

Democratic Republic of the Congo

# Thematic Education Report



*Thanks to UNICEF's assistance, children affected by the humanitarian crisis in Kasai have access to quality education in emergency situations. A young girl proud to be back in school.*

*Photo Credit: UNICEF DRC ,2018, Kinshasa, Photo taken by Vincent Tremeau*

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## ABBREVIATIONS AND ACRONYMS

<b>AIDES</b>	Action et Intervention pour le Développement Social
<b>ACSI</b>	Association of Volunteers in International Service
<b>BTS</b>	Back to School campaign
<b>CFS</b>	Child-Friendly Schools
<b>CIDE</b>	International Consortium for the Development of Education/ Consortium International pour le Développement de l'Education
<b>COGES</b>	Management Committees
<b>COPA</b>	Parents' Committees
<b>COOPI</b>	Cooperazione Internazionale Fondazione
<b>CPAP</b>	Country Programme Action Plan
<b>CTC</b>	Child-to-Child
<b>DFID</b>	Department for International Development
<b>DHS</b>	Demographic and Health Survey
<b>DIPROMAD</b>	Department of School Programmes and Didactic Materials / Direction des Programmes Scolaires et des Matériels Didactiques
<b>DRC</b>	Democratic Republic of the Congo
<b>DRR</b>	Disaster Risk Reduction
<b>ECD</b>	Early Childhood Development
<b>ECE</b>	Early Childhood Education
<b>EGMA</b>	Early Grade Mathematics
<b>EGRA</b>	Early Grade Reading Assessment
<b>EIE</b>	Education in Emergencies
<b>EMIS</b>	Education Management Information System
<b>EPSP</b>	Enseignement Primaire, Secondaire et Professionnel / Ministry of Primary, Secondary Education and Professional Training
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>GPE</b>	Global Partnership for Education
<b>GPI</b>	Gender Parity Index
<b>IGA</b>	Income Generating Activities
<b>IMEP</b>	Integrated Monitoring and Evaluation Plan
<b>INEE</b>	Inter-Agency Network for Education in Emergencies
<b>INS</b>	Institut Nationale de Statistique (National Statistical Institute)
<b>IRC</b>	International Rescue Committee
<b>ITN</b>	Insecticide-Treated mosquito Net
<b>MAS-HNS</b>	Ministère des Affaires Sociales, Action Humanitaire et Solidarité Nationale
<b>M-EPSP</b>	Ministère de l'Enseignement Primaire, Secondaire et Professionnel
<b>MDG</b>	Millennium Development Goal
<b>MICS</b>	Multiple Indicator Cluster Survey
<b>MOE</b>	Ministry of Education (Official denomination : Ministry of Primary, Secondary and Professional Education)
<b>MORES</b>	Monitoring of Results for Equity System
<b>MRM</b>	Monitoring and Reporting Mechanism
<b>MTSP</b>	Medium-term Strategic Plan
<b>NGO</b>	Non-Governmental Organisation
<b>NRC</b>	Norwegian Refugee Council
<b>OCHA</b>	(United Nations) Office for the Coordination of Humanitarian Affairs

<b>OOSC</b>	Out-of-School Children
<b>PAQUE</b>	Programme d'Amélioration de la Qualité de l'Education / Programme for the Improvement of the Quality of Education
<b>PBEA</b>	Peace-Building Education and Advocacy
<b>PIE</b>	Plan Intérimaire de l'Education (Intermediary Education Plan)
<b>PEAR+</b>	Programme of Expanded Assistance to Returnees
<b>PRRIS</b>	Programme de Reconstruction et de Réhabilitation des Infrastructures Scolaires/ National School Infrastructure Construction and Rehabilitation Programme
<b>RECO</b>	Réseau Communautaire
<b>RESEN</b>	Rapport sur l'Etat du Système Educatif National/ Country Status Report (CSR)
<b>RRMP</b>	Rapid Response to Movements of Populations (programme)
<b>SPACE</b>	Secretariat Permanent d'Appui et de Coordination du Secteur de l'Education
<b>SIGE</b>	Système d'Information et de Gestion de l'Education ( EMIS : Education Management and Information )
<b>SSEF</b>	Strategie Sectorielle de l'Education et de la Formation
<b>UKAID</b>	United Kingdom Agency for International Development
<b>UNAIDS</b>	United States Agency for International Development
<b>UNDAF</b>	United Nations Development Assistance Framework
<b>UNDP</b>	United Nations Development Programme
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>USAID</b>	United States Agency for International Development
<b>WASH</b>	Water, Sanitation, and Hygiene
<b>WFP</b>	World Food Programme

## I. EXECUTIVE SUMMARY

This report provides a broad review of UNICEF's Education Programme interventions in 2018 in coherence with UNICEF's Strategic Plan 2018-2021 through the contribution of thematic funds, in addition to resources (RR, OR, ORE) mobilized throughout the year. In 2018, the Education Programme's implemented actions in the Democratic Republic of the Congo (DRC) promoted children's right to quality education in development and emergency contexts. Thanks to UNICEF, and its donors, a total of 14,006,073 children were enrolled in first grade for the 2013-2018 programme cycle. In terms of access, 475,465 first grade pupils were equipped with school supplies for the 2018 school year.

During the 2017-2018 school year, the pre-primary approach enabled 3,438 children aged five to access pre-schooling in remote areas. For the 2018-2019 school year, 4,202 children aged five were enrolled in primary classes, of which 2,030 students received learning materials.

The capacities of 180 teachers, including supervisory personnel, were reinforced on early learning materials produced and translated to national languages, Swahili and Lingala, with the technical and financial assistance of UNICEF.

In addition, 1,008 teachers (464 women) were provided with training support to improve teaching strategies on reading, writing and quality learning. Moreover, to reduce expenses on the poorest households, a social protection scheme was ensured for 1,000 schools.

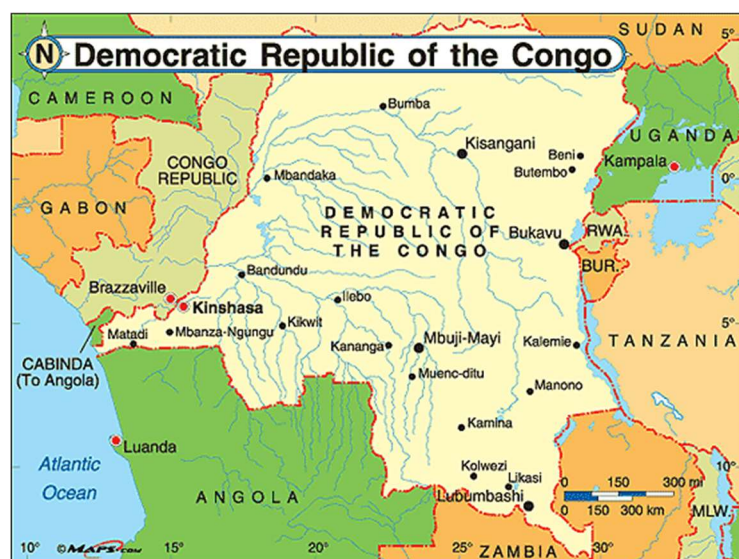
In line with supporting equity-focused programming, the programme issued an analytical review to review of the Back-to-School strategy that is being implemented for the last 13 years. The results provided information on its strengths and weaknesses, along with complementary strategies for accelerating universal primary education in the DRC. A study launched last year, which assessed the schooling conditions in riverside areas, has reached its final stage. The results from the study will provide programming and advocacy guidance for innovative education alternatives to reduce the number of out of school children in those regions.

Regarding measuring learning outcomes, the programme is supporting a gradual scale-up of an Early Grade Reading and Mathematics Assessment (EGRA-EGMA), which took a sample of 4,200 children from 480 schools. The results of the assessment are to be presented in 2019 after finalization by the ministry in charge of primary and secondary education. In the meantime, UNICEF is supporting an ongoing consultancy for an early learning assessment of children (zero to six years old) entering primary school to provide information on the skills and competencies developed by children who attended pre-school and those who have not. Finally, to improve programming that promotes inclusive education, UNICEF is currently identifying actors active in the field and is analyzing their capacities to provide support to children with disabilities.

To remedy the significant lack of up-to-date education statistics, UNICEF continues to support setting up a decentralized Education Monitoring Information System (EMIS) in all 26 provinces of the DRC through strategic partnerships with the Ministry of Education, UNESCO, and the World Bank. This will provide updated routine data at provincial and national levels.

Challenges remain in the education sector, particularly around school fee abolition, annual sector planning and monitoring, and the quality of education provided in a mixed emergency and development setting.

## II. STRATEGIC CONTEXT OF 2018



Considered one of the biggest countries in Africa – almost two thirds the size of Western Europe, the Democratic Republic of Congo (DRC) constitutes a country with great fragility in diverse domains. Its population is estimated at almost 78 million inhabitants<sup>1</sup>, spread over 2.34 million square kilometers, of which 70 per cent live in rural areas. The annual population growth is recorded at 3.1 per cent, and 63 per cent of the population (53.6 million) live below the poverty line with less than US\$1.25 a day in 2012.

Although the country is rich with natural resources – subsoil, rain forest, and hydropower – and has the potential to develop economic pathways beyond primary products with the correct policies and regulations, none of the Millennium Development Goals were met. By 2013, primary school enrolment had increased from 61 per cent to 75 per cent; however, universal primary education has not yet been reached in the DRC. In terms of equity, efforts to provide education should be reinforced as most families are poor and vulnerable. Children ending primary school are not continuing to secondary education due to a lack of means, or due to conflict situations impeding their ability to pass their primary exams.

In addition, despite the school fee abolition and the compulsory character of school attendance for children until 17 years of age, several children do not have access to education because of some related 'hidden costs' such as participation of the payment of teachers' salary and contributions for the operational costs of the local administration imposed to parents. Gender issues and discrimination against vulnerable children<sup>2</sup> persist, further placing vulnerable children at a disadvantage. In education, gender-based indicators show that girls are disadvantaged, as 52.7 per cent (Study on OOSC, DRC 2012) of out-of-school children (OOSC) between five to 17 years old are girls. Furthermore, the dropout rate among girls between the fifth year of primary school and early high school is significantly high.

According to the study, the average age of children entering primary school is 7.2 years at the national level. This varies between 6.2 years in Kinshasa, which is close to the legal age of entry to primary school, and 7.7 years in Eastern Kasai or up to 8.2 years in Province of Equateur. Indeed, children entering primary school in DRC are generally older in comparison to other countries such as Gabon, Cote d'Ivoire, or the Republic of Congo. Forty-four per cent of new

<sup>1</sup> Demographic Health Survey - DHS 2013-2014

<sup>2</sup> Vulnerable children: disabled, indigenous, children affected by HIV, children working in mines and those in streets



students in the first year of primary school in DRC are above the age of six, and this late entry into school increases the risk of dropping out.

Gender issues and discrimination against very vulnerable populations such as persons with disabilities, indigenous people, and HIV-affected children, bring about serious disparities to be addressed. These disparities include household income, poverty, distance from home to school, quality of education, unsafe learning environments, gender dimensions related to early pregnancies and child marriages, low status of child in the household (e.g. orphans), and parents' unemployment. Indeed, girls are the most at-risk group for dropouts. Given accepted social norms on the role of girls and women, their schooling is most likely not prioritized by the community compared to boys. Thus, only six out of ten girls complete primary school, compared to eight out of ten boys. Girls who live in rural areas and whose parents have not received formal education are at the highest risk of not enrolling in school (33 per cent).



Young children of pre-primary class applauding during an early learning activity,  
Photo credit UNICEF 2018, Leon Kalolo, Office of Mbandaka, Equateur Province

Frequent armed conflicts and epidemic outbreaks, such as Ebola and cholera, in the Eastern part of the DRC, Kasais, and Tanganyika result in severe consequences on the wellbeing of the affected populations.

In this context, UNICEF is pushing forward an equity agenda and commitment to support Sustainable Development Goals through its Strategic Plan (2018-2021) to close the gap between vulnerable children and others.

### III. PURPOSE

In accordance with the principle of national ownership and priorities, as well as from an equity perspective, UNICEF DRC's Education Programme is positioned on improving access, retention, and quality of education for the most disadvantaged children. The thematic funds received in 2018 contributed to the achievements of results planned by the Education Programme. Indeed, the Programme supports the DRC Government and other key stakeholders in implementing strategic plans and achieving results through the main following objectives:

- a) Increase equitable access in primary education
- b) Improve student learning achievements in primary education
- c) Strengthen sector management and promote greater accountability by introducing new management practices at the local levels



The Education Programme aims to contribute directly to the achievement of the Sustainable Development Goals 4, Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It is also aligned with the goals on the attainment of no poverty (1), gender equality (5), decent work and economic growth (8), and reduced inequalities (10).

The following outputs of the Country Programme Action Plan (CPAP) for 2013-2017<sup>3</sup> (to be considered for 2013-2018, as it has been extended) have contributed to achieving the expected results for children. They are:

### **Country Programme Action Plan**

- ➔ **Output 2.1:** By the end of 2019, girls and boys, especially the most vulnerable and marginalized, have universal access to primary education, with a primary net rate of admission that increases from 50 per cent in 2010 to 75 per cent in 2019
- ➔ **Output 2.2:** By the end of 2019, the learning results in reading and mathematics from first to third grade and in life skills from first to sixth grade improves for at least 70 per cent of pupils and the primary gross rate of completion increases from 56 per cent in 2010 to at least 85 per cent in 2019
- ➔ **Output 2.3:** By end 2019, the governance of the primary education subsector has improved at all levels
- ➔ **Output 2.4:** By the end of 2019, children and adolescents in six conflict-affected provinces benefit from peace education policies and practices in order to accelerate the transition to development.
- ➔ **Output 2.5:** In emergency situations, girls and boys have safe access to quality education.

## **IV. RESULTS ACHIEVED IN THE SECTOR**

The analysis below is based on the Country Programme Action Plan (CPAP) indicators and UNICEF's Strategic Plan (2018-2021). The analysis demonstrates the progress made for each output to increase access to quality education for all children in DRC, with coherence in development and humanitarian programming. The thematic funds in addition to other funds mobilized throughout the year contributed to attain the planned results in 2018.

**Output 2.1:** *By the end of 2019, girls and boys, especially the most vulnerable and marginalized, have universal access to primary education, with a primary net rate of admission that increases from 50 per cent in 2010 to 75 per cent in 2019*

During the 2017-2018 school year, UNICEF contributed to the enrolment of 3,425,056 children in the first grade. Tailored support to vulnerable children allowed 29,670 vulnerable children in 1,000 schools to be retained in first to third grade. For the 2018-2019 school year, 112,950 children from



3,765 targeted schools benefited from the social protection scheme, which includes exemption of school fees and participation of students in school clubs. UNICEF transitioned the BTS campaign to the national government, and focused on community mobilization, sensitization of parents on the enrolment of children in school at the right age, and the distribution of school kits and materials (including notebooks, pencils, etc.).

For the 2018-2019 school-year, a total of 4,202 children aged five were enrolled in pre-primary classes. The pre-primary approach supported by UNICEF since 2016 in 100 foundational classes out of the 1,000 in place in the DRC, focuses on vulnerable children and ensures children are provided with appropriate school preparedness, which enables the child to recognize and learn to deal with the various surrounding aspects of life.



Thanks to the thematic funds, school supplies were provided to Kalunga allowing him to regularly attend course in a riverside village by a canoe. Photo credit, UNICEF office of Mbandaka, Leon Kalolo, 2018

In 2018, UNICEF provided pre-primary students with learning materials (Bouba and Zaza textbooks). Furthermore, the capacities of 180 provincial core members were reinforced in the utilization of Bouba and Zaza textbooks for ten education sub-divisions in the provinces of Haut-Katanga, Lualaba, and Equateur. During the training, participants gained knowledge on teaching methodologies in pre-primary classes.

Key challenges in the year included the limited government capacity to implement the national law on abolishing school fees and the capacity of the education system to maintain children in school in both development and emergency settings.

Next year's focus will be on the development of the exit strategy for the BTS campaigns, the evaluation of the pre-primary pilot to design the national preschool policy, and the development and application of approaches to support implementation of the school fee abolishment.

**Output 2.2:** *By the end of 2019, the learning results in reading and mathematics from first to third grades and in life skills from first to sixth grade improves for at least 70 per cent of pupils and the primary gross rate of completion increases from 56 per cent in 2010 to at least 85 per cent in 2019*

UNICEF DRC also contributed to ensuring the quality of education through the interventions financed by the thematic funds and other resources. Indeed, enhancing education quality goes beyond the provision of learning and teaching materials. The thematic funds contributed to achieving quality education related results. Thus, UNICEF is paying utmost attention to teachers who are seen as the pillars of the educational process. In 2018, the Education Programme continued its support to the Ministry of Education (MoE) for the proper implementation of curriculum reform, as highlighted in national sectoral strategy for education and training (SSEF, 2016-2025), through teacher training in accordance with an active pedagogical methodology. Over 1,000 teachers, including 464 women, acquired new skills as per the new curriculum to deliver effective teaching on reading, writing, mathematics, and life-skills, through a child-centred pedagogy. As improving the quality of education is linked to raising the standards of teacher's pedagogic supervision, inspectors were reinforced to conduct school visits and pedagogical unit meetings to assure quality.

To support the strengthening of the national monitoring system, UNICEF promoted the achievement of the Early Grade Reading and Mathematics Assessment (EGRA-EGMA), initiated during the second half of 2017 to monitor children's learning outcomes in national languages with a sample size of 4,200 children from 480 schools. The report is being analysed and is expected to provide evidence for future interventions that enhance education quality.

**Output 2.3:** *By end 2019, the governance of the primary education subsector has improved at all levels*

The thematic funds added to other resources enabled to address an important challenge regarding data collection and analysis in education. UNICEF supported the 2017-2018 Education Monitoring Information System (EMIS) campaign in order to strategically address the main education issues facing the DRC and implement interventions based on national priorities with regards to gender and equality in ten provinces.

UNICEF, in collaboration with UNESCO, the World Bank, and the Ministry of Primary and Secondary Education, launched the decentralized EMIS during the 2017-2018 school year in the 26 provinces of the DRC. In 2018, technical assistance from UNICEF and partners transitioned the EMIS into a user-friendly web-based platform with the 2017-2018 academic school year data from 26 provinces, now accessible to all stakeholders.

UNICEF began several studies in 2018 that include: (i) a study on the situation of children living along the shores of the Congo river in Equateur, Tshuapa, Mongala, North Ubangi, and South Ubangi provinces to generate evidence on local initiatives to reduce the number of out-of-school children in remote areas; (ii) an analytical review of the Back-To-School campaign to assess the extent to which the campaign contributed to increasing access; and (iii) an impact assessment of

social protection measures on the quality of learning. These three studies will provide evidence for the education sector, leading to better programming for equitable access to quality education.

UNICEF is also supporting two additional studies: (i) a mapping and capacity assessment of education actors in the field of children with disabilities in Kinshasa, South Kivu, and Haut Katanga provinces, and (ii) an Early Learning assessment of children entering primary school in the Equateur, Haut-Katanga, and Lualaba provinces. These studies are planned to be finalized during the first quarter of 2019 and will improve evidence-based programming in the education sector.

In 2019, UNICEF will support the analysis of the 2017-2018 academic school year in the EMIS in order to inform management decisions, conclude on-going studies and explore community options to sustain for vulnerable children in schools.

**Output 2.4:** *By the end of 2019, children and adolescents in six conflict-affected provinces benefit from peace education policies and practices to accelerate the transition to development.*

UNICEF DRC has found compelling evidence showing that education can play an important role for promoting the values of participation, tolerance, and respect for others. During the reporting period, UNICEF supported 6,700 teachers (2,800 women) through peace-education training, giving them the capacity to teach 335,000 children in conflict-affected areas.

As a contribution to the implementation of the national SSEF 2016-2025, UNICEF supported the MoE to develop the national education in emergencies (EiE) and peace-building strategy. The strategies offer strategic direction to build a resilient education sector in conflict affected areas.

With UNICEF's support, teacher training sessions on peace education contributed towards resilience building and social cohesion among teachers and around schools in emergency settings. In 2018, a total of 6,700 teachers, including 2,800 women, improved their capacities in peace-building education and social cohesion in Ituri and Tanganyika provinces, benefiting approximately 335,000 pupils.

This capacity building process was implemented through a cascade approach in 2017, beginning with capacity reinforcement of school inspectors, followed by training of school administrators. The school inspectors trained in 2017 undertook school visits and provided in-service training to teachers, as part of efforts to assure quality.

**Output 2.5:** *In emergency situations, girls and boys have safe access to quality education*

In term of response to emergency situations, the thematic funds completed by emergency funds contributed to provide children affected by diverse situations with means to ensure their access to quality education and protective environment. During 2018, a total of 25,159 children (13,082 girls) affected by conflicts had access to quality education and psychosocial support activities, reaching a total of 324,342 and representing 52 per cent of UNICEF's targeted 623,750 children in 2018.

Among them, 1,280 children (666 girls) are from returnee households from Angola hosted in Kasai Oriental province. Moreover, 11,427 children (5,942 girls) aged six to 11 received school supplies, bringing 2018's achievement for this activity to 315,468 (about 51 per cent coverage). Four classrooms destroyed during interethnic conflicts were rebuilt in Djugu, which enabled better learning environments for at least 220 students. One-hundred ten teachers, including 33 women, were trained on the appropriate modules benefiting at least 6,050 children aged six to 11 affected by conflicts. A total of 12,374 teachers with at least 4,122 women have been trained, which will benefit to an estimated 680,570 children. In addition, 6,555 teachers were trained on Ebola prevention approaches, reaching 105,605 students in the affected areas.

A total of 304,041 displaced and returnee children (at least 115,103 girls) in emergency settings received school kits, recreational kits, and pedagogical materials in Kasai, Kasai Central, Kwango, Kongo Central, and Tanganyika provinces to support their return to school. These training sessions enabled the improvement of teaching practices in classrooms with a potential improvement in learning outcomes for about 674,520 pupils.



The funds mobilized in 2018 by UNICEF DRC allowed to install temporary learning spaces in schools destroyed during the Kasai crisis (August 2017) to provide affected children with education in emergency,

Photo credit, Vincent Tremeau, UNICEF, Kasai, 2018

Following UNICEF's advocacy to the Ministries of Education at the national level and in the crises-affected Ituri, Equateur, and Kwilu provinces, 13,400 children (7,200 girls) in emergency settings completed their final primary exam (TENAFEP) and were exempted from exam fees.

In 2018, the Education sector participated in the Ebola outbreak response in Equateur, Nord-Kivu and Ituri provinces. With UNICEF's support, a national protocol for Ebola prevention in schools was developed and validated by the government. The protocol sought to provide actors in the educational sector with essential information on Ebola transmission and prevention measures in schools, and 147,687 copies of the protocol were printed and delivered to 2,500 schools in Ituri, North Kivu, and the rest of the country. The protocol is also being used for training education actors on Ebola preparedness activities in provinces that are not yet affected by Ebola.



Schools in areas affected by Ebola were mapped and categorized to prioritize the level of support needed. To protect school children from Ebola, UNICEF installed water, sanitation, and hygiene (WASH) kits in 905 schools to promote handwashing and hygiene practices. Infrared thermometers were distributed in 444 schools for early detection of fever amongst children and teachers in the affected areas. In addition, 4,877 teachers were trained on Ebola prevention approaches, reaching 105,605 students in the affected areas in Equateur, North Kivu and Ituri provinces.

As the lead-agency in education and the coordinating agency of the Global Partnership for Education, UNICEF ensures the alignment of the various partners' interventions with the national SSEF 2016-2025. UNICEF DRC continues to engage in strategic partnerships to mobilize needed resources to achieve its goals. Indeed, The Education Programme takes part in bilateral collaboration with the governmental counterpart donors such as UKAid and USAID, the UNICEF National Committees, and multilateral partners such as UN agencies (UNESCO, World Bank), OCHA, Educate a Child, Education Cannot Wait, the European Union, and local and international NGOs.

In 2019, the programme will continue to respond to the education needs of children in conflict settings and upscale the education sector response in Ebola affected areas.

## V. LESSONS LEARNED AND ADDED VALUE

Throughout the process of programming, implementing, and monitoring activities financed through the thematic and other funds, the education programme gained important experiences.

### ✓ ***Lessons learned and knowledge gained from experience***

It is well known by the community in the DRC that education is a crucial development tool for future generations. UNICEF's strategy of working upstream at the policy level and downstream with communities helps to address in all situations the needs of most vulnerable groups in terms of challenging inequality between boys and girls in the acquisition of learning and proper school management. All interventions are equity and gender based in coherence with UNICEF's strategic plan 2018-2021. This ensures that children, boys and girls, everywhere, regardless of their environments and situations, have access to an education of reasonable quality and that their rights are fulfilled.

The activity implementation monitoring mechanism at national and regional levels has proved effective and efficient as it remedies insufficient data and leads towards planned results. For instance, the programmatic site visits and spot-checks provided reliable information on funds utilization in favor of children. Nevertheless, this could be optimized through a better accountability of the main implementing partner, the ministry in charge of primary and secondary education, through its central structures and decentralized branches.

UNICEF will therefore have to continue to advocate for the right to education of all children, especially the most vulnerable, and ensure that the commitments made by the government through policy and strategy documents are followed. This implies a strong mobilization of resources and vigilance to meet the challenges.

✓ **Added value of the thematic contribution and its flexibility on the achievement of the planned results**

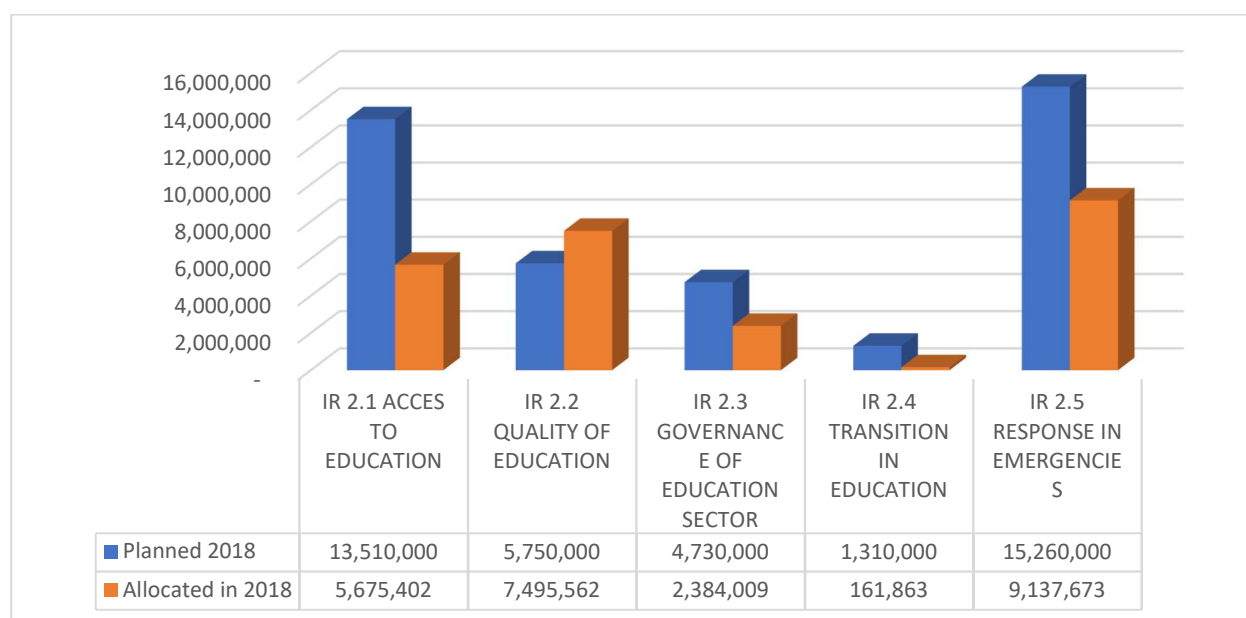
The flexibility in the use of thematic contributions made it possible to evenly cover the funding needs of various sub-components of the education programme: support to access, quality, governance, and education in emergencies and transition. The thematic funds were critical to respond to the needs of the children of the DRC and to further contribute to the achievement of the UNICEF Strategic Plan 2018-2021 in line with the Sustainable Development Goals' related to education.

Achievements through the thematic funds include i) UNICEF's support to the MoE for social mobilization; ii) the implementation of the pre-primary class pilot phase; iii) the provision of education in emergency situations for children affected by conflict and other crises; and iv) the reinforcement of school actors and community members in peace-building and resilience for social cohesion.

## VI. FINANCIAL ANALYSIS

In 2018, UNICEF DRC's Education Programme received through the Global Education Thematic Funds a total amount of **US\$ 2,547,027.00**. These are under two grants, SC149905 at the beginning of the year with a total amount of US\$ 746,082.14 and SC 189904 received during the last quarter of 2018 for US\$ 1,800,947.16. During the reporting year, the financial situation is as follows:

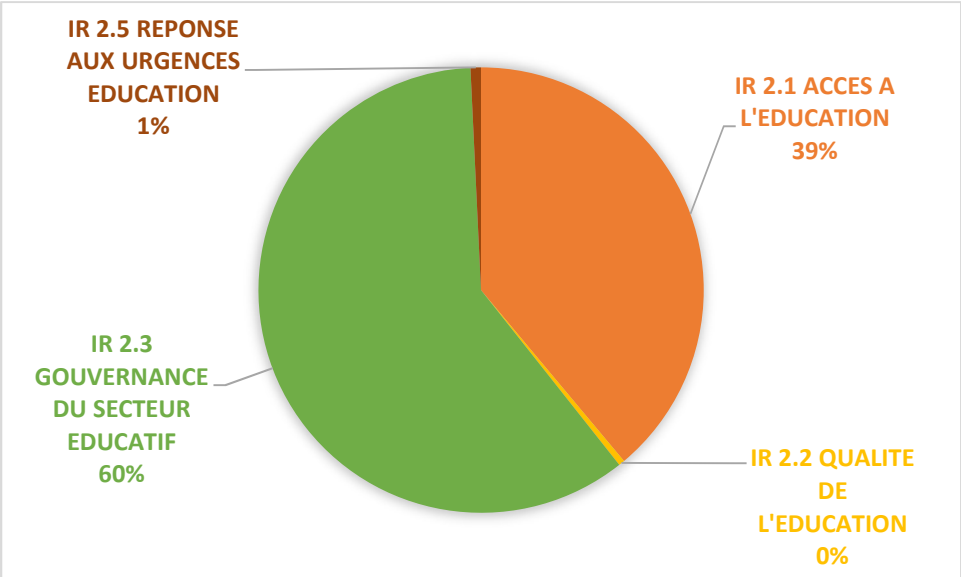
**Graph 1: Planned vs Available resources for Education in 2018, by output (in US\$)**



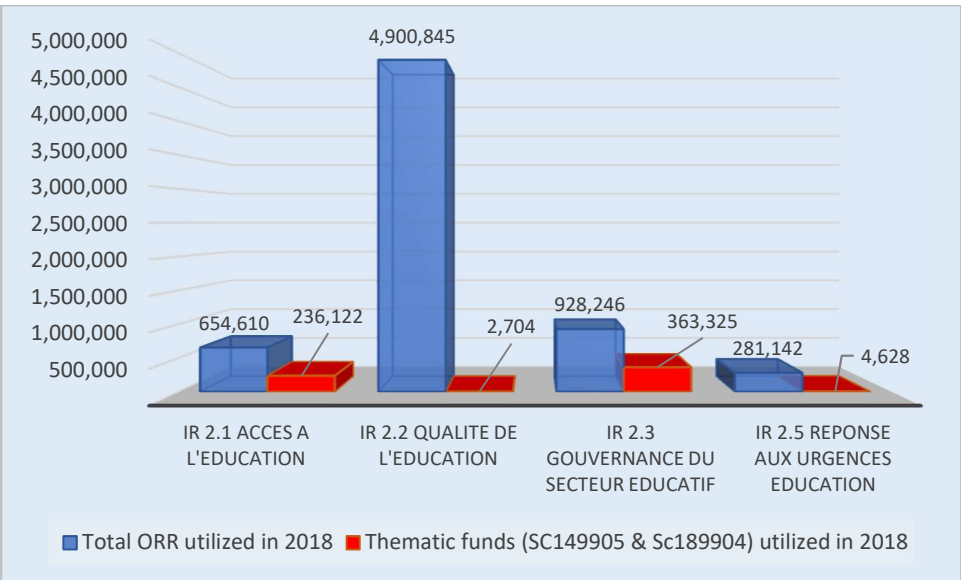


In 2018, the education program received 60 per cent of the planned amount. The program faced a funding gap that impeded the implementation of all of the planned interventions and activities. While most of the sector remained underfunded, the allocation for the “Transition in Education” sector was at critical levels.

**Graph 2:** Summary of Thematic expenses in US\$ by output for Education - 2018



**Graph 3:** Education Other Resources expenditures vs Thematic funds expenditures per Education Output (US\$)



Among the Other Regular Resources spent in 2018, the thematic funds represented nine per cent of funds utilized in education areas.

## **VII. FUTURE WORK PLAN**

Considering the financial gap to support the implementation of the annual work plans, serious efforts to mobilize additional funds have to be made. Indeed, considering the education program ceiling amount for 2019, the current funding gap is US\$ 46 million. The proposed interventions to cover the education programme's future plans include:

- Pursuing the implementation of innovative actions to boost school attendance and retention rate in pre-primary and primary schooling including in emergency situations
- Supporting the assessment and implementation of curricular reform
- Reinforcing national and local education structures to be more operational at the planning, implementation, and monitoring stage
- Operationalizing the RapidPro<sup>4</sup> platform to support the education management information system.

## **VIII. EXPRESSION OF THANKS**

UNICEF's Education Programme would like to acknowledge the significant assistance of all the donors who contributed to mobilizing this Global Thematic Fund, which allowed UNICEF DRC to carry out its mandate in the education sector in the DRC and to attenuate the effect in the country of the conjectural lack of resources, as well as accompany the Ministry of Education in sustainable capacity development.

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<sup>4</sup> A real-time monitoring approach using an SMS-based platform

## ANNEXES

### A. Human Interest Materials & Human-Interest Story

#### The missing boys of Sola Village (Kongolo District, Tanganyika Province)



Ngongo Mputa, a teacher explaining courses to children recuperated after the Tanganyika crisis thanks to UNICEF's intervention, Photo credit, James Oatway, 2018

Effort et Joie" (Effort and Joy) is painted in light blue on the first of four tin-roofed buildings that comprise Benahamba Primary School. The school yard, where the children used to play, is an uneven clearing of red earth, punctuated by a few small mango trees. Behind the school rises a hill, covered in low but dense vegetation. The militia descended from this hill, emerging from the forest, camouflaged in leaves, decorated with traditional medicine and firing their machine guns in the air. *"It was about 11h00 and I was in class with the children. Suddenly I heard gunshots."* recounts Ngongo Mputa, a teacher at the school. According to Mputa, about 60 men surrounded the school. The gunshots caused the children and teachers to panic and they ran out of the classrooms attempting to flee. Chaos ensued, and the men began to round up boys.

*Some of the teachers were begging the men not to harm the children and leave them alone. They beat them and pushed them. They took 8 children from my class."* They surrounded the hostages and disappeared with them into the forest. Altogether the militia took 18 children and 5 teachers that day. *"Some of the teachers were begging the men not to harm the children and leave them alone. They beat them and pushed them. They took 8 children from my class."* They surrounded the hostages and disappeared with them into the forest. Altogether the militia took 18 children and 5 teachers that day.



Leonia (12) who escaped feared the worst, *“I thought they were going to kill us.”* She fiddles with a pen as she talks. *“I was crying, everyone was crying.”* She managed to run home. *“I remember all the families were standing outside waiting for their children. They were crying. I got home, and my mother was waiting for me. She hugged me then we ran away into the bush.”*

Leonia (girl) and Kabamba (boy) back to school after fleeing during the violence perpetrated in their school,  
Photo credit, James Oatway, 2018

Kabamba (13), narrowly escaped being kidnapped himself. He becomes nervous and agitated when recounting the event, his big eyes dart around nervously. *“My mother said that I must never go back to school,”* he says. *“They took my friend Lambert. They even took a very small boy.”*

Other schools were burned down at the end of 2017. This violence resulted in a massive exodus of people from the area. Some have still not returned.

There is some hope for the young victims of this brutal violence. All over South Kivu and Tanganyika schools are crowded with children from morning until evening. Together with partner organizations, UNICEF has been supporting efforts to get all the children back to school and to allow children who missed school during the conflict to get back up to date. Displaced children are given extra lessons. Teachers are incentivised to spend more time with the displaced children. Safe spaces are created where children can play, and the children are all fed every day. It's not only displaced children that benefit. Schools in the host communities are given extra educational and recreational material and the local children benefit too.

*By James Oatway, UNICEF, 2018*



*Students -boys and girls plaining togheter during a extra classroom activities part of the Social protection scheme provided by UNICEF to the most vulnerable children , Photo credit UNICEF 2018, Leon Kalolo, Office of Mbandaka- Equateur Province*



*Teaching training session: teachers are provided with pre-primary class materials and are being trained for their utilization thanks to the Thematic funds 2018, Photo Credit Herman Mondonga, IGA-Pre-Primaire, EPSP, 2018, Kolwezi, Lualaba*





*Launching of the Back to School Campaign by the Ministry of EPS and UNICEF Representative: school kits purchased by UNICEF are distributed to children for the school year 2018-2019, iPhoto Credit: Yves Willemot, UNICEF\_DRC\_2018*

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