

Funders Report

BRiCE Project DRC and Niger: Endline Report

Annexe 4: Figures on Impact Evaluation

**Gauthier Marchais, Cyril Brandt, Diego de la Fuente
Stevens, Pierre Marion, Jean-Benoît Falisse, Samuel
Matabishi, Sweta Gupta, Patricia Justino, Deborah
West, Patrick Mze Somora, Pacifique Nyabagaza,
Christian Mutulani Bijavu, Issa Kiemtoré, Christian
PolePole Bazuzi, Souleymane Tahirou**

November 2022

The Institute of Development Studies (IDS) delivers world-class research, learning and teaching that transforms the knowledge, action and leadership needed for more equitable and sustainable development globally.



© Institute of Development Studies and Save the Children 2022

BRiCE Project DRC and Niger: Endline Report. Annexe 4: Figures on Impact Evaluation
Gauthier Marchais, Cyril Brandt, Diego de la Fuente Stevens, Pierre Marion, Jean-Benoît Falisse, Samuel Matabishi, Sweta Gupta, Patricia Justino, Deborah West, Patrick Mze Somora, Pacifique Nyabagaza, Christian Mutulani Bijavu, Issa Kiemtoré, Christian PolePole Bazuzi, Souleymane Tahirou
November 2022

First published by the Institute of Development Studies in November 2022

ISBN: 978-1-78118-997-9

DOI: **10.19088/IDS.2022.053**

A catalogue record for this publication is available from the British Library.

Any views or opinions presented are solely those of the authors' own, and do not necessarily represent the views or policies of Save the Children or IDS.

This document has been produced with the financial assistance of the European Union. The contents of this document are the sole responsibility of the authors' own, and can under no circumstances be regarded as reflecting the position of the European Union.

All rights reserved. Licensed to the European Union under conditions. Reproduction, copy, transmission, or translation of any part of this publication may be made only under the following conditions:

- with the prior permission of the publisher; or
- with a licence from the Copyright Licensing Agency Ltd., 90 Tottenham Court Road, London, W1P 9HE, UK, or from another national licensing agency; or
- under the terms set out below.

This publication is copyright, but may be reproduced by any method without fee for teaching or nonprofit purposes, but not for resale. Formal permission is required for all such uses, but normally will be granted immediately. For copying in any other circumstances, or for re-use in other publications, or for translation or adaptation, prior written permission must be obtained from the publisher and a fee may be payable.

All figures appearing in this Annexe are the authors' own creations.

Available from:

Institute of Development Studies, Library Road

Brighton, BN1 9RE, United Kingdom

+44 (0)1273 915637

ids.ac.uk

IDS is a charitable company limited by guarantee and registered in England

Charity Registration Number 306371

Charitable Company Number 877338

Contents

1. Figures on Teachers	6
Figure A4.1 Impact Evaluation on Teacher Quality Indexes in DRC and Niger	6
Figure A4.2 Impact Evaluation on Teacher Quality Indexes in DRC by Gender	6
Figure A4.3 Impact Evaluation on Teacher Quality Indexes in Niger by Gender	7
Figure A4.4 Impact Evaluation on Punishment Index Components in DRC and Niger	7
Figure A4.5 Impact on Gender Index Components in DRC and Niger	8
Figure A4.6 Impact Evaluation on Lesson Delivery Index Components in DRC and Niger	8
Figure A4.7 Impact Evaluation on Literacy Activities Index in DRC and Niger	9
Figure A4.8 Impact Evaluation on Student Feedback (Positive Education) in DRC and Niger	9
Figure A4.9 Impact Evaluation on Conflict Sensitive Education Index in DRC and Niger	10
Figure A4.10 Impact Evaluation on Interaction with Others Index in DRC and Niger	10
Figure A4.11. Impact Evaluation on Wellbeing of Teachers Indexes in DRC and Niger	11
Figure A4.12. Impact Evaluation on Wellbeing of Teachers Indexes in DRC by Gender	11
Figure A4.13. Impact Evaluation on Wellbeing of Teachers Indexes in Niger by Gender	12
Figure A4.14. Impact Evaluation on Job Satisfaction Index in DRC and Niger	12
Figure A4.15. Impact Evaluation on Teaching Challenges Index in DRC and Niger	13
Impact A4.16. Evaluation on Professional Perception (Motivation) Index in DRC and Niger	13
Figure A4.17. Impact Evaluation on PTSD Index Components in DRC and Niger	14
Figure A4.18. Impact Evaluation on Gratuité in DRC Using Pooled Data	14
2. Figures on Children	15
Figure A4.19 Impact Evaluation on EGMA in DRC and Niger	15
Figure A4.20 Impact Evaluation on EGRA in DRC and Niger	15
Figure A4.21 Impact Evaluation on Reading in DRC and Niger	16

Figure A4.22 Impact Evaluation on Empathy and Perseverance Tests in DRC and Niger	16
Figure A4.23 Impact Evaluation on Perception of Punishment Practices in DRC and Niger	17
Figure A4.24 Impact Evaluation on Perceptions of Positive Education in DRC and Niger	17
Figure A4.25 Impact Evaluation on Conflict Education Practices in DRC and Niger	18
Figure A4.26 Impact Evaluation on Perceptions of Safety and Violence in DRC and Niger	18
Figure A4.27 Impact Evaluation on EGMA in DRC by Gender	19
Figure A4.29 Impact Evaluation on EGRA in DRC by Gender	20
Figure A4.30 Impact Evaluation on EGRA in Niger by Gender	20
Figure A4.31 Impact Evaluation on Reading Proficiency Attainment in DRC by Gender	21
Figure A4.32 Impact Evaluation on Reading Proficiency Attainment in Niger by Gender	21
Figure A4.33 Impact Evaluation on Empathy and Perseverance Assessments in DRC by Gender	22
Figure A4.34 Impact Evaluation on Empathy and Perseverance Assessments in Niger by Gender	22
Figure A4.35 Impact Evaluation on Perceptions of Punishment Practices in DRC by Gender	23
Figure A4.36 Impact Evaluation on Perceptions of Punishment Practices in Niger by Gender	23
Figure A4.37 Impact Evaluation on Perceptions of Positive Education in DRC by Gender	24
Figure A4.38 Impact Evaluation on Perceptions of Positive Education in Niger by Gender	24
Figure A4.39 Impact Evaluation on Perceptions of Conflict Education in DRC by Gender	25
Figure A4.40 Impact Evaluation on Perceptions of Conflict Education in Niger by Gender	25
Figure A4.41 Impact Evaluation on Perceptions Safety and Violence in DRC by Gender	26
Figure A4.42 Impact Evaluation on Perceptions Safety and Violence in Niger by Gender	26

3. Figures on Impact of Violence Against Teachers **27**

Figure A4.43 Impact of Violence on Teaching Quality in the DRC 27

Figure A4.44 Impact of Violence on Teacher Wellbeing in the DRC 27

Figure A4.45 Impact of Violence on Teacher PTSD Index in the DRC 28

Figure A4.46 Impact of Violence on Teacher Punishment Practices Index in the DRC 28

Figure A4.47 Impact of Violence on Teaching Quality by Gender in the DRC 29

Figure A4.48 Impact of Violence on Teaching Quality by Gender in the DRC 29

4. Figures Distributional Plots (Descriptive) **30**

Figure A4.49 Distribution of Schools by School Characteristics in DRC Over Time 30

Figure A4.50 Distribution of Schools by School Characteristics in Niger Over Time 30

Figure A4.51 Comparing the Distribution of Schools by Teacher Gender Ratio in DRC and Niger 31

Figure A4.52 Comparing the Distribution of Schools by Characteristics and Composition in the Different Regions of Study in DRC and Niger 31

Figure A4.52 Distribution of Schools by Teacher Female to Male Ratio in DRC 32

Figure A4.53 Distribution of Schools by Teacher Female to Male Ratio in Niger 32

1. Figures on Teachers

Figure A4.1 Impact Evaluation on Teacher Quality Indexes in DRC and Niger

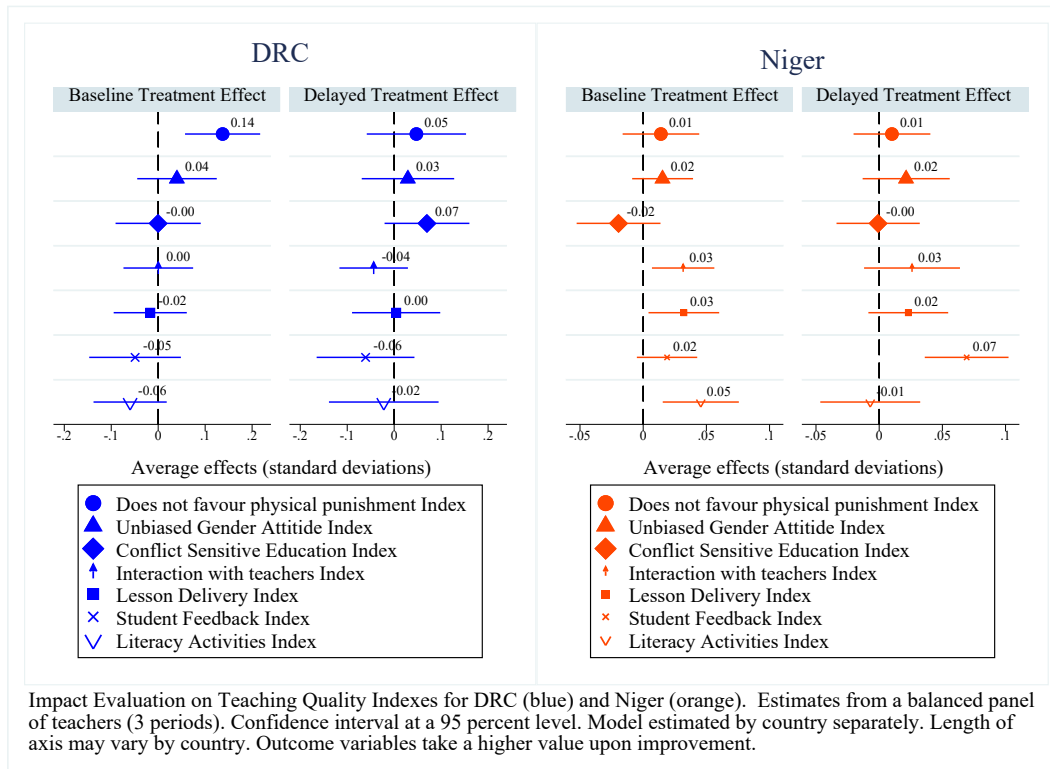


Figure A4.2 Impact Evaluation on Teacher Quality Indexes in DRC by Gender

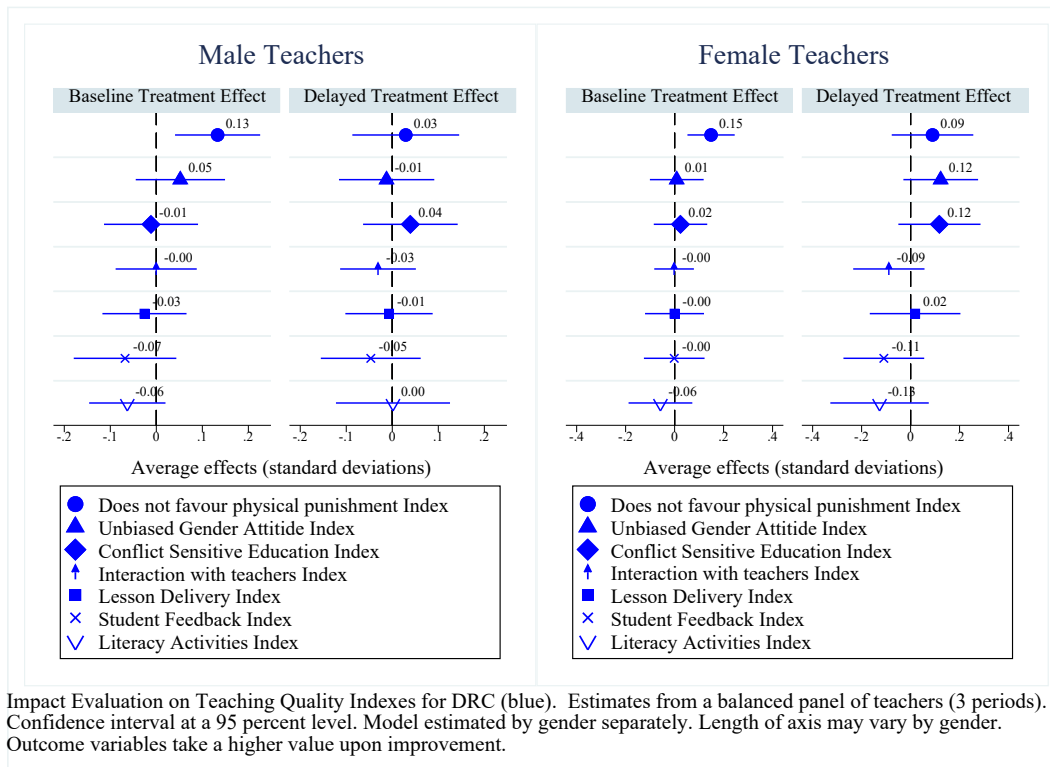


Figure A4.3 Impact Evaluation on Teacher Quality Indexes in Niger by Gender

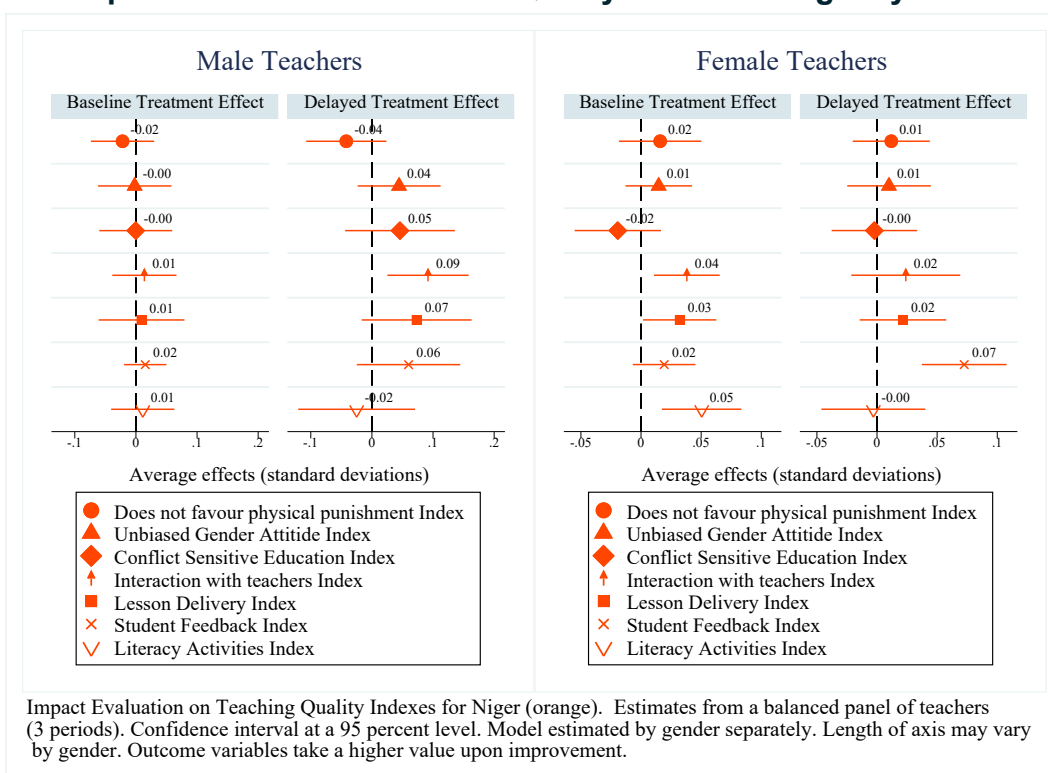


Figure A4.4 Impact Evaluation on Punishment Index Components in DRC and Niger

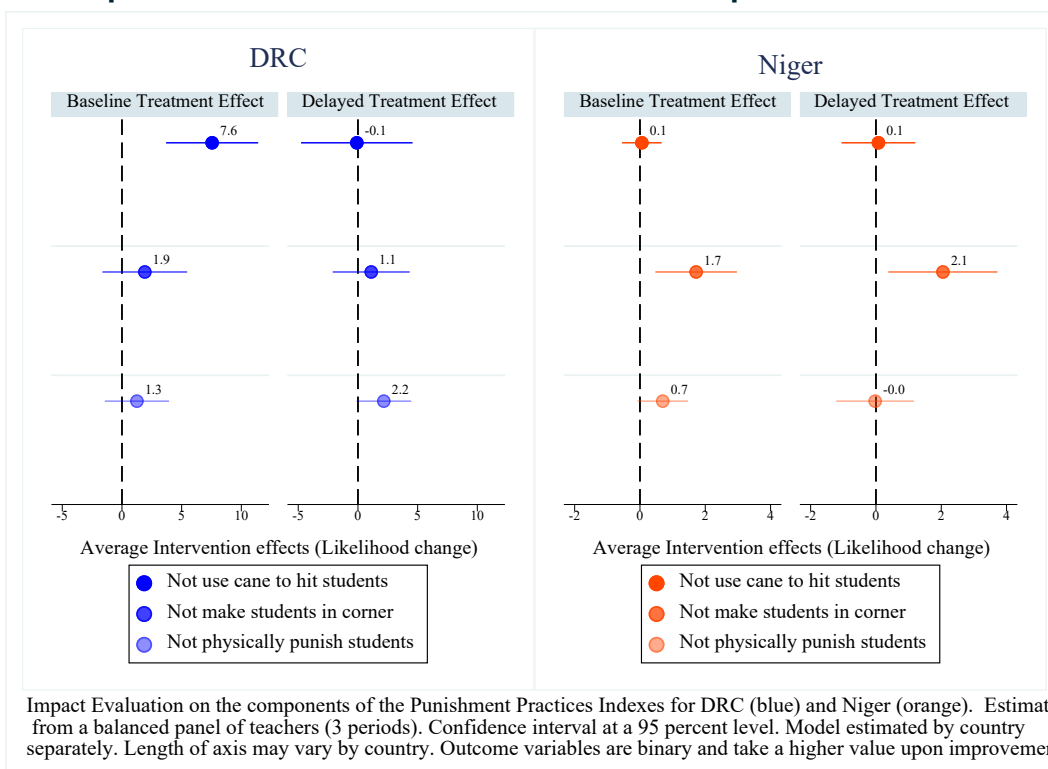


Figure A4.5 Impact on Gender Index Components in DRC and Niger

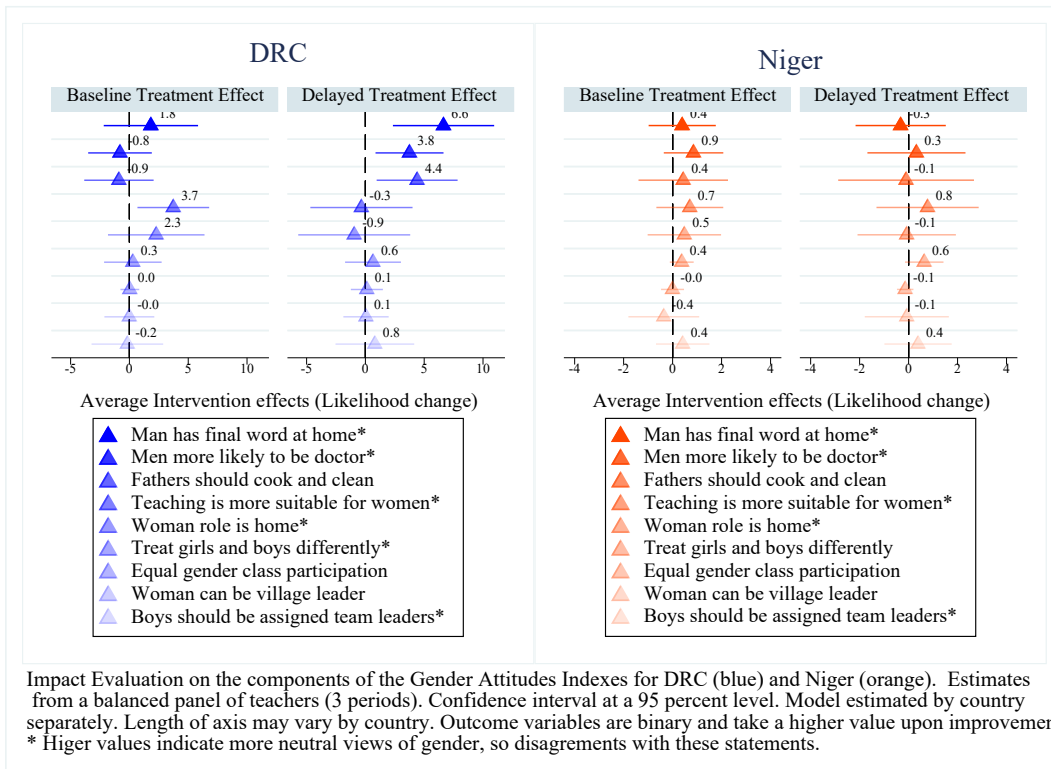


Figure A4.6 Impact Evaluation on Lesson Delivery Index Components in DRC and Niger

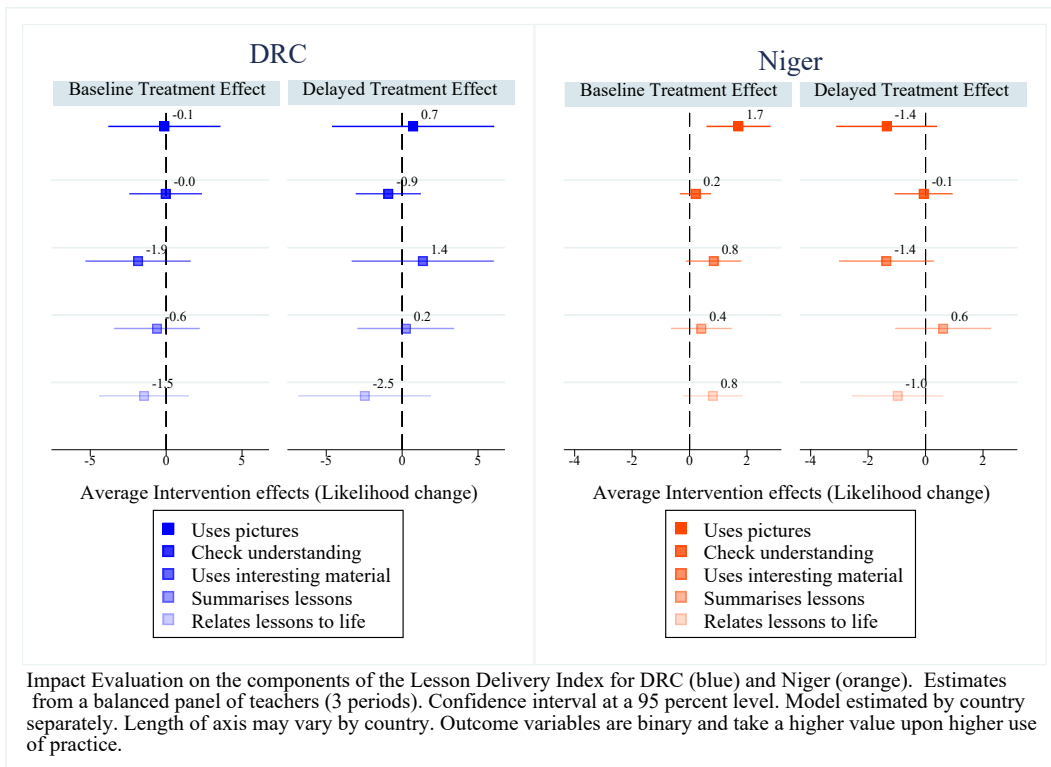
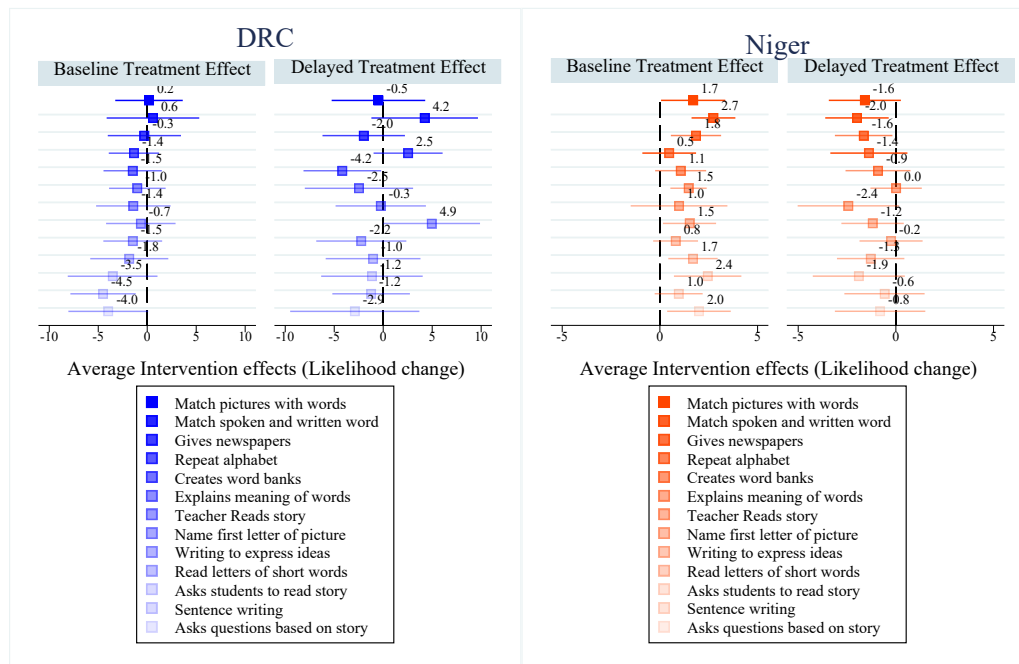
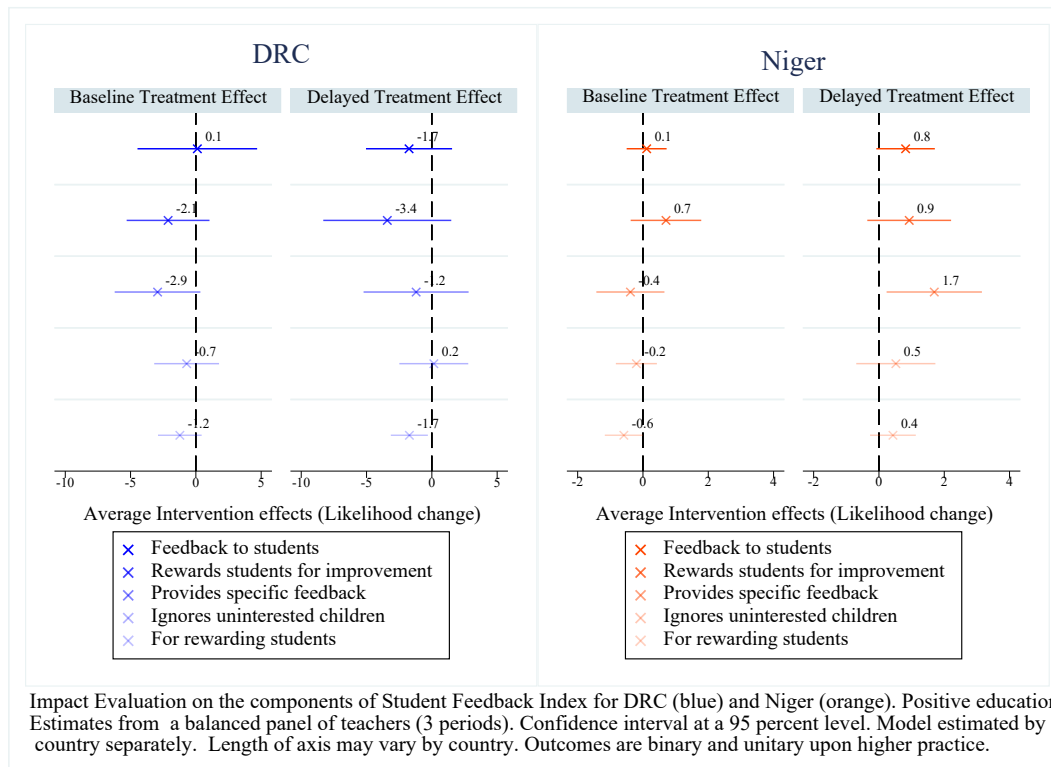


Figure A4.7 Impact Evaluation on Literacy Activities Index in DRC and Niger



Impact Evaluation on the components of the Literacy Index for DRC (blue) and Niger (orange). Estimates from a balanced panel of teachers (3 periods). Confidence interval at a 95 percent level. Model estimated by country separately. Length of axis may vary by country. Outcome variables are binary and take a higher value upon higher practice.

Figure A4.8 Impact Evaluation on Student Feedback (Positive Education) in DRC and Niger



Impact Evaluation on the components of Student Feedback Index for DRC (blue) and Niger (orange). Positive education. Estimates from a balanced panel of teachers (3 periods). Confidence interval at a 95 percent level. Model estimated by country separately. Length of axis may vary by country. Outcomes are binary and unitary upon higher practice.

Figure A4.9 Impact Evaluation on Conflict Sensitive Education Index in DRC and Niger

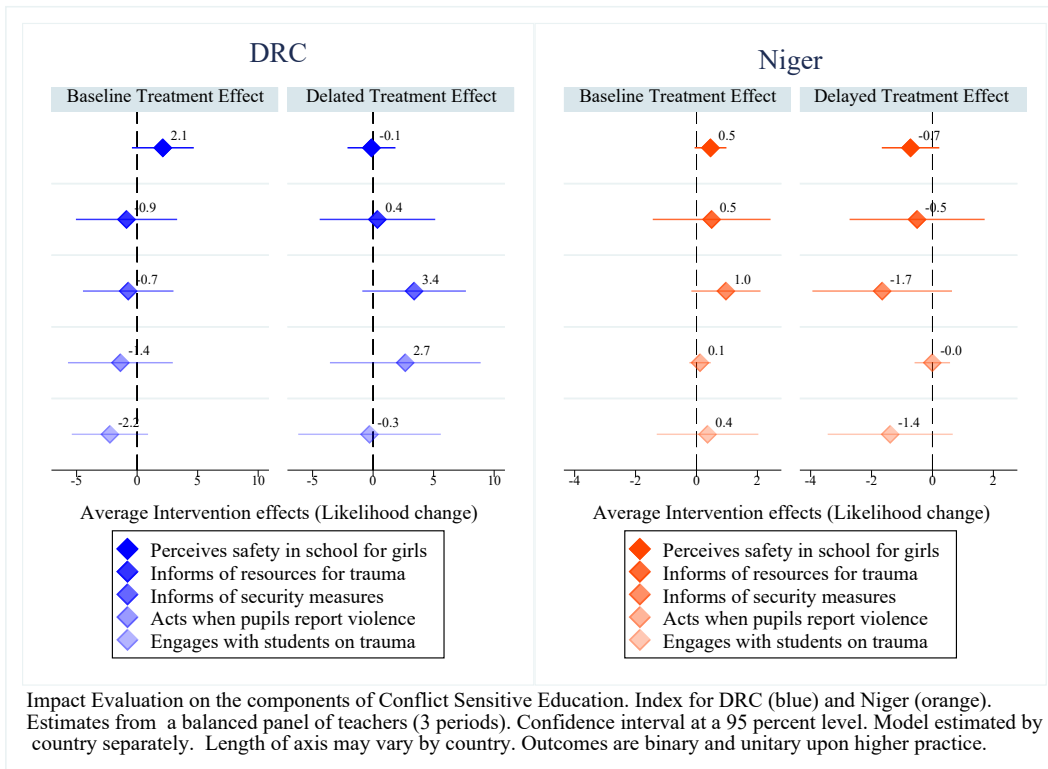


Figure A4.10 Impact Evaluation on Interaction with Others Index in DRC and Niger

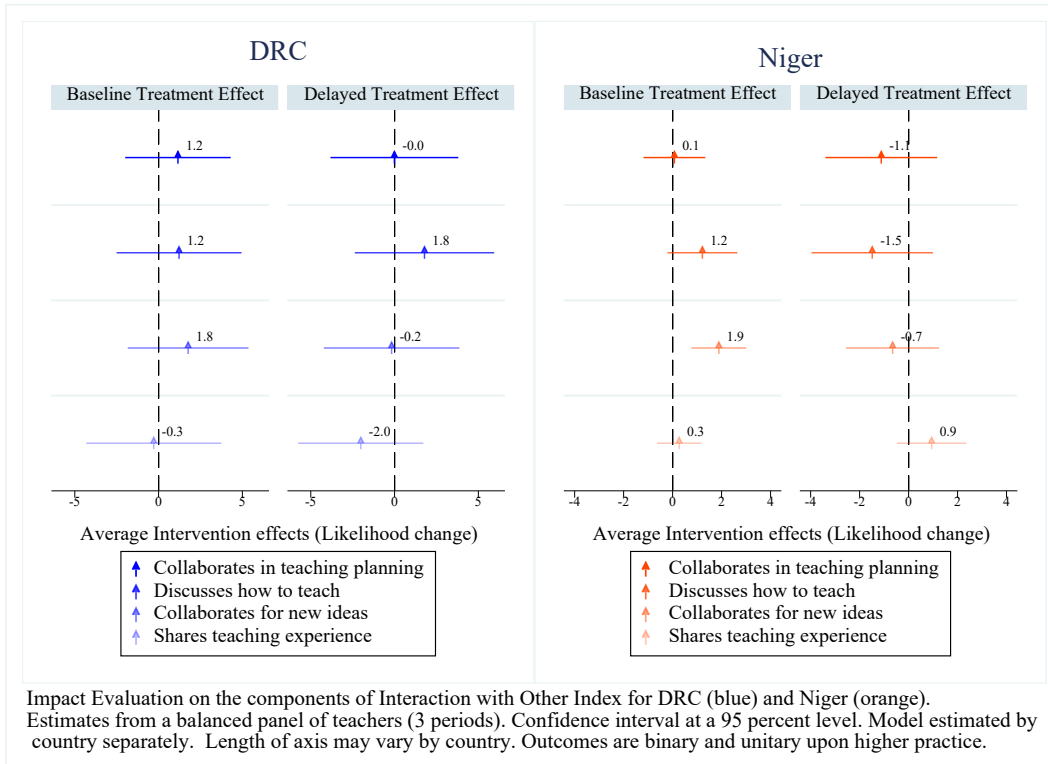


Figure A4.11. Impact Evaluation on Wellbeing of Teachers Indexes in DRC and Niger

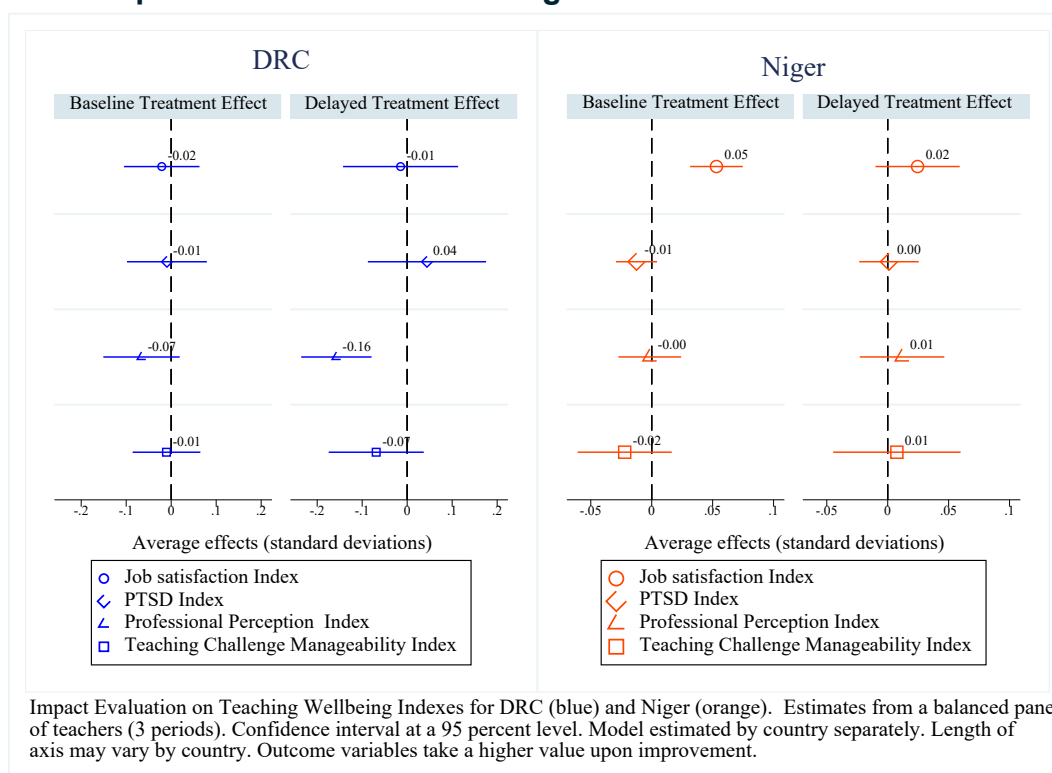


Figure A4.12. Impact Evaluation on Wellbeing of Teachers Indexes in DRC by Gender

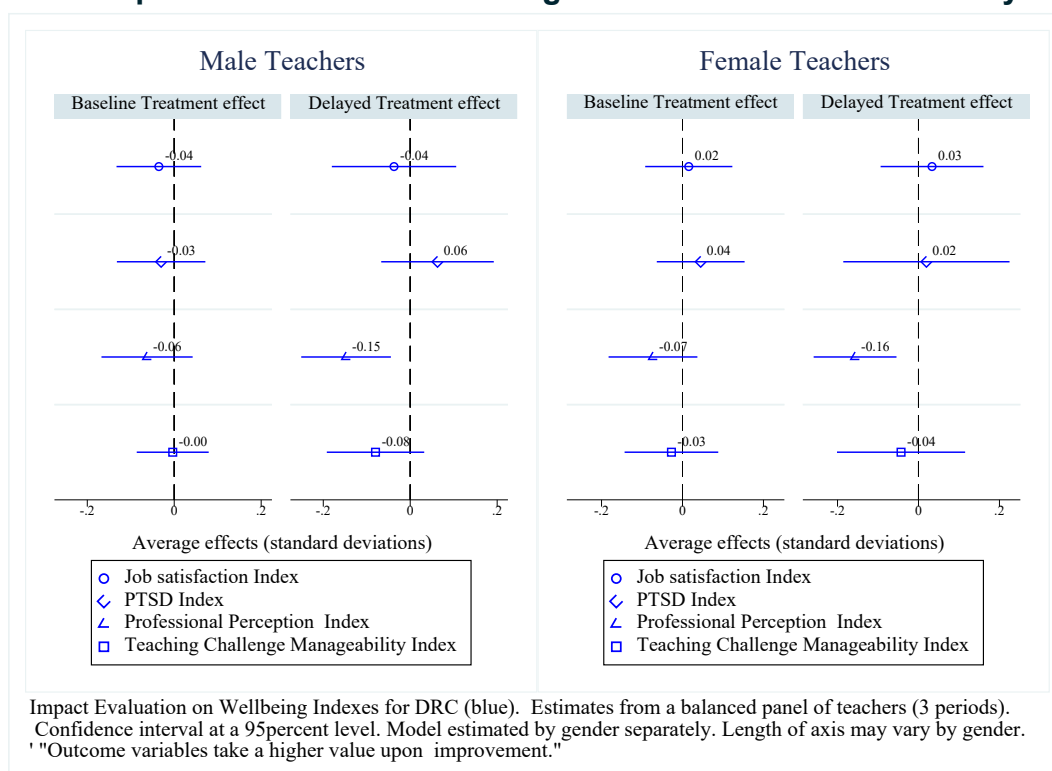


Figure A4.13. Impact Evaluation on Wellbeing of Teachers Indexes in Niger by Gender

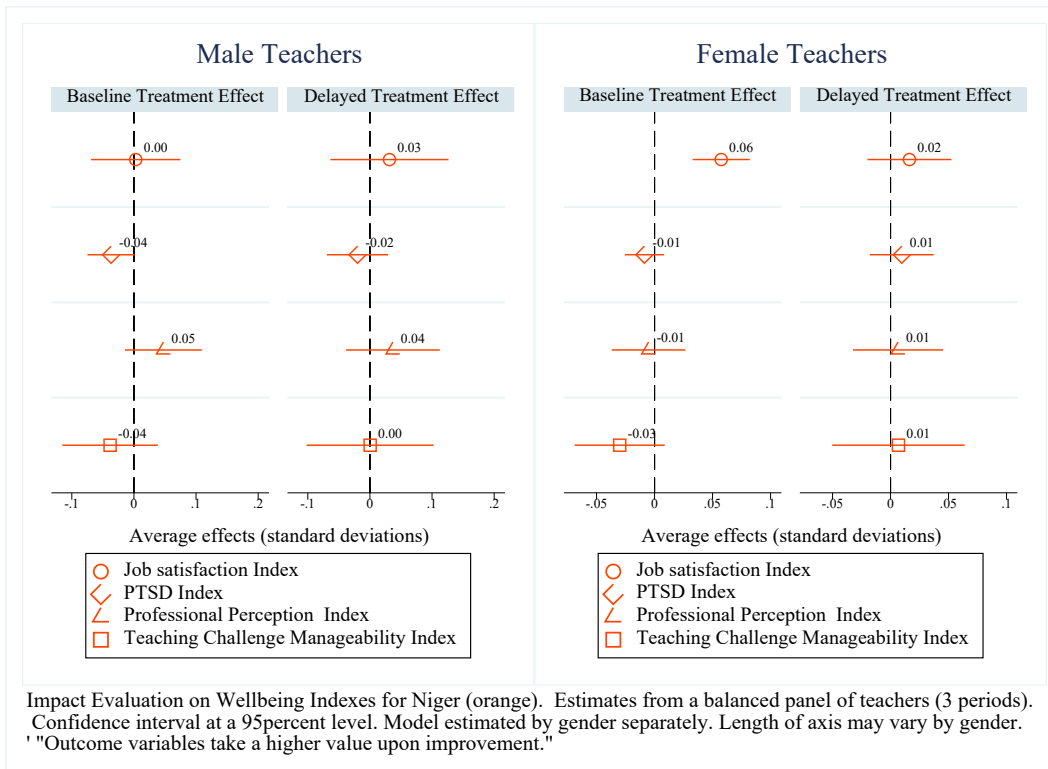


Figure A4.14. Impact Evaluation on Job Satisfaction Index in DRC and Niger

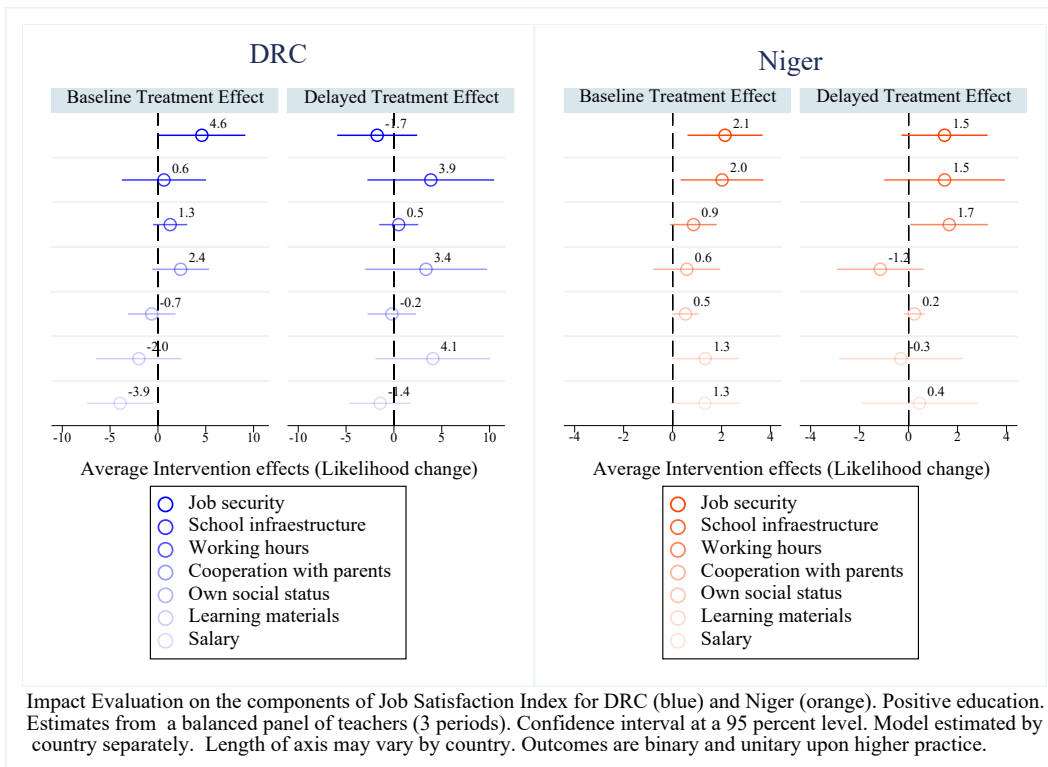
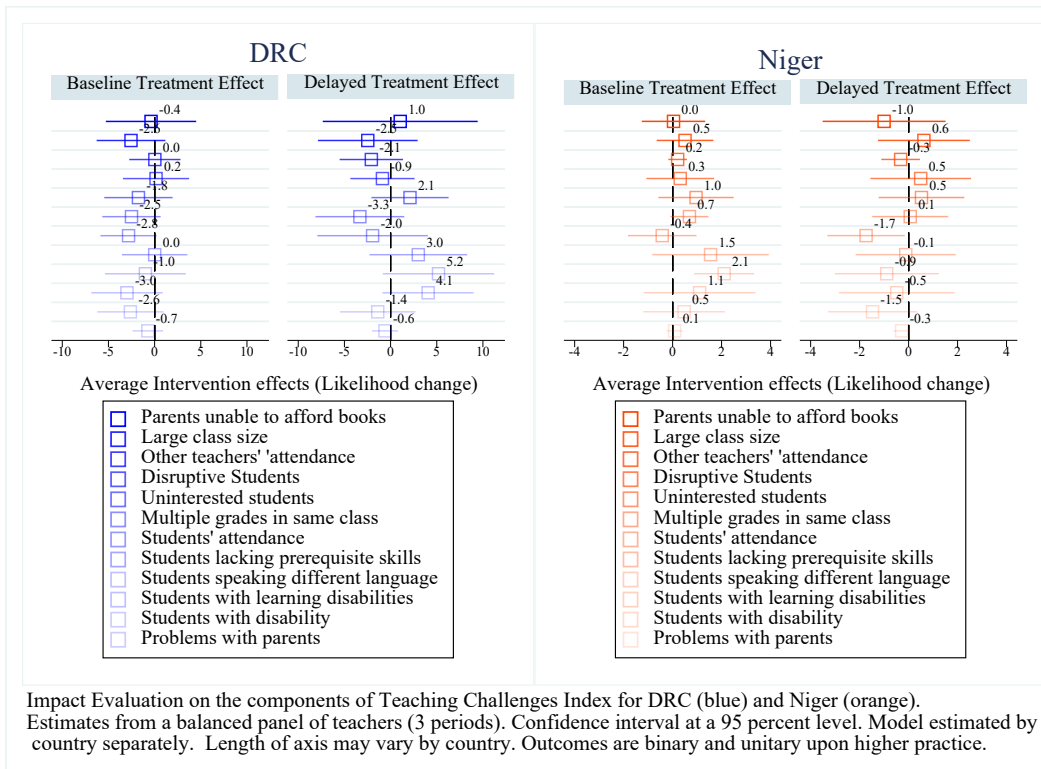


Figure A4.15. Impact Evaluation on Teaching Challenges Index in DRC and Niger



Impact A4.16. Evaluation on Professional Perception (Motivation) Index in DRC and Niger

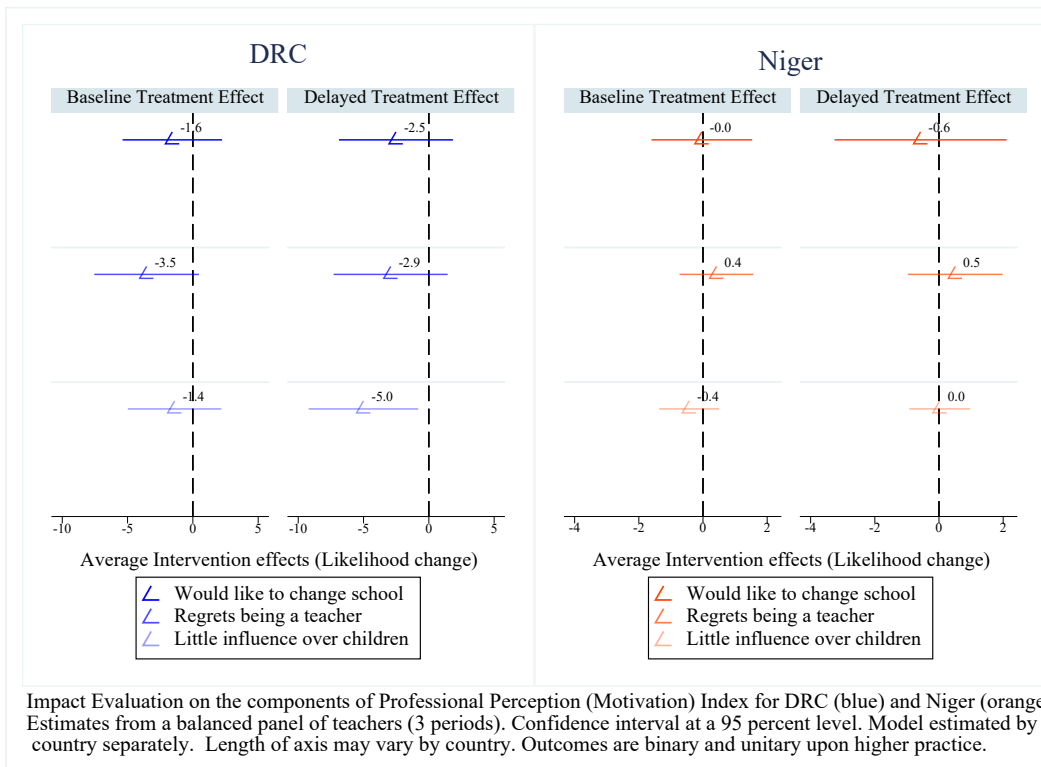


Figure A4.17. Impact Evaluation on PTSD Index Components in DRC and Niger

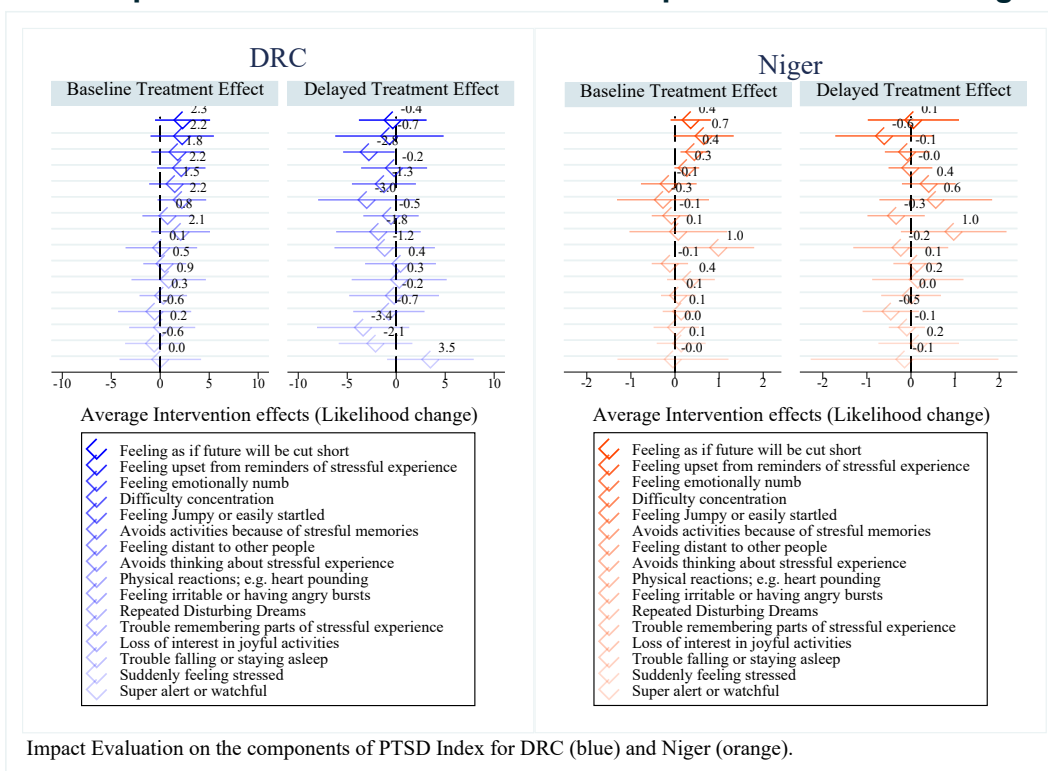
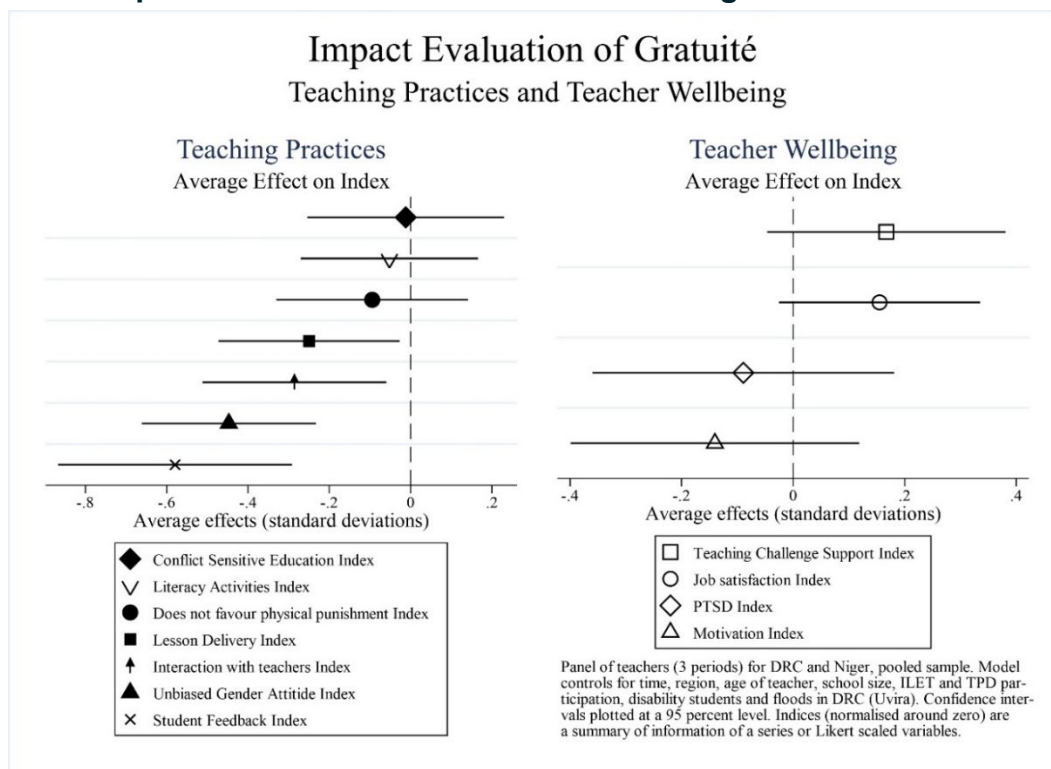


Figure A4.18. Impact Evaluation on Gratuité in DRC Using Pooled Data



2. Figures on Children

Figure A4.19 Impact Evaluation on EGMA in DRC and Niger

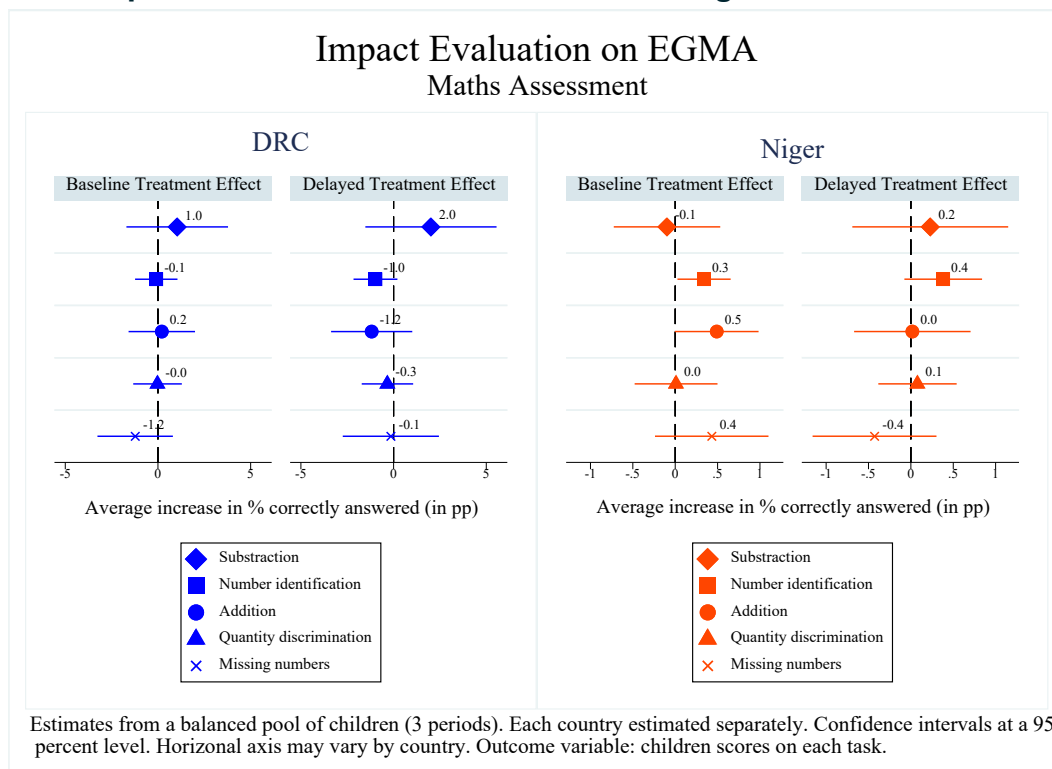


Figure A4.20 Impact Evaluation on EGRA in DRC and Niger

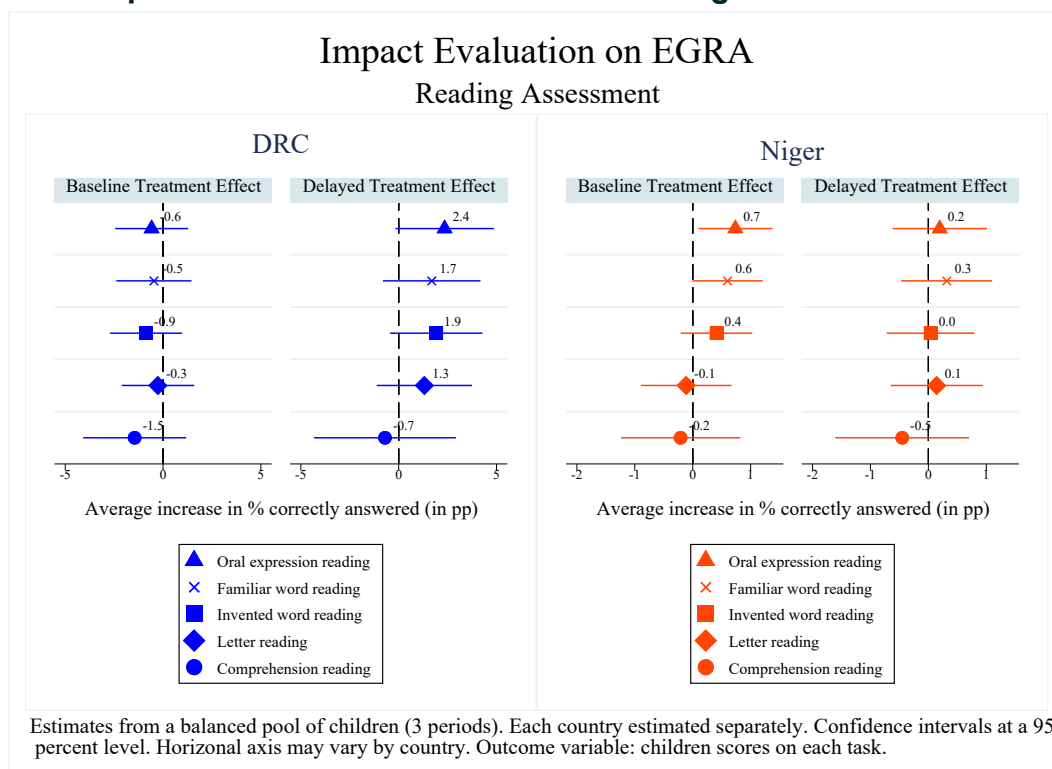


Figure A4.21 Impact Evaluation on Reading in DRC and Niger

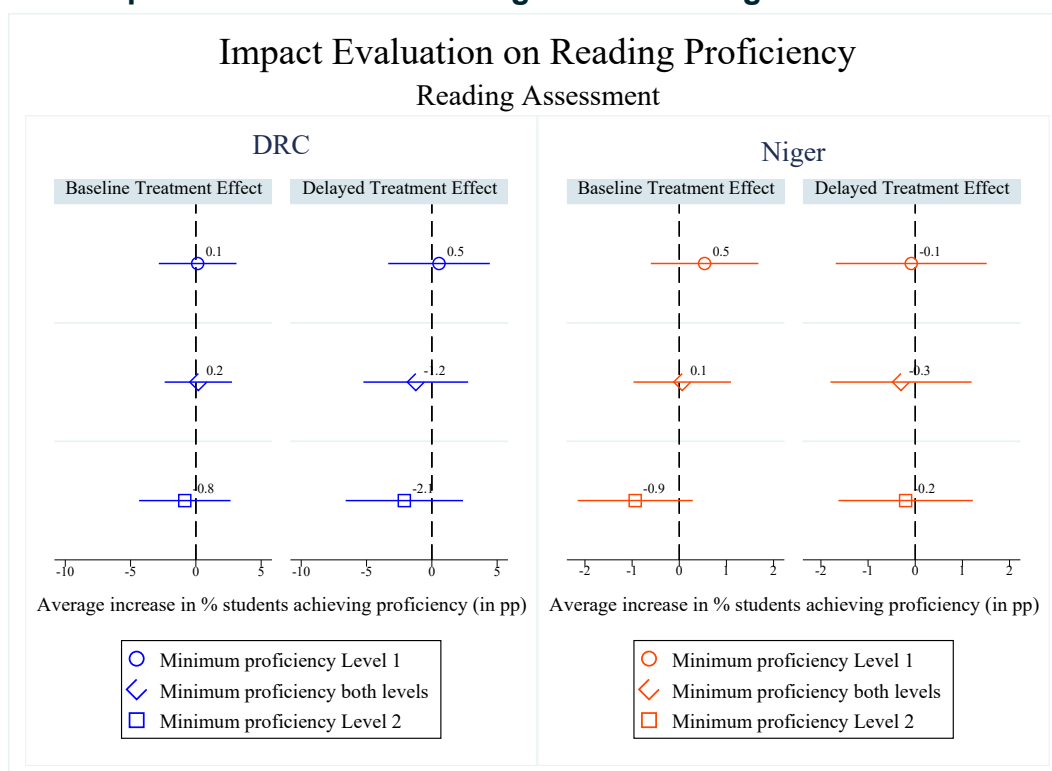


Figure A4.22 Impact Evaluation on Empathy and Perseverance Tests in DRC and Niger

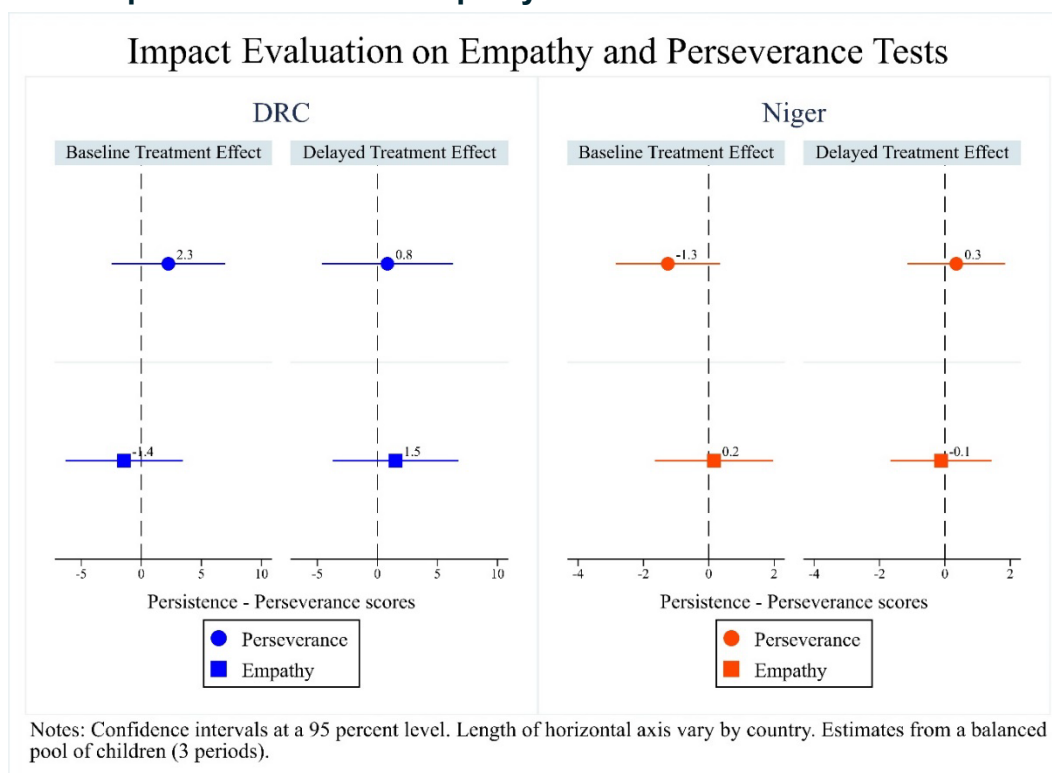


Figure A4.23 Impact Evaluation on Perception of Punishment Practices in DRC and Niger

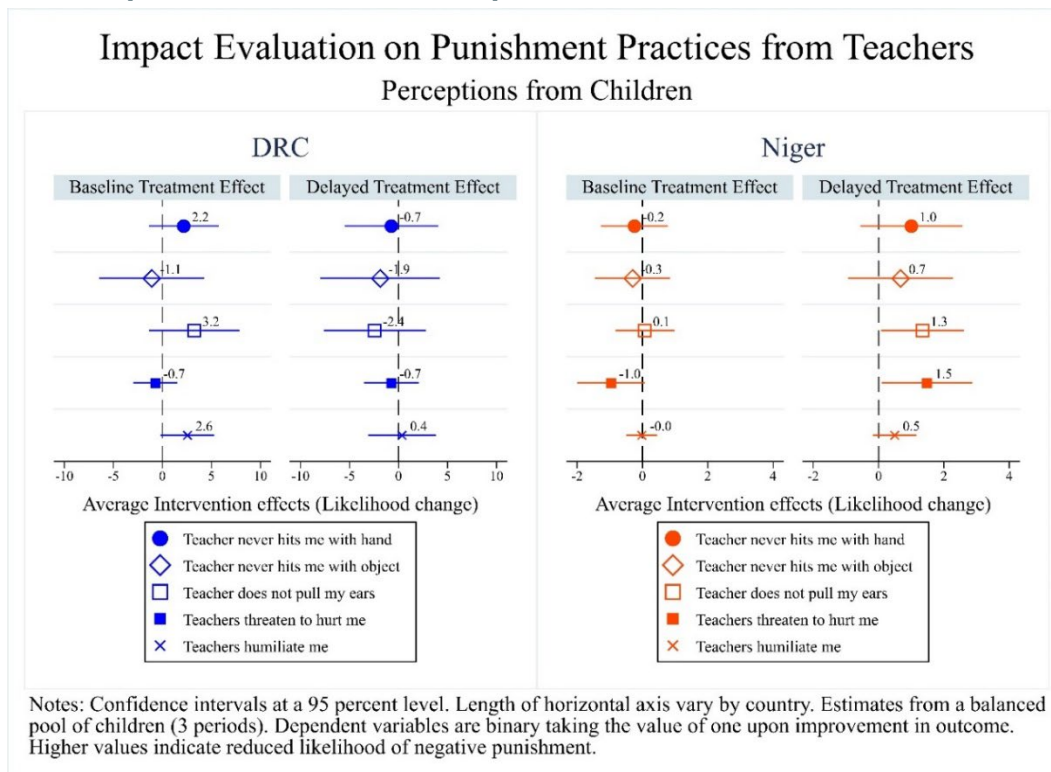


Figure A4.24 Impact Evaluation on Perceptions of Positive Education in DRC and Niger

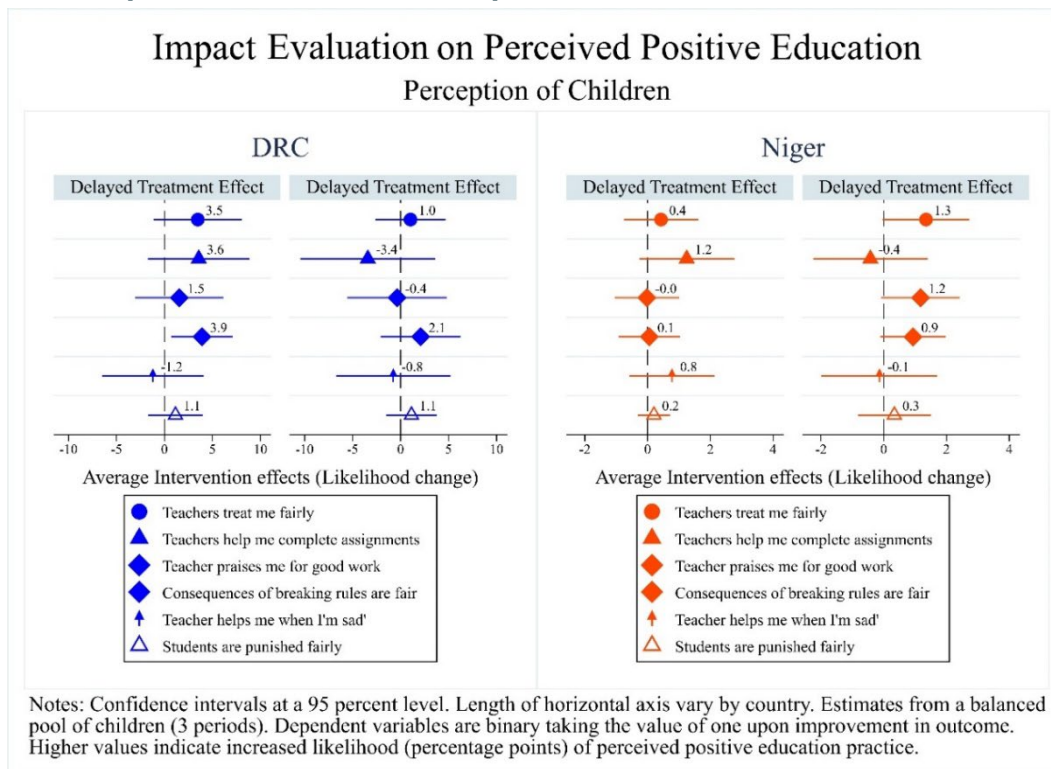


Figure A4.25 Impact Evaluation on Conflict Education Practices in DRC and Niger

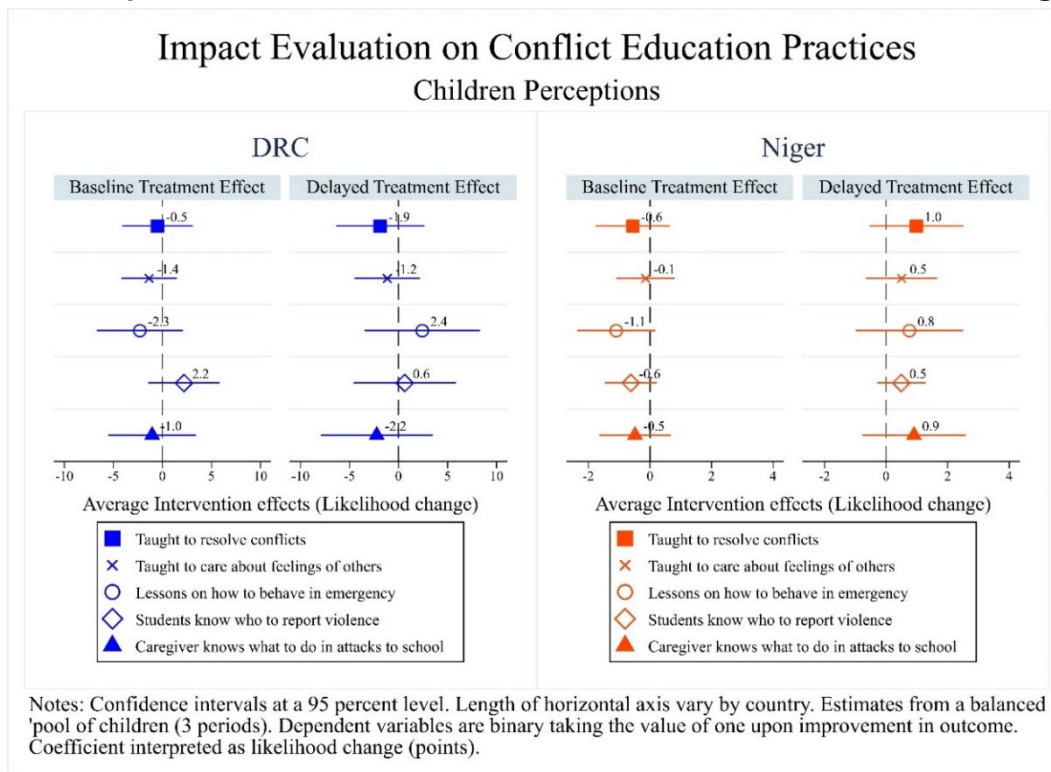


Figure A4.26 Impact Evaluation on Perceptions of Safety and Violence in DRC and Niger

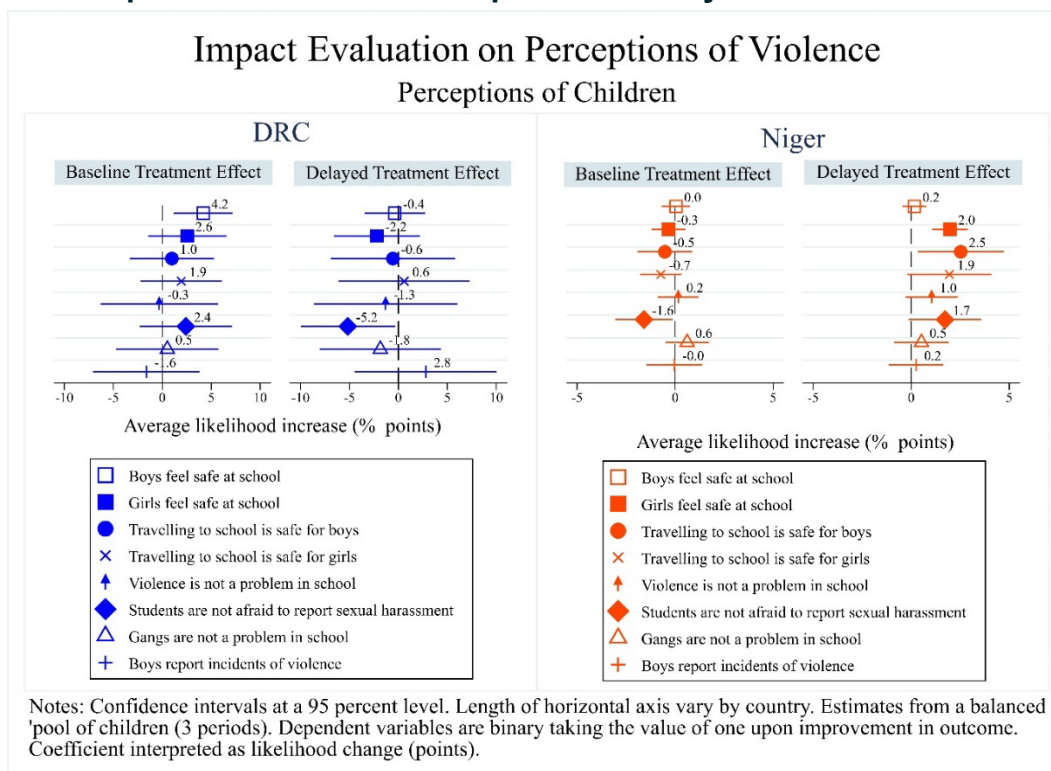


Figure A4.27 Impact Evaluation on EGMA in DRC by Gender

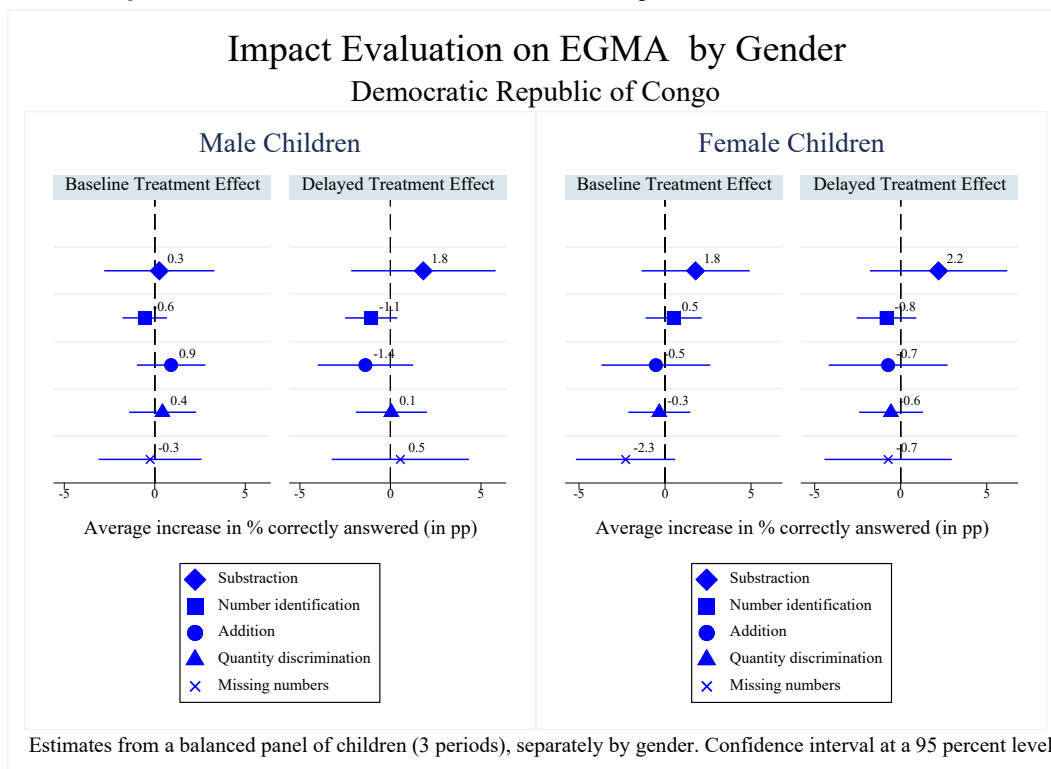


Figure A4.28 Impact Evaluation on EGMA in Niger by Gender

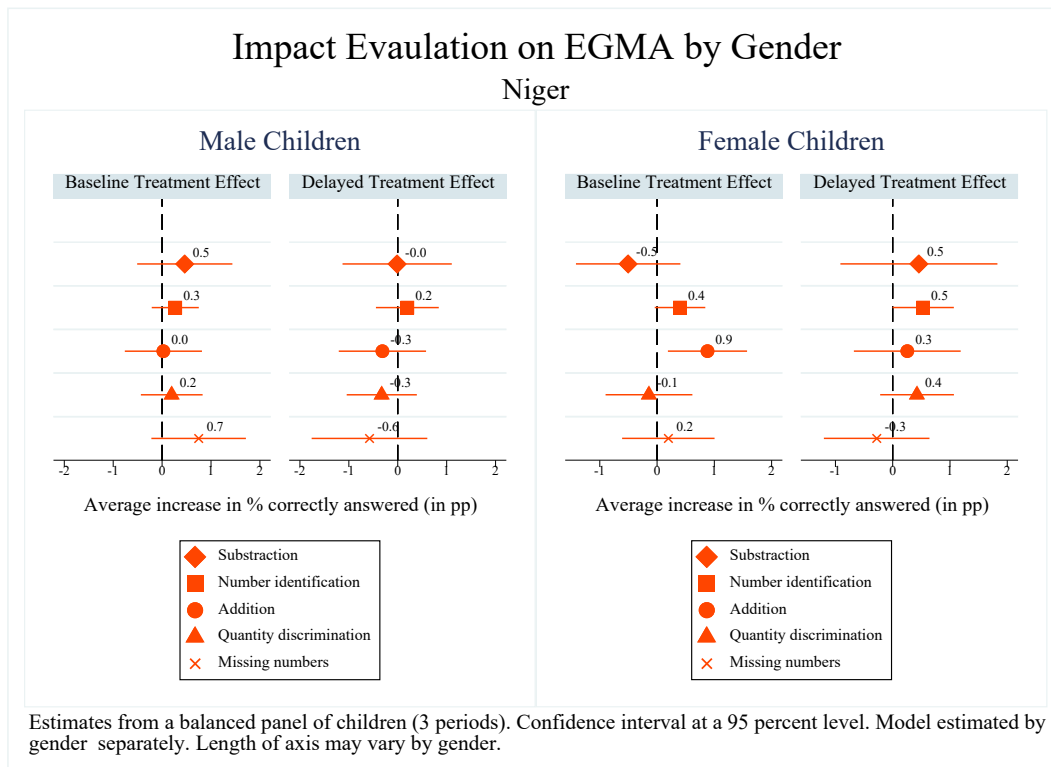


Figure A4.29 Impact Evaluation on EGRA in DRC by Gender

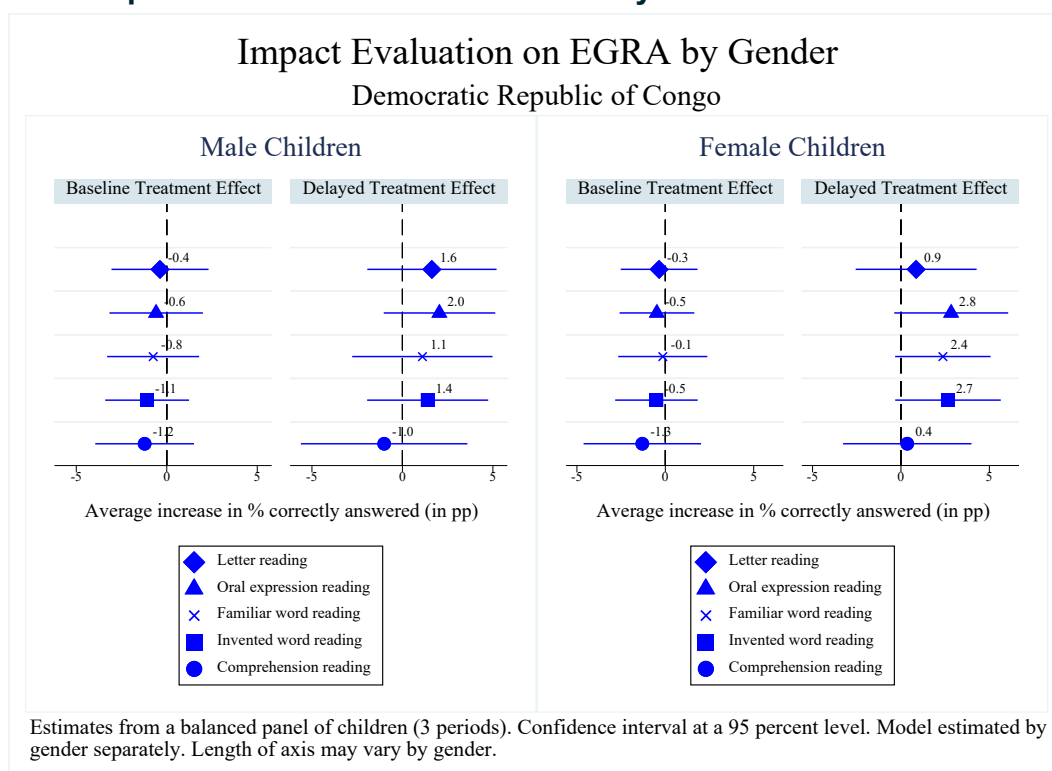


Figure A4.30 Impact Evaluation on EGRA in Niger by Gender

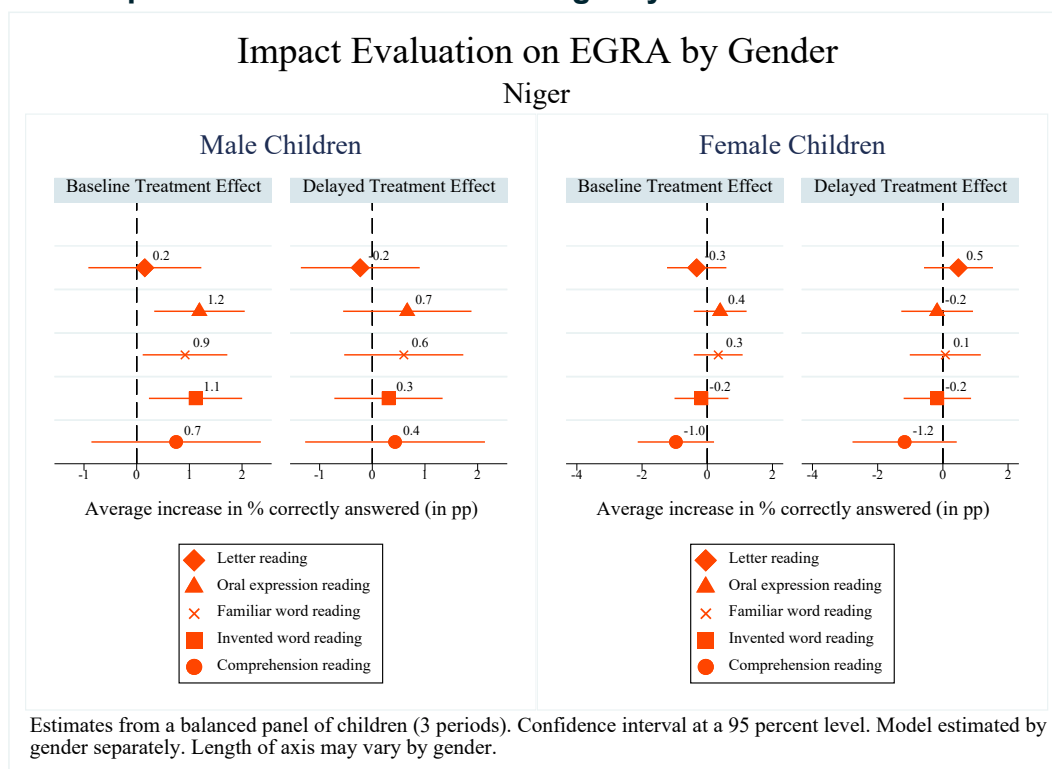


Figure A4.31 Impact Evaluation on Reading Proficiency Attainment in DRC by Gender

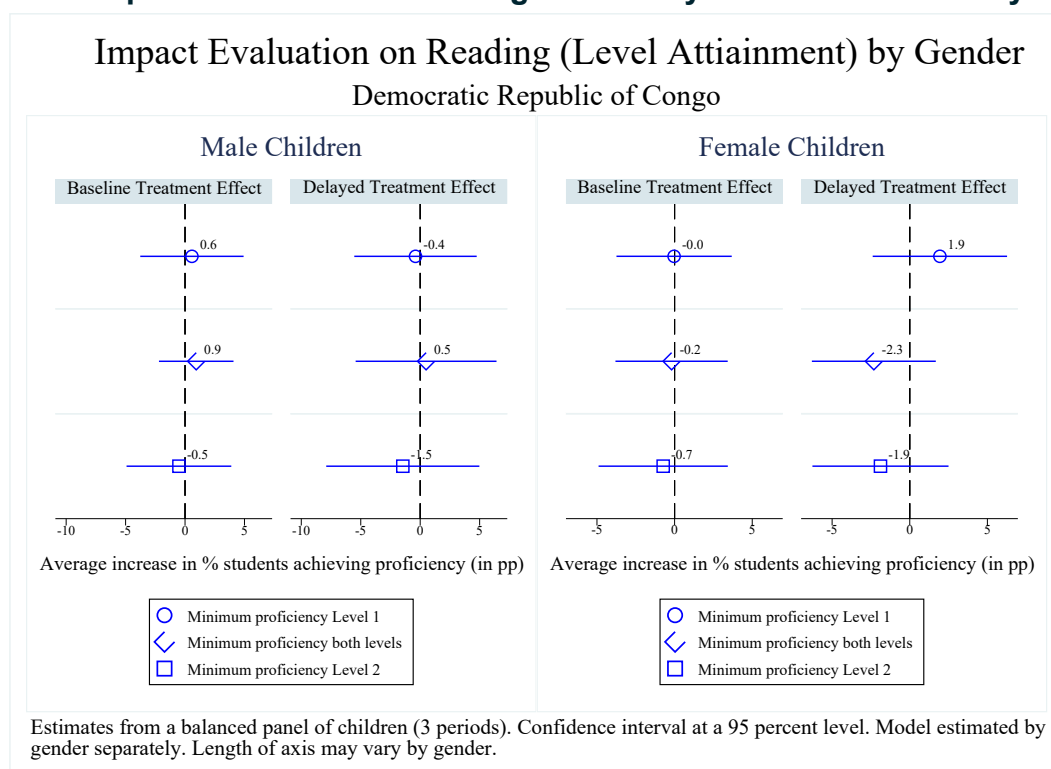


Figure A4.32 Impact Evaluation on Reading Proficiency Attainment in Niger by Gender

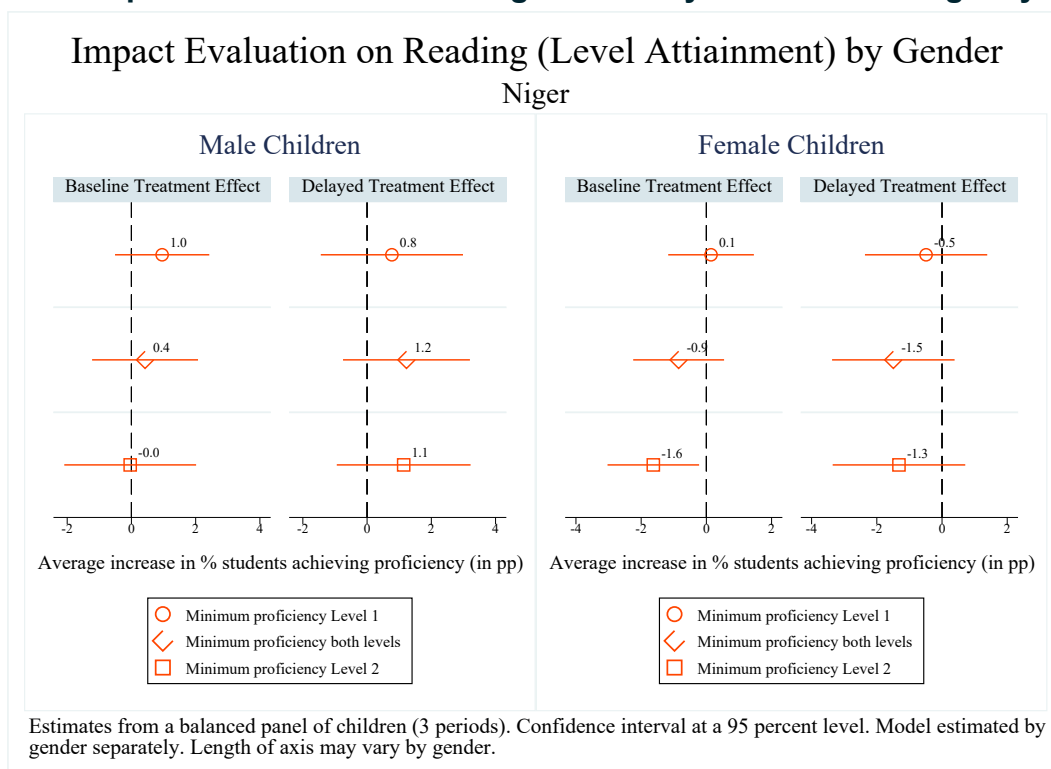


Figure A4.33 Impact Evaluation on Empathy and Perseverance Assessments in DRC by Gender

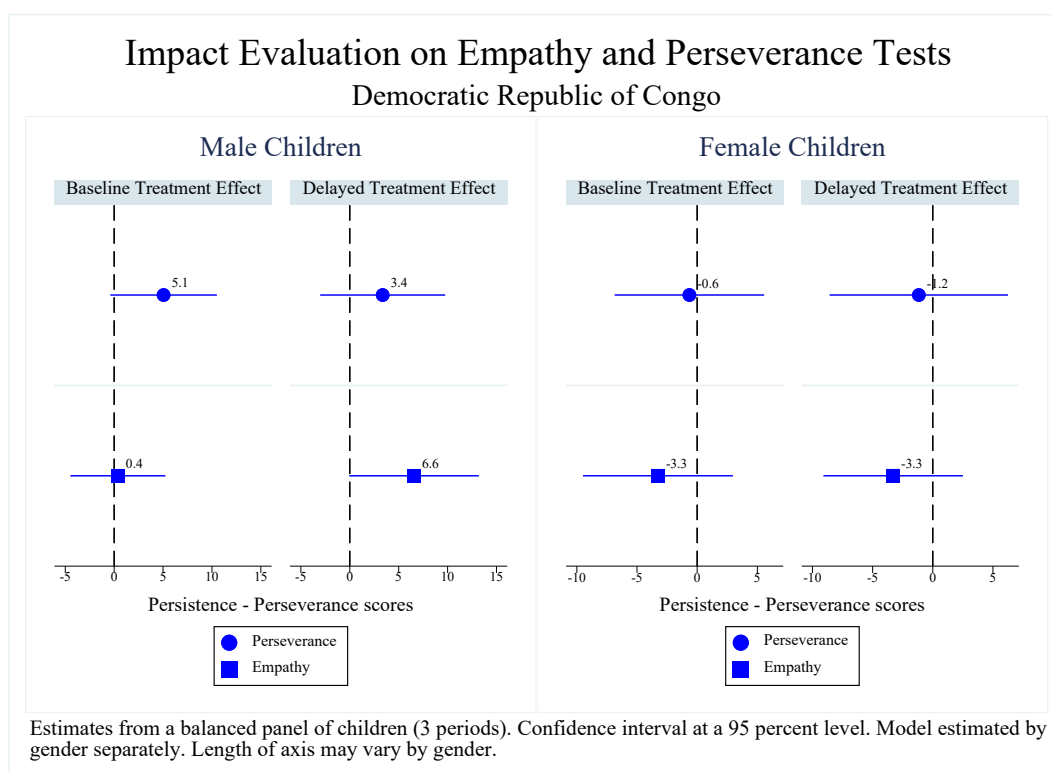


Figure A4.34 Impact Evaluation on Empathy and Perseverance Assessments in Niger by Gender

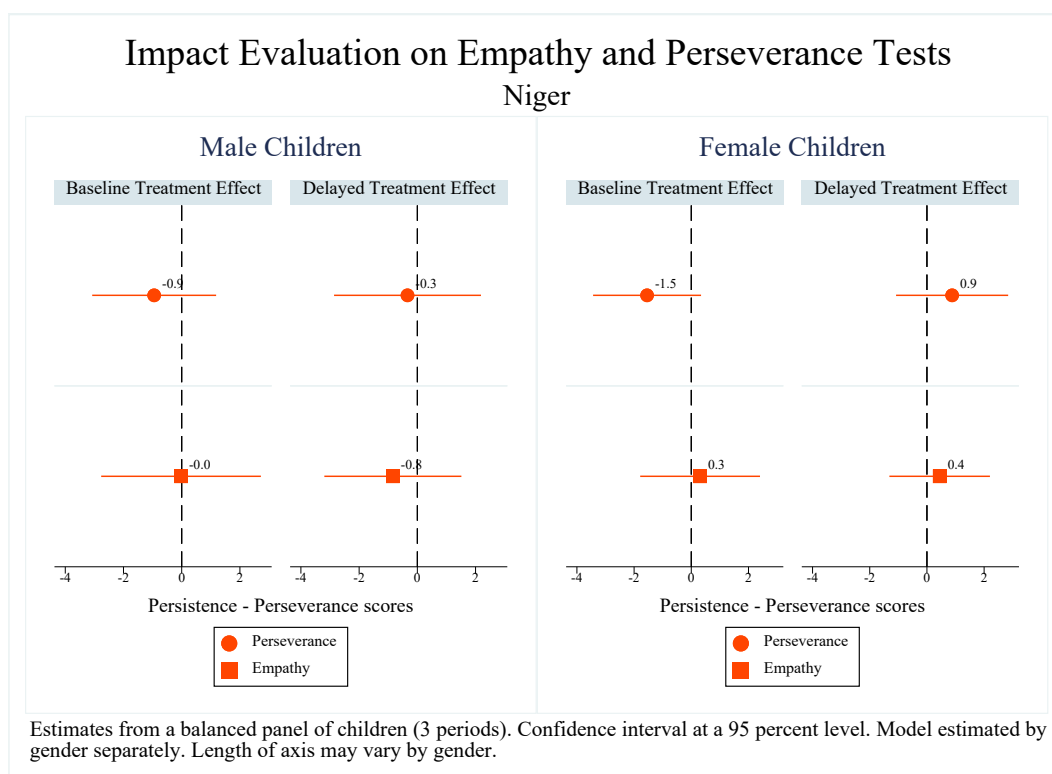


Figure A4.35 Impact Evaluation on Perceptions of Punishment Practices in DRC by Gender

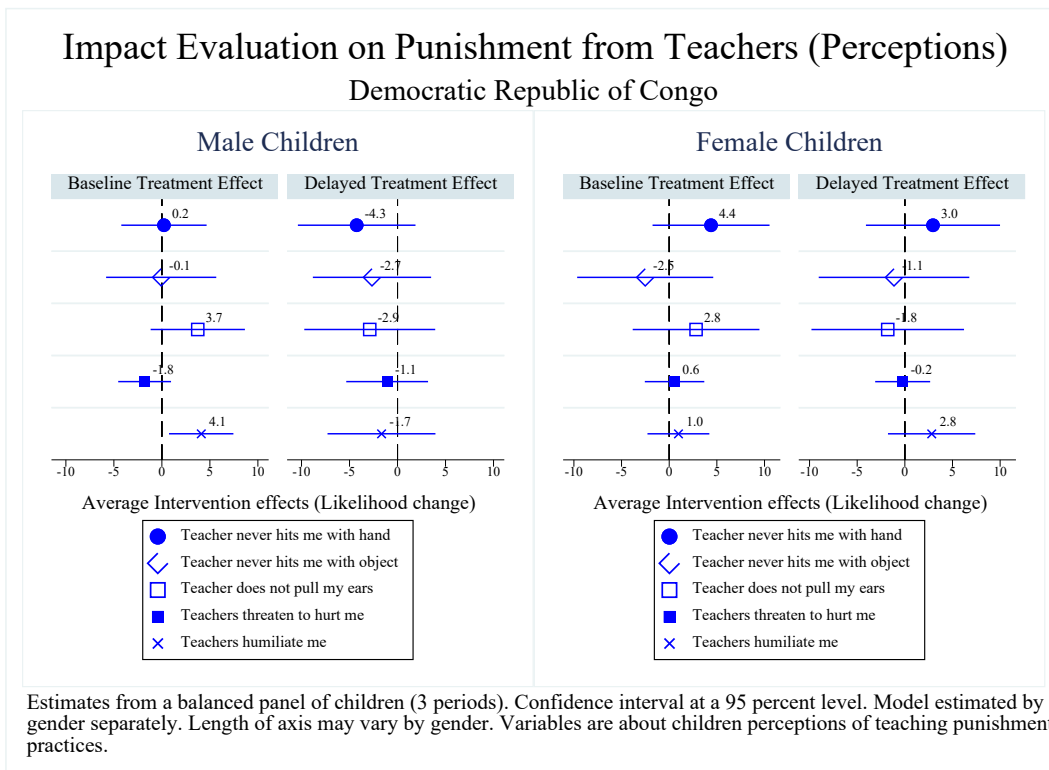


Figure A4.36 Impact Evaluation on Perceptions of Punishment Practices in Niger by Gender

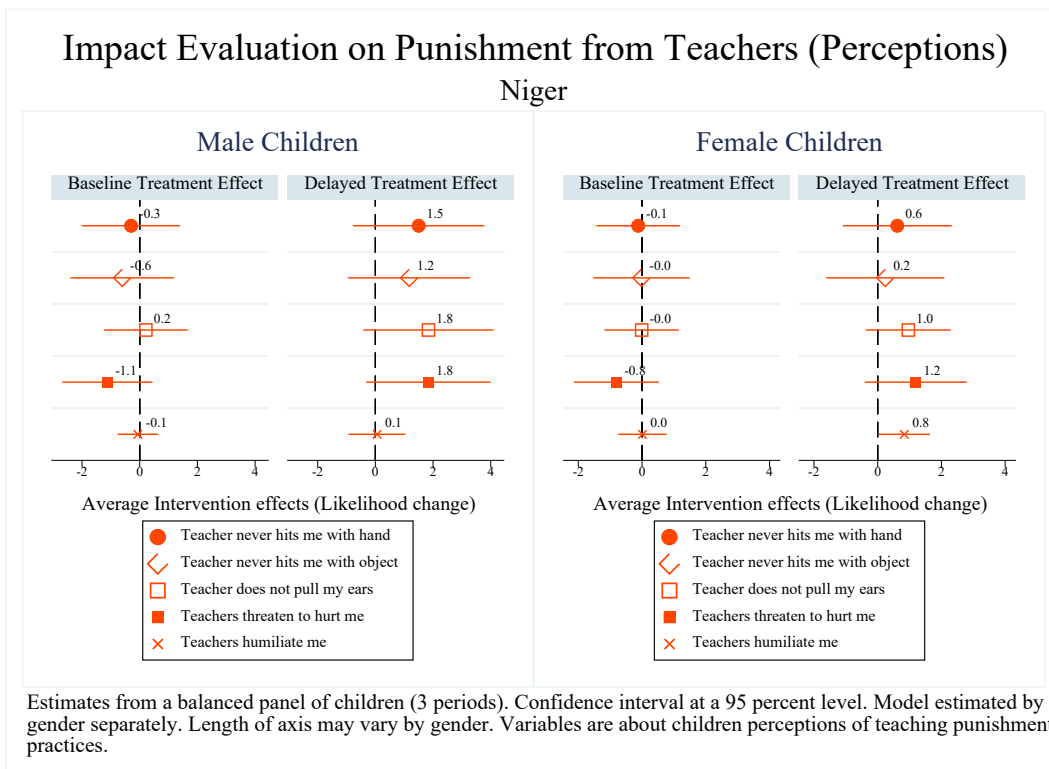


Figure A4.37 Impact Evaluation on Perceptions of Positive Education in DRC by Gender

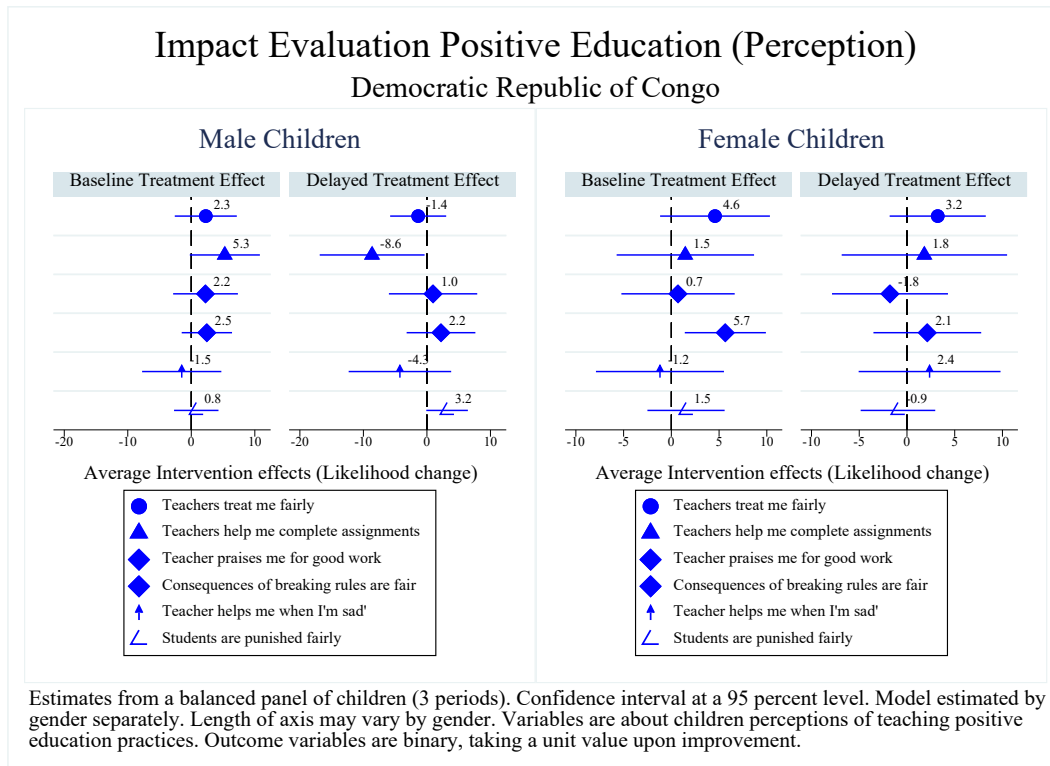


Figure A4.38 Impact Evaluation on Perceptions of Positive Education in Niger by Gender

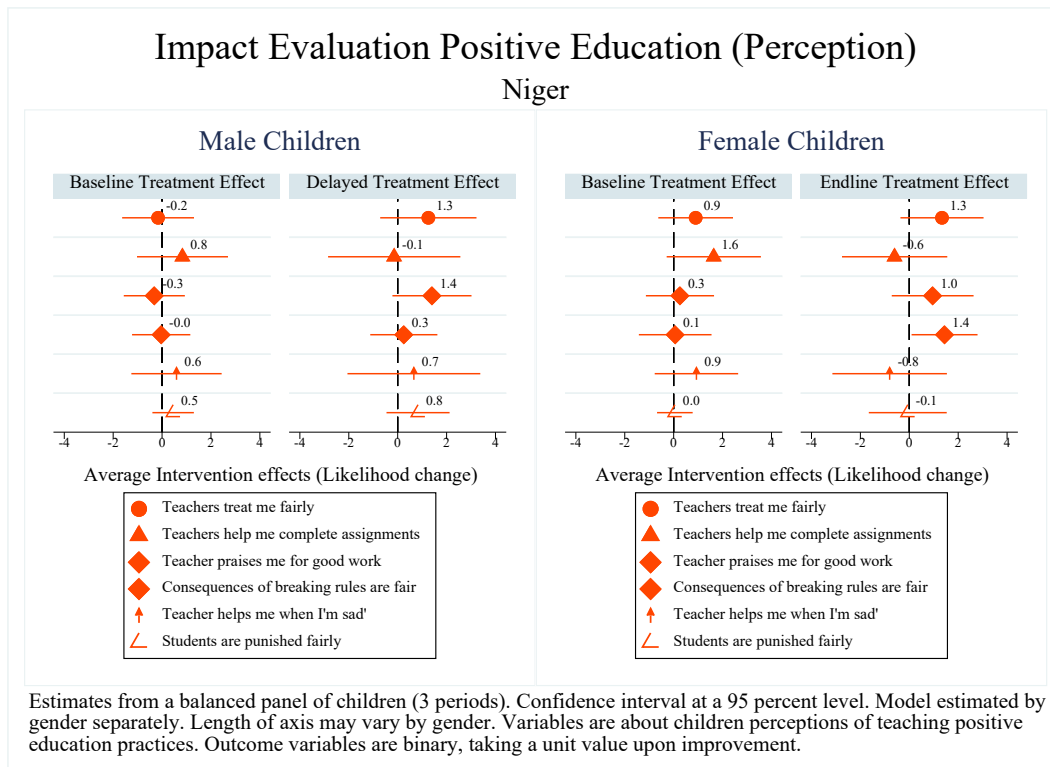


Figure A4.39 Impact Evaluation on Perceptions of Conflict Education in DRC by Gender

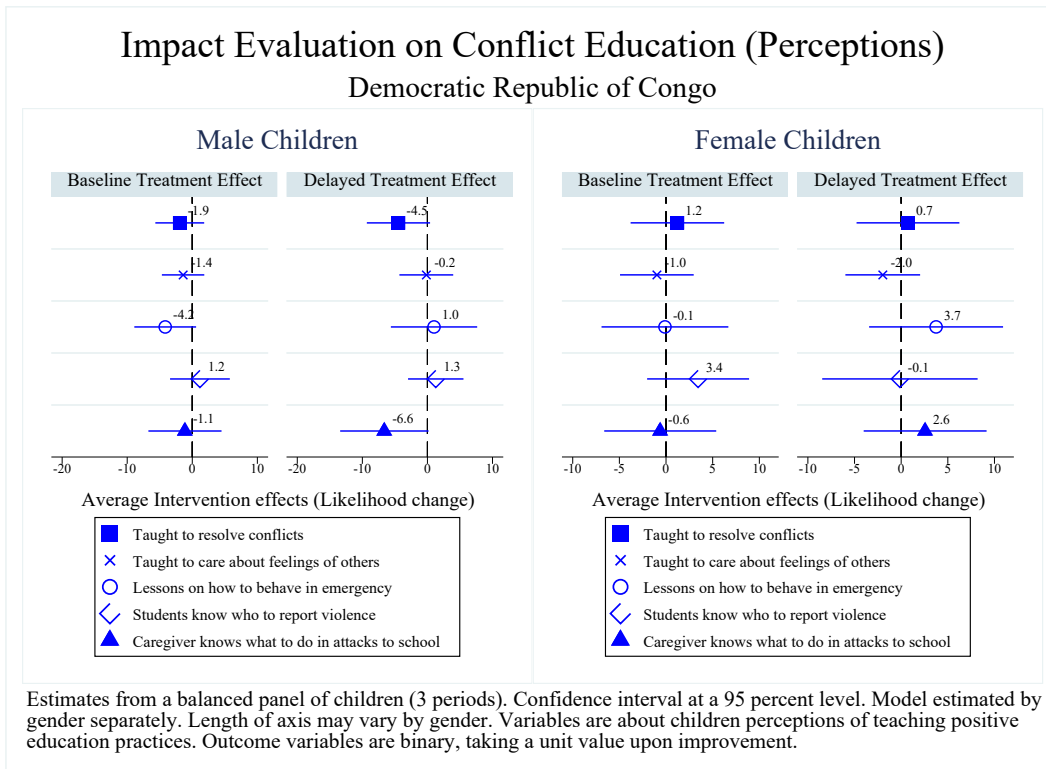


Figure A4.40 Impact Evaluation on Perceptions of Conflict Education in Niger by Gender

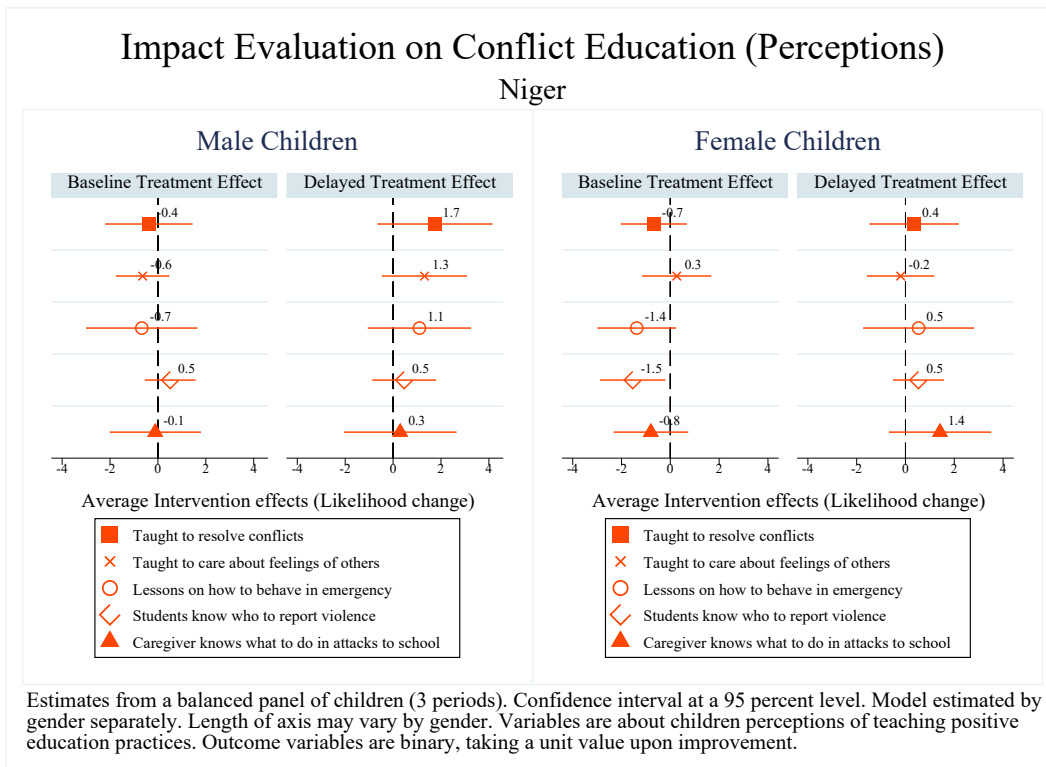


Figure A4.41 Impact Evaluation on Perceptions Safety and Violence in DRC by Gender

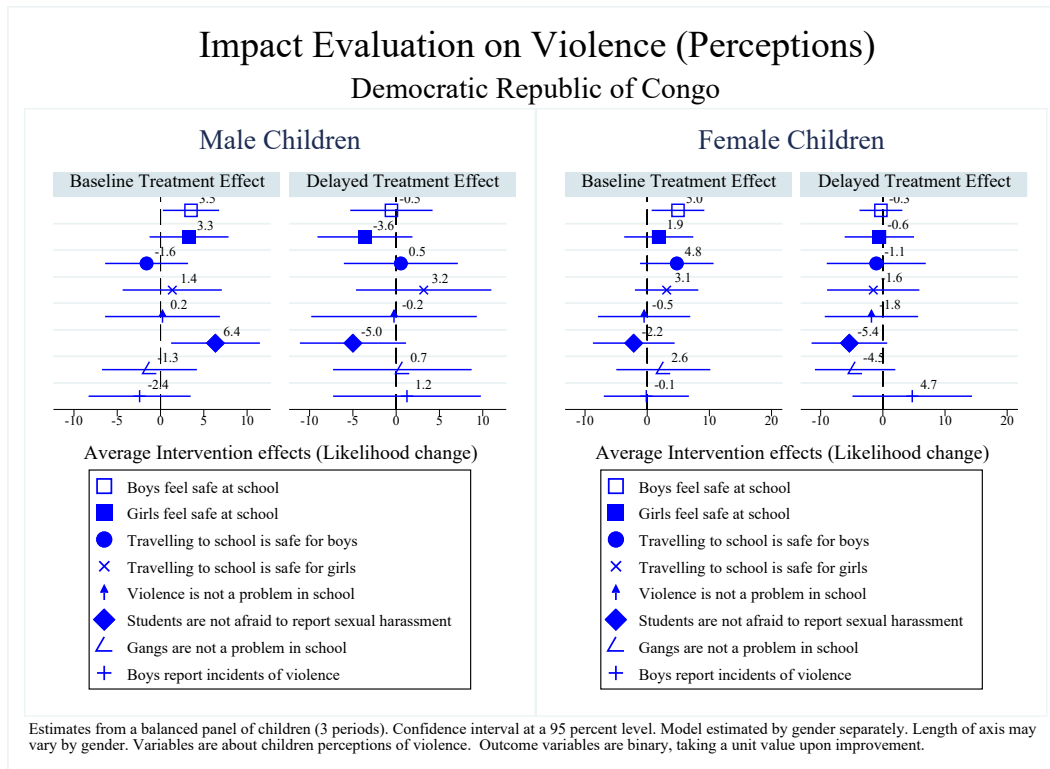
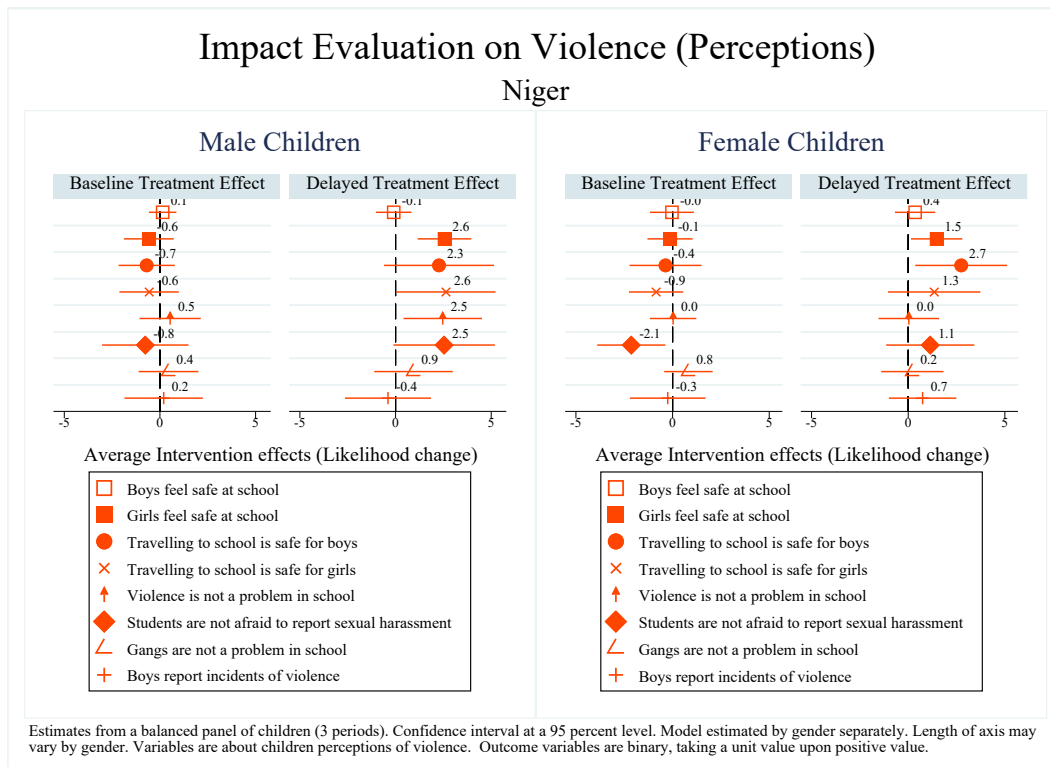


Figure A4.42 Impact Evaluation on Perceptions Safety and Violence in Niger by Gender



3. Figures on Impact of Violence Against Teachers

Figure A4.43 Impact of Violence on Teaching Quality in the DRC

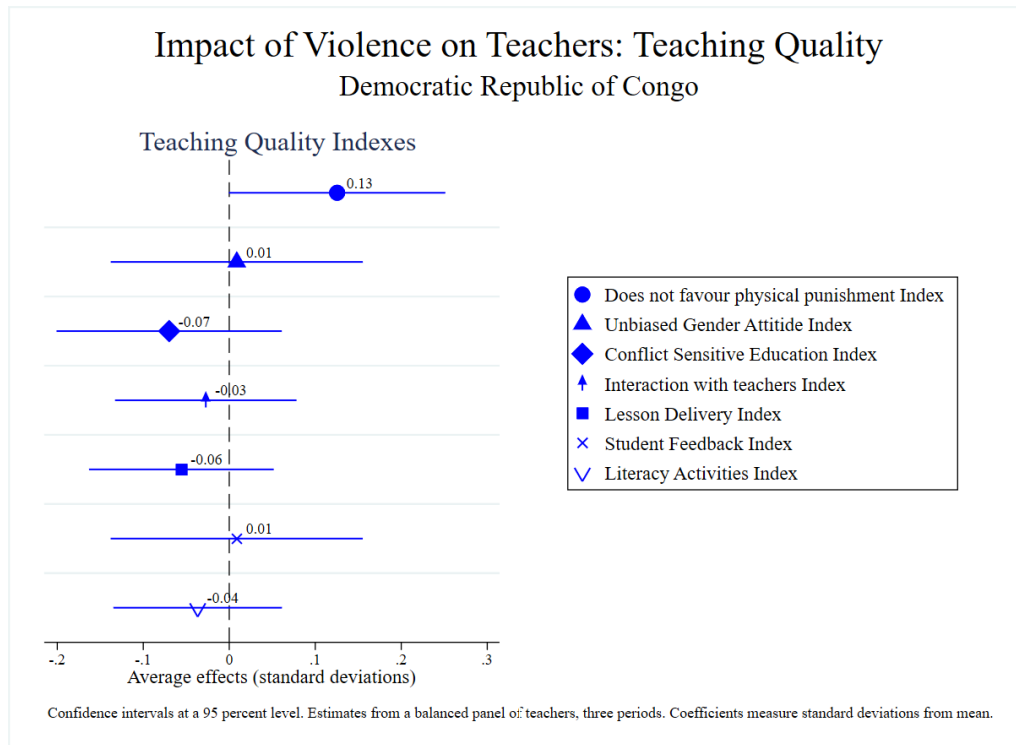


Figure A4.44 Impact of Violence on Teacher Wellbeing in the DRC

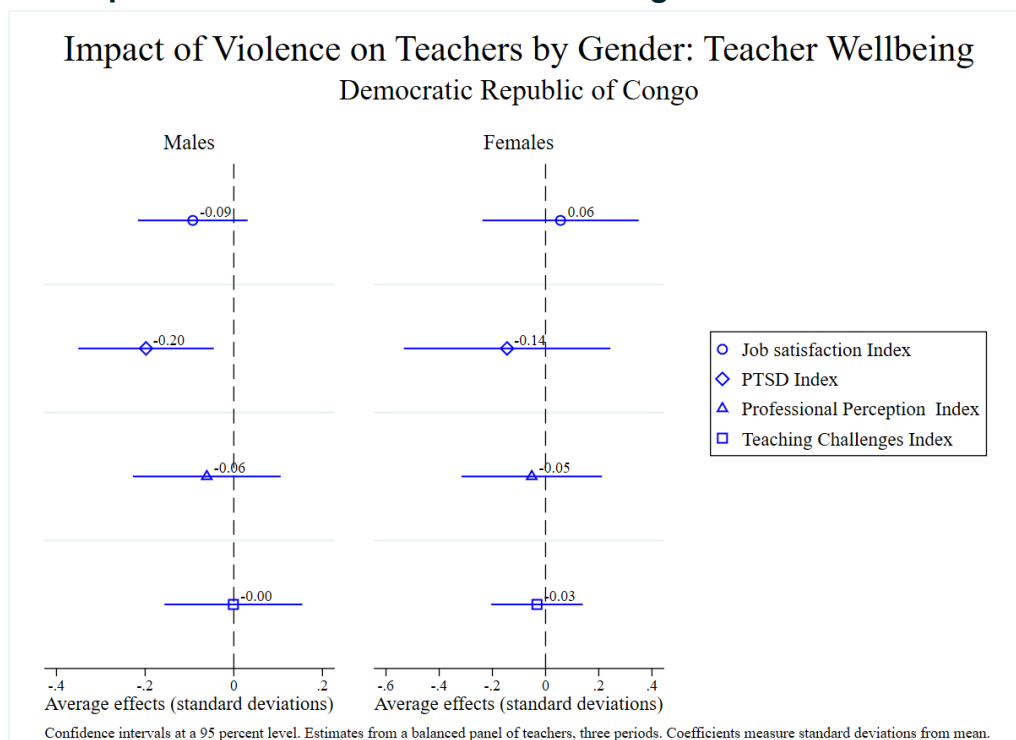


Figure A4.45 Impact of Violence on Teacher PTSD Index in the DRC

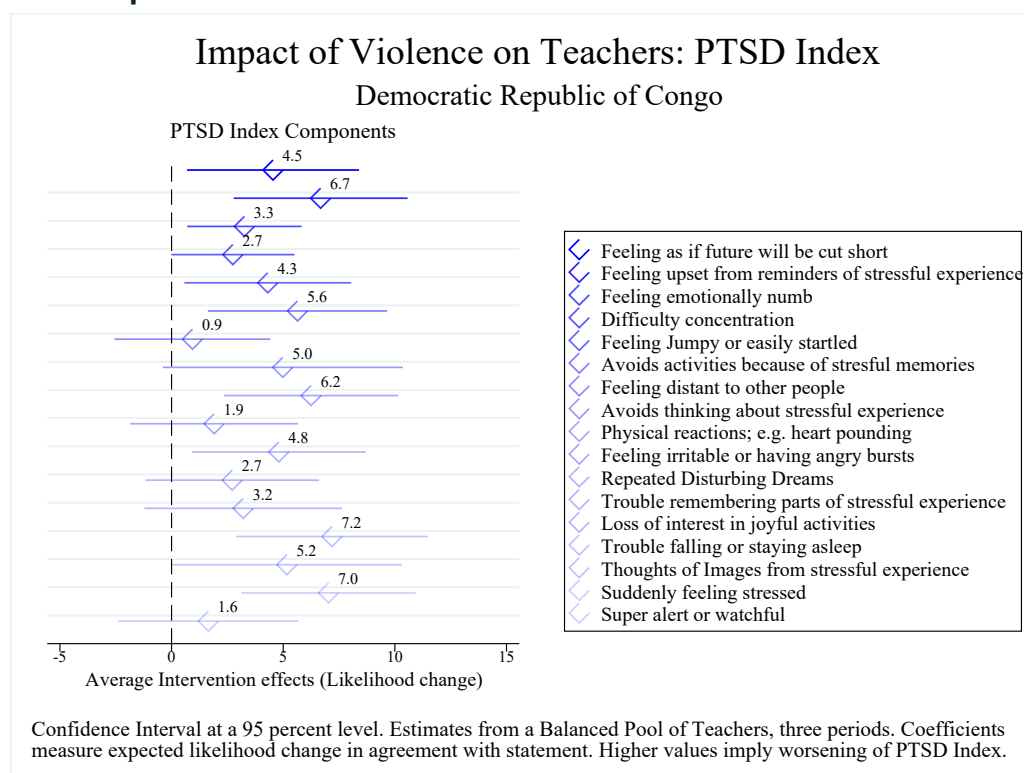


Figure A4.46 Impact of Violence on Teacher Punishment Practices Index in the DRC

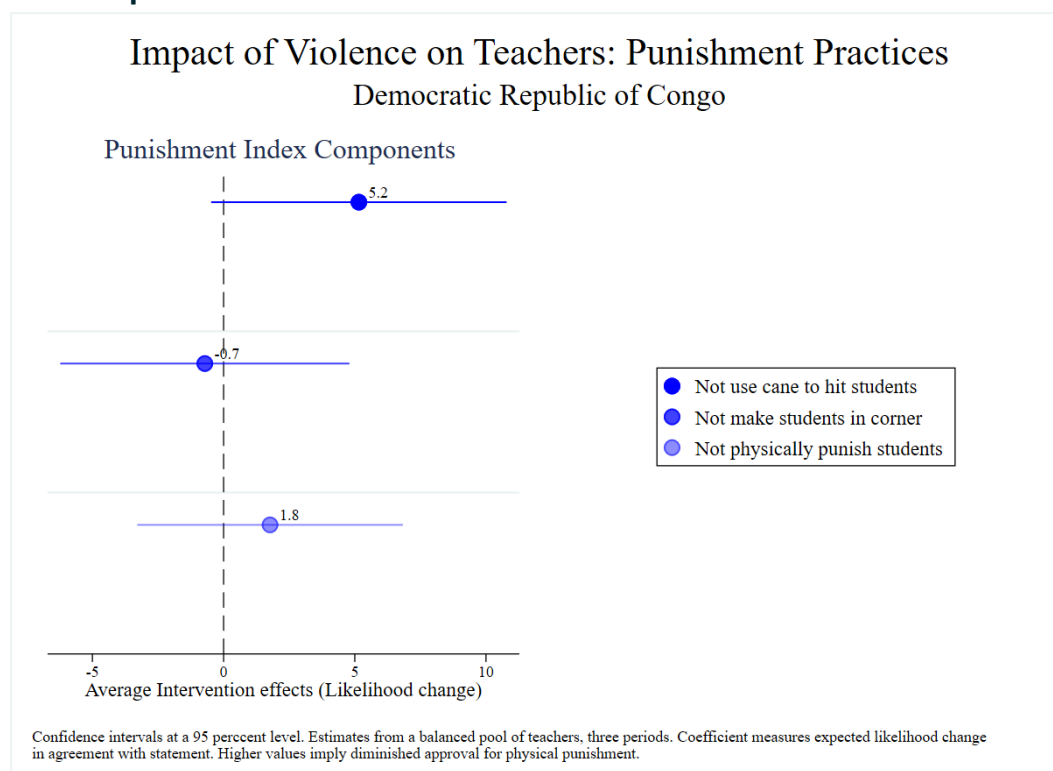


Figure A4.47 Impact of Violence on Teaching Quality by Gender in the DRC

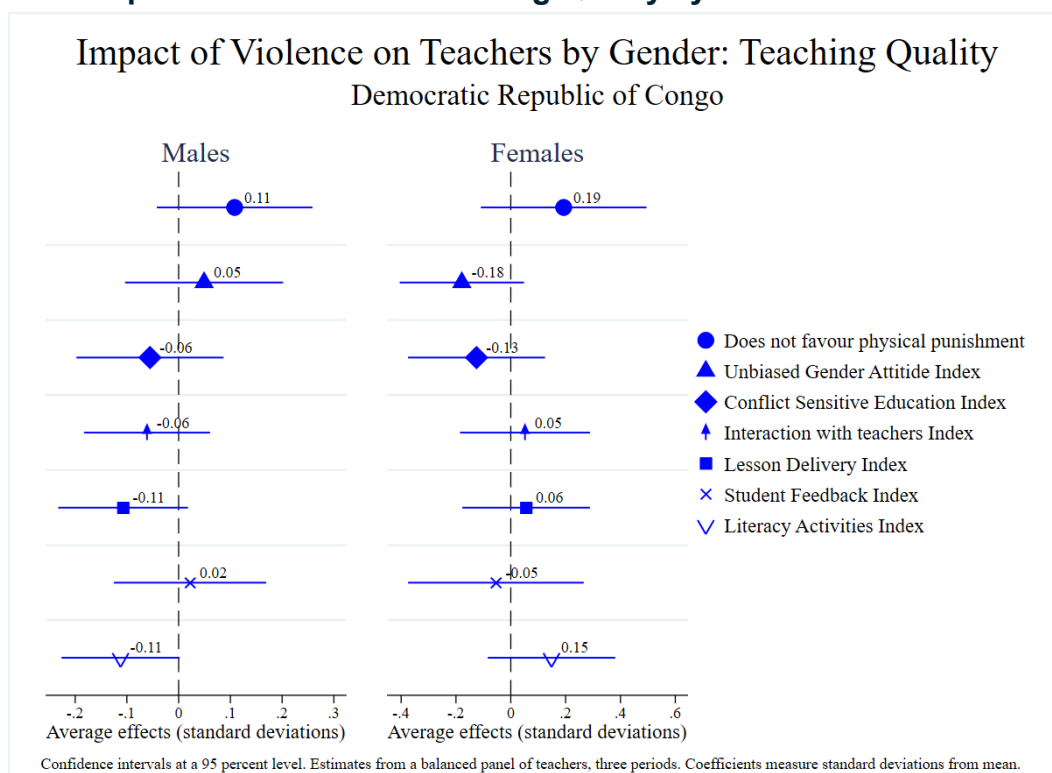
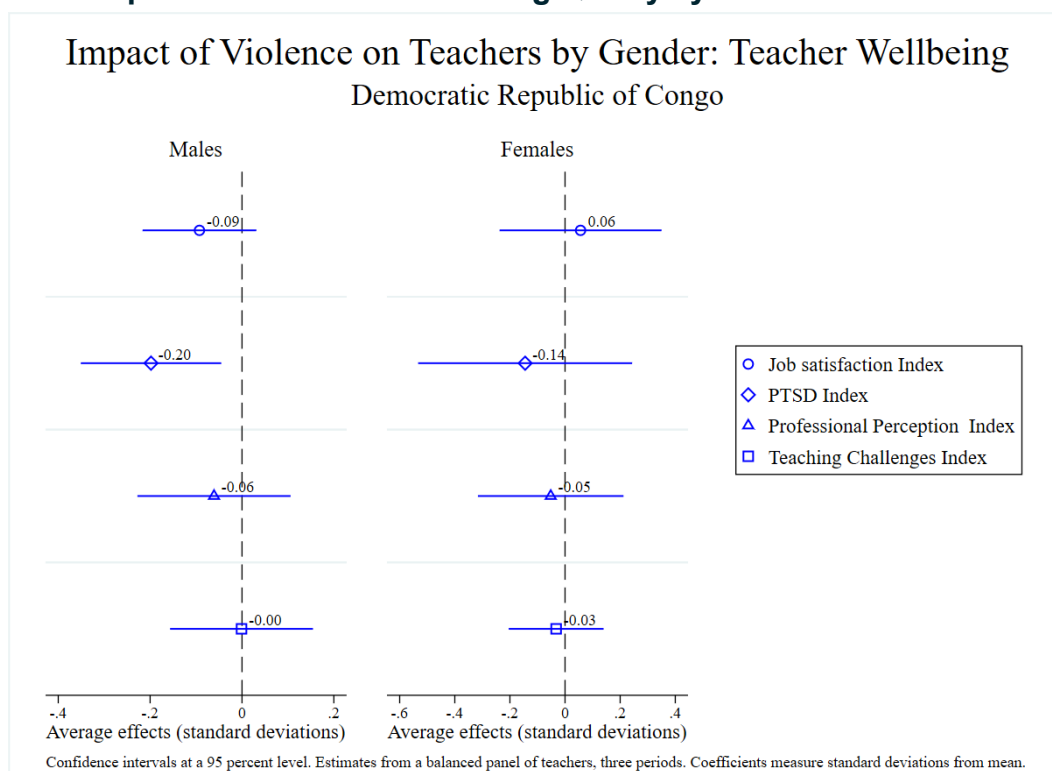


Figure A4.48 Impact of Violence on Teaching Quality by Gender in the DRC



4. Figures Distributional Plots (Descriptive)

Figure A4.49 Distribution of Schools by School Characteristics in DRC Over Time

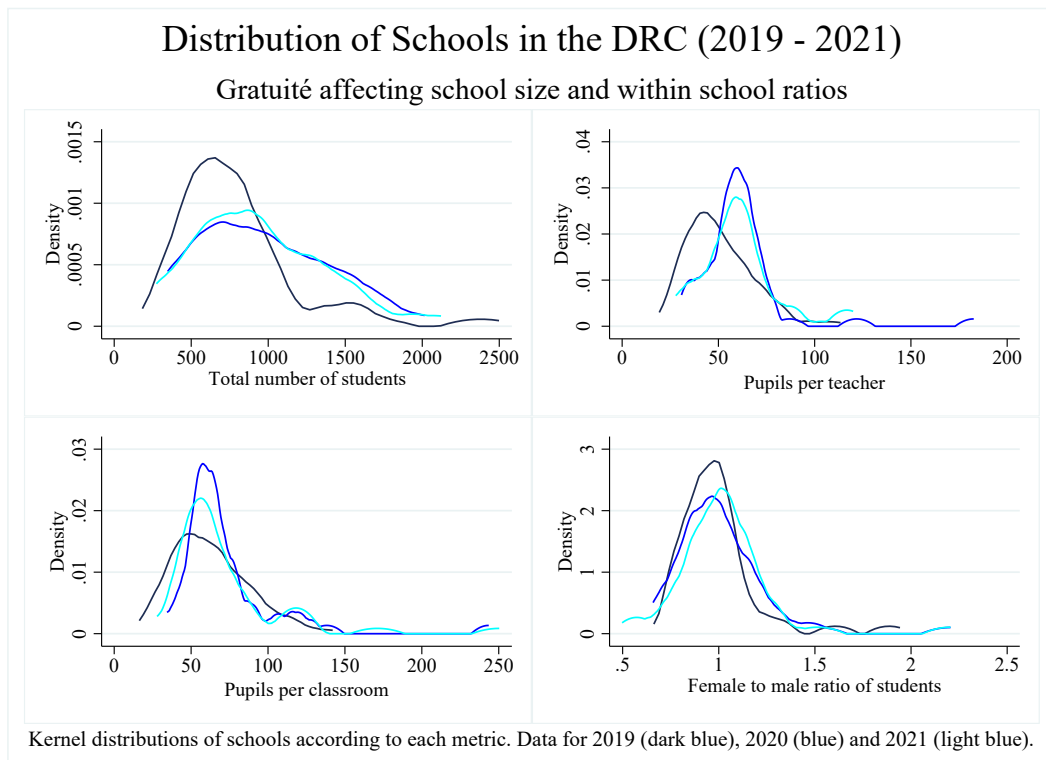


Figure A4.50 Distribution of Schools by School Characteristics in Niger Over Time

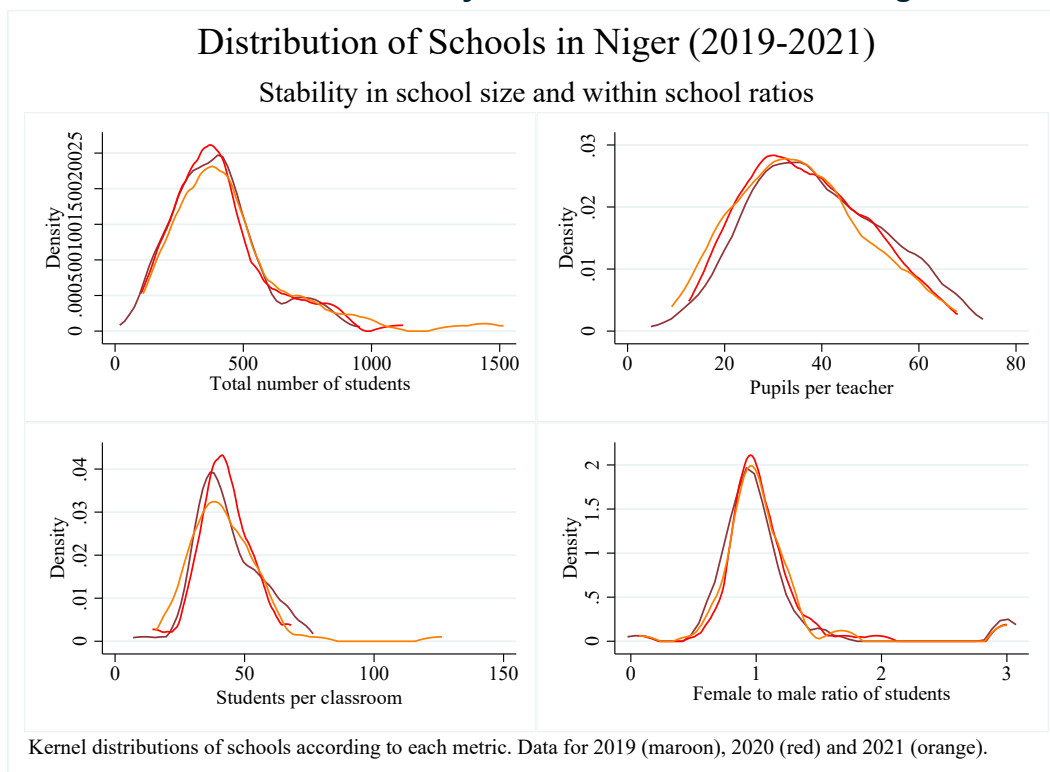


Figure A4.51 Comparing the Distribution of Schools by Teacher Gender Ratio in DRC and Niger

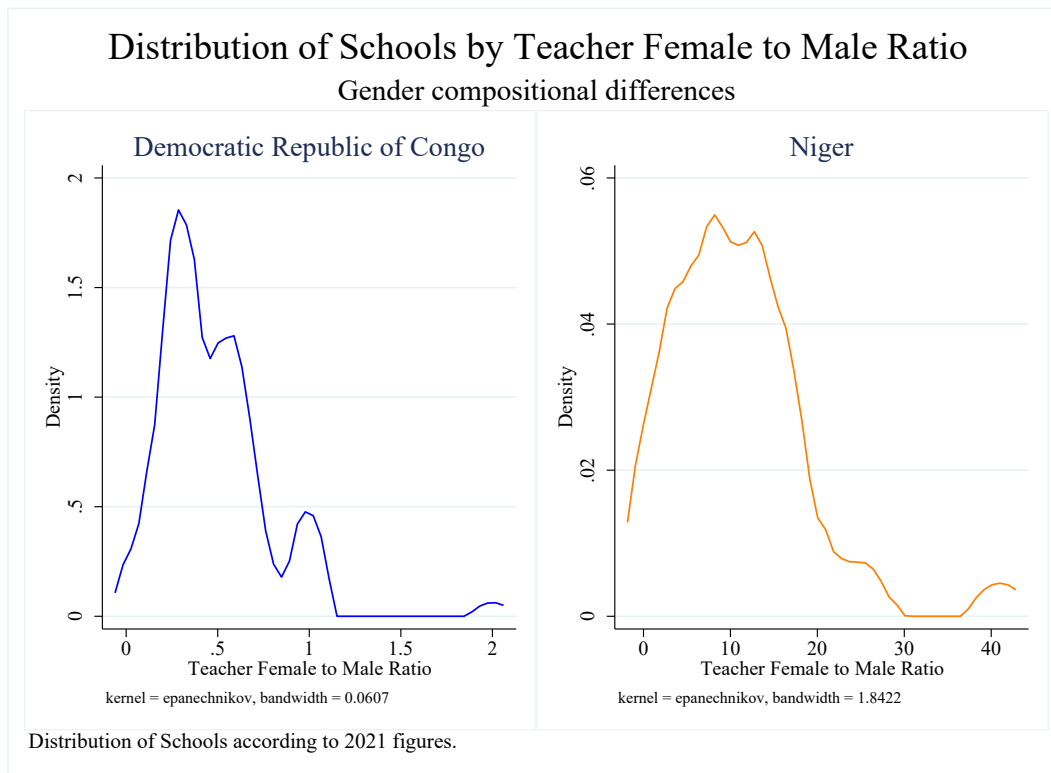


Figure A4.52 Comparing the Distribution of Schools by Characteristics and Composition in the Different Regions of Study in DRC and Niger

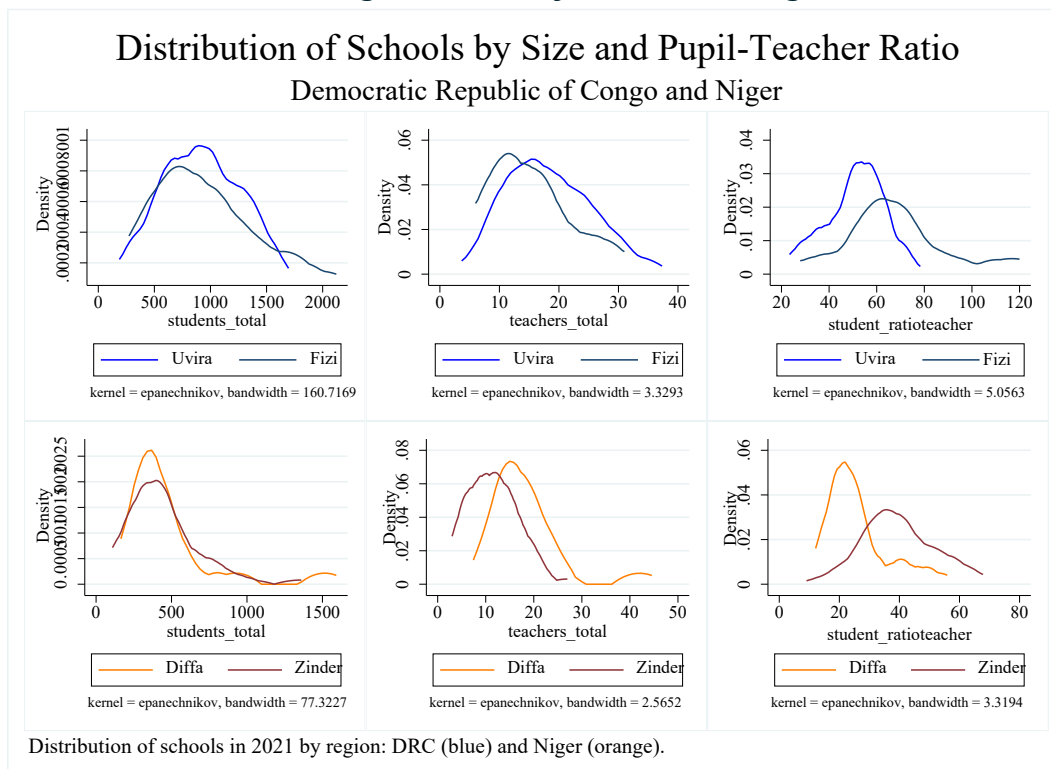


Figure A4.52 Distribution of Schools by Teacher Female to Male Ratio in DRC

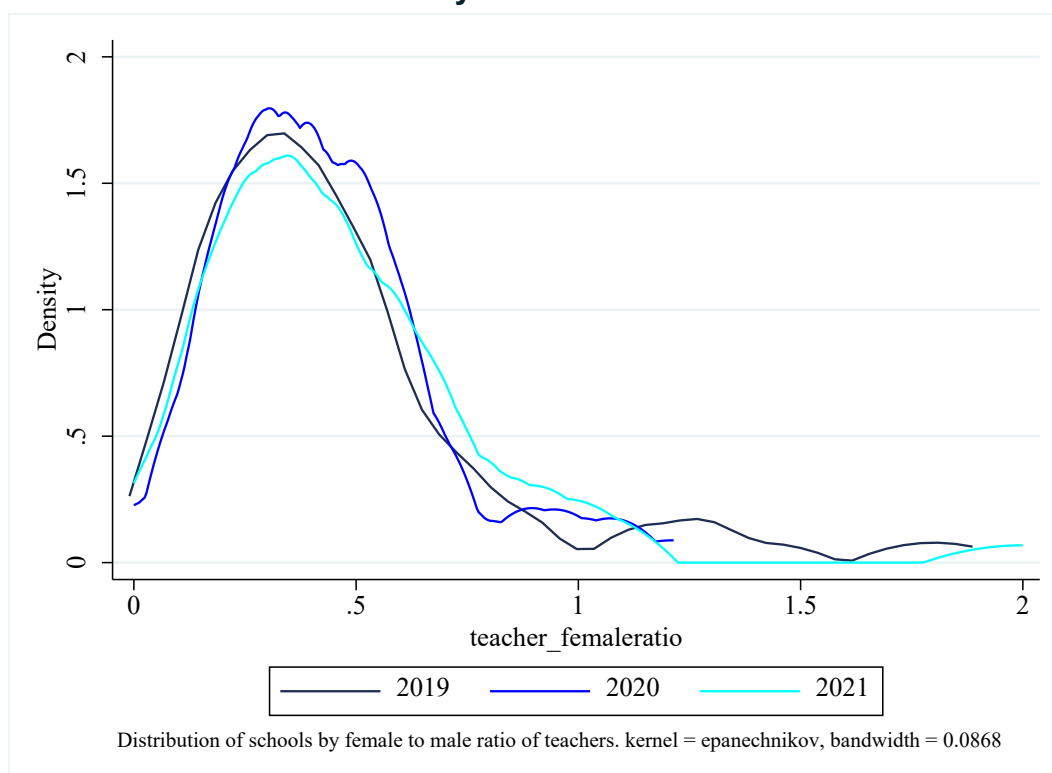
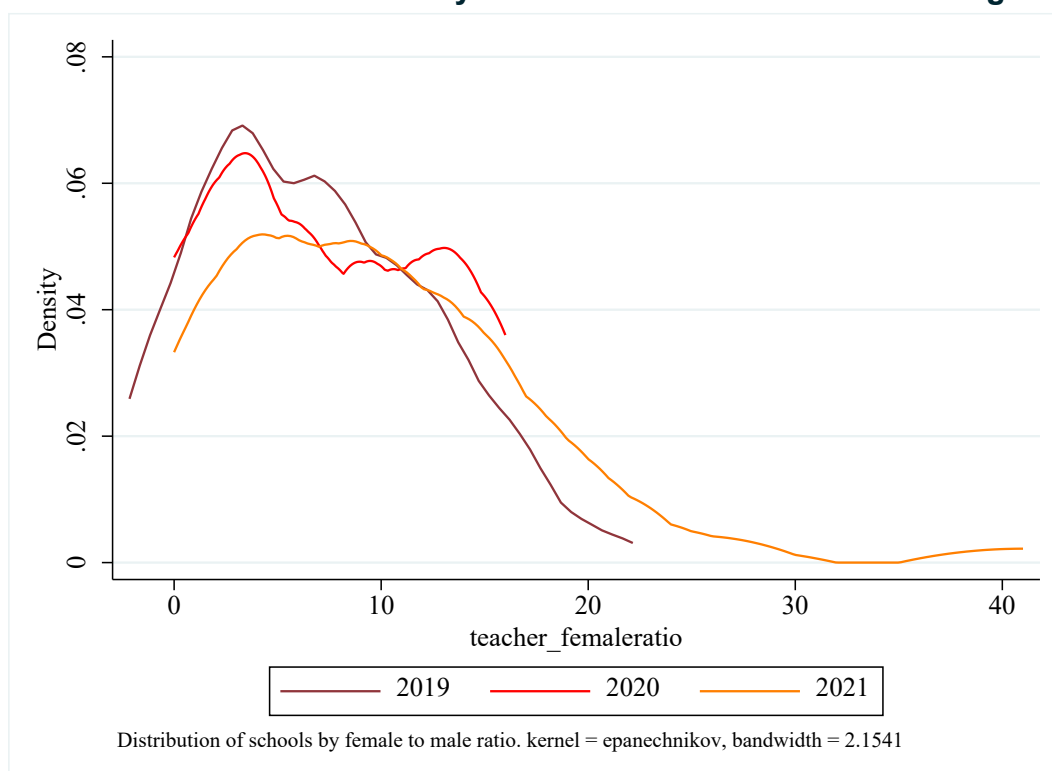


Figure A4.53 Distribution of Schools by Teacher Female to Male Ratio in Niger





Delivering world-class research, learning and teaching that transforms the knowledge, action and leadership needed for more equitable and sustainable development globally.

Institute of Development Studies
Library Road
Brighton, BN1 9RE
United Kingdom
+44 (0)1273 606261
ids.ac.uk

Charity Registration Number 306371
Charitable Company Number 877338
© Institute of Development Studies 2022