

The International Foundation for Education and Self-Help
IFESH-BENIN



**PEDAGOGICAL SUPPORT FOR EFFECTIVENESS OF PRIMARY
EDUCATION PROJECT (PESEPE)**

Octobre 2005 à Septembre 2008

FINAL PERFORMANCE REPORT



United States Agency for International Development

USAID-Benin

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GLOSSARY OF ABBREVIATIONS AND ACRONYMS

AP	Training Assistant – IFESH field trainers (Assistant Pédagogique, AP)
BCD	Library/Documentation Centers (Bibliothèque Centre de Documentation)
BEP	Journal of Teacher Training Exchange (Bulletin d’Échanges Pédagogiques)
CP	Educational Advisors (Conseiller Pédagogique, CP)
CS	Circonscription Scolaire, (School Districts)
C/CS	Heads of School Districts (Chef de la Circonscription Scolaire, C/CS)
DDEMP	Departmental Director of Preschool and Primary Education (Directeur Départemental des Enseignements Maternel et Primaire)
C/SEMP	Regional Education Supervisors (Chef Service Enseignements Maternel et Primaire)
DEP	Directorate of Primary Education (Direction de l’Enseignement Primaire)
DIP	Directorate of Pedagogic Inspection (Direction de l’Inspection Pédagogique)
EP	Public School (École Publique)
EM	Preschool (École Maternelle)
IFESH	International Foundation for Education and Self Help
INFRE	Institut for Training and Educational Research (Institut National pour la Formation et de la Recherche en Éducation)
MEPS	Ministry of Preschool and Primary Education (Ministère des Enseignements Maternel et Primaire)
NGO	Nongovernmental Organization
PESEPEP	Pedagogical Support for Effectiveness of Primary Education Project
PETTP 2	Primary Education Teachers Training Project, Phase 2
RAP	Teachers’ Training Network (Réseau d’Animation Pédagogique)
RUP	Educational Unit Leaders (Responsable d’Unité Pédagogique, RUP)
USAID	United States Agency for International Development

I. EXECUTIVE SUMMARY

The International Foundation for Education and Self-Help in Benin (IFESH/Benin) implemented a three year Teacher Training Project funded by the United States Agency for International Development (USAID/Benin) through grant #680-G-00-05-00141-00. The Pedagogical Support for Effectiveness of Primary Education Project (PESEPEP) contributed directly to USAID's strategic objective for education in Benin, "More children receive, on an equitable basis, a quality basic education". Specifically, the PESEPEP assisted in realizing USAID's intermediary results of improving the quality of instruction in primary schools and increasing the national capacity to provide training and educational support to primary school teachers.

During the three year implementation of the Pedagogical Support for Effectiveness of Primary Education Project, a number of milestones were passed:

◆ Year One:

- Thirty three (33) IFESH field personnel, the training assistants (AP), including two Regional Directors of Field Operations were recruited and trained.
- A contract in a form of a Memorandum of Understanding between the Ministry of Preschool and Primary Education and IFESH Benin was signed on October 27, 2005 by the six Departmental Directors of Preschool and Primary Education representing the Ministry of Education.
- On October 28, 2005, the PESEPE Project was presented to 31 Heads of School Districts and six Regional Education Supervisors (C/SEMP). The 31 Heads of School Districts are from the 31 remaining school districts that never received technical assistance from IFESH.
- In-service and group training activities were successfully implemented. The achievement rate of class visits is 96%. However, three group-training activities were successfully planned and executed. Technical support continued to be given for the implementation of the New Curricula.

◆ Year Two:

- All major activities of the program including in-service and group trainings were successfully implemented. The achievement rate of class visit is 101%. Two editions of the Journal of Pedagogic Exchange were published. The pedagogical units were restructured to limit the number of participants to 20 most. Technical support continued to be given for the implementation of the New Curricula. The internal mid term evaluation of the Project was conducted.

◆ Year Three:

- All programmed in-service and group teacher training activities within all 31 school districts were implemented with modest satisfaction. The achievement rate of class visits is 84%. An operating budget for all pedagogical units was established. Technical support continued to be given for the implementation of the New Curricula.

- Certificates were given to the field partners (Regional Education Supervisors and Heads of School Districts). The final evaluation of the PESEPE Project was successfully conducted.

This final report outlines the accomplishments of the PESEPE Project within the five initial intermediary results (originally called objectives) during its three year duration. In addition, the report outlines the role of the Ministry of Education partners, the results of the execution of pedagogical activities, the performance monitoring summary table and the various constraints encountered during the execution of the project and their resolutions. A final section of the report talks about the lessons learned from the project. A final note concludes the report.

II. LINKS TO USAID/BENIN OBJECTIVES:

In support of the Ministry of Education's goal of reforming the public school system, USAID/Benin determined its strategic objective for Benin stated as follow "more children receive, on an equitable basis, a quality basic education" The strategic objective, intermediary results and related activities of the PESEPE Project contributed directly to the achievement of USAID's strategic objective by improving the quality of basic education that the children receive.

The in-service training of teacher trainers and primary school administrators specifically addressed USAID's intermediary results of "improving key pedagogical systems and inputs for delivery of a quality basic education," and the secondary result of "appropriate teacher training programs developed and implemented." In addition, the training of the heads of school districts (C/CS), and the directors of the primary schools (D/EP) contributed to the intermediary result of "improved institutional capacity for educational planning, management and accountability."

III. LINKS TO THE MINISTRY OF EDUCATION'S OBJECTIVES:

The objectives and activities of the PESEPE Project directly supported both the reform initiated by the Ministry of Education and its structures charged with carrying out the plans. The PESEPE Project as the previous IFESH teacher training project did not impose additional structures to carry out its objectives. Rather it supported the existing structures of the Ministry of Primary Education designed to provide in-service training to primary level teachers.

The success of the PESEPE Project as it was revealed by the final evaluation confirmed that in fact, the existing system is not defective in its design. With training and educational support, the structures can become an efficient and sustainable system for providing in-service professional development for primary school administrators and teachers.

IV. COMPARISON OF ACTUAL ACTIVITIES AND RESULTS WITH THE PLAN ESTABLISHED FOR 3 YEARS

Year 1: 2005 - 2006

Domain	Activity Planned	Beneficiary	Indicators of performance	Actual Activity	Results
In-service Training	Planning of pedagogical activities	CCS and CP	A plan of activities	Monthly training conducted by APs for the local trainers from October till June	31 C/CS and 88 CP have a yearly and monthly plan of activities
	Class visits	Teachers	Class visits forms	3 class visits a day conducted by the CPs, and the C/CS accompanied by the APs	10,710 class visits were performed in all 31 school districts
	Preparation and organization of UP workshops. HIV/AIDS, Gender Equity as cross cutting themes will be addressed	CPs and RUP	Reports	Twice a month training given to the Pedagogical Unit Leaders. Activity carried out by the APs and the CPs on an identified theme	271 pre-UP sessions were conducted in all 31 CS
	UP workshops	RUP and Teachers	Reports	Twice a month, a pedagogical workshop is given to all the teachers of the 31 school districts	271 UP workshops were conducted in all 31 CS by the RUPs for all the teachers in specific instructional themes
Group Training	Re- enforcement training on school management HIV/AIDS, Gender Equity as cross cutting themes will be addressed	School principals	Final report of the training and attendance sheet	From April 25 to 28, 2006 training on School Management was prepared by IFESH and conducted by local trainers in each school district	Successful training attended by 1,857 school principals
	Training on how to teach the new curricula. HIV/AIDS, Ethics , Gender Equity as cross cutting themes will be addressed	3750 5 th grade teachers	Final report of the training and attendance sheet	None.	Training postponed to 2nd year as the consequence of the conflict of scheduling with the Ministry of Education
	Reinforcement training for the Pedagogical Units Leaders on group facilitation	688 Pedagogical Units Leaders	Final report of the training and attendance list	From January 16 to 20, 2006, the training on group facilitation was organized and prepared by IFESH and conducted by local trainers	Successful and very much appreciated training attended by 689 Pedagogical Units Leaders from all 31 school districts
	Training on how to teach the new curricula	6111 community teachers.	Final report of the training and attendance sheet	None	Training canceled at the request of the Ministry of Education

Domain	Activity Planned	Beneficiary	Perform. Indicators	Actual Activity	Results
Monitoring and Evaluation	Presentation of the PESEPE project	The Ministry cabinet members and local department partners	Final report of the workshop and attendance sheet	On October 20, IFESH presented the PESEPE project to the Cabinet of the Ministry of Preschool and Primary Education	The PESEPE Project was reviewed, analyzed and adopted by the Cabinet members of the Ministry and 6 Departmental Directors of Primary Education
	Presentation of the PESEPE project	The field partners	Final report of the workshop and attendance sheet	From October 27 to 28, IFESH presented the PESEPE project to the field partners	The PESEPE Project was reviewed, analyzed and adopted by the field partners which include 6 Regional Education Supervisors and 31 heads of school districts
	Workshop of activities planning of year 2005-2006	The MEPS and field partners	Plan of activities is adopted	From November 20 to 22, a 2 days training on Development of activity plan was given to field partners	31 heads of school districts developed a draft annual plan of activities for their respective school districts
	Departmental field activities assessment of the 1 st trimester	The Ministry cabinet members and local department partners	Reports of pedagogical activities	From January 5 to 13, a workshop was held simultaneously in three regions to review and analyze the field activities results for the 1 st quarter	31 heads of school districts each accompanied by his/her CP presented their pedagogical activities achievements for the quarter in their respective school districts
	Departmental field activities assessment of the 2 nd trimester	The Ministry cabinet members and local department partners	Reports of pedagogical activities Attendance rate of our field partners	From April 2 to 7, a workshop was held simultaneously in three regions to review and analyze the field activities results for the 2 nd quarter	31 heads of school districts each accompanied by his/her CP presented their pedagogical activities achievements for the quarter in their respective school districts
	Departmental field activities assessment of year 2005-2006	The MEPS and field partners	Report of pedagogical activities	During the last week of June in each school district, the regional education supervisors (C/SEMP) conducted a workshop to review and analyze the field activities results for the year 2005-2006. Reports were sent later to IFESH	31 heads of school districts each with his/her CP presented their pedagogical activities achievements for the year in their respective school districts
Community participation	Review of the existing admin. texts on the <i>Rights & Obligations of the parents</i>	Parents	Reports of the workshops	None. The activity was altogether canceled because of per diem issue	None
	Information on the new curricula	Association of Parents	Reports of the workshops	None. The activity was altogether canceled because of per diem issue	None
	Training on monitoring of the pupils progress in school	Parents	Number of parents visiting the schools	None. The activity was altogether canceled because of per diem issue	None

Year 2: 2006 - 2007

Domain	Activity	Beneficiary	Perform. Indicators	Actual Activity	Results
In-service Training	Planning of pedagogical activities	C/CS and CP	A plan of activities	Monthly training conducted by APs for the local trainers from October till June	31 C/CS and 88 CP have a yearly and monthly planned of activities
	Class visits	Teachers	Class visits forms	3 class visits a day conducted by the CPs, and the C/CS accompanied by the APs	15,501 class visits were performed in all 31 school districts
	Preparation and organization of UP workshops	CPs and RUP	Reports	Twice a month training given to the Pedagogical Unit Leaders. Activity carried out by the APs and the CPs on an identified theme	306 pre-UP sessions were conducted in all 31 CS
	UP workshops	RUP and Teachers	Reports	Twice a month, a pedagogical workshop is given to all the teachers of the 31 school districts	306 UP workshops were conducted in all 31 CS by the RUPs for all the teachers in specific instructional themes
Group Training	Re-enforcement training on group facilitation techniques; HIV/AIDS and Gender Equity as cross cutting themes will be part of the part of the training	1200 RUP	Final report of the training and attendance sheet	None. The training was executed during the 1 st year of the Project	See result in the 1 st year achievement table above
	Training on different types of reading (loud reading and silence reading)	3850 grade 3 teachers.	Final report of the training and attendance sheet	None. The training was canceled for lack of appropriate time	None
	Training on how to teach mathematics. HIV/AIDS and Gender Equity as cross cutting themes will be part of the training	3500 4 th grade teachers.	Final report of the training and attendance sheet	None. The training was canceled and replaced by the training of grade 5 th teachers in Composition and writing in French	None
	Reinforcement training of grade 5 th teachers on composition in French	3750 5 th grade teachers	Final report of the training and the attendance sheet	From December 18 through 22, a training for the 5 th grade teachers took place in each school district was prepared and organized by IFESH but conducted by local trainers in each school district	31 C/CS assisted by 88 Pedagogical Advisors trained a total of 1,461 teachers of grade 5.
Monitoring and Evaluation	Workshop of activities planning of year 2006-2007	The MEPS and field partners	Plan of activities is adopted	From October 26 to 27, a workshop for the national annual pedagogical activities planning was organized by IFESH conjointly with the MEMPS	3 Departmental Education Directors, 6 Regional Ed. Supervisors assisted 31 heads of school districts developed a draft annual plan of activities for their respective school districts.

Domain	Activity	Beneficiary	Perform. Indicators	Actual Activity	Results
Monitoring and Evaluation	Departmental field activities assessment of the 1 st trimester	The Ministry cabinet members and field partners	Reports of pedagogical activities	From January 8 to 12, a workshop was held simultaneously in three regions to review and analyze the field activities results for the 1 st quarter	31 heads of school districts each accompanied by his/her CP presented their pedagogical activities achievements for the quarter in their respective school districts
	Departmental field activities assessment of the 2 nd trimester	The Ministry cabinet members and field partners	Reports of pedagogical activities	From April 10 to 14, a workshop was held simultaneously in three regions to review and analyze the field activities results for the 2 nd quarter	31 heads of school districts each accompanied by his/her CP presented their pedagogical activities achievements for the quarter in their respective school districts
	Departmental field activities assessment of the 3 rd trimester	The Ministry cabinet members and field partners	Reports of pedagogical activities	During the last week of June in each school district, the regional education supervisors (C/SEMP) conducted a workshop to review and analyze the field activities results for the 3 rd quarter. Reports were sent later to IFESH	31 heads of school districts each with his/her CP presented their pedagogical activities achievements for the 3 rd quarter respective school districts
	Performance Evaluation of the UP Workshops Leaders	RUP	Final report of the evaluation	None. This activity was canceled for lack of funds	None
	Mid-term evaluation of the Project	The Ministry cabinet members and field partners	Final report of the evaluation	From May 27 to June 2 nd IFESH conducted an internal mid term evaluation of the PESEPE Project	A total of 18 C/CS, 79 CP, 164 RUP, 229 School Principals, 384 teachers were interviewed and/or observed at work. The PESEPE Project is having a positive impact on the professional behavior and work of the school administrators and teachers.
Community participation	Workshop to inform the population on the necessity to send the girls to school	Community members and Parents' Association	Final report of the training and attendance sheet	None	None
	Reinforcement training on school work monitoring	Governing councils of the Parent's Association	Final report of the training and attendance sheet	None	None
	Performance evaluation of the governing councils of Parents' Association	Parents' Association	List of the best governing councils for the Parents' Ass.	None	None

Year 3: 2007 - 2008

Domain	Activity	Beneficiary	Performa. Indicators	Actual Activity	Results
In-service Training	Planning of pedagogical activities	CCS and CP	A plan of activities	Monthly training conducted by APs for the local trainers from October till June	31 C/CS and 88 CP have a yearly and monthly planned of activities
	Class visits	Teachers	Class visits forms	3 class visits a day conducted by the CPs, and the C/CS accompanied by the APs	14,469 class visits were performed in all 31 school districts
	Preparation and organization of UP workshops	CPs and RUP	Reports	Twice a month training given to the Pedagogical Unit Leaders. Activity carried out by the APs and the CPs on an identified theme	315 pre-UP sessions were conducted in all 31 CS
	UP workshops	RUP and Teachers	Reports	Twice a month, a pedagogical workshop is given to all the teachers of the 31 school districts	315 UP workshops were conducted in all 31 CS by the RUPs for all the teachers in specific instructional themes
Group Training	Training on efficient communication techniques	88 Pedagogical Advisors	Final report of the training and attendance sheet	From January 14 to 18, 2008 IFESH prepared and organized a training that took place in 3 sites (Cotonou, Bohicon and Parakou)	82 CPs participated in the training and reinforced their communication and group facilitation skills
	Training on teaching civic education	3305 5 th grade teachers	Final report of the training and attendance sheet	None. The training was canceled for lack of sufficient funds	None
Monitoring and Evaluation	Workshop of activities planning of year 2007-2008	The MEPS and field partners	Work Plan for 2007-2008 is adopted	From October 17 to 19, IFESH conducted a workshop to present the results of the mid term evaluation and develop and yearly plan of pedagogical activities	6 Departmental Education Directors, 6 Regional Ed. Supervisors assisted 31 head of school districts developed a draft annual plan of activities for their respective school districts.
	Ceremony of Merit award to the best teachers of year 2005, 2006 and 2007	Field partners	List of the selected best teachers	None.	None
	Departmental field activities assessment of the 1 st trimester	The Ministry cabinet members and local department partners	Reports of pedagogical activities	From January 8 to 10, a workshop was held simultaneously in 3 regions to review and analyze the field activities results for the 1 st quarter	31 heads of school districts each accompanied by his/her CP presented their pedagogical activities achievements for the quarter in their respective school districts

Domain	Activity	Beneficiary	Performa. Indicators	Actual Activity	Results
Monitoring and Evaluation	Departmental field activities assessment of the 2 nd trimester	The Ministry cabinet members and local department partners	Reports of pedagogical activities Attendance rate of our field partners	From April 8 to 12, a workshop was held simultaneously in three regions to review and analyze the field activities results for the 2nd quarter	31 heads of school districts each accompanied by his/her CP presented their pedagogical activities achievements for the quarter in their respective school districts
	Departmental field activities assessment of the 3 rd trimester	The Ministry cabinet members and local department partners	Reports of pedagogical activities and attendance rate of our field partners	None. The activity was canceled because of busy scheduled of the local school administrators	None
	Final evaluation of the PESEPE project	The MEPS, USAID and field partners	Final Report of the evaluation	The final evaluation of the project was conducted from March 3 to April 25.	260 schoolteachers and administrators were interviewed and observed at work. 482 teachers and members of the Teacher Training Network filled out questionnaires on their work about the PESEPE project. The evaluation unveiled that the PESEPE Project attained almost all its objectives
	Presentation of final evaluation results	The MEPS, USAID and field partners	Report of the presentation and attendance sheet	On July 10, the result of the evaluation was presented to the Cabinet members of the MEMP. On July 21, the same presentation was given to the field partners (C/CS, CPs) and USAID	The evaluation revealed that the PESEPE Project attended 95% of its objectives. Recommendations were made to IFESH, MEMP and to USAID
Community participation	Training on activities planning	Governing Councils of Parents' Association	Report of the training and the attendance sheet	None. Conflict of scheduling	None
	Training of Parents' Association on school children academic performance monitoring	Parents' Associations	Report of the training and the attendance sheet	From May 19 through 29, IFESH organized in all 31 school districts a workshop for parents on how to best monitor the academic work of their children	88,198 parents received a two days training by local school trainers on girls education and how to best monitor the academic work of the children

V. PERFORMANCE MONITORING AND RESULTS SUMMARY TABLE, OCTOBER 2005 TO SEPTEMBER 2008

The following table presents the performance and impact results within the intermediate results of the project.

CATEGORY OF RESULTS	SUCCESS INDICATORS (1)	ACHIEVED (2)	VARIANCE (1) – (2)	COMMENTS
IR1: Provide Teaching and Working Skills to Primary School Teachers and Administrators in Benin:				
Project Activity: Meetings with educational authorities to assist in their planning and implementation of teacher training activities				
PERFORMANCE RESULTS	100% of the DDEMP, C/SEMP, CCS received at least one instructional meeting per trimester during 3 years life of the project	100%	-	The local school authorities always attend or send representatives to all IFESH instructional meetings
IMPACT RESULTS	100% of DDEMP or C/SEMP actively participated in the major teacher training activities and meetings	100%	-	Even though Some D/DDEMP did not attend any training activities all the time, they always make sure that they are represented by their C/SEMP when they can make it
	100% of C/CS planned teacher training activities	100%	-	Result attained
	100% of C/CS organize and supervise the in-service training activities in their respective school districts	95%	-5%	C/CS sometimes had to leave the school district to attend other matters as instructed by the Ministry
Project Activity: In-service classroom visits of each of the teachers				
PERFORMANCE RESULTS	100% of all teachers receive at least one visit a year during the three years life of the PESEPE Project	95%	-5%	An average of 14,000 class visits was conducted each year for 13,000 public school teachers. However, because of the teachers strike year after year, many class visits were directed to the private school teachers
IMPACT RESULTS	100% of CPs have a positive approach to teacher training	95%	-5%	A minority of CPs, for fear of losing their authority over the teachers, rejected the participative training method suggested by IFESH and continues to use the authoritative approach.
	100% of teachers visited during the year plan their lesson with proper materials	95%	-5%	Some community teachers for lack of basic teaching training still do not know how to properly develop a good daily lesson plan.
	100% of teachers visited during the year improved their teaching skills	100%	-	Any teacher who has a chance to work with the local trainers and the IFESH field trainers definitely improves his/her teaching skills
Project Activity: Preparation and organization of the bi-weekly Educational Unit Teacher Training Workshops				
PERFORMANCE RESULTS	100% of the RUP receive in-service instruction in the preparation and organization of the teacher training workshops	95%	5%	Some RUPs don't always participate in the UP preparation due to the traveling difficulties of the long distance between schools

CATEGORY OF RESULTS	SUCCESS INDICATORS (1)	ACHIEVED (2)	VARIANCE (1) – (2)	COMMENTS
	100% of RUP prepare, organize and lead efficiently the UP teacher training workshops	95%	-5%	The RUP who do not attend the preparation of the UP sessions miss a lot information to be efficient leaders during the UP workshops
Project Activity: Execution of the bi-weekly Educational Unit Teacher Training Workshops				
PERFORMANCE	100% of the workshops are executed as planned during the 3 years life of the PESEPE Project	95%	-5%	As a consequence of teachers' strike year after year not all UP workshops scheduled are executed
IMPACT	100% of teachers regularly attend the workshops during the 3 years life of the PESEPE Project	95%	-5%	Some teachers didn't attend all the UP sessions because of the teachers' strike and other personal reasons
	100% of the teachers who attend the UP receive instruction on problems identify in the classroom	100%	-	UP themes are based on identified instructional problems in the classroom
	100% of teachers find the UP workshops useful	100%	-	Themes of the workshops are always related to the problems identified in the classrooms
	100% of teachers who attend UP try the new teaching method recommended during the UP sessions	95%	-5%	The new curricula are still difficult for some community teachers to teach for lack of proper training
IR2: Provide Grouped Training to Strengthen the Capacities of the Members of the Teacher Training Support Network				
Project Activity: Training of Heads of the School Districts				
PERFORMANCE RESULTS	100% of C/CS of the PESEPE project received training on the leadership in the school environment	100%	-	A very successful training organized, prepared, and conducted by IFESH. According to the reports submitted and the verbal appreciation of the participants the training exceeded expectation
	100% of participants received the training documents	100%	-	Results attained
	100% of the planned training program is presented	100%	-	Result attained
	100% of the participants are capable of reiterating the important points of the training	100%	-	Result attained
IMPACT RESULTS	100% of participants believe they received training, information useful to manage the school district	100%	-	Result attained
	100% of the C/CS now understand the importance of good leadership in school environment	100%	-	Result attained
	100% of all C/CS stated that they feel now comfortable planning all the managerial activities of the CS	100%	-	Result attained

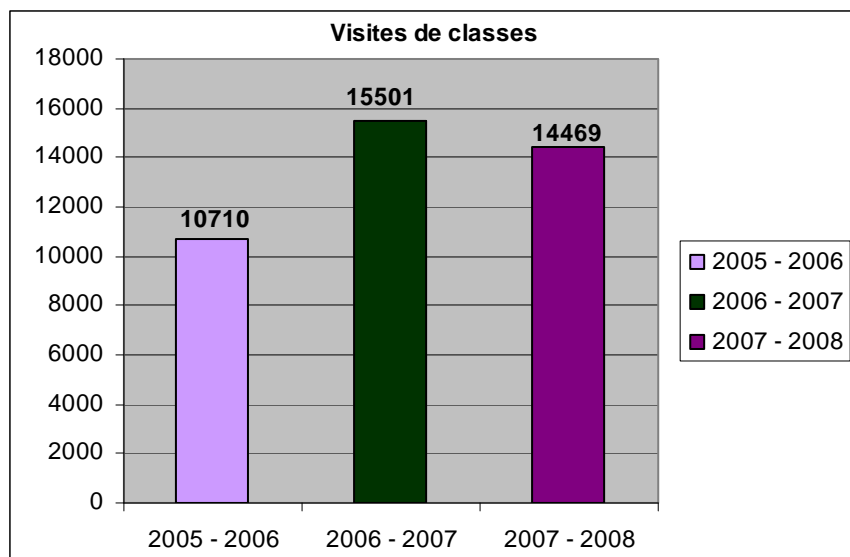
CATEGORY OF RESULTS	SUCCESS INDICATORS (1)	ACHIEVED (2)	VARIANCE (1) – (2)	COMMENTS
IR2: Provide Grouped Training to Strengthen the Capacities of the Members of the Teacher Training Support Network				
Project Activity: Leaders of Educational Workshops (RUP)				
PERFORMANCE RESULTS	100% of RUPs of the PESEPE project received training on the facilitation of UP workshops and grouped work	100%	-	A very successful training organized, prepared, and conducted by IFESH. According to the reports submitted and the verbal appreciation of the participants the training exceeded expectation
	100% of participants received the training documents	100%	-	Results attained
	100% of the planned training program is presented	100%	-	Result attained
	100% of the participants are capable of reiterating the important points of the training	100%	-	Result attained
IMPACT RESULTS	100% of participants believed they received during training, information useful to manage UP workshops	100%	-	Result attained
	100% of the RUPs now understand the importance of good facilitation in a group work	100%	-	Result attained
	100% of all RUPs stated that they feel now comfortable leading the UP workshops	100%	-	Result attained
Project Activity: Training on Leadership in the School District, on Organization and Management of the Educational Workshop Units				
PERFORMANCE RESULTS	100% of school administrators in the PESEPE zones receive training on: - Leadership in the School District, - Organization and Management of the Educational Workshop Units	100%	-	A very successful training organized, prepared, and conducted by IFESH. According to the reports submitted and the verbal appreciation of the participants the training exceeded Expectation
	100% of participants received the training documents	100%	-	Results attained
	100% of the participants are capable of reiterating the important points of the training	100%	-	Result attained
IMPACT RESULTS	100% of the participants in the different training use the new acquired skills for their respective roles in the in-service training activities	100%	-	Some community teachers don't have the necessary education background to understand all the instructions
Project Activity: Grade 5 teachers on composition and writing in French				
PERFORMANCE RESULTS	100% of grade 5 teachers of the PESEPE project receive training on composition and writing in French	100%	-	Results attained
	100% of participants receive the training documents	100%	-	Results attained
	100% of the participants are capable of reiterating the important points of the training	100%	-	Result attained
IMPACT RESULTS	100% of participants learn how to write and follow lesson plan in composition	100%	-	Result attained
	- 90% of participants successfully executed a lesson plan during the practical part of the training	90%	-10%	Some community teachers did not feel confident and comfortable enough to execute a lesson plan at the training

CATEGORY OF RESULTS	SUCCESS INDICATORS (1)	ACHIEVED (2)	VARIANCE (1) - (2)	COMMENTS
Project Activity: Training of the Pedagogical Advisors in Communication, group facilitation and development of training documents				
PERFORMANCE RESULTS	88 CP of the PESEPE project receive training on Group facilitation, Communication and development of training documents	93%	-7%	6 CP did not attend the training. They were on a different training organized by the Ministry of Education
	100% of participants receive the training documents	100%	-	Results attained
	100% of the participants are capable of reiterating the important points of the training	100%	-	Result attained
IMPACT RESULTS	100% of participants know how to communicate productively with teachers, facilitate group work and develop training documents	100%	-	Result attained
IR3: Provide Special Projects to Support Beninese Teachers and Administrators and to Improve the Quality of Instruction.				
Project Activity: Publication of the <i>Journal of Teacher Exchange (BEP)</i>				
PERFORMANCE RESULTS	Publication and distribution of 6 editions of the BEP during the 3 years of the PESEPE project	83%	-17%	Five editions out of 6 planned for the project was published for delay of materials
	For each edition published, an average of 12,000 copies were distributed to our field partners and government officials	100%	-	Result attained
IMPACT RESULTS	Cost-sharing through charging a symbolic fee per copy	100%	-	Fcfa 200 is charged for each copy. Most of the teachers bought a copy
	30% of articles are written by members of the RAP	100%	-	Results attained
IR4: Provide Training to Teachers and Administrators on HIV AID, Ethics, and Gender Equity in the School Environment				
Project Activity: Information on HIV/AIDS, ethics and Gender Equity in the school environment				
PERFORMANCE RESULTS	100% of the teachers and administrators receive some information on HIV/AIDS and Gender Equity in the school environment	100%	-	These themes are all considered crosscutting themes and automatically incorporated in all the in-service training or group training activities
IMPACT RESULTS	100% of the teachers participating in the project treat on an equal basis, boys and girls in the classrooms during teaching and learning activities.	95%	-5%	A small minority of old fashioned teachers still have some subtle discriminatory behavior toward girls
IR5: Increase Governance in the Education Sector				
Project Activity: Review of the existing administrative texts on the rights and the obligations of the parents				
PERFORMANCE RESULTS	100% of parents receive training on administrative text on the rights and the obligations of the parents	48%	52%	16 school districts out of the 31 were able to prepare, organize and conduct workshops to discuss the government administrative texts on the rights and obligations of the parents regarding the schooling of their children

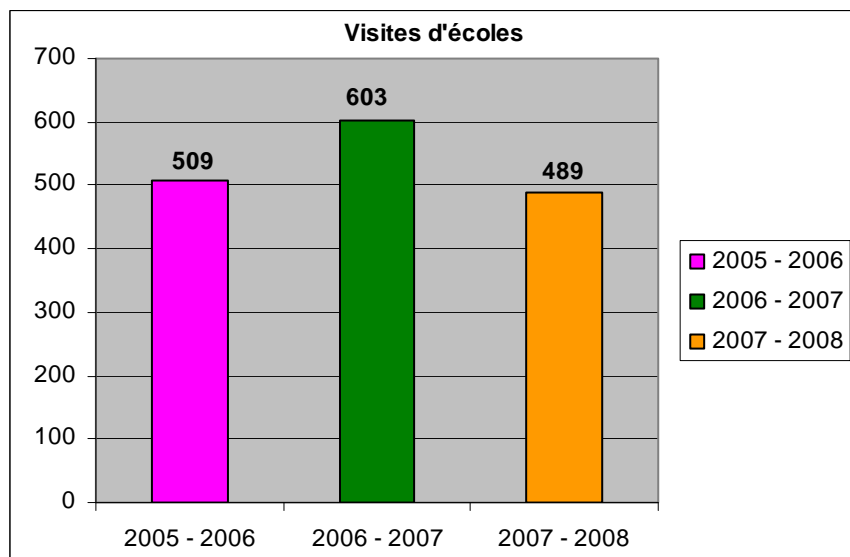
CATEGORY OF RESULTS	SUCCESS INDICATORS (1)	ACHIEVED (2)	VARIANCE (1) – (2)	COMMENTS
IMPACT RESULTS	100% of the members of Parent's Association who participated in the training are capable of reiterating the important points of the training	100%	-	Result attained
Performance evaluation of the governing councils of Parents' Association				
PERFORMANCE RESULTS	100% of the Governing Councils of Parents Association attended a workshop on performance evaluation	None	-	The workshop never took place because of a per diem issue
IMPACT RESULTS	100% of the Governing Councils of Parent's Association who participated in the training are capable of reiterating the important points of the training	None	-	The workshop never took place because of a per diem issue
Project Activity: Train the community members on the New Curricula, Monitoring of their children academic performance and Girls' education				
PERFORMANCE RESULTS	100% of Parents receive training on Monitoring of their children academic performance	100%	-	Result attained
IMPACT RESULTS	100% of the members of Parent's Association who participated in the training are capable of reiterating the important points of the training	100%	-	Result attained. A large number of parents in all 31 school districts participated in the training and found it satisfactory and greatly informative. In many places, the training was done in local languages

1) Graphics of all the major activities conducted during the 3 years life of the PESEPE Project

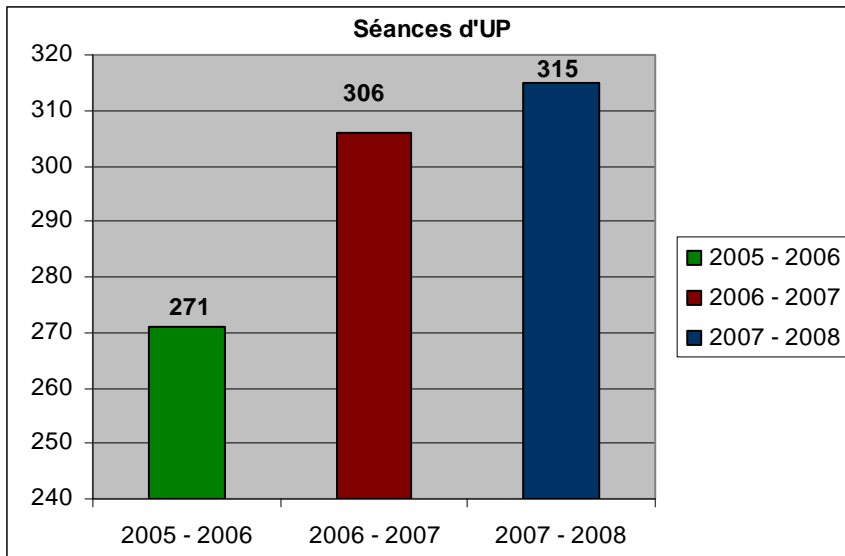
Class visits



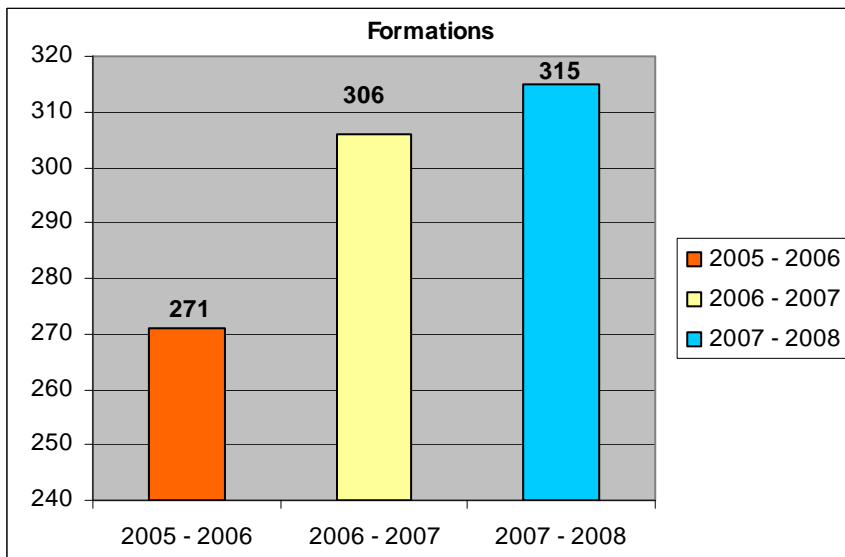
School visits



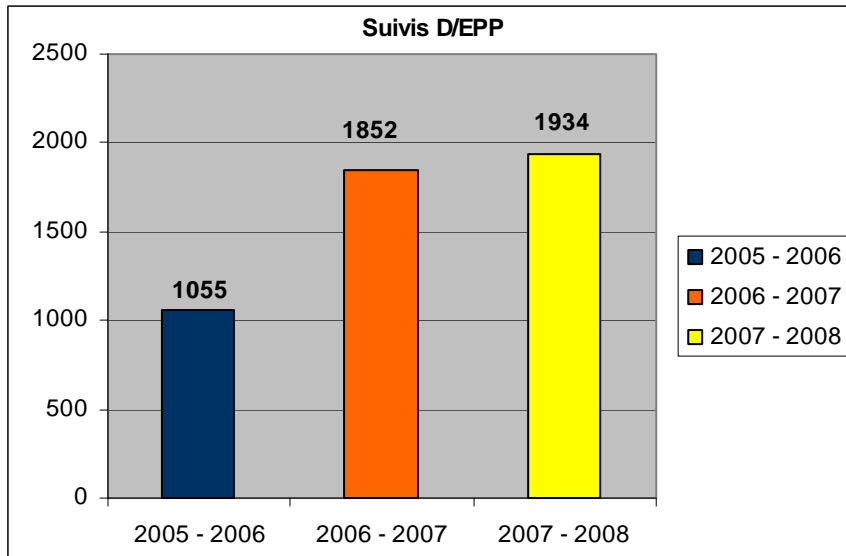
UP Workshops



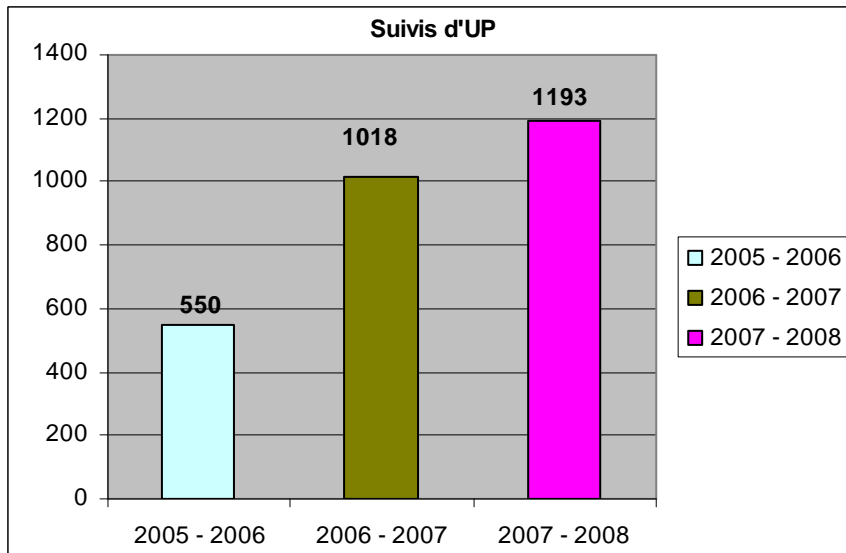
Aggregated Grouped Training (Initiated by both IFESH and the heads of the school districts)



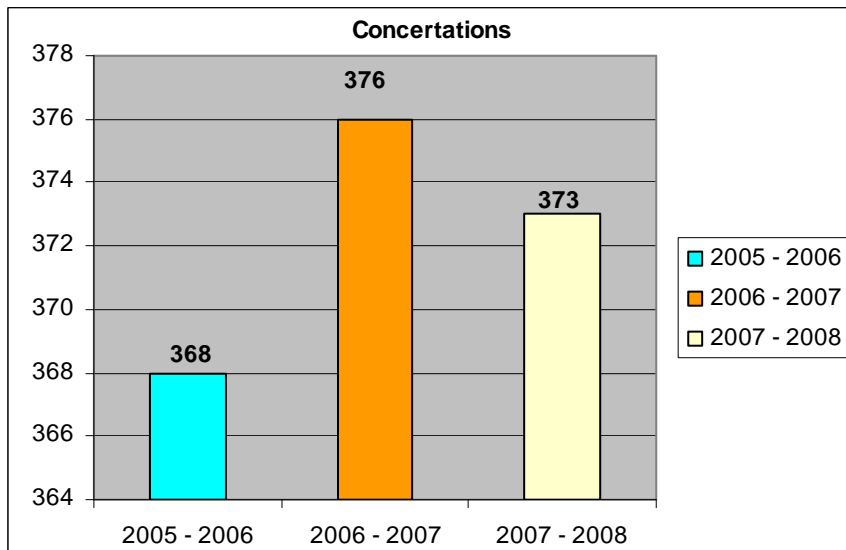
One on One Training of the School Principals



UP sessions monitoring



Organization and Planning Meetings



2) MERIT AWARDS:

a) Motivation

In the area of motivation, IFESH developed an effective way to get the attention from the education authorities and the field partners. After the yearly field activities assessment and the analysis of the results the following letters were sent:

- Letters of congratulations were sent to 27 CP and 14 C/CS who did a superb job.
- Letters of warning were sent to 9 C/CS whose performance was mediocre.

In addition, at every edition of the BEP, pictures of the best teachers of the quarter with flattering comments are featured.

b) Certificates

Merit Awards in the form of certificates were presented to all the heads of the school districts and the Regional Education Supervisors for participating in the implementation of the PESEPE Project for 3 years. The certificates reflect the level of performance of each recipient. There were three categories of certificates:

- Certificates of Participation for those whose achievements were mediocre.
- Certificates of Good Performance for those whose achievements were remarkable
- Certificates of Excellence for those who had outstanding performance.

VI. INNOVATION OF THE PESEPE PROJECT:

During the implementation of the PESEPE Project, two innovations were introduced:

- The technical assistance to the school principals on an individual basis conducted by the IFESH technical team comprised of the Country Representative, the Training Director, the Monitoring and Evaluation Director and the IFESH Regional Field Directors. The activity was very successful.

- The awareness workshop for the Parents Associations developed by IFESH to get the parents more involved in school development in their communities and the academic progress of their children. This activity did not have great success because of the per diem issue. Parents realized at the end of the project that they could play an important role in the success of their children's schooling. Evidence is shown in the participation of a large number of parents during the last workshop organized for them in May 2008.

VII. CONSTRAINTS ENCOUNTERED AND THEIR RESOLUTION

During the three years of the PESEPE Project implementation, a number of constraints were encountered. Some problems were solved; others were recurrent. One way or the other, solutions were found thus enabling the project to continue with success and satisfaction. The most notable constraints are as follows:

Conflict of activities programming between IFESH and the MEPS

In spite of the national plan of activities developed each year together with the Ministry's cabinet, the Departmental Education Directors, and the C/CS, conflict of scheduling was always an issue. The Ministry repeatedly disregarded the joint plan of activities and occupied not only the time that IFESH needs to conduct its training activities but also occupy the major field partners without any consideration of their previous engagements. Consequently, the work plan for the school districts was never respected.

Solution:

IFESH/Benin met with certain members of the MEPS cabinet to share its concern regarding this problem of programming conflict in the field. IFESH/BENIN was advised to have a flexible schedule. As a result, IFESH postponed some major activities and canceled others all together. At one point, IFESH negotiated and obtained the authorization from the C/CS for IFESH field trainers (the APs) to carry out with the plan of action either the RUPs or the school principals.

Teachers' strike:

In Benin, strikes are a regular occurrence with the exception of the first year of the PESEPE project (2005-2006), there were waves of strikes in the second and third years. The essence of the in-service teacher-training program is the presence of the school administrators are in their working place and the teachers are in the classrooms. The implementation of the project plan is always seriously disrupted and impaired when there is a strike. It is always a very delicate situation because IFESH does not want to appear as an institution that does not support the teachers fight for better conditions. Therefore, we use a lot of diplomacy not to offend the Union Leaders.

Solution:

During strikes, IFESH trainers try as much as they can to carry out training activities such as class visits and UP workshops with the private schools wherever possible. IFESH trainers will also try to convince teachers to do little work on Mondays and Fridays, which are considered working days during strikes.

Transportation for the CP:

During the first year of the PESEPE Project, a great number of Pedagogical Advisors did not have the transportation (motorcycles) required to travel from one school to another for class and school visits. Many CPs used that as an excuse not to do the

work. The short-term consequence is that the number of class visit is limited and the number of teachers receiving a classroom visit and counseling is reduced.

Solution:

The IFESH trainers carry the CP with their own motorcycles to travel from one school to another for class and school visits.

Delay of funds obligations:

The system put in place by the accounting office of IFESH Headquarters in Arizona to send funds to the field was unequivocally a total failure. IFESH/Benin always received funds three week late. Many discussions and debates with the accounting office in Arizona did not improve a thing. The delay of funds disrupts always disrupt the program of activities.

Solution:

Whenever it was possible, activities were rescheduled. In some cases, activities were altogether canceled because the deadline passed. Example of an activity that was rescheduled: the Pedagogical Exchanged Newsletter (BEP), which was supposed to be published in June and has been pushed back to September 2006. An activity planned that was cancelled is the training of 6111 community teachers.

Late and slow beginning of pedagogical activities:

Although the new school year is supposed to start promptly between October 5 and October 7, as indicated in the official document, the month of October is more or less lost to some administrative activities. School administrators, from the C/CS to the school principals are supposed to be in the working sites at least two weeks in advance to prepare for the new school year and be ready to start the classroom instructional activities for the teachers and the training activities for the school administrators. It never happens.

Solution:

IFESH field personnel worked in the office helping to reorganize the filing system in order to make all the data and any other information about the school district ready for quantitative and qualitative analysis of the life of the school district.

Unavailability of heads of school districts:

One major problem in the implementation of the teacher-training project is the constant absence of the school inspectors in the school district. When the inspector is not in, the planning of activities in the school districts is put on hold. The Inspectors themselves are not very happy with the situation but the Ministry of Education is the one distracting them and disrupting their daily plan with improvised tasks.

Solution:

In school districts where inspectors accepted to delegate, the work continues whether he or she is present or not. In school districts where the inspector wants to have their hands on everything, there is a real blockage when he or she is not present. The IFESH field personnel together with the CPs, the RUPs and sometimes the school principals try as much as they can to carry on with the monthly work plan. If the signature of the C/CS is needed for any particular activity to get started, the AP or a CP will take the document to the C/CS wherever he is.

Per Diem dispute:

Even though it has not been a major problem, on some occasions teachers refused to participate in training activities because of the per diem issue. The daily per diem that IFESH offers is calculated based on the rate given by USAID. Teachers feel that the rate is too low. For example, teachers in the school district of Gbgamey turned down a training organized by IFESH protesting against the per diem offered by IFESH.

Solution:

After hearing positive comments about the training from teachers of different school districts, it became easier for the Gbgamey Head of School District to convince his teachers to accept the training with the initial conditions. IFESH organized the training for them a month later.

Absenteeism:

Absenteeism, especially with the school principals is still a serious problem in some regions such as Atacora Donga and Mono Couffo. We noticed that during election time, in some school districts in the rural areas, many teachers were summoned to help for citizen registration. Therefore, the absence of those teachers in their schools and classrooms is a major handicap for the class visits and the UP workshops

Solution:

The IFESH trainers and the school administrators work with who ever is present at the school and later on submit a report to higher authorities with a special mention regarding the absentees.

IX PROJECT IMPLEMENTATION LESSONS LEARNED:

Working closely with the direct beneficiaries is more effective and productive. One gets satisfactory results in a short and long term than relying on central or regional authorities.

A good and fair Monitoring and Evaluation system is definitely a key component in the success of the project. Participants in training activities want to know how they are

doing on a regular basis. They need to be constantly reminded of where they were, where they are and where they are going. One of the strength of the PESEPE Project is its monitoring and evaluation system that validates and consolidates the new acquisition of skills and capacities.

X. FINAL NOTES

The PESEPE Project alike the previous teacher training projects purposed to develop an in-service training approach for the primary school teachers and educators in the project zones. This approach is based on an efficient implementation of the following activities:

- Class visits made with the Educational Advisors (CP).
- Regular in-service training of the Educational Unit Leaders (RUP) in the form of technical assistance in the organization and execution of the Educational Unit workshops (séance d'UP).
- Group training focusing in providing new information and knowledge to a large group of teachers and administrators base on a need identified.

These in-service activities were carried out with the blessing of the regional school authorities. Their involvement with the project implementation was instrumental to its success. As all parties understand, these activities were basic to improving the functioning of the system and the quality of education in the school districts. One wonders if through the PESEPE Project a transfer of competences was completed. The final evaluation reveals that someway, school administrators and teachers have acquired new skills and capacities and should all be able, if they wish to, to be able to work to make the system work better in such a way that real learning will take place in the classroom.

The PESEPE Project also attempted to address the implication of the parents in the school life of their community focusing on the assistance that parents can provide to the teachers and to their children in order to obtain a successful school.