



## EFFECTS OF GOVERNMENT FINANCIAL MEASURES ON IMPROVING THE QUALITY OF BASIC EDUCATION IN THE DEMOCRATIC REPUBLIC OF CONGO (2010-2020)

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### Abstract:

Education is the true alchemy that can bring a nation its next golden age. It is a dynamic process that begins one child birth. The UNESCO General Conference (1964) recognized that "*illiteracy is a serious obstacle to social and economic development*". Provide quality basic education is fundamental for all types of country transformation in several aspects of its economic activities. The purpose of this study is to analyze the effects of government financial measures on improving the quality of basic education in DR Congo (2010-2020), i.e. to assess the strength of the links between the various state financial policies and to determine how improving the basic education sector can strengthen the macroeconomic framework and guide development choices. Furthermore, the study also attempted to find the correlation between all the resulting components of the respondents' responses and to analyze the inter-correlation between them, in order to determine the effectiveness and significance of the existing relationships between them. Indeed, the economy of the Democratic Republic of Congo, a nation with a vast wealth of natural resources, continues to struggle. The process of structural transformation remains particularly difficult for the country. Mixed methods were used to identify quantitative and qualitative methods for data collection and the office review method was also used to collect data. The data was collected and imported into SPSS for data analysis. Descriptive and deductive statistics (Rho Spearman correlation and binomial regression or binary logistic regression) were compiled to provide answers to research questions/hypotheses established for this study. As a result, the various financial measures taken by the DRC government have made little progress in the national economy. This is the case of the lack of political will in the recovery and sectorial transformation, such as the education sector, of national activities. Statistical results consist of N= 300 subjects or respondents, six independent variables Qr1a, Qr1b, Q2, Q3, Qr3 and Q4 and the variable dependent Q5 (the Congolese government's desire to ensure quality basic education). It is found that the six independent variables have the potential to influence the Government's desire to

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ensure quality education in the DRC and, in turn, strengthen the macroeconomic framework in DR Congo. The findings also showed that all sectors are positive and significantly correlated with each other ( $p < 0.001$ ).

**Keywords:** quality education, basic education, education financing, government financial measures, improvement for the quality of basic education

## 1. Introduction

All children need access to education, but they also need to receive an education of good quality. This is what the right to education is all about.

Education has always been seen as a fundamental value of our societies (Arendt, 1993). It has also long been considered, in many countries, to be exclusively within the authority of the state. But by opening up to the world, the school has also opened up to the influences of global governance (Amaral, 2010). Measures in which well-coordinated basic education can be revisited to improve the quality of productive primary and secondary education in Africa remain to be seen. Thus, the central issue concerning Africa's development remains the improvement of the structures and working arrangements of basic education. The aim, as can be seen, is to identify strategies to design a structural transformation capable of supporting and converting the recent high growth rate into better jobs and improving living standards, through quality education to be promoted.

According to Charlier (2005), *"the intrusion of an international dimension into education policies was not only by the band... All levels of education are worked by international processes that challenge their way of organizing and their principles of operation"* (p. 18). The internationalization and commercialization of education are part of these processes (Morin, 2005).

From a purely academic point of view, the internationalization of education is seen as the establishment of programs that allow students to open up to the world, to acquire international and intercultural knowledge and skills. Another view is that the internationalization of education can be seen as an opportunity to position itself on the international stage, particularly through the opening of universities in foreign countries. However, internationalization activities borrow from the commercial dimension of globalization. It tends to compete with the various components of the education sector: *"Globalization, as a process of integration of markets and trade, as it currently stands, is a trend towards the commercialization of services provided in the world of education, which gives a stronger influence to the consideration of education as a commercial good"* (Morin 2005, p. 1). However, the commercial aspect of education services is often accompanied by a spirit of inter-institutional competition and a dynamic of privatization (Morin, 2007).

Charlot (2003) adds to this view of the facts and confirms this trend. For him, the consequences of globalization in terms of education are *"the emergence and development of a market for educational goods, the increased competition of educational institutions, including in*

*the public network, and, in many places, the growth of private schools, and even more private universities."*

Similarly, Amaral (2010) points to significant signs of erosion in "national sovereignty" in educational management. These signs of erosion are leading to profound changes in the education policy-making process. The state is no longer, so to speak, the only pilot on board; it welcomes in its decision-making process new players who push for reforms and then intervene in their implementation. International organizations are among these new players. They occupy a significant place in the national educational political landscape: *"Particularly, IOs [International Organizations] advanced to prominent positions during the past decades and today play an important part in the "reconstruction" of the education policy arenas"* (Amaral, 2010, p. 60).

In recent years, international comparisons (International Association for the Evaluation of Education Achievement (IEA), Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy (PIRLS), etc.) have increased the influence these organizations have on local decisions (Charlier, 2005).

For Malet (2011): *"International organizations participate, according to their own priorities and rhythms, in streamlining education through the production of frameworks and normative instruments; they weigh heavily on the direction of national education policies, setting criteria and targets for the performance of education systems."*

As for Lessard (1998), he also agrees, explaining: *"Since the Second World War, major international organizations, such as UNESCO and the World Bank, have been producing frameworks for analysis, developing educational policies, implementing them and evaluating education systems, thereby contributing to the development and spread of a vision of education and training that transcends continents, countries, cultures, religions and languages."* These include the theory of human capital, the concept of lifelong learning, the importance of information and communication technologies (ICTs), decentralization policies or the dominance of the competency-based approach; so many avenues widely valued by international organizations and now followed by most governments.

The study by Charlier and Pierrard (2000) perfectly illustrates this phenomenon of standardizing the directions and strategies of the latest educational reforms. The two researchers showed in particular in some African countries, such as Burkina Faso, Mali and Senegal, texts in favour of decentralization of education were adopted almost simultaneously. These statutes contained many identical or similar provisions, and yet their drafters affirmed the singularity of each of them, even going so far as to emphasize the culturally ingrained nature of its orientations.

In 2003, the journal *Education and Societies* devoted a comprehensive dossier to the influence of international organizations on national education policies. From the outset, Charlier (2003) asserts that *"the influence of international organizations on policy education is more obvious than analyzed."* Although this gap has been partially filled by the various contributions on the file and, since then, by other studies that have both confirmed and informed these mechanisms of influence (Lange, 2003; Charlier, 2005;

Loiret, 2007; Lagi, 2008; Maurel, 2010), it is appropriate, in view of the influence of these organizations on national education policies, to take a closer look at their orientations. It is with this in mind that we believe that improving the quality of basic education remains a priority, not only for international educational organizations such as UNESCO, UNICEF, the OECD and the World Bank; but also, for African Governments, especially those in the making.

However, since the end of the Second World War, international organizations have multiplied, they are now very numerous and operate in a wide variety of fields (Côté, 2001). While the number of intergovernmental and non-governmental organizations with a wide interest in education issues is smaller, the list remains long.

According to Schriewer (2004), in the International Encyclopedia of Education, he mentions that the most cited institutions are UNESCO, the OECD and the World Bank, respectively. Amaral (2010) agrees: "*The activities of the European Commission in the so-called Bologna process are one visible example as is the indicators program of the OECD; one could also name the World Bank and not least the UNESCO as the major players in the education policy field*" (p. 60).

Moreover, it is interesting to note that the meeting of the fields of action of these three organizations is of paramount importance to us to cover a wider geopolitical space. The OECD and the European Union focus on developed countries; they focus on the comparative assessment of student achievement and the effectiveness of national systems, through the implementation of indicators. UNESCO and the World Bank produce statistical data on the countries of the South and measure the expansion of education and schooling (EFA) and literacy (right to education) (Malet, 2011).

These organizations do not take the same perspective to deal with the educational issue, nor do they have the same relations with their member states. While UNESCO operates on a humanitarian basis, the World Bank and the OECD prefer individualistic economic reasoning (Laval and Weber, 2002). Moreover, UNESCO does not have any real means of pressure to impose its guidelines. Rather, she enjoys a special aura because of her membership in the United Nations, which is why her speech continues to be influential and her technical support demanded (Maurel, 2010). On the other hand, international financial institutions (the World Bank among others) have, as donors, and unlike UNESCO, concrete means of pressure (loan conditionality or debt relief) to impose their "*conditionalities*" (Laval and Weber, 2002).

The way the OECD operates is still very different. This organization is a kind of forum that brings together the governments of thirty-four countries. She provides a framework for governments to compare their experiences in public policy, seek answers to common problems, identify best practices and coordinate their national and international policies.

In reviewing the various studies conducted on this subject by different authors and by different bodies, it is noted that several theories have mentioned that there is a strongly positive relationship between the quantitative and qualitative aspects of the education system, government financial measures relating to the quality of education, as

well as economic growth (Becker, 1964, Psacharopoulos and Woodhall, 1988, Lucas, 1988; Pritchett, 1999; Krueger - Lindahl, 2001 and Altinok, 2006). The authors also investigated the implications of financial state measures in the development of the quality of basic education, through various internal and external indicators of improvement in the education sector (specifically in primary and secondary schools) in Africa, and particularly in the Democratic Republic of Congo (DR Congo).

It should be noted, however, that the basic education sector is one of the main sectors of national government policy (education, health, infrastructure, social and energy) in the Democratic Republic of Congo. It is fundamental to the economic, social and political transformations of the country. Its primary objective was to educate indigenous peoples to allow them to read and write in the language of administrative authority, as well as religious education. Literature and languages present themselves as a real opportunity to learn not only their own cultures, but also other cultures, ideas and values.

In this context, the development of students' knowledge and skills should ensure their success, not only at school but also after their graduation in real life. Although DR Congo also has an education system, its economy is only growing significantly, due to its low coverage, poor quality of education and inadequate outflow measures. This always places the country among the poorest nations in the world!

A quality education provides the outcomes needed for individuals, communities, and societies to prosper. On the one hand, we can say that basic education refers to the whole range of educational activities taking place in various settings that aim to meet basic learning needs.

According to the International Standard Classification of Education, basic education comprises primary education and lower secondary education.

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction (Bernard, 1999). What does ensure quality mean in the context of basic education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993).

Thus, it is to be believed that a significant improvement in access, equity and quality of education at any scale requires significant progress. While confirming the growing involvement of international organizations in state affairs, the issue of improving the quality of education thus becomes the new workhorse of governments and the international community (Papadopoulos, 1994). It will officially become so at the World Education Forum in Dakar, following the global steps taken in support of basic education and formulated by UNESCO (2000).

In the light of the various facts stated above, the main purpose of this study is to find out what the Congolese state is doing for primary and secondary schools; and how what the Government is doing as action has more or less an impact on improving the quality of basic education, with a view to achieving stability, sustainable development, adequate income and desired reforms using internal and external indicators aimed at the quality of Congolese basic education. It will be no more here is a question of improving the quality of education in all its aspects in the interests of excellence in order to achieve for all recognized and quantifiable learning outcomes, including reading, writing and numeracy and the skills essential in everyday life (See paragraph 2 of the Constitution of the Democratic Republic of Congo economic, social and cultural rights).

By renewing a particular interest in good governance and the good design of government financial measures for basic education in DR Congo, we believe that the crucial role of the Congolese state in the smooth running of its policies that could boost the education sector for the next five to ten years, if not more, should be overlooked, to come.

More appropriate policy measures must be taken by the government for the revival of the industrial sector. This requires, on the one hand, a questioning of the current educational policy in order to detect the strong points, the weak points as well as the prospects of its performance. On the other hand, a thorough examination of the mechanisms for implementing and reforming basic education policy is important in order to discover institutional flaws and propose solutions for their restructuring. It will be question of defining how the country can identify strategies to engineer structural transformation capable of sustaining and converting the recent high growth rate into better jobs and improvement the standard of living.

The paper aims at analyzing the contribution of government financial measures on improving quality of basic education in the DRC economic development. To achieve this purpose, this study would like to answer the following main research questions:

- 1) What are the effects of government financial measures on improving basic education in DR Congo (2010-2020)? What are the Fundamental Indicators targeted by the Government for the quality of basic education?
- 2) Are the financial measures taken by the Congolese state effective enough to improve the quality of basic education in DR Congo?
- 3) What should the Congolese authorities do to correct the various gaps in basic education during the under-observation period and what should they advocate to improve its financial intervention in the next 5 years?

### **1.1 Overview of the current status of basic education in the Democratic Republic of Congo**

In order to better understand the context of the current reform of the Congolese education system, it is necessary to recall that the Democratic Republic of Congo has been engaged in this vast process of curricular reform for several years now.

While today, the new Framework Law 14/004 of 11 February 2014, organizing and functioning education, introduces basic education that articulates primary education and the two years of general secondary education in a continuum of 8 years, several actions were taken much earlier with a view to implementing an expanded Basic Education in the Democratic Republic of Congo. From the first regional and sub-regional meetings on the principles of expanded Basic Education and UNESCO's BEAP program, the Democratic Republic of Congo is present and openly expressing its interest in this program.

This section recalls the commitments of the Democratic Republic of Congo in relation to an extension of its Basic Education and summarizes the initiatives and early work that under the basis of Framework Law 14/004 and the reform underway today.

### 1.1.1. Inventory of education system in the Democratic Republic of Congo

#### 1.1.1.1. Pre-primary education

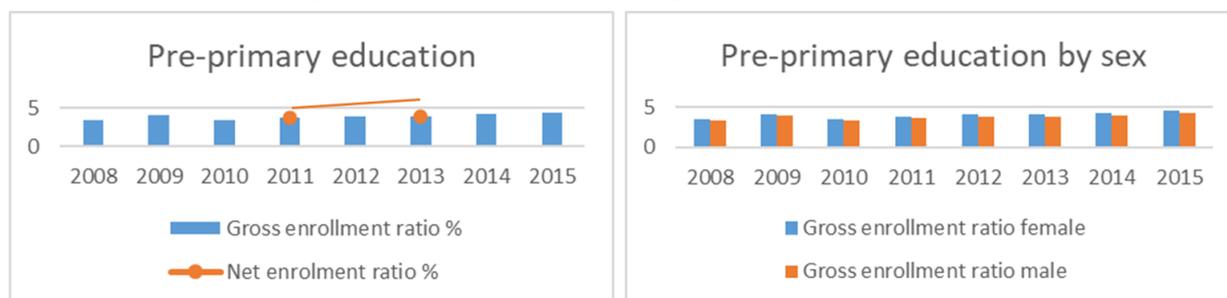
It consists of developing early childhood: basic psychomotor and learning skills, using the local linguistic medium. Despite low participation, pre-primary education is an important part of the sector plan to increase enrolment, improve timely entry and increase the availability of children to participate fully in primary school.

**Table 1.1: Gross Enrolment in Pre-Primary Education**

Pre-primary education	2008	2009	2010	2011	2012	2013	2014	2015
<b>Gross enrollment ratio %</b>								
TOTAL	3.37	4.02	3.41	3.69	3.98	3.96	4.18	4.45
Female	3.47	4.15	3.53	3.8	4.11	4.11	4.33	4.6
Male	3.28	3.89	3.3	3.58	3.85	3.81	4.03	4.29
<b>Net enrolment ratio %</b>								
TOTAL	...	...	...	3.69	...	3.96	...	...
Female	...	...	...	3.8	...	4.11	...	...
Male	...	...	...	3.58	...	3.81	...	...

Source: Data from UNESCO Report, 2018.

**Figure 1: Gross enrollment in pre-primary education**



Source: Data from UNESCO Report, 2018.

#### 1.1.1.2. Primary education

It provides children with basic literacy and numeracy (mathematics) skills as well as a basic understanding of topics such as history, geography, natural sciences, social

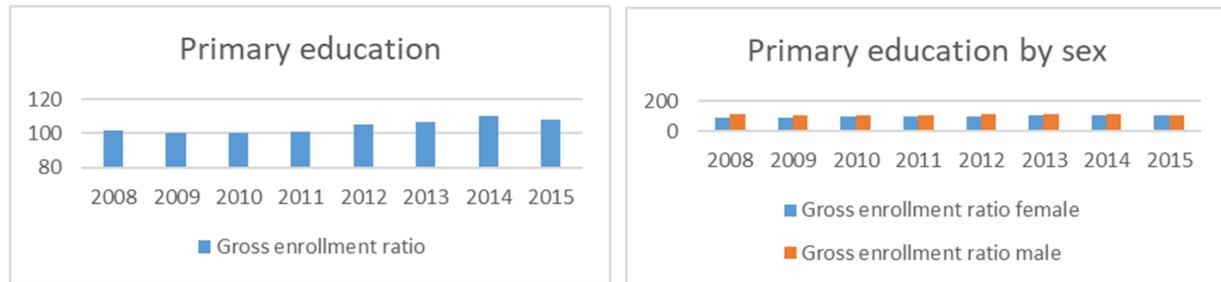
sciences, art and music, etc. For example, in the DRC, schooling officially begins with the primary school cycle.

**Table 1.2:** Gross Enrolment in Primary Education

Primary education	2008	2009	2010	2011	2012	2013	2014	2015
<b>Gross enrollment ratio %</b>								
TOTAL	101.51	100.55	100.06	101.23	105.56	106.62	110.24	108.04
Female	92.7	92.84	93.1	94.18	98.91	101.35	104.96	107.64
Male	110.23	108.19	106.96	108.2	112.12	111.83	115.46	108.44
<b>Net enrolment ratio %</b>								
TOTAL	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Male	...	...	...	...	...	...	...	...

Source: Data from UNESCO Report, 2018

**Figure 2:** Gross enrolment in primary education



Source: Data from UNESCO Report, 2018.

### 1.1.1.3. Secondary education

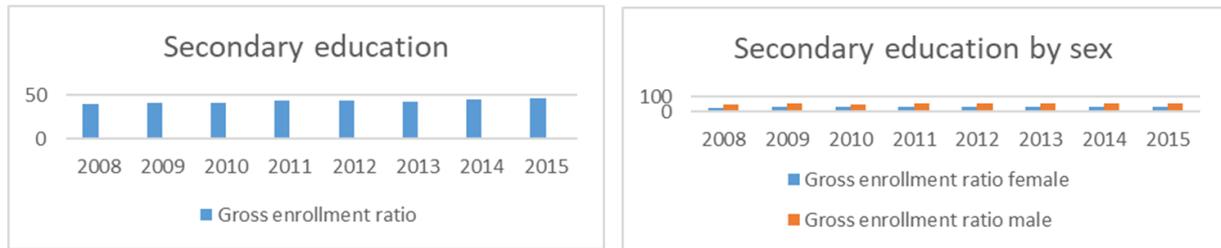
It complements the provision of basic education that began at primary level and aims to lay the foundation for lifelong learning and human development by offering more subject or skills-based teaching using more specialized teachers.

**Table 1.3:** Gross Enrollment in Secondary Education

Secondary education	2008	2009	2010	2011	2012	2013	2014	2015
<b>Gross enrollment ratio %</b>								
TOTAL	39.47	41.53	41.24	43.35	43.25	42.93	45.53	46.19
Female	28.18	29.85	30.15	32.06	32.14	32.84	34.88	36
Male	50.66	53.11	52.23	54.54	54.28	52.95	56.09	56.3
<b>Net enrolment ratio %</b>								
TOTAL	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Male	...	...	...	...	...	...	...	...

Source: Data from UNESCO Report, 2018.

**Figure 3: Gross enrollment in secondary education**



Source: Data from UNESCO Report, 2018.

#### 1.1.1.4. Higher Education/Higher Education

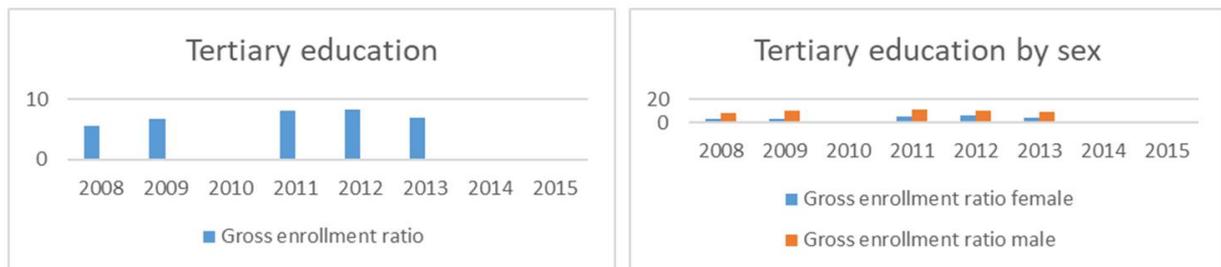
Whether or not an advanced research qualification, normally requires, as a minimum condition of admission, the successful completion of secondary education at the secondary level.

**Table 1.4: Gross Enrolment in Higher Education**

Tertiary education	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Gross enrollment ratio %</b>										
TOTAL	5.69	6.75	...	8.14	8.27	6.94	...	...	6.61	...
Female	2.98	3.19	...	5.03	5.88	4.34	...	...	4.73	...
Male	8.39	10.28	...	11.25	10.65	9.53	...	...	8.47	...

Source: Data from UNESCO Report, 2018.

**Figure 4: Gross enrolment in higher education**



Source: Data from UNESCO Report, 2018.

#### 1.1.1.5. Informal sector

This sector is an important component of both gross domestic product and employment in most developing countries, and in particular in the DRC it accounts for 80% of the overall labor force. But women's development still requires improvement in all countries because of its higher costs to women and its traditional understanding of the role of women in society, due to:

##### (i) In the social sectors

Women are represented by the role of the main providers of benevolent labor, cheap labor, unpaid work at home, symbolic penalties, lack of recognition of their multiple qualities and difficulties, appropriation of their contributions with little or no

remuneration, but also significant disadvantages in their limited access to landed property, education, technology and credit, etc.

Women are unable to move forward because they give up their wages as a means of supporting their families: women from poor families feel compelled to help with their household finances and often choose to work as a means of survival.

Girls need to learn about their mother's domestic responsibilities and other roles: Women marry at an early age to pay off their debt

**(ii) In the education and employment sectors**

Women are treated as subordinates to men in the transcended family unit in other institutions of society: women are considered "short-term members of the family": parents have wasted no time in getting them into school.

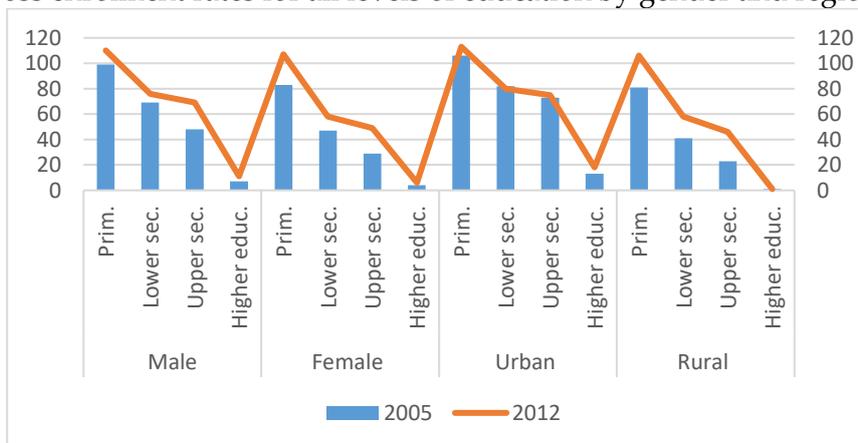
Women who wanted to be independent and earn their own wages are subjected to unwanted sexual advances, violence, abuse, etc.

Thus, for many girls, an additional disadvantage based on disability, location, race, ethnicity or migration status exacerbates the challenges of building a fulfilling future. Sustainable change for girls and progress towards the MDGs will require investment from governments, donors and development organizations, but it also requires the commitment of communities, social networks, families and girls themselves. This includes prioritizing infrastructure, goods and services that address girls' vulnerabilities and remove barriers to their empowerment.

**1.1.1.6. Gender and Education in Urban and Rural Areas**

Since 2005, the DRC's education sector has shown a steady improvement in most of its national indicators of educational achievement. Access to education as measured by Gross Enrolment Ratios (GER) has increased at all levels of education, the figures below clearly represent:

**Figure 5:** Gross enrolment rates for all levels of education by gender and region (2005-2012)



**Source:** MEPS-INC. (2014). « Rapport d'état du système éducatif — République Démocratique du Congo (RESEN RDC) ». (Published by UNESCO—IIPE Pôle de Dakar). Retrieved from:

[https://www.iipepoledakar.org/sites/default/files/fields/publication\\_files/resen\\_rdc\\_-\\_novembre\\_2014\\_0.pdf](https://www.iipepoledakar.org/sites/default/files/fields/publication_files/resen_rdc_-_novembre_2014_0.pdf)

**Table 1.5:** Gross enrolment rates for all levels of education by gender and region (2005-2012)

Indices Years	Male				Female				Urban				Rural			
	Prim.	Lower sec.	Upper sec.	Higher educ.	Prim.	Lower sec.	Upper sec.	Higher educ.	Prim.	Lower sec.	Upper sec.	Higher educ.	Prim.	Lower sec.	Upper sec.	Higher educ.
2005	99	69	48	7	83	47	29	4	106	82	73	13	81	41	23	1
2012	110	76	69	11	107	58	49	6	113	80	75	18	106	58	46	1

**Source:** MEPS-INC. (2014). « Rapport d'état du système éducatif – République Démocratique du Congo (RESEN RDC) ». (Published by UNESCO–IIEP Pôle de Dakar). Retrieved from: [https://www.iipepoledakar.org/sites/default/files/fields/publication\\_files/resen\\_rdc\\_-\\_novembre\\_2014\\_0.pdf](https://www.iipepoledakar.org/sites/default/files/fields/publication_files/resen_rdc_-_novembre_2014_0.pdf)

### 1.1.2. Official presence of the Democratic Republic of Congo in the debates on expanded Basic Education

The Democratic Republic of Congo is present at the regional workshop organized by UNESCO, from 25 to 27 September in Kigali on the general theme "What Basic Education for Africa?" 15 countries, including DR. Congo, are present. A commitment is made to direct efforts towards expanded Basic Education.

The Democratic Republic of Congo is present at THE sub-regional seminar on Basic Education in Africa organized by UNESCO in Ouagadougou from 1 to 3 March 2010 and shows its interest in engaging in a reform of its basic education.

The Democratic Republic of Congo is present at the Assises on curricular reforms organized by CONFEMEN from 5 to 9 July 2010 in Brazzaville, and in the presence of several Ministers of Education, the Democratic Republic of Congo confirms its commitment to curricular reform with a view to extending its Basic Education. As soon as the meeting returned, Minister Maker Mwangu launched the preparatory process for the implementation of an extension of Basic Education with DIPROMAD, requesting the expertise of UNESCO's national office in Kinshasa and consultant Philippe Jonnaert. A number of works has been done, for example:

- The definition of a roadmap for curricular reform in the Democratic Republic of Congo;
- The development of a first version of a Curricular Guidance Framework (COC) document for primary, secondary and vocational education.
- A strategic plan for curricular reform. Adapting the national primary education curriculum.
- A first draft of the revised Framework Act including the extension of basic education.

In addition, the Ministry of Primary, Secondary and Professional Education (MEPSP) has developed a sub-sectoral strategy for its development, adopted in March 2010. An Interim Education Plan (IEP) is then developed to operationalize the subsector strategy over two three- and two-year periods (2012-2014/2015-2016). An evaluation of this action plan took place in Zongo in 2015, the results of this evaluation are positive.

The IEP targets a range of options for the development of the Congolese education system, for example:

- Prioritize primary education and vocational training.
- Reorganize teaching cycles as well as evaluation and review systems.
- Update program content.
- Optimize teaching practices.
- To set up a diversified technical and vocational education, accessible at different levels of general education output.
- Support community-based school creation and management initiatives. Promote a multi-sector, systemic and dynamic approach to education.
- Integrating the actions of the various sub-sectors and players in the system as part of a coherent vision for training development at all levels of the system.

This long-term work, of which only certain components are described in these lines, culminated in 2014 with the enactment of Framework Law No. 14/004 of 11 February 2014, which organized and operated national education in the Democratic Republic of Congo. Among other major innovations, such as the obligation and free schooling during Basic Education, this new Framework Act introduces an expanded Basic Education articulating primary education and the two years of general secondary education in a continuum of 8 years of basic education.

### **1.1.3. Challenges**

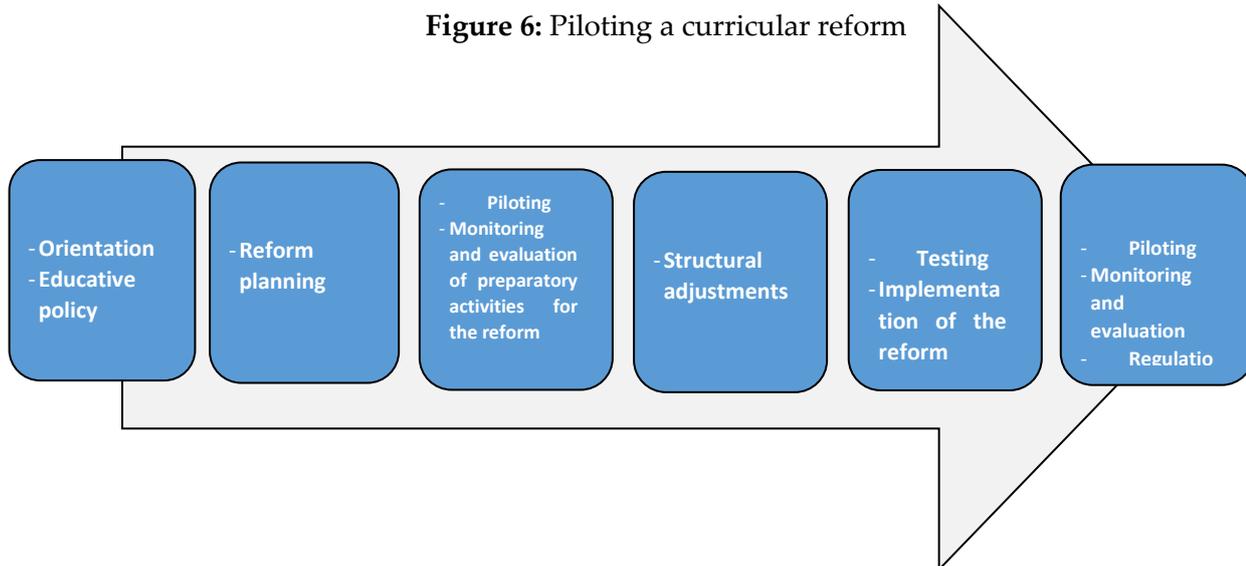
The introduction of Basic Education, which includes primary and general secondary education, generates a number of challenges that MEPST now faces:

- Develop a holistic, integrated and comprehensive curricular reform, geared towards continuity of learning, outcomes and evaluation.
- Define, in a curricular policy framework document, the aims and objectives of an eight-year basic education, which includes primary education and the two years of general secondary education.
- Identify all the impacts of expanded basic education on the different parameters of the Congolese education system.
- Define the new directions for the two years of general secondary school, which is now the final cycle of Basic Education.
- Specify the terms and conditions of the choices that students who have completed Basic Education will be able to make: either enter the labor market or continue their education.

- Identify the skills and knowledge that will be the common foundation of Basic Education so that students completing their Basic Education are sufficiently prepared to enter the labor market or continue their education.
- Reorganize all areas of learning from the core cycle of Basic Education, the curriculum and educational programs.
- Seek consistency at all levels, ensuring unruptured education and learning from Basic Education to each of the post-Basic Education training offerings.
- Ensure that the content of educational programs is matched with the societal expectations of communities for the education and training of their children.
- Adopt pedagogical and didactic approaches that allow students to build knowledge and develop skills that make sense to them.
- Adopt a policy of evaluation of learning outcomes specifying the purposes, modalities, tools, evaluation times without any break between primary education and the final cycle of Basic Education, but also with all offers of post-basic education training.
- Train all teachers for an expanded Basic Education, its aims, its teaching and pedagogical approaches and its evaluation methods, both in continuing education and in initial training.
- Define how the reform will be implemented as well as its monitoring and evaluation.
- Define how to regulate the reformed education system.
- Prepare the inspection body for teacher follow-up in a Basic Education context extended to eight years in the same continuum.
- Communicate and inform all education partners of the different parameters of the reform and their implications at all levels of the Congolese education system.
- Ensure consistency between Basic Education and all post-Basic Education offerings.

All of these challenges illustrate the complexity of the reform undertaken in the Democratic Republic of Congo. These challenges also reveal the axes of the vast structural adjustment program of the education system that the various ministries in charge of education face today. Strict and informed management of this reform is, of course, essential. Failing that, there is a great risk that the usual silos and fragmentations will take their place and freeze the education system in a scouring immobility. These different challenges are prioritized and translated into tasks and outputs in the roadmap that closes this document.

**Figure 6:** Piloting a curricular reform



Source: Author's creation, 2021.

#### 1.1.4. Education Project for Quality and Relevance of Teaching at Secondary and Higher Levels (PEQPESU)

Today, the Democratic Republic of Congo is at a crucial stage in the operationalization of its Basic Education. Many entries in the process of curricular reform are possible. In the Democratic Republic of Congo, the Ministries in charge of education have chosen to start with the two years of general secondary education, which has become the 7th and 8th years of Basic Education, or the two years of the Basic Education Terminal Cycle (CTEB).

Learning science and mathematics at the end cycle of Basic Education and the Scientific Humanities is the gateway to the problem of the establishment of basic education in the Democratic Republic of Congo. To do this, the Government of the Democratic Republic of Congo has obtained the resources from the World Bank to finance the Education for Quality and Relevance of Teaching at the Secondary and University levels (PEQPESU).

This project initially covers three sub-sectorial ministries:

- The Ministry of Primary, Secondary and Professional Education (MEPSP).
- The Ministry of Higher and University Education (MESU).
- The Ministry of Technical and Professional Education (METP).

The project aims to support the Government in improving the quality of secondary and university (higher) education, with a particular focus on strengthening the teaching and learning of Mathematics and Science at the general secondary level for the Ministry of Primary, Secondary and Professional Education (MEPSP). The project also aims to strengthen the Higher Educational Institutes (ISPs).

This project has three components:

Component 1: Improving the quality of mathematics and science teaching and learning at the general, scientific and higher secondary level

The development of a secondary policy framework and the strengthening of educational mathematics and science programs, as well as the improvement of the infrastructure and equipment environment by creating and renovating science labs in selected secondary schools.

- Strengthening and modernizing math and science education programs at the PSI levels for the initial and continuing training of secondary school teachers by:
- Improving the capacity of future math and science teachers.
- The redesign and dissemination of school curricula across the country,
- Improving the skills of math and science teachers.

Component 2: Improving the relevance of technical and vocational education at the secondary, higher and university levels in priority sectors of the national economy.

Component 3: Project coordination, monitoring and evaluation.

### **1.2 Administrative Organization of Basic Education currently in DR Congo**

The current revised education system in the Democratic Republic of Congo is managed by four ministries called "Ministries in charge of Education": the Ministry of Primary, Secondary and Technical Education (MEPST), Ministry of Social Affairs (MAS/ENF), Ministry of Higher and University Education (ESU) and the Ministry of Professional Training, Arts and Crafts (FPAM). So in the DRC, we are not talking about the Ministry of Education, rather "Ministries in charge of education" which are considered sub-sectors of Education, we quote:

- 1) EPST: Ministry of Primary, Secondary and Professional Education. It concerns formal education and organizes three types of education: Maternal, Primary and Secondary.
- 2) ESU: Ministry of Higher Education and University. It organizes three types of teaching that include: Universities and Institutes (IFAs), ISPs and STIs
- 3) ENF/MAS: Ministry of Social Affairs. He is responsible for non-formal education: literacy, School Catch-up and the Vocational Training Centre
- 4) FPAM/ETP: Ministry of Vocational Training, Arts and Crafts.

### **1.3 EPST Education or Basic Education Structure**

The structure of basic education is divided into three levels of education: Maternal, Primary and Secondary.

- The maternal or pre-primary or pre-primary level is organized in a three-year cycle. It is not mandatory and is mostly organized largely by private. It welcomes children between the ages of 3 and 5.
- The primary level is organized in a 6-year cycle in three degrees: elementary, medium and terminal. Children who have reached the age of six are admitted in the first year of primary school.
- The secondary level consists of 4 cycles:
  - a) the Arts and Crafts cycle lasting 1 to 3 years;
  - b) the 4- to 5-year professional cycle;

c) the 6-year long cycle (humanities) that opens the door to higher education and university.

**Note:** The Arts and Crafts Cycle organizes several options mainly professional.

The long cycle in which the humanities organize three types of teaching, in this case:

- The General Education where the first two years of secondary school are organized as well as the scientific and literary sections;
- Normal Education and Physical Education;
- Technical education where the industrial, commercial, agricultural, veterinary and social sections are organized.

Note that the current structure of the education system is also based on the three priority strategies of Education and Training in the DRC: Access, Equity, Quality and Governance. It takes into account the following 9 programs:

- Maternal education (Pre-primary or pre-primary): nursery, class 0, maternal (under 5 years)
- Primary education (Age 6-11)
- Non-formal education (literacy, school catch-up and vocational learning) (non-formal)
- 1st Secondary School Education (Orientation Cycle and/or Grade 7 and 8) (12 to 13 years)
- Secondary School Education (14-17 years)
- Technical and vocational education (14 to 17 and/or 12 to 17 years)
- Higher education (18 years and over)
- Management, which concerns decisions on enforcement, confronted with the reality of "Administration-Government-Resource Economy (needs)"

Example: allocation of resources, construction

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**Table 1.6:** Distribution of Streams/Options by Type of Education by Codes and Cycles

N°	Code Exetat	Type Of Training	Channels/Options	Cycles	Professional, Arts and Crafts	
1	1.01	General	Philosophical Latin	General Secondary	1	Adjustment
2	1.02		Physics Mathematics		2	Hotel help
3	1.03		Chemistry Biology		3	Rural animation
4	1.04		Latin Greek		4	Winding
5	1.05		Latin Mathematics		5	Tile
6	2.01	Normal	General education	Normal Secondary	6	Ceramic
7	2.02		Physical education		7	Carpentry
8	2.03		Normal		8	Boiler
9	3.01	Technique and/or Professional	Commercial and administrative	Technique	9	Forming
10	3.02		Secretariat	<b>Tech. &amp; &amp; Professional</b>	10	Hairstyle
11	3.03		Commercial IT	Technique	11	Accounting
12	3.04		Computer Secretariat	<b>Tech. &amp; &amp; Professional</b>	12	Making
13	4.01		Social	Technique	13	Shoemaking
14	5.01		Arts	<b>Tech. &amp; &amp; Professional</b>	14	Interior decoration
15	5.02		Dramatic Arts	<b>Tech. &amp; &amp; Professional</b>	15	Auto electricity
16	5.03		Music	Technique	16	Building electricity
17	6.01		Cut and Couture	<b>Tech. &amp; &amp; Professional</b>	17	Public Works Machinery
18	7.01		Hostess	<b>Tech. &amp; &amp; Professional</b>	18	Family housewife
19	7.02		Hotels and Restaurants	<b>Tech. &amp; &amp; Professional</b>	19	Scrap and reinforced concrete
20	7.03		Accommodation	<b>Tech. &amp; &amp; Professional</b>	20	Forge
21	8.01		General Agriculture	Technique	21	Industrial and household cold
22	8.02		Horticulture	<b>Tech. &amp; &amp; Professional</b>	22	Cold house
23	8.03		Veterinary	<b>Tech. &amp; &amp; Professional</b>	23	Horticulture
24	8.04		Food industry	<b>Tech. &amp; &amp; Professional</b>	24	Masonry
25	8.05		Nutrition	<b>Tech. &amp; &amp; Professional</b>	25	Diesel auto mechanics
26	8.06		Forestry	<b>Tech. &amp; &amp; Professional</b>	26	Maintenance mechanics
27	8.07		Sins	<b>Tech. &amp; &amp; Professional</b>	27	Mechanical shooting
28	8.08		Agricultural economy	<b>Tech. &amp; &amp; Professional</b>	28	Mechanography
29	8.09		Agroforestry	<b>Tech. &amp; &amp; Professional</b>	29	Metallurgy
30	8.10		Agricultural mechanics	<b>Tech. &amp; &amp; Professional</b>	30	Painting
31	9.01		General Mechanics	<b>Tech. &amp; &amp; Professional</b>	31	Glass painting
32	9.02		Mechanical Machine Tools	<b>Tech. &amp; &amp; Professional</b>	32	Fish farming

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33	9.03		Electricity	Technique	33	Plumbing
34	9.04		Construction	Technique	34	Bridges and shoes
35	9.05		Industrial Chemistry	Technique	35	Ready to wear
36	9.06		Industrial electronics	Technique	36	Sculpture
37	9.07		Printing	<b>Tech. &amp; &amp; Professional</b>	37	Family social
38	9.08		Switching	<b>Tech. &amp; &amp; Professional</b>	38	Welding
39	9.09		Radio Transmission	<b>Tech. &amp; &amp; Professional</b>	39	Stinotyping
40	9.10		Meteorology	<b>Tech. &amp; &amp; Professional</b>	40	Weather technique
41	9.11		Civil Aviation	<b>Tech. &amp; &amp; Professional</b>	41	Textile
42	9.12		Mechanical Drawing	<b>Tech. &amp; &amp; Professional</b>	42	Public Works Machinery
43	9.13		Hydropneumatic	<b>Tech. &amp; &amp; Professional</b>	43	Boiler
44	9.14		Petrochemical	<b>Tech. &amp; &amp; Professional</b>	44	Sculpture
45	9.15		Automotive Mechanics	<b>Tech. &amp; &amp; Professional</b>	45	Ceramic
46	9.16		Metallic construction	<b>Tech. &amp; &amp; Professional</b>	46	Making
47	9.17		Carpentry	<b>Tech. &amp; &amp; Professional</b>	47	Shoemaking
48	9.18		Mines and Geology	<b>Tech. &amp; &amp; Professional</b>	48	Plumbing

**Note:** Kindergarten and preschool education options are new options of the type of normal education, and informatics management options, informatics commercial and informatics secretariat, tourism, fishing and navigation are those of the technical -professional type.

This table shows the distribution of Streams/Options by Type of Education by Codes and Cycles (Annex 1).

**Table 1.7: Purely Professional and Arts and Crafts**

Public Works Machinery	Welding	Masonry	Family social	Textile	Carpentry
Forge	Textile	Carpentry	Painting	Fish farming	Forming
Agricultural mechanics	Sheet metal	Rural animation	Interior decoration	Agricultural economy	Scrap and reinforced concrete
Mechanical shooting	Winding	Plumbing	Glass painting	Agroforestry	Sale, display and cash register
Diesel auto mechanics	Cold house	Bridges and pavements	Sculpture	Horticulture	Hotel help/Ready to wear
Maintenance mechanics	Tile	Office work	Ceramic	Food industry	Making
Mechanography	Metallurgy	Artisanal fishing	Ready to wear	Weather technique	Shoemaking

**Source:** Annuaire Statistique EPST/DIGE 2010-2020. Direction de l'Information pour la Gestion de l'Education (DIGE) en charge de la production des données statistiques, calculs des indicateurs pour la Gestion et le Pilotage du Système Educatif en RDC/EPST. Kinshasa, RDC.



a marked change from previous decades, when education was a high priority in government spending.

Nevertheless, although the total amount of private funding has far exceeded that of public funding, it is nevertheless useful to analyze the State's educational expenditure, since increasing education to improve the quality of education is a key action recommended by one of the Millennium Development Goals [MDGs], which is to improve in all its aspects the quality of education and guarantee its excellence in order to obtain the necessary skills in life.

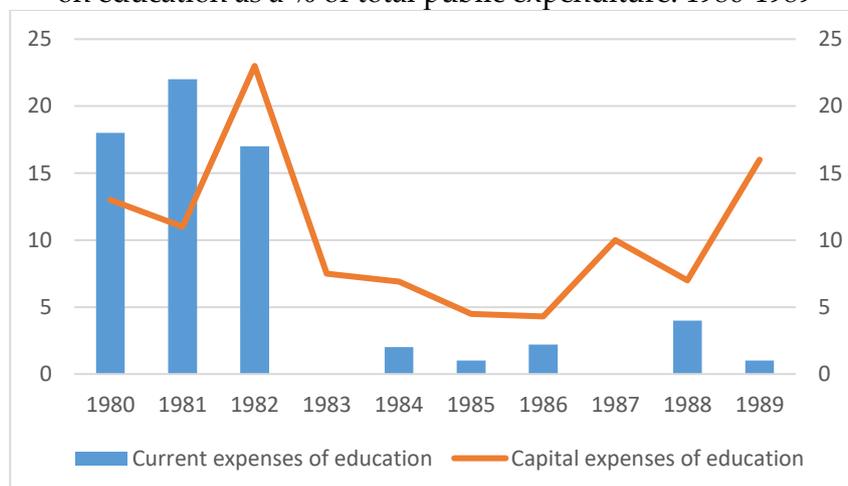
**Table 1.8 (part 1):** Changes in current and capital spending on education as a % of total public expenditure: 1980-1989

Indices / Years	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Current expenses of education	18	22	17	0	2	1	2,2	0	4	1
Capital expenses of education	13	11	23	7,5	6,9	4,5	4,3	10	7	16

**Source:** BCC Report, 1990. Par l'auteur sur base des données de la BCC et du Ministère des Finances.

It is clear from this figure that public expenditure on education capital has not played a prominent role in the state budget. During the period 1980-1989, these expenditures were carried out on average 0.14% of GDP and failed to reach 1% of public expenditure. Its highest level was 0.73% of public spending in 1982.

**Figure 8 (part 1):** Changes in current and capital spending on education as a % of total public expenditure: 1980-1989



**Source:** BCC Report, 1990. Par l'auteur sur base des données de la BCC et du Ministère des Finances

It should also be noted that the discipline imposed by the implementation of the first-generation structural adjustment program (PAS) in 1980, with the promotion of restrictive fiscal and monetary policies (the austerity policy) has certainly helped to clean up public finances, but at the cost of a reduction in public expenditure on capital in general and particularly in education.

Indeed, public investment contracted successively in 1983, 1984 and 1985; 834 million, 759 million and 682 million Zaire -BCC, 1986) respectively.

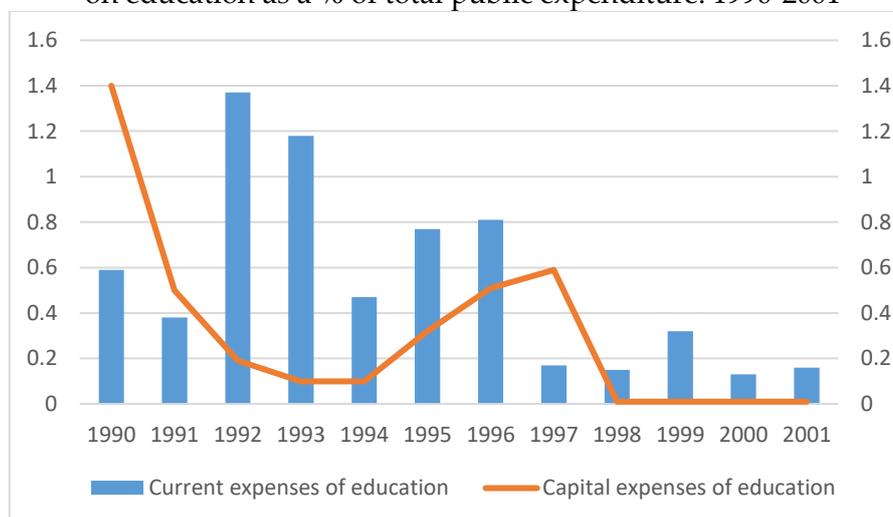
This has also led to a decline in public expenditure on education capital, to 0.09% of public expenditure in 1986 (see figure above).

**Table 1.8 (part 2):** Changes in current and capital spending on education as a % of total public expenditure: 1990-2001

Indices / Years	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Current expenses of education	0,59	0,38	1,37	1,18	0,47	0,77	0,81	0,17	0,15	0,32	0,13	0,16
Capital expenses of education	1,4	0,5	0,19	0,1	0,1	0,32	0,51	0,59	0,01	0,01	0,01	0,01

**Source:** BCC Report, 2000. Par l'auteur sur base des données de la BCC et du Ministère des Finances.

**Figure 8 (part 2):** Changes in current and capital spending on education as a % of total public expenditure: 1990-2001



**Source:** BCC Report, 2000. Par l'auteur sur base des données de la BCC et du Ministère des Finances

The situation probably does not seem to change, i.e., public expenditure on education capital still does not exceed 1% of public expenditure during the period under analysis; and they were carried out on average 0.03% of GDP.

The significant events of this period: the social unrest (1990), the looting (1991 and 1993) and the wars (1996 and 1998), thus constituted a brake on the accumulation of physical capital on the one hand, and the accumulation of humans on the other; given that it is the private sectors who regularly finance education in the DRC and thus guarantee the survival of the Congolese education system.

There has been a sharp drop in public spending on education capital since 1990, and education has represented 0% of public spending for 1994, 1998, 1999, 2000 and 2001, respectively.

In 1998, capital expenditure represented 1% of total expenditure compared to a forecast of 13.5%. There was also a crisis in public finances and a fall in government revenues during this period, and the large share of expenditure was for the purchase of military equipment and the operation of ministries, to the detriment of capital

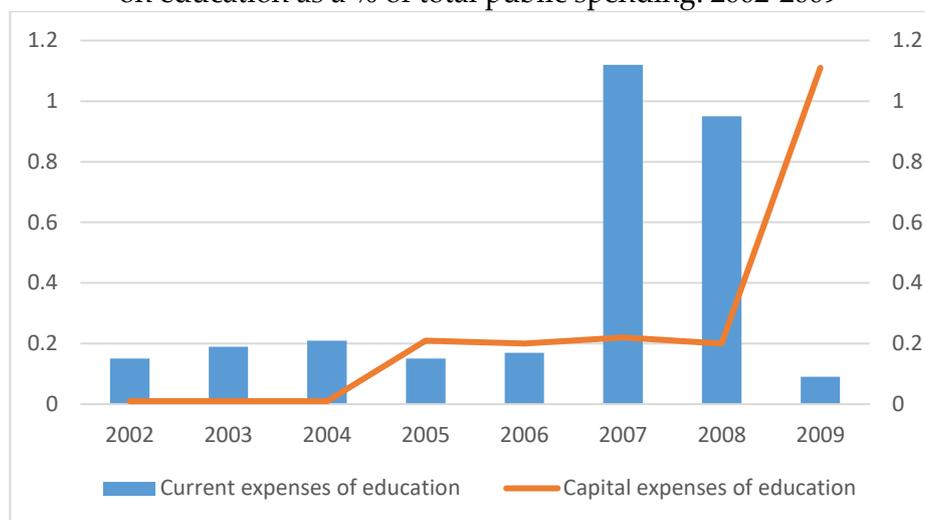
expenditure. Current spending on education remained below 2% of total public expenditure.

**Table 1.8 (part 3):** Changes in current and capital spending on education as a % of total public expenditure: 2002-2009

Indices Years	2002	2003	2004	2005	2006	2007	2008	2009
Current expenses of education	0,15	0,19	0,21	0,15	0,17	1,12	0,95	0,09
Capital expenses of education	0,01	0,01	0,01	0,21	0,2	0,22	0,2	1,11

**Source:** BCC Report, 2010. Par l'auteur sur base des données de la BCC et du Ministère des Finances.

**Figure 8 (part 3):** Changes in current and capital spending on education as a % of total public spending: 2002-2009



**Source:** BCC Report, 2010. Par l'auteur sur base des données de la BCC et du Ministère des Finances

Despite the resumption of positive growth rates that began in 2002, the share of public spending on education in the State budget remains marginal during the period 2002-2009. The average capital expenditure of education as a % of public expenditure is 0.19%.

Fluctuations between 2005 and 2008 were observed: 0.17%, 0.15%, 0.19% and 0.16% respectively. In 2009, these expenditures reached a record high of 0.86% of public expenditure over the entire period under review. However, this level is not at all significant to stimulate a strong accumulation of human capital and trigger self-sustaining, stable and sustainable economic growth.

Public investment in 2009 accounted for 5.3% of GDP and 23.3% of total expenditure, an increase of 10.8% from its 2008 level of 12.5% of total expenditure; and current expenditure accounted for 76.7% of public expenditure. It should be noted at this stage that the current and capital expenditure of education under analysis is those relating to the implementation of the State budget and not those relating to budgetary forecasts. In addition, these expenditures relate to all levels of education in the DRC: Primary, Secondary and Higher.

### 1.4.1 EPSP Funding

Funding for the EPSP subsector comes from three main sources: the state, households (school fees) and Technical and Financial Partners (TFP). Since 2006, an analysis of the funding of the education system under the RESEN has shown a dramatic decline in public funding for the sector. While it accounted for 24% of public spending in 1980, it fell to 7% in 2002 and even worsened in 2008, mainly due to the international financial crisis, to only 4% of public spending in 2009.

Despite the increase in government revenues over the period, public spending on the PSSP has continued to decline, both as a percentage of revenues, GDP and total expenditure. As a result, school infrastructures have been dilapidated and educational facilities and materials are inadequate, as has been pointed out earlier. Added to this deplorable situation is the transfer of the burden from the state to households, with the consequent drop in the level of schooling. Many children are unable to access education because of the amount of school fees. Analysis of these expenditures by level reveals that primary education absorbs a large proportion of the total expenditure allocated to the EPS subsector.

On the other hand, this share was more than 63.8%, while the cumulative share of secondary and pre-primary education was only 36.2%. This trend is likely not to reflect explicit government priorities so much as the fact that almost all current spending is now spent on compensation (90%) and that the increase in the number of teachers was greater in primary school than in secondary schools. As for capital expenditure, it accounted for only 10% of the total, in a context where reception infrastructure is inadequate and dilapidated.

Despite recent efforts to improve budget allocation, the DRC's education sector is underfunded compared to most other countries in the region, with only 10.76 percent of the public budget allocated to education and with the implementation of the education budget at about 1.8 percent of GDP. The SSA average is 17 percent of the overall budget allocation and 4.6 percent as a percentage of GDP. This places the DRC among the lowest countries in the SSA region.

**Table 1.9 (part 1): Education Funding Sources and Disruption by Education Level, 2013**

Indices Years	2013
Total spending	2 184
Household spending	1 594
Public spending	513
Partners contributions	77

**Source:** Data from Ministry of Budget, SECOPE, CAT, PGAI, and HBS 1-2-3, 2012.

The education sector remains largely funded by households. Although there has been some improvement in the burden on households, households still fund 73 per cent of education spending in the DRC (compared to 90 per cent in 2005). The government contributes 23 per cent to education spending (compared to 6 per cent in 2005), while donors contribute the remaining 4 per cent. However, the reduction in household

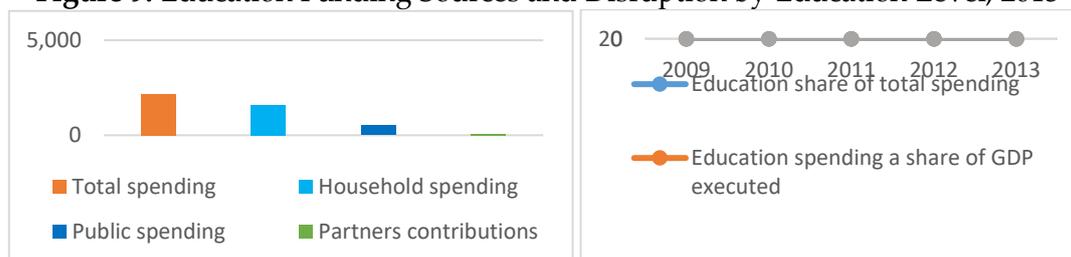
contribution tends to reflect the increase in government spending on basic education rather than a reduction in the burden of education itself on households.

**Table 1.9 (part 2): Education Funding Sources and Disruption by Education Level, 2013**

Indices / Years	2009	2010	2011	2012	2013
Education share of total spending	10	7	9	10	10,9
Education spending a share of GDP executed	1,4	1,5	1,8	1,7	1,8
Education spending as share of GDP budgeted	1,9	2,0	2,7	2,6	2,3

Source: Data from Ministry of Budget, SECOPE, CAT, PGAI, and HBS 1-2-3, 2012.

**Figure 9: Education Funding Sources and Disruption by Education Level, 2013**



Source: Data from Ministry of Budget, SECOPE, CAT, PGAI, and HBS 1-2-3, 2012.

### 1.4.2 Budget allocation

Budget allocation and implementation are not aligned, resulting in significant differences between the two. In particular, while the budgetary performance of recurrent expenditures, which consists mainly of wage payments, is almost fully executed, capital expenditures are largely under-executed.

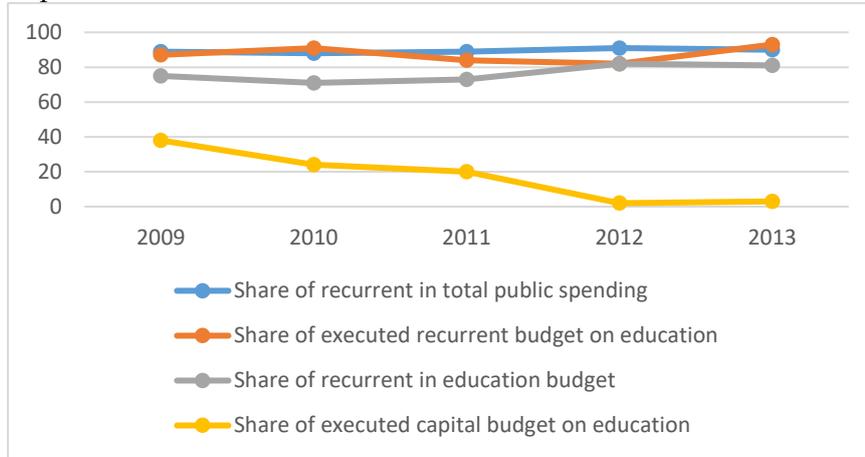
In addition, the high share of salaries in recurrent expenditures indicates that the budget does not adequately provide for the non-personal costs that are essential for public schools to teach and manage their institutions effectively. The low rate of capital expenditure execution, particularly since 2010, is linked to the budget's heavy reliance on external sources of capital expenditure financing. In particular, the share of capital expenditures budgeted on external resources increased from 38% to 89% between 2009 and 2010 and has fluctuated between 84% and 89% since then. However, the rate of implementation of these external funds increased simultaneously from 74 percent in 2009 to 22 percent in 2010 and only about 3 percent in 2013. One of the main reasons given for the low rate of implementation of capital expenditures is that development partners require donor-funded capital expenditures.

**Table 1.9 (Part 3): Education Funding Sources and Disruption by Education Level, 2013**

Indices / Years	2009	2010	2011	2012	2013
Share of recurrent in total public spending	89	88	89	91	90
Share of executed recurrent budget on education	87	91	84	82	93
Share of recurrent in education budget	75	71	73	82	81
Share of executed capital budget on education	38	24	20	2	3

Source: Data from Ministry of Budget, SECOPE, CAT, PGAI, and HBS 1-2-3, 2012.

**Figure 10:** Trends in budget allocation and total budget implementation rates relative to MEPSP and MESU staff, 2009-2013



### 1.4.3 Share of education in total public expenditure

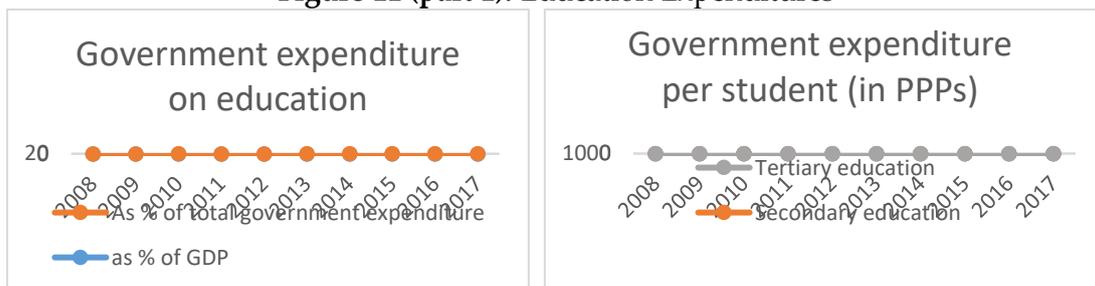
Education spending as a percentage of GDP spending as a percentage of the GDP budget must be included in the budget, but the implementation of these funds is not under government control (Figure 9 and 10). The government's reliance on external funding in the budget preparation process clearly undermines the adequate supply of capital expenditures in the sector and has a negative impact on households where schools tend to require contributions to compensate.

**Table 1.10:** Education Expenditures

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Government expenditure on education</b>										
as % of GDP	...	...	1.52	...	...	2.06	1.95	2.17	2.12	1.47
As % of total government expenditure	...	...	9.66	...	...	16.27	10.55	11.74	14.81	10.76
<b>Government expenditure per student (in PPPs)</b>										
Primary education	...	...	20.07	...	...	55.17	...	...	...	...
Secondary education	...	...	61.62	...	...	40.57	...	...	...	...
Tertiary education	...	...	...	...	...	559.38	...	...	...	...

Source: UNESCO Report, 2018.

**Figure 11 (part 1):** Education Expenditures



Source: UNESCO Report, 2018.

Note that the share of the Education Sector Budget in public expenditure fell dramatically between 1980 and 2002, from 24% to 6% of the total budget. In recent years, there has been a renewed focus on the education sector. In 2014, spending by the education sector (MEPSP and MESU) reached almost 18% (17.8%) State budget in 2014. This represents a doubling of the share allocated to education in the state budget in the space of 4 years. Indeed, this share was 9.0% in 2010 and has increased gradually and steadily over the last four years. In 2015, it is planned, according to the Finance Act, to maintain the share of education at more than 17% (17.1%). In terms of share in GDP, public spending on education, which accounted for 1.5% of GDP in 2010, reached 2.0% in 2014, reaching 3.4% in 2015.

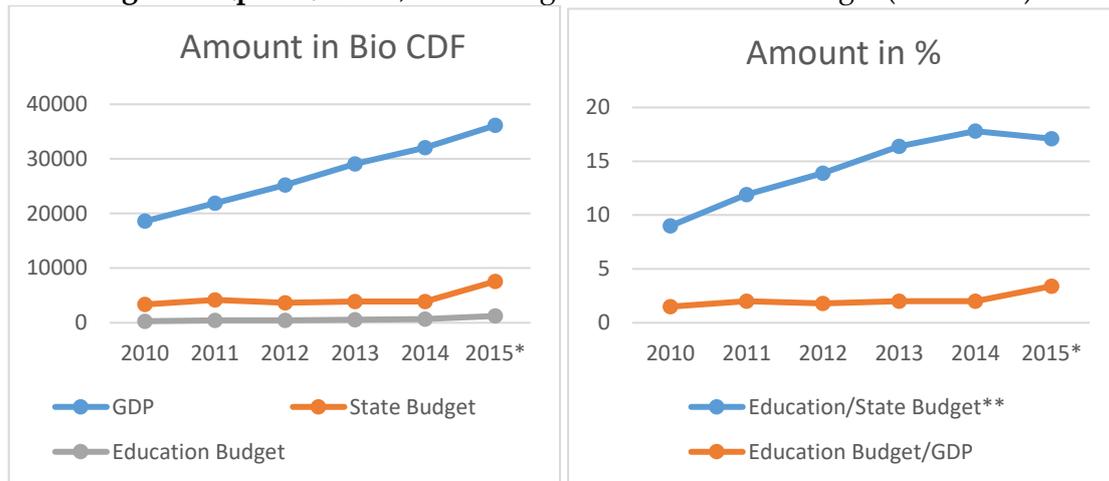
Table 1.11 below shows the evolution of public funding for education from 2010 onset by comparing it to changes in the overall state budget and that of GDP. These are the achievements recorded during the period 2010-2013 and the forecasts of GDP and the programming of the State budget for 2015 as reflected in the 2015 Finance Act.

**Table 1.11: GDP, State Budget and Education Budget (2010-2015)**

Amount in Bio CDF	2010	2011	2012	2013	2014	2015*
GDP	18 592.3	21 913.0	25 249.9	29 078.0	32 076.5	36 133.2
State Budget	3 350.4	4 165.9	3 675.1	3 893.0	3 896.3	7 586.2
Current Expenses	1 922.0	2 850.2	2 626.9	2 936.7	3278.7	4 476.0
Capital expenditure	1 270.3	821.9	662.2	539.2	369.8	2 768.9
Debt services	158.2	493.8	386.0	387.1	246.8	341.3
Education Budget	286.8	435.9	456.5	570.2	648.3	1 238.0
Current expenses	258.2	395.4	454.1	534.1	612.3	769.7
MEPSP	179.8	270.7	322.4	376.2	457.6	599.9
Higher education	78.4	124.7	131.7	157.9	154.8	169.8
Capital expenditure	28.6	40.5	2.4	36.0	35.9	468.2
MEPSP	24.8	35.5	2.4	35.4	35.4	467.0
Higher education	3.8	5.1	0.0	0.6	0.6	1.2
Education/State Budget**	9.0%	11.9%	13.9%	16.4%	17.8%	17.1%
Current expenses	13.4%	13.9%	17.3%	18.2%	18.7%	17.2%
MEPSP	9.4%	9.5%	12.3%	12.8%	14.0%	13.4%
Higher education	4.1%	4.4%	5.0%	5.4%	4.7%	3.8%
Investments	2.2%	4.9%	0.4%	6.7%	9.7%	16.9%
MEPSP	2.0%	4.3%	0.4%	6.6%	9.6%	16.9%
Higher education	0.3%	0.6%	0.0%	0.1%	0.2%	0.0%
Total expenses	9.0%	11.9%	13.9%	16.4%	17.8%	17.1%
MEPSP	6.4%	8.3%	9.9%	11.8%	13.5%	14.7%
Higher education	2.6%	3.5%	4.0%	4.6%	4.3%	2.4%
Education Budget/GDP	1.5%	2.0%	1.8%	2.0%	2.0%	3.4%
MEPSP	1.1%	1.4%	1.3%	1.4%	1.5%	3.0%
Higher education	0.4%	0.6%	0.5%	0.5%	0.5%	0.5%

**Source:** IMF (GDP development) and MB (public expenditure); (\*) Projected GDP and budgetary allocations (LF 2015); (\*\*) Excluding debt servicing

**Figure 11 (part 2): GDP, State Budget and Education Budget (2010-2015)**



**Source:** IMF (GDP development) and MB (public expenditure); (\*) Projected GDP and budgetary allocations (LF 2015); (\*\*) Excluding debt servicing.

With regard to public funding allocated to pre-primary education sub-sectors, primary, secondary and vocational education (MEPSP), the developments in recent years show a growing priority given to these levels of education: their share in the State budget has more than doubled from 6.4% in 2010 to 13.5% in 2014 and the weight of public funding allocated to them now represents 1.5% of GDP compared to 1.1% in 2010. The primary's share of the sector's expenditure was about 43% in 2012. It is important to note that the wage bill accounts for 95% of the sector's current expenditure, leaving little room for quality spending. Despite these developments, improved tax revenues, economic growth, more education-friendly sectoral trade-offs and the rationalization of resources made available to the sector through reductions in duplication and improved spending performance remain the main opportunities for financing system expansion and quality improvement.

However, various studies and analyses, including RESEN 2014, SITAN and the evaluation of the free primary education policy in the DRC, show that the education sector, at all levels, benefits from significant upward financial flows, estimated at more than half of the total cost of the sector, through the tuition fees paid by households. Although these tuition fees are primarily used to pay or supplement teachers' salaries and to operate educational institutions, a significant portion of these flows go up to support the operation of State Services up to the central level. While it is entirely legitimate for households to participate in the financing of the education system within the limits of the national and international commitments made by the Congolese state, thereby showing their commitment to the education of their children, the best way to reward this effort is for this effort to be clearly recognized as such and that the school fees paid by parents remain in school and only in the service of their children's education.

Thus, the increased visibility of the actions carried out and the corresponding expenses incurred to improve the quality of learning will encourage parents to become more involved in the life of the school and to make it truly a community good to be protected by all.

## 1.5 Analysis of the Strengths, Weaknesses, Threats and Opportunities of Government Financial Measures on Improving Basic Education in DR Congo

A stable political and security environment and a strong commitment by the authorities to implement financial measures adopted to improve the quality of basic education in DR Congo, stabilization and economic recovery, particularly those aimed at increasing income and economic diversification, remains a government priority until further notice.

**Table 1.12:** SWOT analysis of the macroeconomic framework and education in DR Congo

Strengths	Opportunities
<ul style="list-style-type: none"> <li>• A nation with a vast and abundant natural resource wealth with good prospects for foreign direct investment (FDI), economic growth and medium-term exports;</li> <li>• A large amount of FDI is pouring in, but is decreasing with slow growth;</li> <li>• After debt relief in 2010, the country's debt indicators are now much more favorable;</li> <li>• Economic growth of about 9% on average annually from 2010-2020;</li> <li>• Sacred Union for Protection and National Modernity</li> <li>• Education sector (engine of economic, social, political, ... (structural) in the midst of a wake-up call for the strengthening of macroeconomic framing;</li> </ul>	<ul style="list-style-type: none"> <li>• Large population and land area: more than two thirds of the DRC's area is covered by forests.</li> <li>• In absolute terms, the DR Congo's total forest area is the sixth largest in the world;</li> <li>• Huge hydroelectric potential; and can theoretically provide 60% of Africa's total hydropower needs;</li> <li>• Vast untapped potential in the minerals sector. The DRC has about half of the world's cobalt reserves and massive deposits of copper, diamonds, oil and gold.</li> <li>• Education for all: Free primary education and lower fees for parents</li> <li>• Improved basic education: construction of new infrastructure, mechanization of teachers, abolition of tuition fees in public primary schools, operationalization of free primary education, reforms of the education sector</li> <li>• Health protection (Covid-19) and social security now under government control</li> </ul>
Weaknesses	Threats
<ul style="list-style-type: none"> <li>• High political risk. The security risk remains high in the east and popular resistance is growing against current President Joseph Kabila.</li> <li>• Extremely stimulating business environment</li> <li>• The infrastructure is poor,</li> <li>• Uncertain regulatory processes, and inefficient bureaucracy.</li> <li>• Economic freedom is extremely limited, while the private sector remains underdeveloped.</li> <li>• Exports are dominated by minerals, which expose the economy to fluctuations in international commodity prices and external demand</li> <li>• Government financial measures for the quality of education that are ineffective and inefficient: The Congolese Government has neither planned these measures nor provided for its funding before, during and after its implementation,</li> <li>• Political hardening</li> <li>• The remarkable increase in the corruption index</li> <li>• The loss of certain bonuses and other fees paid by parents has led to the demotivation of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Opposition and activist organizations are increasingly vocal and President Kabila's enhanced tactics are exacerbating the situation.</li> <li>• Reforms are progressing slowly. The DRC continues to rank near the bottom of a number of international competitiveness indices. But funding agencies still support the country at a high level.</li> <li>• It is hoped that private sector development will be stimulated by the presence of foreign skills, investment and know-how.</li> <li>• As the economy develops, the share of minerals in total exports will gradually decline, but the process will be slow, as the growth rate will also slow</li> <li>• The 2016 budgetary balance was revised and decreased by 22% in May 2016 (from \$7 billion to €6.1 billion), mainly due to lower growth rates and lower copper prices.</li> <li>• The Central Bank has a very low reserve of foreign currencies (approximately USD 1 billion, of which SDR 600 million), which could slow down international payments. The national exchange rate comparing the USD rate has lost its stability (from 1USD - 923 CDF to 1 USD - 1565 CDF.</li> <li>• Living conditions in terms of food, employment and purchasing power remain worrying. Many</li> </ul>

<ul style="list-style-type: none"> <li>• Public protests by educational partners and students, resulting in strike, marches, unemployment, etc.</li> <li>• The mismanagement of schools and the education sector as a result of political conflicts, which are once again relegating education to the fore hand</li> <li>• Poor wage management of teachers, which both directly public schools and indirectly private schools</li> <li>• The training of the students is being botched.</li> <li>• The non-application of certain financial measures</li> <li>• Non-improvement of social conditions</li> <li>• The degradation of students' intellectual levels</li> <li>• The demotivation of teachers</li> </ul>	<p>communities live with limited access to markets, both to buy and sell goods, and for public services.</p> <ul style="list-style-type: none"> <li>• Delays in paying civil servants' salaries and rising food prices have had a serious impact on household living standards.</li> <li>• The poverty and unemployment index still shows a trend towards growth;</li> <li>• Humanitarian security remains relevant in some parts of the country;</li> <li>• The increase in the infant mortality rate due to malnutrition and the decline in literacy levels...</li> <li>• Low coverage and poor quality of basic education</li> <li>• Increased poverty and unemployment</li> <li>• Increase in the Corruption Perceptions Index</li> <li>• Persistent political conflicts</li> <li>• Non-strengthening of the macroeconomic framework</li> <li>• Volatile and almost unfeasible word about government measures for national well-being at any scale</li> <li>• Distrust of financial partners</li> </ul>
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**Source:** The author' reading of several reports from the World Bank, the Central Bank and KPMG, 2014-2019.

As a result, cooperation between DR Congo and its various economic partners can lead, depending on the case, to the economic boom, recession, slump, recovery and sustainable development. These sequences of events are particularly repeated in relation to economic growth.

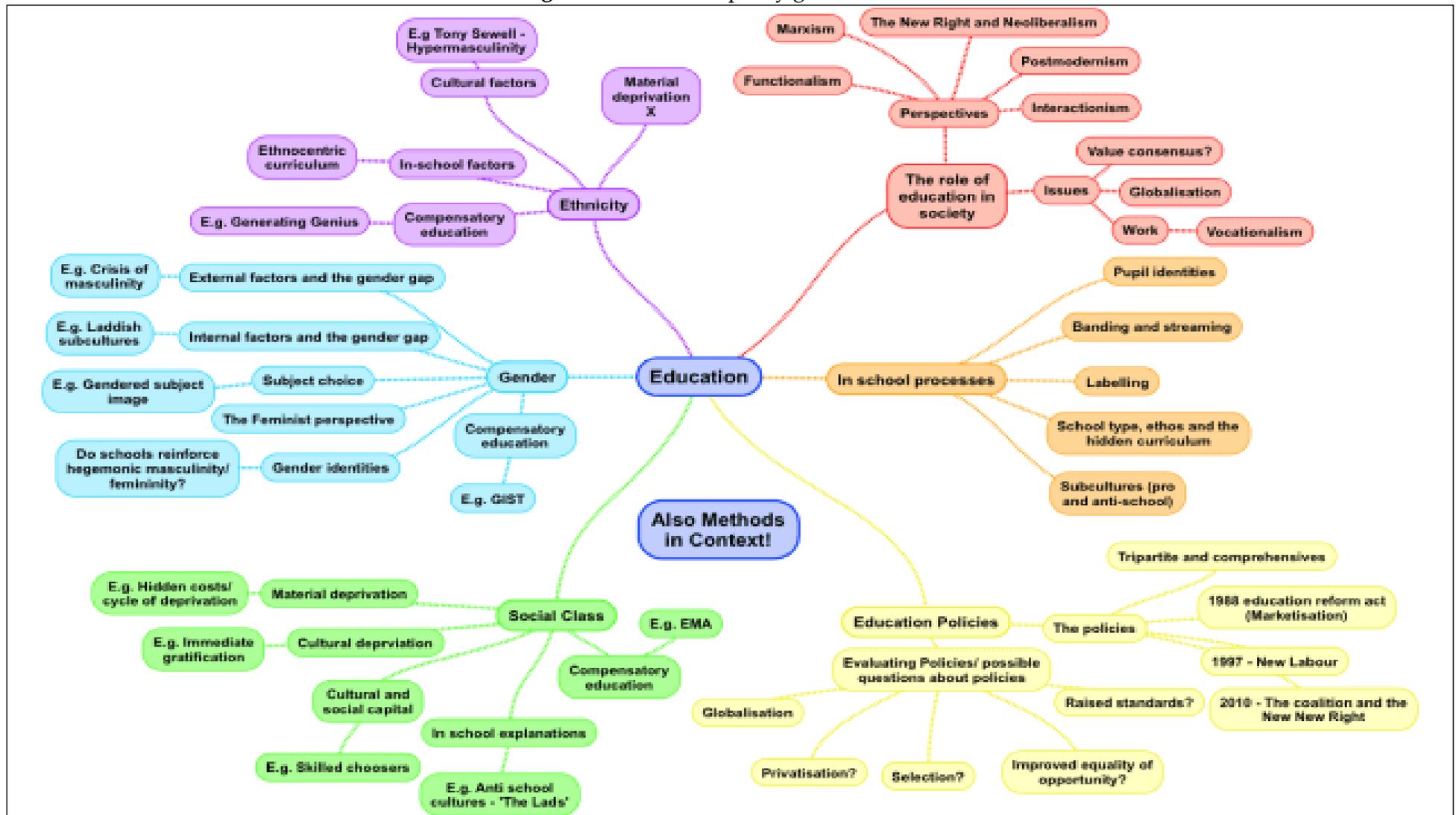
**Note:** According to recent statistical data, the DRC generally reports a deficit in the goods balance, balance of payments and financing of the education sector as its economy is more dependent on developed and emerging economies.

## 1.6 Education sector goals and priorities

### 1.6.1 Education and other complementary disciplines

The education sector is a complex project, linked to several other areas of strengthening macroeconomic framing and economic growth. To meet the pressing needs of this sector, the vision of any African Government, of which DR Congo is a part, has been based on various sectorial strategies, graphically represented in Figure 12 (Annex 2).

Figure 12: Education policy generalities



### 1.6.2 Government Goals

In its national policy agenda 2010-2015/2016-2025, relating to the education subsector, any government, especially that of developing countries such as DR Congo, has set three strategic objectives:

- 1) Improving access, affordability, equity and efficiency (ensuring free access and policy to primary education for all children, increasing and streamlining school construction, extending teacher registration and inclusion policy on the payroll, ensuring payment of operating expenses to all schools and the administrative structure of their additional support),
- 2) Improving the quality of education and the relevance of the educational program (production and distribution of learning materials), and
- 3) Strengthen governance capacity (implement transparency of resource management standards and mechanisms and improve management at all levels through more supportive and better organized partnerships).

### 1.6.3 Ministry of Education objectives (by level)

The Department's program has aimed different types of objectives for each level of education.

#### 1.6.3.1 Pre-primary level

It aims to raise public awareness of the benefits of pre-primary activities through community early childhood centers and awareness campaigns; Increase participation in pre-primary education by improving the likelihood of timely enrolment in primary school, also increases primary school readiness, increasing the quality of experience throughout the child's educational career; increase from the number of preschoolers from a double-digit rate to one digit (e.g. RD C: 3 to 15% in 2015).

#### 1.6.3.2 Primary level

It consists of increasing the affordability of education by ensuring that the State insures all tuition fees and fees that are currently paid by households (motivational and operating costs being the two main); integrating out-of-school children into the education system; support girls by increasing their chances of completing primary education.

#### 1.6.3.3 Secondary level

It tends to provide for the construction of additional classrooms as well as other key infrastructure such as toilets and equipment, facilities similar to those of the company at the primary level; reassessing and redesigning school curricula and programs to ensure that courses are up to date.

**Note:** As for tertiary or higher level, it will enable greater labor mobility through a harmonized process of certification of higher education; Enabling Congolese to join the labor market by Congolese; Improve curricula and curricula, as well as focus on the

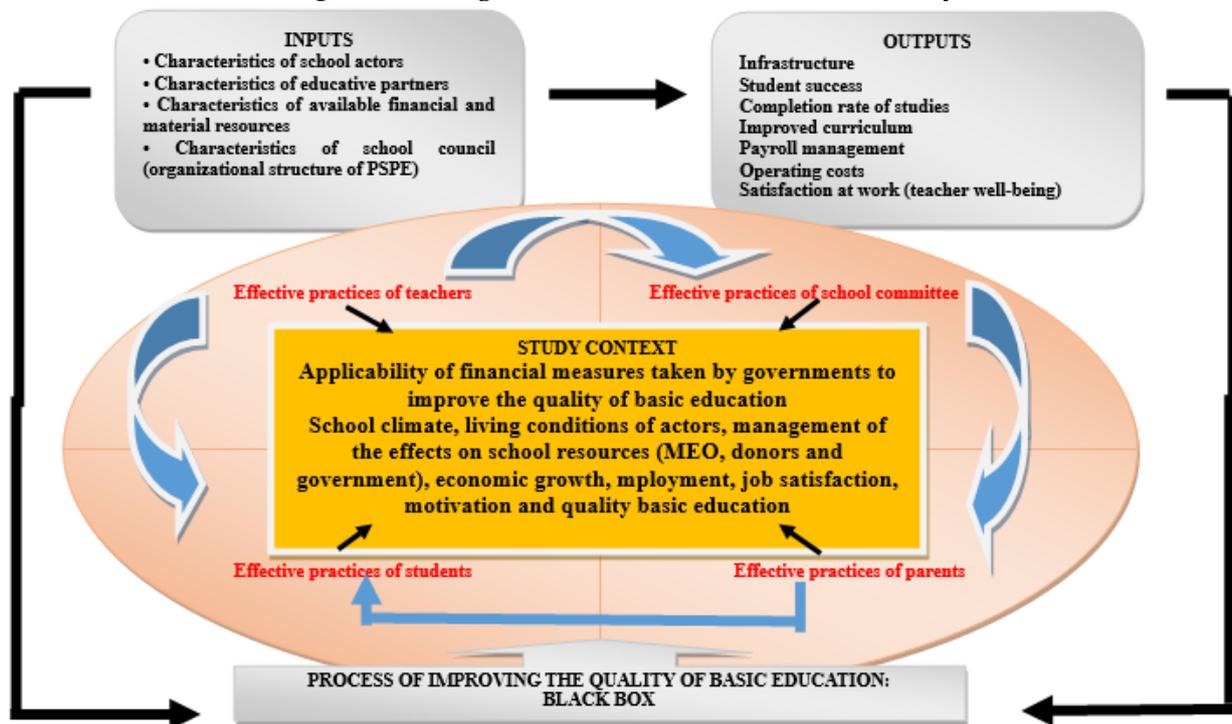
adequate provision of laboratories and workshop spaces to carry out the practical part of the training; etc.

Thus, leading the quality basic education in the right direction to meet its most pressing needs and plan for its development requires a clear understanding of the issues at issue, their causes and the most effective ways to respond. This vision is outlined in the government's sectorial strategy and financial policies, as mentioned above.

### 1.7 Construction of the theoretical model of the study

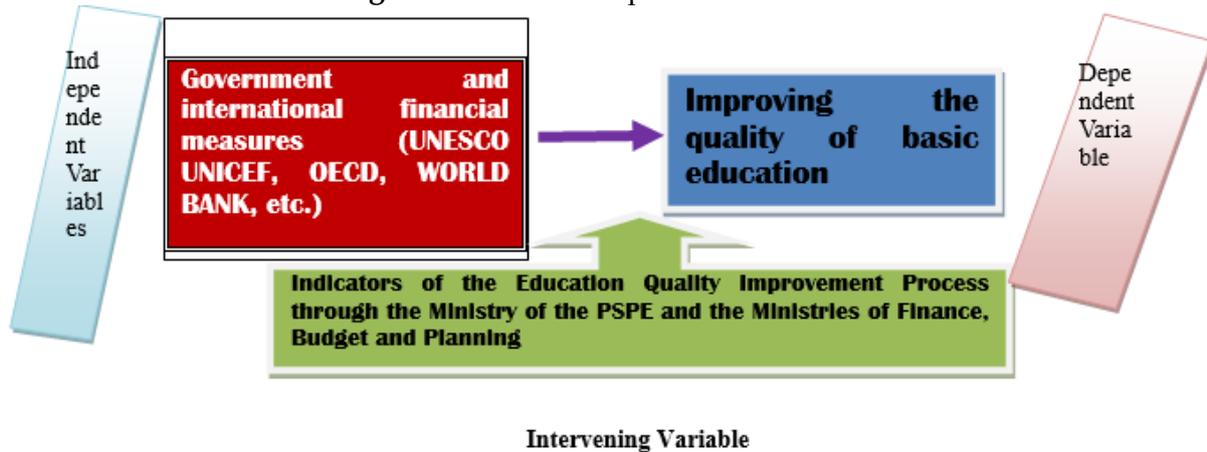
The theoretical analysis of the education policies during macroeconomic development; the overview on basic education situation of DRC and its indicators; the theoretical view on government financial measures and improvement of DRC basic education quality allows the study to build the theoretical model (Figure 13 & 14). Indeed, taking into account two main variables of our study (government financial measures and improving the quality of basic education), the study proposed a theoretical model adapted to these two variables. This model is used to analyze the as a tools and strategies of the DRC economic development and also to the data available to meet the concerns of the study. Thus, the model we propose for our study is as follows:

**Figure 13: Integrated theoretical model of the study**



Source: Création de l'auteur, 2019.

**Figure 14:** Relationship between variables



Source: Création de l'Auteur, 2019.

### 3. Strategical procedures of methodology research

#### 3.1 Research Design

Achieving a stable and effective macroeconomic framework requires a coherent set of industrial, trade, investment, national activities' sector, labor and financial policy policies capable of addressing the structural problems facing developing countries, such as DR Congo (Salazar-Xirinachs et al. 2014). As mentioned above, this research employs an integrated approach that combines quantitative methods with data from national surveys or databases maintained by national and public institutions. Before moving forward to explain what we need to do when writing about the design of our experimental study, first perform the task, including the research question or hypothesis.

**Table 2.1:** Research Design

Specific Objectives	Research Question	Methodology	Data
Describe the legal framework for basic education, education policy and government financial measures to improve basic education in the DRC To analyse the nature, content and priorities to improve the quality of Congolese basic education targeted by responsible government, using fundamental indicators of quality control, including statistics and national rates in the DRC	<b>Is there a policy to improve basic education?</b>  <b>What are the government's financial measures to improve the quality of basic education from 2010 to 2020 in the DRC? What are the direct and indirect effects of these measures?</b>	Analytical method Descriptive method Documentary research Survey technique, group discussion, questionnaire and interviews	Primary data
Assess the impact of government financial measures by carefully studying the various fundamental indicators of the quality of Congolese primary and secondary education on improving basic education, which could boost the	<b>Is the current Congolese policy effective enough to strengthen the macroeconomic framework and spur the economic development of the DRC?</b>	Documentary Research Technical document analysis and statistical processing of quantitative data	Secondary data

macroeconomic framework in the DRC;			
Identify institutional challenges and possible prospects for governance of the basic education sector and control of the macroeconomic framework to propose solutions for a better future and improved living conditions for people	<b>What steps should be taken to improve the contribution of DRC's industrial policy to the consolidation of its macroeconomic framework</b>	Document analysis technique	Secondary data from: BAD, BM, BCC, PNUD, FMI, OECD, survey 123, etc.)

**Source:** Author' Composition, 2019.

### 3.2 Data collection and Instruments

Choosing an appropriate method requires reflection on a method of choice. It must take into account the various factors influencing this choice.

To realize our writing, the study focused particularly on the mixed methods comprising both quantitative and qualitative approaches in the analysis of the data collected (Campbell, 1979). Indeed, this study based on three research methods, namely: documentary research for the collection of secondary and archival data housed in national reports such as documents from the Ministries of Primary, Secondary and Professional Education; Plan; Budget Finance; Central Bank of Congo; Etc. The analytical method for discriminatory analysis of the data collected and the problem provisions mentioned above. The descriptive method will facilitate the inventory of items collected over a period of time (2010 to 2020).

These methods will be based on the following techniques: on the one hand, the technique of analyzing documents for access to different sources of information and the necessary data and its analyses in the development of this work. On the other hand, interviews with contacts (public authorities, school officials...), observation, pre-survey, surveys and group discussions for the enrichment of data related to our concerns. The questionnaire (drawn from the main themes and secondary sub-themes of our pre-survey interview guide), addressed to a few educational partners (parents, principals, teachers) and public authorities to answer our latest research question, on the actions the Government must take to address the challenges or challenges facing the education sector.

Finally, the paper used the technique of statistical analysis and processing of quantitative data of targeted educational indicators using IBM SPSS software version 21 for the verification and interpretation of the data collected, relating to our research questions and hypotheses.

**Table 2.1:** Summary of mixed methods of the study

Mixed methods	
Qualitative approach	Quantitative approach
1. Research Methods	
Documentary technique, analytical method, descriptive method,	
2. Research techniques	
Technique of analyzing documents, pre-survey, survey, observation, interviews, group discussions	Questionnaire, technique of statistical analysis and processing of quantitative data
3. Philosophical perspective of the study	
Constructivism	Positivism

Source: auto' conception, 2021.

### 3.3 Data management

In this study, the responses of the interviews and the literature analysis were subject to a content analysis. This analysis essentially consisted of a thorough and repeated reading of all the written responses of each respondent, an identification of the main ideas and an extraction of the fundamental meanings.

### 3.4 Data validity

This study conducted different types of analysis using statistical tests based on the data collected and an inferential analysis of targeted indicators of government financial measures and the improvement of the quality of basic education in DR Congo. These are:

#### 3.4.1 Correlation Analysis (Spearman Rho)

The analysis of this correlation, also known as the "rank correlation coefficient," is a statistical measure, calculated on the order numbers of values or rows of ordinal scales of two ordinal variables between knowledge-related variables (such as improving the quality of basic education) and independent variables (related to government financial measures to finance the sector), multiplicity of infrastructure, management, job satisfaction, teacher training, executive training, etc.).

The IBM SPSS version 21 software will help us find the results. Represented by the name 'Rho', its value varies between -1 (minimum) and 1 (maximum). It is interpreted in the same way as Pearson's correlation coefficient, but there is a difference between the two:

The Pearson coefficient is calculated with the raw data of the numerical variables, while Spearman's Rho is determined by taking into account the rows of ordinal scales.

So, when the value found is positive (maximum 1); this indicates that there is a simultaneous variation in the same direction and if it is negative (minimum -1), it indicates that this variation is on the opposite side. In other words, we can test the binding force between the two variables to assess the effectiveness or significance of the result found, respecting the following characteristics:

- 1 means "perfect correlation"
- 0 means 'no correlation',

- Positive values mean that the relationship is positive (when one goes up, the other does the same),
- Negative values mean that the relationship is negative (when you go up, the other goes down).

Equation of Rho Spearman correlation:  $r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)} = 1 - \frac{6 \sum (X_i - Y_i)^2}{n(n^2 - 1)}$ , where

- $d_i$ : is the difference between rank of each observation, noted  $(X_i - Y_i)$
- $p$  or  $r_s$ : Rho Spearman correlation
- $n$ : number of observations

### 3.4.2 Regression Analysis

The regression analysis was used to examine the effect of predictors/independent variable (government financial measures) on individual outcomes/dependent variable (quality of basic education). It examines whether one variable, e.g. government financial measures explain/impact another variable (improving the quality of basic education).

Our multiple linear regression equation is as follows:  $\hat{A} = b_0 + b_1G_1 + b_2G_2 + b_3G_3$ , where:

- $\hat{A}$  is the expected or expected value of the dependent variable (improvement in the quality of basic education)
- $G_1, G_2$  and  $G_3$  represent the government's financial measures for the education sector. These are distinct independent or predictive variables
- $b_0$  is the change of "A" compared to a change of  $G_1$ , all other independent variables remaining constant
- $b_1$  to  $b_3$  are estimated regression coefficients.

The following hypotheses will be verified:

- There would be a positive distribution and a positive influence of government financial measures on the education sector (A),
- There is a positive correlation between independent and dependent variables in the DRC.
- The effect of the predictors/independent variable would have a significant positive effect on the single outcome variable "A."

Note that in our current study, we plan to use the binomial regression analysis technique where the response (usually rated  $Y$ ) has a binomial distribution, relating to the number of successes in a series of independent Bernoulli  $n$  trials where each trial has a probability of success  $p$  (explanatory variables).

This logistic regression is closely related to binary regression in the sense that the answers include two possible outcomes (binary variable) with:  $n=1$  (success) and  $n=0$  (failure) in counting results (how many successes or failures is there?). For example, the number of "Yes" answers in the selected questions is represented by 1 and the number of "No" answers by 2.

Thus, we can say that binomial regression models are essentially identical to binary choice models, except that the main difference lies in theoretical motivation.

Equation of binomial regression:  $P_i = 1 / (1 + e^{-ax_i})$  or  $Y = 1 / (1 + e^{-\Sigma a})$ , where:

- $P_i$ : represents the probability of success for a participant  $i$
- $X_i$ : refers to independent variables, which has an unobservable parameter

In the binomial regression logistic, we analyze probability for one or more components of a variable to produce an oe of similar effects of linear regression expression. To be done, its interpretation must take into account some of the following statistical clues:

- a) The Odd Ratio, generally rated  $\exp(B)$ , manages the function of the relationship between probability and linear regression expression. This function puts the line between negative and positive statistics of predictive infinity (Cohen, West and Aiken, 2003). SPSS software uses the Odd Ratio to determine the probability of an existing event, divided by the probability that that event will not occur (Field, 2013).
- b) Wald's statistic is identified as the  $t$  statistic in linear regression. It assesses the importance of coefficients with the contribution proportions of individual predictors in a given model. The SPSS software actually reports Wald's statistic as  $z^2$ , which transforms it from a chi-square distribution or a logistic regression value.
- c) Chi-Square is used as an alternative index of better adjustment compared to the  $R^2$  value of linear regression.
- d) The 2-log likelihood or 2-log likelihood ( $R^2_S$ ) measures the amount of unexplained observations that have been adjusted to the model. The higher the standards of the likelihood log, the more the statistical models are adjusted (Tabachnick - Fidel, 2012; Field, 2013).
- e) The Cox and Snell  $R^2_{cs}$  and Nagelkerke  $R^2_N$  are considered the nickname  $R^2$  and do not represent the proportional reduction of the error that the  $R^2$  in linear regression releases (Cohen, Steven and Aiken, 2012). Cox and Snell are based on the deviation of the 2-likelihood model and show a greater agreement between them than with Nagelkerke, which is a modification of Cox and Snell  $R^2$ , the latter of which cannot reach a value of 1.

Thus, the study uses the values of Cox and Snell, 2-log likelihood and Nagelkerke as  $R^2$  in linear regression. The objective is therefore to identify among the explanatory variables government financial measures, which have an influence on the improvement of basic education in DR Congo. This inference reasoning separates the effects from the variables and erases the net effects by associating the factors of the selected variables. That's why we apply the Chi-square to test the importance of the variables selected at the significance thresholds  $p=1\%$  or 0.01 (probability of being wrong by saying that the associated coefficient is not zero and therefore the variable has an effect), either  $p=5\%$  or 0.05 (the variable has a significant effect, with the threshold of 5% as a margin of error).

## 5. Results of the effects of the Congolese Government's financial measures on the improvement of basic education

### 5.1 Qualitative analysis of the effects

This section focuses on notional triangulation, allowing qualitative theories to be reconciled with quantitative research using the survey technique itself (group discussions and interviews) that we carried out in the different districts of the city province of Kinshasa (Table 3.1 in Annex 3). We spoke in 50 public schools, whose stakeholder composition was 2 school authorities, 2 teachers, 1 parent and 1 inspector, or 6 respondents per school in total ( $50 \times 6=300$  subjects: See Annex 3):

**Table 3.1:** Summary of Schools Discussed in Groups

<b>Funa District</b>	<b>Mont-Amba District</b>
1. Abbé Loya College: G1	1. Saint André College: G5
2. Isidore Bakandja Blessed School Complex: G2	2. Saint Etienne College: G6
3. Kauka EP3 Primary School: G3	3. Afrika School Complex: G7
4. Movenda High School: G4	4. Mont-Amba School Group: G8
Total= 4 schools	Total= 4 schools
<b>Lukunga District</b>	<b>Tshangu District</b>
1. Boboto College: G9	1. Holy Family College: G13
2. Saint Joseph's College (Elikya): G10	2. Mobutu Sese Seko Primary School: G14
3. Bobokoli School Complex: G11	3. Sainte Marthe Institute: G15
4. Kabambare High School: G12	4. Lycée Sainte Germaine: G16
TOTAL= 4 schools	TOTAL= 4 schools

**Source:** Data collected in the city province of Kinshasa (2020). Creation of the author.

This above table mainly tells us about the schools that participated in the focus group. We selected 4 schools per district of the city province of Kinshasa, or 16 schools as a whole. Participants in this group discussion include school prefects, principals, teachers and inspectors. We spoke in 16 public schools in 4 districts and each school represents a focus group (16 focus groups in total), whose stakeholder composition was 2 school authorities (1 prefect and 1 study director), 2 teachers, 1 parent and 1 inspector, or 6 respondents per school in total ( $4 \times 6=24$  subjects).

The responses from this discussion followed the following procedures: (1) Questionnaire, (2) Interview and (3) Focus group

As result of our focus group, it is found that Congolese government has a crucial role in conducting the improvement of quality basic education and in reinforcing its macroeconomic framework, through:

- Adequate financing of the education sector, especially basic education
- Strictly implementing rules and norms related to education reforms/measures
- Developing willingness to act in favor of country development and basic education sector improvement
- Improving living conditions of teachers (wages, training, didactic materials, safe, health, etc.) and students

- Constructing new infrastructures and putting in place several means of transport to facilitate access
- Reviewing progressively its recent program of “free school” ...

## 5.2 Statistical tests

Various statistical tests are used to determine whether or not the effects of government financial measures are significant in improving the quality of basic education. On the other hand, if this contribution of financial policy in favor of basic education is sufficiently effective to strengthen the macroeconomic framework in DR Congo and allow the country to enter the line of countries with stable inclusive economic growth for controlled sustainable development, through which sector of economic activity of the national political agenda. The IBM SPSS version 2.2 software was the major tool for verifying the data collected. These are the following statistical tests this paper used:

### 5.2.1 Descriptive statistics

**Table 3.2:** Summary of Descriptive Statistics

Independent Variables / Statistical indices	N	Mean	Standard Deviation	Variance
Existence of Financial Policy	300	1,36	,481	,231
Efficiency and contribution of financial policy	300	1,66	,476	,226
Educational policy and its contribution	300	1,48	,500	,250
Knowledge of financial measures	300	1,10	,301	,090
Direct and indirect effects of financial measures	300	1,06	,238	,057
Financial measures and development of education sector (basic education)	300	1,42	,494	,244
Will to ensure basic education by 2025 (Dependent variable)				

**Source:** Author’s calculations (2020). Data from survey report in targeted schools of Kinshasa province.

Table 3.2 above shows the descriptive statistics (average, standard deviation and variance with No. 300 subjects or respondents) of the independent variables Qr1a, Qr1b, Q2, Q3, Qr3 and Q4 on the variable dependent Q5.

This table shows descriptive statistics of the independent variables considered, which are presented as follows taking into account respondents' responses on:

- 1) The existence of a financial policy (RQ1a) recorded an average of 1.36 and a standard deviation of 0.481;
- 2) The effectiveness and contributions of financial policy (RQ1b), has an average of 1.66 and a standard deviation of 0.476;
- 3) Education policy and its contributions (SQ2), with an average of 1.48 and a standard deviation of 0.500;
- 4) Knowledge of financial measures (SQ3) with 1.10 as an average and 0.301 as a standard deviation;
- 5) The direct and indirect effects of the financial measures (RQ3) recorded an average of 1.06 and a standard deviation of 0.238;

6) Financial measures and the development of the education sector (SQ4) has an average of 1.42 and a standard deviation of 0.494.

**Table 3.3:** Summary of Rho Spearman Correlation Analysis

Independent Variables / Statistical indices	Correlations**	p-value	95% (Confidence Interval) LL UL	
			LL	UL
Existence of Financial Policy RQ1a	,957	,000	,921	,986
Efficiency and contribution of financial policy RQ1b	,519	,000	,456	,584
Educational policy and its contribution Q2	,747	,000	,683	,808
Knowledge of financial measures Q3	,464	,000	,383	,543
Direct and indirect effects of financial measures RQ3	,352	,000	,267	,430
Financial measures and development of education sector (basic education) Q4	,843	,000	,784	,894
Will to ensure basic education by 2025 (Dependent variable) Q5				

CI = confidence interval; LL = lower limit, UL = upper limit;  $\alpha$  = Meaning threshold or Seuil de signification:  $p \leq 0.01^{**}$  et  $p \leq 0.05^*$ , ns = not significant ( $p > .05$ ).

\*. The correlation is significant at the threshold of /at the level of 0.05 or 5%.

\*\*. The correlation is significant at the threshold of /at the level of 0.01 or 1%.

**Source:** Author's calculations (2020). Data from survey report in targeted schools of Kinshasa province.

The results of these tables above presented show Rho Spearman's correlations between independent and dependent variables (Table 3.3).

Indeed, these tables showed that there was on average a strong and significantly positive correlation between the variable dependent Q5 (related to quality and knowledge of financial policy in favor of education) and the independent variables Qr1a, Qr1b, Q2, Q3, Qr3 and Q4 (related to government financial measures and education sector financing), with a confidence interval of 95%. The results also showed that there was on average a strong, significantly positive correlation between the variable dependent Q5 (related to quality and knowledge of financial policy in favor of education) and the independent variables Qr1a, Qr1b, Q2, Q3, Qr3 and Q4 (related to government financial measures and education sector funding), with a 95% confidence interval: ( $rS1 = 0.957 \geq 0.8$ ) ( $rS2 = 0.519 < 0.8$ ) ( $rS3 = 0.747 < 0.8$ ) ( $rS4 = 0.464 < 0.5$ ) ( $rS5 = 0.352 < 0.5$ ) ( $rS6 = 0.843 \geq 0.8$ ). This implies that the six independent variables have the potential to influence the Government's commitment to quality education in the DRC. In addition, the results showed that all sectors are positively correlated with each other ( $p < 0.001$ ).

In other words, all results presented above statistically mean as following:

Result 1 on Table 3.3 shows that the Correlation coefficient Rho Spearman  $rS1 = 0.957 > 0.8$ . This means that there is a very strong correlation between the government's desire to ensure quality basic education ( $Q5=Y$ ) and the existence of a financial policy in DR Congo;

Result 2 on Table 3.3 indicates that  $rS2 = 0.519 < 0.8$ : this implies that there is a strong correlation between the government's desire to ensure quality basic education and the

effectiveness of financial policy, including all the various contributions to national education and the strengthening of the macroeconomic framework;

Result 3 on Table 3.3 shows that  $rS3= 0,747 < 0.8$ : this means that there is a strong correlation between the government's desire to ensure quality basic education and education policy, including various contributions in the education sector;

Result 4 on Table 3.3 shows that  $rS4= 0.464 < 0.5$ . This means that there is a moderate correlation between the government's desire to ensure quality basic education and the knowledge of government financial measures;

Result 5 on Table 3.3 indicates that with  $rS5=0.352 < 0.5$  there is a moderate correlation between the government's desire to ensure quality basic education and the direct and indirect effects of government financial measures in the sector under analysis;  $.73f$  indicates that  $rS6= 0.843 > 0.8$ : which means that there is a very strong correlation between the government's desire to ensure quality basic education and government financial measures (X1) and the development of the education sector (X2).

Thus, we can say that the six independent variables have the potential to influence the Government's desire to ensure quality education in the DRC and, in turn, strengthen the macroeconomic framework in DR Congo.

**Table 3.4:** Summary of Binary or binomial logistic regression

Predictors	Score	B	SE	Wald	df	Sig	Exp(B)
Existence of Financial Policy RQ1a	274,747						
Efficiency and contribution of financial policy RQ1b	80,803						
Educational policy and its contribution Q2	167,424						
Knowledge of financial measures Q3	64,706						
Direct and indirect effects of financial measures RQ3	37,171						
Financial measures and development of education sector (basic education) Q4	213,420						
<b>Overall statistical results 275,319 (df=6) -,663 ,122 29,618 1 ,000 ,515</b>							
R <sup>2</sup> = 42,306 (-2 log likelihood). , 681 (Cox and Snell R Square). ,942 (Nagelkerke R Square).							
Model Chi-Square (6) = 342,316. p< 0,005							

**Source:** Author's calculations (2020). Data from survey report in targeted schools of Kinshasa province.

The results of table above mentioned show binary logistic regression. They showed that all sectors are positive and significantly correlated with each other ( $p = 0.001$ ).

The significance of the binomial regression coefficient was tested using Wald's statistic, referring to the distribution of Chi-Square. And the results showed that the value of the Wald test was 29, 618.

Using binary logistic regression, the results show that the variables of the six predictors (Qr1a, Qr1b, Q2, Q3, Qr3 and Q4) have the significant potential to influence or predict the improvement in the quality of basic education in the DRC and the strengthening of the macroeconomic framework (Table 3.4).

This model of binomial regression is statistically significant, with  $342,316 p < .001$ . The model explains between 6.81% (Cox-Snell R<sup>2</sup>) and 9.42% (Nagelkerke R<sup>2</sup>) of variation in the Congolese Government's desire to improve the quality of basic education in the

DRC and strengthen the macroeconomic framework (i.e. a correct classification of 66% of favorable cases).

Thus, the DRC's economy can be greatly strengthened by a better restructuring of education policy and government financial measures.

### 5.3 Discussions

Recall that this study focused on various demonstrations of the effects of government financial measures on improving the quality of basic education in DR Congo (2010-2020).

In addition, the aim was to assess the effectiveness of these educational measures in strengthening the Congolese macroeconomic framework and, in turn, in the social well-being of the population. The results of our research allow us to highlight the essential ideas closely related to the two essential aspects of our field of analysis.

Indeed, they have influenced the country's macroeconomic balance. It should also be remembered that from a macroeconomic point of view, the DRC's economy is highly vulnerable to shocks of various types, due to its size, structure and interdependence with the rest of the world, like many other African economies.

It was a question of presenting, analyzing and interpreting the results to allow us to test our research hypotheses. We would like to remind you that the documentary method was the most used for this research.

Thus, through the various data collected, we have demonstrated how government financial measures contribute to improving the quality of basic education in DR Congo as a whole; but not significant enough in macroeconomic balance, in terms of the impact on the social well-being of its population despite some positive results recorded during the periods under analysis.

In other words, we have demonstrated how:

- The DRC's education policy is structured and regulated in light of the multiple institutional problems and challenges that our economic activity has;
- The level of inter- and intra-sector contributions from the basic education sector to the national economy, are they likely to boost economic growth at any scale and ensure the social well-being of its population. These contributions have been based on primary and secondary education, although their impact still seems to be insignificant in improving the national economic base and subsequently in improving the social;
- Laws that ensure the existence of a national education policy and its effectiveness through various economic activities with abroad;
- The measures taken by the Congolese authorities, inspired by solutions proposed by leading contemporary authors as cited in our editorial can help mitigate the exogenous and endogenous shocks of the quality of basic education in DR Congo.

#### 5.3.1. Government Financial Measures

Throughout our work, we have observed the contribution of government financial measures in the Congolese education sector and the nuanced effects that result from the

lack of political will to finance education for several decades, which has resulted, on the one hand, in the degradation of the living conditions of teachers in some public schools and the general decline in student training as a result of the demotivation of teachers to provide quality education to them.

The above results clearly assess the Government's contribution to national education, which has proven to be 'not significantly effective' in improving the quality of basic education in DR Congo.

Much remains to be done or realized in this sector. The Government assumes the crucial role of the Government as the number one moral authority of the Republic; which means that the burdens associated with the reforms are borne by it.

The result is our analysis that the Congolese state must:

- Show a great deal of will and honest commitment to the recovery of the education sector, the engine of a nation's structural transformation;
- Gradually implementing the financial measures proposed and adopted for a more palpable and studied purpose;
- Take into account the living conditions of teachers and find a favorable balance for all across the country;
- Strict monitoring and monitoring of government decisions to ensure their efficient and effective implementation;
- Finally, consider in-depth reforms of the sector, with a view to launching economic recovery and social control as a ripple effect.

### **5.3.2. Improving basic education**

In developing this work, it has also been observed the almost negligible impact of the Government's contribution to improving the quality of basic education in DR Congo. On the one hand, the government's financial measures have nevertheless had a positive impact on education, thanks to the recent launch of the free primary education program, which hopes to extend to the secondary level. Its operationalization is spread around the highlights below:

- The care of 58,735 teachers (new units) and the improvement in primary education for teachers in general since October 2019;
- The care of 230,536 teachers who have been unpaid for several years;
- The mechanization of teachers (new units and former non-mechanized);
- The removal of charges for parents of primary pupils;
- The gradual construction of new infrastructure to improve the working conditions of teachers and teachers;
- The provision of new teaching materials;
- Reform and updating of curricula;
- Vocational and technical training for teachers, with a view to making room for qualified people to deliver subjects according to the field of study;
- The finally strict and regulatory reform of education in all its implicating aspects.

### **5.3.3. Macroeconomic Framework**

It should be remembered that education is one of the pillars of socio-economic, political and legal development. Its contribution to the macroeconomic framework could well ensure a structural transformation of DR Congo and ensure a modernized or better future for the nation.

Unfortunately, due to its dependence on industrialized and emerging economies, the main indicators of the macroeconomic framework have not been spared in the context of an international crisis and the other types of external shocks affiliated with it (Covid-19, economic crisis, etc.).

In dissecting this work, we have also observed the almost negligible impact of the contribution of educational financial policy to the strengthening or control of the national macroeconomic framework. This has taken a number of levels, including: the weakening of the rate of increase in growth rate and incomes; a decline in government revenues; lower fiscal support and the risk of re-indebtedness, currency amortization continues; the balance is still in deficit on the balance of payments; rising infant mortality rates and bitter poverty; Etc.

The numerical results from international and local organizations further clarify our view by supporting the idea that the road remains very long and thorny. Inclusive growth and, in turn, sustainable development requires not only the deep and transparent responsibility of the State, but also the good faith of the Congolese people to respectfully or scientifically accompany government measures in favor of the national economy in general and education as a case study of our work.

In addition, it should be stressed greatly that the development of a nation, such as DR Congo, remains the business of every man and every man. And this, by properly training today's youth to emerge from the competent future executives of tomorrow.

## **6. Government Priorities**

Education is the mirror of society and is the seed and flower of socio-economic development. It transforms human beings from ignorance to enlightenment, from the nuances of social backwardness in the light of social improvement and from a nation of underdevelopment to faster social and economic development. The 1964 UNESCO General Conference recognized that "illiteracy is a serious obstacle to social and economic development. Education is the true alchemy that can bring the DRC its next golden age. The motto is unambiguous: All this for knowledge and knowledge for all.

In the same spirit of improving the macroeconomic framework and improving the living conditions of Congolese, the Government has continued its program of reforms to the education sector, aiming for quality education that will meet social and/national requirements.

This section will gradually list the visions and missions of the MEPST, as well as the priority strategic perspectives and axes over time in response to the process of globalization and national reconstruction, aimed at transforming the main dimensions of

the economic recovery phenomenon, enhancing its competitiveness and the effectiveness of its use of resources to create jobs and promote the well-being of the various stakeholders in order to deal with the external effects facing it.

### **6.1 Government measures to strengthen macroeconomic framework**

Several measures have been taken by the State in favor of strengthening the economic fabric, strengthening health in response to the recent international pandemic that is tormenting economies and improving the living conditions of the population, through the quality and effective education sector.

To this end, these government financial measures were summed up in eleven essentially major points, as presented by Congolese Minister of Communication and Media Mr Jolino Makelele:

- 1) Establishment of a curfew from 9 p.m. to 5 a.m.
- 2) Strict application of barrier gestures, including mandatory wearing of masks, physical distance, hand washing and temperature-taking,
- 3) Prohibition of public marches, artistic productions and fairs,
- 4) Prohibition of festive ceremonies and meetings of more than ten people,
- 5) The continuation of sports competitions behind closed doors,
- 6) The transport of mortal remains directly to the place of burial, without any ceremony,
- 7) How churches and drinking establishments operate before curfew by scrupulously respecting barrier gestures,
- 8) Strict adherence to barriers in all public and private places, i.e. vehicles, trains, planes, motorbikes, etc.
- 9) The postponement to a later date of the resumption of courses at the higher education and university level,
- 10) The early start of the school holidays from this Friday, December 18, 2020,
- 11) Mandatory testing for domestic travelers and those from abroad as well as those travelling abroad;
- 12) Traffic, during curfew, of persons with the special authorization of the provincial authority, with the exception of persons in a health emergency,
- 13) Strict monitoring of the application of this measure by the Congolese National Police.

These measures came into force from this Friday, December 18, 2020 by the Head of State throughout the entire national territory.

### **6.2 Government financial measures for the EPST Ministry (Vision and Mission)**

The vision of the EPSP Ministry is to build an inclusive and quality education system that contributes to economic growth, the fight against poverty and the promotion of peace and active democratic citizenship. The purpose of the education system is therefore to train competent men and women, imbued with human, moral, spiritual, civic, creative values and eager to build a new democratic, supportive, prosperous and peaceful

Congolese society. It is a question of freeing man from all the burdens that prevent him from participating effectively in the development of his country, by instilling in him the knowledge, know-how and know-how that form the basis of life in society.

As for its mission, the MEPSP aims to develop participatory and partnership leadership to build with the provinces and other partners an inclusive, diverse, relevant and quality education system. It is in this sense that the MEPSP acts as a pilot and catalyst for synergistic reforms of policies and practices within the framework of partnership and participatory strategies articulated in dialogue, contracting and devolution of powers from the center to the provinces and other decentralized entities, in accordance with the texts relating to decentralization and in compliance with constitutional provisions.

**Table 4.1:** Government Strategic Directions and Objectives

	<b>Promote a more equitable education system, in the service of growth and employment</b>	<b>Create the conditions for a quality education system</b>	<b>Improve governance and management of the sector</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Offer all children a complete and free primary cycle</li> <li>- Initiate the gradual establishment of basic education</li> <li>- Control access to upper (2nd) secondary education</li> <li>- Strengthen vocational technical training</li> <li>- Develop pre-school in rural area</li> <li>- Improve access and equity to AENF</li> </ul>	<ul style="list-style-type: none"> <li>- Renovate educational programs and methods</li> <li>- Set up a quality-insurance system</li> <li>- Improve educational environment</li> <li>- Align training with the needs of the labor market</li> <li>- Facilitate the integration and supervision of teachers</li> <li>- Professionalize and strengthen higher scientific and technological sectors</li> <li>- Promote scientific research</li> </ul>	<ul style="list-style-type: none"> <li>- Strengthen decentralization and deconcentration</li> <li>- Involve communities and civil society in the management of establishments</li> <li>- Improve the management of student flows</li> <li>- Strengthen the planning capacities of the education system</li> <li>- Improve the management of financial resources</li> <li>- Improve the management of human resources</li> <li>- Define a disaster, emergency and conflict risk prevention policy</li> <li>- Increase financing for the education sector</li> </ul>

**Source:** MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa

### 6.3 Annual Strategy Cost by Sector (USD Million) (Annex 12)

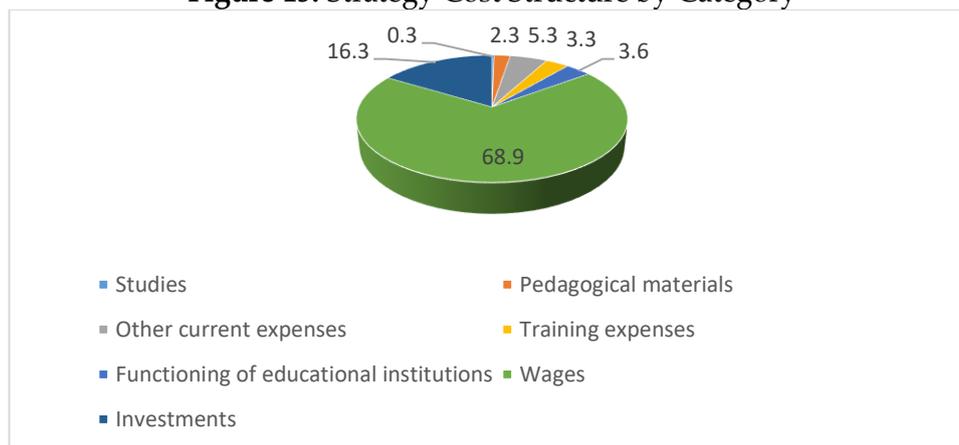
Implementation of the strategy will result in a sharp increase in the wage bill, which takes up 69% of resources due to the increase in the number of staff and measures to phase in free care, including improving teacher support rates and increasing their wage levels, which are now indexed to the evolution of GDP per capita (Table 4.2, Fig 15 below).

**Table 4.2: Cost/GDP Structure**

Rubrics	Studies	Pedagogical materials	Other current expenses	Training expenses	Functioning of educational institutions	Wages	Investments
Percentage	0.3	2.3	5.3	3.3	3.6	68.9	16.3

**Source:** MEPST (2016-2025). Stratégie sectorielle de l'éducation en RDC.

**Figure 15: Strategy Cost Structure by Category**



**Source:** MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa.

**Table 4.3: Cost of Strategy by Expenditure Nature**

Millions USD	2016	2017	2018	2019	2020	2025
Wages	839.9	929.3	1 041.2	1 179.2	1 313.4	2 061.3
Functioning of educational institutions	25.8	31.6	54.2	63.8	74.0	111.0
Dépenses de formation	57.2	58.6	63.8	65.3	67.4	75.9
Autres dépenses courantes	56.4	79.3	91.3	95.7	105.8	139.3
Matériels pédagogiques	15.0	21.3	30.6	37.8	45.6	73.5
Etudes	7.6	6.9	6.7	6.2	6.5	6.1
Investissements	275.6	305.2	314.2	326.4	339.9	348.2
Total Général	<b>1 277.4</b>	<b>1 432.3</b>	<b>1 602.1</b>	<b>1 774.3</b>	<b>1 952.5</b>	<b>2 815.2</b>

**Source:** MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa

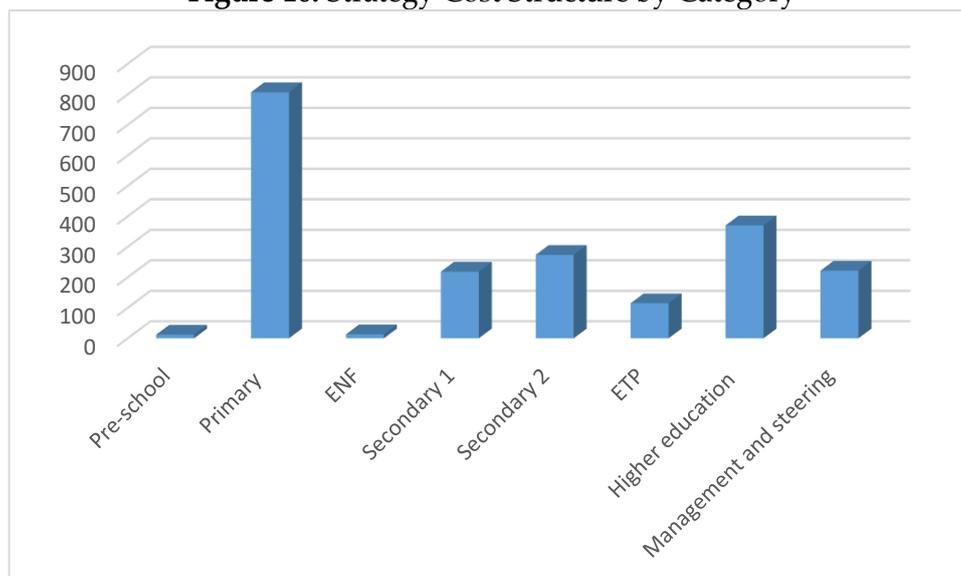
The implementation of the strategy's 8 programs requires the mobilization of an annual financial envelope of around USD 2 billion over the next decade (Table 4.3). More than half of this funding will be dedicated to the financing of basic education. The distribution of average annual needs by program is illustrated by the graph opposite (Table 4.4 and Table 4.5):

**Table 4.4: Strategy Costs by Category or Level of Education**

Rubrics	Pre-school	Primary	ENF	Secondary 1	Secondary 2	ETP	Higher education	Management and steering
Costs (M USD)	12.1	807.1	13.1	218.6	273.8	115.1	370.4	221.9

Source: MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa.

**Figure 16: Strategy Cost Structure by Category**



Source: MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa.

**Table 4.5: Cost of Strategy per axis and program**

	2016	2017	2018	2019	2020	2025
<b>Strategic Axis 1: Access and Equity</b>	980.7	1 095.8	1 219.8	1 360.6	1501.5	2 245.4
Program 1: Pre-school	5.5	5.6	5.7	5.9	6.0	7.6
Program 2: Primary	439.1	486.4	547.6	616.0	685.2	993.9
Program 3: Non-formal Education	6.4	6.7	6.9	7.3	7.6	9.1
Program 4: 1 <sup>st</sup> secondary cycle	111.9	121.5	140.7	160.7	182.8	315.4
Program 5: General and Normal Secondary	121.3	133.2	157.2	176.5	192.9	260.2
Program 6: Technical and professional education	67.9	81.3	76.2	84.1	92.6	165.0
Program 7: Higher education	228.7	261.2	285.5	310.1	334.1	494.1
<b>Strategic Objective 2: Quality</b>	134.8	152.0	169.4	181.9	198.2	248.7
Program 1: Pre-school	1.8	2.5	3.2	4.0	4.9	8.2
Program 2: Primary	61.7	67.5	75.2	80.4	85.2	107.4
Program 3: Non-formal Education	2.7	3.7	4.9	5.3	5.0	6.1
Program 4: 1 <sup>st</sup> secondary cycle	12.5	12.7	14.3	16.1	18.0	22.1
Program 5: General and normal secondary	40.0	45.9	51.9	58.8	67.4	85.1
Program 6: Technical and professional education	6.5	7.3	8.2	6.1	7.5	9.8
Program 7: Higher education	9.7	12.4	11.6	11.1	10.3	9.8

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<b>Strategic Objective 3: Governance</b>	<b>161.8</b>	<b>184.5</b>	<b>212.9</b>	<b>231.9</b>	<b>252.8</b>	<b>321.1</b>
Program 1: Pre-school	0.4	0.4	0.4	0.4	0.4	0.4
Program 2: Primary	9.5	10.3	11.0	11.6	12.2	8.8
Program 3: Non-formal education	0.3	0.8	0.3	0.3	0.3	0.4
Program 4: 1st secondary cycle	0.0	0.0	0.0	0.0	0.0	0.0
Program 5: General and normal secondary	9.8	10.8	11.9	13.2	14.8	11.9
Program 6: Technical and professional education	0.8	0.8	0.8	0.8	0.8	0.7
Program 7: Higher education	10.9	10.9	10.9	2.5	2.5	2.5
Program 8: Management and steering	129.9	150.4	177.5	203.1	221.8	296.5
<b>General Total</b>	<b>1 277.4</b>	<b>1 432.3</b>	<b>1 602.1</b>	<b>1 774.3</b>	<b>1952.5</b>	<b>2 815.2</b>
Program 1: Pre-school	7.7	8.5	9.4	10.4	11.4	16.2
Program 2: Primary	510.4	564.2	633.8	708.0	782.6	1 110.1
Program 3: Non-formal education	9.4	11.2	12.2	12.8	12.9	15.6
Program 4: 1st secondary cycle	124.3	134.1	155.0	176.8	200.7	337.6
Program 5: General and normal secondary	171.1	189.8	220.9	248.6	275.1	357.2
Program 6: Technical and professional education	75.1	89.5	85.2	91.0	101.2	175.5
Program 7: Higher education	249.3	284.4	308.0	323.7	346.9	506.5
Program 8: Management and steering	129.9	150.4	177.5	203.1	221.8	296.5

Source: MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa

#### 6.4 Funding the strategy

Since the end of 2014, a macro-economic framework has been developed based on the achievements recorded, the Ministry of Finance's medium-term outlook for the period 2015-2017 and the latest IMF estimates and projections for August 2015 which present the projections of the main macroeconomic aggregates for 2020. Beyond 2020, trends have been extrapolated with the adoption of a GDP growth rate of 7% per year.

The total potential expenditure of the State budget has been projected with an improvement in the weight of current public expenditure in GDP reaching 14.5% by 2025 compared to an average of around 11% achieved in recent years. Total government investment spending was projected on the basis of a constant rate of 2.5% of GDP, leading to a projection of USD 2 billion in 2025. It should be noted that most investments are financed with the support of external partners.

Thus, these assumptions leave a more favorable margin of evolution and the financing needs calculated further must be looked at in light of these assumptions.

**Table 4.6: Government Expenditure Framework (Amounts in Millions USD)**

(Amount in millions USD)	2015	2016	2017	2018	2019	2020	2025
<b>GDP and Growth</b>							
Total GDP	39 981	44 098	48 633	53 235	57 870	62 110	83 117
Growth rate of GDP	9.7%	10.1%	8.7%	7.6%	6.8%	5.4%	6.0%
GDP per habitant	480	591	628	662	689	708	819
<b>State Budget</b>							
Current Expenses in M USD	4 404	5 166	5 686	6 411	7 173	7 916	12 052

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Current expenses in % of GDP	11.0%	11.7%	11.7%	12.0%	12.4%	12.7%	14.5%
Capital expenses of the State in M USD	457	1 102	1 216	1 331	1 447	1 553	2 078
Capital expenses in % of GDP	1.1%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%
<b>Education Budget</b>							
Current potential Budget in M USD	824	967	1 064	1 282	1 435	1 583	2 410
In % current expenses of the State	18.7%	18.7%	18.7%	20.0%	20.0%	20.0%	20.0%
Potential investment Budget in M USD	63	198	219	240	260	279	374
In % capital expenses of the State	13.9%	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%

**Source:** MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa

The budgetary resources of the education sector are projected on the basis of an increase in their share of government expenditure to 20% of current government expenditure from 2018 (compared to 18.7% in 2014) and 18% of capital expenditure from 2016 (Table 4.6). Mobilizing this volume of resources requires trade-offs that are more favorable to the education sector, and more in line with international standards. The contributions of the technical and financial partners are based on the latest comprehensive evaluation carried out during the last Joint Reviews of the Interim Education Plan, carried out in 2014 and 2015. The amount of external resources mobilized is in the order of USD 100 million per year. For the purposes of the projections, a growth rate of external resources of 3% per year was selected. The potential budgets projected on these bases can be compared to the estimated expenditures of the strategy, leading to the calculation of financing needs.

**Table 4.7: Need for Strategy Funding**

Amounts in millions USD	2015	2016	2017	2018	2019	2020	2025
<b>Current Functionment</b>							
Current Expenses of strategy	806	968	1 089	1 241	1 396	1 556	2 406
Potential Resources	824	967	1 064	1 282	1 435	1 583	2 410
Need of current financing	-18	1	25	-41	-38	-27	-5
Need in % of the cost strategy	-2.3%	0.1%	2.3%	-3.3%	-2.7%	-1.8%	-0.2%
<b>Investment</b>							
Capital expenses for strategy	87	312	347	367	387	409	446
Potential Resources	63	198	219	240	260	279	374
Need of financing-investment	24	113	128	127	127	129	72
Need in % of the strategy cost	0.0%	36.3%	36.9%	34.7%	32.7%	31.6%	16.2%
Partners contributions	103	106	109	113	116	119	138
<b>Total of Expenses</b>							
Total expenses for strategy	893	1 276	1 436	1 608	1 783	1 965	2 852
Total potential resources	843	1 165	1 283	1 522	1 695	1 863	2 784
Need of financing-total	6	114	153	86	88	102	67
Need in % of the strategy cost	0.6%	8.9%	10.7%	5.4%	4.9%	5.2%	2.4%

**Source:** MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa

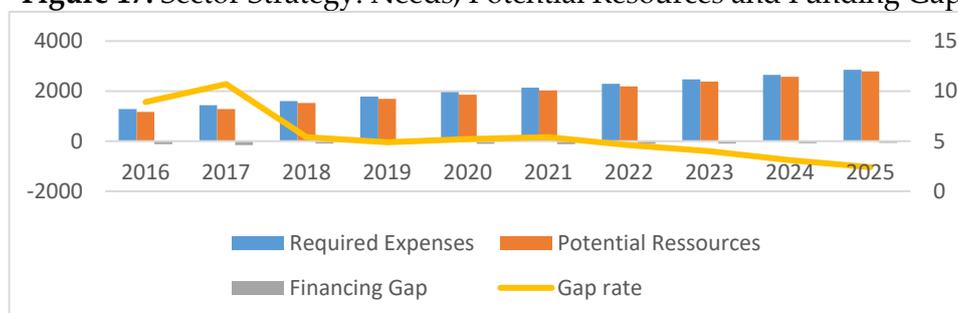
These projections result, of course, in an unmet financing need, but it is limited to an average of 8.3% during the first three years of the strategy and this gap is gradually decreasing over the next decade: the deficit or gap rate is steadily declining to reach 2.4% by 2025. The following graph illustrates these developments (Table 4.8, Figure 17):

**Table 4.8:** Sector Strategy: Needs, Potential Resources and Financing Gap

Years / Rubrics	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Required Expenses	1279	1436	1608	1783	1965	2135	2295	2474	2654	2852
Potential Resources	1165	1283	1522	1695	1863	2021	2191	2374	2572	2784
Financing Gap	-114	-153	-88	-88	-102	-115	-105	-100	-82	-67
Gap rate	8.9	10.7	5.4	4.9	5.2	5.4	4.6	4.0	3.1	2.4

**Source:** MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa.

**Figure 17:** Sector Strategy: Needs, Potential Resources and Funding Gap



**Source:** MEPSP-INC (2016). Stratégie sectorielle de l'éducation et de la formation en RD Congo (2016-2025). Kinshasa.

While operating expenditure is generally covered by potentially mobilizable public resources, capital expenditure is well below potential budgets in the early years of the strategy, meaning that more effort by the state and its partners is needed. With an annual contribution from partners in the order of USD 100 million, and a state investment budget limited to 2.1% of GDP, potential resources remain 36% below the estimated investment needs corresponding to an average annual envelope of around USD 120 million. It should be noted that the macro-economic framework of the State for the 3 years 2015 to 2017, on which this exercise is based, remains not sufficiently favorable to the education sector.

From now on, the four ministries in charge of the education sector should better position themselves in budgetary arbitrages in order to mobilize additional resources to meet the various challenges identified by the sector strategy. Indeed, if the projections result in a reasonable sustainability of the long-term strategy, this will have to be accompanied by an additional effort to be provided during the first few years, especially in the case of a decrease in tax revenues. The resources identified in the model do not take into account the resources collected by schools.

Indeed, the continuation of the State's assumption of the operating costs of public primary schools, managerial offices and public catch-up training will continue to be the rule in order to gradually introduce the real conditions of free tuition. In addition, the direct costs borne by families will be gradually reduced for the first cycle of secondary

school, which will be gradually integrated into basic education. Similarly, the State will have more and more resources at the level of general, normal and vocational education in order to relieve parental burdens and make them in the first place in ways that are bearable, especially for poor families and disadvantaged areas. It should be noted that the sector authorities have taken active steps in recent years to find external partners. As a result, these efforts have resulted in significant funding for the sector, including \$100 million in GPE funding. Unicef, the World Bank, the French Development Agency, Belgian cooperation, British cooperation, American cooperation, UNESCO, etc. make important contributions to the education sector. Monitoring these contributions will be part of the activities identified as part of the implementation of this strategy. The newfound peace, and the development of a sectorial strategy shared with TFP and civil society, are assets that will enable the country to be able to attract other financial partners to the financing of the DRC's education sector.

## 7. Conclusion

### 7.1 Summary of the dissertation

Throughout this study, we have tried to highlight the various effects of government financial measures on improving the quality of basic education in DR Congo. This thesis aims to contribute to this growing area of research by providing empirical evidence on the role of governments in monitoring the macroeconomic framework and the quality of the country's resource-rich education sector such as the DRC.

As a result, the various financial measures taken by the DRC government have made little progress in the national economy. This is the case of the lack of political will in the recovery and sectorial transformation, such as the education sector, of national activities.

**Table 4.1:** Summary of the dissertation

Rubrics	Observations
Research Questions and Hypotheses (Q& H)	Q1 = Findings Q2 = Confronting the objectives of the research with the findings Q3 = Recommendations
Research methodology (Mixed method: qualitative and quantitative approach)	(1) For Q1 & Q2, we used the documentation. In other words, for Q1 & Q2 = H1 & H2: documentation was taken from departments, BCC, books, etc. There was talk of making observations about what the state should do and what has been done (see Q1 and Q2); (2) For Q3, we used the questionnaire. The actors surveyed say what the state has done and what it is not doing, but here it is a question of presenting what it should do (Q3); It should be noted that all the answers to the questions essentially used the survey. (3). Content Analysis: Documentary Research Mother population includes "education actors" Sample: 300 education actors (statistical approach)

	<p>Focus group: 16 schools (content analysis). At the end of the analysis of the focus group data, we drew a conclusion of everything the state has done.</p> <p>(4) Originality of the study- conceptual model of the study, the theme of which is "Process of improving the quality of basic education in DR Congo": we presented some authors who have said a word about our theoretical framework (Black box). As for the actors who have spoken about the inputs and outputs of the conceptual model, we quote Professor LUBOYA T. (2018) and the model has been better deepened by myself Madam SIFA H. (2020).</p>
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**Source:** Author's Conception, 2021.

## 7.2 Main findings and Recommendations

The main findings and recommendations of this study are summarized with respect to research objectives, questions and recorded statistical data. On one hand, it is said that the Congolese economy is structurally characterized by low-value-added creation, due to the embryonic state of its educational fabric. Indeed, basic education in DR Congo remains virtually underdeveloped, despite some efforts by the political authorities and external partners to finance this sector, in order to promote access, quality and equity, because of its low coverage and its poor quality remarkable throughout the national territory. Without claiming to have exhausted the substance of this work, we consider that it has reflected, in one way or another, all the knowledge we have on the situation of which the subject has been analyzed. , to which we want prosperity and sustainability.

At the end of our learning, we found remarkable evidence that the contribution of government financial measures to improving the financial policy of basic education and the control of the macroeconomic framework in the DRC did not have very significant effects through several pathways of propagation mentioned, analyzed and interpreted above.

On the other hand, to address this study, reform measures have been adopted with a view to economic recovery and improving the living conditions of everyone. Policies to transform the education sector and labor skills are the keys to national transformation in all its fundamental aspects and that institutional reforms to improve the effectiveness of these measures and the macroeconomic framework are crucial for inclusive development and economic growth by increasing the level of technology and promoting the competitiveness of national programs through effective review and adaptation services to the realities on the ground.

**Table 4.2:** Main findings and recommendations view

Challenges	Main findings	Recommendations
<ul style="list-style-type: none"> <li>- Outdated, poor and inadequate infrastructure,</li> <li>- An underdeveloped regulatory environment,</li> <li>- Poverty and bitter misery,</li> <li>- The lack of financial resources by parents to take charge of their children's education (especially among girls),</li> </ul>	<p>(1) Changes in the global networks of producing quality education as an engine of economic growth for a nation have also changed the character of the quality of education fields</p>	<p>- The Government should carefully review national programs in favor of basic education and adapt them to the realities on the ground;</p>

<ul style="list-style-type: none"> <li>- The social situation of the populations still on alert,</li> <li>- The lack of your policy to ensure the quality of life of the population,</li> <li>- The low pay of teachers, the primary agent of intellectual and mental development for the future executives of tomorrow,</li> <li>- The almost remarkable disrepute of the teaching function in the national policy agenda,</li> <li>- Increased unemployment across the national territory,</li> <li>- Significantly expanding mortality, birth and juvenile delinquency rates</li> <li>- The abolition of the teachers' bonus (ranging from \$500 to \$1000 depending on the type of schools in the city province of Kinshasa and even less significant in rural areas) to balance the salary conditions of teachers in DR Congo, which is more advantageous in the provinces than in the city of Kinshasa (the capital). With a current salary of \$170 and operating costs ranging from 35,000FC to 38,000FC, institutions and teachers are no longer able to make ends meet to meet their basic living needs,</li> <li>- The low productivity of the family labor force in subsistence agriculture,</li> <li>- There is no assured social protection and persistent national insecurity,</li> <li>- Technology that has been in development until then, despite the phenomena of globalization or modernization,</li> </ul>	<p>in DR Congo. Except that in practice, they are still insignificant and ineffective in meeting societal and institutional needs. Much remains to be done for years to come;</p> <p>(2) A significant improvement in the sector, based on the following major areas of access, equity and quality of education at all levels, particularly in primary school, still requires significant progress;</p> <p>(3) Effective and effective implementation of the measures assigned to it, with the effect of training the social well-being of the Congolese well-controlled;</p> <p>(4) The state thus plays a very crucial role in the linchpin of the public thing; it must assume its responsibilities with transparency, if it really wants to see the Republic achieve inclusive growth and sustainable development.</p>	<ul style="list-style-type: none"> <li>- That it strictly and strictly implement the texts governing the education sector, bearing "Organization and functioning of education in DR Congo";</li> <li>- It equips public schools according to reformed programs and new teaching methods (teaching materials and textbooks);</li> <li>- It improves the social conditions of educational actors;</li> <li>- Let it provide the continuous training of the actors in this basic education;</li> <li>- It should rehabilitate national infrastructure to facilitate the movement of all and;</li> <li>- Let it be involved with transparency, responsibility and will for economic recovery, because sustainable development, inclusive growth and the quality of life of the people are a matter for all people and every man.</li> </ul>
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**Source:** Author's creation, 2021.

### 7.3 Limitations

The results of this study are subject to at least two limitations. The first is the lack of necessary information on the Congolese education system, both locally and regionally, and internationally. This was based on urban-rural disintegration in the labor market. The second and most important is that this study involved quality education and a strengthening of the national economy in the face of external shocks and does not take into account the resources needed to implement policies in these areas.

From a policy perspective, this analysis therefore did not tend to compare the net benefit of these policies, but assessed the extent to which they led to structural transformation and pro-poor growth.

### Conflict of Interest Statement

The author declares no conflicts of interests.

### About the Author



Professor and Researcher in Economics and Management at several universities in the City province of Kinshasa, Sifa Bura Huguette is an active member of various associations of international and local researchers; author of numerous articles in international editions. Ms. Sifa holds a bachelor's degree in Economics and Development (Option: Finance) at the Catholic University of Congo in the Democratic Republic of Congo and a Master's degree in Business Economics and Management at central China

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Sifa Bura Huguette  
EFFECTS OF GOVERNMENT FINANCIAL MEASURES ON IMPROVING THE QUALITY  
OF BASIC EDUCATION IN THE DEMOCRATIC REPUBLIC OF CONGO (2010-2020)

**Annex 1: Distribution of Streams/Options by Type of Education by Codes and Cycles**

N°	Code Exetat	Type Of Training	Channels/Options	Cycles	Professional, Arts and Crafts	
1	1.01	General	Philosophical Latin	General Secondary	1	Adjustment
2	1.02		Physics Mathematics		2	Hotel help
3	1.03		Chemistry Biology		3	Rural animation
4	1.04		Latin Greek		4	Winding
5	1.05		Latin Mathematics		5	Tile
6	2.01	Normal	General education	Normal Secondary	6	Ceramic
7	2.02		Physical education		7	Carpentry
8	2.03		Normal		8	Boiler
9	3.01	Technique and/or Professional	Commercial and administrative	Technique	9	Forming
10	3.02		Secretariat	<b>Tech. &amp; &amp; Professional</b>	10	Hairstyle
11	3.03		Commercial IT	Technique	11	Accounting
12	3.04		Computer Secretariat	<b>Tech. &amp; &amp; Professional</b>	12	Making
13	4.01		Social	Technique	13	Shoemaking
14	5.01		Arts	<b>Tech. &amp; &amp; Professional</b>	14	Interior decoration
15	5.02		Dramatic Arts	<b>Tech. &amp; &amp; Professional</b>	15	Auto electricity
16	5.03		Music	Technique	16	Building electricity
17	6.01		Cut and Couture	<b>Tech. &amp; &amp; Professional</b>	17	Public Works Machinery
18	7.01		Hostess	<b>Tech. &amp; &amp; Professional</b>	18	Family housewife
19	7.02		Hotels and Restaurants	<b>Tech. &amp; &amp; Professional</b>	19	Scrap and reinforced concrete
20	7.03		Accommodation	<b>Tech. &amp; &amp; Professional</b>	20	Forge
21	8.01		General Agriculture	Technique	21	Industrial and household cold
22	8.02		Horticulture	<b>Tech. &amp; &amp; Professional</b>	22	Cold house
23	8.03		Veterinary	<b>Tech. &amp; &amp; Professional</b>	23	Horticulture
24	8.04		Food industry	<b>Tech. &amp; &amp; Professional</b>	24	Masonry
25	8.05		Nutrition	<b>Tech. &amp; &amp; Professional</b>	25	Diesel auto mechanics
26	8.06		Forestry	<b>Tech. &amp; &amp; Professional</b>	26	Maintenance mechanics
27	8.07		Sins	<b>Tech. &amp; &amp; Professional</b>	27	Mechanical shooting
28	8.08		Agricultural economy	<b>Tech. &amp; &amp; Professional</b>	28	Mechanography
29	8.09		Agroforestry	<b>Tech. &amp; &amp; Professional</b>	29	Metallurgy
30	8.10		Agricultural mechanics	<b>Tech. &amp; &amp; Professional</b>	30	Painting
31	9.01		General Mechanics	<b>Tech. &amp; &amp; Professional</b>	31	Glass painting
32	9.02		Mechanical Machine Tools	<b>Tech. &amp; &amp; Professional</b>	32	Fish farming

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33	9.03		Electricity	Technique	33	Plumbing
34	9.04		Construction	Technique	34	Bridges and shoes
35	9.05		Industrial Chemistry	Technique	35	Ready to wear
36	9.06		Industrial electronics	Technique	36	Sculpture
37	9.07		Printing	<b>Tech. &amp; &amp; Professional</b>	37	Family social
38	9.08		Switching	<b>Tech. &amp; &amp; Professional</b>	38	Welding
39	9.09		Radio Transmission	<b>Tech. &amp; &amp; Professional</b>	39	Stinotyping
40	9.10		Meteorology	<b>Tech. &amp; &amp; Professional</b>	40	Weather technique
41	9.11		Civil Aviation	<b>Tech. &amp; &amp; Professional</b>	41	Textile
42	9.12		Mechanical Drawing	<b>Tech. &amp; &amp; Professional</b>	42	Public Works Machinery
43	9.13		Hydropneumatic	<b>Tech. &amp; &amp; Professional</b>	43	Boiler
44	9.14		Petrochemical	<b>Tech. &amp; &amp; Professional</b>	44	Sculpture
45	9.15		Automotive Mechanics	<b>Tech. &amp; &amp; Professional</b>	45	Ceramic
46	9.16		Metallic construction	<b>Tech. &amp; &amp; Professional</b>	46	Making
47	9.17		Carpentry	<b>Tech. &amp; &amp; Professional</b>	47	Shoemaking
48	9.18		Mines and Geology	<b>Tech. &amp; &amp; Professional</b>	48	Plumbing

**Source:** Annuaire Statistique EPST/DIGE 2010-2020. Direction de l'Information pour la Gestion de l'Education (DIGE) en charge de la production des données statistiques, calculs des indicateurs pour la Gestion et le Pilotage du Système Educatif en RDC/EPST. Kinshasa, RDC

Annex 2: Educational policies background



Source: Conception de l'auteur, 2018

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**Annex 3: Grill model of group discussion per question**

Responses per question	Discussion Group																TOT
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	G13	G14	G15	G16	
<b>QOQ1</b>																	
Financial		x					x					x	x	x			5
Material										x							1
Human																	0
Material and financial																	0
Material and human	x								x							x	3
Human and financial			x			x					x						3
Human, financial and material				x	x			x									3
Financial, human, moral and material															x		1
<b>General Total</b>																	<b>16</b>
<b>QOQ2</b>																	
Providing financial and material resources for the proper functioning of schools				x				x	x			x		x		x	6
Providing financial resources for a good education organization	x	x			x	x				x			x		x		7
Payment of agents and training equipment							x				x						2
Improving education (learners' teachings)																	0
Take charge of all education (financial resources, human resources and material resources)			x														1
<b>General Total</b>																	<b>16</b>
<b>QS1</b>																	
Yes, operating costs															x		1
Yes, the revaluation of the teaching function; respect for the special status of rational education staff and improve basic education					x							x					2
Yes, free education			x			x					x						3
Yes, education in the DRC and quality of basic education (See The Framework Law on Education, Constitution and Other Laws Passed in Parliament)		x		x				x		x							4
No	x						x									x	3
Yes and No: Yes, improving basic education														x			1
No, no change in the solutions adopted in favor of education																	0
Yes and No: Yes, mobilizing internal revenues and inputs from external partners									x								1
No, inadequacy of these revenues and volatility of this money													x				1
<b>General Total</b>																	<b>16</b>
<b>QR1</b>																	
Yes, building infrastructure and improving the living conditions of teachers		x			x			x									3



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education in the Democratic Republic of Congo. Partners in the Global Partnership for Education will fund this initiative to the tune of \$100 million over a four-year period. PROJECT PASEC: <a href="https://www.globalpartnership.org/fr/news/la-rdc-lance-le-projet-paque-en-faveur-de-lapprentissage-en-primaire">https://www.globalpartnership.org/fr/news/la-rdc-lance-le-projet-paque-en-faveur-de-lapprentissage-en-primaire</a> CONFEMEN (PASEC) Educational Systems Analysis Program World Bank support: <a href="https://www.banquemonde.org/fr/news/press-release/2020/06/15/the-world-bank-supports-free-primary-education-and-maternal-and-child-health-improvements-in-the-drc">https://www.banquemonde.org/fr/news/press-release/2020/06/15/the-world-bank-supports-free-primary-education-and-maternal-and-child-health-improvements-in-the-drc</a> 1000 School Construction Program (Matata Ponyo, 2010) Teaching and administrative staff (2010) Mutual Creation of Teachers (MEPS, 2010)																		
Yes Project to free basic education through the Millennium Development Goals (support for 58,735 new primary teachers) Teachers' salaries improved under Mbudi agreement (not applied) and free education policy (improve the salaries of 230,536 unpaid teachers) Building construction	×							×							×	×		4
Yes Free education Pay a decent salary to teachers Retirement of teachers and administrators							×	×			×							3
Parents' Contribution (2010-2018) Free education (2019-2020)			×								×							2
No						×												1
No answer										×							×	2
<b>General Total</b>																		<b>16</b>
<b>QS3B</b>																		
Direct effect: decent payment from teachers Indirect effect: elimination of teachers' miscellaneous bonuses, thus implying that teachers no longer adequately deliver teachers' demotivation courses	×							×				×			×	×		5
Direct effect: improving social (meeting basic basic needs of populations and lowering the burden on parents), raising children (reducing child vagrancy and increasing access to education for all in public schools especially), teachers' salaries Indirect effect: the Government must put seriously in the development of the State Budget, capable of meeting the needs of the entire population (education, health, energy, infrastructure, social)		×	×		×													4
Direct and indirect effect: Non-application of certain financial measures for education (e.g. Mbudi scale) and the national economy				×		×			×	×	×							5

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Non-improvement in social conditions Degradation of students' intellectual levels Teacher demotivation																			
No answer																	x	x	2
<b>General Total</b>																			<b>16</b>
<b>QR3</b>																			
Yes: Education for all (improving the quality of education; access, equity and quality for all children)			x	x					x										3
Yes: Reducing parental burdens and improved living conditions for teachers and even students	x							x		x							x		4
Yes: Adequate vocational and technical training for teachers and future managers in the country																			1
Yes: Significant allocation of a budget for education sector reform			x														x	x	5
No																			0
No answer								x											3
<b>General Total</b>																			<b>16</b>
<b>QS4</b>																			
Yes	x	x	x	x				x									x	x	11
No																			1
Yes and no																			2
No answer																			2
<b>General Total</b>																			<b>16</b>
<b>QR4</b>																			
Changing people's mentalities Follow-up of parents, public and school authorities, schools, ... because education is the very life of a nation																			0
Strict/consistent/effective regulation of government financial measures, as finance is at the center of all activity and everything always works with finances			x	x	x														5
Teachers' compensation Moral and intellectual control of teachers Execution of teacher control mission to avoid fictitious staff																			1
Overcrowding in classrooms Teacher demotivation																			1
Improvement of the social of teachers and administrators addressed within a formal framework of broad national consensus Improved infrastructure and teaching pedagogies Reducing parental burdens Facilitating access to education for all (primary level) Good governance	x																		7
No answer																			2

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<b>General Total</b>																		
<b>QS5</b>																		
Yes	x	x	x	x	x	x		x	x	x	x	x		x	x	x		14
No													x					1
Yes and no: Yes, thanks to free basic education for all No, due to the lack of political will due to embezzlement; disobedience of government orders; political conflicts; many commitments of the new fictitious units ...																		
No answer							x											1
<b>General Total</b>																		<b>16</b>
<b>QR5</b>																		
Lack of political will Misappropriation of funds		x		x					x	x			x	x				6
Free education, because there is no development without quality education. The better future of the Congo of tomorrow depends on the good training of the youth present					x													1
Education funding	x		x														x	3
Lack of respect for government orders People's bad faith Clientelism (engagement of new fictitious units based on special relationships with them)												x						1
Reforms to the various government financial measures for education (See National Framework Law 14/0014 on the 23 basic options for educational reform, including education in 8 years, the introduction of ICT in training, virtual or distance education, etc. The implementation and funding of basic education is still a problem to this day.						x										x		2
Political will and dialogue with external partners to meet societal needs									x				x					2
No answer							x											1
<b>General Total</b>																		<b>16</b>
<b>QS6</b>																		
Teachers' pay improvement: insufficient salary to tie the two ends (meet basic basic needs) Pensioners very old teachers Hire new units: new young breaths												x				x		2
Improving the living conditions of the learner, the apprentice and the parents						x												1
Funding education																		0
School and education reforms Good governance	x	x	x	x	x			x	x	x		x	x	x			x	12
No answer							x											1

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<b>General Total</b>																	<b>16</b>
<b>QR6</b>																	
Adequate remuneration for teachers												x				x	2
School and education reforms																	
Good governance		x	x	x		x		x	x	x		x	x	x		x	11
Vocational and technical training																	0
Improving the living conditions of teachers	x																1
No answer					x		x										2
<b>General Total</b>																	<b>16</b>
<b>QS7</b>																	
Improved living conditions for teachers (salaries, health, teaching materials, vocational and technical training, etc.) and pupils					x				x			x	x				4
Reforms of schools and teaching pedagogy (infrastructure, school buses, new materials and textbooks, ICT, health insurance, etc.)																	
Reforms of the education system (effective and efficient education, substantial funding of the sector, improvement of teachers' salaries, etc.)	x	x	x	x		x		x	x				x	x	x	x	11
Improving Congolese social security																	
Good governance																	
No answer							x										1
<b>General Total</b>																	<b>16</b>
<b>QR7</b>																	
Improving the well-being of teachers, parents and students					x							x	x				3
Reforms of education as a whole (free education well regulated, progressive and controlled; infrastructure; NTIC; Teachers' and administrative salaries; Health living conditions and quality of teachers; sector financing)	x	x	x	x		x		x	x	x			x	x	x	x	12
Improving the social of Congolese																	
Good governance and political will																	
No answer							x										1
<b>General Total</b>																	<b>16</b>

Source: Création de l'auteur, 2020.

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