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DJIBOUTIAN WORKFORCE DEVELOPMENT PROJECT (WFD)

Quarterly Report FY18 Q1

October - December 2017

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DJIBOUTIAN WORKFORCE DEVELOPMENT PROJECT (WFD)

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Table of Contents

Acronyms and Abbreviations.....	4
Executive Summary.....	6
FY18 Quarter 1 Quarterly Report: October - December 2017	7
IR1: Quality Vocational Workforce Readiness programs expanded	7
SIR1.1: Vocational, technical and counseling skills of instructors improved.....	7
SIR1.2: Vocational knowledge and skills of targeted youth enhanced.....	7
SIR1.3: Demand-driven curriculum developed and adopted by TVETs	7
SIR1.4: Gender responsive curriculum developed and adopted by TVETs.....	7
SIR1.5: Entrepreneurship skills of targeted beneficiaries enhanced	7
SIR1.6: Career counseling services provided	10
IR2: Sustainable, productive linkages between TVET institutions and employment providers	11
SIR2.1: Public and private sector coordination and collaboration increased.....	11
SIR2.2: Employers' and TVET administrators' awareness of gender equality laws and policies raised	11
SIR2.3: PPP focused on women's employment established	15
SIR2.4: Apprenticeship and internship opportunities for qualified candidates expanded.....	15
IR3: Job placement, retention and advancement services strengthened	15
SIR3.1: Career counseling services provided	17
SIR3.2: Quality of job search and information mechanisms available to job-seekers improved	17
SIR3.3: Job center outreach and communication improved	18
SIR3.4: Job center outreach to female job seekers improved	18
SIR3.5: Beneficiaries' knowledge of how to access job placement services increased	18
SIR3.6: Job center's infrastructure improved	18
SIR3.7: ANEFIP staff understanding of gender sensitive service provision increased	19
SIR3.8: Employment placement and advancement data available	19
Management Issues	19
Monitoring and Evaluation	20
Reports/Studies/Documents Submitted to USAID DEC.....	21
Success Stories	21
Activities Proposed for the Coming Quarter.....	22
Operations	23
Annex 1: Digital Job-matching Platform Technical Specifications	25
Annex 2: Revised Logical Framework	66
Annex 3: FY18 Financial Metrics	88

Acronyms and Abbreviations

AFD	L'Agence Française de Développement
ANEFIP	Agence Nationale de l'Emploi, de la Formation et de l'Insertion Professionnelle
BAC PRO	<i>Baccalauréat Professionnel</i> , a three-year technical degree in the new, reformed curriculum that was four years in the old curriculum
BEP	Brevet d'Etudes Professionnelles old 2 year technical degree
CAP	Certificat D'Aptitudes Professionnelles 2-year technical degree
CBEE	Compétences de Base de l'Employabilité et de l'Entrepreneuriat
CCD	Chamber of Commerce of Djibouti
CFP	<i>Certificat de Formation Professionnelle</i> 1 year technical degree (certificate)
CLA	Collaborating, Learning and Adapting
CRIPEN	<i>Centre de Recherche, d'Information et de Production de l'Education Nationale</i> (Center for National Education Research, Information and Printing)
EDC	Education Development Center, Inc.
ETFP	<i>L'Enseignement Technique et la Formation Professionnelle</i> - Technical Education Department in the Ministry of Education
Filière	Educational (technical) track in a technical school.
FDEDS	Fonds Djiboutien de Développement Economique et Social
GoDj	Government of the Republic of Djibouti
ICT	Information and Communication Technology
M&E	Monitoring & Evaluation
MENFOP	Ministry of Education and Professional Training
MOL	Ministry of Labor
MOU	Memo of Understanding
OCA	Organizational Capacity Assessment
ONEQ	I'Observatoire National de l'Emploi et des Qualifications (National Office of Labor Statistics)
PNE	Politique Nationale de l'Emploi 2014- 2024 (National Labor Policy 2014-2024)
PPPs	Public-Private Partnerships
SIR	Sub-Intermediate Result
TIG	TakingITGlobal

TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
USAID	United States Agency for International Development
WBL	Work-Based Learning
WFD	Workforce Development Project
WRN!	Work Ready Now! Curriculum
YES	Youth Employment Survey

Executive Summary

This report covers the period October – December 2017, Fiscal Year 2018 (FY18), Quarter 1 (Q1). It provides the detail of work conducted during the period and summarizes the key activities undertaken from both a technical and administrative perspective.

FY18 Q1 activities focused primarily on preparing for the launch of youth job seeker training in January 2018. Preparatory activities included a Training of Trainers workshop for WFD partners—ANEFIP, Chamber of Commerce, and MENFOP on October 29 – November 2, 2017. During this workshop, 28 individuals benefitted from the expertise of international master trainers, and were able to practice their own training facilitation skills and receive feedback. This workshop covered Modules 0-4 of the adapted *Work Ready Now!* curriculum.

During an additional workshop, invited participants from ANEFIP, Chamber of Commerce, MENFOP, the Ministry of Finance, and the *Club de Jeunes Entrepreneurs* helped to adapt EDC's *Be Your Own Boss* curriculum to the Djiboutian context.

WFD team members participated actively with MENFOP committee members charged with proposing the integration of elements of both of the above curricula into the Bac Pro and technical Certificate programs.

WFD met with leadership of MENFOP's Gender Office and Information and Orientation Service office to discuss possible WFD technical assistance to these offices in order to help them fulfill their vital missions. WFD found both offices lack sufficient resources, and with the MENFOP Secretary General, discussed possible strategies to assist.

WFD initiated gender sensitization workshops for TVET teachers and administrators in this quarter. Over 70 participants from the *Lycée Industriel et Commercial* and the *Lycée Technique de Gabode* discussed gender concerns and proposed solutions during these interactive workshops facilitated by WFD Gender Specialist, Ms. Zahra Youssouf. Ms. Youssouf also spoke as part of a four-woman panel on women's leadership in business during the Chamber of Commerce International Trade Fair on December 4, 2017.

WFD senior management staff met with ANEFIP leaders during this quarter to revise the findings of the Organizational Capacity Assessment, select capacity building priorities and plan capacity building activities. However, plans for ANEFIP headquarters rehabilitation were delayed due to WFD not receiving revised plans from ANEFIP. ANEFIP also informed WFD that the current headquarters building would serve as an ANEFIP community hub for downtown Djibouti, as much of ANEFIP's administration would move into a new building to be constructed on the grounds of the National Institute of Public Administration.

WFD revised the project Logframe to address concerns of the Chamber of Commerce about neglecting needed technical assistance for the Chamber's Center of Excellence for training school leavers for the workforce.

WFD sub-contractors, Souktel and Taking It Global, continued to refine technical specifications for the ANEFIP digital job-matching platform. WFD awaits ANEFIP feedback on the specifications before proceeding with system development. WFD subcontractor Cardno will join the WFD team in January 2018. Cardno priorities will be to revise the Labor Market Study and initiate support to the Chamber of Commerce.

FY18 Quarter I Quarterly Report: October - December 2017

IRI: Quality Vocational Workforce Readiness programs expanded

SIRI.1: Vocational, technical and counseling skills of instructors improved

No activities in this period

SIRI.2: Vocational knowledge and skills of targeted youth enhanced

No activities in this period

SIRI.3: Demand-driven curriculum developed and adopted by TVETs

Development and Validation of CAP/CFP curricula. During FY18 Q1, the MENFOP committee charged with overseeing the integration of WFD “*Compétences de Base de l’Employabilité et de l’Entrepreneuriat*” (CBEE) curriculum elements into CAP/CFP curricula initiated regular weekly coordination meetings. Committee members include pedagogical advisors, inspectors and other MENFOP officials. These committee members have participated in CBEE Adaptation and/or Training of Trainers workshops, and they are familiar with the CBEE approach and content. The committee meets on Thursdays to review recommendations from committee members as new curricula are developed. Once the committee’s work is completed, recommendations will be submitted to additional committees in MENFOP for validation and eventual approval. New curricula are to be implemented in school year 2018-2019.

SIRI.4: Gender responsive curriculum developed and adopted by TVETs

During this quarter , WFD Gender Specialist, Zahra Youssouf, met with members of the MENFOP committee charged with integrating elements of the “*Compétences de Base de l’Employabilité et de l’Entrepreneuriat*” into the CAP/CFP curricula that are being developed for TVETs. Committee members were sensitized to the importance of gender-neutral pedagogy and curriculum. WFD will review the drafts of curricula produced by this committee to ensure gender balance. New curricula for CAP/CFP programs are expected to be implemented in TVETs in the 2018-2019 academic year.

SIRI.5: Entrepreneurship skills of targeted beneficiaries enhanced

Entrepreneurship Caravan. From October 8 – 19, 2017, 100 youth from the municipality of Balbala participated in a workshop to learn entrepreneurship skills at the offices of the National Institute of Public Administration (INAP). WFD and the Ministry of Labor, via ANEFIP, jointly funded this workshop. ANEFIP trainers facilitated the workshop using a curriculum previously developed for ANEFIP (WFD’s *Comment Être Entrepreneur* curriculum had not yet been adapted to the local context).

Balbala municipal officials selected the 100 participants. Participants were unemployed youth from Balbala who had completed their Baccalaureate program. All expressed interest in learning how to create and operate their own businesses.

The workshop opened with words of encouragement from officials, including the Minister of Labor, who encouraged youth to apply themselves during the workshop. As with other Entrepreneurship Caravans in the regions, the Minister committed to providing funding for the top five projects, to be selected by a jury of Ministry and ANEFIP professionals. As of the end of FY18 Q1, WFD had not received information on the projects selected for funding from this workshop.

Facilitators divided the 100 participants into two groups of 50. A trainer facilitated each group. WFD team members were present throughout the workshop to observe and ensure the use of daily sign-in sheets.

Youth remained engaged throughout the workshop. Facilitators explained the principles of entrepreneurship and guided participants in the creation of project ideas and initial business plans. At the end of the workshop, participants received a certificate of completion.



Balbala participants in the ANEFIP Entrepreneurship Caravan



Participants receive certificates of program completion from the Secretary General of the Ministry of Labor

Entrepreneurship Curriculum Adaptation Workshop – On December 10 – 14, 2017, at the Moulk Center in Djibouti-ville. WFD held an Adaptation Workshop for the *Comment Être Entrepreneur* curriculum. EDC has implemented this curriculum, known as “Be Your Own Boss” in English, in many other countries. The curriculum requires adaptation to the national context. WFD international Technical Advisor, Ms. Laura Dillon-Binkley, traveled to Djibouti to facilitate the workshop.

Attendees invited to the workshop included ANEFIP staff (17), Chamber of Commerce staff (4), MENFOP staff (7), Ministry of Finance staff (2), staff from the Club of Young Entrepreneurs (2), and one staff person from the *Institut Supérieur de Comptabilité et Administration d'Entreprises* (ISCAE).

WFD introduced participants to the *Comment Être Entrepreneur* curriculum, including conducting several of the activities. WFD assigned chapters of the curriculum to small groups to review in detail.

Each small group had a WFD staff person to provide any needed guidance. Small groups were responsible for reflecting on the curriculum’s approach and content to determine any needed adaptations. They made the suggested changes in the



Participants in Adaptation Workshop engage in an activity.

electronic version of the chapters shared with the groups. Then, the small groups presented their findings and recommendations in plenary for feedback and further discussion.



Small groups during the Adaptation Workshop discuss needed modifications to assigned chapters of the “Comment Être Entrepreneur” curriculum.

Ministry of Finance Entrepreneurship and Leadership Incubation Center. On November 30, 2017, the WFD Chief of Party and the Gender Specialist met with Ms. Mariam Hamadou Ali, Director of Economics and Planning, at the Ministry of Finance. WFD staff introduced the program and the program's focus on growing entrepreneurship skills among youth in Djibouti. Ms. Hamadou invited into the meeting Ms. Simane Ali Barreh and Mr. Abdouraham Youssouf Aboubaker, two of her staff who are coordinating a new MEFI project to establish a “Entrepreneurship and Leadership Incubation Center”, with technical support of Global Projects & Support Services, Ltd., an Indian company. This Center will focus on nurturing and supporting young entrepreneurs across a variety of priority sectors, including:

- Logistics, Transport, Maritime
- Hospitality and Tourism
- Green Technologies
- Construction
- Agro-business

WFD discussed with the Ministry of Finance team the need for young entrepreneurs also to have basic workforce preparation competencies to accompany their entrepreneurship training. The Ministry team expressed that it did not yet have a curriculum for the future Center and would be very pleased to

collaborate with WFD on training youth in the CBEE and *Comment Être Entrepreneur* curricula. WFD agreed to continue discussions and involve Ministry of Finance staff in future trainings so they could become further informed about WFD's approach to workforce preparation and entrepreneurship.

SIRI.6: Career counseling services provided

Meetings with MENFOP. On October 22, 2017, WFD staff met with MENFOP officials in the Information and Orientation Service, a MENFOP department responsible for student orientation, to understand better this service's role and to determine if the service would require any technical assistance to provide improved education and career orientation of 9th grade students. This service is under the direction of MENFOP's Secretary General and is located at the *Lycée d'Etat* in Djibouti-ville. WFD staff also met this same day with the Representative of MENFOP's Gender Office. WFD initial perceptions were that both offices lacked sufficient resources (human and technical) and capacity to fulfill their broad missions.

WFD followed up on these introductory meetings with a series of additional meetings during the quarter at the *Direction Générale de l'Enseignement Technique et la Formation Professionnelle* (DGETFP) in MENFOP and at WFD offices. The results of these meetings were the identification of key areas of support needed by both offices, which WFD may be able provide in part.

For example, the Information and Orientation Service could benefit from international technical assistance to develop a more robust strategy and work plan for the service. This technical assistance would conduct initially an assessment of capacity and needs based on best practices for student orientation and career counseling. Special focus would be how to improve orientation for 9th grade students who express an interest in technical or vocational careers. These students require detailed information regarding available tracks of study in TVETs and job prospects after their studies.

The Gender office also indicated a need for technical support to develop and deliver a mixed media campaign of sensitization within MENFOP, and with communities and families throughout the country, regarding career options for young women, including technical and vocational careers. Ideas included radio spots for the *Radio Scolaire* of *Radio Télévision de Djibouti* (RTD), printed materials for distribution to college and TVET administrators and teachers, and community meetings with parents to explain options for young women to study non-traditional careers.

On December 18, 2017, WFD COP, Gender Specialist, Evaluation Methods Specialist, and Formal Training Coordinator met with the Secretary General of MENFOP, Mr. Mohamed Abdallah Mahyoub, to update him on WFD activities related to MENFOP, and to share concerns about the needs of the offices mentioned above. Mr. Mahyoub confirmed that these are two priority offices for MENFOP that need additional support. He expressed that some procurement was underway to equip the offices better, and MENFOP was seeking adequate office space to accommodate them better. He expressed he would be supportive and grateful for any technical assistance WFD could provide these offices to improve their capacity to meet their vital missions.

WFD will continue to follow up with both offices to determine how best to structure any possible technical assistance and when it might be most beneficial.

IR2: Sustainable, productive linkages between TVET institutions and employment providers

SIR2.1: Public and private sector coordination and collaboration increased

No activities in this period

SIR2.2: Employers' and TVET administrators' awareness of gender equality laws and policies raised

On December 26-27, 2017, WFD held Gender Sensitization Workshops for TVET teachers and administrators from the *Lycée Industriel et Commercial* (LIC) and the *Lycée Technique de Gabode*, the two largest TVETs in Djibouti. Over the two days, 70 teachers and administrators discussed gender concerns and issues, and gender law and policy in Djibouti. In addition to TVET teachers and administrators, the head of MENFOP's Gender Office and the Head of the Information and Orientation Service also participated in both days of the workshop. Zahra Youssouf, WFD Gender Specialist, facilitated the workshop.

The main objective of the workshop was to inform and sensitize TVET teachers, pedagogical advisers, and administrators in order to provide information on the issues of gender integration in MENFOP. The workshop addressed three main questions:

- 1) What is gender integration in Education?
- 2) What are the national and international laws and policies on the promotion of gender?
- 3) How should Technical Education and Vocational Training account for gender issues?



Participants match gender terms with their corresponding definitions during the Gender Sensitization Workshop for TVETs.

Workshop Results

The workshop enabled the WFD team to have a better understanding of the gender challenges in TVETs. Participants explored gender terminology and definitions through interactive activities, allowing them to search for definitions and concepts before the facilitator team explained them in detail. Ms. Youssouf also presented to participants a synopsis of WFD's gender study conducted in February – March 2017.

Secondly, teachers, supervisors and administrators had the opportunity to discuss gender challenges and possible remedies in technical education and vocational training in small groups before making plenary presentations.

Finally, small groups of participants identified needs for capacity building on gender considerations. Small groups then presented their ideas in plenary

The workshop also allowed everyone to share experiences with the theme of gender and the personal challenges each participant faces in the workplace.

Gender Challenges and Recommendations

The principal gender challenges identified by participants include:

- 1) When there are significantly less young women in a technical track than young men, they struggle to integrate with their male classmates. When young women outnumber young men in a technical tract the problem of integration no longer arises.
- 2) Some young women wear a style of hijab that can be dangerous in a workshop. In addition, some young women resist donning a blouse instead of the hijab for practical exercises.
- 3) There is a lack of separate locker rooms for male and female students, causing difficulties for young women to find an isolated space to change their clothes.
- 4) The physical strength required for certain sectors (construction, masonry, etc.) pushes male students to perform certain activities in place of female students. This accentuates stereotypes based on gender, especially since some professors have stated that they sometimes exempt girls from certain practical work for this reason.



Spokespersons from small groups present their lists of gender challenges and possible solutions.

- 5) Teachers and family members, often due to a lack of complete information on technical fields, orient young women towards commercial or tertiary education.
- 6) There is some institutional resistance in MENFOP to increase the number of girls in technical tracks.
- 7) There is no gender focal point in the TVETs to support teachers when they face gender challenges.
- 8) Young women who follow technical tracks often face challenges finding internships or post-graduation employment because of gender stereotypes in the private sector.
- 9) For security concerns, some young women resist some work environments, such as working at great heights or having to work late at night.
- 10) Some young women are reluctant to help clean the workshops, which is required of all students.
- 11) Young women seem unmotivated to enter Civil Engineering.
- 12) Young women are significantly underrepresented in painting workshops.

Other challenges identified by workshop participants include:

- 1) Poor orientation of students who choose technical and vocational education regardless of gender;

- 2) Insufficiency of information on future careers of TVET students from the second year. As a result, many students are unaware of the skills and potential opportunities of their industry.
- 3) No insertion in technical fields for young students with special needs.

Participant Recommendations

- 1) Adapt work uniforms (blouses) for young women who wear the veil to reconcile their religious principles to the clothing requirements of technical sectors;
- 2) Finance the purchase of work uniforms, shoes and accessories for students (female and male) whose parents lack financial resources;
- 3) Set up separate locker rooms in the workshops in order to put an end to the young women's discomfort (no need to change clothes out of the learning area);
- 4) Raise awareness among parents and community leaders that young women can learn all fields they want and that there are no jobs reserved for men;
- 5) Train teachers on the gender approach so that they can encourage young women to stay in the industrial sectors;
- 6) Train teachers as well as educational advisers and technical school administrators on gender considerations and the opportunities for gender integration in Technical and Vocational Education;
- 7) Improve the orientation of students (female and male) from the end of *collège* to help them choose between General Education and Technical Education;

Recommendations for Future WFD Gender Activities

- 1) Support the Gender Office of MENFOP to adopt a gender capacity building strategy in technical high schools and vocational training centers;
- 2) Plan other gender training workshops (probably during the next school holidays in February 2018) that take into account the challenges raised during the sensitization workshops and that will allow participants to deepen their knowledge of gender concepts (also to provide certificates to participants);
- 3) Designate "gender champions" in TVETs, who, after receiving capacity building from WFD, can support their colleagues to undertake actions of gender inclusion in their job;
- 4) Sensitize the General Director of Technical Education of MENFOP for the arrangement of locker rooms for girls in TVET workshops;

- 5) Work with a clothing designer on proposals to create work clothes for young veiled women in the workshops;



Zahra Youssouf, WFD Gender Specialist, presents findings of WFD Gender Analysis to workshop participants.

- 6) Develop awareness-raising spots for social networks, radio and television with young women who have succeeded in technical fields;
- 7) Work with the Information and Orientation Service (SIO) of the MENFOP in order to adapt and / or develop tools to raise awareness on technical programs for young women;
- 8) Support the SIO in the implementation of a campaign explaining the opportunities of technical fields from the first class in technical high schools.
- 9) Set up within WFD (with the support of EDC's headquarters Gender Team) actions to monitor the implementation of gender recommendations in technical colleges;
- 10) Work with CAP / CFP curricula drafting units to integrate this gender dimension into all technical education programs.

Chamber of Commerce International Trade Fair. On December 4, 2017, the opening day of the Chamber of Commerce International Trade Fair at the *Palais du Peuple*, WFD Gender Specialist, Ms. Zahra Youssouf, participated on a four-woman panel discussing women's leadership in Africa's economic development. Attending the panel presentation were leaders of local and international companies and government officials.

Panelists highlighted the challenges women face in Africa to making contributions that are more significant to economic development. Panelists presented data on the informal economy in Africa, and remarked how women play a dominant role in this economy. However, women face significant obstacles to entering the formal economy and becoming business leaders. Some of these challenges include lack of training, financial instability, and lack of decision-making authority.

During her presentation, Ms. Youssouf noted that Djibouti has seen important advances in women's rights and inclusion in recent years. However, there are still many obstacles to overcome to achieve parity. Ms. Youssouf encouraged the regional attendees to consider establishing regional support networks for women entrepreneurs, which could offer mentorships and training. Ms. Youssouf also pointed out the need for more young women in technical and vocational education, and mentioned that the WFD Project is working with the Government of Djibouti to ensure young women can pursue technical and vocational training.



Zahra Youssouf, WFD Gender Specialist, (far left) presents with other panel members on women's leadership in business at the Chamber of Commerce International Trade Fair, December 4, 2017.

SIR2.3: PPP focused on women's employment established

No activities this period

SIR2.4: Apprenticeship and internship opportunities for qualified candidates expanded

No activities this period

IR3: Job placement, retention and advancement services strengthened

In Quarter 1, FY18, WFD met with ANEFIP to review and revise the results of the Organizational Capacity Assessment (OCA). Having had greater exposure to ANEFIP since the original OCA was performed in FY17 Q3, WFD team members felt some initial OCA scores might be inflated.

During the meeting with ANEFIP leadership, including the Director General, WFD team members explained clearly the different levels of ranking for each of the eight OCA categories. WFD and ANEFIP leadership teams then arrived at a consensus on revised scores. Scores for the eight categories, on a scale of 0% - 100% of organizational capacity, are shown below:

- 1) Governance 67%
- 2) Organizational Management 58%
- 3) Human Resources 42%
- 4) Administration 58%
- 5) Financial Management 64%
- 6) Program Management 58%
- 7) Monitoring and Evaluation 62%
- 8) Communication 49%

These scores indicate that ANEFIP could benefit from capacity building technical assistance in every OCA category. However, to ensure WFD capacity building activities do not overwhelm ANEFIP's absorptive capacity, WFD and ANEFIP leadership teams selected the top three priority categories for initial capacity building technical assistance. These include: 1) Human Resources; 2) Communications; and 3)

Organizational Management. WFD will plan specific capacity building activities to address these areas with ANEFIP in FY18 Q2, under the guidance of WFD's new Capacity Building Specialist.

Training of Trainers – CBEE Modules 0-3. On October 29 – November 2, 2017, at the Moulk Center in Djibouti-ville, WFD hosted ANEFIP (17), Chamber of Commerce (4) and MENFOP (7) staff for a Training of Trainers (TOT) workshop on Modules 0-3 of the CBEE curriculum. Karla Hoover, WFD support officer from EDC headquarters, and Anne Marie Mukarugambwa, Deputy Director of Akazi Kanoze Access¹ in Rwanda, traveled to Djibouti to facilitate the TOT with WFD staff.

Several of the participants in the TOT had previously participated in the CBEE Adaptation Workshop. Others were not yet familiar with the CBEE curriculum. WFD distributed copies of the Facilitators' Guides for Modules 0-3 to all participants. Facilitators presented an overview of WFD and the CBEE curriculum. Ms. Mukarugambwa, a recognized master trainer in the CBEE curriculum, led the large group in a discussion of the traits of an effective trainer, and, together with Ms. Hoover, led all participants through the introductory module (Module 0).

For the remainder of the workshop, facilitators organized small groups and assigned them selected activities to prepare from the three remaining modules. The small groups then facilitated these activities in the plenary and received feedback on their performance from the other participants.



A job seeker participates in a mock job interview with two ANEFIP trainers while other youth and trainers observe.

planning session at the end of November 2017 to develop detailed plans for youth training workshops in 2018.



Anne Marie Makarugambwa, of Akazi Kanoze Access in Rwanda

During the final day of the workshop, 20 young job seekers previously identified by ANEFIP joined the workshop. Facilitators introduced WFD and the CBEE curriculum to these job seekers. Then, the trainers, who had prepared to facilitate selected activities from each of the modules, led the youth in those activities while WFD staff, Ms. Hoover and Ms. Mukarugambwa observed. Later, trainers received feedback on their facilitation skills and recommendations on how to be effective trainers.

The workshop concluded with discussions regarding next steps for initiating youth training throughout the country. Each partner presented its overall strategy for training youth. The Chamber of Commerce presented the work of its Center of Excellence. MENFOP discussed the process to integrate CBEE elements in CAP/CFP and BAC Pro curricula. ANEFIP suggested a work

¹ Akazi Kanoze Access is a Rwandan not-for-profit organization formed by EDC as a means to help institutionalize workforce development projects funded by USAID and the Master Card Foundation.

Work Plan Development for ANEFIP Training. On November 26-27, 2017, at the *Palais du Peuple*, WFD hosted ANEFIP administrators and trainers, including staff from regional offices, to develop the Calendar Year 2018 work plans for training youth across Djibouti in the CBEE curriculum. WFD requested ANEFIP trainers come to the meeting with their draft proposals for training, and their proposed criteria for selection of participants. WFD team members then met with trainers from the five regions and Djibouti-ville in small groups to refine the plans. Trainers then presented their plans in plenary for discussion and feedback.

Outcomes of the planning meeting include:

- ANEFIP will initiate youth training in early January 2018 first in the five regions;
- Djibouti-ville ANEFIP trainers and administrators, along with WFD staff, will observe regional training and provide feedback to trainers;
- Training in Djibouti-ville will begin in late-January 2018.
- ANEFIP administrators and WFD staff will observe Djibouti-ville training and provide feedback to trainers;
- Participants must be registered with ANEFIP to benefit from training;
- Most training groups will have 30 participants;
- Most initial training groups will consist of unemployed high school graduates;
- There will be a pause in trainings in mid-February 2018 due to the electoral campaign and voting period;
- There will be a pause in training from mid-May to mid-June 2018 for the Ramadan period;
- Beyond these pauses, training will be continual throughout the calendar year;
- In most cases, groups will complete Modules 0-3 during a two-week period (two full days, and eight half-days). This will allow ANFEIP staff to have time for other responsibilities;
- Participants who complete Modules 0-3 will be invited to complete Modules 4-7 usually within a month of completing Modules 0-3;
- Participants who complete Modules 0-7 will receive a Certificate of Completion;
- Participants who wish to pursue entrepreneurial training will be invited to complete Modules 8 and 9 of the CBEE curriculum (both pre-cursors to the entrepreneurship module), and then will participate in the “Comment Etre Entrepreneur” training.

By the conclusion of the meeting, each region and Djibouti-ville had a draft calendar of training through September 2018. WFD and ANEFIP modified these schedules slightly after further consultations in December 2017. WFD will work closely with ANEFIP to support and monitor training throughout the regions and in Djibouti-ville.

SIR3.1: Career counseling services provided

No activities this period

SIR3.2: Quality of job search and information mechanisms available to job-seekers improved

Digital Job-Matching Platform. During this Quarter, WFD subcontractors Souktel and Taking It Global (TIG) continued refining the specifications and clickable wireframes for the digital job-matching platform. See Annex 1 for the latest draft of the specifications, including screen shots of the planned system. Several online demonstrations during the quarter, organized by Souktel, allowed the WFD team and TIG to provide feedback and recommendations for enhancement and refinement. WFD shared the French

draft of the specifications with ANEFIP for feedback, but had not received any feedback by the end of the quarter. TIG plans to initiate development of the platform and mobile version in FY18 Q2.

During this quarter, ANEFIP planned to meet with the President of Djibouti to present a version of a job-matching platform they had employed a consultant to develop. However, this meeting did not take place during the quarter, and WFD has no further update about a possible re-scheduling or cancellation of the proposed meeting.

SIR3.3: Job center outreach and communication improved

No activities this period

SIR3.4: Job center outreach to female job seekers improved

No activities this period

SIR3.5: Beneficiaries' knowledge of how to access job placement services increased

No activities this period

SIR3.6: Job center's infrastructure improved

Rehabilitation of ANEFIP's central office. ANEFIP provided to WFD a copy of the initial architectural drawings and estimate for the desired rehabilitation. However, the Director General of ANEFIP noted that the drawings and estimate did not include an expansion of the building all along the back. He has requested that the architect revise the plans to include a full expansion all along the back of the building. As of December 31, 2017, ANEFIP had not provided a revised copy of plans to WFD. Further, as of the end this quarter ANEFIP had not received approval to occupy the space behind the building where the expansion is planned.

On October 22, 2017, WFD Agreement Officer, Mr. Kevin Sampson, USAID/Ethiopia, visited WFD offices. Among other items discussed, Mr. Sampson noted that USAID/Ethiopia has a team of three engineers and he would be willing to discuss sending one of the engineers to Djibouti. This engineer would review the site and plans for rehabilitation/expansion and hold discussions with an independent, local engineer who can ensure proper standards are applied and processes are adequately documented for compliance purposes. WFD agreed this would be a welcome assistance from USAID/Ethiopia.

WFD met with visiting USAID/Kenya and East Africa Regional Environmental Advisor, David Kinyua, November 29, 2017, at WFD offices. Mr. Kinyua provided WFD copies of USAID Sector Environmental Guidelines for Small-scale Construction and the ENCAP Visual Field Guide for Construction, and reviewed these guidelines and requirements with the WFD team. WFD escorted Mr. Kinyua to ANEFIP offices for a tour of the facility and the space designed for expansion. Based on this visit, Mr. Kinyua made several observations related to the Visual Field Guide (standing water, debris and construction waste, and open access to the proposed construction site) that will be important to observe while planning for and during the construction phase.

[See "Management Issues" below for information on proposed usage of the building to be rehabilitated.]

Equipping of ANEFIP's satellite offices. WFD equipped each of the five regional offices of ANEFIP (Ali Sabieh, Arta, Dikhil, Obock, Tadjourah) with two desktop computers, two multi-function printers, two battery backup/surge protection units, and internet connectivity hardware (router) to facilitate administrative and technical work in the offices, and enable the offices to connect to new digital tools. All equipment has been delivered and is labeled with USAID Property stickers. A few of the offices are still awaiting internet connectivity, as ANEFIP must make the request for telephone lines to connect to the WFD supplied routers. The Minister of Labor will inaugurate officially the regional offices of ANEFIP during ceremonies in January 2018.



ANEFIP Regional Office in Dikhil, with USAID-sponsored equipment.

SIR3.7: ANEFIP staff understanding of gender sensitive service provision increased

No activities this period

SIR3.8: Employment placement and advancement data available

No activities during this period.

Management Issues

During this quarter, ANEFIP informed WFD that a new building to be constructed on the grounds of National Institute for Public Administration would be the new home of the Ministry of Labor and ANEFIP leadership. WFD raised the question of what would happen to the current ANEFIP headquarters building slated to be rehabilitated/expanded by WFD. ANEFIP responded that the building would continue to serve some ANEFIP administrative needs and would serve as ANEFIP's regional office and training center for downtown Djibouti. This brings into question WFD's planned rehabilitation work.

The Chamber of Commerce expressed concern to WFD that short-term training for school leavers in its Center of Excellence for Logistics (currently under construction) should be included in the WFD Logframe. WFD senior management met with Chamber senior leaders to resolve this issue and modified the Logframe to include such short-term training. WFD awaits targets for this training from CCD.

In December 2017, WFD dismissed one local driver for personal use of a project fuel card. Though the personal use of the card was minor in financial terms (less than \$100), EDC has zero tolerance for such improper behavior. WFD suspended the driver immediately upon discovery of the issue, and dismissed him after consultation with EDC headquarters and local counsel. WFD will recruit a replacement driver in January 2018.

Monitoring and Evaluation

Activities supported by WFD in Oct.-Dec 2017	Number of Participants
ToT workshop on Work Ready Now (WRN)	ANEFIP: 17 CCD: 4 MENFOP: 7 Sub-Total: 28
Adaptation workshop of Entrepreneurship modules (BYOB)	ANEFIP: 17 MENFOP: 7 CCD: 4 Entrepreneurship Incubator (Ministry of Finance): 2 Club of Young Entrepreneurs: 2 Private sector (ISCAE): 1 Sub-Total : 33
Gender Awareness workshop for MENFOP Administrators and TVETs Teachers	MENFOP: 70 Sub-Total: 70
Total Participants en Q1 2018	Total : 131
Cumulative Participants- FY17 to Date	TOTAL : 475

During Q1 of FY18, the M&E team worked on several activities.

The M&E unit conducted data collection activities in the following workshops: MENFOP personnel on Gender Awareness workshop, the Entrepreneurship Adaptation Workshop (BYOB Modules) and the Work Ready Now (WRN) Training of Trainers workshop. The M&E team developed data collection tools to capture the participants to the above-mentioned workshops. Data collected have been entered in an Excel spreadsheet. The newly recruited staff (the M&E Officer, the Database/IT Manager and the Digital Platform Coordinator joined the project in December. The Evaluation Methods Specialist coached new staff in project objectives and activities to ensure their integration and enable them to start performing their functions immediately.

The Evaluation Methods Specialist facilitated, with other technical team members, the Gender Sensitization workshop, the Entrepreneurship Adaptation Workshop (BYOB Modules) and the Work Ready Now (WRN) Training of Trainers workshop.

The Evaluation Methods Specialist conducted a reflection process on how to reach the project's quantitative targets of thousands of beneficiaries and then attain the objectives of the project. He developed a strategy to implement soft skills modules trainings in Djibouti and regions. This strategy is composed of the recruitment of a team of 20 trainers who will be conducting the WRN and BYOB modules in Djibouti and the five regions.

The M&E team made slight revisions of the project Logframe by adding the role of the Chamber of Commerce in activity 1.2.1 for short-term training of school leavers after CCD's request to highlight its role in this activity. The revision of this activity was done in a participative and consultative approach with the CCD to make sure that the revision satisfied the request of the CCD. See Annex 2 for the updated Logframe.

Project indicators and related targets have been updated accordingly to the Workplan recently revised and approved by USAID. The Learning Agenda was finalized and a set of three questions were finally selected.

On November 6, 2017, the Evaluation Methods Specialist and the WFD Chief of Party met with Awoke Tilahun, Monitoring and Evaluation Specialist in the Program Office at USAID/Ethiopia. Mr. Tilahun was visiting the USAID/Djibouti team. He took advantage of his visit to meet with WFD and discuss Data Quality Assessments and other USAID M&E issues. Mr. Tilahun made several observations and recommendations for WFD to consider:

- Revisit with USAID/Djibouti the issue of Results Framework versus Logframe. The project should have one or the other, but not both.
- Revisit baselines in the Logframe. Currently, almost all indicators have a baseline of "0". There should likely be more (teacher externships, for example) where the baseline is not "0".
- Determine which indicators need a baseline survey, and ensure the survey work is included in an updated workplan and reprogrammed budget.
- Revisit targets (40,000 job seekers using ANEFIP services and 32,000 job seekers trained) with USAID/Djibouti and Government of Djibouti, and rationalize these targets (i.e., document how they were reached).
- Include USAID's three standard indicators for workforce development (E.G. 3, 6 and 8) as stand-alone indicators in the WFD PIRS.
- Set targets for the three standard indicators for FY18 and FY19 and share these with USAID/Djibouti.

Finally, Mr. Tilahun noted that a Data Quality Assessment for the WFD project would likely be scheduled for FY19, and will explore the following characteristics of WFD M&E data: 1) Validity; 2) Integrity; 3) Precision; 4) Reliability; 5) Timeliness.

Reports/Studies/Documents Submitted to USAID DEC

EDC has not yet submitted any documents to the DEC. EDC will submit all approved FY17 documents to the DEC in FY18 Q2.

Success Stories

As noted in WFD's initial Gender Assessment, conducted in February – March 2017, young women face many obstacles to participation in the labor market in Djibouti. One of those challenges is an environment of gender imbalance in technical and vocational education.

To sensitize teachers and administrators in technical and vocational education, WFD launched the first in a series of Gender Sensitization Workshops on December 26-27, 2017. Over 70 participants, primarily teachers, from two of Djibouti's largest technical and vocational educational institutions attended the workshop. This was the first opportunity for teachers and administrators to come together for focused discussions on what many recognize as a critical problem.

This workshop was also an opportunity for WFD to hear firsthand from teachers and administrators concerning challenges they face in attracting and retaining more young women.

During the workshop, participatory and small group activities allowed participants to discuss openly challenges, concerns, and recommendations to overcoming the current gender imbalance in technical and vocational education. Principle recommendations included actions to accommodate the special concerns of young women, including appropriate clothing and adequate changing facilities, as well as the need for broader sensitization and orientation efforts for students, parents, teachers and administrators.

WFD will use the feedback from this first workshop to plan additional workshops for teachers and administrators of the other technical and vocational educational institutions in the country. Workshop recommendations will be shared with the *Direction Generale de l'Enseignement Technique et la Formation Professionnelle* in MENFOP.



A TVET teacher shares her concerns about attracting more female students to technical

Activities Proposed for the Coming Quarter

Table 3 below shows WFD activities for the next three months:

Table 3. Activities proposed for the coming quarter

Dates (2017)	Activities
Jan. 2018	Inauguration of ANEFIP Regional Offices
Jan. 2018	Welcome and Orient the Cardno team to WFD
Jan. 2018	Roll-out by ANEFIP of first three WRN modules for selected youth
Jan. – Mar. 2018	Development of Job-matching Platform (web and mobile)
Jan. – May 2018	Development/validation of new CAP/CFP curricula - MENFOP
Jan. – Sep. 2018	Support/monitor ANEFIP in training events for job seekers
Feb. 2018	Planning of ANEFIP Capacity Building activities
Feb. 2018	Form and facilitate an organizing committee for an annual Job Fair
Feb. 2018	Gender Sensitization Workshops for TVET teachers and administrators

Feb. 2018	Training for ANEFIP staff on gender-sensitive service provision
Mar. 2018	Plan TVET Olympiade with DGETFP - MENFOP
Feb. – Mar. 2018	Revision of Cardno Labor Market Study
Mar. 2018	Training of Trainers on modules 4-7 of adapted WRN curriculum
Mar. 2018	Training of Trainers on adapted “Be Your Own Boss” curriculum

Operations

Equipped office

During the current quarter, the WFD team equipped the third floor suite of offices with adequate furnishings and equipment for new staff and for the Cardno team.

Staffing

Mr. Steven Dorsey, Chief of Party, arrived October 1, 2017, to assume in-country responsibility for the WFD program. Mr. Dorsey brings prior work experience in Djibouti to this position, having served as the initial Chief of Party for the USAID-funded *Projet AIDE* basic education-strengthening project from 2003 – 2006. Mr. Dorsey held introductory meetings with project staff, partners, and USAID, and was fully engaged in project administration and technical activities during the quarter.

Other staff joining WFD during this quarter include Nadira Chakib Ali, Accountant; Hicham Abdourahman Abdoul-Rauib, Communications Specialist; Liban Farah Guirreh, Monitoring and Evaluation Officer; Ahmed Moussa Ahmed, Formal Training Coordinator; and Wais Nouh Ali, Job-Matching Platform Coordinator. Table 4 lists all staff as of the end of FY18 Q1.

Table 4: Full Staff List

Name	Title	Start Date
Rene Djamen	Deputy Chief of Party	2/1/2017
Ismail Awaleh	M&E Specialist	7/1/2017
Zahra Youssouf	Gender Specialist	7/1/2017
Saad Abdillahi Asoweh	Finance Manager	7/1/2017
Goumaati Adou Ali	Officer Manager	7/1/2017
Nima Elmi Taher	Office Cleaner	7/16/2017
Fatouma Abdou Boubaker	Office Cleaner	7/16/2017
Said Salim Ibrahim	Driver	8/1/2017
Ali Abdallah Abdou	Driver	8/14/2017
Zam-Zam Aden Guedi	Non formal training coordinator	9/1/2017
Neima Osman Ali	Receptionist	9/1/2017
Moustapha Ali Guedi	Logistician	9/1/2017
Steven Dorsey	Chief of Party	9/17/2017
Nadira Chakib Ali	Accountant	11/1/2017
Hicham Abdourahman Abdoul-Raguib	Communication Specialist	12/1/2017

Liban Farah Guirreh	M&E Officer	12/19/2017
Ahmed Moussa Ahmed	Formal Training Coordinator	12/1/2017
Wais Nouh Ali	Platform Coordinator	12/21/2017

Ongoing recruitment

The two final program positions to be filled in FY18 Q2 are: 1) IT Manager; and 2) Capacity Building Specialist. WFD has selected Mr. Osman Khalif Ismail for IT Manager, and Mr. Abdouraham Omar Walieh, for Capacity Building Specialist. Both will start in January 2018. WFD will also hire a new local driver in January 2018.

Annex I: Digital Job-matching Platform Technical Specifications



EDC WFD - Djibouti Job Matching Platform Web & Mobile

Functional Specification

Submitted on: September 24, 2017

Revised on: October 3, 2017

1. Overview	29
2. User roles	29
2.1 Job Seeker	29
2.2 Employer	30
2.3 Public User	30
2.4 ANEFIP User/Administration of Site	30
2.5 Data Consumer(s)	31
(More details will be provided with the functional specifications for the ANEFIP database re-design)	31
3. Features - Job Seeker Specific	31
3.1 Job Seeker Sign up/Onboarding process	31
3.1.2 Importing Existing Job Seeker Data from ANEFIP Database	35
3.2 Job Seeker Profile	35
3.3 Job Seeker Public profile page	36
3.4 Search/Filter job Opportunities	38
3.5 View Job Listing Page	39
3.6 View/Search/Filter Employers	40
3.7 Match me with jobs that match my qualification	41
3.8 Sign up for job alerts	41
3.9 Job Seeker Dashboard	41
3.10 Job Seeker Notifications	42
3.11 Save Jobs for later	43
3.12 Apply for jobs	43
3.13 View application status	43
3.14 Sign up for updates on job application	43
4. Features - Employer Specific	43
4.1 Sign up/Onboarding	43

4.2 Employer Profile	46
4.3 Post job	47
4.4 View, Filter and Search Job Seekers on Site	53
4.5 Job Seeker Match with Job	55
4.6 Save Job Seekers	55
4.7 Contact Job Seekers	56
4.8 View applicants for a job posting	56
4.9 Manage Applicant Status	56
4.10 Employer Dashboard	56
4.11 Employer Notifications	56
5. Other Features	56
5.1 Login	57
5.2 Reports/Data Analytics	57
(Further details will be provided when the ANEFIP database is re-designed)	57
5.3 Create Accounts	57
5.4 Disable Accounts	57
5.5 "Verified by ANEFIP"	57
5.6 Add Events	58
5.7 View Events	58
5.8 Event Sign-up	58
5.9 Counseling Request	58
5.10 Add Guidance/Counseling Appointments	58
(Additional details will be provided with the functional specifications for the ANEFIP database re-design)	58
5.11 Document Interaction(s) with Job Seeker	59
(Additional details will be provided with the functional specifications for the ANEFIP database re-design)	59
5.11 View All Interaction(s) with Job Seeker	59
(Additional details will be provided with the functional specifications for the ANEFIP database re-design)	59

5.13 View Upcoming Events/ Appointments	59
5.14 Access General Site Information (non-logged in user)	59
5.15 Settings	59
5.16 Auto-Sign up	59
6. Other Features for Consideration (Can be for future versions)	60
7. Mobile Specific Features	60
7.1 Mobile Offline Support	64
8. Visual & Branding Guidelines	65
9. Languages	65
10. Security and Privacy	65

I. Overview

This document outlines the functional specification for a job matching platform for Djibouti to be managed and administrated by ANEFIP (with support from the EDC WFD project). The system proposed includes both a web platform and mobile Android application (which can be used as a reference for an iOS application).

The functionality proposed below is based on research conducted by Souktel in May and August of 2017 for the needs of job seekers and employers from the Djibouti workforce and discussions with ANEFIP, EDC WFD project and other stakeholders.

In addition, the design takes into consideration and uses input from the work that went into an earlier version of the web and mobile application by Dr. Nimaan and ANEFIP. The specifications are meant to build on work already completed in setting up the website and mobile application and provide improvements to usability and user experience.

2. User roles

2.1 Job Seeker

Job seekers are users on the site that sign up as a job seeker. Any user can sign up to be a job seeker. They need to register on the site as a job seeker and enter at a minimum their email or phone number, name and password on sign up. They can become a “verified by ANEFIP” user if ANEFIP reviews their documentation in-person or on the site. (See Verified by ANEFIP feature description in section 5.5). If they are verified by ANEFIP, employers will see a badge, which indicates that they are verified by ANEFIP, on their profile. All job seekers will have the ability to complete their job seeker profile, search for jobs and employers, apply to jobs, save jobs for later, view and get alerts for matching jobs, and check and receive notifications on the status of their job applications.

2.2 Employer

Employers are users on the site that sign up as employers. Any user can sign up to be an employer. They need to register on the platform as an employer and enter at a minimum the name of their company, (registered company ID - will confirm with project team, CCD, ANEFIP regarding existence of this ID for all potential employers), phone number or email, and password on sign up. They can become a “verified by ANEFIP” employer if ANEFIP reviews their profile on the site. (Will discuss with ANEFIP and project team if employer needs to be approved by ANEFIP/admin or if we should use some other verification process, such as database from Chamber of Commerce, before the employer accounts are approved, to prevent low quality employers and fake employers on the site. Will consult with Chamber of Commerce and SNSS (Social Security Office) for possible databases with list of companies per project team recommendation) Employers will have ability to complete their employer profile, search for job seekers, post jobs, save list(s) of job seekers, and change status of applicants under review.

2.3 Public User

These visitors to the site who have not signed-in with their passwords. The site will offer some level of functionality for these users. They will have access to information about ANEFIP and can view an overview of the services provided by this site. They will also see content that encourages them to sign up for the site and explain the benefits of doing so.

These users will also be able to see a list of jobs posted on the site and search for jobs. However, they will not be able to see details on the jobs, or see name of employers, see job seekers, perform any action such as applying for jobs, save information or create a profile until they create an account or sign in.

2.4 ANEFIP User/Administration of Site

ANEFIP administrator(s) can login to the site and view all applicants and employers. ANEFIP users will have the ability to create accounts on behalf of the job seekers and employers and they can delete users. They can add the ANEFIP verified badge to any of the candidates or employers. They can save a list of employers or a list of candidates to be reviewed at a later time. In addition, ANEFIP admin users will also have the ability to post events on the site that job seekers can sign up for. They can also manage in-person interactions such as scheduling appointments for counseling/guidance of job seekers and documenting interactions with the job seeker. ANEFIP admin users can also view data analytics and reports on the site.

2.5 Data Consumer(s)

(More details will be provided with the functional specifications for the ANEFIP database re-design)

The site will give other users, such as MENFOP and the Chamber of Commerce members, the ability to view the data (or a subset) of the data analytics on the site.

These users will be able to login to the system with their provided username and password and the site will display data analytics and reports for the data that is accessible to them. May consider sub roles of the data consumer role to allow for different levels of access to the data.

3. Features - Job Seeker Specific

3.1 Job Seeker Sign up/Onboarding process

Job seekers signing up on the site as job seekers will be guided through a step-by-step process to get them registered on the site and help them create a profile that showcases their qualifications, skills, education and job history for employers to see and to help match them with the right jobs. At a minimum, at registration the user will be requested to provide their name, email or phone number and password. Users will be able to login with email or phone number and a password.

They will also be guided through a set of questions, which they can optionally skip, to gather information on their qualifications, skills, education and job history.

A job seeker can complete and update any of the information they didn't fill out at onboarding, any time after registration by signing into the website and signing into their profile page.

Once a job seeker completes registration, they will receive a link via email or SMS (if no email is provided) to confirm their account. A user will not be able to access the site after initial registration until they have confirmed their account. The team will investigate the viability of using SMS and determine if costs can be covered by Djib Telecom or ANEFIP. Team will also investigate the possibility of relying solely on email or adding other options such as Whatsapp integration.



ANEFIP

ANEFIP Job Matching Platform Job Seeker Registration

Please fill out the following information to register on the site.

Add
Photo

First Name *

Last Name *

Email (must provide email or phone number) *

Phone (must provide email or phone number) *

Password *

Confirm Password *

Profile Privacy

Public Profile: Profile is visible to all users on site

Private Profile: Profile is only visible to employers I apply to, if I choose so

Next

[Dashboard](#)[Job Seekers](#)[Employers](#)[Jobs](#)

Welcome, Gina!

Please fill out additional information to complete your profile for employers to find and to be matched with the best job opportunities for you!



Basic Information



Education & Skills



Job History



Certificates & Licenses



Additional Information

Basic Information

Location

Balbala

Gender

Male Female

Date of Birth

Sept ▾

18 ▾

1990 ▾

Upload Resume

Select File

[Skip and complete registration](#)

[Next](#)

Welcome, Gina!

Please fill out additional information to complete your profile for employers to find and to be matched with the best job opportunities for you!



Basic
Information



Education &
Skills



Job History



Certificates
& Licenses



Additional
Information

Education & Skills

Degree

2 Year Bac

Field

It Administration

School/Faculty

Djibouti TVET

Location

Djibouti City, Djibouti

Attended from

Month

Year

To

Month

Year

Still Attending

[Save](#)

Skills

Java

Database

Win. Server 2007

Languages

English

Native Speaker/Proficient

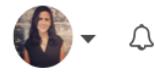
Arabic

Native Speaker/Proficient

[Add](#)

[Skip and complete registration](#)

[Next](#)

[Dashboard](#)[Job Seekers](#)[Employers](#)[Jobs](#)

▼



Welcome, Gina!

Please fill out additional information to complete your profile for employers to find and to be matched with the best job opportunities for you!

[Basic Information](#)[Education & Skills](#)[Job History](#)[Certificates & Licenses](#)[Additional Information](#)

Additional Information

Desired Job Title

Type of job

- Full Time Part time
 Internship Contract

Sectors Interested In

[Tourism](#)[Government](#)[Logistics](#)[Education](#)[Skip and complete registration](#)[Complete](#)

3.1.2 Importing Existing Job Seeker Data from ANEFIP Database

The team will also investigate importing data on job seekers from the existing ANEFIP database to help populate existing information on job seekers on the site when they first sign up.

3.2 Job Seeker Profile

The Job Seeker profile is where the job seeker can fill in, update and save their basic info (name, photo, location, etc.), qualifications, job history, skills, etc.

All of this information can be made public for all users on the site to access or partially public with information submitted only to employers they apply to if they choose.

Main sections under a job seeker profile will include:

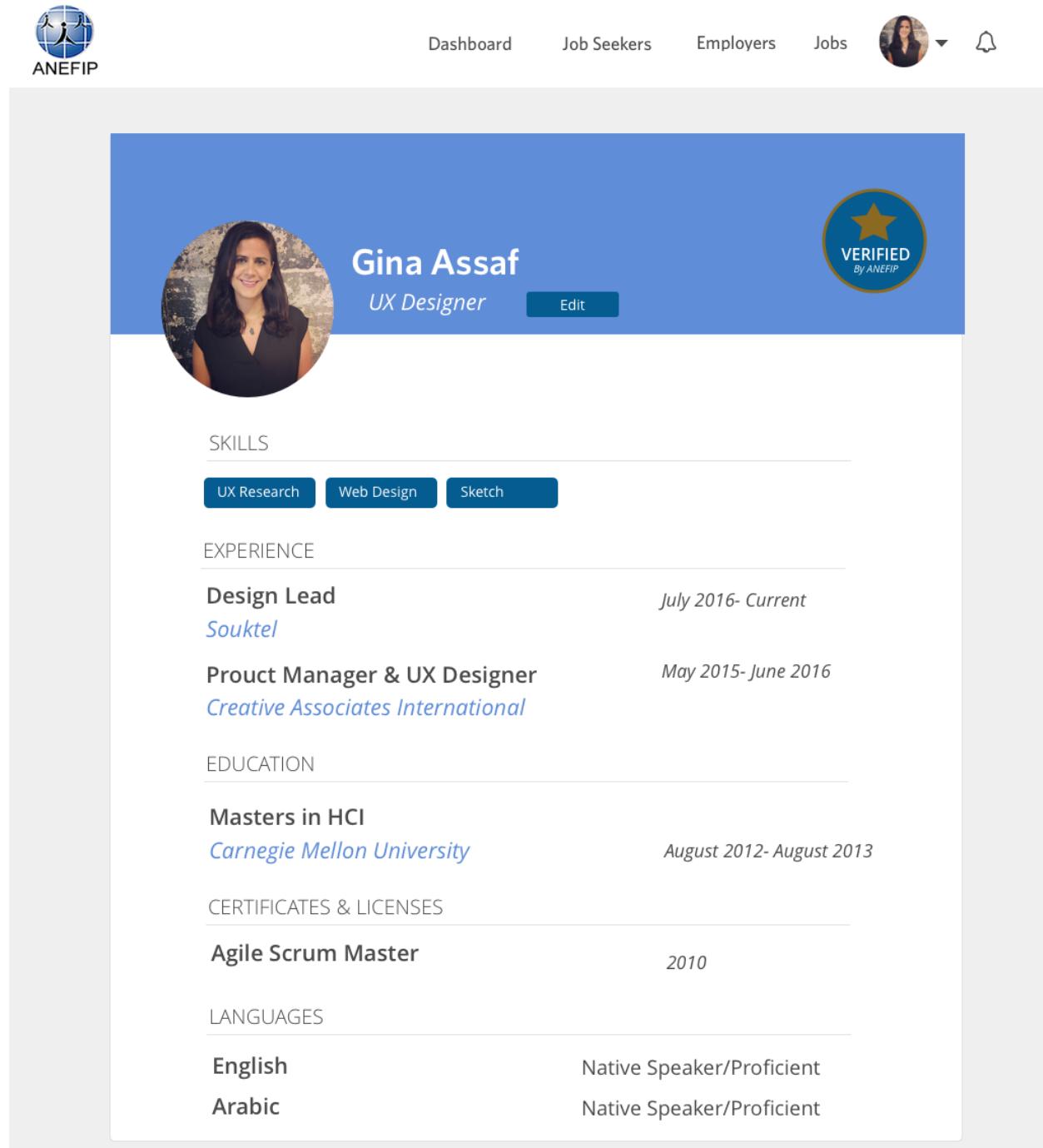
- Registration first page (all required except for photo)
 - First Name
 - Last Name
 - Photo
 - Email and/or phone number
 - Password to access site
 - Privacy information
- Basic Information
 - Location
 - Gender
 - Date of birth
 - CV (Required format and size will be discussed with team. At a minimum Word and PDF files as well as photos -- JPEG, TIFF -- should be accepted)
- Education & Skills
 - List of skills (This will be a list of skills that is pre-populated with a set of common skills, that users can search for with autocomplete, with the ability for users to add additional skills to, that will be added back to the list for all users to add from)
 - List of degrees
 - Languages
- Job History
 - List of past jobs
- Certificates & Licenses
 - Licenses and certificates earned
- Other information
 - Desired Job Title (optional)
 - Types of jobs interested in
 - Types of sectors interested in

3.3 Job Seeker Public profile page

This page will showcase all information on a job seeker if the job seeker chooses to make their profile available to all employers. Employers will be able to find job seekers by searching for them on the site using the [Search Job Seeker](#) feature described in the Employer section. Job seekers will not be able to view other job seeker profiles.

This page will be formatted and set up so it highlights and promotes the job seeker to a potential employer. The job seeker can update and edit this page at any time.

ANEFIP can further provide validation to a job seeker by reviewing a job seeker's profile (online and in-person) and provide a stamp of verification from ANEFIP.



The image shows a screenshot of a job seeker's profile page on the ANEFIP platform. At the top, there is a navigation bar with the ANEFIP logo, Dashboard, Job Seekers, Employers, Jobs, a user icon, and a bell icon. The main profile area features a circular photo of a woman named Gina Assaf, her title as UX Designer, and an 'Edit' button. To the right is a 'VERIFIED By ANEFIP' badge. Below the profile, sections include SKILLS (UX Research, Web Design, Sketch), EXPERIENCE (Design Lead at Souktel, Product Manager & UX Designer at Creative Associates International), EDUCATION (Masters in HCI at Carnegie Mellon University), CERTIFICATES & LICENSES (Agile Scrum Master in 2010), and LANGUAGES (English and Arabic listed as Native Speaker/Proficient).

This page will be formatted and set up so it highlights and promotes the job seeker to a potential employer. The job seeker can update and edit this page at any time.

ANEFIP can further provide validation to a job seeker by reviewing a job seeker's profile (online and in-person) and provide a stamp of verification from ANEFIP.

Gina Assaf
UX Designer

SKILLS

UX Research Web Design Sketch

EXPERIENCE

Design Lead July 2016- Current
Souktel

Product Manager & UX Designer May 2015- June 2016
Creative Associates International

EDUCATION

Masters in HCI August 2012- August 2013
Carnegie Mellon University

CERTIFICATES & LICENSES

Agile Scrum Master 2010

LANGUAGES

English Native Speaker/Proficient

Arabic Native Speaker/Proficient

3.4 Search/Filter job Opportunities

The site will provide job seekers with a robust search functionality with filters.

Job seeker can search by typing a word or phrase into an open text search box.

They can further filter the results by: position, location, type of jobs, skills, languages, licenses and education required. Other options to consider for filtering (gender requirement, required licenses, working hours). The search results can be sorted by: newest or oldest.

When a search is conducted a list of results will be displayed showcasing the position, the company and date the job was posted.

This functionality should be available for public/non-signed in users. Name of Employer will be hidden for the non-signed in user or if a job is posted anonymously.

Once the job seeker clicks into the job (or applies to the job), they will be required to register.

[Dashboard](#) [Job Seekers](#) [Employers](#) [Jobs](#)

Find Jobs

Location

Sector

Full Time

Skills Required

Education Level Required

Experience

3 Years

Salary

500

1000

Per Year

FIND JOB

Sort by Newest

	Software Engineer	Full Time	 Friedman's Hell's	Salary: \$10/Hour	View
Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's ...					
	Designer	Part time	 DesignersART	Salary: \$12/Hour	View
Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's ...					
	Assitant Manager	Part time	 CityTouch	 Jijel	Salary: \$1000/Month
Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's ...					View
	Waiter	Part time	 Azul	Salary: \$10/Month	View
Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's ...					
« 1 2 3 4 5 6 7 8 9 »					

3.5 View Job Listing Page

A job listing page will include all details about the job including company name and logo (if not posted anonymously by company), job description and duties, skills and qualifications required, salary range, deadline for application and date the job was posted.

Actions available on the job listing page:

- The job seeker can apply to a job from the job listing page.
- The job seeker can also save a job to view at a later time
- They can forward the job to an email address (or use a WhatsApp share link.)

 ANEFIP
Dashboard
Job Seekers
Employers
Jobs

 2



Standard Agency

User Experience Designer Save Job Email

Full time Position

Djibouti City, Balbala

Job Description

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut pretium pretium tempor. Ut eget imperdiet neque. In volutpat ante semper diam molestie, et aliquam erat laoreet. Sed sit amet arcu aliquet, molestie justo at, auctor nunc. Phasellus ligula ipsum, volutpat eget semper id, viverra eget nibh. Suspendisse luctus mattis cursus. Nam consectetur ante at nisl hendrerit gravida.

Qualifications

Bachelors in Graphic design or Bachelors in Computer Science
2 years of experience in web design.

Desired Skills

Sketch
Photoshop
Web Design
Mobile Design

Company Overview

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut pretium pretium tempor. Ut eget imperdiet neque. In volutpat ante semper diam molestie, et

[Apply](#)

3.6 View/Search/Filter Employers

Employers will be listed for job seekers to scroll through. The site will also have the functionality to search for employers by name with a robust search functionality. Visitors to the site can search by typing the name of the company into an open text search box. The search functionality will also provide a way to filter all employers by sector, size and location.

3.7 Match me with jobs that match my qualification

Job Seekers can also view all jobs that match their qualifications as specified in their profile.

An algorithm will be run to match them with the jobs posted by employers, based on their qualifications, skills, interests and experience.

When the user signs in, they will see a list of matching jobs in their dashboard.

Fields to be used for the matching will be weighted using the following proposed priority order (to be discussed further with ANEFIP and WFD project team): skills, education, certificates and licenses, sectors interested in, job title and location.

3.8 Sign up for job alerts

Job seekers can sign up for jobs alerts to be sent to them via email or SMS (Team will investigate the cost sharing associated with SMS and if prohibitive may forgo and can also consider FB/Whatsapp alerts). Users can select to receive alerts for new jobs posted in a daily or weekly batch.

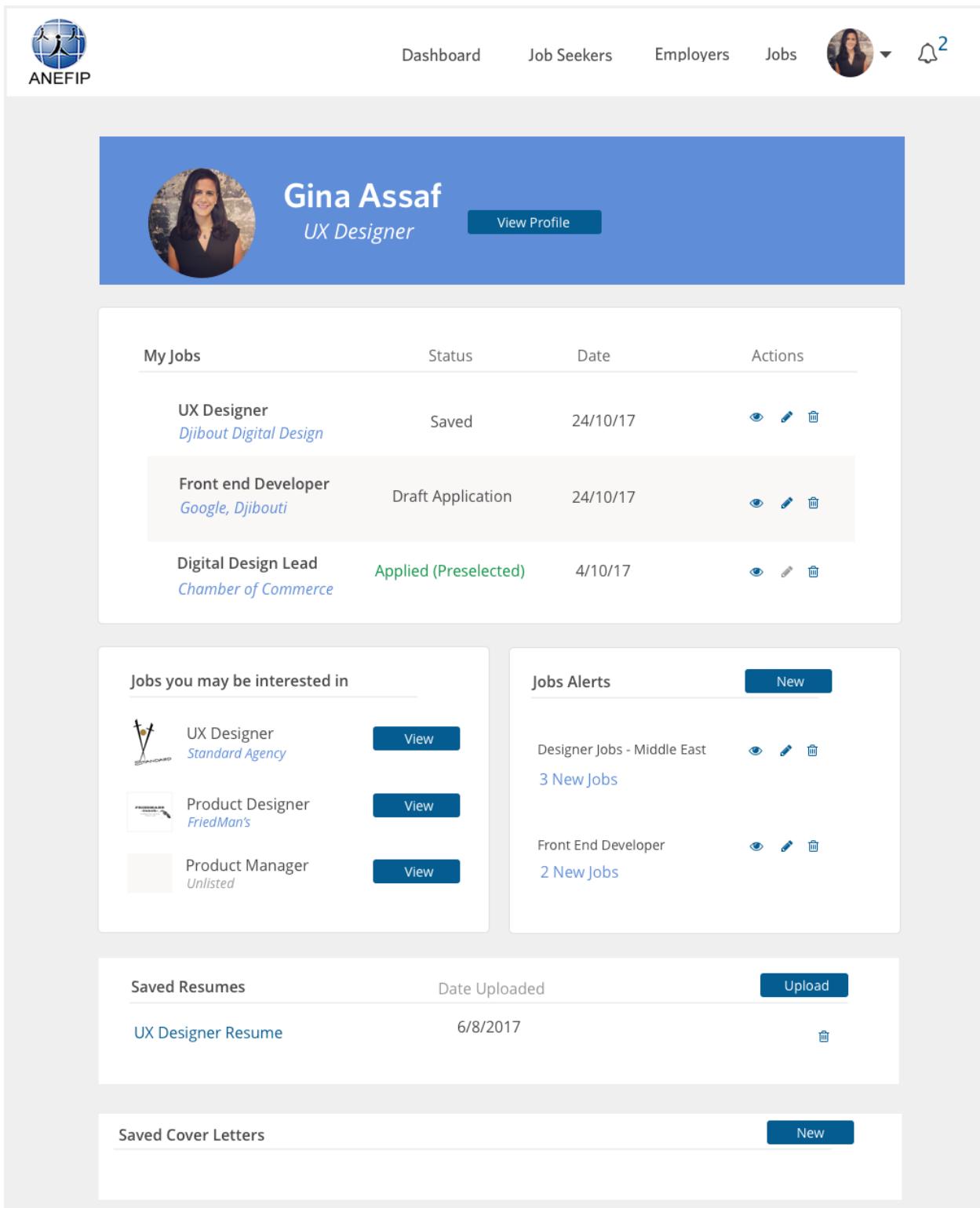
Job seekers can select to sign up for alerts based on jobs that match their qualifications or create custom job alerts based on specific search queries.

3.9 Job Seeker Dashboard

This page will be the central page for the job seeker when they log into the site. From this page they can see the list of all jobs they applied to and the status of application. They can see a list of jobs that match their qualifications and list of job alerts they created. They will also see general stats like how many employers viewed their employer and how many jobs they applied to.

From this page they can also update their profile, and add/edit resumes and cover letters.

The lists in each section will display only 3 items on the main dashboard page with a link to the full list.



The screenshot shows the ANEFIP Job Seeker Dashboard. At the top left is the ANEFIP logo. To the right are navigation links: Dashboard, Job Seekers, Employers, and Jobs. A user profile icon with a dropdown arrow and a notification bell icon with a '2' are also present.

The main header features a profile picture of Gina Assaf, labeled 'Gina Assaf UX Designer', and a 'View Profile' button.

The 'My Jobs' section lists three applications:

Job Title	Employer	Status	Date	Actions
UX Designer	Djibout Digital Design	Saved	24/10/17	
Front end Developer	Google, Djibouti	Draft Application	24/10/17	
Digital Design Lead	Chamber of Commerce	Applied (Preselected)	4/10/17	

The 'Jobs you may be interested in' section lists three job postings with 'View' buttons:

- UX Designer at Standard Agency
- Product Designer at FriedMan's
- Product Manager Unlisted

The 'Jobs Alerts' section shows two alerts with 'New' buttons:

- Designer Jobs - Middle East (3 New Jobs)
- Front End Developer (2 New Jobs)

The 'Saved Resumes' section shows one resume with an 'Upload' button:

Resume Name	Date Uploaded	Action
UX Designer Resume	6/8/2017	

The 'Saved Cover Letters' section has a 'New' button.

3.10 Job Seeker Notifications

The system will have notifications for job seekers that will notify them of changes in status of jobs they applied to or notify of new jobs matching their profile. Notifications will appear on an icon on the toolbar. In addition, all notifications will be sent as emails. The content for the notifications of rejected

applications will ideally be written by the EDC team/ANEFIP in a way that wouldn't discourage job seekers.

3.11 Save Jobs for later

From the page of job listings or a job opportunity page a job seeker can save any job they are interested in to view at a later time.

3.12 Apply for jobs

A Job seeker can apply to any of the jobs on the site. Once they select to apply to a job a wizard form will guide them through the process. They can choose to submit their resume and add a cover letter as an attachment or write new ones for that specific job.

Applications will be submitted over the web and employers will be notified via emails of new applicants to a job.

3.13 View application status

Once a job seeker applies to a job, the site will inform the job seeker of the status of the job application on each job applied to, once the employer takes any action.

3.14 Sign up for updates on job application

Job seeker can get updates on all job application change of status via email or SMS. (Consider Whatsapp/FB messenger integration)

4. Features - Employer Specific

4.1 Sign up/Onboarding

Employers can sign up on the site to contact job seekers and post jobs and internships. There will be an onboarding process/wizard that guides the user step-by-step through the process of creating an account on the site.

Basic account information such as company name, company ID (need to gather information from ANEFIP and project team on the availability of such a number for all possible employers accessing site), email and/or password will be required to enter during the signup process. Other questions requested in onboarding will be: Size of company, sector and location. To keep it simple as a start, each employer will have one email and password to access account. As an advanced feature, can revise functionality to include multiple accounts per employer.

There can be sector specific questions requested based on the type of sector the company works in: tourism, logistics, transportation, government, etc. (Need to gather more information from each of the (big) sectors the project or ANEFIP recommends we initially support), to provide more contextual questions. The sector selected can also affect the flow and questions specified when posting a job, specifically the qualifications page.

Employers can skip through some of the pages and questions that are presented during onboarding and they can add more information about the company, at a later time, from the employer profile page.

ANEFIP can further provide validation to an employer account by reviewing an employer's profile (online and in-person) and provide a stamp of verification from ANEFIP. (Will discuss with ANEFIP, project team and CCD if this verification step should be required for any access to the site or if we can use other verification such as database with employer IDs).

In addition, once an employer completes registration, they will receive a link via email or SMS (if no email is provided) to confirm their account. A user will not be able to access the site after initial registration until they have confirmed their account.



ANEFIP

Employer Registration. Welcome to the ANEFIP Job Matching Platform!

Create a profile to post jobs and to view and search for job seekers.

Register Company

Company Name *

Company ID *

Email * (Must provide email or phone number)

Phone * (Must provide email or phone number)

Password *

Confirm Password *

Employer Profile Privacy

- Public Profile: Profile is visible to all users on site
 Private Profile: Profile is only visible to me

Next



Employer Registration

Welcome to the ANEFIP Job Matching Platform!

Create a profile to post jobs and to view and search for job seekers.

Company Profile (Optional)

Company
Logo

Sector

Location

Company size

Company website

Describe your Business

Complete

4.2 Employer Profile

Once a user completes sign-up, a profile will be created for the employer. The employer can choose to have the company listed for all on site to see, or choose not to be listed on the site at all.

The employer can update their profile at any time. Employer's public profile will show the company name, logo, company website and describe what the company does. Employer contact information (email or phone number) will not be shown to job seekers.

4.3 Post job

An employer can post a job on the site. The site will walk the employer through a step-by-step wizard to collect information about the job and post it. Information collected will be the following:

- Job Title and Information
- Job details (type of job: full time, contract, part time, etc., salary range, location of job)
- Specify Job qualifications (These can be tailored to specific sectors - Will work with ANEFP and project team to create specific questions on job qualifications needed for the big sectors the site will support.)
 - Skills
 - Education
 - Minimum years of experience
- Advanced Questions (Provides ability for employer to ask more detailed information on education, experience, languages, certificates and licenses)
- Other information
 - Any additional information on applying
 - Resume required
 - Job can be set to be posted anonymously

The employer will review the post and select to post the job or save it for later. The employer can also specify an expiration date for the post (the default setting will be an expiration date of 30 days).

Job postings can be paused once they are posted. If a job posting is paused it will not appear on the job seeker site anymore. An employer can also resume a paused posting at any time. The post is inactive once it expires or the position is filled. Posts that are inactive will show in an archive in the employer dashboard for future reference by the employer.

Employers will receive emails and notifications reminding them to update the job posting status (on a weekly basis) until it is filled or paused or made inactive.



Dashboard Job Seekers Employers Jobs Profile Bell

Post a Job

Job Description

Job Details

Job Qualifications

Advanced Questions

Other Information

Job Description

Job Title

Job Description (Provide as much detail as possible about the job and the job duties)

[Save Draft](#)

[NEXT >>](#)



Post a Job

Job Description

Job Details

Job Qualifications

Advanced Questions

Other Information

Job Details

Job Status

Full Time ▾

What is the salary for this job? (optional)

0 DJF To 0 DFJ Year ▾

Job Location

(Search bar)

[Save Draft](#)

[NEXT >>](#)



Post a Job

Job Description Job Details Job Qualifications Advanced Questions Other Information

Job Qualifications

Minimum Degree Required

2 Year BAC

Desired Field of Study



Skills

Years of Experience



[Save Draft](#)

[NEXT >>](#)



Post a Job

[Job Description](#)[Job Details](#)[Job Qualifications](#)[Advanced Questions](#)[Other Information](#)

Advanced Questions

[Experience](#)[Add Question](#)[Education](#)[Add Question](#)[Languages](#)[Add Question](#)[Certificates](#)[Add Question](#)[Licenses](#)[Add Question](#)[Save Draft](#)[NEXT >>](#)



Post a Job

[Job Description](#)[Job Details](#)[Job Qualifications](#)[Advanced Questions](#)[Other Information](#)

Advanced Questions

[Experience](#)[Add Question](#)[Education](#)[Add Question](#)[Languages](#)[Add Question](#)[Certificates](#)[Add Question](#)[Licenses](#)[Add Question](#)

Candidate has the following licenses

[Add](#) Required Preferred[Save Draft](#)[NEXT >>](#)



Post a Job

[Job Description](#)[Job Details](#)[Job Qualifications](#)[Advanced Questions](#)[Other Information](#)

Other Information

Provide any additional instructions to applicant

Resume Required

Yes No

Cover Letter Required

Yes No

Post Job Anonymously (Don't list company name)

Yes No

[Save Draft](#)[POST JOB](#)

4.4 View, Filter and Search Job Seekers on Site

Employers can also view all job seekers on the site and filter and search directly for candidates on the site.

The site will provide employers with a robust search functionality for candidates on the site with filters.

Employer can search by typing a word or phrase into an open text search box.

They can further filter the results by: candidates, skills of job seekers, education.

The search results can be sorted by most relevant candidate to most recently updated candidate.

When a search is conducted a list of results will be displayed showcasing the candidate name, their job title and qualifications.

The order of profiles listed can be set to be ranked and listed by most relevant to search, most recently updated profile and by alphabetical order.



ANEFIP

Dashboard

Job Seekers

Employers

Jobs



▼



Find a candidate

Search for Job Titles/Profession/Degree/Certificates

Location

Minimal Education

Years of Experience

Arabic

English

French

Java

Database

Large Trucks

FIND CANDIDATE

Sort by Relevance ▾

**Ross Diaz**Network Administrator
Java, Database, English, ArabicDjibouti Telecom
2012-2015Bachelors in Information Technology
University of Djibouti[VIEW ROSS DIAZ](#)**Jesse Henry**Driver
Ethiopia-Djibouti line, Large trucksDjibouti Logistics
2002-2012

Large Vehicle Drivers License

[VIEW JESSE HENRY](#)**Jenny Crawford**

Admin Assistant

Microsoft, English, French

Chamber of Commerce
2012-2014Bachelors in Public Administration
University of Djibouti[VIEW JENNY CRAWFORD](#)**Ross Diaz**Network Administrator
Java, Database, English, ArabicDjibouti Telecom
2012-2015Bachelors in Information Technology
University of Djibouti[VIEW ROSS DIAZ](#)**Jesse Henry**Driver
Ethiopia-Djibouti line, Large trucksDjibouti Logistics
2002-2012

Large Vehicle Drivers License

[VIEW JESSE HENRY](#)**Jenny Crawford**

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Ethiopia-Djibouti line, Large trucksDjibouti Logistics
2002-2012

Large Vehicle Drivers License

[VIEW JESSE HENRY](#)**Jenny Crawford**

Admin Assistant

Microsoft, English, French

Chamber of Commerce
2012-2014Bachelors in Public Administration
University of Djibouti[VIEW JENNY CRAWFORD](#)[«](#) [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [»](#)

4.5 Job Seeker Match with Job

Similarly to how job seekers can be matched with jobs that match their qualifications, employers can see job seekers on site that may be matches for their job posting. Matching will occur weighting the following in priority order (will discuss and verify with ANEFIP and WFD project team): Qualifications , skills, title of job (matched to desired job title in profile), required questions specified, education, years of experience, type of job (full-time, part-time, internship etc.).

4.6 Save Job Seekers

Employers can save job seekers they are interested in to lists for later access.

4.7 Contact Job Seekers

Employers will have the ability to reach out to job seekers directly from the site.

They can send a message that will be sent to the job seeker via a messaging functionality within the site. In the settings page, there will be an option, that a user can enable or disable, for the system to send an email along with any message sent on the system to user.

4.8 View applicants for a job posting

Employers can view a list of all applicants that have applied to all jobs posted by that employer.

The list will include the name of the applicant, their profile on the site, and a link to their resume and cover letter. Employers can filter through the list of applicants using fields from the job seeker's profile such as skills, education and years of experience.

4.9 Manage Applicant Status

The employer can change the status of the applicants they are interested in to the following states by default: Preselected, Being Interviewed, Rejected, Made Offer, Hired. (Employers can also configure the applicant status based on their own hiring process). Applicants that applied to the job will see the update on their dashboard for any positions that were filled. Applicants will also be notified if employer viewed their profile. Employers will not be required to update the status of jobs posted by them, but it will be encouraged through notifications sent to employers as reminders to update the job status for postings and through visual highlighting of jobs on employer dashboard for jobs that have not been updated in awhile.

4.10 Employer Dashboard

This page will be the central page for the job employer when they log into the site. From this page they can see the list of all jobs they posted with the list of applicants. From this page they can also update the company profile on the site.

4.11 Employer Notifications

The system will provide notifications for employers, which will notify them of new job applications to jobs they posted and notify them of new job seekers that may be a good match for the jobs they posted. Notifications will appear on an icon on the toolbar.

5. Other Features

5.1 Login

Once a user creates an account or has a username/password setup for them by an administrator they can login to the system from the web or mobile application (for job seekers and employers). Login page will have a “forgot username/password” link.

5.2 Reports/Data Analytics

(Further details will be provided when the ANEFIP database is re-designed)

The site will provide data analytic reporting on the users (both employers and job seekers), jobs posted and interactions on the site such as jobs applied to, jobs filled, etc.

This feature is only available to admin(s) and data consumers.

The following is a sample of data analytics that can be shown (Will consult with ANEFIP and project team to discuss further analytics that can be extracted from the database)

- Who are the job seekers on the site (qualifications, education level, gender, location, etc.)
- Who are the employers on the site (sector, size of company, etc).
- What type jobs (sector, position, etc.) the job seekers are searching for.
- What type of jobs (sector, position, etc.) the job seekers are applying to
- Number of jobs available in each sector
- Number of jobs filled
- Number of internships filled
- Type of jobs matched/filled on the site

5.3 Create Accounts

This feature is only available to admin(s). Accounts can be created from the administration page. In addition to job seekers and employers signing up on their own, Admins can also create accounts on behalf of job seekers and employers. Admins can also create other type of users on the site such as admins and data consumers.

5.4 Disable Accounts

This feature is only available to admin(s). Accounts can be disabled from the administration page. Admins can disable accounts of job seekers, employers, job seekers, other admins and data consumers.

5.5 “Verified by ANEFIP”

The system will provide a method for ANEFIP to mark a job seeker or employer as verified by ANEFIP. This will serve as a way for ANEFIP to provide an added level of confidence to the users on the site. All users with full profiles filled out will be a candidate for verification by ANEFIP. ANEFIP admins will have

access to a list of users that are candidates for verification and will receive a notification once a user becomes a candidate. Will work with ANEFIP to determine the exact flow and criteria for reviewing the profile and verifying an account (determine if in-person meeting with ANEFIP is required, and if so, will provide information to the users for doing so). Once a user is verified, a “verified by ANEFIP” badge will appear on their profile. If a verified user, updates their profile, ANEFIP will need to review the user’s profile again for verification to remain. (Will discuss with ANEFIP exact flow for the use case of reverification).

5.6 Add Events

This feature is only available to admin(s) on the site. Admin users will be able to add events that users (employers and job seekers) can sign up for. The event form will have a name, type of event (workshop, class, job fair, etc.), date, location, instructor, a full description, and max attendees. The admin can see the list of attendees.

5.7 View Events

Users registered as job seekers on the site can view a list of events, click into an event to view the details, and sign up for an event.

5.8 Event Sign-up

Users registered as job seekers on the site, can sign up for an event posted on the site (if not exceeding max attendees), with a click of a button. The system will automatically pull in their information and register them for the event. They will receive an email/SMS notification as confirmation.

5.9 Counseling Request

Users registered as job seekers on the site, can request a counseling appointment with an ANEFIP administrator with a click of a button. The system will send a request to the ANEFIP administrators and they will coordinate with the job seeker (via messaging or off-line) on timing of appointment. The ANEFIP administrator will then send the job seeker an event invite to a counseling appointment, which will show up on the list of upcoming events for job seeker.

5.10 Add Guidance/Counseling Appointments

(Additional details will be provided with the functional specifications for the ANEFIP database re-design)

This feature is only available to ANEFIP admin(s) on the site. Admins will have the ability set appointments for guidance and counseling with job seekers. The counseling event will have a time, day, counselor, location (over phone, in-person). Once an admin sets an appointment with a job seeker, the event will appear on the job seeker’s list of events and on the administrative list of events.

5.11 Document Interaction(s) with Job Seeker

(Additional details will be provided with the functional specifications for the ANEFIP database re-design)

This feature is only available to admin(s) on the site. Admins will have the ability to add a record to a job seeker profile, where they can document an interaction with a job seeker.

5.11 View All Interaction(s) with Job Seeker

(Additional details will be provided with the functional specifications for the ANEFIP database re-design)

This feature is only available to admin(s) on the site. Admins will have the ability to view all interactions (upcoming or past) with a specific job seeker.

5.13 View Upcoming Events/ Appointments

All upcoming events and appointments for all users will be available on the system in a list format. Job seekers will have a list of all events and appointments they have coming up and ANEFIP admins will also have a list of all events they created or appointments they have with job seekers.

5.14 Access General Site Information (non-logged in user)

The site will have a page/content for non-logged in users: General Information on ANEFIP, Contact information of ANEFIP, describe what the site provides, links to articles on job and statistics on jobs, promote the job matching functionality and encourage users to login or sign up. This content will also include tools for job seekers such as guides on writing CVS and cover letters and provide interview tips. Public job postings can be viewed without displaying name of employers.

5.15 Settings

All users on the system will have access to a settings page where they can edit password, phone number, email and notifications settings.

5.16 Auto-Sign up

Leveraging the list of users from databases from Chamber of commerce for businesses and TVETS for job seekers, the system can support auto creation of accounts for job seekers and employers (relies on databases containing the names of job seekers and employers and emails or phone numbers - need to verify content).

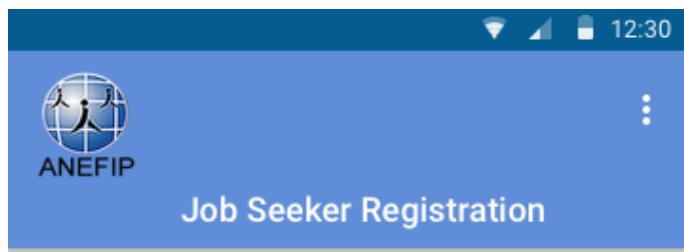
Users will receive email or SMS notifications to notify them of automatic account creation and they can complete registration if they choose to.

6. Other Features for Consideration (Can be for future versions)

- Facebook and Whatsapp integration for notifications
- Endorsements and reviews from other users on site on job seeker's profile
- Auto populating profile from CV imports(May be tricky to implement without purchasing expensive software to integrate with as TIG indicated. Will investigate open source software for this feature if deemed important).
- Generate mass automatic emails to all applicants based on status. For example, for all those that are rejected they would receive a rejection thank you letter to update them on job.
- Report user abuse
- Share jobs to social media (facebook, twitter, whatsapp etc)
- Export profile to PDF as a resume
- Messaging between different groups of users (job seeker to job seeker and employer to job seeker and job seeker to employer).
- Employers can have several employees that access the site, each with their own password.

7. Mobile Specific Features

All features listed above will be supported on mobile devices (Android and iOS), however user interface design of screens will be adjusted for smaller device. Profiles created on mobile app can be accessed through web using same credentials and vice versa.



First Name

Last Name

Add Photo

Email (Must enter a phone number or email)

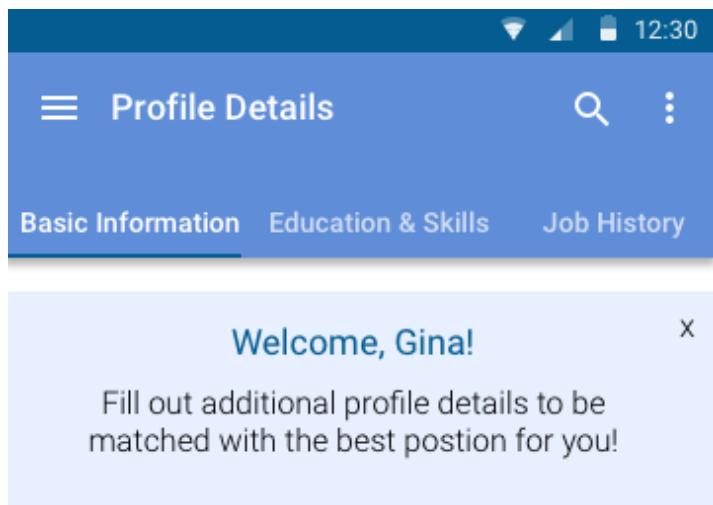
Phone number

Password

Confirm Password

Profile is visible to all users on site

Next>>



Your Location ▾

Gender

Male Female

Upload CV

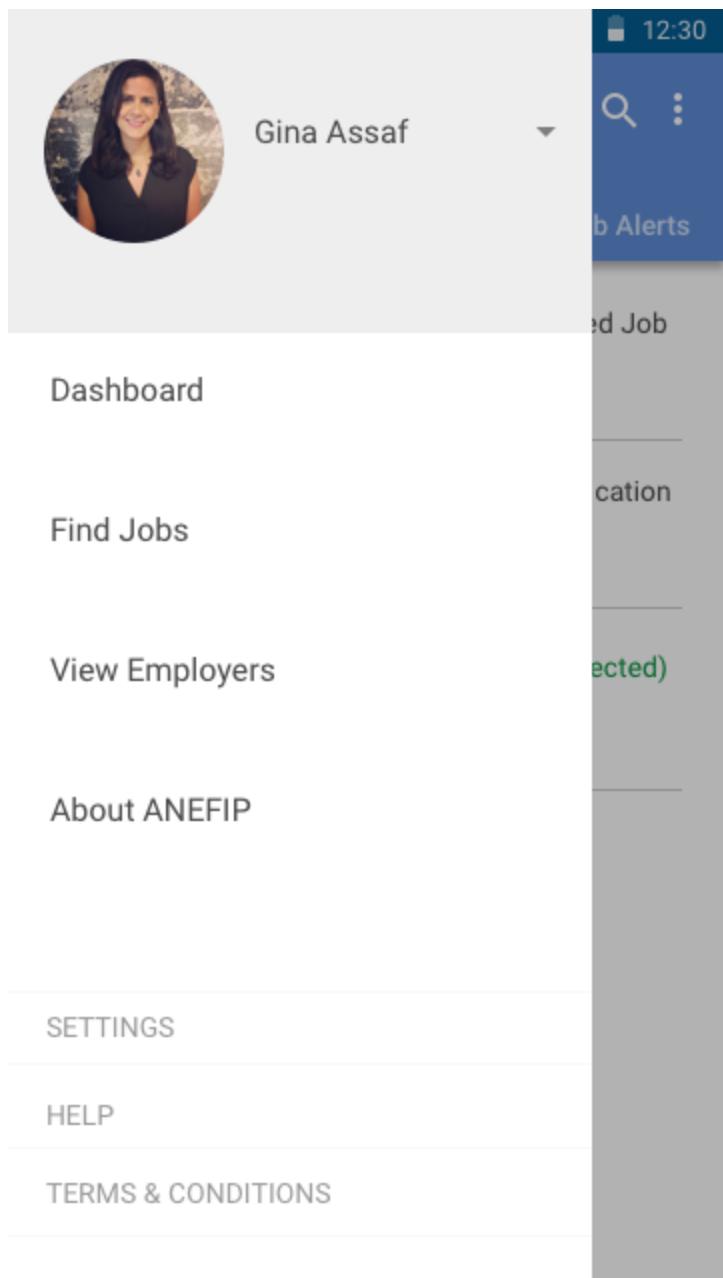
Skip and Complete Registration

Next

A screenshot of a smartphone displaying a job search application's dashboard. The top status bar shows signal strength, battery level, and the time 12:30. Below the status bar, the header "My Dashboard" is on the left, accompanied by a menu icon (three horizontal lines) and a search icon. On the right is a vertical ellipsis icon. The main navigation bar below the header has three items: "Your jobs" (which is underlined, indicating it is selected), "Recommended Jobs", and "Job Alerts".

The content area displays three job listings:

- UX Designer** Saved Job
Digital Djibouti Agency
24/10/17
- Front End Developer** Draft Application
Google Djibouti
24/10/17
- UX Designer** Applied (Preselected)
Digital Djibouti Agency
24/10/17



7.1 Mobile Offline Support

The mobile application will provide offline support for a subset of features: They can browse and view the content about ANEFIP, and what the site offers. If a user is logged in before they lose a connection, they can view their profile and dashboard (without the latest updates).

The app will make it clear that the user is offline and may not have the latest information. A message indicating that the user is offline, will be displayed if the user conducts any searches that require database connection such as searching for job seekers, searching for jobs, applying to jobs and viewing job details.

8. Visual & Branding Guidelines

The site visuals will have a professional, approachable, modern and simple vibe. The site will use the ANEFIP Logo, and will include appropriate USAID branding.

9. Languages

The web interface and mobile application will be available in English, French and Arabic. Souktel will consult with the team regarding other language options. The text on the different screens can be finalized by the project team and/or ANEFIP using an extracted text file of all text in the system, that TIG can use as an input to the final system. Employers can select to post the same job in multiple languages and job seeker will have the ability to choose to view job in any of the languages the employer posted it in. Additional details on the flow for different language postings will be provided with the clickable wireframes.

10. Security and Privacy

The site and mobile application will follow best practices when it comes to web and mobile data security. The site itself will be password-protected, allowing only users with a valid email or phone number and password to enter beyond the public-facing website; all content that is not explicitly made public by administrators is confined to these areas.

Annex 2: Revised Logical Framework

Because of a request from the Chamber of Commerce, WFD modified the project Logframe. The Chamber of Commerce wanted to ensure WFD included short-term technical training in its Logframe. Activities and corresponding indicators are in blue print. Changes in Activity 1.2.1 are in red print, with responses from the Chamber of Commerce to WFD questions highlighted in blue.

LOGICAL FRAMEWORK Projet d'Employabilité de la Main d'œuvre Djiboutienne (PED)					
Description du projet	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017-2021
Résultat intermédiaire 1 (Outcome) : La qualité des programmes d'employabilité de la main d'œuvre est élargie					40000
Sous-Résultat 1.1 : Les compétences professionnelles et techniques des instructeurs et leur aptitude à orienter les élèves sont améliorées					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017-2021
<u>Activité 1.1.1</u> Placer les enseignants des Etablissements de la Formation Technique et Professionnelle (EFTP) en stage professionnel dans les entreprises de leurs filières pendant les vacances scolaires.	Indicateur N# 1 : Nombre de stages en entreprises effectués par les enseignants des EFTP	Pendant les 4 vacances scolaires chaque année	0	35 stages x4 vacances scolaires=140	140 stagesx 4=560 stages
<u>Sous activités :</u> MENFOP 1.1.1.1 Identifier les filières que le WFD peut supporter 1.1.1.2 Identifier les enseignants qui vont participer au					

<p>Programme de stages</p> <p>1.1.1.3 Suivre les enseignants placés en entreprise</p> <p>Chambre of Commerce</p> <p>1.1.1.4 Identifier les entreprises qui vont accueillir les enseignants</p> <p>PED</p> <p>1.1.1.5 Supporter le programme d'externat à travers la prise en charge des primes de stage pour des enseignants.</p>					
<p>Activité 1.1.2.</p> <p>Organiser avec l'ANEFIP, le MENFOP et la Chambre de Commerce des ateliers d'adaptation des modules sur les Compétences de base de l'employabilité et de l'entrepreneuriat, Apprentissage en milieu professionnel et appuyer la mise en œuvre de ces formations</p> <p>Sous activités :</p> <p>MENFOP</p> <p>1.1.2.1 Intégrer les éléments des modules dans le BAC PRO, CAP et CFP.</p> <p>1.1.2.2 Identifier les participants aux ateliers (diplômés et déscolarisés)</p> <p>1.1.2.3 Participer à l'examen et à la révision pour les années suivantes</p> <p>ANEFIP</p> <p>1.1.2.4 Identifier les participants aux ateliers (demandeurs d'emplois)</p> <p>1.1.2.5 Participer à l'examen et à la révision pour les années suivantes</p> <p>CCD</p>	<p>Indicateur N# 8 : Nombre de personnes qui complètent les programmes du Projet d'Employabilité de la Main d'Œuvre Djiboutienne (PED) (EG.6-3 Standard)</p>		0	2	12

<p>1.1.2.6 Identifier les participants aux ateliers (secteur privé et déscolarisés)</p> <p>1.1.2.7 Examiner et réviser pour les années suivantes avec un focus sur l'aspect accompagnement et suivi des projets montage des dossiers et mise en relation avec les banques</p> <p>PED</p> <p>1.1.2.8 Appuyer les ateliers des partenaires pour l'adaptation des modules aux programmes de formations des partenaires.</p> <p>1.1.2.9 Appuyer les partenaires pour la mise en œuvre des formations</p>					
Sous-Résultat 1.2: Les connaissances et compétences techniques des jeunes ciblés sont renforcées	Indicateur #9 : Nombre de personnes qui disposent de meilleures compétences d'employabilité grâce au projet d'Employabilité de la Main d'Œuvre Djiboutienne (PED) finance par le gouvernement des États-Unis (Standard EG.6-2 F)				
Activités	Indicateurs	Période	Baseline	Cible pour 2017-18	Cible 2017-2021
<u>Activité 1.2.1 :</u> Assister les programmes des partenaires de formations courtes destinés à renforcer les compétences techniques et entrepreneuriales des jeunes déscolarisés	Indicateur N# 8 : Nombre de personnes qui complètent les programmes du Projet d'Employabilité de la Main d'Œuvre Djiboutienne (PED) (EG.6-3 Standard)	2017/2018 Question a CCD : Quelle est la durée des formations "hors-murs" ? La durée des formations dépend du type de formation. Par exemple pour 2018, il est prévu le lancement de formation pour les poste d'Ouvrier Docker de base avec	0	CCD :1140 Quelle est la part annuelle et totale des déscolarisés à former en hors-murs ?	5522
<u>Sous- activités</u> MENFOP <ul style="list-style-type: none"> 1.1.2.1 Définir les programmes de formation 1.1.2.2 Identifier les formateurs et les déscolarisés bénéficiaires des formations et intégrer la liste des jeunes déscolarisés envoyés par l'ANEFIP dans les formations techniques 1.1.2.3 Fournir le support basique pour les élèves ANEFIP				Dans un premier Temps, il n'est pas prévu de part réservé de déscolarisés dans le programme (les formations	

	1.1.2.4 Identifier les participants pour les formations courtes techniques et entrepreneuriales 1.1.2.5 Participer à l'identification et le recrutement des formateurs qui vont assurer les formations	des sessions de 25 h /session avec 4 sessions par mois soit environ 60 session de formation durant toute l'année 2018.	techniques dispensées étant payantes). Cependant, nous avons convenu avec le Port d'intégrer une partie de jeunes déscolarisés dans le programme dont les frais relatifs à leur formation pourraient être prises en charge par votre projet.	
PED	1.1.2.6 Fournir les modules d'entreprenariat pour les formations 1.1.2.7 Fournir une assistance dans les Formations de formateurs et / ou un support logistique pour l'organisation des formations			ANEFIP :700 MENFOP : 1376
CCD	1.1.2.8 Définir et partager avec PED les programmes de formation techniques courtes qui seront dispensées en mode « hors-murs » par le Centre d'Excellence de la Logistique qui sera construit par la CCD avec l'appui de l'UE et de l'AFD 1.1.2.9 Planifier avec PED le Calendrier des formations techniques courtes « hors murs » du Centre d'Excellence de la Logistique 1.1.2.10 Identifier les bénéficiaires déscolarisés des formations courtes « hors-murs »			
PED	1.1.2.11 Fournir les programmes de formation en Compétences douces et Entreprenariat 1.1.2.12 Supporter la CCD, l'ANEFIP et le MENFOP dans la logistique des formations techniques courtes			

<p>entrepreneuriales destinées aux déscolarisés.</p> <p>1.1.2.13 Fournir les modules d'entreprenariat pour les formations</p> <p>1.1.2.14 Fournir une assistance dans les Formations de formateurs et / ou un support logistique pour l'organisation des formations</p> <p>1.1.2.15</p>					
Sous-Résultat 1.3 : Un curriculum axé sur la demande est développé et adopté par les institutions de la formation professionnelle et technique					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017-2021
<p>Activité 1.3.1</p> <p>Réviser/Réformer/Développer le curriculum des formations techniques et les nouvelles filières des Certificat d'Aptitude Professionnelle (CAP) (2 années) et Certificat de Formation Professionnelle (CFP) (1 année) pour les filières (Bâtiment et travaux publics ; Electricité-Electronique ; Mécanique générale et métallurgie ; Hôtellerie-Tourisme ; Transport-Logistique)</p> <p>Sous activités</p> <p>MENFOP</p> <p>1.3.1.1 Identifier les problèmes et les carrières professionnelles qui peuvent être adressées avec l'Industrie</p> <p>1.3.1.2 Assistance pour le recrutement des experts</p> <p>1.3.1.3 Prioriser les filières à adresser en collaboration avec les représentants de l'industrie</p> <p>1.3.1.4 Assigner des spécialistes / enseignants du</p>	<p>Indicateur #2 : Nombre d'Etablissements Publics d'Enseignement Technique et de Formation Professionnelle (EFTP) qui adaptent les modules de formation en :</p> <ul style="list-style-type: none"> - « Compétences de Base de l'Employabilité et de l'Entreprenariat », - « Apprentissage en milieu de travail » - « Comment Etre Entrepreneur » 	<p>2017-2018 : révision du curriculum</p> <p>A partir de sept. 2018 application de curriculum dans les EFTP</p>	0	2354	MENFO P 8970

curriculum pour le groupe de travail 1.3.1.5 Identifier les enseignants à former ANEFIP 1.3.1.6 Développer les services d'emplois aux hommes/femmes d'affaires et les étudiants pour d'éventuels placements d'emploi					
Sous-Résultat 1.4 : Un curriculum sensible au genre est développé et adopté par les institutions de la formation professionnelle et technique					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021
Activité 1.4.1 Appuyer l'intégration du Genre dans les curriculums des CAP/CFP qui seront revus et/ou élaborés par le MENFOP. <u>Sous activités</u> PED 1.4.1.1 Identifier les gaps en matière de Genre des curricula des CAP/CFP 1.4.1.2 Insérer les principes Genre dans les curricula des CAP/CFP 1.4.1.3 Former les rédacteurs des curricula et les inspecteurs, les enseignants sur l'inclusion Genre dans les curricula et la pédagogie 1.4.1.4 Réviser si nécessaire les années suivantes MENFOP 1.4.1.5 valider les curriculums sensibles au genre et les utiliser dans les classes.	Indicateur #5: Nombre de filières de CAP / CFP intégrant la sensibilité au genre dans les politiques et le contenu.	Année scolaire 2017-2018	0	0	5
Sous-Résultat 1.5: Les compétences en entreprenariat des bénéficiaires sont développées					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021

Activité 1.5.1 Mettre en place un programme volontaire et extrascolaire de travaux pratiques sur l'entrepreneuriat au sein des Etablissements de la Formation Technique et Professionnelle (EFPT)	Indicateur # 4: Nombre de d'étudiants des EFTP publics qui sont inscrits et encadrés dans les clubs volontaires des EFTP.	2017/2018	0	400	3000
Sous activités MENFOP 1.5.1.1. Créer les clubs au sein des collèges et identifier les enseignants qui vont encadrer les élèves 1.3.1.1 Sensibiliser les élèves à rejoindre volontairement les clubs 1.3.1.2 Soutenir les activités des clubs 1.3.1.3 Faciliter les visites des clubs au sein des entreprises PED 1.3.1.4 Appuyer le MENFOP dans la mise en place du programme volontaire et extrascolaire des clubs	Indicateur # 3 : Nombre de clubs volontaires des EFTP visés qui sont créés ou supportés avec l'assistance du Gouvernement des États-Unis		0	6	17
Activité 1.5.2 Appuyer les programmes de formations courtes du MENFOP pour augmenter les compétences en employabilité et entrepreneuriat des jeunes diplômés. Sous- activités MENFOP 1.5.2.1 Identifier et sensibiliser les jeunes diplômés 1.5.2.2 Fournir les enseignants et l'espace pour les formations 1.5.2.3 Identifier les enseignants qui vont travailler sur les supports de formation ANEFIP 1.5.2.4 Enregistrer les étudiants dans leur base de	Indicateur N# 8 : Nombre de personnes qui complètent les programmes du Projet d'Employabilité de la Main d'Œuvre Djiboutienne (PED) (EG.6-3 Standard)	2017-2018	0	Cible : MENFOP 400	MENFO P : 3000

PED	<p>données et utiliser cette opportunité pour leur fournir les services de l'agence.</p> <p>1.5.2.5 Fournir des conseils dans la mise en place de modules sur des compétences techniques spécifiques pour les étudiants et assurer le suivi</p>						
Sous-Résultat 1.6 : Les services d'orientation professionnelle sont fournis							
Activités		Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017-2021	
Activité 1.6.1 Appuyer le service et les activités d'orientation du MENFOP	Sous activités MENFOP	Indicateur #6: Nombre d'élèves de 9ème année qui reçoivent une orientation de carrière de la part du MENFOP	Année scolaire 2017-18	0	8000	28000	
1.6.1.1 Identifier les enseignants responsables de chaque filière qui vont participer aux services d'orientation dans leurs établissements respectifs	1.6.1.2 Élaborer le matériel didactique						
1.6.1.3 Conduire les activités de sensibilisation	1.6.1.4 Mettre en place des cellules d'orientation dans les collèges et les lycées pour prendre en charge les questions d'orientation pour les élèves						
1.6.1.5 Fournir les contacts des entreprises pour les visites de terrain pour les élèves de 9ème année	1.6.1.6 Mobiliser les entreprises pour participer au programme						

PED 1.6.1.7 Faire intervenir les professionnels dans les sessions d'information 1.6.1.8 Organiser des ateliers de formation des enseignants dans l'exploration de carrière 1.6.1.9 Fournir un soutien technique et logistique pour le développement de matériaux 1.6.1.10 Support technique pour le développement des matériaux 1.6.1.11 Appuyer la logistique des activités					
Résultat Intermédiaire 2 (Outcome): Développement des relations durables et productives entre les institutions de la formation professionnelle et technique et les pourvoyeurs d'emploi.					
Sous-Résultat 2.1 : La coordination et la collaboration entre les secteurs public et privé est renforcée					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021
Activity 2.1.1 Mettre en place un mécanisme d'analyse, de planification et de projection des besoins du marché du travail. Enquêtes annuelles sur le marché du travail qui fournissent des informations sur la demande de main-d'œuvre. Développement du personnel de l'Observatoire National de l'Emploi de l'ANEFIP	Indicateur #10: nombre de publications publiées par l'ONEQ sur le mécanisme de projection des besoins du marché de travail	A partir de 2018	0	4	16
MENFOP 2.1.1.1 Identifier les ressources humaines à développer au sein de l'Observatoire National de l'Emploi et des Qualifications (ONEQ) 2.1.1.2 Collaborer avec ONEQ pour planifier les besoins futurs du marché du travail 2.1.1.3 Cardno va soutenir le renforcement des capacités des services					

ANEFIP					
2.1.1.4 Identifier les ressources humaines à développer au sein de l'Observatoire National de l'Emploi et des Qualifications (ONEQ)					
2.1.1.5 Formuler un programme d'appui au renforcement du système d'information du marché du travail et des besoins en main d'œuvre (enquêtes, fourniture des tablettes...)					
CCD					
2.1.Collaborer avec ONEQ pour planifier les besoins futurs du marché du travail					
3.2.1.6 Associer au travail de l'ONEQ les autres partenaires ainsi que les projets					
3.2.1.7 Mise à jour des données sur les grands Projets afin d'alimenter les projections en matière de besoin en matière d'œuvre					
3.2.1.8 Intérêt de la CCD pour une étude sur les opportunités de niches de sous-traitances pour les grandes entreprises afin de soutenir les idées de création des jeunes entrepreneurs					
PED					
3.2.1.9 Cardno va soutenir le renforcement des capacités des services					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021
Activité 2.1.2 Organiser des rencontres régulières avec les trois partenaires institutionnels Djiboutiens		Continue deux fois par an	0	2 réunions	10 réunions
Activités 2.1.3 Symposium annuel sur l'emploi pour toutes les parties prenantes qui fournit un forum sur les questions relatives à la main-d'œuvre et à l'emploi.		Juin de chaque année	0	1	4

Sous-activités : MENFOP 2.1.3.1 Organiser les enseignants pour présenter des programmes et les référentiels métiers ANEFIP 2.1.3.2 Démontrer l'utilité de leurs services et de leur plate-forme CCD 2.1.3.3 Organiser les entreprises pour élaborer les besoins qu'elles priorisent PED 2.1.3.4 Faciliter le dialogue et l'organisation des activités du Forum					
Activité 2.1.4 Foire annuelle de l'emploi qui regroupe les entreprises, les enseignants, les étudiants et les demandeurs d'emploi Sous-activités : ANEFIP 2.1.4.1 Organiser des activités telles que des forums qui rassemblent l'industrie et les demandeurs d'emploi 2.1.4.2 Sensibiliser les jeunes à préparer leurs CVs 2.1.4.3 Préparer les jeunes à mieux se présenter et attirer les recruteurs 2.1.4.4 Identifier les sponsors des événements MENFOP 2.1.4.1 Volonté de transformer les Olympiades en un événement plus large ou une série d'événements qui incluent des compétitions sur les compétences techniques et sur les attitudes et comportements professionnelles. 2.1.4.2 Sensibiliser les jeunes à préparer leurs CV et dossiers de candidatures		Décembre de chaque année	0	200 entreprises 1000 jeunes	entreprises 4000 jeunes

CCD	2.1.4.3 Partenaire dans l'organisation de la foire 2.1.4.4 Identifier et sensibiliser les entreprises qui participent aux événements					
PED	2.1.4.5 Assistance technique 2.1.4.6 Coordination entre les partenaires					
Sous-Résultat 2.2 : Les Employeurs et les administrateurs de TVET sont plus sensibles aux lois et politiques et d'égalité entre les sexes						
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021	
Activité 2.2.1 Organiser des séminaires sur l'intégration des femmes dans les secteurs d'activités non-traditionnels à l'intention des administrateurs, des formateurs, des conseillers et des membres de Chambre de la Commerce. Les politiques et les lois sur l'égalité genres seront également abordés lors de ses activités.	Indicateur #17 : Nombre de personnel des partenaires institutionnels (administrateurs, instructeurs, conseillers, entreprises, ...) qui complètent la sensibilisation sur les lois et des politiques d'Egalite genre.	Novembre 2017	0	200	500	
Sous-activités : CCD 2.2.1.1 Identifier les représentants du secteur privé qui vont bénéficier des séminaires de sensibilisation sur l'intégration des femmes dans des rôles non traditionnels 2.2.1.2 Fournir les lieux pour les ateliers						
MENFOP 2.2.1.3 Identifier les enseignants qui vont bénéficier des séminaires de sensibilisation sur l'intégration des femmes dans des rôles non traditionnels 2.2.1.4 Fournir les lieux pour les ateliers						

ANEFIP	2.2.1.5 Identifier les conseillers en emploi qui vont bénéficier des séminaires de sensibilisation sur l'intégration des femmes dans des rôles non traditionnels 2.2.1.6 Fournir les lieux pour les ateliers				
PED	2.2.1.7 Fournir l'assistance technique et le support logistique pour les séminaires de sensibilisation.				
Sous-Résultat 2.3 : Un partenariat public privé axé sur l'emploi des femmes est développé					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 – 2021
Activité 2.3.1 Assister la Chambre de Commerce à lancer un programme qui vise les femmes à démarrer leurs entreprises. La Chambre de Commerce utilisera le module entrepreneuriat et encadrera les femmes au fur et à mesure qu'elles débuteront leurs activités. Sous-activités : CCD 2.3.1.1 Identifier les femmes entrepreneures qui vont bénéficier de l'appui renforcé 2.3.1.2 Organiser les ateliers pour les bénéficiaires 2.3.1.3 Mettre en place un dispositif d'accompagnement pour les entrepreneures de la création de l'activité économique et jusqu'aux premières années.	Indicateur # 14: Nombre d'entrepreneurs qui reçoivent un coaching et un encadrement en entreprenariat	Démarrage en Janvier 2018	0	CCD : 15	200
Sous-Résultat 2.4 : Les opportunités d'apprentissage et de stage pour les candidats qualifiés ont augmenté					

Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021
<p>Activité 2.4.1 Améliorer et harmoniser les mécanismes de diversification, sensibilisation, de promotion et d'incitation des partenaires publiques et privés pour augmenter les opportunités d'apprentissage et de stage pour les candidats qualifiés</p> <p>Sous- activités :</p> <p>MENFOP</p> <ul style="list-style-type: none"> 2.4.1.1 Améliorer la qualité du dispositif de placement en apprentissage et stage existant <p>CCD</p> <ul style="list-style-type: none"> 2.4.1.2 Sensibiliser les entreprises (pme, grandes entreprises) à accueillir plus de candidats qualifiés 2.4.1.3 Faire un plaidoyer auprès du gouvernement pour mettre en place des mesures incitatives en faveur des entreprises pour accueillir plus des stagiaires <p>ANEFIP</p> <ul style="list-style-type: none"> 2.4.1.4 Améliorer la qualité du dispositif de placement en apprentissage et stage existant. 2.4.1.5 identifier les candidats au stage <p>PED</p> <ul style="list-style-type: none"> 2.4.1.6 Fournir un appui technique pour les trois partenaires 	<p>Indicateur #13 : Nombre conventions public-privé signés pour les opportunités d'apprentissage en milieu de travail.</p> <p>Indicateur # 7 : Nombre de demandeurs d'emplois qui ont participé aux apprentissages en milieu de travail.</p>	Démarrage janvier 2018	0		10,000
Résultat Intermédiaire 3 (Outcome) : Renforcement de l'insertion professionnelle, la rétention et les services de promotion à l'emploi					

Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021
Sous-Résultat 3.1 : Les services d'orientation professionnels sont fournis					
Activity 3.1.1 Renforcement des capacités de services d'orientation professionnels Sous activités : ANEFIP <ul style="list-style-type: none"> 3.1.1.1 Participer à l'exercice d'auto-évaluation OCA 3.1.1.2 Rédiger un plan de renforcement des capacités 3.1.1.3 Mettre en œuvre le plan de renforcement des capacités en ce qui concerne l'orientation professionnel PED <ul style="list-style-type: none"> 3.1.1.4 Faciliter l'OCA et assister dans la rédaction du plan de renforcement des capacités 3.1.1.5 Donner une assistance technique pour le développement et la mise en œuvre plan de renforcement des capacités en ce qui concerne l'orientation professionnel 	Indicateur #16 : Pourcentage d'augmentation des capacités de l'ANEFIP à fournir les services aux employeurs et demandeurs d'emploi	Sept. 2017	0		
Sous-Résultat 3.2 : La qualité de la recherche d'emploi et le mécanisme d'information disponible aux demandeurs d'emplois sont améliorés.	Indicateur 18: Nombre de personnes qui ont obtenu un nouvel emploi ou un meilleur emploi après avoir complété le programme supporté par le Gouvernement des États-Unis (Outcome EG.6-1)				
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021

Activité 3.2.1 Développer une plateforme numérique couvrant les services de l'emploi	Indicateur #15 : Nombre de jeunes utilisant les services d'emplois fournis par l'ANEFIP à travers les centres d'emplois ou les éléments de la plateforme numérique.	Septembre 2017	26000 (base de données actualisée de l'ANEFIP)	0	52000
Sous- activités : MENFOP 3.2.1.1 Collaborer avec ANEFIP pour transférer les données des EFTP dans la base de données. ANEFIP 3.2.1.2 Avoir le rôle principal (soutenu par Souktel / TIG) dans le développement/amélioration de la plateforme. 3.2.1.3 Sensibiliser les demandeurs d'emploi sur comment utiliser la plateforme					
CCD 3.2.1.4 Liaison avec les entreprises pour utiliser la plateforme 3.2.1.5 Lien sur le portail de la CCD			ANEFIP database	500	4000
PED 3.2.1.6 Approche progressive de Souktel / TIG dans le développement de la plateforme via ANEFIP et ses partenaires.					
Sous-Résultat 3.3 : La capacité de sensibilisation et de communication du centre d'emploi est améliorée					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021

Activité : 3.3.1 Développer une stratégie de marketing pour ANEFIP pour sensibiliser les utilisateurs (demandeurs d'emplois et employeurs) sur leurs services d'intermédiation à l'emploi. Sous- activités : ANEFIP	Indicateur # 11 : Nombre d'opportunités d'emplois qui sont publiés à travers les centres de services d'emploi assistés par le projet	Mi-2018	Nombre d'emplois publiés de Janvier à juillet 2017 : 15	60	375
	Indicateur # 12 : Nombre des entreprises qui utilisent les services de placement d'emplois de l'ANEFIP.		0	25	116
CCD					
PED					
Sous-Résultat 3.4 Le centre d'emploi a renforcé sa capacité de sensibiliser les femmes à la recherche d'emploi					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021

<p>Activité 3.4.1 Renforcement de capacités du personnel de l’ANEFIP dans les questions genre, y compris dans les secteurs non traditionnels</p> <p>Sous activités :</p> <p>ANEFIP</p> <ul style="list-style-type: none"> 3.4.1.1 Identifier les personnes ressources qui bénéficieront du programme de formation sur le genre 3.4.1.2 Spécialiser des personnes ressources comme points focaux Genre au sein de l’ANEFIP et des antennes régionales 3.4.1.3 Faciliter l’accueil et le traitement des demandeurs d’emplois de sexe féminins 3.4.1.4 Organiser des séminaires de sensibilisation sur le Genre à l’attention des utilisateurs de l’ANEFIP 3.4.1.5 Identifier les personnes ressources pour les formations sur le Genre 3.4.1.6 Adapter les recommandations issues du programme de services d’emploi sensibles au genre <p>PED</p> <ul style="list-style-type: none"> 3.4.1.7 Fournir de l’assistance technique pour la formation Genre pour le personnel de l’ANEFIP 	<p>Indicateur #17 : Nombre de personnel des partenaires institutionnels (administrateurs, instructeurs, conseillers, entreprises, ...) qui complètent la sensibilisation sur les lois et des politiques d’Egalité genre.</p>	<p>Démarrage en Mars 2018</p>	<p>0</p>	<p>35</p>	<p>50</p>
<p>Sous-Résultat 3.5 Les bénéficiaires disposent de plus de connaissances pour accéder aux services de placement professionnel</p>					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021
<p>Activité 3.5.1. Développer une interface conviviale pour les entreprises et les demandeurs d’emplois pour trouver un candidat</p>	<p>Indicateur #15 : Nombre de jeunes utilisant les services d’emploi fournis par l’ANEFIP à travers les centres d’emploi</p>	<p>Aout 2017</p>	<p>0</p>		

<p>pour les uns et trouver un emploi pour les autres via le portail internet, de l'application mobile et les réseaux sociaux.</p> <p>Sous activités</p> <p>SOUKTEL /TIG</p> <ul style="list-style-type: none"> 3.5.1.1 Mettre à jour et redéfinir la base de données ANEFIP, le site Web et l'application mobile pour une expérience cohérente et centrée sur l'utilisateur 3.5.1.2 Valider la plateforme par les partenaires 3.5.1.3 Former et accompagner l'utilisation du système par les partenaires 3.5.1.4 Diffuser les informations sur la plateforme à travers les réseaux de communication des partenaires (ANEFIP, CCD) <p>ANEFIP</p> <ul style="list-style-type: none"> 3.5.1.5 Administrer la plateforme <p>CDD</p> <ul style="list-style-type: none"> 3.5.1.6 Faire la promotion de la plateforme auprès des représentants du secteur privé pour le recrutement de candidats potentiels <p>MENFOP</p> <ul style="list-style-type: none"> 3.5.1.7 Diffuser l'information à travers les EFTP 	<p>ou les éléments de la plateforme numérique.</p> <p>Indicateur # 11 : Nombre d'opportunités d'emplois qui sont publiés à travers les centres de services d'emploi assistés par le projet</p>				
Sous-Résultat 3.6 L'infrastructure physique du centre d'emploi est améliorée.					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021
Activité 3.6.1. Amélioration de l'infrastructure physique et des capacités techniques de l'ANEFIP y compris les antennes régionales (selon le budget alloué)		Démarrage en décembre 2017	0	3	6

<p>Sous-activités :</p> <p>3.6.1.1 Fourniture de matériels informatiques pour le siège de l'ANEFIP et des antennes régionales.</p> <p>3.6.1.2 Formation du personnel sur l'utilisation des outils informatiques (conception, utilisation et suivi de la base de données)</p> <p>3.6.1.3 Formation des coordinateurs (trices) et du personnel des antennes de l'ANEFIP sur l'utilisation des outils informatiques (conception, utilisation et suivi de la base de données).</p> <p>3.6.1.4 Mettre à la disposition du Projet un point focal pour travailler avec l'équipe sur les besoins de l'agence</p>					
Sous-Résultat 3.7: La compréhension du personnel de l'ANEFIP concernant la prestation de services sensibles au Genre est améliorée.					
Activités	Indicateurs	Période	Baseline	Cible 2017-18	Cible 2017 - 2021
<p>Activité 3.7.1</p> <p>Renforcement de capacités du personnel de l'ANEFIP dans les questions genre</p> <p>Sous activités :</p> <p>ANEFIP</p> <p>3.7.1.1 Identifier les personnes ressources qui bénéficieront du programme de formation sur le genre</p> <p>3.7.1.2 Spécialiser des personnes ressources comme points focaux Genre au sein de l'ANEFIP et des antennes régionales</p> <p>3.7.1.3 Faciliter l'accueil et le traitement des demandeurs d'emplois de sexe féminins</p> <p>3.7.1.4 Organiser des séminaires de sensibilisation sur le</p>	<p>Indicateur #17 : Nombre de personnel des partenaires institutionnels (administrateurs, instructeurs, conseillers, entreprises, ...) qui complètent la sensibilisation sur les lois et des politiques d'Egalité genre.</p>	Démarrage en Mars 2018	0	0	50

Genre à l'attention des utilisateurs de l'ANEFIP. Identifier les personnes ressources pour les formations sur le Genre 3.7.1.5 Adapter les recommandations issues du programme de services d'emploi sensibles au genre PED 3.7.1.6 Fournir de l'assistance technique pour la formation Genre pour le personnel de l'ANEFIP					
Sous-Résultat 3.8 Les données sur le placement de l'emploi et de promotion sont disponibles					
Activités		Période	Baseline	Cible 2017-18	Cible 2017 - 2021
Activité 3.8.1 Développement de plate-forme d'emploi englobant les services d'emploi (base de données, aps, ateliers sur les compétences en recherche d'emploi et le réseautage). Sous activités ANEFIP 3.8.1.1 Consolider les données collectées sur la création d'emplois 3.8.1.2 Diffuser les informations aux partenaires publics et privés CCD 3.8.1.3 Plaidoyer pour que les entreprises du secteur privé partagent avec l'ANEFIP les données sur les emplois créés. PED 3.8.1.4 Supporter ANEFIP dans le développement de la plateforme		Démarrage en novembre 2017	0	0	

<p>Activité 3.8.2 Enquêtes annuelles sur le marché du travail qui fournissent des informations sur la demande de main-d'œuvre. Développement du personnel de l'Observatoire National de l'Emploi de l'ANEFIP</p> <p>Sous activités :</p> <p>MENFOP</p> <ul style="list-style-type: none"> 3.8.2.1 Collaborer avec ONEQ pour planifier les enquêtes <p>ANEFIP</p> <ul style="list-style-type: none"> 3.8.2.2 Identifier les personnels charges des enquêtes pour renforcer leurs capacités 3.8.2.3 Fournir un appui aux enquêtes et disponibilité les ressources humaines au sein de l'ONEQ qui participent aux enquêtes. <p>CCD</p> <ul style="list-style-type: none"> 3.8.2.4 Collaborer avec l'ONEQ pour planifier les enquêtes <p>PED</p> <ul style="list-style-type: none"> 3.8.2.5 Supporter la mise en place des enquêtes 3.8.2.6 Cardno va soutenir le renforcement des capacités des services 					
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Annex 3: FY18 Financial Metrics

EDUCATION DEVELOPMENT CENTER, INC.
 WORKFORCE DEVELOPMENT PROGRAM - DJIBOUTI
 AID-603-A-17-00001
 PERIOD OF PERFORMANCE: 12/30/16 - 12/29/21

Financial Metrics as of: December 31, 2017 Updated: 1/29/2018										
Period of Performance:	12/30/2016	-		12/29/2021		60.00 Months				
Performance Period elapsed:				20%		12.00 Months				
Remaining Period of Performance:						48.00 Months				
Anticipated Budget	\$ 24,536,272.26									
Obligated Budget	\$ 12,164,000.00									
% Obligated	50%									
% Spent of Obligated Budget	19%									
Description	Approved Budget	Local Currency Portion of Approved Budget	FY17 Actuals	FY18 Actuals	Spending through 12/31/17	% Spent of Approved Budget	Unspent Budget	Estimated Expenses (Internal Pipeline)	Under / (Over) Budget	
SALARIES	\$ 6,080,642.11	67%	\$ 431,245.00	\$ 166,229.19	\$ 597,474.19	9.9%	\$ 5,463,167.92	\$ 3,171,060.15	\$ 292,087.76	
FRINGE BENEFITS	\$ 1,732,275.56	66%	\$ 124,847.73	\$ 42,693.48	\$ 167,541.21	9.7%	\$ 1,564,734.35	\$ 1,485,125.66	\$ 79,608.68	
ALLOWANCES	\$ 824,333.88		\$ 106,538.73	\$ 33,607.70	\$ 142,146.43	17.2%	\$ 682,187.45	\$ 800,633.49	\$ (118,446.04)	
CONSULTANTS	\$ 201,611.76	74%	\$ 80,004.80	\$ 2,947.50	\$ 82,952.30	41.1%	\$ 118,659.46	\$ 285,263.84	\$ (166,604.38)	
TRAVEL	\$ 425,886.02	20%	\$ 87,195.03	\$ 25,679.72	\$ 112,874.75	26.3%	\$ 313,011.27	\$ 375,830.50	\$ (62,819.23)	
SUPPLIES	\$ 146,884.71	100%	\$ 52,445.05	\$ 11,770.54	\$ 64,215.59	43.7%	\$ 82,669.12	\$ 108,647.15	\$ (25,978.03)	
OTHER DIRECT COSTS	\$ 2,351,121.22	87%	\$ 174,502.58	\$ 74,366.81	\$ 248,869.39	10.6%	\$ 2,102,251.83	\$ 1,840,870.39	\$ 261,381.44	
SUBAWARDS AND CONTRACTS	\$ 7,711,374.23	41%	\$ 195,271.27	\$ 74,339.79	\$ 269,611.06	3.5%	\$ 7,441,763.17	\$ 4,206,402.88	\$ 3,235,360.29	
INDIRECT COSTS	\$ 4,847,815.70		\$ 408,551.55	\$ 140,054.21	\$ 548,605.76		\$ 4,299,209.94	\$ 4,049,505.33	\$ 249,704.61	
EQUIPMENT > \$5000 AND BULK PURCHASES	\$ 147,000.00	100%	\$ 67,653.18	\$ -	\$ 67,653.18		\$ 79,344.82	\$ 67,653.18	\$ 11,689.64	
PARTICIPANT SUPPORT COSTS (Non-Overs)	\$ 87,327.08	100%	\$ 34,556.08	\$ 29,611.85	\$ 64,167.93		\$ 23,159.15	\$ 108,789.12	\$ (85,629.97)	
Total Estimated Cost	\$ 24,536,272.26	44%	\$ 1,764,813.00	\$ 601,300.79	\$ 2,366,113.79	9.6%	\$ 22,170,158.47	\$ 18,499,803.69	\$ 3,670,354.77	
Total Estimated Cost Plus Fixed Fee Advances outstanding	\$ 24,536,272.26		\$ 1,764,813.00	\$ 601,300.79	\$ 2,366,113.79	9.6%	\$ 22,170,158.47	\$ 18,499,803.69	\$ 3,670,354.77	
Indirect Costs on Advances			\$ -	\$ 2,268.77	\$ -		\$ -	\$ -	\$ -	
Fixed Fee			\$ -	\$ 862.13	\$ -		\$ -	\$ -	\$ -	
Total	\$ 24,536,272.26		\$ 1,764,813.00	\$ 604,431.70	\$ 2,366,113.79	9.6%	\$ 22,170,158.47	\$ 18,499,803.69	\$ 3,670,354.77	
Remaining Obligated Funding					\$ 9,797,886.21					

