PAGE: Pour une Approche Globale de l'Education

République Démocratique du Congo : Equateur • Sud Kivu • Kinshasa

PAGE PROGRAM FINAL REPORT

with

Life of Project Performance Milestones

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I. Executive summary

A. Program Description

The PAGE (*Pour une Approache Globale de l'Education)* project is implemented in the Democratic Republic of Congo (DRC) and is led by Education Development Center, Inc. (EDC), in partnership with International Rescue Committee (IRC). The project began in late 2005 and was previously scheduled to end in September 2008, but was extended until December 2008. The goals of the PAGE project were to:

- Increase access to education, reduce the burden of school fees borne by parents;
- Increase the quality of education; and
- Contribute to school fee policy changes.

The project's approach is a holistic one, postulating that responsible, sustainable school fee reform must be part of a larger, comprehensive school reform effort. In particular, PAGE piloted an approach that combines income generating activities – reducing the burden of school fees on parents and communities – with more transparent and participatory school management, interactive radio instruction, teacher and supervisor training, and learning materials distribution strategies to directly impact education quality. The project also conducted research and dialogue with stakeholders, as well as advocacy efforts to reform education 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

All three project components were implemented in Equateur and South Kivu, which were the target provinces for the project. However, some of the Education Policy work took place in Kinshasa as well because it is the seat of the central Ministry of Education. Kinshasa was also the central site for the Interactive Radio Instruction program development, although the programs were only broadcast in the target provinces. The project worked with a total of 120 school-communities, 60 in each of the two target provinces.

B. PAGE's Contribution to USAID Strategic Objection 5

The PAGE project was funded by USAID with a mandate from the U.S. Congress to serve as one of two early US-funded pilot initiatives to reduce the burden of school fees that prevent so many children in Africa from enrolling and staying in school.

The three technical components outlined above contribute to USAID/DRC Strategic Objective 5, entitled: "Basic Education, Especially for Girls, Improved in Targeted Areas." In order to contribute to the achievement of this objective, this project supports four specific intermediate results. The technical components, and the USAID intermediate results they relate to, are:

Component One: Community Participation

- USAID Intermediate **Result One** (**IR 1**): Access to Education Increased, Particularly for the Most Vulnerable Children
- USAID Intermediate **Result Two** (**IR 2**): School Fees Costs Borne By Parents Decreased Through Alternative Financing Mechanisms

Component Two: Quality Education

- USAID Intermediate **Result Three** (**IR 3**): Quality of Education Increased through Innovative Educational and Income Generating Activities

Component Three: Education Policy

- USAID Intermediate **Result Four** (**IR 4**): Policy Changes on School Fees Addressed at the Local and National Levels

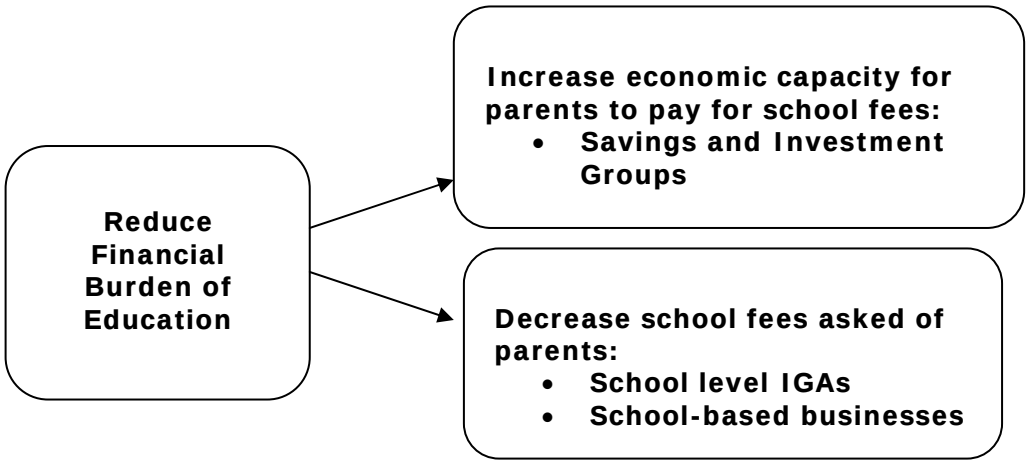
C. Summary of Project Activities by Component

This section will summarize the key points of each component as well as describe the activities undertaken during the course of the project.

Component One: Community Participation (CP)

The Community Participation (CP) component of the PAGE project focuses on developing alternative education financing mechanisms building on the involvement of school-community members in Income Generation Activities (IGAs). The strategies piloted by the CP component achieved successful results and demonstrate that community-based mechanisms designed to finance education can reduce the economic burden of school costs borne by parents in the DR Congo - where the State is not yet capable of fully and regularly financing the education system - and thereby enhance access to education. The CP component approached the problem of school costs as a factor preventing parents from sending their children to school from two angles (see diagram 1). First, the project focused on how to increase parents' financial capacity to pay school costs and, second, it looked at strategies that could potentially decrease the actual amount of school fees charged by the schools.

Diagram 1: Two Approaches to the Access to Education Problem



In accordance with the annual work plans for each of the three years of project implementation, the CP team implemented the following activities in South Kivu Province for each of the three Cohorts of schools:

- The selection of 20 school-communities as per project criteria in collaboration with other project component teams;

- The elaboration and adoption of an action plan in each school through focus groups and general assemblies with parents and school staff;

- Parents' sensitization on the creation of savings and investment groups or school based businesses (which was the main strategy for cohort 2) as a means to overcome the burden of school costs weighing on families' often limited financial resources;

- Training in organizational strengthening and set up (administrative management), to support parents in forming and operating Savings and Investment groups (S&IGs) or the school based businesses;

- Training in financial management to reinforce parents' capacities to run functional and accountable S&IGs/school based businesses;

- Training in choice and management of IGAs, aimed at guiding parents in their selection and conduct of livelihood activities as a group or individually;

- Training in good governance and monitoring of quality of education with other project component teams (training for Cohort 1 and 2 was conducted simultaneously in Year 2) to enhance transparency in school budgeting and resources management and parental involvement in the oversight of school affairs;

- Follow-up visits after each training to ensure refresher trainings were carried out by attendees for other group members to support the retention of new knowledge within the communities;

- The disbursement of grants either to S&IGs (Cohorts 1 and 3 schools) or to school level IGAs or school based businesses (5 Cohort 1 schools and all Cohort 2 schools);

- Continued technical support to IGAs at individual, group and school level through ad hoc capacity building and refresher sessions;

- Continued data collection and monitoring of IGAs and IGA profits rendered by S&IGs and school IGAs or businesses.

In addition, upon recommendations from project technical advisors, the CP teams included the following activities, which responded to the need for capacity reinforcement in Cohort 1 and 2 school-communities:

- Motivation of the members of the Parents Committee (PC) and of the IGA monitoring committees through a small grant that allowed them to set up an IGA to encourage their continued involvement as focal points for the support and monitoring of S&IG activities and data collection.

The success of the IGAs developed by the CP component of the program to reach this two-fold objective relies strongly on community enthusiasm and on parents' engagement in their children's education and school affairs. Indeed, while the PAGE team empowered them through a continued reinforcement of their capacities in income generating techniques, formal training in IGAs and targeted funding, school-community members were entirely responsible for determining and implementing the IGAs. Non-income generating activities in the CP component proved to be a key means to enhance community involvement in school affairs and to increase awareness of the importance of education in the lives of children and communities, each being necessary conditions for the success of the IGAs at parent and school level.

Activities, such as general assemblies with school staff and parents and focus groups to design an action plan in each school, were particularly effective in encouraging increased student enrollment and community involvement in school

affairs. After presenting the program to targeted schools and raising awareness about the program's approach in the first phase of work with each school, the CP team assisted community members in the development of an annual action plan. The action planning process was designed in a way that builds the capacity of parents to elaborate a plan which encompasses their aspirations for the school. The CP Capacity Building Officers (CBOs) started by organizing parental focus group discussions during which participants identified their strengths and resources, expressed their aspirations concerning learning conditions and access to education for their children, and conceived strategies to realize these aspirations. Subsequently, the results of these discussions were published, analyzed and an action plan adopted during general assemblies allowing all parents to build and share a common vision of their children's education.

Building on the increased willingness of community members to participate in school affairs and alternative education financing mechanisms, the CP team implemented a two-fold strategy, with mutually reinforcing expected results, to achieve the overall goal of increased access to education through the alleviation of the burden of school fees borne by parents in targeted communities. The program developed and reinforced the communities' capacity to participate in the following income generating activities: (1) savings and investment groups (S&IGs) and (2) school-level IGAs and school-based businesses.

Increasing Economic Capacity of Parents to Pay for School Fees

The first type of IGA developed was a group-based rotating credit system, referred to throughout this report as "savings and investment groups" (S&IGs). S&IGs were a way to increase parents' income level and hence parents' capacity to pay for the school fees of their children. Through a series of trainings in income generating techniques, continued technical support, and monitoring of the groups, the Community Participation team supported the creation of and helped maintain 688 S&IGs in the 60 school-communities targeted during the three years of program implementation in South Kivu Province.

The S&IGs model was adapted from the well-researched Village Savings and Loans Associations (VSLA) methodology and adopted as a local access-to-finance scheme. It follows the principle that each group member contributes his/her savings to the group on a regular basis (often weekly) and is entitled to borrow the group's capital to invest it in IGAs. The groups encourage individual members - all of whom are parents of children enrolled in the school - to take loans from the group's capital in order to finance individual IGAs. Profit generated from these individual IGAs, minus the interest paid to the group (often 10%) constitutes additional available income for parents to pay school related costs of their children or to enroll additional children. Alternatively, and sometimes in conjunction with individual investments, the members are able to invest in IGAs as a group by pooling their financial and possibly non-financial resources. Members are able to join their savings and/or use group work (such as field labor for third parties) as a fund-raising mechanism for common IGAs carried out collectively.

This model of S&IGs has multiple benefits. First, it allows group members to access capital that is larger than their individual capital and thus to generate larger revenues on a more regular basis. Second, the S&IG system urges group members to invest the capital produced in activities, rather than consume it, thus creating a stable and renewable source of income for their households. Finally, it is a sustainable and self-reliant system as it does not require external financial aid: local resources are mobilized through group members' own savings and clustered together by the group. With the continuation of savings, the payment of interest, and the reinvestment of part of the benefits into group or individual IGAs the total resources available increase over time.

A community member in Bikoro, Equateur, describes the layout of local economic activities during the elaboration of the economic mapping for Cohort 2 school communities.

Under PAGE, the CP team piloted two versions of this strategy, taking into consideration the fact that DRC is transitioning from an emergency to a post-conflict setting. In the current post-conflict setting, communities are moving from being non-participatory recipients of assistance to actively playing an integral role in the rebuilding of the social and economic fabric of their societies in conjunction with external actors. Thus, in Year 1, the CP component created a financial incentive for parents to form groups and mobilize resources by disbursing a grant proportional to the group's own capital.[1] In this way, the more motivated and better functioning groups were rewarded with higher grants than the less active groups. The grant was also meant to supplement and strengthen group capital in order to increase the capacity of parents to pay for school fees and education related costs.

In Year 2, the CP component did not provide grants to the S&IGs which were formed and instead applied a more development-oriented approach where beneficiaries did not rely on external aid. Thus, S&IGs in Cohort 2 relied on their own capital without any external contribution. However, a PAGE grant was disbursed at the school level, instead of the S&IG level, to fund school-based-businesses in the 20 Cohort 2 schools. This approach required a long preparation and follow-up period which prevented the school-based business model from being replicated in the last year of the program.

[1] Of the 20 Cohort 1 school-communities, five received grants at school level instead of at the level of the S&IGs, to support the set up of a school-level IGA.

In the third year, the program reverted to grant disbursement at the level of the S&IGs. The Year 1 model of a grant matching the groups' savings was not replicated in Year 3. In Year 3 the grant amount disbursed was determined according to the total number of children supported by the members in each group, thus linking the grant amount more directly and in proportion with the objective of school fee coverage. Additionally, because the end of the project was approaching, the grants for Cohort 3 could not be provided a sufficient number of months in advance, in order to accumulate savings before the end of the project.

Decreasing school fees

To decrease the amount of school fees charged to parents, the CP component also worked directly with schools. Most of the resources that schools need to operate come from parents. Creating a source of alternative funds for parents and injecting those funds directly into the schools' resources can reduce the financial contribution that schools must ask of parents. This, in turn, allows schools to reduce the fees charged to parents.

A scheme of micro-enterprises set up within and for the schools, referred to as "school level IGAs" (for Cohort 1 schools) or "school businesses" (for Cohort 2 schools) was developed in addition to the S&IG system in the first and third Cohorts. This approach was piloted in the first year of the project in five of the Cohort 1 schools and was expanded to all 20 Cohort 2 schools targeted in the second year of the project. The school-level IGA and the small-scale school business both aim to provide the school with an alternative source of revenue to fund its operations, by setting up a source of income generation such as small retail shops or grinding mills, for example. As a result of the business profits being injected into the school's finances an eventual decrease in the amount of fees asked of parents can be allowed. Consequently, the dual approach implemented in Cohorts 1 and 2 had the advantage of approaching the burden of school fees simultaneously from both the demand and supply side with mutually reinforcing effects: savings and investment groups that help parents raise their capacity to pay for school fees and school-level IGAs/businesses that aim to lower the actual school fees charged to parents through generated profits.

The process and tools to set up pilot IGAs at school level in five Cohort 1 schools differed in certain respects from the process subsequently adopted for the set up of school businesses in Cohort 2 schools.

In Cohort 1 schools, the community selected an IGA management committee in each school to implement and control the school business. The PAGE training in "Choice and Management of IGAs" was adapted in each of the five pilot schools to include a specific emphasis on techniques for the selection and management of an IGA at school level. Under ongoing and consistent technical guidance and ad hoc capacity building from the CP team – the Grants Manager in particular - the committees conducted a needs assessment within the local economy in order to identify needs and niches for products or service provision and to document their IGA selection. Then, simple market studies were conducted under the leadership of the IGA management committee to collect all relevant information on the local

economy in relation to their pre-selected business ideas. To select the most viable school-level IGA and to develop a feasible business action plan, CP staff worked with the IGA management committee, asking them to help gather market information gathered and draw up a provisional income statement (*compte d'exploitation prévisionnel*), prior to grant disbursement. The amount of the grant disbursed to each school varied according to the needs quantified by each school and was disbursed in a single installment, as opposed to the fixed amount of $2,500 disbursed in several installments to all Cohort 2 schools.

In comparison, the design and implementation structure of school- based businesses in Cohort 2 schools differed in several respects from the Year 1 school-level IGA scheme, while following the same overall approach and objectives. The school-based businesses in Year 2 were run by a Business Manager (BM) who, with the community's oversight, ensured that the business choice as well as its development and operation was sound and ultimately profit-producing such that it would produce a reduction of the amount of school fees charged to parents. Technical advisors who visited the program in 2007 suggested that such a modification of the Cohort 1 school-level IGA management structure (from a committee to a single business manager) would facilitate and improve business efficiency thus making them more profitable. Indeed, the Business Manager was able to run the school business in ways similar to a private entrepreneur, while the monitoring committee was maintained to provide a system of checks and balances by verifying and advising the BM's decisions and monitoring the business outputs. Drawing lessons from the school-level IGAs piloted in Cohort 1 schools, a complete set of business management tools was developed by PAGE staff and used in training for and establishing the school-based businesses under Cohort 2.

With added support from a Market Analysis Officer and two Economic Capacity Building Officers (ECBOs), the Community Participation team conducted mappings of the economies around the Cohort 2 schools to identify local business trends, economic actors, opportunities and risks. The economic team then helped each community to proceed with the participatory selection of a capable business manager who was charged with the responsibility to select, set up and operate the business. To allow the team to provide better IGA support to targeted schools, CP staff were trained on adapted facilitation techniques, entrepreneurship skills and business management by international CEFE (Competency-based Economies for the Formation of Enterprise) consultants. PAGE staff then organized a formal training for the 20 business managers on Business Development Skills and Entrepreneurship, using the CEFE methodology.

Based on the results of the mappings, the CP team then provided support to BMs in conducting market analyses leading to the selection of a viable, feasible and profitable school business, and in trained the BMs to build their business skills, such as business plan development. In addition, the ECBOs facilitated the adoption of charters (*Réglements d'Ordre Intérieur* or ROIs) through General Assemblies defining roles and responsibilities of all the stakeholders involved in the school-based business (Business Managers, Parents Committees, Parents Associations, and Monitoring Committees). These stakeholders defined the rules governing the school business and its relation to the school, including roles and

responsibilities of each actor involved in the school business, a system of checks and balances, sharing of benefits, grievance mechanisms, disciplinary actions, reporting timeframes, etc. This was a key phase of the business related activities, as it allows all stakeholders to define a governance framework for the business.

There were many steps involved in the preparation, implementation and monitoring of the school businesses and experts on the model recommend a long follow-up period to track the use of funds. The complexity and the length of the process was the reason why this strategy was not replicated by the program in Year 3. Indeed, the schools would not have had sufficient time for preparation and follow-up given the program's approaching end. Consequently, in Year 3, the project again reverted to providing financial support to the 216 S&IGs created by Cohort 3 school-community members, this time determining the grant disbursed according to the total number of children supported by the group's members.

The CP component was included into the PAGE program to research various effective ways to increase access to education. The different strategies piloted by the component all promote IGAs, but differ in the entities that execute them (parents or schools), the scale of the IGAs, and the use of the revenue generated. The key features of each IGA strategy are summarized in the table below.

Cohort 1	A PAGE grant was provided to 244 S&IGs in 15 Cohort 1 schools, matching their capital in order to supplement and reinforce each group's investment capacity; likewise a PAGE grant was given to the remaining five Cohort 1 schools to fund school-level IGAs. An IGA management committee, made up of community stakeholders, oversaw the school-level IGAs. The amount of the grant disbursed to each school-level IGA varied according to the needs quantified by each school and was disbursed in a single installment; the S&IG grants were determined in proportion to how much capital each group could raise.
Cohort 2	S&IGs used only their own capital to fund their IGAs. Each school received a start-up grant to allow the set-up of a micro-business at the school level. A school Business Manager was hired to oversee and run the school-based business and a monitoring committee of stakeholders had oversight. A fixed amount of money was given to each school, disbursed in installments; no grants were given to the S&IGs.
Cohort 3	The project provided financial support to the 216 S&IGs created under Cohort 3; the amounts of the S&IG grants disbursed were determined in relation to the total number of children supported by each group's members.

Project M&E findings show that the participation of parents in S&IGs was well above target in all three piloted approaches. When comparing the S&IG models piloted (grant vs. no grant), the provision of a grant proved to have been an effective way of boosting parents' capacity to pay for school fees and maximizing

parental participation in S&IGs. In communities using either model of S&IG grant giving (i.e. matching the groups' capital or allocating grants in proportion to number of children enrolled in school who were supported by group members) levels of parental participation were higher than those in communities where PAGE did not give grants to the S&IB members at all. However, groups that received no grant seemed to have gained a better understanding of the advantages of the S&IGs model, according to PAGE M&E data and their S&IGs might have stood a slightly better chance of outliving the PAGE project than those who received grants.

Component Two: Education Quality (EQ)

"Let's Learn with Matahata," ("*Apprenons avec Matahata"*) Interactive Radio Instruction (IRI) Series

Interactive Radio Instruction (IRI) is one of the principal elements of PAGE's Quality Education component. IRI uses radio to broadcast quality lessons directly into schools. The programs guide the teacher and students through learning activities, games, and exercises. The programs, which are designed to be integrated into the regular school day, teach a particular subject (in this case French and mathematics) using a student-centered approach to teaching and learning. The project completed 100 30-minute daily programs for Grades 1 and 2 in French, mathematics, and basic life skills based on the Congolese national curriculum.

The PAGE team began the development of the IRI scripts in the second quarter of the project. Six scriptwriters were selected and participated in a two-week scriptwriter training on IRI methodology and process. In the last days of the training, selected first candidates wrote the Learn scripts for the "Let's with Matahata," ("*Apprenons avec Matahata"*) series, with the assistance of the PAGE EQ team and EDC IRI experts.

Following the training, the scriptwriting team identified 2 schools in Kinshasa (one rural and one peri-urban) in which to formatively evaluate the "draft" programs. These two schools were selected because their composition was similar to school communities in South Kivu and Equateur, where the IRI programs would be broadcast.

After the initial writing, the scripts were reviewed by an EDC IRI expert and/or, in the second year of the project, a master scriptwriter from the Vision Arts and Culture studio in Kinshasa. The feedback was incorporated into the scripts by the scriptwriters and then submitted to the studio, where the "draft" programs were recorded. The IRI team then conducted formative evaluation in the 2 selected Kinshasa-area schools in order to verify the effectiveness of the programs—whether they were comprehensible to the teacher, engaging for the students, etc. Based on their observations of the programs in use in the formative evaluation

classrooms, the scriptwriters would then make necessary revisions to the scripts. The programs were then produced in broadcast ready format and were broadcast in sequence during the school years in Equateur and South Kivu to reach the PAGE target schools.

Partner radio stations aired a total of 300 programs over the life of the project: 100 grade 1 programs in Years 2 and 3, and 100 grade 2 programs in Year 3.

Program M&E results demonstrate that the IRI program series has proven to be highly effective in Equateur and South Kivu. A test in French and mathematics was developed by the PAGE project and administered to a representative sample of 400 students including 200 from the PAGE schools (receiving the IRI treatment) and another 200 students from "control"[4] schools. Post-tests were conducted yearly and showed that after only 2 years of the IRI broadcasts, grade passing rates in PAGE assisted schools increased by 30% over the baseline conducted in Year 1. The number of students in PAGE assisted schools passing the math test increased from 36% to 92%, and the number of students passing the French test rose from 35% in Year 1 to 90% in Year 3. Whereas, in the control schools 33% of students passed the pre test and 41% passed the post test.

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.

IRI Materials and Kits Distribution

To complement and support the IRI programs and the face to face training activities, the PAGE team distributed kits to teachers, including didactic educational materials that they could use in the classrooms.
In addition to training, teachers in grades 1 to 4 were provided with teachers' guides or worksheets related to each of the trainings received.
PAGE distributed 583 kits and 214 IRI worksheets in 2007, and 500 kits and 345 IRI worksheets in 2008. The kits contained the following items:

- 1 radio set
- 3 batteries
- 1 national syllabus book
- 2 pairs of scissors for teacher
- 2 pairs of scissors for student
- 2 liquid glue pots
- 6 Bristol board sheets
- 2 color pencil boxes
- 1 pair of compasses
- 1 protractor
- 1 set square
- 1 measure of capacity (Liter and submultiples)
- 1 measure of weight (kilogram and sub-multiples)
- 1 Grade 1 and 2 math wall band

[4] For detailed questions connected with the methodology, see the report on pre and post test results in the annex to this report.

- 1 geographical map of the DRC
- 1 geographical map of Africa
- 1 measuring stick for teacher
- 1 plastic ruler
- 4 slates
- 2 pencil boxes
- 1 wall alphabet
- 1 map – respiratory anatomy
- 1 map – skeleton anatomy
- 1 botanical map
- 1 zoological map
- 1 French dictionary

Teacher and Supervisor Training

PAGE also provided face-to-face trainings to teachers and inspectors in active pedagogy and the use of IRI in the classroom. The selection of topics was guided by the review of the national curriculum and by the results of the baseline assessment of teacher and inspector performance. The project succeeded in training a total of 844 teachers (259 women), in active pedagogy methods in their school communities.

Active pedagogy training included the following topics:

- Introduction to Active Pedagogy + Group Work & Role Play
- Thematic Planning (Centre d'Interet)
- Didactic Materials
- Project-Based/Service Learning

In the final year of the project, the EQ team conducted refresher trainings for teachers and supervisors on the PAGE training topics. Supervisors were included in the trainings so that they could observe, evaluate and support teachers' progress through the year. Follow-up visits were carried out in conjunction with the supervisors, to allow them to practice the skills reviewed during the Modern Supervisory Techniques training (TS) they attended and to observe and support teachers in improving techniques learned during the active pedagogy trainings.

With these trainings and broadcasts, teachers and supervisors gained more theoretical and practical knowledge about active teaching methods.

Crosscutting Activities

In collaboration with the Community Participation and Education Policy teams, the EQ team conducted yearly trainings for School Management Committees (SMCs) and Committee of Parents (CP) members in good governance to facilitate openness in the management of the school and education quality monitoring.

The goal of the training, entitled "Good Governance and Organizational Strengthening and Set Up", was to train participants on building transparency in

school management and to demonstrate to them strategies that they could use to achieve transparency in their schools.
During the training participants with the assistance of PAGE staff, developed action plans to improve the systems currently in place in their own schools.

The training on Good Governance focused on the following topics:

- Principles of good governance;
- Application of good governance principles to the management of school resources and;
- The monitoring of quality of education to be carried out by parents.

This training was designed to show the relationship between all components, i.e. school fees, school quality, and the role of effective leadership in managing the relationship between the two. In attendance were members of the school committee including school directors, Parent Association members, members of the Parent Association Management committees, and teachers.

Below is a summary table of the slate of all training modules developed and delivered under the EQ component of the project.

Modules		**Target Group**	**Target Cohort & Year**
IRI1	Interactive Radio Instruction, Grade One	Grade 1 Teachers *(plus teacher supervisors)*	Co 1& 2 = Y2; Co 3 = Y3
IRI2	Interactive Radio Instruction, Grade Two	Grade 2 Teachers *(plus teacher supervisors)*	Co 1 – 3 = Y3
TS	Teacher Supervision (Techniques de Supervision)	School Directors, Inspectors, Pedagogy Advisors	Co 1 = Y1; Co 2 = Y2; Co3 = Y3
GM1	General Methodology: Intro to Active Pedagogy + Group Work & Role Play	Grades 1 – 4 Teachers *(plus teacher supervisors)*	Co 1 = Y1; Co 2 = Y2; Co3 = Y3
GM2	General Methodology: Thematic Planning (Centre d'Interet)		
GM3	General Methodology: Didactic Materials	Grades 1 – 4 Teachers *(plus teacher supervisors)*	Co 1& 2 = Y2; Co 3 = Y3
ABPS	Project-Based/Service Learning (Apprentissage Basé sur les Projets et le Service)	Grades 3 & 4 Teachers *(plus teacher supervisors)*	Co 1& 2 = Y2; Co 3 = Y3
SMC	School Management Committee : Monitoring and Managing for Quality (in conjunction with other modules and with CP team)	SMC and PC members	Co 1 – 3 = Y3
FR	Final Review (Recyclage) Workshop	Grades 1 – 4 Teachers *(plus teacher supervisors)*	Co 1 – 3 = Y3
GG	Good Governance: Good	School committee	Co 1= Y1

	Governance and Organizational Strengthening and Set Up	Members (School directors, Parent Association members, Parent Association Management Committee members, and teachers.)	Co 2= Y3 Co 1-3= Y3

Component Three: Education Policy (EP)

The Education Policy (EP) Component is aimed at bringing the issue of school fees—and the barriers to school access that they create - to the attention of national and local education authorities and other stakeholders, with the purpose of providing information to policymakers and ultimately influencing policy on school fees. The PAGE project achieved this objective by conducting research and making policy recommendations to local and national authorities related to the reduction of school fees. Through a variety of research studies, workshops, and fora on the state of school fees and school financing, the project raised awareness among local, provincial and national governmental and civil society actors about the laws and regulations controlling the financing of the education sector in the DRC. These fora also served to increase community awareness about the issues surrounding school fee policy, their rights vis a vis access to schooling and the roles that schools, communities and families can play in advocating policy change. In short, the policy team, over the three years of the project, undertook a series of studies, held a number of fora at the central, provincial and local levels both to gather information about school fees and disseminate information from the EP studies. Another goal of local level fora was to help communities understand their rights and responsibilities vis a vis the school fee issues. The following list is a summary o f the EP Team activities, some of which are discussed in more detail below.

- A *Situational Analysis of School Fee Policy and Practice in the Democratic Republic of Congo. A* comprehensive research study was completed and the resulting report was distributed to stakeholders at the local, provincial, national and international levels;

- A study conducted and policy brief written on school budgets and government financing of schools during the period of analysis (study was completed in 2006-2007);

- Multiple dialogue events (workshops and forums) organized at all levels 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;

- Participatory dialogues/fora with national and local level stakeholders in a series of fora to study the policies influencing school fee practices. All community members were involved through a radio broadcast debate aired in both provinces.

- A forum on “Policies and Practices of School Fees: The Roles of Education Partners for a Retentive and Non-Exclusive Education” and “School Drop-outs in the Equateur Province” held in the Equateur and South Kivu provinces respectively in August 2008.

- Training workshops on the positive change in policies and practices surrounding the issue of school fees for members of Cohort 3 school communities.

- Radio broadcasts of mini reporting sessions discussing key project themes: school fees, education quality, and community involvement in education.

- Research and completion of report on the Definition, Cost and Financing of a Quality Primary Education in a Standard Community, which was later presented at the National Quality School Forum.

During the project start-up, EP staff identified key members in the Ministry of Education and other stakeholders in the education arena. The policy advisor and the Chief of Party held a meeting with these stakeholders to discuss the project’s plans and objectives in order to open up the discussion around the reduction of the school fee burden on parents, from the policy level.

After participating in the International School Fees Conference in Nairobi, Kenya along with the Ministry of Education, UNICEF and USAID partners, the Education Policy team identified and obtained reports, documents and contacts which were instrumental in the writing of the *Situational Analysis of School Fees in the DRC* report.

The draft of this breakthrough report was shared at a national forum with partners and stakeholders that catalyzed discussion on the issue and allowed participating stakeholders to make initial suggestions on next steps necessary to inform the reform of school fee policies in the DRC. In the two provinces of Equateur and South Kivu, the report was distributed to provincial stakeholders during a full day of participatory presentations devoted to sharing the results of the study. Participants of this event included education authorities, the provincial level members of the EPSP, representatives of various provincial institutions and religious schools, members of teachers unions and parents, representatives of international organizations, principals and school parent committees at provincial bases.

The results of the report were also presented at a UNICEF/USAID-sponsored workshop. This major national event was televised and included appearances by the First Lady of the DRC and the Minister of the MEPSP (Ministère de l’Enseignement Primaire, Secondaire et Professionnel or Ministry of Primary, Secondary and Professional Education) as well as all PROVEDs (Chefs des Divisions Provinciales or Provincial Department Heads), and other national and provincial, governmental and non-governmental representatives of the education sector. Subsequently, the Government of the Democratic Republic of the Congo published an official document (an Arreté ministerial) establishing some standards and regulations pertaining to the numerous fee categories usually paid by parents.

After participating in the International School Fees Conference in Nairobi, Kenya along with Ministry, UNICEF and USAID partners, the Education Policy team completed a first draft of the *Situational Analysis of School Fees in the DRC* report. The draft was shared publicly during a National forum in Kinshasa, in order to share preliminary results with partners and stakeholders, as well as to engage them and encourage their feedback on the report prior to final production and distribution. The EQ team incorporated the feedback from the forum and convened follow-up events in Equateur and South Kivu in the fall of 2006. The events, attended by participants from all decentralized levels of the education system and civil society, garnered the additional feedback necessary to finalize the report. Due to the sensitivity of the topic of school fees in the DRC, the Policy team saw the validation of this report by various stakeholders as an essential factor. Consequently, the team checked their results with diverse stakeholders from the school-community to the provincial and national levels prior to the report's completion.

Another outcome of the provincial fora discussed above was to set the agenda and work plan for the project in the upcoming year. One of the goals that emerged from the development of the work plan was for the Education Policy team to use radio broadcasts to increase awareness of community members about the policies and practices surrounding the issue of school fees. Consequently, the Education Policy team organized one debate per province in Year 2. The topic of the forum in South Kivu was: "Policies and Practices of School Fees: The Roles of Education Partners for a Retentive and Non-Exclusive Education" and "School Drop-outs in the Equateur Province." These debates were broadcast live on the radio in both provinces.

In Year 3, the EP team hired three consultants to lead the research study on the "*Definition, Cost and Financing of a Quality Primary Education in a Given Community."* The team consisted of a sociologist, an education specialist and a computer specialist. The EDC consultants put forward a methodology document accompanied by a questionnaire consisting of 10 sections:

- Characteristics of the community;
- Teacher qualifications
- Education material conditions;
- Education pedagogical conditions, including the composition of the group of students;
- Relationships with the administration;
- Relationships with students' parents and the community;
- Relationships within the school;
- The teaching and learning process in the classroom;
- School results;
- The cost and the sources of financing.

Education stakeholders in the three provinces responded to survey questions in each of these categories. Provincial fora on the theme, "*Definition, Cost and Financing of a Quality Primary Education in a Given Community"* were held. In Bukavu, the collection of the data was completed during the provincial forum, while in Kinshasa and Equateur the data were collected prior to the respective

fora. The results of the study were presented during the National Forum in Kinshasa that was attended by the Minister of Education, the donor community and other education stakeholders, including the PROVEDs from the provinces. The report inspired discussion with stakeholders around the definition of a quality school and yielded the following recommendations:

- Organize a technical forum on the establishment of a National Primary Program;
- Conduct more extensive research, in at least 3 provinces;
- Introduce and popularize the definition of and standards for a quality primary school among teachers, supervisors and management within the educational system;
- Accelerate the process of implementation of education sector policy reform;
- Clarify official policies and government statements regarding school fees and implement free primary education as mandated by national and international law;
- Putting in place a structure or committee to follow up on the recommendations related to creating a quality school.

These recommendations were shared with the National Ministry of Education and other stakeholders.

II. Performance Reports by Intermediary Result

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

1. IR 1 Overview

This IR is principally concerned with reporting on changes in basic student data such as enrolment, repetition rates, pass rates and attrition rates. Increased enrolment, lower repetition rates, higher pass rates and a reduction in student attrition all indicate that student access to educational services has improved.

2. Indicator Status

INDICATORS		Year 2 (2006-2007) compared to Year 1 (2005-2006)		Year 3 (2007-2008) compared to Year 1 (2005-2006)	
		Targeted	Achieved	Targeted	Achieved
Indicator 1.1.1: % Increase in student enrolment in PAGE assisted schools.	**Total**	**20%**	**24%**	**40%**	**17%**
	Girls		27%		21%
	Boys		22%		15%
Indicator 1.1.2:% Decrease in drop-out rates in PAGE assisted schools.	**Total**	**10%**	**30%**	**20%**	**51%**
	Girls		31%		45%
	Boys		28%		56%
Indicator 1.1.3: % Increase in grade passing rates in PAGE assisted schools.	**Total**	**20%**	**26%**	**30%**	**30%**
	Girls		30%		31%
	Boys		23%		29%
Indicator 1.1.4: % Decrease in grade repetition rates in PAGE assisted schools	**Total**	**20%**	**22%**	**40%**	**22%**
	Girls		26%		25%
	Boys		20%		19%

Based on the results above, PAGE interventions have resulted in a 17% increase in student enrolment over the Year 1 baseline. The 17% increase takes into account the project's high results in Year 2 in which PAGE targeted schools saw a 24% increase in student enrolment. The regression in Year 3 can be attributed to factors such as the lack of basic infrastructure in schools to accommodate both higher enrolment and lower attrition rates than they experienced in previous years. While PAGE did not achieve the target set for enrolment, the dropout rate exceeded the program's target showing a significant decline (51% compared to the project's target of 20%).

According to directors' witness accounts collected by the project, the regression in school enrolment in Year 3 can also be explained by the fact that the Provincial Coordination Unit regulations restrict the number of each class's headcount to 50 students. While this rule may not be scrupulously observed everywhere, it could have created a disincentive among school administrators to push for greater enrolment, as they might have feared criticism or censure for greatly exceeding the upper limit of 50 per classroom.

The results of this IR show that overall, PAGE project activities have resulted in higher student enrolment and retention rates and greater internal efficiency in the school, in terms of reducing student grade repetition and boosting student pass rates from one grade to the next.

3. Success Story

School businesses fueled by the project grants making schools accessible to all children

Ishungu Primary School in South Kivu Province decided to use the financial support of the PAGE project to open a canteen. After carrying out a market study and agreeing with the parents and community members on the terms of the school-based business system expressed in a school-business charter, the Business Manager, Désiré Ishamba Mugoho, submitted a viable business plan to the Community Participation team and, on March 27, 2008, was granted the start up sum of $2,500.

The business was opened on April 16, 2008 and offered such goods for sale as: salt and sugar, tomato sauce, soap, adult and baby clothes and shoes, beauty products, flashlights and batteries, rice, fabric etc. On the first follow up and monitoring visit by the ECBOs at the end of May 2008, the team was amazed at what they found: in the first month of operations, the canteen had produced a net profit of $315, in addition to having regularly paid salaries to the employees of $110 ($60 to the Business Manager himself, $30 to the shopkeeper and $20 to the guard) and covered its running costs. This school-based business allocated $279 to go to the school, which allowed the director to reduce school fees to $0.50 per month. This reduction amounts to a record 50% drop in school fees. Three weeks later, the business showed an increase in its average daily

Ishungu Primary School Parents' Committee Members receive the grant to implement their canteen project

sales from $125 to $166, and was at the end of the PAGE project generating profits well above the projected $312 from the business plan. As of September 2008, this school-based business generated record profits of $2,109.92 in its first 5 months of operations.

The incredible success of the Ishungu business-school shows how a committed individual along with leadership from the school administration and a supportive community can leverage some external financial support and capacity building to establish a sustainable mechanism to improve the accessibility of education for Congolese children. The Ishungu' school-business story is a success for the parents and community of Ishungu, for the school administration as well as for the PAGE project.

Several other school businesses set up with the help of grants provided communities with income towards reduction of school fees, and also represent the success of the PAGE initiative.

In Ngando Primary School in South Kivu, the business – sales of construction materials - generated $188 from April – June 2008, which allowed for a reduction of 25% in monthly school fees. In Lwangoma, another school in South Kivu, the grinding mill and the wholesale of maize and manioc business, already running smoothly, generated $52 profit in June 2008, $111 in July 2008 and $150 in August 2008. In Equateur, the Bwalanga school business – a canteen - is functioning well, with the profits paying 50% of the school costs for pupils. Also in Equateur, school businesses in Losandja (a canteen) and in Lolango (rental of materials) are also making steady profit and paying for a portion of the school fees required for students to attend classes.

B. USAID Intermediate Result Two (IR2): School Fees Costs Borne By Parents Decreased Through Alternative Financing Mechanisms

1. IR 2 Overview

IR 2 is subdivided into three Sub-Intermediate Results (SIRs) and has seven Performance Indicators (PIs). These indicators aim at evaluating the impact of the PAGE activities related to CP and how income generating mechanisms contributed to the reduction of the burden of school fees borne by parents in the PAGE school communities.

2. Indicator Status

INDICATORS	Year 2 (2006-2007) compared to Year 1 (2005-2006)		Year 3 (2007-2008) compared to Year 1 (2005-2006)	
	Targeted	Achieved	Targeted	Achieved
Indicator 2.1.1: Percentage of parents in parents' associations carrying out PAGE-supported IGAs.	50%	103.5%	50%	50%
Indicator 2.1.2: Number of PC, SMC, PA members trained by the project in incoming generating techniques.	700	1899	1400	3471
Indicator 2.2.1: Average IGA income per household as a percentage of average PAGE grant per household.	10%	47%	10%	90%
Indicator 2.2.2: IGA income as a % of school fee costs.	25%	71%	25%	79%
Indicator 2.3.1: Dollar amount of IGA funds managed through the PAs, SMCs, and/or PCs.	$100,000	$67,771	$200,000	$241,696
Indicator 2.3.2: Number of PC, SMC and PA members trained by the project in financial and administrative management.	700	2374	1400	3385
Indicator 2.3.3: Percentage of PC, SMC and PA members trained by the Project who achieve 60% or higher on training post-tests.	75%	67%	75%	62%

As a result of the 3 models of IGAs implemented by the project, 3471 PC, SMC and PA members were trained. Results showed that 90% of PA's targeted were able to carry out IGAs in their communities and generated sufficient profits to support school fee costs. The IGA income represented 79% of the school fee

costs, which can be linked to the increase in enrolment rates and the decrease in the attrition rates in targeted schools. The availability of these additional funds, put toward school fee costs, allowed children greater access to education.

The table below illustrates that IGA's percentage of school fees. In Year 2 the percentage was 71% and 79% in Year 3. This is significant because the data show that despite the different models implemented in each Cohort, each technique helped parents and/or schools to generate over 70% of school fee costs.

Table 1: Indicator 2.2.2: Revenue from IGAs as a % of the costs of school fees

	School Years		
	1	2	3
	2005-2006	2006-2007	2007-2008
Cohort 1		71%	
Cohort 2			79%

Data were not available for Cohort 3 because Cohort 3 grants were made in Year 3 of the project and their impact could not be assessed before the project ended.

3. Success Story

Parents and community leaders from different ethnic groups collaborating to increase access to quality education for children

It is a sad truth that minority populations are not well integrated with the majority ethnic groups and are often discriminated against in some areas of the DRC. Bantou and Pigmy populations do not mix in their activities and Pigmies are frequently discriminated against and considered a source of agricultural labor for the Bantous. In Iyonda Primary School, a Cohort 3 school in the community of Moheli, Equateur Province, 80% of children enrolled in school are from the Pigmy ethnic group, but the interests and education needs of the Pigmy community were not well represented within the school governance and management structures. However, in early 2008 during the action planning process facilitated by the project, Bantou and Pigmy representatives were brought to work together in focus group discussions irrespective of their ethnic origin. This represented a first time experience for both populations, and is, in itself, a successful collaboration between otherwise very distant ethnic groups. In addition, and to the great satisfaction of the Community Participation team of Equateur, after sensitizations for the creation of savings and investment groups, Pigmies and Bantous created mixed groups in which both ethnic groups interact towards the achievement of a higher goal: increased access to education for all their children.

Parent group business made profitable and paying for children's school fees

The parent group "Vendeurs de chèvres" (sellers of goats) was trained in February 2008 by the CP component of the project, using the project's training methodology and materials or related to setting up and managing a savings and

investment groups. As many as 15 parents of Miti Primary School, of which 3 are women, decided to start pooling their savings to set up a small IGA to buy and sell goats. Some of the group members were already members of a traditional savings and loans system called “likirimba,” but were experiencing some problems due to the lack of repayment of the loans taken by some of the group members. They were also all experiencing difficulties in paying school fees, as a result of which their children were being refused access to class. They decided to try the improved model proposed by PAGE and engage in a common IGA with the objective of paying school fees with the revenues. The group is now profitable and supports education of their children.

C. USAID Intermediate Result Three (IR 3): Quality of Education Increased through Innovative Educational and Income Generating Activities

1. IR 3 Overview

Under result 3, activities focused on increasing education quality in the targeted schools. These activities included interactive radio instruction (IRI) programs, teacher training and the provision of supplementary learning materials for classrooms.

2. Indicator status

INDICATORS	Year2 (2006-2007) compared to year1 (2005-2006)		Year3 (2007-2008) compared to year1 (2005-2006)	
	Targeted	Achieved	Targeted	Achieved
Indicator 3.1.1: Percentage of children in a representative sample of PAGE-targeted students scoring a passing grade or better on French achievement tests.	20%	71%	40%	55%
Indicator 3.1.2: Percentage of children in a representative sample of PAGE-targeted students scoring a passing grade or better on math achievement.	20%	63%	40%	56%
Indicator 3.2.1: Number of teacher trained in active pedagogy.	240	471	480	844
Indicator 3.2.2: Number of supervisors trained in instructional leadership and supervision.	120	121	240	292
Indicator 3.2.3: Percentage of grade one and two teachers using student-centered learning methods, including radio-supported methods, in the classroom.	25%	76%	50%	92%
Indicator 3.2.4: Percentage of grade three and four teachers who demonstrate understanding of project-based and service learning.	25%	83%	50%	82%
Indicator 3.3.1: Number of kits/learning materials distributed to PAGE schools.	360 kits and 198 IRI guides*	583 kits and 214 IRI guides	720 kits and 396 IRI guides	1083 kits and 559 IRI guides

*Because PAGE used a model of phasing in Cohorts year by year, it would have been impossible to distribute 100% of the kits and learning materials by the end of year 2. Indeed, Cohort 3 schools were at that time just being selected. Hence, our target for distribution at the end of Year 2 was that 50% of the materials projected to be produced by the project would have been distributed.

Student Performance and Assessment

As the results above indicate, the PAGE project exceeded the targets for the indicators under this result. Students' scores on Math tests, after teacher trainings and IRI broadcasts, improved over the average scores of students from our baseline data. First and second grade students in PAGE schools were tested at the end of the 2006 school year, before project interventions, most notably the IRI, had begun. The results of these pre-intervention achievement tests in French and math constituted the baseline against which subsequent 1st and 2nd grade student performance in French and math was measured, after the project interventions began. The data obtained, showed that the project achieved a 56% increase in students' scores on Math tests and 55% on French, compared to a 40% target. These results can also be compared results obtained in control schools, where an 8% increase in grade passing rate was observed on French tests, and a 6% increase in Math. These results are validated by the fact that students' pass rates in PAGE assisted schools went up and repetition rates decreased, as discussed under IR 1.

Student assessment data was conducted by a team of 10 evaluators in Equateur and in South Kivu that were recruited and trained by the project. The team consisted mainly of primary and secondary school inspectors. The evaluators participated in an intensive training focusing on both theory and practicum in a non-PAGE assisted school. The administration of the student test was conducted by a pair of evaluators on a yearly basis. A total of 400 students in PAGE-supported schools will be tested (200 per province, 100 boys and 100 girls) in addition to 400 students for comparison purposes in non-PAGE-supported schools (200 per province).

Teacher Knowledge and Practice Assessment

Teacher practice also improved as a result of EQ trainings: 92% of teachers in grades 1 and 2 were observed using the student centered learning methods taught during face-to-face trainings as well as demonstrated in the IRI broadcasts. In addition, 82% of grades 3 and 4 teacher demonstrated a higher level of understanding of project- based and service learning on pre-and post-tests administered before and after training workshops on these topics.

The assessment of teacher practice was administered through classroom observation and interviews for Grades One through Four teachers, using tools adapted from SIEEQ and a team of outside experts who had previously been trained by Intercultural Center for Research in Education (INCRE) and who had carried out a similar study on teachers for the USAID/EDC/ project.

Of the total target population of 80 PAGE school-communities across the first two project cohorts, 20 schools (10 per province) were selected to be the representative sample for the study. The study included the observation of 40 teachers, with 1 teacher from each grade 1 and 2 at each school, all of whom also participated in the interviews. Interviews with students were conducted using a sample of 80 students: 40 per province, 4 from each school and 2 per grade – one girl and one boy. The school directors of each of the 20 sample schools were all interviewed, as well as 20 members of the Parent Associations (PA's) and 80 parents of students who were not members of the PA (4 per school).

Data analysis was first conducted for each subject group separately, to arrive at a rate of "teacher application of active pedagogy" from the responses of each and from the scores of the direct teacher observation. A composite average rate was then calculated for each teacher. Finally, the number of teachers with scores that were considered in the range of "applying active methods" was counted and compared to the total number of teachers in the representative sample.
Data on the teachers' level of understanding of active pedagogy was measured by conducting a simple pre and post test comparison. EQ trainings were preceded by a pre test administered to the trainees and at the end of the training, participants took a post test.

In addition to increased student and teacher performance and practice, the project targeted the distribution of 720 kits and 396 sets of IRI worksheets by Year 3. In order to satisfy the demand from schools and teachers; 1083 kits and 559 sets of IRI worksheets were distributed kits.

3. Success Story

National and Provincial Ministers of Education appreciate the value of the "Apprenons avec Matahata" radio programs

The National Vice Minister for Primary, Secondary and Vocational Education and Equateur's Provincial Minister for Education visited the project schools in January 2008. The two Congolese Education authorities observed two classrooms fully involved in an "Apprenons avec Matahata" lesson in the Bolongo Mabaya primary school in the community of Bongonde. They were very satisfied with teacher and student performance and the impact of project activities and voiced their full support and desire to expand project reach: "We are hoping for the extension of the duration of the PAGE project in order to try and also target schools that are located in very remote rural areas…"

In summer 2008, as the project began the closing of its office in Mbandaka, the provincial ministry reached out to the Chief of Party in Kinshasa requesting that the ministry be allowed to keep the radio programs in order to continue to broadcast the lessons to the next 1st and 2nd grade classes and for school-aged children in the community. An excerpt of the letter from Provincial Ministry of Education is quoted below:

"I make this request because the PAGE project office will close on September 30, 2008 in Equateur and the materials could contribute to the continued education of school-aged children in the Equateur Province especially through the radio broadcasts."

(The copies of the letters sent to USAID and PAGE project can be found in the Appendix.)

The letters demonstrate the appreciation of the project by the Ministry and highlight their eagerness to continue using the programs as an effective education tool.

Parents, school administrators, teachers and community also love the programs and their effect on student learning

After just one year of implementation of Interactive Radio Instruction (IRI) in the DR Congo, the "Let's Learn with Matahata" ("Apprenons avec Matahata") radio programming has proven its advantage as a highly cost-effective way of expanding access to quality education while providing on-going training to teachers, even in normally hard-to-reach schools. The program achieved three major successes after being on air for one year: the completion of the school year with all 100 Grade One programs having been broadcast, the initial post-test results showing that 1st graders in PAGE schools were nearly twice as likely to pass on Math tests and 4 times as likely to pass on French tests than those in non-PAGE schools, and the inclusion of radio distance education – as of 2007 – in the official, donor-supported national Priority Action Program (PAP) of the DRC.

First grade students in Molende Primary School, Mbandaka, actively participate in a « Let's Learn with Matahata" PAGE radio broadcast.

At the end of the 2007-2008 school year in the Bolongo Mabaya elementary school, the Quality of Education team observed a group of 1st grade students leading a lesson on "Apprenons avec Matahata", lesson 2. Parents and other community members who were present at the ceremony enjoyed watching the children actively engaged in various education activities such as role play. Other parents contacted the school director and expressed their interest in enrolling their children in this school. In other communities, such as Bukavu, some parents provide their out of school girls with radios at home to listen to the IRI broadcast "Apprenons avec Matahata" while caring for their younger siblings.

The head-teachers of the schools, such as Bwindi primary school in Bukavu and Mwanya primary school at Uvira, in the South Kivu Province, that are not targeted by the PAGE project kept asking the project for sets of "Apprenons avec Matahata" CDs in order to use them in their schools.

The head-teacher of the Fadhili primary school, at Kabamba in South Kivu, a school not targeted by the PAGE project but neighboring on the PAGE-targeted Bigohwa primary school, came to an agreement with his neighbor to merge their primary Grades 1 and 2 during the airing of the IRI broadcasts thus ensuring students from Fadhili benefited from the programs even though the school was not officially part of the project.

Primary Grades 5 and 6 teachers of the schools targeted by the program kept requesting sessions of training in active teaching methods. These teachers

recognized that their fellow teachers in the lower grades considerably increased their performances at the end of the numerous training sessions with the PAGE project.

The communities also loved the broadcasts: all IRC/South Kivu vehicles in the communities where PAGE is working were called Matahata by community members, after the central character (a goat) in the programs. Public transport vehicles on the Uvira axis in South Kivu tune their radios to the "Apprenons avec Matahata" broadcasts to amuse their passengers during their journeys.

Students learn through project-based activities and benefit their schools and communities

The project conducted Project-Based and Service Learning (ABPS) training for grade three and four teachers and supervisors from South Kivu and Equateur provinces in April 2007. Project-Based and Service Learning (ABPS) is an innovative training approach that combines highly active, student-centered, inquiry-based learning with collaborative, multi-lesson projects that simultaneously aim to enhance practical student skills while raising students' consciousness of their environments by using their skills and knowledge to serve the community.

After the training was given in Bolenge primary school located in the Mpaha-Epole village in the province of Equateur, teachers of the 3rd and 4th grades trained their colleagues from the 5th and 6th grades in Project-Based and Service Learning (ABPS) so as to share with them the skills they acquired. Then, the teachers of 3rd, 4th, 5th, and 6th grade initiated a project to build toilets for the school and to grow crops in the school garden. In order to do so, students were given an assignment to do research in the community on how best to implement the project. After collecting all the data and information from the community, teachers and students were joined voluntarily by the PTA and the SMC members to build toilets. The school also had the support of the community in farming the school garden. They grew corn, that was sold and the money from the sales served to pay for the materials used to build the toilets.

D. USAID Intermediate Result Four (IR4): Policy Changes on School Fees Addressed at the Local and National Levels

1. IR 4 Overview

IR 4 is focused on the promotion of policy discussion around the reduction of school fees. Activities under this IR included studies, stakeholder fora, and other panels and televised and radio debates related to school fee policy and the definition of a quality school.

2. Indicator Status

INDICATORS	Year 2 (2006-2007) compared to Year 1 (2005-2006)	Year 3 (2007-2008) compared to Year 1 (2005-2006)

	Targeted	Achieved	Targeted	Achieved
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.	1	1		NA
Indicator 4.1.2: Report on the % of public/government funds received by PAGE schools out of the total school budget.	1	1		NA
Indicator 4.2.1: # of stakeholders at the national level attending related policy dialogue events.	25	85	50	63
Indicator 4.2.2: # of stakeholders at the local levels attending related policy dialogue events.	25	312	50	69
Indicator 4.3.1: # of policy briefs with recommendations made to DRC government stakeholders around sustainable strategies to reduce and/or eliminate school fees.	1	1	1	1
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.	50%	NA	75%	79%

The PAGE team achieved its targets under this indicator using two principle methods: research and dialogue. The project completed several studies during its three year tenure and it organized a series of fora at multiple levels (local school level, provincial level and national level) to share study results, solicit information, knowledge and ideas from participants to inform studies, educate stakeholders on existing school fee policies, discuss alternative scenarios, etc.

In terms of studies, the project completed a report on the percentage of government funding that goes to PAGE assisted schools, in relation to the required school operating costs. A survey conducted by the project in 2007 shows that for indicator 4.1.2 (report on the percentage of public/government funds received by PAGE schools out of the total school budget) that PAGE schools received 0% of public funds that year; when the survey was repeated in 2008, it showed that 9% of PAGE schools received public funds that year. In 2008, the results of this survey along with recommendations were presented before the Ministry of Primary, Secondary and Professional Education (MEPSP).

Regarding policy change at the local level (indicator 4.3.2), 79% of PAGE communities developed and recorded local policies on school fees, using information and practices they learned from the PAGE project, including the policy fora, radio debates, etc. The significance of this is that, at the local level, the PAGE policy dialogue process was able to introduce some transparency into the determination of school fees.

3. Success Story

The community-level School Fee Consultation Group (CGFS) in the Lugendo- Ishungu community in South Kivu has requested to be integrated into their Parish Pedagogy Committee in order to participate in decision-making around the amount of teacher motivation fees charged to parents

After the installation of the CGFS in this community following the PAGE training in local-level school fee policy reform and advocacy techniques, the six newly designated CGFS members held a meeting and decided to approach the education committee of their parish (the CPP) to solicit their integration into the CPP, which is an important structure that has considerable power around school management and fee establishment in their community. The idea to let the CGFS members into the CPP was strongly supported by the community at large and ultimately the CPP agreed, a decision supported by an official written record. In particular, this success story demonstrates the advocacy power of combined efforts at the PAGE community level in addition to initiatives at the individual school-community level.

An Advocacy Approach from the Bottom Up

Following the policy and practice reform and advocacy trainings conducted in March 2007, the presence of community advocacy facilitators trained by PAGE was being felt. This was especially visible in Ihimbi-Chofi, where school fee policy reform advocates have been posing sophisticated questions about education in their community and about the management of their schools in particular. These actions were definitely noticed. Here, the 16 PAGE-trained policy change agents/advocates from the 8 school-communities in this area took quick action to go together and approach the leadership of the provincial branch of the government's education system payment service (SECOPE) to demand why the public funds intended for education services in their community for the 2006-2007 school year had not been paid. In order to organize this action, the community advocates pooled their personal funds to themselves finance the transport costs to the SECOPE office in Bukavu. While the group did not get a fully satisfactory response to their inquiry, they were very pleased with having succeeded in making the trip and on securing a meeting with the branch office director who made discernable efforts to try to answer their questions.

New Practices Emerge in the Communities

In Kabare-Cirunga parents increasingly contribute to the school's expenses and involve more children in education. These contributions helped bring the rate of fees paid in the PAGE schools down from US $ 1.00 to US $ 0.60 on average per child per month. This helped maintain most of the children at school and generated an important demand from other parents to enroll children in the PAGE schools. The united front of parents was also able to exert some influence on school level policies. The Advocacy Facilitators among the parents advocated and reached a positive outcome on their demand that children born to low-income families should not be expelled without the prior consent of the Parents' Committee Chairperson.

Project Recommendations on School Fees are Incorporated into Education Policy

The National Minister of Education signed a decree authorizing provincial authorities to establish a provincial commission on Education. In the South Kivu province, the PAGE education policy team was invited to participate in meetings in order to prepare internal policy documents prior to creating this educational entity at the provincial level. The Education Policy team, on behalf of the PAGE project, proposed several recommendations towards the rationale for severely sanctioning managers who continued to impose irregular school fees without preliminary consultation with parents. These recommendations were adopted and incorporated into the ROI (*Réglements d'Ordre Intérieur)* of the Provincial Commission on Education.

In the summer of 2008, the PAGE project was also invited to present its findings and thoughts on school fees at the end of the Provincial Commission on Education meeting. The project's recommendations were brought to the attention of the attendees, and were taken into consideration by a subgroup of the commission charged with preparing a round table discussion on education in South Kivu.

III. Overall Impact on School Performance

The PAGE project sought to improve the quality of schools and student performance from various angles. Community participation efforts were the first to be implemented and encouraged parents and community members to become more involved with their schools. These activities built parents' capacity to develop small-scale business plans and models to generate profits that would go towards reducing the burden of school fees on parents and/or to reducing the actual schools fees charged to parents.

Community participation efforts proved to be significantly effective in increasing access and reducing the burden of school fees borne by parents as IGA income represented 70% of school fee costs each year. The effect on student enrolment and retention in schools supported this, showing that the project increased student enrolment by 17% over the life of the project and student dropout rates decreased by 51%. Students in PAGE assisted schools also demonstrated significant improvement with regard to passing from one grade to the next (reduced repetition rates). After the PAGE interventions, 30% more students, in comparison with the baseline, passed from one grade to the next.

At the classroom level, PAGE's IRI lessons improved students' French and Math skills, and guided teachers through the use of active teaching methods to improve their everyday practice. These radio programs were supplemented with teaching kits and face to face trainings to teachers to equip them with both the materials and theory to build the new, active methods into their day to day teaching.

The dialogue on affordable education and school fee policy at the national and provincial levels has also increased awareness amongst education stakeholders. In 2007, the Government of the Democratic Republic of the Congo published an official document (Arreté ministerial) regulating the numerous fee categories

usually paid by parents. In addition, the determination of fees at the local level has become more transparent in PAGE communities due to the awareness raising and advocacy training of the project.

In sum, PAGE project indicators demonstrate considerable impact. After 3 years of activities, PAGE has had a positive and measurable impact on teacher performance, access to education for students, community engagement in schools and reform of the DRC's national school fee agenda.

IV. Challenges and Lessons Learned

Community Participation

Throughout the 3 years of the project, PAGE has faced a number of challenges relating to the design of the project and implementation of the activities. The project took immediate actions to solve problems as they presented themselves to the team during implementation; modifications and adaptations were made to ongoing activities to account for field realities and the challenges posed. The following is a summary of these challenges, and how the project responded to them and suggestions for future projects.

The project design whereby the 60 target schools per province were divided in three cohorts and each cohort was assigned a one year cycle of direct technical assistance with has proven to be not well suited for the type of intensive work with communities of the CP component. While some communities were up and running with their IGAs, for example, others did not move at the same pace and needed more than a year of technical assistance or needed the same technical assistance spread out over a slightly longer timeframe. Given the developmental nature of the project, the work the CP component carried out with communities could not be a one-off delivery of services (trainings, grants) with a fixed exit time. Sensitization of communities, sustained capacity building and efficient management of funds by recipients all require repeated contacts and sessions with communities, both in preparation and in follow up of project interventions if results are to be seen during the project and outlive its life span. The necessity to start working with a new cohort of schools every year, combined with the time-intensive nature of the work caused activities with old cohorts to overlap with those of new cohorts. Given the project's limited human resources, this has caused delays in implementation but most disturbingly has reduced the level of follow up that it has been possible to provide to communities in earlier Cohorts. The simple solution is, of course, to have more staff. In contexts with limited resources community clustering or training a limited number of community representatives and having them train others might be alternative models for implementation.

Education Quality

The development and broadcasts of the IRI program were successfully completed and aired, however, a different staffing structure would have improved the process. Although the project was able to select and train a group of scriptwriters

and broadcast studio, both were new to the development of IRI and the learning curve was steep. In addition, senior technical assistance in this area was limited to short-term technical assistance. A Senior Technical Advisor, would have been able to coordinate the activities prior to the STTA's arrival, and eliminate the need for intensive involvement of consultants on the revision of scripts, design of in-service teacher trainings, etc from a distance. As a result, it is recommended that future programming have a strong senior technical staff in country to lead and oversee this work.

After the development of the programs, the project also encountered slight difficulty with the airing of the IRI programs. At the end of the 2007-2008 school years in the national education system due to a series of strikes, the broadcasts of advertisements, micro-programs and the "Apprenons avec Matahata" series in primary Grades 1 and 2 of the PAGE school communities were delayed. The project responded to this situation by increasing the number of daily broadcasts in Mbandaka to 2 lessons per day in order to complete all 100 lessons by the end of the school year.

Another constraint was the repetitive attempts to send materials via cargo and to travel between offices. Despite several attempts and different approaches used, multiple materials were left behind at the airport depot or other locations, even after paying excess baggage when sending with staff members flying. This was particularly problematic for the Education Quality activities as they involved the shipping of IRI materials such as radio communication equipment, radios for IRI and other IRI materials (teacher guides, batteries, Matahata posters etc.), and Mbandaka office supplies (including ink for printers, other items not available to purchase in Mbandaka). As a result, future programming should budget additional time and resources to account for potential delays and difficulties resulting from shipping and travel.

Education Policy

The improvement of policies and practices around schools' fees is greatly dependent on political will of public actors. Communities' demands can have a significant influence in changing policies but under certain conditions; steps taken to improve policies and practices around schools' fees can only be conducted at an experimental level and cannot be guaranteed to result in a major impact. The PAGE project experienced this during the preparation of the debate in South Kivu on the reduction of school fees. The project, as a result of the tensions and teacher strikes in the region, responded to this challenge by redesigning the agenda for the debate so as not to heighten the situation amongst the players involved. The debate, held on *Politics and Practices of School Fees: The Roles of Education Partners for a Retentive and Non-Exclusive Education"* brought up significant issues and encouraged discussion, however it did not produce the results the project had intended which was to inform the update of the report on school fees.

V. Recommendations

General Program Recommendations

- There is a greater need to build teacher competency and understanding of the curriculum they are currently teaching, than in revising or developing a new curriculum. Efforts should be made to increase teacher understanding of the curriculum and their ability to tailor lessons to each region and school context.

- Increased enrolment rates in schools will need to be complemented by the recruitment and retention of teachers and the building of additional schools in order to respond to the rising class sizes and demand for education. Future programs should take into account, to the greatest extent possible, the necessary infrastructure that will need to be achieved in order to sustain the goals and gains achieved during the project.

- Continued support needs to be provided to teachers in order to improve teacher capacity. This support should include: effective professional training aligned to the national curriculum as well as practice, better and more plentiful teaching tools and an improved system of teacher supervision, one that puts an emphasis on instructional leadership and mentoring more than on “inspection”.

- IRI was an effective and cost effective strategy to reach large numbers of children and teachers with quality instruction and training. The MOE has adopted radio as one of its strategies to improve education nationwide. Programs for grades 3 – 6 should be developed and mechanisms set up to build the provincial governments’ capacity to disseminate and support the use of IRI in more provinces nationwide.

- There needs to be more advocacy and support at the level of the central government to reform school fee policy and set up the mechanisms to ensure the policies are implemented. While IGAs worked well on the PAGE project in that they had an immediate, positive effect on student access to education, over the long term the government (central and provincial) needs to regain its capacity to supply basic education to its population such that 100% of the burden to support schools does not fall on parents.

VI. Annexes

Annex A: Life of Project Performance Milestone Report

Performance Monitoring Indicators	2008 Milestones				
	Period	Target	Achieved	Female	Male
IR1 : Access to Education Increased for the Most Vulnerable Children					
SIR 1.1: Increased Participation of Vulnerable Groups in Education and Greater Community Awareness of and Support for Education					
1.1.1: % increase in student enrolment in PAGE-assisted schools.	Sept '08	40%	17%	21%	15%
1.1.2: % decrease in drop-out rates in PAGE-assisted schools.	Sept '08	20%	51%	45%	56%
	qualitative report	1 Report			
1.1.3: % increase in grade passing rates in PAGE-assisted schools.	Sept '08	30%	30%	31%	29%
1.1.4: % decrease in grade repetition rates in PAGE-assisted schools	Sept '08	40%	22%	25%	19%
IR 2: School Fee Costs Borne by Parents Decreased Through Alternative Financing Mechanisms					
SIR 2.1: Increased Parent and Community Capacity to Carry Out Livelihood Activities					
2.1.1: % of parents in parents associations carrying out PAGE-supported IGAs	June '08	50%	90%*[2]	99%	81%
2.1.2: # of CP, SMC, PA members trained by the project in income generating techniques	Sept '08	1400	3471	910	2561
SIR 2.2: Increased Community and Individual Capacity to Invest in Sustainable Education Improvement					
2.2.1: Average IGA income per household as % of average PAGE grant per household	June '08	10%	90%*	NA	NA
2.2.2: IGA income as a % of school fee costs	June '08	25%	79%*	NA	NA
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 '08	$200,000	$241,696	NA	NA
2.3.2: # of PC, SMC and PA members trained by the project	Sept '08	1400	3,385	1023	2,361

[2] * Indicates figures calculated only in the Equateur province.

Performance Monitoring Indicators	2008 Milestones				
	Period	Target	Achieved	Female	Male
in financial and administrative management					
2.3.3: % of PC, SMC and PA members trained by the Project who achieve 60% or higher on training post-tests.	Sept '08	75%	62%	--	--
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 '08	40%	55%	93%	86%
3.1.2 % of children in a representative sample of PAGE-targeted students scoring a passing grade or better on math achievement	June '08	40%	56%	92%	93%
SIR 3.2 Inspectors and Teachers Supporting and Practicing (respectively) Active Teaching Methods in Primary School Grades 1 – 4.					
3.2.1 # of teacher trained in active pedagogy.	July '08	480	844	259	585
3.2.2 # of supervisors trained in instructional leadership and supervision.	July '08	240	292	5	287
3.2.3 % of grade one and two teachers using student-centered learning methods, including radio-supported methods, in the classroom.	July '08	50%	92%	91,3%	92,3%
3.2.4 % of grade three and four teachers who demonstrate understanding of project-based and service learning.	Sept '08	50%	81,9%	90%	80%
SIR 3.3 Classrooms Enriched with Supplementary Learning Materials					
3.3.1 # of kits/learning materials and IRI guides + work sheets distributed to PAGE schools.	May '08	720 Kits	1083 kits	NA	NA
		396 sets of IRI worksheets and 396 IRI guides	559 IRI guides	NA	NA
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	July '08	NA	NA	NA	NA

Performance Monitoring Indicators	2008 Milestones				
	Period	Target	Achieved	Female	Male
to national and local level stakeholders.					
4.1.2: Report on the % of public/government funds received by PAGE schools out of the total school budget.	July '08	1 (%)	1 (9.17%[3])	NA	NA
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 '08	50	63	14	49
4.2.2: # of stakeholders at the local levels attending related policy dialogue events.	July '08	50	69	7	62
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 reduce and/or eliminate school fees.	July '08	1		NA	NA
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.	Sept '08	75%	79%	NA	NA

[3] This percentage includes data for all 3 Cohorts.

ANNEXE B: REQUEST FOR IRI BROADCAST CDs FROM PROVINCIAL MINISTER IN EQUATEUR

REPUBLIQUE DEMOCRATIQUE DU CONGO
PROVINCE DE L'EQUATEUR
MINISTERE PROVINCIAL DE L'EDUCATION, DE LA SANTE,
DU TRAVAIL ET DE LA PREVOYANCE SOCIALE

Justice — Paix - Travail

Le Ministre

Mbandaka, le 03 OCT 2008

N° 2020/479/CAB-MIN PRO/ESTPS/EQ/CAT/MPK/2008

Objet :
Demande CD/E/R

A Madame le chef de Bureau de Projet pour une approche global de l'Education (PAGE)/EDC – USAID à MBANDAKA.

Madame le chef de bureau,

J'ai l'honneur de solliciter par la présente les Disques Compactes des Emissions (CD) Education. Interactive par la Radio (E/R) que vous avez utilisées durant la réalisation de Projet « PAGE » à l'Equateur.

Je formule cette demande pour la simple raison que projet PAGE a fermé ses portes depuis le 30 septembre 2008 à l'Equateur et les matériels ainsi acquis pourront contribuer à l'Education par émission radio des enfants scolarisables de la Province.

Avec mes remerciements anticipés, je vous prie d'agréer, Madame le chef de Bureau, l'expression de mes sentiments de considérations distingués.

Sentiments patriotiques

Dr Martino BINDAMBA SENGE, MPH

Téléphone : (243) 99 03 66 807
E-mail : bindamba@yahoo.fr

Avenue de la Libération (Quartier des Ministères) Mbandaka/Equateur

ANNEX C: 2007-2008 Student Achievement Post Test Results (French and Mathematics)

RESULTATS DU POST TEST SUR LE NIVEAU DES ELEVES EN FRANÇAIS ET EN MATHEMATIQUES EN PREMIERE ANNEE PRIMAIRE DANS LES PROVINCES DE L'EQUATEUR ET DU SUD KIVU

Indicateurs 3.1.1 et 3.1.2 :
Post évaluation, année scolaire 2007 – 2008

Par

LEMA KITA, Consultant

Sous la supervision de Emmanuel MULONDAY, Coordonnateur des activités de Suivi et Evaluation PAGE/USAID/EDC

Juillet 2008

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I. INTRODUCTION

Le Projet « Pour une Approche Globale de l'Education », PAGE en sigle, est financé par l'USAID et mis en œuvre par Education Development Center en partenariat avec International Rescue Committee. Le projet vise les objectifs ci après :

1. Réduire les frais de scolarité qui pèsent sur les parents et les communautés ;

2. Améliorer la qualité de l'éducation ;

3. Augmenter l'accès à l'éducation surtout pour les enfants les plus vulnérables.

Dans le cadre de l'objectif n°2, le projet apporte une assistance technique et matérielle à 120 écoles-communautés ciblées en Provinces de l'Equateur et du Sud Kivu. Cette assistance technique et matérielle porte spécifiquement sur l'enseignement interactif par radio (EIR), la formation des enseignants pour l'apprentissage et l'application des méthodes pédagogiques actives et la distribution du matériel didactique. Les promotions scolaires spécifiquement visées sont celles de la 1ère et 2ème années primaires pour l'EIR, et les 1ère, 2ème, 3ème et 4ème années primaires pour les autres interventions visant l'amélioration de la qualité de l'éducation.

Le Résultat Intermédiaire Numéro 3 du cadre stratégique du projet stipule que « la qualité de l'éducation s'améliore par des activités éducationnelles innovatrices et génératrices de revenu. » Plus spécifiquement, le **Sous-Résultat Intermédiaire 3.1 stipule que « les programmes EIR, qui fournissent de l'instruction et du soutient aux écoles et communautés difficiles à atteindre, sont utilisés régulièrement. ».** Le Plan de Suivi de Performance (PMP) du projet prévoit deux indicateurs pour mesurer ce sous-résultat :

Indicateur 3.1.1: Le pourcentage des enfants qui, dans un échantillon représentatif des élèves ciblés par PAGE, a un score de « réussite » dans les tests de français.

Indicateur 3.1.2: Le pourcentage des enfants qui, dans un échantillon représentatif des élèves ciblés par PAGE, obtient un score de « réussite » dans les tests de mathématiques.

La démarche méthodologique pour mesurer ces indicateurs selon le PMP sont des épreuves à concevoir par le projet PAGE et à administrer en deux phases au courant de d'une année scolaire, notamment une étude de base ou un « pré test » au début de la l'année scolaire et un post test à la fin de l'année. Les résultats du pré test sont comparés à ceux du post test pour évaluer et mesurer les performances réalisées.

Suivant le PMP, buts quantitatifs du résultat escompté par rapport aux Indicateurs 3.1.1 et 3.1.2 sont :

1. A la fin de la première année scolaire (Juin 2007) : <u>une augmentation de 20 points de pourcentage par rapport au nombre d'élèves ayant obtient une note de « réussite »</u> dans les tests de français et de maths par rapport au pourcentage d'élèves ayant été reçu au moment du pré test ;

2. A la fin de la deuxième année scolaire (Juin 2008) : <u>une augmentation de 40 points de pourcentage par rapport au nombre d'élèves ayant obtenu une note de « réussite »</u> dans

les tests de français et de maths par rapport au pourcentage d'élèves ayant été reçu au pré test.

Ce rapport présente les résultats du post test des élèves de la 1ère année primaire à la fin de l'année scolaire 2007 – 2008 qui permettent de mesurer les indicateurs 3.1.1 et 3.1.2. Suivant l'approche méthodologique, deux groupes d'écoles ont été testés :

1. Un groupe « traitement » des élèves issus des écoles assistées par le projet, qui sont de la Cohorte 1 et d'un échantillon représentatif d'écoles PAGE ; et

2. Un groupe « témoin » d'élèves provenant des écoles qui ne sont pas assistées mais dont le profile est similaire des écoles du projet et qui se situent dans les environs des écoles assistées.

1.1 Objectif du test

Ce post test poursuit les objectifs suivants :

1. Evaluer le niveau des élèves de 1ère année primaire en français et en mathématiques à l'issue d'une année d'interventions du projet PAGE ;

2. Mesurer l'impact des interventions du projet PAGE en estimant l'accroissement du taux de réussite en Français et Mathématiques grâce à une comparaison des résultats du post test à ceux du pré test ;

3. Evaluer la validité de l'hypothèse sur l'impact des interventions du projet PAGE et la taille de l'impact liée au projet à travers des comparaisons avec le groupe témoin.

1.2 Méthodologie

La méthodologie pour l'établissement de l'échantillon et l'administration du post test est pratiquement la même que celle du pré test ; le même échantillon et les mêmes épreuves utilisées lors du pré test ont été utilisés pour la collecte de données. Les mêmes administrateurs ont également été utilisés afin de veiller à la fiabilité des résultats ; ces administrateurs ont bénéficié d'un atelier de recyclage la veille de l'administration du post test afin d'assurer qu'ils étaient toujours capables de faciliter cette collecte de données suivant les mêmes normes et standards que la première fois. Les éléments de la méthodologie qui n'ont pas changé entre le pré test et le post test sont présentés dans l'annexe I de ce rapport.

Les modifications essentielles ont été portées sur le nombre d'élèves testés ainsi que la méthode utilisée pour l'exploitation, l'analyse et la présentation des résultats.

1.2.1 Effectifs des élèves lors du post test

Afin d'assurer la validité de l'évaluation des indicateurs en question, le post test a visé les mêmes élèves que ceux du pré test. Suite aux phénomènes d'abandon et à d'autres cas fortuits (maladies, absences, etc.), l'effet de la déperdition a abouti à un échantillon très modestement réduit par rapport au pré test.

Dans la province de l'Equateur, tous les élèves qui ont participé au pré test étaient présents et ont participé au post test. Dans la province du Sud Kivu par contre, 25 élèves sur 400 étaient absents au post test, soit 12 élèves des écoles ciblées et 13 élèves des écoles témoins.

En vue de demeurer dans la même base de comparaison, les noms et les codes correspondants des élèves absents ont été éliminés dans la base des données du post test et du pré test. Cela a abouti à un échantillon total de 388 pour le groupe traitement PAGE (200 élèves en Equateur et 188 au Sud Kivu) avec 3% de déperdition par rapport au pré test, et 387 pour le groupe témoin (200 élèves en Equateur et 187 au Sud Kivu) avec 3,2% de déperdition par rapport au pré test.

Il importe de signaler ici que le fait d'éliminer les élèves absents dans la base des données du pré test n'a porté aucune modification significative sur les résultats du pré test.

1.2.2 Exploitation, analyse et présentation des résultats

Les résultats ont été traités à base du logiciel SPSS.12. Ils sont présentés d'abord en résumé par branche (français et calcul/mathématiques) et ensuite désagrégé par province et sous branches testés. De façon général, les élèves sont classés par sexe, types d'écoles (ciblées et témoins), catégories d'écoles et selon le niveau de leurs performances.

Suivant la mesure de « réussite » visée selon les Indicateurs 3.1.1 et 3.1.2 du PMP PAGE, il a été considéré **qu'un (e) élève qui a réussi au pré test comme au post test dans une branche (français ou calcul) est celui qui a <u>obtenu un score égal ou supérieur à 50% des points</u>** dans cette branche. Cette définition est conforme aux pratiques du système éducatif en République Démocratique du Congo.

Pour présenter les résultats du post test, trois analyses principales ont été effectuées:

1) **Augmentation brute du pourcentage des élèves ayant réussi**

L'augmentation brute du pourcentage des élèves ayant réussi a été calculé comme suit:

a. Calcul du pourcentage des élèves ayant réussi au post test (proportion des élèves ayant obtenu un score supérieur ou égal à 50% des points en Mathématiques et Français)
b. Comparaison du pourcentage de réussite entre le post test et le pré test et calcul de l'augmentation par la formule suivante:

Cible ou score maximum : 100% des réussites

Pourcentage ayant réussi au pré test : X

Pourcentage ayant réussi au post test: Y

Δ b (augmentation brute) du pourcentage = Y-X

Cette augmentation est l'analyse demandée par les Indicateurs 3.1.1 et 3.1.2 du PMP PAGE et leurs jalons attendus.

Pour aller plus loin dans l'évaluation de l'effet PAGE, l'étude a prévu des analyses au-delà de cette augmentation brute. En effet, l'augmentation brute du pourcentage d'élèves PAGE ayant réussi est un peu limitée dans le sens où elle est vulnérable à des menaces à

sa validité en tant que mesure d'impact de l'intervention du projet. La menace la plus importante et celle de maturation. Un élève de 1ère année primaire testé en début d'année scolaire (lors du pré test) va nécessairement avoir une côte faible parce qu'il n'a pas encore reçu suffisamment de matières. Le même élève testé en fin de l'année scolaire va logiquement augmenter sa côte car il a bénéficié des matières tout au long de l'année scolaire – la maturation dans le temps – même sans intervention particulière d'un projet. Dans ce contexte, il est hasardeux d'attribuer l'impact de l'amélioration de la côte de l'élève à un facteur exogène (interventions du projet PAGE).

Cette analyse univariée ne permet donc pas de déterminer si au moins une partie de l'augmentation du pourcentage des réussites a été réellement liée aux interventions ou « traitement » du projet. C'est pour cette raison que PAGE a opté pour une analyse bivariant faisant intervenir une comparaison entre les résultats des écoles ciblées et ceux des écoles témoins.

2) La différence dans l'augmentation du pourcentage des élèves ayant réussi dans le groupe traitement PAGE par rapport à celle du groupe témoin :

L'analyse de la différence dans l''augmentation du pourcentage des élèves ayant réussi dans le groupe traitement et dans le groupe témoin permet à évaluer si l'augmentation observée chez le groupe traitement était uniquement dû à des effets endogènes. Elle permet donc de démontrer que l'augmentation de pourcentage de réussite n'est pas un simple fait de maturation, en démontrant la différence entre les deux groupes (traitement et témoin).

La différence dans l'augmentation du pourcentage des élèves ayant réussi dans les groupes traitement et témoin a été calculé comme suit:

a. Calcul de l'augmentation du pourcentage des élèves ayant réussi entre le pré test et le post test avec la formule suivante:

X= pourcentage des élèves ayant réussi au pré test /Ecoles ciblées
Y= pourcentage des élèves ayant réussi au post test /Ecoles ciblées
Z= Y-X (augmentation brute du pourcentage des réussites)/Ecoles ciblées

X' = pourcentage des élèves ayant réussi au pré test /Ecoles témoins
Y'= pourcentage des élèves ayant réussi au post test /Ecoles témoins
Z'= Y'-X' (augmentation brute du pourcentage des réussites)/Ecoles témoins

b. Comparaison augmentation des réussites Ecoles ciblées et Ecoles témoins avec la formule suivante :

Δ d (différence dans l'augmentation des deuz groupes du pourcentage des réussites) = Z-Z'

II. SYNTHESE DES RESULTATS

Pour répondre aux informations demandées par les indicateurs 3.1.1 et 3.1.2 du projet PAGE, l'on constate dans l'ensemble que **l'augmentation du pourcentage d'élèves qui ont réussi aux tests de français et calcul est au delà de la cible visée**

Indicateur 3.1.1, le test de Français :

Par rapport au jalon attendu pour cet indicateur en 2008 :

Sur l'ensemble d'élèves des écoles ciblées, 90% ont réussi au post test de français contre 35% au pré test soit une augmentation brute de **55%**. **Compte tenu du fait que l'augmentation du pourcentage ciblée selon le jalon pour 2008 est 40%, le projet a réalisé une performance supérieure à la cible avec un écart positif de 15%.**

Suivant la répartition par sexe, 93% des filles ont réussi au post test contre 47% au pré test, soit une augmentation de 46% ; 86% de garçons ont réussi au post test contre 23% au pré test, soit une augmentation de 63%.

Par rapport aux différences entre les écoles PAGE et les écoles témoins :

Dans les écoles témoins, sur l'ensemble d'élèves, 33% ont réussi au pré test et 41% ont réussi au post test, soit **une augmentation de 8% de réussites**. Suivant la répartition par sexe, pour les filles, 42% ont réussi au pré test et 46% au post test, soit une augmentation de 4% ; pour les garçons, 24% ont réussi au pré test et 36% au post test, soit une augmentation de 12%.

L'augmentation du pourcentage des élèves ayant réussi dans les écoles témoins est de 8% tandis que l'augmentation des réussites dans les écoles cibles est de 55%. Cela veut dire que la différence entre l'augmentation du pourcentage des élèves ayant réussi dans les deux groupes (écoles témoins et écoles PAGE) est de 47%. Selon le sexe, la différence dans l'augmentation du pourcentage des réussites entre les groupes traitement et témoin a été de 42% pour les filles et de 51% pour les garçons.

Indicateur 3.1.2, le test de Mathématiques :

Sur l'ensemble d'élèves des écoles ciblées, **92%** ont réussi au post test de mathématiques contre **36%** au pré test soit une augmentation brute de **56%**. **Compte tenu du fait que l'augmentation du pourcentage ciblée selon le jalon pour 2008 est 40%, le projet a réalisé une performance supérieure à la cible avec un écart positif de 16%.**

La répartition par sexe révèle que **92%** des filles ont réussi au post test contre **48**% au pré test, soit une augmentation de **44%** ; **93**% des garçons ont réussi au post test contre **23**% au pré test, soit une augmentation de 70 points de pourcentage.

Par rapport aux différences entre les écoles PAGE et les écoles témoins :

Dans les écoles témoins, sur l'ensemble d'élèves, 33% ont réussi au pré test contre 39% au post test, soit **une augmentation de 6% de réussites**. Suivant la répartition par sexe, pour les filles, 35% ont réussi au pré test et 40% au post test, soit une augmentation de 5%.

Pour les garçons, 32% ont réussi au pré test et 38% au post test, soit une augmentation de 6%.

L'augmentation du pourcentage des élèves ayant réussi dans les écoles témoins est de 6% tandis que dans les écoles PAGE, l'augmentation est de 56%. Cela veut dire que la différence entre l'augmentation du pourcentage ayant réussi dans les deux groupes est 50%. Selon les sexes, les réussites ont augmenté de 39% pour les filles et de 64% pour les garçons.

Selon les provinces, l'augmentation des performances se présente comme suit:

- En Equateur, le pourcentage des élèves ayant réussi en français dans les écoles cibles a augmenté de 60% entre le pré test et le post test ; au Sud Kivu, il a augmenté de 49%. Les filles ont été plus performantes en Equateur où leur pourcentage de réussite a augmenté de 44% (soit de 45% à 99%) contre 37% au Sud Kivu. Les garçons se sont montrés également plus performants en Equateur avec une augmentation de 65% contre 60% au Sud Kivu.

- En Equateur, le pourcentage des élèves ayant réussi en français dans les écoles témoins a augmenté de 15% entre le pré test et le post test ; au Sud Kivu, il a augmenté de 2%. Les filles ont été plus performantes au Sud Kivu où leur pourcentage de réussite a augmenté de 7% contre 2% en Equateur. Les garçons se sont montrés plus performants en Equateur avec une augmentation de 26% contre une diminution de 3% au Sud Kivu.

- En Equateur, le pourcentage des élèves ayant réussi en mathématiques dans les écoles cibles a augmenté de 64% entre le pré test et le post test ; au Sud Kivu, il a augmenté de 50%. Les filles ont été plus performantes en Equateur où leur pourcentage de réussite a augmenté de 49% contre 39% au Sud Kivu. Les garçons se sont montrés plus performants en Equateur avec une augmentation de 79% contre une augmentation de 61% au Sud Kivu.

- En Equateur, le pourcentage des élèves ayant réussi en mathématiques dans les écoles témoins a augmenté de 7% entre le pré test et le post test ; au Sud Kivu, il a augmenté de 5%. Les filles ont été plus performantes au Sud Kivu où leur pourcentage de réussite a augmenté de 7% contre 4% en Equateur. Les garçons se sont montrés plus performants en Equateur avec une augmentation de 10% contre une augmentation de 3% au Sud Kivu.

L'augmentation des performances selon les branches se présente comme suit:

Sous branches de français :

Dans les écoles cibles, les performances se sont plus améliorées dans la sous branche lecture où la côte moyenne en pourcentage des points obtenus a augmenté de 51% (soit de 28% à 79%). Il en est de même dans les écoles témoins où les performances en lecture ont augmenté de 48% (soit de 17% à 63%)

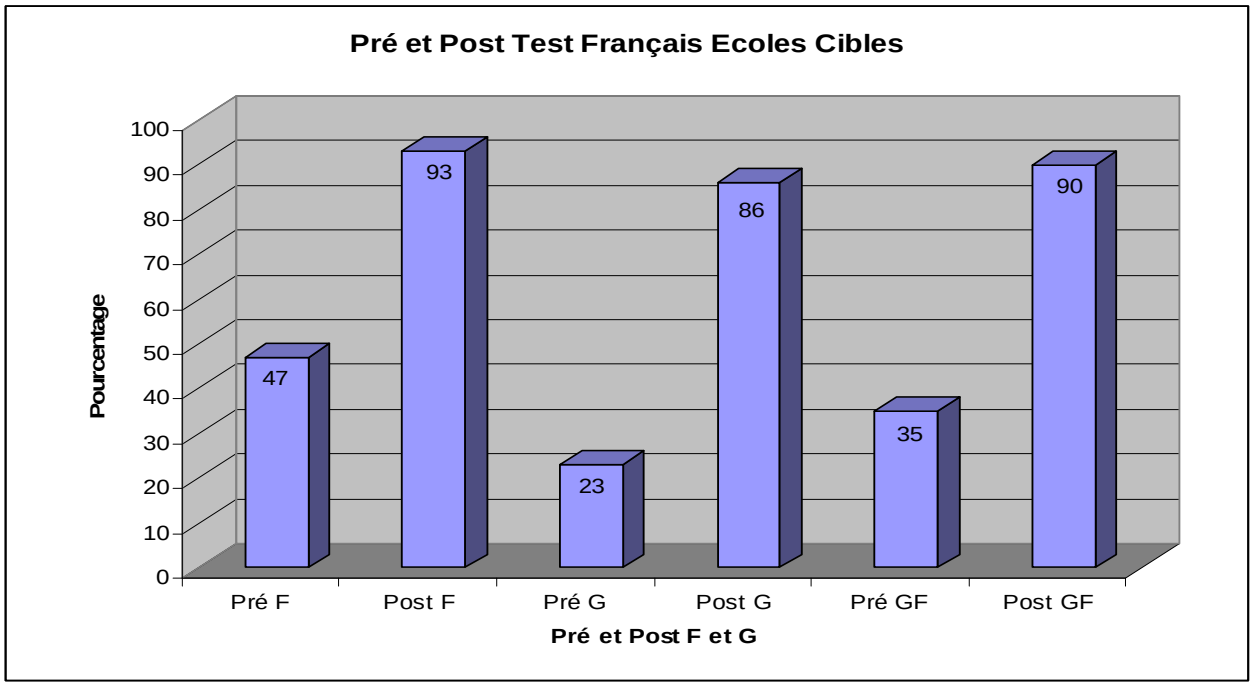
Sous branches de mathématiques :

Dans les écoles cibles, les performances se sont plus améliorées dans les sous branches opérations et grandeurs où la côte moyenne en pourcentage des points obtenus a augmenté de 55% simultanément. Dans les écoles témoins, les performances se sont les plus améliorées en opérations (49% d'augmentation).

III. PRESENTATION DETAILLEE DES RESULTATS

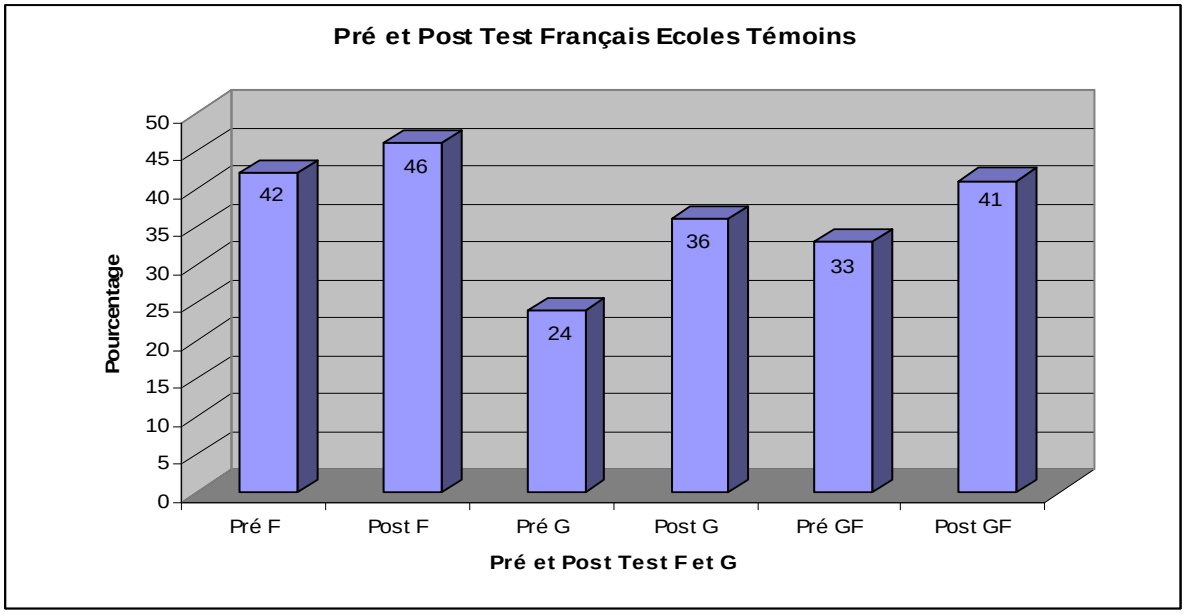
1. Augmentation brute du pourcentage des élèves ayant réussi

1.1 Indicateur 3.1.1 : Augmentation du pourcentage des élèves des écoles ciblées ayant réussi en Français.



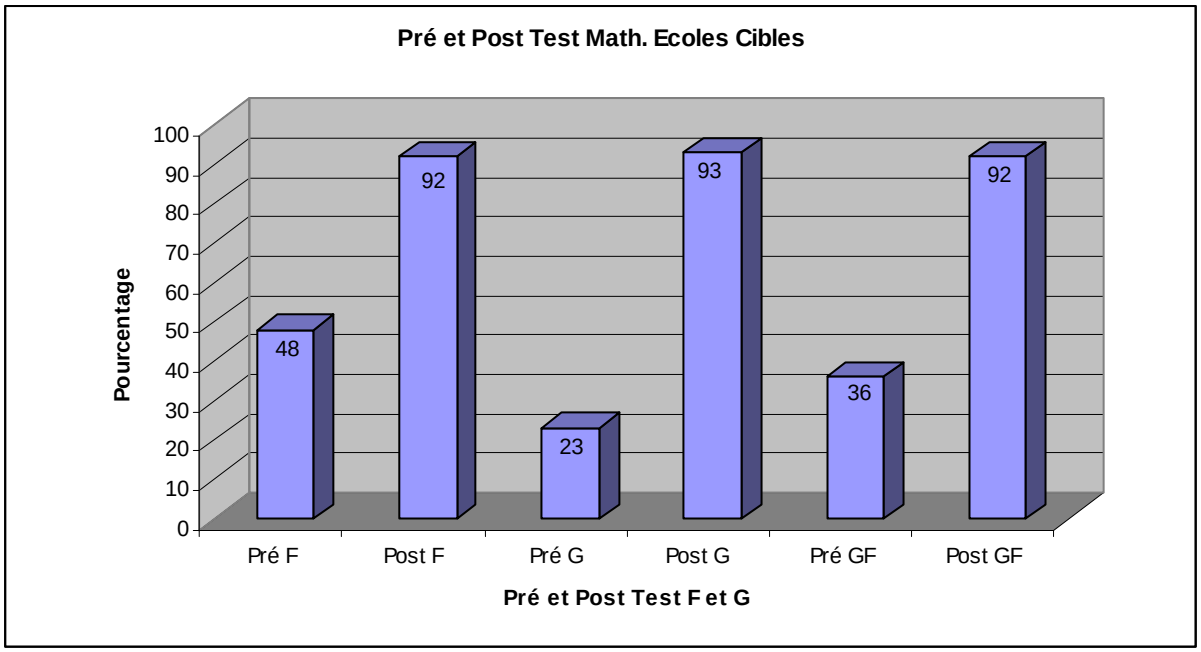
En général, 35% d'élèves ont réussi au pré test de français et 90% ont réussi au post test, soit **une augmentation de 55% des réussites**. Suivant la répartition par sexe, pour les filles, 47% ont réussi au pré test et 93% ont réussi au post test, soit une augmentation de 46% ; pour les garçons, 23% ont réussi au pré test et 86% ont réussi au post test, soit une augmentation de 63%.

1.2 Comparaison pour Indicateur 3.1.1 : Augmentation du pourcentage des élèves des écoles témoins ayant réussi en Français.



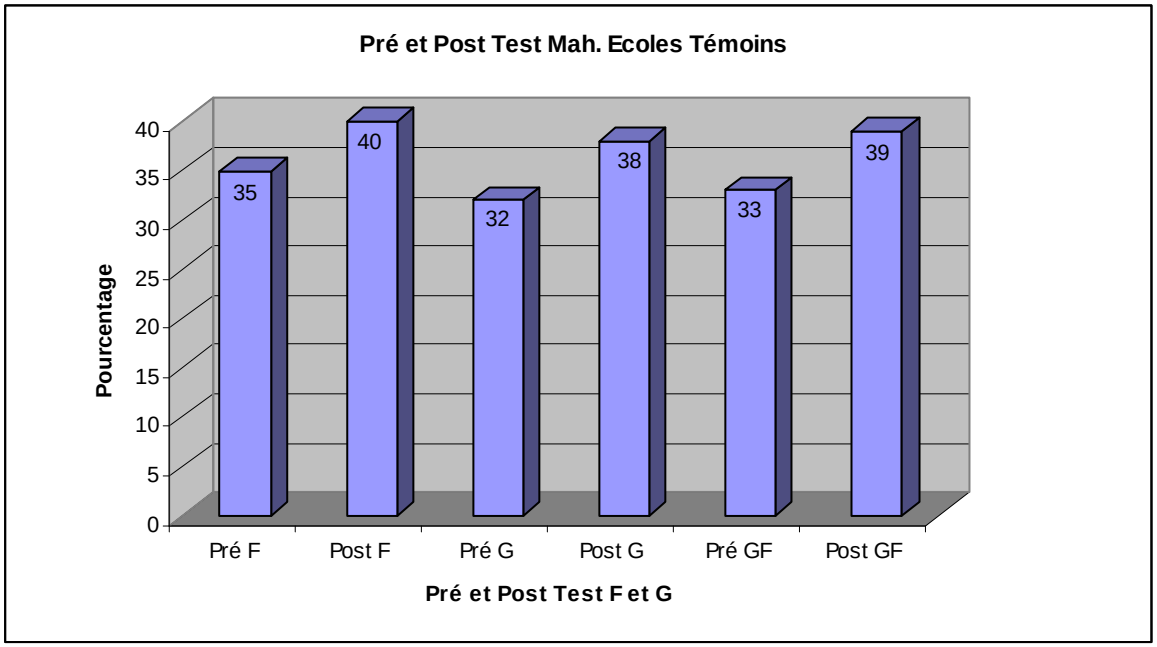
Dans les écoles témoins, sur l'ensemble d'élèves, 33% ont réussi au pré test et 41% ont réussi au post test, soit **une augmentation de 8% de réussites**. Suivant la répartition par sexe, pour les filles, 42% ont réussi au pré test et 46% au post test, soit une augmentation de 4% ; pour les garçons, 24% ont réussi au pré test et 36% au post test, soit une augmentation de 12%.

1.3 Indicateur 3.1.2 : Augmentation du pourcentage des élèves des écoles ciblées ayant réussi en Mathématiques



En général, 36% d'élèves ont réussi au pré test de français et 92% ont réussi au post test, soit **une augmentation de 56% des réussites**. Suivant la répartition par sexe, pour les filles, 48% ont réussi au pré test et 92% ont réussi au post test, soit une augmentation de 44%. Pour les garçons, 23% ont réussi au pré test et 93% ont réussi au post test, soit une augmentation de 70%.

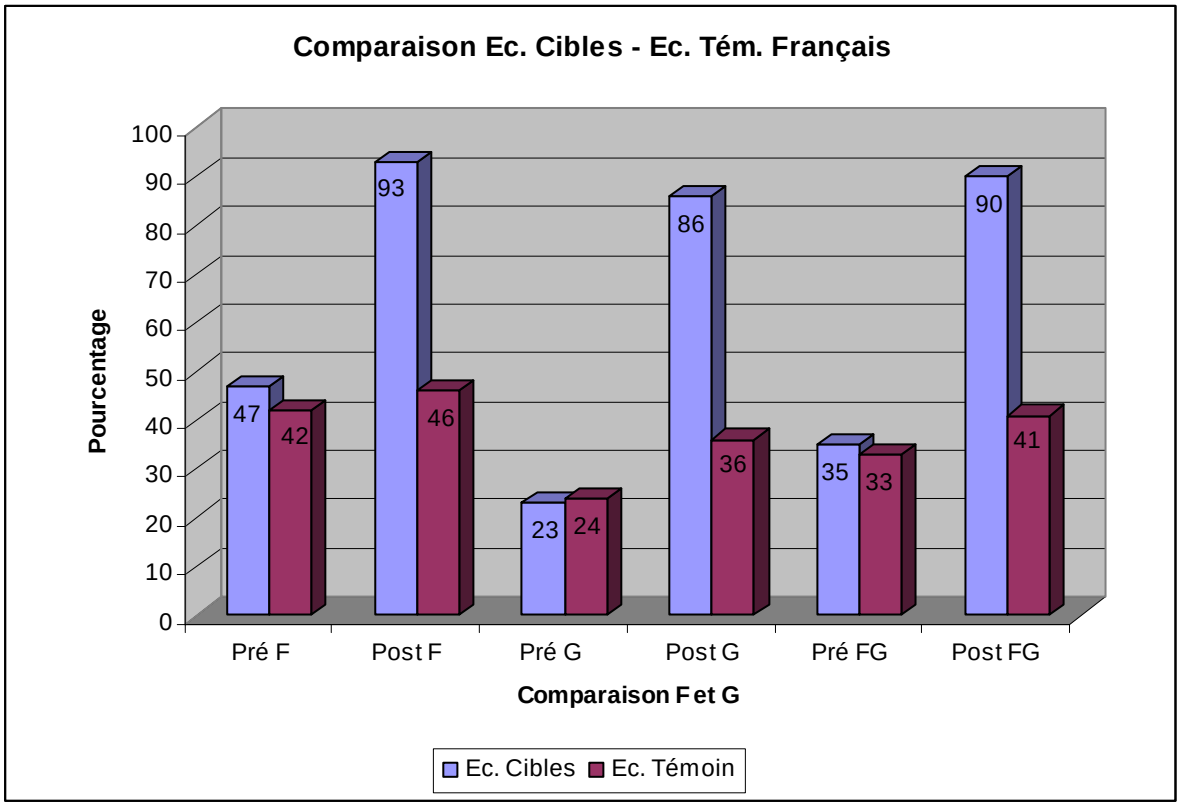
1.4 Comparaison pour Indicateur 3.1.2 : Augmentation du pourcentage des élèves des écoles témoins ayant réussi en Mathématiques.



Dans les écoles témoins, sur l'ensemble d'élèves, 33% ont réussi au pré test et 39% ont réussi au post test, soit **une augmentation de 6% de réussites**. Suivant la répartition par sexe, pour les filles, 35% ont réussi au pré test et 40% au post test, soit une augmentation de 5%. Pour les garçons, 32% ont réussi au pré test et 38% au post test, soit une augmentation de 6%.

2. Différences dans les pourcentages des élèves ayant réussi au post test dans les écoles ciblées par rapport aux écoles témoins

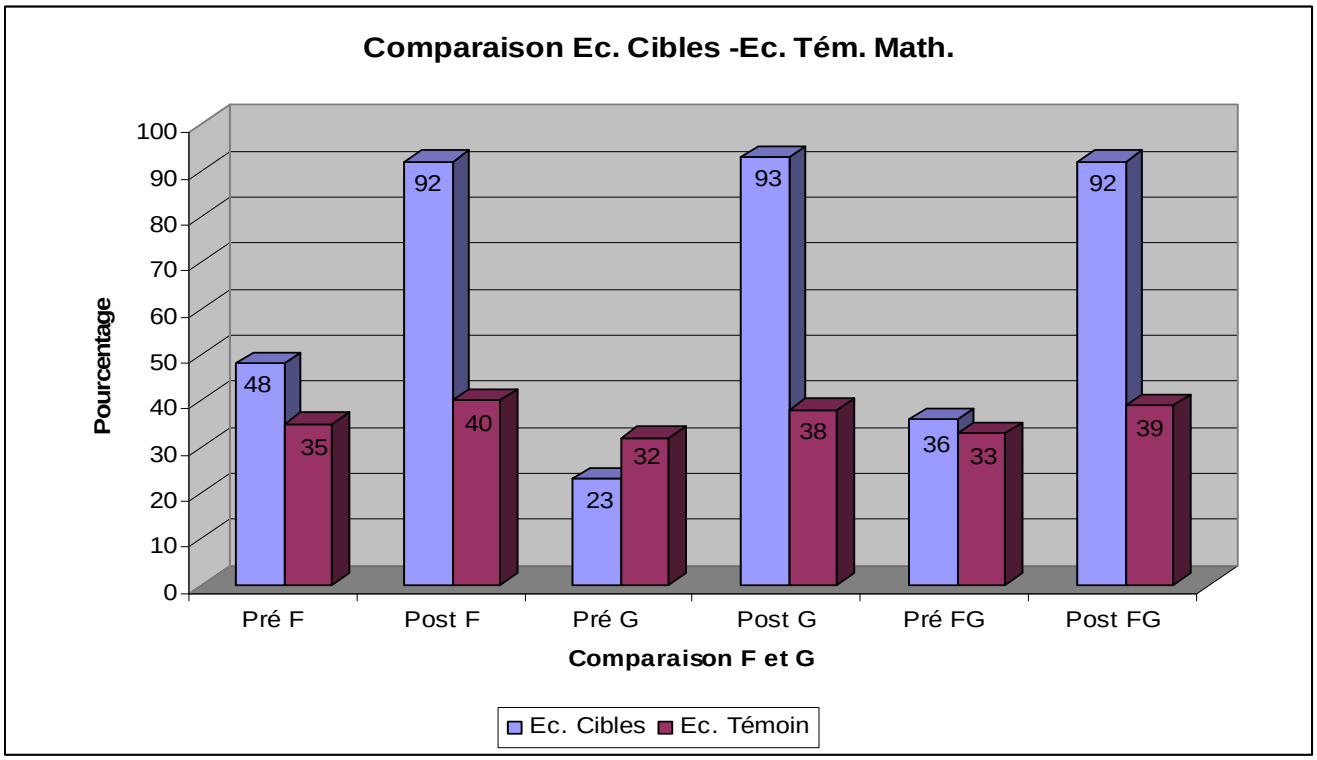
2.1 Indicateur 3.1.1 : Différence dans l'augmentation du pourcentage des élèves ayant réussi en Français, écoles ciblées et écoles témoins.



Dans l'ensemble, 33% d'élèves des écoles témoins ont réussi au pré test contre 35% d'élèves des écoles cibles, soit une différence de 2% de réussites entre écoles cibles et écoles témoins. Au post test, 41% d'élèves des écoles témoins ont réussi contre 90% d'élèves des écoles cibles, soit une différence de 49% de réussite entre écoles cibles et écoles témoins. Cette différence globale est passée de 2% au pré test à 49% au post test, **soit une augmentation de 47%.**

Selon la répartition par sexe, pour les filles, 42% d'élèves d'écoles témoins ont réussi au pré test contre 47% d'élèves d'écoles cibles, soit une différence de 5%. Au post test, 46% d'élèves d'écoles témoins ont réussi contre 93% d'élèves d'écoles cibles, soit une différence de 47%. La différence globale entre pré test et post test est passée de 5% à 47%, soit une augmentation de 42%. Pour les garçons 24% d'élèves d'écoles témoins ont réussi au pré test contre 23% d'élèves d'écoles cibles, soit une différence de 1%. Au post test, 36% d'élèves d'écoles témoins ont réussi contre 86% d'élèves d'écoles cibles, soit une différence de 50%. La différence globale entre pré test et post test est passée de 1% à 50%, soit une augmentation de 49%

2.2 Indicateur 3.1.2 : Différence dans l'augmentation du pourcentage des élèves ayant réussi en Mathématiques, écoles ciblées et écoles témoins

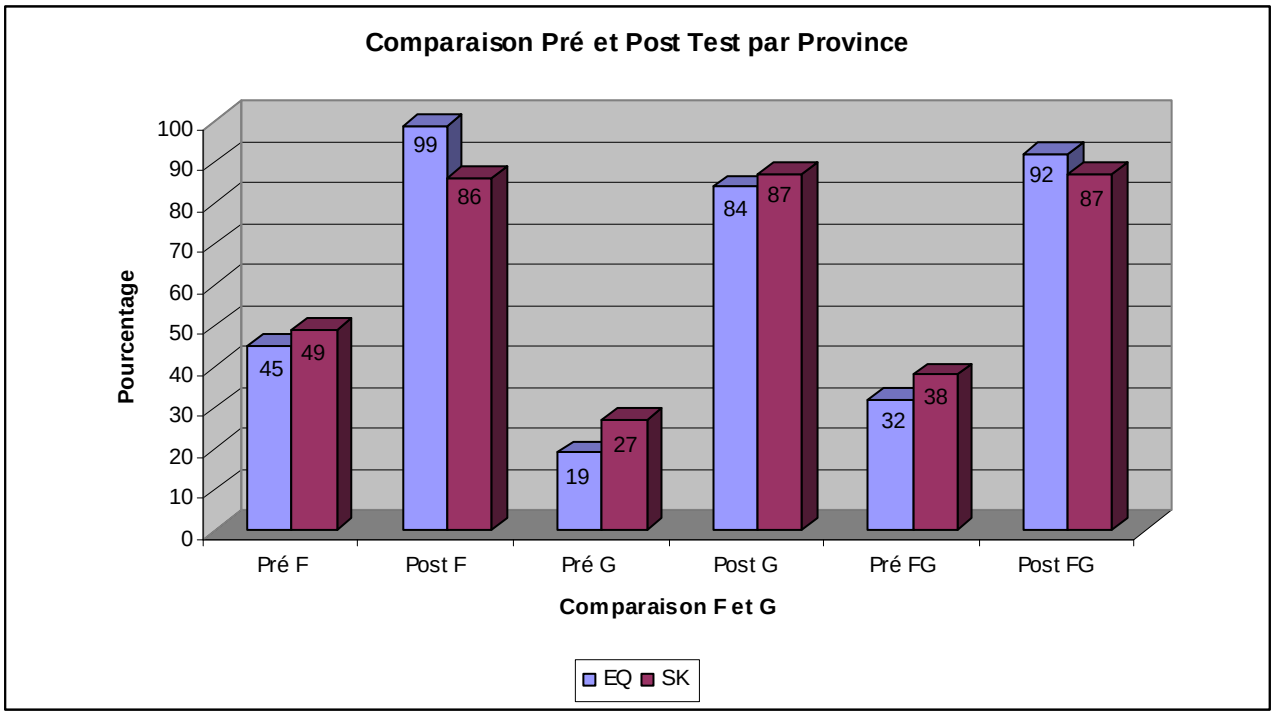


Dans l'ensemble, 33% d'élèves des écoles témoins ont réussi au pré test contre 36% d'élèves des écoles cibles, soit une différence de 3% de réussites entre écoles cibles et écoles témoins. Au post test, 39% d'élèves des écoles témoins ont réussi contre 92% d'élèves des écoles cibles, soit une différence de 53% de réussite entre écoles cibles et écoles témoins. Cette différence globale est passée de 3% au pré test à 53% au post test, **soit une augmentation de 50%.**

Selon la répartition par sexe, pour les filles, 35% d'élèves d'écoles témoins ont réussi au pré test contre 48% d'élèves d'écoles cibles, soit une différence de 13%. Au post test, 40% d'élèves d'écoles témoins ont réussi contre 92% d'élèves d'écoles cibles, soit une différence de 52%. La différence globale entre pré test et post test est passée de 13% à 52%, soit une augmentation de 39%. Pour les garçons, 32% d'élèves d'écoles témoins ont réussi au pré test contre 23% d'élèves d'écoles cibles, soit une différence de 9%. Au post test, 38% d'élèves d'écoles témoins ont réussi contre 93% d'élèves d'écoles cibles, soit une différence de 55%. La différence globale entre pré test et post test est passée de 9% à 55%, soit une augmentation de 46%

3. Amélioration des performances par provinces

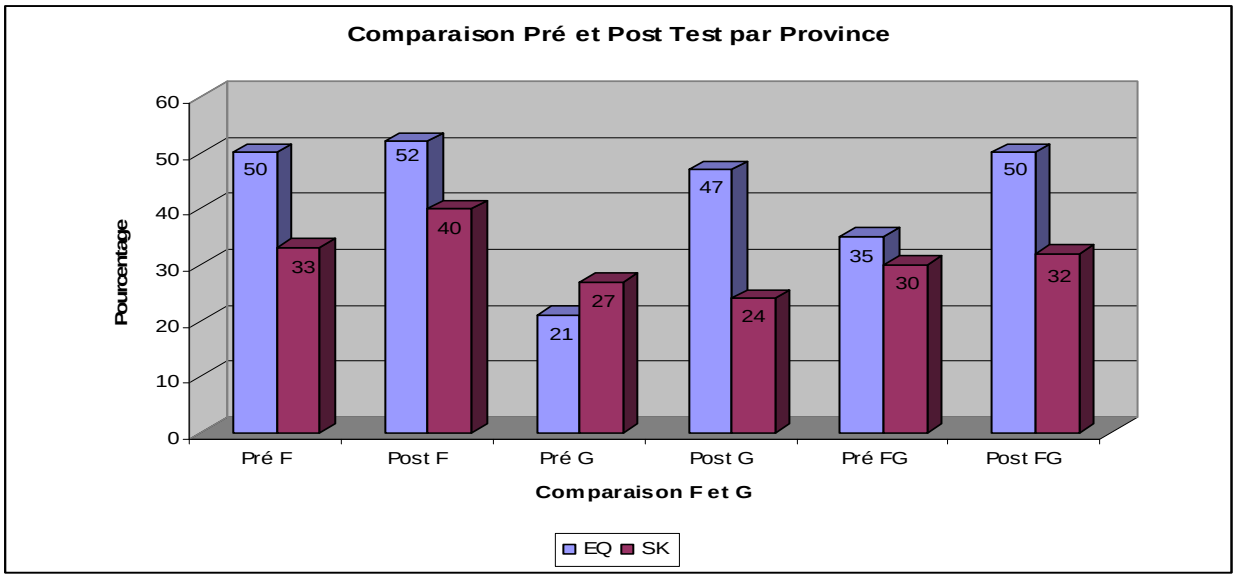
3.1 Comparaison des performances en Français selon les Provinces/ Ecoles Cibles



En Equateur, le pourcentage des élèves ayant réussi en français dans les écoles cibles a augmenté de 60% entre le pré test et le post test ; au Sud Kivu, il a augmenté de 49%.

Les filles ont été plus performantes en Equateur où leur pourcentage de réussite a augmenté de 44% (soit de 45% à 99%) contre 37% au Sud Kivu. Les garçons se sont montrés également plus performants en Equateur avec une augmentation de 65% contre 60% au Sud Kivu.

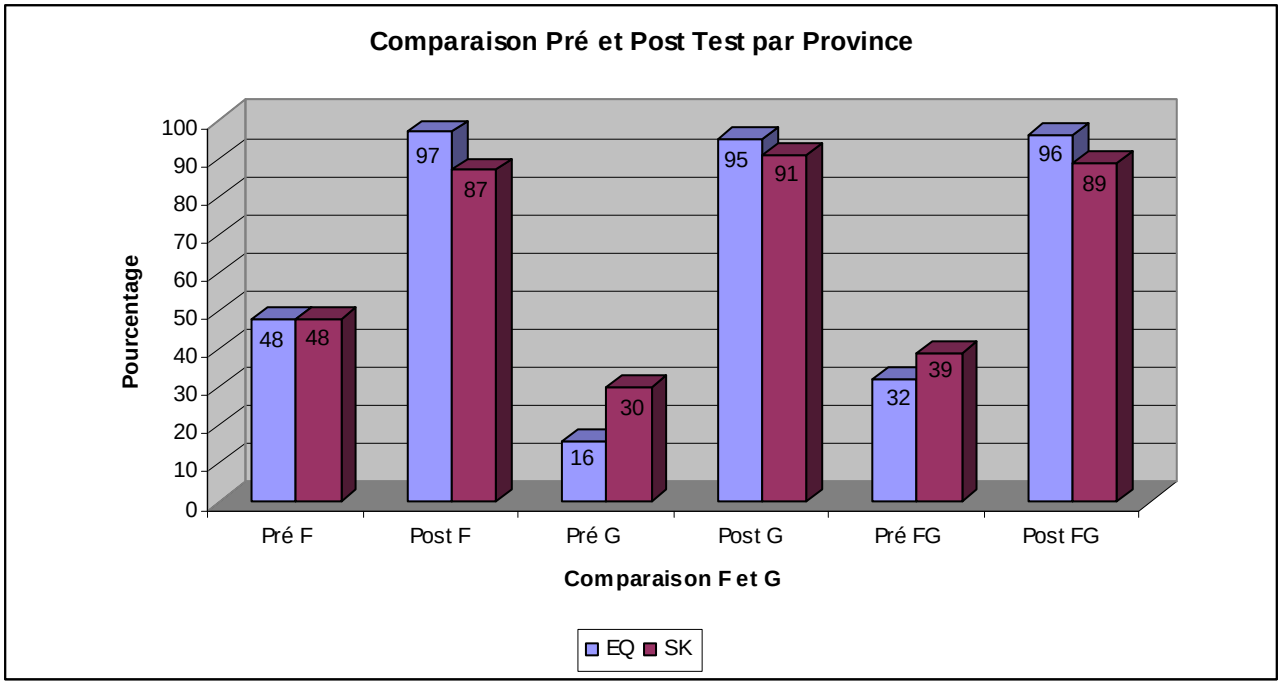
3.2 Comparaison des performances en Mathématiques selon les Provinces/ Ecoles Cibles



En Equateur, le pourcentage des élèves ayant réussi en français dans les écoles témoins a augmenté de 15% entre le pré test et le post test ; au Sud Kivu, il a augmenté de 2%.

Les filles ont été plus performantes au Sud Kivu où leur pourcentage de réussite a augmenté de 7% contre 2% en Equateur. Les garçons se sont montrés plus performants en Equateur avec une augmentation de 26% contre une diminution de 3% au Sud Kivu.

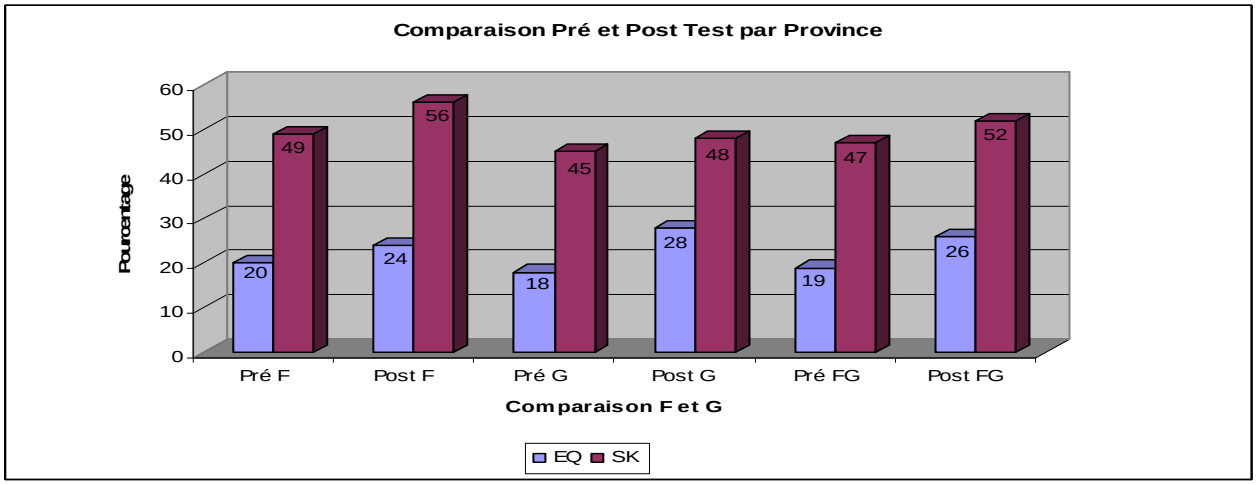
3.3 Comparaison des performances en français selon les provinces / Ecoles Témoins



En Equateur, le pourcentage des élèves ayant réussi en français dans les écoles témoins a augmenté de 64% entre le pré test et le post test ; au Sud Kivu, il a augmenté de 50%.

Les filles ont été plus performantes en Equateur où leur pourcentage de réussite a augmenté de 49% contre 39% au Sud Kivu. Les garçons se sont montrés plus performants en Equateur avec une augmentation de 79% contre une augmentation de 61% au Sud Kivu.

3.4 Comparaison des performances en mathématiques selon les provinces / Ecoles Témoins

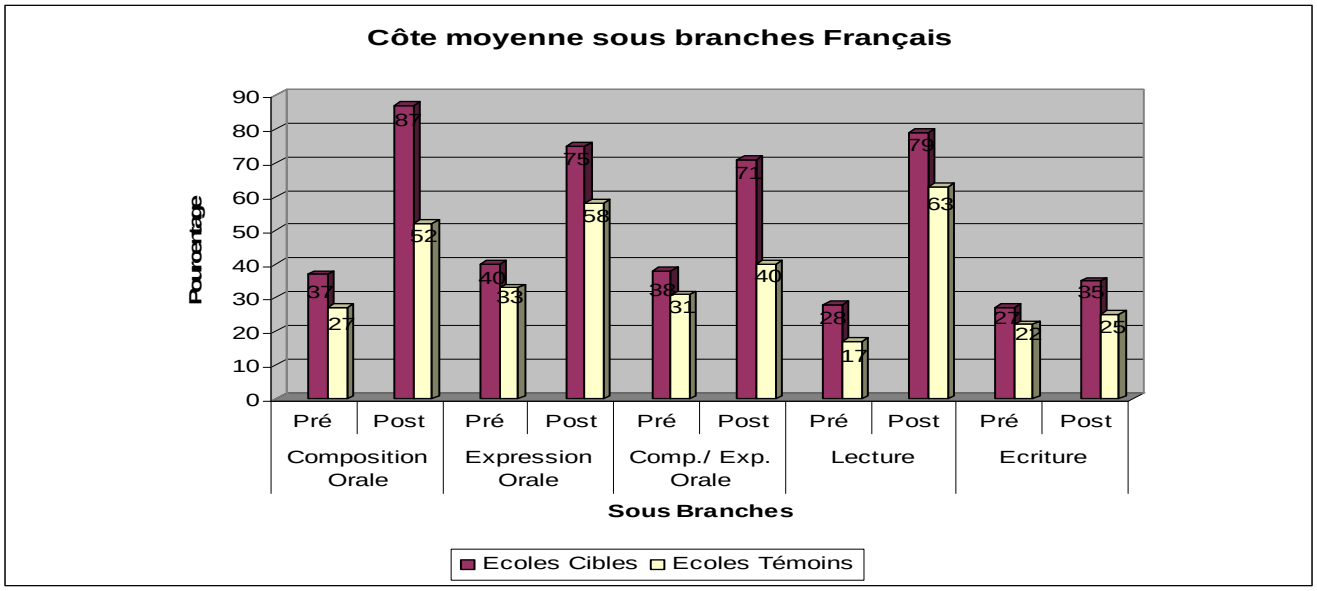


En Equateur, le pourcentage des élèves ayant réussi en mathématiques dans les écoles témoins a augmenté de 7% entre le pré test et le post test ; au Sud Kivu, il a augmenté de 5%.

Les filles ont été plus performantes au Sud Kivu où leur pourcentage de réussite a augmenté de 7% contre 4% en Equateur. Les garçons se sont montrés plus performants en Equateur avec une augmentation de 10% contre une augmentation de 3% au Sud Kivu.

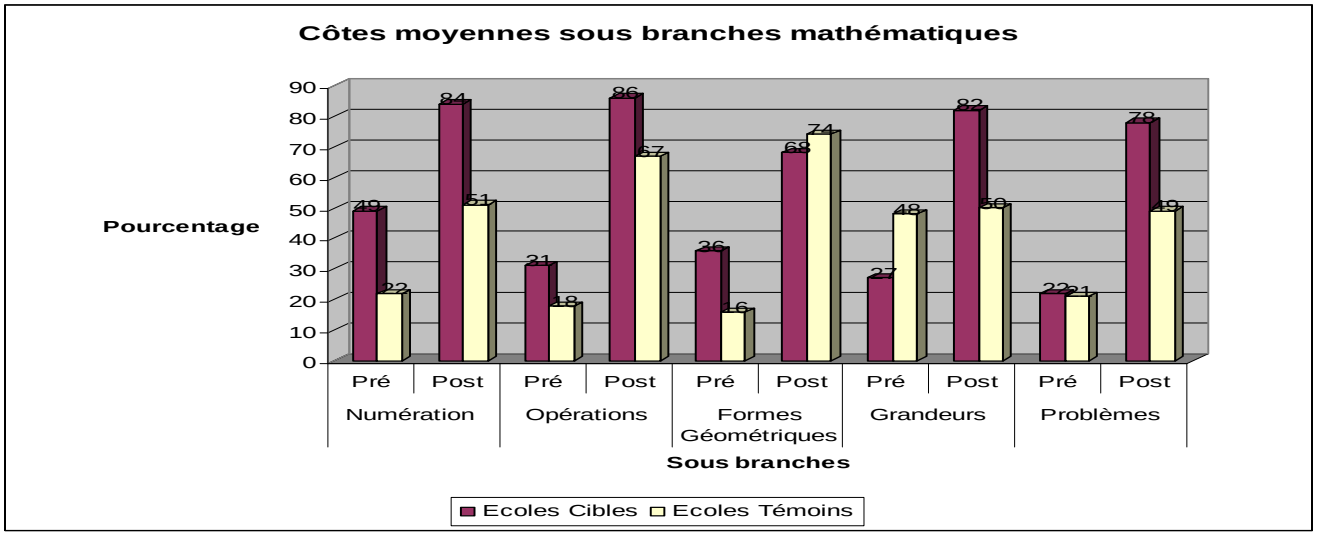
4. Amélioration des performances par sous branches

4.1. Amélioration des performances par sous branches de Français



Dans les écoles cibles, les performances se sont plus améliorées dans la sous branche lecture où la côte moyenne en pourcentage des points obtenus a augmenté de 51% (soit de 28% à 79%). Il en est de même dans les écoles témoins où les performances en lecture ont augmenté de 48% (soit de 17% à 63%)

4.2. Amélioration des performances par sous branches de Mathématiques



Dans les écoles cibles, les performances se sont plus améliorées dans les sous branches opérations et grandeurs où la côte moyenne en pourcentage des points obtenus a augmenté de

55% simultanément. Dans les écoles témoins, les performances se sont les plus améliorées en formes géométriques (58% d'augmentation)

IV. CONCLUSION

Les résultats du post test comparés à ceux du pré test ont été beaucoup plus performants. Dans les écoles PAGE, l'augmentation du pourcentage d'élèves ayant réussit au test de français (Indicateur 3.1.1) est passé de 35% au pré test à 90 % au post test, soit une augmentation de 55%. Cette augmentation dépasse de 15% la cible fixée à 40% d'augmentation au jalon de l'Indicateur 3.1.1 dans le Plan de Performance du projet pour 2008. Pour le test de mathématiques (Indicateur 3.1.2), l'augmentation du pourcentage d'élèves ayant réussi est de 92% au post test contre 36% au pré test, soit une augmentation de 56%. Cette augmentation dépasse de 16% la cible fixée à 40% d'augmentation au jalon de l'Indicateur 3.1.2 dans le Plan de Performance du projet pour 2008.

En plus, une analyse comparative avec des écoles témoins démontre que l'augmentation du pourcentage des élèves ayant réussi au test dans l'échantillon d'écoles PAGE était beaucoup plus important par rapport à l'augmentation dans les écoles témoins (un écart de 47% pour le français et de 50% pour les mathématiques).

En conclusion, les résultats des pré test et post test pour les Indicateurs 3.1.1 et 3.1.2, effectués dans l'année scolaire 2007 – 2008 démontrent que les interventions du projet PAGE ont réellement exercé de l'impact et méritent d'être soutenues voire dupliquées sur toute l'étendue du pays comme modèle.

ANNEXE I.

METHODOLOGIE

L'évaluation de l'impact des actions du projet se fait par la comparaison des résultats du post test à ceux du pré test. A l'exception des effectifs testés et du traitement-analyse – présentation des données, les autres éléments concernant la méthodologie n'ont pas significativement changé par rapport au pré test, étant donné que, pour ne pas biaiser les résultats, l'approche utilisée lors du pré test devrait être la même que celle du post test .

1.1.1 Elaboration et présentation du matériel d'évaluation

Les deux épreuves sont les mêmes que celles utilisées lors du pré test. Pour rappel, elles ont été élaborées par un consultant en testing en collaboration avec l'équipe technique du projet PAGE en RDC et aux USA. Les deux branches pour lesquelles une épreuve a été conçue, français et mathématiques, sont celles jugées essentielles par le projet et visées par l'EIR, à savoir le français et les mathématiques. Chacune de ces deux branches est subdivisée en sous branches auxquelles correspondent les compétences spécifiques supposées être acquises et maîtrisées par les élèves du niveau de la première année d'enseignement primaire. Les épreuves ont été conçues en fonction du programme national d'enseignement national de la République Démocratique du Congo, lequel a servi également de référence pour l'élaboration, par le projet, du programme de l'EIR.

Il importe de rappeler ici que le programme de l'EIR constitue l'intervention la plus directe du projet par rapport à l'amélioration de la qualité de l'éducation dans les salles de classe, hormis évidemment la formation des enseignants et l'appui en matériels didactiques. La conception des épreuves tant pour le pré test que le post test a tenu également compte du programme conçu pour l'EIR.

- L'épreuve de français est subdivisée en cinq sous branches qui sont:
  1. composition orale
  2. expression orale
  3. composition/expression orale
  4. lecture
  5. écriture

- L'épreuve de mathématiques et subdivisée également en cinq sous branches qui sont:
  1. numération
  2. opération
  3. formes géométriques
  4. grandeur
  5. problèmes

Chaque épreuve comporte 18 questions.

1.1.2 Population cible

La population cible du post test est la même que celle du pré test. A titre de rappel, le test a pour population cible les élèves de 1ère année primaire des écoles ciblées du projet PAGE. La base de sondage est la même que celle de l'année 2006-2007 qui constitue l'année de référence pour les tests. A cette année, l'effectif global des élèves de 1ère année primaire des écoles ciblées par le projet PAGE a été estimé à 3809 élèves.

1.1.3 Taille de l'échantillon

Sur la base de la taille de la population cible (3809), la taille de l'échantillon d'élèves du « groupe traitement PAGE » à un niveau de confiance statistique de 95% et un intervalle de 5 est 366. Ceci a été arrondi à **400 élèves** pour le pré test, créant une marge qui sert à protéger contre la déperdition de sujets entre le pré et le post tests.

Suivant la méthodologie d'échantillonnage par grappe (voir en détaille ci-dessus), l'échantillon d'élèves a été reparti premièrement à travers les deux provinces cibles du projet, ensuite à travers des écoles au nombre de 10 par province, ou 20 au total. Au niveau des écoles, les élèves de l'échantillon ont été sélectionnés suivant un nombre égal de filles et de garçons. Cela veut dire que pour le « groupe traitement » d'élèves PAGE, il y a dans l'échantillon :

- En Equateur : 200 élèves, dont 100 filles et 100 garçons, repartis à travers 10 écoles
- Au Sud Kivu: 200 élèves, dont 100 filles et 100 garçons, repartis à travers 10 écoles

Le groupe témoin d'élèves a été constitué suivant les mêmes paramètres, c'est-à-dire 400 élèves, avec 10 écoles par province, 100 filles et 100 garçons par province, et 20 élèves par école. Cet échantillonnage est présenté en détail dans le tableau ci-dessous.

L'Echantillonnage d'élèves du groupe traitement (cible) et témoin

No. d'élèves PAGE de la première année	3809
Taille de l'échantillon à un niveau de confiance statistique de 95%, et un intervalle de confiance de 5 :	366
Taille de l'échantillon d'élèves arrondi	**400**
L'échantillon d'élèves PAGE reparti a travers 10 écoles par province	
No. d'élèves par province	200
No. d'élèves par école	20
No. d'élèves filles par école	10
No. d'élèves garçons par école	10
L'échantillon d'élèves témoins reparti à travers 10 écoles par province	
No. d'élèves par province	200
No. d'élèves par école	20
No. d'élèves filles par école	10
No. d'élèves garçons par école	10

1.1.4 Tirage de l'échantillon

La méthodologie d'échantillonnage utilisée était une approche de deux stades par grappe (province et école) suivant le choix raisonné par strate proportionnelle (type d'école) et d'autres critères, et ensuite par le tirage au hasard stratifié par sexe d'élèves.

a) Tirage de l'échantillon des écoles

Les critères et strates pour le choix des écoles sont les suivants:

- Pour les écoles ciblées:

  1. *Critère de base* : Etre une école ciblée parmi les 20 écoles de la première cohorte[4] pour chaque province.

  2. *Strates* : Pour chaque province, trois strates ont été constituées: les écoles urbaines, les écoles périurbaines et les écoles rurales. La répartition des écoles entre les strates s'est faite suivant l'un des critères appliqués par le projet lors de la sélection des écoles. Ce critère consiste en la répartition du nombre d'écoles ciblées suivant la proportion suivante : 10% d'écoles urbaines, 30% d'écoles périurbaines et 60% d'écoles rurales. Ainsi le nombre d'écoles ciblées par strate a été déterminé en fonction de ces proportions, ce qui signifie que le nombre d'écoles entre les strates n'est pas le même mais que plutôt il y a 1 école urbaine, 3 écoles périurbaines et 6 écoles rurales par province.

  3. *Accessibilité/sécurité* : Comme critère pour guider le choix raisonné des écoles suivant les strates établies ci-dessus, les écoles ont été sélectionné suivant leur accessibilité par rapport au chef lieu de la province et l'absence de l'insécurité (surtout pour la province de Sud Kivu).

- Pour les écoles témoins : La sélection a respecté les même strates pour type d'école établis ci-dessus, et ensuite a été faite sur la base de la proximité des ces écoles témoins aux écoles ciblées du groupe traitement.

b) Tirage de l'échantillon des élèves dans les écoles sélectionnées

Le choix des élèves qui ont constitué l'échantillon établi au moment du pré test a été effectué à travers une approche stratifiée par sexe avec une proportion égale de chaque type et ensuite tirer au hasard. La démarche précise s'est déroulée de la manière suivante:

1. Dans chaque école concernée par le test, le directeur a fourni aux administrateurs du test une liste nominative d'élèves de la première année, repartie par sexe avec des élèves filles d'une part et garçons d'autre part.

[4] Le projet assiste les écoles par vague ou cohorte d'écoles. La première année du projet 40 écoles, dont 20 par province, ont été sélectionnées et ciblées constituant la première cohorte –la deuxième année 40 autres, dont 20 par provinces, ont été sélectionnées et ciblées constituant la deuxième cohorte –et la troisième année 40 autres ont été sélectionnées et ciblées constituant la troisième cohorte des écoles-communautés PAGE. Au total, il y a pour ces trois années du projet, 120 écoles, dont 60 par province, ciblées.

2. Le choix a été porté sur les noms des élèves placés à un intervalle de 5 noms. C'est-à-dire, le premier nom sur la liste a été choisi suivi du 5ème nom, du 10ème, du 15ème, etc., jusqu'en arrivant à avoir sélectionné 10 élèves par sexe.
3. Ces noms ont été codifiés par la suite en vue de respecter le principe de l'anonymat des unités soumises au test.

1.1.5 L'Enquête pilote

Les épreuves ébauches élaborés pour le pré test ont été pilotées avec 120 élèves dont 60 filles et 60 garçons d'une école primaire de la périphérie de Kinshasa, plus précisément de la commune de N'sele, où se tiennent les évaluations formatives des émissions faisant partie du programme de l'enseignement interactif par radio conçues par le projet PAGE. Les 120 élèves faisaient partie de deux promotions scolaires à savoir la promotion de la première année primaire de l'année scolaire 2006-2007 et la promotion de la première année primaire de l'année scolaire 2005-2006. Cette dernière était en réalité en deuxième année.

L'objectif du pilot était d'évaluer les épreuves afin de déterminer si elles étaient appropriées pour le niveau des élèves qui ont achevé tout le programme de la première année car le test apporte sur les matières de toute une année scolaire de la 1ère année primaire. Selon les résultats du pilot, les épreuves ont été révisée et les consignes simplifiées. Le pilot a aussi permis d'élaborer et de raffiner les consignes pour l'administration du test, et le Guide de l'administrateur très détaillé qui allait servir comme base de formation et de référence pour les administrateurs du véritable pré test.

1.1.6 Administration du test

Le projet a recruté et formé une équipe d'administrateurs du test dans chacune des provinces d'Equateur et de Sud Kivu. La plupart d'entre eux étaient des inspecteurs de l'enseignement primaire et secondaire, et il y avait au total 10 administrateurs par province. Les administrateurs ont participé à une formation intense qui a compris une séance pratique pour pratiquer l'administration du test dans une école pilote (non-ciblée dans l'échantillon), surtout pour augmenter le niveau de standardisation dans l'administration et la cotation du test et la fiabilité entre-administrateur afin donc d'augmenter la fiabilité des données.

Les administrateurs ont travaillé en pairs (une autre stratégie pour augmenter la fiabilité entre-administrateur) par école, et l'administration a duré 4 jours dans chacune de deux provinces. (Pour une explication détaillée de la modalité de l'administration, voir le Guide de l'Administrateur.) Les copies d'items ont été corrigées sur place mais l'exploitation des résultats a été réalisée à Kinshasa.

Les outils qui ont été utilisé pour la formation des administrateurs et l'administration proprement dite du test sont: le module de formation des administrateurs, le guide de l'administrateur, la fiche d'identification des écoles, l'épreuve de français version administrateur, l'épreuve de mathématiques version administrateur, la feuille de cotation français, la feuille de cotation mathématiques.

ANNEXE III : Tableaux

Tableau n° 1 : Pourcentage d'élèves des écoles ciblées ayant réussi en Français

Provinces	**Score**	**Ensemble**					
		Pré F	**Post F**	**Pré G**	**Post G**	**Pré GF**	**Post GF**
Equateur	Ayant réussi	45	99	19	84	32	92
	N'ayant pas réussi	55	1	81	16	68	8
Sud Kivu	Ayant réussi	49	86	27	87	38	87
	N'ayant pas réussi	51	14	73	13	62	13
Français (Ensemble)	Ayant réussi	**47**	**93**	**23**	**86**	**35**	**90**
	N'ayant pas réussi	**53**	**7**	**77**	**14**	**65**	**10**

Tableau n° 2 : Pourcentage d'élèves des écoles témoins ayant réussi en Français

Provinces	**Score**	**Ensemble**					
		Pré F	**Post F**	**Pré G**	**Post G**	**Pré GF**	**Post GF**
Equateur	Ayant réussi	50	52	21	47	35	50
	N'ayant pas réussi	50	48	79	53	65	50
Sud Kivu	Ayant réussi	33	40	27	24	30	32
	N'ayant pas réussi	67	60	73	76	70	68
Français (Ensemble)	Ayant réussi	**42**	**46**	**24**	**36**	**33**	**41**
	N'ayant pas réussi	**58**	**54**	**76**	**64**	**67**	**59**

Tableau n° 3 : Pourcentage d'élèves des écoles ciblées ayant réussi en calcul/mathématiques

Provinces	**Score**	**Ensemble**					
		Pré F	**Post F**	**Pré G**	**Post G**	**Pré GF**	**Post GF**
Equateur	Ayant réussi	48	97	16	95	32	96
	N'ayant pas réussi	52	3	84	5	68	4
Sud Kivu	Ayant réussi	48	87	30	91	39	89
	N'ayant pas réussi	52	13	70	9	61	11
Mathémat	Ayant réussi	**48**	**92**	**23**	**93**	**36**	**92**

	N'ayant pas réussi	**52**	**8**	**77**	**7**	**64**	**8**

Tableau n° 4 : Pourcentage d'élèves des écoles témoins ayant réussi en calcul/mathématiques

Provinces	**Score**	**Ensemble**					
		Pré F	**Post F**	**Pré G**	**Post G**	**Pré GF**	**Post GF**
Equateur	Ayant réussi	20	24	18	28	19	26
	N'ayant pas réussi	80	76	82	72	81	74
Sud Kivu	Ayant réussi	49	56	45	48	47	52
	N'ayant pas réussi	51	44	55	52	53	48
Mathématiques (Ensemble)	Ayant réussi	**35**	**40**	**32**	**38**	**33**	**39**
	N'ayant pas réussi	**65**	**60**	**68**	**62**	**67**	**61**

Tableau n° 5 : Côtes moyennes par sous branche de Français/ Ecoles cibles et Ecoles témoins

Types d'écoles					Comp. /Exp. Orale		Lecture		Ecriture	
	Pré	**Post**	**Pré**	**Post**	**Pré**	**Post**	**Pré**	**Post**	**Pré**	**Post**
Ecoles Cibles	37	**87**	40	**75**	38	**71**	28	**79**	27	**35**
Ecoles Témoins	27	**52**	33	**58**	31	**40**	17	**63**	22	**25**

Tableau n° 6 : Côtes moyennes par sous branche de Mathématiques/ Ecoles cibles et Ecoles témoins

Types d'écoles					Formes Géométriques		Grandeurs		Problèmes	
	Pré	**Post**	**Pré**	**Post**	**Pré**	**Post**	**Pré**	**Post**	**Pré**	**Post**
Ecoles Cibles	49	84	**31**	86	36	68	27	82	22	78
Ecoles Témoins	22	**51**	**18**	**67**	16	**74**	48	**50**	21	**49**