Baseline Survey Report

"Improvement of Access and Quality of Primary Education in Nsele, Kinshasa, DRC"

Ridi Ndombe, Consultant UNICEF DRC

April 2023

CONTENTS

INTRODUCTION

In the last decade, the Democratic Republic of Congo has made significant progress in expanding access to primary schooling. A series of sweeping government education reforms in September 2019 which introduced free basic education enabled millions of children from disadvantaged backgrounds to attend school. According to the last Education Management Information (EMIS), for the academic year 2020-2021 the gross enrollment rate for primary level was 119.9 per cent (115.4 per cent for boys and 108.4 per cent for girls). This represents an increase of 7.3 per cent compared to the previous year. In the province of Kinshasa, the gross enrollment rate for the year 2020-2021 is 98.3 per cent (99.5 per cent for girls and 97 per cent for boys), close to universal access. However, this figure masks the disparities that exist at the level of educational sub-divisions. While the free basic education policy has removed the cost of direct school fees at the primary level, it has had the unintended consequence of classroom overcrowding as reflected in high number of students per class. In the educational sub-divisions of Nsele 1 and 2, the number of students per teacher exceeds 50. In some primary schools the number of students per class even reaches 80- 90 or more.[1] Furthermore, low achievement in mathematics and language skills is also a challenge. The Multiple Indicator Cluster Survey (MICS) 2018 shows that just 8.5 per cent of girls and 8.9 per cent of boys aged 7 to 14 possess foundational reading skills in French and only 0.5 per cent of girls and 0.5 per cent of boys in the same age group demonstrate foundational calculation skills.

To improve the current situation, UNICEF in partnership with the Korea International Cooperation Agency (KOICA) and the DRC Ministry of Primary, Secondary and Technical Education (EPST), is implementing a programme entitled "Improvement of Access and Quality of Primary Education in Kinshasa, DRC." The programme aims to contribute to improving children's learning achievements and to ensuring equitable and quality primary education in the Nsele 1 and 2 educational subdivisions of the province of Kinshasa. Prior to the implementation of activities, this baseline survey was carried out over a period of three weeks from March to April 2023 with the aim of 1) providing an overview of the education situation of the primary schools in the programme area and 2) proposing targets for key indicators for the programme. The targets for the indicators proposed in this report will be finalized after consultation with EPST and KOICA.

OBJECTIVE OF THE SURVEY

The objectives of this baseline survey are twofold:

1. To collect baseline data from 108 public primary schools in the educational sub-divisions of Nsele 1 and Nsele 2;
2. To develop a report providing an overview of the education context in targeted schools before programme implementation and identify targets for key indicators of the programme to facilitate the project implementation and monitoring.

---

[1] Nsele Educational Subdivision Directory 2021-2022

PROJECT LOCATION

The education programme supported by KOICA specifically targets the commune of Nsele, one of 24 communes in the province of Kinshasa. The Nsele commune overlaps part of the educational province of Kinshasa Plateau, and comprises of 4 educational sub-divisions, namely: Nsele 1, Nsele 2, Nsele 3, and Nsele 4. The programme targets all the public primary schools of Nsele 1 and Nsele 2—108 public primary schools in the two educational sub-divisions will benefit from education interventions over a period of three years. As part of this survey, all of the primary schools in Nsele 1 and 2 were visited over a period of three weeks with the exception of LUKUNGU primary school. As the school is located on an island in the Congo River, it can only be accessed by boat and at the time of data collection boats were not available. Data will be collected from this school over the telephone.

Image1. Map of schools in Nsele 1 and Nsele 2 targeted by the programme

The above map shows the location of primary schools in Nsele 1 and 2 targeted by the programme. The green markers represent primary schools in Nsele1, and the yellow markers represent primary schools in Nsele 2. There are 54 schools in each educational sub-division and among them, 5 schools in Nsele 1 and 21 schools in Nsele 2 are not mechanized at the time of the survey.[2]

---

[2] "Non-mechanized" means that the school does not have an official number of SECOPE (Teacher's Control and Payroll Service).

SUMMARY OF DATA

1. Primary completion rate

This indicator measures the percentage of students who have completed primary education by passing the National End of Primary Studies Examination (Évaluation National de Fin d'Études Primaires, ENAFEP). In the case of Nsele 1 during the 2021-2022 school year, 3,456 students were enrolled in the grade 6, and 506 students dropped out during the school year. A total of 2,950 students took the ENAFEP and only 66 per cent of students (1,947 students) passed. However, even when students fail the ENAFEP, low grades can be tolerated after deliberation by the EPST.[3] As a result of deliberation, around 914 additional students were considered to have passed the examination, i.e., a total of 97 per cent of students passed the ENAFEP in Nsele1.

In Nsele 2 for the same school year, 3,314 students were enrolled in grade 6 of whom 658 students subsequently dropped out. A total of 2,656 students took the ENAFEP and only 71.45 per cent (1,897 students) passed. Similar to Nsele 1, a total of 674 additional students of Nsele 2 were considered to have passed the examination after deliberation by the EPST, bringing the rate up to 96.83 per cent.

Graph 1. ENAFEP Pass rates for the 2021-2022 school year by educational subdivision
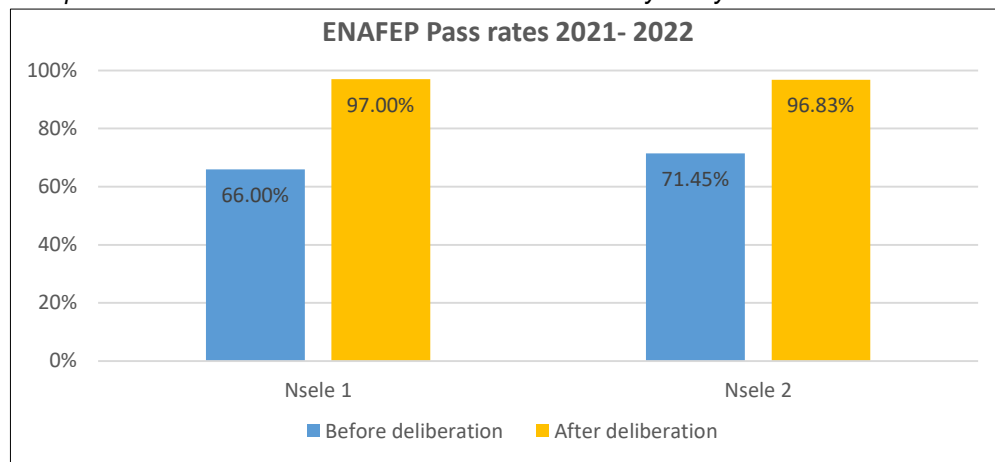
Source: Survey data

Consequently, the difference between the rate before deliberation and the rate after deliberation in Nsele 1 and Nsele 2 is 31 per cent and 25.4 per cent respectively.[4] During the time of data collection, sex-disaggregated data was not available.

Calculation method:

Numerator	Number of last grade students who passed the ENAFEP in target schools x 100 (%)
Denominator	Total number of last grade students in target schools

Targets: The targets for this indicator are based on pre-deliberation. With reference to the pass rate of the school year 2020-2021 (59 per cent for Nsele 1; 65 per cent for Nsele 2) and the school year 2021-2022 (66 per cent for Nsele 1; 71.45 per cent for Nsele 2) the proposals made in terms of targets for the coming years are as follows:
- 2023: 70 per cent (Nsele 1); 75 per cent (Nsele 2)
- 2024: 80 per cent (Nsele 1); 80 per cent (Nsele 2)
- 2025: 85 per cent (Nsele 1); 85 per cent (Nsele 2)

---

[3] When the ENAFEP pass rate is low, the government adjusts the acceptance criteria after deliberation and announces it nationwide so that more students are accepted.
[4] ENAFEP pass rates before deliberation were obtained from the archives of the pool chief inspectors, and the rates after deliberation were obtained from each school.

2. Student enrollment number and dropout rate

These indicators 'number of students enrolled' and 'dropout rate' are not official indicators of the programme but were collected for reference. These allowed us to grasp students' access to and retention in each school, and to compare the differences between the data available at the provincial level and the data for each school.

Graph 2. Total number of students enrolled and average dropout rates in the target area
by level and sex for the 2021-2022 school year
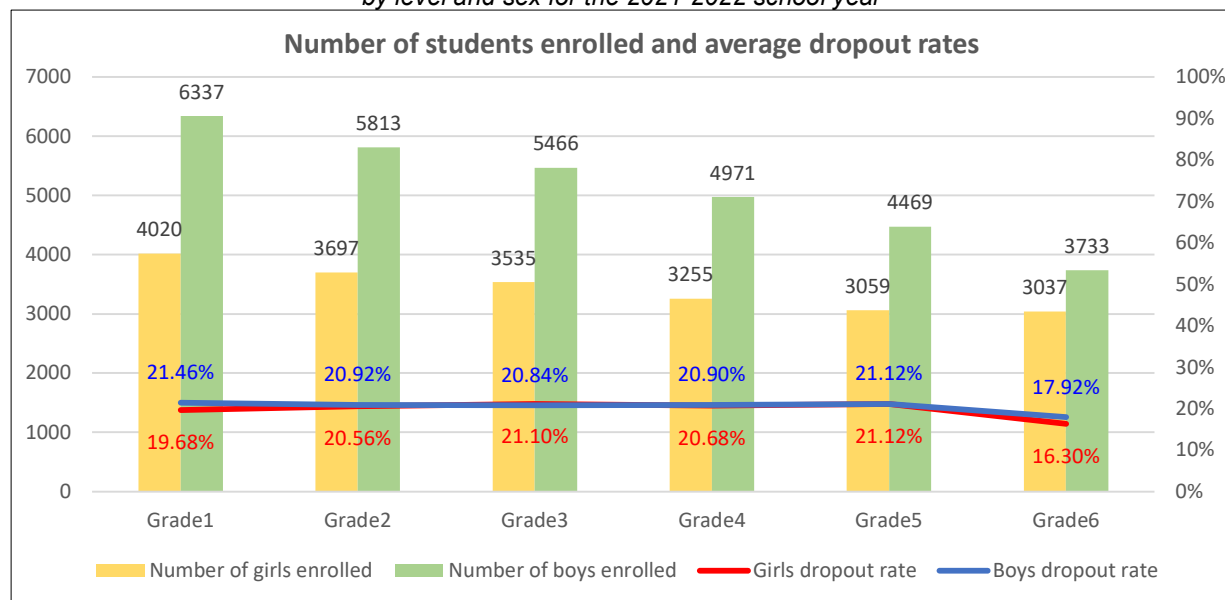
Source: Survey data

The graph above shows the total number of students enrolled by grade level and sex, as well as the percentage of dropouts for the 2021-2022 school year. According to EPST's data for the school year 2021-2022, there were a total of 49,542 students including 51 per cent of girls in the targeted schools (26,042 students in Nsele1 and 23,500 students in Nsele 2) for the year 2021-2022, but the baseline survey revealed that 51,392 students including 42 per cent of girls (27,026 students in Nsele 1 and 24,366 students in Nsele 2) were enrolled in the school year 2021-2022, showing a difference of 1,850 students.

As for students' dropout rate, the average dropout rate of the target area, Nsele 1 and Nsele 2, is around 20 per cent, well above the national average of 8.2 per cent and the Kinshasa province average of 7.1 per cent according to MICS 2018.[5] Overall, looking at dropout rates alone, it appears that more girls are staying in school than boys, but in terms of absolute values the number of girls enrolled is significantly lower than that of boys.

Calculation method: This rate is the ratio of the number of dropouts to the total average number of students enrolled.

| Numerator	Number of dropouts x 100 (%)
Denominator	Number of students enrolled

- **These indicators are not official indicators specified in the Project Design Matrix (PDM) but are collected for reference.**

---

[5] Although the MICS 2018 and the data collected in this baseline survey are based on different school years, the calculation method is the same.

![unicef logo] unicef | for every child

3. School attendance rate

In addition to the number of students enrolled, this indicator shows whether they have consistent access to education. The data collected for the 2021-2022 school year indicate that the attendance rate is 85.98 per cent for the Nsele 1 subdivision and 82.59 per cent for the Nsele 2 subdivision.

Graph 3. Average school attendance rate by educational subdivision
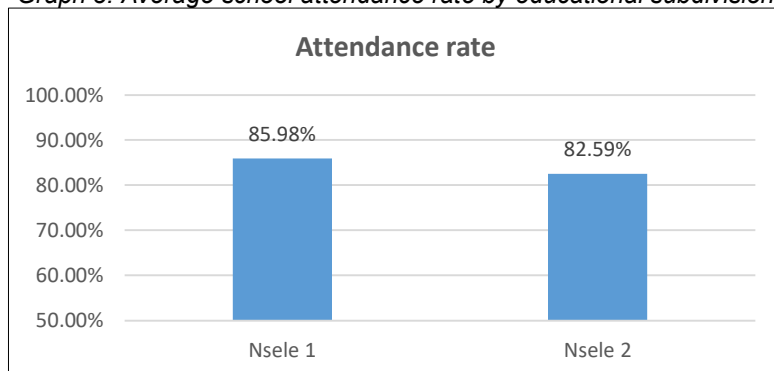
Attendance rate

Source: Survey data

It should be noted that these attendance rates are for the most part are averages estimated by the heads of schools due to poor documentation (some schools lacked attendance registers for the 2021-2022 school year), and therefore sex-disaggregated data is not available. Some schools that had better organized documentation were able to estimate this average more accurately. In order to check the project impact during the programme, schools will be supported to better document attendance through educational statistics training.

Also, it is important to note that there is a difference in terms of the number of school days which is 222 days according to the official school calendar and 180 days according to the observations made by headteachers during data collection.[6] In 2021 the number of school days was reduced due to unexpected circumstances such as COVID-19-related school closures. In the context of this survey, calculations are based on 180 days.

Calculation method: This rate was calculated on the basis of average class attendance per student with reference to attendance registers and estimations made by headteachers of the targeted schools, i.e. the number of days attended to be the number of days to attend.

Numerator	Number of days students attended school x 100%
Denominator	Total number of days students are required to be attended

Targets: Given the increasing trend in the average school attendance rate for the years 2020-2021 (73 per cent for Nsele 1; 79 per cent for Nsele 2),[7] and for the school year 2021-2022 (85.98 per cent for Nsele 1; 82, 59 per cent for Nsele 2), the proposals made in terms of targets for the coming years are as follows:
- 2023: 85 per cent
- 2024: 90 per cent
- 2025: 95 per cent

---

[6] Information obtained from headteachers and Chief Inspools.
[7] Archives of headteachers

4. Apparent survival rate to grade 5

This indicator is used by EPST to see the retention rate for children in primary school. The graph 4 and graph5 below show that the apparent survival rate to grate 5 for the year 2021-2022 is 68.38 per cent for girls and 60.81 per cent for boys in the Nsele 1 subdivision against 84.66 per cent for girls and 84.47 per cent for boys in the subdivision Nsele 2. That is, female students have a higher survival rate than male students, and Nsele 2 students have a higher survival rate than Nsele 1 students.

Graph 4. Number of students in grades 1 and 5, and apparent survival rate by sex in Nsele 1
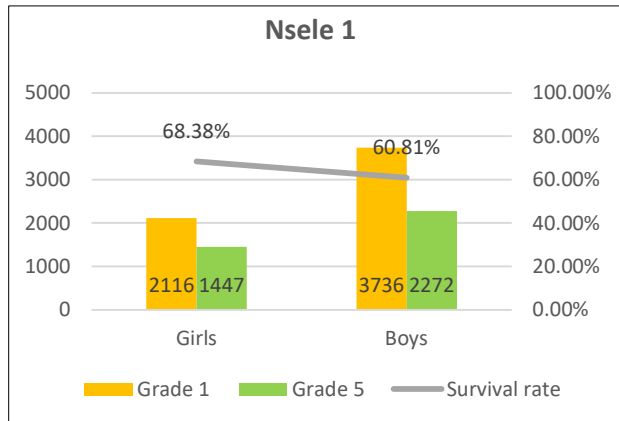
Graph 5. Number of students in grades 1 and 5, and apparent survival rate by sex in Nsele 2
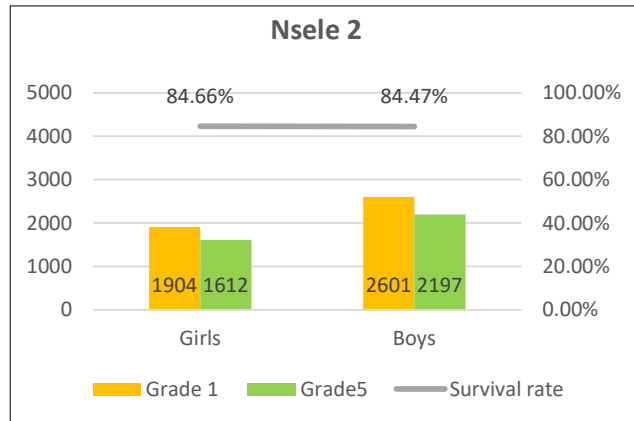
Source: Survey data

According to EPST's statistics for the last three years, the apparent survival rate to grade 5 in Kinshasa province has generally stayed at 73 per cent, with 74 per cent in 2017-2018, 73 per cent in 2019-2020, and 73 per cent in 2020-2021.[8] Compared to Kinshasa province, it can be seen that the apparent survival rate of Nsele1 is significantly lower, which suggests that students in Nsele1 drop out more than the overall average of the Kinshasa province. Some headteachers surveyed cited academic failure, the distance between school and home, and illness as the main reasons for dropping out.

Calculation method: To obtain this rate, the number of students who reached grade 5 was divided by the number of students who started the 1st year.

Numerator	Number of students who reached grade 5 x 100 (%)
Denominator	Number of students enrolled in 1st year in target schools

Targets: With reference to the 2020-2021 school year (68.03 per cent for Nsele 1; 76 per cent for Nsele 2)[9] and the 2021-2022 school year (64 per cent for Nsele 1, 84 per cent for Nsele 2) the proposals made in terms of targets for the coming years are as follows:
- 2023: 75 per cent (Nsele 1); 85 per cent (Nsele 2)
- 2024: 80 per cent (Nsele 1); 90 per cent (Nsele 2)
- 2025: 95 per cent (Nsele 1); 95 per cent (Nsele 2)

---

[8] Annuaire Statistique de l'Enseignement Primaire, Secondaire et Technique, Année Scolaire 2020-2021, p289.
[9] Archives of headteachers

5. Pass rates in French and Mathematics

This indicator shows students' competencies in reading and calculation. The two graphs below show the number and percentage of students passing the French and Mathematics exams for students in grades 5 and 6 in each educational subdivision. In both educational subdivisions, the pass rates in two subjects for girls are higher than for boys, but when looking at the number of students, boys outnumber girls.

Graph 6. French and mathematics tests pass rates for students in grades 5 and 6 in Nsele 1
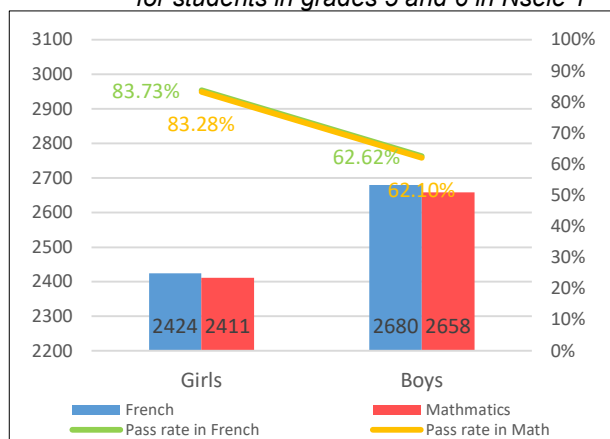
Graph 7. French and mathematics tests pass rates for students in grades 5 and 6 in Nsele 2
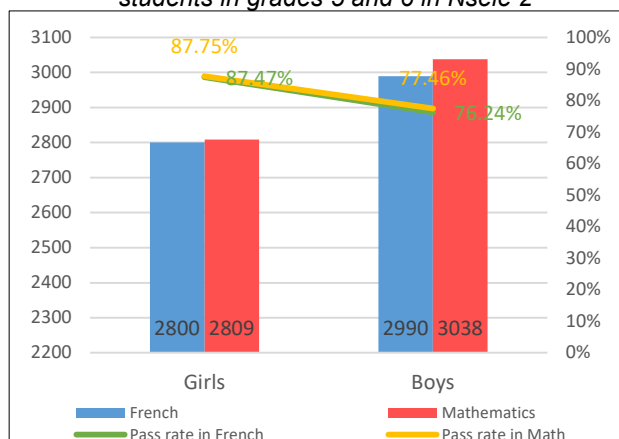
Source: Survey data

It should be noted that the French and Mathematics exams taken at the end of the school year are established and administered by teachers at each school according to the content of the class and not standardized tests, so it is likely that there are differences between the schools as well as the subdivisions.

Method of calculation Pass rates in French/Mathematics: To obtain these rates, the number of students in grades 5 and 6 who passed the French test or Math test was divided by the number of students enrolled in the same grades.

Numerator	Number of students (5th, 6th year) having passed in French or Mathematics x 100 (%)
Denominator	Number of students (5th, 6th grade) enrolled

Targets for pass rate in French: With reference to the average pass rate in French for the 2020-2021 school year (78 per cent for Nsele 1; 65 per cent for Nsele 2)[10] and the 2021-2022 school year (73 per cent for Nsele 1; 81 per cent for Nsele 2) the proposals of targets for the next years for the 5th and 6th grades are as follows:
- 2023: 75 per cent (Nsele 1); 75 per cent (Nsele 2)
- 2024: 80 per cent (Nsele 1); 80 per cent (Nsele 2)
- 2025: 85 per cent (Nsele 1); 85 per cent (Nsele 2)

Targets for pass rate in Mathematics: With reference to the information obtained for the 2020- 2021 school year (65 per cent for Nsele 1; 77 per cent for Nsele 2)[11] and the 2021-2022 school year (72 per cent for Nsele 1; 82 per cent for Nsele 2) the proposals made in terms of targets for the coming years are as follows:
- 2023: 70 per cent (Nsele 1); 80 per cent (Nsele 2)
- 2024: 80 per cent (Nsele 1); 85 per cent (Nsele 2)
- 2025: 90 per cent (Nsele 1); 90 per cent (Nsele 2)

---

[10] Archives of headteachers
[11] Archives of headteachers

6. Teacher Self-Efficacy at Primary Level (Qualitative Assessment)

This indicator shows teachers' self-efficacy and will be used to assess the improvement in the teacher's belief in his or her capacity to teach. A self-efficacy evaluation questionnaire of 5-point Likert scale developed by the consultant consists of two parts.[12] The first part asks questions such as whether teachers feel that they are competent to teach and whether their teaching method is appropriate, and the second part is about gender-sensitive pedagogy and management of large classes. A sample of 508 teachers out of 937 teachers was surveyed including 253 teachers (127 female) in Nsele 1 and 255 teachers (127 female) in Nsele 2.

Graph 8. Average Teacher self-efficacy scores of 253 teachers in Nsele 1
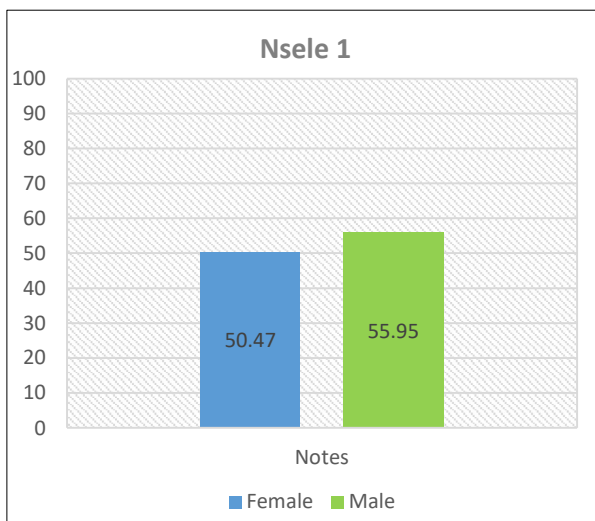
Graph 9. Average Teacher self-efficacy scores of 255 teachers in Nsele 2
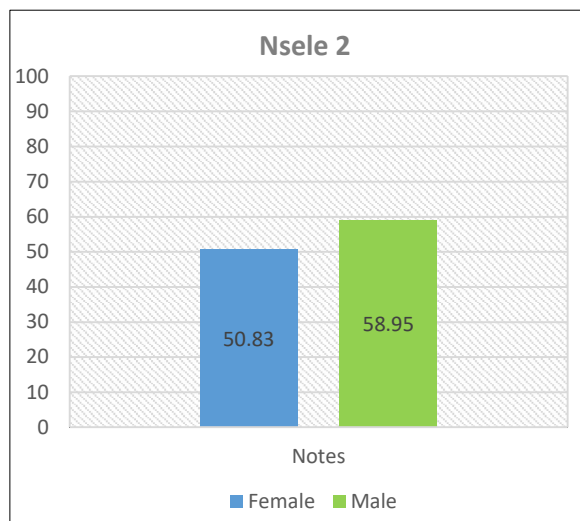
Source: Survey data

According to the survey, the average scores of female teachers are 50.47 in Nsele 1 and 50.83 in Nsele 2 and that of male teachers are 55.95 in Nsele 1 and 58.95 in Nsele 2. That is, both male and female teachers in the two subdivisions scored in the 50s out of 100. These results could be interpreted that respondents actually rated their self-efficacy as neither high nor low, or that they were unwilling to answer certain questions and so put a check on neutral. Therefore, for the end-line survey, it is recommended to ask respondents to note details in the comments section to have a clear understanding of the results.

Calculation method: A Likert scale was used and scores were awarded based on the responses. For example, "Strongly disagree" is worth 1 point, "Disagree" 2 points, "Neither agree nor disagree" 3 points, "Agree" 4 points, "Strongly disagree". 'agree' 5 points, and the total score is 100 points. The higher the score, the higher the teacher's sense of self-efficacy (ability to teach).

Targets: The self-efficacy survey will not be administered on a yearly basis, hence the proposed target for the end-line survey is as follows:
- 2025: Average of 80 (Nsele 1 and Nsele2)

---

[12] Questionnaire form is in the appendix 1.

CONCLUSION

Based on the data collected in 107 out of the 108 schools in the Nsele 1 and Nsele 2 subdivisions, the following results emerge from this baseline survey:

1. When considering ENAFEP pass rates, it is important to make the distinction between pass rates before deliberation and after as the post deliberation rates show an increase of 31 per cent for Nsele 1 and 25.4 per cent for Nsele 2. The average ENAFEP pass rates before deliberation are 66 per cent for Nsele 1 and 71.45 per cent for Nsele 2. It is therefore recommended to consider both, before and after deliberation of ENAFEP results during the end-line survey.

2. The average school attendance rate of students in both educational sub-divisions is above 80 per cent with minor differences between the two sub-divisions. For example, the average school attendance rate for students in Nsele 1 is 85.98 per cent and Nsele 2 is 82.59 per cent.

3. The apparent survival rate to grade 5 is higher for students in Nsele 2 than in Nsele 1. For instance, it is 68.38 per cent for girls and 60.81 per cent for boys in Nsele 1 against 84.66 per cent for girls and 84.47 per cent for boys in Nsele 2.

4. The French pass rates of grade 5 and 6 students are higher in Nsele 2 than in Nsele 1 with girls passing at higher rates than boys in both subdivisions. For instance, 83.73 per cent for girls and 62.62 per cent for boys in Nsele 1 and 87.47 per cent for girls and 76.24 per cent for boys in Nsele 2.

5. The mathematics pass rates of students in the same grade students are higher for girls (above 80 per cent) in both subdivisions compared to boys, 83.28 per cent for girls and 62.10 per cent for boys in Nsele 1, and 87.75 per cent for girls and 77.46 per cent for boys in Nsele 2.

6. The survey results showed that the self-efficacy of the teachers in the two subdivisions was not high at less than 60 marks out of 100 marks. In particular, female teachers' self-efficacy is relatively lower than that of male teachers, that is to say the mark of 50.47 for female teachers in Nsele 1 and 50.83 in Nsele 2 against 55.95 for male teachers in Nsele 1 and 58.95 in Nsele 2. However, it is recommended to remind respondents to complete the section on additional comments to better understand their self-rating.

For more details on school-level data, please refer to the Excel Project Design Matrix (PDM) file.

(Final) PDM_for
Baseline Survey.xlsb

APPENDIX 1. Teacher Self-Efficacy Questionnaire

ENQUÊTE DE BASE
QUESTIONNAIRE D'EVALUATION DE L'AUTO-EFFICACITE DES
ENSEIGNANTS(N'SELE 1 & N'SELE 2)

Sexe du répondant :　☐　Homme　☐　Femme

Classe du répondant : _____

Pour chaque affirmation ci-après, veuillez cocher une seule des 5 cases sur une échelle allant de1 (Pas du tout d'accord) à 5 (Tout à fait d'accord).

Première partie.

N	Question	Pas du tout d'accord	Pas d'accord	Ni d'accord, Ni en désaccord	D'accord	Tout à fait d'accord
		1	2	3	4	5
1	Je crois que je suis outillé pour amener les élèves à mieux comprendre les mathématiques.					
2	Je me sens prêt à enseigner les mathématiques et à répondre à toutes les questions de mathématiques.					
3	Je crois que mes compétences pédagogiques sont suffisantes pour enseigner la lecture et l'écriture aux élèves.					
4	Je me sens capable d'amener tous les élèves à réussir une tâche de lecture ou d'écriture, même lorsqu'elle est difficile.					
5	Je suis capable d'expliquer les droits des enfants aux élèves.					
6	Je me sens capable d'aider les élèves à valoriser l'apprentissage.					
7	Je crois que je suis capable de mettre en œuvre des stratégies d'enseignement Alternatives dans la classe.					
8	Je m'autoévalue des temps en temps afin d'améliorer mes méthodes et les adapter aux élèves présentant le plus de difficultés.					
9	Je crois que les élèves sont satisfaits de mon approche pédagogique.					
10	Je crois que les parents des élèves sont satisfaits de ma méthode d'enseignement.					

Commentaires (si vous avez coché "Pas du tout d'accord" ou "pas d'accord") :

Deuxième partie.

N	Question	Pas du tout d'accord	Pas d'accord	Ni d'accord, Ni en Désaccord	D'accord	Tout à fait d'accord
		1	2	3	4	5
1	Je me sens capable de gérer les problèmes de comportement en classe.					
2	Je me sens capable de remédier efficacement aux problèmes de discipline en classe.					
3	Je me sens capable de motiver tous les élèves qui montrent peu d'intérêts pour les tâches scolaires.					
4	Je crois que je suis capable de calmer un élève perturbateur en classe.					
5	J'ai des compétences de gestion de classe très efficaces.					
6	J'ai tenu le langage respectueux du genre (Pas dévalorisant pour un sexe, pas de sobriquets négatifs, pas de remarques du genre « même les filles travaillent mieux que toi »).					
7	J'organise la classe de façon à faciliterle travail en équipe et la coopération sans distinction de sexe.					
8	Je me sens capable d'apporter un appui psychosocial aux élèves.					
9	Je veille à ce que les enfants provenant d'un milieu social plus défavorisé ne soient pas victime de harcèlement de la part de leurs amis.					
10	Je me sens capable d'amener les élèves à atteindre leur objectif de la leçon, quel que soit leur milieu social.					

Commentaires (si vous avez coché "Pas du tout d'accord" ou "pas d'accord") :

ANNEX 2. Photos

Below are photos of some primary schools (in French, École Primaire (EP)) and students visited during the survey period.

EP NSELE 10

EP MPOMIYO

EP PAST MAYAMBA

EP SIMANIA

EP LUZOLO

EP1 CETA

EP MSGR ISIDORE NYAMUKE

EP HEBRONE

/END/