



Impact of Teacher Training on Literacy Rates in Primary Schools of Democratic Republic of Congo: A Twelve-Month Analysis

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Abstract

Literacy rates in primary schools of Democratic Republic of Congo (DRC) have been historically low, despite government efforts to improve educational outcomes. A twelve-month longitudinal study was conducted in 20 primary schools across DRC, focusing on pre- and post-training assessments of student literacy levels. Post-training literacy test scores showed a significant improvement from baseline, with an average increase of 15% among participating students. Teacher training programmes have the potential to significantly boost literacy rates in DRC's primary schools, warranting further investment and replication efforts. Government should prioritise funding for teacher training initiatives and continuous professional development opportunities to support educational improvement.

Keywords: *Democratic Republic of Congo, Geographic Focus, Teacher Effectiveness, Literacy Rates, Educational Policy Analysis, Qualitative Research, Quantitative Data Collection*

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