Job-matching platform	Percentage of people recruited via the platform based on applicants	760	3.3%	25
CRC technical training	Percentage reporting having found a job following the CRC training	503	2.7%	14

For all interventions except the job-matching platform and the Sheraton apprenticeship, the rate of integration into the workforce is based on the answers collected from the beneficiary survey, which has statistical limitations since the ET was not able to reach all beneficiaries. More details on the validity of the data can be found in Annex III.

⁵⁸ The estimation is the result of the number of participants multiplied by the rate of integration in the workforce obtained in the survey, note that this number is an extrapolation

While the **apprenticeship at the Sheraton** provides the highest rate of integration into the workforce, the absolute number is very low (three apprentices were hired). Additionally, the value for money is not compatible with a development program.⁵⁹

The **internship program** provides a fairly high rate of integration, with 26.8 percent of interns reporting to have found a job through their internship. Based on ANEFIP and employers' feedback, the integration of interns could potentially be higher if the program was of a smaller size and took place over the duration of the Activity.

The **soft skills training** provided surprisingly good results. While the training did not provide any direct access to jobs, it affected the mindset of the job seekers, motivating them to be in charge of their destiny and increasing their likelihood of finding a job and success in several other aspects of their life, especially in a post-COVID world challenged by climate and environmental change.

The **entrepreneurship** activity, interrupted during the first re-scoping, provided acceptable results considering the low level of support it benefited from. However, the study did not include any estimation of the revenue generated, and the evaluation cannot indicate whether the participants managed to earn a living from their activity.

The **job-matching platform** had a low integration rate, but its potential is very high if employers' usage progresses. In that case, its value for money will also prove very good, because it will not incur any substantial additional costs beyond basic maintenance.

The results of the **CRC technical training** are highly disappointing and hard to understand. As mentioned in a previous section, the results reported by IP differ significantly, but their survey was closer to a census and occurred at a different time. The ET proposed a few potential explanations for the low results, but these explanations should be used with caution.

EQ ID. TO WHAT EXTENT HAVE WFD INTERVENTIONS RESULTED IN INCREASED PARTICIPATION BY WOMEN IN THE LABOR MARKET?

The ET answered this question with a broad view of gender-related issues and integrated some aspects related to inclusiveness because they could be of interest for future programs.

The WFD applied a gender lens to all its activities. It hired a gender expert as a key staff member who remained part of the management team until the end of the Activity and completed a gender assessment during the first year of implementation.⁶⁰ While the gender assessment confirmed that cultural norms and stereotypes persisted in many Djiboutian households and communities, and that women generally have lower-paying jobs and a higher rate of unemployment than men, the FGDs with beneficiaries, as well as the KIs with the IP and the local development partners, gave a sense that the situation of women in Djibouti is changing, with a stronger sensitization of stakeholders on the importance of gender equality and an increasing access for women to education and employment opportunities.

⁵⁹ Direct cost : \$22,407 per person hired.

⁶⁰ Education Development Center. 2017. Djiboutian Workforce Development Project Preliminary Gender Assessment.

The ET examined the different ways in which the WFD addressed gender issues with the aim of increasing and facilitating the participation of women in the labor market:

As indicated in the WFD final indicator table,⁶¹ the WFD provided a **training on gender** equality and female empowerment to 156 individuals. Participants included MENFOP key personnel and teachers, the CRIPEN curriculum-development team and ANEFIP staff.

The 2018 annual report indicates that the WFD worked closely with the MENFOP integration committee to ensure that the integrated **curriculum was gender sensitive**. The integrated curriculum uses appropriate language, images, case studies, scenarios and the like to encourage the greater integration of young women into technical career tracks.⁶² This information was confirmed by CRIPEN and MENFOP gender experts, who controlled the appropriateness of all pedagogical tools.

The WFD ensured the **equal participation** of men and women in WRN and BYOB trainings. The 2020 annual report states that the WFD integrated gender considerations into the selection of participants for WRN trainings and found ways to work with people with special needs who participated in the trainings, including the adaptation of participatory activities to include those with special needs, as well as to take into consideration gender-related sensitivities.⁶³ The participation of women in the CRC training proved more difficult because of the nature of technical skills taught. The 2021 annual report indicates that in FY21 Q2, four female participants integrated into the forklift training. As the new customs agent training was launched in Q4, an additional 11 female participants completed the customs agents training.⁶⁴ Overall, only 6 percent of participants in the CRC program were women.

The WFD ensured that an equal proportion of men and women were included in the **internship-placement** program. ANEFIP counselors shared that some employers showed reluctance to hire women. A few employer's interviews revealed that some employers, especially in the banking sector or for finance-related positions, favor women. The ET did not find any evidence that the internship-placement program managed to take into consideration the needs of vulnerable populations such as people with special needs and provide them with internship opportunities. Focus groups reported cases of sexual harassment in the context of internships.

As detailed in the career-counseling section, the WFD supported the integration of **women in TVET** institutions. But as indicated in Table 5, while the number of students choosing a technical career path increased by 33 percent, the number of women only increased by 10 percent, which resulted in a reduction of the proportion of women in TVET institutions.

While the WFD recognized that **labor conditions** for women need to improve, as indicated in the gender bulletin,⁶⁵ the WFD's efforts to address this issue have remained limited. The IP gender expert reported that the WFD managed to complete two gender workshops for the private sector in collaboration with the CCD, but their impact remained limited. To facilitate the integration of women in the workplace, the WRN training conducted by ANEFIP for internship candidates included a gender

⁶¹ Education Development Center. 2022. WFD Final Indicator Table. GNDR-8 Output.

⁶² Education Development Center. 2018. WFD-Annual report FY2018. Page 7.

⁶³ Education Development Center. 2020. WFD-Annual report FY2020. Page 18.

⁶⁴ Education Development Center. 2021. WFD-Annual report FY20201. Page 16.

⁶⁵ Education Development Center. 2018. Bulletin Genre. Page 2.

component, which addressed in particular issues of harassment and advised trainees on how to act if confronted with such behaviors. One FGD with female interns revealed that some young women experienced sexual harassment and did not feel comfortable reporting it to ANEFIP. The beneficiary survey also revealed that 15 percent of men and women confronted some form of pressure, harassment, aggression or violence from their employer during their internship.

While the original design included the output 2.2, “Employers’ and TVET’s administrator’s awareness of **gender equality laws** and policy raised,” the ET did not find any evidence that the WFD had designed any specific intervention to address this issue. Employers’ interviews revealed that the private sector in Djibouti respects laws protecting women’s rights, even a new law granting a six-month maternity leave.⁶⁶ While employers respect this law, it does not seem to facilitate the integration of women into the labor market, and might even prove detrimental.

EVALUATION QUESTION 2: SUSTAINABILITY

EQ2A. HOW WELL HAS THE WFD BUILT SUSTAINABILITY PRINCIPLES INTO THE IMPLEMENTATION OF ITS ACTIVITIES?

The ET understood the principles of sustainability as being “appropriation, institutionalization and resources,” and explored how these three elements were taken into account in the design and implementation of the key interventions undertaken by the WFD Activity.

As mentioned in previous sections, the initial design of the Activity was completed without the active participation of the GoDj, thus not aligning well with its current priorities. Additionally, varying definitions of the concept of *employability*, understood by the GoDj more in the sense of direct *employment*, led to miscommunication and disagreements.

“At first, we struggled to implement this project because at design stage the ministries were not directly involved. As a result, when the project was presented, we realized that it did not meet our needs, especially in regard to the implementation modalities.”

– MENFOP (Male, Djibouti-ville)

The lack of common vision for the project could have utterly hindered the sustainability of some of its components, but fortunately, discussions between the IP, USAID, and the GoDj led to the two re-scopings of 2019 and 2021, which enabled the realignment of key interventions with the GoDj’s priorities—opening the path to appropriation and therefore sustainability.

To reinforce **appropriation**, the IP provided capacity building support to the local institutions. For instance, MENFOP and CRIPEN learned how to design a competency-based curriculum, ONEQ increased its capacity to design survey tools and perform analyses, and ANEFIP can now provide soft skills training and organize internship programs.

⁶⁶ In July 2019, a major reform to provide pregnancy and maternity protection was implemented, extending statutory paid maternity leave to 26 weeks.

Institutionalization also occurred for several components, the main ones being the revision of the six TVET curriculums, the integration of soft skills and entrepreneurship courses within the TVET curriculums, the job-matching platform, and the formalization of management procedures at ANEFIP.

However, neither the design nor the implementation systematically took into consideration the development and sustention of a **resources** stream. Apart from minor costs that can be covered under the MENFOP budget, the ET could not identify any other source of funding. The GoDj plans to rely on donors such as the WB and/or USAID for follow-up activities.

EQ2B. WHICH ELEMENTS OF THE INTERVENTION APPROACHES AND RESULTS ACHIEVED BY THE WFD ARE MOST LIKELY TO BE REPLICATED AND SUSTAINED BEYOND THE CLOSE OF THE ACTIVITY? WHY?

In addition to the information provided in the previous section, the ET listed in Table 7 the main outcomes under each IR, and indicated whether the WFD was able to provide sufficient capacity-building support for appropriation, whether the practice was institutionalized, and whether the activity could be replicated without external resources. Outcomes for which appropriation, institutionalization, and resources are validated will remain beyond the project. On the other hand, outcomes for which only appropriation and institutionalization are validated (not resources), can be replicated beyond the project, but only with additional (external) funding.

Table 7: Sustainability status

Outcome	Appropriation	Institutionalization	Resources
IR1: Soft employability skills in TVET	✓	✓	✓
IR1: Soft employability skills outside TVET	✓	✗	✗
IR1: Entrepreneurship skills support	✗	✗	✗
IR1: TVET curriculum development six revisions	✓	✓	✓
IR1: TVET curriculum development process ⁶⁷	✓	✓	✗
IR1: Instructors' technical skills	✓	✓	✓
IR1: Technical skills (CRC) ⁶⁸	✓	✓	✗
IR1: Career counseling	✓	✓	✓
IR2: Public and private sector coordination	✗	✓	✓
IR2: Internship placement	✓	✓	✗
IR2: Sheraton apprenticeship	✗	✗	✗
IR3: ANEFIP capacity building	✓	✓	✓
IR3: Gender-sensitive career counseling	✓	✗	✓
IR3: Job search (job-matching platform)	✓	✓	✓
IR3: Labor market data (ONEQ)	✓	✓	✗

EVALUATION QUESTION 3: DEVELOPMENT-AIMED ALIGNMENT

EQ3A. HOW HAS THE WFD CONTRIBUTED TO BROADER DONOR AND GODJ EFFORTS TO DEVELOP A MORE COORDINATED YOUTH WORKFORCE-DEVELOPMENT SYSTEM?

The WFD project is based on the objectives of Vision 2035, the National Employment Policy (2014-2024),⁶⁹ and the Accelerated Growth and Employment Promotion Strategy (SCAPE, 2015-2019).⁷⁰ It integrates the results of the Evaluation of the Operational Action Plan of the National Employment Policy (2014-2018) established in 2019, of the National Policy for Technical Education and Vocational Training of 2018, and the new National Policy of Professional Training (2020-2030).⁷¹

⁶⁷ While the process of developing competency-based curriculums is institutionalized, MENFOP would require additional funding to revise additional curriculums.

⁶⁸ The CRC is not a public institution, and the courses provided are not free. The CRC itself is sustainable providing that trainees or enterprise can pay for the classes.

⁶⁹ Government of Djibouti. 2022. Government of Djibouti National Employment Policy.

⁷⁰ Government of Djibouti. 2015. SCAPE: Strategy of Accelerated Growth and Promotion of Employment.

⁷¹ MENFOP. 2018. Government of Djibouti National TVET Policy.

The SCAPE already noted a very high rate of unemployment among young people (16-34) at 48 percent.⁷² This rate remains high in 2019, with 47 percent,⁷³ and it particularly affects women and young people (more than 60 percent in both cases). It is around the reduction of this unemployment rate that the WFD is built.

The recommendations of the various strategic documents of the GoDj revolve around strengthening and increasing access to technical education and vocational training. The ET identified three strategic objectives specified in the national employment policy aligned with the WFD interventions:

Strategic Objective 1: Increase and improve TVET supply in line with labor market needs.⁷⁴ This first strategic objective aims to reverse the current trend in the national education system, which is heavily dominated by general education. The aim is not only to increase the supply of technical and vocational education and training but also to constantly improve its quality, so that it is permanently in line with the employment needs of the national economy. In terms of effect, the implementation of this first strategic objective is expected to provide an increased, diversified, and responsive TVET offer.

Strategic Objective 2: Improve the employability and integration of young people and women jobseekers.⁷⁵ This second strategic objective targets young people, women, and persons with disabilities, the population groups most affected by unemployment. It aims to improve their employability and enable them to integrate into companies that need those skills, or to create their own businesses using the newly acquired skills. These would also enable them to be more efficient and productive in their jobs.

Strategic Objective 7: Build the capacity of labor market participants.⁷⁶ Strategic Objective 7 aims to strengthen the institutional, technical, and human capacities of all actors in the employment sector to ensure the successful implementation of the national employment policy.

While the WFD's interventions were aligned with the strategic objectives of the national employment policy, they did not align well with the GoDj's main priorities. The WFD chose to prioritize the employability activity itself, by setting up training in soft skills (Work Ready Now) and entrepreneurship (BYOB). However, the public partners had another idea of this prioritization—ANEFIP pushed more toward integration through internships in companies, and MENFOP wanted to strengthen its technical and professional training by ameliorating its teaching staff and technical equipment.

Additionally, the BYOB training and the entrepreneurship approach focused mainly on theoretical training in entrepreneurship, while approaches that have proven successful in Djibouti include the tailored support by individualized technical and professional monitoring, as well as financial support conditioned on the progress of the project (e.g., PROPEJA and FORJE).

⁷² Government of Djibouti. 2015. SCAPE: Strategy of Accelerated Growth and Promotion of Employment. Page 10. Value for 2012.

⁷³ International Monetary Fund. 2019. Consultation de 2019 au titre de l'article IV. Page 6.

⁷⁴ MENFOP. 2018. Government of Djibouti National TVET Policy. Page 24.

⁷⁵ MENFOP. 2018. Government of Djibouti National TVET Policy. Page 25.

⁷⁶ MENFOP. 2018. Government of Djibouti National TVET Policy. Page 30.

Another difficulty of the WFD may be linked to an insufficient diagnosis of the employment situation of young people, and of the job market in general, and lacking understanding of why parents and students are so reluctant to choose TVET curriculums.

"Parents especially see vocational training as a cul-de-sac that does not lead to potential jobs after three years. With a professional baccalaureate, young people just stay at home and then they look for something else."

– MENFOP (Male, Djibouti-ville)

As indicated in the above quote, the negative perception of these professions is linked to the impression that they lead to precarious and poorly paid jobs. These jobs are exercised largely in the informal sector by people who have no school qualifications and who have learned the trades of mechanic, plumber, painter, mason, electrician, etc. on the job. Often, they come from neighboring countries and are foreign nationals.

The WFD's capacity to mobilize international donors was limited by the absence of an international working group focused on workforce development, one similar to the education working group led by MENFOP in collaboration with UNICEF. The WFD worked directly with other donors on some peripheral initiatives, such as the logistics curriculum development with World Food Program (WFP) and UNDP's entrepreneurship project, for which the WFD provided trainers, and the Sheraton apprenticeship, for which UNDP provided computers.

EQ3B. HOW HAS THE ACTIVITY CONTRIBUTED TO WIDER EFFORTS TO INCREASE INVESTMENTS IN SKILLS DEVELOPMENT FOR DJIBOUTIAN YOUTH?

While this evaluation question is important and should provide useful insights, we must remember that it was not part of the WFD's objectives to contribute to wider efforts to increase investments in skills development for Djiboutian youth. The ET interviewed three other donors active in workforce development in Djibouti to understand how the WFD Activity impacted their future programs.⁷⁷

The World Bank's new Country Partnership Framework (CPF),⁷⁸ which covers the period 2022-2026 and is based on the Systematic Country Diagnosis, indicates that Djibouti's major challenge is to achieve inclusive and sustainable growth driven by the private sector. According to the CPF, it becomes crucial to tackle three binding areas, one of which concerns "human capital and skills in the workforce." For this reason, the WB launched a \$15 million "Djibouti Skills Development for Employment Project" in March 2022. Its aim is "to increase enrollment in technical and vocational education and training programs from 4,700 to about 8,000 students, of which 40 percent are women". The operation will support productive skills development programs based on labor market needs for refugees and vulnerable people so they can have better access to jobs. It will directly link training to labor market opportunities in order to improve employment outcomes as well as the quality, relevance, and efficiency of Djibouti's training

⁷⁷ The world bank, UNDP, WFP.

⁷⁸ World Bank. 2021. Djibouti Country Partnership Framework for the Period FY22-FY26.

system.⁷⁹ This project seems to be directly inspired by the WFD, but with a strong focus on the refugee population.

Other skills-building projects such as PASOC (Support Project for Civil Society and Organizations),⁸⁰ launched by the European Union in 2022, and the UNDP Civil Society Associations' Training project, launched the same year, also want to empower associations and their members through technical and administrative training, as well as training in communications and soft skills.

The UNDP's "Rising Djibouti" initiative, focused on social entrepreneurship, benefited from the lessons learned from the WFD entrepreneurship activity and will launch a second phase to reinforce entrepreneurship in Djibouti, in particular in the regions.

The WFP shared during the KII their intention to build on the WFD experience with the ANEFIP internship program, hoping to initiate a similar activity with a smaller scope.

The formulation and existence of these different programs to some extent shows that the WFD has been a pioneer program that will be more or less duplicated, and the lessons learned could impact the success of these other initiatives.

EQ3C. WHAT ELEMENTS OF THE ACTIVITY ARE PROVING VALUABLE FOR YOUTHS THAT HAVE FOUND EMPLOYMENT?

The response to this question synthesizes many of the findings from earlier sections, in particular the evaluation questions 1a and 1c, which provided valuable information on the results of the different interventions that directly impacted youth employment. 26.7 percent of the interns managed to secure employment, and most participants appreciated the internship and viewed it as a chance to gain practical experience and an opportunity to learn new skills, even when it did not result in employment. The youth unanimously applauded the employability training for the skills acquired, such as communication and collaboration skills, which increased their self-confidence as well as job-search techniques. The active pedagogical approach empowered them to realize that they were in charge of their destiny, inspiring them to a more active approach to their job searches. Additionally, the soft skills training provided personal development with a profound impact on their lives. As mentioned previously, 20.2 percent of the youth surveyed shared that the WRN played an essential role in enabling them to find a job. While left unfinished, the entrepreneurship initiative was also appreciated by the youth, who see it as a valid option to generate an income in Djibouti, especially in the regions. The technical training garnered favor, but it did not offer the highest rate of insertion as expected, possibly due to the current economic context.

⁷⁹ <https://www.worldbank.org/en/news/press-release/2022/03/29/djibouti-new-world-bank-projects-will-boost-human-capital-inclusive-growth-and-regional-integration>

⁸⁰ European Union. 2022. Programme d'appui à la société civile djiboutienne.

CONCLUSIONS

EQ1a. EFFECTIVENESS

IRI WORKFORCE READINESS PROGRAM

The WFD successfully designed a **soft skills training program** that covered personal development, employability, and entrepreneurial competencies. The training was adapted to the Djiboutian context and addressed the needs expressed by the private sector. The training was effectively delivered to unemployed youth, and an adapted version of the training was successfully integrated into the TVET curriculum. The WFD trained a strong team of soft skills trainers whose enthusiasm, skills, and experience present a great opportunity for any future employment program. In addition to being used as instructors, they could also become beneficiaries of future programs to support their entrepreneurship ideas (some reported the idea of creating a training center) and to collaborate with them as partners. While the WFD's attempt to introduce a similar program in general education via clubs generated a lot of enthusiasm, clubs might not be maintained in the future. Although receiving the training did not automatically lead to employment, a substantial number of participants (20%) reported that it proved key for them to secure their current position and provided them with the right skills and techniques. Additionally, it strengthened their self-confidence, and they believe it will have a long-term impact on their professional and personal lives.

The WFD successfully designed a training program for youth to acquire the basic **entrepreneurship skills** needed to create their own activity. However, the support provided to young entrepreneurs was not properly structured within the Djiboutian entrepreneurial ecosystem and did not include a financial component. The entrepreneurship intervention was abandoned when the Activity scope was revised, therefore not yielding the expected results. Nonetheless, while the impact of the entrepreneurial component of the WFD is not visible in Djibouti-ville, more youth seem to have benefited from the program implemented with ANEFIP assistance in the regions, and have started an income-generating activity.

The WFD, in collaboration with MENFOP, successfully analyzed the private sector's needs to develop **six new TVET curriculums**. While four construction curriculums were successfully completed, two culinary curriculums were not deemed satisfactory by MENFOP and required further improvements after the end of the Activity⁸¹. The WFD managed to successfully associate the private sector with the development and validation of the new curriculums. The WFD also supported the introduction of a new approach to curriculum development, which MENFOP intends to use for future curriculum revisions.

The WFD was successful in adequately supporting MENFOP for the **training of teachers** concerned with the revised technical curriculums. The WFD used a new and efficient approach that involved on-site training with professional trainers and actual equipment, rather than a theoretical approach led by inspectors. Participants also applauded both the WFD teacher training for the new employability and entrepreneurship curriculum introduced in the TVET institutions and the gender training.

⁸¹ Based on our interview with MENFOP inspector, the revision was successfully completed, and the new curriculums were in be implemented in September 2022 as planned.

While the WFD was not involved in the design or the implementation of the **technical training provided by CRC**, the collaboration with the port training center proved highly efficient, and the WFD managed to improve the training by providing an employability component to participants. Although the technical training met employers' needs, it did not result in a high insertion rate, which could be due to the recently low level of trade traffic in Djibouti.

While the number of youth (male and female) attracted to technical careers has increased in recent years, it is difficult to attribute this success to the WFD's intervention to improve **career-counseling services**, especially considering the WFD's rather limited involvement in career counseling within the general education system.

IR2 LINKAGES BETWEEN THE TVET INSTITUTIONS AND THE PRIVATE SECTOR

The WFD successfully supported events organized by MENFOP and MTRA, such as the career fair, which provided opportunities for the youth to meet potential employers to secure employment. The WFD in collaboration with MENFOP signed an MOU with major hotels, paving the way for ongoing **collaboration and future PPP**. The WFD worked actively with the private sector to improve the adequacy of some TVET's curriculums to the current requirements of the construction and hospitality sectors. Yet more needs to be done to ensure that the private sector remains engaged in a more institutionalized and coordinated manner.

In collaboration with ANEFIP, the WFD successfully organized a major **internship program** that included 500 participants, of which 26.6 percent were later hired. While the internship program proved a success, it suffered from its large size, and more attention could have been paid to the quality of the missions performed by interns and the proper alignment of participants' academic backgrounds and employers' needs. The program also saturated the capacity of both ANEFIP and the employers, as well as interfering with the timing of university and mandatory general education internships.

The WFD successfully piloted an apprenticeship program with the **Sheraton**, which resulted in three out of four participants being hired by the hotel. While the impact and sustainability of this intervention are limited, the format (practice coupled with online classes and English classes) proved a success and seems suitable for the higher-level positions often occupied by foreign workers in Djibouti because of a lack of qualified local candidates.

IR3 JOB PLACEMENT, RETENTION AND ADVANCEMENT SERVICES

The WFD contributed substantially and sustainably to improving **ANEFIP's organization** through the development of administrative procedures, which are in the process of being deployed across the organization. The WFD also provided equipment for ANEFIP's training room and computer lab, which will improve the care of job seekers once the equipment is installed.

The WFD managed to improve the quality of the **career-counseling services** provided by ANEFIP. However, ANEFIP's capacity to deliver such services during the past three years was limited by the intensity of the other interventions, such as the internship placement or the registration of job seekers on the job-matching platform. The WFD successfully improved ANEFIP's counselors' awareness of gender issues. Opportunities for training and internships have been provided to men and women equally, with the exception of the CRC training program, where the type of skills needed do not seem to attract women.

While the **job-matching platform** meets user expectations and has the potential to become a key tool for job seekers, its impact has remained limited because of the low number of jobs offered and the low number of registered employers, which might have resulted from limited outreach to the private sector.

The WFD improved **ONEQ's capacity** to collect and analyze labor market data. Reports were published on the three sectors targeted by the WFD, but ONEQ remains poorly funded.

KEY ENABLING AND HINDERING FACTORS

The WFD's biggest challenge proved the initial lack of co-design and shared understanding of the Activity's objectives among USAID, the IP, the GoDj, and other key stakeholders. This situation led to multiple re-scopings of the Activity and caused profound disruptions during implementation. The main factor supporting the Activity's success was the institutional and implementing partners' competence, engagement, and commitment, all of which have proven invaluable throughout the process.

MOST AND LEAST EFFECTIVE INTERVENTION

Based on the evaluation findings, the most effective interventions are those that combine soft skills with technical skills, or soft skills with practical experience such as internships. The job-matching platform did not yield the expected results and had the lowest impact. However, it was only released toward the end of the Activity, and it remains a valuable tool with strong potential for positive cultural change and economic impact.

INCREASED PARTICIPATION OF WOMEN IN THE LABOR MARKET?

The WFD successfully applied a gender lens, and to a more limited extent, a social inclusion lens to all components of the Activity. The participation of women reached 50 percent in all training and placement interventions except for the technical training (CRC). Curriculums were revised to be more inclusive of women and vulnerable populations. The WFD provided support to the promotion of women in technical careers. While it was not an explicit mandate of the Activity, the project did not address key gender issues in the workplace, such as sexual and other harassments or inadequate sanitary conditions, all of which can severely affect women's interest and insertion into the labor market.

EQ2. SUSTAINABILITY

During the design and inception phases, the absence of a common vision and understanding among the key stakeholders compromised the sustainability of the project, starting from the design. The re-scoping enabled the Activity to better align with the GoDj's priorities and meet its expectations, as well as to improve the overall sustainability of some of the components through increased appropriation and institutionalization.

The most sustainable components are the revision of six technical curriculums and the inclusion of an employability training within TVET's three-year program. The WFD was also able to develop a job-matching platform to meet users' needs, and one that could become an essential tool to promote integration into the labor market. However, while the WFD managed to build the capacity of several institutions (such as ONEQ, ANEFIP or MENFOP), these institutions will still need financial assistance to implement trainings, revise additional curriculums or complete market research.

EQ3. ALIGNMENT

WFD activities were aligned with the GoDj NEP policy, even if the main focus did not initially match government priorities. The WFD did not contribute substantially to a broader donor and GoDj effort to develop a more coordinated youth workforce development system beyond some peripheral initiatives with WFP (curriculum development) and the UNDP (entrepreneurship, Sheraton initiative). Overall, the WFD's contribution has remained rather modest in terms of its ability to mobilize development partners around the objectives of strengthening human capital, and to establish bridges of collaboration between the private and the public sectors.

While the ET could not establish any evidence for the existence of a link between the project SKILLS initiated by the World Bank and the WFD Activity, the results and the lessons learned from the WFD will likely be taken into account in the design of SKILLS.

The youth unanimously applauded the employability training for the skills learned, the pedagogical approach and the impact it had on their lives. Most participants appreciated the internships and viewed them as a chance to gain practical experience, and some internships also offered them the opportunity to learn new skills.

RECOMMENDATIONS

IR1: Expand quality workforce-readiness programs

1. Continue providing the soft skills training for all activities facilitating youth workforce development, given its transformative impact on individuals both on a personal and professional level. However, make sure that soft skills training is not a stand-alone activity.
2. Support the provision of soft skills and other business-oriented training programs by training centers and other institutions such as ANEFIP or CCD as a service provided to employers (private and public) to support their growth and job creation. Such professional trainings could include a sector-specific approach, or an approach tailored to the company culture.
3. Support the integration of a soft skills/employability course in the general education curriculum, especially to improve youth communication techniques, collaboration techniques and job-search skills.
4. Support an entrepreneurship intervention that provides a structured approach to youth for income-generating activities with ongoing mentoring and support. In the regions, consider providing small grants.
5. Consider a partnership with CLE, and other youth-based organizations such as the entrepreneurs' clubs of the regions (Ali-Sabieh, Artta, etc.).
6. Explore training options for higher levels of qualification, including but not only in STEM, with limited but existing needs through foreign universities or online options when higher education institutions or training centers in Djibouti do not provide these trainings. Utilize the abundance of free or inexpensive online training available, instead of an expensive option such as e-Cornell
7. Pursue technical trainings through public and private technical institutions such as CRC, and possibly provide support to other training centers that could provide similar flexible short-term training for unemployed youth, as well as currently employed individuals supported by their employers. Make

sure, however, that such initiatives are aligned with current the labor market needs and are sector specific.

8. Support a communications campaign to encourage technical careers for men and women, ensuring the inclusion of the parents as one of the potential audiences. Such a campaign could include success stories and female and male role models.
9. Prepare for a potential influx of students by making sure that technical institutions have sufficient capacity to welcome the students and support their job insertion.
10. Include support to trainings for professions that traditionally attract women (food and beverage, textile, beauty, etc.), and not only those that traditionally attract men.

IR2: Develop sustainable, productive linkages between the TVET institutions and employment providers

11. Facilitate increased private-sector engagement by considering employers as direct beneficiaries in future projects and including interventions that directly meet their needs. This could include the coordination of MENFOP and MTRA requests for internships, the facilitation of access to short technical trainings, including for their current employees, consulting on gender equality and inclusion, HR services in collaboration with CCD, and other performance-oriented services.
12. Support the creation of professional organizations by industrial sectors that could facilitate the establishment of partnerships with groups of companies, instead of PPPs with just a single entity.
13. Support communication campaigns and gender consulting for the private sector, in collaboration with women's organizations, NGOs, academia, the MENFOP gender department and other dedicated entities.
14. Pursue internship programs with more effective and adequate planning (compatibility with university internships), a lower number of candidates per year to increase insertion, improved quality of the internship objectives and tasks provided, as well as the support of ANEFIP to reinforce the replacement process in cases of unsuccessful internships, gender-based violence, and other forms of pressure.
15. Ensure selection of interns by employers for future internship programs.
16. Consider supporting apprenticeship programs for Djiboutians, in Djibouti and abroad, where youth alternate between classroom-based and on-the-job training, especially for positions currently filled by foreign workers because of a lack of suitably trained candidates.

IR3: Strengthen job placement, retention and advancement services

17. Support the design and implementation of a strong communications campaign encouraging employers, including public institutions and international donors, to use the platform to post their job openings and to use the services provided by ANEFIP.
18. Support the improvement of a systematic update of job-seeker situations. This could be achieved through automated requests via SMS.

Crosscutting recommendations

19. Formulate an effective Gender Action Plan with dedicated resources targeting women's employability and employment and support employers interested in driving workplace changes to facilitate the insertion of women using internationally recognized best practices produced by the USAID Engendering Industries program. This could entail an employer's readiness activity targeted at improving middle management capacity to support interns and women in particular on the workplace.
20. Consider a component directly addressing the needs of vulnerable populations with a tailored approach.
21. Co-design future projects with the GoDj, development partners, other private sector stakeholders, the youth, and civil society to ensure a common vision of the priorities and the nature of the activities, as well as a clear, comprehensive, and specific strategy unique to each category of beneficiaries (youth in training, graduates, entrepreneurs, long-time job seekers, vulnerable youth, girls and women, etc). Use design-thinking methodology, where stakeholders not only express their needs and visions but actually co-design sustainable and innovative solutions.
22. Initiate a donor working group focused on youth employment, and facilitate discussions among USAID, the WB, and the GoDj to ensure complementarities of future initiatives.
23. Ensure that future projects have robust monitoring systems in place to effectively follow the employment status of beneficiaries over time. Systems such as the DHIS2, which are open source, offer easy-to-use solutions for program-beneficiary management.
24. Introduce baseline indicators especially in term of employment status prior to the implementation of an intervention to facilitate the assessment of an actual reduction of unemployment.

ANNEXES

ANNEX I: TIMELINE

Deliverable	Expected Delivery Date
Evaluation and Design Work Plan Report Draft	July 10, 2022
In Brief	July 13, 2022
Evaluation and Design Work Plan Report Approved	July 19, 2022
Interim Brief	August 3, 2022
End of Data Collection (not a deliverable)	August 11, 2022
Outbrief—Preliminary Findings Presentation	August 22, 2022
Draft Report	September 23, 2022
Final Report	October 21, 2022

ANNEX II: EVALUATION STATEMENT OF WORK

STATEMENT OF WORK

FINAL PERFORMANCE EVALUATION

OF

USAID/DJIBOUTI WORKFORCE DEVELOPMENT PROGRAM (WFD)

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- 1. INTRODUCTION**
- 2. PURPOSE OF THE EVALUATION**
- 3. USE OF EVALUATION FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**
- 4. BACKGROUND**
- 5. EVALUATION QUESTIONS**
- 6. EVALUATION DESIGN AND METHODOLOGY**
- 7. DELIVERABLES AND REPORTING REQUIREMENTS**
- 8. EVALUATION TEAM COMPOSITION**
- 9. LOGISTICS**

STATEMENT OF WORK

Final Performance Evaluation of USAID/Djibouti Workforce Development Program (WFD)

I. INTRODUCTION

This is a Statement of Work (SOW) for a final performance evaluation of USAID/Djibouti's Workforce Development Program (WFD) implemented by the Education Development Center (EDC) under the Cooperative Agreement No. AID-603-A-17-00001. The WFD runs from December 30, 2016 through July 31, 2022 with a total estimated cost of \$24,536,272.26. The award is administered by USAID/Djibouti Office.

II. EVALUATION PURPOSE

The purpose of this final performance evaluation is to:

1. Determine the degree to which the WFD program achieved its intended goal and objectives, specifically how it contributed to closing the labor market skills gaps, and;
2. Capture key lessons and provide recommendations that will be applied by USAID/Djibouti in the design and/or implementation of future activities and/or be used for directions the mission may wish to explore regarding youth development in Djibouti.

The evaluation will focus on assessing the WFD program's final performance against the three intermediate results: 1) Expanding quality workforce readiness programs (particularly TVETs); 2) Developing sustainable, productive linkages between the public sector and the private sector; and 3) Strengthening job placement, retention, and advancement services. The evaluation will also identify factors behind the sustainability of WFD interventions as well as best practices that contribute to the development of Djibouti's human capital and to the Government of Djibouti's (GoDj) goal of reducing the high unemployment rate.

III. USE OF EVALUATION FINDINGS, CONCLUSIONS

USAID/Djibouti will use the findings, analysis and conclusions of this evaluation to inform future programming to help effectively achieve U.S. government strategic objectives in Djibouti. Other U.S. government stakeholders, including USAID/Washington and Embassy Djibouti counterparts, will gain a better understanding of how well the WFD program has contributed to closing the labor market skills gaps, thereby assisting in the reduction of youth unemployment in Djibouti. Additionally, USAID will share the evaluation report with the GoDj through the Ministry of Education and Vocational Training (MENFOP), Ministry of Labor/ANEFIP (National Employment Agency), the Chamber of Commerce (CCD), other development partners and USG agencies.

Audience and Intended Users:

1. USAID;
2. EDC, the WFD implementing partner;
3. The three Institutional Partners, Ministry of Education (MENFOP), Chamber of Commerce (CCD), and Ministry of Labor through ANEFIP (National Employment Agency);
4. Other development partners such as the World Bank Group (WBG), the United Nations Development Programme (UNDP) and Agence Française de Développement (AFD);
5. USAID's implementing partners.

IV. BACKGROUND

The WFD Program was launched in December 2016 with the aim of contributing to the GoDj's goal of reducing the high unemployment rate (estimated at over 60 percent) by better preparing the Djiboutian workforce to meet private sector needs. These needs consist not only of technical skills in specific sector areas (such as heavy transport operators for the Ethiopia/Djibouti corridor; shipping and port operations; hospitality and tourism), but also soft skills (timeliness, strong work ethic, ability to communicate and work effectively with others) required by enterprises operating in Djibouti. To achieve this goal, the WFD program included three institutional partners from the GoDj: ANEFIP (Djibouti's National Employment Agency), MENFOP (Ministry of Education) and CCD (Djibouti's Chamber of Commerce). The prime contractor is EDC and it partnered with three sub-contractors; Cardno Emerging Markets, SoukTel and TakingITGlobal (TIG), to implement the activity.

USAID, through EDC, focused on providing services to youth aged 16-34 years because the span of years over which youth transition from school to work in Djibouti is longer and because the labor market is more limited. Youth spend a longer time unemployed, often cycling in and out of seasonal or contract work. Furthermore, since Djibouti has a high secondary school drop-out rate and a rigid education system with few second-chance opportunities, many youths will be without education and training options in their mid-adolescence. Girls may be pressured into early marriages just after puberty, so it is vital they have other options. Finally, youth younger than 18 and older than 24 will certainly want to participate in Program activities and may become frustrated if they are turned away.

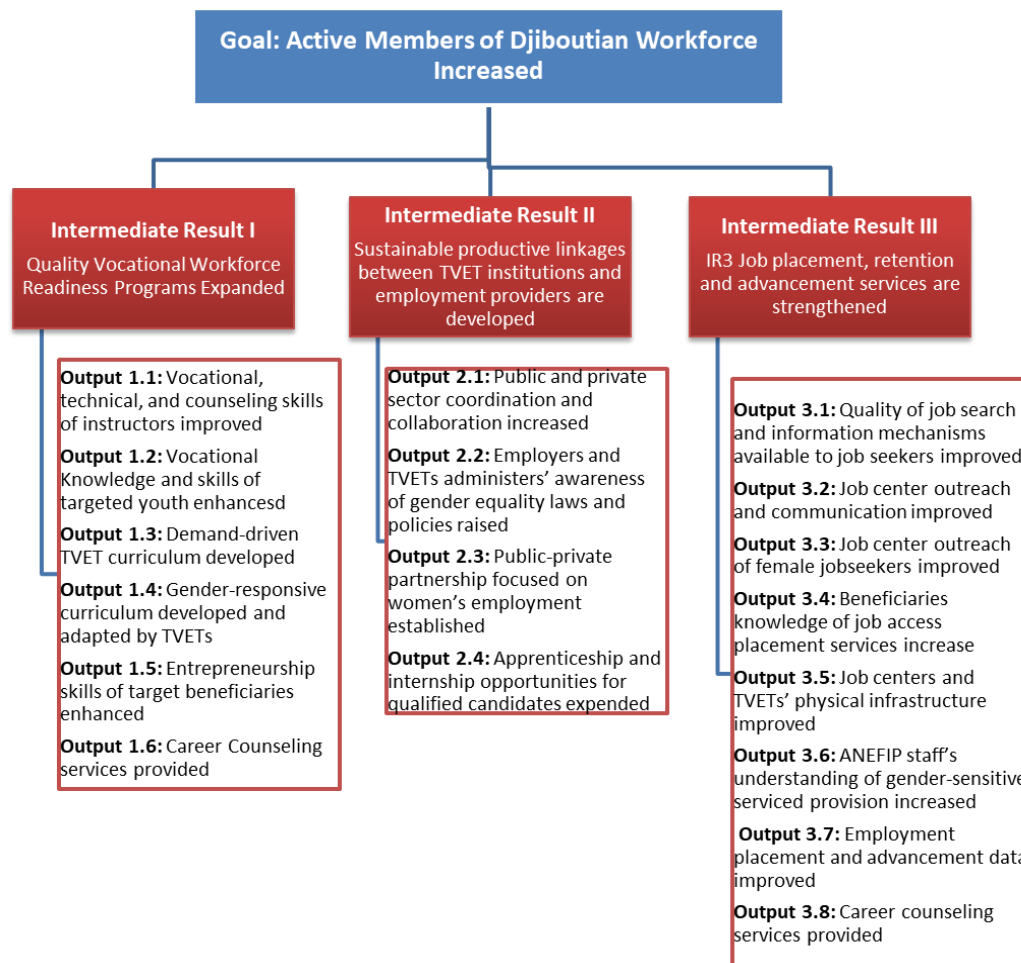
It is expected that by the end of the program, the activity will have institutionalized employability skills into TVET education and improved technical training in line with private sector needs across ten formal TVET institutions; have improved services to jobseekers and employers through the national employment agency, including the launch of an on-line job-matching platform; have expanded work-based learning opportunities through improved Public-Private Partnership (PPP) processes and tools; and instituted a new approach to coaching and mentoring of young entrepreneurs. The Djibouti workforce eco-system will function more effectively due to these linkages, consultations and collaborations. The Workforce Development Program has been implemented in sites throughout Djibouti: Djibouti City, Arta, Dikhil, Ali-Sabieh, Tadjourah and O'bock.

Activity Objectives

The overall purpose of the WFD program is to increase the number of active members of the Djiboutian workforce which ought to be accomplished through three intermediate results:

1. Expand quality workforce readiness programs (particularly TVETs);
2. Develop sustainable, productive linkages between the TVET Institutions (workforce supply) and the private sector (workforce demand);
3. Strengthen job placement, retention, and advancement services.

WFD Results Framework



Revised Activity Approach

In June 2019, USAID revised the approach of the activity, in close collaboration with EDC, following a number of challenges that the activity encountered, and which had a significant

impact on its results. Challenges include the suspension of activities with a key institutional partner, ANEFIP, two changes at the Chief of Party position, and overall slow progress in collaboration with institutional partners. In response to these setbacks, EDC met with USAID/Djibouti in January 2019 to discuss these items in detail and presented proposals for a revised strategy for the remainder of the activity. The final proposal was approved by USAID in July 2019 and includes revised activity targets, a new direct delivery of training approach to help achieve results, and the design of WFD activities based on findings from the new Labour Market Assessment (LMA) completed in 2019. To address and respond to the LMA, EDC's revised strategy focuses on closing the skills gaps for the sectors with high growth potential both now and in the future.

More recently, after reports of particularly low results of youth finding employment after completion of training, USAID/Djibouti officially requested a re-scoping of activities in February 2021. The re-scoping allowed USAID/Djibouti and EDC to put the focus and efforts on fewer interventions and discontinue a great number of activities which were not producing the desired outcome of leading to employment. The following are the activities that were discontinued and those that were extended and/or added:

1. Primary Discontinued Activities and Operations;

- a) Stand-alone Work Ready Now (WRN)/Be Your Own Boss (BYOW) training with the exception of training students at WFP's hub that was requested by the World Food Programme (WFP) in the context of the WFD/USAID/WFP collaboration (approximately 40 – 50 students).
- b) Technical training through private technical training centers.
- c) Employability training for general/high school students/Work Ready now (WRN) Clubs.
- d) Closure of the activity's 7 Employability/WRN training centers.

2. Extended or increased Activities and Operations;

- a) MENFOP Curriculum Revision support has been extended through May 2022.
- b) Short-term Technical Training through CCD has been extended through June 2022. This will enable WFD to reach up to 500 youth.
- c) Internships program w/ANEFIP (w/WRN training before placement) has been extended through May 2022. This will result in up to 600 internship placements during this time.
- d) Support ANEFIP in capacity building following key findings of a September 2021 Organizational Capacity Assessment (OCA).

3. Newly added activity;

- a) Pilot Hospitality Activity in partnership with the Sheraton Hotel in Djibouti and Cornell University.

USAID's objective is to prioritize activities that could have greater impact, while rationalizing investment, and main interventions that could increase chances of youth securing employment as a result of the training. Additionally, the re-scoping allowed USAID/Djibouti to further align with the government of Djibouti's priorities.

Key Assumptions

The assumptions under which the WFD activity operates, are as follows:

1. **The Djiboutian government will continue to engage actively with the program to advance its goal.** Engagement of the government of Djibouti is pertinent to the WFD public support. Political disengagement can hinder the WFD's legitimacy and ability to meet its goals.
2. **The legal environment and the current government are in favor of further developing its workforce through private sector engagement.** A favorable legal environment is pertinent to WFD's activities to create productive linkages between TVET institutions and employment providers. Without this, the program's public-private partnership activities will be severely hampered.
3. **Despite the existing cultural barriers that limit women's political and economic role in Djibouti, young women themselves are highly interested to be trained in various sectors despite the traditional job categories that exist in the country.** In Djibouti, young women continue to face traditional and cultural norms that discourage them from following technical career paths, despite the high demand for these skills in the labor market.

The Theory of Change

By strengthening the linkages between private sector businesses and a range of technical and vocational education and training providers and employment services entities, the activity's goal is to increase the number of active members of the Djiboutian Workforce.

The WFD's Theory of Change is as follows: IF sustainable, productive linkages between labor supply and labor demand (primarily private sector) are established and maintained, and IF quality vocational workforce readiness programs are expanded enabling a higher-quality and more relevant demand-driven curriculum, and placement, retention, and advancement services are strengthened enabling more efficient job placement, THEN, the active membership of the Djibouti workforce will increase with youth who have competencies in workforce readiness skills, demand-driven technical competence, and entrepreneurship and gender empowerment.

Existing Information/Data Sources Relevant to the Evaluation

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

1. Project Appraisal Document (PAD);
1. WFD cooperative agreement Program Description
2. Annual Reports;
3. Quarterly Reports;
4. Original and revised LME Plans;
5. Baseline and other performance monitoring data;
6. Field Report (if applicable);
7. Labour Market Assessment (LMA);
8. Agreements concluded and signed between Public and Private entities (PPP);
9. Gender Analysis Report;
10. Revised Strategy Document;
11. Revised work plans;
12. Various Youth Employment Surveys conducted by the IP;
13. MENFOP's TVET Policy;
14. GoDj National Employment Policy.

V. EVALUATION QUESTIONS

The following are key questions the evaluation should address. These will be finalized in collaboration with USAID/Djibouti when the evaluation design is finalized:

1. **Activity Performance:** How effective has the WFD program been in achieving intended outcomes of developing Djibouti's human capital and contributing to the reduction of the high unemployment rate?
 1. What are key enabling and hindering factors that have affected the achievement of outcomes?
 2. Which WFD interventions appear to be most and least effective, and why?
 3. To what extent have WFD interventions resulted in increased participation by women in the labour market?
2. **Sustainability:** How well has the WFD built in sustainability principles in the implementation of its activities? Which elements of the intervention approaches and results achieved by WFD are most likely to be replicated and sustained beyond the close of the program? Why?
3. **Development Aimed Alignment:** How has WFD contributed to broader donor and GoDj efforts to develop a more coordinated youth workforce development system?
 1. How has the activity contributed to wider efforts to increase investments in skills development for Djiboutian youth?
 2. What elements of the activity are proving valuable for youths that have found employment?

VI. EVALUATION METHODOLOGY AND DESIGN

It is anticipated that a mix of methodological approaches including quantitative and qualitative methods will be needed to answer the evaluation questions outlined above and ensure multiple levels of triangulations. The emphasis will be on collecting reliable empirical data and/or objectively verifiable evidence, as opposed to anecdotal evidence.

Suggested data collection methods include:

(a) Desk Review: The evaluation team will conduct a desk review of the available documents including background documents, WFD work plans, performance monitoring plans, and reports, relevant GoDj policy documents, and third-party research reports.

(b) Key Informant Interviews (KII) and Focus Group Discussions (FGDs): The evaluation team will conduct in-depth interviews and group discussions with project staff, partner organizations, stakeholders from MENFOP, CCD, ANEFIP, USAID/Djibouti staff, other development partners, non-government organizations, and other community members on their views and perceptions on WFD and the kind of changes that have resulted from the program intervention.

(c) Observations: The evaluation team will integrate on-site observations of youth enterprises in KIIs and FGDs. Videos and photographs of observable facilities and structures will be taken and integrated in the final evaluation report.

(d) Process Analysis: The evaluation team will suggest a substantial timeline/process analysis method to review the key sector developments and associated management of activity interventions, reviewing within the context of the evaluation questions and data analysis the appropriateness and effectiveness of the project's strategic approach.

(e) Data Analysis: The evaluation team will suggest a robust quantitative and qualitative data analysis plan with emphasis on how FGD, KIIs, and the survey will be transcribed and analyzed to generate findings and draw conclusions. The analysis plan should include illustrative versions of the tables and graphs that will be produced. The plan should be comprehensive enough to provide analysis detail for each question.

(f) Gender Considerations: Evaluation design, methodology, data collection, analysis and report should adequately capture the situations and experiences of both males and females who participated in and/or benefitted from WFD's activities. The evaluation team should consider methods that can help identify both positive and negative unintended consequences for women. The evaluation team should also consider factors that might influence the likelihood that disproportionate numbers of males and females will participate in data collection for the evaluation. Evaluation data collection instruments and protocols should reflect an understanding of gender roles and constraints in a particularly cultural context as well reflect local contexts and norms concerning the conditions under which women (or men) feel empowered to speak freely.

Where possible, FGDs and KIIs would be designed to reflect the perspective of both the WFD's partners and beneficiaries.

(g) Evaluation Limitations:

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

(h) Summary Evaluation Design Matrix:

The evaluation design matrix should include a data analysis plan for each evaluation question for evaluators to complete.

Evaluation Questions	Data Source(s)	Data Collection Methodology	Data Analysis Methodology	Current WFD indicator that would help answer the evaluation question

VII. DELIVERABLES AND REPORTING REQUIREMENTS

USAID/Djibouti anticipates that the evaluation will take approximately **58 days** to complete. This includes approximately 6 weeks in-country followed by approximately 4 weeks in the evaluator organization's Headquarters/Home Office completing the draft and final reports. Offerors should provide a detailed timeline with their proposal.

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

The following deliverables are required:

- 1. Draft Evaluation Design Proposal:** Ten days following receipt of the evaluation SOW, the evaluation team will deliver an evaluation design proposal that describes the conceptual framework for the evaluation and the justification for selecting that approach. USAID/Djibouti must provide its approval of the draft evaluation design proposal before the evaluation team begins in-country data collection. The design proposal must also include the detailed estimated budget.
- 2. In-Briefing with USAID/Djibouti:** Within two days of arrival in Djibouti, the evaluation team will meet with USAID/Djibouti for introductions and to discuss the team's understanding of the assignment, initial assumptions, evaluation questions, methodology, and work plan. The in-brief meeting between USAID and the evaluation team will allow both parties to clarify evaluation expectations.

3. **Final Evaluation Design/Work Plan:** Within five days of commencing in-country work, the evaluation team will deliver a final evaluation design proposal that incorporates any changes or updates reflecting new information obtained on the ground, a solid understanding of the project's design and implementation approach based on discussions with USAID/Djibouti and other stakeholders who are familiar with the activity, a review of additional data sources, and possible light revisions to the evaluation questions and methodology, including the sampling strategy. The final evaluation design proposal will include all the elements listed in the draft evaluation design proposal, the final pre-tested data collection instruments, as well as the final work plan that details key evaluation tasks, timeline, and data collection instruments.
4. **Interim Meeting:** The contractor will organize one briefing session to provide USAID/Djibouti feedback on data collection progress and discuss potential challenges and emerging opportunities. If necessary, a virtual briefing can be arranged.
5. **Outbrief/Presentation of Preliminary Findings:** The team will make a presentation of key preliminary findings of the evaluation to USAID/Djibouti at the close of fieldwork and before the team departs Djibouti. The debriefing must include a discussion of findings and conclusions. The evaluation team leader will share the draft powerpoint slides for USAID review prior to the presentation.
6. **Draft Evaluation Report:** Within 7 days of the presentation of preliminary findings, the evaluation team will submit the draft evaluation report to USAID/Djibouti. The report should separately and comprehensively address each of the objectives and evaluation questions listed in the Scope of Work as well the findings, conclusions, and recommendations which should be clearly supported by the collected and analyzed data. Findings should be presented graphically where feasible and appropriate, using graphs, tables and charts.
The draft evaluation report must contain at least the following:
 1. An evaluation abstract (not to exceed half a page) that discusses the evaluation purpose, key questions, and key findings and recommendations.
 2. Executive Summary: This section should be up to five pages in length and describe the purpose, activity background, evaluation design and methodology including the evaluation questions, and key findings, conclusions, and recommendations. The executive summary should accurately represent the report as a whole.
 3. Background: This section will provide a brief description of the WFD activity that highlights its scope, design features including the Results Framework and development hypothesis, and activities undertaken.
 4. Evaluation Design and Methodology: This section will detail the overall evaluation design and methodology and related research protocols undertaken in conducting the

evaluation, including the relevant data collection and analysis methods, sampling approach, and related challenges or limitations encountered during the evaluation and mitigation approaches employed.

5. **Findings:** This section will present findings collected from the evaluation relevant to each evaluation question. The evaluation findings must be presented as analyzed facts, evidence, and data and not be based on hearsay. The findings must be specific, concise, and supported by the quantitative and/or qualitative evidence analyzed through scientifically plausible methodologies.
6. **Conclusions:** The evaluation report will present evaluation conclusions that are interpretations and judgments based on the findings described and must logically follow from the gathered data and findings and be explicitly justified. If necessary, the evaluation team will state its assumptions, judgments, and value premises in presenting a conclusion so that readers can better understand and assess them.
7. **Recommendations:** This section will concisely and clearly present recommendations that are drawn from specific findings and conclusions provided in the report. The recommendations must be stated in an action-oriented fashion and be practical, specific, and with defined target audience(s).
8. **Final Report:** Following receipt of all USAID comments on the draft evaluation report, the evaluation team will have 5 days to prepare and submit a final version that incorporates and responds to USAID/Djibouti feedback. A translated French version of the report should also be submitted to USAID/Djibouti along with the English version. The final evaluation report should contain the same sections as noted above for the draft evaluation report and should also include:
 1. **References:** This section should include a list of all documents reviewed, including background documentation.
 2. **Annexes:** All the annexes listed in the draft report description above will be included in the final evaluation report.

The evaluation report should be formatted in accordance with USAID's general branding guidelines and meet the requirements described in ADS 201, USAID Evaluation Report Requirements, the How to Note on Preparing an Evaluation Report (https://usaidlearninglab.org/sites/default/files/resource/files/how-to_note_preparing_evaluation_reports.pdf) and Criteria to Ensure the Quality of an Evaluation Report (ADS 201maa Criteria to Ensure the Quality of the Evaluation Report A Mandatory Reference for ADS Chapter 201 (usaid.gov)). All members of the evaluation team should be provided with USAID's mandatory statement of the evaluation standards they are expected to meet, shown in the text box below.

Finally, the evaluation team will upload a copy of the final evaluation report both the English and French version, to USAID's Development Experience Clearinghouse (DEC) within 90 days of COR approval to post it on the DEC.

3. **Final Presentation:** The final report is to be accompanied by a virtual PowerPoint presentation that aims to debrief selected stakeholders of the findings and conclusions from the evaluation. A draft of the final deck should be submitted to USAID/Djibouti prior to finalization and the virtual presentation.

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

VIII. EVALUATION TEAM COMPOSITION

The evaluation team will consist of the following 4 professionals: A Senior Workforce Development Specialist that will act as the evaluation Team Leader; A Capacity Building/Organizational Development Specialist; A Local Employment Specialist; and a Monitoring and Evaluation Specialist/Logistics Coordinator.

All team members must have relevant prior experience in Africa and familiarity with USAID's program objectives in general and workforce development program objectives and approaches, as well as prior evaluation experience. In addition, individual team members must have the technical qualifications identified for their respective positions.

The Team Leader will oversee all aspects of the evaluation and will liaise with other consultants and with USAID/Djibouti. S/he will oversee data collection and analysis, write sections of the report and meld contributions of the other consultants into a coherent set of responses, and present findings and recommendations to USAID/Djibouti. The attributes of the preferred candidates are described below.

1) Evaluation Team Leader/Workforce Development Specialist:

1. Must have a minimum of a Master's Degree in Economics, Statistics or an applicable social science field;
2. Sound, proven knowledge in USAID Evaluation Policy;
3. Must have at least 10 years' experience in designing and carrying out evaluations of Economic growth projects in Africa, preferably on topics such as Workforce and Labor Market;
4. Extensive experience in youth workforce development, youth entrepreneurship/vocational training, and income generation activities for youth;
5. Track record of successful oversight, as team leader, of evaluations of complex international technical assistance projects;
6. Proven experience leading the drafting/finalization of evaluation reports (report samples will be required)
7. Extensive experience in designing and carrying out evaluations of education in Africa and particularly those focusing on youth workforce development;
8. Extensive knowledge and skills in designing qualitative and survey research instruments and methodologies;

9. Excellent quantitative and qualitative data collection and analysis skills, including relevant data analysis software
10. Excellent analytical and report writing skills;
11. S/he should be fluent in English and French.

2) Capacity Building/Organizational Development Specialist:

1. Must have a Postgraduate Degree in Organizational Development, Economics, Social Sciences, Education, Public Administration or a related field, preferably focused on capacity building;
2. Will have evaluation experience and 5 years' experience in capacity building, training and organizational development programs in emerging countries;
3. Direct work experience as a specialist in training required;
4. Extensive experience in developing, implementing and evaluating training curricula;
5. Experience working with Governments Institutions & donor community, preferably in Africa;
6. Must have participated in performance and impact evaluation of donor funded development projects, preferably in Africa. A minimum experience of 5 years is needed;
7. Demonstrated ability to undertake content analysis and write a full or components of an evaluation report;
8. S/he should be fluent in English and French.

3) Local Consultant/Employment Specialist:

1. Must have a minimum of Postgraduate Degree in Economics, Social Sciences, Statistics or a related field;
2. Will have significant experience working in economic analysis, focused primarily on the Djibouti workforce metrics and labor market;
3. Must have at least 5 years' experience consulting for International Development agencies on Djibouti labor market trends and developing informative products based on quantitative and qualitative data gathering;
4. Extensive experience in the evaluation of donor-funded projects in Djibouti, preferably in the area of Workforce Development;
5. Sound knowledge of donor-funded workforce development projects and an understanding of USAID programs;
6. Should be fluent in French and English.

4) Local Monitoring and Evaluation/Research Coordinator :

The local M&E Specialist will support the evaluation team in all aspects of data collection and analysis. He/she will be primarily responsible for reviewing data collection tools and ensuring data collection follows standard M&E protocols. He/she will also play an important role in

sample design, instrument design, and data coding and statistical analysis. In addition, he/she will assist with all data collection logistics. He/she will have the following qualifications:

7. Minimum of Bachelor's degree in the field of Statistics, Sociology, Economics, and/or other relevant field;
8. Minimum of 7 years of experience in monitoring and evaluation;
9. Strong understanding of data collection and analysis methodologies applied to program evaluation; including surveys, key informant interviews, and focus-group discussions;
10. Substantial experience in designing participating in/or contributing to evaluations of international development programs;
11. Must have good knowledge of USAID programming policies and practices;
12. Proficiency in quantitative and/or qualitative analysis software such as SPSS, Stata, In-Vivo, etc.;
13. Strong experience managing logistics for research and evaluation activities.
14. Should be fluent in French and English.

Illustrative Level of Effort Table

Below is the illustrative Level of Effort (LOE) required to conduct the evaluation and produce the required deliverables. The evaluation team may propose adjustments to the LOE while making sure to stay within the budget available for this evaluation.

Task	Expat Team Leader	Expat Capacity Building/ Org. Dev. Expert	Local Employment Specialist	Local M&E Specialist
Information and Document Gathering and Review	3	3	3	3
Travel to Djibouti	2	2		
In-Brief with USAID/Djibouti	1	1	1	1
Final Evaluation Design/Work Plan (includes pre-testing and revision of data collection instruments)	5	5	5	5
Final Evaluation Design Presentation to USAID/Djibouti	1	1	1	1

Field Work (Data collection in Djibouti City and in the five regions)	20	20	20	20
Data analysis, preparation of preliminary findings	10	10	8	8
Final exit presentation to USAID with preliminary findings (PowerPoint presentation)	1	1	1	1
Expats Depart Country	2	2		
Draft Evaluation Report Preparation	7	7	5	5
Final Evaluation Report	5	5	2	2
Final Presentation to USAID/Djibouti and other relevant stakeholders	1	1		
Total	58	58	46	46

IX. LOGISTICS AND MANAGEMENT

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

ANNEX III: EVALUATION METHODS, LIMITATIONS AND SUMMARY STATISTICS

The final performance evaluation of the WFD Activity took place between July and October 2022. The evaluation team (ET) included a team leader and a capacity-building/organizational development expert (COD). Only the COD traveled to Djibouti to work in country, while the team leader worked remotely. Two local experts from Djibouti, a statistician and a researcher, also contributed to the team (see Annex VII for more details). DirDobiro Conseils Consulting & Services (DDCC&S), a local data-collection firm, hired data collectors and transcribers and organized the logistics of data collection in the regions. The ET officially launched the data collection following USAID/Djibouti's approval of the Inception/ Evaluation Design and Work Plan Report on July 19.⁸² Data collection lasted until August 18.⁸³

EVALUATION METHODOLOGY

The evaluation methodology is a convergent mixed-methods approach (quantitative and qualitative data collection take place simultaneously)⁸⁴ that provides for breadth and depth to yield answers to the evaluation questions. Our design is predicated on the concept of progressive focus (PF), which allows researchers to closely examine emerging themes and to explore outlier results during field research. The evaluation design matrix included in Annex 2 describes which information the ET collected from the different stakeholders to answer the evaluation questions.

The approach for the evaluation is based on 1) broad participation and collaboration, 2) evidence, 3) results, i.e., assessing the effectiveness of WFD activities, and 4) broad consultation with USAID/Djibouti WFD Activity and associated stakeholders.

The evaluation methodology combined a review and analysis of quantitative data and the application of qualitative techniques to collect data from USAID staff, IPs, the GoDj, and other key stakeholders. The team used a mixed-methods approach including:

- Document review;
- Key informant interviews (KIIs);
- Beneficiaries' focus group discussions (FGDs);
- Beneficiaries' interviews (BIs);
- Beneficiaries' surveys; and
- Site visits.

By using a mixed-methods approach to analyze variables corresponding with project outputs and outcomes, the team gleans objective insights into the performance of the WFD Activity and its interventions. The analysis of complementary quantitative and qualitative data leads to findings based on facts and evidence, as well as reliable and valid conclusions.

This evaluation involved the systematic integration of various kinds of data, drawn from the same Activity using different methods. By approaching the same question from more than one perspective, the evaluation manages to compare and contrast the results from these different methods, a process known as triangulation. In sum, the evaluation reviews process, output and outcome indicators, as well as assess

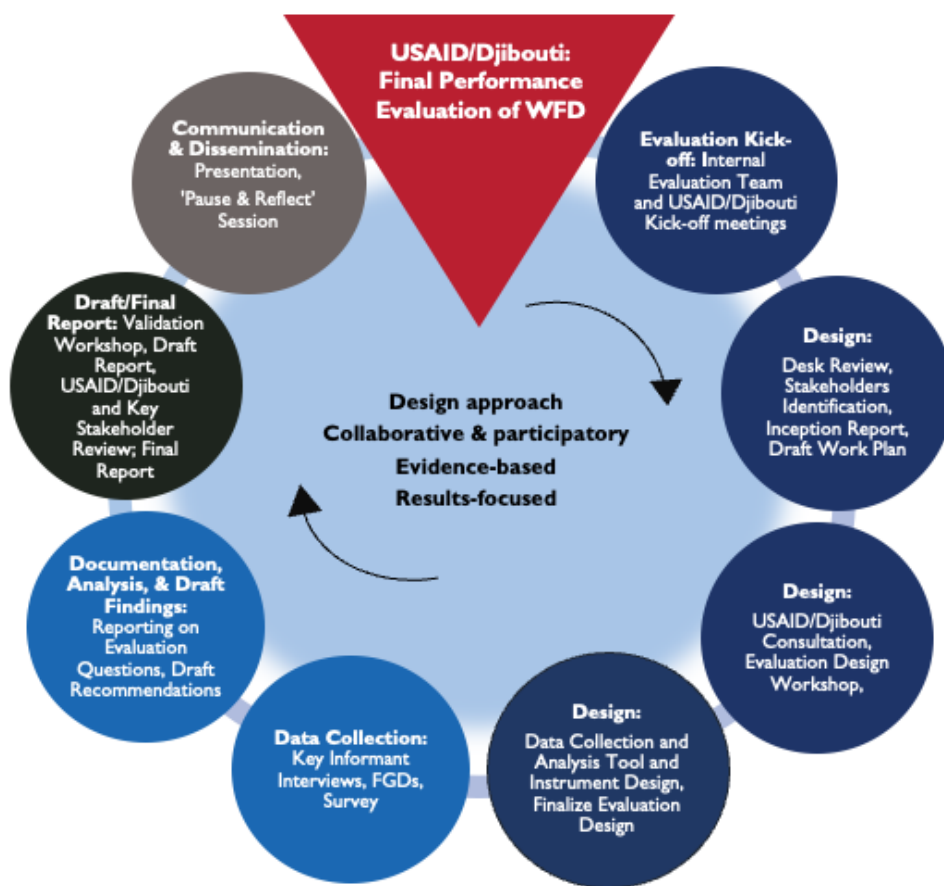
⁸² Two interviews took place with the EDC's current and former COP before July 19 to test the interview instrument.

⁸³ Only three KIIs took place after August 5.

⁸⁴ Creswell, J.W., & Creswell, J.D. (2018). Mixed methods procedures. In, Research design: Qualitative, quantitative, and mixed-methods approaches (5th ed., pp. 213-246). Los Angeles, CA: SAGE Publications, Inc.

capacity impacts at the GoDj level, to capture the value of USAID's investments in the WFD Activity and to provide specific learning and evidence for future design, planning, implementation and management decisions. The evaluation model follows USAID Evaluation Policy and performance evaluation best practices.

Annex Figure 1: Evaluation process



SAMPLING

The ET conducted interviews with the following main categories of Key Informants:

- USAID/Djibouti WFD Activity staff;
- WFD Activities Implementing Partners (IPs);
- Government of Djibouti (GoDj) representatives: MENFOP, MTRA, ANEFIP, CCD;
- Development partners (DPs), such as training and placement agencies;
- International donors involved in workforce development;
- Beneficiaries: youth participants, TVET teachers, employers.

When selecting key informants, the criteria for purposeful selection identified the individuals most involved in the WFD Activity, providing opportunities for the most knowledgeable stakeholders to contribute their valuable inputs.

The ET collected data from beneficiaries through FGDs and individual interviews (qualitative), as well as phone surveys (quantitative), each with specific sampling techniques.

Teachers: For the FGDs, the ET sampled teachers and trainers from a list provided by EDC. Participants were selected based on their location and the type of intervention in which they participated to ensure they could speak to different components of the WFD Activity, such as externship, WRN/BYOB training, gender training and technical training. For the phone survey, the ET consolidated a list of MENFOP-trained teachers, teachers who participated in an externship, as well as ANEFIP and CRC trainers. The phone survey was a census.

Youth: For the FGD, the ET initially sampled youth from a list provided by EDC. Participants were selected based on their location and the type of intervention in which they participated to ensure they could speak to different components of the WFD Activity, such as internship, WRN/BYOB training, BYOB training and mentorship, WRN/BYOB clubs and CRC training. For the phone survey, the ET initially used three lists: internship participants, CRC participants and BYOB participants. The phone survey for these three types of intervention participants was a census. During the second week of data collection, the ET received a list of participants in the WRN training; the ET sampled 370 of the 4,742 participants.

Employers: The ET had initially planned to organize three FGDs with employers, but since they proved reluctant to participate, 10 individual interviews were performed. For the phone survey, the ET had a list of employers, though it contained only limited and not always accurate information. A data collector attempted to reach the employers over the phone for four days, and only managed to survey 12 employers. Since the low response rate would have greatly compromised the data's validity, the ET, in agreement with USAID, decided to cancel the quantitative survey for employers, and to rely only on the qualitative data collected through individual interviews.

The ET collected data through KIs, FGDs and phone surveys in Djibouti-ville, as well as in four regions: Art, Ali-Sabieh, Tadjourah, Obock.

Based on the response rate, the confidence interval and power for the quantitative data is the following:

Annex Table 1: Surveys

PARTICIPANTS	Population	Sample size or respondents	Confidence interval and power ME: Margin of Error
Youth WRN	4,742	824	CI: 95% ME: 2.9%
Youth BYOB	475	326	CI: 95% ME: 1.7%
Youth Intern	510	359	CI: 95% ME: 1.6%
Youth CRC	503	256	CI: 95% ME: 3.1%
Trainers & Teachers	275	86	CI: 95% ME: 7.5%

ETHICAL CONSIDERATIONS AND CONFIDENTIALITY

The ET conducted fieldwork with two guiding principles in mind:

1. **Informed Consent:** The ET administers informed consent scripts and asks for respondents' verbal consent to ensure that they understand the purpose and voluntary nature of the KII.
2. **Confidentiality:** The confidentiality of key informants is a priority for ITS. The ET produces reports that aggregate data and omit identifiers. Although the ET may use quotes, none of the individuals interviewed are named in the report.

DATA COLLECTION METHODS

DOCUMENT REVIEW

The ET conducted a review of WFD Activity documents as well as other third-party resource materials to understand the Activity design and implementation, extract findings relevant to the EQs and inform data-collection tools development, so that instruments appropriately supplement or cross-check information in the background documents. The review of documents provided an understanding of Activity objectives and implementation characteristics, contexts and challenges. It also helped identify and describe achieved Activity results. A further consultation of documents throughout the analysis and writing process allowed for triangulation with primary data (see sources of information in Annex VI).

- WFD cooperative agreement with EDC
- WFD revised Activity description & strategic approach presentation
- WFD annual and quarterly reports
- WFD M&E Plan
- WFD Work Plans FY2020
- WFD gender assessment
- Labor market assessment
- WFD indicator tables
- WFD outcomes evaluation report
- WFD curriculum WRN & BYOB
- MOU with private partners
- SOW with subgrantees
- Government of Djibouti National TVET Policy
- Government of Djibouti National Employment Policy
- List of beneficiaries

QUALITATIVE METHODS

The qualitative data collection tools consist of unique questions that address the EQs⁸⁵. The unique question matrix indicating for each question which stakeholders are expected to provide responses can be found in Annex IV. The ET conducted KIIs with representatives of key stakeholder groups and FGDs with small groups of similarly placed individuals.

⁸⁵ A different set of unique questions is selected for each specific interview, and an interview guide is developed accordingly.

KEY INFORMANT INTERVIEWS

The ET conducted 35 KIIs with representatives of key stakeholder groups including USAID, grantees, sub-grantees, GoDj representatives (MENFOP, MTRA, ANEFIP, ONEQ, CCD), training partners (CRC, SOS Village, CASAS), and other donors involved in workforce development in Djibouti. While most KIIs took place face-to-face at the participants' workplace, some interviews occurred by phone or Zoom to accommodate stakeholders' availability.

FOCUS GROUP DISCUSSIONS AND BENEFICIARIES' INTERVIEWS

FGDs and BIs provided an opportunity for the ET to meet with a greater number of individuals from different, same or similar stakeholder groups than the KII format for data collection. As such, the ET conducted FGDs and BIs with beneficiaries' groups to gain an in-depth understanding of their experiences with Activity interventions. The ET conducted 21 FGDs and 10 BIs with 109 WFD beneficiaries, which included youth involved in training, coaching and/or placement, TVET instructors, trainers and career advisors and employers involved in WFD activities from key growth sectors (construction, transportation and logistics, tourism, finance). Note that the employers did meet as a group, so the ET had to perform individual interviews instead, though using the FGD guides.

For the FGDs with youth participants, the ET managed to conduct one FGD that allowed only female participants, which allowed them to safely express their opinions in a protected space. FGD participants met in a location proposed by the ET and agreed on by the participants.

Annex Table 2: KII and FGD participants group and sex

PARTICIPANT GROUPS	FGD/KII/BI	Male	Female	Total
Donor: USAID	1	1	1	2
Grantee: EDC	7	7	3	10
Sub-Grantees: Cardno, TIG	2	2	0	2
Other Donors: WFP, WBG, UNDP ⁸⁶	3	1	2	3
GoDj National: MENFOP, MTRA, CCD, ANEFIP	16	12	7	19
GoDj Regional	3	2	2	4
Other Development Partners	3	2	5	7
Youth Beneficiaries	17	40	43	83
Trainer Beneficiaries	4	10	4	14
Employers Beneficiaries	10	7	5	12
TOTAL	66	84	72	156

QUANTITATIVE METHODS

⁸⁶ WFP: World Food Program, UNDP: United Nations Development Program, WBG: World Bank Group

The ET designed survey questionnaires for each type of beneficiary (Youth, Trainers, and Employers). Each questionnaire included questions based on the specific interventions in which the respondent took part. The survey questionnaire can be found in Annex IV.

While the ET was able to collect quantitative data from youths and trainers, as mentioned in the sampling section, the employers had to be abandoned because of a very low response rate.

Annex Table 3: Survey participant types and sex

PARTICIPANTS	Population	Male	Female	Total	Response Rate
Youth WRN ⁸⁷	4,742	467	357	824	N/A
Youth BYOB	475	189	137	326	68%
Youth Intern	510	204	155	359	70%
Youth CRC	503	235	21	256	51%
Trainers & Teachers	275	73	13	86	31%

SITE VISITS

While site visits should have included TVET institutions (Lycée technique), these establishments are closed during the summer, making such visits were not possible. The only site visit that occurred was to ANEFIP, an organization where beneficiaries can find assistance finding employment.

DATA ANALYSIS METHODS

The ET employed several data analysis methods to identify key findings from the collected data, as well as to draw conclusions and make recommendations for Activity follow-up or future potential programming. The type of analyses will depend on the specific data assessed (e.g., content analysis for qualitative KIIs and GIs). Likely analysis methods will include some of the following:

1. **Content Analysis:** Content analysis entails the ET's intensive review and systematic coding of KII/GI and FGD transcripts to identify and highlight the existence of certain themes, and their frequencies, within the data. The ET can then summarize these standardized data to better understand the contributions of WFD Activity interventions to its objectives.
2. **Trend Analysis:** Trend analysis enables the ET to examine different WFD indicators over time to identify patterns of convergence (or divergence) in outputs and outcomes toward the stated objectives.
3. **Gap Analysis:** Gap analyses by the ET examine which aspects of the WFD Activity, if any, fell short of anticipated performance and the likely factors contributing to these gaps.

⁸⁷ WRN survey include individual who have received WRN only and some who have received WRN and another intervention such as BYOB or internship

4. **Comparative Analysis:** The ET undertakes comparisons of WFD Activity results within and across stakeholder groups and data-collection methods to assess either a convergence or a divergence in perspectives.
5. **Gender Analysis:** The ET analysis captures gender-based findings and conclusions whenever possible.
6. **Quantitative Analyses:** The ET analyzes quantitative data captured in the beneficiary surveys, employing such techniques as means summaries, tabulations and cross-tabulations. When relevant, the data is disaggregated by geographic area, sex or sector of activity.

DATA ANALYSIS PROCESS

The team recorded all KIs and FGDs, unless participants did not allow it, in which case they took notes. Most recordings were transcribed using Trint to facilitate the transcription. Transcripts were cleaned and shared electronically on a rolling basis throughout fieldwork. To facilitate the analysis, the answers provided for each unique question were uploaded on SurveyCTO, a data-collection software, and then rendered in an Excel spreadsheet.

Team members conducted internal debriefs at least twice per week during fieldwork to discuss progress and any possible adjustments needed in the evaluation schedule. They also communicated daily through WhatsApp. The ET further discussed evidence collected to help answer the EQs and identify any information gaps or discrepancies.

Using the consolidated notes, the ET identified emerging patterns and themes and used them to develop a coding scheme. The ET tallied occurrences for all KIs and FGDs using the coding scheme.

The ET analyzed quantitative data captured in the phone surveys using descriptive statistics, such as means summaries, tabulations and cross-tabulations. The data was disaggregated, when relevant, by region, beneficiary types and sex.

The ET then convened an online workshop over three days to compare data from the varied sources to identify points of convergence and divergence in the data and used this information to determine the strength of the findings and develop a FCR table. The latter constituted the foundation of this report.

BIASES

This section highlights possible bias in data collection and analysis, their implications for the evaluation and how the team mitigated them.

- I. **Response Bias:** Response bias is the risk that key informants may be motivated to provide responses considered socially desirable or influential in obtaining donor support. For example, a local official may provide positive remarks because s/he would like to receive similar support in the future, or because s/he wants to please the interviewer or other participants in a group. Response bias, which is connected to cultural and social norms, may also be affected by gender and social ranking. If the first person who speaks in a group discussion is the most senior, other

participants might take their cues from that person and only echo his/her responses. The ET mitigated this risk by:

- Minimizing, to the extent possible, the connection between the evaluation activity and any future opportunities for support in the evaluation consent script the team administered before each KII/FGD
 - Conducting GIs or FGDs with similarly ranked individuals, or similar types of organizations
2. **Selection Bias:** Selection bias is an inherent risk when implementers help facilitate contact with Activity recipients. There is a risk that WFD Activity personnel will refer the ET to the most active, responsive or engaged stakeholders. The ET mitigated this risk by:
- Identifying KII/FGD participants using lists provided by the WFD Activity, such as lists of training participants, rather than asking the implementer to choose participants; and
 - Arranging KIIs/FGDs directly, without assistance from the implementer.
3. **Gender Bias:** Gender bias constitutes a risk because most individuals have a subconscious sense of appropriate roles and behavior for women and men. The ET mitigated this risk by:
- Reviewing gender-sensitive approaches during the inception period by taking and discussing USAID's Gender 101 training, focusing discussion on what possible gender preconceptions might come into play during this evaluation and reviewing how to minimize these during data collection and analysis;
 - Organizing some women-only FGDs to ensure female participants felt comfortable expressing their views.

LIMITATIONS AND MITIGATION STRATEGIES

This section highlights possible limitations in data collection and analysis, their implications for the evaluation and how the team mitigated them.

1. **Timing of the evaluation.** The WFD Activity ended on July 31, 2022, leaving the team limited time to perform the evaluation, which was granted to IT Shows on June 27, 2022. Additionally, many key informants working for the government were not available for interviews, since institutions are usually closed in July in Djibouti. The ET mitigated this limitation by:
 - Using EDC and USAID connections to secure interviews;
 - Offering participants the option of remote interviews.
2. **Difficult access to key informants to organize FGDs.** The ET experienced some difficulties collecting data from government partners since most administration offices closed on July 14 for an entire month. The ET mitigated this limitation by
 - Asking to complete KIIs and FGDs with WFD Activity participants during the vacation period;
 - Performing two interviews during the second half of August with international donors
3. **Difficult access to beneficiaries.** The ET was not able to collect data from students who participated in the WRN within the school system because no contact lists existed and students couldn't be sampled in the schools, which were closed. The ET mitigated this limitation by:

- Asking teachers directly for student names and collecting information from FGDs
4. **Low response rate.** The ET had difficulties collecting data from youth and teacher/trainer beneficiaries using phone surveys with low response rates. The ET mitigated this limitation by:
 - Calling beneficiaries at different times of the day and different days of the week;
 - Sending text notification prior to calling.
 5. **Insufficient response rate & inaccurate contact information.** The ET was not able to collect data from employers using phone surveys because the extant list of employers was not always accurate and the response rate turned out to be extremely low. The ET mitigated this limitation by:
 - Conducting face-to-face interviews with some employers
 6. **Lack of monitoring data for beneficiaries.** The lack of a proper information system that keeps track of beneficiaries' current employment status led to possible inaccuracies in the measurement of unemployment reduction. The ET mitigated this limitation by:
 - Collection this information with a phone survey for WRN recipients

SUMMARY STATISTICS OF SAMPLE

Annex Table 4: Summary statistics of trainers and teachers participating in the survey

	Djibouti -Ville		Djibouti Region		Total	
	Frequency	Percent	Frequency	Percentage	Frequency	Percentage
Gender						
Male	51	92.7%	22	71.0%	73	84.9%
Female	4	7.3%	9	29.0%	13	15.1%
Age of trainer						
20-29	23	41.8%	18	58.1%	41	47.7%
30-39	25	45.5%	11	35.5%	36	41.9%
40+	7	12.7%	2	6.5%	9	10.5%
Nb years teaching in TVET						
1 to 3 years	2	12.5%	3	33.3%	5	20.0%
4 years	4	25.0%	3	33.3%	7	28.0%
5 years	3	18.8%	1	11.1%	4	16.0%
6 years +	7	43.8%	2	22.2%	9	36.0%
Level taught						
CAP	3	5.5%	3	9.7%	6	7.0%
Bac Pro	12	21.8%	9	29.0%	21	24.4%
Not TVET	40	72.7%	19	61.3%	59	68.6%
Training Institution						
NGO/CCD/ANEFIF	6	12.2%	1	3.3%	7	8.9%
EDC	33	67.3%	21	70.0%	54	68.4%
TVET-MENFOP	16	32.7%	9	30.0%	25	31.6%
Overall	55		31		86	

Annex Table 5: Summary statistics of youth participating in the survey

	Djibouti -Ville		Djibouti Region		Total	
	Frequency	Percent	Frequency	Percentage	Frequency	Percentage
Gender						
Male	592	66.8%	126	54.5%	718	64.3%
Female	294	33.2%	105	45.5%	399	35.7%
Age						
25-	285	32.2%	112	48.5%	397	35.5%
25-29	403	45.5%	88	38.1%	491	44.0%
30+	186	21.0%	31	13.4%	217	19.4%
Not known	12	1.4%			12	1.1%
Marital status						
Single	709	80.0%	188	81.4%	897	80.3%
Married	169	19.1%	40	17.3%	209	18.7%
Divorced	8	0.9%	2	0.9%	10	0.9%
Not known			1	0.4%	1	0.1%
Language						
Afar	157	17.7%	104	45.0%	261	23.4%
Somali	711	80.2%	126	54.5%	837	74.9%
Arabic	17	1.9%	0	0.0%	17	1.5%
Other	1	0.1%	1	0.4%	2	0.2%
Education level						
No education	96	10.8%	3	1.3%	99	8.9%
1 or 2 years of high school	77	8.7%	33	14.3%	110	9.8%
General high school	179	20.2%	71	30.7%	250	22.4%
Technical high school	168	19.0%	55	23.8%	223	20.0%
2- or 3-year degree	300	33.9%	67	29.0%	367	32.9%
Bachelor's degree and higher	66	7.4%	2	0.9%	68	6.1%
Employment situation						
Unemployed	592	66.8%	179	77.5%	771	69.0%
Employed or self-employed	271	30.6%	44	19.0%	315	28.2%
Student	23	2.6%	8	3.5%	31	2.8%
Overall	886		231		1117	

ANNEX IV: DATA COLLECTION AND ANALYSIS TOOLS

QUESTIONNAIRES JEUNES

Bonjour, je m'appelle _____, je suis chercheur.euse pour IT Shows une entreprise basée aux États-Unis. Notre équipe mène une étude sur le projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mis en œuvre par EDC, pour le compte de USAID-Djibouti. Nous souhaitons vous poser des questions afin de mieux comprendre les résultats du programme et de formuler des recommandations pour des projets futurs. Votre participation à cette étude ne comporte aucun risque significatif. Vous ne recevrez aucun avantage direct ou compensation pour votre participation à cette étude. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes.

Notre questionnaire prendra environ 15 minutes. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment.

Avez-vous de questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.]

Est-ce que vous nous donnez votre consentement pour cette enquête ?

CODE	QUESTION	REPONSES
Y100	Informations générales	
Y101	Enquêteur.ice	☐ Enquêteur.ice 1 ☐ Enquêteur.ice 2 ☐ Enquêteur.ice 3 ☐ Enquêteur.ice 4 ☐ Enquêteur.ice 5 ☐ Enquêteur.ice 6 ☐ Enquêteur.ice 7 ☐ Enquêteur.ice 8
Y102	Quel est le sexe du participant à l'enquête ?	☐ Homme ☐ Femme
Y103	Quel âge avez-vous ? <i>[Si la personne ne veut pas donner son âge indiquer 999]</i>	_____
Y104	Où résidez-vous actuellement ?	☐ Djibouti ☐ Arta ☐ Ali Sabieh ☐ Dikhil ☐ Obock ☐ Tadjourah ☐ Autre ☐ Ne sait pas / Pas de réponse

CODE	QUESTION	REPONSES
Y105	Quel est votre statut marital ?	☐ Célibataire ☐ Marié.e ☐ Divorcé.e ☐ Ne sait pas / Pas de réponse
Y106	Combien d'enfants avez-vous ?	_____
Y107	Quelle est votre langue maternelle ?	☐ Afar ☐ Amharique ☐ Arabe ☐ Français ☐ Somali ☐ Autre ☐ Ne sait pas / Pas de réponse
Y108	Depuis combien d'années avez-vous achevé votre scolarité ? <i>[Si encore scolarisé.e ou vient de finir, indiquez 0][Ne sait pas indiquer 999]</i>	_____
Y109	Quel est le titre de votre dernier diplôme ?	☐ Non-Diplômé.e ☐ BEPC/BEF ☐ CAP/CFP ☐ Bac Général ☐ Bac Pro ☐ DEUG/BTS/DUT ☐ Licence ☐ Master 1/2 ☐ Ne sais pas / Pas de réponse
Y110	Après la fin de votre scolarité, pendant combien d'années êtes-vous resté.e sans emploi ? <i>[Moins de 6 mois indiquer 0] [Ne sais pas / Pas de réponse indiquer 999]</i>	_____
Y111	Êtes-vous actuellement inscrit.e à l'ANEFIP ?	☐ Oui ☐ Non ☐ Ne sait pas / Pas de réponse
Y112	Pensez-vous que les services proposés par l'ANEFIP soient utiles pour trouver un emploi ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment

CODE	QUESTION	REPONSES
		○ Non, pas du tout ○ Ne sait pas / Pas de réponse
Y113	[Y113= Non] Pourquoi pensez-vous que les services proposés par l'ANEFIP ne sont pas utiles pour trouver un emploi ? <i>[Ne pas lire les réponses]</i>	☐ Les opportunités d'emploi publiées sont limitées en nombre ☐ Les employeurs n'utilisent pas l'ANEFIP ☐ La plateforme de recherche d'emploi ne fonctionne pas ☐ Les offres publiées ne correspondent pas à mon profil ☐ Les employeurs recrutent via d'autres réseaux, pas via les services de l'ANEFIP ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y114	Quelle est votre situation professionnelle actuelle ?	○ Salarié.e à contrat à durée indéterminée ○ Salarié.e à contrat à durée déterminée ○ Journalier ○ Auto-employeur/ j'ai créé mon entreprise ○ Stage ○ En recherche d'emploi ○ Étudiant.e ○ Autre ○ Ne sait pas / Pas de réponse
Y115	Travaillez-vous sur un emploi rémunéré ?	○ Oui ○ Non ○ Ne sait pas / Pas de réponse
Y116	[Y115 = Oui] Combien de temps travaillez-vous par semaine ?	○ 0 heure par semaine ○ Quelques heures par semaine ○ A mi-temps ○ A plein temps ○ Ne sait pas / Pas de réponse
Y117	Dans quel secteur souhaitez-vous travailler ? <i>[Lister les options]</i>	☐ Tourisme/Hôtellerie/Restauration ☐ Construction/Bâtiment/Travaux Publics ☐ Logistique/Transport ☐ Finance/Droit ☐ Fonction publique ☐ Commerce ☐ Technologie ☐ Agriculture/pêche ☐ Autre ☐ Ne sait pas / Pas de réponse
Y118	De quelles activités avez-vous bénéficié dans le Projet d'Employabilité de la Main d'Œuvre Djiboutienne (PED) ?	☐ Compétences de Base de l'Employabilité [WRN] ☐ Formation technique [CRC] ☐ Formation à l'entrepreneuriat [BYOB]

CODE	QUESTION	REPONSES
	<i>[Lister les options]</i>	☐ Coaching pour l'entrepreneuriat ☐ Placement en emploi ou stage ☐ Autre ☐ Ne sait pas / Pas de réponse
Y200	Compétences de Base de l'Employabilité	
	Je vais maintenant vous poser des questions sur la formation aux Compétences de Base de l'Employabilité dont vous avez bénéficié	
Y201	Par le biais de quel organisme avez-vous reçu une formation Compétences de Base de l'Employabilité ?	☐ Lycée technique ou Centre de formation professionnelle ☐ EDC ☐ ANEFIP ☐ SOS villages ☐ CRC : Centre de Ressources et Compétence des métiers portuaires ☐ CASAF : Centre d'Action Sociale pour l'Autonomisation des Femmes ☐ CNJD : Conseil National de la Jeunesse Djiboutienne ☐ CCD : Chambre de Commerce de Djibouti ☐ ONTD : Office National du Tourisme de Djibouti ☐ Autre ☐ Ne sait pas / Pas de réponse
Y202	Durant quelle année avez-vous bénéficié de cette formation ? <i>[Si formation reçue plusieurs fois, indiquer la plus récente]</i>	☐ 2017 ☐ 2018 ☐ 2019 ☐ 2020 ☐ 2021 ☐ 2022 ☐ Ne sait pas / Pas de réponse
Y203	Pensez-vous que la formation aux compétences de base de l'employabilité soit bien conçue, adaptée aux besoins des jeunes et aide à trouver un emploi ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y204	[Y205 = Non] Pourquoi la formation aux Compétences de Base de l'Employabilité n'est pas bien conçue, adaptée aux besoins des jeunes et aide à trouver un emploi ?	☐ J'ai déjà oublié son contenu ☐ Je savais déjà tout ☐ Elle est trop théorique ☐ Elle n'est pas adaptée à ma situation personnelle ☐ Il n'y a pas de suivi personnalisé ☐ Il n'y a pas de suivi après la formation ☐ Il n'y a pas un suivi spécifique pour trouver un emploi

CODE	QUESTION	REPONSES
		☐ Il n'y a pas de mise en relation avec les employeurs ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y205	Diriez-vous que la formation aux compétences de base vous a permis d'améliorer les compétences professionnelles suivantes : <i>[Lister les options]</i>	☐ Gestion de votre temps ☐ Communication interpersonnelle ☐ Attitude et comportement au travail ☐ Leadership et collaboration ☐ Sécurité et santé au travail ☐ Aucune de ces options
Y206	Aviez-vous déjà un emploi avant la formation aux Compétences de Base ?	☐ Oui ☐ Non
Y207	La formation aux Compétences de Base vous a-t-elle permis d'obtenir un nouvel emploi	☐ Oui ☐ Non ☐ Ne sait pas / Pas de réponse
Y208	[Y207 : Oui] Lequel de ces qualificatifs correspond à votre nouvel emploi : <i>[Lister les options]</i>	☐ Plus qualifié et mieux rémunéré que l'emploi que j'avais avant ma formation ☐ De même niveau de qualification et avec la même rémunération que l'emploi que j'avais avant ma formation ☐ Dans le même secteur que l'emploi que j'avais avant ma formation ☐ Dans un secteur différent que l'emploi que j'avais avant ma formation ☐ La formation ne m'a pas permis de trouver un emploi ☐ Aucune de ces options
Y209	Selon vous la formation Compétences de Base de l'Employabilité a-t-elle pris en compte les difficultés rencontrées par les jeunes femmes dans la recherche d'un emploi ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y209	Avez-vous subi dans le cadre de votre formation (de la part d'autres étudiants, du personnel de l'établissement, des formateurs ou des coaches) : <i>[Lister les options]</i>	☐ Contrainte / Pression ☐ Harcèlement ☐ Agression ☐ Autre forme de violence ☐ Aucune des choses mentionnées ci-dessus
Y300	Formation Technique	
	Je vais maintenant vous poser des questions sur la formation technique dont vous avez bénéficié	

CODE	QUESTION	REPONSES
Y301	Par le biais de quel organisme avez-vous reçu une formation technique ? <i>[La réponse devrait être CRC]</i>	☐ Lycée technique ou Centre de formation professionnelle ☐ EDC ☐ ANEFIP ☐ SOS villages ☐ CRC : Centre de Ressources et Compétence des métiers portuaires ☐ CASAF : Centre d'Action Sociale pour l'Autonomisation des Femmes ☐ CNJD : Conseil National de la Jeunesse Djiboutienne ☐ CCD : Chambre de Commerce de Djibouti ☐ ONTD : Office National du Tourisme de Djibouti ☐ Autre ☐ Ne sait pas / Pas de réponse
Y302	Quelle formation technique avez-vous reçue ?	☐ Permis E : Véhicule Articulé ☐ Permis C : Véhicule Porteur ☐ Permis D : Véhicule de transport ou d'autobus ☐ RTG/RMG : Portique de quai sur pneu ou rail ☐ Portique de quai ☐ RS : Reach staker ou chariot élévateur pour les conteneurs ☐ Permis B : Chariot élévateur (forklift) ☐ Déclarant en douanes ☐ Préparateur de commande ☐ Autre ☐ Ne sait pas / Pas de réponse
Y303	Durant quelle année avez-vous bénéficié de cette formation ? <i>[Si formation reçue plusieurs fois, indiquer la plus récente]</i>	☐ 2017 ☐ 2018 ☐ 2019 ☐ 2020 ☐ 2021 ☐ 2022 ☐ Ne sait pas / Pas de réponse
Y304	Avez-vous pu finir cette formation ?	☐ Oui ☐ Non ☐ Ne sait pas / Pas de réponse
Y305	[Y304 = Non] Pour quelle raison n'avez-vous pas pu finir cette formation ?	☐ Pour des raisons financières ☐ Pour des problèmes de transport, logement, etc. ☐ Pour des motifs personnels ☐ Parce que la formation n'était pas de qualité ☐ Parce que cela ne m'intéressait pas vraiment ☐ Parce que j'ai trouvé un emploi ☐ Autre, spécifier

CODE	QUESTION	REPONSES
		☐ Ne sait pas / Pas de réponse
Y306	Pensez-vous que ces formations techniques soit adaptée aux besoins des entreprises ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y307	Pensez-vous que ces formations techniques sont adaptées aux besoins des jeunes et les aident à trouver un emploi ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y308	[Y307 = Non] Pourquoi la formation technique n'est pas adaptée aux besoins des jeunes ?	☐ La formation est trop théorique et ne permet pas de se mettre en situation de travail ☐ Les enseignants ne sont pas assez compétents et n'ont pas une expérience concrète du métier ☐ La formation ne nous met pas en relation avec nos futurs employeurs ☐ La formation ne disposait pas d'équipements et de matériel suffisants ☐ La formation ne s'adaptait pas assez au niveau et aux besoins des étudiants ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y309	Aviez-vous déjà un emploi avant la formation technique ?	☐ Oui ☐ Non
Y310	[Y309 = Non] Cette formation technique vous-a-elle permis de trouver un emploi ?	☐ Oui ☐ Non ☐ Ne sait pas / Pas de réponse
Y311	[Y310 : Oui] Lequel de ces qualificatifs correspond à votre nouvel emploi : <i>[Liste les options]</i>	☐ Plus qualifié et mieux rémunéré que l'emploi que j'avais avant ma formation ☐ De même niveau de qualification et avec la même rémunération que l'emploi que j'avais avant ma formation ☐ Dans le même secteur que l'emploi que j'avais avant ma formation ☐ Dans un secteur différent que l'emploi que j'avais avant ma formation ☐ Aucune de ces options
Y312	[Y310 = Non]	☐ Parce que l'employeur a préféré recruter un homme

CODE	QUESTION	REPONSES
	Pourquoi la formation technique ne vous-a-t-elle pas permis de trouver un emploi ? <i>[Liste les options]</i>	☐ Parce qu'il n'y a pas de poste correspondant à ma formation ☐ Parce que les employeurs ne jugent pas la formation suffisante ☐ Parce qu'il y a trop de personnes ayant les mêmes compétences ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y313	Avez-vous subi dans le cadre de votre formation technique (de la part d'autres étudiants, du personnel de l'établissement, des formateurs ou des coaches) :	☐ Contrainte / Pression ☐ Harcèlement ☐ Agression ☐ Autre forme de violence ☐ Aucune des choses mentionnées ci-dessus
Y400	Formation à l'entrepreneuriat [BYOB] Je vais maintenant vous poser des questions sur la formation à la création d'entreprise dont vous avez bénéficié	
Y401	Par le biais de quel organisme avez-vous reçu une formation à l'entrepreneuriat ? <i>[La réponse devrait être CCD, SOS Village ou EDC]</i>	☐ Lycée technique ou Centre de formation professionnelle ☐ EDC ☐ ANEFIP ☐ SOS villages ☐ CRC : Centre de Ressources et Compétence des métiers portuaires ☐ CASAF : Centre d'Action Sociale pour l'Autonomisation des Femmes ☐ CNJD : Conseil National de la Jeunesse Djiboutienne ☐ CCD : Chambre de Commerce de Djibouti ☐ ONTD : Office National du Tourisme de Djibouti ☐ Autre ☐ Ne sait pas / Pas de réponse
Y402	Durant quelle année avez-vous bénéficié de cette formation ? <i>[Si formation reçue plusieurs fois, indiquer la plus récente]</i>	☐ 2017 ☐ 2018 ☐ 2019 ☐ 2020 ☐ 2021 ☐ 2022 ☐ Ne sait pas / Pas de réponse
Y403	Pensez-vous que la formation à l'entrepreneuriat est bien conçue et adaptée aux besoins d'un créateur.ice d'entreprise ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout

CODE	QUESTION	REPONSES
		☐ Ne sait pas / Pas de réponse
Y404	[Y403 = Non] Pourquoi la formation à l'entrepreneuriat n'est pas bien adaptée aux besoins d'un créateur.ice d'entreprise ?	☐ La formation est trop théorique ☐ Les enseignants ne sont pas assez compétents et n'ont pas une expérience concrète de l'entrepreneuriat ☐ La formation n'est pas adaptée aux besoins des créateurs d'entreprise ☐ La formation n'apporte pas de solution aux besoins financiers ☐ La formation ne permet pas trouver des clients ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y405	Pensez-vous que la formation à l'entrepreneuriat était adaptée aux besoins spécifiques des femmes entrepreneuses ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y406	La formation vous a-t-elle permis d'améliorer votre confiance en vous et dans votre capacité à surmonter les obstacles ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y407	Avez-vous créé votre entreprise/ auto-entreprise ?	☐ Oui ☐ Non ☐ Je suis en cours ☐ J'ai créé mon entreprise mais l'entreprise n'existe plus ☐ Ne sait pas / Pas de réponse
Y408	[Y407 : Oui] Depuis combien de mois votre entreprise existe-t-elle ?	_____
Y409	[Y407 : Oui] Combien d'employés votre entreprise a-elle ? [Ne sais pas indiquer 999]	_____
Y410	[Y407 : Oui] Votre entreprise vous permet-elle de subvenir à vos besoins et à ceux de votre famille ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout

CODE	QUESTION	REPONSES
		○ Ne sait pas / Pas de réponse
Y411	[Y407 : J'ai créé mon entreprise mais l'entreprise n'existe plus Pourquoi votre entreprise n'existe plus ?	☐ Je n'ai pas trouvé suffisamment de clients ☐ Je n'ai pas trouvé suffisamment d'aides financières ☐ Mes employés ont démissionné ☐ Mon partenaire s'est retiré ☐ Covid ☐ J'ai eu des problèmes personnels ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y412	[Y407 : Non] Pour quelles raisons n'avez-vous pas créé votre entreprise ?	☐ J'ai changé de projet ☐ J'ai trouvé un emploi ☐ Je n'ai pas trouvé de financement ☐ J'ai eu des problèmes personnels ☐ Mon partenaire a changé d'avis ☐ J'ai eu peur de prendre le risque ☐ Covid ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y413	Avez-vous subi dans le cadre de votre formation à l'entrepreneuriat (de la part d'autres étudiants, du personnel de l'établissement, des formateurs ou des coaches) :	☐ Contrainte / Pression ☐ Harcèlement ☐ Agression ☐ Autre forme de violence ☐ Aucune des choses mentionnées ci-dessus ☐ Ne sait pas / Pas de réponse
Y500	Coaching pour l'entrepreneuriat [BYOB]	
	Je vais maintenant vous poser des questions sur le coaching et le mentoring pour la création d'entreprise dont vous avez bénéficié	
Y501	Par le biais de quel organisme avez-vous reçu du coaching à l'entrepreneuriat ? [La réponse devrait être CCD ou EDC]	☐ Lycée technique ou Centre de formation professionnelle ☐ EDC ☐ ANEFIP ☐ SOS villages ☐ CRC : Centre de Ressources et Compétence des métiers portuaires ☐ CASAF : Centre d'Action Sociale pour l'Autonomisation des Femmes ☐ CNJD : Conseil National de la Jeunesse Djiboutienne ☐ CCD : Chambre de Commerce de Djibouti ☐ ONTD : Office National du Tourisme de Djibouti ☐ Autre ☐ Ne sait pas / Pas de réponse

CODE	QUESTION	REPONSES
Y502	Durant quelle année avez-vous bénéficié de ce coaching à la création d'entreprise ?	☐ 2017 ☐ 2018 ☐ 2019 ☐ 2020 ☐ 2021 ☐ 2022 ☐ Ne sait pas / Pas de réponse
Y503	Pensez-vous que ce coaching soit bien conçu, utile et adapté aux besoins d'un.e créateur.ice d'entreprise ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y504	[Y503 = Non] Pourquoi ce coaching n'est pas bien adapté ?	☐ La fréquence n'est pas suffisante ☐ Les coachs ne sont pas qualifiés ☐ Le coaching est superficiel ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y505	Le coaching vous a-t-il permis d'améliorer votre confiance en vous et dans votre capacité à surmonter les obstacles ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y506	Pensez-vous que ce coaching à l'entrepreneuriat était adapté aux besoins spécifiques des femmes entrepreneuses ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y507	Avez-vous subi dans le cadre de votre coaching à l'entrepreneuriat (de la part d'autres étudiants, du personnel de l'établissement, des formateurs ou des coach) :	☐ Contrainte / Pression ☐ Harcèlement ☐ Agression ☐ Autre forme de violence ☐ Aucune des choses mentionnées ci-dessus
Y600	Placement	
	Je vais maintenant vous poser des questions sur le placement pour un stage en entreprise dont vous avez bénéficié	
Y601	Par le biais de quel organisme avez-vous bénéficié d'un placement ? [La réponse devrait être ANEFIP]	☐ Lycée technique ou Centre de formation professionnelle ☐ EDC ☐ ANEFIP ☐ SOS villages

CODE	QUESTION	REPONSES
		○ CRC : Centre de Ressources et Compétence des métiers portuaires ○ CASAF : Centre d'Action Sociale pour l'Autonomisation des Femmes ○ CNJD : Conseil National de la Jeunesse Djiboutienne ○ CCD : Chambre de Commerce de Djibouti ○ ONTD : Office National du Tourisme de Djibouti ○ Je l'ai trouvé moi même ○ Autre ○ Ne sait pas / Pas de réponse
Y602	Durant quelle année avez-vous bénéficié de ce placement en entreprise ?	○ 2017 ○ 2018 ○ 2019 ○ 2020 ○ 2021 ○ 2022 ○ Ne sait pas / Pas de réponse
Y603	De quel type de contrat avez-vous bénéficié ?	○ Contrat de stage ○ Contrat à durée déterminée (CDD) ○ Contrat à durée indéterminée (CDI) ○ Autre ○ Ne sait pas / Pas de réponse
Y603B	Avez-vous travaillé à plein temps ?	○ Oui ○ Non ○ Ne sait pas / Pas de réponse
Y603C	Avez-vous été payé 50,000 Frans par mois ?	○ Oui ○ Non ○ Ne sait pas / Pas de réponse
Y603D	Avez-vous pu terminer votre stage	○ Oui ○ Non ○ Ne sait pas / Pas de réponse
Y604	Dans quel secteur d'activité avez-vous effectué votre stage ?	○ Tourisme/Hôtellerie/Restauration ○ Construction/Bâtiment/Travaux publics ○ Logistique/Transport ○ Finance/Droit ○ Fonction publique ○ Commerce ○ Technologie ○ Agriculture/pêche ○ Autre ○ Ne sait pas / Pas de réponse

CODE	QUESTION	REPONSES
Y604B	Le stage vous a-t-il donné envie de travailler dans le même secteur/ la même entreprise ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y605	Pensez-vous que les stages en entreprise soient utiles ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y606	[Y605=Oui] Pourquoi, pensez-vous que les stages en entreprise sont utiles ?	☐ Ils permettent d'acquérir de nouvelles compétences techniques ☐ Ils permettent d'apprendre à mieux communiquer ☐ Ils permettent de comprendre le monde du travail ☐ Ils permettent de trouver un emploi ☐ Ils permettent de se créer un réseau ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y607	[Y605=Non] Pourquoi, pensez-vous que les stages en entreprise sont inutiles ?	☐ Ils sont trop courts ☐ Ils ne permettent pas de travailler sur des missions intéressantes ☐ Ils ne sont pas rémunérés ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y608	Pensez-vous que les femmes ont bénéficié des mêmes opportunités de placement que les hommes ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y609	Le programme était-il adapté aux besoins et aux difficultés particulières que les femmes peuvent rencontrer lorsqu'elles cherchent un travail ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
Y610	Avez-vous trouvé votre poste actuel grâce au placement dont vous avez bénéficié ?	☐ Oui ☐ Non ☐ Ne sait pas / Pas de réponse
Y611	[Y610 = Non] Pour quelle raison avez-vous quitté votre stage ?	☐ L'employeur a mis fin au contrat ☐ Le contrat a pris fin et n'a pas été renouvelé ☐ Vous avez démissionné ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse

CODE	QUESTION	REPONSES
Y612	[Y611 = Démission] Pour quelle raison avez-vous démissionné ?	☐ Le salaire était trop bas ☐ Ma situation personnelle a changé, expliquez : ☐ Le poste ne correspondait pas à mon niveau de formation ☐ J'ai trouvé un emploi mieux payé ☐ J'ai subi des formes de contrainte, pression, harcèlement, agression, violence dans mon cadre professionnel ☐ J'ai trouvé un emploi plus intéressant ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
Y613	Avez-vous subi dans le cadre de votre stage (de la part d'autres stagiaire, du personnel de l'établissement, des formateurs ou des coach) :	☐ Contrainte / Pression ☐ Harcèlement ☐ Agression ☐ Autre forme de violence ☐ Aucune des choses mentionnées ci-dessus
Commentaires		
C01	Avez-vous des commentaires à ajouter par rapport au projet PED et d'autres informations importantes à nous communiquer ?	
C02	Commentaire de l'enquêteur.ice	

QUESTIONNAIRE FORMATEUR.ICES / ENSEIGNANT.ES

Bonjour, je m'appelle _____, je suis chercheur.euse pour IT Shows une entreprise basée aux États-Unis. Notre équipe mène une étude sur le projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mis en œuvre par EDC, pour le compte de USAID-Djibouti. Nous souhaitons vous poser des questions afin de mieux comprendre les résultats du programme et de formuler des recommandations pour des projets futurs. Votre participation à cette étude ne comporte aucun risque significatif. Vous ne recevrez aucun avantage direct ou compensation pour votre participation à cette étude. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes.

Notre questionnaire prendra environ 15 minutes. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment.

Avez-vous des questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.]
Est-ce que vous nous donnez votre consentement pour cette enquête ?

T100 Information générales		
T101	Enquêteur.ice	☐ Enquêteur.ice 1 ☐ Enquêteur.ice 2 ☐ Enquêteur.ice 3 ☐ Enquêteur.ice 4 ☐ Enquêteur.ice 5 ☐ Enquêteur.ice 6 ☐ Enquêteur.ice 7 ☐ Enquêteur.ice 8
T102	Quel est le sexe du participant.e à l'enquête ?	☐ Homme ☐ Femme
T103	Quel âge avez-vous ?	_____
T104	Où enseignez-vous actuellement ? <i>[Si changement de région indiquer le lieu de l'année scolaire 2021-22]</i>	☐ Djibouti ☐ Arta ☐ Ali Sabieh ☐ Dikhil ☐ Obock ☐ Tadjourah
T105	Quelles sont la ou les formations du PED auxquelles vous avez participé ? ?	☐ Formateur.ice dans une association ☐ Formateur.ice du CCD ☐ Formateur.ice de l'ANEFIP ☐ Formateur.ice d'EDC ☐ Enseignant en lycée technique ou CFT ☐ Autre ☐ Ne sait pas / Pas de réponse

T106	[T105 = Lycée technique]	☐ CAP ☐ Bac Pro ☐ Autre
	Quels niveaux enseignez-vous ?	
T07	[T105 = Lycée technique]	_____
	Depuis combien d'années êtes-vous enseignant.e dans un lycée technique / un centre de formation ?	
	[Ne sait pas indiquer 999]	
T108	[T105 = Lycée technique]	☐ Oui ☐ Non ☐ Ne sait pas / Pas de réponse
	Le programme de votre section a-t-il été révisé dans le cadre du projet PED ?	
T109	A quelles activités/formations avez-vous participé dans le cadre du projet PED ? [Lister les options]	☐ Formation sur le genre ☐ Formation technique ☐ Formation sur l'employabilité ☐ Formation sur l'entrepreneuriat ☐ Stage de formation en entreprise ☐ Révision des curriculums ☐ Ne sait pas / Pas de réponse
T110	Selon vous, les formateurs hommes et les formatrices femmes ont-ils pu profiter de la même manière des opportunités de formation offertes par le programme ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T111	Avez-vous rencontré des difficultés particulières pour accéder à ces formations ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T200	Formation	
	Je vais maintenant vous poser les formations genre, employabilité et entrepreneuriat auxquelles vous avez participées	
T201	[T109 : Formation sur le genre]	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
	La formation sur le genre vous a-t-elle permis d'accueillir plus de jeunes femmes dans votre formation ?	

T202	[T109 : Formation sur le genre] La formation sur le genre a-t-elle permis d'avoir plus de femmes formatrices sur les formations techniques de votre établissement ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T203	[T109 : Formation sur le genre] La formation sur le genre a-t-elle permis de créer un environnement plus accueillant pour les femmes étudiantes et formatrices dans votre établissement ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T204	[T109 : Formation sur le genre] Suite à la formation au genre avez-vous modifié votre mode d'enseignement ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T205	[T109 : Formation sur l'employabilité] Pensez-vous que la formation sur l'employabilité soit utile pour améliorer les capacités des jeunes à trouver et à garder un emploi ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T206	[T109 : Formation sur l'employabilité] & [T206 = Oui] Pourquoi pensez-vous que la formation sur l'employabilité est utile ?	☐ Elle permet aux jeunes de mieux communiquer ☐ Elle permet aux jeunes de comprendre ce qu'est un comportement professionnel ☐ Elle permet aux jeunes de se préparer à la recherche d'emploi ☐ Elle permet aux jeunes de comprendre l'importance de la collaboration et du travail en équipe ☐ Elle permet aux jeunes de comprendre les enjeux de la sécurité au travail ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T207	[T109 : Formation sur l'employabilité] & [T206 = Non] Pourquoi pensez-vous que cette formation est inutile ?	☐ La formation est trop théorique ☐ La formation n'est pas adaptée aux besoins des étudiants ☐ La formation n'offre pas de suivi personnalisé ☐ La formation n'offre pas de suivi après la formation ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T208	[T109 : Formation sur l'entrepreneuriat]	☐ Oui, vraiment ☐ Oui, plus ou moins

	Pensez-vous que la formation sur l'entrepreneuriat soit utile pour améliorer les capacités des jeunes à créer leur entreprise ?	☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T209	[T109 : Formation sur l'entrepreneuriat] [T209 = Oui] Pourquoi pensez-vous que la formation à l'entrepreneuriat est utile ?	☐ Elle permet aux jeunes de savoir s'il a les qualités d'un.e entrepreneur.se ☐ Elle permet aux jeunes d'évaluer la viabilité de son projet ☐ Elle permet aux jeunes d'apprendre à évaluer le potentiel d'un marché ☐ Elle permet aux jeunes de comprendre les enjeux financiers et d'identifier les coûts ☐ Elle permet aux jeunes d'élaborer son propre plan d'affaire ☐ Elle donne aux jeunes des outils pour créer leur entreprise ☐ Elle permet aux jeunes de savoir à quoi s'attendre ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T210	[T109 : Formation sur l'entrepreneuriat] [T209 = Non] Pourquoi pensez-vous que la formation à l'entrepreneuriat est inutile ?	☐ La formation est trop théorique ☐ La formation n'est pas adaptée aux besoins des créateurs d'entreprise ☐ La formation n'apporte pas de solution aux besoins financiers ☐ La formation ne permet pas trouver des clients ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T300	Stage en entreprise / Formation technique Je vais maintenant vous poser des questions sur le stage que vous avez effectué en entreprise et/ou la formation technique que vous avez reçue	
T301	[T109 : Stage en entreprise] Pensez-vous que les stages en entreprise soient utiles pour les enseignants ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T302	[T109 : Stage en entreprise] & [T301=Oui] Pourquoi, pensez-vous que les stages en entreprise sont utiles ?	☐ Ils permettent d'acquérir de nouvelles compétences techniques ☐ Ils permettent d'apprendre à se servir de nouveaux outils ☐ Ils permettent de mieux comprendre les besoins des entreprises ☐ Ils permettent de se créer un réseau en entreprise pour pouvoir aider les étudiants

		☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T303	[T109 : Stage en entreprise] & [T301=Non] Pourquoi, pensez-vous que les stages en entreprise sont inutiles ?	☐ Ils sont trop courts ☐ Ils ne permettent pas de travailler sur des missions intéressantes ☐ Les compétences ne sont pas intégrées dans les curriculums actuels ☐ Les maîtres de stage ne prennent pas le temps de nous former correctement ☐ Ils ne sont pas rémunérés ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T304	[T109 : Stage en entreprise] Est-ce que vous avez pu faire bénéficier vos élèves des compétences reçues lors de votre stage en entreprise technique ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T305	[T109 : Stage en entreprise] & [T304=Oui] Comment avez-vous pu faire bénéficier vos élèves des connaissances acquises lors de votre stage en entreprise ?	☐ J'ai pu intégrer les nouvelles compétences techniques dans mes cours ☐ Je peux maintenant utiliser avec mes élèves les équipements/outils disponibles dans notre établissement ☐ Je peux maintenant partager avec mes élèves des exemples réels de situation en entreprise ☐ Je peux maintenant faire appel à mon réseau en entreprise pour aider mes élèves à trouver un emploi ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T306	[T109 : Stage en entreprise] & [T304=Non] Pourquoi n'avez-vous pas pu faire bénéficier vos élèves des connaissances acquises lors de votre stage en entreprise ?	☐ J'ai changé de poste ☐ J'ai quitté l'enseignement ☐ Je n'ai accès pas aux outils requis ☐ Mes élèves ont un niveau trop faible ☐ Le contenu du stage ne fait pas partie du curriculum que j'enseigne ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T307	[T109 : Stage en entreprise] Votre stage en entreprise vous offre-t-il de nouvelles opportunités de carrière ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse

T308	[T109 : Formation technique]	☐ Membre du MENFOP (Inspecteur) ☐ Professionnel du secteur ☐ Autre ☐ Ne sait pas / Pas de réponse
	Par quel biais avez-vous reçu une formation technique (la dernière) ?	
T309	[T109 : Formation technique] & [T308=Professionnel]	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
	Pensez-vous que les formations données par les professionnels du secteur sont de meilleure qualité ?	
T310	[T109 : Formation technique]	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
	Pensez-vous que les formations techniques soient utiles pour les enseignants ?	
T311	[T109 : Formation technique] & [T308=Oui]	☐ Elles permettent d'acquérir de nouvelles compétences techniques ☐ Elles permettent d'apprendre à se servir de nouveaux outils ☐ Elles permettent de mieux comprendre les besoins des entreprises ☐ Elles permettent de se tenir au courant de l'évolution des métiers ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
	Pourquoi, pensez-vous que les formations techniques sont utiles ?	
T312	[T109 : Formation technique] & [T308=Non]	☐ Elles sont trop courtes ☐ Elles sont trop théoriques ☐ Elles n'intègrent pas assez de pratique ☐ Les compétences ne sont pas intégrées dans les curriculums actuels ☐ Les formateurs ne prennent pas le temps de nous former correctement ☐ Elles ne permettent pas d'établir des liens avec les employeurs ☐ Elles ne sont pas rémunérées ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
	Pourquoi pensez-vous que les formations techniques ne sont pas utiles ?	
T313	[T109 : Formation technique]	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
	Est-ce que vous avez pu faire bénéficier vos élèves des compétences reçues lors de votre formation technique ?	

T314	[T311=Oui]	Comment avez-vous pu faire bénéficier vos élèves des connaissances acquises lors de votre formation technique ?	☐ J'ai pu intégrer les nouvelles compétences techniques dans mes cours ☐ Je peux maintenant utiliser avec mes élèves les équipements/outils disponibles dans notre établissement ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T315	[T311=Non]	Pourquoi n'avez-vous pas pu faire bénéficier vos élèves des connaissances acquises lors de votre formation technique ?	☐ J'ai changé de poste ☐ J'ai quitté l'enseignement ☐ Je n'ai accès pas aux outils requis ☐ Mes élèves ont un niveau trop faible ☐ Le contenu de la formation ne fait partie du curriculum que j'enseigne ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T316	Votre formation technique vous offre-t-elle de nouvelles opportunités de carrière ?		☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T400 Révision des Curriculums			Je vais maintenant vous poser des questions sur la révision des curriculums
T401	[T108= Lycée technique]	Par la révision de quelles matières avez-vous été concerné.e dans le cadre du projet PED ?	☐ CAP Bois/Menuiserie Aluminium ☐ CAP en Plomberie ☐ Bac Pro installation et maintenance électrique ☐ Bac Pro en Production Industrielle ☐ Bac Pro en Arts Culinaires ☐ BTS en Arts Culinaires ☐ Autre ☐ Ne sait pas / Pas de réponse
		<i>[Lister les options]</i>	
T402	[T108= Lycée technique]	Pensez-vous que le nouveau processus de révision des curriculums permette de mieux répondre aux besoins des entreprises ?	☐ Oui, vraiment ☐ Oui, plus ou moins ☐ Non, pas vraiment ☐ Non, pas du tout ☐ Ne sait pas / Pas de réponse
T403	[T402 = Oui]	Pourquoi, pensez-vous que le nouveau processus de révision des curriculums permet répondre aux besoins des entreprises ?	☐ Les entreprises sont impliquées dans la révision des curriculums ☐ Les curriculums ne sont pas revus régulièrement ☐ Les enseignant.es sont bien formés aux nouveaux curriculums ☐ Autre, spécifier

		☐ Ne sait pas / Pas de réponse
T404	[T402 = Non] Pourquoi, pensez-vous que le processus de révision des curriculums ne permet pas répondre aux besoins des entreprises ?	☐ Les entreprises ne sont pas assez impliquées dans la révision des curriculums ☐ Les curriculums ne sont pas revus assez souvent ☐ Les enseignant.es ne sont pas assez formés aux nouveaux curriculums ☐ Autre, spécifier ☐ Ne sait pas / Pas de réponse
T405	Quels outils pédagogiques (Documents) produits lors la révision des curriculums utilisez-vous ?	☐ Guide pédagogique pour les enseignant.es ☐ Référentiel des Activités et des Compétences ☐ Autre ☐ Aucun
Commentaires		
C01	Avez-vous des commentaires à ajouter par rapport au projet PED et d'autres informations importantes à nous communiquer ?	
C02	Commentaire de l'enquêteur.ice	

KII GUIDES

A question guide was developed for all stakeholders based on their role and the interventions in which they participated. Table 6 includes all possible questions, referred to as unique questions, as well as the evaluation question (EQ) it addresses.

Annex Table 6: Unique questions

UQ	EQ	Unique question
U01	Introduction	Bonjour, nous sommes l'équipe d'évaluation finale du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mené à bien par EDC, pour le compte de USAID-Djibouti. Notre finalité est de collecter des informations afin de mieux comprendre les résultats du programme et de formuler des recommandations pour des projets futurs. Nous aimerions avoir votre aide dans ce domaine. Si une question particulière vous met mal à l'aise, vous n'êtes pas obligé d'y répondre. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes. Votre nom ne figurera pas dans ce rapport. Il ne sera pas possible de vous identifier, cependant compte-tenu de votre fonction, il est possible que l'on puisse vous associer à certains résultats. Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions, nous allons aussi enregistrer la discussion. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment. Avez-vous de questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.] Est-ce que vous nous donnez votre consentement pour cet entretien et son enregistrement ?
U02	Introduction	Quel est le rôle de votre institution ? Et quelle est votre fonction au sein de celle-ci ?
U03	Introduction	A quelles activités du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) avez-vous participé ?
U04	EQ I-a- Effectiveness- Workforce readiness program	Avez-vous connaissance des formations techniques ou de stage pratiques en entreprise mis en place par le projet PED pour l'amélioration des compétences des enseignants des lycées techniques ? Si oui, selon vous dans quelle mesure ces formations ou ses stages en entreprise permettent-elles de combler les lacunes des enseignants ? Suite à ces stages et formations, les pratiques dans la classe ont-elles évolué ? Dans quelle mesure cela a-t-il permis de faciliter l'insertion professionnelle des étudiants ?

UQ	EQ	Unique question
		Si oui, de quelle manière ? Si non, pourquoi ?
U05	EQ I-a- Effectiveness- Workforce readiness program	Connaissez-vous les modules de formation 'Compétences de Base de l'Employabilité et de l'Entrepreneuriat' [WRN: Work Ready Now] ? Si oui, selon vous, ce module de formation aux compétences transversales, est-il bénéfique pour l'amélioration de l'employabilité des jeunes ? Pourquoi ? Quel a été l'avantage majeur de cette formation pour les jeunes ? Quelle est la limite majeure de cette formation pour l'insertion des jeunes ? A votre connaissance, suite aux formations, les jeunes sont-ils restés connectés au sein de groupe WhatsApp ? Pensez-vous que cela soit utile ?
U06	EQ I-a- Effectiveness- Workforce readiness program	Êtes-vous familier avec les clubs d'amélioration des compétences de base d'employabilité mis en place dans les lycées de l'enseignement général ? Si oui, selon vous ces clubs sont-ils utiles et ont-ils un impact sur les élèves ? Pourquoi ? Pensez-vous que les enseignants sont prêts à soutenir ses clubs dans le futur ? Ces clubs sont-ils amenés à perdurer ?
U07	EQ I-a- Effectiveness- Workforce readiness program	Avez-vous pris part à la révision des curriculums de CAP, CFP et bac pro ou avez-vous été concerné par la révision des curriculum techniques ? Que pensez-vous de ses révisions de curriculums ? Selon vous ces révisions vont-elles permettre de mieux répondre aux besoins des employeurs dans les domaines du transport et de la logistique, du Bâtiment Travaux Publics, et du tourisme ? Comment les enseignants ont-ils été accompagnés pour l'utilisation des nouveaux supports ?
U08	EQ I-a- Effectiveness- Workforce readiness program	Pensez-vous que les révisions des curriculums de EFTP vont se poursuivre au-delà du projet sous la direction du MENFOP ?
U09	EQ I-a- Effectiveness- Workforce readiness program	Actuellement le MENFOP ne propose pas de formation en apprentissage et, pensez-vous que de tels programmes devraient être mis en place à Djibouti ? Quels défis se posent pour la mise en œuvre de programmes en alternance ?
U10	EQ I-a- Effectiveness- Workforce readiness program	Avez-vous connaissance du programme mis en œuvre au Sheraton, qui offre un modèle d'apprentissage dans lequel le candidat alterne entre le travail dans l'hôtel, et une formation en ligne ? Que pensez-vous de cette alternative ? Ce modèle est-il répliquable ?

UQ	EQ	Unique question
U11	EQ1-a- Effectiveness- Workforce readiness program	De quel statut avez-vous bénéficié au sein du Sheraton lors de votre période de formation avec l'université online eCornell ? Étiez-vous apprentis, des salariés ou des étudiants en formation ? Le Sheraton a-t-il établi avec vous un contrat d'apprentissage ou de travail ? Votre rémunération correspond-elle à 25% au moins de la rémunération d'un salarié à poste équivalent ? Avez-vous dû payer votre formation ? Sur quel rythme d'alternance était organisée la formation : proportion et périodicité du temps au Sheraton versus temps de formation ? Votre formation en ligne dispensée par l'université Cornell et l'accompagnement des jeunes dispensés au Sheraton reposaient-ils sur un référentiel de compétence précis ? Les salariés du Sheraton encadrant les jeunes ont-ils été formés ou accompagnés par le programme ou par un établissement de formation pour encadrer les jeunes ? A l'issue à cette formation / apprentissage, avez-vous été évaluées puis recrutées ?
U12	EQ1-a- Effectiveness- Workforce readiness program	Quelles activités du projet PED ont permis d'améliorer la prise en compte du genre et de l'inclusion sociale dans les curriculums de ETFV (Enseignement technique et formation professionnelle) ? <i>[Formation au genre des enseignants, révision des curriculums avec le CRIPEN]</i> Pensez-vous que ces activités ont permis de faire évoluer les pratiques dans l'enseignement en matière d'égalité hommes/femmes et d'inclusion sociale ?
U13	EQ1-a- Effectiveness- Workforce readiness program	A votre connaissance, quelles activités le projet PED a mis en place pour soutenir l'entrepreneuriat <i>[Comment Être Entrepreneur- BYOB, incubateur, coaching]</i> ? Selon vous, le module de formation "Comment Être Entrepreneur" (BYOB) et le coaching permettent-ils aux jeunes entrepreneurs de créer et de maintenir leur activité ? Quels acteurs ont été mobilisés dans l'activité de renforcement des compétences entrepreneuriales ? L'activité de soutien à l'entrepreneuriat a été réduite au cours de la vie du projet, que pensez-vous que cette décision ? Que faudrait-il faire pour soutenir l'entrepreneuriat à Djibouti ?
U14	EQ1-a- Effectiveness- Workforce readiness program	Avez-vous connaissance des améliorations des services d'orientation proposés dans les établissements scolaires grâce au projet PED ? <i>[Formation des conseillers d'orientation, brochure, soutien au SOE]</i> Si oui, pensez-vous que la qualité des services fournis aux élèves de collèges pour faciliter leur orientation s'est améliorée ? Pourquoi ? Pensez-vous que les élèves sont suffisamment encouragés pour aller vers des filières techniques et professionnelles ? Que faudrait-il faire ? Que faudrait-il faire pour améliorer l'attractivité des carrières techniques et professionnelles ? Pensez-vous que les filles sont suffisamment encouragées pour aller vers les carrières techniques ?

UQ	EQ	Unique question
U15	EQ1-b- Effectiveness- PPP linkage	Selon vous, les centres de formation professionnelle et les lycées techniques sont-ils suffisamment connectés au monde du travail ? A quelles difficultés les enseignants sont-ils confrontés dans leur collaboration avec les entreprises ? Le projet PED a-t-il permis une plus grande collaboration entre les organismes de formation et les employeurs de Djibouti ? Si, oui comment ? Si Non pourquoi ? La situation est-elle différente dans les régions ?
U16	EQ1-b- Effectiveness- PPP linkage	A votre connaissance, quelles activités le projet PED a-t-il mis en place pour améliorer les connections et les opportunités de rencontre entre chercheurs d'emploi et les employeurs ? (Symposium et Career fair organisés par le ministère du travail, Olympiad organisé par MENFOP, renforcement des compétences des conseillers en emploi de l'ANEFIP, stages proposés par ANEFIP) Selon vous ces activités ont-elles facilité les recherches d'emploi et abouti à des embauches ? Selon vous, le projet PED a-t-il permis une meilleure utilisation des services publics (ANEFIP, ONEQ, CCD, MENFOP) par le secteur privé? Que faudrait-il faire pour que les employeurs utilisent mieux les services publics ?
U17	EQ1-b- Effectiveness- PPP linkage	A votre connaissance, comment le secteur privé a-t-il participé à la mise à jour des curriculums des ETEP ? Quels processus ont-été mis en place pour s'assurer que les nouveaux besoins des employeurs sont pris en compte régulièrement dans la mise à jour dynamique des curriculums ?
U18	EQ1-b- Effectiveness- PPP linkage	A votre connaissance, le secteur privé a-t-il conscience des lois et des décrets qui gouvernent l'emploi des femmes et le respect de leur droit ? Pensez-vous que ces lois soient toujours appliquées ? Si non, quelles sont les difficultés rencontrées ?
U19	EQ1-b- Effectiveness- PPP linkage	La collaboration avec le secteur privé encouragé par le projet PED a-t-elle favorisé l'emploi des femmes et leur intégration dans la vie professionnelle ? Si oui, comment ? Si non, pourquoi ? Quelles difficultés le projet a-t-il rencontré ? Connaissez-vous des entreprises, qui se sont engagés en faveur de l'inclusion des femmes ?
U20	EQ1-b- Effectiveness- PPP linkage	Comment le projet PED a-t-il permis le développement des opportunités d'immersion en entreprise [International Internship day, outreach meetings, intégration des stages dans le cursus scolaire, exposition au monde du travail, stage de l'ANEFIP de 5 mois] ? Selon vous, ces activités ont-elles permis une augmentation du nombre de stages en entreprise ? Ces stages ont-ils favorisé l'acquisition de compétences professionnelles et l'insertion professionnelle des jeunes (mission, encadrement, évaluation) ? Selon vous, ces efforts vont-ils pouvoir se poursuivre sans l'aide du projet PED ?

UQ	EQ	Unique question
U21	EQ I-c- Effectiveness- Job placement	Quelles activités PED a mis en place pour apporter aux jeunes des conseils appropriés concernant leur insertion professionnelle ? <i>[Formation des conseillers de l'ANEFIP]</i> Les conseillers sont-ils plus à même de fournir des services concrets pour aider les jeunes dans leur insertion ? Comment ses services pourraient-ils être améliorés ?
U22	EQ I-c- Effectiveness- Job placement	A votre connaissance, quelles sont les activités menées avec l'ANEFIP pour l'amélioration des capacités de l'agence ? <i>(OAC, Manuels de procédure, plan d'action par direction)</i> Les plan d'actions par directeur ont-ils été mis en œuvre ? Comment le manuel de procédure est-il utilisé ? Ces activités ont-elles apporté les améliorations escomptées ? A quelles difficultés le projet a-t-il dû faire face pour l'amélioration de la capacité de l'agence ?
U23	EQ I-c- Effectiveness- Job placement	Êtes-vous familier avec la plateforme de recherche d'emploi mise en place par ANEFIP avec le soutien du projet PED ? La plateforme est-elle en service ? Êtes-vous satisfait de la nouvelle plateforme de recherche d'emploi ? Si oui pourquoi, si non pourquoi ? Avez-vous connaissance de difficultés particulières rencontrées lors du développement et de la mise en œuvre de cette plateforme ?
U24	EQ I-c- Effectiveness- Job placement	Quelles activités ont été mises en place par l'ANEFIP pour aider spécifiquement les femmes dans leur recherche d'emploi ? Le projet PED a-t-il travaillé de manière spécifique sur les normes sociales locales et les discriminations contre les femmes, pour favoriser l'intégration des femmes dans l'entreprise ? Les filles ont-elles bénéficié d'un soutien particulier qui répond à leur problématique spécifique ?
U25	EQ I-c- Effectiveness- Job placement	Pensez-vous que les employeurs soient informés de l'existence de cette plateforme et trouvent un intérêt à l'utiliser ? Les informations disponibles sur les candidats (CV) sont-elles fiables ? Pourquoi sont-ils réticents à l'utiliser ? Quels sont les problèmes qui se posent face à la diffusion publique des offres d'emploi ? Ce mode de recrutement est-il adapté aux besoins des employeurs ? Si non pourquoi ? Quelles autres solutions et partenaires pourraient être mobilisé pour faciliter la mise en relation des chercheurs d'emploi et des employeurs ?
U26	EQ I-c- Effectiveness- Job placement	Les chercheurs d'emploi sont-ils informés de l'existence de cette plateforme, et trouvent-ils un intérêt à l'utiliser ? Selon-vous pourquoi les employeurs sont-ils réticents à utiliser cette plateforme ? Quelles autres solutions et partenaires pourraient être mobilisé pour faciliter la mise en relation des chercheurs d'emploi et des employeurs ?

UQ	EQ	Unique question
U27	EQ I-c- Effectiveness- Job placement	Quelles améliorations ont été permises grâce à la construction des nouveaux bureaux de l'ANEFIP et en particulier la salle informatique ? Quelles améliorations ont été apportées par PED aux centres de formation professionnelles ? Ces équipements sont-ils utilisés, les enseignants sont-ils formés ? Ces améliorations répondent-elles aux besoins des partenaires ?
U28	EQ I-c- Effectiveness- Job placement	Les employés de l'ANEFIP ont participé à des formations relatives au genre dans le cadre du projet PED, pensez-vous que ces formations puissent permettre de réduire les cas de discrimination contre des femmes et augmenter l'emploi des femmes à Djibouti ?
U29	EQ I-c- Effectiveness- Job placement	Quels outils ont été mis en place grâce à PED pour améliorer la disponibilité des informations relatives au marché du travail [DJOLTS] ? A votre connaissance l'ONEQ est-il en mesure de mener à bien les études requises, et de disposer de données à jour ? Si, non pourquoi ? Les rapports ont-ils permis d'améliorer la connaissance des besoins du marché et de mieux y répondre ? Si oui, comment ? Si non, pourquoi ?
U30	EQ I-e- Enabling & Hindering factors	Quels facteurs internes et externes ont rendu difficile la mise en œuvre efficace des activités du projet PED ?
U31	EQ I-e- Enabling & Hindering factors	Quels facteurs internes et externes ont facilité la mise en œuvre efficace activités du projet PED ?
U32	EQ I-f-Most effective interventions	Parmi toutes les interventions incluses dans le projet PED, quelles sont celles qui selon vous ont rencontré le plus grand succès, quelles sont celles qui ont échoué ? Expliquer votre réponse
U33	EQ I-g- Participation of women	Comment le projet a-t-il soutenu la participation des femmes dans les activités, notamment concernant l'accès des femmes aux métiers techniques, afin de s'assurer que les hommes et les femmes puissent accéder également à tous les types de métiers ? Cela a-t-il permis aux jeunes filles d'augmenter leur chance d'obtenir un emploi ? Expliquer votre réponse ? Quels sont les freins qui persistent pour l'emploi des femmes en particulier dans les carrières techniques ? Avez-vous pu observer des pratiques positives du secteur privé dans ce domaine ?
U34	EQ2-a- Sustainable design	Comment le projet PED s'est-il assuré dès sa conception que les activités pourraient se poursuivre au-delà de la durée de vie du projet ? Quels principes de durabilité ont été mis en place par le projet PED ? Selon vous, dans quelles mesures les partenaires gouvernementaux ont-ils

UQ	EQ	Unique question
		institutionnalisés les nouvelles pratiques ? Selon vous, tous les acteurs locaux se sont-ils appropriés ces nouvelles pratiques ? Correspondent-elles aux besoins réels ? Selon vous, les nouvelles pratiques bénéficient-elles des ressources suffisantes pour perdurer au-delà du projet ?
U35	EQ2-b-Sustainable components	Quels composants et résultats obtenus par l'approche de PED sont les plus susceptibles d'être reproduits et maintenus au-delà de la fin du programme ? Pourquoi ? Quelles composantes n'ont pas ou peu de chance de se poursuivre au-delà de la vie du projet ? Pourquoi ?
U36	EQ3-a-Youth Workforce Development System	Comment le projet PED s'insère dans la stratégie du gouvernement de Djibouti ? Et en particulier de développement des formations techniques et professionnelles ?
U37	EQ3-a-Youth Workforce Development System	Comment le projet PED a-t-il contribué aux efforts plus larges des donateurs et du GoDj pour mettre en œuvre un système de développement de la main-d'œuvre des jeunes mieux coordonné ?
U38	EQ3-b-Increased investment in skills development for youth	Selon vous, le projet WFD a-t-il contribué à des efforts plus larges visant intégrer d'autres partenaires pour accroître les investissements dans le développement des compétences de la jeunesse djiboutienne ? De quelle manière
U39	EQ3-b-Increased investment in skills development for youth	Suite au projet WFD, le GODj envisage-t-il de mettre en œuvre une refonte plus large des curriculums de la formation professionnelle au-delà des 3 secteurs inclues dans WFD ?
U40	EQ3-c-Elements found useful by employed youth	Selon vous, quels éléments du projet WFD se sont avérés les plus utiles/importants pour les jeunes qui ont trouvé un emploi ?
U41	EQ1-a-Effectiveness-Workforce	Êtes-vous familier avec les formations techniques dispensées au sein du Centre de Ressources et Compétence des métiers portuaires ? Si oui, selon vous, ces formations techniques, ont-elles permis aux jeunes de trouver un emploi et/ou d'obtenir un nouveau poste ?

UQ	EQ	Unique question
	readiness	Quel a été l'avantage majeur de cette formation technique pour les jeunes ?
	program	Quelle est la limite majeure de cette formation technique pour l'insertion des jeunes ?

FGD AND BENEFICIARY INTERVIEW GUIDES

The ET used seven different guides for beneficiaries' focus groups and interviews. Each question is an adaptation of the unique questions listed in Annex Table 6, but from a beneficiary perspective.

Annex Table 7: Employer interview guide

UQ	Question Interview
U01	Bonjour, nous sommes l'équipe d'évaluation finale du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mené à bien par EDC, pour le compte de USAID-Djibouti. Notre finalité est de collecter des informations afin de mieux comprendre les résultats du programme et de formuler des recommandations pour des projets futurs. Nous aimerions avoir votre aide dans ce domaine. Si une question particulière vous met mal à l'aise, vous n'êtes pas obligé d'y répondre. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes. Votre nom ne figurera pas dans ce rapport. Il ne sera pas possible de vous identifier, cependant compte-tenu de votre fonction, il est possible que l'on puisse vous associer à certains résultats. Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions, nous allons aussi enregistrer la discussion. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment. Avez-vous de questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.] Est-ce que vous nous donnez votre consentement pour cet entretien et son enregistrement ?
U02	Quel est le nom de votre entreprise ? Dans quel secteur d'activité opère-t-elle ? Quel est votre rôle au sein de cette entreprise ?
U03	Avez-vous participé à une des activités du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne), si oui laquelle ?
U04	Commençons par les formations techniques ou de stage pratiques en entreprise mis en place par le PED pour l'amélioration des compétences des enseignants des lycées techniques : Selon vous dans quelle mesure les stages en entreprise permettent-elles de combler les lacunes des enseignants ? Selon vous dans quelle mesure ces formations faites par des professionnels du secteur permettent-elles de combler les lacunes des enseignants ?

UQ Question Interview

Dans quelle mesure les stages en entreprise des enseignants facilitent-ils l'insertion professionnelle de leurs étudiants ?

U05 Abordons maintenant, les '**Compétences de Base de l'Employabilité et de l'Entrepreneuriat**' [CBEE]

Pensez-vous que les jeunes djiboutiens aient des lacunes en termes de soft skills (Communication, travail en équipe, éthique du travail...) ?

Selon vous, le module de formation aux compétences transversales ou « soft skills » mis en œuvre par PED, est-il bénéfique pour l'amélioration de l'employabilité des jeunes ? Pourquoi ?

Quel a été l'avantage majeur de cette formation pour les jeunes ?

Quelle est la limite majeure de cette formation pour l'insertion des jeunes ?

Avez-vous constaté des différences entre les jeunes qui ont participé à une formation CBEE et les autres ?

U41 **Êtes-vous familier avec les formations techniques dispensé au sein du Centre de Ressources et Compétence des métiers portuaires ?**

Si oui, selon vous, ces formations techniques, ont-elles permis aux jeunes de trouver un emploi et/ou d'obtenir un nouveau poste ?

Quel a été l'avantage majeur de cette formation technique pour les jeunes ?

Quelle est la limite majeure de cette formation technique pour l'insertion des jeunes ?

U07 Abordons maintenant, **la révision des curriculums de CAP, CFP et bac pro.**

Selon vous les révisions vont-elles permettre de mieux répondre aux besoins des employeurs dans les domaines du transport et de la logistique, du Bâtiment Travaux Publics, et du tourisme ?

U17 Avez-vous participé à la **mise à jour des curriculums des ETEP** ?

Si oui, quels processus ont-été mis en place pour s'assurer que les nouveaux besoins des employeurs sont pris en compte régulièrement dans la mise à jour dynamique des curriculums ?

U39 Selon vous, le MENFOP devrait-il envisager de mettre en œuvre une refonte plus large **des curriculums de la formation professionnelle** au-delà des 6 filières prises en compte par le projet PED ?

U09 Actuellement le MENFOP ne propose pas de **formation en apprentissage** et, pensez-vous que de tels programmes devraient être mis en place à Djibouti ?

Quels défis se posent pour la mise en œuvre de programmes d'apprentissage ?

U10 Une expérience **d'apprentissage a été mise en œuvre au Sheraton** dans laquelle les candidats ont alterné entre le travail dans l'hôtel, et une formation en ligne.

Que pensez-vous de cette alternative ? Ce modèle est-il répliquable ?

U15 Selon vous, **les centres de formation professionnelle et les lycées techniques sont-ils suffisamment connectés au monde du travail** ? A quelles difficultés les enseignants sont-ils confrontés dans leur collaboration avec les entreprises ?

Le projet PED a-t-il permis une plus grande collaboration entre les organismes de formation et les

UQ Question Interview

employeurs de Djibouti ? Si, oui comment ? Si Non pourquoi ?
La situation est-elle différente dans les régions ?

U16 Le projet PED a participé à de nombreuses activités visant à l'**amélioration des connections et les opportunités de rencontre entre chercheurs d'emploi et les employeurs**, telles que Symposium et Career fair organisés par le ministère du travail, Olympiad organisé par MENFOP ou les stages mis en œuvre par ANEFIP.

Selon vous ces activités ont-elles facilité les recherches d'emploi et abouti à des embauches ? En l'occurrence avez-vous embauché des jeunes suite à ces actions ?

Selon vous, le projet PED a-t-il permis une meilleure utilisation des services publics (ANEFIP, ONEQ, CCD, MENFOP) par le secteur privé ?

Que faudrait-il faire pour que les employeurs utilisent mieux les services publics ?

U18 A votre connaissance, le secteur privé a-t-il conscience des **lois et des décrets qui gouvernent l'emploi des femmes et le respect de leur droit** ?

Pensez-vous que ces lois soient toujours appliquées ? Si non, quelles sont les difficultés rencontrées en particulier face à la nouvelle loi qui impose un congé de maternité de 6 mois ? Pensez-vous que cela puisse impacter l'emploi des femmes ?

U20 Le projet PED s'est engagé dans le développement des opportunités **d'immersion en entreprise** par le biais International Internship day, outreach meetings, intégration des stages dans le cursus scolaire, exposition au monde du travail, stage de l'ANEFIP de 5 mois.

Selon vous, ces activités ont-elles permis une augmentation du nombre de stages en entreprise ? Ces stages ont-ils favorisé l'acquisition de compétences professionnelles et l'insertion professionnelle des jeunes ? Dans votre entreprise ces stages étaient-ils structurés avec une mission, un encadrement, et une évaluation finale ?

Selon vous, ces efforts vont-ils pouvoir se poursuivre sans l'aide du projet PED ?

U25 En tant qu'employeur, êtes-vous informés de l'existence d'une **plateforme de recherche d'emploi** et trouvez-vous un intérêt à l'utiliser ?

Pourquoi certains employeurs sont-ils réticents à l'utiliser ? Quels sont les problèmes qui se posent face à la diffusion publique des offres d'emploi ?

Ce mode de recrutement est-il adapté aux besoins des employeurs de Djibouti ? Si non pourquoi ? Quelles autres solutions et partenaires pourraient être mobilisés pour faciliter la mise en relation des chercheurs d'emploi et des employeurs ?

U31 Quels **facteurs internes et externes ont facilité** la mise en œuvre efficace activités du projet PED ?

U30 Quels **facteurs internes et externes ont rendu difficile** la mise en œuvre efficace des activités du projet PED ?

UQ	Question Interview
U35	Pensez-vous que les activités menées par le PED notamment les stages en entreprise ou la révision des curriculums sont susceptibles d’être reproduits et maintenus au-delà de la fin du programme ? Pourquoi ?
U40	Selon vous, quels éléments du projet WFD se sont avérés les plus utiles/importants pour les jeunes qui ont trouvé un emploi ?
U39	Quels sont vos principaux problèmes /besoin en termes de compétences des équipes et de recrutement en général (fort turn-over, manque de compétences techniques, software skills, problèmes au niveau managérial) ? Comment un projet pourrait vous aider à résoudre ces problèmes (formation des jeunes, des salariés, renforcement des équipes RH, formation des managers ..)?

Annex Table 8: BYOB Interns FGD guide

UQ	Question FGD
U01	Bonjour, nous sommes l'équipe d'évaluation finale du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mené à bien par EDC, pour le compte de USAID-Djibouti. Notre finalité est de collecter des informations afin de mieux comprendre les résultats du programme et de formuler des recommandations pour des projets futurs. Nous aimerions avoir votre aide dans ce domaine. Si une question particulière vous met mal à l'aise, vous n'êtes pas obligé d'y répondre. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes. Votre nom ne figurera pas dans ce rapport. Il ne sera pas possible de vous identifier, cependant compte-tenu de votre fonction, il est possible que l'on puisse vous associer à certains résultats. Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions, nous allons aussi enregistrer la discussion. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment. Avez-vous de questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.] Est-ce que vous nous donnez votre consentement pour cet entretien et son enregistrement ?
U03	Pouvez-vous de dire dans quelle activité de soutien à la création d'entreprise vous avez participé, et ce qu'est devenu votre projet d'entreprise ?
U13	Grâce au projet PED, vous avez participé à une formation sur l'entrepreneuriat (BYOB). Pouvez-vous dire en quoi cela consistait ? Quelles composantes de cette formation avez-vous préférées ? et qu'avez-vous appris d'important ? Quelles composantes de cette formation avez-vous le moins aimé ? Pourquoi ? Que pensez-vous des méthodes et techniques utilisées pour cette formation ?

UQ Question FGD

Certains d'entre vous ont-ils bénéficié de coaching et/ou de mentorat ? Si oui que pensez-vous de ce type de soutien ?

Diriez-vous qu'après l'accompagnement à la création d'entreprise, vous aviez plus confiance en vous qu'avant, et dans votre projet d'activité ?

(Note pour facilitateur.ice du Focus Group : faire attention à bien faire parler les filles et les garçons en réponse à cette question)

Pensez-vous qu'il soit plus difficile pour les femmes de créer et faire vivre leur entreprise ? Le programme était-il adapté aux besoins particuliers des femmes ?

Diriez-vous que vous avez la fibre entrepreneuriale ? L'aviez-vous avant la formation ? S'est-elle révélée pendant la formation ?

Certains d'entre vous ont-ils réussi à créer leur entreprise ? Si oui quels est le type de soutien le plus utile dont vous avez bénéficié ?

Certains d'entre vous ont-ils du renoncé à leur projet de création d'entreprise ? Si oui, pourquoi ? A quelles difficultés avez-vous été confrontés ?

Quelles sont les principales difficultés pour les jeunes qui veulent créer leur activité à Djibouti ?

Qu'est-ce qui vous semblerait important de faire pour aider les jeunes à vouloir créer leur activité à Djibouti ?

Annex Table 9: Students FGD guide

UQ Question FGD

U01 Bonjour, nous sommes l'équipe d'évaluation finale du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mené à bien par EDC, pour le compte de USAID-Djibouti. Notre finalité est de collecter des informations afin de mieux comprendre les résultats du programme et de formuler des recommandations pour des projets futurs. Nous aimerions avoir votre aide dans ce domaine. Si une question particulière vous met mal à l'aise, vous n'êtes pas obligé d'y répondre. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes. Votre nom ne figurera pas dans ce rapport. Il ne sera pas possible de vous identifier, cependant compte-tenu de votre fonction, il est possible que l'on puisse vous associer à certains résultats.

Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions, nous allons aussi enregistrer la discussion. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment.

Avez-vous de questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.]
Est-ce que vous nous donnez votre consentement pour cet entretien et son enregistrement ?

UQ	Question FGD
U03	Pouvez-vous dire dans quelle classe vous étiez en 2021-22 ? et quelle est votre section ? Dans quelle situation êtes-vous aujourd'hui ? Continuez-vous une formation ? Avez-vous un emploi ?
U05	Au sein de votre établissement, vous avez reçu une formation, aux 'Compétences de Base de l'Employabilité et l'entrepreneuriat'. Pouvez-vous dire en quoi ça consistait ? Quelles composantes de cette formation avez-vous préférées ? et qu'avez-vous appris d'important ? Quelles composantes de cette formation avez-vous le moins aimé ? Pourquoi ? Diriez-vous qu'après la formation, vous aviez plus confiance en vous qu'avant ? (Note pour facilitateur.ice du Focus Group : faire attention à bien faire parler les filles et les garçons en réponse à cette question) La formation vous a-t-elle donné envie de créer votre propre activité ? Avez-vous créé votre activité ? La formation a-t-elle amélioré vos relations avec vos enseignant.es ? Que pensez-vous des méthodes et techniques utilisées pour cet enseignement ? Vous ont-elles paru nouvelles ? vous ont-elles plu ? Cette formation vous a-t-elle aidés à savoir ce que vous vouliez faire plus tard ? comme études, ou comme travail ? Pensez-vous que cette formation soit à même d'augmenter vos chances de trouver un emploi ? et/ou de conserver votre emploi et de progresser au sein de votre entreprise ?
U26	Lorsque vous chercherez un travail, comment pensez-vous mener vos recherches ? Connaissez-vous la plateforme digitale de recherche d'emploi de l'ANEFIP ? Si oui pensez-vous vous y inscrire ? pourquoi oui ou non. De quoi auriez-vous besoin concrètement de la part de l'ANEFIP pour vous aider à trouver un travail ?
U40	Quelles sont les principales difficultés pour les jeunes qui cherchent un emploi à Djibouti ? Vous sentez-vous confiants pour votre recherche de travail à venir ? Qu'est-ce qui vous semblerait important de faire pour aider les jeunes à trouver un emploi à Djibouti ? Qu'est-ce qui vous semblerait important de faire pour aider les jeunes à créer leur propre activité/ entreprise à Djibouti ?

Annex Table 10: Employability club FGD guide

UQ	Question unique
U01	Bonjour, nous sommes l'équipe d'évaluation finale du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mené à bien par EDC, pour le compte de USAID-Djibouti. Notre finalité est de collecter des informations afin de mieux comprendre les résultats du programme et de formuler

des recommandations pour des projets futurs. Nous aimerions avoir votre aide dans ce domaine. Si une question particulière vous met mal à l'aise, vous n'êtes pas obligé d'y répondre. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes. Votre nom ne figurera pas dans ce rapport. Il ne sera pas possible de vous identifier, cependant compte-tenu de votre fonction, il est possible que l'on puisse vous associer à certains résultats.

Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions, nous allons aussi enregistrer la discussion. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment.

Avez-vous de questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.]
Est-ce que vous nous donnez votre consentement pour cet entretien et son enregistrement ?

U03 Pouvez-vous de dire dans quelle classe vous étiez en 2021-22 ? et quelle est votre section ? et si vous avez assisté assidument aux rencontres des clubs ?

U05 Au sein de votre établissement, vous avez reçu une formation, aux '**Compétences de Base de l'Employabilité et l'entrepreneuriat**'. Pouvez-vous dire en quoi ça consistait ?

Quelles composantes de cette formation avez-vous préférées ? et qu'avez-vous appris d'important ?

Quelles composantes de cette formation avez-vous le moins aimé ? Pourquoi ?

Que pensez-vous des méthodes et techniques utilisées dans ces clubs ?

Diriez-vous qu'après la formation, vous aviez plus confiance en vous qu'avant ?

(Note pour facilitateur.ice du Focus Group : faire attention à bien faire parler les filles et les garçons en réponse à cette question)

La formation vous a-t-elle donné envie de créer votre propre activité ? Avez-vous créé votre activité ?

La formation a-t-elle amélioré vos relations avec vos enseignant.es ?

Que pensez-vous des méthodes et techniques utilisées pour cet enseignement ? Vous ont-elles paru nouvelles ? vous ont-elles plu ?

Cette formation vous a-t-elle aidés à savoir ce que vous vouliez faire plus tard ? comme études, ou comme travail ?

Pensez-vous que cette formation soit à même d'augmenter vos chances de trouver un emploi ? et/ou de conserver votre emploi et de progresser au sein de votre entreprise ?

U13 Certains d'entre vous pensent-ils créer leur entreprise ? Si oui quels est le type de soutien le plus utile dont vous souhaiteriez bénéficier ?

UQ	Question unique
U01	Bonjour, nous sommes l'équipe d'évaluation finale du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mené à bien par EDC, pour le compte de USAID-Djibouti. Notre finalité est de collecter des informations afin de mieux comprendre les résultats du programme et de formuler des recommandations pour des projets futurs. Nous aimerions avoir votre aide dans ce domaine. Si une question particulière vous met mal à l'aise, vous n'êtes pas obligé d'y répondre. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes. Votre nom ne figurera pas dans ce rapport. Il ne sera pas possible de vous identifier, cependant compte-tenu de votre fonction, il est possible que l'on puisse vous associer à certains résultats. Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions, nous allons aussi enregistrer la discussion. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment. Avez-vous de questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.] Est-ce que vous nous donnez votre consentement pour cet entretien et son enregistrement ?
U03	Pouvez-vous nous dire dans quelle entreprise vous avez fait votre stage, pour combien de temps? Dans quelle situation êtes-vous aujourd'hui ? Continuez-vous une formation ? Avez-vous un emploi ?
U05	Au sein de l'ANEFIP (ou via un autre organisme), vous avez reçu une formation, aux 'Compétences de Base de l'Employabilité et l'entrepreneuriat'. Pouvez-vous dire en quoi ça consistait ? Quelles composantes de cette formation avez-vous préférées ? et qu'avez-vous appris d'important ? Quelles composantes de cette formation avez-vous le moins aimé ? Pourquoi ? Diriez-vous qu'après la formation, vous aviez plus confiance en vous qu'avant ? (Note pour facilitateur.ice du Focus Group : faire attention à bien faire parler les filles et les garçons en réponse à cette question) La formation vous a-t-elle donné envie de créer votre propre activité ? Avez-vous créé votre activité ? La formation a-t-elle amélioré vos relations avec vos enseignant.es ? Que pensez-vous des méthodes et techniques utilisées durant cette formation ? Vous ont-elles paru nouvelles ? vous ont-elles plu ? Cette formation vous a-t-elle aidés à vous insérer dans l'entreprise dans laquelle vous avez fait votre stage ? Pensez-vous que cette formation soit à même d'augmenter vos chances de trouver un emploi ? et/ou de conserver votre emploi et de progresser au sein de votre entreprise ?
U20	Diriez-vous que votre stage vous a permis de devenir plus professionnels dans votre comportement ? qu'est-ce qui a changé dans votre comportement ?

UQ Question unique

Durant ces stages avez-vous bénéficié du soutien d'un maître de stage ? Est-ce que ce soutien a été bénéfique ?

Avez-vous rencontré des difficultés pendant votre stage ? *(Note pour facilitateur.ice : laissez du temps ici aux jeunes femmes de s'exprimer)*

En fin de stage avez été évalués ? Comment s'est passée cette évaluation et vous a-t-elle permis de mieux comprendre vos forces et vos faiblesses ?

Votre stage vous a permis de trouver un emploi soit au sein de l'entreprise où vous avez fait votre stage soit dans une autre ? Si non, pourquoi selon votre stage n'a pas pu aboutir à une embauche ?

Selon vous, quelle ont été les principales forces et les principales faiblesses de votre stage en milieu professionnel ?

U26 Lorsque vous cherchez un travail, comment menez-vous vos recherches ?

Êtes-vous toujours en relation avec votre maître d'apprentissage ?

Connaissez-vous la plateforme digitale de recherche d'emploi de l'ANEFIP ? Si oui pensez-vous vous y inscrire ? pourquoi oui ou non.

De quoi auriez-vous besoin concrètement de la part de l'ANEFIP pour vous aider à trouver un travail ?

U40 Quelles sont les principales difficultés pour les jeunes hommes et jeunes femmes qui cherchent un emploi à Djibouti ?

Vous sentez-vous confiants pour votre recherche de travail à venir ?

Qu'est-ce qui vous semblerait important de faire pour aider les jeunes à trouver un emploi à Djibouti ?

Qu'est-ce qui vous semblerait important de faire pour aider les jeunes à créer leur propre activité/entreprise à Djibouti ?

Annex Table 12: CRC trainee FGD guide

UQ Question unique

U01 Bonjour, nous sommes l'équipe d'évaluation finale du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mené à bien par EDC, pour le compte de USAID-Djibouti. Notre finalité est de collecter des informations afin de mieux comprendre les résultats du programme et de formuler des recommandations pour des projets futurs. Nous aimerions avoir votre aide dans ce domaine. Si une question particulière vous met mal à l'aise, vous n'êtes pas obligé d'y répondre. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes. Votre nom ne figurera pas dans ce rapport. Il ne sera pas possible de vous identifier, cependant compte-tenu de votre fonction, il est possible que l'on puisse vous associer à certains résultats.

UQ Question unique

Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions, nous allons aussi enregistrer la discussion. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment.

Avez-vous de questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.]
Est-ce que vous nous donnez votre consentement pour cet entretien et son enregistrement ?

U03 Pouvez-vous nous dire quelle formation vous avez suivie au sein de CRC ?
Si vous aviez déjà un emploi lorsque vous avez démarré cette formation ? Si oui, quel emploi ? Quel était votre niveau d'étude quand vous êtes entrés au CRC ?
Dans quelle situation êtes-vous aujourd'hui ? Continuez-vous une formation ? Avez-vous un emploi ?

U05 Préalablement à votre formation technique, vous avez reçu une formation, aux **Compétences de Base de l'Employabilité** . Pouvez-vous dire en quoi ça consistait ?

Quelles composantes de cette formation avez-vous préféré ? et qu'avez-vous appris d'important ?
Quelles composantes de cette formation avez-vous le moins aimé ? Pourquoi ?

Pensez-vous que cette formation vous a aidés ou bien va vous aider à trouver un emploi ? et/ou de conserver votre emploi et de progresser au sein de votre entreprise ?

Suite aux formations, êtes-vous restés connectés au sein de groupe WhatsApp ? Pensez-vous que cela soit utile ?

U4I Pour quoi avez-vous choisi de suivre une formation technique **au sein du Centre de Ressources et Compétence des métiers portuaires** ?

Selon vous, votre formation technique au sein du CRC, vous a-t-elle permis de trouver un emploi et/ou d'obtenir un nouveau poste ?

Si vous avez trouvé un emploi, diriez-vous que vous avez trouvé un emploi avec plus de responsabilité/ d'un niveau supérieur que si vous n'aviez pas suivi la formation ?
Quel a été l'avantage majeur de cette formation technique pour les jeunes ?
Quelle est la limite majeure de cette formation technique pour l'insertion des jeunes ?

Y avait-t-il beaucoup de filles dans la formation technique au CRC ?
Pensez-vous que les formations dispensées au CRC soit adaptées aux jeunes femmes ?
Connaissez-vous des filles qui ont quitté la formation ? Si oui, pourquoi

U2I Avez-vous déjà l'opportunité d'utiliser les services de l'ANEFIP ?
Si oui, selon vous les conseillers sont-ils capables de vous aider à trouver un emploi ? De quoi auriez-vous besoin concrètement de la part de l'ANEFIP ?

U23 Êtes-vous inscrit sur la **plateforme de recherche d'emploi** mise en place avec ANEFIP. ?
Si oui, êtes-vous satisfait de la nouvelle plateforme de recherche d'emploi ? Si oui pourquoi, si non pourquoi ?

U40 Quelles sont les principales difficultés pour les jeunes qui cherchent un emploi à Djibouti ?
Vous sentez-vous confiants pour votre recherche de travail à venir ?

UQ Question unique

Qu'est-ce qui vous semblerait important de faire pour aider les jeunes à trouver un emploi à Djibouti ?

Qu'est-ce qui vous semblerait important de faire pour aider les jeunes à créer leur propre activité/ entreprise à Djibouti ?

Annex Table 13: Teachers FGD guide

UQ Question unique

U01 Bonjour, nous sommes l'équipe d'évaluation finale du projet PED (Projet d'Employabilité de la Main d'Œuvre Djiboutienne) mené à bien par EDC, pour le compte de USAID-Djibouti. Notre finalité est de collecter des informations afin de mieux comprendre les résultats du programme et de formuler des recommandations pour des projets futurs. Nous aimerions avoir votre aide dans ce domaine. Si une question particulière vous met mal à l'aise, vous n'êtes pas obligé d'y répondre. Les résultats de l'enquête seront publiés sous la forme d'un rapport, qui sera partagé avec l'USAID, les instances gouvernementales de Djibouti et les institutions qui ont participé à ce projet, dans le but de renforcer la mise en œuvre des programmes. Votre nom ne figurera pas dans ce rapport. Il ne sera pas possible de vous identifier, cependant compte-tenu de votre fonction, il est possible que l'on puisse vous associer à certains résultats.

Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions, nous allons aussi enregistrer la discussion. Si vous ne voulez pas participer, il n'y aura pas de problème. Vous pouvez retirer votre participation à tout moment.

Avez-vous de questions ? [Donnez-leur le temps de réagir et répondre aux questions au besoin.]
Est-ce que vous nous donnez votre consentement pour cet entretien et son enregistrement ?

U02 Dans quel lycée enseignez-vous ? Quelles matières enseignez-vous ?

U03 Avez-vous fait un stage en entreprise ou reçu une formation financée par le projet PED ?

U04 Commençons par des **formations techniques ou de stage pratiques en entreprise** mis en place par le PED pour l'amélioration des compétences des **enseignants des lycées techniques** :
Selon vous dans quelle mesure ces formations ou ses stages en entreprise permettent-ils de combler les lacunes des enseignants ?

Que pensez-vous des formations techniques, qui ont été faite par des partenaires privés plutôt que par des inspecteurs ? Dans quelle mesure cela a-t-il permis d'améliorer la qualité de vos formations et leur adéquation aux besoins des employeurs ?

Suite à ces stages et formations techniques auxquelles vous avez participé, pensez-vous que les pratiques dans la classe ont évolué ? De quelle manière ?

Dans quelle mesure les stages en entreprise des enseignants ont-ils permis d'améliorer la formation de vos étudiant.es et de favoriser leur insertion professionnelle ? Si oui, de quelle manière ?
Si non, pourquoi ?

UQ Question unique

- U05 Abordons maintenant, les '**Compétences de Base de l'Employabilité**' [WRN: Work Ready Now] qui fait maintenant partie du programme des lycées technique.
Selon vous, ce module de formation aux compétences de base, est-il bénéfique pour l'amélioration de l'employabilité des jeunes ? Pourquoi ?
- Quel a été l'avantage majeur de cette formation pour les jeunes ?
Quelle est la limite majeure de cette formation pour l'insertion des jeunes ?
- Avez-vous bénéficié vous-même de la formation sur les compétences de base ? Qu'en avez-vous retiré de positif ?
Avez-vous changé certaines choses dans votre comportement avec vos élèves suite à la formation ?
Utilisez-vous encore certains éléments de la formation ? Avez-vous rencontré des difficultés dans la mise en pratique de la formation ?
-
- U07 Abordons maintenant, **la révision des curriculums de CAP, CFP et bac pro**.
Selon vous les révisions vont-elles permettre de mieux répondre aux besoins des employeurs dans les domaines du transport et de la logistique, du Bâtiment Travaux Publics, et du tourisme ?
-
- U08 Comment les enseignants ont-ils été accompagnés pour l'utilisation des nouveaux supports pédagogiques ?
-
- U17 A votre connaissance, comment le **secteur privé** a-t-il participé à la **mise à jour des curriculums des ETFP** ?
Quels processus ont-été mis en place pour s'assurer que les nouveaux besoins des employeurs sont pris en compte régulièrement dans la mise à jour dynamique des curriculums ?
-
- U39 A votre connaissance, le MENFOP envisage-t-il de mettre en œuvre une refonte plus large **des curriculums de la formation professionnelle** au-delà des 6 filières prises en compte par le projet PED ?
-
- U12 Concernant la prise en compte du **genre et de l'inclusion sociale dans les curriculums** d'enseignement technique et formation professionnelle.
Pensez-vous que ces activités ont permis de faire évoluer les pratiques dans l'enseignement et de favoriser la formation des filles, y compris sur les formations techniques où elles sont moins nombreuses ? Qu'est-ce qui a changé ?
-
- U14 Concernant **l'améliorations des services d'orientation proposés dans les établissements scolaires** grâce au projet PED ? [Formation des conseillers d'orientation, brochure, soutien au SOE]
Pensez-vous que les élèves sont suffisamment encouragés pour aller vers des filières techniques et professionnelles ?
Que faudrait-il faire pour les encourager et améliorer l'attractivité des carrières techniques et professionnelles ?
Pensez-vous que les filles sont suffisamment encouragées pour aller vers les carrières techniques ?
-
- U15 Selon vous, **les lycées techniques et les centres de formation professionnelle sont-ils suffisamment connectés au monde du travail** ? A quelles difficultés les enseignants sont-ils confrontés dans leur collaboration avec les entreprises ?
-

UQ Question unique

Le projet PED a-t-il permis une plus grande collaboration entre les organismes de formation et les employeurs de Djibouti ? Si, oui comment ? Si Non pourquoi ?

La situation est-elle différente dans les régions ?

U35 Quelles activités du PED en faveur des enseignants devraient être reconduites selon vous ?

Quelles autres activités devraient être mises en place pour développer les compétences des enseignants ?

Quelles activités devraient être reconduites ou créées pour améliorer encore la formation et l'employabilité des jeunes à Djibouti ?

ANNEX V: SOURCES OF INFORMATION

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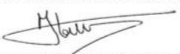
ANNEX VI: DISCLOSURE OF ANY CONFLICTS OF INTEREST

Signed disclosures of conflicts of interest from evaluation team members. Recommended USAID evaluation team disclosure of conflict-of-interest forms can be found [here](#).

Disclosure of Conflict of Interest USAID/Djibouti WFD Evaluation Team Members

Name of Team Member	Isabelle McMahon
Evaluation Position	Team Leader
Award Number No, RFP or RFTOP	72060322R00001
USAID Project(s) Evaluated and Cooperating Agency	USAID/Djibouti Workforce Development Program (WFD)
I have real or potential conflicts of interest to disclose: ☐ Yes ☒ No	
<i>If checked "Yes" (above), I disclose the following facts; real or potential conflicts of interest may include, but are not limited to:</i>	
• Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.	
• Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.	
• Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.	
• Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.	
• Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project (s) are being evaluated.	
• Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	April 20, 2022

Disclosure of Conflict of Interest
USAID/Djibouti WFD Evaluation Team Members

Name of Team Member	Agathe Gondinet
Evaluation Position	Capacity Building / OD Specialist
Award Number No, RFP or RFTOP	72060322R00001
USAID Project(s) Evaluated and Cooperating Agency	USAID/Djibouti Workforce Development Program (WFD)
I have real or potential conflicts of interest to disclose: ☐ Yes ☒ No	
<i>If checked "Yes" (above), I disclose the following facts; real or potential conflicts of interest may include, but are not limited to:</i>	
• Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.	
• Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.	
• Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.	
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• Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project (s) are being evaluated.	
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Signature	
Date	April 18 th , 2022

Disclosure of Conflict of Interest
USAID/Djibouti WFD Evaluation Team Members

Name of Team Member	Abdirachid Mohamed Ismail
Evaluation Position	Employment Specialist
Award Number No, RFP or RFTOP	72060322R00001
USAID Project(s) Evaluated and Cooperating Agency	USAID/Djibouti Workforce Development Program (WFD)
I have real or potential conflicts of interest to disclose: ☐ Yes ☒ No	
<i>If checked "Yes" (above), I disclose the following facts; real or potential conflicts of interest may include, but are not limited to:</i>	
• Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.	
• Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.	
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	15 th April 2022

Disclosure of Conflict of Interest
USAID/Djibouti WFD Evaluation Team Members

Name of Team Member	Aboubaker Robleh
Evaluation Position	Employment Specialist
Award Number No, RFP or RFTOP	72060322R00001
USAID Project(s) Evaluated and Cooperating Agency	USAID/Djibouti Workforce Development Program (WDF)
I have real or potential conflicts of interest to disclose: ___ Yes ☒ No	
<i>If checked "Yes" (above), I disclose the following facts; real or potential conflicts of interest may include, but are not limited to: ☐</i>	
• Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.	
• Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.	
• Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.	
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	4.16.22

**Aboubaker
Ibrahim
Robleh**

Digitally signed by
Aboubaker Ibrahim Robleh
DN: C=DJ, CN=Aboubaker
Ibrahim Robleh,
E=sadiktito00@gmail.com
Reason: I am the author of
this document
Location: Djibouti
Date: 2022-04-16 09:07:55
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9.7.2

ANNEX VII: EVALUATION TEAM MEMBERS

As the prime contractor, the IT Shows Home Office was responsible for the planning and execution of this endline performance evaluation. This section summarizes the team composition, as well as the roles and responsibilities of each team member.

MANAGEMENT PLAN

The management structure is based on IT Shows' management and technical implementation of similar contracts in scope and complexity. The IT Shows team is experienced in mobilizing and managing geographically dispersed teams of experts; ensuring the evaluation is delivered on time; managing project risks to ensure value for money; and ensuring the safety of the team.

COMPOSITION OF THE EVALUATION TEAM

Annex Table 14: Role and qualifications of team members

Names	Title	Main Qualifications / Responsibilities
Isabelle McMahon 	Team Leader	Multilingual international development professional with more than 25 years of experience. Her evaluation expertise includes mixed-methods design and analysis, applied research, and promoting the use of evidence-based findings for organizational learning and project improvement. Ms. McMahon also has experience with several different donors, including USAID, USDA, the World Bank and international NGOs. In addition, she has recently led the USAID/Djibouti's DEGRA performance evaluation, leaving her with a solid understanding of the country context. For the WFD Final Performance Evaluation, responsibilities included: • Prepare evaluation design, work plan and instruments • Perform desk review • Conduct KII's (remotely) • Lead early findings workshop • Coordinate report writing • Lead results presentation
Agathe Gondinet 	Capacity Building/OD & M&E Expert	Youth employment and TVET specialist with extensive experience in capacity building, training and organizational development programs in emerging countries, including in sub-Saharan Africa. She developed, implemented and monitored/evaluated several large-scale training programs for the USAID Engendering Industries program and designed its Monitoring & Evaluation framework and tools based on the

Names	Title	Main Qualifications / Responsibilities
		USAID CLA Framework and USAID Monitoring & Evaluation Toolkit. For the WFD Final Performance Evaluation, responsibilities included: • Perform desk review • Review evaluation and design work plan report • Review instruments • Conduct KIIs and FGDs • Co-lead early findings workshop • Assist in report writing
Aboubaker Robleh 	Local M&E Expert	Highly experienced M&E consultant with more than seven years of experience in surveys, statistics, monitoring & evaluation (M&E), information technology, training, community and rural development, project management and implementation programs. He led the development of the evaluation design, tools, protocols and procedures; designed the M&E tools and forms; and oversight and monitoring for use. He is well versed with the use of SPSS and STATA for quantitative data analysis. For the WFD Final Performance Evaluation, responsibilities included: • Co-design instruments • Perform desk review • Review evaluation and design work plan report • Pilot instruments • Conduct training of survey enumerators • Coordinate and manage quantitative data collection (phone survey) • Conduct KIIs and FGDs • Analyze quantitative data • Participate in early findings workshop & data coding • Assist in report writing
Abdirachid Ismail 	Local Employment Consultant	Highly experienced employment expert with more than 16 years of experience as a trainer, professor or assistant professor at the University of Djibouti. For the past three years, he has been working on employment issues with a practical point of view between the available skills and needs in the Djibouti employment market. He is currently a consultant in recruitment and vocational training. He is well versed in graduate employment issues in Djibouti and presented at the

Names	Title	Main Qualifications / Responsibilities
		Global Entrepreneurship World in 2019. He has written extensively, holds a PhD in African Linguistics and is fluent in English and French. For the WFD Final Performance Evaluation, responsibilities included: • Perform desk review • Review evaluation and design work plan report • Plan and conduct KIs and FGDs, in particular with national stakeholders • Participate in early findings workshop & data coding • Assist in report writing
DDCC&S	Data Enumerators	For the WFD Final Performance Evaluation, responsibilities included: • Recruit enumerators and transcribers • Collect survey and interview data from identified beneficiaries • Organize logistics for the ET • Record & report results to technical staff

U.S. Agency for International Development

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