

Funders Report

BRiCE Project DRC and Niger: Baseline Report

Annex 5: Quantitative Analyses by Gender

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Table A5.1: DRC Entity providing school with protection by male/female students

	DRC		Niger	
	Who do think best protects the school?			
	Female	Male	Female	Male
	%	%	%	%
Police or other public forces	15.32	17.53	17.36	11.40
Teachers	43.24	39.86	71.90	77.19
Parents	3.00	2.41	1.38	1.75
Other students	1.20	0.69	0.28	0.00
People in the community	26.73	26.80	9.09	9.65
School director	4.80	4.12	0.00	0.00
Nobody provides security	5.71	8.59		
Total sample (number)	333	291	363	342

Table A5.2: DRC Engagement and attendance by male/female teachers

	Female	N	Male	N
Engagement				
Average number of hours per day, teacher is expected to work	5.52	217	5.52	530
Average number of hours per day, teacher actually works	4.88	217	4.92	531
% of teachers who report working more than expected to	0.00	217	1.52	527
Average number of hours per day, teacher spends preparing lessons	1.97	216	2.13	527
Average number of hours per day, teacher spends correcting students' work	1.00	214	1.15	527
Average number of hours per day, teacher travels to work (one way)	0.44	217	0.50	535
% of teachers who engage with parents in a typical week	63.13	217	68.60	535
Attendance				
% of teachers who missed at least 1 day of school in the week preceding the survey	23.96	217	18.32	535
% of teachers who missed at least 1 day of school in the month preceding the survey	48.39	217	42.62	535
Average number of days missed in the last 1 month	2.57	217	1.16	535

Table A5.3: Niger Engagement and attendance by male/female teachers

	Female	N	Male	N
Engagement				
Average number of hours per day, teacher is expected to work	6.38	524	6.31	81
Average number of hours per day, teacher actually works	6.13	524	6.00	81
% of teachers who report working more than expected to	0.00	524	0.00	81
Average number of hours per day, teacher spends preparing lessons	1.97	528	2.06	81
Average number of hours per day, teacher spends correcting students' work	1.07	524	1.00	81
Average number of hours per day, teacher travels to work (one way)	0.24	528	0.13	81
% of teachers who engage with parents in a typical week	39.09	527	67.90	81
Attendance				
% of teachers who missed at least 1 day of school in the week preceding the survey	17.80	528	23.46	81
% of teachers who missed at least 1 day of school in the month preceding the survey	62.12	528	62.96	81
Average number of days missed in the last 1 month	1.20	528	1.14	81

Table A5.4: Salary sources by male/female teachers

	DRC		Niger	
	Female (%)	Male (%)	Female (%)	Male (%)
Parents' support (motivation des parents)	59.45	65.23	1.52	2.47
Wages from state	98.16	97.94	99.81	100

Table A5.5: Reasons for choosing teaching as a profession by male/female teachers

	DRC		Niger	
	Female (%)	Male (%)	Female (%)	Male (%)
Teacher knew he/she was good at teaching	30.09	29.35	2.92	3.70
Teacher could not find another job	16.67	26.17	12.48	12.35
Teaching is a permanent job/likely to be made permanent	18.98	20.75	7.41	3.70
Teaching has some social status	16.20	10.09	2.73	2.47
Teacher needed something to do after graduation	11.11	10.84	6.24	6.17
Teacher's mother/father/relative was a teacher	1.85	1.68	1.75	3.70
Teaching is the most suitable profession for women	4.17	0.00	4.68	0.00
Teacher wanted to help his/her country or community	0.93	1.12	61.79	67.90
Total sample (number)	216	535	513	81

Table A5.6: Perceived satisfaction of work by male/female teachers

	DRC		Niger	
	% who agree or strongly agree			
	Female	Male	Female	Male
I am satisfied with my current salary in this job.	16.13	14.02	53.22	28.40
I am satisfied with the number of working hours in each school day.	93.09	90.65	84.47	61.73
I am satisfied with the availability of textbooks in school for myself and for the children in my class.	17.97	23.36	29.73	27.16
I am satisfied with the condition of school infrastructure, such as classrooms.	39.63	39.44	46.40	46.91
I am satisfied with job security in this job.	69.59	65.42	73.30	55.56
I am satisfied with the level of cooperation from parents.	80.65	81.87	66.29	69.14
I am satisfied with my social status as a teacher in the community.	90.32	84.67	96.78	88.89
I am satisfied with the support from other teachers.	93.55	90.09	98.67	96.30
I am satisfied with the support from the head teacher.	93.09	92.52	98.48	97.53
I am satisfied with my school posting.	59.45	60.00	72.54	60.49
I regret that I decided to become a teacher.	23.04	25.61	8.14	8.64

Table A5.7: Perception of discipline by male/female teachers

	DRC		Niger	
	% who strongly disagree or disagree			
	Female	Male	Female	Male
Teacher should physically punish students for not doing their homework	81.50	75.58	87.65	89.02
Teacher should make the student sit in the corner for misbehaving	76.82	72.81	81.48	75.00
Teacher should use the cane more frequently	81.31	83.87	88.89	92.05

Table A5.8: Perception of safety at school by male/female teachers

	DRC		Niger	
	% of teachers who agree			
	Female	Male	Female	Male
Students threaten to hurt teachers	11.52	8.22	7.95	4.94
Girls don't feel safe at school	5.53	4.67	3.60	2.47
Girls don't feel safe travelling to school	20.28	20.37	18.37	12.35
Girls don't report incidents of physical violence	47.47	44.49	35.04	44.44
Teachers or school don't take immediate action when students report violence	20.28	17.38	4.36	6.17
Boys don't feel safe at school	3.69	4.49	2.27	2.47
Girls come less often to school because of harassment on the way	8.76	5.79	7.58	1.23
Total sample (number)	217	535	528	81

Table A5.9: Perception on women's role in society by male/female teachers

	DRC		Niger	
	% who strongly disagree or disagree			
	Female	Male	Female	Male
Women's most important role is to take care of the home	59.45	58.88	62.12	60.49
Women are more suited to being a teacher	71.89	77.38	32.77	44.44
Women are less likely to be a doctor	82.49	84.67	61.93	67.90
Unacceptable for women to be village head	12.12	10.99	78.79	80.25
Men should have the final say in home decisions	48.85	46.36	24.81	27.16
Men should not share in cooking and cleaning activities	55.30	69.72	39.39	46.91

Table A5.10: Perception on discrimination within classroom by male/female teachers

	DRC		Niger	
	% of teachers who agree			
	Female	Male	Female	Male
Boys and girls should read the same books regardless of the content	97.70	97.20	97.54	95.06
Books should depict both boys and girls becoming doctors, scientists etc	93.09	91.59	98.11	97.53
Books should not encourage women to stay at home	73.27	70.28	72.16	66.67
Teachers should not treat boys and girls differently because they have different skills	89.86	90.28	91.48	91.36
Teachers should encourage both boys and girls to participate equally in class	97.70	98.32	98.30	97.53
Teachers should not assign only boys as leaders in group activities	91.71	88.41	88.83	80.25

Table A5.11: Practices that may deter discrimination within classroom by male/female teachers

	DRC		Niger	
	% who do this very often or often			
	Female	Male	Female	Male
Teacher provides the same teaching methods to all students.	83.87	81.50	82.01	76.54
Teacher encourages all students to participate in learning activities, regardless of gender, ethnicity or cognitive and physical ability.	82.95	85.98	93.75	95.06
Teacher divides students with different abilities during learning activities.	18.89	22.99	51.33	50.62

Figure A5.1: DRC Percentage of correctly identified letter by gender

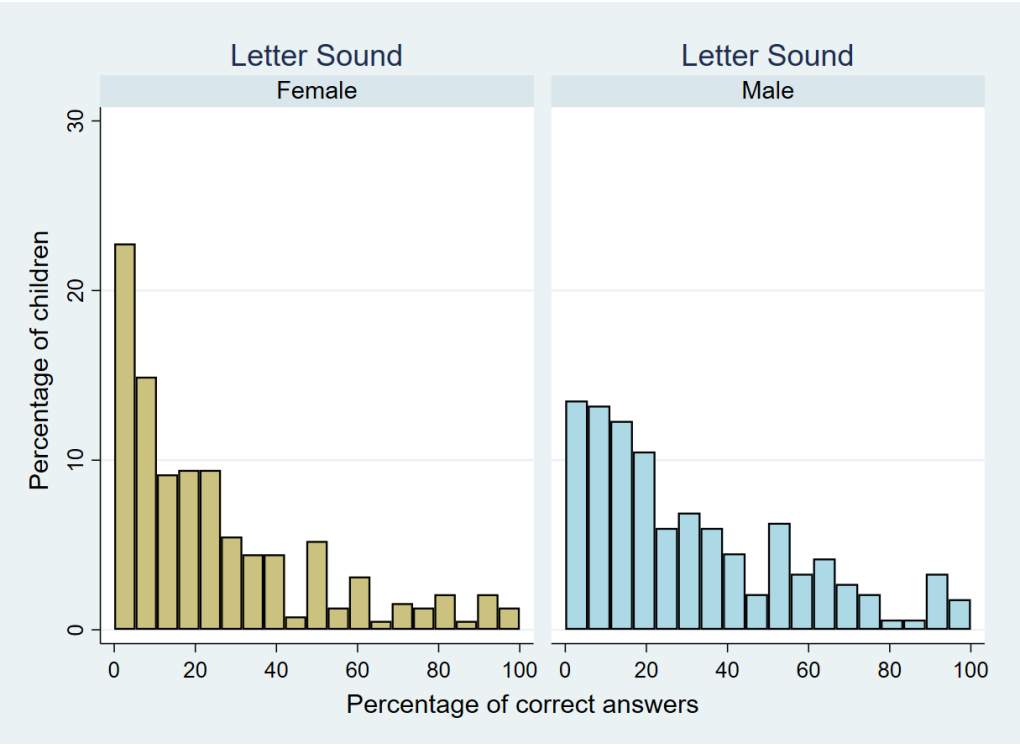


Figure A5.2: DRC Percentage of correctly identified familiar word by gender

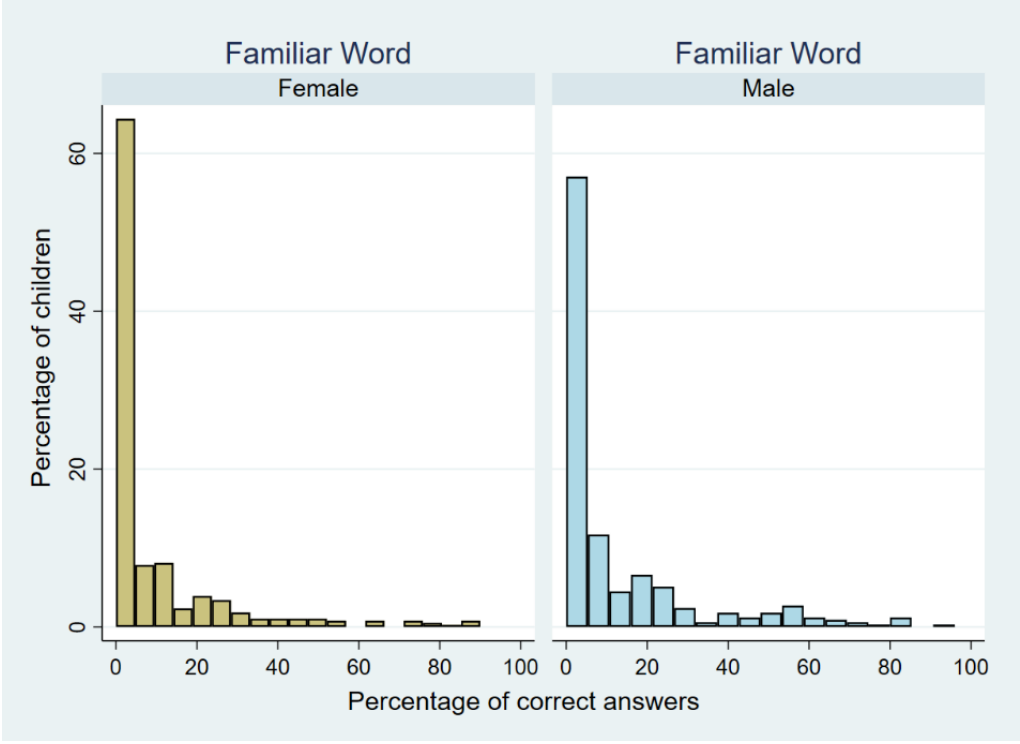


Figure A5.3: DRC Percentage of correctly identified invented word by gender

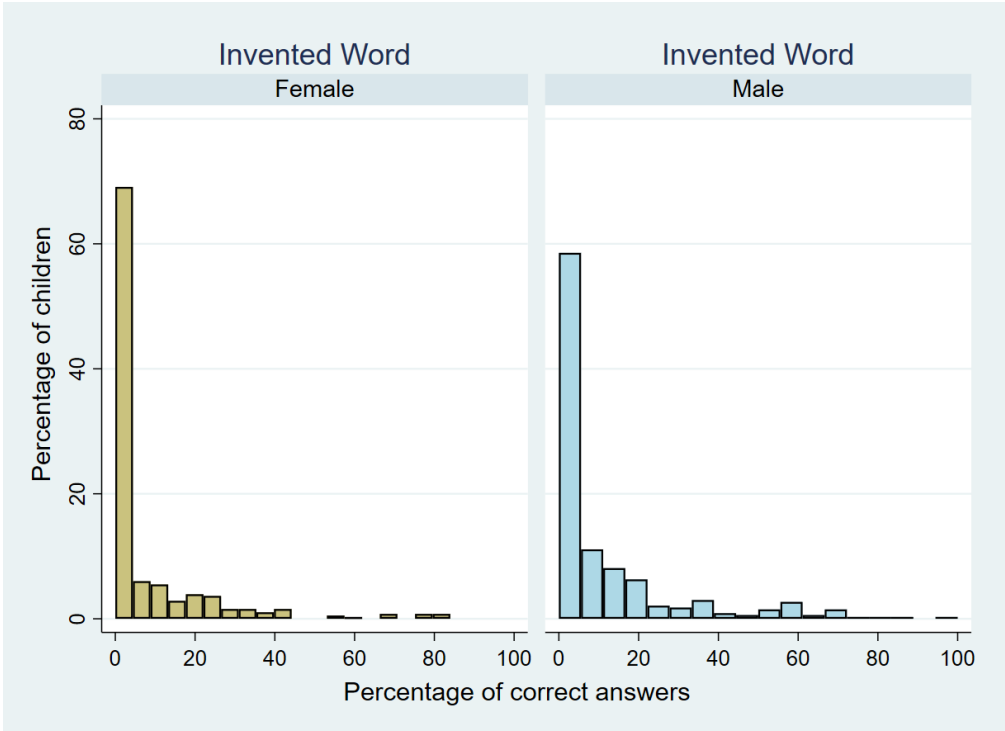


Figure A5.4: DRC Percentage of correctly identified words in oral passage reading by gender

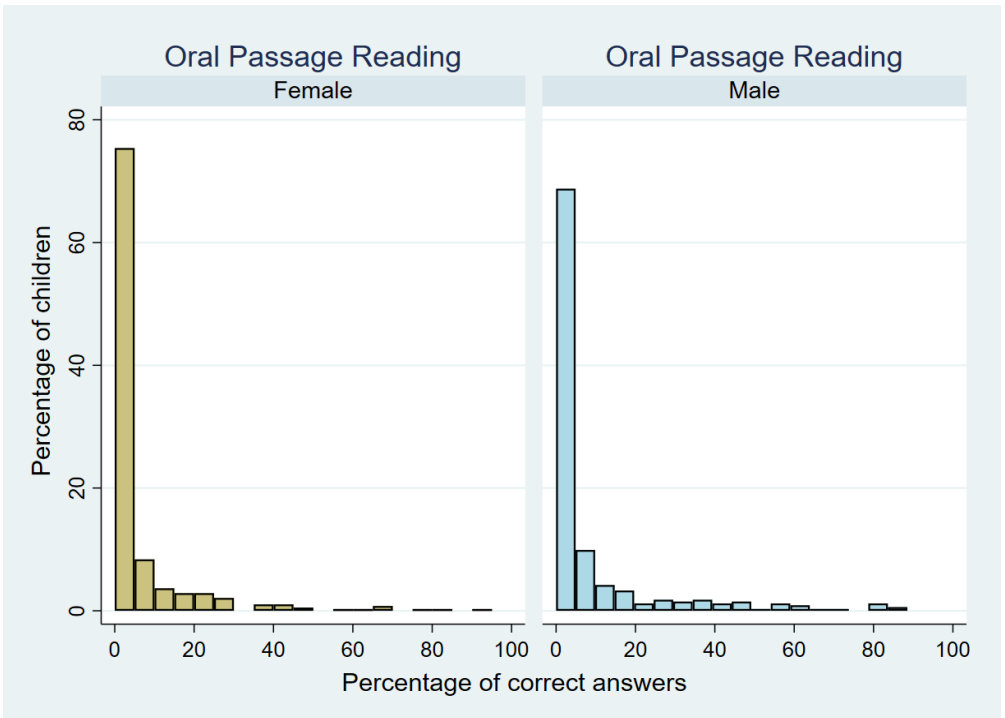


Figure A5.5: DRC Percentage of correctly answered comprehension questions by gender

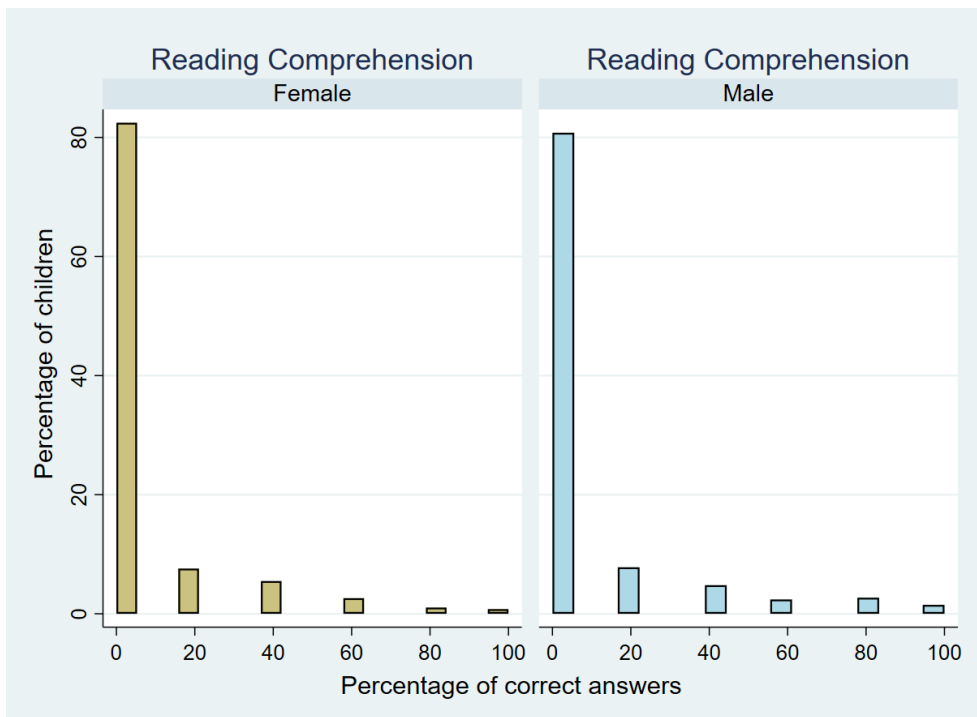


Figure A5.6: Niger Percentage of correctly identified letter by gender

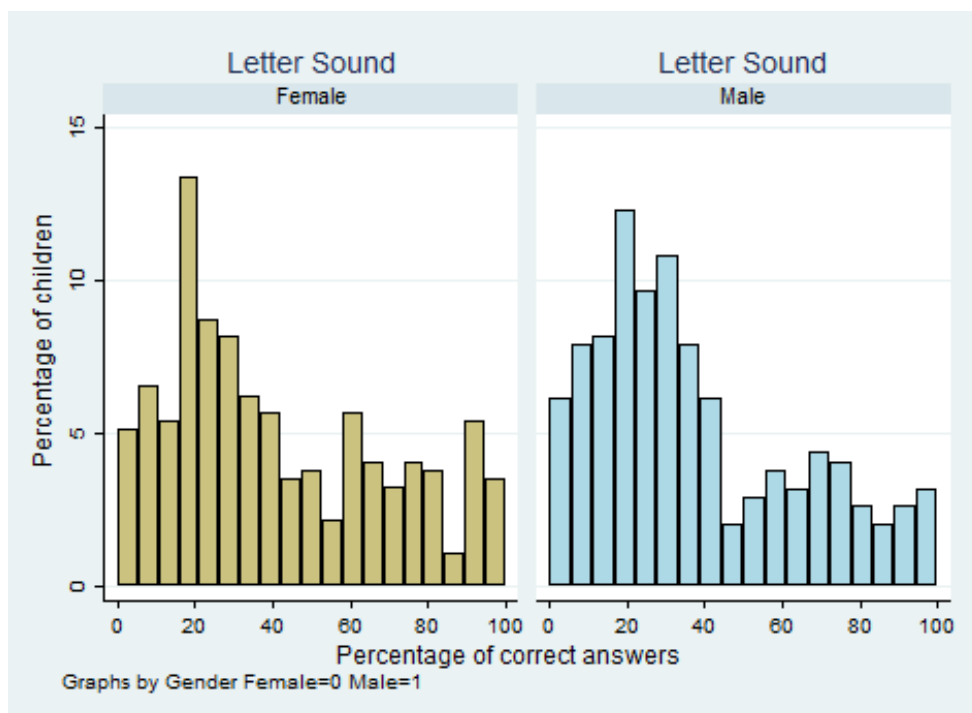


Figure A5.7: Niger Percentage of correctly identified familiar word by gender

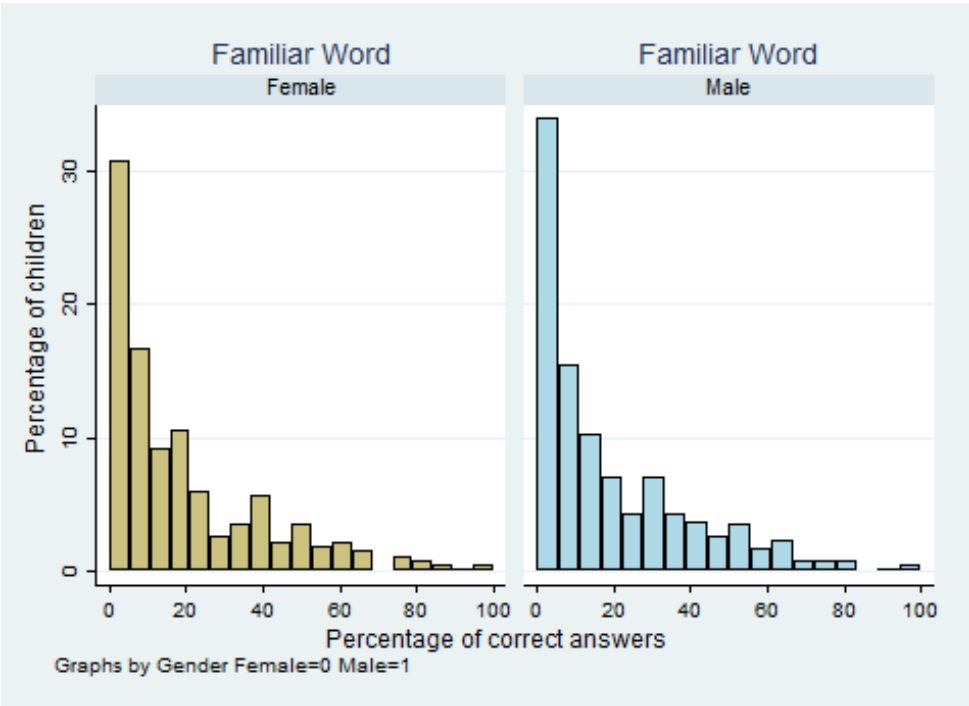


Figure A5.8: Niger Percentage of correctly identified invented word by gender

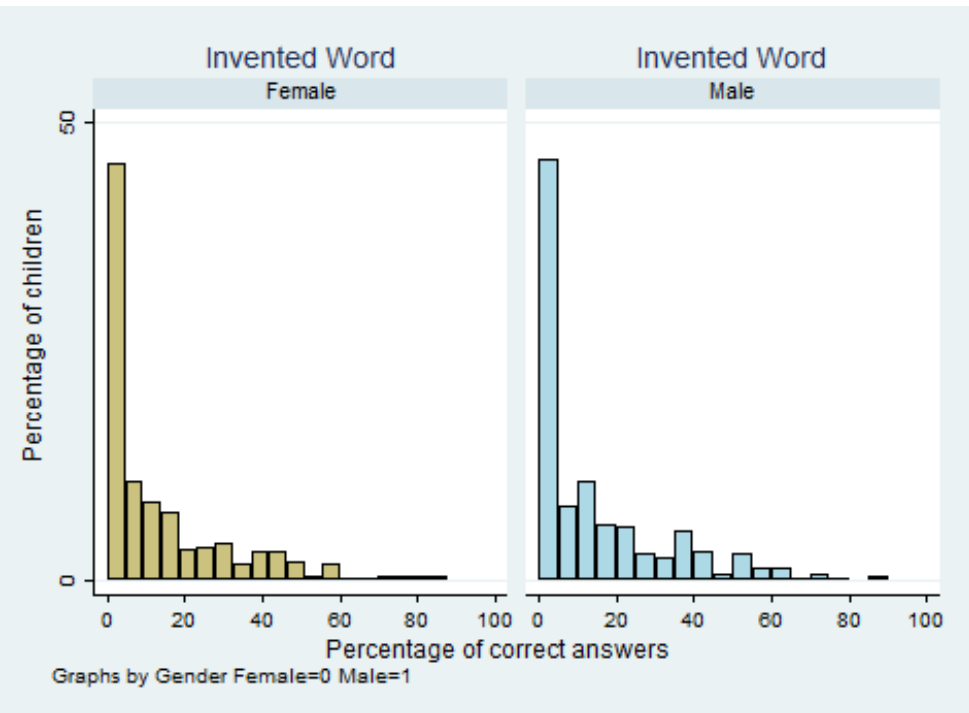


Figure A5.9: Niger Percentage of correctly identified words in oral passage reading by gender

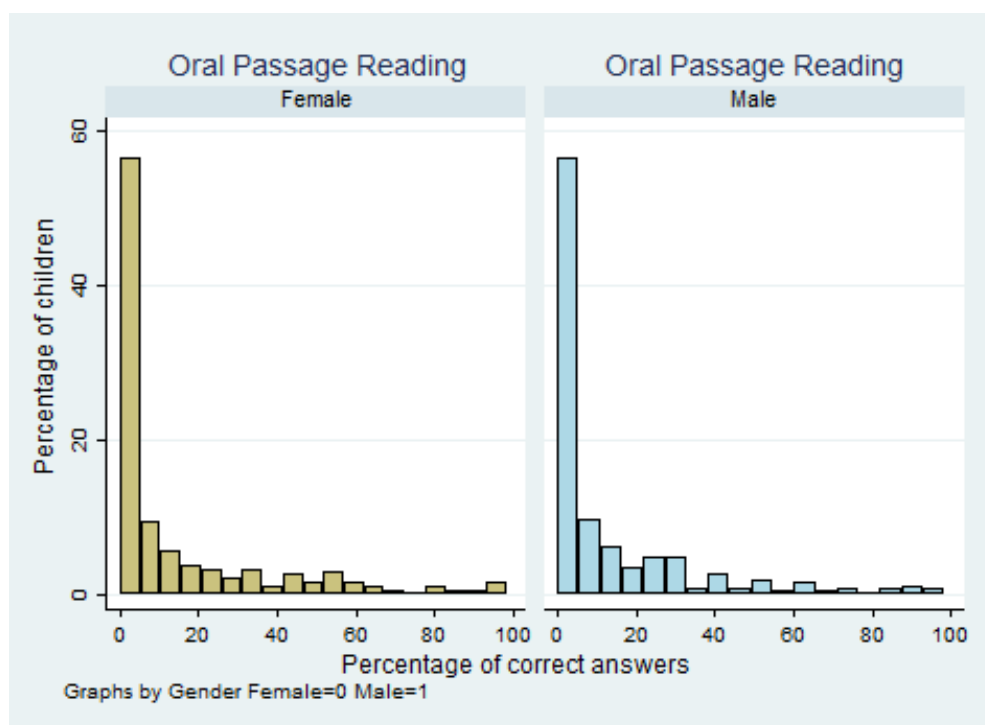


Figure A5.10: Niger Percentage of correctly answered comprehension questions by gender

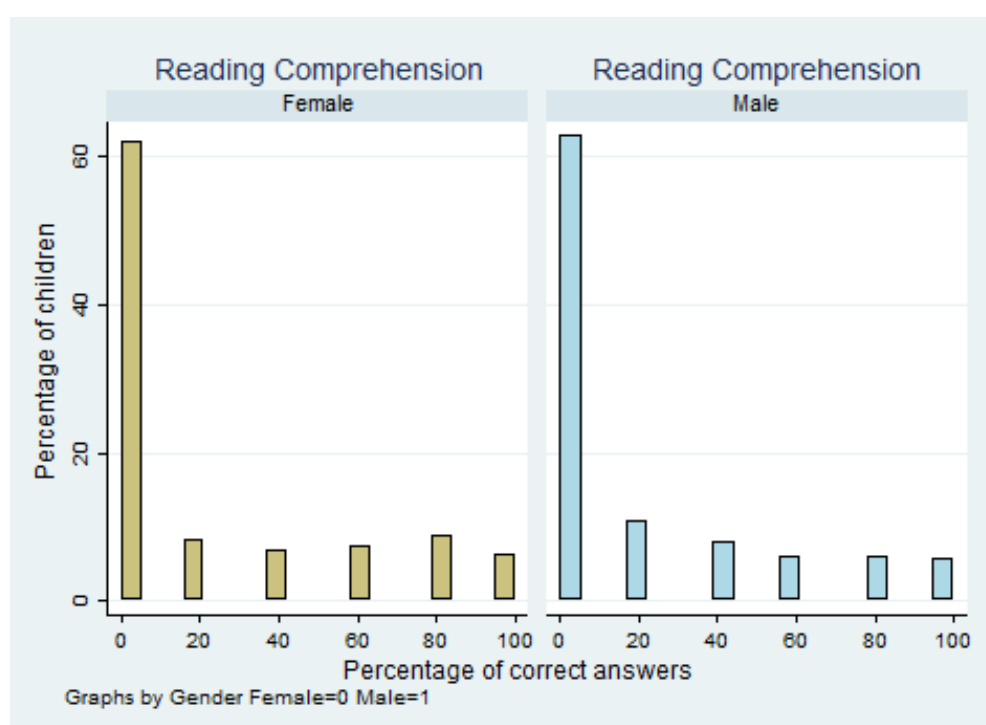


Figure A5.11: DRC Percentage of correctly identified number by gender

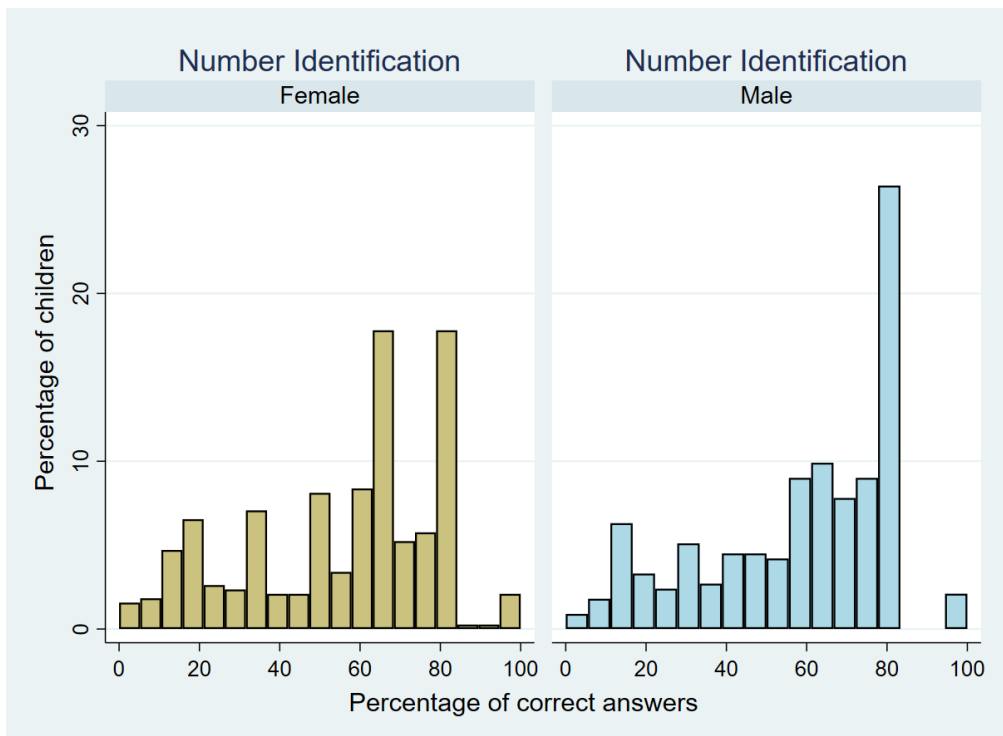


Figure A5.12: DRC Percentage of correct items on quantity discrimination sub-task by gender

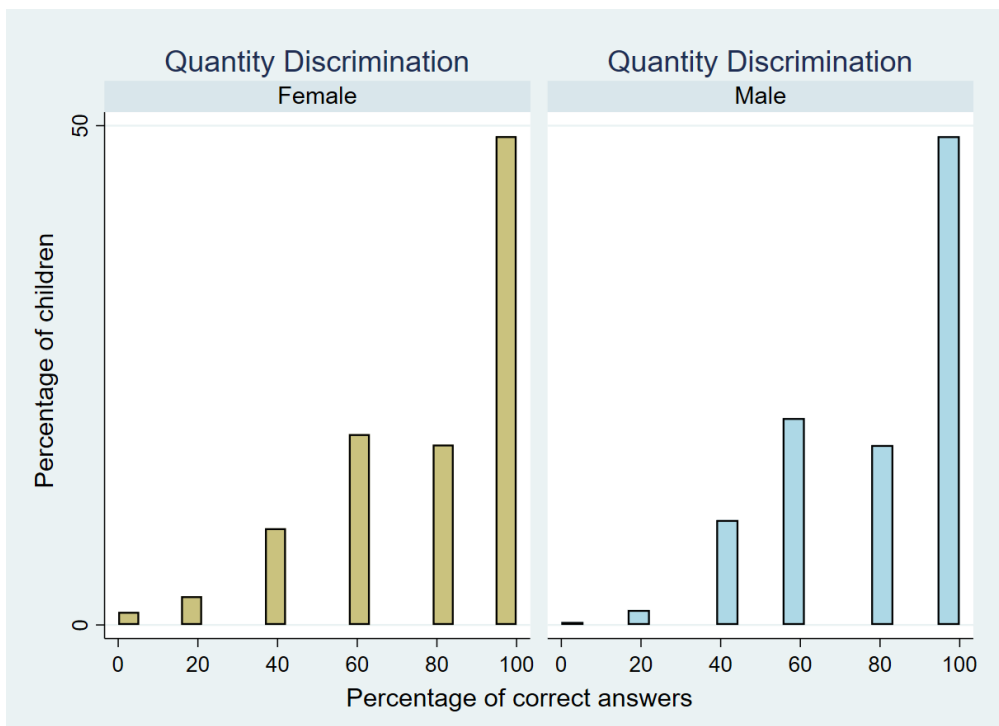


Figure A5.13: DRC Percentage of correct items on missing number sub-task by gender

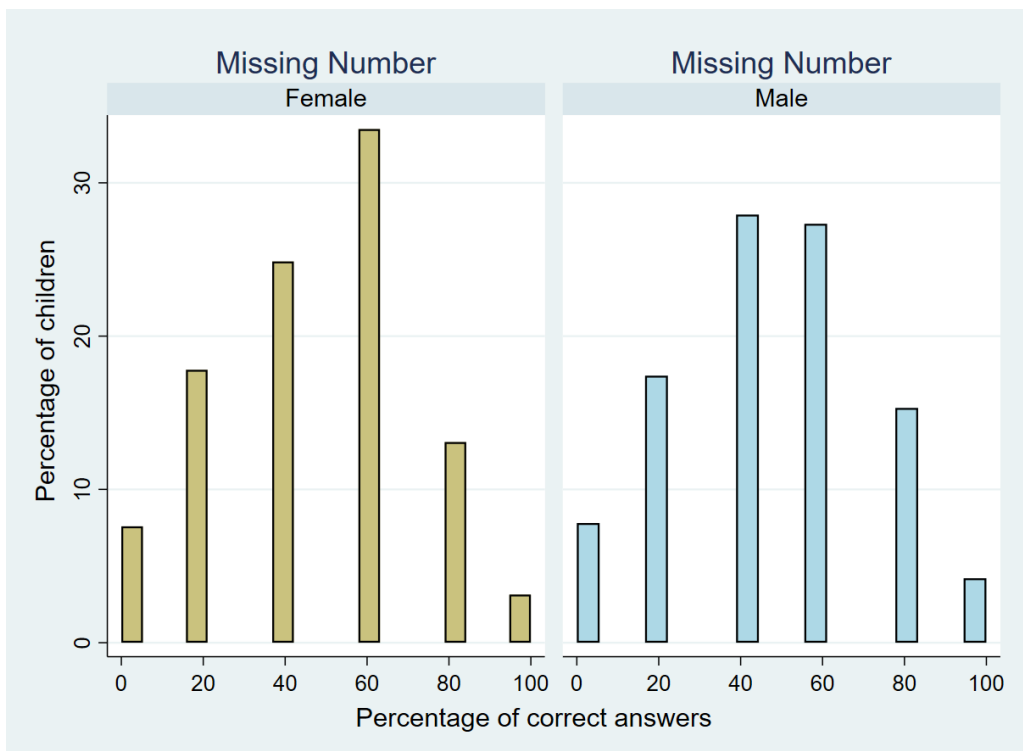


Figure A5.14: DRC Percentage of correct items on addition sub-task by gender

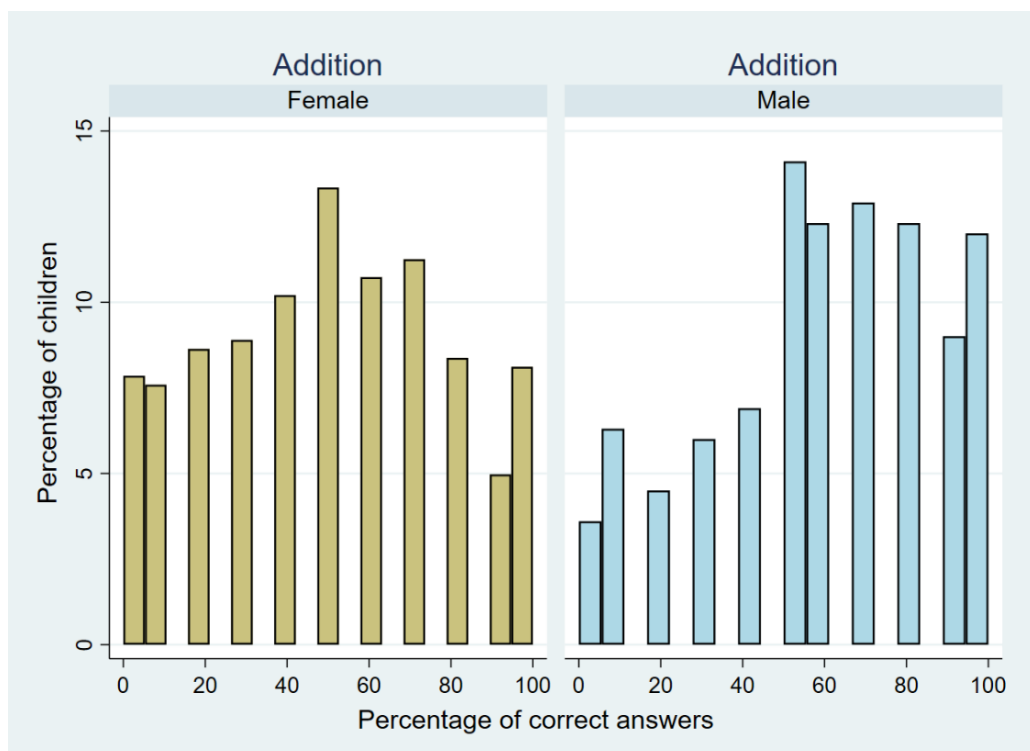


Figure A5.15: DRC Percentage of correct items on subtraction sub-task by gender

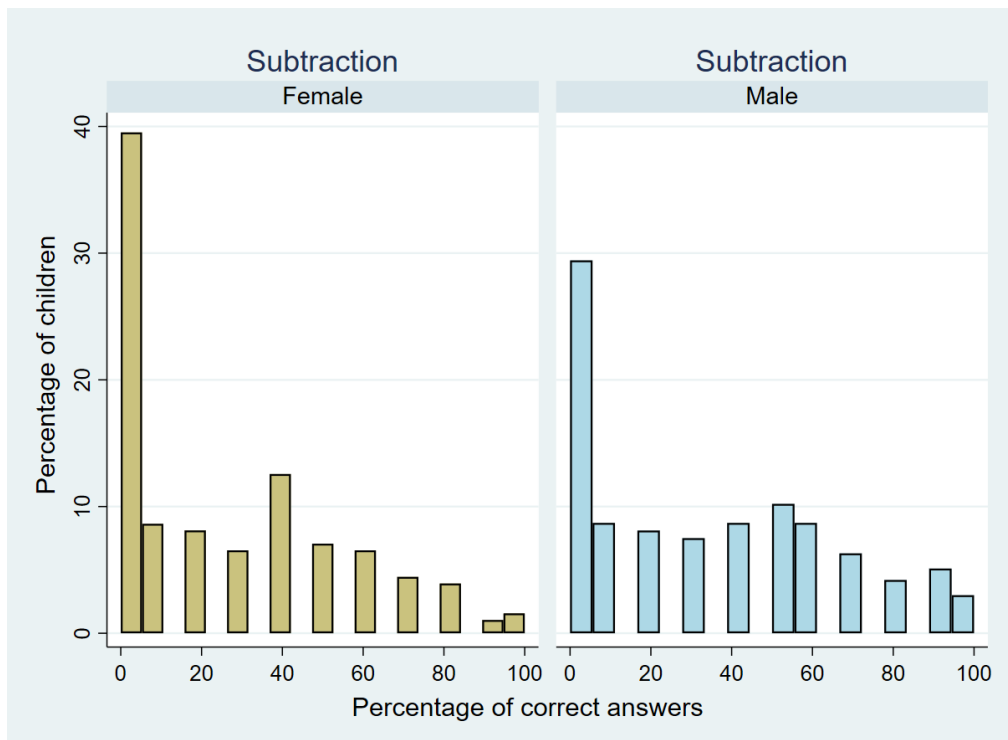


Figure A5.16: Niger Percentage of correctly identified number by gender

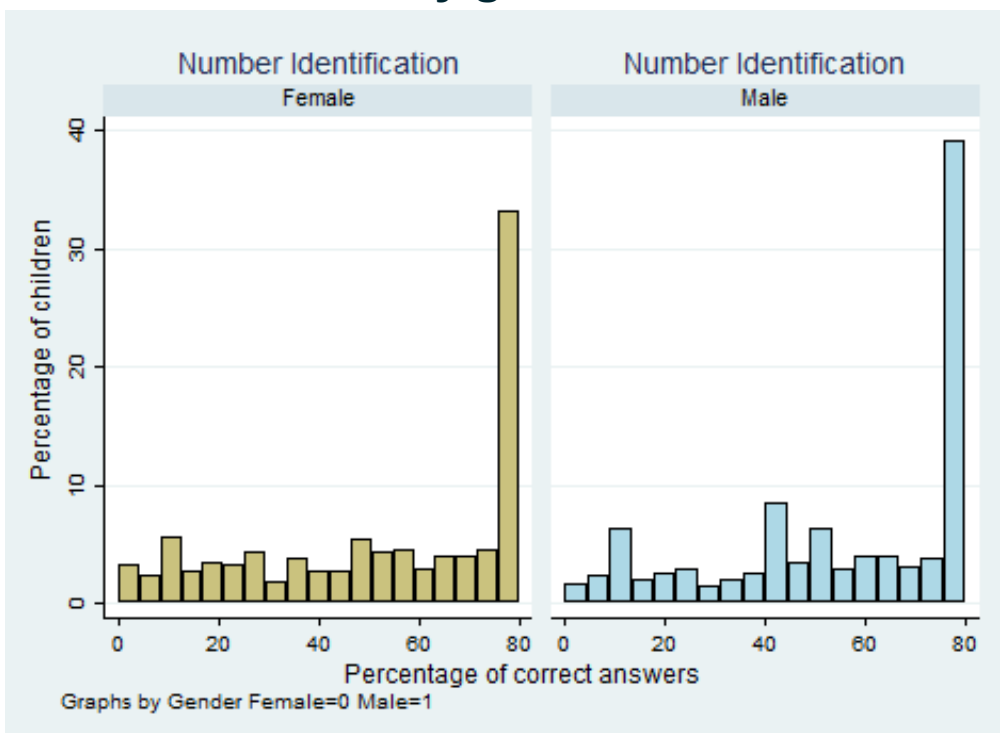


Figure A5.17: Niger Percentage of correct items on quantity discrimination sub-task by gender

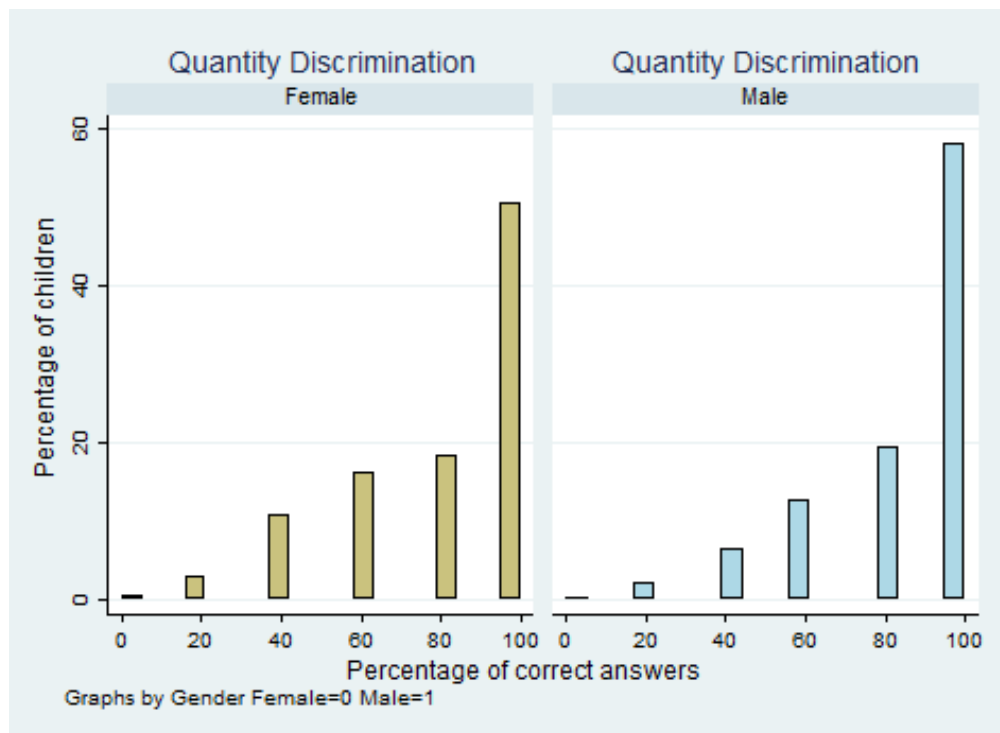


Figure A5.18: Niger Percentage of correct items on missing number sub-task by gender

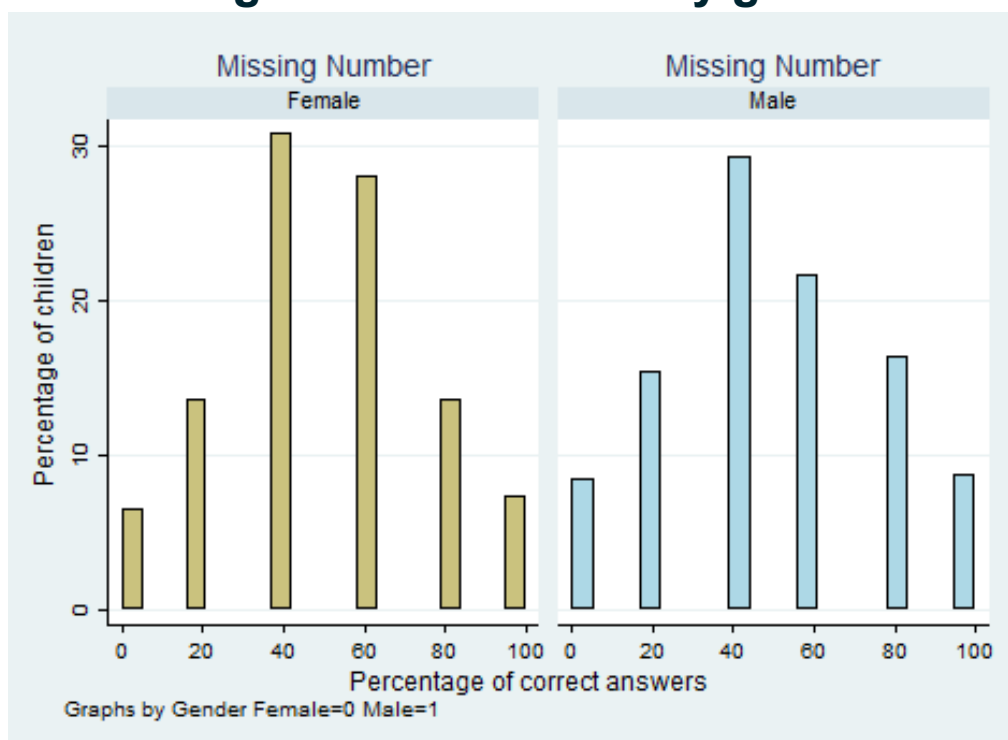


Figure A5.19: Niger Percentage of correct items on addition sub-task by gender

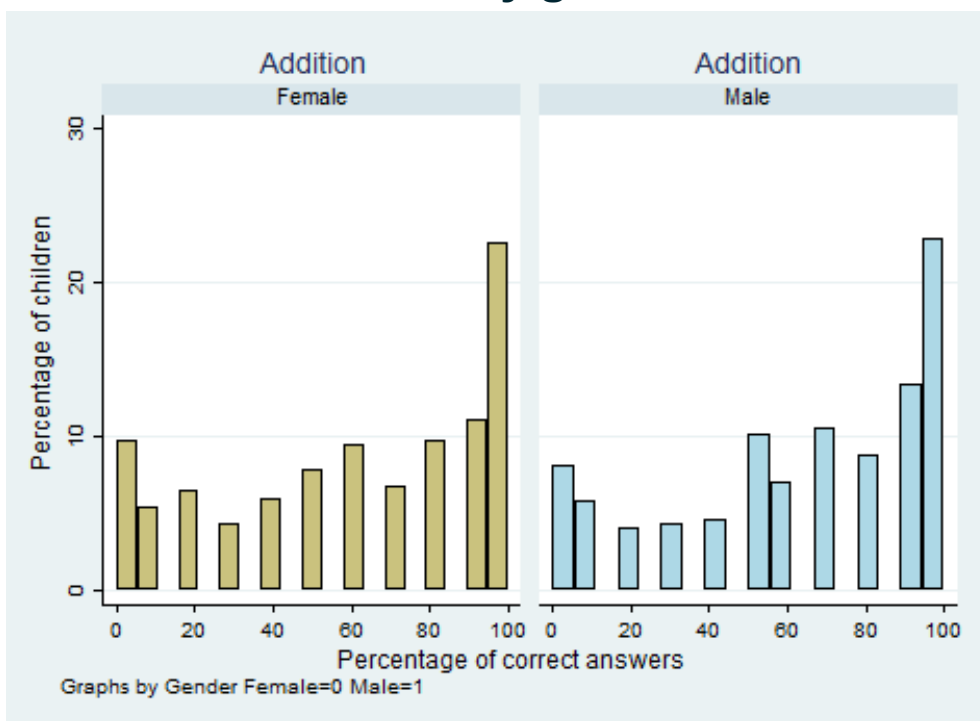


Figure A5.20: Niger Percentage of correct items on subtraction sub-task by gender

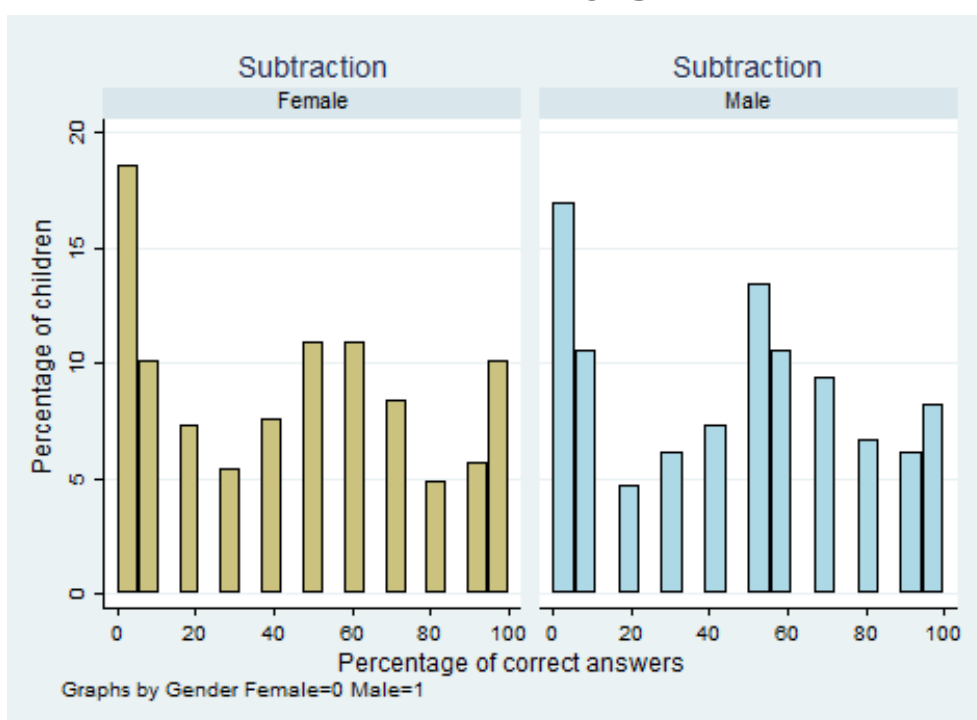


Figure A5.21: DRC Students' perception of the learning environment - Girls

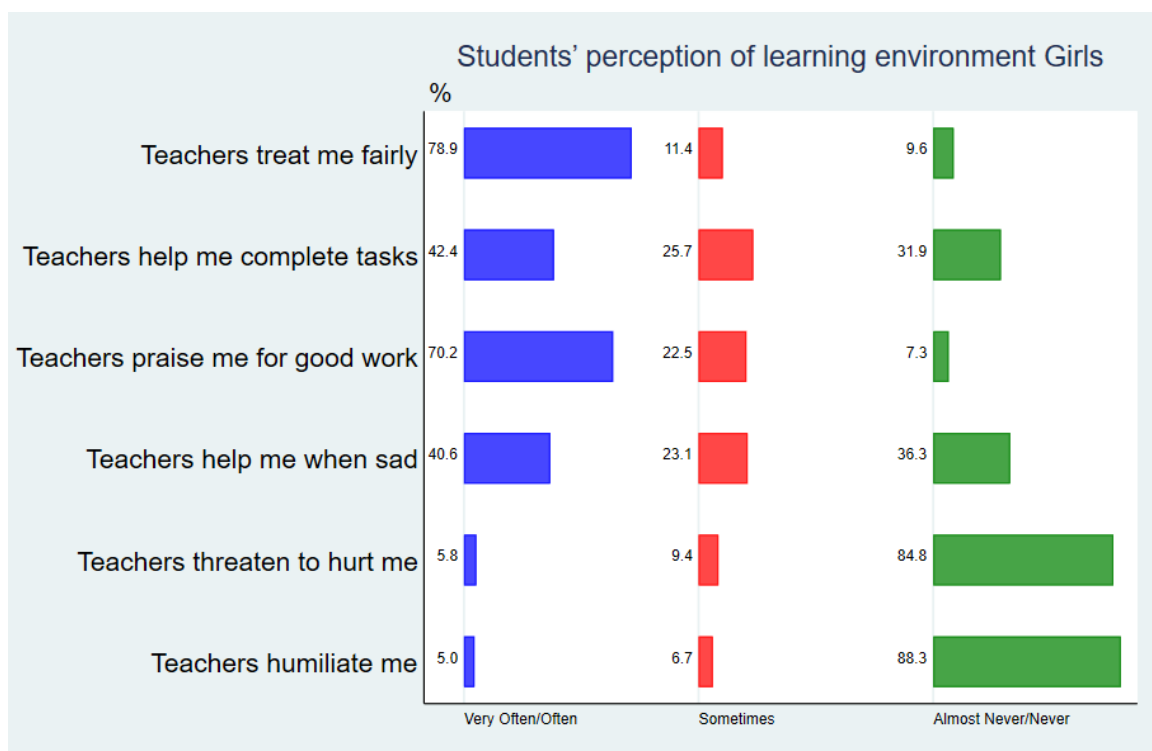


Figure A5.22: DRC Students' perception of learning environment - Boys

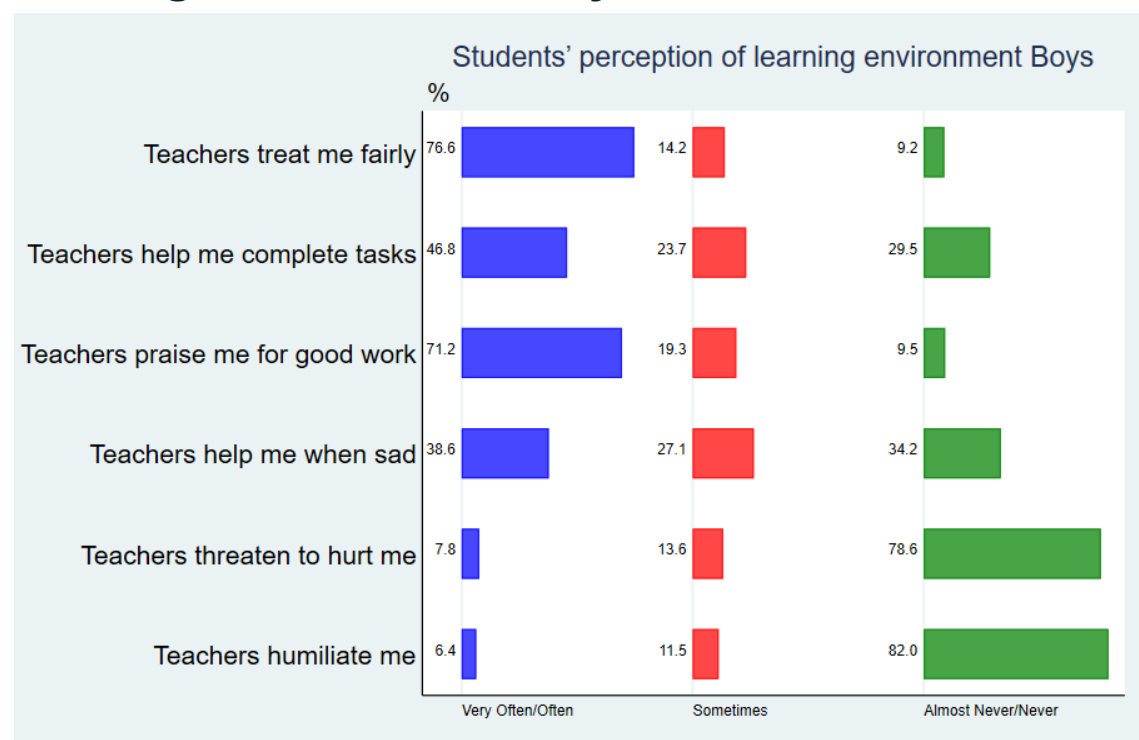


Figure A5.23: Niger Students' perception of the learning environment - Girls

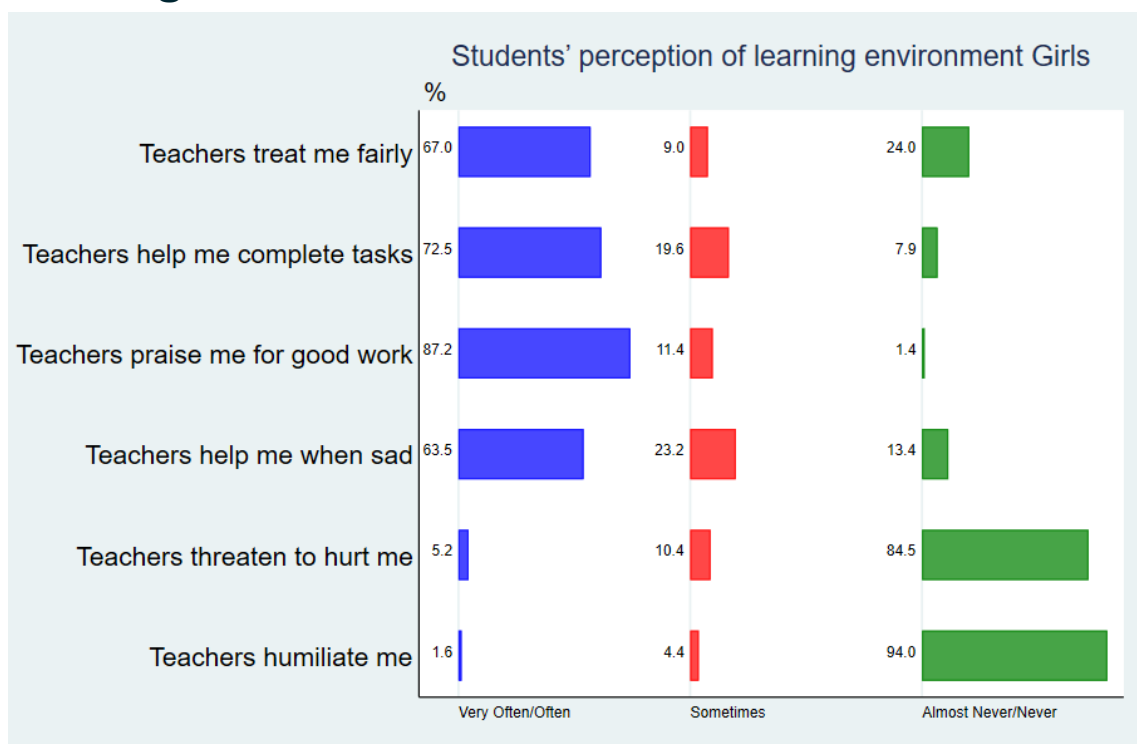


Figure A5.24: Niger Students' perception of learning environment - Boys

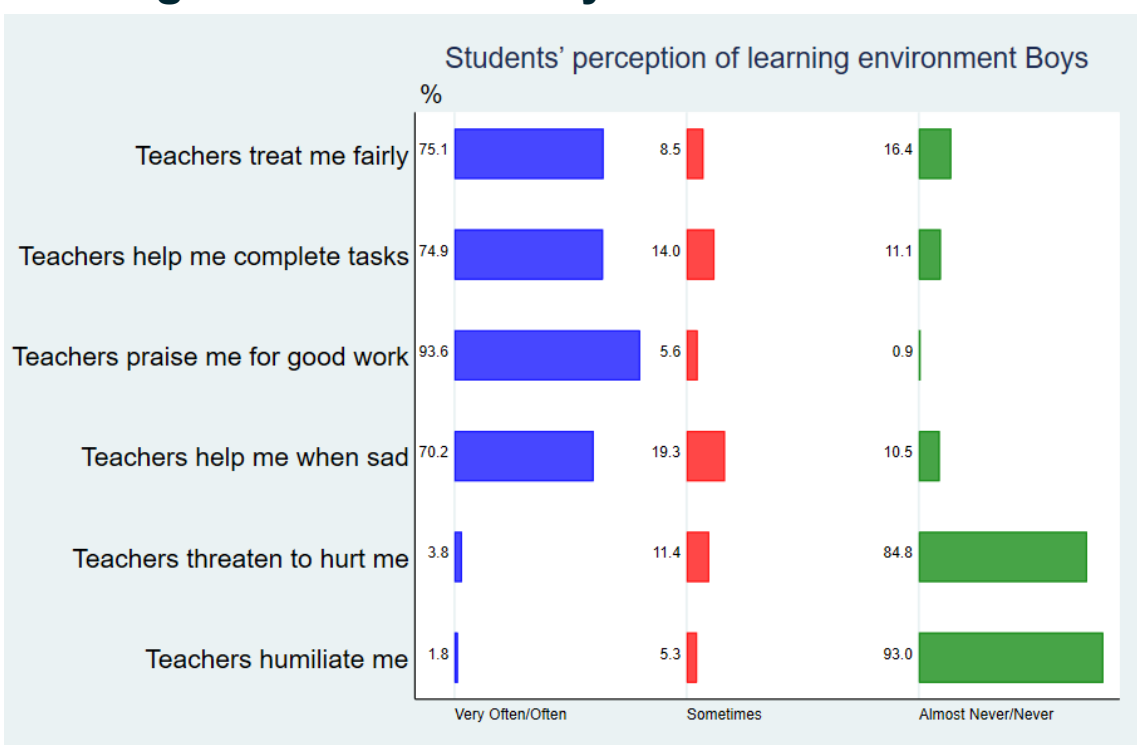


Figure A5.25: DRC Students' perception of punishment - Girls

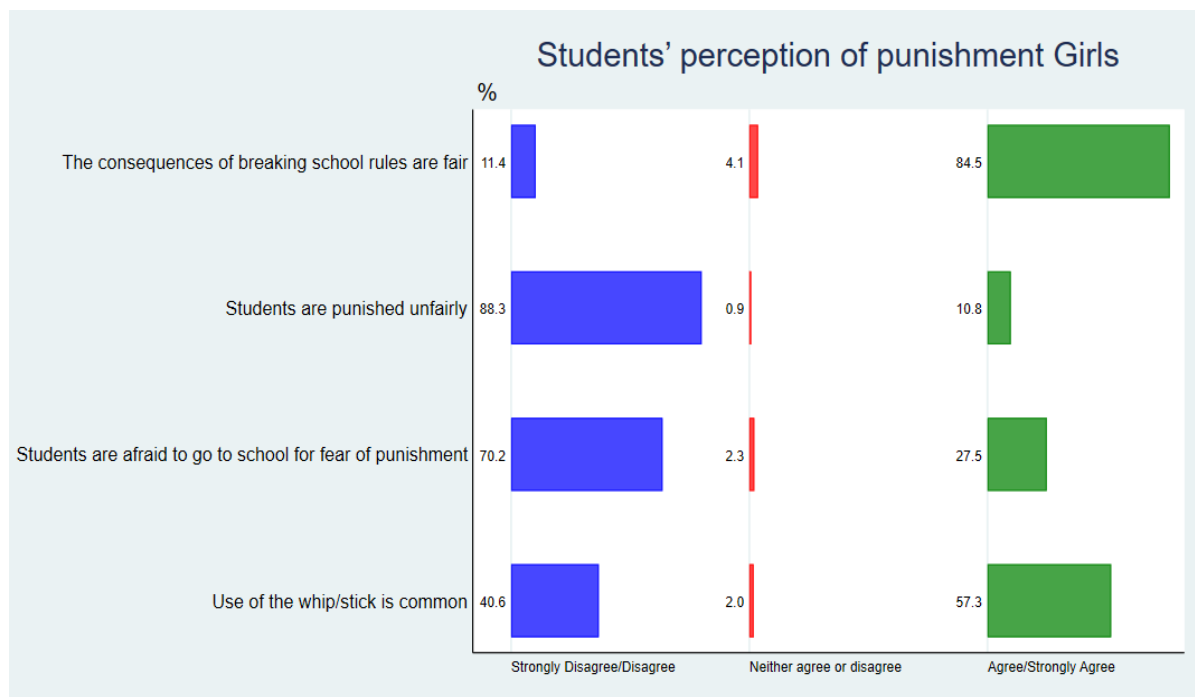


Figure A5.26: DRC Students' perception of punishment - Boys

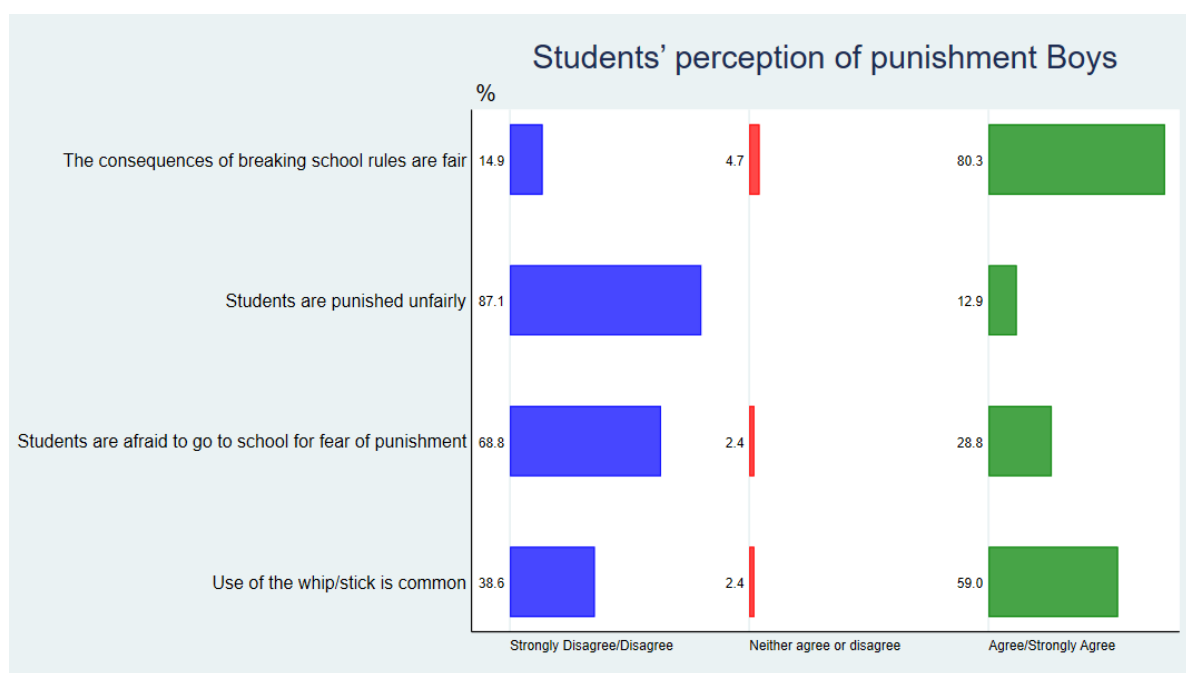


Figure A5.27: Niger Students' perception of punishment - Girls

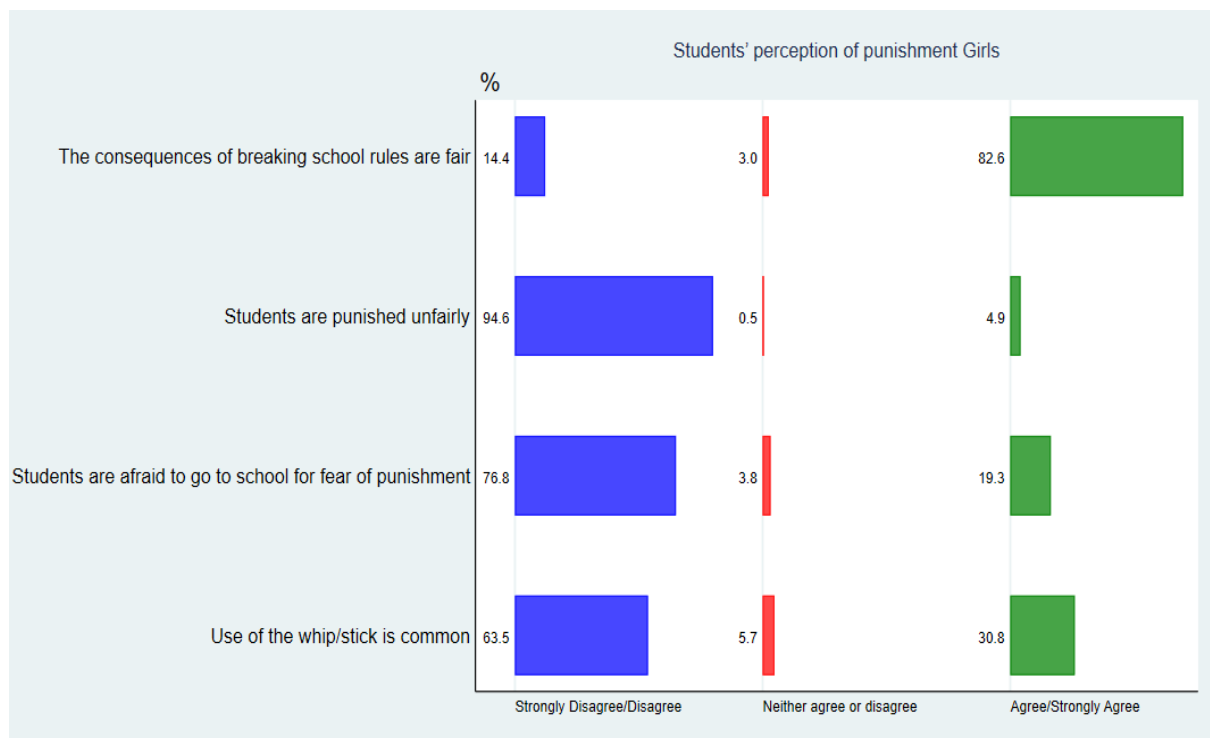


Figure A5.28: Niger Students' perception of punishment - Boys

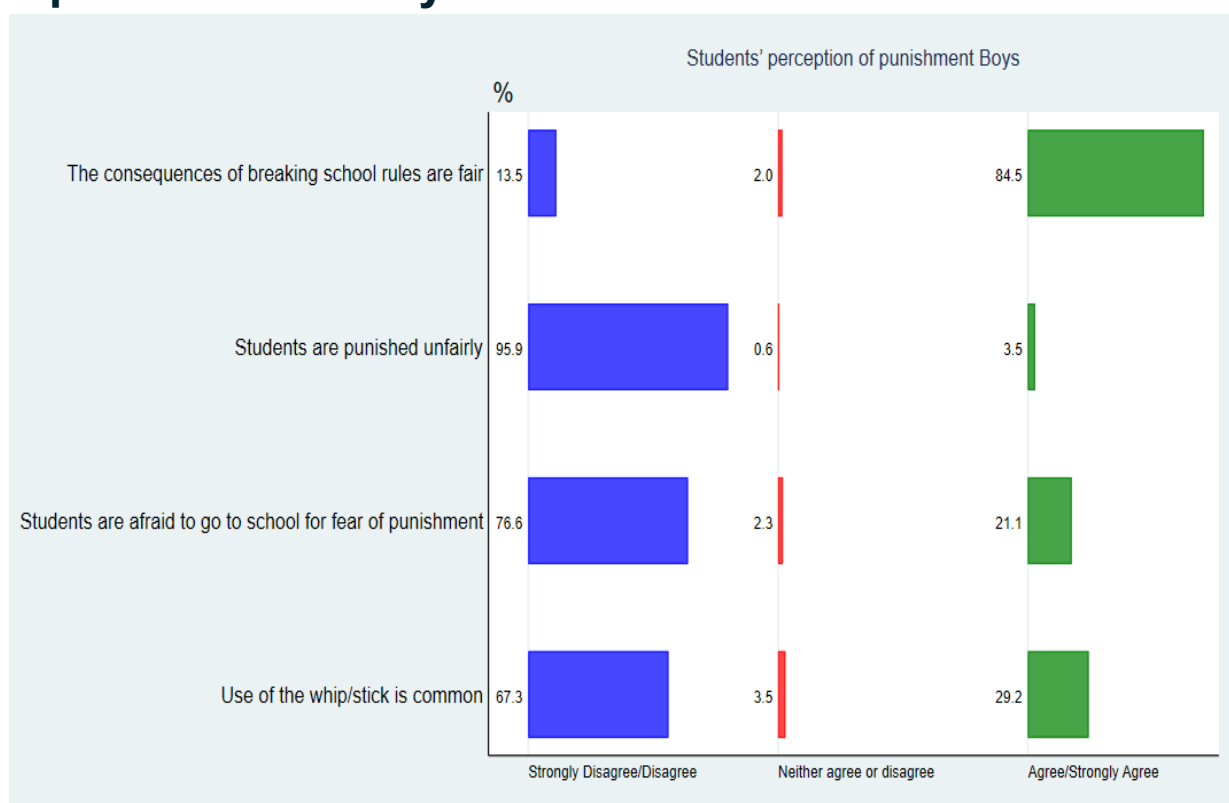


Figure A5.29: DRC Students' perception of security at school - Girls

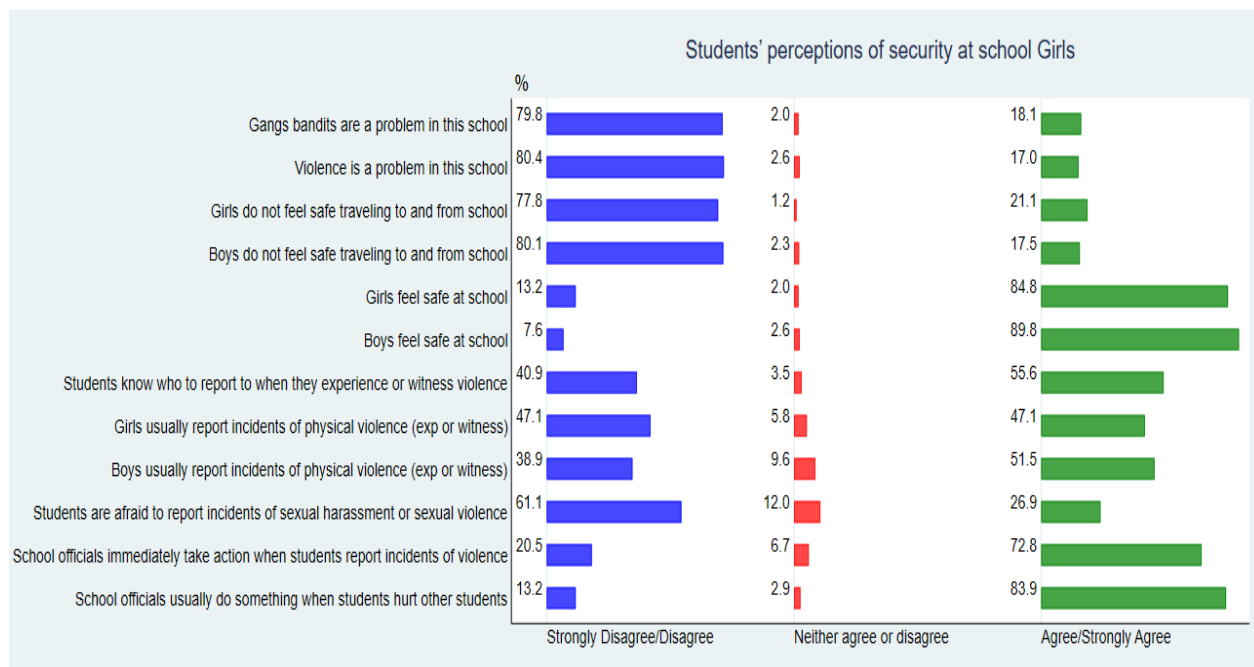


Figure A5.30: DRC Students' perception of security at school - Boys

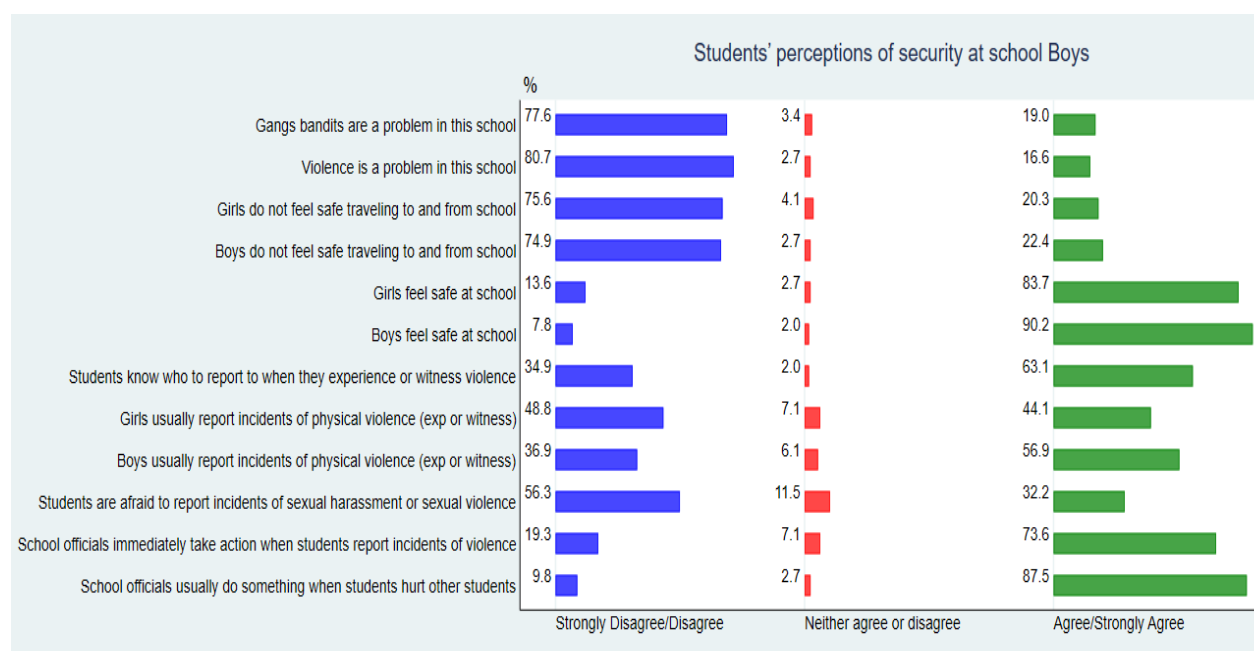


Figure A5.31: Niger Students' perception of security at school - Girls

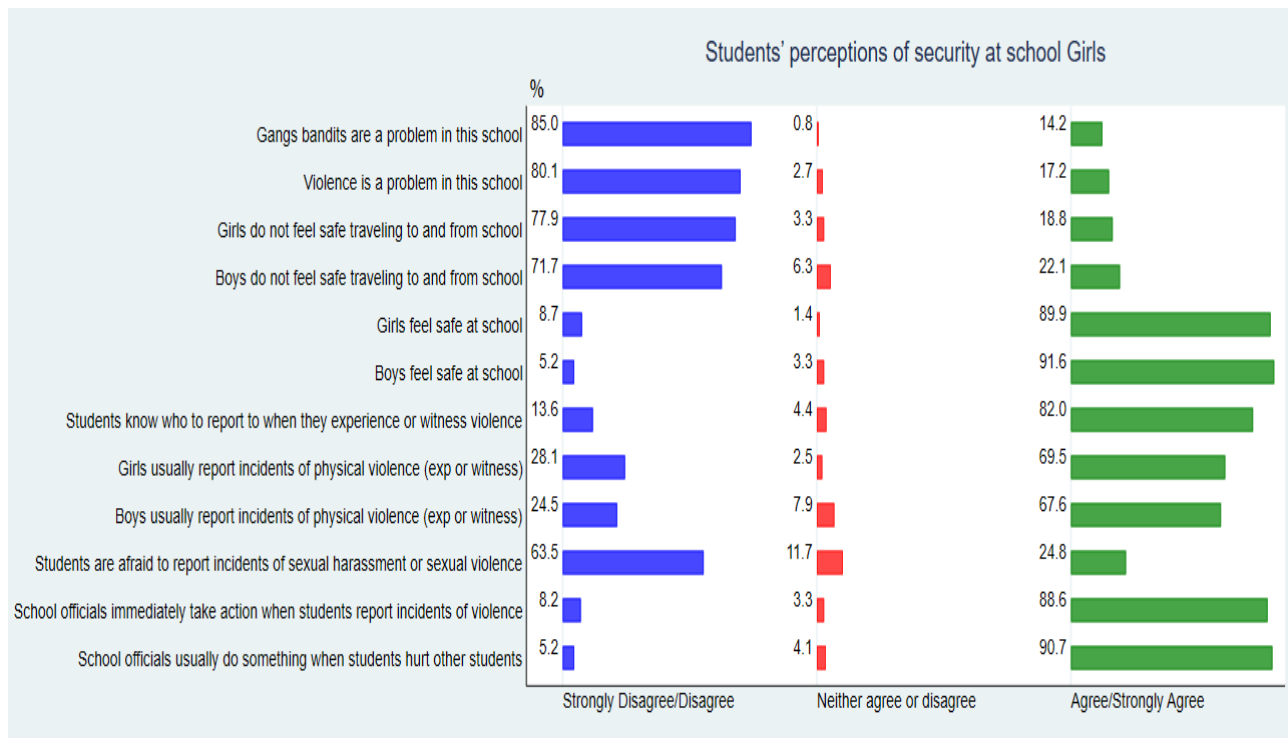


Figure A5.32: Niger Students' perception of security at school - Boys

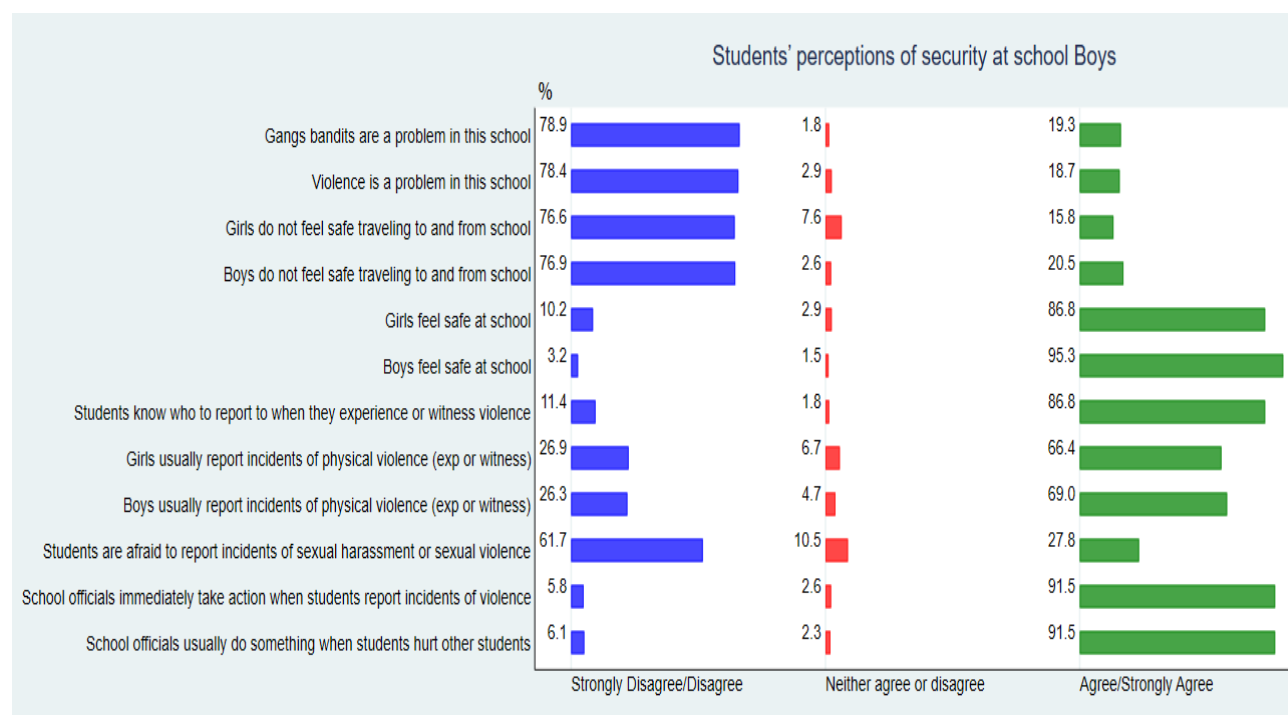


Figure A5.33: DRC Students' knowledge of dealing with conflict at school - Girls

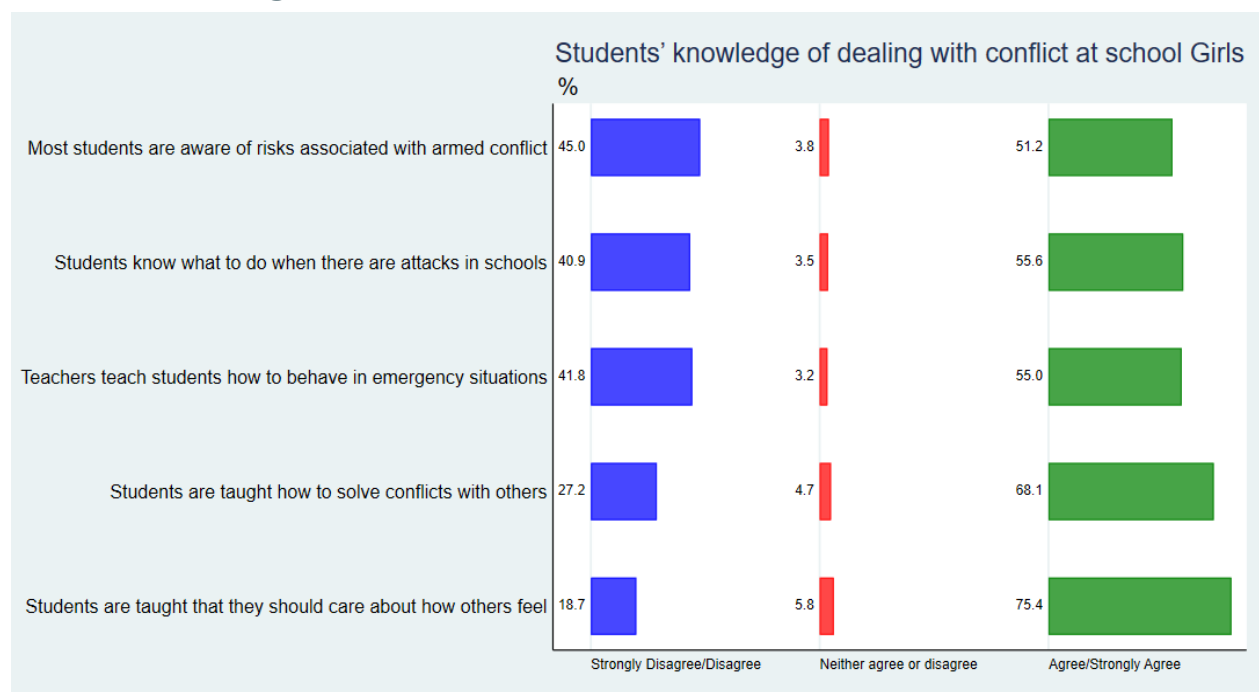


Figure A5.34: DRC Students' knowledge of dealing with conflict at school - Boys

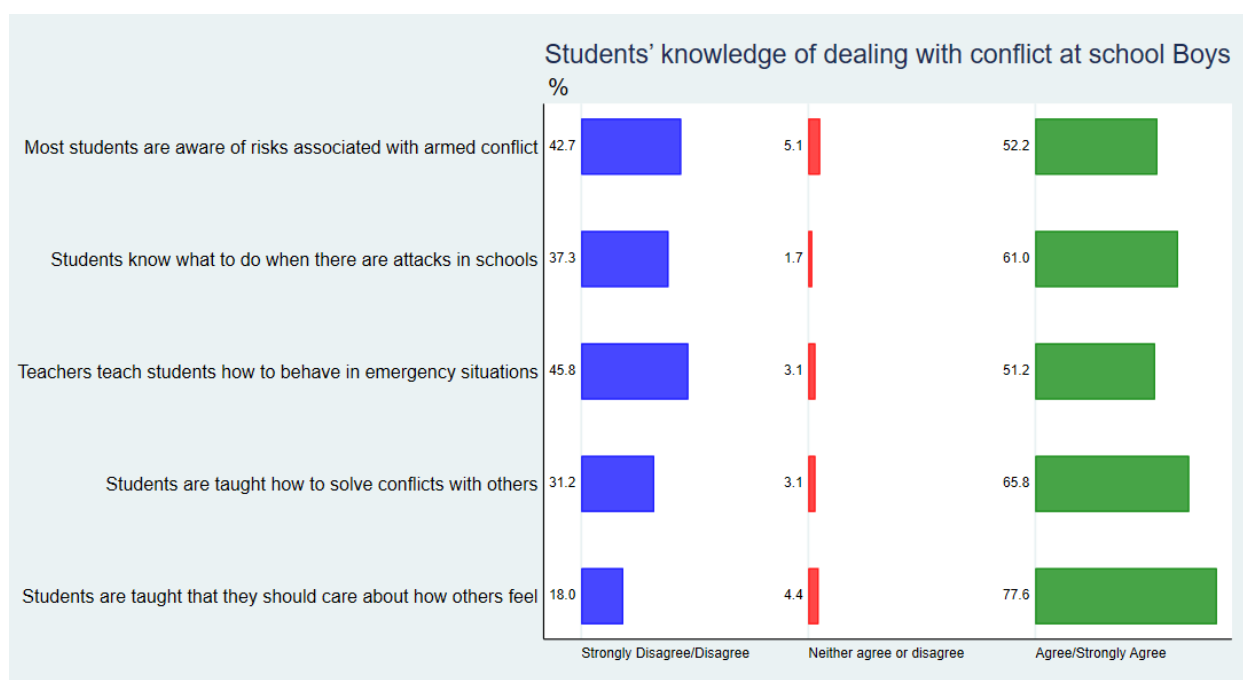


Figure A5.35: Niger Students' knowledge of dealing with conflict at school - Girls

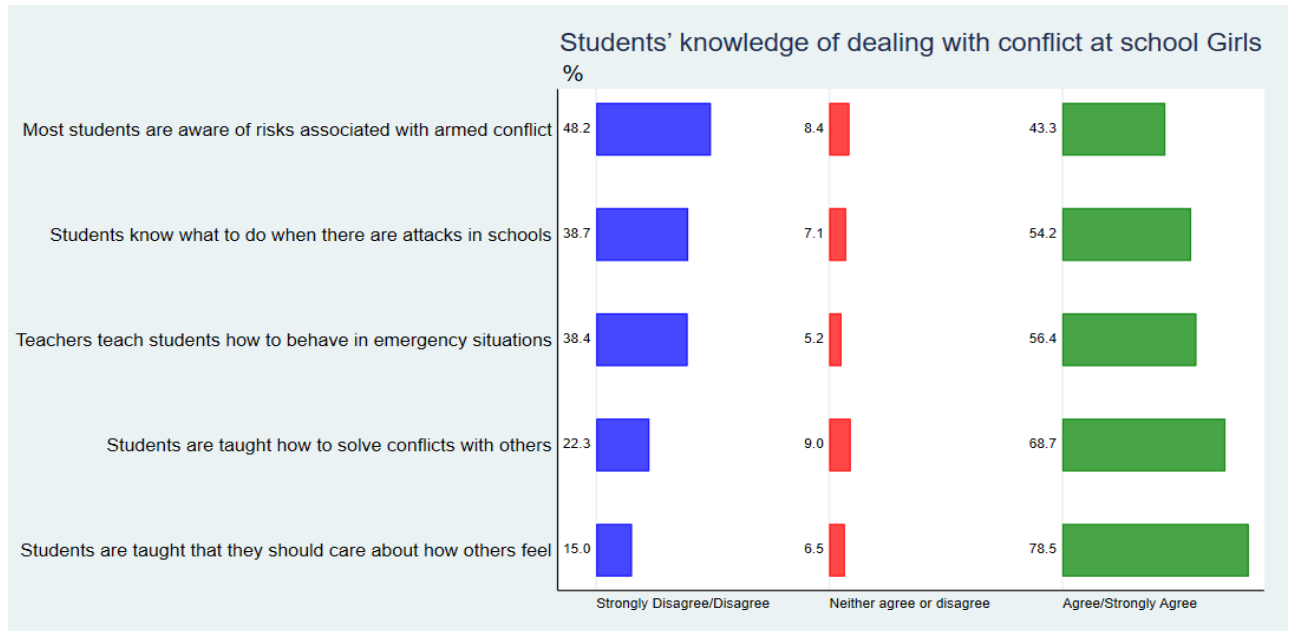
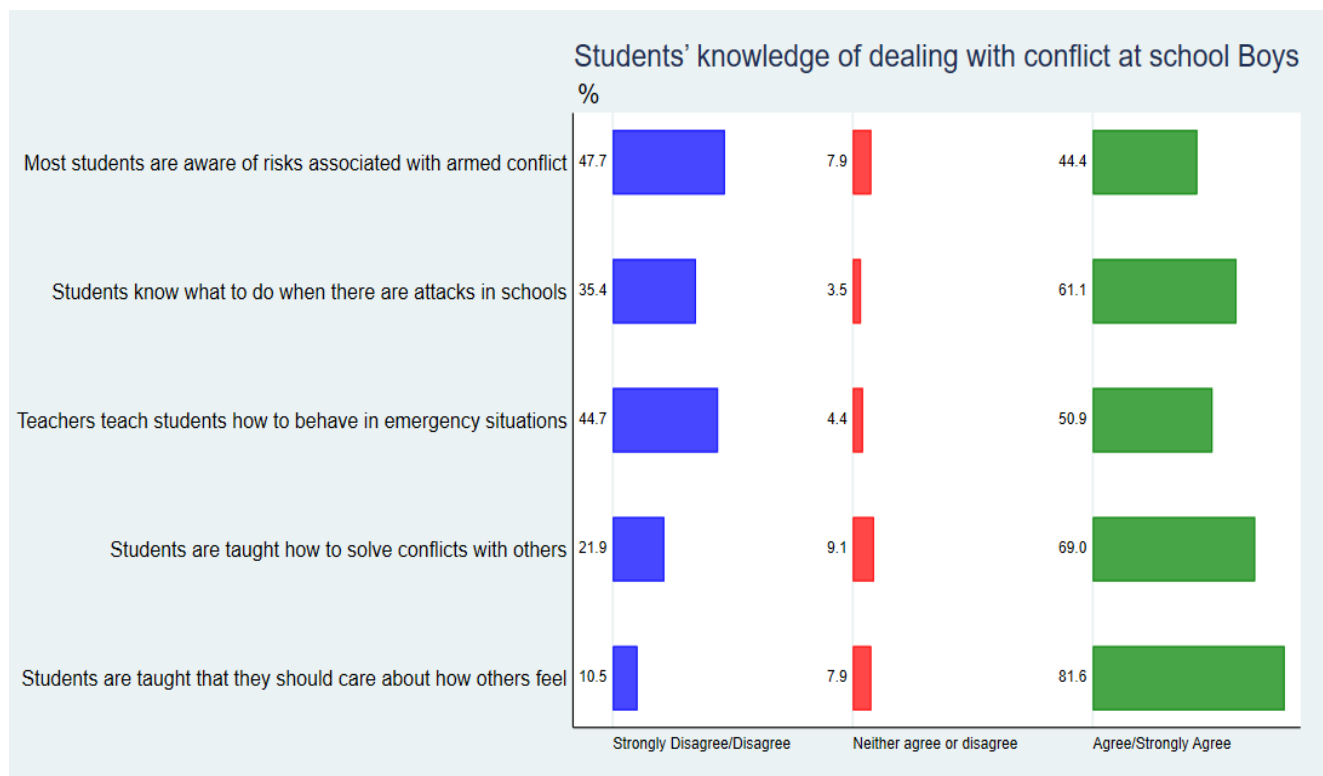


Figure A5.36: Niger Students' knowledge of dealing with conflict at school - Boys





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