
*Mid-term evaluation of
CBCN Integrated program - PIADBU
Bas-Uélé,
Democratic Republic of the Congo
December 2016*



Commissioned by: Baptist Union of Norway

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For almost two weeks I had the privilege of interacting with leaders and project staff of CBCN, committed to contributing to the positive development in their part of the Democratic Republic of the Congo. I saw a church that is an integral part of the community, working with the community to create space for change.

This evaluation report is a result of a team effort. Many people have been involved in the preparation, planning, data collection and analysis. Together we have listened to the experiences of literacy learners, members of savings groups and civil education groups, group facilitators, literacy teachers, pastors, evangelists, government representatives and of course the core group of dedicated PIADBU program staff working to make things happen.

A participatory mid-term evaluation provides a good opportunity for those engaged in program planning and implementation to reflect on their work and gain new insights into what works well and what could and should be changed. An evaluation process should be both encouraging and challenging, and it is the evaluation team's hope that this is how CBCN has experienced it.

I wish to thank the Rev. Robert Kumbowo Manzinga, President of CBCN for welcoming the evaluation team and being supportive of our work. I also wish to thank Lise Kyllingstad, Mission Leader of Baptist Union of Norway (BUN), for her support in planning and preparation of the evaluation. Thanks also to Mr Jean Bhete Osito, CBCN Project Coordinator for all the work in setting up the various appointments connected to the data collection, and for supporting the process throughout.

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Bromma in December 2016

Lena Boberg, In Tune – Learning & Development Consultancy
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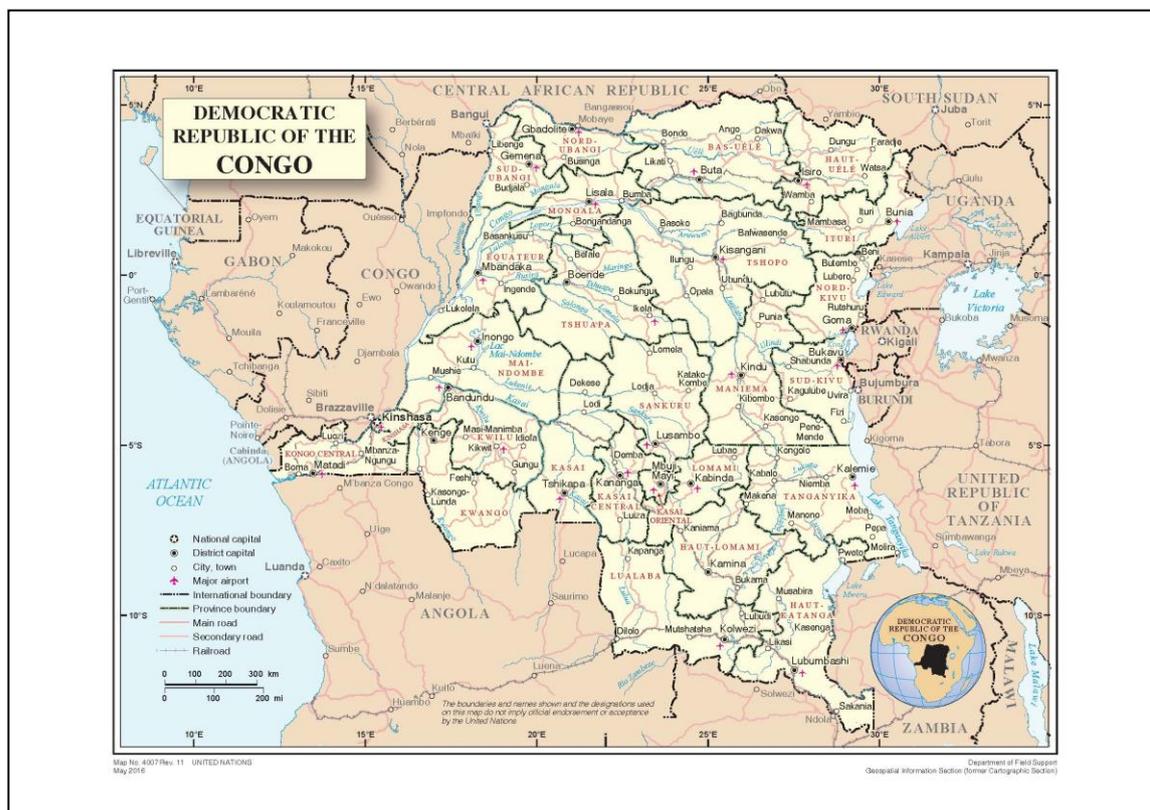
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ACRONYMS

BUN	Baptist Union of Norway
CBCN	Communauté Baptise du Congo Nord
DRC	Democratic Republic of the Congo
NORAD	The Norwegian Agency for Development Cooperation
PD	Project Document – the description of the project used in the application for funding
PIADBU	Programme intégré d'appui au développement Bas-Uélé
PME	Planning, monitoring, evaluation
ToR	Terms of Reference



Map No. 4007 Rev. 11 United Nations May 2016 (used with permission)

EXECUTIVE SUMMARY

Introduction

Communauté Baptiste du Congo Nord (CBCN) operates in the province of Bas-Uélé in DR Congo. Bas-Uélé is the second largest province in DRC, but inaccessible with weak road infrastructure. 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 Integrated project 2013 - 2017, PIADBU, has received funding from Norad. With PIADBU, CBCN has merged three former CBCN projects: literacy training, savings groups and civic education.

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, large and small group discussions, key informant interviews and direct observation.

Key findings

PIADBU is an effective integrated development program that has influenced social development in several places in Bas-Uélé through the three program units: literacy, savings groups and civic education. The program has reached both women and men, young and more mature and contributed to change that is appreciated and valued by both beneficiaries and authorities. Women and men have learnt to read, write and count which has empowered them and also given them a sense of pride. Women and men have come together in savings groups, where they have inspired each other to save money and have increased their buying power and ability to care for and plan for their future. Communities have come together in civic/peace groups to support each other, manage conflict and work together on practical issues that improves village life. The program is no doubt relevant.

The program has been implemented using the available financial resources carefully. Much has been achieved on a small budget. There are positives with working on a small budget, as it shows program beneficiaries that the program activities are within their economic reach. But it is also important that the program has sufficient funds to be able to function well. Working with funding through the international aid system has its own challenges as the implementing organisation quickly needs to adapt its program when there is a change in aid policy or in currency rates – both of which hit the PIADBU program. There are some challenges in the planning and monitoring systems that need to be addressed. PIADBU and the CBCN project coordination is directed by experienced and dedicated staff.

The three program units are all using a similar implementation approach, but the units are different in methodology and in complexity. Working with literacy demands different support systems than working with savings groups, for example.

Bas-Uélé is an isolated province surrounded by forest, and the weak infrastructure; roads, water, electricity, schools together with poverty are huge challenges for the young province. People who can leave, leave, which causes the province to lose much needed human resources. But the church remains, and is committed to working together with the community for the development of Bas-Uélé. The PIADBU program with its three units is a long-term commitment that deserves long-term donor support.

Recommendations

General recommendations

1. Continue developing the PIADBU program, with an even stronger link between the literacy, savings and civic education so that the content of each unit is based on the needs and priorities of the program participants.
2. Learn from other organisations and churches that are working with similar programs, and if possible include study visits within DRC for the program unit leaders, especially for literacy and civic education.

A. What changes would strengthen program strategy and sustainability?

1. Further strengthen community ownership of the activities linked to all three units by actively involving the community in planning and monitoring.
2. Create, together with community members, a baseline for the situation in the community in the thematic areas PIADBU is targeting. Creating the baseline can help raising awareness, and it will also be a description that can be used for assessing the change the program is contributing to.
3. *Literacy*. For the literacy program there are different strategic options that would need some further reflection within CBCN, together with their partners. A general recommendation is to choose a manner of focusing the literacy program, e.g.
 - Consider creating an extra trainer/support/monitoring level – with a person responsible for a designated area - between the unit leadership and the literacy teachers. This could be at district level, or some other level that is logical for the program. This would be a decentralisation that would give the CBCN unit leadership more time to do quality assurance, and plan and monitor the literacy program strategically.
 - Consider working strategically with the literacy program in a few areas at a time, and during this time develop local support structures for literacy.
 - Consider including materials development as part of the literacy classes; producing written texts with the learners that reflect the learners situation and priorities
4. *Savings*. Continue developing the program in the focused way it has been developed, and encourage groups not to become dependent on CBCN long-term.
5. *Civic Education*. Do a concept development of civic education, where you capture and put in writing how groups are mobilised and organised, what the groups should and could accomplish, how the groups can evaluate their work etc.

B. What changes would improve program efficiency?

1. Further develop the planning, monitoring and reporting systems and skills of CBCN;
 - so that planning reflects as much as possible what you know about the reality on the ground,
 - so that monitoring reflects both quantity and quality,
 - so that reporting helps you capture the progress of the program based on the approved plans.
2. Develop learning strategies for PIADBU and for CBCN. This could be done by creating a learning agenda for each program, and set aside time to reflect on your experiences and allow insights to influence future planning.
3. Develop a goal hierarchy vocabulary together with BUN, and use this consistently in planning, monitoring and reporting. E.g. what do we mean by ‘global objective’, what do we mean by ‘project outcome’.
4. In project planning and project description; increase focus on what actual change in people’s lives or in people’s behaviour that you wish to contribute to.



Participants in group discussion outside the CBCN church in Dungu



Participants in group discussion in Mabenzi.

1. INTRODUCTION

1.1 Background

This report presents results from the mid-term evaluation of the Integrated Program, hereafter PIADBU (Programme intégré d'appui au développement Bas-Uélé – PIADBU), implemented by the church Communauté Baptiste du Congo Nord (CBCN) in the Democratic Republic of the Congo.

Communauté Baptiste du Congo Nord (CBCN) operates mainly 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 PIADBU 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.

1.2 The PIADBU program

The PIADBU program started in 2013, merging three former CBCN projects. The program has three main units: Literacy training classes, savings groups, and civic education. The program period is 2013 – 2017 with a total budget of USD 459.093, according to the Project Document (PD).

The long-term goal of PIADBU is 'To contribute significantly to the integral development of the people of Bas-Uélé' (Named 'Global Objective in the PD). As CBCN has been involved in social development programs for a long time, and since the CBCN project staff and the church members are an integral part of the community in Bas-Uélé the development challenges are known and felt by CBCN.

Mainstreamed in the three program units is the concept of 'changing mentality', by which CBCN is referring to taking ownership of your own situation and your development and cultivating behaviour that is empowering for the individual as well as for the community.

PIADBU can be depicted in a model for behavioural change. The model builds on the notion that change starts with awareness of the current situation and also awareness that you are in a position to actually do something about an undesired situation. For change to happen you probably need to build or gain capacity. And without implementation, actually providing space for change, there is not much chance for change. Change can be difficult, so it is relevant and useful to think about what support structures you have, or need to create, in order to sustain the desired change.

PIADBU change model:

Awareness WE WANT TO	Capacity WE CAN	Space/implementation WE ARE DOING	Support structures WE CONTINUE TO DO
<p>Change begins with awareness about the current situation and reflecting together on strategies for change.</p> <p>PIADBU works with awareness raising about literacy, savings and civic education.</p>	<p>Awareness is not enough, you also need capacity for change, so the next step is to support capacity building.</p> <p>PIADBU trains literacy teachers, savings groups facilitators and civic group leaders. PIADBU also supplies materials for literacy, savings groups and civic education.</p>	<p>Having capacity is not enough, you also actually need to do something, create space for change to happen.</p> <p>What is needed to create space for people to learn to read, write and count, for people to be able to save money, for people to know their rights and obligations and to learn to work together?</p> <p>PIADBU mobilises communities to start literacy classes, savings groups and civic groups.</p>	<p>For a change process to be sustained there is need for support so the process can continue over time.</p> <p>PIADBU is supporting the facilitators, group leaders and literacy teachers through follow-up and accompaniment.</p>

1.3 The context of the program

The Bas-Uélé province is the second largest in DRC. Bas-Uélé is one of the new provinces created through the government’s decentralization process in 2015, where before Bas-Uélé was part of the province Orientale. 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. Schools and institutions have been destroyed. The quality of primary schools and primary school education is low. Two of Bas-Uélé’s six territories are still suffering from the presence of the Lord’s Resistance Army from Uganda. These are all challenges that the new province needs to be able to handle or address. There is a good relationship between civil society organisations, including the churches, and the authorities which provides space for organisations to work.

Bas-Uélé is a province that people with an education leave, because they don’t see a future for themselves. But the church remains, and will continue to remain. CBCN has a clear interest in serving the community.

2. EVALUATION SCOPE AND METHODOLOGY

2.1 Evaluation purpose and scope

The evaluation is a mid-term evaluation with the purpose of providing guidance for the future of the program based on assessment of program achievements and efficiency so far. It is also a learning evaluation, with the aim of contributing to capacity building of CBCN leaders and project staff.

The process and results of the evaluation will be used by CBCN when planning for the program. 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 program successfully reached the stated target groups, especially the women?
2. *Program efficiency*
Assessment of the efficiency of the resources used in the program in relation to the conducted activities.
3. *Program effectiveness*
Assessment of to which degree the program has achieved the program objective as stated in the program plan.
4. *Program relevance*
Assessment of the program relevance in relation to the main challenges in the program area.
5. *Program sustainability*
Assessment of the sustainability of the program. In particular regarding the possibilities that the local communities have to maintain and to continue the activities run by PIADBU.

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

2.2 Methodology and process

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 literacy learners and teachers, savings group members and leaders, civic education members and leaders and with group facilitators
- Key informant group interview with representatives of CBCN, with BUN and with other key stakeholders
- Direct observation through visits to different program sites
- Interaction with PIADBU staff

The data from these different sources have provided a possibility for triangulation to verify results. The group discussions were held in local churches, mainly but not exclusively CBCN churches.

The evaluation team worked together in the data collection, taking different roles depending on what the context required. E.g. discussions with the different beneficiary groups were led by the evaluator Rider Mitoko in lingala, with the PIADBU Project Manager providing simultaneous translation to French for the Swedish evaluator who did not speak lingala.

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

- Makasi – Literacy, Savings groups, Civic Groups
- Mabenzi – Civic Group
- PK36, on the road to Kisangani – Literacy, Savings groups
- PK12 Dungu – Literacy, Savings, Civic groups
- PK8 Longa – Literacy, Savings
- Koteli – Literacy, Savings groups, Civic Groups
- Institut Biblique Makasi – Literacy, Savings groups

When the data collection process in the field had been concluded the evaluators met with the PIADBU team for a joint reflection on some of 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 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. A schedule of the process is provided as an Appendix

2.3 Limitations

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 can to some extent balance this limitation.

*When discussing with literacy class participants and teachers we sometimes asked them ‘How would you motivate a person who is a little bit afraid to come to a literacy class to still come and join you?’ In one group a woman stood up and said with confidence “I would say: **Come! Let’s walk together!**”*

When discussing with savings groups participants and leader we sometimes asked them ‘How would you motivate someone to come and join your savings group?’ In one group a woman said immediately “I would invite that person to come and see some of the things I had been able to buy thanks to the savings group”.

*These two examples capture what can be considered some of the essence of the PIADBU theory of change: To be practical and to inspire people to action. Let us do this together. Let us work for change together. Come and walk with us! **Come, let’s walk together!***

3. FINDINGS

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

3.1 Target Group

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
The population of Bas-Uélé	The program has intentionally used radio broadcasts to reach as many as possible. This has been combined with face-to-face awareness raising activities in the four territories that are deemed safe to visit.
Illiterate men and women	Illiterate men and women are included in all three program units; literacy, savings, civic education.
The intellectuals – which means those who have gone to school	The savings and civic education units include persons from this target group
The authorities and the forces of law and order	The authorities are invited to various seminars and awareness raising activities; as participants and as speakers
Non-governmental associations	The President of the umbrella body for civil organisations and other representatives from NGOs are invited to participate in seminars.

The above table gives an indication that the program has reached most of its intended target groups. The project reports to BUN unfortunately do not include gender-specific information for each unit. During the data collection process in Bas-Uélé the evaluation team met with literacy participants and savings groups members in six different locations in Buta territory. In each of these locations women were in a clear majority in literacy, whereas in the savings groups women were just in a small majority. In the four civic education groups the evaluation team met, men were in the majority. The PIADBU staff team is made up of five women and three men.

The groups the evaluation team encountered during the process included both young people and more mature people.

3.2 Program efficiency

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

As per September 2016 approximately the program included approximately the following:

- Literacy – 1.500 participants
- Savings - 11.725 members
- Civic Education – 350 – 500 in the group leadership committees, approximately 1.500 – 2.000 members

Also, more than 160 literacy teachers have been trained, and more than 120 leaders of savings groups and civic education groups have been trained.

Apart from these, thousands of people benefit from the information transmitted through the various radio programs.

The project budget reports to BUN are not unit specific, so it is not possible to analyse costs/unit.

The program has a budget of approximately 100.000 USD/year. If approximately 16.000 individuals are actively involved in either literacy training, savings groups or civic education groups, this would mean that they are involved at a cost of about 6 USD/person/year. This is a very crude approximation, and it lacks in analysis, but it does give an indication that PIADBU is operating with very low costs.

The visit to the PIADBU premises in Buta, and to the various places and venues where PIADBU operates provided the following observations:

- The office space and equipment of CBCN is humble, and appears to be similar to what other institutions have in the area
- The PIADBU staff implementing the program use motor bikes that are appropriate for the difficult road conditions
- The program operates with a minimal number of salaried staff. There is a philosophy of not creating dependence on external funding for the remuneration of literacy teachers; they are remunerated by their students.

There are positives and negatives with operating on a minimal budget. The positive side is that PIADBU can show that it is possible for a local community to take charge themselves for a literacy class or a savings group with their own resources. A negative side is that the program may lack in quality assurance. The salaried staff does not have time to do complete following and accompaniment, given the number groups that are in operation, the distance between these groups, and the condition of the roads.

In general PIADBU accomplishes much with a small budget. The use of radio transmissions is an effective way of communicating as the radio is used much by the population in Bas-Uélé. As the program is linked to the CBCN, many of the church resources are being used, which also creates efficiency; primary schools, church buildings, church leaders are involved in awareness building.

Another element of efficiency, is whether the program has been implemented according to its time plan. Here there has been some difficulties. The program was approved for five years, 2013 – 2017. CBCN works with USD and the application for funding is in USD, but the approved budget from Norad is in Norwegian Krone. During this time the Norwegian Krone has dropped considerably to the USD, and as the approved budget in Norway is in Norwegian Krone, this has meant less USD for PIADBU. On top of this, the changes in policy for international development aid from the Norwegian Government in the aftermath of the refugee crisis in Europe in 2015 has also affected the budget negatively and forced CBCN to make drastic cut-backs in the program in 2016.

The literacy program is the unit that has had the greatest challenges when it comes to implementing according to the original plan. The literacy program has reached less than 10% of the number of participants it had intended to reach. The main reason for this discrepancy is probably an over-optimistic planning when the program was developed in 2012.

Efficiency also relates to organisational issues; systems and project management capacity. The program staff are competent, motivated people, who are deeply embedded in the society in which they work; active in churches and civil society. This is a major asset to PIADBU. They have shown that they are able to deliver under difficult circumstances. But there are challenges in the project planning, monitoring and reporting system

- Plans are over-optimistic
- Project reports to the donor do not give a clear picture on what is achieved in relation to plan, and in relation to the original plan

- The follow-up system does not have enough qualitative dimensions
- The plans focus on quantitative dimensions
- There is no clarity in the use of vocabulary in the goal hierarchy ; output – outcome – impact

Another challenge is that PIADBU is operating within the CBCN church system. Whereas this provides many positive things for the program, there are also challenges. CBCN operates with 16 districts, and there is an expectation from the local assemblies that PIADBU should reach all 16 districts. With the present organising of the program, and the available staff and resources this is not possible, but choosing to focus on just a few districts can cause conflict within the church. Also, the local assemblies chose those who will be trained as literacy teachers and savings and civic education group leaders, on criteria provided by PIADBU. But sometimes the chosen people are not suitable for the task, and do not qualify according to the set criteria.

3.3 Program effectiveness

The evaluation was to assess to which degree PIADBU has achieved the program objective as stated in the program plan.

The long-term goal for the program is to provide:

‘A significant contribution to the integral development of the people in Bas-Uélé.’

It is not quite clear what actually is the ‘program objective as stated in the program plan’ as different words for results levels are used in different documents pertaining to the program, but the evaluation team chose to use ‘Expected results for the entire period’ from the PD.

The table below is based on information from the program staff during the data collection process in Buta in October.

Expected result 2013-2017 as presented in the PD	Result 2013 – 2015 as reported by the program staff during the data collection process	Comment
70% of the population of Bas-Uélé is informed about and sensitized to their rights, literacy and saving.	The face-to-face-activities are taking place in four of Bas-Uélé's six territories. With the radio transmissions the program reaches thousands of people, but it is not possible to verify a %. Also there is no baseline information to compare with.	The PD from 2013 states that the population of Bas-Uélé is approximately 1.400.000. 70% would mean reaching 980.000 people.
632 saving groups with 15.800 members	461 groups 11.725 members	The results reported in the annual reports to BUN show a different number. The reason for the discrepancy could be that the results reported by staff during the data collection process include savings groups that existed before the PIADBU

		program started, but that PIADBU is supervising.
128 peace groups (civic education groups) with 6.400 members	51 groups	The sizes of the groups varies over time, depending on type of activity in the group.
160 literacy classes for 24.000 learners created	1.506 learners	There is a big discrepancy here between reality and anticipated results.
122 leaders and 320 literacy teachers are trained.	72 savings leaders trained 30 peace group leaders trained 161 literacy teachers trained	The training of leaders is almost according to plan. Less literacy teachers have been trained, as the program has been able to use teachers that had been trained in a previous project.
At least 60% of the population of Bas-Uélé has been educated in citizenship, peace, conflict management and local governance		The % is not possible to follow-up, but many people have been reached by the radio broadcasts, seminars and awareness-raising sessions.
The standard of living has improved in at least 60% of households.		The % is not possible to follow-up. But an estimation could be made based on No. of households in the savings groups.
The capacity of the program actors is reinforced (the staff is adequately trained and equipped for assistance and follow-up).		The staff has gained more experience during the years of implementation, but this is not reported in the written reports.
The change of mentality, elimination of ignorance, self-support, self-defense, abilities, comprehension of the way of life of the population.		The written project reports to BUN include examples of change in mentality.

This table shows that results have been achieved, but that the way in which the results were expressed is causing difficulties for the program to assess and report on results. The data collection process included several encounters with facilitators and group members and learners in literacy classes. Their stories and comments verify that the program is indeed contributing to important changes in people's lives, as well as on community level. The fact that there are some issues in how the program objectives have been formulated should not remove the value of these good results. But further learning from experience for the program staff and allowing the learning to shape the strategy, planning and follow-up will most probably increase program quality.

All three units works with a similar strategic set-up:

Two staff members per program unit work with training of facilitators and literacy teachers, awareness raising, support and follow-up.

Facilitators for the civic education groups and for the savings groups work at community level with awareness raising and mobilizing and supporting groups. Each civic education group and each savings group has group leaders and a committee leading the group. Literacy teachers at community level care for one or more literacy classes.

The literacy unit

The literacy classes are offered at four levels; from no schooling at all to a level that takes the learner to primary school year 3. The learners are expected to remunerate their teacher, the teacher has not salary from the project. A challenge for learners in the remote villages is access to written material after having learnt how to read.

Reported results:

- I can write my name
- I can write a letter
- I can give change – people cannot trick me anymore
- I can now read information that comes from my child's school
- I can read the Bible
- I can lead a church service
- I would be able to vote myself, instead of giving the name of my candidate to another person

What do these new skills mean for the individual? In the group discussions during the evaluation learners clearly communicated that they felt proud, capable, happy. More than one used the words 'I knew nothing, I was in darkness'. For those of us who read this report, reading and writing is something that we take for granted and it may be difficult to fathom the deep value it can have for the individual to realise that I can now write my name.

Reported challenges:

The same challenges were mentioned in all the groups that were interviewed, and most of these challenges have also been reported in the project reports to BUN.

- Difficulties in being able to offer classes at more than one or two levels.
- Teacher remuneration. Some learners do not pay their teachers. Some learners felt they should not have to pay for the classes, but that the project should pay for this. People are poor and struggle to make an income.
- Materials for the classes; textbooks, pens, boards
- Transport for the teachers. There is no public transport. Teachers have to pay for their own transport.
- Venues. Primary schools are often used, and sometimes the primary school children ridicule the adult learners.
- Some of the older learners report how age has affected their ability to see, and the need for glasses.

Savings unit

The concept of saving groups appeared to be the most mature and strong part of PIADBU. This could be because it is focused on a few specific activities. It is more of a technical program than the literacy unit or the civic education unit. The weak road infrastructure in Bas-Uéle challenges economic development in that it is difficult to reach markets as the roads are very bad. There are no banks in the province capital of Buta that are open for individuals.

Reported results:

Results from the savings groups were similar in all the groups, and corresponded to project reports to BUN.

Members buying power has increased. They have been able to purchase items for personal needs, but also care for their families in different ways. Some had also invested in items that generate income.

Examples:

- Buying beds, suitcases, clothes
- Paying school fees
- Paying for health care and hospital bills
- Improving on house; new roof
- Buying a mill, a bike, a canoe – in order to generate income
- Buying goats and pigs for breeding
- Buying farm land

Being a member of a savings group has made it possible for the individual or couple to save money. 'Before we just spent all our money, we could not save'. Saving money on your own in your house is not safe, but saving with others, so that the cash is not in your house opens up a possibility to securely put money aside for several months. The savings group is a support as well as a motivation because you meet in the group each week to put money in a cash box. And if you, for whatever reason, cannot save anything one week you can feel a little ashamed. This motivates you to do everything you can to earn money to save. The savings groups thus have inspired people to work more and to find different ways of generating income. Being a member of a savings groups also gives the individual the opportunity to learn to cooperate with others, and to trust others.

Reported challenges:

The savings groups in general are very satisfied with the concept and there were only mainly two issues that were reported:

- Group members wanted to also have access to credit
- The savings facilitators - who support and encourage the groups – do not have bicycles or any other means of transport, which makes it difficult for them to visit groups

Civic education groups/Peace groups

The formation of peace groups is linked to PIADBU's endeavor to inform the citizens of Bas-Uélé about their rights and obligations, but also to provide the possibility to increase capacity for conflict resolution, learning to cooperate and work together for the good of the community and to help yourself, not just wait for somebody else to help you.

Reported changes:

- People cooperate in a village or in a community; e.g. to repair a road or to organize water supply
- Conflict management in the community
- Less conflict in the community
- Less violence
- Courage to resist police harassment because of knowing your rights
- Awareness of demanding accountability of local politicians and politico-administrative authorities and the police

Reported challenges:

As we only were able to get a small glimpse of this part of the program we did not hear of many challenges, other than the challenge of finding material resources for development work in the community; roads, water, schools, offices.

During the evaluation process we met with members of peace groups in four places. This program unit has great potential, and is a bridging unit between savings and literacy, but it does not yet appear to be fully developed.

Integrated program

The literacy program, the savings groups as well as the civic education all existed as separate programs prior to the creation of PIADBU. There were some concerns from CBCN when commencing to join the three units into one program. The evaluation process reveals that there are clear positives with the integrated program. The three units together form important components for community development. Awareness raising can be made for all three units at the same time. The program staff can support each other and learn together from experience when it comes to project planning, follow and reporting, but also when it comes to thematic knowledge.

The interviews with representatives from the local radio station in Buta and with the umbrella body for Bas-Uélé's civil society organisations and also the local authorities provided information that PIADBU as an integrated program is indeed having an impact in society in the province. They report behavior change, and changes in awareness level amongst the population when it comes to their rights and obligations. Many years of continuous broadcasts and awareness-building will have an effect.

3.4 Program relevance

The evaluation was to assess the program relevance in relation to the main challenges in the program area. Can the program be said to be highly relevant or less relevant to the need of the people in the area.

The relevance of the program in the eyes of learners and group members in the savings groups and the civic education groups have been reported in the previous section. It is clear that the program meets with needs and desires of the population, even though there also are other pressing needs for Bas-Uélé such as road infrastructure, electricity and clean water. But relevance should also be seen in the light of the identity and resources of the implementing organisation. Working with literacy, savings and civic education makes a lot of sense for a church. Churches have networks, buildings, human resources and they have an expertise in teaching and awareness building.

PIADBU is developed also on the basis of national development plans of DRC, and the provincial plans. It is also linked to CBCN's vision and values.

Relevance of literacy training

Bas-Uélé has suffered many losses during the periods of war and conflict. Schools and institutions have been destroyed. The quality of primary schools and primary school education is low. During the evaluation process different % have been mentioned on adult illiteracy, but most mention between 75 – 90% illiteracy. The government does not have a program for literacy in Bas-Uélé. There are no large organisations operating in the area. The Catholic church also offers literacy training.

There may not be a lot of written material available for literacy learners in the remote villages of Bas-Uélé, which might make it more difficult for learners to retain their literacy skills. The literacy classes could include activities where the learners write their own texts, based on their realities and

priorities. The follow-up of the literacy classes could include questions that stimulate learners to use their new skills in different contexts.

Relevance of savings groups

The savings groups provide an opportunity for people to save and to increase their buying power in the absence of local banks.

Relevance of civic education/peace groups

More than one informant mentions the influence on Bas-Uélé from history; coming through dictatorship, then passing through times of war and conflict, and how this has affected people's thinking and mentality. Developing skills for conflict management, learning to work together, learning to take charge of your own life and community, learning to live in peace with the police and to defend your rights makes much sense in this context. Also, Bas-Uélé is now a province, where it was before part of the larger province Orientale. The citizens of Bas-Uélé need to learn what it means that they now live in a province. There is also a need to prepare for the coming national, provincial and local elections.

Bas-Uélé is a province that people with an education leave, young people also dream of leaving. It is isolated in the forest, with bad roads and no electricity. There is brain-drain. But the church remains, and will continue to remain. CBCN has a clear interest in serving the community, and their commitment in PIADBU also increases their knowledge and expertise for future work. Representatives from the authorities all praise the PIADBU, and welcome the work that CBCNs does for the community.

3.5 Program sustainability

The evaluation is to assess the sustainability of the program. In particular regarding the possibilities that the local communities have to maintain and to continue the activities run by PIADBU. 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 program, the *organisational capacity* of the implementing organisation and *contextual factors* that impact on the function of the project. Reflection on these three parameters have been included in the sections on efficiency, effectiveness and relevance. Below we offer some additional reflections of the issue of sustainability.

Literacy unit

What is needed to carry the literacy program? Materials, teacher refresher courses, quality assurance through follow-up; which means transport costs and literacy technical knowledge. As it is a skills-based program, the literacy program would need continuous support from CBCN in the foreseeable future. Alternative strategies for community ownership of the program could be explored but it is still necessary to have a skills base for the program. The group discussions during the data collection process revealed that most literacy groups felt a need for continued support from CBCN.

Savings unit

What is needed to carry the savings program? Materials, training of group leaders, support to groups. Some of the groups reported that they believe that they would be able to continue on their own. The concept is well developed and a looser network between the savings groups could probably be enough.

Civic education/peace groups

What is needed to carry the peace groups? Here there is need for further concept development, and support to the group leaders. But the groups can probably continue to develop independently, based on the needs of the local community and the resources available, after a period of accompaniment

from CBCN. Some of the civic groups have in fact already moved on to become registered associations.

Organisational capacity

CBCN has systems, structure and competent staff to continue carrying and developing PIADBU. There is a need to strengthen the planning and monitoring competence, and the learning, as explained in section 3.2 on program efficiency.

Contextual factors and activity profile

The program is relevant to the population and the authorities alike. There is a good cooperation between civil society and the authorities, which provides space for the program. The program content and strategy appears to be adapted to the local situation and local resources.

4. CONCLUSIONS

4.1 Target Group

The evaluation has shown that all the main target groups have been reached. Women play important roles as facilitators and savings group leaders. The literacy classes and the savings groups include more women than men. The civil education groups appear to include more men than women. Authorities are actively included in the program, as lecturers as well as participants. The program has a wide reach as it intentionally uses radio broadcasts, and follows up with face-to-face awareness raising and seminars.

4.1 Program efficiency

PIADBU reaches a lot of people through its radio broadcasts and other awareness-raising activities. They are able to achieve much on a small budget, and are using technology and methods that are appropriate in the context in which they are operating. The evaluation process has surfaced both strengths and challenges when it comes to program efficiency:

Strengths contributing to efficiency

- Dedicated and experienced staff in PIADBU
- CBCN; contacts, venues, human resources, credibility, respect
- Gender balance in the PIADBU staff group
- Low cost implementation
- Using methods and strategies that minimise over-dependency on the program; e.g. that literacy learners are to remunerate their own literacy teacher
- The implementation strategy:
 - working with awareness-raising, capacity building, creating space for change through mobilisation of groups and providing support for the change processes.
 - Working with three relevant development issues in an integrated program; literacy, savings and civic education

Challenges and matters to improve

- The PME-systems need to be further developed to increase efficiency; in particular planning and monitoring systems

- Implementation strategy when it comes to organisation – the present strategy is good, but this does not mean it cannot be refined and altered. E.g. decentralising some of the functions
- Learning from experience; allowing learning to influence plans and systems
- Strengthen qualitative thinking in planning, monitoring and reporting
- Working with funding from the international aid system has been challenging for CBCN the past years because of changes in aid policy in Norway, and the unfortunate drop of the Norwegian Krone to the USD. This is a challenge that is very difficult for CBCN to do anything about.

4.2 Program effectiveness

The program is showing results in all three units. Beneficiaries as well as authorities and other stakeholders are satisfied with the methods and results in general.

From a program management point of view there is a need to focus and clarify the program objectives, and to clarify what changes that are expected in the different target groups. There is a need to further develop the monitoring.

The literacy program needs further strategizing and development to strengthen quality and sustainability. The savings program is using a clear concept that is possible to copy in new places. The civic education program's concept is not yet fully developed, but it shows potential and is addressing issues that are timely and crucial for Bas-Uélé. Program integration is an asset, as there is potential for synergy between the three units; in learning, in development, in resource utilisation.

4.4 Program relevance

All three program units are highly relevant to the people and to the development of Bas-Uélé. There are no other big organisations operating in community development in the province. Program participants, program staff, church leadership, government officials all testify that the program is relevant. The church is an actor that remains, even though there is brain-drain in the province.

4.5 Program sustainability

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

Contextual factors: PIADBU follows government frameworks and policies and is approved and appreciated by authorities. There is a good relationship between civil society and government in Bas-Uélé which creates space for the church and organisations to work.

The program activities are relevant to the people, and appropriate technology and methods are used. There is a need to balance the expectations from the population and authorities, as well as from the church, with the resources available for the program. Further engaging the local communities in taking ownership of aspects of the program could increase sustainability.

5 RECOMMENDATIONS

An evaluation is a learning process. During the different stages of the evaluation we have passed through a process of reading and hearing descriptions of what PIADBU is doing and how the program is organised. We have reflected on the program through the different perspectives of the program organisers and implementers, the external partner, the beneficiaries, the authorities and the church. These reflections have generated findings and conclusions. The time has now come for recommendations, and recommendations are there to support decision-making for the future of the program.

General recommendations

3. Continue developing the PIADBU program, with an even stronger link between the literacy, savings and civic education so that the content of each unit is based on the needs and priorities of the program participants.
 4. Learn from other organisations and churches that are working with similar programs, and if possible include study visits within DRC for the program unit leaders, especially for literacy and civic education.
- A. What changes would strengthen program strategy and sustainability?**
6. Further strengthen community ownership of the activities linked to all three units by actively involving the community in planning and monitoring.
 7. Create, together with community members, a baseline for the situation in the community in the thematic areas PIADBU is targeting. Creating the baseline can help raising awareness, and it will also be a description that can be used for assessing the change the program is contributing to.
 8. *Literacy.* For the literacy program, there are different strategic options that would need some further reflection within CBCN, together with their partners. A general recommendation is to choose a manner of focusing the literacy program, e.g.
 - Consider creating an extra trainer/support/monitoring level – with a person responsible for a designated area - between the unit leadership and the literacy teachers. This could be at district level, or some other level that is logical for the program. This would be a decentralisation that would give the CBCN unit leadership more time to do quality assurance, and plan and monitor the literacy program strategically.
 - Consider working strategically with the literacy program in a few areas at a time, and during this time develop local support structures for literacy.
 - Consider including materials development as part of the literacy classes; producing written texts with the learners that reflect the learner's situation and priorities
 9. *Savings.* Continue developing the program in the focused way it has been developed, and encourage groups not to become dependent on CBCN long-term.
 10. *Civic Education.* Do a concept development of civic education, where you capture and put in writing how groups are mobilised and organised, what the groups should and could accomplish, how the groups can evaluate their work etc.
- B. What changes would improve program efficiency?**
1. Further develop the planning, monitoring and reporting systems and skills of CBCN;
 - so that planning reflects as much as possible what you know about the reality on the ground,
 - so that monitoring reflects both quantity and quality,
 - so that reporting helps you capture the progress of the program based on the approved plans.

2. Develop learning strategies for PIADBU and for CBCN. This could be done by creating a learning agenda for each program, and set aside time to reflect on your experiences and allow insights to influence future planning.
3. Develop a goal hierarchy vocabulary together with BUN, and use this consistently in planning, monitoring and reporting. E.g. what do we mean by 'global objective', what do we mean by 'project outcome'.
4. In project planning and project description; increase focus on what actual change in people's lives or in people's behaviour that you wish to contribute to.

Appendix 1 Terms of Reference

TERMS OF REFERENCE - Mid-term evaluation 2016, Integrated program, Bas-Uélé

1. Introduction

The Baptist Union of Norway (BUN) has initiated a mid-term evaluation of the Integrated program that is run by BUNs partnering church, Communauté Baptiste du Congo Nord (CBCN) in DR Congo. The program consists of three units: Civil rights, literacy training and saving groups. The program period is five years, 2013 – 2017, and the budget for 2015 was 100.580 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 program'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 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 Integrated program started in 2013, merging three former projects. The program has two units that focus on women – the literacy training and the saving groups (former Totombwana). The last unit focuses on civil rights for everybody.

2.1 The overall development goal of the program is:

To contribute significantly to the integral development of the people of Bas-Uélé.

2.2 Target groups

- the population of Bas-Uélé
- the illiterate women and men
- the intellectuals
- the politico-administrative authorities
- the political authorities
- the judiciary authorities
- the forces of law and order
- the non-governmental associations

2.3 Program focus

Citizens' rights and obligations, literacy training for women and saving/loan groups for women.

2.4 Planned results for the entire period 2013-2017

- 70% of the population of Bas-Uélé is informed and sensitized about their rights, literacy and saving
- 632 saving groups with 15.800 members are created
- 128 peace groups with 6.400 members are created for the promotion and defense of human rights
- 160 literacy classes for 24.000 learners are created
- 122 leaders and 320 literacy teachers are trained
- the standard of living has improved in at least 60% of households
- at least 60% of the population of Bas-Uélé has been educated in citizenship, peace, conflict management and good local governance
- the capacity of the program actors is reinforced (the staff is adequately trained and equipped for assistance and follow-up)
- the change of mentality, elimination of ignorance, self-support, self-defense abilities, comprehension of the way of life of the population.

2.5 Program activities

- to inform and to sensitize at least 70% of the population of Bas-Uélé about the program and its constitutions: Citizens' rights and obligations, elimination of literacy, saving
- to create at least 632 saving groups with 15.800 members, 128 peace groups with 6.400 members and 160 literacy classes with 24.000 learners
- to train 122 leaders and 320 literacy teachers
- to promote local saving in at least 60% of households
- to propagate citizenship, peace, conflict management and good local governance by the organization of sensitizing sessions, conferences, fora, interpersonal contacts and radio broadcasts
- to reinforce the actors' (the program officers, the leaders, the local leaders) capacity by training and re-training
- to reduce the present illiteracy rate

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 program 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 program 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 program in relation to the conducted activities.

5.3 Program effectiveness

Make an assessment to which degree the program has achieved the program objective as stated in the program plan:

Long-term overarching development goals:

A significant contribution to the integral development of the people in Bas-Uélé

Outcome/immediate objective of the program for the entire period:

- To inform and to sensitize at least 70% of the population of Bas-Uélé about the program and its constituents: Citizens' rights and obligations, elimination of literacy and saving.
- To create at least 632 saving groups with 15.800 members, 128 peace groups with 6.400 members and 160 literacy classes with 24.000 learners.
- To train 122 leaders and 320 literacy teachers.
- To promote local saving in at least 60% of households by 2017.
- To propagate citizenship, peace, conflict management and good local governance.
- To reinforce the actors' capacities (the program officers, the leaders, the local leaders).
- To reduce the present illiteracy rate.

Anticipated results (outputs) for the entire period:

- 70% of the population of Bas-Uélé is informed about and sensitized to their rights, literacy and saving.
- 632 saving groups with 15.800 members, 128 peace groups with 6.400 members and 160 literacy classes for 24.000 learners are created.
- 122 leaders and 320 literacy teachers are trained.
- The standard of living has improved in at least 60% of households.
- At least 60% of the population of Bas-Uélé has been educated in citizenship, peace, conflict management and local governance
- The capacity of the program actors is reinforced (the staff is adequately trained and equipped for assistance and follow-up).
- The change of mentality, elimination of ignorance, self-support, self-defense, abilities, comprehension of the way of life of the population.

5.4 Program relevance

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

5.5 Program sustainability

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

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

- Activity profile
- Organizational capacity
- Context

6. Future development of the program

Make a specific recommendation in relation to the future program. 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 - in the villages, at the local market in Buta
- 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 October 2016.

Appendix 2 Process – evaluation schedule

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

PLANNING – PREPARATORY WORK	
September - October	Desk Review Preparation of Evaluation Plan Preparation for field work
DATA GATHERING – Buta, Bas-Uélé	
Tuesday 25 October	Welcome ceremony at CBCN in Buta Planning meeting with evaluation team Coordination meeting with CBCN Project Coordination and BUN
Wednesday 26 October	Start-up meeting with CBCN leaders, Project Managers and project staff of PIADBU and ISP Formal visit to Provincial Authorities in Buta Meeting with Executive Committee of CBCN Interview with Project Coordinator CBCN Interview with PIADBU Project Manager
Thursday 27 October	Interview with community radio station manager Field visit with group discussions: Makasi Field visit with group discussions: Mabinza Meeting with civil society umbrella organization leader
Friday 28 October	Field visit with group discussions: PK36 Field visit with group discussions: l’Institut Biblique Makala
Saturday 29 October	Field visit with group discussions: Dungu Field visit with group discussions: Longa
Sunday 30 October	Church service and group discussions in Koteli
Monday 31 October	Sense-making meeting with PIADBU team Group discussion with pastors and leaders of CBCN
Tuesday 1 November	Interview with representative of Ministry of Education
Wednesday 2 November	Consolidation with evaluation team
Thursday 3 November	Feedback meeting with CBCN leaders, Project Managers and staff
REPORT WRITING	
November	Report writing
Friday December 2	Draft report submitted to BUN and CBCN
Tuesday December 13	Feedback on report submitted to evaluator
Friday December 15	Final report submitted to BUN and CBCN

Appendix 3 Program results framework

Development goal

To contribute significantly to the integral development of the people of Lower Uélé.
Une contribution significative au développement intégral des populations de Bas-Uélé.

a. Civic Education - Output/Planned results 2013-2017

- 128 peace groups with 6.400 members
- 32 leaders trained
- 60% of the population of Bas-Uélé has been educated in citizenship, peace, conflict management and local governance

b. Literacy - Output/Planned results 2013-2017

- 160 literacy classes with 24.000 learners
- 320 literacy teachers trained

c. Savings - Output/Planned results 2013-2017

- 632 savings groups with 15.800 members
- 90 leaders trained
- Standard of living improved in 60% of the households

d. Community awareness - Output/Planned results 2013-2017

70% of the population of Bas-Uélé is informed and sensitised about their rights, literacy and saving

e. Other output

- The program staff adequately trained and equipped for assistance and follow-up.
- The change of mentality, elimination of ignorance, self-support, self-defence, abilities, comprehension of the way of life of the population.

Appendix 4 List of people and groups consulted

The PIADBU team:

Didier Wussa, Project Manager
Jeanne Mbele Feza, Head of Literacy Unit
Chantal Mawala, Follow-up Manager, Literacy Unit
Edward Ndiata Kogbendo, Head of Civic Education Unit
Séverine Dagbinza, Head of Savings Unit
Madeleine Mbudie, Follow-up Manager, Savings Unit
Theo Tokpolo, Logistics Manager

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

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 Prov. of Bas-Uélé
Jean Kunbozingi Tita-Zelu, Manager, Community radio station, Buta
Floribert Kateka, President of Bureau de la Société Civile Forces Vives

Participants in evaluation start-up meeting October 26

16 persons representing:

- CBCN leadership
- CBCN Project Coordination
- CBCN Financial administration
- CBCN Administration
- PIADBU program
- ISP project
- CBCN Competence building project
- CBCN Education project
- BUN

Participants in meeting with CBCN Executive Committee October 26

9 persons representing CBCN national leadership and departments

Participants in meeting with CBCN pastors and leaders in Buta District October 31

4 persons representing department for women and children and local pastors in Buta district

Participants in evaluation feed-back meeting November 3

23 persons representing

- CBCN leadership
- CBCN Project Coordination
- CBCN Financial administration
- CBCN Administration
- PIADBU program
- ISP project
- CBCN Competence building project
- CBCN Education project
- CBCN Health program
- BUN

Appendix 5 Documents reviewed

Project documents

Project Document 2013 – 2017

Annual Plan 2013

Annual report 2013

Annual plan 2014

Annual report 2014

Financial report 2014

Annual plan 2015

Annual report 2015

Financial report 2015

Annual plan 2016

Annual plan 2016

External evaluation report of the CBCN 'Totombwana' project from February 2012, B.E.Co Kisangani

External evaluation report of the CBCN project 'Rights and duties of women' from September 2010

CBCN document: Les outils de gestion from 2013

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

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

