



# PAQUED QUARTERLY REPORT

## April 1 - June 30, 2012

Submitted to USAID/DRC,  
July 31, 2012

**Le grand-père qui sait toujours tout**




1. D'habitude, on part pour le village. Mais, les enfants ne veulent pas aller. Ils ont peur. Le grand-père leur dit: 'Ne craignez rien, je suis avec vous.'

2. Les enfants ont peur. Ils ne veulent pas aller. Le grand-père leur dit: 'Ne craignez rien, je suis avec vous.'

3. Un jour, le grand-père est malade. Les enfants ne veulent pas aller. Le grand-père leur dit: 'Ne craignez rien, je suis avec vous.'

4. Les enfants ont peur. Ils ne veulent pas aller. Le grand-père leur dit: 'Ne craignez rien, je suis avec vous.'

5. Les enfants ont peur. Ils ne veulent pas aller. Le grand-père leur dit: 'Ne craignez rien, je suis avec vous.'

6. Les enfants ont peur. Ils ne veulent pas aller. Le grand-père leur dit: 'Ne craignent rien, je suis avec vous.'



School desks made by COPA members (Mapendano COPA, Kisangani) with funding from Paqued small grants

*"Le grand-père qui sait toujours tout"*  
A story card written by a PAQUED Scriptwriter

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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 (April 1 – June 30, 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
- Issuance of the second round of community grants to support the implementation of SIP's in target schools
- Start up of SIP's implementation in first and second round beneficiary schools
- Conducting EGRA/EGMA exercises
- Conducting a mid-term review exercise

As in the past, the project continued to make excellent progress towards its objectives. Project staff continued to search for remedies to the technological difficulties related to solar radios and RAN 10's that have plagued project implementation.

The following is a narrative technical report for the period under review (April 1 – June 30, 2012). In addition to the introduction, it covers eight major sections: (2) Operations; (3) programmatic achievements; (4) Monitoring and Evaluation; (5) New trends and opportunities; (6) Success story; (7) Accomplishments versus planned activities; (8) Calendar for next quarter; and (9) Major challenges faced.

## 2. OPERATIONS

### 2.1. STAFFING

Two new staff joined the project during the reporting period. As mentioned in the last report, the project Senior Accountant Tom Kanda left in February. Blaise Majimawa was hired on April 16 to replace Tom. Additionally, the project offered a regular employment contract to Thino Liwaka who had been working as a consultant to fix some of the major technological challenges that the project has encountered with its solar radios and RAN 10's.

### 2.2. PROCUREMENT

The project acquired a number of materials including 360,000 slates and 390,000 exercise books to be included in this year's school kits. Additionally, the project procured a number of scholastic materials including slates, pens, and exercise book as part of school kits to be distributed to students in target schools starting early September, 2012.

The project purchased 500 new solar radios to make up the shortfall that target schools have suffered. The project received boxes of spare parts to replace faulty cranks and radio solar panels. This is expected to help address the problem of continuous radio breakdown that has impeded smooth implementation of IRI programs.

## 3. PROGRAMMATIC ACHIEVEMENTS

### 3.1. ACHIEVEMENTS UNDER OBJECTIVE 1

#### 3.1.1. *TEACHER SELF-DIRECTED LEARNING MODULES*

The project will launch two new, self-directed video learning modules during the coming school year. Modules 4 and 6 are designed to help develop teachers' pedagogical skills in formative (i.e., continuous) assessment of student learning in French language (reading and writing) and mathematics, respectively. The technical team started working with a local consultant to develop the two modules, which will include video and written materials for teachers and school cluster facilitators. The PAQUED technical team designed the modules to be more interactive, participative and supportive of the development of self-directed learning skills than the previous two video learning modules. This effort aims to improve teacher access to written materials, which are now integrated into the video-based teacher learning sessions.

The team has completed filming, audio recording and editing for sample video "chapters", which PAQUED will test in school clusters in early August. The project will then complete any necessary revisions, finalize written materials and prepare the video portion for distribution to all 892 school clusters. Results on teacher participation in these and past video learning modules will be provided in the next two quarterly reports.

### **3.1.2. DEVELOPMENT OF PROFESSIONAL DEVELOPMENT INSTITUTE IN MATHEMATICS**

The technical team piloted the training module for the Professional Development Institute in Mathematics in Kenge (Bandundu Province) in April 2012. Some 28 teachers from a single neighborhood (i.e., school) cluster participated in the nine-day pilot training, which included a variety of games and problem-based activities in geometry, measurement and basic number operations. A consultant hired to lead development of pre- and post-tests to be administered during the institute accompanied the team pilot and evaluate the proposed test items. Over 300 teachers in Kenge participated in the test evaluation exercise. The consultant and her team have since analyzed data from the pilot, selected test items and finalized both instruments. Meanwhile, the technical team has revised the training module, which includes a series of story problems and illustrations for the nearly 30,000 teachers who will participate in the training in August.

### **3.1.3. Development of IRI (Interactive Radio Instruction) Training Module**

The PAQUED team began developing the module for training teachers in the use of interactive radio instructional programs, which is scheduled for September 2012. This has been a two-phase process. Members of the IRI writing staff first joined the teacher training team in organizing a number of teacher focus groups in Kenge. The aim of the focus groups was to study teacher participation in IRI. A joint IRI and teacher training team then developed and piloted a preliminary training module. The team designed the school cluster-based module to address key issues from the focus groups, including varying rates of participation among teachers of different grade levels. PAQUED will hold the series of IRI trainings for 120 school inspectors (Master Trainers), 3000 school principals and all 30,000 teachers in Grades 1 to 6 in project's targeted schools.

PAQUED radio technicians have since been able to solve radio design issues. These issues include faulty or inadequate solar and mechanical battery recharge mechanisms. The radio manufacturer has agreed to replace these defective parts and provide larger solar panels for all 3500 PAQUED radios. Technicians will travel to the field in August and September replace the faulty parts.

## **3.2. ACHIEVEMENTS UNDER OBJECTIVE 2**

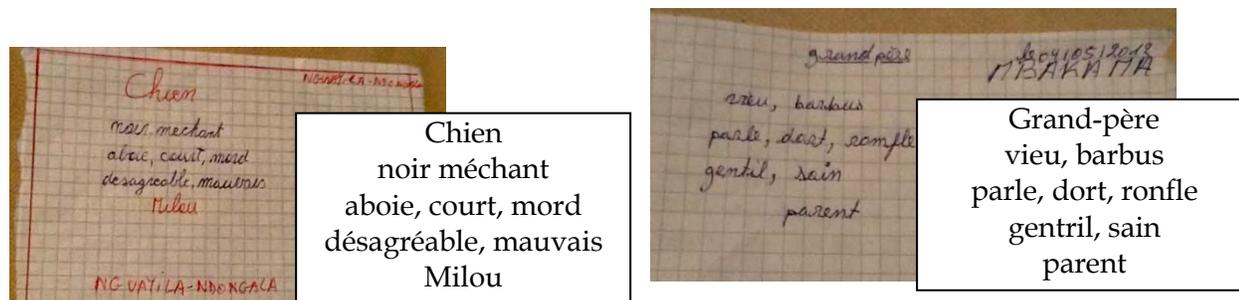
### **3.2.1. GRADE 5&6 IRI PROGRAM WRITING CONTINUES**

During the quarter under review, the script team completed the first drafts of the remaining 40 programs (80 program in total) to complete the 200 programs of the Grade 5&6 series. These programs provide 2h30 per week and per grade of specific support to literacy, creative writing, and mathematics. 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.

### 3.2.2. FIELD-TESTING CONTINUES WITH SUCCESS

In the second quarter, the script team continued to field-test Grade 5&6 programs in two 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. For example, in a recent unit on poetry, students produced outstanding original poems (see photo). To date, 120 of the 200 Grade 5&6 programs have been field-tested.



Original productions from grade 5 and 6 students in new PAQUED partner school

### 3.2.3. INTRODUCTORY PROGRAMS WRITTEN

During this quarter, Scriptwriters developed master plans and wrote first drafts of the 5 introductory programs for the new Grade 5&6 series “*Sur la route!*”. These programs are designed to introduce Grade 5&6 PAQUED teachers and school directors to the new series. In them, the new “radio characters” are introduced in addition to information useful to the efficient use of this series by the teachers.

### 3.2.4. STORY CARDS PRODUCED

Scriptwriters have also written 20 beautifully illustrated and creatively composed story cards to accompany Grade 5&6 IRI programs. These low-cost story cards will serve as supplementary reading material for Grade 5&6 students and are consistently referred to in the IRI teacher guides to show teachers how to organize independent reading sessions with their students.



*"Le grand-père qui sait toujours tout"  
A story card written by a scriptwriter*

### 3.3. ACHIEVEMENTS UNDER OBJECTIVE 3

#### 3.3.1. TRAINING COPA AND COGES OF YEAR 3 COHORT SCHOOLS ON CHILD RIGHTS, SCHOOL MANAGEMENT AND THE ROLE OF PARENTS IN IMPROVING EDUCATION QUALITY

Under this objective, PAQUED sought to increase parents' awareness to support schools as well as to reinforce their capacity in school management and SIP implementation. With support from project animators, COPAs and COGES received three-day trainings on child rights, school management, the importance of quality of education and the role and responsibilities of parents in improving the quality of education. A total of 7,253 COPA members (including 1,875 women) instead of the planned 8520 were trained, indicating an 85% performance. However, the project provided the same trainings to 4,565 COGES members, i.e. 305 more members than the initially planned 4,260.

The table below illustrates the performance recorded during the project Year 3 by province:

Table 1: COPA and COGES Members trained in each province

#### **Bandundu**

Structure	Women	Men	Total
COPAs members trained	807	1,789	2,596
COGES members trained	428	1,017	1,445

#### **Equateur**

Structure	Women	Men	Total
COPA members trained	557	1,839	2,396
COGES members trained	377	1,090	1,467

## Oriental

Structure	Women	Men	Total
COPA members trained	514	1,747	2,261
COGES members trained	390	1,263	1,653

### 3.4. TRAINING N PSYCHO SOCIAL SUPPORT

PAQUED aims to provide a safe learning environment for all children. Thus, the project selected two mothers and one father in each COPA to support their school in psychosocial activities. The selected COPA members participated in a workshop on psychosocial issues to be addressed within the schools.

Out of the 1,420 psychosocial leaders targeted for training, PAQUED reached 1,071, including 828 mothers and 243 fathers. The same workshops are ongoing in Kenge and Mbandaka. The table below provides details by province.

Table 2: Number of parents trained in psychosocial support in each province

Provinces	Site	Women	Men	Total
Bandundu	Kenge	Ongoing	Ongoing	Ongoing
	Kikwit	235	16	251
Equateur	Mbandaka	Ongoing	Ongoing	Ongoing
	Lisala	219	102	321
Provence Orientale	Kisangani	142	96	238
	Isiro	232	29	261
Total		828	243	1071



COPA from two schools in Befale (Equateur Province) centre receiving training on school management

**3.5. ORGANIZING AND TRAINING LISTENING GROUPS FOR YEAR 3 COHORT SCHOOLS**

Radio programs have proven to be an effective way to reach remote communities and raise parents’ awareness on the importance of education. PAQUED created listening groups led by “Listening Group Animators” (LGA) within COPAs for them to listen to radio programs and to take action in promoting equitable access to education as well as improving the school environment.

By the end of the reporting period, PAQUED trained 614 LGA’s out of a target of 710. Trainings of LGA’s in Kenge and Mbandaka had not been completed; this explains the shortfall of 96 participants. A key concern for the project is that female participation within the listening groups is still weak. Some of the main reasons for that low level of participation among women include time constraints and lack of interest for some activities that women still consider as men’s work. The project plans to hold several sessions of focus group discussions with women in an attempt to find ways of improving their participation in listening group sessions and other project activities.

Table 3: Number of LGA’s trained in each province

Provinces	Site	Women	Men	Total
Bandundu	Kenge	Ongoing	Ongoing	Ongoing
	Kikwit	17	125	142
Equateur	Mbandaka	Ongoing	Ongoing	Ongoing
	Lisala	0	232	232
Provence Orientale	Kisangani	3	116	119
	Isiro	4	117	121
		24	590	614

**3.6. SUPPORTING YEAR 3 COHORT COPA TO DEVELOP THEIR SIP FOR IMPROVING THE SCHOOL ENVIRONMENT**

Immediately after the training workshop, COPA members assessed their school environment using tools developed by PAQUED. Subsequently, each COPA developed a school improvement plan (SIP).

Seven hundred and seventeen (717) schools were assessed and PAQUED animators will review their SIP’s next quarter before recommending the best for possible small grants provisions.

### 3.7. CONTINUING TO AWARD THE YEAR 1 COHORT SCHOOLS WITH SMALL GRANTS

During this reporting period, 39 COPA (30 from Bandundu and 9 from Equateur) received from PAQUED the first advance of 80% of individual project costs to implement select activities of their SIP. The most common projects that were funded include latrines rehabilitation, classrooms roofing, and desks making.

The project will continue to provide small grants to communities in Isiro and Lisala during the fourth quarter, as well as ensuring the remaining 20% of the grant to communities that demonstrate satisfactory use of the first advance received.

### 3.8. COPAs IMPLEMENT THEIR SIPs FOR IMPROVING THE LEARNING ENVIRONMENT

Most COPAs that received small grants during the last quarter are successfully implementing their SIP's. They are awaiting the second payment to complete their small projects. PAQUED expects that all projects will be completed by September and an evaluation will be conducted in August 2012.



School desks made with funds from PAQUED Small Grants Scheme (COPA Mapendano, Kisangani)

## 2.9 REHABILITATION OF IFCEPSP/KISANGANI

After the rehabilitation of the IFCEPSP in Kisangani in February 2012, CRS resumed working on the primary school buildings of the complex, which is in the greatest need for repairs. The Ministry of Education made a number of recommendations which have now entailed further work:

- Repairing cracks on the wall at the entrance of the complex
- Constructing a metallic fence for the primary school
- Installing an air conditioner in the computer lab
- Repairing of the primary school roof
- Replacing kitchen taps

## 4. MONITORING AND EVALUATION

### 4.1. EGRA AND EGMA

In order to assess the impact to date of EDC's IRI intervention, a large-scale data collection was conducted in three provinces: Bandundu, Equateur, and Province Orientale. The collection was conducted in the latter half of May; it assessed students from a sample of 96 schools, obtaining EGRA and EGMA results for a combined 2154 students in Grades 2 and 4. Interviews were conducted with 163 teachers and 86 head teachers. Successfully executing this activity was dependent upon several intermediate steps, detailed below.

#### 4.1.1. FINALIZATION OF EGRA/EGMA INSTRUMENTS:

RTI home office staff, including technical specialists in reading and mathematics, designed DRC-specific EGRA/EGMA instruments to be used in the large-scale data collection. For EGRA, all items were retained from the 2010 assessment (save the reading passage), and were simply re-randomized within each subtest. For EGMA, Dr. Aarnout Brombacher, RTI's math specialist, developed a wholly new assessment at a difficulty level equivalent to the 2010 assessment.

#### 4.1.2. DEVELOPMENT OF INTER-RATER RELIABILITY AND DATA-ENTRY INTERFACES:

Testing inter-rater reliability (IRR) of EGRA/EGMA enumerators is an important part of assuring the quality of data collected. During training workshops, prospective enumerators are required to practice administering EGRA and EGMA assessments to other trainees role-playing as children. These scores are then compared to a 'gold standard' score produced by the training facilitators (Ms. Pflipsen, Ms. Pouzevara, Mr. Kabengele); only those scoring above 89% are eligible to continue in the selection process. Dr. Brombacher developed a set of interfaces to streamline the data-entry and comparison process.

#### **4.1.3. TESTING OF DATA-ENTRY CLERK ACCURACY:**

By developing similar interfaces for the data-entry process, RTI was able to minimize error associated with faulty keystrokes by data-entry clerks (DECs). IRR analyses using the *gold standard* methodology were also conducted during the DEC training workshops in early June. The overall DEC team demonstrated accuracy of 97.17% for Grade 4 EGRA/EGMA and 98.04% for Grade 2 EGRA/EGMA after only two days of practice.

#### **4.1.4. EXECUTION OF SMALL-SCALE PILOT STUDY:**

A small-scale pilot study was conducted concurrently with the large-scale EGRA/EGMA data collection. The primary purpose of the study was to develop equating factors that would permit direct comparisons of the 2012 EGRA/EGMA data with the 2010 EGRA/EGMA data for the purpose of determining program impact. A secondary purpose was to pilot 4 additional oral reading fluency passages, with the goal of selecting one (the passage most nearly equal in difficulty to the 2010 and 2012 passages) for use in 2014. In a process overseen by Mr. Kabengele, two teams (4 enumerators, 1 supervisor) assessed 212 students from 5 non-PAQUED schools in Kisangani. The activities elucidated above – recruitment and training of enumerators, development of data-entry interfaces, testing of data-entry clerk accuracy, etc. – were conducted in support of the Pilot study as well.

#### **4.1.5. RETENTION OF READING ASSESSMENT EQUATING EXPERT ANTHONY ALBANO:**

The development of reading passages of equivalent difficulty is a highly technical and *very* nuanced undertaking under the best of circumstances. In the United States, the application of statistical equating methods to develop a common reference scale against which to score different reading passages is a well-established practice, especially within the context of high-stakes testing. The large proportion of non-reading students in the DRC – fully 19% of students assessed in the Pilot study failed to read even a single word correctly on any of the six passages, including nearly 1/3 of Grade 4 students – renders the task of determining the relative difficulty of two passages even more complex. RTI therefore elected to retain the consulting services of Anthony Albano, PhD (a leading expert in the specialized field of statistical equating of reading passages) in order to thoroughly and conscientiously address this challenge. Mr. Albano's final results and full technical report, which will inform the analysis of the 2012 data, are expected by mid-July.

## **4.2. DATA ENTRY AND ANALYSIS**

In preparation for the Math Summer Institute, data entry in the database primarily consisted of entering the names of the trainers and of Institute participants at all levels: 120 Master Trainers, 1800 cluster facilitators, and 30,000 teachers. This time-consuming exercise was

necessary to help the project pre-register the beneficiaries vet them against terrorist lists and prepare their per diem and other allowances.

#### **4.3. MID-TERM EVALUATION**

A mid-term review exercise was launched late April, early May. A team of locally recruited researchers (Four University Lecturers, three Inspectors from the Ministry of Education, and an observer from the USAID mission in Kinshasa) worked for a week under the leadership of Dr. Mark Lynd to develop research instruments. Members of the local team were then dispatched to the three target provinces to collect data. The information that was collected in the field was coded in Kinshasa and then sent to Mark Lynd in the United States for processing and report writing. The final report will be available and shared with USAID and the Ministry of Education next quarter.

### **5. NEW OPPORTUNITIES AND TRENDS**

As mentioned in the previous progress report, the project continued to participate in strategic meetings about in-service teachers' training policies. These meetings are beginning to bear fruit. The COP, the Senior Technical Advisor and the IRI Director Project were asked on several occasions to discuss PAQUED's approach to teacher's training. This approach which is based on self-directed learning methodology that uses multimedia tools (solar radio with MP3 capability, and video) is being seriously considered for adoption in the intermediate educational plan currently being developed with funding from the World Bank. This represents a tremendous opportunity that contributes significantly to the project's sustainability, as the approach will be replicated and scaled up to other provinces of the DR Congo.

## 6. SUCCESS STORY



**USAID**  
FROM THE AMERICAN PEOPLE

# DEMOCRATIC REPUBLIC OF CONGO

## The USAID-Funded PIEQ project Champions Self-Directed Learning Approaches Among Teachers in the DR Congo



*Teachers in Kikwit learn new strategies for reading*



*Teachers learn to use teaching materials via video*

Teachers throughout the Democratic Republic of Congo (DRC) take pride in their ability to work together. This capacity was especially evident in May 2012, when 34 teachers from three schools in the town of Kikwit gathered together to participate in a self-directed video training session. Even more impressive was the teachers' ability to integrate what they have learned about teaching reading with new ideas they are developing about making and using instructional materials to improve their teaching.

For three years now, the Package for Improving Education Quality (PIEQ) has been providing intensive, self-directed learning activities for teacher improvement. And the impact of this 5-year, USAID-funded project is beginning to show in some very promising ways. But perhaps the most remarkable impact is how, through a number of school-based initiatives, teachers have begun to take charge of their own professional development.

These project initiatives include self-guided video learning sessions, school "kits" for making instructional materials, and a 10-day summer workshop to improve their skills in French, the national language. Designed to enhance teachers' capacity and motivation toward autonomous, regular professional development, these and other PIEQ programs are already showing signs of long-term improvement in the quality of education in the DRC.

Evidence of such lasting changes in teachers' knowledge, skills and attitudes is increasingly visible among the 30,000 teachers benefitting from the project. For example, during the self-guided training session held in Kikwit, participating teachers discussed how to fabricate and use materials introduced via video in order to apply new strategies for learning how to read – strategies that the teachers learned during last year's workshop

While the use of more effective teaching strategies is reason enough to celebrate, teachers' improved capacity to learn and develop on their own is even more critical to achieving lasting improvement in student learning. This kind of ongoing, teacher self-development is particularly important to improving students' learning to read, in a country where the national language is new to most students. Thanks to the hard work of these teachers, and USAID's continued support, the project is well on

the way to ensuring a lasting impact on the quality of education in the DRC!

## 7. PROJECT ACCOMPLISHMENTS VERSUS PLANNED ACTIVITIES

**Table 2 : Project Accomplishments versus Planned Activities**

Main Activities	April	May	June	
<b>Overall Project Management</b>				
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
<b>OBJECTIVE 1: IMPROVE TEACHERS' DELIVERY OF SUBJECT MATTER CONTENT AND PEDAGOGY</b>				
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				
<b>OBJECTIVE 2: IMPROVE STUDENTS' MASTERY OF SUBJECT MATTER</b>				
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	April	May	June	
<b>3<sup>rd</sup> and 4<sup>th</sup> Grades</b>				
Formative evaluation of support programs (91 - 100)				Ongoing
Produce teachers' guide (51 - 100)				
Print teachers' guide				Done
Distribute teachers' guides (2 <sup>nd</sup> 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
<b>5<sup>th</sup> and 6<sup>th</sup> Grades</b>				
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 <sup>st</sup> part)				Done
Identify materials for grades 5/6 student kits				Ongoing
<b>OBJECTIVE 3: IMPROVE THE SCHOOL LEARNING ENVIRONMENT</b>				
Design community programs (2 <sup>nd</sup> generation) and animators' guide				Done
Produce listening guides for 2 <sup>nd</sup> 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	April	May	June	
<b>MONITORING AND EVALUATION ACTIVITIES</b>				
Develop the SOW of a mid-term evaluation (with USAID input)				Done
Hire consultants for the mid-term evaluation				Done
Conduct a mid-term evaluation				Ongoing
Validate findings and identify modifications to the project as necessary				
Conduct regular field visits to ensure data quality				Ongoing
Conduct EGRA/EGMA testing for grades 2 students				Ongoing

## 8. CALENDAR FOR NEXT QUARTER

<b>Main Activities</b>	July	August	September
<b>Overall Project Management</b>			
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			
<b>OBJECTIVE 2: IMPROVE STUDENTS' MASTERY OF SUBJECT MATTER</b>			
<b>Main Activities</b>	July	August	September
Design and pilot module 4			
Develop pre/post tests			
Design and produce support materials (videos/audio and printed materials)			
Finalize module 5			
Train the facilitators			
Organize Math PDI in various sites			
Monitor the roll out of Module 5 training in various sites			
<b>OBJECTIVE 2: IMPROVE STUDENTS' MASTERY OF SUBJECT MATTER</b>			
Distribute additional radios			
Broadcast « Journées Matahata »			
Broadcast grade 1&2 "Lisons avec Mbuta" and Jouons aux Maths avec Moseka" programs via radio (and MP3)			
Broadcast 200 grade 1&2 "Apprenons avec Matahata" programs via radio (and			

<b>Main Activities</b>	<b>July</b>	<b>August</b>	<b>September</b>
MP3)			
Conduct classroom observations			
<b>3<sup>rd</sup> and 4<sup>th</sup> Grades</b>			
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			
<b>5<sup>th</sup> and 6<sup>th</sup> Grades</b>			
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 <sup>st</sup> part)			
Pack school kits kits			
Distribute kits			
<b>OBJECTIVE 3: IMPROVE LEARNING ENVIRONMENT</b>			
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 1&2 communities			
Monitor SIP implementation in communities			
Train mothers in psycho social support			
Finalize IFCEPS Rehabilitation			
<b>MONITORING AND EVALUATION ACTIVITIES</b>			

<b>Main Activities</b>	July	August	September
Present the preliminary pre and post test results of the Math PDI			
Finalize and submit the test results of the Math PDI			
Conduct a mid-term evaluation			
Validate findings and identify modifications to the project as necessary			
Conduct regular field visits to ensure data quality			
Present and validate EGRA/EGMA results			



## 9. CHALLENGES

The project continues to face a number of challenges that prevents its smooth implementation. Chief among these challenges are technological and logistical issues.

### 9.1. TECHNOLOGY RELATED CHALLENGE

As mentioned several times in previous reports, lifeline solar radios that the project has procured cannot keep enough power to allow a full 30-minute lesson to be played on MP3. Several remedial options were considered; the most promising that was to equip the radios with 8 Volts, 2.5 Amp solar panels and with cords long enough to supply energy to the radios while being exposed to the sun outside the classroom

### 9.2. LOGISTICS RELATED CHALLENGE

Pre-registering the 30,000 teachers who will attend the math Summer Institute was a daunting exercise in terms of getting the correct names of each participant, especially from remote sites. Due to lack of adequate means of communication and transportation, the pre-registration exercise has lasted much longer than anticipated, and will continue for some time during the first weeks of the next quarter. The project has hired a several consultants to help with that task.