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World Education

Primary Education NGO project (Phase I): Final Report

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In late 1997, a delegation of APE and education ministry officials from Niger, led by a representative of the French NGO, AFVP visited the Parakou and Malanville-Karimama areas of Benin AFVP is working to strengthen the parents associations of Niamey, Niger's capital city As the Dendi and the closely-related Djerma language of Niger are common to both Benin and Niger, discussions were open, animated and in-depth We hope that we can strengthen collaboration between the APE of the two countries in the years ahead 22

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World Education

Primary Education NGO Project (Benin)

USAID Grant Number 680-0212

Final Report

Introduction and Background

For the people of any country to be conscious of the need for and the issues involved in the social and economic development of their country they must possess at least a basic level of education Therefore education and development are inextricably linked and the population in general not just students and teachers have an important stake in ensuring that good quality education is being provided to the bulk of the population through the public and private school systems

The importance of parental participation in the public education system has long been recognized in Benin and elsewhere in Africa But in the decades following national independence it has been almost always the state which has decided on the type of education children would receive and how it would be managed The public s role has been largely limited to providing regular and supplemental financial contributions and providing legitimacy through officially-sponsored structures to the government s dominant role in the education sector While this ' provident state mentality has continued to some degree in the minds of the public and especially the civil service its credibility has been weakened due to the drying up of the financial resources and the inevitable (even if long-delayed) exposure of bankrupt political ideologies for all to see But it is difficult to break old habits, as one educator affirms

One of the biggest errors that has prevented our system from functioning efficiently is that the state has set itself up since independence as an all-powerful body that manages and controls everything The people have adhered to this principle Up to this time, the state has never been seen as an institution has never been considered objectively as a created body but rather has been personified This is partly due to the fact that the family and family relationships are of utmost importance to our society One identifies him or herself by one s family or one s ethnic group rather than affirming oneself as an individual or a citizen This subjective way of looking at the role of the state and citizen have led to an attitude among the people of let the state do it it s not our thing And despite everything, the people still look to The Provident State

But things are changing *Today however as [the people] continually are let down by the weakened state structures they are forced to admit that the limits of state power and control are finite and are progressively diminishing But it is necessary that the people insist that the state assume its proper role that of insuring that the rule of law is functioning and that our*

institutions (such as schools) must develop the idea of civic responsibility that everyone has a role to play and must as a citizen be prepared to take the initiative (Tamsir Samb INI ADI -Senegal in *Orange Light No 7 (January 1998) ACI Dakar*

Parent s associations known in Benin as *Associations des parents d elêves (A P E)* have existed country-wide on paper at least since pre-independence times The model originally adopted was the one prevalent in France the colonial power But while in France, APEs (and the parents they represented) were given a substantial role in school management the role of the APEs in Benin were reduced at the same time as centralized (state) power grew Most APEs became paper organizations with very little activity or authority except to help local school directors raise funds to supplement those provided by the state and to help authorities keep order in the schools

With the fall of Marxist-Socialism in Benin in 1990 the growing problems of the education system became worse At the same time growth of a participatory multi-party democracy started to take hold and there was a growing recognition that national and local development was a matter for all citizens not just bureaucrats

In response to the new reality the Benin government organized a national conference to consider education reform in 1991 Parents teachers students and government officials participated in five days of lively debate The result was a national education reform policy that is being progressively (even if unevenly) applied to this day A major theme within the policy is that parents need to become more actively involved in managing the system and in making policy decisions regarding curriculum content

The APEs which continued to exist on paper throughout the Marxist years are naturally well placed to represent parents in implementing the new policy But to fill their role they need to be re-vitalized as functioning organizations and upgraded in management and lobbying capabilities

It was to this need that World Education an American NGO active in the field of grassroots capacity-building in many third world countries as well as the United States since 1951 responded when it proposed the ' Primary Education NGO Project (PENGOP)"[1] to USAID/Benin in 1993 using a successful model developed in a similar context in Mali in 1991 as its inspiration

Project goal, objectives and approach

The primary objective of the PENGOP project submitted by World Education to USAID/Benin was to *Increase civil society s participation in the primary school system* ' This would be done through strengthening 200 existing parent's associations (APEs) through direct hands-on training in organizational development (OD) The methodology was tested in different regions of the country and in both urban and rural settings

[1]Known in Benin by its French acronym ATAPE (*Assistance technique aux A P E*)

The strategy that World Education adopted was two-fold First, there is the systematic training of APE board officials This is done by personnel hired by Beninese NGOs and trained in OD by World Education The second part of the strategy is the co-funding with the parents of school infrastructure projects identified designed implemented and evaluated on the ground by the APE themselves These projects involve school construction classroom repair and rehabilitation equipping and/or furnishing classrooms and other related projects (cisterns wells student transportation etc) The second part of the strategy is seen as reinforcing the first by allowing parents to put their theoretical learning into practice in real-life situations

A sub-strategy of the project that is meant to enhance the possibility that a local capability in OD training for APE will exist beyond the life of the project is national NGO institutional strengthening The project proposal spoke of seven NGOs but, as we shall see the project worked on a long-term basis with between 10 and 17 NGOs during the four years of project implementation (10/94 to 11/98) At least another 10 NGOs have been involved in additional project activities but did not receive specialized OD training from World Education

Finally the project funded several 'action-research activities designed to test strategies that might lead to breakthroughs in problem areas of national education policy girl s education the access to education of marginalized ethnic groups APE-related literacy public awareness of the importance of education and the special problems faced by certain parents in sending their children to school [2]

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[2] The fourth project funding window *micro-projects* was used in the first phase to fund in a limited way (up to a maximum per project of $1 000) school infrastructure projects from schools outside the designated project target areas While it was intended that basic institutional development training would be provided to APE by NGOs "supervising the micro-projects very little substantive training took place While the 215 projects proved very popular and parent participation was at a very high level the strategy was abandoned in 1997 after an evaluation of the approach showed that the APE involved in micro-project funding had not been significantly strengthened institutionally *Note* the micro-project activity foreseen for Phase II represents a different approach than that used in Phase I in that it will work with already (PENGOP) trained APE to consolidate the gains they have made during Phase I

Project Organization

The PENGOP project grant agreement between USAID and World Education was officially signed September 28 1994 and the project director a U S national was hired a few days later The project started quickly with a field presence established in Benin the same month with the arrival of the chief of party (project director) He was joined in December by the program coordinator a Senegalese national In November and December 1994 the director participated in two important national meetings organized by USAID and the Ministry of National Education in Bohicon and Lokossa respectively to debate the question of strengthening civil society participation in the national education system The contacts made at these meetings helped to speed up project installation

The bulk of local staff recruitment was initially farmed out to a specialized organization in Cotonou CePLPL which allowed the director and program coordinator the time to make initial contacts with the Benin government NGOs and the APE movement Over 100 job applications were screened in this way

Equipment procurement was handled from World Education headquarters in the U S who contracted with three companies and a free-lance consultant with many years of Africa project implementation experience All equipment arrived within three to four months of project signing and in excellent condition USAID/Cotonou provided significant support in providing diplomatic support during the days before World Education secured official permission to operate in the country from the Ministry of Interior (December 22nd 1994)

After discussions with USAID the Benin government and national APE leaders the decision was made to headquarter the project in Parakou Benin s second city and the capital of one of the northern regions (*departements* in local terminology) the Borgou It was felt that the project could have more impact if it was located centrally in terms of national geography and in a city with minimal development community presence (as opposed to Cotonou the country s main city and where 95% of international projects are headquartered) It was also felt that office and banking facilities housing logistics like telephone power and water etc could be had more cheaply at a site away from Cotonou and project visibility would be increased All of this has proven true and we have never regretted this original decision However being five hours by road from national ministries and USAID has meant that project staff has generally had to travel south at least once a month especially as the project gained prominence in education circles Official visits to the Borgou from Cotonou have been increasing Parakou is growing and the distance advantage is gradually being reduced [4]

CTI Matrix Guernsey (companies) and Paul Delucco (consultant), respectively

[4]Since the project s installation in Parakou several other projects have established sub-offices there (USAID-funded MCDI Africare GESCOM BASICS Projet Songhai, VITA MicroBank) The Borgou has in fact been retained since 1996 as the primary "focal

From the beginning the project maintained two offices the project headquarters in Parakou and a small liaison office in Cotonou The latter is staffed with two people a secretary and an office cleaner-messenger The Cotonou facility also includes modest living quarters which are used by field staff in Cotonou on official business Hotel rents saved through the use of this facility have easily covered what the project pays in rent for the facility and the convenience of having a presence in Cotonou (for equipment procurement international travel and freight handling arrangements mail and courier service etc) is significant

In 1996 increased project activity in the Mono *departement*[5] dictated that we open a branch office in the town of Lokossa It was staffed with a program officer (joined by an assistant in 1997) a logistics/administrative assistant and a building technician (in 1998) guards and a cleaner

Staffing

The project gradually grew (in line with project activity) to include a staff in Benin of 31 (including one expatriate) by FOP The program is very competently backed up at World Education headquarters in Boston by a full-time program manager supervised by the West Africa Regional Director and accounting staff The organization chart on the following page will give the reader an idea of project the staffing pattern although there were various adjustments to the staff makeup as the work progressed

Perhaps the major change that occurred during Phase I was the move of program coordinator Seydou Sall to the new World Education program in Guinea in 1997 He was replaced by Yessoufou Latifou first as a consultant and from May 1998 as a full-time employee Mr Sall had functioned basically as a Deputy Project Director while Mr Yessoufou has concentrated more specifically as Training Coordinator leaving project administration to the Director the Finance & Administration Officer and since the regional offices were created in 1998 to the Regional Coordinators Victorine Djossou-Deha and Zenabou Chrysostome[6]

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area for USAID s country development efforts

[5]For a five month (May 1 to 30 September) period in 1996 the project opened a small one-person facility in the northern border town of Malanville to handle project activity in the Malanville-Karimama *circonscription scolaire* (school district), which is located more than 3 hours from Parakou However we later reached a cost-sharing agreement with one of our partner NGOs Sia N Son who subsequently managed the facility until the E O P (November 1998)

[6]The Malanville office functioned as a World Education facility during 1997 and later became a joint World Education/Sia N Son-ONG facility

Staff Training

Formal training provided to World Education personnel was until recently offered largely on an ad hoc basis i e when perceived need corresponded with training availability and affordability Locally offered computer training was provided to secretarial staff and a limited number of program staff Training in participatory development techniques was offered to program managers in two of the three cases in neighboring countries Training in the new West African accounting system (SYSCOA) was offered to the project s Financial & Administrative officer and took place in Abidjan Similar training was provided in Parakou to the project s financial analyst and the assistant bookkeeper in the SYSCOA system by a local consulting firm Finally project secretaries attended a course offered as part of USAID s Leland Initiative in internet techniques

It was not until the end of Phase I that World Education was with the hiring of Yessoufou Latifou a professional development trainer in a position to offer specific training in APE work to our program staff Thus World Education/Guinea and World Education/Mali joined PI NGOP (Benin) project personnel and NGO trainers (from Mali and Benin) in a week long "Training of Trainers" workshop held in Parakou in mid-June 1998

Terms included the

1 application of adult education techniques to the design the planning and the delivery of training programs
2 design of training models that incorporated adult education theory and methodology, and
3 design of tools to evaluate the effectiveness of adult education/training programs

Nine modules were presented and applied over the six-day period

1 adult education theory
2 learning styles and cycles
3 communication and facilitation
4 learning techniques
5 training design
6 planning for training
7 carrying out adult training
8 evaluation and
9 action planning

A three-person "all-World Education" team led the training Omar Traore (World Education/Mali) Latifou Yessoufou (World Education/Benin) and Kathryn Matchett (World Education/Boston)

Staff Evaluations

All personnel are evaluated on an annual basis utilizing a format that has evolved over the four years of Phase I according to the needs of the organization and its employees The exercise provides both supervisors and subordinate personnel the opportunity to provide feedback to each other and together outline objectives for the next twelve month period

Project Activity

1 Pilot Phase (June to October 1995)

The purpose of the five-month Pilot Phase was that it would allow project staff to realistically assess the level of performance that we could expect from Beninese NGOs and the areas in which they would need strengthening It would also give us the first taste of what APEs as organizations were all about in the Benin context 50 APE were selected from three school districts Grand-Popo (12) Lokossa (13) and Parakou (25) Each of 10 NGOs was assigned 5 APEs to work with over the 5-month period The time was spent mainly organizing APE board elections and developing individual APE training plans and action plans for the main phase that was to follow

At the end of the period the project engaged two outside consultants to evaluate the work done up to that point The evaluation in the field was conducted by the NGO field trainers that had been involved in the phase supervised by the consultants The evaluation methodology and questionnaire tool was developed by the NGO trainers during a workshop preceding the evaluation work in the field Field work involved interviewing 30 of the 50 APE all 10 NGOs 10 trainers 42 school directors 2 *departemental* directors of education (DDE) 2 *circonscription scolaire* chiefs (CCS) the national Director of Primary Education (DEP) a USAID representative and nine World Education employees

The results of the pilot phase can be summarized as follows

- As the phase took place during the vacation period when most directors were absent from their schools school directors complained (with reason) that they were ill-informed about the project and were resentful that APE elections were organized 'behind their backs
- Despite the above point the directors were able to cite with precision what had taken place during the pilot phase at their school APE and they were generally positive about the progress realized by their respective APE
- 60% of the directors expressed some doubts about the wisdom to reinforce parent participation in school management something they regarded as their prerogative But 80% felt that if it was done well reinforced APE would facilitate their role and would lead to improvement in the overall situation The same 80% expressed their willingness to fully participate in the strengthening process
- APEs (73% of which were able to explain in detail what the PENGOP project was to accomplish and how it proposed going about doing it) felt that the training (especially

in the areas of financial management and legal organizational documentation) had allowed them to take a greater role in school management but that it sometimes put them into conflict with the teachers especially the directors who claimed in many cases the final word on school management decisions They also felt that improvements were necessary in the way decisions were taken within their organizations and about how General Meetings (AG) were organized

- Most APEs deplored the poor quality of relations that existed between themselves and their NGO partners notably at the level beyond the regular contact they had with their individual NGO trainer NGOs as organizations mostly did not capitalize on the opportunities offered by the project to gain an open door into villages and neighborhoods where otherwise they would likely not be working [7]
- NGOs on the other hand complained that APEs were poorly motivated and at times difficult to work with especially when confronted with a school director who opposed them Trainers complained that they were left out of the communication loop between World Education and their parent NGO

All of these points served World Education the NGOs and the APEs well in moving into the main phase which started in January 1996 The Pilot Phase served well to get everyone s "feet wet" and put the project on a serious footing as it moved to add seven more NGOs and 167 APE to the 10 NGO and 50 APE Pilot Phase participants

2 IEC[8] - Rural Radio Project

Before moving into a discussion of the main phase activities it might be helpful to look at a separate (but closely related) USAID funded[9] activity that was launched in early 1996 in association with the then Banikoara-based NGO the *Association pour la protection de l'Enfance Malheureuse* (APEM) and USAID The project objective was to increase school attendance rates in northern Borgou *departement* specifically in 24 villages located in the

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[7]In Benin it seems that NGOs mostly go where the donors want them in other countries NGOs are important to donors because it is they as on the ground organizations, close to the people who identify areas and situations where assistance is most needed and can be best used

[8]Information Education Communication

[9]USAID provided $21 838 in funding for the project which was granted to World Education on behalf of the national NGO APEM per the 25/9/95 Grant Agreement (#GR-680-0204-G-00-5006) While the project was supposed to end after one year in fact after various extensions it ended almost two years later than that on June 30 1997 The administrative arrangements whereby World Education was supposed to simply 'monitor' project activity on behalf of USAID turned into a major operational and financial headache for World Education due to the very limited experience of APEM in handling even modest grants of funds from the outside A lesson learned hopefully

zones covered by the Rural Radio of Banikoara[10] plus Segbana (adjacent but out of the the Radio Banikoara listening area and the people of which in any case speaking a language not broadcast by Radio Banikoara) [11] All of these areas suffer from very low rates of school enrollments especially for girls All are located in zones of intensive cotton cultivation which tends to disperse farmers away from centers where schools are located as their need for fertile land requires them to move further into the hinterland The idea was to use village debate sessions recorded by technicians from Radio Banikoara and rebroadcast later which would center around the reasons that many parents do NOT send their children to school and seeing if radio listeners could come up with solutions to the problems raised by the parents (again in recorded discussions) that would serve parents interested in sending their children to school

The project proved to be very interesting and showed promising results in terms of increased enrollments (80% increase in CI [first year] enrollments in the project zones) [12] In some cases problem teachers were exposed during the debates heard widely throughout the area and generally improved their performance in response to this exposure In the Banikoara area peulh communities hearing the broadcasts in their own language decided to approach the project seeking assistance in organizing for the first time their own APEs and constructing schools in their "*campements*" (villages) [13]

World Education became very directly involved in project co-management with APEM which had at the time only limited experience in project implementation While this was difficult in terms of logistics and available financial resources the learning experience provided by the project outweighed those difficulties

The project points to the tremendous potential of Rural Radio in stimulating community interest in education The criteria for selecting zones for project activity in Phase II included coverage of Rural Radio which will feature as a special complementary APE training and information activity in those areas

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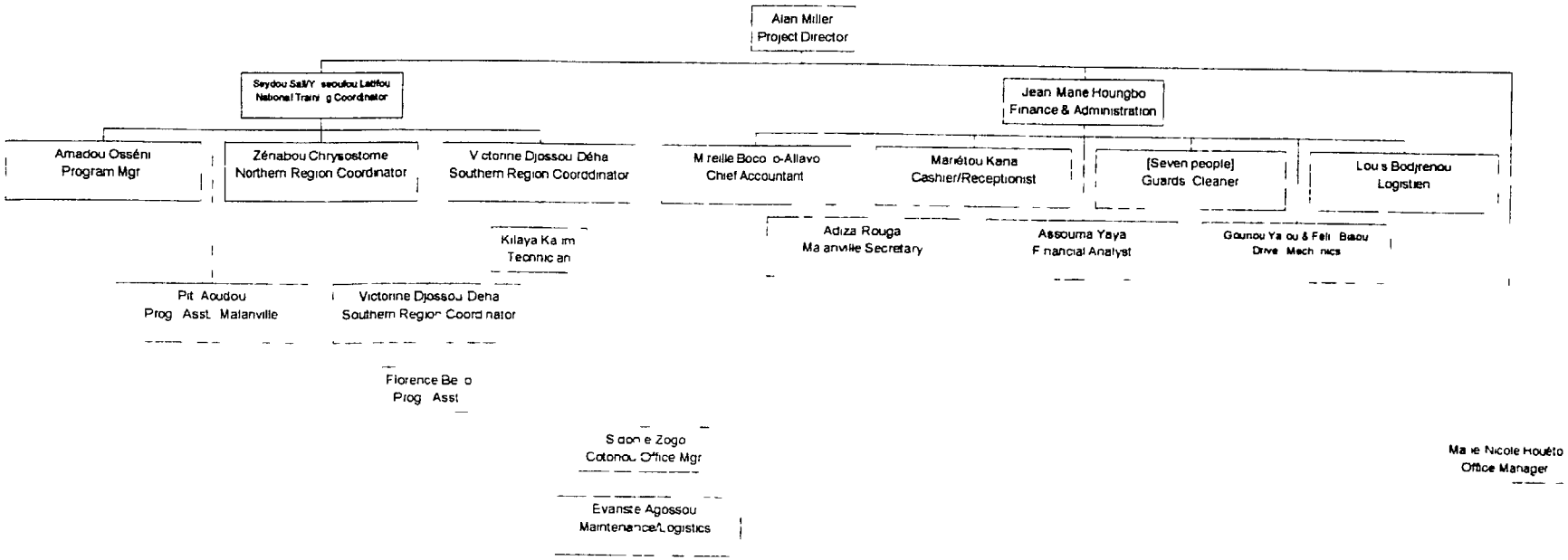
[10]Banikoara Kandi

[11]Segbana listeners turn to Radio Cotonou s once-a-week broadcast in the Bô language The taped interviews in Bo were used in radio segments devoted to the discussion of education issues

[12]In Banikoara alone 16 'community schools' (unauthorized at the time by government) were created by local people These schools were eventually incorporated into the national primary education system and staff (at least partly) by government paid teachers

[13]A special project involving 4 peulh schools was launched under the action-research project funding window Historically only very few peulh children in Benin have attended public schools which are overwhelmingly located in the villages of other ethnic groups Given the chance to attend school in their own villages peulh children have responded by the 100s even to the extent of organizing their own school cantine programs from their own resources

PENGOP Phase I: Organization Chart



3 APE training

APE Boards (who make the majority of operational decisions) have suffered from several weaknesses their membership make-up does not accurately reflect that of the parent population in general (few women or younger members) they have a poor resource base and a low-level of organizational development (lack of by-laws a poor understanding of the roles of officers) a lack of management (and in particular financial management) skills they hold irregular meetings and when they are held there are undemocratic "elections" of officers illiteracy is the rule among Board members and there is resistance of (or "captivity" by) some school directors and teachers

In areas where AIAPF has operated one sees in most cases a rapid and positive evolution of the general situation The Mid-Term Evaluation noted that AIAPE-supported APE in general have received training in (and are capable of)

- preparing and running General Meetings and Board Meetings
- keeping minutes of meetings
- preparing bye-laws and internal rules of order
- preparing and holding elections of officers
- basic accounting of expenditures and maintaining financial records
- following established administrative procedures
- financial management and planning and
- fund-raising and mobilizing other local resources

Over 60 000 person hours of APE time was spent in training programs apart from the practical training offered through the infrastructure project activities that were carried out along side the "classroom" training Approximately 1 500 parents were directly involved in the training sessions which were held at each of the 217 APE on (at least) a monthly basis and often twice per month depending on the season Other parents village leaders school directors and teachers and occasional bystanders were in many cases involved either through various committees commissioned by the boards or at ad hoc meetings of parents over important issues

APE members interviewed during the evaluation said that " the training allowed the members to understand their role vis-a-vis the school " " Before it was the director who did everything but now the APE participates effectively and asks the directors to give them an accounting of how school funds have been spent Training has also allowed us to understand the mechanics of project identification and implementation "[14]

A project consultant who interviewed APE members throughout the project area found that *" the biggest tribute of the board members was to [the project s] training in financial management I m a businessman and I use what I learned in training in my own business*

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[14] Mid-Term Evaluation Report p 5

said the president [on one APE] I m also on the board of other civic organizations and I never knew what a board was all about "[15]

The project s training strategy has sometimes come in for criticism during various evaluations What seems to be the case is that "classroom" training in organizational development was sometimes not as obviously linked with on-going project activities as it should have been Training seems to be seen by many as an autonomous activity judged to be good in its own right Training priorities have not been systematically established in conjunction with actual performance or with the results of the periodic institutional evaluations that have been carried out with each of the 208 APE at least twice during the three years of project activity Probably this is due to the fact that the vast majority of the trainers hired by the NGOs were inexperienced and that the project staff itself possessed only limited experienced participatory training expertise It has proven difficult to locate qualified training expertise with the necessary practical field experience in adult education and organizational development in-country

An early decision was made to concentrate on the training of APEs rather than NGOs NGOs were seen as having an important role but as they were already involved in institutional training provided by other organizations[16] it was felt that the limited project resources should be used to work with the principal target group parents NGO training was in general limited to financial management training and the training of the trainers working with PENGOP It was felt that NGOs would naturally respond to the new opportunities provided by PENGOP to expand their horizons and work with villages where they had no prior presence It was felt that the NGOs as institutions would be interested in exploring and improving where possible the socio-economic conditions in these areas *Helas* this has not proven to be true

NGOs have indeed been a key element of the project s Phase I strategy but they have been slow to adopt modern participatory structures and to separate Board and Staff functions and responsibilities They have seen the project primarily as a step towards at least temporary organizational financial survival rather than an activity that serves to further organizational policies and to serve people Once the trainers have been hired and the project-provided institutional financial support received NGOs have tended to leave them on their own and have concentrated on identifying new funding opportunities to ensure the payment of salaries per diems and honoraria The requirement later instituted by the project that all NGOs hire or designate "supervisors"[17] has only improved the situation slightly At times supervisors have resided at organizational headquarters rather than in the field reducing their effectiveness They have only rarely been recruited from the ranks of experienced trainers and often have only limited credibility with the field-based trainers They have tended to regard themselves as hierarchical superiors not to be called upon to actually do any training themselves Finally NGOs have been reluctant to recruit women trainers despite the APEs desire to promote girls

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[15] Devine Dan "Report on AIAPL Interviews in Parakou area " draft report (1/99)

[16] Africare (BINGOS project) SNV Oxfam/Quebec Protos EUMC, etc

[17] In reality training coordinators

education which requires working closely with women (i e a difficult task for men in this culture) As one consultant noted *"The [APE s] social campaign includes some pretty heavy hitting to get all young girls in school and have them graduate–all mothers are contacted directly by a special committee run by [in the case of Tourou Parakou] the one woman on the board Somewhat surprisingly the mosque is the favorite forum for this message and discussion about girls education "*[18]

Still World Education sees no real option to NGOs as our primary *interlocateurs* Our second phase strategy will seek to better coordinate our efforts concerning NGOs with those of other institutions hopefully basing our training of NGOs on real needs brought out in NGO performance in field projects rather than "perceived" needs felt by the city-based training institutions

NGOs have made the most progress in the area of financial management and reporting While problems remain the difference in the project s NGO partners financial management systems between 1994 and now is striking Both the project s EAF assessments and outside audits have reported good progress in this area Systems exist where there was nothing three or four years ago Credit for this improvement must be shared by the many institutions working with national NGOs in this area including Africare (BINGOS) PROTOS EUMC MCDI SNV Oxfam-Quebec World Education and others as well as the high motivation and learning capabilities of many national NGO staff members

In Phase II NGO field supervisors will be required to be actually field-based and to be people with real grassroots training experience Field trainers henceforth to be called *animateurs* (facilitators) will be encouraged to use the resources they find locally as training tools to be more resourceful in training approaches

During Phase I the primary resource used by the NGO trainers was an APE Training Manual developed and produced by World Education/Mali While it served well it was not always used as it was intended Rather than picking and choosing from modules that corresponded to the real training needs of the APE as shown during PRO/EAF assessments the trainers established template-type programs that all to often were the same for all of the APEs in their respective portfolios The objective for the NGO trainer became making sure that all the topics in the manual were covered by all APE

The end of Phase I saw the development and publication of a Benin-specific APE Resource Manual The project s National Training Coordinator hired during the last year of Phase I has extensive training and institutional development experience and played a central role in

[18] Devine *op cit*

finalizing the Manual [19] His presence and the availability of the resource document marks a significant improvement in the situation as the project moves into its second phase

Literacy for APE members

It is obvious that only limited progress can be made in the institutional strengthening of organizations if the majority of the members of those organizations are illiterate Parents are the first to realize this but in their eyes the first priority for their time and money is improving the environment in which their children are educated This is why literacy projects while on everyone s lists are not usually not high priority in APE action plans

Still there is no doubt that literacy is a major obstacle to APE strengthening During Phase I World Education made several attempts to test various approaches to make a determination as to what seems to work best in terms of APE literacy

One problem became obvious to us from the beginning what is an appropriate literacy program for APE members? In Benin at least no specialized materials have ever been developed to our knowledge for the specialized needs of APE members Another problem is which languages should be used a serious problem in a country where 55 languages are recognized by the Adult Literacy Department Each requires specialized materials and trained instructors Finally what should be the level of local responsibility for the funding of such exercises?

With all these questions in mind World Education launched several programs using different approaches for APE members

In the Mono World Education contracted [20] with the national NGO ABLL (L'*Association béninoise des centrums de langues nationales*) to open three pilot APE literacy centers Specifically ABLL was charged with

1) Training 3 literacy trainers over a seven day period who would in turn train 100 APE members in literacy
2) Translating into three of the local languages of the Mono (Kogbe Sahoue and Mina) certain key APE documents which would be useful to newly literate APE members (for example APE statutes) and
3) Evaluation and follow-up of the new literates with a view to developing post-literacy training program

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[19] It must beunderlined that the NGO trainers and World Education staff especially former PI NGOP Program Coordinator Seydou Sall also played crucial roles in the development of the Manual aided by consultant Ahou Boli of TRADL (Burkina Faso) formerly employed by World Education/Mali

[20] Cost of the contract was 610 000 FCFA

Problems soon developed centering around ABEL s poor performance (notwithstanding obvious professional competence and experience in the area of adult literacy) in ensuring regular follow-up of the training and in the trainees reluctance to purchase the necessary syllabi needed to follow the lessons [1] Despite long delays and a 30% drop-out rate the program pushed on to the bitter end even though ABEL (run "on the side" by a National Literacy Service official and which used local governmental literacy workers to [unwillingly as it turned out] provide free services) had to be replaced by two other NGOs Still 88% of the participants sticking with the course were after long negotiations to extract official diplomas from the Literacy Service given the certificates confirming their success But sadly the API documents supposed to be translated remained untranslated and the new literates were unable to use their skills to strengthen their associations

A plan to evaluate the long-term impact of the program was never carried out However as World Education moves into Phase II this activity remains important and we will strive to use the experience to build a stronger program in literacy over the long term

In the Borgou [2] two different types of experiments were carried out one by an NGO to teach APE members in the Parakou area and in Sinende basic French and the other in the Malanville area run by the National Literacy Service

The latter program involved API in four *sous-prefectures* Gouhoune Bakperou and Thian in Parakou Gnaro in Sinende Banite in Malanville and Londikoara in Karimama 151 parents (and others) registered for the course 107 completed it and 80 (including only 5 women) were after testing certified as literates [3] The high drop-out rate and low rate of success by women lead us to question the content of the courses was it really seen as relevant by those requesting (and paying for) the literacy courses [4]

The NGO run program run by Parakou-based Derana' was in response to members *who were already literate in their own languages* but who wished to better understand and/or communicate the terms being taught in API training sessions by gaining a knowledge of basic (functional) French 105 parenrts registered for the course 66 completed it (of which 53 [50% of those who started the course] were awarded certificates) Again less than 10 certificates were given to women participants

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[1] When the participants were finally convinced of the necessity to purchase the syllabi supplies ran out at the Literacy Service in Lokossa It was only at the end of the sessions that the syllabi came into use on a general basis

[2] 65% of those actually starting the program

[3] Programs took place in 1996 and 1997

[4] 53% success rate (75% if Literacy Service method of calculating is used certificates given divided by number tested rather than by the number who started the course)

Our conclusion is that even though parents express a strong desire for literacy and the NGO trainers say that the lack of literacy among parents is a major obstacle to the development of functional and efficient APEs parents are actually very reluctant to pay for the courses (even at the minimal 15% of total costs required by World Education) and very few of those who register actually complete the course and are given certificates The objective in Phase II is to provide literacy training to between 125 and 175 APE members annually While this modest objective will in all likelihood be surpassed will the problem of parent illiteracy really be tackled given the need to elect new (usually illiterate) parents to APE boards on a regular basis?

World Education began work on translating one version[25] of the APE statutes guidelines into several languages Bariba Dendi Peulh Fon and Mina and this work has been of assistance to many APE However many other APE members speak other languages, and terms such as *"dons legs et souscriptions volontaires" "conseil d administration" "bureau executif" "commissaire aux comptes"* etc often have no standard local equivalents in those languages This again remains as important work for Phase II

4 APE infrastructure projects[26]

During Phase I PENGOP funded 199 APE infrastructure projects in the six project school districts[27] The projects were distributed fairly evenly between the northern and southern zones as had been planned and had budgets totalling 852 626 281 FCFA APE contributions to the budget represented 21 3% (149 987 4188)

APE Infrastructure projects by Region

Region	Number of Projects	Total Project Budget
Atacora (EDUCOM-PE NGOP schools)	9 projects	55 645 553 FCFA
Borgou	97 projects	457 847 595 FCFA
Mono	93 projects	339 133 133 FCFA

[25] The so-called 'statuts Jacquet' named after the former Director of Primary Education in the MEN RS Muhammed Jacquet which were distributed for comment in 1995 and which serve as the basis for some local APE statutes but which were never adopted at the national level

[26] Detailed project statistics are annexed to this report

[27] Malanville-Karimama Sinende Parakou Urban Lokossa Urban Athieme and Grand-Popo plus one peulh school in Banikoara

In addition during 1996 PI NGOP funded 224 "micro-projects" at schools not covered by the regular project training work These projects which had a per project limitation of 500 000 FCFA World Education contribution were carried out in all six *departements* of the country and had budgets totalling 155 398 137 FCFA Of this amount APEs contributed 47% (49 803 436 FCFA) While dramatically contributing to school infrastructure improvements and to raised API profiles they were shown to have an insignificant impact on APE capabilities and performance and were dropped in 1997

Regional distribution of micro-projects (1996)

Departement	Number of Projects	Total Budget
Atacora	15 projects	7 412 865 FCFA
Atlantique	4 projects	3 379 355 FCFA
Borgou	109 projects	79 690 455 FCFA
Mono	55 projects	37 291 530 FCFA
Oueme	2 projects	2 396 050 FCFA
Zou	39 projects	25 227 882 FCFA

The purpose of project co-funded school infrastructure activities is to provide practical training for APEs as organizations in managing school activities But they have had an important impact on the physical plants (and student learning environments) at the schools where they were located as can be demonstrated by the following table

Physical Impact of projects co-funded by APEs and World Education under PI NGOP Project (1995-1998)

Project Type	Number	Impact
Construction repair or rehabilitation of classrooms	321	16 050 students able to work in adequate educational environment
Construction repair or rehabilitation of school office and/or storeroom	51	51 directors with adequate office facility school supplies stored in clean safe environment
Fixed Blackboards	321	16 050 students benefit from availability of blackboards in classroom
Movable Blackboards (on stands)	17	850 students benefit from having supplemental visual aid in form of moveable blackboard

Construction of teacher housing	36	36 teachers and their families well-housed APE receives rental fees teacher satisfaction increased (transfer requests reduced)
Construction of walls around schoolyards	1455m	1 500 students able to work and play in secure schoolyard
2-Student desks & benches	1423	1423 students well-seated (at EQF standard) learning environment improved
3-Student desks & benches	480	1440 students well-seated learning environment improved
4-Student desks & benches	356	1424 students well-seated learning environment improved
3-Student benches	30	90 students seating improved learning environment improved
4-Student benches	85	340 students seating improved learning environment improved
3-Student desks	90	270 students have adequate working space
4-Student desks	51	204 students have adequate working space
Kindergarten tables	50	50 kindergarten students have improved work space
Kindergarten benches	60	60 kindergarten students are adequately seated
Teacher s desks	27	27 school directors better able to work store documents test papers manuals etc
Teacher s tables	119	119 teachers have improved workspace
Chairs	140	140 teachers adequately seated
Cupboards	49	9800 documents books other learning materials safely stored
Construction of multi-use facilities	2	Meetings school theâtre presentations, awards ceremonies held in appropriate facilities
School books	121	242 (at least) students provided with books they need to follow courses
Well construction	3	900 students and other community members provided with accessible drinking water

4-place latrines	3	600 students benefit from reduced health risks
Above-ground water storage tank ("cistern")	1	300 students provided with accessible & potable water during several months of school year
Playground equipment	1	126 kindergarten children provided with equipment allowing for improved physical and mental stimulation and growth
Electricity supplies to classrooms	6	300 urban area students able to work during rainstorms and into late afternoon hours during winter season meeting space for APE and teachers during evening hours

A major problem in the implementation of grassroots construction projects in Benin and elsewhere is the unreliable and sometimes dishonest performance of contractors (*entrepreneurs* and *tacherons*) despite the application (in the case of PENGOP) by project supported APEs of an adapted version of USAID standard bidding procedures As consultant Dan Devine put it

"Everyone in the world complains about building contractors as liars cheats thieves etc [In Benin they are] just some outfit registered to do business besides their professional procedures of stealing supplies cheating on cement dosages double billing and the like many of these contractors do not have the capability or experience to get the work done and yet they still steal everybody blind The APEs in cities can get the [dishonest or incompetent] contractor in court through political connections but those removed from the mainstream of shenanigans just complain and sit there with a half-finished school" [8]

Government authorities have supported the project in its attempts to get dishonest contractors barred from future projects unless they meet their contracted commitments But the problem persists especially as some of the contractors are openly protected by powerful business or political allies

Phase II strategy is centered around giving more responsibility to APE collectives and federations in maintaining records of contractors performances for future referrals to interested APEs at the local level Individual APEs are often just too isolated to be able to make informed decisions of this kind

5 Exchanges between APEs

As a complementary activity to the institutional strengthening provided by NGO trainers and school infrastructure projects World Education used the strategy of promoting exchange visits between APEs to 1) raise awareness among the associations located in areas not yet

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[8] Op Cit

covered by the project as to role played by the "revitalized" APE in project areas 2) between project-trained APE from different parts of Benin in order to show commonality in needs purposes and strategies and 3) between the APE of Benin and those of another neighboring francophone country (Mali) for reasons similar to those listed under point 2 (above)

The effectiveness of the exchange visits has been difficult to measure with any degree of precision However the effect seems to have been positive especially in awakening in the minds of participating parents the possibilities for their respective associations beyond what they had previously considered prior to making the visits Even for hosting APE the questions they were asked by the visitors often brought to light certain weaknesses they had not considered prior to the visit

Exchanges between APEs within PENGOP areas

In 1996 the project (assisted by the Borgou branch of CALB a national NGO based in Porto-Novo) organized a visit of APE from northern rural areas of the Borgou (Karimama Malanville and Sinende) to APE located in the southern Borgou city of Parakou The discussions between the groups centered around the problems of increasing the access of girls to primary education as well as the role of parents in school management Some parents from outlying (typically rural) schools in the Parakou (officially urban) school district complained about the unfairness of the legislation requiring them to pay (as "urban" residents) girls school fees while parents in "rural" school districts did not have this requirement The parents had a chance to visit several school construction sites to compare their organization with how they were organizing their own projects All participants were surprised by the fact that despite coming from culturally different areas their problems concerning the education of their children were virtually the same

In 1997 parents from the peulh *campement* [20] of Kokiboro-Peulh (Bamkoara school district) who had recently established an APE visited three Parakou APE to learn from them how to set up their basic filing and accounting systems The visit had the effect of convincing the powerful traditional leader and APE president of Kokiboro-Peulh that there was a need if the APE was to function smoothly to devolve some of his responsibilities to other officers such as the treasurer and the general secretary PENGOP has provided technical and financial support to the parents of Kokiboro to build a three-room school block

During then same year CALB organized a *journée d'échange d'expériences*" for APE representatives from the Parakou Urban School District The main concern discussed was how to continue effective APE operations once the project reduced support to them from 1999 All agreed that while significant progress had been made the fear was that without PENGOP financial and technical support APEs would lapse into inactivity These

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[20] The term used for *peulh* settlements even when they are permanent The peulh ethnic group also known as the fulani represents a significant minority in northern and central Benin and include sedentary semi-nomadic and nomadic sub-groups all of which keep cattle They are from time to time in open conflict with settled agriculturalists Most peulh children especially girls do not attend school

discussions helped project staff to subsequently formulate a new micro-project strategy This strategy is designed to provide a reduced but continuing training and project funding support until at least mid-2003 The hope is that APE would complement the reduced PENGOP support with other funds raised from other (outside) funding sources and from their own members

In-country exchanges between PENGOP APE and non-PENGOP APE

In 1998 USAID interested in spreading the idea of increased parental involvement in the primary education system in Benin suggested co-funding with World Education and participating APE an exchange of APE from within and without PENGOP project zones 24 APE members from 6 *departements* of Benin with the assistance of 15 NGOs (six of which were active Phase I PENGOP partners) visited APE from the Atacora Borgou and Mono *departements* who were actively participating in the project At the end of the visits a day-long workshop was organized in Abomey at which the visitors spoke of their experiences and plans for the future [0] They were particularly interested in emulating the organizational setup of the executive bureaus and the basic financial accounting systems they had seen Finally they were impressed with the projects which PENGOP APEs had identified co-funded and implemented with the help of partner NGOs and World Education

International APE exchanges

In April 1997 a delegation of eight APE members from the Borgou and Mono *departements* was chosen along with 2 NGO trainers and a World Education representative to visit the World Education program in Mali which includes APE strengthening and "community schools' activities as well as savings and credit and women's enterprise programs The Benin team visited six APE located in Bamako Koulikoro and Doila The visitors noted that while the strategies of the Mali program's work with APE was very similar to what was being practiced in Benin the objectives of the Mali program focused more on increasing school attendance rates through community school creation They also appreciated the relatively more highly developed skills Malian APE members had developed for negotiating with ministry and school officials

In late 1997 a delegation of APE and education ministry officials from Niger led by a representative of the French NGO AFVP visited the Parakou and Malanville-Karimama areas of Benin AFVP is working to strengthen the parents associations of Niamey Niger's capital city As the Dendi and the closely-related Djerma language of Niger are common to both Benin and Niger discussions were open animated and in-depth We hope that we can strengthen collaboration between the APE of the two countries in the years ahead

Participation of school parents at district (circonscription) level

While the project has had notable success in improving parent involvement in school

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[0]Several of the visiting APE were later selected to be included in Phase II (Part I) activities (1998-2000)

management at the individual school level the lack of functional parent organizations at the district regional (departement) and national levels means that parents voices are not present in the formulation of education policy at those levels World Education along with some local APE leaders have decided to implement an experimental strategy starting with two pilot districts (Grand Popo and Djougou) to build these federated structures from the ground up

The District APE Collective of Grand Popo was the first to benefit from this program World Education reached agreement with GRABS (NGO) to carry out an institutional evaluation of the collective's board of directors and design an action strategy based on the results of the evaluation Statutes and bye-laws were drafted by an *ad hoc* committee of the collective for adoption at the next General Assembly when new officers would be elected

The strategy was discussed at a workshop held in Grand-Popo at the end of May with the theme "Involvement of Civil Society in the Education System in the Grand-Popo District" The invited resource-person for the workshop Mohammed Jacquet[31] led a discussion with the participants concerning civil society's role in education as foreseen by the education reform measures being carried out in Benin at the present time The workshop participants at the end of this discussion adopted the proposition that the APE Collective of Grand-Popo has as its role "the increase in APE member participation in the development of education in the sous-prefecture" Nine sub-activities were decided upon

1 Representation of APE member interests at all levels of the parent's movement
2 Representation of APE member interests at the government level (CS DDE MENRS)
3 Assist school level APE in the resolution of their problems
4 Assist APE members in carrying out their functions within their organizations
5 Fund raising
6 Coordinate the various development interventions in the education system in the sous prefecture
7 Closely collaborate with school district officials in the resolution of school problems
8 Work towards increasing school enrollment rates for girls and boys in the sous prefecture and
9 Involvement in planning the development of education in the sous prefecture

Since that time the Grand-Popo District APE Collective has organized elections and approved new statutes They have a construction project going which will house the owners of the facility (the APE collective) as well as the government school district offices We will move forward on this strategy with a limited (but ever-increasing) number of collectives in Phase II Where possible we would like to collaborate with IFESH s complementary strategy of organizing Informal Education Committees at the School District level which involves a wider range of people than just parents

In Djougou it is the NGO PHD that has commissioned by World Education to work with the APE collective The evolution of the Djougou collective has been rapid and has benefited from the experience in Grand-Popo The PRO/FAT was done and a AGM-preparatory workshop was held The outline of an action plan are in place and further refinement of the plan elections and project activity will take off in Phase II

At the national level the project has provided occasional support to FENAPEB the national

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[1]Ex-Director of Primary Education at MENRS

APE federation We have especially interested in assisting FENAPEB to develop up-to-date statutes and have worked closely with the AFJB (Association of Women Lawyers in Benin) towards this goal FENAPEB which was launched with the assistance of USAID in Lokossa in 1995 has had trouble establishing its legitimacy with its grassroots members since many of the FENAPEB Board Members are (not unsurprisingly) out of touch with operational APE at the individual school level intermediate structures (*departemental* APE federations[2] collectives) being in the main dormant structures

We are hopeful that in the long term our work at the collective level will serve to revitalize the National Federation If parents are to have a real voice at the national level in setting educational policy an active and representative federation operating on their behalf is essential

Monitoring and Evaluation

Formal Project Evaluations

Seven formal evaluations and sector assessments have been sponsored by the Project since its inception in October 1994

1) 6-Month PENGOP Pilot Phase Evaluation (12/95)
2) Evaluation of APE training by NGOs Under PENGOP (7/96)
3) Evaluation of PENGOP Micro-Project Activity (1/97)
4) Mid-Term PENGOP project Evaluation (2/97)
5) Evaluation of Primary Education Infrastructure in the Borgou (WEP/WEF/MENRS) 1/98
6) Evaluation of the Costs of Primary Education in the City of Parakou (5/97)
7) Assessment of PENGOP Evaluation System (5/98)

These activities have by and large been carried out by Benin or other African country nationals the exceptions being the Mid-Term Evaluation and the Assessment of the PENGOP Evaluation System (which involved a total of two US nationals) The project's approach has been to support local consultants whenever possible and when non-Benin nationals have been brought in they have been integrated into teams primarily made up of Beninese

Reports stemming from the above evaluation exercises are of course available to those interested General themes coming from the studies are that the project's activities are having a very positive effect on increasing parental participation in school management at the primary level but that the use of NGOs as intermediary training institutions has serious limitations given their lack of experience in institutional development The addition of a professional trainer to World Education Benin's staff in 1997 has meant that for the first time the project is better prepared to provide the NGOs with specialized training to increase the abilities of their APE field workers and support staff The micro-project evaluation in early 1997 showed that while project activity was appreciated by parents teachers and administrators alike and certainly by the NGOs who benefitted significantly financially from

[3] Known as FEDAPE

their supervisory work in this regard it was only beneficial to APE institution-building when accompanied by an OD training program

The final evaluation in May 1998 that of assessing the project s evaluation system has proven especially useful in helping the project team to reformulate its indicators to include not only capacity measures but performance measures as well While the revised system has not yet been fully tested we are confident that the tool will now be better able to measure actual results rather than potential results (linked to the parent associations capacity to accomplish something even if they never actually did so) That USAID decided that the Mid-Term project Evaluation in 1997 was sufficient in terms of indicating whether the project should receive follow-on funding (which it did in September of that year) and preferred to concentrate on a critical area of project need shows the extent to which the funding agency has been supportive of real needs as it expands from 10% to 30% APE national coverage World Education staff are very appreciative of the professional relationship that exists between our two institutions

Evaluation of APEs and NGOs

ERO/EAF

One of the most distinguishing features of the PLNGOP project was the introduction during its first year of the two-phased institutional capacity analysis tools known by its French acronym ERO-EAF (*Evaluation Rapide Organisationnelle-Evaluation Administrative & Financiere*) based in a very general way on the famous Rapid Rural Appraisal (RRA) method

This evaluation tool or methodology (see Annex I) which was first used in Malawi (USAID SHARED Project) has evolved and been adapted to other countries and other organization's needs As far as PLNGOP is concerned it was initially imposed by the project director who had been involved in its early development and use in other countries The priority at the time was to have useable and comparable data from as early a point as possible in the project's evolution The system was applied in the first instance with the NGOs and later (through the NGOs) with APE at regular six-month intervals This way it has been possible to chart organizational capacity-building progress organization by organization as the project moves forward Adjustments are made to workplans and training strategies on the basis of ERO-EAF findings

The tool itself is simple 30+ organizational development indicators specific to each target group (NGOs and APEs) are listed Scores on a 1 to 5 range (degrees to "compliance") are sub-listed for each indicator with complete compliance rating a "score" of five low or no compliance a "1" not applicable a "0" (i e the organization has not developed to the point where such an indicator is even relevant) with middle degrees of compliance falling in the "2" to "4" point ranges For the financial/administrative tool (EAF) the scores are limited to "5" (yes the system exists) "1" (the system is not in place or is not working) and "0" (state of organizational development does not state)

The system while recognized as useful carried with it several flaws A main criticism has

been that numerical scores do not provide the breadth of information that would allow users (NGOs APE World Education others) to knowledgeably work with evaluees to surmount problems revealed by the exercise Also the fact there are no guidelines as to how the tool is administered means inconsistent application and therefore results These errors have been gradually rectified and Phase II use of the tool which itself has changed as the result of feedback from users and others (including WE/Boston) will be significantly different than its application during the first phase

The system was examined by various consultants visiting the project as well as by NGO APE government and USAID representatives It has been modified several times most seriously at a joint meeting in Lokossa in 1997 involving all the actors just mentioned The idea was to imagine The Perfect APE and develop the indicators that would reflect such a (mythical) organization as well as the various states of development (sub-indicators) that could be discerned as leading to the perfect state From June 1997 until November 1998 the system remained stable

The results of each six month assessment indicator-by-indicator side-by-side on an over-time basis can be depicted in graph forms which are easily interpreted by even non-literate APE members wishing to chart the progress of their organization in meeting the standard for a perfectly functioning parent s association The members can visually see which organizational development skills (which indicator) for their association are weakest and then target those skills for priority training for the next six-month period

But the major problem with LRO EAI came to light when the system itself was evaluated fully by an outside consultant Leslie Fox in June 1998 Fox noted that while the system worked well as a diagnostic tool for organizational capacity levels and to determine training needs it was not at all useful in evaluating actual impact While an APE may show through the LRO-EAI that it knows how to do this or that it did not show whether it actually carried out the activity and whether the activity had the desired effect

The Phase II LRO-EAI revised instrument is now in place and being used

Relations with International Bodies/Non-Government Organizations

From the beginning World Education has sought close collaborative relations with other international organizations governmental and non-governmental working in the education and/or related sectors With the Danish NGO *Bornefonden* good relations have been maintained through a frank and open exchange of information on project activity in order to avoid duplication of efforts This has occurred even though the approaches used by our respective NGOs are quite different Similarly with *Plan International* (U K) close collaboration has occurred especially during the time when Plan s main office was in

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[3] The indicators were used as the rough outline for the Benin APE Reference Manual that was only finalized in November 1998 after nearly three years of off-and-on development

Lokossa (Mono) and PENGOP's southern regional office was headquartered in the same locality. The project's first program coordinator for the southern region, Amadou Ossemi participated in a week-long training program sponsored by Plan International and run by GRAAP, a Burkina-Faso based NGO that specializes in the use of locally appropriate (and manufactured) visual aids.

With *Medical Care Development International* (MCDI) relations have been particularly close. MCDI, which under the Health Education Project for Schools (HEPS) works with the same basic target population (the parents) as PENGOP, has adapted and used in the field several documents developed by PENGOP, including the LRO/FAFOD diagnostic instrument. In the field, HEPS *animateurs* coordinate on a regular basis with PENGOP *animateurs*. HEPS and PENGOP have shared the same firm's[34] staff in carrying out NGO audits, and the same construction technicians. The two projects work with many of the same NGOs and APE. It is our feeling that the more the two projects can integrate and/or harmonize their work, the better for everyone concerned.

Concerning the French NGO *Aide et Action*, collaboration has been formalized between the two institutions in our work in the *sous-préfecture* of Ze in the *Atlantique département*. The *animateurs* from the two projects[35] work in tandem and serve to strengthen each other's work. PENGOP is able to specialize its work in Ze in APE training, while *Aide et Action* concentrates on school construction and equipment and other village development work and training. PENGOP's training coordinator has been called upon by *Aide et Action* to train their *animation* teams in APE training work. *Aide et Action* uses the APE Reference Manual developed by the PENGOP team. The collaborative model developed in Ze is truly a model we would like to replicate whenever the opportunity arises.

Coordination with another French NGO, *L'Association française des volontaires du progrès (AVP)*, have been more difficult to formalize, given the different approaches between the two organizations.[36] PENGOP has hosted an AVP-led delegation of APE and education ministry delegation from Benin's northern neighbor, the Niger Republic. Our two organizations are nonetheless committed to seeking ways to improve collaboration, and in fact will be obliged to do so in Phase II, especially in the Mono, where the two projects work side-by-side in several school districts.

The UNICEF/Ministry of Education project *Education et Communauté (EDUCOM)* has very similar objectives to that of PENGOP, except that it's scope is wider, and includes promoting general community participation in education (not just parental), both in the formal and non-formal sectors. But the two programs made a conscious decision to collaborate wherever

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[34] *Compagnie Fiduciaire Associée du Benin (CFAB)*, Cotonou.

[35] GAILS (a local women's NGO) is PENGOP's NGO partner on the ground in Ze.

[36] AVP favors the creation of project committees to carry out their school construction work (funded in the Mono by the European Community), while PENGOP favors APE managed projects which serve to reinforce the APE as an organization (main objective) and, as a by-product, to improve educational infrastructure.

possible and *in fact* PENGOP has worked (and continues to do so in Phase II) in exactly the same districts where EDUCOM is present [7] We feel that both programs significantly benefit from this relationship

World Education is involved in two NGO groupings on a national and regional basis It has participated in USAID and World Bank-sponsored technical meetings on education It has also assisted two national NGO fora SCONGA (in I Atacora *departement)* and the Supreme NGO Council of Benin (national) in their efforts to organize We remain interested in helping Benin NGOs to develop as strong and reliable civil society groups providing the much needed service-provider link to the grassroots that they are so well-positioned to play

Relations with Government

From the inception of the PI NGOP project relations with the Ministry of National Education and Scientific Research (MLNRS) and the Benin government in general have been cordial Institutionally World Education like other international non governmental organizations working in Benin is under the tutelage of the Ministry of Foreign Affairs and International Cooperation In a more general sense as a non-governmental organization we are placed within the NGO coordination structure operated by the Ministry of Plan Economic Restructuring and Employment (MPRI PI) While in theory there exists a coordinating body presided over by the Minister of Plan and on which sit as members the MENRS and the Ministry of Foreign Affairs and International Cooperation in fact this committee is not functional

This situation has led World Education to concentrate its efforts on building close working relations with MLNRS structures at the level of the *departement* and *sous-prefectoral* levels At these levels relationships are very close and very productive We paticularly appreciate the efforts of the two *DDE* (departmental education directors) in the Borgou and in the Mono with whom we have the most frequent contact They have made available to the project the services of their building technicians as well as providing to us on a regular basis various statistics and other information which are useful to us especially during planning and evaluation exercises Both directors have been very supportive of the project approach an of the involvement of parents in school management In the Borgou the *DDE* has played a key role in our efforts to coordinate activities with the school cantine program operated by the World Food Program (PAM) In the Mono World Education collaborated with several partners including the DDE to evaluate in 1995 a Girl s Education project operated by one of our partners GAIES [38] World Education continues to be interested in GAIES s work to improve the accessibility of education for girls and is planning to directly support an action-research project in this regard in 1999

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[7]Djougou Sinende for Phase I Klouckanme Djidja Ketou and Bembebereke for Phase II

[38]Funded by Africare under the USAID-sponsored ' BINGOS project

In short the project wold not have enjoyed the success it has if it were not for the close collaboration that has existed between the project and the MENRS structures at the provincial and sous-prefectoral levels From our point of view the policy of decentralization is already paying dividends as far as MENRS is concerned

Conclusion

The PENGOP project has demonstrated for all to see the positive implications of involving service users in the design of the systems and infrastructures of the service being provided The massive and positive reaction of the parents to the possibility of revitalizing their moribund associations has surprised even those of us who have been involved in facilitating the process The potential of the strategy is becoming clear even to those who doubted and/or whose interests were (in their minds) likely to be affected adversely

But *the principal obstacle to moving further down the path to better governance is that the coalition of actors whose interests favor further democratic transition is fragmented and weak whereas considerable vested interests back a perpetuation of certain key aspects of the bureaucratic regime* [39]

As the project takes on greater responsibilities it is vitally important that all the actors not just the parents and the partner NGOs become involved in the institutional strengthening process It is the responsibility of World Education and other partners to ensure that this happens It is too easy to get immersed in the day to day activities of the 1000 APE projected to be covered during the second phase But it is of vital importance to the long-term sustainability of the project that we do not lose sight of the overall objective to PENGOP that is the need to encourage through practical demonstration the benefits by ensuring that people are involved in building all of the types and sorts of institutions that permit them to be active in developing and strengthening the systems that affect their daily lives APEs are one example of potentially effective institutions but other people's organizations in other social sectors need strengthening as well The PENGOP project impacting specifically on the education sector actually goes far beyond that sector It is in reality a project to reinforce good governance and participatory democracy World Education remains committed to this end and we remain optimistic as to our chances of achieving success Our optimism is based on in turn the proven commitment and dedication of Benin s parents towards participating in the provision of the best possible education for their children

[39] Statement included in the European Commission/USAID sponsored "Benin Macro-Governance Assessment Report of March 1997 Page 7 (English version)

Glossary

AFVP	*Association française des volontaires du progrès* (French NGO)
AGDSD	*Agence de gestion de la dimension sociale du développement*
AMEX	US consulting organization based in Washington D.C.
APE	*Association des parents d'Eleves* (Equivalent of PTAs in US)
ATAPE	*Assistance technique aux parents d'eleves* (PENGOP's name in French)
CLEF	Children's Learning Equity Foundations (USAID Benin Government project)
DDE	*Direction departementale de l'education*
DEP	*Direction de l'enseignement primaire* (Ministry of National Education and Scientific Research /MENRS)
EDUCOM	*Education et communauté* (Project of MENRS and UNICEF)
ERO/TAF	*Evaluation rapide organisationnelle/evaluation administrative et financiere*
FEDAPE	*Departement* level APE federations
FENAPEB	National APE Federation
GAJES	*Groupe d'action pour la justice et l'egalite sociale* (Benin NGO)
GRABS	*Groupe de recherche d'action et de la bien etre sociale* (Benin NGO)
HEPS	Health Education for Primary Schools (MCDI operated project)
MCDI	Medical Care Development International (NGO)
NGO	Non governmental organization
OD	Organizational development (institutional development) training
OMEP	*Organisation mondiale pour l'education pre-scolaire*
PAM	French acronym for World Food Program
PENGOP	Primary Education NGO Project
UNESCO	United Nations Education and Scientific Organization
UNICEF	United Nations Children's Education Fund

Annexes

1. APE Projects
2. APE Micro-Projects
3. ERO/EAF Diagnostic Tool

Summary of PENGOP Project Funding (Phase I)

Département/Project	Total Amount FCFA	APE Contribution	PENGOP Contribution	Type of Projects funded by PENGOP (WE funds only)				
				Furniture	Rehabilitation	Construction	Schoolbooks supplies etc	Other projects
ATACORA								
Projects	55 645 553	9 676 799	45 968 754	1 417 375	12 698 939	31 225 988	0	626 452
Micro Projects	7 412 865	2 234 155	5 178 710	1 681 625	2 001 585	995 500	0	500 000
ATLANTIQUE								
Micro Projects	3 379 355	1 277 605	2 101 750	0	1 500 000	0	0	601 750
BORGOU								
Projects	457 847 595	82 799 908	375 047 687	33 460 985	48 538 353	238 423 195	508 351	54 116 803
Micro Projects	79 690 455	28 267 379	51 423 076	15 191 145	22 845 589	9 285 280	0	4 101 062
MONO								
Projects	339 133 133	57 510 711	281 622 422	12 048 455	30 648 176	200 011 817	0	38 913 974
Micro Projects	37 291 530	11 413 700	25 877 830	12 227 625	9 083 000	2 130 400	1 037 180	1 399 625
OUEME								
Micro Projects	2 396 050	1 196 050	1 200 000	0	1 200 000	0	0	0
ZOU								
Micro Projects	25 227 882	5,414,547	19 813 335	10 021 475	6 212 174	2,097,700	0	1,481,986
TOTAL Projects	852 626 281	149 987 418	**702 638 863**	**46 926 815**	**91 885 468**	**469 661 000**	**508 351**	**93 657 229**
TOTAL Micro Projects	155 398 137	49 803 436	105 594,701	39,121 870	42,842 348	14,508 880	1 037,180	8 084,423
Grand Total	**1 008 024 418**	**199 790 854**	**808 233 564**	**86 048 685**	**134 727 816**	**484 169 880**	**1 545 531**	**101 741 652**

PENGOP APE Project Funding Phase I (Borgou)

APE	Type of Project							Cost
	Furniture	Rehabilitation & Repair of Buildings	New Classroom Construct°	School books supplies etc	Other projects	World Education Contribution	APE Contribution	Total
AMITIE	811 750		5 160 250		3 219 808	9 191 808	2 364 396	11 556 204
BANIKANI ABD		1 497 694	1 660 293			3 157 987	779 096	3 937 083
BANIKANI C		991 009	943 755			1 934 764	988 652	2 923 416
BIO GUERRA III			834 000			834 000	33 000	867 000
CENTRE ABC			8 088 096			8 088 096	613 000	8 701 096
GANNON	801 550		3 922 750			4 724 300	1 685 520	6 409 820
GARE	640 734	6 351 699	17 000		2 449 008	9 458 441	2 391 354	11 849 795
MONTAGNE	1 175 860				150 800	1 326 660	117 473	1 444 133
OCBN	5 628 435		7 258 914			12 887 349	2 213 646	15 100 995
TOUROU Qtier	595 157		889 100			1 484 257	104 843	1 589 100
WOKODOROU		1 052 000	2 197 425	125 851		3 375 276	542 350	3 917 626
ZONGO II ABC	772 500	1 470 251	2 131 555			4 374 306	721 636	5 095 942
DIA DIA	578 850		5 055 440			5 634 290	1 280 275	6 914 565
DIDI			238 000		500 000	738 000	472 400	1 210 400
FO BOURE	386 750		2 408 112			2 794 862	68 250	2 863 112
FO BOUKO	403 750					403 750	71 250	475 000
GAROUTEDJI			4 000 000			4 000 000	1 363 785	5 363 785
GOMPAROU Qtier		1 973 000				1 973 000	660 600	2 633 600
GNONKOUROKALI			2 500 000			2 500 000	302 500	2 802 500
GUESSOU BANI	493 800		4 404 228			4 898 028	1 297 406	6 195 434
KOSSIA	238 425					238 425	42 075	280 500
KASSA	565 500				3 337 288	3 902 788	1 363 112	5,265 900
KOKIBOROU			4 273 410			4 273 410	2 696 620	6 970 030
NIARO			3 334 798			3 334 798	1 387 952	4 722 750
SEROU	208 250					208 250	36 750	245 000
SENDE	578 088				3 268 700	3 846 788	1 037 412	4 884 200
SONNOU PEULH	227 200	743 000				970 200	970 200	1 940 400
SOKA			3 449 151			3 449 151	1 591 799	5 040 950
TONDIKOARIA			255 000		3 199 884	3 454 884	565 176	4 020 060
YARRA			3 475 508			3 475 508	1 382 041	4 857 549
WARI			1 379 797			1 379 797	1 150 713	2 530 510
ABDOULAYE ISSA	2 072 000					2 072 000	32 000	2 104 000
ALBARIKA AB		2 417 019	5 361 350			7 778 369	1 009 978	8 788 347
DAKPARAROU			4 343 505			4 343 505	378 932	4 722 437
DAMAGOUROU			4 811 822			4 811 822	816 112	5 627 934
EM BANIKANI					2 381 593	2 381 593	155 498	2 537 091

APE	Type of Project							Cost
	Furniture	Rehabilitation & Repair of Buildings	New Classroom Construct	School books supplies etc	Other projects	World Education Contribution	APE Contribution	Total
EM ZONGO II				382 500	5 994 500	6 377 000	1 592 610	7 969 610
EPP ZONGO I	1 542 750		3 824 587		2 144 818	7 512 155	2 306 669	9 818 824
GOUHOUNE	350 000		924 355		1 502 176	2 776 531	435 604	3 212 135
MOLLA					2 934 410	2 934 410	127 250	3 061 660
NIMA	1 336 200					1 336,200	235 800	1 572 000
TRANZA I		834 228	3 460 172		437 306	4 731 706	1 089 697	5 821 403
BIRNI LAFIA	738 777	1 116 240				1 855 017	326 568	2 181 585
BOGO BOGO	204 850				2 805 940	3 010 790	772 920	3 783 710
BORTOKO			5 658 637			5 658 637	1 356 076	7 014 713
GOROU BERI					2 308 330	2 308 330	150 400	2 458 730
KARIMAMA C	258 400					258 400	63 135	321 535
KOMPA	571 500		2 925 475			3 496 975	518 280	4 015 255
KOMPATI					539 500	539 500	274 900	814 400
KPEROU GUERRA		221 375	3 192 412		371 500	3 785 287	2 706 138	6 491 425
LOUMBOULOUMBOU			110 500		1 986 870	2 097 370	387 685	2 485 055
MAMASSY GOURMA		513 975			2 229 829	2 743 804	99 975	2 843 779
MAMASSY PEULH		346 395	2 955 940			3 302 335	87 875	3 390 210
MONSSEY	271 575		1 000 000		732 759	2 004 334	385 275	2 389 609
KPEROU GUERRA		221 375	2 147 306		371 500	2 740 181	2 266 043	5 006 224
SAKAWANTEDJI			4 662 904			4 662 904	660 155	5 323 059
SAKANWAN ZENON			4 629 693			4 629 693	427 732	5 057 425
SINAGOUROU	246 270		3 318 475			3 564 745	90 455	3 655 200
THIAN	276 462		1 716 230			1 992 692	955 450	2 948 142
TITIROU AB	1 958 700	366 900	5 902 888			8 228 488	601 524	8 830 012
TORIO			2 156 619		1 658 540	3 815 159	621 139	4 436 298
TOUROU C	598 400		3 850 151			4 448 551	846 039	5 294 590
ASSAGBININ BAKA			4 784 260			4 784 260	491 835	5 276 095
BIO GUERRA B			3 785 536			3 785 536	369 299	4 154 835
GANOU A	549 000	1 387 726	3 741 600			5 678 326	452 349	6 130 675
KOMBE ABC	571 500		2 925 475			3 496 975	1 416 070	4 913 045
SERO KPERA		5 026 531				5 026 531	500 169	5 526 700
SERO WONKOUROU			4 346 900			4 346 900	532 950	4 879 850
WANSIROU	586 500	170 000	8 972 545			9 729 045	951 995	10 681 040
ABDOULAYE ISSA AB		606 000	4 134 077		452 707	5 192 784	1 135 118	6 327 902
BAKPEROU		1 043 465	1 713 935			2 757 400	271 210	3 028 610
BAOUERA ABC	1 190 000	3 280 125				4 470 125	345 690	4 815 815
CAMP ADAGBE		914 200	4 779 510			5 693 710	261 094	5 954 804
COMPLEXE D/E			5 935 463			5 935 463	3 464 297	9 399 760
COMPLEXE MADINA	722 500		7 198 915		136 000	8 057 415	427 183	8 484 598
DEPOT A B		3 123 824				3 123 824	1 738 976	4 862 800

APE	Type of Project							Cost
	Furniture	Rehabilitation & Repair of Buildings	New Classroom Construct°	School books supplies etc	Other projects	World Education Contribution	APE Contribution	Total
FORET A B		4 599 723	1 278 064			5 877 787	1 066 713	6 944 500
KOROBOROROU		220 740	3 031 116			3,251 856	2 798 680	6 050 536
KOUMKOMA	1 037 180		4 033 390			5 070 570	1 260 450	6 331 020
SNTN	408 000	472 166	13 600			893 766	297 244	1 191 010
ALPHA KPARA			2 948 312			2 948 312	316 962	3,265 274
ANOUM					626 452	626 452	243 548	870 000
BELLEFOUGOU		1 307 212				1 307,212	275 012	1 582 224
DJEHOU		957 450	7 655 101			8 612 551	977 094	9 589 645
FOUNGA	1 417 375	7 289 912	3 423 410			12 130 697	1,277 830	13 408 527
KOUA			2 791 866			2 791 866	1 909 634	4 701 500
MONE			6 199 043			6 199 043	1 370 582	7 569 625
SOUBROUKOU		3 144 365	2 549 619			5 693 984	1 950 061	7 644 045
BANITE	256 612				2 807 104	3 063 716	210 938	3 274 654
BODJECALI	1 272 700	1 114 000	4 540 242			6 926 942	585 300	7 512 242
BOIFFO		945 596	4 919 502			5 865 098	2 818 525	8 683 623
CENTRE ABC			4 402 656			4 402 656	315 889	4 718 545
GAROU			3 467 925			3 467 925	847 039	4 314 964
GOUN GOUN	794 110		397 159			1 191,269	577 442	1 768 711
GUENE	438 600		7 805 072			8 243 672	1 048 433	9 292 105
ISSENE	534 000	285 065	150 000		2 571 631	3 540 696	837 641	4 378 337
KANTRO		876 000	3 956 375			4 832 375	2 051 226	6 883 601
PKARO		302 600				302 600	53 400	356 000
KARIGUI			4 853 441			4 853 441	808 498	5 661 939
KOARATEDJI					3 553 242	3 553 242	233 214	3 786 456
KOCHI	261 800				71 060	332 860	46 200	379 060
MONKASSA	306 000		1 232 500			1 538 500	321 475	1 859 975
TASSITEDJI			7 746 709			7 746 709	1 998 282	9 744 991
TOMBOUTOU		1 554 432				1 554 432	300 000	1 854 432
TOROZOUGOU			3 598 922			3 598 922	569 264	4 168 186
BANIKANNI		2 500 000	1 507 340			4 007 340	678 700	4 686 040
Totals	**34 878,360**	**61 237 292**	**269 649 183**	**508,351**	**54,743 255**	**421 016,441**	**92 476 707**	**513,493,148**

PENGOP APE Project Funding Phase I (ATACORA)

APE	Type of Project							Cost
	Furniture	Rehabilitation & Repair of Buildings	New Classroom Construct°	School books supplies, etc	Other projects	World Education Contribution	APE Contribution	Total
ALPHA KPARA			2 948 312			2 948 312	316 962	3 265 274
ANOUM					626,452	626 452	243 548	870 000
BELLEFOUGOU		1 307 212				1 307 212	275 012	1 582 224
DJEHOU		957 450	7 655 101			8 612 551	977 094	9 589 645
FOUNGA	1 417 375	7 289 912	3 423 410			12 130 697	1 277 830	13 408 527
KOUA			2 791 866			2 791 866	1 909 634	4 701 500
MONE			6 199 043			6 199 043	1 370 582	7 569 625
SOUBROUKOU		3 144 365	2 549 619			5 693 984	1 950 061	7 644 045
BORTOKO			5,658 637			5 658 637	1 356 076	7 014 713
	1 417 375	12 698 939	31 225 988	0	626 452	45 968 754	9 676 799	55 645 553

APE	Type of Project							Cost
	Furniture	Rehabilitation & Repair of Buildings	New Classroom Construct	School books supplies etc	Other projects	World Education Contribution	APE Contribution	Total
ADOHOUN	430 000					430 000	146 000	576 000
AGONNEKAMEY					255 500	255 500	23 000	278 500
AVLO PLAGE	585 000				224 450	809 450	40 000	849 450
DJANGLAMME					1 074 000	1 074 000	194 710	1 268 710
GNITO		1 490 650				1 490 650	131 533	1 622 183
GRAND POPO D		620 000				620 000	30 150	650 150
GOUNTOETO					1 390 100	1 390 100	429 225	1 819 325
HAKOE		940 500	1 000 000			1 940 500	75 950	2 016 450
HANMLANGNI			3 266 750			3 266 750	1 035 250	4 302 000
HEVE		260 000				260 000	122 450	382 450
HOUNDJOHOUNDJI	584 000				339 000	923 000	141 975	1 064 975
PKEKO			5 700 000			5 700 000	100 900	5 800 900
OKINHOUE			2 066 745			2 066 745	129 130	2 195 875
SOHON					145 400	145 400	39 800	185 200
TODJONOUKOUIN			4 397 965			4 397 965	394 600	4 792 565
TOMADJIHOUE			4 501 080			4 501 080	498 245	4 999 325
ACHANNOU B			203 000			203 000	39 620	242 620
KONOUHOUE	220 000				4 425 500	4 645 500	44 670	4 690 170
ADJOHOUE			5 166 000			5 166 000	1 171 575	6 337 575
AGBOBADA			1 400 000			1 400 000	270 925	1 670 925
AGONVE			4 600 000			4 600 000	2 566 050	7 166 050
AHOHO	941 800					941 800	167 580	1 109 380
AWAME			4 582 160			4 582 160	1 071 850	5 654 010
CHICOME TOGUEME		1 388 294				1 388 294	315 091	1 703 385
CONDJI			3 315 500			3 315 500	838 170	4 153 670
DANSIHOUE		4 411 250			5 356 125	9 767 375	1 439 415	11 206 790
DEVEME			3 199 300			3 199 300	521 210	3 720 510
GENDAMERIE	1 863 625		4 119 500			5 983 125	1 035 105	7 018,230
GLOGUINKOMEY			5 328 687			5 328 687	1 737 858	7 066 545
HAHAME			1 779 700			1 779 700	335 950	2 115 650
KOUDOHOUNHOUE		832 485				832 485	103 715	936 200
MONOTO			2 960 000			2 960 000	666 820	3 626 820
MONOTO B			3 041 900			3 041 900	893 005	3 934 905
OUEDEME A			3 758 800			3 758 800	1 126 890	4 885 690
OUEDEME B			4 915 919			4 915 919	970 689	5 886 608
KPLOGODOMEY			4 731 100			4 731 100	1 732 555	6 463 655
TINOU	800 000	67 000	3 500 000			4 367 000	1 661 970	6 028 970
ZOUNHOUE		500 000	3 500 000			4 000 000	142 275	4 142 275

APE	Type of Project							Cost
	Furniture	Rehabilitation & Repair of Buildings	New Classroom Construct	School books supplies etc	Other projects	World Education Contribution	APE Contribution	Total
EM/ADOHOUN			2 360 800			2 360 800	409 400	2 770,200
ADOHOUN			4 093 550			4 093 550	663 700	4 757 250
EM/LOKOSSA CENTRE	420 400					420 400	58 000	478 400
EM/ATCHANNOU B	236 000					236 000	39 620	275 620
ATCHANNOU B		1 860 000				1 860 000	369 080	2 229 080
ABLODE			5 497 870			5 497 870	988 340	6 486 210
ADRODJI			4 250 000			4 250 000	962 750	5 212 750
ADROGBO			4 859 815			4 859 815	476 765	5 336 580
AGAME A		2 200 000				2 200 000	525 865	2 725 865
AGAME B			4 307 765			4 307 765	333 648	4 641 413
AGNIGBANVEDJI			4 942 850			4 942 850	800 870	5 743 720
AGNITO			1 327 000			1 327 000	943 225	2 270 225
ATHIEME CENTRE		1 435 565				1 435 565	247 545	1 683 110
ATINPKETA			649 595		1 100 000	1 749 595	283 515	2 033 110
AVEDJI		1 330 000				1 330 000	187 115	1 517 115
AVEGODE	851 000					851 000	173 355	1 024 355
AZIZONSA			4 960 000			4 960 000	877 500	5 837 500
DESSA GBEKO			4 637 940			4 637 940	677 385	5 315 325
DOUKONTA			5 287 254			5 287 254	904 100	6 191 354
FONGBA	1 417 375	1 297 457	3 142 910			5 857 742	1 060 067	6 917 809
HLODO		1 390 000				1 390 000	123 773	1 513 773
HOUIN			4 400 000			4 400 000	534 075	4 934 075
HOUIN DOCODJI			4 982 950			4 982 950	734 075	5 717 025
KOUDO COOPAHA	785 005		4 476 745			5 261 750	442 840	5 704 590
LOKOSSA CENTRE			2 500 000			2 500 000	549,235	3 049 235
SAZOUE ATCHONTOE		2 300 000				2 300 000	720 345	3 020 345
TOKPA AIZO			230 000		1 459 561	1 689 561	278 589	1 968 150
TOZOUME			4 122 525			4 122 525	1 182 425	5 304 950
VEHA			2 734 000			2 734 000	551 550	3 285 550
ADJAHA EM					5 388 000	5 388 000	971 015	6 359 015
AGOUA A					286 325	286 325	41 940	328 265
AHOHO					2 929 525	2 929 525	528 505	3 458 030
AGUIDAHOUE	197 250	618 000			286 325	1 101 575	170 750	1 272 325
AGOUE BC					162 850	162 850	210 000	372 850
ASSEDJI			4 797 000			4 797 000	423 940	5 220 940
AKONANA	353 000					353 000	123,270	476 270
AYI GUINNOU					4 843 355	4 843 355	643 841	5 487 196
CONHO	325 000				827 583	1 152 583	108 392	1 260 975
DEDEKPOUE	485 000					485 000	75 950	560 950

APE	Type of Project							Cost
	Furniture	Rehabilitation & Repair of Buildings	New Classroom Construct	School books supplies etc	Other projects	World Education Contribution	APE Contribution	Total
DEVEDODJI			5 580 000			5 580 000	1 215 275	6 795 275
DON AGBODOUGBE			4 620 150			4 620 150	864,200	5 484 350
DON KONDJI			4 967 430			4 967 430	628 270	5 595 700
GBEHOUE	500 000		4 432 050			4 932 050	1 169 100	6 101 150
GOUDON		699 115				699 115	20 495	719 610
GRAND POPO ABC					3 104 875	3 104 875	1 963 160	5 068 035
HILLA CONDJI					3 210 500	3 210 500	650 245	3 860 745
HOPKAME		578 000	5 929 025			6 507 025	2 745 245	9 252 270
HOUEGLE		356 535	5 870 787			6 227 322	1 063 633	7,290 955
HOUNPKON		1 948 000				1 948 000	566 625	2 514 625
KPINNOU	800 000	393 500	4 175 000			5 368 500	2 601 240	7 969 740
KPOVIDJI		2 978 487				2 978 487	1 333 787	4 312 274
NICOUE CONDJI		753 338				753 338	224 575	977 913
SAZOUE					2 105 000	2 105 000	263 050	2 368 050
SEHO CONDJI			4 842 700			4 842 700	301 550	5 144 250
SOVITINOU	254 000					254 000	118 000	372 000
TOTAL MONO	**12 048 455**	**30 648 176**	**200 011,817**	**0**	**38,913 974**	**281,622,422**	**57,510,711**	**339,133,133**

PENGOP Phase I Micro Project Funding (1996)

Département	APE	Type of Project					Project Funding		Total project Costs
		Furniture	Repair bldgs	Construction	School supplies	Other proj	WE	APE	
ATACORA	BIAKOU			497 750			497 750	260 000	757 750
ATACORA	BOUKOUMBE	400 000					400 000	178 000	578 000
ATACORA	BOUNTA	60 000					60 000	150 000	210 000
ATACORA	COTIAKOU		493 025				493 025	210 000	703 025
ATACORA	KOUTAGOU	400 000					400 000	178 000	578 000
ATACORA	MANOUGOU	60 000					60 000	150 000	210 000
ATACORA	NANEBOU			497 750			497 750	260 000	757 750
ATACORA	NONWERERE		475 050				475 050	210 000	685 050
ATACORA	OROU KAYO	401 625					401 625	47 250	448 875
ATACORA	TORA	60 000					60 000	150 000	210 000
ATACORA	YARIKOU		496 500				496 500	194 500	691 000
ATACORA	DJAKPINGOU		194 530				194 530	92 105	286 635
ATACORA	KOTA					500 000	500 000	22 500	522 500
ATACORA	GAOUGA	300 000	200 000				500 000	392 700	892 700
ATACORA	YARANGA		142 480				142 480	39 100	181 580
	TOTAL ATACORA	**1 681 625**	**2 001,585**	**995 500**	**0**	**500 000**	**5,178 710**	**2,534,155**	**7 712,865**
ATLANTIQUE	AGBODJEDO					601 750	601 750	122 375	724 125
ATLANTIQUE	AHOUALI		500 000				500 000	516 650	1 016 650
ATLANTIQUE	TANGBO DJEVIE		500 000				500 000	373 710	873 710
ATLANTIQUE	OUIDAH		500 000				500 000	264 870	764 870
	TOTAL ATLANTIQUE	**0**	**1 500 000**	**0**	**0**	**601,750**	**2 101 750**	**1,277,605**	**3 379 355**

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Département	APE	Type of Project					Project Funding		Total project Costs
		Furniture	Repair bldgs	Construction	School supplies	Other proj	WE	APE	
BORGOU	FOUNOUGO		530 400				530 400	666 910	1 197 310
BORGOU	KPAKO		500 000				500 000	63 500	563 500
BORGOU	LIBANTE	500 000					500 000	409 920	909 920
BORGOU	LIBOUSSOU		530 400				530 400	387 200	917 600
BORGOU	LOUGOU		530 400				530 400	644 100	1 174 500
BORGOU	SOKOTINDJI		530 400				530 400	171 500	701 900
BORGOU	ATABENOU		500 000				500 000	404 550	904 550
BORGOU	BANIGOURE			485 865			485 865	420 365	906 230
BORGOU	BOKO	535 000					535 000	64 325	599 325
BORGOU	BOUKOUSSERA		521 500				521 500	419 800	941 300
BORGOU	EB MALANVILLE A	582 750					582 750	120 700	703 450
BORGOU	ECOLE C MALANVILLE	432 500					432 500	173 430	605 930
BORGOU	EC QUARTIER/MALAN	425 200					425 200	84 800	510 000
BORGOU	GAROU			472 750			472 750	260 102	732 852
BORGOU	GAROUTEDJI	342 750					342 750	70 000	412 750
BORGOU	GOGOUNOU /B	435 275					435 275	59 725	495 000
BORGOU	GOUNAROU A		430 750				430 750	152 009	582 759
BORGOU	GUINAGOUROU	174 000	210 000				384 000	44 445	428 445
BORGOU	KANTAKPARA		469 350				469 350	265 015	734 365
BORGOU	KOARATEDJI	210 000					210 000	231 100	441 100
BORGOU	MADECALI	302 750					302 750	217 250	520 000
BORGOU	BEMBEREKE/EM	255 000				84 082	339 082	114 851	453 933
BORGOU	BANIKOARA/C		500 000				500 000	555 920	1 055 920
BORGOU	BANIKOARA/D		496 150				496 150	105 800	601 950
BORGOU	BOBENA			490 730			490 730	350 080	840 810
BORGOU	BOUMOUSSOU SINWAN			490 730			490 730	579 620	1 070 350
BORGOU	DEROU GROU		500 000				500 000	107 825	607 825
BORGOU	DIDI	445 500					445 500	472 400	917 900
BORGOU	GBANGBANGA		500 000				500 000	370 400	870 400
BORGOU	GBASSA		136 510	363 490			500 000	400 100	900 100
BORGOU	GBENIKI	500 000					500 000	300 000	800 000
BORGOU	GBESSAKA			490 730			490 730	100 100	590 830
BORGOU	GNONKOUROKALI		444 000				444 000	302 500	746 500
BORGOU	GOMPAROU		500 000				500 000	307 250	807 250
BORGOU	GOUGNIROU		660 475				660 475	320 950	981 425
BORGOU	GOUMORI			514 135			514 135	860 400	1 374 535
BORGOU	GUINGUIRE		339 525				339 525	705 580	1 045 105
BORGOU	IGUIRIGOU	374 285	125 715				500 000	308 075	808 075
BORGOU	KAMBARA			490 730			490 730	265 350	756 080

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Final Report PENGOP Phase I Micro Projects (Page 3)

Département	APE	Type of Project					Project Funding		Total project Costs
		Furniture	Repair bldgs	Construction	School supplies	Other proj	WE	APE	
BORGOU	KOKIBOROU		500 000				500 000	824 300	1 324 300
BORGOU	MOROU			490 730			490 730	505 900	996 630
BORGOU	PIAMI		490 730				490 730	279 000	769 730
BORGOU	SAONZI		490 730				490 730	336 470	827 200
BORGOU	SEGBANA A		490 730				490 730	594 140	1 084 870
BORGOU	SEGBANA B	490 730					490 730	212 075	702 805
BORGOU	SEGBANA CESE		490 730				490 730	293 890	784 620
BORGOU	SEREBANI		490 730				490 730	658 620	1 149 350
BORGOU	SERIKI			490 730			490 730	238 150	728 880
BORGOU	SIRAROU	416 625					416 625	4 695	421 320
BORGOU	SOMPEREKOU		500 000				500 000	316 600	816 600
BORGOU	SOUBOU	444 000				56 000	500 000	1 660	501 660
BORGOU	TOKEY		500 000				500 000	312 100	812 100
BORGOU	WAGOU	394 640	105 360				500 000	303 480	803 480
BORGOU	GANDO-BOUROU		455 025				455 025	61 075	516 100
BORGOU	GANNON		419 410				419 410	621 270	1 040 680
BORGOU	ZONZI			490 730			490 730	587 270	1 078 000
BORGOU	GUERE		434 059				434 059	96 161	530 220
BORGOU	BIRNI LAFIA	280 275					280 275	326 568	606 843
BORGOU	KARIMAMA CENTRE	459 285					459 285	63 135	522 420
BORGOU	KOMPA	96 305					96 305	163 225	259 530
BORGOU	LOUMBOULOUMBOU	96 305					96 305	7 995	104 300
BORGOU	MAMASSY PEULH	96 305					96 305	87 875	184 180
BORGOU	THIAN			830 688			830 688	955 450	1 786 138
BORGOU	TONDIKOARIA	196 350					196 350	34 650	231 000
BORGOU	TORIO	247 350					247 350	488 700	736 050
BORGOU	AGATOGBO		371 250				371 250	119 000	490 250
BORGOU	DANRI		548 370				548 370	245 000	793 370
BORGOU	DUNKASSA		499 470				499 470	200 030	699 500
BORGOU	GANROU		485 000				485 000	223 000	708 000
BORGOU	GBAOUSSI	391 855					391 855	42 295	434 150
BORGOU	GNANHOU	337 925					337 925	135 075	473 000
BORGOU	GUINROU		472 675				472 675	103 450	576 125
BORGOU	SEREWONDIROU		566 700				566 700	135 760	702 460
BORGOU	TASSO		426 905				426 905	67 435	494 340
BORGOU	TCHIKANDOU		583 300				583 300	397 880	981 180
BORGOU	CENTRE A/NIKKI	500 000					500 000	165 500	665 500
BORGOU	CENTRE B/NIKKI	500 000					500 000	165 500	665 500
BORGOU	CENTRE C/NIKKI	500 000					500 000	209 250	709 250
BORGOU	CENTRE D/NIKKI	500 000					500 000	165 500	665 500
BORGOU	CESE			603 400			603 400	291 198	894 598
BORGOU	EM/ZONGO II	424 150					424 150	506 610	930 760
BORGOU	EPP/C NIKKI		281 200				281 200	177 000	458 200
BORGOU	GORO MARO	500 000					500 000	165 500	665 500
BORGOU	QUARTIER NIKKI	500 000					500 000	165 500	665 500

Département	APE	Type of Project					Project Funding		
		Furniture	Repair bldgs	Construction	School supplies	Other proj	WE	APE	Total project Costs
BORGOU	CESE/INA			420 077			420 077	241 223	661 300
BORGOU	MAREBOROU			500 000			500 000	337 190	837 190
BORGOU	**FENAPEB**					**1,883 430**	**1,883 430**	**0**	**1 883 430**
BORGOU	ALAFIAROU			371 250			371 250	132 575	503 825
BORGOU	BEMBEREKE/B		442 750				442 750	155 000	597 750
BORGOU	BEREKE GANNIA		361 000				361 000	137 500	498 500
BORGOU	DEROU		429 660				429 660	144 390	574 050
BORGOU	DEROU BEMBEREKE	367 625				238 000	605 625	200 250	805 875
BORGOU	GANDO			425 815			425 815	316 220	742 035
BORGOU	GUESSOU SUD	451 160					451 160	14 440	465 600
BORGOU	KAKARA	398 125		298 700			696 825	124 375	821 200
BORGOU	KOKABO	355 000					355 000	110 000	465 000
BORGOU	KOMIGUEA	371 250					371 250	140 150	511 400
BORGOU	SEROU		456 750				456 750	168 250	625 000
BORGOU	SOMBOUAN		361 250				361 250	137 750	499 000
BORGOU	WANRAKEROU		396 760				396 760	72 940	469 700
BORGOU	WARA	360 875					360 875	99 125	460 000
BORGOU	**CAEB**					**1,217,590**	**1,217,590**	**0**	**1,217,590**
BORGOU	COMPLEXE C D&E					197 500	197 500	950 787	1 148 287
BORGOU	KIMOUPKAROU			564 000			564 000	130 000	694 000
BORGOU	MADINA/B		455 000				455 000	408 410	863 410
BORGOU	SANSON		464 920				464 920	57 405	522 325
BORGOU	BOHOUN PKO					424 460	424 460	56 540	481 000
BORGOU	KAKI-KOKA		483 200				483 200	64 325	547 525
BORGOU	TAMAROU		436 350				436 350	155 650	592 000
	TOTAL BORGOU	**15,191 145**	**22 845,589**	**9,285,280**	**0**	**4,101,062**	**51,423 076**	**28,267,379**	**79,690,455**

Final Report PENGOP Phase I Micro Projects (Page 5)

APE	Type of Project (Mono Department)					Project Funding		Total project Costs
	Furniture	Repair bldgs	Construction	School supplies	Other proj	WE	APE	
GADOME			500,000			500 000	178 050	678 050
HOUETON		500 000				500 000	133 300	633 300
HOUEYOGBE		500 000				500 000	44 380	544 380
MEDEMAHOUE		460 000				460 000	133 750	593 750
OUEDEME-PEDAH		500 000				500 000	52 900	552 900
KPELADJAME		500 000				500 000	301 000	801 000
TEDEHOUE		500 000				500 000	168 100	668 100
AIDJEDO TCANHOUE		500 000				500 000	195 000	695 000
ADJAGNONHOUE	500 000					500 000	166 600	666 600
AVEDJIN	500 000					500 000	169 800	669 800
HOUNGBEZANMEY		500 000				500 000	171 800	671 800
SAHOU SOHOUE	500 000					500 000	169 800	669 800
TANNOU-AVEDJI	500 000					500 000	169 800	669 800
DJANGLANMEY				56 165		56 165	194 710	250 875
AGNITO				457 700		457 700	115 890	573 590
GOUNTOETO				106 875		106 875	429 225	536 100
LIZEMEY	341 625					341 625	116 000	457 625
HEVE			500 000			500 000	122 450	622 450
SAZOUE				97 990		97 990	263 050	361 040
TOMADJIHOUE				318 450		318 450	498 245	816 695
KPODAVE	464 000				72 000	536 000	72 000	608 000
AVETOUME	500 000					500 000	166 000	666 000
FONGBADJA	500 000					500 000	156 900	656 900
GAME HOUEGBO	531 250					531 250	76 010	607 260
HOUNWOME	500 000					500 000	180 900	680 900
KESSAHOUEDJI	500 000					500 000	161 300	661 300
NONGO		500 000				500 000	93 400	593 400
SEGBEHOUE	531 250					531 250	86 035	617 285
ZOUNGBONOU A	500 000					500 000	151 400	651 400
DAHE		500 000				500 000	187 300	687 300
ADJAHONME		500 000				500 000	239 450	739 450
AGBODONHOUNGNI		500 000				500 000	51 700	551 700
AHOGBEYA					500 000	500 000	253 150	753 150

APE	Type of Project (Mono Department)					Project Funding		Total project Costs
	Furniture	Repair bldgs	Construction	School supplies	Other proj	WE	APE	
TOKANMEY ALIHO	500 000					500 000	300 000	800 000
YENAWA	500 000					500 000	260 000	760 000
ZALLI		500 000				500 000	140 150	640 150
AGUEHON-LINNOU	500 000					500 000	135 000	635 000
GBEHOUE					327 625	327 625	169 100	496 725
GRAND POPO/A			649 000			649 000	695 485	1 344 485
DOUTOU		500 000				500 000	270 205	770 205
SAHOUE-GBOHO					500 000	500 000	390 545	890 545
SINAHOU		500 000				500 000	99 970	599 970
TOHON	359 500	140 500				500 000	290 200	790 200
AFLATON		500 000				500 000	126 500	626 500
BALEOUNGBE	500 000					500 000	167 200	667 200
DANGONHOUE	500 000					500 000	127 200	627 200
DOGBO ZAPHI	500 000					500 000	127 000	627 000
KPASSATONA			481 400			481 400	200 000	681 400
GBELITO	500 000					500 000	127 000	627 000
HOUEDOGBE		500 000				500 000	167 000	667 000
LALO/B	500 000					500 000	167 200	667 200
LAGBAHOUE	500 000					500 000	127 000	627 000
LOKOGBA	500 000					500 000	167 200	667 200
MADANKANMEY		482 500				482 500	1 323 350	1 805 850
AYESSO	500 000					500 000	167 000	667 000
TOTAL MONO	**12,227,625**	**9,083,000**	**2,130,400**	**1,037,180**	**1,399,625**	**25,877,830**	**11,413,700**	**37,291,530**

	Type of Project (Ouémé & Zou Départments)					Project Funding		
	Furniture	Repair bldgs	Construction	School supplies	Other proj	WE	APE	Total project Costs
BAODJO		700 000				700 000	1 086 050	1 786 050
DANGBO		500 000				500 000	110 000	610 000
TOTAL OUEME	**0**	**1,200,000**	**0**	**0**	**0**	**1,200,000**	**1,196,050**	**2,396,050**
PKANHOUIGNAN	425 000					425 000	75 000	500 000
LOGOZOHE/A		525 000				525 000	178 250	703 250
GNONKPIGNON	425 000					425 000	75 000	500 000
HINVI DOVO					360 341	360 341	98 000	458 341
AGBANHIZOUN	450 000					450 000	33 000	483 000
AGON	463 000					463 000	324 000	787 000
ALIGOUDO	480 000					480 000	18 000	498 000
AVOKANZOU	514 000					514 000	80 000	594 000
KPODJI	515 800				100 000	615 800	98 000	713 800
DILLY COTCHO			**572,700**			**572,700**	**197,250**	**769,950**
WOGOUDO	128 000	371 300				499 300	315 900	815 200
ATCHAKPA		500 000				500 000	104 200	604 200
AWAYA		500 000				500 000	78 000	578 000
AZOHOUE HONGBO		525 000				525 000	63 850	588 850
BETOU	450 000					450 000	125 000	575 000
COUFFONOU			525 000			525 000	26 800	551 800
DASSA	500 000					500 000	130 000	630 000
DEUX KILOS			500 000			500 000	205 050	705 050
FITA	475 000					475 000	100 000	575 000
MANABOUE	402 000					402 000	224 791	626 791
ADOUREKOMA	500 000					500 000	110 500	610 500
ASSANTE	387 050					387 050	47 950	435 000
AYESSO	500 000					500 000	167 000	667 000
GBANLIN-HANSOUE	270 950					270 950	33 550	304 500
LAGBO	500 000					500 000	114 000	614 000
MAGOUMI	500 000					500 000	84 000	584 000
PKETOU			500 000			500 000	285 840	785 840
SAORE		452 719				452 719	155 906	608 625
THIO/B		525 000				525 000	43 750	568 750
OGRIN BOUBOU	500 000					500 000	107 000	607 000
YAWA	635 675				521 645	1 157 320	203 880	1 361 200
ZOUNTA	500 000					500 000	284 800	784 800
BABAGUIDAI		398 625				398 625	194 770	593 395
AGBABOUE		522 530				522 530	26 175	548 705
DJALOUMON/A		389 250				389 250	167 615	556 865
DJALOUMON/B		497 550				497 550	325 400	822 950
IGBODJA		556 200				556 200	184 150	740 350
AGOUAGON					500 000	500 000	56 170	556 170
MONGNONHOUI	500 000	449 000				949 000	272 000	1 221 000
TOTAL ZOU	**10,021,475**	**6,212,174**	**2,097,700**	**0**	**1,481,986**	**19,813,335**	**5,414,547**	**25,227,882**

World Education - Benin
Primary Education NGO Project (PENGOP)
Rapid Organizational Appraisal (ROA) for Parents Associations (A P E)

I APE Structure

A APE has functional structures/organs

1 No
2 Yes but not up to date nor known to members
3 Up to date but not known to members and not functional
4 Up to date known by members but not functional
5 Up to date known by members and fully functional

B APE has internal governance procedures (bye laws etc)

1 No
2 Yes but unwritten and unknown to members and not functional
3 Written but unknown to members not functional
4 Yes but unwritten but known to members and functional
5 Written known by members and functional

C The institutional organs (General Assembly Board of Directors) are operational

1 No
2 The Board is barely functional but the G A (General Assembly) does not function
3 The Board functions but the G A does not function
4 The Board functions but the G A only barely functions
5 All structures are operational and functional

D The APE Board of Directors is elected democratically

1 Members are appointed re appointments are automatic/systematic made by pressure from incumbents
2 Elections are carried out by a show of hands without assurance of a quorum of members
3 Election is by secret ballot but there is no assurance of a quorum
4 Elections are carried out by a show of hands ensuring that a quorum of members is present
5 Elections are by secret ballot with an insistence that a quorum of members be present

E Board Members know and understand the functions of their office

1 None of the members know or understand their role
2 The president secretary and treasurer know and understand something of their roles
3 Only the president secretary and treasurer know and understand completely their roles
4 Apart from the president secretary and treasurer the other members know little of their roles and functions
5 All the members know understand and carry out their roles

F The number and duration of terms of office for Board Members is limited by statute

1 There are no limits
2 There are limits but they are not enforced
3 Only the duration of a term of office is limited (and enforced)

4 The terms of office are limited in time and number but the limits have not yet been enforced
5 Terms of office are limited in number and duration and these limits are actually enforced

II APE Operations

A APE has a list of its members and the number of children in school by parent

1 There is no membership list
2 There is an old outdated list
3 There is an up to-date list (kept by the Director) but children per-parent list is not available
4 Current membership list and list of children-per-parent exists but is kept by the school director
5 Membership and children per-parent lists are current and kept by APE

B The APE Board of Directors meets regularly

1 The Board meets less than once per semester
2 The Board meets once a semester
3 The Board meets once every quarter
4 The Board meets more than once per quarter
5 The Board meets at least once a month (during the school year)

C Information management

1 Information shared is incomplete and made available only during G A meetings
2 Information is complete but only made available during the G A meetings
3 Incomplete information is made available from time to time to members through churches or community meetings
4 Complete information is made available to members but on an infrequent basis
5 Complete information is provided to members on a regular basis

D APE keeps minutes of meetings in journal used specifically for this purpose

1 There is no such journal
2 The journal exists but is soft covered and/or loose leaf (subject to easy modification)
3 The journal exists but is not up to date
4 The journal exists but entries are made by someone other than the secretary
5 The journal is up to date and the entries are made by the secretary

E APE record-keeping

1 There is no filing system
2 Documents are filed but there is no register to indicate their location
3 Documents are filed and kept by the Director or APE elders other than secretary
4 Documents are correctly filed but subject to elements (dust rain insects etc)
5 Documents are correctly filed registered in an APE-designated/safe place

F APE Board Meetings are held at the school

1 Never held at the school
2 Sometimes at the school
3 At the school but not in a designated meeting room

4 At the school in a designated room but room is inappropriate for purpose
5 APE Board Meetings are held at the school in an appropriate room

G APE Planning

1 There is no APE activities plan
2 The APE has a list of priorities but not in the form of projects
3 Projects are planned individually but there is no linkage between activities
4 An activities plan exists but without a budget
5 The activities plan exists and activities are budgeted

H APE Annual Report

1 The APE does not produce an annual report
2 There are project reports only
3 The annual report exists but is incomplete
4 The report is well done but not made available to the G A
5 The report is well done and presented at the G A to all APE members

III Financial Management

A Dues/fees

1 Less than 50% of dues and fees are collected (on an irregular basis)
2 Less than 50% of dues and fees are collected (on a regular basis)
3 Between 50% and 80% of dues and fees are collected (but only irregularly)
5 More than 80% of dues and fees are regularly collected

B Special collections are made by APE to meet budget overruns and costs of un-budgeted activities

1 No special collections have been made during the past year
2 There have been special collections but only 50% of amount requested actually collected
3 50%-80% of funds requested actually collected
4 Of the collected funds more than 80% are paid by third-parties (outsiders)
5 On a regular basis more than 80% of goal of special collections is achieved

C APE Bank Account is active and documentation is up to date

1 There is none
2 A dormant (<3 transactions/year) account exists documents kept by Director
3 A dormant (<3 transactions/year) account exists documents kept by APE
4 An active (>3 transactions/year) account exists documents kept by Director
5 An active (>3 transactions/year) account exists documents kept by APE

D APE Petty Cash Management is adequate

1 There is no cash box petty cash mixed with private funds
2 In theory there is a cash box and a system but in reality it does not exist
3 Cash box and petty cash system are operational but function poorly
4 Cash box and petty cash system are operational but cash is not kept in secure location
5 Cash box and petty cash system functions well and cash is kept in secure location

E APE Financial Record Keeping is adequate

1 There are no journals for accounts or petty cash
3 Only the bank journal exists
5 All necessary documents are up to date

F APE Financial Procedures are complete and are followed

1 There are no agreed-upon procedures
2 Procedures exist but are not adhered to
3 Unwritten procedures in place and adhered to
4 Written procedures are in place but they are incomplete
5 Complete written procedures in place and adhered to

G APE Budgeting Procedures are participatory

1 No
3 There is member participation in either the drawing up of the budget OR its execution
4 There is member participation in both the budget design process and in its execution
5 Procedures are participatory and are approved before and after fiscal year by G A

H APE participation in school budget process and review

1 There is no school budget
2 There is a school budget drawn up by Director but not presented to G A of parents
3 There is a school budget drawn up by Director and presented to G A of parents at beginning of the school year
5 Annual School Budgets and balance sheets presented to G A by APE at beginning and end of school year

I APE balance sheet

1 APE produces no balance sheets
2 APE presents an oral balance sheet to G A (but without back-up documentation)
3 Balance sheet presented to G A (with or without back-up documentation) by Director
5 APE presents each year to G A a balance sheet backed up by documentation

IV Other indicators

A APE Board of Directors includes women members

1 There are no women on the Board
2 There is one woman on the Board
3 There are two women on the Board
4 There are three women on the Board including 1 who is president secretary or treasurer
5 One half of members are women with at least 1 who is president secretary or treasurer

B APE Board Members are literate in at least one language

1 <2 members are literate
2 2-5 members are literate
5 More than 5 members are literate

C APE has good relations with school director and teachers

1 The relationship is conflictual

3 There are good relationships but no clear delineation of roles and responsibilities
5 Relations are excellent roles and responsibilities are clear to all

D School director participation in APE meetings

1 Rarely
3 Once or twice per quarter
5 On a reular basis

E Parents involvement in following/supporting the academic development of their children in school

1 Parents are never involved
3 Parents are sporadically involved (discussions with teachers by less than 10% of parents once per year
5 50% of parents meet regularly with teachers to discuss their child s progress

F APE requests/receives outside financial assistance for their projects

1 Never
3 1 3 requests have been made in last three years none successfully
5 3 successful requests have been made/received in past two years

G APE income generating activities

1 None ever planned
2 There have been plans but none have ever been realized
3 Income-generating activities have been launched but have ultimately failed
4 1 2 activities tried with limited success
5 3 have been tried with success by APE over its recent (5 years) history

H APE collaboration with other community organizations

1 None
2 There have been exchanges of information only with other groups
3 There have been 1 2 cases of jointly managed activities with other groups
4 The APE systematically collaborates with other community groups

I APE APE relations

1 None
3 The APE has contacts with other APE at school level
5 APE is active in school district APE collective and other APE bodies

World Education (Bénin)

Primary Education NGO project (PENGOP)

Logical Framework

Phase I

(Revised 9/96)

WORLD EDUCATION/BENIN
PROJET D'ASSISTANCE TECHNIQUE AUX ASSOCIATIONS DES PARENTS D'ELEVES (Projet ATAPE)
CADRE LOGIQUE DU PROJET
REVISION 8/96

	DESCRIPTION	INDICATEURS	VERIFICATEURS	HYPOTHESES
BUT	Accroître la participation de la société civile dans le système d'éducation	200 APE participent gestion du budget école 200 APE élu démocratiquement	Rapports DDE constructions physiques Rapports ONG - PV APE	Gouvernement du Bénin continue le programme de la réforme du système d'éducation
OBJECTIFS	APE capables d'identifier d'initier et gérer des projets pour l'éducation de leurs enfants	- 250 APE formées par ONG en tant que structures d'exécution de projets de développement	ERO/EAF (système M&E du projet ATAPE) sur 250 APE	Nouveaux statuts APE adoptés reconnus
	APE dotées d'un système de gestion transparente et efficace	[illegible] APE formées par ONG en gestion	ERO/EAF des 250 APE Rapports	
	ONG béninoises et d'autres structures locales (AD Coop GV mvts femmes jeunes) renforcées et apportant un appui aux APE	20 ONG et d'autres structures formées par PE en développement organisation	ERO/EAF des 20 ONG Rapports annuels des ONG	Le Gouvernement continue une politique favorable aux ONG
		20 ONG avec plans d'action et gestion	Existence physique des plans et manuels	
	Partenariat fonctionnel entre les différents acteurs de l'école (élèves APE enseignants projet)	20 contrats signés entre APE et ONG/GV	Les contrats	
		AG 2 fois au moins 2 fois s'an avec CP publique	- Les PV des AG et réunions	Collaboration positive avec d'autres structures

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RESULTATS	Projets scolaires gerés par APE	300 modules construits ou efectionnes par projets gerés 1000 par APE	Existence physique des modules
	APE fonctionnelles et bien structurees		Rapports d activites et financiers mensuels
	plan d action principe et mecanisme d'orgtion	AG APE (200) en publique avec examen budget/deperses realisations	PV des reunions
	% des membres chaque APE alphabetises	600 membres APE capable lire PV & livre caisse APE	Rapports Service d Alphab
	APE gerant leurs ressources financieres de maniere indpte et transparente	250 APE avec compte bancaire cahier PV livre caisse, inventaire tableau de l ecole liste des membres	- Rapports des ONG et livrets bancaires
	APE dotees de doc comptables de base		ERO/EAF de 200 APE (rapports)
	APE dotees reglements interieurs	20 AG BAPE revisés	Reglements interieurs des APE
	ONG activement impliquees aux projets des communautes	[illegible] Statistiques applicables	PV APE Rapports formateurs
	ONG renforçant capacites a l auto promotion des communautes	25 ONG encadrees par rE appui 200 APE suivi le terrain avec les projets en donnant les systèmes techniques	Rapports annuels des ONG
	ONG bien structurees et fonctionnelles plan d'action - principes et procedures de gestion ecrits	20 ONG avec 25 formateurs expérimentes dans la formation des APE et d autres structures de base	Rapports d activites des formateurs ERO/EAF des 20 ONG partenaires ATAPE

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