



2021 Annual Report

Education of indigenous children is our priority



Indigenous Peoples Education
Support Program

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EDUCATION OF INDIGENOUS CHILDREN IS OUR PRIORITY

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I- ORGANISATIONAL IDENTITY

Legal name : *Espace Opoko*

Legal status: Non-governmental organization - not for profit

Year of creation : 2012

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Constitution reference: N 004/MID/DL/SG/DDSP



II- General Experience Description

INDIGENOUS PEOPLES
EDUCATION SUPPORT
PROGRAM

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II- GENERAL EXPERIENCE DESCRIPTION

WHAT WE DO

WE ARE GIVING
INDIGENOUS
CHILDREN THE
SAME OPPORTUNITY
TO SUCCEED IN
SCHOOL

Espace Opoko is a non-governmental organization registered under N°004/MID/DL/SG/DDSP. It was established in 2012 to provide support, role models, and resources for indigenous youth. Its main mission is to help indigenous youth become productive members of our society.

1. Our specific goals

- To teach life values that will help them to have a productive life as a member of our society;
- To give indigenous children the same opportunity for academic success as Bantu children.
- To improve the academic achievement of Indigenous students;
- Reduce or eliminate indigenous school dropout rates;
- Encourage children to enjoy lifelong learning;
- Create and develop a strong partnership between parents, teachers and students;
- Encourage parents to participate in their children's education.



EDUCATION OF INDIGENOUS PEOPLES: MAJOR ISSUES

Lack of role models

Children need role models in their community to encourage them to go to school. Unfortunately, many Indigenous communities do not have role models for academic success. This is why some people think that it is impossible for an indigenous person to succeed academically. Therefore going to school is a waste of time.

Discrimination in classrooms and schools

Indigenous people are seen as underlings by their Bantu neighbors. This discrimination continues into the school. It is accentuated by the odor of the few clothes they wear. They are also made of fun every time they can't pronounce a word in French. This discrimination is the cause of the school dropouts

Health problem

Life in an indigenous environment is very risky. These children are exposed to all kinds of challenges that put their health at risk. They are victims of several accidents in the forest.

Deprived of financial means, they treat themselves with herbal teas and believe a lot in magic and religious rites. A stomach ache linked to intestinal worms can prevent the child from going to school for several months, leading to dropout.

Financing their education

The indigenous people are a very poor people without paying work. Paying for their children's education is a headache as public school, which is supposed to be free, becomes somewhat private. Parents have to prepare for school and pay volunteer teachers.

Paying all this for a child is a sacrifice that must be motivated by the idea of success. Not believing in academic success already, making this sacrifice when you don't have the money is often not an option.

Lack of food

Indigenous people live only by hunting, fishing and gathering. In their community, all members of the family must contribute to nutrition. A 10 year old indigenous child is already able to make the traps to bring food home. Sending him to school is therefore a loss for the family since no one is really sure of his success in school. Those who choose to go to school, frequently have problems in their village to eat as long as they do not participate. This explains the increased dropout rates after each school break. Children stop going to school during the Christmas vacations, go back to the forests and parents do not let them return to school.



EDUCATION OF INDIGENOUS PEOPLES: MAJOR ISSUES



Taking care of indigenous students at the Professional School of Environment in the city of Mossendjo

We have two indigenous students in their second year of training at the National School of Water and Forests in Mossendjo. They are very far from the headquarters of the organization and we fully support them to pay their rent, to feed them, to take care of them and to clothe them.

Lack of income-generating activities

Poverty and lack of resources means that parents are unable to support their children in the education process

Parental Literacy

A study has shown that today, children do better when parents are involved in their children's education. The study speak of the three pillars of education: parent, teacher and child. Unfortunately, indigenous parents cannot read or write. They are therefore unable to help their children with homework. When the child has not understood anything in class, he or she has no possibility of understanding at home. This makes learning even more difficult for these indigenous children.

Care in the High School

There is no high school in the Bambama district. After secondary school, local children are forced to relocate to the city to attend high school.

However, they do not have the means to rent houses, to feed themselves and to care for themselves.

Discrimination makes it difficult for them to find houses to rent. Some Bantus refuse to rent their houses to indigenous people. Once in high school, they cannot rely on their parents to help them with food, health care and housing.

Lack of civil status documents

Many children do not have civil status documents. Teachers often accept children without civil status documents, but they are blocked from taking state exams.

Some children may have them, but the documents often get lost or damaged during the rainy season. We had a situation this year where the student presented half a birth certificate. The other half was used by the mother to smoke her tobacco..



WHAT WE DID

Education is free in the Republic of Congo by law. Unfortunately, the lack of teachers in some districts, boarding schools, high schools, and universities requires parents to use funds to allow their children to attend school.

Indigenous peoples, being poor, stigmatized and marginalized, cannot send their children to school. With the aim of providing equal opportunities for educational success, we have been carrying out several actions since 2012 to enable indigenous children to go to school and have equal opportunities for success.

This report summarizes the activities carried out by Espace Opoko during the school year 2020-2021. The activities carried out cover mainly the support to the schooling of indigenous children, hygiene and health. The rest of the activities included in the strategic action plan for the current year are still pending due to lack of budget. The report is structured according to the above-mentioned areas.

III- Activities undertaken

INDIGENOUS PEOPLES
EDUCATION SUPPORT
PROGRAM

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III- ACTIVITIES UNDERTAKEN



RECEPTION OF SCHOOL KITS FROM THE FIRE MINISTRIES CHURCH OF POINTE NOIRE.

SCHOOL KITS AND CLOTHING COLLECTION CAMPAIGN

We have collected several school kits thanks to several churches, friends and acquaintances in the big cities. At the same time we collected some clothes. The Eglise Baptiste de la Beauce in Canada bought a lot of clothes for the native families. Thanks to this campaign, we have collected more than half of the kits needed for the 2020-2021 school year.



FAMILY PHOTO TAKEN IN THE INDIGENOUS COMMUNITY OF LEFOUTOU, IN THE DISTRICT OF KOMONO

AWARENESS CAMPAIGNS ON THE PROMOTION OF CHILDREN'S SCHOOLING

We organize awareness campaigns on the importance of school education in all the indigenous villages where we work. In particular, we have been to the indigenous communities of Bambama, Lefoutou and Leweme. These activities allows us to identify children who are old enough to go to school. We recently met a 10 year old epileptic child in the indigenous community of Lefoutou who had never been to school.

During these activities, we identified a total of 103 indigenous students to be enrolled in elementary school, colleges, high schools and universities.



PAUL, LEFT, AND YDRICE, RIGHT, AFTER ENROLLING IN COLLEGE

SCHOOL ENROLMENT CAMPAIGN FOR INDIGENOUS STUDENTS

We have proceeded with the registration and re-registration of all indigenous students. All fees have been paid, including school insurance. Thus, we started the year with the following numbers:

- Liélé Nkama Primary School in Bambama: 33 students
- Leweme Primary School: 22 students
- Elementary school of Lefoutou: 30 pupils,
- CEG of Bambama: 6 students
- CEG of Kingani: 2 students
- Sibiti High School: 6 students
- École nationale des eaux et forêts: 2 students
- Marien Ngouabi University: 3 students.



FAMILY PHOTO IN LEWEME

DISTRIBUTION OF SCHOOL KITS IN INDIGENOUS VILLAGES.

From October 13 to 15, 2020, we have distributed the necessary school kits for all the registered children. Thus, each child received his kit and was ready to start school.



TRANSPORT BUS BETWEEN BAMBAMA AND SIBITI.

RELOCATION OF 11 STUDENTS FROM THEIR COMMUNITIES FOR HIGH SCHOOL, UNIVERSITY AND ENEF.

After the distribution of the kits, we provided transportation for the students to pursue their education in the city.



ACCOMMODATION FOR INDIGENOUS HIGH SCHOOL STUDENTS IN SIBITI.

HOUSING RENTAL IN BRAZZAVILLE AND MOSSENDJO

In Brazzaville, we have rented 3 apartments for 3 students who are at the university. In Sibiti, we rented a 2-bedroom apartment to accommodate 6 native high school students. In Mossendjo, we rented a two-bedroom apartment for students in training at the vocational school.



2ND GRADE CLASS AT THE ELEMENTARY SCHOOL OF LEFOUTOU.

ATTENDANCE VERIFICATION IN ALL SCHOOLS

On October 21, 2021, we conducted a verification mission to all schools to check for the presence of all indigenous students.

We were pleased to note the attendance of all children enrolled except for one boy who was still on vacation in the indigenous community of Ngonaka, in the district of Komono.

These parents indicated that they could not afford to pay for the rental of a motorcycle. We paid the rental and the boy returned to his village to begin classes.



First day at school for Beauchancy (left) Sagesse (in blue) and Valentino (black bag). All supervised by Ramane the oldest.



Réouverture du secrétariat
ESPACE OPOKO
 Moussanda- Sibiti
 en face de l'Église néo-apostolique

NOS SERVICES

- Photos numérique
- Saisie Informatique
- Impression couleur
- Plastification
- Reliure
- Gravure CD/DVD
- Conseil en communication
- Formation en Informatique
- Photocopie couleur, noir et blanc
- Etc ...


Votre travail effectué chez nous permet de soutenir l'éducation des enfants autochtones

10% de réduction sur tout, pour les 50 premiers clients
Téléphone: 06 829 9007



Reopening of the office Espace Opoko in Sibiti.

We have reopened the secretariat of the organization to enable us to facilitate the nutrition of the 6 high school students in the city of Sibiti. This secretariat is a source of income where we sell printing services of documents and photos. We also provide computer training to unemployed youth including indigenous people. 100% of the profits of this organization go back into the education program of the indigenous people.



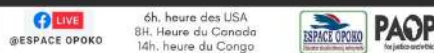
Virgile Samba Lauralee Arnold Averty Ndzoyi

f LIVE

JOURNÉE INTERNATIONALE DES DROITS DE L'HOMME
 Travaillons ensemble pour défendre la liberté et l'égalité.

Thème LE DROIT À L'ÉDUCATION
 10 décembre 2020

6h, heure des USA
 8h, heure du Canada
 14h, heure du Congo



CELEBRATION OF THE INTERNATIONAL DAY OF HUMAN RIGHTS

We organized a Facebook live on December 10, 2020 on the International Human Rights Day.

The panel was composed of 3 people namely:

- Virgile Samba Moussinga, Lawyer and President of the Pan African Platform for Justice and Ethics;
- Lauralee Arnold, Specialist in the education of gifted children
- Averty Ndzoyi, President of the NGO Espace Opoko.

During this Facebook live, we talked about the right to education, focusing on the challenges related to the education of indigenous peoples.

This activity reached 619 people and generated 52 interactions



Chirac Mondzo, our coordinator, with Mrs. Odile Missié, Director of the Liélé-Nkama elementary school in Bambama.

PARTICIPATION IN SCHOOL OPERATING BUDGETS

For some years now, the Congolese government has not been financing the operating budget of schools. In the elementary school we work with, we have signed payment agreements to allow the school managers to pay for the materials needed to run the schools. This year again, we have paid all the necessary operating costs on behalf of the indigenous students.



The Espace Opoko team and the first indigenous high school student in the history of Bambama, presenting the situation to the Minister of Justice, Human Rights and Indigenous Peoples.

MONTHLY PAYMENT FOR VOLUNTEER TEACHING

The lack of teachers in the areas where we work requires that we find solutions to enable the schools to operate. Thus, the majority of the teachers in these villages are not paid by the government. For this reason, all parents are asked to pay a certain amount for each child. The indigenous families are unable to bear this expense and often decide to keep their children at home. This is why, as part of our activities, we take charge of the payment of volunteer teachers on behalf of the indigenous students. We provided funds to the teachers this year from October, 2020 to July 2021.



NUTRITION FOR STUDENTS OUTSIDE THEIR COMMUNITIES.

The indigenous people are a very poor people. The reason we see them struggling academically most often is simply because they cannot support the education of their children outside the community. To give them the same opportunity to succeed as other children, our Indigenous Education Support Program provides nutrition for Indigenous students sent out of their communities for education. Again this year, we supported the nutrition of Indigenous students who were sent to big cities.





A vehicle to serve students who walked more than 40 km to school !

We received a donation of a vehicle from the Beauce Baptist Church in Canada. We decided to put it to use for the students of Bambama Secondary School.

We were delighted to provide free transportation to Bambama students who used to walk many miles to attend secondary school.

Thanks to this recent student transportation program, 7 students who had dropped out of school because they had to walk 40 km to get there, decided to go back to school!

This means of transportation allows the students to bring more food.



DISTRIBUTION OF CLOTHES TO FAMILIES WHO SEND THEIR CHILDREN TO SCHOOL.



YOU CAN MAKE A DONATION AT ANY TIME

From January 2 to 4, 2021, we distributed the clothing to indigenous families in Bambama, Lefoutou and Leweme who send children to school. This program began in 2014 with the goal of having all school-aged indigenous children enrolled. At first, the program only reached a few families. But since 2016, it has reached all families and keeps all children in school

TAKING CHARGE OF THE HEALTH OF INDIGENOUS STUDENTS

WE TAKE THE HEALTH OF ABORIGINAL STUDENTS VERY SERIOUSLY

We supported two hospitalizations of high school students in Sibiti due to malaria, and a student in Lefoutou after an accident while felling the fields.

When he went to his village to spend the Christmas holidays with his parents, the young high school student Mbongo Valentino became seriously ill. He had severe dysentery accompanied by high fevers and violent headaches.

His parents saw the blood and thought it was a mystical illness. They took him to the forest to treat him traditionally during the month of January.

In February, thanks to the contribution of a Canadian family we sent a team to pick him up and take him to the city.

At the hospital, he was diagnosed with advanced malaria.



NGOUBILI EVIC

Ngoubili Evic is 10 years old. At this age, an indigenous child is able to accompany his parents to hunt, fish and even fell the fields. Young Evic accompanied his grandfather to cut down a tree in the forest. Unfortunately, a branch fell on him and put his life in danger. His mother contacted our team and we sent the vehicle to take him to the hospital and we took care of him. Evic spent 5 days in the hospital before getting better.





Malouono Ely, premier de sa classe (CE2) à l'école primaire de Lefoutou.

MONITORING EDUCATIONAL OUTCOMES AND ATTENDANCE OF INDIGENOUS STUDENTS IN SCHOOLS

Throughout the year, we organized visits to schools each term. The purpose of these visits was to see the children's attendance, collect their academic results and discuss with them the climate in each school.

This allowed us to see that there was less discrimination than in previous years. We were glad to see that the indigenous students on several occasions earned the first places during the evaluations. For example, at Bambama elementary school, 3 indigenous students took the first three places in a 2nd grade class.

PLEA TO THE PREFECT OF THE LÉKOUMOU DEPARTMENT



La représentante Espace Opoko Lekoumou avec madame le prefet du département de la Lekoumou

The Lekoumou representative, Angèle Malouono Mbembou was received in audience by the prefect of the Lekoumou department.

During this audience, she presented the activities of the organization, the results and the problems that we encounter throughout the year. She also requested the support of the government and international organizations in what we do. At the end of this meeting, the prefect promised to pass on the grievances to the right person.

BETSY BEGINS HER INTERNSHIP WITH US



Betsy is an American student studying Global Development Studies with a Public Policy and Leadership Minor.

She is currently enrolled at the University of Virginia where she has taken classes in Micro and Macroeconomics, Social Psychology, Comparative Politics, West African History, 21st Century Public Policy Challenges, Research Methods and Data Analysis, and Foundations of Community Engagement. She will be working with us from May 24 to July 24, 2021 specifically on school education for indigenous children.



MOTIVATION OF PARENTS AND INDIGENOUS STUDENTS IN THE CITY OF SIBITI

Each year, depending on our resources, we select a school where indigenous children attend to conduct a motivational activity. This year, we hosted and accompanied an activity of the YALI RLC Chapter in Congo Brazzaville. The activity consisted of bringing together 104 indigenous students from the Sibiti district for a motivational session, distribution of school kits and food. With the parents, we exchanged on the challenges of the indigenous students of the Sibiti district.

After listening to them, we have decided to think about whether we can also take care of the elementary school children. This decision will be made at the end of the school year meeting in July 2021.



YOU CAN MAKE A DONATION TO: WWW.ESPACEOPOKO.ORG

INSTALLATION OF A SOLAR PANEL TO KEEP IN TOUCH

For a long time, we had difficulty reaching our teams in the field because of the lack of electricity to charge the phones.

To remedy the issue, we installed a solar panel in Lewala to allow the coordinator of the organization to always stay in touch with the different teams.



CONTACT WITH THE INDIGENOUS COMMUNITY OF SALAMBAMA

Ordela 12 and Derfin 15 are two indigenous students from the village of Salambama. They received their elementary school certificate (CEPE) in 2020. They would normally go to secondary school. Unfortunately, the nearest secondary school is 30 km from their village. This requires a relocation and funding for care. Moreover, their age does not allow them to live alone. Due to the lack of financial means and host families, these children have spent a year without school, forgetting all their dreams.

We were informed of the situation in May 2020. A team was sent to the field to discuss with the children and their parents. Then, we decided to look for foster families for these children in order to give them the same chances of success.



Mouteti Mabilia ordela, 12, one of the very few indigenous children who finished elementary school at age 11, but could not attend secondary school because of lack of funds.

Libama Ngouyi Derfin, a 15-year-old indigenous student, was forced to stay in his village after elementary school due to the lack of a host family 30 km from his village where the secondary school is located.

We have purchased two plots of land in the town of Sibiti. On this plot of land, a housing will be built to accommodate the indigenous high school students of the Lekoumou department.



SCHOOL ORIENTATION SESSION AT BAMBAMA SECONDARY SCHOOL

In this session, we presented some tips to avoid stress on the day of the exam. Among the tips, we talked about respecting the hours of sleep, avoiding alcohol, rushing... We also presented an exercise to get rid of the stress: abdominal breathing before each test.

Regarding the choice of courses of study after the exam, the candidates were presented with all the possible courses of study in the Republic of Congo after secondary school. From the general high school to the technical ones, the candidates were given detailed information on each field, the subjects studied and the possible job opportunities.

The list of possible competitions after secondary school such as ENEF, ENI and Loukabou was also discussed.

Finally, the orientation session focused on how to behave in a host family for those who will be living with cousins, aunts, uncles, etc. in town. Behaviors that can both help to advance or drop out were discussed.

At the end of the activity, the candidates emphasized their satisfaction while affirming that they were sufficiently informed to face the exam and make the right choices for the future.



LAUNCHING OF A SOAP FACTORY.



Our coordinator Chirack Mondzo participated in a training course in Dolisie on the manufacture of soaps commonly called Boulé-Boulé, an economical soap that is very popular in the community.

This is an economical soap that is very popular in the community.

Right after the training, we provided some funds for this project to help start it.

Our goal is to be able to produce it ourselves, sell it at a very good price and use the money to invest in the education of indigenous children.

REHABILITATION OF THE BAMBAMA SECONDARY SCHOOL



Before

A strong wind had blown away the roof of the Bambama secondary school. For more than 6 months, the teachers were forced to adapt to the situation and continue to teach the children.



After

When we were informed of the situation, we joined forces with an association of Bambama residents to rehabilitate the roof and repaint it.

CONTRIBUTION AT THE NATIONAL LEVEL



Family photo taken at the beginning of the activity in front of the Ministry of Justice, Human Rights and Indigenous Peoples

Participation in the advocacy workshop on the implementation of the law N5-2001 of February 25, 2011 on the promotion and protection of the rights of indigenous people in the Republic of Congo

We participated from May 31 to June 2 in this workshop organized by the Ministry of Justice, Human Rights and Promotion of Indigenous Peoples, in partnership with the World Food Program. The goal of this workshop was to evaluate the level of application of the said law, while proposing concrete corrective actions. This, along with a strategy for resource mobilization and partnership.

During this workshop, we shared our experience and made proposals to the Ministry of Justice on the actions to be taken to give the same chances of academic success to indigenous children. We also asked that indigenous people be taken into account in future recruitments in the public service.



Three members of Espace Opoko accompanied by the departmental director of social affairs of the Lékoumou department

PARTICIPATION IN A STUDY OF THE WORLD FOOD PROGRAM (WFP)



We participated in a World Food Programme study to collect information on the livelihoods of indigenous people.

The purpose of this data collection is to see if the activities implemented by the WFP and the Congolese government allow indigenous people to meet and maintain their food and nutrition needs.

The indigenous people with whom we work have not benefited from these projects, nevertheless we presented our results while expressing the wish to be taken into account in future projects.

OUR PASSAGE ON LOCAL TELEVISION



Jesse Alex (left), our communications officer, accompanied Paul Makita (right), on a January 2, 2021 television program on DRTV. On the show, Paul spoke about the challenges he faces as an indigenous person in attending university.

He sent an SOS to the government to help him get a room on the university campus. So far, he has not received any response and we have started the search for a rental apartment for him.

We commend Paul for his courage in coming out as a young indigenous person in a world that does not do him any favours.



OUR RESULTS

2020-2021



PAUL AND IDRIS HAVE PASSED THE ENSAF ENTRANCE EXAM



Paul Makita (left) and Idris Saya (right) passed the entrance exam to the National School of Agronomy and Forestry. They are the first indigenous students from the Lékoumou department to reach this academic level.

DORIAN AND BERSON HAVE GRADUATED FROM ELEMENTARY SCHOOL



Kanga Dorian



Moubama Massamba Berson

Kanga Dorian was our only candidate for the Certificate of Elementary Primary Studies (CEPE) at Liele Nkama elementary school in Bambama. On his side, Moubama Massamba Berson was also our only candidate for the CEPE at the elementary school of Moussanda in Sibiti. Both have graduated from primary school. Dorian will be enrolled in the CEG of Bambama while Berson will be enrolled in the CEG Jean Jacques Mouaya of Sibiti.

BAMBAMA TSIBA CLECHE SAGESSE MOVES UP TO 11TH GRADE



Sagesse is the second indigenous girl in the history of the Bambama district to graduate from secondary school. However, she dreams of being the first indigenous girl in her community to have a bachelor's degree and study law to become a lawyer. She is working hard to make this dream come true as she has just moved up to the next grade.

NGONO BLAISE MOVES UP TO 11TH GRADE



Blaise has been attending high school since 2019. He began his studies in the city of Dolisie in 10th grade, where he was with a host family. Stigmatized by some of his colleagues because of his ethnicity, he suspended his training. In 2020, he returned to our program and we enrolled him in Sibiti High School where he benefited from all our support programs. Blaise is now moved up to 11th grade in the science series.



Moungomo Ramane moves up to 12th grade

In high school for 3 years, Ramane has turned down all possible contests to go into a professional field. His desire has always been to graduate from high school and attend university. He will take the final exam next year to graduate from high school.

We will set up an adapted program in order to increase his chances of success. We will do what is necessary to find him a scholarship abroad if he graduates next year.



Secondary School

KOUMBA MALOUONO MOVES UP TO 9TH GRADE



Hyrade is one of our best students in secondary school. His dream is to become a doctor. We promised to help him realize his dream and since then, he never stops surprising us. He will take the final exam next year to graduate from secondary school.

NICLECHE ET BOVENE MOVES UP TO 7TH GRADE



Koyo Malouono Nicleche

In secondary school this year, we had 6 students. Two of them failed and 3 have moved up to the next grade. The other one is taking the exam this year to get access to high school.



Tsiba Bovene

The successful candidates are : Koyo Nicleche and Tsiba Bovene who moves up to 7th grade and Koumba Hyrade into 9th grade.

If the one who is taking the exam to get access to high school is successful, we will have 7 students in secondary school next year.

ACADEMIC PERFORMANCE OF INDIGENOUS STUDENTS IN PRIMARY SCHOOLS

Description

This year, we sent 86 indigenous students to 4 elementary schools. Parents from other indigenous communities, including Ngonaka and Diba-Diba in the Komono District, were informed of our program and decided to send their children to the indigenous communities where we work.

This allowed us to have a total of 101 students enter the elementary school (97 in 1st-4th grade and 4 in 5th grade). Of the 97 students enrolled, 45 moved up to the next grade and 12 of them were in the top 5 of their class ranks.

Their results reflect a significant improvement in the children's school level because the majority of them have resumed with an average of 4/10.

Dropout rate

Of the 101 students we enrolled, 8 dropped out for several reasons:

- 2 left because of parent's divorce.
- 1 girl in fourth grade became pregnant. Unfortunately the mother left the home because the father refused to report the person responsible for the pregnancy. The mother left the village with a son who was also in school.
- 2 other students were forced to drop out because their parents decided to have them aid in gathering food instead of continuing to attend school.

Primary School Results

| N° | Elementary schools | Enrolled | Presented | <u>Dropouts</u> | Admitted | <u>Stranded</u> |
|--------------|--------------------|-----------|-----------|-----------------|-----------|-----------------|
| 01 | Leweme | 27 | 19 | 8 | 14 | 5 |
| 02 | Lefoutou | 34 | 34 | 0 | 19 | 15 |
| 03 | Liele Mkama | 29 | 29 | 0 | 9 | 21 |
| 04 | Moussanda | 7 | 7 | 0 | 3 | 4 |
| Total | | 97 | 89 | 8 | 45 | 45 |



Financial Report

INDIGENOUS PEOPLES
EDUCATION SUPPORT
PROGRAM

WWW.ESPACEOPOKO.ORG



Financial Report

| Income | \$ CAD |
|--|--------------------|
| Eglise Baptiste de la Beauce (Canada) | \$ 32 095 |
| Donation through the website | \$ 4057,16 |
| Secretariat revenue | \$ 1443,67 |
| Contribution from friends and contacts | \$ 3792,71 |
| President's contribution | \$ 4620,65 |
| Contribution of Sibiti's team | \$ 338,1 |
| Total income | \$ 46347.29 |



Dorile and Vanessa, the first two high school students in the history of the Bambama district

Financial Report

| Expenses | \$ CAD |
|--|--------------------|
| Vehicle purchase | \$ 18031,81 |
| School fees and school operations | \$ 2637,15 |
| Vehicle maintenance and fuel | \$ 3741,6 |
| Purchase of computer equipment for the secretariat | \$ 1893,34 |
| Advance purchase of land for boarding school | \$ 1803,18 |
| Rental apartments for high school and university students | \$ 2975,25 |
| Nutrition for high school, university, and ENEF students | \$ 6761,93 |
| Students' health | \$ 394,45 |
| Social cases | \$ 845,24 |
| Vehicle documents and insurance | \$ 1239,69 |
| Salaire Chauffeur | \$ 540,95 |
| Driver's salary | \$ 944,42 |
| Phone and internet | \$ 392,19 |
| Purchase of solar panels | \$ 135,24 |
| Team training | \$ 180,32 |
| Launching of the soap factory | \$ 225,4 |
| Purchase of clothing | \$ 1465,08 |
| Contribution to the rehabilitation of Bambama secondary school | \$ 407,97 |
| Travel for missions | \$ 1142,77 |
| Total Expenses | \$ 45757.98 |

Available in the case : \$ 589,31

CHALLENGES ENCOUNTERED

Unlike in the early years of the education program, we no longer face cultural barriers. All the families we work with have a good understanding of the value of school education and accept the idea of sending their children to school. However, we have faced several other problems:

1- Insufficient funding

We have not been able to raise the funds needed to implement this year's action plan. We did not conduct the usual motivational actions to keep children in school. As a result, we had the highest dropout rate in our program. We had 8 dropouts in the elementary school. We could make up for this next year if we manage to carry out the motivational activities.

2- Insufficient housing for high school students

We have a 2 bedroom apartment for 6 students. Among the 6, there is a girl who cannot share the room with the boys. This means that the girl has one room and the boys share a room. This situation prevents the children from concentrating and the impact is felt on the children's school results.

To resolve this issue, we have purchased a piece of land and hope to raise the necessary funds to build housing for the indigenous high school students. This housing will allow us to accommodate indigenous high school students from all over the Lekoumou department.

3- The bad condition of the road

The means of transportation provided to the children was forced to work double time each week. The poor condition of the road has caused many breakdowns and the fuel consumption has been very high. We hope to find a second vehicle to reduce the use of the first car and facilitate the transportation of the students.

LESSONS LEARNED

We have learned over the past year that positive results from working with indigenous people can lead to their admiration and involvement. Sometimes things are prevented by myths that these people hold. Once the myth is broken, they accept the idea and commit to it with a determination that sometimes comes as a surprise.

Today, all the indigenous families of Lékoumou would like to be part of our program. Unfortunately, we do not have the means to work everywhere. That is why we are moving forward gradually, depending on the resources we are able to collect.

PROSPECTS FOR 2022

For 2022, we will expand our activities in the urban community of Sibiti at the elementary school level. We will add all the indigenous communities of Moussanda. Also, we will add to the program the indigenous community of Salambama in the Zanaga district.

Then we will start fundraising to begin the construction of housing for indigenous high school students in the city of Sibiti. At the same time, we will begin construction of the first literacy center in the Bambama district.

On the health level, we will organize a deworming campaign with mebendazole in all the indigenous communities where we work.

We have received reports of several cases of rape in indigenous communities perpetrated by Bantus. These cases of violence lead to the phenomenon of single mothers or single-parent families. To stop this, we will organize a vast awareness campaign on the rights of indigenous peoples.

We hope to collect the necessary funds to carry out all these projects and considerably improve the living conditions of the indigenous peoples.



HOW CAN YOU HELP?

1. You can contribute directly on our website:

www.espaceopoko.org

2. You can use our mobile money account to transfer the funds +242 06 659 2904.

3. You can contribute for school kits and clothes

4. You can donate computers and printers to revive the computer secretariat.

5. You can help us pay the volunteer teachers for the indigenous children.

6. You can talk about us to your friends and relatives

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CONCLUSION

ANOTHER SUCCESSFUL YEAR



Again this year, we conducted many activities aimed at giving indigenous children the same opportunities for academic success. In October 2020, we sent 104 indigenous students to 4 elementary schools, one high school, one training school and to university. Over the school year, more children were added to the program, bringing us to 118 students. Throughout the year, we have been bearing all the financial expenses to enable them to attend school. All these activities were made possible thanks to the financing of the Eglise Baptiste de la Beauce in Canada, some donors, our friends and acquaintances.

Thanks to our dynamic team, we have followed up on each activity to ensure the expected results. At the end of the school year, we can be satisfied with the results obtained despite the challenges. Our wish for next year is to find other partners who can help us to find solutions to the problems encountered this year so that the extension of our activities in other indigenous communities can be done without any difficulties. Since 2012, our wish is to cover all the indigenous populations of the Republic of Congo. This goal can only be achieved with a solid partnership or the involvement of several people.

OUR TEAM IN 2021



Averty



Alain



Roland



Berdany



Chirac



Justice



Blanchard



Naudet



Jesse Alex



Grace



Angele



Mavie



Bienvenue



Teddy



Mexi



Hermes



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Anicet



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