



1. The context
2. Program Overview
3. Focus on the Kubunina school gardens





The **Democratic Republic of Congo** has been at the center of a **bloody war**.



The crisis kills **38,000** people every month.



4.8 million having died since the
beginning of the conflict

About half of these are **women** and **children**.

The war was ending, but everything had been swept away...



The many deaths had left hundreds of thousands of children orphans.



It all began in 2004, with a “cry for help” from a small NGO in Kalémie...

...it started a **regular correspondence** with this small NGO,
until **we decided to go on site.**

We found so **much suffering**, but we also found the **most
beautiful smiles** in our lives...



For several years, the veterinary association AVEC-PVS has been supporting local communities in the Democratic Republic of Congo.



For several years, the PMI-NIC has been promoting a set of initiatives in the social welfare realm.

The **cooperation** between the two associations took shape
by the end of 2011...



...the idea was for **a joint program in the field of education**,
to help the poorest Congolese families **send their children**
to school and to do so in a sustainable way.

In one of the first brainstorming meetings, **the team chose its program name...**



...a word which in **Swahili language** means “**Let’s plan together**”.

The main problem the Kubunina team tackled in the DRC was how to create conditions **to guarantee all children free access to school.**



The solution became to create **income-generating activities** for funding the schools to **eliminate the contribution that families are obliged to make:**

1. SCHOOL GARDENS



In each school a vegetable garden is created using crops suited to the environment, the products of which are sold at local markets.

They are managed by the “committee of parents”, who dedicate their time for free in order to ensure the sustainability of the activities.



Up to now, more than 300 parents are dedicating part of their time to allow their children to go to school.

In each program site, an agronomist is appointed by the project to be the technical responsible of the school gardens.

2. APICULTURE AND HONEY PRODUCTION



The building of three “Houses of Honey” and seven apiaries is part of the wider apiculture and honey production project.



The idea is to facilitate a transition from the activity of “honey hunters”, who procure honey in the jungle, exterminating the bees, to a beekeeping activity, far more sustainable.

3. MANUFACTURE OF FRUIT JUICES



The idea is to build a fruit processing unit, able to sterilize the fruit juices to guarantee a six-month life of the product, which will become available during the whole year, including the dry season.

The school involved in mango juice production **will be able** to buy mangoes from **other schools in the area**, generating income.



In the production process, the mango is peeled, cut into small pieces and passed to extract the juice.

Within the Kubunina program, we are creating
some activities in support of families who,
living under the poverty line, often do not
have anything to feed their children:

1. THE SOAP PRODUCTION

The objective is the realization of a course open to 60 mothers, on the production and packaging of the soap.



The soap will be manufactured using locally produced vegetable oils and other ingredients readily available. The project is characterized by a major health significance: soap production will enable the realization of campaigns promoting personal hygiene and hand washing, thus contributing to the fight against cholera.

2. MICROCREDIT IN POULTRY

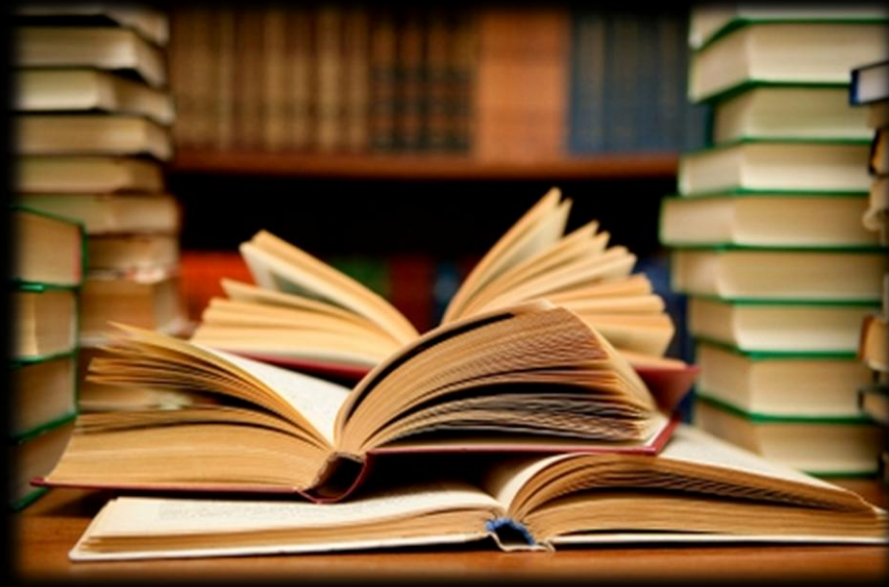
Building a **pilot chicken coop** at Sisters of St. Joseph, in which **chicks will be produced**.

After being vaccinated, **young chickens will be distributed to needy families**, that will return the debt with a number of eggs.



A number of chicks will be sold on the market to support the purchase of feed and vaccines.

The *second program objective* is the promotion of free and sustainable access to culture, through **the creation of one school library**, that will support **school activities** and will become **gathering place for local communities**.



The program will also support **the creation of one Internet Point**, whose revenues will fund the salary of the staff working in the library as well as maintenance costs.

In a context where there is a great scarcity of books, **a campaign to collect books in French** is one of the main work packages of this project. **Thanks to the support of friends from PMI France Chapter**, more than 5,000 books have already been collected, and the campaign is still open...



The *third objective* is to teach children and youth a way to be autonomous: to plan, organize and create their own future learning how to get things done.



To accomplish this, the Kubunina team is implementing, both in the DCR and in Italy, the project management kit “Projects From the Future”, through a Sister School Program pairing some Congolese schools with Italian ones.





But our **challenge** is only at the **beginning** ...





FOCUS ON:

THE KUBUNINA SCHOOL GARDENS



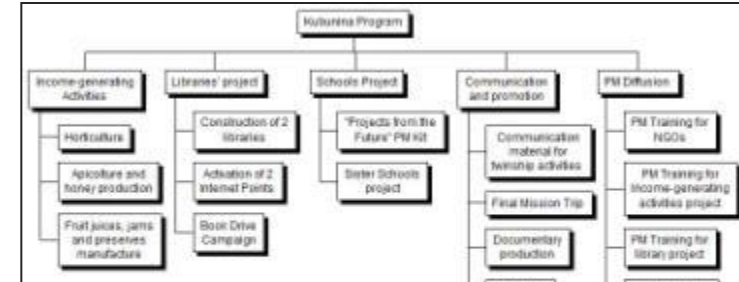


The Kubunina team is adopting PM methods and tools throughout the whole program lifecycle

WBS

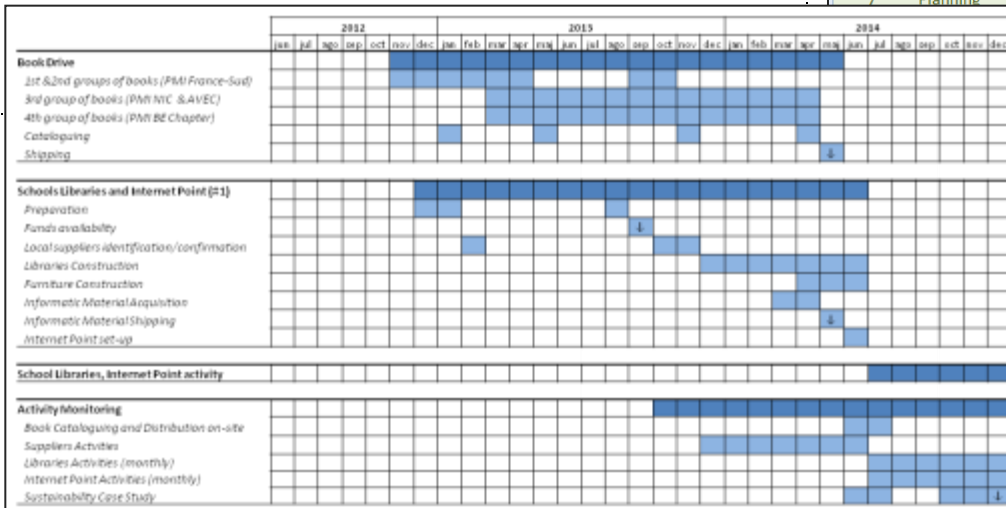
For example

*Work Breakdown Structure
Gantt Chart
Risk Analysis
Meetings management
Teambuilding activities...*



| Id | Project Phase | Risk | Risk temp. | Probability | Impact |
|----|---------------|--|------------|-------------|--------|
| 1 | Initiation | Local NGO lack of reliability (ADIPET) | ● | VLO | HI |
| 2 | Initiation | Conflicts | ● | LO | VHI |
| 3 | Initiation | Funds unavailability | ● | VLO | VHI |
| 4 | Planning | Local NGO lack of reliability (ADIPET) | ● | VLO | HI |
| 5 | Planning | Electricity Supplier increases costs | ● | VLO | LO |
| 6 | Planning | Local Construction Supplier increases costs | ● | VLO | LO |
| 7 | Planning | Local Internet Supplier increases connection costs | ● | VLO | LO |
| | | Conflicts | ● | LO | VHI |
| | | Telephone connection unavailability | ● | LO | LO |
| | | Internet connection unavailability | ● | LO | LO |
| | | Local Team absence | ● | LO | MED |
| | | Telephone connection unavailability | ● | LO | MED |
| | | Internet connection unavailability | ● | LO | MED |
| | | Rain | ● | HI | MED |
| | | Municipality issues | ● | VLO | MED |
| | | Tribal Chief "spiritual idleness" | ● | VLO | LO |
| | | Conflicts | ● | LO | VHI |
| | | Local Construction Company problems | ● | VLO | MED |
| | | Local Artisan problems | ● | VLO | MED |
| | | Local Internet Supplier problems | ● | LO | MED |
| | | Shipping problems | ● | LO | VHI |
| | | Shipping delay | ● | LO | LO |
| | | Conflicts | ● | LO | VHI |
| | | Internet connection costs increase | ● | LO | MED |

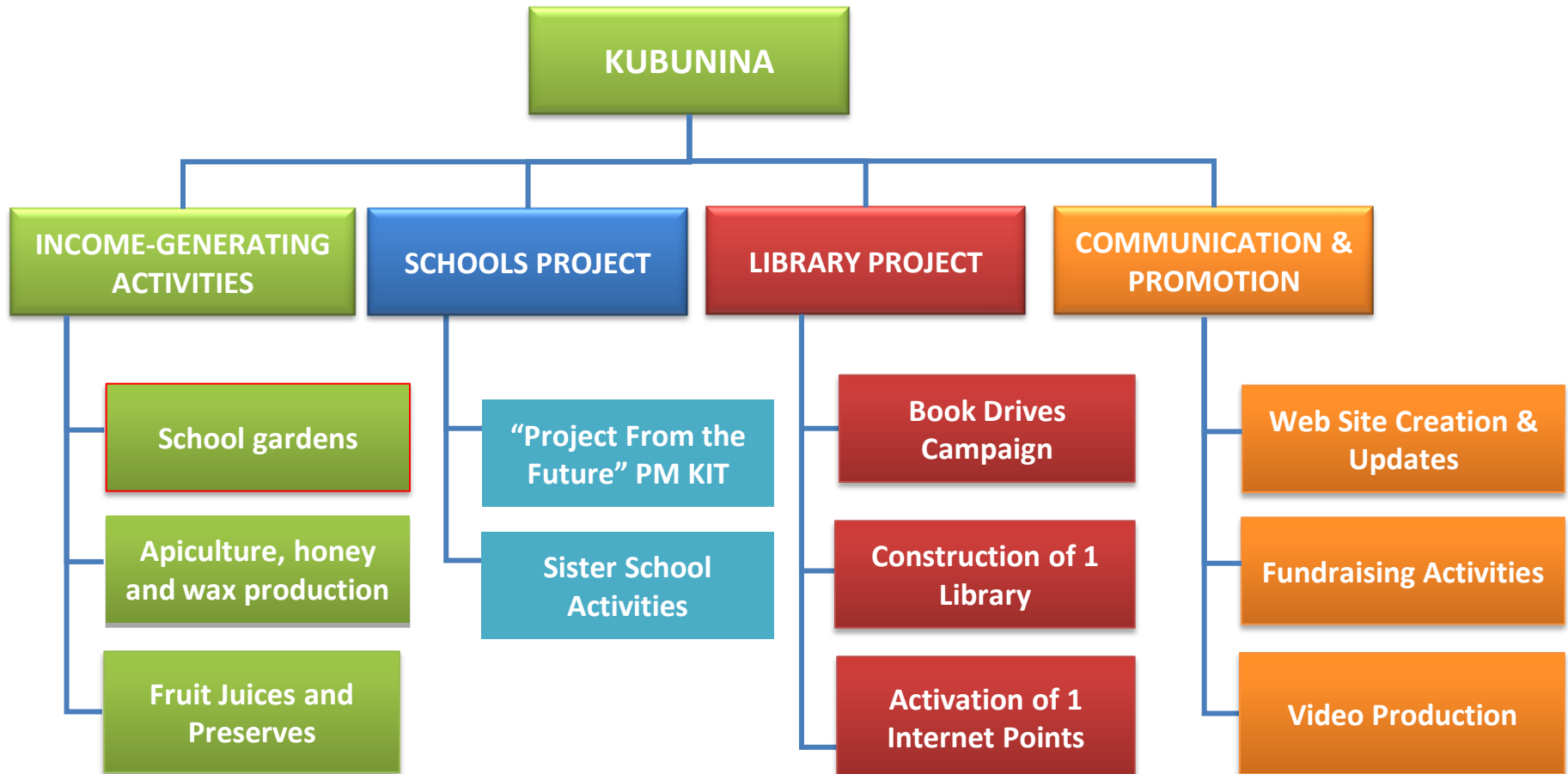
Risk Analysis



Project Gantt

The Kubunina Program

Work Breakdown Structure (WBS)



SCHOOL GARDENS



The Kubunina vegetable school gardens are created to support free access to schools for the weakest segments of population.

They are managed by the “committee of parents”, who dedicate part of their time for free in order to ensure the sustainability of the activities created with the support of Italian experts and local NGOs.





SCHOOL GARDENS



The vegetable garden is created using crops suited to the environment, the products of which are sold at local markets.

In each program site, an agronomist is appointed by the project to be the technical responsible of the school gardens.



SCHOOL GARDENS



The Italian experts will provide support by reviewing and introducing new agronomic techniques to increase the productivity of the fields, adopting environmental sustainable techniques.



SCHOOL GARDENS



- ✓ **Equipment:** seeds, agricultural implements, fertilizers, sprayer, compost, pesticides
- ✓ **Training:** agronomic support, technical supervision and PM training from Italy. Didactical training for the instructional school gardens from an expert.
- ✓ **Technical missions** from Italy