



Coalition Nationale de l'Éducation Pour Tous en République Démocratique du  
Congo

**MEMORANDUM OF THE DEMOCRATIC  
REPUBLIC OF THE CONGO (DRC) ON  
THE RIGHT TO EDUCATION INDEX**

December 2016

## **1. Brief Background**

The context of education in the DRC has changed considerably over the last decade, but still faces the following challenges: (1) Effective generalization and implementation of free primary education; (2) The mobilization of the financial resources needed to finance education in general, for the effective management of the Government in this field; (3) With regard to the quality of education, the teaching question remains at the heart of education; (4) Effective and active involvement of civil society in the development, implementation and monitoring of education; (5) The involvement of civil society in policy spaces at national level needs to be strengthened; (6) The issue of girls' schooling: Gender disparities are very low in access to school, but appear in the primary school and then increase; (7) Early childhood education: expanding the provision of pre-school education

## **2. Presentation of the results of the Research on the Right to Education**

### **1. Theme 1 : Governance.**

In terms of governance, the review of the right to education index (RTEI) focused on the following sub-themes:

#### **1.1. International framework**

The review of the literature in this area has shown that the DRC has ratified almost all international legal instruments relating to the Right to Education.

#### **1.2. The National Legislative Framework**

In this regard, it should be noted that the DRC has the legal texts that are supposed to protect primary and secondary education. For example, Article 13 of the Constitution and the Framework Law on Education of February, the 11<sup>th</sup> 2014 makes a particular emphasis on non-discrimination and the protection of minorities or indigenous peoples in the education system Congolese.

#### **1.4. Funding**

The DRC is among the countries with the least funded sectors of education. The education sector remains largely financed by households with 73% of the 100% of the education budget.

### **Theme 2. Availability.**

On the subject of adaptability, research revealed that the pupil-to-class ratio is 37.3 in primary and 21 in secondary with at least 95.3% of qualified teachers. In terms of textbooks, the pupil-to-textbook ratio is 0.28 pupils per textbook at primary level according to the external technical evaluation report on distribution and use of textbooks.

### **Theme 3. Accessibility of education**

On the question of accessibility to education, three essential aspects are examined:

#### **3.1. Free education:**

Although the constitution of the DRC provides for the compulsory and free primary education in article 43, paragraph 5. In practice, primary education is not free.

### **3.2. Discrimination.**

The constitution of the DRC prohibits discrimination in access to national educational institutions (Article 45). In practice, discrimination is still present and limits access to education for millions of children, adolescents, young people and adults.

### **3.3. Participation**

School participation has evolved considerably in the DRC. By looking at the disaggregated statistics, it can be noted that this GER is favorable to the participation of boys with 112.5% against 101% for the girls.

## **Theme 4. Acceptability.**

The review of acceptability focused on three main areas:

### **4.1. The objectives of education.**

The problem of program effectiveness and efficiency; As well as the participation of children in curriculum development, in implementation is acute.

### **4.2. Learning environment.**

Despite the various measures taken by the national government through the Child Protection Act. In practice, violence against children remains present in schools.

### **4.3. Learning Outcomes.**

Assessments are difficult to measure the development of the child's personality, gifts, and mental and physical abilities.

## **Theme 5. Adaptability**

The review of adaptability focused on the following sub-themes: Children with disabilities - Children of minorities - Out-of-school education - Out-of-school children

### **5.1. Children with disabilities**

In ordinary schools, reasonable accommodations for children with disabilities are scarce.

### **5.2. Children of minorities.**

National education uses national and local languages as a tool in primary education.

### **5.3. Non-formal education**

The children of refugees, when they are inserted into the system, follow the same program but the education in the prison is not organized.

### **5.4. Children outside school.**

National laws prohibited betrothal and marriage of children under section 48 of the Child Protection Act. Overall, child labor is prohibited.