



PAGE: Pour une Approche Globale de l'Éducation

République Démocratique du Congo : Equateur • Sud Kivu • Kinshasa

2008 ANNUAL REPORT

with
2008 Performance Milestones

September 0, 2008

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

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I. INTRODUCTION

The PAGE (*Pour une Approche Globale de l'Education*) project is funded by USAID with a mandate from the U.S. Congress to serve as one of two early US-backed pilot initiatives to reduce the burden of school fees that prevent so many children in Africa from attending and staying in school. PAGE is implemented in the Democratic Republic of Congo and is led by Education Development Center, Inc. (EDC), in partnership with International Rescue Committee (IRC). The project began in October 2005 and was scheduled to end in September 2008; EDC received a no-cost extension through the end of December 2008. The project is implemented in the Equateur and South Kivu provinces in the DRC and has worked with a total of 120 school-communities, 60 in each province.

The goals of the PAGE project have been to increase access to education, reduce the burden of school fees borne by parents, improve the quality of education and contribute to school fee policy changes. The project's approach is a holistic one, positing that responsible, sustainable school fee reform must be part of a larger, comprehensive school reform effort. In particular, PAGE is piloting an approach that combines: income generating activities (to reduce the burden of school fees on parents and communities); transparent and more participatory school management; improved classroom instruction (via interactive radio lessons, the provision of learning materials and the training of teachers and supervisors); and research, dialogue and advocacy to reform education policy and school fee policy in particular. Operationally, these different elements are brought together into three interdependent and mutually reinforcing technical components: Community Participation (CP), Education Quality (EQ), and Education Policy (EP).

This 2008 Annual Report of the PAGE project details the activities of the last year of the project and is broken into three sections:

1. A summary of project activities, organized by component, covering the period of October 2007 – September 2008
2. Milestone Report by Intermediate Result for the period of October 2007- September 2008

II. SUMMARY OF ACTIVITIES: YEAR 3

This report will present the major activities implemented and results achieved during the period October 2007- September 2008. It should be noted that during the third and final year of the PAGE project, the project recovered from several small delays in the implementation of activities, particularly in the CP component.

A. Community Participation (CP)

During Year 3, the CP component sustained its efforts to foster community engagement in education by offering training and technical support to school communities and distributing grant funds to support income generating activities. The focus of CP activities in Year 3 was on the schools and communities in Cohorts 2 and 3. (Each Cohort consisted of approximately 40 school communities—20 in South Kivu and 20 in Equateur. The project used a phased in approach, beginning with Cohort 1 communities in Year 1, moving to Cohort 2 school communities in year 2 and Cohort 3 school communities in year 3. PAGE defined school communities as the community served by a PAGE school. The project worked in 120 school communities.)

Delays during Year 2 pushed some of the implementation of Cohort 2 activities to Year 3. Specifically, during Year 3, the CP project team provided technical and financial support to the start-up of School Businesses in Cohort 2 communities and training and grant funds to Savings and Investment Groups (S&IGs) in Cohort 3. In addition the CP team monitored the activities of Cohort 1 school communities.

It is important to note that in Year 2, PAGE worked with Cohort Two communities on income generating activities, but a made a change in its strategic approach whereby the project worked with the community to carry out economic mapping, weight data from the mapping exercise and establish a business whose income would be used to support the school and in particular offset the burden of school fees that parents had to pay to the school. This was called the School Business Model.

The School Business Model was implemented as follows: PAGE field staff members, along with a Market Analysis Officer, carried out economic mapping of target project areas, which served as a basis in the selection and planning of school businesses. Then, Economic Capacity-Building Officers (ECBOs) of the project then worked closely with Parents' Committees and School Management Committees to recruit business managers, who were then trained in business skills and entrepreneurial capacities, along with one

representative of each Parent Committee. In addition to the group training activities, ECBOs have worked closely with individual businesses to strengthen their capacity and ensure successful management of the school businesses. Furthermore, the tracking of the use of grant funds, as well as the profits and allocations to offset school fees, continued to be a priority for the CP team.

A good deal of these activities for Cohort 2 were actually implemented in Year 3 of the project due to delays in implementation.

Indeed, there have been challenges with the implementation of this model, most notably the limited sense of entrepreneurship among communities and business managers, the lack of business management skills and the need for effective oversight and transparency.

By contrast, in Cohort 3, (whose activities began at the beginning of project Year 3) PAGE undertook a reflection process to determine the strategy that the CP team would utilize in these Cohort 3 communities. Based on the research and training carried out on the School-Business Model (as described above and used in Cohort 2) and the limited timeframe remaining in the project, the CP team decided to go back to the S&IG model that was used in Cohort 1. The S&IG model involves assisting group members to mobilize resources internally, and combined with a small grant from PAGE, invest that money in an income-generating project (IGA). The profits from the IGA are then applied to offset school fees and other education-related costs.

Cohort 3 activities focused initially on the establishment of S&IGs in 40 school-communities. Activities began with the CP team establishing contact with local and influential community leaders to ensure their understanding of and support for the program's planned activities. General Assembly meetings enabled the team to outline the program's objectives and activities to community members and to begin the process of developing education action plans. This process involved community members identifying strengths and existing resources, expressing their aspirations concerning learning conditions and access to education for their children, and conceiving strategies to realize these aspirations. For example, in January 2008 in the Equateur Province¹, Cohort 3 Parents' Committees drafted action plans that were reviewed and adopted by General Assemblies in all 40 communities.

Once PAGE Cohort 3 communities adopted action plans, the project focused on carrying out training and capacity-building workshop for Parents' Committee members, Management Committee members and S&IG

¹ The CP utilized the postponement of field activities to review and revise training modules for use in Cohort 3, basing adaptations on the experiences of both Cohort 1 and 2.

representatives. A series of three trainings—Organizational Strengthening and S&IG Establishment, Choice and Management of IGAs, and Financial Management—were carried out during Year 3.

Subsequently, grant funds were disbursed over the course of the year to Savings and Investment groups in the 40 school communities to support their IGAs; all grants were distributed by September 2008. As mentioned above, the grant funds were used to complement the resources mobilized within the S&IGs, serving as seed funding for planned income generating activities. The income generating activities are currently being implemented in Cohort 3 communities, beyond the end date of the project.

In addition to the School Business support work with Cohort 2 school communities and the S&IG support work for Cohort 3 school communities, the CP team continued to engage with Cohort 1 Monitoring Committees and Parents' Committees, to track the use of grant funds and gather data on S&IGs' economic activities.

Finally, during Year 3, the CP team continued to collaborate closely with the EQ unit and EP unit, carrying out trainings on Good Governance and Monitoring Educational Quality in all Cohort 1, 2 and 3 schools. A key theme of this workshop was the application of good governance principles to the management of school resources, notably through the public adoption of budgets, and their relation to school fees, the allocation of resources from savings and investment groups and school businesses, and the implementation of existing action plans. During technical support visits, the CP team reinforced the need for effective management, noting that communities had limited experience developing and implementing action plans and that many school directors demonstrated poor abilities to develop and effectively manage school budgets (especially as the level of government subsidies to schools is often shrouded in uncertainty).

B. Education Quality (EQ)

During the 3rd year of the project, the EQ team trained 1136 teachers and supervisors in Cohort 3 on active pedagogy (264 of which are women). In addition to those trained in Cohorts 1 and 2, the project has succeeded in training a total of 1315 teachers, (339 women) in active pedagogy methods across all PAGE school communities. In Year 3, the EQ team trained 292 supervisors (5 women) in modern supervision techniques. The Education Quality team also provided didactic materials to school communities in Cohort 3.

Also in year 3, the EQ team organized a follow-up training for PAGE teachers, across all three cohorts. This follow up training was attended by 845 teachers (222 women) and 124 school directors (6 women).

In terms of the Interactive Radio Instruction, in Year 3, PAGE finalized 100 thirty-minute programs for primary Grade 2 classes. Partner radio stations aired 200 broadcasts in total: 100 for primary Grade 1 classes and another 100 for primary Grade 2 classes. The programs were used by schools in all three Cohorts.

The IRI program series created especially for the DRC, entitled “Apprenons avec Matahata/ Let’s Learn with Matahata” has already proven to be highly effective in the target areas of Equateur and South Kivu. As outlined in the milestone section of this report below, the 2007-2008, pre- and post- student testing results conducted by independent evaluators show that the proportion of students passing the end of year tests in schools using IRI continued to rise. The proportion of students passing the math test increased from 36% to 92%, and the proportion passing the French test rose from 35% to 90%. Furthermore, students in IRI-supported schools were nearly twice as likely to receive a passing grade or better in math as students in non-IRI schools, and nearly four times as likely to receive a passing grade or better in French. These differences were found to be statistically significant.

C. Education Policy (EP)

During the third year of the PAGE project, the EP team carried out several activities aimed at increasing the dialogue around school fees, and made policy recommendations to local and national authorities related to the reduction of school fees.

Participatory dialogues were organized involving national and local level stakeholders in a pyramid-shaped series of fora to study the policies influencing school fee practices. All community members were involved through a radio broadcast debate aired in both provinces. In South Kivu as well as in Equateur, smaller discussion panels were organized by the EP team around the different themes relating to the problem of school fees.

The EP team also carried out preparations for the research report on the Definition, Cost and Financing of a Quality Primary Education in a Given Community by drafting consultants’ terms of reference, assisting the consultant in the development of the methodology and the research questionnaires. The team also monitored the implementation of the research.

Under the umbrella of this initiative, the EP team organized provincial fora in Equateur in August and in Bukavu in September to get local feedback on the topic, while making preparations for a national forum to be held in Kinshasa on 12 November 2008. The topic of the forum in South Kivu was: "Policies and Practices of School Fees: The Roles of Education Partners for a Retentive and Non-Exclusive Education" and "School Drop-outs in the Equateur Province" in August.

Due to the socio-economic and political state during this period, the Education Policy team was unable to update the research report on the problem of school fees in the Democratic Republic of the Congo completed at the end of year 1. The updating of the research report was originally scheduled to take place in the last quarter of year 3, based on the results of discussions coming out of the scheduled Provincial Fora on School Fees in South Kivu and Equateur. However, due to the teacher's strike in the region and tensions around the topic of school fees, the theme of the Provincial Forum in South Kivu was changed to *"Politics and Practices of School Fees: The Roles of Education Partners for a Retentive and Non-Exclusive Education."* The forum in Equateur focused on the topic of school drop outs as opposed to directly focusing on school fees. Because of the topical shifts, the discussions and conclusions from the fora were not sufficiently robust or systematically focused on the current state of school fees to enable the EP team to update the report. The fora, both provincial and national, did receive media attention.

In addition to policy fora, the EQ team held training workshops on the positive change of policies and practices of school fees for members of Cohort 3 school communities. In total 85 people including 11 women attended this training, which was held in March 2008 for both the Equateur and the South Kivu Provinces. These workshops encouraged and continued the dialogue on the problems of policies and practices relating to school fees.

Cross-cutting activities

Cross cutting activities in Year 3 involved the introduction of the PAGE project to Cohort 3 communities, the development of school action plans, the training in school management, the development, adoption and execution of school action plans, the training in governance and educational quality monitoring for communities and the fora and debates that touched on the overarching themes of supporting improved educational quality and reducing school fees. In terms of training communities in good governance and education quality monitoring, 316 people, including 57 women participated in this training.

There were representatives of S&IGs, parents who are members of the Parents' Committees as well as Business Managers associated with the IGAs.

Finally, mini reporting sessions were broadcast on the radio, discussing key project themes (school fees, education quality, community involvement in education) as well as the project's overall activities. During these mini reports, the PAGE communities had the time to share their ideas and express their impressions vis-à-vis all of the project's activities.

III. PERFORMANCE MILESTONE REPORT BY INTERMEDIATE RESULT

The PAGE project aims to enhance education quality, increase access to education especially for the most vulnerable population, reduce the burden of school fees borne by parents, and to contribute to the positive change of practices and policies relating to school fees. These outcomes are expressed in four intermediate results (IRs), each of which is divided into three Intermediate Sub-Results (ISRs), that is, a total of 12 Intermediate Sub-Results. Achievement of the ISRs is measured or verified by way of 24 Performance Indicators (PIs). While some PIs are direct results of certain activities (% of teachers using student centered methods), some other indicators are the product of a simple calculations/counting (i.e. number of teachers trained) and others determined through in-depth data analyses made by PAGE's M&E team and/or external consultants (i.e. student achievement results).

Performance Monitoring Indicators	2008 Milestones				
	Period	Target	Achieved	Female	Male
IR1 : Access to Education Increased for the Most Vulnerable Children					
<i>SIR 1.1: Increased Participation of Vulnerable Groups in Education and Greater Community Awareness of and Support for Education</i>					
1.1.1: % increase in student enrolment in PAGE-assisted schools.	Sept '08	40%	17%	21%	15%
1.1.2: % decrease in drop-out rates in PAGE-assisted schools.	Sept '08	20%	51%	45%	56%
	qualitative report	1 Report			
1.1.3: % increase in grade passing rates in PAGE-assisted schools.	Sept '08	30%	30%	31%	29%
1.1.4: % decrease in grade repetition rates in PAGE-assisted schools	Sept '08	40%	22%	25%	19%
IR 2: School Fee Costs Borne by Parents Decreased Through Alternative Financing Mechanisms					
<i>SIR 2.1: Increased Parent and Community Capacity to Carry Out Livelihood Activities</i>					
2.1.1: % of parents in parents associations carrying out PAGE-supported IGAs	June '08	50%	90%* ²	99%	81%
2.1.2: # of CP, SMC, PA members trained by the project in income generating techniques	Sept '08	1400	3471	910	2561
<i>SIR 2.2: Increased Community and Individual Capacity to Invest in Sustainable Education Improvement</i>					
2.2.1: Average IGA income per household as % of average PAGE grant per household	June '08	10%	90%*	NA	NA
2.2.2: IGA income as a % of school fee costs	June '08	25%	79%*	NA	NA
<i>SIR 2.3: Increased Financial and Management Capacity of PAs, SMCs and CPs</i>					
2.3.1: Dollar amount of PAGE-supported IGA funds managed through the CPs, SMCs and/or PAs	June '08	\$200,000	\$241,696	NA	NA
2.3.2: # of PC, SMC and PA members trained by the project in financial and administrative management	Sept '08	1400	3,385	1023	2,361
2.3.3: % of PC, SMC and PA members trained by the Project who achieve 60% or higher on training post-tests.	Sept '08	75%	62%	--	--
IR3: Quality of Education Increased through Innovative Educational and Income Generating Activities					
<i>SIR 3.1. IRI Programs, Providing Instruction and Support to Hard to Reach Schools and Communities, Are Used on a Regular Basis</i>					
3.1.1 % of children in a representative sample of PAGE-targeted students scoring a passing grade or better on French achievement tests.	June '08	40%	55%	46%	63%

² * Indicates figures calculated only in the Equateur province.

Performance Monitoring Indicators	2008 Milestones				
	Period	Target	Achieved	Female	Male
3.1.2 % of children in a representative sample of PAGE-targeted students scoring a passing grade or better on math achievement	June '08	40%	56%	44%	70%
SIR 3.2 Inspectors and Teachers Supporting and Practicing (respectively) Active Teaching Methods in Primary School Grades 1 – 4.					
3.2.1 # of teacher trained in active pedagogy.	July '08	480	844	259	585
3.2.2 # of supervisors trained in instructional leadership and supervision.	July '08	240	292	5	287
3.2.3 % of grade one and two teachers using student-centered learning methods, including radio-supported methods, in the classroom.	July '08	50%	92%	91,3%	92,3%
3.2.4 % of grade three and four teachers who demonstrate understanding of project-based and service learning.	Sept '08	50%	81,9%	90%	80%
SIR 3.3 Classrooms Enriched with Supplementary Learning Materials					
3.3.1 # of kits/learning materials and IRI guides + work sheets distributed to PAGE schools.	May '08	360 Kits	500	NA	NA
		198	345	NA	NA
IR4 : Policy Changes on School Fees Addressed at the Local and National Levels					
SIR 4.1. Priority Policies Affecting School Fees at Local and National Levels Identified and Researched.					
4.1.1: Research report on the DRC's educational policy environment as it affects school fees produced and disseminated to national and local level stakeholders.	July '08	NA	NA	NA	NA
4.1.2: Report on the % of public/government funds received by PAGE schools out of the total school budget.	July '08	1 (%)	1 (9.17% ³)	NA	NA
SIR 4.2 Stakeholders at National and Local Levels Involved in Participatory, Informed Policy Dialogue.					
4.2.1: # of stakeholders at the national level attending related policy dialogue events.	July '08	50	63	14	49
4.2.2: # of stakeholders at the local levels attending related policy dialogue events.	July '08	50	69	7	62
SIR 4.3. Recommendations on Improved Policy Related to School Fees Documented and Disseminated with Stakeholders and Decision-makers at the National and Local Levels.					
4.3.1: # of policy briefs with recommendations made to DRC government stakeholders around sustainable strategies to reduce and/or eliminate school fees.	July '08	1		NA	NA

³ This percentage includes data for all 3 cohorts.

Performance Monitoring Indicators	2008 Milestones				
	Period	Target	Achieved	Female	Male
4.3.2: % of school-communities having developed and recorded policies at the school-community level around management and the administration of school fees from a representative sample of project schools.	Sept '08	75%	79%	NA	NA

This report will summarize the project’s progress in Year 3 in reaching the PIs set forth in the PMP. As outlined in PAGE’s Performance Monitoring Plan (PMP), the report will present, and comment upon, each Intermediate Sub-Result and the related Performance Indicators (PIs). Most PIs are calculated for Cohort 1 only, as outlined in the PMP, because we are seeking to measure impact over the three years of the project and Cohort 1 is the only Cohort to have received a full three years of the PAGE interventions. Participant numbers (i.e. number of teachers and supervisors trained or number of community members trained) are reported year by year but the PI is cumulative over the life of the project.

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

IR 1 Overview

This IR is principally concerned with reporting on changes in basic student data such as enrolment, repetition rates, pass rates and attrition rates. Increased enrolment, lower repetition rates, higher pass rates and a reduction in student attrition all indicate that student access to educational services has improved.

ISR 1.1: Increased Participation of Vulnerable Groups in Education and Greater Community Awareness of and Support for Education

As indicated in the Performance Monitoring Plan, Intermediate Sub-Result 1 stipulates that PAGE increases access to education for the most vulnerable children in the respective communities. Eighty percent (80%) of PAGE’s school communities are in rural areas, and vulnerability was defined in this context as residing in poverty stricken environments such as the rural areas of DRC. Intermediate Sub-Result 1.1 is measured around four performance indicators: student enrolment rate, drop-out rate, repetition rate and pass rate.

PAGE's Cohort 1 school communities, at the outset of the project, provided the baseline numbers against which to calculate progress toward improved access. In this report, we report on the gains made from the first year of the project (2005-2006) through the current, third year of the project (2007-2008). As indicated in PAGE's PMP, data on enrolment, repetition, pass rates and attrition were collected from school directorships, on the basis of school records.

	LOP Target	Achieved Year 2	Year 3 Target (LOP target – Yr 2 Achievement)	Yr 3 Period of Performance	Achieved LOP (from Year 1 – Year 3)	Female	Male
1.1.1: % increase in student enrolment in PAGE-assisted schools.	40% increase over baseline	24%	16%	October 1 2007 – September 30 2008	17%	21%	15%
1.1.2: % decrease in drop-out rates in PAGE-assisted schools.	40% decrease from baseline	30%	10%	October 1 2007 – September 30 2008	51%	45%	56%
	1 Qualitative Report on Dropouts	1 Completed Report	N/A	N/A	N/A	N/A	N/A
1.1.3: % increase in grade passing rates in PAGE-assisted schools.	40% increase over baseline	26%	14%	October 1 2007 – September 30 2008	30%	31%	29%
1.1.4: % decrease in grade repetition rates in PAGE-assisted schools	40% decrease from baseline	22%	18%	October 1 2007 – September 30 2008	22%	25%	19%

Performance Indicator 1.1.1: % increase in student enrollment in PAGE-assisted schools.

a. Summary of Milestone Results

The enrolment target for the project was not achieved. Given the attainment of a 24% increase in enrolment in Year 2 of the project, PAGE needed to see a further increase of 16% in enrolment in Year 3, over the baseline, to meet the target of 40%. However, the project saw a decline in enrolment in Year 3, which left the cumulative gains in enrolment at 17%. T

b. Discussion of Findings and Performance

While all the activities were conducted and achieved according to the 2008 annual plan of PAGE's activities, the regression in the enrolment rate is a bit of an anomaly. The regression is likely attributable to a combination of variables, especially in the PAGE schools turns out to be explained by other exogenous variables:

1) Lack of Basic Infrastructure

In a school system, the increase in school headcounts can be linked to the rehabilitation of school infrastructures. While the PAGE project was working with a view to increasing school headcounts in its school communities, the school infrastructures remained in their initial state—i.e. unable to comfortably accommodate an ever growing number of students in limited space, with limited furniture. Therefore, it is probably that when the enrolment rates increased in the 2006-07 school year, the schools' inability to accommodate additional students in upcoming years, and this led to stagnation or even to decline in these schools' enrolment in the 2007-2008 year.

According to directors' witness accounts collected by the project, this decrease in enrolment is also explained by the fact that the Provincial Coordination Unit regulations restrict the number of each class's headcount to 50 students. While this rule may not be scrupulously observed everywhere, it could have created a disincentive among school administrators to push for greater enrolment, as they might have feared criticism or censure for greatly exceeding the upper limit of 50 per classroom. In other words, PAGE is suggesting that as the number of classrooms and classroom furniture remained the same, these schools were led to limit the enrolment to be in alignment with ministry policy and because of space and physical resource issues. We should add that the 50 students per classroom limit established by the ministry was designed as a measure to better ensure a high quality education, but we believe it has had the unintended effect of constraining enrolment. .

Finally, it is possible that PAGE's target was a bit too high. It is reasonable to expect that the largest increase would occur in the first year of the project,

when older children might be re-enrolled in school after dropping out due to the initial advocacy and awareness raising work of the project. After that, the steady pool of children for enrolment comes from the smaller subgroup of 6 – 7 year old children who are starting school for the first time. Hence 40% as a target might have been too ambitious in light of the above constraints.

2) Depopulation of Non- Registered Schools in Favour of Registered Schools

Among all its schools, PAGE includes 35% of non-registered schools. These schools, which are private, are generally very poor and they do not enjoy the support (such as it is) of the Congolese State in terms of subsidies for their operational costs. As things stand, these schools remain the only ones where teachers' motivation fees are charged at a higher rate than is found in government supported schools. Hence, students' parents, especially the poorest, prefer to send their children to the officially accredited and registered public schools (écoles mécanisées), because they are less expensive. It is possible that parents made the choice not to utilize the non-registered schools because of the higher costs (even with the IGAs), thus causing a drag on non-registered schools' enrolment increases.

It should be noted in sum though that PAGE did see an overall increase in school enrolment of 17% across the two provinces.

Indicator 1.1.2: % decrease in drop-out rates in PAGE-assisted schools.

a. Summary of Milestone Results

As indicated in the PMP, Indicator 1.1.2 had two targets: the production of a qualitative survey to better understand the phenomenon of dropping out and a 40% decrease in the dropout rate in PAGE assisted schools.

Regarding the latter indicator, the drop-out rate in PAGE's school-communities was reduced by an amount even greater than the life-of-project target of 40%. At the end of Year 2, the project reduced dropout rates by 30% in PAGE-assisted schools. Hence PAGE needed to reduce drop outs by a further 10% in Year 3 to meet its target. The drop-out rate in Year 3 in PAGE assisted Cohort 1 schools was reduced by 51% compared to the Year 1 baseline. This means that the number of drop out students was reduced by half; the dropout rate for girls was reduced by 45% and the rate for boys was reduced by 56%.

Regarding the former indicator, the project organized a qualitative survey on the causes of drop-out in a sample of PAGE's school-communities and in a sample of control schools in Year 1. The report on this survey was turned in at the end of Year 1.

a. Discussion of Findings and Performance

The dropout rate in PAGE assisted schools went down significantly over the life of the project. Likely causes include the improved quality of education in the school, the greater availability of resources to fund children's education via the Income Generating Activities and a concomitant increased awareness of the importance of education that was communicated through virtually all PAGE activities involving parents, community members, parents and even teachers, principals and supervisors.

As families pointed to poverty as the number one reason for allowing children to drop out of school in the survey conducted by PAGE staff in Year 1, it is likely that the availability of additional income to finance school costs was the most significant factor in reducing the dropout rate.

Further, it is worth noting that, as the PAGE approach is a holistic approach, in the context of the activities of the Education Policy team, the project trains school managers, students' parents and other members of communities in practices and policies to better understand how school fees are levied and what they support. To this is added training on good governance (i.e. transparency and involvement of the school community in the running of the school) and school management. The application of all these school management tools also likely contributed toward improved functioning of the school and more willingness of parents to sustain investments in children's education. Indeed, given that this is the third year since PAGE has intervened in these school-communities, the fruit of the applicability of these techniques can only tend toward maturation.

Finally, we should note that the decrease in drop-out rates, which is a definite positive outcome, could nonetheless also be a constraining factor vis a vis new enrolment. With more children persisting in school, there would literally be fewer spaces for new students

Indicator 1.1.3: % increase in grade passing rates in PAGE-assisted schools.

a. Summary of Milestone Results

The pass rate increased by 28% between Year 1 and year 2 in PAGE's Cohort 1 school-communities. This trend continued in Year 3 of the project as the pass rate kept increasing and reached 30% between PAGE's years 1 and 3 in Cohort 1 schools.

b. Discussion of Findings and Performance

The success rate increase in the PAGE school-communities from Year 1 is on target, and is almost equitably distributed between boys (29%) and girls (31%). With all other factors remaining the same, the quality of teaching and learning in classrooms in PAGE assisted classrooms has likely improved such that students are learning more and are passing the end of year examinations in greater numbers. It is most likely that this increase in student performance is due to the impact of teacher training activities and in particular the IRI programs, which target both teachers and students in the broadcasts (PAGE administered French and mathematics examinations, which are reported on below under IR 3, support this conclusion as they also show improved student performance.)

In addition, the observation made on a sample of 40 grades 1 and 2 teachers in Cohort 1 school-communities showed that 92% of teachers apply the active methods that they were trained on in the context of the PAGE project.

Indicator 1.1.4: % decrease in grade repetition rates in PAGE-assisted schools

a. Summary of Milestone Results

Between the 2005-2006 and 2007-2008 school years, PAGE reduced the repetition rate by 22% compared to an expected target of 40%. While the repetition rate decreased by 25% among girls, it decreased by 19% among boys. Hence, while PAGE did achieve a significant decrease in grade repetition, it did not meet the target of a 40% decrease.

b. Discussion of Findings and Performance

The repetition rate only decreased slightly from last year in Cohort 1 schools. Since the dropout rate decreased tremendously in Year 1, and the pass rate increased a great deal, it is logical to have little change in the repetition rate as all three rates are interrelated.

USAID Intermediate Result Two: School Fees Costs Borne By Parents Decreased Through Alternative Financing Mechanisms

IR 2 Overview

IR 2 is subdivided into three Sub-Intermediate Results (SIRs) and has seven Performance Indicators (PIs). These indicators aim at evaluating the impact of the PAGE activities related to CP. The results achieved at the end of this year of PAGE in the IR 2 context are encouraging. They show clearly how alternative and income generating mechanisms contributed to the reduction of the burden of school fees borne by parents in the PAGE school communities.

Through the intervention of the CP team, PAGE mobilized a great number of parents and community members to involve them in the execution and management of educational support activities (i.e. school governance and management activities) as well as the implementation of income generating activities to create additional resources to offset the burden of school fees. Indeed, a considerable number of parents took part in the execution of IGAs and several training sessions were organized for parents in order to allow them to improve the organization and management of their IGA activities.

The following table summarizes the achievements of the project, in the area of community involvement in education and income generation.

IR 2: School Fee Costs Borne by Parents Decreased Through Alternative Financing Mechanisms					
<i>SIR 2.1: Increased Parent and Community Capacity to Carry Out Livelihood Activities</i>					
	Period	Target	Achieved	Female	Male
2.1.1: % of parents in parents associations carrying out PAGE-supported IGAs	June '08	50%	89,5%*[1]	98,9%	81,2%
2.1.2: # of CP, SMC, PA members trained by the project in income generating techniques	Sept '08	1400	3471	910	2561
<i>SIR 2.2: Increased Community and Individual Capacity to Invest in Sustainable Education Improvement</i>					
2.2.1: Average IGA income per household as % of average PAGE grant per household	June '08	10%	90%	NA	NA
2.2.2: IGA income as a % of school fee costs	June '08	25%	79,28%	NA	NA
<i>SIR 2.3: Increased Financial and Management Capacity of PAs, SMCs and CPs</i>					
2.3.1: Dollar amount of PAGE-supported IGA funds managed through the CPs, SMCs and/or PAs	June '08	\$200,000	\$241,696	NA	NA
2.3.2: # of PC, SMC and PA members trained by the project in financial and administrative management	Sept '08	1400	3,385	1023	2,361
2.3.3: % of PC, SMC and PA members trained by the Project who achieve 60% or higher on training post-tests.	Sept '08	75%	62%	--	--

IR 2 Indicator Reports

SIR 2.1: Increased Parent and Community Capacity to Carry Out Livelihood Activities

The PAGE CP team ran training sessions on the following topics: Choice and Management of an IGA, Organizational Capacity Building, Financial and Administrative Management, Good Governance and Monitoring of Education Quality.

Through the sensitization work of the CP team, 506 groups, 290 in the Equateur province and 216 in South Kivu, were trained in Cohort 3 school-communities. These groups were composed of 7,571 members including 3,644 women who organized themselves with a view to the execution of IGAs. In the same Cohort 3 communities, the headcount of parents members of students' Parents' Association was estimated at 8,358 members including 4 490 women. PAGE trained a total of 3,471 parent members of students' Parents' Associations in Cohort 3 school-communities. 910 among them were women.

Indicator 2.1.1: % of parents in parents associations carrying out PAGE-supported IGAs

a. Summary of Milestone Results

During PAGE's Year 3, 89.5% of parent members of Parents' Associations took part in the development of IGAs, compared to an expected target of 50%. Broken down by sex, 81.2% of women took part in the execution of IGAs compared to 98.9% of men. Indeed, PAGE attained 179% of this indicator's achievement rate.

b. Discussion of Findings and Performance

The community mobilization and sensitization work carried out by PAGE in the Cohort 3 communities was highly successful, mirroring the impact of Years 1 and 2 work in previous Cohorts. The project appealed to students' parents to organize themselves and take part in community savings groups and the parents were noticeably up to the challenge. Parents were made aware of the desired scope of their involvement in the management of schools and in the setting up of dynamic, IGAs so as to reduce the burden of school fees.

Reasons for the high level of success in organizing school communities and particularly parents to participate in IGAs most likely include the opportunity for increased income to pay for schooling offered by the IGAs and the related sensitization work on the importance of schooling for children that was imbedded in all PAGE training and sensitization work. In other words, parents were offered a means to increase their income and persuaded of the importance of directing that income to support educational attainment on the part of their children. Parents and school communities also saw important changes and improvements happening at the schools, including the use of the IRI programs and the training and professional development of teachers. It is also likely that they felt they were getting a better product (i.e. better quality of education) for their children, thus increasing their motivation to participate in IGAs.

Indicator 2.1.2: # of PC, SMC, PA members trained by the project in income generating techniques

a. Summary of Milestone Results

During its Year 3, PAGE trained a total headcount of 3,471 parent members of the communities, in various training sessions on IGA techniques. Broken down by sex, the number of members trained in IGA techniques is of 910 women and 2,561 men, that is, 350 women in the Equateur Province and 560 in the South Kivu Province.

b. Discussion of Findings and Performance

The total headcount of community members trained by PAGE in IGA techniques represents a proportion of 46% of all community members executing IGAs. This result attained by PAGE shows community ownership of PAGE's activities aimed at reducing the burden of school fees. Through various methods, the CP team continued to maintain this high level of community involvement. The consistent level of community involvement further spoke to the ownership and understanding of the PAGE approach by the communities involved.

SIR 2.2: Increased Community and Individual Capacity to Invest in Sustainable Education Improvement

At the end of YEAR 3, SIR 2.2 shows a significant increase in parents' capacity to invest in the enhancement of their children's education. PAGE began by encouraging the investment spirit among parents for the financing of

education before accompanying parents in their steps to mobilize the financial means and then ensure a profit. The contribution of community members and the grant received by the communities from the project helped them not only to increase their capacities to finance children's schooling, but also to increase the actual amount of money available to them to do so. In the Equateur Province the total number of community households having received the PAGE grant was 5,413, the total PAGE grant given to these households was of US \$50,000 that is, an average of US \$ 9.24 or CDF \$5,082 per household.

The results of a survey on the incomes from IGAs that was carried out in 100 community households having received the PAGE grant in the same province, in Cohort 1, revealed that the average income generated from IGAs per household is estimated at US \$ 8.26, that is, CDF 4,542.71. This indicates that the grants leveraged a significant amount of funding for households, almost equal to the amount disbursed. The results attained by PAGE in SIR 2.2 confirm those attained in IR 1 related to the increase in access to education for the most vulnerable children. This suggests a strong interrelationship between the increase in income (initially through PAGE grants) and the capacity to leverage that income with increases in access to education for the most vulnerable.

Indicator 2.2.1: Average IGA income per household as % of average PAGE grant per household

a. Summary of Milestone Results

The proportion of the average of incomes from IGAs per household having received the PAGE grant to the average of the PAGE grant per household is 90%. While the target at the PMP was of 30% of this proportion, PAGE has thus attained an achievement rate of 30%.

b. Discussion of Findings and Performance

This achievement rate shows the interest that the communities attach to the development of IGAs as well as their realism in the application of the methods and techniques learnt with PAGE in the process of the financing of children's schooling. According to the latest monitoring carried out by the CP team with Cohort 1 community groups on the profits from IGAs, the following results were reported.

Summary Table of the Use of the Grants in Cohort 1 School-Communities in the Equateur Province. (Partner IRC did not provide this specific data for Year 3 for the South Kivu province.)

Average of members / group or Members	14 members
Average profit / month / group	US \$ 296.36
Realized average profit /month /household	US \$ 21.30
Current turn-over in US \$	US \$ 59 491.77
Received grant in US \$	US \$ 32 913.00
General increase in the grant in groups	US \$ 26 578.77
Average increase in the grant per school in Cohort 1	US \$ 1 328.90

As we can see in the table above, there is an enormous increase in the income from IGAs in the Equiteur PAGE communities. This situation thus expresses the commitment of the members of the communities to a sustainable investment in order to finance a quality education.

Indicator 2.2.2: IGA income as a percentage of school fee costs.

a. Summary of Milestone Results

At the end of Year 3, the proportion of the average income from IGAs in households, relative to the cost of school fees was at 79%. Whereas the target in PAGE’s PMP was 50%, the project has attained an impressive achievement rate of 158.56%. This is to say that the income from the IGAs as a percentage of school fees greatly exceeded initial expectations and IGA income now offsets almost 80% of the burden of school fees for parents.

b. Discussion of Findings and Performance

Whereas the average income from IGAs in households is estimated at US \$ 8.26, that is, CDF 4,542.71, the average cost of schooling per student is estimated at US \$10.33, that is, CDF 5,733.15. This indication shows that members in the PAGE school-communities can afford almost 80% of the school fees. The reduction of the drop-out rate in the PAGE school-communities (51.5% reduction) in this third year of the project strongly suggests that incomes from IGAs contributed noticeably to increases in the retention rate in PAGE schools.

SIR 2.3: Increased Financial and Management Capacity of PAs, SMCs and PCs

PAGE offered specific, targeted training to Parents Association, School Management Committee and PC members within the overall school communities. In order to build the capacity of these members of the Cohort 3 communities in the techniques of income generating activities, PAGE trained a

total headcount of 3,471 members including 910 women, during its Year 3 activities. This significant number of trained community members is added to 2 374 trained members in Cohorts 1 and 2.

Indicator 2.3.1: Dollar Amount of PAGE-supported IGA funds managed through the PCs, SMCs and/or PAs.

a. Summary of Milestone Results

The global envelope of the grants given across all three Cohorts amounts to \$ 241,696 divided as follows in each Cohort:

Cohort	Equateur	South Kivu	Both Cohorts
<i>Cohort 1</i>	\$32, 913	\$34, 087	\$67, 000
<i>Cohort 2</i>	\$22, 500	\$52, 500	\$75, 000
<i>Cohort 3</i>	\$50, 000	\$49, 696	\$99, 696
Total	\$105, 413	\$136, 283	\$241, 696

Because of the distance and related logistical difficulties, Cohort 2 school-communities in the Equateur province were only partially subsidized. Only the 11 school-communities located on the Mbandaka–Bikoro axis received this grant, whereas 9 other school-communities found on the Lisala axis were not subsidized.

In terms of Year 3, the target distribution amount was \$100,000 across Cohort 3 groups; the CP team distributed \$99,696, which is, an achievement rate of 99.7% of the target.

b. Discussion of Findings and Performance

According to PAGE’s PMP, the total number of grants to be disbursed to the PAGE school-communities was of \$300,000 in terms of \$ 100, 000 per Cohort. As we explained it in the introductory part of the ISR, we did not meet our target largely because of the several logistical difficulties in working with 11 Cohort 2 school-communities in the Equateur province (in the Lisala area). This limitation reduced by \$45,000 the global envelope of the grant intended for school-communities. In addition, based on the methodology used by the CP team, the total amount given to savings groups were dependent on the size of the contributions of each savings group. These facts notwithstanding, PAGE did distribute the majority of targeted grants funding and communities did generate up to 80% of the cost of their school fees through the IGA activities.

Indicator 2.3.2: # of PC, SMC and PA members trained by the project in financial and administrative management

a. Summary of Milestone Results

During the project’s Year 3, PAGE’s CP team trained a total number of 3,385 parent members of school-communities in financial and administrative management. Among these people, 1,023 were women. Whereas at the end

of this year the target was 1,400 trained members of communities, PAGE has once again attained an impressive achievement rate of 318%.

b. Discussion of Findings and Performance

The training in financial and administrative management techniques was, during this third year, intended for members of Cohort 3 school-communities. In total 1,011 members including 270 women were trained in the Cohort 3 communities. Added to the headcount realized in Cohort 2 communities (some trained during Year 3), the number of members trained in financial and administrative management reaches 3,385 including 1,023 women. The positive response to the PAGE training is demonstrated by the headcounts recorded at the time of training sessions.

Indicator 2.3.3: % of PC, SMC and PA members trained by the Project who achieve 60% or higher on training post-tests.

a. Summary of Milestone Results

The average percentage of members of communities trained in administrative and financial management who scored 60% at the time of training in financial and administrative management is 32%. Compared to the Year 3 target from the PMP, 75%, PAGE has attained an achievement rate of 43%.

b. Discussion of Findings and Performance

In the Equateur Province, 19% of community members and in South Kivu 20% of the community members obtained a score of more than 60% on the post test for the training in Financial and Administrative management. The results obtained on the post test for the Choice and Management of an IGA received a score of 21% in the Equateur province and 69% in South Kivu. The average percentage calculated for the post test in Training in Financial and Administrative Management was of 19.5% for the two provinces. However, the average score for both provinces was 45% on the post test for the training in Choice and Management of an IGA. While these scores are less than the target of (75%) for both trainings in both provinces, it is significantly lower for the training in Financial and Administrative Management in both provinces

In South Kivu, the Financial Management training was attended by 496 participants, 20% of whom achieved post test scores above 60%. Given the low overall results in post-test scores, the CP team has analyzed the increase in knowledge acquired by training attendees between pre and post tests. On

average and across all 20 Cohort 3 schools, post test scores increased by 30 points from pre-test scores, a significant achievement given the relative complexity of the subject and unfamiliarity of participants with written account keeping practices. Although participants did not receive the raw score set as a target by the project, the difference in knowledge gained between the pre and post test scores was nonetheless significant.

It is even more interesting to analyze the percentage increase in knowledge between pre and post tests by percentage increase bands. The bands have been broken down as follows: knowledge increase < 10%, between 10-40% and > 40%. This break down shows that, on average, 18% of participants have increased their knowledge by less than 10%; 51% of participants have experienced an increase between 10 and 40%; and 30% of the participants experienced the highest knowledge increase of over 40% as a result of their participation to the training.

Reasons that participants did not receive the raw score targeted could be complex. The target might have been unrealistic to begin with as it was set before the actual pre and post tests were developed. Calibrating the target to the actual test would have been a sounder and more realistic way to set a target, but the target needed to be included in the PMP at the beginning of the project, before actual test development had started. In addition, the test content may have been more difficult than anticipated, given the initial knowledge level of the population and the target may have been unrealistic given the difficulty.

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

IR 3 Overview

IR 3 expresses the performances attained by PAGE in the process of increasing education quality in the school-communities. The regular broadcasting of IRI programs in grades 1 and 2, the training of inspectors and teachers in active pedagogy methods and the distribution of quality teaching aids to classrooms are the main activities carried out by the project in order to reach this IR.

During this third year of the project, this holistic approach produced the results expected within the PAGE communities.

In accordance with the 2008 annual plan, the PAGE activities in the framework of the enhancement of education quality were carried out with

success. From impact results measured on students to those measured on teachers, IR 3 was conclusive for this third year of the project.

Grade 1 students' attainment test in French and Math taken toward the end of the school year showed that children following the IRI program achieved higher scores than other children not benefiting from this program. The results of the post test administered to Grade 4 teachers at the end of the training in Project and Service Based Learning showed the mastery of these methods by teachers. The results obtained, upon observation of teachers performing in class, on the application of these active methods in classroom helped us to understand the level of the applicability of these methods in the classroom. The headcounts of participants in the various training sessions prove the interest that teachers attach to PAGE's activities, aiming at enhancing education quality in the school-communities.

At the end of the third year of its pilot phase, the obtained outcomes of IR 3 bring us a clear vision of the project's capacity in its strategy with a view to a quantitative and qualitative enhancement of education.

IR3: Quality of Education Increased through Innovative Educational and Income Generating Activities					
<i>SIR 3.1. IRI Programs, Providing Instruction and Support to Hard to Reach Schools and Communities, Are Used on a Regular Basis</i>					
	Period	Target	Achieved	Female	Male
3.1.1 % of children in a representative sample of PAGE-targeted students scoring a passing grade or better on French achievement tests.	June '08	40%	55%	46%	63%
3.1.2 % of children in a representative sample of PAGE-targeted students scoring a passing grade or better on math achievement	June '08	40%	86%		
<i>SIR 3.2 Inspectors and Teachers Supporting and Practicing (respectively) Active Teaching Methods in Primary School Grades 1 – 4.</i>					
3.2.1 # of teacher trained in active pedagogy.	July '08	480	844	259	585
3.2.2 # of supervisors trained in instructional leadership and supervision.	July '08	240	292	5	287
3.2.3 % of grade one and two teachers using student-centered learning methods, including radio-supported methods, in the classroom.	July '08	50%	92%	91,3%	92,3%
3.2.4 % of grade three and four teachers who demonstrate understanding of project-based and service learning.	Sept '08	50%	81,9%	90%	80%
<i>SIR 3.3 Classrooms Enriched with Supplementary Learning Materials</i>					
	Period	Target	Achieved	Female	Male
3.3.1 # of kits/learning materials and IRI guides + work sheets distributed to PAGE schools.	May '08	360 Kits	500	NA	NA
		198	345	NA	NA

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

During PAGE's Year 3, the IRI program based on the "Apprenons avec Matahata" (Let's learn with Matahata) series was regularly broadcast in the classrooms of the project's school-communities. One hundred Grade 2 programs were scripted and recorded during the project's Year 3. A total of 200 programs (100 for grade 1 and 100 for grade 2) were broadcast in the PAGE school-communities by community radio-stations. The PAGE team carried out regular monitoring in order to verify that these programs were broadcast at the appointed time every day (M-F).

SIR 3 is measured through two PIs (3.1.1 and 3.1.2.), based on students' results in French and Math. A test in French and mathematics was developed by the PAGE project and administered to a representative sample of 400 students including 200 from the PAGE schools (receiving the IRI treatment) and another 200 students from "control"⁴ schools. The tests yielded solidly good results, attesting to the impact of the IRI program in the enhancement of education quality in the PAGE school-communities.

Indicator 3.1.1: % of children in a representative sample of PAGE-targeted students scoring a better on French achievement tests.

a. Summary of Milestone Results

From a sample of students in PAGE-assisted schools, 90% passed the French post test, compared to 35 % who passed the pre-test. In the control schools, 33 % of students passed the pre test, and 41 % passed the post test. This represents an 8 % increase in the number of students showing learning gains, compared to 55 % of PAGE students demonstrating significant learning gains between the pre and the post tests. The PAGE project greatly exceeded its target of 40% of students demonstrating learning such that they could pass the post test. The results disaggregated by gender show an increase of 46% among girls and 63% for boys.

b. Discussion of Findings and Performance

When comparing between the control schools and the PAGE schools, the increase in success in the PAGE schools in French is much higher than in the control schools. The difference between the percentage of students having

⁴ For detailed questions connected with the methodology, see the report on pre and post test results in the annex to this report.

succeeded in the two groups (control schools and PAGE schools) is 47 %, thus demonstrating the IRI program's contribution on the level of student learning. Indeed, for the second successive year, PAGE's M&E efforts show that children utilizing the IRI programs pass the post tests in significantly higher numbers than children who do not use the "Apprenons avec Matahata" series in French. The PAGE interventions are the only significant variables distinguishing the two sets of schools. Hence it is reasonable to attribute these results to the PAGE interventions.

Indicator 3.1.2: % of children in a representative sample of PAGE-targeted students scoring a passing grade or better on math achievement

a. Summary of Milestone Results

In the PAGE schools, 92% of students passed the math post test, compared to 36% who passed the pre test. This represents a gross increase of 56%. Considering that the targeted increase in percentage as the milestone for 2008 is 40%, the project has attained a performance superior to the target with a positive difference of 16%. In the control schools, 33 % of students passed the pre test, compared to 39% who passed the post test. That represents only a 6 % increase in the pass rate, whereas in PAGE schools the different in pre-test and post-test scores was 56%.

b. Discussion of Findings and Performance

The increase in the percentage of students having passed the post test in control schools is significantly less (6%) than in the PAGE schools, where the increase is 86%. Again, the PAGE interventions are the only significant variables between the two sets of schools and it is reasonable to attribute the differences in pass rates to the impact of the PAGE program.

SIR 3.2 Inspectors and Teachers Supporting and Practicing (respectively) Active Teaching Methods in Primary School Grades 1 – 4.

ISR 3.2 was met, as demonstrated by the related performance indicators. During PAGE's Year 3, the training sessions organized by the project on active pedagogy techniques met a great success as indicated by the level of attendance and participation shown by the beneficiaries. A great number of teachers and supervisors were added to those who were trained in the first generation. The teachers in PAGE's Cohort 3 school-communities actively took part in the series of trainings in active methods organized by the project.

During or after the trainings, the teacher observations in the classrooms showed that teachers were more student-centered and able to apply the modern methods of active pedagogy learnt through the PAGE project. In addition, pre and post tests organized on the occasion of training sessions demonstrated teachers' greatly increased understanding of these methods.

Indicator 3.2.1: # of Teachers Trained in Active Pedagogy.

a. Summary of Milestone Results

During PAGE's Year 3, the project trained a total number of 844 teachers in active pedagogy. Compared to the target in the PMP (240 trained teachers), the performance attained by PAGE in the context of this indicator is of 351.7% of points.

b. Discussion of Findings and Performance

The number of teachers trained in active pedagogy methods by the project is 844 teachers including 259 women. PAGE reached 425 teachers including 124 women in the Equateur Province and 419 teachers including 135 women in the South Kivu Province. Added to the number of teachers trained during the first generation (i.e. in Cohorts 1 and 2) the total number of trained teachers in the PAGE school-communities, across all three cohorts, reached 1,315 teachers, including 339 women.

Participants in PAGE's Active Pedagogy Methods Trainings, Cohort 3

PROVINCES	EQUATEUR			SOUTH KIVU			ALL		
Training theme	Men	Women	Total	Men	Women	Total	Men	Women	Total
Interactive radio Instruction	93	39	132	72	52	124	165	91	256
General Methodologies 1 & 2	78	36	114	83	36	119	161	72	233
General Methodology 3	95	29	124	84	36	120	179	65	244
Project and Service Based Learning	35	20	55	45	11	56	80	31	111
ALL	301	124	425	284	135	419	585	259	844

Indicator 3.2.2.: # of supervisors trained in instructional leadership and supervision.

a. Summary of Milestone Results

During Year 3 of its activities, PAGE trained a total number of 292 education officers and supervisors in leadership and supervision techniques, in Cohort 3 school-communities. PAGE exceeded its target of training 240 supervisors.

b. Discussion of Findings and Performance

This group of people trained by the project is made up of school directors and deputy directors, pedagogical advisors and primary education inspectors. Whereas the target at PAGE's PMP was 240, the project trained 292 education officers and supervisors in its two provinces of intervention, Equateur and South Kivu.

PROVINCES	EQUATEUR			SOUTH KIVU			ALL		
Training Theme	Men	Women	Total	Men	Women	Total	Men	Women	Total
Interactive radio Instruction	62	4	66	69	1	70	131	5	136
General Methodologies 1 & 2	25	0	25	28	0	28	53	0	53
General Methodology 3	25	0	25	28	0	28	53	0	53
Project and Service Based Learning	22	0	22	28	0	28	50	0	50
ALL	134	4	138	153	1	154	287	5	292

Indicator 3.2.3: % of grade one and two teachers using student-centered learning methods, including radio-supported methods, in the classroom.

a. Summary of Milestone Results

This indicator is measured by a combination of teacher observations well as interviews with students, school directors, parents members of parents' committees in the school-communities. During year 2008, the systematic observation of teachers showed that 92% of Grade 1 and 2 teachers were applying the student-centered, active pedagogy methods in their classrooms, including radio-supported ones.

b. Discussion of Findings and Performance

With the aid of an observation sheet and interview questionnaires developed by the project, a team of independent consultants carried out the data collection. The analysis of the data was carried out by PAGE's Monitoring and Evaluation team⁵. The findings of this analysis showed that 92% of teachers applied active pedagogy methods in classrooms. Starting from the performance rate expected in the PMP, 50%, this percentage denotes a very good achievement rate in the attainment of this performance indicator.

Indicator 3.2.4: % of grade three and four teachers who demonstrate understanding of project-based and service learning.

a. Summary of Milestone Results

The results of the post test coming from the training of Grade 3 and 4 teachers in Project and Service Based Learning showed that 82% of these teachers understood and had sound knowledge of the techniques involved in running project and service based learning. The target expected in the PMP was 50% of teachers trained in project and service based learning would pass the post test. Thus PAGE has attained 164% of this performance indicator.

b. Discussion of Findings and Performance

The method used to measure this indicator was a simple pre and post test comparison. The training was preceded by a pre test administered to the trainees. At the end of the training, participants took a post test. Forty six percent (46%) of teachers passed the pre-test and 82% passed the post test, demonstrating a gross increase of 36% in the pass rate for the post test. This suggests that the training was successful in building teachers' knowledge and understanding of service and project based learning techniques.

SIR 3.3: Classrooms Enriched with Supplementary Learning Materials

Quality teaching aids constitute an additional element in the process of education quality enhancement. As was done in previous years for Cohorts 1 and 2, PAGE distributed teaching aids to Cohort 3 school-communities to support improved instruction. In addition to the teaching aids received from PAGE, these schools' teachers were trained in the making and use of teaching aids, based on locally found objects.

⁵ For questions connected with the methodology and other, see the report on the results of the observation of teachers 08.

Indicator 3.3.1: # of kits/learning materials distributed to PAGE schools.

a. Summary of Milestone Results

PAGE's PMP anticipated the distribution of 360 kits of teaching aids during this 3rd year, in addition of 398 IRI teacher guides as well as worksheets. The project distributed 500 kits of teaching aids and 345 IRI teacher guides and worksheets.

b. Discussion of Findings and Performance

A kit of teaching aids comprises the elements below:

- ✚ 1 radio set
- ✚ 3 batteries
- ✚ 1 national syllabus book
- ✚ 2 pairs of scissors for teacher
- ✚ 2 pairs of scissors for student
- ✚ 2 humid glue pots
- ✚ 6 Bristol board sheets
- ✚ 2 color pencil boxes
- ✚ 1 pair of compasses
- ✚ 1 protractor
- ✚ 1 set square
- ✚ 1 measure of capacity (Liter and submultiples)
- ✚ 1 measure of weight (kilogram and sub-multiples)
- ✚ 1 wall Grade 1 and 2 math band
- ✚ 1 geographical map of the DRC
- ✚ 1 geographical map of Africa
- ✚ 1 measuring stick for teacher
- ✚ 1 plastic ruler
- ✚ 4 slates
- ✚ 2 pencil boxes
- ✚ 1 wall alphabet
- ✚ 1 map – respiratory anatomy
- ✚ 1 map – skeleton anatomy
- ✚ 1 botanical map
- ✚ 1 zoological map
- ✚ 1 French dictionary

PAGE additionally provided teachers in grades 1 or 2 with teachers' guide as well as the collection of worksheets to use the IRI programs. In addition to these tools, the project provided training to teachers in making teaching aids with the use of objects that are locally found in the community.

USAID Intermediate Result Four: Policy Changes on School Fees Addressed at the Local and National Levels

IR 4 Overview

During PAGE's third year, most of IR 4 indicators were already concluded. In accordance with 2008 annual plan, the project organized several activities related to school fees policy. Specifically, the EP team organized series of fora in the two provinces, Equateur and South Kivu, and a national forum in Kinshasa on the theme: "Definition, Cost and Financing of a Quality Primary Education in a Standard Community." The national forum was held in Kinshasa on the same theme in order to discuss and reinforce the items of the final reports from both provinces.

PAGE's EP team sensitized parent members of communities, as well as teachers and school managers, around issues related to the practices and policies of school fees. These members also received training in topics such as transparency, school governance and school management (see more details under IR 2 above). These members were encouraged to actively participate in the management of school-communities in order to foster openness in the management of schools themselves. Indeed, as members constituted themselves into advocacy groups within their respective communities, they facilitated dialogue between "the community, the school and school authorities on the levying and use of school fees and on the management of the school itself.

The following chart lists the SIRs and PIs for PAGE IR 4 and the results achieved in Year 3.

IR4 : Policy Changes on School Fees Addressed at the Local and National Levels					
<i>SIR 4.1. Priority Policies Affecting School Fees at Local and National Levels Identified and Researched.</i>					
	Period	Target	Achieved	Female	Male
4.1.1: Research report on the DRC's educational policy environment as it affects school fees produced and disseminated to national and local level stakeholders.	July '08	NA	NA		
4.1.2: Report on the % of public/government funds received by PAGE schools out of the total school budget.	July '08	1 Report	1 Report (9.17%)	NA	NA
<i>SIR 4.2 Stakeholders at National and Local Levels Involved in Participatory, Informed Policy Dialogue.</i>					
4.2.1: # of stakeholders at the national level attending related policy dialogue events.	July '08	50	63	14	49

4.2.2: # of stakeholders at the local levels attending related policy dialogue events.	July '08	50	69	7	62
SIR 4.3. Recommendations on Improved Policy Related to School Fees Documented and Disseminated with Stakeholders and Decision-makers at the National and Local Levels.					
4.3.1: # of policy briefs with recommendations made to DRC government stakeholders around sustainable strategies to reduce and/or eliminate school fees.	July '08	1	0	NA	NA
4.3.2: % of school-communities having developed and recorded policies at the school-community level around management and the administration of school fees from a representative sample of project schools.	Sept '08	75%	79%	NA	NA

SIR 4.1: Priority Policies Affecting School Fees at Local and National Level Identified and Researched.

During this third year of PAGE, important themes affecting school fees were addressed in the PAGE school-communities. Given the tension existing within the Congolese education system, marked in particular by two strikes by teachers and in general by the State’s functionaries (strikes), PAGE’s educational policies team did not have an easy task in order to organize activities addressing issues connected with school fees.

Nonetheless, some activities were organized, such as the training of community members in advocacy techniques and discussion panels on the problem of school fees.

The PAGE project’s educational policy team, supported by a team of external consultants did research on the theme: “Definition, Cost and Financing of a Quality Education in a Standard Community.”

Finally, data collected from school-communities allowed the EP team to analyze the proportion of the public subsidy contained in the overall I budget for the running of the PAGE schools.

4.1.1: Research report on the DRC’s educational policy environment as it affects school fees produced and disseminated to national and local level stakeholders.

a. Summary of Milestone Results

This PI was achieved at the end of the first year of the PAGE project. The report was widely circulated and received excellent reviews from a variety of stakeholder groups including USAID Washington. Thus, although no further

work was required on this indicator during Year 3 of the project, the PAGE EP team had planned to update the research report as necessary on any changes that occurred in the area of school fees policy at both the provincial and national levels. The revision of this report was not achieved due to the tensions and strikes during this period which limited the EP team's ability to carry out the research necessary for the updating.

Discussion of Findings and Performance

Provincial fora on the issue of school fees were meant to serve as a framework for the collection of data and the updating of the research report on school fees. As a result of the socio-political environment, holding fora on this topic was expected to increase tensions around this issue and potentially prolong the strikes, especially at the provincial levels. As a result the fora topic was slightly changed. This meant that the comprehensive data needed to update the report were not obtainable in both provinces.

4.1.2: Report on the % of public/government funds received by PAGE schools out of the total school budget.

a. Summary of Milestone Results

The goal of this milestone is to report on what percentage of PAGE school budgets comes from the public subsidy (i.e. the government).

b. Summary of Indicator Calculation Methodology

The data on the schools' financial situation during the 2007-2008 school year showed that the public subsidy intended for the PAGE school communities was in the order of 9.17% in the school's total budget. Whereas it reached 0.10 % (one tenth of one percent) in the preceding year, the State's subsidy shows an increase during PAGE's year 3.

SIR 4.2: Stakeholders at National and Local Levels Involved in Participatory, Informed Policy Dialogue.

The PAGE project organized two provincial fora on basic education in its two provinces of intervention. While in the Equateur Province, the forum organized in May 2008 was directly about the theme: "Situation of School Fees", the South Kivu forum held in September 2008 had a slightly different theme, so as not to exacerbate tensions during the strikes, entitled : ""Definition, Cost and Financing of a Quality Education in a Standard Community." These two

provincial fora had a total headcount of 147 attendees, actors and partners, 83 (4 women) in Equateur and 64 (9 women) in South Kivu.

In addition to the two fora, two provincial-level awareness-raising sessions were organized, during PAGE's Year 3, on the positive changes that have occurred concerning school fee policies and practices and on what challenges still remain. In the Equateur Province 45 people, including 2 women, attended this session, whereas it was attended by 85 people including 11 women, in the South Kivu Province.

At the national level, the project planned and organized a national forum on 12 November 2008 in Kinshasa on the theme: "Cost and Financing a Quality Primary Education in a Given Community", presenting the results of the related research conducted during the above-mentioned provincial fora. Indeed, the Kinshasa national forum was the outcome of the two provincial fora on the same general research theme.

These different meetings served as the framework of dialogue between different actors of the Congolese education system at the provincial and national level in Year 3 of the PAGE project.

4.2.1: # of stakeholders at the national level attending related policy dialogue events.

a. Summary of Milestone Results

The national forum in Kinshasa organized by the project was attended by 63 people. As the target in the PMP was 50 people, the project attained a 126% of achievement rate, relative to the target.

b. Discussion of Findings and Performance

The PAGE project organized on 12 November 2008 a National Forum focused on the presentation of a research report on the theme: "Definition, Cost and Financing of a Quality Primary Education in a Standard Community"⁷. The forum elicited discussion on minimum standards for a quality school and related this discussion to the level of government financing needed and the collection and use of school fees.

4.2.2: # of stakeholders at the local levels attending related policy dialogue events.

⁷ For further detail, see the report on the national forum in annex

a. Summary of Milestone Results

The number of participants per event organized by PAGE at the local level was 69 participants. As the target at the PMP is 50 participants, PAGE realise a 138 % performance of achievement rate at this indicator.

b. Discussion of Findings and Performance

During year 3, the project organized four meetings, two per province, on educational policies and school fees at the local levels. A total of 69 people including 7 women actively participated in these meetings bringing together actors and education partners.

SIR 4.3: Recommendations on Improved Policy Related to School Fees Documented and Disseminated with Stakeholders and Decision-Makers at the National and Local Levels.

Recommendations presented at the National Forum in Kinshasa included the following:

- Organize a technical forum on the establishment of a National Primary Program
- To conduct research, in at least 3 provinces
- To introduce and popularize the definition and standard of a quality school among teachers, supervisors and management within the educational system.
- Accelerate the process of implementation of education sector policy reform
- Clarify and implement free primary education as mandated by national and international law
- Putting in place a structure or committee to follow up on the recommendations related to creating a quality school

These recommendations were shared with the National Ministry of Education and other stakeholders.

4.3.1: # of policy briefs with recommendations made to DRC government stakeholders around sustainable strategies to reduce and/or eliminate school fees.

a. Summary of Milestone Results

No further policy briefs were prepared in Year 3 of the project. However, the recommendations coming out of the National Forum held in Kinshasa contained policy recommendations for the Ministry of Education, as specified above under SIR 4.3.

4.3.2: % of school-communities having developed and recorded policies at the school-community level around management and the administration of school fees from a representative sample of project schools.

a. Summary of Milestone Results

Of the school-communities sampled within the framework of the collection of this indicator's data 79% of schools apply the school fees policies practices advocated or encouraged by the PAGE project, as evidenced through its training and awareness raising events and activities. As the target expected in the PMP was 75%, PAGE has attained a 105.3 % of this target.

b. Discussion of Findings and Performance

Indicator 4.3.2 was calculated on a sample of 20 Cohort 1 school-communities, 10 per province. The interviews were carried out with three people in each school-community, on the basis of a questionnaire. These were structured interviews carried out with: - the School Director, - the Parents' Committee chairman and – a member of the Parents' Association. The questionnaire covered four important points:

- the development of new means, rules or strategies in order to set, mobilize and manage school fees within the school;
- the existence, within the school, of new rules or policies for handling cases of children who do not manage to opportunistically pay school fees;
- the presence and involvement of parents in the management of the school's IGAs;

- the existence of new measures or policies related to the school's management; (including PAGE trainings as well as means for formalizing/institutionalizing) these trainings.

On the whole, evidence was found to suggest that the schools made progress in all of these areas and practised the methods advocated by PAGE; questionnaire evidence was supported by actual case-study demonstrations.