

## FINAL GRANTEE REPORT

Please include an itemized budget of grant expenditures now that the grant period has concluded, including a statement about any unexpended funds remaining. Please also include any deliverables produced and not previously submitted, e.g., publications, toolkits, Web site URLs, etc., as appendices to this report.

I. ORGANIZATIONAL INFORMATION	
Name of organization	AVEC-PVS Valle d'Aosta
Mailing address	<a href="mailto:avec_pvs@hotmail.com">avec_pvs@hotmail.com</a> ; <a href="mailto:andrea.dominici@hotmail.it">andrea.dominici@hotmail.it</a>
Web site URL	<a href="http://www.avec-pvs.org/">http://www.avec-pvs.org/</a>
Primary organizational contact	Mauro Bassignana - President
Telephone Number	0039.349.1585100
E-mail address	<a href="mailto:m.bassignana@libero.it">m.bassignana@libero.it</a>
II. SUMMARY OF PROJECT (150 words or less)	

Kubunina is a social humanitarian program undertaken by the veterinary and agronomist association, AVEC-PVS, with the support of the PMI – Northern Italy Chapter, aimed at improving childhood conditions in the Democratic Republic of Congo (DRC), one of the world's poorest states, and to disseminate PM methodologies in Italy, thereby helping to spread PMIEF's mission of PM for social good.

The program has two objectives: to improve the education of children in the Congolese schools involved and to promote the teaching in Italy and in DRC of the PM principles, while spreading principles of solidarity and respect for others.

The Kubunina Program received two grants by the PMIEF. The first one ended in July 2015 while the second one, we are reporting here, ended in December 2015 and it's tightly linked with the need of enhancing the monitoring activities to support local communities towards the sustainability goal.

III. PROJECT INFORMATION	
Grant amount	USD 80,458
Grant period (start and end dates)	1 <sup>st</sup> March 2014 – 31 <sup>st</sup> December 2015

<p><b>Summary of activities</b></p>	<p><b>MONITORING ACTIVITIES</b></p> <p>During the last phase of the program, monitoring activities have been key to the success of the sustainability of the program itself.</p> <p><b>Site of Kalemie</b></p> <p>The strategic partnership with the local NGO Mazao both for the monitoring of the activities in the Kalemie area and for the monitoring of the whole program by-distance (from the Italian Mazao headquarter) brought a constant relation with the local staff and a closer follow-up of the activities on the field as well as a closer and regular exchange with the program managers Esther Cobos for the PMI-NIC and Andrea Dominici for AVEC-PVS.</p> <p>This strong relationship and exchange between the Italian PM Coordinator of Mazao and the Kubunina Volunteers Program Managers brought multiple side results both in Italy and in DRC. First of all the monitoring organization and the internal communication were improved at all levels and in DRC the Mazao local staff improved their own capacities in project management. Moreover, they managed to pass this fundamental mindset to the local parents' committees who finally realized the importance of planning and of self-organization to run the activities by their own. This new attitude of the local partner played a key role in the sustainability setting of the activities.</p> <p>In fact, the new allocation of the "senior part time assistance cost" to Mazao monitoring activity on the site and by distance (through the Italian PM Coordinator of the NGO, Chiara Trotto) allowed to have a daily control on the activities and one more decisive long monitoring mission to Congo of the Italian Coordinator (the whole month of May 2015). Mazao could influence very positively the program by strongly motivating the parents committees as well as the local staff and creating the necessary cohesion and structure to carry out the program autonomously in the future.</p> <p><b>Site of Kasongo</b></p> <p>At the same time, a similar role of monitoring on the site was played in the Kasongo area by CARS asbl (<i>Cadre d'Appui pour la Recherche des Solutions – Support Framework to find solutions</i>), the local partner based in Kinshasa which yearly experience in rural and agricultural development projects. Thanks to the activation of specific missions of CARS Coordinator to Kasongo from their local base in Kinshasa, the site of Kasongo stabilized the Income Generating Activities (IGA) and set up all the strategies to continue in the future. CARS made also the follow-up by distance (from Kinshasa) and coordinated the activities of the local PM in Kasongo; at the same time a strong relationship with the other local partner Mazao ONGD was built in order to facilitate the exchange of best practices as well as the coherent coordination of the whole program.</p> <p>Six missions were done by Jean-Baptiste Maganga, director and PM expert from CARS NGO. His analytic approach was very useful in the monitoring activities and it was exactly what Kubunina Program needed to have for the Kasongo activities.</p> <p>The missions were done in February 2014, May 2014, December 2014, February 2015, May 2015 and December 2015. The presence of Jean-Baptiste was also very important during the two missions of Italian professionals to Kasongo (Andrea Dominici in May 2014 and Gianluca Pressi in February 2015). His support as local partner but at the same time with an external view from the specific Kasongo site (coming from the capital Kinshasa) enabled a larger vision and evaluation of the project.</p>
-------------------------------------	---

## **Italy**

### **University scholarship**

Another significant contribution to the program was the University scholarship of Francesca Camoletto for a part time monitoring assistance, who was mainly in charge of the monitoring of the school projects by distance; her regular follow-up allowed the local PMs to have a continuous support and exchange by distance concerning difficulties that could rise on the path and a share of knowledge about the Project Management and the School Kit application which brought a mutual improvement: on Francesca side her new experience of PM supporting by distance in a new and totally different context like the one of Congo became a challenge that made her grow both on professional and human point of view, and on the local PMs' side the project brought them to gradually improve the application of the PM method itself in the management of the project with visible improvement on their discipline in the reporting activities.

Her role was also decisive in the evaluation of the "school competition project" ended in June 2015, where all the schools of both sites presented their class project as result of the application of the School Kit. The best project of every school was then financed thanks to the partnership with PMLab (an Italian corporate management consultancy company specialized exclusively in the field of Project Management).

Francesca sent a very detailed explanation of the evaluation of each project as a pedagogical tool to improve children analytical competences and to make them understand the strong and weak points in their projects.

### **Missions from Italy**

Three new missions from Italy took place during 2015:

- Gianluca Pressi, from AVEC-PVS, went to Congo in February 2015 as beekeeping expert with the main objective of transferring beekeeping competences in both Congolese Kubunina sites. He did two training courses, one per each site. An itinerant second level course in Kalemie and a first level in Kipaka.
- Angela Raviola, from PMI-NIC, went to Congo in March 2015, with the objective of monitoring the income generating activities in the Kalemie site and doing a follow-up to the Schools project.
- Chiara Trotto, Coordinator of MAZAO ONGD and PM tutor of Kalemie activities, went to Congo in May 2015 with the objective of setting up the sustainability of the program through an itinerant training course concerning the self-management of the parents' committees and a better organization of the *Income Generating Activities* through a participatory planning and a market analysis.

### **Schools Project**

#### **Instructional School Gardens In Kasongo**

Kasongo site was decided as the place where to implement the Instructional School Gardens due to the strong motivation demonstrated in the school gardens and all the monitoring, trainings and follow-up was entrusted to Enrica Coppo, AVEC-PVS expert on instructional gardens.

The activities started by Enrica concerned the preparation of guidelines to set up instructional gardens.

Lots of exchanges were done between Italy and Kasongo concerning the objectives of this activity, because the Congolese attitude towards the children school gardens in the past was

that of a place where to confine problematic students or a punishment work to give in case of naughty behavior. Therefore, the first consistent work was to make this mindset change and make the new message pass through the teachers, in order to destroy the old idea about instructional school gardens, which are not a punishment but a recompense and a pedagogical tool to be used with children to make their curiosity and learning capacity grow.

After this first “cultural” step, the practical activities started with the agreement between the local Kubunina partner CARS, the local authorities and the schools about the assignment to a close school’s field that could facilitate the access to the gardens and the carry out of the activities with children.

The preliminary activities (preparation of the field and labor) already started in Spring 2015 and each school of Kasongo and Kipaka sites (4 in totals) fund a close field behind the school that was donated for these activities thank to the agreement.

Even if the official start of the activities was fixed to be in October 2015, children wanted to anticipate and started to farm already little pieces of land in June 2015, particularly in Kasongo site.

Therefore, when the new year school started in September, some vegetables (pumpkins, corn, onions and local leaves) where already growing in the fields and the starting of the activities was facilitated thanks to their motivation.

In October 2015, the local Congolese PM responsible for Kasongo, Peter Ramazani, came to Italy to participate to “Terra Madre Youth” event, organized by Slow Food International, so the Kubunina team took advantage of his presence to organize a specific training course on the instructional School Gardens with the AVEC-PVS expert Enrica Coppo. The aim of the training course was to realize a “training for trainers”, in order to give the tools to Peter to transfer the training to all the teachers of the local schools.

Due to the difficulties of the Italian expert to make the mission to Congo, the Kubunina team decided to fully take advantage from the presence in Italy of the Congolese partner with a full immersion one to one training. Part of the budget previously allocated to the mission of Enrica Coppo to Congo was used to support the extension of Peter’s mission to Italy.

The Training course focused on the value of the garden in a holistic school view, conceived like a place where is possible to observe, study, test and enjoy together new experiences at scientific, nutritional and social level. A nutritional booklet, very user-friendly and full of images and drawings was produced as a tool for the Congolese teachers; many copies were printed to be sent to the Congolese schools.

A particular attention was put on the participatory methodology to be used in the schools gardens with children that could learn by doing in a practical way but which, at the same time, need to be guided by the teacher in well prepared and coherent activities, that have to be planned and organized with the support of the local agronomist.

Lots of possible group games inherent to the instructional gardens were proposed from the expert to the Congolese PM who came back to Congo with full of ideas about how to manage an instructional school gardens and lots of different possible activities to suggest to the teachers.

#### **PM Trainer for Kasongo**

Due to the big difficulty to find a PM trainer in Kasongo site (Kasongo is a “big village”, even not a town that means a lack of local experts and professionals in many fields and especially concerning project management), Kubunina Program Managers decided to assign this delicate role to the local expert Jean-Baptiste Maganga, Kinshasa based, who is Coordinator and Senior Program Manager of CARS, in order to achieve the objective of a constant training of teachers and monitoring of Kasongo local responsible trough many internal Congo missions.

In every mission, different sessions about the implementation of the school kit were organized by the PM trainer and the introduction of *Teacher’s guidelines to implement the PM kit “Projects*

*from the Future*” created by Jean-Baptiste considerably improved the comprehension of the school kit by the teachers.

This follow-up changed the motivation of teachers who managed to deeply understand the importance of PM first in their own life and, of course, also as classes’ subject.

### **Computer kit for schools - IT training course**

The latest mission to Congo in May 2015 confirmed the need to transfer computer skills to teachers also to allow a better use of the computers donated by the program.

That’s why the importance of the organization of a basic informatics training course came up. In the villages, as in town, one of the biggest knowledge lack is the computing know-how, due to the lack of money to buy technologies as well as the lack of people prepared to organize affordable training courses.

With the mission of Chiara Trotto, last May, a first analysis of the local needs within the schools teachers was done (typology of training, timing and best suitable period to organize the course etc...). Once all the information was collected, the local trainer established a program of the basic course and the calendar.

Together with Chiara Trotto the trainer prepared some references to give to participants in order to have something remaining also at theoretical level.

12 sessions of 2 hours each were organized and 3 groups of teachers were trained, so 15 people in total (5 from Kawama’s school, 7 from Mulange’s school and 4 from Lukwangulo’s school).

### **APIARIES PROJECT**

#### **Two years Project Manager**

The Beekeeping Project during the last two year managed to improve and change the apiaries activities both in Kasongo and in Kalemie areas, as well as to create a network within the already active beekeepers with the establishment of honey consortiums that allowed a better sharing knowledge and a better exchange in techniques within the different honey producers’ groups and associations.

Thanks to the second mission of Gianluca Pressi - an Italian bees’ expert from AVEC-PVS - in February 2015, an itinerant training for trainers (second level training course) was implemented and it was very important to reinforce the local know-how already existing since the first mission in 2014.

#### **In Kalemie**

The local trainer for Kalemie, Jean-Pierre Kapalay, who followed the activities since 2014 and assisted all the training courses, managed to make a jump in quality thanks to all the training he attended and the follow-up with the apiaries activities. He recently organized a third training course, all managed at local level.

His follow-up was very important in the constant advice to the parents’ committees, especially at a technical level but also in relation to the internal organization of the activities.

This role was also important as a bridge for to the technical support by distance provided by the Italian expert and the coordination support of the program given by Mazao and the local problems and difficulties raised up by the committees. This regular exchange and communication allowed him personally to improve his knowledge as well as to pass it to the different sites.

Near Kalemie there were 2 sites which managed to produce honey this year (Lukwangulo, 5 liters and Tabac Congo, 28 liters). These are just the first results of a slow but continuously work that must be done by the community.

Thanks to this third training session and to all the material provided in the last year, all the sites will be able to continue the activities by themselves in a sustainable way.

In the last 3 months, Kalemie beekeeping project registered a good improvement in terms of:

- new tools distributed thanks to the funds provided by the Waldensian Church,
- transferring of competencies thanks to a new training course locally organized by the PM in charge of beekeeping
- production, as 33 liters of honey were finally produced.

A “*Honey transformation Kit*” was provided to every site; this should give the committees the possibility to extract honey in any available place with simple and basic hygiene rules to follow and it should help them to produce honey on the site and avoid transportation losses and costs.

A special kit for beekeeping was distributed in each village. The kit included: one beekeeping suits made locally, a pair of gloves, 3 baskets to collect honey and one hermetical basket for honey distribution, knives and a special brush for honey collection, a handy structure to wash hands in the open air during honey collection and filters to remove honey impurities.

Moreover, 2 new Kenyan hives and 2 new traditional hives were given in every site in order to improve the production capacity.

Totally, there are now 21 old Kenyan hives placed plus 20 new ones (10 Kenyan styles and 10 traditional styles) plus 4 old capturing hives and 7 new ones placed around, for a total of 52 hives. Among them 14 of the regular one are now colonized permanently, but only two communities produced honey so far, Lukwangulo (5 liters in October 2015) and Tabac Congo (28 liters in December 2015).

Thanks to these hives reinforcement, we hope that the honey production will improve consistently in the next months. Notwithstanding with the fact that in Kalemie the bees abandoning rate is high and bush fires occurring regularly in the dry season represent a big risk to honey production, as well as a strong energy effort for parents who have to pay regularly attention in preserve hives from fire, cutting weeds and small bush around them.

On the other side, in Kalemie there are the most active honey consortiums of the zone: in the Tabac Congo site the honey consortium is so active that they decided to self-finance the making of new hives because all those provided by the project were already colonized. This place is particularly appropriate for bees breeding thanks to the biological diversity existing there, so it is estimated to be and to become the most productive one.

#### **In Kasongo site**

In Kasongo, Frère Thomas Kikuni Mukaba, the local coordinator of beekeeping activities, assured the beekeeping project follow-up and till now 20 hives were built and placed but just 2 of them are constantly colonized, because 4 were colonized and then abandoned during the last 6 months.

It is very difficult to preserve the appropriate ecological conditions to push African bees to stabilize their colonization, in fact one of the first difficulties in Kasongo and Kipaka is the strong heat that affected the hives. Little roofs were built to shade the hives but still their abandoning rate is high, despite all the studies the local responsible and the local community did to try to understand which element disturbed bees. Also the exchanges with the Italian expert didn't give

a final solution because even if lots of suggestions have been given, the situation didn't stabilize an answer, that means also that the honey production has been lower than predicted. In fact, African bees are less sedentary than Italians and lots of hives are necessary to reach at least a basic honey production.

That's why Kubunina project encouraged the production of hives with local models and local materials, so cheaper than the others, to study the comparison between the local style and the imported one and their effectiveness. The local responsible adapted the local "Kenyan" style, with some contributions of the expert, and one new sample was created.

After the first experimentation phase, we observed that traditional hives placed are now colonized and honey is under production, so they seem to have the same chance of the Kenyan ones to be colonized.

After this first experience, the local team decided to reinforce the traditional hives number in order to try to evolve quicker in the honey production.

After the 21<sup>st</sup> of August with the first honey collection, no other honey was produced due to the abandoning of bees as well as the raining season that occurred, anyway the parents' activities continued thanks to the results they saw from this first experience and the activities are being continued with regular visit and control to hives.

The last activity done in Kasongo and Kipaka is the construction of the honey house, thanks to a co-funding of the Waldensian Church. All the local community helped in the construction to facilitate the creation of a common point where to transform and to sell honey.

Apart from the importance of the structure itself, this activity is very important in the consolidation of the group of parents that decided to join together and create a building committee ("Commission Ad Hoc") that worked volunteering to build the 2 houses (one in Kasongo and one in Kipaka) thanks to the initiative launched by the CARS asbl responsible during his last monitoring mission.

I.

#### **IV. PROJECT RESULTS**

*Describe the overall results of the project, including major accomplishments, key challenges and the reasons for both. What, if any, unexpected results did the project yield and what was the resulting impact? Include key metrics, e.g., numbers reached, quantitative evaluation data, etc.*

##### **Monitoring Activity**

##### ***Kalemie – Mazao ONGD***

The monitoring in Kalemie made by Mazao ONGD was decisive for the sustainability over time. Thanks to the regular exchanges between the Italian coordinator and the local staff, the staff was more supported and it could describe difficulties, doubts and discuss to find solutions with the coordinator that has a clear idea of the results the program wanted to attend.

Moreover, the mission to Congo of May 2015 was also very important for the consolidation of the Parents' Committees and their activities. Thanks to the training course done about planning and sustainability of their activities, parents could touch practically the idea of the sustainability and the possible difficulties and solutions they could find. A strong stress was put to the method with which the Committees could carry on by themselves the activities and new tools of participatory decision-making were done. This constant work of correcting the way during the process and the new tools and motivation done through the participatory sessions were the key to the success of the stabilization of the activities in Kalemie and a more awarded way of working of the communities which

---

understood their responsibilities in the succeeding or not of their actions.

### ***Kasongo – Missions from Kinshasa ( CARS asbl)***

In Kasongo, a similar role was played by CARS asbl through Jean-Baptiste Maganga, who had a key role both transferring competencies to teachers through the PM kit and in the structures of Parents' Committees and program agreements with the local authorities. His role was then carried out in the daily activities by the local PM who also learnt a lot from the exchange with Jean-Baptiste concerning the development of projects and benefit from it both at a professional and personal level.

### ***Italy***

#### **Two University scholarship assigned to PM students**

Two scholarship were assigned during the Kubunina program to students of Project Management within the University degree in Management Engineering by the Polytechnic of Turin, who supported the PM activities of the program: Marco Rezza and Francesca Camoletto.

### **Schools Project**

#### ***Instructional School Gardens***

The implementation of the Instructional School Gardens is an activity that generated unexpected results:

1. The decision not to use the parents' school garden but to **create new ones in each school** meant that the work done from the beginning was a practical one instead of just an observation exercise. This interpretation of the project gave the possibility to *learn by doing* not just in an already set up garden where children should just maintain the status quo, but in a new project where applying the project management from the planning to the realization and evaluation of their school gardens.
2. The challenge of creating a new garden per school where different classes had to rotate to maintain the field pushed to a **new cooperation mind-set** both children and teachers, which normally act as individuals in their classes and never collaborate (this is a typical cultural mind-set not only in Congolese school but also in other different aspects of their lives). The need to make the garden "survive" forced everybody to speak more and to interact more; the local agronomist also facilitated this process. At children level, this cooperation spirit was seen in their work organization. Everybody had to do every activity at least once and so a very detailed planning was set up and children learnt to have their time to work and then pass their tool to the others in the respect of the timetable.
3. The instructional school gardens allowed **turning upside down the old Congolese concept of schools gardens** as a form of punishment. The result is that children have now a different perception of the garden and of the agriculture in general. Not a place of punishment and an activity considered "low class" and to be avoided by "educated people", but on the contrary an educational place where educated people like to go to observe nature and to learn from it, where to enjoy being together and work together with a planned and clear organization of the tasks. So while Instructional School Garden in Italy are useful because children know nothing about Nature practical rules and just learn it from books (so they need to experience it practically), in Congo, where children are used to work in the field, Instructional School Garden are useful to make them understand the importance of what to farm and how to farm in their garden to have a correct nutrition and also to teach them the respect of the environment and to give dignity to farmers as one of the most important job they could do to improve their lives. Agriculture in Congo is one of the best-paid jobs for people who learnt to plan and invest in this work because nature is incredibly flourishing. Nevertheless, most of the population is discouraged by the hard work required and the difficulties incurred on the path because they have no element/no knowledge to plan risk, to evaluate accidents and to overcome difficulties. Thanks to this project, children could experiment how to better manage a field thanks to the application of the PM methods.



- 
4. Thanks to the guidelines book created by Enrica Coppo, Congolese schools have now a scientific base of the nutrition and all the necessary elements to have a balanced diet. The pamphlet has been introduced as a subject to be studied by some teachers in Kasongo, given the importance they recognized in the information reported on.

### ***PM trainer for Kasongo***

The role of Jean-Baptiste was also very important in the elaboration of a practical user guide for teachers in the transferring of the School Kit. Two aspects deserve to be highlighted concerning this concentrate and user-friendly teachers' guide: one is the introduction of a step 0, called "*needs analysis*", considered very useful in the implementation of the PM kit in a context with strong needs like the Congolese one. This step aims to draw a picture of the context through the analysis of the main needs, thanks to a participatory approach. Secondly, a list of questions was prepared to support and guide teachers in the practical implementation of the 8 steps of the kit. Thanks to this guide, teachers could easily understand and apply the school kit with their children. Moreover, the guide was also exchanged with the team in Kalemie and the local PM decided to distribute it also in Kalemie's schools.

Thanks to the regular missions from Kinshasa, the PM of Kasongo could also evaluate the progress of teachers and their gradually deeper understanding of the kit through the learning by doing methodology and the application of the kit during the "*Competition Project*" in their classes.

### ***Computer kits for schools***

Computers are still an instrument very far from the villages reality, that's why the Kubunina team decided to use part of the budget of this *line* to enlarge the IT knowledge of teachers and school headmasters rather than to buy too many computers that risked not to be used for lack of knowledge or to be damaged due to ignorance of the users. Beneficiaries of the computer basic course were very happy to have the possibility to attend free classes and to start understanding how computers work. Results of this activity were: 15 participants to the course, even if more people seemed to be interested at the start (elevated transports costs that weren't support by the program discouraged some of them). Among these 15 people:

- ✓ 4 of them reached an intermediate level, thanks to the fact they were already a little bit more confident with computers, so they can now manage their mail account (created during the course), exchange mails and send attached files, write on Word and make researches on Internet, use some social networks and create an official letter for the school, save on the computer and save on external devices;
- ✓ 11 of them reached a first level, so they can now switch on and off the computer, open a Word page and write simple documents, save on the computer and save on external devices. They created a mail account and they can send simple mails. They learnt about the possibility to search information on the Internet but they are not confident with that especially because Internet connections are very expensive in Congo so this use is confined to people who have really a necessity to use it and go to the Internet café to this end.

This first overview about IT gave these people a possibility they never had: to get in contact to the external world through the technology. All these people are originally from the area of Kalemie and they never went out of the country nor to their capital city, so the contact with the Internet and computer allowed them to open a little bit more their mind on the possibilities existing in the World.

### ***School projects in Kalemie and Kasongo***

The Application of the PM kit both in Congolese schools and in Italian ones had a great impact, since 1600 children took part to the program, 21 schools (11 in Italy and 10 in Congo) and 50 classes so more than 50 teachers were involved in the program. The program allowed all the beneficiaries to benefit of a very precious lesson that will accompany them for all their life and gave them a new mindset. The structure of PM kit for schools aided most of children to have a better concentration, a better life organization and better school results in final year exams.

---

This means that the PM kit for children is not only a tool to put ideas into practice through the building of a new project but it is also a mindset that is transferred to them to help in their daily life and in the building of their future lives. The 21 schools participating in the program could exchange with their sister schools, sending materials, photo, drawings, video, etc., and especially thanks to the several missions from Italy to Congo and through the exchange trip the Congolese team did to Italy on November 2014.

Some Congolese children talked about how the PM kit helped them in their families to give parents new ideas about how to solve daily problems. From this viewpoint, the indirect impact of the project is really a big one, because through children over 3200 adults are potentially reached as an indirect target.

The main event characterizing the school kit application during the last months in school was the "Competition Project" that involved 5 schools of the 6 participating to the school program in Kalemie and realized 5 communities related projects done by the winning classes of the schools (breeding pigs to support schools extra costs, water tank installation to wash children hands, toilets construction, the realization of a participatory theatre for the parents in occasion of the final year party with the aim of better explain the idea of the School Gardens project and motivate a new group of parents to cultivate, the construction of the headmaster office).

In Kasongo and Kipaka 3 schools participated to the contest: EP Kabondo, EP Kipaka and the Institute of Kasongo. In Kasongo the contest gave a very practical result because children decided to start a soap production as an income generating activity to support the school to buy the necessary materials for next year (chalk, notebooks, etc.). Students are already at the fourth soap production since the start and it seems to be a very good profitable activity to support their school.

In Italy even if there was no Competition project, most of the schools did some practical projects to use the PM Kit in a concrete way. As already written above there have been different video clips (about habits and cooking, about the Congolese visit, an advertising video clip for the car bin), multidisciplinary works, construction of a theatre, design and realization of a car bin, school presentations to the community among several others.

As happened in Congo, all these works had a very good visibility because they were presented in the final year parties to the parents or in some celebrations of the school, so they could be well valorized through the recognition of the entire school community.

#### **IGA activities in Kalemie**

In Kalemie different elements (project external changes, emergency aid of international communities, regular IDPs in movement in this zone, tribal conflicts, natural catastrophes like strong storms and floods, etc.) incurred to give different and sometimes unexpected results compared to Kasongo.

The combination of all these elements generated regular fluctuation of the parents' presence in the committees. Groups enlarged thanks to some results and then reduced again due to internal community problems, demotivation of the group, changing of the leader, natural events (fire, floods, etc...), common fund theft or field theft, vacation time, loss of seeds, low germination power of local seeds and so demotivation, etc...

Despite all the difficulties, the most remarkable success is that at the end of the program on the 5 school gardens of the Kalemie area, 4 are still fully active and produce vegetables regularly even if generally the number of parents reduced, but the cohesion between the participants strengthened, so each structure is now stronger and more prepared to face its future activities.

Concerning soap production, one site in particular (Pontien) was very active and managed to have a very good income from this activity due to the isolation of the village and then the lack of competition with other economical actors. With the last 2 months of soap production, they managed to cover one month of school fees for their children and to have an extra benefit that was decided to be put in the reconstruction of part of the school garden damaged by a

---

---

flood occurred in December 2015.

### **IGA activities in Kasongo**

The school gardens have been producing very well and sales have also increased in the last months. This means that with the money parents are making, now they managed to pay school fees for their children hopefully during all year long. Moreover, the number of parents participating to the Kubunina committee increased in Kasongo by 38%, which means a good success of the activities, because motivation in these communities is always linked to the practical achievements that the activities reached. The more something gives good results the more people decide to join. In the Kasongo area where all the activities (horticulture, beekeeping and rabbits breeding) were run by little groups of brave and innovative oriented parents, now more and more parents are joining thanks to the evidence of tangible results.

### **Apiaries Projets and a constant follow-up by the local PM**

#### ***Kasongo***

In Kasongo and Kipaka 20 hives were built and placed but just 2 of them are constantly colonized, because 4 were colonized and then abandoned during the last 6 months.

In Kasongo 23 people were formed during the mission of Gianluca Pressi and all these people are now involved in the beekeeping activities.

The results of the beekeeping project started to be visible last August in Kasongo, with the first honey collection of 5 kg on the 21<sup>st</sup> of August, but still in the second site, Kipaka, no honey has been produced yet due to the abandoning rate of bees that is still too high.

The visible results of the Beekeeping project in Kasongo are the two “Honey houses” with honey laboratory build in the last months thanks to the help of the parents’ committees that contributed significantly to this achievement in order to prepare the welcoming of next honey production.

Thanks to the financial cooperation of the Waldensian Church, the site of Kasongo will also be provided by new hives and new equipment that should facilitate the launch of a stable production. Doubling the hives is the best way to fight the abandoning rate because the opportunity of stable establishment of bees families doubles. The motivation in these two sites is very high now thanks to their first success in August, so the idea of the Kubunina team is to provide the last Kenyan hives thanks to the Waldensian church funds and then encourage the production of traditional hives in the next months, in order to enlarge the honey production possibilities of this area, autonomously carried out by the parents’ committees.

#### ***Kalemie***

The beekeeping training course during the mission of Gianluca Pressi involved 5 people but the second training course involved a total number of 122 persons. Therefore, the Kalemie area has already a large number of semi-skilled people who can easily start some individual experiments of bee breeding. Moreover a new training course was recently spontaneously organized by the local PM in order to consolidate the skills of the Tabac Congo community which started later than the others but which has huge potentialities compared to the other sites thanks to its flora variety. In fact, during the training course 28 liters of honey could be extracted.

In Kalemie, the team decided to provide each village with a special kit for beekeeping instead of constructing the honey house mainly due to logistical problems. The kit included: one beekeeping suits made locally, a pair of gloves, 3 baskets for honey collection and one hermetical basket for honey distribution, knives and a special brush for honey collection, a handy structure to wash hands in the open air during the honey collection, filters to remove honey impurities.

Moreover, 2 new Kenyan hives and 2 new traditional hives was given to every community in order to improve its production capacity.

Totally, there are now 21 old Kenyan hives in place, plus 20 new one (10 Kenyan style and 10 traditional style) plus 4

---

---

old capturing hives and 7 new one placed around, for a total of 52 hives placed. This significant increase of hives' total number should assure the sustainability of the project and a long-term success of the Beekeeping project. The last months experience and the last responses given by providing more tools put the base for the stabilization of this activity and strengthened the motivation of the local community towards this activity that was suddenly appreciated by the whole village after the first positive extraction.

### **PROGRAM EXTENSION OF 5 MONTHS**

Thanks to the program extension of 5 months, all the activities concerning Schools (the transfer of PM School kit, the sister schools exchanges, the "Competition Project" and the realization of the practical projects, the organization of the school books' corner and the IT training course for school teachers) could reach their objectives. In particular, the extension of the human resources involved revealed to be fundamental for the monitoring and coordination of the school activities as well as for the accountability related to that.

### **COMMUNICATION AND PROMOTION – 2014 / 2015**

#### **Activities in the Italian Schools**

Main communication and promotion activities carried on in the Italian schools during the program lifecycle:

- Visits to the Italian schools by the representatives of the Kubunina team who had gone in mission in Congo to give feedback from the Congolese friends and to illustrate pictures and video of the missions done
- Events organized directly by the schools to illustrate the activities carried on by the students during the twinning program, especially by the end of the Academic year
- School visits by the Congolese Kubunina team who were visiting us in Italy (October – November 2014) and who visited each one of the 9 Italian schools involved in the program

Furthermore, several sensitization events were organized by the Italian team during the exchange trip of the Kubunina Congolese team.

#### **Kubunina team meetings**

Regular physical meetings were organized by the Kubunina Italian team to manage the many work packages and activities of the program.

One residential weekend of three full days to exchange information about the program progress was organized each year since 2012. During the last 2 years, we could take advantage of the presence of some members of the Congolese Kubunina team during these 3 full days' meetings.

#### **Main communication activities in 2015**

#### **EVENTS**

The participation in several diffusion events was done thanks to the active involvement of Esther Cobos who, as PMI-NIC Branch Director, gave the opportunity to Kubunina to illustrate the mission and main activities of the program with the idea to diffuse this message to the community "Apply our skills and competencies for the social good is not only possible but is also a way to exercise our social responsibility as project management professionals aware of the value that this profession can give to projects in the social arena".

Particularly:

- Kubunina testimonial in the event held last May titled "Social Projects. Project Management for Social Business, Schools and International Cooperation", organized by the Piedmont Branch of the PMI-NIC at the Management Department of the University of Turin.
-

- 
- Kubunina event organized at the University Polytechnic of Turin last April where two of the PMI-NIC volunteers who did two missions to Congo (Francesca Camoletto e Angela Raviola) had the opportunity to present the work done.
  - “Aperitasso” event in Turin in February 2016 titled “The value of social project management: what does it mean to be social PM?”, where Angela Raviola, from PMI-NIC, illustrated her experience in the Kubunina Program and in Congo and Chiara Trotto, Mazao NGO coordinator, told about her experience as Social PM in Mazao social business project in Congo.

Furthermore, Walter Ginevri, former PMI-NIC president, decided to participate to the PMI Africa Conference, which was held by the end of August 2015 in South Africa to present the Kubunina program and its results. Walter financed the travel by himself with the objective to spread three main messages to the PM community:

- Lesson 1 for school teachers and students – Project management as a universal language for future generations
- Lesson 2 for philanthropists and NGOs – Project management as a critical success factor for long term sustainability
- Lesson 3 for project management experts - Project management, an intrinsic motivator for passionate professionals

#### ARTICLES

- An article about the Kubunina program will be published in the October edition of the Italian magazine “Il Project Manager” titled “*The Kubunina program. An innovative model of cooperation based on project management in favor of sustainability*”.
- An article about the project of the Institute of Bollate, one of the Kubunina sister schools, has been published on “Il Giorno”, a national newspaper on the 22<sup>nd</sup> of May 2015.

---

## V. PROJECT SUSTAINABILITY

---

***Describe how you intend to sustain the project following the grant period, including strategies and steps you have initiated to facilitate sustainability. What else is required to support sustainability? If you do not intend to sustain the project, then why?***

Starting from February 2015, the Kubunina team put in action a sustainability phase of the program in order to assure the following of the activities after the grant period.

These activities were implemented by the two local NGO partners: CARS NGO for the monitoring of the Kasongo sites and Mazao NGO for the monitoring of the Kalemie sites.

Concerning the Incoming Generating Activities:

In Kasongo, during the monitoring mission, the local PM, Jean-Baptiste Maganga held a training course to assure a better comprehension of the long-term program vision. This means explaining how to run autonomously the vegetables gardens and animal breeding as well as reinforcing teachers’ trainings on the PM kit.

In Kalemie, Mazao NGO organized a training course in the 3 sites with the aim of transferring to parents the basics of economic management of their self-organization.

In both areas, Kalemie and Kasongo, this was the phase where to institutionalize the parents committees, by creating internal rules to make them run autonomously, creating a good self-management system and a common fund where to gather together all the incomes of the income generating activities.

---

---

In the participatory training courses both in Kalemie and in Kasongo, after the first picture of the committee's worries, some very simple project management bases were given to the participants and a participative market analysis was done in order to better orientate the following decisions of the committees.

Moreover, a yearly participatory agricultural planning – a graphic circular calendar – was done based on the market analysis to help parents/farmers to improve their income by using a yearlong market product analysis.

In Kalemie, to better consolidate the knowledge acquired during the sustainability and planning training course, a picture of the circular calendar was drawn on the school walls as a tool to remain for next years to orientate parents' choices and decisions about schools gardens as well as their own gardens.

These training courses developed parents' management skills for life and enabled the auto-development and the empowerment of the parents committee itself.

Big steps have been done till now toward the empowerment of the Kubunina communities, and monthly follow-up activities have been done also after the official end of the project in order to have a basic monitoring of how the communities are taking their responsibilities and managing to run autonomously.

Moreover, to accompany the people that took part to the Kubunina program, but also to include new beneficiaries, a third phase of Kubunina program is intended to be done.

The idea is to concentrate the transferring of PM Skills For Life to teenagers instead of children, in order to facilitate their entry in the job market and to facilitate their planning mind-set as useful skill to "survive" in such a difficult context. We would like to do it through the enlarging of the competition project experience with the idea that the simple transferring of PM school kit is not enough to consolidate the knowledge of PM, due to its nature of practical tool to plan and run project. By applying this "Project model" the aim is to reinforce different skills of students: their self-esteem and self-confidence to elaborate their own paths concerning working or life projects, their group working skills and cooperation abilities, their objectives oriented vision, their planning and organizing skills.

We consider furthermore that a monthly technical assistance on the sites concerning vegetables garden is also needed, because even if the committees will become quite autonomous in the gardens organization, some technical assistance (especially concerning the pest control) and suggestions are essential to motivate local communities to carry on their work.

We also consider that a 2 months technical assistance on the sites concerning beekeeping is needed to support the groups in case of difficulties and have a referring point to ask technical questions.

---

## **VI. PROJECT SCALABILITY**

***Describe how you intend to increase the project in scale following the grant period, including strategies and steps you have initiated to facilitate scalability. What else is required to support scalability? If you do not intend to increase the project in scale, then why?***

The exchange between Italian schools and Congolese ones, the transfer of the PM kit in schools and the Income Generating Activities are all projects that could be replicated in other sites and thanks to this first experience could be easily reproduced and developed even in a more efficient way.

The number of Italian classes participating to the program increased every year and more and more classes would like to join the program to learn the PM basis, apply the method to their work and know the Congolese reality through the exchange of materials, photos and videos.

---

At the same time, in Congo other schools claim to be in the program to improve the knowledge of the teachers and that of children. The PM kit revealed to be useful not only for children but also for adults, to improve their daily life skills of organization, to acquire better abilities, to focus on their objectives and to put in practice their ideas in life projects.

In Congo, the culture of an excessive external aid is so common that lots of people live with the idea of waiting for the aid of international organizations. The Kubunina program gave a totally different message because it enabled people to change their life thanks to the development of their own capabilities, with their own hands and through the empowerment and trainings, both at a children level, through the learning of the PM kit for schools, and at adults level, through the setting up of parents committees and the support towards their autonomous running.

The PM setting is something that goes beyond the activities, it is a common framework that also village people can learn by doing the activities suggested by the project and following the PM facilitators and technical assistance provided by the project.

Through *learning by doing* people don't necessary immediately recognize the deep change that occurs in their minds, but at the same time they practically apply the PM organization principles from the common activities to their everyday life. Then, thanks to periodical training sessions, people realize the big steps they are making towards the change of their setting up and they are grateful to the program because they understand that being responsible for their own life is better than waiting for an external aid.

It is important to remember that this is a long process and mind changes take years to consolidate.

That's why in the last phase of the program all the activities were mainly concentrated in the sustainability to assure that at least in the sites where the project took place a group of parents and teachers carry on with the activities in the future. If these groups will overcome the most difficult first phase of autonomy, lots of other groups will be easily looking for autonomy following their example. But in a reality like Congo, where adversities are part of the common life (floods, fires, robberies, weak health care, civil wars, etc...) people easily get demotivated if they are not constantly followed-up by a strong leader, because so many things happen every year and so many changes occur that lots of time what people are doing is easily destroyed by an external event.

That's why it's so important to work on mind change and to give tools to allow them to be able to reconstruct every time by themselves. Although it is a hard work, that's why a following program supporting and scaling the Kubunina program is strongly recommendable to enlarge the impact and the spread of PM skills for life and to reinforce the existing groups.

---

## VII. LESSONS LEARNED

***What lessons have you learned over the grant period? How will the lessons learned better enable you to fulfill your mission as well as inform other organizations with similar objectives?***

The first lesson learnt as PM professionals is that applying our skills and competencies for the social good is not only possible but is also a way to exercise our social responsibility as project management professionals aware of the value that this profession can give to projects in the social arena.

Furthermore, this revealed to be an intrinsic motivator for PM professionals. A program like Kubunina is a source of inspiration and enthusiasm to many of PMI members, demonstrating that *PM for social good* is very attractive to current members and to potential new ones.

---

## **Project Management as a universal language**

When a project manager aspiring to become a PMP starts studying *A Guide to the Project Management Book of Knowledge or PMBOK® Guide*, it becomes soon clear that the project management processes and tools are of universal value and application. However, seeing children and youth in Europe and especially in Africa using the same tools and methods and exchanging project results produced within a common framework, makes one realize this concept in a stronger way. We can consequently state with strong conviction that Project Management is a powerful way to facilitate worldwide communication.

The keyword that makes such an exchange possible in contexts that are dramatically different is *simplicity*. The program is using a simple approach to spread basic project management concepts. Basically, the same PM kit currently used in Italy for the primary schools is being used, with some adaptations, in Congo to teach both categories: children and youth as well as the committee of parents working in the income-generating activities program.

Also in Italy the selected approach is based on simplicity. An easy-to-understand, user-friendly PM kit is being used to transmit the main management steps of any project. The level of complexity is slightly increased to fit the level of the students involved. For example, unlike what happens with the youngest children, when addressing high school students the PMP tutors add deeper concepts related to the cost knowledge area in the implementation process of the PM kit. In the end, as any manager may learn from the first-hand experience, even the simplest methodology, if adopted coherently and consistently by the entire organization increases the probability of a project's success.

## **To act a cultural change in a context like the Congolese one requires training, more training and training refreshing**

The Kubunina program was intended to transfer not only technical competencies but also essentially a new way of thinking, a *forma mentis* characterized by the capability of self-organizing and self-managing in order to achieve any goal. This is a real challenge if compared to a situation where often the primary worries of people are mainly based on how to obtain their daily food.

That's why the need for periodical training and refreshing is essential to support people's cultural change. To pass from the paradigm of the eternal waiting for an external aid to the one of taking life in our own hands through empowerment and responsibility.

## **Use a participatory approach to develop resilient thinking**

To acquire a good degree of resilience mindset on the field, the participatory method is the key to take advantage from different situations and conflicts and turn them into productive sessions in which groups analyze their own reality and have a problem solving approach.

## **The need for a tight monitoring of the Congolese activities**

A lesson we learnt as soon as we entered in the start-up phase of the program was the need for tighter monitoring of the activities carried on by the Congolese NGOs and local communities, especially in a context where the current culture is really far from the concepts of planning and preventing risks. A context where "live the moment" is the daily leitmotiv, and the primary worries of people are mainly based on how to obtain their daily food.

The strategy the Italian team put in place was that of creating the role of the PM tutor, a PMP volunteer who supports by remote the activities in Congo and gives continuous feedback to the Congolese team while requiring them to do the necessary follow-up to the activities in progress.

## **No theory is valid if not supported by a strong practical approach**

---



---

The importance of practical sessions in the activities linked to transferring the PM kit was realized as soon as we knew how Congolese education is carried on, mainly learning by heart. Therefore, the need to reinforce the practical sessions arose not only at the school level but also inside local parents' committees. That's why as far as the schools concern we put in place the idea of a contest where classes could put in practice the steps of the PM kit in a project useful for the community and while doing so apply through practical sessions each step. This also helped every kid to better comprehend the usefulness in his daily life of the PM principles.

#### **The inter-chapter collaboration turned out to be an important added value**

The cooperation with the South France Chapter allowed the collection of more than 5,000 books in French for the Libraries project. This was a confirmation of the power of a worldwide network of volunteers like those taking part to the Project Management Institute.

#### **To focus on the final goal while being flexible to adapt the project to the beneficiaries' real needs**

The lesson we learnt as we developed the project was the need to constantly consult and involve beneficiaries as the key to understand unspoken needs and conflicts and thereafter design different strategies accordingly. Practically in the field there is the need to be as flexible as possible to suggest different activities and discussions in order to reply to beneficiaries' need and solve local problem while keeping in mind the final goal.

#### **Never underestimate the logistic and communication costs in a reality like Congo**

Congo is one of the largest country of Africa and one of the weakest countries in term of communication tracks, roads and phone/Internet networking. Most of the country is composed by isolated group of communities, which means that every connection is very costly both at international and local level. That's why a lesson learnt is to always be informed of the real local costs before construct a budget in order to avoid underestimated logistics costs.

The same rule has to be applied to communication costs because most of the difficulties and problems can be easily solved thanks to quick and regular communication connection. The lack of communication can enlarge problems, increase the related costs and affect the relationships between the stakeholders, resulting in a lower percentage of attending the expected results in terms of quantity, quality, budget and time.

#### **Find a local motivated and strong team that will lead all the others to the common objective**

It is essential, at all level of the hierarchies – from the local staff to the local committees – to gather and train strong and motivated people that can be proactive and can motivate the group and clearly convey the common objectives. To develop a local reliable leadership is a long process and cannot happen instantly. Initially the local leader must be chosen by the community and then be trained by the local team, accompanied and sustained by the facilitator in order to reinforce his/her skills. A good structure of evaluation must be put in place to constantly investigate and solve any problem that may arise from poor leadership to fix them.

#### **The importance of a neutral facilitator to reinforce the relationship between the local stakeholders**

In a cultural context like Congo, where village people are always unconfident one to the others if they don't belong to the same family or tribe, a neutral external facilitator is fundamental to set up the clear rules for the common wellbeing of the group and the internal structure organization, in order to reinforce the relationship between the stakeholders and within the group members, improve the working environment and avoid conflicts.

The role of neutral external facilitator should be kept in the project till the groups understand how to apply their rules by themselves and learn how to self-organize in order to accompany the stabilization of working groups that create the fundamental of project success.

---

---

---

## VIII. ADDITIONAL COMMENTS

## IX. LIST OF APPENDICES

1. A Graphic presentation with many pictures of the program results & activities
2. The Budget report
3. Nutritional booklet in French used for the Instructional School Gardens project

---

---

Please submit this final report and its appendices via e-mail to Michelle Armstrong, PMIEF Programs Manager, at [michelle.armstrong@pmi.org](mailto:michelle.armstrong@pmi.org).