



COMMUNAUTÉ BAPTISTE  
DU CONGO NORD  
ISP BUTA LIBRARY  
PROJECT

Evaluation Report, December 2016

Commissioned by: Baptist Union of Norway

Report compiled by:  
Lena Boberg, Evaluation Team Leader

## ACKNOWLEDGEMENTS

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Finally, thank you to the evaluation team, Rev. Rider Mitoko, external evaluator, and Mr Jean de Dieu Lakele, Deputy Project Coordinator from CBCN. The team members brought their unique knowledge and experience into the evaluation process, and this report reflects the team work.

The ISP library has suffered many losses over the years because of external forces, but thanks to dedicated educationalists, both within ISP and within the CBCN church the library is now beginning to regain its position, creating space for research and learning.

Bromma in December 2016

Lena Boberg, In Tune – Learning & Development Consultancy  
Team Leader

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## ACRONYMS

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|        |   |
|--------|---|
| BUN    | Baptist Union of Norway                             |
| CBCN   | Communauté Baptise du Congo Nord                    |
| DRC    | Democratic Republic of the Congo                    |
| ISDR   | Institut Supérieur de Développement Rural           |
| ISP    | Institut Supérieur Pédagogique                      |
| ISTM   | Institut Supérieur de Techniques Médicales          |
| PD     | Project Document                                    |
| PIADBU | Programme Intégré d'Appui au Développement Bas-Uélé |
| ToR    | Terms of Reference                                  |

## EXECUTIVE SUMMARY

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### Background

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Communauté Baptiste du Congo Nord (CBCN) operates in the province of Bas-Uélé in DR Congo. It 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 project to restore and equip the ISP Library has received funding from NORAD through BUN.

The ISP Buta library project (2014 – 2016) was initiated by CBCN and staff at l'Institut Supérieur Pédagogique (ISP), with the purpose of strengthening the quality of education in the Buta area by providing access to a well-equipped library to serve teachers, teacher students and the public. This evaluation was carried out with the purpose of assessing the results of the project. The project started in 2014 and the main activities has been preparation of the library premises, equipping the library with suitable furniture, purchasing and organising books and training of librarian.

The evaluation was carried out by a team, using a mix of qualitative methods; document review, group discussions, key informant interviews as well as direct observation

### Key findings

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ISP and CBCN operate in an environment that has many challenges. The province of Bas-Uélé and the city of Buta, where ISP is located, is very isolated, with weak infrastructure; roads, water, electricity. Despite this, the project has been well executed and has achieved its intended project outputs much thanks to dedicated educationalists both at ISP and CBCN. The library is known in Buta, and library attendance has increased each year as new books have been added and people discover the value of the library. The target groups have in general been reached.

One of the reasons for wanting to rebuild the library is to contribute to increasing the number of secondary school teachers, through strengthening the quality of teaching education. This is highly relevant, as there are not enough qualified secondary school teachers in Bas-Uélé province. There is also a lack of teaching material for secondary school teachers which means that having teaching skills and a good thematic knowledge is even more important for the teachers. The government focuses its resources on primary school education, so the need for other stakeholders to support secondary school education is great.

The books purchased for the library are relevant, but not enough. The library suffered great losses during the war and the conflicts in the past 20 years, so the need for re-equipping the library is still strong. There is a need for ISP to develop strategies for future development and maintenance of the library.

The collaboration between CBCN and ISP has been good and fruitful, and can provide a platform for further advocacy and support to the education sector in Bas-Uélé.

## Recommendations

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The evaluation process has surfaced some recommendations that could support the continued contribution to better quality in secondary school education I Bas-Uélé.

### **1. Library impact – learning for development**

It is a reasonable assumption that the existence of a well-equipped library will contribute to better quality in teaching at ISP, and at long term also contribute to better quality in the teaching at secondary schools. Monitoring the exam success rates at ISP and in the secondary school, as well as the computer skills of ISP students can provide a good basis for understanding the ISP library impact and surface insights on how the library should be developed in future.

ISP is recommended to intentionally monitor the assumed effects of the library over a five-year period and to annually reflect on the results together with ISP teachers, students and CBCN in order to surface insights that can be used in further developing the library.

### **2. Strategy for continued library development**

ISP is recommended to develop a financial maintenance and development plan for the library so that damaged books can be replaced and so that the departments that still need new books can be replenished. The idea to use the income from the annual library membership fees is a good start to such a plan.

### **3. Promoting girls' education – awareness raising**

ISP and CBCN have identified the need to increase the number of girls who are able to pursue further education. One recommendation is that ISP and CBCN initiate reflection on what is needed to make it possible for girls to pursue further education; and to include ISP students in this reflection. This could raise the awareness of different stakeholders about what can be done to promote girls' further education.

### **4. Annual learning seminar/event - Quality of secondary school teachers and teacher training**

ISP and CBCN both have a commitment to improvement of the secondary schools in Bas-Uélé. ISP and CBCN could host an annual learning event for the public, the schools and the authorities to promote development of quality in secondary school teaching.

## 1. INTRODUCTION

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This report presents results from the final evaluation of the ISP Buta library project, implemented by the Communauté Baptiste du Congo Nord (CBCN) in the Democratic Republic of the Congo.

CBCN operates in the province of Bas-Uélé in DR Congo. The church was founded by a Norwegian missionary in 1920, but is an independent Congolese denomination since 1960. CBCN has 350 churches and approximately 35.000 members. It 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). CBCN has through BUN and Digni received funding for development projects from the Norwegian government/NORAD ever since NORAD-funding was made available. The ISP project is a Norad-funded project. BUN is a member organisation of Digni – an umbrella organisation for Norwegian churches and Christian NGOs which are working with funding from Norad. 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.

ISP is providing education mainly for future secondary school teachers, but also for students pursuing other professions. ISP is a government institution and has approximately 250 students in seven departments.

The ISP Buta library project (2014 – 2016) was initiated by CBCN and staff at l’Institut Supérieur Pédagogique (ISP), with the purpose of strengthening the quality of education in the Buta area by providing access to a well-equipped library to serve teachers, teacher students and the public. Bas-Uélé was severely hit during the war in the 1990s and the subsequent conflicts in DRC as well as in neighbouring countries. During this time the ISP library and most of the books were destroyed, severely affecting the possibility to provide quality teaching and a good learning environment for both teachers and students. The main activities of the project have been preparation of the library premises, equipping the library with suitable furniture, purchasing and organising books and training a librarian.



## 2. EVALUATION SCOPE AND METHODOLOGY

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### 2.1 Evaluation purpose and scope

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The evaluation is a final evaluation with the main purpose of assessing the expected results of the project, but includes also some elements regarding sustainability. It is a learning evaluation, with the aim of contributing to capacity building of CBCN leaders and project staff. The evaluation is initiated by CBCN and commissioned by BUN.

The Terms of Reference (ToR) for the evaluation presented four areas of inquiry:

1. *Target group.* To which extent has the project successfully reached the stated target groups?
2. *Project effectiveness.* Assessment of to which degree the project has achieved the planned results for the entire project period and to which degree has there already been effects from the project.
3. *Project relevance.* Assessment of the relevance of the project in relation to the main challenges in the project area.  
Assessment of how the project has ensured that the content of the books purchased fit to the needs of the teachers and the primary and secondary schools in the Bas-Uélé region.  
Assessment of to which degree the collaboration between CBCN and ISP has had an impact on the strengthening of the civil society.
4. *Project sustainability.*  
Assessment of and if possible present proposals on how to do in future:
  - how measurement is made of the improvement of the quality of teaching.
  - how the following is recorded: increased examination success rate, the students' use of the computers, the students' computer abilities.
  - how positive results, compared to the initial situation before the project started is measured – beyond the fact that the library building itself is restored and the materials purchase.

### 2.2 Methodology

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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.

*Team composition:*

|                                |  |
|--------------------------------|--|
| Lena Boberg, Stockholm, Sweden | Team Leader and responsible for writing the report |
| Rider Mitoko Nzanga, Kisangani | Evaluator  |
| Jean De Dieu Lakele, Buta      | CBCN Deputy Project Coordinator                    |

CBCN was involved in each part of the evaluation process 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
- Group discussion with project beneficiaries; teachers and students at ISP
- Key informant group interview with the CBCN Project Manager and the ISP Management Committee who were responsible for planning and implementing the project
- Key informant interview with persons representing CBCN and with government representatives
- Direct observation at the ISP library
- Interaction with library staff



The data from these different sources have provided a possibility for triangulation to verify results. The visit to the library was particularly valuable. Seeing the library, hearing the library staff, teachers and students provided insights that cannot readily be found in documents. The group interview with the team, CBCN Project Manager and the representatives from the ISP leadership, also gave depth to the story of the library, as it highlighted the commitment of these leaders to the improvement of the quality of education in Bas-Uélé. The evaluation team worked together in the data collection, taking different roles depending on what the context required. A schedule of the process is provided as an Appendix. 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 leaders and staff where preliminary findings were presented. This was also a moment where issues that had surfaced during the evaluation process could be clarified with CBCN.

### 2.3 Limitations

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The evaluation process was limited to only a few days and with transport being a major issue it was necessary to prioritise among the possible data sources. We were unfortunately not able to interview representatives from all the project's target groups, but had to rely on information coming from the available documentation.

## 3. FINDINGS

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The section presents the main findings of the evaluation, one section for each of the evaluation questions provided in the ToR.

### 3.1 Target group

The first question is to what extent the project successfully has reached the target groups stated in the original Project Document (the project plan). To find out about this, project reports and an internal library report was consulted. Library use was also discussed with the ISP Management Committee and library staff, and was further investigated through large group discussion with teachers and students at ISP.

The ISP internal annual library report for the academic year 2015/16 provides statistics on library use. Total use: 3.589 visits in 2015/16 of which 57,4% students and 32,3% teachers at ISP.

Library use in general, figures provided by the library staff:

2013: 2.224 visits  
2014: 2.280 visits  
2015: 3.589 visits  
Jan – July 2016: 6.167

There has been a clear increase in library use following the arrival of new books. The library is mainly used by students and teachers at ISP, but there are also external visitors; secondary school teachers and students, some primary school teachers, teachers and students from other institutions as well as other professional staff.



Image from the ISP campus grounds.

### 3.2 Effectiveness

The ToR surfaced two questions regarding effectiveness:

- a. To which degree has the project achieved the planned results for the entire project period
- b. To which degree has there already been effects from the project

| Planned  | Achieved   | Comment  |
|--|--|--|
| Adjustment of a room suitable for serving as the library   | A large room has been renovated and equipped with solar-powered lighting |  |
| Furnishing the room  | The room has been equipped with shelves, chairs, tables and cupboards.   | The library can now effectively be used for research.  |
| Supplying the library with recently published books for<br>- Literature and Humanities Section<br>- Exact Sciences Section | More than 1.200 books have been purchased                                | The library now has approximately 6.700 books, 1.800 magazines and almost 1.900 Student theses. Before the library was destroyed during the wars the library had more than 30.000 books. |
| Capacity building of librarian   | Course in Kisangani for librarians.                                      | The library has one chief librarian (man) and one assistant librarian (woman).   |
| Equipping ISP with computers and other equipment required for the library  | Computers, and printers have been purchased.                             | The computer lab is not located in the library building. There is no computer in the library.  |

ISP has developed clear and strict rules for library use in order to safeguard the books as well as the premises. The rules are displayed outside the library.

As part of the evaluation the evaluation team visited the library, where we were able to see the condition of the library; books and room, and interact with the librarian and other staff, as well as the management of ISP. The impression from this direct observation is that the library is well cared for and that the management and staff are proud of the library and the way in which it is maintained.

During the visit to ISP the evaluation team met with teachers and students in a large group discussion in a lecture hall. This session included questions regarding use, impact and future sustainability of the library. Teachers and students were grateful for the library, and testimonies of use were given. One student enthusiastically reported how he had visited the library to find a certain book for a course he was taking, found the new book, read it and had been able to interact much better in class.

But there were also complaints from departments that had not been provided with new books through the project. The evaluation team saw this as something positive; not that all departments had not been equipped, but that there was an openness to express concerns in an open meeting with the evaluators in the presence of ISP management and the CBCN Project Leader. The CBCN Project Leader informed those present how purchasing of books had been done, and the type of difficulties they had encountered in trying to find relevant books.

The visit to ISP and the group interview with representatives from the ISP Management Committee revealed that the library project indeed has met with important needs, but that there are still more needs; such as science and language labs, computerising the library and purchasing additional books for the library.

The ISP librarian had taken a course in Kisangani with other librarians, and this course provided him with the necessary skills to set up and manage the library, together with his assistant. The library has nine staff members, but four of them were currently not able to work for health reasons. This leaves the remaining five staff members with a heavy work load. The library is operated manually.

The onsite visit at ISP also included a brief visit to the computer lab, which was situated in an adjacent building. The lab currently has 15 computers. Not all ISP students are learning to use the computers. The computer lab is run by enthusiastic young teachers, who are eager to continue to develop the work but also worry about how to be able to continue to keep up with the fast developments in computer science and technology with the computers they now have at their disposal.

So, has there been any effects so far of the ISP library?

The long-term effects of the library that are envisaged by the project planners are at different levels

- At community level: raising the level of education in general
- At secondary school level: Increasing the quality of secondary school education by strengthening the methodological and scientific competence of secondary school teachers
- At ISP level; increasing the quality of education by providing the teachers with the opportunity to prepare courses and lessons based on new literature and research, and by providing students access to new books in their various fields of study
- Increasing the number of girls with state diplomas in Buta who pursue higher and university education by providing a quality institution (ISP) close to home

It is a reasonable assumption that access to new books in the library should lead to better quality in the teaching, and better quality in the students' work, as the library is proven to be used. The exam success rate of ISP students should increase. Then, when these students begin to work as secondary

school teachers they should be able to offer better classes for their students, and the exam success rates for secondary students should increase.

Secondary school teachers can already use the ISP library, and some have done so. This could help improve the quality of their teaching in future.

It is however too soon to see effects at secondary school level from the presence of the ISP library, but the evaluation process can report on activities that can indicate that the effects will be there in the future:

- Teachers from ISP and from secondary schools are using the library
- ISP teachers claim they feel they are better prepared and can deliver better teaching
- ISP students are using the library and claim this enhances their studies
- The quality of ISP students' theses has improved, according to ISP teachers

The cause-effect relation between having a quality ISP in Buta, and the desired increase of female students was not clear. There are probably other conditions that need to be in place for this effect to materialise.

It is likely that the use of the library will increase over time. The library is known in Buta, and CBCN is well respected for having contributed to making this happen.

### 3.3 Relevance

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The ToR raised three questions regarding relevance:

- a. Make an assessment of the project relevance in relation to the main challenges in the project area. Can the program be said to be highly relevant or less relevant in relation to the need of the people in the area.
- b. Make an assessment of how the project has ensured that the content of the books purchased fit to the needs of the teachers of the primary and secondary schools in the bas uele region.
- c. Make an assessment to which degree the collaboration between CBCN and ISP has had an impact on the strengthening of the civil society.

#### **Project relevance**

Literacy and education is important for social development. The Bas-Uélé province is in a particularly difficult place when it comes to literacy level and education. The province 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. Two of Bas-Uélé's six territories are still suffering from the presence of the Lord's Resistance Army from Uganda.

When the evaluation team meets with the ISP Management Committee they tell the stories of how soldiers ravaged the ISP library, destroying thousands of books. It demands respect to hear these committed professionals speak with pride about the new library, even though it is just a remnant of what they used to have.

The representative from Ministry of Education points out that a main challenge for secondary school teachers is that they do not have access to course material, and their students do not have any course books at all. This is a problem that many secondary schools face. In the light of this problem, the quality of the methodological and scientific knowledge of the teacher becomes even more important. So, access to a quality library at the institute that is preparing new teachers is indeed relevant.

The library is known in Buta, and the local community radio is used to spread information both about ISP and the library. Also, ISP has started to offer evening classes in Buta centre, which makes it possible for more people to access their courses. ISP itself is located outside Buta, and transport is difficult.

### **Relevance of purchased books**

During the evaluation process, we were not able to scrutinize what books that had been purchased, but testimonies from teachers and students assert that most of the purchased books were relevant, although some departments had not received the books that they would have needed; e.g. English and Philosophy.

Students pay 1 USD/year in library fee, this is included in the course fees. External visitors pay 5USD/year for a library membership card. The income from this is intended to be used to replace books in future.

### **Impact of Collaboration between CBCN and ISP**

In DRC, the government focuses on primary school education. Multilateral actors, such as UNESCO and UNICEF, also focus on primary school education; supporting primary schools with school equipment. This leaves secondary schools fighting for their survival and development, and creating the need for teacher training institutions to partner with other actors.

According to the Ministry of Education representative, most secondary schools in Bas-Uélé are organised by churches; protestant and catholic. CBCN runs several secondary schools as well as primary schools and has a long and deep commitment to education in Bas-Uélé. Several of the teachers at ISP have come from CBCNs secondary schools. It makes sense for CBCN to be supportive of the training institute, and for ISP CBCN is a useful partner as they provide a window to international contacts. ISP has currently no international relationships with other academic institutions, but used to have that with Germany and England.

The ISP Buta project was organised in such a way that a Project Committee was made up with a Project Leader from CBCN (The President of CBCN), and a vice Project Leader from ISP (The Director of ISP) together with two more representatives from ISP. This provided for a close collaboration on the project, strengthening the bond between CBCN and ISP. It is difficult to assess the impact this would have on civil society in Buta or in Bas- Uélé, but it does provide a basis for further collaboration, and a possible platform for advocacy for education concerns towards the government.

Civil society in Bas-Uélé is quite strong whereas the local government can be seen as quite weak, and the stance of civil society is that there is a need to work WITH the government to develop the province.

## **3.4 Sustainability**

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The questions raised in the ToR on sustainability focused on how to continue to monitor and assess the impact of the library on the quality of education of teachers, and on secondary school teaching.

These questions were raised both with the ISP Management Committee and the representative of the Ministry of Education.

There is statistics available for secondary schools: Enrolment and examination success rate, girls and boys. There is statistics available for ISP: Enrolment and examination success rate, female and male students.

As these systems are already in place it should not be difficult to continue to monitor these and to track the progress. ISP can request the secondary school statistics from the Ministry of Education.

When it comes to the students' computer skills it should be possible for ISP to give each student an entry survey that can be used as a baseline. ISP could then make an exit survey of computer skills for each student, and over time this would provide a picture of the progress.

When it comes to library use, the library keeps records on who is using the library, and can already report on how library use has changed.

These parameters:

- Secondary school exam success rate
- ISP exam success rate
- Computer skills entry and exit survey
- Library use

can together provide at least some information as to the impact of the library and the computer lab. ISP could also initiate an annual internal evaluation of the library; with library staff, ISP staff and students.

Another issue for sustainability of results is the quality of the library organisation. This has been reported on in the section of effectiveness. Without a strong organisation of the library it will collapse.

Another issue is the future development of the library, further purchasing of books, and equipping ISP with labs, and replacing books that have been damaged. Here we found that there is a lack of ideas from ISP on how to proceed. In the large group discussion at ISP the need for ISP to take ownership of this and to develop a strategy for the library was mentioned. One such strategy is to use the income from issuing library cards to external visitors (5 USD/person/year), but there is need for more ideas, and perhaps partnerships with other international educational institutions.

## 4. CONCLUSIONS

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### 4.1 Target group

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The statistics, as well as the testimonies from teachers and students and others show that the library has reached the intended target groups. The PD does not prioritise between the different target groups, or state which target group should have first priority for the books. With the books being a rare resource it seems wise and natural that the ISP staff and students use them the most, but that the library also is open for other users at a fee.

### 4.2 Effectiveness

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The project has completed the activities according to plan. The library is there, it is open, and it is used. ISP students and teachers testify that it is a relevant resource for them and that it improves their studies. These are indications that the expected long-term effects of having a library with new books can be met, or at least contributed to in an effective way. The link between increasing the number of girls pursuing higher education and the presence of a good quality institute in Buta is not automatic.

### 4.3 Relevance

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The government focuses on primary school education. Bas-Uélé is an isolated province, with weak infrastructure and little support for secondary school education. There is a need to bring new research and learning close to the population of Bas-Uélé, and the ISP library is contributing to this.

Access to course books and student books in secondary schools is a challenge for the secondary schools. A well trained secondary school teacher is better equipped to handle such challenges, and for this there is a need for quality training. The ISP library is contributing to this, but there is a need for further development. The collaboration between the church and ISP is one of mutual benefit, as the church is deeply invested in providing both primary and secondary school education, and ISP is benefitting from the international contacts of the church. Together they can be a relevant platform for advocacy on educational issues in the province of Bas-Uélé.

### 4.3 Sustainability

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It is possible to monitor the effects of the use of the library, by using existing statistical systems for exam success both at ISP and in the secondary schools.

ISP could use entry and exit surveys to monitor computer skills amongst students. ISP could introduce an annual library evaluation to learn and develop the library. The organisation of the library is good, and important for future sustainability.

There is however a lack of ideas on how to continue to care for and develop the library.

## 5. RECOMMENDATIONS

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The ISP library project was planned and implemented in togetherness by CBCN and ISP. The library is owned by ISP, and the responsibility for the future quality and effectiveness belongs to ISP and the RDC government. CBCN is however also deeply invested in contributing to the development of the educational sector in Bas-Uélé and the quality of primary and secondary school teachers and their training. The recommendations are therefore directed mainly ISP but also to some extent to CBCN, but with the understanding that they would have different roles in implementing the recommendations.

### 1. **Library impact – learning for development**

It is a reasonable assumption that the existence of a well-equipped library will contribute to better quality in teaching at ISP, and at long term also contribute to better quality in the teaching at secondary schools. Monitoring the exam success rates at ISP and in the secondary school, as well as the computer skills of ISP students can provide a good basis for understanding the ISP library impact and surface insights on how the library should be developed in future.

ISP is recommended to intentionally monitor the assumed effects of the library over a five-year period and to annually reflect on the results together with ISP teachers, students and CBCN in order to surface insights that can be used in further developing the library.

### 2. **Strategy for continued library development**

ISP is recommended to develop a financial maintenance and development plan for the library so that damaged books can be replaced and so that the departments that still need new books can be replenished. The idea to use the income from the annual library membership fees is a good start to such a plan.

### 3. **Promoting girls' education – awareness raising**

ISP and CBCN have identified the need to increase the number of girls who are able to pursue further education. One recommendation is that ISP and CBCN initiate reflection on what is needed to make it possible for girls to pursue further education; and to include ISP students in this reflection. This could raise the awareness of different stakeholders about what can be done to promote girls' further education.

### 4. **Annual learning seminar/event - Quality of secondary school teachers and teacher training**

ISP and CBCN both have a commitment to improvement of the secondary schools in Bas-Uélé. ISP and CBCN could host an annual learning event for the public, the schools and the authorities to promote development of quality in secondary school teaching.



## Appendix 1 Terms of Reference

### TERMS OF REFERENCE

Final evaluation 2016, ISP Buta – library project

#### 1. Introduction

The Baptist Union of Norway (BUN) has initiated a final evaluation of the library project that is run by BUNs partnering church, Communauté Baptiste du Congo Nord (CBCN) in DR Congo. This three-year project (2014 – 2016) is an investment project, aiming to strengthen the quality of the education in the area. The library is part of the government run Superior Teaching Institute of Buta (ISP). The budget for 2015 was 40.680 USD to be spent in DR Congo.

The evaluation will be carried out in October 2016 by a team of two external evaluators and one CBCN representative. It will be done in close collaboration with the program staff and a representative from The Baptist Union of Norway.

In addition to the assessment of the project's achievements, 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 Baptist missionary from Norway 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 library project was initiated by CBCN together with the staff at ISP, and the implementation of the project has been done in close collaboration between these two actors.

Digni (an umbrella organization canalizing NORAD-funds to 20 mission NGO's in Norway), does normally not support investment projects. The reason why they recommended this application were out of the following reasons:

- The UBN has been and is still supporting the educational sector in Bas Uele. Supporting a library is a natural follow up and strengthening of this work.
- The local involvement is extensive.
- The long-term running of the library will be the responsibility of the Government through the ISP.
- Digni normally doesn't support an infrastructure project. However, the long term result of the well-equipped library will hopefully be a more updated and improved educational quality at all levels in the area.

##### 2.1 The overall development goals of the project

- Fighting against scientific and methodological incompetence in secondary education
- Raising the level of education in Buta, enhancing the competence level among future teachers
- Strengthening the educational level of the institution
- Giving students and teachers the possibility to properly pursue their studies at the library and take their course notes
- Contributing to the development of the community by changing the mentality
- Giving the teachers the possibility to develop their courses well by placing at their disposal books to assist them in the publication of scientific papers
- Providing teachers in the Buta area access to a library: a pool of reference materiel

##### 2.2 Subordinate objective of the project

- The quality of teaching achieved thanks to the construction of the ISP Buta library and its supply with books appropriate for the program of higher university education will attract a lot of holders of State diplomas, especially young girls and teenage mothers who, having no possibility to leave their traditional communities, will from now on enroll on a large scale at the ISP Buta to follow higher education studies
- At the end of their training, the schools in the community will gain competent teachers and the success rate at state examination will raise.

## *2.2 Target group*

1. The teachers at D6N level continuing to teach in secondary schools although they are underqualified both methodologically and scientifically. This situation is the principal cause of the fall in level of teaching students, the majority of whom attest the defectiveness of their education. This certainly makes them incapable of facing higher education or university studies because they have not been taught under normal teaching conditions
2. All the holders of state diplomas, without distinction of sex or religion, wishing to follow higher education studies
3. The teachers of the ISP will have an opportunity to elaborate their courses and prepare articles thanks to good quality books left at their disposal. Thus, all the target groups will draw substantial profits from the ISP Buta library.
4. Teachers and students of other higher education institutions such as the ISTM – BUTA and the ISDR – LIKATI will be able to make use of this library to do their research.

## *2.3 Planned results for the entire period 2014 – 2016*

- Adjustment of a room suitable for serving as the library
- Furnishing (equipment) of the room to ensure its proper operation
- Donation of recently published books for the Literature and Humanities Section of the library
- Donation of recently published books for the Exact Sciences Section of the library since these two sections exist and are in operation
- Donation of computers and other equipment requires for the good operation of the library
- Reinforcing the competences of the manager of the library

## **3. The evaluation team**

The evaluation team consists of:

Team Leader

Evaluator

CBCN 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 assess whether the planned results are achieved or not
- To assess the effect of the project so far, and to assess eventually un-expected effects
- To assess the cooperative relationship between CBCN and ISP
- To create an awareness on how to achieve further impact from the project

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

### *5.1 Target group*

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

### *5.2 Project effectiveness*

Make an assessment to which degree the project has achieved the planned results for the entire period, and to which degree there already has been effects from the project.

### *5.3 Project relevance*

Make an assessment of the project relevance in relation to the main challenges in the project area. Can the program be said to be highly relevant or less relevant in relation to the need of the people in the area?

Make an assessment of how the project has ensured that the content of the books purchased fit to the needs of the teachers of the primary and secondary schools in the Bas Uele region?

Make an assessment to which degree the collaboration between CBCN and ISP has had an impact on the strengthening of the civil society.

#### *5.4 Project sustainability*

Make an assessment, and if possible - a proposal to:

- How to measure the improvement of the quality of teaching in the future?
- How to record the increased examination success rate, the students' use of the computers, and the students' computer abilities in the future?
- How to measure the positive results, compared to the initial situation before the project started, beyond the fact that the library building itself is restored, and the different materials purchased?

#### **6. Methodology of evaluation**

The evaluation will be a participatory and learning evaluation.

Data collection will be done through:

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

#### **7. Time frame**

The evaluation shall be carried out in October 2016.

## Appendix 2 Process – evaluation schedule

The evaluation process was combined with an evaluation of another CBCN program, PIADBU, which provided synergy and effective use of resources as some of the issues for ISP coincided with PIADBU.

| <b>PLANNING – PREPARATORY WORK</b>     |   |
|--|---|
| September                              | Desk Review<br>Preparation of Evaluation Plan<br>Preparation for field work   |
| <b>DATA GATHERING – Buta, Bas-Uélé</b> |   |
| Tuesday 25 October                     | Planning meeting with evaluation team<br>Coordination meeting with CBCN Project Coordination and BUN representative   |
| Wednesday 26 October                   | Start-up meeting with CBCN leaders, Project Managers and project staff of PIADBU and ISP<br>Formal visit to Provincial Authorities in Buta<br>Meeting with Executive Committee of CBCN<br>Interview with Project Coordinator CBCN |
| Tuesday November 1                     | Interview with representative of Ministry of Education<br>Group interview with CBCN ISP Project Manager together with ISP Management Committee representatives and ISP librarian  |
| Wednesday November 2                   | Visit to ISP library, and large group discussion with teachers and students of ISP<br>Consolidation with evaluation team  |
| Thursday November 3                    | Feedback meeting with CBCN leaders, Project Managers and staff  |
| <b>REPORT WRITING</b>                  |   |
| November                               | Report writing  |
| Wednesday December 7                   | Draft report submitted to BUN and CBCN  |
| Wednesday December 14                  | Feedback on report submitted to evaluator   |
| Monday December 19                     | Final report submitted to BUN and CBCN  |

## Appendix 3 ISP Buta project results framework

| Development goal                        |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>➤ Fighting against scientific and methodological incompetence in secondary education</li> <li>➤ Raising the level of education in Buta, enhancing the competence level among future teachers</li> <li>➤ Strengthening the educational level of the institution</li> <li>➤ Giving students and teachers the possibility to properly pursue their studies at the library and take their course notes</li> <li>➤ Contributing to the development of the community by changing the mentality</li> <li>➤ Giving the teachers the possibility to develop their courses well by placing at their disposal books to assist them in the publication of scientific papers</li> <li>➤ Providing teachers in the Buta area access to a library: a pool of reference material</li> </ul> |
| <b>Desired impact</b>                   | <ul style="list-style-type: none"> <li>➤ The quality of teaching achieved thanks to the construction of the ISP Buta library and its supply with books appropriate for the program of higher university education will attract a lot of holders of State diplomas, especially young girls and teenage mothers who, having no possibility to leave their traditional communities, will from now on enroll on a large scale at the ISP Buta to follow higher education studies.</li> <li>➤ At the end of their training, the schools in the community will gain competent teachers and the success rate at state examination will raise.</li> </ul>  |
| <b>Output/Planned results 2013-2017</b> | <ul style="list-style-type: none"> <li>➤ Adjustment of a room suitable for serving as the library</li> <li>➤ Furnishing (equipment) of the room to ensure its proper operation</li> <li>➤ Donation of recently published books for the Literature and Humanities Section of the library</li> <li>➤ Donation of recently published books for the Exact Sciences Section of the library since these two sections exist and are in operation</li> <li>➤ Donation of computers and other equipment required for the good operation of the library</li> <li>➤ Reinforcing the competences of the manager of the library</li> </ul>  |
| <b>Target groups</b>                    | <ul style="list-style-type: none"> <li>➤ The teachers at D6N level continuing to teach in secondary schools although they are under-qualified</li> <li>➤ All the holders of state diplomas, without distinction of sex or religion, wishing to follow higher education studies.</li> <li>➤ The teachers of the ISP</li> <li>➤ Teachers and students of other higher education institutions such as the ISTM – BUTA and the ISDR – LIKATI</li> </ul>  |

## **Appendix 4 Persons consulted**

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- Rev. Kumbowo Manzinga Robert, President of CBCN and ISP Project Manager
- Bhete Osito Jean, CBCN Project Coordinator
- Lise Kyllingstad, Mission Leader, BUN
- Ambena Kpoku Mayeki Etienne, ISP General Director and deputy Project Manager ISP
- Akudekameni Ngenzo Jean de Dieu, ISP Secretary General
- Asegala Kogo Jean Paul, ISP Librarian
- Assistant librarian and library staff, ISP
- Teachers at ISP
- Students at ISP
- Adipandi Tekwinamay Alexis, Education Minister and Interim Governor Province of Bas-Uélé
- Masini Ndanikulu Davin, Sous-proved Buta, Ministry of Education
- Pae Enkolopadoje Raphael, Head of Department of Social Affairs, National Police Province of Bas-Uélé

## **Appendix 5 Documents consulted**

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### ***ISP Project Documents***

Project Document 2014 – 2016

Annual plan 2014

Annual report 2014

Financial report 2014

Annual plan 2015

Annual report 2015

Financial report 2015

Annual plan 2016

ISP library regulations

ISP internal annual library report 2015-2016

CBCN document: Les outils de gestion from 2013

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

### ***Digni documents***

Criteria for supporting interventions, from 2014

Sustainability and Risk analysis from 2014

Omasombo Tshonda (dir.), *Bas-Uele : Pouvoirs locaux et économie agricole : héritages d'un passé brouillé*, Musée royale d'Afrique centrale, 2014