



*Mid-term evaluation of  
Educational Project  
Bas-Uélé,  
Democratic Republic of the Congo  
March 2017*

Commissioned by: Baptist Union of Norway  
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## ACKNOWLEDGEMENTS

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It has been an inspiring and challenging experience to evaluate the educational project carried out by Communauté Baptiste de Congo Nord (CBCN). Inspiring, because of the encounter with dedicated staff at CBCN as well as in the schools and among government officials. Challenging, because of the conditions which many children and young people of Bas-Uélé have to put up with in order to get their education; lack of desks, chairs, textbooks and sometimes not very safe classrooms.

This evaluation report is a result of a team effort, not just the evaluation team, but the extended team including the project management team, and other CBCN staff. It is a joy to do an evaluation in a context where the organisers and implementers of the project is so genuinely interested in the evaluation process.

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Bromma in March 2017

Lena Boberg, In Tune – Learning & Development Consultancy  
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## ABBREVIATIONS AND ACRONYMS

BUN	Baptist Union of Norway
CBCN	Communauté Baptise du Congo Nord
CEPAC	Communauté des Églises de Pentecôte en Afrique Centrale
COGES	Comité de Gestion – management committee
COMEL	Comité d'élève – student committee
COPA	Comité des parents – parents' committee
DRC	Democratic Republic of the Congo
IPP	Inspecteur Principal Provincial
ISP	Institut Supérieur Pédagogique
NORAD	The Norwegian Agency for Development Cooperation
PAP	Pédagogie Active et Participative – participative and active pedagogy
PD	Project Document – the description of the project used in the application for funding
PME	Planning, monitoring, evaluation
Sous-proved	Sous-division Provinciale de l'Éducation
ToR	Terms of Reference
UPN	Université Pédagogique Nationale

## EXECUTIVE SUMMARY

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### Introduction

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Communauté Baptiste du Congo Nord (CBCN) operates in the province of Bas-Uélé in Democratic Republic of the Congo (DRC). Bas-Uélé is the second largest province in DRC, situated in the northern part of the country. Weak road infrastructure makes Bas-Uélé a quite isolated province. CBCN is active in the social development in various ways; in the educational sector, in the health sector as well as with other social development issues. CBCN has a strong link with the Baptist Union of Norway (BUN).

The Educational project, that is now being evaluated, started in 2014 and is a 5-year project receiving funding from Norad. This mid-term evaluation was initiated with the purpose of providing information and guidance for the programming, and to support capacity building within CBCN. The evaluation was carried out by a team of evaluators, using a mix of methods; document review, small group discussions, key informant interviews and direct observation. The evaluation team worked in close collaboration with the project's management team from CBCN.

### Key findings

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The educational project has contributed to improvement of the quality of teaching in particular in the secondary schools, where school leaders and school committees have participated in training, and where textbooks, manuals and equipment have been distributed.

The project has reached all its intended target groups and the four change strategies of the project; training teacher in active and participatory methodology - PAP, training of school leaders, training of school committees, and distribution of textbooks, manuals and equipment are all relevant and interact giving synergy that contributes to the long-term goal of improving the quality of teaching.

The strategy for introducing PAP has as yet not been so successful, but the first three years of the project has provided the project management with insights that will be useful for further developing the approach in order for the results to be more sustainable. The training of school leaders and of school committees, as well as the distribution of textbooks, manuals and equipment are activities that are less complex and these been carried out successfully.

There has been some changes to the original implementation plan, based on experiences but also due to external issues; such as the budget being reduced due to depreciation of the Norwegian Krone, unrest in some of the targeted districts and bad conditions of the roads.

The project is management by experienced CBCN staff, and supported by the CBCN Project Coordination structure. CBCN is an important actor in Bas-Uélé in the educational sector, trusted by school staff as well as by educational authorities.

The challenges for the educational sector in Bas-Uélé are huge. Many schools have bad infrastructure, there is a lack of desks and benches. Not all teachers are paid by the government. The provincial government's income sources are weak. But Bas-Uélé also has dedicated and experienced people in the churches, civil society and in government, working to make a change.

## Recommendations

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### General recommendations

CBCN should continue with their long-term engagement within the education sector, as they are an important change agent that also can positively influence other stakeholders.

Digni could consider also supporting to some degree improvement of school infrastructure. E.g. if it is implemented within a framework of a school development program, where the school leader and school committees are trained, and the local community and local authorities show commitment in action to supporting the school.

#### A. What changes would strengthen project strategy and sustainability?

1. *Teacher training strategy.* Change the strategy for PAP teacher training, by establishing a few pilot schools, for example up to 5 primary schools and one or two secondary schools. These schools can be a long-term show-case of PAP in practice, where other teachers can come and learn, practice and observe. The pilot schools should also have trained and well-functioning school committees and a high-quality school leadership. Together, these elements can also be a good reference for democratic culture and a participative and transparent school governance.
2. *Study visit.* Include a planned, and well-prepared study visit to another organisation that has experience in introducing PAP. E.g. 8<sup>th</sup> CEPAC in Bukavu, which is a church that has an extensive educational program.
3. *Advocacy.* Join with other churches and civil society organisation for continuous and focused advocacy towards the central government regarding important strategic issues for the education system: payment of teacher salaries, support to improvement of school infrastructure, including PAP training in the teacher training programs nationally (the universities with psychology and Education departments, the UPN - Université Pédagogique National - and the teacher training colleges/ISP, as well as the pedagogical department of secondary schools that offer teacher training).
4. *Girls' schooling.* CBCN is an important change-agent in Bas-Uélé, and has access to many forums. Respect for girls and women, and actively advocating girls' schooling is something that CBCN should work on with even more focus. As a trusted change-agent, CBCN has a voice in the community, but should also address these issues within the church itself.
5. *Replacement plan.* Recommend, or even require that the secondary schools that have received books and equipment develop plan for how to replace textbooks, manuals, materials and equipment in the future.

#### B. What changes would improve program efficiency?

1. Further develop the planning, monitoring and reporting systems and skills of CBCN.
2. Supply the education project with a computer.
3. In project planning and project description; increase focus on what change in people's lives or in people's behaviour that you wish to contribute to.
4. Further develop budgeting competence within CBCN.

## 1. INTRODUCTION

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### 1.1 Background

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This report presents results from the mid-term evaluation of the Educational Project, Bas-Uélé, implemented by the church Communauté Baptiste du Congo Nord (CBCN) in the Democratic Republic of the Congo, DRC.

CBCN operates mainly in the province of Bas-Uélé in DRC. The church was founded by a Norwegian missionary in 1920, but is an independent Congolese denomination since 1960. CBCN has 350 churches and approximately 34.000 members. It is active in social development in various ways; in the educational sector, in the health sector as well as with other social development issues. CBCN has a strong link with the Baptist Union of Norway (BUN).

BUN is a member organisation of Digni – an umbrella organisation for Norwegian churches and Christian NGOs which are working with funding from Norad. CBCN has, through BUN and Digni, received funding for development projects from the Norwegian government/Norad ever since Norad-funding was made available. The Educational Project is a Norad-funded project. Digni is Norad's contractual partner, whereas BUN is accountable to Digni for quality assurance of the projects CBCN is carrying out with Norad-funding.

### 1.2 The Educational Project

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CBCN has been involved in the education sector in the province of Bas-Uélé for many years. According to the Project Document from 2014 CBCN is responsible for 121 primary schools and 29 secondary schools, which are dispersed in all six territories of Bas-Uélé. Altogether the schools had more than 30.200 students (52% boys, 48% girls) and approximately 1.150 teachers in 2014. CBCN also has some schools for vocational training, and literacy courses throughout Bas-Uélé. The literacy courses are part of another development project. With the Educational Project CBCN wishes to contribute towards the improvement of quality teaching and quality education in Bas-Uélé.

In the educational system of DRC, education is divided into two categories: higher education and universities; and primary, secondary and vocational education. In primary, secondary and vocational education the government has signed agreements with different bodies for the implementation of the education, one such agreement is with CBCN.

The project includes four main components addressing different issues within education in Bas-Uélé identified by CBCN, based on their broad experience in coordinating schools:

- ❖ **Training of teachers in active and participatory methodology**  
Apart from the pedagogical training, the training program also includes topics on administration, class management as well as social development issues, such as peace education and fight against hiv and aids. The program is taught by CBCN staff as well as by government and other specialists.
- ❖ **Training of school leaders in school administration and management**  
The training program includes topics such as: staff and school management, budget management, income-generation, law, roles of the school leader, the parents' committee, the management committee, the students' committee, participatory teaching, The program is taught by CBCN staff as well as by government and other specialists.

❖ **Training of parents' committees (COPA), students' committees (COMEL) and management committees (COGES)**

The existence of these committees is regulated by the government, for the purpose of supporting a good school environment and healthy management of the schools.

The parents' committee, COPA, is a group of seven elected members. The task of the COPA is to:

- Ensure a cooperative relation between the school and the student's parents
- To follow-up on the application of the national educational program in the school
- To be consulted on decisions taken by the school that concerns the interest of the children
- To channel evaluation of the teachers' performance to the school leader

The managing committee, COGES, is made up of the President of the parents' committee, the President of the students' committee, COMEL, the School Leader, a representative of the teachers as well as a representative of the local CBCN church. The task of the COGES is to monitor the management and teaching of the school.

The training program includes parent-teacher relations and school monitoring, the improvement of the conditions of the schools in the community, the importance of documentation such as class journals, parent-teacher contact books, school records.

❖ **Supply schools with didactic materials, and technical equipment for the vocational schools**

This part of the project is mainly focused on the secondary schools.

### 1.3 The context of the project

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The Bas-Uélé province is the second largest in DRC. It is one of the new provinces created through the government's decentralization process in 2015. Bas-Uélé is isolated, with weak infrastructure at all levels; roads, electricity, water. The province has also been hard hit by war and conflict both in DRC and in neighboring countries. Some of these conflicts are still going on, and affecting part of the province.

There is a good relationship between civil society organisations - including the churches - and the authorities, which provides space for organisations to work. In this situation the churches, together with other civil society organisations, play an important part in their work for social development.

Governmental support to the educational sector is not adequate. At provincial level the authorities' three main income sources to finance social services and education are; grants from the state, taxes and cooperation with international partners. The educational sector and health sector in Bas-Uélé is financed almost entirely through external partners, of which BUN and UNICEF have great importance. Tax income is low for the provincial government due to lack of systems and infrastructure to collect and monitor tax payment, and the fact that a majority of people living in Bas-Uélé live on subsistence farming. Even though primary school education is free, parents are still carrying a heavy burden in repairing school infrastructure and in some cases paying teachers' salaries.

In primary school both girls and boys attend school, but in secondary school there is a drastic change. Many, many girls drop out in 3<sup>rd</sup> grade because of early pregnancies or lack of ability and will of the parents to pay for the girls' schooling beyond primary school.



## 2. EVALUATION SCOPE AND METHODOLOGY

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### 2.1 Evaluation purpose and scope

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The evaluation is a mid-term evaluation with the purpose of providing guidance for the future of the project based on assessment of project achievements and efficiency so far. It is also a learning evaluation, with the aim of contributing to capacity building of CBCN. The process and results of the evaluation will be used by CBCN when planning the project. There is also an interest in the evaluation results from BUN and Digni from their different roles as partners and donor.

The Terms of Reference (ToR) presented the following areas of inquiry:

1. *Target group*  
To which extent has the project successfully reached the stated target groups, especially the women?
2. *Project efficiency*  
Assessment of the efficiency of the resources used in the project in relation to the conducted activities.
3. *Project effectiveness*  
Assessment of to which degree the project has achieved the project objectives as stated in the project plan; long-term as well as outcome and output level.
4. *Project relevance*  
Assessment of the project relevance in relation to the main challenges in the project area.
5. *Project sustainability*  
Assessment of the sustainability of the project. In particular regarding the possibilities that the local communities have to maintain and to continue the activities run by the project.

The ToR also requested that the evaluation make recommendations regarding the future of the project.

### 2.2 Methodology and process

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As learning was an important part of the evaluation process, the evaluation team included a staff member from CBCN, together with the Team Leader and one more external evaluator. CBCN was involved in each part of the evaluation process in order to promote capacity building and to strengthen ownership of evaluation results.

The evaluation was designed to use mixed data collection methods:

- Document review: project documents, annual plans, annual reports and organization-specific documents
- Group discussions with teachers and school staff
- Interaction with students
- Key informant group interview with school leaders, parents' committee leaders, representatives of CBCN, with BUN and with other key stakeholders
- Direct observation through visits to different project sites
- Interaction with staff involved in project management and implementation

The data from these different sources have provided a possibility for triangulation to verify results. The group discussions and most of the key informant interviews were held on school premises. The evaluation team worked together in the data collection, taking different roles depending on what the context required.

Five schools were visited during the evaluation process, representing schools that have been included in the project activities. Apart from this, one primary school that had not been included yet in the project was visited as a point of reference. The five project schools were all in the Buta territory, whereas the primary school outside of the project was in the Aketi territory.

The following places were visited during the data collection process in the field:

- ❖ Institut Kumbowo, Buta – Technical Secondary School; commercial, computer and pedagogy. The school leader and the COPA and COGES has received training. The school has received manuals and equipment, including three computers and printers.
- ❖ Institut Technique Agricole, Koteli – Technical Secondary School; agronomy and pedagogy. The parents' committee has been trained. The school has received textbooks and equipment for the agronomy section.
- ❖ Ecole Primaire, Ngombo (Aketi), - Primary school, no project activities
- ❖ Ecole Primaire, Matongoma (Buta) – Primary school, teachers have been trained
- ❖ Ecole Primaire, Bumbu Cité 1 (Buta) – Primary school, teachers have been trained
- ❖ Institut Technique Professionnel Triangle (Buta) – Technical Secondary school; masonry, carpentry, sewing. The school has received manuals and equipment. The school committees have been trained.

The visits to the primary schools included direct observation of teaching; old and new pedagogical methodology, as well as group discussions with teachers.

Group discussions with teachers and interviews with school leaders included questions about the pedagogical methodology, the training provided by CBCN, relationship with school committees and in general how they see the situation in the school. Interviews with COPA representatives focused on their role, on the CBCN training, on the general situation for their children at school.

The data collection process also included interviews with local authorities in the educational sector.

When the data collection process in the field had been concluded, the evaluators met with the project's management team for a joint reflection on the findings. At the end of the field work the evaluation team had a consolidation meeting to analyse the data and finally there was a feedback meeting with CBCN project coordinator and BUN, where preliminary findings were presented. A schedule of the process is provided as an Appendix.

### 2.3 Limitations

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The main limitation was that the field visits could only be carried out in the vicinity of Buta, because of the poor condition of the roads and the time available for the evaluation. The data collected in the field needs to be understood in this context, but triangulation of data with project reports and the fact that the project's management team were familiar with the context in all provinces can to some extent balance this limitation.



These photos are taken from different schools visited during the evaluation process.

*Upper:* Grade 5 student doing classwork.

*Middle:* School administration building in one place, and classrooms in another.

*Lower:* One more example of classroom building. The type of construction many students, parents, teachers, school leaders and educational authorities are wishing for.



### 3. FINDINGS

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This section presents main findings from the data collection process, one section for each question in the ToR.

#### 3.1 Target Group

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Regarding target group, the evaluation was to assess to which extent has the program successfully reached the stated target groups, especially the women.

Target group	Reach
Primary school teachers	Primary school teachers, both women and men, are participating in the teacher training courses.
Secondary school teachers	Secondary school teachers are reached by the project as they benefit from getting access to new manuals, and for the technical schools access to relevant equipment for their courses.
Primary school students	Primary schools have almost equal number of girls and boys. They benefit from the project through the new teaching methodology.
Secondary school students	In the secondary schools the number of girls decrease drastically after grade 2, due to early pregnancies, or lack of means and perhaps also lack of will of parents to support girls in secondary school. The training of the parents' committees is reported in some schools to have had a positive impact though on support for girls' education.
Members of student committees, parents' committees and management committees	The project has reached all three categories with training, in the secondary schools.
School leaders	The project has reached the targeted school leaders in both primary and secondary schools.

#### 3.2 Project efficiency

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On project efficiency the evaluation was to assess the efficiency of the resources used in the project in relation to the conducted activities.

One element of efficiency is looking at output related to input. The educational project has three project areas that focus on training: teacher training, training of school leaders and training of school committees. During the first three years of operation (2014 – 2016) the project has provided training for 101 school leaders, 586 teachers and 124 members of school committees. The value of this training is that it can positively contribute to the quality of education. If the trained people are able and willing to use their new skills, schools will be better managed, the teaching will become more interesting and developmental, parents and students are actively involved in making the school a good place to be.

The training budget has been kept low, and there has been cooperation with expertise from the authorities involved in the education system. The evaluation process did however surface that the training budget did not include some important costs; such as covering the participants travelling costs.

Ten or more schools have been provided with technical equipment and/or manuals in the theoretical subjects, providing an environment that is conducive to learning, and achieving good results. There is efficiency in the implementation, as the project can use CBCNs network of churches and schools, and as CBCN has a good reputation as a school coordinating body, and has a good relationship with stakeholders such as the local authorities and other school organisers.

Another element of efficiency is whether the project organisers have been able to implement the project activities according to plan. Here there has been a number of difficulties, and each year the annual report includes planned activities that were not carried out. Reasons given are: The depreciation of the Norwegian Krone and decreased funding allocations from the donor due to political decisions in Norway, which meant the activity plan had to be adjusted each year. Unsafe environment in some of the districts of the province due to the presence of the Lord's Resistance Army, which meant planned activities could not be carried out in these districts. There has also been delays in the transfer of funds, which impacts negatively in particular on planned teacher training as these trainings only can take place certain periods in a year.

The project is managed by a team of two experienced educationalists together with a younger professional recently employed and who is in the process of learning the project. The team works well together and works from a well-organised office space in the building that hosts the CBCN school coordination. The Project Director and Deputy Project Director also has tasks in the regular school coordination. As we move around with the evaluation team and the project management team to the different schools, it is clear that the CBCN staff are well-liked and respected.

When it comes to project management systems in general there are some challenges. There is a lot of documentation; activities are documented, there are clear lists of attendees of each training session. There are clear records on the distribution of equipment and manuals. The challenge is with the documentation connected to planning and reporting the project to BUN. Part of the difficulty comes from the documents having to be translated between French and English, with the result that sometimes there will be mistakes made in the translation. But the planning and reporting documents to BUN lacks in clarity. It is difficult to follow what is happening where in the project by studying the project documentation that has been forwarded to BUN.

The quality of the planning documents and the reports could be improved by for example: specifying what 'trained' means – what is it that a teacher or a school leader is expected to be able to do after training. Specifying the number of teachers and schools that the project is expected to reach each year, and if possible also providing the name of the targeted schools, and then in the reports include both planned activity and actual results. The project management team does not have a computer, so all documentation must be made by hand or using a type writer.

Another issue is the follow-up. Follow-up is included in the activity plans each year, and the project staff do engage in follow-up. The fact that the activities are spread to districts almost all over Bas-Uélé does however make it almost impossible for the project staff to do a proper follow-up, and to give support to teachers who have been trained in the new methodology. This has to do both with time, costs for travelling, and the difficulties travelling on the roads in bad condition in the province.

### 3.3 Project effectiveness

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The evaluation was to assess to which degree the project has achieved the project objectives as stated in the project plan, including results at impact (long-term), outcome (specific objectives) and output (planned results for the entire period 2014 – 2018) level.

As the project has been in operation for just three years, it is difficult to assess impact, and even outcomes. The evaluation has attempted to look at all results levels, but focus has been on output.

*The long-term goal/impact of the project is:*

‘Improve the quality of teaching, in order to train young Congolese women and men of Bas-Uélé to be responsible and useful to themselves and to the society at large.’

*The specific objectives/outcomes of the project are:*

1. To reinforce the teaching skills and techniques of the teachers for a better education of children.
2. To reinforce the administrative and managerial skills of the establishment managers to improve the organization of their schools.
3. To revitalize the different school committees (parents’ committees, the management committees, students’ councils) so that they actually deal with their tasks in the school.
4. To equip several pilot schools with textbooks, practical equipment and computer supplies

#### *Training of teachers in active and participatory methodology*

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*Outcome:* To reinforce the teaching skills and techniques of the teachers for a better education of children.

*Output for 2014 - 2018:* At least 70% of the teachers are equipped and trained in the new teaching methods

The educational sector in DRC is in a process of introducing a new methodology in the primary and secondary schools; participatory and active pedagogy (PAP). With this methodology school children and students learn to participate in their own education, cooperate in group work and actively engage in discovery and learning. This means moving away from a more authoritative methodology where the student is seen as just a receptor of the knowledge transferred by the teacher to the student.

The project’s strategy is to train three teachers per school. These teachers are then expected to train their peers at their school. The schools have what is called ‘Cellule de base’ – cell groups – where the teachers meet regularly on a weekly basis to discuss pedagogy and also discuss other issues the teachers encounter. The idea is that these cell groups can be used to support the implementation and development of the new methodology.

#### **Output**

In the Project Document (PD), it is stated that 1.152 teachers will be trained. So far, 2014 – 2016, 586 teachers have been trained at a basic level. The original plan was to start with the training in 2014, but the plans were delayed and the first courses were offered in 2015. The number of teachers that will be trained is changing, as CBCN has taken on the coordination of more schools than they had in 2013, when the PD was drawn up. Also, to avoid conflict with other schools, the project is inviting teachers from neighbouring schools to participate in the training. The output measure of 70% teachers trained is therefore a moving target.

During the evaluation process the team visited three primary schools, two in which teachers had been trained in the new methodology, and one where no training had taken place. We were able to observe the differences in the methods, and discuss with the teachers how they perceived the CBCN training, and the application in real life in the classroom. Observation and discussion with teachers at only two schools gives a limited perspective of the project activities, but the findings from these two schools is confirmed by the experiences of the project staff, and the interviews with the authorities in charge of primary and secondary school education in the province of Bas-Uélé; the Director of the Sous-proved (Sous-division Provinciale de l'Éducation) and the Chief Provincial Inspector (IPP).

At one of the schools the trained teachers felt it was difficult for them to train their peers. They would have preferred that the project trained all the teachers. They had little time in their cell group meetings to discuss methodology, as there were so many other pressing needs to discuss.

At the other school, the teachers felt that they were able to share the methodology with their peers, but they also felt a need for further training in the new methodology. This school had a functioning cell group, where methodology was discussed. They also had a pedagogical committee that further strengthened the work on pedagogical development at the school.

Another difference between these two schools is that one was housed in a brick building, where the classrooms were in good condition, with desks and benches, and protected from interference from too much noise from the other classrooms. Whereas the other school's infrastructure was in very poor condition, with no walls, no desks, and just simple benches and the teacher and the children were exposed to all the other classrooms, and the noise of school children on a break.

The teachers at both schools embrace the new methodology, and appreciate the positive effects on the children's learning as they are more active and involved. They also mention that it is positive that boys and girls learn to work together in group work; something that could not be taken for granted, and in the beginning there was some resistance from the school children.

One of the main challenges reported by the teachers, as well as the Sous-proved and IPP (the provincial education authorities), is to accommodate the PAP within the 30-minute lesson-time that is to be used in the primary schools. This is a problem yet to be solved. The Educational Project focuses the training on younger teachers, the logic being that it will be easier for them to learn and adapt to the new methodology. The draw-back of this is that they are also less experienced in the practical work in the classroom. A more experienced teacher may have difficulties changing his or her methodology, but it may also be that the more experienced teacher is in a better position to adapt the methodology to the practical realities of the classroom.

Introducing a new pedagogical methodology takes time and resources. Through the education project CBCN is supporting an important shift in the educational system in DRC. The experiences from the strategy that has been used in the project has shown that changes need to be made in future for the outcomes to be met. This was discussed with the project management team, who were well aware of the difficulties and had concrete ideas on what needed to change; focusing the training to a small number of pilot schools being the main change they suggested.

The problem with the current strategy:

- Trying to reach too many teachers in a short space of time.
- The training session is too short. It is not enough with just a few days of training to embrace a new methodology and to be able to apply it in real life.
- The 'training of peers' strategy is difficult for the teachers to implement within the existing structures at their schools.



- With just three teachers trained per school, only three classes are using the new methodology. When students move from one grade to the next, they risk moving from the new methodology into a classroom where the traditional methodology is used.

The evaluation process identified support structures that are important for the development of, and application of a new pedagogy:

- The school leader needs to be familiar with the new methodology and support the development
- There needs to be structures in place for an active discussion on pedagogical development at the school; for example, a cell-group and/or a pedagogical development group

The current strategy has been able to provide a basic introduction to the new methodology to a large number of teachers. This is positive. To continue to support the development is now necessary to focus, and instead establish a small number of pilot schools, where all teachers can be trained in the methodology, and provide a practical space for other teachers to observe and to learn.



School leader and teachers trained in the PAP methodology.

### *Training of school leaders in school administration and management*

*Outcome:* To reinforce the administrative and managerial skills of the establishment managers to improve the organization of their schools.

*Output for 2014 – 2018:* All the establishment managers are trained in school administration and management

#### **Output**

A majority of the school leaders, 101, of the CBCN schools were trained in 2014. A follow-up training will take place in 2017.

The project reports show that the training provided was highly appreciated by the school leaders, and they felt it catered for their needs. One of the school leaders interviewed during the evaluation



process says that the training gave him insights and knowledge at several levels; administrative issues, understanding the role of being the school leader and the role of the parents' committee, and how to interact with teachers and students. The training also included learning about government regulations and how to work with income generating activities for the school.

The training of school leaders is an essential part of contributing to a better education situation, as the school leader has a great impact on all aspects of the school; the teaching, the infrastructure, the finance, the relationship with parents and with authorities.

### *Training of parents' committees (COPA), students' committees (COMEL) and management committees (COGES)*

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*Outcome:* To revitalize the different school committees (parents' committees, the management committees, students' councils) so that they actually deal with their tasks in the school.

*Output 2014 – 2018:* The students' parents, through their committees, are made responsible and take charge of their schools. A students' government is established

#### **Output**

The PD does not specify how many schools the project wants to reach, just that they will work with all committees. During 2014 – 2016, 124 committee members, 94 men and 30 women, have been trained. COGES includes members of both COPA and COMEL.

The evaluation team met with several COPA members at the different schools visited. One president of a COPA says that the training he received had made a major difference for the COPA. 'We did not know how to work', he said. But the training had given him tools to develop the COPA work. The parents understand better their role for the school, and are more actively involved when the school needs to solve the problem of teachers not being paid by the government. This COPA also had developed relationships with other COPAs at other schools, to share experiences and support each other.

The committees are also a practical way of supporting the development of democratic culture, in the school and in the community. The committee members, as well as school leaders, report that the committees are engaged in discussions and dialogue on some quite difficult subjects, and are learning to negotiate; these are skills and habits that are useful also in everyday life.

### *Supply schools with didactic materials, and technical equipment for the vocational schools*

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*Outcome:* To equip several pilot schools with textbooks, practical equipment and computer supplies

*Output 2014 – 2018:* 4 Technical schools are provided with equipment.

5 Secondary schools are equipped with textbooks for the subjects taught, teaching materials and computer equipment

#### **Output**

Textbooks, manuals and technical equipment has been distributed to at least nine secondary schools.

The evaluation team visited three of the secondary schools that had received manuals and equipment early in the project. There had been an immediate effect on exam results for these schools, as the teachers were now basing the teaching on the new manuals the students were able to succeed in the final exams.

Access to technical equipment has also provided the schools with a possibility for some income-generating activities for the school, while at the same time providing training for the students. Such as in masonry, sewing and carpentry, where items can be produced and sold.

### 3.4 Project relevance

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The evaluation was to assess the project relevance in relation to the main challenges in the project area, and whether the project can be said to be highly relevant or less relevant to the need of the people in the area.

#### ***Relevance of training teachers in active and participatory methodology***

The promotion of active and participatory methodology is in line with government strategies. This was further underlined by the Governor of Bas-Uélé, who pointed out the importance of this methodology in particular in primary school and the value of learning how to discuss issues to arrive at solutions together. The provincial resources for training teachers in PAP are limited. The CBCN project contributes to the government strategy.

The teachers who are using the PAP methodology points out the value of boys and girls learning to cooperate with each other, not just boys working with boys and girls working with girls, but working together in mixed groups.

#### ***Relevance of training school leaders***

The school leaders have challenging roles as they balance between the needs of the students and the parents and the challenging situation at the schools, with poor infrastructure, teachers that are not paid by the government, no text books and old manuals for the teachers. Through their work in coordinating the schools, CBCN identified that there was a need for training for the school leaders. The government does provide some training too, but it is not enough for all the schools. By offering training of school leaders, CBCN is contributing to better quality school management. School leaders that have taken the training are providing feed-back that the training has been useful for them.

#### ***Relevance of training of parents' committees, student committees and management committees***

The school committees is something that is required by the DRC government for each school. The management committee (COGES) includes both parents' committee (COPA) and student committee (COMEL) members, together with a teacher and the school leader. Through revitalising the school committees, the project is aiming to support parents in their engagement with the school, and with their children's education, ensure a smooth and healthy running of the school with the control system that the committees represent

The training of the COPAs was also included in the project strategy in order to ensure that the text books and equipment bought for the secondary school would be well taken care of, and remain with the schools. Each delivery of textbooks and equipment is monitored by the COPA, and signed for by a COPA representative, the CBCN project representative, the school leader and the local CBCN church, to ensure accountability.

The interviews with school leaders and COPA members verify that the training has been useful, and has contributed to a good relationship between COPA and the school leader, it has also enabled the parents to take a more active role in supporting the school and safe-guarding that the school is managed well.

### ***Relevance of supplying schools with didactic material, manuals and equipment***

The government does not support secondary school education financially. The schools do not receive funding for running costs. This means that the secondary schools are operating with bad infrastructure, and little access to up to date manuals and textbooks. The technical schools lack necessary specialised equipment. Equipment for the technical schools could mean sewing machines, tools for agriculture, machines and tools for masonry and carpentry. Both secondary and primary schools sometimes lack access to curricula.

In one of the technical schools the evaluation team visited the teachers used to bring their own equipment to the school so that the teaching could take place. This slowed down the process, and was not a sustainable strategy. The equipment that was provided to them from the project has changed the situation, and they can now work with the school's own equipment, and the students are confident that they will be able to work in their professions as they leave the school.

In general, the four strategies included in the project are highly relevant for the needs of the educational sector in Bas-Uélé.

The activities of the project are welcomed, and valued by the target groups, but there are two major concerns that the project does not address.

School leaders, teachers, parents and students all say that their main concerns are

- The bad condition of the classrooms and administrative buildings. Many of the schools have grass roofs, and weak walls, or no walls. When it rains, no teaching can take place. Students sometimes have to sit on stones or directly on the ground because there are no benches. Students sit and write, balancing the notebooks on their knees. Blackboards are in poor condition, making it difficult to see what is written on them. Some of the classrooms are very crowded.
- Teacher not getting paid by government, which means that parents must pay teachers' salaries.

One could argue that it is the Government's responsibility to supply these things, as well as the activities included in the project; at least at primary school level. School leaders, teachers and parents are aware of this responsibility. At the same time, Bas-Uélé is struggling with major development issues, a weak support from the national government, and accessing very little funds through tax payments due to poverty. The contribution from churches and other civil society organisations are important in the educational sector.

## ***3.5 Project sustainability***

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The evaluation is to assess the sustainability of the project. In particular regarding the possibilities that the local communities have to maintain and to continue the activities run by the project. In assessing sustainability the ToR suggests that a model for assessing sustainability developed by Digni be used. This model looks at *activity profile* of the project, the *organisational capacity* of the implementing organisation and *contextual factors* that impact on the function of the project. Reflection on these three parameters has been included in the sections on efficiency, effectiveness and relevance. Below we offer some additional reflections regarding the issue of sustainability.

### ***Activity profile***

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The chosen strategies for the project are in line with CBCNs own profile, as a church concerned with social development and with a history of working to support education. The training of school leaders and school committees have the possibility of contributing positively to change, in line with

the desired impact of the project. The training of teachers in PAP is an activity that is relevant something that is important for CBCN to continue pursuing, but the implementation strategy needs to change, as it is too extensive in the present format, as described in the PD.

CBCN is promoting accountability and participation at each school by training the school committees and expecting them to interact with school leaders and the school coordination.

The distribution of equipment to the technical schools provides a possibility for the schools to engage in income-generating activities, while at the same time improving the quality of education provided by these schools.

Sustainability of teacher training:

- This program will need support for a long time. The creation of pilot schools, that can show-case the PAP methodology, and be a base for further development of the methodology would be one way of ensuring long-term sustainability.
- Having structures at each school that support pedagogical development can ensure sustainability

Sustainability of school leader training:

- School leaders have access to peer forums, and these could ensure that there is a continued performance development of the school leaders
- The CBCN school coordination can provide support to school leaders

Sustainability of committees training:

- The trained committees are contributing to a good school management, and support to the children's education

Sustainability of supplying textbooks, manuals and equipment:

- This is more difficult. Textbooks will get damaged over time. Manuals will become obsolete, and equipment will break. The improvement in education that these materials produce will remain with the students who have benefitted, which of course is of great value. But there is a need to find strategies for how to replace materials and equipment over time.

### *Organisational capacity*

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CBCN has a long experience in coordinating schools, which also means they have active relationships with other stakeholders as well as government. The Sous-proved as well as the IPP verified that the cooperation between them and CBCN is good, and they say that CBCN is an important actor in the educational sector.

The CBCN school coordination office also is in a position to provide support to the school leaders and teachers. The educational project is managed by experienced staff members.

There is an awareness at the CBCN project coordination level that there is need of improvement when it comes to planning, monitoring and reporting capacity, and this is currently being developed.

Another organisational strength within CBCN is the firm support for education from the CBCN President, vice President and other leaders within CBCN. CBCN is continuously making an important contribution to social development in Bas-Uélé, and many of the members are engaged both in the church and in civil society.

## Context

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The situation for the education sector in Bas-Uélé has been highlighted in this report. At provincial level, it is a struggle for the local government to raise funds for social services, health and schools due to the weak income from the national state and taxes. At the same time the number of children attending primary school is steadily increasing, which increases the need for schools, teachers and school materials and equipment.

A democratic development is important for DRC, and for Bas-Uélé, and the schools are an important place to cultivate a democracy.

Bas-Uélé is isolated, due to poor infrastructure, and being at a distance from the larger centres of DRC. It is an area that has been hard hit also by conflict. But the province also has dedicated people at various levels; in the churches, in civil society, and amongst local authorities.

## 4. CONCLUSIONS

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### 4.1 Target Group

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The project has successfully reached all the intended target groups.

### 4.2 Project efficiency

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The evaluation process has surfaced both strengths and challenges when it comes to project efficiency:

#### *Strengths contributing to efficiency*

- The CBCN network of schools and churches, providing a strong basis for implementing the project
- The CBCN school coordination, with deep knowledge of the realities on the ground for school leaders, teachers, parents and students
- Good relationships between CBCN and other stakeholders; other education organisers, authorities, civil society
- CBCN's good reputation as well as its credibility in the province
- Experienced and dedicated project management
- The CBCN project coordination office, and the structures in place within CBCN to support project planning, monitoring and implementation

#### *Challenges and matters to improve*

- The planning and the reports communicated to the donor needs to be further improved, with more detail, and clarity
- The strategy for the teacher training part of the project needs to be addressed, providing a more focused strategy
- The monitoring system needs to be improved, so that monitoring can support the continued development of the project.
- Working with funding from the international aid system is sometimes a challenging. The unfortunate drop of the Norwegian Krone to the US Dollar and the decreased funding allocation from the donor, has impacted negatively on the project. This is a challenge that is very difficult for CBCN to do anything about.

### 4.3 Project effectiveness

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The Educational Project was designed to provide synergy between the four strategies:

- Teaching skills
- Training of school leaders
- Training of school committees
- Supplying textbooks, manuals and equipment

One aspect supports the other. Together these strategies have contributed to the impact goal of better quality education. The training of teachers is however the more complex and time-consuming strategy, that is so far not so successful, but has the promise of becoming successful if necessary changes are made to the strategy, moving from general awareness on the new methodology to deeper development through the establishment of a few pilot schools.

Project implementation has been delayed by the condition of the roads. Purchasing and delivering books and equipment is not an easy task in the isolated Bas-Uélé province. Also, depreciation of the Norwegian Krone and budget reductions from the donor had an impact on the project budget, where cut-backs had to be made.

There has also been difficulties with the transfer of funding to the project, due to the fact that there is no bank in Buta. Due to the presence of the Lord's Resistance Army in the northern parts of Bas-Uélé, training had to be cancelled in some of the northern districts.

### 4.4 Project relevance

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All four of the projects' strategies are highly relevant from the point of view of improving the quality of teaching and providing a good starting point for the children and youth of Bas-Uélé. School leaders, teachers and school committee members all welcome the project activities, as do the education authorities. There are however two more pressing needs that the project does not address; the poor condition of the school buildings, and the fact that some teachers are not paid by the government. These two issues together put a heavy burden on parents when it comes to financing their children's education.

### 4.5 Project sustainability

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The activities of the project are relevant for the changes that CBCN wishes to contribute to. The teacher training part of the project does however need some adjustment to ascertain sustainability.

CBCN has organisational capacity and legitimacy, but needs to develop further its program management skills, especially in planning and monitoring and report writing.

Contextual factors: The educational project is in line with government strategies and is approved and appreciated by the local authorities. It is also appreciated by the school leaders, teachers and parents. The socio-economic situation of Bas-Uélé is such that the provincial government needs the contribution to education provided by churches and other civil society stakeholders.

The four strategies of the educational projects are interlinked, and provide synergy that should contribute to sustainability.

## 5. RECOMMENDATIONS

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During the evaluation process, the organisation and implementation of the project was discussed within the evaluation team, but also together with the project management team. These discussions have generated most of the recommendations, whereas some surfaced as a result of the analysis and interpretation process after the field visit.

### General recommendations

CBCN should continue with their long-term engagement within the education sector, as they are an important change agent that also can positively influence other stakeholders.

Digni could consider also supporting to some degree improvement of school infrastructure. E.g. if it is implemented within a framework of a school development program, where the school leader and school committees are trained, and the local community and local authorities show commitment in action to supporting the school.

#### A. What changes would strengthen project strategy and sustainability?

1. *Teacher training strategy.* Change the strategy for PAP teacher training, by establishing a few pilot schools, for example up to 5 primary schools and one or two secondary schools. These schools can be a long-term show-case of PAP in practice, where other teachers can come and learn, practice and observe. The pilot schools should also have trained and well-functioning school committees and a high-quality school leadership. Together, these elements can also be a good reference for democratic culture and a participative and transparent school governance.
2. *Study visit.* Include a planned, and well-prepared study visit to another organisation that has experience in introducing PAP. E.g. 8<sup>th</sup> CEPAC in Bukavu, which is a church that has an extensive educational program.
3. *Advocacy.* Join with other churches and civil society organisation for continuous and focused advocacy towards the central government regarding important strategic issues for the education system: payment of teacher salaries, support to improvement of school infrastructure, including PAP training in the teacher training programs nationally (the universities with psychology and Education departments, the UPN - Université Pédagogique National - and the teacher training colleges/IPS, as well as the pedagogical department of secondary schools that offer teacher training).
4. *Girls' schooling.* CBCN is an important change-agent in Bas-Uélé, and has access to many forums. Respect for girls and women, and actively advocating girls' schooling is something that CBCN should work on with even more focus. As a trusted change-agent, CBCN has a voice in the community, but should also address these issues within the church itself.
5. *Replacement plan.* Recommend, or even require that the secondary schools that have received books and equipment develop plan for how to replace textbooks, manuals, materials and equipment in the future.

#### B. What changes would improve program efficiency?

1. Further develop the planning, monitoring and reporting systems and skills of CBCN.
2. Supply the education project with a computer.
3. In project planning and project description; increase focus on what change in people's lives or in people's behaviour that you wish to contribute to.
4. Further develop budgeting competence within CBCN.



## Appendix 1 Terms of Reference

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### TERMS OF REFERENCE - Mid-term evaluation 2017, Educational project, Bas-Uélé

#### 1. Introduction

The Baptist Union of Norway (BUN) has initiated a mid-term evaluation of the Educational project that is run by BUNs partnering church, Communauté Baptiste du Congo Nord (CBCN) in DR Congo. The project period is five years, 2014 – 2018, and the budget for 2016 is approximately 64.300 USD to be spent in DR Congo.

The evaluation will be carried out in February 2017 by a team of two external evaluators and one CBCN representative. It will be done in close collaboration with the project staff and a representative from The Baptist Union of Norway.

In addition to the assessment of the project's achievements and eventual proposals for improvements, the evaluation shall contribute to the learning process within the CBCN.

Representatives from CBCN and BUN shall therefore be entitled to observe and to participate in the evaluation in order to learn from it, but they shall in no way interfere in the professional judgment of the evaluation team.

#### 2. Background information

CBCN is situated in the northern part of DR Congo, in an area called Bas-Uélé. The church was founded by a Norwegian Baptist missionary in 1920 and became an independent denomination in 1960. Today they count 350 churches and around 30.000 members. Until 1997, Norwegian Baptist missionaries were stationed in Bas-Uélé. There were missions in Buta, Likati, Bondo, Monga and Bili. After the civil war, that started in 1996, the BUN decided to not send missionaries there anymore. Ever since the Norwegian government started to provide support through NORAD, the BUN has channelized money and personnel (personnel until 1997) to Bas-Uélé in different areas of work. CBCN is a significant contributor to the civil society, running primary, secondary and vocationally schools, several health centers and a hospital. They also engage in different kind of development work.

The contents of the educational project are:

- Training of teachers and school managers.
- Revitalizing of parent's boards and students' boards.
- Purchase of equipment for primary, secondary and vocational schools.

Digni (an umbrella organization canalizing NORAD-funds to 20 mission NGO's in Norway) do normally not fund purchase of materials, school textbook and school materials for vocational schools. They have chosen to do so in this case because of the special context of the Bas-Uélé region. The national government has neglected the area for many decades and the government contribution for education in the area is very low. CBCN has been encouraged by Digni to advocate for the education of the area towards the government.

##### 2.1 *The overall development goal of the project is:*

Improve the quality of teaching, in order to train young Congolese women and men of Bas-Uélé to be responsible and useful to themselves and to the society at large.

##### 2.2 *Specific objectives*

- To reinforce the teaching skills and techniques of the teachers for a better education of children;
- To reinforce the administrative and managerial skills of the establishment managers to improve the organization of their schools;
- To revitalize the different school committees (parents' committees, the management committee, students' government) so that they actually deal with their tasks in the school;



- To renovate the infrastructure of 20 schools (roofing and rearrangement of certain parts of the schools);
- To equip several pilot schools with textbooks, practical equipment and computer supplies.

### *2.3 Direct beneficiaries*

The direct beneficiaries of the project are the participants in the national education sector (students, teachers, parents, members of the church; the establishment managers; members of students' and parents' boards; members of school management boards) of the 20 schools of Protestant education in the CBCN district of Bas-Uélé, including:

- 10 primary schools,
- 10 secondary schools, including 4 technical schools and 10 general secondary schools,
- The trade associations (masons, carpenters, plumbers, painters...) with HIL (High Intensity Labor)

### *2.4 Indirect beneficiaries*

The project benefits concern all the populations situated in the geographical area where the schools are established. These populations are basically composed of women and young people, who generally constitute the vulnerable categories with respect to school problems.

Indeed, women and young people are the most important categories of society. However, they are often marginalized and do not participate in the management of communities and decision-taking, even with respect to the issues that concern them, such as, for example, education.

All the beneficiaries directly and indirectly affected are therefore involved in the process of the conception, implementation, follow-up and evaluation of the project.

### *2.5 Planned results for the entire period 2014-2018*

- At least 70% of the teachers are equipped and trained in the new teaching methods
- All the establishment managers are trained in school administration and management
- The students' parents, through their boards, are made responsible and take charge of their schools
- A students' government is established
- 4 schools are renovated per year (2 primary and 2 secondary ones), a total of 20 schools during the project
- 4 technical schools are provided with equipment
- 5 secondary schools are equipped with textbooks for the subjects taught, teaching materials and computer equipment

## **3. The evaluation team**

The evaluation team consists of:

Team leader

Evaluator

CBCNs representative

The team leader is responsible for the presentation of a draft evaluation plan, to lead the team and to write the evaluation report. It's her responsibility to communicate the report to the other members of the team for comments and suggestions. The evaluator shall participate at all stages of the evaluation process – the planning, the implementation and the reporting. The participation in planning and reporting will be via e-mail or telephone. CBCN's representative is responsible for all practical arrangements related to the evaluation. He shall also participate in the implementation of the evaluation, and contribute to the report.

## **4. Purpose of the evaluation**

To make an assessment of the project achievements in relation to the objectives stated in the project document and annual plans, and to present recommendations for the future of the program as well

as for the sustainability of the activities. An additional and important aim of the evaluation is to use it as a learning opportunity and process for CBCNs leaders and project staff.

## **5. Specific assessments to be carried out**

### *5.1 Target group*

To which extent has the project successfully reached the stated target groups, especially the women?

### *5.2 Program efficiency*

Make an assessment about the efficiency of the resources used in the project in relation to the conducted activities.

### *5.3 Program effectiveness*

Make an assessment to which degree the project has achieved the objectives as stated in the project plan:

Long-term overarching development goals, described in point 2.1

Outcome/immediate objective of the project for the entire period, described in point 2.2

Anticipated results (outputs) for the entire period, described in point 2.5

### *5.4 Project relevance*

Make an assessment of the project relevance in relation to the main challenges in the project area.

Can the project be said to be highly relevant or less relevant in relation to the need of the people in the area?

### *5.5 Project sustainability*

Make an assessment of the sustainability of the project. In particular, give an opinion regarding the possibilities that the local communities have, to maintain and to continue the activities run by the educational project.

The sustainability model developed by Digni should preferably be applied in evaluating the sustainability in relation to the following three factors:

- Activity profile
- Organizational capacity
- Context

## **6. Future development of the project**

Make a specific recommendation in relation to the future of the project. The recommendation should preferably be based on the same sustainability model developed by Digni.

Should the activities have been carried out in another manner?

## **7. Methodology of evaluation**

The evaluation will be a participatory and a learning evaluation.

Data collection will be done through:

- Desk review of project documents and reports
- Focus groups
- Field visits and interviews of beneficiaries and stakeholders
- Direct observations

By the end of the field visit the evaluation team should present the main findings and preliminary recommendations in a half day workshop where CBCN leaders, program staff and partners are present to discuss and comments on the findings. This is to secure the dialogue and the participatory process of the evaluation, and to strengthen the learning process for all parties.

## **8. Time frame**

The evaluation shall be carried out in February 2017.

## Appendix 2 Process – evaluation schedule

The evaluation process was combined with an evaluation of another CBCN project.

<b>PLANNING – PREPARATORY WORK</b>	
January	Desk Review Preparation of Evaluation Plan Preparation for field work
<b>DATA GATHERING – Buta, Bas-Uélé</b>	
Monday 6 February	Welcome ceremony at CBCN in Makala Planning meeting with evaluation team Coordination meeting with CBCN Project Coordination and BUN
Tuesday 7 February	Planning meeting with CBCN Project Coordination, BUN and the educational project’s management team. Formal visit and interview with the Governor of the province of Bas-Uélé. Field visit to Institut Kumbowo, Technical Secondary School in Buta
Wednesday 8 February	Field visit to Institut Technique Agricole, Koteli, Technical Secondary School in Koteli Field visit to École Primaire – Primary school in Ngombo, district of Aketi Visit to the educational project’s coordination office, Makala
Thursday 9 February	Field visit to École Primaire – Primary school Matongoma Field visit to École Primaire – Primary school Bumbu Field visit to Institut Technique Professionnel Triangle – Technical Secondary school, Buta
Friday 10 February	Afternoon: feed-back and consolidation meeting with the evaluation team and the educational project management team
Saturday 11 February	Morning: Interview with Sous-proved, Buta, Interview with IPP, Buta
Sunday 12 February	Morning service at CBCN church Amadi, Buta
Wednesday 15 February	Afternoon: Consolidation meeting in the evaluation team
Thursday 16 February	Afternoon: Feedback meeting with evaluation team and CBCN Project Coordination and BUN
<b>REPORT WRITING</b>	
February - March	Report writing
Monday 13 March	Pre-draft for translation to French, 21 March to evaluation team
Tuesday 28 March	Draft report submitted to BUN and CBCN
Friday 31 March	Feedback on report submitted to evaluator
Thursday 6 April	Final report submitted to BUN and CBCN

## Appendix 3 List of people and groups consulted

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Jean Bhete Osito, CBCN Project Coordinator  
Lise Kyllingstad, BUN Mission Leader

### **CBCN Project Management team**

Pierre Kumboti, Project Director  
Bati Amboliko, Deputy Project Director  
Henry Ndingila, Responsible for follow-up

### **Institut Kumbowo**

Didier Wussa, School leader (Préfet)  
Adipatenge Christopher, President of COPA

### **ITA Koteli**

Jean-Luc Badwa Gbuta, School leader (Préfet)  
Francisca Makanda, COPA Secretary  
Rev. Francois Ahzakane-Motonahz, COPA President

### **Sibo Ecole Primaire, Ngombo, Aketi District**

Sangbako Ngalani Désiré, teacher 6<sup>th</sup> grade  
Supa Martin Bokitabas, teacher 5<sup>th</sup> grade  
Ngowo Kumbozingi Floribert, teacher 4<sup>th</sup> grade  
Ali Mobenge, teacher 2<sup>nd</sup> grade  
Riphin, COPA President

### **Ecole Primaire, Matongoma**

Lebango Élysé, deputy School leader (adjoint)  
Sangonakvigoto Sophie, teacher 5<sup>th</sup> grade  
Kambebe Monique, teacher 3<sup>rd</sup> grade  
Pongosende Marianne, teacher 4<sup>th</sup> grade

### **Ecole Primaire, Bumbu Cité, Buta**

Kope Lemani Médar, School leader (Directeur)  
Lekabusia Emelemekia, teacher 3<sup>rd</sup> grade  
Nkamei Magbaki, teacher 2<sup>nd</sup> grade  
Tedengelege Ngbaza, teacher 6<sup>th</sup> grade  
Gongba Adalu, teacher, 1<sup>st</sup> grade

### **Institut Technique Professionnel Triangle**

Chantal Mawala, School leader (Préfet)  
And teachers representing carpentry, maconry, sewing units, together with COPA representatives,  
COMEL representative

### **Government and authorities**

Armand Kasumbu Mbay, Governor of province of Bas-Uélé

Davin Masini Ndanikulu, Souproved Buta territory

Lokengama Atenre, Chief Provincial Inspector  
Etienne Adomana, Deputy Provincial Inspector

## Appendix 4 Documents reviewed

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### ***Project documents***

Project Document 2014 – 2018  
Annual plan 2014  
Annual report 2014  
Annual plan 2015  
Annual report 2015  
Financial report 2014  
Financial report 2015  
Annual plan 2016  
Annual plan 2017

BUN policy for international development cooperation (DNB policy for bistand)

### ***Digni documents***

Criteria for supporting interventions, from 2014  
Sustainability and Risk analysis from 2014