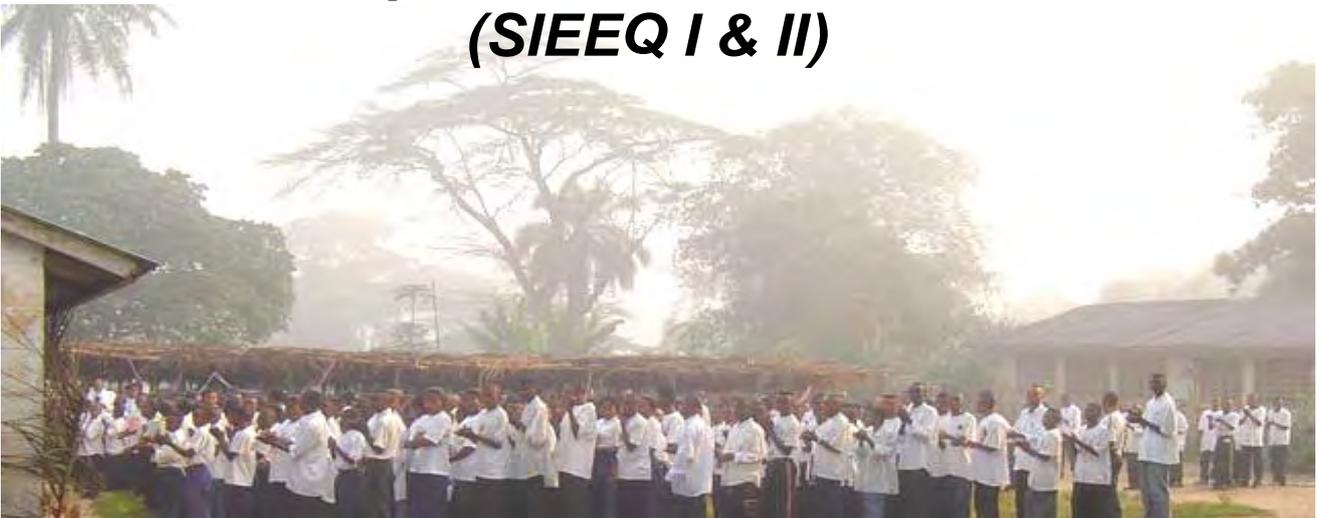


Improving Basic Education in the Democratic Republic of the Congo, Especially for Girls

Stratégies Intégrées pour une Education Equitable et de Qualité (SIEEQ I & II)



Final Report

By

Education Development Center, Inc. (EDC)

USAID Strategic Objective 5

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Contacts:

Francine Ahouanmenou-Agueh, Chief of Party
fahouanmenou-agueh@edc.org

Rosemary Lombard, Project Director
rlombard@edc.org

Helen Boyle, Center Director
hboyle@edc.org

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Acronyms

AED	Academy for Educational Development
AGSP	Ambassadors' Girls' Scholarship Program
AP	Active Pedagogy
FCE	Facilitateur Communautaire d'Education (Community Education Facilitators/liaison)
CRLC	Vanga Community Resource Learning Center
CP	<i>Conseiller Pédagogiques</i>
CTB	<i>Coopération Technique Belge</i>
DRC	Democratic Republic of Congo
EDDI	Education for Development and Democracy Initiative
HEV	<i>Hôpital Evangélique de Vanga</i>
HIV	Human Immunodeficiency Virus
IFESH	International Foundation for Education and Self Help
INCRE	Intercultural Center for Research in Education
IR	Intermediary Result
PR	Program Result
SIEEQ	<i>Stratégies Intégrées pour une Education Equitable et de Qualité</i>
SO	Strategic Objective
TMG	The Mitchell Group
TRCs	Teacher Resource Centers
USAID	United States Agency for International Development

1. Executive Summary

From 2004 to 2007, the Education Development Center, in association with the Academy for Educational Development, the Mitchell Group, and INCRE, executed the Integrated Strategies for a Quality and Equitable Education program, or *Stratégies Intégrées pour une Education Equitable et de Qualité* (SIEEQ) project in the Democratic Republic of the Congo. This final project report presents EDC's major activities and accomplishments during the life of the program.

EDC conducted the SIEEQ program in three phases:

- A pilot phase, which included teacher training activities and the creation of a community resource center in Vanga;
- A 1st program phase, which provided teacher training, materials distribution, community mobilization, and gender-awareness activities throughout 120 schools in Bandundu, Equateur, and Mbandaka provinces;
- A one-year extension phase where an additional 30 schools and classrooms were added to those already supported in the first program phase.

The SIEEQ program was, by design, an effort to simultaneously address a complex combination of factors that had been preventing children in the target schools from succeeding academically. The "integrated strategies" on which the program relied to improve the quality of education included:

- Intensive training for all targeted teachers in the program on Active Pedagogy, which this project defined as incorporating 6 types of instruction: discovery-based learning, didactic materials development, teaching by centers of interest, gender-sensitive instruction, and teaching in collaboration with the community;
- Follow-up activities with teachers at the school level by a corps of highly trained program staff;
- Training for PTA and community members in an appreciative-inquiry based problem solving process that would allow them to propose realistic activities for improving the learning environment;
- Distribution of pre-purchased educational print materials, in French and Math, to targeted schools;
- Collaboration with the Ambassadors' Girls Scholarship Program as an additional means of ensuring girls' participation and learning in schools.

Over the course of the program, the USAID/Kinshasa mission adapted its indicator framework and monitoring mechanisms to coincide with these strategies. As a result, by the conclusion of SIEEQ, EDC was responding to the following USAID-determined intermediate results:

- IR 1. Improved Quality of Basic Education through Innovative Teacher Training Programs
- IR 2. Improved Community Participation in Basic Education
- IR 3. Increased Access, Retention, and Achievement, Particularly for Girls

The SIEEQ program benefited from several monitoring efforts during the course of its execution. EDC partner INCRE conducted annual assessments (in relation to IR 1),

allowing for a baseline assessment of teacher practice in the early years of the program to be measured. The indicators were then measured on a yearly basis thereafter. The Mitchell Group provided an independent mid-term assessment of the program. And EDC, during the extension phase, as per the modification of the CA, conducted its own internal evaluation of the strategies relative to the improvement of classroom quality. Their goal was to provide concrete recommendations as to how work with teachers on active pedagogy could lead to increased student achievement.

These monitoring efforts revealed that the SIEEQ program had achieved the following results:

- Teachers mastered the 6 targeted domains of active pedagogy, although to varying degrees, and with different levels of success by province and by domain;
- Students whose teachers had achieved a moderate to high mastery of the techniques were more engaged with the school work and were achieving better scores on assignments and exams;
- Communities were catalyzed to engage with the school improvement process;
- Materials were successfully distributed, although not according to initial timelines;
- Girls' participation did improve, and teachers and school directors acquired concrete skills and strategies for ensuring girls' engagement and academic success.

By the same token, however, the program's monitoring reports revealed the following observations that must be taken into consideration in future programming:

- Training only some of the teachers in a school (as per SIEEQ's design in Phase I) does not serve USAID's purpose well, as the overall quality of the school will not change unless all staff are involved in the change;
- The DRC's teacher inspectorate needs to be even more closely involved with school-level monitoring and reform efforts, in order to allow for a greater sustainability of impact
- Community members need on-going support to continue to remain engaged with improving the classroom environment;
- Ensuring girls' participation in the classroom setting, while important, does not resolve the larger contextual factors relative to girls' attendance, and these must be addressed for "gender-sensitive" pedagogies to have maximum effect;
- Community resource center initiatives, such as the one in Vanga, require greater efforts where sustainability is concerned than were possible to achieve during the course of this program

The full text of the report explains both the successes and major recommendations of the project team in more detail.

2. Introduction

Education in the Democratic Republic of the Congo is not always easy. Despite poor infrastructure and issues of civil unrest making access to and the availability of quality education difficult, there is still a strong demand for learning. The Congolese people have remained resilient by building strong links between churches, religious communities, and local schools. However, despite these grass roots efforts, it is well documented that the educational system in the DRC has essentially broken down. The most glaring problems include lack of financial resources, poorly trained teachers, absence of learning materials, barriers for girls seeking education, and a perceived irrelevance of education. Given these obstacles, what Congolese children learn in school is all too often of little practical use to them. Thus, education must be made relevant in order to attract students and convince parents that sending their children to school is a worthwhile investment. Occasionally, some teachers are able to draw on the resources in the immediate environment of the children, allowing them to be actively involved in their own learning process. Unfortunately, this practice is not as common and frequent as it should be in order to be truly effective.

The Improving Basic Education, Especially for Girls project or *Stratégies Intégrées pour une Education Equitable et de Qualité* (SIEEQ) started through a cooperative agreement with United States Agency for International Development (USAID) under dot-EDU LWA GDG-A-00-01-00011-00. This project was a follow-up to the dot-EDU pilot activities in the Democratic Republic of Congo from October 2002 to September 2004. SIEEQ sought to improve the quality of education in the DRC through specific training and technology interventions in three provinces in the DRC: Bandundu, Bas Congo, and Equateur. The Education Development Center, (EDC), Academy for Educational Development (AED), Intercultural Center for Research in Education (INCRE), The Mitchell Group (TMG), and The International Foundation for Education and Self Help (IFESH) managed and implemented SIEEQ from October 2004 to November 2007, with EDC managing the overall award as prime.

2.1 Pilot Phase

The dot-EDU pilot¹ activities in the DRC were implemented in Vanga, Bandundu and Luozi, Bas-Congo, and lasted from September 2002 to September 2004. These activities sought to improve the quality of basic education through teacher professional development in instructional strategies which incorporated both principles of active pedagogy and student centered learning. This professional development was also coupled with an innovative technology component. Vanga was equipped with a resource center housing 17 computers, Internet connectivity and peripherals. (The Vanga Community Resource Learning Center (CLRC) is discussed in detail in section 3.3.) Luozi was provided with equipment to videotape teacher practices for reinforcement and peer-to-peer self-analysis, and with a community radio component to catalyze community discussion on the importance of quality education, especially for girls. SIEEQ objectives

¹ The Education Development Center, Inc. (EDC) managed the dot-EDU Leader with Associate Award, funded by the USAID from 2001 to 2007. dot-EDU was an information and communication technology (ICT) buy in mechanism for USAID Missions seeking to improve education systems in their respective countries. dot-EDU sought to assist developing countries in strengthening learning systems that improve quality, expand access, and enhance equity through carefully planned applications of digital and broadcast technologies.

aimed to increase the capacity of a selected cadre of trainers/teachers and community leaders to:

- Create culturally appropriate and language specific instructional materials for youth and adults based on sound, innovative pedagogy (project-based learning);
- Increase access to Information Communication and Broadcast Technologies;
- Increase media literacy;
- Incorporate gender equity into instructional processes; and
- Leverage the use of Information Communication and Broadcast Technologies to facilitate greater project achievement.

A needs assessment on Active Pedagogy, conducted by Jan Visser in 2005, concluded that the combination of different strategies used during the pilot phase successfully changed the pedagogical practice in targeted schools in Vanga and Luozi. Based on observations during this assessment, the change in practice resulted in an increased quality of learning and teaching, increased retention and participation, and a greater satisfaction and motivation level among teachers, children and parents. The findings from the dot-EDU pilot activities in the DRC led to the SIEEQ project, a cooperative agreement under the dot-EDU mechanism funded by USAID.

2.2 SIEEQ Phase I

SIEEQ provided a unique and important opportunity to build on lessons learned in the pilot phase and apply these experiences to programming with greater reach and more ambitious objectives. EDC's strategy was to improve teachers' skills, increase access to appropriate textbooks and other learning materials (including through the use of technology), and increase meaningful community participation in education. The SIEEQ project, which lasted from October 2004 to November 2007, fell under the USAID Basic Education Strategic Objective (SO) # 5: Improving Basic Education, Especially for Girls. SIEEQ Phase I aimed at having a longer-term impact within the communities originally targeted in the pilot phase plus others.

During Phase I, the initial pilot activities were expanded in order to reach a greater number of educators, community members, and students. The SIEEQ project worked in 120 primary schools, training over 800 teachers, principals, and school inspectors in the provinces of Bandundu, Bas-Congo and Equateur. Community members also received awareness-raising training in community development and gender equity, in order for them to develop and implement community action plans. In addition to improving the quality of the education of the approximately 35,000 students in these communities, the SIEEQ project also provided students with learning materials and school supplies. These combined efforts resulted in an increase in enrollment, retention and achievement of students, especially girls, who also benefited from scholarships awarded through the Ambassadors' Girls' Scholarship Program (AGSP), managed by AED.

The Intermediate Results for SO 5 were as follows:

- IR 1. Improved Quality of Basic Education through Innovative Teacher Training Programs
- IR 2. Improved Community Participation in Basic Education
- IR 3. Increased Access, Retention, and Achievement, Particularly for Girls

EDC's proposed project strategy aimed to make a recognizable, significant, and measurable contribution towards achieving the objectives and results set by USAID/DRC.

2.2.1 EDC's Contribution to Strategic Objective 5

EDC proposed to support USAID's SO 5, with five Program Results (PRs). Specifically, these PR's are as follows, (listed according to their related IR's):

- IR 1. Improved Quality of Basic Education through Innovative Teacher Training Programs
 - PR 1: Improved Teaching Practice
 - PR 2: Increased Access to Learning Materials for Teachers
- IR 2. Improved Community Participation in Basic Education
 - PR 3: Increased Community Engagement in School-Based Learning and Management
- IR 3. Increased Access, Retention, and Achievement, Particularly for Girls
 - PR 4: Increased Access to Learning Materials for Students
 - PR 5: Increased and Improved Participation of Girls in School

Based on these five PR's, EDC, in collaboration with the projects' partners USAID/DRC, AED, IFESH, INCRE and TMG, proposed a refined and adjusted Indicators and Targets Matrix (see Annex A). The five program results evolved between the first and second phases of SIEEQ. The summary of the logical frameworks of the SIEEQ project are presented in the table in Annex B. This table illustrates the changes in how the PR's evolved and contributed to the achievement of the Strategic Objective 5.

The planned results for Phase I were accomplished before the end of the phase, except for the distribution of some didactic materials and reference textbooks for teachers and students. Throughout Phase I, EDC, with the assistance of INCRE and TMG, also monitored all of the above suggested indicators through both experimental/control and longitudinal methods. INCRE focused on the impact of training in the classroom, collecting data in a baseline exercise followed by periodic monitoring and evaluation missions. This allowed EDC to examine change over time (longitudinal trends). Furthermore, as the programs were present in only three regions, EDC with INCRE was able to develop a sampling plan that included both experimental (e.g. those from within the targeted regions) and control sites (e.g. those from elsewhere) for purposes of comparison. TMG focused on all other data collection for assessing the project, including implementation, achievements, challenges and corrective actions.

Based on project monitoring and evaluation data, some discrepancies were found between teachers and students from the same school in terms of impact and achievement. During Phase I, not all teachers in a school received the training, so some differences were expected to surface. However, we discovered that not working with all the teachers in a school did generate some ill from those teachers who wanted training toward those who did receive it. .

2.3 SIEEQ Phase II

Given the challenges encountered in Phase I, it was decided that an extension of the SIEEQ Project (Phase II) could be used to go back and train those teachers who had not

received training initially. The USAID Mission in the Democratic Republic of Congo (USAID/DRC) was interested in pursuing a one year cost extension to EDC, through Cooperative Agreement #623-A-00-04-00100-00, under Leader with Associate Award # GDG-A-00-01-00011-00, for Phase II of SIEEQ. The purpose for extending this agreement was to allow the activities of SIEEQ Phase I to be expanded to additional teachers and students in the previously targeted population, to target additional sites for project activities, increasing the number of schools to 150, fifty in each of the three Provinces, to include new activities such as civic education, HIV/AIDS awareness and life skills in the training, and to conduct a comprehensive evaluation of the program. SIEEQ adjusted the five PRs to reflect the extension through November 5, 2007. The SIEEQ II work plan can be found in Annex C.

The newly targeted beneficiaries not only received the training in active pedagogy that was originally provided to Phase I participants, but were also provided training in additional themes such as civic education, health, environment, classroom management skills, HIV/AIDS prevention, and life skills. In addition, under Phase II, schools could be reached in remote locations which were previously neglected by official authorities. This then allowed SIEEQ to provide these schools with some much needed input and attention. Advantages of extending the project also included the continued procurement and distribution of didactic materials to schools that had not received any materials, as well as the completion of any unfinished distribution of materials leftover from Phase I.

3. Major Accomplishments and Challenges by Program Result

The success of SIEEQ Phases I & II in enhancing the quality of instruction and supervision, increasing school attendance and promoting community support is strongly supported by all available evidence. The number of beneficiaries increased over the course of the project, as shown in Table 1. The number of schools targeted increased from 120 to 150, and the number of students went up from over 34,000 to almost 44,500.

Table 1: SIEEQ Beneficiaries

Phase	Schools	Classrooms	Students	Teachers and school directors	Trainers (non EDC staff)
Phase I	120 (30 for Community Participation activities)	7,08	34,000	828	55
Phase II	150 (45 for Community Participation activities)	1,084	44,120	1212	57

3.1. PR1 Improved Teaching Practice in Classrooms

SIEEQ's approach to improving teaching practice in the classroom consisted of training in the use and understanding of Active Pedagogy, a student centered learning approach comprised of gender equity, discovery based learning, and the creation and use of didactic materials. In Phase II, this methodology also included new topics such as those mentioned in the previous section (health topics, environment, civic education, etc). 1212 teachers and directors, of which 466 were women, were trained in these methods. This number reflects the total number of participants who completed the trainings. Although additional teachers were trained, they were not included in this figure as they were

reassigned to non-targeted schools in Phase I. In addition to the training listed above, 57 supervisors (Inspectors and Conseillers Pédagogiques) and 150 directors were also given in-service training in supervisory techniques. All teachers were supported by Inspectors and EDC educators during follow-up visits which were designed both to reinforce the methods learned and to facilitate self critique through selected teachers who were videotaped.

3.1.1 Evaluation of Instructional Practices

In April and May 2007, data on teachers' instructional practices were collected in 75 of the 150 schools in the three regions of DRC where teacher training centers were established by the project. Baseline data was collected in May 2005 before the teacher training intervention began, and follow-up data was collected in May 2006 after teachers had received project instructional materials and had completed participation in the initial 2005 training. Teachers' instructional practices were assessed on 23 items in seven areas:

1. Level of Student Participation (2 Items)
2. Classroom Management and Group Work (5 Items)
3. Student Attitude (1 Item)
4. Instructional Methodology (6 Items)
5. Connection of Class Activities to Student Experience (3 Items)
6. Use of Didactic Materials (4 Items)
7. Assessment Strategies (2 Items)

Each observation item was rated on a 5-point scale with 1 being poor and 5 being excellent. Most teachers were observed teaching two different classes during each school visit. However, both visits were of the same teacher and students. The two ratings for each item were averaged to obtain an aggregate set of ratings for each teacher. The ratings of the items in each of the seven areas were averaged to obtain a combined rating for each aspect of the teachers' instructional practice. The table below includes observation data for 180 teachers for whom data was available for all three years.

Table 2: Instructional Practice Ratings: Means and Gains from 2005-07, n=180

Area of Instructional Practice	Mean Rating 2005	Mean Rating 2006	Mean Rating 2007
Level of student participation	2.05	2.80	2.73
Classroom management and group work	2.08	3.13	2.97
Student attitude	2.23	3.51	3.28
Instructional methodology	1.91	2.98	2.80
Connection of class activities to student experience	1.80	2.94	2.88
Use of didactic materials	1.67	2.98	2.67
Assessment strategies	2.33	3.15	3.12
Active Pedagogy (all 23 items)	1.95	3.03	2.84
Equity (Items 3.2, 3.5, 4)	2.01	3.19	2.84

The data presented in Table 2 shows that while there were substantive and highly significant improvements in teacher ratings of instructional practices between 2005 and 2006, on average there was no additional improvement in instructional practices from the May 2006 to May 2007 observations. In fact the mean ratings slipped somewhat in all

areas. This is partly attributable to the increased enrollment and class size documented in Table 1. It can often prove difficult to reconcile the student-centered pedagogy espoused in the training workshops with the reality of very large class sizes. The slight ratings slippage may also be due to the fact that the training got somewhat diluted when there were more participants involved.

3.1.2 Observation of Teachers

A final observation evaluation performed by EDC, led by Rebecca Rhodes, provided several noteworthy points:

- 61% of respondents answered negatively to the question “Have you had other trainings on active pedagogy during the course of your career?” Despite the fact that teacher respondents had a combined average career length of 20 years (with the least experienced having taught for 1 year and the most experienced having taught for 50), it was very evident that the SIEEQ program was offering in-service training support that otherwise would never have been afforded to teachers in the sampled schools.
- 89% of teachers interviewed said that the SIEEQ trainings had taught them *new* teaching methods (the remaining 11% said that the trainings had served as refreshers on topics that they had already encountered in other training programs). The SIEEQ package has provided the majority of teachers with access to new concepts, and with a variety of tools they can use to change or improve their teaching.
- 66% of teachers interviewed affirmed having received didactic materials from the program; of those, 64% responded that they still use those materials in their classes.
- 81% of respondents affirmed receiving regular monitoring visits from program staff to assist in integrating student-centered teaching into their classrooms. One respondent from Equateur remarked wryly, “The SIEEQ staff follows up on our work much more regularly than the (government) inspectors.”
- 63% of those interviewed were able to provide an example of how they had shared what they had learned in SIEEQ with colleagues, either through meetings organized by their directors, or through other, informal exchanges with the staff of their school.
- 97% of respondents said the trainers provided clear and concrete examples of the techniques discussed. Just over half the sample (55%) found that the documents and materials distributed were sufficient, and all but one participant declared that the training received had made a difference in his/her manner of teaching.
- Teacher surveys indicated an increase in girls’ participation in the classroom once teachers began to practice active pedagogy, which is gender sensitive. They noticed a difference in the academic success of girls in their class.

The fact that the SIEEQ training package had a positive effect on student engagement is supported by the teacher interviews. Teachers were highly appreciative of the characteristics of the training package. Of the respondents stating that they used AP in the primary subjects, between 50 and 75 percent claimed that the application of the AP methods had a “high” effect on student competencies in various subject matters. More than half of the full respondent group (35 people total), when asked if they had noticed a difference in their students’ test or homework results, gave an answer that implied not only

that a change had occurred, but that it was a permanent change (the “complete change” statements). The consistency of results on these questions across provinces and across rural and urban schools in the sample suggests that those teachers using the techniques taught by SIEEQ do see concrete changes in their students’ lesson mastery *if and when* they choose to put active pedagogy into practice. In conclusion, this data clearly shows that teachers perceive a link between applying active pedagogy and improved student results.

Challenges to Conducting Research

Information suggests that, in some cases, the class observation activity conducted by field educators was not done as systematically and confidentially as it could have been. The field educations were also rarely accompanied by school inspectors. The inspectors, unfortunately, did not have the resources to accompany project staff or to conduct supervisory observation frequent enough. A second challenge was the movement of trained teachers from targeted to non-targeted schools. When this happened, teachers had to deal with principals and supervisors who had not been trained and were not as receptive to the innovations. Inversely, when teachers who did not receive any training moved to a school in the midst of implementing the innovation, they were often at a loss of what to do.

By design, project funds in Phase I were sufficient only for the training of six teachers in each of the 120 targeted schools. In larger schools, only six classes were targeted and, as students migrated to the targeted classes looking for better teaching and increased access to learning materials, the result was overcrowding in these classes. During Phase II, the project targeted all schools with 9 classrooms or less, leaving much larger schools with untrained teachers. Though these aspects were outside the control of the project, they may still have affected the results achieved.

Recommendations

Teacher observations should be done in collaboration with inspectors to improve the capacity of inspectors to observed classes and collect reliable and valid data, and the project should work closely with the MOE to coordinate these activities. During project design, it is important to plan to work with all teachers in a targeted school if possible, given the challenges presented by working with only a selection of teachers.

3.2. PR2 Increased Access to Learning Materials for Teachers and Students

The SIEEQ project developed and procured several types of educational materials to be distributed to teachers and students in the 150 target schools, as well as in the non-target schools participating in the AGSP program. Materials provided to target schools consisted of kits to assist teachers in developing learning/teaching materials, teacher textbooks and reference books, and student kits and learning materials. Schools in the Vanga project site also had the use of an Internet connection resource center. Seven categories of the materials that were used are listed in Table 3.



Display of didactic materials in a director's office and in a classroom (Equateur)

Table 3: Teacher and Student Materials

Teacher Materials	Student Materials
<ul style="list-style-type: none"> • Project based learning workbook distribution • Teachers' Kits • Teachers textbooks 1-4 • Teacher didactic materials • National Curriculum 	<ul style="list-style-type: none"> • Student learning materials • Student Kits

3.2.1 Learning Materials for Teachers

- Project based learning workbook distribution

The project developed teachers' workbooks in Active Pedagogy, Health/HIV AIDS prevention, life skills and civic education. These materials were produced in the DRC and distributed to all teachers, inspectors and school directors in the targeted areas. These training documents (training guides, teacher manuals) were finalized by EDC (Youth Learn staff Monica Biswas, and IES staff Sonia Arias) and consultant Jacques-Andre Geyaud. During SEEQ I & II, more than 5208 workbooks were developed and distributed to teachers and supervisors.

- Teachers' Kits

Part of the project design was the distribution of kits that would enable teachers to develop their own teaching and learning materials. One of the training models focused on the creation of materials and demonstrated to teachers how to work together with their students on the development of materials that would enhance teaching and learning. Table 4 shows the content of the kits distributed to teachers. During Phase I, 900 kits were distributed, and during Phase II, 400 kits were distributed (source AED/FODESA).

Table 4: Contents of Kits Distributed to Teachers

Items	
Pencil and pencil sharpener	Scissors, cutter
Color crayon	Paper
Color markers	Masks
Black markers	Marbles
Student ruler	Tools to measure length and volume
10 razor blades	Rubber bands
Cotton	Enamel
Syringe	Alcohol
Gloves	Formaldehyde*
Surgical gloves	Plastic mouth piece
Balloons	Board
Deck of cards (game)	
Brushes of different sizes	
Kit for Geometry--set square, protractor, compass, yardsticks	

Source: Project SEEQ M&E specialist, July 2007

* Later interrupted for reasons of security

- Teachers textbooks

3450 reference/textbooks were procured and distributed to teachers. Table 5 shows their titles.

Table 5: Reference and Textbook Titles Distributed to Teachers

Book Titles
GUIDE A NOUS LE Français 1ère ENSEIGNANT
A NOUS LE Français 1ère ELEVE
GUIDE A NOUS LE Français 2ème ENSEIGNANT
A NOUS LE Français 2ème ELEVE
GUIDE A NOUS LE Français 3ème ENSEIGNANT
A NOUS LE Français 3ème ELEVE
GUIDE A NOUS LE Français 4ème ENSEIGNANT
A NOUS LE Français 4ème ELEVE
GUIDE A NOUS LES MATHS 1ère ENSEIGNANT
A NOUS LES MATHS 1ère ELEVE
GUIDE A NOUS LES MATHS 2ème ENSEIGNANT
A NOUS LES MATHS 2ème ELEVE
GUIDE A NOUS LES MATHS 3ème ENSEIGNANT
A NOUS LES MATHS 3ème ELEVE
GUIDE A NOUS LES MATHS 4ème ENSEIGNANT
A NOUS LES MATHS 4ème ELEVE
HYGIENE A L'ECOLE PRIMAIRE
CONTES DE CHEZ NOUS
CARTE D'AFRIQUE
CARTE DU CONGO PHYSIQUE SIMPLE
BESCHERELLES CONJUGAISON/ GRAMMAIRE/ ORTHOGRAPHE
DICTIONNAIRE Français LAROUSSE ILLUSTRÉ
GUIDE DE L'ENSEIGNANT PROGRAMME SIDA

Source: Summary of the chart provided by the AED coordinator, May 2007

- Didactic materials

18,000 teacher training manuals were distributed to targeted schools in Bandundu, Bas Congo, and Equateur. These manuals addressed topics such as the history of the DRC, geography, health, environment, and pedagogical methods. Table 6 contains a list of these materials. Among the materials distributed were 1,000 books donated by the *Coopération Technique Belge* (CTB).

Table 6: List of Teacher Didactic Materials

Items	
Manuel scolaire sciences naturelles: Ce monde merveilleux 3, 4, 5, 6 ^{ème}	Un paquet de stylo par ens+dir (20 bleus et 5 rouges)
Manuel scolaire pour la santé & environnement * Etude du Milieu (CPR) 2000, 3ème et 4ème	Un paquet de crayon (6 crayons)
Géographie degré moyen (CPR) N.B. : Géographie de la RDC/ Géographie du Congo Edition : commission Episcopale de l'Education Chrétienne 2000; 3,4 ème	Un paquet de craie blanche
Histoire du Zaïre Edition E.C.E.C 1990 Tshibala Ngalamulume 5 ^{ème}	Un paquet de crayon de couleur
Manuel de méthodologie spéciale de pédagogie par Simone Scaillet	Un paquet de Gomme
Droit de l'enfant (1 plaquette par ens +dir)	Cahier registre
Organes des sens	Cahier d'écriture
Appareil respiratoire	Cahier de dessin
Appareil circulatoire	Un paquet de craie en couleur
Appareil digestif	Carte Administrative
Appareil excréteur	Français 5ème guide

Les mammifères	Français 6eme guide
Les oiseaux	Mathematique 5ème guide
5 feuilles de papier calquent	Mathematique 6ème guide
une Planche bristol (1m2) (5 par ens +dir)	Prevision des Matieres
Globe Terrestre en plastique	

- National Curriculum

900 copies of the National Curriculum were distributed during Phase I, and 150 during Phase II.

3.2.2 Learning Materials for Students

- Student learning materials

70,000 student learning materials were distributed in Phase II. These materials included math and French books for fifth and sixth grade students as well as other didactic materials for French language and Math study for grades 1-4. See Table 7.

Table 7: List of Student Learning Materials

Items
2 éléments plastifiés du kit élèves pour 1ere et 2ème Math.: Nombres 0-100 au Recto et Les figures géométriques, horloges 4 petits et un frandeau Verso
Français. : tableau alphabétique en lettres imprimées en français /Recto et en langue locale /Verso 1e et 2ème
2 éléments plastifiés du kit élèves pour 3ème et 4ème Math. Table de multiplication au Recto et quelques formules de conversion au Verso
Français. Conjugaison Règles de grammaire et orthographe/Recto et Verso, 3e et 4e annees
Français 5ème élève
Français 6eme élève
Mathématique 5ème élève
Mathématique 6ème élève

- Student Kits

45,000 student kits containing school supplies were distributed to students in SIEEQ targeted schools, as well as to students in other AGSP schools during Phase II. See Table 8 for a full list of the contents of these kits. The kits became a very popular feature of the project because school supplies in many of the schools in the DRC are limited. Every distribution operation was accompanied with an awareness session for the teachers, children and parents on proper use and good conservation of the supplies received, as well as an introduction and explanation the donors of the materials (USAID, EDC, and SIEEQ).

Table 8: Contents of Student Kits

Items	Quantity Grades 1 & 2	Quantity Grades 3 & 4	Quantity Grades 5 & 6
Booklet of 24 pages of graph paper	2	2	-
Booklet of 48 pages of graph paper	2	2	4
Booklet of 100 pages of graph paper	-	1	1
Booklet of 48 pages of lined paper	-	1	1
Booklet to practice writing	1	1	1
Booklet of drawing paper	1	1	1
Black pencils with erasers	4	4	-
30 cm ruler	1	-	-
Set of color crayons	1	1	1
Small writing board	1	1	-
Pencil sharpener	1	1	1

Eraser	1	1	1
Backpack	1	1	1
Geometry set--protractor, set square, ruler	-	1	-
Blue ball point pens	-	-	4
Red ball point pens			2
Solar powered calculator	-	-	1
Math learning aid	-	-	1

Source: Project SIEEQ, M&E specialist

Challenges

The level of difficulty of the procurement process and physical distribution of materials and kits was underestimated. The DRC has very poor infrastructure, which delayed the distribution at times. In addition, the instability of the number of students made it difficult to plan exactly how many kits were needed in each place. There were some beneficiaries in non EDC targeted schools since AGSP and SIEEQ were partners in the kits' distribution. This also added logistical and coordinating difficulties.

Recommendations

The procurement should be initiated and finalized at the very beginning of the school year so that students receive the kits and use them for a majority of the year.

3.3 PR3 Development of Community and Teacher Resource Center (Vanga)

The Vanga Community Resource Learning Center (CRLC) certainly proved to be a beacon of learning for the surrounding community. The CRLC activities, led by AED, were one of the major components of the dot-EDU funded pilot activities, but also continued throughout SIEEQ Phases I and II. Located in a building designated and donated by the community, then refurbished by the project, the CLRC housed 17 computers, 2 printers, additional digital technology equipment, a small library, a satellite ground station, and other peripheral support materials. The CRLC was designed as a place where people in the local community could come together for the common goal of improving and developing their community by strengthening local learning processes and gaining access to relevant information. This strengthening of learning was done through the appropriate use of information, communications, and training services provided at the CRLC.

The CRLC provided both support for teachers and resources for didactic materials development. For one, the resource center was connected to the Internet, which allowed for additional access to learning resources such as Encarta encyclopedias, maps, and a myriad of other online resources. Some teachers brought their entire class to the center to supplement lessons with visual materials available only at the CRLC or through the Internet.

The CRLC became quite a valuable resource to the community. Not only did it provide services to teachers and students, but also to the local hospital, churches, missionaries, and other groups in the



Community Resource and Learning Center inauguration day, Vanga, DRC

community. For example, attendance steadily increased among women's groups attending weekly literacy and numeracy classes at the Center between 2003 and 2004, from less than 10 to 120. Success stories also showed how the training in computer skills enabled young people of the area to have jobs, or how the internet changed the lives of people in the community. An evaluation team was told that, during the recent elections, 90% of electoral agents recruited for electoral preparatory activities in the region were trained at the Center. Other activities at the center have included public awareness sessions on health and civic education, gender equity, debates, storytelling, as well as adult education classes targeting women as a resource for the greater community.

The CRLC was handed over to the community at the beginning of Phase II as part of the project's sustainability plan. Day to day management was done by a small staff of people employed by the project and an administrative board made up of members from the community. After much research and consideration of potential community organizations with which to affiliate the CRLC, the *Hôpital Evangélique de Vanga* (HEV) was selected based on its reputation and permanence in the community, as well as its expressed interest in the continued operation of the Center. The hospital will now act as an umbrella organization for the Center. Despite the CLRC's continued financial constraints, it is clear that the Center has brought many benefits to the community

Challenges

The Vanga community at large and the management of the Center still face lingering problems relating to the future of the Center. Two of these constraints are related directly to the selection of the Hospital as a sponsor because the hospital is not a legal entity. Therefore, based on the advice from local legal counsel, the management of the Center was initially handed over to the Communauté Baptiste du Congo (CBCO), which functions as a recognized legal entity for the hospital. In turn, CBCO then hands over this management role to the hospital in Vanga. The second constraint is related to the financial difficulties that the hospital faces. It, therefore, is only able to support the Center in management and legal matters, but not financially. The Center must be capable of sustaining itself on what it earns in revenues. Even with the promise of good attendance by users, it is still difficult to count on the funds generated by the different activities allowing for the Center to be self-financed in a poor community.

Recommendations

The question of ownership of a Center such as Vanga should be addressed earlier in future projects. One way to foster sustainability would be to work on establishing a management structure that is more than an administrative board. This kind of resource center should also have a large representation of different stakeholders in the community involved in its leadership. Finally, one should certainly consider existing resources, such as the availability of a power supply, when looking at the feasibility of a particular site.

3.4 PR4 Increased community participation in education

The volunteer community liaisons, known individually as a *Facilitateur Communautaire d'Education* (FCE), were a key feature of the community involvement component of the project. As a result of their election by the community to serve as the liaison between schools and the community, they were more readily accepted on either side, particularly by the school principal. The purpose of community participation activities was to improve community involvement not only in basic education, but also in the managerial and financial aspects of schools. The SIEEQ project utilized two strategies to improve community participation in education. The first was to train a core of FCEs, who were

elected by the community, and the second was implemented through the FCE working with the community to improve the greater school environment. There were 120 trained FCEs, 2 per each of the 60 schools in each province. Their task was to engage parents in the identification of needs, the planning of school improvement, and the carrying out of their plans. Annex D includes a list of schools and their respective FCEs. The FCE, assisted by EDC educators, coordinated the planning and realization of parental and community activities related to school environment. Content and comments from the training are shown in Table 9. Field educators reported that the FCEs were very active and involved in community/school affairs.

Table 9: Training of Community Liaisons (FCEs)

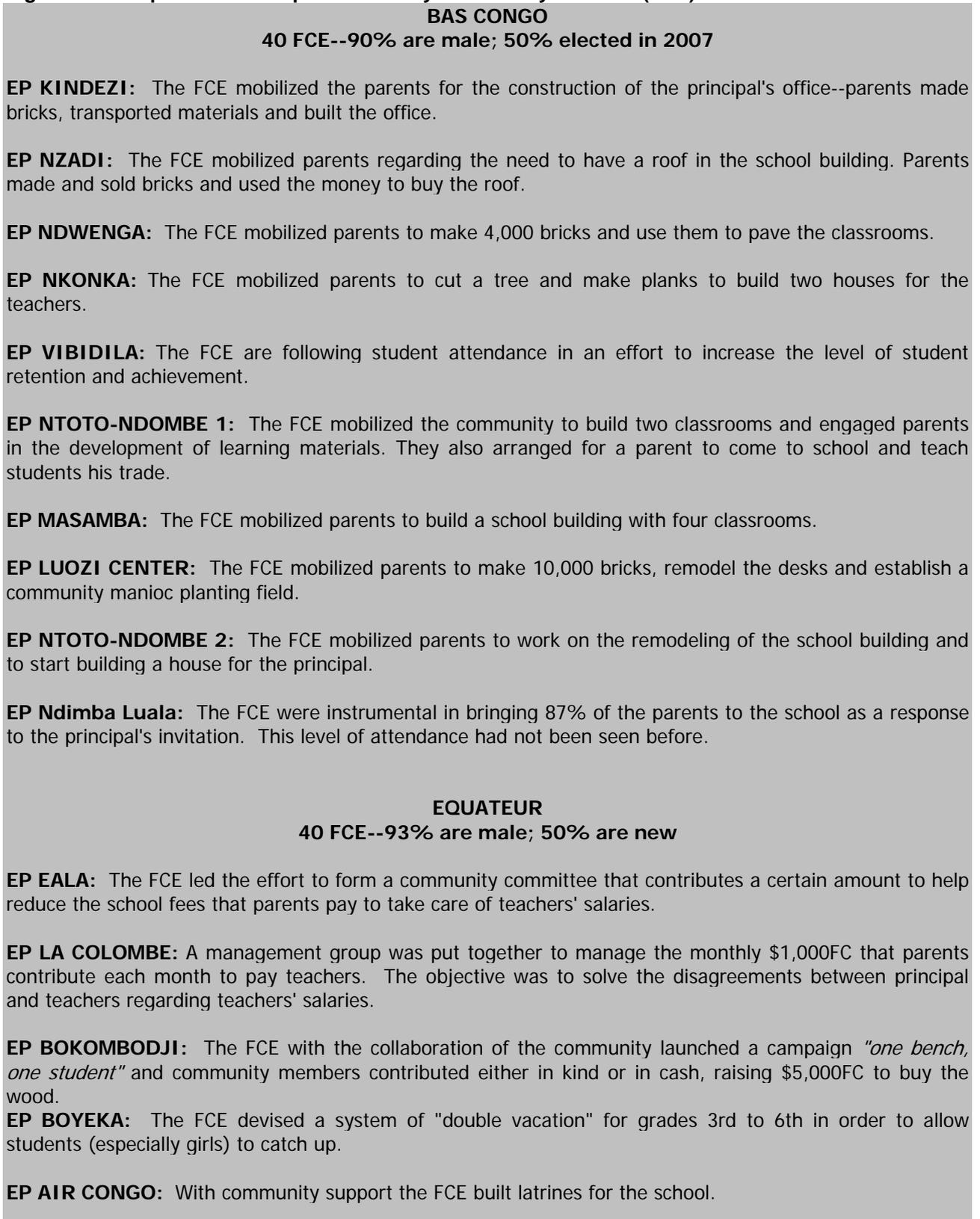
Province	# FCE	Schools Community	Content
Equateur	12 FCE elected (83% male)	6 schools: Bonseme, Etoko, Bisolosolo, Ngomu, Inkomu, Tata Bakutu	Raise awareness/ Community meeting for the election of FCE.
Comments: Remarkable level of interest on the part of trainees. Difficult to gather people for a short meeting since they live a distance from each other; provision of refreshments would help.			
Bandundu	664 present 20 FCE elected (95% male)	10 schools: Zaba, Miako-Mwama, Lute, Kikongo-Tanku, Kimboko, Mushigo, Milombe, Museya, Mulemba, Musumba	Raise awareness/ Community meeting for the election of FCE.
Comments: Remarkable level of interest on the part of trainees. Insufficient time to conduct the training.			
Bandundu	20 FCE elected (95% male)	10 schools	Follow up on the work of the FCE; Reinforce concepts: Democracy, good management; health and environmental education; Functioning of the PPTE funds; Evaluation of work done Sustainability of the effort
Comments: Remarkable level of interest on the part of trainees. Lack of FCE Guides. No funds for the transportation, room and board of the FCE.			
Bandundu	10 FCE elected	5 schools	Training of the FCE to engage parents and community for the improvement of schools.
Comments: Remarkable level of interest on the part of trainees. Lack of FCE Guides. Insufficient time do to the work. Lack of motivational materials.			
Bandundu	10 FCE elected (95% male)	5 schools	Training of the FCE to engage parents and community for the improvement of schools.
Comments: Remarkable level of interest on the part of trainees. Lack of FCE Guides. Insufficient time do to the work. Lack of motivational materials. No certificates.			
Equateur	19 FCE elected	10 schools	Training of the FCE to engage parents and community for the improvement of schools.
Comments: Remarkable level of interest on the part of trainees. Training materials not available with sufficient advance. Insufficient time to conduct the training. No certificates.			
Equateur	12 FCE elected	6 schools	Principles of democracy, good management; health and environmental education; functioning of the PPTE funds; evaluation of work done; sustainability of the effort

Source: Reports from the field submitted to the EDC M&E specialist, May 2007

The FCEs were trained to transform aspirations and intentions expressed by the community into action plans and concrete actions. In order to accomplish this, some formed committees, some helped parents plan and organize activities, and some led the effort to establish the "*champs communautaires*" (cultivate and harvest products that when

sold will be applied to improvement of the school). Others visited all the houses in the village to make sure that school-age children, both boys and girls, were indeed at school and, when necessary, helped parents with enrollment. The field educators provided the follow-up during their visits to the schools and documented the work conducted by the FCE. The figure below presents a sample of activities spearheaded by the FCE.

Figure 1: Example Activities Spearheaded by Community Liaisons (FCE)



EP SALONGO 1 & 2: The FCE approached OXFAM to assist in the rehabilitation of the schools. The schools have now adequate furniture. The community contributed 10% of the cost (OXFAM's requirement).

EP BOMPIKILIKI: Due to the efforts of the FCE, who mobilized the community, the building now has a roof; students come and stay at the school if it rains.

EP DJOMBO: The FCE facilitated the community-director interaction with focus on the transparency of school finances.

Source: Reports from the field submitted to the EDC M&E specialist, May 2007

The FCEs not only extended the reach of the project into the community, but also were able to help the community understand sensitive issues such as the benefits of sending girls to school, the reasons behind the scholarships given by the AGSP, or the need to discuss issues related to the prevention of HIV/AIDS.

Challenges

It was noted by EDC staff in Kinshasa that activities related to this component of the project took longer to start than expected. This was, in part, due to the fact that the time frame of the activities depended upon the FCEs and not the project. Another challenge was the lack of remuneration for the FCEs. In spite of this, the FCEs have done, and may, to some extent, continue to do what they can without resources.

The issue of equity and gender permeates all training modules and was an on-going preoccupation of field educators not only during training, but also during the follow-up activities. Given SIEEQ's attention to gender issues, the fact that 91% of the FCEs were male is unfortunate. However, it may be argued that the FCEs are elected by the community and therefore, it is not the role of the project to "decide" who gets elected.

Recommendations

The project should plan for small level or resources for the FCE. This would allow them much more flexibility and leverage to mobilize their action plans. The equity and gender campaign/training should be an ongoing effort. There was a need for this kind of training at the community level and the FCE would be a good place to start.

3.5 PR5 Increased & Improved Participation of Girls in Schools

Emphasis was continually put on teacher training topics relating to both gender and equity and community participation activities in order to improve the school environment for girls. Specific gender activities implemented focused on three areas: 1) Technical assistance to EDDI/AGSP; 2) Gender appropriate professional behavior; and 3) Gender sensitivity and equity training among community members. Parents and teachers both reported improvement in girls' participation during class. For example, in Bandundu, they reported that girls in schools were more active than before and not shy to answer questions. Also, all students were given the opportunity to participate with group work sessions.

It is important to note that "gender and equity" was not simply a separate module to be used in only a specific training, but that gender and equity issues were also included in every type of training or follow-up. The consultants who conducted classroom observations reported that they had seen teachers working on treating boys and girls in a similar manner, shown by teachers calling on girls to answer questions as often as they called on boys, as well as having mixed seating in the classroom. Interestingly, they also noted that, although both boys and girls had equal share of the teacher's attention, and

are called upon to answer questions and participate in the class, they are often equally as shy to initiate interactions with the teacher.

3.5.1 Collaboration with the Ambassador’s Girls’ Scholarship Program

Since the payment of school fees is the main reason that stops parents from keeping their children in school—and not just the girls—the Ambassador’s Girls’ Scholarship Program (AGSP) offers scholarships to encourage parents to enroll and keep their daughters in school. In order to reach families with higher needs, the AGSP focuses on the more vulnerable individuals: orphans, girls whose families have the least resources, etc. SIEEQ has assisted the AGSP by providing training to their field personnel. SIEEQ and the AGSP’s collaboration included the AGSP local implementer’s distribution of SIEEQ kits, SIEEQ’s training of AGSP facilitators, and SIEEQ ensuring that the AGSP’s distribution covered the schools targeted by the project. In schools where the AGSP and SIEEQ collaborated, boys as well as girls received student kits. This helped ameliorate some of the feelings of resentment that boys and their parents often felt as a result of the AGSP scholarships “for girls only” policy.

3.5.2 Enrollment Increase, Access, Retention and Achievement

In two of the three provinces girls’ enrollment increased during the implementation of the project, as shown below in Table 10. See Annex E for a graphic rendering of the data.

Table 10: Change in End of Year Student Enrollment 2006 to 2007, By Gender and Region*

Region n=40/reg.	EOY 2006			EOY 2007			Change 06-07		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Bandundu	4623	3871	8494	5247	3948	9195	624 (13%)	77 (2%)	701 (8%)
Bas Congo	4054	3863	7917	4283	4136	8419	229 (6%)	273 (7%)	502 (6%)
Equateur	6265	4944	11209	6143	5319	11462	-122 (-2%)	375 (8%)	253 (2%)
Total	14942	12678	27620	15673	13403	29076	731 (5%)	725 (6%)	1456 (5%)

*Table does not reflect end for project numbers estimated to total over 44,000 students

A number of aspects are evident from the table:

- Overall end-of-year enrollment for the 120 schools in the three regions increased by 5% from 2006 to 2007.
- Girls’ end-of-year enrollment increased by 13% from 2006 to 2007 in Bandundu, and 6% in Bas Congo.
- Girls’ enrollment was higher than boys’ enrollment in both 2006 and 2007. Girls comprised 54% of total end-of-year enrollment in both years.

Schools in the DRC are overcrowded. SIEEQ worked on both the demand side (access and retention) and on the supply side of education (better trained teachers, principals, inspectors and CP; textbooks; guides; and kits). Despite all of these efforts, however, it is important to note that if the DRC government goes ahead with the elimination of school fees, the increase in enrollment (it is estimated that there are five million school-age children out of school in the DRC) will be tremendous and the absence or inadequacy of school infrastructure will be the most serious problem that will need to be faced.

3.5.3 Active Pedagogy and Focus on Girls

Teachers were equally positive when asked whether they had noticed a difference in the participation or success of girls in the class as a result of applying active pedagogy. 18 of 21 respondents in Bandundu, 18 of 21 respondents in Bas Congo, and 21 of 26 respondents in Equateur affirmed that they had noticed a difference in the participation/success of girls in their class since beginning to use active pedagogy. However, when responses about that change were categorized as either specific or general, teachers were able to provide a surprisingly small number of specific examples as to what had constituted the change. The table below provides the totals per province of each type of response—specific and general.

Table 11: Active Pedagogy’s Impact on Girls’ Participation or Success

Province	Specific Comment	General Positive Comment	TOTAL
Bandundu (N=21)	5	13	18
Bas Congo (N=21)	4	14	18
Equateur (N= 26)	9	12	21
TOTAL	18	39	57

Examples of highly specific responses included: “Girls are participating more and more in class.” (Bas Congo); “Girls succeed better and participate more thanks to the encouragements they receive during the lesson. They are less shy.” (Equateur); and “Girls are less self conscious in class than before” (Bandundu). Examples of more general responses were: “Recently, a girl was first in my class.” (Equateur); and “Girls are more successful than boys” (Bas Congo). Some respondents refuted the idea that there might be a relationship between active pedagogy and girls’ achievement; one respondent in Equateur said: “The girls are behaving like the boys, but that’s not really new.”

Challenges

Targeting girls sometimes brought a reverse or negative attitude from boys because they felt left out. In Equateur, however, field educators have indicated that with the exception of the catholic schools, schools in general are not prepared to deal with an increase in the enrollment of girls. The main problem, they state, is neither in the classes nor in the way teachers treat girls, but in the lack of infrastructure in the schools. Most schools lack latrines, and when they do have bathroom facilities there is no provision of separate areas for girls. Classrooms are small, there is often no furniture for students or teachers, and the lighting in the classroom is totally inadequate. These are problems that need to be addressed if the schools are to increase the enrollment not only of girls, but also of boys.

Finally, combining the implementation of two activities such as AGSP and SIEEQ presented certain challenges because of different timelines and internal project needs. This created some confusion in the community. Reports from the field indicated that many parents misunderstood the work of the AGSP. They had trouble understanding the "girls only" policy for the granting of scholarships. The selection criteria were not clear to parents and they indicated that they did not know why some girls received scholarships while others did not.

Recommendations

If combining two activities such as AGSP and SIEEQ, more collaboration and planning should be done at the beginning so that implementation is smoother and does not create competing demands from schools. These activities must be defined so that they really

correspond to the environmental challenges, be it enrollment, retention, home environment, teacher practice, or any combination of these aspects. Also, the focus on girls should be extended to the entire project, including the community and efforts to elect more women FCE's. An FCE, for example, could make use of the sensitization techniques learned in training to help explain to the community the selection criteria for the granting of the scholarships. If the community's assistance is enlisted to select scholarship recipients, the current misunderstandings and resentments could be reduced.

4. Project Monitoring and Evaluation

The monitoring and evaluation (M&E) of SIEEQ focused on monitoring program activities and measuring the effectiveness of training. During the pilot period, The Mitchell Group (TMG) developed two monitoring and evaluation plans for the two dot-EDC/DRC pilot activities in Luozi and Vanga. TMG also provided training to personnel in data collection and processing, as well as in M&E methodology. The Intercultural Center for Research in Education (INCRE) developed testing instruments in the classroom and measured the impact of professional development initiatives in the classroom. Both M&E partners continued during Phase I, yet their scopes expanded to the new activities. INCRE expanded their evaluation activities to include 1) a revision of the monitoring and evaluation plan; 2) the collection of school data on enrollment, attendance, promotion, graduation, dropout, retention, and achievement, disaggregated by gender; and 3) a final project process evaluation. INCRE then built on the work plan implemented in the first two years in designing the M&E activities for SIEEQ Phase II. For example, shortcomings in data collection under SIEEQ Phase I were addressed by simplifying the data collection forms. During Phase II, EDC then consolidated M&E resources.

4.1 Main Program Level Indicators Status

As evidenced in the preceding sections, the effects of the SIEEQ training on teacher instructional practices and on supervision by principals were successful and led to more student-centered instruction, greater use of didactic materials, improved classroom management, enhanced parental involvement and stronger educational leadership by principals in the target schools. The gains achieved during 2006 have, for the most part, been sustained in 2007. This section reviews and summarizes the outcomes of the main indicators for the project that fall under USAID SO 5: Basic Education, Especially for Girls, highlighting how they have improved in targeted areas (see summary of the main indicator status is in Annex F). EDC worked with project partners to adjust the language of the indicators so that they were most relevant to accessing the activities as previously mentioned in section 2.2.1. The program results changed slightly between Phase I and Phase II (see Annex B), yet they remained within the scope of SO 5.

USAID Standard Indicator 1: Percent Increase in the Number of Children Enrolled in Primary Schools Affected by the USAID Program

There was a 5% overall increase in end-of-year student enrollment from 2006 to 2007. Enrollment increases in grades 3-6 were most notable and averaged 12.6% for the 120 schools for which valid data were available for 2006 and 2007. In grades 3-6, girls' average end-of-year enrollment increased by 16.6%, while boys' average enrollment increased by 8.2%.

USAID Standard Indicator 2: Percent Increase in the Number of Children Completing Primary School Education in Primary Schools Affected by the USAID Program

A total of 3,011 children graduated from grade 6 in 2007, an increase of 5% over 2006. The number of boys promoted at the end of grade 6 was almost equal in 2006 and 2007, while the number of girls promoted at the end of grade 6 increased by 10%.

USAID Standard Indicator 3: Number of Children Enrolled in Primary Schools Impacted by the USAID Program

At the end of the 2005-06 school year, the total number of children enrolled in the 120 primary schools affected by the SIEEQ project was 27,620. At the end of the 2006-07 school year, the total number of children enrolled in the 143 primary schools targeted by the SIEEQ project, for which enrollment data was available, was 34,572. We estimate that the total 2007 end-of-year enrollment for all 150 schools that were affected by the SIEEQ project was 36,266. An estimated 8,646 more children and an additional 30 schools benefited from the project in 2007 than in 2006.

SIEEQ Indicator 1.1: Percent of Trained Teachers from Target Schools who use “Active Pedagogy” in their Classroom.

The 23 items that comprise the classroom observation protocol are all aspects of “active pedagogy”. For the purposes of this indicator, teachers are considered to be using active pedagogy if their average rating for the 23 items is at least 3.0 out of 5. In 2005, only three teachers of the 413 for whom matched observation data was available (0.7%) attained this cutoff and could be considered to be using active pedagogy. After the initial intervention in 2006, 60% of teachers surpassed this cutoff and were observed using active pedagogy. In 2007, there was some backsliding in the utilization of active pedagogy, and only 52% of teachers were observed consistently using active pedagogy in the classroom.

SIEEQ Indicator 1.2: Percent of Trained Teachers from Target Schools Applying “Equity in the Classroom” Principles.

Equity in the classroom principles are assessed on three items of the classroom observation protocol: 1) Item 3.2 assesses the extent of group work and cooperation between boys and girls; 2) Item 3.5 assess the opportunity for both boys and girls to participate in class discussions and pose questions, and the extent to which the teacher gives equal attention to boys and girls; and 3) Item 4.1 assesses the extent to which boys and girls are integrated in classroom activities and how they relate to each other. The combination of ratings for these three items comprises the measure for the “equity in the classroom” indicator.

In 2005, a total of 13 teachers (3%) were rated at least 3.0 out of five on these three items. After the intervention in 2006, fully 67% of teachers surpassed this cutoff and were observed using equity in the classroom principles. In 2007 there was some backsliding, and only 52% of teachers were observed consistently applying equity principles in the classroom.

USAID Indicator 1.2: Number of Learning Materials Produced and Disseminated to Teachers in Target Schools.

Two types of materials were provided to teachers in the target schools: 1) Kits for the development of teaching/learning materials; and 2) Teacher Guides and Reference Books. Distribution results for these materials were as follows:

- 1) SIEEQ I distributed 900 of the materials kits to teachers in the original 120 schools. SIEEQ II distributed over 400 kits to teachers in the thirty new schools and to new teachers in SIEEQ I schools: 169 in Bandundu; 136 in Bas Congo; and 120 in Equateur.
- 2) a. The subcontractor faced significant delays and cost overruns in the delivery of teacher guides and reference books to the target schools. In May 2007, EDC interrupted the sub-contract and took over the responsibility for the acquisition of the necessary books in the quantity needed, and for the distribution of the materials to the schools. A total of 3,450 books and guides were to be delivered to the 150 target schools in September 2007.
- b. Workbooks and teachers guides related to the teacher training were also distributed along with the training. About 2900 workbooks were distributed during Phase I and approximately 2300 during Phase II, totaling at least 5200 workbooks and guides.

Additional details regarding the procurement and delivery of learning materials to the target schools can be found in the Process Evaluation Report (INCRE, August 2007) on pages 25-29.

USAID Indicator 3.1: Percent of Students Passing from one Grade to Another in Target Schools, Disaggregated by Gender.

Overall during SY 2007, 77% of students in grades 1-6 were promoted to the next grade. Rates for boys were slightly higher than for girls in grades 2, 4 and 5. Table 12 shows the promotion rates by grade for SY 2007.

Table 12: Rates of Promotion at the End of Each Grade, By Gender, SY 2007. N=143 schools

Grade	Pct. promoted SY 2007	
	Boys	Girls
1	75.3%	75.5%
2	79.4%	77.2%
3	73.3%	73.5%
4	77.3%	76.1%
5	82.9%	79.3%
6	82.0%	82.2%
Total	77.9%	75.7%

4.2 Surveying and Reporting

To meet the requirements of the monitoring and evaluation activities, EDC held regular internal meetings and frequent visits to project sites. The main M&E activities consisted of activity and quarterly reports, classroom observation, school surveys for statistical data, an internal evaluation, a process evaluation by INCRE, and the final impact evaluation by INCRE. The main activities are discussed in brief below.

- Classroom observation by EDC educators to evaluate the impact of activities
Following each teacher training session, EDC educators from the three provinces visited teachers in their classrooms to monitor the implementation of the training, and also to support teachers by providing guidance and discussing technical issues. Three visits were organized during Phase I, and two in phase II. Classroom observation visits by EDC Educators played a significant role in the application of techniques learned during the training.
- Classroom observation by INCRE researchers to assess the impact of activities on children and teachers
Researchers were trained by INCRE to go targeted schools and perform two sets of activities: 1) to collect data on school statistics, and 2) to observe teachers and students in order to evaluate the use of active pedagogy and its impact on student performance.
- School survey for statistical data
Data collection tools were developed by TMG, revised by INCRE, and then used to collect information by project staff. This information was collected twice a year, every year. There were irregularities in the data collection because some surveys were incorrectly filled out. This challenge played a role in EDC's capacity to gather extensive information about schools.
- Final evaluation by EDC staff Rebecca Rhodes, EDC/SIEEQ staff members and USAID staff members
The internal final evaluation was performed by EDC staff member Rebecca Rhodes and assisted mainly by Placide Bulaimu, EDC/SIEEQ M&E specialist, and USAID staff Alain Musangu and Darfour Ndakakanu. Other staff included the SIEEQ Chief of Party, Francine Ahouanmenou-Agueh and USAID CTO, Dr. Jill Jupiter-Jones, who assisted in the finalization of the tools and in the launching of the survey in the first site visited. The objectives were to determine whether the active learning techniques promoted by the program were influencing student learning, as well as to examine the contextual conditions supporting active learning with a view to building recommendations for their improvement.

The evaluation sought to answer the following questions:

- 1) What influence, if any, have the SIEEQ activities had on student learning and/or academic engagement?
- 2) What enhancements to SIEEQ's teacher professional development package would support even greater student learning and/or engagement in the learning process?
- 3) What physical, institutional, and instructional changes would be necessary in the regions where SIEEQ is implemented for the program to have an even greater effect on teacher professional development and student learning?
- 4) How could these documented and necessary changes become the starting point for the development of a set of minimum quality standards for classroom environment and practice in the DRC?

Tools were developed for the surveys and a report was produced and integrated into this final project report.

- Process Evaluation by INCRE

The Process Evaluation report for the SIEEQ project reviewed the status of project implementation from April 2006 to June 2007. The report addressed the implementation of activities pertaining to the three main objectives of the intervention:

- (1) To improve the quality of basic education through innovative teacher training;
- (2) To improve community participation in basic education; and
- (3) To increase student access, retention and achievement, particularly for girls.

Issues related to project management and to the sustainability of the activities implemented were also addressed. The findings showed emerging gains in the long endeavor leading to the improvement of quality in education in the DRC. Project implementation was successful in numerous ways and the results of its actions can be observed in the schools and communities targeted by the project. The 2006 evaluation conducted by INCRE analyzed approximately 1,400 class observations and concluded that there was a noticeable improvement in teacher performance as compared to the results obtained by analyzing the pre-training baseline data collected in 2005.

- Final Impact Evaluation by INCRE

Between May 26 and June 7, 2007 the evaluation specialist from the Intercultural Center for Research in Education (INCRE) conducted interviews with SIEEQ stakeholders in Kinshasa, Democratic Republic of Congo. The specialist also guided the interviews conducted by SIEEQ staff and one local consultant in the three provinces where the project was implemented: Bandundu, Bas Congo and Equateur.

The report examined changes in student enrollment, attendance and retention in the target 150 schools, as well as the impact of teacher training on changes in instructional practices, supervision practices of principals, and parent involvement. The detailed report is followed by a summary of outcomes for the defined USAID and SIEEQ II performance indicators. Findings related to project implementation can be found in the Process Evaluation Report (INCRE, August 2007).

Challenges

Staff turnover during the life of the project presented challenges, often disrupting the implementation of certain project activities. Carefully selected, hired and trained technical staff members left for better jobs at USAID, the American Embassy, the African Development Bank, or to join other projects. Staff turnover can be traced to two causes: a salary level lower than what is offered at other organizations and the individual's desire for a permanent position. Other challenges included M&E activities not producing timely results for reporting, and sub-contractors submitting incomplete data. Subcontracts had to rely on local data collectors whose capacity was weak.

Recommendations

Allocate more resources during the conception phase for monitoring and evaluation so that activities are fully supported and can be properly planned for ahead of time. Ensure that staff and consultants are adequately qualified or receive the training necessary to complete their scope of work. If projects such as SIEEQ want to keep their best people, they might re-examine the salary and benefits they offer to ensure competitiveness in the marketplace. Thorough and complete data collection and follow-up from all subcontractors should also be reinforced.

5. Major Recommendations for Future Programs

The survey results presented in the evaluation report from the education authorities highlight several physical, institutional, and instructional changes in the current situation that could greatly assist teachers in using active pedagogy consistently enough to inspire improved student results. Among these changes should be included:

- 1) A limitation on the number of children per classroom;
- 2) An emphasis on rehabilitating/constructing classrooms such that there would be maximal light in which to work;
- 3) The presence of a working cabinet, table, and chair in every classroom for teacher use;
- 4) Annual distribution of copies of the national curriculum;
- 5) The development of an instructional guide (to be distributed with the national curriculum) which would assist teachers in interpreting and implementing the national curriculum.
- 6) A rotating schedule of volunteer parents willing/able to help with teaching and child discipline during the school day;
- 7) A framework, by region, of training topics for a 3 to 5 year period that could be presented for joint donor funding and implementation;
- 8) Inclusion in this framework of a slate of training for administrators and school directors;
- 9) A tracking system, linked to and grounded in this training framework, that would track teachers' and supervisors' assimilation and application of the concepts presented;
- 10) Coordinated donor support for the process of teacher supervision, such that a regional or sub-regional office could develop its own school visit plan for its entire jurisdiction *and then practice putting that plan into action,*
- 11) A more precise and holistic evaluation system, whereby results for children in a given grade level could be compared across schools.

EDC recommends creating a standards framework document as an approach to addressing a number of the challenges set forward. Creation of a standards framework chart would start from the school level and work up to a regional level (rather than working outward from the center). This is due to reasons such as the country's immense terrain, the woefully inadequate number of administrators and inspectors, in comparison to the number of schools and teachers, the intensive involvement of religious congregations and personnel in the country's school system, and the overall poverty of the context. With this approach, the issues raised around quality would first be examined by a council or fellowship representing all the schools (both their parents and their teaching staff) in a given region. At their conference, representatives would be asked to define the elements

that, for them, in their local context, characterize a quality school and quality instruction. Many questions that SIEEQ has dealt with would be sure to surface. For example, respondents would state that a quality school is one in which all teachers have access to training regularly, in which pedagogical supervision is rigorous and routine, and in which classrooms have a roof, windows, and doors. While representatives might not explicitly say that a quality school is one where active pedagogy is employed, it is likely that they would state that a quality school is one where achievement rates are, for example, above 50%. Should the assembly so desire, it would be possible to then “work backwards” from that goal to address the type of instructional approach that would need to be fostered to ensure such relatively high rates of scholastic success.

In a second step, one would broaden the dialogue beyond the school level and ask what characteristics a quality administrative and pedagogical supervision system would possess. Through meetings with the inspectorate, the Provincial Education (PROVED) offices, etc., long term goals would be established or renewed. Aspects such as the lack of coordination of supervision by the donor community could be examined, and a “quality statement” could be generated. For example, “a quality inspectorate is one that has a detailed training plan developed and a commitment from several donors to support its implementation.” Or, “a quality inspectorate is one that keeps public records on its teachers’ *pedagogical* performance.”

By the end of the process, the regional community, including all inspectorate offices, all school directors, all schools, and all religious coordination’s would have a draft document for a standards framework that would look, perhaps, like a much larger version of the information presented in Table 13 below.

Table 13: Sketch of Standards Framework Chart

Educational Domain	Quality Objectives (5 year goal)	Short-Term (one year) Goal(s)	Responsible Parties	Measures of Achievement
School Environment	<ul style="list-style-type: none"> • 50 children maximum per classroom • Teacher desk, cabinet, and chair in every class 	<ul style="list-style-type: none"> • Furnish each existing classroom with a desk, chair, and cabinet • Build one additional classroom 	<ul style="list-style-type: none"> • PTA • PTA/ supporting donor 	<ul style="list-style-type: none"> • All classes have desk, cabinet, and chair • One new classroom is ready for use
Student Achievement	<ul style="list-style-type: none"> • 80% of primary students can read, speak, and write fluent French 	<ul style="list-style-type: none"> • Increase supply of didactic materials • Ensure training in “didactique du Français” for all primary cycle teachers 	<ul style="list-style-type: none"> • PTA • School administration/ supporting donor 	<ul style="list-style-type: none"> • Didactic materials are in classrooms • Teachers attend training
Teacher Supervision	<ul style="list-style-type: none"> • Director has a portfolio on each teachers’ pedagogical performance 	<ul style="list-style-type: none"> • Agree on teacher standards with Proved 	<ul style="list-style-type: none"> • School director/ supporting donor 	<ul style="list-style-type: none"> • Regional teaching standards agreed

Based on such a document, each responsible party could draw up an operational plan for achieving the one or two year goal. In this way, the immense task of actually creating systemic change in support of instructional reform could be broken down into smaller, manageable chunks that are tied to one or two year blocks of time.

The actual process would, of course, be more complex and involved, but constructing such frameworks on a region-by-region basis, as well as using the findings of SIEEQ as a

starting point, is a feasible and realistic aspiration. SIEEQ discovered that active pedagogy is being tentatively applied, in conditions where little of the infrastructural or systemic conditions which would assist it to “take root” exist (in the majority). However, even with those tentative and sporadic applications, it was encouraging that students were still able to benefit, and that teachers could still identify clear differences in their performance. Imagine what teachers’ use of active pedagogy could do if the surrounding, contextual factors supporting its use were to gradually improve through the joint work of many stakeholders? It could still be the key to significantly improved learning in the DRC’s classrooms.

6. Conclusion

The data collected and analyzed for this report tells many stories. On one hand, it tells the story of a program that has worked intensively on the ground with some of the world’s most isolated teachers. This program has brought them innovative ideas and methods, and it has succeeded in effecting at least a partial knowledge transfer of these novel practices. This is in no small part due to the high quality and practicality of the training delivered (as described by the participants themselves). We saw the project grow from a pilot to a larger initiative in three provinces. The successes presented have shown that the trainings, when put into practice in the form of AP techniques, deepen student’s engagement in the lesson and create a stronger understanding and connection to the subject at hand.

On the other hand, this data also clearly tells the story of the limitations of a project-based approach as opposed to a national approach. We read here of teachers and directors applying newly gained knowledge “at will” (and without prior planning) rather than as a coordinated and holistic effort at instructional reform. We read of district offices and PTAs by-and-large disconnected from the day-to-day life of the school, or the teachers’ halting attempts at change. The data also reflects a project team very eager to create change. Six topics were treated in the same time it might have taken their audience to assimilate two or three topics, all in a context shown to have almost none of the prerequisites for really sustaining and nurturing new pedagogical habits. And the data is unequivocal in the results: rather than change having been predictable, profound, and progressive, it is more diffused. It is scattered across a teacher population with a greater ability to use active pedagogy, but still no supervisory or infrastructural support to ensure that those abilities translate into regular action that can reliably change student outcomes.

While the data also shows us many ways in which the project (or future projects) could tweak training content, improve training materials, or alter training delivery mechanisms to try and solidify teachers’ knowledge gains and render their practice with active pedagogy more consistent, these are not this particular set of data’s most important contributions. This data begs the question: what, beyond a project-based approach, can be done to assist teachers and school communities to improve the quality of basic education in the DRC? This study’s results, taken as a whole, clearly demonstrate that any project, given the country’s context, would find it difficult, in a vacuum, to create sustainable and profound change in the classrooms of Bandundu, Bas Congo, and Equateur.

At the time of the funding of this project, there was no bilateral agreement between the United States Government and the DRC. Thus, despite partnering with regional education authorities, there was no formal relationship between SIEEQ and the Ministry of Education in the DRC. For change to be maintained, a much broader range of stakeholders, in addition to project staff and beneficiaries, would have to engage in putting in place (slowly

but surely) a framework within which change can take root and prosper. Perhaps this framework will resemble the minimum standards document proposed here, or perhaps it will take an entirely different form. In the final analysis, however, one thing is clear, if the innovations introduced by SIEEQ do not live on after the life of the project, it will not be because the strategies were inappropriate avenues to greater student learning. Rather, it will be because they were introduced to beneficiaries in a vacuum, where the only support for their survival were the actions of our program staff, and where beneficiaries received no guidance or incentives from a local system or network committed to supporting the integration of these strategies as routine aspects of teachers' professional lives.

7. Annexes

Annex A Project Indicators and Targets Matrix

Annex B Summary of Logical Frameworks of SIEEQ

Annex C SIEEQ I & II Work Plans

Annex D Schools with Elected FCE

Annex E Student Enrollment by Grade and Gender by Province

Annex F Summary of the Main Project Indicators

Annex A SIEEQ Project Indicators and Targets Matrix

➤ SO 5: Basic Education, especially for Girls, improved in targeted areas

INDICATOR	TARGET
1: % increase of children enrolled in primary schools affected by USAID programs compared to the baseline	2004-2006: 10% (enrollment data will, based on 2004 data, will recount in 05, 06)
2: % increase of children completing primary education in primary schools affected by USAID programs compared to the baseline.	2004-2005: (Baseline data will be collected) 2005-2006: 5%
3: # of children enrolled in primary schools affected by USAID programs (disaggregated by gender).	2004-2006: (data disaggregated by gender, will be collected and analyzed yearly)

➤ IR 1. Improved Quality of Basic Education through Innovative Teacher Training Programs

INDICATOR	TARGET	CONTRIBUTING PRs & ACTIVITIES
1.1: # of teachers trained in active pedagogy and gender equity.	720 by 2006	<ul style="list-style-type: none"> Teacher training workshops On-going teacher support (e.g. video assessment, activities at the Teacher Resource Centers (TRCs))
1.2: # of learning materials (e.g. Textbooks, kits, materials created by teachers in TRCs) produced and disseminated (including via technology channels) to students and teachers.	3000 textbooks 35,000 student kits 720 teacher kits 720 teacher guidebooks 720 copies of curriculum	<ul style="list-style-type: none"> Student texts selected, reproduced, and distributed Student kits distributed Teacher kits distributed Project-based teacher guidebooks finalized and distributed Online resource provision and access at the TRCs
1.3.: # of students who have textbooks (OPIN) indicator or access to online materials.	2006: 60,000	<ul style="list-style-type: none"> Teacher Resource Centers
1.4.: % of students who repeat a year	2006: decrease by 10 %, relative to baseline.	<ul style="list-style-type: none"> Teacher training workshops
1.5: # of education administrators and teacher supervisors trained in improved supervisory techniques.	270 by 2006	<ul style="list-style-type: none"> Training workshops (TOT, teacher workshops, director & CP training)

➤ **IR 2. Improved Community Participation in Basic Education**

INDICATOR	TARGET	CONTRIBUTING PRs & ACTIVITIES
2.1: % change, relative to baseline, in reported community contributions provided to targeted schools. (cash or in kind, as defined by M&E team)	50% by 2006	<ul style="list-style-type: none"> • Specific modules within teacher, director, and CP training workshops • Direct support from regional Community Outreach Facilitators
2.2: % of sample of targeted community members participating in school activities.	15% by 2006	<ul style="list-style-type: none"> • Specific modules within teacher, director, and CP training workshops • Direct support from regional Community Outreach Facilitators
2.3: % of topics of coursework considered relevant to expressed local needs by surveyed community members.	2005: 50% 2006: 70% (EDC would like to discuss validity of this indicator with USAID during development of M&E plan)	<ul style="list-style-type: none"> • Teacher training workshops

➤ **IR 3. Increased Access, Retention, and Achievement, Particularly for Girls**

INDICATOR	TARGET	CONTRIBUTING PRs & ACTIVITIES
3.1: % increase per grade in number of students attending targeted schools, disaggregated by gender (to track access).	70 % by 2006	<ul style="list-style-type: none"> • Teacher training and on-going support activities • Supplying student material • Gender appropriate training to teachers and administrators
3.2: % of children beginning grade 5 and 6 who complete their respective grade in targeted schools (to track retention).	35% by 2006	<ul style="list-style-type: none"> • Teacher training and on-going support activities • Supplying student material • Support to community engagement and support of student learning
3.3: % of children scoring passing or better on criterion-referenced tests developed by the program, disaggregated by gender (to track achievement).	2005: 55% 2006: 65%	<ul style="list-style-type: none"> • Teacher training and on-going support activities • Supplying student material • Support to community engagement and support of student learning
3.4: % of girls in sample of targeted population achieving scores equal to or better than those of boys on achievement tests, disaggregated by gender (to track gender equity).	75% by 2006	<ul style="list-style-type: none"> • Teacher training and on-going support activities • Supplying student material • Gender appropriate training to teachers and administrators

Annex B Summary of Logical Frameworks of SIEEQ

Project phase	Phase I	Phase II	Major results
<i>Period</i>	<i>Oct 2004- Sept 2006</i>	<i>Oct 2006- Sept 2007 & ext. to Oct 2007</i>	
<i>Beneficiaries</i>	<i>Bandundu, Bas-Congo and Equateur Provinces. 120 Schools (40 in each Province) 847 teachers and head teach. 34000 students</i>	<i>Bandundu, Bas-Congo and Equateur Provinces. 150 Schools (10 additional in each Province) 1227 teachers and head teach. 45000 students</i>	
USAID SO5: Basic Education, especially for Girls, improved in targeted areas	PR 1: Improved Teaching Practice	PR1. Improved teaching practice - Teacher Professional Development - Follow-up and reinforcement between workshops	- 1212 teachers + 150 school directors trained in Active Pedagogy (student centered learning, gender equity, discovery based learning) -DVD used for training trainers and reinforcement -Classroom visits, meetings with teachers held -Teachers documented in-class through video -Inspectors/ regional conseillers pédagogiques (CPs) and directors trained in supervision and observation
<u>Intermediate Results</u>	PR 2: Increased Access to Learning Materials for Teachers PR 4: Increased Access to Learning Materials for Students	PR2. Increased access to learning materials for teachers and students	-Teachers' Workbooks in Health/HIV AIDS prevention, life skills and in Civic Education developed produced in the DRC and distributed to teachers - 3000 reference/textbooks procured and distributed to teachers - 18,000 didactic materials Distributed to teachers 980 copies of national curriculum distributed to teachers - 1260Teacher and Trainer Kit procured and distributed -Student Kit Distributed to 45000 students
IR 1. Improved Quality of Basic Education through Innovative Teacher Training Programs		PR3. Continued Assistance to Develop CLRC in Vanga	- Vanga Community Resource Learning Center established to support teachers and provide- didactic material development activities -teachers trained and supported at the Center

Project phase	Phase I	Phase II	
IR 2. Improved Community Participation in Basic Education			<ul style="list-style-type: none"> -activities in support of sustainability strategy, such as better IT services developed: - Offer adult education classes Provided targeting women - public awareness sessions Provide and conference debates arranged (health, civic ed. Etc) - Center staff trained in financial management - New personnel structure and SOW defined and established
IR 3. Increased Access, Retention, and Achievement, Particularly for Girls	PR 3: Increased Community Engagement in School-Based Learning and Management	PR4. Increased community participation in education	<ul style="list-style-type: none"> -2 FCEs selected in each (15 by Province) targeted school-community -Train 90 FCEs in initial dialogue and planning training -Planning and realization of parental and community activities to improve schooling Planning and realization of parental and community activities to improve schooling
	PR 5: Increased and Improved Participation of Girls in School	PR5. Increased and improved participation of girls in schools	<ul style="list-style-type: none"> - Technical Assistance to EDDI/AGSP provided - Gender Appropriate Professional behavior Developed among teachers and community
	Administration		<p><u>Administration, planning and Monitoring:</u></p> <p><u>Monitoring:</u></p> <ul style="list-style-type: none"> - All quarterly reports produced - Classroom observation by EDC educators - Classroom observation and data collected by researchers - Extension follow-up evaluation conducted - End-of-Project evaluation conducted

Annex C SIEEQ I and II Work Plans

SIEEQ I Work Plan 2004-2006						
Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
<i>I.R. 1. Improved Quality of Basic Education Through Innovative Teacher Programs</i>						
P.R.1. Improved Teaching Practice in classroom	1.1. 1. <u>Teacher and Supervisors Training</u> (from 40 schools/region (3))	Confirm/refine learning needs in Equateur	Needs Assessment Report Completed	12/04	Jan Visser, consultants, EDC/Kin.	Done.
		Select target schools	Selection list completed and approved by USAID.	1/05	EDC/Kin., USAID, local authorities	Done.
		Establish cluster groups	Cluster groups established	3/05	EDC/Kin., local authorities, local schools	Done.
		Develop training plan and calendar (cascade w/ clusters)	Training plan completed.	3/05	EDC/Kin., EDC/DC, EDC/Newton, local schools, local authorities	Done.
		Train 54 trainers (EDC regional field staff, CP, Inspect.) in Active Pedagogy (=PBL). Stage 1 (<i>Matériel didactique, Méthode de Centre d'intérêt</i>) With interspersed use of DVD Best/Worst cases of AP --as learning tool.	Training completed. (20 trainers Kikwit, 20 trainers Mbandaka, 14 trainers Luozi)	2/05 – 3/05 6.5 days training 1 day observation .5 days simulation per site	EDC/Kin., EDC/Newton, local schools, local authorities, trainers	Done.

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
		Trainers train 720 teachers + 120 school directors in Active Pedagogy, stage 1	Training completed. (Three rounds 11 clusters/province)	3/28-4/8/05 3 days/pool x 3 pools/site= 10 days/ province	<u>Field office</u> <u>trainers,</u> EDC/Kin.,_local authorities, local schools, teachers	Done.
		Train trainers in Active Pedagogy (=PBL). Stage 2 (Community Context, Gender and Collaboration) With interspersed use of DVD Best/Worst cases of AP --as learning tool.	Training completed. (57 trainers trained in 2/05; 8 days /province)	8/05 8 days	<u>EDC/Kin.,</u> <u>EDC/Newton,</u> local schools, local authorities, trainers	Done
		Trainers train 720 teachers + 120 school directors in Active Pedagogy, stage 2	Training completed. (11 clusters /province, 3 days /pool= 3 pools)	9/05-10/05 3 days	<u>Field office</u> <u>trainers,</u> EDC/Kin.,_local authorities, local schools, teachers	Done
		Train trainers in Active Pedagogy (=PBL). Stage 3 (L'apprentissage base sur la découverte) With interspersed use of DVD Best/Worst cases of AP --as learning tool.	Training completed. (57 trainers trained in 8 days/ province)	1/06 # of days TBD	<u>EDC/Kin.,</u> <u>EDC/Newton,</u> local schools, local authorities, trainers	Planning in progress
		Trainers train 720 teachers + 120 school directors in Active Pedagogy, stage 3	Training completed. (Three rounds 11 clusters/province)	2/06-3/06 3 days / pool	<u>Field office</u> <u>trainers,</u> EDC/Kin.,_local authorities, local schools, teachers	Planning in progress

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
	1.1.2. Teacher and Supervisors Training (from 40 schools/region (3))	Develop Supervisors/administrators training material	Training manual completed.	11/05 11/05	EDC/Kin., EDC/DC, local schools, local authorities, trainers	Done
		Train inspectors/ regional conseillers pédagogiques (CPs) and directors in supervision and observation 162 (EDC Staff not included)		11/05 3 days	Field office trainers, EDC/Kin., al authorities, local schools, administrators	Done in Mbandaka and Kikwit Luozi in progress
	1.2.1. Ongoing teacher support –teacher resources (Vanga Community Resource Learning Center)	Continue support to teacher training and material development activities	Teachers continue to receive training and access to materials	10/04-10/06	EDC/field offices, EDC/Kin., field trainers, local authorities, local schools, administrators,	
		Continue support to didactic material development activities	Teachers receive support at the Center	10/04-10/06	Center staff, Field Offices, AED, EDC,	
	Ensure sustainability for Vanga	Develop sustainability/exit strategy	Strategy approved by all stakeholders	1/05	AED/Kin	
		Implement activities in support of sustainability strategy: -Offer better IT services (Internet); -Explore telephone service (partnership with Celtel); -staff trained in business plan dev't and market analysis; -Do market research (who, how much) -Track center activities;	-the Center has a better access to internet -A telephone service is available at the Center -Center activities tracked -a realistic business plan is developed	10/04-10/06	Center Staff, Field office, AED	

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
		-Associate Center w/Existing NGO -Organize and conduct Fundraising activities -Provide the Center with capabilities for a Community Conference Center -Provide organizational management support -Train Center Staff in financial management	- New personnel structure and SOW defined and established - Center staff trained in financial management.			
	Implement other activities in support of project goals	-Provide adult education classes targeting women -Provide public awareness sessions and arranged conference debates (health, civic ed. etc.;	-Number of sessions for women's education -Average number of women assisting in classes -Center used as conference center	5/05 -10/06	AED, Center Staff, Field office	
	1.2.2. Follow-up and reinforcement between workshops (classroom observation)	Develop follow-up plan (w/ training plan)	Teacher follow up plan completed.	4/05 – 6/05	<u>EDC/Kin.</u> , <u>EDC/DC</u> , <u>EDC/Newton</u> , local schools, local authorities	Done.
		Meet with teachers; observe classroom; observe materials developed and use thereof etc.,	Classroom visits, meetings with teachers.	1-2 visits each semester; at least 2 lessons observed per semester; 4-6/05; 10-12/05; 3-5/06	<u>Field offices</u> , <u>EDC/Kin.</u>	In progress.

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	<u>Responsible/ Participants</u>	<u>Status</u> 19 Dec. 05
		Classroom observation (observe materials developed and use thereof etc.); Meet and provide feedback/reinforcement to teachers. Videotape two classrooms per Cluster.	Classroom visits, meetings with teachers held Teachers documented in-class through video.	At least 2 lessons in ten schools in each site will be observed each semester by field staff	<u>Field offices, EDC/Kin.</u>	<u>In progress</u>
		Meet with teachers as a group—discuss challenges and strategies; critique lessons. Video clips & self-evaluation used as reinforcement	Meetings with trained teachers	1-2 times each semester following each stage of training	<u>Field offices, EDC/Kin.</u>	
	1.2.3. Video Training	Train project staff in each site in operating video camera and related equipment, use of camera for training and M&E purposes	Staff trained in how to use video for training and monitoring and evaluation.	4/18/05 – 5/5/05 (after 1 st trg.)	<u>EDC/Consultant w/ EDC/Kin. Staff., field office staff</u>	Done.
		DVD/Videotape teacher trainer practices to reinforce peer and self-analysis and reinforcement.	DVD used for training trainers and reinforcement	4/05 – 6/05	<u>Field offices, EDC/Kin.</u>	
	1.2.4. Cluster Follow-up and Reinforcement Group Session	Develop self-evaluation skills through constructive critique of select classroom observation video clips	Constructive critique held	10/06 – 12/06 (after 1 st & 2 nd trg.)		
		Reinforce assimilation of key Training 1 concepts through role play	Role play reflecting key concepts as understood by teachers developed and videotaped	10/06 – 12/06		

SIEEQ I Work Plan 2004-2006

SIEEQ I Work Plan 2004-2006						
Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
P.R.2. Increased Access to Learning Materials for Teachers	2.1. Teacher Guidebook Production and Distribution	-Develop Project-Based Learning (PBL) Teachers' workbook	Workbook completed	2/05	<u>EDC/Kin.</u> , <u>EDC/DC</u> , <u>EDC/Newton</u> ,	Phase 1 Done
				7/05		Phase 2: Done
		-Produce Teachers' PBL Workbooks in DRC	Workbook reproduced	2/05- 3/05 8/05	<u>EDC/Kin.</u> ,	Phase I: Done Phase II: Done
		-Distribute 720 for teachers, 120 to directors, 54 for trainers PBL workbooks	Workbook distributed.	2/05 – 3/05 8/05	<u>Field offices</u> , <u>EDC/Kin.</u>	Phase I: Done (70) Phase II: Done (80)
	2.2. Teacher and Trainer Kit Acquisition and Distribution	Determine contents of 720 teachers' kits 54 for trainers, 120 for Directors	Contents list approved by all stakeholders.	1/05	<u>AED</u> , <u>EDC/Kin</u> , <u>EDC/DC</u> , local authorities, schools	Done
		Procure contents of kits	Procurement completed	1/05	<u>AED</u> , <u>EDC/Kin</u>	Done
		Compile kits and transport to Bandundu, Luozi, and Equateur sites	Kits delivered to all sites	2/05 – 3/05	<u>AED</u> , <u>EDC/Kin</u> , <u>EDC</u> field offices	Done
		Distribute teacher and trainer kits	Trainers and Teachers receive 900 kits (840 teachers/dir, 60 trainers)	2/05 – 3/05	<u>AED</u> , <u>EDC/Kin</u> , local authorities, schools, <u>EDC</u> field offices	Done
	2.3. Teacher Textbooks distribution	Determine list of teachers' reference/ text books	List approved by all stakeholders	11/05	<u>AED</u> , <u>EDC/Kin</u> , <u>EDC/DC</u> , local authorities, schools	In progress.
		Procure 3000 reference/textbooks	Procurement	11/05	<u>AED</u> , <u>EDC/Kin</u>	completed
		Transport books to Bandundu, Luozi, and Equateur sites	Books transported	02/05	<u>AED</u> , <u>EDC/Kin</u> , <u>EDC</u> field offices	

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
		Distribute reference/textbooks	Teachers receive books	02/05	<u>AED</u> , EDC/Kin, local authorities, schools, EDC field offices	
	2.4. Didactic Materials	Distribute 18,000 didactic materials	Teachers have materials In progress	02-09/06	EDC/Kin, EDC field offices	
	2.5. Access to National curriculum	Purchase 900 copies of National Curriculum	MOU is signed.	11/05	<u>EDC/Kin. AED</u>	Done
		Distribute 912 copies of National Curriculum	Teachers provided w/ NC	11/05	<u>EDC/Field offices</u> , EDC/Kin.	Done
		If feasible, create electronic version of National Curriculum	Electronic version of NC completed	TBD	<u>EDC/Kin.</u> Ministry of Education, USAID Mission	
<i>I.R.2. Improved Community Participation in Basic Education</i>						
P.R.3. Increased Community Participation in Education <i>(3 focus domains of participation: Teaching & Learning, Management & Finance, and Access & Retention, Especially for Girls)</i>	3.1. Community Participation Program Result Preparation	Determine needs for effective community mobilization (for project, gender, and involvement in education changes)	Needs assessment completed.	1/05	Jan Visser, EDC/DC, consultants, EDC/Kin.	Done
		Develop community participation strategy, consisting of:	Strategy approved by all stakeholders and training plan	4/05	<u>EDC Community Participation</u>	Done

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	<u>Responsible/ Participants</u>	<u>Status</u> 19 Dec. 05
		a. face-to-face technical assistance to a small number (e.g. 10-20 per region) of school-communities and nascent Parent Associations (PAs) b. teacher and supervisor training in parental & community collaboration in all project schools	developed.		<u>Advisor</u> , EDC/Kin, IFESH, EDC field offices, EDC/DC	
	3.2. Facilitation of School-Community Dialogue and Participatory Planning Process	Select school-communities for face-to-face technical assistance activities	School-community selection criteria defined, 10 school-communities selected per region	5-6/05	<u>CP Advisor</u> , EDC/Kin, EDC field staff, Inspectors	Done
		Facilitate selection of FCEs (2 per targeted school-community, according to criteria and structured selection process)	FCEs selected in each targeted school-community	6/05	<u>EDC field office staff</u>	Done
		Develop manual and modules for initial training of Community Facilitators of Education (FCEs)	Training materials developed	5-6/05	<u>CP Advisor</u> , <u>IFESH</u> , EDC/Kin, EDC field offices	Done
		Train 6 trainers (EDC regional field staff) in initial FCE training	Training completed	7/05	<u>CP Advisor</u> , <u>IFESH</u> , EDC/Kin CP Coordinator	Done (one workshop of 4 days, in Kikwit)
		Train 60 FCEs (2 per targeted school-community) in initial dialogue and planning training	Training completed (1 workshop of 4 days in each region)	7/05	<u>EDC field office CP educators and local animateurs</u>	Done
		Conduct visits to school-communities & meet with FCEs, PA members, director, teachers, other parents &	School-community visits conducted	8-9/05 2 visits in Oct	<u>EDC field office educators, Inspectors, IFESH</u>	Done

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
		community members to guide planning process as necessary (<i>plans may include income generating activities to help defray school fees</i>)				
	3.3 Monitoring and Support of School-Community Action Plan Implementation	Conduct visits to school-communities & meet with FCEs, PA members, director, teachers, other parents & community members to evaluate & where necessary help improve school-community action plans	School-community visits conducted, action plans adopted	9-11/05 1 visit Nov	<u>EDC field office</u> <u>educators,</u> <u>Inspectors,</u> <u>IFESH</u>	<u>Done</u>
		Poll FCEs and school-communities on their desires for further technical assistance to support the implementation of their action plans	Further technical assistance information (future training themes) collected	10/05	<u>EDC field office</u> <u>educators</u>	Done
		Develop manual and modules for second training of FCEs based on common themes of requested action plan implementation assistance	Training materials developed	10-11/05	<u>CP Advisor,</u> <u>IFESH,</u> Gender Specialist, EDC/Kin, EDC field offices	Done
		Train 6 trainers (EDC regional field staff and IFESH-supported local <i>animateurs</i>) in second FCE training (support to action-plan implementation)	Training completed (one workshop of 4 days, in Kinshasa)	12/05	<u>CP Advisor,</u> <u>IFESH,</u> EDC/Kin CP Coordinator	<u>Done (14-17 Dec 05)</u>
		Train 60 FCEs (2 per targeted school-community) in second training (support to action-plan implementation)	Training completed (1 workshop of 4 days in each region)	1/06	<u>EDC field office</u> <u>CP educators</u> <u>and local</u> <u>animateurs</u>	

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
		Conduct visits to school-communities & meet with FCEs, PA members, director, teachers, other parents & community members to guide action plan implementation as necessary (i.e. assist in realization of parental and community activities)	School-community visits conducted	1/06-8/06	<u>EDC field office educators, Inspectors, IFESH</u>	
	3.4. Teachers and Supervisor Training in Community Collaboration for Teaching and Learning	Work w/ trainers in the development of modules on school-community partnerships for better teaching and learning (integration of local context in lessons, didactic material development, community resources for active pedagogy inside and outside of the classroom, monitoring of student progress, etc.)	Modules developed as part of Stage 2 and 3 teacher trainings and supervisor trainings	5/05-1/06	<u>EDC/Kin, EDC/DC, CP Advisor</u>	Stage 2 Teacher training and supervisor training Done
<i>I.R.3. Increased Access, Retention, and Achievement, Particularly for Girls</i>						
P.R.4. Increased Access to Learning Materials for Students	4.1. Student Learning Materials Production & Distribution	Determine students' 70,000 materials to be developed and distributed.	List approved by all stakeholders involved.	3/06	<u>AED, EDC/Kin, EDC/DC, local authorities, teachers, schools</u>	In process.
		Develop materials	Materials developed	4/06	<u>AED, EDC/Kin, EDC field offices, teachers</u>	
		Distribute student materials	Students receive materials	9/06	<u>AED, EDC/Kin, local authorities, schools, EDC field offices</u>	
	4.2. Student Kit Distribution	Determine contents of students' kits	Contents approved by all stakeholders in the process	4/06	<u>AED, EDC/Kin, local authorities, schools</u>	

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
		Procure 35,000 students' kits	Procurement completed	7/06	<u>AED</u> , EDC/Kin	
		"Compile kits and transport to Bandundu, Luozi, and Equateur sites	Materials delivered to all sites	8/06	<u>AED</u> , EDC/Kin, EDC field offices	
		Distribute student kits	Students provided with materials	9/05	<u>AED</u> , EDC/Kin, local authorities, schools, EDC field offices	
P.R.5. Increased & Improved Participation of Girls in Schools	5.1. Technical Assistance to EDDI/AGSP	Provide feedback to AED/AGSP strategy	Feedback provided in meeting(s) or in writing.	3/05 - 6/05, ongoing based on project implementation	Consultant, EDC/DC, EDC/Kin	Done
	5.2. Gender Appropriate Professional Development	Develop or finalize module for teacher training (to be incorporated in Stage 2 of training)	Training guide developed	6/05	EDC <u>Kin/Educators</u> UNICEF	Done
		train trainers	Training plan developed	6/05	<u>EDC Educators</u> , Inspectors/CP, EDC staff	Done
		train teachers	All teachers are trained in gender and equity	8-10/05	<u>Inspectors/CP</u> , EDC Educators, teachers	Done
Monitoring and Evaluation						
	A. Project M&E	Conduct kick off visit for M&E planning	Visit conducted	11/04	<u>TMG</u>	Done
		Determine/confirm final project indicators	Indicators approved by all stakeholders, Data collection form developed.	12/04	<u>TMG</u> , EDC/all, INCRE	Done
		Submit M&E plan	M&E and data collection plans submitted.	1/05	<u>TMG</u> , INCRE, EDC/DC, USAID	Done.

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
	Software design for data entry and data processing	Design software for data entry and data processing	Software designed	1/05 – 5/05	TMG, EDC/DC, EDC/Kin., USAID	In process.
	M&E training sessions	Train M&E team members in Kinshasa and in the 3 sites	Local M&E teams trained.	1/05	TMG, EDC/Kin staff, Local M&E teams	Done.
		Train 135 schools principals in clusters	135 Principals trained (120 targeted schools, 15 control schools)	2/05	Local M&E teams, Inspectors EDC/Kin staff	Done.
	Software installation and Data entry and data processing training session	Install and test software and train EDC staff in charge of M&E activities	Software installed on EDC/Kin and EDC/Field offices computers	6/05 TBD	TMG, Local M&E teams, EDC/Kin staff,	
	Data collection activities	Collect baseline data in 120 targeted schools and 5 untargeted schools/province Collect performance data Review performance Information (see M&E plan for details).	Data collection form tested, Data collected	2/05, 5/05, 11/05, 02/06, 5/05	EDC/field offices, EDC/Kin., AED, local M&E teams	Done
	Data entry, data processing and data reporting	Enter data collected in 120 targeted schools and 5 untargeted schools/ province	Data processed, Quarterly progress reports completed	3/05, 6/05, 10/05, 12/05, 3/06, 6/06	EDC/field offices, EDC/Kin., EDC/DC, USAID	In process
	Monitoring visits and data analysis	Visit schools, project offices, Analyze monthly/quarterly reports and assess level of activities performed regarding the performance indicators, provide to project staff, if necessary, recommendations for the achievement of project's objectives and results	Data analyzed	3/05, 3/06	TMG, EDC/DC, EDC/Kin., AED, EDC/field offices	In process

SIEEQ I Work Plan 2004-2006

Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	<u>Responsible/ Participants</u>	<u>Status</u> 19 Dec. 05
	Performance Review and Mid-term evaluation	Present Mid-term evaluation report including relevant recommendations for project's better performance	Mid-term evaluation report completed	1-2/06	TMG, EDC/DC, INCRE, EDC/Kin., AED, EDC/field offices, M&E teams, USAID	
	Performance Review and Final evaluation	Present Final evaluation report including lessons derived from the project's implementation	Final evaluation report completed	09/06	TMG, EDC/DC, INCRE, EDC/Kin., AED, EDC/field offices, USAID	
	B. Impact Evaluation – Measure impact of teacher professional development activities in teaching practices in the classroom	Develop evaluation design and appropriate data collection instruments, including teacher interview, classroom observation protocols, headmaster interview protocol, student assessment instruments, and the overall school visit protocol.	Instruments developed and approved by all stakeholders	11/04-12/04		Done.
		Recruit local researchers	Researchers recruited	11/04	INCRE, EDC/Kin, TMG.	Done.
		Train 12 local researchers.	Local researchers trained.	1/05	INCRE, EDC/Kin.	Done.
		Field test instruments in sample of locally accessible schools.	Instruments tested	2/05	INCRE, Researchers, EDC/Field offices.	Done.
		Develop detailed data collection plan including researcher assignments	Collection plan finalized	2/05	INCRE, Researchers, EDC/Kin, TMG, EDC/Field Off.	Done.
		Develop a researcher data collection guide that will serve as the prime training tool.	Guide completed	1/05	INCRE, Researchers, EDC/Kin, TMG, EDC/Field Offs.	Done.

SIEEQ I Work Plan 2004-2006						
Program Result	Activity	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants	Status 19 Dec. 05
		Conduct school data collection.	Baseline data complete	2/05- 3/05	Researchers, EDC/Field offices, INCRE, EDC/Kin.	Done.
		Data debriefing	Changes reflected	4/05	INCRE, Researchers, EDC/Field offices	Done
		Second round of data collection	Data collected	4/06	Researchers, EDC/Field offices, INCRE, EDC/Kin	
		Analyze data.	Data analyzed	5/06	INCRE EDC/Field offices, EDC/Kin	
		Present final impact report	Report completed	7/06	INCRE, Researchers, EDC/Field offices	

SIEEQ II Work Plan 2006-2007				
Program Result	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants
<i>I.R.1. Improved Quality of Basic Education through Innovative Teacher Training</i>				
P.R.1. Improved Teaching Practice				
P.R.1.1. Teacher Professional Development (Teacher training)	Identify 30 new schools (10/site)	List completed and available in Kinshasa office	Nov. 06	EDC/Kin, EDC field coordinators
	Revise and complete lists of SIEEQ I and SIEEQ II schools, teachers, directors, inspectors, <i>conseillers pedagogiques</i> , and numbers of students.	Lists of SIEEQ schools updated and available in Kin	Nov. 06	EDC/Kin, EDC field coordinators

SIEEQ II Work Plan 2006-2007				
Program Result	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants
	Revise, prepare, print TPD Materials/Manuals for SIEEQ I (refresher) and SIEEQ II (new) teachers prior, during, and after workshop: <ul style="list-style-type: none"> Edit existing manuals (content and French) Develop new themes and sub-themes: AP, hard spots, life skills, civic ed., HIV-AIDS, French language. Develop model lesson plans for each classroom subject 	All SIEEQ II training materials ready	Dec. 06 March 07 (if necessary)	EDC/Kin, EDC consultant, EDC field coordinators and educators, MOE trainers (trained by UNICEF), local NGO trainers (SECID, IFES, IFESH)
	Training for new teachers and directors in AP and new themes and sub-themes: AP, hard spots, life skills, civic ed., HIV-AIDS: <ul style="list-style-type: none"> Develop workshop plan (3 to 2 phases) Workshop for New Teachers (Phase I) Workshop for New Teachers (Phase II) 	At least 380 new teachers trained (2 sessions) in AP and new themes	Dec. 06 Dec. 27, 06 to Jan. 6, 07 April 3-15, 07	Inspectors, CPs, EDC educators, New teachers and directors in all SIEEQ schools
	Offer refresher training in AP, and new trainings in life skills, civic ed., HIV-AIDS to SIEEQ I teachers: <ul style="list-style-type: none"> Develop workshop plan Workshop for SIEEQ I Teachers (Phase I) Workshop for SIEEQ I Teachers (Phase II) 	All SIEEQ I teachers have received refresher courses in AP and are trained in new themes	Dec. 06 Dec. 27, 06 to Jan. 6, 07 April 3-15, 07	Inspectors, CPs, EDC educators, SIEEQ I teachers and directors
	Remedial French for SIEEQ I, II Teachers: <ul style="list-style-type: none"> Compile language difficulties found during SIEEQ I TPD workshops Offer grammar, syntax, and spelling review during SIEEQ I and II TPD workshops 		Dec. 06 Dec. 27, 06 to Jan. 6, 07 April 3-15, 07	Inspectors, CPs, EDC educators, teachers and directors in all SIEEQ schools
P.R.1.2. Follow-up, reinforcement between workshops	Teachers: <ul style="list-style-type: none"> Observe teachers' application of new strategies learned in the workshops (involving all inspectors) Provide feedback to teachers on how to better apply new AP strategies learned in the workshops (involving all inspectors) 	All SIEEQ I and II teachers have received follow-up and support visits	On-going	Inspectors, CPs, EDC educators, teachers and directors in all SIEEQ schools
	Video: <ul style="list-style-type: none"> Use selected SIEEQ I and new SIEEQ II 	Digital video used in selected sites as follow-up	TBD	Inspectors, CPs, EDC educators,

SIEEQ II Work Plan 2006-2007				
Program Result	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants
	digital video to show model application of strategies during workshops and follow-up	reinforcement tool		teachers and directors in all SIEEQ schools
	Supervisory Techniques: <ul style="list-style-type: none"> Update workshop manuals Offer Supervisory Techniques workshop to new (SIEEQ II) inspectors and CP during TPD workshops 	New SIEEQ II inspectors have received training in supervisory techniques.	Dec. 06 Dec. 27, 06 to Jan. 6, 07 April 3-15, 07	Inspectors, CPs, EDC educators, and directors in all SIEEQ schools
P.R.2. Increased Access to Learning Materials for Teachers and Students				
	Teachers' Kits <ul style="list-style-type: none"> Procure teachers' kits for new SIEEQ II teachers (380) Distribute teachers' kits for new SIEEQ II teachers (380) 	All new teachers have received teachers' kit	Dec. 06 to April 07	<u>AED</u>
	Students' Kits <ul style="list-style-type: none"> Procure students' kits for new SIEEQ II students (approx. 10,000) Distribute students' kits for new SIEEQ II students (approx. 10,000) 	All students have received students' kit	Dec. 06 to April 07	<u>AED</u>
P.R.3. Continued Assistance to Develop CLRC in Vanga				
	Transition to community based management <ul style="list-style-type: none"> Complete energy system remediation Institute internship program Hand-over CLRC to hospital and activate new board of governance Complete transition to new management structure of the Vanga network, including VSAT. 	Membership of center to Telecenter networks Energy system off-grid Amp-hours (baseline 600AH) Completed business model and 2 year October 2 year cash flow plan Signed agreement with hospital	October 06 to March 07	Technology and Logistics: <u>Frederic Renet</u> (AED) Management and Business: <u>Laura Drewett</u> (AED) Ian Howard, AED EDC/Kinshasa

SIEEQ II Work Plan 2006-2007				
Program Result	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants
I.R.2. Improved Community Participation in Basic Education				
P.R.4. Increased Community Participation in Education				
	Develop selection criteria and select new school-communities for CP: <ul style="list-style-type: none"> • 5 more SIEEQ I s-c per province in Bandundu and Bas-Congo (10 total) • 5 SIEEQ II s-c per province in Bandundu and Bas-Congo (10 total) • All 10 SIEEQ II schools in Mbandaka → 30 new school-communities, and 60 new FCE in total 	List of school-communities selected for targeted CP assistance	Nov. 06	<u>COP, EDC Coordinators,</u> Field agents
	Revise, update and expand existing CP strategy, modules and materials : <ul style="list-style-type: none"> • Hold work session between project trainers and CP to ensure that school-community linkages continue to be emphasized. • Conduct internal work session to review lessons learned, update basic P4 & FCE approach, and develop sustainability strategy for FCE networking and follow-up • Conduct work sessions with resource partners' organizations to identify existing resources (content, technical assistants, etc.) • Revise training materials with new elements Facilitation of school-community dialogue , P4, and awareness-raising on key topics: <ul style="list-style-type: none"> • Facilitate selection of FCEs in each of s-c newly selected sites. • Conduct Initial Training for the 60 new FCEs in dialogue, P4 for action plans, with emphasis on new topics 	Work sessions held, synergy plan developed Strategies updated/ developed Resources identified, integration plan developed Training materials revised List of new FCE (20 per province). Training completed (4 days/province)	Dec. 06 Jan 15–19, 07 Jan 15–19, 07 Jan 15–19, 07 Jan. 07 Jan 15–19, 07	<u>PA consultant, CP specialist, COP, CP Field Agents</u> <u>CP Specialist, Field Agents</u> <u>CP Specialist, Field Agents IFES, UNICEF, SECID</u> <u>CP Specialist, Field Agents</u> <u>Field Agents</u> <u>CP Field Agents</u>

SIEEQ II Work Plan 2006-2007				
Program Result	Details of Activity	Performance Indicator	Period of Activity	Responsible/ Participants
	Monitoring and support of school-community activity Implementation: <ul style="list-style-type: none"> Conduct visits to school-communities to support activity implementation Facilitate FCE networking meeting for 1st phase FCE Conduct reinforcement training for 60 new FCEs in financial management & support to on-going s-c activities, especially in new topics Conduct visits to s-c & meet with FCEs, PA members, director, teachers, other parents & community members to give support to activity implementation 	Visits conducted, plans adopted. Networking meeting held in each province Training completed (4 days/province) School-communities visits conducted	After 1 st follow-up round TBD Late April, 07 After 2 nd follow-up round	<u>Field visits</u> <u>CP Field Agents</u> <u>CP Field Agents</u> <u>Field visits</u>
<i>I.R.3. Increased Access, Retention, and Achievement, Particularly for Girls</i>				
P.R.5. Increased and Improved Participation of girls in Schools				
	<ul style="list-style-type: none"> Continue community awareness on importance of improving girls retention in schools Collaborate with AGSP on Mentoring of girls, when appropriate 	Girls' attendance and retention rates have increased	During teachers training session and follow-up, and community activities	Inspectors, CPs, EDC educators, teachers and directors in all SIEEQ schools Community members, FCE
<i>Monitoring and Evaluation</i>				
	<ul style="list-style-type: none"> Update project indicators, targets 	Indicators and targets approved by all project stakeholders	Dec. 1, 06	<u>INCRE, EDC/DC, COP</u>
	<ul style="list-style-type: none"> Revise M&E plan 	Present M&E plan to USAID for approval	Dec. 30, 06	<u>INCRE EDC/DC, COP</u>
	<ul style="list-style-type: none"> Conduct follow-up evaluation 	Evaluation Report completed	Dec. 9-23, 06	Francine Ahouanmenou-Agueh, Jill Jupiter-Jones, Helen Boyle

SIEEQ II Work Plan 2006-2007				
Program Result	Details of Activity	Performance Indicator	Period of Activity	<u>Responsible/ Participants</u>
	<ul style="list-style-type: none"> Conduct 2nd Impact Evaluation to assess efficacy of SIEEQ intervention in the area of teacher professional development 	Report Completed	Aug. 07	<u>INCRE, researchers</u>
	<ul style="list-style-type: none"> Conduct End-of-Project Evaluation 	Report Completed	Aug. 07	<u>INCRE, Magda Raupp</u>

Annex D Schools with Elected FCE

Facilitateur Communautaire d'Education (Community Education Facilitators/Liaisons)

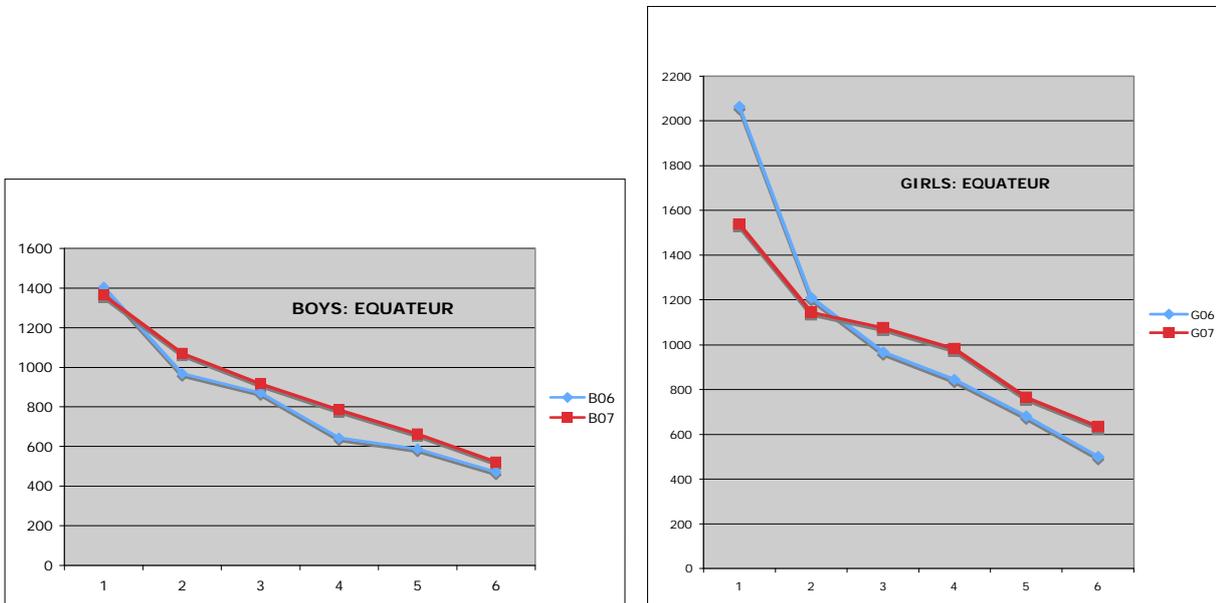
Province du Bandundu		Province de Bas Congo		Province de L'Equateur	
Code	Ecole	Code	Ecole	Code	Ecole
110043	BILILI CITE	210024	BANDAKANI	310024	AIR CONGO **
110036	C.S MOVA	210039	KIBUNZI	310004	BIKORO
110038	ISANGI	210041	KIBUSI	310047	BISOLOSOLO
110001	KAPINI	210023	KILANDA	310018	BOBUNDO 2
110022	KAZAMBA 1**	210003	KIMPUNGU **	310014	BOSULU MBONGU
110031	KIBUMANZA	210033	KIMUAKA	310008	BOUTE IPUSA
110026	KIMBOKO *	210036	KINGOYI	310026	DJOMBO **
110032	KIMBULU	210047	KINSEMI	310027	EALA **
110029	KIMPWANZA	210045	KINTETE *	310045	ETOKO **
110021	KIMWENGE	210049	KIZIMBU *	310036	INDIKA/MATUKU
110019	KKIKONGO TANGO *	210019	LUKUNGA	310037	ISIYA
110027	KWENGE **	210004	MADUMA	310006	IYEMBE MOKE
110011	MATALASI	210018	MPUDI	310021	LA COLOMBE **
110020	MIAKO MWAMA *	210032	NDIMBA LUALA	310002	LAC TUMBA
110036	MOVA/BULUNGU	210043	NGWIZANI **	310005	LIOMBO MPENDA
110049	MULEMBA *	210014	NKONKA **	310040	LISALA
110047	MUSUMBA *	210012	NTOTO NDOMBE 1**	310012	LOMPOSO
110013	MUYOMBO	210029	NTUMPA	310041	MBONGO BOFENDA *
110045	NGOLOMAZENDE	210030	NZADI **	310031	MOLENDE
110014	NSELE/CC	210001	SIAMA	310034	MONDONDO
110004	NSELE/CP **	210017	SUNDI MANBA 2	310017	NKELE
110007	NSEMO 1**	210038	TEMBISA2	310029	NSONGUATALA
110041	SALONGO	210009	TUSA VUVU	310022	SALONGO 1 **
110016	SANSA BANA 1 **	210011	VIBIDILA **	310043	SALONGO/ITIPO *
110037	VANGA 2	210022	VULUMUNA	310049	TATA BAKU

** FCE at work since 2006

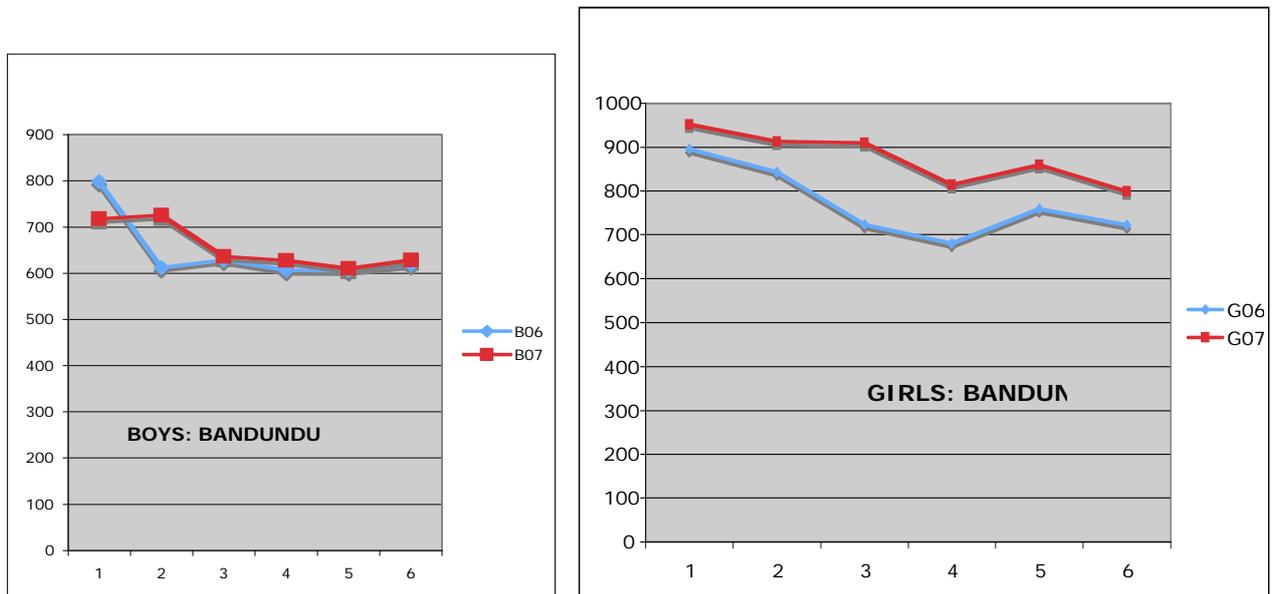
* Recently elected FCE

Annex E Student Enrollment by Grade and Gender by Province

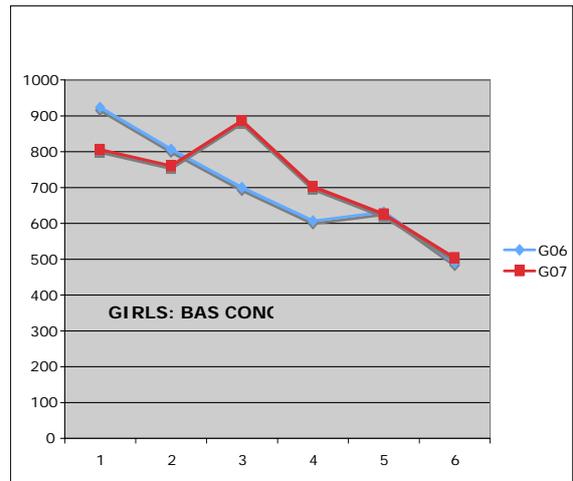
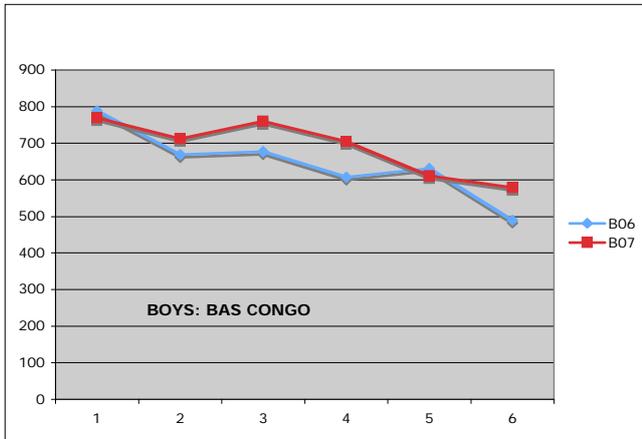
Figures A & B: Enrollment by Grade and Gender, SY 2006 and SY 2007, Equateur



Figures C & D: Enrollment by Grade and Gender, SY 2006 and SY 2007, Bandundu



Figures E & F: Enrollment by Grade and Gender, SY 2006 and SY 2007, Bas Congo



Annex F Summary of the Main Indicator Status

INDICATOR	BASELINE	TARGET		TARGET	
		School Year 2005-2006		School Year 2006-2007	
		Planned	Actual	Planned	Actual
SO 5: Basic Education especially for girls improved in targeted areas					
USAID Ind. 1.: % increase in the number of children enrolled in targeted classrooms affected by USAID programs (disaggregated by gender)	NA	Boys: + 5% Girls: +5%	8% Boys: +2,5% Girls: +10%	Boys: + 5% Girls: +5%	Over 5%
USAID Ind. 2.: % increase in the number of children completing primary school education in targeted classrooms affected by USAID programs (disaggregated by gender)	NA	Boys: + 10% Girls: +10%	2%	5%	8% *It was difficult to get disaggregated data from school records regarding exam results
USAID Ind. 3.: Total number of children enrolled in targeted classrooms affected by USAID programs (disaggregated by gender)	30417 Boys: 15,000 Girls: 16,061	31,500 Boys: 15,000 Girls: 16,500	33099 Boys: 15367 Girls: 17732	37800 Boys: 17766 Girls: 20034	36266 *the number from our data base is incomplete because the survey forms were not filled in properly therefore some schools were not counted
IR 1: Improved Quality of Basic Education through Innovative Teacher Training Programs					
USAID Ind. 1.1.: Number of teachers from targeted classrooms trained in active pedagogy and gender equity (OPIN indicator)	168	720	840	1200	1212
SIEEQ Indicator 1.1.: % of trained teachers from targeted classrooms who use “active pedagogy” in their classroom during the observation survey	27%	+ 80%	60%	+ 50%	52%
SIEEQ Indicator 1.2.: % of trained teachers from targeted classrooms applying “equity in classroom” principles	21%	+ 80%	67%	+ 50%	52%
SIEEQ Indicator 1.3.: % of trained teachers from targeted classrooms who use kits, guidebooks, textbooks, and teacher developed learning materials in their lessons	18	+ 80%	55%	+50%	44%

INDICATOR	BASELINE	TARGET		TARGET	
		School Year 2005-2006		School Year 2006-2007	
		Planned	Actual	Planned	Actual
SIEEQ Indicator 1.4.: Number of trainers trained in active pedagogy and gender equity	20	45	55	55	57
SIEEQ Indicator 1.5.: Total number of education Administrators and teachers supervisors trained in improved supervisory techniques	0	150	163	205	198
SIEEQ Indicator 1.6.: % of principals who conducted at least two (2) pedagogical meetings involving teachers from targeted classrooms (on a monthly basis)	87,5	100%	100%	100%	100%
SIEEQ Indicator 1.7.: % of teachers from targeted classrooms who received at least one classroom observation visit conducted by EDC regional staff during a trimester	NA	80%	100%	100%	100%
SIEEQ Indicator 1.8.: % of teachers from targeted classrooms who participated in videotaping of classroom observation, feedback and reinforcement activities during follow-on visits (on a yearly basis)	0	50%	50%	NA	NA
SIEEQ Indicator 1.9.: Number of EDC local staff members trained in video techniques, editing and production of teacher training videos in each Province	NA	2	7	NA	NA
USAID Ind. 1.2.a.: Number of textbooks and learning materials produced and disseminated (including through technology channels) for teachers in targeted classrooms affected by USAID programs	NA	18,000 (25 per teacher) 840 national curriculum 3,000 reference book	18,000 didactic material 900 national curriculum 2900 workbook/guidebook	120 national curriculum	2308 workbook/guidebook 3450 reference book 150 national curriculum Total:27708
SIEEQ Indicator 2.4.: Total number of teacher kits purchased and distributed in targeted classrooms	0	900	900	400	400+
SIEEQ Indicator 2.5.: Ratio kit per trained teacher in targeted classrooms	NA	1:1	1:1	1:1	1:1
SIEEQ Indicator 2.7.: % of trained teachers from targeted classrooms with a copy of national curriculum		100%	100%	100%	100%

INDICATOR	BASELINE	TARGET		TARGET	
		School Year 2005-2006		School Year 2006-2007	
		Planned	Actual	Planned	Actual
IR 2: Improved Community Participation in Basic Education					
SIEEQ Indicator 3.1.: Number of Community Education Facilitators (FCEs) benefiting from dialogue and planning training		60	60	90	90
SIEEQ Indicator 3.2.: Number of school-communities benefiting from dialogue and planning training		30	30	45	45
SIEEQ Indicator 3.3.: Number of "FCEs" benefiting from technical training for action plan implementation		60	60	90	90
SIEEQ Indicator 3.4.: Number of school-communities benefiting from technical training for action plan implementation		30	30	45	45
USAID Ind. 2.2.: % increase in the number of community members at each targeted schools who are in the PTA who meet at least once per trimester		+ 25%	71%	71%	83%
SIEEQ Indicator 3.6.: Number of teachers from targeted classrooms trained in parental & school-community partnership		640	840	1200	1212
SIEEQ Indicator 3.7.: Number of teacher supervisors trained in parental & school-community partnership		54	55	55	57
IR 3: Increased Access, Retention, and Achievement, Particularly for Girls					
USAID Ind. 1.2.b.: Number of textbooks and learning materials produced and disseminated (including through technology channels) to students in targeted classrooms affected by USAID programs		35,000 materials			70000 books/learning materials 45000 kits