



## PAGE: Pour une Approche Globale de l'Éducation

*République Démocratique du Congo : Equateur • Sud Kivu • Kinshasa*

### Quarterly Report 3

April - June 2006



*PAGE Teacher Training Workshop, Equateur*



*Interactive Radio Instruction Formative Evaluation*

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

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## 1. Overview

The third quarter of the PAGE Project (Pour une Approche Globale de l'Education) was marked by significant advances in technical work during an activity-intensive period that followed the first two quarters of project start-up. The PAGE team achieved major activity milestones in all technical components and administrative set-up is nearly complete.

The Quality Education component successfully completed face to face training on modules 1 and 2 (as per the annual work plan) as well as 3 and 4 (ahead of schedule) in both provinces during this quarter. A total of 64 supervisors and 221 teachers have been trained and follow up observations begun on 1) Modern Supervisory Techniques (TS1), 2) General Methodology: Group Work (MG1), 3) General Methodology: Role Play (MG2) and 4) General Methodology: Thematic Planning ("centre d'intérêt" - MG3). The Interactive Radio Instruction (IRI) scriptwriting, recording and formative evaluation is in full swing. As of June 30, a total of 32 scripts were written, 20 validated and 10 ready for broadcast. At the end of June, the Quality Education team worked together in Mbandaka and drafted IRI teacher training modules (EIR1&2) and face to face training modules 5 & 6 (General Methodology: Didactic Material [MG4] and General Methodology: Critical Thinking or Problem Based Learning (TBD) [MG5]).

The Community Participation team has begun and continues the action planning process in all of the 40 school-communities selected in the first cohort, working regularly with 1,674 community members in Equateur province and 1,673 in South Kivu. This process will be completed in the subsequent quarter. Community Education Committees were established in most communities, and numerous participatory meetings took place to sensitize members on the importance and benefits of education and groundwork in preparation for income generating activities. Savings groups have been started in all school communities in Equateur, and will begin in the subsequent quarter in South Kivu. Sarah Smith, a technical advisor for the IRC Child and Youth Protection department came for 2 weeks to provide technical support in the initial phases of the program planning. She was able to spend time in Kinshasa, Mbandaka, and in Bukavu, and her focus was on finalizing M&E planning for community participation and on discussing different methodological elements of the community participation component.

After participating in the International School Fees Conference in Nairobi, Kenya along with Ministry, UNICEF and USAID partners, the Education Policy team completed the first public draft of its breakthrough *Situational Analysis of School Fees in the DRC* report. This opened dialogue at the national level through a lively forum with partners and stakeholders that encouraged feedback on the report prior to final production and distribution. Similar conferences will be held at the provincial level in the 4<sup>th</sup> quarter. In addition, the first phase of baseline data was gathered and compiled during this quarter for all components for the majority of PMP indicators. A second phase of baseline data will take place during the upcoming quarter for information such as end of school year achievement (student repetition, promotion and drop out) that cannot be collected until the school year ends in July; student testing in mathematics and French (beginning of school year in September).

Both provinces and the Kinshasa based staff continue with strong coordination and relations with partners and stakeholders. Local government education authorities, UNICEF, and international NGOs working in the education sector have elected PAGE as the provincial focal point for the inter-agency Education Cluster in South Kivu. In Equateur, public relations continue with radio press conferences, participation in Inter-Agency meetings and

as well participation in a UNICEF-driven partner meeting during in the end of May/early June. The Education Policy Advisor represents PAGE as an active participant in 4 groups : (1) GOTEK (Groupe des ONG Internationales Travaillant sur Education au Congo , (2) the Comité de Concertation of education partners with USAID, (3) the National Commission to Abolish School Fees and (4) and the inter-agency Education Cluster and Stabilization Programme meetings organized by UNICEF.

Operational advances during this quarter include bringing on board the Bukavu based International Livelihoods Advisor. All but 4 local staff members are now in place, with vacancies to be finalized in July. Both PAGE provincial offices are now operational with the majority of equipment and vehicles (Bukavu in a new building on the IRC compound and Equateur in their own building). Remaining only for Mbandaka are radio communications equipment (delayed in customs) and one vehicle. The South Kivu Coordinator moved into his residence at long last, and the Chief of Party is anxiously awaiting nearly-complete renovations to the Mbandaka residence now to be completed in the 4<sup>th</sup> quarter.

Also during this quarter, Stephanie Foerster stepped down as PAGE Program Manager to resume full-time responsibilities as EDC International Systems Division's Communications Manager; she was replaced by Jennifer Swift-Morgan, who will maintain her role as technical advisor for PAGE's policy component in addition to serving as Associate Project Director. Home office technical and administrative support visits to PAGE during the third quarter included missions conducted by (in chronological order) Sarah Smith, IRC technical advisor for Child and Youth Protection; Jennifer Swift-Morgan, PAGE Associate Project Director; Jean Ntumba Biduaya, EDC HO Accountant; and Rosemary Lombard, EDC Field Service Manager.

The following pages highlight project activities by result.

## 2. Accomplishments by Program Result

### ***Project Operational on the Ground (Start-up)***

#### *Staffing (International)*

IRC's Livelihoods Advisor for South Kivu, Federica Gastaldello arrived in country on May 11. She worked with Equateur province staff the end of May and is fitting in well with the team to finalize a joint approach to the income generating activities and community support.

#### *Recruitment and hiring of Local Staff (IRC and EDC)*

The Mbandaka office finalized hiring of a security agency and one direct hire guard/grounds keeper, office janitor and second driver. The Kinshasa based driver was also hired upon the delivery of the Kinshasa vehicle. In Bukavu, two guards were hired for the residence. This completes all EDC direct local hires projected for the project.

A Capacity Building Officer for South Kivu was promoted to Grants Manager, leaving one Capacity Building Officer and the Livelihoods Manager for South Kivu to be filled. These and the two vacation posts in Equateur (Livelihoods Manager and Grants Manager) will be finalized before the end of July.

#### *Procurement*

Local and International procurement – There have been multiple bureaucratic delays preventing the delivery of Codan/VHF radios, satellite phones, vehicles and other items for the Mbandaka office. The Kinshasa and first Mbandaka vehicle were delivered during this quarter. The two vehicles for South Kivu were received by IRC in May. Most procurement for South Kivu has been completed, with the exception of additional printers.

#### *Office Setup*

Kinshasa and Mbandaka Offices established – Staff moved into the Mbandaka office on April 1 and continue to work during the various construction activities. The external conference room was completed, and it is expected that additional space for storage of equipment and materials will be ready and functional by mid-July. All major office furniture is in place and internet was installed at the end of the quarter. Delays (as per above) continue related to, radio communications and other equipment.

Bukavu Office construction – Construction of the Bukavu PAGE office within the IRC compound was completed and staff moved in during the month of May.

#### *EDC-IRC Sub-Grant Agreement*

The sub-grant agreement between EDC and IRC is expected to be signed in July. During this quarter, IRC requested that EDC accept a revised sub-award budget to be included in the sub-agreement and has submitted this budget for review. The two organizations' contracts departments have been engaged in an exchange regarding language in the proposed sub-agreement, which is nearly finalized. In anticipation of the agreement signature, EDC has extended IRC's LOA to allow IRC to continue working.

## *School-Community Site Selection*

Second Year School communities' site selection. Planning related to site selection for the second cohort was initiated during technical meetings in Mbandaka the last week of May/early June. September 11 is the current date scheduled for team members to begin pre-selection site visits, assuming elections go smoothly and the areas remain calm.

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

#### **Sub-Result 1: Increased participation of vulnerable groups in education**

##### **1.1.a Integrate and adapt P4 and MRC methodologies into a single series of trainings for HOPE Project.**

Staff members are working from a draft that is being updated as work in the field informs the final training strategy. The formal document will incorporate final revisions and will be bound, reproduced and ready for public distribution by August 15.

**1.1.b. Establish CECs.** In Equateur, the community participation team established CEC's in all 8 communities. In South Kivu, PAGE chose to work directly with the parents associations and school management committees to ensure that the CECs grow organically from these existing structures, and avoid creating a committee that might be confused with other existing committees in the province. The South Kivu team and communities are working in conjunction with existing development committees (CODESA) and clarifying specific roles and responsibilities for the CEC's prior their establishment. As a result, the initially anticipated structure of CEC's was adapted during a technical meeting which took place at the end of March continuing into the first days of April.

During this meeting, further analysis of the PAGE target school-communities determined that it is more strategic to modify the CEC's role as described in the original program. CEC's will provide oversight of IGA and the direction of education support activities, but no longer be responsible for the distribution of grants. This took place after meeting with community members in general meetings and recognizing the potential for favoritism and political dynamics at the CEC level. The CEC's (where established) and communities have been divided into two sub-committees which are either part of or directly coordinated with the Parent Associations. Responsibilities are being defined with the community members through a participatory process, which will be finalized by the 4<sup>th</sup> quarter.

**1.1.c. Training of CECs.** – As the role and responsibilities of the CEC's have changed the Community Participation team largely focused this quarter on training and activities at the localized school-community level. These planning and IGA preparation activities are listed below under 1.1.d.

##### **1.1.d. Conduct introductory training for CEC Capacity building Officers**

The training activity initially planned for CEC Capacity Building Officers has been modified such that all key CEC members are receiving orientation as to their role overseeing IGAs and other education support activities. As well, please note that the term "Capacity Building Officers", at present, is not used in the field. The individuals with whom the Community Participation team works and provides training are most frequently referred to as

representatives or committee members. Thus far, as per the work plan, activities completed include:

1. Orientation to the integrated PAGE methodology for community participation (including Appreciative Inquiry)
2. Focus groups to identify potential IGA activities
3. Action Planning in support of education
4. Orientation to solicit in-kind community contributions to serve as a cost share to support education activities prior to receipt of grants (to demonstrate interest and serve as initial investment – an additional activity not cited in the annual work plan)
5. Constitution of CEC's and sub-committees (including orientation and training in savings methodologies.)

Currently, drafts of training modules for IGA, business planning and financial management are in place, but will not be final until first month of the next quarter to allow time for validation. As a result, Training for CEC's, Parent Associations and School Management Committees in these modules will not begin until after elections.

#### **1.1.e. Monitoring as CEC core teams conduct integrated PAGE methodology training in their communities.**

Due to the changed role of the CECs as explained above, the integrated PAGE methodology for participatory action planning and preparation for IGAs has now begun at the school-community level rather than the CEC level. CEC members are participating in the oversight of these activities but are not themselves leading these processes at this time. PAGE staff are facilitating and monitoring the implementation of the integrated PAGE methodology at the school-community level.

#### **1.1.f. CEC community socio-economic survey –**

Socio-economic data was gathered during the 3rd quarter in all communities as reference to inform possibilities for income generating activities, and is found primarily in the Education Policy Study on the "Etat de Lieu des Frais Scolaires". PAGE continues to gather further data as community members put forth ideas for IGAs. During the past 3 months, it became clear in both provinces that initiating economic activities outside of the norm for the community would not be feasible at this time. PAGE is considering the need for a deeper socio-economic survey to widen the spectrum of opportunities available, however a specific timeframe is not scheduled at this time. While the data has been collected and is available, there is not, at this juncture, a specific document or deliverable entitled "Community Socio-Economic Survey". The information will be incorporated in the overall PAGE database which will be able to prioritize reports according to need.

#### **1.1.e. Monitoring carried out when CEC Capacity Building Officers are in the communities to train Parent Associations to develop school-based action plans related to the overall CEC plan.**

As noted above, PAGE Community Participation staff members, in lieu of CEC members, are currently conducting this activity on an on-going basis. CEC and sub-committee members have been oriented to monitor the execution of action plans and IGAs. The groups have begun contributing small funds or in-kind as invested savings both individually and in groups which are in turn used for IGA activities. In this manner, PAGE is better able to establish how groups handle the management of funds directed towards IGA, gauge motivation and interest. We will also better be able to differentiate between groups that are

active and those that may require additional training and support. As well, there is less of a risk of funds being utilized inappropriately once grant distribution begins.

**1.1.h. Strategies identified to assist in addressing the specific needs of particularly vulnerable groups (part of overall CEC education action plan)**

Due to the socio-economic situation in South Kivu and in Equateur, USAID, EDC, and IRC have agreed that all communities are vulnerable. Nonetheless, community action plans attempt to include elements to offer specific assistance to particularly vulnerable households according to criteria defined by the communities.

**1.1.i. Identify and compile current available statistics related to student enrollment, retention, drop out and promotion/repetition.**

A portion of this data was collected during site selection, and further details along with validation of records was collected during this quarter as part of information gathered for the Status of School Fees report. All information to date pertains to end of the 2004-5 school year and first 7 months of the 2005-6 school. Final retention, drop out, promotion, repetition and any addition enrollment information will be collected at the end of July when the 2005-6 school year is complete and hard data is available.

**Sub-Result 2: Economic Barriers to Education Reduced (1.2.a – 1.2.d)**

All grant awards have been postponed beginning of the 1<sup>st</sup> quarter of the 2<sup>nd</sup> year of the project to ensure that communities are fully incorporated in the planning have completed related trainings. National DRC elections also played a role in postponing this activity.

**Sub-result 3: Greater community awareness of and support for education**

Community Radio Program Master Plan Development. – In this quarter, technical leaders from all three PAGE technical components developed a draft of priorities and related programming needs to accelerate Community Radio activities. The IRI Program Coordinator is working with provincial staff to finalize agreements for radio broadcasts which will be completed in August. Community radio programming, of a more directive nature, will begin in August or September focusing on Education Policy activities. These will not be pre-recorded broadcasts, but will serve as a foundation of information and orientation for PAGE community radio activities leading up to Community Message Boards (1.3.j.).

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

**Sub-Result 1: Increased parent and community capacity to carry out livelihoods activities**

As indicated in the annual work plan, activities 1.1.a – 1.1.e and 1.1.h listed above under IR1, Sub-Result 1 are also integral to the achievement of IR2 and Sub-Result 1, but are not repeated here.

## **Sub-Result 2: Increased Community and Individual Investment towards Sustainable Education Improvement**

### **CEC community investment meetings with stakeholders.**

As mentioned in more detail above under IR 1, action planning was started in all communities and completed in most of the school communities during this reporting period. These action plans lay out the contribution of community members to education. Activities with the CECs will be intensified in later quarters, in part based on community action plans at the school-community level.

## **Sub-Result 3: Increased Financial and Management Capacity of PAs, SMCs and CECs**

### **Identify and review existing policies/practices related to Parent Association and School Management Committee roles and responsibilities**

Substantive discussion around the roles of these committees took place during the Mbandaka Planning Workshop. This is part of the capacity analyses done during of the capacity development plans of each PA. Specific data and details were gathered through the Education Policy activity and is available in the text of the "Etat de Lieu" study. This will soon be available once the data base is put in place.

<b><i>USAID Result Three: Quality of Education Increased through Innovative Educational and Income Generating Activities</i></b>
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## **Sub-Result 1: IRI program providing instruction and support to hard to reach schools and communities is used on a regular basis**

### **3.1.d. – 3.1.j - Scriptwriting**

The scriptwriting team along with PAGE Project's IRI Coordinator, Jean Paulin Maswaku, completed writing of 32 scripts, validated 20 scripts (in the classroom) and 10 scripts have been revised and are broadcast-ready. Training modules were completed in draft form prior to the end of this quarter. Finalization of Teacher's guide is expected to take place in August, and teacher training in IRI programming should happen as scheduled in September.

## **Sub-Result 2: Inspectors and teachers trained and practicing active teaching methods in primary school grades 1-4**

### **3.2.e. – 3.2.h. Develop TOT modules, hold TOT with supervisors and inspectors and carry out teacher training.**

The Quality Education component successfully completed face to face training on modules 1 and 2 (as per the annual work plan) as well as 3 and 4 (ahead of schedule) in both provinces during this quarter. A total of 64 supervisors and 221 teachers have been trained and follow up observations begun on 1) Modern Supervisory Techniques (TS1), 2) General Methodology: Group Work (MG1), 3) General Methodology: Role Play (MG2) and 4) General Methodology: Thematic Planning ("centre d'intérêt" - MG3). In addition, the Quality Education team worked together in Mbandaka and drafted IRI teacher training modules (EIR1&2) and face to face training modules 5 & 6 (General Methodology: Didactic Material [MG4] and General Methodology: Critical Thinking [MG5]).

The teacher training plan for the 2006-07 school year has been drafted and includes both IRI and face to face trainings for both cohorts. (A one Page document outlining all Teacher Training activities will follow this report).

### **Sub-Result 3: Classrooms enriched with supplementary learning materials**

The Education Quality team members began a review of materials distributed by SIEEQ as a starting point to identify kit contents for PAGE. Final decisions and purchases will be made in the 4th quarter with distribution scheduled for September as planned.

## **USAID Result Four: Policy Changes on School Fees at the Local and National Levels**

### **Sub-Result 1: Priority policies identified and researched affecting School Fees at Local and National Levels**

**Policy Advisor initiates contacts with MOE stakeholders/policy makers to introduce project activities and plans** – Continuous. Specific highlights include:

- Participation in elaboration of pre-project action planning as part of the Commission to Abolish School Fees.
- Meeting with the Syndicat des Enseignants du Congo (SY.E.CO)
- Meeting with the l'Association des Parents des Elèves des Ecoles Catholiques (A.P.E.C)
- Participation in Comite de Concertation (DRC Education Sector) meeting.

**Identify existing policy related groups and activities at national and provincial levels** The Education Policy Advisor represents the project in 4 groups as active participants: (1) GOTECH, (2) Comite de Concertation with USAID, (3) the National Commission to Abolish School Fees and (4) and the inter-agency Education Cluster and Stabilization Programme meetings organized by UNICEF.

### **Identify specific existing policies affecting or related to school fees**

After participating in the International School Fees Conference in Nairobi, Kenya along with Ministry, UNICEF and USAID partners, the Education Policy team was better able to identify and obtain reports, documents and contacts which were included in the writing of the *Situational Analysis of School Fees in the DRC* report. The draft of this breakthrough report was shared at a lively national forum with partners and stakeholders that catalyzed discussion on the issue and allowed participating stakeholders to make initial suggestions on next steps necessary to inform reformed school fees policies in the DRC. The forum also served as an opportunity to obtain feedback on the draft prior to inform a final report which will be finalized and distributed in the next quarter. The report of the national forum, including the program and list of participants, will follow in a separate attached document.

Similar conferences to share the draft report are scheduled at the provincial level in the 4<sup>th</sup> quarter.

**Project Policy and M&E Specialists conduct initial community and provincial level policy consultations** – In both provinces, the Education Policy/M&E Specialists continue meetings at the community level while preparing for the provincial forum on the Status of Education report scheduled for July 17 and August 17.

**Draft policy research agenda** – The First Forum of the « Etat de Lieux » took place on June 14 in Kinshasa at the National level. Results and reactions were helpful in improving the report. Members attending the Forum included representatives from Parent Associations, partners, donors, and a minimum of representation from the Ministry level. The event was televised nationally. The feedback provided was limited in terms of better outlining a research agenda, as the temptation for those attending was to discuss direct policy changes. The Education Policy team will redirect the forum for the provincial level so that clearer research needs can be identified. The final document will not be reproduced and bound until both provinces have had an opportunity for final input during these fora.

### **3. Communications**

**Bukavu** – Local government education authorities, UNICEF, and international NGOs working in the education sector have elected PAGE project as the provincial focal point for Cluster education in South Kivu.

**Mbandaka** – The Chief of Party accompanied by project staff from each component, held a press conference with the Provincial Education Director of Equateur in May to update listeners on activities completed, in progress and upcoming planning. Radio Liberte has offered and the COP accepted a regular one hour broadcasting schedule for Saturday evenings to communicate with listeners various activities taking place, and allowing time for each component to provide in depth information regarding methodologies, processes and benefits of these activities. Details will be finalized in July. Various members of staff attend the Mbandaka-based Inter-agency meetings depending on their availability at the time. The Teacher Training Manager participated in a weeklong workshop sponsored by UNICEF that included numerous education actors in the region, including the Provost of the northern half of Equateur province. This allowed the Project to begin discussion regarding options for the second site selection, which is targeted for the northern portion of the province.

**Kinshasa** (national) – The majority of media related communications at the Kinshasa and national level centered on the Status of Education forum held in June. As mentioned previously, various television and radio stations attended the event, which was broadcast within 24-48 hours.

#### *4. Monitoring and Evaluation*

### **Sub-result 1: Impact Results on PAGE Project Available**

**Baseline Data Collection/Assessment** – Project baseline data is being collected in phases. Initial information was gathered during site selection, followed by a thorough quantitative and qualitative collection during this quarter for all three components. The majority of this information served to support the Status of Education report in addition to baseline data for the schools and communities. Work began to develop a database in which to input all information gathered for the various needs of the project and for easy access by stakeholders, donors,

The PAGE PMP is expected to be finalized during meetings in July between the PAGE Project Director and Associate Director and the USAID/DRC CTO in meetings in Washington.