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PAQUED QUARTERLY REPORT

January 1 - March 31, 2012

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The Education Minister, the US Ambassador, the USAID Mission Director, the Project COP and Provincial Officials touring the newly rehabilitated IFCEPS complex in Kisangani

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LIST OF ACRONYMS

AFD	Agence Française de Développement
CGES	Comité de Gestion Scolaire
COP	Chief of Party
COPA	Comité des Parents
CRS	Catholic Relief Services
EDC	Education Development Center
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
IFCEPS	Institut de Formation des Cadres de l'Enseignement Primaire et Secondaire
IPAF	Inspecteur Principal Adjoint Chargé de la Formation
IPP	Inspecteur Provincial Principal
IRI	Interactive Radio Instruction
MEPSP	Ministère de l'Enseignement Primaire, Secondaire et Professionnel
PDI	Professional Development Institute
PIEQ	Pacakage for Improving Educational Quality
PAQUED	Projet d'Amélioration de la Qualité de l'Education
PROVED	Directeur de la Province Educationnelle
SIP	School Improvement Plan
STTA	Short Term Technical Assistance

1. INTRODUCTION

On September 15, 2009 Education Development Center received an award from USAID to implement the PIEQ (Package for Improving Education Quality) program. Later USAID allowed EDC to use the French equivalent acronym "PAQUED" (Projet d'Amélioration de la Qualité de l'Education) as the official name of the project.

Project performance during the reporting period (January 1 – March 31, 2012) mainly related to the following activities:

- Continuation of the development of the content of the mathematic summer institute
- Start up activities for the development of modules 4 and 6
- Continuing to write grades 5 and 6 IRI programs
- Training of new Community Mobilization Agents
- Inauguration of IFCEPS/Kisangani
- Issuance of the first 15 community grants to support the implementation of SIP's in target schools
- Continuing the preparation of EGRA/EGMA exercises

Overall, the project has made significant progress. Technological difficulties related to solar radios and RAN 10's constitute the single most threat to effective use of IRI programs in the classrooms.

The following is a narrative technical report for the period under review (January 1 – March 31, 2012). It covers seven major sections: (1) Operations; (2) programmatic achievements; (3) Monitoring and Evaluation; (4) New trends and opportunities; (5) Success story; (6) Accomplishments versus planned activities; (7) Calendar for next quarter; and (8°) Major challenges faced.

2. OPERATIONS

2.1. STAFFING

During the period under review the project experienced significant staff movements including two new hires and three departures. As reported during the previous period, the Finance Director, Albert Diasivi was terminated early December due to inconclusive probation performance. On January 3, the project hired Mr. Kero Jolin as the new finance Director. A long term consultant was hired to join the project as a new Script Writer in replacement of Alain Kasubabu who left PAQUED at the end of his two-year contract.

Those who left the project include Doyen Kalengula, the National Assistant M&E Coordinator, Alain Kasubabu, one of the Script Writers. Tom Tumuteka, the Senior Accountant resigned at the end of his two-year contract. His position was immediately advertised, and is expected to be filled early next quarter.

2.2. PROCUREMENT

The project acquired a number of materials including 360,000 slates and XXXX exercise books to be included in this year's school kits. In addition, XXX new radios were ordered to make up the shortfall that target schools have suffered. To address the problem of continuous radio breakdown that has impeded smooth implementation of IRI programs, the project received boxes of spare parts to replace faulty cranks and radio solar panels.

2.3. SCHOOL KITS

The project completed packing 3,500 school kits mostly comprising exercise books, chalks and pens. Distribution of the kits to target schools will start early next quarter. The slates were received late, and will be part of the kits to be distributed next school year.

3. PROGRAMMATIC ACHIEVEMENTS

3.1. ACHIEVEMENTS UNDER OBJECTIVE 1

3.1.1. *Teacher self-directed learning modules*

The PAQUED team trained 130 inspectors (Master Trainers) in interactive radio instruction (IRI), the use of video (self-directed learning) modules and in monitoring and evaluation of project programs. The training focused on providing support to schools and teachers in the use of IRI and video teacher learning modules while providing needed information on teachers' participation in these activities. The training teams observed IRI and self-directed video teacher learning activities in schools within the two training sites in each province as well.

The education technical team used the training to provide more consistent pedagogical support to teachers via the school inspectors. The training teams thus trained the participants in the use of techniques in pedagogical supervision (i.e., guidance) for teachers' ongoing professional development. Each participant was to visit schools within his or her zone to observe IRI lessons and monitor self-directed teacher learning activities. Initial data show that the inspectors completed over 600 school visits following training.

One persistent challenge is the continuing lack of travel and other means of support that the inspectors need to gain access to many semi-urban and rural schools. Further, the current inspectorate mechanism seems to emphasize the inspector's administrative function at the expense of inspectors providing regular pedagogical support to teachers. Increased government investment and significant changes to the inspector's role are sorely needed to enhance this kind of support, which is lacking or nonexistent in many geographical areas. Such structural and other issues continue to raise questions about the long-term viability of any school-based model of in-service teacher training.

3.1.2. Teacher Self-directed Learning Modules

The PAQUED team observed self-directed video teacher learning activities in over 100 of the 897 neighborhood (i.e., school) clusters during the second quarter. An estimated 4,032 teachers participated in these activities. This is a marked significant improvement over first quarter figures, despite ongoing issues with the video players throughout the three provinces. These issues have, unfortunately, affected radio use as well, which the two video modules (Modules 1 and 2, introduced last year) are designed to support. Newly arrived batteries and solar panels for the video players should solve these problems and therefore help to improve participation in self-directed learning activities. Table 1 (below) shows the number of teachers who participated in these activities.

Table 1: Number of teachers who participated in video learning activities on IRI (Module 1) and the use of instructional materials (Module 2)

ORIENTALE PROVINCE *	
	Participants in Self-Directed Learning Modules 1 and 2
FEMALES	335
MALES	486
TOTAL	821

BANDUNDU PROVINCE *	
	Participants in Self-Directed Learning Modules 1 and 2
FEMALES	965
MALES	1481
TOTAL	2446

EQUATEUR PROVINCE *	
	Participants in Self-Directed Learning Modules 1 and 2
FEMALES	307

MALES	458
TOTAL	765

*Estimated figures, based on data analyzed to date

The project will launch two new, self-directed video learning modules (Modules 4 and 6) in September. These modules are designed to help develop teachers' pedagogical skills, especially in formative evaluation of student learning in French language (reading and writing) and mathematics. The technical team is currently developing the two modules, which will include video and written materials for teachers and school cluster facilitators.

Observations and focus group interviews show that teachers are indeed benefiting from self-directed learning activities. For example, one inspector in Kisangani organized materials development sessions at a number of project target schools using school kits distributed by the project. These sessions provided the participating schools with classroom instructional materials for reading, writing, counting and other learning activities.

Now that schools throughout the provinces are actively following interactive radio programs, the participating teachers are able to take fuller advantage of the support provided to IRI in the first two video modules. The major challenge is to create a participatory environment for both teachers and facilitators, who lack experience in the use of self-directed learning tools. For example, some teachers report that school cluster coordinators and school principals are not providing consistent access to the written materials distributed for use with the video players. Unsure of their roles, cluster facilitators do not rely as much on input from their fellow teachers, as intended, which can inhibit full participation. The project plans to provide additional training to school principals and cluster coordinators to ensure that each is able to support teachers while fostering more open participation in self-directed learning. In addition, the technical team is designing the new self-directed learning modules to be more flexible while encouraging fuller participation and access to written and video materials.

3.1.3. Development of Professional Development Institute in mathematics

The technical team developed the first draft module for the Professional Development Institute in Mathematics in March. The team made plans to pilot the module in Kenge in April, including items for the pre- and post-tests to be administered during the institute in August 2012. Based on inputs from these activities, the team will revise and finalize the training guide and accompanying materials, including the pre- and post-tests. Details of these activities will be included in the next quarterly report.

3.2. ACHIEVEMENTS UNDER OBJECTIVE 2

3.2.1. *Grade 5&6 IRI program writing continues*

In the second quarter, the script team wrote 60 programs of the Grade 5&6 IRI series. These programs provide 2h30 per week and per grade of specific support to literacy, creative writing, and maths. They are distinct from the previous programs as the series is designed to facilitate the creative writing process for students with low language skills and to help students' deeply engage with a variety of literary texts. The structure alternates one week of directed or guided reading and responding with an author's week. The goal is twofold: to introduce students to as many new reading texts (and genres of texts) as possible, and use those texts to refine their reading fluency and their reading comprehension strategies, while providing them with frequent opportunities to author short, written works. The programs are also accompanied by a teacher resource guide that helps prepare teachers to effectively use each program in addition to providing them with ideas for instructional materials, games, and evaluation activities.



First field testing in grade 5 classroom in new PAQUED partner school

In the second quarter, the script team continued to field-test Grade 5&6 programs in two new PAQUED partner schools located in the Masina quarter of Kinshasa. Despite its' novelty, teachers and students have shown to deeply engage with the programs and guide activities. This is an exciting step, as it demonstrates the capacity of the programs to help guide teachers and students in a deep engagement with text and the writing process. To date, 50 programs have been field-tested.

3.2.2. *IRI training for Master Trainers*

In late January, the 3 scriptwriters trained 142 Master Trainers in PAQUED's three target provinces on radio (Lifeplayer) manipulation and monitoring and evaluation of effective program use in classrooms. The PAQUED team also took advantage of their presence in the field to visit target schools to follow-up on how radios were being used and how the programs were being facilitated in the classroom. Follow-up on self-directed learning module 1 (*effective use of IRI*) was also conducted in teacher clusters. Although some observed teachers did use the programs, many were not using them effectively. This is largely due to Master Trainer's failure to provide support to their teachers in this domain and radio battery failures linked to weak charging components (solar panels and broken cranks). The training was meant to support the



Master Trainers in Gemena practice using the Lifeplayer radio

former issue while the latter is being resolved in the recent shipment of replacement solar and crank components.

3.2.3. Second half of grade 3&4 IRI programs and guides distributed

In tandem with the Master Trainer's training, PAQUED's technical team distributed the second half of Grade 3&4 IRI programs (110 programs). In March, the guides were distributed to partner schools. The team also took this opportunity to mitigate the technological issues experienced by radio users (ie. Viruses, solar panel failure, crank breakage, etc.)

3.2.4. Use of IRI in target schools

The project conducted a series of assessments using focus group discussions techniques with teachers to gain a clearer understanding of the actual use of IRI programs in the classrooms. The exercise revealed that schools are using the IRI programs and that children like the programs. Whereas the content and the approach of IRI programming have been positively embraced, the following difficulties have negatively affected IRI use:

- Insufficient number of radios to service grades 1 – 4 students. As a result, nearly all schools are seriously lagging behind schedule. For example, where it was planned that students should be learning program 50, they are still at program 5 or 8. The problem is further exacerbated in schools where there are several 1st – 4th grades classrooms. The project is already addressing this issue through the order of an additional 500 radios. These are expected to arrive in country shortly.
- Frequent radio breakdowns. As has been mentioned several times before, PAQUED has experienced technological difficulties related to the Lifepayer radios. A key problem has been the very limited capacity of the radio to hold electrical power throughout a 30-minute lesson. Teachers have to recharge the batteries during the lessons, hence interrupting the learning flow, and ultimately discouraging both the teachers and the learners. As a result, the radio can be seen more as a nuisance than a useful learning tool. To mitigate this issue, Lifeline Energy, the radio's manufacturer has sent replacement solar panel and crank components at no additional charge to the project.

A key lesson learned during the assessment exercises is that headmasters play a catalyst role in helping teachers effectively use IRI programs. It was learned that in the culture of the Congolese school system, an innovation such as IRI programming has little chance of success if the headmasters are not fully involved to encourage the teachers embrace the innovation. As a result of this lesson learned, the project began a series of short workshops specifically targeting inspectors and headmasters to increase their awareness about the role that they must play if IRI programming has to become successful in the DRC. These workshops will continue next quarter.

3.3. ACHIEVEMENTS UNDER OBJECTIVE 3

3.3.1. *Training of animators on the PAQUED project for community mobilization*

At the beginning of each mobilization cycle, CRS would like to ensure that the new and existing animators have a strong understanding of the PAQUED strategy and incorporate lessons learned from last year's project activities into the current year.

Thus, before installation in their mobilization sites, CRS trained the 18 new and 38 existing animators on innovations incorporated in the new ministerial decree regarding the functioning of COPAs, signed with PAQUED support, while also briefing them on PAQUED strategy in general.



3.3.2. *Organizing transparent COPA elections in the 720 Year 3 schools*

After collecting baseline data on school environment in all 720 school communities, the animators, supported by their supervisors and the provincial Community Mobilization Technical Advisor (CMTA), returned to the communities to support the organizations working on promoting transparent elections.

However, according to the new Ministerial Decree # 0799, the elections of each COPA are now the responsibility of the Parents' Associations affiliated with them. Therefore, starting in project year 3 mobilization cycle, PAQUED could no longer support COPAs elections without involving the Parents' Associations. Thus, PAQUED animators supported the organization of "Couple Sponsors" (Couple Parrain) in all 720 targeted schools (Cfr Art. 9 of the Decree # 0799).

Regarding the organization of COPA elections, PAQUED animators made several important findings, discussed below:

- The new Decree regarding the functioning of COPAs and School Management Councils (COGEs) is not available within the school/communities
- Most COPAs don't know in which parent association they belong
- The parents' association are not yet completely operational in the field or aren't effectively carrying out their responsibility

Meanwhile, in response to providing COPAs and schools with the new Decrees, PAQUED submitted a letter to the Secretary of EPSP requesting him to ensure wide dissemination of the two new Decrees and to provide PAQUED with the list and status of all recognized parent associations, province by province. Once received, PAQUED will distribute this information to

targeted schools. PAQUED will also send a letter to the Minister or the General Secretary of EPSP asking for a review of the mandate of the Parents' Associations, considering how they may best fulfill their role in supporting the COPAs under their jurisdiction.

Moreover, CRS and partners continued to support COPAs in the organization of transparent elections in their communities. Thus, during this period, 720 COPAs were reinforced with support from PAQUED. In total, 4,260 COPA members were elected, involving 4,200 community leaders, with 18 members from each school. .

In addition, it was expected that each targeted school would have 6 sponsors' couples, each sponsor couple would have two members elected from within the COPA members. A total of 4,320 sponsors' couples were expected to be elected in all 720 targeted schools, 3256 were elected.

A sponsor couple is one of innovations found in the new Decree. It consists of two parents from each COPA who assume a certain amount of responsibility for the academic and psychological well-being of students in the classroom.

3.3.3. Awarding small grants to 300 year 1 cycle schools

The awarding of small grants to communities as a source of support in the implementation of their SIPs has been one of the main challenges faced by PAQUED to date because of the many issues surrounding the grant.

The process of giving small grants to communities has started out well with the granting by PAQUED of 15 small projects in Kisangani. Each COPA who received a small grant signed a realistic agreement with EDC and also provided a scope of work for the COPA with a timetable and the indicators to be achieved for the small project.



The Acting Governor of Oriental Province award a small grant to one target community.

The project expects to continue to provide the same number of the small grants to the communities during the third quarter of project year 3 in Kikwit, Kenge, Mbandaka, Lisala and Isiro.

3.3.4. COPAs implement SIP's to improve the learning environment

As soon as the first COPA from Kisangani received 80 percent of their small grant, they assembled local materials and started working. PAQUED animators supervised them to ensure that the COPA were managing their resources well to better achieve their SIP.

After a month of implementation, some projects whose timetables were established for 4 months have already reached over 50% percent of completion and are awaiting the second installment of the small grant, the remaining 20%.



Construction of desks with PAQUED small grant support in Primary Schools in Tobongisa/Kisangani

3.3.5. Distributing solar batteries to communities & broadcasting radio programs

Solar batteries have been chosen by the PAQUED team as a means to assist communities to listen to community radio programs. Therefore, it has been decided to provide four batteries for 1,580 communities each year for the 1 - 3 cycle community. CRS is waiting for EDC to provide batteries to communities, during which time 20 radio programs have been broadcasted in all communities without the community being able to listen to them because of an absence of batteries for their radios. CRS is asking EDC to attend to this matter during the next quarter and to plan to re-broadcast radio programs in the year 1, 2 and 3 cycle communities.

3.3.6. Rehabilitation of IFCEPSP/Kisangani

During the period under review, a visible and highly publicized event took place. The newly rehabilitated Training Institute for Primary, Secondary, and Professional Learning Frameworks (IFCEPSP) was inaugurated by the Minister of EPSP, the American Ambassador and the USAID Mission Director in the DRC. Several provincial and national authorities also attended the event. After the inauguration, the Minister of EPSP symbolically handed the rehabilitated buildings over to the Inspector General of EPSP, who represents the official Congolese institution that owns IFCEPS.

4. MONITORING AND EVALUATION

4.1. EGRA AND EGMA

4.1.1. *Revision of EGMA and EGRA instruments:*

Given difficulties in administration during the 2010 EGRA and EGMA application, a revised format of EGRA and EGMA has been proposed. Furthermore, the items have been adapted for use in 2012, while an focus on keeping subtest difficulty as similar as possible across instruments. Specific EGRA subtests that required the most change included those with text reading and comprehension components – the reading fluency, reading comprehension and listening comprehension sections.

4.1.2. *Preparation of the Assessment*

The 2012 evaluation will focus on urban schools. Using the PAQUED data base, RTI began the process of defining the school sample. The sample will consist of 32 schools per province, including 20 PAQUED and 12 control schools. Students from grades 2 and 4 will be assessed in all schools.

Subcontract selection for logistical aspects of the data collection was ongoing throughout this period.

4.2. *Data Entry and Analysis*

The project continued to use its designed database by entering information being gathered from the field. As mentioned in the previous quarterly report, difficulties regarding information flow from the school sites to the project provincial offices continue to handicap the M&E function of the project.

5. NEW OPPORTUNITIES AND TRENDS

During the period under review, the project participated in a number of strategic meetings with other partners including the World Bank, the French Development Agency, the sister project OPEQ, and obviously, the MEPSP itself. Key among the subjects discussed are strategies for teachers' in-service training and the role of the civil society in demanding accountability and quality in the educational sector. Regarding in-service teachers' training, a consensus is emerging to adopt/adapt PAQUED's model. Self-directed training programs will be pre-recorded and presented to teachers within their Pedagogical Units, using solar radios. These programs will be supplemented by a couple of weeks of face-to-face training (like

PAQUED's summer institutes. Project senior staff will continue to work with these partners to explore ways of making this model work even better and taken to scale.

As for civil society involvement, discussions are still at early stages, but there have been hints that PAQUED's training modules of COPA members could be assessed and possibly adapted/adopted. Again, we will continue to participate in these discussions.

UNICEF also approached the project to explore ways of creating more and better synergies. So far we have reached the following conclusions:

- As an integral part of the Early Reading program for which a joint plan is being elaborated (post-Kigali), UNICEF would be keenly interested in working with EDC to jointly invest in improved access of children to reading materials, building on materials that have been produced locally by both UNICEF and EDC and encouraging local creative writing based on the culture of the Congolese people. Teachers will also be supported to write and produce their own teaching materials (including stories) locally and their networks (Unites Pedagogies) will be reinforced through the summer institutes, development of pedagogical tools and other training approaches.
- Using the standards on literacy produced by the government with the support of EDC, UNICEF will support the implementation of these standards within the Child-Friendly Schools Framework in the 4 provinces (2 through EDC and 2 through direct support to government implementation). The synergies of the four provincial activities will reinforce/restore capacities of national and local institutions.

6. SUCCESS STORY



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Teachers impart effective reading skills to their students, after learning those same skills themselves during the 2011 French language summer institute.



A group of teachers discussing a story they read during the summer workshop in French language



Teachers at Anuarite discuss students' reading activities



A project facilitator asks teachers to describe their experiences teaching reading strategies

Teachers at Anuarite Primary School in the town of Kenge in the Democratic Republic of Congo (DRC) believe in going that extra mile so that children can learn. One way of doing this is by applying what they learn in order to improve learning in their own classrooms.

In August of 2011, USAID funded PIEQ provided training in French language to some 27,000 teachers across the country. The 10-day workshop aimed to improve teachers' own language skills through a series of reading and writing activities. The activities were so well received that many participants have already begun to teach reading in new ways.

On their own initiative, teachers at Anuarite Primary School are using strategies learned in the workshop to help their students learn how to read. For example, they are encouraging their students to read and discuss stories with their classmates. As a result, students at the school are developing skills that can help them learn to read on their own—in much the same way the teachers themselves did during the workshop.

The self-guided training approach developed by the PIEQ project is designed to improve teachers' skills while “modeling” successful strategies for teaching and learning in reading, writing and math. Enthusiastic to share what they have learned, teachers are highly motivated to use this new model to improve the quality of their students' learning. As one teacher at Anuarite puts it, “We (the students and I) read stories together, just like we (teachers) did during the workshop.”

One strategy has students using story titles, pictures and other “cues” to anticipate what a new story is about—in much the same way the teachers did during the training activities. Once they finish reading, students then answer questions about the content to check their understanding. These kinds of activities are vital to ensuring that students are indeed capable of reading on their own. While there is still work to be done, teachers at Anuarite and other schools appear to be well on their way to taking charge of their own learning, as well as improving the quality of teaching in the classroom.

7. PROJECT ACCOMPLISHMENTS VERSUS PLANNED ACTIVITIES

Table 2 : Project Accomplishments versus Planned Activities

Main Activities	JAN	FEB	MAR	
Overall Project Management				
Develop a website for the project				Not done
Issue newsletters				Done
Attend quarterly meetings with USAID and other partners				Done
Continue to hire staff (when appropriate)				Ongoing
Sign contracts with radio stations				Done
Organize steering committee meetings				Not done
Organize quarterly meetings with all staff				Done
OBJECTIVE 1: IMPROVE TEACHERS' DELIVERY OF SUBJECT MATTER CONTENT AND PEDAGOGY				
Design and pilot module 4				Done
Prepare Math Institute : Develop pre/post tests				Done
Design and produce support materials (videos/audio and printed materials)				Ongoing
Recruit Math Professors as trainers				Done
Train the facilitators				
Organize Math PDI in various sites				
Monitor the roll out of Module 5 training in various sites				
OBJECTIVE 2: IMPROVE STUDENTS' MASTERY OF SUBJECT MATTER				
Distribute additional radios				Not done
Broadcast « Journées Matahata »				Done
Broadcast 90 grade 1&2 "Lisons avec Mbuta" and Jouons aux Maths avec Moseka" programs via radio (and MP3)				Ongoing
Broadcast 200 grade 1&2 "Apprenons avec Matahata" programs via radio (and MP3)				Ongoing
Conduct classroom observations				Done

Table 2 : Project Accomplishments versus Planned Activities

Main Activities	JAN	FEB	MAR	
3rd and 4th Grades				
Formative evaluation of support programs (91 - 100)				Ongoing
Produce teachers' guide (51 - 100)				
Print teachers' guide				Done
Distribute teachers' guides (2 nd part)				Done
Write and print story cards				Ongoing
Broadcast 200 grades 3&4 « A la ferme » programs via MP3 radios				Ongoing
Follow up visits by Master Trainers to assist teachers in using IRI effectively				Ongoing
5th and 6th Grades				
Develop master plans for units 1 - 10				Ongoing
Produce IRI programs (1 - 100)				Ongoing
Conduct formative evaluation of IRI programs (1 - 90)				Ongoing
Develop teachers' guide for IRI programs (1-100)				Ongoing
Print teachers' guide for IRI programs (1-50)				Done
Distribute teachers' guides (1 st part)				Done
Identify materials for grades 5/6 student kits				Ongoing
OBJECTIVE 3: IMPROVE THE SCHOOL LEARNING ENVIRONMENT				
Design community programs (2 nd generation) and animators' guide				Done
Produce listening guides for 2 nd generation programs				Ongoing
Broadcast second generation community programs				Not done
Monitor the use of small grants disbursed to communities				Ongoing
Provide support for the organization of elections / strengthening committees (COPAs, CGES, CRES)				Ongoing
Train CGES/COPAs/CRES in participatory management and child rights				Done
Train CGES/COPAS et CRES in SIP development				Done
Develop SIPs in year 3 communities				Not done
Provide small grants to support SIP in year 3 communities				Not done
Monitor SIP implementation in communities				Ongoing
Train mothers in psycho social support				Ongoing

Table 2 : Project Accomplishments versus Planned Activities

Main Activities	JAN	FEB	MAR	
MONITORING AND EVALUATION ACTIVITIES				
Develop the SOW of a mid-term evaluation (with USAID input)				Done
Hire consultants for the mid-term evaluation				Ongoing
Conduct a mid-term evaluation				
Validate findings and identify modifications to the project as necessary				
Conduct regular field visits to ensure data quality				
Conduct EGRA/EGMA testing for grades 2 students				

8. CALENDAR FOR NEXT QUARTER

Main Activities	APR	MAY	JUN
Overall Project Management			
Develop a website for the project			
Issue newsletters			
Attend quarterly meetings with USAID and other partners			
Continue to hire staff (when appropriate)			
Sign contracts with radio stations			
Organize steering committee meetings			
Organize quarterly meetings with all staff			
OBJECTIVE 1: IMPROVE STUDENTS' MASTERY OF SUBJECT MATTER			
Main Activities	APR	MAY	JUN
Design and pilot module 4			
Develop pre/post tests			
Design and produce support materials (videos/audio and printed materials)			
Finalize module 5			
Recruit Math Professors as trainers			
Train the facilitators			
Organize Math PDI in various sites			
Monitor the roll out of Module 5 training in various sites			
OBJECTIVE 2: IMPROVE STUDENTS' MASTERY OF SUBJECT MATTER			
Distribute additional radios			
Broadcast « Journées Matahata »			
Broadcast 90bgrade 1&2 "Lisons avecMbuta" and Jouons aux Maths avec Moseka" programs via radio (and MP3)			

Main Activities	APR	MAY	JUN
Broadcast 200 grade 1&2 “Apprenons avec Matahata” programs via radio (and MP3)			
Conduct classroom observations			
3rd and 4th Grades			
Print story cards			
Broadcast 200 grades 3&4 « A la ferme » programs via MP3 radios			
Follow up visits by Master Trainers to assist teachers in using IRI effectively			
Conduct classroom observations			
5th and 6th Grades			
Develop master plans for units 1 - 10			
Produce IRI programs (1 - 100)			
Conduct formative evaluation of IRI programs (1 - 70)			
Develop teachers’ guide for IRI programs (1-100)			
Print teachers’ guide for 8RI programs (1-50)			
Write and print story cards			
Distribute teachers’ guides (1 st part)			
Identify materials for grades 5/6 student kits			
Procure kits			
OBJECTIVE 3: IMPROVE LEARNING ENVIRONMENT			
Design community programs (2nd generation) and animators’ guide			
Produce listening guides for 2nd generation programs			
Broadcast second generation community programs			
Monitor the use of small grants disbursed to communities			
Provide support for the organization of elections / strengthening committees (COPAs, CGES, CRES)			
Train CGES/COPAs/CRES in participatory management and child rights			
Train CGES/COPAS et CRES in SIP development			
Develop SIPs in year 3 communities			
Provide small grants to support SIP in year 3 communities			
Monitor SIP implementation in communities			
Train mothers in psycho social support			

Main Activities	APR	MAY	JUN
MONITORING AND EVALUATION ACTIVITIES			
Present the preliminary pre and post test results of the French PDI			
Finalize and submit the test results of the French PDI			
Develop the SOW of a mid-term evaluation (with USAID input)			
Hire consultants for the mid-term evaluation			
Conduct a mid-term evaluation			
Validate findings and identify modifications to the project as necessary			
Conduct regular field visits to ensure data quality			
Conduct EGRA/EGMA testing for grades 2 students			

9. CHALLENGES

The project has faced two main types of challenges, namely those related to the technical materials that support our training/learning approaches, and those related to working with community members.

9.1. TECHNOLOGY RELATED CHALLENGES

As repeatedly mentioned in previous reports, PAQUED has been experiencing technological difficulties related to the Lifelayer radios. These radios are unable to hold power for the duration of a lesson. Recharging them manually has resulted in many cranks breaking, hence rendering the use of the radios a rather frustrating experience for both teachers and students. To mitigate this issue, Lifeline Energy, the radio's manufacturer has sent replacement solar panel and crank components at no additional charge to the project. PAQUED has also uncovered the magnitude of project beneficiaries necessitating a greater number of radios. In January, PAQUED ordered 500 additional Lifelayer radios to facilitate radio sharing in schools with large numbers of classrooms.

Similar problems have also been experienced with the use of RAN10's. These video devices were purchased to support self-directed learning materials that the project produces. Unfortunately, like the Lifelayer radios, the RAN10's are not able to hold power for a long time. The project has ordered new parts to address the problem.

9.2. COMMUNITY RELATED CHALLENGES

The increase of the number of schools targeted during the project year 3 (720 schools) that resulted in more widely dispersing the animators has been one of the major challenges in terms of management as well as partners' lack of equipment (motorcycle, computer, printers).

Generally, COPAs are not completely familiar with the functioning of parents' associations, with several COPAs not even knowing what association they belong to. This means that there is much work to be done upstream, in the review of the functioning of the parents' associations.

Furthermore, communities do not clearly understand the role in the classroom of the sponsor couple, introduced into the new Decree. As their functions are not clearly delineated, they will not be able to effectively carry out the roles and responsibilities attributed to them.