



PAGE: Pour une Approche Globale de l'Éducation

République Démocratique du Congo : Equateur • Sud Kivu • Kinshasa

QUARTER 9 REPORT

OCTOBER – DECEMBER 2007



February 04, 2008

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Cooperative Agreement No. 623-A-05-00348-00

I. QUARTER 9 REPORT: OCTOBER – DECEMBER 2007

A. Overview

Each of the aspects of the PAGE Project harvested a great success in the realization of its activities during the first quarter of the year three.

The most successful activity was the finalization of the 2007 Annual Milestone Report that was presented in summary during the evaluation and planning workshop.

Highlights of PAGE activities during Quarter 9—spreading from October 1 to December 31, 2007—include the following:

A.1. Community Participation

During the quarter covering 1 October to 31 December 2007, the PAGE Community Participation launched the activities in the newly Cohort 3 selected schools, the first of which is the organization of focus groups to create school action plans, while continuing with the follow-up of the activities in Cohort 1 and 2 schools and communities.

A.2. Quality Education

Au début du trimestre 9, l'équipe Qualité de l'éducation (QE) a poursuivi les formations débutées fin septembre dont l'objectif était la mise à niveau des formateurs et la formation des enseignants en Enseignement Interactif par la Radio (EIR). Elle a aussi formé les enseignants et superviseurs des écoles communautés de Page en techniques modernes de supervision.

Cette même période a été celle du lancement des émissions « Apprenons avec Matahata pour les classes de 1^{ère} et 2^{ème} années primaires.

A.3. Politiques éducatives

L'équipe de Politiques Educatives s'est concentrée sur la révision de l'étude sur l'état des lieux des frais scolaires en RDC et du module de formation pour le changement positif des politiques et pratiques en matière des frais scolaires.

Elle a aussi, comme pour les trimestres précédents, participé à la réunion du cluster éducation, surtout au Sud-Kivu.

A.4. Monitoring and Evaluation

Monitoring and Evaluation team made some corrections to finalize milestone, quarter eight and 2007 annual project Reports. Data collect was organized and realized for calculation of project performance indicators. It was organized 2008 students' pre-testing for Grade one in mathematics and French to be administered prior to the commencement of IRI broadcasts.

Monitoring and Evaluation held a technical meeting, during the PAGE year two evaluation workshops, about data analyses methodology using by Community Participation department changes.

A.5. Other Meetings and Coordination Efforts

A5.1. Kinshasa :

Tout le staff PAGE s'est retrouvé à Kinshasa du 26 au 30 novembre 2007 pour évaluer l'année 2 et programmer les activités de l'année 3.

A.5.2. South Kivu:

L'équipe de Bukavu a tenu une réunion d'évaluation finale sur la formation en Création

des Entreprises et Formation des Entrepreneurs (CEFE).
Par ailleurs, un spécialiste en Pédagogie Active a été recruté.

Cross-cutting activities

Dans les écoles communautés de la troisième cohorte, les leaders locaux ont été contactés pour participer aux assemblées générales des parents.
L'équipe s'est aussi attelée à préparer l'évaluation annuelle de l'an 2 du projet en vue de proposer une planification annuelle pour l'an 3;

A.5.3. Equateur :

Dans le cadre de collaboration et échange de techniques avec Unicef, l'équipe PAGE Mbandaka a procédé à l'identification des écoles, enseignants et autres cadres de l'enseignement primaire, partenaires de l'UNICEF pouvant participer à la formation EIR ;
Comme pour le Sud-Kivu, l'évaluation annuelle de l'an 2 du projet et la planification annuelle pour l'an 3 ont été préparées;

Cross-cutting activities

Il a été mise en place des rencontres de sensibilisation des membres et leaders locaux dans les communautés de la troisième cohorte en vue de les impliquer totalement pour la réussite et la réalisation des objectifs de PAGE dans leurs communautés respectives ;

A.6. Visits and Support

- Workshop concerning the evaluation of Project activities in November for all PAGE team in Kinshasa
- Présentation des activités du Projet PAGE à la délégation du Président de l'IRC ;

Section B on the following pages detail project activities by result.

B. Accomplishments by Program Result¹

B.1. Operational Activities

Contacts et sensibilisation des communautés

Au courant du mois d'octobre, après la sélection des sites des écoles communautés de la troisième cohorte, les équipes techniques de PAGE ont organisé et réalisé des décentes sur terrain pour contacter les membres des communautés et les leaders locaux en vue de vulgariser le Projet. A cette occasion, un accent particulier a été mis sur la formation et l'organisation des comités de Parents d'élèves, des groupes solidaires d'épargne, des groupes de plaidoyer, etc, en vue d'une augmentation durable de l'accès à l'éducation.

Staffing

Assurant l'intérim du Chef de Projet depuis le mois de Septembre de l'année 2007, Dr Aliou Tall a quitté ses fonctions à la fin du mois d'octobre et a laissé la place à madame Francine Ahouanmènou-Agueh.

Following the departure of the Kinshasa-based Education Policy and Monitoring and Evaluation Advisor, the PAGE M&E Specialist based in Kinshasa was promoted to M&E Coordinator and will be assuming full responsibility for the organization and oversight of M&E activities.

Also, the Equateur Community Participation team based in Mbandaka expanded during this quarter. The team welcomed two Economic Capacity Building Officers (ECBOs) recruited at the end of August 2007, a fourth Capacity Building Officer (CBO), and a new Administration, Finance & Logistics Assistant hired in September.

Finally, one of the PAGE Quality Education agents in South Kivu resigned at the end of the quarter 8 and his replacement was effective early in Quarter 9.

B.2. Reports by Activity as per the Annual Work Plan

B.2.1. Community participation

USAID Intermediate Result One: Access to Education Increased, Particularly for the Most Vulnerable Children

Sub-Intermediate Result 1.1: Increased Participation of Vulnerable Groups in Education and Greater Community Awareness of and Support of Education

1.1.a. Accompany PAGE school-communities in the elaboration, adoption, and execution of school Action Plans (Cohort 3)

This quarter the Community Participation teams began working with 30 of the 40 Cohort 3 schools in South Kivu and Equateur Provinces in the development of action plans. PAGE

¹ Please note that activities reported here are presented as per the Year Two Annual Work Plan; activities scheduled for previous reporting periods that have been completed are not listed here.

followed the action planning process, specifically using the “P4 methodology” (Positive Process of Participatory Planning) adapted for the PAGE project at its start, in its work with Cohort 3 schools. The CBOs of the Community Participation teams first contacted local leaders and influential community members in the selected communities to introduce the program to them and seek their approval of and support for the program’s planned activities. The CBOs then presented the program’s objectives and activities to parents within the school-communities during General Assemblies. Across both provinces the General Assemblies reached 3,557 parents: 2,488 parents in South Kivu, of which 1,262 were women, and 1,069 parents in Equateur, of which 500 were women (see table 1.1.a. in the appendices). The figure for Equateur covers the first 10 schools out of 20 in which PAGE has held general assemblies to date.

In South Kivu Province the teams then began building the capacity of parents to elaborate their school’s action plan through a learning process that started by accompanying parents in the following phase of the action planning process – focus group discussions with parents. The Community Participation Team led focus group discussions in four schools belonging to two communities. 345 parents participated, including 194 women.² Participants identified their strengths and resources, expressed their aspirations concerning learning conditions and access to education for their children, and conceived strategies to realize these aspirations.

Focus group discussions have not begun in Equateur, where General Assemblies must still be held in 10 of the 20 Cohort 3 school communities. Scheduled field trips were delayed during the second half of this quarter due to difficulties encountered in logistical support as well as the team’s trip to Kinshasa to attend the all-PAGE workshop.

The next step in the action planning process is the drafting of action plans by representatives of Parents’ Committees and their subsequent adoption by General Assemblies. PAGE hopes to complete these activities in all South Kivu and Equateur schools during the next quarter, January to March 2008.

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| <i>USAID Intermediate Result Two: School Fees Costs Borne By Parents Decreased Through Alternative Financing Mechanisms</i> |
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Sub-Intermediate Result 2.1: Increased parent and community capacity to carry out livelihoods activities

2.1.a. Facilitate set up of PAGE IGAs (Cohort 2)

The Community Participation teams in Equateur continued to support the setup of school businesses in accordance with the Year 2 strategy, which pilots a two-pronged system of community educational support. All Cohort 2 schools will implement small businesses at school level to alleviate the weight of school fees borne by parents, while at the same time facilitating the creation of savings and investment groups to increase parents’ capacity to pay school fees.

In Equateur, the economic CBOs and the Market Analysis Officer refined the economic mapping of target project areas, elaborated in the previous quarter, through continued visits to Cohort 2 school communities during this quarter (see the appendices for the full report on economic mapping in Equateur and South Kivu Provinces). This study constituted the basis for the pre-selection of a range of possible school businesses in the nine school communities concerned in Equateur Province.

² The overall participant numbers will be presented in a table in the next quarterly report when the activity is completed.

In October, the Equateur ECBOs returned from the CEFE (*Création d'Entreprises et Formation d'Entrepreneurs* in French and Competency-based Economies for the Formation of Enterprise in English) training held in Bukavu and carried out sensitization visits in the nine Cohort 2 schools to present the findings of the Economic Mapping in each community and to discuss the process for setting up school businesses. An ECBO from South Kivu joined the Equateur team during this process, in favor of inter-provincial coordination, experience exchange and the sharing of lessons learned. The three ECBOs explained the change in project strategy between Cohort 1 and Cohort 2 schools. They presented the different steps leading to the launch of the school businesses, including the selection and training of business managers and stakeholder responsibilities. In total, 620 community members attended these sensitization meetings in the nine Cohort 2 schools in Equateur.



Several business manager candidates meet with Egide – a PAGE CBO – at Momboyo Primary School

From the end of October to early November the Community Participation economic team³ facilitated community selection of business managers for the nine Cohort 2 schools in Equateur. Communities elected five candidates; each of the 45 candidates then submitted a curriculum vitae and took a written test. The PAGE team in collaboration with 51 representatives of the school-community, such as members of Parents' Committees (PC) and School Management Committees (SMC), conducted joint interviews with 43 candidates, including seven women.⁴ PC and SMC participants were free to

ask candidates questions, so as to ensure that communities are involved in the choice of their business manager to the maximum extent possible. Interview questions were meant to test candidates' competencies as they relate to managing and planning economic activities, anticipating and solving problems and learning and searching for information. Questions also aimed to gauge their honesty, motivation to serve their community and commitment to making the sacrifices necessary to start-up an enterprise, namely forfeiting a salary until the business generates revenues.

Based on the aforementioned procedures, the school-communities, under the guidance of the Community Participation team, selected nine business managers. Among the selected business managers is one female manager for Polele Primary School. The Equateur Market Analysis Officer and ECBOs then participated in General Assemblies, which were initiated by communities who felt the need to officially announce the selected business managers.

In early November the nine business managers participated in a training on business skills and entrepreneurial capacities. In addition to these nine participants, each community selected one participant from the PC to attend the training. This policy is aimed in part at favoring parents' involvement in the school business through their

³ Economic teams are part of Community Participation teams. However, economic teams are responsible for activities related to school businesses. Each economic team consists of two economic CBOs and a Market Analysis Officer.

⁴ The two candidates that the teams did not interview were eliminated based on the results of their written tests and/or did not show up for their scheduled interview.

representative. All communities chose to send the president of the PC so that he could represent the parents.

PAGE did not have scheduled activities in South Kivu for this reporting period as per the annual work plan. However, activities reported under 2.1.b. for South Kivu can also be considered part of the process to facilitate the set up of IGAs. Please refer to the section 2.1.b. below for details.

2.1.b. Strengthen parent group organizational capacity to plan IGAs (Cohort 2)

During the previous quarter in South Kivu and during this quarter in Equateur, the Market Analysis Officers and the ECBOs facilitated the selection of 30 business managers in a participatory and transparent process that involved representatives of the school-communities. From late September to early October the community participation teams of both provinces trained the business managers selected in South Kivu on Business Skills Development, using the CEFE methodology. The two ECBOs, assisted by two CBOs, conducted this training in Equateur in November 2007. Through the training in Equateur, the 18 participants developed characteristics and competencies to create and run micro-enterprises at school level.⁵

During this reporting period, the South Kivu business managers were entrusted with testing the feasibility and profitability of the business project pre-identified by their communities. The Community Participation economic teams shared the results of the economic mapping with General Assemblies; communities then narrowed the list of potential business ideas and subsequently selected one during the CEFE training (see QR 7 for more details on the pre-selection process). Business managers started carrying out market analyses and, based on their findings, drafting business plans using the skills and knowledge acquired during the training. In December, the two ECBOs for Equateur joined the ECBOs for South Kivu during this process.

The ECBOs, under the guidance of the Market Analysis Officer, conducted a series of field visits to each community in order to accompany the business managers in the process of information collection and business plan elaboration.⁶ During these visits, the Community Participation economic teams realized that, despite the knowledge acquired during the training on Business Skills Development, business managers were experiencing a number of difficulties in the realization of the tasks entrusted to them. The Community Participation economic teams thus identified the need to reinforce the capacities of the business managers. Consequently, they conducted an additional two series of field visits to each community in which they held capacity building sessions with each business manager, while at the same time closely accompanying them in their market analyses and business plan elaboration. Capacity building sessions touched themes such as information seeking, calculation of expected costs and benefits, and networking with local providers and clients. These sessions significantly helped resolve the identified challenges.

At the same time, the Market Analysis Officer and the ECBOs identified the need for each school-community to define roles and responsibilities of all the stakeholders involved in the school business (business managers, Parents Committees, General Assemblies and Monitoring Committees) and for these stakeholders to in turn define the rules governing the school business and its relation to the school. Thus, during the aforementioned field visits, they sensitized all the stakeholders on the need for school communities to draft charters (*Règlements d'Ordre Intérieur* or ROIs). The Community Participation economic teams accompanied all 20 school-communities during the first General Assemblies held

⁵ PAGE will include further details on this training in the next quarterly report.

⁶ In this context a "series of field visits" denotes one visit to a business manager that spans multiple days.

to discuss the content of the charters, which should include roles and responsibilities of each actor involved in the school business, a system of checks and balances, repartition of benefits, grievance mechanisms, disciplinary actions, etc. General Assemblies are drafting ROIs and will submit them to Community Participation staff for review and filing purposes. This step will begin in Equateur in January 2008.

The Community Participation team in Equateur also continued to conduct visits to Cohort 1 and Cohort 2 school-communities to monitor the progress of the savings and investment groups and to provide support as needed for IGA management. On the basis of data collected on group IGA profit and specific difficulties identified during visits in the last quarter in the calculation of IGA income (as explained in the 2007 Annual Milestone Report), the team provided the groups with follow-up support this quarter. By October 2007, the team completed visits to all Cohort 1 and Cohort 2 schools to reinforce the role of Monitoring Committees, Parents' Committees and the president and secretary of the savings groups in monitoring and quantitatively-based reporting on group progress. The visits particularly focused on addressing difficulties encountered in using basic accounting tools to calculate IGA benefits as well as interests on loans to members of the savings group.

Sub-Intermediate Result 2.2: Increased Community and Individual Investment towards Sustainable Education Improvement

2.2.a. Grant distribution in support of IGAs (Cohorts 1 & 2 separately)

No activities scheduled for this reporting period.

2.2.b. Grants' use monitoring in support of IGAs (Cohorts 1 & 2 separately)

During the previous quarter, the last two of the five Cohort 1 schools that opted to set up IGAs at school level, Mulambula and Ushindi Primary Schools (South Kivu), received funds to start up their IGAs.

The South Kivu Grants Manager conducted monthly field visits to these and the three other Cohort 1 schools (in the community of Lugendo) running IGAs to follow up on the evolution of planned activities.

Ushindi Primary School, whose IGA Management Committee chose to purchase cows and sell their parts after slaughter, suffered from price fluctuations. As a result, the Management Committee was unable to buy two cows, the initially foreseen number, with their grant. Following a suggestion made by the Grants Manager, they saved the \$120 profit generated by their retail activity in August and September and added it to the unspent grant money. The sum of these amounts allowed them to purchase the second cow, thus enlarging their capital fund. During this quarter, the IGA Management Committee reported a profit of \$60 in October and \$70 in November.

Notably, the Director of Ushindi Primary School shared the school's budget with the Community Participation team. The director drafted this budget following the Good Governance and Monitoring of Education Quality training, in which Community Participation facilitators trained school representatives on budgeting techniques. The budget clearly shows how the profit generated through the school IGA is taken into account as an alternative source of school revenue, thus allowing the director to reduce school fees paid by parents. School fees decreased from \$1.33 to \$1.15 per child per month, which represents a 13.8 % reduction. In addition, the school, which is not recognized by the education authorities and therefore does not receive government funding, paid the fee necessary to introduce their request for official recognition using \$40 generated by the school IGA.



Members of the Mulambula Primary School Management Committee work at their mill

Mulambula Primary School received funds to start a grinding mill in July and began operating their IGA this quarter. The mill is now functioning near the school and attracts women who purchase manioc or maize at the neighboring port and come to the mill to grind it on the way back to their respective villages (mainly in Kabare Territory). The IGA Management Committee is experiencing some problems in keeping written records, calculating their costs and benefits, and creating marketing strategies. In addition, they are suffering from lack of involvement from the Parents' Committee and Monitoring Committee, and even from some members of the Management Committee. In order to

revive the school-community's commitment to the project and enhance the capacity of participants, the Grants Manager held sensitization session to call for a greater participation in the management of the mill and took the occasion to hold a refresher capacity building session and schedule monthly refresher capacity building sessions on accounting and financial record keeping, marketing techniques and good governance.

In the community of Lugendo, Bunumbu Primary School reported profits from their activity in which parents purchase and sell added-value agricultural products (mainly soya) in the retail market. The IGA Management Committee reported a profit of \$121.70 during the first three months of operations (July-September) and \$114 during this quarter, totaling \$235.7 in six months. The Management Committee used the first three months' revenue to repair eight pupils' desks and benches and to build two toilets from local material. They used this quarter's revenue to supplement the payment of teachers' salaries: the school, which pays a salary of \$35 per month to each of its eight teachers, supplemented the \$280 needed monthly with \$45 from the school IGA, thus reducing the total amount asked of parents from \$280 to \$235. This represents a reduction in school fees of 16.07%.

The Muhungu Primary School Management Committee, which sells fishing nets imported from Rwanda, reported a profit of \$228 during the first three months of activities and \$205.1 from October to December. The \$205.1 profit is particularly impressive considering a suspension of activities during the month of October due to a regulation issued by environmental authorities that prevented fishing activities in some of the lake areas neighboring the school.

The Management Committee used the profits generated by the IGA to contribute to the construction of two classrooms from semi-durable materials. School fees for the first quarter of the school year, including construction fees normally collected at the beginning of the school year, would have amounted to a fee of \$4.1 per pupil. However, the supplemental funds from the school IGA reduced the contribution asked of parents to \$2.40 per pupil, which represents a 41.46% reduction. The construction allowed Muhungu and Bunumbu Primary schools, who previously cohabited in the same classrooms and split class sessions between morning and afternoon shifts, to separate and hold regular morning lessons in their respective buildings. In addition, the director of Muhungu started the process for official recognition of the school by the local division of the Education Ministry using \$90 generated by the fishing net sales to pay the requested fee.

The rental of fishing equipment carried out by the Management Committee of Lugendo Primary School yielded \$155.18 for August and September and reportedly yielded \$313 from October through December, totaling \$468.18 during the first five months of operations. These profits were lower than expected due to the aforementioned environmental regulation that suspended fishing activities and therefore forced the IGA Management Committee to reduce the rental fee applied to clients. The Management Committee used the revenues to pay the salaries of two teachers who are not officially recognized and therefore not paid by the government. In addition, the IGA revenues allowed the school director to reduce a yearly fee asked of parents and due to the catholic coordination from \$3 to \$1, which represents a 66.6% reduction.



Fishing equipment rental activity under the Lugendo Primary School IGA

The Grants Manager capitalized on visits to the Cohort 2 school IGAs by reinforcing the management capacities of the IGA Management Committees, where he felt the need to do so. In addition, during this reporting period, the South Kivu and Equateur Grants Managers continued following up on grants disbursed to savings and investments groups primarily through the collection of data on income generated. They combined visits to Cohort 1 schools, where savings and investment groups received grants matching their capital, with visits to Cohort 2 schools, where saving and investment groups are running IGAs at group or individual level on the basis of their own savings.

The Community Participation team previously noted that Monitoring Committees and Parents' Committees of Cohort 2 and especially Cohort 1 schools progressively showed loss of motivation in submission of simple reports and data on groups' economic activities. These committees were entrusted with aggregating data collection from groups on revenues generated through IGAs in addition to carrying out their main function of providing guidance and support to the groups. Committees claimed a financial and material motivation to carry out their communal functions. The Community Participation team, during technical meetings, discussed at length ways to bring these committees back on track, as these committees had agreed, at project start and subsequently at the time of signing grants disbursement contracts, to take up the aforementioned responsibilities at no cost. However the Community Participation team realized that the concept and practice of voluntary work, even when such work benefits their own communities, is hardly understood and rarely practiced by community members in South Kivu. In addition, not providing these Committees with the requested motivation risked jeopardizing the support savings and investment groups were to receive, in addition to the data the project aims at collecting through them. Therefore, the Community Participation team made the following decisions:

In South Kivu the Community Participation team decided to give small cattle heads to committee members. Cattle heads are a form of capital investment and saving and are traded when a household is in need of cash. Thus cattle heads compensate the efforts of committee members. In addition, cattle heads allow committee members to run an IGA that gives them a sustainable and self-renewing source of revenue. The Community Participation team in Equateur is also considering a similar form of encouragement. This activity is expected to take place during the first quarter of 2008.

In the community of Ihimbi, the Livelihoods Manager in South Kivu provided the Monitoring and Parents' Committees of five schools with three goats. The ratio of goats per person (1 goat per every three persons) will allow each committee member to have his/her own goat in the next two years. However, the activity has not yet been completed as the Livelihoods Manager has been absent from work due to health problems.

Sub-Intermediate Result 2.3: Increased Financial and Management Capacity of PAs, SMCs and CECs

2.3.a Training of PA groups in administrative and financial management of PAGE IGAs (Cohorts 1 & 2 separately)

No activities scheduled for this reporting period.

2.3.b Training of SMCs and PCs in transparent school management and monitoring of quality education

During the previous reporting period, Community Participation and Quality of Education and Education Policy PAGE team members carried out the training on Good Governance and Monitoring of Quality of Education in all 80 Cohort 1 and Cohort 2 schools. A primary training theme was the application of good governance principles to the management of school resources, notably through the public adoption of budgets. The CBOs recommended that School Management and Parents' Committees harmonize budgets and take into account the money needed to implement action plans, and this in order to avoid double collection of fees from parents for budgetary needs and action plan activities.

The project teams conducted field visits in each of the target schools that attended the training in order to follow up on the two recommendations made: 1) that parents and school stakeholders elaborate a new annual action plan (project staff accompanied and trained all schools in the action planning process in previous project years), and 2) that School Management Committees draft budgets incorporating action plan needs, which are to be subsequently adopted by General Assemblies.

The Community Participation team considers the budget as the main instrument of good governance, particularly for those schools that are to receive an injection of additional funds from the school businesses. Its importance is similar to the significance of the elaboration and implementation of the action plan, which is an important stimulus for parents to become more actively involved in the education of their children. Therefore CBOs placed emphasis on ensuring that all schools prepare both these documents prior to grants disbursement or pushing for further progress in their elaboration.

The CBOs found that little progress had been made in the elaboration of action plans in many schools. Thus CBOs provided technical assistance to reinforce the capacity of community members to complete the action planning process. They also sensitized parents on the importance of this tool, as a lack of understanding of the importance of having a school action plan on the part of parents appeared to be a primary cause of the slow progress.

Directors, on the other hand, experienced difficulties in drafting schools budgets due to uncertainty regarding the level of government subsidies their respective schools would receive. School directors, sometimes with the assistance of CBOs, elaborated first drafts. The final versions will be submitted and filed subsequently.

Despite the challenges encountered throughout this process, Lugendo Primary School in South Kivu was a pleasant exception. Parents and school stakeholders successfully drafted both an action plan and a budget with minimal support from the project's CBOs.

B.2.2. Quality education

USAID Intermediate Result Three: Quality of Education Increased through Innovative Educational and Income Generating Activities

Sub-intermediate result 3.1: IRI Programs, Providing Instruction and Support to Hard to Reach Schools and Communities, are Used on a Regular Basis

3.1.a. Completion and distribution (to Cohorts 1, 2 and 3) of the “ Apprenons avec Matahata” series of 100 IRI lessons for primary Grade 2

Durant ce trimestre, l'équipe de rédaction des émissions “Apprenons avec Matahata” a réalisé les travaux ci-dessous:

- La rédaction des plans maîtres versions finales de 61 à 90 ;
- L'évaluation formative des émissions 38 à 71 ;
- La rédaction des scripts versions finales de 38 à 62 ;
- Enregistrement des émissions version finale : 38 à 58
- Envoi des CD des émissions 11 à 47, prêts à diffuser dans les salles de classes de deuxièmes années des écoles communautés PAGE ;

3.1.b. Completion and distribution of the Teacher's Guide for Grade for Grade Two 51-100 broadcasts

- Rédaction des guides de l'enseignant version finale : de 52 à 62

3.1.c Monitoring and IRI support for primary Grades 1 and 2 teachers

RAS

3.1.d Monitoring and evaluation of the IRI programs' broadcasting by the radio stations in the two provinces

- Lancement de la diffusion des émissions au mois d'octobre ;
- Diffusion des émissions jusqu'à 47 à Bukavu, 34 à Mbandaka, 29 à Lisala et 26 à Bikoro.



Dans le cadre de la collaboration avec Unicef, en vue d'une extension possible de la diffusion des émissions EIR dans les écoles partenaires de cet organisme, l'équipe Qualité de l'Éducation en collaboration avec celle de Suivi & Évaluation, a procédé à l'identification des écoles et classes de premières et deuxièmes années primaire pour une éventuelle formation de leurs enseignants en EIR.

Le tableau ci-dessous résume les résultats des deux provinces :

Tableau i : Présentation de la situation des écoles (non PAGE) partenaires de l'Unicef

| PROVINCE | ÉCOLES | ENSEIGNANTS de 1 ^{ères} ANNEES | ENSEIGNANTS de 2 ^{èmes} ANNEES | DIRECTEURS D'ÉCOLES | DIRECTEURS ADJOINTS |
|-----------------|------------|---|---|------------------------|------------------------|
| <i>EQUATEUR</i> | 100 | 141 | 107 | 74 | 06 |
| <i>SUD KIVU</i> | 172 | 223 | 215 | 172 | 83 |
| TOTAL | 272 | 364 | 322 | 246 | 89 |

Source: Bureaux provinciaux EPSP et Unicef

Après lecture du tableau ci-dessus, il en découle que le programme EIR peut s'étendre dans 272 écoles partenaires de l'Unicef (en plus de celles de PAGE) dont 100 dans la province de l'Équateur et 172 dans la province du Sud Kivu.

De ce fait, un nombre de 1011 personnes peuvent être formé dont 328 à l'Équateur et 683 dans le Sud Kivu.

N.B : Les chiffres relatifs aux enseignants de 1^{ère} et 2^{ème} année dans la province du Sud Kivu sont estimatifs.

Sub-intermediate result 3.2.: Inspectors and teachers (respectively) support and practice active teaching methods in primary Grades 1 to 4.

3.2.a Training of teachers and supervisors in active pedagogy (Cohort 3)

Au mois d'octobre, l'équipe de qualité de l'éducation a poursuivi la formation des enseignants et les superviseurs en « Enseignement Interactif par Radio » (EIR). Elle a formé les enseignants des classes de premières années primaires des écoles communautés de la 3^{ème} cohorte et ceux des classes de deuxièmes années primaires des écoles de communautés PAGE pour toutes cohortes confondues.

A la fin du 9^{ème} trimestre, l'équipe de Qualité de l'Éducation a organisé deux ateliers, soit un atelier par province, sur les techniques modernes de supervision et techniques actives d'animation pédagogique au profit des cadres de l'enseignement des écoles communautés de la 3^{ème} cohorte.

Ces ateliers ont été organisés pour la mise à niveau des directeurs et directeurs adjoints des écoles, conseillers et inspecteurs afin de permettre une bonne supervision des enseignants sur l'application des méthodes pédagogiques actives.

Sub-intermediate result 3.3.: Les salles de classes sont enrichies des matériels didactiques supplémentaires

3.3.a Distribution of kits of teaching aids to schools and teachers (Cohort 3)

Pendant le mois d'octobre, les écoles communautés de PAGE de l'axe LISALA, dans la province de l'Équateur, ont été dotés de 76 paires de ciseaux pouvant servir dans le processus de fabrication de matériels didactiques ainsi que pour d'autres besoins des classes.

B.2.3. Education Policy

USAID Intermediate Result Four: The policy is changing on school fees at the local and national levels.

Sub-Intermediate Result 4.1: Priority policies impacting on school fees on local and national levels are identified and studied

4.1.a. Updating of the research report on school fee policies and practices

Vers la fin de ce trimestre, l'équipe de Politiques Educatives a débuté un travail de la mise à jour du rapport de recherche produit par le Projet sur l'environnement de la politique éducative affectant les frais scolaires pendant la deuxième année d'exercice de PAGE. Les changements intervenus dans le processus d'abolition des frais scolaires par le gouvernement de la République Démocratique du Congo imposent un langage modéré et concerté lors des interventions du projet.

Additional Cross-Cutting Activities

Community Radio

L'équipe PAGE continue de faire le suivi de diffusions de micro-programmes et spots diffusés par les radios communautaires au profit des membres des communautés qui les incite à une prise de conscience et à la participation active aux activités de PAGE pour augmenter l'accès à l'éducation de leurs enfants.

C. Monitoring and Evaluation

SR 1 The PAGE activities are carried out in 120 School-communities spread over approximately 40 communities

Monitoring and evaluation of the activities of the Project's aspects

L'équipe suivi-évaluation a procédé par la réception et traitement des rapports mensuels et trimestriels des activités de chaque volet technique et site pour la production des rapports finaux.

Les travaux de finalisation du rapport annuel des activités du projet pour l'an deux ont été poursuivi.

SR 2 Collection, processing and analysis of the data on the impact results

2.1. Collection and analysis of data on school head counts, drop-outs, the completion and repetition in the schools assisted by PAGE (IRI 1)

The M&E team worked in the last quarter of Year Three to complete data collection at the beginning of the 2007-2008 school years in October, and to analyze these data in order to demonstrate student enrollment in PAGE-assisted schools. Collection and analysis of attendance for all training and other participation indicators continued on an on-going basis.

2.2. Collection and analysis of the data relating to attendance for any training indicator and for other participation indicators (IR 2 to 4)

2.2. a. Collection and analysis of IGA and income related indicators

Après dépouillement des rapports de formations de l'équipe QE, le tableau ci-dessous résume la situation de ces formations.

Tableau ii : Présentation des participants à la formation en techniques modernes de supervision et techniques actives d'animation pédagogique PAGE

| PARTICIPANTS | PROVINCE | | | | | | TOTAL GEN. | | |
|----------------------------|----------|----|-----|----------|----|-----|------------|----|-----|
| | EQUATEUR | | | SUD KIVU | | | Ho | Fe | Tot |
| | Ho | Fe | Tot | Ho | Fe | Tot | | | |
| <i>Directeurs d'écoles</i> | 20 | 00 | 20 | 19 | 00 | 19 | 39 | 00 | 39 |
| <i>Directeurs Adjoints</i> | 01 | 00 | 01 | 02 | 00 | 02 | 03 | 00 | 03 |
| <i>Inspecteurs</i> | 01 | 00 | 01 | 03 | 00 | 03 | 04 | 00 | 04 |
| <i>Conseillers</i> | 03 | 00 | 03 | 01 | 00 | 01 | 04 | 00 | 04 |
| TOTAL | 25 | 00 | 25 | 25 | 00 | 25 | 50 | 00 | 50 |

Source : Rapports d'ateliers

2.3. Tests of students' attainments for primary Grades 1 and 2 (IR3) (Cohort 1)

The M&E team also successfully prepared the student pre-testing for the 2007-2008 school year of Grade One in mathematics and French to be administered prior to the commencement of IRI broadcasts in October. Following the same methodology as employed for the 2006-2007 year, a total of 400 students in PAGE-supported schools will be tested (200 per province: 100 boys and 100 girls) as will 400 students in comparison, or non-PAGE-supported schools (200 per province). Taking profit of the Year two evaluation and Year Three planning workshop, M&E PAGE team presented a highlights of the milestone report.



Coordonnateur PAGE/Sud Kivu, deux Inspecteurs Administrateurs ainsi que les élèves de l'EP. Mulunguru, dans la communauté de Ishungu lors de l'administration de pré test de niveau d'élèves en français et math 2008 dans cette école.

Les résultats du pré test pour la troisième année du projet (2007-2008) se présentent comme suit:

Indicateur 3.1.1 :

Sur l'ensemble d'élèves des écoles ciblées, 34% ont réussi en français. La répartition par sexe révèle que 47% sur l'ensemble des filles et 33% sur l'ensemble des garçons ont réussi. Ce qui veut dire que la proportion d'élèves ayant réussi est plus élevée pour les filles que pour les garçons.

Sur l'ensemble d'élèves des écoles témoins, 32% ont réussi en français. La répartition par sexe révèle que 42% sur l'ensemble des filles et 24% sur l'ensemble des garçons ont réussi. Ce qui veut dire que la proportion d'élèves ayant réussi est plus élevée pour les filles que pour les garçons.

Indicateur 3.1.2 :

Sur l'ensemble d'élèves des écoles ciblées, 35% ont réussi en mathématiques. La répartition par sexe révèle que 48% sur l'ensemble des filles et 33% sur l'ensemble des garçons ont réussi. Ce qui veut dire que la proportion d'élèves ayant réussi est plus élevée pour les filles que pour les garçons.

Sur l'ensemble d'élèves des écoles témoins, 33% ont réussi en mathématiques. La répartition par sexe révèle que 35% sur l'ensemble des filles et 32% sur l'ensemble des garçons ont réussi. Ce qui veut dire que la proportion d'élèves ayant réussi est plus élevée pour les filles que pour les garçons.

SR3 Report on milestones for impact results

Compilation of indicator results in the milestone report to be attached to PAGE Quarterly Report n° 8

Au cours de ce trimestre, l'équipe suivi-évaluation a procédé à la compilation des rapports et résultats et finalisé le rapport des jalons des indicateurs de performance du projet.

Ledit rapport, dont le résumé a été présenté lors de l'atelier d'évaluation de l'an deux, a révélé que les actions du Projet PAGE ont concouru à l'augmentation de l'accès à l'éducation et à l'amélioration de la qualité de celle-ci grâce à l'Enseignement interactif par la Radio (EIR) ainsi que plusieurs formations en pédagogie active données aux enseignants de classes de 1^{ère} à la 4^{ème} années primaire.

Cette amélioration se traduit par un accroissement du taux de réussite de 28% et une diminution du taux d'échec de 23% pour une cible respectivement de 20% selon le Plan de suivi des performances.

L'accroissement du taux d'inscription à 22% pour une cible de 20% prévue dans le PMP a confirmé la pertinence des activités de ces deux volets techniques du Projet PAGE.

Par contre la diminution modeste de taux d'abandon évalué à 9%, la cible étant de -20%, a révélé le défi que doit relever PAGE face à la non application des pratiques et politiques de frais scolaires enseignés par lui, d'une part, et le retard dans l'octroi et l'exécution des subventions par rapport à l'année scolaire.

Ces performances ont été réalisées avec le concours des volets Participation Communautaire et Politiques Educatives. Ces deux volets ont aidé les communautés à prendre conscience de la nécessité d'amener leurs enfants à l'école, de participer activement aux dialogues pour la conception et le développement des activités génératrices de revenus et de participer aux mécanismes visant à réduire le poids des frais scolaires sur les parents et les communautés.

D. Success Stories

During the October–December 2007 quarter, the PAGE team registered the following examples of project successes and impact.

D.1. Quality Education

The funded USAID project PAGE/EDC/IRC conducted Project-Based and Service Learning (ABPS) training for Grade Three and Four teachers and supervisors from Sud Kivu and Equateur provinces in April 2007. Project-Based and Service Learning (ABPS) is an innovative training that combines highly active, student-centered inquiry-based learning with collaborative, multi-lesson projects that simultaneously aim to enhance practical student skills through praxis (application and reflection) while raising students' consciousness around using their skills and knowledge to serve the community.

After the training was given in Bolenge primary school located in the Mpaha-Epole village in the province Equateur, teachers of 3rd and 4th grade trained their colleagues of 5th and 6th grade in Project-Based and Service Learning (ABPS) so as to share with them the skills they acquired.

Then, teachers of 3rd, 4th, 5th, and 6th grade initiated a project to build toilets for the school and to grow crops in the school garden. In order to do so, students were given as an assignment to do research into the community on how to implement the project. After collecting all the data and information from the communities, teachers and students were joined voluntarily by the PTA and the SMC members to build toilets as it was designed in the project. The school also had the support of the community in farming the school garden. They grew corns, which were sold in the market and money served to pay the material used to build toilets.

It can be said that this work was performed thanks to the training in Project-Based and Service Learning (ABPS) conducted by the Quality of Education team through the PAGE/EDC/USAID Project.

D.2. Community Participation

South Kivu: Project staff visited Ushindi Primary School in October with the purpose of illustrating alternative educational finance mechanisms adopted by some of the PAGE schools to members of the IRC United Kingdom board visiting DRC. The director of the school presented an early version of the 2007-2008 school budget to the Community Participation team. The budget presentation represented a positive and unexpected surprise to project staff. The director had attended the Good Governance and Monitoring of Quality of Education training, in which the Community Participation facilitators trained school representatives on budgeting techniques, only recently at the end of August. Thus the director had not yet received a follow-up visit from Community Participation team to provide additional support in the budget drafting process. Moreover, he drafted the budget despite the uncertainty of the level of government subsidies, which slowed other directors in carrying out the same task.

The school budget correctly presented revenue and cost sections, and the revenues expected included the profits of the purchase and retail sale of cows. The method of school fee calculation was based on the method recommended during the training: the director calculated fees that parents would have had to pay without additional income from the IGA (\$1.33 per child per month) and actual fees to be charged after taking the IGA profits into account (\$1.15 per child per month). The difference amounts to a 13.8% reduction in school fees charged to parents. Although other schools have reported higher percentage reductions in school fees, the team was highly impressed by the motivation shown by the Ushindi Primary School director and his capacity to not only retain the

content of the Good Governance training but his good will to use it to the benefit of his school's parents and pupils.

Equateur: Lokole and Eala Primary Schools from Cohort 1 are situated on the periphery of Mbandaka. The follow-up carried out in these two schools by the Community Participation team show that the PAGE savings groups created in May 2005, during the first year of the project, are still active.

Eala Primary School agreed with the president of the Parents' Committee that each group would contribute 10% of its IGA revenue to the Parents' Committee at the end of each month. These joint earnings are then used to pay the school fees of all students, even children whose parents are not members of a savings group. In this way, groups that received a higher PAGE grant in December 2006 or groups that are earning more benefits today can help cover the school fees of children whose parents belong to other groups or do not belong to any group.

Due to the 10% contribution, the groups in Eala had an excess at the end of the 2006-2007 school year and again after the first term of the 2007-2008 school year. The Parents' Committee thus decided that they would use this excess revenue to rehabilitate the school. Gradually, these earnings have paid for the rehabilitation of the school's porch and 25 benches. Recently the Monitoring Committee organized for the school to be repainted in red and white. In addition, the student population has increased from 280 students in the 2006-2007 school year to 405 in the 2007-2008 school year. Parents in the community are confident that their children will no longer be chased from the school, since the savings groups help to pay school fees for children in need; they are thus encouraged to enroll their children in school.

During a visit to the PAGE office to share data reports on the school's groups, the PC president shared the above successes of the school and of his group with the CBO team, the Grants Manager and the Community Business Development Manager. His group started conducting *petit commerce*, or small retail of various articles and fish, in 2005. When the group acquired cash-on-hand of over 1 million Congolese francs, the group decided to start a new activity which required higher investment. The group has now invested in the sale of wood (*grumes*) in Kinshasa and hopes to reap high benefits in coming months.

Some savings groups in this school have encountered difficulties. One group stopped IGA investment because of a failure of payment by some individuals who had received loans. Another group ceased investments for the same reason but later found a solution by referring to their ROI. Three other groups are actively functioning, although they did not receive a PAGE grant or training. These groups worked with the groups supported by PAGE so as to copy the model and conduct IGAs to pay for their children's school fees.

D.3. Politique Educative

Le dialogue participatif sur le plaidoyer a été initié et sensibilisé dans les villages où on ne trouve pas d'écoles PAGE. A titre illustratif, deux facilitateurs plaidoyer des écoles PAGE d'Ihimbi, ont initié la formation d'une délégation de 5 personnes de toutes les écoles de l'axe pour faire avancer les démarches sur la mécanisation de la plupart de celles-ci.

D.4. Suivi Evaluation

Lors de nos descentes sur terrain pour la collecte des données, les membres des communautés sont intéressés et accourent à notre rencontre en posant plusieurs questions.

Après un moment d'entretien avec le directeur, dans son bureau, nous posons quelques questions aux membres de la communauté, dehors, parmi lesquelles « Comment trouvez-vous les actions de PAGE ? »

1. « J'ai trois enfants. Au début de l'année scolaire 2005-2006, l'un était inscrit en 1^{ère} année primaire à l'EP. BESENGE, une école PAGE du territoire de Bikoro de la communauté (PAGE) de MPAHA à plus ou moins 135kilomètres de MBANDAKA, et deux autres dans une école (non PAGE) de la place. Déjà au milieu de l'année scolaire, par rapport aux autres, l'enfant inscrit à l'école PAGE produisait quelques phrases et récitations en français et faisait preuve d'une performance inégalable en mathématiques. En plus cet enfant n'a jamais été chassé même si nous n'avons pas payé les frais à temps. Vers la fin de l'année scolaire. Cette enfant était en mesure de corriger une phrase mal dite par son frère. Cette situation nous a motivés à envoyer, au début de l'année scolaire 2006-2007, nos deux autres enfants à l'EP MELEKA. »
2. « Je ne parle pas en tant qu'enseignant, mais plutôt en tant que parent. Le résultat des activités de PAGE ne sont pas à démontrer au sein de cette communauté. Nos enfants sont devenus formidables grâce aux émissions MATAHATA, diffusées par PAGE », a déclaré le Coordinateur des écoles conventionnées protestantes dans le territoire de KALEHE (plus ou moins 75kilometres de Bukavu dans la Province de Sud Kivu) lors de notre passage pour collecte des données à l'EP CHOFI, dans la communauté PAGE de CHOFI, une école PAGE.