



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

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

# QUARTER 10 REPORT

JANUARY – MARCH 2008

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### A. Overview

During this 10<sup>th</sup> quarter January 1<sup>st</sup> to March 31<sup>st</sup>, PAGE (*Pour une Approche Globale de l'Education*) teams achieved most of their activities according to its annual plan. Due to the upcoming "Apprenons avec Matahata" 100th broadcast broadcast, in March the project held scriptwriting workshop consisting of the evaluation of the drafted scripts, of IRI recording and broadcasting by the PAGE project. The following are highlights of the PAGE project's activities during Quarter 10, January 1 to March 31, 2008:

#### A.1. Community Participation

Community Participation teams completed the action planning process in South Kivu and Equateur Provinces, accompanying all 40 Cohort 3 school communities through the elaboration and adoption phases of their schools' action plans. On the same occasion, the teams held General Assemblies during which they sensitized parents to the creation of savings and investment groups, in line with the already successful strategy adopted in previous project years to increase parent's capacity to pay for school fees.

Thanks to the close support and follow up of the economic teams, 26 out of 29 business managers of South Kivu and Equateur Provinces could complete market analyses and finalize the elaboration of sustainable business plans for submission to the Community Participation teams. School communities, meanwhile, adopted charters defining roles and responsibilities of all the stakeholders involved in the school business. Grants managers of both provinces could then proceed to disburse grants for the implementation of school businesses in 15 schools (13 in South Kivu and 2 in Equateur) across both provinces for a total amount of \$ 34,700, and started a close follow up of the destination of the grants' funds' soon thereafter.

Capacity Building Officers (CBOs) worked on improving the methodology and content of training modules to be used with Cohort 3 schools, based on the facilitation techniques and training skills acquired through the Competency-based Economies for the Formation of Enterprise (*Création d'Entreprises et Formation d'Entrepreneurs*, CEFE) training held in September 2007, making the series of trainings more participatory and experience-based.

Community Participation teams also analyzed the updated data on IGAs revenues for Equateur Province, collected during the last two quarters. Results of this analysis are presented in this quarterly report as an update of the Performance Milestone Report.

#### A.2. Quality Education

During this tenth quarter, the activities of the Quality Education team were as follows: The team in charge of the drafting of the "Apprenons avec Matahata" broadcasts carried out:

- The drafting of final versions of master plans 91 to 100;
- The formative evaluation of broadcasts 72 to 100;
- The drafting of final versions of scripts 63 to 100;
- Recording of final versions of broadcasts 59 to 100
- Sending of broadcasts 48 to 83 CDs, ready to be aired, to primary Grade two of the PAGE school communities

The team in charge of the training in active pedagogy methods carried out:

- The upgrading of 10 trainers including 5 advisors and 5 primary school inspectors for GM 1-2, 9 trainers including 4 advisors and 5 inspectors for GM 3, and 7 trainers including 3 advisors and 4 inspectors for ABPS, all male.
- The training in general methodology M 1-2 (group work, role play and center of interest) targeted primary Grades 1 to 4 supervisors and teachers of Cohort 3 school communities. In both provinces, a total of 234 teachers including 43 supervisors took part in the training; among the total 234 are 72 women.
- The training in general methodology GM 3 (production and use of teaching materials) for primary Grades 1 to 4 supervisors and teachers of Cohort 3 school communities. 244 teachers including 65 women and 44 supervisors, all male, were trained on the occasion.
- The training in Project and Service Based Learning (ABPS) meant for primary Grades 3 and 4 teachers of PAGE's Cohort 3 school communities. 111 teachers including 31 women and 43 head-teachers and deputy head-teachers were trained.
- The monitoring and support of teachers on the application of the various active pedagogy methods previously learnt in the context of the PAGE project.

### **A.3 Educational Policies**

In the course of this quarter, the Educational Policies team on its part carried out activities following the 2008 annual plan:

- The team continued the tasks of the revision of the study on the situation of school fees in DRC.
- It organized training workshops on advocacy techniques for the positive change of policies and practices as regards school fees. The workshops, which were attended by 85 members including 11 women, were organized for Cohort Three communities at the rate of two representatives per school community.
- In the context of preparations for mini reports on the project's activities, the Educational Policies team organized two work sessions with local partner radios, educational partners, local and provincial actors with a view to this activity's success.
- The team also attended different cluster education meetings.

### **A.4. Monitoring and Evaluation**

During 10<sup>th</sup> quarter, the Monitoring and Evaluation team achieved the following activities:

- It started the quarter to make some corrections to finalize the quarter nine project Report;
- To the end of quarter, it started the writing of tenth quarter (January 1<sup>st</sup> – March 31<sup>st</sup>) Report;
- Data collection was organized and started for calculation of project performance indicators. The M&E team took an active part in the realization of project activities' mini report. Monitoring and Evaluation Specialists at sites received training in theory and practical of data collection.

### **A.5. Other Meetings and Coordination Efforts**

#### *A5.1. Kinshasa:*

In March, the project finalized the drafting of its 100<sup>th</sup> IRI broadcast. On March 11<sup>th</sup>

2008, a work session was organized at the PAGE office in Kinshasa, bringing together the team of script writers, technical assistants as well as members of the broadcasts recording studio. This work session consisted of the evaluation of the work by these different parties.



*Script writers team, technical assistants, actors and PAGE M&E Activities Coordinator evaluating IRE at PAGE office Kinshasa.*

At the end of this evaluation session, the three stakeholders in the production of the EIR broadcasts were satisfied with the quality of the accomplished work. Several positive points were noted in the achievement of the activities leading to the final IRI broadcasts. Some ascertained negative points were spelt out in the form of recommendations with a view to an improvement of work quality in the future.

#### *A.5.2. Sud Kivu:*

- Work sessions with the EPSP (Primary, Secondary and Vocational Education) Head of Division carried out by the Provincial Coordinator in order to exchange views on the strike movement and the progress status of PAGE's activities.
- Work visits were equally paid to the Provincial Inspectorate and the EPSP and to the Catholic, Protestant, and Kimbanguist Coordinations in order to harmonize the schedule of activities with the education inspectors and advisors.
- Holding of weekly meetings of all the PAGE staff.
- Organization of monthly technical meetings for planning, experience sharing and evaluation of the activities of the community participation constituent.

The Educational Policy, Monitoring and Evaluation Specialist represented the project in two sub-commissions appointed by the Sud Kivu Cluster education- (1) the first sub-commission was entrusted to make an evaluation of natural disasters and damages caused by the seism that struck the Sud Kivu Province in February, the report was finalized and submitted to the cluster leader (UNICEF) who was responsible for making it reach the OCHA; (2) the second sub-commission worked on the analysis and examination of the projects submitted by various interveners to the pool for the second allocation of funds.

#### Cross cutting activities

All the technical teams in the Sud Kivu Province participated in the updating of a document likely to help in the mini reports on the project's activities within the communities.

#### *A.5.3 Equateur*

During Quarter 10, Equateur's PAGE administrative team collected various data for the elaboration of year 2008's budget.

#### Cross-cutting activities

The technical teams in Equateur participated in the updating of a document likely to help in the mini reports on the project's activities within the communities.

### **A.6 Visits and Support**

During January, in the Equateur Province, the PAGE project welcomed the visit of the Central Government's Vice-Minister for Primary, Secondary and Vocational Educational and Equateur's Provincial Minister for Education. This visit allowed exchanges of views on the project's activities. The visitors had the opportunity of observing two classrooms fully involved in an "Apprenons avec Matahata" lesson at the E.P. Bolongo Mabaya in the community of Bongonde. They expressed their wish to see the PAGE project's mandate extended and its activities spread to all the schools of the Equateur Province in particular and to those of the DR Congo in general. The wish was also to measure, after three years, the project's impact on the results of the students of PAGE's Cohort 1 schools at the TENAFEP and to extend the IRI program to all the levels of the primary school. Toward the end of the quarter, the Project's Head and the Chief Accountant went to Mbandaka, in the Equateur Province, in order to bring technical support to PAGE's administrative team in this province. Support was also contributed by a work session with the Coordinator and a specialist for the more specific scheduling of the activities of the remaining semester and the budgeting of the last activities.

IRC staff members carried out two support missions to the Equateur Province to provide additional operational support to the Community Participation team. These missions included a visit of the IRC Deputy Director for Operations in January to assess progress made towards the improvement of logistical services provision and a trip of the Kinshasa Provincial Coordinator in March.

Also during this period, Anne Claire Hoyaux conducted a mission to South Kivu for hand over purposes.

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

## **B. Accomplishments by Program Result**

### **B.1 Operational Activities**

#### Contacts and awakening of communities

In the context of the PAGE project's visibility and reinforcement of relationships with managers of school communities, PAGE's Sud Kivu Provincial Coordinator made a trip to Uvira, which trip allowed him to carry out a certain number of activities. During this trip, after having realized the regularity of the airing of the "Apprenons avec Matahata" broadcasts within the community, the Coordinator participated in a radio broadcast talking about education. This program was broadcast by the Mitumba community radio station, a partner radio.

The Coordinator also successively talked with the Diocesan Coordinator and the General Vicar, both managers of a sizeable number of Catholic "convention" schools targeted by the PAGE Project on the Uvira axis.

During the period, the Project was regularly represented at the different Cluster Education meetings by Educational Policies and Monitoring & Evaluation Specialists.

In order to organize debates on radio, "the provincial forum on school fees", in both the Equateur and Sud Kivu Provinces, the teams met with the PROVED and other Education Sector's officials.

#### Staffing

During this period, the project conducted recruiting efforts in order to replace some staff members, whose contracts had expired or who had left the project. This recruitment resulting the staffing of the positions listed below:

- The accountant at the Bukavu office;
- The accountant at the Mbandaka office;
- A secretary at the Kinshasa office.

Some members of technical teams renewed their work contracts, as the first ones had expired. Following the completion of the 100<sup>th</sup> broadcast, the 6 script writers saw their contracts expire.

During this quarter, two Capacity Building Officers were hired to replace the two staff members who resigned during the previous quarter. Also, the third round of recruitment for the position of Data Collection and Analysis Officer was successful and the team welcomed on board a new and much needed staff member. The South Kivu Community Participation team is therefore once again complete, with the exception of its Livelihoods Manager, still held in Kinshasa for medical treatment purposes.

At the end of March, Anne-Claire Hoyaux, the Community Business Development Manager for the Equateur Province, resigned due to problems encountered in the working environment in Mbandaka.

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

#### *B.2.1. Community participation*

<p><b>USAID Intermediate Result One: Access to Education Increased, Particularly for the Most Vulnerable Children</b></p>
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## **Sub-Intermediate Result 1.1: Increased Participation of Vulnerable Groups in Education and Greater Community Awareness of and Support of Education**

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

During this quarter the Community Participation teams continued working with the 40 Cohort 3 schools of South Kivu and Equateur Provinces in the development of action plans. In the previous quarter, the teams had introduced the program and presented its objectives and planned activities first to local leaders and influential community members and subsequently to parents within the school-communities in all 20 South Kivu Province schools and in 10 Equateur Province schools. The Community Participation team in Equateur completed this program presentation process in February in the 10 remaining schools of Equateur Province. As this activity was coupled with the following phase of the action planning process, i.e. the facilitation of focus groups discussions, numbers of participants to General Assemblies are reported under focus group discussions' participants so as to avoid double counting.

The teams then started the next phase of the action planning process: building the capacity of parents to elaborate their schools' action plan. Capacity Building Officers (CBOs) took parents through a learning process that started by accompanying them in focus group discussions. Participants identified their strengths and resources, expressed their aspirations concerning learning conditions and access to education for their children, and conceived strategies to realize these aspirations. The results of these discussions were published, analyzed and synthesized during General Assemblies, allowing all parents to build and share a common vision of their childrens' education.

In South Kivu, 1,817 parents and school community representatives from 16 school communities attended focus group discussions and General Assemblies, the majority of them (1,032) being women. These numbers add to the 345 participants reported in the previous quarter concerning the 4 schools in which this activity had already been carried out. The total for all 20 South Kivu Province schools thus amounts to 2,162 parents, 1,226 of which were women, participating in focus groups and attending general assemblies for the publication of their results.

In Equateur Province, the number of parents who attended focus groups and General Assemblies reached 1,272 of which 397 were women (see table 1.1.a. in the appendices). The low participation of women observed in Equateur Province was explained by community members as being due to the intense agricultural activities taking place at this time of the year, activities traditionally carried out by women.

The results of the focus groups served as the basis for representatives of Parents Committees and School Management Committees to draft their schools' action plans. These representatives, under the guidance of Capacity Building Officers, turned parents' aspirations concerning their children's learning conditions and access to education into general and specific objectives. The CBO's train the representatives on how to create action plans and then have them draft them themselves with support from the CBO's, when necessary. Community representatives then transform the strategies conceived by parents into activities to be carried out to realize the objectives. Based on the strengths and resources identified by parents, they define the means necessary to implement activities and determine which entity or person should provide the means, in addition to identifying persons responsible for their implementation and a timeframe for carrying them out. With the help of Community Participation teams, they also identified performance indicators, so as to ensure that action plans are actually implemented by parents and that school community members can self-monitor and follow up on the progress of planned activities.

Subsequently, Parent Committees' and School Management Committees' representatives presented the drafted action plans to General Assemblies for discussion and, where such a need was felt by parents, amendments were inserted. Community Participation teams only laid out what action plans' activities the PAGE project would support. This was to prevent influencing the development of the action plan and thus ensuring full ownership of the action plans by the communities. To conclude these discussions, General Assemblies adopted the action plans. In South Kivu Province, 1,989 parents participated in General Assemblies held for the adoption of action plans, of which 1,122 were women, while in Equateur 1,426 parents, of whom 667 women, attended General Assemblies held for the same purpose. Thus a total of 3,415 parents across both provinces participated in the adoption of their schools' action plans as indicated in table 1.1.b. in the appendices.

These Action Plans lay out the contribution of community members to education and define likely successful strategies at parents and school level to assist in addressing the specific needs for improved learning conditions and access to education.

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

### **Sub-Intermediate Result 2.1: Increased parent and community capacity to carry out livelihoods activities**

#### ***2.1.a. Facilitate Set Up of PAGE IGAs (Cohort 3)***

During the General Assemblies of the action planning process, CBOs sensitized parents to the creation of savings and investment groups. As shown by the results achieved in Cohort 1 schools<sup>1</sup>, the creation of these groups is a successful means of increasing parents' capacity to pay school fees: the savings accrued by the group, together with the grants that PAGE will disburse to complement the group's capital, allow parents to access a capital greater than the capital they would be able to access as individuals. When parents invest the capital that they have borrowed from the group in Income Generating Activities (IGAs), the profits that IGAs yield are proportionally greater and can be used by parents to pay for school fees and other education related costs.

Capacity Building Officers explained the strategy to parents attending General Assemblies, and shared with them the encouraging results achieved with previous cohorts' schools. As a result of these sensitizations, parents started to establish savings and investment groups in their respective school communities. In Equateur Province, as many as 4,184 parents adhered to the strategy proposed by the PAGE project and formed 308 groups. Although only 1,426 parents attended the General Assemblies, the strategy gained adherence of approximately four times more people than those who attended since the groups are formed after the assemblies, and the participants in these assemblies have the opportunity to explain the process to other persons who were absent. Disseminating the message about the savings and investment system has had a multiplier impact. In South Kivu Province, Capacity Building Officers are in the process of finalizing the collection of groups' members' lists. In order to report complete data, the number of parents adhering to the proposed strategy and forming saving and investment groups in South Kivu will therefore be presented in the next quarterly report.

#### ***2.1.b. Strengthen Parent Group Organizational Capacity to Plan IGAs (Cohort 2 and 3 separately)***

The Economic teams continued accompanying the business managers in the elaboration of viable and profitable business plans. During the previous quarter, the ECBOs (Economic Capacity Building Officers) had realized that, despite the knowledge acquired

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<sup>1</sup>Performance Milestone Report as submitted to USAID within the Annual Report

during the training on Business Skills Development, held in September and October 2007 in South Kivu and Equateur Provinces respectively, business managers were experiencing a number of difficulties in carrying out market analyses and drafting business plans. Consequently, they conducted, through the previous and the current quarters, 3 additional series of field visits to each community in which they held capacity building sessions with each business manager, while at the same time closely accompanying them in their market analyses and business plan elaboration. Thanks to these capacity building sessions, business managers could finalize and submit business plans to senior PAGE staff - including but not limited to Livelihoods Advisor and Community Business Development Manager - for approval in 17 out of the 20 schools in South Kivu Province. Business managers of the 3 remaining Cohort 2 schools are still in the process of improving their business plans or reassessing the profitability of their projects, with the close support of the Community Participation economic teams. They are expected to submit viable business plans at the beginning of next quarter. In Equateur Province, all 9 schools in which businesses are to be set up at school level were able to finalize and submit business plans.

In both Provinces, this activity was coupled with the organization of General Assemblies for the adoption of charters (*Réglements d'Ordre Intérieur* or ROIs) defining roles and responsibilities of all the stakeholders involved in the school business (business managers, Parents Committees, General Assemblies, and Monitoring Committees). These stakeholders defined the rules governing the school business and its relation to the school, including roles and responsibilities of each actor involved in the school business, a system of checks and balances, repartition of benefits, grievance mechanisms, disciplinary actions, reporting timeframes, etc. During General Assemblies, school communities adopted a total of 17 charters in South Kivu and 9 charters in Equateur.

In South Kivu Province, 955 parents, 482 of which were women, attended General Assemblies in 17 schools while in Equateur Province 322 parents, amongst whom 102 women, attended General Assemblies in 9 schools for the adoption of charters as presented in table 2.1.b. in the appendices. The lower participation of parents in these General Assemblies, compared to those held, for instance, for the adoption of action plans in Cohort 3 schools, is due to a certain fatigue shown by parents in the quite long process the Community Participation teams found necessary for communities to carry out prior to disbursing grants. As a reminder, the process started with the economic mapping and the sharing of its results with parents in June 2007; then communities got involved in the selection of business managers; it continued with the training in Business Skills of selected managers and representatives of school communities, and ended with market analyses and business plans' elaboration during this quarter. However the Community Participation team believes that the actual disbursement of grants started during this quarter and will be completed this April, will revitalize communities' motivation to more actively participate in subsequent activities.

In March, Community Participation teams set themselves to the task of improving training modules for the upcoming 3 series of trainings (*Organizational strengthening and set up, Choice and management of IGAs, Financial management*) to be held in Cohort 3 schools. Both teams applied the facilitation techniques learned and the training skills acquired during the September 2007 CEFE training held in South Kivu by two international consultants. The CEFE methodology is far more participative and centered on the trainees' contributions than the previously used methodology. It is based on the core idea that new knowledge needs to be co-constructed with participants and based on their existing knowledge and contributions rather than transmitted by the trainers. In addition, CEFE uses an active, learning-by-doing approach (see QR 8 for more details on the CEFE methodology). The teams created games and exercises on the themes covered by the project's trainings to simulate real life situations. This will allow participants to learn based on the analysis of their own behavior and the causes of their successes or

failures. The training series, the first of which was scheduled to start in March, will now begin in April using the adapted and improved methodology and modules.

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

### 2.2.a. Grant distribution in support of IGAs (Cohort 2)

After finalizing the elaboration of business plans, business managers of both Provinces submitted their *dossiers* to the Community Participation teams to request the disbursement of grants to start up micro-enterprises at school level.



*Ishungu Primary School Parents' Committee Members receive the grant to implement their "canteen" project (South Kivu)*

Each *dossier* consists of the business plan of the activity chosen by communities under the guidance of the business managers and the charter adopted by the school community. In the business plan, business managers present their project idea, report on the results of market analyses conducted to assess the viability of their projects in terms of products or services assessed, potential market and target clients, competition, location, and marketing strategy, outline all costs necessary to start the activity and forecast subsequent monthly and annual running costs (including depreciation costs) and project expected revenues, based on which they calculate profitability rates. Charters then serve to define rights and obligations of business managers such as salary, working hours, etc.; and school stakeholders notably Parents Committees, School Management Committees, and Parents Associations. They also establish mechanisms for the disbursement of grants money from Parents Committees (persons entitled to receive the grant from PAGE) to business managers; they lay out financial reporting mechanisms and timeframes; they establish mechanisms for the allocation of profits generated to the school and define mechanisms to resolve disputes or apply sanctions, etc.

Community Participation teams reviewed 20 *dossiers* in South Kivu, and approved 17 considering their profitability and viability while they approved all 9 *dossiers* submitted in Equateur Province. The 3 South Kivu schools whose business plans were not approved were invited to improve their business plans or reassess the profitability of their projects.

In this redesign process, the economic teams have been strengthening their capacity to enable them submit more viable business plans.

The Grants Managers then presented the contract to be signed by all parties involved (Parents Committees, school directors, business managers, and IRC) in order to receive the grant. Once the clauses of the contract were explained by Grants Managers and Economic teams and understood by all signatories, Grants Managers proceeded with the disbursement of start-up grants to those schools whose *dossiers* had been approved. The grants disbursed during the month of March amount to a total of \$ 34,700 across both Provinces, \$ 31,200 of which were distributed to 13 schools in South Kivu Province and \$ 3,500 to 2 schools in Equateur Province. The table below summarizes information concerning grants disbursement.

SOUTH KIVU PROVINCE			
School	Type of business	Grant Amount (USD)	Date of Grant Disbursement
Miti	Wholesale of staple foods <sup>2</sup>	2,500	06/03/ 2008
Kambehe		2,500	06/03/2008
Mumoshu	Wholesale of manioc	2,500	07/03/2008
Butole	Wholesale of staple foods and other produce	2,500	11/03/2008
Masuzi	<i>Cantine</i> <sup>3</sup>	2,500	11/03/2008
Joseph <sup>4</sup>	Wholesale of staple foods Soap production	4,000 (1 <sup>st</sup> installment)	11/03/2008
Nyamurhuza	Wholesale of staple foods	2,500	13/03/2008
Umoja	<i>Cantine</i>	2,500	14/03/2008
Ngando	Selling of construction materials	2,500	14/03/2008
Tchofi	<i>Cantine</i>	1,500 (1 <sup>st</sup> installment)	26/03/2008
Sinai	Grinding mill and wholesale of maize and manioc (integrated businesses)	1,600 (1 <sup>st</sup> installment)	26/03/2008
Lwangoma	Grinding mill and wholesale of maize and manioc (integrated businesses)	1,600 (1 <sup>st</sup> installment)	27/03/2008
Ishungu	<i>Cantine</i>	2,500	27/03/2008
<b>Total</b>		<b>31,200</b>	

EQUATEUR PROVINCE			
School	Type of business	Grant Amount (USD)	Date of Grant Disbursement

<sup>2</sup> Miti and Kambehe Primary Schools agreed to combine their efforts and grants to implement one business

<sup>3</sup> A *"cantine"* is a retail shop that sells several types of alimentary and non-alimentary products

<sup>4</sup> Joseph Primary School totals a number of enrolled students that is double the average number of enrolled students of other schools. Joseph P.S. was therefore allocated double the amount of the grant of other schools and allowed the possibility of implementing two businesses.

EQUATEUR PROVINCE			
School	Type of business	Grant Amount (USD)	Date of Grant Disbursement
Mokumba	<i>Cantine</i>	1,500 (1 <sup>st</sup> installment)	27/03/ 2008
Polele	Selling of cold water from source <sup>5</sup>	2,000 (1 <sup>st</sup> installment)	27/03/2008
<b>Total</b>		<b>3,500</b>	

The Community Participation team expects the grants disbursement process to be completed during the month of April in both Provinces, benefiting the remaining 7 South Kivu schools and 7 Equateur schools.

### 2.2.b. Grants' use monitoring in support of IGAs

The South Kivu economic team started following up on the use of grants' money soon after the disbursement took place, and before it was even completed in all recipient schools. The Community Participation team deems it fundamental to closely monitor the launching phase of the business so as to ensure that business managers receive the support they need at this delicate stage, in which they are handling relatively large amounts of money to purchase equipment or inputs. The other core objective of the visits was to ensure that grants' money was being spent appropriately and transparently.

The ECBOs and Grants Manager visited the first two schools that received grants, Miti and Kambehe Primary Schools in South Kivu, to monitor the advancement of the business' start-up process and the financial management of it. They found that business managers were in full activity for the launch of their staple foods wholesale business. When checking their financial records, they also found that the money was being spent in accordance to their business plan and that their financial records matched the cash available in their bank account and "*caisse*".

The economic teams of both Provinces will continue to closely monitor and support the start-up phase in the following quarter.

## **Sub-Intermediate Result 2.3: Increased Financial and Management Capacity of PAs, SMCs and PCs**

### 2.3.a Training of PA groups in administrative and financial management of PAGE IGAs (Cohort 3)

As reported under sub-intermediate result 2.1.b., Community Participation teams tackled the important task of improving the training methodology and materials during the month of March. Trainings planned to start in March were therefore rescheduled for the month of April.

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

*No activities were scheduled during this reporting period.*

## **B.2.2. Quality education**

<sup>5</sup> The activity consists in the collection of water from a safe source, its packaging in small packets and their refrigeration in a fridge. This processing makes the product more attractive to clients and spares them to go and collect water themselves.

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

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

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

During the 10<sup>th</sup> quarter, the team in charge of the drafting of broadcasts wrote 10 versions of master plans (91 to 100) and 38 final versions of scripts (63 to 100). The team also carried out the formative evaluation of 29 broadcasts (72 to 100), in order to finally record 42 (59 to 100). In order for them to be broadcasted in primary Grade 2 of the PAGE school communities, 35 "Apprenons avec Matahata" broadcasts were sent to the sites.

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

The team in charge of the drafting of broadcasts wrote 38 final versions (63 to 100) of teacher's guides for "Apprenons avec Matahata" broadcasts. These guides for teachers of primary Grade 2 of the 3 Cohort school communities of the 2 provinces were about broadcasts 51 to 100.

#### 3.1.c. Monitoring and IRI support for primary Grades 1 and 2 teachers *No activities scheduled during this reporting period.*

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

During the period of January to March 2008, the PAGE Project Coordinator in the Sud Kivu Province visited the Mitumba radio station, a partner radio at Uvira.

At the time of this visit, the Coordinator carried out several activities, including the monitoring of the regularity of the airing of the EIR "Apprenons avec Matahata" broadcasts. The monitoring of the airing of the EIR broadcasts in the other communities' primary Grades 1 and 2 was assured by the Monitoring & Evaluation, and Education Quality Teams. The broadcasting of the "Apprenons avec Matahata" broadcasts in the PAGE School communities in the course of the 10<sup>th</sup> Quarter was done as follows:

##### In the Sud Kivu Province

- In Bukavu : airing of up to the 97<sup>th</sup> broadcast in primary Grade 1 and the 75<sup>th</sup> in primary Grade 2;
- At Uvira : airing of up to the 89<sup>th</sup> broadcast in primary Grade 1 and up to the 75<sup>th</sup> broadcast in primary Grade 2.

##### In the Equateur Province

- In Mbandaka: airing of up to the 74<sup>th</sup> broadcast in primary Grade 1 and up to the 75<sup>th</sup> in primary Grade 2;
- At Bikoro: airing of up to the 75<sup>th</sup> broadcast in primary Grade 1 and up to 75<sup>th</sup> broadcast in primary Grade 2;
- At Lisala: airing of the 50<sup>th</sup> broadcast in primary Grade 1 as well as in primary Grade 2



Primary Grade 1, EP Molende, Mbandaka, singing along with the “Apprenons avec Matahata” broadcast

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

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

The province’s Education Quality team organized the training in General Methodology 1-2 (GM 1-2)/ pedagogical activities promotion for teachers of PAGE’s Cohort 3 school communities. Whereas this training was ending at the beginning of January this year in the Equateur Province, the same training began in the Sud Kivu Province. At the end of this training, the beneficiaries did not conceal their gratefulness toward the US Government through the PAGE project for this quality technical support. Table 1 below represents the situation of participation in the said training.

Table 1: Presentation of participants in the training of teachers and supervisors in general methodology 1 and 2 (GM 1-2). PAGE

PROVINCE	EQUATEUR			SUD KIVU			ALL		
PARTICIPANTS	NUMBER			NUMBER			NUMBER		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Teachers</b>	78	36	114	83	36	120	162	72	234
<b>Head-teachers</b>	20	0	20	20	0	20	40	0	40
<b>Deputy Head-teachers</b>	1	0	1	2	0	2	3	0	3
<b>Advisors</b>	3	0	3	2	0	2	5	0	5
<b>Inspectors</b>	1	0	1	4	0	4	5	0	5
<b>TOTAL</b>	103	36	139	111	36	148	215	72	287

Source : Training Reports



*PAGE training team during a workshop on Active Pedagogy in the Equateur province*



*The Sud Kivu PAGE coordinator training participants in Active Pedagogy*

-At the end of the same January 2008, the team simultaneously organized, in both the Equateur and Sud Kivu Provinces, the training of trainers, primary Grade 1 to 4 teachers, and supervisors in general methodology 3 (GM 3: Production and use of teaching materials). This training was meant for teachers, members of Cohort 3 school communities. Compared to general methodology 1 and 2, the number of participants in the training in general methodology 3 increased. Participation in this training session is summarized in Table 2 below.

Table 2: Presentation of participants in the training of teachers and supervisors in general methodology 3 (GM 3). Production and use of teaching materials.

PROVINCE	EQUATEUR			SUD KIVU			ALL		
PARTICIPANTS	NUMBER			NUMBER			NUMBER		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Teachers</b>	95	29	124	84	36	120	179	65	244
<b>Head-teachers</b>	20	0	20	20	0	20	40	0	40
<b>Deputy head-teachers</b>	2	0	2	2	0	2	4	0	4
<b>Advisors</b>	2	0	2	2	0	2	4	0	4
<b>Inspectors</b>	1	0	1	4	0	4	5	0	5
<b>TOTAL</b>	120	29	<b>149</b>	112	36	<b>148</b>	232	65	<b>297</b>

Source : Training Reports

In the last week in February 2008, in the Equateur Province, the EQ team organized the training of trainers and primary Grade 3 to 4 teachers as well as their supervisors in the Project and Service Based Learning (ABPS). This was once again a training intended for Cohort 3 school communities. The training in ABPS was carried out toward the end of February in the Equateur Province whereas in the Sud Kivu Province it started toward the beginning of April 2008.

Table 3 presents the summary on the participation in this training.

Table 3: Presentation of participants in the training of teachers and supervisors in the Project and Service Based Learning (ABPS). PAGE

PROVINCE	EQUATEUR			SUD KIVU			ALL		
CATEGORY OF PARTICIPANTS	NUMBER			NUMBER			NUMBER		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Teachers</b>	35	20	55	45	11	56	80	31	111

<b>Head-teachers</b>	20	0	20	20	0	20	40	0	40
<b>Deputy Head-teachers</b>	1	0	1	2	0	2	3	0	3
<b>Advisors</b>	1	0	1	2	0	2	3	0	3
<b>Inspectors</b>	0	0	0	4	0	4	4	0	4
<b>TOTAL</b>	57	20	77	73	11	84	130	31	161

Source : Training Reports

### 3.2. b. Final Retraining of Cohorts 1 to 3 teachers in active methods

*No activities scheduled during this reporting period.*

### 3.2. c In collaboration with inspectors and pedagogical advisors, monitoring and support of teachers (Cohorts 1 to 3)

After having updated the plan and other monitoring tools, the EQ team paid monitoring and support visits to teachers in all PAGE school communities. This activity was carried out in collaboration with primary education inspectors and advisors.

The field activities took place in four stages in the light of modern supervision techniques:

- Consultation of the teacher on the subject of the technique to observe (preliminary talk with the teacher concerned by the monitoring in order to find the difficulties that s/he is facing in the practice of the technique to observe);
- Lesson observations using monitoring sheets;
- Talk with the observed teacher concerning the procedure of the technique observed, and the content of lessons and advice;
- Pedagogical meeting with the whole of the teaching staff for general order observations.

In all of these cases, the teachers of the schools targeted by the program in the course of its third year applied the same active teaching methods learnt in previous training sessions provided by the project.

In the Sud Kivu Province, group work is the technique the most used among the techniques retained by the project for the training programs. The students of the schools concerned show interest in the new educational practices; that was visible through their active participation in the various activities organized by the teachers. Terminal degree teachers in each of the 20 schools each time wished to participate in the pedagogical meetings held at the end of class visits.

The inspectors provided teachers with advice on thematic planning since teachers still have difficulty to bring students to link different subjects to the same theme.

In the Equateur Province, group work remains the technique not only the most used but also the best used by teachers. The major difficulty was noticed in the application of the Project and Service Based Learning (ABPS).

In the Sud Kivu or in the Equateur Province, the monitoring team helped teachers with advice accompanied by practical exercise sessions in order to compensate for these difficulties. This monitoring and support activity intended for teachers thus proved to be more essential given that teachers must keep on optimally applying the contents of the training received from the project. This is thus an activity of great significance in the improvement of the quality of education within the school communities.

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

*These activities have been postponed until 11 quarter.*

### B.2.3. Education Policy

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

#### **Sub-Intermediate Result 4.2: Stakeholders at the national and local levels are involved in the participatory dialogue in a pyramidal series of fora**

##### 4.2.a. Awaken communities, partners, and policy decision makers pertaining to school fees policies and practices at the provincial and national levels

A training workshop on the techniques for the positive change to the Policies and Practices of school fees was jointly held in the two provinces where the PAGE project intervenes. This workshop was organized from 7 to 14 March in the Equateur Province, whereas in the Sud Kivu Province it began on 31 March and ended on 1 April.

The said workshop's main goal was to "Help the school communities make positive changes to the policies and practices of school fees within themselves and to contribute to positive changes to the policies and practices of school fees from the level of communities, provinces and the central authority".

The major worry is about training participants to become facilitators of advocacy, able to champion the causes of students' parents and to work with them.

Parents whose children study in the PAGE project's Cohort Three school communities were invited to this training workshop. At the rate of two per school community (45 in Equateur and 40 in Sud Kivu), 95 parents in all were invited and attended this workshop. In the Equateur Province, the workshop was attended by 5 (five) resource persons, the inspectors of the territorial sub-division of Primary, Secondary and Vocational Education. The summaries of this training workshop's attendance statistics are presented in Table 4 below.

Table 4: Representation of participants in the training of school communities' members in the techniques of advocacy for positive changes of practices and policies of school fees.

PROVINCE	PARTICIPANTS		
	Male	Female	Total
EQUATEUR	44	1	45
SUD KIVU	30	10	40
ALL	74	11	85

Source : Wokshop Reports

#### **Additional Cross-Cutting Activities**

##### **Community Radio**

In the course of this quarter, thanks to community radio stations, the PAGE project continued to air commercials, micro programs. These commercials and micro programs were broadcast in the Sud Kivu Province as well as in the Equateur Province, launching messages inciting parents and other community members to enroll their children in school, by adhering to the structures and groups set up by PAGE.

The PAGE team continues to carry out the monitoring of the broadcasting of micro programs and commercials aired by community radios for the benefit of members of communities, increasing their awareness and active participation in PAGE's activities in order to increase their children's access to education.

## C. Monitoring and Evaluation

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

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

The Monitoring and Evaluation team began the quarter with the finalization of the October – December 2007's quarterly report. The team also worked to correct and finalize the annual report of the activities of the project in its second year. The work of receipt and analysis of monthly reports on the activities of each technical constituent and each team with a view to the writing of the quarterly report marked the end of this period.

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

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

Toward the end of March, the team began the collection of data relating to school enrollments in school communities. In accordance with the performance monitoring plan, this is a surprise counting of enrollments in classrooms, data to be confronted with those of attendance registers. This collection is carried out simultaneously with the qualitative survey on the causes of withdrawal in the PAGE schools as well as in control schools. This activity began in Sud Kivu, was stopped because of the Easter vacation and postponed until after the April vacation. Furthermore, the strike movement observed in the country was also at the root of the interruption of this collection as well as other activities of the project.

In order to ensure the quality of the project's statistical data, Sud Kivu's Provincial Monitoring & Evaluation and Educational Policy Specialist received an upgrading on the theories and practices of data collection. This upgrading, which will also be supplied to Equateur's Provincial Monitoring & Evaluation and Educational Policy Specialist, has been approved by the Kinshasa-based Coordinator of the EDC PAGE activities. The module that helped in this upgrading was discussed and finalized with the assistance of some members working in the Monitoring & Evaluation field, of whom the USAID Monitoring & Evaluation Specialist.

In conformity with the collection of the enrolment data at the beginning of the on-going 2007-2008 school year, the annexed table presents the enrolments in the PAGE school communities.<sup>6</sup>

### ***SR3 Report on milestones for impact results***

#### Update on Advances in M/E

At the time of submission of the Performance Milestone Report, the Community Participation team had chosen to report on indicators 2.2.1 and 2.2.2 for Equateur Province in the form of summary case studies. Specific achievements that had been

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<sup>6</sup> Annexe 3

monitored among a sample selection of groups in Equateur conducting IGAs in different economic sectors, such as fishing, small retail, agriculture, livestock or a combination of several IGAs were reported instead of average results. This was due to the fact that initial data collected on IGA income for Cohort 1 during the first semester of 2007 was substantially above the target. The Community Participation team preferred to cross-check the data and collect additional data for the second semester of 2007 before reporting it. The results of this most recent data collection are reported below.

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

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

The PAGE-supported savings and investment groups are engaged in a variety of IGAs, led as a collective activity involving all members of the group and/or as individual IGAs supported by internal loans to individual group members. In Equateur Province, almost all savings and investment groups conduct both types of IGAs (in groups and individually) and continue to regularly contribute savings to the group.

Data collected on IGA income in Equateur Province amongst Cohort 1 savings and investment groups for the period January through June 2007 was largely above the target. It was necessary for the Community Participation team to verify the data and collect new data for the second semester of 2007.

This further verification of the savings and investment groups of Cohort 1 has shown that the successful results achieved from January through June 2007 also seen in the period of July to December 2007. Data indicates that average income generated through the savings and investment groups in Equateur C1 schools reached 121.58% of the PAGE grant received plus the groups' initial savings accumulated over 9 months, before the disbursement of grants. As explained for the calculation of this indicator in South Kivu Province, the groups' initial savings are included in the calculation (see section below for details), rather than comparing IGA revenue to the PAGE grant amount alone as per the literal formulation of the indicator.

Overall, results monitored and ongoing achievements observed are extremely encouraging and show the positive impact the establishment of a group-based rotating credit and investment system can have, especially in regions where the economy is stagnant and access to capital is limited.

#### ***a. Summary of Milestone Results***

The savings and investment groups are engaged in a variety of income-generating activities and, in most cases, are continuing to accumulate savings and to give loans to individuals and sub-groups for investment. The multiplicity of transactions that regularly occur in each group generate income in the form of profits from sales and/or interests from loans, making it a complex exercise for groups to calculate their average IGA income; generally, these economic calculations are not a common practice in the supported communities. Some groups, as well as credit committees, have shown difficulties in their ability to keep track of benefits generated through the various IGAs conducted.

The Community Participation team observed that many groups supported in Equateur led secondary activities parallel to their main group IGA. Secondary activities can include small-scale retail, wood processing, fish farming, or small-scale agriculture. In this way, the groups secure a stable revenue stream by ensuring that revenue is generated even when primary activities – crops, livestock or fishing for instance – are not prosperous.

The majority of groups are conducting more than one IGA at once, combining for instance agriculture and livestock or fishing, besides another activity such as small-scale retail. Depending on the specific activity such as sales from crops, animals and small manufactured goods, groups have encountered difficulties in calculating their total and monthly IGA income. For example, IGA income may be available only after an extended period of time or income information may not be available on a regular basis, which delays calculation.

It must as well be noted that in some cases the monthly revenue can be negative if costs incurred exceed profits. Usually, this situation arises when the members have made a high investment (for example the purchase of livestock, equipment or agricultural inputs) and are awaiting profits in following months.

Consequently, PAGE undertook analyses of the ways groups were calculating their profits, in order to eliminate errors in calculations and presentation. They found that groups had in several cases erroneously calculated the profits yielded by their individual or group IGAs, for example by omitting production costs or including savings contributions in the profit estimate or in place of the profit estimate. Given that the data being verified by the Community Participation team referred to profits generated from January through June 2007, the team deemed it too difficult for group members to exactly recollect economical and financial transactions that dated as much as a year back. They thought it more accurate to proceed in collecting data for the more recent months (July-December 2007) and to verify at the same time the new data submitted by the groups. The verification of data with the groups was an opportunity for Community Participation staff to reinforce the capacity of group members and monitor committees to correctly calculate and report their profits, by working together with the groups through their profit calculations and by responding to members' questions on income generation and budgetary tools.

As expressed in the milestone report, the original formulation of this indicator does not take into account the fact that groups generated their profits based on two sources of initial funding: the grant from PAGE plus their own initial savings. The amount of each grant disbursed in Equateur matched the capital saved by the group over a five to six month period; in addition, the groups had an extra three months during which they accumulated savings before the grants were actually disbursed. Based on a pro-rata calculation, the total savings accumulated over the 9 month period amounts to \$60,290; added to the \$35,654 disbursed as grants, we achieve a total initial capital of \$95,944 across all 377 Cohort 1 savings and investment groups in Equateur, comprising 5,308 households. The average household initial capital thus amounts to \$18.08.

The savings and investment groups of Cohort 1 generated total revenue of \$116,652.09 during the period July to December 2007. Since the groups are composed of 5,308 members in total i.e. one member per household, average IGA revenue per household is estimated at \$21.98 over the same period.

The average IGA income per household thus represents 121.58% of the initial capital consisting of group's savings plus PAGE grant invested in the IGAs themselves. The result is substantially above the initially targeted 10%.

However these calculations do not take into account the capital that groups might have accumulated through savings in the period following the collection of data on savings, i.e. from January to December 2007. The groups' savings have not been monitored after grants disbursement, but PAGE staffers visits to groups suggest that most groups have continued to save even after grants were disbursed. If the saving rate is assumed to have remained constant, groups would have accumulated an additional \$ 80,000 from January to December 2007. The total capital invested to generate the reported \$ 116,652.09 revenues would thus amount to \$ 140,290 of savings plus \$ 35,654 of grants

received. The average IGA income per household generated over a 6 months period (July to December 2007) would then represent 66.30% of the total capital invested.<sup>7</sup>

As mentioned above, members of the savings and loans groups usually conduct two types of activities which generate income for the group in parallel: the first loans to individual members who pay back the loan with interest, usually 10% of the amount loaned; the second is investments by a group of members into IGAs in different economic sectors, which reap profits. In South Kivu, groups use the interests paid back to the group to pay for group members' school fees. The interests were therefore considered and reported in the Performance Milestone Report as additional revenue generated by groups, and were included in the total group's profits, i.e. in the nominator of the indicator. In Equateur, however, the same calculation has proven inaccurate, as groups use the interests paid by group member on the loans were used in various ways: they either pay for school fees, like in South Kivu, or, most commonly, use them to increase the capital to be invested in groups IGAs. It becomes difficult for the Community Participation team to add the reported total of interests accrued<sup>8</sup> either to the revenues reaped by the groups (nominator) or to the total capital invested in IGAs (denominator). This issue can only be addressed by using a break down analysis of interests' use. The Community Participation team's decision was that in the calculation of this indicator the total of the interests paid back to the group by members who took loans from it for individual IGAs<sup>9</sup> should not be taken into account. As mentioned earlier, there is a deliberate decision to consider savings too.

Please refer to the Performance Milestone Report for a detailed report of typical IGAs carried out by savings and investment groups.

#### ***b. Discussion of Findings and Performance***

The high percentages of profits compared to grants disbursed and savings show that the savings and investment system adopted allows individuals and households to generate significant benefits.

Given the lack of available cash in Equateur for economic activities, the project team has observed that group savings and grants, even a small size, have a particularly significant impact on household income in the province. These households, which generally have less access to small cash amounts than households in South Kivu Province, may thereby have an increased utility for the small external grant. Initial observations of high income generation encouraged IRC to study in greater detail the characteristics that contribute to this economic environment in Equateur.

An economic characteristic in Equateur that impacts the IGA income level is the variation in price levels among different locations, notably among production sites and sale sites. For instance, fish, livestock or crops produced in villages of many Cohort 1 communities can be sold for prices many times higher than their production costs. The Community Participation team observed that some groups that sold agricultural items in commercial centers, such as Mbandaka or Kinshasa, sold these goods for prices 100 times higher than that which they could charge in local communities.

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<sup>7</sup> This figure is not reported as the official result for indicator 2.2.1 as the savings accrued during 2007, on the basis of which this calculation is made, are only an estimate and might not represent the reality in the field.

<sup>8</sup> The total interests reaped since January or March 2006, when saving and investment groups were formed, amount to \$ 50,682 while the same total amounts to \$ 35,361 in the period July through December 2007. The proportionally greater amount of interests accrued in a 6 months period compared to the total amount of interests accrued over the two year period since the creation of groups is deemed to be due to the greater number of loans that groups can give when their capital, over time, gets bigger.

<sup>9</sup> If interests were to be accounted for as profits generated out of individual IGAs, like in South Kivu, and applying the same methodology of calculation as above (including in the capital invested both PAGE grants and reported groups' savings) the average income per household would be 158.44 % of the capital invested. Alone, interests represent 36.86% of the capital invested

Among other differences between the two provinces is the level of fertility of the soil and the richness of water sources. The Congo River, which passes through Mbandaka, as well as the lake in Bikoro allow several school-communities in Equateur to benefit from abundant fishing. Fishing in PAGE-supported Equateur schools thus seems to allow for high profits, which may not be as easily attained through fishing activities in other regions. For instance in South Kivu, over-fishing in Lake Tanganyika is depleting water resources and lowering the profits of fishermen.

The Equateur Economic Mapping, conducted by the Market Analysis Officer in the second semester of 2007 provides further insight into the local economy and household income.

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

Income generated through the alternative mechanisms put in place by the project to finance education represents 452.73% of school fees supported by parents in Equateur Province. In addition to being able to pay for the education of all the members' children enrolled in PAGE-supported schools, parents in both provinces generate sufficient income to afford to send additional children to school or to pay for other education-related costs.

***a. Summary of Milestone Results***

PAGE calculates school fees for an entire school year. However, the data on average IGA income, available for a maximum of six months, cannot be projected over a full year as economic activities are uncertain and seasonal in an informal economy such as that of DRC. Thus, for the sake of this indicator, school fee costs have been divided by 12 months<sup>10</sup> to obtain the average cost that fees represent per child per month per school.

The indicator does not specify whether the coverage of school fees by IGA income should be related to the cost of school fees for one child or to the overall cost of school fees incurred by a household to enroll all primary school age children. Given that income is calculated per household, the Community Participation team thought it appropriate to report on results for the second case, i.e.; to what extent the income generated covered the school fees of the estimated average number of children enrolled in a PAGE school per household.

The yearly average cost of school fees per child in the Equateur Province amounts to \$5.66. This gives a monthly cost per child of \$0.47. Based on the average ratio of children per household, that equals 1.72 in Equateur, it was estimated that the average cost of school fees per household (as opposed to per child) per month is \$0.81 in Equateur. The most recent and accurate data collection on IGA income in the Province covers a six month period, i.e. June to December 2007. The average monthly income per household amounts to \$3.66. Therefore, average monthly IGA income *per household* represents 452.73% of average monthly school fee costs per household in Equateur.

It is worth noting that school fees taken into account for the calculation of this indicator are from the 2006-2007 school year. Yet the income generated by savings and investment groups refers to the second semester of 2007, i.e. after the end of the school year in which the reported school fees were applied to parents. To calculate the results of this indicator it is therefore necessary to assume that school fees have remained constant for the 2007-2008 school year. This is particularly necessary when considering the changing political discourse that DRC authorities have held on school fees at the beginning of the 2007-2008 school year, by issuing ministerial regulations abolishing school fees. Given that the DRC government has so far very irregularly been able to support education costs that were, until last year, covered by parents' contributions and

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<sup>10</sup> Monthly school fees have been calculated by dividing the school fee costs per year by 12 months although parents pay fees only 10 months a year, as this allows to better relate income, that is generated over 12 months, to the average monthly school fee costs.

fees, the reality in the field has become difficult to report when it comes to ascertaining whether parents are still paying school fees and, in that case, what amounts they are being asked to contribute.

#### ***b. Discussion of Findings and Performance***

The income generated as a result of the alternative educational finance mechanisms proposed by the project has allowed parents to secure considerable income so as to cover the entire cost of school fees for all the children enrolled in PAGE schools as well as afford other education related costs including uniform, shoes, school objects, etc.

Indeed, community members report using income produced by the supported IGAs to pay the school fees of members' children or to help reduce the burden of school-related costs. One community used the income generated from IGAs to purchase a pirogue to transport children to school.

### **D. Success Stories**

During the January–March 2008 quarter, the PAGE team registered the following examples of project successes and impact.

#### **Community Participation**

- In Lyonda Primary School, a cohort 3 school in the community of Moheli, Equateur Province, 80% of children enrolled in school are from the Pigmy ethnic group. As it is often the case, the Bantou and Pigmy populations do not mix in their activities and Pigmies are discriminated against and considered a source of agricultural workforce for the Bantous. During the action planning process however, Bantou and Pigmy representatives were brought to work together in focus group discussions irrespective of their ethnic origin. This represented a first time experience for both populations, and is, in itself, a success of cohabitation between otherwise very distant ethnic groups. In addition, and to the great satisfaction of the Community Participation team of Equateur, after sensitizations for the creation of savings and investment groups, Pigmies and Bantous created mixed groups in which both ethnic groups interact towards the achievement of a higher goal: the increased access to education of all their children.

#### **Quality Education**

- After their January 2008 visit, the National Vice Minister for Primary, Secondary and Vocational Education and Equateur's Provincial Minister for Education declared: "We are hoping for the extension of the duration of the PAGE project in order to try and also target schools that are located in very remote and enclosed rural areas so as to save the children, future executives learning without teaching materials ...".

Let us also note that on the occasion of this visit, the two Congolese Education authorities observed two classrooms fully involved in an "Apprenons avec Matahata" lesson in the E.P. Bolongo Mabaya in the community of Bongonde. They also wished to see PAGE accompany the schools in order to measure, after an additional 3 years' period, the impact of the project on the results of the students of PAGE's Cohort 1 schools at the TENAFEP and to be able to extend the EIR program to all primary grades.

- The terminal degree (primary Grades 5 and 6) teachers of the schools targeted by the program keep requesting sessions of training in active methods. These teachers recognize that their elementary and middle degree fellow teachers considerably increased their performances at the end of the numerous training sessions with the PAGE project.

- The head-teachers of the schools not targeted by the PAGE project keep asking for “Apprenons avec Matahata” CDs in order to use them in their schools. This is the case of Bwindi primary school in Bukavu and Mwanya primary school at Uvira, in the Sud Kivu Province. Still in the same province, teachers of educational psychology in secondary schools close to the targeted schools wish to “receive training from the PAGE project in Interactive Teaching by radio so as to enable us to prepare our students well for the teaching profession within the schools”.
- The head-teacher of the EP Fadhili, at Kabamba in Sud Kivu, a school not targeted by the PAGE project but neighboring PAGE-targeted EP Bigohwa, agreed with its targeted neighbor to merge their primary Grades 1 and 2 during the airing of the EIR broadcasts.
- Any IRC/ Sud Kivu vehicle in the communities where PAGE is exercising its activities is henceforth called MATAHATA.
- Public transport vehicles on the Uvira axis in Sud Kivu prefer to resort to the “Apprenons avec Matahata” broadcasts to amuse their passengers.

In Bukavu, some parents provide their out of school girls with radio at home to listen to the IRI broadcast “Apprenons avec Matahata” while caring for their younger sibling

### Educational Policy

- New practices that can be witnessed to specifically come under the action of Advocacy Facilitators in the various PAGE communities. We noticed this during the monitoring activities/ visits of the school fees consultation groups and the activities of Advocacy Facilitators in the PAGE communities.

Here are the experiences that seemed interesting to us:

- 1) At Kabare-Cirunga: parents increasingly contribute to the school’s expenses and involve more children in education.

The awakening work carried out among parents helped for most united groups to contribute for payments to the school’s budget. These contributions helped bring the rate of fees paid in the PAGE schools down from US \$ 1.00 to US \$ 0.60 on average. This helped maintain most of the children at school and notice an important demand from other parents to enroll children in the PAGE schools. The Advocacy Facilitators obtained that henceforth children born to least provided families should not be expelled without the prior consent of the Parents’ Committee Chairperson, who equally has to meticulously examine the case of insolvent children before any definitive decision.

- 2) At Lugendo-Ishungu: the School Fees Consultation Group (GCSFS) would like to be integrated into the CPP in order to take part in meetings for the determination of incentive fees paid by parents.

After the inauguration of the School Fees Consultation Group on the ISHUNGU LUGENDO axis as of July 2007, 6 people selected as having to steer this community organ regularly meet. After their various encounters, the Lugendo-Ishungu School Fees Consultation Group resolved to meet with the CPP hitherto instituted as the organ enabled to fix school fees in Catholic Schools. The GCSFS decided to suggest its integration into the CPP in order to be part of this decision-making body within the parish.

- 3) At IHIMBI-CHOFI: a bottom up approach to advocacy

The Advocacy Facilitators instilled a new breath in the way of apprehending the issues directly relating to education in the communities and to the management of schools in general – their action does not go unnoticed. Indeed, on the Ihimbi-Chofi axis, the

(16) facilitators of the 8 (eight) school communities of IHIMBI and CHOFI organized themselves and decided to try and meet with the SECOPE officials to ask why public subsidies had not yet been paid since the beginning of the 2006-2004 academic year. They on their own organized themselves and contributed each CDF 550, that is, US \$ 1.00/ Advocacy. They gathered the sum which had to enable two of them, who had not been appointed for the trip to Bukavu, to bring the sought-after information. The action was successfully carried out because they on their own were able to meet with the head of the unit who provided explanations without being able to really supply convincing answers.

## Appendices

**Table 1.1.a. Parents attending focus groups discussions**

Province	Target Group	# of participants		TOTAL	Immediate results
		Men	Women		
South Kivu	Parents attending focus groups discussions	936	1,226	2,162	Parents of 40 Cohort 3 schools identify their strengths, express their aspirations and conceive strategies to realize them
Equateur		875	397	1,272	
<b>Total</b>		<b>1,811</b>	<b>1,623</b>	<b>3,434</b>	

**Table 1.1.b. Parents attending General Assemblies for the adoption of action plans**

Province	Target Group	# of participants		TOTAL	Immediate results
		Men	Women		
South Kivu	Parents attending General Assemblies for the adoption of action plans	867	1,122	1,989	40 action plans adopted in all Cohort 3 schools
Equateur		759	667	1,426	
<b>Total</b>		<b>1,626</b>	<b>1,789</b>	<b>3,415</b>	

**Table 2.1.b. Parents attending General Assemblies for the adoption of school business charters (Cohort 2)**

Province	Target Group	# of participants		TOTAL	Immediate results
		Men	Women		
South Kivu	Parents attending General Assemblies	473	482	955	26 charters are adopted in 17 school communities in South Kivu and in all 9 school communities in Equateur
Equateur		220	102	322	
<b>Total</b>		<b>693</b>	<b>584</b>	<b>1,277</b>	

**Table 3. ENROLLMENTS IN THE PAGE SCHOOL COMMUNITIES, 2007-2008**

**3.a. Equateur Province**

3.a.1. *first COHORT*

Community	MBANDAKA			IYONDA			WENDJI			BONGONDE			BONSOLE			INDJOLO			MOHELI			MPAHA			BIKORO			Cohort 1 Total					
	Nbr of schools			1 school			3 schools			3 schools			2 schools			3 schools			1 school			3 schools			1 school								
Enrolled 07/08	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot
Grade 1	143	516	659	33	158	191	164	180	344	209	196	405	84	115	199	81	92	173	30	34	64	228	164	392	28	40	68	1000	1455	2455			
Grade 2	111	433	544	65	159	224	138	106	244	108	162	270	60	51	111	31	75	106	30	22	52	105	147	252	5	10	15	653	1155	1808			
Grade 3	93	353	446	20	116	136	103	114	217	62	118	180	52	42	94	42	37	79	27	15	42	91	126	217	9	10	19	499	921	1420			
Grade 4	67	290	357	4	70	74	102	102	204	43	96	139	37	40	77	31	34	65	9	15	24	55	73	128	2	7	9	350	720	1070			
Grade 5	53	223	276	60	58	118	35	54	89	20	65	85	37	21	58	32	30	62	7	13	20	42	66	108	3	2	5	289	530	819			
Grade 6	46	198	244	5	50	55	31	46	77	22	49	71	22	25	47	15	21	36	13	15	28	32	46	78	3	2	5	189	450	639			
<b>Total</b>	<b>513</b>	<b>2013</b>	<b>2526</b>	<b>187</b>	<b>611</b>	<b>798</b>	<b>573</b>	<b>602</b>	<b>1175</b>	<b>464</b>	<b>686</b>	<b>1150</b>	<b>292</b>	<b>294</b>	<b>586</b>	<b>232</b>	<b>289</b>	<b>521</b>	<b>116</b>	<b>114</b>	<b>230</b>	<b>553</b>	<b>622</b>	<b>1175</b>	<b>50</b>	<b>71</b>	<b>121</b>	<b>2980</b>	<b>5231</b>	<b>8211</b>			

3.a.2. *SECOND COHORT*

Community	IYONDA			WENDJI			MPAHA			MOHELI			LISALA			BOLONGO			MAZALANGA			MONDONGO			Cohort 2 Total					
	Nbr of schools			2 schools			2 schools			2 schools			2 schools			2 schools			3 schools			4 schools								
Enrolled 07/08	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot
Grade 1	177	127	304	76	168	244	65	51	116	122	178	300	201	150	351	96	152	248	149	164	313	230	298	528	1423	1692	3115			
Grade 2	145	87	232	65	129	194	50	55	105	92	85	177	155	94	249	106	136	242	98	89	187	208	217	425	1177	1175	2352			
Grade 3	163	87	250	42	118	160	45	43	88	66	50	116	113	100	213	67	87	154	98	90	188	219	174	393	941	942	1883			
Grade 4	149	76	225	48	94	142	21	37	58	32	38	70	92	72	164	56	77	133	70	71	141	103	120	223	623	733	1356			
Grade 5	118	77	195	31	72	103	12	23	35	15	48	63	68	61	129	38	45	83	40	76	116	73	126	199	410	628	1038			
Grade 6	83	56	139	22	75	97	11	29	40	14	37	51	44	34	78	28	39	67	21	65	86	62	83	145	299	501	800			
<b>Total</b>	<b>835</b>	<b>510</b>	<b>1345</b>	<b>284</b>	<b>656</b>	<b>940</b>	<b>204</b>	<b>238</b>	<b>442</b>	<b>341</b>	<b>436</b>	<b>777</b>	<b>673</b>	<b>511</b>	<b>1184</b>	<b>391</b>	<b>536</b>	<b>927</b>	<b>476</b>	<b>555</b>	<b>1031</b>	<b>895</b>	<b>1018</b>	<b>1913</b>	<b>4873</b>	<b>5671</b>	<b>10544</b>			

3.a.3. *THIRD COHORT*

Community	MBANDAK			BONGONDJO			INDJOLO			BIKORO			MOOTO			MOHELI			MPAHA			TONDO			Cohort 2 Total					
	Nbr of schools			4 schools			3 schools			2 schools			3 schools			1 school			2 schools			3 schools								
Inscrits 07/08	G.	B.	Tot	G.	B.r	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot	G.	B.	Tot
Grade 1	141	177	318	228	208	436	83	132	215	47	58	105	68	150	218	22	70	92	92	121	213	100	117	217	901	1316	2217			
Grade 2	130	169	299	139	162	301	58	66	124	24	30	54	72	77	149	25	25	50	34	53	87	80	87	167	628	727	1355			
Grade 3	129	162	291	149	154	303	46	47	93	12	40	52	77	78	155	18	22	40	34	49	83	67	60	127	569	652	1221			
Grade 4	109	137	246	119	127	246	34	53	87	23	30	53	71	76	147	22	25	47	9	51	60	26	55	81	472	612	1084			
Grade 5	126	106	232	104	105	209	35	35	70	17	20	37	53	59	112	6	15	21	4	7	11	27	44	71	361	430	791			
Grade 6	100	108	208	115	104	219	32	30	62	19	17	36	45	42	87	8	10	18	14	40	54	26	35	61	368	385	753			
<b>Total</b>	<b>735</b>	<b>859</b>	<b>1594</b>	<b>854</b>	<b>860</b>	<b>1714</b>	<b>288</b>	<b>363</b>	<b>651</b>	<b>142</b>	<b>195</b>	<b>337</b>	<b>239</b>	<b>366</b>	<b>605</b>	<b>101</b>	<b>167</b>	<b>268</b>	<b>187</b>	<b>321</b>	<b>508</b>	<b>326</b>	<b>398</b>	<b>724</b>	<b>3005</b>	<b>3890</b>	<b>6895</b>			

### 3.b. SUD KIVU PROVINCE

#### 3.b.1. First cohort

Community	CIBANDA			KATONGO			MULEKE			MULAMBULA			CIRUNGA			LUGENDO			IHIMBI			COHORT 1 TOTAL					
Nbr of schools	2schools			2 schools			2 schools			2 schools			4 schools			3 schools			5 schools								
Enrolled 07/08	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total									
Grade 1	77	94	171	87	62	149	97	111	208	100	83	183	221	249	470	206	187	393	257	243	500	1045	1029	2074			
Grade 2	50	62	112	83	65	148	104	105	209	92	89	181	227	199	426	161	170	331	213	208	421	930	898	1828			
Grade 3	65	63	128	77	48	125	84	99	183	93	108	201	217	181	398	129	160	289	185	209	394	850	868	1718			
Grade 4	60	71	131	69	45	114	59	49	108	64	75	139	146	167	313	104	164	268	110	175	285	612	746	1358			
Grade 5	52	49	101	52	50	102	46	59	105	51	74	125	106	146	252	79	96	175	98	153	251	484	627	1111			
Grade 6	21	37	58	48	89	137	41	40	81	51	46	97	81	99	180	65	81	146	118	153	271	425	545	970			
<b>Total</b>	<b>325</b>	<b>376</b>	<b>701</b>	<b>416</b>	<b>336</b>	<b>752</b>	<b>431</b>	<b>463</b>	<b>894</b>	<b>451</b>	<b>475</b>	<b>926</b>	<b>998</b>	<b>1041</b>	<b>2039</b>	<b>744</b>	<b>858</b>	<b>1602</b>	<b>981</b>	<b>1141</b>	<b>2122</b>	<b>4346</b>	<b>4690</b>	<b>9036</b>			

#### 3.b.2. Second cohort

Community	NGANDO			LUWINJA CEN			MUMOSHO			CHOFI			MITI			ISHUNGU			KILOMONI			RUGEMBE			COHORT 2 TOTAL					
Nbr of schools	3 schools			2 schools			3 schools			3 schools			2 schools			3 schools			2 schools			2 schools								
Enrolled 07/08	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total
Grade 1	71	56	127	113	126	239	161	182	343	175	169	344	134	121	255	189	185	374	121	156	277	106	134	240	1070	1129	2199			
Grade 2	52	59	111	101	93	194	99	135	234	144	140	284	89	89	178	168	134	302	67	84	151	81	100	181	801	834	1635			
Grade 3	57	46	103	78	74	152	86	103	189	113	116	229	70	79	149	129	111	240	50	75	125	84	111	195	667	715	1382			
Grade 4	50	53	103	77	81	158	69	87	156	75	84	159	64	74	138	108	103	211	41	70	111	112	96	208	596	648	1244			
Grade 5	52	58	110	76	51	127	64	59	123	65	90	155	46	63	109	77	93	170	31	57	88	87	99	186	498	570	1068			
Grade 6	52	58	110	62	60	122	35	51	86	38	58	96	43	54	97	51	63	114	34	45	79	90	67	157	405	456	861			
<b>Total</b>	<b>334</b>	<b>330</b>	<b>664</b>	<b>507</b>	<b>485</b>	<b>992</b>	<b>514</b>	<b>617</b>	<b>1131</b>	<b>610</b>	<b>657</b>	<b>1267</b>	<b>446</b>	<b>480</b>	<b>926</b>	<b>722</b>	<b>689</b>	<b>1411</b>	<b>344</b>	<b>487</b>	<b>831</b>	<b>560</b>	<b>607</b>	<b>1167</b>	<b>4037</b>	<b>4352</b>	<b>8389</b>			

#### 3.b.3. Third cohort

Community	KAGANDO			KALUNDU			MUZINZI			LUDAHA			BUSHUMBA			KABAMBA			MULAMBI			COHORT 3 TOTAL					
Nbr of schools	2 schools			2 schools			3 schools			3 schools			3 schools			3 schools			4 schools								
Enrolled 07/08	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total	G.	B.	Total
Grade 1	75	75	150	94	91	185	134	186	320	164	139	303	180	184	364	160	190	350	155	162	317	962	1027	1989			
Grade 2	62	56	118	73	53	126	105	144	249	138	143	281	152	172	324	136	180	316	112	124	236	778	872	1650			
Grade 3	69	51	120	47	42	89	120	128	248	115	172	287	132	181	313	143	151	294	109	119	228	735	844	1579			
Grade 4	38	48	86	45	34	79	67	90	157	92	93	185	100	119	219	101	103	204	86	93	179	529	580	1109			
Grade 5	28	36	64	50	31	81	55	75	130	68	84	152	82	91	173	81	94	175	73	80	153	437	491	928			
Grade 6	22	33	55	44	24	68	43	59	102	51	64	115	68	80	148	60	82	142	50	72	122	338	414	752			
<b>Total</b>	<b>294</b>	<b>299</b>	<b>593</b>	<b>353</b>	<b>275</b>	<b>628</b>	<b>524</b>	<b>682</b>	<b>1206</b>	<b>628</b>	<b>695</b>	<b>1323</b>	<b>714</b>	<b>827</b>	<b>1541</b>	<b>681</b>	<b>800</b>	<b>1481</b>	<b>585</b>	<b>650</b>	<b>1235</b>	<b>3779</b>	<b>4228</b>	<b>8007</b>			

### 3.c. EFFECTIFS SCOLAIRES SELON LES COHORTES/PROVINCES

COHORTES	PREMIERE									DEUXIEME									TROISIEME											
	EQUATEUR			SUD KIVU			TOUTES			EQUATEUR			SUD KIVU			TOUTES			EQUATEUR			SUD KIVU			TOUTES					
PROVINCES	Fil	Gar	Total	Fil	Gar	Total	Fil	Gar	Total	Fil	Gar	Total	Fil	Gar	Total	Fil	Gar	Total	Fil	Gar	Total	Fil	Gar	Total	Fil	Gar	Total	Fil	Gar	Total
1 <sup>ères</sup> Années	1000	1455	2455	1045	1029	2074	2045	2484	4529	1423	1692	3115	1070	1129	2199	2493	2821	5314	901	1316	2217	962	1027	1989	1863	2343	4206			
2 <sup>èmes</sup> Années	653	1155	1808	930	898	1828	1583	2053	3636	1177	1175	2352	801	834	1635	1978	2009	3987	628	727	1355	778	872	1650	1406	1599	3005			
3 <sup>èmes</sup> Années	499	921	1420	850	868	1718	1349	1789	3138	941	942	1883	667	715	1382	1608	1657	3265	569	652	1221	735	844	1579	1304	1496	2800			
4 <sup>èmes</sup> Années	350	720	1070	612	746	1358	962	1466	2428	623	733	1356	596	648	1244	1219	1381	2600	472	612	1084	529	580	1109	1001	1192	2193			
5 <sup>èmes</sup> Années	289	530	819	484	627	1111	773	1157	1930	410	628	1038	498	570	1068	908	1198	2106	361	430	791	437	491	928	798	921	1719			
6 <sup>èmes</sup> Années	189	450	639	425	545	970	614	995	1609	299	501	800	405	456	861	704	957	1661	368	385	753	338	414	752	706	799	1505			
<b>Total</b>	2980	5231	8211	4346	4713	9059	7326	9944	17270	4873	5671	10544	4037	4352	8389	8910	10023	18933	3299	4122	7421	3779	4228	8007	7078	8350	15428			

### 3.d.

COHORTES	TOUTES LES TROIS COHORTES									
	EQUATEUR			SUD KIVU			TOUTES			
PROVINCES	Filles	Garçons	Total	Filles	Garçons	Total	Filles	Garçons	Total	Total
1 <sup>ères</sup> Années	3324	4463	7787	3077	3185	6262	6401	7648	14049	
2 <sup>èmes</sup> Années	2458	3057	5515	2509	2604	5113	4967	5661	10628	
3 <sup>èmes</sup> Années	2009	2515	4524	2252	2427	4679	4261	4942	9203	
4 <sup>èmes</sup> Années	1445	2065	3510	1737	1974	3711	3182	4039	7221	
5 <sup>èmes</sup> Années	1060	1588	2648	1419	1688	3107	2479	3276	5755	
6 <sup>èmes</sup> Années	856	1336	2192	1168	1415	2583	2024	2751	4775	
<b>Total</b>	11152	15024	26176	12162	13293	25455	<b>23314</b>	<b>28317</b>	<b>51631</b>	