



PAGE: Pour une Approche Globale de l'Éducation

République Démocratique du Congo : Equateur • Sud Kivu • Kinshasa

2007 ANNUAL REPORT



November 9, 2007

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

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I. INTRODUCTION

The PAGE (*Pour une Approache Globale de l'Education*) project is funded by USAID with a mandate from the U.S. Congress to serve as one of two early US-backed pilot initiatives to reduce the burden of school fees that prevent so many children in Africa from attending and staying in school. PAGE is implemented in the Democratic Republic of Congo and is led by the Education Development Center, Inc. (EDC), in partnership with International Rescue Committee (IRC). The project began in late 2005 and is scheduled to run through September 2008; it is implemented in Equateur and South Kivu provinces in the DRC and is scheduled to work with a total of 120 school-communities, 60 in each province. At the end of year 2, 40 additional schools were selected, 20 in South Kivu and 20 in Equator, completing the number of PAGE schools to 120.

The goals of the PAGE project are to increase access to and quality of education, reduce the burden of school fees borne by parents, and contribute to school fee policy changes. The project's approach is a holistic one, positing that responsible, sustainable school fee reform must be part of a larger, comprehensive school reform effort. In particular, PAGE is piloting an approach that combines income generating activities to reduce the burden of school fees on parents and communities, with more transparent and participatory school management. In addition, its approach to improve education is centered around interactive radio, teacher and supervisor training, and learning material distribution strategies coupled with research, dialogue and advocacy to reform education policy and school fee policy. These different elements are brought together into three interdependent and mutually reinforcing technical components: Community Participation, Quality Education, and Education Policy.

This 2007 Annual Report of the PAGE project contains two sections:

1. A summary of project activities over Year Two of the project, covering the period of October 2006 – September 2007;
2. The 2007 Milestone Report, presenting the performance of the project in comparison to the first milestone targets for all project indicators.

II. YEAR TWO SUMMARY OF ACTIVITIES

Year Two of the PAGE project represents the first full year of implementation of project activities during which all aspects of the PAGE project design came together in the holistic way first envisioned by the project team. This section reviews the major activities conducted and lessons learned during the October 2006 through September 2007 period, organized here according to the three technical components of the PAGE project and in reference to the Year Two Annual Work Plan.

A. Community Participation

a) Overview

During year two of PAGE, the Community Participation (CP) component team continued working towards increasing parents' participation in the education of their children and

supporting Income Generating Activities (IGAs) at the individual, group or school level. They did so with the objective of helping parents find alternative mechanisms to finance education and thus reduce the burden of education that they bear.

The strategy adopted since the beginning of the project to achieve this objective is twofold: the project strives to increase parents' capacity to pay for school fees, while also working to reduce the nominal amount of fees that schools charge parents.

To achieve the first objective, parents create Savings and Investment Groups (S&IGs), whereby each group member weekly contributes his/her savings to the group and is entitled to borrow the group's capital to invest it in IGAs. This mechanism allows group members to access a capital that is larger than the capital each individual would have access to and to generate larger revenues on a regular basis. Parents are sensitized to use the revenue to pay for education costs, in particular school fees.

In order to reduce the nominal amount of fees paid by parents, IGAs (or businesses) are set up at the school level, that provide the school with an alternative source of revenue to fund its operations. As a result, the schools' need to resort to parents' contributions to care for its needs is reduced, eventually allowing for a decrease in the amount of fees asked of parents.

Although the strategy remained constant throughout the project's life, some improvements were made in Year 2, brought forth by lessons learned during the first year and based on best international practices. Also, during the first year, the two components of the strategy were applied alternatively, some schools forming S&IGs, while others opting to set up IGAs at school level. In year 2, both strategy components were applied simultaneously, resulting in S&IGs being formed and micro-businesses being set up in all target schools at the same time.

Consequently, in Year 2, the financial support provided by the project shifted from S&IGs to businesses at school level: while in year 1 S&IGs received a grant matching their capital to supplement and reinforce each groups' capital. In year 2 a start-up grant is to be provided to each school to allow the set-up of a micro-business at school level.

During year 2, Community Participation teams carried out activities with cohort 2 schools, while at the same time completing activities related to cohort 1 schools.

CP teams finalized core activities with Cohort 1 schools by disbursing matching grants to S&IGs (Quarters 5 and 6) or start-up grants (Quarters 7 and 8) to the 5 schools in South Kivu that had opted to set up an IGA at school level.

Prior to so doing, the South Kivu Grants and Livelihoods Managers trained Parents Committees, School Management Committees and IGA Management Committees in budgeting and management techniques so as to ensure that these five schools have transparent budgets approved by their respective General Assemblies and the necessary capacity to manage a micro business (Quarters 5 and 6). Members of S&IGs had been trained on administrative and financial management and on IGAs' choice and management during year 1.

Teams in Equateur and South Kivu Provinces trained and accompanied parents from Cohort 2 schools in the elaboration of school action plans (Quarter 6). During focus groups, parents 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. Parents Committees translated the results of the focus groups into action

plans that outlined general and specific objectives, activities necessary for their achievement, persons responsible for their implementation, resources needed, progress indicators and mechanisms for parents to follow up. Draft action plans were then presented to General Assemblies for amendment and were subsequently adopted in all schools.

Capacity Building Officers (CBOs) sensitized parents belonging to Cohort 2 schools to the creation of Savings and Investment groups. They trained participants to the system in administrative and financial management and on the choice and management of IGAs (Quarter 7). This built parents' capacity to run their groups in a democratic and transparent way, to keep records of their group's financial transactions and to invest local resources in sustainable and profitable IGAs.

The CP teams, in collaboration with the Quality of Education and Education Policy components, then trained Cohort 1 and 2 schools of both provinces in Good Governance and Follow Up of Quality of Education (Quarter 8), to ensure that principles of transparency, accountability, legitimacy, representation and repartition of roles be known and applied in particular in the management of school resources. The training series comprised a specific training on budgeting techniques.

In order to inform the set-up of school-businesses in Cohort 2 schools, the South Kivu and Equateur Market Analysis Officers carried out economic mappings of project intervention areas in both provinces (Quarters 7 in South Kivu and 8 in Equateur). This exercise provided a more in depth understanding of the economic characteristics and dynamics of the target areas as well as the potentials and risks of the economic environments. These findings were the basis for the pre-selection of potential businesses, made jointly by project staff and school community members (Quarter 8 in South Kivu, scheduled for quarter 9 in Equateur). The Market Analysis Officers and the Economic CBOs then facilitated the selection of Business Managers by school communities, in a process that was at the same time objective and participatory,. Parents elected potential candidates during General Assemblies, who in turn sat written tests and passed oral interviews (Quarter 8, scheduled for Quarter 9 in Equateur) jointly held by PAGE staffers and community representatives.

All South Kivu and Equateur CP staffers were then trained on facilitation and training techniques and on entrepreneurship skills by international consultants using the CEFE methodology. This allowed them to in turn train selected business managers from South Kivu on Business Development Skills, a training that focused on personal characteristics and competencies which through a learning by doing methodology, made Business Managers live real entrepreneurial life situations and learn through their analysis (Quarter 8, scheduled for Quarter 9 in Equateur).

Throughout the second year, CP teams collected data and analyzed them in the light of the project's indicators. The results of this monitoring and evaluation and detailed discussion of the project's performance with regard to Community Participation are presented in Section III of the 2007 Milestone Report.

b) Summary of Community Participation's Activities during Year 2

In accordance with the annual plan, the project achieved, during year 2, the following activities:

1°) In South KIVU

- ✓ Elaboration and adoption of school action plans

- ✓ Parents' sensitization on the creation of savings and investment groups
- ✓ Training in organizational strengthening and set up
- ✓ Training in administrative and financial management (two separate trainings)
- ✓ Training in choice and management of IGAs
- ✓ Training in good governance and monitoring of quality of education
- ✓ Grants disbursement
- ✓ Economic mapping of project intervention areas
- ✓ Selection of business managers and pre-selection of school businesses
- ✓ Training of business managers in business development skills,
- ✓ Follow up of good governance training's achievements
- ✓ Training of CP staff in facilitation techniques and entrepreneurship skills
- ✓ Site selection of Cohort 3 target schools

All the above activities realized by the CP teams targeted cohort two school communities with the exception of the training series on good governance and monitoring of quality of education and the follow up of its achievements, that targeted both cohort one and two school communities. Grants were disbursed to cohort one schools.

2°) In Equateur

- ✓ Elaboration and adoption of school action plans
- ✓ Parents' sensitization on the creation of savings and investment groups
- ✓ Training in organizational strengthening and set up
- ✓ Training in administrative and financial management (two separate trainings)
- ✓ Training in choice and management of IGAs
- ✓ Training in good governance and monitoring of quality of education
- ✓ Grants disbursement
- ✓ Support to savings and investment groups and follow up of IGAs
- ✓ Case studies on IGAs' revenue (cohort 1)
- ✓ Economic mapping of project intervention areas
- ✓ Selection of business managers and pre-selection of school businesses
- ✓ Training of business managers in business development skills,
- ✓ Follow up of good governance training's achievements
- ✓ Training of CP staff in facilitation techniques and entrepreneurship skills
- ✓ Site selection of Cohort 3 target schools

All the above activities realized by the CP teams targeted cohort two school communities with the exception of the training series on good governance and follow up on quality of education and the follow up of its achievements, that targeted both cohort one and two school communities. Grants were disbursed to cohort one schools.



PAGE staff members, USAID Education officer, and PAGE community members (LUGENDO, South Kivu) while visiting a school business.

B. Education Quality

a) Overview

PAGE Quality Education activities in Year Two included the development of all remaining teacher training modules and the implementation of the full complement of the training course for teachers and supervisors in Cohorts 1 and 2.

IRI is one of the principal elements of PAGE's Quality Education component, using radio to broadcast quality lessons directly into schools. The programs guide the teacher and students through activities, games, and exercises that teach a particular subject matter through a student-centered approach. By the end of Year Two, the project had completed the first year of IRI broadcast in target zones in the DRC, 100 30-minute daily programs for Grade One in French, Math, and basic life skills based on the Congolese national curriculum and are designed to be integrated into the regular school day.

The IRI program series created especially for the DRC, entitled "Let's Learn with Matahata," has already proven to be highly effective in the initial target areas of Equateur and South Kivu. After the first year of Grade One programming in 2006-2007, pre- and post- student testing results conducted by independent evaluators show that the proportion of students passing the tests in schools using IRI went up remarkably. The proportion of students passing the Math test increased from 16% to 63%, and the proportion passing the French test rose from 12% to 83%. Furthermore, students in IRI-supported schools were nearly twice as likely to receive a passing grade or better in Math as students in non-IRI schools, and nearly four times as likely to receive a passing grade or better in French. These differences were found to be statistically significant.

In addition to very promising test scores proving IRI's effectiveness, the programs are immensely popular among students, teachers and parents. Demand for programming from schools that are not directly targeted by the PAGE project is very high. EDC has received

countless letters and phone inquiries from communities wishing to use the programming in their schools. In 2006, one remote community in northern Equateur even mobilized its own funds to purchase radios, teacher's guides and finance teacher training in order to use the programming.

b) Summary of Education Quality's Activities during Year 2

Accordance with the annual plan, the following activities were achieved by the PAGE Education Quality department, during year 2:

1°) In South Kivu

- ✓ Upgrading of trainers in Modern Supervisory Techniques (1st and 2nd cohorts);
- ✓ Trainers Capacity building in Modern Supervisory Techniques;
- ✓ GM 1 and 2 (Group work, role play and center of interests); use and production of didactic materials (MADI) and capacity building in project and service based learning and Interactive Radio Instruction (IRI) for 20 inspectors and advisors.
- ✓ Training of the School Management Committee (CGE) and Committee of Parent (CP) members in good governance, to facilitate openness in the school management and education quality monitoring. In this training 305 people were trained, including 32 women.
- ✓ Training reinforcement of teachers and supervisors in IRI, GM 1 and 2, use and production of Didactic Materials, Project and Service Based Learning and Modern Supervision Techniques? 269 people were trained from cohorts 1 and 2, including 228 teachers, 41 supervisors, including 110 women
- ✓ Distribution of Interactive Radio Instruction teacher's guides and didactic materials (cohort 2)

2°) In Equateur

- ✓ Reinforcement/training of teachers and supervisors (1st and 2nd cohorts) in IRI. 295 people were trained,, including 101 women.
- ✓ Training of 322 teachers and supervisors including 47 women, in the use and production of Didactic Material;
- ✓ Training of teachers and supervisors in active pedagogy methods, in the 2nd cohort. 171 people were trained, including 28 women;
- ✓ Training in Project and Service Based Learning, cohorts 1 and 2. 182 people were trained , including 17 women;
- ✓ Training of School Management Committee (CGE) and Committee of Parent (CP) members in good governance to facilitate openness in the management of the school and education quality monitoring. 305 people were trained, including 34 women;
- ✓ Distribution of Interactive Radio Instruction teacher's guide and didactic materials (cohort 2)

3°) Kinshasa

During year 2, E.I.R team achieved the following activities:

- ✓ Grade 1 scripts 41 to 100 drafted;
- ✓ Drafts of script 1 to 55, and final version of 1 to 40 scripts;
- ✓ Teachers training/training reinforcement on active pedagogy;

- ✓ Development and distribution second series of the Interactive Radio Instruction (IRI) program;
- ✓ Monitoring on the use of radio posts in PAGE schools;
- ✓ Teacher's IRI guide distribution;
- ✓ Recording and broadcasting contracts with studio at Kinshasa and radio station in provinces (Equateur and Sud Kivu);
- ✓ Broadcasting of radio program for grade 1 in PAGE schools;
- ✓ Two evaluation meeting held with technical assistances and studio to improve performance.

C. Education Policy

a) Overview

In Year Two of the PAGE project, the Education Policy component team worked to mobilize the research it had built over the first few months of the project and applied this new expertise to the development and facilitation of highly participatory school fee and school finance policy reform efforts at all levels of the system.

In March 2006, the project, represented by the Education Policy, Follow-up and Evaluation Advisor attended the Nairobi International Conference on "the Initiative for the Abolition of School Fees". At the end of this conference, the DRC delegation decided to set up a national commission for the abolition of school fees. The PAGE project contributed to the conception of the creation of this commission and to the technical meetings that were held. UNICEF which had promised to pilot this commission and to support it financially did not pursue this project. Nevertheless, the PAGE project took part in the conception of the initial document on the proposal of the national commission's terms of reference and provided its comments on the terms of reference that were put forward for the recruitment of a consultant who should come to work on the concept document of the national commission for the abolition of school fees.

Let us also note the project's important contributions to the National Workshop jointly organized by UNICEF and USAID in Kinshasa's Grand Hôtel on April 24th and 25th 2007. These contributions are explained as follows:

- **A PowerPoint presentation entitled " Strategies and Accompanying Measures for the School Fees Abolition Policy"**
This presentation, based on the elements of the report of the research on the situation of policies and school fees as well as the PAGE project's experiences, was submitted for USAID's appraisal. The final version presented at the workshop contained USAID's comments. The testimonies made at the Grand Hôtel's national workshop confirmed the validity of PAGE's research on all the expanse of the DRC.
- **Distribution of copies of the report of the research on "The Situation of the Policies and Practices of School Fees", and copies of the PAGE leaflet.**
100 copies of the report on the situation, in the proportion of 30 in English and 70 in French, were distributed. In addition, 150 copies of the PAGE information leaflet in French were distributed.
- **Contribution to committee tasks**

The PAGE project took part in committee tasks where it made its recommendations/resolutions stemming from its experiences. The most important recommendation is the compulsory institution of the budget in all schools. Following the PAGE project's contacts with members of the office of the Minister for Primary, Secondary and Vocational Education, it is said that the institution of the school's budget and its approval by the general meeting of students' parents is one of the resolutions of the Grand Hôtel's workshop which the Minister for Primary, Secondary and Vocational Education considers to be more important. Thus, the circular accompanying the decree on the setting of school fees has taken into account this recommendation on the institution of the budget and its approval by the general meeting of students' parents. This resolution will be reinforced by a ministerial decree and the PAGE project is expected to present a policy note advising the government to make such a decision.

- **Involvement in the Bamako / Mali's international conference on the initiative for the abolition of school fees**

The PAGE project represented by its Education Policy's Technical Advisor was part of the national delegation of the Democratic Republic of the Congo (DRC) which took part in Bamako's international conference on the "Initiative for the Abolition of School Fees: Planning Quality and Financial Perenniality". This workshop echoes that reached the project as to its involvement, from both the donor and the participating partners, are largely satisfactory and promising as far as the project's outcomes are concerned.

The PAGE project contributed a great scientific input to this conference in relation to both the proceedings of the conference in general and the tasks of the DRC's delegation in particular.

The organisers of the conference identified the PAGE's Education Policy's Technical Advisor as one of the conferences speakers on the "Role of the Civil Society in the Process of the Abolition of School Fees at the National and International Levels." Furthermore, the Technical Advisor was chosen as the reporter and presenter of the outcomes of the group tasks realized by the working group on civil society. Two international radio stations took interest in the Technical Advisor and asked him to make programs. One program was on air on Radio France Internationale (RFI) and another on Africa N°1. A third program - a debate of about 1h 30 - was recorded and will be shortly broadcast on Africa N°1.

In short, the PAGE Project was validly represented: it shared its experience and contributed its expertise to this conference. The project equally learned good lessons that will make it possible to work out the terms of reference for provincial fora and for the national forum.

b) Summary of Education Policy activities during Year 2

Over the course of Year Two, the Education Policy team completed the following activities:

- *A Situational Analysis of School Fee Policy and Practice in the Democratic Republic of Congo*, a comprehensive research study was completed. The resulting report was distributed to stakeholders at the local, provincial, national and international levels;
- A study conducted and report written on government financing received by target schools during the period of analysis;

- Multiple dialogue events (workshops and forums) organized at all levels and addressing concrete school fee policy and practice reform;
- Awareness-raising for local, provincial and national governmental and civil society actors with regard to the laws and regulations controlling the financing of the education sector in the DRC in general and school fee policy in particular;
- Training local school-community members on techniques for promoting positive reform of school fee policies and practices at all levels of the system;
- On-going consultation and dialogue with key actors within the education system and with key international and national partners;
- Research and development of a policy brief on the importance of school budgets; and
- Facilitating the development of new policies and practices concerning financial management and school fees in the school-communities assisted by the project.
- Third cohort school selection in both provinces
- Community members training in governance

Quantitative assessment of these project results is described in the following sections regarding project indicators and milestones report.

III. 2007 PERFORMANCE MILESTONE REPORT

a.) Introduction

This 2007 Annual Report marks the first time that the project is officially reporting on its performance indicators as per the PAGE Performance Monitoring Plan (PMP), which is designed to measure performance in terms of the impact of project interventions on each of these expected results.

As the following sections will demonstrate in detail, monitoring and evaluation of project interventions reveals that the PAGE project has succeeded in achieving its objectives and 2007 milestones on nearly all accounts. The data suggests that since the beginning of the project in late 2005, educational access and retention in PAGE-assisted schools has been increased; activities to facilitate alternative financing mechanisms and promote active community participation in schooling have reduced the burden of school fees; teacher training and follow-up support, learning materials and Interactive Radio Instruction have increased education quality and policy research, dialogue and advocacy has made a positive impact on longer-term school fee policy reform and education reform more generally.

As expressed in the project's strategic results framework, PAGE is designed to achieve four Intermediate Results formulated around the four goals listed above – access, reduced school fee burden, quality, and policy reform. If achieved, these results together will contribute to USAID/DRC's Strategic Objective 5 of Improving Basic Education, Especially for Girls. The PAGE results framework is further delineated into a set of ten Sub-Intermediate Results (SIR's) whose achievement is designed to indicate progress toward and/or the achievement of the Intermediate Results. The PAGE Annual Work Plans have been devised to organize activities according to their direct contribution to each of these SIR's. As shown in the previous section, quarterly reporting is also organized by SIR, which helps maintain the connection between implementation and expected results.

To evaluate the impact of these interventions, the PAGE PMP includes 24 indicators that together measure project performance with regard to progress towards or realization of

each of the project's ten SIR's, and, by extension, of PAGE's expected Intermediate Results. As per the PAGE PMP, the first milestone to meet for each of the 24 indicators falls at the end of the 2006-2007 school year, with most milestones set for June or July 2007.

This report presents the results of the monitoring and evaluation activities conducted by PAGE in order to measure each of these indicators and evaluate if the project was able to meet the targets set for these first milestones. This report presents detailed information with regard to the results of data collection and analysis for each of the 24 indicators. First, we present a table of all PAGE indicators organized by SIR and IR, listing the 2007 milestone targets, actual achievement, and achievement by gender and achievement/target ratio. Second, we report on each IR and SIR in narrative form and present for each indicator, the results, and performance discussion when necessary. For indicators that generated separate, additional studies or reports, these reports are included in the appendix.

b.) 2007 Performance Milestone Summary Table

Performance Monitoring Indicators	2007 Milestones				
	Month	Target	Achieved	Female	Male
IR 1 : Access to Education Increased for the Most Vulnerable Children					
<i>SIR 1.1: Increased Participation of Vulnerable Groups in Education and Greater Community Awareness of and Support for Education</i>					
1.1.1: % increase in student enrolment in PAGE-assisted schools.	July '07	20%	22%	20%	24%
1.1.2: % decrease in drop-out rates in PAGE-assisted schools.	July '07	-20%	-9%	-13%	-5%
	qualitative report	1 Report	1 Report	N/A	N/A
1.1.3: % increase in grade passing rates in PAGE-assisted schools.	July '07	20%	28%	32%	24%
1.1.4: % decrease in grade repetition rates in PAGE-assisted schools	July '07	-20%	-23%	-23%	-19%
IR 2: School Fee Costs Borne by Parents Decreased Through Alternative Financing Mechanisms					
<i>SIR 2.1: Increased Parent and Community Capacity to Carry Out Livelihood Activities</i>					
2.1.1: % of parents in parents associations carrying out PAGE-supported IGAs	June '07	50%	103.5%	SK :45.8%	SK 54.2%:
2.1.2: # of CP, SMC, PA members trained by the project in income generating techniques	Sept '07	700	1,899	498	1401
<i>SIR 2.2: Increased Community and Individual Capacity to Invest in Sustainable Education Improvement</i>					

Performance Monitoring Indicators	2007 Milestones				
	Month	Target	Achieved	Female	Male
2.2.1: Average IGA income per household as % of average PAGE grant per household	June '07	10%	SK ¹ : 42.7% EQ: N/A ³	N/A ²	N/A
2.2.2: IGA income as a % of school fee costs	June '07	25%	SK: 170.8% EQ: N/A ⁴	N/A	N/A
SIR 2.3: Increased Financial and Management Capacity of PAs, SMCs and CPs					
2.3.1: Dollar amount of PAGE-supported IGA funds managed through the CPs, SMCs and/or Pas.	June '07	\$100,000	\$67,771 (Cohort 1 only)	N/A	N/A
2.3.2: # of PC, SMC and PA members trained by the project in financial and administrative management	Sept '07	700	2,374	SK :31.3%	SK :68.7%
2.3.3: % of PC, SMC and PA members trained by the Project who achieve 60% or higher on training post-tests.	Sept '07	75%	average ⁵ : 67%	N/A	N/A
IR3: Quality of Education Increased through Innovative Educational and Income Generating Activities					
SIR 3.1. IRI Programs, Providing Instruction and Support to Hard to Reach Schools and Communities, Are Used on a Regular Basis					
3.1.1 % of children in a representative sample of PAGE-targeted students scoring a passing grade or better on French achievement tests.	June '07	20%	71%	73%	68%
3.1.2 % of children in a representative sample of PAGE-targeted students scoring a passing grade or better on math achievement	June '07	20%	63%	64%	73%
SIR 3.2 Inspectors and Teachers Supporting and Practicing (respectively) Active Teaching Methods in Primary School Grades 1 – 4.					

¹ To allow for an economically more correct calculation of this indicator, the total capital invested in IGAs was used as the denominator. The capital comprises both the grant disbursed by the project and the savings accrued by the groups. Please refer to the indicator's report for more details on the methodology used.

² To simplify groups' calculations, data on income are reported by groups as the group's overall income. Data on income can therefore not be disaggregated by gender. As a consequence, disaggregated data is not available for SIR 2.2.2. either.

³ The project team is currently completing data collection and analysis for indicator 2.2.1. To avoid reporting results for Equateur based on incomplete data, indicator 2.2.1 is reported in the form of summary case studies of individual savings and loans groups that are conducting IGAs in different economic sectors.

⁴ Since measurement of indicator 2.2.2 depends on results for indicator 2.2.1 (average IGA income), which the project team is currently processing, results for indicator 2.2.2 are not presented in this report.

⁵ Given that the overall number of participants who attended the series of trainings is close to 7,200 for Cohorts 1 and 2 across both provinces, EDC and IRC agreed to report against only the trainings on Choice and Management of IGAs and Good Governance and Monitoring of Quality of Education. Please see the Indicator 2.3.3 Report below for further details.

Performance Monitoring Indicators	2007 Milestones				
	Month	Target	Achieved	Female	Male
3.2.1 # of teacher trained in active pedagogy.	July '07	240	471	80	391
3.2.2 # of supervisors trained in instructional leadership and supervision.	July '07	120	121	10	111
3.2.3 % of grade one and two teachers using student-centered learning methods, including radio-supported methods, in the classroom.	July '07	25%	76%	57%	67%
3.2.4 % of grade three and four teachers who demonstrate understanding of project-based and service learning.	July '07	25%	83%	79%	92%
SIR 3.3 Classrooms Enriched with Supplementary Learning Materials					
3.3.1 # of kits/learning materials distributed to PAGE schools.	May '07	50% of 720 Kits	81%	N/A	N/A
		50% of 396 IRI guides & work sheets	54%	N/A	N/A
IR4 : Policy Changes on School Fees Addressed at the Local and National Levels					
SIR 4.1. Priority Policies Affecting School Fees at Local and National Levels Identified and Researched.					
4.1.1: Research report on the DRC's educational policy environment as it affects school fees produced and disseminated to national and local level stakeholders.	July '07	1	1	N/A	N/A
4.1.2: Report on the % of public/government funds received by PAGE schools out of the total school budget.	July '07	1	1	N/A	N/A
SIR 4.2 Stakeholders at National and Local Levels Involved in Participatory, Informed Policy Dialogue.					
4.2.1: # of stakeholders at the national level attending related policy dialogue events.	July '07	25	85		
4.2.2: # of stakeholders at the local levels attending related policy dialogue events.	July '07	25	312		
SIR 4.3. Recommendations on Improved Policy Related to School Fees Documented and Disseminated with Stakeholders and Decision-makers at the National and Local Levels.					
4.3.1: # of policy briefs with recommendations made to DRC government stakeholders around sustainable strategies to	July '07	1	1	N/A	N/A

Performance Monitoring Indicators	2007 Milestones				
	Month	Target	Achieved	Female	Male
reduce and/or eliminate school fees.					
4.3.2: % of school-communities having developed and recorded policies at the school-community level around management and the administration of school fees from a representative sample of project schools.	June '07	50%	N/A[5]	N/A	N/A

IV. 2007 PERFORMANCE REPORTS BY INTERMEDIARY RESULT

A. USAID Intermediate Result One (IR 1): Access to Education Increased, Particularly for the Most Vulnerable Children

a) IR 1 Overview

Together, the indicators for Intermediate Result One suggest that the PAGE project has successfully contributed to increasing access to primary education in target zones in the DRC. Furthermore, as agreed with USAID, all children in these zones can be considered vulnerable, given the historic conditions that have devastated the education and other social systems in these areas, the tremendous poverty in these communities and the threat of unrest and instability that remains in all project zones.

By the end of PAGE project Year Two, the IR1 indicators show that in PAGE-assisted schools, student enrollment is up, drop-out rates are down, grade passing rates have been increased and grade repetition rates decreased. Indicator numbers exceeded 2007 milestones for 2 of the IR1 indicators.

It is the combination of PAGE project interventions that is likely behind these promising results. PAGE is first and foremost a school fee reduction project, as it is widely understood and confirmed by EDC/PAGE research, that school fees constitute the largest obstacle to education access and retention in the DRC. Given this, it is likely that PAGE activities to directly reduce the burden of school fees at the school-community level through alternative school financing mechanisms, savings and investment activities to reduce parental poverty and capacity strengthening for more transparent and effective management of school resources, are in large part responsible for the promising results of IR1. Indeed, the results under IR2, presented below, reinforce this supposition.

PAGE's holistic approach means that all three technical components of the project – Community Participation, Quality Education, and Education Policy – aim to ensure that more children are getting to school, staying in school, and are learning something while there. Discussions with educators, parents, children and other community members active in PAGE school-communities suggest that the project's success in other areas, such as increasing active community participation in school decision-making (also an element of IR2), increasing the quality of teaching and learning in school (as shown in IR3 below) and facilitating research, dialogue and advocacy for education policy and practice reform at the local, provincial and national levels (as shown in IR4) have also contributed to this goal.

More specifically, data on other indicators and feedback from school-communities suggest that other non-income generating activities in the Community Participation component have also proven critical, such as the series of assemblies and workshops designed to increase student participation and community involvement in school affairs as well as increase awareness of the importance of education in the lives of children and communities. In addition, education policy activities have helped schools develop better practices for attracting and keeping children in school, as well as lobby decision-makers at higher levels in the system for long-term reform and state support of education. Furthermore, the activities have increased the quality of education through teacher training in active pedagogy, provision of learning materials and Interactive Radio Instruction broadcasts – all in a way that involves and strengthens the capacity of decentralized Ministry of Education actors – gave parents a reason to send their children to school and helped them stay there and succeed. Finally, cross-cutting activities such as local language radio and the comprehensive cross-component workshop on Good Governance and Monitoring of Education Quality in schools (facilitated with members of school committees, directors, teachers, and ordinary parents and community resource persons members).

It is likely that these activities, taken together, have all contributed in one way or another to the promising results achieved under IR1 after the first two years of the PAGE project. If so, this would support the hypothesis at the base of the PAGE project design: that one is more likely to achieve and sustain increased educational access (and quality) from a holistic approach that addresses both supply and demand factors and joins schools, communities and the state in a “compact” to improve education.

b) IR 1 Indicator Reports

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

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

In 2006, enrollment in PAGE targeted schools was 11,518 and increased up to 14,014 in 2007; this constitutes a 22% increase, above target set to 20%. In particular, Equateur provided a better result as shown in table below.

Enrollment by Province and by Gender

SCHOOL YEAR	2005/2006			2006/2007		
	ENROLLMENT			ENROLLMENT		
PROVINCE	Female	Male	Total	Female	Male	Total
EQUATEUR	1883	3132	5015	2239	3908	6147
SOUTH KIVU	2788	3715	6503	3660	4207	7867
TOTAL	4671	6847	11518	5899	8115	14014

These good results were achieved by PAGE interventions that did indeed have a positive effect on student enrollment in target schools.

Additional data under the other project IRs and discussions with parents and teachers in targeted school-communities suggest that there were a variety of factors that contributed to this increase in enrollment. For instance, it is clear that the income generating activities (IGA's) implemented under the Community Participation component of the project served to both generate interest in PAGE schools and assist parents in enrolling children by reducing the school fee burden. (See more on this under IR2.)

IGA's do not appear to be the only factor contributing to greater enrollments, however. According to numerous accounts in both provinces, children have specifically requested that their parents enroll them in PAGE schools so that they can benefit from the school's use of the Interactive Radio Instruction (IRI) program "Let's Learn with Matahata," whose broadcasts have been widely publicized in these listening zones. In addition, community awareness-raising and mobilization activities in both the Community Participation and Education Policy components are also likely to have contributed to increased enrollment in PAGE school-communities.

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

a. Summary of Milestone Results

Indicator 1.1.2 effectively has two milestones: one concerning the drop-out rate itself, and another concerning the development of a qualitative study to examine the causes of drop-out in a representative sample of PAGE schools. With regard to the former, drop-out rates in PAGE-assisted schools decreased by 9% in the second year of the project.

b. Discussion of Findings and Performance

Although the target of 20% decrease in drop out rates was not achieved, the 9% in this case means that the dropout rate went from 21.2% in 2006 to 18% in 2007, resulting in additional 2,496 students staying in class instead of dropping-out of school.

With regard to the latter milestone under 1.1.2, PAGE successfully completed a qualitative study on drop-out, which is included in Appendix A of this report. The qualitative study on drop-outs conducted by PAGE at the end of the 2006-2007 school year sheds light on some of the reasons why children leave school. PAGE researchers interviewed both children and parents about this phenomenon, and the results of the study reveals that the principal reason children drop out is because of their parents' lack of financial means. Approximately 80% of children in the research sample and 88% of parents interviewed cited this reason as the principal cause for drop-out. Approximately 7% of children reported having left school due to injustices suffered at the hands of host families, as orphans or children separated from their own parents. These children reported that their guardians in these cases had chosen to enroll or keep their own children in school as opposed to supporting the schooling of their "foster children." 7.5% of children and 5% of parents cited the children's ill health as the principal reason for having dropped out. Only 2% of children reported that they had dropped out to help with housework and 2.5% of parents denounced their children's lack of will to study and cited this reason as the principal cause behind their departure from school.



M&E team member, discussing with a student's parent on the causes of the abandonment of his son's schooling in one school of the community of INDJOLO, a PAGE community in the province of "Equateur".

Given the results of the qualitative study on causes of drop-out, it appears that school fees remain the most significant obstacle to keeping children in school in project zones (and likely in the rest of the Congo as well). Project interventions have not eliminated or off-set school fees entirely. It is expected that the consolidated effects of the project's interventions will help meet the 3-year target result by the end of the 2007-2008 school year. This full synergy did not happen during year two as the return on IGAs did not start before the second quarter of the school year, resulting in a time gap. The impact of some community participation activities will likely be fully evident in year 3, and beyond, when all of the targeted communities will have implemented all IGAs. For further projects, we suggest that it would be optimal for community participation activities to start before the beginning of the school year.

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

a. Summary of Milestone Results

By the end of project Year Two, the rate of students in PAGE-assisted schools that successfully completed their respective grade levels (i.e. passing the grade at the end of the year and being eligible to begin the following year in the superior grade level) had increased by 28%, well exceeding the target of 20%. (Indeed, 140% of the target was achieved.) In 2006, the pass rate from one grade to another was 57% whereas it increased to 66.6% in 2007. Therefore a substantial increase in the additional number of students passing from one grade to the following grade was achieved.

b. Discussion of Findings and Performance

Grade passing rates can be considered both as a measure of school system retention but also of quality as relates to students' ability to successfully complete their grade level and pass the final exams at the end of the school year. The fact that project performance was 140% of the 2007 milestone target is likely a testament to a combination of project

interventions that contribute to retention, as discussed above, and in particular to the activities related to improving education quality.

Indeed, the principal goal of PAGE's Quality Education component and other project activities that aim to reinforce better teaching and learning is to help more children pass their exams (ideally with higher scores) and successfully complete each grade level. Specifically, the PAGE package of quality education interventions works to affect change at different points of the school's system, combining a comprehensive series of active pedagogy trainings for teachers and school directors with training of school supervisors, follow-up support visits to teachers in their own classrooms, learning material distribution and IRI programming.

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

a. Summary of Milestone Results

By the end of project year two, the rate of grade repetition in PAGE-assisted schools had decreased by 23%; in other words, repetition was minus 23% (-23%) of what it was originally. Compared to the 2007 target of minus 20%, project performance was higher than the expected results for this indicator milestone.

b. Discussion of Findings and Performance

As is the case for the increase in grade passing rates, the considerable decrease in grade repetition between the project baseline and the end of Year Two of activities is likely due largely to the effectiveness of PAGE efforts to improve the quality of teaching and learning, coupled with community participation and education policy activities that help buttress these efforts.

Reducing grade repetition has another important effect in addition to reflecting improved student learning. Reduced repetition is a measure of education system efficiency and effectively reduces the overall burden of school fees borne by parents – and the financial burden borne by the state and churches that also finance the system. Instead of paying for two years of schooling in the same grade, parents of children who avoid repeating by passing their final exams and successfully completing their grade level can instead use another year's worth of finances to invest in their children's progress through the primary system. The same increased efficiency is true for the school system as a whole. If a child makes it through the full primary cycle in only 6 years – one for each grade level – the cost of financing this child's education is two year's of financing less than for a child who repeats two grades and completes the cycle, or the same as a child who repeats twice and then drops out at the end of fourth grade. In this way, improvements to schooling quality and retention are also strategies reducing the burden of school fees – and correcting the financial inefficiencies of the Congolese school system as a whole.

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

a) IR 2 Overview

The encouraging results achieved with regard to the 2007 milestones for IR2 show how alternative educational finance mechanisms can increase the capacity of school-community members to pay for school fees and thus substantially reduce the economic burden of education borne by parents in DR Congo. Through the adoption of a group-based rotating credit system (referred to throughout this report as “savings and investment groups”) and thanks to peer pressure, consistent monitoring and external financial support, school-communities can mobilize local resources and invest them into Income Generating Activities (IGAs) that yield an income that significantly contributes to the payment of school fees.

The high participation rate of Parents Association members in the system of savings and investment groups brought forth by the PAGE project (103.5% of parents) shows the great interest and appreciation with which school-community members have responded to the alternative financing mechanisms proposed. The existence and active functioning of the groups during the monitoring period proves the utility that parents continue to find in their participation in the system.

The series of trainings in Administrative and Financial Management, Income Generating Techniques and Good School Governance have allowed parents to acquire the knowledge necessary to carry out profitable and sustainable IGAs at the individual or group level. In particular, of the participants in the Income Generating Techniques and Good Governance trainings, 67% scored 60% or higher on the post-tests. By building the financial and management capacity of parents the trainings have provided them with the skills necessary to successfully manage the \$67,771 in funds that the project disbursed. School-communities invested these funds in economic activities aimed at financing their children's education. The profits generated through IGAs, which represent a minimum of 42% of the capital invested in South Kivu, have allowed parents to cover education costs.

b) IR 2 Indicator Reports

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

In both South Kivu and Equateur Provinces, school-community members have shown great interest in and appreciation of the PAGE project and the savings and investment system proposed. The number of people trained in IGA's and actually participating in these initiatives strongly suggests increased capacity to carry out such livelihood activities. Specifically, 13,186 parents were registered in Parents Associations across Cohorts 1 and 2. Project monitoring and evaluation indicate that as many as 13,294 school-community members are carrying out PAGE-supported IGAs, showing that more than one parent per household participated in savings and investment groups. Thus the parents' participation rate in PAGE-supported IGAs is 103.05%.

Breakdown of data shows that in many cases more than one member of the household joined the savings and investment system proposed by the project. In total, 7,200 community members attended PAGE trainings on Administrative and Financial Management, Income Generating Techniques and Good School Governance. In particular, 1,899 community members attended trainings on Income Generating Techniques; these participants gained a better understanding of how to choose and run profitable and sustainable IGAs. Following these trainings, participants diffused the knowledge gained by carrying out training sessions in their respective groups or communities; the Community Participation team conducted follow-up missions to monitor these sessions. Thus community

members benefited from direct trainings on this subject, and in turn trained their respective groups or committees on the content of the training received.

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

Across South Kivu and Equateur, the average percentage of parents in Parents Associations in Cohort 1 and Cohort 2 schools that are carrying out PAGE-supported IGAs is 103.05%, thus exceeding the 50% June 2007 target. Significant numbers of parents in targeted school-communities formed savings groups with PAGE training support to set up individual and/or group IGAs. In Cohort 1, each savings group also received a small grant matching the group's savings amount, to provide additional capital for investment into their IGAs. Data, when broken down by cohort, show that the utilization of an incentive such as the disbursement of grants to savings and investment groups has a positive short-term impact on the overall participation of parents in the creation of alternative educational finance mechanisms.

a. Summary of Milestone Results

In schools supported in Year 1 across both provinces, 120.92% of parents in Parents Associations joined the savings and investment system and received PAGE funds for IGAs.⁶ In Year 2, the percentage of members of Parents Associations who joined the savings and investment groups system and carried out IGAs declined to 85.17% (see below for an explanation of the decline in participation rate).

Parents carry out individual or group IGAs in various economic sectors including fishing, small-scale retail, agriculture, and livestock. Most parents in Cohort 1 school-communities in Equateur started conducting IGAs between March and May 2006 and received grants in December 2006 or January 2007. In South Kivu parents started conducting IGAs as of August or September 2006 and received grants in December 2006 or March 2007. In Cohort 2 school-communities, parents are setting up IGAs through their savings groups since receiving PAGE trainings in the third quarter of 2007.

b. Discussion of Findings and Performance

When broken down by province and subsequently by cohort, data allow for an analysis on the level of participation across provinces, and, most interestingly, on the impact on participation of the different strategy adopted in Year 2 by the Community Participation component.⁷

In Cohort 1 school-communities, the proportion of parents reached by PAGE's support to IGAs was slightly higher in Equateur compared to South Kivu (138.72% in Equateur compared to 103.1% in South Kivu). In Cohort 2, the percentage of parents in the Parents Associations benefiting from PAGE support to IGAs in Equateur declined to 107.37% while the figure decreased to 63% in South Kivu.

The decline in participation rates across cohorts is partially explained by the aforementioned Year 2 program realignment. In addition, the decrease in this indicator may be explained by the phase out of grant disbursements to savings groups in Year 2 in favor of school businesses. The program initially conceived of the grant that groups received in Cohort 1

⁶ For an explanation of the participation rate, see section (b) below.

⁷ The primary difference between the new and old strategies is the provision of grants to school businesses in Year 2 instead of grants to savings and loans groups in Year 1.

school-communities as an incentive for parents to participate in the savings and investment system proposed by the project. However, project staff observed with satisfaction that community members participated in similar mechanisms without any external supplementary financial incentive. For example, community members who had not joined the system and had not benefited from PAGE funds in Cohort 1, created their own savings groups after observing the success of the supported groups with the assistance of PAGE project beneficiaries. In effect, the income that members of PAGE-supported groups generated through their savings, rotating credits and IGAs in Cohort 1 school-communities encouraged other community members to copy the model introduced in the community by PAGE. Additionally, the system of savings and investment groups, which draws from the well-researched Village Saving & Loan Association (VSLA) methodology, is deemed to be more sustainable without the provision of financial incentive. Hence the project team decided to divert grant disbursements from savings groups in Year 1 to school businesses in Year 2.

Decreased parental participation from Year 1 to Year 2 highlights a tradeoff between extended participation in the Cohort 1 model and sustainability in the Cohort 2 model. As discussed below, the Cohort 1 model also supports the increased capacity of school-communities toward sustainable education. Although both models guarantee a participation of parents in Parents Associations that is higher than the 50% target set for June 2007. The project team, based on the aforementioned analysis, concluded that the discontinuation of the provision of an incentive for parents to join the savings and investment system would better support sustainable education in PAGE-supported school-communities.

The Community Participation team noted with great satisfaction that almost all Cohort 1 groups are still active more than one year after their creation. In Equateur Province, in particular, in almost all schools, parents who had not initially joined the system formed a number of new groups as an imitation of PAGE groups. In South Kivu, parents who had not initially adhered to the savings and investment groups system joined existing groups after seeing that beneficiary parents are able to regularly pay school fees and enroll more children in school.

The Community Participation team expects to continue reaching such a high percentage of parents through its support to savings groups for IGAs in the school-communities targeted in Year 3.

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

Across Cohort 1 and Cohort 2 schools of both provinces, 1,899 members of PCs, SMCs and PAs received PAGE training in Income Generating Techniques (*Choix et Gestion d'une Activité Génératrice de Revenus*). The Community Participation team delivered the training to Cohort 1 schools in Quarter 3 of the project (July-September 2006) and to Cohort 2 schools in Quarter 7 (April-June 2007). Participants included members of the Parents Committees, School Management Committees, credit committees, and savings and investment groups.

a. Summary of Milestone Results

The total number of participants of PAGE trainings in Income Generating Techniques (1,899) exceeds by 170%, the September 2007 target of training 700 participants. Disaggregated by province, the number of participants to the training for both cohorts is: 1,202

participants in South Kivu and 697 participants in Equateur.⁸ Disaggregated by cohort, the number of participants to the training for the two provinces is: 1,095 participants in Cohort 1 and 804 participants in Cohort 2. Disaggregated by sex, the number of female participants is 498 (324 in Cohort 1 and 174 in Cohort 2) and the number of male participants is 1,401 (771 in Cohort 1 and 630 in Cohort 2), or a 26% female participation rate overall.

b. Discussion of Findings and Performance

The training has far exceeded the overall number of expected participants, reaching 2.7 times as many targeted participants. The number of participants was particularly high in schools in South Kivu Province. There was a small reduction in the number of participants in Cohort 2 schools, compared to Cohort 1 schools, which is consistent with the decrease in the number of parents participating in savings and investment groups in Year 2. The share of women amongst those trained was slightly higher in Cohort 1 schools (29.6%) than in Cohort 2 schools (21.9%). The Community Participation team aims to maintain such high participation levels in trainings throughout the project's final year.

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

The savings and investment groups system adopted in the first year of project activities has proven to be a successful short-term strategy to increase school-community members' capacity to invest in sustainable education. The local resources mobilized by parents through their own savings and the grants provided as an incentive to adhere to the system supported the IGAs carried out at individual or group level. These IGAs have yielded profits sufficient to entirely cover the cost of member children's education. Representative of the success of the PAGE program is the encouraging feedback the Community Participation team receives from "PAGE parents", who state that their children, since they joined the savings and investment system and carried out PAGE-supported IGAs, are no longer "chased away from school". It is common practice in DRC to prohibit a student who cannot afford to pay the monthly fees from attending classes until the fees are paid. Parents are reporting that this is no longer the case for the children of those amongst them who are carrying out PAGE-supported IGAs.

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

Across both provinces, 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 investment to individual group members. In South Kivu Province, the income generated using the project disbursements amounts on average to 85% of the grants received. If groups' savings are included in the calculation, the result amounts to 42.74% of the grants received.⁹ In Equateur Province, given the imprecision that PAGE staff noted in groups' calculations of their IGA income, data for this indicator will be reported on subsequently so as to avoid presenting incomplete or inaccurate data. However, specific achievements that have been monitored among a sample selection of groups in Equateur are presented below to translate the positive results observed.

⁸ Numbers of participants in Equateur Province are lower due to the fact that the Community Participation team in the province worked with only 9 out of the 20 schools selected, because work in 11 schools in Lisala was discontinued.

⁹ As explained below, this figure underestimates total IGA income for several groups, because in the case of individual IGAs, the income included in the calculation comprises only the interest paid on loans to individuals as opposed to the total profit generated by the individual's activity.

Results monitored and ongoing achievements observed are extremely encouraging and show how positive an 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

Given the disparity of results in the two provinces, collected data is reported and explained separately for each province.

South Kivu. In South Kivu, the average IGA income per household is 85% of the average PAGE grant per household. PAGE disbursed \$23,889 in grants, whereas savings and investment groups generated \$20,422 of income through their individual or group IGAs. The average profit generated through the implementation of a PAGE-supported IGA is \$7.30 per household, whereas the average grant per household is \$8.36. This means that in South Kivu, grants disbursed yielded profits equal, on average, to 85% of the initial grant.

However, the formulation of the indicator that relates the income generated to the grant received does not take into account the fact that groups generated their profits based on two sources of initial funding: the grant from PAGE and their own savings. Given that the amount of each grant disbursed in South Kivu matched the capital saved by the group, profits were generated based on initial capital that is double the amount of the grant. When taking the groups' own capital into account, the average income per household is only 42.74% of the groups' average capital (savings plus grant). The second calculation of the indicator is methodologically more correct as it is more representative of the economic reality in the field. Irrespective of the different methodologies used, the target of 10% set for June 2007 was achieved and indeed exceeded.

Neither percentage captures differences between schools where parents have been implementing IGAs for 6 months and schools where parents have been implementing IGAs for only 3 months. The difference in the time span of IGA implementation results in a higher cumulative revenue that is taken into account for those schools where parents carried out IGAs for a longer period of time. To allow for a comparison between revenues generated, the following results have been disaggregated according to the number of months during which savings and loan groups carried out IGAs. The average IGA income per household generated in three months of activities is 33.16% of the average PAGE grant plus savings per household. In those schools in which income has been generated over 6 months, this percentage is equal to 50.05%.

Equateur. The savings and investment groups are engaged in a variety of income-generating activities and, in some cases, are continuing to accumulate savings and are giving loans to individuals or sub-groups. The multiplicity of transactions that regularly occur in each group generate income in the form of profits from sales or interests from loans, making it a complex exercise for groups to calculate their average IGA income. 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 activity. 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 – are not generating revenue. The majority of

groups are conducting more than one IGA at once, combining for instance agriculture and livestock or fishing, and sometimes yet another activity such as small-scale retail. Depending on the specific activity (e.g. 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 be available irregularly, which makes calculation difficult. PAGE is currently undertaking analyses of the ways groups have calculated their profits in order to identify potential errors in data collected (for example, omission of production costs or inclusion of savings contributions in the profit estimate or in place of the profit estimate). PAGE disbursed \$36,381 in grants to the savings and investment groups, thus an average grant of \$6.72 per group member. Average IGA income generated by the savings and investment groups in Equateur Province has generally been observed to represent a high percentage of the initial grant received. The case studies presented below highlight typical IGAs.

Fishing. Many savings and investment groups in Equateur selected fishing as their main IGA. *Makayabu*, a type of salted fish that is abundant in the Mbandaka region but rarely consumed locally, is easily sold with high profit in Kinshasa, where consumption is high. A catch of 300 salted fish in one quarter can yield \$1,200 in revenue in Kinshasa, with average overall costs of approximately \$200. Costs include the purchase of nets, nylon, and a small pirogue; transport fees for the passengers; products, labor and housing and meals for the fishermen and salespersons; and taxes and other fees. For such an IGA, profits can therefore amount to as much as 500% of the initial \$200 grant.

Charcoal fabrication. Several groups selected charcoal fabrication as their group IGA. Group 3 in Bokoletaka Primary School has been conducting this IGA since May 2006. Its initial investment included the purchase of 15 machetes for \$60, 40 bags for \$40 and 5 small saws for \$12, thus amounting to \$112 in total start-up costs. Each month, the group allocates \$40 for the work involved in this activity, which is either done by group members or others hired at the same price. The work includes cutting the wood, then collecting, separating, transporting and burning the wood to make the charcoal. The price of the wood is estimated to be nil because group members use wood from the forest or from land owned by group members who contribute this resource voluntarily. Lastly, the group budgets \$10 per month for food and other workers' needs.

Hence, total costs were \$162 in the first quarter, when initial purchases were made, and \$50 in following months. The charcoal is sold at the price of \$3 per bag. In one month the group is usually able to sell 80 bags for a total of \$240 of revenue. In terms of income, the group started off with lower profits during the first months, given its initial costs; thus income amounted to \$240 minus \$162, or \$78. Profits then rose to \$190 in subsequent months, or \$240 minus \$50. When comparing profit to the group's \$59 grant, IGA income represents 132% of the first quarter grant and 322% in following months.

Small-scale retail. Many groups have chosen small-scale retail (or *petits commerces*) as their main or secondary IGA. Group 4 in Moongo Primary School in Bikoro buys items in Mbandaka, which are then sold in the market in Bikoro. One person is responsible for monthly purchases in the provincial capital. The group's usual list of items to be purchased includes salt, sugar, flour, soap, cloth, washing powder, sweets, dresses, and sandals. In June 2007, for instance, a representative of the group purchased all of these items in Mbandaka for a total cost of \$550. Since receiving the PAGE grant, the group continues to meet regularly to collect savings contributions from all members thereby increasing the capital available for investment. Other costs included \$12 for transport, \$4 in fees for the transported goods, \$5 for living expenses, and \$2 for bags; thus total additional costs of

\$23. Within one month, the group then sold almost all of the purchased goods in Bikoro for \$822. Thus, monthly profit for this group is equivalent to \$249 (or \$822 less \$573). When compared to the \$72 grant received by this group, IGA income represents 346% of the grant received.



A member of the community of BURINYI, province of "Equateur" talking with the PAGE team, in the processes of the economic mapping.

Agriculture and Livestock. Many groups are engaged in IGAs that combine agriculture and livestock. Group 6 in Moongo Primary School received a \$58 grant in January 2007. In the same month, the group started growing peanuts on half a hectare of land. The cost of field rental is \$12 for one harvest, and the cost of preparation is \$12. In February, the group bought 5 bags of seeds for \$15. At the time of the project's team visit, the group had sold the first 2 bags of peanuts for \$60. Thus, the group estimated that its profits for this activity were equivalent to approximately \$60 minus \$39, or \$21 over 7 months. Profits in coming months are expected to be much higher, as initial costs have been covered and the group will continue to sell the rest of their harvest. At the same time, the group set up livestock activities. Over the period August 2006 to August 2007, the group bought 5 pigs and 4 goats for a total of \$222. Of the current total livestock, the group has already sold 4 goats and 3 pigs for a total \$156. The group's livestock has begun to reproduce during this period and is expected to yield more profits in coming months, although current income is at a loss of \$66 (or \$156 less \$222), if no other costs are deducted. This group has chosen to conduct all of the work itself; during the months when work is required in their fields, the group members agreed to halt their savings contributions, so as to ease the financial burden that simultaneous contribution to savings and voluntarily work in the fields would impose. This group buys and sells its livestock and agricultural products locally in Bikoro. In addition to these activities, from which they expect to continue reaping benefits in the months to come, the group buys and sells palm oil, palm wine, and vegetables, thereby providing the group with supplementary profit. Before August 2007, the group made \$185 profit from these sales. Bearing in mind that the crops and livestock are also expected to provide the

group with more income in months to come, current total IGA income for the group, \$140 (or \$21 - \$66 + \$185) represents 241% of the initial \$58 grant.

Other Combinations of IGAs. Many groups near Bikoro city conducted primary fishing activities, as described above, on Lake Tumba, and parallel secondary activities. A group in Meleka School, for instance, conducted two small secondary IGAs in addition to its primary fishing activity. Group members bought saws and accumulated 150 planks of wood, which they sold for \$8 per plank. The group also bought a cow, which they can sell for \$350. Thus, with a \$492 grant, this group can generate a net profit of \$580 over 6 months, which represents a 117% return on the grant received.

Communities used income produced by the supported IGAs to pay the schools fees of members' children or to help reduce the burden of school-related fees (e.g. uniforms, pens, notebooks, etc). Another community used the income to purchase a pirogue to transport children to school, whereas one group used remaining IGA profit to buy a bicycle for each group member. The project team is interested in establishing more case studies of successful IGAs in different sectors.

b. Discussion of Findings and Performance

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

It should be noted that the project disbursed grants at different times of the year in South Kivu. This is due to the fact that some schools requested additional time so as to continue saving in the hopes of receiving a larger matching grant. Schools that received grants in December reported on income generated from January to June 2007 (6 months); schools that received grants in March reported on income generated from April to June 2007 (3 months). The indicator's result for the schools in the latter reporting period is lower than that of the former reporting period, as the revenue (numerator) is the sum of three months' revenue instead of six. This difficulty cannot be overcome by projecting revenue throughout the year as informal economic activities are highly seasonal and uncertain. This explains why results for South Kivu are presented both as an overall average and by breaking down schools according to the number of months in which they carried out their IGAs.

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

Another economic characteristic in Equateur that impacts the IGA income level is 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. 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.

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 schools in Equateur thus seems to allow for high profits, which may not be as easily attained through fishing activities in other regions. For instance in Lake Tanganyika in South Kivu, over-fishing is depleting water resources and lowering the profits of fishermen.

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 170.84% in South Kivu 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 kids to school or to pay for other education-related costs. As explained above, data for this indicator in Equateur will be reported on in subsequent reports to avoid presenting results based on inaccurate data. Collected data for this indicator is reported and explained separately below.

a. Summary of Milestone Results

Average monthly school fee costs *per household* are \$0.81 in Equateur and \$0.96 in South Kivu. Average monthly IGA income *per household* (\$1.57 in South Kivu) thus represents 170.84% of average monthly school fee costs per household in South Kivu. These calculations are based on an estimated ratio of children per parent of 1.9 in South Kivu. In Equateur this calculation will be based on an estimated ratio of 1.71 children per parent.

In South Kivu, school fees amount to \$0.51 per child per month.¹⁰ Thus, average IGA income per household (\$1.57 per month) represents 324.6% of the cost incurred per child. Average monthly school fee costs *per child* in Equateur are \$0.47.

b. Discussion of Findings and Performance

In both provinces, the income generated as a result of the alternative educational finance mechanisms proposed by the project has allowed parents to generate enough income so as to cover the entire cost of school fees for all the children enrolled in PAGE schools.

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

Members of Parents Associations, School Management Committees and Parents Committees in Cohort 1, both in South Kivu and Equateur provinces, have received a total of \$67,771 in grants directed at supporting individual, group or school-level IGAs. In order to allow members to acquire the knowledge necessary to manage these funds, the Community Participation team administered trainings on Administrative and Financial Management to 2,374 representatives of savings and investment groups and school committees. As many as 67% of training participants have demonstrated strong retention of training content, scoring 60% or higher in post-tests. However, retention is higher in those trainings where subjects are less technical and require a lower level of formal education.

¹⁰ The Monitoring and Evaluation (M&E) component found that school fees per child in the 2006-2007 academic year decreased from the 2005-2006 academic year. However, information from the Community Participation team in the field suggests that this may not be the case.

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

As of June 2007, the 40 PAGE-supported school-communities of Cohort 1 had received a total of \$67,771. These funds are managed through the savings groups, the PCs, SMCs, and PAs to support IGAs at individual, group or school level.

Across the two supported provinces, the Community Participation team disbursed matching grants to savings groups in 35 schools of Cohort 1: 20 school-communities in Equateur and 15 in South Kivu. In South Kivu Province, the 5 remaining Cohort 1 schools received PAGE funds to set up an IGA at school level, as opposed to funds to support savings groups' IGAs. Income from the school-level IGAs function as a source of school revenue, alternative to the fees paid by parents.

a. Summary of Milestone Results

Of the \$67,771 disbursed to date, \$31,390 is managed by school-communities supported in South Kivu Province and \$36,381 is managed by school-communities in Equateur Province. The funds have thus supported IGAs run by 244 savings groups in South Kivu and 377 groups in Equateur, or 621 total savings groups. In total, as many as 8,194 parents participating in savings and investment groups in Cohort 1 schools benefited from these funds: 5,413 parents in Equateur and 2,781 in South Kivu. The grants received by savings groups range from \$21 to \$300 in South Kivu Province and from \$11 to \$865 in Equateur Province.

The pilot school-level IGAs supported in the 5 schools in South Kivu (\$7,501 disbursed in total) are intended to generate revenue that will supplement the school budget and thus reduce the burden of school fees imposed on parents. Funds disbursed to these 5 schools in the communities of Lugendo and Mulambula range from \$472 to \$2,850.

b. Discussion of Findings and Performance

Total funds disbursed are currently below the \$100,000 threshold because the amount includes only grants disbursed to Cohort 1 schools. As discussed in section (b) of the Indicator 2.2.1 Report, the longer savings period in Equateur explains why Cohort 1 matching grants in Equateur were slightly higher than in South Kivu overall. IRC expects to disburse grants to start up small scale businesses at school level to Cohort 2 schools in the first half of 2008. The project anticipates that each of the 29 schools supported in Year 2 will receive a grant of approximately \$2,500 per school business, thus representing funds up to \$72,500 in total. The amount of the grant is subject to variations based on the nature of the business and the size of the school.

In Year 2, the project team adapted the project strategy to experiment with the direction of project funds to the establishment of school businesses in all Cohort 2 schools. PAGE is continuing to support savings groups in all 29 schools through trainings and follow-up support, but these groups will not receive IGA grants. Drawing from lessons learned in Year 1 of the project, the Community Participation team and IRC Technical Units for Economic Recovery and Development came to the conclusion that members of savings groups may be more likely to understand and adhere to the concept of savings and investment groups if no external financial aid is provided. The disbursement of grants, although clearly an incentive to participate in the system, can distract members from understanding that savings and investment groups are a self-sustainable way for community members to accumulate

savings over the long-term without external financial aid, as guided by accepted best practices for savings group models, such as the VS&LA methodology.

The project team has made sure through sensitization sessions that savings groups in Cohort 2, at times in close proximity to Cohort 1 communities, understand why grants are to be disbursed at school level in Year 2 rather than directly disbursed to parents in savings and investment groups.

Given the encouraging results that the system yielded in Year 1 in terms of participation in the savings and investment groups system and the amount of savings mobilized (\$62,488 declared in both provinces as of March 2007), the Community Participation team is discussing the possibility of reproducing the Year 1 model in Year 3. Nonetheless, given time and human resource constraints, funds will not be directed to supporting school level businesses in Year 3. Currently, discussions between in-country staff and IRC technical units are taking place on the model that will be adopted for Cohort 3 schools.

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

The number of beneficiaries trained in Administrative and Financial Management across South Kivu and Equateur Provinces amounts to 2,374 as of June 2007. The Community Participation team chose to directly train the highest possible number of beneficiaries rather than heavily relying on feedback sessions, which training participants administer to their respective groups or communities. Direct training allows for a greater number of training participants and a higher retention of knowledge in the school-communities targeted by the project.

a. Summary of Milestone Results

The total number of Parents Committee, School Management Committee and Parents Association members trained in Administrative and Financial Management by June 2007 is 2,374. Of these, 1,249 school-community members were trained in South Kivu Province and 1,125 in Equateur Province. The Community Participation team administered trainings in 40 Cohort 1 school-communities and 29 Cohort 2 school-communities across both provinces.

The Year 2 target of training 700 members of Parents Committees, School Management Committees and Parents Associations in Administrative and Financial Management was greatly exceeded, as the Community Participation team trained 3.4 times more beneficiaries than expected in the PMP. The following table shows the breakdown of training participants by province and by cohort.

Table: Participants to Administrative and Financial Management Training (Equateur and South Kivu, Cohorts 1 &2)

Cohort Province	Cohort 1		Cohort 2		Total
	# of PC, SMC, PA members	Title of training	# of PC, SMC, PA members	Title of training	
South Kivu	649	Administrative Management	600	Administrative Management	1,249
Equateur	822	Financial Management	303	Financial Management	1,125
Total	1,471		903		2,374

b. Discussion of Findings and Performance

The number of PC, SMC and PA member participants in Administrative and Financial Management trainings is more than three times the target set in the PMP. The higher-than-expected number of participants can be attributed to the following:

- 1) The Community Participation team's emphasis on the importance of training as many school-community members as possible so as to spread knowledge and retain it *in loco*, and;
- 2) The interest and eagerness of beneficiaries in getting trained.

This is an encouraging result especially in consideration of the fact that PAGE did not provide per diems to training participants, although participants did request per diems during training sessions. Unfortunately, given the high number of attendees, the project could not afford to financially compensate beneficiaries for their participation, although PAGE did provide simple snacks (or their monetary equivalent). Despite this, participants attended trainings and responded to training invitations in high numbers.

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

Across South Kivu and Equateur Provinces, an average of 67% of PC, SMC and PA members achieved 60% or more on training post-tests. The Community Participation team recorded significant differences in post-test scores between trainings with different content and composition of training participants. The content of technical subjects was more difficult for participants to retain, given low and uneven education levels. More highly educated participants (i.e. directors and teachers) had higher post-test scores.

Improvements, such as the simplification of content and methodology, the shortening of the length of training sessions and the provision of snacks, all adopted during Year 2, have proven to be effective in improving the retention rates and, as a consequence, post-test scores of participants.

a. Summary of Milestone Results

Of the two trainings entitled, "Choice and Management of IGAs" and "Good Governance and Monitoring of Quality of Education," 67% of the total number of Cohorts 1 and 2 participants achieved more than 60% on the post-test.

However, when the data is broken down by training, a disparity in results is shown. For the training in "Choice and Management of IGAs", 49% of participants achieved a score higher than 60% in post-tests across provinces, whereas in the "Good Governance" training, 84% of participants scored 60% or higher. The Year 2 target is therefore not met for the training on Income Generating Techniques, while it was exceeded for the training on Good Governance.

b. Discussion of Findings and Performance

Average post-test scores are significantly different for the two trainings whose results are analyzed here. This reflects the fact that the two trainings are substantially diverse in content. The training in "Choice and Management of IGAs" is predominantly composed of technical subjects: elaboration of simple business plans, profitability analysis of economic activities, elaboration of cash inflow forecasts that allow participants to calculate expenses, revenues and profit. Participants also became acquainted with concepts of depreciation and marketing. Full appropriation of some of these concepts necessitates a minimal level of education and basic math skills. However, levels of literacy are not only generally low amongst parents, but also vary greatly between participants. The content of the training has improved from Year 1 to Year 2, notably through modifications that make the training concepts accessible to illiterate participants. Indeed average post-test scores show a significant increase in participants scoring 60% or higher on the post-test in Year 2: 42% in Year 1 to 56% in Year 2.

It was difficult to achieve balance in training content and methodology so as to account for the disparity of education levels of participants. In follow-up meetings with illiterate participants, they have demonstrated a useful understanding of training topics, even when they were not able to reproduce in written form what they learned during trainings.

By contrast, the training on Good Governance focuses on three major categories:

- 1) Principles of good governance;
- 2) application of good governance principles to the management of school resources, and;
- 3) the monitoring of quality of education to be carried out by parents.

The subjects of this training are less technical, and the training itself draws more on participants' contributions in terms of the identification of mechanisms to ensure the application of good governance principles in their schools. These differences partly account for the difference in training post-test scores across training series.

The difference in the composition of the Good Governance training audience also helps to explain the recorded differences in average post-test scores. Teachers and directors, whose education level is significantly higher than that of parents who normally attend Community Participation trainings, participated in the Good Governance training in greater numbers than in the Choice and Management of IGA training. Their strong performance of directors and teachers on post-tests increased the average scores for the Good Governance trainings.

The lack of per diems, which has been a constant complaint from participants throughout trainings, may have influenced post-test performance to some extent. Given the high number of total participants (nearly 7,200 during the first two years of the project), PAGE could not afford to provide per diems. However, the program tried to increase participants' motivation and concentration capacity by providing snacks and drinks. The lack of per diems did not negatively affect training attendance, as shown by the total number of participants, but is thought to have had an impact on participants' motivation to sit through written tests.

The length of the training sessions (although reduced from 6 hours on average during Year 1 to 5 hours during Year 2) is thought to have contributed to participants' low performance at post-tests.

The increase in average post-test scores between trainings conducted during Years 1 and 2, has proven that the adaptation of the methodology and content of the trainings, the provision of snacks and drinks and the shortening of total length of trainings have helped increase participants' learning capacity and performance in post-tests. During the last year of project activities, the length of each training session will be shortened to a maximum of 4 hours per day. However, it is likely that more than one day will be needed to administer the complete training content. This will lengthen the time necessary to complete each training series. In addition, the Community Participation team will be working from September 2007 onwards on improving training methodologies building on the team's newly acquired CEFE¹¹ training skills.

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

a) IR 3 Overview

The 2007 indicator results for Intermediate Result Three strongly suggest that the PAGE project has contributed considerably to increasing the quality of education in targeted schools in the DRC. Across all three Sub-Intermediate Results, project performance on milestones exceeded 2007 targets for every indicator, with half of the performance/target ratios rates surpassing 300%.

While the PAGE project is first and foremost a school fee reduction initiative, PAGE's theory of action and holistic approach contends that school fees should not – and indeed, probably cannot – be reduced without efforts to reform schooling in a comprehensive manner that also strives to increase the quality of teaching and learning in school. It is this quality that will increase demand for schooling as well as stakeholder willingness to find alternative ways to invest in the system and motivation to lobby the state for greater government support of schooling.

As with nearly all of PAGE's successes, the project's positive impact on increased quality of education is probably due to a combination of interventions including not only income generating activities but also the promotion of active parent and community member participation in school management and initiatives to mobilize grassroots advocacy for

¹¹ The Community Participation team of both provinces has undergone a training on the CEFE (Competency based Economies for the Formation of Enterprise) methodology in September 2007.

education policy reform. That said, the most direct and important contributor to IR3 is the project's comprehensive package of activities under its Quality Education component. These interventions include IRI programming, active pedagogy trainings for teachers and school directors coupled with training of supervisors and follow-up support visits to teachers in their own classrooms, and learning material distribution. Indeed, the successful implementation of these three principal elements of the Quality Education component constitutes the three Sub-Intermediate Results feeding into the realization of IR3.

Of these three SIRs, the introduction of Interactive Radio Instruction should be highlighted as probably one of the most important factors behind the project's contributions to increased quality of education in target zones. The PAGE project marks the first time that IRI has been used in the Congo, and results of pre- and post- tests show that even after the very first year of programming, the strategy has had an enormous impact on students' abilities in both Math and French. IRI has directly broadcast active pedagogy into some of the most isolated and marginalized school-communities in the Congo, including the northern border of the vast Equateur province and communities still threatened by conflict in the rural areas of South Kivu. In addition, daily use of IRI in Grade One classrooms serves to model active pedagogy for teachers and may have also contributed to these teacher's improved understanding and increased use of student-centered methods.

With greater per-student cost-effectiveness than nearly any other direct quality intervention that could be proposed for the Congo, IRI is proving to be one of PAGE's greatest contributions and one element most ripe for being taken to scale. In fact, the 2007 donor-supported Priority Action Programme for the DRC names national use of education radio as a key strategy for improving educational quality and access in the first years of the post-conflict period of reconstruction and development.

Overall, in schools previously bereft of learning materials of any kind and staffed by poorly trained and supported teachers, IRI, active pedagogy and new materials have made learning both more fun and more effective.

b) IR 3 Indicator Reports

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

The PAGE IRI program series, "Let's Learn with Matahata," was launched at the beginning of the 2006-2007 school year. In this first year of broadcast – Year Two of the project – programming consisted of the Grade One series, with daily 30-minute programs used for both Cohort 1 and 2 PAGE school-communities. The programs are broadcast by community radio stations, three in each of the target provinces during project Year Two. Vigilance on the part of both project staff and provincial partners in the provincial education offices and even individual school-communities helped ensure that the programs were broadcast regularly, and all 100 episodes were aired in both provinces. In some cases, episodes were even aired more than once in order to make up for times when rain and other obstacles kept students and teachers from attending school and caused them to miss the initial broadcast. As a result, the project has succeeded in providing regular instruction and support to some of the hardest to reach schools and communities in the Congo.

The two indicators of the achievement of SIR 3.1 are the results of the pre- and post-tests of student ability in French and Math. Shared in detail below, these results leave little question as to the effectiveness of the IRI programming in Grade One. According to this testing evaluation, the number of students in PAGE schools who passed the tests the end of

the first year of programming not only went up by several fold, but the rate of improvement was much greater and statistically significant as compared to students in the non-PAGE control group. In addition, there is evidence to suggest that IRI and the training and teacher's guides that accompany the radio programming have had a significant impact on teachers and their ability to use active pedagogy in their classrooms, even without the radio.

In addition to very promising test scores, "Matahata" has become immensely popular among students, teachers and even parents and other community members. Demand for programming from schools that are not directly targeted by the PAGE project is very high. Project staff has received countless letters and phone inquiries from communities wishing to use the programming in their schools. And following the launching of the programs in 2006, one non-PAGE community in remote Lisala, northern Equateur, mobilized its own funds to purchase radios, teacher's guides and finance teacher training in order to use the programming.

The results and methodology of the student testing conducted for Indicators 3.1.1 and 3.1.2, summarized below, is presented in great detail in the full report of the 2007 student post-tests included in the appendix.

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

a. Summary of Milestone Results

Results of the pre- and post- achievement tests conducted with Grade One students in the first year of IRI programming revealed that the percentage of children passing the French tests rose from 12% at the beginning of the school year to 83% at the end of the school year, representing an increase of 71 percentage points. Compared to the 2007 target of 20%, project performance on this milestone exceeded expectations over three times over. The increase in passing rates between the pre- and post- test for French was slightly higher for girls (73 percentage points) than it was for boys (68 percentage points).

While the PMP did not mandate the use of a control group, the PAGE team determined that the evaluation of project impact would be more conclusive if results in target schools were compared to those in non-PAGE schools. For the French test, the increase in students passing was only 45 percentage points in the comparison group. Results of a chi square test of significance revealed that the difference in PAGE and non-PAGE schools was indeed statistically significant, with students in PAGE schools nearly four times as likely to pass the test than students in non project schools.

b. Discussion of Findings and Performance

The results of the pre- and post- French achievement tests, especially in light of the comparison to the control group, clearly reveal the extent of PAGE's impact on improving the quality of education in target school-communities. The results of the pre-test, before the advent of the IRI programming and the full complement of the project's teacher training interventions, the number of girls and boys who passed the French test was very, very low – on average approximately 12% -- and the performance of PAGE and non-PAGE students was nearly the same (10% of students passed the French pre-test in non-PAGE schools).

After a single school year of IRI programming and the full series of PAGE face-to-face training, follow-up support to teachers and distribution of learning materials, the increase in

the French ability in project schools was remarkable – and remarkably higher than the ability of students in neighboring schools that were not participating in project activities.

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

a. Summary of Milestone Results

Results of the pre- and post- achievement tests for Math in the 2006-2007 school year revealed that the percentage of children passing rose from 16% at the beginning of the school year to 79% at the end of the school year, representing an increase of 63 percentage points. Compared to the 2007 target of 20%, project performance on the Math achievement milestone also exceeded expectations, with a performance/target ratio of 315%. Contrary to the results for the French test, the increase in passing rates between the pre- and post- test for Math was slightly higher for boys (73 percentage points) than it was for girls (64 percentage points).

As was the case for the French tests, results for the non-PAGE comparison group in Math were not nearly as high as those for PAGE students. In this case, comparison group results improved by 42 percentage points from the baseline. The difference between PAGE and non-PAGE schools was also statistically significant in this case, with students in PAGE schools nearly twice as likely to pass the Math test as compared to students in non project schools.

b. Discussion of Findings and Performance

As with the French tests, the increase in the proportion of PAGE students passing the Math achievement tests – and the difference in the increase between PAGE and non-PAGE schools – is quite marked. At the time of the pre-tests at the beginning of the 2006-2007 school year, the proportion of students in the comparison group schools was actually higher by 8 percentage points than the proportion of students passing in PAGE schools. By the end of the school year, however, the proportion of students who passed the Math test in PAGE schools was nearly twice the amount of those in non-PAGE schools. The post-test was administered just 9 months after the training – but this was enough time for PAGE students to receive and use textbooks and learning materials, for teachers to improve their instructional practice and for both to use 100 IRI programs all aiming to increase student achievement.

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

The number of teachers, directors and inspectors successfully trained in the PAGE series of active teaching methods and supervision and leadership techniques surpassed the targets for the 2007 milestones. Results of questionnaires and teacher observation show that these trainings proved to be instrumental in improving participant comprehension of key concepts and in the application of student-centered techniques in the classroom. The indicators for this SIR show the impact of the PAGE interventions on the teachers and also suggest the contribution of this face-to-face training on the teacher's ability to facilitate meaningful learning with their students in PAGE school-communities.

All teachers in the first two project cohorts (that which was selected during the 2005-2006 school year and that which began with the project in the beginning of the 2006-2007 year) benefited from the full complement of PAGE teacher training assistance. For this reason,

the monitoring and evaluation for all 2007 indicator targets under SIR 3.2 incorporate both cohorts.

Indicator 3.2.1: # of teachers trained in active pedagogy.

a. Summary of Milestone Results

Whereas the 2007 milestone targeted 240 teachers to be trained by July 2007, at the end of the second year of the project, PAGE succeeded in training 471 teachers in active pedagogy. The represents a positive variance in performance of 196% as compared to the target, or double the number of educators predicted.

b. Discussion of Findings and Performance

The face-to-face training series for teachers proved to be immensely popular in the PAGE target zones, due probably in no small part to the fact that many of these teachers had not received any in-service training previously, or the minimal training they had received was generally cursory and highly theoretic. The course of PAGE trainings spread out across the school year included 2 4-day workshops in General Methodology for active, student-centered learning techniques, with one of these workshops focusing specifically on the use and local development of teaching and learning materials which helped to make the most out of the learning materials distributed to teachers at that time. In addition, first grade teachers also received training in using IRI and the IRI teacher's guides with post-broadcast student exercises; third and fourth grade teachers received training in Project Based and Service Learning.

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

a. Summary of Milestone Results

Whereas the July 2007 milestone target for supervisors trained in leadership and supervision techniques was 120, the project in fact succeeded in training a total of 154 supervisors. This resulted in the project exceeding its performance target by rate by 28%. "Supervisors" included school directors, assistant school directors, pedagogy advisors and provincial education inspectors of PAGE schools and communities.

b. Discussion of Findings and Performance

The PAGE PMP set the target of training 120 supervisors – school directors, assistant school directors, pedagogy advisors and provincial education inspectors – in the first two years of the project. As was the case for the teacher numbers, the project actually attracted higher numbers of participants than initially planned. This figure shows that not only are there more teachers being trained in active pedagogy instruction, but also that a large number of supervisors are now capable of performing follow-up support in applying these methods in the classroom.

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

a. Summary of Milestone Results

Compared to the indicator target of 25%, the results of project evaluation revealed that by the end of Year Two, a total of 76% of teachers in year 1 and 2 were shown to be using student-centered learning methods in the classroom. This represents a positive variance in performance of over 51 percentage points from the target.

b. Discussion of Findings and Performance

The results of this comprehensive evaluation of teacher practice are quite promising, and are likely due to the full complement of PAGE interventions aimed at improving teacher practice: namely the face-to-face teacher training but also the IRI programming, learning materials and monitoring of the quality of teaching and learning by teacher supervisors and parents and community members.

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

a. Summary of Milestone Results

In comparison with the 2007 target of 25%, the actual proportion of grade three and four teachers who demonstrated understanding of key concepts related to project-based and service learning (ABPS) following training was 83%. This difference of 58 percentage points represents performance/target ratio of 344%.

b. Discussion of Findings and Performance

The results of this indicator again show that PAGE has exceeded its 2007 target in another area contributing towards the quality of education in school-communities. The results of the pre-tests reveal the teacher's comprehension of these active pedagogy teaching methods was at a very basic level prior to the PAGE training intervention. Out of 193 teachers, only 6% passed this first test. Following the training session, teachers showed a much greater comprehension of the material that they had covered in the workshop, with the vast majority of teachers passing the post-test.

The concept of project-based and service learning was new to the educators in the PAGE target zones. It appears that PAGE trainers have been able to transfer new knowledge and support the effective application of new teaching methods among teachers. The results of Indicator 3.2.3 support this assertion.

SIR 3.3: Classrooms Enriched with Supplementary Learning Materials

The third key element of PAGE's Quality Education component and the third SIR contributing to the IR of improved quality education in target zones is the distribution of teaching and learning materials to project classrooms. Given the dearth of materials in most rural Congolese schools, these didactic materials are a necessary complement to teacher training and IRI programming.

The distribution of materials was successfully completed in all PAGE school-communities, with learning kits and IRI teacher's guides (with built-in non-radio exercises to lead with students) community schools. In addition to the distribution of these materials, the project strived to reinforce the use of these materials by training all target teachers in how to use these materials most effectively for student-centered learning, as well as how to collaborate with students to make learning aids themselves with materials from the local community.

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

a. Summary of Milestone Results

According to the 2007 targets, it was expected that 360 learning kits and 198 IRI teacher's guides – equal to 50% of the total lot of materials to be distributed during the life of the project – be distributed by May 2007. In reality, PAGE succeeded in distributing 583 learning kits (or 83% of the total) and 214 teacher's guides (54% of the total) to the target school-communities in cohorts 1 and 2. On both accounts, these results exceed the 2007 milestone targets.

b. Discussion of Findings and Performance

The learning materials distributed by the project have proven to be very necessary as tools for meaningful learning used by the children for whom they are intended. One of the hallmarks of the PAGE approach to materials distribution is the combination of this “delivery of goods” with comprehensive training for teachers and supervisors on how to actually use these materials, and do so in a way that promotes active, student-centered learning. As opposed to interventions that simply donate materials to schools, the PAGE approach increases the likelihood that these materials will be used by students. In addition, training in the creation of learning materials using local resources has helped teachers and students procure their own learning aids at low-and no cost, and also involve parents and community members in the development of such locally-based materials.

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

a) IR 4 Overview

The 2007 indicator results for Intermediate Result Four clearly show that the PAGE project has succeeded in addressing school fee policy changes, demonstrating a strong presence in the education reform arena at the local, national, and even international level. Project performance on IR4 milestones either met or exceeded 2007 targets for every indicator across all three Sub-Intermediate Results.¹²

b) IR 4 Indicator Reports

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

Prominent policies affecting school fees at local and national levels in the DRC were effectively identified and thoroughly researched by the end of project Year Two. This result was achieved through two studies: one situational analysis of the general school fee policy context and one study on government financing of PAGE schools. The PAGE Education Policy team dedicated the bulk of the first 12 months of the project, from January 2006 to January 2007, to undertake and refine its multifaceted situational analysis.

¹² Results for Indicator 4.3.2 are not yet available due to delays related to late changes in the project PMP. However, initial data collection and analysis suggest that this target will also be met. Final results for this indicator are forthcoming.

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

a. Summary of Milestone Results

The milestone for this indicator has been met: a report on the *Situational Analysis of School Fee Policy and Practice in the Democratic Republic of Congo*, based on comprehensive research of the educational policy environment as affects school fees was developed and distributed to stakeholders and discussed with large numbers of people at the local, provincial, national and even international levels.

b. Discussion of Findings and Performance

The school fee *Situational Analysis* report developed and published by PAGE was distributed to hundreds of partners and actors within the education sector within the DRC as well as to international actors looking to facilitate positive school fee policy reform worldwide. The report constitutes one of the most important contributions the PAGE project has made to the school fee research and dialogue arena in the DRC, and the report has met with high acclaim from national and international actors alike – including cabinet members of the Ministry of Education, representatives of the World Bank and other international donor agencies, and local school-community members. Results from the report were shared on the occasion of two national school fee workshops and two international School Fee Abolition Initiative conferences, one held in Nairobi in 2006 and the other in Bamako in 2007. PAGE's experience in undertaking this research initiative that resulted in highly valued reference report has served as a lesson in the importance of using participatory research methods, methods the project intends to apply in all future research endeavors.

The results of the *Situational Analysis* proved to be of considerable value in informing and orienting the design and content of PAGE activities developed after the research was conducted. In particular, the Education Policy team used the results of the study to develop the education policy reform information sharing and training workshops with school-community and provincial actors; the results of the study also served to inform strategies developed in the Community Participation component of the project.

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

a. Summary of Milestone Results

The milestone target for this indicator has been met: a report on the percentage of government funds received by PAGE schools as compared to the total school budget was conducted and finalized in the last months of Year Two.

b. Discussion of Findings and Performance

During the 2005-2006 school year in the DRC, the sole source of public funding received directly by schools was the 87,660FC in operating funds (*fonds de fonctionnement*) that the government distributed to schools. These funds originated from HIPC, the Highly Indebted Poor Country initiative supported in the DRC by the World Bank and donors such as DFID. The distribution of these funds caused a wide variety of problems because the school-communities had not been informed or prepared for this ahead of time and the funds came

with little instruction or tools for how they should be used and managed properly. For reasons that are not fully understood by the PAGE project team, the distribution of HIPC operating funds was not continued during the 2006-2007 school year. No school polled by PAGE received any such funds during the course of the year – meaning that no PAGE school received any public financing whatsoever during this study period.

The project's awareness-raising efforts led school-community members in PAGE zones to learn about the dispositions provided by the 1986 National Education Law (*Loi cadre*) stipulating that the operating and construction costs borne by public schools is to be paid for by decentralized state administration budgets. This stipulation in the law served as a real advantage and tool for community actors mobilized to lobby local and national government entities to take responsibility for supporting public education in the Congo. There is evidence to suggest that this increase in public awareness and demand has contributed to reinforce the political will in Kinshasa to take action to reduce school fees and increase government support of education. The continuation of the PAGE series of public forums around school fee and finance reform is likely to increase the extent and quality of the dialogue around specific issues such as the share of the government budget consecrated to education.

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

Four types of policy dialogue activities were organized to successfully involve stakeholders at the local and national levels: workshops, meetings to present and discuss the results of the *Situational Analysis* report, trainings, and forums.

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

a. Summary of Milestone Results

The average number of participants per event at the national level is estimated to be 85 during the period through the end of Year Two. Compared to the 2007 target of 25, performance on this indicator greatly surpassed expectations. This figure is a measure of the average number of stakeholders participating in initial PAGE workshop held at the central level in 2006 and the research restitution workshop held in Kinshasa in 2007.

b. Discussion of Findings and Performance

See the discussion under 4.2.2 below.

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

a. Summary of Milestone Results

The average number of participants per dialogue event series at the local level was found to be 312, greatly exceeding the 2007 target of 25 for this indicator.

b. Discussion of Findings and Performance

The number of participants attending PAGE-sponsored policy dialogue events clearly surpassed by several fold the expected targets for 2007. These results were obtained thanks to a participatory approach promoted within the project staff first and then between the project staff and outside partners.

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

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

a. Summary of Milestone Results

The policy brief has been finalized but EDC/PAGE and USAID decided at the end of Year Two to hold distribution of the brief until the contentious policy environment around school fees has calmed and a new strategy for presenting the brief can be developed.

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

The initial formulation of this indicator was problematic and was modified at the end of Year 2. Data collection was delayed due to this change and is just being completed at the time this report is being written. Results of this indicator are therefore not yet available but will be reported as soon as data becomes available.

V. SUCCESS STORY

In the province of "Equateur"

- ✚ At Indjolo, a locality situated at 50 km from Mbandaka in the province of "Equateur", a man concerned about the education of non schooled children built a straw hut on a hill in order to execute the Matahata radio programs in favour of these children;
- ✚ The community of Lisala in the province of "Equateur", interested by the Matahata radio programs clubbed together in order to buy 21 radio sets for their schools not targeted by the PAGE project. Since then, these children have been following the same lessons as those of the targeted schools;
- ✚ The former headmaster of the Bigohwa primary school at Ihimbi in the province of "Sud-Kivu", transferred to another non PAGE school in the FIZI sub-district, undertook at his own expenses the training of his school's teachers in radio based interactive teaching and active methods. He made his radio set available for the lessons. He finally requested from the PAGE office copies of the guide, which were provided to him. At present, they are following the "Apprenons avec Matahata" (Let Us Learn with Matahata) and are putting in practice the techniques of the active method.

In the province of "Sud-Kivu"

- ✚ The participating dialogue on the advocacy was initiated and sensitised in the villages where there are no PAGE schools. For illustrative purposes, two advocacy facilitators from Ihimbi's PAGE schools launched the training of a delegation of 5 people from all the schools of the axis in the furtherance of the approaches for the "mechanisation" of most of these schools.
- ✚ At the school of Miti, during a meeting with the "C.P." on House Rules, a Pastor who was not a member of the "C.P." asked to take part in this meeting in order to report to his school. He is requesting the integration of this school in the PAGE schools.
- ✚ "All my students are running away from the school to come to the CHOFI primary school (one of the PAGE school in the CHOFI community, at about 75km from Bukavu, in the province of "Sud-Kivu"), please, sir, take my school as well", requested the headmaster (telephone: 0997790883) of the LEMERA primary school, a non PAGE school in the above named community.

VI. APPENDICES

Appendix A: List of Cohort 3 Schools and Communities

INSCRIPTIONS

Total Sud Kivu 2005-2006			Total Sud Kivu 2006-2007			Accroissement du taux d'inscription dans La Province du Sud Kivu 2006-2007/2005-2006			Total Equateur 2005-2006			Total Equateur 2006-2007			Accroissement Du Taux D'inscription Dans La Province De l'Equateur 2006-2007/2005-2006			Accroissement Du Taux D'inscription Dans L'ensemble 2006-2007/2005-2007		
G	F	T	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot
852	663	1515	1061	1007	2068	24,5	51,9	36,5	820	569	1389	1102	758	1860	34,4	33,2	33,9	29	43	35
761	669	1430	813	774	1587	6,8	15,7	11,0	716	427	1143	827	513	1340	15,5	20,1	17,2	11	18	14
776	562	1338	828	720	1548	6,7	28,1	15,7	501	378	879	643	369	1012	28,3	-2,4	15,1	18	13	15
503	376	879	611	491	1102	21,5	30,6	25,4	433	229	662	535	258	793	23,6	12,7	19,8	23	22	23
455	332	787	521	409	930	14,5	23,2	18,2	361	152	513	413	197	610	14,4	29,6	18,9	14	26	19
368	186	554	373	259	632	1,4	39,2	14,1	301	128	429	388	144	532	28,9	12,5	24,0	15	26	19
3715	2788	6503	4207	3660	7867	13,2	31,3	21,0	3132	1883	5015	3908	2239	6147	24,8	18,9	22,6	19	25	22

RESULTATS DESAGREGES

EQUATEUR			SUD KIVU			ENSEMBLE		
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1ère et 2ème Années

G	F	Tot	G	F	Tot	G	F	Tot
24,9	26,7	25,6	15,7	33,8	23,7	20,3	30,2	25

De 1ère à la 4ème Année

G	F	Tot	G	F	Tot	G	F	Tot
25,4	15,9	21,5	14,9	31,6	22,1	20,2	23,7	22

	ANNEE SCOLAIRE 2005-2006									ANNEE SCOLAIRE 2006-2007									ACCROISSEMENT DES TAUX																	
	EQUATEUR			SUD KIVU			ENSEMBLE			EQUATEUR			SUD KIVU			ENSEMBLE			EQUATEUR			SUD KIVU			ENSEMBLE											
	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot						
<i>Taux de réussites</i>																																				
Classe	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot
1ère	50,7	41,8	47,1	55,2	54,7	54,9	52,9	48,3	51,0	55,4	49,2	58,7	58,9	59,6	59,2	57,2	54,4	59,0	9,3	18	25	6,8	9	7,8	8	13,3	10,7									
2ème	46,5	49,4	47,6	61,0	64,2	62,5	53,7	56,8	55,0	61,3	63,0	62,0	65,6	65,2	65,4	63,4	64,1	63,7	32	27	30	7,5	1,6	4,7	20	14,5	17,1									
3ème	57,7	39,4	49,8	60,3	59,5	59,9	59,0	49,4	54,9	65,9	60,2	63,8	71,5	73,1	72,2	68,7	66,6	68,0	14	53	28	18	23	21	16	37,7	27,1									
4ème	55,4	48,5	53,0	62,4	61,6	62,0	58,9	55,0	57,5	67,7	62,4	72,4	64,5	68,4	66,2	66,1	65,4	69,3	22	29	37	3,3	11	6,8	13	20	16,3									
5ème	54,8	59,9	56,3	66,4	66,2	66,3	60,6	63,0	61,3	73,4	67,5	75,3	69,7	64,5	67,4	71,5	66,0	71,4	34	13	34	4,9	-3	1,7	19	5,13	12,2									
6ème	73,8	49,2	66,4	82,5	82,2	82,4	78,1	65,7	74,4	83,0	80,6	82,3	82,6	79,2	81,2	82,8	79,9	81,8	13	64	24	0,1	-4	-1	6	30	18,1									
Total	54,2	45,8	51,1	63,1	62,7	62,9	58,6	54,3	57,0	67,8	63,0	66,4	66,9	66,6	66,7	67,4	64,8	66,6	25	37	30	15	11	26	32	24,2	28,1									
<i>Taux d'abandon</i>																																				
Classe	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot			
1ère	29,3	27,1	28,4	22,3	22,7	22,5	25,8	24,9	25,4	21,6	22,2	21,8	19,5	18,3	18,9	20,6	20,2	20,4	-26	-18	-23	-12	-20	-16	-19	-18,9	-19									
2ème	22,5	23,2	22,7	16,6	17,9	17,2	19,6	20,5	20,0	14,4	16,0	15,0	23,5	22,2	22,9	18,9	19,1	18,9	-36	-31	-34	41	24	33	3	-3,42	-0,4									
3ème	23,6	30,7	26,6	17,6	16,5	17,0	20,6	23,6	21,8	14,8	12,5	13,9	19,4	19,7	19,6	17,1	16,1	16,8	-37	-59	-48	11	20	15	-13	-19,8	-17									
4ème	21,9	22,3	22,1	16,1	16,6	16,3	19,0	19,5	19,2	11,0	7,8	10,0	26,8	23,6	25,4	18,9	15,7	17,7	-50	-65	-55	67	42	55	8	-11,6	-1,5									
5ème	23,5	25,7	24,2	15,2	16,1	15,6	19,4	20,9	19,9	7,7	13,7	9,7	22,8	28,9	25,5	15,3	21,3	17,6	-67	-47	-60	51	79	63	-8	16,3	4,04									
6ème	20,6	33,6	24,5	10,1	7,8	9,2	15,3	20,7	16,8	8,8	10,4	9,2	10,5	11,2	10,8	9,6	10,8	10,0	-57	-69	-62	3,8	43	17	-27	-13	-20									
Total	24,3	26,7	25,2	17,0	17,3	17,1	20,7	22,0	21,2	14,8	16,0	15,2	20,9	20,8	20,9	17,9	18,4	18,0	-39	-40	-40	23	20	22	-8	-9,91	-9									
<i>Taux de redoublement</i>																																				
Classe	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot	G	F	Tot						
1ère	28,8	26,9	28,1	22,4	22,3	22,4	25,6	24,6	25,2	24,9	27,3	25,9	21,6	21,2	21,4	23,2	24,2	23,6	-14	1,4	7,9	-4	-5	-4	-9	-1,85	-5,3									
2ème	17,6	31,2	23,4	22,4	18,5	20,6	20,0	24,8	22,0	25,6	23,4	24,8	10,2	11,2	10,7	17,9	17,3	17,7	46	-25	5,7	-54	-39	-48	-4	-32,1	-18									
3ème	22,4	29,3	24,8	22,1	24,1	23,0	22,3	26,7	23,9	21,0	26,6	23,0	8,2	7,8	8,0	14,6	17,2	15,5	-6	-9	7,1	-63	-68	-65	-35	-38,5	-37									
4ème	20,5	19,7	20,3	21,6	22,2	21,9	21,1	21,0	21,1	20,7	25,6	22,3	9,8	7,7	8,9	15,3	16,7	15,6	1,2	30	10	-55	-65	-59	-27	-17,8	-22									
5ème	9,3	17,2	11,7	18,6	17,2	18,0	14,0	17,2	14,8	19,1	18,3	18,9	7,3	6,1	6,8	13,2	12,2	12,8	106	6,3	62	-61	-65	-62	22	-29,1	-3,4									
6ème	21,6	28,1	24,1	7,4	10,0	8,5	14,5	19,0	16,3	8,5	9,0	8,6	7,0	9,7	8,1	7,7	9,3	8,4	-61	-68	-64	-6	-3	-5	-33	-35,5	-34									
Total	21,6	28,1	24,1	19,9	20,0	20,0	20,8	24,1	22,0	21,6	24,1	22,5	12,0	12,1	12,1	16,8	18,1	17,3	-0	-14	6,5	-40	-39	-40	-20	-23										

RESULTATS DESAGREGES

Reussites

EQUATEUR			SUD KIVU			ENSEMBLE		
1ère et 2ème Années								
G	F	Tot	G	F	Tot	G	F	Tot
21	23	27,5	7,2	5,3	6,3	13,9	13,9	13,9

De 1ère à la 4ème Année

G	F	Tot	G	F	Tot	G	F	Tot
19	32	29,9	9	11	10	14,2	21,4	17,8

Abandons

1ère et 2ème Années

G	F	Tot	G	F	Tot	G	F	Tot
-31	-25	-29	14	2,3	8,5	-8,38	-11	-9,8

De 1ère à la 4ème Année

G	F	Tot	G	F	Tot	G	F	Tot
-37	-43	-40	27	17	22	-5,38	-13	-9,4

Redoublements

1ère et 2ème Années

G	F	Tot	G	F	Tot	G	F	Tot
16	-12	-1,1	-29	-22	-26	-6,45	-17	-12

De 1ère à la 4ème Année

G	F	Tot	G	F	Tot	G	F	Tot
6,8	-0,8	0,21	-44	-44	-44	-18,5	-23	-21

Equateur: Cohort 1

AXES	Catégorie	COMMUNAUTES	N°	ECOLE	RESEAUX	Nombre total d'élèves			Nbre de Classes	Nbr Enseignants
						Filles	Garçons	Total		
Mbandaka-Bikoro	Urbaine	Mbandaka	1	EP. MOLENDE	ECC	67	1104	1171	19	19
			2	EP. EBALE	ECP	272	248	520	10	10
			3	EP. LOKOLE	ECN	165	243	408	7	7
	Rurale	Iyonda	1	EP. BOKOLETAKA	ECC	114	423	537	9	9
	Péri-urbaine	Wendji	1	EP. KOLIKOLI	ECK	182	119	301	8	8
			2	EP. EANGA	ENC	113	151	264	8	8
			3	EP. ILEMA	ECC	97	117	214	7	7
	Rurale	Bongonde	1	EP. BOLONGO	ECP	192	229	421	9	9
			2	EP. NGOMBO	ECC	180	216	396	8	8
			3	EP. GOBA	ECI	70	63	133	6	6
		Bonsole	1	EP. LOFOSOLA	ECK	181	148	329	9	9
			2	EP. BONSOLE	ECN	85	131	216	7	7
		Indjolo	1	EP. MASIYA BOLINGO	ECC	67	99	166	6	6
			2	EP. WIDJIFAKE	ECP	110	99	209	7	7
			3	EP. BOMPOMA	ECK	50	57	107	6	6
		Moheli	1	EP. MPENDA MOHELI	ECC	76	87	163	6	6
		Mpaha	1	EP. MPAHA EPOLE	ECC	108	137	245	8	8
	2		EP. BESENGE	ECC	101	110	211	6	6	
	3		EP. MELEKA	ECP	146	148	294	9	9	
	Péri-urbaine	Bikoro	1	EP. MOONGO	ENC	147	182	329	7	7
SOUS TOTAL AXE						2523	4111	6634	162	162
TOTAL DE LA COHORTE						2593	4174	6767	168	168

Equateur: Cohort 2

AXES	Catégorie	Communautes	N°	ECOLE	RESEAUX	Nombre total d'élèves			Nbre de Classes	Nbr Enseignants
						Fillles	Garçons	Total		
Mbandaka-Bikoro	Peri-urbain	Iyonda	1	EP. MOKUMBA	ECP	135	161	296	9	9
			2	EP. POLELE	ECP	156	172	328	12	12
			3	EP. LOLANGO	ECC	338	0	338	8	8
		Wendji	1	EP. EKOFO	ECC	240	370	610	12	12
			2	EP. LOSONDJA	ECP	254	272	526	9	9
	Rurale	Mpaha	1	EP. BWALANGA	ENC	93	102	195	6	6
			2	EP. IYELI	ECP	125	130	255	8	8
		Moheli	1	EP. TOYOKANA	ECC	129	220	349	7	7
			2	EP. MBULI	ENC	114	74	188	6	6
		SOUS TOTAL AXE						1584	1501	3085
Lisala	Peri-urbain	Lisala	1	EP. ELONGA	ECP	367	392	759	12	12
			2	EP. NGOMBEDOKO	ECK	214	221	435	10	10
	Rurale	Bolongo	1	EP. LANDA MIBEKO	ECC	254	299	553	9	9
			2	EP. BOKWELI	ECP	153	210	363	10	10
		Mazalanga	1	EP. BOSO MBOKO	ECN	83	97	180	6	6
			2	EP. MOLENDE/MA	ECP	127	80	207	6	6
			3	EP. NGBANDA	ECC	192	277	469	13	13
		Mondongo	1	EP. BOSOGODO	EPC	88	89	177	6	6
			2	EP. BOSAMBODA	ECN	94	210	304	6	6
			3	EP. MOLENDE/MO	ECC	338	318	656	14	14
			4	EP. COSMA	ECN	253	228	481	12	12
SOUS TOTAL AXE						2163	2421	4584	104	104
TOTAL DE LA COHORTE						3747	3922	7669	181	181

Equateur: Cohort 3

AXES	Catégorie	COMMUNAUTES	N°	ECOLE	RESEAUX	Nombre total d'élèves			Nbre de Classes	Nbr Enseignants
						Filles	Garçons	Total		
Mbandaka-Indjolo	Urbaine	Mbandaka	1	EP. MALEMBE	ECC	512	573	1085	20	20
			2	EP. REV KOLI	ECP	133	114	247	9	9
	Péri-urbain	Bongondjo	1	EP. BONGONDJO	ECP	384	339	723	12	12
			2	EP. IKENGO	ENC	141	239	380	6	6
			3	EP. IKENGE	ENC	187	184	371	7	7
			4	EP. IPEKO	ENC	86	127	213	6	6
	Rurale	Indjolo	1	EP. INDJOLO	ENC	160	205	365	7	7
			2	EP. MOHOLO	ENC	66	129	195	6	6
			3	EP. NTOMBA	ENC	95	54	149	8	8
SOUS TOTAL AXE						1764	1964	3728	81	81
Nkalamba-Bikoro	Péri-urbain	Bikoro	1	EP. NDOMBE-YEYE	ENC	60	149	209	6	6
			2	EP. IBONZI	ECP	85	77	162	6	6
	Rurale	Mooto	1	EP. BOSINGA	ECC	200	108	308	7	7
			2	EP. MOKILI	ECC	41	82	123	6	6
			3	EP. MONGO-IBONGO	ECP	118	155	273	7	7
		Moheli	1	EP. IYANDA	ENC	94	108	202	6	6
		Mpaha	1	EP. NZAL'EKANGA	ECP	61	113	174	8	8
			2	EP. MEKOKO	ENC	80	36	116	6	6
		Tondo	3	EP. NKANGA PEBE	ECP	133	152	285	13	13
			4	EP. BOKANDJA	ECC	75	51	126	6	6
		1	EP. SAMBA	ECC	95	110	205	8	8	
SOUS TOTAL AXE						1042	1141	2183	79	79
TOTAL DE LA COHORTE						2806	3105	5911	160	160

South Kivu: Cohort 1

AXES	Communautes		Ecoles de la Communauté	Réseaux	Effectifs par classe						Nbre de Classes	Nbre d'Enseignants	
					1	2	3	4	5	6			Totaux
Kaziba	Cibanda	1	EP CIBANDA	Catholique	60	83	83	39	64	31	360	8	8
		2	EP SHALIRO	Protestante	57	64	54	50	48	46	319	7	7
Uvira	Katongo (péri-urbaine)	3	EP KAKUNGWE	Protestante	80	53	50	48	29	41	301	6	6
		4	EP KATONGO	Protestante	31	51	54	31	35	18	220	6	6
Walungu	Muleke_Burhale	5	EP MULEKE	Catholique	95	81	57	48	43	49	373	8	8
		6	EP BURHUZA	Protestante	90	64	75	58	44	32	363	8	8
Bukavu	Mulambula (urbain)	7	EP MULAMBULA_USHINDI	Protestante	70	66	68	54			258	4	4
		8	EP MULAMBULA	Catholique	120	112	97	67	68	50	514	9	9
Kabare- Sud	Cirunga (Péri-urbain)	9	EP MUBANDA	Non Conv	149	130	80	66	55	50	530	8	8
		10	EP MANA	Anglicane	62	72	60	35	17		246	5	5
		11	EP LWAMI	Catholique	173	122	143	79	96	54	667	12	12
		12	EP CIRUNGA	Protestante	65	67	65	48	38	18	301	6	6
Kabare-Nord	Lugendo	13	EP MUHUNGU	Non Conv	68	58	62	60	54	42	344	6	6
		14	EP BUNUMBU	Protestante	98	75	62	30	28	14	307	6	6
		15	EP LUGENDO	Catholique	126	119	104	99	76	40	564	12	12
	Ihimbi	16	EP REHEMA	Protestante	127	98	81	65	48	35	454	12	12
		17	EP BIGOHWA	Protestante	70	74	65	65	51	22	347	6	6
		18	EP FAIDA	Protestante	70	50	24	17	35	25	221	6	6
		19	EP KASHONGOLERE	Catholique	46	28	36	38	23	17	188	6	6
		20	EP IHIMBI	Catholique	222	174	157	136	130	120	939	14	14
Totaux					1879	1641	1477	1133	982	704	7816	155	155

South Kivu: Cohort 2

AXES	COMMUNAUTES		Ecoles de la Communauté	Réseau	Effectifs par classe					Nbre de Classes	Nbr Enseignants
					1	2	3	4	Tot		
Luhwinja	Ngando	1	EP UMOJA	Protestante	20	23	30	25	98	5	5
		2	EP NGANDO	Protestante	47	54	54	43	198	6	6
		3	EP MUHERA	Protestante	37	35	42	29	143	6	6
Luhwinja	Luhwinja-Centre	1	EP IFENDULA	Catholique	134	107	125	115	347	15	15
		2	EP LUBANZA	Protestant	55	57	53	60	225	6	6
		3	EP KARHUNDU	Protestant	39	35	31	32	137	6	6
	Mumosho	1	NYAMURHUZA	Catholique	117	65	63	51	296	8	8
		2	MUMOSHO 2	Protestant	83	60	47	67	257	8	8
KALEHE	Chofi	1	EP CHOFI	Protestante	130	89	82	70	371	9	9
		2	LUZIRA	Catholique	80	64	52	44	240	6	6
		3	TULUNDA	Protestant	75	42	36	47	200	6	6
	Miti	1	MITI	Protestant	157	92	90	99	438	12	12
		2	KAMBEHE	Protestant	68	68	77	56	269	6	6
Lugendo	Ishungu	1	ISHUNGU	Catholique	84	76	93	55	308	10	10
		2	LWANGOMA	Officielle	76	65	59	54	254	6	6
		3	MULUNGURHU	Protestant	60	58	58	59	235	6	6
Uvira	Kilomoni	1	EZIO	Catholique	112	65	74	69	320	9	9
		2	MASUZA	Protestant	36	32	20	9	97	5	5
	Rugembe	1	JOSEPH	Catholique	85	97	127	114	423	12	12
		2	BUTOLE	Protestant	49	39	41	45	174	6	6
Totaux					1544	1223	1254	1143	5030	153	153

South Kivu: Cohort 3

AXES		COMMUNAUTES	N°	Ecoles de la Communauté	Réseau	Effectifs par classe							Nbre de Classes	Nbr Enseignants
						1	2	3	4	5	6	Tot		
Uvira	2 EP urb:10% P.Urb:25%	KAGANDO péri-urbaine	1	Ep KAGANDO	ECC	14	21	30	25	29	16	135	7	7
			2	EP IYUWA	ECP	55	31	29	27	17	24	183	6	6
		KALUNDU urbaine	3	EP IMMACULEE	ECC	86	39	32	37	27	18	239	7	7
			4	EP KALUNDU	ECC	42	49	61	66	64	56	338	6	6
Walungu	rurales	MUZINZI rurale	1	EP MUZINZI ;	ECC	150	157	107	100	74	47	635	14	14
			2	EP LUZIRHU ;	ECC	112	70	60	54	27	20	343	7	7
			3	EP CABOBA	ECP	65	35	20	17	5	7	149	6	6
Kabare Sud	P.Urb :25%	LUDAHA peri-rurales	1	EP LUDAHA ;	ECC	184	168	172	151	92	86	853	16	16
			2	EP NGAKWA ;	ECP	90	120	97	80	62	48	497	10	10
			3	EP MOGO	ECC	67	55	36	44	40	48	290	6	6
Kabare Centre	13 écoles rurales: 65%	BUSHUMBA rurale	1	EP BUSHUMBA.	ECC	157	151	162	146	81	57	754	15	15
			2	EP KIBISHI ;	ECC	83	58	64	47	34	38	324	6	6
			3	EP KASHUSHA	ECP	109	85	78	80	63	45	460	11	11
Kabare Nord	rurales	KABAMBA rurale	1	EP BUTAMU	ECP	120	91	102	67	59	48	487	9	8
			2	EP MUMBIRI	ECP	105	75	75	49	44	33	381	8	8
			3	EP KABONEKE	ECC	103	86	83	79	56	46	453	6	6
Mwenga	rurales	MULAMBI rurale	1	EP MAKWALE ;	ECP	87	62	68	36	36	31	320	7	7
			2	EP MUHUZA ;	ECP	53	56	61	37	27	25	259	6	6
			3	EP KARHALA ;	ECC	47	48	52	40	43	43	273	6	6
			4	EP KARHENDEZI	ECP	90	40	44	38	21	15	248	6	6
Totaux						1819	1497	1433	1220	901	751	7621	165	164

